RED RIVER COLLEGE
OF APPLIED ARTS, SCIENCE AND TECHNOLOGY

Progress in Achieving the Vision

2002

A Report on Strategic Plan Achievements at Red River College during 2002

January 2003

Introduction

This report documents the progress achieved by Red River College in 2002 to achieve its vision and mission. It is part of the College's annual Strategic Plan review process.

Every year progress is reviewed and documented on the strategies and action statements in the Plan. This allows the College to measure success continuously and alter planned actions where external or internal events dictate.

Two companion documents, **Red River College Strategic Plan 2003-2008,** and **Red River College Operational Plan 2003-2008** detail the revised plan at the strategic and operational levels.

This report provides a qualitative commentary on achievements.

The commentary is keyed to individual strategies and actions. While many of statements are at a corporate level to provide a broad perspective of achievements, many are also very specific to illustrate area successes.

The intent is to provide documentation of the committed and inspired work of faculty and staff in all areas of the College.

Red River College is committed to improving the learning environment. Continuous evaluation and measurement are essential for improvement.

This document is one of many activities that demonstrate our intent to measure our results, test our progress and initiate improvements.

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATES
1.0	DELIVER HIGH QUALITY PROGRAMS AND SERVICES THAT FOCUS ON THE CUSTOMER.		
	1.1 Develop and adopt a set of college-wide learning outcomes for use by all programs, and develop all newly funded programs in learning outcomes format.	• Identify, define and develop relevant assessment strategies for College learning outcomes.	The Program and Curriculum Development Department (PCD) has undertaken qualitative research to determine how faculty are teaching the College Wide Learning Outcomes in the classroom. This helps` determine how they are being assessed.
		• Integrate learning outcomes into existing programs.	This is something that is routinely conducted as part of curriculum validation – program renewal. The Conference Board of Canada Employability Skill outcomes are included in the curriculum validation reviews of programs to ensure they are part of all programs.
		• Integrate learning outcomes into all new programs.	Program learning outcomes will be developed for all programs through the curriculum review and validation process. Curriculum validation will check for and ensure the inclusion of the Conference Board of Canada Employability Skills outcomes in each program.
	1.2 Seek national or professional recognition and accreditation in all academic programs where appropriate standards exist.	• Each program to identify the appropriate accrediting body or standards setting organization(s).	This is a continuous initiative. Several specific actions were conducted in 2002. Identified for Health Information Technology and International Business; Commerce/Industry Sales and Marketing has a quasi accreditation with Canadian Professional Sales Association (CPSA). ECE received five year approval by the Child Care Education Program Approval Committee. Accreditation for Medical Laboratory Technology and MRI is in process. Pursuing various accrediting agencies for Chemical & Biosciences Technology.

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATES
			Both RN undergraduate programs and the RN Refresher Program are approved by the College of Registered Nurses of Manitoba. Automotive Technician Certificate & Work Experience programs are accredited by the Apprenticeship Branch. Automotive Technician Certificate & Work Experience programs are accredited by the Canadian Automotive Repair and Service Council (CARS). Computer Analyst/Programmer program and Information Systems Technology program accredited by the Canadian Information Processing Society as having met their educational standards. The Graphic Design program has an accrediting body, the Graphic Design Council of Canada. Identified Certified Technicians and Technologists Association of Manitoba (CTTAM) for Wood Products Manufacturing.
		• Each program to develop an accreditation or re-accreditation plan as appropriate.	Health Info Tech accredited by the Canadian Health Record Association (CHRA). Currently seeking it from the Forum for International Trade Training (FITT) for International Business. Agreement is in place with the Canadian Professional Sales Association (CPSA) for Commerce/Industry Sales and Marketing. ECE is in the process of applying for re-approval. Accreditation in the Chemical & Biosciences area is under discussion. Apprenticeship Branch re-accredits programs on an annual basis. The Canadian Automotive Repair and Service Council (CARS). re-evaluates every 5 years.

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATES
			The Society of Graphic Designers of Canada (GDC) Manitoba is in the process of setting its own accreditation standards. Only the Ontario chapter has adopted provincial accreditation at present. Following accreditation of Civil Technology Programs, CAD Technology Programs will seek Technician Level status from the Canadian Technology Accreditation Board in 2004 subject to funding resources.
		• Where national or international standards exist, the program will evaluate their curricula to ensure alignment with these standards.	All programs undertake this process. Electrical/Electronic/Communication/Computer & Instrumentation have been re-accredited in 2002. The Joint Baccalaureate Nursing Program is accredited by the Canadian Association of University Schools of Nursing. Computer Analyst/Programmer program and Information Systems Technology program comply with the educational standards of the Canadian Information Processing Society. The Creative Arts department is working with the Society of Graphic Designers of Canada (GDC) to assist them and to ensure our program prepares students for the national exam leading to Association of Registered Graphic Designers (RGD) designation. Joint RRC/U of W Bachelor of Education programs in Business and Industrial Arts/Technology and Vocational Teacher Education diploma program, meet Teacher Certification requirements of Province of Manitoba. Joint RRC/U of W Bachelor of Education in Aboriginal Languages meets Teacher Certification requirements of Province of Manitoba.

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATES
			Civil Technology Programs have applied for national accreditation from the Canadian Technology Accreditation Board as of June 2002 and will be pursuing review in 2002/2003.
	1.3 Ensure that curriculum is relevant and meets business, industry and community needs.	• Apply DACUM procedures when developing all new full-time programming. • Develop an inclusive learning environment model and implementation strategy utilizing pilot, assessment and review process.	Curriculum for all new full-time programming is developed through the DACUM process and posted on the college website. Student and Community Advisor – Diversity and Inclusive Initiatives wrote and distributed Inclusive Learning Environment Faculty Guide. Inclusive Learning Strategy Plan of Action Phase 1-3 completed, Phase 4 (Development Phase) is in process.
		• Implement a curriculum validation process, which reviews all curricula for relevancy at least once every 5 years or upon major revision.	The Program and Curriculum Development unit is developing a tiered curriculum validation process to review programs in a timely and cost effective manner, but resource constraints will not provide for every program to be systematically reviewed every 5 years. Continuous improvement processes will also be used to improve the cost effectiveness of program review and quality assurance.
		• Develop a systematic process for the recording of curriculum.	PCD's Quality Assurance in Curriculum proposal has a knowledge management component which, if implemented, will provide a means to introduce the benefits of sharing knowledge related to curriculum. Further PCD has developed a web-site to document and present all the DACUMs completed at the college. This numbers over 100 DACUM showcased on the college web.
		• Establish strategies to ensure an inclusive curriculum, including a model and implementation strategy utilizing pilot, assessment and review processes.	As programs are developed or reviewed, inclusiveness is a primary consideration.

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATES
		• Establish strategies to ensure curricula are inclusive of Aboriginal perspectives, values and world-views.	Professional development modules are in College Preparation programs. An Aboriginal Education Development Officer is on staff to implement initiatives.
		• Establish strategies to support initiatives in the development of technologically mediated curriculum and the application of new learning technologies and methods.	The college educational technology plan is being updated. WebCT has been adopted as the primary course management platform and the physical capacity and site licensing for WebCT has been expanded this year. Work has begun on a college wide on-line standards group to support the development and delivery of on-line programming. RRC has provided 3 complete certificate programs to be available through Campus Manitoba: -Information System Programmer Analyst -Website Developer -Office Productivity Continuing Education (CE) has acquired a data projector and laptop, which is used by instructors on a rotating basis each evening. CE acquired three additional I-Mac's and increased the digital component of the Photography program. CE used the Red River website to provide up-to-the-minute information about courses to students. It's "Always up to date!" CE students can select, register and pay for their courses over the web.

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATES
			The Academic Development Services department met with curriculum consultants from Manitoba Education, Training and Youth for the areas of mathematics, English language arts and science in the spring of 2002 to ensure that curricula and new course development are relevant and current. English 30S (Transactional Focus) and English 40S (Transactional Focus and Language and Technical Communications); and Consumer Mathematics 40S are planned for delivery in 2002/2003.

The Language Training Centre developed a variety of health-related curricula in 2001/2002 in order to allow the department to deliver new programs for newcomers to Canada to assist them with the language and culture preparation in this high demand field.

