

**CONCORDIA
UNIVERSITY
COLLEGE**

**A N N U A L
R E P O R T**

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CONCORDIA
UNIVERSITY COLLEGE OF ALBERTA

ANNUAL REPORT

to

Alberta Advanced Education and Technology

For the Year Ended March 31, 2014

Approved by Board of Governors

October 1, 2014

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STATEMENT OF ACCOUNTABILITY

Concordia University College of Alberta's Annual Report for the year ended March 31, 2014, was prepared under the direction of Concordia's Board of Governors in accordance with all ministerial guidelines. All material economic, environmental or fiscal implications of which we are aware have been considered in the preparation of this report.



John J. McDonald III
Chair, Board of Governors
Concordia University College of Alberta
October 1, 2014

Concordia University College of Alberta'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, reliable financial records are maintained, and assets are properly accounted for and safeguarded.

The Annual Report has been approved by the Board of Governors and is prepared in accordance with Ministerial guidelines.



Dr. Gerald S. Krispin
President and Vice-Chancellor
Concordia University College of Alberta
October 1, 2014

MISSION, VISION, VALUES STATEMENT

Mission

Concordia University College of Alberta is a community of learning grounded in scholarship, freedom, and the Christian faith, preparing students to be independent thinkers, ethical leaders, reflective servants in their occupations, and citizens for the common good.

Vision

Concordia University College of Alberta will be recognized nationally and internationally for its graduates' knowledge, skill, integrity, and wisdom.

Values

Concordia is seeking an institutional reputation and profile both locally and nationally as an excellent smaller Christian university true to its mission and vision, and a good choice for all students seeking to enrol in its programs.

Concordia maintains its mission as a Christian university serving the public.

Concordia seeks to respond to the expanding expectations of a diverse population of students, faculty, and staff with various worldviews and experiences, varied generational attitudes, various accommodation requirements, and with a growing sense of the necessity of equal treatment in Canada's pluralistic society.

Concordia seeks out faculty who support Concordia's mission.

Concordia seeks to recruit, retain, and train administrators and staff who contribute to its mission and also to put in place appropriate human resource planning to support the ongoing mission in spite of the constant challenges of competition for scarce human resources.

Concordia seeks collaborative opportunities with community partners and other educational institutions which make sense and allow it to enhance its mission without placing undue hardships on our institution brought about by such arrangements.

(Mission /Vision/ Values approved by Board August 24, 2010)

Strategic Goals

FOSTER A DYNAMIC INTELLECTUAL ENVIRONMENT...

...marked by students engaged in learning both inside and outside the classroom, by faculty dedicated to excellence in teaching, mentoring, and professional achievement, and by a rich blend of rigorous undergraduate programs complemented by select graduate and professional programs.

DELIVER A DISTINCTIVE EDUCATION...

...that integrates fields of study, connects theory to practice, combines liberal with professional education, and promotes interaction between campus life and classroom learning in order to form men and women who will flourish in an increasingly diverse and interconnected world.

PROVIDE AN ENRICHING STUDENT EXPERIENCE...

...with programs and facilities that enhance students' capacity to lead socially, culturally, and physically satisfying lives, and that develops leaders, promotes service, and builds community.

MODEL THE BEST IN CHURCH-RELATED HIGHER EDUCATION...

... by continually discovering new ways to connect faith and reason in the lives of students, thereby enabling them to become ethical and responsible citizens, and by continuing to lead the conversation in our independent sector and the Lutheran Educational Conference in North America (LECNA) about the vital importance of church-related higher education.

PURSUE CONCORDIA'S HISTORIC COMMITMENT TO THE PUBLIC GOOD THROUGH ENHANCED VISIBILITY AND ACCESSIBILITY IN EDUCATION FOR ALL SEGMENTS OF SOCIETY...

... by enhancing strategies to recruit and retain a diverse student body, especially students from northern, rural, minority, aboriginal, and under-represented communities (such as the handicapped), that is both multicultural and international, so as to ensure that Concordia is proactive in meeting the educational needs of a changing Canadian society.

CONFIGURE CAMPUS SPACES THOUGHTFULLY AND AESTHETICALLY...

... so as to enhance learning, build community, and radiate hospitality.

DIRECTIONAL STATEMENTS

In seeking to achieve its mission and vision, Concordia has set a new direction through a program entitled "Concordia Tomorrow" that incorporates the planning priorities of AIAE:

1. Concordia will be **student-centered**.

Concordia will establish regularly scheduled procedures to ascertain student needs, to meet those needs, and to review how well it met them.

2. Concordia will be of **sufficient size** to prosper. To reach an economy of scale, Concordia will aim to increase student enrolment to 3000 FLE by formulating a growth policy for new majors, programs, and degrees in all areas, as indicated by assessed student need and demand.

3. Concordia's future programs will enhance its vitality by building on its current strengths. Concordia will continue to develop niche areas in its undergraduate, graduate, and professional programs. Concordia will distinguish itself through the development and implementation of **superior program designs and program delivery**.

4. Concordia will seek out and initiate **collaborations** in areas where clear mutual benefit can be demonstrated. Such collaborations will be primarily within Alberta and may include shared academic programs and research with other institutions, shared projects with industry, and shared infrastructure.

5. Research at Concordia, besides being an important measure of the quality of our university, will inform and complement ongoing excellence in teaching. Concordia will **encourage and support research** by all faculty and academic staff as well as by individuals and groups of students when appropriate.

6. Concordia will honour its Lutheran heritage and value the diversity of its faculty, staff, and student population. It will provide a **foundation of faith and intellectual integrity** that supports a scholarly community based on acceptance and respect.

7. Concordia will **establish, maintain, and review administrative and policy structures** that satisfy the criteria of the "Concordia Tomorrow" plan.

PART 1: MESSAGE FROM THE PRESIDENT AND BOARD CHAIR

MESSAGE FROM THE PRESIDENT AND BOARD CHAIR

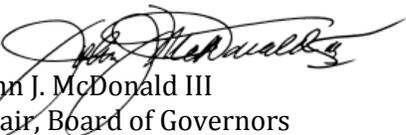
The 2013-14 Annual Report maintains Concordia University College of Alberta's commitment to its stated goals and demonstrates the institutions ability to be adaptive and responsive to stakeholder needs and direction. Concordia ended the fiscal year with a significant surplus. Accordingly, this report demonstrates prudent management, innovative administration, and expert fiscal oversight by its Board of Governors.

The Annual Report also provides some insights as to the steps taken by Concordia to make progress on the stated goals of the CIP, albeit adapting to changes requested by ministry initiatives and labour market trends. The data in this report will affirm Concordia's continued success in delivering programs that are crucial for the building of a civil society, graduating students who are known for their "...knowledge, skill, integrity, and wisdom," and thereby becoming excellent contributors to Alberta's present and future economy.

The Report will also show that, while there are limits to the ability of a smaller independent institution (though Concordia is the largest in the sector) to advance its goals expeditiously, there is nevertheless significant progress in evidence in every aspect of Concordia's academic, administrative, and governance operations. This report highlights that Concordia has become one of Edmonton's most dynamic and innovative post-secondary institutions, delivering exceptional value for a relatively modest investment of public funds.

The finalization of governance reforms has resulted in an engaged and expert Board of Governors that draws members from industry, business, other post-secondary institutions, former government and current community leaders. The expertise located in the new Board enables Concordia to meet the significant challenges that we anticipate, while continuing to excel as a smaller liberal-arts and professional program university. As this report demonstrates, Concordia has the will and determination to accomplish all this and more with the resources accorded to the institution. Ultimately, the Board of Governors and Concordia's administration have managed to focus on the learning environment for its students in order to give them a university education of the highest quality.

In summary, Concordia's Board of Governors, along with its President and Vice-Chancellor, are committed to Concordia's advancement as an excellent smaller university in Alberta by maintaining efficient and effective operations, actively seeking and embracing change for the better, and committing itself to be responsive and complementary members of Campus Alberta. We remain committed to maintaining Concordia's unique mission, vision, and values, all in order to provide high quality educational opportunities and ultimately the foundation for a meaningful life for all our current students and future graduates.


 John J. McDonald III
 Chair, Board of Governors
 Concordia University College of Alberta


 Dr. Gerald S. Krispin
 President and Vice-Chancellor
 Concordia University College of Alberta

PART 2: OPERATIONAL OVERVIEW

A. CORE PROGRAMS

ACCREDITED

In the 2013-2014 academic year, all accredited degree programs were appropriately placed within the new academic structure consisting of a Faculty of Arts, Faculty of Science, Faculty of Management, and Faculty of Education.

Concordia continues to effectively deliver the Bachelor of Arts (3-year), Bachelor of Arts (4-year), Bachelor of Science (3-year), Bachelor of Science (4-year), Bachelor of Management (4-year), Bachelor of Environmental Health (After Degree), Bachelor of Education (After Degree), Master of Information Systems Security Management, Master of Information Systems Assurance Management, or Master of Arts in Biblical and Christian Studies.

TRANSFER

Concordia emphasized its commitment to Alberta's transfer system by assigning dedicated staff members to the process of maintaining, updating and expanding its many individual course transfer agreements as well as accelerating the assessment of transfer credits for students coming from Alberta, other Canadian and non-Canadian postsecondary institutions.

During the reporting period from Spring 2013 to Winter 2014, Concordia granted transfer credits for 1102 courses (779 distinct courses) taken at other post-secondary institutions.

Concordia also continued its block transfer agreements with NAIT, Grant MacEwan University, Grande Prairie Regional College, Keyano College, and Red Deer College. These agreements allow business diploma graduates and degree-transfer students to join Concordia's Management degree program in year two or year three.

The Faculty of Graduate Studies participated in the application of the Western Canadian Deans of Graduate Studies Agreement with students from other western universities taking on-line courses in the graduate certificates in public health to apply to their degree programs.

COLLABORATIVE PROGRAMS

No new collaborative programs were implemented in the 2013-2014 academic year.

Collaborations with professional associations and organizations are underway for the applied professional degree proposals: Doctorate in Clinical Psychology (PsyD) and Doctor of Optometry (OD).

International collaborative partnerships have steadily increased. The Vice-President International, Dr. Manfred Zeuch has engaged Concordia with more than 30 overseas universities and connected with government agencies in Brazil and Germany.

In January of 2014, Concordia's Vice-President International, Dr. Manfred Zeuch and the Vice-Rector, Dr. Roman Yakoviev of Altai State University, Barnaul, Russia signed a phase-one agreement for the Master of Information Systems Assurance Management (MISAM) program at Concordia. Students at Altai State University will be able to take the first half of the program at Altai State and then the second half at Concordia. When completed, graduates will receive the Master of Information Systems Assurance Management from Concordia University College of Alberta.

In March of 2014 Concordia signed a similar agreement with the American University of Nigeria for the Master of Information Systems Security Management (MISSM) program. Students will take year one of the MISSM program in Nigeria and complete the program at Concordia.

OTHER

This year, Concordia focused on increasing its offerings for graduate-level studies through the development of Graduate Diplomas in Information System Security Management, Environmental Public Health Practice, and Psychological Assessment. New Graduate Certificates in Public Health for Vulnerable Populations, and Psychological Assessment were added to the existing Graduate Certificates in Public Health Leadership and Public Health Strategic Communications. The implementation of the new graduate-level programs is scheduled for the Fall 2014 academic term.

With the 2013-14 implementation of a new academic structure, the Diploma of Integrated Studies in Career Development was integrated into the Faculty of Management. This change provides that program with access to regular academic processes through the Dean of Management.

The Parish Services program was renamed as Religious Studies (Applied Emphasis) to broaden its service to students of non-Lutheran denominations.

The University and College Entrance Programs (UCEPs) for Aboriginal Adults and for General Admission and the Pre-UCEP Program were discontinued due to low enrolments.

B. MAJOR ACCOMPLISHMENTS 2013-2014

INSTITUTIONAL

The development of the "Concordia Tomorrow" project continues, with the reporting year showing the first promise of a return on the investment. The concurrent improvement in retention and the increase in first-year enrolments heralds the beginning of an enrolment leveling and potential increases overall. The subsequent three years will show if the current year's data does in fact mark the beginning of a return to historic (higher) enrolments.

On the service front, gaps in technology, student services, and institutional planning continued to be closed; on the HR front, roles clarification and performance measures for administration and faculty were under extensive consultative review and in the process of being finalized. The establishment of a modernized and integrated marketing made significant progress in keeping with the CIP goals; the enrolment data bears out the effectiveness of these strategies.

The Faculty Association agreed to extend the Collective Agreement, which was due for renegotiation in February of 2015, for a further year. This signaled stability on the labour front and

provided the opportunity to review staffing needs without imminent duress. The Joint Committee established by the institution's management and the Association met regularly, allowing for more congenial discussions on outstanding matters in anticipation of future negotiations.

Concordia's first Five-Year Academic Plan was completed after extensive faculty and stakeholder consultation. It was approved by the Faculty Council and the Board of Governors and has become a guiding document in the development of all Academic planning.

The first fruit of the plan (which in fact was engendered by its development) was the organizational realignment of Concordia's Academic structure. Smaller departments were consolidated, faculties were clearly defined, and a new (for Concordia) management model of all academic layers was implemented: each program was assigned a coordinator; the new departments were given chairs; and three academic deans (Arts, Science, Management) were appointed pro tem, pending broader searches. The Acting VP Academic was appointed to be VP Academic with the goal of advancing the goals of the Academic Plan and the implementation of Board initiatives (e.g. Internationalization).

Yet at the pinnacle of institutional achievements (aside from a surplus budget) was the installation of Concordia's first Chancellor, the Honourable Allan Wachowich QC, by his Honour, the Lieutenant Governor Donald Ethel, in September of 2013. Concordia was among the first post-secondary institutions founded in this province in 1921; the Board of Governors believed it was fitting to have an individual of the stature of the former Chief Justice in the Province of Alberta at the helm to highlight Concordia's evolution from its modest parochial beginnings to having become an innovative, fully engaged, responsive and complementary partner in Campus Alberta.

