



**RDC 2017:
A LEARNER-CENTRED FUTURE
YEAR 5**

Progress Report 2016/2017



Introduction

This Progress Report provides an over-arching look at the advances Red Deer College made throughout 2016/2017 in achieving the goals of its Strategic Plan 2012 to 2017, *RDC 2017: A Learner-Centred Future*. This report is written from the perspective of the President's Executive Committee members, and it highlights some of the initiatives of greatest impact that Red Deer College has undertaken.

Executive Summary

During 2016/2017, the final year of the 2012-2017 Strategic Plan, *RDC 2017: A Learner-Centred Future*, the College demonstrated a mature mastery of the Plan's 14 goals. RDC has now reached a point where it can refine and refocus some of its efforts. This was the motivation behind extending the 2012-2017 Strategic Plan to 2020, while concentrating on five priority areas: 1) building a learner-centred culture, 2) increasing the participation of Indigenous learners and underrepresented groups through increased engagement and support, 3) promoting RDC as a source of academic excellence and practical, enriching learning experiences for students, 4) asserting the College's commitment to comprehensive programming and 5) developing a stable resource base.

As this Progress Report highlights, 2016/2017 was a year of notable achievements in all these areas. As one example, the *School Report Card* was introduced by Deans' Council in Fall 2016, and it outlines a series of performance indicators that allow each School to monitor annual progress in developing a learner-centred culture.

The Indigenous Education Strategic Plan was drafted following 16 dialogue sessions with key stakeholders. The priority themes and goals identified in the draft plan will allow RDC to provide appropriate support for Indigenous learners and to honour the spirit of the Truth and Reconciliation Commission Report.

School accountability measures for 2016/2017 demonstrate ongoing expansion of practical and applied learning experiences within and beyond the classroom. The new Co-Curricular Record Policy formally recognizes non-academic educational experiences. In addition, the Makerspace was relocated to its new, permanent home in the Library Information Common, and it is poised to expand opportunities for student engagement in innovation and practical learning.

In April 2017, Deans' Council approved the first five-year installment of the *Ten-Year Program Mix Plan* that identifies new program priorities and provides decision-making tools to allow RDC to monitor and adjust its comprehensive program mix in response to student and labour demand.

Also in 2017, RDC secured a major Government of Canada Post-Secondary Institutions Strategic Investment Fund (SIF) grant, allowing the College to progress with its Green Energy Master Plan to reduce reliance on externally provided energy and increase its economic sustainability. The grant will also help build the Alternative Energy Lab.

As of September 30, 2017, the Gary W. Harris Canada Games Centre/Centre des Jeux du Canada Gary W. Harris was 84 percent complete and the project is currently on track to reach substantial completion in May 2018. The RDC Project Team for the Centre continued its work of ensuring that the facility creates positive learning and sport environments promoting healthy lifestyles. In Fall 2017, RDC commenced construction of a new Residence with 145 studio-style suites to address student demand and to allow RDC to provide accommodation for the 2019 Canada Winter Games Athletes' Village.

RDC will build a learner-centred culture.

RDC continued to build a learner-centred culture by developing programs and curricula based on measurable and mapped learning outcomes, sharing power with learners in determining instructional and assessment strategies and by working on defining accountability measures to track progress through School Report Cards.

The College made further progress in incorporating the five primary characteristics of a learner-centred institution: function of content, role of the instructor, role of assessment, balance of power and responsibility for learning.

The Centre for Teaching and Learning (CTL) refined the notion of learner-centredness through its advice to faculty on course design. Learning designers from CTL worked with associate deans and faculty to ensure curriculum development and redevelopment resulted in stronger accountability in pursuing, achieving and assessing program and learning outcomes. RDC's Schools applied rigorous standards for curriculum development and redevelopment through comparison with similar programs, consultation with industry contacts, engagement of CTL expertise and adherence to the standards approved by Academic Council.

Faculty members from all Schools experimented with student-led, small-group instructional strategies and flipped classrooms, as well as sharing power with learners in determining weights and types of assessments and in establishing expectations for classroom behaviour. Discussions on best practices in assessment led to modified approaches at the course, program and School levels.

Course outlines were the focus of initiatives designed to expand learner-centred content and teaching, as reflected in the updated Course Outline Policy. Revising the policy involved widespread consultation and resulted in a 37-page guidebook to help faculty develop outlines that facilitate learner-centred instruction, assessment and outcomes.

