



FACULTY OF
**AGRICULTURAL, LIFE &
ENVIRONMENTAL SCIENCES**

UNIVERSITY OF ALBERTA



Dare
to Make a World of
Difference!

**Institutional Access Plan
2010-11**

Access Goals, Expected Outcomes, and Performance Measures

In each section below, provide an overview of the Faculty’s access goals. Each goal should be fairly broad and provide an overall direction that the Faculty considers to be strategically important. The Faculty should develop specific objectives and strategies associated with each goal and the associated performance measure that will demonstrate progress towards achieving the objectives. The measures used to report performance should be limited to a few critical indicators.

Although the template provides space for one access goal in each section, it can be expanded (using the structure provided in the template) to include additional goals in each category.

A. Initiatives to Maintain and Enhance Access¹

In this section, describe the Faculty’s goals that are designed to increase recruitment, retention, and completion rates. Faculties should also identify access goals designed to enhance support for students within the Faculty and the system so that learners will have the tools they need to succeed in their chosen learning pathway. This may include new services for under-represented groups, increased advising services, or expansion of existing student services.

Access Goal A-1

Increase the number of undergraduate students entering the Faculty of ALES from high school and post-secondary institutions.

In the following table, identify the specific strategies and performance measures that the Faculty plans to implement over the next three years to accomplish this goal.

Strategy	Performance Indicator
Implement the Faculty’s recruitment plan.	In accordance with approved EPE growth, increase total ALES undergraduates by 2012 to 1600 students.
ALES is evaluating current staffing support for recruitment activities, and will be proposing a more appropriate staffing model to enhance the recruitment process (application to admission to registration).	Increase in the number of applicants and registrants. Target of 70-75% of applications converted to admission, and 85% of admissions converted to registrations.
Review degree programs in order to ensure that our programs and majors are current and relevant and anticipate future needs of students and employers.	Increase in the number of students registering in our Faculty (see above for the target number).

¹ Section E: Learner Services from the 2008/09 template is now included in this section.

Implement a BSc Animal Health Degree Program in 2009-2010.	Anticipated enrolment: 180 students in 3 years.
Implement a BA in Environmental Studies (jointly with the Faculty of Arts) in 2010-11.	Anticipated enrolment: 60 students in 3 years (we anticipate mostly new students although there might be some movement between existing ENCS program and the new BA initially).
Through strategic institutional partnerships, increase capacity to recruit and retain international undergraduate students reflecting the diversity of the world's peoples and cultures.	The University of Alberta has a goal of 15% international undergraduate students. ALES is currently at 7.8% for 2009-10. ALES plans to work towards the University goal, and increase its number of international students to 12% over the next three years.
Increase number and amount of student entry scholarships and awards through fund development.	Establish 110 new undergraduate scholarship awards and 40 new study abroad scholarships and internships over the next 3-5 years.

Access Goal A-2

Increase graduate student enrolment in the four departments that comprise ALES

In the following table, identify the specific strategies and performance measures that the Faculty plans to implement over the next three years to accomplish this goal.

Strategy	Performance Indicator
Through load balancing with respect to facilities and capacity, increase enrolment of graduate students in MSc, MA, MAg and PhD programs (for example, the Department of Human Ecology has a specific recruitment plan to increase the number of graduate students).	In accordance with approved EPE growth, increase graduate students to 500 by 2012 (current enrolment = 430).
Explore course-based MSc Programs, certificates and postgraduate diplomas. Unique opportunities via NSERC's CREATE program, for example, will be pursued to achieve these objectives.	Increase the number of course-based MSc and certificate programs. These new initiatives will support and complement our achieving our EPE targeted graduate student growth by 2012.

Access Goal A-3

Provide an environment conducive to academic pursuits by engaging students in the Faculty of ALES thereby increasing retention rates.

In the following table, identify the specific strategies and performance measures that the Faculty plans to implement over the next three years to accomplish this goal.