The Distance Education Expansion initiative is focused on the expansion of online and other e-learning delivery technologies and methods. The long-range goal is to have 80 percent of Distance Education courses available online.

Upgrades to web ct license and functionality continues to enable RRC to be a provincial leader in use.

Red River College is a key participant in the development of a national project Campus Canada.

Program Development funds are assigned to support technological mediated instruction projects.

PCD has been involved in the development of a team structure for e-learning program development. PCD is also involved in the developed of guides, standards, and templates to support the development of the college's e-learning capability. |
| | 1.4 Adopt and integrate the philosophy, concepts and principles of continuous quality improvement into the College program and service delivery systems. | • Develop a continuous improvement plan for the College. | Principles are embedded in the Strategic and Operational Plans. |

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATES
		• Create data collection, warehousing and reporting processes to ensure timely distribution of data and management information.	On-going activity. Data are gathered in a variety of operational areas on a regular basis and warehoused for retrieval, analysis and reporting. There are a number of routine reports such as the Academic Annual report and the Graduate Employment Report. In addition, special data reports are prepared for internal and external purposes throughout the year.
		• Develop annual continuous improvement processes, which provide for input from key constituencies.	This is an on-going commitment in all areas of the College. The 2002 Strategic Planning process included a series of internal consultation forums for all staff to attend and participate in improving the plan. In addition, in 2002 a number of faculty and staff consultations were conducted to confirm a Statement of Values for the College.
		• Develop program and service quality standards, measures and a process to benchmark & monitor achievement.	Program standards are currently monitored by advisory committees through staff and student reports and by co-op education and work placement evaluations. Work on the benchmarking system is continuing.
		• Establish a quality management-training program that addresses quality improvement and customer service strategies college-wide.	Continued to deliver the Advanced Connections training program on customer service to College staff. Approximately 180 staff from all areas of the college have taken the training.
		• Develop and implement customer satisfaction programs throughout the College.	These include annual student evaluations of programs, facilities and services.
		• Provide independent operational assessments.	The Medical Radiologic Technology program undertook a visioning process.

The Accounting and Computer Education Department undertook a Strategic Planning process.

A Strategic Plan was completed for Student Services. |

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATES
	1.5 Enhance library and media services to increase program delivery support and student learning.	• Develop a quality collection of information in all formats and, in an appropriate balance to meet the needs of faculty and students.	A collection development team selects, maintains and evaluates the library collection. A three-year cycle for weeding is in place. Statistics on in-library use of materials are being collected.

Continuing to meet the ever increasing demands for VHS/CD duplication e.g. Teacher Education, Distance Education, International Education, etc. |
| | | • Increase College access to information resources through networks, Internet and cooperative arrangements. | The Library continues to expand its electronic resources through the Manitoba Library Consortium, Inc. wherever possible. Hot links to Internet web resources are being added to the On-line Public Access Catalogue (OPAC) and the library's web pages on an ongoing basis. Digital licenses for video are being explored. |
| | | • Develop an open access Learning Commons that includes a range of multi-media hardware and software. | Plans for the Learning Commons at Princess Street have been finalized. Plans for a similar facility at the Notre Dame Campus are being developed.

The Teaching, Learning Technology Centre (TLTC) continues to provide Web-CT mini courses, student help sheets, and on-line resources. |
| | | • Provide audio/visual technology needs for all instructional areas. | The library facilitates the purchase of data projectors throughout the college and has prepared an inventory showing specifications and location of all data projectors. An evergreen policy for data projectors has been developed.

The Media Services in the Library and the TLTC continues to support use of A/V by event support and training provision, continued support to staff and students in the utilization of video production equipment and facilitating microteaching. |

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATES
		• Improve and expand the provision of library services.	The range of services provided by the Library is reviewed on an ongoing basis to incorporate new technologies and meet changing needs. Stevenson Aviation and 315 William Avenue have been added to the number of locations where services are provided.
	1.6 Streamline programs and service delivery.	• Review the 1998 Cini-Little consultant's report on the food services operation with the College Hospitality Department to establish an implementation strategy that achieves mutual purposes.	Being reviewed along with alternate proposals that will improve the overall use of this space.
		• Conduct a series of workshops and information sessions for staff on the programs and services available through the various departments within Administrative Affairs.	A workshop on legal agreements was conducted on College Day, 2002.

Contract Training seminars, including a section on Legal agreements, were held.

On an ongoing basis Security attends all staff and student orientations sessions and presents an overview of services provided by the department. Also attends all laptop roll out sessions for similar purpose.

Workshops are being coordinated with IKON Office Solutions to promote PhotoCopier usage. |
| | | • Conduct surveys and focus group sessions to determine effectiveness of services provided. | Surveys will be developed and implemented on a coordinated basis. |
| | 1.7 Develop capability to undertake applied research on a cost-recovery basis. | • Seek eligibility status for RRC for National Science and Engineering Research Council grants | In progress. RRC has hired a consultant to help prepare RRC for Natural Sciences and Engineering Research Council of Canada (NSERC) eligibility.

RRC met with NSERC in 2002 to discuss the eligibility process. Conditions for eligibility have been identified and the required policies are being developed. |

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATES
		• Include applied research projects as part of academic programs where appropriate.	Small applied research projects are being included in some civil technology programs.
		• Develop research protocols.	In progress. RRC has hired a consultant to assist in setting up an Applied Research office. The Applied Research Office (ARO) will establish appropriate research protocols for RRC.
		• Develop an intellectual property rights policy.	In progress. A draft IP policy has been reviewed by legal council for the college and the Applied Research consultant has also provided comments on the impact on Applied Research at RRC.
		• Develop comprehensive research policies and procedures.	A revised research involving human subjects policy was prepared. A draft policy on research involving animal subjects was proposed.
		• Explore the potential and strategy to develop an applied research office.	College is on track to establish an Applied Research Office (ARO) in the last quarter of 2002/2003 fiscal year.
		• Pilot applied research in the form of a Centre for Applied Research in sustainable infrastructure.	Canadian Foundation for Innovation (CFI) has approved the Centre for Applied Research in Sustainable Infrastructure (CARSI) project for RRC. Still waiting for funding announcement from the Manitoba Innovation Fund.
		• Pilot applied research in the form of a Bio Sciences Research Laboratory.	RRC on target to file a CFI application for the Bio Science Research Laboratory in May 2003.
	1.8 Enhance the College facilities to support friendly and efficient customer service.	• Relocate all admissions and student support services for student convenience and accessibility.	Space requirements for the centralized location of various student support services have been developed in collaboration with the Campus Space Planner.

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATES
		• Pursue the development of a College Centre that includes the development of the front entrance and accommodation for a Student Administrative Services Centre, the Library Learning Centre, a Student Association Centre, cafeterias and other student-focused services.	Ongoing.
		• Pursue the development of a short-term (backfill construction) plan at the Notre Dame Campus.	Ongoing activity being carried out through the Facilities Department.
		• Pursue the development of a long-term Campus Plan.	Ongoing through the Facilities Department.
		• Pursue the development of increasing parking at the Notre Dame Campus.	This is a continuous initiative to accommodate growth.
		• Develop a plan for the provision of administrative services for Stevenson.	Completed in 2002.
		• Review signage at the Notre Dame Campus to improve ease of understanding and access.	Ongoing but requires consultant input and financial support.
		• Centralize all enrolment services and student support services for student convenience and accessibility.	A conceptual plan has been developed.
		• Review the progress of the College Centre in conjunction with the Student Association to determine and develop an interim plan.	The Students' Association has presented the College with a proposal for renovated and expanded areas within the current facility to accommodate SA functions and activities. Discussions with the SA regarding the feasibility of implementing the proposal are continuing.

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATES
		• Establish strategies to provide a physical environment conducive to student success at the Notre Dame Campus, such as multi-cultural centre, study and lounge space, tutoring.	Student and Community Advisor – Diversity and Inclusive Initiatives developed proposal to establish a multicultural centre at the Notre Dame Campus. Increased space for tutoring and study has been included in the Space Requirements definition prepared by Student Services division as well as in the SA proposal.
		• Review the appropriateness of incorporating Customer Relationship Management (CRM) into RRC's strategy, operations and relationships.	Under consideration. Review to focus on newer versions of CRM which are Citizen Relationship Management software.
		• Review all direct client service areas of the College with a view to renovating these areas to make them more customer friendly and service efficient.	In Security, plan was made with a view to renovating Security Services office to make same more open and inviting to staff and students to enhance service we provide.

