



COMPREHENSIVE INSTITUTIONAL PLAN 2016-2019



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EXECUTIVE SUMMARY

Portage College is a public, board-governed college operating as a Comprehensive Community Institution under the authority of the Post-secondary Learning Act of Alberta.

The College currently has seven campuses in the north-eastern portion of the province.

Portage's mission is to provide "education, training and services to facilitate learning and development of knowledgeable, skilled citizens." Our vision is to "build success by delivering exceptional learning experiences."

Goals

1. Grow graduate and completion rates across all programs
2. Grow access to programs
3. Develop and implement centres of specialization
4. Establish an effective and sustainable student support model
5. Develop and implement a clearly identified brand and provincial asset
6. Build a clear sense of purpose, value and identity for College employees to engage in College success
7. Diversify the College's funding sources

Financial and Budget Information

The College is submitting a balanced budget for 2016-2017 but is forecasting deficits in 2017-2018 and 2018-2019. Portage has too small a reserve to sustain long-term funding which sees no increase to the Campus Alberta grant beyond 2016-2017. Between 2012-2013 and 2016-2017, the College has cut \$7.4 million from its budget.

Enrolment Plan and Proposed Programming Changes

The College is forecasting modest FLE growth in its academic programs between 2015 and 2019, increasing from 886 in 2015-2016 to 963 in 2018-2019. Most of the growth is due to the addition of new programs and increased enrolment in Academic Upgrading programs.

New Programs

- Hairstyling Certificate
- Heavy Equipment Technician Period 2 (Online)

Suspended Programs

- Food Processing Technician
- Emergency Medical Responder (for 2016-2017)

The College is also researching and developing other programming possibilities, including Fine Arts Diploma, Instrumentation Technician Certificate or Apprentice, Pharmacy Technician, Pipeline Installation and Maintenance Technology, and Water-related programs.

Research, Applied Research and Scholarly Activities

In 2015, the College approved a five-year Applied Research Plan. Future research will be driven by the College's centres of specialization. Portage continues to be an active partner in the Alberta Rural Development Network and the Northern Alberta Development Council Labour Education and Applied Research North (LEARN) group.

Community Outreach and Underrepresented Learners

Portage College continues to seek partnerships with municipalities, industry and other organizations to help better serve our students and communities. Priorities for the next three years include: community consultations, contract training and continuing education, engagement with Indigenous communities, anytime anywhere programming, increasing transferability and increasing our presence in Cold Lake.

Internationalization

International applications have increased since Portage College became a Designation Institution with Citizenship and Immigration Canada in 2014. Numbers remain low, however, and international students account for less than 1% of overall College enrolment. Portage is a partner in the Open Education Resource Foundation's world-wide network of free online learning opportunities and will be making a couple of courses available on the site in the future.

Capital Plan

The College's top capital project remains the development of a Pipeline & Heavy Equipment Training Centre at our Boyle Campus. Phase I includes a \$25 million process loop that will be able to safely simulate oil spills and pipeline breaches using non-toxic materials. The College is also planning to expand its Cold Lake campus.

Information Technology

The top three information-technology projects are intranet deployment, Enterprise Resource Planning (ERP) renewal and disaster recovery.

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.

Ray Danyluk, Chair
Portage College Board of Governors



OUR MANDATE

(Approved by Minister of Innovation and Advanced Education June 12, 2014)

Portage College is a public, board-governed college operating as a Comprehensive Community Institution under the authority of the Post-Secondary Learning Act (PSLA) of Alberta. Portage College has campus locations in Lac La Biche, Cold Lake, St. Paul, Bonnyville, Frog Lake, Saddle Lake, Boyle, and Whitefish Lake First Nation #128.

In addition to delivering Apprenticeship Trades Training, Portage College offers certificate and diploma programs in diverse areas, including Forestry, Natural Resources, Business, Pre-Hospital Care, Health and Wellness, Culinary Arts, Human Services, Native Arts and Culture, University Studies, and Power Engineering. The College also offers academic upgrading, pre-employment trades training, continuing education credit and non-credit courses, and cost recovery customized training programs.

Portage College encourages applied research focusing on improvement of rural education and supports scholarly activity strengthening our understanding of rural communities. College personnel model established ethical principles guiding all research involving human subjects. College students' community-based and applied research practices adhere to the same code of respectful engagement. Portage College embraces every opportunity to collaborate with communities when conducting research identifying economic development and learning needs.

As a member of Campus Alberta, Portage College works with eCampusAlberta, and Community Adult Learning Councils to make the broadest selection of education and training available in the region. Portage College expands its program offerings through articulation and transfer agreements, program delivery collaborations, brokering arrangements, and strategic partnerships.

As a Comprehensive Community Institution, Portage College stewards adult education and training offerings in its geographic service region in alignment with the strategic planning initiatives of the Government of Alberta.

Portage College undertakes in-depth consultation with all of its community stakeholders, including community adult learning providers, school districts, current and past students, service and industry employers, Program Content Advisory Committees, and municipal and Aboriginal leaders.

Portage College excels in designing and delivering programs responding to the learning needs of students and local employers. Portage programs utilize leading-edge learning technologies and are offered in multiple instructional modalities, including traditional face-to-face, off-site video-conferencing, and distributed self-paced learning. The College's blended learning offerings, mobile trades training units, outreach programming, and service to small cohorts demonstrate its ability to make both instruction and learning supports readily available to students at times and places convenient to them. The College offers learning assistance programs and dedicated learner support services addressing the needs of disadvantaged learners.

Portage College works to maximize learning opportunities that support the economic growth and human development needs of diverse northeast communities. A focus on community-based learning enables the College to partner with municipalities, First Nations Reserves, Métis Settlements, and school divisions for the provision of access to learning and recreation facilities, counseling, and library services. Portage College values collaboration and community-based volunteerism supporting quality learning and life opportunities in rural Alberta.

Portage College provides education and employment training programs that instill a passion for lifelong learning, promote personal wellness, develop appreciation for cultural diversity, and inspire social engagement.

**NB Subsequent to this mandate being approved by the Minister of Advanced Education, the College closed its Bonnyville campus.*



Mission, Vision, Principles and Values

The latest Portage College vision statement was approved by the Board of Governors on March 8, 2012. The vision encapsulates information gathered from the Community Advisory Committees, the Aboriginal Advisory Committee, the Industry Advisory Committee and College staff input. Portage College's Board of Governors also considered the current Alberta economy, learner needs of the region, and the strategic priorities of Advanced Education in articulating the vision.

Mission

Portage College provides education, training and services to facilitate learning and development of knowledgeable, skilled citizens in a caring, supportive and dynamic college environment.

Vision

Building success by delivering exceptional learning experiences.



AFFORDABILITY, ACCESSIBILITY AND QUALITY GOALS, PRIORITY INITIATIVES AND EXPECTED OUTCOMES

Portage College’s Board of Governors adopted seven strategic goals in June 2014. These goals guide strategic planning for the next three years. These goals were finalized after consultations with industry, community advisory committees, College staff and faculty, students, and the Executive and Operations Committees. There is an expectation that administration and the Board will monitor how these goals are being met.

The goals are:

1. Grow graduate and completion rates across all programs
2. Grow access to programs
3. Develop and implement centres of specialization
4. Establish an effective and sustainable student support model (SEM)
5. Develop and implement a clearly identified brand and provincial assets
6. Build a clear sense of purpose, value and identity for College employees to engage in College success
7. Diversify the College’s funding sources

GOAL 1:

Grow graduate and completion rates across all programs

Portage College will continue to grow and maintain our student-centered learning environment. At Portage, students will have exceptional learning experiences that will support, encourage and motivate extraordinary results.

Priority 1.1 - Student Retention

Continuously improve and strengthen retention strategies and processes to support exceptional learning experiences. The College has established a retention task force that will research and implement best retention practices.

Portage College will:

- Develop a multi-campus model for student leadership and development (student ambassador, student governance).
- Strengthen the integration between academic advising and Student Learning Services.
- Improve services for students with identified learning disabilities.
- Perform gap analysis based on the findings of the essential pillars of student retention and implement new College-wide retention strategies.

Priority 1.2 – Academic Support

Measure	Target	Actual 2014-15	Target 2015-16	Target 2016-17	Target 2017-18	Target 2018-19
Graduation	70%	62%	64%	66%	68%	70%
Completion	75%	64%	66%	69%	72%	75%
Retention	90%	85%	86%	88%	89%	90%
Student satisfaction with program	90%	81%	84%	86%	88%	90%

We are committed to growing a “Student First” culture in all Portage College programs and services. The College will grow and strengthen academic supports for our students. We will empower students to seek appropriate assistance.

Portage College will:

- Offer Learning Cafés at every campus.
- Increase course and program accessibility
 - Teach students to leverage Moodle to maximize their learning experience.
 - Continue to develop the use of recorded lectures and in-house tutorials to enhance the flexibility of learning experience.
- Continue and expand Voyageur GPS, a student mentoring program.
- Expand the use of tutoring services by students.
- Continue to support provincial mental health awareness campaigns.
- Act to reduce student stress and anxiety through specific College initiatives (e.g. online mental health tools, awareness tools for staff and students).

Priority 1.3 – Program Quality Assurance

The College is committed to delivering programs of exceptional quality and currency. The College has a well-designed, comprehensive Quality Assurance model. The model is continuously improved based on stakeholder feedback and the application of best practices from other institutions. A 2016 Hanover report titled *Benchmarking Program Quality Assurance Practices* shows that Portage College is actually ahead of institutions surveyed in Alberta and British Columbia in our quality-assurance protocol.

