

Expanding our horizons

Lethbridge College Annual Report
2006-07





Brand. New. Vision.

Three words that can be read separately or as a definitive statement: **Brand new vision**. Either way, it's an accurate reflection of what we're all about at Lethbridge College. We have been sweating the details and actively engaged in a number of projects designed to move us forward from the launch of our 50th anniversary.

Vision and innovation are the keys to our plans. Our annual report touches on accomplishments of the past year and serves as a signpost on the path to our future.

Some of our changes were accomplished thanks to receiving approval from the Alberta government. Perhaps the most obvious of these is a name change from Lethbridge Community College to Lethbridge College.

The decision to change our name was not taken lightly. Through public and staff forums we received input from a cross-section of stakeholders. A desire to grow beyond our traditional catchment area and to place an emphasis on reaching out to learners on a national and international basis was one of the drivers behind the name change.

Expanding internationally ties in with our new mandate that was approved by the Alberta government this past year. This mandate includes three major changes from the

previous document. It formalizes the College's long-standing involvement in the **university transfer process**; it provides enabling language for Lethbridge College to **deliver baccalaureate degrees** in the future; and it promotes the concept of the College as a player in **global education**.

Other changes on campus are more immediately visible. The \$11.4 million renovation of our Cousins Science Centre building has created one of the most **cutting-edge facilities** of its kind in any post-secondary school in Western Canada. Plans are in the works to update other facilities in the coming years.

In June we approved a new logo and a fresh look to our marketing materials and publications. We're thrilled to note that our **new visual identity** has received incredibly positive feedback. The logo symbolizes the geography of southern Alberta with the coulees and big sky represented in green and blue. Bold lettering proclaims 'Lethbridge College' and includes a slightly stronger emphasis on the word 'Lethbridge.' We're proud to be a part of this city and we want people to know it!

Part of our strategic vision is to be recognized as one of Canada's **finest comprehensive colleges** providing world-class education and training through a commitment to excellence and innovation. This past year saw us taking affirmative steps in that direction. One of those steps was the introduction of an early retirement plan.

Offering this program to qualified employees provided both recognition of their valuable contributions and a chance to manage staffing changes. A sizeable number of retirements are inevitable in the next few years as baby boomers enter the next phase of their lives. Our early retirement strategy allows Lethbridge College to get a jump on other institutions that will face the same challenge. The influx of new people will bring a **fresh approach** to the institution, benefiting the College and our learners.

Some changes are in place. More are yet to come. We are building on the past year and preparing for new successes down the road.

Brand. New. Vision. Or brand new vision. Either way, it's what we are all about and where we're going.



Dr. Tracy Edwards
Lethbridge College President & CEO

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Accountability Statement

The Lethbridge College's Annual Report for the year ended June 30, 2007 was prepared under the Board's direction in accordance with the Government Accountability Act and ministerial guidelines established pursuant to the Accountability Act. All material economic, environmental or fiscal implications of which we are aware have been considered in the preparation of this report.



Keith Dys
Chair, Board of Governors
Lethbridge College



Board of Governors

Keith Dys - Board Chair
Barb Cunningham
Cheryl Pollmuller
Brenda Stryker
Ken Bateman
Mark Lencucha

Doug Myhre
Todd Bowden
Tracy Edwards
Zach Dorscheid
Tenille Thibodeau
Wendie Cameron

Our vision

To be recognized as one of Canada's finest comprehensive colleges providing world-class education and training through its commitment to excellence and innovation.

Our mission

Lethbridge College provides high quality, innovative programs and services, enabling learners to achieve their educational and career goals.

Values

People

We value people by:

- ... promoting trust and respect among stakeholders
- ... supporting their professional development
- ... celebrating their accomplishments.

Excellence

We do things well by:

- ... providing exceptional instruction
- ... offering effective learner support services
- ... remaining responsive and innovative.

Success

We promote learner success by:

- ... offering current and relevant programs
- ... using instructional technology creatively
- ... employing flexible delivery systems.

Goals

Sustainability: To cultivate a College environment that is positive, collaborative and sustaining.

Accessibility: To create and maintain flexible learning pathways that enable students to achieve their educational and career goals.

Quality: To ensure the highest standards of performance and innovation in all areas of the institution, including programs, services, applied research and scholarly activity.

Diversity: To provide educational opportunities for a diverse population of learners, including Aboriginal and international students.

Collaboration: To develop strategic alliances with business, industry, government, agencies and other post-secondary institutions to enhance student learning, mobility and employment.

The Lethbridge College mandate, which can be found at lethbridgecollege.ca, sets out the parameters for the institution. It outlines program categories, educational delivery methods, geographical area served and its many benefits to the community.

Sustainability: To cultivate a College environment that is positive, collaborative and sustaining.



- Twelve students graduated with Exercise Science Diplomas in the spring of 2007 and another 35 registered for the fall 2007 intake. These are very **positive results** for a new program.
- In October of 2006 an interim program review was submitted to the Nursing Education Program Approval Board for ongoing approval. In February of 2007 the College received approval for one additional year for the final ongoing program pending the final report in October of 2007.
- Approval received from Alberta Advanced Education and Technology for a Massage Therapy Diploma versus the one-year Certificate previously offered. First intake of students into the Diploma program occurred in the fall of 2006.
- 126 students enrolled in non-credit international language courses offered through the English Language Centre (ELC).
- ITS continued to work with user departments to evolve the College Datatel Colleague integrated information system (Financial, Human Resources, Payroll, and Student Services) **enhancing** the ability to support administrative needs, the education process and student services.
- College departmental and Datatel personnel successfully migrated the College Administrative Colleague System from Release 17 to 18. This migration was accomplished without any significant delays or problems and has been rated by Datatel as one of **the most successful** of all their 600+ sites.
- In light of impending retirements throughout the Financial Services Division, emphasis was placed on **providing opportunities**, developing, training, encouraging, coaching and identifying potential employees to assume larger responsibilities.

Accessibility: To create and maintain flexible learning pathways that enable students to achieve their educational and career goals.