ACADEMIC PROGRAMS

1. Concordia offered the new four-year BA (sociology) to students in the 2013-14 academic year.
2. Concordia developed and approved Graduate Diplomas in Information System Security Management, Environmental Public Health Practice, and Psychological Assessment. New Graduate Certificates in Public Health for Vulnerable Populations, and Psychological Assessments were implemented. The first students will be registered in these new graduate-level programs in the Fall 2014 academic term.
3. Concordia submitted a proposal for a 4-year Bachelor of Arts (General Studies) to the Ministry with a request for a fully-expedited review. The proposal was forwarded to CAQC for review with a request for implementation in Fall 2014.
4. Concordia submitted a proposal for a 4-year Bachelor of Arts (Psychology) to the Ministry with a request for a fully-expedited review. The proposal was forwarded to CAQC for review with a request for implementation in Fall 2014.
5. Concordia suspended the French Concentration in the 3-year Bachelor of Arts effective July 2015 through June 2017. During this period, mechanisms to rejuvenate the program will be considered.

6. Concordia continued development of a proposal for the Doctor of Optometry (OD). This included a very productive visit to the University of Waterloo School. Discussions continue with the professional associations and potential funding sources. An initial proposal for the Ministry is anticipated for Fall 2014.
7. Concordia completed the proposal for the Doctorate in Clinical Psychology (PsyD) for submission to the Ministry in Spring 2014.

PERSONNEL

1. Dr. Jonathan Strand maintained his role as Vice-President Academic, but delegated key management functions to the following "Acting Deans":
 - a. Dr. John Washington was appointed Acting Dean of Science; Dr. Neil Querengesser Acting Dean of Arts; Prof. Ron Ruhl as Acting Dean of Management
 - b. Dr. Tim Loreman remains Dean of Research and Faculty Development, and Dr. Karen McDonald functions as Dean of Graduate Studies and Program Development.
2. In the Winter semester of 2014, Dr. Joanne Neal resigned from faculty and accepted a position with Alberta Education.

STUDENTS

1. In the Globe and Mail's Canadian University Report 2013, Concordia's students rated both the quality of teaching and learning, and class size, an "A+." Students reported their level of satisfaction a Grade of "A," the highest grade awarded to institutions of our size. Grades of "A" were also given for student-faculty interaction; instructor's teaching style, and campus atmosphere.
2. On the 2014 Canadian University Survey Consortium Survey of Middle Years Students, Concordia students reported high perception of professors' knowledge and teaching ability, high satisfaction with the quality of teaching at Concordia, and find their courses interesting.
3. On the Noel-Levitz Student Satisfaction Inventory 2013, Concordia's students reported high satisfaction with the quality of instruction, content of their courses, faculty knowledge, and the campus experience.

STUDENT SERVICES

1. The Faculty of Graduate Studies implemented on-line applications through the ApplyAlberta portal for all graduate programs. On-line registration and course selection are following quickly. This eases the load of work in the student services areas and provides better service to the graduate applicants and students.

2. The essential purpose of Student Life and Learning is to enhance the quality of the academic enterprise and the educational experience of students, and 2013-14 saw the continued deployment of the Student Life and Learning strategic plan to guide planning and service delivery. The six guiding principles of the strategic plan articulate the values upon which student services are designed, delivered and assessed at Concordia. These values provide a framework for student services providers to use in exploring their programs and services and are the driving forces for student services throughout the University.
3. 2013-14 was the third year for Concordia's Behavioural Support and Intervention (BSIT) Team. The BSIT provided coordinated management of potentially endangering behaviour in the campus community. The team continued protocols for engagement techniques and strategies, and tracked "red flags," over time, detecting patterns, trends, and disturbances in individual or group behaviour. The team deployed its resources and resources in the community, and coordinated follow-ups.
4. Concordia offered three sections of Academic Strategies 100 to meet the needs of students at academic risk from specific populations: new students, returning students, and student athletes. The Academic Strategists also implemented a peer tutoring program that saw supervised and supported peer tutors provide free, and on-going academic support to students.
5. The Student Life and Learning office continued with the evolution of Orientation, Welcome Week, and on-boarding of new students and the engagement of all students within the Concordia community. These changes resulted in high numbers of first-year students participating in Orientation and Welcome Week activities. A new initiative, faculty-specific gathering between professors and students, were organized to facilitate the student experience on campus and student retention.
6. Counselling Services and Career Services delivered a wide variety of student workshops and presentation on topics such as exam anxiety, study skills, career planning, and writing resumes and cover letters. New staff in Career Services resulted in increased connection and engagement with students and faculty.
7. 2013-14 saw 134 students accessing Learning Accommodation Services (LAS). Students with a variety of disabilities are supported by the LAS office, including learning disabilities, attention deficit hyperactivity disorder, deaf/hard of hearing, physical impairment, visual impairment, and students with psychiatric issues. An automated exam-scheduling system was internally developed and tested during the spring of 2014. This system is expected to greatly reduce the paperwork required by students with disabilities. Due to the ongoing space challenges encountered to facilitate accommodated exams, a new test centre was created on campus. This space was completed in June 2014, and will be used for accommodated exams in the Fall 2014.

FACILITIES AND INFRASTRUCTURE

LIBRARY

1. The library launched a redesigned website to enhance student access to research collections and tools.
2. The Concordia Library hosted the 2013 City of Edmonton Read-In Week launch event.
3. Films on Demand, a collection of 15,000 streaming videos, was licensed and launched. In addition the National Film Board Campus collection was also licensed and launched.
4. LED screens were installed in student group study rooms to support collaborative learning.
5. An embedded librarian partnership was created with the Faculty of Education
6. Concordia partnered with Edmonton Public Library on the L-Pass program, allowing all Concordia students, faculty and staff to obtain EPL cards and connect online to EPL's online collections.
7. Improved study tables were ordered and installed to facilitate more collaborative learning.
8. LED lighting was installed under the mezzanine.
9. The library's cataloguing department migrated to new metadata standards (RDA transition).
10. The library supported the offering of UFDN through the efforts of the education librarian.
11. Loan periods were extended from 2 to 6 weeks and from 2 renewals to 3 renewals on NEOS items.
12. The library began ordering from a new book purchasing agent, Coutts-Ingram.
13. The library implemented an institutional repository platform called ContentDM.
14. The library began beta-testing WorldCat Discovery Service and plans to migrate in 2014-15.
15. Gallery track-mounting was installed to improve the library's capacity to host art exhibits.
16. The Education collection was completely reviewed to remove dated materials and fill in gaps.

17. The library began planning on service integration and improving student spaces in the library basement.

TECHNOLOGY

1. During the 2013-14 year the two master's degrees (MISSM and MISAM) and related Graduate Diplomas have migrated away from reliance on desktop computers and have completed the move to reliance on laptops as the prime technology tool for the program. We allow the new students to purchase a laptop of their choosing and to fund up to \$800.00 of the purchase price plus we also fund the purchase of Microsoft Office bringing the total support to approximately \$950.00.
2. During the year we are also purchasing the first of several robust servers in preparation of rolling out a virtual lab environment from MISSM/MISAM which will be accessed by students while at Concordia or while off campus. This initiative will continue in successive years.

During the 2013-14 Year, Concordia's IT department:

1. built a shared service to provide secondary DNS service for other Alberta PSIs, now used by a number of post-secondary institutions across Alberta
2. created an internally-developed employer-student career connections portal
3. enhanced our online course selection system, eliminating the need for a standalone "confirmation of registration" process
4. established 10Gb interconnectivity between multiple buildings on-campus
5. redesigned our centralized print system around a new back end, extending access to our centralized print services to our students
6. expanded our online offerings, including online applications for degrees, certificates, and diplomas
7. established a physical, fibre link to the CyberaNet research network, enabling high-speed access to national and international research networks
8. modernized our primary central file server
9. added videoconferencing capabilities to our learning management system (LMS)
10. optimized our LMS' web interface for use on mobile devices
11. established direct integration between Google Drive cloud storage and our LMS

12. created a knowledge database system for responding to inquiries on the web
13. built a new, ApplyAlberta-integrated system for receiving and processing applications to graduate programs
14. created facilities to automate and facilitate the scheduling of specialized exams where needed for learning accommodation
15. established an online learner portfolio system
16. unified passwords across all services for students, faculty, and staff
17. modernized our online services portal, centralizing access to services pertaining to students and faculty

RESEARCH ACTIVITY

1. Books Authored/Co-Authored (includes chapters in books): **27**
2. Books Edited/Co-Edited: **5**
3. Articles in Refereed Journals: **48**
4. Articles (and equivalents) in Non-refereed Publications: **24**
5. Presentations
 - a. Conference Presentations: **55**
 - b. Public Presentations: **60**
 - c. Media Appearances: **10**
6. Research Grants
 - a. Reduction in Teaching Assignment Awards: **5 faculty members for a total of 30 credit hours**
 - b. Internal Research Grants: **\$34,113.35 (11 grants)**
 - c. External Research Grants (includes totals of multi-year grants): **\$46,673 (3 grants)**
7. Peer-reviewed Publications by Student Authors: **15**

LEARNING ENHANCEMENT

1. The Writing Centre provided writing and learning support to students through one-on-one consultations and in-class workshops.
2. Concordia is committed to providing a personal education for each of our students, and the Early Alert program is a key part of this vision. When instructors are concerned about the academic performance of a student, the Early Alert program can assess the situation, offer support, and provide referrals to the breadth of resources on-campus.

3. Institutional commitment to the persistence and retention of students was the sole focus of the Retention Task Force. The institutional retention plan was initiated in 2013-14 and resulted in improved retention numbers. The Task Force identified current retention and persistence data, gathered student feedback through surveys and focus groups, integrated retention-initiatives with other programs and services, and developed intrusive and intentional supports and services for students.
4. Concordia Students' Association, in collaboration with Student Life and Learning, continued the student-directed and student-funded Supplemental Instruction program. Supplemental Instruction (SI) is a form of co-curricular academic assistance that supports high-risk courses rather than high-risk students. As a non-remedial approach available to all students enrolled in selected courses, weekly peer-facilitated study sessions were offered to help students compare notes, develop learning strategies, and prepare for exams. These sessions were facilitated by trained undergraduate students known as "SI Leaders", who have successfully taken the course before, and who re-attend lectures, connect with students, and act as a role model.
5. The Freshman Challenge, formerly known as First-year Learning Communities (FLCs), continued from its inception in 2011. The Freshman Challenge involves small groups of first-year students led by peer mentors and faculty advisors that support student transition to university studies and the Concordia community through a variety of academic, service-learning, and recreational activities.
6. Concordia continues to participate in the Washington Center program for internships supported by Alberta Innovation and Advanced Education.
7. Concordia participated on the Steering Committee of the Study Abroad Program of the Alberta-Saxony Initiative.
8. Concordia participated on the Alberta government Results Based Budgeting working group, and technical group, representing the Independent Institution sector.
9. International students were supported through regular gatherings and social activities, including field trips to Edmonton attractions and, in July 2014, a trip to Alberta's beautiful Banff National Park. A Buddy Program was started in the Fall 2013 semester, whereby International students were partnered with a Canadian student who assists with welcoming and acclimatizing Concordia's International students.
10. Concordia's English for Academic Purposes (EAP) was accredited by Languages Canada. The EAP is a 13-week comprehensive, intensive program designed to prepare academically qualified students, whose native language is not English, for the purpose of admission to undergraduate or graduate programs at Concordia.
11. During the year we organized two training sessions for COBIT ® 5 certification training (Foundation and Implementation). This was the first time this training was offered in Canada by ISACA ® and one of the few offerings worldwide since it was introduced and

superseded COBT ® 4.1. We offered the local ISACA ® Branch in Edmonton to take the training as well at a reduced rate. In the next year this allows us to deliver these in our program and also to outreach in the information systems audit and assurance community. We plan to deliver the final module (Assessment) in the 2014-15 year and again involve the local audit and assurance community.

12. In May 2014 the new design for research was implemented having been approved one year earlier. This devotes more credits to the research phase which will streamline the final phase and increase the success of this final phase of the program.
13. During the year the undergraduate Management Department mapped the current Concordia undergraduate courses to the new Certified Professional Accounting (CPA) and this was completed by May 2014. Concordia fully expects this mapping to be available on the CPA website sometime during the 2014-15 year in combination with other independent institutions.