Quality Assurance priorities for the following academic year include:

- Simplifying program health check processes
- Reviewing and updating quality assurance guidelines
- Developing a schedule of systematic reviews (including external audits)
- Assigning role for Associate Dean to oversee Quality Assurance protocols
- Ensuring Faculty development plans include rollout of revised Quality Assurance guidelines

GOAL 2:
Grow access to programs

Portage College offers a comprehensive suite of high-quality programs. Our planned program suite will meet the needs of industry and stakeholders in the region.

The College will increase access to education and training by:

- Acquiring or developing new programs tied to employment specializations.
- Collaborating with other post-secondary providers in the province to bring access to required programs to our region.
- Expanding access to existing programs at new locations using learning technologies.
- Expanding offerings and program suite in continuing education and workforce development.

Priority 2.1 – Program Expansion plan

The College will grow certificate, diploma and trades related programming along with increasing access to a number of transfer-to-completion learning opportunities. The College will respond to our regional stakeholders with new training opportunities based on regional labour pressures and student demand.

Launch in 2016-17:

- Heavy Equipment Technician Period 2 (online)
- Hairstyling Certificate

Complete research and development to launch into the future:

- Fine Arts Diploma
- Instrumentation Technician Certificate or Apprentice
- Pharmacy Technician
- Pipeline Installation and Maintenance Technologist
- Potable Water-related programs

Priority 2.2 – Aboriginal Community Access Plan

Funding and policy changes have made traditional funding sources for academic upgrading inaccessible. Portage recognizes that the need for upgrading has not diminished within the Aboriginal communities we serve. The College will partner with our surrounding Aboriginal Communities in establishing access locations that will serve students in the achievement of career preparation and entry level career goals.

Portage College will:

- Continue to partner with Aboriginal Affairs and Northern Development Canada to deliver open campus services to the Whitefish Lake First Nation #128.
- Develop an expanded access plan with Saddle Lake community.
- Expand workforce training opportunities in Frog Lake.
- Build the partnership with Buffalo Lake in the establishment of a Local Educational Centre, partner to build a customized, Dual Credit Environmental Monitoring Program with a focus on Traditional Land Use, as well as a Road Builder Certification (specialization of the Heavy Equipment Operator Program).
- Offer Academic Upgrading and College Preparation courses on site at Cold Lake First Nation.
- Renew the College's Aboriginal Engagement Strategy.
- Increase access to technology-enabled training on reserves and settlements.

Priority 2.3 – Dual Credit Plan

Portage College will continue to partner with the 5 school divisions in our region. We are committed to creating opportunities for High School students to participate in post-secondary learning to build advanced credentials, and fast track to post-secondary.

Portage College will:

- Maintain dual credit agreements.
- Explore opportunities to build dual credit capacity.
- Continue to provide financial incentives and scholarships for students enrolled in the region's high schools and registered in College courses.
- Work to eliminate secondary and post-secondary cross-scheduling barriers which function as barriers to access.

Measure	Target	Actual (to April 29) 2015-16	Target 2016-17	Target 2017-18	Target 2018-19
Base-Funded Programming	1,510	1,473	1,398	1,454	1,510
Continuing Education	2,600	1,653	2,200	2,400	2,600
Total Enrolment Headcount	4,110	3,126	3,598	3,854	4,110

*See Appendix B

GOAL 3:

Develop centres of specialization

Portage College will develop several centres of specialization to support and foster economic growth and innovation. Each centre of specialization will provide leadership, skills, and support research, innovation, and commercialization activities. The centres will graduate highly-qualified people in the various skill sets needed for the related industry's current and future workforces.

Centres of specialization currently in progress:

- Aboriginal Arts Centre – Lac La Biche
- Food Sciences Centre – St. Paul, Phases 1-3 are 95% complete.
- Pipeline Training Centre – Boyle
- Water Resources Training Centre – Lac La Biche

Measures

Results will be measured based on number of initiatives we are to complete over the life of the plan.

**NB See Appendix F for more information*

Priority 3.1 – Food Sciences Centre

At the Food Sciences Centre, Portage College has established programming and infrastructure that supports value-added food production for Alberta's agriculture industry. The St. Paul Campus will draw individuals from across the province due to the unique program mix and the opportunity for entrepreneurs to operate a fully functioning food processing centre. Enrolment in the Culinary Arts program quintupled in 2015-2016.

The production facility was completed as of June 2015 and the official opening of the manufacturing labs was held on September 18, 2015. The focus will now be to commission and market the incubation capacity.

Portage College will:

- Provincially launch the Entrepreneurial Incubation and Production Facility as well as the Food Processing Laboratory.
- Open retail store and café.
- Design and finance refurbishing of gym into a contemporary, modern convention hall.
- Renovate exterior for energy efficiency and modernization of campus.

Priority 3.2 – Pipeline Training Centre

The Pipeline Training Centre (PTC) is the second phase of development at the Boyle site. The first phase saw the centralization of the Portage College Heavy Equipment Operator Training program (HEO) and the development of Heavy Equipment Technician Period 1. The Hanover market analysis conducted in collaboration with Alberta Innovates and Advanced Education stated a clear demand for pipeline related training and the validity of a Pipeline Training Centre in Alberta.

Portage College will:

- Finalize the campus design.
- Solicit funding to complete Phase 2 of the infrastructure requirements.
- Assess the effectiveness of the Enbridge-brokered Aboriginal Pipeline program.
- Develop Pipeline Training Programs in collaboration with industry partners.
- Develop Pipeline Inspection & Safety Programming.
- Pilot Road Building program.
- Complete land transaction to finalize Phase 2 footprint.

Priority 3.3 – Water Resources Training Centre

The Water Resources Training Centre will house a water testing facility, research laboratory and Potable Water Management training simulator. Portage College has a formal partnership with Lac La Biche County to collaborate on building a Potable Water Management Simulation Lab. The County has contributed \$600,000 and the College \$400,000. The facility design is currently undergoing preliminary engineering design.

Portage College will:

- Seek further funding.
- Hire an engineering firm to complete the master design of the simulation lab.
- Undertake the development of the related training programs.

Priority 3.4 – Aboriginal Arts Centre

Portage College's Aboriginal Arts Programs are unique in Alberta. The programs have been redesigned to have a stronger academic foundation preparing graduates for further studies at a university level or opportunities in entrepreneurial and marketing endeavours.

Portage College will:

- Continue to offer an annual Artist in Residence Program.
- Develop 3 enrichment workshops for regional artists.
- Examine the College's Museum status and the opportunities it provides for growing the Aboriginal Arts Centre.



GOAL 4:

Establish an effective and sustainable student support model

Portage College will engage and support our students. Each student is an active and valued member of our community. We work to provide students with access to relevant and current information.

Priority 4.1 – Revision of student enrolment process

The new enrolment process will focus on what is most effective for our prospective students. The revision is focused on process redesign in preparation for an eventual self-service, online enrolment process. It is also focused on developing a strong sense of customer service.

Portage College will:

- Continue training for frontline staff.
- Incorporate student funding applications.
- Strengthen data collection on enrolment processes.
- Begin Phase 2 of Process / System re-engineering.
- Improve integration of Student Learning Services referral

Priority 4.2 – Student Information Portal

The College is building to support a student information portal to serve as the main communication and self-help centre. The intent is to have students be able to apply, self-enrol into courses, make payments, draw statements and receipts, check marks and obtain information about campus activities from one central online source.

Portage College will:

- Make Enterprise Resource Planning (ERP) improvements to support data requirements for a future portal.
- Identify external funding sources and resource strategies for future portal.

Priority 4.3 – Alumni Development

Portage College has been graduating students since 1968 but has not had a formal college alumni program. Starting an alumni program at Portage takes into consideration that many Portage graduates go directly into employment while for others the College is a stepping stone to continued learning with other post-secondary institutions. The purpose and value-add of the alumni program is found in our non-traditional approach, with no emphasis on fund development. With that premise in mind, the alumni program will build on the following two aspects: lifelong learning and College community connections. From the first welcome our approach will be to build College pride, engagement and loyalty. The alumni program has successfully been launched and is growing steadily. As of May 2016, 297 alumni have officially signed up for the program.

Portage College will:

- Develop the value-added components of Alumni membership.
- Establish an online Alumni community.
- Celebrate Voyageur Alumni community connections.
- Continue to build sign-up numbers.
- Support preparations being made to celebrate Portage College's upcoming 50th Anniversary in 2018.

Measure	Target	Actual 2014-15	Target 2015-16	Target 2016-17	Target 2017-18	Target 2018-19
Student Point of Exit Satisfaction	90%	83%	85%	87%	89%	90%
Fall Conversion Rate	80%	67%	70%	72%	75%	80%



GOAL 5:

Develop and implement a clearly identified brand and provincial assets

The College will refresh our brand. The “new” brand will create a current and relevant corporate identity with supporting imagery and messaging. The Portage brand honours our roots, and anticipates our future.

Priority 5.1 - Corporate Branding & Image Building

The College will refresh the Voyageur brand. The new brand will grow our provincial market share as it is supported by centres of specialization not found elsewhere.

Portage College will:

- Undertake brand renewal.
- Grow brand awareness of existing and new programming.
- Grow brand awareness of unique programming and infrastructure supporting innovation and entrepreneurship in the four areas of specialization.

- Build an internal capacity to manage the new corporate image and capitalize our capacity to grow and maximize our potential.

Priority 5.2 - College Marketing Plan

The Corporate Marketing division will develop a strategic marketing plan based on the refreshed brand and messaging priorities.

