



**RDC 2020:
A LEARNER-CENTRED FUTURE
YEAR 6**

Progress Report 2017/2018



Introduction

This Progress Report provides an over-arching look at the advances Red Deer College made throughout 2017/2018 in achieving the goals of its Strategic Plan 2017 to 2020, *RDC 2020: A Learner-Centred Future*, which was an extension of the previous strategic plan with concentration on five identified priority areas. 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

In 2017/2018, Red Deer College (RDC) achieved a significant milestone in the history of post-secondary education in central Alberta. On March 1, 2018 Premier Rachel Notley and the Minister of Alberta Advanced Education (AAE), Marlin Schmidt, announced that RDC was granted approval to offer its own degrees and begin the journey to become a comprehensive regional teaching University. This change addresses the challenge for RDC, and the Central Region, to provide affordable access to sufficient diverse post-secondary education opportunities for its residents, and encourage young people to remain in the region and contribute to its economic, intellectual, social, and cultural development.

RDC provides access to a diverse array of programming that meets the needs of over 325,000 residents living throughout the Central Region, and the population of the Central Region continues to grow (14% growth projected over the next ten years). In 2017/2018, RDC continued to demonstrate regional stewardship in its work through Campus Alberta Central (CAC) to improve the affordability, accessibility, and quality of rural programming.

This academic year marks an unprecedented time of construction and expansion for RDC. Institutional human and capital resources were committed to major building project initiatives including the Gary W. Harris Canada Games Centre (GWHCGC), Alternative Energy Lab (AEL), and the new student residence. All three buildings provide primary examples, at a national level, for solar energy integration and sustainable facilities with Energy Efficiency Alberta promoting RDC for having the largest institutional solar array in Canada. The AEL will provide access to resources and expertise for applied research, demonstration, and instruction in alternative energy systems. It is envisioned as a resource for the Central Alberta Region as individuals and companies explore and implement renewable energy technologies. Additionally,

the GWHCGC will directly benefit RDC's programs, such as Kinesiology and Sport Studies and Occupation and Physical Therapist Assistant. The space will also be used to facilitate ongoing partnerships between the School of Health Sciences and Alberta Health Services, as is the case for the Collaborative Rehabilitation Design workshop which addressed the Cardiac Rehabilitation program and services available in central Alberta.

RDC continued to demonstrate its commitment to educational experiences based on learner-centred principles, where student success is tied to program outcomes, academic excellence, and processes that continually enhance teaching and learning. To promote diversity, inclusiveness and help ensure every student finds their community at RDC, ongoing funding was provided for the position of Indigenous Student Services Coordinator in partial fulfillment of the new **2017 Building Bridges: An Indigenous Education Strategic Plan**.

The College refined its approach to assessing existing programs in order to provide a comprehensive program mix that is responsive to regional needs. In addition, the College created efficiencies and sustainability while promoting operational excellence by engaging in organizational restructuring, implementing management and onboarding training requirements, and contracting KPMG to facilitate strategies on continuous improvement. These initiatives, together with a bold vision for growth in the future, strengthen RDC's position as a community partner and bridge to a better life for Albertans.

Goal 1: RDC will build a learner-centred culture.

RDC established a Learner-Centred Task Force and also used innovative techniques, including backward design, for the development of online course delivery and quality review.

Red Deer College continued to implement strategies to develop a learner-centred culture based on five main practices:

- Balance of Power which creates community through the sharing of power and control;
- Function of Content which emphasizes what the learner retains rather than what is taught;
- Role of the Teacher where instructors model their courses so that their role is that of facilitator, designer, or guide;
- Responsibility for Learning which creates a community of learning; and
- Assessment and Evaluation to monitor learning and determine the effectiveness of instruction.

The Centre for Teaching and Learning (CTL) provided materials, resources, and advising supports in the development and redevelopment of learner-centred course delivery with the introduction of a wide variety of flexible program delivery options. These resources were used to guide the CTL and the faculty developer through backwards design for online delivery, development of the Blackboard courses, and course quality review.

Various Schools, Departments, and program areas engaged in activities to ensure the individual needs of learners were addressed. These include establishing a

Learner-Centred Task Force, initiating flexible instruction and delivery of practicum assignments, implementing the use of relevant assessment and reporting software, aligning policies with the learner-centred paradigm and involving students in the creation of said policies, providing intentional supports for Academic Upgrading students, and increasing advising hours which resulted in a faster response time to student inquiries. Specifically, the School of Health Sciences added additional lab sections to increase Medical Laboratory Assistant cohorts and provide students with a greater opportunity for one-on-one assistance and oversight for more complex skill development.

The needs of RDC's learners were at the forefront of the design and construction of the Gary W. Harris Canada Games Centre. While serving as the host site of five events and the Athlete's Village for the upcoming 2019 Canada Winter Games, the Canada Games Centre was constructed with a primary focus on "the day after the Games", providing a needed space for teaching and learning plus health and wellness activities for RDC students and staff, community members from across the Central Alberta Region and also, a home for Hockey Alberta, a valued partner of the College.

