



MEETING NUMBER FOUR HUNDRED AND SIXTY SEVEN OF THE BOARD OF GOVERNORS OF ALGONQUIN COLLEGE WILL BE HELD ON TUESDAY, OCTOBER 11, 2011, BEGINNING AT 5:00 P.M. IN THE ROSSER BOARDROOM, C539, WOODROFFE CAMPUS

AGENDA

1. Conflict of Interest Declaration
2. Approval of Previous Minutes
 - June 13, 2011
 - September 12, 2011 (*In camera*)
3. Business Arising
4. Presentation: Developing the Strategic Plan
5. Decision Items & Reports
 - a. 2010/2011 Annual Report
 - b. Governance Committee Membership
 - c. Banking Officers
6. Report of the Chair
7. Report of the President
8. Management Summary Report
9. Other Business
 - Discussion regarding Election Implications and Putting Students First
10. In Camera Session



Presentation to:	Board of Governors
Subject:	Developing the Strategic Plan
Date:	October 11, 2011
Presenter:	Robert Gillett, President

Purpose

To provide members of the Board of Governors with an update on the development of the revised 2012-2016 Strategic Plan.

Background Information

The enclosed material includes the following pieces of information:

Strategic Plan Review & Update to 2016 – Working Documents:

- Part One: Review of Current Strategic Plan
- Part Two: 2012-2016 Strategic Plan (Preliminary Draft)

Reference Material

- 2008-2013 Strategic Plan
- Strategic Plan Status, August 25, 2011 (Author: D. Orendorff)
- Environmental Scan
- Putting Students First: Ontario's Plan for Postsecondary Education
- Vision 2020 Paper & Feedback
- Digital College Paper

Recommendation

That the Board of Governors receive the information.

PART ONE: Review of Current 2008-2013 Strategic Plan

October 11, 2011

2008-2013 STRATEGIC PLAN GOAL STATEMENT	2008-2013 Goal Completed	Goal to be Carried Forward to 2012-2016 Strategic Plan
Employee Development 2008-2013 Goals		
		Provide faculty and academic staff with the knowledge required to ensure the provision of an engaged teaching/ learning environment, based on adult learning principles and the integration of electronic technology.
		Support employees by investing in professional development, including technology training.
		Expand orientation and mentorship activities for new employees to ensure that every employee better understands the programs and services the College offers.
		Build the leadership capabilities of our employees and our future leaders through a comprehensive leadership development program.
	Focus on skills identification, at all levels, to address succession planning and unforeseen circumstances.	
Service Excellence 2008-2013 Goals		
		Integrate student support services to ensure a focus on helping students to be successful.
		Expand access to services by incorporating emerging technologies into all student services areas.
	Ensure student service is a competitive differentiator by implementing and monitoring the recommendations of the Client Service Task Force.	
Academic Leadership 2008-2013 Goals		
		Enhance College processes which ensure that Algonquin is a leader in student retention and graduation rates in Ontario.
		Offer programs that are designed to meet the needs of the workplace and ensure that

2008-2013 STRATEGIC PLAN GOAL STATEMENT	2008-2013 Goal Completed	Goal to be Carried Forward to 2012-2016 Strategic Plan
		employers have the skilled workforce needed for the future of a knowledge-based economy.
		Increase the community's awareness of the College by enhancing linkages to businesses, school boards, universities, agencies, and the employer community in new and unique ways by expanding cooperative education and other workplace experience opportunities.
		Increase the flexibility of program offerings to accommodate Government policy and directions and to address the changing needs of the student population.
	Increase the environmental sustainability content in programs.	
		Create opportunities for students to develop the skills, knowledge and attitudes necessary to succeed in the global economy.
		Increase applied research activities, which also enhance staff development and increase student's preparation for the workplace.
Resource Management 2008-2013 Goals		
		Enhance the quality of student life by making student study space and multi-use spaces a priority in future capital expansion and major renovation projects.
		Foster a culture of innovation which leads to new and creative practices.
		Implement environmentally sustainable best practices in College operations.
		Expand corporate and business development opportunities.
		Develop partnerships with individuals and organizations which help support the capital funding needs at all campuses.
		Identify funds for priority investment and strategic initiatives by increasing operational efficiencies through continuous improvements in College processes and the re-alignment of spending priorities.

PART TWO: 2012-2016 Strategic Plan (*Preliminary Draft*)

October 11, 2011

2008-2013 STRATEGIC PLAN GOAL STATEMENT	2008-2013 Goal to be Carried Forward to 2012-2016 Strategic Plan	New Goal 2012-2016 Strategic Plan
Employee Development 2008-2013 Goals		
	Provide faculty and academic staff with the knowledge required to ensure the provision of an engaged teaching/ learning environment, based on adult learning principles and the integration of electronic technology.	
	Support employees by investing in professional development, including technology training.	
	Expand orientation and mentorship activities for new employees to ensure that every employee better understands the programs and services the College offers.	
	Attract and retain talent by positioning Algonquin as an employer of choice.	
		Promote Algonquin faculty and staff as experts in their fields.
		Encourage employee collaboration through the optimal use of technology tools.
Service Excellence 2008-2013 Goals		
	Provide one-stop, in-person and online services to students and clients.	
	Expand access to services by incorporating emerging technologies into all student services areas.	
		Lead the Ontario College system in AODA compliance
		Provide a web presence that satisfies clients
		Implement model of excellence for credit transfer recognition.
		Implement co-curricular record

2008-2013 STRATEGIC PLAN GOAL STATEMENT	2008-2013 Goal to be Carried Forward to 2012-2016 Strategic Plan	New Goal 2012-2016 Strategic Plan
		Maintain a connection with students for life through alumni engagement, continuing and online learning and personal development offerings.
Academic Leadership 2008-2013 Goals		
	Enhance College processes which ensure that Algonquin is in the top third in student retention and graduation rates in Ontario.	
	Offer programs that are designed to meet the needs of the workplace and ensure that employers have the skilled workforce needed for the future of a knowledge-based economy.	
	Increase the community's awareness of the College by enhancing linkages to businesses, school boards, universities, agencies, and the employer community in new and unique ways by expanding cooperative education and other workplace experience opportunities.	
	Increase the flexibility of program offerings to accommodate Government policy and directions and to address the changing needs of the student population.	
	Increase the environmental sustainability content in programs.	
	Provide programs, services and development opportunities to students, clients and partners to enable success in the global economy.	
	Increase applied research activities, which also enhance staff development and increase student's preparation for the workplace.	
		Become a global leader in experiential learning.

2008-2013 STRATEGIC PLAN GOAL STATEMENT	2008-2013 Goal to be Carried Forward to 2012-2016 Strategic Plan	New Goal 2012-2016 Strategic Plan
		Leverage technology to enhance the student experience
		Provide a program mix that meets applicant demand
		Position the College as a leader in the use of open educational resources
Resource Management 2008-2013 Goals		
	Enhance the quality of student life by making student study space and multi-use spaces a priority in future capital expansion and major renovation projects.	
	Foster a culture of innovation which leads to new and creative practices.	
	Implement environmentally sustainable best practices in College operations.	
	Expand corporate and business development opportunities.	
	Develop partnerships with individuals and organizations which help support the capital funding needs at all campuses.	
	Identify funds for priority investment and strategic initiatives by increasing operational efficiencies through continuous improvements in College processes and the re-alignment of spending priorities.	
		Build and maintain a sustainable financial model through strategic enrolment management and optimizing “bricks and clicks”
		Implement enterprise resource planning and business intelligence systems that can support the College’s plans for ten years

CHARTING OUR **FUTURE**

STRATEGIC PLAN 2008 - 2013



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ALGONQUIN
COLLEGE

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1.0 PLANNING FOR THE FUTURE

Algonquin College, like all post-secondary institutions in Ontario, operates under the guidelines of the Ministry of Training, Colleges and Universities. At the time of the preparation of this Strategic Plan, the Ministry is developing a framework for post-secondary education in Ontario that is expected to set directions for the next twenty years.

This province is entering a period of significant skill shortages and, as an abundant skilled workforce is essential to maintaining and growing the economy, steps are being taken to ensure that more people get post-secondary qualifications to be ready for the career opportunities of the future. A comprehensive skills strategy will drive many of the changes being proposed for Ontario's post-secondary institutions. However, in order for the restructuring to be successful, a new framework is required which will address issues such as capacity, program choice, essential services, funding, differentiation and labour needs.

The new framework will better align various initiatives across Ministries and provide a coordinated approach to addressing issues such as poverty reduction, immigrant integration, training, apprenticeship enhancement and increased access for under-represented groups. The ongoing issue of credit transfer will be formally addressed, as will the current challenges surrounding space, equipment and personnel as Ontario once again faces a period of significant demand for post-secondary education. If Ontario is to be a Canadian leader in the provision of quality post-secondary education and training and wants to ensure that there are sufficient students enrolled in applied education to address the workforce needs of all sectors of the economy, alternative delivery approaches will have to be a part of the solution including distance education, online learning and all of the social collaboration tools which are popular with the current generation of students.

As the Ministry's framework has yet to be fully developed, Algonquin has prepared a Strategic Plan which embraces the directions indicated by the Government while still being responsive to the needs of the learners in the communities that it serves. We look forward to seeing the detailed plan from the Government and to aligning our efforts to help achieve the laudable goals of the new framework. Over the five years of the College's Strategic Plan, adjustments can be made which will respond to particular new initiatives or directives as they are announced by the Minister.



2.0 OUR VISION, MISSION AND CORE VALUES

Algonquin College's organizational philosophy is defined by our vision, mission and core values. These critical elements describe who we are, what we want to achieve, and what will guide our decision-making on a daily basis. The vision sets out the ideal state that we want to achieve and the mission identifies our purpose, while the core values articulate our most fundamental beliefs and the behaviours expected of employees and students. Combined, the vision, mission and values, set the context for the development and evaluation of the Strategic Plan for 2008-2013 and for the long-term development of the College.

VISION STATEMENT

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

MISSION STATEMENT

Algonquin College will prepare students to achieve academic and career success.

CORE VALUES

CARING

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

LEARNING

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

INTEGRITY

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

RESPECT

We value the dignity and uniqueness of the individual.

We value equity and diversity in our community.



3.0 FORTY YEARS OF STUDENT SUCCESS

When William Davis, the Minister of Education, announced the formation of the new Ontario College System in 1965, there was no way he could have predicted the future success of this new post-secondary option. Since that time, Algonquin College has become one of the largest colleges in the country with a track record of success that is the envy of many post-secondary institutions. Although Algonquin operates within the fiscal and policy framework established by the Ontario Government, the College is known globally for the quality of its post-secondary, apprenticeship, continuing education and international programs and its corporate learning services, all of which respond to the evolving needs of the communities it serves.

Encompassing almost 1.6 million square feet of facilities in Ottawa, Perth and Pembroke, Algonquin College is an integral part of the communities it serves and a key contributor to the work force and

Algonquin College is an integral part of the communities it serves economic development of these regions. With thousands of successful alumni, an annual full-time enrolment of 16,000 students, 40,000 part-time registrations and thousands of full-time and part-time employees,

Algonquin makes a significant economic and social impact locally, regionally, nationally and internationally.

Algonquin College has faced many challenges over the last 40 years and by working closely with industry and government partners, it has turned many of these challenges into opportunities. As examples, the College launched its Bachelor of Applied Technology–Photonics program to give students a competitive edge in the growing global photonics industry. It developed the Water and Waste Water Technician program to meet the increasing demand for highly skilled workers in the water-quality industry. Algonquin's Orientation to Nursing in Ontario program has become the model for the integration of internationally-trained professionals into the Canadian workforce while setting the stage for the College to take the lead in the Colleges Integrating Immigrants to Employment (CIITE) project, an Ontario Government initiative to improve service levels and educational pathways for internationally-trained immigrants.

The College defines innovation as the successful implementation of creative ideas which includes initiatives related to staff, programs, technology and business processes. Algonquin demonstrates its commitment to innovation by supporting and developing an environment that embraces new ideas and opportunities for employees, students and alumni. The College reflects this commitment through initiatives such as the Simulation Centre for Health Studies which is leading the way in addressing Canada's current nursing shortage. This Centre includes the first simulated, fully-equipped operating room suite and critical care/trauma unit located in an educational institution in Canada. The Centre enables students to practise essential psychomotor and decision-making skills while building confidence in a safe learning environment prior to entering clinical practice.

By entering into unique partnerships such as the Outdoor Adventure program offered jointly with Wilderness Tours, Canada's largest outdoor adventure company, Algonquin provides unparalleled training for students who wish to work in the growing outdoor adventure tourism industry. The College recently opened a state-of-the-art Transportation Technology Centre supported by significant contributions from local automotive dealers and corporate sponsors.

The ultimate outcome of Algonquin's bold vision of leadership, innovation and partnership is excellence in all areas of activity. The College strives to build an environment which fosters excellence

Algonquin's bold vision of leadership, innovation and partnership is excellence in all areas of activity. in teaching and the provision of a caring campus environment. In addition to millions in new facilities, services and equipment upgrades in the past ten years, the College in the last year invested in excess of \$13 million to complete more

than 75 building and renovation projects. One example of preparing for the future is the recently completed state-of-the-art Animal Health Care Facility. In addition, the Students' Association opened a new \$5.4 million soccer facility that is the first of its kind in the Canadian college system. Excellence is also seen in the College's new client-service standards that reflect Algonquin's values of caring, learning, integrity and respect.



4.0 CHARTING OUR FUTURE

Building on the unparalleled 40-year history of people, passion and progress, Algonquin College is on a journey to being recognized as a national leader in achieving student success.

Student success occurs when graduates achieve academic success and leave the College with the required skills to work in their chosen fields. Our challenge is to accommodate the diversity of needs of the Algonquin student population, while at the same time building on the strengths of the common goal of enhancing the marketability of our students for employment after graduation. Commitment to the safety, health and wellness of our students and employees is paramount for Algonquin in providing an overall sense of well-being on campus. These efforts will result in an optimum educational environment and will lay the groundwork that will inspire student success and innovation.

Achieving student success also requires Algonquin to be more flexible in the creation and delivery of its educational offerings and services to students. Flexibility includes programs delivered through different modalities and on different timelines. Communication between students and the College will increase in importance so that students better understand the programs available to them and the College better understands the students' needs. The College will ensure an ongoing realignment of its academic and support services to achieve this end.



4.0 CHARTING OUR FUTURE

PREPARING WORKERS FOR THE KNOWLEDGE ECONOMY

To ensure Ontario continues to be one of the leaders in job growth in Canada, investments will be required to promote innovation, create new technologies and to develop an educated citizenry. Educational options will need to include a broad range of products, including degree, diploma, certificate and apprenticeship programs, combined with a greater availability of work placements. Community Colleges are an integral part of Ontario's current economic success and this contribution must continue if the Province is to have the skilled workforce required to support and enhance the economy.

A SKILLS STRATEGY

The Conference Board of Canada has stated that the province's labour market pressures will increase significantly by 2010 and that the province will be short 190,000 skilled workers by 2020. At a time when Ontario employers need more workers with the advanced education and skills to compete in an increasingly competitive

It is critical that our communities find solutions to ensure each person reaches his or her full potential.

global environment, it is critical that our communities find solutions to ensure each person reaches his or her full potential. Colleges are positioned to be an integral part of the solution. However, this new reality will require colleges to examine traditional aspects of how they operate ranging from the

way students are recruited and the services they are provided to the content of programs and the way in which courses are delivered.

A new skills strategy will require an integrated approach incorporating post-secondary, apprenticeship and training programs specifically aligned to the needs of the community. Extensive cross-training of employees will become the norm with teamwork and flexible work assignments replacing more traditional approaches. These cultural shifts will also impact Algonquin by influencing its operations, as well as the make-up of its educational programs and delivery methodologies.

INTEGRATION WITH THE EMPLOYER COMMUNITY

To ensure Algonquin College responds effectively to the predicted changes in the workplace, it will strengthen its communication and interaction with the broader employer community. Algonquin has always been closely integrated with industry through its Program Advisory Committees, through the delivery of corporate learning services and through student co-operative education and field placements. However, community ties will be strengthened through curriculum modifications, enhanced corporate learning solutions, expanded student work opportunities and increased capital fundraising. Although all of these initiatives exist today, the degree of emphasis and inter-dependency will be enhanced to the point where the employer community feels more deeply integrated and aligned with the planning, directions and outcomes of the College.

STUDENT LIFE

The increasing use of hybrid and online course delivery strategies is reducing the amount of face-to-face social and academic interaction which used to take place. This is consistent with the increasing use of social networking technologies and the resulting flexibility they provide to enable students to work at their own pace, their own time and at different locations. While acknowledging the need for greater integration of technology into course delivery, there is still a need for face-to-face interaction. A high quality of student life provides a strong foundation on which to build student engagement and increases a student's likelihood for success. Social interaction with other students and opportunities for academic interaction with employees outside of the classroom will always be essential components of student life on Algonquin's campuses.



4.0 CHARTING OUR FUTURE continued

EMPLOYEE ENGAGEMENT

A dynamic work environment that delivers an optimal educational experience for our students requires that employees need to be engaged with their departments, their peers and their industries. This engagement extends to both full-time and part-time employees. Algonquin College must find solutions that create a more interactive



and collaborative working environment where ideas and challenges are shared. As we invest in our employees, Algonquin will strengthen its reputation as a leading employer with progressive policies, excellent professional development and strong employee engagement.

ACADEMIC PROGRAMS

Algonquin College is committed to being one of the most comprehensive colleges in Ontario, offering a broad variety of programs, subject matter, delivery modes and program durations. Algonquin is also the only publicly-funded English-language college in Ottawa, Perth and Pembroke and will continue to service the needs of these areas and their surrounding communities. As a result, Algonquin will continue to expand its program offerings which include a full range of products including academic upgrading, apprenticeship, certificate, graduate certificate, diploma, advanced diploma and degree programs, as well as corporate learning solutions and international education and projects. As the province's labour needs evolve, so will the program mix of the College.

The desire of the Government for colleges to increase access for under-represented groups will continue. The emphasis on increasing the ability of students to transfer between institutions and have their learning recognized will be addressed by the Provincial Government. These initiatives support the College's direction to increase the comprehensiveness of its offerings. New pathways will be developed,

which will provide students more flexibility of choice, through the College launching programs that allow exposure to a variety of fields of study.

Leveraging e-learning technologies, the College will enhance the learning environment for the students. The necessity for fixed time

The necessity for fixed time and place study will be reduced over time enabling students to learn at a time and place most conducive for them

and place study will be reduced over time enabling students to learn at a time and place most conducive for them. The College will explore new ways of delivering programs in an accelerated format to better meet the needs of the adult learner. As well, increased parallel offerings of some programs in continuing education and/or distance education will facilitate schedules that are tailored to the students' needs. Laddering between programs within the College will provide opportunities for students to access further learning in areas of interest to them.

SUSTAINABILITY

Algonquin College will embrace the concepts of environmental and financial sustainability for both its program delivery and its operations. The College will build on current "green" practices to create a sustainable environmental footprint and will help prepare students to live, work in and contribute to environmentally sustainable communities.

Algonquin will improve its financial sustainability through the enhancement of current operational, financial and investment planning. Through the Algonquin College Foundation, the College will increase its endowments to provide a sustainable source of student bursaries. In addition, the College will increase other sources of revenue, review all business processes from the client's perspective and realign spending priorities to those that add the highest value to its students. This focus on sustainability will strengthen the College's reputation as a well managed, environmentally-conscious organization.

4.0 CHARTING OUR FUTURE continued

MARKETS AND INSTITUTIONAL SIZE

Over the last 40 years, Algonquin College has increased the enrolment in full-time programs from 600 students in 1967/68 to approximately 16,000 students in 2007/08. To contribute to the social and economic prosperity of the community, to counter the looming skills shortages and to accommodate the projected population growth in Ottawa and the Ottawa Valley, the College plans to increase enrolment in full-time programs to 20,000 students by the year 2020 and to increase the number of graduates annually by focusing on improved retention and student success. Much of the growth will come from increasing the number of students from under-represented populations, such as First Nations, first-generation, newcomers, students with disabilities and international students, as well as from changes in demographics and significantly improved retention.

The College will provide an educational experience that prepares students for success in the increasingly global workplace. To help achieve this goal, Algonquin will increase course and program content related to the global economy, increase the number of extra-curricular international activities and increase the percentage of full-time international students at the College from the current 5% to 10% of the total full-time population by the year 2020, assuming it can sustain the infrastructure necessary to support this level of growth.

To achieve these future objectives, it is critical to articulate and communicate the next steps that will direct the College over the coming years.



5.0 NEXT STEPS – STRATEGIC PLAN 2008-2013

To build internal alignment, to ensure the focus required for supporting student success, and taking into account the vision for the future and the broad-based consultations which were undertaken during the strategic planning process, this plan identifies four major themes and 21 goals. These goals will be subject to an annual validation process and, once validated, will be used to guide the preparation of annual business plans. The annual business plans will include actionable operational priorities closely linked to the themes and goals.

The four major themes are as follows:

EMPLOYEE DEVELOPMENT

SERVICE EXCELLENCE

ACADEMIC LEADERSHIP

RESOURCE MANAGEMENT

EMPLOYEE DEVELOPMENT

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

- 1 Provide faculty and academic staff with the knowledge required to ensure the provision of an engaged teaching / learning environment, based on adult learning principles and the integration of electronic technology.
- 2 Support employees by investing in professional development, including technology training.
- 3 Expand orientation and mentorship activities for new employees to ensure that every employee better understands the programs and services the College offers.
- 4 Build the leadership capabilities of our employees and our future leaders through a comprehensive leadership development program.
- 5 Focus on skills identification, at all levels, to address succession planning and unforeseen circumstances.

SERVICE EXCELLENCE

Algonquin is committed to continuously reviewing and improving services to meet the changing needs of our students. Goals within this theme include:

- 1 Integrate student support services to ensure a focus on helping students be successful.
- 2 Expand access to services by incorporating emerging technologies into all student services areas.
- 3 Ensure student service is a competitive differentiator by implementing and monitoring the recommendations of the Client Service Task Force.

5.0 NEXT STEPS – STRATEGIC PLAN 2008-2013

ACADEMIC LEADERSHIP

Algonquin is committed to enhancing student success by providing an enriching and challenging learning experience delivered by engaged employees and supported by quality curriculum and resources. Goals within this theme include:

- 1 Enhance College processes which ensure that Algonquin is a leader in student retention and graduation rates in Ontario.
- 2 Offer programs that are designed to meet the needs of the workplace and ensure that employers have the skilled workforce needed for the future of a knowledge-based economy.
- 3 Increase the community's awareness of the College by enhancing linkages to businesses, school boards, universities, agencies and the employer community in new and unique ways and by expanding cooperative education and other workplace experience opportunities.
- 4 Increase the flexibility of program offerings to accommodate Government policy and directions and to address the changing needs of the student population.
- 5 Increase the environmental sustainability content in programs.
- 6 Create opportunities for students to develop the skills, knowledge and attitudes necessary to succeed in the global economy.
- 7 Expand applied research activities to enhance staff development, enrich student learning, improve student preparedness for the workplace and support innovation in the external community.

RESOURCE MANAGEMENT

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

- 1 Enhance the quality of student life by making student study space and multi-use spaces a priority in future capital expansion and major renovation projects.
- 2 Foster a culture of innovation which leads to new and creative practices.
- 3 Implement environmentally sustainable best practices in College operations.
- 4 Expand corporate and business development opportunities.
- 5 Develop partnerships with individuals and organizations which help support the capital funding needs at all campuses.
- 6 Identify funds for priority investment and strategic initiatives by increasing operational efficiencies through continuous improvements in College processes and the re-alignment of spending priorities.



6.0 ALGONQUIN COLLEGE - 2013

Algonquin College has achieved the goals detailed in the 2008-2013 Strategic Plan and is recognized in Canada as a leading post-secondary institution focused on meeting the future needs of the community.

The College is demand-driven and develops programs, such as additional bachelor degrees in applied studies and additional collaborative degrees and articulation agreements with universities, to meet changing employment, environmental and social circumstances while eliminating others which are no longer relevant. It has expanded offerings in its traditional markets which reflect the changing nature of the marketplace and the growing emphasis on skills development. The College has embraced hybrid programs and online learning opportunities.

Algonquin has expanded its basic skills development offerings and is working in partnership with local school boards to develop remediation programs and other strategies to assist students in bridging the gap to post-secondary education. Algonquin has expanded the comprehensiveness of its international activities and opportunities to better prepare students for the global market realities faced by many organizations.

The College is totally integrated with the employer community and is a major supplier of training and skills enhancement to the employers of this region. Algonquin provides both off-site and on-campus customized training solutions to industry, including entrepreneurial programming to small and medium size businesses and there is an increased requirement for math, language and information technology skills, Algonquin has increased its emphasis in these areas to address the enhanced requirements.

The student population has increased in diversity, age range and learning needs and the College has become more flexible and responsive in addressing these changing circumstances.

Student services have become more customized to better address individual needs and have been clustered into one-stop shopping areas to ensure easy access to the desired services at each campus.

Algonquin College has embraced the new generation of life-long learners, has expanded its range of technologies and has taken advantage of the opportunities offered by social networking tools. The College has strengthened its enterprise systems and has addressed the increased demand for technology by ensuring stable and predictable services to employees and students.

Technology is integrated into all aspects of teaching, training, learning and corporate services which has significantly improved productivity in all areas of the College. Online resources have been constantly updated, such that geography and time are no longer relevant as learning materials are available on Algonquin's learning platform whenever and wherever a student wants access.

Government funding has reached the national average and the College has significantly expanded its ability to raise funds from non-traditional sources which allow it to enhance the student experience. New streams of revenue have been established which are the result of increased political advocacy, enhanced alumni relations, stronger business and industry partnerships, increased successful grant submissions, increased funding for applied research and increased private fundraising.

Academic and student activity space at all three campuses has grown and been enhanced to address the student need for quiet study and group activity space. New facilities have enabled the College to improve the total student learning experience, accommodate demographic growth and increase the participation of under-represented students.

6.0 ALGONQUIN COLLEGE - 2013 continued

Increased accountability is embedded into the culture of the organization and Algonquin is recognized as a leader in performance management. Solid benchmarks have been established for each of the business areas, as well as for major drivers such as recruitment, retention and productivity. Information systems have been aligned and have increased the College's capacity for data and trend analysis, leading to improved evidence-based decision making.

Employees are recognized for promoting student success and for developing programs which reflect our faculty's knowledge of, and commitment to, the utilization of the latest developments in adult learning research resulting in Algonquin College achieving some of the highest retention and graduation rates of any college in Ontario.

We are nationally recognized for our commitment to student success, environmental leadership, an innovative culture and for the integration of technology into all aspects of the learning landscape. Our success and commitment are recognized by the overall community including students, alumni, employees, employers, other educational institutions and government.

In 2013, colleges are, without question, the engine for providing the skilled workforce for Ontario's economy and Algonquin is leading in the generation of knowledge-based workers through the changes implemented over the past five years in pursuit of its vision for the future.

VISION STATEMENT

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



7.0 FACING THE FUTURE



This Strategic Plan continues Algonquin College's commitment to being innovative in facing the challenges of the future and to meeting the needs of our students and the employer community. Algonquin's direction is aligned with the plans of the Ministry and ensures accountability for the Board of Governors.

In 2007-08, we celebrated Algonquin College's 40th anniversary. This milestone has provided us with an opportunity to look back through the past four decades at all this College has accomplished for its students and for the communities in which they live, work and learn. There is no doubt that Algonquin's legacy of commitment to student success will inspire us to ensure that Algonquin is one of Canada's leading colleges, offering a wide range of programs and services.

Algonquin has changed substantially over the last 40 years and we believe that the pace of change will only accelerate. 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, advances in technology, changing demographics, environmental responsibility and the impending skills shortages.

The Working Group also polled the college community to elicit their priorities for future emphasis and investment. The results were not surprising. Students want a high quality learning experience, provided by the best faculty using the most relevant curriculum, offered in state-of-the-art facilities with industry-standard equipment and supported by outstanding client services. Employers are acutely aware of the looming labour shortages and want new employees who have the knowledge and skills to add immediate value to their operations.

The Strategic Plan for 2008-2013 acknowledges these dynamics and provides a roadmap to guide the College in the coming years. We will

build on the successes of the last 40 years to position Algonquin College as a preferred destination for high school graduates, mature students, life-long learners and international students seeking the best in applied education and training.

The basis for creating this Strategic Plan was a comprehensive planning exercise which involved input from thousands of individual students, alumni, employees and the broader College Community. The Plan takes into consideration the evolving post-secondary environment and the implications of important trends such as globalization, changing demographics, rapidly evolving communication technology and environmental responsibility. Grounded in these realities, the Plan is dynamic, flexible and positions the College to respond to new opportunities as they arise. In addition, the Plan will be validated on an annual basis to ensure it remains relevant.

None of Algonquin's successes would have been possible without the dedication of its Board of Governors, the Algonquin College Foundation, Program Advisory Committees, Student Association, alumni and employees. All of these groups work together to create a College environment that is engaging and supports our students' success.

With a strong foundation based on employee commitment, outstanding innovation and continuous improvements in facilities and equipment, Algonquin has enhanced its ability to prepare students for success in a world where national boundaries are rapidly becoming more transparent. Algonquin has increased its capacity to accept more domestic and international students in all programs of study and has allocated additional resources to further enhance retention and graduation rates. These actions remain an integral foundation in charting our future in the new 2008-2013 Strategic Plan.

I would like to thank everyone who has contributed to the plan and to the future success of Algonquin College.

Robert C. Gillett
President

8.0 STRATEGIC FRAMEWORK

The Strategic Framework illustrates the 4 major themes and the 21 goals within themes.





WOODROFFE CAMPUS

**ALGONQUIN COLLEGE OF APPLIED ARTS
AND TECHNOLOGY**

1385 Woodroffe Avenue
Ottawa, Ontario
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613-727-4723
800-565-4723



PERTH CAMPUS

**ALGONQUIN COLLEGE
HERITAGE INSTITUTE**

7 Craig Street
Perth, Ontario
K7H 1X7
613-267-2859



PEMBROKE CAMPUS

**ALGONQUIN COLLEGE IN THE
OTTAWA VALLEY**

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Board Retreat 2011 August 25 Strategic Plan Status

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Outline

- Key elements of 2008-2013 Strategic Plan
 - Common framework for Board decisions
- Linkages to Business Plan
 - Progress in achieving strategic plan goals
- Linkages to Financial Plan
 - Funding the strategic plan

2

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Algonquin College Strategic Plan

A review of the Algonquin College Strategic Plan shows:

- Every page provides direction to the organization – *vision, theme/goal or requirement*
- Not everything is tightly structured, according to this reviewer's categorizations, e.g., vision on multiple pages
- Not everything was understood – e.g., demand-driven (p. 11)



Microsoft Word
7 - 2003 Document

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Algonquin College Vision

- **VISION** - Algonquin College will be *a leading Canadian college* recognized for its *unique programs, services and support systems* which lead to student success
- **MISSION** - Algonquin College will prepare *students* to achieve *academic and career success*
- The ultimate outcome of Algonquin's bold vision of leadership, innovation and partnership is *excellence* in all areas of activity. The College strives to build an environment which fosters *excellence in teaching* and the provision of a *caring campus environment* (p. 4)

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Mandate - Ontario Colleges...Act

- The objects of the colleges are to offer a comprehensive program of career-oriented, post-secondary education and training *to assist individuals in finding and keeping employment, to meet the needs of employers and the changing work environment* and to support the economic and *social development* of their local and diverse communities (Schedule F).
- The Minister may take into consideration the college's *utilization of its financial resources* for the management & delivery of core education & training services

5

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ALGONQUIN
COLLEGE

Vision → Goals

Excellent support systems / Excellence in teaching/
Partnership (slide 4) → Employee Development (p. 9)

- provision of an engaged teaching / learning environment
- investing in professional development
- expand orientation and mentorship activities
- comprehensive leadership development program
- address succession planning

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ALGONQUIN
COLLEGE

Vision → Goals

Excellent services → Service excellence

- integrate student support services
- incorporate emerging technologies into all student service areas
- implementing and monitoring the recommendations of the Client Service Task Force

Provision of a caring campus environment

- safety, health and wellness of students (p. 5)

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ALGONQUIN
COLLEGE

Vision → Goals

Student academic success, unique programs → Academic Leadership – enriching, challenging learning experience

- leader in student retention and graduation rates in Ontario
- programs that are designed to meet the needs of the workplace
- enhancing linkages to businesses, school boards, universities, agencies and the employer community
- increase the flexibility of program offerings
- increase environmental education; expand applied research
- enable student success in the global economy
- increase access for under-represented groups (p. 7)
- increase full-time enrolment to 20,000 by 2020 (p. 8)

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COLLEGE

Vision → Goals

Utilization of its financial resources (slide 5), innovation
→ Resource Management

- enhance the quality of student life
- foster a culture of innovation
- implement environmentally sustainable best practices
- expand corporate and business development
- develop partnerships to support capital funding
- increase operational efficiencies

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Vision ... Goals

Strategic Plan is an excellent linkage of vision to action

- a leading Canadian college, career success, to meet the needs of employers and the changing work environment (slide 4)– an outcome of achieving rest of vision
- to assist individuals in (finding and) keeping employment (slide 5)– ??
- to support the (economic and) social development of their local and diverse communities (slide 5) – ??
- Algonquin's bold vision of leadership - ??