Portage College will:

- Incorporate College branding taglines “Calling the Curious,” “Deny the Ordinary,” “Discover the North,” “Do Extraordinary Things” and “We Are Voyageurs” in all College publications and marketing materials.
- Grow provincial awareness of unique living and learning opportunities at Portage College.

Measure	Target	Actual 2014-15	Target 2015-16	Target 2016-17	Target 2017-18	Target 2018-19
Market share (Fall Applications)	55%	43%	47%	49%	52%	55%

*NB Market share includes all students from the Portage Region who applied to a PSI in Alberta.

students speak:

“I think Portage College is a great college to learn at. All the admin staff and teachers there are awesome.”

- Early Learning Child Care Student

#WeAreVoyageurs

GOAL 6:

Build a clear sense of purpose, value and identity for College employees to engage in College success

An exceptional learning experience starts with an exceptional working experience. The latter requires a highly motivated, and engaged workforce.

The College commits to fostering an engaging and positive work environment where individuals have the opportunity to develop as professionals, experience career growth, and actively take part in realizing the institution’s vision.

Exceptional working experience means:

- All employees have a clear understanding of the College’s strategic direction and how they each contribute to the achievement of our goals and vision.
- Providing opportunities for personal and professional growth.
- Recognizing employees as volunteers.
- Having all employees practicing the code of conduct and demonstrating ethical behaviour.
- Empowering all employees to take ownership and show leadership within their areas of responsibility and expertise.

Priority 6.1 – Employee Engagement

- IT and Human Resources intends to develop a portal to provide Portage College staff 24/7 access to College and HR-related information. This project scope will include creating a business case, project scope and building underlying systems.
- Continue providing employees with informal summaries and formal minutes of all management-level meetings.
- Continue to dedicate three College employee-only days throughout the academic year to focus on planning and professional development.
- Continue to encourage and recognize employee volunteerism in College and Community activities.

Priority 6.2 – Support Employee Personal and Professional Growth

- Continue to offer and expand our employee assistance and wellness services through LifeWorks.
- Continue to promote utilization of professional development and training and ensure connection to Learning Plans and strategic goals.
- Establish a Workforce Development Office to provide leadership and training for employees.
- Launch a Workforce Development Committee to drive College-wide professional development that is both strategic and operational.
- Continue with succession planning activities while fostering the expectation for advancement from within.

Measure	Target	Actual 2014-15	Target 2015-16	Target 2016-17	Target 2017-18	Target 2018-19
Employee Engagement	70%	53%	64%	66%	68%	70%
Training & Development resource utilization	95%	67%	87%	90%	92%	95%



Portage College staff at 2015 Golf Tournament Fundraiser

GOAL 7:
Diversify the College's funding sources

It is becoming increasingly important for the College to diversify sources of funding to operate and grow as we continue to serve our stewardship region and the needs of the Alberta economy. It is imperative that the College find other sources of revenue as self-funding capital renewal projects is becoming increasingly difficult in a time of recession and fiscal restraint.

Priority 7.1 – Capital Grants

The College will focus on securing new capital to fund various strategic projects:

- Pharmacy Technician lab
- Instrumentation Technology lab
- Building Futures – Cold Lake campus expansion
- St Paul Convention Centre – gym refurbishing
- Phase 2 Pipeline Training Centre in Boyle
- Water Resources Training Centre in Lac La Biche
- Expansion of the Natural Resources Technology program lab space
- Heavy Equipment Technician lab completion

Priority 7.2 – Entrepreneurial Ventures and Alternative Local Funding

To maintain sustainable access to post-secondary education and training in our region, the College has received a mandate from the Board of Governors to explore and implement entrepreneurial initiatives, built on current assets and intellectual capital. To this end the College will focus on:

- Exploring opportunities for entrepreneurial initiatives to bolster operational funding – food as a by-product of training in St. Paul, water as a by-product in Lac La Biche
- Exploring sustainable ownership and operating models for such ventures
- Exploring Municipal Assessments for support
- Establishing College borrowing guidelines and procedures
- Aligning with the Ministry of Advanced Education policy and procedures “for-profit” ventures
- Improving profitability of existing ancillary services (Food Services, Housing, Bookstore)

Priority 7.3 – Continuing Education

The College will expand its Continuing Education Department initiatives. From a revenue generation perspective, the Continuing Education Department will focus on:

- Offering contract training to businesses in addition to communities.
- Revenue generation to support for-credit programs and infrastructure needs.
- Improving profitability through leveraging of redesigned Continuing Education organizational model.

Priority 7.4 – Fundraising

The College will increase dollars raised through fundraising by focusing on:

- Reviewing the purpose of all existing events and targeting them as fundraising or friendraising while increasing net revenue.
- Increasing efforts to solicit external sources for scholarships.
- Exploring alternative avenues for fundraising.
- Engaging Board members in strategic fundraising initiatives.

Measure	Target	Actual (to April 29) 2015-16	Target 2016-17	Target 2017-18	Target 2018-19
Funds obtained from capital grant proposals for strategic projects	\$2.1M	\$996,000	\$0	\$1,125,000	\$0
Reduce cost on fundraising and friendraising events	-30%	Baseline	-10%	-10%	-10%
Grow donations and gifts in kind	+30%	Baseline	+10%	+10%	+10%

APPENDIX A: FINANCIAL AND BUDGET INFORMATION

(in 000's)

The College operating balanced budget for the fiscal year 2016-17 is \$36,177, an increase of \$289 (+0.8%) over the 2015-16 original budget. This plan reflects a 2% funding increase to our Campus Alberta Grant in 2016-17, but no increase in years two and three of the plan.

On June 18, 2015 Advanced Education mandated a two year freeze on tuition and fees managed under Tuition Fees Regulation Policy. This plan reflects the second and final year of the tuition freeze with a projected increase in year two (\$1.7%) and year three (2.1%) based on the Alberta Consumer Price Index (CPI) when the freeze is lifted.

Funding for apprenticeship trade seats remains unchanged at \$704 for 195 seats throughout the plan. The College Infrastructure Maintenance Program grant is projected to remain unchanged at \$485, which is still below the pre-2013 budget funding level.

The College is forecasting deficits of \$387 (2017-18) and \$1,306 (2018-19) in the plan. Management continues to look for ways to reduce operating costs through efficiencies, however, should the financial outlook not improve for 2017-18, the College will be forced to reduce services by shutting down campuses, eliminating non-essential services and suspending programs with low enrolments. The College simply has too small a reserve to sustain deficits beyond 2017-18.

Budget expenditures for self-funded capital for 2016-17 is approved at \$2,481. This plan reflects self-funded capital expenditures at \$1,925 per year in years two and three. Reserves for self-funded capital will be exhausted after 2017-18 creating a shortfall in available funds to perform critical ever-greening of capital in 2018-19 and beyond.

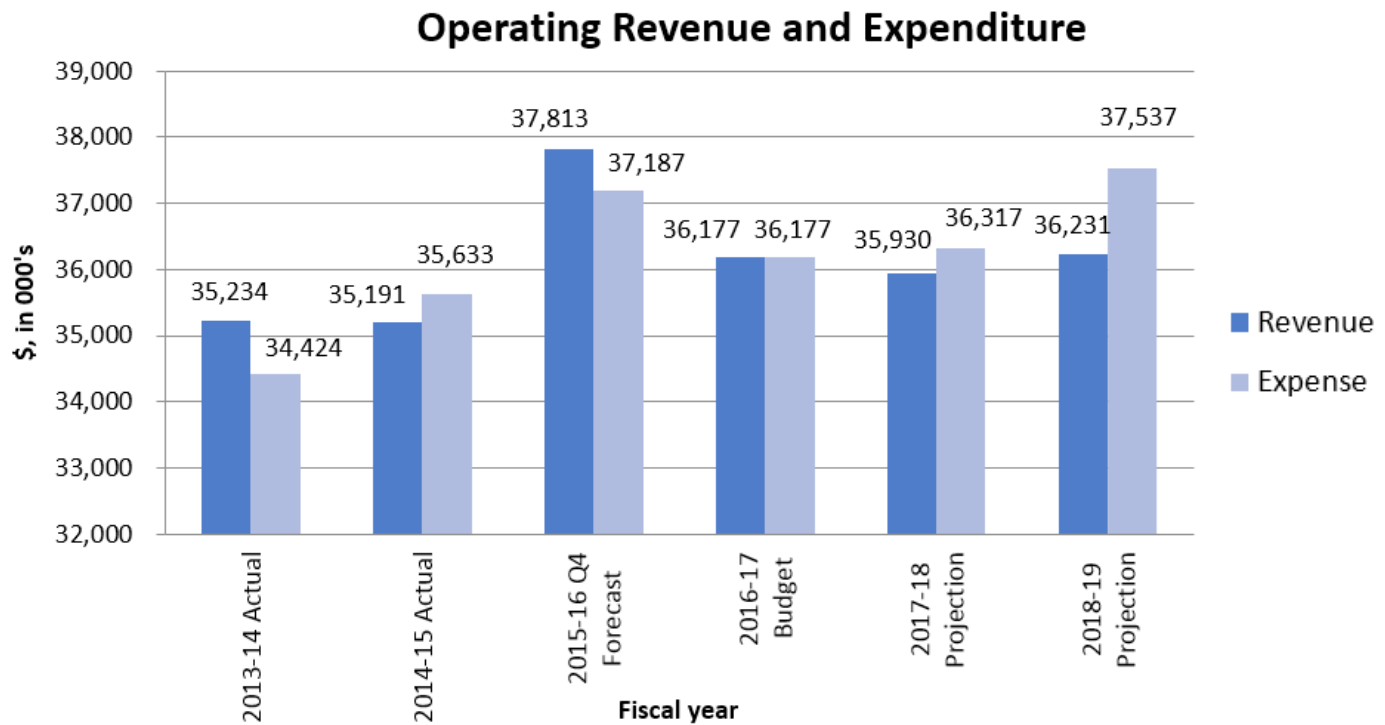
Externally funded capital expenditures in this plan consists of secured funding and non-secured funding to support program expansion in 2017-18 and 2018-19. The College's ability to introduce Pharmacy Technician, Aboriginal Artisan Diploma and further development of Heavy Equipment Technician is contingent upon our ability to raise the necessary capital resources.

