



LEADERSHIP AND TRANSFORMATION

LETHBRIDGE COLLEGE
COMPREHENSIVE INSTITUTIONAL PLAN
2018-21



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Message from the President

I am pleased to present Lethbridge College's Comprehensive Institutional Plan for 2018-19 through 2021-22. This document outlines the college's plans to grow our way to sustainability as we continue to provide relevant, high-quality education in a changing world. We look forward to implementing these plans as we work to achieve our overarching goals and corresponding priority initiatives, all of which have been thoughtfully designed to align closely with the goals and priorities of the Government of Alberta.

In the following pages, you will read about some bold new initiatives and projects, including:

- Our expanded focus on sexual violence action, not just policy.
- The creation of meaningful multipurpose spaces across campus to support our research efforts, human-centred design and interdisciplinary cooperation.
- Our growing work with virtual reality, a new technology that is transformative and has applications in many areas of the college.
- The ways we engage our students through hands-on learning and competency-based education and how that can support our retention efforts.

You will also read about ongoing projects and priorities for the college, and our dedication to continuing these innovative and important efforts, including:

- How we work to 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.
- The ways our applied research and scholarship initiatives are creating lasting benefits for our community and industry partners.
- Our efforts to create an inclusive healthy learning and work environment that nurtures the health and well-being of all students and employees.
- Our different approaches for supporting the development of our people to align their strengths, passions, purpose, skills and capabilities with the needs of a shifting and changing educational landscape.
- How the college's existence creates a positive economic and social impact, both within the city of Lethbridge and throughout the province and country.
- Some of the different benefits students get from higher learning, especially when it comes to their future income potential and ability to give back to their communities in significant ways.

In short, this plan shows how Lethbridge College is ready. We are ready to support our students in their efforts to access post-secondary education and ready to help them succeed in the workplace after graduation. We are ready to grow sustainably to provide educational options to more students than ever before. And with innovative programs and supports, we are ready to continue to foster an inclusive environment, welcoming to all learners.

We are pleased to embark on this journey toward our seventh decade with a comprehensive institutional plan that serves as our guide. And we remain committed to 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 Kristin Ailsby

June 12, 2018

Kristin Ailsby, BA, MA, LL.B

Chair, Board of Governors
Lethbridge College

Adult Learning System Core Principles

The Government of Alberta has identified that education is the cornerstone of a healthy economy that that investing in high-quality, affordable post-secondary education is key to achieving this. The Adult Learning System Vision states:

Every Albertan has the same opportunity to fulfill their full potential and contribute to their communities by obtaining a high-quality post-secondary education regardless of financial circumstances.

There are five core principles outlined within the Adult Learning System vision that the Comprehensive Institutional Plan is guided by – accessibility, affordability, quality, accountability and coordination.

Board of Governors

Ms. Kristin Ailsby (Chair)
Dr. Paula Burns
Ms. Kristine Cassie (Vice Chair)
Dr. Jennifer Davis

Ms. Terri Ann Fitz-Gibson
Mr. Justin Lorne
Mr. Travis Plaited Hair
Ms. Tracy Zappone (Vice Chair)

Executive Summary

This year's Comprehensive Institutional Plan is strongly rooted in the idea of growing our way to sustainability. Lethbridge College's connection to the land, agriculture and our natural environment has provided inspiration for the way we do business and how we approach student success. Growth is a natural part of life and this concept has become the backbone of our strategy moving forward. It is not just about growth in student numbers but includes commitment to health and wellness, program development, community relations and employee engagement. The college is ready to make the next 60 years as rewarding and accomplished as the first.

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 based 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.

All initiatives outlined in this plan have an impact on delivering the highest quality education in an accessible and efficient manner with the ultimate goal of enhancing the student experience. Lethbridge College is designing a more inclusive and enticing learning environment. Some of the highlights include:

- recognizing and embracing our cultural differences through the Indigenization of campus, which is reflected in the Niitsitapi Indigenization Plan;
- focusing on putting our sexual violence policy into action to encourage prevention;
- and embracing mental health initiatives that address barriers to academic success.

With limited resources and internal capacity, the college had to take a hard look at the ambitious nature of our strategic vision. Sustainability is not an option but a requirement, and Lethbridge College is integrating a proactive approach to anticipated economic restraints. We selected priority initiatives such as the centralized placement model, competency-based education, exploration of an assessment centre and strategic enrolment management based on their far-reaching, positive impact in program delivery, benefits to students and operational efficiencies.

Higher education is evolving. By recognizing and embracing the possibilities associated with a new way of learning, Lethbridge College is positioning itself as a leader in 21st century, immersive and experiential instructional techniques. Driven primarily by the rapid advances in technology including the exponential growth in the availability of information (the web) coupled with increased flexibility generated by mobile technology, the college is adjusting how it develops and delivers its services. The use of technology as a tool will boost our internal processes specifically in student services, admissions, marketing, recruitment and advancement. But the college is also leveraging technology in research and the application of virtual reality in the classroom, which has repeatedly been identified by industry as an area of interest.

Advances in technology are also fueling the need for responsive, nimble higher learning opportunities as work moves from being 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. Establishing Lethbridge College as a Collaborative Centre of Excellence in Agriculture, which is outlined in this plan, is the ideal vehicle to further unleash the potential for agricultural programming and research that will have interdisciplinary impact.

Similarly, the Collaborative Centre of Excellence model is being explored in Justice Studies and in People Development. Designed around regional opportunities and internal strengths, Lethbridge College's Centres of Excellence will develop activity and align people, assets and resources to provide maximum value to the learner,

industry and the community. Like we did with Agriculture, we are reorienting to remain relevant and sustainable in a fast-moving and shifting landscape.

New focus on competency-based education in our Justice Studies programming builds on our existing strengths and strong reputation in this field. By aligning our curriculum to the defined Police Sector Council (PSC) competencies, including the rigorous assessment needed to recognize a student's learning outcomes, we are matching our student abilities directly to industry need. 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.

The professional growth of our people is a fundamental value inherent in the college's success. A strong focus has been placed on both engagement and health and wellness. Employee development includes addressing existing challenges while being proactive giving attention to future training needs to prepare our people for inevitable change. As the learner evolves, our people must be prepared to successfully adapt in response. A holistic approach to develop our people includes more than just skill development, but also a safe environment to grow, brainstorm, collaborate, explore and inspire.

This Lethbridge College Comprehensive Institutional Plan builds on the college's strong foundation of excellence in teaching and learning, a base 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. Flexible, accessible learning opportunities are key to serving new generations of learners. Grounded by student success, our effort to grow our way to sustainability is being shaped by our demographics, economic landscape, technological and pedagogical drivers, and labour market demands. Lethbridge College is ready and prepared to act on its strategic vision.

Institutional Context

As a publically funded post-secondary institution in Alberta, the role of Lethbridge College is to support and promote Campus Alberta, the Adult Learning System and the associated Core Learning Principles which are accessibility, affordability, accountability, quality and coordination. A sustainable post-secondary system in Alberta that adheres to these learning principles will foster innovation, entrepreneurship and collaboration not only between post-secondary institutions but with industry as well. In doing so, the college will operate within its approved mandate and direction provided by the Minister of Alberta Advanced Education (AAE).

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

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 strategic 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

Strategic Framework

In alignment with our Campus Alberta-approved mandate, 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.

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

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 Indigenous and international students.

Mission

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

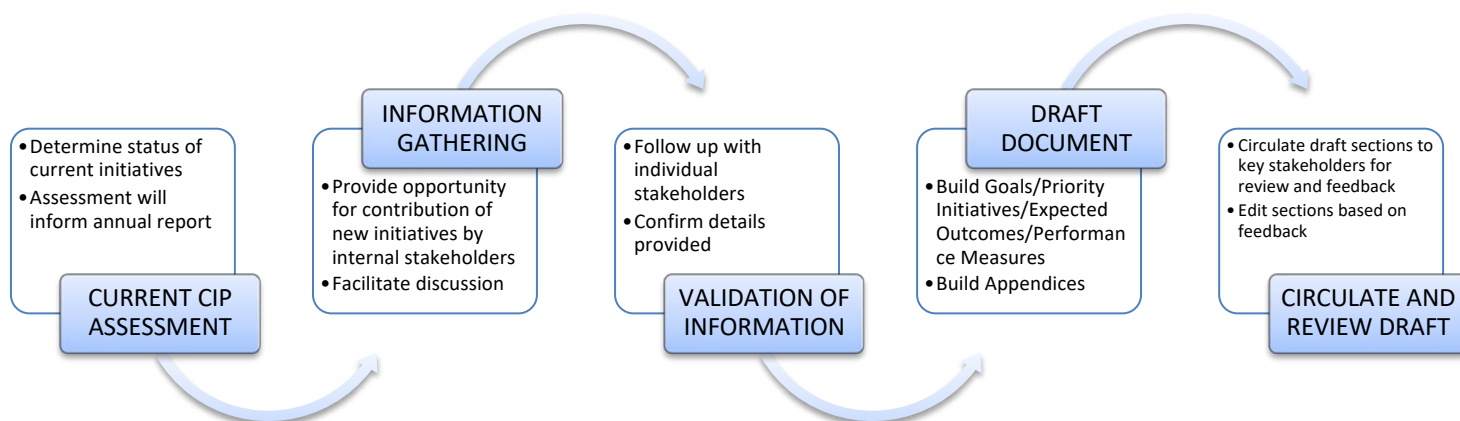
Consultation Process

Like any good strategic or governing plan, the Lethbridge College Comprehensive Institutional Plan (CIP) builds on the existing foundation laid by previous plans. The 2018-21 CIP is no exception as its content reflects the efforts and hard work of stakeholders over the last three years. Given the CIP is a living document that is continually evolving to reflect the changing educational, cultural and economic landscape, we are expected to be responsive to market demand so continuous consultation with external stakeholders is crucial. Lethbridge College's success depends on providing relevant, high quality programs that strengthen the economy and set graduates up for employment so understanding what the market needs ensures our graduates meet those demands.

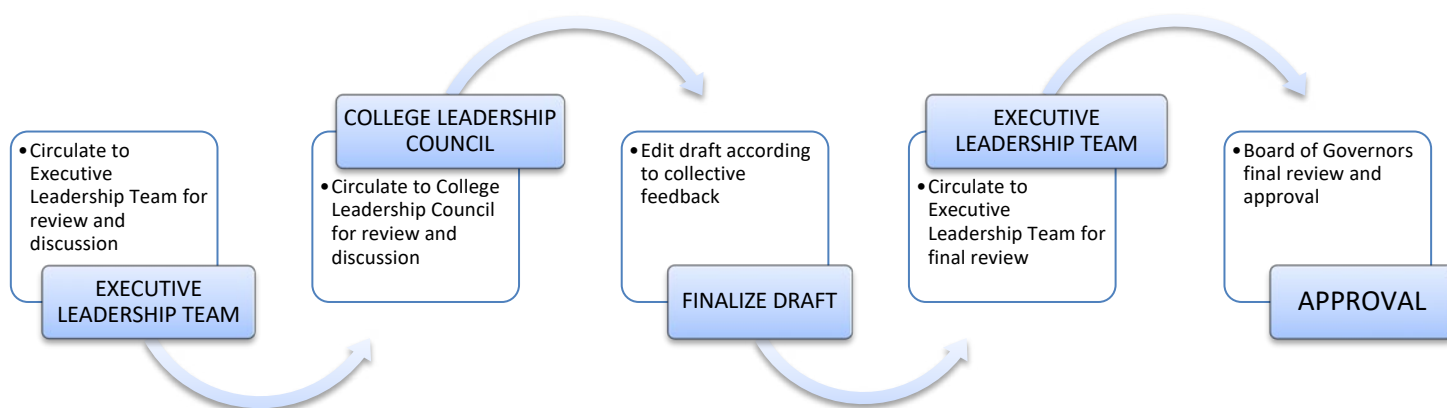
The development of our CIP goals and priority initiatives always includes a consultative component which is specific to the initiative. In some cases, consultation with either internal or external stakeholders is informal and ad hoc. For new program development, the process is formal and prescribed by the Academic Program Policy. Engaging with key stakeholders to assess value, process and outcomes of any initiative is inherent in what we do.