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Algonquin College Business Plans 2008 – 2012

Dark Blue – substantively achieved

Green – significant action

Orange – action initiated

Grey – action outside strategic plan



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7 - 2003 Documer

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ALGONQUIN
COLLEGE

Goals → Business Plans

Excellent support systems / Excellence in teaching/

Partnership → Employee Development (80%)

- provision of an engaged teaching / learning environment
- investing in professional development
- expand orientation and mentorship activities
- comprehensive leadership development program
- address succession planning

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ALGONQUIN
COLLEGE

Goals → Business Plans

Excellent services → Service excellence (70%)

- integrate student support services
- incorporate emerging technologies into all student service areas
- implementing and monitoring the recommendations of the Client Service Task Force

Provision of a caring campus environment

- safety, health and wellness of students (p. 5)

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ALGONQUIN
COLLEGE

Goals → Business Plans

Student academic success, unique programs → Academic Leadership – enriching, challenging learning experience

- a leader in student retention and graduation rates in Ontario
- programs that are designed to meet the needs of the workplace
- enhancing linkages to businesses, school boards, universities, agencies and the employer community
- increase the flexibility of program offerings...meet student needs
- increase environmental education; expand applied research
- enable student success in the global economy
- increase access for under-represented groups (p. 5)
- increase full-time enrolment to 20,000 by 2020 (p. 8) (80%)

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Goals → Business Plans

Utilization of its financial resources → Resource Management (70%)

- enhance the quality of student life
- foster a culture of innovation
- implement environmentally sustainable best practices
- expand corporate and business development
- develop partnerships to support capital funding
- increase operational efficiencies

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Algonquin College Business Plans

A review of the Algonquin College Business Plans shows:

- Every goal by end 2011/12 is estimated to be either **substantively achieved** or **significant action** has occurred.

In aggregate, this reviewer calculates the 2008-2013 strategic plan will be about 75% completed by end 2011/12.

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Algonquin College Financial Plans 2008 – 2012

The strategic plan has a strong reinforcing
financial element

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Goals → Financial Plans

Funding through efficiencies

- Increase operational efficiencies (R4, S1)
- Retention (A1)

Results in increased financial capacity

- Accumulate reserves (~\$40M)
- Authority to borrow (up to 40% of revenue?)

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Goals → Financial Plans

Increase Organizational Capacity

- Programs that are designed to meet the needs of the workplace (A2); foster a culture of innovation (R2)
 - Via Strategic Programs & Services Planning
- Increase the flexibility of program offerings (A4);
- Apply emerging technologies (S2)
- Expand applied research (A7)
- Enhance the quality of student life (R1)

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Goals → Financial Plans

Increase Funding

- expand corporate and business development (R4)
(~\$20M Contract Services, Ancillary, International)
- develop partnerships to support capital funding (R5)
(~\$90M plus Foundation)
- Optimize tuition (tuition is 28% of revenue)
- Grow to 20,000 FT - maximize growth funding

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ALGONQUIN
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Driving Force

Theme

Goal

Requirement

Maintenance

1.0 PLANNING FOR THE FUTURE

Algonquin College, like all post-secondary institutions in Ontario, operates under the guidelines of the Ministry of Training, Colleges and Universities. At the time of the preparation of this Strategic Plan, the Ministry is developing a framework for post-secondary education in Ontario that is expected to set directions for the next twenty years.

This province is entering a period of significant skill shortages and, as an abundant skilled workforce is essential to maintaining and growing the economy, steps are being taken to ensure that more people get post-secondary qualifications to be ready for the career opportunities of the future. A comprehensive skills strategy will drive many of the changes being proposed for Ontario's post-secondary institution. However, in order for the restructuring to be successful, a new framework is required which will address issues such as capacity, program choice, essential services, funding, differentiation and labour needs.

The new framework will better align the various initiatives across Ministries and provide a coordinated approach to addressing issues such as poverty reduction, immigrant integration, training, apprenticeship enhancement and increased access for under-represented groups. The ongoing issue of credit transfer will be formally addressed, as will the current challenges surrounding space, equipment and personnel as Ontario once again faces a period of significant demand for post-secondary education. If Ontario is to be a Canadian leader in the provision of quality post-secondary education and training and wants to ensure that there are sufficient students enrolled in applied education to address the workforce needs of all sectors of the economy, alternative delivery approaches will have to be a part of the solution including distance education, online learning and all of the social collaboration tools which are popular with the current generation of students.

As the Ministry's framework has yet to be fully developed, Algonquin has prepared a Strategic Plan which embraces the directions indicated by the Government while still being responsive to the needs of the learners in the communities that it serves. We look forward to seeing the detailed plan from the Government and to aligning our efforts to help achieve the laudable goals of the new framework. Over the five years of the College's Strategic Plan, adjustments can be made which will respond to particular new initiatives or directives as they are announced by the Minister.

2.0 OUR MISSION, VISION AND CORE VALUES

Algonquin College's organizational philosophy is defined by our vision, mission and core values. These critical elements describe who we are, what we want to achieve, and what will guide our decision-making on a daily basis. The vision sets out the ideal state that we want to achieve and the mission identifies our purpose, while the core values articulate our most fundamental beliefs and the behaviours expected of employees and students. Combined, the vision, mission and values, set the context for the development and evaluation of the Strategic Plan for 2008-2013 and for the long-term development of the College.

VISION STATEMENT

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

MISSION STATEMENT

Algonquin College will prepare students to achieve academic and career success.

CORE VALUES

Caring:	We have a sincere and compassionate interest in the well-being of the individual.
Learning:	We believe in the pursuit of knowledge, personal growth and development.
Integrity:	We believe in trust, honesty and fairness in all relationships and transactions.
Respect:	We value the dignity and uniqueness of the individual. We value equity and diversity in our community.

3.0 FORTY YEARS OF STUDENT SUCCESS

When William Davis, the Minister of Education, announced the formation of the new Ontario College System in 1965, there was no way he could have predicted the future success of this new post-secondary option. Since that time, Algonquin College has become one of the largest colleges in the country with a track record of success that is the envy of many post-secondary institutions. Although Algonquin operates within the fiscal and policy framework established by the Ontario Government, the College is known globally for the quality of its post-secondary, apprenticeship, continuing education and international programs and its corporate learning services, all of which respond to the evolving needs of the communities it serves.

Encompassing almost 1.6 million square feet of facilities in Ottawa, Perth and Pembroke, Algonquin College is an integral part of the communities it serves and a key contributor to the work force and economic development of these regions. With thousands of successful alumni, an annual full-time enrolment of 16,000 students, 40,000 part-time registrations and thousands of full-time and part-time employees, Algonquin makes a significant economic and social impact locally, regionally, nationally and internationally.

Algonquin College has faced many challenges over the last 40 years and by working closely with industry and government partners, it has turned many of these challenges into opportunities. As examples, the College launched its Bachelor of Applied Technology—Photonics program to give students a competitive edge in the growing global photonics industry. It developed the Water and Waste Water Technician program to meet the increasing demand for highly skilled workers in the water-quality industry. Algonquin's Orientation to Nursing in Ontario program has become the model for the integration of internationally-trained professionals into the Canadian workforce while setting the stage for the College to take the lead in the Colleges Integrating Immigrants to Employment (CIITE) project, an Ontario Government initiative to improve service levels and educational pathways for internationally-trained immigrants.

The College defines innovation as the successful implementation of creative ideas which includes initiatives related to staff, programs, technology and business processes. Algonquin demonstrates its commitment to innovation by supporting and developing an environment that embraces new ideas and opportunities for employees, students and alumni. The College reflects this commitment through initiatives such as the Simulation Centre for Health Studies which is leading the way in addressing Canada's current nursing shortage. This Centre includes the first simulated, fully-equipped operating room suite and critical care/trauma unit located in an educational institution in Canada. The Centre enables students to practise essential psychomotor and decision-making skills while building confidence in a safe learning environment prior to entering clinical practice.

By entering into unique partnerships such as the Outdoor Adventure program offered jointly with Wilderness Tours, Canada's largest outdoor adventure company, Algonquin provides unparalleled training for students who wish to work in the growing outdoor adventure tourism industry. The College recently opened a state-of-the-art Transportation Technology Centre supported by significant contributions from local automotive dealers and corporate sponsors.

The ultimate outcome of Algonquin's bold vision of leadership, innovation and partnership is excellence in all areas of activity. The College strives to build an environment which fosters excellence in teaching and the provision of a caring campus environment. In addition to millions in new facilities, services and equipment upgrades in the past ten years, the College in the last year invested in excess of \$13 million to complete more than 75 building and renovation projects. One example of preparing for the future is the recently completed state-of-the-art Animal Health Care Facility. In addition, the Students' Association opened a new \$5.4 million soccer facility that is the first of its kind in the Canadian college system. Excellence is also seen in the College's new client-service standards that reflect Algonquin's values of caring, learning, integrity and respect.

4.0 CHARTING OUR FUTURE

Building on the unparalleled forty-year history of people, passion and progress, Algonquin College is on a journey to being recognized as a national leader in achieving student success.

Student success occurs when graduates achieve academic success and leave the College with the required skills to work in their chosen fields. Our challenge is to accommodate the diversity of needs of the Algonquin student population, while at the same time building on the strengths of the common goal of enhancing the marketability of our students for employment after graduation. Commitment to the safety, health and wellness of our students and employees is paramount for Algonquin in providing an overall sense of well-being on campus. These efforts will result in an optimum educational environment and will lay the groundwork that will inspire student success and innovation.

Achieving student success also requires Algonquin to be more flexible in the creation and delivery of its educational offerings and services to students. Flexibility includes programs delivered through different modalities and on different timelines. Communication between students and the College will increase in importance so that students better understand the programs available to them and the College better understands the students' needs. The College will ensure an ongoing realignment of its academic and support services to achieve this end.

Preparing Workers for the Knowledge Economy

To ensure Ontario continues to be one of the leaders in job growth in Canada, investments will be required to promote innovation, create new technologies and to develop an educated citizenry. Educational options will need to include a broad range of products, including degree, diploma, certificate and apprenticeship programs, combined with a greater availability of work placements. Community Colleges are an integral part of Ontario's current economic success and this contribution must continue if the Province is to have the skilled workforce required to support and enhance the economy.

A Skills Strategy

The Conference Board of Canada has stated that the province's labour market pressures will increase significantly by 2010 and that the province will be short 190,000 skilled workers by 2020. At a time when Ontario employers need more workers with the advanced education and skills to compete in an increasingly competitive global environment, it is critical that our communities find solutions to ensure each person reaches his or her full potential. Colleges are positioned to be an integral part of the solution. However, this new reality will require colleges to examine traditional aspects of how they operate ranging from the way students are recruited and the services they are provided to the content of programs and the way in which courses are delivered.

A new skills strategy will require an integrated approach incorporating post-secondary, apprenticeship and training programs specifically aligned to the needs of the community. Extensive cross-training of employees will become the norm with teamwork and flexible work assignments replacing more traditional approaches. These cultural shifts will also impact Algonquin by influencing its operations, as well as the make-up of its educational programs and delivery methodologies.

Integration with the Employer Community

To ensure Algonquin College responds effectively to the predicted changes in the workplace, it will strengthen its communication and interaction with the broader employer community. Algonquin has always been closely integrated with industry through its Program Advisory Committees, through the delivery of corporate learning services and through student co-operative education and field placements. However, community ties will be strengthened through curriculum modifications, enhanced corporate learning solutions, expanded student work opportunities and increased capital fundraising. Although all of these initiatives exist today, the degree of emphasis and inter-dependency will be enhanced to the point where the employer community feels more deeply integrated and aligned with the planning, directions and outcomes of the College.

Student Life

The increasing use of hybrid and online course delivery strategies is reducing the amount of face-to-face social and academic interaction which used to take place. This is consistent with the increasing use of social networking technologies and the resulting flexibility they provide to enable students to work at their own pace, their own time and at different locations. While acknowledging the need for greater integration of technology into course delivery, there is still a need for face-to-face interaction. A high quality of student life provides a strong foundation on which to build student engagement and increases a student's likelihood for success. Social interaction with other students and opportunities for academic interaction with employees outside of the classroom will always be essential components of student life on Algonquin's campuses.

Employee Engagement

A dynamic work environment that delivers an optimal educational experience for our students requires that employees need to be engaged with their departments, their peers and their industries. This engagement extends to both full-time and part-time employees. Algonquin College must find solutions that create a more interactive and collaborative working environment where ideas and challenges are shared. As we invest in our employees, Algonquin will strengthen its reputation as a leading employer with progressive policies, excellent professional development and strong employee engagement.

Academic Programs

Algonquin College is committed to being one of the most comprehensive colleges in Ontario, offering a broad variety of programs, subject matter, delivery modes and program durations. Algonquin is also the only publicly-funded English-language college in Ottawa, Perth and Pembroke and will continue to service the needs of these areas and their surrounding communities. As a result, Algonquin will continue to expand its program offerings which include a full range of products including academic upgrading, apprenticeship, certificate, graduate certificate, diploma, advanced diploma and degree programs, as well as corporate learning solutions and international education and projects. As the province's labour needs evolve, so will the program mix of the College.

The desire of the Government for colleges to increase access for under-represented groups will continue. The emphasis on increasing the ability of students to transfer between institutions and have their learning recognized will be addressed by the Provincial Government. These initiatives support the College's direction to increase the comprehensiveness of its offerings. New pathways will be developed, which will provide students more flexibility of choice, through the College launching programs that allow exposure to a variety of fields of study.

Leveraging elearning technologies, the College will enhance the learning environment for the students. The necessity for fixed time and place study will be reduced over time enabling students to learn at a time and place most conducive for them. The College will explore new ways of delivering programs in an accelerated format to better meet the needs of the adult learner. As well, increased parallel offerings of some programs in continuing education and/or distance education will facilitate schedules that are tailored to the students' needs. Laddering between programs within the College will provide opportunities for students to access further learning in areas of interest to them.

Sustainability

Algonquin College will embrace the concepts of environmental and financial sustainability for both its program delivery and its operations. The College will build on current "green" practices to create a sustainable environmental footprint and will help prepare students to live and work in and contribute to environmentally sustainable communities.

Algonquin will improve its financial sustainability through the enhancement of current operational, financial and investment planning. Through the Algonquin College Foundation, the College will increase its endowments to provide a sustainable source of student bursaries. In addition, the College will increase other sources of revenue, review all business processes from the client's perspective and realign spending priorities to those that add the highest value to its students. This focus on sustainability will strengthen the College's reputation as a well managed, environmentally-conscious organization.

Markets and Institutional Size

Over the last 40 years, Algonquin College has increased the enrolment in full-time programs from 600 students in 1967/68 to approximately 16,000 students in 2007/08. To contribute to the social and economic prosperity of the community, to counter the looming skills shortages and to accommodate the projected population growth in Ontario and Ottawa, the College plans to increase enrolment in full-time programs to 20,000 students by the year 2020 and to increase the number of graduates annually by focusing on improved retention and student success.

Much of the growth will come from increasing the number of students from under-represented populations, such as First Nations, first-generation, newcomers, students with disabilities and international students, as well as from changes in demographics and significantly improved retention.

The College will provide an educational experience that prepares students for success in the increasingly global workplace. To help achieve this goal, Algonquin will increase course and program content related to the global economy, increase the number of extra-curricular international activities and increase the percentage of full-time international students at the College from the current 5% to 10% of the total full-time population by the year 2020, assuming it can sustain the infrastructure necessary to support this level of growth.

To achieve these future objectives, it is critical to articulate and communicate the next steps that will direct the College over the coming years.

5.0 NEXT STEPS – STRATEGIC PLAN 2008-2013

To build internal alignment, to ensure the focus required for supporting student success, and taking into account the vision for the future and the broad-based consultations which were undertaken during the strategic planning process, this plan identifies four major themes and 21 goals. These goals will be subject to an annual validation process and, once validated, will be used to guide the preparation of annual business plans. The annual business plans will include actionable operational priorities closely linked to the themes and goals.

The four major themes are as follows:

- Employee Development
- Academic Leadership
- Service Excellence
- Resource Management

Employee Development

Algonquin is committed to being a leading Canadian College in the ongoing professional training and development of employees to ensure the best possible learning experience for its students. Goals within this theme include:

1. Provide faculty and academic staff with the knowledge required to ensure the provision of an engaged teaching / learning environment, based on adult learning principles and the integration of electronic technology.
2. Support employees by investing in professional development, including technology training.
3. Expand orientation and mentorship activities for new employees to ensure that every employee better understands the programs and services the College offers.
4. Build the leadership capabilities of our employees and our future leaders through a comprehensive leadership development program.
5. Focus on skills identification, at all levels, to address succession planning and unforeseen circumstances.

Service Excellence

Algonquin is committed to continuously reviewing and improving services to meet the changing needs of our students. Goals within this theme include:

1. Integrate student support services to ensure a focus on helping students be successful.
2. Expand access to services by incorporating emerging technologies into all student services areas.
3. Ensure student service is a competitive differentiator by implementing and monitoring the recommendations of the Client Service Task Force.

Academic Leadership

Algonquin is committed to enhancing student success by providing an enriching and challenging learning experience delivered by engaged employees and supported by quality curriculum and resources. Goals within this theme include:

1. Enhance College processes which ensure that Algonquin is a leader in student retention and graduation rates in Ontario.
2. Offer programs that are designed to meet the needs of the workplace and ensure that employers have the skilled workforce needed for the future of a knowledge-based economy.
3. Increase the community's awareness of the College by enhancing linkages to businesses, school boards, universities, agencies and the employer community in new and unique ways and by expanding co-operative education and other workplace experience opportunities.
4. Increase the flexibility of program offerings to accommodate Government policy and directions and to address the changing needs of the student population.
5. Increase the environmental sustainability content in programs.
6. Create opportunities for students to develop the skills, knowledge and attitudes necessary to succeed in the global economy.
7. Expand applied research activities to enhance staff development, enrich student learning, improve student preparedness for the workplace and support innovation in the external community.

Resource Management

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

1. Enhance the quality of student life by making student study space and multi-use spaces a priority in future capital expansion and major renovation projects.
2. Foster a culture of innovation which leads to new and creative practices.
3. Implement environmentally sustainable best practices in College operations.
4. Expand corporate and business development opportunities.
5. Develop partnerships with individuals and organizations which help support the capital funding needs at all campuses.
6. Identify funds for priority investment and strategic initiatives by increasing operational efficiencies through continuous improvements in College processes and the re-alignment of spending priorities.

6.0 ALGONQUIN COLLEGE - 2013

Algonquin College has achieved the goals detailed in the 2008-2013 Strategic Plan and is recognized in Canada as a leading post-secondary institution focused on meeting the future needs of the community.

The College is **demand-driven** and develops programs, such as additional bachelor degrees in applied studies and additional collaborative degrees and **articulation agreements with universities**, to meet changing employment, environmental and social circumstances while **eliminating** others which are **no longer relevant**. It has expanded offerings in its traditional markets which reflect the changing nature of the marketplace and the growing emphasis on skills development. The College has embraced hybrid programs and online learning opportunities.

Algonquin has **expanded its basic skills development offerings and is working in partnership with local school boards to develop remediation programs and other strategies to assist students in bridging the gap to post-secondary education**. Algonquin has **expanded the comprehensiveness of its international activities and opportunities** to better prepare students for the global market realities faced by many organizations.

The College is totally integrated with the employer community and is a **major supplier of training and skills enhancement to the employers of this region**. Algonquin provides both off-site and on-campus customized training solutions to industry, including entrepreneurial programming to small and medium size businesses so that they remain the growth engines of the economy. As the knowledge-based economy jobs expand and there is an **increased requirement for math, language and information technology skills**, Algonquin has increased its emphasis in these areas to address the enhanced requirements.

The student population has increased in diversity, age range and learning needs and the College has become more flexible and responsive in addressing these changing circumstances. **Student services have become more customized to better address individual needs and have been clustered into one-stop shopping areas to ensure easy access to the desired services at each campus**.

Algonquin College has embraced the new generation of life-long learners, has expanded its range of technologies and has **taken advantage of the opportunities offered by social networking tools**. The College has **strengthened its enterprise systems** and has addressed the increased demand for technology by ensuring **stable and predictable services to employees and students**.

Technology is integrated into all aspects of teaching, training, learning and corporate services which has significantly improved productivity in all areas of the College. On-line resources have been constantly updated, such that geography and time are no longer relevant as learning materials are available on Algonquin's learning platform whenever and wherever a student wants access.

Government funding has reached the national average and the College has significantly expanded its ability to raise funds from non-traditional sources which allow it to enhance the student experience. New streams of revenue have been established which are the result of increased political advocacy, enhanced alumni relations, stronger business and industry partnerships, increased successful grant submissions, increased funding for applied research and increased private fundraising.

Academic and student activity space at all three campuses has grown and been enhanced to address the student need for **quiet study and group activity space**. New facilities have enabled the College to improve the total student learning experience, accommodate demographic growth and increase the participation of under-represented students.

Increased accountability is embedded into the culture of the organization and Algonquin is recognized as a leader in performance management. Solid benchmarks have been established for each of the business areas, as well as for major drivers such as recruitment, retention and productivity. Information systems have been aligned and have increased the College's capacity for data and trend analysis, leading to improved evidence-based decision making.

Employees are recognized for promoting student success and for developing programs which reflect our faculty's knowledge of, and commitment to, the utilization of the latest developments in adult learning research resulting in Algonquin College achieving some of the highest retention and graduation rates of any college in Ontario.

We are nationally recognized for our commitment to student success, environmental leadership, an innovative culture and for the integration of technology into all aspects of the learning landscape. Our success and commitment are recognized by the overall community including students, alumni, employees, employers, other educational institutions and government.

In 2013, colleges are, without question, the engine for providing the skilled workforce for Ontario's economy and Algonquin is leading in the generation of knowledge-based workers through the changes implemented over the past five years in pursuit of its vision for the future.

7.0 FACING THE FUTURE

This Strategic Plan continues Algonquin College's commitment to being innovative in facing the challenges of the future and to meeting the needs of our students and the employer community. Algonquin's direction is aligned with the plans of the Ministry and ensures accountability for the Board of Governors.

In 2007-08, we celebrated Algonquin College's 40th anniversary. This milestone has provided us with an opportunity to look back through the past four decades at all this College has accomplished for its students and for the communities in which they live, work and learn. There is no doubt that Algonquin's legacy of commitment to student success will inspire us to ensure that **Algonquin is one of Canada's leading Colleges, offering a wide range of programs and services.**

Algonquin has changed substantially over the last 40 years and we believe that the pace of change will only accelerate. 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, advances in technology, changing demographics, environmental responsibility and the impending skills shortages.

The Working Group also polled the College Community to elicit their priorities for future emphasis and investment. The results were not surprising. Students want a **high quality learning experience**, provided by **the best faculty** using **the most relevant curriculum**, offered in **state-of-the-art facilities** with **industry-standard equipment** and supported by **outstanding client services**. Employers are acutely aware of the looming labour shortages and want new employees who have the knowledge and skills to add immediate value to their operations.

The Strategic Plan for 2008-2013 acknowledges these dynamics and provides a roadmap to guide the College in the coming years. We will build on the successes of the last 40 years to position Algonquin College as a preferred destination for high school graduates, mature students, life-long learners and international students seeking the best in applied education and training.

The basis for creating this Strategic Plan was a comprehensive planning exercise which involved input from thousands of individual students, alumni, employees and the broader College Community. The Plan takes into consideration the evolving post-secondary environment and the implications of important trends such as globalization, changing demographics, rapidly evolving communication technology and environmental responsibility. Grounded in these realities, **the Plan is dynamic, flexible and positions the College to respond to new opportunities as they arise.** In addition, **the Plan will be validated on an annual basis to ensure it remains relevant.**

None of Algonquin's successes would have been possible without the dedication of its Board of Governors, the Algonquin College Foundation, Program Advisory Committees, Student Association, alumni and employees. All of these groups work together to create a College environment that is engaging and supports our students' success.

With a strong foundation based on employee commitment, outstanding innovation and continuous improvements in facilities and equipment, Algonquin has enhanced its ability to prepare students for success in a world where national boundaries are rapidly becoming more transparent. Algonquin has increased its capacity to accept more domestic and international students in all programs of study and has allocated additional resources to further enhance retention and graduation rates. These actions remain an integral foundation in charting our future in the new 2008-2013 Strategic Plan.

I would like to thank everyone who has contributed to the plan and to the future success of Algonquin College.

Robert C. Gillett
President

ALGONQUIN STRATEGIC PLAN IMPLEMENTATION – BUSINESS PLAN COMPARISON

Goals

	Goal	2008-09	2009-10	2010-11	2011-12
					8.33 Engage the College stakeholders in the 2013-2015 Strategic Plan development.
	Employee Development				
E1	Teaching environment – Provide faculty and academic staff with the knowledge required to ensure the provision of an engaged teaching / learning environment, based on adult learning principles and the integration of electronic technology.	Establish the Algonquin Leadership in Education Institute (ALEI)	Continue to enhance professional practice of faculty and staff	E1.1 Prepare faculty and frontline staff to embrace an increasingly diverse international student population E1.2 Continue to enhance professional practice of faculty and academic staff E1.3 Promote and celebrate staff and faculty excellence	
E2	Professional development – Support employees by investing in professional development including technology training.	Create professional development opportunities and activities to meet the learning needs of professors and academic staff. Maximize professional development opportunities, (including mentoring, job-shadowing, cross-training) for each employee who expresses an interest in additional development. Build human resource capacity to ensure sustainability of college operations.	E2.1 Create professional development and technological training opportunities which align with the strategic directions of the College. E2.2 Maximize professional development opportunities, (including mentoring, job-shadowing, cross-training) for each employee who expresses an interest in additional development.	E2.1 Create professional development and technological training opportunities which align with the strategic directions of the College. E2.2 Maximize professional development opportunities, (including mentoring, job-shadowing, cross-training) for each employee who expresses an interest in additional development.	7.1 Maximize professional development opportunities, (including mentoring, job-shadowing, cross-training) for each employee who expresses an interest in additional development. 7.7 Establish faculty credential and experience hiring guidelines. 7.8 Professional development and technological training opportunities will align with the strategic directions of the College.

Goal	2008-09	2009-10	2010-11	2011-12
E3 Orientation and/mentorship – Expand orientation and mentorship activities for new employees to ensure that every employee better understands the programs and services the College offers.		Ensure all areas will strengthen their efforts to make certain every employee has a strong orientation and support system. Develop and implement AODA Client Service Standard training.	E3.1 Ensure all fulltime and part-time employees are trained including mandatory AODA and WHMIS training. E3.2 Examine the requirements for AODA Employment Accessibility Standard. E3.3. Continuously review and update formal departmental orientation program for all new full-time and part-time employees.	7.2 Ensure all full-time and part-time employees are appropriately trained including mandatory AODA and WHMIS training. 7.3 Examine the requirements for AODA Employment Accessibility Standard. 7.9 Continuously review and update formal departmental orientation program for all new full-time and part-time employees.
E4 Leadership development – Build the leadership capabilities of our employees and our future leaders through a comprehensive leadership development program.		E4.1 Further develop the College's leadership capacity.	E4.1 Further develop the College's leadership capacity.	7.6 Foster an environment where opportunities to lead are available to all employees.
E5 Succession plan –Focus on skills identification, at all levels, to address succession planning and unforeseen circumstances.	Create a 5 year plan developed with measurable metrics related to increasing competencies at the College.	Establish a College succession plan.	E5.1 Implementation of the College Succession Plan. E5.2 Identify positions that require a critical skill set that are at-risk due to limited human resource capacity and determine the essential skill set of each, thereby ensuring sustainability of operations. E5.3 Build the capacity to ensure sustainability.	7.4 As part of the succession plan, identify positions that require a critical skill set that are at-risk due to limited human resource capacity and determine the essential skill set of each, thereby ensuring sustainability of operations. 7.5 Build the capacity to ensure internal resources are prepared for additional leadership roles.
Service Excellence				

	Goal	2008-09	2009-10	2010-11	2011-12
S1	Integrated student support – Integrate student support services to ensure a focus on helping students to be successful.	<p>Develop an after-hours service strategy</p> <p>Implement one-stop service call-lines for student services, human resources and business development</p>	<p>Adjust service delivery to include evening, weekends and virtual.</p> <p>Develop new or customize existing intake processes and models to better serve the needs of our unemployed clients.</p> <p>Align academic and student support initiatives to help students be more successful.</p>	<p>S1.5 Enhance service delivery on evenings, weekends.. summer and virtual.</p> <p>S1.2 Ensure a positive Residence Experience.</p> <p>S1.3 Provide integrated communications to new and returning students to increase the likelihood of their success.</p> <p>S1.4 Enhance service provided to students via the Student Success Desk by opening the Student Success Centre in appropriate space.</p> <p>S1.6 Review the current student success model.</p> <p>S2.5 Define and promote the One-Stop Service model, engaging other related services in the discussion.</p>	<p>3.4 Enhance service provided to students via the Student Success Desk by opening the Student Success Centre in appropriate space.</p> <p>3.5 Define and promote the One-Stop Service model, engaging other related services in the discussion.</p> <p>3.12 Define and promote the One-Stop Service model, engaging other related services in the discussion to improve retention.</p>

	Goal	2008-09	2009-10	2010-11	2011-12
S2	Emerging technologies – Expand access to services by incorporating emerging technologies into all student service areas.	Develop strategy for providing student services to on-line learners Complete technology integration plan	Optimize the web to provide enhanced services to students. Complete College conversion to web content management system.	S1.7 Improve the access and quality of the College's online information. S2. 1 Develop a strategy for increased use of student mobile computing to support the College's direction of going full mobile by 2013. S2.2 Explore options to support Personal Digital Assistants (PDA's) and Smartphones for faculty and staff. S2.3 Develop a general IT strategy for the College S2.4 Implement a "One Card" system. S2.6 Optimize the web to provide enhanced services to students. A4.5 Commit to creating a student-centred, flexible learning environment through the virtual delivery of programs and services within a mobile environment, by September, 2013.	6.4 Improve the access and quality of the College's online information. 1.4 Commit to the introduction of new technologies in the recruitment of prospective students. 5.1 Student mobile computing will be part of all College programs by 2015. 5.2 Develop a strategy for increased use of student mobile computing to support the College's direction of going mobile by 2013 8.24 Develop a general IT strategy for the College. 6.1 Commit to creating a student-centred, flexible learning environment enhanced through the virtual delivery of programs and services within a mobile environment by September, 2013. 6.2 The Academic Area will lead in the development of new standards and processes for ensuring that the learning environment and technology supports for students and faculty are of the highest quality. 8.14 Launch a one-card program incorporating appropriate College services across all campuses.

