



2024-2025

ANNUAL REPORT



Table Of Contents

01 Accountability Statement
Board of Governors
Management's Responsibility for Reporting

02 Summary of Accomplishments
Goals and Measures of Success

12 Capital Projects

14 Free Speech Reporting

BOARD OF GOVERNORS

Mark Frederick

Chair
Public Member

Vladimir Pavkovic

Vice-Chair
Vice-President

Marija Pavkovic-Tovissi

Public Member
President & CEO

Dr. Michele Burns

Member at Large
Public Member

Ryan Dolan

Treasurer
Non-Academic Staff Representative

Brooks Tanner

Member at Large
Public Member

Melissa Redlich

Member at Large
Public Member

Garrett Tomlinson

Member at Large
Public Member

ACCOUNTABILITY STATEMENT

SIGNED BY MARIJA PAVKOVIC-TOVISSI, PRESIDENT & CEO
AND BY MARK FREDERICK, BOARD CHAIR

The President and the Chair of either the board (PSI) or the governing body (IAI) (Board Chair) are required to sign the appropriate accountability statement below based on their institution type.

Independent Academic Institutions

The institution's Annual Report for the year ended was prepared under the governing body direction in accordance with ministerial guidelines. All material economic, environmental, or fiscal implications of which we are aware have been considered in the preparation of this report.

MANAGEMENT'S RESPONSIBILITY FOR REPORTING

SIGNED BY MARIJA PAVKOVIC-TOVISSI, PRESIDENT & CEO
AND BY MARK FREDERICK, BOARD CHAIR

This accountability statement, signed by both the President and Board Chair, outlines management's responsibility for preparing and submitting the annual report. The President and Board Chair must sign the appropriate accountability statement below based on their institution type.

Independent Academic Institutions

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

The Annual Report has been approved by the governing body and is prepared in accordance with Ministerial guidelines.

SUMMARY OF ACCOMPLISHMENTS

Goals and Measures of Success



STUDENT SUPPORTS AND SERVICES

STRENGTHENING ACADEMIC PROGRAMS AND CURRICULUM

MaKami College updates programs yearly with student, faculty, and industry feedback to keep learning relevant and engaging.

MaKami College believes education should be both informative and engaging. Programs are reviewed annually and updated accordingly to stay responsive to evolving industry practices, ensuring graduates gain skills that employers value today and in the future. Student and faculty voices shape these updates through committees, surveys, focus groups, and course evaluations, with feedback guiding refinements that strengthen what works and address areas needing change within program curriculum. This approach delivers programs that align with workforce and labour needs while keeping students motivated, connected, and confident in their learning journey.



Leverage curriculum review to redesign the Business Administrative Assistant program, enhancing course structure and support systems for stronger student engagement.

- Established a curriculum working group composed of faculty, former students, curriculum designers, and adult education consultants. The group's mandate is to review and update the program curriculum by analyzing detailed student and instructor feedback collected anonymously through surveys and suggestion boxes since the program's launch in 2022, ensuring a data-driven approach that addresses strengths, gaps, and aligns with best educational practices.
- Revised learning activities to focus on practical, real-world skills directly relevant to students' future careers. These updates align with current business administration practices and student needs, reinforcing effective elements while addressing curriculum gaps to better meet updated program outcomes and enhance student engagement and success.
- Used specialized software (Articulate) to develop engaging online content for students.
- Implemented new plugins into our learning management system (LMS) to enhance the computer skills course, focusing on typing and keyboard proficiency that support students' administrative duties effectively.



Address a critical gap identified within our student demographic by developing targeted language support programs that enhance their ability to successfully transition into post-secondary education or the workforce.

- Develop a Canadian Language Benchmark (CLB) program for levels 6 and 7.
- Partnered with CELPIP (Canadian English Language Proficiency Index Program) to leverage their established curriculum as a foundation, enabling us to accelerate program development and tailor it specifically to the MaKami College's student demographic.
- Application for the MaKami College English Language Learning (ELL) program and was approved by Advanced Education in November 2024.
- Application for designation under the Foundational Learning Assistance (FLA) Program was submitted in January 2025, which would provide grant funding directly to students to cover tuition and living expenses while taking the ELL courses at MaKami College.



Expand the use of specialized software and instructional design techniques to produce interactive, accessible, and high-quality curriculum materials.

