



Comprehensive Institutional Plan 2017-2020



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Executive Summary

Portage College is a Comprehensive Community Institution with seven campuses operating in northeastern Alberta. The College's vision statement is "building success by delivering exceptional learning experiences."

The 2017-2020 Comprehensive Institutional Plan was developed in consultation with senior management, College staff and students, community advisory committees, industry, municipal governments and Indigenous communities. The College also established a new President's Indigenous Advisory Committee in late 2016.

The College's seven strategic goals are:

1. Grow graduate and completion rates across all programs.
2. Grow access to programs.
3. Develop and implement centres of specialization.
4. Deliver effective and sustainable student supports.
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. Reduce dependency on Government of Alberta base funding.

These goals meet the Adult Learning System Principles of accessibility, affordability, collaboration and quality.

The College has a balanced operating budget for 2017-2018 but is forecasting deficits in 2018-2019 and 2019-2020 due to inflation. While management will continue to look for efficiencies, the College simply has too little in accumulated surplus to sustain deficits beyond 2018-2019. The plan reflects a 2% funding increase to the College's Campus Alberta Grant in 2017-2018, but no additional increase in years two and three due to uncertainty of the outcome of the 2017 provincial funding model review.

The College is projecting a 6% increase in Full-Load-Equivalent (FLE) numbers between 2017 and 2020, with the majority of the increase occurring in Health and Wellness programs. Diesel Engine Technology will be launched in 2017-2018 through the Continuing Education department while a Fine Arts Diploma, offered through University Studies, is earmarked for implementation in 2019-2020. Portage is also offering remodelled Emergency Medical Responder and Primary Care Paramedic (formerly Emergency Medical Technician) programs in 2017-2018.

Given the College's current financial challenges, few, if any, applied research projects will be undertaken during the next three years. The College remains an active partner in the Alberta Rural Development Network and Labour Education Applied Research North (LEARN), a research partnership between the Northern Alberta Development Council and four Northern-Alberta post-secondary institutions.



Portage will continue to proactively seek to partner with industry, post-secondary institutions, school divisions, municipalities, First Nations and Métis Settlements during the next three years. The College will increase our connection with Community Adult Learning Programs and redesign our community engagement process to be even more inclusive.

The Portage Region is home to seven First Nations and four Métis Settlements, many of which have grown significantly in the past decade. The most-recent-publicly-available Alberta Municipal Affairs data show the on-reserve/settlement Indigenous population increased by 40% between 2014 and 2015, likely in part due to updated census numbers. 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, the second highest percentage in the province. Indigenous learners account for between 24% and 32% of the total Portage College population every year. This number can be increased.

While Portage remains open to pursuing international partnerships, the reality is international students have never accounted for more than nominal enrolment at the College. Given the current fiscal situation, the College is focusing on attracting more first-generation domestic students by 2020 with an emphasis on those entering via adult upgrading.

With the Government of Alberta providing \$1.1 million for a feasibility study, the College's number one capital project is an expansion of our Cold Lake Campus. The Lac La Biche Water & Wastewater Training Centre is number two. Top information technology projects are intranet deployment and Enterprise Resource Planning renewal.

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.

Roy Ripkens, Acting Chair
Portage College Board of Governors

Institutional Context

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 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.

In addition to delivering Apprenticeshipable 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.

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





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.

Mission, Vision, Principles and Values

The Portage College vision statement 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.

Consultation Process

Portage College's Comprehensive Institutional Plan (CIP) contains elements of several recently developed documents, including the 2015-2016 Annual Report and the 2016-2019 Comprehensive Institutional Plan. Like the CIP itself, the reports were analyzed, assessed for effectiveness and risk and approved by senior management, faculty, staff members, and the Board of Governors.

Documents/Resources consulted during CIP development process

| Portage College | Advanced Education |
|------------------------------------|---|
| » Annual Report | » Campus Alberta Planning Resource 2016 |
| » Comprehensive Institutional Plan | » Advanced Education Business Plan 2017-2020 |
| » Capital Plan | » Municipal Growth Plans |
| » Institutional Program Plan | » Alberta Research & Innovation Plan 2012 |
| » Applied Research Plan | » Report of the Auditor General of Alberta October 2016 |
| » Audit Implementation Plan | » Provincial ASI & LERS data cubes |
| » Enterprise Risk Repository | » Population statistics |

For all of the above-listed documents and resources, input was also sought from our stakeholder communities. We are firmly committed to the communities and people we serve. Every year, the College engages in an extensive community consultation process. Administration strives to hold meetings with each community Portage serves to discuss College initiatives and results and to gather feedback from within its stewardship region for the future.

Invited participants include business owners, industry representatives, municipal and Indigenous leaders, school board officials, provincial government workers and community members. The number of sessions has fluctuated during the years. In 2016, administrators held advisory meetings in Boyle, Cold Lake, Lac La Biche, and St. Paul. They also hosted an Indigenous Community Educators' Meeting in Lac La Biche with representatives from Cold Lake First Nations, Frog Lake First Nation, Saddle Lake First Nation, Rupertsland Institute and the Northeast Alberta Apprenticeship Initiative.

Priorities identified from the 2016 community consultations are:

- » Work with First Nations, Métis communities and training partners to craft long-term programming plan for greater inclusion
- » Maintain innovation and leadership in post-secondary education
- » Diversify program mix according to immediate and future needs where numbers warrant
- » Advocate for under-represented learners, provide more supports and serve a key cohort even better
- » Expand the Cold Lake Campus to alleviate crowding and improve learner experience
- » Continue to improve communication between the College and the communities we serve and form more community partnerships, particularly in St. Paul
- » Fulfill local competitiveness expectations for Portage College to lead the province in some areas of programming
- » Expand dual credit opportunities where possible
- » Improve signage and awareness of the College

As of the CIP filing deadline, the College is revising our community engagement plan, building upon the success of the community consultation process. Proposed additions include: senior administration attending at least one council meeting and two Chamber of Commerce meetings per year in each community the College serves, creating a messaging site to facilitate ongoing communication between the College and the communities, and conducting an extensive public-consultation survey once every three years.

The College also meets with all employees three times a year and hosts regular sessions with students. The consultations provide important feedback and have proven invaluable consultation in guiding the College's future. The Board of Governors has also formally invited all of the aforementioned municipal and community leaders to attend a board meeting for strategic consultations.

Portage College has respected and engaged Indigenous peoples throughout our 49-year history. The College owes our existence to a group of determined Indigenous people who staged a sit-in in 1970 when the federal government announced plans to close Alberta NewStart a few months after it opened in Lac La Biche. Since then, the College has grown to serve seven First Nations and four Métis Settlements, embedding traditional practices and Indigenous culture into much of our curriculum and educating thousands of First Nations, Métis and Inuit students. On average, one third of our students enrolled in for-credit programs are of FNMI heritage. In response to the Truth and Reconciliation Commission of Canada's call to action, the College established the President's Indigenous Advisory Committee in late 2016. The Committee's function is to advise the President & CEO on the College's history of indigenization, its current activities relative to indigenization, and further indigenization activities. At least two thirds of the committee membership are Indigenous. Employee members are appointed and elders from the communities are being recruited. See Appendix D for further information about the committee.



As part of their annual retreat last December, the Board of Governors and senior administration held a full day of consultations with representatives from industry, chambers of commerce, municipal government, First Nations and Métis Settlements, school divisions, adult learning providers and FCSS as well as MPs and MLAs from the Portage Service Region. Billed as a day of collaboration and conversation, discussion centred on sharing the College's goals and strategies and understanding community wants and needs. The Board is planning on holding similar sessions coinciding with its annual retreat.

The results of our extensive feedback and evidence-based research data ensure that the College's CIP is connected with its local, regional and provincial markets.

Stakeholders consulted in CIP development process

Senior Management

- » President & CEO
- » Executive Vice-President Academic
- » Vice-President Infrastructure and Information Technology
- » Associate Vice-President Student Services & Registrar
- » Associate Vice-President Academic
- » Chief Financial Officer
- » Director of Human Resources and Workforce Development

Deans

- » Faculty of Business, University Studies & Social Work
- » Faculty of Health & Wellness
- » Faculty of Education & Cultural Arts, Trades & Technology, Food Sciences
- » Associate Dean Teaching & Learning and Applied Research
- » Associate Dean Dual Credit & Transfer

Director

- » Infrastructure & Information Technology

Managers

- » Athletics & Recreation
- » Continuing Education
- » Corporate Communications
- » Institutional Analysis & Planning

Institutional Analysis & Planning

- » Provides a summary of trends in data and environment

Student Services, Finance, Infrastructure & Information Technology

Faculty & staff members

- » Through department planning processes, town hall meetings and College-wide Planning Days

Advisory Committees

- » Boyle
- » Cold Lake
- » Lac La Biche
- » St. Paul
- » Council meetings
- » Indigenous Community Educators
- » Program Advisory (per program, includes representation from industry)
- » President's Indigenous Advisory

Students

- » Advisory Committee
- » Students' Association

Goals, Priority Initiatives and Expected Outcomes

Portage College's Board of Governors adopted seven strategic goals in June 2014. 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. Currently, monthly updates on goal progress are provided to the Board at its regular meetings. The wording of Goal No. 4 was modified and approved by the Board of Governors in April 2017.

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.

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



3. Develop and implement 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 are:

- » Aboriginal Arts Centre – Lac La Biche
- » Food Sciences Centre – St. Paul
- » Pipeline Training Centre – Boyle
- » Water Resources Training Centre – Lac La Biche

4. Deliver effective and sustainable student supports

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.



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.

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. An exceptional working experience means:

- » All employees have a clear understanding of the College’s culture and 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

7. Reduce dependency on Government of Alberta base funding

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.

These goals meet the Government of Alberta’s adult learning system of principles of accessibility, affordability, quality, and coordination and help ensure that Portage College meets our commitments to the students, communities and province that we serve. They also meet the core principle of accountability, which guides the government’s vision for post-secondary education.