In Fall 2016, Deans' Council introduced a *School Report Card* with performance indicators for monitoring annual progress in developing a learner-centred culture and achieving excellence in teaching and learning. Strategic Planning and Analysis provided data to Schools to reinforce evidence-based decision-making and accountability in advancing a learner-centred culture.

RDC's Schools worked to shift the balance of power for students and non-management employees by increasing their involvement in decision-making and planning. Students held positions on many College councils and committees. Student Services, in partnership with the RDC Students' Association, undertook multiple initiatives related to campus and residence life that demonstrated a commitment to and direct involvement of learners: Student Ambassadors, diversity, inclusion and mental health initiatives and the Indigenous Student Circle.

RDC recognizes that students need preparation to take responsibility for their own learning. 1,146 first-year students attended New Student Orientation in September 2016, and Schools implemented targeted orientation initiatives.



RDC will assert its commitment to comprehensive programming.

RDC demonstrated its commitment to comprehensive programming by developing the Ten-Year Program Mix Plan based on six criteria that will inform all decisions relating to new program development.

Over the past 10 years, and with particular intensity since 2014, RDC has repeatedly conveyed to the Government of Alberta the solid rationale for the College obtaining degree-granting status. In June 2017, in response to the Alberta Advanced Education (AAE) review of the current six-sector post-secondary model, the College reiterated its stance that the model hinders the economic, cultural, social and intellectual growth of the Central Alberta Region and is out of alignment with AAE's five adult learning system principles (accessibility, affordability, quality, accountability and coordination).

Research and community demand indicate significant potential for enrolment growth through increased post-secondary access and credentials in central Alberta. According to the *2016 Campus Alberta Planning Resource*, the Central Region's post-secondary participation rate (3.0%) is half the rates of Edmonton and Calgary (6.6% and 5.6% respectively). The Lethbridge Region's participation rate is more than double central Alberta's at 7.8%.

The College submitted the *Red Deer College Institutional Self-Study* to the Campus Alberta Quality Council (CAQC) in July 2017 in support of its application to offer two new applied degrees through RDC's School of Creative Arts. The self-study also lays the groundwork for obtaining degree-granting status on a broader scale.

Deans' Council approved the first five-year installment of the *Ten-Year Program Mix Plan* in April 2017. The Plan identifies new program priorities and provides decision-making tools for the College to monitor and adjust its program mix in response to student and labour demand. The Deans identified six criteria to inform decisions on new program development: 1) strategic alignment, 2) cost to implement, 3) high demand from learners and the community, 4) uniqueness of the program within the system, 5) synergy/enhancement of existing and other new programs and 6) link to job growth areas.

2016/2017 Program Initiatives

- AAE approved the Instrumentation Engineering Technology Diploma for launch in Fall 2017. This diploma program was developed in response to the Government of Alberta's request for more programs in this high demand area.
- The Human Resources Management Graduate Certificate was also approved for launch in Fall 2017. It is the first HR Management Certificate in Alberta to require a degree for admission.
- Two applied degrees are awaiting AAE and CAQC approval for launch in 2018/2019. The Bachelor of Applied Arts in Animation and Visual Effects will be the only program in Alberta to teach all the elements of animation. The Bachelor of Applied Arts in Film, Theatre and Live Entertainment will prepare students to work across the film, theatre and live entertainment industries.
- The School of Arts and Sciences is developing a Justice Studies Diploma for launch in Fall 2018, pending Government approval, in response to demand from the Red Deer Remand Centre, Bowden Institution and learners.
- RDC is considering other potential programs for future launch, including: Automotive Service Technician/ Heavy Equipment Technician Certificate, Health Care Management Graduate Certificate, Pre-Health Sciences Certificate and Excellence in Teaching and Learning/ Excellence in Online Teaching and Learning Graduate Certificate.

The School of Continuing Education collaborated with other Schools and community partners to develop four new non-credit programs for launch in Spring and Fall 2017:

- Heating, Ventilation and Air Conditioning Certificate, supported by Bruin's Plumbing and Heating Ltd.
- Recreation Facility Management Certificate, in partnership with the Alberta Association of Recreation Facility Personnel
- English for Academic Purposes (Levels 1, 2 & 3)
- Educational Assistant, new school divisions added to this existing program

Two other non-credit programs will be launched in Winter 2018:

- Trauma-Informed Certificate for ESL Instructors and Workplace Language Skills for ESL (Levels 3 & 4), funded by a Government of Alberta Language Training Grant of \$243K
- Health Care Aide (Campus Alberta Central sites), transferring from credit to non-credit programming

RDC will identify and expand clear learner pathways and career maps.