At the Library, a picture rail is being installed to facilitate the display of posters and other visual material. A comment board is being displayed to facilitate communication on customer service issues. Flat screen monitors have been installed at the circulation and reference desks to reduce physical barriers to customer service.

Customer service training has been provided to all public service (and other) library staff.

A Web-CT student help desk has been established to provide student support for Web-CT uses.
A case log system has been coordinated with Computer Services. |
| 1.9 | Develop and implement new means to adapt programs to the growing global marketplace. | • Develop a strategy to grant applied degrees, including advocacy for the required legislative changes. | The Director Of Research and Planning is developing a consultation paper for presentation to the BOG in December 2002. |

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATES
		• Designate and develop a program area for applied degree status.	Under consideration. To be determined after the acceptance of the consultation strategy.
		• Review all programs for the appropriateness of applied degree status.	Future work following acceptance of the consultation paper/strategy.
		• Prepare a plan for continuing research and development for new educational programs and products.	RRC has worked with the Office of the CEI to prioritize implementation of the RRC Academic Expansion strategy.
		• Develop new educational programs and products in areas of emerging high technology on a priority basis.	The current version and support for web-based delivery has been upgraded to support users. Continual exploration and research is conducted in Learning Management Systems; PDA's web-interfaces and other educational technology areas. RRC has introduced: -ECE Workplace Model program -Introduction to CA/P and IST program -Technical Communications -Precision Metal Manufacturing -Digital Multimedia tech. -Broadcast Arts Approval has been received to introduce a new Database management option in the IST program beginning March 2003
		• Develop and implement strategies to ensure all new programs include recognition of a global economy and the workplace as pluralistic and diverse	Manitoba College VPs have agreed to make Diversity and Inclusive Curriculum a compulsory subject in the CAE program.

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATES
		• Establish and implement strategies to include diversity, inclusiveness and a respectful environment as a component of all student success initiatives.	Student and Community Advisor – Diversity and Inclusive Initiatives developed and delivered 2 workshops to 51 staff during 2001/2002. First 4 months of 2002/2003 delivered 1 workshop on Creating an Inclusive Learning Environment to 36.
		• Provide leadership and support for the implementation of an inclusive learning environment to ensure students are able to work effectively in a global environment and a diverse workplace.	Student and Community Advisor – Diversity and Inclusive Initiatives developed and delivered 16 diversity-related workshops to 1207 students in 14 academic programs during 2001/2002. First 4 months of 2002/2003 delivered 5 workshops to 980 students in 4 academic programs.
	1.10 Develop, implement and continuously review a comprehensive Academic Program expansion and Division adaptation Plan.	• Review and continuously update the RRC academic program expansion strategy.	Program is continuously reviewed with the office of CEI

SAC to review the expansion program in Dec 2002.

Mid point (two-year) report provided to the BOG in October '03. |
| | | • Prepare a Learning Portfolio Change Management Strategy. | In progress. New models proposed for consultation in Dec. 2003. |
| | 1.11 Enhance the quality control of program delivery. | • Establish strategies to provide uniform support to faculty in developing and delivering courses and programs. | The results of the Curriculum Online Guides and Standards (COGS) project will provide this support for e-learning.

As well the TLTC continues to offer support and training to faculty in the use of learning technology. |
| | | • Establish strategies to develop and communicate uniform expectations for course delivery, e.g., course outlines, lesson plans, instructional methodologies, etc. | The guides associated with the COGS project will clarify expectations for online curriculum development. The Quality Instruction and Moving to Online Teaching and Learning Survey will provide background information on staff training needs related to curriculum development. This will provide baseline information on the types of supports needed to underpin quality curriculum development. |

		OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATES
				The TLTR continues to offer a mechanism for communication and thought related to the use of technologies in the college.
			• Review and establish a revised student evaluation of instructor system (in an electronic format).	Several pilots have been conducted and 2 more are in progress. Currently Computer Services is exploring how to automate entry of student info. Questions to be used are being reviewed and a promotional plan is being considered. The policy is in the process of being revised.

Development will continue through 2002/2003 |
| **2.0** | **INCREASE STUDENT SUCCESS.** | | | |
| | 2.1 Champion students to new levels of intellectual and personal achievement. | | • Develop strategies to assist students through a student advising system. Ref. 2.4 | The Program Information and Advising Centre was implemented by Student Services in November 2001 and has been operating successfully with prospective and current students. The advisors had an average of 300 contacts (telephone and in person) per month between November 2001 and June 2002.

Student and Community Advisor – Diversity and Inclusive Initiatives advised 224 prospective and current immigrant and ESL students during 2001/2002. First 4 months of 2002/2003 advised 93 prospective and current immigrant and ESL students. |
| | | | • Develop strategies to facilitate the transition to College life. Ref. 2.4 | In June 2002 a consultant provided RRC staff and faculty with a workshop on "Improving Student Motivation Day One to Graduation". Pilot projects were implemented in September 2002 to introduce this new approach.

Implemented a welcome campaign for students which included buttons and t-shirts to identify college personnel who could assist students during their first days on campus. |

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATES
		• Assist in the removal of financial barriers to college education	College's awards endowment has grown by $1,500,000 over past year providing resources for 120 new scholarships and bursaries. A committee has been struck to create scholarships and bursaries from the RRC Millennium Endowment Fund. The committee will also establish criteria for selecting recipients for these awards.
		• Establish strategies to support students with a variety of personal, cultural, academic, vocational and socio-economic challenges.	A half-time psychologist has been hired to assess students with possible learning disabilities and to develop strategies to identify and support students at risk. Tutorial Services provided workshops on both learning skills and specific subject content in addition to one-on-one tutoring. Student and Community Advisor – Diversity and Inclusive Initiatives wrote and on an on-going basis has distributed over 1000 Guide for Immigrant and ESL Students booklets. Workshops to address specific learning needs of ESL students are being offered.
		• Review and enhance the array of opportunities for students to access information regarding the College and its programs including on-line and print materials, career exploration workshops and seminars, and other orientation activities.	The Online Catalogue of programs and courses was developed and is accessible to the public through the web. This database is used to produced program brochures and the course calendar. As a result of a review of the current status of program information sessions, it has been decided that all programs will offer these sessions to applicants and prospective students.
		• Establish systematic techniques to understand student needs, issues and priorities.	In 2002, RRC conducted a survey of students to understand their financial circumstances. This was part of a cross Canada college study funded by the Canadian Millenium Scholarship Fund. This survey will be repeated in 2003.

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATES
		• Establish a strategy to work towards a comprehensive Learning Assistance Centre.	A lack of financial resources is hampering the development and implementation of a comprehensive Learning Centre.
	2.2 Develop and implement pre-enrolment activities.	• Develop an improved "first point of contact" information service, including a call centre service, if feasible, and an inquiry follow-up system.	The Program Information and Advising Centre which is designed to function as the "first point of contact" information service has been implemented in D104. All telephone and in person inquiries about programs are directed to this centre. An average of 1500 calls a month was received between November 2001 and June 2002 of which 1050 were routed from the automated general information line. In September and October 2002 the number of calls received through the "First point of Contact" averaged 1800.
		• Continue proactively to work towards achieving a representative student population that reflects the diversity of the community served.	On-going activity. Student and Community Advisor – Diversity and Inclusive Initiatives maintains on-going contact with immigrant serving agencies and high school ESL teachers and counsellors.
		• Continue to develop strong links with high school counselors and students and implement a strategy to access teachers.	An electronic Enrolment Services Newsletter is now being sent out quarterly to high school counselors. Work on implementing a strategy to access teachers continues.
		• Develop an educational advising process to help students make appropriate program choices.	The Student Advising system was implemented in November 2001 and has been operating successfully with prospective and current students. Also Ref.2.1.
	2.3 Implement a corporate system that is client focused and provides necessary student information from the point of student inquiry through to alumni status.	• Conduct an audit of student information processes and continue to develop the SIS to include e-commerce, web-enabled services such as admissions, registration, advising, financial aid, billing, payment, access to records and job placement. Ref. 6.2 and 6.4	Developed and implemented a web application that provides college users the mechanism to maintain Program and Course Catalogue information in SIS (March 2002)