Measure of Learner Centeredness*

2017/2018	2016/2017	2015/2016
86.6%	87.0%	88.4%

*Measured by the percentage of students, faculty, and staff who report learner-centred culture characteristics.



Goal 2: RDC will increase the participation of Indigenous learners and underrepresented groups through increased engagement and support.

Completion of the Indigenous Education Strategic Plan and continued collaboration with Campus Alberta Central served to support Indigenous learners and underrepresented groups in finding their community at RDC.

The culmination of work that began in 2016 resulted in the completion of the *2017 Building Bridges: Indigenous Education Strategic Plan* on March 14, 2018. The plan was informed in consultation with Indigenous communities and learners, Elders, RDC students, faculty and staff, and other stakeholders from across the Central Region. The plan identifies 5 Strategic Themes and includes a total of 29 specific goals.

RDC's Indigenous Student Services collaborated with external partners Urban Aboriginal Voices Society, O'Chiese First Nation, Ermineskin Cree Nation and Louis Bull Tribe on events such as New Student Orientation, Indigenous Student Welcome, RDC Open House, numerous college tours, career fairs, and National Indigenous Peoples Day.

Faculty and staff in the School of Education hosted the 2nd Indigenous Perspectives Conference 2018 with a focus on developing and appreciating Indigenous perspectives through literacy, literature, and the arts. The conference included the development of a Teacher Resource List.

Programs that were developed and submitted to Advanced Education in 2017/2018 each included learning outcomes related to Indigenous perspectives. In many cases, Indigenous topics are threaded throughout program curriculum. English courses include the study of more texts by Indigenous authors and a broadened definition in order to incorporate oral storytelling, film, song, and performance poetry. The Bachelor of Science Nursing program integrates core competencies for cultural competence and cultural safety: post-colonial understanding, communication, inclusivity, respect, and Indigenous knowledge, in addition to mentoring and supporting students for success.

In all new programs developed in 2017/2018, diversity and cultural sensitivity were common threads in the curriculum. New courses were thoughtfully developed to reflect the cultural climate of Alberta and Canada. Specifically, the health and justice related courses are reflective of Indigenous history and reconciliation, as well as focus on new Canadians.

On April 13, 2018, RDC received Inclusion Alberta's Community Inclusion Award, which recognizes RDC's commitment to including students with developmental disabilities to pursue higher education through the supports of Inclusive Post-Secondary Education. This initiative raises awareness about inclusion on RDC's campuses, and it increases the College's capacity to naturally support and involve students with developmental disabilities.

Campus Alberta Central (CAC) is a joint venture between Olds College and RDC, which fulfills regional stewardship by providing educational opportunities to rural communities in the Central Region. The work of CAC includes a new facility in Ponoka in conjunction with the Ponoka Adult Learning Council, a selection of flexible programming including five online courses and three rural cohorts through RDC, and continued professional development opportunities in each of CAC's 24 learning sites in 20 different communities. In 2017/2018, 347 unique learners attended CAC supported programs, 1737 community members were engaged through information events or Community Adult Learning Program sessions, and 17 programs were offered in total.

To promote an environment of wellness, safety, and mental health for all students, RDC introduced a new Sexual Violence Policy and Guidebook (effective on January 1, 2018). This policy was created in coordination with RDC health, safety, and security professionals who developed a sexual violence risk assessment and management skills and protocols to conduct administrative investigations into sexual violence offences to resolve complaints effectively, mitigate risk, support the rights of all students and employees and to provide a safe and non-discriminatory environment for all students.

The Campus Connections Program continued to strengthen its partnership with student organizations on campus by providing comprehensive training in mental health and wellness. Modules taught in 2017/2018 included: Helping Skills, Suicide Awareness and Intervention, Conflict Resolution, Make some Time (for your Mental Health), Self-Image & Self Improvement, Crisis and Communication, Stress Management and Self Care, in addition to Mental Health First Aid, which 75 representatives from faculty, staff and student groups completed.

Number of Indigenous Students**		
2017/2018	2016/2017	2015/2016
317	308	284

**Measured by self-reported identification at registration.

Goal 3: RDC will be known for academic excellence and practical, enriching learning experiences for students.

RDC initiated a new Strategic Research Plan in addition to rigorous curriculum development, which ensured high quality educational experiences and new student opportunities in applied research and collaborations in innovation.

Learning Designers from the Centre for Teaching and Learning (CTL) worked with faculty and staff to ensure curriculum development and renewal addressed learning outcomes, accountability and learner-centred principles. In 2017/2018, Learning Designers worked on program and curriculum development, renewal and review of 14 varied programs ranging from the newly launched Bachelor of Applied Arts in Animation and Visual Effects to the eLearning Instructor Post-Diploma Certificate.

A new strategic plan, named the Research Scholarly and Creative Activity Framework, was drafted in June 2018 to establish RDC's new research direction as necessitated by the announcement of the College becoming a degree-granting institution. This plan involves strategies to support students and faculty furthering knowledge and demonstrating academic excellence through applied research and creative contributions.