Grow graduate and completion rates across all programs

Adult Learning System Principle(s) met:

1. **Accessibility** – Portage College is committed to ensuring students come first. This means supports are available to students and accommodations are made for students who face barriers.
2. **Quality** – Through rigorous program quality assurance protocols, Portage College is ensuring that students in our service region receive high-quality education in the communities they live in.
3. **Coordination** – Portage College will continue to partner with government, post-secondary institutions, school divisions and other local agencies to ensure that there is a diversity of programming and services available across the region and in the province.

| Grow graduate and completion rates across all programs | | |
|--|---|---|
| Type | Description | Expected Completion Date |
| Priority Initiative | 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. | |
| Expected Outcome | Services for students with identified learning disabilities improved. | Ongoing |
| Priority Initiative | Academic Support We are committed to maintaining 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. | |
| Expected Outcome | Course and program accessibility increased by: <ul style="list-style-type: none"> » Enhancing the College tutoring services model by partnering with the North Eastern Alberta Apprenticeship Initiative and Community Adult Learning Programs » Launching Community Helpers Peer Mentorship program » Supporting provincial mental health awareness campaigns » Enhancing resources for Mental Health support for Portage College students » Acting to reduce student stress and anxiety through specific College initiatives (e.g. online mental health tools, awareness tools for staff and students) | Sept 2018 Sept 2017 Ongoing Sept 2018 Ongoing |
| Expected Outcome | Learning Cafés offered at every campus | Dec 2017 |

| Grow graduate and completion rates across all programs con't | | |
|--|--|--------------------------|
| Type | Description | Expected Completion Date |
| Priority Initiative | 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. Guidelines and protocols are currently being reviewed and streamlined to ensure that the appropriate data is being reviewed and that programs are properly prepared for health checks and audits. | |
| Expected Outcome | Program health check process simplified. | June 2018 |
| Expected Outcome | Quality Assurance guidelines reviewed and updated. | June 2018 |
| Expected Outcome | Faculty Development plans include rollout of revised Quality Assurance guidelines. | December 2018 |
| Performance Measure | Student graduation rate improves to 70% | June 2020 |
| Performance Measure | Program completion rate improves to 75% | June 2020 |
| Performance Measure | Student retention rate improves to 90% | June 2020 |
| Performance Measure | Student satisfaction with program rate improves to 90% | June 2020 |

Grow access to programs

Adult Learning System Principle(s) met:

1. **Accessibility** – Our realistic program expansion plan, indigenous community access plan, dual credit plan and Cold Lake campus expansion project all speak to ensuring educational opportunities offered within a community support the needs of the community.
2. **Affordability** – The priority initiatives identified in this goal are focused on bringing training to the learners in their home communities, thereby ensuring all Albertans should have the same access to adult learning opportunities.
3. **Coordination** – Portage College will continue to partner with government, post-secondary institutions, school divisions and other local agencies to ensure that there is a diversity of programming and services available across the region and in the province.

| Grow access to programs | | |
|-------------------------|--|--------------------------|
| Type | Description | Expected Completion Date |
| Priority Initiative | 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. At the same time, the College will work to ensure the long-term viability of the programs we currently offer. The College will respond to our regional stakeholders with new training opportunities based on regional labour pressures and student demand. | |
| Expected Outcome | Diesel Engine Technology program launched. | September 2018 |
| Expected Outcome | All 8 Water & Wastewater courses offered through Continuing Education. | June 2018 |
| Expected Outcome | Increased partnerships with Community Adult Learning Programs and regional organizations with mandates supporting adult learning in delivery of non-credit programming. | June 2018 |
| Priority Initiative | Indigenous 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, particularly within the Indigenous communities we serve. The College will partner with our surrounding Indigenous communities in establishing access locations that will serve students in the achievement of career preparation and entry-level career goals. | |

| Grow access to programs con't | | |
|-------------------------------|---|--------------------------|
| Type | Description | Expected Completion Date |
| Expected Outcome | Open campus services continue to be offered at Whitefish Lake First Nation #128 in partnership with Indigenous & Northern Affairs Canada. | Ongoing |
| Expected Outcome | Expanded access plan with Saddle Lake First Nation developed. | June 2019 |
| Expected Outcome | Workforce training opportunities expanded in Frog Lake First Nation and aligned with the labour force strategy. | June 2018 |
| Expected Outcome | Partnership built with Buffalo Lake Métis Settlement to establish Local Educational Centre, and partner with Trade Winds to Success and several industry partners to submit a request to Western Economic Diversification Canada to fund a five-year incubator program. | June 2019 |
| Expected Outcome | College's Indigenous Engagement Strategy and community engagement strategy renewed and updated. | June 2018 |
| Expected Outcome | Review all Indigenous programming at Portage College to ensure all content and delivery aligns with the Call to Action as identified by the Truth and Reconciliation Commission of Canada and in keeping with the United Nations Declaration on the Rights of Indigenous Peoples. | June 2018 |
| Expected Outcome | Update the College's existing Indigenous Awareness Course and roll out to all students and staff. | September 2018 |
| Expected Outcome | Increase access to technology-enabled training on reserves' and settlements' campuses. | June 2020 |
| Priority Initiative | Dual Credit Plan Portage College will continue to partner with the five school divisions in our region. We are committed to creating opportunities for High School students to participate in postsecondary learning to build advanced credentials, and fast track to post-secondary. | |
| Expected Outcome | Dual credit agreements maintained. | Ongoing |

| Grow access to programs con't | | |
|-------------------------------|---|--------------------------|
| Type | Description | Expected Completion Date |
| Expected Outcome | Opportunities to build dual credit capacity explored. | Ongoing |
| Expected Outcome | Hairstyling dual credit promoted and launched in service region's high schools. | June 2018 |
| Expected Outcome | Financial incentives and scholarships for students enrolled in the region's high schools and registered in College courses continued. | Ongoing |
| Priority Initiative | Cold Lake Campus Expansion In collaboration with the City of Cold Lake, Portage College will utilize the \$1.1 million provided by Advanced Education to complete a feasibility study for future programming and to design a teaching-facility-expansion plan that supports this programming. | |
| Expected Outcome | Complete 10-year program plan. | October 2017 |
| Expected Outcome | Pursue partnerships with post-secondary institutions to effectively deliver on 10-year program plan. | June 2019 |
| Expected Outcome | Complete shovel-ready drawing and cost estimate for Cold Lake Campus expansion to alleviate space pressures for students and staff. | February 2018 |
| Performance Measure | Based-Funded Programming FLE count: 953 | June 2020 |

Develop centres of specialization

Adult Learning System Principle(s) met:

1. **Accessibility** – By developing distinct centres of specialization in the communities we serve, Portage College is ensuring that educational opportunities offered within a community support the needs of the community. In addition, as a Comprehensive Community Institution, we are meeting our mandate by supporting community and provincial growth.
2. **Quality** – The centres of specialization will help to diversity the Alberta economy, create research opportunities and provide graduates with the opportunity to make important contributions to the province's economy, society, culture and environment.

| Develop centres of specialization | | |
|-----------------------------------|---|--------------------------|
| Type | Description | Expected Completion Date |
| Priority Initiative | Food Sciences Centre – St. Paul 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. The focus is now to commission and market the incubation capacity. | |
| Expected Outcome | Increased provincial participation at the Entrepreneurial Incubation and Production Facility as well as the Food Processing Laboratory. | June 2020 |
| Expected Outcome | Retail store and café opened. | June 2020 |
| Expected Outcome | Implement leadership model to support St. Paul campus and commercialization. | December 2017 |
| Priority Initiative | Pipeline Training Centre – Boyle The Pipeline Training Centre is the second phase of development at the Boyle site. Relevant training will be developed with industry partners and launched through Continuing Education. | |
| Expected Outcome | Increase awareness of the necessity of constructing the Pipeline Training Centre. | June 2018 |
| Expected Outcome | Develop and deliver pipe coating and pipeline safety training courses. | June 2019 |
| Expected Outcome | Pipeline Inspection & Safety Programming developed. | June 2020 |
| Expected Outcome | Land transaction completed to finalize Phase 2 footprint. | December 2017 |
| Priority Initiative | Water and Wastewater Resources Training Centre – Lac La Biche The Water and Wastewater 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 Water and Wastewater Management Simulation facility. The College received a \$752,460 federal Post-Secondary Institutions Strategic Investment Fund grant to leverage the College's and County's funding. Temporary space configuration and permanent facility drawings are underway. | |

| Develop centres of specialization con't | | |
|---|--|--------------------------|
| Type | Description | Expected Completion Date |
| Expected Outcome | Further funding in place. | June 2020 |
| Expected Outcome | Master design of simulation lab completed. | April 2018 |
| Expected Outcome | Related training programs developed, including Level I Water Operator and Level 1 Wastewater offerings. | June 2018 |
| Priority Initiative | Indigenous Arts Centre – Lac La Biche Portage College's Indigenous Arts Programs are unique in Alberta. The programs have been redesigned to have a strong academic foundation preparing graduates for further studies at a university level or opportunities in entrepreneurial and marketing endeavours. | |
| Expected Outcome | Artist in Residence to deliver workshops in 3 schools within the Portage College service region. | June 2018 |
| Expected Outcome | Increase offerings of Extension studies courses from the Arts & Culture program artists in the region. | June 2018 |
| Expected Outcome | Establish a framework to increase the Museum of Indigenous Art & Artifacts including broadening exposure to Indigenous Art through provincial and national galleries and art shows. | June 2019 |
| Expected Outcome | Work with the President's Indigenous Advisory Committee to implement Indigenous curriculum across all program areas. | June 2020 |
| Expected Outcome | Establish an Indigenous Art authentication process. | June 2020 |
| Expected Outcome | Review options to plan for the development of indoor and outdoor Indigenous Learning spaces at our Lac La Biche Campus. | June 2019 |
| Performance Measure | Develop a model with Continuing Education to increase outreach of arts and culture program. | June 2020 |

Deliver effective and sustainable student supports

Adult Learning System Principle(s) met:

1. **Accessibility** – A revised student enrolment process and a student information portal will ensure that students and parents have clear and easy access to relevant information in planning post-secondary education and a career path.
2. **Coordination** – Investigating opportunities to work with other post-secondary institutions as part of Enterprise Resource Planning will ensure a better use of existing resources across the system.

| Deliver effective and sustainable student supports | | |
|--|---|--------------------------|
| Type | Description | Expected Completion Date |
| Priority Initiative | 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. | |
| Expected Outcome | Manage assigned funding allocation for foundational learning students on behalf of Advanced Education. | June 2018 |
| Expected Outcome | Data collection on enrolment processes strengthened. | June 2018 |
| Expected Outcome | CRM investigated | December 2017 |
| Priority Initiative | 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. | |
| Expected Outcome | System enhancements prioritized as part of Enterprise Resource Planning. Investigate collaborative opportunities. | June 2018 |
| Expected Outcome | Investigate student service solutions that meet service needs but require limited investment of system development and/or IT resources and prioritize for system development. | June 2018 |

| Deliver effective and sustainable student supports con't | | |
|--|---|--------------------------|
| Type | Description | Expected Completion Date |
| Priority Initiative | <p>Alumni Development</p> <p>Portage College (and its historical Lac La Biche predecessors New Start, Pe-Te-Pun and Alberta Vocational College) has been graduating students since 1968 but has not had a formal college alumni program until the past couple of years. The program 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 lifelong learning and College community connections. From the first welcome our approach will be to build College pride, engagement and loyalty.</p> | |
| Expected Outcome | Value-added components of Alumni membership enhanced. | June 2019 |
| Expected Outcome | Online Alumni community established, building memberships and connections. | Ongoing |
| Expected Outcome | Support preparations to celebrate Portage College's 50th Anniversary in 2018. | September 2017 |
| Performance Measure | Student Point of Exit Satisfaction rate reaches 90% | June 2020 |
| Performance Measure | Fall Application to Enrolment Conversion Rate reaches 80% | October 2019 |

Develop and implement a clearly identified brand and provincial assets

Adult Learning System Principle(s) met:

1. **Accessibility** – Increasing the public's awareness of Portage College and our quality programs will allow more students and parents to gain clear and easy access to relevant information in planning post-secondary education.

| Develop and implement a clearly identified brand and provincial assets | | |
|--|---|--------------------------|
| Type | Description | Expected Completion Date |
| Priority Initiative | Corporate Branding & Image Building The College will continue to refresh the Voyageur brand. The brand will grow our provincial market share as it is supported by centres of specialization not found elsewhere. | |
| Expected Outcome | Greater brand awareness of existing and new programming. | Ongoing |
| Expected Outcome | Launch marketing plan to demonstrate how College initiatives are aligned with Adult Learning System principles. | September 2018 |
| Expected Outcome | Greater brand awareness of infrastructure supporting innovation and entrepreneurship in the four areas of specialization. | Ongoing |
| Expected Outcome | Grow internal capacity to manage our corporate image marketing | June 2019 |
| Priority Initiative | College Marketing Plan Corporate Marketing will develop a strategic marketing plan based on the refreshed brand and identify key messaging priorities. | |
| Expected Outcome | Collaborate with communities where Portage College has a campus to promote those communities as College communities on their websites. | June 2020 |
| Performance Measure | Market share (fall applications) of 55% | October 2019 |

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

Adult Learning System Principle(s) met:

1. **Quality** – Supporting our employees' personal and professional growth contributes to the College being able to offer high quality programs which lead to national and international recognition of Alberta's teaching and research excellence. In addition, this allows Portage to be an innovation engine, and play a key role in developing a more diversified and resilient economy.

| Build a clear sense of purpose, value and identity for College employees to engage in College success | | |
|---|--|--------------------------|
| Type | Description | Expected Completion Date |
| Priority Initiative | Employee Engagement Employee engagement is critical to supporting the College in achieving the goals of its strategic plan. | |
| Expected Outcome | Foster the development of our unique corporate cultural identity through the College's communication plan and through its annual planning days. | Ongoing |
| Expected Outcome | Develop an employee volunteer recognition program that encourages increased volunteerism both for internal College initiatives and community initiatives. | June 2018 |
| Priority Initiative | Support Employee Personal and Professional Growth Our students' ability to achieve their goals and to enjoy an exceptional learning experience is dependent on having highly skilled and dedicated staff. | |
| Expected Outcome | College continues to promote utilization of professional development and training and ensure connection to Learning Plans and the College's strategic goals. | Ongoing |
| Expected Outcome | HR to establish a Workforce Development Committee to drive College-wide professional development that is both strategic and operational. The Committee will develop an annual planning process to structure delivery of professional development initiatives. | June 2018 |
| Expected Outcome | Evaluate succession planning activities currently underway to learn best practices for future activities. | June 2018 |
| Expected Outcome | Implement Indigenization of College Human Resources Practices and professional development to meet the Call to Action as identified by the Truth and Reconciliation Commission of Canada and in keeping with the United Nations Declaration on the Rights of Indigenous Peoples. | June 2019 |
| Expected Outcome | Implement Metrics for Human Resources programs and services. | June 2019 |
| Performance Measure | Employee engagement of 70% | June 2020 |
| Performance Measure | Training & Development resource utilization rate reaches 95% | June 2020 |

Diversify the College's funding sources

Adult Learning System Principle(s) met:

1. **Accessibility** – The College's financial stability is key to ensuring that learning opportunities are provided to all Albertans and accommodations are made for individuals who face barriers or who seek different paths to completion.
2. **Affordability** – As relocation for training creates a financial burden for many students, increasing College revenue will help to ensure that every Albertan has the same opportunity to get a post-secondary education, regardless of financial circumstances.

| Diversify the College's funding sources | | |
|---|--|--------------------------|
| Type | Description | Expected Completion Date |
| Priority Initiative | Capital Grants The College will focus on securing new capital to fund various strategic projects. | |
| Expected Outcome | Funding secured for Cold Lake Campus expansion; Government of Alberta allocated \$1.1 million to plan potential expansion in 2017 provincial budget. Need to put together Campus Development Plan with the City of Cold Lake. | June 2018 |
| Expected Outcome | Funding secured for Water and Wastewater Resources Training Centre in Lac La Biche; Lac La Biche County is a partner in the project; College received a federal Post-Secondary Institutions Strategic Investment Fund grant for \$752,460 towards the project. Should be a shovel ready project. | June 2020 |
| Priority Initiative | 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. | |
| Expected Outcome | Entrepreneurial initiatives to bolster operational funding developed, specifically focusing on food as a by-product of training in St. Paul. | June 2019 |
| Expected Outcome | Sustainable ownership and operating models in place to support those entrepreneurial initiatives. | September 2017 |
| Expected Outcome | College borrowing guidelines and procedures established. | December 2017 |
| Expected Outcome | Increased profitability of existing ancillary services (Food Services, Housing, Bookstore). | June 2019 |

| Diversify the College's funding sources con't | | |
|---|---|--------------------------|
| Type | Description | Expected Completion Date |
| Priority Initiative | Continuing Education The College will expand its Continuing Education Department initiatives. Revenue generation is important in order to support other College programs, services, and infrastructure. | |
| Expected Outcome | Contract training offered to businesses in addition to communities. | Ongoing |
| Expected Outcome | Revenue generation from academic extension programs and Continuing Education contracts supports for-credit programs and infrastructure needs. | Ongoing |
| Expected Outcome | Profitability improved through leveraging of redesigned Continuing Education organizational model. | June 2018 |
| Priority Initiative | Fundraising The College will increase dollars raised through fundraising by ensuring that all initiatives are revenue generating. | |
| Expected Outcome | Increased net revenue from fundraising events. | Ongoing |
| Expected Outcome | Increased efforts to solicit external sources for scholarships. | June 2019 |
| Expected Outcome | Alternative avenues to fundraising explored. | September 2017 |
| Expected Outcome | Board of Governors' members engaged in strategic fundraising initiatives. | Ongoing |
| Performance Measure | At least \$2.1 million obtained from capital grant proposals for strategic projects | June 2020 |
| Performance Measure | Cost of fundraising and friendraising events reduced by 15% from 2016 levels. | June 2020 |
| Performance Measure | Amount of donations and gifts in kind increased by 15% from 2016 levels. | June 2020 |

Appendix A: Financial and Budget Information (ooo's)

The College has a balanced operating budget for the fiscal year 2017-18 of \$36,304, a decrease of \$128 (-0.4%) over the 2016-17 original budget. This plan reflects a 2% funding increase to our Campus Alberta Grant in 2017-18, but no additional increase in years two and three of the plan due to uncertainty of the outcome of the 2017 provincial funding model review by Advanced Education.

On June 18, 2015 Advanced Education mandated a two year freeze on tuition and fees managed under Tuition Fees Regulation Policy. This freeze has been extended to a third year for 2017-18, mandated by Advanced Education. The College is projecting a tuition rate increase of 2% in each of the years 2018-19 and 2019-20 in anticipation of the tuition freeze being lifted. The rate increase is based upon the economic outlook for the Alberta Consumer Price Index (CPI).

Funding for apprenticeship trade seats for 2017-18 budget has been reduced by 42 seats (\$155) over 2016-17 by Apprenticeships & Trades, Advanced Education. Apprenticeship seats total 140 or \$515 and remain unchanged throughout the plan. The College Infrastructure Maintenance Program (IMP) grant is projected to remain unchanged at \$811.

The College is forecasting deficits of \$486 (2018-19) and \$1,166 (2019-20) in the plan due to inflationary pressures. Management continues to look for ways to reduce operating costs through efficiencies, however, should the financial outlook not improve for 2018-19, 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 little in accumulated surplus to sustain deficits beyond 2018-19.