Career/credential pathways and seamless transfers continued to be central elements for consideration in program development or redevelopment.

Program and curriculum development and redevelopment continued to be based on: graduate profiles, program outcomes that are clear statements of what a student is able to demonstrate upon completion and course outcomes that are measurable and mapped to program outcomes.

Multiple pathways within the proposed Bachelor of Applied Arts in Film, Theatre and Live Entertainment will allow for both specialized and trans-media learning opportunities. The program will be unique within the province and will be one of only a few programs in Canada to provide students with opportunities to work across the film, theatre and live entertainment industries. The Bachelor of Applied Arts in Animation and Visual Effects will prepare graduates to work in the growing animation and gaming industries or create their own studio start-ups.

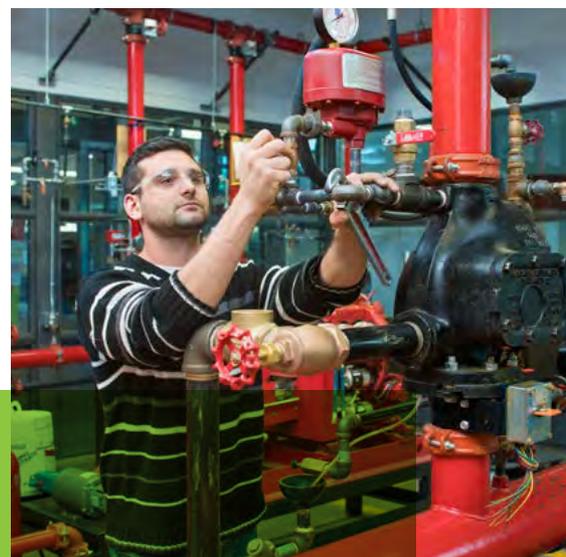
The School of Continuing Education, the Educational Assistant program and the School of Education Dean's Office collaborated to create a Classroom Support Certificate. This certificate opens a pathway to continued employment as an Educational Assistant and ladders directly into the Educational Assistant program.

Working with Apprenticeship and Industry Training and other post-secondary institutions, the School of Trades and Technologies continued to develop a common first-period curriculum for all pipe trades. A common first year of courses for all three Engineering Technology programs was implemented in 2016/2017 in order to facilitate clearer pathways and transfer routes between programs. The Automotive Service Technician/Heavy Equipment Technician Certificate being explored by the School would also combine the first-period curriculum of both trades to provide students with the flexibility to pursue one or both apprenticeship programs.

The Pre-Health Sciences Certificate is a new program priority being investigated by the School of Health Sciences. This certificate would provide a pathway for students seeking admission to health programs at RDC by guiding them through the courses required for admission to the health program of their choice.

The Health Care Management Graduate Certificate being investigated by the Donald School of Business and the School of Health Sciences would address identified training needs in the health care field for practitioners transitioning into management positions.

In addition to helping learners capitalize on the opportunities available through Transfer Alberta, RDC continued to build upon and expand transfer agreements with post-secondary institutions in other provinces. Discussions took place with the Engineering faculties at the University of Saskatchewan, University of Victoria and UBC Okanagan, with the latter already showing positive results. The transfer agreement with Royal Roads University (RRU) was expanded to include pathways from the RDC Bachelor of Science and Bachelor of Arts programs to environmental degree programs at RRU.



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

School accountability measures demonstrate expansion of practical and innovative learning experiences in and beyond the classroom. Applied Research and Innovation and the Makerspace provide ready opportunities for students to participate in applied learning and research. The new Co-Curricular Record Policy allows learners to have non-academic educational experiences recorded on their official transcripts.

School accountability measures for 2016/2017 demonstrate ongoing expansion of practical and applied learning experiences beyond the classroom. Such experiences were also routinely integrated into classroom content. For example, the Donald School of Business challenged its faculty to develop applied perspectives within the classroom by inviting guest speakers/lecturers into each course at least once per term.