The Donald School of Business involved both students and faculty in a Games Impact Study to explore the economic, societal, and community impact of the 2019 Canada Winter Games.

Engineering Technology students completed 10 Capstone projects for various community and industry organizations in the region. These projects were designed to provide solutions for business processes, entrepreneurial concepts, or community interests.

The Health Research Collaborative took on seven projects involving four faculty and eight students, engaging seven rural communities to improve developmental assets in elementary and middle school-aged children within Red Deer, understand community views and opinions regarding poverty in Red Deer, and to evaluate the service provided by health care professionals to individuals with dementia.

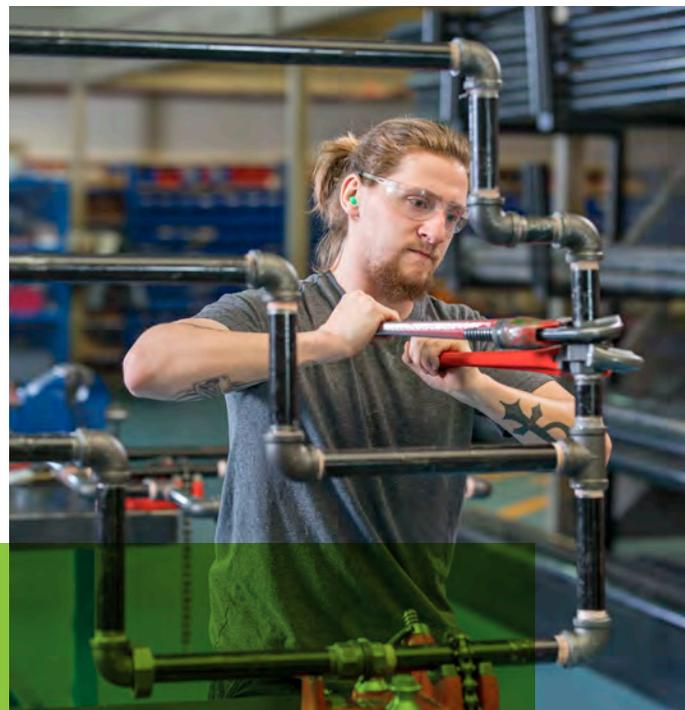
RDC's Centre for Innovation in Manufacturing (CIM) received \$148,750 in funding from Alberta Innovates through the Regional Innovation Network to mitigate

the cost of materials and delivery of services; and \$38,240 in voucher funding to support Azera's healthy housing project. The Social Sciences and Humanities Research Council of Canada continued to support the work toward the "Participatory Assessment of Programs and Services for Immigrant Women in Central Alberta" and also the project "Applying OCAP® to College Research in Central Alberta."

Renovations allowing the Makerspace to be permanently housed in the Library Information Common were completed over the summer, and the facility officially opened on September 5, 2017. The Makerspace provides an innovative area for students, faculty, staff, and the community that accommodates research, design, and prototyping of products and materials. In 2017/2018, the Makerspace hosted 47 tours comprised of 411 participants. Furthermore, the CanCode curriculum took advantage of the Makerspace and provided a coding experience for approximately 5000 students through the School of Continuing Education.

Quality of Educational Experience***		
2017/2018	2016/2017	2015/2016
96.3%	95.8%	96.8%

***Measured by the percentage of graduates and program leavers who report satisfaction with the quality of their educational experience.



Goal 4: RDC will assert its commitment to comprehensive programming, academic upgrading, apprenticeship, certificates, diplomas, university transfer, continuing education, and degrees as required by the Central Region.

RDC demonstrated its commitment to comprehensive programming by obtaining Ministerial support to offer its own degrees and providing more learners with access to an increasing number of quality, affordable post-secondary programs in the Central Region.

In Spring 2018, RDC received approval from the Ministry to offer its own degrees. This decision will ultimately provide learners from the Central Region with unprecedented access to degree programs and will serve to increase the participation rate of learners from the Central Region.

RDC continued to implement the Program Mix Plan in 2017/2018. The plan provides the basis for program development over a 5 year period and continues in coordination with RDC’s University transition. The plan identifies six criteria for making decisions related to new program development including strategic alignment, cost to implement, high demand from the community, uniqueness of the program, synergy with other programs, and link to job growth areas.

