

# ANNUAL REPORT

2019 – 2020

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## VISION

We open doors and open minds by creating opportunities for learners, employees, employers, and communities, and by shaping the future of college education.

## MISSION

To include all learners. To challenge our thinking. To remove barriers.  
To provide opportunity. To make all learning count.

## VALUES

Respect

Inclusion

Creativity

Teamwork

Resilience

## TERRITORY ACKNOWLEDGEMENT

Bow Valley College is located on the traditional territories of the Niitsitapi (Blackfoot Confederacy) and the people of the Treaty 7 region in Southern Alberta, which include the Siksika, the Piikani, the Kainai, the Tsuut'ina and the Iyarhe Nakoda. We are situated on land where the Bow River meets the Elbow River, and the traditional Blackfoot name of this place is "Mohkinstsis" which we now call the City of Calgary. The City of Calgary is also home to Métis Nation of Alberta, Region 3.

# STUDENTS

Since 1965, Bow Valley College prides itself on being a student-focused community college. Our new strategic direction — Open Doors-Open Minds — ensures that students remain at the centre of what we do.

We see each individual student and build in resources around them to support their persistence and achievement. We are an institution that believes in them and opens our doors to them, regardless of where they are beginning.

We actively partner with Indigenous communities and engage an immensely diverse learning community across the breadth and depth of our programming scope.

We are expanding our access agenda to Albertans who want to pivot in their careers.

## We offered the following programs during the 2019-2020 year:

### School of Foundational Learning

- Aboriginal Upgrading
- Academic Upgrading
- Adult Literacy Research and Facilitation
- Bridging Programs
- Literacy and Essential Skills

### School of Global Access

- English Language Learning, including literacy, academic
- Language Instruction for Newcomers to Canada (LINC)
- Language Learning Research and Facilitation
- Immigrant Bridging Programs
- Career Development Services
- Intercultural Competence Development
- ACE TESOL

### School of Health and Wellness

#### *Certificate programs*

- Health Care Aide
- Nutrition Manager
- Recreation Therapy Aide

#### *Diploma programs*

- Pharmacy Technician
- Practical Nurse

### School of Creative Technologies

#### *Diploma programs*

- Digital Design
- Interior Decorating
- Software Development
- Information Technology Systems

#### *Post-diploma certificate programs*

- Digital Marketing
- Kitchen and Bath Design
- Software Development

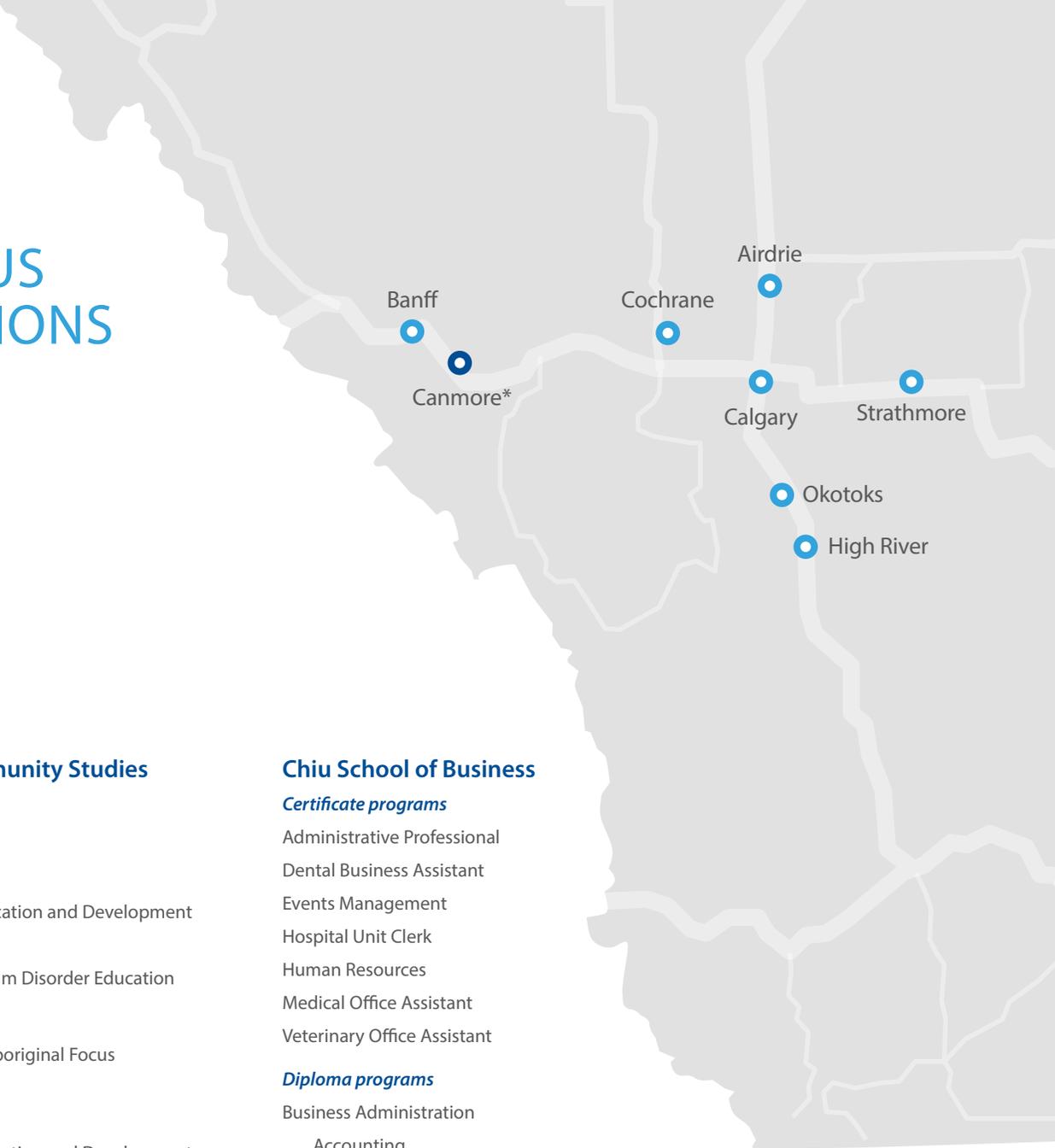
#### *Post-baccalaureate certificate program*

- Data Management & Analytics

### School of Continuing Learning

- Continuing Learning
- Dual Credit Programming
- IBM Skills Academy
- Open Studies
- Workplace Essential Skills
- Tech Skills to Employment
- Corporate Training

# CAMPUS LOCATIONS



## School of Community Studies

### *Certificate programs*

- Addiction Studies
- Disability Studies
- Early Childhood Education and Development
- Education Assistant
- Fetal Alcohol Spectrum Disorder Education

### *Diploma programs*

- Addiction Studies: Aboriginal Focus
- Child and Youth Care
- Disability Studies
- Early Childhood Education and Development
- Justice Studies Diploma
  - Correctional Studies
  - Law Enforcement
  - Aboriginal Focus
  - General
- Social Work

### *Post-diploma certificate programs*

- Health and Human Services Management

## Chiu School of Business

### *Certificate programs*

- Administrative Professional
- Dental Business Assistant
- Events Management
- Hospital Unit Clerk
- Human Resources
- Medical Office Assistant
- Veterinary Office Assistant

### *Diploma programs*

- Business Administration
  - Accounting
  - Digital Marketing
  - Event Management
  - Financial Services
  - General Business
  - Human Resources
  - Insurance and Risk Management
  - Integrated Marketing Communications
  - Supply Chain Management
- Legal Assistant

\*Closed effective August, 2020

# MANDATE

Bow Valley College is a public, board-governed college operating as a comprehensive community institution under the *Post-secondary Learning Act* of Alberta.

Operating in Calgary and throughout the surrounding region, our multi-campus college provides broad programming, including certificates, diplomas, foundational learning, and upgrading programs. Our programs and services are learner-centred, outcome-focused, and designed to provide graduates with opportunities to improve their lives, prepare for further education, and advance their careers.

Bow Valley College responds to regional, community, industry, and learner demand. Our career certificate and diploma programs are primarily focused on business; administration; health; human services; legal and security; early learning and education; and information, communications, and design technologies.

Our extensive foundational learning programs include adult literacy, essential skills, academic upgrading, and English as a second language, offered either independently or integrated with skills training and career development support.

As a comprehensive community college with regional stewardship responsibilities, we work with community-based adult learning partners to meet literacy and foundational learning needs and ensure access to a full spectrum of learning opportunities in the city and surrounding region. As a Campus Alberta partner, we collaborate with other educational organizations, post-secondary institutions, governments, businesses, and community agencies to contribute our organizational expertise to the economic and social well-being of our province.

Bow Valley College is committed to expanding access for adults of varied social, cultural, economic, geographic, and academic backgrounds. As an access college, we have a special focus on creating educational opportunities for immigrants, Indigenous peoples, international learners, persons with disabilities, older workers, at-risk youth, and the unemployed and underemployed. Our curriculum and support services reflect the diversity of our learners. We emphasize small classes, high-quality instruction, applied learning, focused work experience, and extensive learner support services.

Bow Valley College offers credit and non-credit instruction year-round, on a full-time, part-time, and distributed learning basis, both independently and through partnerships and collaboration. To meet emerging workforce needs, our programs, curricula, and educational services are also customized to meet the specific requirements of industries, educators, communities, and workplaces locally, provincially, nationally, and internationally.

Bow Valley College pursues applied research activities to enhance teaching and learning and foster innovation in support of industry sectors where our academic expertise enables such a contribution. The College is known for and engaged nationally in the research, development, and commercialization of assessment and training tools used to measure and enhance the essential skills of adults in educational and workplace settings.

Bow Valley College is dedicated to providing people in our city and region with access to high-quality, efficient and effective lifelong learning opportunities and to the responsible educational, fiscal, and environmental stewardship of resources.

**Approved by the Minister of Advanced Education**

*April 28, 2014*

## MESSAGE FROM DAVID COLLYER, BOARD CHAIR



Bow Valley College's direction is guided by our strategic plan, Open Doors — Open Minds. This is a strategy that proactively addresses the changing external environment in which the College operates, responds to the evolving

needs of the Alberta economy, and positions the College for leadership in the design and delivery of college education.

Notwithstanding the very disruptive forces of a global pandemic and economic downturn, during 2020 we continued to advance our strategic priorities. This was made possible by a track record of prudent financial management, balanced strategic and operational focus, complementary investments in our technology and teaching platforms, and collaborative leadership by College management and the Board of Governors. Most importantly, it was enabled by the ongoing commitment by the College's faculty and staff to our strategic destination.

Operationally, the College adapted to a rapidly changing and uncertain external environment, pivoting quickly to a remote learning and work environment and providing continuity in delivery of the quality programming and services for which the College is known. These strategic and operational achievements are outstanding, and even more so in the current context. These results were enabled by the ongoing commitment, effort and capabilities of the College community, for which each member should be immensely proud. On behalf of the Board of Governors, I want to express our sincere appreciation for the ongoing contributions of faculty, staff and senior leadership.

The Board is cognizant of the fiscal challenges facing the province, and of the need for timely and thoughtful responses by the post-secondary system. For its part, the College continues to take a comprehensive approach to ensure a lean operation and contain costs, while delivering a high level of performance and operational outcomes. As our performance measures show, we are a leader in the post-secondary system, and in many respects, we exemplify the destination for the post-secondary system as outlined in the MacKinnon report.

Bow Valley College's financial statements for 2019-20 continue to reflect a strong fiscal position. Looking forward, the Board is concerned that current grant pressures and enrolment revenue uncertainties will place increasing pressure on our operating results. International enrolment projections are weak as new international learners defer their studies or make other plans in light of the global pandemic. This is problematic, not only in terms of current revenue shortfalls, but also because revenue reductions cascade into outward years as the number of continuing international learners subsequently decreases. The College anticipates domestic enrolment will remain strong for the foreseeable future, providing a partial offset to declining international enrolment, as Albertans turn to upskilling and reskilling to resume or enhance participation in the labour force.

While we are in a challenging period, the Board is optimistic about the future for Bow Valley College. Our strategic direction and operating model are aligned with the current needs of Albertans — providing access to post-secondary education, providing flexible learning pathways that deliver job-ready skills and competencies, and doing so in a manner that is responsible and financially sustainable. We remain confident that we have sufficient flexibility to manage these risks and fiscal pressures. However, in light of reductions to grant revenue and downward pressure on international tuition revenue, we do not expect to be able to deliver as robust financial results as the College has consistently delivered in past years.

Bow Valley College will build on our success and continue to meet the needs of Albertans. We will do so by offering programs responsive to an evolving labour force skills profile, by ensuring robust and flexible services that promote student success, and by developing graduates that will both participate in and contribute to a more diversified economy in the province.

Sincerely,

[Original signed by]

**Dave Collyer**

Chair, Bow Valley College Board of Governors

## MESSAGE FROM **MISHECK MWABA,** PRESIDENT AND CEO



Bow Valley College is widely known for its deep integration with community, exceptional and flexible learning opportunities, a culture of achievement and innovation, immense diversity, and economic and social development

contributions. We are at a historic place in our evolution, so I want to express my gratitude and appreciation to my predecessor, Laura Jo Gunter, for her leadership and considerable contributions to Bow Valley College's strategic development and achievements.

Our province and community are facing extraordinary challenges with the threat of COVID and the economic downturn. While the College is not immune to these pressures, we have been a remarkable exemplar of confidence and reliability. Within 10 days of closing our physical campuses due to the COVID response back in March, Bow Valley College transitioned quickly and orderly to a remote teaching and work environment and registered a 98 per cent success rate in moving 600 instructors and 9,000 students to online and distance delivery.

We did this by accelerating our strategic plan, implementing innovative teaching and learning solutions, relying on the immense skill and professionalism of the College's employees and leadership teams, and witnessing the resilience and adaptability of our students. We are justifiably proud of our learning community.

When we say we are a comprehensive *community* college, we mean it. Bow Valley College fast-tracked graduation of practical nurse and health care aide students to resupply the COVID response. These students, supported by the College and our partners, are now providing care across the full scope of practice in diverse health care settings throughout the province. For our practical nurse graduates, their development was augmented

by a College collaboration with a local technology firm to develop and use virtual reality in the nursing lab. This created the first immersive experience for students to conduct respiratory assessment for disease processes such as pneumonia, COPD, and asthma so that students conducting assessments increase proficiency, confidence, and professional readiness.

Bow Valley College innovation has taken other forms, including a pan-Canadian leadership position in the development of micro-credential standards as well as a unique contribution to the province's economic recovery through the Pivot-Ed initiative. Leading a cross-Canada consortium of industry partners and other post-secondary institutions, Pivot-Ed enables individuals with demonstrating competencies, recommends learning for identified gaps, and certifies the results with a recognized micro-credential. Pivot-Ed is a timely economic recovery and diversification solution, developed right here in Calgary.

As this report demonstrates, Bow Valley College provides immense value to Albertans and the province overall. Our accomplishments are made possible by the leadership and contributions of our Board of Governors, executive and management teams, faculty, staff, learners, federal, provincial, and municipal governments, and community and industry partners. Together, we form a powerful community, acting in concert to make an enduring contribution to labour force development and community well-being.

Sincerely,

[Original signed by]

**Misheck Mwaba, PhD., P.Eng.**  
President and CEO

# BOARD OF GOVERNORS



**Mr. Dave Collyer**  
Chair  
Sep 14, 2017 – Jun 30, 2021  
May 7, 2014 – May 6, 2017



**Dr. Misheck Mwaba**  
President and CEO  
As of Nov 2, 2020



**Ms. Laura Jo Gunter**  
President and CEO  
Until Aug 23, 2020



**Mr. John Kousinioris**  
Vice Chair  
Dec 6, 2019 – Dec 5, 2022



**Ms. Bettina Pierre Gilles**  
Public  
Dec 6, 2019 – Dec 5, 2022



**Mr. Steven G McLeod**  
Public  
Dec 6, 2019 – Dec 5, 2022



**Ms. Anny Quon**  
Public  
May 15, 2018 – May 14, 2021



**Mr. Dwayne Dubois**  
Public  
Aug 13, 2019 – Aug 12, 2022



**Mr. Neil Yeates**  
Public  
Apr 4, 2020 – Apr 3, 2023



**Ms. Louise Lee**  
Public  
Apr 4, 2020 – Apr 3, 2023



**Ms. Ifeoma Ngwudike**  
Non-Academic Staff  
Sep 11, 2019 – Sep 10, 2021  
Sep 11, 2017 – Sep 10, 2019



**Ms. Tina Williams**  
Student Representative  
May 25, 2020 – Apr 30, 2021  
Resigned Jun 25, 2020



**Ms. Cathy Orr**  
Public  
Apr 4, 2017 – Apr 3, 2020  
Feb 12, 2014 – Feb 11, 2017



**Ms. Parand Meysami**  
Public  
Apr 4, 2017 – Apr 3, 2020



**Ms. Jamilah Edwards**  
Public  
Dec 6, 2016 – Dec 5, 2019



**Dr. Chirag Shah**  
Public  
Dec 6, 2016 – Dec 5, 2019



**Ms. Suzanne Hathaway**  
Public  
Dec 6, 2016 – Dec 5, 2019



**Ms. Mauri Loyer**  
Academic Staff  
Sep 3, 2019 – Sep 2, 2021  
Resigned May 8, 2020



**Mr. Karandeep Singh Gill**  
Student Representative  
Jun 11, 2019 – Apr 30, 2020  
Resigned Mar 12, 2020



**Ms. Mahalia Peter**  
Student Representative  
Jun 11, 2019 – Apr 30, 2020

# ACCOUNTABILITY STATEMENT

The Bow Valley College's Annual Report for the year ended June 30, 2020, was prepared under the Board's direction in accordance with the *Fiscal Planning and Transparency Act* and ministerial guidelines established pursuant to the *Post-Secondary Learning Act*. All material economic, environmental or fiscal implications of which we are aware have been considered in the preparation of this report.

[Original signed by]

**Dave Collyer**  
Chair, Board of Governors

# MANAGEMENT'S RESPONSIBILITY FOR REPORTING

Bow Valley College's management is responsible for the preparation, accuracy, objectivity and integrity of the information contained in the Annual Report including the financial statements, performance results and supporting management information. Systems of internal control are designed and maintained by management to produce reliable information to meet reporting requirements. The system is designed to provide management with reasonable assurance that transactions are properly authorized, are executed in accordance with all relevant legislation, regulations and policies, reliable financial records are maintained and assets are properly accounted for and safeguarded.

The Annual Report has been developed by the Executive Committee under the oversight of the Board of Governors, as well as approved by the Board

of Governors and is prepared in accordance with the *Fiscal Planning and Transparency Act* and the *Post-Secondary Learning Act*.

The Auditor General of the Province of Alberta, the institution's external auditor appointed under the *Post-Secondary Learning Act*, performs an annual independent audit of the consolidated financial statements which are prepared in accordance with Canadian public sector accounting standards.

[Original signed by]

**Misheck Mwaba**  
President and  
Chief Executive Officer

**Catherine Koch**  
Vice President,  
Learner Services and  
Chief Financial Officer

# PUBLIC INTEREST DISCLOSURE (WHISTLEBLOWER PROTECTION) ACT

**The Public Interest Disclosure (Whistleblower Protection) Act applies to provincial government departments, offices of the Legislature, and to public entities (which include any agency, board, commission, crown corporation, or other entity designated in the regulations). The purposes of the Act are to:**

- facilitate the disclosure and investigation of significant and serious matters an employee believes may be unlawful, dangerous, or injurious to the public interest;
- protect employees who make a disclosure;
- manage, investigate and make recommendations respecting disclosures or wrongdoings and reprisals; and
- promote public confidence in the administration of the departments, legislature offices, and public entities.

**As per Section 32(1) (3) f the Act, the following is a report from Bow Valley College on all disclosures that have been made during the 2019 – 2020 year:**

**1. The number of disclosures received, acted on, and not acted on.**

There were 15 reports received.

**2. The number of investigations commenced.**

There were 13 investigations.

**3. A description of any wrongdoing found and any recommendations made or corrective measures taken regarding the wrongdoing or reasons why no corrective measure was taken.**

Human Resource and Freedom of Information and Privacy policies were found to be applicable to the disclosure reports filed. There were no disclosures that would fall into the definition of “wrongdoing” as defined by legislation.

# OPERATIONAL OVERVIEW

This section addresses variances in our operational plan, highlighting significant differences concerning our enrolment, revenue, and expense budget assumptions and year-end actuals.

## VARIANCES BETWEEN PLANNING ESTIMATES AND ACTUALS

### Enrolment

#### Estimates

Total College enrolment for 2019-20 was budgeted at 9,200 full load equivalents (FLE).

#### Actual

Actual 2019-20 FLE was 882 FLE lower than budget for 8,318 FLE.

#### Explanation of Variance

The Domestic FLE decrease was primarily attributable to:

1. A provincial funding cut to the Foundational Learning Grant, thereby reducing annual enrolment in the School of Foundational Learning (21% enrolment reduction in school).
2. The School of Global Access had lower than budgeted enrolment because of federal funding cutbacks and reduced demand for English Language Learning classes (14% reduction).
3. Enrolment in the Chiu School of Business was down 11% from budget due to lower than expected enrolment in four certificate programs. Enrolment in the School of Health and Wellness is down 12.5% from budget, largely the result of academic planning and program implementation to launch the Government of Alberta's new Health Care Aide curriculum (from a 4-month program to an 8-month program). Three health programs that had slightly lower enrolment than anticipated.

# VARIANCES BETWEEN PLANNING ESTIMATES AND ACTUALS

## College Revenue

### Estimates

Government of Alberta Grants was projected to hit \$54.2 million in the 2019-20 budget.

### Actual

The College registered \$50.6 million, 6.7% less than budget.

### Explanation of Variance

Government of Alberta Grants revenue decreased by \$4.5 million from the prior year, reflecting cuts to the Campus Alberta Grant.

### Estimates

Federal and Other Grants were estimated at \$9.4 million in the 2019-20 operating budget.

### Actual

The College received \$7.7 million, an 18% reduction from budget expectations.

### Explanation of Variance

Federal and other government grants decreased by \$2.3 million due to a reduction in the Language Instruction for Newcomers to Canada program (LINC), reflecting decreased demand for the program.

## College Expenses

### Estimates

At budget, Salaries and Benefits were expected to be \$84.5 million.

### Actual

By year-end, Salaries and Benefits were \$78.2 million, 7.4% lower than budget.

### Explanation of Variance

The budget for 2019-20 (created in May 2019) assumed growth in employee complement. The College had a lower FTE count throughout the year than budget. In addition, the College implemented a strict evaluation of each employee recruitment proposal after it became apparent that the Government of Alberta would reduce Campus Alberta Grants in-year. The College instituted temporary layoffs as a result of transitioning to remote work and delivery in response to COVID-19. Consequently, the actual compensation expense for the year under-ran budget expectations.

### Estimates

At Budget, Materials, Supplies, and Services were expected to be \$26.8 million.

### Actual

By year-end, this line came in at \$23.6 million, 11.9% lower than estimated.

### Explanation of Variance

The 2019-20 budget was developed in anticipation of significant investment in a for-profit initiative; however, the timing between grant applications, responses to them, and work being initiated extended beyond the fiscal year. There was over-budget expenditure in other areas, some of which related to the COVID-19 response, which rounds out the difference between estimates and actual.

# SUMMARY OF ACHIEVEMENTS

The 2019-2020 Annual Report reflects Bow Valley College's progress toward our strategic destination, outlined in Open Doors-Open Minds. This strategy ensures employment success, shapes the future of college education, and provides community and social success. A Board of Governors' guided and endorsed strategic plan, Open Doors-Open Minds proactively addresses the evolving context of post-secondary education, the challenges and opportunities for the Alberta economy, and the changing needs of Albertans.

# ENSURING EMPLOYMENT SUCCESS

**Bow Valley College contributes to economic development of Alberta, supporting students and industry in meeting the province's skilled labour force needs. We foster entrepreneurial attributes, provide targeted reskilling and upskilling opportunities, and deliver a suite of career programming to prepare graduates for resilience in an evolving economy.**

## **Offer Responsive Academic Programming**

Guided by our strategy To Make All Learning Count, our academic program and research priorities balance student interest with labour market demand. We understand the importance of technology in Alberta's economy, so we launched our new Information Technology Systems Diploma and worked with community partners to develop and deliver the Software Development stream of the Edge Up (Energy to Digital Growth Education and Upskilling Project) initiative. Edge Up is a short-term skills development program for displaced oil and gas professionals. The program aims to support them with gaining employment in Calgary's high-demand, high-growth digital technology sector that spans across industries.

## **Respond to the Employment Needs of the Community**

Bow Valley College is meeting workforce needs as well as helping drive economic and social development in our communities. This includes fast-tracking graduation for practical nursing and health care aide students in response to an urgent need for supplementing and resupplying the health workforce as it contends with the COVID-19 pandemic.

## **Emphasize the Importance of Entrepreneurship and Innovation**

Bow Valley College recognizes the importance of developing socially-aware entrepreneurs and challenging their thinking in developing innovative skills and approaches. We do this by hosting events like Innovation Rodeo and 150 Startups entrepreneurial initiatives as well as establishing entrepreneurship development centres in Airdrie and Strathmore.

## **Connect Students to Alberta's Workplaces**

Bow Valley College is enhancing work-integrated learning opportunities so students can gain experiential learning in industry settings or through industry projects. Such opportunities introduce students to industry environments and/or contexts as well as networking opportunities. The College established a goal to ensure that every career program graduate completes a work integrated learning experience as a requirement of graduation. The College is aligning progress to a work-integrated learning strategy, redeveloping curriculum and program structures, and identifying career education supports to maximize student success.

# PROVIDING COMMUNITY AND SOCIAL SUCCESS

**As an access College we ensure open pathways into programs of study in multiple locations and by multiple modes. We deliver a full suite of responsive services that foster student persistence and success. In turn, we are strengthening our communities with every student who meets their educational aspirations and full potential.**

## Ensure Student Affordability

We pay close attention to cost pressures facing our students, respond in ways that ensure student affordability in times of critical need, and ensure that mechanisms of financial assistance are sustainable. The College quickly and efficiently created a COVID-19 Response Emergency Financial Need Bursary to assist students facing unique pressures during the pandemic. We concluded one of our major fundraising campaigns in Quest for Best, raising over \$20 million for student assistance, and forming a Premier's Scholarship Endowment where future net revenue raised through the Premier's Scholarship Luncheon event will be allocated.

## Innovative Supports for Students

We strive to support our students effectively through responsiveness to unique support requirements across a diverse student community. This is particularly evident in our response to the COVID-19 pandemic, as we successfully transitioned our service suite to remote delivery alongside of our academic programs. We also finalized Bow Valley College's 2020-2023 Alumni Engagement Strategy.

## Engage the Broad Diversity of our Communities

Ensuring our mandate as an access college, Bow Valley College fosters an environment and culture of respect, inclusion, and belonging. Examples of this important work include:

- Developing our Indigenization Strategy while providing innovative supports for Indigenous students.
- Undertaking numerous initiatives responsive to the needs of our foundational learners, including enacting new English Language Learning pathway agreements with community partners, as well as piloting a revised model of foundational learning for Indigenous students.
- Exploring implementation of an international application system with a goal of increasing responsiveness to prospective international students and providing additional tools to increase international student enrolment.

## Make Mental Health Wellness and Sexual Violence Prevention Priorities across Campus

Bow Valley College fosters and maintains a healthy and respectful campus, including making mental health wellness and sexual violence prevention initiatives priorities. This includes student-led planning and implementation for mental health initiatives, participating in the region's Post-Secondary Mental Health Coordinating Committee, the creation and launch of online training for employees and students on sexual violence prevention and mental health wellness, and the development of a sexual violence awareness student committee for students to provide input on initiatives and events.

# SHAPING THE FUTURE OF COLLEGE EDUCATION

**Bow Valley College is a leader in evolving how a college education is delivered, as reflected in To Make All Learning Count, our academic and research priorities, as well as the strategic direction provided in Open Doors-Open Minds.**

## **Address Employment Challenges Proactively with Innovation and Leadership**

Bow Valley College implemented virtual reality systems in nursing education and evaluation, taken a pan-Canadian leadership position in micro-credential development, obtained Future Skills funding for our ground-breaking Pivot-Ed initiative, and adopted artificial intelligence into training and initiatives.

## **Share our Expertise for the Benefit of the Post-Secondary System and Albertans Overall**

Bow Valley College has demonstrated expertise in numerous areas and is collaborating with other stakeholders to enhance the post-secondary system in Alberta. This includes helping co-ordinate province-wide sharing of information technology resources for post-secondary institutions and signing a Memorandum of Understanding with Ambrose University to work on developing learning pathways for the benefits of Albertans.

## **Enhance Flexible, Multi-Modal Delivery Options**

Bow Valley College continues to enhance multi-modal delivery. This includes initiatives to support flexibility for students accessing programming and an evaluation of a hybrid flexible delivery module for student learning. It also includes a successful transition to online learning due to COVID-19. Within the first ten days of closing its campus to students and turning to remote learning, Bow Valley College achieved a 98 per cent success rate in moving to online courses, with more than 600 instructors remotely teaching classes to more than 9,000 students. Additionally, the College provisioned external Virtual Desktop Infrastructure for use by students, allowing those with less powerful computing systems access to the full range of College applications; the College also transitioned to provide many of its student support services online, ensuring that access remained for all.

## **Facilitate Process Improvement**

Bow Valley College continues to implement quality improvement initiatives and enhance our operational effectiveness. This includes developing a competency-based education curriculum framework, implementing a new curriculum management system, completing training and project prioritization for process improvement related initiatives, and implementing a new Student Information System. Bow Valley College is proud of the value we provide Albertans, delivering our services in an efficient and effective manner for the benefit of the province.

## **Maintain Strong Fiscal Management**

Bow Valley College demonstrates consistent and strong fiscal stewardship. We ensure strong fiscal management practices, including enhancing data-driven decision-making, backstopped by a new planning and budgeting system and new practices in student data and enrolment performance reporting.

# GOALS, PRIORITY INITIATIVES, EXPECTED OUTCOMES AND PERFORMANCE MEASURES

Bow Valley College accomplishments are reported in the following tables, reflecting the Ministry of Advanced Education’s five principles — Accountability, Accessibility, Affordability, Quality and Coordination — and important work undertaken concerning mental health wellness and sexual violence prevention. The goals and measures reported in this Annual Report reflect those set in Bow Valley College’s 2019-2022 Comprehensive Institutional Plan.

# ACCOUNTABILITY

△ In Progress | ▲ On Track

| Goal (G) / Priority Initiative (PI)  | Status | Progress Made in Last 12 Months   |
|--|--------|---|
| <b>G1:</b> Ensure our mandate reflects and responds appropriately to the current and future social and economic realities of our students, communities, and province.  | △      | Bow Valley College is currently seeking final approval from the provincial government regarding the College’s refreshed mandate.  |
| <b>PI1.1:</b> Review our mandate   | ▲      | A refreshed mandate was prepared to incorporate an (non-trade) apprenticeship model of education, collaborative degrees and university transfer, as well as noting the College’s leadership in micro-credentials. |
| <b>PI1.2:</b> In collaboration with government, community, industry, and other learning institutions, revise our mandate to include apprenticeship, collaborative degrees and university transfer, to maximize the College’s contribution to economic development and social well-being. | ▲      | Revised mandate was approved by Bow Valley College’s Board of Governors in May 2020. This approval followed from College engagements and consultations with government and stakeholders.                          |

## Expected Outcomes (EO) / Performance Measures (PM)

**EO1:** Bow Valley College’s mandate appropriately reflects the current, and future, social and economic needs of Alberta, including work integrated learning and flexibility in delivery models to meet student needs.

- **PM1:** Mandate is adjusted to include apprenticeship, collaborative degrees and university transfer. Currently awaiting final approval from the provincial government.

# ACCOUNTABILITY

△ In Progress | ▲ On Track

| Goal (G) / Priority Initiative (PI)  | Status | Progress Made in Last 12 Months   |
|--|--------|---|
| <b>G2:</b> Continued implementation of Lean (self-sustaining process improvement) initiatives. | ▲      | Major Lean projects completed, creating a community of practice across the College for Lean activities and events and a College-wide desire to undertake continuous improvement.  |
| <b>PI2.1:</b> Complete Lean training and prioritize projects.                                  | ▲      | Yellow belt and green belt training was completed for College employees associated with Lean projects. A prioritization exercise of Lean activities was worked on.  |
| <b>PI2.2:</b> Broaden implementation of projects across the College.                           | ▲      | Additional projects continued to be launched, including in the Chiu School of Business, Human Resources and Learner Success Services. Lean support was also provided to an internal academic restructure, and to the implementation of a faculty development process. |

## Expected Outcomes (EO) / Performance Measures (PM)

**EO2.1:** Embedded a proven methodology to support continuously improving our processes.

- **PM1.1:** Lean orientation completed at all organizational levels.
- **PM1.1:** Training of project leaders completed: yellow belt and green belt training was completed.
- **PM1.1:** The College prioritized projects with timelines.

