

**RDC 2017:
A LEARNER-CENTRED FUTURE**

Year 3 Progress Report
2014/2015
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 and School of the College submitted detailed annual reports regarding their progress on their own 2014/15 operational plans. These are available on request.

RDC will build a learner-centred culture.

The College's organizational structure is fundamental to the creation of a learner-centred environment. As part of the commitment to relevant, current, and learner-centred education, in July 2014 RDC invested in its future by reorganizing its academic portfolio into seven Schools:

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

The programs these Schools offer dynamically connect students to public and private sector employers, nurture the entrepreneurial spirit, help meet the demand for skilled health care workers, introduce new trades programs in response to high employer demand, and promote the cultural vitality of central Alberta. The School model provides the framework to advance the College's learner-centred culture, recruit and retain higher numbers of students, respond to regional business and community needs, and continue preparation for the transition to become a Polytechnic University. School Council Interim Terms of Reference were developed, School Councils established, and Associated Dean positions added to facilitate the School model. The School structure allows Deans to work at a strategic level, connecting RDC and Schools to stakeholders, industry, and business. Associate Deans work directly with faculty, providing academic leadership to ensure a high standard of excellence in the development and redevelopment of programs as well as excellence in delivery and assessment of programs and curriculum. Advising and Recruiting Specialists work directly with students and focus on their Schools, while keeping the College as a whole in mind. RDC's Schools developed committees,

communication mechanisms and meeting practices to foster a sense of community, teamwork, and distributed power. Focus groups were held with Senior Administration and students to develop a common understanding, application, and commitment to a learner-centred culture. The Associate Deans established a community of practice with monthly meetings led by the Centre for Teaching and Learning, the Library Information Common, and the Academic Program Development Manager. Administrative and support staff teams in some Schools also reviewed relevant articles and books such as *Leading the Learner-Centered Campus*, and new program development projects now include a definition of learner-centred learning outcomes. This focus on learner-centredness will enable improvements in areas critical to student success and strengthen the development and delivery of high quality programs.

Learners will be supported in developing personal learning network communities and taking responsibility for their own success.

The Student Services Department offered enhanced co-curricular programming and student services to support diversity and student success. Some of this activity was built on relationships with community agencies such as Central Alberta Refugee Effort (CARE), the Red Deer Museum + Art Gallery, and the Red Deer Native Friendship Society. Student engagement in student life programming and drop-in activities at the Student Life Centre increased by 22% in 2014/15. In addition, School-based Advising and Recruiting Specialists designed program guides and online resources to assist students in taking responsibility for their registration.

RDC will assert its commitment to comprehensive programming.

RDC is committed to comprehensive programming that meets the needs of learners and the marketplace in central Alberta and beyond. During 2014/15 the Academic Program Development Manager worked closely with Strategic Planning and Analysis and with external consultants to produce a "Program Mix Review" study for the College. The Report will help to guide programming decisions in the future.

Degrees are an important component of comprehensive programming, and are needed to ensure the right compliment of programs is available at RDC to serve the region. In 2014/15, RDC commissioned a Polytechnic University Task Force with faculty, student, and administration representatives to conduct research, consult with the College community, and prepare a report regarding the path to becoming a Polytechnic University.

The College continued to seek ways to expand degree access for students. Stakeholders were consulted to explore the possibility of expanding the Bachelor of Education collaborative program. In addition, work continued on the Creative Arts 2020 project to introduce new areas of innovative programming and to make RDC the institution of choice for students interested in the creative arts. This major program development and redevelopment project supports the transition to Polytechnic University status with the introduction of two new applied degrees (Bachelor of Applied Stage and Screen degree, and Bachelor of Applied Animation Arts degree) launching in Fall 2018. In addition, RDC will work with the Alberta College of Art and Design to develop an Industrial Design Degree and a Bachelor of Fine Art Degree.

The transition of RDC to a degree-granting institution is an important part of meeting the post-secondary educational needs of students, employers, and the communities in central Alberta. Degree-granting is important for the sustainability and future growth in the region.