Strategy	Performance Indicator
<p>Increase the curricular student engagement by increasing the number of opportunities throughout their academic programs to engage them in the learning process. The Faculty has a Teaching, Learning and Technology (TLAT) committee which will assist with the identification and implementation of different pedagogical approaches for curricular engagement. Specific examples of curricular engagement will include opportunities for students to participate in experiential and service learning initiatives, presentations and term papers as well as the integration of research and teaching.</p>	<p>Number and diversity of opportunities students in ALES programs have for curricular student engagement with experiential, service, or research-based learning opportunities.</p> <p>Improvement on NSSE (National survey of Student Engagement) cores (we would like to be above NSSE average scores in all categories for both first year and fourth year results).</p>
<p>Increase the co-curricular engagement opportunities for students in ALES. Faculty’s recruitment and student liaison officer position will organize various events for such co-curricular engagement. For example, representatives from professional bodies will be invited to visit the Faculty and engage the students. The Faculty will also work with staff from the Office of Dean of Students to increase the co-curricular engagement of students in ALES.</p>	<p>The number of programs/events organized by ALES in collaboration with student groups to engage students at the co-curricular level as well as an improvement in NSSE scores for first year students.</p> <p>Number of Faculty events organized jointly with student groups to enhance co-curricular engagement (e.g. nutrition week or environment week).</p> <p>Discovery Learning: Undergraduate research week showcasing student research projects (e.g. summer research projects).</p>
<p>Identify “at-risk” students early in their programs so as to intervene appropriately.</p>	<p>Reduction in the number of “required to withdraw (RTW)” students in our Faculty (in the past five years we have reduced the</p>

	<p>proportion of students required to withdraw from 12% (158 students) to 7% (107 student), and we would like to reduce this below 5%).</p> <p>Better retention and completion rates. Retention target of 85% of eligible students registering in the following year (in 2009 it was 82.3% and in the past five years it has ranged from 78.9% to 85.5%) and convocation target of 325 to 350 students convocating per year (in 2008 we convocated 265 students and in the past five years our range is from 219 students in 2004 to 296 students in 2007 – this target reflects planned growth to 1600 students by 2012).</p>
<p>Develop a leadership recognition program for our students. Students will be afforded opportunities to develop their leadership skills by participating in various committees and in recruitment activities. A certificate recognizing their leadership will be awarded to the students that participate.</p>	<p>Number of students participating in Faculty/ Departmental committees as well as recruitment activities and mentorship of students and related activities.</p>

Access Goal A-4

Support students to ensure completion of programs and an overall positive experience.

In the following table, identify the specific strategies and performance measures that the Faculty plans to implement over the next three years to accomplish this goal.

Strategy	Performance Indicator
<p>Improve the range of services offered by the ALES undergraduate student services (USS) office and make it a “one-stop shop” as much as possible. For example, students could be mandated to see a student advisor at least once a year to ensure they are progressing appropriately in their program.</p>	<p>Student satisfaction with the range of services provided. Numbers of students who engage staff in the USS office e.g. enquiries about awards and advising appointments.</p>
<p>Provide exceptional academic advising services to enhance regular student advising by helping students with course selection and career advising (Academic advisors are</p>	<p>Student satisfaction with academic advising and number of students that engage academic advisors (we will conduct a survey of our students to establish baselines for student</p>

faculty members in the various program areas).	satisfaction). Number of academic advisors in the different degree programs, and the number of advisors who participate in advisor orientation and professional development.
Increase opportunities for experiential learning including international exchanges and internships	Number of students participating in experiential learning courses, international exchanges (currently 12 students in 2009-10), and/or internships (currently 4 students in 2009-10).

If required, expand the table to include additional strategies and performance measures.

Note: If the Faculty has identified additional goals to meet the objectives outlined in A, copy and paste the above section here (for example, Access Goal A-2).

B. Program Expansion, Contraction, and Renewal²

Faculties should include only enrolment expansions that are feasible given current and anticipated budgetary limitations and current physical capacity (please note: there will be no new EPE dollars available in the foreseeable future). Faculties are asked to identify program changes that are designed to enhance efficiency and effectiveness of the Faculty's existing program mix. These changes may result in program expansions or contractions. Faculties should include any planned program suspensions and terminations as well as realignment of funding from low-demand to high-demand programs that lead to program growth or contraction. Faculties may signal their intention to request reallocation of EPE funds for 2010/11 and beyond.³ Please note that any rationale should be consistent with the AAPF goals (highlighted in the letter sent to you on September 15), institutional and Faculty priorities. Finally, please provide the funding source for any program expansion. Expand the tables as required to include additional programs.