- Created and filled an internal Education Media Designer position within the Curriculum Development team in August 2024 bringing in expertise to integrate and lead new creative initiatives.
- Leveraged best practices and specialized software to reassess existing programs, identifying opportunities to embed interactive digital features in programs such as Business Administrative Assistant diploma.

NEW PROGRAMS: LAUNCHING PILOT COHORTS

MaKami College's Pilot Cohort Model caps the first two cohorts at 10 students, with courses taught by subject experts. Real-time feedback is built into the review cycle, ensuring programs are practical, high-quality, and career-ready before full rollout.

MaKami College takes a unique approach to program development through its Pilot Cohort Model. Instead of launching large-scale programs immediately, the first two cohorts are deliberately capped at 10 students each. Courses are taught directly by department heads or the subject matter experts who designed the curriculum, allowing for real-time classroom testing of learning materials. Student and instructor feedback is collected at the end of each course, then systematically integrated into the program review cycle. This ensures thorough curriculum evaluation, continuous improvement, and responsive design before full program rollout.

This model creates a dynamic feedback loop between students, faculty, and curriculum design teams, resulting in programs that are practical, high-quality, and closely aligned with career readiness and student needs.



Leveraging pilot data to advance program planning and expand student pathways.

- Conducted the first post-pilot curriculum review of the Personal Trainer program in 2024, incorporating real-time student and instructor feedback into curriculum updates.
- Developed and launched the first Applied Politics and Public Affairs Specialist Diploma pilot cohort in January 2025 following a year of curriculum development.
- Continued planning new certificate and diploma programs to broaden student career and education pathways.
- Reevaluated and redesigned cohort intakes for the Personal Trainer program, shifting from six annual intakes to three (January, May, and September). This adjustment, informed by pilot cohort data and growth projections, aligns enrolment with institutional resources, stabilizes cohort sizes, and enhances recruitment outcomes.
- MaKami College piloted the Early Learning and Child Care Certificate with inaugural cohorts in Edmonton (July 2024) and Calgary (September 2024). Pilot data revealed a 500% increase in admissions from the first to the second cohort, prompting revised intake projections and increased resourcing to expand capacity in line with strong student demand and sustained program growth.

IMPROVING ACADEMIC PROGRESS AND ASSESSMENTS

MaKami College reviews its services annually to remove barriers, adapt support, and keep student success at the center of education.

MaKami College reviews its academic services each year to ensure they remain effective, accessible, and centered on student success. Through this process, MaKami College identifies barriers and refines how support is delivered so students receive timely feedback, fair opportunities to demonstrate progress, and services that adapt to their evolving needs. Guided by its vision to create a positive learning environment, MaKami College is committed to helping students transform their lives through education by removing physical, mental, and socio-economic barriers to both entry and success in post-secondary studies.



Implement college-wide processes and timelines to standardize and expedite instructor feedback, ensuring consistency and improving student outcomes across all programs.

- Established a college-wide guideline requiring instructor feedback within 5 business days of assessment submission.
- Integrated new LMS plugins to alert instructors promptly upon assignment submissions, accelerating grading and feedback delivery.
- Developed a bulk cohort-based grade entry process within the LMS to enhance efficiency and speed of recording marks.



Leverage insights from student progression and graduation data to inform evidence-based academic policy revisions.

- Mapped progression and graduation data from students in the 2023-2024 academic year to propose targeted updates to the Graduation Path Policy.
- Ensured the revised policy aligns with Post-Secondary Learning Act (PSLA) compliance and Independent Academic Institution (IAI) reporting requirements, while prioritizing student success.



Review and enhance exam support by developing processes that improve scheduling and increase availability for students needing exam retakes.

- Created and filled an exam coordinator role in July 2024 to streamline scheduling across all programs, increasing opportunities for students to retake exams promptly as they progress through their courses.
- Developed a dedicated space in Calgary's computer lab and repurposed small office space in Edmonton for exam retakes, both scheduled to open in Spring 2025.

STUDENT SUPPORT AND ACCESSIBILITY

MaKami College builds a supportive community where students connect, grow, and gain real-world experience to confidently pursue their careers.

Students succeed when the right supports are in place, and MaKami College continuously adapts staffing and services to meet our needs as we evolve as an Independent Academic Institution and as our programs grow. Feedback is actively gathered from students and frontline staff through surveys, suggestion boxes, town halls, and both formal and informal communications with faculties. This input is reviewed quarterly and addressed annually, enabling early identification of gaps and timely implementation of meaningful solutions.