In 2014/15, the College continued to develop new programs to meet emerging education and training needs within the region. A proposal for a Massage Therapy Diploma Program was completed and submitted for government approval. Development continued on the Instrumentation Engineering Technology Diploma Program, now planned for launch in Fall 2016. A full proposal was completed for a Media Studies and Professional Communications Diploma Program, also planned for a Fall 2016 launch. Concept papers were completed for potential new programs: Criminal Justice Studies Diploma and a Human Resources Management Graduate Certificate.

Several programs were redesigned and updated to provide relevant, current curriculum. The Pharmacy Technician Certificate Program was successfully redeveloped to create the Pharmacy Technician Diploma Program for launch in Fall 2015. The collaborative Bachelor of Science Nursing Program was also redeveloped for implementation in Fall 2015. Curriculum revisions to the Electrical and Mechanical Engineering Technology Diploma Programs were completed to enhance efficiency and align with the Instrumentation Engineering Technology Program currently under development.

The Early Learning and Child Care Diploma, suspended in 2013, was reinstated effective 2014/15. This outcome was made possible through significant support from the community and an infusion of funding from Innovation and Advanced Education.



Work continued on the expansion of learner pathways and career maps. The College signed an agreement with Mount Royal University to create a pathway from RDC's Bachelor of Commerce university transfer program to Mount Royal University's Bachelor of Business Administration degree at RDC.

RDC's School of Continuing Education offered new and revised programming to support the economic, social and cultural well-being of central Alberta communities. The Alberta Senior Citizens' Housing Association (ASCHA) Certificate Program was converted to an online format, resulting in maximum enrolment in many courses. Management Skills for Supervisors was also revised and the new online delivery will be launched in Fall 2015. Enrolment increased in the Pre-Employment Trades Program as programming was re-scheduled to evenings and weekends, providing access for a wider demographic of students. A new fast-track format introduced in the spring increased access to the Project Management Program.

In 2014/15, there were over 19,000 course registrations in the School of Continuing Education. Working closely with RDC's Schools and external partners, Continuing Education delivered a number of successful summer camps, including a science day camp, Kings and Queens sport camps, music camp, and a new trades summer day camp. The Video Game Design Camp was very popular, and will result in new programming related to gaming and animation. In total, approximately 23,000 students were served over the summer months through the School of Continuing Education.

RDC will expand scholarly activity in the domains of discovery, application, integration, and teaching and learning.

Scholarly activity in all four domains of the Boyer Model was supported and accomplished through funding from the Faculty Professional Development Fund. The Centre for Teaching and Learning, especially through the Excellence in Teaching and Learning program, was a catalyst for projects in the scholarship of teaching and learning. As part of the collaborative business degree partnership with Mount Royal University, the Donald School of Business developed a comprehensive strategy for recording and reporting faculty scholarly activity within the framework required for Campus Alberta Quality Council reporting.

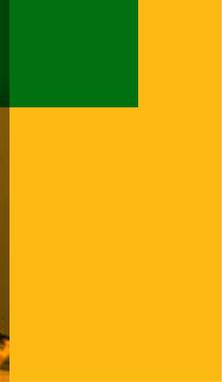
In 2013, the Nursing Department introduced the practice of faculty navigators to mentor new faculty and in 2014/15 this practice continued. RDC Nursing

faculty, in partnership with University of Alberta faculty, undertook research on the effects of the Faculty Navigator Program on the self-efficacy of new nursing faculty members. The Faculty Navigator Program in Nursing and the Captains' Council in Athletics developed as communities of practice engaged with the scholarship of teaching and learning. The Captain's Council gives RDC student athletes a voice on activities within the Athletics Department while providing meaningful learning opportunities to help them develop their leadership skills.

RDC programs will provide students with current, practical, and innovative learning experiences.