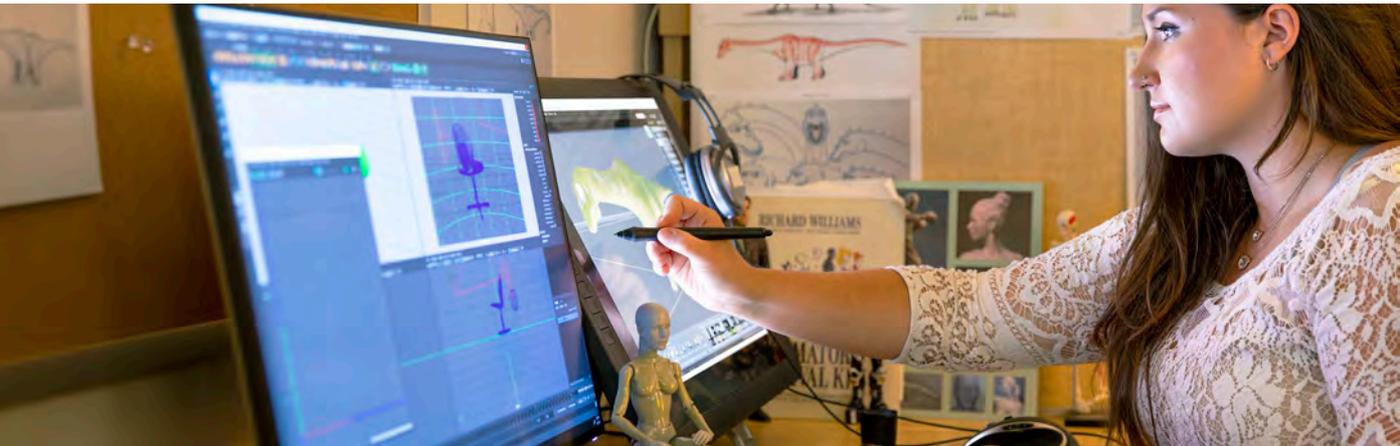
In 2017/2018, RDC collected information on regional education and training needs by conducting two separate studies including a survey of high school students and a survey of RDC graduate employers. The results from these studies were used to inform the program mix decisions at the College, which supported and initiated the following program development projects: Justice Studies Diploma; Bachelor of Applied

Arts, Animation, and Visual Effects; Health Care Management Post-Diploma Certificate; Pre-Health Certificate; eLearning Instructor Post-Diploma Certificate; Adult and Higher Education Instructor Post-Diploma Certificate; and the Bachelor of Science Psychology in collaboration with the University of Calgary.

The School of Continuing Education regularly conducts research and connects with regional communities, business and industry to identify training needs. In 2017/2018, School of Continuing Education programming engaged 89 different companies and organizations through their Corporate Training initiatives. Between September 2017 and May 2018, the Summer Camp Programming through the School of Continuing Education expanded to offer new programs such as Drone camps, Coding camps, and the first ever Animation camp. The Drone and Coding camps were developed in part with funded grants from Actua and the Government of Canada’s CanCode initiative. The new Animation camp was designed from the collaboration with faculty from the School of Creative Arts and is aligned with the new Bachelor of Arts applied degree in Animation and Visual Effects. Overall, the School of Continuing Education secured 23,323 course registrations and hosted events on RDC’s campus attended by 21,349 people in 2017/2018.

Number of Different Program Types Offered at RDC****		
2017/2018	2016/2017	2015/2016
10	9	9

****Measured through a variety of course offerings in University Transfer programs, Applied Degrees, Collaborative Degrees, Career Certificates, Graduate Certificates, Advanced Certificates, Diplomas, Post-Diploma Certificates, Academic Upgrading programs, and Apprenticeship programs.



Goal 5: RDC will develop a stable resource base.

RDC established a stable and predictive resource base grounded in operational excellence and demonstrated through non-grant revenue initiatives such as clean energy, ancillary services, corporate training and applied research.

In 2017/2018, RDC's Community Relations Division reengaged supporters from the "Please Take Your Seat" initiative, participated in the Red Deer Public market, the Red Deer Chamber of Commerce Business After Hours, community Social Media Breakfasts, RDC's Mini Maker Faire; and hosted displays at both major malls in Red Deer. Community Relations staff also hosted an alumni event in the Greater Toronto Area and a Thanksgiving Luncheon for RDC internal donors. These efforts contributed to the campaign of successfully engaging private donors, corporations, philanthropic foundations, and the Government of Alberta (non-base funded grants) for a total increase of \$14,940,000 in 2017/2018.

RDC Alumni Association initiated the "Paving Our Future" campaign, which ran from Summer 2017 until March 31, 2018. More than 350 donors provided inscribed stones to serve as the legacy walkway to the Gary W. Harris Canada Games Centre. Of the 75,000 alumni identified and on record within the Community Relations database, 23,300 were engaged through the following methods and programs: direct phone calls, email communications, face-to-face meetings, direct mail, Notebook Magazine distribution, event attendances, "Keep in Touch" submissions, mailed out Alumni Benefit Cards, and Athletics Alumni called by RDC Student Athletes. Total Alumni giving in 2017/2018 grew significantly in both areas of individual alumni (\$275,716.20) and alumni owned/operated businesses (\$166,167.00). Growth in alumni giving grew from \$35,351.45 in 2014/2015 to \$441,883.20 in 2017/2018.

