

LEADERSHIP AND TRANSFORMATION



LETHBRIDGE COLLEGE
COMPREHENSIVE INSTITUTIONAL PLAN
2017-20



LEADERSHIP AND TRANSFORMATION





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MESSAGE FROM THE BOARD CHAIR

On behalf of the Board of Governors, it is my pleasure to present the **Lethbridge College 2017-20 Comprehensive Institutional Plan**. As the new Board chair, I have been impressed since my appointment a few short months ago with all I have learned and observed here at Lethbridge College:

- Every day of each semester, students get the opportunity to learn through hands-on training.
- Every day of each semester, students work with instructors who have worked in the fields they are teaching. They truly know the ins and outs of their industries, and that helps make their lessons and lectures even more meaningful.
- Every day of each semester (and sometimes through to the evenings), employees at the college work to promote an inclusive and diverse learning and work environment that nurtures the health and well-being of all students and employees.
- And every day of each semester, employees at the college work to improve the lives of learners and communities by recognizing and respecting the distinct cultures, languages, histories and contemporary perspectives of Indigenous people and Indigenous-centred education.



Lethbridge College Board of Governors Chair Kristin Ailsby speaks at the 2017 Convocation ceremony.

The work I see happening here at Lethbridge College is truly leading and transforming education within Alberta. And while the more than 6,000 students enrolled each year will certainly benefit from this throughout their lives and careers, the city of Lethbridge, our province, our country and (in some cases) the world will also benefit – as these students take the lessons they learned with them and apply them to their careers and communities.

Being new to Lethbridge College allows me to both soak in its history and get a real sense of its future. It is an exciting time at the college, as 2017 marks the 60th anniversary of its founding as Canada's first publicly-funded community college – just as our country celebrates its 150th.

During my short time as board chair, I have met faculty, staff and students who are working tirelessly to provide the highest quality programming and services to students. I am inspired by the work I see happening here, as well as the training that has happened in many of these programs for more than half a century. So many of the working people I know and respect throughout our province acquired their training at Lethbridge College, and they remain proud advocates for their programs and our school.

I also see how the college is adapting to the changing needs of industry and the community – whether by launching innovative applied research projects with community and regional partners or through creating new programs like the Bachelor of Applied Science - Ecosystem Management, or Agriculture Business Risk Management programs. The community and industry helped shape these programs and projects, and the college continues to respond thoughtfully to these needs, just as it has since its founding in 1957.

It is thrilling to look ahead to 2020 and anticipate all that awaits both the college and the students who will choose it in the years ahead. It is with great enthusiasm that I present this plan for Lethbridge College's future. Thank you.

Kristin Ailsby, BA, MA, LL.B

Chair, Board of Governors

Lethbridge College

MESSAGE FROM THE PRESIDENT

It is my pleasure to present Lethbridge College's Comprehensive Institutional Plan for 2017-18 through 2019-20. This document outlines the college's plans to advance our work of providing relevant, high-quality education in a changing world – work which has been and will continue to be our primary focus. Our overarching goals and corresponding priority initiatives are designed to also align closely the goals and priorities of the Government of Alberta.

In particular, this plan details some of the ways the college is providing high-quality education and support services with close links to Indigenous communities through partnerships and by being a fully engaged member of the local community. As signatories of CIG's Indigenous Education Protocol, and also in recognition of the recommendations emanating from the Truth and Reconciliation Commission of Canada, Lethbridge College has implemented a President's Indigenous Council which will further enhance our already extensive program and service offerings.

This Comprehensive Institutional Plan also outlines the different ways that Lethbridge College promotes an inclusive and healthy learning and work environment for our students and staff. The college truly values the mental and physical health and well-being of students and employees, and to that end we support a number of holistic initiatives that help us create the best learning and working environment for our entire community.

Other highlights in this plan include a discussion of some of the ways we are enhancing our technology to support our priority initiatives. We have a rich history in this area, as we were the first educational institution in Canada to use a computer to facilitate administrative decisions in April 1972. The pilot project, paid for by the Alberta Colleges Commission, made use of the computer located at NAIT. When the project was finished the college continued to use the computer, soon expanding its use for academic classes, particularly for business. Today, we continue to embrace innovative uses of technology as we work to provide better educational opportunities and to engage students with experiential learning.



Lethbridge College President and CEO Dr. Paula Burns congratulates a graduate at the 2017 Convocation ceremony.

Applied research and scholarship are two areas that are particularly exciting in this plan, which allows for opportunities to explore new ideas and test traditional approaches to education. Whether it's through partnerships with local industry leaders or groups like RINSA, building capacity internally to provide even more applied research opportunities for students, staff and the community, or offering entrepreneurship courses and guidance within the college and to the community, we are excited about the applied research plans and projects in the works.

As we celebrate the start of our seventh decade, this comprehensive institutional plan will serve as our guide as we strive toward our mission of inspiring and facilitating learning and innovation to meet economic and social needs, and the best practices we will rely on as we work towards these goals.

Paula Burns, PhD, MBA

President and CEO

Lethbridge College

ACCOUNTABILITY STATEMENT

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

Original signed by

Kristin Ailsby, BA, MA, LL.B

Chair, Board of Governors

Lethbridge College

June 13, 2017

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. Brenda Brindle

Mr. Zachary Wigand

Mr. Randy Dunlop

Ms. Rita Halma


Ms. Kari Holmes

Mr. Tom McKenzie

Mr. Calvin Scott

Mr. Richard Stamp

Ms. Tracy Zappone

A photograph of a person walking away from the camera on a paved path. The person is wearing a dark jacket, dark pants, a cap, and a large brown backpack. The path is flanked by green grass and trees with vibrant yellow autumn foliage. In the background, a building and parked cars are visible. The scene is captured in bright, natural light.

Each autumn, the elm, ash, maple and oak trees on campus erupt in colour, creating vibrant canopies for students and staff on the paths below. Head groundskeeper Gary Harmon says there are more than 2,500 trees and bushes on campus, many of which were planted in the late 1960s and early 1970s and are now being replaced as they reach the end of their lifecycles.



EXECUTIVE SUMMARY

As Lethbridge College enters our 60th anniversary celebrations this year, we have been taking time to look back to our beginnings. When we were founded as Canada's first publicly-funded community college, it was through the determination of forward-thinking members of the community who had an innovative vision for the future of post-secondary educational opportunities in southern Alberta. Our history is the foundation upon which the 2017-2020 Comprehensive Institutional Plan is constructed. The past achievements of faculty, staff and students are a testament to the success the college has today but even greater still, is the potential we possess for future accomplishment.

Throughout our history, the courage, vision, dedication, commitment and hard work of the people of Lethbridge College kept us on course as we attend 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.

Lethbridge College has worked tirelessly to engage with industry and build collegial relationships with our community partners. Nurturing these partnerships has been extremely rewarding with mutually reciprocal benefits as evidenced by the successful “Possibilities are Endless” campaign, which raised more than \$27 million from private donors for a variety of college projects and initiatives. Many of the initiatives outlined in this plan are possible as a result of the generous contributions of so many diverse partners. These initiatives will yield highly qualified graduates who will contribute back into the economic and social health of this region – thus continuing the learner lifecycle from student to employee to eventual donor.

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. Recognizing and embracing our cultural differences through the indigenization of campus is reflected in the Niitsitapi Indigenization Plan and focusing on mental health initiatives that address barriers to academic success, Lethbridge College is designing a more inclusive and enticing learning environment.

With limited resources and internal capacity, the college had to take a hard look at the ambitious nature of our strategic vision. Determining what was realistic to achieve given the challenges forced stakeholders to evaluate which priorities had the greatest impact across multiple areas, including the academic centres, applied research and with industry. Priority initiatives such as the centralized placement model, competency-based education, exploration of an assessment centre and strategic enrolment management were selected 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 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 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.

Justice Studies and the introduction of competency-based education builds on our strengths and strong reputation in justice studies programming. 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 but is proactive in that attention has been given to future training needs to prepare our people for inevitable change. As the learner evolve, our people must be prepared to successfully adapt in response. A holistic approach to people develop includes more than just skill development but a safe environment to grow, brainstorm, collaborate, explore and inspire.

In the gloomy, grey days of January, students thanked the 1,500 donors who support everything from major campus building projects to student awards. Videographer Jim McNally captured the weeklong drafting of the 693 Post-It thank you notes. After some thorough editing, he and the Marketing team transformed the week into a two-minute video, which the college unveiled at a special donor appreciation evening in February.