Bringing all these initiatives into one document to build the Comprehensive Institutional Plan requires extensive collaboration and organization. Lethbridge College's process includes almost every facet of the organization with both individual contributions and collective review.

Individual Internal Engagement Process



Collective Internal Engagement Process and Approval



Stakeholder Consultation Overview

Stakeholder consultation includes but is not limited to:

External stakeholders

- Alberta Industry Training
- Calgary Innovates
- Canadian Council of Massage Therapy Schools
- City of Lethbridge
- Community Advisory Councils (municipal)
- Indigenous Committee
- Lethbridge Family Services
- Lethbridge Police Service and other enforcement agencies
- President's Indigenous Council
- Program Advisory Committees – external membership
- Recent Lethbridge College graduates
- RINSA partners (Alberta Innovates, Community Futures, University of Lethbridge, Economic Development Lethbridge)
- Southern Alberta Language Assessment Services

Internal

- Lethbridge College Dean's Council
- Lethbridge College Alumni Advisory Council
- Lethbridge College employees
- Lethbridge College Executive Leadership Team
- Lethbridge College Industry Advisory Council
- Lethbridge College Leadership Council
- Lethbridge College Students' Association

School districts and boards

- Kainai School Board
- Lethbridge School Divisions
- Palliser School Division

Post-secondary institutions

- NAIT
- Okanagan College
- University of Lethbridge

Goals, Priority Initiatives, and Expected Outcomes

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 focus in achieving the goals of delivering high-quality, assessable 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.

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 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.

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
- 1.2. Scholarly Activities, Applied Research, and Scholarship of Teaching and Learning
- 1.3. Collaborative Partnerships
- 1.4. Program Development

1.1 Excellence in Teaching and Learning		Provincial Principles				
		Accessibility	Affordability	Quality	Coordination	Accountability
GOALS						
G1	Create and facilitate high quality, flexible, experiential and relevant learning experiences that open pathways for students to employment, career advancement, further post-secondary education and life long learning.	x	x	x	x	x
G2	Establish Collaborative Centres of Excellence in key areas that exemplify interdisciplinary and stakeholder cooperation for the purpose of leading and transforming education in Alberta.			x	x	

PRIORITY INITIATIVES		Expected Completion Date	Institutional Strategies			
			Academic Transformation	Collaborative Partnerships	Resource Innovation	People Development
P1	Create flexible learning pathways that make education more accessible specifically to different learner demographics including the mature student.	2021	x	x		
P2	Engage industry to ensure new program development is relevant and responsive to industry needs.	2021		x	x	
P3	Integrate experiential, active and collaborative learning into the classroom with a focus on nurturing professional and applied skills such as core competencies and digital learning.	2021	x		x	
P4	Develop the Digital Learning strategy.	2019	x		x	
P5	Develop the Collaborative Centre of Excellence in Agriculture.	2019	x	x	x	x
P6	Develop the Collaborative Centre of Excellence in Justice.	2020	x	x	x	x

EXPECTED OUTCOMES	
E01	Application rates will continue to increase as learners seek out high quality, practical education provided at Lethbridge College.
E02	Industry will seek out Lethbridge College graduates for their in-demand skill sets and well-rounded education.
E03	Lethbridge College will be recognized for its significant contribution to the viability and desirability of southern Alberta.
E04	Graduates will demonstrate the knowledge and skills necessary to succeed in their chosen fields of work.

PERFORMANCE MEASURES		Current	Target
PM1	Percentage of students satisfied with the quality of the learning experience (Source: LC Student Satisfaction Inventory survey)	78%	80% or greater
PM2	Percentage of graduates satisfied with the educational experience (Source: Alberta Graduate Outcome survey)	95.5%	95% or greater
PM3	Percentage increase year to year, for total admission offers extended.	3785 offers	5% annual increase

1.2 Scholarly Activity, Applied Research, and Scholarship of Teaching and Learning (SoTL)		Provincial Principles				
		Accessibility	Affordability	Quality	Coordination	Accountability
GOALS						
G1	Provide opportunities for students and employees to engage in scholarly activity and applied research that will support the academic vision, contribute to the local community and industry while enhancing student experiential learning.	x		x	x	
G2	Build a culture of Scholarship of Teaching and Learning (SoTL) by embracing multi-faceted activities involving the creation, integration and dissemination of knowledge, research skill development and faculty capacity building.			x		
G3	Leverage internal resources and strengths as well as external partnerships, including the Regional Innovation Network of Southern Alberta (RINSA), to provide exemplary learning experiences to students and address real-world challenges leading to innovative solutions that benefit industry and community partners.			x	x	

PRIORITY INITIATIVES		Expected Completion Date	Institutional Strategies			
			Academic Transformation	Collaborative Partnerships	Resource Innovation	People Development
P1	Construct Early Childhood Education (ECE) Outdoor Play area and explore external funding for applied research projects for Early Childhood Education.	2020	x	x	x	x
P2	Construct Centre for Sustainable Food Production and enhance infrastructure for industry funded applied research projects.	2020	x	x	x	x
P3	Develop an Irrigation Science Applied Research program, leverage industry funds for NSERC/ other funded applied research projects.	2020	x	x	x	x
P4	Encourage additional research capacity through the Scholarship and Applied Research (SAAR) fund and research training opportunities.	2019	x	x	x	x
P5	Develop the Scholarship of Teaching and Learning Plan.	2019	x	x	x	x
P6	Pursue new research funding projects that focus on areas such as precision agriculture, virtual reality and the environment.	2021	x	x	x	x

P7	Establish Technology Access Centre (TAC) for Virtual Reality through NSERC TAC funding.	2020	x	x	x	x
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EXPECTED OUTCOMES

EO1	Scholarship will be supported as a means to enhance professional development, share knowledge and strengthen our academic capabilities regionally, nationally and internationally.
EO2	Strategic collaborations with industry partners will maximize the benefits of applied research relationships and outcomes, and will serve as a catalyst for enhanced learning opportunities.
EO3	Applied research and SoTL will be integrated into teaching and learning activities through experiential learning and skills development which meet teaching, industry and community needs.

PERFORMANCE MEASURES		Current	Target
PM1	ECE demonstration site funding and construction and associated applied research projects	Site under construction	Fully funded with one NSERC Engage grant
PM2	Centre for Sustainable Food Production (research greenhouse)	Proposal to CFI submitted	Fully funded and complete
PM3	Irrigation Science Applied Research Program	1 NSERC ARD grant submitted awaiting decision	Implemented with NSERC ARD grant support
PM4	Scholarship and Applied Research (SAAR) fund	Funding fully allocated	Funding fully allocated
PM5	Natural Sciences and Engineering Research Council (NSERC) and Social Science and Humanities Research Council (SSHRC) grants	One 5-year NSERC project, One 1-year NSERC CASBE project, Two NSERC Connect grants	5 new research projects

1.3 Collaborative Partnerships

GOALS

		Provincial Principles				
		Accessibility	Affordability	Quality	Coordination	Accountability
G1	To support Regional Stewardship in the development of dual credit pathways and foundational learning opportunities that create greater accessibility for learners and benefit individual communities, industry and the provincial economy.	x		x	x	
G2	To enhance profitable, non-credit programming through Corporate and Continuing Education that responds to community and industry need.	x	x	x	x	

PRIORITY INITIATIVES

PRIORITY INITIATIVES	Expected Completion Date	Institutional Strategies			
		Academic Transformation	Collaborative Partnerships	Resource Innovation	People Development

P1	Conduct the Regional Stewardship “Community Survey of Educational Needs” with regional Community Advisory Councils.	2020	x	x		
P2	Offer the Leadership by Design program (non-credit).	2018	x	x		
P3	Develop enhanced secondary to post-secondary pathways, including dual credit programming, with Kainai Board of Education.	2019	x	x		
P4	Continue to evolve the Experiential Learning week initiative.	2021		x		x
P5	Offer the Certified Transportation Safety Professional certificate program (non-credit).	2019		x	x	

EXPECTED OUTCOMES						
E01	Accessible and relevant learning opportunities which strengthen the local economy that will be prevalent across southern Alberta.					
E02	Lethbridge College will meet the needs of the unconventional post-secondary learner with in-demand foundational and non-credit programming.					
E03	Lethbridge College and its regional communities will sustain mutually beneficial educational partnerships.					

PERFORMANCE MEASURES		Current	Target
PM1	Creation of one new community advisory council every year.	3	6
PM2	Increase revenue generating non-credit programming.		To be determined
PM3	Expand enrolment of students in Experiential Learning Week.	200	250
PM4	Creation of new enhanced pathways for students at Kainai High School.	1	3

1.4 Program Development		Provincial Principles				
		Accessibility	Affordability	Quality	Coordination	Accountability
GOALS						
G1	Design, deliver and evaluate relevant, stimulating, accessible and sustainable exemplary credit programming that support student success.	x	x	x	x	

PRIORITY INITIATIVES		Expected Completion Date	Institutional Strategies			
			Academic Transformation	Collaborative Partnerships	Resource Innovation	People Development
P1	Community Health Promotion diploma.	2018	x	x		
P2	Emergency Medical Responder (EMR) certificate – Stage 2	2019	x	x		
P3	Primary Care Paramedic certificate – Stage 2	2019	x	x		
P4	Advanced Care Paramedic diploma – Stage 2	2019	x	x		
P5	Exploring new programming in the Centre for Technologies, Environment and Design.	2020	x			

EXPECTED OUTCOMES	
E01	Lethbridge College will be recognized as a leader in creating and showcasing exemplary practices and innovations that provide high quality, flexible, experiential and relevant learning experiences.
E02	Lethbridge College programming will be responsive to industry demands that result in graduates getting jobs and achieving student success.

PERFORMANCE MEASURES		<i>Current</i>	<i>Target</i>
PM1	Percentage of employers satisfied with the quality of the graduates they hire (Source: LC Employer Survey)	95%	95% or greater

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

2.1 Organizational Health and Wellness		Provincial Principles				
		Accessibility	Affordability	Quality	Coordination	Accountability
GOALS						
G1	Create an inclusive healthy learning environment that nurtures the physical, emotional and mental well-being of all employees and students including LGBTQ+ resulting in greater professional and academic success.	x		x		
G2	Build partnerships with community agencies to ensure organizational health and wellness are relevant and sustainable within a broader context.	x		x	x	

PRIORITY INITIATIVES		Expected Completion Date	Institutional Strategies			
			Academic Transformation	Collaborative Partnerships	Resource Innovation	People Development
P1	Implement the Student Health and Wellness Plan 2016-19.	2019			x	x
P2	Develop the Employee Health and Wellness Plan 2018-21.	2018			x	x
P3	Creation of an on-campus safe space that promotes inclusivity for learners.	2020		x		x
P4	Sexual violence training for employees specific to implementation of the Sexual Violence Prevention and Response policy and procedures.	2020				x

EXPECTED OUTCOMES	
E01	Healthy and engaged students and employees who will be better equipped to succeed.
E02	Customized actions that will respond to and will be reflective of the unique health and wellness needs of the college community.