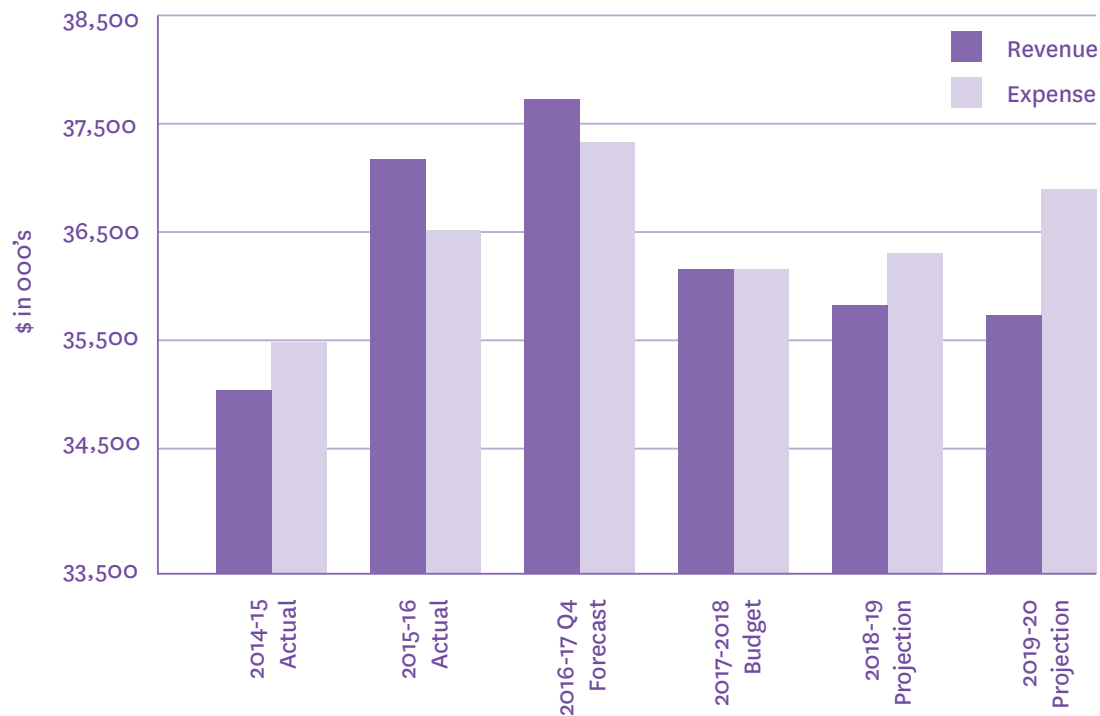
Budget expenditures for self-funded capital for 2017-18 is approved at \$1,040. This plan reflects self-funded capital expenditures at \$1,800 per year in years two and three. Reserves for self-funded capital will be exhausted after 2018-19 creating a shortfall in available funds to perform critical ever-greening of capital in 2019-20 and beyond.

Contributed capital expenditures in this plan consists of secured funding only to support program expansion throughout the plan. The pro-forma consolidated financial statements exclude capital infrastructure and associated operating costs for the Pipeline Training Centre expansion which do not have an approved external funding source.

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 College's operating revenues and expenditures in as spent dollars over a 6-year period.



| | 2014-15 Actual | 2015-16 Actual | 2016-17 Q4 Forecast | 2017-2018 Budget | 2018-19 Projection | 2019-20 Projection |
|-------------------|-------------------|-------------------|------------------------|---------------------|-----------------------|-----------------------|
| Revenue | 35,191 | 37,318 | 37,879 | 36,304 | 35,973 | 35,883 |
| Expense | 35,633 | 36,666 | 37,476 | 36,304 | 36,459 | 37,050 |
| (Deficit) surplus | (442) | 652 | 403 | | (486) | (1,166) |
| Change +/- | | | | | | |
| Revenue | (43) | 2,127 | 561 | (1,575) | (331) | (89) |
| Expense | 1,209 | 1,033 | 810 | (1,172) | 155 | 591 |

PORTAGE COLLEGE
2017-18 APPROVED BUDGET AND TWO YEAR PROJECTION
CONSOLIDATED STATEMENT OF FINANCIAL POSITION (000'S)
AS AT JUNE 30

| | 2015-16 Audited | 2016-17 Q4 Forecast | 2017-18 Budget | 2018-19 Projection | 2019-20 Projection |
|---|------------------|------------------------|------------------|-----------------------|-----------------------|
| Financial Assets | | | | | |
| Cash and cash equivalents | \$ 5,620 | \$ 4,147 | \$ 3,840 | \$ 3,275 | \$ 2,061 |
| Portfolio investments - non-endowment | 1,621 | 1,662 | 1,703 | 1,744 | 1,785 |
| Portfolio investments - restricted for endowments | 2,325 | 2,384 | 2,443 | 2,502 | 2,561 |
| Accounts receivable | 1,028 | 1,049 | 1,070 | 1,091 | 1,113 |
| Inventories for resale | 158 | 161 | 164 | 167 | 170 |
| | 10,752 | 9,403 | 9,220 | 8,779 | 7,690 |
| Liabilities | | | | | |
| Accounts payable and accrued liabilities | 2,301 | 2,347 | 2,394 | 2,442 | 2,491 |
| Employee future benefit liabilities | 289 | 233 | 193 | 155 | 118 |
| Debt | 134 | 107 | 78 | 48 | 17 |
| Deferred revenue | 4,445 | 3,399 | 2,553 | 2,553 | 2,553 |
| | 7,169 | 6,086 | 5,218 | 5,198 | 5,179 |
| Net financial assets | \$ 3,583 | \$ 3,318 | \$ 4,001 | \$ 3,580 | \$ 2,511 |
| Non-financial assets | | | | | |
| Tangible capital assets | 56,202 | 56,036 | 53,784 | 51,153 | 48,684 |
| Inventories of supplies | 51 | 52 | 53 | 54 | 55 |
| Prepaid expenses | 601 | 613 | 625 | 638 | 651 |
| | 56,854 | 56,701 | 54,462 | 51,845 | 49,390 |
| Net assets before deferred capital contributions | \$ 60,437 | \$ 60,019 | \$ 58,463 | \$ 55,426 | \$ 51,901 |
| Spent deferred capital contributions | 47,057 | 46,236 | 44,680 | 42,129 | 39,770 |
| Net assets | \$ 13,380 | \$ 13,783 | \$ 13,783 | \$ 13,297 | \$ 12,131 |
| Net assets comprised of: | | | | | |
| Accumulated surplus ⁽¹⁾ | 13,230 | 13,633 | 13,633 | 13,147 | 11,981 |
| Accumulated remeasurement gains | 150 | 150 | 150 | 150 | 150 |
| | \$ 13,380 | \$ 13,783 | \$ 13,783 | \$ 13,297 | \$ 12,131 |
| ⁽¹⁾ Endowments (included in accumulated surplus) | \$ 2,043 | \$ 2,043 | \$ 2,043 | \$ 2,043 | \$ 2,043 |

PORTAGE COLLEGE
2017-18 APPROVED BUDGET AND TWO YEAR PROJECTION
CONSOLIDATED STATEMENT OF CASH FLOWS (000'S)
AS AT JUNE 30

| | 2015-16 Audited | 2016-17 Q4 Forecast | 2017-18 Budget | 2018-19 Projection | 2019-20 Projection |
|---|--------------------|------------------------|-----------------|-----------------------|-----------------------|
| Operating transactions | | | | | |
| Annual surplus (deficit) | \$ 652 | \$ 403 | \$ - | \$ (486) | \$ (1,166) |
| Add (deduct) non-cash items: | | | | | |
| Amortization of tangible capital assets | 4,269 | 4,387 | 4,479 | 4,430 | 4,294 |
| Loss on disposal of tangible capital assets | 12 | - | - | - | - |
| Capital contributions | 711 | 2,027 | 1,187 | - | 25 |
| Expended capital recognized as revenue | (2,918) | (2,848) | (2,742) | (2,551) | (2,384) |
| (Decrease) increase in employee future benefit liabilities | (79) | (56) | (40) | (38) | (37) |
| Inventory write-downs | 4 | - | - | - | - |
| Increase in inventory for resale | (12) | (3) | (3) | (3) | (3) |
| Realized loss on investment | (10) | - | - | - | - |
| Decrease (increase) in accounts receivable | 179 | (21) | (21) | (21) | (22) |
| Increase in prepaid expenses | (267) | (12) | (12) | (13) | (13) |
| (Decrease) increase in accounts payable and accrued liabilities | (860) | 46 | 47 | 48 | 49 |
| (Increase) decrease in inventory for supplies | (44) | (1) | (1) | (1) | (1) |
| (Decrease) in deferred revenue | (787) | (1,046) | (846) | - | - |
| Cash provided by operating transactions | 850 | 2,876 | 2,048 | 1,365 | 742 |
| Investing transactions | | | | | |
| Purchase of investments | (5,157) | (100) | (100) | (100) | (100) |
| Proceeds on sale of portfolio investments | 3,948 | - | - | - | - |
| Cash applied to investing transactions | (1,209) | (100) | (100) | (100) | (100) |
| Financing transactions | | | | | |
| Debt repayment | (26) | (27) | (29) | (30) | (31) |
| Debt new financing | 14 | - | - | - | - |
| Cash applied to financing transactions | (12) | (27) | (29) | (30) | (31) |
| Capital transactions | | | | | |
| Acquisition of tangible capital assets | (3,270) | (4,221) | (2,227) | (1,800) | (1,825) |
| Cash applied to capital transactions | (3,270) | (4,221) | (2,227) | (1,800) | (1,825) |
| Decrease in cash and cash equivalents | (3,641) | (1,473) | (308) | (565) | (1,214) |
| Cash and cash equivalents, beginning of year | 9,261 | 5,620 | 4,147 | 3,840 | 3,275 |
| Cash and cash equivalents, end of year | \$ 5,620 | \$ 4,147 | \$ 3,840 | \$ 3,275 | \$ 2,061 |