	2016-17 Budget	2017-18 Projection	2018-19 Projection
Capital funding secured:			
Domestic water distribution carry-over	\$680	\$ -	\$ -
Other 2015-16 carry-over	70	-	-
Water Resource Centre	300	300	-
Heavy Equipment Technology Period 2	138		
	\$1,188	\$300	\$ -
Capital funding not secured:			
Pharmacy Technology	\$ -	\$1,000	\$ -
Heavy Equipment Technology	-	100	-
Aboriginal Artisan Diploma	-	25	-
	\$ -	\$1,125	\$ -

The pro-forma consolidated financial statements exclude capital infrastructure and associated operating costs for the Water Resources Training Centre and Pipeline Training Centre which do not have an approved external funding. The Comprehensive Institutional Plan includes information about our expectations for the future. When we discuss our plans, strategy and financial performance, or other things that have not yet taken place, we consider this information to be forward looking. Actual results may be significantly different due to the risk associated with our business.

Expected Revenue and Expenses

The following graph illustrates the year over year change in the College's operating revenues and expenditures in as spent dollars over a 6-year period.



	2013-14 Actual	2014-15 Actual	Q4 Forecast	2016-17 Budget	2017-18 Projection	2018-19 Projection
Revenue	35,234	35,191	37,813	36,177	35,930	36,231
Expense	34,424	35,633	37,187	36,177	36,317	37,537
Surplus/(deficit)	810	(442)	626	-	(387)	(1,306)
Change +/-						
Revenue	(1,449)	(43)	2,622	(1,636)	(247)	301
Expense	(3,030)	1,209	1,554	(1,010)	140	1,221

PORTAGE COLLEGE
 2016-17 APPROVED BUDGET AND TWO YEAR PROJECTION
 CONSOLIDATED STATEMENT OF FINANCIAL POSITION (000'S)
 AS AT JUNE 30

	2014-15 Audited	2015-16 Q4 Forecast	2016-17 Budget	2017-18 Projection	2018-19 Projection
ASSETS					
Cash and cash equivalents	\$ 9,358	\$ 5,838	\$ 3,763	\$ 1,914	\$ 647
Portfolio investments	2,640	3,682	3,782	3,882	3,982
Accounts receivable	1,185	1,209	1,233	1,258	1,283
Inventories and prepaid expenses	461	470	479	489	499
Tangible capital assets	57,284	56,918	56,107	54,825	52,015
	\$ 70,928	\$ 68,117	\$ 65,364	\$ 62,368	\$ 58,427
LIABILITIES					
Accounts payable and accrued liabilities	\$ 3,161	\$ 3,224	\$ 3,288	\$ 3,355	\$ 3,422
Employee future benefit liabilities	368	289	233	193	155
Debt	146	122	97	71	43
Deferred revenue	54,496	51,099	48,363	45,753	43,117
	58,171	54,734	51,981	49,372	46,737
NET ASSETS					
Accumulated surplus:					
Accumulated operating surplus	10,555	11,181	11,181	10,794	9,488
Accumulated remeasurement gains and losses	159	159	159	159	159
Endowments	2,043	2,043	2,043	2,043	2,043
	12,757	13,383	13,383	12,996	11,690
	\$ 70,928	\$ 68,117	\$ 65,364	\$ 62,368	\$ 58,427
Accumulated operating surplus is comprised of:					
Accumulated operating deficit	(92)	(613)	(838)	(1,127)	(2,260)
Internally restricted surplus	2,532	2,035	1,481	1,481	1,481
Investment in tangible capital assets	8,115	9,760	10,538	10,440	10,267
	\$ 10,555	\$ 11,181	\$ 11,181	\$ 10,794	\$ 9,488

PORTAGE COLLEGE
2016-17 APPROVED BUDGET AND TWO YEAR PROJECTION
CONSOLIDATED STATEMENT OF CASH FLOWS (000 \$)
AS AT JUNE 30

	2014-15 Audited	2015-16 Q4 Forecast	2016-17 Budget	2017-18 Projection	2018-19 Projection
Operating transactions					
Operating (deficit) surplus	\$ (442)	\$ 626	\$ -	\$ (387)	\$ (1,306)
Add (deduct) non-cash items:					
Amortization of tangible capital assets	3,995	4,318	4,479	4,833	4,734
Loss on disposal of tangible capital assets	16	-	-	-	-
Expended capital recognized as revenue	(2,883)	(2,885)	(2,777)	(2,810)	(2,836)
Change in employee future benefit liabilities	150	(79)	(56)	(40)	(38)
Inventory write-down	55	-	-	-	-
Realized gain on investment	(55)	-	-	-	-
	<u>835</u>	<u>1,980</u>	<u>1,646</u>	<u>1,596</u>	<u>754</u>
Decrease (increase) in accounts receivable	1,189	(24)	(24)	(25)	(25)
Increase in inventories and prepaid expenses	-	(9)	(9)	(10)	(10)
(Decrease) increase in accounts payable and accrued liabilities	(122)	63	64	66	67
Increase (decrease) in deferred revenue	1,216	(1,249)	(1,084)	-	-
Cash provided by (applied to) operating transactions	<u>3,118</u>	<u>761</u>	<u>593</u>	<u>1,627</u>	<u>786</u>
Investing transactions					
Purchase of investments	(1,535)	(1,042)	(100)	(100)	(100)
Proceeds on sale of portfolio investments	1,399	-	-	-	-
Cash provided by (applied to) investing transactions	<u>(136)</u>	<u>(1,042)</u>	<u>(100)</u>	<u>(100)</u>	<u>(100)</u>
Financing transactions					
Transfer to endowments	(20)	-	-	-	-
Capital contributions	2,418	738	1,125	-	-
Debt repayment	(12)	(24)	(25)	(26)	(27)
Cash provided by (applied to) financing transactions	<u>2,386</u>	<u>714</u>	<u>1,100</u>	<u>(26)</u>	<u>(27)</u>
Capital transactions					
Acquisition of tangible capital assets	(3,495)	(3,952)	(3,668)	(3,350)	(1,925)
Cash provided by (applied to) capital transactions	<u>(3,495)</u>	<u>(3,952)</u>	<u>(3,668)</u>	<u>(3,350)</u>	<u>(1,925)</u>
Increase (decrease) in cash and cash equivalents	1,873	(3,520)	(2,075)	(1,849)	(1,267)
Cash and cash equivalents at beginning of year	<u>7,485</u>	<u>9,358</u>	<u>5,838</u>	<u>3,763</u>	<u>1,914</u>
Cash and cash equivalents at end of year	<u>\$ 9,358</u>	<u>\$ 5,838</u>	<u>\$ 3,763</u>	<u>\$ 1,914</u>	<u>\$ 647</u>

PORTAGE COLLEGE
2015-16 APPROVED BUDGET AND TWO YEAR PROJECTION
CONSOLIDATED STATEMENT OF OPERATIONS - EXPENSE BY FUNCTION (000'S)
AS AT JUNE 30

	2014-15 Audited	2015-16 Budget	2015-16 Q4 Forecast	2016-17 Budget	2017-18 Projection	2018-19 Projection
REVENUE						
Government of Alberta grants	\$ 25,505	\$ 26,528	\$ 27,869	\$ 26,392	\$ 26,288	\$ 26,290
Federal and other government grants	715	1,078	1,052	883	586	566
Sales of services and products	4,866	3,577	4,571	4,526	4,571	4,617
Student tuition and fees	3,661	4,306	4,232	4,069	4,197	4,447
Donations and other contributions	247	220	126	166	163	163
Investment income	197	181	163	141	144	147
	<u>35,191</u>	<u>35,888</u>	<u>37,813</u>	<u>36,177</u>	<u>35,930</u>	<u>36,231</u>
EXPENSE						
Instruction	11,298	10,304	11,471	10,277	10,713	11,486
Academic and student support	6,591	6,852	6,023	7,819	7,810	7,751
Institutional support	9,590	10,746	10,515	10,707	10,296	10,459
Information technology	1,911	1,692	1,892	1,675	1,703	1,733
Facilities operations and maintenance	3,660	4,339	5,144	3,948	4,013	4,089
Auxiliary services	2,240	1,868	2,103	1,840	1,870	1,904
Sponsored research	72	-	131	-	-	-
Special purpose trust	271	87	108	111	113	115
	<u>35,633</u>	<u>35,888</u>	<u>37,187</u>	<u>36,177</u>	<u>36,317</u>	<u>37,537</u>
Operating (deficit) surplus	\$ (442)	\$ -	\$ 626	\$ -	\$ (387)	\$ (1,306)



PORTAGE COLLEGE
2016-17 APPROVED BUDGET AND TWO YEAR PROJECTION
CONSOLIDATED STATEMENT OF OPERATIONS - EXPENSE BY OBJECT (000' \$)
AS AT JUNE 30