PERFORMANCE MEASURES		Current	Target
PM1	Overall improvement to "Employee Empowerment" drivers score (Source: Employee Engagement survey)	Engaged 82%	Engaged 80% or greater
PM2	Overall improvement to employee "Working Environment" drivers score (Source: Employee Engagement survey)	Engaged 75%	Engaged 75% or greater
PM3	Students identify their health as good, very good or excellent. (Source: National Colleges Health Assessment survey)	81.1%	80% or greater

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 Indigenous-Centred Education

3.1 Indigenous –Centred Education GOALS		Provincial Principles				
		Accessibility	Affordability	Quality	Coordination	Accountability
G1	Cultivate awareness, understanding and acceptance for the distinct cultures, languages, histories and contemporary perspectives of Indigenous people for both Indigenous and non-Indigenous peoples.	x		x	x	
G2	Improve the lives of Indigenous learners and communities through accessible, affordable and Indigenous-centred education.	x	x	x	x	

PRIORITY INITIATIVES		Expected Completion Date	Institutional Strategies			
			Academic Transformation	Collaborative Partnerships	Resource Innovation	People Development
P1	Recommend integration of intellectual and cultural traditions of Indigenous peoples through curriculum and learning approaches relevant to learners and communities.	2019	x	x		
P2	Create opportunities for Indigenous representation on governance boards and committees that recognize and respect Indigenous peoples.	2019		x		x
P3	Establish Indigenous-centred holistic services and learning environments for learner success as outlined in the Niitsitapi Indigenization plan.	2019	x	x	x	

EXPECTED OUTCOMES	
E01	Lethbridge College will be considered an institution that integrates and celebrates Indigenous culture that enhances learner success.
E02	Lethbridge College will recognize and affirm our obligation to Indigenous education.

PERFORMANCE MEASURES		Current	Target
PM1	Indigenous enrolment in post-secondary programming (measured in unique students) increase per year.	465 unique students	2% increase per year
PM2	Increase retention rates for self-identified Indigenous learners.	58%	2% increase per year
PM3	Indigenous learners are satisfied with learning experience (Source: Student Satisfaction survey).	86%	80%

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 People Development

4.1 People Development		Provincial Principles				
		Accessibility	Affordability	Quality	Coordination	Accountability
GOALS						
G1	Ensure Lethbridge College remains competitive in attracting and retaining highly competent and qualified talent.			X		X
G2	Encourage employee engagement that is productive, relevant and valuable.		X	X		X
G3	Provide professional development opportunities that align with institutional priorities and optimizes individual values, passions, strengths, purpose and talents.	X		X		

PRIORITY INITIATIVES		Expected Completion Date	Institutional Strategies			
			Academic Transformation	Collaborative Partnerships	Resource Innovation	People Development
P1	Develop and implement an Organizational Learning Plan.	2020	X		X	X
P2	Review and update Human Resource policy and procedures to reflect changing labour needs.	2019				X
P3	Update and implement an Employee Engagement Action Plan.	2020				X
P4	Develop the strategy and framework to guide the creation of the Collaborative Centre of Excellence in People Development.	2021	X	X	X	X

EXPECTED OUTCOMES	
E01	Human resource management will be equipped to attract and retain qualified and capable personnel while catering to the specific professional development needs of the individual.
E02	Cost savings as a result of lower employee turnover, greater productivity and enhanced interdepartmental/interdisciplinary cooperation.
E03	New and existing employees will have clear expectations about Lethbridge College's commitment to people development, which includes employee engagement.

PERFORMANCE MEASURES		Current	Target
PM1	Overall employee engagement. (Source: Employee Engagement survey)	82%	80% or greater
PM2	Long term employment - employees who intend to be employed next year. (Source: Employee Engagement survey)	75%	75% or greater
PM3	Inclusion of learning and professional development plans as a component in employee performance management plans.	NA	100%

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

5.1 Growing our way to Sustainability

5.2 System and Resource Innovation

5.3 Campus Master Planning

5.1 Growing our way to Sustainability		Provincial Principles				
		Accessibility	Affordability	Quality	Coordination	Accountability
GOALS						
G1	To create institutional financial viability through proactive internal collaboration with a focus on new enrolment growth, higher retention rates and operational efficiencies that are cost neutral.	x	x	x	x	
G2	To achieve purposeful and designed enrolment growth by June 2020 that does not compromise academic rigour and is aligned with institutional and student success.			x	x	x
G3	Support strategic enrolment management that reinforces the college's academic mission, and integrates the strategic program mix to achieve optimum enrolments.	x		x	x	

PRIORITY INITIATIVES		Expected Completion Date	Institutional Strategies			
			Academic Transformation	Collaborative Partnerships	Resource Innovation	People Development
P1	Develop retention strategies through inter-disciplinary and inter-departmental strategic planning.	2019		x	x	
P2	Create and implement a growth strategy that outlines process changes that support growth and/or operational efficiencies.	2019			x	x
P3	Design the strategic program mix and strategic enrolment management to validate growth initiatives.	2019	x		x	
P4	Implement the International Plan.	2019		x		
P5	Expansion of the Centralized Placement Model - interdisciplinary extension with supporting database.	2020		x	x	

EXPECTED OUTCOMES	
E01	Increased growth rates in key programming areas that has not incurred unreasonable cost.
E02	Retention rates will improve as progress is made in determining student program fit and enhancing the learning experience for learners.
E03	Lethbridge College programs will be in demand with relevant, quality curriculum that meets the student objectives and industry needs.

PERFORMANCE MEASURES		<i>Current (2017/18)</i>	<i>Target</i>
PM1	Increase in overall institutional retention rate.	62%	80%
PM2	Increase in full-time enrolment not including apprentice (unique student).	7,869	TBD
PM3	Increase in part-time enrolment (unique student).	3,002	TBD
PM4	Increase in non-credit enrolment (unique student).	3,263	TBD
PM5	Full apprenticeship enrolment (unique student).	554	TBD

5.2 Systems and Resource Innovation GOALS		<i>Provincial Principles</i>				
		Accessibility	Affordability	Quality	Coordination	Accountability
G1	Leveraging available resources and technology to support effective operational processes, optimize resources and boost communication capabilities for internal and external purposes.	x		x	x	
G2	Continually adapt internal systems and processes to reduce cost and improve service delivery while maintaining service excellence.		x	x		
G3	Adapting technology and digital assets to support enrolment growth and accessibility to learning.	x	x	x		

PRIORITY INITIATIVES		Expected Completion Date	<i>Institutional Strategies</i>			
			Academic Transformation	Collaborative Partnerships	Resource Innovation	People Development
P1	Student Relationship Management (SRM) system – Year 3 (recruitment and retention module).	2019	x		x	
P2	Updating enterprise systems (Registrar's Office).	2021	x	x	x	
P3	Implement the human resource based Talent Management System, which supports the employee life cycle from recruitment to retirement.	2021			x	x
P4	Implementation of an Information Security Management System framework.	2019			x	
P5	Implement the Centralized Practice-Based Experience Management Model with supporting components including database.	2021		x	x	
P6	Academic adoption of technology research with a focus on interactive whiteboards, system usability scale, and the technology acceptance model.	2020	x		x	x

EXPECTED OUTCOMES	
E01	The SRM will enable the development of streamlined business processes and communication in the area of recruitment, admissions, and retention, business development, marketing and alumni relations.

E02	The effective management of the employee life cycle using Talent Management will improve employee engagement while better utilizing human resource services.
E03	The use of leading edge technology will give Lethbridge College a competitive advantage in experiential learning.
E04	Research will identify factors that influence instructor and student adoption and use of technology to inform the acquisition, implementation and use of academic technology for greater student success.

PERFORMANCE MEASURES		Current	Target
PM1	SRM project Year 3 (recruitment and retention module) – full integration complete.	Year 2 work is currently being done	2020
PM2	Information Security Management System framework - implemented		2019

5.3 Campus Master Planning and Future Renewal GOALS		Provincial Principles				
		Accessibility	Affordability	Quality	Coordination	Accountability
G1	Support proactive campus master planning that reflects our current operational needs, incorporates the changing landscape in teaching and learning such as digital learning, learning spaces, assessment, while creating opportunity for future programming.			x	x	

PRIORITY INITIATIVES		Expected Completion Date	Institutional Strategies			
			Academic Transformation	Collaborative Partnerships	Resource Innovation	People Development
P1	Operationalize the Campus Master Plan.	2019			x	
P2	Integrate the appropriate Energy Sustainability Opportunities recommendations into general operations.	2019			x	
P3	Creation of the “Makerspace” as a component of the simulation and innovation space in Trades, Technologies and Innovation Facility.	2019	x	x		
P4	Attract external funding for identified capital projects listed in Appendix F – Capital Plan.	2021			x	

EXPECTED OUTCOMES	
E01	Academic transformation will be supported by an aligned, updated Campus Master plan.
E02	Institutional effort to reduce costs by integrating environmental stewardship into operational practices.
E03	Increased ability to secure external funding and construct priority projects.

PERFORMANCE MEASURES		<i>Current</i>	<i>Target</i>
PM1	Feasibility study on priority capital projects with funding sources complete.	In development	2019
PM2	Campus Master Operational Plan – fully implemented.	In development	2019

Lethbridge College 2018-19 Performance Measures

Category	Outcome	Performance measure	Target
<i>Students and employers</i>	Students are satisfied with their overall learning experience.	The per cent of students satisfied with their learning experience.	Improve student satisfaction in targeted areas. (Source: Student Satisfaction Inventory)
	Graduates are satisfied with the quality of their learning experience.	The per cent of graduates satisfied with their learning experience.	95 per cent or greater. (Source: Graduate Outcome Survey)
	Students are completing their credential programs.	The number of graduates and completers.	Increase in the number of graduates and completers. (Source: Graduate Outcome Survey)
	Employers are satisfied with the quality of graduates they hire.	The per cent of employers satisfied with the quality of graduates.	90 per cent or greater. (Source: Employer Survey)
	The college is providing an adequate supply of graduates to meet employers' needs.	The per cent of employers agree that graduates can advance in their organization.	80 per cent or greater. (Source: Employer Survey)
<i>People</i>	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 2017-18 (baseline) survey. (Source: Employee Engagement Survey)
<i>Financial sustainability</i>	The budget is balanced for 2018-19 while meeting or exceeding the mission, mandate and expectations of the college.	Actual 2017-18 financial results are on budget.	End 2017-18 fiscal year with a balanced budget.

Appendix A: Financial and Budget Information

BUDGET ASSUMPTIONS

The Budgeted Statement of Operations is prepared in accordance with Canadian public sector accounting standards. The budget was prepared using a comprehensive and inclusive budget process that involved key stakeholders across the college and is based on the five overarching goals set out in the comprehensive institutional plan. The financial plan delivers a balanced budget for 2019, with forecasted deficits in years 2020 and 2021. The college continues to explore additional revenue streams and cost efficiencies to ensure a balanced budget is delivered in 2020 and 2021.