RDC is committed to engaging students in relevant learning experiences that bridge in-class theory with contemporary real-world practice. Almost half of all RDC credit programs have a mandatory practicum or field experience requirement. In 2014/15 experiential learning components were enhanced in programs across all Schools. Learning designers worked with programs on program and course curriculum development and based their work on Backwards Design, addressing the development of experiential learning activities that promote learning. Additionally, programs and workshops are offered to Faculty through the CTL that incorporate evidence-based practices, including experiential learning. Some examples include: Introduction to Teaching and Learning, Excellence in Teaching and Learning, and Excellence in Online Teaching and Learning. The School of Health Sciences developed Inter-professional courses that will be integrated into several programs in order to better model the environments in which graduates will practice. Students in the Kinesiology Diploma are required to take a credit course in which they engage in a cooperative work experience. Engineering Technology diploma programs offered capstone courses in which students applied theoretical knowledge to industrial projects. The School of Trades and Technologies supported several top apprentices in achieving excellent results in Provincial Skills Competitions: four gold medals, two silvers and a bronze. Trades and Technologies faculty also held two robotics events with RDC engineering technology students and high school students. The Donald School of Business hosted two Entrepreneurs in Residence and enabled six students to attend the World Business Forum.





Student access to programs and services will be maximized through flexible and responsive options.

Campus Alberta Central (CAC) is a joint venture between Olds College (OC) and Red Deer College (RDC) that provides post-secondary learning opportunities to communities throughout central Alberta. It was created to ensure regional stewardship responsibilities were met.

Rural learners benefit from:

- Increased access to programming
- Local support provided by our 21 community partner sites
- Direct input from local representatives regarding the learning needs of the community

CAC uses technology and innovative approaches to program delivery to engage learners in their home community. Last year, CAC supported the delivery of four fully online programs through Red Deer College. Face-to-face and blended delivery programs were also offered in communities across the region. In 2014/15 CAC offered Practical Nurse (RDC) in Stettler, Medical Terminology (RDC) in Stettler/Rocky Mountain House, and Heavy Equipment Operator (OC) in Drumheller. CAC is a leader in providing programs that combine dual credit high school students with adult learners in the community. In 2014/15 CAC offered combined dual credit courses in Health Care Aide (Stettler), Pre-Employment Hairstylist (Olds) and Pre-Employment Welding (Sundre). In addition, four online programs were available at all CAC learning sites which included Administrative Professional Certificate (RDC), Early Learning and Child Care Certificate (RDC), Educational Assistant Certificate (RDC), and Management Certificate (RDC).

In 2014/15, RDC continued to develop courses and programs for online delivery. For example:

- The Administrative Professional Program was developed for online delivery in Fall 2015
- Online courses in Management Certificate, Administrative Professional, and Educational Assistant were reviewed and updated to meet eCampus Quality Standards with submission to eCampus planned for Fall 2015
- Online sections of introductory courses in Psychology and English were offered for the first time in 2014/15
- Planning was initiated for the online development of the Business Administration Diploma, Unit Clerk Certificate, and four Gateway courses (English 220, Psychology 261, Sociology 261, and Social Work 204), setting the stage for development in 2015/16
- Eleven faculty members completed the Excellence in Online Teaching and Learning Program offered by the Centre for Teaching and Learning
- Development was started on Student Readiness for Online Learners, a web based resource for online learners, with a planned completion of August 2015
- “A Vision for Online Learning at RDC” was shared with Deans’ Council with a commitment to growth and sustainability of online programs and courses.

RDC will increase the participation of underrepresented groups through increased engagement and support.

RDC supports the participation of Aboriginal learners in post-secondary education in a variety of ways. For the first time, Aboriginal students had the opportunity to participate in an Eagle Feather Ceremony at RDC's 2015 Convocation Ceremonies. Receiving an eagle feather (or sash, for Métis students) is considered by many to be the highest honour that can be awarded within Aboriginal culture.