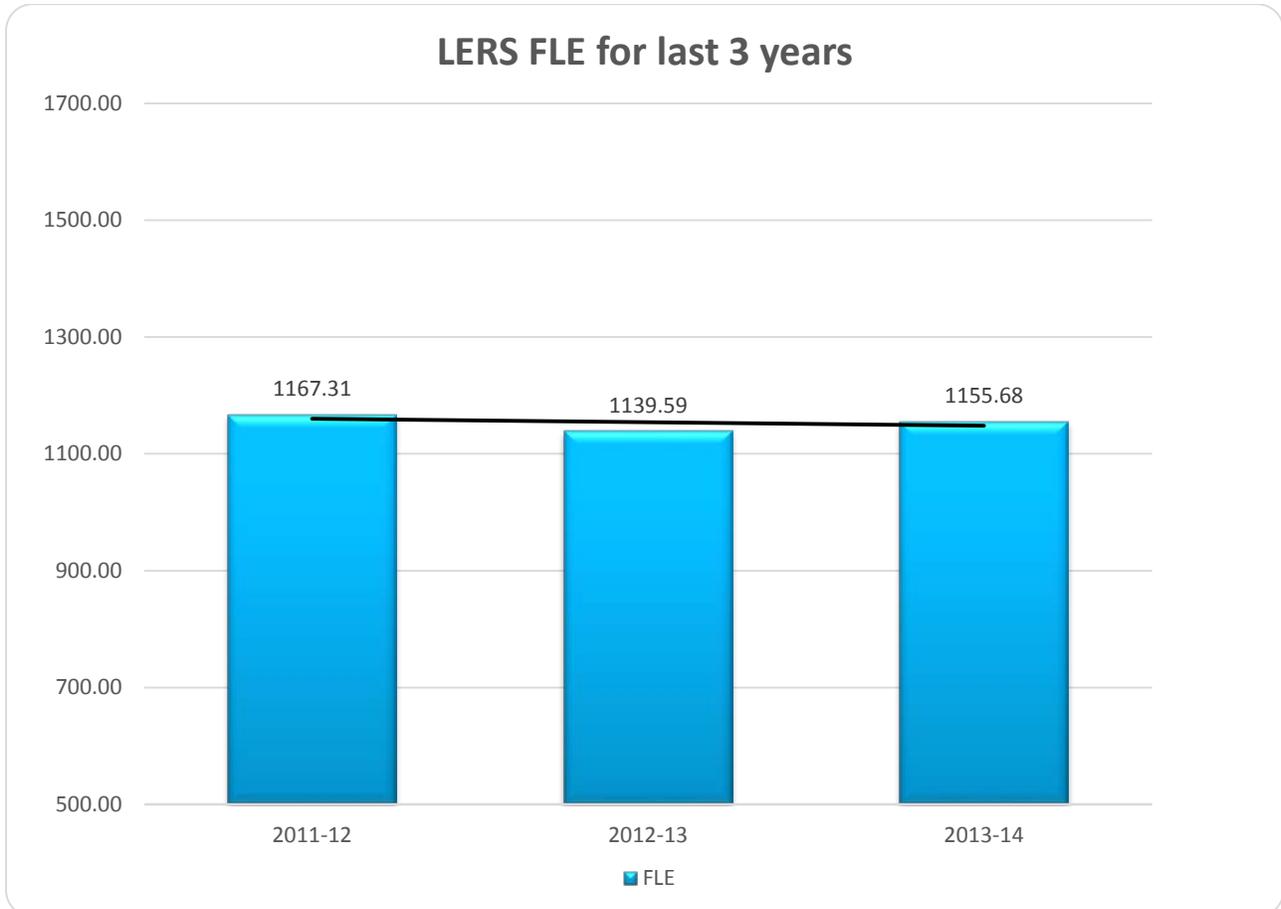
C. ENROLMENT 2013-2014

Our combined 2013-2014 degree program enrolment for Spring/Summer 2013, Fall 2013, and Winter 2014 based on our census day data totaled a full-load equivalent (FLE) of 1212.84. The LERS actual count for the same time period presents another point of reference for degree programs. For the 2013-2014 year it has been calculated at an FLE of 1155.68. With the suspension of the UCEP program, the data below are exclusively related to University undergraduate, after-degree and graduate programs; for the sake of an accurate comparison of current data with previous years, the UCEP LERS enrolments have been removed from the graph below (in distinction from previous years).

Enrollment (FLE) 2013-2014

	<i>Census Day</i>	<i>LERS Actual</i>
Arts/Science/Open Studies	861.75	804.80
Education	126.50	124.30
Management	120.30	115.20
Environmental Health	47.20	46.25
MISSM and MISAM	52.25	59.80
MA Biblical & Christian Studies	4.84	5.33
Total for Degree Programs	1212.84	1155.68

The slight increase in enrolment that Concordia experienced in 2013/2014 was primarily due to increases in first year undergraduate Science programs, as well as to increases in the MISSM and MISAM graduate programs, as well as a doubling of international enrolments from 47 students to 87 students.



CONCORDIA ENROLMENT STRATEGY

Concordia implemented a comprehensive recruitment and retention strategy based on consultation with Noel-Levitz. This strategy paid dividends relative to previous years and has every indication of increasing enrolments and retention in years to come. Fundamentally, Concordia University College of Alberta's recruitment activities continued to remain divided into three categories, albeit including some of the strategies presented by our consultants:

1. Off-campus recruiting
2. On-campus recruiting
3. Special events

OFF-CAMPUS RECRUITMENT ACTIVITIES

As a member of the Educational Liaison Association of Alberta (ELAA), student recruitment officers traveled throughout Alberta from September to June, visiting over 118 high schools and presenting at a number of counselor updates.

Student recruitment officers visited most of the high schools within the Edmonton and surrounding areas for various booths and fairs. Separate from this, recruitment officers gave 78 off-campus presentations. This included presentations for high school CALM classes and lunch-hour information sessions.

ON-CAMPUS RECRUITMENT ACTIVITIES

Concordia hosted 68 prospective students within its student-for-a-day program. Through this program, prospective students are matched with current CUCA students. The 'students-for-a-day' attend classes, tour campus, and meet existing Concordia students and faculty. They also sit down with an admissions advisor to discuss program requirements and to have their remaining questions answered.

If a student is not able to commit to the student-for-a-day program, personalized campus tours are arranged. This year, nearly one hundred personalized tours were provided to prospective students or students who had already applied for admission.

School groups are also welcome to visit campus. During these visits a recruitment officer gives a presentation on post-secondary education, and Concordia and its programs. A tour is also provided. This year, there were nine school visits to CUCA.

SPECIAL EVENTS

Open House is a time for prospective students and their families to visit campus and see firsthand what CUCA offers. Throughout the day there are specific program and department information sessions, displays and demonstrations. Faculty, departments and student clubs also have trade-show style displays.

The number of visitors for our October 19, 2013 open house

- October 19, 2013 – 450 visitors and 114 applications
 - Open House visitors were up by 7% over 2012
 - Applications were up 23% over 2012

Our annual Counselors' event is an annual update for local high school guidance counselors. This event is a critical recruiting tool to promote Concordia, because school counselors are a major communication medium between CUCA and prospective students. This event highlights Concordia's programs and recruitment events available to high school students. 87 guidance counselors attended the 2013 Counselor's update.

In 2013-14 Program Nights were added to our recruiting events. These mini open house events allowed for additional opportunities for prospective students and their families to connect with Concordia in the Spring. Prospective students and their families join faculty, staff, students and alumni in their field of interest for an afternoon or evening of information sharing and casual discussion.

COMMUNICATIONS

1. Communications with prospective students and their parents is a key factor in student recruitment.
Innovative communications mechanisms promote CUCA on a larger scale, delivering information daily, weekly, and monthly to prospective students, guidance counselors, and parents.
2. Social Media – Facebook, YouTube, Twitter and Blogging
 - a. Facebook gives CUCA the opportunity to connect with many prospective students quickly and efficiently. Prospective students are able to instant message a member of the recruitment team and have questions answered immediately. Updates on what's happening on campus, achievements, admission and financial aid information, and events are posted daily.
 - b. Twitter is becoming an integral part of CUCA's recruitment and student engagement efforts. Similar to Facebook, CUCA is able to send messages, update prospective students and continuing students on what's happening on campus, achievement, application information and events.
 - c. YouTube is being utilized as another medium for prospective students to receive information about Concordia.
 - d. Blogging can be utilized on the Concordia website with student blogs about student life to personalize the Concordia experience to prospective students.
3. High school deliveries and mail-out
Promotional materials are sent to all Alberta high schools, along with key high schools in Saskatchewan, British Columbia, and Manitoba.

D. FACILITIES

CAPITAL DEVELOPMENT

Planning for a new dormitory facility at the corner of 73 street and 112 avenue has been brought to the tender document stage.

RENOVATIONS / IMPROVEMENTS

1. Renovation of G115, G111, G111A
G115 and G111, Laboratories serving Biology, Molecular Biology and Environmental Science, have been completely renovated. Pathogen containment risks associated

with hosting some current courses required that both labs be upgraded to meet Class II Biohazard containment standards.

Both labs were completely stripped to the concrete outer walls, new, cleanable wall and ceiling surfaces were constructed, new plumbing and electrical services and a data network were installed, new laboratory grade floors, metal casework, epoxy countertops and metal shelving, sinks were installed in G115 while G111 casework was refurbished and repositioned to optimize space efficiency.

With an investment of just over \$150,000 both labs easily passed certification inspections.

2. DDC Building Control Systems Replacement

The Arnold Guebert Library received new Building Control Systems. The old system, installed in 1994, was well beyond its life expectancy and could no longer be supported by the manufacturer. The change enables wireless, tablet or computer based access to Library and Schwermann Hall Building Management Systems.

The installation constitutes phase one of a multi-year, multi-building control integration project that should greatly improve occupant comfort, systems efficiency, and utility consumption.

3. Schwermann Hall Front Steps

The Brick and Tyndal-stone front entry steps on Schwermann Hall were completely disassembled and rebuilt. As a legacy building with significant heritage value it was extremely important to ensure that the project restored the entrance to its original appearance. The restoration was completed successfully and maintains the historic integrity of the entrance.

4. LED Lighting in the Library

A pilot project was initiated last year to evaluate LED lighting advantages in specific problem areas in the library. The old florescent fixtures in the lower section of the west stacks and the main stairwell were completely replaced with high efficiency LED fixture. The results were so positively received that we are proceeding immediately with the next step at the library.

5. West Walkways

Sidewalk upgrades were undertaken to replace deteriorated concrete walkways and remove sidewalks that were made redundant with the removal of a laboratory and several classroom trailers.

UTILITIES

New 3-year Utility Contracts, (gas and electricity), were signed. Direct Energy will be the provider for both commodities.

MAIL SERVICES

Faculty and Instructor secure mailboxes have been relocated to the Faculty Lounge. Student Mailboxes have been relocated near the Concordia Student Association offices. Both of these moves have streamlined operations, provide better access to the service, and greater security to the receiving and distribution systems.

CONFERENCE SERVICES

Conference Services has taken on a greater role in providing selected administrative support to the Residence Services operation.

PARKING SERVICES

Bellevue Community League Parking is no longer available due to a re-interpretation of enforcement rules at the Edmonton Parking Enforcement office.

E. STAFFING

Concordia continues to review various roles and responsibilities at all levels, in keeping with one of our "Concordia Tomorrow" goals: *Concordia will **establish, maintain, and review administrative and policy structures** that satisfy the criteria of the "Concordia Tomorrow" plan.*

With respect to staffing, a number of cost reduction measures were implemented over the summer of 2013. Two faculty members took advantage of a voluntary retirement incentive plan. In addition 8 staff positions have been eliminated through voluntary retirements or staff terminations. The net cost to the institution of these reductions, with termination pay, backfilling of positions, is approximately \$200,000 for the year. Long term savings, if vacant positions are not filled will be approximately \$600,000.

Most of the cost this year associated with salary reductions is offset by savings in relation to three vacant positions that were not filled in 2013-14.

F. FACTORS AFFECTING INSTITUTIONAL PERFORMANCE

Concordia's performance was affected by a number of challenges, all of which are common to the post-secondary institutions of this province. A declining provincial student demographic, static funding, insufficient student housing, and the limitations imposed by understaffing imposed some difficulty in the fulfilling of Concordia's plans as outlined in its CIP.

- The decline in university age students in the capital region specifically meant greater competition among the undergraduate degree institutions. Concordia was able to compete effectively and increased its science enrolments by providing greater access to physical lab spaces and classroom experiences that students were seeking. Beyond local recruiting, Concordia is becoming a destination institution for rural students seeking a smaller

university experience. The number of students from outside the capital region has therefore increased with active recruiting in rural areas. Finally, international participation at Concordia has doubled this year as our pursuit of internationalization is bearing fruit. International enrolment at Concordia nearly doubled during this reporting year (from 47 to 85 students).

- While external funding remained relatively flat and tuition revenue limited to the mandates of the ministry, Concordia retained a consistent cash-flow through reductions in staffing. This made the implementation of various services for students and the advancement of a number of programs a challenge. Nevertheless, the commitment of the staff that remained has allowed for a continuity of services that have been deemed satisfactory to students. In point of fact, Concordia's satisfaction rate with services remained exceptionally high. We believe it is the servant culture at Concordia that allows us to do more with less and remain successful in the delivery of our programs and services.
- The housing issue remains unresolved. Insufficient housing has resulted in a relatively high number of turn-aways of students who had applied and been accepted. Concordia had (has) 90 student residence spaces for 1156 FLE. While property was purchased to permit the building of a residence facility, and blueprints and specifications were drafted to the tender stage at a cost of over \$300,000, funding has been inadequate to proceed with these plans. Consequently, housing remains a consistent challenge.

DONOR SUPPORT

CUCA's Development & Legacy Giving Office will continue to support and strengthen Concordia's Strategic/Academic plan. This will involve working in partnership with the President, Board of Governors, Alumni Association and Fundraising Volunteers.

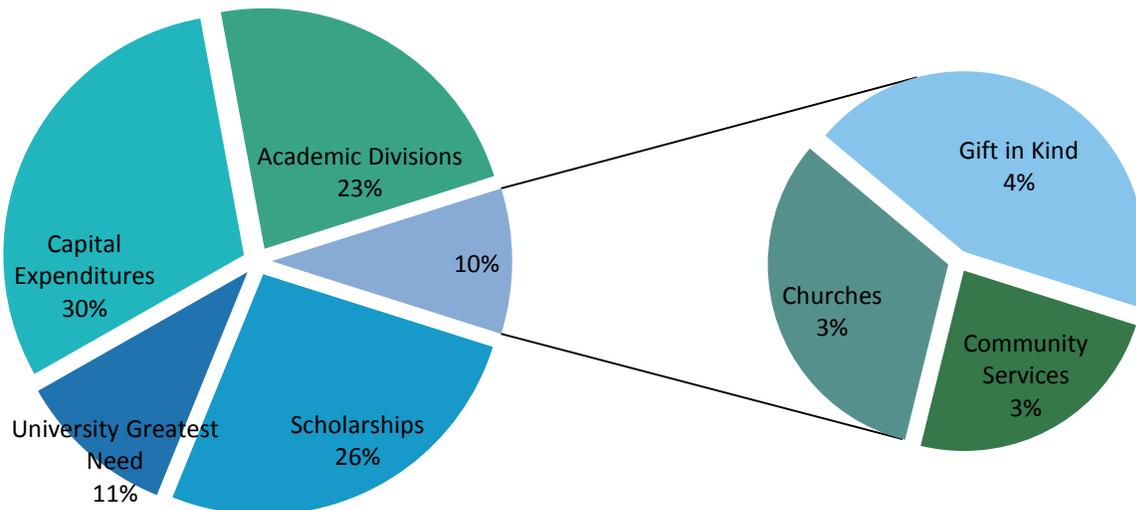
Our Objectives:

- Meet or exceed fundraising goals
- Empowering others to spread our mission to their friends – bringing tangible results (more about Network than Net worth) to be more focused and purposeful to align alumni relations activities even more closely with fundraising and profile raising
- Deepen commitment of interested and involved alumni
- Deepen commitment of campus community

Development Summary for April, 2013 - March 31, 2014

Scholarships	\$126,684.15
University Greatest Need	\$51,291.14
Capital Expenditures	\$146,284.25
Academic Divisions	\$110,999.62
Community Services	\$11,300.00
Churches	\$15,211
Gift in Kind	\$20,651
TOTAL	\$482,421.05

**Development Summary
April 1, 2013 – March 31, 2014**



Concordia is proud of its history and place within the post-secondary system in Alberta. Over the nearly one hundred years of its existence, Concordia has adapted to the changing needs of learners in this province, and more recently has embraced a program of internationalization that makes Concordia a destination institution for students from around the world. The net result is that Concordia is beginning to grow into a different kind of institution: one that is globally active but locally rooted. That said, Concordia’s success in these areas did not translate into any significant increase in donor support. The charts above (and if compared with previous years) depict no significant change in this area. This remains a key challenge, one that Concordia intends to address with a new fund-raising strategy based on alumni groups and stakeholder interest.

