

○○○ TABLE OF CONTENTS

EXECUTIVE SUMMARY/INTRODUCTION.....	2
INSTITUTIONAL CONTEXT.....	3
COLLEGE MANDATE.....	4
BACKGROUND.....	5
OPPORTUNITIES AND CHALLENGES.....	6
Enrolment.....	6
Programming.....	6
Facilities.....	7
Staffing.....	8
Emerging Cost Pressures.....	8
Collaboration.....	8
Customized Training.....	8
Prior Learning Assessment and Recognition (PLAR).....	9
Alternative Delivery.....	9
Research Initiatives.....	9
Technology Integration.....	10
Changes in Direction from Previous Business Plans.....	11
L4L GOALS, STRATEGIES, EXPECTED OUTCOMES AND PERFORMANCE MEASURES.....	12
RELATIONSHIP OF LCC INSTITUTIONAL GOALS TO MINISTRY GOALS	22
STATEMENT OF BUDGETED REVENUE AND EXPENSE	23
GUIDELINES FOR THE DEVELOPMENT OF THE 2003/04 BUDGET	24
BUDGET PRINCIPLES.....	25
Budget Directions.....	26
Key Budget Elements.....	26
Accessibility/Enrolment Plan.....	28
Campus Development.....	28
Tuition Projections.....	28
APPENDIX A.....	29

EXECUTIVE SUMMARY/INTRODUCTION

This Business Plan Update I documents progress made in the first year of implementing Learning for Life Business Plan 2003-2007. During the four years of this plan, Lethbridge Community College is aggressively building on its strengths and pursuing new opportunities in order to achieve four major goals.

L4L Goal 1: Institutional Sustainability – To build institutional capacity through strategic and tactical operational planning.

L4L Goal 2: Strengthen Partnerships – To further develop existing partnerships and enter into new, mutually beneficial partnerships.

L4L Goal 3: Enhance Learning – To provide the necessary resources to foster excellence in learning and to provide learners with multiple ways to succeed.

L4L Goal 4: Emphasize Quality and Accountability – To systematically gather, analyze, interpret and use institutional performance data to achieve strategic priorities and improve ongoing practices.

A number of initiatives were undertaken that move our institution closer to accomplishing these goals. While we are able to measure successes in improved performance, we also identify emerging challenges and opportunities that are impacted by resource considerations.

In 2003/04, enrolment management was a focal point for most areas in the College. Tremendous effort was put into understanding and redesigning College recruitment and retention processes, and the measures to be used in analyzing results. For the next several years, this effort will intensify as academic and support areas implement new methods and systems.

The 2004/05 operating and capital budgets were developed by management under the guidance of the Executive team. The overall direction of the Board of Governors and established budget principles provided guidelines for the development of a budget that received Board approval in April 2004. This budget addresses several important needs:

- Most importantly, almost all new salary dollars were directed to the academic programs.
- Tuition budgets, based on management estimates of enrolment and registration, were realigned to reflect current expectations and recent experience.
- The office of the College's new Learner Ombudsman was formalized in the operating budget, as was the significant support dedicated to enrolment management.
- Due to funding gaps in recent years, several important items had been taken out of the budget in 2003/04 and relegated to matters of contingency allocation. Through the efforts of all budget managers, some of these items have been brought back into the operating budget. Examples would be: a permanent position for native career counseling services, certain library acquisitions, and licensing for electronic library databases.
- The expectations placed on ancillary services to support College operations have been increased significantly.
- Off-campus centres in Taber and Fort Macleod had been slated for closure and were taken out of the 2003/04 budget. Based on stakeholder consultations and a response from the communities that exceeded expectations for registrations, these two centres have been built back into the 2004/05 budget, and will provide access for learners in these communities to college-level programs.

○○○ INSTITUTIONAL CONTEXT

OUR VISION

Lethbridge Community College shall be recognized nationally for standards of excellence and innovation in workforce preparation and development.

OUR MISSION

Lethbridge Community College provides a high-quality, innovative learning environment, which prepares learners for success in the workforce.

OUR VALUES

Accessibility

Believing in the importance of serving a geographically, socially, and economically diverse clientele, the College fosters a learning environment that addresses individual learning styles and enhances individual performance.

Accountability

Demonstrating responsiveness to its many stakeholders through effective stewardship of resources, the College seeks to ensure the success of its learners, access to information, and sound fiscal management.

Ethical and Socially Responsible Behaviour

Believing in the importance of citizenship and social responsibility, which includes honesty, trust and fairness, the College respects the rights of the individual, promotes professional conduct, and builds harmony among its staff, students, and stakeholders.

Human Development

Believing in the necessity of personal and professional development, the College recognizes individual needs, abilities, and accomplishments; promotes opportunities for learning within a national and global context; supports career choice and career enhancement; and cares about the psychological, social, and physical well-being of all individuals.

Teamwork

Encouraging open communication, involvement in decision making, and performance through cooperation, the College promotes change for improvement by creating common understandings, positive group working relationships, and shared commitments to action.

○ ○ ○ COLLEGE MANDATE

Lethbridge Community College is a public, board-governed community college, under the Colleges Act, that serves the workplace education needs of learners and employers.

Lethbridge Community College serves adult learners from a variety of socioeconomic, ethnic, and educational backgrounds by providing high-quality programs and learner-support services. To this end, the College offers a diversity of certificate and diploma programs in the areas of apprenticeship training, agriculture, business and management, communications and media, criminal justice, computer information technology, environmental science, engineering and related technologies in selected areas, general studies, human services and health sciences, and trades in selected areas. Applied degrees are offered to extend practical specializations in areas where the College has demonstrated expertise. A collaborative Bachelor of Nursing degree is offered with the University of Lethbridge and degree-completion programs are offered collaboratively with other universities. Career development programs are complemented by contract training for workforce development, preparatory upgrading courses, and general interest courses.

Lethbridge Community College's primary service area is southern Alberta, yet it serves a community that is much broader than this region. The College uses distributed learning to provide education opportunities to the regional, national, and international community, and undertakes applied research. The College develops and maintains cooperative relationships with education, business, industry, and government, including financial and educational partnerships designed to address the needs of the business community, the agricultural community, and the region.

Approved by the Minister of Learning,
December 2001.

“I chose LCC because it has
a solid reputation with the
employers I hope to work for.”

Matt Kennedy
Correctional Studies Applied Degree '05



○○○ BACKGROUND

NB2000, the LCC business plan for 2000-2003, update identified the following goals with the accompanying strategic initiatives.

Goal 1: Expand Access: Increase enrolments to 5,000 FLEs by 2005.

The anticipated number of FLEs for June 30, 2003 is 4,280.

Goal 2: Enhance Learning: Enhance student learning through effective and innovative curricula, learning strategies and support services.

Achievement of this goal has involved action in pursuit of the following: Phase III of "LCC Online;" the Fast Track strategy for skills-based short programs; programming in the new Instructional Building using a new paradigm for the creative use of instructional spaces and methods to achieve planned learning outcomes; a strategy to expand work experience opportunities for learners; an aboriginal student strategy, including creation of a Native Student Centre; a comprehensive learner retention strategy; the automated curriculum development project; and a plan to revise instructional materials to support multi-faceted delivery methods.

Goal 3: Emphasize Quality: Systematically gather, analyze, interpret and use instructional performance data to achieve strategic priorities and improve ongoing practices.

Achievement of this goal has involved action in pursuit of the following: development of a comprehensive enrolment management model and process; implementation of Phase I recommendations from the Safety and Security Review; continued development of a performance benchmark model; development and implementation of strategic and tactical plans for a major technology infrastructure upgrade to the administrative systems.

Goal 4: Strengthen Partnerships. Enter mutually beneficial partnerships with education, business, industry and government.

Achievement of this goal has involved action in pursuit of the following: implementation of the applied research strategy; approval to offer a Practical Nurse diploma program; delivery of a Corrections degree program; implemented new programs in Dementia Studies and Collaborative Nursing with educational partners; preparation of a comprehensive, coordinated Workforce Development strategy.

Goal 5: Enable all employees to work effectively in a team environment.

Achievement of this goal has involved action in pursuit of the following: implementation of a communications strategy for internal stakeholders; completion of negotiations with AUPE and implementation of a new collective agreement; development of a comprehensive staff succession model and process; identification and implementation of a process to develop managers' administrative and supervisory skills; development and implementation of a strategy for enhanced orientation for new hires; nurturing of a climate for interactive, participatory discussions and decision making.