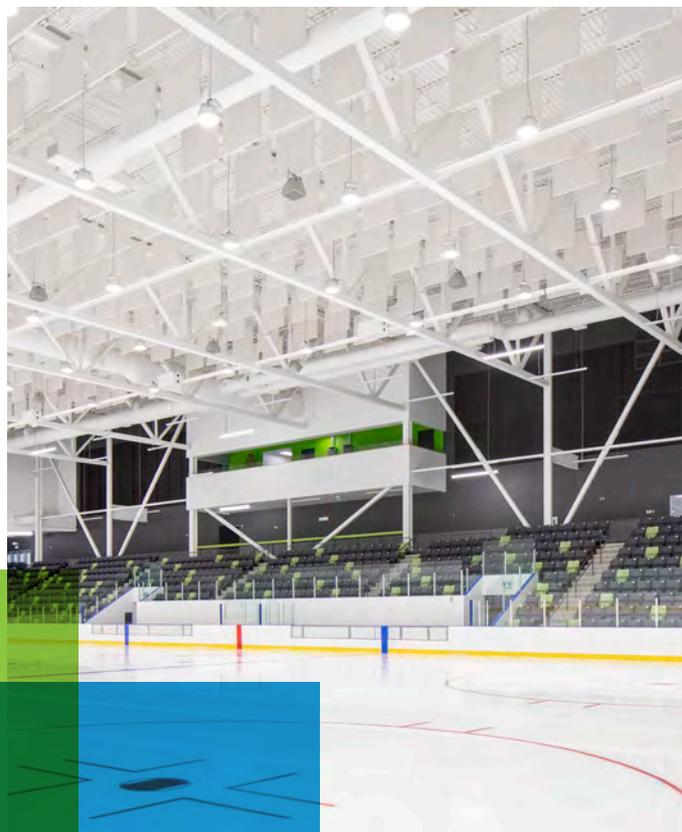
Once again, the School of Continuing Education met the financial expectations of the College, generating \$5.4 million in revenue and returning \$578,000 to RDC's bottom line. Over \$530,000 was contributed to other ancillary areas because of non-credit programming initiatives.

The College initiated a number of projects in 2017/2018 in support of our Green Energy Master Plan.

The implementation was completed late Spring 2018, therefore the results (reduced power consumption and reduced green-house gas emissions) will become available after the first quarter in action. The evolution of the Energy Master Plan includes the long-term goal to be a net-zero campus.

Proportion of Revenue Generated Outside of the Base Funding Grant****		
2017/2018	2016/2017	2015/2016
45.1%	45.5%	44.3%