This Lethbridge College Comprehensive Institutional Plan builds on the college's strong foundation of excellence in teaching and learning that is demonstrated in the success and satisfaction of our students and graduates. It exemplifies our values - people, excellence and success and the principles of quality, collaboration, sustainability, accessibility and diversity. Within the strategic framework are our four strategies of Academic Transformation, Collaborative Partnerships, Resource Innovation and People Development that work interdependently in providing guidance and direction in achieving the outcomes our stakeholders expect. The college's strategic framework is in alignment with the government mandated learning principles of accessibility, affordability, quality, coordination and accountability. Flexible, accessible learning opportunities are key to serving new generations of learners. Grounded by student success, our reorientation is being shaped by considerable variables such as demographic, economic, technological and pedagogical drivers. 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).





Lethbridge College's 60th anniversary was celebrated and seen the minute students, staff and visitors stepped into Centre Core. This floor decal includes historic and current photos of college events and life.

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



Sarah Phillips, a 2017 graduate of the Business Administration program, was a member of the Lethbridge College team that took first place and won \$4,000 from the CPA Alberta Education Foundation in the 12th annual Alberta Deans of Business Case Competition held on campus in March.

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



The wind turbine training tower on the southwest side of campus blends into the landscape more than usual following a winter snow.

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.



Gerawork Dessalegn, a 2015 graduate of the Business Administration program, came to Canada from Ethiopia and helped put her husband through school before starting her own studies.

Values

People - We value people by:

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

Excellence - We do things well by:

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

Success - We promote learner success by:

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

Mission

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

Principles

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

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

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

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

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

Dr. Willemijn Appels speaks with Michael Mueller, nephew of Lloyd and Dorothy Mueller, on the day the new applied research chair was announced in 2015.



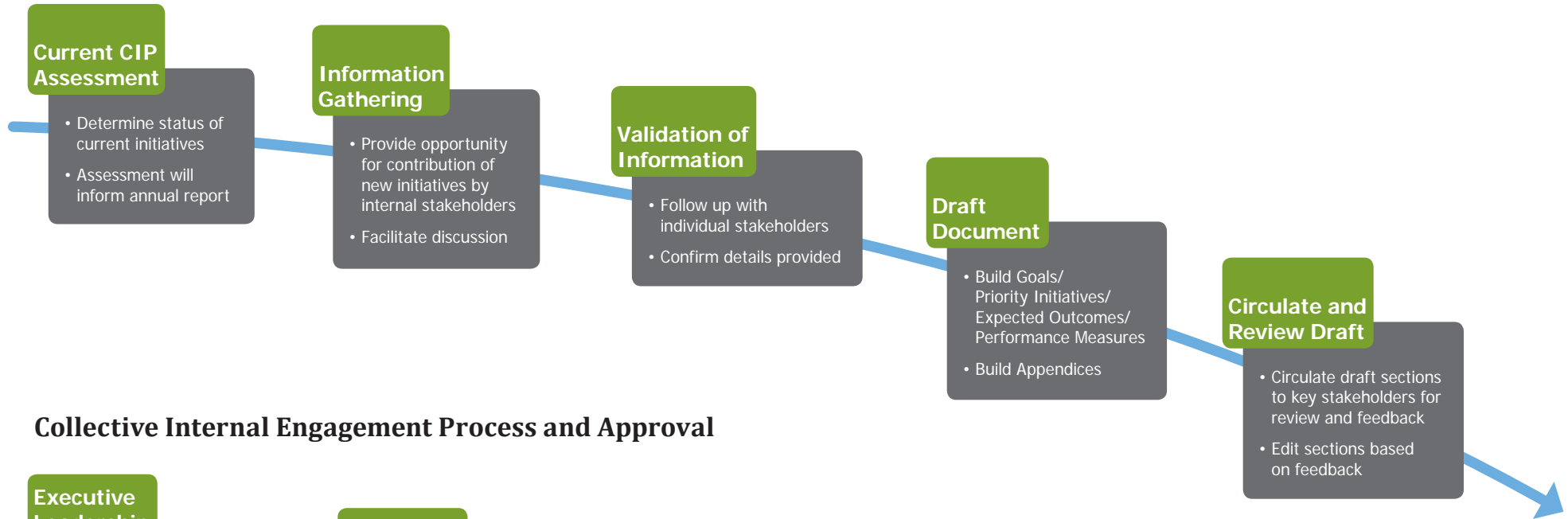
CONSULTATION PROCESS

Like any good strategic or governing plan, the Lethbridge College Comprehensive Institutional Plan (CIP) builds on the existing foundation laid by previous plans. The 2017-2020 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.

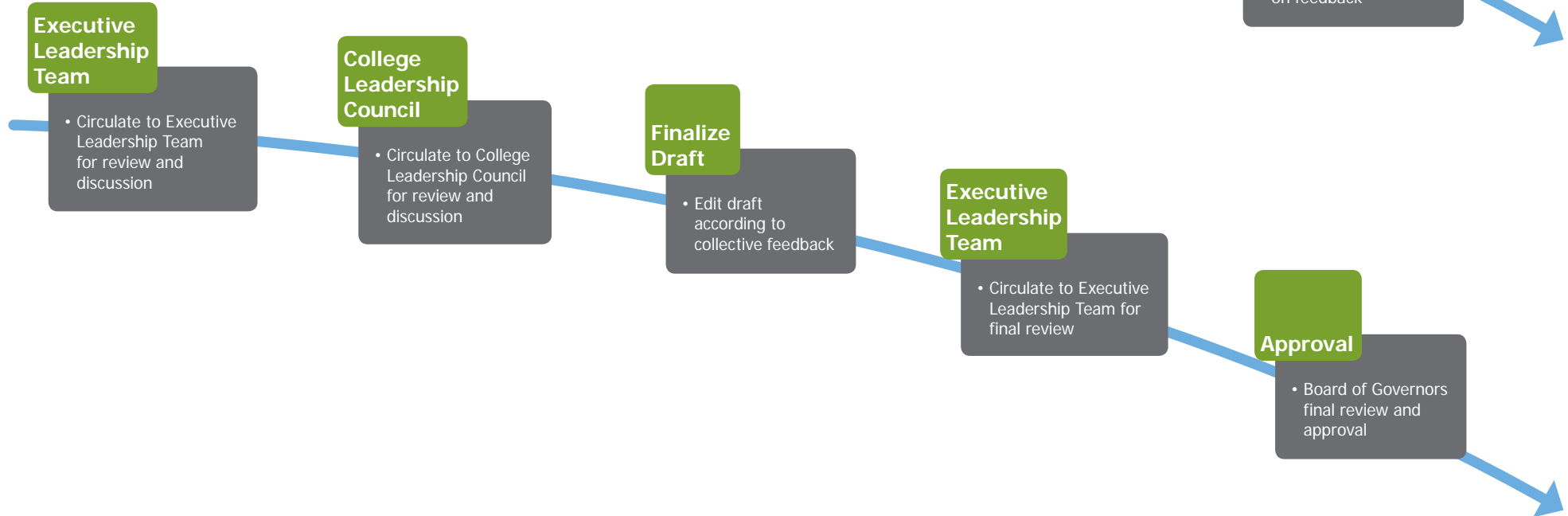
The development of CIP goals and priority initiatives always includes a consultative component which is unique to the initiative. In some cases, consultation with either internal or external stakeholders is informal and ad hoc. For new program development, the process is formal and prescribed by the Academic Program Policy. Engaging with key stakeholders to assess value, process and outcomes of any initiative are 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 Academic Deans
- 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 Districts
- Palliser School Division

Post Secondary Institutions

- NAIT
- Okanagan College
- University of Lethbridge

GOALS PRIORITY INITIATIVES AND EXPECTED OUTCOMES

Boaz Korir is a 2017 graduate of the Therapeutic Recreation – Gerontology program and Kodiaks athlete, representing the college well in both cross country and indoor track.



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, Resource Innovation and People Development 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.



Convocates walk through "the gauntlet" of applauding faculty and staff members at the conclusion of the 2017 Convocation ceremony.

OVERARCHING GOALS

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

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

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.

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.

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

Goals:

- Create and facilitate high quality, flexible, experiential and relevant learning experience that opens pathways for students to employment, career advancement, further post-secondary education and lifelong learning.
- Develop and foster collaborations with external stakeholders such as industry, other educational providers, community groups and professional associations to maintain relevant and in-demand graduates.
- Establish Collaborative Centres of Excellence in key areas that exemplify interdisciplinary and stakeholder cooperation for the purpose of leading and transforming education in Alberta.