PORTAGE COLLEGE
2017-18 APPROVED BUDGET AND TWO YEAR PROJECTION
CONSOLIDATED STATEMENT OF OPERATIONS - EXPENSE BY FUNCTION (000'S)
AS AT JUNE 30

| | 2015-16 Audited | 2016-17 Budget | 2016-17 Q4 Forecast | 2017-18 Budget | 2018-19 Projection | 2019-20 Projection |
|---|------------------|------------------|------------------------|------------------|-----------------------|-----------------------|
| Revenues | | | | | | |
| Government of Alberta grants | \$ 26,963 | \$ 26,455 | \$ 27,453 | \$ 27,321 | \$ 26,945 | \$ 26,801 |
| Federal and other government grants | 740 | 820 | 1,699 | 604 | 487 | 466 |
| Sales of services and products | 5,071 | 4,526 | 4,253 | 4,311 | 4,242 | 4,179 |
| Student tuition and fees | 4,206 | 4,069 | 4,128 | 3,812 | 3,993 | 4,132 |
| Donations and other contributions | 188 | 165 | 153 | 115 | 162 | 159 |
| Investment income | 150 | 141 | 193 | 141 | 144 | 147 |
| | <u>37,318</u> | <u>36,176</u> | <u>37,879</u> | <u>36,304</u> | <u>35,973</u> | <u>35,883</u> |
| Expenses | | | | | | |
| Instruction | 11,667 | 10,505 | 10,914 | 10,431 | 10,513 | 10,835 |
| Academic and student support | 6,184 | 7,493 | 7,507 | 7,256 | 7,387 | 7,522 |
| Institutional support | 10,248 | 10,604 | 10,321 | 10,429 | 10,483 | 10,462 |
| Information technology | 1,791 | 1,675 | 1,663 | 1,718 | 1,750 | 1,784 |
| Facilities operations and maintenance | 3,970 | 3,948 | 5,126 | 4,587 | 4,404 | 4,490 |
| Ancillary services | 2,488 | 1,840 | 1,848 | 1,836 | 1,872 | 1,908 |
| Sponsored research | 121 | - | - | - | - | - |
| Special purpose trust | 197 | 111 | 97 | 47 | 48 | 49 |
| | <u>36,666</u> | <u>36,176</u> | <u>37,476</u> | <u>36,304</u> | <u>36,459</u> | <u>37,050</u> |
| Annual surplus (deficit) | 652 | - | 403 | - | (486) | (1,166) |
| Accumulated surplus, beginning of year | 12,578 | 13,224 | 13,230 | 13,633 | 13,633 | 13,147 |
| Accumulated surplus, end of year | <u>\$ 13,230</u> | <u>\$ 13,224</u> | <u>\$ 13,633</u> | <u>\$ 13,633</u> | <u>\$ 13,147</u> | <u>\$ 11,981</u> |

PORTAGE COLLEGE
2017-18 APPROVED BUDGET AND TWO YEAR PROJECTION
CONSOLIDATED STATEMENT OF OPERATIONS - EXPENSE BY OBJECT (000'S)
AS AT JUNE 30

| | 2015-16 Audited | 2016-17 Budget | 2016-17 Q4 Forecast | 2017-18 Budget | 2018-19 Projection | 2019-20 Projection |
|---|------------------|------------------|------------------------|------------------|-----------------------|-----------------------|
| Revenues | | | | | | |
| Government of Alberta grants | \$ 26,963 | \$ 26,455 | \$ 27,453 | \$ 27,321 | \$ 26,945 | \$ 26,801 |
| Federal and other government grants | 740 | 820 | 1,699 | 604 | 487 | 466 |
| Sales of services and products | 5,071 | 4,526 | 4,253 | 4,311 | 4,242 | 4,179 |
| Student tuition and fees | 4,206 | 4,069 | 4,128 | 3,812 | 3,993 | 4,132 |
| Donations and other contributions | 188 | 165 | 153 | 115 | 162 | 159 |
| Investment income | 150 | 141 | 193 | 141 | 144 | 147 |
| | <u>37,318</u> | <u>36,176</u> | <u>37,879</u> | <u>36,304</u> | <u>35,973</u> | <u>35,883</u> |
| Expenses | | | | | | |
| Salaries and benefits | 22,879 | 20,948 | 21,997 | 21,687 | 22,037 | 22,598 |
| Materials, supplies and services | 6,888 | 7,832 | 7,696 | 6,991 | 8,821 | 8,971 |
| Utilities | 757 | 815 | 804 | 863 | 303 | 309 |
| Maintenance and repairs | 1,465 | 1,803 | 2,030 | 1,993 | 578 | 589 |
| Scholarships and bursaries | 402 | 294 | 557 | 287 | 287 | 287 |
| Interest on debt | 6 | 5 | 5 | 4 | 3 | 2 |
| Amortization of capital assets | 4,269 | 4,479 | 4,387 | 4,479 | 4,430 | 4,294 |
| | <u>36,666</u> | <u>36,176</u> | <u>37,476</u> | <u>36,304</u> | <u>36,459</u> | <u>37,050</u> |
| Annual surplus (deficit) | 652 | - | 403 | - | (486) | (1,166) |
| Accumulated surplus, beginning of year | 12,578 | 13,224 | 13,230 | 13,633 | 13,633 | 13,147 |
| Accumulated surplus, end of year | <u>\$ 13,230</u> | <u>\$ 13,224</u> | <u>\$ 13,633</u> | <u>\$ 13,633</u> | <u>\$ 13,147</u> | <u>\$ 11,981</u> |

Tuition and Fees

The Board of Governors approved a zero percent tuition fee increase for the 2017-18 academic year in accordance with Advanced Education's mandated tuition freeze. Tuition Fee Regulation policy is in accordance with a mandated two-year tuition freeze that was imposed by Advanced Education on June 18, 2015 for regulated tuition and mandatory non-instructional fees. The tuition freeze was extended for a third year (2017-18) by Advanced Education.

The College is projecting a tuition rate increase of 2% in each of the years 2018-19 and 2019-20 in anticipation of the tuition freeze being lifted. The rate increase is based upon the economic outlook for the Alberta Consumer Price Index (CPI).



Financial Assumptions

| | 2017-2018 | 2018-19 | 2019-20 |
|--|------------------|------------------|------------------|
| Campus Alberta Grant COLA % | 2.0% | 0.0% | 0.0% |
| Campus Alberta base opening | \$ 22,382 | \$ 22,828 | \$ 22,828 |
| Campus Alberta COLA amount | 446 | - | - |
| Campus Alberta Grant (base portion) | 22,828 | 22,828 | 22,828 |
| LPN target enrolment expansion | 300 | 300 | 300 |
| Apprenticeship trade seat funding | 515 | 515 | 515 |
| Infrastructure Maintenance Grant | 811 | 811 | 811 |
| Sub-total | 24,454 | 24,454 | 24,454 |
| Funding for students with disabilities | 181 | 181 | 181 |
| Campus Alberta Grant | \$ 24,635 | \$ 24,635 | \$ 24,635 |
| Other Revenues | | | |
| FLE | 914 | 917 | 953 |
| Trade seats | 140 | 140 | 140 |
| Tuition fee increase % (AB CPI) | frozen | 2.0% | 2.0% |
| Tuition revenue credit programming | \$ 3,812 | \$ 3,993 | \$ 4,132 |
| Investment income | per budget | 2.0% | 2.0% |
| Misc. income | per budget | 1.0% | 1.0% |
| Sales of services and products excl Ocn Ed | per budget | 1.0% | 1.0% |
| Continuing Education programming | per budget | -5.0% | -5.0% |
| Operating Expenditures | | | |
| Salary, wages and benefits | | | |
| grid movement - Staff and Faculty | per budget | 1.85% | 1.85% |
| grid movement - Management & Excluded | frozen | 0.95% | 0.95% |
| 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 | 2.0% | 2.0% |
| Maintenance and repairs (AB CPI) | per budget | 2.0% | 2.0% |
| Contracts (AB CPI) | per budget | 2.0% | 2.0% |
| Utilities (AB CPI) | per budget | 2.0% | 2.0% |
| Self-funded capital | \$ 1,040 | \$ 1,800 | \$ 1,800 |

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.

| | 2016-17 Q4 Forecast | Source | 2017-18 Budget | Source | 2018-19 Projection | Source | 2019-20 Projection | Source |
|------------------|---------------------------|----------|-------------------|----------|-----------------------|----------|-----------------------|----------|
| Facilities | \$ 191 | Internal | \$ - | Internal | \$ 680 | Internal | \$ 680 | Internal |
| Facilities | 200 | Reserves | - | Reserves | - | Reserves | - | Reserves |
| Non-IT Equipment | 584 | Internal | 207 | Internal | 400 | Internal | 400 | Internal |
| Non-IT Equipment | 91 | Reserves | - | Reserves | - | Reserves | - | Reserves |
| IT & systems | 929 | Internal | 673 | Internal | 720 | Internal | 720 | Internal |
| IT & systems | 95 | Reserves | 160 | Reserves | - | Reserves | - | Reserves |
| Other-Land | 104 | Internal | - | Internal | - | Internal | - | Internal |
| Other-Land | - | Reserves | - | Reserves | - | Reserves | - | Reserves |
| Total | \$ 2,194 | | \$ 1,040 | | \$ 1,800 | | \$ 1,800 | |
| | \$ 1,809 | Internal | \$ 880 | Internal | \$ 1800 | Internal | \$ 1800 | Internal |
| | 385 | Reserves | 160 | Reserves | - | Reserves | - | Reserves |