	2014-15 Audited	2015-16 Budget	2015-16 Q4 Forecast	2016-17 Approved Budget	2017-18 Projection	2018-19 Projection
REVENUE						
Government of Alberta grants	\$ 25,505	\$ 26,526	\$ 27,889	\$ 26,392	\$ 26,268	\$ 26,290
Federal and other government grants	715	1,078	1,052	883	586	586
Sales of services and products	4,886	3,577	4,571	4,526	4,571	4,817
Student tuition and fees	3,861	4,306	4,232	4,069	4,197	4,447
Donations and other contributions	247	220	126	166	163	163
Investment income	197	181	163	141	144	147
	<u>35,191</u>	<u>35,888</u>	<u>37,813</u>	<u>36,177</u>	<u>35,930</u>	<u>36,231</u>
EXPENSE						
Salaries and benefits	22,079	20,334	22,404	20,949	21,405	22,278
Materials, supplies and services	6,880	8,424	7,515	7,837	7,322	7,511
Utilities	838	815	709	815	829	847
Maintenance and repairs	1,483	1,830	1,873	1,803	1,834	1,872
Scholarships and bursaries	358	294	368	294	294	294
Amortization of capital assets	3,995	4,191	4,318	4,479	4,833	4,734
	<u>35,633</u>	<u>35,888</u>	<u>37,187</u>	<u>36,177</u>	<u>36,317</u>	<u>37,537</u>
Operating (deficit) surplus	\$ (442)	\$ -	\$ 626	\$ -	\$ (387)	\$ (1,306)



Tuition and Fees

The Board of Governors approved a zero percent tuition fee increase for the 2016-17 academic year in accordance with Tuition Fee Regulation policy in accordance with a mandated two-year tuition freeze imposed by Advanced Education on June 18, 2015 for regulated tuition and mandatory non-instructional fees.

The College is projecting a tuition rate increase of 1.7% (2017-18) and 2.1% (2018-19) in alignment with the Alberta Consumer Price Index (CPI) when the freeze is lifted.

Financial Assumptions

2016 Comprehensive Institutional Plan

	<u>2016-17</u>	<u>2017-18</u>	<u>2018-19</u>
Campus Alberta Grant COLA %	2.0%	0.0%	0.0%
Campus Alberta base opening	\$ 21,822	\$ 22,319	\$ 22,380
Campus Alberta COLA amount	\$ 436	\$ -	\$ -
Tuition freeze offset grant	\$ 61	\$ 61	\$ -
Campus Alberta Grant (base portion)	\$ 22,319	\$ 22,380	\$ 22,380
LPN target enrolment expansion	\$ 225	\$ 225	\$ 225
Apprenticeship trade seat funding	\$ 704	\$ 704	\$ 704
Infrastructure Maintenance Grant	\$ 485	\$ 485	\$ 485
Sub-total	\$ 23,733	\$ 23,794	\$ 23,794
Funding for students with disabilities	\$ 181	\$ 181	\$ 181
Campus Alberta Grant	\$ 23,915	\$ 23,976	\$ 23,976

Other Revenues:

FLE	917	943	963
Trade seats	195	195	195
Tuition fee increase % (AB CPI)	frozen	1.7%	2.1%
Tuition revenue (excludes Continuing Education)	3,572	3,701	3,898
Investment income	0.0%	2.0%	2.0%
Misc. income	1.0%	1.0%	1.0%
Sales of services and products	per budget	1.0%	1.0%

Operating Expenditures:

	16-17 budget baseline plus:		
Salary, wages and benefits			
- grid movement - Staff and Faculty	per budget	1.54%	1.54%
- grid movement - Management & Excluded	frozen	frozen	frozen
- benefit rate	19.0%	19.0%	19.0%
- contract settlement provision	0.0%	0.0%	0.0%
Material supplies, and services (AB CPI)	per budget	1.7%	2.1%
Maintenance and repairs (AB CPI)	per budget	1.7%	2.1%
Contracts (AB CPI)	per budget	1.7%	2.1%
Utilities ((AB CPI)	per budget	1.7%	2.1%
Self-funded capital	\$ 2,481	\$ 1,925	\$ 1,925
Contributed capital:			
2015-16 carryover	\$ 750	\$ -	\$ -
Water Resource Centre	300.0	300.0	-
Heavy Equipment Training Period 2	138.0	-	-
Heavy Equipment Training*	-	100.0	-
Pharmacy Technician*	-	1,000.0	-
Aboriginal Artisan Diploma*	-	25.0	-
Contributed capital:	\$ 1,188	\$ 1,425	\$ -

* Funding sources not identified or secured.

Self-funded capital

Self-funded capital is sourced from internal and restricted reserves. The following schedule reflects the distribution by source and category of expenditure.

Self-Funded Capital

	2015-16 Q4 Forecast		2016-17 Budget		2017-18 Projection		2018-19 Projection	
		Source		Source		Source		Source
Facilities	\$ 862	- Internal	\$ 150	- Internal	\$ 132	- Internal	\$ 520	- Internal
	25	- Reserves	215	- Reserves	-	- Reserves	-	- Reserves
Non-IT Equipment	458	- Internal	715	- Internal	1,098	- Internal	900	- Internal
	238	- Reserves	118	- Reserves	-	- Reserves	-	- Reserves
Information Technology	1,384	- Internal	1,002	- Internal	611	- Internal	418	- Internal
	64	- Reserves	222	- Reserves	-	- Reserves	-	- Reserves
Other	41	- Internal	60	- Internal	84	- Internal	87	- Internal
	\$ 3,072		\$ 2,481		\$ 1,925		\$ 1,925	
	\$ 2,745	Internal	\$ 1,927	Internal	\$ 1,925	Internal	\$ 1,925	Internal
	328	Reserves	554	Reserves	-	Reserves	-	Reserves

APPENDIX B: ENROLMENT PLAN AND PROPOSED PROGRAMMING CHANGES

	2015-16		2016-17		2017-18		2018-19	
	# students	FLE	# students	FLE	# students	FLE	# students	FLE
PORTAGE COLLEGE TOTAL	3126	886	3598	917	3854	944	4110	963
Continuing Education, and Contract Training	1653	0	2200	0	2400	0	2600	0
Academics for Careers and Education	551	332	560	376	565	376	579	381
Aboriginal Artisan Diploma (Fine Arts)	Not offered	Not offered	Not offered	Not offered	8	8.0	8	8.0
Aboriginal Entrepreneurship Diploma	7	6.5	6	6.5	8	8.7	10	10.9
Aboriginal Arts Certificate	7	5.1	10	11.4	10	11.4	10	11.4
Academic Foundations and College Prep	306	185.2	330	219.8	330	220.0	330	220.0
Early Learning Childhood Certificate	86	47.0	50	40.0	39	20.0	39	20.0
Early Learning Childhood Diploma	21	13.2	30	12.4	30	17.8	40	20.0
Educational Assistant Certificate	26	14.0	30	15.0	30	15.0	30	15.0
Educational Assistant Diploma	5	4.0	6	3.2	10	5.0	12	5.5
General Studies/Open Studies	45	20.5	45	19.0	45	19.2	45	19.2
Culinary Arts Diploma	35	26.6	33	35.1	33	35.1	33	35.1
Institutional Cook	6	4.0	10	4.8	10	4.8	10	4.8
Baking Certificate	7	6.0	10	9.0	12	10.8	12	10.8
Business, University Studies & Social Work	335	196	292	195	308	201	307	194
Accounting Technician & Office Administration	25	18.7	20	19.8	25	22.5	30	24.0
Business Administration Certificate	52	38.0	38	36.0	38	36.0	38	36.0
Business Administration Diplomas	35	19.0	19	18.0	19	18.0	19	18.0
Community Social Work	60	51.5	49	50.7	58	51.5	49	41.0
Natural Resources Technician	27	21.5	30	28.5	32	30.7	35	33.0
University Studies	136	47.5	136	42.0	136	42.0	136	42.0
Health and Wellness	206	148	182	143	201	154	220	166
Emergency Medical Responder	13	6.0	Not offered	Not offered	13	6.0	26	12.0
Emergency Medical Technician	47	30.1	48	24.5	48	25.7	48	25.7
Emergency Medical Technician - Paramedic	72	60.2	68	55.5	68	55.5	68	55.5
Practical Nurse Diploma	74	52.0	66	62.5	72	66.4	66	62.5
Pharmacy Technician	Not offered	Not offered	Not offered	Not offered	Not offered	Not offered	12	10.0
Trades and Technology	381	209	364	203	380	214	404	223
Electrician	86	19.8	80	23.2	80	23.2	80	23.2
Carpentry	Not offered	Not offered	Not offered	Not offered	Not offered	Not offered	Not offered	Not offered
Pre-Employment Heavy Equipment Technician	8	4.3	10	5.3	10	5.3	10	5.3
Heavy Equipment Technician Per. 1 & 2	Not offered	Not offered	8	2.2	10	2.7	18	4.0
Heavy Equipment Operator	55	25.6	52	27.6	52	27.6	52	27.6
Power Engineering class 3	85	64.5	66	53.3	66	53.3	66	53.3
Power Engineering class 4	56	67.8	40	46.8	40	46.8	40	46.8
SAGD DAWT	7	3.7	4	2.1	5	2.6	5	2.6
Steamfitter Pipefitter	21	4.6	21	5.7	25	6.8	25	6.8
Pre-Employment Welding	14	7.5	14	7.5	14	7.5	14	7.5
Welding	49	11.3	47	12.7	50	13.5	50	13.5
Hairstyling	Not offered	Not offered	22	16.5	28	25.0	28	25.0
Instrument Technician	Not offered	Not offered	Not offered	Not offered	Not offered	Not offered	16	7.0