- New learning pathways were created through the development of a large group of practicum placements and support of local industry in regards to hiring of second-year Exercise Science Diploma students.
- Grant funding was secured from the Southwest Alberta Child and Family Services Authority for the alternative delivery of the Early Childhood Education Certificate and Diploma program to **working learners** in the child care field.
- A partnership was negotiated with the Saskatchewan Institute of Applied Science and Technology (SIAST), to deliver the Bachelor of Applied Arts - Correctional Studies program in Saskatchewan.
- The Therapeutic Recreation - Gerontology (TRG) program, in cooperation with Lethbridge College non-credit curriculum through Family Life Studies, hosted a one-day Music Therapy workshop that was provided to all TRG students and the community at large.
- The Nursing Education in Southwestern Alberta (NESA) program secured grant funding from Alberta Advanced Education and Technology for 12 practicing nurses to complete fast-track upgrading from a Registered Nurse designation to a Bachelor of Nursing credential.
- A Lethbridge College Practical Nursing program received approval. The first intake was fall 2007.
- The English Language Centre (ELC) began work with Maple Leaf Pork and Lethbridge Immigrant Services to provide **English language training** for foreign workers in that plant.
- ELC began a collaborative three-year marketing project with the University of Lethbridge and Bow Valley College, funded by Alberta Advanced Education, with a focus on Chile.
- ITS worked with the Admissions Office, the APAS Project Manager and other colleges/universities on the design and planned implementation of the new provincial online application system. Lethbridge College is now in the final stages of design with a planned implementation in April 2008.
- A new Biotechnology - Cellular Molecular Technician program was approved.
- **New majors in General Studies** were implemented offering articulations with the University of Calgary.
- The Blended Learning Project, a joint initiative involving the Centre for Teaching, Learning and Innovation, New Media, and the Multimedia program, advanced and **improved the level of technology integration** into the teaching and learning process.
- More than 40 courses were in various stages of development for flexible learning with an **increasing proportion of courses offering an online component** (web-enhanced, blended or online).

Quality: To ensure the highest standards of performance and innovation in all areas of the institution, including programs, services, applied research and scholarly activity.

- A Lethbridge College representative from the Criminal Justice - Policing program is a member of the executive of CAPE (Canadian Association of Police Educators), the education/training division of the Canadian Association of Chiefs of Police, which provides Lethbridge College a voice in police education and provides the opportunity to ensure our justice programs are current and relevant.
- The international accreditation process for Lethbridge College was initiated with the Commission on Accreditation for Law Enforcement Agencies (CALEA). This accreditation will benefit the College's School of Justice Studies.
- Faculty and staff from the Centre for Health, Justice and Human Services participated in various professional development opportunities including the Chairs and the Dean attending, as one organizational unit, a seminar on "Management Skills for First-Time Supervisors".
- The English Language Centre undertook a full external program review that was audited by Canada Language Council. Full accreditation was granted.
- The Cousins Building renovation project continued through the 2006-2007 fiscal year for completion by August 2007. A complete renovation of the existing building, the project maintained the architectural integrity while turning the interior into a *state-of-the-art, environmentally friendly science instruction facility*.
- Internal communications with students, the visiting public and employees was enhanced with the installation of three monitors in selected high-traffic hallways. Messages for the monitors are generated by the Advancement Office and routed through New Media Services for display on the screens. Other locations have been identified as sites for additional monitors to be installed in 2008.
- The College continued on with its Evergreen Project designed to keep computer hardware and software current. This provides students with the best learning environment and employees the best work environment possible.
- Finance continued the development of updated reports designed to help staff view and utilize business information that assists in managing respective budget areas.
- A national accreditation committee visited the college in April 2007 to examine two engineering programs – Geomatics and Engineering Design and Drafting Technology – for possible accreditation.
- Kathy Lea, manager of the Buchanan Library, participated in a four-month international exchange in each of three locations: Burton College, England; Bankstown City Library, Australia; and Whanganui UCOL Library, New Zealand. This exchange provided Kathy with a variety of learning experiences and successes that she was able to share with her colleagues at Lethbridge College, including the creation of a customer service benchmarking report. The visiting librarians who worked here also provided learning opportunities for the library staff and insights into innovative ways to deliver services and improve standards of performance.
- Through participation in the Lois Hole Campus Alberta Digital Library the Buchanan Library has more than doubled its online resource subscriptions.

Diversity: To provide educational opportunities for a diverse population of learners, including Aboriginal and international students.

- Discussions were initiated to provide education and training to Chinese health providers through a five-to-six month Examination of Canadian Health Practices program either in China or at Lethbridge College.
- A partnership with the Métis Nations of Alberta resulted in the offering of a Policing Certificate program for Métis learners, *increasing the accessibility* for this specific population to careers in Criminal Justice.
- The College moved ahead with developing strong relationships with several colleges and Universities in China. A key to these new partnerships is the production of business management training that can be delivered via video classes.
- The English Language Centre hosted contract student groups, including six from Japan, one from Brazil, and one from Québec.
- Language Instruction for Newcomers to Canada (LINC), funded by Citizenship and Immigration Canada, began a pilot project focused on settlement and language training for more advanced students destined to post-secondary studies and/or the return to professional careers.
- EAP (English for Academic Purposes) contracted by Nippon Institute of Technology and offered at their campus in the Crowsnest Pass, entered its 11th year. In July 2006, students from NIT High School in Tokyo studied for one month in an *innovative combined language & technology* program “Cosmopolytech”.



Collaboration: To develop strategic alliances with business, industry, government, agencies and other post-secondary institutions to enhance student learning, mobility and employment.

- Strategic partnerships related to programs associated with policing and corrections were developed to create and deliver training and e-learning to a variety of stakeholder groups, including the Alberta Gaming and Liquor Commission and Weatherford Canada, an energy company for which the College is developing and delivering safety training related to commercial vehicles.
- An agreement was struck with Norquest College that provides *opportunities* for learners in the Edmonton area to complete a Lethbridge College Criminal Justice - Policing Diploma.
- Collaboration with the RCMP began to explore the development and delivery of a Crime Scene Analyst program.
- Collaboration with the Northern Alberta Institute of Technology (NAIT) and Lethbridge and Regional Fire and Emergency Services saw paramedic training being delivered at Lethbridge College.
- Discussions were initiated with Douglas College, in British Columbia, and the University of Regina to explore possible transfer and laddering opportunities for students from programs including Therapeutic Recreation - Gerontology, Exercise Science and Criminal Justice - Policing.
- A successful brokerage agreement with Old Sun Community College for the Special Needs Educational Assistant program ended with students graduating in the spring.
- The English Language Centre undertook *collaborative program planning* with the International Centre at the University of Lethbridge.
- The English Language Centre began work with Bow Valley College on the research phase of a pilot project funded by AEII and CIC focused on immigrant youth in transition.
- The English Language Centre worked collaboratively with Colegio del Valle in Culiacan, Mexico, to evaluate their English program and provide Lethbridge College program recognition. This was the final year of a three-year contract.
- The College Finance Department has been involved in continuing discussions with others in the post-secondary system and Alberta Advanced Education and Technologies regarding funding and accountability in addition to facilitation of Alberta Government Consolidation of financial statements.

