



LEADERSHIP AND TRANSFORMATION

LETHBRIDGE COLLEGE
COMPREHENSIVE INSTITUTIONAL PLAN
2016-19



LEADERSHIP AND TRANSFORMATION

A person is riding a bicycle on a dirt path that winds up a grassy hill. The landscape is characterized by gentle, rolling hills (coulees) under a soft, hazy sky. The overall tone is peaceful and scenic, with a muted color palette of greens, browns, and greys. The text 'LEADERSHIP AND TRANSFORMATION' is overlaid at the top in a large, serif font, with 'TRANSFORMATION' underlined.

Southern Alberta's gently rolling coulees are just minutes away from campus and a popular destination for runners, riders and outdoor enthusiasts of all types.



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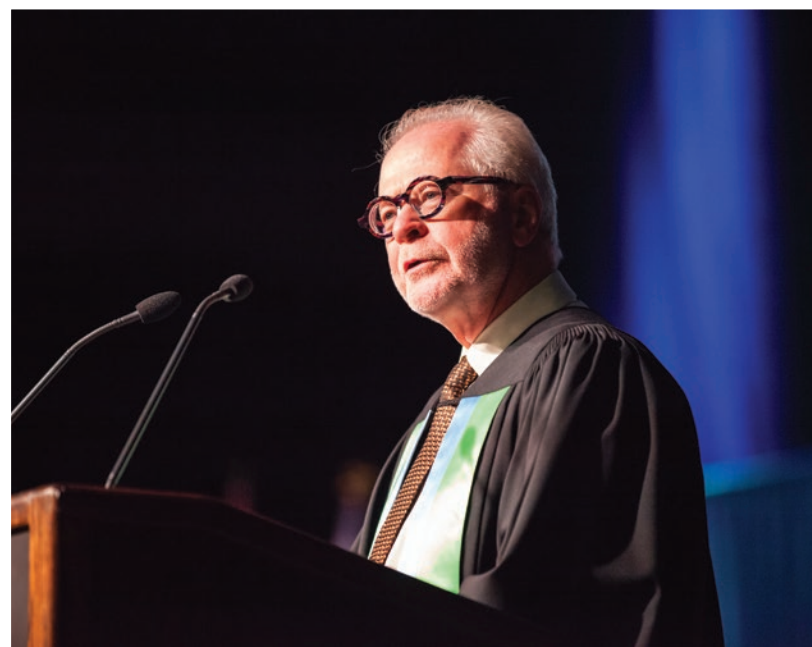
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MESSAGE FROM THE BOARD CHAIR

**It is a true pleasure to present Lethbridge College's 2016-19
Comprehensive Institutional Plan on behalf of the Board of Governors.**

This plan provides clear goals and direction to guide Lethbridge College as it continues its nearly 60-year tradition of providing students with an outstanding education that meets social and economic needs – both in the community and far beyond.

From our earliest days, as the founders of Canada's first publicly-funded community college came together from the "city" and the "country" to create a post-secondary institution for all of southern Alberta, collaboration has been essential to the college's role and work. That focus remains a key priority today and as the college plans for its future. Whether staff and students are working with community partners on an applied research project funded by our NSERC grant, building a dual credit program with a high school on a nearby First Nations reserve, or developing an innovative Agriculture program with the support of philanthropists and industry, our strategic alliances and partnerships are essential to our work enhancing the learning of our students and the employability of our graduates.



Lethbridge College Board of Governors Chair Randy Jespersen speaks at the 2016 Convocation ceremony.

The college also values the different kinds of collaboration that occur throughout campus on a daily basis. We see this taking place between outstanding instructors and students in the classroom and between staff members coming together to work on projects. When planning for the future, leaders of Lethbridge College have actively sought out the input of our staff, students and other partners, creating and hosting scores of meetings for all stakeholders in the last few years. That feedback has helped shape this comprehensive institutional plan, which also reflects the priorities established by the board and continues using well-articulated and defined performance measures to align and track the college's pursuit of its goals.

Sometimes being a good partner means being patient – and that is the case of our students and staff who have shown great flexibility during the three-year construction of the college's new trades and technologies facility. We are pleased to be able to offer the same number of seats in our outstanding trades programs – and even add a new plumbing program – during this construction project. However, we recognize that the work has required extra effort from our trades and facilities staff who have prepared plans to make this transition as smooth as possible, and extra patience from our students and staff who are making the best of some less-than-ideal temporary facilities. Our thanks go out to them all.

Finally, I would like to thank all of the staff members, leaders, board members, students, alumni and friends of Lethbridge College for the great privilege of having served as Chair of the Board of Governors these last two terms. I got my start at Lethbridge College, graduating from the Business Administration program in 1973; like so many students before and after, I used that education as a foundation to build a satisfying career and life. Serving on the board has been a pleasure and an honour. It is with gratitude and appreciation that I submit this plan for review by the Government of Alberta.

R. L. (Randy) Jespersen

Chair, Board of Governors
Lethbridge College

MESSAGE FROM THE PRESIDENT

I am pleased to present Lethbridge College's Comprehensive Institutional Plan for 2016-17 through 2018-19. This document outlines the college's plans to continue the work we have been focused on since our founding nearly 60 years ago: providing relevant, high quality education in a changing world.

At the core of this plan are the goals and initiatives that illustrate the college's commitment to supporting our students in their efforts to access post-secondary education and succeed during their time as students as well as during their lives as alumni. With excellent instructors, small classes and dedication to hands-on learning, Lethbridge College students thrive as they access the college's affordable and high-quality programs. Approximately 90 per cent of student participants in a recent externally-organized student satisfaction survey reported being satisfied with their decision to enrol at Lethbridge College and with their experiences here. This is significantly above the national average of 75 per cent and is a testament to the excellent teaching and learning, applied research programs, competency-based educational opportunities and collaborative partnerships we offer our students.

This plan also outlines the different ways that Lethbridge College promotes an inclusive and healthy learning and work environment for our students and staff. The college truly values the health and well-being of students and employees, and to that end we support a number of initiatives that help us create the best learning and working environment for our entire community. In addition, details of the ways the college will continue to support the development of our staff to align their strengths, passions, purpose, skills and capabilities with the needs of a shifting and changing educational landscape are also highlighted.

Lethbridge College sits on traditional Blackfoot territory and is proud of our rich Indigenous heritage and culture. This plan highlights some of the ways the college is providing high-quality education and support services with close links to the First Nations, Métis and Inuit communities through partnerships and by being a fully engaged member of the local community. And finally, this plan demonstrates the ways we are ensuring that the college continues to be relevant and sustainable in a changing environment.



President Paula Burns visits the laboratory of Environmental Science instructor Henry Komadowski to see hands-on learning in action.

It is my true pleasure to present this plan for Lethbridge College's future as it addresses the breadth and depth of our educational programming as well as the expertise and excellence of our employees. It also builds on the college's existing strengths and highlights how we are continuing to strengthen the role of Lethbridge College in the communities and within the walls of the institution. As we move into our sixth decade, this Comprehensive Institutional Plan will serve as our guide as we strive toward our mission of inspiring and facilitating learning and innovation to meet economic and social needs, and the best practices we will rely on as we work towards these goals.

Paula Burns, PhD, MBA

President and CEO

Lethbridge College

ACCOUNTABILITY STATEMENT

This Comprehensive Institutional Plan was prepared under the board's direction in accordance with legislation and associated ministerial guidelines, and in consideration of all policy decisions and material, economic, or fiscal implications of which the board is aware.

Original signed by

R. L. (Randy) Jespersen

Chair, Board of Governors

Lethbridge College

May 1, 2015

BOARD OF GOVERNORS

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Ron Hammerstedt, an Environmental Sciences instructor, helped coordinate the installation of an Enviro-Span culvert across a creek in the Six-Mile Coulee area behind the college last year.



More than 650 convocates crossed the stage at the 2016 Convocation, which was held at the Enmax Centre in Lethbridge, Alta.

EXECUTIVE SUMMARY

As Lethbridge College prepares for our 60th anniversary celebrations next year, we have been taking time to look back to our beginnings, when we were founded as Canada's first publicly-funded community college by forward-thinking members of the community who had an innovative vision of the future of post-secondary educational opportunities in southern Alberta.

Throughout our history, the courage, vision, dedication, commitment and hard work of the people of Lethbridge College kept us on course as we attended to our number one priority – providing relevant, high quality education in a changing world.

In 2013, Lethbridge College approved a strategic framework that was founded on our history of leadership and the foresight that a significant change in higher education is both inevitable and necessary to continue working on our priorities and supporting student success.

Higher education continues to evolve, driven primarily by the rapid advances in technology including the exponential growth in the availability of information (the web) and the increased flexibility generated by mobile technology. Advances in technology are also fueling the need for higher learning as work moves from labour-based to technology-based. A great example is the transformation experienced within the agriculture sector where the introduction of global positioning units (GPS) and big data are now commonly used to improve productivity and higher yields. The end product – food production – remains the same; what has changed is the way the work is done as higher skills and training are now required.

Like agriculture, we are reorienting to remain relevant and sustainable in a shifting environment. Grounded by student success, this reorientation is being shaped by demographic, economic, technological and pedagogical drivers.

Flexible, accessible learning opportunities are key to serving new generations of learners. We are piloting examples of this in the customized Agriculture Business Risk Management program. This program, developed collaboratively with industry, is in a modular format to provide learners the flexible access they need. Another example is our justice studies Competency Based Education (CBE) project. This project builds on our strengths and strong reputation in justice studies programming and aligns our curriculum to the defined Police Sector Council (PSC) competencies, including the rigorous assessment needed to recognize a student's learning outcomes. This is expected to transform the higher education system for justice training, removing the existing duplication and cost for new recruits and agencies; it will also open up increased opportunities for career advancement in policing.

This Comprehensive Institutional Plan builds on the college's strong foundation of excellence in teaching and learning that is demonstrated in the success and satisfaction of our students and graduates. It exemplifies our values - people, excellence and success - and the principles of quality, collaboration, sustainability, accessibility and diversity. Within the strategic framework are our four strategies of Academic Transformation, Collaborative Partnerships, Resource Innovation and People Development that work interdependently in providing guidance and direction in achieving the outcomes our stakeholders expect. The college's strategic framework is in alignment with the key government mandated goals for post-secondary education of accessibility, affordability and quality, and is established within the context of our government-approved mandate.



Lethbridge College was proud to announce it was the first post-secondary institute in Canada to sign an AGCO Advantage Partnership agreement with AGCO Corporation and Hanlon Ag Centre Ltd.

Our plan reflects the significant input we have received from all stakeholders and specifically from our people, who are committed to exemplary learning experiences and student success. In addition, it incorporates all aspects of the college and what is important for student success – relevant, high quality education; a healthy environment; our responsibility to Indigenous people; the development of our people; and, long-term sustainability for generations to come.

Through this plan, the college will continue to demonstrate leadership within the Campus Alberta system and beyond. Achieving our mission – **to inspire and facilitate learning and innovation to meet economic and social needs** – will continue through relevant and high quality education and the passion and talents of our people.

INSTITUTIONAL CONTEXT

As a publically funded post-secondary institution in Alberta, the role of Lethbridge College is to support and promote Campus Alberta and its goals of providing a learner-centered, accessible, affordable, quality and sustainable post-secondary system in Alberta that fosters innovation, entrepreneurship and collaboration. In doing so, the college will operate within its approved mandate and direction provided by the Minister of Alberta Advanced Education (AAE).

The Enmax Centre filled with proud parents, friends, family members and college faculty and staff to celebrate the college's 59th Convocation in 2016.





MANDATE

Established in 1957, Lethbridge College is a board-governed public college operating as a Comprehensive Community Institution under the authority of the Post-secondary Learning Act of Alberta. Although the main campus is located in the City of Lethbridge, the institution plays a stewardship role for adult learning within its geographic service region. As a member of Campus Alberta, the college works with other post-secondary institutions, community organizations, school districts, employers and other partners to enhance access to programs and services throughout the region. Through its commitment to a variety of educational delivery methods including face-to-face, online and blended learning, it strives to address diverse learning styles and needs in order to increase access for students. In addition, a broad range of student support services is designed to enhance learner success for both on- and off-campus learning.