The 2019 financial plan and subsequent years forecasts are based on the following principles.

Budget Principles

2019

Grants Province of Alberta -Base	2.0%
Student tuition and related fees - based on the tuition fee regulation and enrollment growth	
Apprenticeship grant funding	
- Commitment level (638 seats)	included in base
- Additional funding (290 seats)	\$1.1 million
Bargaining units compensation	
- Cost of living allowance	0.0%
- Grid step increments	per collective agreement
Non-bargaining staff compensation	
- Cost of living allowance*	0.0%
- Grid step increments*	none

** Subject to compensation freeze.*

2020

Grants Province of Alberta -Base	0.0%
Student tuition and related fees - based on the tuition fee regulation and enrollment growth	
Apprenticeship grant funding	
- Commitment level (638 seats)	included in base
- Additional funding (290 seats)	\$1.1 million
Sales of services and products - CPI	2.0%
Bargaining units compensation	
- Cost of living allowance	0.0%
- Grid step increments	per collective agreement
Non-bargaining staff compensation	
- Cost of living allowance*	0.0%
- Grid step increments	per salary grid

** Subject to compensation freeze.*

2021

Grants Province of Alberta -Base	0.0%
Student tuition and related fees - based on the tuition fee regulation and enrollment growth	
Apprenticeship grant funding	
- Commitment level (638 seats)	included in base

Sales of services and products - CPI Bargaining units compensation	- Additional funding (290 seats)	\$1.1 million
		2.0%
Non-bargaining staff compensation	- Cost of living allowance	0.0%
	- Grid step increments	per collective agreement
	- Cost of living allowance*	0.0%
	- Grid step increments	per salary grid

* *Subject to compensation freeze.*

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

Lethbridge College
Budgeted Statement of Operations
For the Years Ended June 30
(thousands of dollars)

	2019	2020	2021
Revenue			
Government of Alberta grants	56,215	56,151	56,135
Federal and other government grants	1,635	1,618	1,623
Sales of services and products	9,332	9,519	9,709
Contracts programs	1,970	1,990	2,010
Student tuition and fees	19,562	20,521	20,669
Donations and other grants	1,379	1,412	1,423
Investment income	1,070	1,075	1,072
	91,163	92,285	92,641
Expense by Function			
Instruction	36,852	37,536	37,989
Academic and student support	17,327	17,648	17,863
Institutional support	15,697	15,988	16,182
Sponsored research	619	630	638
Facility operations and maintenance	13,769	14,024	14,194
Ancillary services	6,899	7,027	7,112
	91,163	92,854	93,979
Annual operating surplus (deficit)	-	(569)	(1,339)
Endowment contributions and capitalized investment income	200	200	200
Annual surplus	200	(369)	(1,139)
	2019	2020	2021
Expense By Object			
Salaries	50,202	51,214	51,712
Employee benefits	10,034	10,230	10,330
Materials, supplies and services	11,992	12,228	12,512
Utilities	1,722	1,774	1,818
Maintenance and repairs	6,239	6,369	6,467
Scholarships and bursaries	978	993	1,010
Interest on long-term debt	378	352	325
Cost of goods sold	2,955	3,014	3,074
Amortization of tangible capital assets	6,663	6,679	6,731
	91,163	92,854	93,979

Lethbridge College
Statement of Budgeted Cash Flow
For the Year Ended June 30, 2019
(thousands of dollars)

	2019
Operating transactions	
Annual surplus (deficit)	-
Add (deduct)	
Amortization of tangible capital assets	6,663
Expenses	(5,571)
Change in non-cash items	1,092
Increase in accounts receivable	(250)
Increase in inventories for resale	(50)
Decrease in accounts payable and accrued liabilities	(500)
Decrease in deferred revenue	(557)
Decrease in prepaid expenses	100
Increase in spent deferred capital contributions, less expensed capital recognized as revenue	876
Cash provided by operating transactions	711
Capital transactions	
Acquisitions of tangible capital assets	(3,932)
Cash applied to capital transactions	(3,932)
Investing transactions	
Purchase of investments	(8,000)
Proceeds on sale of investments	7,500
Cash applied to investing transactions	(500)
Finance transactions	
Debt retirement	(438)
Cash applied to financing transactions	(438)
Decrease in cash and cash equivalents	(4,159)
Cash and cash equivalents, beginning of year	29,029
Cash and cash equivalents, end of year	24,870

Lethbridge College
Capital Plan
For the Year Ended June 30, 2019
(thousands of dollars)

The capital plan for 2018-2019 includes acquisitions resourced by both external and internal funds.

Project	External	Internal	Total
General provision	-	800	800
Infrastructure maintenance program	1,100	-	1,100
	1,100	800	1,900

Tuition and mandatory fees

There is no increase in tuition fees for 2018-19 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 2016-17 full load equivalents)

	2018-19	2019-20*	2020-21*
Tuition and fees**	\$4,204	\$4,288	\$4,374
Per cent increase	0.0%	2.0%	2.0%

*Assumes tuition freeze ends in Academic year 2019-20.

**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

Full-load equivalents by credential	Actual 2015-16	Actual 2016-17	Forecast 2017-18	Target 2018-19	Target 2019-20	Target 2020-21
Apprenticeship						
Agricultural Service Technician	1	2	5	3	3	3
Automotive Service Technician	20	20	24	22	19	19
Baker	-	-	-	2	4	7
Carpenter	31	32	29	32	31	31
Cook	12	11	10	10	11	11
Electrician	109	97	81	69	92	92
Heavy Equipment Technician	55	44	37	35	38	38
Parts Technician	11	10	6	9	10	10
Plumber	3	9	14	20	17	17
Welder	44	30	22	16	20	20
Apprenticeship Program Totals	286	255	228	217	245	248
Certificate						
Administrative Office Professional	31	39	36	45	45	45
Agriculture Business Risk Management	-	6	3	-	-	-
Agricultural and Heavy Equipment Technician	21	21	22	21	21	21
Automotive Systems	22	24	21	23	23	23
Medical Device Reprocessing	7	8	8	10	10	10
Commercial Vehicle Enforcement	28	13	13	15	15	15
Community Health Promotion	-	-	-	-	5	5
Early Childhood Education	74	71	62	69	73	73
Educational Assistant	65	54	46	49	59	59
General Studies - FNMI Career Pathways	14	19	25	19	19	19
Health Care Aide Training	34	28	33	46	46	46
Police Cadet Training	-		12	23	31	31
Unit Clerk Training	12	11	13	25	25	25
Wind Turbine Technician	35	39	34	40	40	40
Certificate programming no longer offered	10	4	3	-	-	-
Certificate Program Totals	353	337	331	385	412	412
Degree						
Conservation Enforcement	31	44	35	45	45	45
Ecosystem Management	7	20	33	34	65	74
Justice Studies	92	131	164	139	153	153
Degree Program Totals	130	195	232	218	263	272

Diploma						
Agricultural Sciences	98	103	110	118	137	137
Agricultural Enterprise Management	-	-	-	19	39	39
Business Administration	284	308	290	320	338	338
Child and Youth Care	63	67	62	68	68	68
Civil Engineering Technology	57	61	54	59	63	65
Community Health Promotion Diploma	-	-	-	-	-	4
Digital Communications and Media	55	49	56	54	66	71
Computer Information Technology	76	69	78	76	80	80
Correctional Studies	100	101	111	102	100	100
Criminal Justice	390	370	400	396	407	407
Culinary Careers	43	41	44	42	44	44
Early Childhood Education	21	22	19	22	26	26
Educational Assistant	5	10	9	11	13	13
Engineering Design and Drafting Technology	49	51	40	49	53	60
Environmental Assessment & Restoration	45	43	44	46	55	55
Exercise Science	39	47	46	49	48	48
Fashion Design and Sustainable Production	18	22	14	15	-	-
General Studies	450	475	503	506	504	504
Geomatics Engineering Technology	30	39	32	42	43	48
Interior Design Technology	23	25	41	53	65	65
Massage Therapy	41	49	48	50	51	51
Multimedia Production	48	45	43	45	45	45
Natural Resource Compliance	77	75	85	77	74	74
Practical Nursing	193	174	222	186	187	187
Renewable Resource Management	69	73	72	76	71	71
Therapeutic Recreation - Gerontology	76	83	87	84	86	86
Diploma Program Totals	2,350	2,402	2,510	2,565	2,663	2,686
Non-credential						
Academic Upgrading	199	184	163	182	184	184
English As a Second Language	172	174	180	183	185	185
Open Studies	54	54	45	54	54	54
Supplemental	33	33	23	30	30	30
Pre-Employment	30	27	24	25	25	25
Nursing Collaborative Baccalaureate	214	208	230	223	222	222
Non-credential Program Totals	702	680	665	697	700	700
Total FLEs	3,821	3,869	3,966	4,080	4,284	4,316
Year-over-year percentage change		1.2%	2.5%	3.1%	5.0%	0.8%

International Enrolment Plan

International Full-load Equivalents by Credential	Actual 2015-16	Actual 2016-17	Forecast 2017-18	Target 2018-19	Target 2019-20	Target 2020-21
Certificate						
Early Childhood Education	4	8	3	5	5	5
Administrative Office Professional	1	4	2	3	5	5
Other Certificate Programming (less than 3 FLE)	3	1	-	3	3	3
Certificate Program Totals	8	13	5	11	13	13
Diploma						
Agricultural Sciences	1	5	6	2	4	6
Business Administration	20	23	22	23	26	30
Computer Information Technology	11	7	8	11	13	15
Criminal Justice	4	3	4	4	5	6
Culinary Careers	5	7	9	6	6	6
Engineering Design and Drafting Technology	7	4	5	7	7	9
General Studies	65	62	69	66	68	70
Massage Therapy	1	3	2	3	3	3
Multimedia Production	4	3	1	3	5	6
Practical Nursing	15	15	26	17	17	17
Renewable Resource Management	2	4	2	2	4	6
Therapeutic Recreation - Gerontology	3	4	2	3	3	3
Other Diploma Programming (less than 3 FLE)	10	10	5	5	10	15
Diploma Program Totals	148	150	161	152	171	192
Non-credential						
College and University Preparation	4	3	2	4	4	4
English As a Second Language	27	32	28	34	34	34
Other Non-credential Programming (less than 3)	5	4	3	4	4	4
Non-credential Program Totals	36	39	33	42	42	42
Total International FLEs	192	202	199	205	226	247
International Percentage of Total FLEs	5.0%	5.2%	5.0%	5.0%	5.3%	5.7%

Excellence in Teaching and Learning

Redesigning the college's Academic Transformation Strategy was an outcome for 2015-16. In January 2017, the college completed its Academic Plan, which encompasses the college's core academic functions and 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, Lethbridge 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.

The Excellence in Teaching and Learning Council consulted and created the approved plan as an overarching guide to the various teaching and learning initiatives including Assessment Space and Systems Project, Learning Spaces Guide, Recognition of Prior Learning procedures, Instructor Certification Program, and Professional Learning Team Initiatives. 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.

Centralized Practice-Based Experience Management Model (PBE)

A key component of quality instruction at Lethbridge College is the hands-on experience offered through Practice-Based Experience (PBE) learning opportunities. The ability for students to work in their chosen fields provides valuable insight and exposure to industry with tangible learning benefits that elevate the student experience. In the past, each department was responsible for arranging placements for their students, which was both time-consuming and inefficient. This decentralized model required multiple coordinators who inevitably contacted the same industry partners, which led to unnecessary frustration, duplication and competition for available spots.