Expanding our horizons

At Lethbridge College, it's been a year of widening horizons. During the past twelve months, we've achieved much to celebrate: programs have received national accreditation, we've moved into the lead in the wind power training field; our students have participated in community projects at home and abroad; we've made our mark in new technology and our instructors have achieved recognition beyond our campus.

Goals can be reached, and we've done so often, but horizons are never met: they continue to expand. At Lethbridge College, the next year will lead us even farther into new challenges and experiences.

Catching the Orient express

China is the sleeping giant that awoke in the 21st century.

With a booming economy and huge population base, partnership opportunities in the Asian nation are enormous from both economic and educational perspectives. Lethbridge College has been making solid progress in developing partnerships at several locations in China.

In the fall of 2006, on their second visit to Anyang City, College officials made contact with a number of colleges and helped solidify the City of Lethbridge's relationship with the City of Anyang.

"We are gaining credibility step by step," says President Tracy Edwards. "Anyang is a strategic location for us because it remains basically undiscovered by other Canadian post-secondary institutions."

The College negotiated four memorandums of understanding for the delivery of educational programs and exchanges that will enrich experiences for its own faculty and students. This included:

- An arrangement with the Municipality of Anyang to deliver training to city administrators.
- An agreement to examine the possibility of building a joint college in Anyang.
- An agreement with Fuzhou Polytechnic to develop mutual programs of interest.
- An agreement with The University of Traditional Chinese Medicine in Fujian Province to deliver a Canadian nursing practices program.

"We are addressing one of our Board of Governors' end statements, that they want students to become more exposed to the world," says Edwards. "What we are developing with Anyang and other Chinese locales will result in tremendous opportunities for students and staff."

As Lethbridge College makes headway, it is finding the reception it received in China is increasingly positive.

"Word is spreading," says Rick Buis, Vice-President, Corporate and International Services, the college's most experienced China hand.

"The officials we have met see Lethbridge as clean and safe - an institution that can satisfy their programming. We've been running programs with them for almost four years now and we're getting repeat business. That says a lot."

That repeat business includes a spring 2007 addendum to an agreement with Estar University. The original agreement sees Lethbridge College providing business administration instruction through a video series created on campus. The addendum focused on developing the design and content for a blended program that mixed Lethbridge College instruction with Chinese curriculum requirements.

Partnerships with Chinese institutions will continue to be a focus in the coming year.

Partners head south

International projects aren't always solo efforts. Sometimes working in partnerships can go a long way toward establishing strong ties in foreign countries.

*Lethbridge College, the University of Lethbridge and Calgary's Bow Valley College teamed up to fly south this year. In a project supported by the provincial government, the three schools headed for South America. There, they assisted in developing a relationship with Chile and created an Alberta presence for Chileans who may be interested in pursuing academic goals in this province. **Partner representatives are planning a return visit in March 2008.***

College returns to work in South Africa

Lethbridge College, in partnership with the University of Lethbridge Red Crow Community College and with funding from CIDA, completed another spring season assisting in the development of a program to improve the human condition in one of the poorest regions of Southern Africa.

Lethbridge College is working with the South African Department of Education and other local organizations on a three-year project to empower rural communities in the provision of basic water, sanitation, and public hygiene.

The College is leading the initiative with related training and the construction of treated water and improved sanitation facilities at rural and peri-urban primary schools. Under the guidance of Instructor Jerry Johnson, the College has been actively undertaking water and sanitation projects in Botswana, Zambia, Zimbabwe, and South Africa over the past 12 years.

Based on observations and technical analysis, faculty identified the need for basic water and sanitation requirements at rural and peri-urban primary schools throughout Southern Africa, and specifically in the Eastern Cape area of South Africa. The College in partnership with Lovedale Public College completed a pilot project at Makanye Primary School in 2003 and 2004.

In co-operation with previous partners in both Zambia and South Africa, the need for school-based water and sanitation projects was identified as a real and urgent need. Testing of numerous water supplies at school sites has identified many are contaminated; in many cases, sanitation facilities do not exist.



New position to focus on international market

An increasing emphasis on reaching out to international students and developing partnerships with post-secondary schools in other countries saw Lethbridge College begin a search for an International Services Manager in May of 2006.

The new campus position will be primarily responsible for the promotion and marketing of Lethbridge College in key international markets. The position will also take on a role for the recruitment, orientation, support and retention of international students.

With those goals in mind, the College hired an International Services Manager. A strong background in this area will help enhance the College's reputation with developing partners.



Wind plan the BZEE knees

As the wind-power industry in Canada undergoes a rapid expansion, Lethbridge College is increasing its support by including the German Wind Turbine training standard in its successful Pre-employment - Wind Turbine Technician Program.

Two Lethbridge College instructors, along with instructors from four other Canadian colleges, went to Germany in April 2007 for an intensive five-week training program to be certified to the BZEE training standard.

"We have successfully offered the Wind Turbine Technician Training in co-operation with the Chinook Educational Consortium for the past three years," says Greg Peterson, administrator for Industrial and Technical Training. "Industry support and involvement has been instrumental in the development and delivery of the program. We recognized the value of adding the German training standard to make it truly an internationally recognized program."

Lethbridge College received interim accreditation from Alberta Advanced Education for its Wind Turbine Technician course at its Fort Macleod campus. The first course began in the spring of 2007 and ran to the end of September. A second intake was to follow.

The first wind-turbine course opened in May 2005 with field studies near Pincher Creek and lab work in Lethbridge. The course prepares students to work on wind turbines throughout Canada and the U.S. The need for technicians is increasing throughout the continent.

