

Annual Report

2016 - 2017





Something amazing is happening here.

Bow Valley College has grown into one of Alberta's leading educational institutions, a proud member of Campus Alberta.

Using innovative learning options and course offerings, we educate 15,000 learners from academic upgrading to career programming. We offer career programs that are the foundation of Alberta's prosperity, like business, health, justice, community studies, and creative technologies. Our graduates are work-ready, so they can make a difference from day one.

At Bow Valley College, we believe in promoting vibrant communities and workplaces that value inclusion and diversity. Our Centre for Excellence in Immigrant and Intercultural Advancement provides leadership in the integration and advancement of 3,700 immigrants into society each year. Similarly, our Centre for Excellence in Foundational Learning provides foundational skills, academic upgrading, and career program pathways so more Albertans can participate fully in community and the labour force.

Our main campus in a dynamic urban core places us at the heart of Calgary's economic engine. And our seven other campuses in southern Alberta connect us to regional communities and opportunities.

We provide access to post-secondary education regardless of the learner's background or location. We prepare the workforce for industries that are innovating and growing, delivering the skills employers want with a credential they recognize.

Learners succeed here, and that means amazing things for our communities and Alberta.



VISION

We are an innovative world-class college, rooted in communities, enabling people to *Learn a better living™* and *Live a better life.*

MISSION

Where people live and work, Bow Valley College will contribute to the vitality of communities and the strength of the economy through innovative adult education programs and services that equip people for successful living, lifelong learning, and work in a global, knowledge-based economy.

VALUES

Accountability

Concern for People

Teamwork and Trust

Learner-Centred

Respect for Diversity

Excellence

Integrity

Learning-Centred

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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, business, 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, Aboriginal 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

Profile

Since our inception in 1965, Bow Valley College has helped learners enhance their lives through attending the College. Learners, our communities, Alberta industries, and the province all benefit from our unique approach to learning. We remove barriers to success by customizing education for learners' needs, creating lifetime partnerships with learners, and integrating technology into everything we do.

Learners triumph here.

We are Alberta's largest comprehensive community college, serving Calgary from the heart of downtown, and the surrounding communities from seven regional centres in southern Alberta. Over 15,000 learners take part in year-round career diploma and certificate programs, as well as adult upgrading and English language learning. For our learners, there is no limit to where they can go once their journey begins, and every journey can begin here.

Strategies to achieve our vision of learning

Being a Learning Partner for Life

Delivering Excellence in Applied Education

Optimizing Our Community Connectedness

Advancing Our Diversity Advantage

Growing Our Capacity for the Future

Bow Valley College Campuses

Client Focus

Students are at the centre of what we do. We see each individual learner and build in resources around them to support their persistence and achievement.

It makes all the difference that we are an institution that believes in and opens our doors to them, regardless of where they are beginning. We actively partner with Indigenous communities within our region.

Our learning community is immensely diverse. That diversity is reflected across the breadth and depth of our programming scope, including foundational skills development, English language proficiency, applied and advanced career preparedness.

School of Health and Wellness

Health Care Aide
Nutrition Management
Pharmacy Technician
Practical Nurse
Recreational Therapy Aide

School of Community Studies

Addictions Studies – Aboriginal Focus
Disability Studies
Early Learning and Child Care
Education Assistant
Justice Studies
• Correctional Studies
• Law Enforcement
• Youth Justice
• Justice – Aboriginal Focus
• General Justice
Health and Human Services Management
Social Work

Centre for Excellence in Foundational Learning

Academic Upgrading
Adult Learning Facilitation
Career Program Pathways
Curriculum Development and eLearning
Literacy and Essential Skills

School of Creative Technologies

Digital Marketing
Interior Decorating
Kitchen and Bath Design
Software Development

Centre for Excellence in Immigrant and Intercultural Advancement

Adult Learning Facilitation
Bridging Programs
Career Development Services
Careers in Immigrant Advancement
Curriculum Development and eLearning
English Language Learning
Intercultural Studies

Chiu School of Business

Administrative Professional
Business Administration
• Accounting
• Event Management
• Financial Services
• General Business
• Global Tourism
• Human Resources
• Insurance and Risk Management
• Marketing
• Public Relations
Dental Business Assistant
Events Management
Hospital Unit Clerk
Human Resources
Legal Assistant
Medical Office Assistant
Veterinary Office Assistant



Message from Laura Jo Gunter President and CEO

Bow Valley College has a strong reputation and track record of success. Our learning community holds a deep commitment to developing exceptional learning experiences, fostering learner persistence, encouraging deep integration with the broader community and regional economy, and being responsible stewards of public resources. The College's achievements over the 2016-17 year reflect these deep commitments and values.

We increased enrolment and developed new learning pathways by launching new programs and discipline specializations. We prepared programs for delivery in traditional classroom settings, online environments, or a blend of both. We enhanced our service suite to enable learner persistence and success. We strengthened our presence in regional communities through new programs, greater technology capacity, and enhanced campus spaces and resources.

We are firmly committed to our vital role as the comprehensive community college for Calgary and surrounding communities. Our focus is to develop work-ready graduates in fields like business, health care, justice, community services, and creative technologies. As part of our core mandate, we support learners with overcoming a broad range of barriers that would otherwise inhibit participation or persistence, and we work with adults engaging in foundational skills, including academic upgrading

and English language learning, and accessing pathways to further education or the labour force.

Through fiscal management and diligent attention to strategic priorities, we achieved a strong financial position in 2016-17 from which to foster access and the ongoing delivery of high-quality programs and services. From this position of strength, we continue to make targeted investments to support growth priorities and ensure responsiveness to industries that are innovating and growing.

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:]

Laura Jo Gunter
President and CEO

Message from Dave Collyer

Board Chair

2016-2017 was a year of transition for Bow Valley College – in executive leadership, in strategic renewal and in advancing campus development and information technology planning.

The foundation for the success of the College is its ongoing operational focus, sustained robust financial performance, and strong commitment to leadership within its comprehensive community college mandate. The past year was no exception, with strong performance in each of these areas positioning the College for growth despite an uncertain and challenging economic environment.

The College remains committed to creating learning opportunities responsive to changing labour market demands and the emerging entrepreneurial goals of our learners. The demand for Bow Valley College programs continues to grow, while funding is under pressure as a result of the broader economic situation in Alberta. We are taking steps to meet immediate-term growth expectations by maximizing efficiencies and re-allocating resources to meet increasing program demand.

Vision 2020 has provided a strategic roadmap for the College for the past several years, guiding our efforts and providing a framework for measuring our progress. Building on this successful track record, we are refreshing our strategy as we take Bow Valley College to the next level. The Board initiated this work with the College Executive in 2017, and it will continue to be a priority for 2018. A key element of the strategy renewal will be an assessment of alternatives to meet increasing demand for the programs offered by the College, while maintaining financial resilience and being responsive to the rapidly changing post-secondary learning environment.

At the close of another exceptionally good year for the College, on behalf of the Board I extend congratulations to the College leadership, faculty, and staff on their deep commitment to fostering exceptional learning experiences and outcomes. Under Laura Jo Gunter's leadership, I am confident that we have a team that will continue to deliver strong performance and position the College for success over the longer term.

I also extend my sincere thanks to my colleagues on the Board for their commitment of time, energy and expertise to the governance of the College.

As I settle into my second term as Chair of the Board, I remain as confident as ever in the College and its ability to deliver sustained value to our key constituents – learners, employers, communities, governments and our learning partners. I look forward to working with my Board colleagues and the College leadership to deliver continued strong operational performance and to develop a robust strategy to guide the College's next phase of renewal and growth.

Sincerely,

[ORIGINAL SIGNED BY:]

Dave Collyer
Chair, Board of Governors of Bow Valley College



David Collyer
Chair
September 13, 2017 –
September 14, 2020



Andrea Robertson
Vice Chair
January 30, 2015 –
January 29, 2018



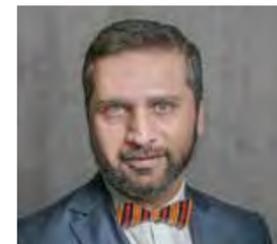
Sharon Carry
Ex-Officio, President and CEO
Until December 2016



Laura Jo Gunter
President and CEO
From January 2017



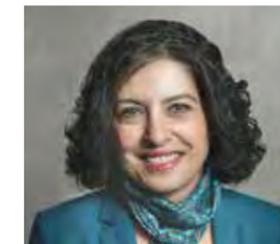
Cathy Orr
Public member
April 2, 2017 – April 3, 2020



Dr. Chirag Shah
Public member
December 4, 2016 –
December 5, 2019



Jamilah Edwards
Public member
December 4, 2016 –
December 5, 2019



Parand Meysami
Public member
April 3, 2017 – April 2, 2020



Suzanne Hathaway
Public member
December 4, 2016 –
December 5, 2019



Vance Langford
Public member
January 30, 2015 –
January 29, 2018



Dr. Roger Gibbins
Public member
February 26, 2014 –
April 2, 2017



Hana Taleb-Imai
Academic Staff
June 29, 2017 – June 30, 2019

Accountability Statement

The Bow Valley College Annual Report for the year ended June 30, 2017 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 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



Stacie Baker
Non-Academic Staff
May 12, 2016 – June 20, 2016



Arshit Dhingra
Student member
May 1, 2017 – April 30, 2018



YOU NEED TO KNOW

Bow Valley College

New School of Creative Technologies

From digital marketing to software development to interior design, the School of Creative Technologies delivers programs to meet growing industry needs.

Eight campuses strengthening Alberta

From our campus at the heart of Calgary's downtown, to our regional campuses in Airdrie, Banff, Canmore, Cochrane, High River, Okotoks, and Strathmore, we are contributing to Alberta's future.

Operational Overview

Total Full Load Equivalent (FLE) Distribution Across Centres and Schools

	Actual 2014-2015	Actual 2015-2016	% Change	Budget 2016-2017	% Change	Actual 2016-2017	% Change
Centre for Excellence in Foundational Learning	1,268	1,140	-10.1%	1,200	5.3%	1,161	1.8%
Centre for Excellence in Immigrant & Intercultural Advancement	1,500	1,691	12.7%	1,589	-6.0%	1,560	-7.7%
School of Health and Wellness	1,269	1,326	4.5%	1,433	8.1%	1,279	-3.54%
School of Community Studies	721	833	15.5%	1,024	22.9%	1,049	25.9%
School of Creative Technologies	51	48	-5.9%	48	0.0%	49	2.1%
Chiu School of Business	998	1,271	27.4%	1,334	5.0%	1,567	23.4%
Overall Total	5,807	6,309	8.6%	6,628	5.1%	6,665	5.6%

Source Data - Office of Institutional Analysis

Full Load Equivalent (FLE) Trend Across Programs

	Actual 2014-2015	Actual 2015-2016	% Change	Budget 2016-2017	Actual 2016-2017	% Change
Certificate						
Addiction Studies ¹	8.5	9.2	8.3%	9.9	8.3	-15.8%
Administrative Professional	103.3	92.5	-10.4%	96.4	83.6	-13.3%
Business Administration	81.4	77.2	-5.1%	70.4	85.9	21.9%
Dental Business Assistant	33.3	37.0	11.1%	38.3	40.5	5.8%
Disability Studies	11.3	25.5	126.1%	24.3	47.1	94.2%
Early Learning and Child Care	150.6	164.5	9.2%	164.7	105.0	-36.3%
Education Assistant	27.1	30.7	13.1%	47.1	47.4	0.7%
Events Management	1.7	4.2	147.8%	4.2	4.7	13.8%
Fetal Alcohol Spectrum Disorder Education				17.3	3.0	-82.7%
Health Care Aide	165.5	150.5	-9.1%	202.3	156.3	-22.7%
Hospital Unit Clerk	155.9	276.6	77.4%	280.0	347.6	24.1%
Human Resources ²	43.6	46.1	5.8%	46.0	46.6	1.2%
Interior Decorating	2.2	0.3	-86.6%	0.2	2.0	981.2%
Medical Office Assistant	94.2	146.4	55.4%	149.1	194.9	30.7%
Nutrition Manager	12.0	14.4	20.6%	21.7	15.4	-28.8%
Recreation Therapy Aide	5.7	4.5	-20.6%	4.6	7.4	60.5%
Veterinary Office Assistant	24.1	33.6	39.3%	34.1	36.7	7.6%

Diploma						
Addiction Studies ¹	29.8	38.0	27.6%	39.1	52.3	33.8%
Business Administration ³	290.1	390.5	34.6%	430.9	479.0	11.2%
Disability Studies	28.5	57.4	101.5%	57.7	87.2	51.0%
Early Learning and Child Care	186.1	231.0	24.1%	232.5	242.8	4.4%
Events Management	26.1	0.3	-98.9%			
Global Tourism Management and Marketing	13.0	0.0	-99.7%			
Interior Decorating	48.9	47.9	-2.1%	48.2	46.8	-2.8%
Justice Studies ⁴	246.7	248.0	0.5%	304.8	289.5	-5.0%
Legal Assistant	85.5	142.8	67.1%	143.2	203.5	42.1%
Pharmacy Technician	48.2	55.0	14.0%	59.5	58.4	-1.8%
Practical Nurse - Aboriginal Focus	0.9		-100.0%	0.4		-100.0%
Practical Nurse	956.5	1,028.2	7.5%	1083.6	942.0	-13.1%
Social Work				56.0	30.3	-45.8%

Post-Diploma Certificate						
Health and Human Services Management				26.6	55.1	107.1%

Non-Credential						
Academic Upgrading ⁵	1,236.8	1,117.4	-9.7%	1,122.9	1,120.5	-0.2%
Employment Skills ⁶	31.7	22.7	-28.4%	20.0	22.2	11.0%
ESL - English Language Learning ⁷	1,500.5	1,690.8	12.7%	1,589.1	1,560.1	-1.8%
Open Studies ⁸	157.6	125.9	-20.1%	145.9	224.7	54.0%
Pathways ⁹				57.5	17.9	-68.9%

Notes:

- In 2016-17, the Aboriginal Addictions Services Counselling program name changed to Addiction Studies.
- In 2014-2015, the Human Resources Management program name changed to Human Resources
- Business Administration Diploma includes FLEs across all specializations
- Justice Studies Diploma includes FLEs of two new Specializations called General and Aboriginal Focus

- Academic Upgrading Program includes Academic Preparation, Art Stream, General Education Development Preparation and High School Specializations
- Employment Skills Program includes Sewing and Upholstery specialization
- ESL - English Language Learning includes Bridge, English for Academic Purposes, English as a Second Language, English as a Second Language Courses, International ESL, LINC Conversation, LINC Reading/Writing/Grammar, Post-Secondary Preparation for International Learners and Youth in Transition specializations

- Open Studies includes Out of School Programming for School Age Children, Occupational Skills Training - Office and Practical Nurse Re-entry FLEs
- Pathways is a new non-credential program approved in 2016-17 and includes the FLEs for the new Artstream Bridging specialization.