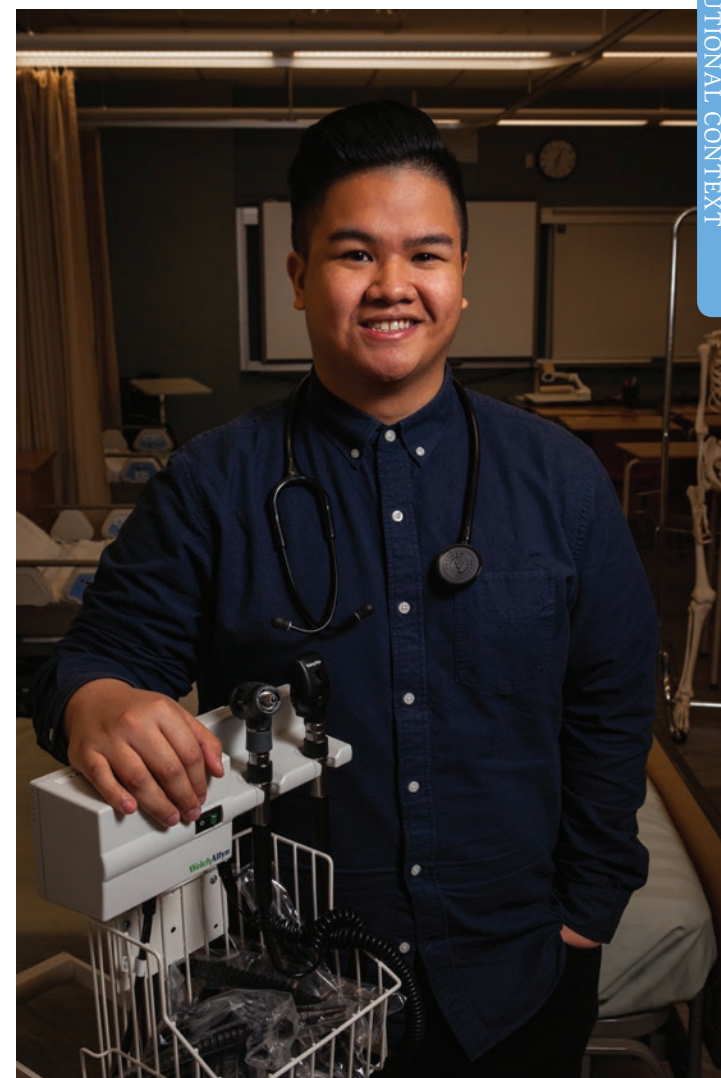
Lethbridge College provides a range of educational opportunities in a variety of career-focused program areas including Business and Management, Design and Technology, Justice Studies, Health and Human Services, Agriculture, and the Environment and Trades. The college offers programming that leads to career employment or to further education through foundational learning, upgrading, university transfer, apprenticeship programs, certificates, diplomas, applied degrees and baccalaureate degrees offered primarily in collaboration with degree-granting institutions.

Serving a diverse population of learners, predominantly residing in southern Alberta, Lethbridge College also attracts students from other regions, provinces and countries. Through formal partnership agreements with institutions both locally and internationally, the college helps students become global citizens and increases their opportunities for economic prosperity. Creating an inclusive environment for First Nations, Métis, Inuit and international students serves to enrich the educational experience of the entire student body.

The college is an important catalyst for economic, social and personal development for the population in the city and the region as it actively engages employers, community and learners. Applied research and scholarly activities are strategically aligned with business, industry, government and community needs. An integrated applied research strategy enhances learning by providing students and faculty with opportunities to address immediate real-world problems, leading to innovative solutions that benefit our industry and business partners. This contributes to the continuing economic growth and sustainability of the Lethbridge College region and our ability to support competitive local, regional, provincial and national economies.

Lethbridge College plans and delivers programs, provides services and creates opportunities to develop skills, knowledge and attitudes that will allow its graduates to be successful both in their lives and in their careers.

*Approved by the Minister, Advanced Education and Technology,
October 25, 2011*



Abben Salacup is a Bachelor of Nursing (NESA) student in his first year of the four-year collaborative degree with the University of Lethbridge.

INSTITUTIONAL LEVEL OUTCOMES

Lethbridge College is driven by our mission of inspiring and facilitating learning and innovation to meet economic and social needs and our vision of leading and transforming education in Alberta. Guided by our four strategies of Academic Transformation, Collaborative Partnerships, Resource Innovation, and People Development, Lethbridge College endeavours to achieve the following institutional level outcomes that have been endorsed by the respective stakeholder groups:

Learner perspective:

- Employment/employability
- Access to relevant, timely, transportable, affordable learning
- Outstanding learning experience

Employer perspective:

- Competent, productive employees

Community partner perspective:

- Enhanced viability and desirability of southern Alberta

Business, community and industry perspective:

- Best of class value proposition

Government of Alberta perspective:

- Economic growth and diversification in Alberta
- Leadership in culture and practice of collaboration
- Optimal use of resources

Lethbridge College Environmental Sciences lab technician Jonathan Friesen rides past the new trades and technologies facility on a sultry summer evening. Friesen is one of many grads who now work at the college.



STRATEGIC FRAMEWORK

In alignment with our Campus Alberta-approved mandate and Board of Governors Ends, the Board of Governors approved the following strategic foundation in June 2013. The vision, transformational strategies and mission for the college are grounded in the college's values, principles and strengths.

Vision

Leading and transforming education in Alberta.

Strategies

Academic Transformation

We will collaboratively create innovative and creative learning experiences that meet the diverse and integrated needs of learners, the economy and society.

Collaborative Partnerships

We will be model collaborators focused on achieving unprecedented levels of collaboration in education.

Resource Innovation

We will create entrepreneurial business models and expand revenue sources.

People Development

We will develop our people to realize their highest potential.



Bachelor of Nursing (NESA) student Constance Day Chief and Ron Farrell are supporters of the college's Family Campaign, which is raising money to support a variety of major projects on campus as well as student awards.

Values

People - We value people by:

- promoting trust and respect among all 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

Mission

Lethbridge College inspires and facilitates learning and innovation to meet economic and social needs.

Principles

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

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

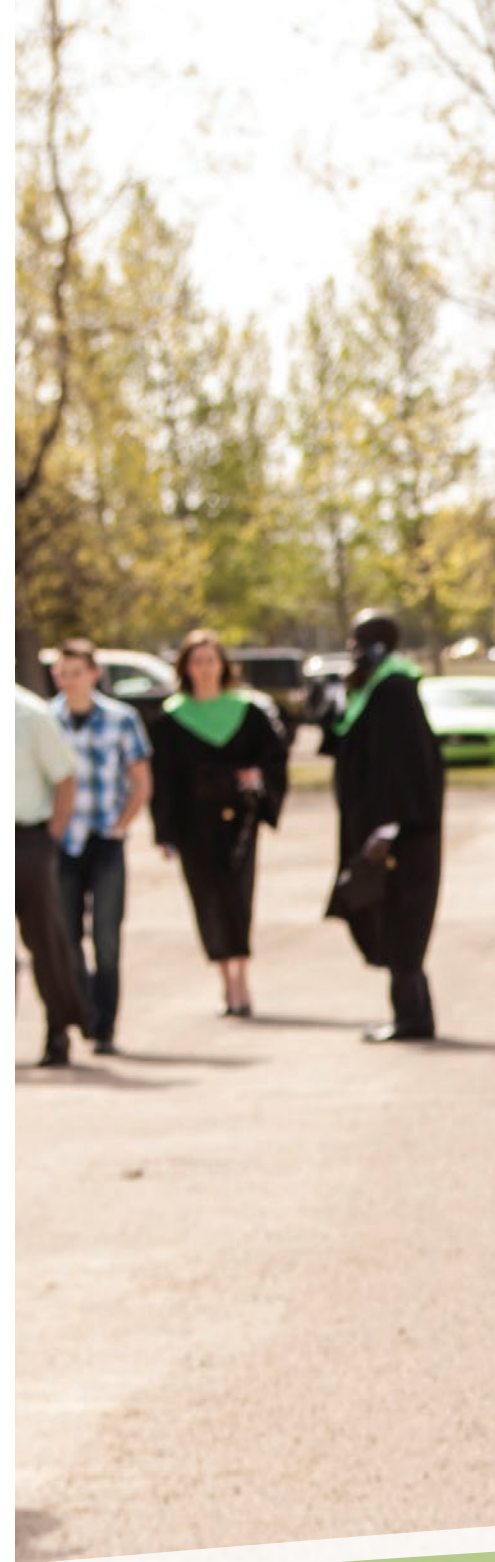
Sustainability: to cultivate a college environment that is positive, collaborative and sustaining.

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

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

GOALS PRIORITY INITIATIVES AND EXPECTED OUTCOMES

Friends and classmates gathered outside of the Enmax Centre in April to capture memories and mark the moment of their big day.





Lethbridge College's goals, priority initiatives and expected outcomes are founded within the strategic framework that was approved by the Board of Governors in June 2013. The four long-term strategies of Academic Transformation, Collaborative Partnerships, People Development and Resource Innovation are fundamental to achieving our vision of leading and transforming education in Alberta and our mission of inspiring and facilitating learning and innovation to meet economic and social needs. Underpinning all that we do are our values - people, excellence and success – and the principles of quality, collaboration, sustainability, accessibility and diversity.

The college's strategic framework is in alignment with the key government-mandated goals for post-secondary education of accessibility, affordability and quality, and is established within the context of our government-approved mandate.

The college's focus in achieving the goals of delivering high-quality, accessible and affordable post-secondary education is grounded in our history of excellence in teaching and learning and our work to date. The following overarching goals (longer term strategic goals) provide focus for the shorter term (three-year) initiatives and are underpinned by a culture of evidence and the achievement of institutional level outcomes.



Honorary alum Brent Brooks, otherwise known as Brooksie from Country 95.5, was the emcee for the official opening of the first phase of the new trades and technologies facility.

FIVE OVERARCHING GOALS

- 1** Provide relevant, high quality education through excellence in teaching and learning, applied research, strategic enrolment management and collaborative partnerships.
- 2** Promote an inclusive and healthy learning and work environment that nurtures the health and well-being of all students and employees.
- 3** Improve the lives of learners and communities through the recognition and respect for the distinct cultures, languages, histories and contemporary perspectives of Indigenous people and Indigenous-centred education.
- 4** Support the development of our people to align their strengths, passions, purpose, skills and capabilities with the needs of a shifting and changing educational landscape.
- 5** Ensure that Lethbridge College continues to be relevant and sustainable in a changing environment.

1 Provide relevant, high quality education through excellence in teaching and learning, applied research, strategic enrolment management and collaborative partnerships.

1.1 Excellence in Teaching and Learning

Goals:

1. Create and facilitate high quality, flexible, experiential and relevant learning experiences that opens pathways for students to employment, career advancement, further post-secondary education and lifelong learning.
2. Meet industry needs with relevant, high quality graduates.

Priority initiatives:

Work is expected to be ongoing across the three year plan unless otherwise noted.

- Provide an integrated, informed approach through the direction and guidance of the Excellence in Teaching and Learning Council.
- Further develop and foster collaborations with external stakeholders (i.e. industry, other educational providers, community groups, professional associations, etc.) to:
 - deepen relationships with industry to fully understand its current and emerging needs and the alignment with college strengths
 - explore and establish educational pathways
 - leverage strengths and resources
- Explore, research and evaluate emerging practices and innovations in teaching and learning including pedagogies, assessment of learning, digital learning and learning environments.
- Design, deliver and evaluate relevant, stimulating, accessible and sustainable exemplary programming and student experiences, including:
 - Agriculture Business Risk Management certificate (pending approval)
 - Criminal Justice and Policing Competency Based Education (CBE): Alignment of justice studies curricula with Police Sector Council competencies
 - Bachelor of Applied Science in Ecosystem Management and the Community Health Promotion certificate and diploma (complete implementation and evaluation)
 - Explore new, relevant and innovative programming and pathways such as an Agribusiness diploma / degree in collaboration with the University of Lethbridge
- Continue to integrate 21st century (complex) skills and the Universal Design for Learning into programming.
- Focus on professional development to enhance individual strengths, abilities and organizational capacity to meet the needs of a changing educational landscape.

Expected outcomes:

- Lethbridge College is recognized as a leader in creating and showcasing exemplary practices and innovations that provide high quality, flexible, experiential and relevant learning experiences.
- Graduates and students are in high demand by employers and other post-secondary learning providers.
- Graduates and students are very satisfied with their learning experience.
- The college is recognized for its significant contribution to the viability and desirability of southern Alberta.

Performance Measures	Target
Percentage of graduates satisfied with the overall quality of the learning experience (Alberta Graduate Outcomes Survey)	90 per cent or greater
Percentage of students satisfied with the quality of the learning experience	<i>Under development</i>
Percentage of employers satisfied with the quality of the graduates they hire	<i>Under development</i>



Social Sciences instructor Faron Ellis, who leads the college's Citizen Society Research Lab, received a Lethbridge College Students' Association/Faculty Association teaching award in 2016.