EFFECTIVENESS WITH WHICH CHALLENGES WERE APPROACHED

1. As indicated above, Concordia has developed a number of comprehensive initiatives, among them a systematic Internationalization strategy. To that end Dr. Manfred Zeuch, a highly skilled and motivated VP International, has developed, implemented, and carry forth the internationalization strategy approved by the Board of Governors. A near doubling of international enrolment has occurred during this year.
2. As already stated elsewhere in this document, under the guidance and with the consultation of Noel-Levitz, new recruitment and retention strategies have been developed and implemented, both of which resulted in a small increase in registration but a more significant increase in retention.
3. Stable debt servicing for capital improvements remains in place, and capitalization is well managed as it relates to deferred and future maintenance. Concordia believes that the overall economic picture with respect to Concordia's current physical plant was positive during the past fiscal year.
4. Due care and attention was given to the cost of operations, with the result that Concordia ended the year with an operational and cash surplus.

IMPACT OF ASSUMPTIONS ON PERFORMANCE

Concordia understands the necessity of strategic planning and a clearly articulated business plan which establishes the parameters of its operations in the foreseeable future.

1. All growth at Concordia has been carefully monitored with respect to the capacity of the institution to meet the desire and needs of its students and the realization of learning opportunities.
2. Guidelines provided by the Campus Alberta Quality Council in conjunction with Alberta Innovation and Advanced Education have provided helpful reference points in the planning process for all degree and professional programs. As a result, Concordia has achieved deliberate and qualitative program growth that is sustainable.
3. Concordia's major difficulty with respect to the formulation of assumptions in its CIP planning efforts relates to shifting external conditions, many of which are outside of its immediate control.
4. Institutionally, Concordia seeks to manage its affairs in a way that best serves students by providing core and innovative programs, as well as options and choices that facilitate the completion of degree programs in the time specified in the university calendar.

G. SIGNIFICANT CHANGES

OPERATING EFFICIENCY

In response to the Academic Plan 2013-18, a new academic structure was implemented for the 2013-14 year. The structure identifies four academic faculties: Arts, Science, Management and Education. The Faculty of Graduate Studies and the Office of Research and Faculty Development are included. All academic programs are now housed within an academic faculty to facilitate collaboration and consistency across campus.

CONSULTATIVE PROCESS

In combination with the Vice-President International, the Department of Information Security and Assurance Management in the Faculty of Management engaged in collaboration and consultation with several universities to investigate specific international exchange agreements. This resulted in the two one-plus one agreements discussed previously. We are continuing this process in the 2014-15 year and will visit universities in the Fall of 2014 discuss specific agreements.

PROGRAM INITIATIVES

1. In 2013-14, the Department of Psychology submitted a self-assessment program review to CAQC.
2. In response to the Academic Plan 2013-18, Concordia faculty engaged in a discussion about the development and implementation of a new "Concordia Core". The goal is to increase student flexibility in academic programs by decreasing the number of defined courses in the degree programs.

H. MAJOR OPERATIONAL GRANTS IN 2013-14

During fiscal year 2013-14 Concordia's operating budget was augmented by the following grants From Department of Innovation and Advanced Education:

Tuition subsidy - \$201,632

Accommodation for Disabilities - \$41,489.

I. OPERATIONAL EFFICIENCIES

In the fall of 2009 Concordia had embarked on a five-year restructuring project with the guidance a university consulting firm "Leading-By-Design." Many of these initiatives have been implemented, with the remainder of these changes being realized within the coming year. Furthermore, Concordia has also adopted strategies to evaluate and improve our recruitment and retention strategies during the past 4 years, with the result that student revenue has increased through

improved enrolment and retention in 2013/14, while operating costs have actually slightly declined.

FINANCIAL HIGHLIGHTS

As to operations, despite relief with increases in revenue Concordia continues to contend with constricting revenue streams by seeking efficiencies. Concordia posted a surplus of \$1,006,387. The surplus is largely a reflection of reorganization that took place in the spring and summer of 2013. Expenses associated with direct teaching operations were \$212,000, those associated with operations support programs were below budget by \$652,581. This reflects postponement of expenses by budget managers in a number of areas, including consulting and legal fees, promotional material and advertising, information technology, institutional travel, employee pension and benefit costs, etc.

Capital expenditures totaled \$814,581. The most significant of these were \$296,142 associated with design and permit costs in relation to construction of residence buildings on 112 Ave. In addition \$146,591 was spent on construction of a new biology lab, \$102,388 on improvements to campus information technology, and \$79,000 on library books.

Although administrative costs did not materially increase in 2013-14, proportionately they remain relatively unchanged from the previous year. Measures have been taken to reduce operation support staffing, with expectation of decreasing administration costs in subsequent years. General administration expenses in relation to total expenses are shown in Table 4.

Table 4: Administration expenses as percent of operating expenses fiscal years 2011 - 2014.

	2014	2013	2012
General Administration	\$ 1,590,415	\$ 1,589,535	\$ 794,566
Expenses Total	24,950,959	25,011,527	18,881,412
Less Ancillary Expenses	1,246,526	1,230,401	1,003,201
Amortization	1,337,338	1,318,243	1,061,733
Net Operating Expenses	22,367,095	22,462,883	16,816,478
Percentage Administration	7.11%	7.08%	4.72%

***A special note about the reporting of the figures for the current year above:**

Administration fees are proportionately higher in the two previous years relative to 2012. This is a result of a number of accounting changes that took place in 2012-13 that results in the reporting of a disproportionate increase in administration costs. These are as follows:

- 1) Advertising costs in excess of \$350,000 were traditionally split between student services and academic services. Because of internal reorganization, these now fall under the general administration budget.
- 2) One time consulting fees of \$145,000 to help improve student recruitment, are included in the 2013 figures and

3) Expense of \$345,000 for the drafting of plans and specifications for potential student housing Administration expense, adjusted for these expense items, actually amounts to **4.28%** of net operating expenses, which, if reported as in the 2012 year, reveals a continued net **reduction** in administrative costs.

Tuition fees were mostly unchanged in 2013-14, as a proposed increase of approximately 2.00% was offset by a one-time provincial government grant. Cost of living salary increases were 1% and augmented by normal salary step increments of approximately 1.4%. Average salary increases were approximately 2.4%.

Concordia participates in a single employer defined benefit plan through Lutheran Church-Canada (LCC). Benefit costs have stabilized in since fiscal year 2010-11, but increases are forecast in 2014-15 largely as a result of increases to health benefit costs (see Table 5). In January 2013, Concordia transitioned to a defined contribution plan, but existing staff are grandfathered into the legacy defined benefit plan for employment service earned until December 31, 2013. Concordia has benefited from the fact that the pension plan has not been required to fund its solvency deficiency for the past four years. Total cost of pension premiums were \$1.6 million in 2013/14. Changes to pension regulations were announced in spring 2014, and it is hoped that these will alleviate some of the pressure of increasing funding costs with respect to legacy defined benefit plan.

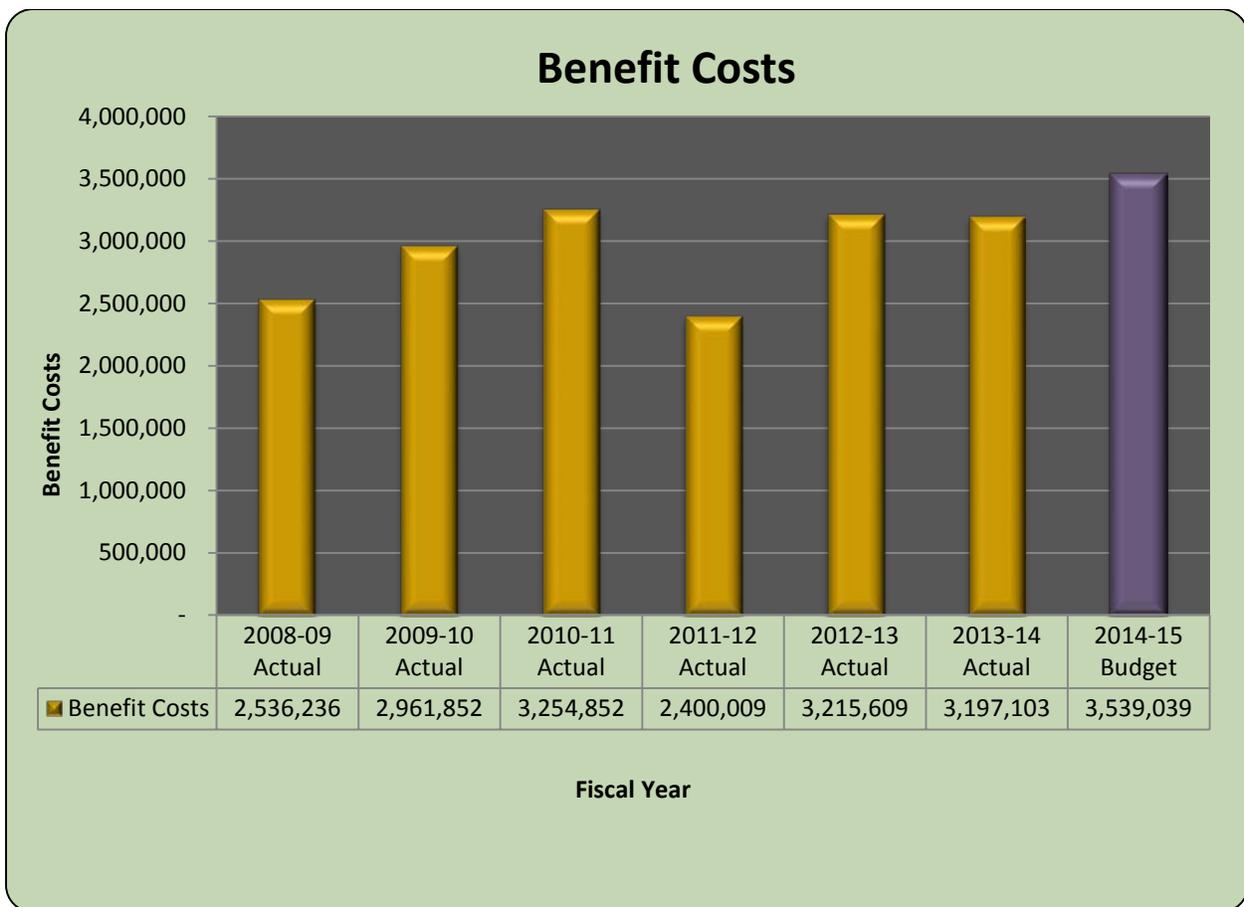


TABLE 5 * 2011-12 REPRESENTS A 9 MONTH YEAR AS CONCORDIA TRANSITIONED TO A MARCH 31 YEAR-END

Going forward, Management continues in its quest to reduce operating expenses through internal rationalization, and collaboration with other post-secondary institutions.

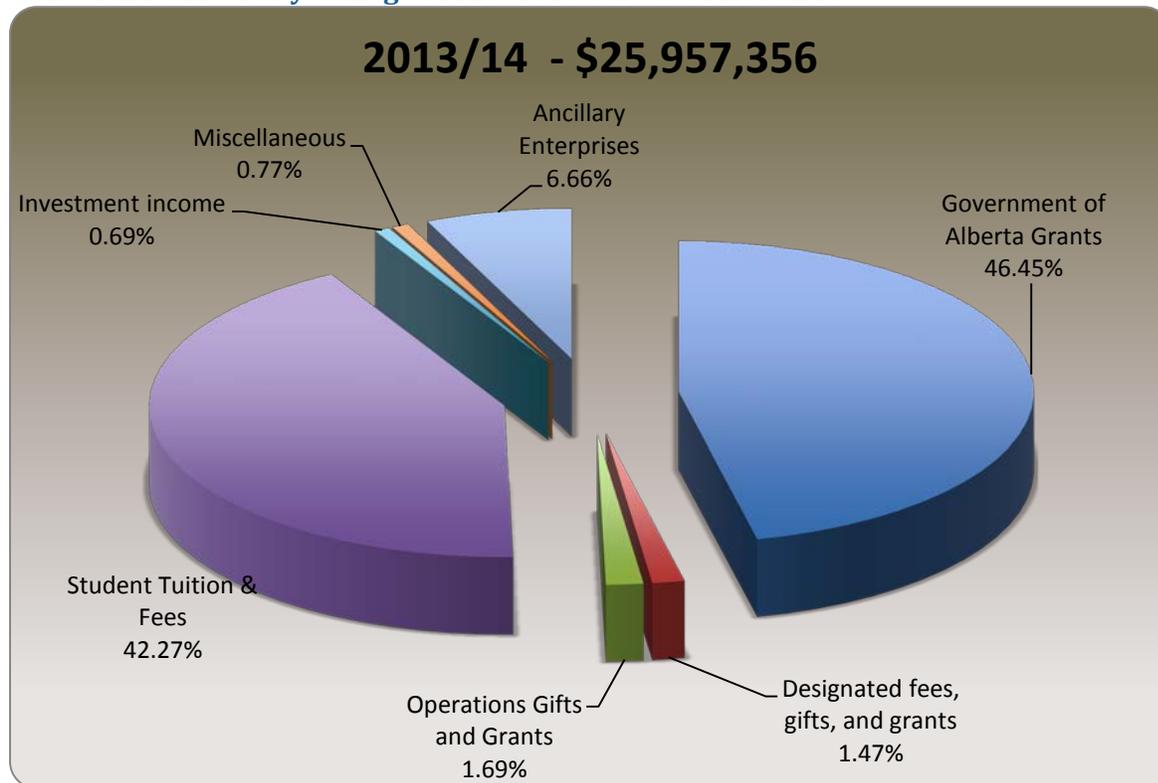
CHALLENGES AND RISKS

A number of challenges and risks affect Concordia's future plans. Concordia's fiscal challenge is to secure operational funding sources at levels that are not vulnerable to the Enrolment vicissitudes described above. Concordia is grateful to Alberta Advanced Education and Technology for providing a key component of this secure operational funding, without which Concordia would not be the successful small university that it has become.