**EO2.2:** Reallocated saved resources to strategic priorities to better support students.

| Goal (G) / Priority Initiative (PI)   | Status | Progress Made in Last 12 Months  |
|---|--------|--|
| <b>G3:</b> Modernization of our Student Information System (SIS) and related systems.               | ▲      | Implementation work began in March 2019.   |
| <b>PI3.1:</b> Implementation kickoff and development of detailed implementation plan and timelines. | ▲      | Kick off in March 2019, with a detailed implementation plan and timelines developed in April 2019. |
| <b>PI3.2:</b> Establish change metrics and baseline.  | ▲      | Organizational change management and quality assurance strategy developed in November 2019.        |
| <b>P3.3:</b> Implement project governance structure.  | ▲      | Project governance structure implemented in March 2019.  |

## Expected Outcomes (EO) / Performance Measures (PM)

**EO3:** An improved system with integrated and enhanced controls, flexibility, and features to support the strategic advancement of the College that better serves our students.

- **PM3:** Implementation of a new SIS is on time and on budget, with no greater than 10 per cent overrun: SIS implementation in running 6 to 9 months behind schedule as the vendor has paused the project to address capability gaps specific to the Canadian market.

# ACCOUNTABILITY

△ In Progress | ▲ On Track

| Goal (G) / Priority Initiative (PI)   | Status | Progress Made in Last 12 Months   |
|---|--------|---|
| <b>G4:</b> Deliver robust financial performance.  | ▲      | Bow Valley College posted a 2019-2020 annual surplus of \$4 million and continues to out-perform the identified (MacKinnon Report) financial benchmarks based on our 2019-2020 financial results. The College is committed to continuous improvement in financial reporting; for instance, during the year, technology investments were completed which have led improved budgeting and forecasting accuracy. |
| <b>PI4.1:</b> Within a culture of process improvement and operational excellence, promote fiscal prudence and sustainability in achieving the College's mandate as a comprehensive community college. | ▲      | Enhanced the College's data-mart and reporting to support data-driven decision-making. Implemented a planning and budgeting system to budget with greater efficiency.   |
| <b>PI4.2:</b> Optimize enrolment in courses and programs, within our physical footprint, and online capacity.   | ▲      | Completed the Fit for Future space optimization initiative to create new space for enrolment growth within our existing physical footprint.   |

## Expected Outcomes (EO) / Performance Measures (PM)

**EO4.1:** The College is acknowledged as a responsible steward of public resources.

**EO4.1:** Remaining focused on serving our students, the College delivered strong operational performance and adhered to fiscal prudence.

**EO4.2:** Capacity of classrooms is maximized.

- **PM4.2:** The College manages its classroom space effectively so that it achieves 80% utilization efficiency if demand requires it: Prior to COVID-19 requiring the College to move to virtual delivery, room utilization averaged 61%. This lower rate is primarily due to efficient course section numbers and having some excess capacity that was anticipated when the College's South Campus was built. However, the College is moving towards capacity quicker than previously anticipated.

| Performance Metric   | Target     | Actual | Status |
|--|------------|--------|--------|
| Campus Alberta grants as a percentage of total revenue     | 40% to 50% | 35%    | ▲      |
| Entrepreneurial contracts as a percentage of total revenue | 10% to 15% | 13%    | ▲      |
| Classroom space utilization efficiency                     | 80%        | 61%    | △      |

# ACCOUNTABILITY

△ In Progress | ▲ On Track

| Goal (G) / Priority Initiative (PI)  | Status | Progress Made in Last 12 Months  |
|--|--------|--|
| <b>G5:</b> Bow Valley College is putting available space to the highest and best use and has a plan to manage enrolment growth and changing space utilization as needs evolve. | ▲      | Bow Valley College completed a Campus Functional Plan/Strategic Master Plan to manage current and future space requirements.   |
| <b>PI5.1:</b> Develop and issue Request for Proposal for Functional Plan/Strategic Master Plan.  | ▲      | Developed and issued Request for Proposal (RFP) for Functional Plan/Strategic Master Plan. Awarded RFP and contract.   |
| <b>PI5.2:</b> Functional Plan/Strategic Master Plan brought to the Board of Governors for approval.  | ▲      | Draft functional Plan/Strategic Master Plan was brought to the Board of Governors in November 2019. The plan was presented and approved by the Board of Governors in early 2020. |

## Expected Outcomes (EO) / Performance Measures (PM)

**EO5:** An evergreen campus functional plan and a campus master plan is implemented to maximize space utilization, making the best use of space to meet future enrolment needs.

- **PM5:** A draft campus Functional Plan/Strategic Master Plan was developed and brought to the Board of Governors in November 2019.

# ACCOUNTABILITY

△ In Progress | ▲ On Track

| Goal (G) / Priority Initiative (PI)   | Status | Progress Made in Last 12 Months  |
|---|--------|--|
| <b>G6:</b> Continuing a multi-year program of investment in technology, systems, and services.  | ▲      | Continued a multi-year program of investment in technology, systems and services.  |
| <b>PI1.1:</b> Emphasize five priorities:<br>a) Flexible learning environments,<br>b) Productivity and collaboration,<br>c) Data-informed decision making,<br>d) Technology-enabled learning, and<br>e) Capability and practice. | ▲      | Transitioned the College to remote delivery as a result of the pandemic. Provisioned external Virtual Desktop Infrastructure for use by students, allowing those with less powerful computing systems access to the full range of College applications. Also purchased loaner laptops, and repurposed older College laptops, for use by students who cannot afford their own equipment. The College transitioned course delivery and its services, such as academic advising and those offered by the academic success centre, to online delivery to ensure continued access. Continued enhancing the College data-mart and reporting to support data-driven decision making. Implemented a cybersecurity risk and reporting framework to increase Board of Governors oversight of this emerging area of risk. |

## Expected Outcomes (EO) / Performance Measures (PM)

**EO1.1:** Capacity for future growth is created and supports our student-focused strategy.

- **PM1.1:** Set and meet budget investment targets: Investment revenue during the year was \$4.1 million (2019 – \$3.7 million), exceeding budget. In addition, although the market values were negatively impacted in March 2020 with the COVID-19 pandemic, the market value of the College’s portfolios recovered by June 2020.

| Performance Metric                            | Target | Actual | Status |
|---|--------|--------|--------|
| Number of online credit students <sup>1</sup> | 2,808  | 3,743  | ▲      |

| Goal (G) / Priority Initiative (PI)  | Status | Progress Made in Last 12 Months   |
|--|--------|---|
| <b>G7:</b> Broaden employee engagement in the leadership development strategy.                                   | ▲      | Undertook initiatives to broaden employee engagement, including implementation of a 360-reporting tool to provide additional leadership development feedback. |
| <b>PI7.1:</b> Develop employees’ preparedness and resourcefulness for continual improvement and new assignments. | ▲      | Leadership development delivered on Level II of Inspired Leadership as well as training for new leaders on the transition from colleague to leader.           |

## Expected Outcomes (EO) / Performance Measures (PM)

**EO7.1:** An environment is provided that is conducive to our employees’ success and full contribution.

- **PM7.1:** Monitor enrolment in leadership related training, with a goal of achieving 75 per cent, or higher, attendance: mandatory training attendance was 100%, non-mandatory training attendance was between 75% and 90%.

### Notes:

<sup>1</sup> While the College did transition entirely to online learning as a result of the COVID-19 pandemic, in this context online credit students are defined as all students whose credit courses are entirely (100%) taken through the online delivery mode for that academic year. Non-Credit courses are not included in the calculation. Methodology: using credit classes, a ratio of credited students is calculated by looking at their courses and delivery modes. Students that return a ratio of 1 (i.e. all their courses are online) were then counted.

# ACCESSIBILITY

△ In Progress | ▲ On Track

| Goal (G) / Priority Initiative (PI)   | Status | Progress Made in Last 12 Months  |
|---|--------|--|
| <b>G1:</b> Advance our mandate as a comprehensive community college by ensuring access for students of varied backgrounds.                        | ▲      | Bow Valley College continued ensuring access to students of varied backgrounds, with the College's overall full load equivalent base essentially unchanged from the prior year at approximately 8,313.   |
| <b>PI1.1:</b> Engage the broad diversity of our communities, including the needs of newcomers to Canada and those who require academic upgrading. | ▲      | Enacting four new English Language Learning pathway agreements with partners to enhance accessibility for students to enter the College's higher-level language and career programs.   |
| <b>PI1.2:</b> Leverage and manage international enrolments to enhance domestic student access.  | ▲      | International enrolments grew again this year. Initiating implementation of an international application system which will significantly enhance Bow Valley College's service to prospective international students and provide more tools to maximize international student enrolment in the current circumstances. |

## Expected Outcomes (EO) / Performance Measures (PM)

**EO1.1:** Adults of varied social, cultural, economic, geographic, and academic backgrounds have increased access to the College.

- **PM1.1:** All available seats in foundational and English language learning are filled: Seats in both adult basic education and high school upgrading were filled to 95% of target except for online offerings which were filled to 70%. English Language Learning offerings were mostly filled, with some drops due to a variety of reasons, including the transition to online learning due to the COVID-19 pandemic.

**EO1.2:** International enrolment enriches cross-cultural learning and interactions, and contributes to access, programming, and strategic priorities. Complementing domestic demand with international enrolment to help maintain viable program cohorts.

- **PM1.2:** Additional learning opportunities are created for domestic students by implementing new programs that are self-funded through tuition and an appropriate mix of international students: the College has identified at least three programs that directly supported program offerings.

# ACCESSIBILITY

△ In Progress | ▲ On Track

| Goal (G) / Priority Initiative (PI)   | Status | Progress Made in Last 12 Months   |
|---|--------|---|
| <b>G2:</b> Implement Indigenization Strategy: Indigenization recommendations have been operationalized, outcomes are being measured, and the outcomes are positive. | ▲      | The College is continuing to develop a comprehensive Indigenization Strategy, which includes community and leadership engagement. The strategy is being operationalized as recommendations are accepted by leadership. Some continuing positions were added to the College complement to ensure successful implementation. Also, the Human Resources database was modified to allow Indigenous employees the opportunity to self-identify. This information can be used in tracking progress relative to recruiting and retaining Indigenous employees. |
| <b>PI2.1:</b> Complete development of Indigenization Strategy.  | △      | Working committees' recommendations essentially complete. Engagement took place with local Indigenous communities. Contracted a consultant to support engagement with Indigenous agencies and communities. Work being captured in a framework document for continuing work. Some pause in work required by pandemic situation.  |
| <b>PI2.2:</b> Framework for de-colonized and Indigenized curriculum is developed and implemented.   | ▲      | An Indigenizing and Decolonizing lens will be applied to programs as part of the College's program review cycle. An Indigenous Competency Profile is being developed to help faculty ensure that their programs are supporting Indigenous ways of knowing, being, and learning. Related, the College is also developing an Indigenous awareness and understanding course for employees.   |

## Expected Outcomes (EO) / Performance Measures (PM)

**EO2.1:** Enhanced understanding of Indigenous culture and history across the College.

**EO2.1:** The College is acknowledged as an active participant in journey toward reconciliation.

- **PM2.1:** Indigenization Strategy is approved: the College continues to develop a comprehensive strategy.
- **PM2.1:** While Indigenous student numbers decreased slightly this year, the College aims for Indigenous student recruitment to increase and retention to be maintained.
- **PM2.1:** Indigenous awareness course is developed for all employees: the College is developing an Indigenous awareness and understanding course for employees. The course should be ready in 2021 in an online format.

**EO2.2:** Curriculum is de-colonized and Indigenized: Numerous courses across the College have been re-developed with the inclusion of Indigenous content and knowledge. Five additional new courses have been developed with inclusion of Indigenous content, knowledge and pedagogical approaches (these include two competency-based education courses).

- **PM2.2:** Plan developed that identifies all courses to be Indigenized and de-colonized: A plan is underway to determine which schools shall be prioritized for subsequent inclusion of Indigenous pedagogy and teaching approaches. This plan includes the development and deployment of training for faculty as to how to incorporate Indigenous pedagogy and traditional ways of knowing, being and doing.

# ACCESSIBILITY

△ In Progress | ▲ On Track

| Goal (G) / Priority Initiative (PI)  | Status | Progress Made in Last 12 Months   |
|--|--------|---|
| <b>G3:</b> Build on the College's established strength in diversity by supporting an inclusive community and promoting global citizenship.     | ▲      | The College has completed work on its Diversity Achievement Action Plan over the last four years. A Diversity, Equity and Inclusion committee was formed to create and explore recommendations for the College around inclusive communication that promotes a sense of belonging and trust. It will also share resources that support the building of global mindsets.  |
| <b>PI3.1:</b> Develop a comprehensive international plan that identifies Bow Valley College's targets and strategies for internationalization. | ▲      | International Education strategic planning process in place. Revised recruitment targets differentiate between international and domestic learners. Representative model expanded to southeast Asia to promote diversity, increased recruitment from the Philippines.   |
| <b>PI3.2:</b> Expand programming opportunities to advance our students' global mindset during their education.                                 | ▲      | Continuing to undertake international education programming, including involvement in the Kenya Education for Employment Program, the International Youth Internship Program (IYIP), and the World University Service of Canada – Ghana Project. New intake to IYIP was deferred due to pandemic. Bow Valley College's Intercultural Centre also emphasized the role of global citizenship within its programming as its theme for 2019-2020. |

## Expected Outcomes (EO) / Performance Measures (PM)

**EO3:** People who come in, and work in, our learning environment feel a sense of belonging and see reflections of themselves.

- **PM3.1:** International education strategic plan is completed and operational.
- **PM3.1:** International student recruitment plan prioritizing diversity is completed.

**EO3.2:** Students are prepared for participation in diverse and integrated workplaces.

- **PM3.2:** Students and alumni participated in outbound mobility programs aligned with Government of Canada priorities and funding, such as the International Youth Internship Program.
- **PM3.2:** Faculty from each school participate in a project or initiative with a positive global impact. For instance, the College worked collaboratively with World University Service of Canada and the Hashemite Kingdom of Jordan to develop a competency-based Early Childhood Education and Development (ECED) curriculum that would be used as vocational training for those working in the field in Jordan. Two staff went to Jordan for the initial collaboration and then developed the training; two faculty members from the ECED program will soon be leading the training remotely.
- **PM3.2:** One thousand students and employees participate in Intercultural Centre activities that promote a global mindset: This goal was exceeded, with a total number of 2,746 participants engaging. While most of the participation was over the fall and winter terms, the Intercultural Centre still attracted over 400 participants to remotely delivered events over the spring term.

| Performance Metric                       | Target  | Actual  | Status |
|--|---------|---------|--------|
| Total International Full-Load Equivalent | 2,529.5 | 1,978.4 | ▲      |

# ACCESSIBILITY

△ In Progress | ▲ On Track

| Goal (G) / Priority Initiative (PI)   | Status | Progress Made in Last 12 Months   |
|---|--------|---|
| <p><b>G4:</b> Create pathways for student success by recognizing their unique needs and diverse backgrounds.</p>                            | ▲      | <p>Bow Valley College creates pathways for students by enhancing program offerings, augmenting multi-modal delivery options, and increasing pathway options internally and externally.</p>  |
| <p><b>PI4.1:</b> Undertake a competency-based education approach, enabling students to master skills or competencies at their own pace.</p> | ▲      | <p>Developed a Competency-Based Education Curriculum Framework and competency profile template, aligning with the Competency-Based Education Network (CBEN) guiding principles in new program development. Further, the College's Competency Based Education and Assessment Consultant was selected to be a reviewer for the CBEN.</p>  |
| <p><b>PI4.2:</b> Enhance curricula for multi-modal delivery.</p>  | ▲      | <p>As a result of COVID-19, transitioned the College to remote delivery. This allows delivery of education programming wherever a student has network connectivity — greatly expanding access to the college's programming. The College also completed its evaluation of the hybrid flexible course delivery model. This model allowed learners to choose their preferred course delivery model (in class, online asynchronous, online synchronous, or a combination) and move among modes as needed.</p> |
| <p><b>PI4.3:</b> Advance learning pathways, transferability, and flexibility.</p>   | ▲      | <p>In collaboration with Alberta Health Services, the Health Care Aide Certificate was redeveloped and delivered as an 8-month program with transition pathways in place for students who were in the existing 4-month program. Upskilling alternatives are made available for students who completed the previous credential.</p>  |
| <p><b>PI4.4:</b> Improve internal pathways from foundational programming to career programming.</p>   | ▲      | <p>Piloted a revised model of foundational learning for Indigenous students, with a goal of increasing recruitment and retention, that utilizes a competency-based education model and fuses Indigenous and non-Indigenous perspectives in its delivery.</p>  |
| <p><b>PI4.5:</b> Support access and pathways in regional communities.</p>   | ▲      | <p>Bow Valley College's Regional Stewardship plan was developed. It was approved by the Board of Governors in September 2019, and outlines a plan for supporting access and pathways in the region that Bow Valley College serves.</p>  |

CONTINUED ON PAGE 26 ►

# ACCESSIBILITY

△ In Progress | ▲ On Track

## Expected Outcomes (EO) / Performance Measures (PM)

**EO4:** Students thrive from multi-modal delivery, diverse learning pathways, transferability, and flexibility.

- **PM4.1:** Maintain regional enrolment: Overall enrolment in regional programming was maintained or slightly increased from the previous year, within the same funding envelope. Focus was on expanding access of current programming to new locations to provide more consistent programming across the region.

| Performance Metric  | Target        | Actual | Status |
|---|---------------|--------|--------|
| Certificate completion rate <sup>1</sup> .  | At least 75%  | 79%    | ▲      |
| Diploma completion rate <sup>2</sup> .  | At least 70%  | 75%    | ▲      |
| Percentage of graduates satisfied with Bow Valley College learning and services across career programs <sup>3</sup> . | 85% or better | 95%    | ▲      |
| Percentage of graduates employed across career programs <sup>4</sup> .  | At least 80%  | 6%     | ▲      |

**Notes:**

- 1 Certificate completion rate is the percentage of students who began their studies in 2016-17 and complete on or before July 1, 2019.
- 2 Diploma completion rate is the percentage of students who began their studies in 2015-16 and completed on or before July 1, 2019.
- 3 Cumulative Satisfaction Rate Across all Metrics.
- 4 Career programs include the Chiu School of Business, School of Technology, School of Community Studies, and School of Health and Wellness.

# ACCESSIBILITY

△ In Progress | ▲ On Track

| Goal (G) / Priority Initiative (PI)  | Status | Progress Made in Last 12 Months  |
|--|--------|--|
| <b>G5:</b> Bow Valley College has a suite of programs and credentials to support the economic and social agenda of Calgary and Alberta, and the talent needs of employers. | ▲      | Bow Valley College recognizes the changing employment needs of Albertans. Bow Valley College partnered with Calgary Economic Development to develop and deliver the Software Development stream of training through the Edge Up initiative. Additionally, Bow Valley College provided the classroom component to Momentum's technology training program funded by Alberta Labour and Immigration, which offers no-cost programming to unemployed and under-employed Albertans.                 |
| <b>PI5.1:</b> Perform labour market research and analysis to determine sectors with jobs in demand.  | ▲      | Bow Valley College is responsive to labour market needs and demand. For instance, the College fast-tracked graduation for its practical nursing and health-care aide students to get more workers into the field to help with the COVID-19 pandemic. More broadly, labour market demand and jobs analysis are part of the Program Development and Management processes for new programs and when assessing existing ones during cyclical program review.                                       |
| <b>PI5.2:</b> Continue developing new programs in Creative Technologies, and other schools, in response to economic needs and industry requirements.                       | ▲      | Bow Valley College launched a new Information Technology Systems Diploma. The College also developed new non-credit courses in the area of information and communication technology that are aligned to industry demand, and that lead to globally recognized vendor certifications, including database administration and software development courses that lead to Microsoft Technology Associate exams. Research and planning are complete for other technology programming in development. |
| <b>PI5.2:</b> Provide activities to simulate and strengthen entrepreneurial thinking of our students.  | ▲      | Bow Valley College continues to emphasize entrepreneurship, facilitating student participation in College events such as Innovation Rodeo, VentureQuest and 150 Startups. In particular, the College received \$500,000 from a financial institution to support first-time entrepreneurs in the 150 Startups program.  |

## Expected Outcomes (EO) / Performance Measures (PM)

**EO5:** Working to increase the number of post-diploma credentials, including preparations for the development of a cloud computing post-diploma certificate.

**EO5.2:** Broadened program mix in the School of Creative Technologies, and other schools, as appropriate.

| Performance Metric  | Target        | Actual | Status |
|---|---------------|--------|--------|
| Percentage of graduates satisfied with Bow Valley College learning and services across career programs <sup>1</sup> . | 85% or better | 95%    | ▲      |
| Percentage of graduates employed across career programs <sup>2</sup> .  | At least 80%  | 86%    | ▲      |

### Notes:

1 Cumulative Satisfaction Rate Across all Metrics

2 Career programs include the Chiu School of Business, School of Technology, School of Community Studies, and School of Health and Wellness.

# AFFORDABILITY

△ In Progress | ▲ On Track

| Goal (G) / Priority Initiative (PI)  | Status | Progress Made in Last 12 Months   |
|--|--------|---|
| G1: Implement an endowment focused strategy.   | ▲      | An endowment focused strategy is in development, with an endowment goal of \$35 million and progress to date of \$13 million. |
| PI1.1: An endowment focused strategy is developed and implemented in alignment with the College's strategic plan, Open Doors-Open Minds. | ▲      | Commenced the College's internal readiness phase to explore an Open Doors-Open Minds Fundraising Campaign.                    |

### Expected Outcomes (EO) / Performance Measures (PM)

- EO1.1: Endowment funds are sufficient to sustain in perpetuity the College's baseline requirements for financial need bursaries, awards, or scholarships, art collection, and a named sustainability fund that can address emergent needs.
- PM1.1: Work is underway to create an endowment-focused fund development strategy, with an endowment goal of \$35 million. Progress to date is \$13 million.

| Goal (G) / Priority Initiative (PI)  | Status | Progress Made in Last 12 Months  |
|--|--------|--|
| G2: Promote financial literacy and empowerment.  | ▲      | Undertook numerous initiatives to raise awareness for financial literacy supports available to students.   |
| PI2.1: Work with our community partners to continue promoting and enhancing financial empowerment on campus. | ▲      | Promote financial empowerment on campus, including: <ol style="list-style-type: none"> <li>1) delivery of Sskonata'pssi (be industrious and strong), a discussion on the topic of wealth, how it was defined by Indigenous communities pre-contact and how students can take charge of their finances in today's economy;</li> <li>2) developing new financial aid presentations to increase education and awareness opportunities for current and prospective students; and</li> <li>3) hosting five awards awareness sessions to assist students with the awards application process, as well as three new student orientation sessions promoting student awards and additional financial literacy workshops within the Mokakit liyikakimaat Indigenous Learner Transition program.</li> </ol> |

### Expected Outcomes (EO) / Performance Measures (PM)

- EO2.1: Enhanced understanding within student community of budgeting, managing unexpected events, and building financial wellness through resources and initiatives.
- PM2.1: For the last six years, Bow Valley College students has maintained an overall student loan repayment rate above 91%, consistently higher than the provincial average.

# AFFORDABILITY

△ In Progress | ▲ On Track

| Goal (G) / Priority Initiative (PI)  | Status | Progress Made in Last 12 Months   |
|--|--------|---|
| <p><b>G3:</b> Increase access to Bow Valley College by helping our students overcome financial barriers to a post-secondary education.</p>   | ▲      | <p>Bow Valley College created a COVID-19 Response Emergency Financial Need Bursary Fund that supported its most vulnerable students, including Indigenous, international and newcomer students. The College obtained funding from the Calgary Foundation to support the transition to online learning during COVID-19. The College also renewed its partnership with the United Way of Calgary Area to provide full program tuition support for high school students entering Bow Valley College through the Bissett Bursary program. This program supported 17 students this past fiscal year and will support 20 returning and new students in the upcoming year.</p> |
| <p><b>PI3.1:</b> Finish achieving our goal of raising \$1 million, through our 1,000 Women Rising Campaign, in funding support to assist our female students in overcoming barriers to learning.</p> | ▲      | <p>Thanks to the support of our community, in November 2019 we closed our Quest for Best Campaign, which included our 1000 Women Rising project, surpassing our target of \$20M.</p>  |
| <p><b>PI3.2:</b> Creation of endowments to protect our commitment to addressing the financial needs of our students.</p>   | ▲      | <p>Formed a \$275,000 Premier’s Scholarship Endowment where future net revenue raised through the Premier’s Scholarship Luncheon event will be allocated. This will help ensure sustainable scholarship support for students in perpetuity through this program.</p>  |

## Expected Outcomes (EO) / Performance Measures (PM)

**EO3:** Increased access to Bow Valley College for students.

- **PM3.1:** The 1,000 Women Rising Campaign goal of raising \$1 million is completed.
- **PM3.2:** The Premier’s Scholarship Endowment was created to support the financial needs of students.

# AFFORDABILITY

△ In Progress | ▲ On Track

| Goal (G) / Priority Initiative (PI)  | Status | Progress Made in Last 12 Months   |
|--|--------|---|
| <p><b>G4:</b> Collaborating with community partners to respond to student financial-related concerns.</p>  | ▲      | <p>Demonstrating its collaboration with community partners to respond to student financial-related concerns, Bow Valley College provided the following scholarships and awards:</p> <ul style="list-style-type: none"> <li>■ Financial Need Bursaries = \$130,697 (including food, transit, and textbook gift cards)</li> <li>■ COVID relief funds = \$14,900</li> <li>■ International Awards = \$34,750</li> <li>■ All other awards = \$69,2395 (not including Matched Savings Bursaries)</li> <li>■ Total award dollars awarded: = \$872,742</li> </ul> |
| <p><b>PI4.1:</b> Survey students annually to assess areas of financial strain to target future initiatives.</p>  | ▲      | <p>In response to student survey input, the College streamlined the scholarship application process so students could more easily apply for relevant awards.</p>  |
| <p><b>PI4.2:</b> Work with community partners to develop targeted initiatives to assist students, as appropriate, to overcome financial barriers that may negatively impact their success.</p> | ▲      | <p>Financial aid information presentations were presented to community groups. Bow Valley College received designation by Manitoba Student Aid for the Practical Nurse program, the first time Manitoba has approved designation for a Bow Valley College program. This increases access to out-of-province students requiring financial assistance.</p>  |

## Expected Outcomes (EO) / Performance Measures (PM)

**EO4:** Students obtained resources and information that contribute to their ability to obtain a post-secondary education. Examples included food security, financial literacy, and overall financial wellness.

- **PM4.1:** Survey results indicated improvement in areas where initiatives have been implemented. Resources were aligned and promotion increased for financial coaching to support students in their finances. Resources were also realigned to support students in the grant application process.
- **PM4.2:** Food security enhanced through new initiatives, such as the launching of Soup Social, an opportunity for students to connect with one another and enjoy a free nutritious and warm meal.
- **PM4.2:** Assessment of initiatives through community partners yields satisfaction rates of at least 80 per cent: The College continually evaluates its service offerings, working hard to ensure that the supports and services needed are available for students to achieve and thrive. We also provide regular reports to community partners regarding shared initiatives to demonstrate our commitment to meeting deliverables and ensuring programming is meeting the needs of students and stakeholders. This model consistently results in positive feedback from partners.

# COORDINATION

△ In Progress | ▲ On Track

| Goal (G) / Priority Initiative (PI)   | Status | Progress Made in Last 12 Months   |
|---|--------|---|
| <b>G1:</b> Collaborate with other learning institutions to create transformational learning opportunities.            | △      | Since Bow Valley College signed a novel curriculum sharing agreement with NorQuest College in 2018, curriculum has been shared between several program areas. Bow Valley College is one of four Alberta post-secondary institutions (Norquest, Concordia University of Edmonton and Athabasca University) collaborating to develop artificial intelligence offerings that provide pathways from certificate to degrees. |
| <b>PI1.1:</b> Develop university transfer offerings to support pathways to degrees.                                   | ▲      | Signed a Memorandum of Understanding with Ambrose University to further work on learning pathways including university transfer.  |
| <b>PI1.2:</b> Initiate collaborative degree opportunities with other post-secondary institutions on an ongoing basis. | ▲      | Exploratory discussions have taken place while the College awaits approval of its mandate refresh.  |

## Expected Outcomes (EO) / Performance Measures (PM)

**EO1:** New pathways for Alberta students leverage unique strengths of our College and partnering institutions and lead to dual credentials, including our partnerships with Ambrose University and NorQuest College.

| Performance Metric  | Target        | Actual | Status |
|---|---------------|--------|--------|
| Percentage of graduates satisfied with Bow Valley College learning and services across career programs <sup>1</sup> . | 85% or better | 95%    | ▲      |
| Percentage of graduates employed across career programs <sup>2</sup> .  | At least 80%  | 86%    | ▲      |

**Notes:**

- 1 Cumulative Satisfaction Rate Across all Metrics.
- 2 Career programs include the Chiu School of Business, School of Technology, School of Community Studies, and School of Health and Wellness.

# COORDINATION

△ In Progress | ▲ On Track

| Goal (G) / Priority Initiative (PI)  | Status | Progress Made in Last 12 Months  |
|--|--------|--|
| <b>G2:</b> Employers see Bow Valley College as a reliable partner for development of their labour force needs.   | ▲      | 86% per cent of our graduates are employed across career programs <sup>1</sup> .   |
| <b>PI2.1:</b> Partner with employers, community agencies, professional associations, and accreditation bodies to ensure our programming reflects employer and labour market needs. | ▲      | Supply Chain Management major in the Business Administration Diploma received accreditation with Supply Chain Canada. Students graduating from this program will now receive advanced standing in pursuit of the Supply Chain Management Professional designation. Further, Bow Valley College was approved by CFP Canada to provide the Certified Financial Planner curriculum in the financial services major of the Business Administration Diploma. Students who complete this major received advanced standing to write exams towards becoming a certified financial planner. In partnership with Scotiabank, the College launched a mentorship program for students in the Business Administration Diploma program. This allows students from this major to work with mentors from Scotiabank. |
| <b>PI2.2:</b> Expand the use of digital technology and virtual realities that immerse students in real world experiences.  | ▲      | Constructed a virtual reality (VR) lab with equipment and simulations for various programs to use. VR assessments enable practical nursing students to identify respiratory conditions using a virtual stethoscope and real-world patient scenarios. Also developed a VR scenario for students in the Hospital Unit Clerk program to simulate the role of a clerk in the hospital environment. Further, the College built a designated classroom with servers and equipment to support technology programming including Cybersecurity, Information Technology, and Software Development. The classroom is built with new hardware to give students the most relevant and recent learning in a field that is rapidly changing.  |

## Expected Outcomes (EO) / Performance Measures (PM)

- EO2.1:** Meeting workforce needs and driving economic development in our communities.
- For instance, the School of Health and Community Studies and a local production company were awarded an eXtended Reality Health Economic Acceleration and Development (xR HEAD) research grant through Alberta Innovates in Winter 2020. The grant will support the development of virtual reality focused health assessments, allowing students to practice patient assessment in a virtual environment prior to entering practicum placements.

| Performance Metric  | Target        | Actual | Status |
|---|---------------|--------|--------|
| Percentage of graduates satisfied with Bow Valley College learning and services across career programs <sup>1</sup> . | 85% or better | 95%    | ▲      |
| Percentage of graduates employed across career programs <sup>2</sup> .  | At least 80%  | 86%    | ▲      |

**Notes:**

1 Cumulative Satisfaction Rate Across all Metrics  
 2 Career programs include the Chiu School of Business, School of Technology, School of Community Studies, and School of Health and Wellness.

# COORDINATION

△ In Progress | ▲ On Track

| Goal (G) / Priority Initiative (PI)  | Status | Progress Made in Last 12 Months   |
|--|--------|---|
| <b>G3:</b> Regional campuses each offer a suite of programs and services aligned to support the economic and social agenda of the communities in which they are located. | ▲      | Bow Valley College received funding from Alberta Economic Development and Trade for the Community and Regional Economic Support Program (CARES) to assist with developing the entrepreneurship centres in Airdrie and Strathmore. |
| <b>PI3.1:</b> Complete regional community and industry consultations.  | ▲      | Bow Valley College completed extensive consultation with over 100 regional community members including employers, business owners, municipal leaders, social agencies, adult learning organizations and other training providers. |
| <b>PI3.2:</b> Develop Regional Stewardship Plan.   | ▲      | A Regional Stewardship Plan for Bow Valley College was approved by the Board of Governors in September 2019.  |

## Expected Outcomes (EO) / Performance Measures (PM)

- EO3: Bow Valley College is an acknowledged partner in economic development of regional communities.**
- PM3:** Percentage of students at regional campuses is maintained or increased within regional funding envelope: Overall enrolment in regional programming was maintained or slightly increased from the previous year, within the same funding envelope. Focus was on expanding access of current programming to new locations to provide more consistent programming across the region.

| Performance Metric   | Target       | Actual | Status |
|--|--------------|--------|--------|
| Percentage of graduates employed across career programs <sup>1</sup> . | At least 80% | 86%    | ▲      |

**Notes:**

<sup>1</sup> Career programs include the Chiu School of Business, School of Technology, School of Community Studies, and School of Health and Wellness.

