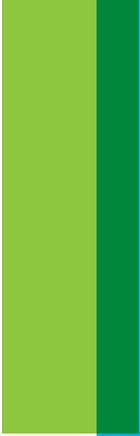




**RDC 2017:  
A LEARNER CENTRED FUTURE**

Year 2 Progress Report  
2013/2014  
Executive Summary





This Executive Summary was written from the perspectives of the President's Executive Committee members. Because RDC is a complex and comprehensive institution, this report can only highlight some of the events of greatest immediate and future impact. Each department of the College has submitted detailed annual reports regarding their progress on their own 2013/14 operational plans. These are available on request.

This was a challenging year for the College. With significant reductions in government funding the College had to adjust its operations to this new fiscal reality with very short planning timelines. Even in the face of these challenges, the College forged ahead with new initiatives, implementations and targeted operational efficiencies. Outlined below are some of the key accomplishments and progress towards achieving them during the 2013/14 fiscal year. In addition, this report also identifies some key challenges that were not addressed during the fiscal year that resulted from resource and timing issues

## **LEARNER-CENTRED CULTURE**

The College's organizational structure is fundamental to the creation of a learner-centred environment. During 2013/14 the academic portfolio focused on planning and preparation to implement a School organizational model. Seven Schools were in place as of July 1, 2014:

- School of Creative Arts
- School of Continuing Education
- Donald School of Business
- School of Education
- School of Health Sciences
- School of Trades and Technologies
- School of Arts and Sciences

The School model provides the framework to advance the College's learner-centred culture, recruit and retain higher numbers of students, and continue a transition to degree-granting readiness. The College hired an Associate Vice President Academic, who will establish a working definition and shared understanding of learner-centred principles to frame decision-making and actions in the coming year. The School model will enable improvements in areas critical to students: the programs they need delivered and assessed to the highest level of quality. Involvement of key service areas such as Finance, Human Resources, Facilities Planning and Information Technology Services ensured that the transition would be supported across the institution.

As part of the focus on learner-centred culture, the College sponsored workshops on how to apply learner-centred principles to teaching and learning in the classroom. As a result, a high number of faculty reported redesigning assignments based on what they learned in the workshops. Project-based learning has been introduced in a number of programs, student leadership opportunities have been enhanced, and most faculty members have engaged in professional development focused on teaching and learning. The Centre for Teaching and Learning (CTL) helped faculty develop curriculum and course outlines based on learning outcomes and to include student interactions with each other and professional groups, which lends to students finding their community at RDC. The Excellence in Teaching and Learning Program, the RDC certification program for post-secondary teaching, demonstrated its commitment to learner-centred principles by modifying the program as a result of learner and facilitator feedback and by providing prior learning recognition to participants. In 2013/14 there were 42 faculty (23 in first year and 19 in second year) engaged in the program. The program has now been adopted as a condition of employment for new probationary faculty.

The concept of being learner-centred was approached from many levels and not just from a student or classroom perspective. While students are at the center of a learner-centred organization, it is important to remember that those who work in the organization are also learners and as such the culture and related behaviours and actions need to also support these individuals. For example, the Strategic Planning and Analysis Department held a special staff meeting to discuss the concept of learner-centeredness, to arrive at a common understanding of what it means, and to discuss practical implications for service in the department. In various departmental supervisory meetings throughout the College discussions were held on how to enhance the ways that staff can learn from one another. Continuing Education implemented new orientation and onboarding processes for new staff. The Dean of Continuing Education met monthly with the Human Resources Training Coordinator to ensure continued focus on staff learning. Staff participated in a customized offering of the Excellence in Teaching and Learning Certificate, to increase their understanding of course outlines and the application of learning outcomes.

The Human Resources Division redesigned hiring processes to ensure that RDC's learner-centred culture is emphasized throughout hiring, and to include questions in which applicants and candidates demonstrate how their past and current experience align with learner-centred principles. Reference checks were designed to confirm whether the candidate demonstrated success in applying learner-centred principles in both faculty and support positions. Work continued to align policy and governance with the values and principles of a learner-centred institution. This included revisions to the grading policy, curriculum standards policy, various committee terms of reference, and assessment criteria in program and service review processes.