Throughout the past year the College continued to develop partnerships with Aboriginal groups in Alberta to deliver high-quality training and programs. Notable examples included unique opportunities through the School of Continuing Education:

- A partnership between RDC, Landmark Tanks, and the Montana First Nation to provide a two-week employment readiness program
- A partnership between the O'Chiese First Nation and RDC to provide a seven-week program to prepare students to challenge the trades entrance exam and enter an apprenticeship program
- A partnership between Rupertsland Institute and RDC to provide a seven-month program that includes a Professional Bookkeeping Certificate, workplace readiness training, and various work placements

Work was also performed to determine the viability of providing English as a Second Language programming, however, funding isn't currently available for this type of programming. Work continues in this area to determine the viability of offering this type of programming through the School of Continuing Education.

In addition, RDC promoted an inclusive learning environment for students who have disabilities by ensuring equal access to programs and services. Where there are barriers to full participation in the educational experience due to functional limitations related to a disability, Red Deer College is committed to providing appropriate Academic Accommodations in order to support students with disabilities in their quest to achieve their full potential. To this end, work was performed on developing the Academic Accommodations for Students with Disabilities Policy.

In 2014/15, the RDC Sociology department applied for a Social Sciences and Humanities Research Council of Canada (SSHRC) 2015 Community and College Social Innovation grant. In collaboration with the Central Alberta Refugee Effort (CARE), The Red Deer Museum + Art Gallery, The City of Red Deer, Catholic Social Services of Alberta, and a partnership with the Central Alberta Immigrant Women's Association (CAIWA), the research project will examine the unique situation immigrant women face in central Alberta. The project will enhance connectivity between RDC and immigrant women in central Alberta.





RDC will engage stakeholders through a College-wide strategy that intentionally connects RDC to its communities.

Curriculum development and program delivery was enhanced through engagement with stakeholders. For example, the School of Creative Arts consulted and collaborated with local high schools to inform curriculum development and pathways from high school to RDC. College faculty participated with their counterparts from other institutions and the Provincial Apprenticeship Committees to renew the curriculum in several trades. RDC also developed a proposal for local public and separate school boards to expand its dual credit offerings, including introductory business courses to be delivered in high schools.

External stakeholders were also engaged in providing advice and guidance for several proposed programs (Media Studies and Professional Communications Diploma, Criminal Justice Studies Diploma and the Animation Arts and Stage and Screen Applied Degrees) and for the redesign or expansion of existing programs (Kinesiology University Transfer and Diploma Programs, Instrumentation Engineering Technology Diploma and the Bachelor of Education and Educational Assistant Programs).

Enterprise and Community Relations plays an integral role in the engagement of community members, businesses, volunteers, and students who can assist in advancing the fund development model, and informing Division and College program enhancement.

Examples of Enterprise and Community Relations' community engagement in 2014/15:

- Continued work with an external consultant in the development of a Strategic Fund Development Plan, including a comprehensive community consultation with approximately 25 business/community members as well as internal stakeholders
- The College worked with the Canada Winter Games Society and other partners in planning for the 2019 Winter Games
- Throughout the past year the College worked actively to engage potential funding sources and major partners for the new Gary W. Harris Centre for Health, Sport & Wellness

While RDC continues to engage stakeholders frequently in a number of ways as evidenced in the paragraphs above, the College has yet to formulate a College-wide systematic approach that intentionally connects RDC to its communities.

RDC will develop a strong college-wide marketing and communication strategy that asserts the College's new identity.

The Marketing and Communications Department worked with a consultant to complete a thorough internal communications assessment and audit. The final results were presented in an open forum. Action steps and timelines will be shared with the College community in Fall 2015.

RDC's Schools participated in identity workshops with the Marketing and Communications Department to create key messages and visual elements for developing School sub-brands.

A marketing plan was developed for promoting the Centre for Innovation in Manufacturing and Applied Research, focussing on this area as a "jewel" of RDC. A comprehensive booklet was produced that includes stories of projects the Department has worked on as well as stories of each of the students that were involved. This booklet will be printed over the summer and ready for distribution in Fall 2015.