An innovative area that accommodates design, research and prototyping of products and materials, the Makerspace has proven to be highly successful in providing opportunities for student engagement in innovation and practical learning. That success convinced the College to create a permanent home for Makerspace in the Library Information Common. Construction of the expanded and updated Makerspace began in May 2017 and was completed in September 2017, thanks to a Government of Canada Post Secondary Institutions Strategic Investment Fund (SIF) grant awarded to the College in January 2017.

Opportunities for learner involvement in applied research and innovation took many forms: employment in the Centre for Innovation in Manufacturing, engagement as researchers in Social Sciences and Humanities Research Council/Natural Sciences and Engineering Research Council-funded projects, involvement in Health Research Collaborative projects and participation in design/build competitions addressing assistive or green technology. Class and capstone projects across all Schools regularly involve students in applied research questions related to the needs of local businesses, industry and community organizations. The Association of Science and Engineering Technology Professionals selected a group of RDC Engineering Technology students as the designers of one of the best capstone projects in Alberta (a solar energy tracking system).

The new Program Review Policy came into effect in October 2016 and the new Annual Program Improvement Process and Quality Improvement Program Review (QIPR) work began. This review process helps ensure programs meet established standards and outcomes, including current, practical and innovative learning experiences. Six programs began the comprehensive QIPR process in 2016/2017.



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

RDC's ongoing participation in Campus Alberta Central, which supported more programs and services in 2016/2017 than in any previous year, allowed the College to continue to extend its reach to central Alberta learners and communities. Expansion of dual credit programming through the School within a College program and the work of the Online Learning Sustainability Task Group offered other innovative solutions to increasing student access.

Campus Alberta Central (CAC)

CAC is a joint venture between Olds College and RDC that provides post-secondary learning opportunities to communities throughout central Alberta. Rural learners benefit from increased access to programming, local support provided by 21 community partner sites and direct input from local representatives regarding the learning needs of the community.

In 2016/2017, CAC initiatives to increase outcomes through strategic enrolment planning, operational efficiencies and targeted marketing and communications resulted in significant increases in programming opportunities, student enrolments and community engagement. Between 2015/2016 and 2016/2017, CAC:

- Doubled the number of program offerings with a total of 18 programs supported.
- Increased student course registrations by 75% from 894 in 2015/2016 to 1,568 in 2016/2017. This represents 159 Full Load Equivalents or 512 unique learners.
- Received more than twice as many learner inquiries (approx. 5,000) at regional learning sites.

CAC learners demonstrated high levels of completion and satisfaction with programming:

- 92% of learners successfully completed their program.
- 84% were satisfied with the support they received.
- 80% stated they would not otherwise have been able to participate in the program.

As a partner in CAC, RDC continued to offer online classes and face-to-face instruction in Stettler, Drumheller and Rocky Mountain House, achieving strong enrolments in health and business courses. CAC is working with the Town of Ponoka to plan a Community Learning Centre. As a result of collaboration with CAC, RDC's Management Skills for Supervisors certificate program will be offered in Ponoka beginning in Spring 2018.

School Within a College

RDC continued to expand dual credit programming, or School Within a College (SWAC), as a part of the Alberta Education Dual Credit Strategy. The Donald School of Business offered online dual credit courses in partnership with the Battle River, Chinook's Edge, Red Deer Catholic Regional, Red Deer Public and Wild Rose School Divisions.

For students pursuing dual credit in the Welding and Automotive Service Technician programs, RDC's partners included the Chinook's Edge School Division, Red Deer Public School District, Red Deer Catholic Regional School Division and, as of 2016/2017, Wolf Creek School Division. In 2016/2017, Grade 12 students who participated in SWAC within the School of Trades and Technologies achieved 100% high school completion rates and many were successful in challenging the apprenticeship exams for their trade. Following consultation with stakeholders, the College decided to modify its delivery method for the dual credit trades programs. Beginning in Fall 2017, Grade 12 students will complete their high school courses during the first semester and then attend RDC to complete their trades training in the second semester.

On June 27, 2017, the School of Education signed a partnership agreement with the Red Deer Public School District (RDPSD) to establish the RDPSD College High School. Beginning in September 2017, the RDPSD College High School will provide an alternative setting for secondary completion, adapted to the needs of students wishing to complete remaining credits after leaving high school early, seeking new motivation in a different environment or entering the SWAC program.

Flexible Delivery

RDC remained committed to the eCampus Alberta quality standards, despite the cessation of its operations in 2016/2017. The Centre for Teaching and Learning (CTL) struck an "Online Learning Sustainability Task Group" to develop recommendations for future directions. The primary goal is to promote online course development and delivery by cultivating it as an option from a course or program's conception.