1.2 Applied Research and Scholarly Activities

Goals:

1. Leverage internal resources and strengths, and external partnerships, including the Regional Innovation Network of Southern Alberta (RINSA), to provide exemplary learning experiences and address real-world problems leading to innovative solutions that benefit students, industry and community partners.
2. Provide students and employees with opportunities to engage in applied research.

Priority initiatives:

Work is expected to be ongoing across the three year plan unless otherwise noted.

- Integrate applied research into teaching and learning activities throughout the college to enhance experiential learning.
- Continue to build the college's capacity for applied research, including the Scholarship of Teaching and Learning (SoTL), by:
 - delivering and expanding the Applied Research Skills Development program to support employee skills development for all forms of applied research; and
 - designing, constructing and expanding facilities and spaces that accommodate growth in applied research activities and enable multi-disciplinary teams to work on complex projects in collaboration with all levels of industry and community partners, examples include:
 - agriculture research and development greenhouse;
 - “maker space” in the new trades and technologies facility;
 - and expansion of the Citizen Society Research Lab.
- Continue to develop and foster external partnerships, including RINSA, to expand exemplary learning experiences and the creation of knowledge including the following:
 - building an irrigation science program in collaboration with industry and the college's newly formed Applied Research Chair in Irrigation Science
 - conducting applied research in collaboration with industry that supports the commercialization of Integrated Fish and Plant Systems (IFPS) (2019+)
 - in collaboration with RINSA partners, supporting the Student Entrepreneurship program
 - in partnership with Medicine Hat Police Service, developing the capacity for program evaluation and assessment in determining the efficiency of its Safe Families Intervention Team program
 - integrating applied research, including SoTL, into learning experiences and conducting research on teaching and learning initiatives, examples include:
 - Early Childhood Education Outdoor Play Space demonstration site to research and develop new curriculum in outdoor play expertise
 - prototype and assess the adoption of immersive technologies in learning experiences

Expected outcomes:

- Applied research is integrated into teaching and learning activities through experiential learning and skills development which meet industry and community needs.
- Scholarly activity is supported as a means to enhance professional development, share knowledge and strengthen our academic capabilities regionally, nationally and internationally.
- Strategic collaborations with Campus Alberta institutions, Alberta Innovates (RINSA network) and other organizations are established to maximize the benefits of applied research relationships and outcomes.
- Collaborative partnerships serve as a catalyst for enhanced learning opportunities both within and beyond our college community.

Performance Measures	Target
The number of employees engaged in applied research	42 employees (2017); 46 (2018); 51 (2019)
The number of students engaged in applied research	367 students (2017); 403 (2018); 443 (2019)
The number of industry and community partners	35 partners (2017); 39 (2018); 43 (2019)
The number of collaborative projects	16 projects (2017); 18 (2018); 20 (2019)



College students Jessica Knoop (left) and Heidi Genesis work on a research project to develop a back-flush slow biosand filter that will remove pathogenic microorganisms like Giardia cysts, Cryptosporidium oocysts and E. coli from water, ensuring that it is safe for everyone to drink.

Lethbridge College Students' Association President Emmerson Reyes led a number of initiatives in the 2015-16 academic year.



1.3 Strategic Enrolment Management

Goals:

1. Grow and optimize traditional and non-traditional enrolments.
2. Enhance student success through high quality learning experiences.
3. Ensure the college continues to be relevant and sustainable into the future.

Priority initiatives:

Work is expected to be ongoing across the three year plan unless otherwise noted.

- Continue to develop and foster a culture and foundation of evidence informed decision making.
- Review and establish a programming mix based on college strengths, regional needs and system effectiveness.
- Develop enrolment plans that maximize the college's capacity, optimize resources, and are responsive to labour market need.
- Establish integrated and aligned recruitment and marketing activities.
- Focus on improving core processes such as applicant conversion, enrolment and resource planning.
- Foster deeper relationships with students, prospective students and other key stakeholders to understand their needs, aspirations and pathways to success.
- Create an environment that supports a holistic student experience and enhances student success.

Expected outcomes:

- Lethbridge College is recognized as a leader in creating and showcasing exemplary practices and innovations that provide high quality, flexible, experiential and relevant learning experiences.
- Graduates and students are in high demand by employers and other post-secondary learning providers.
- Graduates and students are very satisfied with their learning experience.
- The college optimizes its resources in providing high quality, accessible and affordable learning experiences.
- The college is recognized for its significant contribution to the viability and desirability of southern Alberta.

Performance Measures	Target
The number of full-load equivalents - enrolment plan targets	See appendix B
Percentage of graduates satisfied with the overall quality of the learning experience (Alberta Graduate Outcomes Survey)	90 per cent or greater
Percentage of students satisfied with the learning experience	Improvement over 2015-16 in targeted areas (<i>under development</i>)
Percentage of employers satisfied with the supply of graduates	<i>Under development</i>
Balanced budget that meets or exceeds the mission and expectations.	Balanced budget



Multimedia Production students collaborate on a class assignment.

1.4 International Education Initiatives

Goals:

1. Enrich the global learning experience for all learners leading to enhanced employability.
2. Support economic growth and development by attracting and educating international students who stay in Alberta after graduation, addressing the need for skilled workers.
3. Generate consistent net revenue (positive contribution) to promote fiscal sustainability.

Priority initiatives:

Work is expected to be ongoing across the three year plan unless otherwise noted.

- Clearly understand the costs and benefits of the college's current and proposed international activities.
- Identify and implement fiscally responsible opportunities for increased globalization of the college learning environment.

Expected outcomes:

- A portfolio of international activities providing a culturally enriched learning environment benefiting all students and a positive financial contribution.
- The college's international activities contribute to the economic growth and diversification in the region and Alberta.

Performance Measures	Target
The number of international students	Six per cent increase
<i>Other measures are expected with the final development of the International Plan</i>	

Hang Hong, a student in the college's Geomatics Engineering Technology program, is a recipient of a student award.



2 Promote an inclusive healthy learning and work environment that nurtures the health and well-being of all students and employees.

2.1 Organizational Health and Wellness Plan

Goals:

1. Enhance student success.
2. An inclusive healthy learning environment that nurtures the health and well-being of all employees and students and positively influences key organizational health and performance drivers.

Priority initiatives:

Work is expected to be ongoing across the three year plan unless otherwise noted.

- Promote a proactive and inclusive approach to holistic health and well-being through education, awareness and integration into management practices.
- Partner with existing local, regional and provincial organizations and services for shared development, leadership and services.
- Identify, plan, implement and maintain a data-informed, proactive and holistic range of health and wellness programs and services.

Expected outcomes:

- Healthy and engaged students and employees.

Performance Measures	Target
Students – 2016 participation in the National Colleges Health Assessment survey will inform measures and targets	Improvement from baseline survey (in progress)
Improvement in employee engagement metrics with respect to health and wellness	Improvement from - baseline survey (in progress)

3 Improve the lives of learners and communities through the recognition and respect for the distinct cultures, languages, histories and contemporary perspectives of Indigenous people and Indigenous-centred education.

3.1 First Nations, Métis and Inuit - Indigenous Plan

Goals:

1. Cultivate awareness, understanding and acceptance for the distinct cultures, languages, histories and contemporary perspectives of Indigenous people.
2. Improve the lives of learners and communities through accessible, affordable and Indigenous-centred education.



Peter Weasel Moccasin (centre), a member of the Blood Tribe and Elder at Lethbridge College, leads the smudging ceremony at the Enmax Centre before Convocation.

Priority initiatives:

Work is expected to be ongoing across the three year plan unless otherwise noted.

The President's Indigenous Council made up of First Nations, Métis and Inuit (FNMI) stakeholders provides leadership, direction and guidance to the internal FNMI working committee for the development and implementation of the college's three-year Indigenization plan.

- As a signatory to the Indigenous Education Protocol for College's and Institutes Canada, the college will build on and/or develop exemplary practices that support the seven principles including:
 - Committing to making Indigenous education a priority.
 - Ensure governance structures recognize and respect Indigenous peoples.
 - Implement intellectual and cultural traditions of Indigenous peoples through curriculum and learning approaches relevant to learners and communities.
 - Support students and employees to increase understanding and reciprocity among Indigenous and non-Indigenous peoples.
 - Committing to increasing the number of Indigenous employees with ongoing appointments throughout the institution, including senior administrators.
 - Establish Indigenous-centred holistic services and learning environments for learner success.
 - Build relationships and be accountable to Indigenous communities in support of self-determination through education, training and applied research.

Expected outcomes:

- A learning environment that recognizes and respects the distinct cultures, languages, histories and contemporary perspectives of Indigenous people and contributes to improving the lives of learners and communities.

Performance Measures	Target
Increase in the number of indigenous learners	One per cent increase from prior year
<i>Further the indigenization of the college campus</i>	<i>Under development</i>

4

Support the development of our people to align their strengths, passions, purpose, skills and capabilities with the needs of a shifting and changing educational landscape.

4.1 Organizational Learning Plan

Goal:

- Create a comprehensive Organizational Learning Plan that ensures we attract, develop and retain employees whose values, passions, strengths, purpose and talents are in strong alignment with the college's values strengths and purpose.

Priority initiatives:

Work is expected to be ongoing across the three year plan unless otherwise noted.

- Work collaboratively with stakeholder groups to design a comprehensive Learning Plan for college employees based on core values, passions and strengths that includes:
 - the identification of recruitment activities to ensure we attract people who demonstrate strong alignment with our organizational values and culture, the talents we require to be successful, the willingness to develop and grow personally and professionally, and the passion for what they do;
 - the development of an onboarding/orientation program that builds community and a sense of belonging in addition to the fundamentals with respect to the position and working environment;
 - opportunities for ongoing development such as:
 - internal programs (i.e. learning experiences, mentoring, coaching, etc.)
 - external opportunities (i.e. participation in local, national and international organizations and activities with similar interests, and beneficial exchange programs, etc.)
 - the completion (development, piloting and evaluation) of the remaining phases of the Talent Management initiative (Talent-assessment 2016-17; Talent Review 2017-18; Talent Inventory 2018-19); and
 - opportunity assessment and feedback systems to ensure the Learning Plan continues to achieve the desired outcomes.
- Improve employee engagement through the implementation of improvement initiatives identified in the Employee Engagement survey and follow-up focus groups.

Expected outcomes:

- Employees are passionate about what they do and enjoy working in an environment that supports their values, beliefs and higher purpose. Our employees continue to develop and grow personally and professionally through the strong network of learning opportunities. Our employees are integral to the success of students and the facilitation of relevant, high quality learning experiences.

Performance Measure	Target
Improvement in employee engagement	Improvement in engagement from baseline survey (in progress)



Brad Keim, an instructor in the college's Practical Nursing program, says: "As an employee of Lethbridge College for the last eight years, I have experienced strong continued support to become more skilled in my profession, to be an excellent instructor and to be prepared for new leadership roles."

5 Ensure that Lethbridge College continues to be relevant and sustainable in a shifting academic and technological environment.

5.1 Trades and Technologies Facility

Goals:

1. Complete the renewal and expansion of the new trades and technologies facility to provide a high quality, highly functional, flexible and sustainable learning facility for teaching, learning and scholarly activities.
2. Expand the college's capacity for trades and technologies programming and applied research activity.

Priority initiatives:

- Complete the construction of the final phase.
(September 2017)

Expected outcomes:

- The trades and technologies facility is complete and open for students September 2017, achieving a silver LEED certification and is within budget.

Performance Measure	Target
Completion of the TTRIP project and open to students	On schedule (September 2017), budget and scope (+> 50 LEED points)



The September 2016 opening of the first phase of the college's new trades and technologies facility brought more than 300 students, staff, alumni, partners and friends of the college to campus.

5.2 Campus Planning and Future Renewal

Goal:

1. Complete development of a Campus Master Plan that incorporates the changing landscape in teaching and learning such as digital learning, learning spaces, assessment, the reallocation of space as the new trades and technologies facility comes on stream and other capital priorities.

Priority initiatives:

(Work is expected to be ongoing across the three year plan unless otherwise noted.)

- Develop a Campus Master Plan (February 2017).
- Conduct an Energy Sustainability Opportunities Audit to inform future planning (fall 2016).
- Explore and evaluate the college's role and opportunities in environmental stewardship.
- Continue to focus on obtaining funding for capital priority projects.