Developed and implemented a web enabled Program and Course Catalogue allowing the public to search, retrieve, and print all catalogue information directly from the SIS (July 2002) |

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATES
			Developed and implemented online web registration with secured e-commerce payment for course based registration areas (CE, DE, and Regional Campuses) Provided additional web based information services to the students through the Me@RRC portal. Students can view their grades, billing information, and personal information and can also update their address information directly through the web. The online student/instructor evaluation was also added to Me@RRC. Currently simplifying the activation and management of student web accounts. This will expand the web student service to CE, DE, and Regional Campus students. Some additional changes to corporate systems: * Integration of Scheduling with SIS * College Entrance Testing Tracking Web * Added Deans Honor Roll and Honors Graduate processing * Modified systems to incorporate numeric grades * Modified systems to accommodate CE full time day programs * Migrated computer center batch nightly printing processes to local printing at the desktop * Evaluated many third party systems for inclusion into corporate systems A report on high level requirements for the student information system has been developed. The report outlines the business drivers and assumptions for a new student information systems and the required functional modules.

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATES
	2.4 Develop a comprehensive approach to increase student retention and success.	• Develop longitudinal statistical reporting on student retention, persistence and attrition for each program.	RRC along with Assiniboine Community College (ACC) and Keewatin Community College (KCC) is working with the Council on Post-secondary Education (COPSE) to develop a common retention and graduation recording and reporting system.
		• Involve faculty, Student Services staff, students and program advisory committees in the development of student success strategies at the College wide and program level.	CE has incorporated a new course 'Strategies for College Success' into full time day programs designed to assist students to be successful.

Pre-registration sessions are held for all CE full time programs to ensure that students make an informed enrollment decision.

CE holds three general information nights to prepare potential registrants.

CE has developed a student internship component for the Human Resource Management program in conjunction with the HRMAM.

CE has developed a student handbook, which is being distributed this fall to all students.

As a part of a funding agreement with Manitoba Education, Training and Youth, the Academic Development Services department will collect feedback and statistical data from students. This data will assist the department with ensuring that it deliver programming and services that best meet the needs of the range of learners that enroll in the programs.

Cultural Diversity Advisory Committee has sub-committee working on Student Success for Immigrant and ESL Students.

SAC will be responding to the recommendations provided by College Council on student success.

Academic programs are revising the student orientation and First-day experience to improve student success. |

		OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATES
			• Measure and report on student success on an annual basis.	Students complete program evaluations at the end of each program. The results are reviewed and strategies to improve are developed and implemented. RRC reports on student enrolment, retention and graduation through the annual academic report. An annual survey of certificate and diploma graduates is conducted to assess learning outcomes. CE conducted a survey of all Fall 2002 students to determine their over-all satisfaction with their educational experience. The Academic Development Services department reports information on registration and graduation levels to Manitoba Education, Training and Youth in an annual report. The Language Training Centre submits attendance and progress reporting to Manitoba Labour and Immigration from whom it receives funding semi-annually. RRC working with COPSE and other colleges to developed student success performance indicators
			• Develop strategies to implement curricula that are reflective of the diverse and evolving needs of Aboriginal students and communities.	Aboriginal Interpreter Diploma program changed to an Aboriginal Language Specialist program to provide employment opportunities in education, and meet the Aboriginal communities needs for language development. To increase student retention and success ACCESS provides students with individual academic support/peer tutoring/study groups/supplemental class instruction/support courses and has an ESL instructor on staff.
			• Develop and implement a diversity research program.	Initial literature review is underway and a research agenda has been prepared.

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATES
		• Establish and implement an array of communication methods for the value of inclusion and diversity.	Student and Community Advisor – Diversity and Inclusive Initiatives writes a bi-weekly Cultural Insights column published in the Projector, holds an annual Diversity Essay Contest, distributes monthly diversity holidays and posts articles on the website.
		• Measure and report on the progress of the diversity initiative.	Annual statistical report of diversity initiatives prepared.
		• Develop and implement strategies and activities that support diversity and create learning environments to increase student success.	During 2001/2002, 23 College-wide diversity events were held.
		• Enhance tutoring & counseling services.	Tutorial Services provided workshops on both learning skills and specific subject content in addition to one-on-one tutoring. 846 students attended the workshops and 472 students received direct tutoring.
		• Participate in the development and delivery of a comprehensive student orientation which includes an overview of the student services available.	New presentation on Student Services was delivered at orientation session for students and faculty. A new "Guide to Student Services" was distributed to all staff.
		• Establish connections with student service units at Winnipeg universities to support joint programming students.	Ongoing
2.5	Establish a comprehensive career counseling and job placement service at the College.	• Develop and implement strategies with business and industry to support recruitment and employment of college graduates.	The College adopted the use of Campus Worklink, a national database accessible through the web, for employers to post positions available for RRC students and graduates and for students to post their resumes.
		• Develop and implement a plan to enhance placement services of the College.	A half time Employment Services Counsellor was hired to work closely with employers in hiring RRC students and graduates and to assist students in seeking employment.

		OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATES
			• Develop and implement a career counseling service.	The Career and Employment Services unit was established in 2001/2002. The purpose of the unit is to provide an integrated approach to career planning and employment assistance for prospective students, students attending courses at the college, and alumni. 741 individuals sought career counseling in 2001/2002. 22 Workshops on resume-writing and interview preparation and information sessions on the services provide by this unit were delivered.
3.0		**INCREASE PROGRAM OFFERINGS AND ENSURE THAT PROGRAMS AND THE MIX OF PROGRAMMING RESPONDS TO THE DIVERSE AND CHANGING NEEDS OF MANITOBANS AND THE WORKPLACE.**		
	3.1	Develop and deliver new programs to meet emerging labour market demand as outlined in the Growth Strategy.	• Develop and implement methodologies to capture, document and transmit critical economic, technological and market trends.	A 2002 Environmental Scan was prepared as part of the Strategic Plan renewal process. The scan identified key trends in public policy, the economy, technology, demographics, learners and in education.
			• Acquire labour market information and analyze on a regular and ongoing basis.	Chairs conduct this routinely for regular programs. Labour market needs are being met through Distance Education & Contract training as well. Expansion of the ECE Workplace training model to meet labour market shortages.
				Civil Technology has completed a labour market analysis and letter of intent to COPSE to establish a new Civil Technology program in Water Resources management at RRC. Start up planned for Sept 2003. The Language Training Centre developed and delivered new programs in 2001/2002 in the health-related field in order to meet labour market demands. These programs included English for Nursing Purposes, English for Health Care Aides, English for Nursing Refresher Purposes, and Canadian Communication for Physicians Trained Abroad. These programs will be repeated in 2002/2003.

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATES
		• Develop a college-wide strategy for the development and delivery of contract training.	Completed in 2002.
		• Develop programming for delivery in multiple modes and in the profit, cost-recovery and subsidized formats.	New Programs include: - Precision Metal Manufacturing - Technical Communications - Broadcast arts - Introduction to CA/P and IST CE administered five full time programs to accommodate market demands. The Applied Counseling and Recreation Facilitator for Older Adults were continued from last year. Photography, Office Technician, and Sterile Processing Technician were developed for 2002.
			CE Introduced four new programs: Inside Sales/Warehouse Technician, Professional Sales program, CISCO Certified Professional program and Interdisciplinary Health Sciences program.
			During 2001/2002 DE solidified its long-term strategic plan, including a multi-stage expansion strategy. Funding was secured from the College Expansion Initiative for Phase 2 of the expansion of RRC's distance education infrastructure, capability and program delivery activity. This funding will allow DE to work towards the establishment of a virtual campus at the College.
			Distance Education in 2001/2002 developed 77 new courses for distance delivery, twelve of them online. Of the 77 courses, 49 were for Early Childhood Education, 12 were for the new complete Para-educator certificate, 11 for Information Technology programs, three for Emergency Nursing and two were business. Thirty-two courses were revised, including 20 for Early Childhood Education.