Work continued on the creation and implementation of a video strategy to attract prospective students to consider applying to RDC. Over the past year, two spotlight videos were completed for the Career and Academic Preparation Program and the Leadership Program in the School of Continuing Education. Two additional videos are underway for the Transitional Vocational Program and Residence that will be available for release in September 2015.

RDC continued to receive international recognition. The College was awarded three Gold, two Silver and one Bronze Medallion Awards from the National Council for Marketing & Public Relations District in the Fall of 2014, as well as one Silver Paragon Award from the National Council for Marketing & Public Relations National in the Spring of 2015.

While progress has been made on the College's strategy to assert its bold new image, work is still required in this area as the College moves forward.



RDC will continue to develop three priority areas in applied research: innovation in manufacturing; environment and ecology; and rural health, wellness and community development.

The College's Centre for Innovation in Manufacturing provides opportunities for small and medium businesses to learn more about innovation, advanced manufacturing, and the commercialization process. The Centre provides consultation and assistance related to the development of new products, the diversification of product lines, prototype development, fabrication work, LEAN manufacturing, and robotics. In 2014/15 RDC received two grants from Alberta Innovates Technology Futures: \$135,000 in support of the Central Alberta Regional Innovation Network (CARIN) and \$40,000 in support of RDC's applied research and innovation activities. Through CARIN, the College worked collaboratively with granting agencies and other service providers to move companies from an idea to the commercialization phase. RDC also received \$124,000 from the

National Research Council and \$67,000 through the Business Innovation Access Program. Under the Business Innovation Access Program, RDC assisted three companies in central Alberta with product commercialization.

Several metrics of activity showed significant growth from the previous year: 25 prototype projects with industry, 65 companies or entrepreneurs coached, 8 projects resulting in new or expanded companies, 7 clients connected with financing or angel investors, and approximately \$250,000 was raised for investment in projects and client companies. Overall, the Centre for Innovation and Manufacturing had 560 engagements in 2014/15. These activities provided applied learning opportunities for students and furthered economic development, innovation, and commercialization for companies in central Alberta.

In the area of rural health, wellness and community development, students and faculty continued to participate in applied health research projects under the Health Research Collaborative – Alberta Health Services initiative. For example, one study was designed to assess the impact of a virtual learning experience on attitudes toward dementia. RDC students, caregivers and family members participated in a Virtual Dementia Tour that simulated the experience of having significant dementia.





Experiencing the Virtual Dementia Tour increased empathy in participants, increased their understanding of what individuals with dementia may experience on a daily basis, and increased knowledge about what it's like to have dementia.

Another health research project involved the qualitative evaluation of the Wetaskiwin and Area Primary Care Network (PCN) Aboriginal Prenatal Program. This project examined access, cultural appropriateness, and barriers to wellness. Program participants provided feedback through structured sharing circles and anonymous online surveys. Feedback indicated that the program was very successful and identified possible enhancements to transportation. The student researcher assisted in knowledge dissemination with the aboriginal community at the end of the project.

The Health Research Collaborative-Alberta Health Services initiative was renewed for another three years. As of April 1, 2015, the RDC Rural Health Research Chair position changed from an 80% secondment to a 100% secondment to Alberta Health Services. This will result in less time available for mentoring RDC student researchers. Investigation is currently underway to revitalize, re-establish, and enhance the

applied research opportunities that are available to RDC students.

In collaboration with several community agency partners, Sociology faculty members in the School of Arts and Sciences applied for a Social Sciences and Humanities Research Council grant under the newly created Community and College Social Innovation Fund. The proposed research will assess programs and services to inform community organizations and policy makers of the availability and effectiveness of programs and services used by immigrant women in central Alberta.