Expected outcomes:

- Academic transformation is supported by an aligned, updated Campus Master Plan.
- Feasibility work completed on priority projects.
- Increased ability to secure external funding for priority projects.

Performance Measures	Target
Completion of Campus Master Plan	February 2017
Completion of feasibility work on priority projects	Ongoing (2016-17 to 2018-19)
Completion of an Energy Sustainability Opportunities Audit	Fall 2016

5.3 Leverage technology to support and/or enable operational processes.

Goals:

1. Enable the development and/or improvement of streamlined business processes and communication.
2. Enable enhanced communications and connectivity with the broader college community.

Priority initiatives:

(Work is expected to be ongoing across the three year plan unless otherwise noted.)

- Implement a new “One Experience” website (Phase 1 live December 2016; other phases 2017-19).
- Implement a Customer Relationship Management (CRM) system (2016-17).
- Implement a system to support Talent Management (2016-19).
- Explore other systems to support priority initiatives (ongoing).

Expected outcomes:

- The implementation of the One Experience website is complete and enables enhanced communications and connectivity with the broader college community.
- The implementation of a CRM system is complete and enables the development of streamlined business processes and communication in the areas of recruitment, retention, admissions, business development, marketing and alumni relations.
- The processes of Talent Management are supported through a talent management system.
- Technology is aligned and optimized enabling the college to improve processes.

Performance Measures	Target
Implementation of the One Experience website	December 2016
Implementation of a Customer Relationship Management system	June 2017
Balancing the budget while meeting or exceeding the mission, mandate and expectations of the college	End 2016-17 fiscal year with a balanced budget

LETHBRIDGE COLLEGE 2016-17 PERFORMANCE MEASURES

Category	Outcome	Performance Measure	Target
Students and Employers	Students are satisfied with their overall learning experience.	The per cent of students satisfied with their learning experience	Improve student satisfaction in targeted areas (<i>under development</i>)
	Graduates are satisfied with the quality of their learning experience.	The per cent of graduates satisfied with their learning experience	90 per cent or greater of graduates are satisfied
	Students are completing their credential programs.	The number of graduates and completers	Increase in the number of graduates and completers over 2015-16 (<i>total 1,465</i>)
	Employers are satisfied with the quality of graduates they hire.	The per cent of employers satisfied with the quality of graduates	Increase in satisfaction (<i>targets to be developed -survey in 2017-18</i>)
	The college is providing an adequate supply of graduates to meet employers' needs.	The per cent of employers satisfied with the number of graduates	
People	Employees are passionate about what they do and enjoy working in an environment that supports their development, values, beliefs and higher purpose.	The per cent of employees engaged	Improvement in employee engagement from 2015-16 (baseline) survey (<i>2015-16 results are in the process of being released</i>)
Financial Sustainability	The budget is balanced for 2016-17 while meeting or exceeding the mission, mandate and expectations of the college.	Actual 2016-17 financial results are on budget	End 2016-17 fiscal year with a balanced budget

APPENDIX A FINANCIAL AND BUDGET INFORMATION

Mark Crabb, a 2009 graduate of the college's Electrical Apprenticeship program, has returned to the campus where he learned his trade, as site foreman for the new trades and technologies facility.



BUDGET ASSUMPTIONS

Statement of Operations

2017

Grants Province of Alberta -base		2.0%
Student tuition and fees		0.0%
Apprenticeship grant funding - based on 424 seats funded above commitment level		
Bargaining units compensation	- cost of living allowance	1.6%
	- grid increases	per collective agreements
Non-bargaining units compensation	- cost of living allowance	0.0%
	- grid step increments	none

2018

Grants Province of Alberta -base		0.0%
Student tuition and fees		1.4%
Apprenticeship grant funding - based on the 2017 number of seats		
Contract programs		5.0%
Sales of services and products		1.4%
Bargaining units compensation	- cost of living allowance	1.4%
	- grid increases	per collective agreements
Non-bargaining units compensation	- cost of living allowance	0.0%
	- grid step increments	none
Other expenses excluding amortization of capital assets and debt servicing		1.4%

2019

Grants Province of Alberta -base		0.0%
Student tuition and fees		1.5%
Apprenticeship grant funding - based on the 2017 seats		
Contract programs		5.0%
Sales of services and products		1.5%
Bargaining units compensation	- cost of living allowance	1.5%
	- grid increases	per collective agreements
Non-bargaining units compensation	- cost of living allowance	1.5%
	- grid step increments	per salary grids
Other expenses excluding amortization of capital assets and debt servicing		1.5%

Percentage increases are based on the estimated Consumer Price Index using Conference Board of Canada.

LETHBRIDGE COLLEGE
BUDGETED STATEMENT
OF OPERATIONS
YEARS ENDED JUNE 30
(thousands of dollars)

By function	2017	2018	2019
Revenue			
Government of Alberta grants	52,503	52,501	52,501
Federal and other government grants	1,423	1,423	1,423
Sales of services and products	9,482	9,617	9,757
Contract programs	2,304	2,419	2,540
Student tuition and fees	18,928	19,198	19,477
Donations	1,188	1,188	1,188
Investment income	1,120	1,120	1,120
	86,948	87,466	88,006
Expense			
Instruction	36,463	36,810	37,551
Academic and student services	16,030	16,183	16,510
Institutional support	14,621	14,781	15,103
Sponsored research	491	496	506
Facility operations and maintenance	11,333	11,442	11,672
Ancillary service	7,298	7,368	7,516
	86,236	87,080	88,858
Operating surplus (deficit)	712	386	(852)

LETHBRIDGE COLLEGE
BUDGETED STATEMENT
OF OPERATIONS
YEARS ENDED JUNE 30
(thousands of dollars)

By object	2017	2018	2019
Revenue			
Government of Alberta grants	48,813	48,809	48,809
Federal and other government grants	1,373	1,373	1,373
Sales of services and products	9,482	9,617	9,756
Contract programs	2,301	2,419	2,540
Student tuition and fees	18,928	19,197	19,477
Donations	916	916	916
Investment income	1,120	1,120	1,120
Amortization of external capital contributions	4,015	4,015	4,015
	86,948	87,466	88,006
Expense			
Salaries and benefits	57,798	58,832	60,212
Materials, supplies and services	12,366	12,146	12,370
Cost of goods sold	3,025	3,086	3,131
Utilities	1,651	1,675	1,698
Maintenance and repairs	5,374	5,294	5,389
Scholarships and bursaries	601	650	675
Interest on long-term debt	429	405	391
Amortization of tangible capital assets	4,992	4,992	4,992
	86,236	87,080	88,858
Operating surplus (deficit)	712	386	(852)

LETHBRIDGE COLLEGE
 STATEMENT OF BUDGETED CASH FLOW
 YEAR ENDED JUNE 30, 2016
(thousands of dollars)

Operating transactions

Operating surplus (deficit)	712
Add (deduct) non-cash items:	
Amortization of tangible capital assets	4,992
Expended capital contributions recognized as revenue	(4,015)
Total non-cash items	977
Decrease in accounts receivable	450
Decrease in inventories and prepaid expenses	200
Increase in accounts payable and accrued liabilities	2,750
Decrease in deferred revenue	17,775
	21,175

Capital transactions

Acquisitions of tangible capital assets - externally funded	(24,569)
Acquisitions of tangible capital assets – internally funded	(700)
Proceeds on sale of tangible capital assets	30
	(25,239)

Investing transactions

Purchase of investments, net of sales	(300)
---------------------------------------	-------

Financing transactions

Endowment contributions	300
Debt retirement	(370)
	(70)

(Decrease) in cash and cash equivalents (4,434)

Cash and cash equivalents, beginning of year 28,500

Cash and cash equivalents, end of year 24,066

The capital plan for 2016-17 includes acquisitions resourced by both external and internal funds.

Project	External	Internal	Total
General provision	-	700	700
Infrastructure maintenance program	325	-	325
New trades and technologies facility	24,244	-	24,244
	24,569	700	25,269

TUITION AND MANDATORY FEES

There is no increase in tuition fees for 2016-17 in regulated and mandatory non-instructional fees. The average campus-wide tuition per full-load equivalent is listed in the table below.

Estimated average tuition and mandatory instructional fees per full-load equivalent (based on 2014-15 full load equivalents)

	2016-17	2017-18	2018-19
Tuition and fees	\$3,711	\$3,763	\$3,819
Per cent increase	0.0%	1.4%	1.5%

International student tuition is subject to a surcharge on base tuition of a minimum 200 per cent.

APPENDIX B
ENROLMENT PLAN
AND
PROPOSED
PROGRAMMING
CHANGES



In January 2016, Lethbridge College started offering plumbing and Cole Bishoff is a student in the college's first intake.

LETHBRIDGE COLLEGE 2016-19 ENROLMENT PLAN

Full-load equivalents by credential	Actual 2013-14	Actual 2014-15	Forecast 2015-16	Target 2016 -17	Target 2017 -18	Target 2018-19
Administrative Office Professional	35	31	31	35	35	35
Agricultural and Heavy Equipment Technician	23	22	21	24	24	24
Automotive Systems	24	24	22	25	25	25
Medical Device Reprocessing	7	8	7	7	7	7
Commercial Vehicle Enforcement	-	19	14	15	15	15
Community Health Promotion	-	-	-	11	14	16
Early Childhood Education	76	80	69	75	75	75
Educational Assistant	17	43	62	41	41	41
General Studies - FNMI Career Pathways	14	16	15	17	17	17
Health Care Aide Training	39	43	37	21	21	21
Perioperative Nursing	2	3	3	4	4	4
Unit Clerk Training	19	18	12	12	12	12
Wind Turbine Technician	45	44	35	40	40	40
New Programming - (pending approval)	-	-	-	6	8	12
Certificate programming no longer offered	64	30	12	-	-	-
Certificate program totals	365	381	340	333	338	344
Conservation Enforcement	53	56	21	38	44	44
Ecosystem Management	-	-	7	29	53	65
Justice Studies	87	71	88	95	92	92
Degree program totals	140	127	116	162	189	201
Agricultural Sciences	88	98	98	104	105	105
Business Administration	315	329	291	281	317	317
Child and Youth Care	68	74	64	65	69	69
Civil Engineering Technology	53	56	57	53	59	59
Digital Communications and Media	87	40	56	68	78	78
Computer Information Technology	65	76	76	74	76	76
Correctional Studies	116	115	99	97	98	98
Criminal Justice	315	364	388	364	373	373
Culinary Careers	22	43	43	43	45	45
Early Childhood Education	20	20	20	19	18	18
Educational Assistant	13	7	5	8	13	13
Engineering Design and Drafting Technology	39	53	49	54	61	61
Environmental Assessment & Restoration	51	48	46	48	53	53
Exercise Science	51	45	39	45	48	48
Fashion Design and Sustainable Production	-	11	19	27	37	37

Full-load equivalents by credential	Actual 2013-14	Actual 2014-15	Forecast 2015-16	Target 2016 -17	Target 2017 -18	Target 2018-19
General Studies	407	439	459	456	456	456
Geomatics Engineering Technology	25	34	30	32	38	38
Interior Design Technology	23	23	23	29	36	36
Massage Therapy	46	41	40	43	50	50
Multimedia Production	38	47	49	49	47	47
Natural Resource Compliance	73	77	76	74	74	74
Practical Nursing	190	196	198	183	178	178
Renewable Resource Management	48	47	68	64	65	65
Therapeutic Recreation - Gerontology	69	73	77	78	82	82
Diploma programming no longer offered	23	29	5	-	-	-
Diploma program totals	2,245	2,385	2,375	2,358	2,476	2,476
College and University Preparation	209	221	210	220	220	220
English As a Second Language	222	187	183	203	203	203
Open Studies	57	51	52	50	50	50
Other	23	34	24	24	24	24
Pre-Employment	9	10	31	24	24	24
Nursing Collaborative Baccalaureate	313	243	214	219	224	224
Non-credential program totals	833	746	714	740	745	745
Apprenticeship program totals	270	287	299	258	258	258
Total FLEs	3,853	3,926	3,844	3,851	4,006	4,024
Year-over-year percentage change		1.9%	-2.1%	0.1%	4.0%	0.4%

APPRENTICESHIP ENROLMENT PLAN

Full-load equivalents by credential	Actual 2013-14	Actual 2014-15	Forecast 2015-16	Target 2016 -17	Target 2017 -18	Target 2018-19
Agricultural Service Technician	-	1	2	5	5	5
Automotive Service Technician	16	17	21	19	19	19
Carpenter	37	38	31	31	31	31
Cook	9	11	12	11	11	11
Electrician	84	95	121	95	95	95
Heavy Equipment Technician	53	60	54	46	46	46
Parts Technician	9	10	11	10	10	10
Plumber	-	-	3	6	6	6
Welder	62	55	44	35	35	35
Apprenticeship program totals	270	287	299	258	258	258
Year-over-year percentage change		6.3%	4.2%	-13.9%	0.0%	0.0%