Approximately 3% of funding comes from its donor constituency. Strategies are in place to increase donations through gifts and grants from individuals and other organizations. Concordia is very dependent upon the Government of Alberta for its operations and overall funding. It is less resilient than fully publicly funded institutions to reductions in revenue, as the organization already runs lean, and is at the mercy of their bankers to maintain their line of credit. Below is a graphic illustration of our current annual revenue picture.

Sources of Revenue	2014/15 Budget \$	%	2013/14 * Actual \$	%	2012/13 * Actual \$	%	Nine Months 2011/12 Actual \$	%
Government of Alberta Grants	12,005,024.00	46%	12,057,218.00	46%	11,804,310.00	47%	8,755,083	43%
Gifts Grants and Deferred Capital Grants	415,533.00	2%	819,713.00	3%	768,149.00	3%	530,222	3%
Tuition & Fees	11,655,967.00	45%	10,758,288.00	41%	10,514,739.00	41%	8,795,994	43%
Auxiliary Enterprise & Student Activities	1,744,000.00	7%	1,728,912.00	7%	1,609,759.00	6%	1,572,915	8%
Investment Income	75,000.00	0%	179,727.00	1%	100,360.00	0%	550,299	3%
Miscellaneous	147,900.00	1%	413,498.00	2%	558,867.00	2%	209,925	1%
Total	26,043,424.00	100%	25,957,356.00	100%	25,356,184.00	100%	20,414,438	100%

Concordia University College of Alberta Sources of Revenue



J. GOALS, EXPECTED OUTCOMES AND PERFORMANCE MEASURES

ACTUAL PERFORMANCE AND ACHIEVEMENT

STUDENT SATISFACTION

Concordia is focused on understanding and providing an effective environment for teaching and learning, and the best way to do that is to treat students as reliable informants on their own experience. The CIP of 2012-15 expected Concordia's graduates to be among the most highly satisfied students while currently enrolled and subsequent to graduation. A number of surveys have established both as having a high degree of success.

SATISFACTION OF STUDENTS

Concordia's students continue to be satisfied with their experience on campus. Among very small universities (enrolment under 4,000), Concordia ranked 3rd nationally in terms of most satisfied students on the Globe and Mail Canadian University Report.

In addition to the Canadian University Report, Concordia participated in the Canadian University Survey Consortium 2014 Middle-Years University Student Survey, the 2013 Noel-Levitz Student Satisfaction Inventory, and the National Survey of Student Engagement 2014. Overall, students express high satisfaction with their campus experience in general, and in particular rate their

classroom instruction, experiences with faculty, and interactions with other students as significantly contributing to their growth and development.

CUSC (CANADIAN UNIVERSITY CONSORTIUM) 2013 MIDDLE-YEARS UNIVERSITY STUDENT SURVEY

In 2014, the survey asked all middle-year students (i.e., students in the second or third year of a four-year program or second year of a three-year program). As shown in the three columns below:

1. All students surveyed: The 2014 survey involved 28 universities and over 22,500 middle-years university students from across Canada;
2. Other Group 1 universities: these universities that offer primarily undergraduate studies and that have smaller student populations; and
3. Concordia's results.

Perception of professors	All Students Surveyed	Other Group 1 Universities*	Concordia University College of Alberta
Seem knowledgeable in their fields	97%	97%	98%
Treat students the same regardless of race	96%	97%	99%
Encourage students to participate in class discussions	89%	88%	99%
Are well-organized in their teaching	88%	90%	95%
Are fair in their grading	87%	90%	94%
Communicate well in their teaching	86%	89%	94%
Are consistent in their grading	86%	88%	93%
Look out for students' interests	84%	88%	96%
Treat students as individuals, not just numbers	83%	89%	97%
Are intellectually stimulating in their teaching	79%	83%	88%
Provide useful feedback on academic work	72%	82%	88%
Take a personal interest in academic progress	68%	75%	89%

Contribution to communication skills	All Students Surveyed	Other Group 1 Universities*	Concordia University College of Alberta
Writing clearly and correctly	56%	63%	71%
Speaking to small groups	51%	49%	70%
Speaking to a class or audience	40%	43%	62%
Contribution to analytical and learning skills	All Students Surveyed	Other Group 1 Universities*	Concordia University College of Alberta
Ability to find and use information	65%	69%	76%
Thinking logically and analytically	65%	68%	72%
Understanding abstract concepts	56%	58%	64%
Reading to absorb information accurately	53%	57%	63%
Listening to others to absorb information accurately	53%	50%	66%
Thinking creatively to find ways to achieve an objective	51%	56%	66%
Contribution to life skills	All Students Surveyed	Other Group 1 Universities*	Concordia University College of Alberta
Ability to interact with people from backgrounds different from your own	55%	52%	67%
Dealing successfully with obstacles to achieve an objective	55%	57%	65%
Persistence with difficult tasks	53%	55%	62%
Ability to evaluate your own strengths and weaknesses	51%	54%	64%
Moral and ethical judgment	43%	47%	58%
Satisfaction with decision to attend this university	All Students Surveyed	Other Group 1 Universities*	Concordia University College of Alberta
Very satisfied	24%	29%	32%
Satisfied	64%	63%	58%
Dissatisfied	9%	6%	9%
Very dissatisfied	2%	2%	1%

Recommend university to others	All Students Surveyed	Other Group 1 Universities*	Concordia University College of Alberta
Would recommend	91%	93%	93%
Would not recommend	9%	7%	7%
Plans for additional schooling	All Students Surveyed	Other Group 1 Universities*	Concordia University College of Alberta
Apply to graduate school			
Yes	32%	29%	35%
No	28%	31%	22%
Unsure	40%	40%	43%
Apply to professional program			
Yes	26%	26%	29%
No	45%	45%	39%
Unsure	29%	29%	33%

*Group 1 Universities are universities that offer primarily undergraduate studies and that have smaller student populations

The CUSC data indicate that Concordia promotes student learning by challenging and supporting them to engage in various forms of deep learning. Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after university. Students learn first-hand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for life-long learning. In addition, effective teaching results when faculty deliver course material and provide feedback in student-centered ways.

NOEL-LEVITZ STUDENT SATISFACTION INVENTORY (SSI) 2013

In the Fall of 2013, students completed the Noel-Levitz Student Satisfaction Inventory. Satisfaction assessments are a key indicator of the current situation at Concordia, and data from this assessment provides direction for the campus to make improvements that matter to most students. Concordia was the first choice for 65% of students, second choice for 30% of students, third choice or lower for 5% of students. Institutional strengths, in order of importance are: the quality of instruction I receive in most of my classes is excellent; the content of the courses within my major is valuable; nearly all of the faculty are knowledgeable in their field; the campus is safe and secure for all students; I am able to experience intellectual growth here; and the campus staff are caring and helpful. In comparison with other Canadian 4-year private institutions, Concordia's students reported higher satisfaction with the content of the courses within their majors, the safety and security of the campus, tuition paid as a worthwhile investment, and faculty treatment of individual students, availability, and feedback.

NATIONAL SURVEY OF STUDENT ENGAGEMENT (NSSE) 2014

More than 1.8 million first-year and senior students from 713 institutions (73 in Canada and 640 in the US) were invited to participate in NSSE 2014. Of this population, 473,633 students responded to the survey. Nearly half (46%) of these were first-year students and 54% were seniors.

Student engagement represents two critical features of collegiate quality. The first is the amount of time and effort students put into their studies and other educationally purposeful activities. The second is how institutional resources, courses, and other learning opportunities facilitate student participation in activities that matter to student learning.

Concordia's first-year and senior students' average on effective teaching practices was significantly higher ($p < .05$) with an effect size at least .3 in magnitude than other Canadian students. Concordia's senior students also ranked Concordia's quality of interactions and supportive environment as significantly higher than other Canadian students. First-year students ranked Concordia's higher-order learning, reflective and integrative learning, discussions with diverse others, and quality of interactions as significantly higher ($p < .05$) with an effect size less than .3 in magnitude compared to other Canadian students.

Concordia's senior students reported spending more hours reading for their courses and a higher average number of pages of assigned writing than other Canadian senior students. A higher number of Concordia's first-year and senior students reported their courses challenged them to do their best work than other Canadian students.

Students' perceptions of their cognitive and affective development, as well as their overall satisfaction with the institution, provide useful evidence of their educational experiences. Eighty-five percent of Concordia's first-year students and 92% of senior students rated their overall experience as excellent or good compared to 82% of Canadian first-year students and 81% of senior students.

Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." High-impact practices share several traits: they demand considerable time and effort, facilitate learning outside of the classroom, require meaningful interactions with faculty and students, and encourage collaboration with diverse others, and provide frequent and substantive feedback. Forty-one percent of Concordia's first-year students reported participation in at least some courses that included a community-based project and 8% reported participating in research with faculty. Within Concordia's senior students, 55% reported service-learning within their courses, and 15% reported research with faculty. While only 36% of Canadian senior students and 33% of Alberta senior students reported a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.), 62% of Concordia's senior students reported a culminating senior experience.

SUCCESS OF GRADUATES

Not only are Concordia's current students satisfied with their education and experience, but our graduates are doing well.

Our Financial Aid and Awards office reports that a number of students graduating this year with SSHRC and NSERC awards are now studying at the University of Victoria and the University of Alberta. Others in graduate school continue in programs at the University of Alberta, University of Saskatchewan, and Yorkville University. Noteworthy is the significant number of graduates getting into Medicine and Master degree programs given the size of our 4-year Bachelor of Science undergraduate degree program.

AET GRADUATE OUTCOMES

The last study of 127 Concordia students who graduated in 2008 were surveyed in the Alberta Education and Technology Graduate Outcomes Survey.

The graduates were asked to reflect on their satisfaction with their education. The following table shows that these numbers are comparable with current student levels and again reinforces that satisfaction levels remain at the highest levels for Concordia students and Graduates.

Satisfaction with overall quality of your education	96.1%
Satisfaction with quality of teaching at your institution	97.6%
Would recommend the same program to someone else	92.9%
Would recommend someone that they should attend	97.6%

SUCCESS OF GRADUATES

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According to the Graduate Outcomes Survey, 80.3% of students stated they were employed at the time of the survey and 63% stated they had been employed for more than one year. Of the students sampled 34.7% stated that they are currently in school full or part time. 18% stated that their current studies will lead to a graduate degree or a professional degree such as medicine or law.

STUDENT AND GRADUATE SKILL DEVELOPMENT

Current students believe that they are developing skills through their Concordia Education. The following table summarizes data from last year's CUSC Survey and shows the percentage of students who feel that their Concordia education *contributes much or very much* to the skillsets listed.

	All Students	Group 1*	Concordia Students
Written communication skills	58%	61%	67%
Oral communication skills	47%	49%	58%
Cooperative interaction in groups	47%	49%	50%

Thinking logically and analytically	61%	63%	67%
Identifying and solving problems	53%	54%	56%
Effective study and learning skills	51%	53%	58%
Skills for planning and completing projects	51%	53%	57%
Ability to understand abstract reasoning	47%	48%	53%
Working independently	58%	59%	66%
Persistence with difficult tasks	50%	51%	56%
General skills and knowledge relevant for employment	45%	47%	48%
Living in and international word	34%	34%	36%
Appreciation of the arts	30%	33%	41%
Personal time management skills	50%	52%	53%
Self-confidence	46%	49%	55%
Interpersonal skills	44%	47%	54%
Moral and ethical development	43%	47%	52%
Leadership skills	39%	42%	47%
Spiritual development	23%	28%	40%

**Group 1 Universities are universities that offer primarily undergraduate studies and that have smaller student populations*

Graduates also felt that their Concordia education prepared them well for success. On the AET Graduate Outcomes Survey, students were asked, "to what extent did the program you graduated from provide you with the following benefit:"

	Great extent (3 or higher)	Not at all (2 and lower)	Not Applicable
Skills for a particular job	83.5%	16%	4%
Knowledge of a particular field	99.2%	0.08%	0
Opportunity to improve yourself	96.8%	0.2%	1.6%
Chances to improve income	87.4%	9.5%	3.1%
A desire to continue learning	95.3%	4.7%	0
Improved employment opportunities	93.7%	5.5%	1.6%

Effectively solve problems	93.7%	5.5%	0.8%
Effectively speak in public	89.7%	8.7%	1.6%
Improve you writing skills	94.5%	5.5%	0
Resolve conflicts	85.8%	11.8%	2.4%
Learn independently	96.8%	2.4%	0.8%
Become self-confident	92.3%	3.9%	3.9%
Develop leadership skills	89.8%	7.1%	3.1%
Think creatively	92.1%	7.1%	0.8%
Develop awareness of ethical issues	90.5%	7.9%	1.6%
Develop awareness of political and social issues	105%	14.9%	2.4%
Appreciate other cultures	87.4%	7.9%	4.7%
Develop work related computer skills	78.7%	15.7%	5.5%
Develop research skills	91.3%	3.1%	0.8%
Develop mathematical skills	62.9%	26.7%	10.2%
Develop interpersonal skills	96.8%	2.3%	0.8%
Work independently	95.3%	3.1%	0.8%
Work well with others	97.6%	2.3%	0
Develop time management skills	91.3%	7.9%	0.8%
Analyze information	97.6%	2.4%	0

GOAL 1: A GLOBALLY RECOGNIZED, QUALITY ADVANCED LEARNING SYSTEM MEETS THE NEEDS OF ALBERTA

Performance Targets	ACHIEVEMENT IN RELATION TO PERFORMANCE TARGETS
In its CIP for 2012-2015 Concordia indicated a willingness to be fully engaged in aligning	<ul style="list-style-type: none"> Concordia's <i>Bachelor of Education (After Degree)</i> celebrates a consistent superior reputation for program design, delivery, and consequently the quality of graduates placed throughout Alberta and British Columbia.