MaKami College ensures learners feel heard, supported, and empowered throughout their academic journey by removing barriers to success and applying feedback-driven, creative solutions.



Conduct quarterly reviews of student demand and program growth to strategically allocate resources and expand the Student Advisory Services team, ensuring students are well supported from admission through their integration into college life.

- Created and filled two advisor positions in Fall 2024 to support program expansion and increased student demand.
- Established formal training for all advisors covering new program launches, student demographics, marketing and recruitment strategies, program details, work-integrated learning, and admission requirements.
- Scheduled follow-up sessions post-pilot enrolments to address advisor questions, develop support materials, and gather feedback for refining recruitment efforts.



Implement strategies to streamline coordination between enrolment and orientation, ensuring students requiring accessibility supports are promptly identified and well-supported.

- Established a process for SAS advisors to contact Strategic Academic Learning Team (SALT) Accessibility Coordinators during the enrolment process to connect students directly with the right support staff as soon as they start their program.



Review current accessibility service processes to pinpoint barriers and implement solutions that improve student access.

- Created and filled positions for an Accessibility Learning Strategist in our Calgary campus and an Accessibility Coordinator in our Edmonton Campus in 2024.
- Expanded in-house disability assessment services, including direct partnerships with family doctors, to remove key barriers like external assessments and doctor's notes for funding applications.



Identify barriers that prevent students from attending on-campus classes and implement supports to improve access.

- Student surveys identified childcare as one of the main barriers for parents to attend classes and campus activities. To address this, MaKami College partnered with Mak-a-Mini to open an on-site daycare at the Edmonton campus in January 2025, improving accessibility for student parents.



Provide flexible technology training during and after orientation to ensure students gain confidence and are prepared to use MaKami College's systems before starting their programs.

- In May 2024, MaKami College introduced guided, instructor-led small-group training sessions, offered both in person and online, during orientation and afterward for students needing additional technology support, creating ongoing opportunities for assistance.
- Also in May 2024, the College launched an online, self-directed supplemental training program to help students independently familiarize themselves with our learning management system before starting their courses.
- Insights and best practices gained from the May 2024 sessions informed a comprehensive redesign of the technology orientations, leading to the launch of updated sessions in January 2025 specifically tailored to meet the needs of online and self-directed learners.



Leverage technology to connect directly with students, keeping them informed about campus life and providing easy access to academic services and supports.

- Development began in October 2024 on the MaKami Student App, which will allow students to submit documentation during the application process and stay updated on services and events happening on campus.

STUDENT ENGAGEMENT, RECOGNITION, AND APPLIED LEARNING

MaKami College builds a supportive community where students connect, grow, and gain real-world experience to confidently pursue their careers.

MaKami College fosters a strong sense of community where students build meaningful connections with peers and staff while pursuing their education. Every learner is supported to feel valued and recognized, and each has opportunities to see the real-world impact of their training. Engagement initiatives, recognition programs, and applied learning experiences work together to create an environment where students belong, grow, and confidently prepare for their future careers.



Identify and implement new initiatives, such as student awards and recognition programs, to enhance engagement and foster a sense of community.

- Streamlined the Brian Curial Legacy Award by updating guidelines and simplifying the application process for students. First round of applications opened in the Fall of 2024.
- Launched the General Hillier Valour and Service Scholarship in February 2025, an opportunity for members of the military and their families to pursue education as they reintegrate into civil society.



Expand applied learning opportunities that allow students to practice their skills in supervised, real-world settings.

- Launched the Personal Trainer clinic in June 2024, offering discounted training services to the community while providing students with additional opportunities to gain hands-on experience in supervised settings.
- Introduced structured volunteer opportunities in August 2024 across MaKami College events and departments to enhance work-integrated learning, helping students develop practical skills and make meaningful contributions to the college, their future careers, and local communities.
- Continued active promotion and marketing of the Massage Therapy Clinic to surrounding communities and prospective students to increase awareness and engagement.

INSTITUTIONAL SYSTEMS, POLICIES, AND DATA-DRIVEN IMPROVEMENTS

Strong systems, prepared staff, and cross-department collaboration ensure students receive consistent, effective support at MaKami College.

High-quality services for students depend on strong systems and well-prepared staff. The challenges facing learners are complex, and meeting them requires departments to work together, sharing skills and information across the college. Collaboration allows us to act as a cohesive team, drawing on both technological and personal tools to ensure students experience consistent, effective support. Every improvement to policies, processes, and data systems strengthens our capacity to serve students better.