INTERNATIONAL ENROLMENT PLAN

International full-load equivalents by credential	Actual 2013-14	Actual 2014-15	Forecast 2015-16	Target 2016 -17	Target 2017 -18	Target 2018-19
Certificate						
Early Childhood Education	1	1	4	4	4	4
Other Certificate Programming (less than 3 FLE)	4	5	4	4	4	4
Certificate program totals	5	6	8	8	8	8
Diploma						
Business Administration	26	24	20	20	20	20
Computer Information Technology	7	10	11	11	11	11
Criminal Justice	2	2	4	4	4	4
Culinary Careers	3	2	6	6	6	6
Engineering Design and Drafting Technology	1	6	7	7	7	7
General Studies	38	56	69	69	69	69
Geomatics Engineering Technology	-	4	3	3	3	3
Multimedia Production	1	2	4	4	4	4
Practical Nursing	18	17	15	15	15	15
Therapeutic Recreation - Gerontology	-	-	3	3	3	3
Other Diploma Programming (less than 3 FLE)	7	7	11	11	11	11
Diploma program totals	103	130	153	153	153	153
Non-credential						
College and University Preparation	1	2	4	4	4	4
English As a Second Language	21	26	23	23	23	23
Other Non-credential Programming (less than 3)	9	6	4	4	4	4
Non-credential program totals	31	34	31	31	31	31
Total international FLEs	139	170	192	192	192	192
International percentage of total FLEs	3.6%	4.3%	5.0%	5.0%	4.8%	4.8%

STRATEGIC ENROLMENT MANAGEMENT

An outcome for 2015-16 was the renewal of the college's Strategic Enrolment Management (SEM) process with the formation of a cross functional SEM Council. SEM Council members lead and manage the institutional integration of processes and activities across multiple areas of responsibility in an organized, systemic format. A culture of evidence underpins all decision making. The focus is on enrolment and market research, data collection and analysis that leads to the development of data-informed strategies and action plans supporting the achievement of optimal enrolments and enhanced student satisfaction. The goal of the council for 2016-19 is to develop a SEM action plan for core functions that will include methods to establish, achieve and maintain optimum enrolments, along with program mix and quality student experiences.

As the overarching SEM plan is multifaceted containing multiple sub-plans, some of which are already in development, it is expected that as opportunities unfold, action plans will run concurrent with the overall planning process ensuring opportunities such as enhancing the student experience and optimizing enrolments are implemented in a timely manner. Examples of this are the initiatives already underway with respect to marketing, recruitment, conversion and retention.

EXCELLENCE IN TEACHING AND LEARNING

Redesigning the college's Academic Transformation Strategy is an outcome for 2015-16. This strategy which encompasses the core functions of post-secondary education is responsive to the shifts and changes occurring in education, the economy and society in Alberta and beyond. Driven by rapid changes in technology, the shifting demographics and needs of learners, the current and emerging needs of industry and other college stakeholders, the college, like many other organizations, is reorienting itself to seize new opportunities for enhancing the student experience and contribute to the economic and social fabric of our region and Alberta as a whole.

This year, the initiation of an Excellence in Teaching and Learning Council provided the framework to guide the work of the various teaching and learning initiatives (e.g. Digital Learning and Academic Technology Plan, Assessment Plan, Learning Spaces Plan) that will help inform the final strategy (June 2016). The council's continued role will be instrumental in ensuring excellence in teaching and learning that meets the diverse and integrated needs of learners, the economy and society.

PROPOSED PROGRAMMING CHANGES

Lethbridge College is continually collaborating with stakeholders, including industry and community partners as well as current and potential students to develop and/or enhance programming that builds on the strengths of the college, and that increases access, affordability and quality within the Campus Alberta learning system. These goals are inherent in the following programming initiatives. Our focus on learning and knowledge creation builds an environment where creativity and innovation flourishes as demonstrated in the two program pilots that utilize non-traditional methods (i.e. delivery, behavioural assessment.)

Bachelor of Applied Science in Ecosystem Management - approved

Approved by Innovation and Advanced Education in May 2015, year one of this two-year post-diploma degree was launched in the fall of 2015. The second year will be launched in the fall of 2016. This program responds to industry demand, builds on the college's strengths in environmental programming and is in alignment with renewed provincial, national and global initiatives with respect to environmental stewardship. As part of the college's quality process, the program will be evaluated through an implementation review once it has completed its first cycle.

Community Health Promotion Certificate and Diploma programs - approved

Lethbridge College continues a partnership with Northern Lakes College and Red Crow Community College to deliver the Community Health Promotion programs. The programs (certificate and diploma) received approval from Innovation and Advanced Education in the spring of 2015 with the first intake to the certificate program offered part-time in the winter 2016 semester by Northern Lakes College, serving the northern region of Alberta. Lethbridge College is currently working with Red Crow Community College in the southern region of Alberta to have its first intake in the certificate program in the 2017 winter semester.

Lethbridge College is also working towards adding the Community Health Promotion program to its existing FNMI Career Pathway General Studies stream. Both of these accomplishments will address recommendations in the Truth and Reconciliation Commissions Report to enhance educational pathways thereby reducing employment gaps for FNMI Canadians.

Agriculture Business Risk Management certificate – pending government approval

During 2014, opportunities in agricultural programming began to evolve that were guided by the college's strategic framework to create innovative and creative learning experiences that meet the diverse and integrated needs of learners; and the principles of collaboration and in alignment of the college strengths and capacity with the needs of industry and society. As part of the collaborative Cor Van Raay Southern Alberta Agribusiness initiative, our board-approved Agriculture Business Risk Management credential of academic achievement was launched September 2015 as a pilot. In January 2016, a proposal was submitted to Advanced Education for the program to be approved as a system recognized certificate effective 2016-17.

The program utilizes a new delivery method where courses are delivered in an on-line modular format, with two or four modules in each course with credits awarded at the module level. Each module is one month in length and students start a module at the beginning of a month and complete it by the end of the month. This form of delivery increases access and affordability, especially for those individuals that are working in industry, providing them the flexibility with respect to timing and relevant programming that meet their specific needs.

Further to this initiative, Lethbridge College plans to engage stakeholders once again to more clearly define the profile of an ideal Agribusiness two-year diploma graduate which we anticipate to launch in the fall of 2017. This work is being carried out in close partnership with the University of Lethbridge's Faculty of Management and Faculty of Arts and Sciences.

Justice Studies Competency-based Education – pilot

The competency-based education pilot is focused on aligning the college's justice studies and recruit training curricula with nationally recognized Police Sector Council competencies which address the knowledge, skills and attitudes required of police officers from a new constable up to a chief of police.

Lethbridge College currently delivers a Criminal Justice - Policing diploma and two recruit training programs. Graduates of the diploma are not field-ready as none of the required hard skills are delivered (e.g., firearms, driving, officer safety, etc.) To acquire these skills, newly hired officers must take an additional recruit training program which is 16-20 weeks in length and which is intended to produce a field-ready recruit with foundational and hard skills. Many of the foundational (or soft/complex skills) within the recruit training program are a repeat of what is covered in the diploma program leading to duplication, and added time and costs for training. Agencies are not willing to recognize or give credit for the course material covered at the diploma level because the college cannot validate the competency of the graduates.

The design and development of a competency-based education (CBE) model is a direct response to the needs expressed by agencies and industry stakeholders and is an opportunity for the college to develop graduates who are validated as competent and much more reflective of the field-ready hire industry is looking for. As part of the project, the college is developing materials and processes to support instructors who will work in the CBE-based program as well as supports for students who will enter and progress through this non-traditional educational model. A key component of the project is the development of a comprehensive behavioural assessment tool which will allow the college to assess individuals to determine where they have mastered specific competencies; this will allow students to customize their learning experience and focus on developing only those competencies which are low or absent in their own educational profile. This will also provide an opportunity for experienced officers to be assessed, recognized, and awarded a credential based on the knowledge and skills they have developed in the field which could be augmented by CBE-based modules required to fill any competency gaps that may be present. An assessment centre tool can be applied across any number of public safety careers as well as across other academic departments within the college; the assessment centre methodology is a validated, reliable approach to determining a candidates competency across a number of complex (soft) and role-specific skills.

The project will culminate with the piloting of CBE-based instructional content and assessments in program areas currently serving the police and public safety industries. Based on existing program needs across the centre and anticipated recommendations coming forth from an opportunity assessment, the college is setting key facilities and technology in place to accommodate the applied learning and enhanced assessment processes inherent within the model.

Opportunities and pathways under consideration

The college is currently engaged in several initiatives to gain information and insight that will identify opportunities both current and emerging, better understand the social and economic needs of our region, and assess Lethbridge College's strengths and fit/alignment within the Campus Alberta system. During 2016-17 as part of the Strategic Enrolment Management initiative, the information and insight will be used to support an evidence based decision on future planning and optimized programming mix for the college. While the college-wide project to review the college's program mix is a priority of SEM, the following opportunities are being explored at the school and/or program level and will inform the overall decision.

Business

With a growing understanding of the cross-discipline demand and applicability for business education, investigation of viability as well as a curriculum need is well underway. There appears to be a need for flexibly delivered business education that serves a broad market such as working professionals hoping to start their own business or advance within an existing business across many disciplines. Skilled trades professionals seeking Blue Seal endorsement have recently been coming forward looking for pathways at the college. Finally, there appears to be great potential from our international community seeking a domestic credential to complement training obtained abroad. All of these, we feel, may be served with a certificate focused on small business management and entrepreneurship.

Environmental sustainability

The college is beginning to explore opportunities to support recent provincial and federal government climate leadership strategies by way of training the necessary professionals to meet ambitious energy targets. The Wind Turbine Technician certificate has successfully trained technicians to meet the demand of industry both in the region and beyond for nearly a decade. Our flexible capacity allows us to respond quickly to a changing industry and political climate. Graduates of existing programming gain a grasp on the basics of energy management, energy integration

and energy literacy. We envision there will be a growing demand for a learning pathway to increase skills in all three areas as society's acceptance of more sustainable energy sources grows.

Health and Wellness

To support the growing health care needs of Albertans, a career pathway from the Health Care Aid program to health science programs is being developed. The pathway will recognize the achievement of students who are preparing to enter into diploma and undergraduate health care programs. Ongoing discussions exist to support collaboration with Alberta Health Services and other potential partners in regards to enhancing and increasing opportunities for student pathways. These opportunities will provide support for the short and long term needs identified within the health care arena.

Justice Studies

An external study focused on opportunities for public safety and justice training expected by June 2016 will provide direction on enhancing programs within this discipline.

Enhanced program initiatives

Several programs will be reviewing curriculum or implementing curriculum changes in 2016-17 based on feedback from industry and/or a rigorous program review process that ensures high standards in programming that meet the current and future needs of graduates and employers; and/or are in alignment with higher learning opportunities.

The college continues to be involved in discussions provincially to enhance the Health Care Aid curriculum which is expected to increase the length of the program.

Enhancement to the Child and Youth Care program (originally planned as part of the market modifier initiative) is going forward with the building of an activity room and the creation of additional practicum opportunities. In addition there is a focus on developing international placements which would provide students with a global experience.

The Early Childhood Education program is exploring the possibility of enhancing the college's early childhood indoor and outdoor spaces to better meet the needs of our industry and support graduates with relevant outdoor play knowledge and experiences. The outdoor play space, which would have elements specifically designed to encourage play, would provide an optimum environment to "measure" the curriculum developed as part of the Lawson Foundation applied research initiative.

Accreditation initiatives

During the fall of 2016, the Child and Youth Care program will host an on-site review for the final stage in the Child and Youth Care Educational Accreditation Board of Canada. Accreditation will provide the industry assurance that Lethbridge College graduates have received the highest standard of education. Implementation of the Quality Enhancement Plan which allows for ongoing quality improvement will also be part of the accreditation.

The Massage Therapy profession in Canada is developing an accreditation process to define standards of all education programs nationwide. Lethbridge College is engaged in the process and will be seeking accreditation for the Massage Therapy program upon finalization of the standards.

Therapeutic Recreation Gerontology continues to seek regulation under Canada's Health Professions Act to recognize the profession as self-regulated. Upon acceptance, Lethbridge College will work closely with provincial and national regulators to enhance curriculum to meet new requirements and standards.