Through the Excellence in Online Teaching and Learning program, the CTL shared process information on developing and delivering courses in a blended format. It also received base funding for a multimedia specialist in 2016/2017, providing expertise and stability that can be employed for online and other course development.

The Donald School of Business demonstrated the benefits of flexible delivery initiatives by offering a number of its programs through an online platform to serve rural learners better. Mature/working learners also benefited from the new delivery model. Online delivery, expanded evening offerings and Executive Weekends in the Business Administration diploma have allowed the School to achieve the critical mass necessary to sustain certain options.



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

RDC focused on the development of an Indigenous Education Strategic Plan as a means of supporting Indigenous learners and working towards the goals of the Truth and Reconciliation Commission.

RDC is committed to building upon the College's reputation as a welcoming and inclusive place to learn and grow. Strategies are in place or under development to increase the participation of Indigenous learners and other groups facing challenges related to post-secondary access and success, including rural, mature, foundational and low-income learners, learners with disabilities and newcomers to Canada.

Campus Indigenization

Indigenizing RDC and working towards the goals of the Truth and Reconciliation Commission (TRC) are ambitious and comprehensive processes that will require continual evolution.

Developing an Indigenous Education Strategic Plan (IESP) is an initial step. A planning committee was formed in late 2016 to focus on this critical initiative. By March 31, 2017, the College had conducted 16 dialogue sessions with over 110 individuals, including Indigenous learners, Elders, community members, rural and urban agencies and educational program staff, RDC students, faculty and staff and other stakeholders from across the Central Alberta Region.

Following the initial consultation phase, 11 key themes and messages were identified regarding support for Indigenous learners and honouring the spirit of the TRC Report. These themes led to the development of five strategic priorities and associated short- and long-term goals. The draft IESP was reviewed by the President's Executive Committee (May 2017), Deans' Council (June 2017) and Service Council (July 2017). Next steps include discussion at School Councils and obtaining Academic Council approval by the end of Spring 2018.

In April 2016, the School of Continuing Education received a three-year, \$1.6M Flexibility and Innovation in Apprenticeship Technical Training (FIATT) grant from the Government of Canada to provide welding training for Indigenous students through the Virtual Reality Cooperative Trades – The Next Generation program. Fifty students, admitted from a pool of nearly 300 applicants from Montana First Nation, Louis Bull Tribe, Samson Cree Nation and Ermineskin Cree Nation, began their training in October 2016. As of June 30, 2017, 38 out of

50 students continued to progress through this program that incorporates offsite delivery, augmented with virtual reality welding units, cooperative work placements and culturally responsive testing methodology.

The Indigenous Student Circle experienced tremendous growth during 2016/2017. They met at least monthly, actively supported major College events such as Open House and New Student Orientation and reached out to Indigenous and non-Indigenous students across campus. A new stole, featuring an inclusive Indigenous graphic, was designed for Convocation 2017 to celebrate the accomplishments of First Nations, Métis and Inuit graduates. Indigenous student enrolment increased by 8.5 percent between 2015/2016 and 2016/2017.

Program and curriculum development and redevelopment across all Schools included outcomes addressing the TRC recommendations. The Centre for Teaching and Learning developed an indigenization module for the Excellence in Teaching and Learning program. The proposed Justice Studies diploma and redevelopment of the Social Work curriculum were particularly responsive to the TRC recommendations. In March 2017, Indigenous perspectives formed the focus of the first Path to Awareness Conference, organized by the School of Education, the Education Undergraduate Society and the Central Alberta Regional Consortium. Approximately 70 students and 30 central Alberta teachers attended.

Diversity and Inclusion Initiatives

Student Services organized 29 events and activities in support of culture and diversity: Pride Week, International Student Welcome, Intercultural Awareness Workshops, Talking Circle: From Hate to Hope, Exploring Islam and Muslim Culture, Inclusion in Art and Sport, Pink Shirt Day and Pathway to Engagement: Inclusivity at RDC. Residence established a program to support requests for gender-neutral housing and engaged in fruitful discussions with Inclusion Alberta (IA) on welcoming students with additional needs.

The Library Information Common's ESL Tutor helped improve the communication skills of learners originating from 13 different countries and a variety of educational backgrounds. The School of Continuing Education developed an English for Academic Purposes program that will serve new Canadian learners following its launch in September 2017.