# COORDINATION

△ In Progress | ▲ On Track

| Goal (G) / Priority Initiative (PI)  | Status | Progress Made in Last 12 Months   |
|--|--------|---|
| <p><b>G4:</b> Work with partners in Indigenous communities to meet their own articulated economic and social development objectives.</p> | ▲      | <p>Bow Valley College has formed partnerships with many Indigenous stakeholders and communities to work on meeting collaborative objectives.</p>  |
| <p><b>PI4.1:</b> Collaborate in co-developing and delivering programs when the opportunities arise.</p>                                  | ▲      | <p>In collaboration over the years, Bow Valley College has formed partnerships with the Stoney Nakoda Education Authority, Red Crow Community College, Rupertsland Institute, Eden Valley, Chiniki College, Tsuut'ina, Siksika, and other agencies. The partnerships aim to make post-secondary education more accessible to individuals in indigenous communities.</p> |

### Expected Outcomes (EO) / Performance Measures (PM)

- EO4:** Indigenous communities work with Bow Valley College when opportunities arise to contribute.
- **PM4:** Bow Valley College works in collaboration towards meeting outcomes co-created with Indigenous communities.

# COORDINATION

△ In Progress | ▲ On Track

| Goal (G) / Priority Initiative (PI)  | Status | Progress Made in Last 12 Months  |
|--|--------|--|
| <p><b>G5:</b> Working with partners, implement Pivot-Works: Full-fledged open innovation hub for education technology solutions.</p> | ▲      | <p>Collaborating with various companies under its broader Pivot-Ed initiative, Bow Valley College is developing technology solutions for education. This includes developing virtual reality training for assessments by practical nursing students, as well as virtual reality scenarios for students to simulate the role of a unit clerk in the hospital environment. For instance, the College and a local production company were awarded an eXtended Reality Health Economic Acceleration and Development research grant through Alberta Innovates to support the development of virtual reality focused health assessments.</p>   |
| <p><b>PI5.1:</b> Develop supporting partnerships with technology companies.</p>  | ▲      | <p>Working under its broader Pivot-Ed initiative, Bow Valley College has developed partnerships with numerous technology companies. This has included developing artificial intelligence training for responding to disclosures of sexual violence as well as relating to mental health support; development of a micro-credential on client problem solving for a major financial institution; and developing a new business intelligence micro-credential incorporating artificial intelligence for the student assessment. With funding from the Government of Canada's Future Skills Centre, Bow Valley College is engaging in collaborative work to develop both scalable artificial intelligence assessments and a technology platform to support reskilling and upskilling. The College is also working with a private company to launch a mobile digital credential wallet, powered by private blockchain and artificial intelligence.</p> |
| <p><b>PI5.2:</b> Create pilots with corporate clients to test and refine Pivot-Ed assessment and micro-credentialing concepts.</p>   | ▲      | <p>Bow Valley College is creating partnerships with corporate clients, such as in the development of a micro-credential regarding client problem solving for a financial institution.</p>  |

## Expected Outcomes (EO) / Performance Measures (PM)

EO5: Strategic partnerships with industry are developed and sustained: Pivot-Ed is building industry partnerships to: 1) validate the competency profiles developed by Pivot-Ed for in-demand jobs, 2) hire individuals displaying micro-credentials for those jobs, and 3) implement custom projects that address a specific business need. For instance, while currently paused due to COVID-19, Pivot-Ed has ongoing pilots with a leading financial institution and a global energy company to assess customer service and leadership competencies at the respective institutions.

- PM5:** Creation of a Pivot-Ed consortium: The Government of Canada's Future Skills Centre recently awarded \$1.52 million to Bow Valley College's Pivot-Ed initiative. Pivot-Ed is using this funding in an innovative manner to reskill and upskill individuals to help them obtain employment. Given the scale and complexity of this endeavor, as well as its national scope, Pivot-Ed created a unique pan-Canadian consortium comprised of six post-secondary institutes located across Canada, Canadian startups, global technology companies, think tanks and workforce development experts. This highlight's Bow Valley College's and Alberta's leadership position in developing innovative approaches to solve workforce challenges.

# QUALITY

△ In Progress | ▲ On Track

| Goal (G) / Priority Initiative (PI)  | Status | Progress Made in Last 12 Months  |
|--|--------|--|
| <b>G1:</b> Bow Valley College is ranked in the Top 20 of Canada's Top 50 Research Colleges.                | △      | Developed a comprehensive 5-year plan to advance research at Bow Valley College. Year one goal established to generate \$500,000; four new partnerships; and engage 300 students and 20 faculty in research.                         |
| <b>PI1.1:</b> Define Bow Valley College major strategic research foci and build applied research capacity. | ▲      | Research priorities established to focus on two main pillars: Social Innovation and Educational Technology.  |
| <b>PI1.2:</b> Embed industry, employer, and community supported applied research projects in curriculum.   | ▲      | Piloted a project with a private company, engaging approximately 230 students, to adopt a work-integrated learning platform that facilitates students' participation in work-integrated learning opportunities and applied research. |
| <b>PI1.3:</b> Raise \$5.0 M in research income   | △      | Grants received: \$2.0M.   |

## Expected Outcomes (EO) / Performance Measures (PM)

**EO1:** Practical problems relevant to organizations and employers are solved via collaborative research projects involving students, faculty members and partner organizations and employers.

- **PM1:** Number of research partnerships: 8 new partnerships, doubling the College's stated goal. 230 students have been engaged, with eight faculty actively participating in applied research.
- **PM1.3:** Meets research funding targets: received \$2.0 million in grants, significantly beyond the College's year one goal of \$500,000. On-track to raise \$5.0 million.

# QUALITY

△ In Progress | ▲ On Track

| Goal (G) / Priority Initiative (PI)  | Status | Progress Made in Last 12 Months   |
|--|--------|---|
| <b>G2:</b> Students in our career-focused schools have access to work integrated learning opportunities (co-op, applied research, work placement, internship, and entrepreneurship opportunities) prior to graduation. | △      | <p>Established the academic and research priority that all post-secondary program students will complete a work integrated learning (WIL) experience before graduation. This includes development of a WIL strategy, redeveloping curriculum and program structures, and identifying career education supports and models of delivery. As part of this work:</p> <ul style="list-style-type: none"> <li>▪ A preliminary WIL report and associated recommendations was completed and approved.</li> <li>▪ A WIL steering committee was established with cross-College representation.</li> <li>▪ Functions supporting career education and WIL were identified to be centralized.</li> </ul> |
| <b>PI1.1:</b> As part of a program review, current programs must include a work integrated opportunity.  | ▲      | Work integrated learning progress and inclusion in programs are part of the new annual and 5-year comprehensive program review cycle.   |
| <b>PI1.2:</b> All new programs will incorporate a work-integrated learning component.  | ▲      | Bow Valley College is redeveloping curriculum and program structures with additional work integrated learning opportunities, including electives and capstones.   |
| <b>PI1.3:</b> Develop a business plan for a centralized career services unit.  | ▲      | Functions supporting career education and work integrated learning were identified to be centralized. Career Services at Bow Valley College provided direct service to over 800 students and alumni, hosted nearly 50 workshops with over 900 student participants, hosted 4 employer sessions with approximately 50 participants, and hosted a recruitment fair with 600 student participants and 37 exhibitors.   |

## Expected Outcomes (EO) / Performance Measures (PM)

- EO2:** Students have opportunities to seek out applied experiences and expand industry network, including entrepreneurship.
- **PM2:** Increased career programs with work-integrated learning opportunities.
  - **PM2.3:** Business plan is developed in consultation with key stakeholders, with the proposal accepted by College leadership.

| Performance Metric  | Target        | Actual | Status |
|---|---------------|--------|--------|
| Percentage of graduates satisfied with Bow Valley College learning and services across career programs <sup>1</sup> . | 85% or better | 95%    | ▲      |
| Percentage of graduates employed across career programs <sup>2</sup> .  | At least 80%  | 86%    | ▲      |

**Notes:**

- 1 Cumulative Satisfaction Rate Across all Metrics
- 2 Career programs include the Chiu School of Business, School of Technology, School of Community Studies, and School of Health and Wellness.

# QUALITY

△ In Progress | ▲ On Track

| Goal (G) / Priority Initiative (PI)  | Status | Progress Made in Last 12 Months   |
|--|--------|---|
| <p><b>G3:</b> Implement Pivot-Ed initiative: Bow Valley College has reimagined continuing learning and is a leader in assessing competencies and providing micro-credentials for in-demand skills.</p> | ▲      | <p>As part of its Pivot-Ed initiative, Bow Valley College has demonstrated national leadership in the development of micro-credentials. Bow Valley College hosted the first and second Pan-Canadian Micro-Credential Standards Committee meetings with membership from post-secondary institutions across Canada.</p>   |
| <p><b>PI3.1:</b> Develop a micro-credential strategy</p>   | ▲      | <p>Bow Valley College is taking a national and international leadership role to develop standards for micro-credentials, including convening, and leading, the Pan-Canadian Micro-Credentials Steering Committee; and having membership on the inaugural Board of Directors of the International Council on Badges and Credentials.</p>   |
| <p><b>PI3.2:</b> Integration of Artificial Intelligence (AI) in non-credit courses.</p>  | ▲      | <p>Bow Valley College delivered Client Problem Solving for the Financial Sector, its first Pivot-Ed micro-credential. This innovative course utilized scalable artificial intelligence technology to assess and provide feedback to learners. 550 micro-credentials were issue as of May, 2020. Following a competency-based education framework, Bow Valley College also developed a new business intelligence micro-credential incorporating artificial intelligence for student assessment. The same process will be followed for a predictive analytics micro-credential.</p> |
| <p><b>PI3.3:</b> Implementation of IBM Skills Academy</p>  | ▲      | <p>Bow Valley College continued its implementation of the IBM Skills Academy, an academic professional technical certification program to prepare students for careers in the information technology industry and build local capability consistent with international standards. In 2019-2020, the enrolment for IBM Skills Academy and prerequisite courses at Bow Valley College was 194.</p>  |
| <p><b>PI3.4:</b> Adopt non-credit prospective student management system in new Student Information System.</p>   | ▲      | <p>Implementation of Microsoft Dynamics customer relationship management system to ensure Bow Valley College's relationships with prospective, non-credit learners is documented, nurtured, and managed.</p>  |
| <p><b>PI3.5:</b> Offer short-term training under the Information and Communication Technology Integrated Training Project funded by Alberta Labour.</p>  | ▲      | <p>Bow Valley College trained over 50 unemployed or under employed Albertans in the Tech Skills to Employment Program funded by the Alberta Ministry of Labour and Immigration. The no-cost program for participants included 16 weeks of technical training and ten weeks of work placement.</p>   |
| <p><b>PI3.6:</b> Identify and apply for funding.</p>   | ▲      | <p>Bow Valley College was awarded \$1.52 million by the Government of Canada's Future Skills Centre to help Canadians secure employment by demonstrating their competencies to prospective employers. This significant investment in the College's Bridging the Gap initiative will be used to develop both scalable artificial intelligence assessments and a technology platform to support reskilling and upskilling.</p>  |

CONTINUED ON PAGE 39 ►

## Expected Outcomes (EO) / Performance Measures (PM)

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**EO3:** New competency-based approach to continuing learning that includes micro-credentialing that is recognized by industry as an official record of skills and knowledge: Pivot-Ed is currently creating a library of artificial intelligence assessments for 14 in-demand jobs across the country. These assessments will be created using the competency-based education framework. Further, industry will be actively engaged in all steps of the process, including articulating the skills gap and validating the competencies to be assessed. Individuals successfully demonstrating all the competencies through the assessment will be awarded a Bow Valley College micro-credential. It is expected that industry will recognize this as an official record because it aligns with their hiring needs and skills requirements.

- **PM3:** Implement first phase – pilots in field: Pivot-Ed's first field pilots will happen under the Future Skills umbrella. This will include launching assessments related to cloud computing and data analytics and a technology platform (known as the Flexible Learning Platform) that serves as an online marketplace for job seekers / assessment takers and employers. Planning is well underway and implementation in the field is scheduled to begin in January 2021. By June 2022, 2,500 individuals are targeted to take the 14 assessments through the Flexible Learning Platform.

**EO3:** AI-based platform for scalable instruction and assessment. Bow Valley College was awarded \$1.52 million by the Government of Canada's Future Skills Centre to help Canadians secure employment by demonstrating their competencies to prospective employers. This significant investment will be used to develop both scalable artificial intelligence assessments and a technology platform to support reskilling and upskilling.

**EO3.6:** Pivot-Ed business plan is developed: Pivot-Ed has developed a business plan that will allow it to go to market and acquire new individual and corporate clients. Created with the assistance of an external consultant, the plan focuses on Pivot-Ed's value proposition, competitive strengths, and operating models. This will help Pivot-Ed engage in outreach and business development activities, articulate how it can add value to various client groups, and design and deliver artificial intelligence assessments and micro-credentials.

- **PM3.6:** As noted, Pivot-Ed's Business plan is developed.

# QUALITY

△ In Progress | ▲ On Track

| Goal (G) / Priority Initiative (PI)  | Status | Progress Made in Last 12 Months  |
|--|--------|--|
| <p><b>G4:</b> Bow Valley College academic programs adhere to multi-layered and comprehensive program quality assurance practices.</p>                                | ▲      | <p>Bow Valley College is working to continually ensure sustainability, high-quality standards, and recognition of its academic credentials by supporting a culture of quality and excellence.</p>  |
| <p><b>PI4.1:</b> Develop a comprehensive Program Quality Assurance Framework that encompasses program evaluation, curriculum review, and program costing models.</p> | ▲      | <p>Developed a Program Quality Assurance Framework to govern performance and quality in curriculum development, annual program review and comprehensive program quality review.</p>  |
| <p><b>PI4.2:</b> Undertake process improvement through Lean initiatives.</p>   | ▲      | <p>Additional process improvement projects continued to be launched in the Chiu School of Business, process improvement support was provided to an academic restructure that occurred in July 2019 and to the implementation of a faculty development process. Further, the Academic Department formed the Research Grants Committee (RGC). The RGC is responsible for reviewing and approving applications for research funds, including in the College's general research fund and other funds the Vice President Academic may provide.</p>  |
| <p><b>PI4.3:</b> Explore solutions to manage and provide governance over our curriculum development, review, and management processes.</p>                           | ▲      | <p>Continuing to foster a culture of quality and excellence, Bow Valley College initiated implementation of the Quali curriculum management system. This new system will support governance in program and course management as well as acting as a formal, central store of program information, Provider and Program Registry System proposals, and course information. Further, following a 5-year program review cycle, comprehensive program quality reviews were completed for: Addictions Studies Certificate and Diploma, Disability Studies Certificate and Diploma, and Early Childhood Education and Development Certificate and Diploma.</p> |

## Expected Outcomes (EO) / Performance Measures (PM)

**EO4:** Bow Valley College academic credentials are recognized, amongst other Canadian and international institutions, as being high quality and sustainable.

- **PM4:** Our programs meet or exceed provincial and national accreditation standards. Examples of some programs with accreditation, recognition and/or transferability include: numerous majors in our Business Administration program (Accounting, Financial Services, Human Resources, Insurance and Risk Management, and Supply Chain Management), our Health Care Aide Certificate, and our Kitchen and Bath Design Post-Diploma Certificate. Further, we received full accreditation for Practical Nurse, Pharmacy Technician and Social Work; as well our Health Care Aide received provincial recognition to offer a new 8-month certificate program.
- **PM4.1:** Developed and implemented a Program Quality Assurance Framework.

# QUALITY

△ In Progress | ▲ On Track

| Goal (G) / Priority Initiative (PI)   | Status   | Progress Made in Last 12 Months   |
|---|----------|---|
| <p><b>G5:</b> Bow Valley College’s brand is revitalized in support of Open Doors-Open Minds.</p>  | <p>▲</p> | <p>Bow Valley College’s Open Doors–Open Minds strategic plan includes a priority to revitalize the College’s brand to best reflect the historic and current scope of the College’s impact and value, as well as addressing the new strategic initiatives being undertaken to position the College for the future.</p> |
| <p><b>PI5.1:</b> Complete brand audit process, present findings to relevant stakeholders within the College, and establish process for maintaining brand consistency in the future.</p> | <p>▲</p> | <p>Completed an internal brand audit, to assess the current state of branding, and a comprehensive brand research study. Work includes a completed stakeholder validation on strategy, audience research on strategy, and brand revitalization strategy. Visual identity concepts explored.</p>                       |
| <p><b>PI5.2:</b> Develop comprehensive policy and procedure framework to move to centralized brand management. Engage external supports to build revitalized brand.</p>                 | <p>▲</p> | <p>Phase 2 of policy and procedures work was completed.</p>   |

### Expected Outcomes (EO) / Performance Measures (PM)

- EO5:** An effective brand is consistently utilized, and firmly embedded, in Bow Valley College: brand refresh work is currently underway.
- **PM5:** Bow Valley College’s brand is revitalized, aligned with Open Doors-Open Minds: brand refresh work is currently underway and close to completion.

# MENTAL HEALTH WELLNESS AND SEXUAL VIOLENCE PREVENTION

△ In Progress | ▲ On Track

| Goal (G) / Priority Initiative (PI)  | Status   | Progress Made in Last 12 Months  |
|--|----------|--|
| <p><b>G1:</b> Promote sexual violence awareness as part of building a safe campus environment.</p> | <p>▲</p> | <p>Bow Valley College continues undertaking initiatives to promote sexual violence awareness. This included education and awareness activities, training how to respond to disclosures of sexual violence, and supporting student voice and involvement in building a safe campus environment.</p>   |
| <p><b>P1.1:</b> Enhance programs and initiatives to promote sexual violence awareness.</p>         | <p>▲</p> | <p>Initiatives included the creation and launch of online training for employees and students on sexual violence prevention; artificial intelligence components and scenarios were incorporated. Additionally, a Sexual Violence Awareness Student Committee was developed for students to provide input on initiatives and events. Improvements were also undertaken to Bow Valley College’s website to increase accessibility of information and resources for students and to raise awareness within the College community.</p> |

## Expected Outcomes (EO) / Performance Measures (PM)

- EO1:** People who have experienced sexual violence are believed and supported
- EO1:** Established processes of investigation that protect rights of affected parties.
- EO1:** Those who commit acts of sexual violence are given due process and held accountable
- **PM1:** Eighty per cent of students and employees who participate in sexual violence awareness initiatives report that they better understand sexual violence, and are aware of the process and supports available at Bow Valley College: Survey results from the College’s online Sexual Violence courses indicate that both students and employees who participate in sexual violence awareness training report that they better understand sexual violence and know how to find help at Bow Valley College.

# MENTAL HEALTH WELLNESS AND SEXUAL VIOLENCE PREVENTION

△ In Progress | ▲ On Track

| Goal (G) / Priority Initiative (PI)   | Status | Progress Made in Last 12 Months   |
|---|--------|---|
| <p><b>G2:</b> Promote overall mental well-being at Bow Valley College.</p>  | ▲      | <p>Bow Valley College promotes mental well-being via increasing awareness of information and resources, student involvement in planning and activities undertaken, increasing capacity on campus to support mental well-being, and offering numerous services online.</p>   |
| <p><b>P2.1:</b> Guided by Healthy Institution Valuing Engagement (HIVE), our mental health strategy, enhance programs and initiatives designed to promote mental health and wellness.</p> | ▲      | <p>To support student mental health and wellbeing, Bow Valley College invited student-led planning and implementation for initiatives, including creation of a highly engaged group of Student Wellness Mentors, who created and implemented a semester long plan for peer support and outreach activities. Bow Valley College is also actively participating in the Post-Secondary Mental Health Coordinating Committee, supporting short and long term strategies in the areas of clinical mental health services coordination, non-clinical mental health services coordination and facilitating transitions for students between K-12, post-secondary, community-based, and primary care systems. The College also provides numerous online supports for individuals in need, including students having access to supportive listeners 24/7; students, faculty and staff having access to Student Health 101 (an online resource on mental health related topics); and online mental health screening for students. Bow Valley College also provides Employee Assistance Plan provision for employees, sessions for employees on resiliency and mental health strategies, and availability of the Headversity app to assist individuals in their personal coping during Covid-19.</p> |

## Expected Outcomes (EO) / Performance Measures (PM)

- EO2:** The College is equipped to address underlying factors that foster mental well-being.
- EO2:** Increased awareness and access to support and referral network to support students facing urgent challenges, un-met needs, and personal crisis.
  - **PM12.1:** Successful implementation of our HIVE Strategy by 2022. Recommendations are implemented and enhanced.

# FINANCIAL AND BUDGET INFORMATION

Bow Valley College (the College) has prepared the following Management Discussion and Analysis (MD&A), which should be read in conjunction with the 2019-2020 audited Financial Statements and accompanying Notes included in the Annual Report. The MD&A and Financial Statements have been reviewed and approved by the Board of Governors of Bow Valley College (the Board) on the recommendation of the Audit and Risk Management Council (the Council). The College's financial statements have been prepared in accordance with Canadian Public Sector Accounting Standards (PSAS).

# 1.0 OVERVIEW

**This MD&A is an overview of the College's financial results for the year ending June 30, 2020 and offers analysis of the following:**

- Operating Environment,
- 2020 Budget and Prior Year Comparatives,
- Full Load Equivalent (FLE) Performance,
- Financial Results,
- Revenue Composition,
- Expense by Object Composition,
- Expense by Function Composition,
- Summary of Financial Position,
- Net Assets,
- Areas of Significant Financial Risk.

# 2.0 OPERATING ENVIRONMENT

As a comprehensive community college, the College's work is guided by our strategic plan, Open Doors-Open Minds. Open Doors-Open Minds drives employment success, shapes the future of college education, and enables community and social success. Our plan provides the necessary guidance for the College to proactively address the changing realities of post-secondary education, the evolving Alberta economy, and the changing needs of Albertans.

On March 17, 2020, the Government of Alberta declared a state of public health emergency in response to the COVID-19 global pandemic (COVID-19). To ensure the safety and health of the College's students, faculty and staff, and members of the community, the College temporarily moved to a remote delivery model for classes and cancelled or postponed in-person events on campus. COVID-19 has had significant impacts on the lives of many individuals across our city, province, and around the globe. The College will work collaboratively with the Ministry of Advanced Education to help the Government restore the Alberta economy through its mandate of producing job-ready graduates.

# 3.0

## 2019-2020 BUDGET AND PRIOR YEAR COMPARATIVES

**The Board approved a 2019-2020 break-even budget with revenues of \$130.3 million equaling expenses. This budget was based on the following assumptions:**

- Government of Alberta Grants revenue would remain unchanged from the previous fiscal year.
- Student tuition and fees revenue would grow over the prior year by 11.0% driven by increases in enrolment.
- Salaries and benefits expenditure would increase in the year by 10.8% as the College grew its staff complement in pursuit of strategic initiatives.
- Material, supplies and services expenditures would increase as the College enhanced its student information system and implemented branding activities.
- There would be no extraordinary events obstructing service delivery during the 2019-2020 fiscal year.

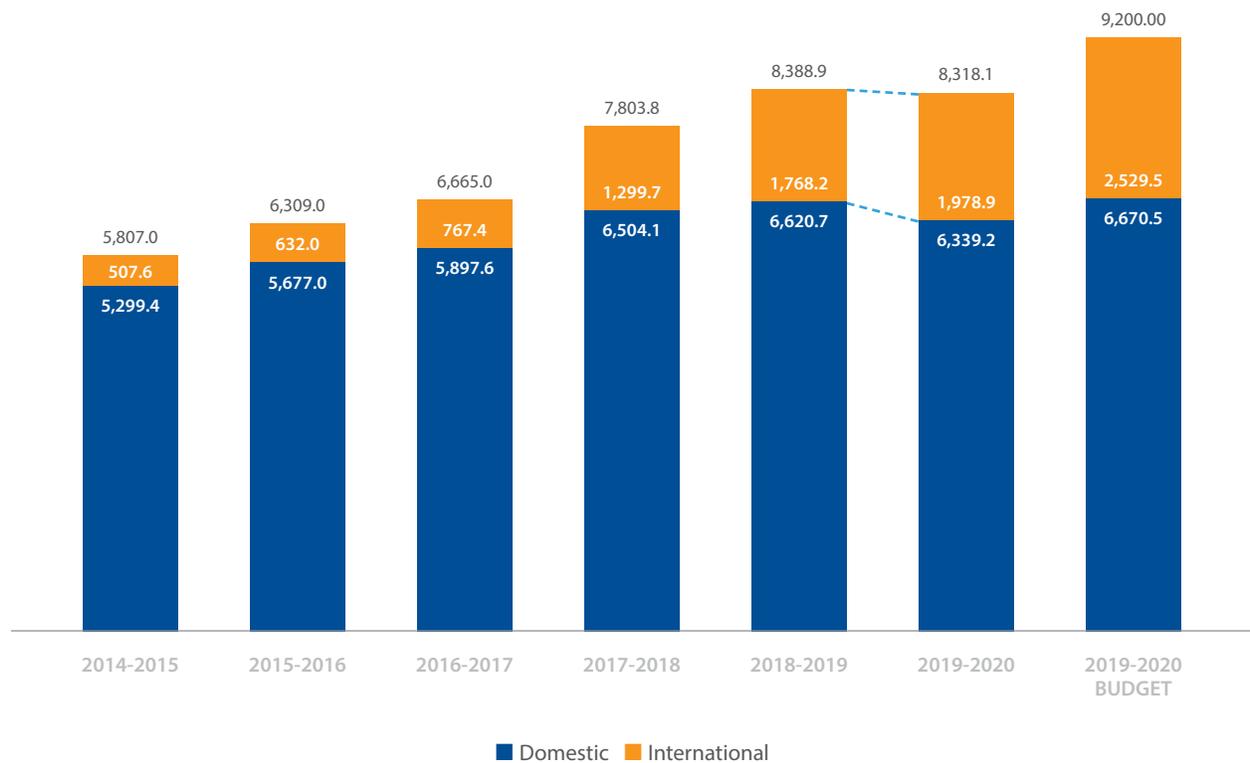
In October 2019, the Government of Alberta implemented changes to the College's funding model which reduced the College's Government of Alberta grant revenue (see 5.2 Revenue Composition). In March 2020, COVID-19 further impacted the College's operations; the College's deferred revenue decreased in the final quarter of the year as international mobility was restricted and there was a downturn in advance tuition payments from prospective overseas learners.

The budget developed for 2019-2020 quickly became redundant as the College adapted its operations in response to the challenges presented by the above. Accordingly, the majority of the narrative on the College's financial results will therefore use the prior year comparatives as a basis for explanation.

## 4.0

# FULL LOAD EQUIVALENT PERFORMANCE

As a learner-focused institution, the College has a well-established history of increasing its student population as measured by Full Load Equivalent (FLE's). An increasing learner base is an indication of the College fulfilling its mandate and a key driver of healthy financial performance. Below is a graph charting the year-over-year growth in the College's FLEs since 2014-2015.



## 4.0

# FULL LOAD EQUIVALENT PERFORMANCE

In 2019-2020, the College's overall FLE base was 8,318.1, a decrease of 70.7 from the prior year. Domestic learner FLE's were down by 281.5, and this was partly offset by a 210.7 increase in international FLE's (see following page).

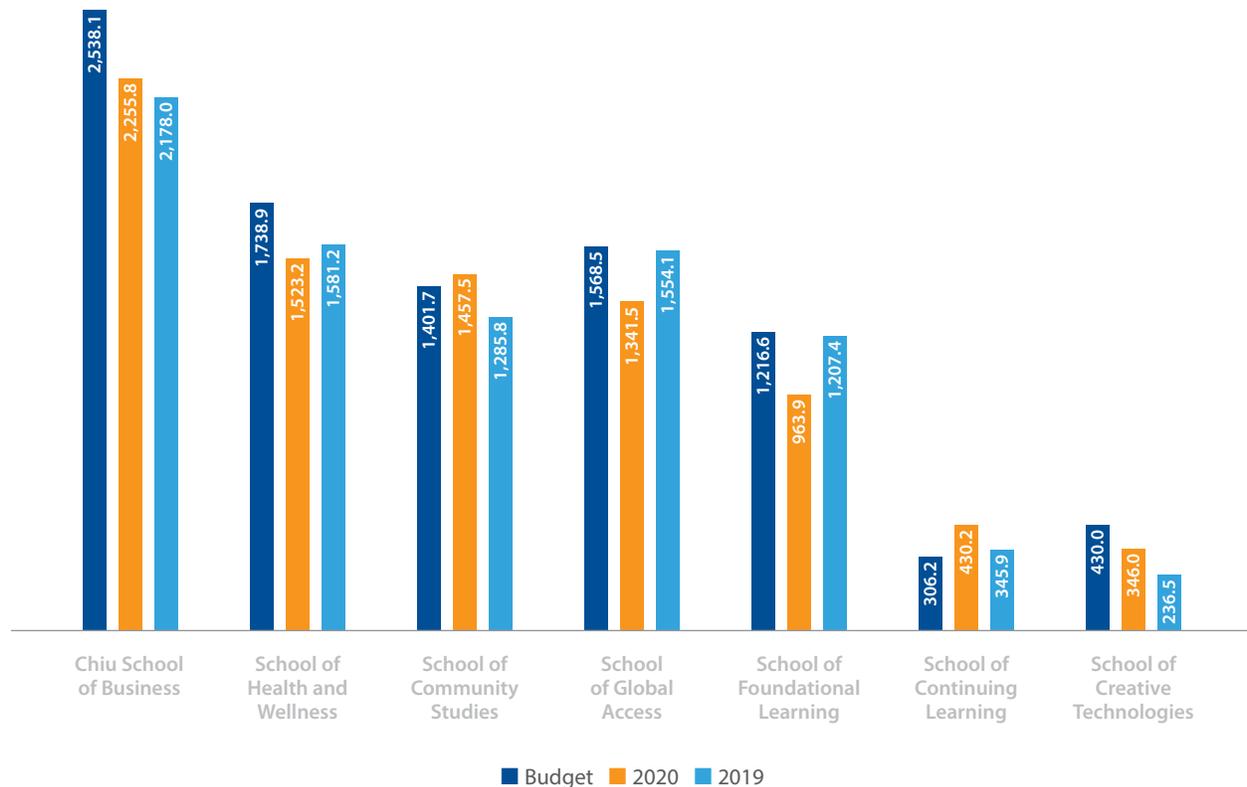
International learners are not covered by Government of Alberta funding; tuition levied on international learners are set at levels which ensures the College recovers the full costs of their education (approximately three times the domestic rate). The increase in international learners was the main reason the College experienced approximately \$2.0 million year-over-year growth in its tuition and fee revenue. International learners resident in Calgary at the time of the COVID-19 lock-down elected to return to school during the College's Spring /Summer session. With international mobility restrictions continuing into the future, the College believes this spike in tuition revenue will subside the longer COVID-19 disruptions continue.

# 4.0 FULL LOAD EQUIVALENT PERFORMANCE

## The Domestic FLE decrease was primarily attributable to

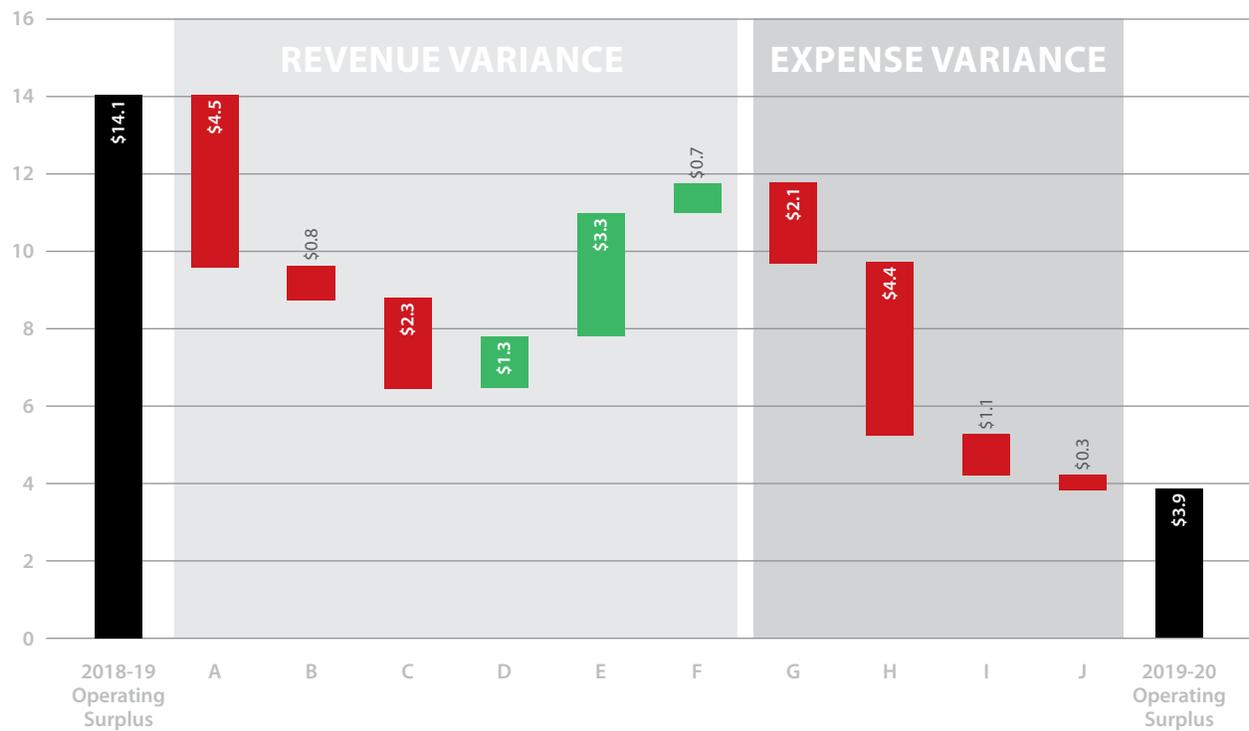
1. A provincial funding cut to the Foundational Learning Grant, thereby reducing annual enrolment in the School of Foundational Learning, and
2. The School of Global Access had lower than budgeted enrolment because of federal funding cutbacks and reduced demand for English Language Learning classes.