	Goal	2008-09	2009-10	2010-11	2011-12
S3	Client Service Task Force – Ensure student services is a competitive differentiator by implementing and monitoring the recommendations of the Client Service Task Force		Implement the College-wide Client Service PD Program. Implement specific Student Services activities to facilitate the planned enrolment growth targets. Draft and implement College Recruitment and Marketing Plan.	S3.1 Continue to train staff in Client Service Standards and adjust them to meet emerging needs. S3.2 Ensure compliance with the AODA Customer Service Standard. S3.3 Increase College recruitment efforts to targeted groups. S3.4 Identify post-secondary best practices in recruitment, marketing and communications.	1.2 Increase College recruitment efforts to targeted groups where growth is possible and there are good employment prospects. 1.3 Identify post-secondary best practices in recruitment, marketing and communications.
...	Safety, health and wellness of students (5)?		Revised College Emergency Management Plan in Place.	AG4. Continue development of the Emergency Management Framework and Emergency Management Plan. AG6. Develop information Security Standards.	3.6 Explore and evaluate new model for Health Services with implementation date Fall, 2013.
	Academic Leadership				
A1	Retention – Enhance College processes which ensure that Algonquin is a <u>leader in student retention and graduation rates in Ontario.</u>	Work collaboratively to promote student engagement.	Establish an effective student success and retention strategy. Develop collaborative retention efforts, including a coordinated College and Program Orientation for new students and a coordinated communication plan for returning students.	A1.1 Promote student retention and increase graduation rate. A1.2 Improve pass rate (student success) of all courses through the production of learning modules that can be used for both in-stream and credit recovery learning. A1.3 Provide introductory online technology training modules to all College students. A1.4 Raise the awareness of challenges and	3.1 Increase student retention to 83% and graduation rate to 63%. 3.13 Promote student retention and increase graduation rate. 3.2 Work collaboratively with Student Success Specialists and Academic Advisors to promote student retention. 3.3 Work collaboratively with appropriate college departments and individuals to promote student retention.

	Goal	2008-09	2009-10	2010-11	2011-12
				opportunities with the internal community.	<p>3.7 Begin to introduce more post-admission testing to ameliorate the admission process.</p> <p>3.8/6.3 Integrated communications strategy for new and returning students to increase the likelihood of their success.</p> <p>3.10 A comprehensive pan-College retention plan will address, measure and evaluate key determinants of student success.(blue since now critical mass of key initiatives)</p> <p>3.11 Promote student retention and increase graduation rate through bursaries and scholarships.</p> <p>4.2/5.3 Target specific programs with retention/graduation concerns and establish success strategies to address concerns or phase out programs.</p>

	Goal	2008-09	2009-10	2010-11	2011-12
A2	Skills strategy – Offer programs that are designed to meet the needs of the workplace and ensure that employers have the skilled workforce needed for the future of a knowledge-based economy.	<p>A plan to address the government's new Post Secondary Education strategy developed.</p> <p>Plan developed that positions the College to be more demand driven which will include metrics developed to increase understanding of employers' needs based on meetings with 25 identified employers.</p>	<p>To deliver \$150M of new facilities by 2012, including EDCCTBS, Perth and Pembroke Buildings.</p> <p>Strengthen and build relationships with employers in key economic sectors to ensure programs meet workplace needs.</p> <p>Support program development based upon a comprehensive and integrated College Programming Strategy.</p>	<p>A2.1 Continue to support Strategic Programs and Services Planning Project implementation.</p> <p>A2.2 Deliver \$156M of new academically focused facilities by Fall, 2012.</p> <p>A2.3 Develop new training programs to address needs identified in key sectors.</p> <p>A2.4 Create the foundation for the virtual delivery of Corporate Training Services</p> <p>A2.5 Provide relevant programs and services that align to the priorities of the College and community.</p>	<p>8.9 Implement recommendations from Phase 1 of SPSP review.</p> <p>8.10 Continue to support Strategic Programs and Services Planning Project implementation.</p> <p>8.12 Deliver \$150M of new academically focused facilities by Fall 2012</p>
A3	Community integration – Increase the community's awareness of the College by enhancing linkages to businesses, school boards, universities, agencies and the employer community in new and unique ways and by expanding cooperative education and other workplace experience opportunities.	<p>Launch the "Algonquin Experience"</p> <p>Increase employer involvement through additional coop and workplace experiences</p>	<p>Begin to implement the Algonquin Experience strategy to achieve the key elements of this strategic plan goal.</p> <p>Expand strategic partnerships and build new collaborations.</p>	<p>A3.1 Expand workplace experience opportunities in collaboration with regional school boards, community agencies and employer partners.</p> <p>A3.2 Further develop relationships with academic organizations.</p> <p>A3.3 Integrate a mandatory off-campus experiential learning component in all programs that do not already have one, where possible.</p>	

Goal	2008-09	2009-10	2010-11	2011-12
<p>A4 Program flexibility – Increase the flexibility of program offerings to accommodate Government policy and directions and to address the <u>changing needs</u> of the student population.</p>		<p>Develop and implement flexible program delivery strategies.</p>	<p>A4.3 Develop and implement flexible program delivery strategies. A4.4 Continue to develop degree programs to position Algonquin as a leading polytechnic institution. A4.6 Build pathways for more students to participate in postsecondary education.</p>	<p>3.9 Enhance support for students and clients who require services at non-traditional times. 8.19 Identify and define program growth clusters. program roll-out to include degrees, certificates, diplomas, advanced diplomas, and graduate certificates for both domestic and international audiences 8.20 Initiate development of 3 new baccalaureate degree programs. Finalize the development of the four degrees currently in development.</p>
<p>A5 Environmental education – Increase the environmental sustainability content of programs</p>	<p>Framework and strategies developed for implementation of environmental sustainability principles in programs of study.</p>	<p>Include content and initiatives related to sustainability in programs of study. – in-scope programs</p>	<p>Develop a sustainability curriculum strategy and implementation plan for College programs.</p>	

	Goal	2008-09	2009-10	2010-11	2011-12
A6	Global economy – Create opportunities for students to develop the skills, knowledge and attitudes necessary to succeed in the global economy.		Expand opportunities to provide staff and students with international and intercultural experiences	<p>A6.1 Increase international student enrolment to become 4th largest Ontario College by 2013.</p> <p>A6.2 Expand opportunities to provide staff, students and clients with international and intercultural experiences</p> <p>A6.3 Phase I of The Algonquin Experience related to globalization integrated into programs of study.</p> <p>A6.4 Develop strategies to attract and retain International students.</p>	<p>2.3 Increase international student enrolment to become 4th largest Ontario College by 2013.</p> <p>2.4 Expand opportunities to provide staff, students and clients with international and intercultural experiences</p> <p>8.21 Internationalization will be integrated into all College programs (as part of The Algonquin Experience).</p>
A7	Applied research – Expand applied research activities to enhance staff development, enrich student learning, improve student preparedness for the workplace and support innovation in the external community.	<p>Twenty new projects initiated including at least one proposal submitted for international, 50 projects showcased at Applied Research Day and 100 faculty and staff have expressed an interest in participating in applied research.</p>	<p>Strengthen strategies to facilitate the involvement of professors, staff and students in applied research activities.</p> <p>Expand applied research in academic areas and in teaching and learning.</p>	<p>Improve resources to facilitate the greater involvement of professors, staff, students and clients in applied research activities.</p> <p>Engage faculty and clients to work towards more in-class/program level projects that will involve students in applied research projects.</p> <p>Increase the amount of applied research in applied learning in all facets of programming.</p>	<p>2.5 / 8.22 Expand applied research opportunities for staff, faculty and students.</p> <p>8.30 Increase efforts to seek external funding for applied research.</p>

Goal	2008-09	2009-10	2010-11	2011-12
<p>.....</p> <p>Increase access for under-represented groups (7); increased access for under-represented populations such as First Nations, first generation, newcomers, students with disabilities and international students, as well as from changes in demographics (8) immigrant integration (4)</p>	<p>A 10% increase in the number of international students and a 15% increase in overseas program activity.</p> <p>Service level strategy for underrepresented students developed</p>	<p>Total international enrolment (postsecondary and ESL) for 2009-10 was 979 FTE students, a 27 percent increase over 2008-09.</p>	<p>A4.1 Develop opportunities for Aboriginal prospects and applicants to access Algonquin programs and services.</p> <p>A4.2 Develop and implement flexible program offerings for under-represented groups and target audiences.</p>	
<p>Resource Management</p>				

	Goal	2008-09	2009-10	2010-11	2011-12
R1	Student life – Enhance the quality of student life by making student study space and multi-use spaces a priority in future capital expansion and major renovation projects.	<p>Space needs identified and documented. Space solutions scoped and documented.</p> <p>Develop capital master plan</p>		<p>R1.1 Deliver the Student Commons project by Fall 2012.</p> <p>A1.5 Improve our interior space by promoting student and staff success.</p> <p>S1.1 Develop a transportation demand management plan for the Woodroffe Campus</p> <p>R1.2 Prepare a Campus Development plan for the Woodroffe Campus.</p> <p>R 1.3 Initiate analysis of the impact of the AODA new Built Environment draft standards on upcoming College capital construction and renovation projects.</p> <p>R1.4 Ensure that all capital expansion discussions, including Student Commons, and new Perth / Pembroke Campuses, reflect the need for effective student study space and multi-use spaces.</p> <p>R1.5 Identify opportunities for collaboration with government in online education initiatives.</p>	<p>8.1 Physical Resources will initiate analysis of the impact of the AODA new Built Environment draft standards on upcoming College capital construction and renovation projects.</p> <p>8.15 Continue the project to prepare a Campus Development Plan for the Woodroffe Campus by June 2011.</p> <p>8.16 Continue to work on a strategy to address the current parking excess demand.</p>

Goal		2008-09	2009-10	2010-11	2011-12
R2	Innovation – Foster a culture of innovation which leads to new and creative practices.	Creation of a 5 year Human Resources Plan - A 5 year plan developed with measurable metrics related to increasing competencies at the College.	Finalize the four-year Human Resource department transformation plan and execute year 1 of the plan. Establish the faculty innovation fund.	R2.1 Continue to implement Human Resources Four-Year Transformation Plan. R2.2 Benchmark the use of sick leave and vacation with comparable institutions. R2.3 Develop an reward and recognition framework to promote innovations that result in efficiencies and/or improved practices.	8.2 Continue to implement Human Resources Four-Year Transformation Plan. 8.4 Build a baseline and monitoring procedures to reduce reliance on part-time resources.
R3	Environmental operations – Implement environmentally sustainable best practices in College operations.	Completion of Environmental Sustainability Plan	Establish a College sustainability strategy.	Complete the sustainability strategy, business case and recommendations.	(LEED buildings)
R4	Business development – Expand corporate and business development opportunities.	Develop new delivery strategies for business development	Strengthen and build relationships with the employment sectors and increase revenue through contract and non-traditional revenue activity.	R4.1 Explore feasibility of offering certification testing for internal programming and as a service to external parties. R4.2 Build and strengthen relationships with employment sectors and increase revenue through contract and non-traditional revenue activity. R4.3 Strengthen relationship with regional office of Employment Ontario to become the lead agency for labour market development initiatives in Eastern Ontario. R4.4 Strengthen alumni outreach activities, including fundraising, by aligning Foundation and Alumni Office operations. R4.5 Create an Algonquin	2.1 Support the academic area's initiatives related to Curriculum Design and Strategic Enrolment Management. 2.2 College-wide Strategic Enrolment Management Plan and structure developed and in place 2.6 Create an Algonquin College Personal Development Institute (PDI). 8.25 Develop new training programs to address needs identified by key sectors. 8.26 Create the foundation for the virtual delivery of Corporate Training Services. 8.27 Build and strengthen relationships with employment sectors and increase revenue through

	Goal	2008-09	2009-10	2010-11	2011-12
				College Personal Development Institute. S1.8 Build Alumni affinity with the College	contract and non-traditional revenue activity. 8.28 Strengthen relationship with regional office of Employment Ontario to become the lead agency for labour market development initiatives in Eastern Ontario. 8.31 Strengthen alumni outreach activities, including fundraising, by aligning Foundation and Alumni Office operations. 8.29 Expand business development opportunities (financial results)
R5	Capital funding - Develop partnerships with individuals and organizations which help support the capital funding needs at all campuses.	Increased capacity and support for new capital development at the College	Initiate capital campaigns for Perth, Pembroke and EDC-CCTBS. (Perth capital campaign will fundraise \$1.0M dollars by 2011. Pembroke capital campaign will fundraise \$2.5M dollars by 2012. EDC-CTBS capital campaign will fundraise \$7.0M dollars by September.	R5.1 Explore alternate campus development partnerships in Pembroke for a potential Residence. R5.2 Engage the external community to increase contributions through gifts-in-kind and activities associated with the College's capital development plans.	8.34 Engage the external community to increase contributions through gifts-in-kind and activities associated with the College's capital development plans. 8.35 Investigate and action opportunities to establish partnerships with external organizations and leverage resources. (almost \$100M funding received)
R6	Process review – Identify funds for priority investment and strategic initiatives by increasing operational efficiencies through continuous improvements in College processes and the re-	Completion of Productivity Study – Service improvements realized and resources redeployed	Review business process to ensure continuous improvement in service standards for our students. Continue the Value Stream initiatives to achieve service improvements and	R6.1 Continue to seek productivity improvements in all areas of College operations. R6.2 Continue the Value Stream initiatives to achieve service improvements and savings and/or	1.1/7.10/8.3 Continue to seek productivity improvements in all areas of College operations.(SPSP Services to report in June). 8.8 Phase 2 SPSP Services Review: Measure and report service performance for

Goal	2008-09	2009-10	2010-11	2011-12
alignment of spending priorities.		<p>savings/re-deployment of resources.</p> <p>Develop a strategy for data integration</p>	<p>redeployment of resources.</p> <p>AG1. Develop and pilot a performance management model and framework for all administrative staff.</p> <p>AG2. Develop an engagement survey for all employees.</p> <p>AG3. Investigate alternate budgeting approaches which align cost structures to revenue potential.</p> <p>AG5. Develop a policy for records management across the College.</p> <p>AG7. Develop a Business Intelligence strategy to support strategic decision making.</p>	<p>each service offered.</p> <p>8.7 Continue the Value Stream initiatives to achieve service improvements and savings and/or redeployment of resources.</p> <p>6.5 Assess current Enterprise Resource Planning (ERP) and corporate systems and develop a strategy for the acquisition or development of new systems.</p> <p>aoda7.11 Develop an engagement survey for all employees for implementation in January, 2012.</p> <p>8.32 Develop a Business Intelligence strategy to support strategic decision making.</p> <p>8.5 Revision and Updating of training session for Academic Chairs on Collective Agreement provisions on staffing and management of the staffing process.</p> <p>8.6 Increased support for managers in grievance/arbitration process.</p> <p>8.11 Realign procurement and expenses processes to comply with the Ministry's Broader Public Sector Accountability Act.</p> <p>8.13 Ensure that the College is compliant with the Payment Card Industry</p>

	Goal	2008-09	2009-10	2010-11	2011-12
					<p>Data Security Standard (PCI-DSS).</p> <p>8.17 Initiate the development of an Enterprise Risk Management/ Business Continuity Plan framework.</p> <p>8.18 Continue to reduce paper consumption.</p> <p>8.23 Prepare for potential future funding reductions.</p>
...	<p>Increase full-time enrolment to 20,000 by 2020 (8)</p> <p>Increase the full-time international students from 5% to 10% by 2020 (8)</p> <p>Provincial government - Address issues such as capacity, program choice, essential services, funding, differentiation and labour needs (2)</p> <p>ongoing issue of credit transfer will be formally addressed (2)...Increase the ability of students to transfer between institutions and have their learning recognized (7)</p>	<p>The College's Enrolment Growth Strategy presented for consideration</p>			
					<p>4.1 Participate in the Data Collection and Reporting Provincial Credit Transfer Project by scoping the requirements for the preliminary data system changes to facilitate the tracking of transfer students and to build toward long-term accountability system for credit transfer. System must ensure measurable and auditable data including making provisions for the use of the OEN in connection with the credit transfer system.</p>

Algonquin College 2011-2016

ENVIRONMENTAL SCAN

POLITICAL

Changing Political Landscape

The October 6th election will change the Ontario political landscape. A review of all three major party platforms notes that jobs, education and health care remain key priorities with an equally universal call for higher degrees of financial self-sufficiency, living within means, differentiation, and integration through an improved credit transfer system. None of the platforms have targeted growth in funding above the 60,000 students already identified by the current government. When combined with current debt levels at all three levels of government the opportunity for funding growth is low.

- PC - <http://www.ontariopc.com/issues/education/>
- Liberal - http://www.ontarioliberal.ca/OurPlan/pdf/platform_english.pdf
- NDP - <http://ontariondp.ca/wp-content/uploads/Plan-for-affordable-change.pdf>

Putting Students First

The Government of Ontario has signalled proposed changes to Ontario post-secondary education in its Putting Students First report¹, including intent to;

- Modernize the funding formula for colleges and universities to reward excellence and focus on strengths
- Negotiate mandate agreements with institutions to align both provincial priorities and institutional aspirations
- Foster partnerships among colleges and universities that help students gain both a college diploma and university degree
- Develop a province-wide credit transfer system
- Explore expansion of college degrees
- Place more emphasis on programs that promote experiential learning

Call for Differentiation

The Government of Ontario and the Higher Education Quality Council of Ontario have both called for increased differentiation among Ontario's higher education institutions. As noted in HEQCO's report *The Benefits of Greater Differentiation of Ontario's University Sector*² released in April 2011, for learners, "greater differentiation sector offers clearer choices from a larger number of higher quality programs, clarifies the institutions that best serve their career and personal aspirations, and facilitates mobility and transitions between institutions in Ontario's post-secondary system".

Internationalization of Education

The Government of Ontario's Open Ontario Plan³ includes a pledge to raise international

¹ *Putting Students First*, Government of Ontario, http://www.tcu.gov.on.ca/eng/postsecondary/backgroundunder_may.html

² *The Benefits of Greater Differentiation of Ontario's University Sector*, HEQCO, (2011) <http://www.heqco.ca/siteCollectionDocuments/DifferentiationENG.pdf>

³ *Open Ontario Plan*, Government of Ontario, <http://www.premier.gov.on.ca/openOntario/index.php?Lang=EN#Postsecondary>

student enrolments by 50%. Driven by demographic trends which predict a need for new immigration, additional funding and scholarship announcements have provided further incentives for institutions to increase its efforts to attract international students.

ECONOMIC

Value of Education

A recent TD Economics study noted that “the sizeable debt that students often have to bear on graduation from post-secondary education, combined with the recent weakness in the youth labour market, have led some to speculate whether a diploma or degree is worth the cost. This perspective is fallacious. Investment in post-secondary education remains the single best investment that one can make. Higher education raises the prospects for employment, is more likely to result in full-time employment, reduces the odds of unemployment, lowers the duration of unemployment if a job is lost, and helps to facilitate retraining and/or skills development – all of which raises annual income, which is compounded over your entire lifetime.”⁴

Employment Outcomes by Education Level Likely to Widen

A report entitled *Looking–Ahead: A 10-Year Outlook for the Canadian Labour Market (2006-2015)*⁵ by Human Resources and Skills Development Canada (HRSDC) indicates that the educational requirements of jobs are rising and future employment growth will be most significant in occupations requiring university education and least significant in occupations that usually require on-the-job training. Moreover, it suggests that employment growth will be highest within occupations requiring a university degree or college diploma.

*Jobs without People, People without Jobs*⁶

Using a variety of Canadian and U.S. estimates, the Colleges Ontario report concluded that by 2031, 77% of the workforce will require post-secondary credentials (apprenticeship, university, college, industry, professional), significantly higher levels than the current Canadian rate of 60%.

SOCIAL

Open Education

Fueled by social technologies and a core belief that “access to higher education is a necessary element in expanding economic prosperity and improving the quality of life”⁷, open education is expected achieve broad adoption in the coming years⁸. Characteristics of this new learning culture include the sharing of curriculum and course content (Open Education Resources),

⁴ *Special Report: Post-Secondary Education is the Best Investment you can Make*, TD Economics, (2011) http://www.td.com/document/PDF/economics/special/sf0911_education.pdf

⁵ *Looking–Ahead: A 10-Year Outlook for the Canadian Labour Market (2006-2015)*, Human Resources and Skills Development Canada http://www.hrsdc.gc.ca/eng/publications_resources/research/categories/labour_market_e/sp_615_10_06/page00.shtml

⁶ *Jobs without People, People without Jobs*, Rick Miner, Ph.D., 2010 http://www.collegesontario.org/research/research_reports/people-without-jobs-jobs-without-people-final.pdf

⁷ *Minds on Fire: Open Education, the Long Tail, and Learning 2.0*, John Seely Brown and Richard P. Adler, Educause, 2008 http://webpages.csus.edu/~sac43949/PDFs/minds_on_fire.pdf

⁸ *2010 Horizon Report*, New Media Consortium and Educause, <http://www.nmc.org/pdf/2010-Horizon-Report.pdf>

social or participatory learning, the development of personal/professional learning networks, and personalized learning.

Open Leadership⁹ & Collaboration

The introduction and broad appeal of social technologies has created a culture of sharing at home, at school and in the workplace. Increasingly, clients expect organizations to be open, transparent, and collaborative, embracing open leadership, distributed-decision making and the free-flow of information and services in real-time.

Diversity

Between 2001 and 2006, Canada's visible minority population increased by 27 per cent, five times faster than the growth rate of the overall population.¹⁰

AODA

One in seven people in Ontario have a disability. Over the next 20 years, that number is expected to rise as the population ages. In 2005, the Government of Ontario introduced the Accessibility for Ontarians with Disabilities Act aimed at "developing, implementing and enforcing accessibility standards in order to achieve accessibility for Ontarians with disabilities with respect to goods, services, facilities, accommodation, employment, buildings, structures and premises on or before January 1, 2025."¹¹

TECHNOLOGICAL

Dominance of the Internet

Tapscott & Williams wrote in 2010 that "The Internet is, inexorably, becoming the dominant infrastructure for knowledge – both as a container and as a global platform for knowledge exchange between people – and a new generation of students requires a very different model of higher education. To best meet the needs of students and employers, online learning needs to be viewed as an integral part of the college education."

Need for Flexibility

In the Chronicle for Higher Education sponsored report entitled *The College Student of 2020*¹², "Students' convenience is the future. More students will attend classes online, study part time, take courses from multiple universities, and jump in and out of colleges. Students will demand more options for taking courses to make it easier for them to do what they want when they want to do it. Colleges will need to offer those options in addition to the face-to-face instruction."

Bricks & Clicks

⁹ *Open Leadership*, Charlene Li, <http://www.charleneli.com/open-leadership/>

¹⁰ *Acceptance of Diversity*, Conference Board of Canada, <http://www.conferenceboard.ca/hcp/details/society/acceptance-of-diversity.aspx>

¹¹ *Accessibility for Ontarians with Disabilities Act* http://www.e-laws.gov.on.ca/html/statutes/english/elaws_statutes_05a11_e.htm

¹² *The College Student of 2020*, Chronicle for Higher Education, <http://etcjournal.com/2009/06/19/the-college-of-2020-a-chronicle-report/>

“With the rise of new technologies, in the future higher education will likely divide into three types of institutions. One type will be the traditional campus-based college or university. Let’s call these “bricks” institutions—the familiar campuses composed of classrooms, faculty offices, libraries, student unions, and perhaps residence halls. The most successful “brick” universities will likely be residential colleges that attract traditional students—that is, younger students, typically ages 18 to 22. Another type of institution will be new organizations that rely entirely on e-learning to distribute their programs. These “virtual” schools could be called “click” universities. The exclusively “click” universities will focus on nontraditional populations such as adult learners and part-time students. The third, and probably most prevalent, type will be a combination of the two: the “bricks and clicks” institution, which will fuse conventional and e-learning methods.”¹³

The Rise in Importance in Business Intelligence

Business Intelligence has reached a new level of importance for decision makers. Capturing data—from customers, partners, employees and operations—has always been a part of running a business, but using this information proactively has become essential. Business Intelligence (BI) can be the difference between reacting to problems and anticipating opportunities, the difference between educated guesses and proactive decisions based on firm facts.

DEMAND

19-24 year olds

In Ontario, the number of 19-24 year olds, the traditional Algonquin post-secondary student will fall 9% from 2011-2016, from a high of 874,200 to a low of 815,700.¹⁴

Ageing Population

By 2036, the number of seniors in Canada seniors is projected to reach between 9.9 million and 10.9 million, more than double the level of 4.7 million in 2009. They would surpass the number of children aged 14 or under for the first time ever between 2015 and 2021, depending on the scenario.¹⁵

Online Education

In the United States, over 5.6 million students were taking at least one online course during the fall 2009 term; an increase of nearly one million students over the number reported the previous year. Online enrollments grew by 21%, far exceeding the less than 2% growth of the overall higher education student population.¹⁶

Growth in Degrees, Fall in Diplomas

¹³ *Barriers to Distance Education*, Arthur Levine and Jeffrey C. Sun, American Council on Education & Educause (2002) <http://www.acenet.edu/bookstore/pdf/distributed-learning/distributed-learning-06.pdf>

¹⁴ Estimates generated using Statistics Canada middle growth scenario, 2006-2008 table.

¹⁵ *Population projections: Canada, the provinces and territories, 2009 to 2036*, Statistics Canada <http://www.statcan.gc.ca/daily-quotidien/100526/dq100526b-eng.htm>

¹⁶ *Class Differences: Online Education in the United States*, I. Elaine Allen and Jeff Sleaman, Sloan Consortium, (2010) http://sloanconsortium.org/publications/survey/pdf/class_differences.pdf

Across the system, interest in degrees is rising and falling for diplomas. While system wide 2011 applications to diploma programs currently runs at 52.9% and 6.3% for degrees, the trends indicate a rising interest in higher levels of certification. At Algonquin, 59.6% of our applicants are for diploma programs and 1.6% to degrees. At Humber, applications to diploma programs make up 48.8% with degrees at 14.6%.¹⁷

SUPPLY

Access to talent

According to the Aberdeen Group, the level of competition and generational shifting of the talent pool has and will continue to make it difficult for organizations to find and retain the quantity and quality of employees needed to ensure success. This is especially prevalent at the leadership level, making employee engagement, professional development, talent management and succession planning increasingly important for all organizations.

Productivity

According to the Bank of Canada, “as the pool of labour shrinks, firms will have a greater incentive to find ways of improving labour productivity.”¹⁸

Shifting Role of Faculty

The growth of the Internet and the availability of information has begun a shift in the role of faculty from “sage on the stage” to “guide by the side”.¹⁹

¹⁷ OCAS Applications Data (through August 2011)

¹⁸ *Trend Labour Supply in Canada*, Bank of Canada Review, (2007) <http://www.bankofcanada.ca/wp-content/uploads/2010/06/barnett.pdf>

¹⁹ *From Sage on the Stage to Guide on the Side*, Allison King, College Teaching (1993) <http://www.jstor.org/pss/27558571>



BACKGROUND

Ministry of Training, Colleges and Universities

May 30, 2011

Putting Students First: Ontario's Plan for Postsecondary Education

The McGuinty government understands that Ontario needs a strong, responsive postsecondary education and training system that makes the needs of students its top priority. As the economy changes, maintaining the strength of our province requires an innovative, entrepreneurial and educated population that creates the businesses and jobs of the future.

Putting Students First is Ontario's plan to ensure all qualified Ontario students have access to the high-quality, affordable training and education they need to succeed in the modern world.

Building on the Reaching Higher Plan

The 2005 Reaching Higher Plan was the largest multi-year investment in postsecondary education (PSE) in 40 years and it breathed new life into Ontario's postsecondary system. Reaching Higher has resulted in 140,000 more students going to college or university, and 60,000 more apprentices training in a trade.

Putting Students First builds on this success and will ensure a sustainable postsecondary system strategically aligned with the needs of students and of Ontario's economy in the years ahead.

Welcoming More Students

- Support enrolment growth by funding 60,000 more student spaces at colleges and universities over the next five years
- Help more apprentices complete their training
- Extend Access to Opportunities funding to help Aboriginal students, persons with disabilities, Crown wards, francophone and first generation students succeed in PSE and help close the attainment gap
- Help more Ontarians get the literacy and basic skills they need to find a job or further their education and training
- Improve transition of students from high school to apprenticeship, college and university by helping more students choose a career, find a college or university and pay for their education

Tuition and Student Financial Assistance

- Develop a new tuition policy for fall 2012 that provides cost certainty to families by continuing to regulate tuition fees
- Modernize the Ontario Student Assistance Program and increase investments to provide financial assistance to more students

Smart and Strategic Growth

- Long-term capital funding will help colleges and universities build more state-of-the-art learning spaces for a growing number of students, and renew campus infrastructure

- Capital investments will address the demand for student spaces in the short term and support the future mandates of colleges and universities
- A new satellite campus policy will ensure well-planned growth

Flexible Learning

- Government will support more partnerships among colleges and universities that help students gain both a college diploma and university degree
- A province-wide credit transfer system will cut down on the time it takes to complete a diploma or degree, reducing costs for students and helping them get into the workforce sooner
- The Ontario Online Institute will launch in late summer of 2011, offering flexible, high quality postsecondary education and training with the option of learning outside a traditional classroom
- Government will explore expansion of college degrees

Quality Education

- Develop new programs and incentives that help improve teaching quality and reward excellence
- Place more emphasis on programs at colleges and universities that promote experiential teaching and learning, such as co-operative education, internships, undergraduate research opportunities and international exchanges

Innovation, Research and Development

- Provide funding for more graduate spaces as part of the 60,000 new student spaces
- Continue to work with colleges and universities, the federal government and other provinces to attract the best and brightest students and faculty from around the world

Specialization

- Negotiation of mandate agreements with institutions to align both provincial priorities and institutional aspirations

New Funding and Accountability Relationships

- Modernize the funding formula for colleges and universities to reward excellence and focus on strengths
- Renegotiate Multi-Year Accountability Agreements starting in 2012 to measure success in areas such as credit transfer, e-learning, teaching quality, student satisfaction, employment rates and participation by underrepresented groups.

**Notes for Remarks by the Honourable John Milloy, Minister of Training,
Colleges and Universities**

Canadian Club, May 30, 2011

Ontario must have a strong postsecondary education and training system. Our economic future depends on it. We need to prepare students - whether fresh out of high school or returning to the classroom after many years - to succeed in the modern world.

And it is a world that is complicated and changing - full of problems and challenges that demand the attention of well-trained and well-educated minds. We have careers, businesses and entire sectors that didn't exist ten years ago and experts tell us that 70 per cent of new jobs are going to require some sort of education and training beyond high school.

The good news is that Ontario has one of the best postsecondary systems in the world – with a network of colleges and universities that are recognized for their excellence. We also have an apprenticeship system that has doubled in size since we took office and is helping to create a strong skilled trades sector.

And the better news is that we have a government and a Premier that is determined to ensure this excellence continues.