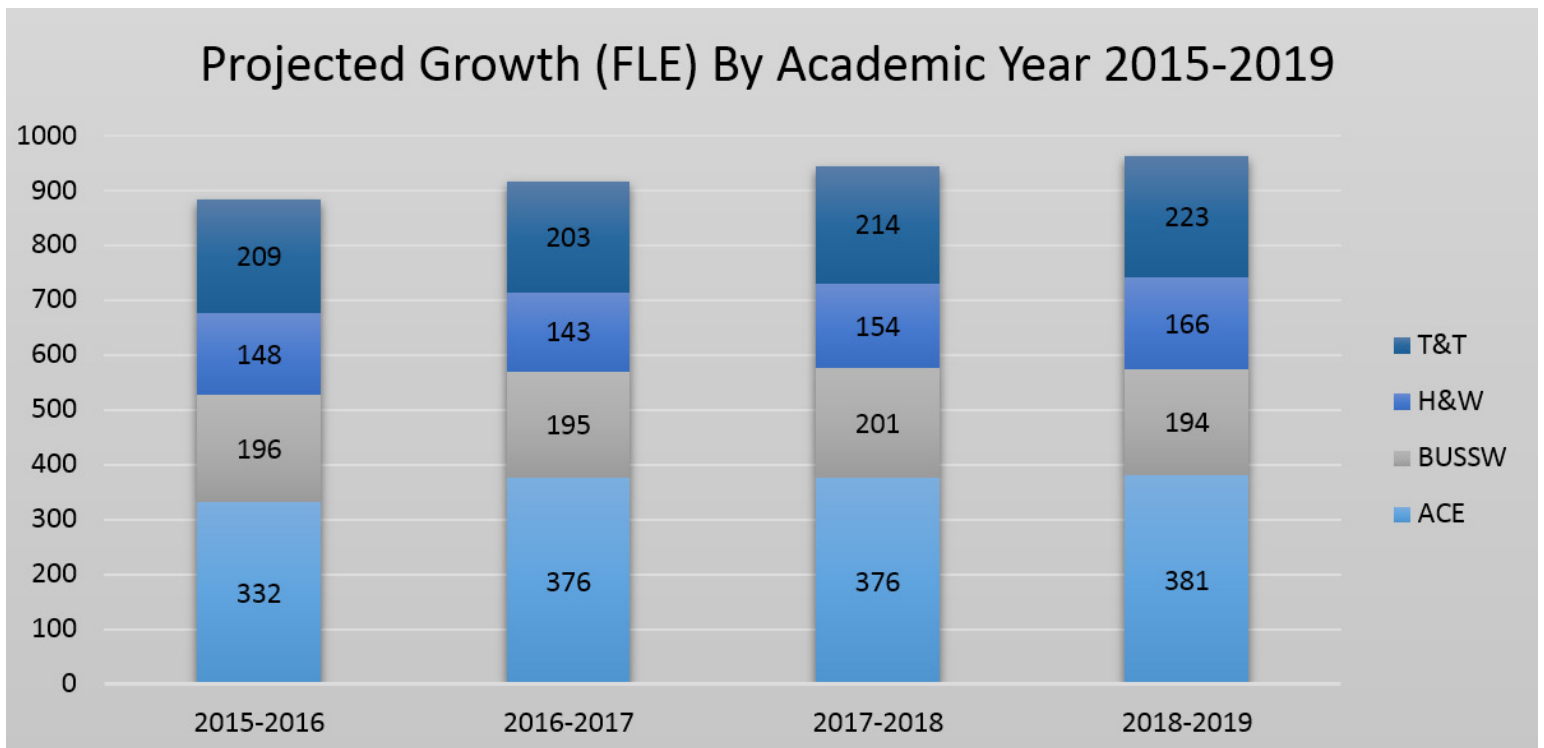
Due to an inability to generate student demand, the Food Processing Technician Program is being suspended. The College is looking to market selected courses through non-credit and university transfer in order to build interest in this emerging field.

Due to uncertainty with curriculum change being brought in by the College of Paramedics, the College has decided to suspend offering the Emergency Medical Responder program for 2016-2017 and will be rebuilding the curriculum to meet new competency mapping and entrance requirements.

The chart below shows that a return to higher Academic Upgrading enrolments is anticipated due to the economic change and resulting job losses along with funding for foundational learning.

The 7% increase in the Faculty of Trades and Technology is due to new programs (Hairstyling, Instrumentation Technician and Heavy Equipment Technician) coming on stream.

During the past six academic years, ad-hoc essential skills training has accounted on average for 62% of our College students. With the significant decline in regional employment we expect this percentage to decrease in the next two academic years.



*NB ACE = Academics for Careers and Education; H&W = Health and Wellness; BUSSW = Business, University Studies and Social Work; T&T = Trades and Technology

One of the guiding principles at Portage College is to launch at least one new program per year. As the 2016-2019 CIP outlines below, the College has several new initiatives either underway or in development.

It is forecasted that the number of Heavy Equipment Technicians (HETs) required in Alberta will double by 2020. Unlike other institutions offering HET programming, Portage has a living lab where Heavy Equipment Operator (HEO) and HET students do field work on our 130-acre Boyle site. The offerings of HEO and HET are foundational to the Pipeline Training Centre's simulation activities. Operators dig to build and repair pipelines and technicians work in the field, not always in air-conditioned and heated shops. Earthworks is a critical component of the pipeline industry and of the College's Pipeline Training Centre programming.

The College began offering a Pre-Employment HET program online in 2015-2016. Students will graduate with the equivalent of Period 1 HET certification, as well as a Certified Heavy Equipment Trailer Mechanics credential. Through a grant from Human Resources and Skills Development Canada, the College has also been developing an online HET Period 2 program. The first delivery of Period 2 will be in 2016-2017.

Portage will begin offering a Hairstyling Certificate program in Lac La Biche in 2016-2017. The one-year program will offer students 1,500 hours of instruction for less than two thirds of the current market price. A survey of employers across the province conducted by the College revealed that most hire based on the individual candidate and not which hairstyling school he/she attended. A majority also indicated they were in favour of the College's program. Furthermore, asked to select from six trades that Portage College is potentially developing, 76% of female high school students surveyed said they would be interested in hairstyling.

Hairstyling, like Educational Assistant and Early Learning and Child Care, offers relatively low-paying jobs that attracts predominantly female students. The financial burdens associated with these traditionally-female occupations must be eliminated to allow for increased success and financial well-being post-graduation. Consequently, the College feels it must provide affordable training to enable access and reduce default on loans and student debt.

After completing a certificate in Aboriginal Arts in their first year, Native Arts and Culture students will have a second option to continue to hone their artistic talents in their second year through a Fine Arts Diploma. The new diploma specialization will be geared towards transfer to a Fine Arts degree program.

The province is forecasting a cumulative shortage of available Industrial Instrument Technicians and Mechanics during the next decade.¹ Portage will offer Instrumentation Technician training to help address the shortage. The program is the natural extension of the very successful Electrical training program at the Cold Lake campus.

The College is also exploring the possibility of adding Pharmacy Technician to its suite of Health and Wellness programs. The capital start-up for this program is approximately \$1 million. The College's plan is to broker the curriculum once funds for capital can be established.

For the past five years, Portage College has been leading the charge to develop Canada's first pipeline processing loop. With growing environmental concerns about pipelines around the world – including the proposed Keystone and Northern Gateway pipelines – the College's push to establish a spill-control facility at our Boyle campus is of paramount importance to the local, provincial and national economy. In addition to the Heavy Equipment Operator program already offered at the Boyle Campus, the College is planning to offer a suite of pipeline-related training programs in the future, including Pipeline Installation, Maintenance Technology training, Pipeline Inspection, Disaster Recovery and Hot-Shot Digging.

As a Comprehensive Community Institution, Portage College realizes the importance of ensuring that our students seamlessly transition into the workforce or on to further education. The College continues to explore more partnership possibilities with other Alberta PSIs, building on the success of the Aboriginal Teacher Education Program (through the University of Alberta) and the Bachelor of Social Work program (through the University of Calgary).

Program	Implementation
Hairstyling Certificate	2016-17
Heavy Equipment Technician Period 2 (online)	2016-17
In Development	
Fine Arts Diploma	TBA
Instrumentation Technician Certificate or Apprentice	TBA
Pharmacy Technician	TBA
Pipeline Installation and Maintenance Technologist	TBA
Potable Water-related programs	TBA

¹ Alberta's Occupational Demand and Supply Outlook 2013-2023. Government of Alberta, p. 27.

APPENDIX C: RESEARCH, APPLIED RESEARCH AND SCHOLARLY ACTIVITIES

On April 15, 2015, Portage College Academic Council approved a new five-year Applied Research (AR) Plan. The plan outlines objectives, principles, research directions and short and long-term priorities. The College values AR as essential to enhancing adult lifelong learning and the strongest possible community service through high-quality programming producing highly-qualified personnel. Portage sees applied research enriching College programs while strengthening the performance of local industries and communities. The challenge for Portage will be to find resources to fund our portion of AR costs in order to apply for research grants.

Given the College's current financial challenges, the number of AR projects undertaken will be very small. Future research will be driven by the College's centres of specialization, therefore the College will be cautiously encouraging staff to apply for external funding for applied research.

The College remains an active partner in the Alberta Rural Development Network (ARDN). Representing public PSIs in Alberta, ARDN's mandate is to "support rural development

and help rural communities grow through research and learning." The College has participated in 11 different economic development/networking events in its region since 2010 and partnered with three other PSIs, ARDN and Alberta Agriculture and Rural Development on a business retention and expansion research project focusing on revitalizing rural Alberta businesses.