OPPORTUNITIES AND CHALLENGES

ENROLMENT

The original L4L business plan indicated the College will continue to work toward 5,000 FLE as additional resources allowed. Government grants and tuition increases have resulted in incremental resource improvements and this corresponds with projected incremental enrolment growth. In particular, enhanced recruitment and admissions processes combined with increased retention are expected to lead to stronger confirmation rates and less attrition.

It is anticipated the new enrolment and retention planning approach introduced in 2003/04 will lead to results that exceed the conservative 1.0% enrolment growth projection for 2004/05. However, the College has taken a cautious approach to this in order to better align budget and enrolment as well as to validate the new processes. This foundation will be evaluated for adjustment in 2005/06, depending on the success experienced in this first cycle.

PROGRAMMING

During the four years of the L4L plan, LCC will review a number of programming opportunities, each of which can be linked to an area of expertise currently existing within the College. LCC will:

- Enhance Agriculture, Environmental Science, Engineering Technology and Science program offerings by focusing on Biotechnology, Bioinformatics, Aquaculture, Water Resources and Water Quality, Geomatics, Remote Sensing and Exercise Science.
- Increase lifelong learning opportunities for learners through articulations with selected universities in areas of Interior Design, Fashion Design and Merchandising, General Studies and Environmental Studies.
- Expand program capacities in Health and Human Services with specific efforts focused on Practical Nurse, Special Needs Teacher Assistant, and Health and Human Services Management.
- Enhance breadth and depth of curriculum and program offerings through strategic partnerships with Bow Valley College, Red Crow College, and the Saskatchewan Indian Institute.
- Expand programming capacity in Criminal Justice and Corrections education through provincial and national partnerships.
- Explore applied degree programming opportunities based on our expertise and industry demand.

FACILITIES

The inventory of deferred maintenance at LCC has reached an estimated value of \$16.2 million. Not all of the deferred maintenance needs can be addressed in this business plan, so the plan must create a strategy to deal with this issue until adequate infrastructure funding becomes available. This plan speaks to “sustainability” of the institution’s physical assets. The College has conducted a review of its infrastructure, and existing deferred maintenance studies, and has identified areas of renewal priorities.

The areas listed below are the priority projects for the next four years. Increased funding from the provincial government will be required to implement all of these projects.

- a) Reconstruction of Cousins Building and Renewal of Science Labs Project
- b) Expansion of the Buchanan Library and computer commons
- c) Replacement of existing fire alarm systems and integration of security, access control, and emergency systems
- d) Replacement of roofing in Andrews and Trades TR1900 area
- e) Relocation of the shipping and receiving facility

These projects are described in detail in Appendix A, attached to this document. Using the format prescribed by Alberta Learning for “Priority Capital Projects”, the College has described its most significant capital projects for the near term.

Deferred maintenance projects completed in the past year include:

- a) replacement of the high voltage electrical breakers that support the entire campus
- b) flooring replacement in the library, and Student Services
- c) Roofing replacement in the AN1600 area
- d) Asphalt renewal
- e) Replacement of building automation controls in Paterson and Cousins

With the addition of the Technologies Building Third Floor in 2001, and the new Instructional Building in 2002, it is anticipated that instructional space needs will be met for the foreseeable future, given our estimates of modest enrolment growth for the next four years. The latest expansion in residential space contained the option of expanding the residential units by 88 beds. Infrastructure components, such as roads and utilities, are already to the site, thus significantly reducing the unit cost to construct. Incremental costs associated with financing charges, amortization and property taxes can be covered through rental rates that would be consistent with existing units at the College.



STAFFING

Staffing challenges may be difficult in the future due to the aging demographics in the post-secondary system. Competition for qualified employees will be keen, and attraction and retention will require greater attention.

EMERGING COST PRESSURES

Through the planning and budgeting process, a number of opportunities and challenges were identified that cannot be resourced through existing revenue streams. Many of these issues were identified in previous years and have remained unresolved. Three years of frozen tuition fees placed LCC at a disadvantage relative to other institutions within the province. When tuition fees are considered a major source of revenue to the institution and government funding rates, in part, reflect this impact, then we have been negatively affected. Alberta Learning has recognized our concern and has worked with us to minimize this inequity. However, as with all institutions, there still remain unresolved challenges and unmet opportunities.

COLLABORATION

Lethbridge Community College will continue to develop strategic partnerships that focus on jointly increasing institutional capacity while addressing the needs of learner groups. Programming will be shared or jointly developed to reduce investment costs and expedite implementation. Both partners will be able to extend their program offerings, respond in a timely manner to learner and workforce demands, and enhance access. In some cases programs will be delivered in locations outside of our region.

CUSTOMIZED TRAINING

A newly structured Workforce Development unit will focus on customized training and certification for workplace partners. All reports suggest that many local industries want the College to package programming into unique combinations of skill sets relating to the needs of the company or industry. In many instances these workers will ensure career advancement and want a record of their learning in credits and credentials. The result is there will be an increased number of learners accessing Lethbridge Community College for training and education, ultimately reflecting an increased access to post-secondary education, and industry needs for a skilled workforce will be met.

Lethbridge Community College has entered the educational services market through initial development of provincial Inspection Service recruit training. This partnership will now be expanded to include development of a national Motor Transport Audit curriculum, credentialing and registry. Institutional expertise in training the trainer, instructional development for multiple delivery modes, and maintenance of registration databases will result in significant numbers of learners accessing LCC.

Lethbridge Community College has developed an integrated training curriculum that combines employability skills, academic upgrading and technical training in trades. This programming model is reflected in training opportunities for adults offered in Vauxhall and Fort Macleod, and facilitates response to industry requests for skilled front line workers.

Lethbridge Community College has developed a credible ESL teacher training program and will expand offerings to international teachers from Mexico, China and Japan.

PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR)

The Lethbridge Community College experience is that as more adult learners return to post-secondary education to upgrade their skills, there is an increased demand from those learners for recognition of prior learning through work experience or prior study. We will continue to face an increased demand for foundational work on curriculum. This will clarify outcome statements to facilitate the match of learner knowledge and skills, and prepare us for managing an increased demand for special assessment resources and demand for time to support the assessment process. Although Alberta Learning supports the concept of lifelong learning, current accountability systems do not support implementation of a PLAR process and the associated costs. Our experience is that institutions which do provide a PLAR service to learners are penalized in that approved credits reduce FLEs served, thus affecting Performance Funding and ACCESS grants.

ALTERNATIVE DELIVERY

Lethbridge Community College is committed to meeting learners' expectations of multiple delivery models that match their learning styles and/or their home/work demands.

The Centre for Teaching and Learning will resource strategic development and revision of instructional materials to address preferred and viable delivery models. Instructional development will rely on sound curriculum development principles supported by the Automated Curriculum Database and the Continuous Curriculum Improvement process.

RESEARCH INITIATIVES

The College will work toward creating a broadly-based applied research capacity by building a community of researchers within the faculty, and utilizing research partnerships to mutual advantage. Growth in this area is based on successfully securing Alberta Association of Colleges and Technical Institutes grants as well as funding from national sources such as the Canada Foundation for Innovation (CFI), the Natural Sciences and Engineering Research Council of Canada (NSERC), and the Western Economic Diversification Fund.

“I was amazed by how much the instructors really care.”

Eric de Waal
Carpentry Apprentice '05



TECHNOLOGY INTEGRATION

The pace of change in the technology sector can be daunting. Despite this volatility, organizations must still deliver strategic and tactical planning if they expect to succeed. Flexibility and responsiveness are key to keeping a technology plan current with the industry and still driven by the organization's needs. The following, while incrementally different from the L4L Business Plan, shows how the College's technology resources will be applied in 2004/05 and beyond.

The focus at Lethbridge Community College is to equip our faculty and classrooms with the technology to provide an enriched learning environment that will benefit our student learning process.

A major step toward this goal was completed in 2002/03, when the College implemented a "learning commons" model as the infrastructure for a new teaching paradigm. This model has greatly enhanced the student learning experience.

To create an infrastructure that will support technologies used in the new learning paradigm, the College adopted a series of plans.