Develop and formalize policies and procedures for students and staff and make them accessible through the Staff Hub and the college's public website.

- Developed the Student Code of Conduct Policy, Employee Program Participation Guidelines, Graded Assessments Completion Policy, Attendance Policy, Graduation Path Policy, Babies in Class Policy, Recognition of Prior Learning Policy, and Student Success Centre (SSC) Usage Guidelines.
- Established internal procedures for maintaining logs necessary for financial audits, such as the Withdrawal Guidelines.
- External Relations collaborated with SALT to document and formalize daily processes, starting with the Letters of Extension procedure, and establish comprehensive filing and record management protocols for policy documents.



Establish an Office of the Registrar as part of MaKami College's transition to an Independent Academic Institution (IAI) and in alignment with Alberta's post-secondary best practices.

- Completed the first phase of consolidating admissions and academic records by transitioning the Academic Records team into an expanded Office of the Registrar, streamlining admissions processes and centralizing the management of all student documentation.



Enhance data collection and reporting capabilities within our student information system to monitor graduation progress and analyze trends that inform strategic institutional improvements.

- Led by the IT development team, on-demand reports were introduced within the student information system and made available to the Office of the Registrar and SALT departments to monitor cohort progress by program.
- These reports and data were analyzed and shared with different departments to inform data-driven decisions related to resource allocation, service development, and timely student interventions.



Strengthen team collaboration and professional development by offering retreats, conferences, and targeted training that foster growth and continuous improvement.

- Implemented annual retreats across all departments focused on professional development, goal setting, leadership skills, and team building.
- Expanded previous professional development initiatives by hosting the first annual MaKami Impact Professional Development conference for faculties in October 2024, introducing standardized concepts for adult learner instruction and refining delivery methods across teaching roles.
- Launched the Moodle Staff Navigator during the conference, giving staff a practical tool to bridge gaps in supporting students with learning management system navigation.
- Management team completed Effective Leadership Development Training across campuses in January 2025, strengthening leadership capacity and cross-team collaboration.
- Following the 2024 Annual Executive Leadership Retreat, leadership continued monthly progress meetings to evaluate service demand, guide strategic planning, and support annual report projections and budgeting, all aimed at improving student access and advancing the development of MaKami College's first Institutional Plan for submission and approval in 2025.

COLLABORATIONS WITH OTHER LEARNING PROVIDERS

(E.g. publicly funded post-secondary institutions, First Nations Colleges, or Private Career Colleges)

- We are actively building relationships with other public institutions to create more pathways for our students.
- Our current potential partners include Bow Valley College, The King's University, Norquest College, Columbia College, NAIT, University of Calgary, University of Alberta, University of Tokyo and University of Nevada, Las Vegas. We will continue to seek additional local and international partnerships.

CAPITAL PROJECTS



PRIORITY - Project 1

Bonnie Doon Campus - 2nd Floor Expansion

Project Description	Total Project Cost	Start Date	End Date
Bonnie Doon campus expansion. Due to the recent launch of new in-person programs and the intended launch of two new in-person programs in the upcoming year, capacity for classroom, staffing and student support space has been reached. We intend to build out the upstairs portion of the campus (approx. 44,000 sq ft) to increase our capacity to facilitate our growth.	\$3.96M	26/01/01	27/01/01

Funding Sources

Source	Amount	Percentage
Institutional Funds	\$3.96M	100%
Total	\$3.96M	100%

PRIORITY - Project 2

Marlborough Mall Campus - Expansion

Project Description	Total Project Cost	Start Date	End Date
Marlborough campus expansion. Due to the recent launch of new in-person programs and the intended launch of two new in-person programs in the upcoming year, capacity for classroom, staffing and student support space is close to being reached. We intend to build out the back portion of the campus (approx. 52,000 sq ft) to increase our capacity to facilitate our growth.	\$4.68M	27/01/01	28/01/01

Funding Sources

Source	Amount	Percentage
Institutional Funds	\$4.68M	100%
Total	\$4.68M	100%

OTHER PROJECTS

Project Name and Description	Type	Total Cost	Current Status
Maintenance - Bonnie Doon: replacement of aging chiller and revamp of HVAC system	Maintenance	\$600,000.00	Not Started

FREE SPEECH REPORTING



Free Speech Policy Information

<https://makamicollege.com/freedom-of-expression-statement/>

Cancelled Events

0

Free Speech-Related Complaints

0