Below is a comparison of FLE's by school for the 2019-2020.



# 5.0 FINANCIAL RESULTS

For the year ended June 30, 2020, the College generated revenues of \$125.1 million, incurred expenses of \$121.2 million and delivered an operating surplus of \$3.9 million (2019 – \$14.1 million). The key drivers to this \$10.2 million decrease in annual operating surplus are outlined as follows:



# 5.1

## REVENUE VARIANCE

**Total College revenues decreased by \$2.3 million when compared to the prior year, and were driven by:**

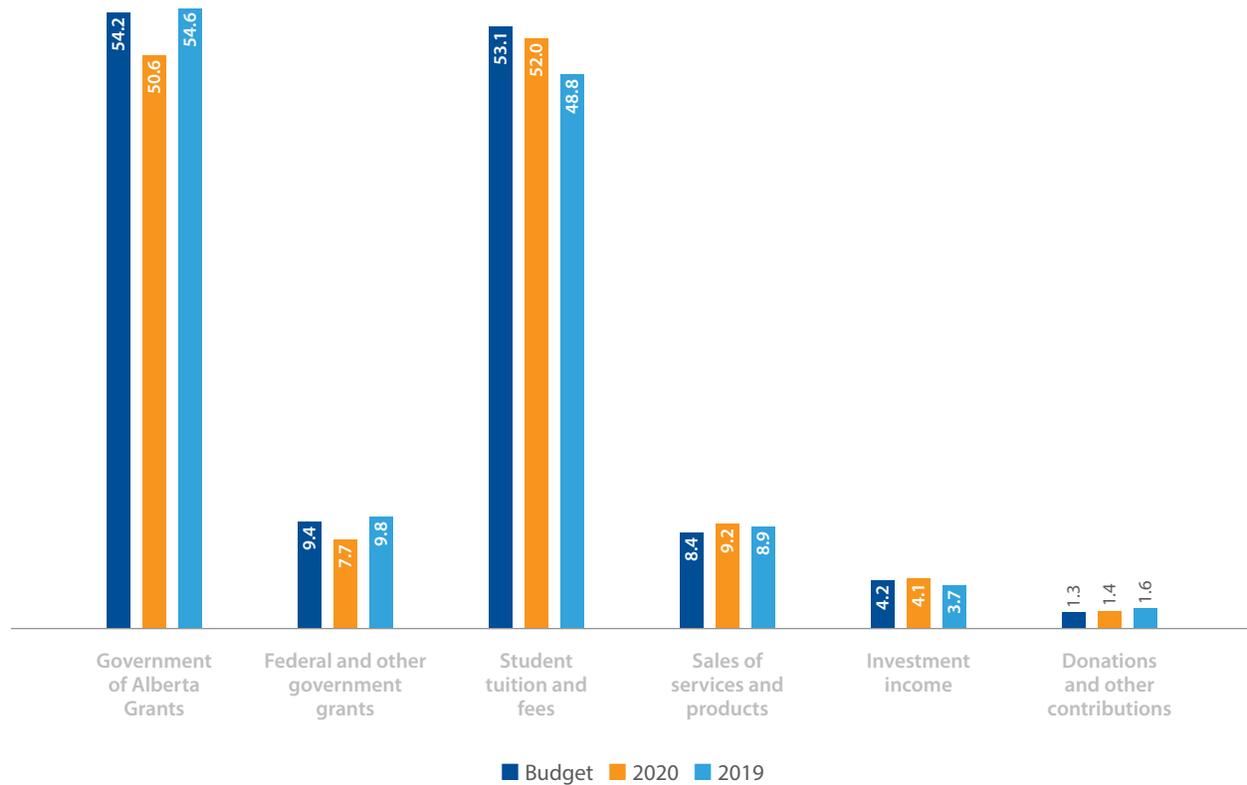
- A. Government of Alberta grant revenue decreased by \$4.5 million (10.0%) from the prior year, reflecting cuts to the Campus Alberta Grant following recommendations from the Blue Ribbon Panel on Alberta's Finances (MacKinnon Report).
- B. Conditional Government of Alberta grants decreased by \$0.8 million as grants supporting inmate education learning programs were not renewed.
- C. Federal and other government grants decreased by \$2.3 million due to a reduction in the Language Instruction for Newcomers to Canada program (LINC) reflecting decreased demand for the program.

**This decrease in revenue was partly offset by year-over-year growth in the following revenue categories:**

- D. Government of Alberta Infrastructure and Maintenance grant revenue increased to \$1.4 million (2019 – \$0.1 million) to fund maintenance and repair expenditures to certain College facilities.
- E. Despite domestic tuition rates being frozen at 2014-2015 levels during the year, the College experienced a net increase in tuition and fee revenue of \$3.3 million, predominantly driven by:
  - i. An increase in enrolment focused in the School of Community Studies and the School of Creative Technologies which resulted in incremental revenue of \$1.5 million.
  - ii. An 11.9% increase in the total number of international learners causing an increase in the International Tuition Differential revenue of \$2.5 million.
  - iii. The above was partially offset by the impact of the lower FLE count decreasing tuition and fee revenue by approximately \$0.7 million.
- F. Other revenue – which includes investment income, sale of services and products revenue and donation revenue was slightly higher than the prior year by \$0.7 million; key factors contributing to these results were as follows:
  - i. Realized investment income was higher than the prior year as some rebalancing of the College's portfolio investments — not restricted for endowments — realized \$0.5 million in incremental capital gains.
  - ii. Sale of product and services revenue was higher than the prior year by \$0.3 million. Contract revenue from the Alberta Ministry of Labour was higher than the prior year by \$0.5 million. This helped to offset decreases in ancillary revenue from parking, food services and bookstore initiatives of \$0.2 million.
  - iii. Donation revenue was lower by \$0.1 million as fundraising efforts were impacted by the deteriorating economic climate.

## 5.2 REVENUE COMPOSITION

Student tuition and fee revenue partially offset the reductions in Government of Alberta grants that occurred during the year, and the relative significance of these revenues as a percentage of total revenues is broken down as follows:



## 5.3

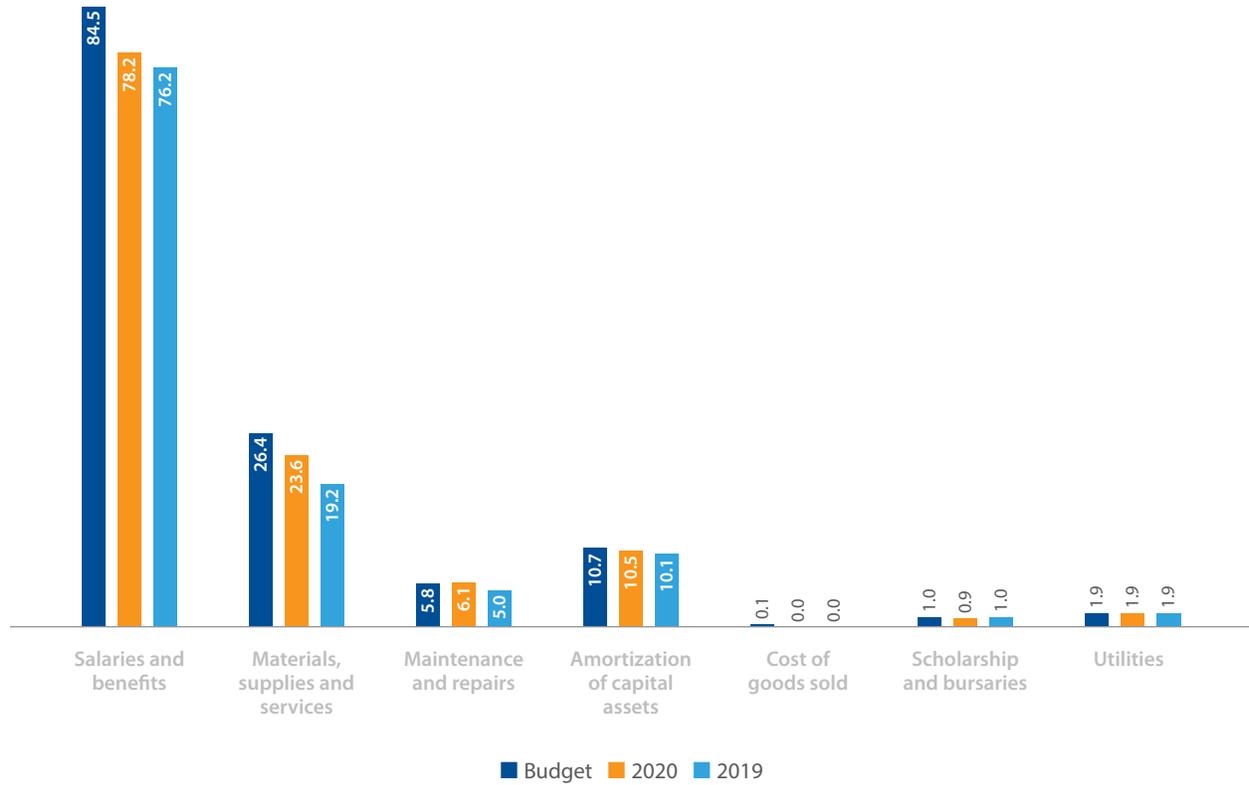
# EXPENSE VARIANCE

**Overall College expenses increased on a year-over-year basis by \$7.9 million and was primarily driven by:**

- G.** Salaries and benefits expense increased by \$2.1 million. During the year, the College initially expanded its staff complement in pursuit of its growth targets; but towards the end of the year the College's focus shifted to addressing the reduction in government grants, non-renewed learning contracts and COVID-19 related restraints, as well as providing for sustainable operations into 2020-2021. As a result, the following key factors contributed to the increase:
  - i.** The College incurred severance costs associated with the restructuring of \$2.3 million.
  - ii.** The College's benefit costs including vacation pay and benefits associated with severances were higher than the prior year by \$0.7 million.
  - iii.** The above increases were partially offset by decreased overall salaries expenditures of \$0.9 million compared to the prior year as the College reduced its casual employee cost.
- H.** Material, supplies and services expenditures increased over the prior year by \$4.4 million. The bulk of this expenditure group is comprised of professional fees, non-capital computer expenses, educational and consulting contracts, marketing and advertising, and insurance premiums.
  - Preparatory work on a cloud-based Student Information System (\$1.0 million),
  - Brand revitalization (\$0.8 million),
  - Website and marketing expenditures (\$0.8 million),
  - Implementation of an upgraded budget tool (\$0.6 million),
  - Increased software maintenance expenditures (\$0.6 million),
  - Increased technology staffing services (\$0.4 million),
  - Preparatory work on a curriculum management system (\$0.2 million).
- I.** Maintenance and Repairs increased by \$1.1 million compared with the prior year. The College utilized Infrastructure and Maintenance Program funding (discussed earlier in this MD&A) to complete facility overhauls (\$1.4 million) that included developing classrooms (\$0.8 million), installing surface mounted clocks (\$0.2 million), upgrading security card access systems (\$0.2 million) as well as other miscellaneous initiatives (\$0.2 million).
- J.** Amortization expense increased by just over \$0.3 million due to incremental capital expenditures.

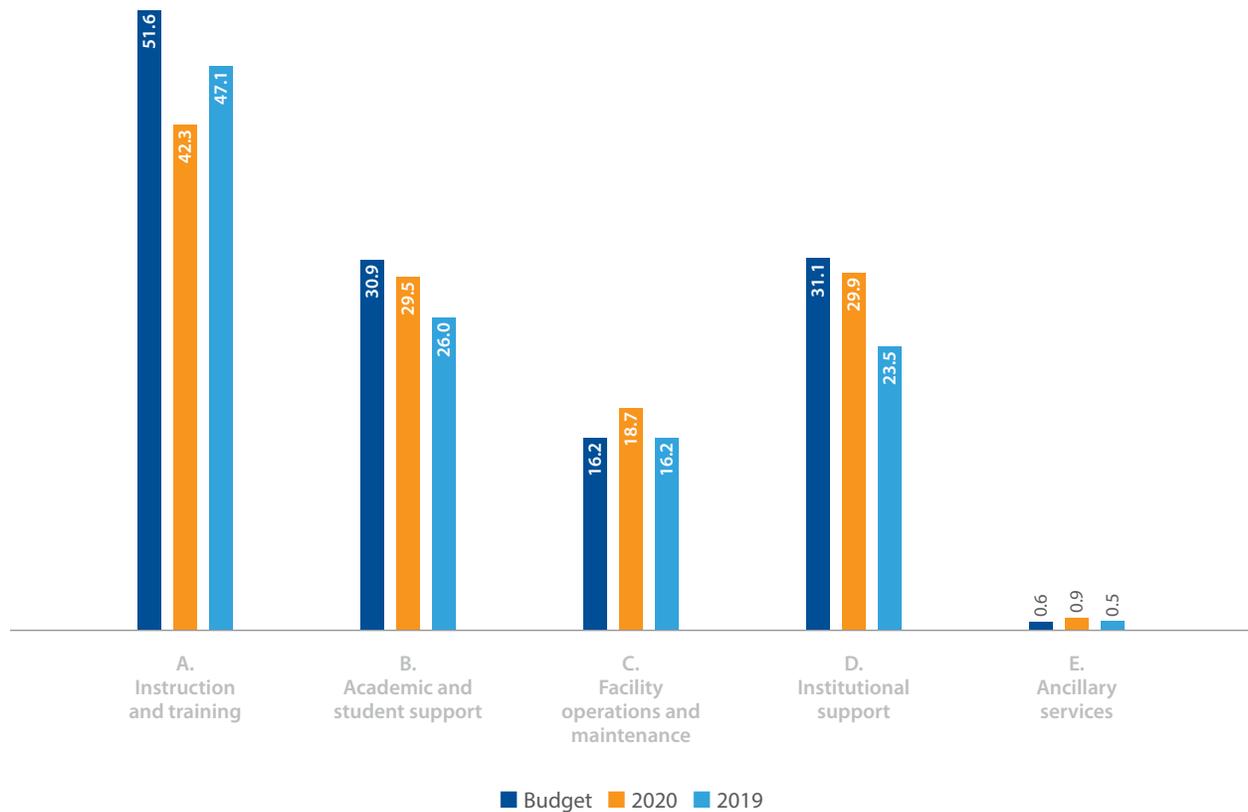
## 5.4 EXPENSE BY OBJECT COMPOSITION

Annual College expenses of \$121.2 million increased 7.0% over the prior year (2019 – \$113.3 million), though came in under budgeted expectations by 7.0%, broken down as follows:



## 5.5 EXPENSE BY FUNCTION COMPOSITION

The College also categorizes its expenditures by function, which groups expenditures in the following categories: Instruction and training, Academic and student support, Facility and operation maintenance, Institutional support, and Ancillary services. Expenditure amounts for each function are broken down as follows:



## 5.5

# EXPENSE BY FUNCTION COMPOSITION

- A.** Instruction and training costs (\$42.3 million) represent the majority of College expenses (2019 – \$47.1 million). During the year, this functional category decrease by \$4.8 million, primarily driven by:
- i.** During 2019-2020, the College established twelve Associate Dean positions and promoted mostly faculty employees into this administration role; \$0.9 million was reduced from Instruction and training and applied to Academic and student support. This initiative builds scalability and enhances the quality of service delivery at the College.
  - ii.** In the prior year, certain amounts were moved from Academic and student support to Instruction and training costs (\$3.2 million) for which no such adjustment was recorded in the current financial statements.
  - iii.** During 2019-2020, instruction and training costs were lower than the prior year by \$0.7 million in instructional materials, education and consulting contracts, professional development.
- B.** The growth of \$3.4 million in Academic and student services during the year to \$29.4 million (2019 – \$26.0 million) was due to the two reclassification initiatives discussed earlier in the MD&A – \$0.9 million with the establishment of Associate Dean positions and the suspension of \$3.2 million of indirect costs from Academic and student support to Instruction and training costs. Incremental expenditure decreased in Academic and student services by \$0.7 million across the following account groups of materials and supplies (\$0.2 million), travel (\$0.2 million), scholarships (\$0.1 million) and other miscellaneous expenditures (\$0.2 million).
- C.** Facilities operations and maintenance of \$18.7 million represents an increase of \$2.5 million (2019 – \$16.2 million). This increase in expenditure from the prior year was funded entirely by the Infrastructure Maintenance Program grant and represented an opportunity for the College to implement necessary maintenance while receiving government support.
- D.** Institutional support services of \$29.9 million (2019 – \$23.5 million) increased by \$6.4 million during the year as follows:
- professional fees (\$3.1 million),
  - salaries and benefits (\$1.5 million),
  - non-capital computer expenses (\$0.8 million),
  - marketing and advertising (\$0.6 million).
- The primary activities driving these costs were the student information system enhancement, the brand revitalization, increased software maintenance expenditures, increased technology staffing services, and the launch of the new budgeting tool.
- E.** Ancillary services grew by \$0.4 million over the prior year primarily driven by increased costs associated with repair and maintenance initiatives executed during the year.

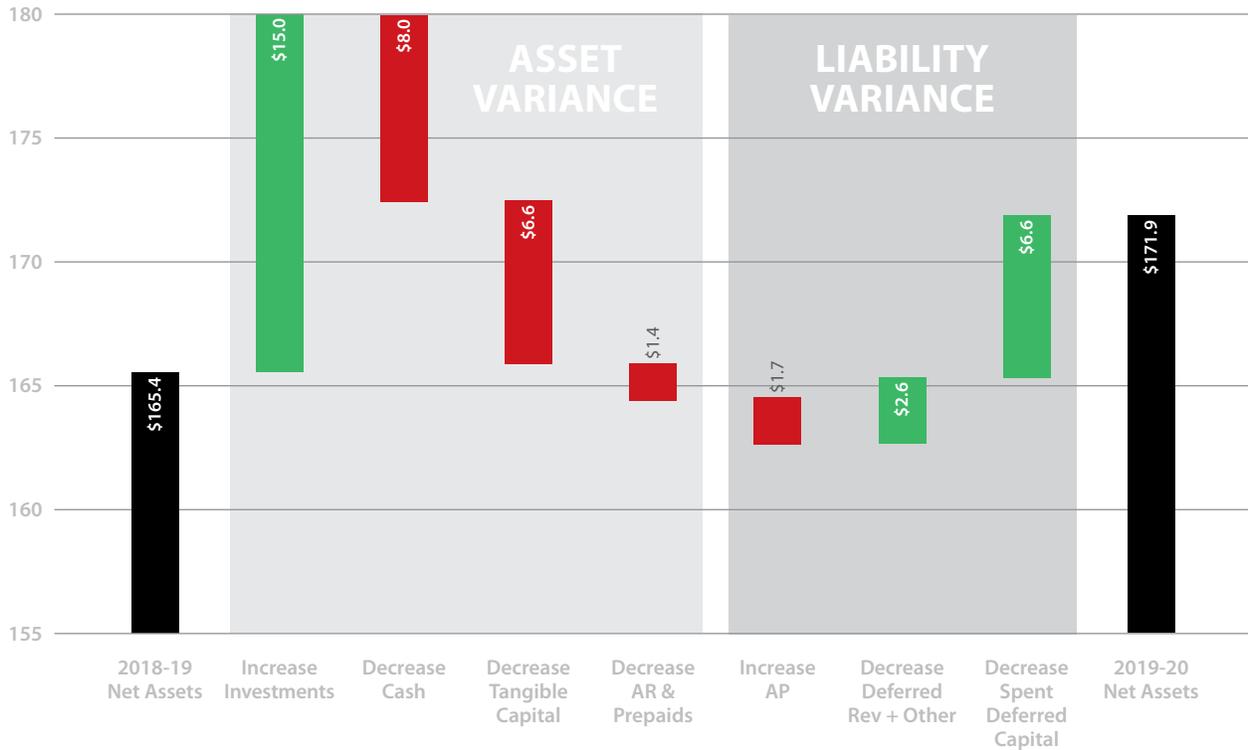
# 6.0 SUMMARY OF FINANCIAL POSITION

The College’s Net Asset balance is an important indicator of financial health for the institution.

Throughout the course of the year the College improved its total Net Asset position to \$171.9 million (2019 – \$165.4 million). This increase of \$6.5 million was driven by:

- The annual operating surplus of \$4.1 million,
- An increase in the market value of the College’s investments of \$2.4 million.

This increase in the New Asset position can also be explained in terms of movements in the College’s assets and liabilities; a summary of those movements is outlined below:



# 6.1

## ASSET VARIANCES

### Overall College investments increased by \$15.0 million:

- Portfolio investments – non endowments were up \$11.9 million over the prior year.
- Portfolio investments – restricted for endowments were up \$3.1 million over the prior year.

### This asset increase was achieved with the following:

- i. Investment purchases with cash (\$8.7 million),
- ii. Investment income (net of management fees) reinvested into investment acquisitions (\$3.9 million),
- iii. Increase in the market value of the investments as measured by the Accumulated Remeasurement Reserve (\$2.4 million).

### The College's Cash position was down \$8.0 million from the prior year due to the following:

- i. An increase in cash from annual operations adjusted to exclude non-cash items (\$6.9 million),
- ii. An increase in cash due to positive movements in working capital balances (\$0.9 million),
- iii. A reduction in cash funding capital expenditures (\$3.9 million),
- iv. A reduction in cash funding investment transactions (\$11.9 million).

Tangible capital assets were down \$6.6 million from the prior year reflecting amortization expense of \$10.6 million (2019 – \$10.1 million) exceeding capital additions of \$4.0 million (2019 – \$6.8 million).

Accounts Receivable of \$5.2 million was down slightly from the prior year (2019 – \$6.0 million); at year end, there was a reduction in balances receivable from the Government of Alberta (\$0.5 million) and there was an increase in the provision for doubtful accounts (\$0.3 million) due to increased aging of student accounts (\$0.2 million) and a disputed contract receivable (\$0.1 million).

Prepaid expenses of \$1.0 million were down over the prior year (2019 – \$1.6 million) due to a change in the frequency of payment processing.

## 6.2 LIABILITY VARIANCES

Accounts payable and accrued liabilities of \$11.9 million were up over the prior year (2019 – \$10.0 million). Pension liability balances (\$0.6 million), severance provisions (\$0.9 million) and payroll vacation accruals (\$0.1 million) accounted for this increase.

Deferred revenue of \$22.4 million was down over the prior year (2019 – \$24.9 million) by \$2.6 million. This decrease was primarily due to a drop in deferred student tuition fee revenue (\$2.3 million). The pandemic disrupted international mobility and the receipt of prepaid tuition from international learners.

Spent deferred capital contributions of \$209.4 million was down from the prior year (2019 – \$216.0 million) because of amortization of this liability.

# 7.0

## NET ASSETS

The Net Asset position of the College provides the basis for its future sustainability; the balance represents the value of investments already made by the College in tangible capital assets, endowments received from donors to support the College mandate, and the internally restricted funds available to the institution to support strategic initiatives, and is comprised of the following:

|  | Accumulated surplus from operations | Investment in tangible capital assets | Internally restricted reserves | Endowments | Total |
|--|-------------------------------------|---------------------------------------|--------------------------------|------------|-------|
| <b>Net assets, beginning of the year</b>                             | 7.4                                 | 57.5                                  | 90.9                           | 9.6        | 165.4 |
| <b>Annual surplus</b>  | 4.0                                 |                                       | 0.0                            |            | 4.0   |
| <b>Endowments</b>  |                                     |                                       |                                |            |       |
| New donations  | (0.1)                               |                                       |                                | 0.1        |       |
| Transfer to endowments   |                                     |                                       | (2.8)                          | 2.8        |       |
| <b>Tangible capital assets</b>                                       |                                     |                                       |                                |            |       |
| Internally funded acquisition of tangible capital assets             | (2.7)                               | 3.7                                   | (0.9)                          |            |       |
| Amortization of internally funded tangible capital assets            | 3.6                                 | (3.6)                                 |                                |            |       |
| Net change in investment in capital leased assets                    | (0.1)                               | 0.1                                   |                                |            |       |
| <b>Operating expenses funded from internally restricted reserves</b> | 5.0                                 |                                       | (5.0)                          |            |       |
| <b>Net Board appropriation to internally restricted reserves</b>     | (9.5)                               |                                       | 9.5                            |            |       |
| <b>Change in accumulated remeasurement gains</b>                     | 2.4                                 |                                       |                                |            | 2.4   |
| <b>Net assets, end of year</b>                                       | 10.0                                | 57.6                                  | 91.7                           | 12.5       | 171.9 |
|  | 5.8%                                | 33.5%                                 | 53.4%                          | 7.3%       | 100%  |
| <b>Net assets is comprised of:</b>                                   |                                     |                                       |                                |            |       |
| Accumulated surplus  | 0.2                                 | 57.6                                  | 91.7                           | 12.5       | 162.1 |
| Accumulated remeasurement gains                                      | 9.8                                 |                                       |                                |            | 9.8   |
| <b>Total</b>   | 10.0                                | 57.6                                  | 91.7                           | 12.5       | 171.9 |

## 7.1 NET ASSET COMPONENTS

The largest component (53.4%) of the College's Net Asset balance is internally restricted reserves which has a balance as of June 30, 2020 of \$91.7 million (2019 – \$90.9 million). These funds are formally restricted by the Board for spending on strategic initiatives in support of maintaining the College's infrastructure, funding special initiatives to support student learning, financing the College's on-going investments in technology, and supporting the College's fund development initiatives.

During the year, the Board approved \$9.5 million of transfers into internally restricted Net Assets for infrastructure and faculty initiatives. This transfer was partly offset by \$2.8 million transfer into Endowments, the \$5.0 million expenditures supporting strategic expenses and the \$0.9 million funding capital acquisitions.

33.5% of the College's Net Asset balance is investments in tangible capital assets having a balance at year-end of \$57.6 million (2019 – \$57.5 million). This balance represents funds previously spent on capital assets, and such funds are therefore not available to support future initiatives.

Endowments of \$12.5 million represent 7.3% of Net Assets (2019 – \$9.6 million). Endowments must typically be maintained in perpetuity and investment income earned on such funds are used exclusively to support specific donor supported initiatives.

The remaining balance (5.8%) represents Accumulated surplus from operations and has a balance of \$10.0 million (2019 – \$7.4 million). The majority of this balance (\$9.8 million) represents unrealized capital gains on portfolio investments — non endowments. This value fluctuates based on movements in financial markets. The remaining balance of \$0.2 million represents accumulated surplus unrestricted by the Board.

## 7.2 NET ASSETS FUNDING EXPENDITURES IN 2019-2020

During the year, the College accessed Net Assets to fund strategic initiatives. The following provides a summary of the Statement of Operations split between expenditures on strategic initiatives and ongoing business support:

|                                     | Ongoing Business |                | Strategic Initiatives |              | Total          |                |
|-------------------------------------|------------------|----------------|-----------------------|--------------|----------------|----------------|
|                                     | 2020             | 2019           | 2020                  | 2019         | 2020           | 2019           |
| <b>Expenses by object</b>           |                  |                |                       |              |                |                |
| Salaries and benefits               | \$77.6           | \$75.6         | \$0.6                 | \$0.6        | \$78.2         | \$76.2         |
| Materials, Supplies and Services    | \$19.2           | \$16.9         | \$4.4                 | \$2.3        | \$23.6         | \$19.2         |
| Maintenance and Repairs             | \$6.1            | \$5.0          |                       |              | \$6.1          | \$5.0          |
| Amortization of Capital Assets      | \$10.5           | \$10.0         |                       |              | \$10.5         | \$10.0         |
| Cost of Goods Sold                  |                  |                |                       |              |                |                |
| Scholarship and Bursaries           | \$0.9            | \$1.0          |                       |              | \$0.9          | \$1.0          |
| Utilities                           | \$1.9            | \$1.9          |                       |              | \$1.9          | \$1.9          |
| <b>Total</b>                        | <b>\$116.2</b>   | <b>\$110.4</b> | <b>\$5.0</b>          | <b>\$2.9</b> | <b>\$121.2</b> | <b>\$113.3</b> |
| <b>Expenses by function</b>         |                  |                |                       |              |                |                |
| Instruction and Training            | \$42.3           | \$47.1         |                       |              | \$42.3         | \$47.1         |
| Academic and Student Support        | \$28.6           | \$25.2         | \$0.8                 | \$0.8        | \$29.5         | \$26.0         |
| Facility Operations and Maintenance | \$18.3           | \$16.0         | \$0.4                 | \$0.1        | \$18.7         | \$16.1         |
| Institutional Support               | \$26.1           | \$21.6         | \$3.8                 | \$2.0        | \$29.9         | \$23.5         |
| Ancillary Services                  | \$0.9            | \$0.5          |                       |              | \$0.9          | \$0.5          |
| <b>Total</b>                        | <b>\$116.2</b>   | <b>\$110.4</b> | <b>\$5.0</b>          | <b>\$2.9</b> | <b>\$121.2</b> | <b>\$113.3</b> |

## 7.2

# NET ASSETS FUNDING EXPENDITURES IN 2019-2020

### **Key strategic initiatives expenditure funded from Net Assets include:**

- Student Information System project (\$1.8 million),
- Brand Revitalization (\$0.8 million),
- Budgeting Tool launch (\$0.6 million),
- Facilities Life Cycle expenditures (\$0.4 million),
- Pivot Ed project (\$0.4 million),
- Leadership development expenditures, CEO recruitment and other initiatives (\$0.4 million),
- myCampus (intranet) Rejuvenation project (\$0.2 million),
- Endowment Strategy Implementation (\$0.2 million),
- Institute for Social Entrepreneurship & Innovation (\$0.1 million),
- ATB Centre for Financial Empowerment (\$0.1 million).

## 8.0

# AREAS OF SIGNIFICANT FINANCIAL RISK

**The College operates in a complex environment and must deal with a variety of risks that it manages through its integrated enterprise risk management framework. The major risks that can affect the College from a financial perspective are as follows:**

## A. INTERNATIONAL LEARNERS

The College experienced a year-over-year increase in its international FLEs. However, it is anticipated that the restrictions to international mobility created by the COVID-19 pandemic will act as a headwind to new international learners arriving over the coming months. International learners drive over half of total College tuition and fee revenue, and decreased learner numbers will negatively impact revenue. The College continues to monitor this situation, has made provision for reduced international enrolment in its 2020-2021 budget and will take corrective actions to ensure financial stability is maintained.

## B. SALARIES AND BENEFITS

The College experienced a year-over-year increase in its international FLEs. However, it is anticipated that the restrictions to international mobility created by the COVID-19 pandemic will act as a headwind to new international learners arriving over the coming months. International learners drive over half of total College tuition and fee revenue, and decreased learner numbers will negatively impact revenue. The College continues to monitor this situation, has made provision for reduced international enrolment in its 2020-2021 budget and will take corrective actions to ensure financial stability is maintained.

## C. PROVINCIAL FUNDING

The Campus Alberta grant was reduced in the current year by approximately 10%. This reduction significantly impacted the College's overall revenue. As the College is a people-driven organization with 64.5% of total expenditure in salaries and benefits, additional funding reductions will likely require the College to reassess its staffing complement and delivery capacity.

The College has an established track record as a prudent fiscal steward. The College will continue to work collaboratively with the Ministry of Advanced Education to ensure its mandate is met while ensuring budgets remain balanced.

## 8.0

# AREAS OF SIGNIFICANT FINANCIAL RISK

## D. FACILITIES

As part of the College's continuing efforts to minimize the spread of COVID-19, most buildings on campus have been temporarily closed until further notice. Effective March 17, 2020, the College moved to a remote delivery model for classes. The College no longer operates its parking lots and future ancillary revenues will be negatively impacted.

As restrictions are lifted and the College reopens, investments to facilities may be required in order to ensure the health of students, faculty, staff and the community in order to suppress the spread of COVID-19.

## E. INVESTMENTS

Subsequent to the pandemic declaration in March 2020, the College's portfolio investments experienced temporary declines in value. As at June 30, 2020 these declines recovered. The College expects continued fluctuations in portfolio investment values impacted by volatility in the capital market and will work with its investments managers to safeguard the assets of the College.

## F. FUNDRAISING

The overall economic climate caused by the COVID-19 emergency may negatively impact the College's ability to meet future fund raising targets.