1. The College has implemented a microcomputer renewal program that replaces all microcomputers on campus through an ongoing three-year cycle, assuring our students are always using the latest technology. The plan will also replace faculty desktop workstations with laptops to provide more power and flexibility in using technology in the classroom.
2. To provide faculty with the best presentation tools in the classroom, the College upgraded and expanded the audio-visual and related technology used in select classrooms and lecture halls.
3. Incorporating a new learning paradigm, LCC introduced the "E-volution" project that calls for students in the Civil Engineering, Geomatics, Engineering Design and Drafting, and Interior Design and Merchandising programs to lease laptops through the College that are fully equipped with specialized class-related software. Students in these programs now have mobility, personalized software and freedom to work from any location.
4. LCC upgraded the network infrastructure (servers, routers, communication closets, etc), networked more classrooms, introduced wireless technology that can be used by both faculty and student laptop users, and enhancing network security capabilities.
5. The value of administrative computer systems in supporting student services has long been recognized by the College. To provide the level of services desired, the College is implementing a new administrative Integrated Information System (IIS). This new system was designed by Datatel and is based on "Best Business Practices" used by major colleges throughout Canada and the United States. Once completed next year, the College will have an integrated Student, Finance, Payroll and Human Resources system. The system will also allow for integration with academic centre software such as WebCT.

Concurrent with the above comments regarding the integration of technology both into the instructional processes as well as administrative processes, the College engaged the services of CampusWorks Incorporated (CWI) to function as a project administrator to oversee implementation of the technology. A "co-sourcing" model was employed where CWI provided expertise to the College in helping ensure the success of the project. CWI has put in place a Chief Information Officer who reports to the Vice President Corporate Services Office. While an employee of CWI, this individual assumes responsibility for the Information Technology Department of the College in a "line management" function, as well as responsibility for project management.

CHANGES IN DIRECTION FROM PREVIOUS BUSINESS PLANS

In 2003/04, an Enrolment Management portfolio was created, and led by a newly-created position of Vice-President, Enrolment Management. This division was established in order to move forward on the 'Changes in Direction from Previous Business Plans' identified in the original L4L business plan.

To that end, LCC contracted industry-leading experts from Noel-Levitz to provide best practices advice and input for the development of both an Enrolment Management (recruitment and admissions) Plan and a Retention Plan. These plans were completed by year-end and a number of Enrolment Management initiatives have been implemented. These include a full-year timetable for early and full registration of learners, the introduction of a telecounsellor system for phone contact with prospective students and applicants, and the sharing of effective retention strategies between program areas.

Another new role was created within the College during 2003/04, namely that of Learner Ombudsman. We are very hopeful that this expression of support and advocacy for learners will be equally well received by students, faculty and staff.

Using the new plans and anticipating a minimum increase in funding, the College is expecting to maintain current enrolment levels with the possibility of incremental increases based on improved retention.

College programs are continually adapted and renewed to meet changing industry and learner needs. In 2004/05 the following program changes are planned:

- Intake into the Recreation Facilities Operations certificate program is suspended while an industry consultation is undertaken.
- The Massage Therapy certificate program will be enhanced and extended to meet industry certification needs, with delivery reconfigured into three continuous semesters.
- The credit requirements for the Culinary Careers diploma program will be slightly reduced and the delivery model changed to four continuous semesters.
- An institutional credential has been created for Commercial Vehicle Inspection. Developed primarily for Alberta Transportation – Inspection Services, this program will also be open to public access and the College is seeking program designation from Alberta Learning.
- In conjunction with institutional collaborators (Bow Valley College, Norquest College and Northern Lakes College), LCC has reactivated a program submission to Alberta Learning for a Practical Nurse diploma program.



○ ○ ○ L4L GOALS, STRATEGIES, EXPECTED OUTCOMES AND PERFORMANCE MEASURES

L4L GOAL 1: INSTITUTIONAL SUSTAINABILITY

Strategy: To build institutional capacity through strategic and tactical operational planning.

Expected Outcome A: Stable learner enrolments with expansion to 5,000 FLEs as additional resources become available.

Performance Measure: Access Key Performance Indicators (KPI).

2003/04 Outcomes:

- Access-funded programming in the areas of Allied Health, Nursing, and Health Care Aide exceeded their FLE corridor requirements. While other Information Technology programming is experiencing a downturn, the Geomatics program has achieved projected targets.
- The Campus Development plan was completed and submitted to Alberta Learning as part of the Business Plan update for 2003/04.
- The Criminal Justice – Policing program has seen enrolment triple in the last five years, with an increase of 30 FLEs occurring in 2003/04.
- New Enrolment Management and Retention Plans were established for 2004/05. Work has been done to introduce new practices for recruitment, admissions, registration and retention:
 - A full-year timetable was available for student registration on April 1, ensuring maximum enrolment of students returning in 2004/05.
 - An inquiry management process was created to enhance communication with prospective students.
 - A student ambassador telecounsellor system was set-up allowing for personalized phone contact with prospective students and applicants.
 - New reporting systems were introduced for admissions and enrolment to provide improved, proactive support for new and returning learners.
 - Key work on Retention consisted of establishing benchmark data and specific retention goals for the 2004/05 cohorts.
- The College reviewed its energy purchasing practices in order to stabilize and reduce its long-term energy costs.

2004/05 Objectives:

- Enrolment goals and objectives for 2004/05 revolve around achievement of new and returning student targets, which were established as part of the Enrolment Management processes undertaken in 2003/04.
- The Criminal Justice program group anticipates continued growth in both on-campus and alternative delivery credit offerings, and is actively pursuing and developing outreach opportunities.
- A business case will be developed and international programming initiated.

Expected Outcome B: Quality programming through innovative and responsive program delivery.

Performance Measure: Lethbridge Community College Internal KPI, Principle #4 “The program supports the learning needs of a diverse group of learners.”

2003/04 Outcomes:

- Several programming initiatives demonstrate a flexible response to a diverse group of learners, including:
 - The E-volution laptop initiative introduced by the Engineering Technologies program.
 - Development of the Learning Café with a flexible delivery model to support adult upgrading students.
 - A mixed programming model featuring adult upgrading combined with pre-trades programming has revitalized the Taber and Fort Macleod campuses.

2004/05 Objectives:

- LCC's new Exercise Diploma will be approved.
- Approval of Certificate in Management for Health and Human Services.
- Justification for Biotechnology Technician program, developed in partnership with Bow Valley College and Lethbridge School District #51.
- Develop Credential of Academic Achievement in Environmental Technician program with Aboriginal councils.
- Selected programming developed for international markets.

Expected Outcome C: A dynamic institution supported by resources in the annual budget for emerging opportunities and a sustainability fund for future institutional needs.

Performance Measure: Annual budget review.

2003/04 Outcomes:

- The 'Making Dreams Real' \$2 million Scholarship Fundraising campaign continued and exceeded \$1.1 million at year-end. More than 25 volunteers joined industry segment committees to demonstrate their support and generate more donations.
- A fourth fundraising event was added to the schedule of quality events sponsored by the LCC Foundation. Proceeds from all events are designated to funding priority projects at the College, this year being the 'Making Dreams Real' Scholarship Campaign.
- Contingency funds slated for supporting new initiatives financed a process for revitalizing our Workforce Development unit and the preparation of a business plan for the establishment of a rural policing academy.

2004/05 Objectives:

- The 'Making Dreams Real' Campaign is expected to exceed \$1.8 million by June 2005 and be wrapped up in October 2005.
- Complete and implement plans to support outreach efforts for policing programming.

Expected Outcome D: Attraction and retention of a qualified capable Lethbridge Community College workforce.

Performance Measure: Annual review of the number of new hires and resignations.

2003/04 Outcomes:

- LCC was able to attract and hire 28 full-time employees in 2002/03. The College had 33 full-time employees depart during this period.
- Significant institutional resources were used to enhance the leadership skills of institutional administrators.

2004/05 Objectives:

- Two academic administrators will attend a national executive leadership institute in July in response to succession planning.
- A four-year Instructional Development Plan introduced in spring 2004 identifies potential programming initiatives slated for development and implementation during the next three years. Academic leadership will develop plans for enhancing faculty skills in preparation for implementation and/or recruiting of specialty skills needed to support the curricula.
- The Human Resources Department will lead efforts in the institution to further develop succession planning and the ongoing development of current and future hires. Linking these actions with better management of the employment life cycle should help to position the College as an 'Employer of Choice' in the marketplace. The outcome from these activities will be the development of a competency model, inclusive of training plans, that supports the College's strategic directions.
- Human Resources will also work to determine developmental needs and identify opportunities to enhance working conditions.

Expected Outcome E: A sustained physical plant, able to meet the needs of College operations.

Performance Measures: Completion of a Campus Development Plan to 2007, and evaluation and maintenance of the current LCC infrastructure.

2003/04 Outcomes:

- Traffic and parking capacity studies were completed as part of the regular planning process.
- LCC's facilities are reviewed on an annual basis and the levels of deferred maintenance are reported to Alberta Infrastructure.

2004/05 Objectives:

- Commencement of the implementation phase of the Campus Development Plan.

L4L Goal 2: STRENGTHEN PARTNERSHIPS

Strategy: To further develop existing partnerships and enter into new, mutually beneficial partnerships.