The College also began negotiations with a local concern to purchase nine wind turbines to increase its profile in the wind-turbine technician training field. The goal was to create a three-stage program it expects to market worldwide.

The College hopes to share its program and the turbines to help Canada meet what the CanWEA predicts will be a significant demand in coming years. The turbine heads can be made transportable and shipped anywhere.

Lethbridge College is the only post-secondary institution in Canada approved to deliver BZEE (Bildungszentrum für Erneuerbare Energien e.V.) certified programs. BZEE is the internationally recognized German organization, formed by major wind power industry players in the country.

ACE in hot water again

The Aquaculture Centre of Excellence at Lethbridge College has waded into several partnership pools since its inception, all of which have helped the college strengthen community ties.

Both senior levels of government have played key roles in ACE initiatives, assisting in exciting research developments from grass carp to aquatic plant studies.

Alberta Agriculture, Food & Rural Development and Agriculture & Agri Food Canada have contributed as valued partners to financial development and research programs conducted by ACE and benefiting the community.

The latest initiative, says John Derksen, ACE's head of research, is a study to determine the ability of water hyacinth to remove unwanted nutrients from dugouts and ponds. After a pilot project last year in which it was shown hyacinths have voracious appetites for these nutrients, Agriculture & Agri Food Canada joined in to fund a second year.

"Once Ag Canada saw the results and realized we were serious about the program, they agreed to be involved," says Derksen.

Hyacinth are invasive, non-indigenous plants, but are easily controlled here as they cannot live below freezing. A secondary ACE partnership used laboratory facilities at NAIT to determine how much the plants were removing.

ACE's grass carp program, long proven among those who depend on the fish to control weeds, is another solid partnership for Lethbridge College. The fish are sold to the Alberta Aquaculture Association, which delivers them to licensed ponds.

"And our aquaponics operation supplies water plants to a garden centre for yard ponds and fresh vegetables to a caterer," says Derksen. "We don't want to compete with other businesses; we want to assist them."



Students gain experience on Blood Reserve

Lethbridge College students from two programs had an opportunity to conduct applied research in real-world sessions on the Blood Reserve in the fall of 2006.

Students from the Environmental Science and Civil Engineering Technology programs assisted in soil testing and other functions as part of an environmental assessment program being conducted on the reserve during the next three to five years. Heading the work was Jerry Johnson, a Civil Engineering Technology instructor who has completed other projects on the Blood Reserve. Johnson

was seconded to conduct a full environmental assessment as part of an Indian and Northern Affairs mandate to bring standards on treaty lands into line with other areas of Canada. Work involved examinations of gravel sites, new subdivisions and areas affected by flooding in June.

Students began working on the reserve the previous year, but the project has since been formalized to fulfill their applied research requirements. In addition, one reserve student was been selected by the Blood Band to job-shadow Johnson until year's end.

College dispenses brand of justice

The School of Justice Studies at Lethbridge College has long been one of the institution's strongest program areas.

It's an area of excellence, noted by police services in Western Canada as a prime source for recruiting top-calibre candidates for full-time police work. The applied degree it offers in Corrections studies is cited by the Corrections Service of Canada as a first-rate upgrading opportunity for its own employees who are able to learn from a distance even as they stay on the job. And Alberta Transportation Inspection Services sends its recruits to Lethbridge College for hands-on training.

These innovations, combined with a tradition of excellence, have made Lethbridge College a leader in the justice studies field. So it seemed a natural step to take in June when Lethbridge College and the Métis Nation of Alberta announced the creation of a program to fill the need for cultural diversity in Canadian policing.

To start in the late summer of 2007, the program is expected to take in 15 selected students to begin a one-year certificate course that will prepare them for a career in law enforcement, bringing a much-desired Métis component to the Canadian justice system.

"This program will provide law enforcement agencies with an excellent recruiting opportunity when they are looking for top Métis candidates," said Marty Thomsen, chair of Lethbridge College's School of Justice Studies. "Departments will be lining up to hire these grads and pre-screening will ensure they can meet stringent hiring regulations."

The MNA covers the cost of tuition, books and provide a living allowance for the students, who must be of Métis ancestry and fit into MNA funding criteria. They'll attend classes for 32 weeks, graduating in April 2008 with a 36-credit certificate, which will require 80 hours of practicum placement with a police service.

Students will spend a week on campus prior to the start of the fall semester to allow them to orientate themselves to college life, learn study skills and become familiar with their support personnel. Rob Jenkins, MNA's regional manager in Lethbridge, says the support students will receive from Lethbridge College will ensure their success.

"We looked at several schools and Lethbridge College's program was the most thorough and provided the best chance of success for four candidates," said Jenkins. "We expect a wide variety of ages and backgrounds to apply; the college has developed the program with a supportive tone, one that will assist our goal of placing skilled Métis in the workforce. Candidates will end up with a self-sustaining career in a high-demand occupation."



These innovations, combined with a tradition of excellence, have made Lethbridge College a leader in the justice studies field.

Environmental Science puts the future in good hands

Fieldwork, classroom training, links with industry and a determination to imbue students with environmental responsibility continue to be cornerstones for Lethbridge College's School of Environmental Science programs.

Students' work in the field, in particular, distinguishes the school by the data and detail they obtain through their research. Much of it forms the underpinning for complex decisions made by wildlife organizations and government agencies.

"It's a win-win situation," says Instructor Brian Meller. "Our students have the opportunity to gain experience on a real-world project, while the client benefits from our students' expertise and manpower."

Lethbridge College students have worked on several key projects in the last few years, among them a major initiative for the Alberta Conservation Association, the Blood Tribe and Parks Canada detailing bull trout habitat and inventory in the North Belly River. Through computer modeling, water resources students charted the depths and velocity of the river for different times of the year. The project ran through three seasons, while the students rang up more than 80 man-days of time.

"That represented phenomenal manpower for those two organizations," says Meller. "At the same time, our students were trained on computer modeling in a way that yielded usable information."

Timely and topical, too, were analyses of fish stocks following construction of the Oldman River Dam, the success of man-made trout habitat in the Crowsnest River, and the movement of fish through culverts.