# SELF-GENERATED REVENUE

**Self-generated revenue initiatives are for-profit activities undertaken by the College to help fund its core mandate of delivering job-ready graduates. This revenue is classified under Sale of services and products on the operating statement and is reflected below:**

| <b>Thousands</b>                     | <b>Budget</b> | <b>2020</b>  | <b>2019</b>  |
|--------------------------------------|---------------|--------------|--------------|
| <b>Self-generated revenue</b>        |               |              |              |
| Academic Enterprises                 | 4,936         | <b>5,807</b> | 5,023        |
| Ancillary Services                   | 1,548         | <b>1,282</b> | 1,633        |
|                                      | <b>6,484</b>  | <b>7,089</b> | <b>6,656</b> |
| <b>Other initiatives</b>             | 1,908         | <b>2,119</b> | 2,255        |
| <b>Sale of services and products</b> | 8,392         | <b>9,208</b> | 8,911        |

Academic Enterprise self-generated revenue includes activities such as educational contracts. Ancillary Services self-generated revenue includes income from parking operations, running the bookstore and the provision of food services. Other initiatives represent revenue generated from not-for-profit activities.

Commercial Enterprises such as land development projects, real-estate deals or running overseas campuses are also considered part of self-generated revenue; the College has not engaged Commercial Enterprises.

**Profit and profit-margin on self-generated revenue is outlined below:**

| Thousands                        | Budget    | 2020      | 2019      |
|----------------------------------|-----------|-----------|-----------|
| <b>Academic Enterprises</b>      |           |           |           |
| Revenue                          | \$4,936   | \$5,807   | \$5,023   |
| Expense                          | (\$3,811) | (\$3,764) | (\$3,413) |
| Profit                           | \$1,125   | \$2,043   | \$1,610   |
| Profit Margin                    | 22.8%     | 41.4%     | 32.6%     |
| <b>Ancillary Services</b>        |           |           |           |
| Revenue                          | \$1,548   | \$1,282   | \$1,633   |
| Expense                          | (\$174)   | (\$175)   | (\$151)   |
| Profit                           | \$1,374   | \$1,107   | \$1,482   |
| Profit Margin                    | 88.8%     | 86.4%     | 90.7%     |
| <b>Self-generated operations</b> |           |           |           |
| Revenue                          | \$6,484   | \$7,089   | \$6,656   |
| Expense                          | (\$3,985) | (\$3,939) | (\$3,564) |
| Profit                           | \$2,499   | \$3,151   | \$3,091   |
| Profit Margin                    | 38.5%     | 44.4%     | 46.4%     |

Overall, self-generated revenue on both Academic Enterprises and Ancillary Services generated profit of \$3,151 (2019 – \$3,091). Profit margin was comparable to the prior year at 44.4% (2019 – 46.4%).

The College outsourced its Ancillary Services some ten years ago. Parking, bookstore and food service activities have very high profit margins as the College receives a cost-free license from vendors providing those services within the College’s facilities.

Profit generated from self-generated Academic Enterprises in 2020 amounted to \$2,043 (2019 \$1,610). Profit generated from Ancillary Services in 2020 was \$1,107 (2019 \$1,482).

Note that the profit margin on Ancillary Services is higher than the profit margin on other revenues as the majority of College ancillary services have been outsourced.

During the current year self-generated revenue exceeded budget expectations by \$0.8 million and was above the prior year results by \$0.3 million.

| <b>Self-generated Revenue Category (\$,000)</b> | <b>2020<br/>Budget</b> | <b>2020</b>  | <b>2019</b>  |
|---|------------------------|--------------|--------------|
| Academic Enterprise                             | 6,342                  | 7,163        | 6,998        |
| Ancillary Services                              | 2,050                  | 2,045        | 1,913        |
| <b>Total</b>                                    | <b>8,392</b>           | <b>9,208</b> | <b>8,911</b> |

Academic enterprises activities comprise a variety of contracts which on average contribute a minimum of 15% profit for the College.

In order to sharpen its focus on mandate delivery, the College instigated an extensive outsourcing of many ancillary services over the past several years. These outsourcing arrangements obligate the College's partners to provide these services in exchange for a management fee — which is represented in the above revenue totals. Consequently, the profit on the College's auxiliary/ancillary services revenue is much higher than academic enterprises as the primary cost of service delivery is born by the partner organization.

# ENROLMENT PLAN AND PROGRAM CHANGES

**Bow Valley College is committed to providing students with an accessible, affordable, and high-quality adult education. Our program offerings and program renewal prepare students for the evolving workplace and labour market as well as align to our 2019-2022 Comprehensive Institutional Plan programming priorities:**

- Developing new career programs and specializations, with an emphasis on the School of Creative Technologies.
- Growing career programming in post-diploma and post-baccalaureate credentials in a sustainable manner.
- Developing clear pathways for students wishing to pursue degree completion opportunities.
- Leveraging our Curricula Sharing Agreement with NorQuest College.
- Partnering with other post-secondary institutions to create joint diploma/degree/collaborative degree opportunities.
- Developing common core courses that allow for various routes into specializations within career programs.
- Creating new opportunities that promote continuing professional competence and workplace training.
- Continuing to promote global citizenship by providing opportunities to prepare and facilitate participation in an increasingly interconnected world.

**We made significant progress in fulfilling these objectives in 2019-2020:**

### **Developing New Career Programs and Specializations, with an Emphasis on the School of Creative Technologies**

- Expanding programming, including launching our new Information Technology Systems Diploma, providing graduates with the skills required for the generation, storage, retrieval, transmission and protection of digital information.
- Partnering with Calgary Economic Development, Bow Valley College developed and delivered the Software Development stream of training through the Edge Up initiative. Edge Up (Energy to Digital Growth Education and Upskilling Project) is a short-term skills development program for mid-career professionals who have been displaced from the oil and gas sector.
- Developing new non-credit courses in the area of information and communication technology, including database administration and software development courses, that are aligned to industry demand and that lead to globally recognized vendor certifications. Other non-credit development projects include agile, project management and entrepreneurship.
- Providing the classroom component to a prominent Calgary and region non-profit organization's technology training program funded by Alberta Labour and Immigration, which offers no-cost programming to unemployed and under-employed Albertans. 40 participants completed cloud computing training and successfully obtained industry recognized vendor certifications.
- Training over 50 unemployed or under employed Albertans in Tech Skills to Employment Program funded by the Alberta Ministry of Labour.

## **Growing Career Programming in Post-Diploma and Post-baccalaureate Credentials in a Sustainable Manner**

- Completing research and planning stages for the development of a cloud computing post-diploma certificate.

## **Enhancing System Collaboration and Partnership with Industry and Other Campus Alberta Institutions**

- Demonstrating expertise in numerous areas, we are continuing to collaborate with others to enhance the post-secondary system in Alberta.

## **Developing Clear Pathways for Students Wishing to Pursue Degree Completion Opportunities**

- Signing a Memorandum of Understanding with Ambrose University to further work on learning pathways including university transfer.
- Collaborating with Alberta Health Services, the Health Care Aide Certificate was redeveloped and delivered as an 8-month program with transition pathways in place for learners who were in the existing 4-month program. Upskilling alternatives are made available for students who completed the previous credential.

## **Leveraging our Curricula Sharing Agreement with NorQuest College**

- Since the signing of a Curriculum Sharing Agreement with NorQuest College in 2018, curriculum has been shared between several program areas and discussions continue to seek opportunities to optimize curricular resources.

## **Partnering with Other Post-Secondary Institutions to Create Joint Diploma/Degree/ Collaborative Degree Opportunities**

- Signing a Memorandum of Understanding with Ambrose University to further work on learning pathways including university transfer.

## **Pathways into Specializations within Career Programs**

- Enacting four new English Language Learning (ELL) pathway agreements with ELL partners enhances accessibility for students to enter Bow Valley College's higher-level language and career programs.
- Piloting a revised model of foundational learning for Indigenous students with a small group, aiming to significantly increase student retention and engagement. The programming utilizes a competency-based education model and fuses Indigenous and non-Indigenous perspectives. Course content is entirely focused on applied skills for work, learning and living.

## Continuing Professional Competence and Workplace Training, by Offering More Work-Integrated Learning Opportunities to Students

- Establishing the College's academic and research priority that all post-secondary program students will complete a work integrated learning experience before graduation. This includes development of a work integrated learning strategy, redeveloping curriculum and program structures, and identifying career education supports and models of delivery.
- Developing a training module for faculty about work integrated learning and authentic learning.
- Piloting, with approximately 230 students, a platform for applied research activities within their courses. Students worked on course-based projects that solved real workplace problems for current and new external partners, as well as internal Bow Valley College areas. In addition to this, there were over 35 employers that reached out to the College to collaborate through the platform over the last 12 months. The College has been provided additional funding through a financial institution for the 2020-2021 academic year.
- Working on, by our School of Creative Technology students, an integrated work integrated learning program to create an application to help serve youth workers. This involved a collaboration between multiple programs that allowed the students to understand what it means to work as a collaborative team working on creative problem solving.
- Creating a framework for work integrated learning across our School of Creative Technologies and our Chiu School of Business. This included the creation of a committee to implement more work with industry to give students better access to industry which will help them to become employed sooner and to be more work ready upon graduation.
- Supporting work integrated learning placements for 292 early childhood education and development students.
- Completing a renovation of our Health Administration simulation lab. This provides learners in the Health Administration certificates the opportunity for hands on lab learning in smaller groups with job appropriate equipment.

## Promoting Global Citizenship

- Working collaboratively with World University Service of Canada (WUSC) and the Hashemite Kingdom of Jordan to develop a competency-based Early Childhood Education and Development (ECDC) curriculum that would be used as vocational training for those working in the field in Jordan. Two Bow Valley College staff went to Jordan for the initial collaboration and then developed the training; two faculty members from the ECED program will be leading the training remotely.
- Developing a Buddy Program to support new international students in career programs in their transition to Bow Valley College, Calgary and Canada in their first term at the College. Buddies are current upper level Bow Valley College students in career programs.
- Undertaking a province-wide effort to advocate with the Government of Alberta for changes to the Alberta Immigrant Nominee Program requirements, enhancing the accessibility to the program for international students across Alberta.
- Continuing delivery of training, in partnership with Algonquin College, in supporting the Kenya Education for Employment Program. The initiative supports competency-based education and training curriculum development.
- Collaborating with the College of the Rockies and Selkirk College to manage the International Youth Internship Program to support nearly 30 students in gaining professional experience overseas.
- Participating in a joint bid, along with the World University Service of Canada and NAIT, for INVEST Ghana. This project seeks to contribute to positive change in Ghana by working with organizations of various sectors who are committed to securing a future in which young women can access and gainfully participate in work in non-traditional fields.
- Facilitating international student participation in Bow Valley College events fostering innovation and entrepreneurship such as Innovation Rodeo, VentureQuest, and 150 Startups.

## Shaping the Future of College Education: Implementing Pivot-Ed

- Bow Valley College continued implementing its Pivot-Ed initiative, via artificial intelligence and other virtual means, proactively addressing employment challenges with innovation and leadership:
  - To critical acclaim, Bow Valley College implemented virtual reality systems for use in nursing education and evaluation. This ensures that learners have a consistent experience and consistent evaluation of skills.
  - Being awarded funding by the Government of Canada's Future Skills Centre to help Canadians demonstrate their competencies to prospective employers. This significant investment in the College's Bridging the Gap initiative will be used to develop both scalable artificial intelligence assessments and a technology platform to support reskilling and upskilling. Bow Valley College is leading a collaborative, cross-Canada partnership of businesses and post-secondary institutions in undertaking this work.
  - Completing artificial intelligence training and assessments in mental health well-being and the prevention of sexual violence.
- Exerting a pan-Canadian leadership role in micro-credential development, including:
  - Hosting the first and second Pan-Canadian Micro-Credential Standards Committee meetings with membership from post-secondary institutions across Canada.
  - Issuing Bow Valley College's first micro-credential in Client Problem Solving with a partner in the financial sector. The College continues to explore skills and competencies that can be assessed, validated, and recognized in a transferrable way for job seekers and students.
  - Partnering with a technology company to launch a mobile digital credential wallet, powered by private blockchain and artificial intelligence. This will enable Bow Valley College graduates to carry validated credentials anywhere and anytime.
  - Developing a new business intelligence micro-credential incorporating artificial intelligence for the student assessment and following the competency-based education framework. The same process will be followed for a predictive analytics micro-credential.
  - Developing a micro-credential, funded by Alberta's Ministry of Labour and Immigration, that enables newcomers to demonstrate the intercultural conflict resolution skills that they bring to the workforce.

**Table 1: Total Full Load Equivalent (FLE) Distribution Across Schools**

|                                 | Actual<br>2017-2018 | Actual<br>2018-2019 | Actual<br>2019-2020 |
|---------------------------------|---------------------|---------------------|---------------------|
| School of Foundational Learning | 1,090               | 1,207               | 964                 |
| School of Global Access         | 1,682               | 1,554               | 1,342               |
| School of Health and Wellness   | 1,539               | 1,581               | 1,523               |
| School of Community Studies     | 1,163               | 1,286               | 1,457               |
| School of Technology            | 113                 | 236                 | 346                 |
| Chiu School of Business         | 1,926               | 2,178               | 2,256               |
| School of Continuing Learning   | 291                 | 346                 | 430                 |
| <b>Bow Valley College</b>       | <b>7,804</b>        | <b>8,389</b>        | <b>8,318</b>        |

**Note:** Open Studies FLEs that used to reside under the Chiu School of Business, School of Creative Technologies, School of Community Studies or School of Health and Wellness are now under the School of Continuing Learning.

**Source Data:** Alberta Advanced Education, Learner Enrolment Reporting System (LERS) Cubes.

**Table 2: Full Load Equivalent (FLE) Trend Across Programs and Credentials**

| <b>Program</b>                            | <b>2017-2018</b> | <b>2018-2019</b> | <b>2019-2020</b> | <b>Per cent change<br/>2019-2020 vs.<br/>2018-2019</b> |
|---|------------------|------------------|------------------|--|
| <b>Certificate</b>                        |                  |                  |                  |  |
| Addictions Studies                        | 12.6             | 12.7             | 6.9              | -46%   |
| Administrative Professional               | 113.2            | 114.1            | 121.7            | 7%   |
| Business Administration                   | 95.3             | 87.3             | 47.3             | -46%   |
| Dental Business Assistant                 | 58.1             | 60.3             | 52.5             | -13%   |
| Disability Studies                        | 41.0             | 42.0             | 48.4             | 15%  |
| Early Learning and Child Care             | 62.3             | 72.7             | 93.7             | 29%  |
| Education Assistant                       | 48.1             | 68.2             | 88.8             | 30%  |
| Events Management                         | 6.3              | 15.4             | 9.5              | -38%   |
| Fetal Alcohol Spectrum Disorder Education | 7.1              | 5.7              | 6.5              | 13%  |
| Health Care Aide                          | 154.7            | 165.7            | 136.6            | -18%   |
| Hospital Unit Clerk                       | 423.3            | 437.2            | 369.8            | -15%   |
| Human Resources                           | 69.0             | 69.4             | 57.2             | -18%   |
| Interior Decorating                       |                  | 71.7             | 0.0              | -100%  |
| Medical Office Assistant                  | 255.5            | 262.1            | 223.4            | -15%   |
| Nutrition Manager                         | 15.8             | 20.2             | 16.5             | -19%   |
| Recreation Therapy Aide                   | 7.6              | 8.8              | 8.6              | -3%  |
| Veterinary Office Assistant               | 55.8             | 70.2             | 71.4             | 2%   |
| <b>Diploma</b>                            |                  |                  |                  |  |
| Addiction Studies                         | 62.7             | 60.5             | 70.8             | 17%  |
| Business Administration                   | 602.5            | 794.9            | 1011.0           | 27%  |
| Child and Youth Care                      |                  | 30.3             | 52.9             | 75%  |
| Digital Design                            |                  | 26.0             | 57.0             | 119%   |
| Disability Studies                        | 104.5            | 102.8            | 143.3            | 39%  |
| Early Learning and Child Care             | 251.4            | 281.6            | 414.2            | 47%  |
| Interior Decorating                       | 48.9             | 71.7             | 91.9             | 28%  |
| Justice Studies                           | 320.0            | 307.0            | 265.4            | -14%   |
| Legal Assistant                           | 246.9            | 267.1            | 291.9            | 9%   |
| Pharmacy Technician                       | 73.3             | 72.5             | 80.1             | 11%  |
| Practical Nurse                           | 1287.6           | 1314.0           | 1281.5           | -2%  |

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**Table 2: Full Load Equivalent (FLE) Trend Across Programs and Credentials**

| <b>Program</b>                            | <b>2017-2018</b> | <b>2018-2019</b> | <b>2019-2020</b> | <b>Per cent change<br/>2019-2020 vs.<br/>2018-2019</b> |
|---|------------------|------------------|------------------|--|
| <b>Diploma</b>                            |                  |                  |                  |  |
| Social Worker                             | 56.2             | 62.2             | 60.8             | -2%  |
| ITS                                       |                  |                  | 29.4             |  |
| Software Development                      | 26.3             | 67.4             | 104.9            | 56%  |
| <b>Post-Diploma Certificate</b>           |                  |                  |                  |  |
| Digital Marketing                         | 25.5             | 18.8             | 20.5             | 9%   |
| Health and Human Services Management      | 196.7            | 240.2            | 205.7            | -14%   |
| Kitchen and Bath Design                   | 12.1             | 26.0             | 14.6             | -44%   |
| Software Development                      |                  | 15.5             | 19.2             | 24%  |
| Cyber Security                            | 0.0              | 0.0              | 0.0              |  |
| <b>Post-Baccalaureate Certificate</b>     |                  |                  |                  |  |
| Data Management and Analytics             |                  | 11.2             | 8.5              |  |
| <b>Non-Credential</b>                     |                  |                  |                  |  |
| Academic Upgrading                        | 1045.9           | 1138.8           | 924.2            | -19%   |
| Corporate Readiness Training Program      | 24.0             | 31.6             | 0.0              | -100%  |
| Employment Skills – Sewing and Upholstery | 26.3             | 21.9             | 0.0              | -100%  |
| ESL – English Language Learning           | 1658.1           | 1522.5           | 1341.5           | -12%   |
| Open Studies                              | 291.4            | 345.9            | 430.2            | 24%  |
| Pathways-Artstream                        | 18.0             | 28.0             | 20.8             | -26%   |
| Pathways – CPP                            |                  | 18.7             | 18.9             | 1%   |
| <b>Total Certificate</b>                  | <b>1425.6</b>    | <b>1583.8</b>    | <b>1358.8</b>    | <b>-14%</b>  |
| <b>Total Diploma</b>                      | <b>3080.2</b>    | <b>3457.7</b>    | <b>3955.2</b>    | <b>14%</b>   |
| <b>Total Post-Diploma</b>                 | <b>234.3</b>     | <b>300.4</b>     | <b>260.0</b>     | <b>-13%</b>  |
| <b>Total Post-Baccalaureate</b>           | <b>0.0</b>       | <b>11.2</b>      | <b>8.5</b>       | <b>-24%</b>  |
| <b>Total Non-Credential</b>               | <b>3063.7</b>    | <b>3107.4</b>    | <b>2735.7</b>    | <b>-12%</b>  |
| <b>Overall Total</b>                      | <b>7803.9</b>    | <b>8460.5</b>    | <b>8318.1</b>    | <b>-2%</b>   |

**Notes:** Overall the College saw a 2% drop in FLE for 2019-20. The majority of the overall decline occurred across certificates and post-diploma certificates with declines of -14% and -13% respectively. Non-credential FLE also decreased by -12% over the same period.

**Source Data:** Alberta Advanced Education, Learner Enrolment Reporting System (LERS) Cubes.

# INTERNATIONAL STUDENT ENROLMENT

International students foster an enriched learning environment at Bow Valley College, helping promote and enhance diversity and intercultural competence within our learning communities. Their presence helps ensure viable program cohorts, increased program offerings, and enhanced reinvestment capacity of Bow Valley College to advance strategic priorities.

To maintain these, and other positive benefits, Bow Valley College carefully manages international enrolment so it is complementary to domestic student enrolment patterns. Consequently, to enhance efficiency and transparency for applicants and agents, Bow Valley College is currently working on a new international application system. It will significantly enhance the College's service to prospective international students and provide additional tools to help manage international student enrolment.

**Table 3: 2018-2019 Budget and actual Full Load Equivalent (FLE) by Program**

| <b>Program</b>                            | <b>2019-2020 Budget<sup>1</sup></b> | <b>Actual 2019-2020 Domestic<sup>2</sup></b> | <b>Actual 2019-2020 International<sup>2</sup></b> | <b>Actual 2019-2020 Total<sup>2</sup></b> | <b>% Variance of 2019-2020 Actual over Budget</b> |
|---|-------------------------------------|--|---|---|---|
| <b>Certificate</b>                        |                                     |  |   |   |   |
| Addictions Studies                        | 8.9                                 | 3.49   | 3.45  | 6.9                                       | -22%  |
| Administrative Professional               | 120.0                               | 52.12  | 69.58   | 121.7                                     | 1%  |
| Business Administration                   | 71.0                                | 22.03  | 25.26   | 47.3                                      | -33%  |
| Dental Business Assistant                 | 62.5                                | 22.58  | 29.94   | 52.5                                      | -16%  |
| Disability Studies                        | 42.5                                | 32.05  | 16.37   | 48.4                                      | 14%   |
| Early Learning and Child Care             | 62.0                                | 92.24  | 1.47  | 93.7                                      | 51%   |
| Education Assistant                       | 55.8                                | 85.90  | 2.91  | 88.8                                      | 59%   |
| Events Management                         | 11.3                                | 2.40   | 7.14  | 9.5                                       | -16%  |
| Fetal Alcohol Spectrum Disorder Education | 8.1                                 | 6.45   | 0.00  | 6.4                                       | -20%  |
| Health Care Aide                          | 173.2                               | 136.09                                       | 0.5   | 136.6                                     | -21%  |
| Hospital Unit Clerk                       | 509.8                               | 184.11                                       | 185.73  | 369.8                                     | -27%  |
| Human Resources                           | 67.3                                | 29.31  | 27.86   | 57.2                                      | -15%  |
| Medical Office Assistant                  | 333.1                               | 118.09                                       | 105.34  | 223.4                                     | -33%  |

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**Table 3: 2018-2019 Budget and actual Full Load Equivalent (FLE) by Program**

| <b>Program</b>                        | <b>2019-2020 Budget<sup>1</sup></b> | <b>Actual 2019-2020 Domestic<sup>2</sup></b> | <b>Actual 2019-2020 International<sup>2</sup></b> | <b>Actual 2019-2020 Total<sup>2</sup></b> | <b>% Variance of 2019-2020 Actual over Budget</b> |
|---------------------------------------|-------------------------------------|--|---|---|---|
| <b>Certificate</b>                    |                                     |  |   |   |   |
| Nutrition Manager                     | 18.2                                | 16.45  | 0.00  | 16.5                                      | -10%  |
| Recreation Therapy Aide               | 9.6                                 | 8.57   | 0.00  | 8.6                                       | -11%  |
| Veterinary Office Assistant           | 69.2                                | 61.33  | 10.08   | 71.4                                      | 3%  |
| <b>Diploma</b>                        |                                     |  |   |   |   |
| Addiction Studies                     | 69.6                                | 52.12  | 18.70   | 70.8                                      | 2%  |
| Business Administration               | 964.8                               | 181.49                                       | 829.54  | 1,011.0                                   | 5%  |
| Child and Youth Care                  | 56.0                                | 41.29  | 11.62   | 52.9                                      | -6%   |
| Digital Design                        | 27.6                                | 40.50  | 16.50   | 52.9                                      | 92%   |
| Disability Studies                    | 110.9                               | 103.49                                       | 39.83   | 143.3                                     | 29%   |
| Early Learning and Child Care         | 304.1                               | 361.01                                       | 53.23   | 414.2                                     | 36%   |
| Interior Decorating                   | 95.4                                | 64.60  | 27.32   | 91.9                                      | -4%   |
| Justice Studies                       | 279.9                               | 250.17                                       | 15.18   | 265.4                                     | -5%   |
| Legal Assistant                       | 329.2                               | 179.59                                       | 112.28  | 291.9                                     | -11%  |
| Pharmacy Technician                   | 82.8                                | 70.89  | 9.20  | 80.1                                      | -3%   |
| Practical Nurse                       | 1,455.1                             | 1,249.32                                     | 32.14   | 1281.5                                    | -12%  |
| Social Work                           | 69.1                                | 59.09  | 1.72  | 60.8                                      | -12%  |
| Information Technology Systems        | 48.6                                | 20.30  | 9.10  | 29.4                                      | -40%  |
| Software Development                  | 107.7                               | 56.00  | 48.93   | 104.9                                     | -3%   |
| <b>Post Diploma Certificate</b>       |                                     |  |   |   |   |
| Digital Marketing                     | 17.0                                | 4.10   | 16.40   | 20.5                                      | 21%   |
| Health and Human Service Management   | 334.8                               | 23.97  | 181.77  | 205.7                                     | -39%  |
| Kitchen and Bath Design               | 53.5                                | 6.80   | 7.77  | 14.6                                      | -73%  |
| Software Development                  | 25.7                                | 3.00   | 16.20   | 19.2                                      | -25%  |
| Cyber Security                        | 19.8                                | 0.00   | 0.00  | 0.0                                       | -100%   |
| <b>Post-Baccalaureate Certificate</b> |                                     |  |   |   |   |
| Data Management and Analytics         | 34.7                                | 4.87   | 3.65  | 8.5                                       | -75%  |

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**Table 3: 2018-2019 Budget and actual Full Load Equivalent (FLE) by Program**

| Program                                   | 2019-2020 Budget <sup>1</sup> | Actual 2019-2020 Domestic <sup>2</sup> | Actual 2019-2020 International <sup>2</sup> | Actual 2019-2020 Total <sup>2</sup> | % Variance of 2019-2020 Actual over Budget |
|---|-------------------------------|--|---|-------------------------------------|--|
| <b>Non-Credential</b>                     |                               |  |   |                                     |  |
| Academic Upgrading                        | 1,126.9                       | 916.72                                 | 7.50  | 924.2                               | -18%                                       |
| Corporate Readiness Training Program      | 31.5                          | 24.66                                  | 0.00  | 24.7                                | -22%                                       |
| Employment Skills – Sewing and Upholstery | 24.9                          |  |   | 0.0                                 | -100%                                      |
| ESL – English Language Learning           | 1,537.0                       | 1,285.83                               | 31.03                                       | 1316.9                              | -14%                                       |
| Open Studies                              | 306.2                         | 430.00                                 |   | 430.0                               | 40%  |
| Pathways – Artstream                      | 27.3                          | 17.32                                  | 3.50  | 20.8                                | -24%                                       |
| Pathways – CPP                            | 37.5                          | 18.90                                  |   | 18.9                                | -50%                                       |
| <b>Certificate</b>                        | <b>1,622.5</b>                | <b>873.21</b>                          | <b>485.63</b>                               | <b>1,358.8</b>                      | <b>-16%</b>                                |
| <b>Diploma</b>                            | <b>4,000.8</b>                | <b>2,729.86</b>                        | <b>1,225.29</b>                             | <b>3,951.1</b>                      | <b>-1%</b>                                 |
| <b>Post-Diploma Certificate</b>           | <b>450.8</b>                  | <b>37.87</b>                           | <b>222.14</b>                               | <b>260.0</b>                        | <b>-42%</b>                                |
| <b>Post-Baccalaureate Certificate</b>     | <b>34.7</b>                   | <b>4.87</b>                            | <b>3.65</b>                                 | <b>8.5</b>                          | <b>-75%</b>                                |
| <b>Non-Credential</b>                     | <b>3,091.3</b>                | <b>2,693.43</b>                        | <b>42.03</b>                                | <b>2,735.5</b>                      | <b>-12%</b>                                |
| <b>Overall Total</b>                      | <b>9,200.1</b>                | <b>6,339.24</b>                        | <b>1,978.74</b>                             | <b>8,313.9</b>                      | <b>-9.6%</b>                               |

**Source Data:**

- 2020 Bow Valley College Comprehensive Institutional Plan.
- Alberta Advanced Education, Learner Enrolment Reporting System (LERS) Cubes.

**Notes:**

- None of the credential areas met budget for 2019-2020, with an average percentage decline of -34%. This percentage FLE loss is skewed by the removal of Cyber Security which when accounted for gives a **Post-Secondary FLE** reduction of -8.7% to budget. **Non-Credential FLE** was down -11.5% to target. **YOY FLE** saw a more modest reduction of -2%. It is worth noting however, that diploma programs were so close to budget that their variance rounds up to 1%.
- The following programs saw declines above 20%: Addiction Studies Cert, Business Administration Cert, Hospital Unit Clerk Cert, Medical Office Assistant Cert, Information Technology Systems Dip, Health and Human Service Management PDC, Kitchen and Bath Design PDC, Software Development PDC, Cyber Security PDC, Data Management & Analytics PBC.
- The decrease in certificate enrollment is primarily related to decreased target enrollments following a period of growth and the adoption of a new curriculum for the Government of Alberta Health Care Aide offering. This effectively makes trend analysis of this program unproductive for 2019-2020.
- The following non-credential offerings saw declines above 20%: Corporate Readiness Training Program (Canceled for 2020-2021), Employment Skills, Sewing and Upholstery (Canceled for 2019-2020).
- Funding reductions drove the overall FLE decline in offerings in the School of Global Access & School of Foundational Learning.
- The cumulative effect of this and the Health Care Aide changes drove a general decline in Domestic FLE (not shown in table). Conversely, International FLE improved (~11.5%, not shown in table) primarily due to increases in international learners in diploma programs. International learner counts have also increased in other diploma programs due to changes in the AINP (Alberta Immigrant Nominee Program) educational requirements.

# RESEARCH, APPLIED RESEARCH AND SCHOLARLY ACTIVITIES

**With a goal of being recognized as a leader in educational technology and social innovation research, To Make All Learning Count, our academic and research priorities, aims to broaden our applied research agenda by:**

1. Recognizing the strengths of faculty and staff, we are expanding our agenda to make research a part of the student and employer experience at Bow Valley College. Students benefit from applied research projects by applying their learning in the workplace environment.
2. Having our students help employer organizations solve problems and identify efficiencies while strengthening their employment prospects.

**We continue to leverage our research strength in the areas of:**

- Teaching and learning.
- Newcomer advancement and global competence.
- Foundational learning.
- Health and wellness.
- Community studies.
- Childhood development.
- Social innovation and social entrepreneurship.

**We are broadening our research agenda by:**

- Making applied research a key component of our learning strategy.
- Supporting students, faculty, and staff in applied research methodology and project procurement.
- Engaging industry and the business community in identifying potential clients and partnerships.
- Weaving applied research into curriculum and coursework.
- Facilitating knowledge mobilization.
- Developing interdisciplinary applied research opportunities to include students from different program areas.

**To help streamline its research processes, Bow Valley College:**

- Formed the Research Grants Committee (RGC), who are responsible for reviewing and approving applications for research funds over which the RGC has control, including the General Research Fund and other funds the Vice President Academic may provide.
- Entered into an agreement with the University of Calgary to give Bow Valley College a space on its institutional repository, PRISM. This provides Bow Valley College an online presence for its research outputs. Publications by academic researchers will be accessible and discoverable through the library catalogue and Google Scholar.

# RESEARCH: WITH AN INDUSTRY FOCUS

## **Bow Valley College undertakes applied research with an industry and workforce focus.**

### **Highlights from 2019-2020 include:**

- Bow Valley College's School of Health and Community Studies and a private company were awarded an eXtended Reality Health Economic Acceleration and Development (xR HEAD) research grant of \$250,000 through Alberta Innovates. The grant will support the development of virtual reality focused health assessments, allowing students to practice patient assessment in a virtual environment prior to entering practicum placements.
- A recipient of two-year funding from Alberta's Ministry of Labour and Immigration, Bow Valley College is undertaking a research project entitled Conflict Resolution Across Culture. The project involves the development of a micro-credential that enables newcomers to demonstrate the intercultural conflict resolution skills that they bring to the workforce. This micro-credential will assist them in securing positions more commensurate with their abilities as well as identifying opportunities to build on their skills and move up within the hospitality industry.
- Bow Valley College submitted a funding eligibility application to the Canadian Institutes of Health Research (CIHR). CIHR funding will allow Bow Valley College to continue to explore and support innovation in the training and delivery of health professionals and delivery of health services with various external health providers.
- As mentioned previously in this report, Bow Valley College piloted a project, with a private company and approximately 230 students, to adopt a work-integrated learning platform that facilitates the opportunity for students to participate in work-integrated learning opportunities and applied research. It does this by enabling students to use their course assignments or projects to solve work problems for a specific corporation or industry agency that has a need. There were over 35 employers that reached out to the College to collaborate through this platform over the last 12 months, and we have been provided additional funding through a financial institution for the 2020-2021 academic year. Additionally, due to remote work restrictions resulting from COVID-19, staff in select areas of the College were able to pursue virtual placement opportunities using the platform. This contributed an additional 16 virtual placements with new external partners in the months of May and June; allowing the College to quickly adapt and build additional partnerships.
- In response to COVID-19, Bow Valley College and an external partner applied to the Natural Sciences and Engineering Research Council of Canada's Rapid Response funding. The objective is to help create an application to allow safe return to work protocols using artificial intelligence and machine learning.