This is not a new sentiment. Our Premier has earned the right to be called the education premier and he recognized from day one that a strong education system was crucial to Ontario's future. Smaller class sizes in the early grades, higher test scores, increased high school graduation rates and the introduction of full day early learning have been hallmarks of our government's time in office.

In 2005 our Premier helped launch Reaching Higher – resulting in the largest single investment in postsecondary education in more than two generations. Supplemented by other investments we have made over the years, Reaching

Higher has resulted in 60,000 more apprentices and 140,000 more students in the college and university system – all being taught in new classrooms, laboratories, libraries and training centres. Ontario can proudly say that it has the highest postsecondary attainment rate in the world.

But this is not good enough for our Premier. He wants 70 per cent of the population to have a postsecondary education or training.

So how do we get there? Where do we go from here? Reaching Higher is over – and in fact, I had the pleasure about 18 months ago of reporting to this very body – the Canadian Club - on its overall success.

Today I want to talk to you about the future – about the next step in the evolution of Ontario's postsecondary system and the new five year plan that our government is launching. No, it is not called Reaching Even Higher – although it was tempting – instead we decided on a better title – one that conveys the very essence of what we are trying to achieve.

It is called *Putting Students First* - and it is our response to what I believe is the basic goal of Ontario families when it comes to postsecondary education - a goal that can be summarized in one simple sentence:

"I want my kids to go on in school and get a good job."

This simple concept has been the driving force behind the plan that I want to share with you today.

It begins with the idea of "going on in school" - completing education and training beyond high school. And if you asked many Ontarians their first concern when it comes to attending college or university, I imagine it would be a simple response – the cost.

And you know what? I will never argue with anyone who says that the cost of education is a key consideration in deciding whether to go on in school. Which is

exactly why we have capped tuition fees, developed one of the most generous student assistance programs in the country, adopted a more flexible loan repayment program and mandated institutions to provide supplementary assistance to those in need.

There have been some pretty revolutionary changes in OSAP over the last seven and a half years and the system that we inherited was in pretty dire shape.

When we took office, for example, a university student from a middle class family making \$70,000 a year was eligible for about \$4,300 in loans. With all the changes we have made to the system over the years, that exact same student is today eligible for over \$12,000 in assistance, with almost half of it in the form of grants.

No qualified student should ever be denied access to college or university due to financial circumstances. This is a commitment that has guided us for the last eight years and I want to assure you will continue to guide our approach to tuition and student aid policy in the future.

Cost is only one challenge when you talk about “going on in school.” We also need to ensure that Ontarians understand options other than college or university. For a laid-off worker out of the classroom for many years, for example, “going on in school” may start with literacy and basic skills upgrading as a stepping stone to further studies – which is why our most recent budget committed substantial new funding in this area.

For others, “going on in school” may mean apprenticeship training and the many opportunities that exist for high-paying jobs and the acquisition of skills and qualifications that will serve learners for the rest of their lives. Which is why we introduced a series of financial incentives for both employers and apprentices to encourage people to enter the trades, with our new plan placing an emphasis on ensuring they complete their training. And it is why we are proceeding with the College of Trades – a self-regulatory body that gives ownership of the trades to

the sector itself and mandates them to attract more apprentices and ensure that they are receiving as well as completing excellent training.

“Going on in school” also means recognizing the role of lifelong learning as well as the important role played by other players, like employers, trade unions and private career colleges in educating thousands of Ontarians every year.

So how do we get kids to “go on in school?” It has to start early and one of the most exciting parts of our new strategy is a joint commitment by both the Ministry of Training, Colleges and Universities and the Ministry of Education to develop programming that encourages our kids at an early age to consider college, university and apprenticeships as well as making them aware of the financial supports that exist to help them make a smart decision.

It also means continuing to reach out and provide extra support and encouragement to underrepresented groups – Aboriginal students, students with disabilities, Crown Wards, francophone students that want to study in French and those who are the first in their families to go on to college, university and apprenticeships. We need to send a strong signal that our postsecondary system belongs to all Ontarians.

And finally, “going on in school” means that when they get there – to college or university – there has to be a space for them. Which is why, despite unprecedented fiscal challenges, our government has committed to fund the additional student spaces needed to meet enrolment growth over the next five years – estimated to be in the neighbourhood of 60,000 spots.

This is not just about operating dollars – the government is finalizing an infrastructure plan and for the first time in Ontario’s history, colleges and universities will be part of the government’s long-term capital funding commitments. We will start by focusing on immediate growth pressures while continuing to work with institutions to develop priorities for the medium and longer-term that are aligned with the province’s overall needs.

But it is not simply about getting more students through the door. Once there, we have to ensure that they receive a high quality education that leads to meaningful employment.

Putting students first means they have access to a wide range of courses and programs and can move easily from institution to institution as well as between the college and university systems. That is why we have placed such an emphasis on establishing a more mature credit transfer system here in Ontario.

Over the next five years, working closely with our college, university and student partners, we will invest close to \$74 million to develop pathways and supports that will allow students to navigate the system and receive full credit for the learning that they have already completed, far more easily than they can today.

Access to a wide range of courses also means the further development of online opportunities. Work is wrapping up on our plans for the Ontario Online Institute.

As many of you are aware, we recently appointed Maxim Jean-Louis as a special advisor on the creation of an institute and we plan to make his final report public shortly. I want to thank Maxim for all his hard work as well as the enthusiasm exhibited by the sector. The role of the institute will be to serve as a clearinghouse and coordinating body for the large number of existing online courses as well as providing support for the rapid development of more online offerings at our colleges and universities with a particular emphasis on quality.

And quality is at the heart of Putting Students First. Students deserve a classroom experience that engages and challenges them in a way that gives them the needed skills for the new economy. One of the goals of the new strategy is to work with students, faculty and our institutions to identify and measure the essential elements of teaching excellence and see it improved across the board.

I want to make one thing clear. In linking postsecondary education to employment, I am in no way suggesting that the only programs worth pursuing are those that align directly with a career – as the proud holder of a doctorate in Modern History with a specialization in the Cold War, I remain a proud defender of the entire spectrum of studies including the arts and humanities.

But what is important is that every program – whether we are talking engineering and auto mechanics or philosophy and theology – is taught in way that gives students the needed skills to function in the new economy – as well as allowing them to recognize the many, many doors that their individual educational and training experience opens for them.

That means making experiential learning, internships, coop programs and post-graduate college certificates an important part of the learning experience.

We need to make sure our system delivers. Yet before we speak of a system – “delivering” – we need to ask ourselves if we have a fully mature postsecondary – “system” in Ontario.

Individual colleges and universities focus their work on a variety of areas. For better or for worse, our approach to funding these institutions has been mainly on a per-student basis, meaning that one of the principal mechanisms to attract additional government support has been to grow.

The results have been exciting – tens of thousands of new students entering the system every year – new undergraduate and graduate programs, professional schools, satellite campuses and capital builds. And while we have welcomed this growth, it has not always occurred in a particularly well-planned way that always fully aligns with provincial interests or highlights areas of institutional excellence.

So what if:

What if we didn't put our institutions in a position where they felt they must grow

at all costs and instead asked them to focus on their strengths?

What if all of us began to take teaching excellence as seriously as we take research excellence?

What if we had a serious and frank discussion with our colleges and universities on their future plans? Where should growth really take place? Who really needs new programming or professional and graduate schools? What is the individual mandate and purpose of each institution within the overall system? How can we help our colleges and universities use the tools of credit transfer and online learning to allow their students to access the best that other institutions have to offer?

This is what our new plan proposes to do.

Beginning this fall, working with each college and university – and using the best third-party advice – we want to negotiate individual mandate and enrolment agreements as a first step to designing a framework of how we want the system to evolve based on the principles of quality, sustainability and most important – the best interests of students

There is no question that every college and university should be able to offer a full range of core programming, particularly at the undergraduate and entry level. And there is no question that we need to see the continued growth of graduate studies as well as a strong research agenda within both the college and university sectors. But putting students first means focusing our resources on what each institution does best so that collectively they offer the maximum choice, flexibility and quality experience to Ontario students.

Take the issue of satellite campuses. Everyone agrees that the presence of a college or university can benefit an under-serviced community.

But instead of communities and institutions self-identifying as the next location for

a satellite, what if we turned the process around? What if government – with a careful eye on the province's growth plans – identified key areas that might be suitable for satellites and worked with interested parties to develop a model that would best benefit local students as well as preventing unnecessary competition from other colleges and universities that might be nearby?

That is only one example of the new approach we want to take.

And yes, it means that government will have the right to say no to requests because they fail to align with system-wide priorities. But it will give Ontario students the reassurance that our system is evolving in a way that focuses on quality and excellence.

To complement these mandate agreements, we will also be negotiating a new round of multi-year accountability agreements with each college and university. These agreements will establish baselines and targets for each institution in key areas related to the goals of this new strategy, such as teaching excellence, and tie future funding to their achievement.

The way we fund is of course the final piece of the puzzle. The new approach we have outlined today will require a modernization of our funding formula away from one that simply rewards growth at all costs, to one that makes sure that we are achieving our goals in areas like teaching, overall quality and helping institutions fulfill long-term plans and mandates.

Funding formulas may appear to be a long way removed from the concerns of those who simply want their kids to go on in school and get a good job. Yet, if we can get it right, if we can continue to see our postsecondary system evolve in a way that rewards excellence and focuses on our strengths – it is going to result in significant benefits for students across Ontario.

We have so much to celebrate here in Ontario and we owe a great debt of thanks to the leadership shown by so many of you gathered here today to hear this

address – administrators, faculty and students. Our postsecondary system is the envy of the world and it is too important to our province's future to see it undermined by the types of cuts and neglect that have been hallmarks of past governments.

Education – at all levels – has been a central focus for our government. I am very proud of the gains we have made and I can assure you that under the leadership of our Premier, we will be unwavering in our commitment to build upon our achievements.

Over the past eight years we have built a high-quality and competitive postsecondary education and training system for the people of Ontario.

We have achieved this success by working together – and we need to take the same approach in the years ahead as together we build a stronger and smarter system that puts students first.

-30-

Check against delivery

Algonquin College **Vision 2020**

Draft 6, March 8, 2011

Algonquin 2020

What will Algonquin look like in 2020?

Facing a tsunami of change—the result of shifting demographics, advances in technology and a challenging funding model—Algonquin is confronted with a choice: cling to the familiar and risk being swept away, or seize the opportunity and ride the wave.

The reality is that if we do not respond to the evolving demands of our clients, other institutions will.

What are those demands? Students expect an engaging, high-quality, hands-on education. Employers need job-ready graduates equipped with high-tech, high-touch, employable, essential skills. Governments are demanding higher graduation rates and greater accountability and accessibility—while at the same time working within constrained resources.

We are living with these realities today. Looking ahead, we must also be prepared to serve a different kind of learner. The Algonquin student of 2020 is, on average, eight years old today—part of a generation of ‘digital natives’ that has never known a world without Google, YouTube or Wikipedia. Their *status quo* is a multi-cultural, globally connected society. Technology for them is nothing exceptional: it’s woven into the fabric of their lives. And the freedom that technology brings is leading them to challenge knowledge in ways previous generations have not done.

In the words of Don Tapscott and Anthony Williams, “the Internet is, inexorably, becoming the dominant infrastructure for knowledge—both as a container and as a global platform for knowledge exchange between people—and a new generation of students requires a very different model of higher education.”

Any model Algonquin adopts to meet client expectations and serve these next-generation learners must offer engagement, convenience and flexibility. It must also be continuously improving, efficient and sustainable.

In conceiving of a new direction for Algonquin, we must be mindful that we are on the cusp of something truly extraordinary. We have decades of evidence of the value of a post-secondary education: greater lifetime earning power; increased employment; healthier, happier lifestyles and greater civic engagement. Advances in pedagogy and technology will allow us to extend these benefits to a broader segment of society in incredibly cost-effective and efficient ways.

We are asking for your input and guidance as we draft a strategic plan for the College that will define its place in this Education 3.0 world. The following pages outline the current thinking which began with the Board of Governors and senior management—thinking that requires further debate and discussion. Over the coming months we will continue the conversation begun through the SPSP project, hosting a series of town halls and forums to seek advice on our vision, brand and strategic direction. What have we got right and what requires more deliberation?

We encourage you to become involved in the conversation and very much look forward to discussing our collective future with you.

“While these changes and pressures pose challenges for postsecondary institutions, they also represent opportunities – to grow, adapt, and become more efficient.”

**Embracing Change
Ready to Act**
SPSP Final Report

Robert C. Gillett
President

Algonquin 2020

The Connected College

Step into Algonquin in the year 2020 and you're struck instantly by a **feeling of connection**—among students, employees and alumni; between the College and local industry and the broader international learning community. Our vision is an Algonquin College rooted in the concept of **"connected learning"**. Its focus is on providing students the connections and skills they need to participate in a knowledge-based society while allowing them to explore an educational path that is best suited to their passions, their capabilities and their chosen future.

Hands-on, digital and flexible

Access, retention and attainment

Algonquin employees champion student success. The entire college has made retention its top priority and through investments in enrolment management, Algonquin ranks among the college leaders in graduation rates.

The Algonquin Experience

The Algonquin Experience ensures that every student experience is integrated, experiential, technologically advanced, connected, global, socially responsible and flexible. We are passionate advocates of a polytechnic education, believing the combination of theoretical and applied learning produces graduates who are productive their first day on the job.

Whether in the classroom or online, Algonquin delivers a collaborative, hands-on, engaged learning experience, answering employers' needs by including a work or research experience in every program we offer. All students complete an on-the-job work placement, internship, co-op, research project, study abroad or volunteer experience—benefitting from the College's business partnerships, developing their portfolios and ultimately securing employment in their field.

A diversity of students

Our student body has become even more diverse, made up of younger learners, immigrants, international students, Aboriginal people and seniors seeking to connect or re-connect with the community and industry. An influx of global learners has diversified Algonquin's Canadian campuses and increased the intercultural experiences available to students and employees.

In addition, the College has reached out to a significant prospective market: people in work—adult learners seeking to upgrade their knowledge and skills and enhance their careers.

Embracing digital education - Anytime, Anywhere, Anyway

While a number of institutions have embraced online learning, our vision is broader. Since 2013, the College has fulfilled its commitment to deliver a fully mobile postsecondary experience, investing heavily in technology and continually increasing the flexibility of its curriculum and delivery modalities.

We are convinced that dynamic online experiences will rapidly become an everyday component of a modern post secondary education. This belief has led us to ensure half the College's theory courses are now delivered in an engaging online environment, improving learning outcomes and freeing up physical space for more applied learning.

Algonquin 2020 at a glance

In 2020, what is the right mix of full- & part-time students? What should our goals be for graduation and retention rates? These figures have been left open to spark debate and discussion. Make your day in shaping Algonquin.

Student Population	#
• Full-time	#
• Part-time	#
• International	%
• Average Student age	yrs
Programs	
• In class	%
• Online	%
• Hybrid	%
Degrees	%
• Degrees	%
• Diplomas	%
• Graduate Degrees	%
KPIs	
• Student Retention	%
• Graduation Rate	%
• Education related	%
• Employment Rate	%
• Student Satisfaction	%
• Employee Satisfaction	%
Research	
• Projects	#
• Research funding	\$
Fundraising	
• Capital Campaign	\$
Campuses	
• Woodroffe	
• Perth	
• Pembroke	

Algonquin 2020

Students and employees use smartphones, tablets, laptops and other digital devices to access web-based applications through cloud computing over the College's high-capacity broadband network. Students rely on e-books, enhanced video, virtual environments, digital learning systems, and open education resources to access and adapt materials to meet their individual learning needs.

This passion for digital learning has transformed our existing academic and research delivery models, current and future support services, the physical and IT infrastructure, and has empowered our most important asset, our passionate and caring employees.

Expanded program choice and pathways

Our portfolio now includes more than certificates, diplomas and advanced diplomas, with significant increases in the number of degrees, graduate certificates, professional and industry certifications, international credentials and personal development offerings.

Competing effectively with other leading institutions, the College tailors its offerings to the market, launching and retiring programs fluidly and responding actively to current trends.

By 2020, seamless credit transfer arrangements are in place with other postsecondary institutions that allow students to move back and forth between them and Algonquin. Within the College, students transition seamlessly from program to program and remain involved with Algonquin as they pursue their lifelong learning journeys, taking advantage of linkages with institutions beyond the College.

Tailoring learning to the learner

Algonquin students are active learners, choosing their own learning paths, paces and modes. Taking advantage of a three-term academic calendar (fall, winter and spring) as well as increased online options, they build their own credentials—choosing from menus of traditional term experiences, short modules, intensive compressed programs, and self-paced part-time offerings.

Local and international partners

Our connection to local, national and global communities has strengthened learning and enabled business and research partnerships. We provide graduates in high demand to the local and international community, embedding opportunities to gain experience through work, applied research or volunteer co-ops in every program.

From our base in Eastern Ontario, Algonquin's influence extends to corporate spaces, personal development and language training centres, satellite facilities shared with community and institutional partners and workplace training venues, reaching at its furthest to international projects and campuses.

Algonquin partners with international organizations to offer sought-after Canadian accredited programs and educational services in developing and transforming nations. International students can choose to study English or pursue an Algonquin post-secondary program in their home country, at any of our locations spread across the Ottawa Valley, at our international campuses, online or through a combination of these options.

Students at our overseas campuses interact with the College via customized internet based services (web pages) that connect them to the broader Algonquin community. At the same time, Canadian students studying at our Ottawa Valley campuses have the opportunity to complete a component of their programs abroad, employees benefit from the rich experience gained by collaborating with our

"The great thing is I've been able to study on my own schedule, and do a lot online from home. But I've always felt like I'm a part of the College. With my diploma, I'll be certified to work anywhere in the world. And because of my co-op, I've already got a job lined up for when I graduate."

Algonquin Student

"There's a huge appetite here for training that's accredited and universally recognized as high-caliber. People are really keen on our Algonquin offering because it not only gives them the skills they need but also opens doors to opportunities in Canada—for work, and for ongoing learning."

International Training Partner

Algonquin 2020

international partners, visiting our overseas campuses and engaging with international students from over 100 countries.

Re-connecting with Alumni
Now hundreds of thousands strong, our alumni have formed a vast social and career network, benefitting from continued access to Algonquin services and, in return, supporting the College through fundraising, mentoring and work placements.

An exceptional student experience

Heart of the campus
On each of our campuses, the Student Commons is a dynamic hub where students engage in formal dialogue with employees, with each other in informal discussion and information sharing, and with visiting prospective employers and alumni. Such face-to-face interactions complement extensive online communication and social networking. The College experience is an integrated part of students' lives.

Comment [c1]: Need more language on developing quality spaces, campus beautification.

Personalized service
For all students of the College, personalized learning is paired with personalized service. Academic and support services are offered online, aided by social media tools. These services are enjoyed both by Algonquin students in Ontario and those at overseas campuses.

Business intelligence and automation
Algonquin's strategic investments in business intelligence systems and automation are paying off. Through business intelligence, the day-to-day decisions of managers and College executives are informed by real-time performance data. Investments in automation have streamlined processes and improved services making it possible to provide each student with personalized academic counseling and support. All College employees use technology to serve students more effectively and engage with industry and employers.

Algonquin's learning management systems access a repository of student profile data that allows the student experience to be personalized according to individual preferences and learning styles. A client relationship management system makes it possible for Algonquin to tailor communications to each College client, sending targeted online announcements, updates and notifications.

"In all my years of teaching, I've never been more in touch with my students. We communicate more; I have a much better view of how they're progressing. And it's exciting for me to work with such a mix of learners. Every day I'm enriched by what's going on here."

Financially, socially and environmentally sustainable

Financial sustainability
In a time when completion rates are the government's key measure of return on investment, the financial re-organization and Strategic Programs and Services Planning culture introduced by Algonquin in 2010 has allowed the College to track the profitability and contribution of its programs and services on an ongoing basis, increase productivity and flexibility, and optimize resource allocation.

Algonquin Professor

Across the College, resource allocation is a continuous activity no longer limited by fixed fiscal periods. Operating budgets are prepared on an eight-quarter basis, and each quarter managers update their financial forecasts. Capital funding allocations are provided on a multi-year basis and updated regularly.

Advocacy and governance

Algonquin 2020

College students, employees, and alumni have become active advocates for Algonquin and our polytechnic learning environment. The College is heralded for its level of openness, transparency, and governance best practices at all levels.

Developing alternative sources of revenue
The province of Ontario has become a leading supporter of postsecondary education in the world. Algonquin augments that funding by generating revenues from other sources. Algonquin's corporate and contract training business, ancillary services, fundraising, applied research, personal development offerings, and its expanded international dimension, all generate significant financial returns. These growing revenues are reinvested in technology, products and infrastructure to support Algonquin's core business of applied postsecondary education.

Building a community of innovation
Research and innovation have become a central focus of Algonquin's activities and a point on which the College differentiates itself. Government, faculty, staff, students, entrepreneurs and small and medium-sized enterprises come together to support Ontario innovation exploring new ideas and approaches with students contributing to the commercialization of products

Investing in the cloud
The College's decision to adopt scalable, cloud-based enterprise management technologies has made its operations more nimble than ever. The applications and platforms Algonquin has developed for its own use are now being sold to other learning and training organizations.

Continuous improvement
Everyone within the College organization is committed to continuous improvement, constantly striving for better ways to do business.

Corporate social responsibility
In all its operations, Algonquin is committed to corporate social responsibility. It was the first Ontario institution to sign both the Talloires Declaration—an international commitment to environmental sustainability in postsecondary education—and the Association of Canadian Community Colleges' *Pan-Canadian Protocol for Sustainability*. Algonquin's leadership in sustainability is rooted in its early adoption of the LEED Gold standard for all campus facilities.

As well, the College is for the most part paperless: all documentation is stored digitally. It meets *Accessibility for Ontarians with Disabilities* (AODA) compliance requirements, and every campus has a multimedia centre responsible for fully accessible multimedia resources.

Employer of choice

Innovative and supportive work environment
The College is a recognized employer of choice for its innovative and supportive work environment. Our employees are passionate about their profession and work in a positive labour relations environment. Investments in professional and personal support, health and wellness, leadership development, an unwavering commitment to student success and a shared set of corporate values has made the College one of the region's most desired employers.

- Defined by values**
- Caring
 - Learning
 - Integrity
 - Respect

Talent management
In support of the College's academic and administrative activities, Algonquin's Human Resources organization leads people planning and workplace effectiveness initiatives. Employee recruitment and

Algonquin 2020

retention is a strategic priority as the labour force turns over at an unprecedented rate. The College supports a more agile work environment where employees move freely among internal departments and enjoy the flexibility to work from home—sharing 'touchdown' stations on campus instead of occupying fixed offices.

Professional development

Investments in professional development and support continue to be essential to the College's success. Each employee completes an annual PD plan, gaining access to a vast array of in-class, online and in-person resources to support their job related skill development. Employees are supported in their efforts to gain additional credentials including bachelor degrees, Masters or PhD.

Shifting roles

This new model will require a change in the traditional roles of students, professors, staff members and employers as we prepare learners for life in a knowledge-based society.

FROM PASSIVE STUDENT TO ACTIVE LEARNER: Most students have known only the digital age, are fully conversant with technology and capable of using it as part of learning. They know that technology provides them with information access, a flexibility of lifestyle, and multiple career choices. As students progress they will be required to take greater responsibility for charting their own path. It is the role of the student to accept and understand this responsibility. This allows educators to take advantage of the innate learning ability of students in a more open, exploratory learning environment where they learn more by doing than by reading or listening.

FROM PROFESSOR AS LECTURER TO PROFESSOR AS FACILITATOR: Many professors have already recognized their role is shifting. As learning becomes increasingly self-enabled, the professor becomes a facilitator of the student's learning journey and educational choices. It is no longer a requirement for professors or instructors to know more than the student on every topic. Professors customize their methods and materials and provide students with strategies, drawing on their rich work and life experience, to achieve their educational goals.

FROM STAFF AS SUPPORTER TO STAFF AS PARTICIPANT: With improved access to information, staff can and must play an even greater role in the success of our students. Recognizing life outside the classroom to be as important as life within increases the opportunities for staff to become part of the learning outcome.

FROM INDUSTRY PARTICIPATION TO INDUSTRY PARTNERSHIP: Algonquin is blessed with employer advisory boards for each of its programs. Adding to this employer engagement through applied research and work placements, the College can feel proud of its active participation with industry. However, fiscal and workplace realities require a broader, more collaborative approach with true partnership at its core. The sharing of facilities, equipment, curriculum and workplace expertise will ensure students graduate with even greater levels of real world experience, while providing employers and industry partners with greater efficiencies.

Algonquin College's Digital College Direction

Introduction:

The educational demands of a community constantly change and with this change the technology and the material and educational resources evolve accordingly. Today, we have the power to customize education for each and every student so all students can achieve their full potential for learning. A decade ago this was just a dream. Today, it can become a reality.

Digital learning extends our existing model, allowing students to learn in their own style at their own pace, which maximizes their opportunity for success in College and beyond. With continued advances in digital learning, every student – both rural and urban – will be able to access high quality and rigorous courses and programs in every subject.

Digital learning is a catalyst for transformational change in education. It is a tool that can address a myriad of challenges faced by schools, employers, and policymakers – from a shortage of on-campus space to a growing demand for graduates with greater knowledge and skills. It can be a powerful tool for professors to engage with students by connecting communities to a vast network of resources that will help students compete and succeed in the global economy.

Our confidence in the power of digital education compliments our passionate belief in the value of accessible, face-to-face applied learning. Algonquin's transformation into a broad "bricks and clicks" institution will increase our ability to serve more students and provide them with an enriched, highly engaging, educational experience that will prepare them for the global economy in a cost effective manner.

Students, regardless of personal circumstances, should be able to access a postsecondary education and become future knowledge workers. These are the principles on which Algonquin College was built. Through our investment in the Digital College Initiative, we will protect and grow that legacy for years to come.

This document outlines our digital college direction for Algonquin College in this evolving digital world. We seek your input and thoughts as we round out this draft and work to embed the direction in the Vision 2020 and Strategic Planning efforts already underway. If you would like to share any ideas and thoughts, please send an email to: digital2016@algonquincollege.com.

THE DIGITAL COLLEGE IN 2016

Tomorrow's students will demand greater flexibility and relevance in the way they learn. As digital natives, they will expect an education environment that takes advantage of the advances in technology and pedagogy to deliver a quality educational experience that engages them where, when and how they want to be served.

Employers will continue to expect a regular supply of labour. However, to remain competitive our graduates now need an expanded set of skills that includes the ability to learn collaboratively, work in teams, think globally, and use technology effectively.

By 2016, Algonquin College will be delivering on its [Vision 2020](#) commitment to build a Connected College, reaching the following milestones;

- 25,000 students participating in mobile learning programs
- 200 mobile classrooms and labs
- 50% of all theory courses available online, providing students flexibility and choice in designing how, when and where they learn
- 25 new full online programs to meet the demand of our off campus learner
- Embrace the concept of “connected learning”, where students are collaborative participants in the creation of learning activities, engaging in conversations about content, problems and actions

Vision

While a number of institutions have embraced online learning, Algonquin's vision is broader.

Algonquin's Digital College Direction reflects a student-centric blending of academic teaching, support services, and social connections using on-campus, hybrid, online, and mobile delivery modalities – leading to student success.

At its centre is a premise that;

Digital learning and services – blended with hands-on, face-to-face learning experiences – support the development of an even higher quality, flexible, engaging, responsive, cost efficient and effective applied learning environment.

Guiding values and principles

The Digital College Direction is guided by the College's values of Caring, Learning, Integrity, and Respect.

In alignment with the College's values, and its mission and vision statements, the Digital College Direction is based on a set of core principles that have guided the creation of the draft vision.

- *Student Centered* – focused on student's needs, abilities, interests, and learning styles with the professor as a facilitator of learning.
- *Applied* – Honouring our belief that the most effective learning is experiential.
- *Supported* – Students and employees have the technological foundation, training, tools and support required to be successful.
- *Affordable* – Offer high quality programs that are affordable to our community.
- *College wide* – Involve every area of the College - academics & research, student services, business development, finance and administration, advancement, and human resources.
- *Connected* – To people, community, technology and career, delivering as personal, engaging and effective a digital experience, as we do on-campus.

Goals

To become a Digital College, the College must focus on four key areas and goals:

Access

Goal: to grow online enrolment and services

Service

Goal: to exceed our students' online expectations

People

Goal: to recruit and retain faculty and staff who believe passionately in the power of digital education and to support them in ways that allow them to act as digital natives

Infrastructure

Goal: to develop the physical and technological infrastructure required to power the digital college.

These goals are interdependent and will involve initiatives of strategic importance that transcend several or all areas of the College.

Access

Mobile Learning

Algonquin will incorporate and integrate mobile learning into all on-campus programs, fully integrating the use of mobile devices (smart phones, tablets, laptops, etc.) and technologies into the learning environment. This will extend our students ability to learn and collaborate beyond the traditional school day. All students will have at least one such device, while many will have several.

Students will be provided access to leading productivity, collaboration, multimedia and online learning software and applications through the College's partnerships with innovative technology companies.

Hybrid and online programs

The College will continue its commitment to digital learning through the continued development of hybrid courses and programs. In addition, the College's highest demand programs will be available in a fully online format. Courses within these programs will, where practical, be made available to our full-time day students to be taken as an alternative to on-campus options.

Simulation

Our commitment to applied learning will see the College lead the way in the use of digital simulation and the development of 3D immersive environments where real-time collaboration, learning and simulation activities occurs using avatars and animated characters with intuitive artificial intelligent responses.

Learning Management System (LMS)

Every student in every course will be provided access to learning materials, resources, and online activities through the College's learning management system. This will include;

- a. A course home page consistent with a design or template used within the program
- b. Professor and instructor contact information
- c. The approved course outline
- d. Course Section Information (CSI)
- e. Announcements including general course updates, class cancellations, room changes, assessment dates and other information, as required
- f. Lecture notes, PowerPoint slides, classroom recordings, video, audio, links to other available resources or materials, as appropriate
- g. Up-to-date progress and assessment results either through the use of the grade reporting feature in the LMS or through other means made available to students through the LMS course shell
- h. Links to online resources such eTexts and eJournals and open educational resources as appropriate

Open Educational Resources

The College will lead the province in the use and development of Open Education Resources, working to lower the cost of educational materials for students while at the same time increasing their relevance and richness of content.

e-Portfolios

As part of the mobile learning initiative, students will have access to digital e-portfolio tools for the creation of course and program based portfolios.

Research

Applied Research will support our transformation to a digital college by engaging large corporations, private sector small and medium sized enterprises (SMEs), and public sector partners in the active development and testing of new online learning technologies, pedagogy, and new product commercialization.

Objectives & Key Strategies

1. **Grow online and mobile learning enrolment**

- Convert all programs to mobile learning by 2013 (with 6,500 students participating by 2012, all 10,000 incoming students by 2013, all 25,000 students by 2016)
- Expand hybrid 25% by 2016
- Offer 50% of theory courses online by 2016, using the vacated physical space to expand applied learning labs
- Develop 25 new online programs by 2016

2. **Lead in the development of digital education pedagogy and curriculum**

- Launch the Algonquin College Curriculum Centre by 2012
- Offer training and professional development in the design and delivery of digital learning experiences
- Launch the Ontario Open Educational Resources (OER) Commons by 2013
- Revive the Collaborative Learning Objects Exchange (CLOE) by 2013
- Have 25% of all programs adopt learning objects by 2013, rising to 50% by 2016
- Encourage programs to adopt e-texts and open educational resources through the establishment of a decreasing cap on program textbook expenses
- Provide access to leading productivity, collaboration, multimedia and online learning software and applications to all students enrolled in mobile programs

3. **Invest in applied research that furthers the College's digital experiences**

- Collaborate with public and private partners
- Launch the Centre for Digital Education Research by 2013

Services

Support Services

Responding to our clients' expectations of service where, when and how they want it. 80% of all client and student services offered by the College will be available online and optimized for mobile access. Students will have the option to engage support services face-to-face or online via instant chat, SMS, Skype, social media or other real-time technologies. With One-Stop Service – in-person or virtual – the “pathway” is clear for students seeking information, assistance or support.