It's not always about the fish, either. Students have participated in elk capture and relocation, and assisted in designing the enhancement of the Birds of Prey Centre in Coaldale.

"By doing work that is actually done in the fields they are studying and providing the information at no cost to the agencies involved, they are giving back to the community, which is a tenet of Environmental Studies," says Meller.

It's that type of linkage and vision that make a diploma from Lethbridge College the gold standard in the environmental science field, whether earned in Conservation Enforcement, Renewable Resource Management or Environmental Assessment and Restoration.

"Our two-year diploma is accepted in most provinces and territories in Canada," says Allan Orr, Conservation Enforcement instructor.

Although the majority of grads go on to a career with provincial natural resource enforcement agencies across Canada, others find federal work with Parks Canada, Environment Canada, Fisheries and Oceans Canada and the RCMP. Others work in domestic animal care with organizations such as the SPCA and with Alberta Environment's animal inspection services.

Thanks to a common first year that builds flexibility into the programs, grads discover their training opens doors to a wide variety of positions at a time when the need for their skills is growing. All levels of government indicate they are facing labour shortages in monitoring and regulatory agencies.

The private sector, too, is snapping up skilled employees; consultants, resource companies and reclamation firms are all hiring as environmental consciousness grows.

Non-government organizations, such as Ducks Unlimited and Trout Unlimited, provide other opportunities, as do some overseas firms.

In all, a diploma or applied degree from Lethbridge College holds a cachet in the environmental science field that can lead to professional and financial success for those who earn it.





Two programs score accreditation

The Canadian Council of Technicians and Technologists granted national certification to the College's Geomatics Engineering Technology program and Engineering Design & Drafting Technology following an in-depth investigation on campus in April.

The College received word of the accreditation later in the year; it was hailed as a major advancement for both programs.

"It gives national recognition to our learners' achievements, allowing them transfer opportunities across Canada as well as internationally," says Dennis Sheppard, head of Lethbridge College's School of Engineering Technology

Before accreditation, students earning diplomas in the two programs were qualified to work only in Alberta, and had to pass additional exams to work in other provinces. That barrier is now removed.

"National accreditation says if you meet the standards set by Lethbridge College, you've met the standards across Canada," says Sheppard. "It becomes a huge marketing tool for us to attract students to both programs."

Learners, says Sheppard, show an increasing degree of sophistication when choosing post-secondary education; a quick Internet search will show them Lethbridge College's programs meet the highest of employer specifications. "That was always the case," says Sheppard. "Now we have the paperwork to prove it."

"It gives national recognition to our learners' achievements"

Both programs take in 35 students each fall. EDDT students become design technologists, working for, among others, civil engineering firms, aerospace and petrochemical fields and manufacturing firms. Geomatics grads, who traditionally enjoy a 100 per cent employment rate, work for environmental consultants, government, surveying and engineering firms, agriculture, law enforcement and others.

National recognition propels nursing program

A nationally recognized program at Lethbridge College began allowing Alberta nurses to train for the surgical suite and helping the province ease its shortage of operating-room staff.

Perioperative Post-Diploma Nursing has been a College staple for some time, but in late 2006 was approved by the Operating Room Nurses Association of Canada (ORNAC). That recognition makes it one of just four ORNAC-approved programs in Canada. The program received the highest rating ORNAC bestows, a three-year unconditional approval.

In a collaborative process with Chinook Health, Lethbridge College developed a program combining a tutor-supported semester of self study, followed by lab training, six weeks of supervised clinical experience and 144 hours (18 shifts) of preceptored operating-room training.

Graduates of the program are certified to work anywhere in Canada in any pre-, intra- or post-operative (perioperative) role.

“Program grads receive a sanctioned credential, proving they are not only well-trained, but trained to a degree above national standards,” says Kelly Mantler, program co-ordinator. “They hit the ground running and require far less on-the-job training.”

Lethbridge College’s relationship with Chinook Health has been symbiotic: the college hires the instructor and the health region provides the surgical suite at Chinook Regional Hospital for their clinical training. It also serves as a source of students: many working nurses today want to enhance their careers through perioperative work.

Experienced perioperative nurses have an opportunity to share their skills and knowledge with new learners through preceptorship. The increased number of nurses prevented closure of theatres that occurred in other regions due to nurse shortages. Almost half the regular nursing staff in the hospital’s surgical suite are program grads.

Chinook Health has provided bursaries for the past two years to support nurses interested in pursuing this opportunity.

Educational Technology about learning, people

Building for the future means planning for the effective use of technology in a learning environment.

By focusing on people (learners, faculty and staff), promoting innovation, encouraging analytical and critical thinking, and supporting collaboration, Educational Technology has been successfully used to promote and enhance learning at Lethbridge College.

The College has developed an Educational Technology Strategy that addresses three fundamental priorities:

1. Identifying who our learners are and understanding their needs.
2. Establishing the support and structures to address the needs of these learners.
3. Empowering and preparing our people to embrace these opportunities.

The successful implementation of this Education Technology Strategy is being realized through a wide assortment of initiatives and projects. For example, the Educational Enhancement Team (EET), which is a collection of instructional designers, media and support specialists and technology experts, was formed in early 2007 to provide faculty a resource they could rely on for online and blended learning instruction and development, instructional support, and curriculum development.

Technology is not a magic bullet or a solution to a problem; it is simply an accelerator of momentum—not a creator of it. Therefore, this team continually asks: “Will this technology enhance learning, will it improve the learning experience, or will it help the student or faculty?” The goal is to become so good at deploying technology and providing a support infrastructure that technology, itself, becomes ubiquitous, pervasive and transparent.

Campus offers wireless connectivity

Lethbridge College strengthened its ties to the public in September 2006 when it instituted a wireless computer network, allowing visitors instant Internet access for laptops.

“It’s perfect for campus guests who require Internet access for their presentations,” said Dean Johnson, manager of Network Services. “It makes any entrepreneurial activity flexible in terms of computer hook-up.”

Johnson says the wireless access is an advantage for major events on campus involving numbers of outside presenters. The guest access is similar to those used in “wireless hotspots” at airports, coffee shops, and hotels, except Lethbridge College offers this hotspot free. This can also be accessed by small personal digital assistance computers, such as Palm and Microsoft Mobile handheld devices.