*Business Administration student
Jolayne Kopervas meeting with Erin
Fieguth, an admissions specialist.*



APPENDIX C APPLIED RESEARCH AND SCHOLARLY ACTIVITIES

Introduction

Applied research is a key process supporting our Academic Transformation Strategy. Our integrated approach optimizes learning by providing students and faculty with opportunities to address immediate real-world problems, leading to innovative solutions that benefit our industry and community partners.

Lethbridge College's key research objectives are to:

- Provide an environment that facilitates applied research and scholarly activities;
- Improve the educational experience of our students through the integration of applied research into the teaching and learning experience;
- Deliver applied research that is built upon our existing and emerging strengths and align those to benefit our external community, including industry and society; and
- Leverage internal resources and external partnerships, including the Regional Innovation Network of Southern Alberta (RINSA).

The Center for Applied Research and Innovation enables and supports the growth of applied research by working directly with academic centers to implement their respective applied research plans and with the Center for Teaching, Learning and Innovation (CTLI) to provide training in applied research skills. It also pursues resource acquisition, funding opportunities and industry engagement to ensure sustainability, and manages an internal innovation fund that serves to build capacity in applied research and scholarly activities.

Applied research activity is strongly encouraged and supported as a means to enhance professional development, share knowledge and strengthen our academic capabilities regionally, nationally and internationally.

Strategic collaborations with Campus Alberta institutions, Alberta Innovates (RINSA network) and other organizations are established to maximize the benefits of applied research relationships and their outcomes. Collaborative partnerships also enhance learning opportunities and serve as a catalyst for knowledge transfer within and beyond our college community.

Background

We have made great strides this past year with a re-launch of the Center for Applied Research Innovation Fund (CARIF), the successful NSERC-CCI award in Integrated Fish and Plant Systems (IFPS), the first implementation of the academic center research action plans, the establishment of a Scholarship of Teaching and Learning (SoTL) skills development program and an integrated delivery model for applied research.

Continued alignment with institutional goals, the outcomes and priorities articulated in the Alberta Research and Innovation Plan and the Advanced Learning System Outcomes Framework will guide us as we evolve our applied research plan that ultimately serves to enhance the social, cultural, and economic well-being of our community.

Strategic applied research areas where Lethbridge College has a distinct competitive advantage include:

Agriculture

We are developing a three-year plan in support of agricultural programming. A new position, the Mueller Applied Research Chair in Irrigation Science, will provide resources to significantly drive opportunities to engage with industry for data-driven productivity in agriculture.

Integrated Fish and Plant Systems (IFPS)

Our Aquaculture Centre of Excellence (ACE) continues to be successful in providing opportunities for students to engage in research activities while meeting industry needs. A recent NSERC-CCI award of \$2.2 million (five years) will not only further ensure the sustainability of the IFPS program but also support an emerging industry in aquaponics.

Environmental sciences

Expertise in environmental sciences is a known strength at Lethbridge College. A number of exciting applied research projects are underway related to water quality and remediation.

Food quality

Our culinary program is a growth area for the college. Sensory testing skills and recipe development capabilities will build on existing strengths to further engage the local restaurant industry in applied research activities.

Justice studies

Of particular interest to industry and community partners is program assessment, evaluation of effectiveness and best practices in fields related to crime prevention and rehabilitation. We are building capacity in applied research skills to develop expertise in this area.

Health and wellness

Experts in the nursing field are actively engaged in exploring partnerships and applied research opportunities in the areas of skills development and simulation training products.

Citizen polling and analysis

Each year, the Citizen Society Research Lab (CSRL) provides polling and analysis services to industry and community partners. Students acquire applied research skills and are actively engaged in the polling process. The results of this impressive work helps inform industry, governments and community groups with a clearer understanding of public opinion leading to the development of more effective and relevant policies that benefit our society. We anticipate doubling CSRL's capacity as a result of province-wide interest by the Alberta Justice department.

These identified strength areas align with our strong programming, facilities and equipment, talented people, and engaged community and industry partners.

Alignment with Alberta's research and innovation system

Since the inception of Alberta Innovates Technology Futures' (AITF) sponsored Regional Innovation Networks over five years ago, Lethbridge College and its RINSA partners (University of Lethbridge, Economic Development Lethbridge) have focused their efforts in support of small and medium-sized enterprises (SMEs) in key sectors in southern Alberta. An assessment of clients served over the last three years has shown that RINSA's strengths are in food and fibre, environment, health and other sectors. Considering these strengths, we have identified the following objectives in alignment with Alberta's research and innovation system:



Henny Bruised Head (left) and Chelsea Low Horn (Day Rider) were in the first intake of the Blood Tribe Agricultural Program in 2015, an initiative that is teaching the Kainai people best practices and skills for farming land and livestock.

Sector and Priority	Objectives
<p>Food and Fiber Sustainably increase domestic and export revenue from Alberta's food and fiber manufacturing industries in response to domestic and Pacific Rim market demand.</p> <p>Optimize and increase manufacturing productivity to reduce costs and improve competitiveness</p> <p>Optimize food and fibre feedstock output while maintaining social license to operate</p>	<ul style="list-style-type: none"> • Continue to strengthen the 1,200 agriculture/food and fibre related businesses in Lethbridge through value added technology and innovation processes. • Working with industry, establish cross-disciplinary, comprehensive training systems covering research, business and entrepreneurship components for a highly skilled and diversified work force for the modern agriculture industry. • Increase the capacity for data-driven applied research expertise related to precision agriculture in the areas of geomatics, computer science and engineering to further support company development and expansion (i.e. to increase yield). • Continue to build and enhance Agriculture Industry Applied Research collaborations with Potato Growers, Farming Smarter, Alberta Agriculture and Forestry and others. • Continue to provide start up and innovation advisory services to the agricultural industry, specifically in developing precision agriculture systems and processes and pertaining to Agriculture Risk Management programs in order to increase yield. • Provide applied research expertise in aquaculture, horticulture and aquaponics to promote food security, safety and sustainability through alternative and innovative agricultural practices. • Provide expertise in Irrigation Science research with applications in water quality and environmental assessments and/or impact. • Develop training programs and applied research opportunities in agriculture manufacturing, logistics and transportation. • Build culinary expertise to improve food quality through organoleptic testing. Our culinary program is a growth area for the college. Sensory testing skills and recipe development capabilities will build on existing strengths to further engage industry in applied research activities. • Assist regional entrepreneurs (SMEs) with ideation, co-creation, prototyping and commercialization related to feedstock and other agriculture-related production through "maker space" (infrastructure) in the new technology building.
<p>Health Transform a reactive system to a preventative health and wellness system by 2030</p>	<ul style="list-style-type: none"> • Support the production and value-added Canadian processing of pain management medication derived from poppy agriculture crop development to directly decrease the import of processed products. • Conduct culinary research to increase nutrition of consumer diets.
<p>Environment By 2030, Alberta is globally recognized as a leader in managing resource development to sustain environmental integrity</p>	<ul style="list-style-type: none"> • Provide applied research expertise to assist agriculture producers to reduce the risk to food safety associated with water quality. • Implement strategic opportunities for Irrigation Science research that meet environmental standards. • Increase capacity for applied research in alternative energies, including wind, solar, and other energy technologies. • Continue to grow the geospatial technology cluster to help capture, process and analyze the complexities and dynamics of natural and man-made environments using geospatial tools and applications. This will support the development of geospatial technologies used across multiple sectors, including oil and gas, agriculture and environmental services.

Our priority areas serve to enhance research and applied research excellence, support learners, and deliver social, environmental and economic benefits.

Priority initiatives for 2016-19 include:

Agriculture research and development greenhouse: Develop and submit a funding proposal to the CFI/provincial government for the construction of an agriculture greenhouse to accommodate growth in applied research activities and opportunities in agriculture.

Trades and Technologies Facility Innovation Space: Design and construct an innovative "maker space" for the new trades and technologies facility to set in motion exponentially more opportunities for applied research by enabling multi-disciplinary teams working on complex projects in collaboration with multi-level industry and community partners.

RINSA Student Entrepreneurship program: Entrepreneurship will play a key role in growing applied research opportunities as we strategically engage with our RINSA partners on initiatives such as the Agility program at the University of Lethbridge, and TecConnect, an incubator facility designed to support technology-based companies, in the commercialization of marketable products and services. In 2016, we launched an entrepreneurship program to support student start-ups. Five students from the college and University of Lethbridge completed the training and entrepreneur's forum pitches successfully.

Irrigation Science program: Lethbridge College appointed its first, self-funded, Applied Research Chair in Irrigation Science in 2016. It is the first step to building an irrigation science program.

Citizen and Society Research Lab expansion: The CSRL has grown in popularity, in particular within the criminal justice sector. We intend to double our capacity in the next two years to accommodate province-wide agreements with the provincial justice department.

IFPS economics: As a result of a \$2 million NSERC grant to support the commercialization of the IFPS industry, our researchers are focused on determining the economic viability of aquaponics.

Food quality: Our chefs are actively engaged in organoleptic research (qualities such as taste, color, odor, and touch) on produce, including those grown in integrated fish and plant systems. This work will involve several of our chefs, as well as a number of local restaurant owners, assessing product quality and consumer acceptance.

Program evaluation: In partnership with the Medicine Hat Police Service, we are developing capacity in conducting program evaluation and assessment to determine the efficiency of its Safe Families Intervention Team program.

Early Childhood Education demonstration: In partnership with Okanagan College, our Early Childhood Education researchers were awarded a grant from the Lawson Foundation to study the benefits of outdoor play. Since then, we have designed and intend to construct an Early Childhood Education Outdoor Play Space on campus. It will serve as a demonstration site to conduct research and develop new curriculum in outdoor play expertise.

Immersive technology: We are prototyping and assessing the adoption of immersive technology for training in the wind turbine program. If successful, we intend to develop more prototypes in additional fields, such as policing and nursing.

Applied Research Skills Development program: In 2014, we implemented a skills training and mentoring program to build capacity to engage in research on teaching and learning. Faculty and staff have access to a Community of Practice centered on the Scholarship of Teaching and Learning that provides a mentored group environment where participants are successfully guided through the research process. Going forward, we intend to grow the program to support skills development for all forms of applied research.

Center for Applied Research and Innovation Fund: CARIF serves as an internal catalyst fund to help build capacity in developing applied research projects leading to third party funding. In 2014-15, eight projects were funded. We hope to fund a similar number of new projects in coming years.

President Paula Burns (back row centre) took the city's Member of Parliament, Rachael Harder (bottom row, right), on a tour of campus that included a stop in the Aquaculture Centre of Excellence. Along the way, Harder met with college faculty, staff and students and learned about the college's work in agriculture, applied research, aquaponics and trades, as well as the college's \$2.173 million Community College Innovation Program Grant from the Natural Resources and Engineering Research Council in support of aquaponics research.



APPENDIX D COMMUNITY OUTREACH AND UNDERREPRESENTED LEARNERS

COMMUNITY OUTREACH

Trades training

Lethbridge College has a long history of working collaboratively with Alberta Industry Training (AIT), industry partners and apprentices to provide accessible, affordable and quality training opportunities within the region. In 2016-17 we are expecting a slight decrease in overall apprenticeship seat requests but it is clear that Lethbridge College continues to play an important role in training skilled tradespeople across the region thanks to our diversified economy. The overwhelming support and investment we have received from the community in advancing our new trades facility scheduled for completion in September 2017, is a testament to the significance of the college's role in the economic competitiveness and prosperity of our region.

The following developments in programming and the potential opportunities the college is exploring demonstrate our commitment to working collaboratively to increase accessibility, affordability and quality programming that meets the needs of industry and learners:

- The 2014-15 pilot for the Agriculture Equipment Technician proved to be such a success that another first period intake was awarded for 2015-16. The addition of an intake for third period this coming year, means apprentices will now be able to complete their full technical training thanks to the overlap with Heavy Equipment Technician curriculum.
- The strong demand for plumber training in Lethbridge from both apprentices and their employers has resulted in implementation of the trade at Lethbridge College. The college saw its inaugural intake of plumbers successfully complete first period this past February. The 2016-17 academic year will bring another intake of first period as well as an intake of second period training. The long term goal is to work with AIT and Medicine Hat College to alternate technical training delivery that meets regional demand.
- Recent conversations with local manufacturing and food processing organizations are exploring the viability of millwright training. There appears to be a critical mass of apprentices growing across the region who have expressed interest in a local training option. A local training option would address concerns over the personal and financial costs for students attending in other centres and lost productivity by employers.
- Building upon the strength and the success of our innovative Weekly Apprenticeship Training (WAT) model in Culinary, which sees apprentices on campus only one day per week, we are continually exploring hybrid apprenticeship training models to increase accessibility across the region. We understand some learners would prefer to spend less time on campus and away from work with much of the theory supported by instructors through a variety of distributed learning methodologies. This model would appeal to learners who are unable to leave their employer for a traditional eight-week block, those who cannot commute to school on a regular basis for our WAT program, and learners who of course prefer to learn via distance.