The College will be recognized as a leader in the provision of accessible documentation and support for its students, clients, and employees with disabilities.

As a college committed to the digital world, Algonquin will embrace a comprehensive ICT strategy, focused on the client and enabling evidence-based decision-making in its management.

Ancillary Services

E-textbooks that can be saved on student's mobile devices, will make up the majority of sales through the College Bookstore. The Campus OneCard effort will have expanded to a level that eliminates the need for carrying cash and permits the use of digital payment on each campus. Our financial transactions will lead the way in PCI compliance and a pilot project will test the use of mobile devices for payment.

Objectives & Key Strategies

1. Exceed students' online expectations

- Establish online service standards and digital college key performance indicators
- Expand online services
- Expand the One-Stop Service model – in-person and online

2. Automate paper-based processes

- Create a cross-functional development team to determine how to eliminate most paper-based processes

Infrastructure

Physical Infrastructure

The physical campus will change to support the needs of the digital learner. The old paradigm of expanding through large scale investments in buildings with traditional theory classrooms will give way to a balanced investment in both digital and applied learning spaces.

Hallways and public spaces will be re-designed to serve as mobile learning areas permitting students to access College licensed software and applications via a web-based cloud environment from any point on campus.

With all students having their own mobile devices, Algonquin will re-design College common spaces and invest in wireless to create modern, open access campuses. Vacated single purpose computer labs will be converted into applied learning environments, creating the space required to expand high-demand programs.

All e-classrooms and e-labs will be renovated and updated to meet the needs of mobile learners and programs. Interactive whiteboards or touch sensitive instructor podium displays will be installed. New styles of classroom furniture will be introduced that move away from the traditional fixed seating and towards environments that encourage collaboration and group learning.

Information Technology

Guided by Algonquin's ICT Strategy, investments in the wired and wireless infrastructure will have created a robust environment able to accommodate the educational and learning demands of all our students (upwards of 13,000 concurrent connected users). Professors and students will have reliable access to YouTube and other media rich online environments. Personal IT support will be enhanced with extensive online support.

The College will partner with like-minded post secondary institutions and leading technology companies to share IT resources and take advantage of the power of cloud computing.

The College's web environment will be modernized using portal technology to deliver personalized content to current students, prospective students, employees and alumni. All College websites will be optimized for mobile access and internationalized to ensure global access.

Objectives & Key Strategies

1. Become data-driven

- Develop and Implement the Business Intelligence plan (Phase 1 – 2012, Phase 2 – 2013, Phase 3 – 2016)
- Expand the application of the Value Stream process
- Draft a College Information Communications Technology (ICT) Strategy by 2012

2. Build campuses that support and enhance digital education

- Introduce Touch and multi-touch Smart boards and podiums into classrooms and remove outdated technologies including overhead projectors from all classrooms.
- Develop a Campus Master Plan that supports digital education by 2012
- Ensure that all learning spaces are mobile-ready by 2013
- Complete the conversion of Access Labs to Mobile Learning environments by 2016

People

Professional Development

Faculty, Support and Administrative staff will be provided the support they require to be successful in the digital education world. The Centre for Organizational Learning will lead the way in developing and delivering courses and programs that provide employees of all levels of proficiency with the skills they require to effectively integrate technology into their work.

Human Resources

Like students, employees will be able to access the majority of employment services online. For example, all job descriptions will be placed online allowing those interested in new career paths to fully understand the requirements of each College position. Employee files, including evaluations and performance reviews will move online providing easy access for both managers and the employee themselves. Social media will alert current and prospective employees of new job postings and first stage interviews will be held online. Hiring practices will have been modified to ensure all new employees arrive on campus with the basic digital skills and appreciation of Web 2.0 learning required to help students succeed.

Objectives & Key Strategies

1. Support disruptive innovation

- Expand the College Innovation Fund
- Expand collaborative communication tools (Yammer) across the College by 2012

2. Grow our human capital

- Establish Digital College competencies for use in College hiring processes
- Expand the variety of digital training options available through the LTS and COL to include:
 - Access to leading industry online training modules, project management and soft skills by providing accounts for all faculty and staff by 2012
 - Establish social networking policies, guidelines and procedures by 2012
 - Launch social networking and web content training programs by 2012

Conclusion

In alignment with the College's Vision 2020, the College plans to dramatically expand its online offerings and service so that significantly more Ontarians have access to a high quality, applied education.

With the support of the Ontario Government and College stakeholders, the Digital College Direction will create at Algonquin, Canada's first comprehensive, distributed learning environment targeted directly at providing 24/7 access to college level courses, programs, and student services.

Unlike conventional online distance education programs, the Digital College will combine the efficiencies of online, multimedia-enhanced programming with the hands-on activities associated with student-centred applied learning labs and clinical placements.

Student engagement will be further enhanced through a collaborative learning environment that will connect students to one another, their professors, their communities and future employers. Learners will experience increased flexibility in choosing their preferred learning pathway, their preferred learning environments, their schedules, and many other attributes to make their learning experience a positive experience leading to success and graduation.

These investments will create capacity at all campuses and increase the space for applied learning facilities to support growing enrolment demands.

- Improve student access, retention, graduation and career success
- Embrace the learn anywhere / anytime / anyway learning style demanded by the digital age student
- Provide a wider choice of academic programs, college services, and lifelong learning and training options
- Provide hiring employers with College graduates who are mobile, adaptable, and well grounded in 21st century skill sets such as critical thinking, problem solving, teamwork, collaboration, diversity, information technology, creativity, innovation, lifelong learning, and self-direction
- Consolidate and streamline online college services and operations
- Provide new options to international students looking to study in Canada
- Provide a opportunities for applied research ranging from developing tools for course content creation and delivery to determining the impact of the Digital College on faculty engagement and student learning and success

Support of e-Learning for all Ontarians

The Digital College is an innovative, comprehensive end-to-end online learning and service environment using the current multi-media enhanced course materials, social networks and Digital reality programming that provides students with the skills required to be successful participants in an increasingly knowledge-based, global economy.

This initiative is aligned with the Ontario Government's goal of extending such services as e-learning to all Ontarians through the expansion of broadband access through the North and throughout rural communities across the province. With the restrictions of slow dial-up connections removed, remote learners will be able to experience a complete educational experience while remaining in their home communities.

Leadership in Education Delivery

Our Digital College Direction is a vision to transform what it means to be a college and to provide leadership in 21st century educational delivery strategies that meet the needs of today's learners, employers, and industries. We see our college as not just a physical campus, but an unlimited, continuous learning environment; we see our college as an institution not defined by schedules and structures but as a place where programs and services are accessible anytime, anyplace, anyway; we see our college not as a one-time stop in a learner's post secondary career, but as a place that provides a myriad of opportunities for lifelong learning. We believe that what it means to be a college is changing and we plan to demonstrate leadership by defining a complete, coherent, integrated model of the 21st Century College – one that uses technology innovatively and optimally to provide top quality lifelong education and training to more students.

Required Infrastructure

The project will require the construction and equipping of audio and video studios and conference facilities. It will also require renovations to general purpose classrooms as they are converted to labs, simulation facilities, and other hands-on learning environments. This will require investment in software, hardware and programming as well.

The Algonquin College Digital College Direction supports all of Algonquin's program areas and underpins planned capital infrastructure expansion and enrolment expansion for the entire college.



• ANNUAL REPORT



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Message from the Board Chair

The College's first obligation is to its students, and the Board of Governors, in its work, continues to focus on student success in all that it does.

Despite financial constraints, the Board has been pleased to move forward with the construction of four major new buildings, two of which were the complete renewal of the College's two rural campuses. The Board was also pleased to be one of the first College Boards in Ontario to go through the process of recruiting new governors under the new legislation process, which involves the Lieutenant-Governor in Council choosing one-third of the members.

The 2010–2011 year at the College was one where the Board sought to improve student retention, graduation and employment as it initiated and supported a major review of all of the programs and services of the College, utilizing a process never before used by a college in Canada. The results were dramatic with more than 500 recommendations, which will, in many ways, set the direction for continuous improvement for the future. Phase II of the review is currently underway and will establish service metrics throughout the College.

As a result of the financial crisis, the government is adding new levels of accountability, through regulations, at an unprecedented pace. This has caused the Board of Governors and its committees to increase their due diligence, so they can demonstrate not only compliance with the new regulations, but that they are also increasing their oversight role to ensure the protection of the public's investment, enabling transparency at all levels of engagement. Government and public scrutiny is increasing annually and the Governance Committee and Audit Committee of the Board have increased their workload to ensure the highest levels of compliance with the new accountability standards.

Another initiative of the past year begun by the Board was a focus on succession planning for the future. The College, like most institutions, is experiencing a wave of retirements, particularly at the management level, so a plan has been established, supported by leadership training, to be ready to have a pool of internal candidates ready to compete for these positions when they become vacant.



All in all, it was a year of significant progress for the College, and the Board of Governors is pleased that it could make a contribution to that success. I would like to thank the members of the Board for their enthusiasm, energy and dedication to student success.

A handwritten signature in black ink, appearing to read 'M. Dunlop', written in a cursive style.

Michael Dunlop
Chair, Board of Governors

Message from the President



The 2010–2011 academic year was one of significant challenge and opportunity as all levels of government tried to address the impact of a global recession through stimulus funding and then experienced significant deficits as a result, severely constraining their ability to infuse new dollars into priority areas such as education. As a result, all institutions were tasked with addressing the demand without adequate resources to meet the need. The College has continued to provide to its Board of Governors aggressive Business Plans during this period of fiscal uncertainty, and was able to achieve and even exceed those objectives which has moved the College forward on a number of fronts, all of which are critical to the long term future of the College and the students it serves.

Expansion

The 2010–2011 year was one of continued infrastructure expansion at the College, including a new Centre for the Trades—the Algonquin Centre for Construction Excellence—on the West side of Woodroffe Avenue, which will instill the principles of sustainability, green construction and the integration of construction programs with related programs for the development of the future

knowledge workers in this field. In addition, a new campus is being constructed on the Perth site to replace the existing campus with a new, state-of-the-art building which will be custom built to meet the needs of the programs and services provided by that campus, particularly in the areas of heritage masonry, heritage carpentry and advanced housing. These two projects, supported by funding from the federal, provincial and municipal governments, the College, the Students' Association and community fundraising, are examples of stakeholders working together to enhance the education and training of the skilled workers of the future. This Spring, construction is beginning on a new campus in Pembroke on a waterfront site donated by the City of Pembroke, as well as the construction of a new Student Commons on the Ottawa campus, which will be built in partnership with our Students' Association. The new Pembroke Campus and the new Student Commons buildings will open in the fall of 2012 and will greatly enhance the student experience at both of these sites.

The aging infrastructure in Pembroke was in significant need of a retrofit or replacement, and the new waterfront site will be a spectacular demonstration of the commitment of the College and the City of Pembroke to the education of students in Renfrew County. The Student Commons will become the heart of the Woodroffe Campus where students will gather for a myriad of activities and have space for sharing and collaboration, which will bring a long needed balance to the academic life on the campus.

Digital College

The College has also committed to becoming a digital college and dramatically expanding its online offerings so that many of its programs and services, particularly those of a theoretical nature, can be delivered online, while increasing the applied spaces at all of our campuses to meet the student demand.

Aligned with the Digital College direction, the College has also committed to becoming a fully mobile college by 2013, where students will be able to use their handheld devices and connect with browser-based applications downloaded from 'the cloud', so that information is available wherever they are and not just at fixed geographical locations. By committing to these two major directions, the College is responding to the new wave of digital-age students who think, live and breathe technology, and who want information when and where they need it. These new strategies will leverage the information technology tools of the 21st century, the social technologies, and all of the new mobile devices that provide powerful tools for both students and professors as the College continues its transformation.

Continuous Improvement

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

Partnerships

The College continues to strengthen its partnerships with governments, employers, academic institutions and the community, and leverages all of its assets and those of the community to ensure that students gain the experience they need to be successful. The College is a major generator of employees for the future, and the employer community counts on the College to provide the skilled workforce of the future, particularly as the economy expands following the recession. These partnerships have allowed the College to move forward in a number of areas, such as Applied Research, where numerous small- and medium-sized companies are now partnering with the College to combine their intellectual property with the knowledge and skills of the professors and students of the College, which will lead to new commercialized products. Once again this year, even more professors and students have been engaged with the business community in Applied Research, which will dramatically impact the success of each company that is partnered with the College.

The College has remained committed to delivering a balanced budget to its Board of Governors and to making strategic investments with reserve funds, which will serve as building blocks for the future of the institution. The College awaits with interest the announcement by the government of the long-term direction for Post Secondary Education, as well as the new funding formula, so that it can adjust its plans accordingly. However, even in the interim, the College continues to look ahead to 2020 and has already begun to redesign how



education will be delivered to meet the needs and expectations of our future students. The innovation and creativity demonstrated on a daily basis by the employees of the College augurs well for the long-term success of Algonquin College as both an educational institution and as a major contributor to the economy of this region.

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

Robert C. Gillett
President

VISION

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

Student Success

Algonquin's job as a community college is to create opportunities for all types of learners to thrive—to take their talents into the world, make a difference in their communities, and stand out as exceptional in the competitive global workplace.

Outstanding Results

Algonquin continued to attract greater numbers of students in 2010–2011, welcoming almost 19,000 full-time students, 36,000 Continuing Education students and 1,000 international students from more than 100 different countries. The Pembroke Campus experienced a fourth consecutive year of record enrolment and specific programs throughout the College saw spikes—for example, the Project Management Certificate Program, which grew by 33 percent.

As its student body grows, Algonquin is committed to making sure every learner receives the required support to achieve success both at school and in the workforce after graduation. Among its efforts to facilitate that success, the College now has 14 student success specialists in academic areas and launched an academic advising pilot in a number of programs. The total number of academic advisors increased significantly, reaching 227. Through the Experienced Worker Centre, the College supported more than 1,800 working professionals returning to postsecondary studies to upgrade their skills or acquire new ones.

The effectiveness of measures like these is reflected in students' achievements—for example, 90 percent of Internationally Trained Civil Engineering Technologist graduates secured employment in their field; the Faculty of Health, Public Safety and Community Studies posted retention and graduation rates of 82.4 to 84.9 percent respectively, with between 80 and 100 percent of its programs' students succeeding at national exams. Students in the Paramedic program achieved a success rate of 100 percent for the ninth year in a row.

Displays of Excellence

Algonquin students demonstrated their skills and learning in a range of competitions and challenges last year. Zamzam Ibrahim was overall winner of the 4th Annual National Capital Leadership Challenge; Kyle Evans was selected as winner among college students specifically, with classmate Katie Miller

placing second. Ibrahim also represented Algonquin along with Lauren Newby and Shari Ortiz at the 6th Annual BDC Case Competition hosted by Vanier College: the trio placed third in their division.

Architectural Technology and Green Architecture students participated last year alongside peers from the University of Ottawa, Carleton, Concordia, McGill and Ryerson in the Eco-logical Design Competition: Algonquin's Kimberley Lammers was on the winning team. Green Architecture students also took part in the Home Sweet Home Challenge Competition, with two teams making the final ten.

Algonquin competitors made their presence felt in other areas as well: technology, marketing, engineering and trades. Third-year BIT-NET students Carl Verge and Brian Wilson placed first in the prestigious Cisco NetRiders annual online competition, pitting their computer networking knowledge and skills against those of more than 1,000 students across Canada and the United States. An Algonquin team took the bronze medal at the 31st Annual Ontario College Marketing Competition and students in the College's Mechanical Engineering Technology program came third in the ASHRAE International Design competition, travelling to Las Vegas in January, 2011. Ten participants from Algonquin's Woodroffe and Perth campuses were selected to compete in seven different competitions at the Ontario Technological Skills Competition. Coming



home with gold medals were Thomas McCurdy in the Carpentry-Individual competition and Katherine Jeffery in the IT Office Software Applications competition. Three students also won bronze medals at the competition: Joe Leavitt (Truck and Coach Mechanic), Leah Wilson (IT Office Software Applications) and David Godsoe (Culinary Arts).

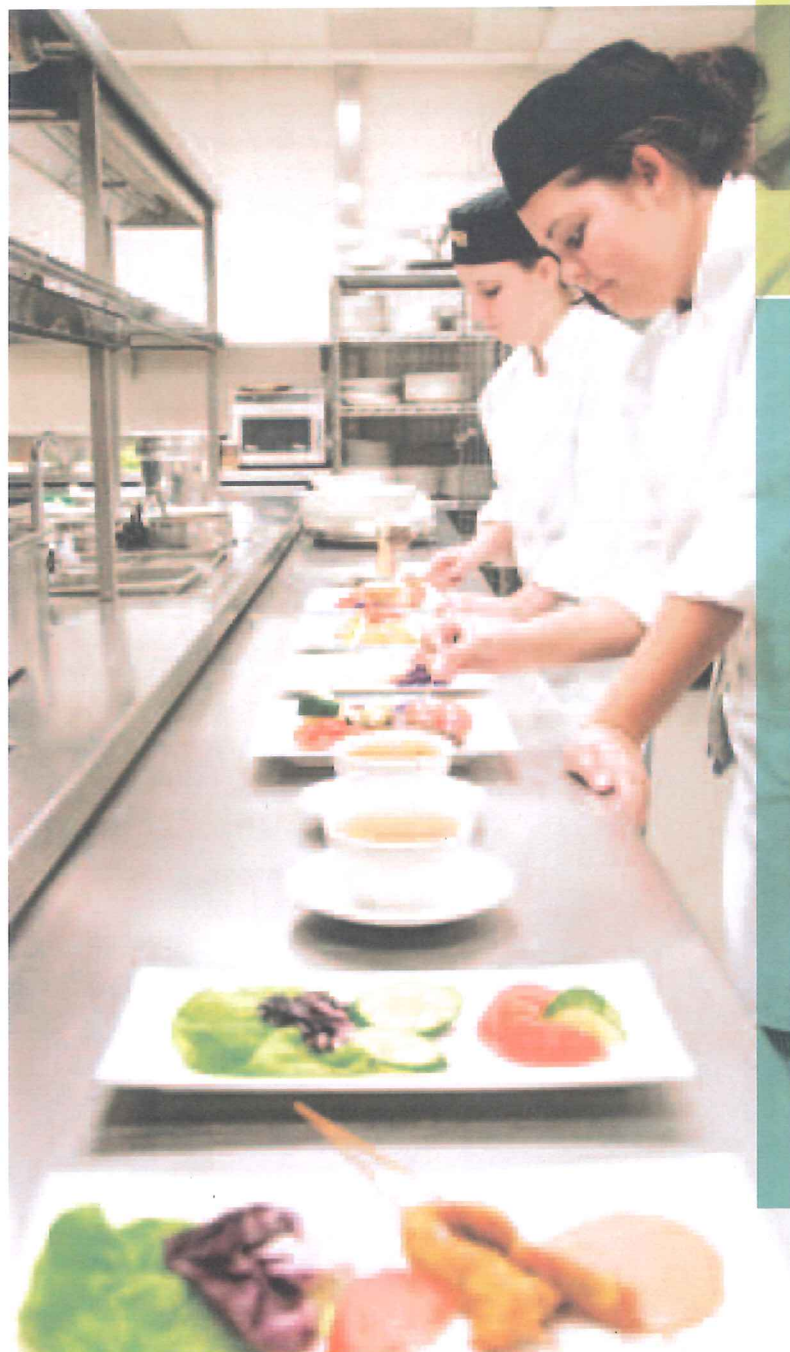
In addition to these competitive successes, Algonquin students were also recognized with awards for their achievements in 2010–2011. Among them, Aviation Management student Jason Thomas received a bursary from the Air Canada Pilots Association; Derek Chapman won the College's 2010 Project Management Institute (PMI) student award; and Chantal Goussanou and Medea Khutishvili—postsecondary graduates in English as a Second Language—received the Richard Altman Cook Memorial Bursary.

Engaged with the Community

Placement with local organizations is core to the experience of thousands of Algonquin students—exposing them to real-world work environments and giving them the opportunity to forge valuable connections for their post-graduation careers. 655 students participated in work placements in 2010–2011, with the College's Cooperative Education program increasing its number of placements by a remarkable 34 percent.

“What does student success mean? It means graduates finding jobs and having the skills to adapt to an ever-changing workplace. And it comes from our being a 21st-century College geared to the needs of 21st-century learners.”

Robert C. Gillett, President, Algonquin College



Other forms of community involvement are equally important to the Algonquin student experience. Event Management students contributed their time and skills to the Make-a-Wish Foundation last year, raising \$86,000 for the charity. They also, along with their faculty, were recognized with a 2010 Outstanding Philanthropic Group Award. Public Relations students raised \$10,000 for Royal Ottawa Mental Health Centre Youth program, and the College collected nearly \$130,000 for the United Way through its annual campaign.

Algonquin's Sport Business Management class partnered with the Ottawa Senators to host the 8th Sport Business Symposium at Scotiabank Place last year, receiving media coverage from both CTV and the CBC. Advanced Housing students took part in the first Perthworks Design Charrete along with peers in Interior Design, Interior Decorating, Green Architecture and Architectural Technology; and second-year advanced housing students completed the sixth high-efficiency green building in the Perth community.

At Algonquin, 'community involvement' extends beyond the bounds of the Ottawa Valley. Child and Youth Worker students partnered last year with Project TEMBO (the Tanzania Education and Micro-Business Opportunity)—which provides education for girls and economic empowerment for women in Tanzania—raising a total of \$8,600. As part of an ongoing relationship between the Coaching Association of Canada and the Qatar Government, faculty facilitated a workshop for girls and women in sports in Qatar.

The new Student Commons to open in 2012 is evidence that when the College and students choose to work together, anything is possible.

**Jacob Sancartier, President,
Algonquin College Students' Association (SA)**



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**The number of academic advisors
and student success specialists
supporting students in
2010–2011.**

ACADEMIC LEADERSHIP

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

Academic leadership is proven through programs and courses that deliver the value learners and employers demand—that reshape the learning experience through technology and give students access to more high-quality postsecondary education options than ever before.

New Programs, Greater Access

Implementing the recommendations of its Strategic Programs and Services Planning Project (SPSP)—a comprehensive assessment of every program and service offered by the College to ensure relevance and impact—Algonquin added new courses last year, eliminated some, and made enhancements or changes to others.

New offerings in 2010–2011 included a Medical Radiation Technology (MRT) program that saw 770 applicants for 25 seats; Canada's first-ever Victimology program; and a new two-year intensive Massage Therapy program. Ontario Premier Dalton McGuinty attended the launch of the College's Music Industry Arts program, and a new Virtual Interprofessional Education course brought together students in the College's Bachelor of Science of Nursing, Child and Youth Worker, Police Foundations and Paramedic programs.

Seven new academic programs were approved for fall 2011 with another 38 in development. The College also expanded its administration of the Health Occupations Aptitude Examination for highly competitive Health Studies programs to 1,700 applicants over an eight-week period.

In meeting demand, Algonquin has proven to be a leader in the development of online courses. In 2010–2011, it offered several hundred hybrid courses and some 53 fully online programs, mostly through part-time studies. New online offerings included a Culinary Skills program and a Construction Project Management Graduate Certificate program. The College also developed 15 mobile learning programs for launch in 2011 and hybrid course deliveries within the eight levels of its French as a Second Language courses. Algonquin's Curriculum Implementation Services group helped faculty and staff implement technology tools in their offices, digitize curricula and embed technology in their learning activities.

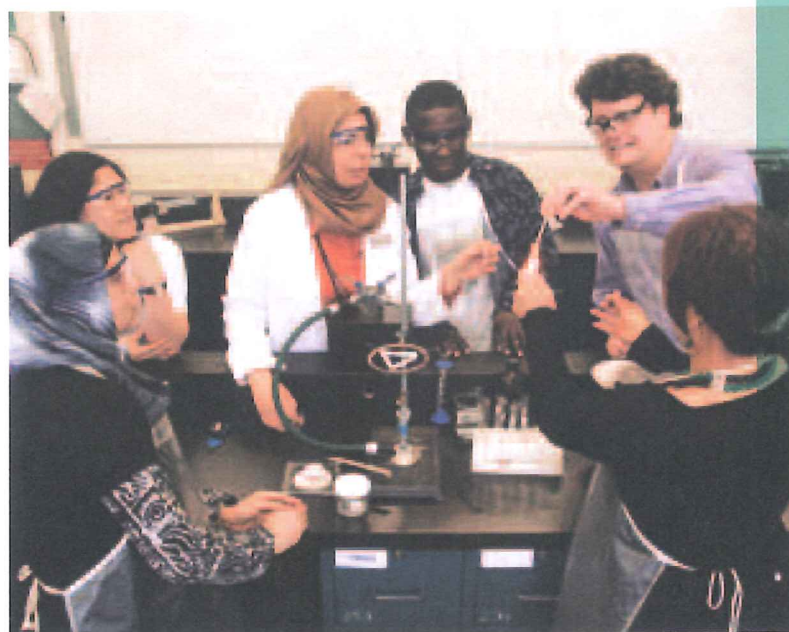
The School of Part-time Studies received two of the three CONNY Awards presented in 2010 by provincial heads of continuing education—acknowledging the College's achievements in supporting workers pursuing professional

development. Algonquin also increased its corporate training clientele, serving 1,000 organizations and training more than 5,000 students. That growth boosted the revenues of the College's Corporate Training Centre by 50 percent.

Partnering on Research and Innovation

Algonquin faculty and students participated in a record number of in-class applied research projects last year, including more than 60 projects with clients. Twenty new projects were launched by the Applied Research division through a \$750,000 federal grant to stimulate research leading to job creation, and the College extended its partnership with Hydro One by four years to focus on research related to the smart grid and rural energy distribution. With the assistance of \$2.3 million in NSERC funding—to be disbursed over five years—Algonquin's New Design Centre conducted more than 15 technology projects last year. It also received \$300,000 in equipment funding.

Projects like these—which provide local and regional organizations with direct access to Algonquin's leading-edge knowledge, skills, and resources, and give faculty and students the opportunity to participate in real-world research activities that enrich the College's curriculum and culture—were celebrated on Algonquin's ninth annual Applied Research Day on April 15, 2010.



Globalizing the College

With students graduating as workers in a global economy, having a strong international dimension to its programs is a priority for Algonquin—on its Canadian campuses, at partner institutes abroad, and through the overseas activities of faculty and students.

Last year, 34 Algonquin students from 13 programs took advantage of International Scholarship opportunities in 17 countries. The College Business Development unit made further strides in developing relationships with a number of foreign partners—signing a memorandum of understanding to offer two new programs in Montenegro, and facilitating the first intake of 38 students at Jiangsu Maritime Institute, Nanjing, China, for its English as a Second Language and Business Administration programs. The College also forged partnerships with institutes in China and Saudi Arabia to deliver joint programs, and is helping these institutes assess students, train teachers and develop baselines for measurement.

“The fundamental mandate of a community college is to provide access to postsecondary education and prepare students for their chosen careers. That’s at the core of our mission. It’s why we constantly push to deliver programs in new ways, with greater flexibility—to meet the needs of the full range of students we serve.”

**Kent MacDonald,
Vice President, Academic**



Two Algonquin professors from the School of Hospitality and Tourism travelled to Dodoma Tanzania—exchanging places with three Tanzanian professors on a two-month study tour in Ottawa. The Algonquin professors delivered Management and Customer Care Training on behalf of the CIDA-funded Education for Employment project. Two faculty members and several students from the Social Service Worker program travelled to El Salvador to support the work of the non-governmental organization SalVaide, which works to strengthen civil society, promote sustainable and diversified economic development and act as a catalyst for Canadian participation in the support of Salvadoran rural communities.

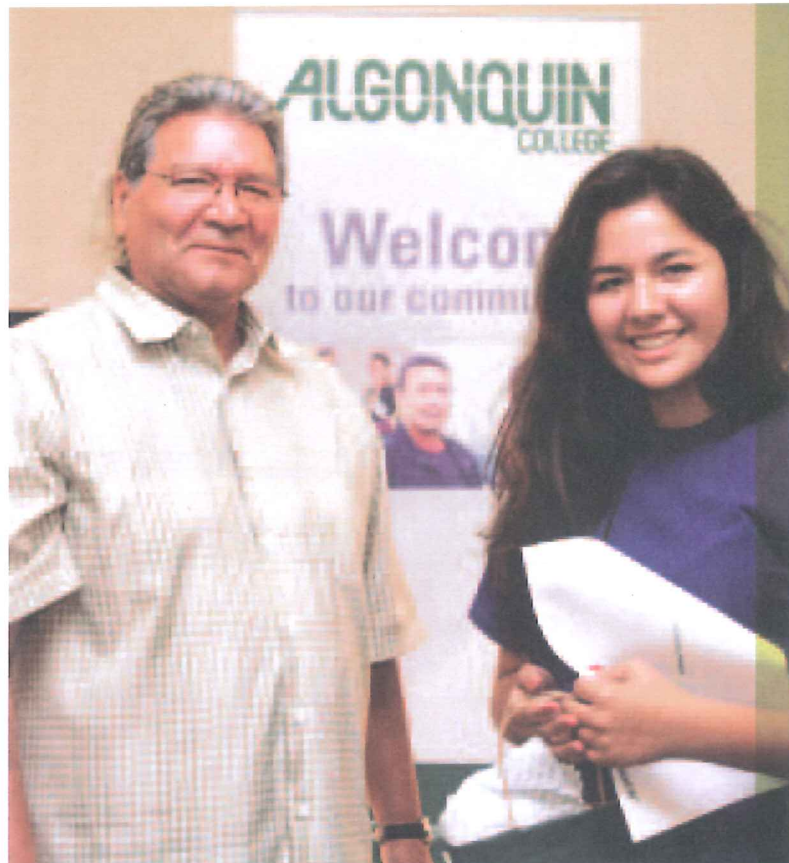
Algonquin continued to attract international students in 2010–2011, seeing a 47% increase in enrolment from all markets, particularly India. New hybrid International English Language Testing System (IELTS) and Test of English as a Foreign Language (TOEFL) test preparation courses were created to provide additional English for Academic Purposes training for these learners from abroad.

In response to demand for Chinese language instruction, Algonquin partnered with the British Columbia Institute of Technology to open a Confucius Classroom last year, providing a platform for cultural exchanges with China through learning about Chinese language and culture, and strengthening academic, business and tourism ties with China.

Aboriginal Connections

2010–2011 also saw relationships between the College and Canada's Aboriginal Peoples strengthened through the inaugural Aboriginal Business Circle, which brought together Aboriginal and Ottawa-area entrepreneurs to create awareness, foster new business relationships, and introduce non-Aboriginal businesspeople to the dynamics of doing business with Aboriginal communities. For Aboriginal students, the College developed a partnership with Tim Hortons to secure part-time employment.

Also last year, the College's Mamidosewin Centre for Aboriginal students—created as a space for First Nations, Inuit and Métis students to relax, study and visit with their Aboriginal peers—saw a significant increase in activity, with more students visiting and benefitting from regular visits by a roster of First Nations Elders.



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The number of fully online programs available at Algonquin—offering learners much-valued flexibility. Enrolment in online programs rose by 8.5% in 2010–2011, and more than 250 hybrid and online courses are currently in development.