Portage College will also continue to be an active partner in the Labour Education Applied Research North (LEARN). The AR group, formerly known as the Northern Labour Market Information Clearinghouse, is headed by the Northern Alberta Development Council (NADC) and includes representatives from Portage, Grande Prairie Regional College, Keyano College and Northern Lakes College. LEARN funds Northern-Alberta-specific research on community and post-secondary topics such as skill shortages, information technology, student recruitment and innovation. The group recently completed a study examining models of supports for mature students attending northern colleges and is currently developing a communications plan.



APPENDIX D: COMMUNITY OUTREACH AND UNDERREPRESENTED LEARNERS

Portage College is a Comprehensive Community College with a mandate to steward the Northeast region. Our overarching stewardship objective is to serve our widespread and diverse communities to foster lifelong learning and community engagement.

Our regional stewardship focus for the next three years includes:

1. Community consultations and collective planning for education initiatives

Portage College has strong relationships with its municipalities and communities. We have regular consultations garnering input and responding to specific training needs and requirements.

2. Contract Training and Continuing Education

The College is actively expanding continuing education and contract training across the region. We will continue with our core training and expand customized leadership and corporate development training. We will continue to develop a suite of Continuing Education courses from all Portage faculties, to be made available during the day, evening and weekends.

3. General interest engagement and access to College facilities

The College is building relationships with community organizations to host general interest and family oriented events at all College locations. We have had tremendous success with Parent Link and FCSS events and will build on that history to create more opportunities for community organizations to use College facilities.

The College is always proactively seeking to partner with industry, post-secondary institutions, and other organizations to provide students with the exceptional learning experiences. Portage continues to believe that we thrive from the diversity of our partnerships and initiatives and actively seeks out and welcomes partnering opportunities. New and continuing collaborative initiatives include:

1. Frog Lake Partnership/Training – During the past five years, the College has partnered with Frog Lake First Nation to offer a variety of programs (including Health Care Aide, 1st Period Carpentry and Oil and Gas Administrative Assistant) to students on the reserve. A notable success story is the Essential Skills for Tradesperson program, where students put their classroom knowledge to practical use by constructing houses. Since the inception of the program, 10 homes have been built with another five currently under construction.

2. Whitefish Lake Open Campus – The Open Campus offers High School completion, foundational adult education and entry level career preparation. The focus is on providing individualized education and removing institutionalized

barriers to education. The model in Whitefish Lake First Nation #128 has increased student retention and provided strong evidence of student empowerment and success.

3. Cold Lake First Nations Foundational Training Program Responding to a need, the College is offering Academic Upgrading and College Preparation courses onsite at Cold Lake First Nations. Offered through Continuing Education using a blended delivery model, the program is intended to bring educational opportunities to students who aren't able to travel to one of Portage's campuses to further their education.

4. Working with the University of Alberta to bring the Aboriginal Teacher Education Program to the region by 2018 as part of a cyclical plan. The College hosted two successful iterations of the program in 2010 and 2014.

5. Dual Credit initiatives with Aspen View, Lakeland Catholic and Northern Lights school divisions.

6. Introduction to Entrepreneurship Course with Northern Lights School Division – Developed and taught by one of the College's business instructors, the online course gives students a sense of what being an entrepreneur is all about. In addition to business practices, the students also study social entrepreneurship, which involves applying business techniques to cultural, environmental and social issues.

7. Heavy Equipment Technician program – Through the Canada Employment and Social Development Flexibility and Innovation in Apprenticeship Technical Training (FIATT) pilot project, the College is offering Heavy Equipment Technician Period 2 via a blended delivery model. Students take the theory portion of the program online and the lab portion at our Lac La Biche campus. Between 2010 and 2015, 217 students from Portage College's region went elsewhere to access Heavy Equipment Technician technical training. This information coupled with trade attrition rates due to an aging population holds Heavy Equipment Technician as a trade with consistently high demand potential, particularly as it relates to pipeline training.

Engagement with Indigenous Communities

The Portage Region is home to seven First Nations and four Métis Settlements, many of which have grown significantly in the past decade. Updated Alberta Municipal Affairs data show the on-reserve/settlement indigenous population has increased by 40% between 2014 and 2015. In the past five years alone, population figures at certain reserves and settlements have steadily increased. For example, the population of Cold Lake First Nations has tripled in five years (from 780 in 2011 to 2,660 in 2015) while the population of Frog Lake First Nation has more than doubled in five years (increasing from 1,235 in 2011 to 2,963 in 2015). Indigenous people account for 21.9%

of the region's overall population, which is the second highest percentage in the province. Indigenous learners account for between 24% and 32% of the total Portage College population every year.

The College's successful engagement with Indigenous communities has drawn attention within Treaties 6, 7, and 8 and has led to successful program collaborations north and south of the College's service region. In addition to these collaborations, Portage also has campuses at Frog Lake First Nation, Saddle Lake First Nation and Whitefish Lake First Nation #128. Every year, the College makes more than \$80,000 in scholarships and bursaries specifically available to First Nation, Métis and Inuit students, in addition to the more than \$220,000 in scholarships and bursaries available to all Portage students. Portage also continues to maintain a Virtual Elders Facebook site. This allows students to receive guidance and support through direct message and video conferencing from Indigenous elders and mentors, and works closely with the First Nation and Métis settlements in our service region to fund and develop new program offerings.

Anytime Anywhere Programs and Courses

Portage continues to find new and innovative ways to bring courses, programs and student supports to rural and remote communities through partnerships and self-funded initiatives. Several College programs are available online or are offered using a blended delivery model. The College is continuously adding resources to support the programs, including a Virtual Service Centre, which will be available through Moodle as a one-stop shop for students to access the academic, career-planning and counselling supports they need to succeed. A re-designed interactive and student-focused Portage College website is also scheduled to be launched in September 2016. To accommodate rural learners who do not have high-speed internet or who prefer face-to-face instruction, the College offers part-time learning options as well as onsite housing at

our Boyle, Lac La Biche and St. Paul campuses for significantly less than the cost of a two-bedroom apartment.

Increasing Presence in Cold Lake

Portage is also working with the City of Cold Lake on two initiatives: campus expansion and affordable housing. Expansion plans for the Cold Lake Campus are included in our capital projects submitted to Alberta Infrastructure. The College will be meeting with key stakeholders in Cold Lake to determine program and service expansions and community commitment to supporting an expanded campus. In addition, meeting program demand in the region is hampered by a lack of affordable student housing at the campus. While the housing market in Cold Lake has currently opened up, some students require temporary housing on campus to ease their transition from their home community and focus on their studies.

Increasing Transferability

Increasing transferability of our programs and the number of learner pathways is also critical for rural learners. This will be one of the tasks assigned to our associate dean responsible for College transfers.

Using an inclusive campus model, Portage College offers many supports to learners with disabilities. Through Student Learning Services, students are able to access services such as individual learning assessments, instruction in effective learning strategies, reading and writing enhancement programs, individual educational assistance, innovative learning technology and equipment, classroom supports and accommodations, exam accommodations, alternate formatting of materials, reduced course load and assistance for students with English as an additional language. In the 2016-2017 budget, the College has increased the staffing model for Student Learning Services and will be working to standardize the delivery expectations and models.



APPENDIX E: INTERNATIONALIZATION

International students have never accounted for more than nominal enrolment at Portage College. The highest number of out-of-country applicants the College has recorded in a single academic year prior to 2015-2016 is 17 in 2009-2010 (0.6% of overall student enrolment). This is comparable to percentages recorded by Lakeland College and Northern Lakes College in the past several years. In fact, between 2008 and 2013, international students only accounted for an average of 0.7% of overall enrolment at northern Comprehensive Community Institutions.

In 2014, Portage College became a Designation Institution with Citizenship and Immigration Canada International Student Program. Since that time, we have seen a significant increase in the number of inquiries from international students although numbers remain low. The College did experience an increase to 47 international applicants in 2015-2016, up from 16 in 2014-2015.

Few students in the Portage Region seek further education outside of the country. A large percentage of students in the Portage Service Region apply to PSIs within Alberta (90% in Fall 2015). Further, only 1% of students applied to PSIs outside of Canada in the Fall of 2015.

The College is a partner in OERu, the Open Education Resource Foundation's world-wide network of free online learning opportunities. The partnership allows Portage to collaborate in building and providing Open Educational Resources (OERs) to students, in an effort to expand program offerings and provide affordable access to higher education, particularly for those without the means to access education. Partnering institutions in the OERu network agree to develop two courses using existing OER material, and in turn have access to a minimum of 60 high-quality courses in the partnership network. Portage is planning on making two of our courses available on the site in the near future. Canadian partners in the OERu include eCampusAlberta, Athabasca University, BC Campus and Contact North in Ontario.

students speak:

“As an international student, I could say that my first-year experience is good. Instructors are approachable and engaging in class. Also, the self-learning tools are very helpful in understanding the concept of each course.”

#DiscovertheNorth

APPENDIX F: CAPITAL PLAN

A. Infrastructure

New facility construction, expansion and renovation are critical to the College's new programming initiatives. Portage self-funded the construction of a new, state-of-the-art hairstyling lab in 2015-2016 and will now be able to offer the only Apprentice Hairstyling certificate program north of Edmonton. The College still has several plans in motion to allow for program development and growth, notably building Canada's first Pipeline Training Campus in Boyle.