Disability Resources supported students with disabilities affecting mobility, learning and physical or mental health by advocating for accessibility and providing information on funding and accessing accommodations and technology. A new software system was procured to provide students with additional self-serve access to services.

The updated Program and Service Review policies and review criteria maintained universal design goals. Program and services areas are required to report on their strategies for accommodating the diverse needs of learners and clients.

Community Relations, working closely with Student Services and the Counselling and Career Centre, secured a \$450K donation from the RBC Foundation to support mental health and career services programming and the RBC Student Ambassador Program beginning in 2017/2018.

The Campus Connections Program provided comprehensive training on Grief and Loss, Handling Stress and Self-care, Sex and Gender Diversity and Inclusion, Addictions and Mental Health First Aid (MHFA). Since May 2017, almost 40 faculty and staff have also been trained and certified in MHFA.

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

RDC connected with its communities in multiple ways such as: strengthening its partnership with the 2019 Canada Winter Games Host Society and The City of Red Deer to prepare for the 2019 Canada Winter Games; drawing on community and alumni expertise and support for such events as Backpacks to Briefcases, Transform Your Trade and Open House; and expanding its collaboration with Indigenous communities.

RDC hosted a range of events throughout 2016/2017 that welcomed the public and advanced College and community goals. In October 2016, the RDC Queens Hockey Team held a "Pink in the Rink" game to raise funds for the Canadian Cancer Society. In March 2017, Dr. Gabor Maté, a leading national expert on mental health and addictions, was the speaker for the annual speaker series *Perspectives: Canada in the World*. Other notable events where College and community came together included the RDC Golf Classic, Athletics Scholarship Breakfast and the performances, concerts, screenings and exhibitions of the School of Creative Arts Season.

The participation of local businesses and professionals was critical to the success of Backpacks to Briefcases, an annual professional development conference where students learn career-relevant information from industry experts. In addition, Business Basics for the Tradesperson helped people working in the trades learn about foundational skills for small business owners. Transform Your Trade allowed budding entrepreneurs to "pitch" their creative ideas to community business leaders, all for the opportunity to win \$5,000 towards their business and to receive on-going mentorship.

RDC's Alumni Association was an important vehicle for engagement between the College and community. The Alumni Board of Directors' membership reflects diversity of age, program, experience and professional careers. Alumni volunteers supported the Alumni Fine Wine and Food Tasting Festival, Backpacks to Briefcases and Open House. The Alumni Association also launched Paving Our Future, a legacy donation initiative whereby alumni and community members "purchase" a paving stone leading to the Gary W. Harris Canada Games Centre/Centre des Jeux du Canada Gary W. Harris.

2019 Canada Winter Games

In September 2016, the 2019 Canada Winter Games Host Society, The City of Red Deer and RDC signed a Partnership Agreement for the 2019 Canada Winter Games. A \$1M donation from NOVA Chemicals towards the construction of the Canada Games Centre is just one example of the concrete results generated by this partnership. The \$88 million Centre will benefit the local economy and, during the construction phase, it will employ over 2,000 people, with most being from central Alberta. It is also being built in an energy efficient, environmentally conscious way.

The School of Continuing Education continued to offer new and revised programming to support the intellectual, social, cultural, economic and physical well-being of central Alberta communities and businesses, resulting in 18,319 course registrations. The School ran vibrant summer camps in science, music, sports, trades and dance, as well as workshops with professional artists. In total, 17,969 people attended Continuing Education events hosted on campus. The School also engaged 117 companies through corporate training, conferences and events.



Indigenous Communities

RDC consulted O'Chiese First Nation, Big Horn First Nation, Sunchild First Nation, Montana First Nation, Samson Cree Nation, Louis Bull Tribe, Ermineskin Cree Nation and Indigenous and Métis community members living in Red Deer during the development of the Indigenous Education Strategic Plan.

The College also engaged with Indigenous communities in a number of other ways:

- Indigenous Student Services forged solid links with Indigenous groups and organizations in Red Deer and the Central Alberta Region (Urban Aboriginal Voices, Red Deer Native Friendship Society, Safe Harbor Society, Red Deer Public Schools First Nations, Métis and Inuit Learning Services)
- The School of Continuing Education obtained a Government of Alberta Recreation and Physical Activity Project Grant to develop future leaders in Physical Literacy in a First Nation community. The project culminated in a mixed sport camp in Montana First Nation, Sunchild First Nation and O'Chiese First Nation communities.
- In Spring 2017, Be Fit for Life and Summer Camp worked with Sunchild First Nation Secondary School on the First Nation School Exploration project welcoming 30 students to explore life at RDC.
- The Nursing programs continued to foster relationships with the Red Deer Native Friendship Centre Society and all BScN students completed the Blanket Exercise.