<p>learners with labour market demand in such fields as business management, education, environmental health, and information technology, and to be strategically placed to address the shortage of health inspectors in the province and nationally. Currently under external review is Concordia's proposal for an on-line Master in Public Health, while another Master of Information Systems Assurance Management was implemented. Concurrently, Concordia seeks to serve more Arts, Science, and Management students, to maintain at full capacity cohort-based programs like Education and Environmental Health, to expand its Master of Information Systems Security Management (MISSM).</p>	<ul style="list-style-type: none"> • Concordia's graduates from the <i>Bachelor of Environmental Health (After Degree)</i> consistently outperform graduates from other Canadian universities in the written and oral certification exams for Health Inspectors. • Concordia remains committed to this core standard of breadth and depth in its programs through maintaining Concordia-based undergraduate core requirements and by adhering to CAQC <i>Expectations for Design and Structure of Undergraduate Degrees</i> and for all degrees, both undergraduate and graduate, the requirements outlined in the <i>Canadian Degree Qualifications Framework</i>. • Concordia remains committed to continuing to articulate agreements with other post-secondary partners and to increasing learner choice. • Concordia noted that it would seek to enhance distance delivery methods to provide greater opportunity for students to obtain their education off-site. • Concordia noted the intention of enhancing its existing Applied Psychology program to provide greater opportunities for graduates in the labour market. • Efforts to enhance our MISSM program have led to the creation of a second Master's proposal which builds upon the strengths of MISSM. In 2013 Concordia implement its newly approved program entitled Master of Information System Assurance Management. • Concordia is completing an internal review of its existing Psychology (Applied Emphasis) degree program and anticipates recommendations for expanding completion routes for students.
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GOAL 2: A LEARNER-CENTERED, AFFORDABLE ADVANCED LEARNING SYSTEM ACCESSIBLE TO ALBERTANS

Performance Targets	ACHIEVEMENT IN RELATION TO PERFORMANCE TARGETS
<p>Concordia, in the 2012-2015 CIP, recommitted itself to be a Learner-Centered Accessible Institution</p> <p>Concordia following through on its Concordia Tomorrow projects which will meet the following priorities:</p> <ul style="list-style-type: none"> • Be student-centered • Be of sufficient size to maximize efficiencies • Have superior program designs and program delivery • Seek out and initiate collaborations • Encourage and support research 	<ul style="list-style-type: none"> • Concordia students continue to receive over \$1,000,000 in scholarships and bursaries that are funded by the donations of key stakeholders and from within the operational resources of the institution. • Despite financial pressures, Concordia voluntarily restricted its tuition increases to those of other publicly funded post-secondary institutions in Alberta. • Concordia, through its University Academic Council, is reviewing the applicability of a Research Skill Development Framework developed through the University of Adelaide as a means of further accessing this aspect of Concordia's curriculum offerings. • Students in all programs are to be assisted in developing research skills that reflect a true nexus of teaching and research skill development that builds increasingly sophisticated levels of ability.

<ul style="list-style-type: none"> • Provide a foundation of faith and intellectual integrity • Establish, maintain, and review administrative and policy structures to ensure best practices and alignment with Campus Alberta 	<ul style="list-style-type: none"> • Concordia established the objective of continuing to prepare highly satisfied graduates who have been challenged by the curriculum, yet who can obtain help from engaged Academic Strategists. • Concordia continues with its program review policy to evaluate course content as meeting learner demand. • Significant efforts were made to increase recruiting efforts in aboriginal communities, and, likely due to predicted economic hardships, Concordia saw a significant decline in participation in the past year and foreseeable future. • Concordia has implemented a dynamic and strategic Internationalization strategy that is finding considerable success. Twenty partnership agreements for study abroad and exchange opportunities have been signed in the past year. http://international.concordia.ab.ca/international-partnership/ • The Concordia Tomorrow initiative changed various administrative, academic, and policy structures in order to ensure best practices locally and nationally. • Concordia uses every opportunity available to it to encourage the view that as the institution with the broadest offerings within the Independent sector remains a valuable member of Campus Alberta, providing high quality learning experiences. • Concordia maintained affordable tuition levels at the expense of staffing in order to maintain accessibility to students and maintain a balanced budget.
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CONCORDIA’S COMMITMENT TO RESEARCH AND INNOVATION

Performance Targets	ACHIEVEMENT IN RELATION TO PERFORMANCE TARGETS
<p>Concordia’s goal in its CIP for 2012-2015 was to continue building its capacity for research and innovation, noting that the addition of Graduate Programs made this imperative.</p> <p>Concordia planned to further enhance its valuable expertise in professional programs by working with stakeholders and partners to continue to produce graduates who are on the cutting edge of the newest innovations in their fields, and to continue offering that expertise to graduating professionals once they are operating in the workforce.</p> <p>Also identified as a goal by Concordia was that all students would be assisted and exposed through the curriculum to a gradually enhanced research skill development nexus.</p>	<ul style="list-style-type: none"> • Concordia continues to support the research capacity of its faculty with internally generated research funding, with regular research leave opportunities, with the administrative support of the Dean of Research and Graduate Studies Office, by administering Tri-Council research awards, and through its support for disseminating research results. • For each of its four professional programs, Concordia consults regularly with advisory committees of high profile individuals who are all well-placed in community, industry, and the professions. This effort ensures that Concordia remains aware of innovation and is able to capture value for its students and Albertans generally.

MANAGEMENT SUMMARY

The following presents a summary of the progress we are making in meeting the listed opportunities and challenges during the last fiscal year (relatively unchanged from the previous year):

CHALLENGES:

- maintaining consistent enrolments
- maintaining adequate cash flows
- maintaining affordable salaries and benefits for faculty and staff
- addressing the rising cost of operational overhead
- addressing the infrastructure deficits

OPPORTUNITIES:

- a third new Master's program that had been approved at Concordia and implemented
- the rolling out of the Concordia Tomorrow strategy, implementation of Noel-Levitz recommendations
- continued implementation of internationalization strategy

MAINTAINING CONSISTENT ENROLMENT

During this fiscal year, Concordia's enrolments have not only stabilized but are on the rise. Despite this increase, Concordia remains undersubscribed. This was especially the case with the enrolment in our Bachelor of Management continues to languish in a field of competing programs while Arts and Science enrolment rose just slightly again above the previous year's level. Concordia is hopeful that the increased offerings in Science degree programs, which has shown the promise of some increase in the current year, will continue at a sustainable rate. The same may be said about Concordia's After-Degree programs in Environmental Health and Education.

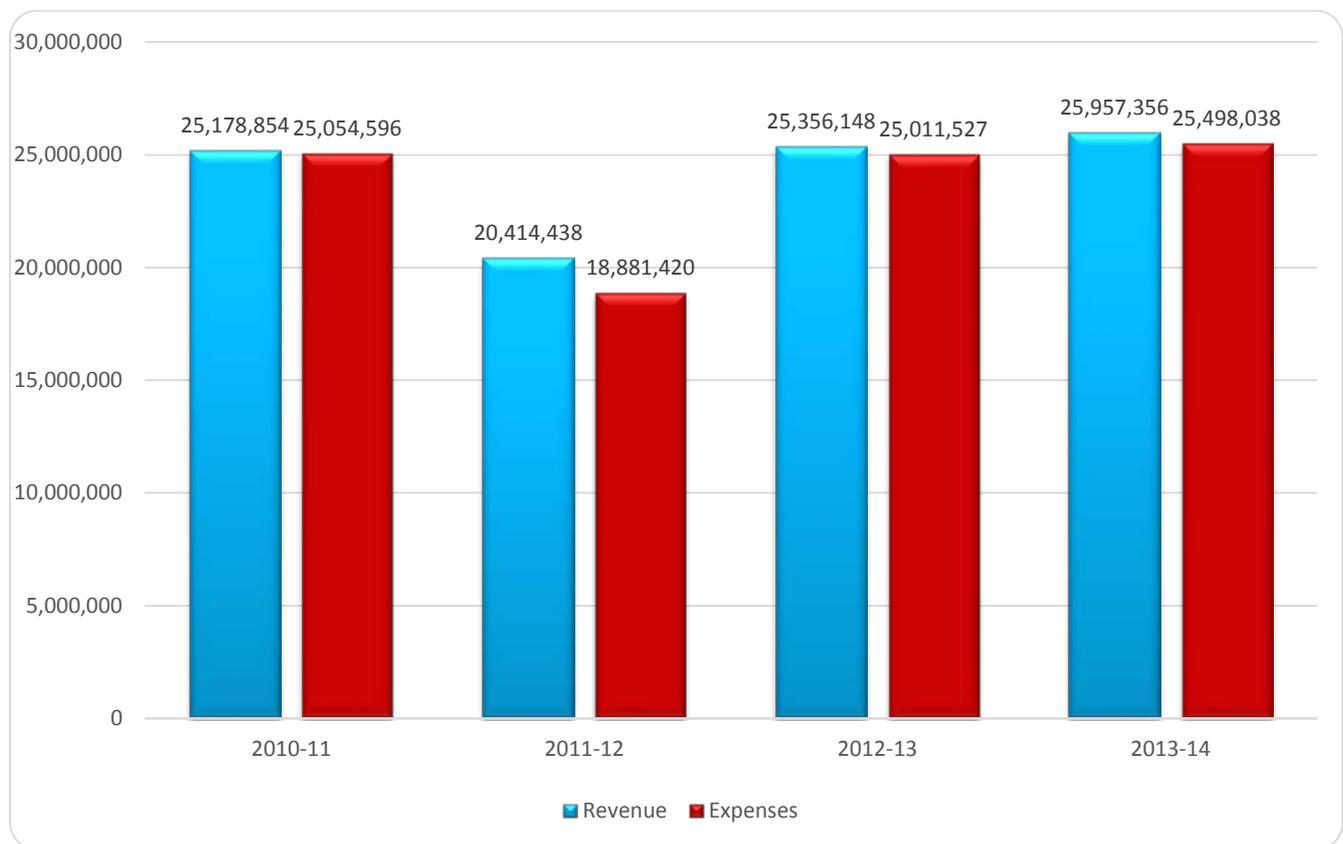
MAINTAINING ADEQUATE CASH FLOWS

Concordia is almost completely reliant upon tuition revenue and government funding for its daily operations. During this reporting year, government operating grants were relatively constant while growth in tuition revenue increased nominally. Reductions in staffing and overhead in conjunction were again needed to keep operations at Concordia balanced. While prudent management of existing resources has served to maintain a stable fiscal position, Concordia faces major constrictions and limitations in advancing the goals set before it by with projected level of funding in the year ahead. It is noteworthy that in the last year of supported funding, Concordia managed its resources effectively and efficiently.

MAINTAINING AFFORDABLE SALARIES AND BENEFITS FOR FACULTY AND STAFF

Concordia would like to close the rather significant gap between Concordia salaries and those in the public post-secondary sector. A current MOU with the Faculty Association is addressing this disparity, which, however, will have an impact on the revenue/expenditure balance. Concordia’s management is well aware that our revenue constraints, coupled with continued (though moderate) benefit liabilities, will limit salary increases. In the face of these realities, we are fortunate that we have a dedicated staff at Concordia that remains committed to the institution and its mission, though this by no means diminishes the need to recruit and retain strong faculty and staff members for the future.

FIGURE 1 REVENUE AND EXPENSE TABLE



*Note that the 2011/12 data represents a 9 month year for the transition to a March 31 fiscal year end.

MEETING RISING INFRASTRUCTURE COSTS

Concordia maintains a credit facility of \$9.5 million and complies with current debt covenant requirements with BMO. Consequently, our debt to equity ratio remains strong. Funding for needed improvements to infrastructure, especially much needed student residences, is, however, difficult to secure. That said, Concordia has ensured a well-maintained physical plant and carries a manageable infrastructure deficit.

DEVELOPMENT OF A NEW MARKETING PLAN

Concordia, with the help of Noel-Levitz, and some expert internal staffing led by an exceptionally competent Director of Marketing, in conjunction with an in-house graphic designer and another technologically superior videographer and writer has enabled Concordia to do much with relatively little. Great success has been demonstrated by the consistency the in-house approach brings, as well as cost-savings and efficiency.

MASTERS PROGRAMS AT CONCORDIA

Concordia continues to celebrate the success of its Master's programs, which have reached their enrolment targets within the anticipated time frame outlined in the initial proposals. As these programs contribute to one of the primary goals of AIAE, they have also benefitted from the support of the Ministry, and have emboldened Concordia to pursue the development of further master's degrees in related fields. With the Master in Information System Assurance Management having found approval, Concordia is further highlighted as a university that can deliver graduate courses in niche areas.

DEVELOPMENT AND IMPLEMENTATION OF THE CONCORDIA TOMORROW STRATEGY

Concordia embarked on a deliberate and proactive restructuring through the "Concordia Tomorrow" initiative. Concordia Tomorrow constitutes a strategy that is as long term as it is all encompassing. The 2013-14 academic year saw further implementation of some of the directional objectives of the Concordia Tomorrow initiative, including the implementation of our all-important internationalization strategy.

SUMMARY OF INSTITUTIONAL PERFORMANCE

Concordia continues to excel as a post-secondary institution in those areas in which it has been mandated to contribute to the education of students. Enrolments in the Arts have stabilized, and in conjunction with the other academic programs, Concordia's enrolment made a modest recovery during this reporting year. Concordia's first successful master's program, the Master of Information Systems Security Management, has maintained its target FLE in terms of LERS actual numbers.

Concordia's success as a post-secondary institution is reflected first and foremost in terms of student satisfaction. As demonstrated above, the various student surveys in which Concordia participated ranked Concordia among the top of smaller institutions across Canada. Also significant was the CUSC survey of first-year students at Concordia, which demonstrates Concordia's commitment and success at providing a welcoming and yet challenging learning environment.