The revised Accountability Report was implemented with narrative and measures to evaluate progress toward the goals of the RDC Strategic Plan. Senior administration members completed mandate letters detailing expected outcomes for 2013/14. Senior administrators will report on the outcomes through narrative reports that provide qualitative "results" statements describing the activities and assessments of outcomes. This provides a clear connection between planning and reporting documentation. In keeping with the collaborative nature of the strategic planning process, the Planning Task Force provided advice to the College regarding progress toward the goals of the Strategic Plan and how well these goals were reflected in the 2014/15 – 2016/17 RDC Comprehensive Institutional Plan.

Learner-centredness was also evident in the restructuring of recruitment materials such as the Viewbook. High school student focus groups coupled with a competition audit regarding content expectations and necessities provided insight into a very successful redesign.

As the trend toward e-commerce continues, RDC has been engaged in moving toward increasing functionality of our ability to conduct business online. This year was the first of a multi-year project to incorporate the Touchnet Marketplace suite of products in all aspects of the College's operations where fees are paid for RDC goods and services.



## **COMMITMENT TO COMPREHENSIVE PROGRAMMING**

RDC is committed to comprehensive programming that meets the needs of learners and the marketplace in Central Alberta and beyond. The College has a vigorous approach to new program development, and to revitalization of existing programs through significant redevelopment. In September 2013 the College launched the Occupational Therapist and Physiotherapist Assistant Diploma Program with a full cohort enrolled. Curriculum development was completed on the Graduate Certificate in International Business. This new program is accredited by the Forum for International Trade Training and graduates qualify to apply for the Certified International Trade Professional (CITP) designation after one year of international trade experience. Development continued on new programs scheduled to launch in Fall 2015: Instrumentation Engineering Technology Diploma and Massage Therapy Diploma.

The Early Learning and Child Care Diploma, suspended in 2013, was reinstated effective 2015/16. This outcome was made possible through significant support from the community and an infusion of funding from Innovation and Advanced Education.

Significant work took place on the Arts 2.0 project to revitalize the College's creative arts programs. The final report described elements that will include rebranded and enriched programming, expanded digital and design program offerings, and creative enterprise programming. The Bachelor of Science Nursing Collaborative Program also initiated significant curriculum redevelopment, and the Pharmacy Technician Program worked on replacing the one year certificate program with a two year diploma, to meet national standards.

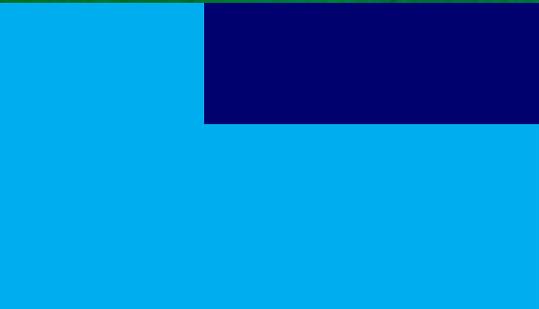
RDC continued to seek ways to expand degree access. Preliminary discussions with key stakeholders and provincial officials took place regarding the transition of RDC to a degree-granting institution that would better meet the post-secondary educational needs of students and the communities of Central Alberta.

## **RDC PROGRAMS WILL PROVIDE STUDENTS WITH CURRENT, PRACTICAL, AND INNOVATIVE LEARNING EXPERIENCES**

The Humanities and Social Sciences Department (School of Arts and Sciences) introduced a Co-Curricular notation on student transcripts. Co-curricular activities may include positions or activities that are connected to the student's experience at RDC and are supplemental to the regular learning process. Nine students earned Co-Curricular notation on their transcript for 2012-13, making 2013/14 the first year in which such notations have been available. Students earned this notation for such activities as contributions to the organization of community activities and student government.

Students participated in a variety of applied health research projects that provided practical, innovative learning experiences. For example, in the "Voices From Fire: Vision in Truth" project, twelve Aboriginal and non-Aboriginal students were trained in facilitation and had the opportunity to put their facilitation training into action at a symposium to disseminate messages and themes from the project. Several of the research assistants on the project were RDC students who received training and practice in field research. Students were also involved in a project with Primary Care Networks with a goal to advance the collaborative development of common quality and outcome measures in the area of primary care in Alberta.