Global Engagement

In August 2016, the College enhanced its formal agreement with the National Energy Skills Centre (NESCC) in Trinidad and Tobago by expanding cooperation from four to 10 trades. The School of Continuing Education and the School of Trades and Technologies developed theoretical assessments for all 10 trades and expanded the scope of testing to include practical assessments. The Centre for Teaching and Learning delivered a modified version of the Introduction to Teaching and Learning program to 40 NESCC instructors.

In Spring 2017, the School of Health Sciences and the School of Continuing Education provided students with a unique international practicum experience in Mexico. Six students, the instructor and one other faculty member spent two weeks in San Miguel de Allende for the course "Developing Cultural Competence."

With funding from the Government of Alberta's Internationalization at Home (i@home) program, RDC's Social Work diploma program and the Social Work Department at Sree Sankaracharya University of Sanskrit in India created a technology-facilitated, collaborative research opportunity for students in Fall 2016.





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

By incorporating brand standards, consistent key messaging and relevant photos that resonate with target audiences, Marketing and Communications promoted a bold image of the College and its rich programming options.

Using a variety of traditional and online media, Marketing and Communications shared stories with the College's diverse stakeholders that built RDC's reputation and identity. Stories highlighted institutional achievements, individual successes of students, faculty and staff and faculty scholarly activity. The College received coverage in more than 1,600 media stories, with national coverage on 14 occasions. This media attention contributed to the prestige of the College, Red Deer and the Central Alberta Region.

Marketing and Communications worked closely with RDC's Schools to help them achieve their business goals and develop future-focused, strategic communications plans. By incorporating RDC brand standards, consistent key messaging and relevant photos that resonate with target audiences, Marketing and Communications collaborated with all requesting departments to develop collateral materials that promoted a bold image of RDC and its Schools, programs and service departments.

The newly created Student Success and Growth Committee was tasked with carrying forward the work and executing the plan established by the Recruitment and Retention Project Team in 2015/2016. It provided institutional leadership for recruitment and retention at RDC, responding to workforce trends and regional demand, while also overseeing measures of success.

The College's major annual recruitment marketing campaign, RDC Reasons, was conducted from February 1 to April 30, 2017. In addition to the eight feature stories shared by RDC, 386 individuals shared their personal reasons and stories on RDC's social media platforms and campaign webpage, describing why RDC is their post-secondary institution of choice.

Showcasing RDC's programs and services, promoting academic excellence and providing memorable experiences on campus, Open House 2016 hosted more than 1,000 prospective students and guests. After attending the event, 91 percent of prospective student attendees indicated that RDC was their first choice for a post-secondary institution. Recruiting and Advising also organized a significant presence at Career Expo 2017, when 3,000 middle and high school students visited RDC.

RDC will adapt in response to reduced government financial support for public post-secondary education. RDC will develop a stable resource base.

A joint investment of \$9.5M by RDC and the Government of Canada Post-Secondary Institutions Strategic Investment Fund (SIF) allowed the College to proceed with its Green Energy Master Plan and Alternative Energy Innovation Lab Project, both designed to reduce the College's reliance on externally provided energy and increase its economic sustainability.

Jointly funded by RDC and the SIF grant, the Green Energy Master Plan is a central feature of the College's strategy for ensuring a sustainable future by implementing a utility-saving, combined heat and power project and photovoltaic array. Work on the photovoltaic array is proceeding with the installation of panels on the roof of the Gary W. Harris Canada Games Centre. The walkway linking this facility to the main campus and the rooftop areas of up to four other buildings will also be fitted with photovoltaic panels.

The Enterprise and Community Relations Division diversified business activities in the School of Continuing Education and re-emphasised the importance of donor stewardship within Community Relations. In addition, the School of Continuing Education contributed to the stability of RDC's resource base by realizing a net financial return of \$590K and generating indirect revenue of more than \$517K in ancillary services. The School employed 20 full-time staff and nearly 300 part-time instructors, including 55 students.