Contributed capital

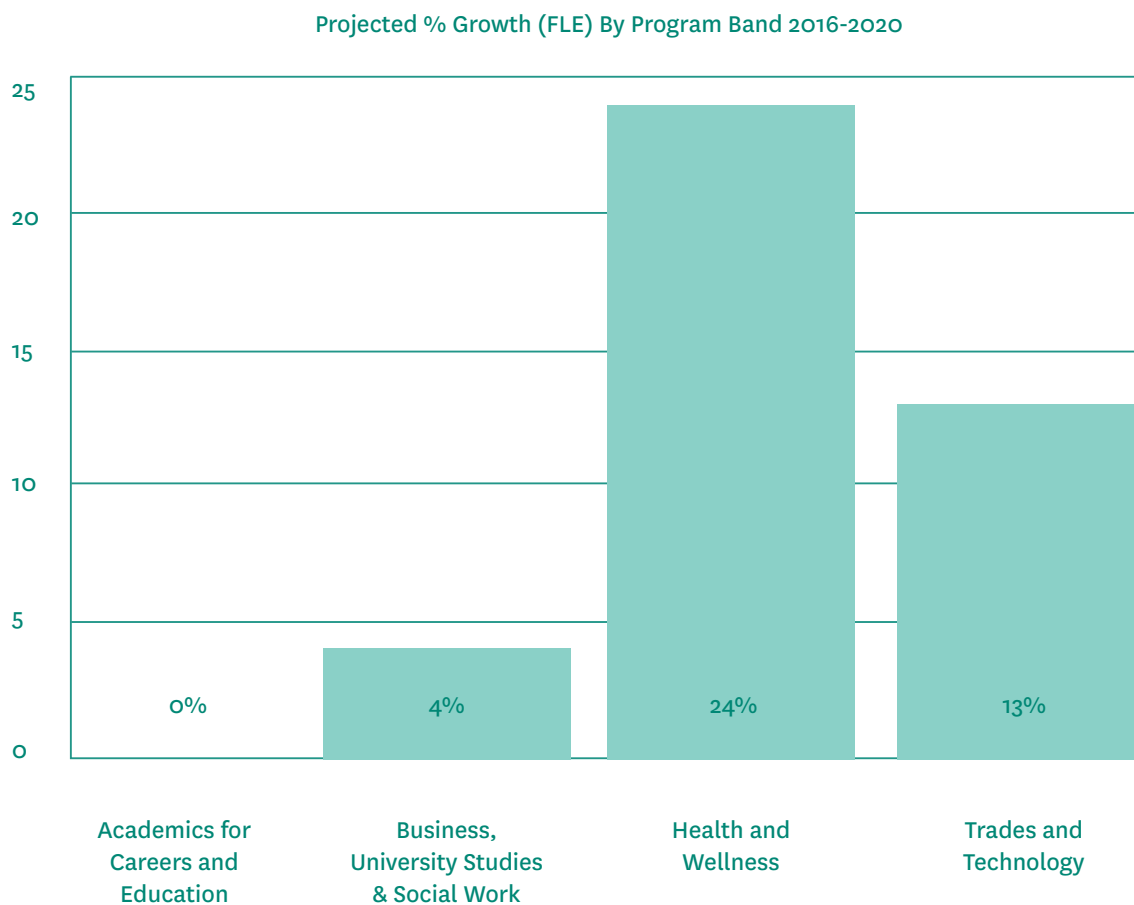
Contributed capital is externally sourced capital funds.

This plan only reflect funds secured for current and future capital projects.

| | 2016-17 Q4 Forecast | 2017-18 Budget | 2018-19 Projection | 2019-20 Projection |
|--|------------------------|-------------------|-----------------------|-----------------------|
| Water/wastewater simulation lab - SIF | \$ 178 | \$ 574 | \$ - | \$ - |
| Water/wastewater simulation lab - LLB County | - | 600 | - | - |
| Water/wastewater simulation lab - Access to the future | 81 | - | - | - |
| IT Infrastructure renewal - SIF | 210 | - | - | - |
| NRT lab & greenhouse - SIF | 388 | 12 | - | - |
| NRT lab & greenhouse - Advanced Education | 300 | - | - | - |
| Domestic Hot Water | 597 | - | - | - |
| Audio Visual classrooms | 31 | - | - | - |
| HET FIIAT grant | 138 | - | - | - |
| Multimedia room St. Paul Campus | 82 | - | - | - |
| Electrical equipment | 21 | - | - | - |
| Surface tablets | 1 | - | - | - |
| New - Aboriginal Fine Arts Diploma | - | - | - | 25 |
| Total | \$ 2,027 | \$ 1,187 | \$ - | \$ 25 |

Appendix B: Enrolment Plan and Proposed Programming

| | Actual 2015-16 FLE | Estimate 2016-17 FLE | Forecast 2017-18 FLE | Forecast 2018-19 FLE | Forecast 2019-20 FLE |
|---|--------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| Portage College Total | 874 | 891 | 914 | 917 | 953 |
| ACE, Food Sciences | 326 | 383 | 373 | 376 | 383 |
| Aboriginal Art Certificate | 5.2 | 8.6 | 9.5 | 11.9 | 11.9 |
| Academic Foundations and College Prep | 191.1 | 209.0 | 210.5 | 212.0 | 212.0 |
| Artisan Entrepreneurship Diploma | 6.3 | Not offered | 7.0 | 9.3 | 9.3 |
| Baking Certificate | 5.9 | 5.0 | 6.0 | 7.0 | 7.0 |
| Culinary Arts Diploma | 27.5 | 30.2 | 31.7 | 31.8 | 31.8 |
| Early Learning Childhood Certificate | 42.9 | 45.4 | 43.0 | 39.0 | 39.0 |
| Early Learning Childhood Diploma | 13.6 | 20.5 | 14.0 | 14.0 | 14.0 |
| Educational Assistant Certificate | 14.1 | 25.0 | 16.0 | 15.0 | 15.0 |
| Educational Assistant Diploma | 4.0 | 3.0 | 1.4 | 2.0 | 2.0 |
| Fine Arts Diploma | Not offered | Not offered | Not offered | Not offered | 7.5 |
| General Studies/Open Studies | 10.6 | 33.5 | 30.5 | 31.0 | 31.0 |
| Institutional Cook | 4.7 | 3.0 | 3.0 | 3.0 | 3.0 |
| Business, University Studies & Social Work | 190 | 223 | 217 | 228 | 233 |
| Accounting Technician | 6.9 | 8.3 | 9.9 | 9.9 | 9.9 |
| Business Administration Certificate | 37.5 | 49.0 | 46.0 | 48.0 | 48.0 |
| Business Administration Diplomas | 14.8 | 17.6 | 23.0 | 24.0 | 24.0 |
| Community Social Work | 52.9 | 53.1 | 55.0 | 50.9 | 56.0 |
| Natural Resources Technology | 21.3 | 29.2 | 33.0 | 35.0 | 35.0 |
| Office Administration | 10.8 | 7.3 | 10.2 | 10.2 | 10.2 |
| University Studies | 45.9 | 58.6 | 39.7 | 50.0 | 50.0 |
| Health and Wellness | 144 | 135 | 166 | 157 | 168 |
| Advanced Care Paramedic (formerly EMTP) | 54.9 | 52.3 | 54.5 | 54.5 | 54.5 |
| Emergency Medical Responder | 6.2 | Not offered | 5.3 | 5.3 | 5.3 |
| Practical Nurse Diploma | 52.8 | 64.9 | 84.0 | 73.0 | 84.0 |
| Primary Care Paramedic (formerly EMT) | 30.3 | 17.5 | 22.7 | 23.8 | 23.8 |
| Trades and Technology | 214 | 150 | 158 | 156 | 169 |
| Diesel Engine Technology | Not offered | Not offered | Undesignated | Undesignated | 3.2 |
| Electrician | 24.4 | 17.5 | 19.8 | 18.9 | 18.9 |
| Hairstyling | Not offered | 11.7 | 18.0 | 22.5 | 22.5 |
| Heavy Equipment Operator | 20.3 | 20.9 | 21.1 | 14.2 | 14.2 |
| Heavy Equipment Technician Per. 1 | Not offered | Not offered | Not offered | Not offered | 4.0 |
| Power Engineering class 3 | 65.8 | 41.9 | 48.4 | 48.4 | 48.4 |
| Power Engineering class 4 | 69.0 | 36.0 | 28.8 | 28.8 | 28.8 |
| Pre-Employment Heavy Equipment Technician | 4.3 | 5.9 | 3.2 | 6.4 | 3.2 |
| Pre-Employment Welding | 7.5 | 4.3 | 5.3 | 5.3 | 5.3 |
| SAGD DAWT | 3.8 | 0.8 | 2.1 | 2.1 | 2.1 |
| Steamfitter-Pipefitter | 5.6 | 4.6 | 4.6 | 3.2 | 3.2 |
| Wastewater Operator Technician | Not offered | Not offered | Not offered | Not offered | 9.0 |
| Welding | 12.8 | 7.0 | 6.5 | 6.5 | 6.5 |



The chart above shows that the Faculty of Health and Wellness is expected to grow the most between 2017 and 2020, due mostly to increase Practical Nurse Diploma enrolments. It is important to note that the FLE counts fluctuate from year to year as only at our Cold Lake Campus is both Year 1 and Year 2 of the program offered in the same academic year. The 13% increase in the Faculty of Trades and Technology is due to new programs (Diesel Engine Technology and Wastewater Operator Technician) coming on stream.

Part-time learners have accounted for a significant number of our College students, as high as 79% when calculated over an academic year. With the decline in regional employment in the past few years, the percentage dropped to 47% in 2014-15 and 2015-16. This trend is expected to continue.