# RESEARCH: SUPPORTING HEALTHY ALBERTANS IN ALL OF OUR COMMUNITIES

**Bow Valley College undertakes research to support the development of Albertans and our communities. Highlights from 2019-2020 include:**

- Several grant funded research projects were undertaken to support our communities:
  - Evaluation Capacity Network: Collaborating for Community-Driven and Culturally Relevant Early Childhood Practice, Programs and Policies (Social Sciences and Humanities Research Council grant in collaboration with the University of Alberta)
  - Workplace Wellness for Immigrant Women (OHS Futures Research Grant, Ministry of Labour and Immigration, Government of Alberta)
  - Where I Belong: Public Spaces and Everyday Acts of Inclusion (Natural Sciences and Engineering Research Council of Canada, in collaboration with the Canadian Institutes of Health Research and the Social Sciences and Humanities Research Council)
  - Vicarious Trauma in English Language Learning (ELL) Classrooms (three-year funding from Immigration, Refugees, Citizenship Canada, Government of Canada): propose to engage ELL instructors and newcomers in a co-creation process to develop, pilot and evaluate evidence-based strategies to support faculty in preventing, and coping with, vicarious trauma. A pan-Canadian group of stakeholders will inform the project at various stages of development and piloting.
  - Bow Valley College, in collaboration with the University of Calgary, Sheffield Hallam University, Southern Alberta Institute of Technology, YouQuest, and The Brenda Strafford Foundation, applied for a Canadian Institutes of Health Research grant on the use of technology to support memory retention of dementia patients. The funding decisions are currently on-hold due to COVID-19.
- Bow Valley College also supported students to participate in Map The System, a global competition where students map out the complexities of global social challenges to identify opportunities for positive change.

REGIONAL  
STEWARDSHIP,  
FOUNDATIONAL  
LEARNING,  
UNDERREPRESENTED  
STUDENTS

# REGIONAL STEWARDSHIP

Bow Valley College's Regional Stewardship plan was approved by the Board of Governors in September 2019.

**Through extensive consultation with over 100 regional community members including employers, business owners, municipal leaders, social agencies, adult learning organizations and other training providers, Bow Valley College has identified three priorities for Regional Stewardship:**

- 1. Contribute to regional economic development** – aligning with needs and priorities.
- 2. Be the adult education hub for communities** – local supports and connections to learning.
- 3. Operate sustainably** – effective for the long-term.

Bow Valley College is committed to delivering credit, non-credit, and continuing learning programming partnerships with excellence and efficiency. Regional campus teams provide full cycle student services ranging from administrative, technical, academic and student success supports for Bow Valley College students engaged in online, synchronous, traditional or blended programs. We also host and/or deliver continuing learning courses, workshops, seminars and invigilation services as the hub of post-secondary learning and training opportunities in the communities in which we are located.

The operational goal for Regional Stewardship at Bow Valley College is to fulfill the above mandate in so much as is possible within the parameters set by the Ministry of Advanced Education and the Board of Governors of Bow Valley College. In alignment with the Regional Stewardship Plan, the College began operational reviews of campuses to align with the strategic directions noted. As part of this process, Bow Valley College made the difficult decision to close its Canmore campus, effective August 30, 2020. With decreasing enrolment it was no longer viable to continue to operate a physical campus in Canmore. In keeping with Bow Valley College's Mandate, the College will continue to serve the Canmore community in several ways, including via online learning and access to nearby regional campuses in Banff and Cochrane. The College will also continue to support the community by offering dual-credit programming with local school divisions and business workshops with the hospitality sector as it strives to better align programs and courses with community needs from an employment opportunity perspective. Bow Valley College's focus is to provide an enriched educational experience that supports our Canmore-based students in achieving long-term community, employment and social success.

# REGIONAL STEWARDSHIP

**Bow Valley College is proud to provide access to post-secondary learning and adult education within its regional communities. As illustration:**

- A review of technical infrastructure to optimize flexible program delivery began in February, with a business case submitted to implement Microsoft Teams on a broader scale (beyond a pilot with the regional Practical Nurse program), improve technologies at regional sites, and provide training and development for faculty. This was interrupted by the immediate transition to remote learning in March due to COVID-19, providing the College the opportunity to leapfrog ahead with its regional plans.
- The College is working with the Town of Okotoks on development of a new, larger campus in Okotoks that will serve the broader Foothills area. The Okotoks Arts and Learning Campus is a collaborative project led by the Town and other partners, including the Okotoks Public Library, public and separate school divisions, and Community Futures. With an expected move in date of January 2022, the Campus will allow for expanded programming.
- Plans to establish regional advisory committees are resuming, after being deferred due to COVID-19.
- The College's Community and Regional Economic Support (CARES) grant project was completed June 30, with project achievements including delivery of 37 in-person workshops and/or webinars.

# FOUNDATIONAL LEARNING

Our work as an innovative comprehensive community college helps ensure that Albertans can leverage an applied education to achieve their goals, including accessing foundational learning and English Language Learning, full participation in the labour force, and pathways to entrepreneurship or opportunities for further learning.

**We provided foundational learning programs to 964 Full-load Equivalents, using individualized pathways to ensure students meet their upgrading goal for further academic studies or employment. Specific initiatives undertaken included:**

- In partnership with the Calgary Foundation, we have secured support through the Gordon and Kathy Laing Memorial Fund to provide Financial Needs Bursary support to students in adult literacy.
- As mentioned previously in this report, during the 2019-2020 academic year we began piloting a revised model of foundational learning for Indigenous students. Piloting with a small group, with a goal to significantly increase student retention and engagement, the programming utilizes a competency-based education model and fuses Indigenous and non-Indigenous perspectives. Performance assessments are used to measure student progress, with course content entirely focused on applied skills for work, learning and living. By completing these performance tasks, students develop and apply their literacy, numeracy, and essential skills. They also participate in co-curricular and community-building projects such as the garden club, new student mentorship and family literacy initiatives, providing the opportunity to learn in the broader community and gain a sense of belonging at Bow Valley College and in Calgary overall.

**Bow Valley College makes significant contributions to areas of English Language Learning, career advancement, intercultural development, international education, research and development and global citizenship. With this strong foundation, the College continued its work in 2019-2020 to help students work and live in an increasingly interconnected world. A sampling of initiatives undertaken includes:**

- As mentioned earlier in this report, Bow Valley College enacted four new English Language Learning (ELL) pathway agreements with ELL partners. These agreements help enhance accessibility for students to enter the College's higher level language and career programs.
- Bow Valley College designed and implemented a "Buddy Program" to support new international students in career programs in their adjustment to the College, Calgary and Canada more broadly. The program engaged 24 new students and paired them with 12 mentors (current College students), with activities undertaken including training, peer meetups, and hosted meet and greets. Participating students highlighted the importance of peer support, building community, sharing experiences, giving back and countering feelings of isolation.
- International student participation was facilitated in events fostering innovation and entrepreneurship such as Innovation Rodeo, VentureQuest, and 150 Startups.
- Facilitating awareness and discussion of global citizenship and issues pertaining to intercultural development. For instance, the College partnered with representatives from Alberta Works and Windmill Lending to present as a panelist at a Calgary Local Immigration Partnership event.

# INDIGENOUS STUDENTS

Bow Valley College is committed to supporting Indigenous peoples and communities. As part of this commitment, in response to the Truth and Reconciliation Commission's Calls to Action, the College is developing and implementing a college-wide Indigenization Strategy to help guide its journey in reconciliation.

As part of this journey, we continued working with our Indigenous stakeholders, including Indigenous agencies and communities, while we work to both develop and operationalize our Indigenization Strategy. The strategy will be an act of reconciliation that will be operationalized within our mandate and will have an impact across Bow Valley College.

Community conversations were held in order to validate the Indigenization Strategy's goals and recommendations, as well as identify potential areas for potential further refinement and development. These conversations were paused due to the pandemic, with one community remaining to be engaged in our planned first round of conversations.

**In addition to community conversation, the College continued to undertake ongoing operationalizing of strategy recommendations. For instance:**

- An Indigenizing and Decolonizing lens is in development to be applied to programs as part of the College's program review cycle. An Indigenous Competency Profile is also being developed to help faculty ensure that their programs are supporting Indigenous ways of knowing, being and learning.
- The College's new academic quality assurance Annual Scorecard includes Indigenization and de-colonization as a qualitative metric.
- Two continuous employee positions were included in the College employee complement. One position will help with the College's ongoing efforts concerning the Indigenization and de-colonizing of curriculum. The other position will work with Indigenous communities to support economic development through educational and training programming.
- In order to monitor progress related to recruiting and retaining Indigenous employees, the College's employee database was modified to permit self-identification of Indigenous identity. This was first made available to new employees and at a later point in time was opened for existing employees to self-declare.
- A College working committee also drafted learning outcomes for an Employee Indigenous Awareness course aligned to specific recommendations in the Truth and Reconciliation Commission of Canada's Calls to Action. This was then developed for online delivery and is currently being piloted, with the intent of employee participation in 2020-2021.
- Work was initiated to review all College policies and procedures to identify systemic barriers to the inclusion of Indigenous peoples. All policies that are student-related and most finance and operations policies have been reviewed, as have several related to human resources.

# INDIGENOUS STUDENTS

## More broadly, tangible examples of Bow Valley College's Indigenization efforts from 2019-2020 include:

- To celebrate Indigenous culture, the College acquired a second tipi to be used for cultural teachings and related experiences.
- To help expand awareness of Indigenous events and histories, the keynote speaker at the College's annual professional development day for employees was Dr. Pam Palmater, a noted Mi'kmaq lawyer, associate professor and Director of the Centre for Indigenous Governance at Ryerson University.
- Events celebrating Indigenous cultures were delivered in March 2020, Bow Valley College's self-declared Indigenous Awareness Month, prior to the closure of the physical College buildings due to the COVID-19 pandemic. The College's third-annual Indigenous Showcase, part of the activities planned for the month, was not able to take place in the planned format due to the pandemic.
- To support increased understanding and awareness, the College's Iniiikokaan Centre partnered with the Aboriginal Friendship Centre of Calgary for the first sweetgrass gathering fieldtrip and visit to the Majorville Medicine Wheel historic site.
- Bow Valley College hosted the 5th annual Orange Shirt Day event on September 24, 2019. The Orange Shirt is a visual catalyst that supports the needs of a National community recognizing the history of Indian Residential School. With an inherent barrier to educational completion, the community brought awareness and understanding to the legacy of oppressive systems on generations of Indigenous children.
- The College's Iniiikokaan Centre continued holding sharing circles with Elders to give a cultural blessing. This enhanced cultural connection is in support of a holistic approach to education where Indigenous students have access to practices they might not otherwise experience while at post-secondary. Guest Elders are consistently invited to share teachings to meet the diverse needs of students.
- Supporting cultural connection and mental health, a 10-week beading workshop was launched by the College's Iniiikokaan Centre. A remote beading workshop is planned for the Fall of 2020.
- Feasts, gatherings and celebrations were held within the College's Iniiikokaan Centre with invitations extended to family members in order to build community, a sense of belonging and create a supportive environment.
- Bow Valley College established a partnership agreement with KAIROS Canada to deliver the Blanket Exercise as a powerful and transformative teaching tool to increase awareness and understanding of Indigenous experiences and historical accounts. Five employees were trained and certified as facilitators, with the KAIROS Blanket Exercise offered three times on campus to a total of 70 participants.

# INDIGENOUS STUDENTS

- Consistent Territory (Traditional Land) Acknowledgements were delivered for all large internal and external events across the campus, ensuring students are exposed to an inclusive and respectful learning environment.
- Land Acknowledgement workshops and Indigenous 101 courses were delivered to the campus community to contribute to a growing body of awareness and understanding.
- A “Perspectives on Indigenous Identity” panel prompted discussion on diversity of experience through a digital platform.
- Multiple meetings and opportunities for Indigenous students to connect with the College’s Indigenous Liaison Officer provided clear access to resources and support, advocacy and support for the student voice.
- The College’s Iniiikokaan Centre offered weekly connection with Cultural Resource Elders from a variety of Nations, highlighting the diversity of First Nations, Metis and Inuit traditions with students. Students and the campus community are exposed to a wide range of blessings, ceremony, story and direction.
- A systematic approach to communicating resources throughout the College to new and returning Indigenous students was streamlined through the Indigenous Student Welcome, highlighting service offerings for student success in both Fall 2019 and Winter 2020 semesters.
- Bow Valley College’s Indigenous Partnerships Officer hosted “student for a day” opportunities with youth from Stoney Nakoda, Siksika and T’suutina communities throughout fall and winter 2019/2020.
- A presentation, “Two Journeys, One Path Forward”, was delivered at the 2019 Colleges and Institutes Canada (CICan) conference by Bow Valley College’s Indigenous Partnerships Officer and Red Crow Community College Coordinator Dr. Clarice Beebe. The presentation highlighted one of the College’s Community Partnerships, the Niitsitapi Education Assistant Program. The program graduated its third and final cohort in June 2020.
- The College’s Indigenous Partnerships Officer supported Red Crow College in its successful application for the 2020 Niitsitapi Education Assistant Program graduates to receive a bursary in the amount of \$2,000.00 upon program completion. The bursary was awarded by Alberta’s Ministry of Labour and Immigration through the First Nations Training to Employment Program.
- In June 2020 the College completed its Intellectual Property Template. The template will be used college-wide when incorporating Indigenous knowledge from Elders and Knowledge Keepers into curriculum development.

# STUDENTS WITH DISABILITIES

As an access-oriented college, we work hard to make sure all students have access to the education they need through academic accommodations and the promotion of Universal Design for Learning (UDL) practices. We encourage instructors to incorporate UDL principles in the design of curriculum and classes as this decreases the need for individual accommodations and increases access and engagement for all students. UDL is a framework to improve and optimize teaching that eliminates barriers through initial design and instruction rather than overcoming barriers later, through individual accommodations.

## **Some of our initiatives supporting our students with disabilities during the 2019-2020 reporting year include:**

- Supporting 720 students with confirmed, documented disabilities.
- Providing the College's first ever Accessibility Bootcamp, which focused on easing the transition into post-secondary.
- Having over 100 students complete a voluntary online survey to better understand their experience with accessibility services in the College's Learner Success Services department. While the survey resulted in mainly positive feedback, it also suggested opportunities for change and improvement including shorter drop-in appointments and more self-serve options available online.
- Receiving 90 responses from Bow Valley College faculty members regarding a survey designed to elicit information and feelings around the academic accommodation process. Survey results were used to enhance services to students with disabilities.
- In collaboration with other Calgary area colleges and universities, Bow Valley College hosted the annual Transition Event for Students with Disabilities. Targeted at students transitioning from high school to post-secondary, the event attracted over 100 attendees.
- Bow Valley College and the Olds Fashion Institute hosted the Post-Secondary Accessibility and Disability Resource Association's fall 2019 meeting, which brought together approximately 40 people working in accessibility services in post-secondaries across Alberta.

# RURAL STUDENTS

**Bow Valley College remains committed to enhancing access to adult education and training, as evidenced by Bow Valley College's ongoing presence serving rural communities through our regional campuses. For example:**

- Regional delivery of the Early Childhood Education and Development certificate program was expanded to additional sites from the previous year. In addition to a repeat delivery in Okotoks, it was also delivered in Airdrie and Cochrane.
- Regional delivery of the Practical Nurse diploma program was also expanded, with new January intakes available in Airdrie and High River (previously only September intakes) and a new intake available in each of Cochrane and Strathmore.
- The Recreation Therapy Aide certificate was moved under the oversight of Regional Stewardship to meet demand in the regional communities we serve.

Offerings such as these enable Bow Valley College to provide extended access to programs and services through strategic locations across our regions. The College also utilizes student survey results pertaining to the regions to help review services and inform future plans. Survey results revealed a high rate of satisfaction, with 80 per cent of respondents, of those who used services at one of Bow Valley College's regional campuses, satisfied with the service they accessed.

# STUDENTS FROM LOW-INCOME BACKGROUNDS

**Bow Valley College recognizes the challenges faced by our low-income students, and we work hard to ensure that all Albertans have the same opportunity to get a post-secondary education regardless of their financial circumstances. Examples of initiatives undertaken include:**

- Working with community partners like the Nickle Family Foundation and the United Way of Calgary and Area, Bow Valley College created a COVID- 19 Response Emergency Financial Need Bursary to support the College's most vulnerable learners, including Indigenous, International and Newcomer students. Over 60 students benefitted from this bursary at fiscal year-end, with its availability presently planned to continue to until December 31, 2020.
- Approximately \$25,000 was raised from the Calgary Foundation to support the College's transition to online learning, helping students to continue their education virtually through Microsoft Teams.
- The College continues to provide new and ongoing students approximately \$30,000 in academic and leadership scholarships.
- A process improvement project was undertaken to streamline the College's student award application process and reduce barriers to award access. The project resulted in the consolidation of awards, reducing student application fatigue and increasing administrative efficiencies.
- The College strengthened internal relationships and enhanced collaboration efforts to help streamline donor relations and engagement in targeted student support.
- Providing the classroom component to Momentum's technology training program funded by the Ministry of Labour and Immigration, which offers no-cost programming to unemployed and under-employed Albertans. Forty participants completed cloud computing training and successfully completed industry recognized vendor certifications.
- Provisioning external Virtual Desktop Infrastructure for use by students, allowing students with less powerful computing systems, and even tablets, to access the full range of College systems remotely.
- Purchased loaner laptops, and repurposed older College laptops, for use by students who cannot afford their own equipment. This allows them to complete the required course work and to become familiar with the digital tools they will be required to use as part of the modern workforce.

# STUDENTS FROM LOW-INCOME BACKGROUNDS

**In doing so, we work with our community partners to continue promoting and enhancing financial empowerment on campus. This includes developing and fostering the financial literacy and empowerment of our students. We are proud of our students and this work, as our student loan repayment rate for the most recent reporting period was 92 per cent. For the last six years, Bow Valley College has had an overall repayment rate above 91%, consistently higher than the provincial average. Initiatives undertaken include:**

- November Financial Literacy Month created space for the ATB Centre for Financial Empowerment and the Iniikokaan Centre to partner in the delivery of Sskonata'psii (be industrious and strong), a discussion on the topic of wealth, how it was defined by Indigenous communities pre-contact and how students can take charge of their finances in today's economy.
- The College developed new financial aid presentations to increase education and awareness opportunities for current and prospective students, including funding for post-secondary and financial self-care.
- New "How To" documents were created for students to facilitate the awards application process and improve access.
- Five awards awareness sessions were provided during the peak award application period to assist students with the awards application process, as well as three new student orientation sessions promoting student awards and additional financial literacy workshops within the Mokakit liyiikakimaat Indigenous Learner Transition program.
- As part of the textbook lending program, Bow Valley College's library made nearly 7,500 textbook loans to over 1,500 students who struggled to access learning materials as a result of financial barriers.
- As part of the laptop lending program, the College's library made nearly 9,000 laptop loans to over 1,600 students.
- The College launched Soup Social, an opportunity for students to connect with one another and enjoy a free nutritious and warm meal. This initiative responded to food security concerns — a significant challenge for many students — as well as supporting engagement and mental wellness through opportunities to connect.
- An Indigenous Student Funding Resources page on the College's website was created to increase awareness and access for Indigenous students. The College's external awards webpage was reorganized in line with best practices to improve access to financial support information for current and prospective students.
- Bow Valley College received funding, starting in June 2020, from the federal government for Youth Skills Connection. This program is for all youth ages 15-30 who are unemployed, not in school full-time and looking for work. Participants of this program attend an 8-week paid workshop which consists of career planning, job search and employability skills topics. After the workshop, participants are placed in an 8-week paid work experience in an entry-level position in the direction of their career aspirations. The work experiences are intended to lead to full-time employment.

# STUDENTS FROM LOW-INCOME BACKGROUNDS

- Bow Valley College's Career Services provides direct service to students and alumni, and support for staff and employers to prepare students for the career path of their choice. Career Services provided:
  - Over 800 direct service appointments to students and alumni.
  - Nearly 50 workshops to over 900 student participants.
  - Four employer information sessions, with approximately 50 student participants.
  - A recruitment fair, with 600 student participants and 37 exhibitors with more than 80 representatives.
  - A job board, with approximately 2,500 unique users (students and alumni) viewing nearly 900 employment postings.
- Bow Valley College trained 50 unemployed or under employed Albertans in the Tech Skills to Employment Program funded by the Ministry of Labour and Immigration. The no-cost program for participants included 16 weeks of technical training and ten weeks of work placement.

**We also continued to strengthen relationships that generate sustainable funding and revenues to advance Bow Valley College as an innovative, world-class community college, and foster enduring value in the communities we serve. Work during 2019-2020 included:**

- Recognizing the milestone completion, and achievement, of Bow Valley College's \$20 million Quest for Best Campaign. A celebratory wrap up event provide the opportunity to: extend gratitude to our donors for their support in raising over \$21 million through the campaign, showcase the campaign's impact in student success, tech innovation and new ideas, and introduce Open Doors-Open Minds, the College's strategic plan, to donors.
- Commencing our internal readiness phase to explore an Open Doors-Open Minds Fundraising Campaign.
- Renewing our partnership with the United Way of Calgary Area to provide full program tuition support for high school students entering Bow Valley College through the Bissett Bursary program. This program supported 17 students this past fiscal year and will support 20 returning and new students in the upcoming year.
- Forming a \$275,000 Premier's Scholarship Endowment where future net revenue raised through Bow Valley College's Premier's Scholarship Luncheon event will be allocated. This will ensure sustainable scholarship support for students in perpetuity through this program.
- While the 2020 Premier's Scholarship Luncheon was postponed due to the COVID-19 pandemic, early sponsor commitments enabled the College to award \$70,000 in scholarship funding to 35 students.
- Receiving designation by Manitoba Student Aid for the College's Practical Nurse program. This is first time Manitoba has approved designation for a Bow Valley College program, therefore increasing access to financial assistance for out-of-province students.
- Increasing awareness and access to post-secondary by making financial aid information presentations to various community organizations.

# INTERNATIONALIZATION

We are proud to engage students, employees and our broader community in international and intercultural experiences. As an illustration, our international department works hard to foster inclusion and meaningful connections on campus, serving over 2,570 international learners annually. The department offers programming to support the development of intercultural competence, engaged citizenship and a global mindset. This includes offering workshops, hosting events, and providing student leadership and volunteer opportunities within Bow Valley College and the Calgary community. The department also hosts two signature annual international events including International Education week and International Development week to promote global and international perspectives. Bow Valley College also promotes diversity and inclusivity across the campus through the Intercultural Center which is open to students, faculty, and staff. The Center also hosts an annual TEDx to promote student leadership and international perspectives.

In recognition of our dedication to internationalization, Bow Valley College joined many countries to celebrate International Education Week (IEW) from November 18-22, 2019. IEW showcases the significant contribution that international education makes to our social, economic, and cultural well-being and supports Canada's ongoing efforts to engage on the international stage. During the week, students and staff were invited to participate in the different activities organized for the theme "Empowering Minds Through Cultural Diversity".

**We provide a holistic approach to how we interact with our students and celebrate our diversity. Initiatives for the 2019-2020 year include:**

- Continued delivery of the International Youth Internship Program, providing internships in Kenya, Tanzania, Ethiopia, Rwanda, Guatemala, Peru, Jamaica, Trinidad and Tobago and Dominica, over three years.
- Continued delivery of training in partnership with Algonquin College supporting Kenya Education for Employment Program (KEFEP) including:
  - Competency-based education and training to nine members of the Kenyan Ministry of Education.
  - Competency-based education and training curriculum development to 87 representatives from 10 National Polytechnics across Kenya, in partnership with Algonquin College.
- Worked collaboratively with World University Service of Canada and the Hashemite Kingdom of Jordan to develop a competency-based Early Childhood Education and Development (ECED) curriculum that would be used as vocational training for those working in the field in Jordan. Two Bow Valley College staff went to Jordan for the initial collaboration and then developed the training; two College faculty members from the ECED program will soon be leading the training remotely.
- Participated in a joint bid with the World University Service of Canada (WUSC) and NAIT in the INVEST Ghana project, an opportunity to contribute to positive change in Ghana by working with organizations of various sectors who are committed to securing a future in which young women can access and gainfully participate in decent work in non-traditional fields.

Bow Valley College does not currently have any off-shore delivery initiatives to report that provided credentialed training.

# CAPITAL PLAN

For 2019-2020 the College spent \$3,898K on capital initiatives.  
The primary split of these expenditures is as follows:

**Technology enhancement and evergreening** | \$1,143K

**Ongoing operations** | \$1,133K

**Campus Space Optimization** | \$1,622K

## Type of Project and Funding Sources

| Type:<br>Proposed<br>New Expansion<br>Maintenance   | Project<br>Description   | Total<br>Project<br>Cost | Funding Sources:                 |                       |  | Revised<br>Funding<br>Sources |
|---|--|--------------------------|----------------------------------|-----------------------|--|-------------------------------|
|   |  |                          | % GoA                            | % GoC                 | Funding<br>Received to<br>Date and<br>Source |                               |
|   |  |                          | % PSI funds                      | % donation            |  |                               |
|   |  |                          | % foundation                     | % industry            |  |                               |
| <b>Priority Projects (top 3 Capital Priorities)</b> |  |                          |                                  |                       |  |                               |
| New   | Implementation of a new Student Information System (SIS) and related systems (CRM, CMS and International Enrollment systems) | \$10 M                   | 100% BVC<br>Restricted<br>Assets | PSI<br>self-generated | No change.                                   |                               |
| Maintenance   | Campus Space Optimization  | \$6M                     | 100% BVC<br>Restricted<br>Assets | PSI<br>self-generated | No change.                                   |                               |

## Project Timelines and Status

| Project<br>Description   | Project<br>Timelines  | Expected<br>Project<br>Start | Expected<br>Project<br>Completion | Project Status  | Progress Made in<br>Lasts 12 Months  |
|--|-----------------------|------------------------------|-----------------------------------|---|--|
| <b>Start</b>   |                       |                              |                                   |   |  |
| Modernization of our Student Information System (SIS) and related systems. | March 2019 – Dec 2021 | March 2019                   | Estimated Dec 2021                | <ul style="list-style-type: none"> <li>SIS implementation paused while vendor addresses gaps in functionality needed for the Canadian market.</li> <li>International Applicant system implementation underway.</li> <li>Curriculum Management system underway.</li> </ul> | <ul style="list-style-type: none"> <li>SIS Implementation underway.</li> <li>International Applicant system vendor selected and implementation underway and on track for a late 2020 go-live.</li> <li>Curriculum Management system vendor selected and implementation underway and on track for a late 2020 go-live.</li> </ul> |

# CAPITAL PLAN – DETAILED OVERVIEW

Information technology expenditure focused on projects to enhance and improve the overall teaching and learning environment and technology associated with innovations in teaching and learning. This included:

|   |  |                 |
|---|--|-----------------|
| 1 | Continuing implementation of a program of work to renew student enrollment and admission systems. This includes a new Student Information System (SIS), an International Learner Enrollment System, a Curriculum Management System (CMS) and a Customer Relationship Management system (CRM). The amount represents the second-year implementation expenditure of a multi-year program with an expected conclusion in 2021-2022. | <b>\$1,851K</b> |
| 2 | Replacement and upgrading of end-of-life student and employee computers, networking equipment, virtual desktop Infrastructure (VDI) Server infrastructure and classroom audio-visual equipment.  | <b>\$1,580K</b> |
| 3 | Implementation of systems to support student wellness, micro-credentialing and work integrated learning.   | <b>\$193K</b>   |
| 4 | Implementation of a Virtual Reality laboratory.  | <b>\$274K</b>   |

## CAPITAL PLAN – DETAILED OVERVIEW

2019-2020 concluded a multi-year initiative to rework several college spaces. Our current facilities had reached capacity with respect to administrative offices, and appropriate spaces for learners and teaching needed to be enhanced or created. This program of work began in 2016-2017 and concluded in 2019-2020.

Work included the creation or upgrading of multiple lab spaces for the creative technology and pharma care programs, resizing of classrooms to better accommodate class sizes, creation of a dedicated virtual reality lab, consolidation of administrative offices, the creation of new student workrooms and installation of new wayfinding signage.

During 2019-2020 the College undertook the development of a Campus Master Plan and Functional Plan in order to ensure that it continues putting available space to the highest and best use and has a plan to support enrollment growth and changing space utilization as the institution evolves.

| <b>(Thousands of Dollars)</b>     | <b>2016-17<br/>Actuals</b> | <b>2017-2018<br/>Actuals</b> | <b>2018-2019<br/>Actuals</b> | <b>2019-2020<br/>Actuals</b> |
|-----------------------------------|----------------------------|------------------------------|------------------------------|------------------------------|
| Technology                        | 3,467                      | 3,547                        | 4,267                        | 1,143                        |
| Ongoing Operations                | 1,199                      | 423                          | 191                          | 1,133                        |
| Fit for Future/Space Optimization |                            | 2,211                        | 1,249                        | 1,622                        |
| Student Information System        |                            |                              | 250                          |                              |
|                                   | <b>4,666</b>               | <b>6,181</b>                 | <b>9,193</b>                 | <b>3,898</b>                 |

# INFORMATION TECHNOLOGY

In 2019-2020, the College invested \$5,952K, principally from College reserves, to advance and support several strategic projects, most prominent among them being the continuing implementation of a program of work to renew student enrollment and administration systems. This includes the implementation of a new Student Information System (SIS), an International Learner Enrollment System, a Curriculum Management System (CMS) and a Customer Relationship Management system (CRM).

Learning technology is a vital component of the Bow Valley College experience. The right mix of systems, tools and resources enables collaboration, allows enhanced learner experiences both face-to-face and in virtual environments, facilitates instructional excellence and innovation, enhances learner supports, creates efficiencies in administration and integrates with new systems to build overall capacity.

**We continue to create capacity for future growth and to support the learner-focused strategy that was outlined in the College strategic plan, Open Doors-Open Minds. We continue a multi-year program of investment in technology, systems, and services by emphasizing five IT goals for the next five years:**

- 1** | **Anywhere Access:** Architect BVC platforms to enable access that is relevant, respects individual context and is independent of location, personal circumstance or competency.
- 2** | **Productivity and Collaboration:** Work with staff and learners to implement systems that enable improved levels of collaboration within the college and with its stakeholders. Support and enable ongoing productivity and efficiency improvements.
- 3** | **Data-informed Decision Making:** Manage and protect institutional data and develop user-friendly reporting and analysis capabilities that enable data-driven decision making and the informed use of business and learner information.
- 4** | **Technology-enabled learning:** Identify and implement emergent platforms and ecosystems to enable new modes of digital learning, assessment and credentialing.
- 5** | **Capability and Practice:** Ensure that BVC staff and learners have the technology systems, tools and training to support the college vision.

**In addition to the SIS and related systems program of work, number of other projects were undertaken in 2019-2020 financial year. These include:**

- Completing the migration from an on-premises email and collaboration system to Office 365 and MS Teams for staff and students, to better enable collaboration and support remote work, learning and teaching.
- Ongoing evolution of the college analytics and reporting environment and the implementation of a budgeting and forecasting to better enable data-informed planning and decision making.
- Systems and services to support students. This includes, systems to support student mental health, upgrading of loaner laptops for use by students, piloting work integrated learning and micro credentialing platforms and the implementation of a virtual reality lab.
- Continued ever-greening of college technology infrastructure, including upgrading of classroom technology, replacement of virtualization servers and required upgrading of college networking equipment.
- Continued enhancement of cybersecurity protections and training.

# APPENDICES

# ADAPTING TO COVID-19

## COVID-19 has posed challenges that appear impossible to overcome.

For a team of Bow Valley College regional educators, not even a pandemic was going to stop them from delivering education to their students.

Summer 2020 marked the first time Bow Valley College offered the Early Childhood Education programs in Cochrane. With enrollment at 15 students, it was a unique cohort from the start. Nearly the entire class was from the Stoney Nakoda Nation, and almost half were English-as-a-second-language learners. Every student was a woman, and every student had one thing in common: They all worked at day homes in their community and needed to formalize their training.

Then, COVID-19 hit. Suddenly, many found themselves unemployed, and it looked as if their education was on hold as well.

“Learning as a concept became quite challenging. Suddenly, [the learners] have to use a computer, but they don’t have a computer, and they don’t have the internet,” says Educational Assistant Theresa Ross regarding the transition from a traditional classroom setting to online learning. “When we were on campus, it was easier because learners could come to campus, and we had computers. We were there to help them.”

Geri Kirk, Educational Assistant, adds that even if the learners had computers at home, their internet was often slow, unreliable, or unavailable. “So, what did we do?” she asks. “We went old school by printing off the materials and mailing them to their homes.”

The goal of delivering printed course materials to learners was to present the education in a predictable, reliable, and accessible way. The next hurdle was to create practicum opportunities to fulfill required hours, even though there was no access to the traditional classrooms, day homes or daycares where these practicums would have typically taken place.

“We want to make this work for our students in these unprecedented times,” says Aileen Puurveen-Abma, a Regional Instructor. “These learners are breaking new ground; they’re entering into a territory that no one has entered before.”

The team of regional educators created new curriculum, tailored to their students’ technological and social-distancing restraints, where students partnered with children, often family members or members of a trusted cohort, to determine the interests, needs, and abilities of the children. The students then devised fun, educational experiences to interact with the children.

These interactions were recorded, most often by phone, and submitted to the educators for assessment through mail on a thumb drive or sent via email, if possible.