Of the 37 credit programs at RDC, 17 have a required practicum or field experience component. In addition, the new engineering technology programs offer credit capstone courses in which students apply theoretical knowledge to industrial projects, the Kinesiology Diploma program requires students to enrol in a cooperative work experience course, and the new Graduate Certificate in International Business offers both a capstone credit course and an optional practicum.





## **ACCESS MAXIMIZED THROUGH FLEXIBLE AND RESPONSIVE OPTIONS**

RDC is committed to providing greater learner access to programs through flexible and responsive options, including non-traditional scheduling, online and blended delivery. Every learner at RDC should have the opportunity to participate in an online learning experience. In 2013/14 several program and course development initiatives added to the College's capacity to facilitate online learning. For example, the Graduate Certificate in International Business will be offered in block format, online, with minimal residential requirement. Programs and courses were developed and are being offered to the region using a blended or online model through Campus Alberta Central, including: Management Certificate, Administrative Professional, Early Learning and Child Care, and Medical Terminology. Over 50 Continuing Education courses were offered online or with online components. The Parts Technology program was offered online for the first time to twelve students through eCampus Alberta.

Dual Credit arrangements were completed for:

- School Within a College where high school students complete their diploma and receive a certificate in Automotive Service Technology
- Pre-Employment Trades Training
- Aviation
- Health Care Aide with Notre Dame High School

RDC is committed to identifying and expanding clear learner pathways and career maps. Career/credential pathways are considered for all new program development and program redevelopment which will be further enabled through the School Model of academic administration. For example, the redevelopment of Engineering Technologies was designed to facilitate clearer pathways and transfer routes by creating a common first term for all three Engineering Technology programs (Instrumentation, Electrical, and Mechanical Engineering). The redevelopment of the Engineering University Transfer Program was designed to increase transferability to other post-secondary institutions. This strategy provides more flexible pathways for students.

Flexible and responsive options for delivery are also enhanced through the concept of universal design. It is now the role of one of the learning designers in the Centre for Teaching and Learning to develop a program to introduce the concept throughout the College and to provide training for a college-wide 'onboarding' process for all new faculty and staff. Universal Design for Learning (UDL) which resulted from the adoption of the new Policy on Universal Design has been included in the curriculum design and redesign process and the Excellence in Teaching and Learning Program. UDL provides access to all learners wherever feasible.

## **RDC WILL INCREASE THE PARTICIPATION OF UNDERREPRESENTED GROUPS THROUGH INCREASED ENGAGEMENT AND SUPPORT**

Faculty from Humanities and Social Work met to identify areas of concern and need related to diversity in the general student population. Education and awareness was provided as the counsellors in the Counselling & Career Centre interacted with the Students' Association and faculty.

Aboriginal Services began as a ten hour per week operation from September to April in 2011. This service has continued to grow over the past three years to meet the needs of our diverse student population. As a result of funding from the RBC foundation, an 18 month pilot project that began in January 2014 was approved in support of expanding services for Aboriginal students. The Aboriginal Services Liaison is now funded to provide support for current and prospective students full-time from August 1st to June 15th. The extra capacity has allowed the position to assume responsibility for organizing Diversity Week and expanding cultural and diversity programming across the whole academic year. The liaison was also able to attend two recruitment events that are a part of the Alberta Aboriginal Recruitment Network (AARN) this past spring. Our Aboriginal Services Liaison was a guest lecturer on Aboriginal culture to classes in Nursing, Social Work, Anthropology, and Education.

An Aboriginal student mentorship program was developed and will be launched in the fall of 2014. This program will focus on regular events and programming that will create meaningful connections between high school aged Aboriginal youth and RDC. This initiative will support and encourage their future attendance at our institution.

Having Aboriginal students self-identify helps RDC better serve students. This year the RDC admission application was modified to include a concise, friendly statement to encourage students to proceed with self-identification. It now reads "Declaring your Aboriginal heritage will assist in providing services, developing programs and offering events for Aboriginal learners." The Aboriginal student enrolment report will be monitored for increased numbers of self-identified students resulting from this change.