The network is a separate connection to the secure network used by staff and students, which was upgraded at the start of the fall semester.

The upgraded system allows for full campus coverage and virtually instant access, rather than the multiple steps required in the first-generation network installed two years ago.



College surfs ahead of the boomer wave

Facing the prospect of being swept up in a huge wave of post-secondary retirements in the next few years; Lethbridge College opted to be proactive and moved to alleviate potential challenges in finding qualified staff and faculty.

An aging boomer generation means corporations and institutions may become part of a crowd vying for the skills and talents of a reduced pool of professionals. To get a jump on that risk, the College initiated an early retirement plan that allows for effective succession planning while rewarding employees who have contributed so much over the years.

It's a program driven by the College's needs and is not a 'golden handshake' for those choosing to participate. In the end, 70 individuals opted to take part in the plan.

The plan allows for qualified individuals to take an early retirement over the course of a three-year period that began in 2007. Offering the program addresses the fact that the mean age of Lethbridge College faculty is higher than the provincial average. It allows the College to effectively manage when faculty and staff leave the institution.

This ability is a key to effective succession planning. Better knowing when people will retire provides for realignment of staff deployment to ensure current needs are met, while allowing recruitment of new staff to begin ahead of many other institutions.

Bringing in people with experience in other organizations provides a sense of renewal that benefits all aspects of the College.

The early retirement plan is a sound program for the College that will see its costs recovered in approximately five years through replacements hired lower on the salary grid and through the attrition of staff who aren't replaced.

Fresh ideas and innovative skills can enhance programs and provide new instructional delivery models that keep Lethbridge College fresh in the eyes of learners and the community.

Leadership popular topic for staff

Changes in staffing through early retirements and shifting workloads create opportunities for employees to take on new responsibilities and move into leadership roles on campus.

Opportunities for internal advancement have been enhanced through the creation of a campus Leadership Academy at Lethbridge College. Jean Madill, former Vice President, Enrolment Management and Student Services, and Peter Chung, former Director, Human Resources, designed the program with the assistance of Dean Stetson, an associate staff member retired from the College.

While initially planned for staff in management positions, popular demand for the training resulted in the College opening it to all employees. Approximately 70 people signed up for the Leadership Academy.

Training is offered through a series of 10 modules with instruction provided by College staff and associated staff. Each module covers a different topic, including Understanding Self and Career Planning, Leadership Theory and Personal Style, Conflict Resolution, Financial/Budget Management, and Labour Relations and Conducting Performance Appraisals.

The program will continue to run through the coming year.



Advancement takes a few steps forward

A key step taken by Lethbridge College to heighten its appeal among prospective students was a move to develop and strengthen the Advancement Office. With responsibilities including fund development, communications, and marketing, enhancing this area was important to furthering institutional goals.

The past year saw several additions to the Advancement Office team. This included hiring an Executive Director for the department. After a lengthy search for the right candidate, the College brought in Steven Dyck, who left a position with the University of Alberta for the opportunity provided by Lethbridge.

Arriving in the middle of a rebranding project and planning for the 50th anniversary, Dyck had to hit the ground running. Initially, this involved keeping ahead of the 'fires' as they developed and striving to ensure the College stayed on track for both of those significant projects. Towards the end of the fiscal year, the focus could start to be more on preparing for the future.

The College Foundation and fund development received a boost with the hiring of a new manager, Laura Carlson. Her experience with large organizations, like Suncor in Fort McMurray and Spruce Meadows in Calgary, provides her with the kind of corporate experience valuable in the fostering and stewarding of potential

supporters and donors. Lethbridge College is committed to earning the support of working partners as a way to meet growing learner and institutional funding needs.

A significant addition to Advancement saw the Alumni Association come in under the College's umbrella. Until this past year, the association operated as an autonomous body. Office space was provided on campus, but the institution was not involved in association operations. Joining forces is expected to be a boom to both the College and the alumni. Working as one team resulted in solid planning for contacting 'lost' alumni for the 50th anniversary and it allows for stronger marketing and communications support for the association.

This year also saw the College receive one of three \$25,000 fellowships for a graduating student to work in the Advancement Office for a one-year period.

Kelly Burke, from Trail, B.C., graduated from the Advertising and Public Relations program and became the only recipient of the Meloche Monnex and TD Bank Financial Group Fellowship in Advancement west of the Maritime provinces. In her time with the College, Burke will complete a number of projects, including assisting the Alumni Association with plans for the 50th anniversary and preparing for the planned Concert at the College.

Staking out a new brand - *Anniversary provides ideal time to initiate change*

A special anniversary provides an ideal time to reflect on the past and focus on the future. As Lethbridge College prepared to celebrate its 50th year of helping learners achieve the opportunities for change were evident.

What better time to consider your role in the local community and the larger post-secondary scene in Alberta than on your 50th birthday? It was a consideration leadership undertook with a determination to map out paths that would guide the College for years to come.

A very significant change was renaming the institution from Lethbridge Community College to Lethbridge College. It's important to note that this decision was not made lightly; rather it continues the evolution from Lethbridge Junior College in 1957, through Lethbridge Community College in 1969 to the new name in 2007. Each change reflects the stages of development for the school.

With a desire to expand in the growing international market, it became apparent that the word 'community' carried a significantly different meaning for many potential partners. Shedding the word helped clarify the role of the College, separating it from the image of a vocational school. But it surely didn't mean the College forgot about the community of Lethbridge as the process involved input from a wide range of stakeholders.

The name change was only an initial step in a rebranding process that took months to plan and initiate. For the College, this process wasn't simply about tweaking a logo or a few brochures. In corporate branding, the logo is only one facet of establishing identity and values.

A brand is determined by an organization's culture, the way it serves its community, dedication to its vision, and the ability to establish a unique presence in a competitive field. The brand represents exactly what an institution is all about.

Lethbridge College worked with the Academica Group, one of the leaders in post-secondary branding in Canada, to dig down to the roots of the institution's identity. The process included townhall meetings with employees and community members; smaller focus groups with alumni, staff, faculty, community leaders and students; telephone interviews with those who employ graduates and with members of the provincial government; and plenty of idea exchanges between Academica and the College.

The outcome was the generation of a dynamic new brand with its introduction starting to roll out at the end of the 2006-2007 fiscal year. It was the beginning of a new attitude for Lethbridge College that will see it continue to meet the growing needs of learners, business and industry, and the community.