****Measured by income from other government grants, ancillary services, corporate training, and applied research.

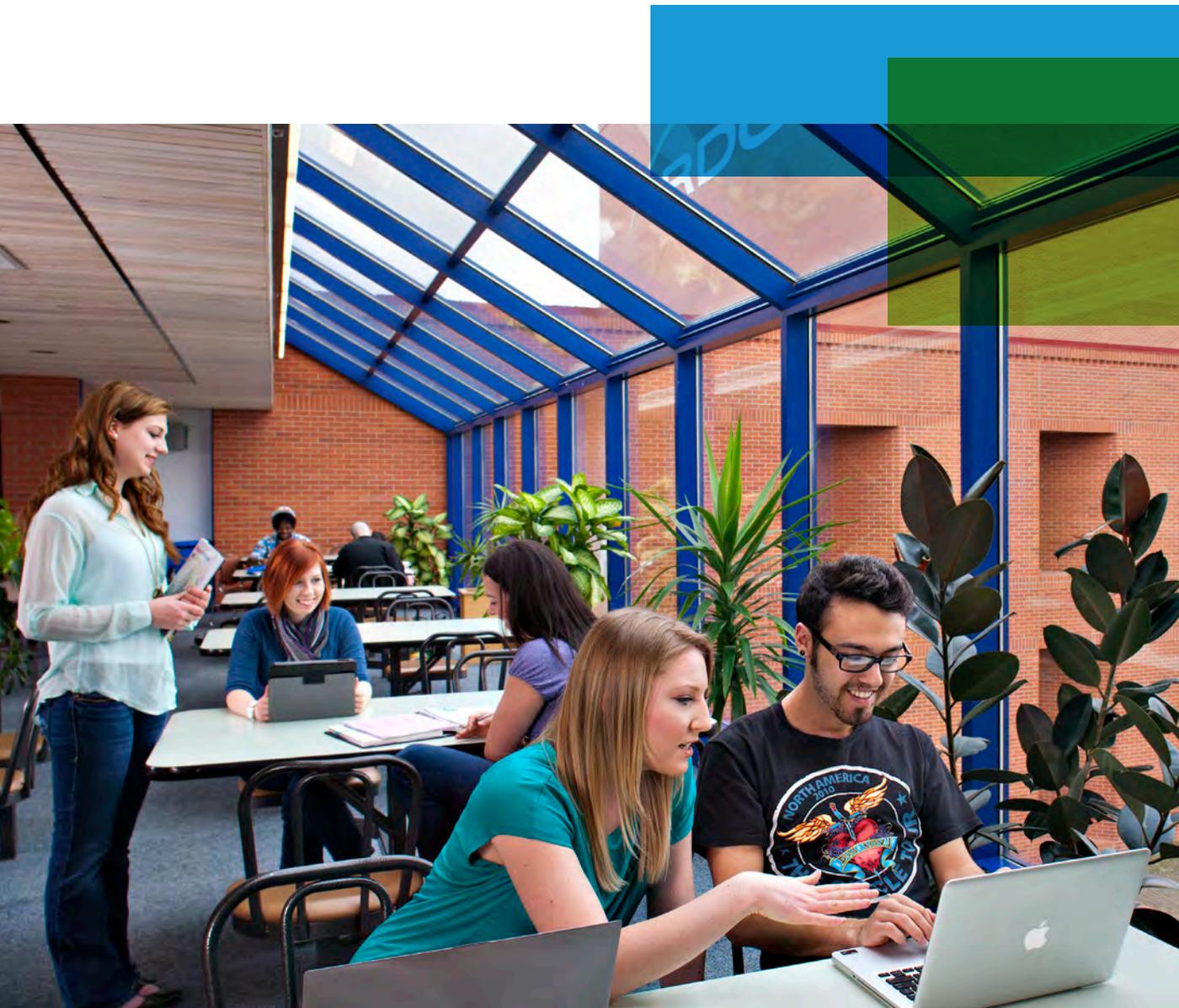


Progress in New Programs at RDC

The March 1, 2018 decision announced by Premier Rachel Notley and Minister of Advanced Education, Marlin Schmidt, that RDC can pursue the development of degrees is informing program development decisions for degree programming. In 2017/2018, RDC used a systematic, staged process for developing and redeveloping programs. The process includes the stages of pre-development, concept proposal, full proposal, implementation and detailed course development, as well as a formative program implementation evaluation one year following the graduation of the first class. In cases of Degrees with an applied focus, Campus Alberta Quality Council guidelines on comprehensive evaluation requirements are followed. RDC maintains a 10 Year Program Mix Plan to inform direction and decisions about program development.

Program development considers potential student demand, economic demand (employment market, further education prospects), financial viability, relationship to the RDC Strategic Plan, relationship to the Alberta post-secondary system, and College capacity. New and redeveloped programs are accessible, affordable, accountable, of high quality and aligned with student, community and regional needs in addition to RDC's Strategic Plan.

Curriculum renewal occurs on a regular basis throughout the academic year for credit and apprenticeship programs. Programs are developed or redeveloped on the basis of input through various channels, including advisory groups, student and faculty feedback, and market surveys.



Program Development/Redevelopment in 2017/2018

New Programs Approved by the Ministry of Advanced Education:

Human Resources Management Graduate Certificate (Launched Fall 2017)

This program will be the first HR Management Certificate in Alberta to require a degree for admission to the program. The program was developed in close consultation with the Human Resources Institute of Alberta and the curriculum has been mapped against the Competency Framework. This program responds to a change, implemented by Human Resources Institute of Alberta, in 2011, requiring all Chartered Professionals in Human Resources to possess an undergraduate degree in order to be eligible to write the National Knowledge Examination (NKE). Accreditation of the program by CPHR Alberta was granted: graduates who achieve an overall average of 70% (2.7 GPA) in the program are eligible to waive the NKE requirements towards their CPHR designation with CCHRA member associations. The blended delivery model of the program is also unique for this kind of programming in the province.

Pre-Health Sciences Certificate (Launch date: Fall 2018)

This program was identified as a priority by the School of Health Sciences through the 2016-17 Program Mix Plan project.

The Pre-Health Sciences Certificate program is a pathway designed to give students who are interested in a health career the opportunity to explore basic concepts related to health and health care, academic success, critical thinking, communication, anatomy and physiology, and personal health and wellness. Students may do this while taking courses in Mathematics and Biology for Health Professions that can be used for admission. Students who complete this one year Certificate program will have the opportunity to explore a variety of health related careers that require either a Certificate or Diploma. They will also develop strong study skills.

Justice Studies Diploma (Launch date: Fall 2018)

In addition to providing access to students who are currently leaving the region to take similar programs, the Justice Studies Diploma will also help meet student demand within the province, particularly the northern region of Alberta. Program features include professional seminars and practicum placement. Another important aspect of the program is that Indigenous perspectives are threaded through all courses. In accordance with

recommendations of the Truth and Reconciliation Commission, consultation and collaboration with Indigenous communities took place during the development of the courses, and ongoing relationships have been established to ensure that learning activities are developed and delivered appropriately. To facilitate greater participation of Indigenous learners, the Justice Studies program has designated 10% of seats for applicants who are Status Indian/First Nations, Non-status Indian/First Nations, Metis, or Inuit.

Bachelor of Applied Arts in Animation and Visual Effects (Launch date: Fall 2018)

Bachelor of Applied Arts in Film, Theatre, and Live Entertainment (Launch date: Fall 2019)

The Bachelor of Applied Arts in Animation and Visual Effects adds a much-needed digital art-based program to the School and fills a current gap within the province. It is the only program in Alberta to teach all of the elements of the "animation pipeline" process used in most studios. Graduates of this degree will be prepared to work in the growing animation and gaming industries or to create their own studio start-ups.

The Bachelor of Applied Arts in Film, Theatre, and Live Entertainment replaces the current Theatre and Motion Picture Arts programs and provides students with the knowledge and skills required to work in Theatre, Film, and Live Event Production. Multiple pathways within the degree will allow for both specialized and trans-media learning opportunities. The program will be unique within the province, and is one of only a few programs in Canada to provide students with opportunities to work across and understand the demands of film, theatre, and live entertainment industries.