Priority Initiatives		
	Description	Expected Completion Date
1.11	Integrate 21 st century (complex) skills and the Universal Design for Learning into instruction and programming: <ul style="list-style-type: none"> • Active Learning Classroom project – Centre for Teaching, Learning and Innovation • Digital Testing Service project – Centre for Teaching, Learning and Innovation • Competency-Based Education – Centre for Justice and Human Services • Learning Analytics project – Centre for Teaching, Learning and Innovation • Assessment Centres 	2017 2018 2018 2020 2020
1.12	Design, deliver and evaluate relevant, stimulating, accessible and sustainable exemplary credit programming and student experiences, including: <ul style="list-style-type: none"> • Community Health Promotion diploma program <ul style="list-style-type: none"> - Ready for government approval • Justice Studies and Policing Competency-Based Education (CBE) <ul style="list-style-type: none"> - Create alignment of Justice Studies curricula with Police Sector Council competencies • Police Cadet Training certificate program <ul style="list-style-type: none"> - Ready for intake • Agricultural Enterprise Management diploma <ul style="list-style-type: none"> - Ready for approval • EMT certificate program <ul style="list-style-type: none"> - Stage 1 - Opportunity/Viability Assessment completion • Certified Transportation Safety Professional certificate program <ul style="list-style-type: none"> - Non-credit partnership with Alberta Motor Transport Association • Certificate Initiative <ul style="list-style-type: none"> - Investigate the creation of new flexible certificate programming in areas of interest that respond to industry demand 	2018 2017 2018 2019 2018 2018 2020

	Description	Expected Completion Date
1.13	Centralized Placement Model interdisciplinary extension – currently operated in Centre for Health and Wellness. <ul style="list-style-type: none"> • Apply model to Centre for Justice and Human Services. • Conduct full academic centre assessment. • Complete integrated model with supporting database. • Full integration across all academic centres. 	2017 2017-18 2018-19 2020
1.14	Develop collegial partnerships with the broader community through Regional Stewardship and Corporate and Continuing Education: <ul style="list-style-type: none"> • Leadership program development (non-credit): <ul style="list-style-type: none"> – Partnership with Continuing Education, Centre for Teaching, Learning and Innovation, and multiple community partners • Dual credit pathways under development: <ul style="list-style-type: none"> - Palliser School Division and Kainai High School • Continuing education program development: <ul style="list-style-type: none"> - Town of Claresholm • Community Survey of Educational Needs: <ul style="list-style-type: none"> - Collaboration with regional partner Advisory Councils (averaging two surveys per year) 	June 2018 2018 2019 2020
1.15	Establishment of Collaborative Centres of Excellence: <ul style="list-style-type: none"> • Agriculture • Justice • People Development 	2018 2019 2020

Expected outcomes:

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

Performance Measures	Target
Percentage of students satisfied with the quality of the learning experience (Source: LC Student Satisfaction Inventory Survey)	80 per cent or greater
Percentage of graduates satisfied with the overall quality of learning experience (Source: Alberta Graduate Outcome Survey)	90 per cent or greater
Percentage of employers satisfied with the quality of the graduates they hire (Source: LC Employer Survey)	Benchmark will be set upon completion of survey

1.2 Applied Research and Scholarly Activities

Goals:

- 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.
- Provide opportunities for students and employees to engage in applied research and scholarly activities that will contribute to the local community and industry while enhancing student experiential learning.

Priority Initiatives		
	Description	Expected Completion Date
1.21	Integrate applied research in teaching and learning activities throughout the college to enhance experiential learning. <ul style="list-style-type: none"> • Early Childhood Education Outdoor Play - develop new curriculum in outdoor play expertise (Lawson Foundation funding). • Build an Irrigation Science Applied Research program in collaboration with industry and the college's newly created Applied Research Chair in Irrigation Science. • Develop a prototype and assess the adoption of immersive technologies such as virtual reality in learning experiences. 	2019 2020 2020
1.22	Deliver and contribute to the student and community entrepreneurship series in collaboration with RINSA partners, Innovate Calgary and NAIT. <ul style="list-style-type: none"> • Three Day Start Up Challenge (October) • Discover Program (November – February) • Validate Program (April) 	2017 2017-18 2018
1.23	Provide necessary infrastructure to accommodate growth in scholarship and applied research activities and enable multi-disciplinary teams to work on complex projects in collaboration with all levels of teaching, industry and community partners. Examples include: <ul style="list-style-type: none"> • Expansion of the Citizen's Society Research Lab. • Outdoor Play research demonstration site. • "Makerspace" in the new trades and technologies facility. • Agricultural research greenhouse. 	Sept 2018 2019 2019 2020
1.24	Complete the requirements of year three, four and five of the NSERC project focused on the commercialization of Integrated Fish and Plant Systems (IFPS).	2020

Expected outcomes:

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

Performance Measures	Target	Target Date
Number of industry and community partners (formal and informal)	39	2017-18
	44	2018-19
	49	2019-20
Number of collaborative projects	24	2017-18
	20	2018-19
	22	2019-20
Number of employees engaged in applied research	28	2017-18
	31	2018-19
	34	2019-20
Number of students engaged in applied research	564	2017-18
	618	2018-19
	636	2019-20



Dr. Willemijn Appels, the college's first Mueller Applied Research Chair in Irrigation Science, is developing a research program to study and improve water use management.

1.3 Strategic Enrolment Management

Goals:

- Design an institution-wide strategic enrolment management plan that supports the college's academic mission, which integrates a strategic program mix to achieve optimum enrolments.

Priority Initiatives		
	Description	Expected Completion Date
1.31	Academic Leadership Team will establish a strategic program mix framework that is based on college strengths, regional needs and system effectiveness to optimize strategic curriculum delivery.	2017
1.32	Complete the SEM plan using the strategic program mix and evidence-based decision making.	Dec 2017
1.33	Modify recruitment strategies to align with the SEM plan with a focus in the following key areas – Indigenous, Apprenticeship, mature and adult learners and local high school recruitment. <ul style="list-style-type: none">• Brand Awareness campaign:<ul style="list-style-type: none">- Develop an integrated marketing campaign to support current enrolment and SEM priorities.• Social Media Platform strategy:<ul style="list-style-type: none">- Define and execute a social media strategy that is aligned with SEM priorities.	Dec 2018 2017 2017
1.34	Advance retention initiatives that support the student experience. <ul style="list-style-type: none">• Develop a “First Year Experience” program.• Pilot student leadership training.	2017-18 2018
1.35	Apply Admissions and Registrar core process initiatives that support SEM. <ul style="list-style-type: none">• Implement Wait List Management strategy:<ul style="list-style-type: none">- A proactive approach to confirming waitlisted student attendance as the first day of school advances.• Develop and implement the Three Year Scholarship strategy.	2018 2018

Expected outcomes:

- Graduates and students are in high demand and getting jobs in their chosen fields.
- Resource optimization allows for higher quality, accessible and affordable learning experiences.
- The college is recognized for significantly contributing to the viability and desirability of southern Alberta.

Performance Measures	Target
Meets or exceeds the targets for full-load equivalents as outlined in the enrolment plan (See Appendix B for enrolment figures).	-
Percentage of graduates satisfied with the overall quality of the learning experience (Source: Alberta Graduate Outcomes Survey)	90 per cent or greater
Percentage of students satisfied with the overall quality of the learning experience (Source: LC Student Satisfaction Inventory Survey)	80 per cent or greater
Percentage of employers satisfied with the supply of graduates (Source: LC Employer Satisfaction Survey)	Benchmark will be set upon completion of survey



Culinary Careers students practice their piping skills in the bakeshop.

1.4 International Education Initiatives

Goals:

- Create an enriched global experience for all learners leading to enhanced employability.
- Support economic growth and development by attracting and educating international students for employment that addresses a growing need for skilled workers.

Priority Initiatives		
	Description	Expected Completion Date
1.41	Create an international student cost benefit analysis for programs with the highest international enrolment.	July 2018
1.42	Develop international recruiting and marketing strategy based on the International plan that is aligned with Strategic Enrolment Management (SEM).	July 2018

Expected outcomes:

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

Performance Measures	Target Date
International student targets over a three year period (2017-20) in the following program areas:	
• Business Administration: 10% increase in FLEs	2020
• General Studies: 10% increase in FLEs	2020
• Practical Nursing: 10% increase in FLEs	2020
• Computer Information Technology: 10% increase in FLEs	2020

Miguel Lorenzo Buhat is a 2017 graduate of the college's Civil Engineering Technologies program.



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

2.1 Organizational Health and Wellness Plan

Goals:

- Create an inclusive healthy learning environment that nurtures the physical, emotional and mental well-being of all employees and students, resulting in greater professional and academic success.
- Build partnerships with community agencies to ensure organizational health and wellness are relevant and sustainable within a broader context.