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATES
		• Develop collaborative programs with colleges, universities and other partners, both locally and internationally.	RRC has developed a new articulation agreement with Ferris State University for college faculty and a second one for graduates of college trades pre-employment programs.

RRC is developing a partnership with Biovail Canada and the Toronto Institute of Pharmaceutical Technology to deliver advanced pharmaceutical manufacturing and Quality Assurance training in MB.

RRC is coordinating the delivery of two unique masters programs with Central Michigan University to provide advanced educational opportunities to college faculty and Regional Health Authority staff.

RRC is coordinating the delivery of a B. Sc. in Tech Ed from Ferris State University to allow college trades faculty to acquire a teaching degree in their area or expertise.

RRC is working with the University of Toronto on the development of a new national curriculum on Early Childhood Education

CE completed the developed and offered new full time program in Medical Transcription. Part of the curriculum was developed by the Health Profession Institute and is recognized by the American Association of Medical Transcription. (There is no Canadian organization.)

CE's Clinical Research program is in development under guidance of a community initiated steering committee.

CE's new Cardiology Technology program is being developed in conjunction with Winnipeg Regional Health Authority. |

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATES
			CE has launched the Mentorship component of the Health Services Management program in conjunction with the Manitoba Chapter of the Canadian College of Health Service Executives.
			CE is redeveloping the FAS/E program with support from Health Canada. Part of the project involves efforts to establish partnerships with other Colleges nationally to deliver the curriculum. The website soliciting partners has been established.
			CE is in the final stages of a formal laddering from the Recreation Facilitator for Older Adults Certificate to the Lethbridge College Gerontology Diploma.
			CE brokers the Infant/Toddler Post-Diploma Certificate program to Assiniboine Community College.
			CE has developed a Justice Recruitment Processes course to assist students through the recruitment process in policing and corrections. CE is working with representatives from Canada Corrections, Adult and Youth Corrections Manitoba, RCMP, Winnipeg Police Services and the Manitoba Metis Federation.
			Effective October 2002, Distance Education offers three e-learning-delivered certificate programs through Campus Manitoba---the first college-level programming to be made available through Campus Manitoba.
			Distance Education, providing leadership for a Tri-College initiative, prepared a development plan for RRC Distance Education's production of online Civil-Municipal Technology courses.
			The regional campuses collaborated with the Manitoba Agricultural Credit Corporation and Manitoba Agriculture to develop a program that provides general management and related skills training to young and beginning farmers.

		OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATES
			• Include strategies for using technology in the delivery of new programs.	Utilized streaming media technology to deli8ver live lectures to 2nd year Medical Laboratory Technology Students in Brandon. (Plans are in place to expand delivery to all RHA sites throughout Manitoba where students may be posted for their practicum).
			• Develop accelerated and advanced program models to meet the needs of students with post-secondary or equivalent backgrounds.	RRC has developed a workplace based ECE program that allows learners to complete the diploma in two years while attending RRC part-time and working part-time in a licensed daycare facility. RRC has proposed a Scientific Research Management Advanced Diploma program for graduates of diploma and B. Sc. programs looking for skills in managing research RRC is developing the Advanced Technology management program for full-time delivery beginning September 2003 The Software Development diploma, largely achievable through PLAR, is now open to all eligible students, the program having completed its pilot stage.
			• Establish joint programming initiatives with secondary schools.	RRC has developed an articulation protocol in Civil/CAD Technology that will provide from 2-5 (of 7) first year credits to high-school graduates of CAD technology and drafting programs.
			• Assess the facilities and resources of the College to determine program capacity.	This is an ongoing process that is conducted throughout the year for programs at all campuses.

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATES
	3.2 Increase, reduce or eliminate career programs and apprenticeship to meet labour force requirements.	• Strategically review career-programming requirements on an annual basis as part of the budget exercise.	Revised full-time programs: - reduced capacity of EET family of programs to match student demand. - revised Administrative Assistant to become an option in the Business Administration program. - developing new model for hospitality and tourism programs to have common first year with second year options. - developed full-time direct cost recovery programs to meet short term needs through regional campuses and CE.
		• Increase capacity to accommodate growth in apprenticeships.	Increased apprenticeship training in truck transport mechanics. Investigating partnership with Ironworkers union to accommodate delivery of Ironworkers training in Winnipeg. Increased capacity of Stevenson aviation to accommodate growth in Aircraft Maintenance Engineer (AME) apprentices.
		• Increase capacity in selected programs to meet labour market demands and reduce wait lists.	Increased capacity in ECE Workplace, CA/P and IST programs to accommodate need for additional workers in the marketplace.
		• Develop models of delivery to increase the participation of Aboriginal peoples.	Piloting Adult 11 (Senior 3) education in the College Prep program. Signed an articulation agreement with The Centre for Aboriginal Human Resource Development (CAHRD). Investigating the development of a trades preparation program for Aboriginal learners. Aboriginal Interpreter Diploma program changed to an Aboriginal Language Specialist program to provide employment opportunities in education, and meet the Aboriginal communities needs for language development.

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATES
			Joint BA and BEd programs with the University of Winnipeg (pending final approval) to provide a degree program for the graduates of the Aboriginal Self-Government Administration and Aboriginal Language Specialist programs respectively. Community-based Apprenticeship programs in Carpentry in Fisher River, Peguis and Bloodvein. To increase student retention and success ACCESS provides students with individual academic support/peer tutoring/study groups/supplemental class instruction/support courses and has an ESL instructor on staff.
		• Reduce capacity in selected programs where long term labour market need is waning and move resources to higher priority programming.	Reduced capacity in Electronic Technology programs to match student demand.
	3.3 Develop and implement a comprehensive distributed learning framework.	• Establish strategies to advance the introduction and integration of educational technologies and the development of coursewares.	PCD has been involved in the production and pilot testing of the ADS Adult 12 Pre-technology Online Math course and in the creation of shared curriculum modules for cross-divisional delivery of online courses. A component of each of these projects has included documentation of the requirements needed to undertake and support online curriculum development. TLTR and RROC college wide forums provide opportunities for interested faculty to learn about educational technologies and courseware. College On-line Guides and Standards (COGS) committee creating college wide guides to support moving courseware to on-line format. WebCT student accounts increased from 300+ to 3400+ over last year.

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATES
		• Review program areas for on-line delivery as a complement to classroom, site-based delivery.	On-line interaction with students occurs in several courses in the nursing program. Several also have Web CT pages. At the moment, work is being conducted to get at least two courses in the Nursing Department on line. Plans for further development of courses on line are part of the Nursing Department's future planning. Several courses in CAP and IST are on-line/distance delivery courses and many use WebCT for classroom management and delivery. Civil Technology has developed and implemented components of on-line learning in Mathematics and Statics courses and is working with DE to complete on – line learning courses. Student information guide, course outlines, class timetables and most lecture notes for all Civil Technology programs are available in electronic format (on-line or CDRom formats). It is a goal to start to develop WebCT courses starting with ECE. ECE courses are already extensively packaged.
3.4	Develop, broker and deliver a comprehensive selection of distance / distributed learning programs.	• Develop and deliver new programs and courses through distance and distributed learning strategies.	CEI approved phase II of distributed learning expansion. Seven new courses developed for distance delivery. Six complete certificate programs are available by distance education, five using e-learning technologies. CE is redeveloping the Applied Studies in Fetal Alcohol Syndrome/Effects certificate program in classroom and distance formats. Technical Preparation Mathematics was delivered as a new joint effort among the ADS department, Distance Education and Curriculum Planning Department in 2001/2002.

		OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATES
			• Increase the range and nature of distance education program.	Distance Education expanded its offerings with the second year of the Early Childhood Education diploma, the new Para-Educator certificate, and the new e-learning-delivered Office Productivity certificate. In October 2002, Distance Education hired a Program Officer to be responsible for information and industrial technology programs and courses---most of which are expected to be online. Distance Education, providing leadership for a Tri-College initiative, prepared a development plan for RRC Distance Education's production of online Civil-Municipal Technology courses.
				At Distance Education's request, Research and Planning and Computer Services produced five years' of course failure/attrition data for all diploma and most certificate programs. These data are being analyzed by Distance Education in collaboration with program chairs and coordinators with the intent of selecting and prioritizing courses to be developed by Distance Education that will have the greatest impact on supporting student success (i.e., courses that students can take in advance of full-time attendance, and courses that students can take in lieu of those that they failed or are otherwise missing). A pilot project is being organized with the Computer Analyst/Programmer diploma program.
			• Increase anytime, anywhere, anyplace access to RRC programming.	In 2001/2002, Distance Education's gross enrollment was 2,487, an 18.09 percent increase. For the first four months of 2002/2003, enrollment is up 23.65 percent over the same period last year. The growing majority of courses are offered on an open-entry (start anytime) basis. Three RRC programs introduced through Campus Manitoba. Increased RRC WebCT licence and server capacity to accommodate increased number of on-line learners.

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATES
		• Develop strategies to increase the number of programs delivered on-line.	The Distance Education Expansion initiative includes the long-range goal of having 80 percent of Distance Education courses online. As of November 2002, approximately 20 percent are online. Seventy-two percent of courses currently being developed will be online. The number of print-based courses being converted to online is accelerating.
3.5	Identify and advance future applications and new models of emerging ICT applied education delivery systems for distance and distributed e-learning.	• Research and identify new and emerging e-learning technologies and models.	Distance Education Program Officers check new e-learning technologies and models---in conjunction with other College staff members---as a matter of course. The Campus Interlink video-streaming system is operational at all four regional campuses and test deliveries are nearly completed.
		• Develop distance / distributed learning models to increase student success.	The overarching theme of the Distance Education Expansion initiative is to increase student success. Strategies include students "test driving" portions of programs by distance prior to on-campus attendance (to lighten course loads and increase chances for success); students taking Distance Education courses to complete program requirements; and students taking missed or failed courses through Distance Education to complete diplomas and certificates.
3.6	Expand collaborative efforts in advancing opportunities for off-campus learning for the citizens of Manitoba.	• Collaborate with other e-learning service providers to broker and deliver post-secondary education.	RRC is part of Campus Manitoba and is a leader in the Canadian Virtual Campus initiative.
		• Collaborate with the development and implementation of Campus Manitoba.	Effective October 2002, Distance Education offers three e-learning-delivered certificate programs through Campus Manitoba---the first college-level programming to be made available through Campus Manitoba.
		• Expand delivery through contract training to external agencies that are unable to have staff attend full-time programming and/or on-campus.	Regional campuses responded to Manitoba Family Services' need to provide foundations and supervisory training to developmental service agencies outside of Winnipeg. In 2001/2002, courses were delivered to 324 students in 10 rural communities, plus Brandon and Thompson.

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATES
			Winkler Campus partnered with HRDC, Manitoba Education, Training and Youth (METY), and the Manitoba Youth Project to develop and deliver a 20-week Assertiveness and Building Competencies certificate program for single parents. It included two dual credits with local high schools.
			Steinbach Campus partnered with METY to develop and deliver a five-month Intensive English as a Second Language certificate program for health care professionals.
	3.7 Integrate the use of distributed learning technologies into program delivery.	• Integrate distance / distributed learning into the College's overall academic programming.	On-line delivery options introduced into Civil/CAD technology, Nursing, Information Systems technology, Med Rad Technology, Library Information technology and Chemical and Biosciences Technology Distance Education offers one or more courses in 67 College programs.
			Distance Education offers one complete diploma (Early Childhood Education) and 15 complete certificates. Substantial portions of 10 other programs are also available (including more than the first year of the Library and Information Technology diploma). Distance Education is partnering with four day programs for joint development of distance / distributed learning courses: Civil-Municipal Technology, Library and Information Technology, Computer Analyst/Programmer, and Diploma Nursing (Accelerated).
		• Enhance the quality control of e-learning program delivery.	In July 2002, Distance Education hired its first E-learning Technician. This staff member provides technical assistance to online course developers/revisers, develops interactive learning features, integrates multimedia features, creates templates, maintains course backups, conducts test runs, develops and maintains online instructor manuals, and maintains presentation and component consistency.

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATES
			Distance Education developed a Teaching Online course that will be made available to all College staff members. Established College On-line Guides and Standards (COGS) project.
		• Ensure programs are developed and revised in multiple delivery formats.	Distance Education is partnering with four day programs to jointly develop distance / distributed learning courses: Civil-Municipal Technology, Library and Information Technology, Computer Analyst/Programmer, and Diploma Nursing (Accelerated). An increasing number of Distance Education courses are available in both print and online formats, and some may soon be available on CD-ROM as well.
	3.8 Develop a plan for a virtual campus.	• Establish a strategy to achieve the infrastructure to support a virtual campus.	Virtual campus infrastructure resources included in CEI Distance Education Expansion project. Additional server and licence capacity acquired in Fall 2002
		• Establish a strategy to market RRC's Virtual Campus.	For future development.
		• Develop a strategy to be a 24/7 e-learning provider.	Effective September 2002, Distance Education students can register for courses 24/7.
		• Establish a strategy to ensure that the developed curricula are appropriate for a global market.	For future development.
	3.9 Develop a distributed learning strategy to support student success.	• Provide students with flexible options for completing day programs.	In 2001/2002, the four regional campuses delivered full-time training to 342 students (22 percent more than in 2000/2001) in nine different programs. Each campus ran one section of funded Health Care Aide. For the first four months of 2002/2003, enrollment is up 20 percent over the same period last year.

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATES
			Winkler Campus once again hosted and facilitated the delivery of the first-year of the Business Administration program. Winkler Campus expanded its facility by nearly 50 percent to accommodate the ongoing demand for full-time programming. Research and Planning office identifying non-completers for targeting for program completion through distance education
		• Establish methods for on-line pre-entry and exit programs.	Distance Education pilot-delivered and substantially enhanced the online Adult 12 Pre-Technology Mathematics course. Distance Education developed a Teaching Online course that will be made available to all College staff members. Steinbach Campus took over the adult learning centres in Morris and St. Pierre previously operated by the Morris-McDonald School Division.
		• Provide on-line support service.	Distance Education is building online support into all of its online courses. As new software becomes available, service is upgraded. Distance Education's new E-learning Technician works with instructors to enhance online supports. Student Services continues to revise web sites for its various service units with the goal of providing some direct service through the web. Online registration for Continuing Education students was implemented in July 2002. The development of online application for day programs is underdevelopment and will be available in January 2003.

		OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATES
4.0		PROVIDE OPTIMAL ACCESSIBILITY TO PROGRAMS AND SERVICES.		
	4.1	Develop a strategy to address cross-cultural access issues within the College.	• Establish and implement strategies to ensure an inclusive curriculum. Ref. 1.3	Manitoba College VPs have agreed to make Diversity and Inclusive Curriculum a compulsory subject in the CAE program.
			• Increase/develop/maintain partnerships with organizations representing Aboriginal groups, multicultural groups and people with disabilities.	CE is continuing to partner with Urban Circle in delivery of Health Care Aide Program

CE is investigating the possibility of offering an Aboriginal Initiative in Medical Transcription in conjunction with Urban Circle.

CE is completing the delivery of Applied Counselling program training with clients from Fairford Reserve.

CE partnered with CAHRD and the University of Winnipeg to provide teacher aide training and FAS/E training to selected aboriginal clients.

CE has again partnered with the Winnipeg Boys and Girls Clubs to provide Youth Recreation Activity Worker program training to twenty inner-city youth, most of whom are aboriginal.

RRC is a founding partner of Career Trek, an organization which brings 240 ten/eleven year old young people to the college and the two universities for four-seven week terms each year, exploring four different career paths each term.

CE is working with the Aboriginal Peoples TV Network to incorporate aboriginal values into Digital AV Production program.