Theresa says that something inspiring happened when the practicum was taken out of the classroom and placed into the community. “We noticed that many clinical experiences in these remote practicums drew on traditional experiences, traditional culture, and traditional knowledge. The learners ended up in land-based experiences or an experience that explored in their own indigenous environment.”

Bow Valley College’s regional instructors and educators combined this unique traditional knowledge, experience, and culture with Western academic culture to make them work successfully together. In the end, all but one student in the class received their class credit.

“The remarkable result of this experience is how different trains of thought, different ways of educating, and different ways of thinking intersect,” Theresa says. “It was like when a wave gets together with another wave, and that becomes a bigger wave. The learning by everyone involved — learners, instructors, even the parents, and children — was amplified beyond anything we could imagine.”

# BOW VALLEY COLLEGE INSTRUCTOR FINDS INSPIRATION IN CHALLENGE



The year 2020 will be remembered for a lot, including COVID-19 and world-wide quarantine measures. Mid-March, educational institutions throughout Canada and around the world made the swift transfer to online learning.

For Bow Valley College, this meant that faculty were tasked with reimagining their content delivery to a virtual environment with a week's notice. This was an adjustment for students, faculty, staff, and leadership.

Raj Brar recalls this period of change. As an instructor with the Chiu School of Business, a single parent, and a student working towards his master's degree, he recognized the importance of grounding himself and searching for any positives given the circumstances at hand.

On the instructional front, he embraced learning systems that he had not yet experienced, including MS Teams, Respondus, and Flipgrid; all software that students would soon experience as well. He feels that learners that have experienced such adjustments can illustrate their resilience and adaptability to prospective employers.

As a single parent, Raj recalls the limited opportunities that he was able to explore with respect to pursuing a graduate degree. The primary barriers that he faced were mandatory campus visits and residency requirements, as well as childcare constraints. For this reason, he recognizes that the adjustment to our virtual classroom environment allows for additional universal learning opportunities. Learners can now attend virtual sessions without facing barriers such as additional childcare costs. This shift to online learning has also promoted online exam invigilation procedures. This provides additional pathways for learners that may have had issues in the past with respect to visiting physical testing centers.

With public-health measures in effect in Alberta, Raj found an extra five hours in his day due to the pause in his commute from Airdrie and in his daughter's

after-school activities. With the extra 25 hours per week, Raj was able to complete his master's degree in Interdisciplinary Studies (with a dual major in Work, Organization, and Leadership and Adult Education) in mid-July — a program he had been scheduled to finish in April 2021.

"This is actually an ideal time to complete your education," Raj says. "Though I understand that there might be some learners that are considering taking a year off from school, given the social distancing measures in effect, this might actually be a wonderful opportunity to pursue personal development."

Raj notes that this doesn't only apply to full-time learners, but to individuals that might want to take a class or two and can now access a larger selection of courses online.

While Raj makes multi-tasking look easy, he does acknowledge that at first the changes due to the pandemic were overwhelming. But he quickly found ways to adjust to the new normal, such as defining his online office hours for learners, and finding new routines to share with his child. He also adapted his teaching methods to fit the online environment, including reducing lecture time and adding activities, and breaking his class into different channels for group work.

His advice for any other instructors who are adapting to remote delivery is to take the current situation as a learning opportunity.

"Embrace the positives while acknowledging that it's okay to realize that you're going through an adjustment yourself," he says.

"As a facilitator, we act in a leadership role. For this reason, it is important to embrace change ourselves, and be positive about our evolving learning environments. If we're positive and excited about trying new strategies and techniques, it will likely foster a constructive and pleasurable learning environment for our students as well."

# CREATIVITY FUELS A SUCCESSFUL TRANSITION TO REMOTE DELIVERY FOR HEALTH CARE AIDE INSTRUCTORS



When Bow Valley College moved classes to remote delivery in March due to the COVID-19 pandemic, instructors in the Health Care Aide Certificate program were already adapting to a new curriculum.

In January, the program changed from four months to eight months. Instructor Coralie Marcucci said when the switch to remote delivery happened, she and her colleagues used their creativity to start teaching lab skills online.

“We had to try to come up with creative, new ways to engage the learner, on top of us learning the new curriculum,” she says.

The instructors developed new assignments and created YouTube channels so they could record teaching videos. The learners also created channels to film themselves doing their lab skills at home — and they too had to use their creativity by employing family members and items from around their house, instead of mannequins and lab equipment. The instructors created chat rooms and breakout sessions where the learners went through scenarios together.

Another impact of the pandemic was the need to change the clinical component of the program. Due to outbreaks in long-term-care facilities, instructors postponed the clinical experience until the summer.

While the move to remote delivery presented challenges, it also reinforced the importance of the profession. Coralie used stories from the media about poor quality of care in some Canadian facilities as a learning opportunity, asking students: “How are you going to make a difference?”

Entering the health care aide profession during a pandemic, and seeing real examples of the need for quality care, has helped learners understand why they want to go into this field.

“I think the learners that we have here are going to really excel when they go to the clinical setting,” Coralie says.

After their clinical experience, their job prospects are expected to be good, due to a need for trained health care aides, and the connections that learners will make as they spend seven weeks at one facility.

Coralie notes that before the pandemic, she didn’t know much about online teaching technology, so initially the thought of delivering the program remotely was daunting. But the motivation to have learners succeed and get into the workforce quickly changed that. Now instructors are preparing to engage a new group of learners in September.

The move to remote delivery has challenged both instructors and learners to use their creativity, resilience, and teamwork to work outside their comfort zones.

“Some of the students said, ‘I thought I would never be able to do this,’” Coralie says. “And they did.”

# FINANCIAL STATEMENTS

**STATEMENT OF MANAGEMENT RESPONSIBILITY**  
**YEAR ENDED JUNE 30, 2020**



The financial statements of Bow Valley College have been prepared by management in accordance with Canadian public sector accounting standards. The financial statements present fairly the financial position of the College as at June 30, 2020 and the results of its operations, changes in net financial assets, remeasurement gains and losses, and cash flows for the year then ended.

In fulfilling its responsibilities and recognizing the limits inherent in all systems, management has developed and maintains a system of internal controls designed to provide reasonable assurance that College assets are safeguarded from loss and that the accounting records are a reliable basis for the preparation of the financial statements.

The Board of Governors is responsible for reviewing and approving the financial statements, and overseeing management's performance of its financial reporting responsibilities.

The Board of Governors carries out its responsibilities for review of the financial statements principally through its Audit and Risk Management Council. With the exception of the President and Chief Executive Officer, no members of the Audit and Risk Management Council are employees of the College. The Audit and Risk Management Council meets with management and the external auditor to discuss the results of audit examinations and financial reporting matters. The external auditor has full access to the Audit and Risk Management Council, with and without the presence of management.

These financial statements have been reported on by the Auditor General of Alberta, the auditor appointed under the *Post-Secondary Learning Act*. The Independent Auditor's Report outlines the scope of the audit and provides the audit opinion on the fairness of the presentation of the information in the financial statements.

[Original signed by]

**Mario Siciliano**

Acting President and Chief Executive Officer

[Original signed by]

**Catherine Koch**

Vice President, Learner Services and Chief Financial Officer

## Independent Auditor's Report

To the Board of Governors of Bow Valley College

### Report on the Financial Statements

#### Opinion

I have audited the financial statements of Bow Valley College (the College), which comprise the statement of financial position as at June 30, 2020, and the statements of operations, remeasurement gains and losses, change in net financial assets, and cash flows for the year then ended, and notes to the financial statements, including a summary of significant accounting policies.

In my opinion, the accompanying financial statements present fairly, in all material respects, the financial position of the College as at June 30, 2020, and the results of its operations, its remeasurement gains and losses, its changes in net financial assets, and its cash flows for the year then ended in accordance with Canadian public sector accounting standards.

#### Basis for opinion

I conducted my audit in accordance with Canadian generally accepted auditing standards. My responsibilities under those standards are further described in the *Auditor's Responsibilities for the Audit of the Financial Statements* section of my report. I am independent of the College in accordance with the ethical requirements that are relevant to my audit of the financial statements in Canada, and I have fulfilled my other ethical responsibilities in accordance with these requirements. I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my opinion.

#### Other information

Management is responsible for the other information. The other information comprises the information included in the *Annual Report*, but does not include the financial statements and my auditor's report thereon. The *Annual Report* is expected to be made available to me after the date of this auditor's report.

My opinion on the financial statements does not cover the other information and I do not express any form of assurance conclusion thereon.

In connection with my audit of the financial statements, my responsibility is to read the other information identified above and, in doing so, consider whether the other information is materially inconsistent with the financial statements or my knowledge obtained in the audit, or otherwise appears to be materially misstated.

If, based on the work I will perform on this other information, I conclude that there is a material misstatement of this other information, I am required to communicate the matter to those charged with governance.

## **Responsibilities of management and those charged with governance for the financial statements**

Management is responsible for the preparation and fair presentation of the financial statements in accordance with Canadian public sector accounting standards, and for such internal control as management determines is necessary to enable the preparation of the financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing the College's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless an intention exists to liquidate or to cease operations, or there is no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the College's financial reporting process.

## **Auditor's responsibilities for the audit of the financial statements**

My objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes my opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

As part of an audit in accordance with Canadian generally accepted auditing standards, I exercise professional judgment and maintain professional skepticism throughout the audit. I also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for my opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the College's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the College's ability to continue as a going concern. If I conclude that a material uncertainty exists, I am required to draw attention in my auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify my opinion. My conclusions are based on the audit evidence obtained up to the date of my auditor's report. However, future events or conditions may cause the College to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

I communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that I identify during my audit.

[Original signed by W. Doug Wylie FCPA, FCMA, ICD.D]  
Auditor General

October 22, 2020  
Edmonton, Alberta

**STATEMENT OF FINANCIAL POSITION**  
**AS AT JUNE 30, 2020**  
*(thousands of dollars)*



|   | 2020              | 2019       |
|---|-------------------|------------|
| <b>Financial assets excluding portfolio investments restricted for endowments</b>     |                   |            |
| Cash  | \$ 9,960          | \$ 18,009  |
| Portfolio investments – non endowment (note 3)  | 118,244           | 106,393    |
| Accounts receivable (note 6)  | 5,166             | 5,986      |
|   | <b>133,370</b>    | 130,388    |
| <b>Liabilities</b>  |                   |            |
| Accounts payable and accrued liabilities  | 11,855            | 10,120     |
| Employee future benefit liabilities (note 20)   | 129               | 211        |
| Deferred revenue (note 8)   | 22,415            | 24,850     |
| Capital lease obligation (note 7)   | 409               | 481        |
|   | <b>34,808</b>     | 35,662     |
| <b>Net financial assets excluding portfolio investments restricted for endowments</b> | <b>98,562</b>     | 94,726     |
| Portfolio investments – restricted for endowments (note 3)                            | 14,255            | 11,101     |
| <b>Net financial assets</b>   | <b>112,817</b>    | 105,827    |
| <b>Non-financial assets</b>   |                   |            |
| Tangible capital assets (note 7)  | 267,444           | 274,009    |
| Prepaid expenses  | 1,026             | 1,648      |
|   | <b>268,470</b>    | 275,657    |
| <b>Net assets before spent deferred capital contributions</b>                         | <b>381,287</b>    | 381,484    |
| Spent deferred capital contributions (note 9)   | 209,424           | 216,043    |
| <b>Net assets (note 10)</b>   | <b>\$ 171,863</b> | \$ 165,441 |
| <b>Net assets is comprised of:</b>  |                   |            |
| Accumulated surplus   | \$ 162,043        | \$ 158,040 |
| Accumulated remeasurement gains   | 9,820             | 7,401      |
|   | <b>\$ 171,863</b> | \$ 165,441 |

Contingent assets and Contractual rights (notes 13 and 15)  
 Contingent liabilities and Contractual obligations (notes 14 and 16)

Approved by the Board of Governors

[Original signed by]

**Dave Collyer**

Chair, Bow Valley College Board of Governors

[Original signed by]

**Mario Siciliano**

Acting President and Chief Executive Officer

The accompanying notes are an integral part of these financial statements.

**STATEMENT OF OPERATIONS**  
**YEAR ENDED JUNE 30, 2020**  
*(thousands of dollars)*



|   | Budget<br>2020<br>(note 22) | 2020       | 2019       |
|---|-----------------------------|------------|------------|
| <b>Revenues</b>                                   |                             |            |            |
| Government of Alberta grants (note 18)            | \$ 54,231                   | \$ 50,622  | \$ 54,613  |
| Federal and other government grants (note 18)     | 9,359                       | 7,677      | 9,846      |
| Sales of services and products                    | 8,392                       | 9,208      | 8,911      |
| Student tuition and fees                          | 53,082                      | 52,045     | 48,794     |
| Donations and other contributions                 | 1,270                       | 1,447      | 1,579      |
| Investment income (note 5)                        | 4,006                       | 4,133      | 3,692      |
|   | 130,340                     | 125,132    | 127,435    |
| <b>Expenses (note 12)</b>                         |                             |            |            |
| Instruction and training                          | 51,575                      | 42,281     | 47,094     |
| Academic and student support                      | 30,895                      | 29,462     | 26,026     |
| Facility operations and maintenance               | 16,181                      | 18,685     | 16,180     |
| Institutional support                             | 31,054                      | 29,921     | 23,532     |
| Ancillary services                                | 635                         | 909        | 510        |
|   | 130,340                     | 121,258    | 113,342    |
| <b>Annual operating surplus</b>                   | -                           | 3,874      | 14,093     |
| Endowment contributions (note 10)                 | -                           | 129        | 14         |
| <b>Annual surplus</b>                             | -                           | 4,003      | 14,107     |
| <b>Accumulated surplus, beginning of year</b>     | 158,012                     | 158,040    | 143,933    |
| <b>Accumulated surplus, end of year (note 10)</b> | \$ 158,012                  | \$ 162,043 | \$ 158,040 |

The accompanying notes are an integral part of these financial statements.

**STATEMENT OF CHANGE IN NET FINANCIAL ASSETS**  
**YEAR ENDED JUNE 30, 2020**  
*(thousands of dollars)*



|  | Budget<br>2020<br>(note 22) | 2020       | 2019       |
|--|-----------------------------|------------|------------|
| <b>Annual surplus</b>                              | \$ -                        | \$ 4,003   | \$ 14,107  |
| Acquisition of tangible capital assets             | (13,618)                    | (3,943)    | (6,838)    |
| Proceeds on sale of tangible capital assets        |                             | 9          | -          |
| Amortization of tangible capital assets            | 10,749                      | 10,485     | 10,070     |
| Loss on disposal of tangible capital assets        |                             | 14         | 142        |
| Change in prepaid expenses                         |                             | 622        | (474)      |
| Change in spent deferred capital contributions     | (6,971)                     | (6,619)    | (6,863)    |
| Change in accumulated remeasurement (losses) gains |                             | 2,419      | 2,939      |
| <b>Increase (decrease) in net financial assets</b> | (9,840)                     | 6,990      | 13,083     |
| <b>Net financial assets, beginning of year</b>     | 105,827                     | 105,827    | 92,744     |
| <b>Net financial assets, end of year</b>           | \$ 95,987                   | \$ 112,817 | \$ 105,827 |

The accompanying notes are an integral part of these financial statements.

**STATEMENT OF REMEASUREMENT GAINS AND LOSSES**  
**YEAR ENDED JUNE 30, 2020**  
*(thousands of dollars)*



|   | 2020            | 2019            |
|---|-----------------|-----------------|
| <b>Accumulated remeasurement gains, beginning of year</b>     | <b>\$ 7,401</b> | <b>\$ 4,462</b> |
| <b>Unrealized gains attributable to:</b>                      |                 |                 |
| Portfolio investments – non endowment                         | <b>3,084</b>    | 3,217           |
| <b>Amounts reclassified to statement of operations:</b>       |                 |                 |
| Portfolio investments – non endowment                         | <b>(665)</b>    | (278)           |
| <b>Accumulated remeasurement gains, end of year (note 10)</b> | <b>\$ 9,820</b> | <b>\$ 7,401</b> |

The accompanying notes are an integral part of these financial statements.

**STATEMENT OF CASH FLOWS**  
**YEAR ENDED JUNE 30, 2020**  
*(thousands of dollars)*



|   | 2020            | 2019             |
|---|-----------------|------------------|
| <b>Operating transactions</b>   |                 |                  |
| Annual surplus  | \$ 4,003        | \$ 14,107        |
| Add (deduct) non-cash items:  |                 |                  |
| Amortization of tangible capital assets   | 10,485          | 10,070           |
| Gain on disposal of portfolio investments   | (665)           | (278)            |
| Loss on disposal of tangible capital assets   | 14              | 142              |
| Expended capital recognized as revenue  | (6,847)         | (6,863)          |
| Decrease in employee future benefits liabilities  | (82)            | (25)             |
| Change in non-cash items  | 2,905           | 3,046            |
| Decrease in accounts receivable   | 820             | 318              |
| Decrease (increase) in prepaid expenses   | 622             | (474)            |
| Increase in accounts payable and accrued liabilities  | 1,735           | 2,404            |
| (Decrease) increase in deferred revenue   | (2,435)         | 5,467            |
| <b>Cash provided by operating transactions</b>  | <b>7,650</b>    | <b>24,868</b>    |
| <b>Capital transactions</b>   |                 |                  |
| Acquisition of tangible capital assets  | (3,943)         | (6,838)          |
| Proceeds on sale of tangible capital assets   | 9               | -                |
| <b>Cash applied to capital transactions</b>   | <b>(3,934)</b>  | <b>(6,838)</b>   |
| <b>Investing transactions</b>   |                 |                  |
| Purchase of portfolio investments   | (51,767)        | (52,179)         |
| Proceeds on sale of portfolio investments   | 39,846          | 37,971           |
| <b>Cash applied to investing transactions</b>   | <b>(11,921)</b> | <b>(14,208)</b>  |
| <b>Financing transactions</b>   |                 |                  |
| Increase (repayment) of capital lease obligation  | (72)            | 326              |
| Increase in spent deferred capital contributions, less expended capital recognized as revenue | 228             | -                |
| <b>Cash provided by (applied to) financing transactions</b>                                   | <b>156</b>      | <b>326</b>       |
| <b>(Decrease) increase in cash</b>  | <b>(8,049)</b>  | <b>4,148</b>     |
| <b>Cash, beginning of year</b>  | <b>18,009</b>   | <b>13,861</b>    |
| <b>Cash, end of year</b>  | <b>\$ 9,960</b> | <b>\$ 18,009</b> |

The accompanying notes are an integral part of these financial statements

**NOTES TO THE FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2020**  
*(thousands of dollars)*



**1. Authority and purpose**

The Board of Governors of Bow Valley College is a corporation that manages and operates Bow Valley College ("the College") under the *Post-Secondary Learning Act* (Alberta). All members of the Board of Governors are appointed by either the Lieutenant Governor in Council or the Minister of Advanced Education, with the exception of the President and Chief Executive Officer, who is an *ex officio* member. Under the *Post-Secondary Learning Act*, Campus Alberta Sector Regulation, the College is a comprehensive community institution offering mandated credentials and programs as well as a full range of continuing education programs and activities. The College is a registered charity, and under section 149 of the *Income Tax Act* (Canada), is exempt from the payment of income tax.

**2. Summary of significant accounting policies and reporting practices**

**a. General – Canadian Public Sector Accounting Standards and use of estimates**

These financial statements have been prepared in accordance with Canadian public sector accounting standards.

The measurement of certain assets and liabilities is contingent upon future events; therefore, the preparation of these financial statements requires the use of estimates, which may vary from actual results. The College's management uses judgment to determine such estimates. Employee future benefit liabilities, amortization of tangible capital assets and the revenue recognition for expended capital are the most significant items based on estimates. In management's opinion, the resulting estimates are within reasonable limits of materiality and are in accordance with the significant accounting policies summarized below. These significant accounting policies are presented to assist the reader in evaluating these financial statements and, together with the following notes, should be considered an integral part of the financial statements.

**b. Valuation of financial assets and liabilities**

The College's financial assets and liabilities are generally classified and measured as follows:

| <b>Financial statement component</b>                | <b>Measurement</b>                     |
|---|--|
| • Cash  | Cost                                   |
| • Portfolio investments – non endowment             | Fair value and amortized cost          |
| • Portfolio investments – restricted for endowments | Fair value and amortized cost          |
| • Accounts receivable                               | Lower of cost or net recoverable value |
| • Accounts payable and accrued liabilities          | Cost                                   |

Unrealized gains and losses from changes in the fair value of financial assets and liabilities are recognized in the statement of remeasurement gains and losses. When the restricted nature of a financial instrument and any related changes in fair value create a liability, unrealized gains and losses are recognized as deferred revenue.

**NOTES TO THE FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2020**  
*(thousands of dollars)*



All financial assets are tested annually for impairment. When financial assets are impaired, impairment losses are recorded in the statement of operations. A write-down of a portfolio investment to reflect a loss in value is not reversed for a subsequent increase in value.

For financial assets and liabilities measured using amortized cost, the effective interest rate method is used to determine interest revenue or expense. Transaction costs are a component of cost for financial instruments measured using cost or amortized cost. Transaction costs are expensed for financial instruments measured at fair value. Investment management fees are expensed as incurred. The purchase and sale of cash and portfolio investments are accounted for using trade-date accounting.

The College does not use foreign currency forward contracts or any other type of derivative instruments for trading or speculative purposes.

Management evaluates contractual obligations for the existence of embedded derivatives and elects to either designate the entire contract for fair value measurement or separately measure the value of the derivative component when characteristics of the derivative are not closely related to the economic characteristics and risks of the contract itself. Contracts to buy or sell non-financial items for the College's normal purchase, sale or usage requirements are not recognized as financial assets or financial liabilities. The College does not have any embedded derivatives.

**c. Revenue recognition**

All revenues are reported on the accrual basis of accounting. Cash received for goods or services not provided by year end is recognized as deferred revenue.

**Government grants, non-government grants and donations**

Government transfers are referred to as government grants.

Restricted government grants and donations are recorded as deferred revenue if the terms for use, or the terms along with the College's actions and communications as to the use, create a liability. These grants and donations are recognized as revenue as the terms are met. If the grants and donations are used to acquire or construct tangible capital assets, revenue will be recognized over the useful life of the tangible capital assets.

Unrestricted government grants are recorded as revenue when the College is eligible to receive the funds. Unrestricted non-government grants and donations are recorded as revenue in the year received or in the year the funds are committed to the College if the amount can be reasonably estimated and collection is reasonably assured.

In-kind donations of services, materials and tangible capital assets are recognized at fair value when a fair value can be reasonably determined. Transfers of tangible capital assets from related parties are recorded at the carrying value. While volunteers and College staff contribute a significant amount of time each year to assist the College in carrying out its mission, these contributed services are not recognized in these financial statements because a fair value cannot be reasonably determined.

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**Grants and donations related to land**

Grants and donations for the purchase of land are recognized as deferred revenue when received and recognized as revenue when the land is purchased.

The College recognizes in-kind contributions of land as revenue at the fair value of the land when a fair value can be reasonably determined. When the College cannot determine the fair value, it recognizes such in-kind contributions at nominal value.

**Endowment donations**

Endowment donations are recognized as revenue in the statement of operations in the year in which they are received and are required by donors to be maintained intact in perpetuity.

**Investment income**

Investment income includes dividends, interest income and realized gains or losses on the sale of portfolio investments. Investment income from restricted grants and donations is recognized as deferred revenue when the terms for use create a liability and is recognized as investment income when the terms of the grant or donation are met.

The endowment spending allocation portion of investment income earned by endowments is recognized as deferred revenue when the terms for the use by the endowment create a liability. Realized investment income allocated to endowment balances for the preservation of endowment capital purchasing power is recognized in the statement of operations.

**d. Endowments**

Endowments consist of externally restricted donations received by the College and internal allocations by the College's Board of Governors, the principal of which is required to be maintained intact in perpetuity.

Investment income earned on endowments must be used in accordance with the various purposes established by the donors or the Board of Governors. College policy stipulates that the economic value of the endowments must be protected by limiting the amount of income that may be expended and reinvesting unexpended income.

Under the *Post-Secondary Learning Act*, the College has the authority to alter the terms and conditions of endowments to enable:

- Income earned by the endowments to be withheld from distribution to avoid fluctuations in the amounts distributed and generally to regulate the distribution of income earned by the endowment.
- Encroachment on the capital of the endowment to avoid fluctuations in the amounts distributed and generally to regulate the distribution of income earned by the endowment if, in the opinion of the Board of Governors, the encroachment benefits the College and does not impair the long-term value of the fund.

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In any year, if the investment income earned on endowments is insufficient to fund the spending allocation, the spending allocation is funded from the cumulative capitalized investment income. However, for individual endowment funds without sufficient cumulative capitalized income, endowment principal is used in that year and is expected to be recovered by future investment income.

**e. Tangible capital assets**

Tangible capital assets are recorded at cost, which includes amounts that are directly related to the acquisition, design, construction, development, improvement or betterment of the assets, and costs associated with asset retirement obligations. Cost includes overhead directly attributable to construction and development, as well as interest costs that are directly attributable to the acquisition or construction of the asset. Work in progress, which includes facilities and improvement projects and development of information systems, is not amortized until after the project is complete and the asset is in service. Assets or disposal groups that are classified as held-for-sale are measured at the lower of carrying amount and fair value less costs to sell.

Leases of tangible capital assets which transfer substantially all the benefits and risks of ownership are accounted for as leased tangible capital assets. Capital lease obligations are recorded at the present value of the future minimum lease payments at the inception of the lease, excluding executor costs (e.g. insurance, maintenance costs, etc.). The discount rate used to determine the present value of lease payments is the lower of the College's rate for incremental borrowing or the interest rate implicit in the lease.

The cost less residual value of the tangible capital assets, excluding land, is amortized on a straight-line basis over the estimated useful lives as follows:

- |  |              |
|--|--------------|
| • Buildings, leasehold and site improvements               | 3 - 40 years |
| • Furniture and equipment, computer equipment and software | 2 - 10 years |
| • Learning resources equipment                             | 2 - 3 years  |

Tangible capital assets write-downs are recognized when conditions indicate they no longer contribute to the College's ability to provide services, or when the value of future economic benefits associated with the capital assets is less than their net book value. Net write-downs are recognized as expenses.

Contributed capital assets are recorded as revenues at their fair market value on the date of donation except in circumstances where fair value cannot be reasonably determined, in which case they are recognized at nominal value. Transfers of tangible capital assets from related parties are recorded at their carrying value.

Intangible assets, works of art, historical treasures and collections are expensed when acquired and not recognized as tangible capital assets because a reasonable estimate of the future benefits associated with such property cannot be made.

**f. Asset retirement obligations**

Asset retirement obligations are recognized for statutory, contractual or legal obligations, associated with the retirement of tangible capital assets when those obligations result from the acquisition, construction, development or normal operation of the assets. The obligations are measured initially at fair value, determined using present value methodology, and the resulting costs capitalized into the

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carrying amount of the related asset. In subsequent years, the liability is adjusted for the accretion of discount and any changes in the amount or timing of the underlying future cash flows. The capitalized asset retirement cost is amortized on the same basis as the related asset and the discount accretion is included in determining the results of operations. At June 30, 2020, the College did not have any asset retirement obligations.

**g. Foreign currency translation**

Transaction amounts denominated in foreign currencies are translated into their Canadian dollar equivalents at exchange rates prevailing at the transaction dates. Carrying values of monetary assets and liabilities and non-monetary items included in the fair value category reflect the exchange rates at the statement of financial position date. Unrealized foreign exchange gains and losses are recognized in the statement of remeasurement gains and losses.

In the period of settlement, foreign exchange gains and losses are reclassified to the statement of operations, and the cumulative amount of remeasurement gains and losses is reversed in the statement of remeasurement gains and losses. Foreign exchange gains and losses are not significant and are therefore not disclosed separately in the statement of remeasurement gains and losses.

**h. Employee future benefits**

**Long-term disability**

Up to December 31, 2014, the College contributed both the employer and employee portion of pension premiums and the employer portion of premiums for the health spending account, dental and extended health account on behalf of employees on long-term disability (LTD) for the duration of their leave or until retirement age. The annual cost and ongoing liability for these benefits are determined by management's estimate based on a present value calculation taking into account the number of employees, the discount rate, the year of employee disability and the retirement age of the employee. Effective January 1, 2015, the College discontinued this practice, although this change does not affect those employees who were receiving LTD prior to 2015.

**Pension**

The College participates with other employers in the Management Employees Pension Plan (MEPP) and the Public Service Pension Plan (PSPP). These pension plans are multi-employer defined benefit pension plans that provide pensions for the College's participating employees, based on years of service and earnings.

The College does not have sufficient plan information on the MEPP or PSPP to follow the standards for defined benefit accounting, and therefore follows the standards for defined contribution accounting. Accordingly, pension expense recorded for MEPP and PSPP is comprised of employer contributions to the plans that are required for its employees during the year, which are calculated based on actuarially pre-determined amounts that are expected to provide the plan's future benefits.

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**i. Liability for contaminated sites**

Contaminated sites are a result of a chemical, organic, radioactive material or live organism that exceeds an environmental standard, being introduced into soil, water or sediment. Contaminated sites occur when an environmental standard exists and contamination exceeds the environmental standard.

A liability for remediation of contaminated sites from an operation that is in productive use is recognized net of any expected recoveries when all of the following criteria are met:

- i. Institution has a duty or responsibility to others, leaving little or no discretion to avoid the obligation;
- ii. the duty or responsibility to others entails settlement by future transfer or use of assets, or a provision of services at a specified or determinable date, or on demand; and
- iii. the transaction or events obligating the institution have already occurred.

At June 30, 2020, the College does not have any contaminated sites liability.

**j. Expense by function**

The College uses the following categories of functions for its statement of operations:

**Instruction and training**

Expenses relating to instruction and training support for the academic functions of the College both directly and indirectly. This function includes expenses incurred by faculties for their scholarly and non-sponsored research activities, in both credit and non-credit courses.

**Academic and student support**

Includes activities directly relating to the support of the academic functions of the College such as libraries and galleries, as well as expenses for the deans. This category includes functions that support individual students or groups of students, such as student service administration, student recruitment, records and admissions, counselling or career services, social development and recreation, financial aid administration, and any other centralized student support group.

**Facility operations and maintenance**

Facility operations and maintenance costs includes centralized management of grounds and facilities, and buildings. This function also includes utilities, facility administration, building maintenance, custodial services, landscaping and grounds keeping, and major repairs and renovations. The College maintains service and operating contracts with external vendors for operations and maintenance, security and custodial services of its facilities. Amortization of buildings and capital assets is also included with the exception of those attributable to ancillary services.

**Institutional support**

Includes expenses for executive management, public relations, alumni relations and development, corporate insurance premiums, corporate finance, human resources and any other centralized college-wide administrative services. This category also includes computing, network and data communication expenses.

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**Ancillary services**

Includes expenses for operations outside of the normal functions of instruction and research such as bookstores, food services and parking services. This also includes amortization directly related to ancillary services. The College maintains service and operating contracts with external vendors for its food services, printing, parking and bookstore operations.

**k. Funds and reserves**

Certain amounts, as approved by the Board of Governors, are set aside in accumulated operating surplus for future operating and capital purposes. When approved, transfers to and from funds and reserves are an adjustment to the respective fund.

**l. Future accounting changes**

In August 2018, the Public Sector Accounting Board issued PS 3280: Asset retirement obligations. This accounting standard is effective for fiscal years starting on or after April 1, 2022 and provides guidance on how to account for and report a liability for retirement of a tangible capital asset.

In November 2018, the Public Sector Accounting Board approved PS 3400: Revenue. This accounting standard is effective for fiscal years starting on or after April 1, 2023 and provides guidance on how to account for and report on revenue, specifically addressing revenue arising from exchange transactions and unilateral transactions.

Management is currently assessing the impact of these new standards on the financial statements.

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**3. Portfolio investments**

|   | 2020              | 2019              |
|---|-------------------|-------------------|
| Portfolio investments – non endowments            | \$ 118,244        | \$ 106,393        |
| Portfolio investments – restricted for endowments | 14,255            | 11,101            |
|   | <b>\$ 132,499</b> | <b>\$ 117,494</b> |

The above investments are allocated across asset classes which include Canadian bonds, foreign bonds, equity pooled funds and money market accounts. Canadian bond investment yields ranged from 1.42% to 4.79% (2019 - 2.15% to 3.69%); foreign bond investment yields were 3.06% (2019 – 3.60%); equity pooled fund yields ranged from 0.47% to 3.55% (2019 - 1.40% to 4.97%); and the average annualized effective yields on the money market investments ranged from 0.11% to 0.73% (2019 – 1.32% to 1.79%).

Terms to maturity of fixed income investments are as follows:

- Canadian government, corporate and foreign bonds: – range from less than one year to 30 years;
- Money market funds, short-term notes, and treasury bills: – less than one year.

The primary objective of the College’s investment policy is to have an established investment strategy that will preserve capital and achieve growth beyond the rate of inflation, while providing a secure and consistent income flow to meet daily operations, longer-term operating and capital needs, and endowment requirements. The College has a policy and procedures in place governing asset mix, diversification, exposure limits, credit quality and performance measurement.