Priority Initiatives		
	Description	Expected Completion Date
2.11	Implement components of the Student Health and Wellness plan*: <ul style="list-style-type: none"> • Support on-campus psychiatrist services and mental health campus resources. • Promotional information sessions for college departments and various lunch and learn presentations. 	2017 2018
2.12	Develop the Employee Health and Wellness plan.	June 2018
2.13	Consider adoption of the Okanagan Charter.	2018
2.14	Partner with existing local, regional and provincial organizations and services for shared development, leadership and services.	Ongoing
2.15	Participate in the joint research project with the University of Lethbridge on the effects of poverty on student academic success.	June 2018

* See Appendix H – People for greater detail on health and wellness initiatives.

Expected outcomes:

- Healthy and engaged students and employees who are better equipped to succeed.
- Customized actions that respond to and are reflective of the unique health and wellness needs of the college community.

Performance Measures	Target
Employee Engagement survey	Improvement on health and wellness metrics from baseline
National Colleges Health Assessment survey	Overall improvement from baseline results
Healthy University/College Assessment survey	Overall improvement from baseline results

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 Niitsitapi - Indigenization Plan

Goals:

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

*All Indigenous students
receive hand-beaded eagle
feathers as they cross the
stage at Convocation.*



Priority Initiatives		
	Description	Expected Completion Date
3.11	Commitment to the seven guiding principles as outlined in the Indigenous Education Protocol for College's and Institutes Canada (CICan) and adopted in the Niitsitapi Indigenization Plan 2016-19.	N/A
3.12	Implementation of the Niitsitapi Indigenization Plan 2016- 19: <ul style="list-style-type: none"> • Indigenization of the Campus Phase 2 <ul style="list-style-type: none"> - Indigenization of Centre Core which includes a tipi, seating, local grasses, art and artifacts • Indigenous Research Project: Analysis of the Lethbridge College Indigenous student demographic and student needs • Provide two cultural awareness training sessions for Lethbridge College staff • Development of an Indigenous Protocol Handbook 	2018 2018 2019 2019

Expected outcomes:

- Lethbridge College creates and sustains a welcoming learning environment that instills a sense of belonging.
- Lethbridge College recognizes and respects the distinct cultures, languages, histories and contemporary perspectives of Indigenous people and contributes to improving the lives of learners and communities.
- Lethbridge College continues to build and establish partnerships with Indigenous communities, organizations and stakeholders.
- Lethbridge College is recognized for its significant contribution in making Indigenous education a priority that is both high quality and affordable.
- Initiatives reflect Lethbridge College's commitment to the Truth and Reconciliation Commission (TRC) of Canada Calls of Action: Education.

Performance Measures	Target
Indigenous Enrolment	1% increase in Indigenous full-load equivalent (FLE) enrolment each year
<i>Indigenization of Campus Phase 2 is complete</i>	

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

4.1 Organizational Learning Plan

Goal:

- Ensure Lethbridge College remains competitive in attracting and retaining highly competent and qualified talent by creating the Organizational Learning plan that is comprehensive and encourages strong alignment between college needs and individual values, passions, strengths, purpose and talents.

Priority Initiatives		
	Description	Expected Completion Date
4.11	Develop, in collaboration with key stakeholders, the employee Organizational Learning plan that is designed to enhance employee engagement and retention.*	June 2018
4.12	Implementation of the Organizational Learning Plan: <ul style="list-style-type: none">• Completion of the Talent Review• Completion of the Talent Inventory	June 2019 June 2020
4.13	Create a model for employee development that enhances employee skills and level of competence through the use of best practice learning design and delivery.	June 2018

* See Appendix H – People for greater detail on learning and development initiatives.

Expected outcomes:

- Stakeholder engagement ensures that the Organizational Learning Plan reflects diverse perspectives and is genuinely responsive to college and employee needs.
- Human Resources is equipped to attract qualified and capable personnel and to cater professional development to specific needs, talents and expertise which will increase employee engagement, retention and productivity.
- Employee engagement and retention progressively increases year to year.

Performance Measures	Target
Completion of the Organizational Learning Plan with stakeholder engagement.	
Percentage of employees that expect to stay at Lethbridge College remain in the high performing range (source: Employee Engagement Survey)	75% or greater
Employee Engagement Survey	Overall improvement from baseline results

Meagan Williams, a 2016 graduate of the Digital Communications and Media program, now works as an internal communications officer for the Destination Project at the University of Lethbridge.



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

5.1 Trades and Technologies Facility

Goals:

- Expand the college's capacity for high quality, flexible and sustainable trades and technologies programming, applied research and scholarly activities through the completion of the renewal and expansion of the new trades and technologies facility (TTRIP).

Priority Initiatives		
	Description	Expected Completion Date
5.11	Complete the final phase of TTRIP construction.	September 2017
5.12	Creation of the "Makerspace" as a component of the simulation and innovation space in TTRIP.	September 2018

Expected outcomes:

- The trades and technologies facility is complete and open for students on time, achieves a silver LEED certification and is within budget.

Performance Measure	Target
TTRIP is completed	On schedule, within budget and +>50 LEED points

Glass windows soar through the entrance and main corridor of the new trades and technologies facility.



5.2 Campus Planning and Future Renewal

Goal:

- 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.

Priority Initiatives		
	Description	Expected Completion Date
5.21	Comprehensive revision of the Campus Master plan in response to the completion of the Trades and Technologies Renewal Project.	July 2017
5.22	Feasibility study conducted on priority capital projects.	July 2017
5.23	Conduct an Energy Sustainability Opportunities audit that informs future planning and explores operational opportunities that encourage environmental stewardship and reduce carbon emissions.	September 2017
5.24	Attract external funding for identified capital projects listed in Appendix F – Capital Plan.	March 2018

Expected outcomes:

- Academic transformation is supported by an aligned, updated Campus Master plan.
- Institutional effort to reduce costs by integrating environmental stewardship into operational practices.
- Increased ability to secure external funding and construct priority projects.

Performance Measures	Target Date
Completion of the revised Campus Master plan	July 2017
Completion of feasibility study on priority capital projects	July 2017
Completion of an Energy Sustainability Opportunities audit	September 2017

5.3 Leverage technology

Goals:

- Leveraging available technology to support effective operational processes, optimize resources and boost communication capabilities for internal and external purposes.

Priority Initiatives		
	Description	Expected Completion Date
5.31	Implement the Customer Relationship Management (CRM) system which supports the student life cycle from application to alumnus*: <ul style="list-style-type: none">• Phase 2 – Registrar (admissions and registration)• Phase 3 - Student Services (retention)	2017-2018 2018-2019
5.32	Implement the human resource based Talent Management System which supports the employee life cycle from recruitment to retirement.	June 2020
5.33	Develop the Registrar-based Curriculum Management system.	2018
5.34	Launch “One Experience” college website.	October 2017

* See Appendix G – Information Technology for greater detail.

Expected outcomes:

- The CRM enables the development of streamlined business processes and communication in the area of recruitment, admissions, and retention, business development, marketing and alumni relations.
- The effective management of the employee life cycle using Talent Management improves employee engagement while better utilizing human resource services.
- The “One Experience” college website enables enhanced communications and connectivity with the broader college community.

Performance Measures	Target Date
Successful launch of “One Experience” college website	October 2017
Implementation of the Customer Relationship Management (CRM) system Phase 2 Phase 3	2017-18 2018-19

LETHBRIDGE COLLEGE 2017-18 PERFORMANCE MEASURES

Category	Outcome	Performance Measure	Target
Students and Employers	Students are satisfied with their overall learning experience.	The per cent of students satisfied with their learning experience.	Improve student satisfaction in targeted areas (<i>targets under development</i>).
	Graduates are satisfied with the quality of their learning experience.	The per cent of graduates satisfied with their learning experience.	90 per cent or greater of graduates are satisfied.
	Students are completing their credential programs.	The number of graduates and completers.	Increase in the number of graduates and completers.
	Employers are satisfied with the quality of graduates they hire.	The per cent of employers satisfied with the quality of graduates.	Increase in satisfaction (<i>targets to be developed -survey in 2018-19</i>).
	The college is providing an adequate supply of graduates to meet employers' needs.	The per cent of employers satisfied with the number of graduates.	
People	Employees are passionate about what they do and enjoy working in an environment that supports their development, values, beliefs and higher purpose.	The per cent of employees engaged.	Improvement in employee engagement from 2016-17 (baseline) survey.
Financial Sustainability	The budget is balanced for 2017-18 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