Algonquin College worked positively with Aboriginal students, Aboriginal employees, Elders and the Aboriginal Education Council to reflect the varied cultures of First Nations people, the Inuit and the Métis in the design of the new Mamidosewin Centre within the Student Commons. Bravo!

Anita Tenasco,
Chair of the Aboriginal Education Council

EMPLOYEE DEVELOPMENT

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

An inspired team produces inspired students. In striving to deliver the highest-quality educational experience possible, Algonquin focuses on keeping its people and their skills ready to meet the demands of being a 21st-century College.

Preparing the Next Generation of Leaders

In 2010–2011, the College invited all administrators with supervisory experience and an interest in leadership development to participate in a leading-edge succession planning initiative. A first step toward College-wide succession planning, activities included skills assessments, talent reviews and the creation of professional development plans for participants.

Several staff members were sent to Harvard University in summer 2010 for two weeks of training in leadership development. Five individuals who took part in that training committed to creating an advanced leadership program for the College, conducting a pilot program with 13 individuals selected by the President's Executive Committee. Four more employees were identified to go to Harvard in summer 2011 for this year's leadership development program.



Building Strong Teams

Another new initiative last year was the launch of a three-day faculty retreat at Wilderness Tours in Pembroke, an opportunity for professional development and teambuilding. The retreat will be repeated going forward, at different locations and including support and administrative staff—more than 500 College employees will have this experience over the course of the next five years.

Algonquin supported the development of its employees through a variety of workshops, programs, conferences and support activities as well, and held its eighth annual Kaleidoscope conference in May 2010. Kaleidoscope is an annual professional development conference for all Algonquin College employees—support staff and administrative staff and faculty—providing an opportunity for employees to showcase their talents and attend workshops on a variety of engaging topics. The theme for 2010, “Back to Your Future,” focused on building community, advancing technology, and creating success.

Recognizing Contributions

The College takes pride in its workforce. Every day, Algonquin staff and faculty in Ottawa, Perth and Pembroke go out of their way to ensure students are encouraged and supported in their studies and professional ambitions. The efforts of Algonquin staff are recognized through several award programs, including the College Staff Awards, Faculty Awards, Laurent Isabelle Award, Capital Educators Award and National Institute for Staff and Organizational Development (NISOD) Excellence Awards.

Ensuring Accessibility

Algonquin demonstrated its leadership in the area of accessibility last year, establishing an Accessibility Office and dedicating a manager to work through all aspects of the Accessibility for Ontarians with Disabilities Act to determine strategies for its implementation at the College. Algonquin's Centre for Students with Disabilities hosted the DARTT (Disability Awareness and Resources for Teachers in Training) Conference last year, welcoming 46 teachers in training from the Faculties of Education at the University of Ottawa and Queen's University. Karen Coffey, AODA/Diversity Advisor, also launched seminars aimed at staff and established an accessibility website complete with downloadable documents.

College Awards

Faculty and Staff Awards

The success of Algonquin College is due to the skills, energy and efforts of its staff and faculty. Faculty and Staff Awards recognize the individuals and teams who make a valuable and much-appreciated contribution to the Algonquin experience. College faculty and staff who demonstrate excellence and live the College values of Caring, Learning, Integrity and Respect to foster student success are honoured with these awards. Recipients in 2010–2011 were:

Support Staff Award

Karen Gendron Faculty of Health, Public Safety and Community Studies

Part-Time Support Staff Award

Jeremy McQuigge Academic Partnerships

Lorraine St. Pierre Centre for Organizational Learning

Team Award

Centre for Students with Disabilities (CSD) Team

Administrative Staff Award

Norma Haddad Registrar's Office

Dianne Bloor Part-Time Faculty Award

Ilya Golub School of Advanced Technology

Laurent Isabelle Award

Gerry Paquette School of Media & Design

Lifetime Achievement Award

Robert Blondin Physical Resources

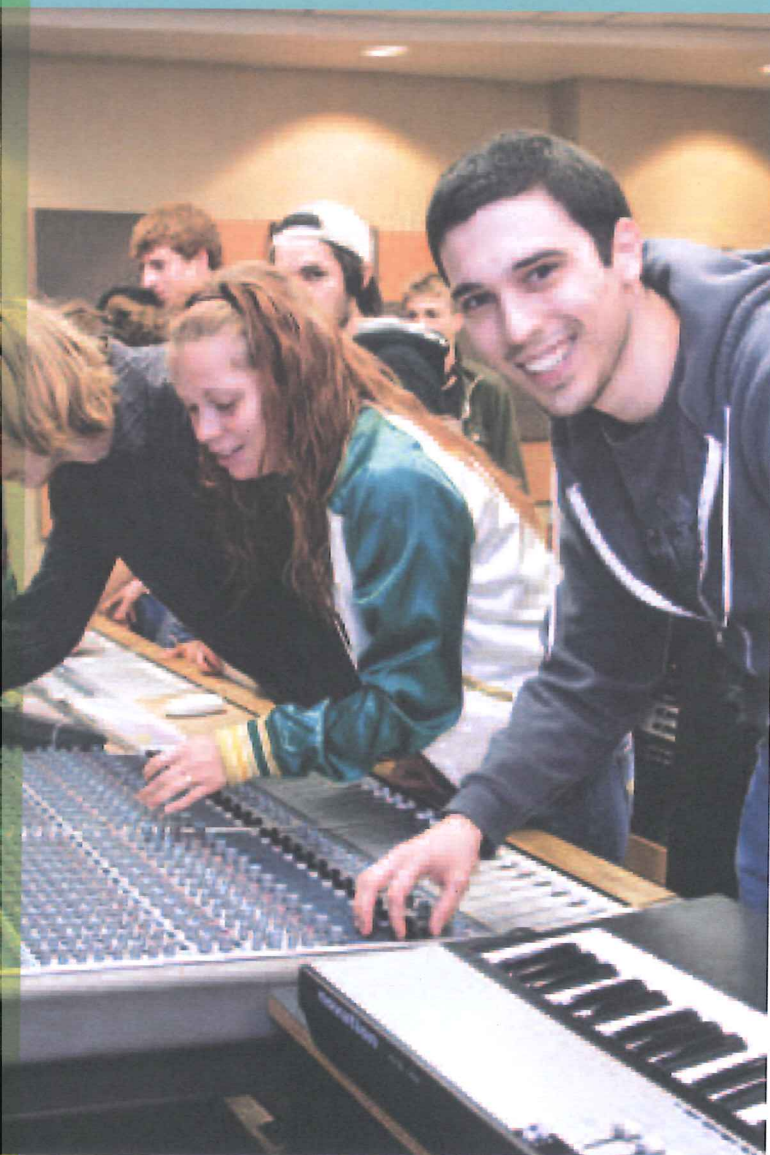
“All of our employee development initiatives—succession planning, leadership, skills training, professional development and growth opportunities—are undertaken with student success in mind. Our goal is to give the people of the College, our employees, the tools and training they need to serve students better.”

Gerry Barker,
Vice President, Human Resources



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The number of President's Star Awards presented to faculty and staff whose daily work has shown to be consistently exemplary.



The President's Star Award

This award is presented to employees who demonstrate a commitment to excellence in their role within the College community; regularly and consistently deliver outstanding service; and perform acts of significant merit. The award is open to all current employees of the College. Candidates are nominated by fellow employees. Recipients in 2010–2011 included:

President's Star Awards

Roger Batchelor	Information Technology Services
Nicole Boudreau	Registrar's Office
Nancy Boughner	School of Media & Design
Sophia Bouris	Student Affairs and Orientation
Jessica Brown	Learning Resource Centre
Mark Crane	Information Technology Services
Abdellah El Bilali	Information Technology Services
Gordon Esnard	Food and Beverage Operations
André Gauthier	School of Transportation & Building Trades
Wanda Grant	Financial Aid Services
Umit Gunaydin	Information Technology Services
Peter Kerkhof	Information Technology Services
Stan Kersevan	Information Technology Services
Rich Lauzon	General Arts and Science
Karen Murphy	Information Technology Services
Lyn Whyte	School of Media & Design
Julia Wilson	College Foundation
Jill S. Wood	Registrar's Office
Enterprise Reporting Portal Team	
Blackboard Support Team	
Ontario Colleges' Marketing Competition (OCMC) Coaches	

“This has been an amazing learning experience for our students. It created a ‘real-life’ learning experience, fostered ties between PR students and TV students and helped the community. That is what the Algonquin Experience is all about.”

Jeremy Atherton
2010–2011 Innovation Award Winner,
School of Media & Design, Television Broadcasting

National Institute for Staff and Organizational Development Excellence Awards

The National Institute for Staff and Organizational Development (NISOD) Awards honour the outstanding individuals who teach and exhibit leadership that enriches the post secondary learning experience. In 2010–2011 Algonquin College recognized:

NISOD Excellence Awards

Melissa Brasch	Algonquin College in the Valley
Garry Carter	School of Media & Design
Andy Cockburn	Algonquin College Heritage Institute
Céline Perrier	Algonquin College Heritage Institute
Michel Pillion	Police & Public Safety Institute
Cynthia Poulin	School of Advanced Technology
Jovica Riznic	School of Business
Geroge Shirreff	General Arts and Science
Julie Viau	School of Transportation & Building Trades

“Innovating is not just for students... it creates an opportunity to challenge yourself as faculty, to regenerate and create authentic learning experiences.”

Carl Toole
2010–2011 Innovation Award Winner,
School of Health & Community Studies

Algonquin College Innovation Awards

2010–2011 saw the introduction of the College's Innovation Awards, with a recognition ceremony held for faculty innovation projects designed to enhance the learning experience of Algonquin students. Inaugural winners included:

Michael Anderson, Professor, Computer Studies, who recorded lectures and posted them on Blackboard for students to review and study. Systematically recording the lectures in audio and posting them is an innovative way to ensure students retain what they learn.

Broadcasting-Television professors teamed up with the Public Relations program and alumni at OC Transpo to develop a cross-program assignment, pairing PR and Broadcast students to develop one-minute videos and communication plans for OC Transpo's 'Cooperative Seating' video campaign. Culminating in a public competition, the winning students were awarded prizes by Ottawa City Council.

Dr. Sean Beingessner, Coordinator and Professor, Water, Wastewater and Biotechnology, who exposed students to leading-edge technology in biology and chemistry related to clean water.

Jason Machinski, Professor, Photography, who designed, integrated and managed the photography program blog, which now serves as a key connector of the program's different audiences. The blog features links to students' work, photographer profiles, recommended readings, contest winners, alumni updates, FAQs for prospective students and more.

Carl Toole, Professor, Developmental Services Worker, whose experiential student workshop, alumni video success stories and multiple-choice video questions are among the innovative strategies he brought to his teaching last year.

Peter Thompson, André Gauthier, Lindsay Harris and Jeremy Atherton—Professors in Police Foundations, Motive Power Trade, and Broadcasting-Television respectively—who along with students, alumni and industry partners produced dynamic, current and relevant video simulations for learning.

SERVICE EXCELLENCE

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

Whether orienting record numbers of new registrants to campus life or being available to at-risk learners in need of extra support, Algonquin's commitment to student success is fundamentally a commitment to students themselves.

Service at the Centre

Algonquin's Student Success Centre opened in January, 2011, integrating a number of important student services in one place for easy access—including peer tutoring, a Mobile Learning Centre and study workshops. The College is now in the process of developing a parallel one-stop service presence online.

Students welcomed the launch of the Student Success Centre, which will relocate to become a key element of the new Student Commons which will open in fall 2012, along with several other student support services.

During the last year, through a workflow value-streaming process, Algonquin identified potential improvements to its counselling services in 2010–2011. Changes made as a result have dramatically reduced wait times for those services—including during peak times—down to five days from 15. The number of clients seen the same day they present rose consistently, and overall the number of students served climbed by 37 percent.

Serving the Online Generation

Responding to the fact that 85 percent of its students bring their own mobile computing devices to campus, Algonquin continued to integrate technology into the learning environment last year. The new Mobile Learning Centre provides a collaborative learning environment rooted in mobile and cloud computing technology, offering more than 100 mobile computing spaces for students to connect their laptops, iPads, netbooks, smartphones and other mobile devices to the College network.

In parallel with the opening of the Mobile Learning Centre, the College also test piloted myDesktop, a service that remotely delivers computer applications such as Microsoft Office, Oracle and AutoCAD directly to students' personal devices. The success of this pilot will enable the College to roll out myDesktop to other labs on campus.

In moving toward becoming a truly digital college, Algonquin has enhanced its use of technology for many other student services, including piloting a text message-based parking payment system; improving outbound client service for

part-time students through the use of iPads; launching mobile apps for student timetables, OSAP and key dates; establishing real-time Skype links between Aboriginal students and their home communities; providing virtual campus tours, orientation and registration how-to videos; and expanding Algonquin's e-Library to more than 63,800 e-journals, 17,000 e-books and 5,000 streamed educational videos

“ ‘Within every student is someone with a heart, a hope and a dream.’ These words are mounted on the wall of my office and embody our vision for Student Services. I truly believe that every student comes to Algonquin with a dream – of what they want to do and how they want to live their life. Our goal is to help our students in achieving their dreams. We need to be responsive and flexible to meet students’ changing expectations. We’re working to deliver One-Stop Service whenever possible.”

**Deborah Rowan-Legg,
Vice President, Student Services**

Career Readiness Tools

The College launched a career portal last year with online software that helps students write their resumés—receiving feedback and support—and prepare for job interviews. The job interview program records users so they can review their performance later, and offers suggestions for appropriate answers to questions that students find difficult. For those seeking in-person assistance, a drop-in service helps students with cover letters and job search preparation. The College also recently purchased third-party software that connects students to employers.

“As an HR Manager I have worked with a lot of universities and colleges and not once have I ever been referred resumés – it’s usually more of a “post and pray” methodology. I think this is an amazingly proactive service to help local employers! Most importantly it also helps college grads get a head start on a very competitive job market.”

Kristin Faria
Manager Human Resources, Graybar Canada

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The number of days by which peak-time waits have been reduced for students seeking to access counselling services, down from 15 to just five.



RESOURCE MANAGEMENT

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

Growing a college is about building an institution that will serve students and their communities not only today and tomorrow, but for generations to come. It demands a commitment to sustainability and innovation, and an eye to the future.

Meeting the Demands of Growth

Algonquin continued to expand its physical infrastructure in 2010–2011, making progress on several significant capital projects and developing a comprehensive sustainability strategy that will see all new buildings designed to the Canada Green Building Council's Leadership in Energy and Environmental Design (LEED) Gold standard or higher going forward.

The College successfully accommodated enrolment growth despite space constraints last year. With the enhancement of student space at the Woodroffe Campus a priority, Algonquin's administration and the College's Students' Association worked together on plans for the new Student Commons.

Providing a Superior Student Experience

The new 110,000 square-foot Student Commons addresses the collective need for campus space where students can work quietly on individual assignments, hear high-profile guest speakers, participate in clubs and activities and gather for group projects. Peer-to-peer interactions are essential to the learning process and to creating a high-quality, engaged and sustainable student experience. The new Student Commons will house a 700-seat auditorium, a study area, a food court, student services, and the Students' Association Board and Administration offices for its opening in the fall of 2012. At a project cost of \$52 million, the new facility will be built to the exacting standards of the LEED Gold certification.

With significant support from Ottawa's construction community, the uniquely green, 180,000 square-foot Algonquin Centre for Construction Excellence (ACCE) will house 2,500 full-time and 5,000 part-time students. The ACCE will expand enrolment capacity including 600 additional seats for 23 programs in skilled trades. Scheduled to open in September 2011, the ACCE will be a showcase and teaching laboratory for sustainable construction. At a total cost of \$79 million, the ACCE is being built to achieve LEED Platinum standards for environmental performance.





Renaissance Square, the new 91,000 square-foot home of the Pembroke Campus, will address the educational, economic development and community needs of the region. Replacing its nearly 100-year-old predecessor, the new Campus will create a minimum of 300 new full-time spaces, bringing full-time enrolment in Pembroke to more than 1,000 students in state-of-the-art facilities for skilled trades, healthcare and hospitality education when it opens in the fall of 2012. At an overall project cost of \$36 million, the destination campus for Renfrew County will be built to achieve the LEED Gold Certificate.

Algonquin also took major steps in 2010–2011 toward replacing the almost 40-year old main structure on its Perth Campus with a new 30,000 square-foot building that features expanded classroom space, increasing full-time student capacity from 250 to 350. The new Heritage Institute will have improved facilities for student services including added space for test-taking, group meetings, student-teacher meetings and reconfigured faculty offices. Slated to open in fall 2011, the expanded structure will provide better air quality, increased accessibility, improved sight lines in workshops, and healthier dust-containment layouts at an overall project cost of \$10 million. The building will reflect the College commitment to build and maintain LEED certified, flexible-use, efficient structures.

To further improve the student experience, last year Algonquin assumed the administration and management of its on-campus residence at Woodroffe. The change, which will have student support liaisons living in the residence building, will give the College greater opportunities to identify students at risk, extend outreach and enhance academic supports. Self-managing the facility will also give the College more control over costs and building maintenance.

“We’re investing in renewal and new construction for one reason: so that we can continue to provide students with state-of-the-art learning environments that give them the best possible edge for their entry into the workforce.”

**Duane McNair,
Vice President, Administration**

Algonquin College Foundation

The Algonquin College Foundation experienced a record year as it continued its Capital Campaign fundraising efforts in 2010–2011 to support infrastructure projects including the Algonquin Centre for Construction Excellence and new campuses in Perth and Pembroke.

Donations and Disbursements— Annual Highlights

- \$1.76 million pledged in endowment funds – matched by the Ontario Trust for Student Support Fund
- \$331,582 in gift-in-kind donations received
- 22 new named endowed bursaries
- Disbursement of more than 879 awards and scholarships
- More than \$5.9 million pledged toward the Algonquin Centre for Construction Excellence
- \$1.7 million pledged toward the new campus in Pembroke
- \$309,000 pledged toward the new Heritage Institute Perth Expansion
- \$4,664,708 received donations: gift-in-kind donations and campaign contributions

In Partnership with Students

The 40 year-old Algonquin College Students' Association operates many College services, including varsity athletics and the Algonquin Fitness Zone, one of Ottawa's top fitness facilities. The \$52 million cost of the new Student Commons on the Woodroffe Campus is being shared by the College (\$22 million) and the Students' Association (\$30 million) in financial partnership. The Students' Association and the College share a commitment to ensuring that students have ready access to key supports and services. The Students' Association promises to enhance the Pembroke site by investing \$4 million for the student facilities of Renaissance Square such as a gymnasium and fitness centre. Another \$400,000 has been committed by the Student's Association for new student facilities at the Heritage Institute in Perth.

“Our relationships with our donors and partners are active and reciprocal. With their contributions we’re able to build and equip leading-edge facilities and design training programs to meet the skills development needs of their industries and our communities.”

**Joy McKinnon,
Vice President, Business Development**

Algonquin Centre for Construction Excellence – Constructing OUR Future Industry Campaign Cabinet

Roger Greenberg, *Honorary Chair*

Dwight Brown, *Chair*

Steve Barkhouse

Carolyn Booth

Dale Craig

John McAninch

Robert Merkley

Peter O'Leary

John Owens

Alex Rankin

Richard Raymond

John Ruddy

Mike Sharp

Ron Tomlinson

Jeff Westeinde

Algonquin College in the Ottawa Valley – Capital Campaign Cabinet

Fred Blackstein, *Honorary Chair*

Mark Huckabone, *Chair*

Dawn Dube

Lisa Edmonds

Chris Kelly

Lieutenant Colonel Bill Moore, *Past Member*

C.B. Pappin

Lieutenant Colonel Keith Rudderham

Perth Expansion – Building OUR College OUR Community OUR Future Campaign Cabinet

James Bartleman, *Honorary Chair*

Lana March, *Chair*

John Clement

Richard Ellard

Doug James

Peter O'Leary

Dave Osborne

John Willson

Summary Financial Statements

Year ended March 31, 2011

REPORT OF THE INDEPENDENT AUDITORS ON THE SUMMARY FINANCIAL STATEMENTS

To the Board of Governors of The Algonquin College of Applied Arts and Technology

The accompanying summary financial statements of The Algonquin College of Applied Arts and Technology, which comprise the summary statement of financial position as at March 31, 2011 and the summary statements of operations and changes in net assets for the year then ended, and related notes, are derived from the audited financial statements prepared in accordance with Canadian generally accepted accounting principles, of The Algonquin College of Applied Arts and Technology as at and for the year ended March 31, 2011.

We expressed an unmodified audit opinion on those financial statements in our report dated June 13, 2011.

The summary financial statements do not contain all the disclosures required by Canadian generally accepted accounting principles applied in the preparation of the audited financial statements of The Algonquin College of Applied Arts and Technology. Reading the summary financial statements, therefore, is not a substitute for reading the audited financial statements of The Algonquin College of Applied Arts and Technology.

Management's Responsibility for the Summary Financial Statements

Management is responsible for the preparation of a summary of the audited financial statements on the basis described in note 2.

Auditors' Responsibility

Our responsibility is to express an opinion on the summary financial statements based on our procedures, which were conducted in accordance with Canadian Auditing Standard (CAS) 810, "Engagements to Report on Summary Financial Statements".

Opinion

In our opinion, the summary financial statements derived from the audited financial statements of The Algonquin College of Applied Arts and Technology as at and for the year ended March 31, 2011 are a fair summary of those financial statements, in accordance with the basis described in note 2.

Chartered Accountants, Licensed Public Accountants

June 13, 2011

Ottawa, Canada

THE ALGONQUIN COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Summary Statement of Financial Position

March 31, 2011, with comparative figures for 2010

	2011	2010
Assets		
Current assets:		
Cash and cash equivalents	\$ 25,530,161	\$ 33,702,717
Short-term investments	36,619,278	30,957,394
Accounts receivable	21,442,403	20,752,191
Inventory	2,094,369	2,081,103
Prepaid expenses	872,192	395,877
	86,558,403	87,889,282
Investments	36,606,082	19,844,197
Endowment assets	15,004,261	13,087,152
Capital assets	200,033,002	147,424,376
	\$ 338,201,748	\$ 268,245,007
Liabilities and Net Assets		
Current liabilities:		
Accounts payable and accrued liabilities	\$ 25,770,197	\$ 23,244,378
Accrued salaries and employee deductions payable	9,755,749	7,003,571
Deferred revenue	20,268,829	19,621,958
Current portion of long-term debt (note 3)	1,745,192	1,635,931
	57,539,967	51,505,838
Long-term debt (note 3)	45,425,093	47,170,286
Vacation, sick leave and post-employment benefits	15,541,410	15,417,638
Deferred capital contributions	134,331,273	78,290,245
Interest rate swaps (note 3(b))	10,357,273	10,841,444
Net assets (deficiency):		
Unrestricted	1,000,000	1,000,000
Investment in capital assets	27,543,653	23,382,538
Vacation, sick leave and post-employment benefits	(15,541,410)	(15,417,638)
Interest rate swaps (note 3(b))	(10,357,273)	(10,841,444)
Internally restricted	57,357,501	53,808,948
Endowment fund (note 4)	15,004,261	13,087,152
	75,006,732	65,019,556
	\$ 338,201,748	\$ 268,245,007

See accompanying notes to summary financial statements.

THE ALGONQUIN COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Summary Statement of Operations

Year ended March 31, 2011, with comparative figures for 2010

	2011	2010
Revenue:		
Grants and reimbursements	\$ 99,991,198	\$ 100,729,592
Student tuition fees	71,105,525	64,636,752
Contract educational services	24,405,942	23,581,150
Ancillary services	38,867,968	38,237,725
Other	11,829,285	11,387,347
Amortization of deferred capital contributions	4,900,219	5,428,307
	251,100,137	244,000,873
Expenditures:		
Salaries and benefits	138,682,349	131,165,187
Building maintenance and utilities	9,281,739	8,684,432
Instructional supplies and equipment	3,751,853	3,549,404
Bursaries and other student aid	7,316,672	7,064,216
Interest	557,394	546,994
Amortization and write-off of capital assets	11,182,215	11,589,133
Ancillary services	32,107,904	32,150,480
Other	40,790,343	39,958,864
	243,670,469	234,708,710
Change in vacation, sick leave and post employment benefits liabilities	123,772	67,296
	243,794,241	234,776,006
Excess of revenue over expenditures	\$ 7,305,896	\$ 9,224,867

See accompanying notes to summary financial statements.

THE ALGONQUIN COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Summary Statement of Changes in Net Assets

Year ended March 31, 2011, with comparative figures for 2010

	Unrestricted	Investment in capital assets	Vacation, sick leave and post employment benefits	Interest rate swaps	Internally restricted	Endowment fund	2011 Total	2010 Total
Net assets (deficiency), beginning of year	\$ 1,000,000	\$ 23,382,538	\$ (15,417,638)	\$ (10,841,444)	\$ 53,808,948	\$ 13,087,152	\$ 65,019,556	\$ 43,273,162
Excess of revenue over expenditures	7,305,896	—	—	—	—	—	7,305,896	9,224,867
Change in vacation, sick leave and post-employment benefits liabilities	123,772	—	(123,772)	—	—	—	—	—
Internally imposed restrictions	(3,548,553)	—	—	—	3,548,553	—	—	—
Net change in investment in capital assets	(3,881,115)	3,881,115	—	—	—	—	—	—
Donation of land	—	280,000	—	—	—	—	280,000	2,686,780
Endowment contributions and investment income (note 4)	—	—	—	—	—	1,917,109	1,917,109	3,608,556
Change in fair value of interest rate swaps (note 3(b))	—	—	—	484,171	—	—	484,171	6,226,191
Net assets (deficiency), end of year	\$ 1,000,000	\$ 27,543,653	\$ (15,541,410)	\$ (10,357,273)	\$ 57,357,501	\$ 15,004,261	\$ 75,006,732	\$ 65,019,556

See accompanying notes to summary financial statements.

THE ALGONQUIN COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to Summary Financial Statements

Year ended March 31, 2011

1. Description:

The Algonquin College of Applied Arts and Technology (the "College") was incorporated as a College in 1966 under the laws of the Province of Ontario. The College is dedicated to providing post-secondary education.

The College is a registered charity and therefore is, under Section 149 of the Income Tax Act, exempt from payment of income tax.

The financial statements reflect the assets, liabilities, net assets, revenue, expenditures and other transactions of all of the operations and organizations controlled by the College. Accordingly, these financial statements include the academic, administrative and other operating expenditures funded by fees, grants and other general revenue; restricted purpose endowment funds, and the ancillary operations of the College.

2. Summary financial statements:

The summary financial statements are derived from the complete audited financial statements, prepared in accordance with Canadian generally accepted accounting principles, as at and for the year ended March 31, 2011.

The preparation of these summary financial statements requires management to determine the information that needs to be reflected in the summary financial statements so that they are consistent, in all material respects, with or represent a fair summary of the audited financial statements.

These summarized financial statements have been prepared by management using the following criteria:

- (a) whether information in the summary financial statements is in agreement with the related information in the complete audited financial statements; and
- (b) whether, in all material respects, the summary financial statements contain the information necessary to avoid distorting or obscuring matters disclosed in the related complete audited financial statements, including the notes thereto.

Management determined that the statement of cash flows do not provide additional useful information and as such has not included them as part of the summary financial statements.

The complete audited financial statements of The Algonquin College of Applied Arts and Technology are available upon request by contacting the College.

THE ALGONQUIN COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to Summary Financial Statements (continued)

Year ended March 31, 2011

3. Long-term debt and interest rate swaps:

(a) Long-term debt:

The College has entered into the following long-term debt agreements to finance the construction of student residences and the Police and Public Safety Institute.

	2011	2010
Residence I building loan, bearing interest at prime plus 1.00%, maturing in 2025	\$ 10,062,651	\$ 10,446,474
Residence II building loan, bearing interest at prime plus 0.25%, maturing in 2027	14,239,922	14,725,891
Residence III building loan, bearing interest at prime plus 0.25%, maturing in 2029	15,207,876	15,672,536
Police and Public Safety Institute loan, bearing interest at prime plus 1.00%, maturing in 2025	7,659,836	7,961,316
	47,170,285	48,806,217
Less current portion	1,745,192	1,635,931
	\$ 45,425,093	\$ 47,170,286

(b) Interest rate swaps:

The College has entered into interest rate swap agreements to manage the volatility of interest rates. The College converted a net notional \$59.0 million of floating rate long-term debt relating to the three phases of the Residence and the Police & Public Safety Institute. The fixed rates received under the interest rate swaps range from 5.97% to 6.95%. The maturity dates of the interest rate swaps are the same as the maturity dates of the associated long-term debt, ranging from 2025 to 2029.

These interest rate swaps qualify, and have been designated by the College, as cash flow hedging items against the floating rate long-term debt. The College has assessed the hedging relationship as effective. The fair value of the interest rate swaps of \$10,357,273 (2010 – \$10,841,444) is recorded on the statement of financial position. Because the hedging relationship is effective, the change in fair value of the interest rate swaps is recorded in the statement of changes in net assets, with no impact on the College's excess of revenue over expenditures.

THE ALGONQUIN COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to Summary Financial Statements (continued)

Year ended March 31, 2011

4. Endowment fund:

Endowed funds consist of external contributions that either the donor or the College has designated as a permanent endowment. The endowed funds cannot be expended by the College. The annual income earned on the endowed funds may be expended only for the externally restricted purpose specified by the donor or the College. Total endowments include \$14,132,109 (2010 – \$12,301,922) in endowed funds relating to the Ontario Student Opportunity Trust Fund and Ontario Trust for Student Support. Included in the student aid portion of the deferred revenue is \$209,046 (2010 – \$203,959) of investment income available for distribution relating to the Ontario Student Opportunity Trust Fund.

The endowment fund generated \$548,566 (2010 – \$350,117) of a realized investment revenue and \$660,041 (2010 – \$1,808,247) of unrealized gains in the year.

The College's endowment policy is to annually distribute investment income equal to 4% of the endowment fund book value at the end of the preceding fiscal year. In the year, \$508,115 (2010 – \$437,000) was distributed from the endowment fund to deferred revenue-student aid for use in the year.

The purpose of this policy is to allow the College to distribute a consistent amount of income from the endowed funds on an annual basis regardless of the investment income actually earned in the fiscal year.

The endowment fund balance consists of:

	2011	2010
Permanently endowed contributions	\$ 13,958,913	\$ 12,742,296
Cumulative amount distributed in excess of realized investment income	(430,400)	(470,851)
	13,528,513	12,271,445
Unrealized gains due to changes in fair value of endowment assets	1,475,748	815,707
Endowment fund balance	\$ 15,004,261	\$ 13,087,152

Board Members and Senior Management

Board of Governors Appointment Process

As of October 1, 2010, in accordance with amendments to Ontario Regulation 34/03, one third of the College's external members of the Board of Governors are to be appointed by the Lieutenant Governor in Council (LGIC) and two thirds by the College Board. Colleges forward requests to the Colleges Unit of the Ministry of Training, Colleges and Universities (MTCU) with three nominees for each vacant position to be filled as an appointee.

Across Ontario, nominees are put forward to MTCU according to a matrix of needs (e.g., skills, diversity, gender representation) and assessment including qualifying interviews to evaluate skills, willingness to serve and to review role expectations and responsibilities. Members of the public interested in serving on a college board may submit their names directly to the Public Appointment Secretariat (PAS) or by contacting Ontario colleges directly for their consideration.