Program Expansion (changes to existing programs)	Rationale (brief overview only)	Funding Source
Expand BSc Nutrition and Food Science (NUFS) program. Introduction of a BSc Dietetics major (or specialization) and a BSc Nutrition (honors) within the NUFS program.	Respond to the need for more nutritionists, food scientists and dieticians throughout Alberta and Canada, as well as better prepare students for potential graduate programs.	Approved EPE funding for expansion of the NUFS program.

² Section D: Program Renewal and Realignment from the 2008/09 template is now included in this section.

³ Guidelines regarding reallocation of EPE funds, as well as a list of programs that have not met enrolment targets in one or more years, will be sent to institutions in September.

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Program Contraction/ Termination	Rationale (brief overview only)	Funding Implications
Contraction of BSc Agriculture Program.	Introduction of BSc Animal Health Degree will result in decreased enrolment in the BSc Agriculture program, as many pre-veterinary students will register in the new degree program instead of the BSc Agriculture Animal Science major.	Resources freed up will be used to deliver BSc Animal Health program.
Review of the BSc in Forestry program (and possibly combining it with the ENCS program).	The Forestry program (much like programs across North America) is struggling to attract students. It is currently under review to possibly become a major within the Environmental and Conservation Sciences degree (as long as it still would meet the accreditation requirements for Registered Professional Forester).	Negligible funding implications. The need to offer courses to meet Canadian Forestry Accreditation Board requirements still remains. Additional students in a forestry major within the ENCS degree would be accommodated with existing resources.

In the following table, identify the new programs the Faculty plans to develop. Provide the anticipated implementation year and a brief rationale that is consistent with the AAPF goals, other GOA policies, and Faculty priorities. If you are intending to develop a new program within the next 3 years, please include it in the table below. If a new program is not included in the IAP, it will not be examined by the government in the program approval process.

New Program Development	Rationale (brief overview only)	Projected Funding Source	Planned Implementation Year
New degree or specialization in Urban Ecology.	To address the needs of students interested in aspects of agriculture and horticulture in an urban setting.	Possibility of expanding existing collaboration with partner institutions to	2012-13 (at the earliest).

		propose novel funding models.	
New degree – BA in Environmental Studies (joint with the Faculty of Arts).	Already in front of Government of Alberta.	No new resources required as it is a repackaging of existing courses across the two Faculties.	2010-11
New majors in ALES BSc in Business Management.	We currently have a joint BSc in Business Management with the School of Business, with majors in Agribusiness, Food Business, and Forest Business. Due to student and industry demand, we are exploring the addition of majors in environment business, animal health business, and fashion business. These majors match existing areas of strength in the Faculty of ALES.	No new resources required as the academic, and business core already exist, and the major courses are drawn from existing courses in another degree program area.	2011-12
Review and renewal of the Textiles and Clothing major within the Human Ecology program.	The complement of staff in the Department of Human Ecology has changed significantly over the recent years and the reimagination of this major will ensure that our program is relevant for prospective students and is consistent with the expertise of the faculty members.	No new resources are required.	2010-11
Development and delivery of a new Northern Studies major within the ENCS program.	To address the needs of students interested in northern studies consistent with the goals of the UofA Northern Strategy.	Expansion of BSc ENCS Program in partnership with Yukon College and Native Studies.	2013
Development of a new masters and doctoral degree program in Resource, Energy and Environmental Economics.	The program is being developed as a joint initiative of the Departments of Rural Economy, Economics and School of Business to reflect the strengths of the three Faculties involved and to meet the expected demand for postgraduates in these areas.	Builds upon and joins up existing resources in the three Departments. Approved EPE graduate program funding will be used to cover any additional costs.	2011-2012 at the earliest.

C. Collaboration

Identify the Faculty’s access goals for new collaborative initiatives that are planned for the next three years. Collaboration may be defined as an initiative involving two or more stakeholders designed to increase efficiency and effectiveness of the Faculty’s programs and services and/or enhance learners’ experiences and outcomes.

Access Goal C-1

Deliver joint programs with other Faculties at the U of A.

In the following table, identify the specific strategies and performance measures that the Faculty plans to implement over the next three years to accomplish this goal.