In 2016, the Centralized PBE Management model was developed in the Centre for Health and Wellness with the sole purpose of streamlining the PBE management process. This change resulted in a better student and industry partner experience. The creation of the Placement Office allowed for centralized coordination of all Health and Wellness program PBEs with proven results. This model has been so successful that the college intends to extend its application to all academic centres over the next three years.

The Centre for Justice and Human Services adopted the Centralized PBE Management model in 2017, which will be coordinated through the Placement Office that currently sits in the Centre for Health and Wellness. A complete assessment of all the academic centres was conducted during the 2017-18 academic year with a complete integrated model and supporting database expected to be complete by the end of 2019. This will allow for full implementation across all academic centres by 2021.

The centralized placement model is an example of interdisciplinary coordination that leads to effective service delivery with a direct and significant impact on the quality student experience.

Proposed programming changes

Lethbridge College is continually exploring new programming that considers the diverse needs of today's learner and is also responsive to industry demands and changing technological advances while remaining true to our institutional mandate of quality academic instruction. Building off of our existing areas of strength, it is important for the college to diversify our program offerings to identify emerging workforce opportunities that strategically position our students to be graduates in demand. This is achieved by engaging our internal stakeholders, including instructors, and through collaboration with industry and community partners as well as current and potential students to create a constructive labour market assessment of our regional landscape.

Lethbridge College programming contributes to the viability of the Campus Alberta learning system by factoring into our programming initiatives the provincially-mandated core adult learning system principles. Alignment is key but it is also important to preserve and maintain Lethbridge College's unique academic identity. Preserving our reputation for hands-on and experiential learning is reinforced by our focus on knowledge creation using both conventional and unconventional methods. This fosters an environment where creativity and innovation flourishes, which contributes to our institutional success as well as the Alberta economy as a whole.

Justice Studies Competency-Based Education Initiative

The competency-based education initiative 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 has been delivering justice programming for almost 50 years. We currently deliver a Criminal Justice – Policing diploma, a Correctional Studies diploma, a Bachelor of Applied Arts degree in Justice Studies and two recruit training programs. Despite the high quality of the training in these programs, graduates of the diplomas 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, agency-led recruit training program, which lasts 16 to 20 weeks and is intended to produce a field-ready recruit with both foundational and hard skills. Many of the foundational (or soft/complex skills) within the recruit training program provided by the enforcement agency 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.

As the officer progresses through his/her career, although further post-secondary education is not discouraged, it rarely aligns with the specific competencies required of police or other justice officers. In addition, because the programming is not competency-based, agencies are not able to authentically validate the competency of the graduates. To address this concern and capitalize on a viable opportunity, Lethbridge College's Justice Studies diploma programs are implementing a competency-based educational approach. Furthermore, Lethbridge College will transition its Bachelor of Applied Arts degree to the competency-based education model and will align the curriculum to ensure it meets the specific needs of the justice agencies.

The design and development of a competency-based education (CBE) model is a direct response to the needs expressed by agencies and industry stakeholders. It is an opportunity for the college to develop graduates who are validated as competent based on industry standards 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 act as supports for students who will enter and progress through this non-traditional educational model.

i. Behavioural Assessment Tool

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 candidate's competency across a number of complex professional and role-specific skills.

The CBE-based instructional content and assessments are being piloted within the recruit training programs. Three recruit training programs will be delivered and each iteration will incorporate lessons learned from the previous versions. The refined content and assessments will then be transitioned to the diploma programs, with the end goal of producing a graduate who has the required competencies of a field-ready officer. This same methodology will be used as we transition our degree program to align with the ongoing competencies required of officers serving in the justice field.

Emergency Medical Responder (EMR) certificate – Stage 2

Lethbridge College currently is in partnership with Northern Alberta Institute of Technology (NAIT) to deliver the Emergency Medical Responder (EMR) training. The college is in the early stages of conducting an opportunity and viability assessment to determine if there is value in delivering this program in-house. The program would remain a basic care level certificate accredited by the Canadian Medical Association where students learn to assess and treat patients in medical and trauma emergencies. A balanced mix of theoretical teaching and hands-on practical training would provide students with the necessary skills that can be applied in real-life emergency settings.

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 that better capitalize on the social and economic needs of our region. Through agile certificate development in specialized areas such as automation and robotics, the college can be responsive to industry-driven demand that also allows quick turnover for learners looking to get into the workforce in a timely manner. The use of non-credit programming as an incubator for program exploration can assist in determining demand and the development of new educational pathways. This approach to programming opens up opportunities in the adult learning system that meets the shifting needs of the modern learner.

i. 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. All of these, we suggest, may be served with a certificate focused on small business management and entrepreneurship.

ii. 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 programs 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 acceptance of more sustainable energy sources grows.

iii. Health and Wellness

To support the growing health care needs of Albertans, we are developing a career pathway from the Health Care Aid program to health science programs. 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 about 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.

iv. Virtual Reality

The integration of virtual reality into curriculum and as an instructional tool, gives Lethbridge College students an enhanced educational experience and a competitive edge when they enter the job market. The use of technology to improve business practices in both industry and post-secondary is common place. However, the use of technology to enhance the experiential student environment is revolutionizing the way we approach teaching and learning. Lethbridge College is embracing the potential of digital design thinking and virtual reality technology in the classroom. Through applied research projects, college faculty are integrating virtual reality into Welding, Wind Turbine, Interior Design Technology, Digital Communications and Media, and Multimedia, to name a few. This links research to curriculum and students to industry where our graduates will have tangible skills in applying virtual reality in innovative ways.

Enhanced program initiatives

To remain competitive and relevant, Lethbridge College has a program review process that ensures high standards in programming that meet the current and future needs of graduates and employers. Several programs will be reviewing curriculum or implementing curriculum changes in 2018-19 based on feedback from industry and/or program alignment with higher learning opportunities.

Staff members in the Child and Youth Care program are actively pursuing the building of an activity room as part of the Campus Master Plan. This enhancement was originally planned as a market modifier initiative. Additional capacity will allow for enhancements to the Child and Youth Care program. Further, the creation of additional practicum opportunities will provide greater hands-on learning that also includes a focus on developing international placements which would provide students with a global experience.

The Early Childhood Education program is 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 will have elements specifically designed to encourage outdoor play, will provide an optimum environment to "measure" the curriculum developed as part of the Lawson Foundation applied research initiative.

Accreditation initiatives

In October 2016, the Child and Youth Care program hosted an on-site review for the final stage in the Child and Youth Care Educational Accreditation Board of Canada. This process led to official accreditation in February 2017. Accreditation provides the industry assurance that Lethbridge College graduates have received the highest standard of education. Implementation of the Quality Enhancement Plan, which will occur over the next four to five years and allows for ongoing quality improvement, is also part of the accreditation.

The Massage Therapy profession in Canada finalized in March 2017 the standards within the new accreditation process that will apply to all educational programs nationwide. This change in regulation will lead to greater consistency in education and training across the profession and ultimately a higher quality service in massage therapy. Lethbridge College submitted its application for accreditation in April 2017 and is well-positioned to be successful in this accreditation process.

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.

Appendix C: Applied Research and Scholarly Activities

Introduction

Applied research and scholarship research activities are a key process supporting our Academic Transformation Strategy. Our integrated approach to research optimizes learning by providing students and employees with opportunities to address both the scholarship of teaching and learning and immediate real-world challenges, leading to innovative solutions that benefit our students, industry and community partners.

Lethbridge College's key research objectives are to:

- provide an environment that facilitates applied research and research activities
- improve the educational experience of our students through the integration of scholarship and 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
- leverage internal resources and external partnerships, including the Regional Innovation Network of Southern Alberta (RINSA)

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

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

Background

Great strides have been made with a re-launch of the Centre for Applied Research Innovation Fund (CARIF), the successful NSERC-CCI award in Integrated Fish and Plant Systems (IFPS), the implementation of the academic centre research action plans, the establishment of a Scholarship of Teaching and Learning (SoTL) skills development program, new industry partnerships 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 our applied research plan evolves and 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

The Mueller Applied Research Chair in Irrigation Science provides resources to significantly drive opportunities to engage with industry in data-driven productivity in agriculture. We have submitted a new NSERC Applied Research and Development (ARD) proposal in collaboration with Southern Irrigation.

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 generating considerable industry interest. The NSERC-CCI project, which

received \$2.2 million award (over five years), has entered into its 4th year, making significant progress and providing support to emerging industries in aquaponics.

A new project titled *Development of highly productive zero-waste food production platform based on microfiltration and nutrient recycling* received funding through NSERC Engage and CASBE (Campus Alberta Small Business Engagement Program) grants.

A CFI proposal which requests \$2.5 million for the Centre for Sustainable Food Production was submitted in May 2018, in partnership with Pure Life Global, Biorefinex, Fresh Flavor, Alfalfa Mills, Red Hat Co-operative Ltd. and others. This facility will significantly expand the college's capacity for applied research and industry collaborations in the areas of agriculture and agri-food.

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. Experiments were conducted for Quaricals Inc. to measure the efficacy of their ozonized water as disinfectant.

Food quality

The Culinary program is also a growth area for the college. Organoleptic sensory testing skills and recipe development capabilities are building on existing strengths to further engage the local restaurant industry in applied research activities. Lethbridge College undertook a RINSA supported project for Phoenix Haskaps – an enterprise located near Nobleford in southern Alberta. The company had critical quality issues resulting from the process used to dry process the berries. The college is helping Phoenix Haskaps to develop methods that will allow them to preserve the berries and develop value added products for the marketplace.

Justice Studies

Of particular interest to industry and community partners are program assessments, evaluation of effectiveness and best practices in fields related to crime prevention and rehabilitation. The college is 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, scholarship and applied research opportunities in the areas of skills development, teaching 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 understanding 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.

Alignment with Alberta's research and innovation system

The innovation targets for 2030 have been defined in the recently released Alberta Research and Innovation Framework (ARIF). It sets out shared outcomes and aspirational innovation targets for government, and provincially-supported research and innovation organizations such as Alberta Innovates and post-secondary institutions. Following an assessment of the college's existing research capacities and strengths and industry demand in the region, it can be stated that college can contribute in the following sectors – Food and Agriculture, Environment and Climate Adaptation, Energy and GHG Mitigation and Emerging Technologies.

Sector and innovation target	Objectives
<p>Food and agriculture</p> <p>Increase sales - Sales from ingredient, food, and beverage product manufacturing increases from \$13.7 billion to \$25 billion (2014 base).</p> <p>Increase productivity - Increase crop and livestock quality and productivity by 30 per cent, while responsibly managing natural resources (2013 base).</p> <p>Strengthened public trust for expanded markets – Ensure agriculture, food and beverage production meets or exceeds public expectations and values by 10 per cent (2030) (2016 base).</p>	<ul style="list-style-type: none"> • Continue to strengthen the 1,200 agriculture/food businesses in Lethbridge through value added technology and innovation processes. • 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. • 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. • 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 Trades, Technologies and Innovation Facility.
<p>Health</p> <p>Improve robustness of health data – 100 per cent of human health data, social determinants of health data, and health-related data in the province are secure, linked, and readily accessible to improve health outcomes and enable decision making and research.</p> <p>Improve quality of care – Alberta has a high performing and equitable health care system with improved service quality and health outcomes and a per capita cost at or below the Canadian average.</p> <p>Reduce burden of disease – Innovations in chronic disease prevention and management</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.