2010-2011 Board of Governors			
Name	Position	Date of Appointment	Date of Current Term Expiry
Michael Dunlop, Chair	Former Senior Leadership Team, UTi Worldwide	1-Sep-08	31-Aug-11
Douglas Orendorff, Vice Chair	Health Practice Consultant, Sierra Systems	1-Sep-08	31-Aug-11
Stephen Abraham	Administrative Employee, Algonquin College	1-Sep-08	30-Mar-11
Denise Amyot	President and CEO, Canada Science and Technology Museums Corporation	1-Sep-10	31-Aug-13
Pauline Edmonds	Academic Employee, Algonquin College	1-Sep-09	31-Aug-12
Veronica Engelberts	President, Vector Media	1-Sep-08	31-Aug-11
Barbara Farber	President, Leikin Group Inc.	1-Sep-10	31-Aug-13
Sterling Hartley	Acting Superintendent, Support Services Division, Ottawa Police Service	1-Sep-08	31-Aug-11
Doreen Hume	Associate Partner, Deloitte & Touche LLP	1-Sep-10	31-Aug-12
Bill Johnson	Senior Counsel, Borden Ladner Gervais LLP, Ottawa	1-Sep-08	31-Aug-11
Yusuf Khan	Student, Algonquin College	1-Sep-09	31-Aug-11
Louis Lamontagne	CEO and Founder, Coris HealthCare Enterprises	1-Sep-10	31-Aug-12
James McIntosh	Chairman of the Board, McIntosh Perry Consulting Engineers Ltd.	1-Sep-10	31-Aug-13
John Owens	Ottawa Branch Manager, Revay and Associates Limited	1-Sep-08	31-Aug-11
Debbie Robinson	Councillor, Laurentian Valley Township	1-Sep-10	31-Aug-13
Valerie Sayah	Support Staff Employee, Algonquin College	1-Sep-08	31-Aug-11

Advertising and Marketing Complaints

For the period April 1, 2010 – March 31, 2011, as specified in the Minister's Binding Policy Directive on the Framework for Programs of Instruction which sets out college program advertising and marketing guidelines, Algonquin College has received no complaints regarding advertising and marketing of College programs.

Executive Officers 2010–2011

President and CEO	Robert Gillett
Vice President, Academic	Kent MacDonald
Vice President, Administration	Duane McNair
Vice President, Business Development	Joy McKinnon
Vice President, Human Resources	Gerry Barker
Vice President, Student Services	Deborah Rowan-Legg

College Executive Directors and Directors 2010–2011

Academic Development	Marguerite Donohue
Academic Operations and Planning	Doug Ouderkirk
Advancement	Doug Wotherspoon
Algonquin College Foundation	Brenda Rothwell
Applied Research and Innovation	Mark Hoddenbagh
College Ancillary Services	Karen Foster
Finance	Duane McNair
Information Technology Services	Stephen Abraham
International and Corporate Business Development	Jim Orban
Learning and Teaching Services	Glenn MacDougall
Marketing and College Enrolment	Jennifer Daly-Cyr
Physical Resources	Mike Rushton
Registrar	Kathryn Moore
Student Support Services	Wayne McIntyre
Workforce and Personal Development	Denyce Diakun

College Deans 2010–2011

Faculty of Technology and Trades	Claude Brulé, Dean
Algonquin College Heritage Institute	Linda Cooke, Dean
Faculty of Health, Public Safety and Community Studies	Kim Tysick, Dean
School of Health and Community Studies	Barb Foulds, Associate Dean
Faculty of Arts, Media and Design	Russell Mills, Dean
Algonquin College in the Ottawa Valley	Karen Davies, Dean
School of Business	Dave Donaldson, Dean
School of Hospitality and Tourism	Steve Georgopoulos, Acting Dean
Part-time Studies	Linda Rees, Dean

Algonquin College Foundation Board 2010–2011

Peter O'Leary, Chair	COO Performance Group
Dwight Brown, Director	Vice President PCL Constructors Canada Inc.
Wayne French, Director	Manager of Government Affairs and Community Relations Eastern Canada, Waste Management of Canada Corporation
Steve Georgopoulos, Director	Acting Dean, Algonquin College School of Hospitality and Tourism
Robert Gillett	President, Algonquin College
Sal Iacono, Director,	Retired Vice-President, Bell
Eric Kalbfleisch, Director	Manager, Category/Classified Advertising, Ottawa Citizen
Max Keeping, Director	CTV Community Ambassador
Krista Kealey, Director	Vice President Communications and Public Affairs Ottawa Macdonald-Cartier International Airport Authority
Duane McNair, Treasurer	Vice President Administration, Algonquin College
Sara Nixon, Secretary	Investment Advisor, BMO - Nesbitt Burns Inc/BMO Harris Banking
John Owens, Director	Board of Governors Designate, Revay and Associates
Laurie Peters, Director	Director of Public Affairs, Aga Khan Foundation Canada
Vasilios (Bill) Sioulas, Director	Conundrum Capital Corporation
Michelle Valberg, Past Chair	President, Valberg Imaging Inc.
Jeff Westeinde, Director	CEO, Quantum Murray LP

Alumni Board of Directors 2010–2011

Rena Bowen, *President*

Barbara Carroll, *Vice President*

Steve Barkhouse	George Bouris
Kerry Durant	Colette Garvin
Mike Hirsch	Alex Hosselet
Benjamin Martin	Rob Nettleton
Kathy Prescott	Stuart Schwartz
Joanne Walker	Patrick Whalen

Key Performance Indicator Report

In September 1998, the Ministry of Training and Ontario's 24 community colleges joined forces to develop and implement a confidential standardized client satisfaction survey process. This initiative allows each college to obtain valuable feedback from students, graduates and employers.

Ontario colleges collect and report performance data in five key areas – student satisfaction, graduate employment, graduate satisfaction, employer satisfaction, and graduation rate. Find out more about [key performance indicators tracked by Ontario Colleges](#).

For consistency and reliability, a common methodology is used by all Ontario community colleges to compile the survey and administrative data and calculate the results. The data is effective as of July, 2011, and is updated annually.

Student Satisfaction 79.8%

The percentage of overall student satisfaction reflecting the student experience at Algonquin College by summarizing, and giving equal weighting to, student responses that measure the:

- Usefulness of the knowledge and skills they acquire in their College programs for their future careers,
- Quality of College program learning experiences,
- Quality of College facilities and resources, and
- Quality of College services.

Graduate Employment 84.9%

The percentage of Algonquin College graduates who are in the labour force, and who are working during a standard reference week, six months after graduation.

Employer Satisfaction 92.1%

The percentage overall reflecting employer satisfaction with the employee's college preparation for the work the employee was hired to undertake.

Graduate Satisfaction 79.3%

The percentage overall of Algonquin College graduate satisfaction summarizing graduate responses to the question of the usefulness of their college education, six months after graduation.

Graduation Rate 62.9%

The percentage of students who graduated from Algonquin College programs within twice the normal duration in comparison to the number that started programs. The extended period for graduation accommodates those students who take periodic absences from their studies, complete their program on a part-time basis or have to repeat courses, thereby delaying their date of graduation.

Multi-Year Accountability Agreement Report Back

The Ministry of Training Colleges and Universities (MTCU) annual Multi-Year Accountability Agreement (MYAA) Report Back continues to provide the government with a tool for publicly reporting on the performance of Ontario postsecondary institutions on the principles of access, quality and accountability which were articulated under Reaching Higher. The deadline for colleges to complete and submit the 2010-2011 MYAA Report Back to the Ministry is October 31, 2011. The 2010-2011 MYAA Report Back will constitute part of the public record, and as such, with governance approval, will be made available online in summary within this Annual Report and in full on the College website with the Algonquin College Multi-Year Action Plan on the same date, October 31, 2011.





ALGONQUIN

COLLEGE



RESOLUTION

Moved and Seconded –

That Governors John Owens and Eric Agyemang be appointed to the Governance Committee of the Board of Governors effective October 11, 2011.

RESOLUTION

MOVED AND SECONDED – _____ & _____

that for banking purposes, the following are the officers of Algonquin College of Applied Arts and Technology, effective October 11, 2011

THE BOARD OF GOVERNORS OF ALGONQUIN COLLEGE OF APPLIED ARTS AND TECHNOLOGY

POSITION	CURRENT INCUMBENT
Chair	Michael Dunlop
Vice Chair	Doug Orendorff
Secretary	Robert Gillett
Treasurer	Duane McNair

SENIOR OFFICIALS OF THE COLLEGE

POSITION	CURRENT INCUMBENT
President	Robert Gillett
Vice President, Academic	Kent MacDonald
Vice President, Administration	Duane McNair
Vice President, Business Development	Joy McKinnon
Vice President, Human Resources	Gerry Barker
Vice President, Student Services	Deborah Rowan-Legg
Director of Finance	Cathy Dempsey
Manager, Finance and Administrative Services	Sally Clarke

CERTIFICATE

I hereby certify that the foregoing is a true copy of a resolution duly passed at a meeting of the Board of Governors of Algonquin College held at Ottawa, Ontario, the 11th day of October, 2011.

DATED at Ottawa, this 11th day of October, 2011

Witness my hand and (Corporate) Seal.

SECRETARY

1. RECRUITMENT: The College will increase the number of applications for programs outside of the top sixty high demand programs by 10%.

In the Faculty of Technology and Trades, seventeen programs were waitlisted for Fall 2011 (out of a possible 35). Most of these programs are outside of the top 60 high-demand programs.

The General Arts and Science (GAS) Department has negotiated internal articulation agreements which ensures seats in the Algonquin College postsecondary programs of choice for students completing a GAS program stream. For example, students graduating from the 14838H01WO GAS – Pre-Health Sciences program would have access to seats in eight different postsecondary programs. There are over 44 such agreements in place.

A new program offering for Winter 2012 has been created for Personal Support Worker at Algonquin College in the Ottawa Valley.

In 2010-2011, 607 former Academic Upgrading students entered 114 different postsecondary programs. This represents an increase of more than 100 students over five years.

2. ENROLMENT: The College will find unique ways to create more access to the top sixty high demand programs while also increasing enrolment in the middle ninety programs by 10%.

The following online program options were launched by the Centre for Continuing and Online Learning this Fall 2011. They are in the College's top sixty high demand programs:

- Police Foundations (Year One only)
- Business – Marketing (Year One only)
- Early Childhood Education
- Business – Accounting
- Business Administration – Core

In response to the SPSP recommendation to increase access to the Game Development program, the projected enrolment for Fall 2011 was successfully raised to 160. A new computer lab was created to accommodate the increase in students.

To meet the demand for Early Childhood Education, Algonquin Heritage Institute successfully launched their non-semestered development program (NSDP) this Fall semester.

In response to demand in the area of legal studies (Law Clerk and paralegal are both in the top 50), Course Support Services was successfully launched in Fall 2011.

To increase open access to part-time offerings, students applying to day extension programs will no longer be required to go through the OCAS application process as the process and associated fee is viewed as a barrier to registration as part-time students are often interested in specific courses as opposed to completing a program of study. This will bring Algonquin College in line with Ontario-wide continuing Education entrance procedures.

3. RETENTION: The College will increase its semester retention rate from 81.9% to 83%.

College-wide Initiatives

- Retention initiatives are under way including academic advising, academic coaching, and program-level orientation events designed to both welcome and inform students.
- Many programs have instituted an electronic homeroom on Blackboard™.
- The Student Success Committee approved 48 program-specific or program cluster retention initiatives for implementation in 2011-2012. Some examples of these include:
 - a Perth Campus Student Success Kit,
 - a CSD peer mentoring and resource sharing project,

- learning strategies for math,
- a program Facebook page,
- Accuplacer testing for Academic Upgrading Communication courses, and
- an International Education Centre student retention project.

Centre for Continuing and Online Learning

Retention strategies for full-time online programming are in place to support student success:

- Hiring of a part-time student success specialist to work with at-risk students
- Use of Blackboard community homerooms for all full-time programs
- Handbook of strategies to support online learning needs is being developed
- Use of tech tool such as Skype, Join me and Aleks to be used by online facilitators

4. GRADUATION RATE: The College will increase its graduation rate from 62.9% to 64% by 2011.

N/A

5. MOBILE LEARNING: The College will continue to embrace the trend to mobile access by ensuring that all licensed software can be downloaded to mobile devices and that new apps are created to facilitate mobile access, learning and service acquisition.

Twenty-five mobile learning programs (listed below) launched their Fall programming. Software distribution is going well and students seem to appreciate being able to access Microsoft Office and the Adobe Creative suite software.

1508X01FPT Adaptive Reuse of Buildings (intake suspended)
 1456X01FWO Advertising
 6148X03FWO Bachelor of Applied Arts—Interior Design
 6066X03FWO Bachelor of Applied Business—E Supply Chain Management
 6225X03FWO Bachelor of Hospitality and Tourism Management, Levels 1 and Level 5
 0380X01FWO Broadcasting - Radio
 0381X01FWO Broadcasting - Television
 0214C01FWO Business Accounting
 0214E01FWO Business Marketing
 0306X04FPM Business
 0006X03FWO Computer Engineering Technology – Computing Science
 0336X01FWO Computer Programmer
 1206X01FWO Court Support Services
 0430X04FPT Early Childhood Education
 0317X01FWO Electrical Engineering Technician
 1400X01FWO Graphic Design
 3002X01FWO Internet Applications and Web Development
 0402X01FWO Journalism
 1303X01FWO Marketing and Business Intelligence Research
 1405X04WO Music Industry Arts
 0030X01FWO Photography
 1511X01FWO Powerline Technician
 3001X01FWO Professional Writing
 0468X01FWO Public Relations
 6073X01FWO Sport Business Management

Algonquin College in the Ottawa Valley received federal government funding to purchase a mobile science unit that will be used by student and faculty to conduct applied research in the field. Forestry Technician, Outdoor Adventure Naturalist and Environmental Technician students will benefit.

The Centre for Continuing and Online Learning has developed and is piloting two courses that support the use of iPad Blackboard applications.

6. ONLINE COLLEGE: The College will expand its online learning offerings through hybrid and full online modules by reviewing and adapting 20% of all courses and programs in each of the next five years.

The Curriculum Implementation Services (CIS) team provided support to ongoing College-wide course development during the May- August 2011 time frame, while work-in-progress continues on 45 courses (combined new hybrid and online activity).

The Centre for Continuing and Online Learning launched six new online programs in September 2011:

- Performance Coaching
- Technical Writer
- Early Childhood Education
- Police Foundations
- Business – Marketing

7. EMPLOYEE DEVELOPMENT: The College will, through professional development, training, mentorship, and coaching, prepare its employees for new ways of delivering education and training and for leadership opportunities in the College.

The Curriculum Implementation Services faculty assisted the School of Media and Design in the design and delivery of a faculty workshop entitled "Polishing your Course Outline."

Twenty professors, who are developing online courses for the Centre for Continuing and Online Learning, received training on course development and Blackboard protocols.

Other assistance and training being provided includes: preparing course outlines on COMMS, development and preparation of online quizzes, development of Prezi presentations, and Camtasia Relay videos.

The School of Business held its annual professional development workshop on August 24, 2011 with facilitator Jeanie Cockell presenting on Appreciative Inquiry. 65 faculty and staff participated.

8. FINANCIAL SUSTAINABILITY: The College will target opportunities for increasing revenue, decreasing expenses and improving overall operating margins through new business opportunities, process automation, program and service efficiencies and productivity improvements.

Algonquin College in the Ottawa Valley has received approval to offer the Rural Youth, Aboriginal and Women in the Building Construction Trades Pre-Apprenticeship program. Projected enrolment is 20 with half of the students targeted to be female and at least one-third to be aboriginal. The contract is worth approximately \$300K.

The Ministry of Citizenship and Immigration (MCI) has approved a bridging program proposal jointly prepared by Vertha Coligan, Chair and Professor Melanie Brown of the Applied Science and Environmental Technology and Denyce Diakun, Director, Workforce and Personal Development. The aim of this bridging program will be to train internationally-educated science professionals as biotechnology technologists in a weekend program format similar to the Internationally Trained Civil Engineering Technologists (ITCET) project. This program will generate an additional \$1.02M of revenue for the College.

Apprenticeship Enhancement Funding for 2011-12 was recently announced. Algonquin College's share of the provincial fund is \$945,300. Additionally, a pre-apprenticeship contract was approved for Truck and Coach (20 participants – funding allocation of \$252,036).

1. RECRUITMENT: <i>The College will increase the number of applications for programs outside of the top sixty high demand programs by 10%.</i>
N/A
2. ENROLMENT: <i>The College will find unique ways to create more access to the top sixty high demand programs while also increasing enrolment in the middle ninety programs by 10%.</i>
N/A
3. RETENTION: <i>The College will increase its semester retention rate from 81.9% to 83%.</i>
N/A
4. GRADUATION RATE: <i>The College will increase its graduation rate from 62.9% to 64% by 2011.</i>
N/A
5. MOBILE LEARNING: <i>The College will continue to embrace the trend to mobile access by ensuring that all licensed software can be downloaded to mobile devices and that new apps are created to facilitate mobile access, learning and service acquisition.</i>
N/A
6. ONLINE COLLEGE: <i>The College will expand its online learning offerings through hybrid and full online modules by reviewing and adapting 20% of all courses and programs in each of the next five years.</i>
N/A
7. EMPLOYEE DEVELOPMENT: <i>The College will, through professional development, training, mentorship, and coaching, prepare its employees for new ways of delivering education and training and for leadership opportunities in the College.</i>
N/A
8. FINANCIAL SUSTAINABILITY: <i>The College will target opportunities for increasing revenue, decreasing expenses and improving overall operating margins through new business opportunities, process automation, program and service efficiencies and productivity improvements.</i>
<p><u>College Ancillary Services:</u></p> <p>The One Card program was launched this fall and all first year students have received the new card. Second year students will be re-carded by the end of September and staff will receive their new cards by the end of November. The card is currently accepted at all Food Services outlets, the First Class Bookstore, The New Technology Store, the library, the Print Shop, in Parking Services for permit purchases and is used for access and laundry in the Residence. Additional College services will be added throughout the year.</p> <p>The Residence has 29 suites offline this fall due to a flood that occurred during the summer months. Renovations are underway and will be completed in time to open the rooms up for the January intake.</p> <p>Food Services will be opening a new outlet in the ACCE building which has been named "The Fix" by the students in the Graphic Design program.</p> <p>All of the Ancillary business units were able to meet service needs for the duration of the strike with some reduced hours of operation. Operations returned to normal immediately upon the cessation of the labour action with the exception of Food Services which required a greater lead time to ramp up to normal hours of operation.</p>

9. OTHER**Physical Resources:*****Safety and Security Services***

- Filled new position, Coordinator Security Investigations, with internal candidate. Plan to backfill vacated position during Fall
- Completed implementation of new hosted software solution for Security Incident Reporting. Initiated development of wireless platform for same
- Engaged in cross College and Security Contingency planning for OPSEU strike

Facilities Planning & Development Team

- The summer program of construction projects was completed as planned for the commencement of classes. This included (2) Modifications to Open Classroom Pool, (3) Modifications to Open Mobile (wireless) Classroom Pool, (2) Computer Mobile Labs, (2) Fitness Assessment and Resistance Training Labs, (4) Expansion Games Development Labs, (3) GAS Arts and Design Labs and Miscellaneous Offices
- Design completed and renovations underway for the relocation of AAADD Program in A Building
- Re-roofing of C Tower and at various locations in A Building completed
- Parking lots, roads and sidewalks repairs completed
- Renovations to 2nd Floor link in B Building substantially completed

Technical Services and Energy Conservation:

- The TSSA, which regulates the operation of the College power plant, has made a ruling and provided some allowance that requires that operating engineers be in attendance on Saturdays, Sundays and Holidays 8 hours per day while refrigeration installations are operating. This is a new, unanticipated requirement, which had not been accounted for in the 2011/2012 budget. The requirement became effective August 19, 2011 and will remain in effect until re-registration or following a review by the Chief Officer.

Algonquin Centre for Construction Excellence (ACCE):

The Algonquin Centre for Construction Excellence has made good progress since the last report and is on budget and on schedule for substantial completion in late September, 2011. The College has requested an extension of the KIP program funding for the ACCE Project to October 31, 2011, in accordance with the changes announced in December, 2010 by the federal government:

- All classes have started
- We are waiting on occupancy of two minor areas Stairwell #5 (semi-circular) feature stair – September 23, 2011 and the 5th floor terrace, October 7, 2011.
- Normal minor deficiencies are being addressed- end October, 2011
- IT and Security hook-ups delayed by the labor dispute are now being addressed – completion schedule TBD
- Hook-up of College supplied equipment in the Shops is continuing.
- Training and Commissioning is ongoing
- Ellis Don has applied for Substantial Completion however the request is being reviewed by the project Architect. Our estimate is that this will probably be issued in the next 1 to 2 weeks.

SWT Tunnel:

- The Tunnel is complete (including landscaping)
- The Construction Lien Holdback has been released for the City of Ottawa Contract

Pedestrian Bridge:

- The Bridge was completed for Classes September 6, 2011.
- Minor deficiencies being cleaned up

Building "B" Drop-off Loop:

- Civil work, lighting and landscaping complete
- Security camera and IT work delayed by labor dispute completion date TBD

Pembroke Campus Relocation:

The project is on budget and scheduled for completion and occupancy by start of the academic year in September 2012.

- Ground Breaking Ceremonies in Pembroke took place on May 18, 2011
- College received \$3.0 M from the Federal Enabling Accessibility Fund at a public ceremony held on Monday, September 12, 2011.
- Integrated Design Process meetings with stakeholders and Campus Development Consultants continues
- 90% Architectural design review is scheduled September 30, 2011
- Norr Architects are completing drawings for construction and full building permit submission
- Site Plan Control Application to the City of Pembroke was made on May 13, 2011
- Design Review Project Team meetings continue on a bi-weekly basis
- The formal Contract CCDC Contract documents executed July 29, 2011
- Project Risk Workshop held on June 8, 2011 in Ottawa
- The Ground Improvements work carried out by dynamic-compaction) was successfully completed meeting and the required specified bearing capacities for the building.
- The reinforced concrete footings and foundation walls are 90% complete
- The Sanitary, storm and water services are 95% complete
- The parking lots and roads have been excavated and the granular sub-base and road base laid. The asphalt will be laid next year
- The structural steel for the first section of the building is scheduled for delivery October 17, 2011

Perth Campus Renewal and Expansion:

This project has made good progress since the last report and is on budget (\$12.3M) and on schedule for substantial completion in mid October, 2011. The College has requested an extension of the KIP program funding for the Perth Project to October 31, 2011, in accordance with the changes announced in December, 2010 by the federal government:

- Staff were relocated into the new building August 22, 2011
- Some minor delays on furniture - on back order due to labor dispute mid October
- IT and AV delayed due to labor dispute – completion dates TBD
- Final hook-up and commissioning of equipment –saws etc. delayed due to labor dispute dates TBD
- General deficiencies and building commissioning ongoing end of October
- Substantial Completion anticipated by mid October, 2011

Exterior Work

- Exterior Lighting to be completed by October 7, 2011
- Demolition of existing build- removal of asbestos containing materials is complete, selected demolition has started and should be complete by October 16, 2011

Student Commons

The project is on budget and scheduled for completion and occupancy by the start of the academic year in September 2012.

- Site Plan approved July 25, 2011
- Foundation Permit June 30, 2011
- Superstructure Permit August 12, 2011
- Full building permit anticipated end of October 2011
- Footings and foundation walls are 100% complete
- Auditorium shear walls 50%
- Under slab services Mechanical 80% and electrical 10% complete
- Site Servicing 95% complete
- 100% Design review drawings are expected at the end of October)

Integrated Design Process meetings with stakeholders and Campus Development Consultants continue

Finance and Administrative Services:

Cathy Dempsey was appointed Director, Finance and Administrative Services effective September 19, 2011. Cathy was previously the Assistant Treasurer of the Ottawa-Carleton District School Board. During the support staff strike, Finance worked to fulfill priority services including student refunds & student aid cheques, payroll and vendor payments. Preparations are underway to perform the 2nd Quarter Financial Projection including estimating the financial impact of the strike. The Q2 report will be presented at the November Board meeting.

1. RECRUITMENT: *The College will increase the number of applications for programs outside of the top sixty high demand programs by 10%.***Marketing Services**

Marketing Services has identified a preliminary list of programs that fall outside the top sixty high demand programs and has provided this to the Academic area for consideration. In the meantime, Google Adwords campaign is currently underway in order to generate awareness/traffic to specific programs that have traditionally fallen outside of the top sixty.

Recruitment

New to the Recruitment team this year is a Recruiter based in the Greater Toronto Area with a focus on schools in the Toronto/South Western Ontario area. The Recruitment team has been developing and updating the following recruitment tools in preparation for the Fall recruitment cycle which started mid-September:

- Lead Information card
- Presentation (in Prezi)
- Recruitment manual
- Viewbook and calendars
- Visitation posters

Campus Tours and Presentations

- Summer School Visits – 2
- Career Class presentations in the summer – 3
- Presentations to Northern Youth Abroad – 2

We are currently piloting the use of table technology to collect names and contact information during high school visits.

Recruitment Events**Forum**

Working in collaboration with the Recruitment team, the College hosted the annual Forum event on October 6th. The event welcomed approximately 100 guidance counsellors on site for a morning conference, followed by lunch at the Restaurant International. Forum was held in the new Algonquin Centre for Construction Excellence (ACCE) and the day's agenda included an opening presentation by Claude Brulé, Dean, Faculty of Technology and Trades, a tour of the new ACCE building, a review of new programs by Jo-Ann Aubut, Acting Dean, Academic Development; and a student panel. The event also included a trade-show style presentation of student services, admissions, academic Faculties, and student success specialists.

Media Relations

Major media stories include:

June 21 and 22 – The Ottawa Citizen, Metro Ottawa, CBC, CTV, and the Huffington Post featured several stories regarding Algonquin College's convocation ceremonies. These stories included profiles of the guest speakers, student success stories, and the engagement of the SA President to his graduating-girlfriend.

June 24 – Ottawa This Week featured a story regarding the Provincial Government's \$6.6 million investment in Algonquin College's Digital College initiative.

July 16 – 30 – Several Canadian media outlets featured stories regarding the assistance Algonquin College was providing for the Northern Ontario forest fire evacuees. These outlets included CTV, CBC, CFRA, Ottawa This Week, Nepean EMC, the Ottawa Citizen, the Ottawa Sun, etc.

August 1 – The Pembroke Daily Observer featured a story regarding the \$65,000 college-opoly fundraiser hosted in support of the new Pembroke Campus.

September 1 – 23: Several stories were featured in all local news outlets, and relevant community newspapers, regarding the support staff strike. These outlets included CBC, CTV, CFRA, the Ottawa Citizen, the Ottawa Sun, Ottawa This Week, Nepean EMC, etc.

September 7 – The Ottawa Citizen featured a column about the increasing costs of post-secondary education. It reflected positively on the value of an applied education and the vision for the future of education the ACCE represents.

September 8 – CFRA featured a story regarding the new text-to-pay feature in Algonquin College's visitor parking lots.

September 20 – The Ottawa Citizen and CFRA featured stories regarding the provincial election debate that took place at Algonquin College.

September 22 – The Perth EMC featured a story regarding the Perth and District Community Foundation's \$25,000 donation to the Algonquin College Perth Campus capital campaign.

September 22 – CFRA and Ottawa This Week featured an interview with the Dean of the School of Business regarding the \$200,000 pledge from Scotiabank to establish the Scotiabank Bursary in the School of Business.

2. ENROLMENT: *The College will find unique ways to create more access to the top sixty high demand programs while also increasing enrolment in the middle ninety programs by 10%.*

N/A

3. RETENTION: *The College will increase its semester retention rate from 81.9% to 83%.*

Marketing Services

Pre-admission: Marketing Services is in the final development stages of the Career Explorer tool which will be leveraged for marketing purposes. This tool will support efforts to match a prospects personality and interest with the right College program.

Current Student: Marketing Services is creating a website for the Student Success Specialists. The Academic area is initiating a telephone campaign to target students that could potentially be at risk. Marketing Services is enabling the tracking and measuring of this campaign by setting up distinct urls for each phase of the telephone campaign as well as establishing analytics on the site for reporting purposes.

4. GRADUATION RATE: *The College will increase its graduation rate from 62.9% to 64% by 2011.*

Convocation Ceremonies

The Department worked in partnership with the Registrar's Office in the preparation of the Ottawa Spring Convocation ceremonies held June 21st and 22nd at the new Ottawa Convention Centre. In addition to coordinating all aspects related to the set design and technical production of the events, the Department was also responsible for the selection and coordination of the emcees, graduate announcers, and the following five guest speakers:

- General Walt Natynczyk, CMM, MSC, CD, Chief of the Defence Staff, National Defence and the Canadian Forces, Honorary Degree Recipient.
- Cyril Leeder, President, Ottawa Senators Hockey Club, Honorary Degree Recipient.
- Angie Poirier, Majic 100 Morning Show Host and Algonquin Alumna
- Kirsten Woodend, RN, MSc, PhD, Dean, School of Nursing, Trent University, and Algonquin Alumna
- Sue O'Sullivan, Federal Ombudsman for Victims of Crime

5. MOBILE LEARNING: *The College will continue to embrace the trend to mobile access by ensuring that all licensed software can be downloaded to mobile devices and that new apps are created to facilitate mobile access, learning and service acquisition.*

Marketing Services

The College launched version 2 of its mobile website www.m.algonquincollege.com upgrading existing features and adding new services including; faculty/staff search, campus dining, and transit schedule information via integration with OC Transpo's mobile website.

6. ONLINE COLLEGE: *The College will expand its online learning offerings through hybrid and full online modules by reviewing and adapting 20% of all courses and programs in each of the next five years.*

Social Stream

The Social Stream website was launched, providing visitors with a single page that aggregates all of Algonquin College's social media accounts into one easily-consumable presence.

7. EMPLOYEE DEVELOPMENT: *The College will, through professional development, training, mentorship, and coaching, prepare its employees for new ways of delivering education and training and for leadership opportunities in the College.*

President's Breakfast

The annual President's Breakfast to mark the beginning of another academic year was held on Thursday, August 25th in the Marketplace Food Court. Professors Eleanor Riesen and Michelle Morley from the School of Health and Community Studies were the co-emcees for the event. More than 900 full- and part-time faculty and staff attended the event to hear President Gillett's annual address setting the direction for the College in the upcoming year.

Recruitment Professional Development:

- Webinar: Publishing on the iPad. Trends, Case Studies & Tips
- Webinar: What Types of Students are Attracted to Your School's Brand?
- Webinar: A Crash Course
- Noel Levitz 2011 Conference on Recruitment and Retention attended by Recruiter Alicia George
- Support Staff Retreat – You've Got the Power attended by Tracy McDougall
- Salesforce Training for Recruiters (on-going)

8. FINANCIAL SUSTAINABILITY: *The College will target opportunities for increasing revenue, decreasing expenses and improving overall operating margins through new business opportunities, process automation, program and service efficiencies and productivity improvements.*

Corporate Event

Funding Announcement

The Department worked with colleagues at the Pembroke Campus to host an event for Human Resources and Skills Development Canada. Renfrew-Nipissing-Pembroke MP Cheryl Gallant announced the federal government of Canada, through its Enabling Accessibility Fund (EAF), was contributing \$3-million to the cost of building the new Pembroke Campus. This grant is the largest grant awarded under EAF.