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

If no FLE's are indicated in a particular year, it is because the program may be new or it may have been suspended or terminated.



Operational Overview:

Key Changes in Operating Environment

Economy

Assumptions

Moderate provincial GDP growth was expected by 2017, ending a two-year recession in the province.

Actual

Alberta GDP growth projections steadily improved through 2017; however, growth remained moderate overall. Projections placed it at just over 3 per cent by the end of 2016-17 year.

Outcome

Consistent with historical patterns, the economic slowdown and moderate recovery resulted in increased demand for programming. Overall College enrolment grew in 2016-17 by 5.6 per cent, a +0.5% variance from budget projections.

Population Growth

Assumptions

Population growth in the province and Calgary is slowing over recent years.

Actual

Population growth in Alberta and Calgary moderated since the 2015 recession. In Alberta, population in 2016 and into 2017 is averaging 1.5 per cent growth. Over the same period in Calgary, the rate of growth is just under 2 per cent.

Outcome

To meet labour force needs, Alberta must rely more heavily on developing talent within. Bow Valley College, with its access agenda, will be a reliable partner in efforts to engage communities otherwise underrepresented in learning and the labour force.

Variations Between Planning Estimates and Actuals

Government Grants

Estimates

Federal and other government grants exceeded budget estimates.

Actual

Federal and other government grants were \$7.9 million in 2016-17, \$0.9 million higher than budget.

Explanation of Variance

The Language Instruction for Newcomers to Canada (LINC) program generated the majority of this revenue. Federal revenues to support Connections to the Workplace and Education Assistance to Indigenous Learners contributed to higher than anticipated revenues.

Strategic Investment Fund

Estimates

Strategic Investment Fund: Strathmore Learning and Innovation Centre.

Actual

The College was awarded \$0.4 million from the Strategic Investment Fund.

Explanation of Variance

During the fiscal year, the federal government announced a post-secondary infrastructure funding envelope, titled Strategic Investment Fund. Bow Valley College successfully competed for awarded funds to support the development of the Strathmore Learning and Innovation Centre.

Overall College Enrollment

Estimates

Overall College enrolment was estimated to increase by 5.1 per cent from the year previous.

Actual

Enrolment growth was on target with a variance of just +0.5 per cent between budget and actuals in 2016-17; however, the College did see wider variances at the School level, led by a full load equivalent increase beyond estimates in the Chiu School of Business. The School of Health and Wellness saw a slight decrease in enrolment year-over-year, when growth was otherwise projected.

Explanation of Variance

Several factors are driving significant full load equivalent enrolment growth in the Chiu School of Business. They include enhanced learner demand for the Legal Assistant, Medical Office Assistant, Business Administration programs as well as year-over-year growth in online enrolment and international enrolment across the School's programs. The slight decrease in full load equivalent enrolment in the School of Health and Wellness is primarily due to the flexible nature of the College's admissions and program delivery options. Many learners are opting to take longer to complete their programs than historical trends.

Performance Measures

Learning Partner for Life

2014-2015	2015-2016	2016-2017	
5,807	6,309	6,665	Total full-load equivalents
14,793	14,685	15,091	Total unduplicated headcount
4,373	4,216	4,509	Total unduplicated non-credit headcount

Excellence in Applied Education

2014-2015	2015-2016	2016-2017	Provincial Benchmark	
84.3%	81.7%	81.3%	71%	Certificate completion rates
71.2%	67.3%	69.5%	61%	Diploma completion rates
92.6%	92.6%	90.8%	85%	Percentage of graduates employed across career programs ¹

¹ Based on The Alberta Advanced Education official results of latest Graduate Outcome Survey.

Community Connectedness

2014-2015	2015-2016	2016-2017	Provincial Benchmark	
85.8%	85.8%	88.9%	92%	Percentage of graduates satisfied with Bow Valley College learning and services across career programs

Diversity Advantage

Age distribution (full-time enrollee)	% of Total
Less than 18	1.5%
18-24	38.6%
25-34	30.7%
35-44	20.0%
45+	9.2%

Gender Ratio of Full-time Enrollees	% of Total
Female	75.4%
Male	24.6%

	Count
International Credit Learners Enrolment	1,088
Indigenous Credit Enrolment	495
Learners with Disabilities	602

Highest Education of Full-time Enrollees	% of Total
Less than Grade 12	9.8%
Grade 12	25.3%
Certificate	9.5%
Diploma	3.6%
Bachelor's Degree	11.7%
Master's Degree	2.0%
Doctoral	0.2%
Other	2.9%
Unknown	35.0%

Capacity for the Future

2014-2015	2015-2016	2016-2017	
44%	44%	44%	Government of Alberta grant as a percentage of revenue
15%	15%	16%	Entrepreneurial contracts as a percentage of total revenue

Summary of Achievements

All of our planning, strategy, and development draws from our long-term strategic plan, Learning into the Future. This Annual Report reflects our Learning into the Future strategic framework and documents our progress on implementing those initiatives that were completed or those multi-year initiatives that saw major development in year one of our 2016-2019 Comprehensive Institutional Plan.

Learning Partner for Life

Highlights of this section include some operational refocus, including the transition of Executive leadership, new emphasis on Continuing Education program development, expansion of Campus Alberta and community partnerships, the successful launch of our first post-diploma program, and responsive additions to our learner services suite.

Delivering Excellence in Applied Education

Highlights of this section include broader engagement with Indigenous communities and new supports for Indigenous learners; expansion of career programming, discipline specializations, and dual credit pathways; expansion of basic literacy workplace certificates, and introduction of Intercultural Competencies for Leaders Certificate.

Community Connectedness

Highlights of this section include the expansion of credit programming across regional communities and increased regional engagement and enrolment, enhanced access to English Language Learning in regional communities, and the successful awarding of federal funding to support the development of the Strathmore Learning and Innovation Centre.

Diversity Advantage

Highlights of this section include the provision supports to learners with disabilities, the successful pilot of the Alberta Aboriginal Construction Careers Centre, the development of a Diversity Achievement Plan, and the ongoing provision of career development services in French and English.

Capacity for the Future

Highlights of this section include enhanced access to our learning management system through a mobile device app, the expansion of our Hybrid Flexibility pilot into new courses, technology and systems acquisition to enable future growth, and the naming of Bow Valley College as a Top 70 employer for the fourth year running.

Learning Partner for Life

Achievements 2016-2017

Being a Learning Partner for Life means staying relevant at every stage of a learner's career. Our commitment to lifetime achievement for learners means their skills and expertise will evolve with the times, keeping the workforce, our community, and the province strong.

New Models of Learning Partnerships

Build new systems of learning that engage employers, learners, and the College directly in the learning process and outcomes.

1.0 Implement Business Development Plan to facilitate sales of academic and training services.

Description	Status
Established the Non-Credit Development Fund to support development and start-up costs for new Continuing Education courses and certificates.	▲

2.0 Develop and sustain continuing education programming that promotes skill depth, cross-skilling, continuing professional competence, and workplace training.

Description	Status
Initiated a proposal with the Ministry of Children's Services to deliver innovative, mentored Continuing Education programming in early learning and childcare.	△
Expanded the College's Continuing Education portfolio through new partnerships with Cisco Academy, VMware Academy, and CompTIA to provide industry certified training.	▲
Created the ELL Training Network, an online community which connects English Language Learning practitioners from across the country to professional development webinars, resources, and information to better meet the needs of practitioners and English language learners.	▲

▲ Complete

△ In Progress

Lifetime Attachments

Create the systems, policies, practices, and programming that will lead to a lifetime attachment for learners, alumni, employees, and communities.

1.0 Implement significant operational restructuring by Year 1 of this plan to support the attainment of our Vision.

Description	Status
Reorganized the College structure, operationalizing four divisions and more cohesive approach to implementing our vision for learning.	▲
Successfully transitioned from one president to the next, ensuring an orderly transition and facilitated continuity in operations, strategic focus, and community engagement.	▲

2.0 Expand career certificate and diploma programming, responding to industry and learner demand.

Description	Status
Launched a work integrated learning practicum at the Mustard Seed in the School of Health and Wellness.	▲
Successful launch of the Social Work program with a waitlist in first year, and strong positive feedback from the accreditation review by NorQuest College.	▲
Launched the Health and Human Services Management program, the College's first post-diploma certificate for lifelong learning. Over 120 learners enrolled in the first year.	▲
Established the Centre for Early Development and Applied Research in partnership with community serving organizations (Palix, Calgary Public Library, Calgary Reads and United Way) and post-secondary institutions in Calgary, Alberta and British Columbia.	△

3.0 Develop a robust graduate outcomes survey with which to gain immediate, comprehensive, and actionable intelligence on our graduates' success in the workplace.

Description	Status
Achieving our goal of producing work-ready grads. The Graduate Experience and Employment Survey of 2015/16 reveals 89% of Bow Valley College graduates are employed and 75% are working in a job related to their training.	▲
Established formal partnership with Talent Pool in order to expand reach and relationships with potential employers for Bow Valley College grads.	▲

▲ Complete

△ In Progress



Removing barriers to learner success benefits us all

A value of the College is striving to ensure every learner has the opportunity to succeed, so all programs are designed to help students overcome any barriers they may face, including financial need. With help from our community of supporters, scholarships and bursaries can play a crucial role in our students' lives, often making a defining difference for successful program completion.

Glen Weatherhead, 2017 Recipient of the Gloria L. Kaufmann Bursary for Career Programs. For this husband, new dad, and veteran of the Canadian Armed Forces, the bursary provided a key boost in making the successful transition to the Practical Nursing program at Bow Valley College. "With the early birth of our

newborn daughter and with my wife on maternity leave and me in school full time, it was very tight in the realm of finances," said Weatherhead. "The scholarship helped us breathe a little easier."

Having now successfully completed his program, he hopes his career path will lead to the Alberta Children's Hospital. From serving his country, to serving in his new profession, Weatherhead goes on to highlight the power of hard work, access to college programs, and our benefactors, combining to benefit individual learners and our community.

Affordable Learning

Build new strategies through advancement and partnership to open doors to learners with challenges.

1.0 Attain Quest for Best scholarship and awards goal.

Description	Status
Raised \$3.086 million in fund development, surpassing our 2016-17 fundraising target of \$3 million. This brings us to \$18.27 million raised towards our Quest for Best campaign goal of \$20 million.	▲
Doubled the value of scholarships and bursaries available over the last five years to more than \$1 million annually.	▲
Increased entrance bursaries delivered through Learner Success Services. These bursaries provide financial aid incentives for learners registered in a career program with financial barriers.	▲
Increased access to the Child Care Bursaries through broader eligibility (for all learners) and increased donor dollars. Total dollars disbursed was \$342,800 to 252 recipients, up from \$85,650 in 2015/16.	▲
Offered specific bursaries and student awards to our deaf and hard of hearing learners, with three awards designated to this group. This was the first year that we have offered specific funding to this group.	▲

Learning Centred Customization

Further develop pathways, programming, services, and curricula design that promote a distributed, flexible, interactive, unbundled, and supportive environment.