*From May to August,
summer students work with
Facilities staff members to
keep campus looking lush.*

BUDGET ASSUMPTIONS

Statement of Operations

2017

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

2018

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

2019

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

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

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

Revenue	2018	2019	2020
Government of Alberta grants	55,236	55,236	55,236
Federal and other government grants	1,701	1,701	1,701
Sales of services and products	9,191	9,320	9,459
Contracts programs	1,882	1,901	1,920
Student tuition and fees	19,247	19,517	19,810
Donations and other grants	1,215	1,224	1,233
Investment income	1,234	1,234	1,234
	89,706	90,133	90,594
Expense by Function			
Instruction	37,019	37,429	38,224
Academic and student support	17,476	17,670	18,045
Institutional support	14,617	14,779	15,093
Sponsored research	528	534	545
Facility operations and maintenance	13,224	13,370	13,654
Ancillary services	6,842	6,918	7,065
	89,706	90,700	92,625
Annual operating surplus (deficit)	-	(567)	(2,031)

Expense By Object	2018	2019	2020
Salaries	50,126	50,625	51,883
Employee benefits	10,140	10,241	10,496
Materials, supplies and services	11,370	11,571	11,837
Utilities	1,712	1,765	1,789
Maintenance and repairs	5,477	5,570	5,647
Scholarships and bursaries	925	937	950
Interest on long-term debt	411	405	393
Cost of goods sold	2,888	2,928	2,972
Amortization of tangible capital assets	6,657	6,657	6,657
	89,706	90,700	92,625

LETHBRIDGE COLLEGE
BUDGETED STATEMENT
OF CASH FLOW
YEAR ENDED JUNE 30, 2018
(thousands of dollars)

	2018
Operating transactions	
Annual operating surplus (deficit)	-
Add (deduct) non-cash items:	
Amortization of tangible capital assets	6,657
Expended capital contributions recognized as revenue	(5,588)
Change in non-cash items	1,069
Decrease in accounts receivable	3,220
Decrease in inventories for resale	(50)
Decrease in accounts payable and accrued liabilities	(6,551)
Decrease in deferred revenue	(9,017)
Decrease in prepaid expenses	100
Increase in spent deferred capital contributions, less expended capital recognized as revenue	11,977
Cash provided by operating transactions	748
Capital transactions	
Acquisitions of tangible capital assets - externally funded	(5,614)
Cash applied to capital transactions	(5,614)
Investing transactions	
Purchase of investments	(8,000)
Proceeds on sale of investments	7,500
Cash applied to investing transactions	(500)
Finance transactions	
Debt retirement	(414)
Cash applied to financing transactions	(414)
Decrease in cash and cash equivalents	(5,780)
Cash and cash equivalents, beginning of year	34,809
Cash and cash equivalents, end of year	29,029

The capital plan for 2017-2018 includes acquisitions resourced by both external and internal funds.

Project	External	Internal	Total
General provision	-	700	700
Infrastructure maintenance program	500	-	500
Trades and technology renewal and innovation project	4,414	-	4,414
	4,914	700	5,614

TUITION AND MANDATORY FEES

There is no increase in tuition fees for 2017-18 in regulated and mandatory non-instructional fees.

The average campus-wide tuition per full-load equivalent is listed in the table below.

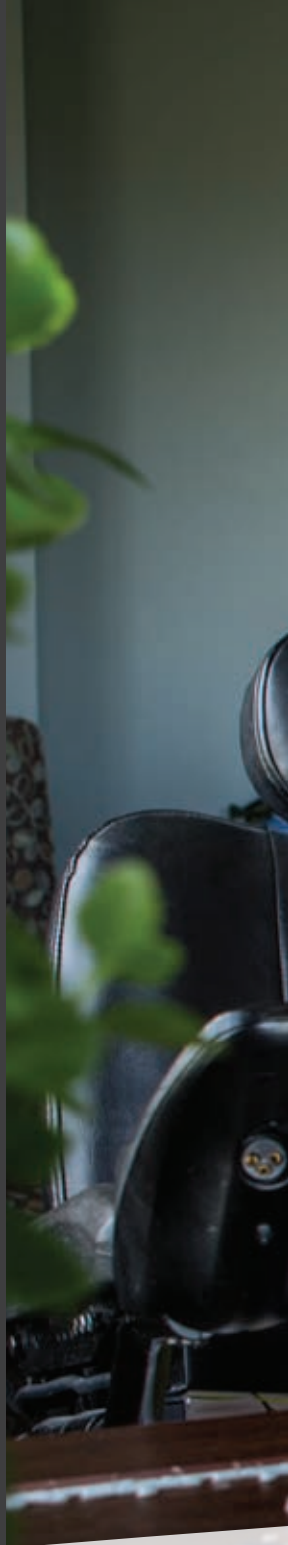
Estimated average tuition and mandatory instructional fees per full-load equivalent (based on 2015-16 full load equivalents)

	2017-18	2018-19*	2019-20*
Tuition and fees**	\$3,872	\$3,949	\$4,027
Per cent increase	0.0%	2.0%	2.0%

*Assumes tuition freeze ends in Academic year 2018-19

**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



*Paige Dykslag, a student in the
Therapeutic Recreation – Gerontology
program, works on a puzzle with a
client during her student practicum.*



Full-load equivalents by credential	Actual 2014-15	Actual 2015-16	Forecast 2016-17	Target 2017-18	Target 2018-19	Target 2019-20
Certificate						
Administrative Office Professional	31	31	39	35	34	34
Agricultural and Heavy Equipment Technician	22	21	21	23	23	23
Agriculture Business Risk Management	-	-	2	7	9	9
Automotive Systems	24	22	24	25	25	25
Medical Device Reprocessing	8	7	8	8	8	8
Commercial Vehicle Enforcement	19	28	15	15	15	15
Early Childhood Education	80	74	79	69	68	68
Educational Assistant	43	65	64	55	55	55
General Studies - FNMI Career Pathways	16	14	19	15	15	15
Health Care Aide Training	43	34	30	25	25	25
Perioperative Nursing	3	3	4	4	3	3
Police Cadet Training (pending approval)	-	-	-	26	26	34
Unit Clerk Training	18	12	11	14	14	14
Wind Turbine Technician	44	35	40	39	39	39
Certificate programming no longer offered	30	9	-	-	-	-
Certificate Program Totals	381	353	358	360	360	368
Degree						
Conservation Enforcement	56	30	44	48	48	48
Ecosystem Management	-	7	20	31	72	72
Justice Studies	71	92	129	122	111	111
Degree Program Totals	127	129	193	201	230	230
Diploma						
Agricultural Sciences	98	98	104	109	112	112
Agriculture Enterprise Management (pending approval)	-	-	-	-	22	42
Business Administration	329	284	310	330	355	355
Child and Youth Care	74	63	68	68	66	66
Civil Engineering Technology	56	57	61	56	64	64
Digital Communications and Media	40	55	49	56	70	70
Computer Information Technology	76	76	68	72	82	82
Correctional Studies	115	100	103	108	103	103
Criminal Justice	364	390	373	394	378	378
Culinary Careers	43	43	42	43	46	46
Early Childhood Education	20	21	21	16	19	19
Educational Assistant	7	5	8	12	14	14
Engineering Design and Drafting Technology	53	48	52	52	60	60
Environmental Assessment & Restoration	48	45	44	47	55	55

Full-load equivalents by credential	Actual 2014-15	Actual 2015-16	Forecast 2016-17	Target 2017-18	Target 2018-19	Target 2019-20
Diploma						
Exercise Science	45	39	47	47	46	46
Fashion Design and Sustainable Production (<i>17FL intake suspended</i>)	11	19	22	-	-	-
General Studies	439	450	476	439	412	412
Geomatics Engineering Technology	34	30	39	40	37	37
Interior Design Technology	23	23	25	33	33	33
Massage Therapy	41	41	49	50	50	50
Multimedia Production	47	48	46	44	44	44
Natural Resource Compliance	77	77	76	78	74	74
Practical Nursing	196	193	175	178	179	179
Renewable Resource Management	47	69	74	71	67	67
Therapeutic Recreation - Gerontology	73	76	84	85	85	85
Diploma programming no longer offered	29	-	-	-	-	-
Diploma Program Totals	2,385	2,350	2,416	2,428	2,473	2,493
Non-credential						
College and University Preparation	221	199	180	211	214	214
English As a Second Language	187	172	178	199	198	198
Open Studies	51	54	55	55	53	53
Supplemental	34	33	34	24	24	24
Pre-Employment	10	30	27	24	24	24
Nursing Collaborative Baccalaureate	243	214	206	223	221	221
Non-credential Program Totals	746	702	680	736	734	734
Apprenticeship						
Agricultural Service Technician	1	1	3	3	3	3
Automotive Service Technician	17	20	19	19	19	19
Carpenter	38	31	32	27	27	27
Cook	11	12	11	11	11	11
Electrician	95	108	104	105	105	105
Heavy Equipment Technician	60	55	42	41	41	41
Parts Technician	10	11	10	10	10	10
Plumber	-	3	9	12	12	12
Welder	55	45	30	18	18	18
Apprenticeship Program Totals	287	286	260	246	246	246
Total FLEs	3,926	3,821	3,907	3,970	4,043	4,071
Year-over-year percentage change		-2.7%	2.2%	1.6%	1.8%	0.7%