In the area of environment and ecology, a Biology instructor in the School of Arts and Sciences began work on a project with Alberta Transportation to develop a real-time mobile app to track animal/vehicle collisions on Highway 63. The Alberta Wildlife Watch app will be used by highway service contractors to collect more timely and more accurate data on where, when and what species are being hit. The data can then be used to help inform mitigation measures and make Alberta roads a safer place for motorists and wildlife. In September 2015, RDC students will have the opportunity to work with the instructor on this project.



RDC will adapt in response to reduced government financial support for public post-secondary education.

During the planning cycle, RDC's Comprehensive Institutional Plan for the 2015/16 fiscal year was based on a proposed 1.4% reduction in base grants. The academic portfolio developed plans to streamline academic operations to accommodate changing needs and circumstances and to address the anticipated decrease in grant funding for 2015/16. The plans called for a reduction in the Bachelor of Science in Nursing Program intake of first year students and a reduced resource allocation for Fall 2015 in response to issues with funding and program costs. It was proposed that the Legal Assistant Diploma Program be scaled down to one section for Fall 2015 in light of diminished student demand. It was also proposed that elective course offerings be streamlined for Fall 2015 in a number of areas. An additional significant reduction proposed for 2015/16 included elimination of printmaking from the Visual Art Program. Changing needs and circumstances (chiefly decreasing student demand and budgetary constraint) led to the elimination of all French and Spanish courses in the Bachelor of Arts Program. In June 2015, the newly elected provincial government reversed the budget cut and approved a 2% increase for 2015/16. This change allowed RDC to restore some course offerings and positioned the College for increased enrolment in Fall 2015. The return of funding from the Government allowed the reinstatement of a gateway French course for the Winter semester of 2016. RDC is determining the viability of offering French courses through the School of Continuing Education in order to fill any gaps that may exist in regular credit French courses.

Across the College, division leaders were asked to consider whether to fill vacancies and whether to fill them on a permanent basis. This allowed for targeted growth in staffing which contributed to the long-term sustainability of the College. The service portfolio also developed plans to streamline operations with the adoption of more on-line services for students and employees. Several departments employed process mapping tools to identify bottlenecks and opportunities for more responsive and effective service delivery. Reductions in advertising costs were also made with the recruitment of faculty and staff moving more and more to online sources.

RDC will improve assessment, evaluation and accountability to strengthen planning and continuous improvement for sustainability.

The first reports for the College's new accountability framework were completed in Fall 2014. The reports provided narratives and measures to evaluate progress toward the goals of the RDC Strategic Plan. The narrative reports provided qualitative "results" statements describing the activities and assessing outcomes. The reports provided improved accountability and a feedback loop into the planning process.

RDC is committed to continuous improvement for sustainability, and services undergo regular review and improvement. A comprehensive records retention review was completed in 2014/15, resulting in a number of recommendations. The College worked with a consultant to update the College's records management policy and create a new records taxonomy and retention schedule to replace the

existing outdated documents. A records officer was hired and training modules were developed. The training will be rolled out in the coming year.

As part of their continual improvement process, the Marketing and Communications Department worked with a consultant to complete a thorough internal communications assessment and audit. The final results were presented in an open forum. Action steps and timelines will be shared with the College community in Fall 2015.

The College continued to address risk management by developing risk registers. The risk registers identify a number of risk factors, their significance, and strategies for mitigation. Regular reporting to the Board has been developed to ensure the Board is aware of risks to the College and the strategies for mitigation.

During 2014/15 the College identified a need to update and improve its comprehensive program and service review processes. An external consultant collected feedback from stakeholders on the current processes and provided an in-depth report on the results. In the coming year the Program and Service Review Advisory Committee will review the report and make recommendations for next steps in modifying the existing processes and policies related to program review and service review, including consideration for building on the learner-centred aspects of these activities.

RDC will develop a stable resource base.

Enterprise and Community Relations undertook activities to identify and engage prospects, to steward existing relationships, and to secure new and additional sources of financial investment and sustainable revenue.

Additionally, the Division worked closely with RDC's Schools to foster and advance the concept and application of "bundling" investment to include donation, sponsorship, scholarships, and value-added training as part of an overall discussion with prospects. Several initiatives provided valuable benefits to learners in RDC programs and Schools.