1.0 Develop all curricula and learning resources to support online delivery, in addition to face-to-face delivery.

Description	Status
Enhancing online delivery options for learners, including asynchronous online delivery, synchronous distributed delivery, and Hybrid Flexible delivery.	△
Provided English Language Learning courses through numerous delivery modes including face-to-face, distributed, and online learning to full time and part time learners in Calgary and the region.	▲
Developed an online tutoring program through the Academic Success Centre to address the needs of online and regional students seeking academic enrichment and advancement.	▲
Customized regional program opportunities for the Health Care Aide and Practical Nurse programs through online, synchronous, and asynchronous options to create a flexible learning environment and increase learner success.	▲
Partnered with NorQuest College to develop two Open Educational Resources for English Language Learning including the e-book, <i>In the Workplace: An Intermediate Integrated Skills Textbook</i> .	▲
Established new partnerships with the Calgary Board of Education, rural school divisions, and the Justice Studies program to provide high school students dual credit courses online and face-to-face.	▲

▲ Complete

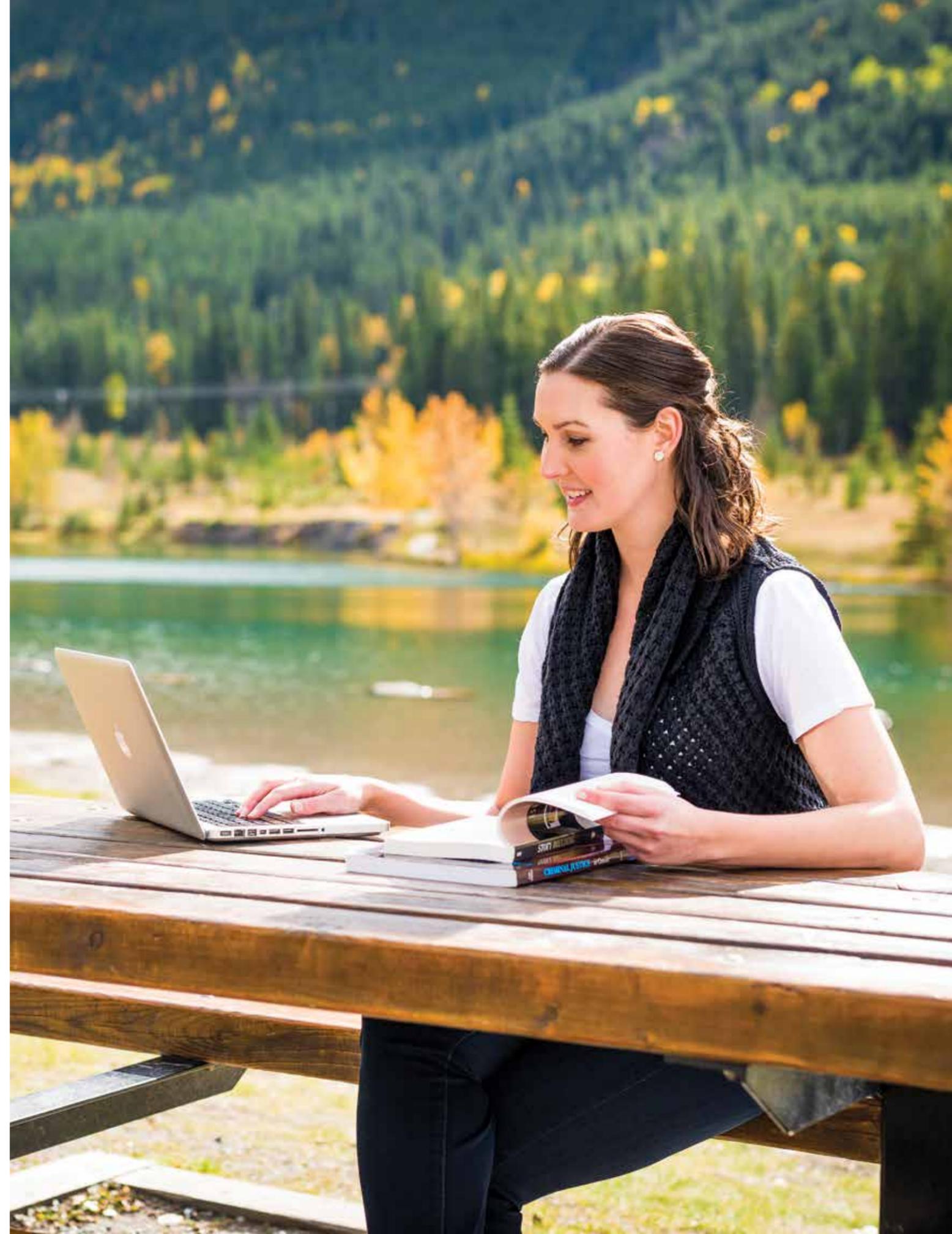
△ In Progress

2.0 Ensure every service critical for learner success can also be accessed any time and any place.

Description	Status
Launched Talk With Me, a 24-hour support service for learners offered in 140 different languages.	▲
Delivered workshops for library and computer support using Adobe Connect to increase accessibility.	▲
Added Open Educational Resource (OER) databases and websites to existing resources in the RGO Library and Learning Commons to replace or supplement textbooks and increase access and affordability.	▲
Arranged prepaid postage for distance learners to provide easier access to library print resources.	▲
Piloting new tools for online proctoring of exams to allow remote learners to take exams online instead of coming to a College location	▲

▲ Complete

△ In Progress



Delivering Excellence In Applied Education

Achievements 2016-2017

Our single-minded focus is to make our learners more employable, providing them with the ability and skills to launch a career. We work with employers to ensure our programming will prepare learners to be work-ready graduates, armed with the practical skills needed for that first day on the job, as well as the soft skills and intercultural training needed for long-term success.

Access Mission

Evolve access designed to engage the maximum number of potential participants, including Indigenous peoples.

1.0 Fulfilling our mandate as an access college—open to people from all walks of life no matter their educational background with outcomes that meet or exceed relevant benchmarks.

Description	Status
Engaged with many Treaty 7 First Nations communities (Blood Tribe, Stoney and Nakoda) to develop and implement several training programs through a collaboration between Regional Stewardship and the Chiu School of Business. This includes certificate completion opportunities that lead to credit programming at the College.	△
Completed the Transitions to Higher Education program delivered by Bow Valley College in partnership with the Calgary Foundation in High River. 114 High River residents completed the workshops and 19 gained post-secondary scholarships.	▲
Implementing basic literacy workplace certificates to create additional pathways for learning and increase access in a number of partner organizations.	△
Enhanced recruitment by placing Centre for Excellence in Foundational Learning programming inside of community organizations.	△
Launched Aboriginal Reboot, a new initiative to provide more accessible academic support to Indigenous learners. 389 learners participated in free drop-in tutoring at the Iniiikokaan Centre.	▲
Designed new pathways to help learners achieve successful admission to health programs at the College. Indigenous learners from University Blue Quills used the pathway courses to enter the Practical Nurse program.	▲
Disbursed \$172,000 through the Indigenous Career Awards across all certificate and diploma programs through the support of the provincial government.	▲
Continued to waive application fees for Indigenous learners through donor support to reduce barriers to access. Initiative is now also being piloted for at-risk youth.	▲

2.0 Incorporate principles of universal design, where appropriate, to promote an inclusive campus environment and experience.

Description	Status
Realigned Academic Success Centre services into a Universal Design Learning Framework to make tutoring, peer tutoring, learning coaches, and academic support workshops available to all learners at the College.	▲

▲ Complete △ In Progress

Franchise Model

Develop systems and criteria to maximize delivery of the Bow Valley College credential and learning experience through partnering or franchising agreements locally and internationally.

1.0 Facilitate opportunities (locally or overseas) for joint programming, brokering partnerships, and other educational collaborations.

Description	Status
Signed a memorandum of understanding with Grande Prairie Regional College to collaborate on a Pharmacy Technician learning program in Grande Prairie.	△
Launched the first College Preview Night, a joint effort with our Campus Alberta South partners — Athabasca University, Olds College, and University of Lethbridge, to raise the College's profile.	▲

Pathways

Build upon the current systems of transfer, articulation, advanced placement, and dual credit programs to create seamless options for our lifelong learners.

1.0 Develop no re-work seamless pathways into and beyond the College.

Description	Status
Developing the Pathways Project to allow business diploma and certificate graduates to transfer seamlessly between the Campus Alberta partners and receive full credit for their course work.	△
Developing a Pathways Program to enable Centre of Excellence for Foundational Learning students to continue their education in Chiu School of Business programs and School of Health and Wellness programs.	△
Expanded the College's dual credit program to include ten school divisions across the Calgary region. High school students can take nine Bow Valley College courses from the School of Health and Wellness, Chiu School of Business, and the School of Community Studies while they complete their high school diplomas.	▲
Developed a Justice Studies recruitment plan with Correctional Services of Canada to give suitable learners in their second year of study employment directly after Diploma completion.	▲

2.0 Develop post-diploma certificates that engage learners with prior education in enhanced professional skills development and practical applications.

Description	Status
Received Government of Alberta approval for post-diploma certificates in Digital Marketing, Kitchen and Bath Design, and Software Development. Also approved was a Digital Marketing specialization in our Business Administration Diploma.	△

3.0 Expand program majors from common core courses to increase pathways and routes to specializations

Description	Status
Successfully implemented the Open Studies program to give individuals more access to College courses without being formally admitted to a program of studies. The uptake has been dramatic with more than a 100% increase in courses taken by unclassified learners.	▲
Enhanced Open Studies program with new courses in Social Sciences and Humanities.	▲

▲ Complete △ In Progress

Credential Learning

Develop innovative models to recognize, credential, and bridge learning from informal and formal sources.

1.0 Expand role of the College as a credentialing body.

Description	Status
Obtained TESL Canada designation and offered the first cohorts of the ACE TESOL Certificate to be credentialed English Language Learning professionals.	▲
Added Canadian Benchmark Testing at the High River campus to increase access to funded English Language Learning courses for newcomers.	▲
Piloted a competency-based assessment program as a means of credentialing learning for hospitality workers.	△

2.0 Support prior learning assessment through rigorous and fair assessment processes and procedures to facilitate access into College courses and programs.

Description	Status
The College developed a Prior Learning Assessment and Recognition Policy and has shifted focus to policy implementation to develop practices, standards, and mechanisms that meet the diverse needs of learners and the College and contribute to the overall effort to minimize rework where students already demonstrate competency.	▲

3.0 Expand Workplace Literacy Readiness Courses that combine basic literacy with a particular industry workplace certificate and that lead to the certificate test.

Description	Status
Developed five basic literacy workplace certificates, which are ready for launch in Fall 2017.	▲

Training Source

Become the strategic source for professional development and training for professional organizations, accreditation bodies, employers, unions, and regulatory agencies.

1.0 Develop and deliver advanced training to learners already in the workforce.

Description	Status
Established multiple contracts for professional development with disability services in Alberta including Westlock and New Ages.	▲
Delivered a self-paced online professional development course, Supporting Culturally and Linguistically Diverse Learners in College Career Programs, to faculty from Selkirk College and Lakeland College. The course helps instructors respond to growing diversity in the classroom.	▲
Delivered 15 professional development webinars and workshops to over 400 English Language Learning practitioners and employers across Canada.	▲
Developed a financial coaching course for community organizations with funding provided by the City of Calgary and United Way. Employees from 33 community organizations attended the course.	▲

2.0 Raise the College's profile as a professional continuing competence training provider.

Description	Status
Connected with health care organizations to offer education opportunities to their current workforce to increase quality of care for Albertans.	▲

▲ Complete

△ In Progress

Integrated Learning

Foster a community of learning and service that champions a shared focus on holistic education and learner engagement.

1.0 Continue to implement College-wide learning outcomes, including updated financial literacy outcome, into program curriculum and learning resources.

Description	Status
Deployed the National College Health Assessment (NCHA) to guide activities and initiatives that address primary health and wellness issues of learners. Identified and promoted applications that assist with needs identified by the NCHA, including stress, nutrition, and physical activity.	▲
Increased Financial Literacy activities by including budgeting and credit workshops, reaching over 200 learners.	▲
Offered Mental Health, First Aid, and Applied Suicide Intervention Skills training to learners, staff, faculty, and community members.	▲

▲ Complete

△ In Progress



Community Connectedness

Achievements 2016-2017

We are a community college. By aligning our activities around service to our community, we are able to deliver on this key mandate, to help build the community and make it stronger.

Community Relationships

Build strategic relationships that extend our reach into the community and engage stakeholders in our College community to enhance the learning experience and create opportunities for service learning.

1.0 Secure the future growth needs and development of Bow Valley College.

Description	Status
Engaged Stantec to conduct a review of how to optimize space use in the existing downtown College facilities in order to be better able to accommodate learner and employee growth over the short and medium terms.	▲
Enhanced the RGO Library and Learning Commons with addition of 32 new individual study carrels to provide learners with a quiet place to study.	▲

2.0 Demonstrate the College's value propositions, aligned to the expectations of each of the College's diverse stakeholders.

Description	Status
Strengthened relationships with approximately 100 stakeholders across Canada focused on improving literacy and essential skills. Stakeholders include community colleges, immigrant serving agencies, Métis and Indigenous organizations, government, employers, and industry associations.	▲
Strengthened relationships with several organizations in the fields of information, entrepreneurship, communication, and design including The Information Communication Technology Council, Women in Communications and Technology, Rainforest Alberta, Innovate Calgary, Data for Good, DAMA, Calgary Economic Development, Chic Geeks, and Ladies Learning Code.	▲
Hosted employers on campus through two annual Job Fairs and the first annual Employer Recognition Breakfast, held to recognize employer engagement and efforts.	▲
Hosted an Oil & Gas Regulatory Forum led by the Alberta International Development Office, part of Economic Development and Trade, and supported by Global Affairs Canada. The forum was attended by international and domestic stakeholders from 14 countries.	▲

▲ Complete △ In Progress

3.0 Expand reach of Regional Stewardship with a focus on providing our programming, as well as facilitating the delivery of programs from other post-secondary institutions.