The two new applied degree programs are offered alongside the current Visual Art diploma program, which will undergo some redevelopment to provide a common core of courses across all programs in the School. The applied degree model combines classroom training with practical application of skills to provide students with enhanced career opportunities. Through this model, we will help transition students from the classroom directly into professional practice.

Both programs leverage RDC's demonstrated strengths in performance programming and facilities.



Health Care Management Post-Diploma Certificate (Launch date: January 2019)

This program was identified as a priority by both the Donald School of Business and the School of Health Sciences through the 2016-17 Program Mix Plan project.

The Health Care Management Graduate Certificate prepares graduates to take on management or leadership roles within the complex and rapidly changing health care sector. Complementing the learner's prior education as a practitioner, the program draws upon relevant management and organizational knowledge to support those who manage and lead, or aspire to do so, within health organizations. Throughout the program, foundational business concepts are applied to the challenges faced by both public and private health care organizations. The target audience for this program is primarily clinicians (e.g. nurses, health care aides, therapists and therapy assistants, medical technologists, etc.) who lack management skills but who have been assigned entry-level management or leadership duties.

eLearning Instructor Post-Diploma Certificate (Launch date: January 2019)

This program was identified as a priority by both the School of Education and the Centre for Teaching and Learning through the 2016-17 Program Mix Plan project.

The eLearning Instructor Graduate Certificate responds to identified needs in public, post-secondary, and adult education for a high quality of instruction in ever-expanding online environments. Not only is online education a growing trend in education at all levels and in the workplace, it is particularly vital as a delivery method for reaching rural and traditionally underserved populations in Canada and for providing inclusive educational environments. The target audience for this program is primarily working professionals seeking credentialed learning as they develop or enhance their knowledge and skills related to teaching in an online environment in post-secondary or adult educational contexts; a secondary audience is K-12 teachers with an online teaching role. Through the courses and Capstone Project in this fully online certificate, students will develop their skills and knowledge-base to create successful and engaging online learning environments.

Adult and Higher Education Instructor Post-Diploma Certificate (Launch date: May 2019)

This program was identified as a priority by both the School of Education and the Centre for Teaching and Learning through the 2016-17 Program Mix Plan project.

The Adult and Higher Education Instructor Graduate Certificate is designed to prepare individuals for success as an instructor in an adult or post-secondary learning environment. Grounded in the Canadian teaching context, this certificate is also suitable for anyone responsible for teaching adults in workplace settings, including business, health care, government, and occupational health and safety. Through the courses and Capstone Project in this advanced certificate, students will develop their skills and knowledge-base to create successful and engaging learning environments for a wide range of adult learners. Intended for those entering into or wishing to expand their abilities in the fields of higher education and adult education, this fully online program prepares graduates for success in a variety of teaching and learning settings.

Continuing Education

The School of Continuing Education continues to work collaboratively with other RDC Schools and with community partners to research and develop new programming and funding opportunities in accordance with both the Red Deer College Strategic Plan and the School of Continuing Education Strategic Plan.

Health Care Aide

In collaboration with the School of Health Sciences and the Centre for Teaching and Learning, the School of Continuing Education transitioned the Alberta Health curriculum into an online delivery model to better serve the learning needs of rural Central Alberta students. In January 2018, the team delivered a pilot program to a group of 13 students in Drumheller. 12 out of the 13 students completed the program

successfully and are employed full-time in Drumheller and surrounding region. Following the success of this pilot program, the School of Continuing Education intends to expand the rural delivery for both dual-credit and community offerings. In 2018/2019, programs are scheduled in Drumheller, Stettler, Rocky Mountain House, and a customized offering for Ermineskin Cree Nation.

Virtual Reality Cooperative Trades the Next Generation (FIATT)

The School of Continuing Education received \$1.5 million in funding from the federal government, supplemented by corporate support from WorleyParsonsCord Industry sponsorship and Montana First Nation, to provide innovative welding training to Indigenous learners in remote communities. The School of Continuing Education admitted 50 students from an application pool exceeding 200 applicants from the four nations of Maskwacis, which include: Montana First Nation, Louis Bull Tribe, Samson Cree Nation, and Ermineskin Cree Nation. The program incorporated off-campus delivery, augmented reality welding technology, cooperative work placements, as well as newly developed alternate testing and assessment that aimed to be more culturally responsive to Indigenous learners.



Success in the program took many forms:

- Participation from all four (4) Maskwacis nations
- 41/50 students successfully passed 1st-period practical assessments through Alberta's Apprenticeship and Industry Training (AIT)
- 15 industry partners hired students in cooperative work placements
- 16 students completed all portions of the program
- 15 students were offered full-time employment upon completion of the program from 11 different employers.

An outcome of the School of Continuing Education's successful work on the FIATT program is an enhanced relationship with members of central Alberta's Indigenous community including the four First Nations at Maskwacis, Sunchild First Nation, and Maskwacis Cultural College.