Expected Outcome A: New learning opportunities through partnerships.

Performance Measure: Lethbridge Community College Internal KPI, Principle #6 “Partnerships that support learners or learning are formalized with the private and/or public sectors.”

2003/04 Outcomes:

- At the Taber campus, a new partnership was created with the Mennonite Central Committee and the Horizon School District to support the learning needs of low-German immigrants in the “Families Learning Together” program.
- In April 2003, the College signed a Letter of Agreement with the Inspection Services Unit of Alberta Transportation to provide a Commercial Vehicle Inspection program. This program is both unique and innovative, and is being viewed as a potential model by several other jurisdictions in Canada.
- The College is a member of the Chinook Educational Consortium, and the Consortium is delivering Office Administration programming in the Blairmore – Pincher Creek region.
- The Lethbridge Community College Computer Recycling program and its founder, Deryle Generous, recently received a recognition certificate for contributions to the Alberta and Canada Computers For Schools Projects.
- An agreement was signed with Bow Valley College to deliver (on a brokered basis) LCC’s Corrections diploma and Business Administration diploma in Calgary.
- The College, in partnership with Lethbridge Regional Police, Medicine Hat Police, Taber Police and Blood Tribe Police have established the Centre for Advancement in Community Justice to develop a central recruiting and training facility.
- Lethbridge Community College signed with SAIT to broker specifically Emergency Medical Responder (EMR), Emergency Medical Technician – Ambulance (EMT-A), Emergency Medical Technology – Paramedic Outreach Programs (EMT-PO) and Pre-Hospital Care Training.
- The College, in cooperation with the Canada Education Centre in Quanzhou, Fujian, China, developed a partnership with the Quanzhou Education Committee for the purposes of English teacher training at LCC beginning in July 2004.
- LCC has contracted or partnered to provide a wide variety of new or enhanced work-based learning opportunities. The College receives funding from both Alberta Human Resources and Employment and Human Resources and Skills Development Canada to provide programs in the areas of learner preparedness, trades and pre-trades training, and skills development.

2004/05 Objectives:

- Lethbridge Community College will work with Calgary Police Services to develop a comprehensive, long-term plan for the education of their recruits and officers on location in Calgary.
- Lethbridge Community College and Northern Lakes College will develop a partnership agreement for joint delivery of Fetal Alcohol Spectrum Disorder and Security/Policing programming.
- Lethbridge Community College, Fleming College in Ontario and the College of North Atlantic in Newfoundland have applied to participate in the Pan-Canadian Student Mobility program. The program will provide learners with the opportunity to study Environmental Science, Geomatics, Tourism and Hospitality programming in these partnering Colleges.
- Lethbridge Community College will develop a student exchange program in the Netherlands.
- The College will work with the Métis Nation of Alberta to provide an integrated pre-trades program.
- Lethbridge Community College and University of Bourgogne Technology of Dijon, France will complete a student exchange agreement.

Expected Outcome B: Enhanced opportunities for cross-cultural understandings through partnerships with local aboriginal communities, resulting in improved access and success for aboriginal learners.

Performance Measure: Lethbridge Community College Internal KPI, Principle #6.

2003/04 Outcomes:

- The College has entered into a partnership agreement with Red Crow College to deliver jointly a broad mix of programs, with initial program offerings including Special Needs Teacher Assistant certificate, and a Fetal Alcohol Spectrum Disorder credential in Standoff.
- LCC has a new partnership, program brokering, and articulation agreement with the Saskatchewan Indian Institute for the Business Administration diploma in Golf Management
- The College supports the Piita Pawanii Learning Society with the transition of aboriginal learners on the LCC main campus.

2004/05 Objectives:

- The College will serve a measurable aboriginal participation increase of 150 learners.

Expected Outcome C: High rates of employment for learners.

Performance Measure: Graduate Employment KPI.

2003/04 Outcomes:

- Employment rates for the most recent three years:

2000 / 2001 Graduates	2001 / 2002 Graduates	2002 / 2003 Graduates
89.3 %	89.6 %	91.3 %

2004/05 Objectives:

- The graduate employment KPI will remain above 90%

Expected Outcome D: Participation in provincial on-line programming initiative.

Performance Measure: College courses available on the provincial system. For example, Applied Corrections, Electrical Apprenticeship and Professional Golf Management.

2003/04 Outcomes:

- LCC contributed three courses to the eCampus Alberta initiative in 2003/04 – Sociology 160, Mathematics 149 and Engineering Fundamentals 150.
- Support services were considered for eCampus Alberta and LCC committed to 'Level 1 - Basic' service standards. Some promotion and marketing had also been undertaken, including identification of eCampus Alberta courses in the 2004/05 Academic Calendar.
- The first eCampus Alberta learners were registered in course offerings and began studies.

2004/05 Objectives:

- Through participation on the eCampus Alberta Operations Committee, LCC will help to set course development standards and manage the logistics and administrative systems required.
- The following courses are planned for submission to eCampus Alberta:
 - CAP 150 Black and White Photography
 - CAP 170 Communications Law
 - CAP 258 Photo Journalism I
 - CAP 260 Print Journalism II
 - CAP 262 Editing I
 - CAP 263 Editing II
 - CAP 271 Magazine Design
 - CAP 272 New Media for Journalists
- Lethbridge Community College is actively involved with eCampus Alberta to enhance awareness of the project among learners and to promote it as viable alternative delivery method for selected courses.

Expected Outcome E: Demonstrated emphasis on innovation and applied research partnerships.

Performance Measure: Lethbridge Community College Internal KPI, Principle #6.

2003/04 Outcomes:

- Research projects completed in 2003/04:
 - Crowsnest Trails
 - Jacoda Eel Farm
 - Control of Phytoplankton using Silver Carp
- Research projects commenced in 2003/04 and continuing:
 - Pintail Duck Research
 - Fresh Water Aquarium Project
 - Testing Rainbow Trout for Whirling Disease
 - PCR Bacterial Pathogens
 - Aquaponic Research
 - Black water Trout project
- The Citizen Society Research Lab conducts studies and generates reports as an outgrowth of Research Methods programming at the College.

2004/05 Objectives:

- Proposal submitted to Canadian Foundation for Innovation.
- Submit proposal for innovation research to the Western Economic Diversification Fund.
- Proposal developed for Natural Sciences and Engineering Research Council of Canada (NSERC) grant for biological research project.

Expected Outcome F: Enhanced College interaction with stakeholders to address skill and labour shortages and to meet the needs of changing workforce demographics while developing economic viability of our region through rural and municipal partnerships.

Performance Measure: Review of statistics from Workforce Development Unit and input from Program Advisory Committees.

2003/04 Outcomes:

- Dr. Donna Allan, LCC President and CEO, represents the College on the Lethbridge Economic Development Committee. This group focuses on promoting Lethbridge to attract industry and increase the economic viability of the region. LCC has hosted several business delegations investigating the region.
- LCC developed a coordinated Workforce Development Action plan that focuses institutional resources on viable training opportunities.

2004/05 Objectives:

- The communities of Taber and Fort Macleod have collaborated with Lethbridge Community College to enhance facilities and programming for learners in their region. These campuses will continue to thrive in 2004/05.
- The Workforce Development Unit will implement a strategic action plan.

L4L Goal 3: ENHANCE LEARNING

Strategy: To provide the necessary resources to foster excellence in learning and to provide learners with multiple ways to succeed.

Expected Outcome A: Increased learner retention rates and program completion rates.

Performance Measure: Graduation KPI.

2003/04 Outcomes:

- In this first year of the business plan, standardized retention data was established so retention rates could be benchmarked and goals set for the 2004/05 cohorts.
- Five new retention goals were established with an emphasis on program-by-program action strategies, term-to-term persistence, year-to-year retention and program completion rates.

2004/05 Objectives:

- Implement the new retention goals and monitor for improvements.

Expected Outcome B: High learner satisfaction levels for learning experiences.

Performance Measure: Learner Satisfaction KPI.

2003/04 Outcomes:

- Student satisfaction rates (overall satisfaction with choosing to attend LCC) for the most recent three years are:

2000 / 2001 Graduates	2001 / 2002 Graduates	2002 / 2003 Graduates
88%	91%	90%

2004/05 Objectives:

- The learner satisfaction levels will continue to be strong and exceed the 90% benchmark.

Expected Outcome C: Demonstrated learner proficiency of the following career skills as required by business, industry, and the public sector: technical skills and knowledge; citizenship and social responsibility; soft skills and business fundamentals.