## **RDC WILL ENGAGE STAKEHOLDERS THROUGH A COLLEGE-WIDE STRATEGY THAT INTENTIONALLY CONNECTS RDC TO ITS COMMUNITIES**

In 2012 the College consulted with more than 800 individuals from all major stakeholder groups during the development of our most recent strategic Plan (RDC 2017: A Learner-Centred Future). Stakeholders identified the need for a more systematic, effective approach to connecting RDC with the community and RDC committed to developing an intentional stakeholder engagement strategy. While RDC continues to engage stakeholders frequently in a number of ways as evidenced in the paragraphs that follow, the College has yet to formulate a College-wide systematic approach that intentionally connects RDC to its communities.

All projects related to new and redeveloped programming have a mandate to engage external stakeholders. For example, local industry played a significant role in the development of the Instrumentation Engineering Technology Program. Students and faculty were consulted in the formative review of the Electrical and Mechanical Engineering Technology Diploma Programs, and program advisory committees will be consulted in 2014. Curriculum redevelopment for programs with external accreditation (Pharmacy Technician, Bachelor of Science Nursing) features meaningful consultation with students and community stakeholders as part of the accreditation process. RDC's Nursing programs are currently engaged in significant curriculum and delivery revisions that have involved students, faculty, and employers in a thorough assessment and redevelopment project.

The College continued to advance relationships and activities with Central Alberta School Boards to improve high school completion and post-secondary transition rates. The Vice President Academic visited eleven Central Alberta schools to meet with principals to understand how well the College meets their recruiting/information needs. Ideas brought back were incorporated into RDC's recruiting and communication plan development.

The Enterprise & Community Relations Division facilitated new connections to the College via operational units and through stewardship of existing business and individual connections to RDC. Direct engagement and solicitation of major donors resulted in sizeable gifts to RDC. A unique and unprecedented Donor Agreement was finalized with the City of Red Deer, with funds directed towards capital enhancements in the Welikoklad Event Centre, Arts Centre, and Library. Continuing Education's relationship with Sunchild First Nation received a nomination for a Provincial Chamber of Commerce award. This recognition strengthened the College's relationship with the Aboriginal community, resulting in several requests for proposals for similar work with other groups.

The College played a key role in preparing the bid for the 2019 Canada Winter Games. The associated stakeholder engagement involved various community groups, the City of Red Deer, and Red Deer County. In the bid, RDC was named as the Athletes Village for the games and as a site for providing new facilities for competition venues.

## **RDC WILL DEVELOP A STRONG COLLEGE-WIDE MARKETING AND COMMUNICATION STRATEGY THAT ASSERTS THE COLLEGE'S NEW IDENTITY**

As the College celebrated its 50th anniversary, there was an emphasis on promoting this important milestone in RDC's history. This was an opportunity to highlight a long history of achievement and the increasing stability and maturity of the institution. This provided an avenue for College promotion and increased attention on the positive academic reputation of the College while drawing attention to the positive impact of the College on its communities.

The restructuring of the College into Schools has changed the marketing approach related to identification and recruitment of students. The Marketing and Communication Department began consultations with each School to help formulate the identity of each School and to anticipate their marketing and communications needs. Since the Schools were began operating in the 2014/15 year, this project will gain full operational status during the coming year. A series of new photographs that more accurately depict a learner-centred culture and the existing diversity of RDC was used in collateral marketing materials.

It was reaffirmed that the key purpose of the College website is to market RDC and provide information to prospective students. With that in mind, the College redesigned the functionality and navigation of the website including the new branding associated with the School restructuring. Page views from prospective students increased by 179% following this implementation.

Growth in positive media coverage of RDC locally, provincially, and nationally was realized (close to 700 media stories, 31 of which received national coverage). Close to \$400,000 of ad equivalency value was realized from editorial coverage—an increase of 4% from the previous year. Emphasis on RDC success stories continued during the past year with particular attention on identifying RDC's learner-centred culture and increasing the awareness of RDC's positive academic reputation. Increased utilization of social media (Facebook, Twitter, Youtube, and Instagram) played a more prominent role in marketing and communication activities. While a more comprehensive and aggressive marketing strategy had been developed in addition to a new corporate communication strategy, changes in staff and challenges in managing the succession of positions and responsibilities limited implementation of these strategies.