The brand represents exactly what an institution is all about.

Taber Anniversary

The Taber Campus of Lethbridge College celebrated its 20th anniversary in March.

Opened in February 1987, the campus has taught close to 700 students in the last two decades, offering upgrading in preparation for other post-secondary training. In the last few years, it has provided courses tailored to meet the training needs of business and industry in the town and surrounding community.

At present, the campus offers instruction through three initiatives: WEST (Workforce Essential Skills Training); NexStep, funded by Chinook Community Futures, which includes training in retail, carpentry and an introduction to the oil and gas industry; and evening upgrading in mathematics.

Instructors from the main campus and from the Taber and District Adult Learning Council teach close to 50 students in day and evening classes.

The campus has forged a relationship with the Low German Mennonite community, providing industrial and academic training as far afield as Grassy Lake and Vauxhall.

New logo captures sense of dynamic change

When your logo looks and feels like it's been around for awhile, that sense of being dated can start to affect how you are perceived. At Lethbridge College, it was time for a significant change.

The end of a name that dated back to the late 1960s provided an ideal time to revisit a logo that also came from that era. Lethbridge Community College became Lethbridge College and the old logo featuring 'C's inset into the 'L' just didn't cut it anymore. Working closely with Academica Group, the College included the design of a new logo in the rebranding process.

Academica took what it learned from branding research on campus and used it to create a number of possible new looks for a logo. Input from a cross-section on campus helped hone the design to create a look that received College approval in June 2007.

The new logo is a dramatic departure from the outdated 'LCC' look. Instead of a tired, old corporate appearance, the new image captures the geography of southern Alberta while incorporating a sense of forward movement. With green representing the coulees and blue the big prairie sky of the Lethbridge area, the image moves upward from left to right.

Below, the words "Lethbridge College" appear in a simple, yet bold typeface. There is a slightly stronger emphasis on the word "Lethbridge," indicating a sense of pride in the community.

The new look for the College that will be incorporated in all marketing and communications materials. It is a dynamic visual identity that the institution will proudly display for years to come.



Let's get the party started

Planning something as big as a 50th anniversary celebration takes time and a lot of effort. It requires ingenuity, creativity, planning, input and a deft hand at pulling it all together.

Lethbridge College wanted the events surrounding this celebration to have a positive impact on the community and to involve more than just a party. Of course, the plans did include a couple of parties, but these were really viewed as a major kickoff set for August 2007 and a finale in May 2008.

Plans for the kickoff involved hosting a "Concert at the College" set for late August. The goal for the festivities was simple; offer something that would attract members of the community to the campus in order to enhance awareness of the College. Before the end of 2006-2007, bands were being lined up, attractions for children considered and a unique fireworks display organized.

Additionally, plans were in place to show off the latest additions to the institution. This included a grand reopening of the Cousins Building, which was wrapping up renovation work throughout the year, and the 'christening' of a new water feature planned and paid for by donors from the current and past Board of Governors and members of senior management. It was hoped both features would prove attractive enticements for visitors.

Concluding the year in May 2008 will be a 50th Anniversary Homecoming. With a number of events planned for the May long weekend, anticipation runs high for a good turnout by College alumni. Program reunions, a special Saturday evening dance, a public concert with a well-known Canadian performer and a big western-style tailgate party at the College's D.A. Electric Barn on Sunday are all part of the schedule for what could be a couple of thousand grads returning to their old stomping grounds..



Partnership healthy for EMS

Lethbridge College, with the City of Lethbridge Fire & Emergency Medical Service, formed a collaborative, interactive partnership in April 2007 with the Northern Alberta Institute of Technology to provide high quality training in pre-hospital care education.

Students interested in one of three program areas will be able to access NAIT's programs through Lethbridge College, assured that their courses are Canadian Medical Association Accredited and approved by the Alberta College of Paramedics.

The agreement covers programs for those wishing to become emergency medical responders (EMRs), emergency medical technicians (EMTs), and paramedics. The courses are ladderized, allowing students to progress through the three stages in order to achieve the highest standing of paramedic. The first two-month EMR course began at Lethbridge College in April 2007, and will repeat in the fall, winter and spring semesters.

Kelly Mantler, Health Program Co-ordinator at Lethbridge College, says the agreement with NAIT came about when students indicated a need for a more collaborative partnership between the campus and the course provider. She says the agreement with NAIT will address those concerns and respond to the needs of those organizations providing practicum placements and eventual employment of graduates.

Paramedic, nursing and EMT training also received a major boost this year through a ground-breaking agreement between the College and ZOLL, a leading manufacturer of resuscitation equipment. ZOLL agreed to make available to the college several of its latest machines, a gift worth \$75,000. The equipment involved is so cutting-edge, it hasn't been supplied to hospitals yet.

The gift means more than 700 nursing and EMT students will have a chance to learn on the very latest technology every year, as will 500 Chinook Health employees.

The agreement is an example of a partnership agreement forged by the College for the advantage of its students with a company that believes in giving back to education.

"This agreement allows us to meet the needs of students while maintaining a high-quality, sanctioned curriculum."

English Language Centre stays global

Lethbridge College's English Language Centre continues to make new international friends through collaborative programs and initiatives. And, every once in a while, it welcomes back old friends.

In early 2007, a former head basketball player and coach at Lethbridge College returned to campus from his native Brazil, bringing 15 students eager to improve their English skills.

Carlos Maffia, now a principal at Colegio Santa'Anna in Vinheto, a suburb of Sao Paulo, was a Kodiak basketball star in the early 1990s while he studied business administration to pair with his physical education degree. After his return to South America, Maffia kept in touch with Judy Hasinoff, ELC director and, when he sought an English program for his students, immediately considered coming back to the college.

The 15 students arrived in January. During their stay, the 10 girls and five boys, aged 14 to 19, complemented their English classes with cultural activities. The previous summer, students from Québec and Japan again spent chunks of their spring and summer learning English at Lethbridge College while also sampling local culture and customs.