INTERNATIONAL ENROLMENT PLAN

International Full-load Equivalents by Credential	Actual 2013-14	Actual 2014-15	Forecast 2015-16	Target 2016 -17	Target 2017 -18	Target 2018-19
Certificate						
Early Childhood Education	1	4	7	4	4	4
Administrative Office Professional	1	1	4	1	1	1
Other Certificate Programming (less than 3 FLE)	4	3	2	4	5	6
Certificate Program Totals	6	8	13	9	10	11
Diploma						
Agricultural Sciences	2	1	5	2	2	2
Business Administration	24	20	24	21	21	22
Computer Information Technology	10	11	6	11	12	12
Criminal Justice	2	4	2	4	4	4
Culinary Careers	2	5	7	6	6	6
Engineering Design and Drafting Technology	6	7	4	7	7	7
General Studies	56	65	62	72	73	75
Geomatics Engineering Technology	4	3	1	3	3	3
Multimedia Production	2	4	3	4	4	4
Practical Nursing	17	15	15	15	16	17
Renewable Resource Management	-	2	4	2	2	2
Therapeutic Recreation - Gerontology	-	3	4	3	3	3
Other Diploma Programming (less than 3 FLE)	5	8	12	11	11	11
Diploma Program Totals	130	148	149	161	164	168
Non-credential						
College and University Preparation	2	4	3	4	4	4
English As a Second Language	26	27	32	28	30	32
Other Non-credential Programming (less than 3)	6	5	3	4	4	4
Non-credential Program Totals	34	36	38	36	38	40
Total International FLEs	169	192	200	206	212	219
International Percentage of Total FLEs	4.3%	5.0%	5.1%	5.2%	5.2%	5.4%

STRATEGIC ENROLMENT MANAGEMENT

An outcome for Lethbridge College's Comprehensive Institutional Plan in 2016-17 was the renewal of the college's Strategic Enrolment Management (SEM) process with the reconfiguration of a cross functional SEM Council. The mandate of SEM Council is to design a SEM plan that will manage the institutional integration of processes and activities across multiple areas of responsibility in an organized, systemic format. An adherence to evidence informed decision making is at the core of SEM with a focus on utilizing market research, data collection and analysis. This approach will lead to the development of data-informed strategies and action plans supporting the achievement of optimal enrolments and enhanced student satisfaction. The goal of the council for 2017-20 is to develop a SEM action plan for core functions that will include methods to establish, achieve and maintain optimum enrolments, along with program mix and quality student experiences.

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

EXCELLENCE IN TEACHING AND LEARNING

Redesigning the college's Academic Transformation Strategy 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, the college like many other organizations is reorienting itself to seize new opportunities for enhancing the student experience and contribute to the economic and social fabric of our region and Alberta as a whole.

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 PLACEMENT MODEL

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 2006, the Centralized Placement 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 will be adopting the Centralized Placement 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 will be conducted during the 2017-18 academic year with a complete integrated model and supporting database done by the end of 2019. This will allow for full implementation across all academic centres by 2020.

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 of accessibility, affordability, quality, accountability and coordination. 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.

Community Health Promotion Certificate and Diploma programs – approved

Lethbridge College continues to support and nurture this inclusive and diverse program which was established in partnership with Northern Lakes College and Red Crow Community College in collaboration with Health Canada-First Nations Inuit Health Branch, Alberta Division; Treaty Six, Seven and Eight; Alberta Innovation and Advanced Education; and Alberta Health Services. The Community Health Promotions certificate program has been offered at Lethbridge College for two years and will now transition to Red Crow Community College as was previously arranged, with the college focusing on the cultivation of the diploma program. This collaborative approach will ensure high quality programming without duplication between our institutions.

Justice Studies Competency-Based Education Initiative – pilot complete

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 is 16 to 20 weeks in length and is intended to produce a field-ready recruit with foundational and hard skills. Many of the foundational (or soft/complex skills) within the recruit training program 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 (soft) 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 within the next 18 months 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.

ii. Police Cadet Training Certificate program

As part of this initiative, the college is transitioning its Police Recruit Training credential of academic achievement to a Police Cadet Training certificate program. This application was presented to Alberta Advanced Education in March 2017 as a “new program” offering. Also, based on existing needs within the justice programming area and anticipated opportunities coming forth, the college is setting key facilities and technology in place to accommodate the applied learning and enhanced assessment processes inherent within the model.

During the summer months, the college is home to students in the Police Cadet Training program.



Agricultural Enterprise Management diploma – pending government approval

In 2016, work began on a collaborative partnership between the University of Lethbridge and Lethbridge College to create an integrated program focused on agriculture business in Southern Alberta. This opportunity was made possible by a generous financial gift from Cor Van Raay to both institutions. The focus of the initiative was to prepare students for a role in the broad domain of agricultural business practices and agricultural enterprise management.

This development began with the engagement of stakeholders in the area of agriculture business from southern Alberta with the purpose of identifying program opportunities that would utilize the strengths of both the University of Lethbridge and Lethbridge College. This endeavour is unique from a multi- and inter-disciplinary perspective as it combines economics, management and science disciplines in a diploma program. The programming focusses on management principles, knowledge and training required for students to take key leadership and innovation roles in the broadest spectrum of agricultural enterprises, from primary production through to the consumer.

Graduates of this program will be knowledgeable in policy, operations management, finance and accounting and marketing across the upstream (primary production) and downstream (value added) facets of agriculture, inclusive of how they integrate and converge.

The program is currently moving through the approval process at both institutions with a scheduled launch date of Fall 2018.

Emergency Medical Technician certificate – Stage 1 Opportunity/Viability Assessment

Lethbridge College currently is in partnership with Northern Alberta Institute of Technology (NAIT) to deliver the Emergency Medical Technician (EMT) 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.

During 2016-17, as part of the Strategic Enrolment Management initiative, the information and insight was used to support an evidence-based decision on future planning and optimized programming mix for the college. While the institutional-wide project to review the college's program mix is a priority of SEM, the following opportunities are being explored at the school and/or program level and will inform the overall decision.

Business

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

Environmental sustainability

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

Health and Wellness

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

Justice Studies In-Service / Professional Development Programming

Lethbridge College continues to work with its justice agency partners to develop and deliver key in-service/professional development programming. We have developed (or are in the final stages of developing) a number of new courses.

- Effective Teaching Practices course - this is a blended course (online with a practical/experiential component). It is competency-based and designed to align with the competency-based recruit training programs.
- Field Training Officer course – this is a competency-based course and is designed to align with and follow through with the recruit program.
- Authentic Assessment –an “Authentic Assessment” course has been developed for instructors, utilizing the competency-based education model. It is one thing to be able to teach, but conducting objective competency-based assessments is a separate and important skill-set.
- Court Testimony course – this course is designed to provide serving officers with a higher level of competency in providing court testimony. Our partner agencies have indicated a strong need in this area as many of their officers struggle to articulate/provide effective court testimony. This course will be experiential in nature and will address this critical gap.
- Search Warrant Drafting course – this course was developed in response to agency need and is currently being delivered by one of our faculty members who was a crown prosecutor (federal and provincial).

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 Production, 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 2017-18 based on feedback from industry and/or program alignment with higher learning opportunities.

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

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.

In partnership with Okanagan College, the Early Childhood Education program is actively pursuing the enhancement of the college's early childhood indoor and outdoor spaces to better meet the needs of our industry and support graduates with relevant outdoor play knowledge and experiences. The outdoor play space, which would have elements specifically designed to encourage outdoor play, would 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)



Chef Doug Overes, chair of the Culinary Careers program, and his colleagues in the culinary research team are learning to use their senses to judge the quality of produce and fish produced in the college's Aquaculture Centre of Excellence.