Sector and innovation target	Objectives
<p>decrease the disease burden of Albertans, including a 25 per cent decrease in avoidable mortality and a 20 per cent increase in patient-informed quality-adjusted life years for Albertans with chronic disease.</p> <p>Accelerate health and wellness innovation - Alberta to become a top 10 location for research, development and commercialization of health and wellness innovations in North America, leading to social and health benefits for Albertans and beyond.</p>	
<p>Environment and climate adaptation</p> <p>Conserving biodiversity - Biodiversity is maintained or enhanced at levels relative to reference conditions.</p> <p>Restoring Alberta's landscapes - Reduce landscape disturbance intensity by 20 per cent and accelerate reclamation of disturbed lands to promote native habitat and species recovery.</p> <p>Sustainable water management - Safe, secure, and reliable water resources, while enhancing the health of the aquatic ecosystems and improving overall water use efficiency by 30 per cent (2010 base).</p>	<ul style="list-style-type: none"> • Implement strategic opportunities for irrigation science research that meet environmental standards. • Provide applied research expertise to assist agriculture producers to reduce the risk to food safety associated with water quality. • 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.
<p>Energy and GHG mitigation</p> <p>Renewable energy - Renewable sources, like wind and solar, will contribute 30 per cent of Alberta's electricity generation.</p>	<ul style="list-style-type: none"> • Continue to leverage the college's Wind Turbine Technician program for enhancing contribution of renewable energy in the Alberta energy market.

Priority Initiatives for 2018-21 include:

Centre for Sustainable Food Production (Agriculture greenhouse): A funding proposal was submitted 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: Utilize the innovative “makerspace” in the new Trades, Technologies and Innovation 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 a variety of projects. One of the initiatives we are focusing on is the Agility program at the University of Lethbridge and tecconnect, which is an incubator facility designed to support technology-based companies in the commercialization of marketable products and services.

Irrigation Science program: Dr. Willemijn Appels, Lethbridge College’s Applied Research Chair in Irrigation Science, has gotten off to an impressive start and is building connections within the community and industry that should benefit the college for years to come. This chair position is the first step to building an irrigation science program at Lethbridge College. The program has established important industry linkages including Southern Irrigation, Farming Smarter and Potato Growers Association (PGA).

Citizen and Society Research Lab (CSRL) expansion: The CSRL has grown in popularity, in particular within the criminal justice sector. We intend to increase capacity in the next two years to accommodate greater student engagement and industry partnerships.

Integrated Fish and Plant Systems (IFPS) economics: As a result of a \$2.5 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.

Early Childhood Education demonstration: After successful partnership with Okanagan College for the Lawson Foundation-funded Early Childhood Education project, the college has been able to attract enough stakeholder support for the construction of an innovative outdoor play space. It is expected to be open by the start of the Fall 2018 academic year and will serve as a demonstration site to conduct research and develop new curriculum in outdoor play expertise.

Immersive technology and virtual reality: We are prototyping and integrating immersive technology for training in the Wind Turbine Technician program. This has led to increasing interest to research and test the use of virtual reality in other areas such as Interior Design Technology, Engineering Design and Drafting, Digital Communications and Media, Multimedia and other more. This links research to curriculum and students to industry. Exploration and development of additional applications is being considered in the fields of policing and nursing. Lethbridge College successfully held a VR event – Merging Realities –with financial support from NSERC and RINSA and in-kind support from industry partners.

Scholarship and 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. A new community of practice model has been established to give employees access resources in 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 scholarship and applied research.

Scholarship Activities and Applied Research (SAAR) Fund: The previously called Centre for Applied Research and Innovation Fund (CARIF) has been rebranded and relaunched as SAAR, the Scholarship Activities and Applied Research fund. A significant change includes multiple intakes throughout the year and lot more researcher-friendly process. It serves as an internal catalyst fund to help build capacity in developing applied research projects leading to third party funding. In 2017-18, seven projects were funded.

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. The 2017-18 trend of a decrease in overall apprenticeship seats will continue into 2018-19 as the Alberta Apprenticeship and Industry Training Board reduced the number of available designations across the province.

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, Technologies and Innovation Facility, which was completed and officially opened September 2017, is a testament to the value and strong community support 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 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 in February 2016. The 2017-18 academic year saw the introduction of third period training followed by fourth period in 2018-19, thus completing our full complement of Plumber training. Our goal has been and will continue to be working with our colleagues at AIT and Medicine Hat College to ensure technical training delivery meets regional demand.
- Recent conversations with local manufacturing and food processing organizations are exploring the viability of Millwright training and/or some hybrid combination required by a skilled industrial technician workforce. 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 prefer to learn via distance. The opening of our completed Trades, Technologies and Innovation Facility affords Lethbridge College an exciting ability to explore not only new delivery methods but also innovative new learning pathways.

Academic upgrading

Retraining for new industries has become ever more important as our provincial economy adjusts to low oil prices. The Academic Upgrading program provides an essential bridging piece to allow workers to take training to facilitate

their entry into new industries. As part of this ongoing effort, the college will implement program changes focused on increasing accessibility and doing more to support 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, Canadian citizens, corporate clients, and international students. We started with one class, and now have a continuous intake of approximately 150 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, Southern Alberta Language Assessment Services (SALAS), Lethbridge school districts and Flexibility Learning Systems.

The college's program incorporates the most current teaching methodologies (following Canadian Language Benchmark guidelines, and including the Portfolio-Based Learning Assessment approach) and best practices according to Languages Canada and Immigration, Refugees, and Citizenship Canada. 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 southern Alberta welcomes and helps during the transition process a significant number of new immigrants in our region.

Dual credit initiatives

Lethbridge College is committed to continuous exploration of dual credit opportunities in collaboration with our school division partners.

- Our established dual credit programming in the area of Early Childhood Education continues with Kainai High School on the Blood Reserve.
- Curriculum development in the areas of Agriculture and Environmental Science is currently underway to better align and support on-line delivery for the purpose of expanding dual credit opportunities to rural schools within our region.
- Development of sustainable models for dual credit delivery remains challenging and the college actively participates with other regional and provincial stakeholders to address these challenges.

Corporate and Continuing Education

Continuous engagement with community residents, businesses and economic development partners across our region is evident through our Corporate and Continuing Education (CCE) department. With expertise in curriculum development and adult learning, and offering both in-class and on-line delivery methods, the department is integral in our response to regional access needs through relevant and flexible programming. The CCE and Regional Stewardship departments work closely together to develop and deliver community-specific programming such as small business training, professional development opportunities, pre-employment trades training, and foundational learning for special populations.

Regional Stewardship

Lethbridge College plays a significant 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.

Our Regional Stewardship department is centrally resourced and administered. The department coordinates 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.

Community advisory councils, comprised of representatives from key stakeholder groups, provide perspectives and advice on regional learning needs that assist the college in developing its institutional plan. Councils provide advice and input on regional and community access issues, and they strengthen linkages and enhance collaboration across a diverse range of community stakeholders. New regional campuses may be developed in conjunction with newly formed community advisory councils, based on a learner support service model and collaboratively developed resources for program mix and delivery.

Any community within our service region is welcome to participate in a campus development plan through participation in the community advisory council process. 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 who reside within our region.

In collaboration with its established community advisory councils, the college is administering a "Community Survey of Educational Needs" to its regional campus communities. The survey data will be used to inform and guide our next steps for development of programming and services in these communities and will ensure resources are used appropriately to meet identified needs.

Indigenous Learners

Lethbridge College has developed the Niitsitapi Indigenization Plan 2016 – 19. As a signatory member of the College and Institutes Canada (CICan) Indigenous Education Protocol, Lethbridge College 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 people who have 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.

Lethbridge College has embedded the seven guiding principles of the Indigenous Education Protocol as the guiding goals and objectives of the operational plan for the Niitsitapi Indigenization Plan 2016 – 19. The seven guiding principles are listed below. Exemplary practices for implementing the principles are in italics and bullet points represent the college's current and/or planned actions.

1. Commit to making Indigenous education a priority.

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

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

- **Niitsitapi Indigenization Plan 2016-19** was developed
 - The Niitsitapi Indigenization Plan outlines annual goals and objectives through the operational plan and provides “recommendations for consideration” for internal departments.
- Development of the **President’s Indigenous Advisory Council**
 - The **President’s Indigenous Advisory Council** is comprised of Indigenous community partners and stakeholders who provide leadership, direction and guidance to the internal Indigenous Committee and Indigenous Services team.
- Development of the **Indigenous Committee**
 - The **Indigenous Committee** consists of a broad representation of departments and internal stakeholders across campus who assist and work with Indigenous learners, partners and stakeholders. The Indigenous Committee provides clear direction and forward-thinking guidance for both short-term and long-term strategies and meets on a regular basis to ensure annual goals are being met and to develop sub-committees for projects as needed.

Through continuous consultation and collaboration with these two groups, the Niitsitapi Indigenization Plan was developed.

2. Ensure governance structures recognize and respect Indigenous peoples.

Ensure Indigenous 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.

- Advocate to build Indigenous membership and/or delegated seats on college boards/committees
- Current Indigenous representation includes:
 - Lethbridge College Board of Governors
 - Lethbridge College Alumni Advisory Board

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

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.

- Lethbridge College currently offers Indigenous-specific recruitment, career and academic advising services to our local Indigenous communities to educate prospective Indigenous learners about the programs and support services offered at Lethbridge College, as well as to assist them through the process of becoming a college student.
- Dedicated Indigenous positions to assist Indigenous learners as they transition to post-secondary education include:
 - Recruiter - Indigenous Focus
 - Academic and Career Advisor – Indigenous Focus
 - Indigenous Services Coordinator
 - Indigenous Student Ambassador
 - Cultural Support Program – Grandparents (Elders)
- Dual-credit partnership: Kainai High School -- Early Childhood Education

- Indigenous Career Pathways certificate program: designed to better prepare Indigenous students who wish to enter Lethbridge College programs by engaging learners in a combination of college success, cultural awareness and program-specific courses.

Indigenize the college curriculum:

- Indigenous Career Pathways certificate program: program review to be conducted and recommendations to be put in place for September 2018.
- Lethbridge College Grandparents (Elders) Program: upon request, Grandparents/Elders are invited on-campus for classroom presentations, speaker series, panel discussions and talking circles to educate our students and staff on First Nations, Blackfoot, Métis and Inuit history, traditions, culture and values and to help incorporate this into the curriculum.

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

Acknowledgement of territory and traditional ways of doing and being included in the processes with institutional functioning

- Lethbridge College acknowledges that we reside on traditional Blackfoot territory and integrates the use of Blackfoot territorial acknowledgement and language at events, ceremonies and meetings.
- Traditional ways of doing and being are incorporated into the processes associated with institutional functioning and include, but is not limited to:
 - Opening prayer
 - Smudging ceremony
 - Cultural Support Program (Grandparents – Elders)
 - Lethbridge College Grandparents Program
 - Talking/Sharing Circles
 - Poiskinnaaksin (Sacred Ochre Blessing)
 - Feasts
 - Drumming/dancing
 - Cultural programming
- Lethbridge College Honour Song conducted at Convocation, Indigenous Honour Night and other celebratory events.