Description	Status
Expanded credit program availability across the seven regional campuses from 88 Full Load Equivalents to 108 from 2015-16 to 2016-17. Demand is increasing for Health and Wellness programs such as Practical Nurse Diploma and Health Care Aide, as well as Hospital Unit Clerk, Medical Office Assistant, and the Business Administration Diploma.	▲
Increased regional course registrations to a total of 844 (both credit and non- credit), an increase of 260 compared to 2015-16.	▲
Increased the breadth and depth of English Language Learning options in the regional campuses to satisfy increased demand.	▲
Delivered a series of monthly Business Bootcamps in the Foothills region in conjunction with the Town of Okotoks, McBride Career Group, and the Okotoks Chamber of Commerce.	▲
Established shared space arrangements for the local Adult Learning Councils on the College's Okotoks, High River, and Strathmore campuses. The arrangement enables adult learners to access all their learning needs through one location.	△
Facilitated career development and job search workshops in regional areas (Canmore, Cochrane, Strathmore, Okotoks, High River and Airdrie) to meet the needs of job seekers in their own communities.	▲
Received \$0.4 million from the federal government as part of the Strategic Investment Fund for the development of the Strathmore Learning and Innovation Centre. Progress has been made on the development of this site.	△

4.0 Incorporate experiential learning pathways into every career program.

Description	Status
School of Health and Wellness established a partnership with Laerdal Medical for a simulation education series to enhance the experiential learning environment.	▲
Continued BMO Centre for Experiential Learning and the Scotiabank Business Student Support Network community partnerships. These donor-funded programs operate out of the Chiu School of Business and contribute to the Peer Tutoring program.	▲
Expanded support in the School of Health and Wellness for increased experiential learning through clinical placements that are instructor led and preceptor aligned to ensure graduates are work-ready.	▲

▲ Complete △ In Progress



Connecting Indigenous students to their culture.

Every other week, learners from Aboriginal Upgrading gather at the Iniiikokaan Centre for Elders in the Classroom where Elders, like Clarence Wolfleg Sr., share their knowledge about cultural traditions. The program was launched after the Truth and Reconciliation Commission published its 94 Calls to Action urging the government to change its policies and programs to move forward with reconciliation.

This past Winter term, the series' focus was the Seven Sacred Teachings: Courage, Respect, Love, Honesty, Humility, Wisdom, and Truth. In the fall term, the focus was on learning about

the land. Land-based teaching is one of the most important initiatives that Indigenous people are trying to reinstate in their youth.

Learners in the program are very grateful for the Elders and Knowledge Keepers who are sharing their values with them. Many of them have not had the opportunity to receive these teachings in their lives before, and are learning about their history and traditions for the first time.

International Education

Create linkages between international markets and our College community to foster and support learning opportunities abroad that enrich learning experiences and outcomes.

1.0 Enrich campus learning environment through College Internationalization Strategy including integration of international students and study abroad opportunities.

Description	Status
Increased international learner enrolment to approximately 12% of total College Full Load Equivalents while concurrently diversifying the number of countries we recruit learners from.	▲
Hosted an International Centre for Technical and Vocational Education and Training of the United Nations Educational, Scientific and Cultural Organization (UNESCO-UNEVOC) workshop. The workshop was attended by educational leaders from across Canada.	▲
Supported students from the Chiu School of Business students who travelled to Japan for two weeks as part of the International Business and Culture course.	▲

2.0 Enhance offshore program delivery and community development partnerships.

Description	Status
Awarded a United Nations Educational, Scientific and Cultural Organization (UNESCO) Centre and a member of the UNEVOC Network. As a member of this global network, the College becomes a key component of UNESCO's international program on technical and vocational education and training, and a provider of services and platforms for the Technical Vocational Education and Training program.	▲
Developing an international collaboration opportunity with China to enhance health care for its aging population through a partnership between School of Health and Wellness, educators, a nursing regulatory body, and representatives from advanced education.	△
Selected as the lead Canadian institution for a national training consultancy in Kenya. The College will partner with Algonquin College in Ottawa to help the Kenyan Ministry of Education incorporate a Competency Based Education and Training approach to the ongoing national reform of the Technical and Vocational Education and Training sector.	▲

Community Service

Generate opportunities for learners and staff to work in service of community as part of their learning for life.

1.0 Restart broadly available career services to provide career development and job search services to under- and unemployed Albertans.

Description	Status
Provided community-based learning opportunities for students through the BVC Cares program in conjunction with the Drop-In Centre, Linkages, Immigrant Services, Calgary Public Library, and the Children's Festival.	▲

▲ Complete

△ In Progress



Diversity Advantage

Achievements 2015-2016

Bow Valley College is a leader in programs and services that advance the diversity at the core of our nation's success. Learners get real-world experience working in a diverse environment, preparing them to work effectively with people of all backgrounds and cultures.

Celebrate

Promote our current strengths in our internal and external communities.

1.0 Support and engage both Aboriginal and non-Aboriginal communities.

Description	Status
Actively increasing Indigenous content in programming, including an Indigenized Educational Assistant curriculum, an Indigenous focus in Justice Studies, five new courses in Indigenous Justice, and the addition of an Indigenous history and culture elective to all community studies programs.	△
Implemented the Learner Success Services Accessibility Services Portal to provide learners with disabilities improved access to their accommodation plans and appointment bookings.	▲
Renewed Imperial Oil Foundation's support to fund the Elder program in the Innikokaan Centre.	▲
Disbursed 142 awards to Indigenous learners, 86 of them through the Government of Alberta Indigenous Careers Award initiative.	▲
Provided academic accommodations to 526 learners with confirmed documented disabilities.	▲
Started an Aboriginal Advisory Circle with individuals appointed from Innikokaan Centre, urban Indigenous agencies, University of Calgary, faculty, and Elders.	▲
Awarded Honorable Mention for the College's Diversity Education training for Calgary Police Service recruits in the Canadian Race Relations Foundation's 2016 Awards of Excellence.	▲
Provided College counsellors with training in facilitating Indigenous Talking Circles to offer a more inclusive approach for Indigenous learners.	▲

2.0 Engage stakeholders broadly to develop a framework that leads to a stronger, integrated diversity achievement plan.

Description	Status
Completed internal consultations to create a Diversity Action Plan that will be the foundation of the Diversity Advantage Strategic Plan for the College for the next three years.	▲
Developed a LGBTQ+ Diversity and Inclusion workshop, in conjunction with internal and external stakeholders, that will be offered on a regular basis.	▲

▲ Complete

△ In Progress



Thanks to Bow Valley College, Sara Barreto is conquering life one waffle at a time.

When Sara Barreto first arrived in Canada from Colombia, she couldn't speak English. Today, she's an innovative business owner with a new favourite word: waffles.

Only a year and a half after coming to Canada, Barreto won VentureQuest, the College's business competition. In partnership with the RBC Business Accelerator Centre, and the Repsol Hub for Social Enterprise, this annual competition for aspiring entrepreneurs offers more than \$25,000 in cash and in-kind services for finalists.

Now, she has opened a food truck for WafflePops, the business idea that earned her the top spot at VentureQuest.

But before Barreto achieved these milestones, she studied in the Centre for Excellence in Immigrant and Intercultural Advancement here at the College. She took Language Instruction for Newcomers to Canada, and Youth in Transition.

Next, Barreto is setting her sights on hiring staff. "When I came to Canada, I said to myself, 'You're not going to Canada to take a job. You're going to give jobs,'" she says.

The programs and community partners at the College provided the knowledge and support, and Sara provided the hard work.

Workforce Training

Lead in the delivery of inclusive support, training, service, advocacy, and employer engagement.

1.0 Provide intercultural and language training internationally, nationally, and provincially.

Description	Status
Offered Leveling the Learning Field, a four-part workshop that supports the culturally-based academic learning needs of internationally educated learners enrolled in post-secondary career programs.	▲
Developed and delivered Intercultural Competencies for Leaders, a series of online courses to Bow Valley College employees to boost intercultural skills in the workplace.	▲
Delivered an online self-paced professional development course—Supporting Culturally and Linguistically Diverse Learners in College Career Programs—to Bow Valley College faculty members.	▲
Delivered over 60 training activities, events and workshops to College community members through the Intercultural Centre to enhance intercultural understanding among learners, College faculty and staff.	▲

2.0 Offer relevant career development and job readiness programs for Indigenous clients.

Description	Status
Completed successful pilot of the Alberta Aboriginal Construction Career Centre. The centre matches job ready Indigenous clients to employment opportunities in the construction sector.	△
Developed an Indigenous Awareness course (offered online and in class) as part of the Alberta Aboriginal Construction Career Centre grant funded initiative.	▲



Multi-language Options

Explore and expand possibilities of offering services and programming in multiple languages.

1.0 Explore market demand for and partner with Francophone providers of French as an additional language programs or French career programming (goal is on hold).

2.0 Deliver career and employment services for under- and unemployed Albertans, including Francophone Albertans.

Description	Status
Continued to operate Career Connections, Connexion Carrière. These provincially and federally funded career development and job search services are available at no cost to clients.	▲

▲ Complete

△ In Progress

Capacity for the Future

Achievements 2016-2017

Demand for Bow Valley College programs continues to grow. By building our capacity we can meet this demand, delivering graduates with the practical training they need to succeed in the vital areas of health, justice, business, human services and creative technologies.

Exploit Technology

Change the way learning and services are delivered beginning with mobile technology and other advances to keep on the cutting edge.

1.0 Implement a learning technology strategy that will support and accelerate the College's achievement of our learning vision and enable the next phase of development as a legacy outcome of a robust, adaptable platform.

Description	Status
Piloting Hybrid Flexible learning, which combines online and classroom based options to give learners increased learning flexibility.	△
Implemented the Accessibility Services Portal, which allows learners with disabilities improved access to their accommodation plans and booking tests and appointments online.	▲
Launched a re-design for the Practical Nurse program that will integrate technology throughout the program including hardware, software, mobile technology, and state of the art advancement in simulation.	▲
Implemented the Pulse mobile app for D2L to better support learners on smartphones and tablets.	▲

▲ Complete △ In Progress

Well-qualified and Engaging People

Recruit, retain, and develop our people, fostering an organization where people will embrace new opportunities and continue to learn.

1.0 Recruit new faculty and train existing faculty to deliver courses through all modalities.

Description	Status
Developed the Principles of Effective College Teaching, a 15-hour online program for new faculty to learn the effective principles of college teaching.	▲
Developing new teaching modalities and supporting existing instructional staff in the delivery of alternate methods to enhance excellence in teaching.	△
Organized and facilitated 18 faculty-led professional development workshops for Centre for Excellence in Immigrant and Intercultural Advancement faculty.	▲
Delivered multiple workshops related to best practices for teaching in online and blended environments, including specialized training in the use of educational technologies such as D2L, Adobe Connect, and interactive whiteboards.	▲
Actively recruiting faculty with Indigenous knowledge of learning and ways of knowing.	△

2.0 Develop workforce sustainability strategy and succession plan.

Description	Status
Named one of Alberta's Top 70 Employers for the fourth year in a row.	▲
Implemented successful Leadership programs including Inspired Leadership, Intercultural Competencies, and Fierce Conversations.	▲
Attracting and recruiting instructional staff with high-level academic and industry qualifications.	▲

3.0 Implement redesigned performance management tools and strategies.

Description	Status
Launched the Business Partner program to augment financial reporting, budgeting, and analytical ability of the College.	▲

Financial Sustainability

Raise, steward, and advance the resources the College will need through new financial models and partnerships.

1.0 Deliver \$20 million community philanthropic investment campaign.

Description	Status
Hosted the 22nd Premier's Scholarship Luncheon. Local dignitaries joined Premier Rachel Notley; Laura Jo Gunter, President and CEO of Bow Valley College; and David Collyer, Chair, Bow Valley College Board of Governors at the College to celebrate learner achievement. The Premier's Scholarship Luncheon events have raised more than \$1 million for student support.	▲

2.0 Continue to identify and implement operational efficiencies and reallocate resources to support strategic priorities.

Description	Status
Augmented Investment reporting to the Audit and Risk Management Council to clarify the relative performance of the College's investment partners.	△
Researched and presented new benchmarking tools to help assess the financial performance of the College compared to other institutions.	△
Instigated monthly forecasting and reporting of cash flow to enhance cash management controls and improve investment yields.	△
Completed a detailed analysis on tuition revenue to assess the impact of international learners on the College's revenue performance.	▲

▲ Complete

△ In Progress

Applied Research

Our research priorities:

- Improving the outcomes of teaching and learning and fostering social and economic inclusion by building and sharing expertise in our Centres for Excellence in Foundational Learning and Immigrant and Intercultural Advancement;
- Fostering a scholarly agenda and areas of specialization, including developing a framework for a new institute in a core program area, for which we are in an exploratory and feasibility stage of development;
- Disseminating findings to enrich practice, assess methods, develop tools and resources, and encourage new inquiry in the field.

Our Progress:

- Completed the eLearning Toolkit: Supporting English Language Learning Online, From Diversity to Inclusion: Creating an Inclusive Workplace for Internationally Trained Individuals: A Guide for Employers.
- Continued multiple ongoing research programs on adult literacy in conjunction with Calgary Learns.
- Collaborating with College community partners to develop research in health care simulation that will augment capacity building in the health workforce.
- Provided grant application and grant management support for federally funded projects.
- Continued support to researchers in refining their research on teaching and learning, and supporting learners.
- Offered workshops on conducting research to increase the knowledge and skills of the researchers and enhance the quality of the research.
- Promoted our applied research projects through showcase events, journal publications, reports, and lunch-and-learn meetings.

Reporting Requirements

Statement of Management Responsibility for Financial 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 under the oversight of the institution audit committee, 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 *Auditor General Act*, performs an annual independent audit of the financial statements which are prepared in accordance with Canadian public sector accounting standards.

[ORIGINAL SIGNED BY:]

Laura Jo Gunter
President & Chief Executive Officer

Catherine Koch
Vice President, Learner Services and Chief Financial Officer

Public Interest Disclosure

Section 32 of the Public Interest Disclosure Act requires the College to report annually on the following parts of the Act:

- a) The number of disclosures received by the designated officer of the Public Interest Disclosure Office, the number of disclosures acted on and the number of disclosures not acted on by the designated officer;
- b) The number of investigations commenced by the designated officer as a result of disclosures;
- c) In the case of an investigation that results in a finding of wrongdoing, a description of the wrongdoing and any recommendations made or corrective measures taken in relation to the wrongdoing or the reasons why no corrective measure was taken.