This has led to the completion of several new opportunities:

- A training program with Ermineskin Cree Nation to provide employability skills training
- Rupertsland Metis Institute of Alberta – Pre-employment Service Technician

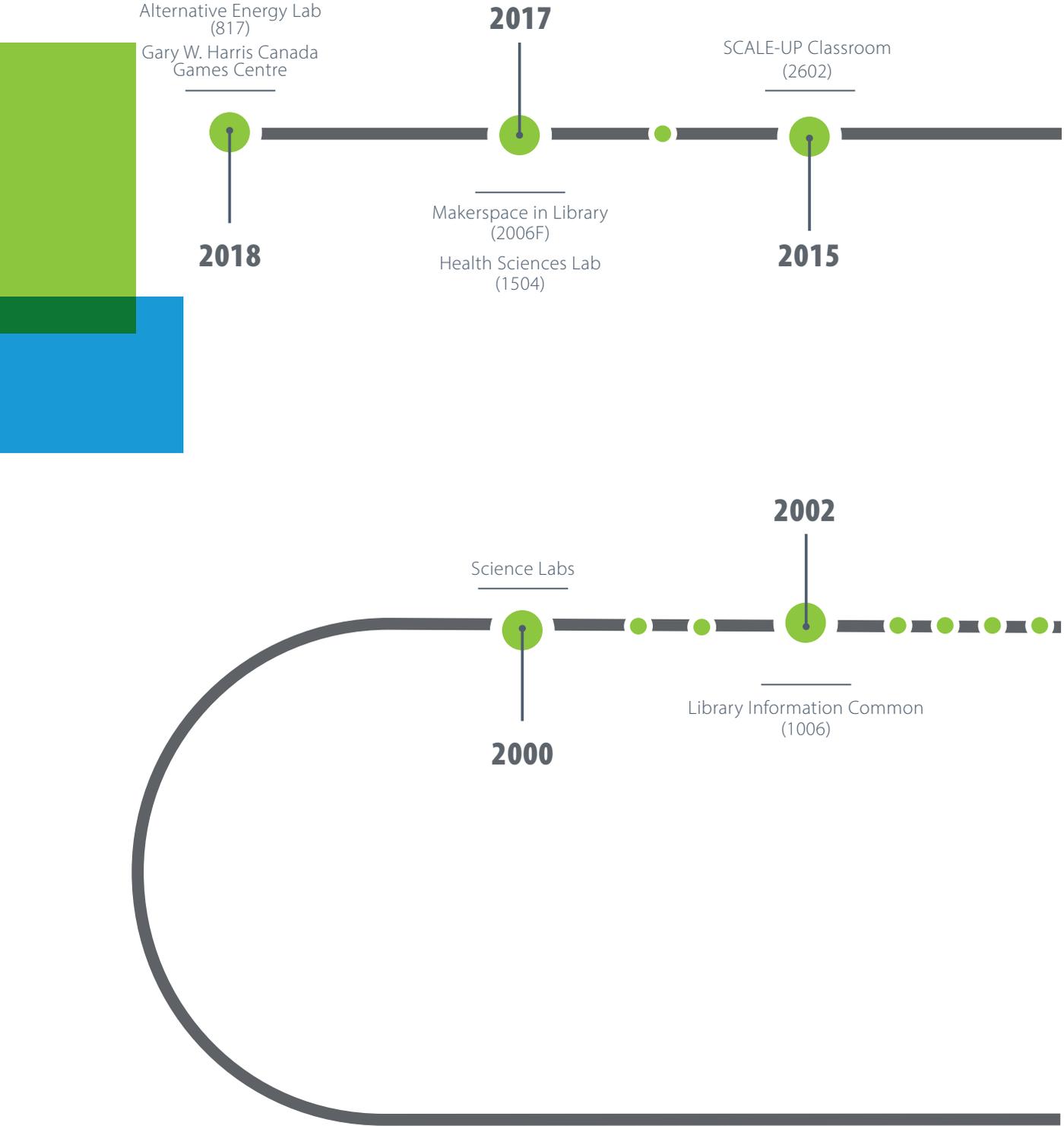
- Engagement with RDC and Maskwacis Cultural College resulted in a letter of support for a grant application supporting digital literacy
- RDC staff participated in an employment fair at Sunchild School
- Several staff participated in a cultural conference at Maskwacis Cultural College
- RDC signed a Memorandum of Understanding (MOU) with Sunchild First Nation to advance educational cooperation and facilitate access to post-secondary opportunities

The MOU has already provided opportunities for the Be-Fit-For-Life Centre and students from the School of Health Sciences to develop and deliver Move & Play Physical Literacy to middle and high school students from the Sunchild First Nation. The program combined traditional Indigenous hand games, and fundamental movement skills of hopping, leaping, throwing, running, and stability/balance while inspiring teamwork, fair play and self-confidence. Activities were delivered both in the Sunchild community and at RDC to help Indigenous students become aware of the opportunities available at RDC.





Completed Learning Space Projects





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.



when you get here you understand

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