Strategy	Performance Indicator
A degree (BA) in Environmental Studies will be offered jointly with the Faculty of Arts.	An agreement between the Faculties of ALES and Arts to move forward on this joint initiative already exists. Other performance indicators would include the student demand for this new joint initiative in ALES and Arts.
Expansion of BSc Business Management program offered jointly with the School of Business to include new majors in Fashion and Environmental business management.	An agreement to move forward on the joint initiative between ALES and Business to expand our business management program.

Access Goal C-2

Deliver a BSc Environmental and Conservation Sciences program in the North in partnership with Yukon College and Native Studies.

In the following table, identify the specific strategies and performance measures that the Faculty plans to implement over the next three years to accomplish this goal.

Strategy	Performance Indicator
Deliver a BSc in Environmental and Conservation Sciences program in the North in partnership with Yukon College and Native Studies, as well as expand existing UofA ENCS program with northern emphasis. An important part of this initiative will be	Increased enrolment: 60 students - combined total on both campuses. Recognition by territorial governments of this collaborative model for Northwest Territories and Nunavut, through the possible contribution of students to the program.

inclusion and participation in development/delivery of courses for the University of the Arctic.	
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Access Goal C-3

Streamline transfers from Alberta post-secondary institutions to ALES.
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In the following table, identify the specific strategies and performance measures that the Faculty plans to implement over the next three years to accomplish this goal.

Strategy	Performance Indicator
Streamline transfer agreements with partner institutions.	Increase in number of students who were advised about transfer credit accurately (by partner institutions).
Engage our partner institutions in identifying appropriate changes to programs (at both the sending and receiving institutions) in order to recognize the post-secondary learning already achieved.	Fairness in the assignment of transfer credits for students transferring from institutions and programs of a similar nature.
Work with our partner institutions and increase the transparency of our transfer agreements including Olds College, Lakeland college, Lethbridge College, Grande Prairie Regional College, NAIT, SAIT, etc.	More accurate transfer agreements that reflect an accurate assessment of students' prior formal learning.

If required, expand the table to include additional strategies and performance measures.

Note: If the Faculty has identified additional goals to meet the objectives outlined in C, copy and paste the above section here (for example, Access Goal C-2).

D. Community Engagement

Identify goals and strategies for your faculty related to community engagement over the next three years. In addition to course and program delivery, these may include service initiatives such as enhancements to transferability, student advising, etc. This list should include any contribution/connection to Campus Alberta.

Access Goal D-1

Facilitate the transferability of students from other Post-Secondary institutions to programs

within ALES.

In the following table, identify the specific strategies and performance measures that the Faculty plans to implement over the next three years to accomplish this goal.

Strategy	Performance Indicator
Increase accessibility for aboriginal, rural and northern students through partnering with other institutions through “Campus Alberta”.	Increase proportion of aboriginal students (currently 32 students, target of 50 students), rural and northern students (currently only 8.4% ALES students are from rural communities in Alberta, target of 15%).

Access Goal D-2

Facilitate engagement of community by students through showcasing their knowledge at community events.

In the following table, identify the specific strategies and performance measures that the Faculty plans to implement over the next three years to accomplish this goal.

Strategy	Performance Indicator
Encourage students to participate in events organized by/with communities wherein they can engage the community and convey the relevance of their University of Alberta education to the members of the larger community. For example, “Heifer in Your Tank”, an annual event organized by students in Animal Science (ANSC) 200 under the leadership of Dr. Frank Robinson, has had raving success. Human Ecology Textile and Clothing students participate in Edmonton Fashion Week. In addition, students in HECOL 301 work with community organizations and businesses to develop a program plan that addresses the organizations’/businesses’ needs.	Number of community events organized by students/instructors and number of students participating in the events.
Once the recommendations of the	Move forward on joint initiatives between

University’s Task force on Student Engagement have been finalized, we will work with the office of Dean of Students to integrate efforts to maximize opportunities for student engagement in the community.	ALES and the office of the Dean of Students as well as the number of community engagement events jointly organized.
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Access Goal D-3

Increase Internship opportunities and other forms of community engagement.

In the following table, identify the specific strategies and performance measures that the Faculty plans to implement over the next three years to accomplish this goal.