In 2016-2017 for the College, there were no disclosures of wrongdoing filed with the Public Interest Disclosure Office.



YOU NEED TO KNOW

Bow Valley College

Vital careers

We have 15,000 learners in 47 career programs preparing to lead in vital fields like business, health, justice, community services, and creative technologies.

89% of our graduates are working within their field

We consult with hundreds of industry leaders to make sure the skills we teach are the skills employers want.

Management

Discussion & Analysis

Year ended June 30, 2017

Introduction

Bow Valley College (the College) has prepared the following Management Discussion and Analysis (MD&A) which should be read in conjunction with the 2017 financial statements and accompanying notes included in the Annual Report. The MD&A and audited financial statements are reviewed and approved by the Board of Governors of Bow Valley College. The financial statements have been prepared in accordance with Public Sector Accounting Standards (PSAS) and are consistent with the net debt financial statement framework prescribed by the Office of the Controller, Alberta Treasury Board and Finance.

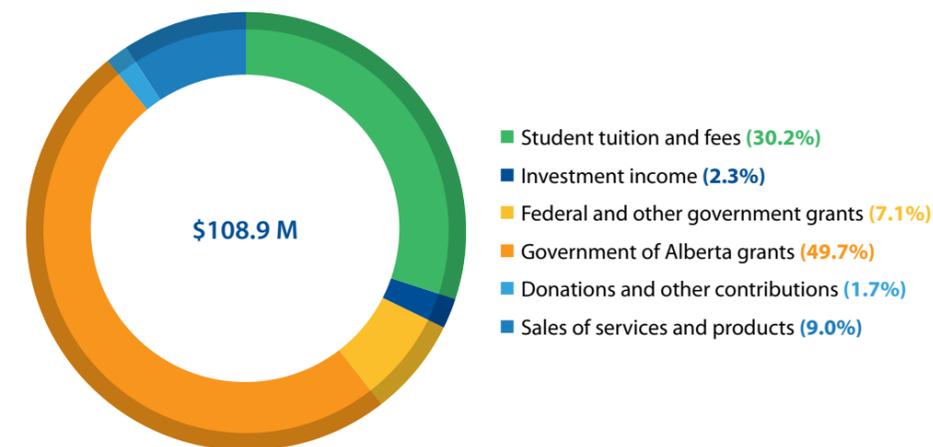
Summary of Financial Results

The College ended the year with revenues exceeding expenses by \$10.8 million. Of this amount, \$0.4 million are endowment donations and capitalized investment income on endowments and therefore are not available for spending. The annual net revenues will be used by the College to:

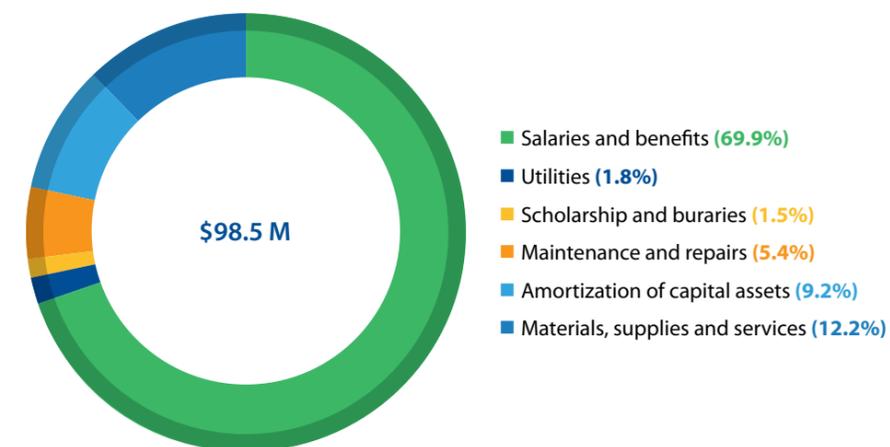
- Sustain the College's capital infrastructure, including information technology and the implementation of a new Student Information System.
- Enhance and build upon the College's operations.
- Exploit new strategic opportunities for the College.

Net assets of \$137.0 million increased from the prior year (2016: \$125.3). The increase is mainly due to the net revenues.

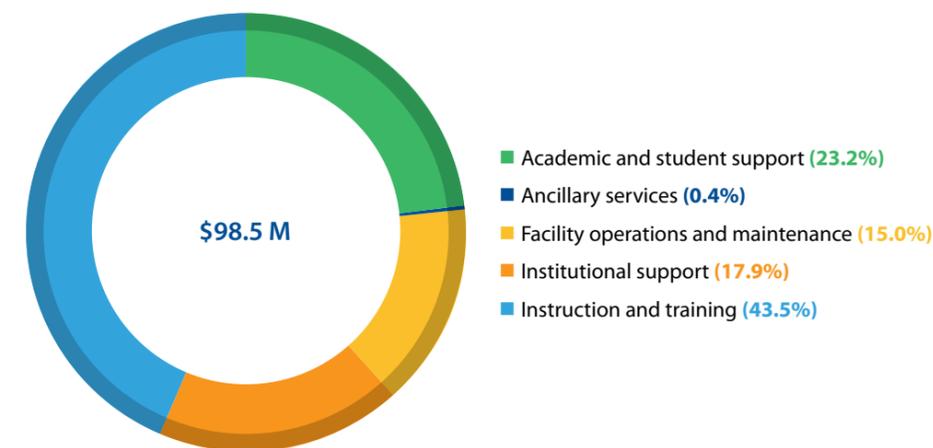
Revenue



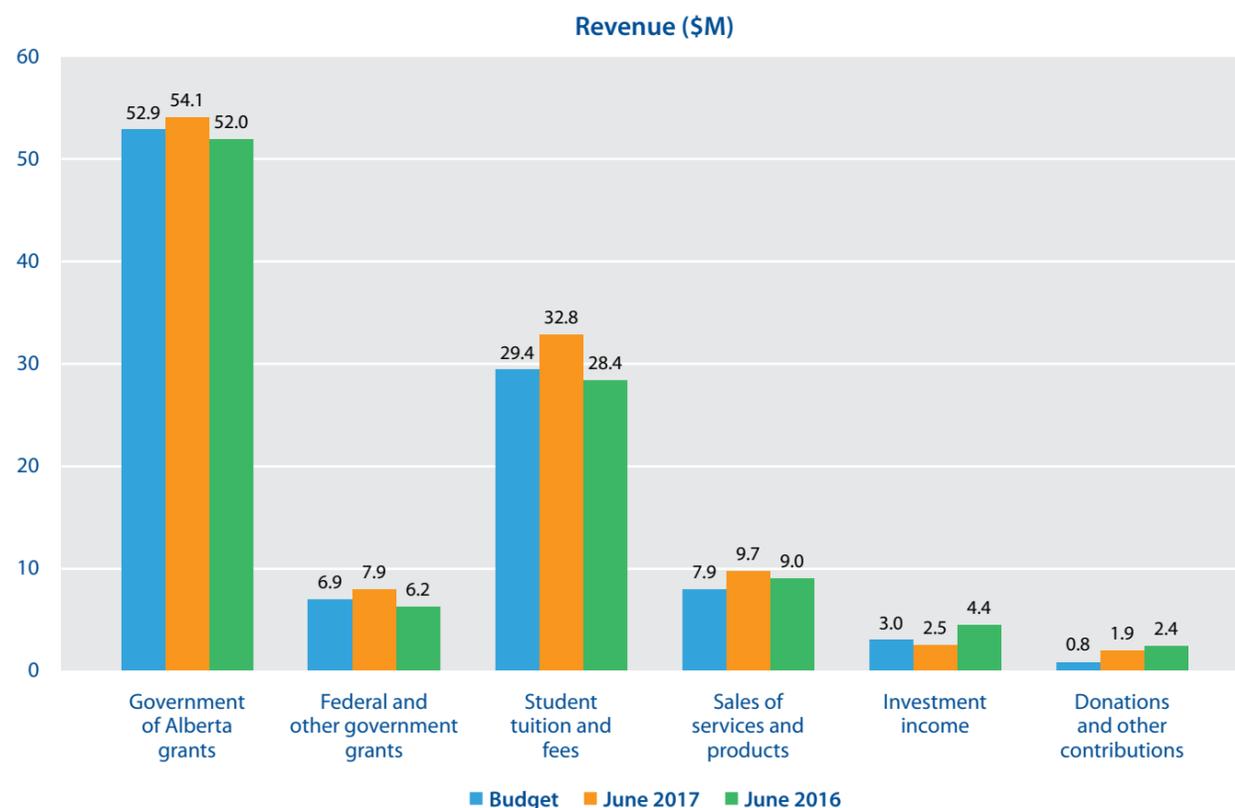
Expense by Object



Expense by Function



Revenues



For the fiscal year 2017, College revenues exceeded budget by \$8.0 million and the prior year by \$6.4 million.

College revenues are comprised of Government of Alberta grants (49.7 per cent), Federal and other government grants (7.2 per cent), Sale of services and product revenue (8.9 per cent), Student tuition and fees (30.2 per cent), Donations and other contributions (1.7 per cent), and Investment income (2.3 per cent).

Government of Alberta grant revenue met budget expectations during the year. This revenue is comprised of funding which supports annual operations (\$47.1 million) as well as the amortization of capital contributions of historical infrastructure

development projects (\$7.0 million). During the year, the College received incremental Government of Alberta grants of \$0.8 million to cover cost of living increases.

Included in Government of Alberta grant revenue was an amount of \$1.1 million the College received representing funding to support students with disabilities. Since 2012-2013, this grant amount has remained unchanged despite the increase in demand from our learners for accommodation services.

During the year, Federal and other government grants were \$7.9 million; this result exceeded budget expectations by \$0.9 million and was above the prior year by \$1.6 million.

The Language Instruction for Newcomers to Canada program (LINC) substantially generated the majority of this revenue. Growth in LINC revenue and new sources of funding from Connections to the Workplace and Education Assistance to Indigenous Learners contributed to the over budget performance.

The College also received \$0.4 million from the Government of Canada as part of the Strategic Investment Fund for the development of the Strathmore Learning and Innovation Centre. As at June 30, 2017, work is still ongoing to develop this site and not all of these funds have been recognized as revenue.

The College actively pursues a variety of entrepreneurial activities. Sale of services and product revenue exceeded budget expectations by \$1.8 million and the prior year results by \$0.7 million. Educational contract revenues accounted for the majority of the over budget performance (\$0.8 million) with Career Connections representing \$0.5 million of this variance. Testing room services (\$0.3 million) and ancillary revenue from parking services (\$0.2 million) accounted for the rest of the growth in sale of services and product revenue.

Student tuition and fees increased by \$4.4 million over the prior year and exceeded budget expectations by \$3.4 million. Tuition fees and revenue remain fixed at 2014-15 levels; this increase in revenue was driven by a combination of growth of College Full Load Equivalents (FLEs) as well as incremental revenue from International learners.

The overall FLEs population increased by 356 over 2015-16. This represented an increase of 5.6 per cent and was a result of the College's focus at building strong career-focused programs. The incremental revenue produced from this FLE growth approximated \$2.4 million. As was the case in the previous year, the Chiu School of Business led the College growth in FLE's and key areas included the Hospital Unit Clerk Certificate, the Business Administration Diploma, the Legal Assistant Diploma, and the Medical Office Assistant Certificate. During the year, the School also experienced growth from the launch of the Health and Human Services Management Certificate.

During the year, the number of international FLEs as a ratio of total college FLEs grew slightly to 11.5 per cent.

International learners are not covered by Government of Alberta funding; tuition levied on international learners are set at levels which ensure Bow Valley College recovers the full

costs of education of international learners. The rate charged to international students enrolled in career programs is higher than domestic fees by approximately three times and the impact of this growth in international tuition on 2016-17 tuition and fees revenue is an incremental \$1.9 million.

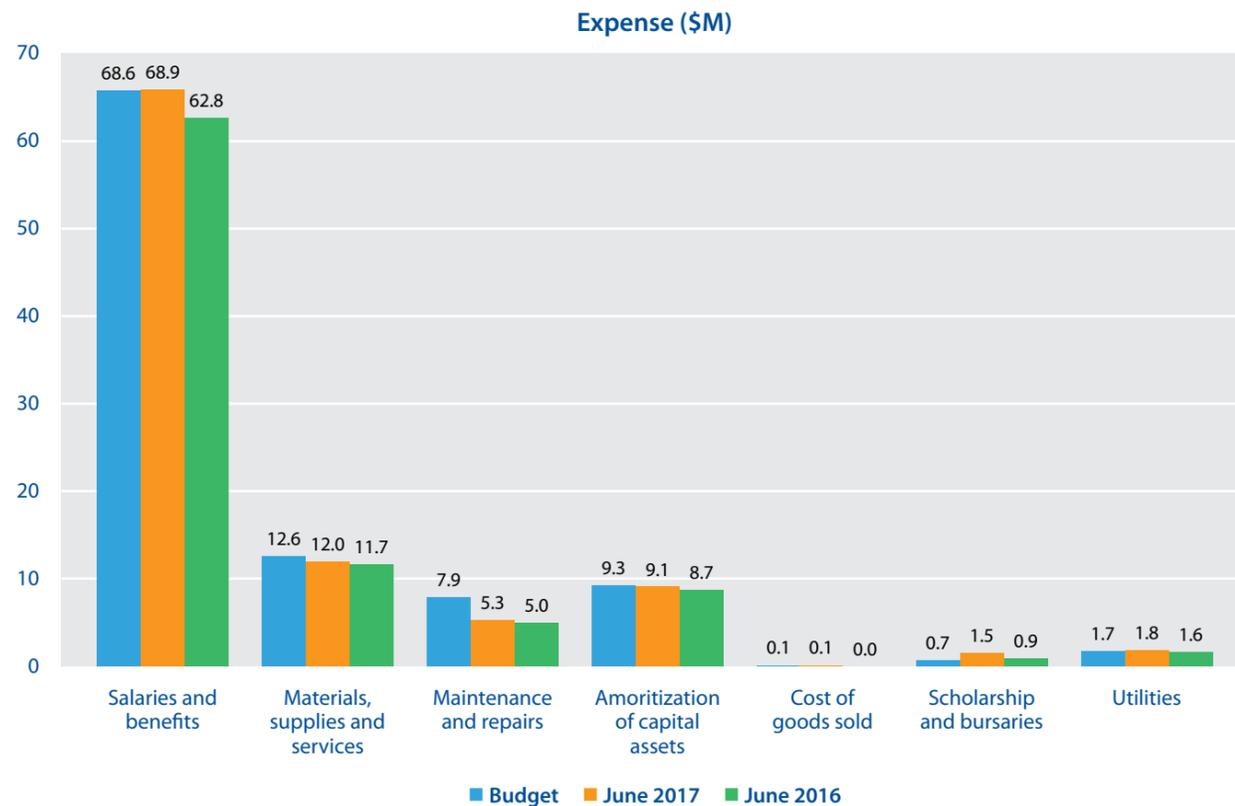
Donations and other contributions exceeded budget by \$1.1 million. An expansion of College scholarships and bursaries awarded during the year contributed to the over-budget revenue performance.