Performance Measure: Employer Satisfaction KPI; Lethbridge Community College Internal KPI, Principle #1 “The program offers learning outcomes which provide clearly defined knowledge, attitude and skill sets that are relevant and current in the workforce.”

2003/04 Outcomes:

- All programs conduct yearly consultation with relevant employers through meetings or focus groups to ensure the curriculum outcomes address skills needed in the workforce.

2004/05 Objectives:

- Revised Program Advisory Committee policy will allow for increased creative opportunities for input from employers.

Expected Outcome D: High rates of employment for learners.

Performance Measure: Graduate employment KPI.

2003/04 Outcomes:

- The graduate employment KPI for 2003 topped 90%.
- Employment rates for the most recent three years:

2000 / 2001 Graduates	2001 / 2002 Graduates	2002 / 2003 Graduates
89.3%	89.6%	91.3%

2004/05 Objectives:

- The graduate employment KPI rates will continue to exceed 91%.

Expected Outcome E: Demonstrated learner success in their chosen careers within a global economy.

Performance Measure: Graduate employment KPI. (see above)

2003/04 Outcomes:

- Graduates self-assess their abilities in college-wide outcomes in the areas of technology, employability, entrepreneurship, and internationalization as part of the yearly graduate survey. This information has been compiled and analyzed to establish a baseline.
- A Learning Café concept supporting an open classroom with individualized instruction and supports for upgrading learners was piloted in 2003/04.
- A Writing Commons to assist General Studies learners to develop writing skills was established as a pilot.

2004/05 Objectives:

- Information collected in the graduate survey will be analyzed and compared to the baseline data as part of the continuous curriculum improvement process.
- The Learning Café concept integrating Learning Support Services will be implemented.
- The Writing Commons will be expanded and located in the Learning Commons.

Expected Outcome F: Increased access by Aboriginal learners as well as increased completion rates.

Performance Measure: Internal Aboriginal Learner Registration and Program Completion KPI.

2003/04 Outcomes:

- In 2003/04, LCC had more than 650 applicants self-identify with aboriginal status. This includes full and part-time and will provide a benchmark for further identification and support for aboriginal access.
 - Note: As self-identification is optional, there may be additional aboriginal learners who have chosen not to be included.
- The Lethbridge Community College Completer Survey shows LCC had 86 aboriginal completers.

2004/05 Objectives:

- Enrolment and Retention plans are in development to support increased and easier access for aboriginal learners to both program and service provisions.

Expected Outcome G: Enhance learning resources available to learners.

Performance Measure: Annual review of library learning resources supporting curriculum requirements.

2003/04 Outcomes:

- A four-year instructional plan was completed and outlines the process to be followed by each program to document a library learning resource inventory, and to identify resources needed to support each curriculum.
- Resources to support the maintenance and enhancement of digital library databases were funded in the College operating budget.

2004/05 Objectives:

- The Library will prepare a business plan documenting future development plans.

Expected Outcome H: Enhanced learning support services to promote learner success.

Performance Measure: Documentation of learner usage of services and demonstrated benefits.

2003/04 Outcomes:

- The College took a significant step in support of learner success by creating the position of Learner Ombudsman. This new office, while independent of College operations, is closely aligned with counseling and career counseling services.
- Counseling staff dedicated to native career counseling issues was aligned with the counseling department and formalized in the operating budget.
- An Enrolment Management team was established by bringing Recruitment, Admissions, Advising and Testing Services together. This team is designed to maximize and simplify access for prospective students. As a result, the following activities took place this year:
 - New inquiry management database established and used for e-mail and telecounseling contacts to support prospective students.
 - Advising began tracking contacts and considering ways of responding to peak period demand.
 - Testing Services made a presentation to the senior administrative team to clarify mandate and refine services.
- Processes were revised to allow for the introduction of a full-year timetable in April. This meant registration for returning students began prior to their departure at the end of the Winter term, thereby improving communication with them and providing information to help maximize enrolment.
- Enrolment Management held its second 'Information Night' to provide on-the-spot conditional acceptance for prospective students. This strategy is also intended to enhance convenience for prospective students.

2004/05 Objectives:

- The implementation of the student modules of the new Datatel administrative system is expected to enhance learner services in a wide variety of ways – from prospective students to advising and convocation.
- New communication plans and products related to enrolment services will be developed for prospective and current students.
- Retention plans, which involve enhanced learning support services across the campus, include:
 - the development of a comprehensive Academic and Learning Support program that bridges many areas of the college
 - redesigned dual advising functions involving faculty and advising staff
 - new student orientation approaches
 - enhanced registration effectiveness for reintegration of returning learners

L4L Goal 4: EMPHASIZE QUALITY AND ACCOUNTABILITY

Strategy: To systematically gather, analyze, interpret and use institutional performance data to achieve strategic priorities and improve ongoing practices.

Expected Outcome A: Establishment of outcome measures established for overall College success.

Performance Measure: Application of complete set of performance measures.

2003/04 Outcomes:

- Effective measurements of instructional class sizes were used in resource allocation and cost containment.
- The College analyzed historical registration and program data to model the inflow and outflow of learners between programs. Quantifying the direction and magnitude of student flows aids the understanding of program interdependency and benefits planning and budgeting processes.

2004/05 Objectives:

- Continued analysis of data regarding class sizes and the flow of learners between programs will enhance benefits derived through the planning and budgeting processes.

Expected Outcome B: Timely and accurate access to decision-making information and procedures that are both appropriate and effective.

Performance Measure: Review to identify demonstrated improvements.

2003/04 Outcomes:

- A new process called 'Sweat The Numbers' provides frequent and regular updates on new student enrolment funnels and tracks progress toward goals. This began in January 2004 and will continue through all intake periods.
- Benchmark retention data was established and used to establish new goals.
- Enrolment reporting was reviewed and revised for accuracy and quality.
- The College's Physical Facilities department worked cooperatively with the University of Lethbridge to benchmark operating and energy costs. When compared to other institutions, the College's Physical Facilities provide an economic benefit of \$1.2 million in operating and energy savings.

2004/05 Objectives:

- Implement and audit the Student Lifecycle map and monitor the enrolment plan, initiating timely interventions when necessary.

Expected Outcome C: Strengthening of our effective benchmarking model and the ongoing use of standards to enhance and ensure continuous program improvement.

Performance Measure: Lethbridge Community College Internal KPI for continuous Curriculum Improvement.

2003/04 Outcomes:

- The Internal Key Performance Indicator project was incorporated into a Continuous Curriculum Review Model and all programs completed the review and established action plans for selected aspects of program improvement.
- Karen O'Dwyer assumed the role of Director for the Centre for Teaching and Learning. This position is responsible for Curriculum Development, Instructional Development, Faculty Professional Development, the Student Employment Centre, the Library and Applied Research.

2004/05 Objectives:

- Refinement of the Continuous Curriculum Improvement Process.
- Revision of the Program Review Policy and Process.

Expected Outcome D: Creation of quality improvement systems to include benchmark standards for all College services.

Performance Measure: Review to identify demonstrated improvements.

2003/04 Outcomes:

- Process mapping for Admissions and Registration communications began with the intention of benchmarking and then revising for improvements.
- As part of eCampus Alberta, benchmarking of support services began taking into consideration both distributed and on-campus service standard levels.
- New initiatives were introduced as a result of the Employee Communications Survey conducted in 2002. An online Employee Bulletin Board was introduced for non-L4L related information items while the LCC electronic news bulletin Connections was upgraded to carry news of institutional importance related to L4L goals and directions.
- The College has participated for six years in an ACCC initiative that benchmarks several financial indicators among various Canadian community colleges. Survey results validate that LCC conducts its business in an efficient manner.

2004/05 Objectives:

- Process reviews of Enrolment Management services will continue in 2004/05 with benchmark standards established as time and resources allow. These activities may also be connected to the Datatel implementation where best practices for administrative systems could influence service standards in the future.

Expected Outcome E: Empower all employees to work effectively in teams.

Performance Measure: Evaluate success of all team activities.