While Portage continues to research and develop new programs, the College is focusing on securing and increasing enrolments of existing programs during the next three years. The College is also focused on increasing the enrolments of under-represented learners. As a result, there are fewer planned new program offerings than itemized in previous Comprehensive Institutional Plans.

| New Program | Implementation |
|--|----------------|
| Diesel Engine Technology (Continuing Education) | 2017-2018 |
| Remodelled Programs | Implementation |
| Emergency Medical Responder | 2017-2018 |
| Primary Care Paramedic (formerly EMT) | 2017-2018 |
| In Development | Implementation |
| Fine Arts Diploma (courses through University Studies) | 2019-2020 |
| Bachelor of Business Administration (Collaboration) | TBA |
| Pharmacy Technician Diploma | TBA |
| Pipeline Installation and Maintenance Technology | TBA |
| Water-related programs | 2019-2020 |
| Other programs supporting 10-year program plan at Cold Lake campus | TBA |

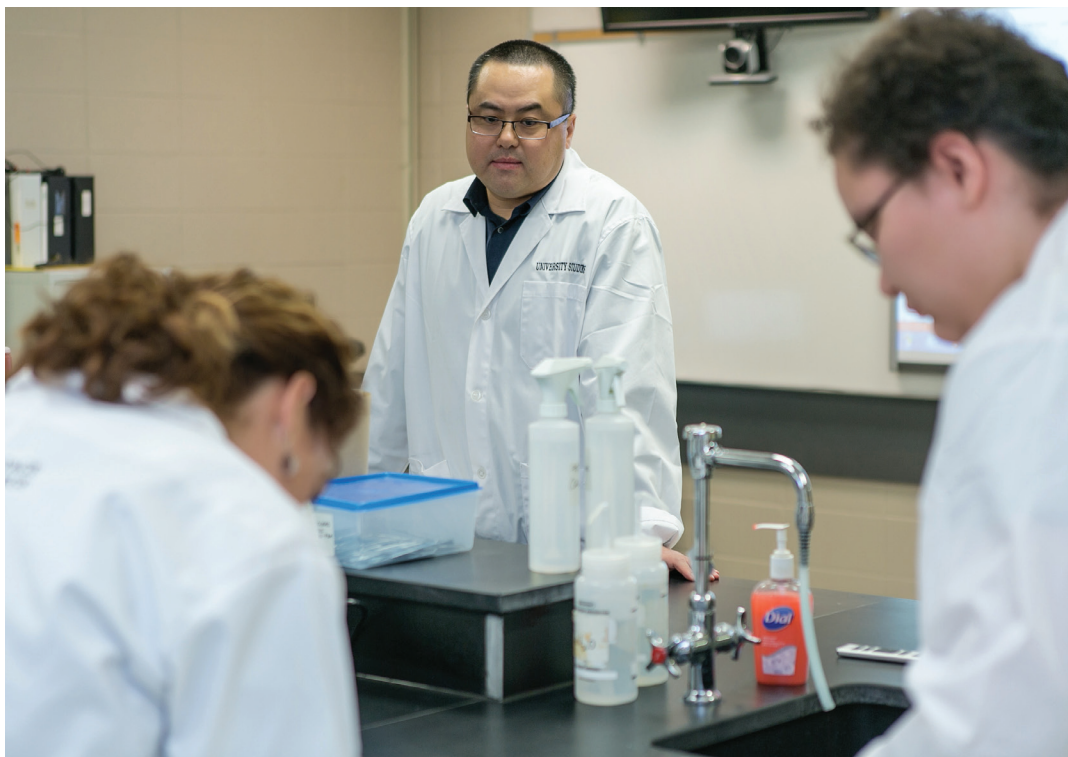
Diesel Engine Technology is a program that will deliver theory instruction and hands-on, technical training equivalent to Period 2 of Heavy Equipment Technician (HET). The program will allow graduates to start working towards becoming qualified journeypersons. The program will also prepare students to write the Period 2 HET apprenticeship exam. The program is completely developed and will be offered through Continuing Education until student demand warrants a credit program launch.

The College suspended the Emergency Medical Responder (EMR) program in 2016-2017 in order to rebuild the curriculum to meet new minimum education standards as mandated by the Alberta College of Paramedics. The remodelled program better reflects the foundational knowledge in sciences and emergency medical services as required for a current EMR licence. Students will now receive 384 hours of instruction and placement time over 20 weeks, up from 206 hours and 16 weeks under the old model. Students will also take a minimum of three University Transfer courses that will ladder into the Primary Care Paramedic, Advanced Care Paramedic or Practical Nurse Diploma programs.

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 (ATEP) through the University of Alberta (U of A) and the Bachelor of Social Work program through the University of Calgary. One possibility the College is exploring is hosting NAIT's Bachelor of Business Administration program. The College is also partnering with the U of A to offer another iteration of ATEP in 2018 at our Cold Lake Campus.

After completing a certificate in Aboriginal Arts in their first year, Native Arts and Culture students will have a second option continue to hone their artistic talents in Year 2 of a Fine Arts Diploma. The new diploma specialization will be geared towards transfer to a Fine Arts program in Alberta. As one of two specialization options, Portage College will further enhance its historic flagship and unique program in the province of Alberta. Courses will be offered through the College's University Studies program to build demand prior to a full launch.

As part of a \$1.1 million provincially-funded feasibility study to expand our cramped Cold Lake campus, the College will be examining future program delivery options for the region. A demand and labour market analysis for Pharmacy Technician has already been completed. 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. Other programming, particularly in trades, Continuing Education and partnered-degree completion will depend upon demand and labour market analyses yet to be completed.





For the past six 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 now-approved Keystone pipeline – 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, and pipeline coating. As noted in Appendix F, extensive research conducted by the College, Advanced Education, Alberta Innovates and the Northern Alberta Development Council shows that there is both student and labour market demand for such programming.

The College is also developing a Water and Wastewater Operator program, working with Stantec Engineering as the subject matter expert. The College received \$600,000 from Lac La Biche County and leveraged that support to receive a federal Post-Secondary Institutions Strategic Investment Fund (SIF) grant. This will be used to design temporary and permanent lab facilities. The program will be launched through Continuing Education until sufficient demand warrants certification from Advanced Education.

Appendix C: Research, Applied Research and Scholarly Activities

Given the College's current financial challenges, the number of applied research (AR) projects undertaken will be very limited if any. The difficult task for Portage is to find resources to fund our portion of AR costs in order to apply for research grants. Future research is likely to 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 member in the Alberta Rural Development Network (ARDN), currently chaired by Portage President and CEO Dr. Trent Keough. A partnership of nine 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 12 different economic development/networking events in its region since 2010 – including sessions to address rural and remote homelessness – 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. The College worked with ARDN to create an inventory of planned and currently available pipeline-related skills training and professional programs at post-secondary institutions, which served as a basis for further pipeline-related research conducted in 2014.

Portage College will also continue to be an active partner in Labour Education Applied Research North (LEARN). The AR group, formerly known as the Northern Labour Market Information Clearinghouse, is facilitated by the Northern Alberta Development Council (NADC) and includes representatives from 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. LEARN recently completed a strategic communications plan designed to increase awareness of the group, which has produced 125 labour-market research reports since 1995. The partnership is an effective management of resources and is an example of post-secondary institutions collaborating with the NADC to find solutions to common challenges.

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. **An evaluation and redesigning of our Community Engagement processes**

The College engages with community members on several levels and with varying purposes. We will be evaluating these connections to get maximal reach and impact within existing budgets.

2. **Contract Training and Continuing Education in Indigenous Communities**

The College's Continuing Education Department will be working more strategically with Indigenous communities with whom we have had historically high levels of engagement. This includes reviewing the Labour Force Analysis plans that were completed in 2015. The College is attempting to encourage the various departments in the communities to work together as there are often training initiatives that can meet the mandates of several agencies. The Continuing Education Department will also be focusing on bringing training to communities that are currently less engaged by engaging with them to apply for the recently-announced federal government funding.



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 Alberta Hub, the Northern Alberta Development Council, Parent Link and FCSS. We wish to create more opportunities for community organizations to use College facilities.

4. The College will be increasing our connection with Community Adult Learning Programs (CALPs)

We currently offer facilities to the CALPs in St Paul and Lac La Biche. We partner on a referral basis students to Community Adult Learning (CAL) – especially ESL and basic-Foundational-level students who achieve success – to our Academic Upgrading programs. We are having a meeting in spring 2017 with all CALPs in the region and the Regional Coordinator East-Central to determine how we can work closer to support adult learning in our region. In addition, we will continue to operate as a CALP offering the Family Literacy programming in St Paul.

Through the Family Literacy Initiative, we are partnering with Community Adult Learning in St. Paul at Portage College to work on literacy initiatives, and with the St. Paul Municipal Library, Parent Link, Mannawanis Friendship Centre, Franco-accueil, Family and Community Support Services, Alberta Health Services and Alberta Works to provide programming. We also deliver programs at the Elk Point Municipal Library, Adult Learning Centre and Elk Point Heritage Lodge to provide opportunities for families to meet their Literacy needs. The coordinator has also set up meetings with Saddle Lake Adult and Literacy Program to work on providing parenting and literacy programming.



The College is always proactively seeking to partner with industry, post-secondary institutions, and other organizations to provide students with the exceptional learning experience they deserve. We strive to help the communities we serve flourish. Portage continues to believe that we thrive from the diversity of our partnerships and initiatives and actively seeks out and welcomes partnering opportunities. With funding for foundational training and non-credit funding being eliminated and the slow recovery of the provincial economy, partnerships are becoming increasingly important. 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. Due to the ongoing support of our instructor and learner support in the classroom, students are becoming carpenters, electricians and plumbers. With ongoing support and guidance, the students overcome many obstacles and become positive role models to their family and community.
2. Whitefish Lake Open Campus – The Open Campus is a seamless operation of 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. In addition, the College has expanded offering Foundational Learning to adult students which we intend to continue to make available in the community through our Continuing Education Department.
3. Working with the University of Alberta to bring the Aboriginal Teacher Education Program to the region in 2018 as part of a cyclical plan. The College hosted two successful iterations of the program in 2010 and 2014.
4. Memorandums of understanding have been signed for Dual Credit with the following school divisions: Aspen View Public Schools, Lakeland Catholic Schools and Northern Lights Public Schools. These memorandums explain how the College and the school divisions will partner to expand opportunities to high school students including allowing any registered high school student to take one no-cost-tuition-free University Studies course per semester.
5. Introduction to Entrepreneurship Course with Northern Lights Public Schools (NLPS) – The online course gives students a sense of what being an entrepreneur is all about and is taught by the College's business instructors. In addition to business practices, the students also study social entrepreneurship, which involves applying business techniques to cultural, environmental and social issues. NLPS has opened its offering to include multiple school divisions.