Investment income includes dividends, interest income and realized gains on sale of portfolio investments. The objectives of the College's investment policy are:

- to have an established investment strategy which will preserve capital,
- to achieve a growth rate beyond the rate of inflation,
- to provide a secure and consistent income flow to meet daily operations, longer-term operating and capital needs and endowment requirements.

Investment income was below budget expectations by \$0.5 million primarily due to a challenging investment environment which prevailed throughout 2016-2017.

Expenses



Although the financial statements and notes are presented in PSAS format, the comparative analysis of expenses in this MD&A are based on object type reporting used in Canadian generally accepted accounting principles (GAAP) rather than the functional reporting classification used in PSAS. Note 12 provides more details on this composition. It is management's belief that this analysis provides the reader with greater continuity and visibility into the College's key operating activities.

For the fiscal year 2017, College expenses were under budget by \$2.4 million and above the prior year by \$7.8 million.

College expenses are comprised of Salaries and benefits (69.9 per cent), Materials supplies and services (12.2%), Maintenance and repairs (5.4 per cent), Amortization of capital assets (9.2%), Scholarship and bursaries (1.5 per cent), and Utility expenditures (1.8 per cent).

As a public sector employer whose prime mandate is the delivery of educational and human services, the major annual expenditure is related to salary and benefits. During the year the College recorded total salary and benefits of \$68.9 million (\$62.8 million in 2015-16) and this expenditure level was exactly in line with budget expectations.

Material supplies and services increased during the year by \$0.3 million and was below budget expectations by \$0.7 million. This expense category comprises a variety of expenditures and includes computer costs, professional fees, advertising costs, educational and consulting contract costs, travel expenditures, service charges and insurance expenses.

Maintenance and repairs expenditure was consistent with the prior year's result and was below budget expectations by \$2.6 million.

Amortization of capital assets was slightly higher than the prior year but short of budget expectations by \$0.3 million as a consequence of capital expenditures falling below budgeted expectations.

The College made a conscious decision to increase scholarships and bursaries payments during the year and this expense category was higher than budget expectations by \$0.8 million.

During the year, utility costs increased as a result of the implementation of the carbon tax. This increase was factored into the College budget. Usage of gas and electricity during the year remained consistent with the prior year levels.

Statement of Financial Position

Bow Valley College continues to maintain a strong financial position. During 2016-17, financial assets excluding portfolio investments restricted for endowments increased by \$12.5 million – primarily driven by a growth in its portfolio investments. Liabilities also increased during the year but the growth as held to \$3.6 million. Portfolio investments—restricted for endowments increased by \$0.6 million. Non-financial assets decreased by \$4.5 million as amortization of tangible capital assets exceeded capital additions. Spent deferred capital contributions decreased by \$6.7 million. Overall net assets of the College improved by \$11.7 million for the year.

Financial assets excluding portfolio investments restricted for endowments

Financial assets are comprised of cash, portfolio investments—non-endowments, accounts receivable and inventories held for resale. During the year, the College reclassified cash equivalents used to support investment asset allocation targets out of

cash into Portfolio investments. The prior year comparative balances were restated (see note 21). The general portfolio assets increased by \$7.0 million as the College invested surplus cash. Cash and cash equivalents was higher by \$2.8 million. Accounts receivable increased by \$2.7 million during the year primarily driven by outstanding Government of Canada grant payments.

Liabilities

Liabilities are comprised of accounts payable and accrued liabilities, employee future benefit liabilities, deferred revenue and capital lease obligations. The increase in liabilities was driven by growth in accounts payable and accrued liabilities (\$2.2 million) and deferred revenue (\$1.3 million).

Net financial assets excluding portfolio investments restricted for endowments

During the year, all post-secondary institutions in Alberta have adopted the disclosure practise of showing net financial assets before portfolio investments restricted for endowments. As portfolio investments restricted for endowments are comprised of donated funds restricted by Statements of Trust (endowments), these funds are not readily available to institutions to satisfy their ongoing operational commitments. Consequently, net financial assets excluding portfolio investments restricted for endowments represent a better indication of resources available to institutions to implement their mandate.

Non-financial assets

Non-financial assets are comprised of tangible capital assets and prepaid expenses. During the year, a small increase in prepaid expenses (\$0.1 million) was offset by a decrease in tangible capital assets of \$4.6 million. Prepayment of licenses increased during the year as the College continue to execute its Learning Technology Strategy. This decrease in tangible capital assets was created by the annual depreciation charge of \$9.0 million exceeding net annual capital expenditures of \$4.4 million.



Independent Auditor's Report

To the Board of Governors of Bow Valley College

Report on the Financial Statements

I have audited the accompanying financial statements of Bow Valley College, which comprise the statement of financial position as at June 30, 2017, and the statements of operations, change in net financial assets, remeasurement gains and losses, and cash flows for the year then ended, and a summary of significant accounting policies and other explanatory information.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these 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 financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

My responsibility is to express an opinion on these financial statements based on my audit. I conducted my audit in accordance with Canadian generally accepted auditing standards. Those standards require that I comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements 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 entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my audit opinion.

Opinion

In my opinion, the financial statements present fairly, in all material respects, the financial position of Bow Valley College as at June 30, 2017, 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.

[Original signed by Merwan N. Saher FCPA, FCA]

Auditor General

October 26, 2017

Edmonton, Alberta

Spent deferred capital contributions

The College commenced the year with an unamortized balance of \$237.4 million. There were modest additions to the balance during the year of \$0.3 million. The annual amortization charge applied to the balance was \$7.0 million thereby rendering the balance as \$230.6 million.

Net assets

The net assets increase of \$11.7 million is predominantly driven by an annual surplus of \$10.8 million and an increase in the market value of portfolio investments of \$0.9 million.

Areas of Significant Financial Risk

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

Provincial Funding and Tuition Fees

The Campus Alberta grant is the primary source of funding for the College's day-to-day operating activities. Any reduction in the Campus Alberta grant will result in significant budgetary pressure.

Bow Valley College recognizes that funding models are changing. Government support is under pressure given the province's fiscal outlook. Grants, tuition and other revenue generation initiatives are under government control, which puts significant pressure on college's finances. The province has announced a 2 per cent Campus Alberta grant increase for fiscal 2018. Tuition fees will remain frozen until fall of 2018 while the tuition regulations undergo review. Unlike fiscal 2017, no tuition backfill funding will be provided. In addition the province is reviewing the post-secondary funding model. The impact to College revenue of a 1 per cent change to the Campus Alberta Grant is \$0.4 million and a 1 per cent change to tuition is \$0.3 million.

Composition of international learners

Bow Valley College has a goal to create linkages between international markets and our college community to foster and support learning opportunities abroad that enrich learning experiences and outcomes. As international learners are not

covered by Government of Alberta funding, tuition levied on these learners are set at rates which ensure the College recovers the full costs of their education. Any limits or caps on the number of international learners educated by Bow Valley College would significantly limit the number of service offerings the College maintains.

Salaries and Employee Benefits

The province has passed legislation that brings all academic employees under the Labour Relations Code, thereby granting the College's staff associations all the rights and remedies that are granted to unions under the Code, including the right to strike and the right to lock-out employees. The College will also be required to negotiate essential services agreements for both academic and support staff. These changes will have an impact on future salary negotiations.

In accordance with directions from the Ministry of Advanced Education, the College has frozen compensation for all management and exempt staff. As the economy recovers, attracting and retaining talent within the College may become an issue with the extension of this policy.

Facilities

Over the past years, Bow Valley College has experienced year-over-year growth in the number of learners it serves. This has put pressure on the College's physical infrastructure. During 2016-17, the College commissioned a Campus Development Plan to provide a framework for the college to responsibly and proactively deal with the pressures created from this learner growth. As a result, there is a two-year restacking exercise underway to maximize our use of our current College facilities.

STATEMENT OF MANAGEMENT RESPONSIBILITY

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, 2017 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 the 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, all members of the Audit and Risk Management Council are not 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 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:]

 Laura Jo Gunter
 President & Chief Executive Officer

 Catherine Koch
 Vice President, Learner Services and Chief Financial Officer

STATEMENT OF FINANCIAL POSITION AS AT JUNE 30, 2017 (thousands of dollars)

	2017	2016 (note 21)
Financial assets excluding portfolio investments restricted for endowments		
Cash	\$ 12,973	\$ 10,128
Portfolio investments – non endowments (note 3)	84,183	77,129
Accounts receivable (note 6)	6,115	3,452
Inventories for resale	14	59
	103,285	90,768
Liabilities		
Accounts payable and accrued liabilities	8,973	6,759
Employee future benefit liabilities (note 17)	636	922
Deferred revenue (note 8)	14,178	12,921
Capital lease obligation (note 13)	429	56
	24,216	20,658
Net financial assets excluding portfolio investments restricted for endowments	79,069	70,110
Portfolio investments – restricted for endowments (note 3)	5,338	4,772
Net financial assets	84,407	74,882
Non-financial assets		
Tangible capital assets (note 7)	282,083	286,668
Prepaid expenses	1,180	1,079
	283,263	287,747
Net assets before spent deferred capital contributions	367,670	362,629
Spent deferred capital contributions (note 9)	230,627	237,351
Net assets (note 10)	\$ 137,043	\$ 125,278
Net assets is comprised of:		
Accumulated surplus	132,324	121,532
Accumulated remeasurement gains	4,719	3,746
	\$ 137,043	\$ 125,278

Contractual obligations and contingent liabilities (note 13 and note 14)
 Approved by the Board of Governors (note 20)

[ORIGINAL SIGNED BY:]

 Chair, Board of Governors

 President & Chief Executive Officer

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

STATEMENT OF OPERATIONS
YEAR ENDED JUNE 30, 2017
(thousands of dollars)



	Budget 2017 (note 19)	2017	2016
Revenues			
Government of Alberta grants (note 15)	\$ 52,928	\$ 54,098	\$ 52,033
Federal and other government grants	6,913	7,865	7,010
Sales of services and products	7,866	9,673	8,186
Student tuition and fees	29,426	32,845	28,429
Donations and other contributions	769	1,892	2,434
Investment income (note 5)	3,000	2,513	4,366
	100,902	108,886	102,458
Expenses (note 12)			
Instruction and training	40,857	42,789	38,012
Academic and student support	23,970	22,828	20,460
Facility operations and maintenance	14,356	14,800	14,250
Institutional support	21,440	17,614	17,670
Ancillary services	279	433	308
	100,902	98,464	90,700
Annual operating surplus	-	10,422	11,758
Endowment contributions (note 10)	-	134	218
Endowment capitalized investment income (note 10)	-	236	133
	-	370	351
Annual surplus	\$ -	\$ 10,792	\$ 12,109
Accumulated surplus, beginning of year	121,532	121,532	109,423
Accumulated surplus, end of year	\$ 121,532	\$ 132,324	\$ 121,532

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

STATEMENT OF CHANGE IN NET FINANCIAL ASSETS
YEAR ENDED JUNE 30, 2017
(thousands of dollars)



	Budget 2017 (note 19)	2017	2016
Annual surplus	\$ -	\$ 10,792	\$ 12,109
Acquisition of tangible capital assets	(6,238)	(4,667)	(2,167)
Proceeds on sale of tangible capital assets		7	-
Amortization of tangible capital assets	9,337	9,055	8,747
Loss / (gain) on sale of tangible capital assets		190	(1)
Change in prepaid expenses		(101)	(501)
Change in spent deferred capital contributions	(6,716)	(6,724)	(6,290)
Net accumulated remeasurement gains (losses)		973	(1,405)
Increase (decrease) in net financial assets	(3,617)	9,525	10,492
Net financial assets, beginning of year	74,882	74,882	64,390
Net financial assets, end of year	\$ 71,265	\$ 84,407	\$ 74,882

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

STATEMENT OF REMEASUREMENT GAINS AND LOSSES
YEAR ENDED JUNE 30, 2017
(thousands of dollars)