Strategy	Performance Indicator
Increase the dietetics and other internship opportunities for students to get involved with their community. Currently, our dietetics interns are placed within the community and we will expand similar internship opportunities to other programs.	Number of internship opportunities available for students in the Faculty of ALES. Increase by 10 positions each year for the next 3 years for a total of 30 new internship opportunities.
The Rural Experiential Learning Initiative (RELI). This is a new initiative which will be piloted this year where students discuss with an identified rural community issues that face the community and propose solutions. Upon demonstrating success with this pilot project, we will seek additional funds from the Rural Development Fund (and other potential funding sources) to expand these opportunities.	Funding support (\$100,000 has been approved for the pilot; target of \$5 million in 5 years). Increase in number of similar experiential learning opportunities (When the RELI initiative is piloted this year, up to four courses will involve experiential learning. We propose to grow to 12-15 opportunities per year over the next 3 years).
Develop and offer more courses by alternate delivery (e.g. Nutrition, Food Science, Forestry, Environmental and Conservation) to remote communities and for continuing professional education.	ALES currently offers 3 courses by alternate delivery and propose to expand this to 7 over the next 3 years.

If required, expand the table to include additional strategies and performance measures.
 Note: If the Faculty has identified additional goals to meet the objectives outlined in D, copy and paste the above section here (for example, Access Goal D-2).

E. International Students

Identify the Faculty's access goals for international students. This may include increasing international student support, marketing and targeting programs to enhance recruitment of international students, and enhancing affordability.

Access Goal E-1

Enhance the pluralistic learning environment by increasing numbers of international students.

In the following table, identify the specific strategies and performance measures that the Faculty plans to implement over the next three years to accomplish this goal.

Strategy	Performance Indicator
<p>Identify and partner with carefully selected institutional partners from representative countries in the developed, emerging and developing worlds.</p> <p>Currently, our Faculty has agreements for 2+2 degree programs with institutions from China which results in a number of students entering our Faculty. In the coming years, our efforts will be directed towards diversifying the source nations from which our international students come from.</p>	<p>Number and diversity of international students. The University of Alberta has a goal of 15% international undergraduate students. ALES is currently at 7.8% for 2009-10 and plans to increase its number of international students to 12% over the next three years. Emphasis will be on undergraduate students because we have reached the University's goal of 30% in most of our graduate programs.</p> <p>Target of 2 additional 2+2 agreements in China, plus at least 2 additional 2+2 agreements in countries other than China (India and Mexico as initial possible partner nations).</p>

Access Goal E-2

Provide an outstanding environment for international students.

In the following table, identify the specific strategies and performance measures that the Faculty plans to implement over the next three years to accomplish this goal.

Strategy	Performance Indicator
Increased services to international students	International student satisfaction, retention

(ALES has recently hired a full time dedicated international student advisor as well as an International Director, in partnership with UofA International).	and completion rates.
The Faculty of ALES, with assistance from the International Student Work Study program will appoint an International student programmer who will assist with their transition into Canadian society and organize extra-curricular events for them.	International student satisfaction, retention and completion rates (we will be conducting a survey to assess student satisfaction to establish a baseline, from which future targets will be developed).

Access Goal E-3

Provide increased opportunities for Albertan students to obtain international experience.

In the following table, identify the specific strategies and performance measures that the Faculty plans to implement over the next three years to accomplish this goal.

Strategy	Performance Indicator
Deliver more University of Alberta courses at partner institutions.	<p>Numbers of students traveling abroad to take courses.</p> <p>Number of non-U of A students exposed to U of A courses.</p>
Organize, with assistance from University of Alberta International (UAI) semesters abroad to provide additional opportunities for Albertan students to gain international experience.	Number of students traveling internationally as part of their degree programs (2009-10 – we have 12 students participating in internationally delivered courses; target is 25 students).
Support international exchange/work opportunities offered by other organizations such as IAESTE, AISEC, CHOIR.	Number and diversity of exchange opportunities and students participating.
Increase involvement with exchange programs, to increase the number and support of visiting students to ALES, as well as to provide an international learning opportunity for our students going abroad.	Increased number of visiting international students coming to the Faculty of ALES, and opportunities for these students to interact with current ALES students (Fall 2009 – we have only 2 visiting students coming to ALES; target is 5 visiting students per semester).

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If required, expand the table to include additional strategies and performance measures.

Note: If the Faculty has identified additional goals to meet the objectives outlined in E, copy and paste the above section here (for example, Access Goal E-2).