6. Buffalo Lake Métis Settlement Entrepreneurial Incubator Partnership – The College has partnered with Buffalo Lake Métis Settlement, Trade Winds to Success, and industry partners such as ZAYFTI, Northwest Fabricators, Lincoln County Oilfield Services, DDC Sand, Gravel & Concrete and Lac La Biche County to submit a funding request to Western Economic Diversification Canada to fund a five-year incubator program. The program would operate in the newly-constructed facility in Buffalo Lake Métis Settlement. The College would be working with our partners to deliver a program which takes residents identified by the community through a Career Exploration and Job Readiness program including a job shadow with industry. Students select a pathway either into apprenticeship trades or career programs. Students will then receive the Trade Winds to Success trades entrance exam preparation program or General Equivalency Diploma preparation. In addition, students will receive entrepreneurial training and industry partners will receive Indigenous Culture sensitivity training. Graduates of the incubator will then go on to complete apprenticeship training or career program training and become indentured and mentored by the industry partners. The Buffalo Lake site will serve as a pilot. Several Indigenous Communities have expressed interest in the program.
7. The College has assigned an instructor from the Native Arts and Culture program to act as a liaison bringing training to the Indigenous Communities in our region. The instructor will connect interested communities to former graduates of our programs. The College's curriculum will be taught in modules within the communities. The College will be working with the communities to help them apply for Federal government grants to fund this outreach training.
8. The College continues to deliver Practical Nurse, Primary Care Paramedic, Advanced Care Paramedic, University Studies, College Preparation, Educational Assistant, Early Learning Childcare, and Pre-employment Heavy Equipment Technician programs using a blended format. Depending on the program, the students are able to take portions or in some cases full training from anywhere. The College is focusing on expanding our extension studies programs to bring them throughout the region through the Continuing Education Department.

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. This is in addition to the \$400,000 in scholarships and bursaries available to all Portage students.

While Portage College has a long standing history of working with Indigenous people, we are actively working to ensure we achieve the outcomes reflected in the spirit and facts of the Truth and Reconciliation Commission of Canada: Call to Action. Therefore the College established the President's Indigenous Advisory Committee and will be creating an Indigenization plan. We are inviting elders to join this Committee and have assigned three subcommittees to do some of the ground work. The Indigenization of Programming is responsible to guide a review of all College programs and curriculum to ensure they are culturally appropriate and to make recommendations about an Indigenization program in keeping with the United Nations Declaration on the Rights of Indigenous Peoples. The Indigenization of HR and Training subcommittee will be conducting



a review of the College's Human Resources guidelines and practices and employee development plans and making recommendations. The third subcommittee is responsible for working on marketing, public relations, corporate relationships and community relations. It is intended that a full Indigenization plan will be completed in 2018-2019.

Portage has been fortunate to receive funding for campus planning and as part of this exercise is working with the City of Cold Lake to determine a growth strategy for programming mix in Cold Lake and develop a campus plan to support that growth.

Using an inclusive campus model, Portage College offers many supports to learners with disabilities. Through Student Learning Services, students are able to access a wide variety of services including 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. The College has inadequate funding to meet current demands.

Appendix E: Internationalization

International students have never accounted for more than nominal enrolment at Portage College. The highest number of out-of-country students the College has recorded in a single academic year prior to 2016-2017 is 17 in 2009-10 (0.6% of overall student enrolment). As a result, given a current lack of resources to attract a significant number of international students, the College has decided to focus on domestic students during the next three years, particularly the under-represented and disenfranchised Indigenous populations. There is a cohort of Indigenous learners who are presently unable to avoid the barriers of: mobility, mental wellness, poverty, successful completion of high school, inadequate income supports, and the stereotype that Indigenous employability is to be for low-paying, entry-level work that is seasonal, contractual or periodic.

Portage is still open to pursuing international partnerships where financially feasible, however. In 2014, the 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 received applications from 40 international students in 2016-2017; 15 enrolled, the majority in business-related programming.



Appendix F: Capital Plan

Infrastructure

New facility construction, expansion and renovation are critical to the College's new programming initiatives. Limited available infrastructure dollars from the province means that the College has to self-fund projects, such as our recently-opened state-of-the-art hairstyling lab which allows us 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 expanding our Cold Lake Campus and building Canada's first Pipeline Training Centre in Boyle, but will require significant support from the province and other funders to undertake such projects.

| Projects (listed in order of priority) | CIP Goals | Project Cost \$ | Fully Funded | Funding Source | Proposed Timeline |
|---|--|----------------------------------|--------------|---|--|
| Cold Lake Campus Expansion | <ul style="list-style-type: none"> • Grow access to programs • Develop and implement centres of specialization | 30,000,000 (high-level estimate) | N | Federal and provincial funding requests continue. Received \$1.1 million for campus planning from Government of Alberta in 2017 provincial budget. | Campus expansion planning – completed by 2018. Project completed by 2020. |
| Lac La Biche Water & Wastewater Training Centre | <ul style="list-style-type: none"> • Grow access to programs • Develop and implement centres of specialization | 20,000,000 | N | Federal Post-Secondary Institutions Investment Fund grant (\$752,460), Lac La Biche County (\$600,000). Federal and provincial funding requests continue. | Phase I - Initial design completed by April 2018. Start construction 2019, complete by 2020. |

| Projects (listed in order of priority) | CIP Goals | Project Cost \$ | Fully Funded | Funding Source | Proposed Timeline |
|--|--|-----------------|--------------|---|---|
| Pipeline Training Centre in Boyle – Phase I | <ul style="list-style-type: none"> • Grow access to programs • Develop and implement centres of specialization | 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. | With funding in place, completed by 2020. |
| Pipeline Training Centre in Boyle – Phase II | <ul style="list-style-type: none"> • Grow access to programs • Develop and implement centres of specialization | 20,000,000 | N | Federal and provincial funding requests continue. | With funding in place, completed by 2020. |

Space is at a premium at Portage's Cold Lake Campus. Students currently sit in a stairwell between classes. With the recent 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) has been increasing for five consecutive years. In the past two years alone, enrolment has increased by 63%, from 249 in 2014-2015 to 407 in 2016-2017. A proposed 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. The proposed expansion would double the size of the campus to 58,125 square feet. Advanced Education is providing \$1.1 million for the College to complete a feasibility study for facility and program expansion in collaboration with the City of Cold Lake.

The College continues to advocate for the development of a Pipeline & Heavy Equipment Training Centre at our Boyle Campus. The intent of the \$50 million project² is to develop a fully-functional facility for workplace training in construction, operation, and maintenance of pipelines, monitoring of pipeline integrity and hazard/incident response. Phase I includes a \$10 million process loop that will be able to safely simulate oil spills and pipeline breaches using non-toxic materials. It 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 and has established a 42-member working camp on the site. With increasing environmental concerns and the slow recovery of oil prices since the economic slowdown began in July 2014, being able to move Alberta oil safely and to 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 – notwithstanding the current oil and gas industry slowdown – and unmet student demand in the province. Between 2010 and 2016, applications to pipeline-related engineering programs increased by 96.2% while enrolments only increased by 4.9%. Research jointly undertaken by the College, Advanced Education, Alberta Innovates and the Northern Alberta Development Council shows the importance of the initiative. More than

¹ ²Class V estimate



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.

In the fall of 2016, the College received a federal Post-Secondary Institutions Strategic Investment Fund (SIF) grant for \$752,460 to help build the Water and Wastewater Simulation Lab. Partners in the project are Lac La Biche County, Advanced Education, and Innovation, Science and Economic Development Canada. The lab is part of a larger project to build a Water and Wastewater Training Centre in Lac La Biche. The College is already offering water and wastewater-related programming through the Continuing Education department.

Facility Maintenance and Renovation Projects

| Projects (listed in order of priority) | CIP Goals | Project Cost \$ | Fully Funded | Funding Source |
|--|--|-----------------|--------------|---|
| Replace Domestic Hot/Cold Water Distribution System – LLB Campus | Grow graduate and completion rates across all programs | 4,300,000 | N | Requested of Alberta Infrastructure through BLIMS, \$840,000 in place |
| Curbs, sidewalks and driveways – LLB Campus | Grow graduate and completion rates across all programs | 2,500,000 | N | Requested of Alberta Infrastructure through BLIMS |
| Asphalt overlay and line painting – LLB Campus | Grow graduate and completion rates across all programs | 2,649,000 | N | Requested of Alberta Infrastructure through BLIMS |
| Roof Replacement | Grow graduate and completion rates across all programs | 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. At the top of the list 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 and to make sure that our students have the services and supports that they need to succeed. The College has established a back-up system located elsewhere.

Appendix G: Information Technology

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

| Projects (listed in order of priority) | Driving Factor(s) | Project Cost \$ | Fully Funded | Funding Source | Proposed Timeline |
|--|---------------------------------------|-----------------|--------------|---|-----------------------------------|
| Intranet Deployment | Business Efficiency, Student Services | 400,000 | N | Portage College | June 2020 |
| ERP Renewal | Business Efficiency, Student Services | 2,250,000 | N | Business case has been completed. College is now looking for funding to enhance own ERP system. | June 2020 |
| Network Infrastructure Renewal | Business Efficiency, Student Services | 700,000 | N | Portage College | Start 2017-18; complete June 2020 |
| Disaster Recovery | Business Continuity – Phase II | 100,000 | N | Portage College | June 2018 |
| Security Systems Upgrade | Business Efficiency, Student Services | 260,000 | Y | Portage College | June 2019 |

With Portage offering more of its programs using a blended-delivery or fully-online model, expanding and upgrading 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, continuing to improve network infrastructure, and upgrading our security systems. The College has completed a business case to enhance and upgrade our current ERP system. Portage had been exploring the option of participating in the Campus Alberta Unified Services (CAUS) program, which would make ERP functionality and certain business services available to rural and smaller PSIs through the University of Alberta. An independent consultant, hired by the College using seed money from CAUS, determined that initial costs would be 1.5 to 3 times higher than an in-house solution. Incremental ongoing costs would also be 7 times higher than upgrading our current ERP system. To aid in disaster recovery, the College has set up a secure back-up site and is now looking to build in addition redundancy to help make our IT systems more robust.





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#WeAreVoyageurs #DoExtraordinaryThings #DenytheOrdinary