RDC will develop facilities that support teaching, learning and the student experience.

RDC completed blueprints and selected the design/build team for the new Gary W. Harris Centre for Health, Wellness & Sport. The Centre will assist RDC in expanding and enhancing programming and will provide state-of-the-art teaching and learning spaces, including experiential and applied learning opportunities for students. In addition, it will establish a comprehensive venue for athletic, recreational, and community activities for everyone in central Alberta.

The Centre is scheduled for completion in the Fall of 2018, and will host a number of events in the 2019 Canada Winter Games. The Harris Centre will provide essential new teaching and learning spaces that further supports RDC's vision to become a Polytechnic University. The Centre will support students and programs primarily in RDC's School of Health Sciences, allowing for growth in kinesiology, health and wellness – providing new sport and athletics



performance spaces to serve as classroom and lab venues for students. Throughout the past year the College worked actively to engage potential funding sources and major partners for the new Centre that included The City of Red Deer, Hockey Alberta, and Red Deer Minor Hockey. RDC also secured the largest philanthropic gift in its history in support of the new Centre (an investment of \$5.0 Million from Gary Harris, an alumnus of RDC). As part of financing the capital cost, the College launched a \$25 Million Shaping Our Future public fundraising initiative to secure philanthropic investment in the Harris Centre.

In 2012 the College purchased a theatre venue from the City of Red Deer then known as the City Centre Stage, to create a downtown hub for visual and performing arts. The facility provides additional teaching and learning space for a wide range of RDC programs, including Visual Art, Performing and Motion Picture Arts, and the Donald School of Business. The College invested more than \$1 Million in facility improvements and launched the newly named Welikoklad Event Centre in honour of major donors Bill and Irma Welikoklad, in October 2014. Enhancements include the creation of an art gallery and grand entrance, new seating to accommodate classroom delivery, technology and acoustic upgrades, and upgrades to mechanical, electrical, security and

fire protection systems. The Welikoklad Event Centre has contributed to downtown revitalization, providing an excellent learning environment for RDC students, businesses, conferences, and the arts community of Red Deer.

In March 2015, RDC was recognized on the national stage with the Entrepreneurship Award by Colleges and Institutes Canada. The College's expansion of learning space into the heart of downtown Red Deer, including the Donald School of Business and the Welikoklad Event Centre, served as the focal point for the award.

In 2014/15 the College continued to adapt traditional classrooms to new modes of delivery to enhance the student experience and ensure instructors can deliver in ways that support a learner-centred approach. In addition, the Facilities Planning Committee and the Centre for Teaching and Learning worked closely together to transform various learning spaces and to provide training to instructors on how to create exceptional learning experiences within the new classrooms.



Summary

Over the past year the College continued to make progress toward achieving the goals of the strategic plan, "RDC 2017: A Learner-Centred Future". The successful reorganization of the academic portfolio into seven new Schools demonstrated Red Deer College's commitment to providing learner-centred education. The School model advances the College's ability to respond to student, regional business and community needs, and continue preparation for the transition to become a Polytechnic University. Research and consultation with College stakeholders in 2014/15 led to the preparation of a report regarding the path to becoming a Polytechnic University and potential ways to expand degree access for students. The College continued to build on its' comprehensive mix of programs and enhance access for learners through the development of new programs and collaboration through Campus Alberta Central. In efforts to build a stable resource base, measures were taken by the College to streamline operations, build efficiencies, and to secure new and additional sources of sustainable revenue. The College also made progress on engaging potential funding sources and major partners for the Gary W. Harris Centre for Health, Wellness & Sport, which will provide for new teaching and learning spaces and establish a comprehensive venue for athletic, recreational, and community activities in central Alberta. The College's new accountability framework was implemented in Fall 2014 and provided narratives and measures to evaluate progress toward the goals of the strategic plan and a feedback loop for planning processes.





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