Projects (listed in order of priority)	Driving Factor(s)	Project Cost \$	Fully Funded	Funding Source
Pipeline Training Campus in Boyle – Phase I	Access, Program Demand, Program Changes	\$30,000,000	N	\$5 million already funded by AHS, Western Economic Diversification Canada, Rural Diversification Initiative, Portage College and private sector. Federal and provincial funding requests continue.
Pipeline Training Campus in Boyle – Phase II	Access, Program Demand, Program Changes	\$25,000,000*	N	Federal and provincial funding requests continue.
Cold Lake Campus Expansion	Access, Program Demand	\$30,000,000	N	Federal and provincial funding requests continue.

*= Number updated after BLIMS submission



The College's number one capital project remains the development of a Pipeline & Heavy Equipment Training Centre at its Boyle Campus. Phase I of the \$55 million project, which includes a \$25 million process loop that will be able to safely simulate oil spills and pipeline breaches using non-toxic materials, will be part of a phased campus development that will eventually offer multiple programs relevant to the oil and gas pipeline industry. The College already runs a successful Heavy Equipment Operator program in Boyle, with waiting lists for future classes, and has established a 42-member working camp on the site. With increasing environmental concerns and the precipitous drop in the price of oil since July 2014, being able to move Alberta oil safely and respond to pipeline breaches is of paramount importance to the province's economy.

There is an anticipated shortage of 5,000 workers in construction trade and equipment operator occupations associated with the pipeline industry by 2023 and unmet student demand in the province. Between 2010 and 2014, applications to pipeline-related engineering programs increased by 19.2% while enrolments only increased by 2.9%. Research jointly undertaken by the College, Advanced Education, Alberta Innovates and the Northern Alberta Development Council shows the importance of the initiative. More than 80% of industry employers surveyed would at least consider sending their employees to take training programs at the proposed Centre. Of those, 80% would offer some form of support for their employees to attend.

The College's efforts to establish the Centre have garnered attention from across the country. Notably, Portage was approached by companies from Ontario and Alberta to explore the possible development of an Oil and Gas Inspection Professional Certification program. The College and our partners continue to research the feasibility of offering such a program.

Space is at a premium at Portage's Cold Lake Campus. With the addition of the Apprenticeship Electrician program and lab, and an increasing student population, the hallways and classrooms at the 29,062 square-foot facility are becoming congested. Enrolment (headcount) increased from 249 in 2014-2015 to 332 in 2015-2016. This was the fourth consecutive year that headcount numbers increased. A proposed \$29 million expansion would add much-needed classroom and student space as well as more trades labs, allowing for expanded program offerings and an enhanced learning experience for our students.

Portage College has identified four projects for which it will be proceeding with an application under the federal Post-Secondary Institutions Strategic Investment (SIF) Fund. The four projects have a total value of \$9,977,300. The College is requesting that the Government of Alberta support the request by contributing 30% of the required funding with the College and third party contributors providing 20%. The balance is being requested through the SIF program. The four projects, ranked in order of priority are:

1. Water and Wastewater Simulation Lab
2. Information Technology Infrastructure Renewal
3. Natural Resources Technology Lab Space and Greenhouse
4. Phase IV St. Paul Campus Renewal

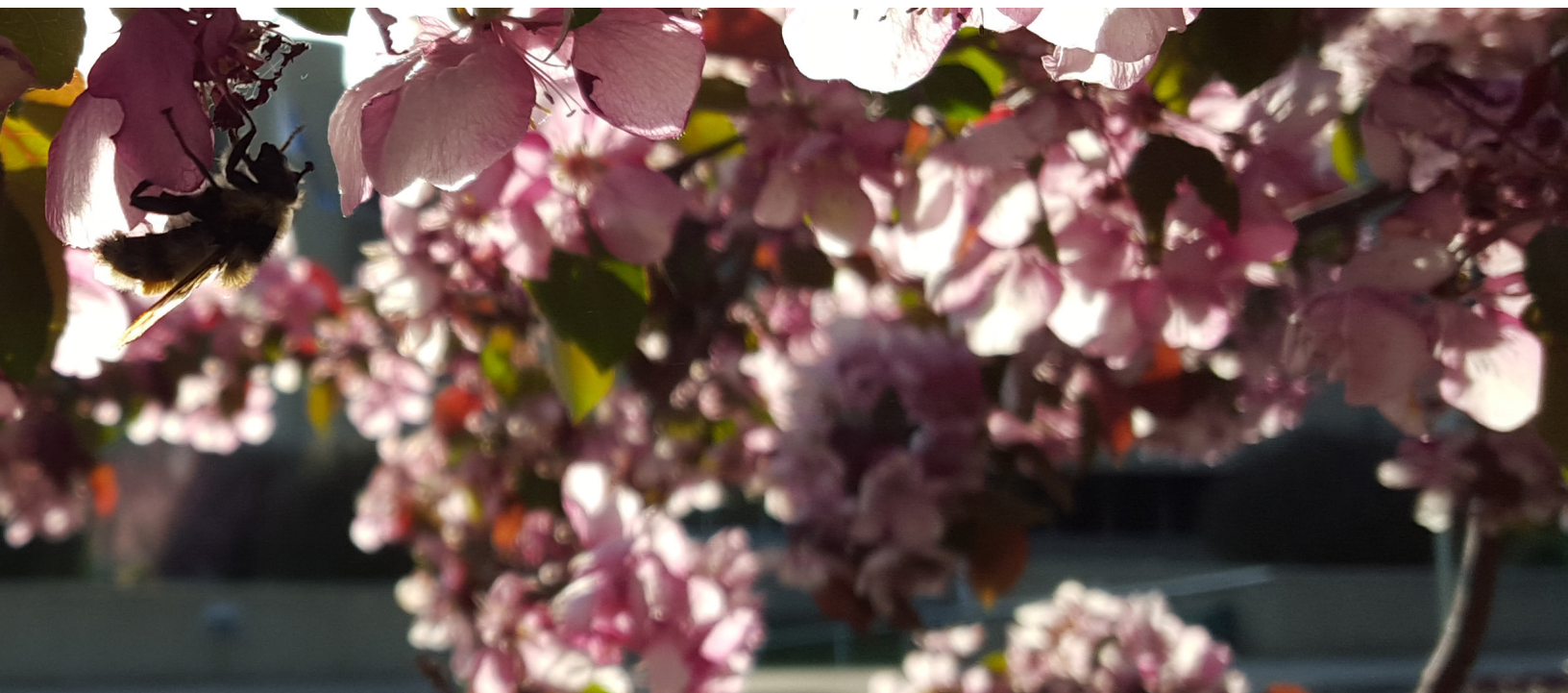
Two of the projects, the Water and Waste Water Simulation Lab and the Information Technology Infrastructure Renewal are funded wholly by the College and second party contributions. The College will be proceeding with an application to request matching contribution through the SIF program.



B. Facility Maintenance and Renovation Projects

Project (listed in order of priority)	Driving Factor	Project Cost \$	Fully Funded	Funding Source
Replace Domestic Hot/ Cold Water Distribution System – LLB Campus	Infrastructure Condition	\$4,300,000	N	Requested of Alberta Infrastructure through BLIMS, \$840,000 in place
Curbs, sidewalks and driveways – LLB Campus	Infrastructure Condition	\$2,500,000	N	Requested of Alberta Infrastructure through BLIMS
Asphalt overlay and line painting – LLB Campus	Infrastructure Condition	\$2,649,000	N	Requested of Alberta Infrastructure through BLIMS
Roof Replacement	Infrastructure Condition	\$1,700,000	N	Requested of Alberta Infrastructure through BLIMS

The College has more than \$20 million in deferred maintenance projects that need to be addressed. The first priority is replacing the domestic hot/cold water distribution at the Lac La Biche Campus. Completed in 1985, the building is showing signs of aging and needs electrical and fibre-optic re-wiring in addition to pipe replacement. Given that the College's network and program servers are located at the campus, addressing these needs is imperative in order to ensure exceptional pan-campus service. The College has established a back-up system at our St. Paul Campus.



APPENDIX G: INFORMATION TECHNOLOGY

The College has several projects planned to expand IT capacity and maintain its existing facilities, listed below.

Project (listed in order of priority)	Driving Factor(s)	Project Cost \$	Fully Funded	Funding Source
Intranet Deployment	Business Efficiency/Student Services	\$400,000	N	Portage College
ERP Renewal	Business Efficiency , Student Services Requirement	\$3,000,000	N	Portage is reviewing options to renew its ERP system and developing a business case with Campus Alberta United Services.
Disaster Recovery	Business Continuity – Phase II	\$100,000	N	Portage College
Technology Expansion in Classrooms and Further Video Conferencing	Student Service/ Program Quality – Phase II	\$175,000	Y	Portage College, Access to the Future
Bookstore Point of Sale	Business Efficiency/Student Services	\$150,000	Y	Portage College
Security Systems Upgrade	Business Efficiency/Student Services	\$260,000	Y	Portage College
Thin Client Backend Infrastructure	Student Service	\$150,000	Y	Portage College

With Portage offering more of its programs using a blended-delivery or fully-online model, expanding and upgrading its IT infrastructure is essential. Even courses and programs delivered face-to-face have Moodle companion sites and available online resources and supports. Many students now expect immediate, individualized service and support for software issues, homework help and payment plans while sitting at their computers or using their tablets or mobile devices. Portage continues to make a concerted effort to improve its services and communications network by developing an intranet, expanding video conferencing and classroom infrastructure, and improving IT services at our main bookstore and library. The College is also exploring various options at enhancing our Enterprise Resource Planning (ERP) system, including upgrading our current system and collaborating with other PSIs to share the costs of a new ERP system.

students speak:

“My program was great! They offer so much more than other colleges around this area and it most definitely gave me the leg up as compared to others graduating in the same course at other colleges...Truly exceptional”

- Accounting Technician student

#DenytheOrdinary





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