The Center for Applied Research and Innovation (CARI) enables and supports the growth of applied research by working directly with academic centers to implement their applied research plans and the Center 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 Center for Applied Research Innovation Fund (CARIF), the successful NSERC-CCI award in Integrated Fish and Plant Systems (IFPS), the first implementation of the academic center research action plans, the establishment of a Scholarship of Teaching and Learning (SoTL) skills development program, and an integrated delivery model for applied research.

Continued alignment with institutional goals, the outcomes and priorities articulated in the Alberta Research and Innovation Plan, and the Advanced Learning System Outcomes Framework will guide us 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

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

Integrated Fish and Plant Systems (IFPS)

Our Aquaculture Centre of Excellence (ACE) continues to be successful in providing opportunities for students to engage in research activities while meeting industry needs. A NSERC-CCI award in 2015 of \$2.2 million (over five years) not only further ensures the sustainability of the IFPS program, but also supports an emerging industry in aquaponics.

Environmental sciences

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

Food quality

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

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. We are building capacity in applied research skills to develop expertise in this area.

Health and wellness

Experts in the nursing field are actively engaged in exploring partnerships, 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.

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

Alignment with Alberta's research and innovation system

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

Sector and Priority	Objectives
<p>Food and Fiber Sustainably increase domestic and export revenue from Alberta's food and fiber manufacturing industries in response to domestic and Pacific Rim market demand.</p> <p>Optimize and increase manufacturing productivity to reduce costs and improve competitiveness.</p> <p>Optimize food and fibre feedstock output while maintaining social license to operate.</p>	<ul style="list-style-type: none"> • Continue to strengthen the 1,200 agriculture/food and fibre-related businesses in Lethbridge through value added technology and innovation processes. • 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 and technologies building.
<p>Health Transform a reactive system to a preventative health and wellness system by 2030.</p>	<ul style="list-style-type: none"> • Support the production and value-added Canadian processing of pain management medication derived from poppy agriculture crop development to directly decrease the import of processed products. • Conduct culinary research to increase nutrition of consumer diets.
<p>Environment By 2030, Alberta is globally recognized as a leader in managing resource development to sustain environmental integrity.</p>	<ul style="list-style-type: none"> • Provide applied research expertise to assist agriculture producers to reduce the risk to food safety associated with water quality. • Implement strategic opportunities for irrigation science research that meet environmental standards. • Increase capacity for applied research in alternative energies including wind, solar and other energy technologies. • Continue to grow the geospatial technology cluster to help capture, process and analyze the complexities and dynamics of natural and man-made environments using geospatial tools and applications.

Priority Initiatives for 2017-2020 include:

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

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

RINSA Student Entrepreneurship program: Entrepreneurship will play a key role in growing applied research opportunities as we strategically engage with our RINSA partners on 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. In 2016, we launched an entrepreneurship program to support student start-ups. Five students from the college and university completed the training and entrepreneur’s forum pitches successfully. We were thrilled that a college student won the first competition, and we are pleased to be running this program again in 2017.

Irrigation Science program: Lethbridge College appointed its first, self-funded, Applied Research Chair in Irrigation Science in 2016. Dr. Willemijn Appels has gotten off to an impressive start and is building connections within the community and industry that should benefit the college and program for years to come. This chair position is the first step to building an irrigation science program at Lethbridge College.

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

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



Justine Schmidt is a 2017 graduate of the college's Child and Youth Care program.

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

Immersive technology and Virtual Reality: We are prototyping and integrating immersive technology for training in the wind turbine program. This has led to increasing interest to research and test the use of virtual reality in other areas such as interior design and drafting, and communications and journalism. 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.

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.

Center for Applied Research and Innovation Fund: CARIF serves as an internal catalyst fund to help build capacity in developing applied research projects leading to third party funding. In 2016-17, eight projects were funded; the 2017-18 intake received seven CARIF applications submitted for consideration.

APPENDIX D COMMUNITY OUTREACH AND UNDERREPRESENTED LEARNERS

COMMUNITY OUTREACH

Trades training

Lethbridge College has a long history of working collaboratively with Alberta Industry Training (AIT), industry partners and apprentices to provide accessible, affordable and quality training opportunities within the region. In 2016-17 we experienced a slight decrease in overall apprenticeship seat requests but it is clear that Lethbridge College continues to play an important role in training skilled tradespeople across the region thanks to our diversified economy. The overwhelming support and investment we have received from the community in advancing our new trades and technologies facility, which is scheduled for completion in 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 new trades and technologies facility will welcome students in September 2017. Once complete, it will be the largest trades training facility south of Calgary.

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:

- Introduced in 2014-15, our Agriculture Equipment Technician pilot has continued to demonstrate strong program delivery through the exceptional performance by apprentices on provincial exams. We have built strong partnerships with industry and continue to work with them to strengthen the program through collaboration of training equipment. Efforts continue to increase awareness amongst employers and apprentices across the province. The addition of third period training in 2016-17 means apprentices are now be able to complete their full technical training thanks to the overlap with Heavy Equipment Technician curriculum.
- The strong demand for plumber training in Lethbridge from both apprentices and their employers has resulted in implementation of the trade at Lethbridge College. The college saw its inaugural intake of plumbers successfully complete first period in February 2016. During the 2016-17 academic year, we saw significant uptake in our training with two first period intakes and one of second period. The 2017-18 academic year will see 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 and technologies facility in the fall of 2017 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 College and University Preparation 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.

Other initiatives

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



A student in the Health Care Aide program puts theory into practice in a nursing laboratory.

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. Over the next three years, the survey will be administered to select communities each year and 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.

For example, within the community of Claresholm, the survey identified need for a stronger emphasis on professional development opportunities, computer/digital proficiency, and general interest courses. As a result, the college will be delivering a new mix of Continuing Education programming designed specifically for the community and engaging with local expertise for instruction.

INDIGENOUS-CENTRED EDUCATION

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 (FNMI) 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 2016-2019 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 Council***
 - The ***President's Indigenous 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 include:
 - Alumni Advisory Board
 - Regional Access Advisory Council

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:
 - Indigenous Recruiter
 - Academic and Career Advisor – Indigenous Focus
 - Indigenous Services Coordinator
- Dual-credit partnership: Kainai High School -- Early Childhood Education
- FNMI 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
 - Feasts
 - Drumming/dancing
 - Cultural programming
- Convocation ceremony 2017 included the inaugural Lethbridge College Honour Song

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.

- Indigenous Services and Education Enhancement Team staff were trained in the Kairos Blanket training in March 2017
- The Indigenous Committee participated in the Blackfoot “Learning from Place” – site visit for professional development in May 2017
- Culture Awareness Training for Lethbridge College employees to begin Spring 2017

Each October, the college celebrates the history, culture and pride felt by Canada's First Nation, Métis and Inuit communities with a multi-day festival that features traditional and contemporary entertainment, including powwow drumming, Métis fiddling and jigging, a hand drum contest and a taste of culture as well as arts, crafts and community exhibits.



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

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

- Cultural Support Program (Blackfoot, Métis and Inuit Elders)
- 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.
 - Indigenization of Campus: Phase 1 – Spring 2017
 Indigenous artwork and displays to be introduced to the main entrance of college, including plaque acknowledgement of Blackfoot territory and Blackfoot Confederacy flag

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.

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

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

- Revised MOU – Partnership between Lethbridge College and Red Crow Community College.



Students get hands-on learning opportunities in the Western Tractor Technology Lab, which is located in the first phase of the new trades and technologies facility.

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 13.7 per cent increase in students supported through Accessibility Services over the previous year. Complexity of need also continues to grow, with a 23 per cent increase in students reporting multiple disabilities and a 109 per cent increase in students whose primary disability is 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

Lethbridge College's international student population represents five per cent of the total enrolment (full-load equivalents).

The college is committed to providing international students a successful student experience. Students have the opportunity to collaborate with faculty, administration and international support staff, and guidance is provided in many areas including the application and registration process, campus and community resources, academic supports, and social and cultural development. As a result, we see the creation of new friendships, connections with communities, exposure to Alberta and Canadian culture, the development of academic support and an awareness and understanding of employment and career opportunities in Canada.





The college has welcomed students in the ESL program since 1977, including these international students from Japan.



A Ukrainian dancer demonstrates dance steps on stage during the annual Bridging Cultures event held on campus in March.

Lethbridge College supports and encourages student and faculty exchanges. Faculty incorporate international exchanges as part of the curriculum designed to provide global awareness and global experiences. Lethbridge College has eleven official Memoranda of Agreements in place with colleges and universities in these countries: Finland, Japan, South Korea, France, Australia, Austria, Scotland, Nicaragua, China and the United States. Exchanges are selected based on a number of criteria including reciprocal exchange agreements with students and faculty, the selection of institutions and countries aligned with curriculum, cultural development, and safe travel practices.