Once again the College has demonstrated proficiency with its marketing and communications, winning several awards at the National Council For Marketing and Public Relations (NCMPR) District 7 Conference in the gold (7 over the past 2 years), silver (5), and bronze (2) categories for publications and promotional materials.



## **THREE PRIORITY AREAS IN APPLIED RESEARCH: INNOVATION IN MANUFACTURING; ENVIRONMENT AND ECOLOGY; AND RURAL HEALTH, WELLNESS AND COMMUNITY DEVELOPMENT**

The Centre for Innovation in Manufacturing (CIM) provided access to innovation and prototype capacity. Last year the Centre worked on 17 prototype contracts, provided 400 short engagements with industry, and 27 significant projects with Alberta companies. These projects included faculty, students, and collaborations with other post-secondary institutions. The CIM successfully offered two new courses at RDC—Introduction to 3D Printing (partly online and partly in person) and Machining Today's Threads (hands-on course with access to traditional and CNC lathes).

In the area of rural health, wellness and community development, the Health Research Collaborative-Alberta Health Services initiative was renewed for another three years. In 2013/14 68 students engaged in applied research through the Health Research Collaborative. Six student projects were conducted this year: Bariatric Specialty Care Program Evaluation, Aboriginal Prenatal Program Evaluation, Child Rehabilitation Service Navigation Evaluation, Dementia Simulation, Health Status Measures in Primary Care, and Health Team Effectiveness. Dementia Simulation was conducted in partnership with Bethany Care Centre. This project included 30 RDC student participants and 60 RDC student control group participants.





## **ADAPTATION IN RESPONSE TO REDUCED GOVERNMENT FINANCIAL SUPPORT FOR PUBLIC POST-SECONDARY EDUCATION**

The College implemented several initiatives to address sustainability and efficiency. The College developed a draft plan to focus on development planning for key leadership, technical and professional roles. Several service areas participated in process mapping activities to streamline and improve efficiency (the professional development application/approval process, the process for booking the Arts Centre and City Centre Stage, and the marketing and communication process for creating and approving briefs for internal clients).

Vendor partnerships and maintenance contracts came under increasing scrutiny with a new facilities coordinator appointed to oversee these contracts and to monitor compliance with performance delivery expectations. This ensures better return on investment. A change in the RDC insurance provider resulted from a review of the College's involvement as a consortium partner. A move to two and three year contracts for ongoing service provision (such as, asphalt pavement/repair, gravel lot maintenance, plumbing, HVAC, small renovations, painting and woodwork) has improved the efficiency of the procurement process.

Parking services were streamlined while at the same time improving access to parking by community users of College facilities. Through surcharging ticketed events, the College was able to offer open parking after hours and still maintain parking revenue to offset parking lot maintenance.

RDC engaged a consultant to help develop an enterprise risk register, creating a new framework for a more robust internal audit plan. As a result, a new risk management policy and an enterprise risk assessment were completed. The new Enterprise Risk Management framework will increase understanding and involvement in risk management throughout RDC.

In an effort to achieve greater efficiency and to be more environmentally responsible, the College has appointed an officer to take on the role of Energy Conservation Promotion and Monitoring. The "champion" role will develop, promote and monitor energy conservation strategies including strategic booking and block booking of space, a lights out/power off campaign and involvement in the RDC Green Campus Task Group. Space bookings in less busy times will be blocked together so that unused areas of the College can be powered down during these periods. Lighting fixture retrofitting continued to improve the efficiency of electricity consumption at RDC.



## DEVELOPING A STABLE RESOURCE BASE

Creation of the new Enterprise & Community Relations Division presented RDC with an opportunity to enhance relationships with partners, donors, sponsors, clients and prospects in a way that is uniquely beneficial. By combining philanthropy and sponsorship opportunities to donors, as well as offering broader opportunities for engagement to Continuing Education clients, the Division served learners in a more comprehensive manner. The Division was also able to leverage assets to benefit RDC programs and Schools. For example:

- A \$1,000,000 gift from Bill and Irma Welikoklad supported an endowed scholarship as well as providing a valuable investment in College-wide projects, including capital improvements and program development.
- Stantec's \$250,000 donation supported the Athletics Leadership Fund, an endowed scholarship, and a donation in support of the Centre for Innovation – a “bundled” investment by Stantec that was made much larger than first intended because of the leveraged opportunity offered by the Division.
- Expanded corporate relationship with Cervus Equipment led to renewal of existing contracts for corporate training and inspired a major gift from the Lacey Family. This investment will enable development of a new Continuing Education program in Non-Profit Leadership and scholarships for participants, without having to rely on internal RDC resources to bring this new program to life.