Offer staff and faculty training on Indigenous history, inter-cultural training for all faculty and staff, including experiential, hands-on learning activities, and land and place-based learning.

- Kairos Blanket Exercise training was implemented as part of Lethbridge College's Cultural Awareness Training through Professional Development beginning in Fall 2017 and continues.

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 (Elders)
- Lethbridge College Grandparents 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 Indigenous representation is included in the talent management and HR operations.

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

Change the symbolism that exists throughout the institution so that it is more respectful and inclusive of Indigenous ways and increase visibility of Indigenous culture through gathering spaces, gardens, signage artwork and ceremonies.

- Cultivate respectful and welcoming inclusive environments for Indigenous learners by having dedicated spaces for Indigenous art, artifacts and displays throughout campus.
 - Lethbridge College permanently raised the Blackfoot Confederacy flag on campus in September 2017
 - During the Indigenous Celebration Day in October 2017, Lethbridge College received its own Blackfoot name, *Ohkotoki'aahkkoiyiniimaan*, which means Stone Pipe, from our Blackfoot Grandparent, Peter Weasel Moccasin. Stone Pipe symbolizes Lethbridge College's commitment in leading a straight path in improving the lives of our students and the communities that they call home.
 - Indigenization of Campus: Phase 2 – Spring 2018

A new display case in the main entrance of the college was dedicated to Lethbridge College's Blackfoot name, *Ohkotoki'aahkkoiyiniimaan*. The display includes an acknowledgement of traditional Blackfoot territory, a stone pipe and additional pieces made by local members of the Blackfoot community.

Offer Indigenous-centred support services to address the needs of learners holistically and guided by the wisdom and leadership of Elders

- Lethbridge College is committed to providing Indigenous students with a successful student experience. Indigenous Services offers a "Circle of Services" to assist our Indigenous learners and help them be successful on their journey of pursuing a post-secondary education.
- Lethbridge College received two Indigenous Mental Health Grants from the Government of Alberta to focus on Indigenous Community Outreach and Indigenous Mental Health Literacy.

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.

- Aakaaskowataayaawa: *We'll Give Them Life Learning Advice* - Lethbridge College Indigenous Research Project. The purpose of this project was three-fold: 1) Gaining a thorough understanding of who comprises the Indigenous student demographic at Lethbridge College, and coming to appreciate both the barriers and supports that exist for them, 2) Facilitating smooth and successful transitions to post-secondary for Indigenous students, and 3) Providing effective services and programming to support Indigenous students while attending post-secondary, specifically Lethbridge College. Partnerships included Lethbridge School District #51, Holy Spirit School Division and Kainai High School.

Supporting learners with disabilities

Accommodating the growing and diverse needs of learners has been identified as a key driver in student success and thus is a top priority at Lethbridge College. How the college provides these services is under constant review with modifications being made regularly in response to new information and changing needs.

Lethbridge College continues to experience growth in the number of students identifying disability-related challenges. According to the Accessibility Services report as commissioned by Alberta Advanced Education, there was a 4.5 per cent increase in students supported through Accessibility Services over the previous year. Complexity of need also continues to grow, with a 41.3 per cent of students registered with Accessibility Services reporting multiple disabilities. While learning disabilities continue to reflect the primary disability for 33.5 per cent of Accessibility Services' student population, 24.3 per cent reported a primary disability which was psychiatric in nature. An additional 16.8 per cent reported an additional disability that was psychiatric in nature.

These figures reflect increasing post-secondary participation rates for students with disabilities as well as the growing complexity of work required to support this population. We expect that research will continue to highlight areas of need in the post-secondary environment with increased growth in students identifying a disability. The result is a greater demand for solutions from our Accessibility Services team to effectively accommodate the needs of students.

A key priority in recent years has been the continuing migration of selected face-to-face services to the online environment. One initiative has enhanced participation and satisfaction levels in an online service review option for returning students. Another initiative has focused on improving the efficiency of online exam-booking systems; as a result, all students accessing exam accommodations now book their exams online. Together, these types of online options remove barriers for students and allow the college to meet growing demands with limited resources. Additional strategies to minimize barriers for students and to create departmental efficiencies are being pursued.

A second area of focus is the continued promotion of Universal Design for Learning (UDL) approaches. UDL principles are now embedded within course design and review processes; institutionally licensed text-to-speech software enhances access to learning technology for all students; exams for students with disabilities are supported in increasingly less restrictive environments, where appropriate; and work continues on a plan which applies UDL principles to the digital learning environment, ensuring all students have equitable access to the learning opportunities supported by digital resources. Lethbridge College continues to explore further opportunities to leverage UDL principles for the benefit of all diverse learners.

The college's Inclusive Post-Secondary Education (IPSE) program continues to support students with developmental disabilities. Having the ability to audit a classes as opposed to taking them for credit accommodates student by giving them an opportunity to learn and develop in an environment that is more conducive to their needs. It also gives staff the freedom to work with instructors to modify homework, assignments and tests and customize those experiences to individual student requirements. The benefit is providing students with the post-secondary experience 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.

Appendix E: Internationalization

International students are an important element of our student population as they create additional educational and cultural experiences on campus and in our city. Lethbridge College's international student population represents five per cent of the total enrolment (full-load equivalents) at the institution and we are committed to providing our international students with a successful student experience. This is reflected in our suite of academic and non-academic services including international support staff in recruitment, admissions and advising roles. In addition, the college provides orientations to guide new students to campus and community resources, academic supports and health and counselling services and advises them of social and cultural events throughout their program. While the college provides career support to all graduates, our local partners provide services to our international graduates on pathways to post-graduate work permits and immigration.

To support the internationalization of our domestic students and faculty, Lethbridge College supports and encourages student and faculty exchanges. Faculty incorporate international exchanges as part of our curriculum that is designed to provide global awareness and experiences. Lethbridge College has official agreements in place with colleges and universities in nine countries: Finland, France, Ireland, Scotland, Japan, South Korea, Australia, Nicaragua and the United States. Exchange opportunities are screened using a number of criteria including alignment with curriculum, international credit recognition, potential for reciprocity and safe travel practices.

The activities in the college's Applied Research department also encourage and support internationalization through institutional partnerships that facilitate internationalized learning, collaborative research and faculty and student mobility.

International Plan

Lethbridge College is committed to preparing its graduates to be able to respond personally and professionally to the evolving needs of the global economy. Accordingly, our draft international plan has been modified to enable our students as well as faculty to respond to associated challenges and opportunities.

The draft international plan adopts a deliberate and integrated emphasis on building a fiscally sustainable capacity to achieve four goals of internationalization: (i) international recruitment, enrolment and retention; (ii) international outbound mobility; (iii) partnerships and projects; and (iv) internationalization on campus.

The approved final plan will include specific outcomes and measures for success. Its implementation will guide and inform the college's international program which is evolving from the college's strategic and academic plans. Elements of our international plan will be grounded in encouraging collaboration with our community partners and other post-secondary institutions.

As we move forward with our international goals, we will strengthen our mission to facilitate learning and innovation that meets advanced economic and social needs, thereby ensuring greater success for our students in the 21st century.

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 2018-21 planning cycle.

Natural Gas Utility Distribution (Campus Wide) Renewal Project \$2.3 million: This project has received funding. Planning has started and the project is expected to be completed by August 2019. This will involve renewal of the high pressure natural gas distribution system. The existing system is at the end of its life cycle replacement. This renewal will include individual metering of buildings to benchmark utility usage to support future energy saving initiatives.

Infrastructure Maintenance Projects (IMP): Maintaining our existing infrastructure is a crucial function of capital planning. IMP funding is provided annually by the Government of Alberta and is intended to repair, replace or maintain existing supported assets so that life cycle is maximized and they remain in good operation condition. A 10 year IMP plan has been developed to guide planned expenditures based on both internal and external audits of our existing infrastructure. The college submits a four-year plan to the Government of Alberta annually for review and comment.

During the 2018-21 planning cycle, it is anticipated that roughly \$6 million may be spent on IMP projects. These projects may include:

- BMS controls renewal
- Chiller replacements
- Roofing inventory renewals
- Mechanical equipment upgrades
- LED lighting and light control upgrades
- Metering of utilities to benchmark energy usage
- Flooring upgrades
- Transformer replacements
- Upgrading security camera system
- Campus-wide barrier free implementation, including wayfinding solutions to support accessibility

Residence Renewal (unsupported by IMP): The Residence Renewal plan is ongoing with a focus on upgrading all life safety systems this coming year. The plan will then begin upgrading mechanical systems, flooring and washrooms. These upgrades are part of creating an attractive and functional campus life for students.

Priority Capital Projects

Lethbridge College has an ongoing facility evaluation program that monitors the condition of its facilities and 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.

Priority projects:

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

Project priority: 1

Project budget: \$12.5 million

Project description and justification:

This project is in the initiation phase. The anticipated scope of work involves modernization of the kitchen, server 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. This project will facilitate the expansion and growth of the culinary program. The kitchen and teaching spaces require renovation to accommodate new equipment that supports new pedagogy as well as support organoleptic sensory testing research. This upgrade 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: ***Research Greenhouse Project***

Project priority: 1

Project budget: \$2.6 million

Project description and justification:

The current greenhouse is at the end of its lifecycle and does not currently meet the research needs of our expanding applied research activities. The proposed research greenhouse project would build a 10,000-square-foot greenhouse with additional support space. This will be added to our Smart Water Applied Research Centre (SWARC) and has been designed into quadrants that encompass research in multiple distinct areas – irrigation, aquaponics, hydroponics, and agronomy and culinary science.

Expansion projects:

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

Project priority: 2

Project budget: Estimate \$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 the 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: ***Paterson Renewal Project***

Project priority: 1

Project budget: \$10.6 million

Project description and justification:

The anticipated scope of work of this project involves renewal of mechanical systems not addressed in the 2008 upgrade. A recent facilities audit confirmed major concerns with all of boiler supply and return lines and supporting equipment. Due to the age and overall condition of the building, this work should be included in a major renovation to the building which would include new lighting, ceiling systems, flooring, hazardous material removal, curtain wall replacement and redesign of entrances to meet current building code and accessibility needs.

Appendix G: Information Technology

Information and educational technology will play an important role in supporting the Academic Plan. As the plan unfolds, additional work will begin to bring together a range of important initiatives. 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 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:

Information technology security

The availability and integrity of information technology resources is essential to college operations. A newly created security policy outlines the key tasks and responsibilities to protect the confidentiality, integrity and availability of Lethbridge College information technology resources. The college has also created an Information Security Management System Framework that provides the goals, the objectives and design specifics on how to keep the system safe and secure. Information technology security training will continue to be a focus for students and staff.

Digital accessibility

Users have a wide variety of tools and the expectation is that they can access whatever they want, whenever they want, with whatever they have. With these variables, the common thread that binds is the Internet and more specifically, cloud based applications that are device and platform neutral. The college continues to find ways to deliver services that students and staff can access with their own tools and the tools provided to them by the college. Examples include cloud applications, cloud storage, learning management tools and collaboration tools.

Maximizing the cloud

The college continues to investigate how the cloud offers value. The college has a cloud-first approach, however, not a cloud-only policy. On premise and cloud options provide the most flexibility for the myriad of applications and services that are provided. Accessibility, scalability, security, automation and prototyping are among the few ways the college uses the cloud to provide services to support learning and administration.