ONGOING INITIATIVES

Concordia's "Concordia Tomorrow" initiative, in conjunction with its Comprehensive Institutional Plan, Research Plan, Academic Plan, and Internationalization Strategy, serves as a blueprint for the

direction of the institution within the overall framework of the mandates specified by Alberta Innovates and Advanced Education. Among the ongoing initiatives:

- The President continues to submit regular reports to the Board of Governors. These reports are summaries of policy reviews and procedures, as well as evaluations of external and internal conditions that may have an impact on Concordia's ability to achieve its goals.
- The Board is charged with the responsibility of approving any changes that will have an effect on the future performance of Concordia.
- The various teams of "Concordia Tomorrow," such as the Executive Leadership Team and the University Academic Council, continued to review every aspect of Concordia's operations, evaluating progress in the achieving of planning goals while also generating new ones.
- The Deans' and Directors' Council meets on a quarterly basis to reflect upon departmental achievements, the setting of new goals, strategies to achieve them, and the factors that may affect the desired results. This includes evaluating changes in government policy or the direction taken by other institutions within Campus Alberta.
- To assist in its achievement of planning goals, Concordia continues to form useful partnerships with other institutions in Campus Alberta and with corporations and agencies in the broader community.
- As a full member of the AUCC, Concordia remains apprised of developments occurring in other universities across the nation and throughout the world.
- Concordia is actively engaged in increasing its public profile to become a university of first choice, highlighting the quality and diversity of its degree and professional programs via the branding and marketing strategies outlined above.

In summary, Concordia is a university that fulfills its mandate within Campus Alberta and its calling to be the kind of institution that nourishes the life of the mind, where students learn who they are, what their gifts are, and how they can be "independent thinkers, ethical leaders, reflective servants in their occupations, and citizens for the common good". Our faculty is dedicated to research and learning and is made up of individuals who want their students to succeed in their academic career and their chosen professions. For this reason Concordia is ranked by our students to be among the best universities in the country. Because our students learn how to think for themselves, they learn about their abilities, and they learn how these can be best used and applied. And that is the value of a university education: since we don't even know what problems will arise tomorrow in a rapidly changing and uncertain world, our students are prepared to tackle today's problems and are also equipped to grapple with those that will arise tomorrow. This kind of learning makes our graduates exceptional and valuable as they pursue their occupations and contribute with all the gifts they have received.

Appendix A



CONCORDIA
UNIVERSITY COLLEGE OF ALBERTA

Audited Financial Statements

Year Ended March 31, 2014

AUDITED **2013-2014**
FINANCIAL STATEMENTS

For the Year Ended March 31, 2014



August 22, 2014

Independent Auditor's Report

To the Board of Governors of Concordia University College of Alberta

We have audited the accompanying financial statements of Concordia University College of Alberta, which comprise the statement of financial position as at March 31, 2014 and the statements of operations, changes in net assets and cash flows for the year then ended, and the related notes, which comprise 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 accounting standards for not-for-profit organizations, 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

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we 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.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

*PricewaterhouseCoopers LLP
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T: +1 780 441 6700, F: +1 780 441 6776*

PwC refers to PricewaterhouseCoopers LLP, an Ontario limited liability partnership.



Opinion

In our opinion, the financial statements present fairly, in all material respects, the financial position of Concordia University College of Alberta as at March 31, 2014 and the results of its operations and its cash flows for the year then ended in accordance with Canadian accounting standards for not-for-profit organizations.

PricewaterhouseCoopers LLP

Chartered Accountants

CONCORDIA UNIVERSITY COLLEGE OF ALBERTA

Statement of Financial Position

March 31, 2014, with comparative figures for March 31, 2013

	March 31, 2014	March 31, 2013
Assets		
Current		
Cash and cash equivalents	\$ 3,599,642	\$ 2,581,516
Investments (Note 3)	2,888,101	2,610,232
Accounts receivable	621,589	492,873
Bookstore inventory	123,437	182,391
Prepaid expenses	236,856	190,609
	7,469,625	6,057,621
Capital assets (Note 4)	22,467,030	22,987,872
Total Assets	\$ 29,936,655	\$ 29,045,493
Liabilities and Net Assets		
Current		
Accounts payable and accrued liabilities (Note 6)	\$ 1,016,189	\$ 796,463
Deferred revenue (Note 7)	2,875,435	2,640,577
Specially designated funds (Note 8)	464,333	380,061
Demand loans (Note 9)	1,469,816	1,687,751
Current portion of capital loan (Note 10)	4,343	4,343
Current portion of term loan (Note 11)	275,334	264,957
	6,105,450	5,774,152
Long Term		
Capital loan (Note 10)	817	5,160
Term loan (Note 11)	6,843,171	7,115,574
Unamortized deferred capital contributions (Note 13)	5,155,140	5,330,386
	11,999,128	12,451,120
Total Liabilities	18,104,578	18,225,272
Net Assets		
Endowments	762,734	757,275
Internally restricted net assets	1,368,246	908,043
Invested in capital assets	8,718,409	8,579,701
Unrestricted net assets	982,688	575,202
Net Assets	11,832,077	10,820,221
Total Liabilities and Net Assets	\$ 29,936,655	\$ 29,045,493

Approved by:




CONCORDIA UNIVERSITY COLLEGE OF ALBERTA

Statement of Operations

Year ended March 31, 2014, with comparative figures
for the year ended March 31, 2013

	Year ended March 31, 2014	Year ended March 31, 2013
Revenue		
Gifts and grants		
Government of Alberta Grants (Note 7)	\$ 12,057,218	\$ 11,804,310
Designated fees, gifts, and grants	380,336	355,718
Operations gifts and grants	188,793	174,898
Amortization of deferred capital contributions (Note 13)	250,584	237,533
	12,876,931	12,572,459
Student tuition and fees, and other revenue		
Student tuition and fees (Note 7)	10,758,288	10,514,739
Auxiliary enterprises and activities (Schedule 1)	1,728,912	1,609,759
Student activities	214,459	299,763
Investment income (Note 3)	179,727	100,360
Gain on disposal of capital assets	3,838	-
Miscellaneous	195,201	259,104
	13,080,425	12,783,725
Total revenue	25,957,356	25,356,184
Expenses		
Academic programs (Schedule 2)	10,068,452	9,915,847
Support programs (Schedule 2)	11,251,771	11,503,541
Auxiliary enterprises and activities (Schedule 1)	1,246,526	1,230,401
Student financial aid	620,664	601,253
Loss on disposal of capital assets	-	3,245
Interest	-	225
Interest on long term liabilities	426,208	438,772
	23,613,621	23,693,284
Excess of revenue over expenses from operations	2,343,735	1,662,900
Amortization of capital assets	1,337,338	1,318,243
Excess of revenue over expenses	\$ 1,006,397	\$ 344,657

CONCORDIA UNIVERSITY COLLEGE OF ALBERTA

Statement of Changes in Net Assets

Year ended March 31, 2014, with comparative figures
for the year ended March 31, 2013

	Net Assets Available for Operations	Invested in Capital Assets	Internally Restricted	Endowments	Total Net Assets March 31, 2014	Total Net Assets March 31, 2013
Net assets, beginning of year	\$ 575,202	\$ 8,579,701	\$ 908,043	\$ 757,275	\$ 10,820,221	\$ 10,472,082
Excess (deficiency) of revenue over expenses	2,089,313	(1,082,916)	-	-	1,006,397	344,657
Endowment contributions	-	-	-	5,459	5,459	3,482
Transfers						
For internally restricted purposes	(460,203)	-	460,203	-	-	-
For capital additions	(844,415)	844,415	-	-	-	-
Proceeds from disposal of capital assets	31,757	(31,757)	-	-	-	-
Capital contributions (Note 13)	75,338	(75,338)	-	-	-	-
Repayment of capital leases and loans	(484,304)	484,304	-	-	-	-
Net assets, end of year	\$ 982,688	\$ 8,718,409	\$ 1,368,246	\$ 762,734	\$ 11,832,077	\$ 10,820,221

CONCORDIA UNIVERSITY COLLEGE OF ALBERTA
Statement of Cash Flows

Year ended March 31, 2014, with comparative figures
for the year ended March 31, 2013

	Year ended March 31, 2014	Year ended March 31, 2013
Net inflow (outflow) of cash related to the following activities		
Operating		
Excess of revenue over expenses	\$ 1,006,397	\$ 344,657
Items not involving cash:		
Amortization of capital assets	1,337,338	1,318,243
(Gain)/loss on disposal of capital assets	(3,838)	3,245
Amortization of deferred capital contributions	(250,584)	(237,533)
Unrealized gain in value of investments	(117,070)	(70,939)
	1,972,243	1,357,673
Change in non-cash working capital:		
(Increase) decrease in accounts receivable	(128,716)	47,966
Decrease (increase) in bookstore inventory	58,954	(4,723)
(Increase) decrease in prepaid expenses	(46,247)	59,357
Increase (decrease) in accounts payable and accrued liabilities	219,726	(312,657)
Increase in deferred revenue	234,858	296,931
Increase (decrease) in specially designated funds	84,272	(26,655)
	2,395,090	1,417,892
Investing		
Investments purchased	(160,799)	(114,338)
Capital assets purchased	(844,415)	(1,517,684)
Proceeds from disposal of capital assets	31,757	22,363
	(973,457)	(1,609,659)
Financing		
Increase in deferred capital contributions	75,338	114,159
Endowment contributions	5,459	3,482
Proceeds from demand loan	-	625,000
Repayment of demand loans	(217,935)	(219,005)
Repayment of capital leases	-	(11,835)
Repayment capital loan	(4,343)	(4,343)
Repayment of term loan	(262,026)	(250,055)
	(403,507)	257,403
Increase in cash and cash equivalents	1,018,126	65,636
Cash and cash equivalents, beginning of year	2,581,516	2,515,880
Cash and cash equivalents, end of year	\$ 3,599,642	\$ 2,581,516

CONCORDIA UNIVERSITY COLLEGE OF ALBERTA
Notes to the Financial Statements
Year Ended March 31, 2014

1. STATUS AND PURPOSE OF THE ORGANIZATION

Concordia University College of Alberta (the "University College") was incorporated May 16, 1978 by a special act of the Legislative Assembly of Alberta. It is an independent educational institution and a registered charity under the Income Tax Act. As such it is exempt from corporate income taxes.

2. SUMMARY OF ACCOUNTING POLICIES

These financial statements are prepared in accordance with Canadian accounting standards for not-for-profit organizations and are prepared using the deferral method of accounting for contributions and grants.

The following policies are considered significant:

(a) Revenue recognition

Restricted contributions are deferred when received and recognized in the year in which the related expenses are incurred. Student tuition and fees for academic programs and courses are recognized as revenue when the programs and courses are taken throughout the academic semester. Government grants for specific programs are recognized when actual program-related expenses are incurred. Province of Alberta operating grants are recognized in the fiscal year for which the funding is intended.

Unrestricted contributions are recognized as revenue when received or receivable if the amount to be received can be reasonably estimated and collection is reasonably assured.

Unrestricted investment income is recognized as revenue when earned. Income from the investment of restricted assets is included in deferred revenue in the statement of financial position. Revenue derived from auxiliary enterprises and activities is recognized when the service is performed and collection is reasonably assured.

Externally restricted capital contributions are recorded as deferred capital contributions until the amount is invested to acquire capital assets. Amounts invested representing externally funded capital assets are then transferred to unamortized deferred capital contributions.

Unamortized deferred capital contributions are amortized into revenue on a straight line method at a rate corresponding with the amortization rate for the related capital asset.

(b) Cash and cash equivalents

Cash and cash equivalents include cash and liquid short-term guaranteed investment certificates with maturity less than three months.

(c) Bookstore inventory

Inventory is stated at the lower of cost and net realizable value. Cost is determined using the first-in first-out method. Cost of purchased inventory includes the purchase price, shipping and net tax. Net realizable value is the estimated selling price in the ordinary course of business, less the estimated selling costs. When circumstances which previously caused inventories to be written

CONCORDIA UNIVERSITY COLLEGE OF ALBERTA
Notes to the Financial Statements
Year Ended March 31, 2014

2. SUMMARY OF ACCOUNTING POLICIES (continued)

down no longer exist, the previous impairment is reversed. Inventory represents textbook inventory.

(d) Capital assets

Capital assets acquired prior to June 1, 1955 are recorded at appraised values. Subsequent additions are recorded at cost. Donated capital assets are recorded at the fair market value on the date of the receipt of the gift. Amortization, which is based on the recorded value less the residual value over the useful life of the asset, is computed using the straight-line method at the following annual rates:

Buildings	
Trailers	10%
Wood structures	5%
Brick structures	2.5%
Concrete	2%
Equipment	10-25%
Improvements other than buildings	5-20%
Library resources	10%
Vehicles	20%

(e) Impairment of long-lived assets

When a long-lived asset no longer has any service potential to the University College, the excess of the net carrying amount over any residual value is recognized as an expense.

(f) Use of estimates

The preparation of these financial statements, in conformity with Canadian accounting standards for not-for-profit organizations, requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities, disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Significant estimates included in the financial statements include the allowance for doubtful accounts, the value of donated investments, provision for amortization and accrued liabilities. Actual results could differ from those estimates.

(g) Internally restricted net assets

Internally restricted net assets consist of amounts which are not available for use without the approval of the Board of Governors.

(h) Endowments

Endowed contributions from external sources are recognized as direct increases in net assets in the year received. The income from endowments designated for student aid is included in deferred revenue.

CONCORDIA UNIVERSITY COLLEGE OF ALBERTA
Notes to the Financial Statements
Year Ended March 31, 2014

2. SUMMARY OF ACCOUNTING POLICIES (continued)

(i) Financial instruments

Financial instruments consist of cash and cash equivalents, investments, accounts receivable, accounts payable and accrued liabilities, demand loans, capital leases, capital loan, and term loan.

Cash and cash equivalents and all investments are recorded at fair value with changes in fair value recognized in the statement of operations.