The College, through two investment advisers, invests primarily in Canadian bonds and pooled investment funds containing Canadian government and corporate bonds, Canadian equities and foreign equities. Management has consulted with its investment advisers regarding the components of its investment portfolio and the College’s exposure to derivatives is restricted to holdings in a short-term bond pooled fund in which derivatives represent less than 1% of the total portfolio value.

The College's Audit and Risk Management Council, a subcommittee of the Board of Governors, has delegated authority for oversight of the College’s investments. The Audit and Risk Management Council meets regularly to monitor investments, to review investment managers’ performance, to ensure compliance with the College’s Investment Policy and to evaluate the continued appropriateness of that policy.

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The composition of portfolio investments measured at fair value and annual market yields on portfolio investments are as follows:

| Portfolio investments at fair value                               | 2020         |                  |                   |             |                   |
|---|--------------|------------------|-------------------|-------------|-------------------|
|   | Market Yield | Level 1          | Level 2           | Level 3     | Total             |
| <b>Bonds</b>  |              |                  |                   |             |                   |
| Pooled investment funds – Canadian government and corporate bonds | 2.11%        | \$ -             | \$ 66,651         | \$ -        | \$ 66,651         |
| Pooled investment funds – Foreign Bonds                           | 3.06%        | -                | 1,889             | -           | 1,889             |
| <b>Equities</b>   |              |                  |                   |             |                   |
| Pooled investment funds – Canadian equity                         | 2.13%        | -                | 12,461            | -           | 12,461            |
| Pooled investment funds – Foreign equity                          | 1.95%        | -                | 26,784            | -           | 26,784            |
| <b>Other</b>  |              |                  |                   |             |                   |
| Money market funds, short-term notes, treasury bills              | 0.39%        | 24,714           | -                 | -           | 24,714            |
| <b>Total portfolio investments</b>                                |              | <b>\$ 24,714</b> | <b>\$ 107,785</b> | <b>\$ -</b> | <b>\$ 132,499</b> |

| Portfolio investments at fair value                               | 2019         |                  |                  |             |                   |
|---|--------------|------------------|------------------|-------------|-------------------|
|   | Market Yield | Level 1          | Level 2          | Level 3     | Total             |
| <b>Bonds</b>  |              |                  |                  |             |                   |
| Pooled investment funds – Canadian government and corporate bonds | 2.68%        | \$ -             | \$ 58,937        | \$ -        | \$ 58,937         |
| Pooled investment funds – Foreign Bonds                           | 3.60%        | -                | 1,793            | -           | 1,793             |
| <b>Equities</b>   |              |                  |                  |             |                   |
| Pooled investment funds – Canadian equity                         | 4.07%        | -                | 11,732           | -           | 11,732            |
| Pooled investment funds – Foreign equity                          | 2.20%        | -                | 22,449           | -           | 22,449            |
| <b>Other</b>  |              |                  |                  |             |                   |
| Money market funds, short-term notes, treasury bills              | 1.64%        | 22,583           | -                | -           | 22,583            |
| <b>Total portfolio investments</b>                                |              | <b>\$ 22,583</b> | <b>\$ 94,911</b> | <b>\$ -</b> | <b>\$ 117,494</b> |

The fair value measurements are those derived from:

- Level 1 – Quoted prices in active markets for identical assets;
- Level 2 – Inputs other than quoted prices included within Level 1 that are observable for the assets, either directly (i.e. as prices) or indirectly (i.e. derived from prices);
- Level 3 – Valuation techniques that include inputs for the assets that are not based on observable market data (unobservable inputs).

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**4. Financial risk management**

The College is exposed to the following risks:

**Market price risk**

The College is exposed to market price risk, which is the risk that the value of a financial instrument will fluctuate as a result of changes in market prices, whether those changes are caused by factors specific to the individual security, its issuer or general market factors affecting all securities. To manage this risk, the College has established an investment policy with a target asset mix that is diversified by asset class with individual issuer limits and is designed to achieve a long-term rate of return that in real terms equals or exceeds total endowment expenditures with an acceptable level of risk.

The College assesses its portfolio sensitivity to a percentage increase or decrease in the market prices. The following details the College's portfolio sensitivity to a 6.86% increase or decrease in market prices. The sensitivity rate is determined by the College's investment advisers using the historical annualized standard deviation for the total endowment fund over a four-year period. At June 30, 2020, if market prices had a 6.86% (2019 - 3.73%) increase or decrease, with all other variables held constant, the increase or decrease in remeasurement gains and losses and endowment net assets for the year would have been \$7,393 (2019 - \$3,538).

The College's management of market price risk has not changed from the prior year. The economic uncertainty surrounding COVID-19 has caused volatility in equity markets; fluctuations in the fair value of investments may be experienced as the situation evolves.

**Foreign currency risk**

Foreign currency risk is the risk that the fair value of future cash flows of a financial instrument will fluctuate because of changes in foreign exchange rates. The College does not invest in investments or pooled funds denominated in foreign currencies. The College's exposure to foreign currency risk is very low due to minimal business activities conducted in a foreign currency.

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**Credit risk**

Counterparty credit risk is the risk of loss arising from the failure of a counterparty to fully honour its financial obligations with the College. The College is exposed to credit risk on investments and has established its Investment Policy with required minimum credit quality standards and issuer limits to manage this risk. The credit risk from accounts receivable is low as the majority of balances are due from government agencies and corporate sponsors.

The credit ratings for investments held are as follows:

|           | 2020        | 2019        |
|-----------|-------------|-------------|
| AAA       | 30%         | 31%         |
| AA        | 31%         | 29%         |
| A         | 21%         | 24%         |
| BBB       | 18%         | 16%         |
| Below BBB | 0%          | 0%          |
|           | <b>100%</b> | <b>100%</b> |

**Liquidity risk**

Liquidity risk is the risk that the College will encounter difficulty in meeting obligations associated with its financial liabilities. The College maintains a short-term line of credit that is designed to ensure that funds are available to meet current and forecasted financial requirements in the most cost-effective manner. As at June 30, 2020, the College had committed borrowing facilities of \$4,000 (2019 - \$4,000), none of which has been drawn.

**Interest rate risk**

Interest rate risk is the risk to the College's earnings that arises from fluctuations in interest rates and the degree of volatility of these rates. This risk is managed by the College's Investment Policy that limits the term to maturity of certain fixed income securities that the College holds. If interest rates increased by 1%, and all other variables are held constant, the potential loss in fair value to the College would be approximately \$5,368 (2019 - \$4,362).

The maturity and effective market yield of interest-bearing investments are as follows:

| Asset class                         | < 1<br>year | 1-5<br>years | >5<br>years | Average<br>effective<br>market<br>yield |
|-------------------------------------|-------------|--------------|-------------|---|
| Cash and cash equivalents           | 100%        | 0%           | 0%          | 0.10%                                   |
| Portfolio investments, fixed income | 3%          | 10%          | 87%         | 2.14%                                   |

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**Commodity price risk**

The College is exposed to commodity price risk as a result of substantial electricity and natural gas usage required to operate the College's facilities. To mitigate this risk, the College has entered into contracts to fix the price for electricity and natural gas (note 16).

**5. Investment income**

|   | 2020     | 2019     |
|---|----------|----------|
| Portfolio investments – non endowment             | \$ 4,148 | \$ 3,710 |
| Portfolio investments – restricted for endowments | 832      | 486      |
|   | 4,980    | 4,196    |
| Deferred  | (847)    | (504)    |
|   | \$ 4,133 | \$ 3,692 |

**6. Accounts receivable**

|                                       | 2020            | 2019            |
|---------------------------------------|-----------------|-----------------|
| Accounts receivable                   | \$ 990          | \$ 1,307        |
| Other receivables                     | 4,534           | 4,780           |
| Less: Allowance for doubtful accounts | (358)           | (101)           |
| <b>Balance, end of the year</b>       | <b>\$ 5,166</b> | <b>\$ 5,986</b> |

Accounts receivable are unsecured and non-interest bearing.

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**7. Tangible capital assets**

|  | 2020   |  |                                    |                  |                   | 2019       |
|--|--|--|------------------------------------|------------------|-------------------|------------|
|  | Buildings,<br>leasehold, and<br>site<br>improvements | Furniture and<br>equipment,<br>computer<br>equipment<br>and software | Learning<br>resources<br>equipment | Land             | Total             | Total      |
| <b>Cost</b>                                |  |  |                                    |                  |                   |            |
| Beginning of year                          | \$ 292,901   | \$ 27,556  | \$ 783                             | \$ 36,626        | \$ 357,866        | \$ 351,595 |
| Acquisitions                               | 1,488  | 2,453  | 2                                  | -                | 3,943             | 6,838      |
| Disposals                                  | -  | (45)   | -                                  | -                | (45)              | (567)      |
|  | 294,389  | 29,964   | 785                                | 36,626           | 361,764           | 357,866    |
| <b>Accumulated amortization</b>            |  |  |                                    |                  |                   |            |
| Beginning of year                          | 62,965   | 20,314   | 578                                | -                | 83,857            | 74,212     |
| Amortization expense                       | 7,759  | 2,648  | 78                                 | -                | 10,485            | 10,070     |
| Disposals                                  | -  | (22)   | -                                  | -                | (22)              | (425)      |
|  | 70,724   | 22,940   | 656                                | -                | 94,320            | 83,857     |
| <b>Net book value at<br/>June 30, 2020</b> | <b>\$ 223,665</b>                                    | <b>\$ 7,024</b>  | <b>\$ 129</b>                      | <b>\$ 36,626</b> | <b>\$ 267,444</b> |            |
| Net book value at<br>June 30, 2019         | \$ 229,936   | \$ 7,242   | \$ 205                             | \$ 36,626        |                   | \$ 274,009 |

Included in Buildings, leasehold, and site improvements and Furniture and equipment, computer equipment, and software is work in progress of \$1,085 (2019 - \$2,521).

The College has multi-function print devices financed with a capital lease. The original present value of the capital lease obligation was \$533 and the related accumulated amortization on this equipment is \$133. At year end, the capital lease obligation owing was \$409 (2019 - \$481).

The College holds a collection of works of art including paintings, sculptures and photographs. Given the subjective nature of these assets, the values are not reported in this note.

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**8. Deferred revenue**

Deferred revenue is comprised of unspent externally restricted grants and donations, unspent deferred capital contributions, prepaid tuition and other fees. Deferred revenues are set aside for specific purposes as required by legislation, regulation or agreement.

|   | 2020   |  |                           |                  | 2019             |
|---|--|--|---------------------------|------------------|------------------|
|   | Unspent<br>externally<br>restricted<br>grants and<br>donations | Unspent<br>deferred capital<br>contributions | Tuition and<br>other fees | Total            | Total            |
| Balance, beginning of year  | \$ 4,408   | \$ 3,180                                     | \$ 17,262                 | \$ 24,850        | \$ 19,383        |
| Grants, tuitions, contract revenue,<br>donations, and other fees received | 8,655  | -  | 19,265                    | 27,920           | 31,610           |
| Investment income   |  |  |                           |                  |                  |
| Realized gains  | 832  | 15   | -                         | 847              | 504              |
| Unrealized losses   | (440)  | -  | -                         | (440)            | (64)             |
| Transfers to spent deferred capital<br>contributions                      | (230)  | -  | 2                         | (228)            | -                |
| Recognized as revenue   | (7,488)  | (1,438)                                      | (21,608)                  | (30,534)         | (26,583)         |
| <b>Balance, end of year</b>   | <b>\$ 5,737</b>  | <b>\$ 1,757</b>                              | <b>\$ 14,921</b>          | <b>\$ 22,415</b> | <b>\$ 24,850</b> |

**9. Spent deferred capital contributions**

Spent deferred capital contributions is comprised of restricted grants and donations spent on tangible capital acquisitions (not yet recognized as revenue).

|   | 2020              | 2019              |
|---|-------------------|-------------------|
| Balance, beginning of year  | \$ 216,043        | \$ 222,906        |
| Transfers from unspent externally restricted grants and donations | 228               | -                 |
| Expended capital recognized as revenue                            | (6,847)           | (6,863)           |
| <b>Balance, end of year</b>                                       | <b>\$ 209,424</b> | <b>\$ 216,043</b> |

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**10. Net assets**

|  | Accumulated surplus from operations | Investment in tangible capital assets <sup>(1)</sup> | Internally restricted reserves (note 11) | Endowments       | Total             |
|--|-------------------------------------|--|--|------------------|-------------------|
| <b>Net assets as at June 30, 2018</b>                                | \$ 4,888                            | \$ 54,891  | \$ 84,305                                | \$ 4,311         | \$ 148,395        |
| <b>Annual surplus</b>  | 14,107                              | -  | -  | -                | 14,107            |
| <b>Endowments</b>  |                                     |  |  |                  |                   |
| New donations  | (14)                                | -  | -  | 14               | -                 |
| Transfer to endowments   | -                                   | -  | (5,298)                                  | 5,298            | -                 |
| <b>Tangible capital assets</b>                                       |                                     |  |  |                  |                   |
| Internally funded acquisition of tangible capital assets             | (1,179)                             | 6,271  | (5,092)                                  | -                | -                 |
| Amortization of internally funded tangible capital assets            | 2,782                               | (2,782)  | -  | -                | -                 |
| Net change in investment in capital leased assets                    | 895                                 | (895)  | -  | -                | -                 |
| <b>Operating expenses funded from internally restricted reserves</b> | 2,899                               | -  | (2,899)                                  | -                | -                 |
| <b>Net Board appropriation to internally restricted reserves</b>     | (19,876)                            | -  | 19,876                                   | -                | -                 |
| <b>Change in accumulated remeasurement gains</b>                     | 2,939                               | -  | -  | -                | 2,939             |
| <b>Net assets, beginning of year</b>                                 | 7,441                               | 57,485   | 90,892                                   | 9,623            | 165,441           |
| <b>Annual surplus</b>  | 3,971                               | -  | 32                                       | -                | <b>4,003</b>      |
| <b>Endowments</b>  |                                     |  |  |                  |                   |
| New donations  | (129)                               | -  | -  | 129              | -                 |
| Transfer to endowments   | -                                   | -  | (2,780)                                  | 2,780            | -                 |
| <b>Tangible capital assets</b>                                       |                                     |  |  |                  |                   |
| Internally funded acquisition of tangible capital assets             | (2,801)                             | 3,669  | (868)                                    | -                | -                 |
| Amortization of internally funded tangible capital assets            | 3,615                               | (3,615)  | -  | -                | -                 |
| Net change in investment in capital leased assets                    | (72)                                | 72   | -  | -                | -                 |
| <b>Operating expenses funded from internally restricted reserves</b> | 4,984                               | -  | (4,984)                                  | -                | -                 |
| <b>Net Board appropriation to internally restricted reserves</b>     | (9,500)                             | -  | 9,500                                    | -                | -                 |
| <b>Change in accumulated remeasurement gains</b>                     | 2,419                               | -  | -  | -                | <b>2,419</b>      |
| <b>Net assets, end of year</b>                                       | <b>\$ 9,928</b>                     | <b>\$ 57,611</b>                                     | <b>\$ 91,792</b>                         | <b>\$ 12,532</b> | <b>\$ 171,863</b> |
| <b>Net assets is comprised of:</b>                                   |                                     |  |  |                  |                   |
| Accumulated surplus  | \$ 108                              | \$ 57,611  | \$ 91,792                                | \$ 12,532        | <b>\$ 162,043</b> |
| Accumulated remeasurement gains                                      | 9,820                               | -  | -  | -                | <b>9,820</b>      |
|  | <b>\$ 9,928</b>                     | <b>\$ 57,611</b>                                     | <b>\$ 91,792</b>                         | <b>\$ 12,532</b> | <b>\$ 171,863</b> |

(1) Investment in capital tangible assets represents the amount of the College's accumulated surplus that has been invested in the College's capital assets.

**NOTES TO THE FINANCIAL STATEMENTS**  
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*(thousands of dollars)*



**11. Internally restricted reserves**

Certain amounts, as approved by the Board of Governors, are set aside in accumulated operating surplus for future operating and capital purposes. Those amounts are not available for other purposes without the approval of the Board.

|   | <b>2020</b>                   |   |                   |                   | <b>Balance,<br/>end of year</b> |
|---|-------------------------------|---|-------------------|-------------------|---------------------------------|
|   | Balance,<br>beginning of year | <u>Net Board appropriation<br/>from accumulated surplus</u> |                   | Disbursements     |                                 |
|   |                               | Inflows   | Transfers         |                   |                                 |
| <b>Appropriation for capital activities</b>   |                               |   |                   |                   |                                 |
| Facilities infrastructure improvements        | \$ 58,714                     | \$ 5,000  | \$ -              | \$ (1,218)        | <b>\$ 62,496</b>                |
| <b>Appropriation for operating activities</b> |                               |   |                   |                   |                                 |
| Special initiatives fund                      | 6,992                         | 4,510   | 122               | (656)             | <b>10,968</b>                   |
| College technology plan                       | 14,826                        | -   | -                 | (2,734)           | <b>12,092</b>                   |
| Fund development plan                         | 10,093                        | 22  | (2,635)           | (1,244)           | <b>6,236</b>                    |
| Academic excellence scholarship               | 267                           | -   | (267)             | -                 | <b>-</b>                        |
|   | <b>\$ 90,892</b>              | <b>\$ 9,532</b>   | <b>\$ (2,780)</b> | <b>\$ (5,852)</b> | <b>\$ 91,792</b>                |

**12. Expense by object**

The following is a summary of expense by object:

|                                  | Budget<br>2020<br>(note 22) | <b>2020</b>       | 2019              |
|----------------------------------|-----------------------------|-------------------|-------------------|
| Salaries and benefits            | \$ 84,468                   | <b>\$ 78,222</b>  | \$ 76,167         |
| Materials, supplies and services | 26,775                      | <b>23,586</b>     | 19,176            |
| Maintenance and repairs          | 5,484                       | <b>6,111</b>      | 5,004             |
| Amortization of capital assets   | 10,749                      | <b>10,485</b>     | 10,070            |
| Cost of goods sold               | 59                          | <b>7</b>          | 13                |
| Scholarships and bursaries       | 950                         | <b>926</b>        | 1,029             |
| Utilities                        | 1,855                       | <b>1,921</b>      | 1,883             |
|                                  | <b>\$ 130,340</b>           | <b>\$ 121,258</b> | <b>\$ 113,342</b> |

**NOTES TO THE FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2020**  
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**13. Contingent assets**

At June 30, 2020, the College had no outstanding legal matters or insurance claims where possible assets are being sought. Such matters can give rise to contingent assets and the outcomes from these matters will result in recognition of assets when settled.

**14. Contingent liabilities**

- a) The College, in the conduct of its normal activities, is a defendant in a number of legal proceedings. While the ultimate outcome and liability of these proceedings cannot be reasonably determined at this time, the College believes that any settlement will not have a material adverse effect on the College's financial position or operations. Based on legal advice, management has concluded that none of the claims meet the criteria for recording an accrued liability under Canadian public sector accounting standards. At June 30, 2020 the College recorded no contingent liabilities associated with legal proceedings.
  
- b) The College has identified a potential liability related to the existence of asbestos in a number of its facilities. Although not a current health hazard, upon renovation or demolition of these facilities, the College may be required to take appropriate remediation procedures to remove the asbestos. As the College has no legal obligation to remove the asbestos in these facilities as long as the asbestos is contained and does not pose a public health risk, the fair value of the obligation cannot be reasonably estimated due to the indeterminate timing and scope of the removal. The asset retirement obligations for these assets will be recorded in the year in which there is certainty that the renovation or demolition project will proceed and there is sufficient information to estimate the fair value of the obligation. At June 30, 2020 the College recorded no contingent liabilities associated with asset retirement obligations.

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**15. Contractual rights**

Contractual rights are rights of the College to economic resources arising from contracts or agreements that will result in both assets and revenues in the future when the terms of those contracts or agreements are met. Estimated amounts that will be received or receivable for each of the next five years and thereafter are as follows:

|                           | <b>2020</b>          |                     |                 |
|---------------------------|----------------------|---------------------|-----------------|
|                           | Service<br>contracts | Operating<br>leases | <b>Total</b>    |
| Fiscal year:              |                      |                     |                 |
| 2021                      | \$ 2,168             | \$ 544              | \$ 2,712        |
| 2022                      | 1,183                | 568                 | 1,751           |
| 2023                      | -                    | 559                 | 559             |
| 2024                      | -                    | 541                 | 541             |
| 2025                      | -                    | 474                 | 474             |
| Thereafter                | -                    | 306                 | 306             |
|                           | <b>\$ 3,351</b>      | <b>\$ 2,992</b>     | <b>\$ 6,343</b> |
| Total as at June 30, 2019 | \$ 4,652             | \$ 3,762            | \$ 8,414        |

**16. Contractual obligations**

- a) The College has contractual obligations that are commitments that will result in both liabilities and expenses in the future when the terms of the contracts or agreements are met. The estimated aggregate amount payable for the unexpired terms of these contractual obligations are as follows:

|                           | <b>2020</b>          |                                       |                     |                  |
|---------------------------|----------------------|---------------------------------------|---------------------|------------------|
|                           | Service<br>contracts | Information systems<br>and technology | Long-term<br>leases | <b>Total</b>     |
| Fiscal year:              |                      |                                       |                     |                  |
| 2021                      | \$ 2,945             | \$ 1,233                              | \$ 172              | \$ 4,350         |
| 2022                      | 1,956                | 1,087                                 | 154                 | 3,197            |
| 2023                      | 908                  | 1,082                                 | 20                  | 2,010            |
| 2024                      | 148                  | 1,052                                 | -                   | 1,200            |
| 2025                      | 3                    | 547                                   | -                   | 550              |
| Thereafter                | -                    | 1,277                                 | -                   | 1,277            |
|                           | <b>\$ 5,960</b>      | <b>\$ 6,278</b>                       | <b>\$ 346</b>       | <b>\$ 12,584</b> |
| Total as at June 30, 2019 | \$ 8,964             | \$ 3,424                              | \$ 432              | \$ 12,820        |

**NOTES TO THE FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2020**  
*(thousands of dollars)*

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- b) At April 1, 2019, the College entered into a capital lease obligation for multi-function print devices. The lease term will expire in March 2024.
- c) To manage its exposure to the volatility in electricity price, the Board of Governors has entered into contracts to fix its energy cost between January 2020 and December 2023 at \$0.05070/kWh.
- d) To manage its exposure to the volatility in natural gas price, the Board of Governors has entered into contracts to fix its energy cost between November 2019 and October 2022 at \$2.06/GJ.

**17. Related parties**

The College is a related party with organizations within the Government of Alberta reporting entity. Key management personnel and the Board of Governors of the College and their close family members are also considered related parties. The College may enter into transactions with these entities and individuals in the normal course of operations and on normal terms.

During the year, the College occupied space from a related party on an operating cost recovery basis. As well, certain related entities occupied space from the College. These costs and related revenues are recorded at carrying values that differ from values that would have been recorded if the parties were at arm's length.

The College has entered into transactions with an external vendor, where an executive of that organization was a Board member of Bow Valley College. The Board member's term expired in April 2020. All transactions between the College and that vendor are with normal commercial terms.

**NOTES TO THE FINANCIAL STATEMENTS**  
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**18. Government transfers**

|   | 2020      | 2019      |
|---|-----------|-----------|
| Grants from Government of Alberta:                      |           |           |
| Advanced Education:                                     |           |           |
| Operating   | \$ 39,314 | \$ 46,562 |
| Health Workforce Action Plan                            | 1,176     | 1,176     |
| Infrastructure Maintenance grant                        | -         | 987       |
| Other learner support grants                            | 1,664     | 1,484     |
| Total Advanced Education                                | \$ 42,154 | \$ 50,209 |
| Total contributions received                            | 42,154    | 50,209    |
| Add: Amortization of deferred capital contributions     | 6,847     | 6,863     |
| Add: Amortization of deferred non-capital contributions | 1,555     | 459       |
| Less: Amount receivable                                 | -         | (579)     |
| Deferred revenue  | 66        | (2,339)   |
|   | \$ 50,622 | \$ 54,613 |
| Accounts receivable:                                    |           |           |
| Other Government of Alberta departments and agencies    | \$ 1,039  | \$ 120    |
| Other Post-secondary institutions                       | 302       | 151       |
|   | \$ 1,341  | \$ 271    |
| Accounts payable:                                       |           |           |
| Other Government of Alberta departments and agencies    | \$ 35     | \$ -      |
| Other Post-secondary institutions                       | -         | 19        |
|   | \$ 35     | \$ 19     |
| Federal and other government grants:                    |           |           |
| Contributions received                                  | \$ 8,480  | \$ 10,910 |
| Less: deferred revenue                                  | (803)     | (1,064)   |
| Revenue   | \$ 7,677  | \$ 9,846  |

During the year, the College conducted business transactions with related parties, including ministries of the Province of Alberta and other public colleges. The revenue earned from these business transactions amounts to \$4,827 (2019 - \$4,417) and is included in these financial statements. These transactions were entered into on the same business terms as with non-related parties and are recorded at fair market values.

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**19. Salary and employee benefits**

|  | 2020                       |                     |  |          | 2019     |
|--|----------------------------|---------------------|--|----------|----------|
|  | Base salary <sup>(1)</sup> | Other cash benefits | Other non-cash benefits <sup>(3)</sup> | Total    | Total    |
| <b>Governance <sup>(4)</sup></b>                             |                            |                     |  |          |          |
| Chair of the Board of Governors                              | \$ -                       | \$ -                | \$ -                                   | \$ -     | \$ -     |
| Members of the Board of Governors                            | -                          | 5                   | -                                      | 5        | 3        |
|  | -                          | 5                   | -                                      | 5        | 3        |
| <b>Executive</b>   |                            |                     |  |          |          |
| President and Chief Executive Officer <sup>(2) (5)</sup>     | 293                        | 36                  | 36                                     | 365      | 382      |
| Vice President, Academic and Chief Learning Officer          | 202                        | -                   | 41                                     | 243      | 242      |
| Vice President, Learner Services and Chief Financial Officer | 202                        | -                   | 44                                     | 246      | 240      |
| Vice President, External                                     | 202                        | -                   | 35                                     | 237      | 240      |
| Vice President, Strategy and Chief Information Officer       | 202                        | -                   | 40                                     | 242      | 240      |
| Associate Vice President, Human Resources                    | 189                        | -                   | 35                                     | 224      | 210      |
|  | \$ 1,290                   | \$ 41               | \$ 231                                 | \$ 1,562 | \$ 1,557 |

(1) Base salary includes pensionable base pay.

(2) Other cash benefits include payments in lieu of pension and car allowance.

(3) Other non-cash benefits include College's share of all employee benefits and contributions or payments made on behalf of employees including pension, health care, dental coverage, vision coverage, out-of-country medical benefits, group life insurance, accidental death and dismemberment insurance, long and short-term disability plan, Employment Insurance, Canada Pension Plan, Workers' Compensation and fair market value of parking benefits.

(4) The majority of board members do not accept honoraria from the College. Waived honoraria have been contributed to endowments and deferred donations.

(5) The President and Chief Executive Officer resigned her position effective August 2020.

**NOTES TO THE FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2020**  
*(thousands of dollars)*



**20. Employee future benefit liabilities**

**Long-term disability health and pension premiums**

|   | 2020          | 2019          |
|---|---------------|---------------|
| <b>Expenses</b>                         |               |               |
| Current service cost                    | \$ -          | \$ -          |
| Less: Previous service costs recognized | (82)          | (25)          |
| <b>Net current service cost</b>         | <b>(82)</b>   | <b>(25)</b>   |
| <b>Financial position</b>               |               |               |
| Accrued benefit obligation              |               |               |
| Beginning of year                       | 211           | 236           |
| Net current service cost                | (82)          | (25)          |
| <b>Balance, end of year</b>             | <b>\$ 129</b> | <b>\$ 211</b> |

Significant management assumptions used to measure the accrued benefit obligation for the LTD health and pension premiums are as follows:

|                        | 2020   | 2019   |
|------------------------|--------|--------|
| Average inflation rate | 2.10 % | 2.10 % |
| Average discount rate  | 3.00 % | 3.00 % |

**Defined benefit plans accounted for on a defined contribution basis**

The College participates with other employers in the Management Employees Pension Plan (MEPP) and the Public Service Pension Plan (PSPP).

**Management Employees Pension Plan (MEPP)**

MEPP is a multi-employer contributory defined benefit pension plan for eligible management employees of the Province of Alberta, approved provincial agencies and public bodies. As the College does not have sufficient information to follow the accounting standards for defined benefit plans, it is accounted for on a defined contribution basis. The pension expense recorded in these financial statements is \$716 (2019 - \$562).

At December 31, 2019, the MEPP reported an actuarial surplus of \$1,008,135 (2018 - \$670,700). In accordance with the *Public Sector Pension Plans Act*, the actuarial surplus or deficit is determined by an actuarial funding valuation performed at a minimum of every three years. The actuarial funding valuation of the MEPP took place on December 31, 2017. The fair value of the pension plan is subject to significant market volatility due to the economic crisis stemming from the global pandemic COVID-19 virus. To the extent that the pension plan may not recover market losses during the remainder of 2020, the funded status of the plan would experience a correlated decline. The financial market impact of the outbreak has been rapidly evolving, which precludes a reasonable estimate of the impact.

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For the calendar year ended December 31, 2019, MEPP reported employer contributions of \$108,615 (2018 - \$107,630). For the calendar year ended December 31, 2019, the College's employer contributions to the MEPP were \$703 (2018 - \$526). Other than the requirement to make additional contributions, the College does not bear any risk related to any MEPP deficiency.

**Public Service Pension Plan (PSPP)**

PSPP is a multi-employer contributory defined benefit pension plan for faculty, exempt and support staff members. As the College does not have sufficient information to follow the accounting standards for defined benefit plans, it is accounted for on a defined contribution basis.

The pension expense recorded in these financial statements is \$5,155 (2019 - \$5,055).

An actuarial valuation of the PSPP was carried out as at December 31, 2018 and was then extrapolated to December 31, 2019. At December 31, 2019, the PSPP reported an actuarial surplus of \$2,759,320 (2018 - actuarial surplus of \$519,218). The fair value of the pension plan is subject to significant market volatility due to the economic crisis stemming from the global pandemic COVID-19 virus. To the extent that the pension plan may not recover market losses during the remainder of 2020, the funded status of the plan would experience a correlated decline. The financial market impact of the outbreak has been rapidly evolving, which precludes a reasonable estimate of the impact.

For the calendar year ended December 31, 2019, PSPP reported employer contributions of \$323,894 (2018 - \$337,390). For the calendar year ended December 31, 2019, the College's employer contributions were \$5,086 (2018 - \$4,953). Other than the requirement to make additional contributions, the College does not bear any risk related to any PSPP deficiency.

**21. Funds held on behalf of others**

The College holds the following funds on behalf of others over which the Board has no power of appropriation.

|  | 2020         | 2019         |
|--|--------------|--------------|
| Bow Valley College Students' Association | \$ 2         | \$ 2         |
| Other                                    | 9            | 15           |
|  | <b>\$ 11</b> | <b>\$ 17</b> |

**22. Budget figures**

The College's budget was approved by the Board of Governors as presented to the Minister of Advanced Education as part of the College's submission of its 2019 – 2022 Comprehensive Institutional Plan.

**23. Comparative figures**

Certain comparative figures have been reclassified to conform to current year presentation.

#### **24. Global Pandemic**

On March 11, 2020, the World Health Organization declared the COVID-19 disease to be a global pandemic. On March 17, 2020, the Government of Alberta declared a state of public health emergency over the COVID-19. These declarations have impacted how the College operates. Specific impacted areas are:

##### **Campus**

As part of the College's continuing efforts to minimize the spread of COVID-19, most buildings on campus have been temporarily closed until further notice. Effective March 17, 2020, the College moved to a remote delivery model for classes. The College no longer operates its parking lots and future ancillary revenues will be negatively impacted.

##### **Staff**

Most College employees have successfully transitioned to working remotely during the COVID-19 pandemic. Subsequent to April 30, 2020, temporary layoffs and reduction in hours of work have been and will continue to be considered as staffing requirements change in response to reduced on-campus activities and changes in how work is done.

##### **Enrollment and fees**

On March 16, 2020, the Government of Canada announced closure of Canada's borders to non-essential international travel which took effect on March 18, 2020. Although courses continue to be delivered remotely, restrictions on international travel may impact future international student enrollment and related tuition and fees revenues.

##### **Investments**

Subsequent to the pandemic declaration, the College's portfolio investments experienced temporary declines in value. As at June 30, 2020 these declines have been recovered. The College expects continued fluctuations in portfolio investment values impacted by volatility in the capital market and will work with its investments managers to safeguard the assets of the College.

##### **Provincial government funding**

Before the emergence of the COVID-19 crisis, the College was operating under proposed funding cuts to its operating grant over the current and the next two fiscal years. The emergence of this crisis along with the historic decline in oil prices has resulted in uncertainty in future provincial funding for the College.

##### **Fundraising**

The overall economic climate caused by the COVID-19 emergency may negatively impact the College's ability to meet future fund raising targets.

It is not possible to reliably estimate the impact these developments will have on the financial results and operations of the College in future periods. However, the College has developed a break-even budget for the upcoming fiscal year incorporating contingency plans to address these risks. The College will continue to manage its operations in a fiscally prudent manner working collaboratively with its sector partners and the Ministry of Advanced Education.





Bow Valley College

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