Student Relationship Management (SRM)

The SRM positions the college to support growth by managing student relationships, including data and information associated with them. The system has the capacity to store data such as: customer and prospect contact information, accounts, leads and sales opportunities in one central location. A customized platform within the SRM is designed to better enable the college in the future to utilize streamlined business processes and communications in the following areas: Recruitment, Retention, Admissions, Business Development, Marketing, Alumni and Government and External Relations.

Competency-Based Education (CBE)

CBE is the mastery of skills and knowledge for a specific course or module. Lethbridge College continues to pilot this delivery method to understand all the benefits and challenges it provides. While the vendor landscape for developing suitable CBE systems is truly in its infancy, recent work is showing that the institutional learning management system, Canvas, shows promise of meeting CBE course design requirements.

Digital learning

Over the past year, research findings have been used to inform and prioritize a range of projects in response to student feedback. Select examples of work in progress include a project to standardize the look-and-feel of online courses for each academic program and the development and delivery of technology training workshops to support faculty use of the learning management system.

A newer research project, currently in progress, entails reviewing literature concerning online student retention to identify variables that affect student persistence or lack thereof in the online environment. A final version of this research will be shared broadly towards the end of 2018.

On-demand learning

Having engaged over 200 participants in a short-term pilot project, Lethbridge College adopted and implemented a new online service, Lynda.com in Fall 2016. This on-demand, 24/7 learning platform provides all staff and students with access to high quality instructional videos in a variety of topic areas.

Further to this initiative, Lethbridge College has adopted and implemented Bridge, a new online learning platform that provides in-house corporate training capabilities to all staff. Bridge provides the opportunity to create courses and content specific to Lethbridge College and integrates with Lynda.com. These two platforms provide all staff and students with access to high quality instructional videos, taking Lethbridge College one-step closer to anytime, anywhere learning.

eTextbook pilot

The high cost of printed textbooks has been a regular feature in mainstream media and the focus of numerous initiatives across the higher education landscape in Canada. With support from Pearson Publishing and Kivuto Solutions, thirteen instructors and almost 700 students participated in a Lethbridge College eTextbook pilot project. Subsequent to the pilot, college staff attended the Maskwacis Cultural College “Open Education in Action Gathering”, the Mount Royal University gathering, “Open Education In and Across Disciplines” and the “Digital Learning Summit” at Algonquin College to learn more about open educational resources. A final report with recommendations is currently in development.

Learning environments: development and renewal

The Buchanan Library continues to enrich student learning by bridging physical and digital learning environments. Whether through adoption of new technologies that enable wireless projection or by embedding a librarian in the learning management system, and whether through partnerships such as the library automated system (LCLC WMS) or pursuit of deeper integration with existing enterprise systems such as student ID, the library continues to seek enhancements that contribute to student success.

Outside of the library, in support of the second phase of the new Trades, Technologies and Innovation Facility, a range of new classroom technologies that enable digital interactivity in addition to a simplified user experience were piloted during the fall 2017 semester. Findings will be used to inform classroom technology renewal on main campus in coming years.

Emerging technology

Lethbridge College continues to investigate a range of promising emerging technologies. Virtual reality has emerged as an area of interest across the college with a number of exploratory initiatives in progress. Future work will focus on reviewing the literature to identify promising practices, testing new hardware/software, and investigating the design and development of immersive learning experiences. Learning analytics, another area of interest, is steadily rising to the surface as an area of importance in relation to student retention. Future work will centre on reviewing the literature to identify trends and issues in addition to exploration into the infrastructure and skills required to access, leverage and transform data into insight.

Interactive whiteboard evaluation

Given their prominence in classrooms, the single display to share digital information, interactive whiteboards are not insignificant mediators of teaching and learning processes. Using a case-study approach, Lethbridge College

investigated the impact of deploying interactive whiteboards in college classrooms. The research raises important questions for institutions considering renewal or future adoption of interactive whiteboard technology.

Training and professional development

Central to the adoption of technology to support excellence in teaching and learning are skilled staff and instructors. Numerous groups across the college provide accessible, timely, and high quality support and will continue to monitor promising technologies to advance learning in the digital age.

Appendix H: People

People are and continue to be the driver behind the college's success. People development and employee engagement are identified values at the college and are key contributors to excellence and success. The primary focus of the employees at Lethbridge College is to ensure the success of our students. Their success is our success. A holistic approach to people development includes a strategy that, 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. The college will continue to integrate components of the "Growing Ourselves; Growing our People: Learning and Development at Lethbridge College" as we complete the development of the Organizational Learning Plan. This document aligns internal training to our People Development strategy through the integration of values and principles to strengthen and build upon our culture.

Elements of the Organizational Learning Plan, which is expected to be completed by June 2020 include:

- **Recruitment:** 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.
- **Onboarding:** The improvement 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.
- **Learning and development:** Create a model for employee development that enhances employee skills and competencies through the use of best practice learning design and delivery 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.)
- **Talent management:** 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. 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 houses validated capabilities and skills (both personal and professional within and outside of current roles) and is accessed to identify the talent required to fill emerging roles. This system helps the college match the right skills with the right roles and automates all other employee life cycle processes. The talent management suite is providing the college with the capacity to store information in a way that is reportable, searchable, and facilitates data driven decisions.

- Opportunity assessment: The Organizational Learning Plan should be a living document so continual feedback processes will be put in place to ensure we are achieving the desired outcomes for people development.
- Employee engagement: An employee engagement survey conducted in the fall of 2017 continues to drive initiatives designed to measure and understand the employee experience and create that connection with employees needed to drive student and organizational success. Three key areas of focus were identified and action plans put in place. A pulse survey will be conducted in fall 2018 to measure progress in key areas of focus with another full survey scheduled for fall 2019.

Organizational Health and Wellness Strategy

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. The Organizational Health and Wellness Strategy has two main components, which identify the distinct but equally important needs and commonalities of students and employees to achieve a truly healthy organization. This holistic approach allows the college to design programming and resource allocation specific to each group. This will more effectively identify issues and provide customized solutions resulting in overall improvement to the well-being of all members of the college community.

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. The approval of the Sexual Violence policy effective April 1, 2017, is an example of the work that has been done to put mechanisms in place that protect the health and well-being of both students and employees.

i. Student Health and Wellness Plan

The development of the Student Health and Wellness Plan evolved out of 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).

The Student Health and Wellness plan identifies five goals:

1. Lethbridge College policies, procedures, structures and planning are inclusive to shaping a campus environment that supports students' holistic health, well-being and success.
2. Health promotion education and awareness campaigns are designed and communicated to educate students and employees on the benefits and value of health and wellness.
3. Develop, maintain and sustain Lethbridge College community engagement and partnerships with local, regional, provincial and national organizations in the development of new student health and Wellness initiatives and employee education and training.
4. Expand on health and wellness programs and services that currently exist and address mental health, physical health, addictions/substance use, sexual violence and suicide prevention.
5. Establish a crisis management support protocol for students at risk.

ii. Employee Health and Wellness Plan

Lethbridge College is committed to providing a safe, healthy work environment and recognizes that healthy employees are engaged employees. The economic case for investing in workplace health promotion is very compelling as research clearly demonstrates a strong correlation between employee health and the health of the organization in term of results and long-term sustainability. This is 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.

Our institution will face many pressures in the coming years to create a healthy organization and environment for all those on our campus.

iii. Sexual Violence Policy and Implementation

A task team of diverse stakeholders from across campus developed the Sexual Violence Prevention and Response Policy, which was then vetted through several community consultations, and approved by the Lethbridge College Board of Governors on March 28, 2017. It is recognized that sexual violence perpetration is a product of multiple, interacting levels of influence, and therefore an implementation plan was formulated utilizing a socioecological approach. Below is the coordinated strategy that addresses multiple influencers, multiple sources of risk within the social and organizational environment, and uses consistent messaging to reinforce positive behavioural norms targeting the individual, peer, organization and community.

Individual level of prevention:

- First Responder to Sexual Assault and Abuse Training - 86 employees and students have been trained on campus, including our College Leadership Council as this was a recommendation from the Sexual Violence Prevention and Response Policy work.
- LGBTQ+ Awareness and Allyship sessions delivered by OUTreach of Southern Alberta - 183 Lethbridge College members have attended to date.

Peer level of prevention:

- Media campaign consisting of post cards, posters, digital signage and videos.

Organizational level of prevention:

- New Student Orientation featured a skit on “What is Consent?”
- Sexual violence video expressing commitment statements from the policy.
- The Sexual Violence Prevention and Response Policy included in the Residence Handbook/contract.
- Sexual Violence Support webpage on Lethbridge College website.
- Sexual Violence Awareness Week with a Healthy Relationships Resource Fair featuring 16 community support services.

Community level of prevention:

- Lethbridge College hosted the first Investigation of Sexual Misconduct at Institutions of Higher Education training for post-secondary institutions in Alberta.
- First review of the new policy and associated procedures to be completed by D. Stafford and Associates, a professional consulting firm specializing in sexual misconduct response and investigation.
- The Health Promotion Coordinator position became permanent in July 2017 and is a member of the Sexual Violence Action Committee of Lethbridge and the Board of Director Vice President for the proposed Lethbridge Chinook Sexual Assault Centre.

Current supports available to Lethbridge College members who have experienced sexual violence are: immediate medical care, connection with a community partner to provide the option of a sexual assault kit to be completed, support and advocacy when navigating the policy and procedure, short-term counselling onsite and long term counselling through a community partner, academic and residence accommodations.

iv. Mental Health Initiatives

The college has adopted a holistic approach to health and wellness which encompasses physical, spiritual, emotional and social wellbeing as it is recognized that all dimensions of health are integral to realizing one's potential and achieving one's goal. Specific focus has been given to mental health initiatives as a key driver in ensuring student academic success. In conjunction with a multitude of health services available including the Shepell support program, both the Student Health and Wellness Plan and the Employee Health and Wellness Plan will have initiatives and activities that address the very real problem of mental health issues on campus.

Focus has been given to mental health initiatives that meet the following objectives:

1. raise mental health awareness
2. decrease stigma of mental illness
3. increase comfort and knowledge level
4. better understand community resources and accessibility
5. create college connectedness
6. provide resources in Health Services to positively affect and address mental health and wellness
7. promote help-seeking behaviour and emotional literacy

The government of Alberta in 2014 stated that the Alberta Advanced Education sector is well positioned to have a positive impact in promoting healthy and resilient campus communities and shaping the development of contributing citizens. Lethbridge College has an obligation to consider the effects of financial instability, emotional stress, suicidal thoughts, and mental disabilities has on achieving success of the five overarching goals and take action to mitigate these challenges.

Training, education and awareness at post-secondary institutions were identified as areas of deficiency in a 2015 survey conducted by Health Services. As such, there has been significant activity to rectify this with 11 MHFA course sessions completed with 165 participants spanning staff, faculty, students and community members. Mental Health First Aid is currently being developed through Mental Health Commission of Canada's Spark Training.

Our on-campus clinic provides a quiet room that can be used by both students and staff to allow for a safe space to remove oneself from immediate stressors, to deescalate from a panic attack, practice mindfulness, make phone calls to access Shepell services, address issues one on one with a nurse, and a multitude of other reasons to achieve a sense of calm to return to their activities on campus.

The college is committed to addressing mental health not only because it can be a barrier to student success but because without emotional, physical and mental well-being it is impossible to have genuine student and employee engagement.

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