Strategic Planning / Vision 2020 Stakeholder Engagement

Strategic Planning stakeholder engagement efforts continue with over 400 staff participating to date, including the following:

Focus Groups

- | | |
|--|--------------|
| • Open (Faculty/Staff) | September 19 |
| • Ottawa/Perth Campus (7 sessions: Prospective Students (2), Current Students (1), Faculty/Staff (1), Counsellors, Teachers (3)) | May 17-19 |
| • Pembroke (3 sessions: Prospective Students (1), Current Students (1), Faculty/Staff (1)) | May 16 |

Workshops

- | | |
|------------------|---|
| • Open Workshops | June 1, 7, 22, July 6, 19, August 22, 23, 30, |
|------------------|---|

- | | |
|---|--------------------|
| • Advancement | September 1, 15 |
| • Alumni Association Board of Directors | May 24, June 24 |
| • Ancillary Services | June 9 |
| • Faculty Marketing Officers | June 24, August 18 |
| • Information Technology Services | May 19 |
| • Learning Resource Centre | August 26 |
| • Live Laugh Learn (Faculty) | August 19 |
| • Live Laugh Learn (Support Staff) | June 10 |
| • School of Business (Faculty) | June 28 |
| • School of Media and Design, School Academic Council | August 24 |
| • Students' Association | May 20 |
| • Support Services (Managers) | August |
| | September 13 |

Online

- | | |
|--|---------------|
| • Social Media Engagement (Yammer, Online Forum) | June – August |
|--|---------------|

1. RECRUITMENT: *The College will increase the number of applications for programs outside of the top sixty high demand programs by 10%.*

Institutional Research and Planning

Program data was gathered and submitted to Polytechnics Canada to assist in advocacy efforts by the association for its nine member institutions that include Algonquin College.

International Education Centre

Our India office presence has been established in New Delhi in partnership with Maple Education. Algonquin College will now have a dedicated recruiter in India.

Recruiters attended an Agent Workshop in Copenhagen, NACACC In USA and Education fairs in Brazil and Colombia and India.

2. ENROLMENT: *The College will find unique ways to create more access to the top sixty high demand programs while also increasing enrolment in the middle ninety programs by 10%.*

International Education Centre

Currently there are 856 FTE International post-secondary students enrolled for Fall 2011 compared to 764 for Fall 2010, an increase of 13.2% over last year's enrolment.

As of September 30, 2011, over 1300 students are registered in Algonquin College programs at overseas campuses in India, Montenegro, Saudi Arabia, and China.

Language Institute

The following table presents the September 2011 enrolment for the Language Institute. All full-time Language Institute offerings for September 2011 have exceeded enrolment targets.

LANGUAGE INSTITUTE ENROLMENT	
Program	Enrolment Number
ESL International	319
ESL Canadian	166
CE Fall (excluding ENL)	915
Teaching English As A Second Language	36

Algonquin College Corporate Training (AACT)

402 employees of public and private sector organizations enrolled and re-skilled in ACCT public and customized workshops from July 2011 until the end of September 2011.

Institutional Research and Planning

An online survey of faculty at Algonquin College regarding work-integrated learning practices was concluded, yielding a 22% response rate from among the 1,800 full-time and part-time faculty at Algonquin College contacted. Algonquin is one of 13 universities and colleges in Ontario participating in the HEQCO WIL project.

Data mapping to create a data dictionary for student enrolment is on track for completion for mid-October as Phase One of the Business Intelligence Initiative.

Personal Development Institute

Enrolment in non-credit and personal development offerings is tracking below target for Fall 2011 due, in part, to registration issues during the labour disruption at the College, delays in hiring key staff and a review and

rationalization of offerings to increase contribution levels. Sixty-four courses are still to be delivered this Fall. New offerings for the Personal Development Institute will be launched in October/November including the 'Well ON Your Way' series and the Haute Cuisine and Cinema club.

3. RETENTION: *The College will increase its semester retention rate from 81.9% to 83%.*

Applied Research and Innovation

In-Class Projects (ICPs) are the focus for the fall semester. Development of an application submission process and an ICP Manual for students, faculty and clients was completed over the summer. It is expected that there will be 50 ICPs registered with the Office of Applied Research and Innovation this semester.

International Education Centre (IEC)

Over 100 new students participated in the International Student Orientation for post-secondary programs.

Language Institute

The TES/FL program instituted a student practicum through which TES/FL students tutor ESL students and ESL post-secondary students who need help with their language skills for 20 hours in order to complete their course practicum requirement.

Institutional Research and Planning

A meeting was organized in July, 2011 to consolidate retention research efforts among the Educational Policy Research Initiative, centered at the University of Ottawa, Polytechnics Canada and the Ontario College Institutional Research and Planning Committee. As a result Algonquin and a number of other institutions across Canada provided enrolment and student segmentation and success data resulting in an advocacy submission to the federal government regarding funding for post-secondary education and related success measures.

A study is currently underway to identify key drivers of student satisfaction based on 8 years of KPI Student Satisfaction Survey data.

Algonquin College Foundation

Annual Student Awards totaling \$30,000 were confirmed over the summer and include:

- Pathways
- Napanee District Foundation
- Nepean High School
- Ottawa Hospital
- Hydro Ottawa
- Stantec
- It Net Scholarships

Endowment Bursary Fund

A new endowment was established by the National Kitchen and Bath Association for the Bath and Kitchen and Bath Program.

Waste Management donated \$15,000 to establish a new endowment fund (program to be selected).

A cheque presentation was held to recognize the \$100,000 Scotiabank Endowment fund established to provide bursaries to students at all three campuses.

Alumni Relations

Approximately 145 alumni members attended the Alumni Association's AGM on June 16, 2011.

Jeff Turner (Alumnus) and VP United Way, was named Alumni of the Year at the AGM.

Workforce and Personal Development (WPD)

Currently, there are 980 First Generation students who have self identified at Algonquin College. Algonquin College is a focal point partner for the Colleges Integrating Immigrants to Employment program (CIIP) for the Association of Canadian Community Colleges (ACCC). Over the summer, WPD has provided information to 40 prospective students while in their home country. This has resulted in three students moving to Ottawa and going to Algonquin College full time in September 2011.

4. GRADUATION RATE: *The College will increase its graduation rate from 62.9% to 64% by 2011.*

N/A

5. MOBILE LEARNING: *The College will continue to embrace the trend to mobile access by ensuring that all licensed software can be downloaded to mobile devices and that new apps are created to facilitate mobile access, learning and service acquisition.*

Information Technology Services (ITS)

ITS with Learning Teaching Services jointly implemented a two phase process for distribution of software entitlements. Internal to the College a process has been developed to distribute notification emails and license keys. External to the College a contract was struck with a 3rd party digital distribution firm to manage access and distribution of software entitlements to mobile students.

Support desk processes have been enhanced to support the distribution of software entitlements; also additional collateral was developed to inform students of availability and access.

6. ONLINE COLLEGE: *The College will expand its online learning offerings through hybrid and full online modules by reviewing and adapting 20% of all courses and programs in each of the next five years.*

Algonquin College Corporate Training (AACT)

AACT developed and delivered a hybrid offering of the Ontario Security Guard Preparation Course. 50% of the 34-hour course is now available online using Blackboard.

Information Technology Services (ITS)

Preliminary work has taken place to scope the investment required for a development environment for Blackboard as well as the architecture and investment required to operate a 7x24 high availability LTS infrastructure (presently Blackboard).

Language Institute

FLS Levels 1 to 6 hybrid courses began September 20th. ESL TOEFL hybrid course begins September 24th. Five TES/FL (post-secondary and CE) hybrid course began in September.

7. EMPLOYEE DEVELOPMENT: *The College will, through professional development, training, mentorship, and coaching, prepare its employees for new ways of delivering education and training and for leadership opportunities in the College.*

Applied Research and Innovation

This summer was ARI undertook the most projects ever. Some 40 projects employed over 60 students, 9 part-time faculty and a few full-time professors. Projects were conducted in health care, ICT, design, education, photonics, smart grid, security and social innovation.

Algonquin College Corporate Training (AACT)

AACT Learning Consultants (4) and Manager completed DYNAMIX Team Performance training on July 11th.

Institutional Research and Planning

A presentation was given to Advanced Leadership program participants on "Data to Decision-Making"

Language Institute

The Language Institute is in the process of creating a SharePoint site to post Employee Development opportunities and to create a forum for sharing information once professional development has been completed.

8. FINANCIAL SUSTAINABILITY: *The College will target opportunities for increasing revenue, decreasing expenses and improving overall operating margins through new business opportunities, process automation, program and service efficiencies and productivity improvements.*

Applied Research and Innovation

The \$750,000 FedDev Applied Research and Commercialization grant was fully allocated and will be expended by March 31, 2012.

The College's application to the Canada Foundation for Innovation's College-Industry Innovation Fund has attracted strategic partners such as IBM, Am-Tech, NGRain, Siemens, COTT Group, and Wesley Clover. Strong support for this research program, focused on the integration of IT into construction through building analytics, measurement of social impacts of buildings, monitoring of sustainable technologies and improving interdisciplinary collaboration across all segments of the industry.

In late spring, the College received \$334,000 in NSERC funding for equipment grants in forestry (mobile lab), photonics, fibre optics, ICT and 3-D printing. Equipment purchases were initiated over the summer.

Algonquin College Corporate Training (AACT)

In May-June AACT delivered customized training and/or public training workshops for 70 organizations.

Institutional Research & Planning

Linda Cooke, Dean, Perth Campus and Wayne Lewrey, IRP, concluded the "Capacity Development in Labour Market Information and Analysis" project in Dar es Salaam, Tanzania operating from March to June, 2011. This was a CIDA funded – EFE initiative administered by ACCC. The project focused on training workshops for TVET institutions on labour market data gathering, harnessing employer feedback, and LMI for program development.

Information Technology Services

Phase I of the Information and Communication Technology (ICT) strategy has continued towards the delivery of findings at the President's Executive Committee (PEC) meeting on September 28, 2011.

Algonquin College Foundation

To date in 2011-12, a total of \$21,231.21 in gifts-in-kind has been raised to support the replacement of instructional equipment.

The Constructing OUR Future Capital Campaign (Woodroffe) for the ACCE building is tracking to exceed its \$7 M target. The Building OUR Community OUR College OUR Future Capital Campaign (Perth) has raised \$410,000 to date in pledges and cash. A community cocktail fundraising reception was held in June and raised \$11,000. The Pembroke Capital Campaign has raised \$1.8 million to date in support of the new Pembroke Campus.

Workforce and Personal Development (WPD)

Approval has been received from the Ontario government for the following Algonquin College proposal:

- Local Labour Market Planning in collaboration with Employment Ontario - \$200K

Language Institute

Language Institute is entering into a contract with the Australian IELTS (International English Language Testing System) to become an IELTS test centre.

1. RECRUITMENT: The College will increase the number of applications for programs outside of the top sixty high demand programs by 10%.

The Human Resources recruitment function ran a total of 169 job competitions from May 1, 2011 till August 31, 2011. The breakdown is as follows:

- 85 Academic competitions with 40 full-time hires
- 22 Administration competitions with 17 full-time hires
- 62 Support Staff competitions with 31 full-time and 15 I/O hires

This is a 58% increase in staffing activity over the previous year. 55% increase in Academic, 38% increase in Admin. 72% increase in support staff competitions. This was achieved while on-boarding a new Recruitment Officer.

2. ENROLMENT: The College will find unique ways to create more access to the top sixty high demand programs while also increasing enrolment in the middle ninety programs by 10%.

N/A

3. RETENTION: The College will increase its semester retention rate from 81.9% to 83%.

N/A

4. GRADUATION RATE: The College will increase its graduation rate from 62.9% to 64% by 2011.

N/A

5. MOBILE LEARNING: The College will continue to embrace the trend to mobile access by ensuring that all licensed software can be downloaded to mobile devices and that new apps are created to facilitate mobile access, learning and service acquisition.

N/A

6. ONLINE COLLEGE: The College will expand its online learning offerings through hybrid and full online modules by reviewing and adapting 20% of all courses and programs in each of the next five years.

N/A

7. EMPLOYEE DEVELOPMENT: The College will, through professional development, training, mentorship, and coaching, prepare its employees for new ways of delivering education and training and for leadership opportunities in the College.

Full-time Orientation Sessions: In August 46 new full-time faculty attended orientation which included three days of participation in the Teaching @ Algonquin program and five days at St. Lawrence College, in the Focus on Learning program. Also, all new full-time faculty are paired with a mentor for the duration of their academic year.

Part-time Orientation Sessions: From August to September twenty-two orientation sessions were held for 663 part-time Faculty.

Centre for Organizational Learning (COL) Courses/Workshops held from May to September 2011:

Adult Lifelong Learners (TALL) certificate program will run in September with the first course (TTA5501 Getting Started).

The Performance Institute will run during the F11 semester with 8 participants.

Leadership Development (Level I) and Advanced Leadership Development (Level II) programs have been revised and registration will start in the F11 semester as well as Leadership III running with a full cohort.

The 8th Annual Kaleidoscope College Conference was held for all employees. The event was attended by 789 registrants and included 3 Keynote Speakers, the Innovation and Student Retention Fair and 25 Workshops.

Algonquin coordinators attended the Leadership Excellence in Academic Programming (Academic Coordinators'

Program) Eastern Region program.

Focus on Learning, Part 2 was attended by faculty who attended Part 1 in August 2010.

Aligning and Building Curriculum, Part 2 was attended by faculty who attended Part 1 in October 2010.

The Live. Laugh. Learn. Faculty and Support Staff Retreats were well attended by full and part-time faculty and support staff.

8. FINANCIAL SUSTAINABILITY: The College will target opportunities for increasing revenue, decreasing expenses and improving overall operating margins through new business opportunities, process automation, program and service efficiencies and productivity improvements.

Classification: Over the summer months, a total of 16 PDF's were evaluated by the Support Staff Job Evaluation Committee. 4 PDF's were evaluated by Human Resources in order to meet posting and recruitment deadlines. A total of 7 JFS for non-bargaining jobs were also evaluated and pointed.

Part Time Payroll: During the summer months, a total of 170 Records of Employment were issued to Part time Staff who did not teach or work during the months of June, July, and August. Also, the New Terms and Conditions Document for all part time employee groups was launched and a total of 357 agreements were returned to HR for assignments over the summer months. Training sessions were conducted during the labour disruption to Administrators to assist with the demand.

Faculty Workload: The CAAT Full Time Academic SWF Data Collection for 2008-2009 was prepared and sent to meet the June 30, 2011 deadline. SWF Audit for the 2011S Semester was also prepared and submitted to the Academic Union to meet the July 31, 2011 deadline.

- The development of metrics to measure the effectiveness of services provided by the Employee Services team has been developed and data collection has been implemented.
- Completed the hiring of a Human Resources Consultant and work has begun on the review of workforce effectiveness.
- Development and implementation of a contingency plan for the Support Staff work stoppage was conducted.
- Coordination of operations during the Support Staff strike to reduce the impact of the work stoppage.
- Completed the automation of monthly Board of Governors summary in Halogen Performance Management software.
- Commenced evaluation trials of a web based job description and learning management solution to automate human resources management processes and tasks.
- HR is participating in a CAAT Pension Payroll-based reporting initiative which will ensure an efficient transmission of employee data to CAAT who will develop self service portal for plan members.
- The 2011/2012 business plan priorities have been implemented in the Halogen Talent.
- Management system with a total of 162 College Administrative staff participating in the process.
- Developed internal control capabilities for monitoring the access to personal information on HRIS.
- In keeping with the College's green initiative, the electronic filing system has been implemented and the project to transfer all employees' paper files to electronic files is underway.
- This summer was the first implementation of the new rules for maternity/parental leave for Academic staff, which resulted in a one-time savings of over \$10K.
- CP&B continue to monitor the compliance with the vacation MOA's, we have seen a reduction in liability since last year and expect this to continue.

- 1. RECRUITMENT:** *The College will increase the number of applications for programs outside of the top sixty high demand programs by 10%.*

STUDENT SUPPORT SERVICES

Mamidosewin Centre

Dream Quest, a residential summer camp for Aboriginal Youth ages 12 – 17 years, was held July 3 to 8, 2011. Thirty Aboriginal youth from communities across Eastern Ontario attended one of the ranges of Career Sampler programs offered by the College to introduce youth to college programs. The camp was coordinated by Miranda Huron, Student Success Specialist for Aboriginal students, and staffed by six Algonquin College students connected to the Mamidosewin Centre. Participants enjoyed events in the Ottawa community each evening, and stayed in the Residence for the duration of the camp as a way of orienting them to post-secondary life at Algonquin College.

Student Employment Services/Student Affairs and Orientation

Joanne McDonald, Manager of Career Services and Student Activities, participated in feedback sessions held over the summer and facilitated by Sandra Markus, Director of Marketing, and Media Plus, related to the development of a new online Program Quiz, which will target potential students. The Program Quiz will be available on the Algonquin College website to assist clients in narrowing their program search, based on a short series of interest and competency based questions.

- 2. ENROLMENT:** *The College will find unique ways to create more access to the top sixty high demand programs while also increasing enrolment in the middle ninety programs by 10%.*

REGISTRAR'S OFFICE

Registration Statistics

Full-time Registration in Post-Secondary/Post-Diploma Programs

For the 2011 Fall Term, as of September 19, 2011, net registered students numbered 15,346 or 99.4% of the projected enrolment for the term audit date (November 1).

The breakdown of the 15,346 registered, as at September 19, 2011, is as follows:

Faculty/School	Approved Projected		Net Registered	
	Entry Level	Returning	Entry Level	Returning
School of Business	1,554	1,680	1,508	1,753
School of Hospitality & Tourism	744	353	736	349
Faculty of Arts & Media Design	2,451	1,159	2,381	1,071
Faculty of Technology and Trades	1,788	1,524	1,828	1,571
Faculty of Health, Public Safety/Community Studies	1,791	1,513	1,795	1,464
International & Corporate Business Development	30	0	35	0

The Centre for Continuing and On-line Learning	111	39	163	25
Algonquin College in the Ottawa Valley	457	241	450	217
College Totals	8,926	6,509	8,896	6,450

Continuing Education Registrations

For the 2011 Fall Term as at September 16, 2011, registrations stood at 10,584 as compared to 10,962 at the same time last year. The term registrations to September 16, 2011 represent 87.5% of the projected enrolment. Registration continues throughout the term.

Admissions Statistics

2011 Fall Term (10-day count)

As at September 19, 2011, OCAS statistics for the 2011 Fall Term indicate that, for College Choices (i.e. number of individual applicants to Algonquin College), our Non-Secondary School applicants are up 8.0% from last year, Secondary School applicants are down -3.3%, with an overall increase in applicants of 2.9%. Province wide, the variances are 4.2%, -5.2% and -0.3% respectively.

As at September 19, 2011, for Program Choices (applicants are allowed a maximum of 5 program choices, with up to 3 at any one College), our Non-Secondary School applicants are up 5.6% from last year, Secondary School applicants are down -3.8%, and overall we show an increase of 1.3%. Province wide, the respective variances are 2.8%, -5.3% and -1.0% respectively.

As at September 19, 2011, for Confirmations, our Non-Secondary School confirmations are up 8.5% from last year, Secondary School confirmations are down -4.0%, and overall, we show an increase of 3.2%. Province wide, the respective variances are 4.6%, -3.7% and 1.1% respectively.

3. RETENTION: *The College will increase its semester retention rate from 81.9% to 83%.*

STUDENT SUPPORT SERVICES

Counselling Services

Counsellors met with 781 students to provide one-on-one services for issues relating to career planning, academic performance, and life issues. Only 7.6% of students requesting an appointment with a counsellor could not be offered a suitable appointment time within three days – indicating that Counselling Services was able to respond to students needs quickly.

Peer Tutoring

Algonquin students completed 1,646 Peer Tutoring sessions through the 2011 Spring session – a 40% increase over the previous year.

Centre for Students with Disabilities (CSD)

The CSD held its transition event – SLICE (Strategic Learning in the College Environment) on August 28. Over 40 students attended this event, which builds on information shared at the “Make the Cut” transition day. This event is offered specifically for students registered to begin classes in the 2011 Fall Term. The focus of the day is to introduce participants to the staff and services available through the CSD. Workshops included such topics as learning strategies, self-advocacy, assistive technology, and campus resources.

The CSD received funding from the Ministry through SAWD (Support for Apprentices with Disabilities), and as a result have hired a part-time Learning Strategist for Apprentice students. The learning strategist will teach strategies such as note taking, time management, reading with comprehension and study skills, as well as helping apprentices prepare for their licensing exams such as the Red Seal and other professional accreditations.

Residence Life

All incoming Residence students received a personal telephone call in June and July to welcome them and provide information about move-in and orientation on behalf of the Residence Life Team. As well, all students called were given the opportunity to ask questions.

The summer Residence Advisors offered a successful summer program with events such as a Welcome BBQ, Wagon Wednesdays, Sports Nights, Canada Day Celebrations and Ottawa Outrips.

Algonquin Residence Council training in preparation for the 2011 Fall Term was held from August 29 to September 2. Training topics included communication, advocating for students, and study skills.

Residence Orientation was held from Saturday, September 3 to Monday, September 5. On Saturday, free food and music was provided in the Courtyard, followed by section meetings and section dinners in the Marketplace Food Court. 400 students attended the section dinners, and enjoyed music, prizes, games, and a flash mob performance presented by the Student Leaders. Later that evening, a DJ and late-night dinner was featured in the Residence Courtyard, which was sponsored by the Students' Association. On Sunday, presentations from College staff were held in conjunction with a free BBQ in the Marketplace Food Court. On Monday, 150 students enjoyed the day at Calypso Water Park.

Student Success Centre

On June 24, the Student Success Specialist from Student Support Services assisted the Director's Office in providing visiting delegates from Fanshawe College with a tour of Algonquin's campus and the services available to students. This visit provided an opportunity for colleagues from both colleges to exchange information on initiatives and best practices that work for each school, and their goals of student retention.

On August 22, the Student Success Centre hosted a luncheon for the new team of Resident Assistants. This luncheon is an annual event, held during their training period, to introduce what the Student Success Centre offers the student leaders in their daily line of work, on the front line and serving the students in Residence.

On August 31, the Student Success Specialist facilitated a workshop on the topics of self-advocacy and Student Services at Algonquin College to the Dual Credit students in an effort to promote the services that students can utilize to maximize their potential here at Algonquin.

From August 29 to 31 the Student Success Specialist from Student Support Services co-presented with the Student Success Specialists from the respective schools to those parents attending Parent Orientation events. These sessions were designed to provide parents with their own opportunity to inquire about both academic and non-academic topics. Each session hosted between 30-50 parents.

Student Employment Services

Job Statistics – May 2011 to August 2011

Student Employment Services experienced a 10% increase (compared to the same period in 2010) in the numbers of jobs received and posted for job seekers to consider. In 2011, the full-time jobs made up 67% of the total number of jobs processed.

In July, Student Employment Services recruited and hired a 24hr/wk Employment Coach for the Education to Employment program for Aboriginal students.

On September 15, the Student Employment Office hosted their annual part-time and volunteer job fair on campus called Campus Connections. The fair featured 29 employers including: Canada Revenue Agency, FedEx Ground Ltd., Tulips and Maple, Canadian Forces Recruiting Centre, Volunteer Ottawa, Future Shop, and more.

Student Affairs and Orientation

On July 13, the Student Affairs and Orientation team hosted "Summer Carnival" in the C Building Courtyard. More than 900 students and staff attended and enjoyed the BBQ and activities such as volleyball, henna tattoos, psychic readings, a caricature station, music, etc.

This summer, for the first time, the Student Affairs and Orientation team and the Student Success Specialist from the School of Business, collaborated on a project where mature students and others were invited to participate in Blackboard training sessions and College tours, in preparation for the 2011 Fall Term start-up. A total of 404 students participated in the 10 sessions available between June and August.

For the first time ever the 2011 Fall Term Orientation invitations focused on students only (parents were invited to participate in a session developed specifically for those who had questions about the College). Orientation Week (August 29 to September 2) welcomed over 3,000 students. The general message this year was student engagement on campus. The featured guest speaker for the week was Aliya Jasmine Sovani, an MTV vee-jay. Boxed lunches were provided to students, followed by a brief Program Orientation session.

Students had the opportunity to enjoy many engaging events to help them connect with other students during the first weeks of the Fall Term. The events included: Campus Village, Zip-lining at Camp Fortune, Courtyard Yoga, BBQ and outdoor movie, and IKEA madness (competing against fellow students from Carleton University and the University of Ottawa).

Student Information Desk

The Student Information Desk served 1,445 clients from May to August, 2011. This was a 108.5% increase compared to the same time last year (693 clients).

Health Services

June 2011 – The volume of visits was 2,228, compared to 1,827 one year ago. This represents a 22% increase; 637 of these visits were to see a physician (29% of the total).

July 2011 – The volume of visits was 2,126, compared to 1,884 one year ago. This represents a 13% increase; 372 of these visits were to see a physician (17% of the total).

August 2011 – The volume of visits was 2,818, compared to 2,557 one year ago. This represents a 10% increase; 387 of these visits were to see a physician (20% of the total).

4. GRADUATION RATE: *The College will increase its graduation rate from 62.9% to 64% by 2011.*

N/A

5. MOBILE LEARNING: *The College will continue to embrace the trend to mobile access by ensuring that all licensed software can be downloaded to mobile devices and that new apps are created to facilitate mobile access, learning and service acquisition.*

REGISTRAR'S OFFICE

New ACSIS Timetables - Fall 2011

NEW ACSIS timetables have arrived! The redesigned grid timetables on ACSIS are colour-coded, easy to read and offer the following new functionality:

- Timetables may be viewed using any of the following three formats:
 - Weekly View – Colour-coded by type of activity i.e. theory, lab, final assessments;
 - Monthly View – Colour-coded by type of activity i.e. theory, lab, final assessments;
 - Term View – Contains a listing of online courses; scheduled weekly activities and final assessments.
- Student timetables contain hyperlinks to faculty email addresses
- Timetables contain hyperlinks to course outlines
- Timetables contain current and upcoming activities (i.e. online courses and final assessments)
- Students enrolled in more than one program will see all information reflected in a single timetable
- Student timetables contain five new sections entitled:
 - i. Program Information
 - ii. Course Information
 - iii. Current and Upcoming Activities
 - iv. Timetables (Weekly, Monthly and Term Views)
 - v. Important Notes

OSAP Mobile - Anytime, Anyplace, Anywhere - Fall 2011

Algonquin College students are now able to view the status of their OSAP application by visiting the Algonquin College OSAP mobile site at <http://m.algonquincollege.com/mobile/> Please click the following link to watch a short video outlining the benefits of OSAP mobile - <http://www.youtube.com/watch?v=spmGtCOPDv4>

Voice Recognition - Moving to the Digital College

Our move to the digital environment continues and, to this end, Algonquin College recently activated a new voice-recognition software product, "Speech Attendant" for our College's main telephone line, 613- 727-4723. Voice recognition enables our telephone system to receive, interpret and carry-out spoken commands. The system was placed in the production environment on Friday June 3, 2011.

STUDENT SUPPORT SERVICES**Student Affairs and Orientation**

Student Affairs and Orientation decreased the number of 2011-2012 Student Handbooks printed this year from 8,000 to 6,000 copies. A new mobile application has been introduced this Fall for students, College faculty, and other College staff choosing to upload the Student Handbook to their mobile device: <http://orientation.algonquincollege.com/>

This Fall, Student Affairs and Orientation and Ancillary Services are experimenting with QR Codes (QR Codes can be scanned by a mobile device to bring you to a website to obtain specific information). Ancillary Services included a QR Code in the Orientation invitation directing students to a "Top 10 List". Student Affairs and Orientation (SAO) used a QR Code on the event tent cards displayed at the President's Breakfast. SAO is using a QR Code to promote the mobile option of the Student Handbook to students this term. As well, all of the SAO event posters have QR Codes to allow students to obtain instant information about a particular event using their mobile device.

6. ONLINE COLLEGE: The College will expand its online learning offerings through hybrid and full online modules by reviewing and adapting 20% of all courses and programs in each of the next five years.

STUDENT SUPPORT SERVICES**Peer Tutoring**

A pilot project has begun for Distance Education students. Seventeen remote tutoring sessions with Distance Education students using **join.me** software have been conducted.

Centre for Students with Disabilities (CSD)

Acknowledging that the post-secondary student population is increasingly demanding, and that more and more services and programs be available online, the Centre for Students with Disabilities has chosen to enhance its existing services to include the provision of e-counselling services this Fall.

With the development of e-counselling services for students who require accommodations such as extended time for tests and exams and disability counselling support, students can now access the services available through the CSD quickly and efficiently. Providing students with a Disability Counsellor available online, from registration to graduation, to guide them with accessing CSD services and accommodation will not only meet the increasing demand for retention initiatives, but also enhance the existing services available through the CSD.

7. EMPLOYEE DEVELOPMENT: *The College will, through professional development, training, mentorship, and coaching, prepare its employees for new ways of delivering education and training and for leadership opportunities in the College.*

REGISTRAR'S OFFICE

The Registrar attended the Harvard Institutes for Higher Education, Institute for Management and Leadership in Education from June 19 - July 1, 2011.

The Manager, Financial Aid Services represented Algonquin College at the Canadian Association of Student Financial Aid (CASF) Annual Conference in Calgary, Alberta, in June 2011.

Registrar's Office Client Service Officers, responsible for International Admissions, attended the World Education Services (WES) International Credential Evaluation training session in Toronto, in June 2011.

STUDENT SUPPORT SERVICES**Student Employment Services**

The Student Employment Services team participated in a "Goals and Objectives Planning Day" on Monday, May 30, 2011. The day's events were hosted off-campus at one of the employer sites with which the team has built a solid ongoing partnership. Planning took place at the PCL Constructors head office on Aurigua Drive, in the west end of the city. The planning session was then followed by an onsite tour of one of PCL's major construction projects in the city.

Student Affairs and Orientation

The Student Affairs and Orientation Officer participated in the National Canadian Organization of Campus Activities (COCA) Conference held in Vancouver from June 18 to 24, 2011.

Residence

Senior Staff Training was held from August 2 to August 5, 2011.

Resident Advisor Training was held from August 15 to September 2, 2011. Some of the workshop and training topics offered were: communication, mediation, programming, and sexual assault.

Senior staff received training in Applied Suicide Intervention Skills Training (ASIST) over the summer, and the Resident Advisors were trained in "Safe Talk" in August. The Manager, Residence Life became a certified "Safe Talk" trainer in May 2011.

8. FINANCIAL SUSTAINABILITY: *The College will target opportunities for increasing revenue, decreasing expenses and improving overall operating margins through new business opportunities, process automation, program and service efficiencies and productivity improvements.*

STUDENT SUPPORT SERVICES

Test Centre

During the period May to August, the Test Centre revenue has increased from \$49,448 in 2010, to \$78,800 in 2011. This 59% increase is largely due to the addition of testing services for the following organizations:

- TSSA certification for Heating and Air Conditioning program;
- National Dental Hygiene College Board Certification testing;
- Ottawa Hydro Employee Assessment;
- Ontario College of Pharmacist Certification testing.

9. Other

REGISTRAR'S OFFICE

2011 Fall Convocation - Ottawa Schools

The 2011 Fall Convocation Ceremonies for Ottawa Schools will be held in Southam Hall at the National Arts Centre on Monday, October 17, 2011. Ceremonies will be held at 2:00 p.m. and 6:30 p.m. Detailed information has been posted to the Convocation website at www.algonquincollege.com/RegistrarsOffice/convocation/. Online registration will begin on Friday, September 30 and will continue until Sunday, October 16 at 4:00 p.m.

2011 Spring Convocation Ceremonies - Attendance

The 2011 Spring Convocation ceremonies for the Ottawa Schools were held on June 21 and June 22, 2011 at the Ottawa Convention Centre. There were 2,399 graduates in attendance over the five ceremonies.

The Algonquin College Heritage Institute held its Convocation Ceremony on Thursday, June 9, 2011. There were 111 graduates in attendance.

Algonquin College in the Ottawa Valley held its Convocation Ceremony on Saturday, June 11, 2011. There were 208 graduates in attendance.