2003/04 Outcomes:

- The establishment of the Enrolment Management division in September 2003 resulted in some reorganization of work units. A model was created to help staff understand the role of Enrolment Management. Critical Success Factors were established for planning, communication, and teamwork – all dedicated to achieving L4L organizational goals.
- The Enrolment Management managers group went through the Myers Briggs styles inventory and shared the information to support quality communication practices and teamwork.
- The frontline service specialists in the Registrar's Office held a one-day retreat to evaluate the team's progress over the past few months (which held significant change) and to plan for future 'Extreme Service' activities. The team developed a better sense of their role and stronger commitment to teamwork.
- Two sessions held early in the development of the Enrolment Management division with all employees in the group helped establish a common understanding of Enrolment Management and explain the new Critical Success Factors.
- The College was extensively involved in the implementation of new administrative systems. Work teams have been developed to aid in a successful implementation. The College is striving to implement "best practices" and, to this end, a strong team culture is required. Several departments have worked very hard in "road mapping" our implementation.
- Three faculty members assisted academic leaders to enhance the Internal Key Performance Indicator project and develop and implement a Continuous Curriculum Improvement model. This will become an ongoing committee reporting to the Vice President of Curriculum and Instruction.
- Academic leaders prepared a draft Four-Year Instructional Development Plan and revised and updated it following nine focus group meetings with faculty. This plan went into effect in April 2004.
- The Centre for Applied Arts and Science utilized monies from the Les Talbot Endowment to conduct a Team Building workshop for centre staff.
- The Workforce Development unit developed as a team through a focused agenda supported by Western Management Consultants.
- The Multifaceted Instruction Task Team merged with the Teaching and Learning Technology Round Table Team (TLTR).

2004/05 Objectives:

- Enrolment Management will continue to build on the frameworks established in 2003/04. This includes finalizing specific team goals, providing team development activities where appropriate, and celebrating individual and team successes tied to goals and Critical Success Factors.
- Human Resources will work through the Planning and Communications Team to help create an environment in which teams can function effectively. This includes performance measurement and development of teamwork skills, abilities and attitudes across the College, through facilitating managers/supervisors workshops and teambuilding workshops.
- The Continuous Curriculum Improvement model will be further refined.
- Workforce Development Unit will be focusing on priority projects.
- The Multifaceted Instruction Task Team will deliver technology-enhanced training through use of laptops.

Relationship of LCC Institutional Goals to Ministry Goals

LCC GOALS:	1. Institutional Sustainability: To build institutional capacity through strategic and tactical operational planning	2. Strengthen Partnerships: To further develop existing partnerships and enter into new mutually beneficial partnerships	3. Enhance Learning: To provide the necessary resources to foster excellence in learning and to provide learners with multiple ways to succeed	4. Emphasize Quality and Accountability: To systematically gather, analyze, interpret and use institutional performance data to achieve strategic priorities and improve ongoing practices.
ALBERTA LEARNING GOALS:	1. High quality learning opportunities for all	3. Highly responsive and responsible ministry	2. Excellence in learning outcomes	2. Excellence in learning outcomes
ALBERTA HUMAN RESOURCES AND EMPLOYMENT GOALS:		2. Albertans have the skills, supports and information they need to succeed in the labour market	3. Alberta has a productive workforce that meets the needs of the economy today and in the future	
ALBERTA INFRASTRUCTURE GOALS:	2. Provide leadership to preserve and deliver effective and efficient facilities in support of life-long learning	1. Partner with health regions, school boards, post-secondary institutions and seniors' lodge foundations to support the delivery of government programs	1. Partner with health regions, school boards, post-secondary institutions and seniors' lodge foundations to support the delivery of government programs	
ALBERTA HEALTH AND WELLNESS GOALS	5. Health system sustainability	1. Albertans choose healthier lifestyles	4. Improved health service outcomes	2. Albertans' health is protected
ALBERTA INNOVATION AND SCIENCE GOALS	5. Build the capacity and capability needed to support an innovative and globally competitive economy in Alberta	1. In collaboration with universities and other research institutions, build the capability and capacity of Alberta's research system to achieve critical mass in areas of strategic priority		6. An integrated corporate information and communications technology (ICT) strategy based on common cross government standards, management practices and frameworks
ALBERTA AGRICULTURE, FOOD AND RURAL DEVELOPMENT GOALS:	1. Sustainable growth of the agriculture and food industry	3. Strengthened rural communities		2. Continued excellence in food safety

Lethbridge Community College Statement of Budgeted Revenue and Expenses For the Years Ended June 30, 2005 Through 2008

		2005	2006	2007	2008
Anticipated FLE Enrolments	(1)	4,358	4,402	4,446	4,490
Revenue					
Grants, Alberta Learning	(2)	25,258,160	26,015,905	26,796,382	27,600,273
Grants, Other Alberta Government Departments		<u>497,129</u>	<u>450,000</u>	<u>450,000</u>	<u>450,000</u>
Grants, Province of Alberta		25,755,289	26,465,905	27,246,382	28,050,273
Grants, Other Government Sources	(5)	867,194	880,202	893,405	906,806
Student Fees	(9)	16,133,312	16,783,484	17,459,859	18,163,491
Contracts	(5)	1,366,967	1,387,472	1,408,284	1,429,408
Sales, Rentals and Service	(4)	7,720,690	8,106,725	8,512,061	8,972,664
Investment Income	(7)	264,896	272,843	281,028	289,459
Donations	(7)	278,014	286,354	294,945	303,793
Amortization of Deferred Capital Contributions	(5)	<u>3,561,368</u>	<u>3,614,789</u>	<u>3,669,010</u>	<u>3,724,046</u>
Total Revenue		<u>55,947,730</u>	<u>57,797,773</u>	<u>59,764,974</u>	<u>61,804,940</u>
Expense					
Academic Salaries	(3)	16,166,311	17,055,458	17,993,508	18,983,151
Support Salaries	(3)	7,725,281	8,150,171	8,598,431	9,071,345
Administrative Salaries	(3)	5,232,783	5,520,586	5,824,218	6,144,550
Employee Benefits		<u>4,742,880</u>	<u>5,003,738</u>	<u>5,278,944</u>	<u>5,569,286</u>
Total Salaries and Benefits		<u>33,867,255</u>	<u>35,729,954</u>	<u>37,695,101</u>	<u>39,768,332</u>
Cost of Sales, Rentals and Service	(8)	3,397,942	3,567,839	3,746,231	3,933,543
Office, Instructional and General Supplies	(5)	3,471,746	3,523,822	3,576,680	3,630,330
Facility and Equipment Maintenance and Rental	(7)	3,178,203	3,273,549	3,371,756	3,472,908
Utilities, Insurance, Taxes and Licence	(6)	2,851,793	2,965,865	3,084,499	3,207,879
Travel and Field Trips	(5)	671,626	681,700	691,926	702,305
Professional Development	(5)	514,866	522,609	530,448	538,405
Advertising, Promotion and Recruitment	(5)	525,351	533,231	541,230	549,348
Student Aid and Functions	(5)	204,795	207,867	210,985	214,150
Professional Services	(5)	134,898	136,921	138,975	141,060
Amortization	(7)	5,380,082	5,541,484	5,624,607	5,708,976
Interest		<u>380,002</u>	<u>373,933</u>	<u>364,715</u>	<u>354,933</u>
Total Expense		<u>54,578,579</u>	<u>57,058,776</u>	<u>59,577,153</u>	<u>62,222,168</u>
Excess (deficiency) of revenue over expense from operations		1,369,151	738,997	187,821	(417,228)
Transfers from reserves/deferred contributions	(7)	1,378,223	1,419,570	1,462,157	1,506,021
Capital Asset Acquisitions		<u>(2,075,700)</u>	<u>(1,750,000)</u>	<u>(1,300,000)</u>	<u>(750,000)</u>
Positive (negative) change in net assets		<u>671,674</u>	<u>408,567</u>	<u>349,977</u>	<u>338,793</u>

Assumptions:

1. Growth in enrolment estimated at 1% per year.
2. Anticipated Alberta Learning grant increases of 3% per year.
3. Salary and Grid cost estimated at 5.5% per year.
4. Sales, Rental and Services - 5.5% per year.

5. Estimated 1.5 % inflationary increase.
6. Estimated 4% inflationary increase.
7. Estimated 3% inflationary increase.
8. Anticipating constant margin per cent.
9. Estimated 2% inflationary increase plus 1% enrolment growth.

GUIDELINES FOR DEVELOPMENT OF THE 2004 – 2005 BUDGET

The current fiscal year has been a very challenging one for the College. Every operating area has had to adjust to the changes implemented at the beginning of the 2003/04 fiscal year. It is to be expected that, as the College adapts to the structure put in place in the prior year, minor adjustments will be required. For the most part, this was the goal and approach for the 2004/05 budget cycle: bring the operating budget forward to the new fiscal year with only minor adjustments as needed.

The College always faces environmental and economic risks, and attempts to anticipate and quantify these risks during the budget process. One overarching concern for the coming year is the BSE crisis. As farm families struggle to survive, and the ripple effect is felt throughout the area served by Lethbridge Community College, we must be prepared to respond quickly to volatile enrolment levels in related programs.