RRC Staff are actively recruiting, promoting and liaising within the Aboriginal Communities and Organizations. |

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATES
			Distance Education continues to partner with the Hay River First Nation for the delivery of the Early Childhood Education diploma program.
			Regional campuses continue to partner with several first nations' communities and organizations for on-site and off-site full-time and part-time training.
			Student and Community Advisor – Diversity and Inclusive Initiatives maintains on-going relationships with immigrant-serving agencies and multicultural groups. The Director, Educational Support Services maintains similar ongoing relationships with various organizations that serve people with disabilities.
			Developed Memorandum of Understanding (MOU) for shared delivery of programming with The Centre for Aboriginal Human Resource Development (CAHRD).
			Co-delivering Child and Youth program with Manitoba Metis Federation (MMF).
		• Develop training and professional development for college staff in Aboriginal cultural knowledge, awareness, sensitivity and competencies.	On-going activities coordinated by the Aboriginal Education Development Officer and by the Aboriginal Centre Coordinator for students and staff throughout the College.
		• Develop training and professional development for students and all college staff in diversity and inclusiveness. Ref. 5.1	Under the auspices of the Respectful College Community Committee a working group has been established to develop a strategy to ensure ongoing training in diversity and inclusiveness for college faculty and staff.
		• Develop and implement a communication strategy to promote the Student and Community Advisor as a source of expertise and support on diversity and inclusive initiatives for staff, prospective and current students and departments.	Communication strategy developed and implemented.

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATES
	4.2 Ensure barrier-free access to academic programs.	• Identify the causes of applicant rejection within the academic screening process and offer ongoing developmental and remedial programming to assist applicants in meeting entrance requirements. Ref. 2.1	The Language Training Centre (LTC) undertook a project to track students enrolled in the Health Care Aide Program who have English as their second language to determine their levels of English proficiency according to the Canadian Language Benchmarks. As a result of tracking, minimum English language levels have been established for entry into the Health Care Aide program at the College. To date, the LTC has now evaluated 23 RRC program and 6 aerospace related courses in terms of English language skills required for success.
		• Assess program admission requirements to ensure inappropriate barriers are removed.	A review of the use of interviews as part of the selection process for admission to a program was completed. A policy and process for using interviews is currently under development. Cultural Diversity Advisory Committee has a sub-committee that is reviewing current college programs and the impact of entrance requirements on foreign professionals and high school students who graduate with an"E" diploma.
		• Develop strategies, e.g., bridging courses, to reduce academic barriers to college admission.	PLAR continues to be expanded across the College.
		• Develop a five-year plan for the expansion of the number of programs for which PLA can be applied.	PLAR committee has developed a 5-year strategy for improving availability of PLAR services and the number of course open to PLAR.
		• Work with Departments and programs to recognize foreign credentials.	Ongoing commitment.

		OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATES
	4.3	Ensure that College facilities accommodate and ease access to programs and services.	• Develop appropriate strategies that work to ensure that persons with disabilities have access to all programs, services and resources at all college facilities by conducting regular reviews of current, new and renovated buildings. Ref. 7.3	Ongoing and implemented with all new projects as they are performed.
	4.4	Expand delivery to Manitobans who are unable to attend full-time programming and/or the main campus in Winnipeg.	• Increase programming options, delivery formats and enrolments through alternative delivery strategies.	A recommendation to assess tuition fees by course based on a unit such as a credit or instructional hour has be included in the SIS High Level Requirements approved by the SIS Steering Committee. The details of implementation have yet to be developed.
			• Expand the use of technology to increase access to college programs and services.	CE transitioned programs and courses in Computer Graphics, Graphic Communications, Web Site Development, Project Management, and Knowledge Management to new downtown Princess campus. Academic Development Services piloted the delivery of the department's Adult 12 Technical preparation Mathematics course through on-line delivery in 2001/2002 in conjunction with Distance Education and Program and Curriculum Development. The Campus Interlink video-streaming system is operational at all four regional campuses and test deliveries are nearly completed. Three certificate programs available through Campus Manitoba. DE enrolments up 18% in 2001/2002.
			• Increase community based delivery in Aboriginal communities.	Community-based Apprenticeship programs in Carpentry in Fisher River, Peguis and Bloodvein. Community Centred Therapy in Winnipeg and Peguis Business Skills Integrated – negotiations on-going. MMF Youth and Child Care Worker program.

		OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATES
			• Investigate registration and tuition fee assessment by course instead of by program to increase access to college programs and promote flexibility.	Being considered by SIS review team. CE uses course based registration for part-time programs.
			• Develop and deliver student support services to meet the needs of students at all sites.	A counselor has been assigned to provide service to students at the Main St. and the Princess St. campuses. Interpreting and tutoring services are provided as required at all Winnipeg campuses. Discussions related to providing student support services to sites outside Winnipeg are underway with Regional Campus managers.
5.0	RECOGNIZE, STRENGTHEN AND REWARD THE CAPABILITIES AND CONTRIBUTIONS OF EMPLOYEES, AND SUPPORT A RESPECTFUL COLLEGE ENVIRONMENT.			
	5.1	Re-engineer the Human Resources Department to become a comprehensive employee and corporate service department.	• Develop and implement a Human Resource Planning model including succession planning to provide both a corporate and program planning capability with respect to future human resource requirements.	An incentive program to encourage employees to give greater notice of intent to resign or retire was used in 2001/2002 with significant cost effective benefits. Overall, staff development support and accessibility has increased significantly. Development and implementation of a comprehensive succession planning capability has been identified as a priority.
			• Review recruitment policies and practices and revise as appropriate to ensure a strong workforce.	Ongoing. Recently implemented strategies to better co-ordinate career advertising had resulted in more effective use of the College's career advertising budget.
			• Develop and implement a comprehensive employee development program and establish appropriate funding to support it.	A Staff Development Coordinator function, position and budget has been established within HRS. The depth and breadth of staff development offerings and activities has grown considerably during this time and continues to grow. The College continues to receive positive feedback from staff regarding these developments.
			• Review employee benefit programs.	Under consideration.

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATES
		• Increase diversity of College faculty and staff incorporating employment equity practices.	Through proactive recruitment staffing opportunities resulting from attrition and College expansion are being used as areas of achieving this.
		• Establish comprehensive human resource policies and procedures.	Ongoing activity.
5.2	Develop the capabilities of the new Human Resource Management Information (HRMI) system to support human resource planning and management.	• Implement phase two of implementation of the new HRMI system and commence conversion to on-line access for a number of areas of the College.	Under discussion and review.
		• Expand utilization of the new HRMI system to provide timely quality management information and administrative services.	Currently working with Ceridian, RRC's HRMI service provider to initiate improvements.
		• Provide managers with training in managing under a collective agreement.	A comprehensive training program is under development and piloting.
5.3	Support a respectful and stimulating College environment.	• Develop and implement an effective Performance Management and Appraisal System to include current job descriptions, regular and meaningful performance evaluations, and appropriate methods of recognizing and rewarding employee contributions to excellence.	Currently under review and development.
		• Develop policies and procedures to support the management of individual illness and injury claims in consideration of the intent of the Workers' Compensation Act, Employees Assistance Program, Long Term Disability and Modified Return to Work Policy.	There is a consolidated function to cooperate with workers compensation, Long Term Disability and modified return to work practices. The Employee Assistance Program continues to work effectively at "arms length" from the College.

		OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATES
			• Review current wellness activities with the intent of developing an integrated plan for the delivery of wellness services.	Research into the delivery of wellness services has been conducted and planning for the review and development of a plan will begin early in 2003.
			• Conduct a Well-Being in the Workplace through Healthy Organizations Project in conjunction with the College Climate and Culture Committee.	Project is underway. The College Climate and Culture Committee developed a set of recommended actions in 2002. President's Council adopted recommendations, assigned responsibility and timing. Strategies and actions are included in the 2003-2008 Operational Plan.
6.0	INTEGRATE INFORMATION TECHNOLOGY IN THE DELIVERY, OPERATION AND MANAGEMENT OF ALL COLLEGE PROGRAMS AND SERVICES.			
	6.1	Increase the extent to which technology is incorporated within the academic delivery process.	• Expand the Teaching Learning Technology Centre with appropriate staffing, hardware and software to assist faculty in exploring and developing alternative means for delivering instruction and enhancing educational experiences using information technology.	The TLTC Participated in the production of WebCT-based programming, through the production of video content, i.e., core course renewal project, E.C.E. Infant Neurological Development, Safe Handling of Materials, Culinary Arts etc.
			• Implement a team-based approach to the development of course/portions of courses in alternate delivery formats.	PCD has identified the team requirements for online course development and has implemented these in online course production.
			• Deliver training to faculty in the use and application of information technology.	PCD developed and delivered a course in moving to online course development in June 2002. The analysis of the results of PCD's survey will produce recommendations for staff training related to curriculum and online course development.
			• Establish a mechanism to support employee access to or acquisition of hardware and software.	This is being studied.