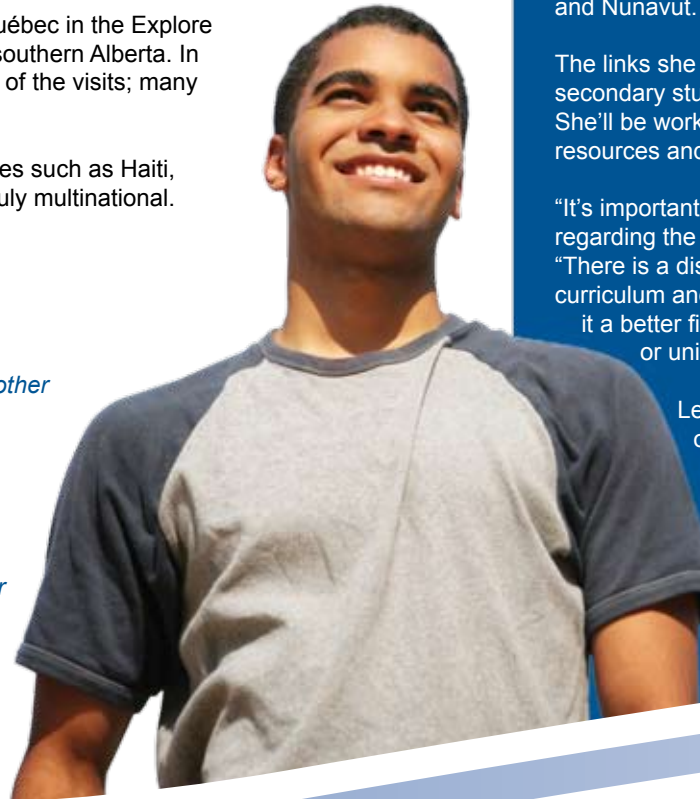
In all, close to 80 students from five Japanese schools, plus 85 from Québec in the Explore program, visited the campus, spent time with host families and toured southern Alberta. In most cases, students were billeted with host families, a popular feature of the visits; many host families are regulars who take in students annually.

Some of the Québec students were immigrants to Canada from countries such as Haiti, Mexico and Romania; they settled in Québec and made the program truly multinational.

Partnership Opportunities

Lethbridge College actively seeks out and promotes partnerships with other post-secondary institutions. During the year, the College reached three initiatives of note:

- with Norquest College to provide Edmonton-area learners with the chance to complete a Lethbridge College diploma in Criminal Justice-Policing.
- with Royal Roads University (Victoria) for a transfer agreement for a Bachelor of Communications.
- with the University of Lethbridge and Medicine Hat College to create a Southern Alberta Education Corridor for post-secondary, focusing on laddered learners and joint-educational initiatives.



Vicki weaves curriculum

A program leader at Lethbridge College was tapped in March 2007 to help develop part of Alberta's junior and senior high school Knowledge and Employability curriculum.

Vicki Charge, Fashion Design and Merchandising Program Leader, has been sought out for her expertise and industry connections to work on the new Fabrics course available to students in grades 8 to 12.

Charge was recruited, in part, because of her involvement with two national organizations, the Apparel Human Resources Council and the Apparel Affinity Group. As a representative on both boards, she is well connected with the industry and conversant with its needs for skilled employees. She serves as educational director on the AHRC, and was original AAG chair and now its representative for Alberta, Saskatchewan and Manitoba and Nunavut.

The links she has forged will well serve those Alberta secondary students interested in careers within the industry. She'll be working with Doreen Pritchett to assemble resources and create lesson plans on the web for teachers.

"It's important to provide students with accurate information regarding the Canadian apparel industry," says Charge. "There is a disconnect right now between the high school curriculum and college requirements; we are trying to make it a better fit to prepare students to move on to college- or university-level work."

Lethbridge College supports the collaboration of its faculty in ventures such as this. Charge has previously conducted in-service training for teachers in Calgary. Students taking Knowledge and Employability courses can obtain advance credit for course work at the college, saving them time and tuition.



New vision for Aboriginal success

Lethbridge College is located in Blackfoot territory, a land rich with the culture and heritage of First Nations people.

In recognition of that history and the need to provide quality education and support services for Aboriginal learners, the College is committed to building strong cross-cultural relationships to the benefit of all students.

Successful projects initiated during the year provide a base to build a policy that focuses on current strengths with a vision of further enhancing the educational experience for Aboriginal learners. The College has developed several objectives to ensure this vision becomes a reality.

These objectives include:

- Increase the recruitment and retention of Aboriginal learners for greater socio-economic benefits in southern Alberta.
- Build an inclusive learning environment that bridges the Aboriginal and non-Aboriginal communities.
- Ensure that Lethbridge College Aboriginal graduates are acknowledged and valued in the workforce.
- Share the rich heritage and culture of the Blackfoot people with all constituents.

Achieving these objectives is the goal of an Aboriginal Transition Program the College began developing this past year for implementation in fall 2008. The program will be tailored to meet learner needs by integrating Aboriginal content and traditions within the classroom. It will provide access for pre-screened Aboriginal learners to a year-long program for academic upgrading.


The program will provide one-on-one support from the College's Aboriginal Transition Advisor, selected Elders and mentors, and faculty in the Learning Café. Expected outcomes will see Aboriginal learners able to compete academically in future college courses.

Also during the past year, new projects added to an existing base of Aboriginal services to provide a framework for the College's the Aboriginal Transition Program. Already in place was the Piita Pawanii Learning Centre that provides a setting to encourage a smoother transition for Aboriginal learners, and the positions of Counsellor, Career Advisor and Academic Advisor.

Lethbridge College initiated the following:

- Aboriginal Initiatives Council. It was developed to include employees from across campus. In partnership with other schools, businesses, reserves or social organizations, it promotes Aboriginal learning opportunities.
- Aboriginal Transition Advisor. This position assists learners in making the transition from the reserve to life at college and in the city. The advisor also provided training to the community, staff and faculty based on personal and professional experiences in the Blackfoot culture.
- President's Aboriginal Advisory Council. An inaugural meeting in March 2007 was attended by elders from the Blood, Piikani, and Métis Nations, and representatives from urban and rural councils. The council provides advice and guidance to the President and the College's Aboriginal team.



An abstract graphic at the bottom of the page consisting of several overlapping geometric shapes. A large green shape forms the base, with a smaller blue shape on top of it towards the right. Another green shape is visible on the far left, partially cut off.

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