Academic upgrading

Retraining for new industries has become ever more important as our provincial economy adjusts to low oil prices. The College and University Preparation program provides an essential bridging piece to allow workers to take training to facilitate their entry into new industries. In 2016-17, the college will implement program changes focused on increasing accessibility and student success.

English language training

Since 1970, the English Language Centre (ELC) at Lethbridge College has been providing high-quality ESL instruction and essential skills training to new immigrants, corporate clients and international students. We started with one class, and now have a continuous intake of approximately 100 students in each of the college's three semesters, with the ability to increase capacity as needed. The programming is coordinated in collaboration with Lethbridge Family Services-Immigrant Services and Southern Alberta Language Assessment Services (SALAS).

The college's program incorporates the most current teaching methodologies (following CLB guidelines, and including the soon to be implemented Portfolio Based Learning Assessment approach) and LINC levels. These teaching methodologies address the diverse learning styles and cultures of our client base to prepare them to enter college programs and/or the workforce.

This program plays an important role in our community as we transition a significant increase in immigrants to our region.

Adult basic education

The college, through the Regional Stewardship department, is in the initial phases of exploring an opportunity to deliver a new program in the area of adult basic education/essential skills. Key to this programming opportunity is the ability to obtain external funding.

Dual credit initiatives

The college continues to explore dual credit opportunities with our school division partners.

- We are working with Kainai High School on the Blood Reserve to further develop a dual credit opportunity in Justice Studies that began in 2015-16.
- We are continuing to deliver the Early Childhood Educational dual credit initiative with Kainai High School. This initiative is the first of its type in Alberta as Kainai High School instructors are trained to deliver the courses.
- We continue to explore sustainable models for dual credit delivery with our regional school divisions in a variety of subject areas. A number of new recruitment activities are in development to better support the transition of high school students into our programs.
- The Educational Assistant program will participate in exploring dual credit mapping of high school Career and Technology Studies (CTS) courses to post-secondary courses with the goal of formalizing dual credit initiatives.

Other initiatives

The Health Care Aide program continues to seek opportunities to partner with various groups to develop delivery initiatives that support flexible learner pathways for diverse groups. This innovative approach increases accessibility and meets the needs of rural Albertans and FNMI groups.

In the area of justice studies, two opportunities are being explored/in development with partners to increase access and/or affordability to relevant learning opportunities for officers and agencies:

- In 2016-17 the college plans to present our non-credit police recruit training program to the Solicitor General for consideration as an officially sanctioned police recruit training program within the province.
- The college is engaging in a new opportunity to partner with the Canadian Police College to deliver professional development courses to a wide variety of police officers across southern Alberta and beyond.

REGIONAL STEWARDSHIP

As a Comprehensive Community Institution (CCI) under the authority of the Post-secondary Learning Act of Alberta, Lethbridge College plays a stewardship role for adult learning within our geographic service region. As a member of Campus Alberta, the college works with other post-secondary institutions, community organizations, school districts, employers and other partners to enhance access to programs and services throughout the region. Through our commitment to a variety of educational delivery methods including face-to-face, online and blended learning, Lethbridge College strives to address diverse learning styles and needs to increase access for students. In addition, a broad range of student support services is designed to enhance learner success for both on- and off-campus learning.

Regional stewardship at Lethbridge College is administered and resourced centrally through the Regional Stewardship department. The department provides coordination of regional plans and initiatives in collaboration with the various academic and service areas of the college. The operations of Lethbridge College's regional campuses are also managed centrally by this department, with on-site campus staffing provided through part-time and/or casual positions hired from the local community. The Regional Stewardship department plays a key role in the college's collaborative planning with regional partners such as community adult learning program-funded organizations, school divisions, regional economic development alliances and other community learning stakeholders throughout our region.

Following a successful project to pilot a new model of learner support services within three of our regional communities, the college plans to extend this model of learner services as a basis for future regional campus development. Campus models will be developed in conjunction with newly formed community advisory councils, based on the learner support service model and collaboratively developed resources for program delivery. Any community within our service region is welcome to participate in a campus development plan through participation in the community advisory council process.

Community advisory councils, comprised of representatives from key stakeholder perspectives will provide perspectives and advice on regional learning needs that will assist the college in developing its institutional plan. Councils will provide advice and input on regional and community access issues, and strengthen linkages and enhance collaboration across a diverse range of community stakeholders.

A community advisory council has recently been established for the Town of Pincher Creek. Formation of councils in Claresholm and Vulcan are underway to support further development of the regional campuses already present in those communities. Formation of a council within a specific community may be initiated by the college, as identified by the regional stewardship department, or by request from community members directly. The longer term goal for the college is to create a network of community councils across our service region to facilitate clear educational pathways for learners within our region.

FIRST NATIONS, MÉTIS AND INUIT

College and Institutes Canada has developed an Indigenous Education Protocol for Colleges and Institutes. Lethbridge College as a signatory institution to this protocol recognizes and affirms our responsibility and obligation to Indigenous education. Colleges and institutes respect and recognize that Indigenous people include First Nations, Métis and Inuit (FNMI) people, having distinct cultures, languages, histories and contemporary perspectives. Indigenous education emanates from the intellectual and cultural traditions of Indigenous peoples in Canada. Indigenous education will strengthen colleges' and institutes' contributions to improving the lives of learners and communities.

As a signatory institution Lethbridge College agrees to and practices the following seven principles:

(Exemplary practices for implementing the principles are in italic and bullet points represent the college's current and/or planned actions.)

Each First Nations, Métis and Inuit student of Lethbridge College receives a hand-beaded eagle feather before crossing the stage at Convocation.



1. Commit to making Indigenous education a priority.

Embed the mandate to serve FNMI learners and communities in our strategic plans to ensure FNMI learner needs are considered in institutional planning and decision-making.

- FNMI stakeholders have and continue to be critical partners within the college's strategic planning process.

• FNMI Indigenization Plan 2016-2019:

The process of developing a three year Indigenization Plan began with the establishment of the President's Indigenous Council and FNMI Committee. The President's Indigenous Council membership is comprised of the college's FNMI stakeholders and will provide leadership, direction and guidance to the internal FNMI Committee. Through consultation and collaboration of stakeholder members and college leadership, the effort will ensure an inclusive FNMI Indigenization Plan is created and implemented.

2. Ensure governance structures recognize and respect Indigenous peoples.

Ensure Indigenous (FNMI) representation on college and institute Boards of Governors, Program Advisory Committees, Student Associations through delegated seats for First Nations, Métis and Inuit leaders, and allow for parallel Indigenous Advisory Councils and Elder Councils.

- Review and implement for future academic years.
- Current representation on the college's Alumni Advisory Board and on the Regional Access Advisory Council.

3. Implement intellectual and cultural traditions of Indigenous peoples through curriculum and learning approaches relevant to learners and communities.

Transition and dual-credit programs: Build linkages and partnerships between K-12 and post-secondary education systems, including the availability of dual-credit options between colleges/institutes and high schools.

- Offer FNMI-specific recruitment, career advising and academic advising services to our local FNMI communities to educate prospective FNMI learners about the programs and support services offered at Lethbridge College, as well as assist through the application process of becoming a college student.
- Kainai High School dual-credit partnerships in Early Childhood Education and Law Enforcement.
- Offer the FNMI Career Pathways Certificate program to assist FNMI learners in the transition to the post-secondary learning environment and help them to be successful.

College and institute curriculum:

- Developing a partnership between Lethbridge College and Red Crow Community College to offer the Eminent Scholar Program where Blackfoot Elders are invited on-campus for speaker series, panel discussions and classroom presentations to educate our students and staff on Blackfoot history, traditions, culture and values and incorporate this into our curriculum.

Learning Approaches: Develop and deliver community-based education and training programs that are aligned with the economic, social development and labour market needs of Indigenous communities, recognizing that First Nations, Métis and Inuit peoples are distinct and that their communities will differ in terms of the education programs required:

- BTATI - Blood Tribe Agriculture Training Initiative program 2015.

4. Support students and employees to increase understanding and reciprocity among Indigenous and non-Indigenous peoples.

- Acknowledge that we reside on traditional Blackfoot territory and integrate the use of Blackfoot language at events, ceremonies and meetings.
- Include traditional ways of doing and being in the processes associated with institutional functioning (i.e. opening prayer at institutional events, FNMI Calendar of Events including Elder visits, Eminent Scholar speaker series and sharing circles).
- Offer staff and faculty training on Indigenous history, inter-cultural training for all (faculty, administration, support staff, facilities), including experiential, hands-on learning activities, and land and place-based learning.
- Kainai Studies for all College Leadership Council leaders.

5. Commit to increasing the number of Indigenous employees with ongoing appointments throughout the institution, including Indigenous senior administrators.

Improve frontline services for Indigenous students by allocating resources to ensure regular access to services from Elders from the community or in residence.

- Cultural Support Program (Blackfoot, Métis and Inuit Elders)
- Eminent Scholars Program

Ensure institutional hiring and human resource development strategies identify goals and approaches for increasing the number of Indigenous staff and faculty.

- In relation to the college's strategic plan, ensure that FNMI representation is included in the talent management and HR operations.

6. Establish Indigenous-centred holistic services and learning environments for learner success.

Initiate recruitment with Indigenous students from grades 6- 12 to expose youth to college/institute programs and related career opportunities and link them to pre-requisites they need in high school.

- Lethbridge College is committed to providing FNMI students with a successful student experience. FNMI Services offers a "Circle of Services" to assist our FNMI learners and help them be successful on their journey of pursuing a post-secondary education.

7. Build relationships and be accountable to Indigenous communities in support of self-determination through education, training and applied research.

Formalize college and institute partnerships with First Nations, Métis and Inuit communities, Indigenous institutes of higher learning and Indigenous organizations such as Friendship Centres and Métis Community Councils, recognizing the equal partnership status.

- Revised MOU – Red Crow Community College.

SUPPORTING LEARNERS WITH DISABILITIES

Lethbridge College continues to see an increase in the number of students identifying disability-related challenges with the current year expected to be up 12 per cent over the prior year. Our main priorities for 2016-17 will be the continuing migration of face-to-face services to the online environment. This is supported by evidence from a current year pilot where 64 per cent of students chose the online option. Another initiative will be focused on improving the efficiency of our online exam-booking system. Together, these online options remove barriers for students and allow the college to keep up with growing demands with limited resources.

A second area of focus is the continued promotion of Universal Design for Learning (UDL) approaches. This includes a plan for the application of UDL principles to the digital learning environment, helping to ensure all students have equitable access to the learning opportunities supported by digital resources.

The college's Inclusive Post-Secondary Education (IPSE) program continues to support students with developmental disabilities to attend Lethbridge College through the auditing of classes as opposed to taking them for credit, giving staff the freedom to work with instructors to modify homework, assignments and tests to accommodate each student's needs. The students have the opportunity to continue their learning, connect with their peers, participate in college and community activities, gain experience, make contact in their field of study and ultimately secure meaningful employment.

An Early Childhood Education (ECE) student takes part in a lecture in the dedicated ECE lab space.



APPENDIX E


INTERNATIONALIZATION

Lethbridge College's international student population represents five per cent of the total enrolment (full-load equivalents). The college is committed to providing international students a successful student experience. Engaging students with ongoing support and relationship building is an important initiative for the college. Students have the opportunity to collaborate with faculty, administration and international support staff. Guidance is provided in many areas including application and registration process, campus and community resources, academic supports, and social and cultural development. As a result, we see the creation of new friendships, connections with communities, exposure to Alberta and Canadian culture, the development of academic support and an awareness and understanding of employment and career opportunities in Canada.

Lethbridge College supports and encourages student and faculty exchanges. Faculty incorporate international exchanges as part of the curriculum designed to provide global awareness and global experiences. Lethbridge College has nine official Memoranda of Agreements in place with colleges and universities in eight countries: Finland, Japan, South Korea, France, Australia, Austria, Scotland and the United States. Exchanges are selected based on a number of criteria including reciprocal exchange agreements with students and faculty, the selection of institutions and countries aligned with curriculum, cultural development, and safe travel practices. In addition to academic exchanges, Lethbridge College supports and encourages international athletic team travel where students and coaches experience international competition, intercultural development and international travel. The college continues to collaborate with the Nippon Institute of Technology to provide a quality two year experience for Japanese students in Canada.