Continuing Education adopted a revised business model based on North American best practice, positioning the Division for sustainable growth and a reliable, strong net return to the College. This followed an external audit of Continuing Education operations and comparison to RDC. Continuing Education applied an entrepreneurial approach to external testing through the Test Centre, generating a significant increase in revenue. Program rationalization in Continuing Education resulted in closure of programs with limited enrolment and low profitability (Visual Arts Open Enrolment, Conservatory of Dance, Hot Glass Shop, Coordination of the Festival of Performing Arts) while expanding its activity in several areas. Continuing Education hosted 61 conferences including the Alberta Sport Forum, the Central Alberta Teachers Convention, Chinese Alliance of Alberta, and Career Expo. Relations with large corporate clients continued to grow with new training opportunities developed for key clients, particularly in the area of leadership programs. Other successful programming enhanced the College's reputation for excellence in the area of Red Seal preparation for Temporary Foreign Workers and soft skills training.

## FACILITIES THAT SUPPORT TEACHING, LEARNING AND THE STUDENT EXPERIENCE

Collaboration between Facilities Management and the Centre for Teaching and Learning resulted in the reassessment of learning spaces with a new standard for the square meters per student. This new standard provides for flexible learning spaces that facilitate group work, modified room finishes such as carpet tile, changes in furniture such as group tables and chairs with castors, perimeter white boards, and improved access to information technology such as the enhanced wireless network. This new approach also includes a “post-occupancy evaluation” where students and faculty users are surveyed to get feedback, which informs future renovations. A Learning Space Master Plan has been completed which provides a vision for learning spaces at RDC guiding the development, renovation, use and maintenance of these spaces.

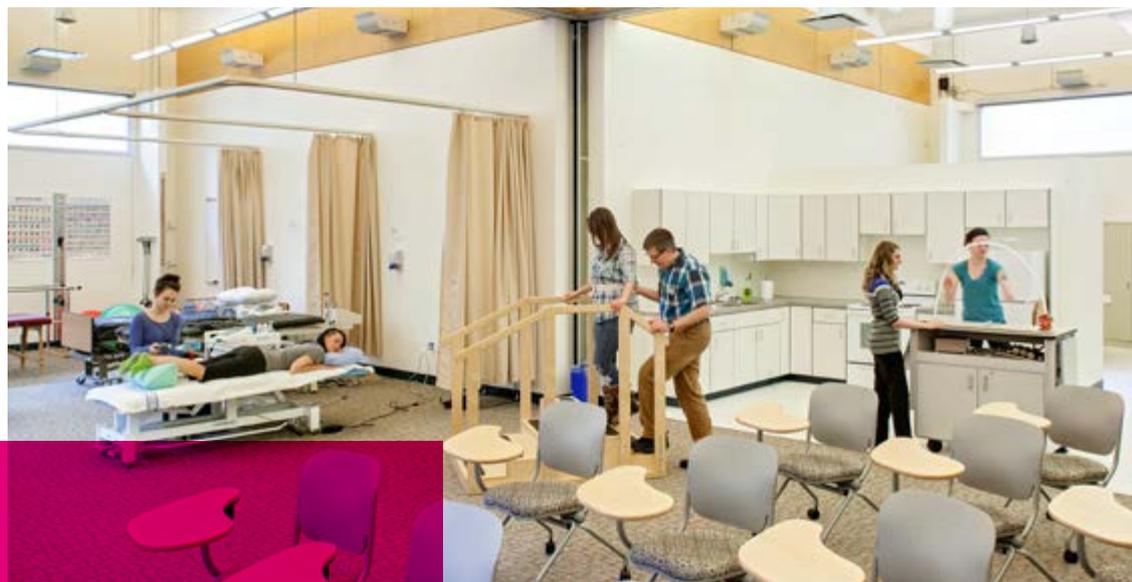
The new Universal Design Policy now provides another tool in guiding the design and redesign of space at RDC to ensure access to all potential users. Collaboration between Facilities Management, RDC’s Disability and Learning Strategies Coordinator, and the Alberta Committee of Citizens with Disabilities has helped to identify issues and opportunities related to enhancing accessibility.