The assumptions and framework for the operating budget were determined early in the development process. Some of the more important variables and considerations are listed below.

1. Credit Tuition fees were to increase by the maximum allowable by government policy; an average of \$276 per learner.
2. The base operating grant from Alberta Learning was anticipated to increase by 4% for 2004/05.
3. The College has limited resources to fund the replacement of capital assets and must rely on operating dollars to fund these purchases.
4. Wage and salary cost increases for next year are unknown at the time of budget preparation. Based on known factors and rates, benefit costs will increase significantly.
5. Enrolment growth will be negligible for the coming year.
6. Based on expected future enrolment in certain Access-funded programs, the conditional grant budgets have been adjusted accordingly.

The budget principles outlined on the following pages were developed by the Planning and Communications Team (PACT), and subsequently approved by the Board of Governors in March 2003. These principles were linked to the broad goals as presented in LCC's New Beginnings 2000 Business Plan. They were further tied to one of the Value Statements found within the Business Plan. These principles were used again this year to focus and drive the budget development process.



Budget Principles

Principle	Value Statement	Operational Guidelines 03/04
ACCESSIBILITY	Believing in the importance of serving a geographically, socially and economically diverse clientele, the College provides an open, supportive environment that addresses student learning styles, enhances individual performance, and influences the way members of the College community relate to each other.	<ul style="list-style-type: none"> • Support identified opportunities for new learner communities • As a learning college promote innovation • Recognize the value of unique programs • Recognize value of services our programs have to our community, business and industry
ACCOUNTABILITY	Demonstrating responsiveness to its many stakeholders through effective stewardship of resources, the College seeks to ensure the success of graduates, access to information, and sound fiscal management	<ul style="list-style-type: none"> • Create a positive learning experience by allocating sufficient resources to support and enhance quality viable programming • Discontinue programs and services rather than offer them at unacceptably low levels of quality and/or demand • Learning is our first consideration in the rationalization and re-allocation of resources • Ancillary operations will be profit generating • Normally contract training and cost recovery programs will be profit generating • Promote, support and invest in revenue generation activity • College will ensure adequate investment and re-investment in its capital infrastructure. • Balanced budget includes a reserve and business plan initiative funding. • The budget will be reflective of the goals and objectives established in the College Business Plan.
ETHICAL BEHAVIOR	Believing in the importance of honesty, trust, and fairness, the College respects the rights of the individual, promotes professional conduct, and builds harmony among its staff, students and stakeholders	<ul style="list-style-type: none"> • Transitional processes will be managed with respect and dignity for the individual
HUMAN DEVELOPMENT	Believing in the necessity of personal and professional development, the College recognizes individual needs, abilities, and accomplishments; promotes opportunities for learning, supports career choice and career enhancement; and cares about psychological, social and physical well-being of all individuals.	<ul style="list-style-type: none"> • Organizational needs will be met with due consideration to the impact such decisions may have on all staff
TEAMWORK	Embracing leadership and learning styles that encourage open communication, involvement in decision making and performance through cooperation, the College promotes change for improvement by creating common understandings, positive group working relationships, and shared commitments to action.	<ul style="list-style-type: none"> • Work together to allocate resources in a manner that best balances the requirements of programs and services for the institution

Budget Directions

1. The budget overall was expected to be extremely tight, with anticipated cost increases being in excess of the combined positive impact of the grant increase and the tuition increase.
2. The budget was planned to provide for contingency dollars equivalent to approximately 1% of total planned operating expenditures.
3. The budget was designed to return an operating surplus of \$1,369,151. This amount will be used to fund a portion of new capital acquisition and replacement. After depreciation, the College's unrestricted net asset position should improve by \$671,674.

Key Budget Elements (Numbers in parentheses reference the L4L Business plan goals)

1. The budget incorporates continued funding for the Technology Infrastructure Project, which will move into year three of a seven-year funding plan. (4)
2. The College has developed a comprehensive computer/IT replacement plan. Allocations have been incorporated into the budget to allow for a continual renewal and upgrading of LCC's equipment. The amount of funding provided for is \$500,000 per annum. (3)
3. The budget has a \$618,000 provision for the regular replacement of furnishings and equipment.(1)
4. This budget provides funding in the amount of \$475,000 for the financial support of initiatives that will emerge as a result of the completion of the next four-year business plan.(1,3)
5. In the 2003/04 budget, certain productivity gains were expected from a desired increase in average section size from 19 to 25 learners. The target of 25 was not achieved, and this resulted in some significant budget variances, mostly in the area of academic salaries for hourly instructors. For 2004/05, some areas have had their complement of hourly instructors increased (based on enrolment), while others have been asked to continue to work toward their section size targets.(1)
6. The Workforce Development Unit, which delivers training and development programs through an entrepreneurial model, was charged with delivering \$100,000 additional net revenue in 2004/05, compared to the 2003/04 operating budget. Although 2004/05 is expected to be a challenging year for the Workforce Development Team, they are entering this year with a new model for the identification and qualification of new training opportunities. This methodology was developed in-house with the assistance of Western Management Consultants during 2003/04.(1,2)
7. The budget was revised to provide for two off-campus centres in Fort Macleod and Taber. These programs had been deleted from the 2003/04 budget, but the activities were continued based on consultation with stakeholders in each town. These centres have been re-incorporated into the operating budget for 2004/05.(1,2,3)
8. Alberta Learning has provided for an over-all 4% increase to the College's base budget of \$21,265,074. This base amount was revised downward by \$52,420 since, in 2003/04, Alberta Learning chose not to provide a percentage increase on Access funds. It is not clear at this time if this unique treatment of Access grants will continue. Since it is prudent to budget revenue on a conservative basis, no provision is made in this budget for a percentage increase relative to Access programs. (4)
9. Apart from an increase in the credit tuition fee rate of approximately 10%, most other charges to students have been held constant. In keeping with the Integrated Information System Project Plan, the Technology Fee has been increased from \$6.50 per credit hour to \$6.75 per credit hour and is applicable to all learners except Apprenticeship students.(1)

10. The Athletic Fee, instituted in 2003/04, will be handled slightly differently in 2004/05. Instead of a flat rate per semester per learner, the Athletic Fee will be charged to all learners (except Apprenticeship learners) on a per-credit basis. In keeping with Administration's desire to not over-tax the student population, this administrative change was specifically designed to bring in the same aggregate revenue to the College. The past methodology was seen as a disadvantage to part-time learners, and this new method should address that concern.(1)
11. Parking fees for both students and staff will be held constant. (4)
12. Administration has listened to the College's academic leadership, and accommodated some program's requests for increased academic staff. This was allowed for only a few specific programs with significant enrolment growth or structural issues. Most of the College's programs have been asked to continue working towards section size targets rather than add back instructional staff.(1,3)
13. The budget includes ongoing expenditures for new initiatives recently implemented, such as the Ombudsman's Office (\$144,270), and the new concerted efforts in the area of Enrolment Management (approx. \$50,000).(1,3,4)
14. Payroll taxes and employment benefit costs continue to increase and are largely uncontrollable. This expense category will increase by \$507,813 over the 2003/04 budget. During 2003/04, the Local Authorities Pension Plan instituted a significant rate increase for employers. The financial impact to the College from this change is just over \$250,000 for 2004/05.(4)
15. The Integrated Information System project will be partly "live" as of July 1, 2004, while development and implementation continues for some components. With the change to live status, a number of changes are reflected in the budget. Costs of new capital items are replaced in the budget with the ongoing maintenance costs of computer hardware and software. Moreover, the capitalized project costs begin to flow through the income statement as depreciation expense. The impact of this change for 2004/05 is a \$1,111,565 increase in depreciation expense.(1,3,4)
16. With the change of provider for print shop services in 2003/04, a change was required in the College's budgeting practices. Previously, print services had been charged out to College programs as internal sales. Under the new arrangement, amounts invoiced by the provider are charged directly to programs. While there is no expected change in overall cost to the College for print services, there is a decrease in "sales" reflected in the budget of approximately \$650,000, with an equivalent decrease in the cost of sales and other operating expenses.(4)
17. In ancillary services, a combination of sales volume and price increases, together with stringent cost control, will result in a positive impact to the College bottom line of approximately \$347,235. The combined profit from ancillary services is expected to reach \$545,431 in 2004/05. In Student Housing, rental rates were increased 8%, while rates in the College Day Care were increased 4%. Parking rates were held steady, as were gross margins in the Bookstore and Campus Food Court.(1,2,3,4)
18. To facilitate the unfunded increases in academic staff and all other College initiatives, as well as non-salary expenses where cost increases are unavoidable, College-wide decreases in certain discretionary items were implemented. These reductions were targeted at areas such as printing, travel, and professional development. For most items, expenses will be limited to 7% less than the approved budget for 2003/04.(1)
19. There are no provisions for additional funding from Alberta Learning for: (1)
 - a. Funding from "The Unfunded Enrolment Initiative"
 - b. One-time Performance Based Funding.