On a recent trip to China and Japan, sister-city agreements were affirmed whereby exchanges of students and staff are encouraged. Of particular interest in China was English language training, agriculture and aquaponics research collaborations. In Japan, English language training and carpentry skills exchanges were opportunities between our two nations. The mayor of our sister city in Japan, Haebaru, extended a personal invitation for Lethbridge College to send students to his city for a yearlong cultural and linguistic experience.

INTERNATIONAL PLAN

An outcome of the current year is the implementation of the International Plan for the college that incorporates an entrepreneurial approach. The plan is drafted and is under review and revision by the international team. The completed plan (June 2017) will provide direction for international activities moving forward. Initial observations indicate there are many international jurisdictions that the college could pursue and many ways in which we could create new partnerships (e.g. recruiting students, delivering content abroad, applied research, etc.). There are also many business models for pursuing international opportunities (e.g. partnering with brokers, foreign institutions, provincial or federal agencies).

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



A map at the Bridging Cultures event showcases different kinds of money from around the world.

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 2017-20 planning cycle.

New trades and technologies facility:

A major focus for the college is the completion of Phase 2 of the new Trades and Technologies facility, which will be ready for students in September of 2017. These disciplines have continuously evolved, as has Lethbridge College's delivery of these programs, resulting in an ever-increasing reliance on technological innovation with a focus on sustainability.

Phase 2 will accommodate the following programs:

- Welding apprenticeship
- Electrical apprenticeship
- Civil Engineering, Geomatics, and Engineering Design and Drafting Technology
- Interior Design Technology
- Wind Turbine Technician



A sweeping staircase leads to the main entrance of the new trades and technologies facility.

The new trades and technologies facility is a critical infrastructure project for the college moving forward. Phase one, which includes programs in the Crooks School of Transportation, opened for students September 2015. Trades and technologies remain a vital part of southern Alberta's economic success and are a key area of focus and strength for the college.

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

Other:

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 2017-20 planning cycle, it is anticipated that roughly \$3.9 million may be spent on IMP projects. These projects may include:

- BMS controls renewal
- flooring upgrades
- chiller replacement
- PE boiler replacement
- mechanical equipment upgrades
- elevator systems upgrades
- transformer replacement
- roofing inventory renewals

Residence Renewal (unsupported by IMP): The Residence Renewal plan has been in effect for the last five years with a focus on upgrading the Cullen Residences. The plan now shifts to upgrading projects for the 30th Avenue Residences with work starting in the summer of 2017. 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: \$7.5 million

Project description and justification:

This project is in the initiation phase. The anticipated scope of work involves modernization of the kitchen, servery and food services areas to better support academic teaching and learning in the culinary program and general student body. The culinary academic program has evolved over time to meet the requirements of industry. The kitchen and teaching spaces require renovation to accommodate new equipment that supports new pedagogy 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 12,000 square foot Smart Water Applied Research Center (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: 1

Project budget: \$17.5 million

Project description and justification:

This project is in the initiation phase and is being reviewed in light of the new strategic plan and specifically the Academic Transformation strategy. The Buchanan Library houses the library, learning commons and the Learning Café. The space is heavily used in support of various academic and learning needs and has not seen renewal work since a major renovation in 1985. This project will transform the Buchanan Library by bringing together library and learning support services and creating 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: ***Storm Water Retention Ponds (Campus Wide) Renewal Project***

Project priority: 1

Project budget: \$2.2 million

Project description and justification:

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

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

Project priority: 2

Project budget: \$4.5 million

Project description and justification:

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

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

Project priority: 3

Project budget: \$2.2 million

Project description and justification:

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

APPENDIX G

INFORMATION TECHNOLOGY

Information and educational technology will play an important role in supporting the newly developed Academic Plan, Achieving Academic Transformation through Excellence in Teaching and Learning. As the plan unfolds, additional work will begin to bring together a range of important initiatives together. 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 these initiatives will be on enterprise systems that allow the college to develop and grow in areas that will not be possible without these tools including the following:

Customer Relationship Management (CRM)

The CRM positions the college to manage customer 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. The CRM is being integrated into current recruitment practices using a multi-phased approach. A customized platform within the CRM 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.

Talent Management System

Ready access to information about our people, their talents, and the ability to match them with the evolving needs of the college is critical to our success and to the achievement of deliverables tied to our focus on people. It 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.

A visitor at the surRENDER open house trying out cutting-edge technology used to train the next generation of interior design technologists.



New website (One Experience)

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

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

As part of an international research initiative, Lethbridge College completed a three-year student and technology research project that investigated students' usage of and their expectations for technology in relation to their college experience, and more specifically in relation to learning. Thus far, research deliverables have been disseminated both internally and externally to increase awareness. Additional future directions are being determined.

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, taking Lethbridge College one step closer to anytime, anywhere learning. The new service is currently being actively promoted across the college with adoption rates steadily increasing.

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 and technologies building project, a range of new classroom technologies that enable digital interactivity in addition to a simplified user experience will be 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.

Training and Professional Development

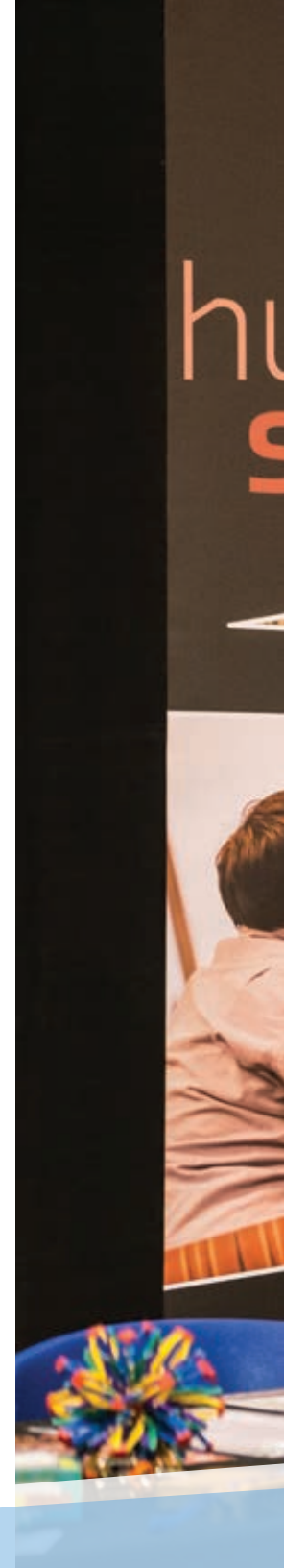
Central to the adoption of technology to support excellence in teaching and learning are skilled staff and instructors. Numerous groups across the college provide accessible, timely, and high quality support and will continue to monitor promising technologies to advance learning in the digital age.

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.





Lethbridge College hosts two Open Houses a year to welcome prospective students and their families to campus.

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. A significant milestone was achieved in spring 2017 with the completion of the "Growing Ourselves; Growing our People: Learning and Development at Lethbridge College" report which will inform the Organizational Learning Plan. This document establishes principles to align internal training to our People Development vision by integrating strategies that match and strengthen our current culture. As with all our work, collaboration with stakeholders is key to ensure all perspectives are considered in the design, development and implementation.

Elements of the Organizational Learning Plan, which is expected to be completed by June 2018, 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 development of an onboarding/orientation program that builds community and a sense of belonging in addition to the fundamentals with respect to the position and working environment.
- **Learning and Development:** Create a model for employee development that enhances employee skills and level of competence 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:** The completion of the remaining two phases of the Talent Management initiative (Talent Review 2017-18; Talent Inventory 2018-19). Talent Management consists of work processes and systems for developing people with the goal of maximizing the passion, talent and contributions of our people for collective success. The four phase process, initiated in 2015-16 with phase one - the design of the Self- Assessment phase, and 2016-17 with the Talent Assessment, continues over the next three years with the design of the following two phases –Talent Review and Talent Inventory. Prior to full implementation, the design will be fine-tuned through the initiation and evaluation of pilots.
- **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 spring of 2016 sets the baseline for future measurement. As a follow-up to the 2016 Employee Engagement Survey, a Pulse Survey was conducted in the spring of 2017 which provided a snapshot of current climate. Analysis of the finding will result in recommendations for consideration that will be implemented to increase employee engagement. A second comprehensive Employee Engagement Survey is slated for the fall of 2017 with follow-up surveys to continue to measure progress.

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.



*Kaitlyn Sembalerus
is a 2017 graduate of
the college's Exercise
Science program.*

iii. 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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