As more emphasis has been placed on technological tools that support teaching and learning, the need for a strong, multifaceted infrastructure continues to increase. During this past year, a new high capacity network was installed with the final phases of an enhanced wireless network to be completed in early 2014/15.

With the new standard for flexible learning spaces, the new Universal Design Policy, and the new Learning Space Master Plan in mind, several renovations took place this past year. They included: establishing administrative centres for the newly established schools, space for the new Massage Therapy Program, Welding Lab renovations, Electrical Lab renovations, new music percussion studios, library renovations, test centre renovations, and renovations to the City Centre Stage (now Welikoklad Event Centre).

Planning for a new facility, the Centre for Health, Wellness & Sport, was accelerated by the City of Red Deer’s decision to pursue a bid for the 2019 Canada Winter Games. The successful bid was an excellent opportunity for the College to leverage support from a number of sources. New learning spaces, athletic facilities, and new residences will be built using the innovative “design/build” process that has been successfully used at other post-secondary institutions in the Province. As with other facility developments, extensive consultation with future user groups has been and will continue to be carried out to assure strong support of our learner-centred culture. Educational programming at the Centre will encompass several areas:

- Therapeutic Massage Therapy Diploma  
– Programming includes plans for a clinic for students to gain hands-on experiential practice. The clinic will be open to members of the College and the general public. The Occupational Therapist and Physiotherapist



Assistant Diploma Program, launched in Fall 2013, may share some of the programming space in the new Centre, depending on the courses.

- Programming for the Kinesiology and Sport Studies Diploma and University Transfer programs – This will include sport performance, adapted physical education, and athletic therapy. Examples of activity courses are yoga, badminton, volleyball, hockey, and strength conditioning.
- The facility will be designed to draw in students from multiple programs. Classrooms and multi-purpose learning spaces will be available to students from any program area. Inter-disciplinary learning opportunities will be developed so that students from a variety of health and kinesiology programs for students so would be students from variety of health programs can learn together.

Significant effort has been made to enhance the learning culture of facilities management at RDC. This was evidenced by increased participation in national and international post-secondary facility planning organizations and by the pursuit of collaboration with other Alberta post-secondary institutions through sharing best practices and exploring collaborative purchasing and shared capital renewal expertise. A task force, chaired by RDC, was created and met several times during the year for this purpose. RDC hosted a one day session exploring these opportunities and pursuing a common understanding for facility utilization and space standards. Safety while using College facilities is an important focus of a learner-centred culture. The development of the “Welcome Centre” at the front entrance of the College is an example of the re-focus of security that supports a more customer friendly service. Staff are trained to be more helpful and accommodating for visitors, students and staff seeking information. Plans are in place for all security personnel to be trained in non-violent crisis intervention, a proactive program that trains people to deal with escalating and potentially violent situations. The Safe Walk program was improved and additions were made to the closed circuit television system including the Donald School of Business and the Welikoklad Event Centre.





This report demonstrates the College's significant progress toward achievement of the strategic plan, "RDC 2017: A Learner-Centred Future" despite the challenges incurred due to reductions in government funding. The past year was characterized by efforts to apply learner-centred principles to teaching and learning, program development and redevelopment, and facility development. Further development of a common and more complete understanding of learner-centred principles continues to be a major focus for Red Deer College. The implementation of the School Model of academic administration for the coming year will enhance student recruitment through specific marketing strategies, retention, career and academic pathways, and stakeholder engagement. Efforts to reduce the College's reliance on declining government funding in 2013/14 included the adoption of a revised business model for Continuing Education, increased efficiency of College processes, and enhancement of relationships with partners, donors, and sponsors. This will continue to be important to the future sustainability of RDC. The newly developed College Accountability Report will help to monitor the College's continued progress in achievement of the Strategic Plan goals.



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