Accessibility/Enrolment Plan

With the establishment of a new Enrolment Management division in 2003/04, specific Enrolment and Retention targets have been set for 2004/05. It is expected that these plans will result in flat year-over-year enrolment of approximately 4,350 FLE, although improved retention rates may lead to incremental increases. Tracking and reporting systems are in development to allow for more consistent measurement of progress and results.

It should be noted that LCC believes Enrolment and Retention Management are learner-centred activities – helping students achieve their goals and supporting them in the best way possible. Target setting and management helps ensure an enhanced awareness of learner needs, not simply revenue management.

Campus Development Plan

Lethbridge Community College is currently finalizing its Campus Development Plan, including capital projections. The final report, after consideration and approval by the Board of Governors, will be submitted under separate cover to Alberta Learning in June, 2004.

Tuition Projections

The approved tuition fee charged for 2003/04 was \$61.82 per credit hour.

The total 2002/03 tuition fees applicable to credit programs that come under the provincial tuition fee policy fell below the mandated cap of 30%. As a result, the College is in a position to raise tuition fees to the maximum allowed under the legislation. For the 2004/05 year the average increase per FLE will be \$273.96, and translates into an increase of approximately 10%, or \$6.18 per credit hour. The increase will generate an additional \$1,050,600 in credit tuition revenue. It should be noted that LCC has been unable to increase tuition fees for three of the past five years due to the existing tuition fee legislation.

Projected annual tuition fee revenues (assuming an annual increase in enrolment of 1%) are as follows:

2004/05	\$11,945,612
2005/06	\$12,303,980
2006/07	\$12,673,100
2007/08	\$13,053,293

The annual percentage increase per FLE is 3.0%.



APPENDIX A PRIORITY CAPITAL PROJECTS

Section 1: Expansion/Replacement Projects

Priority #: Number 1
Project Title: Library and Computer Commons Expansion
Description: The addition of a second floor to the library
Purpose/Focus: To increase student access to computers and learning resources for study, internet research and other learning resources
Facility Size: The second floor addition is 1410 m2 and 450 m2 will be renovated.
Of Additional FLE
Students Accommodated We will create additional workstations for the entire student body and library resources.
Total Project Cost: \$3,250,000.
Provincial Funding Request: \$3,250,000
Other Partners:
Benefits: A significant portion of the original library is being used for academic programming needs, and other services the College offers. The ability for the library to function as a learning resource centre has been curtailed. This expansion will allow LCC to provide for its learners with adequate access to computer and learning resources

Cash flow Requirements	2004-05	2005-06	2006-07	2008-09
Provincial Funding Request	\$1,000,000	\$2,250,000		
Facility Operating Request	\$77,500	\$77,500	\$77,500	\$77,500
Additional Program Request				

Priority #: Number 2
Project Title: Shipping and Receiving Relocation
Description: The project consists of the construction of a new Shipping and Receiving area on the west side of the Campus
Purpose/Focus: The present location of Shipping and Receiving results in highway traffic entering the centre of the campus, and conflicting with pedestrian traffic.
Facility Size: 1000 m2 of new space and 200 m2 renovated space
Of Additional FLE
Students Accommodated Nil
Total Project Cost: \$810,000
Provincial Funding Request: \$810,000
Other Partners: None
Benefits: Highway transports are operating in the primary pedestrian paths on campus, creating safety concerns as they back and operate in a high pedestrian traffic area. Their diesel exhaust affects air quality in adjacent buildings. The current location of S/R is incompatible with the present day layout of the campus.

Cash flow Requirements	2004-05	2005-06	2006-07	2008-09
Provincial Funding Request	\$410,000	\$400,000		
Facility Operating Request	\$36,300	\$36,300	\$36,300	\$36,300
Additional Program Request				

Section 2: Renewal/Preservation Projects outside IMP Range
Minimum \$500,000 or 50% of Annual IMP Grant

Priority #: Number 1
Project Title: Reconstruction of Cousins Building and Science Labs
Description: Science labs are to be reconstructed and centralized in the Cousins building.
Purpose: Science labs are not functional and do not meet today's safety standards for lab instruction.
Facility Size: Total area to be renovated is 8000 m2
Total Project Cost: \$9,270,000.00
Provincial Funding Request: \$9,270,000.
Other Partners: None
Benefits: The science labs do not have adequate safety systems, are in poor condition due to their age (up to 38 years old) and lack adequate fume hoods and air handling systems. They are no longer functional. The College's science labs will also be centralized in the Cousins building to create operating efficiencies. The Cousins building will be renovated as part of this science lab centralization.

Condition Needs

Building System	FCI Rating	Identified Cost \$	% Complete	% Remaining	Funding Request \$	Accumulated Total \$
Cousins Building	43%	\$6,370,000		\$6,370,000	\$6,370,000	\$6,370,000
Andrews Building (AN1700 Wing)	35%	\$1,000,000		\$1,000,000	\$1,000,000	\$1,000,000

Functionality Needs

Functional Issue	M2	Funding Requested	Accumulated Total
Science Lab Reconstruction	8000	\$1,900,000	

Cash flow Requirements	2004-05	2005-06	2006-07	2007-08
Provincial Funding Request (Condition Needs)	\$1,500,000	\$2,370,000	\$2,000,000	\$500,000
Provincial Funding Request (Functionality Needs)	700,000	600,000	600,000	
Additional Facility Operating Request				
Additional Program Request				

Section 2: Renewal/Preservation Projects outside IMP Range Minimum \$500,000 or 50% of Annual IMP Grant

Priority #: Number 2
Project Title: Replacement of Fire Alarm Systems/Security Systems Upgrade
Description: Replacement fire alarm and enhance security systems.
Purpose: Most of the campus is protected by a fire alarm system that is 20 years old. Due to its age, in the near future parts to repair the system will not longer be available since as they are no longer being manufactured. The existing card access, security camera, and other security systems will be replaced and/or expanded.
Facility Size: The fire alarm systems protect approximately 55,000 square meters of space. The security systems protect the entire campus of 86,000 square meters
Total Project Cost: \$1,624,000
Provincial Funding Request: \$1,624,000
Other Partners: None
Benefits: The project must be implemented to keep the fire alarm system operational and providing adequate life safety and property protection for the campus.

Condition Needs

Building System	FCI Rating	Identified Cost \$	% Complete	% Remaining	Funding Request \$	Accumulated Total \$
Fire Alarm Systems	77%	\$827,000		\$827,000	\$827,000	\$827,000

Functionality Needs

Functional Issue	M2	Funding Requested	Accumulated Total
Enhanced Access & Security Systems	86,000	\$1,624,000	

Cash flow Requirements	2004-05	2005-06	2006-07	2007-08
Provincial Funding Request (Condition Needs)	\$400,000	\$427,000	\$2,000,000	
Provincial Funding Request (Functionality Needs)	\$300,000	\$300,000	\$197,000	
Additional Facility Operating Request				
Additional Program Request				

Section 2: Renewal/Preservation Projects outside IMP Range
Minimum \$500,000 or 50% of Annual IMP Grant

Priority #: Number 3
Project Title: Roof Replacement
Description: The College has a significant inventory of built up asphalt roofs in the Andrews and Trades TR1900 area that are in poor condition and must be replaced.
Purpose: Roof replacement is required to stop water entry into the building, which prevents damage to contents and prevents mold growth. Roofs are up to 30 years old.
Facility Size: Approximately 19,000 square meters of roof area to be replaced
Total Project Cost: \$2,137,000
Provincial Funding Request: \$2,137,000
Other Partners: None
Benefits: Prevent damage to the building and contents, prevention of mold growth; increase energy efficiency of the buildings.

Condition Needs

Building System	FCI Rating	Identified Cost \$	% Complete	% Remaining	Funding Request \$	Accumulated Total \$
Asphalt Roofs	26%	\$2,137,000		\$2,137,000	\$2,137,000	\$827,000

Functionality Needs

Functional Issue	M2	Funding Requested	Accumulated Total

Cash flow Requirements	2004-05	2005-06	2006-07	2007-08
Provincial Funding Request (Condition Needs)	\$600,000	\$600,000	\$600,000	\$600,000
Provincial Funding Request (Functionality Needs)				
Additional Facility Operating Request				
Additional Program Request				