Year-end results for Community Relations indicated growth across all areas, from new donor engagement to alumni support and reengagement. Sponsorship growth is an indication of the support the College enjoys from the business community of Red Deer and central Alberta, the power of the RDC brand and the value of the institution as a community asset.

During its second year, the Shaping Our Future fund development initiative reached a total of almost \$14M in pledges. The funds are being invested in the Gary W. Harris Canada Games Centre to support health and wellness educational programming, as well as athletic, recreational and community activities. Shaping Our Future also supports RDC's Schools and contributes to efforts to reduce financial barriers for students. During 2016/2017, RDC provided more than \$1M in annual scholarships and awards to its students, placing it among the colleges granting the greatest number of awards per capita in Canada.

Collaboration between Community Relations and RDC's Schools facilitated the following initiatives:

- School of Continuing Education: WorleyParsonsCord donations for the Virtual Reality Cooperative Trades - The Next Generation program; an investment by Bruin's Plumbing and Heating in the Heating, Ventilation and Air Conditioning program.
- School of Creative Arts: Events such as the "Seat Donor Reception" inviting lapsed donors back to the College 20 years after the "Take Your Seat" initiative.
- Donald School of Business: Backpacks to Briefcases, Transform Your Trade and the annual Business Case Competition.
- School of Health Sciences: Expansion of the Athletics sponsorship program and scholarships and awards for student-athletes.
- School of Trades and Technologies: Financial support for the Skills Canada team members representing RDC at provincial and national events.

Increased student enrolments contributed to a 2.7% increase in tuition and fee revenue from 2015/2016 and also had a positive impact on ancillary revenues. The year ended with an annual surplus of \$3.2M that will contribute to net asset growth and various capital projects.

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

Jack and Joan Donald committed a gift of \$3M towards the construction of the Donald Health and Wellness Centre, a wing in the Gary W. Harris Canada Games Centre/Centre des Jeux du Canada Gary W. Harris. Construction began on the Alternative Energy Lab and the new student Residence.

In September 2016, the Gary W. Harris Canada Games Centre was revealed as the legacy facility for the 2019 Canada Winter Games. In November 2016, philanthropists Jack and Joan Donald committed a gift of \$3M towards the construction of the Donald Health and Wellness Centre, a wing in the Gary W. Harris Canada Games Centre.

A design/build team moved construction of the Canada Games Centre forward on schedule and on budget. As of September 30, 2017, the Centre was 84 percent complete and the project was on track to reach Substantial Completion in May 2018. Requests for Proposals for furniture, equipment and information technology are currently being generated for the entire facility.

The RDC Project Team for the Gary W. Harris Canada Games Centre continued its work to ensure the facility creates positive learning and sport environments promoting healthy lifestyles. The Project Team held regular meetings throughout 2016/2017 to review evolving design elements and technology requirements and to provide recommendations based on the Seven Dimensions of Wellness, RDC programming needs and impacts on learners. The Centre for Teaching and Learning organized a series of workshops and

discussions with the School of Health Sciences, the School of Continuing Education and Campus Recreation to identify the credit, non-credit, applied research, experiential learning and wellness programming opportunities and synergies that will be a part of the building's legacy.

The Alternative Energy Lab (AEL) is one of the major alternative energy initiatives funded by RDC and the SIF grant. At its completion, the AEL will provide approximately 483 square metres of teaching and research space, with a roof designed to demonstrate alternative solar energy systems. The working drawings for the facility are 99% complete and construction of the new building is well underway.

In Fall 2017, RDC commenced construction of a new Residence with 145 studio-style suites. The building will address student demand and allow RDC to provide accommodation for the 2019 Canada Winter Games Athletes' Village. The exterior of the new Residence will be clad with vertically aligned, electricity-generating solar panels.

The Facilities Planning Advisory Committee was particularly active in 2016/2017, managing ongoing facilities development and allocation as well as preparing for the space repurposing that will result from certain programs moving to the Canada Games Centre in 2018. The Committee synthesized Requests for Information from Senior Leaders in order to update the Learning Space Master Plan and the Work Space Framework, then developed principles and objectives to assist in project prioritization. The President's Executive Committee endorsed the directions of the Committee on May 20, 2017.



RDC is proud of the people who make our institution a vibrant space where teaching and learning thrive. All photographs used in this document are from RDC's collection of photos showcasing our people, facilities and connections to the learners and communities we serve.

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