An outcome of the current year is the development of an International Plan for the college that incorporates an entrepreneurial approach. While this plan is still under development, it is expected that the completed plan (June 2016) will provide direction for international activities moving forward. Initial observations indicate there are many international jurisdictions that the college could pursue and many ways in which we could create new partnerships (e.g. recruiting students, delivering content abroad, applied research, etc.). There are also many business models for pursuing international opportunities (e.g. partnering with brokers, foreign institutions, provincial or federal agencies).

Finalization and implementation of the International Plan is expected to generate a portfolio of international activities that support a culturally enriched learning environment benefiting all students and provide a positive financial contribution. In addition, the college's international activities will contribute to the economic growth and diversification in the region and Alberta.



English Language Centre student Seng Yeop Baek (Chris) from Korea stands in front of a series of flags that represent the countries from across the world that Lethbridge College students call home.

APPENDIX F CAPITAL PLAN

FUNDED INFRASTRUCTURE INITIATIVES

The following capital projects have been and continue to be a focus for the college and the various stages of work are continuing into the 2016-19 planning cycle.

New trades and technologies facility:

A major focus for the college is the renewal and expansion of the existing Trades 1900/2900 Building. Trades and technologies remain a vital part of southern Alberta's economic success and are a key area of focus and strength for the college. These disciplines have continuously evolved, as has Lethbridge College's delivery of these programs, resulting in an ever-increasing reliance on technological innovation with a focus on sustainability. This project will bring together many of our existing trades and apprenticeship training programs, including:

- welding and electrician programs;
- programs housed within the Crooks School of Transportation including Automotive Service - Heavy Equipment, Parts Technician and the Automotive Systems - Agriculture/Heavy Equipment certificate programs; and
- emerging technologies such as the Wind Turbine Technician certification program and the new home of our International Wind Energy Academy.

The Civil Engineering, Geomatics, Engineering Design and Drafting Technology, and Interior Design Technology programs will also be located in the renewed building to take advantage of multiple-use lab/innovation/applied research spaces and the increasing industry links between the trades and technologies expertise.

Consistent with the direction of Campus Alberta and 21st century teaching and learning, this facility will be highly functional, flexible and designed for optimum utilization. Capacity within the trades and technologies disciplines will increase, positioning the college to meet the evolving needs of Albertans and industry in the area of trades and technologies education and training. This need is best demonstrated in the emerging wind energy sector where industry capacity in southern Alberta is expected to more than double in the next decade. This will result in significant growth for the college's wind programming.

The new trades and technologies facility is a critical infrastructure project for the college moving forward. The project began with ground breaking in April 2014. Phase one, which includes programs in the Crooks School of Transportation, opened for students in September 2015. Phase two began immediately after and is expected to be complete by September 2017.

Other:

- The plan includes a general provision for equipment renewal and various infrastructure maintenance projects over the next planning cycle.
- A key initiative included in the plan is the completion of a Campus Master Plan that is responsive to changes within the campus environment such as, changes in the academic experience (i.e. digital learning, assessment, student experience) and completion of the new trades and technologies facility.

Chuck Wynder, a 1988 graduate of the college's Carpentry Apprenticeship program, is one of the many alumni who is working to construct the college's new trades and technologies facility.



PRIORITY CAPITAL PROJECTS

Lethbridge College has an ongoing facility evaluation program that monitors the condition of its facilities, identifies maintenance issues and the cost of remedial work. The result is a multi-year project priorities plan. In keeping with the college Campus Development Plan and the identified metrics and opportunities arising out of the college Space Utilization Plan and in alignment with the college's academic transformation strategy, we continue to seek funding for the following priority projects:

The priority rating has been adjusted to conform to the government's move to rate capital submissions with either a one or two rating with limitations on the number of priority one submissions.

Expansion projects:

Project title: ***The Learning Commons***

Project priority: 2

Project budget: \$17.5 million

Project description and justification:

This project is in the initiation phase and is being reviewed in light of the new strategic plan and specifically the Academic Transformation strategy. The Buchanan Library houses the library, learning commons and the Learning Café. The space is heavily used in support of various academic and learning needs and has not seen renewal work since a major renovation in 1985. This project will transform the Buchanan Library by bringing together library and learning support services and creating a hub for the community to access a wider variety of learning resources. The project supports fundamental shifts in models of learning and research support that necessarily reflect rapidly changing pedagogy, technology, student profiles, patterns of learning and expectations, and how the world accesses, manages and exchanges information.



Renewal projects:

Project title: ***Natural Gas Utility Distribution (Campus Wide) Renewal Project***

Project priority: 1

Project budget: \$2.2 million

Project description and justification:

This project will include renewal of the high pressure natural gas distribution system. The existing system is at the front-end of its life cycle replacement. The risk at present is low.

Project title: ***Andrews Building Renewal Project***

Project priority: 2

Project budget: \$7.5 million

Project description and justification:

This project is in the initiation phase. The anticipated scope of work involves modernization of the kitchen, servery and food services areas to better support academic teaching and learning in the culinary program and general student body. The culinary academic program has evolved over time to meet the requirements of industry. The kitchen and teaching spaces require renovation to accommodate new equipment that supports new pedagogy. The new equipment will provide a modern teaching and work environment and allow a seamless transition into the work force and work environment for our learners.

Project title: ***Paterson Renewal Project***

Project priority: 2

Project budget: \$4.5 million

Project description and justification:

The anticipated scope of work of this project involves renewal of mechanical systems not addressed in the 2008 upgrade. It includes new lighting, ceiling systems, hazardous material removal, curtain wall replacement and redesign of entrances to meet current building code and accessibility needs.

Project title: ***Storm Water Retention Ponds (Campus Wide) Renewal Project***

Project priority: 2

Project budget: \$2.2 million

Project description and justification:

This project will manage the storm water retention system for the campus to meet current environmental legislation and demonstrate accepted sustainability practice.

APPENDIX G

INFORMATION TECHNOLOGY

Information technology continues to play a key role in supporting the 21st century teaching and learning initiatives and the core administrative and operational functions of the college. The college continues to focus on technologies that provide greater access and functionality to the users, regardless of where they are and which tools they are using. Mobile use continues to grow and the ability to use mobile tools is a high priority for existing and new applications. The focus for this plan will be on enterprise systems that allow the college to develop and grow in areas that will not be possible without these tools including the following:

Customer Relationship Management (CRM)

A CRM system will allow the college to manage customer relationships, including the data and information associated with them. Data such as customer and prospect contact information, accounts, leads and sales opportunities can be stored in one central location. Securing a CRM will enable the college to develop streamlined business processes and communications in the following areas: Recruitment, Retention, Admissions, Business Development, Marketing, Alumni and Government and External Relations.

Talent Management System

Ready access to information about our people, their talents, and the ability to match them with the evolving needs of the college is critical to our success and to the achievement of deliverables tied to our focus on people. It will house validated capabilities and skills (both personal and professional within and outside of current roles) and will be accessed to identify the talent required to fill emerging roles. This system will help the college match the right skills with the right roles and automate all other employee life cycle processes. A talent management suite will provide the college with the capacity to store information in a way that is reportable, searchable, and will facilitate data driven decisions.

New website (*One Experience*)

Marketing and Web Services is in the process of revamping the *lethbridgecollege.ca* website. The college recognizes that website performance and functionality is crucial for managing communications and connecting with the broader college community. It is a common asset all departments use and is critical to the success of stakeholders reaching their business objectives. The website is arguably the most important marketing, recruitment, communications and customer service asset the institution possesses and its use transcends the entire college. There will be immediate strategic and technical benefits from upgrading the Lethbridge College website with a new responsive design.

Investigating Competency Based Education Management Tools

Competency Based Education (CBE) is the mastery of skills and knowledge for a specific course or module. Lethbridge College is currently piloting this delivery method to understand all the benefits and challenges it provides. One challenge that has been identified is the lack of functionality in current student information systems. Along with this, the vendor landscape for developing suitable CBE systems is truly in its infancy. Lethbridge College will continue to define its CBE needs and will work with a number of vendors to help develop the appropriate systems to support those needs.

Along with these major initiatives, there are other projects such as the development of a Digital Learning and Academic Technology Plan that will continue to drive the innovative use of technology at Lethbridge College.

The funding model for these initiatives is internal however, the college endeavors to find savings through efficiencies in the cloud, reduced subscription costs and economies of scale.



A P P E N D I X H

PEOPLE

People are and continue to be the driver behind the college's success. People is one of the college's three values and a key contributor to the other two – excellence and success. The primary focus of the faculty and staff at Lethbridge College is to ensure the success of our students. Their success is our success. People Development is one of four strategies – processes and actions - to achieve desired outcomes. The strategy, simply defined, states “we will develop our people to realize their highest potential.”

A key goal and outcome for Lethbridge College is to have an engaged workforce where employees feel passionate about their jobs and are committed to the college and its success in helping to prepare students from all walks of life to reach their potential.

Previous work identified the development of a Collaborative Centre of Excellence for People Development was key to building a foundation of excellence in our people. This continues to be the focus with the following priority initiatives framing our work during the next three years:

Organizational Learning Plan

The creation of a comprehensive Organizational Learning Plan will ensure we attract, develop and retain employees whose values, passions, strengths, purpose and talents are in strong alignment with the college's values strengths and purpose. This work is a continuation of the work ongoing in the current year. As with all our work, collaboration with stakeholders is key to ensure all perspectives are considered in the design, development and implementation.

Elements of the plan include:

- The identification of recruitment activities to ensure we attract people who demonstrate strong alignment with our organizational values and culture, the talents we require to be successful, the willingness to develop and grow personally and professionally and are passionate for what they do.
- The development of an onboarding/orientation program that builds community and a sense of belonging in addition to the fundamentals with respect to the position and working environment.
- Opportunities for ongoing development such as:
 - internal programs (i.e. learning experiences, mentoring, coaching, etc.)
 - external opportunities (i.e. participation in local, national and international organizations and activities with similar interests, and beneficial exchange programs, etc.)
- The completion of the remaining phases of the Talent Management initiative (Talent-assessment 2016-17; Talent Review 2017-18; Talent Inventory 2018-19). Talent Management consists of work processes and systems for developing people with the goal of maximizing the passion, talent and contributions of our people for collective success. The four phase process, initiated in 2015-16 with phase one - the design of the Self- Assessment phase, continues in the next three years with the design of the following three phases – Talent Assessment, Talent Review and Talent Inventory. Prior to full implementation, the design will be fine-tuned through the initiation and evaluation of pilots.
- Opportunity assessment and feedback systems to ensure the Learning Plan continues to achieve the desired outcomes.
- An Employee Engagement Survey conducted in the spring of 2016 sets the baseline for building upon. As a follow-up to the 2016 Employee Engagement Survey, recommendations will be implemented to increase employee engagement. Follow-up surveys will measure the progress.

Institutional Health and Wellness Plan

Over the past few years, post-secondary institutions have begun to focus on the creation of a healthy organization and environment for all those on their campuses. In particular, there is increasing attention on student mental health needs at the provincial, national and international level. The post-secondary environment is becoming recognized as not only a place for education but as an environment in which to develop healthy and engaged people. Research shows, there are well defined links between academic success and student mental health. Research also shows that settings like post-secondary institutions can be designed and structured to have a positive impact on the mental health of students (Alberta Post-Secondary Mental Health and Addiction Framework 2015). Our institution will face many pressures in the coming years to create a healthy organization and environment for all those on our campus. Lethbridge College has a more mature demographic; 33.4 per cent of our workforce is 55 years of age or older and 42.1 per cent are 40-54 years of age.

The well-being of all people including students, staff and faculty is the focus of this initiative. This institutional initiative is a collaboration which includes the Lethbridge College Students Association and college departments responsible for student and employee health and wellness. The initiative incorporates work started in 2015-16 under the auspices of Student Services and within a holistic Student Relationship Model approach.

This collaboration will increase our capacity to create a healthy and resilient campus environment and offer a proactive approach to address both mental and physical health issues in a holistic manner. In addition, the economic case for investing in workplace health promotion is very compelling. Research clearly demonstrates a strong correlation between employee health and the health of the organization in term of results and long-term sustainability in addition to the research that links student success with student mental health. A proactive health and wellness approach for all people provides a positive learning and working experience that contributes to an engaged student and an engaged workforce.



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