	2017	2016
Accumulated remeasurement gains, beginning of year	\$ 3,746	\$ 5,151
Unrealized gains attributable to:		
Portfolio investments – non-endowment	1,104	97
Amounts reclassified to statement of operations:		
Portfolio investments – non-endowment	(131)	(1,502)
Accumulated remeasurement gains, end of year	\$ 4,719	\$ 3,746

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

STATEMENT OF CASH FLOWS
YEAR ENDED JUNE 30, 2017
(thousands of dollars)



	2017	2016
		(note 21)
Operating transactions		
Annual surplus	\$ 10,792	\$ 12,109
Add (deduct) non-cash items:		
Amortization of tangible capital assets	9,055	8,747
Gain on disposal of portfolio investments	(131)	(1,502)
Loss (gain) on disposal of tangible capital assets	190	(1)
Decrease in employee future benefits liabilities	(286)	(162)
Expended capital recognized as revenue	(7,014)	(6,813)
Change in non-cash items	1,814	269
(Increase) decrease in accounts receivable	(2,663)	361
(Increase) decrease in inventories for resale	45	(6)
Increase in prepaid expenses	(101)	(501)
Increase in accounts payable and accrued liabilities	2,214	548
Increase in spent deferred capital contributions	290	523
Increase in deferred revenue	1,257	178
Cash provided by operating transactions	13,648	13,481
Capital transactions		
Acquisition of tangible capital assets	(4,238)	(2,167)
Proceeds on sale of tangible capital assets	7	-
Cash applied to capital transactions	(4,231)	(2,167)
Investing transactions		
Purchase of portfolio investments	(47,173)	(47,107)
Proceeds on sale of portfolio investments	40,657	27,205
Cash applied to investing transactions	(6,516)	(19,902)
Financing transactions		
Repayment of capital lease obligation	(56)	(114)
Cash applied to financing transactions	(56)	(114)
Increase (decrease) in cash and cash equivalents	2,845	(8,702)
Cash at beginning of year	10,128	18,830
Cash at end of year	\$ 12,973	\$ 10,128

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

1. Authority and purpose

The Board of Governors of Bow Valley College is a corporation which 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 (PSAS) 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:

Financial statement component	Measurement
• Cash	Cost or amortized cost
• Portfolio investments – non endowments	Fair Value
• Portfolio investments – restricted for endowments	Fair Value
• Accounts receivable	Amortized cost
• Accounts payable and accrued liabilities	Amortized cost
• Inventories for resale	Lower of cost or net realizable value

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.

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 cash equivalents 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 which goods or services have not been 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.

Government grants without terms for the use of the grant are recorded as revenue when the College is eligible to receive the funds. Unrestricted 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 as well as College staff contribute a significant amount of time each year to assist the College in carrying out its mission, such contributed services are not recognized in these financial statements because a fair value cannot be reasonably determined.

Grants and donations related to land

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

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. Benefactors as well as College policy stipulate 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 endowment 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.

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.

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. Inventories For Resale

Inventories for resale are valued at the lower of cost and expected net realizable value and are determined using the first-in-first-out (FIFO) weighted average method.

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.

Capital lease obligations are recorded at the present value of the minimum lease payments excluding executor costs. 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:

- Building, leasehold and site improvements 3 - 40 years
- Furniture and equipment, computer equipment and software 2 - 10 years
- Learning resources equipment 2 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 are less than their net book value. Net write-downs are recognized as expense.

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 which 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.

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 carrying amount of the related asset. In subsequent periods, 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, 2017, 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.

h. Employee Future Benefits

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.

Long-term disability

For a limited number of employees the College contributes both the employer and employee portions of the PSPP pension premiums and the employer portion of premiums for health, dental and health spending account contribution on behalf of employees on long-term disability for the duration of their leave, until retirement age or until the termination of the benefit. 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 per year, the discount rate, retirement age of employee, and the period of employee disability. The cost is expensed in full when the event that obligates the College occurs.

Transitional leave

The College accrued transition leave of the former President & Chief Executive Officer. This transition leave entitlement is being paid out in the calendar year commencing January 1, 2017. The expense for this benefit has been calculated by adjusting the transition leave provision to the cost of the individual's salary and benefits in effect at the date of transition.

i. Expense by Function

The College uses the following categories of functions on 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, counseling or career services, social development and recreation, financial aid administration, and any other centralized student support group.

Facility operations and maintenance

Includes utilities costs and centralized management of grounds and facilities and operations and maintenance of physical capital assets for all College activities. This function also includes utilities, facilities 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 facilities operations and maintenance, security and custodial services. 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/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.

Ancillary services

Includes expenses for operations outside of the normal functions of instruction and research such as bookstores, food services and parking services. This will also include 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.

j. Funds and Reserves

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

k. Liability for Contaminated Sites

Contaminated sites are a result of contamination of a chemical, organic or radioactive material or live organism that exceeds an environmental standard, being introduced into soil, water or sediment. The liability is recognized net of any expected recoveries. A liability for remediation of contaminated sites normally results from an operation(s) that is no longer in productive use and is recognized when all of the following criteria are met:

- i. an environmental standard exists;
- ii. contamination exceeds the environmental standard;
- iii. the College is directly responsible or accepts responsibility;
- iv. it is expected that future economic benefits will be given up; and
- v. a reasonable estimate of the amount can be made.

At June 30, 2017, the College does not have any contaminated sites.

l. Future Accounting Changes

In March 2015, the Public Sector Accounting Board issued PS 2200 Related party disclosures and PS 3420 Inter-entity transactions. In June 2015, the Public Sector Accounting Board issued PS 3210 Assets, PS 3320 Contingent assets, PS 3380 Contractual rights, and PS 3430 Restructuring transactions. These accounting standards are effective for fiscal years starting on or after April 1, 2017, with the exception of PS 3430, which is effective for fiscal years starting on or after April 1, 2018.

- PS 2200 - Related party disclosures defines a related party and identifies disclosures for related parties and related party transactions, including key management personnel and close family members.
- PS 3420 - Inter-entity transactions, establishes standards on how to account for and report transactions between public sector entities that comprise a government's reporting entity from both a provider and recipient perspective.
- PS 3210 - Assets provides guidance for applying the definition of assets set out in PS 1000, Financial statement concepts, and establishes general disclosure standards for assets.
- PS 3320 - Contingent assets defines and establishes disclosure standards for contingent assets.
- PS 3380 - Contractual rights defines and establishes disclosure standards on contractual rights.
- PS 3430 - Restructuring transactions defines a restructuring transaction and establishes standards for recognizing and measuring assets and liabilities transferred in a restructuring transaction.

Management is currently assessing the impact of these new standards on the financial statements. The College discloses transactions and balances related to the Government of Alberta in note 15.

NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2017
(thousands of dollars)



3. Portfolio investments

	2017	2016 (note 21)
Portfolio investments – non endowments	\$ 84,183	\$ 77,129
Portfolio investments – restricted for endowments	5,338	4,772
	\$ 89,521	\$ 81,901

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

Portfolio investments at fair value	2017				
	Market Yield	Level 1	Level 2	Level 3	Total
Bonds					
Pooled investment funds - Canadian government and corporate bonds	2.57%	\$ -	\$ 44,342	\$ -	\$ 44,342
Pooled investment funds - Foreign bonds	5.77%	-	1,374	-	1,374
Equities					
Pooled investment funds - Canadian equity	2.46%	-	10,266	-	10,266
Pooled investment funds - Foreign equity	1.99%	-	15,454	-	15,454
Other					
Money market funds, short-term notes, treasury bills	0.81%	18,085	-	-	18,085
Total portfolio investments		\$ 18,085	\$ 71,436	\$ -	\$ 89,521

NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2017
(thousands of dollars)



Portfolio investments at fair value	Market Yield	2016 (note 21)			Total
		Level 1	Level 2	Level 3	
Bonds					
Pooled investment funds - Canadian government and corporate bonds	2.30%	\$ -	\$ 39,864	\$ -	\$ 39,864
Pooled investment funds - Foreign bonds	4.27%	-	1,541	-	1,541
Equities					
Pooled investment funds - Canadian equity	2.65%	-	8,844	-	8,844
Pooled investment funds - Foreign equity	2.28%	-	14,268	-	14,268
Other					
Money market funds, short-term notes, treasury bills	0.71%	17,384	-	-	17,384
Total portfolio investments		\$ 17,384	\$ 64,517	\$ -	\$ 81,901

The fair value measurements are those derived from:

Level 1 - Quoted prices in active markets for identical assets;

Level 2 - Fair value measurements are those derived from inputs other than quoted prices included with level 1 that are observable for the assets, either direct (i.e. as prices) or indirectly (i.e. derived from prices);

Level 3 - Fair value measurements are those derived from valuation techniques that include inputs for the assets that are not based on observable market data (unobservable inputs).

The average annualized effective yields on the money market investments ranged from 0.46% to 1.10% (2016 - 0.42% to 1.03%), Canadian bonds investment yields range from 2.16% to 3.55% (2016 - 1.75% to 2.30%), Foreign bonds investment yield 5.77% (2016 - 4.27%), equity pooled fund yields range from 1.36% to 2.98% (2016 - 1.47% to 3.60%) and money market funds yields range from 0.46% to 1.10% (2016 - 0.42% to 1.03%).

Terms to maturity of fixed income investments are as follows:

- Canadian government, corporate and foreign bonds - range from less than one year to thirty three 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 which will preserve capital and achieve a growth rate beyond the rate of inflation. It is also to provide a secure and consistent income flow to meet daily operations, longer-term operating and capital needs and endowment requirements. The College has policies and procedures in place governing asset mix, diversification, exposure limits, credit quality and performance measurement.

The College, through two investment advisors, 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 advisors with regard to the components of its investment portfolio and the College's exposure to embedded 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 manager performance, to ensure compliance with the College's investment policies and to evaluate the continued appropriateness of the College's investment policy.

4. Financial risk management

The College is exposed to the following risks:

Market price risk

Market price risk 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 3.76% increase or decrease in the market prices. The sensitivity rate is determined by the College's investment advisors using the historical annualized standard deviation for the total endowment fund over a four year period. At June 30, 2017, if the market prices had a 3.76% (2016 - 3.61%) 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 a total increase or decrease of \$2,687 (2016 - \$2,332).

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 not material due to minimal business activities conducted in a foreign currency.

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, 2017, the College had committed borrowing facilities of four million dollars, none of which has been drawn.



Credit risk

Counterparty credit risk is the risk of loss arising from the failure of a counterparty to fully honor its financial obligations with the College. The College is exposed to credit risk on investments and has established an 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 rating for on investments held are as follows:

	2017	2016
AAA	37%	34%
AA	27%	26%
A	24%	29%
BBB	12%	10%
Below BBB	0%	1%
	100%	100%

Interest rate risk

Interest rate risk is the risk to the College's earnings that arise from fluctuations in interest rates and the degree of volatility of these rates. This risk is managed by investment policies which limit the term to maturity of certain fixed income securities that the College holds.

The terms of maturity of interest-bearing securities held by the College are as follows:

Asset class	< 1 year	1-5 years	>5 years	Average effective market yield
Cash and cash equivalents	100%	-	-	0.81%
Portfolio investments, fixed income	10%	15%	75%	2.67%

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 13).

NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2017
(thousands of dollars)



5. Investment income

	2017	2016
Portfolio investments – non endowments	\$ 2,529	\$ 4,401
Portfolio investments – restricted for endowments	263	215
	2,792	4,616
Income capitalized to endowments	(236)	(133)
Deferred	(41)	(117)
	\$ 2,513	\$ 4,366

6. Accounts receivable

	2017	2016
Accounts receivable	\$ 3,006	\$ 1,522
Other receivable	3,845	2,718
Less: Allowance for doubtful accounts	(736)	(788)
Balance, end of the year	\$ 6,115	\$ 3,452

Accounts receivable are unsecured and non-interest bearing.

NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2017
(thousands of dollars)



7. Tangible capital assets

	2017					2016
	Buildings, leasehold, and site improvements	Furniture and equipment, computer equipment and software	Learning resources equipment	Land	Total	Total
Cost						
Beginning of year	\$ 285,689	\$ 19,614	\$ 511	\$ 36,626	\$ 342,440	\$ 340,307
Acquisitions	376	4,282	9	-	4,667	2,197
Disposals	(160)	(100)	-	-	(260)	(64)
	285,905	23,796	520	36,626	346,847	342,440
Accumulated Amortization						
Beginning of year	42,122	13,142	508	-	55,772	47,060
Amortization expense	6,898	2,153	4	-	9,055	8,747
Disposals	(17)	(46)	-	-	(63)	(35)
	49,003	15,249	512	-	64,764	55,772
Net book value at June 30, 2017	\$ 236,902	\$ 8,547	\$ 8	\$ 36,626	\$ 282,083	
Net book value at June 30, 2016	\$ 243,567	\$ 6,471	\$ 4	\$ 36,626		\$ 286,668

Included in furniture and equipment, computer equipment and software is work in progress of \$1,148 (2016 - \$739).

During the year the College entered into a capital lease for multi-function print devices. This equipment is classified as part of furniture and equipment, computer equipment and software. The original present value of the capital lease obligation was \$567 and the related accumulated amortization on this equipment is \$95. At year end, the capital lease obligation owing was \$429.

During the year the College disposed of the following equipment:

- Furniture with an initial cost of \$35 and an accumulated amortization of \$23;
- Computers with an initial cost of \$65 and an accumulated amortization of \$23 (receiving proceeds of \$7); and
- Building improvements with an initial cost of \$160 and an accumulated amortization of \$17.

NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2017
(thousands of dollars)



8. Deferred revenue

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

	2017				2016
	Unspent externally restricted grants and donations	Unspent deferred capital contributions	Tuition and other fees	Total	Total
Balance, beginning of year	\$ 5,001	\$ 2,280	\$ 5,640	\$ 12,921	\$ 12,743
Grants, tuitions, contract revenue, donations, and other fees received	7,788	290	7,248	15,326	13,858
Investment income					
Realized gains	263	15	-	278	117
Unrestricted losses	(15)	-	-	(15)	(62)
Transfers to spent deferred capital contributions	-	(290)	-	(290)	(523)
Recognized as revenue	(8,290)	(430)	(5,322)	(14,042)	(13,212)
Balance, end of year	\$ 4,747	\$ 1,865	\$ 7,566	\$ 14,178	\$ 12,921

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).

	2017	2016
Balance, beginning of year	\$ 237,351	\$ 243,641
Transfers from unspent deferred capital contributions	290	523
Expended capital recognized as revenue	(7,014)	(6,813)
Balance, end of year	\$ 230,627	\$ 237,351

NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2017
(thousands of dollars)



10. Net assets

	Accumulated surplus from operations	Investment in tangible capital assets ⁽¹⁾	Internally restricted reserves (note 11)	Endowments	Total
Net assets as at June 30, 2015	\$ 5,345	\$ 49,605	\$ 56,435	\$ 3,189	\$ 114,574
Annual surplus	12,109	-	-	-	12,109
Endowments					
New donations	(218)	-	-	218	-
Capitalized investment income	(133)	-	-	133	-
Transfers to endowments	-	-	(200)	200	-
Tangible capital assets					
Internally funded acquisition of tangible capital assets	(724)	1,644	(920)	-	-
Amortization of internally funded tangible capital assets	1,813	(1,813)	-	-	-
Net change in investment in capital leased assets	175	(175)	-	-	-
Operating expenses funded from internally restricted reserves	1,149	-	(1,149)	-	-
Net Board appropriation to internally restricted reserves	(14,171)	-	14,171	-	-
Change in accumulated remeasurement gains	(1,405)	-	-	-	(1,405)
Net assets, beginning of year	\$ 3,940	\$ 49,261	\$ 68,337	\$ 3,740	\$ 125,278
Annual surplus	10,792	-	-	-	10,792
Endowments					
New donations	(134)	-	-	134	-
Capitalized investment income	(236)	-	-	236	-
Transfers to endowments	-	-	(105)	105	-
Tangible capital assets					
Internally funded acquisition of tangible capital assets	(2,877)	4,184	(1,307)	-	-
Amortization of internally funded tangible capital assets	2,029	(2,029)	-	-	-
Net change in investment in capital leased assets	(40)	40	-	-	-
Operating expenses funded from internally restricted reserves	1,144	-	(1,144)	-	-
Net Board appropriation to internally restricted reserves	(10,543)	-	10,543	-	-
Change in accumulated remeasurement gains	973	-	-	-	973
Net assets, end of year	\$ 5,048	\$ 51,456	\$ 76,324	\$ 4,215	\$ 137,043
Net assets is comprised of:					
Accumulated surplus	\$ 329	\$ 51,456	\$ 76,324	\$ 4,215	\$ 132,324
Accumulated remeasurement gains	4,719	-	-	-	4,719
	\$ 5,048	\$ 51,456	\$ 76,324	\$ 4,215	\$ 137,043

⁽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

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.

	2017				Balance, end of year
	Balance, beginning of year	Net Board appropriation from accumulated surplus		Disbursements	
		Inflows	Transfers		
Appropriation for capital activities					
Facilities infrastructure improvements	\$ 51,010	\$ 2,000	\$ -	\$ (135)	\$ 52,875
Appropriation for operating activities					
Special initiatives fund	8,111	800	-	(197)	8,714
College technology plan	4,321	7,500	-	(1,607)	10,214
Fund development plan	4,770	139	(105)	(440)	4,364
Academic excellence scholarship	125	104	-	(72)	157
	\$ 68,337	\$ 10,543	\$ (105)	\$ (2,451)	\$ 76,324

12. Expense by object

The following is a summary of expense by object:

	Budget 2017 (note 19)	2017	2016
Salaries and benefits	\$ 68,607	\$ 68,865	\$ 62,774
Materials, supplies and services	12,629	11,978	11,724
Maintenance and repairs	7,860	5,274	4,954
Amortization of capital assets	9,337	9,055	8,747
Cost of goods sold	63	49	13
Scholarship and bursaries	692	1,471	889
Utilities	1,714	1,772	1,599
	\$ 100,902	\$ 98,464	\$ 90,700

13. Contractual obligations

a) The College has contractual obligations which are commitments that will become liabilities 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:

Fiscal year:	2017			
	Service Contracts	Information Systems and Technology	Long-term Leases	Total
2018	\$ 3,073	\$ 235	\$ 173	\$ 3,481
2019	1,766	40	117	1,923
2020	1,094	22	101	1,217
2021	940	-	98	1,038
2022	88	-	98	186
Thereafter	-	-	5	5
	\$ 6,961	\$ 297	\$ 592	\$ 7,850

In order to manage its exposure to the volatility in electricity price, the Board of Governors have entered into two contracts. The first contract, beginning January 1, 2013 and ending December 31, 2017, is to fix its energy cost at \$0.05742/kWh. The second contract beginning January 1, 2018 and ending December 31, 2019 is to fix its energy cost at \$0.05910/kWh.

Natural gas prices are currently low and the College is paying market rates. In order to manage its future exposure to natural gas price volatility, the Board of Governors has entered into a two year contract, beginning November 2017 to fix its gas cost at \$2.68/GJ.

b) At June 30, 2017, the College has a capital lease obligation for multi-function print devices. The lease term will expire in December 2018. The present value of the net minimum capital lease payments is \$429 (i.e. total instalments outstanding are \$438 less \$9 representing interest).

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 financial position or the results of operations of the College. 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.
- 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 period 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.

15. Government of Alberta transactions and balances

The College operates under the authority and statutes of the Province of Alberta. Transactions and balances between the College and the Government of Alberta (GOA) are measured at the exchange amount and summarized below:

	2017	2016
Grants from Government of Alberta		
Advanced Education:		
Operating	\$ 43,652	\$ 41,970
Health Workforce Action Plan	1,176	1,176
Infrastructure Maintenance grant	-	1,025
Other	1,544	1,219
Total Advanced Education	\$ 46,372	\$ 45,390
Total contributions received	46,372	45,390
Add: Amortization of deferred capital contributions	7,014	6,813
Add: Amortization of deferred non-capital contributions	1,380	860
Add: Amount receivable	94	186
Less: Deferred revenue	(762)	(1,216)
	\$ 54,098	\$ 52,033
Accounts receivable:		
Advanced Education	\$ 280	\$ 186
Other Government of Alberta departments and agencies	416	548
Other Post-Secondary Institutions	109	2
	\$ 805	\$ 736
Accounts payable:		
Other Government of Alberta departments and agencies	\$ -	\$ 6
Other Post-Secondary Institutions	21	-
	\$ 21	\$ 6
Contractual obligations	\$ 41	\$ 80

During the year, the College conducted business transactions with related parties, including Ministries of the Province of Alberta, other public colleges, and corporations for which certain Board members of the College served as management. The revenue earned from these business transactions amount to \$4,375 (2016 - \$4,310) and are 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.

16. Salary and employee benefits

	2017					2016
	Base salary ⁽¹⁾	Other cash benefits ⁽²⁾	Other non-cash benefits ⁽³⁾	Lump sum payment ⁽⁶⁾	Total	Total
Governance⁽⁴⁾						
Chair of the Board of Governors	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Members of the Board of Governors	-	4	-	-	4	2
	-	4	-	-	4	2
Executive						
President and Chief Executive Officer ⁽⁵⁾	150	34	20	-	204	-
President and Chief Executive Officer (Retired)	318	134	7	-	459	411
Vice President, Academic and Chief Learning Officer	234	28	34	-	296	271
Vice President, College Services and Chief Financial Officer (former) ⁽⁶⁾	177	17	35	135	364	258
Vice President, Learner Services and Chief Financial Officer ⁽⁷⁾	202	-	41	-	243	63
Vice President, College Advancement and Chief External Relations Officer (former) ⁽⁸⁾	190	-	40	-	230	54
Vice President, Corporate Services and Chief Information Officer ⁽⁹⁾	14	-	3	-	17	-
Associate Vice President, Human Resources ⁽¹⁰⁾	14	-	2	-	16	-
Associate Vice President, College Advancement (Retired)	-	-	-	-	-	174
	\$ 1,299	\$ 217	\$ 182	\$ 135	\$ 1,833	\$ 1,233

- (1) Base salary includes pensionable base pay.
- (2) Other cash benefits include bonuses, payments in lieu of pension, car allowance and vacation payments.
- (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, Worker's Compensation, professional memberships and parking costs.
- (4) The majority of board members do not accept honoraria from the College. Waivered honoraria has been contributed to endowments and deferred donations.
- (5) The incumbent commenced office as President and Chief Executive Officer on January 1, 2017.
- (6) The position was vacated in May 2017. Lump sum payments is for severance benefits paid as a result of a termination agreement.
- (7) The position was established in April 2016. It was previously called the Vice President, Learner Services and Chief Student Services Officer. The change in title was effective May 2017.
- (8) The position was established in April 2016 and vacated in June 2017.
- (9) The Vice President, Corporate Services and Chief Information Officer is a new position created in May 2017. The 2017 salary and employee benefits amount is for June 2017.
- (10) The Associate Vice President, Human Resources is a new position created in May 2017. The 2017 salary and employee benefits amount is for June 2017.

17. Employee future benefit liabilities

Long-term disability health and pension premiums

Up to December 31, 2014, the College contributed both the employer and employee portion of the PSPP premiums and the employer portion of premiums for the health spending account, dental and extended health account contributions 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 is determined by management's estimate based on a present value calculation taking into account the number of employees, the discount rate, the period of employee disability and the retirement age of employee. Commencing January 1, 2015, the College discontinued this practice. This change does not affect those employees who were receiving LTD prior to 2015.

Transitional leave

The College has accrued for transition leave of the former President & Chief Executive Officer. The leave was contingent upon the individual's salary and benefits in effect as at January 1, 2017. This transition leave entitlement is being paid out during the calendar year commencing January 1, 2017.

	2017			2016		
	LTD health & pension premiums	Transitional leave	Employee future benefit liability	LTD health & pension premiums	Transitional leave	Employee future benefit liability
Expenses						
Current service cost	\$ -	\$ -	\$ -	\$ (155)	\$ 97	\$ (58)
Less: Previous service costs recognized	(40)	(246)	(286)	(104)	-	(104)
Net current service cost	(40)	(246)	(286)	(259)	97	(162)
Financial Position						
Accrued benefit obligation						
Beginning of year	460	462	922	719	365	1,084
Net current service cost	(40)	(246)	(286)	(259)	97	(162)
Balance, end of year	\$ 420	\$ 216	\$ 636	\$ 460	\$ 462	\$ 922

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

	2017	2016
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 defined benefit pension plan for eligible management employees of the Province of Alberta and approved provincial agencies and public bodies. The College does not have sufficient plan information on the MEPP to follow the standards for defined benefit accounting, and therefore follows the standards for defined contribution accounting. The pension expense recorded in these financial statements is \$615 (2016 - \$598).

At December 31, 2016 the MEPP reported an actuarial surplus of \$402,033 (2015 – \$299,051). 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 in 2015.

For the calendar year ended December 31, 2016, MEPP reported employer contributions of \$131,706 (2015 - \$132,727). For the calendar year ended December 31, 2016, the College's employer contributions to the MEPP were \$622 (2015 - \$555). Other than the requirement to make additional contributions, the College does not bear any risk related to the MEPP deficiency.

Public Service Pension Plan (PSPP)

PSPP is a defined benefit pension plan for faculty, exempt and support staff members. The College does not have sufficient plan information on the PSPP to follow the standards for defined benefit accounting, and therefore follows the standards for defined contribution accounting. The pension expense recorded in these financial statements is \$5,096 (2016 - \$4,629).

An actuarial valuation of the PSPP was carried out as at December 31, 2014 and was then extrapolated to December 31, 2016. At December 31, 2016, the PSPP reported an actuarial surplus of \$302,975 (2015 – deficit of \$133,188).

For the calendar year ended December 31, 2016, PSPP reported employer contributions of \$350,083 (2015 - \$347,759). For the calendar year end December 31, 2016, the College's employer contributions were \$4,872 (2015 - \$4,492). Other than the requirement to make additional contributions, the College does not bear any risk related to PSPP deficiency.

18. 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.

	2017	2016
Bow Valley College Students' Association	\$ -	\$ 238
Other	21	46
	\$ 21	\$ 284

19. Budget comparison

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 2016-2019 Comprehensive Institutional Plan.

20. Approval of financial statements

The financial statements were approved by the Board of Governors of Bow Valley College.

21. Comparative figures

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

In the previous year, a portion of the college's portfolio investments comprising of money market funds, short-term notes and treasury bills having a short maturity were recorded under cash and cash equivalents. These were reclassified to portfolio investments as they were determined to be held for investments rather than serving the on-going College operational needs. The following comparative figures have been adjusted to conform to the current year presentation:

	2016		
	Previously recorded	Reclass	Restated
Increase (decrease) in:			
Statement of financial position			
Cash	\$ 27,512	\$ (17,384)	\$ 10,128
Portfolio investments – non endowments	60,297	16,832	77,129
Portfolio investments – restricted for endowments	4,220	552	4,772
Statement of cash flows			
Gain on disposal of portfolio investments	(1,491)	(11)	(1,502)
Purchase of portfolio investments	(18,694)	(28,413)	(47,107)
Proceeds on sale of portfolio investments	9,293	17,912	27,205





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