Accounts receivable are initially recognized at fair value and subsequently measured at amortized cost. Accounts payable and accrued liabilities, demand loans, capital loan, and term loan are internally recognized at fair value net of transaction costs and subsequently measured at amortized cost using the straight-line interest rate method.

Risk management:

The University College periodically monitors the principal risks assumed in its investments. The risks that arise from transacting financial instruments include credit risk, liquidity risk, and price risk. Price risk arises from changes in interest rates, foreign currency exchange rates and market prices. The University College does not use derivative financial instruments to alter the effects of these risks. The University College manages these risks using risk management policies and practices, including various approved asset mix strategies and risk management limits.

Changes in interest rates and credit ratings are the main cause of changes in the fair value of government securities and corporate bonds resulting in a favourable or unfavourable variance compared to book value. Credit risk is mitigated by investing in securities with a rating of BBB or better and diversifying the securities between government, government backed and corporate issuers. Interest rate risk is mitigated by managing maturity dates and payment frequency. The University College is exposed to credit risk related to the accounts receivable arising from student fees and auxiliary activities. Delinquent accounts are monitored and contacted on a monthly basis. Any accounts delinquent in excess of 120 days are referred to a collection agency. The University College's long- term interest bearing debts are at fixed rates to mitigate the effects to cash flow that interest rate changes could have.

(j) Contributed materials and services

Contributed materials and services are only recognized when the fair value can be reasonably measured at the date of contribution. This is done using market or appraised value. For contributed materials that are normally purchased, fair market is determined in relation to the purchase of similar materials or services.

3. INVESTMENTS

In accordance with the general investment policy, the University College participates in a pooled investment through the Lutheran Foundation Canada. The University College has no direct control over the individual investment decisions made by the Lutheran Foundation Canada.

The University College also has a managed portfolio with holdings of guaranteed interest certificates, fixed income, and equity securities. Investment transactions regularly occur within

CONCORDIA UNIVERSITY COLLEGE OF ALBERTA
Notes to the Financial Statements
Year Ended March 31, 2014

3. INVESTMENTS (continued)

this portfolio, based on the recommendation of the portfolio advisor, and approved by management.

Investments are comprised of the following:

	March 31, 2014	March 31, 2013
Interest bearing deposits	\$ 901,578	\$ 873,402
Foreign equities	478,899	447,402
Domestic equities	802,667	676,692
Bonds and preferred shares with average stated yields of approximately 4.79% and maturity dates from short duration to July 2, 2022	704,957	612,736
	<u>\$ 2,888,101</u>	<u>\$ 2,610,232</u>

Investment income is comprised of the following:

	Year ended March 31, 2014	Year ended March 31, 2013
Interest and dividends	\$ 97,319	\$ 87,775
Unrealized gain in value of investments	117,070	70,939
Realized gain on sale of investments	41,050	10,888
Transaction costs and administration fees	(21,884)	(18,876)
Deferred for designated purposes (Note 7)	(53,828)	(50,366)
	<u>\$ 179,727</u>	<u>\$ 100,360</u>

4. CAPITAL ASSETS

	Cost	Accumulated Amortization	March 31, 2014 Net Book Value	March 31, 2013 Net Book Value
Land	\$ 1,842,248	\$ -	\$ 1,842,248	\$ 1,842,248
Buildings	27,365,140	9,096,102	18,269,038	18,427,898
Equipment	2,715,061	1,311,109	1,403,952	1,657,319
Improvements other than buildings	496,665	235,782	260,883	298,933
Library resources	1,500,889	837,170	663,719	736,197
Vehicles	63,907	36,717	27,190	25,277
Total	<u>\$ 33,983,910</u>	<u>\$ 11,516,880</u>	<u>\$ 22,467,030</u>	<u>\$ 22,987,872</u>

CONCORDIA UNIVERSITY COLLEGE OF ALBERTA
Notes to the Financial Statements
Year Ended March 31, 2014

5. BANK INDEBTEDNESS

The University College has approval for a revolving demand loan to a maximum of \$2,500,000 (2013 - \$2,500,000), which includes the standby letters of credit, to assist with operating cash flow requirements. This facility revolves in multiples of \$50,000 and is convertible from a floating rate to a fixed rate at any time. The interest rate on borrowings under this loan facility is prime rate plus one-half percent, payable monthly in arrears. Subject to the bank's right to demand payment at any time, advances must be repaid within 395 days from the date of the advance. The facility is secured by assets of the University College under the general security agreement (note 11). This credit facility was not accessed at March 31, 2014.

6. ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

	March 31, 2014	March 31, 2013
Accrued vacation payable	\$ 382,519	\$ 375,101
Accrued salaries payable	235,402	94,875
Trade payables and accrued liabilities	367,299	306,727
Government remittances payable	30,969	19,760
	\$ 1,016,189	\$ 796,463

7. DEFERRED REVENUE

	Balance, March 31, 2013	Receipts	Revenue recognized	Balance, March 31, 2014
Tuition and scholarships	\$ 2,284,604	\$ 11,077,442	\$ 10,758,288	\$ 2,604,091
Other income	155,381	56,234	93,049	118,566
Government of Alberta grants	150,226	12,005,942	12,057,218	98,950
Deferred investment income (Note 3)	50,366	53,828	50,366	53,828
	\$ 2,640,577	\$ 23,193,779	\$ 22,958,921	\$ 2,875,435

Deferred revenue includes pre-registration fees, deposits, and restricted donations received but unused.

8. SPECIALLY DESIGNATED FUNDS

Specially designated funds consist of resources in the amount of \$464,333 (2013 - \$380,061) that have been placed with the University College for specific purposes that are not part of the operations of the University College.

CONCORDIA UNIVERSITY COLLEGE OF ALBERTA
Notes to the Financial Statements
Year Ended March 31, 2014

9. DEMAND LOANS

	March 31, 2014	March 31, 2013
Demand loan non-revolving at bank prime rate plus 1%, payable in monthly installments of \$12,500 plus interest, amortized over 10 years.	\$ 900,000	\$ 1,050,000
Demand loan non-revolving at bank prime rate plus 1% payable in monthly installments of \$2,697 plus interest amortized over 20 years.	569,816	601,056
Demand loan re-advanceable facility at bank prime rate plus 1% amortized over 10 years in monthly installments of \$1,671 per month plus interest amortized over 10 years.	-	36,695
	\$ 1,469,816	\$ 1,687,751

The University College has three demand loan non-revolving credit facilities. These facilities may be converted to fixed rate term loans (“FRTL”) at any time for terms of 1 to 10 years. If a fixed rate term is selected, no prepayments will be permitted.

Security for the demand loans are described in note 11.

The first facility is secured by a bank guaranteed investment certificate of \$779,494.

The second facility was used to purchase two residential properties at 7305 112 Avenue and 7309 112 Avenue, Edmonton, AB. The loan represents 100% of the purchase price of the properties.

The third facility provides a maximum outlay of \$1,000,000 to assist with ongoing capital expenditures. The proceeds were used to fund in part the University College’s commitment to match a \$1,000,000 grant through the Knowledge Infrastructure Program of the Government of Canada. These funds are used for renovations to the buildings on the University College campus.

Combined outstanding principal payments are scheduled as follows:

	2015	\$	181,250
	2016		181,250
	2017		181,250
	2018		181,250
	2019		181,250
	Thereafter		563,566
		\$	1,469,816

CONCORDIA UNIVERSITY COLLEGE OF ALBERTA
Notes to the Financial Statements
Year Ended March 31, 2014

10. CAPITAL LOAN

	March 31, 2014	March 31, 2013
0% fixed rate vehicle loan, maturing August 31, 2014, payable in monthly installments of \$362, amortized over 6 years	\$ 5,160	\$ 9,503
Repayments within the next 12 months	(4,343)	(4,343)
	\$ 817	\$ 5,160

The above obligation is secured by a vehicle with a net book value of nil (2013 - nil).

Outstanding principal payments are structured as follows:

	2015	\$	4,343
	2016		817
		\$	5,160

11. TERM LOAN

	March 31, 2014	March 31, 2013
5.0% fixed rate term loan, maturing on May 31, 2017, payable in blended monthly installments of \$52,091, amortized over 25 years	\$ 7,118,505	\$ 7,380,531
Repayments scheduled within the next 12 months	(275,334)	(264,957)
	\$ 6,843,171	\$ 7,115,574

The demand loans (note 9) and term loan are secured by a general security agreement providing a first charge over all accounts receivable, inventory, and equipment and by a first collateral mortgage in the amount of \$11,500,000 over the property described as Concordia University College of Alberta.

Outstanding principal payments are scheduled as follows:

	2015	\$	275,334
	2016		288,519
	2017		304,182
	2018		319,744
	2019		336,103
	Thereafter		5,594,623
		\$	7,118,505

CONCORDIA UNIVERSITY COLLEGE OF ALBERTA
Notes to the Financial Statements
Year Ended March 31, 2014

12. DEFERRED CAPITAL CONTRIBUTIONS

Deferred capital contributions represent unspent externally restricted capital grants and donations. Changes in the deferred contributions balances are as follows:

	March 31, 2014	March 31, 2013
Balance, beginning of year	\$ -	\$ -
Grants and donations received	75,338	114,159
Transfer to unamortized deferred capital contributions	(75,338)	(114,159)
Balance, end of year	<u>\$ -</u>	<u>\$ -</u>

13. UNAMORTIZED DEFERRED CAPITAL CONTRIBUTIONS

The changes in the unamortized deferred capital contributions balance are as follows:

	March 31, 2014	March 31, 2013
Balance, beginning of year	\$ 5,330,386	\$ 5,453,760
Deferred capital contributions	75,338	114,159
Amortization to revenue	(250,584)	(237,533)
Balance, end of year	<u>\$ 5,155,140</u>	<u>\$ 5,330,386</u>

14. PENSION PLAN

The University College participates in the Worker Benefit Plan of the Lutheran Church – Canada (the “Plan”), a multi-employer pension plan. All permanent employees are covered by this retirement program. The University College contributes a fixed percentage of each participant's salary to the Plan. The University College does not have sufficient information on the pension plan to follow the standards for defined benefit accounting and therefore follows the standards for defined contribution accounting. Accordingly, pension expense is comprised of employer contributions to the pension plan. In the current year contributions were \$ 1,596,136 (2013 – \$ 1,532,563).

CONCORDIA UNIVERSITY COLLEGE OF ALBERTA

Schedule of Auxiliary Enterprises and Activities

**Year ended March 31, 2014,
with comparative figures year ended March 31, 2013**

Revenue	Year ended March 31, 2014	Year ended March 31, 2013
University College stores	\$ 859,142	\$ 863,242
Food services	4,813	23,913
Student housing	343,943	309,277
Conventions and other	521,014	413,327
	<u>1,728,912</u>	<u>1,609,759</u>
Expenses		
University College stores	825,952	814,080
Food services	63,290	42,408
Student housing	202,350	196,740
Conventions and other	154,934	177,173
	<u>1,246,526</u>	<u>1,230,401</u>
Net revenue	<u>\$ 482,386</u>	<u>\$ 379,358</u>
Net revenue (expenses)		
University College stores	\$ 33,190	\$ 49,162
Food services	(58,477)	(18,495)
Student housing	141,593	112,537
Conventions and other	366,080	236,154
	<u>\$ 482,386</u>	<u>\$ 379,358</u>

CONCORDIA UNIVERSITY COLLEGE OF ALBERTA

Schedule of Expenses by Department

**Year ended March 31, 2014,
with comparative figures for the year ended March 31, 2013**

	Year ended March 31, 2014	Year ended March 31, 2013
<i>Academic programs</i>		
Continuing and professional education	\$ 2,384,227	\$ 2,432,270
Natural science	2,291,719	2,271,071
Social science	1,880,933	1,765,668
Humanities	1,861,887	1,683,233
Education	1,015,203	1,164,616
Religious studies	634,483	598,989
	\$ 10,068,452	\$ 9,915,847
<i>Support Programs</i>		
Facility maintenance	\$ 2,998,863	\$ 3,263,393
Institutional support	1,520,491	1,496,667
Student services	2,281,842	2,301,710
Library and archives	1,074,210	1,053,401
General administration	1,590,415	1,589,535
Academic services	743,926	891,134
Student activities	1,042,024	907,701
	\$ 11,251,771	\$ 11,503,541

Schedule 3

CONCORDIA UNIVERSITY COLLEGE OF ALBERTA
Schedule of Revenue and Expenses by Object
Year ended March 31, 2014,
with comparative figures for the year ended March 31, 2013

<i>Revenue</i>	Year ended March 31, 2014	Year ended March 31, 2013
Revenue from Government of Alberta		
General operating grant	\$ 12,005,942	\$ 11,804,310
Recognized revenue APAS Grant	51,276	-
Total Government of Alberta operating funding	12,057,218	11,804,310
Student sources of revenue		
Tuition for accredited courses	9,119,265	9,106,879
Foreign student differential fees	405,768	236,754
Miscellaneous fees and student charges	1,127,210	1,032,786
Total tuition and fees for accredited programs	10,652,243	10,376,419
Tuition and fees for non-accredited programs	106,045	138,320
	10,758,288	10,514,739
Other grants, donations, and fundraising	569,129	530,616
Sale of goods and services (Schedule 1)	1,728,912	1,609,759
Investment revenue (Note 3)	179,727	100,360
Gain on disposal of capital assets	3,838	-
Other revenue	409,660	558,867
Amortization of deferred capital contributions (Note 13)	250,584	237,533
Total revenue	25,957,356	25,356,184
Expenses		
Salary and wages		
Salaries and wages	14,459,382	14,160,273
Employee benefits	3,197,103	3,215,609
	17,656,485	17,375,882
Utilities		
Gas	145,315	149,045
Electricity	351,347	324,013
Other	148,014	191,064
	644,676	664,122
Maintenance	202,496	162,680
Property tax	16,724	22,747
Supplies and services	3,350,087	3,749,578
Scholarships and bursaries	635,264	611,953
Cost of goods sold	681,681	664,080
Loss on disposal of capital assets	-	3,245
Interest	426,208	438,997
Amortization of capital assets	1,337,338	1,318,243
Total expenses	24,950,959	25,011,527
Net Surplus	\$ 1,006,397	\$ 344,657