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATES
	6.2 Increase the range of programs and services available on an e-commerce, e-business, and e-learning basis.	• Assess the opportunities and impacts of adopting e-business delivery methodologies.	Ongoing activity in many areas of the College. Providing on-line transactions for students is being reviewed.
		• Establish a strategy to incorporate e-business and e-commerce techniques into the delivery of services. Ref. 2.3	In development.
		• Establish a strategy to provide the appropriate infrastructure for e-learning.	The College Expansion Initiative has provided funding to Distance Education for infrastructure development.
	6.3 Maintain a primary, reliable College communication system.	• Implement and maintain a strategy to move to electronic communication as its primary method of internal information dissemination.	The networked strategy is to add in reliability and increased bandwidth as well as to reduce the number of untrusted domains. Support is provided for some areas that have established their own networks/domains. The development strategy is to provided more access through web based development. This includes access to corporate systems as well as corporate documentation. The application purchase strategy is to purchase systems which can integrate with Microsoft standards. A new mail server has been established and approximately 50% of the staff have been moved over.
	6.4 Optimize the use of technology to improve administrative operations of the College.	• Implement a corporate information system.	This fundamentally exists today. All corporate data is being put in a corporate database. Due to changes in business needs and systems development or purchase Computer Services will always be "implementing" a corporate information system. Many of the new purchased systems are incompatible in nature and tend to fragment the corporate information and require constant maintenance to provide the 'corporate' solution for RRC.

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATES
		• Conduct and evaluate a gap analysis of existing corporate systems with the current and future needs of the College. Ref. 2.3	Summarized and organized the results of the Advantiv SIS Functionality Survey results and submitted results to the SIS Steering Committee. Conducted and documented a SIS High Level Requirements Study.
		• Purchase or develop the required software, hardware, training and installation for the new corporate system.	Twelve new servers were put in place to upgrade existing servers or provide support for new applications. Some staff realignment has taken place to facilitate a more effective corporate system. Training was purchased for the timetabling application. A corporate systems evergreen policy has been put in place for users of corporate systems.
		• Provide readily available technical and program support to meet staff and students needs.	We have provided group training for the following systems for staff both on the main campus and regional centers: Budget systems, Contact Group Management, XP operating system, Excel XP, Outlook, Catalogue Maintenance training, SIS training, Web Outlook training, Incident Tracking Training. Additionally Computer Services provides one-on-one training using support calls to the staff desktop, email, telephone or at the helpdesk. All documentation is provided by the Help Desk office, e-mail or placed in the Help Desk public folder. An additional .5 staff position was assigned to the Help Desk to provide more support.
6.5	Implement a plan to fund technology replacement /addition.	• Implement and improve a plan to add/replace/upgrade technology.	Evergreen policies are in place for classroom desktops, corporate desktops and corporate servers.

		OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATES
			• Instructors, students and corporate computer users will have access to adequate computing power convenient to their needs.	On-going.
	6.6	Annually review information technology.	• Annually review information technology.	On-going.
			• Establish performance indicators.	In development. An initial overview has been prepared. Information from other institutions has been collected.
			• Compare performance indicators with other institutions.	On-going.
7.0	**PROVIDE A SAFE AND WELL-MAINTAINED ENVIRONMENT FOR WORKING AND LEARNING.**			
	7.1	Develop a multi-year facilities development plan that enables continual adaptation, renewal and expansion of College facilities.	• Pursue implementation of Millennium project.	Ongoing work performed as funds are made available.
			• Conduct a facility utilization study.	To be performed using the new scheduling program.
			• Annually review the operational state of major facilities and equipment.	Ongoing with each budget year. Various projects are identified for immediate attention.
			• Develop a multi-year plan that addresses the deferred maintenance problem and ensures annual investment on the renewal of physical infrastructure, including program support equipment renewal.	This plan is renewed annually and funding is requested. Most of the funds required are for building owner requirements. However, funds are also needed for program related equipment.
			• Develop a cost-effective preventative maintenance program for equipment. Establish a function to collect and input data.	The Transport and Government Services Department (TGS) has implemented a system for building owner responsibility but lacks manpower to follo- up.

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATES
		• Develop a budget to maintain and replace program support equipment.	Annual process.
		• Pursue additional funding for annual maintenance renewal.	This is an annual process and additional maintenance granted as funding is identified.
		• Establish a 10-year plan to replace, acquire and dispose of classroom and other common area furniture.	Within the existing budget needs are prioritized annually. 50% of the budget is spent on classrooms to replace old/broken tables and chairs, 25% is spent on office chairs, workstations and filing, etc., the last 25% is spent on common areas such as cafeterias, lounges, Library, etc. This process will continue.
7.2	Develop a partnership between RRC, MGS, and COPSE to address facility maintenance issues of the College.	• Finalize lease with TGS.	Completed.
		• Develop strategies for additional funding.	Ongoing process.
		• Initiate an Energy Management program in which energy savings can be invested in building system upgrades.	Some items incorporated and an engineer or technologist will be hired to update this plan.
7.3	Develop facilities to provide mobility free access to the physically challenged.	• Environmental Health and Safety, Facilities and the Educational Support Centre will work in collaboration to identify a comprehensive list of mobility free access requirements.	Safety Committee continues to implement annual project within budgetary limitations.
7.4	Ensure the plans, design and development of the Princess Street Campus meet the educational requirements of RRC.	• Complete the educational plan.	Educational plan completed consistent with RRC Academic Expansion Strategy.
		• Work with TGS, the Developer and other partners to ensure the appropriate design and development of the new Campus.	Dean of Business and Applied Arts assigned to support the design needs for the new campus.

Fast track construction schedule set by TGS creates challenging design process.

Phase 1 on William Street completed. Work on Phase 2 is proceeding. |

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATES
		• Review the implications of the new Campus for the Notre Dame Campus.	Facilities working with academic leaders to create a backfill plan for the Notre Dame Campus.
		• Develop a plan for Administrative Services at the Princess Street Campus.	Working closely with Corbett Cibinel to design retail services.
		• Develop a strategy and logistics for the occupancy of the new Campus.	Phase 1 of new campus occupied August 2002. Planning underway for occupancy of Phase 2 in September 2003.
	7.5 Make Workplace Safety and Health issues a priority in facility development and maintenance.	• Conduct a campus wide security audit and develop a multi-year plan to address recommendations.	Multi-year recommendations have been prioritized. Implementation is proceeding in accordance with available funding.
		• Conduct regular campus safety investigations and thorough accident investigations on all incidents and accidents.	Ongoing duties to be included in Safety Management System. Last audit year was 2000. Recommendations from this audit still being implemented with many being completed. Next audit planned for 2005. Regional campus locations are visited annually for an onsite security review. Princess Street will be added once complete.
		• Place a high priority on health and safety projects for Miscellaneous Minor funding.	Ongoing commitment.
		• Develop and implement a certified safety management process based on internal departmental responsibility and continuous improvement.	Development is well underway, expected to be implemented by next academic year.

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATES
		• Develop a process to ensure compliance with Workplace Safety and Health (WHS) regulation for all renovation projects coordinated between RRC, MGS and private contractors.	Integrated with the TGS/RRC lease and addressed in new WSH Act under Prime Contractor responsibilities.
		• Expand computer-based platform for the delivery of safety training programs.	This is underway with the purchase of new titles and the exploration of developing RRC specific programs.
8.0	CONTINUE THE COLLEGE'S PARTICIPATION IN GLOBAL EDUCATION.		
	8.1 Develop a global orientation within Red River College programs and services.	• Provide for international student and staff exchanges.	A Language Training Centre instructor, has been assigned to work with the Instituto Technoligico de la Costa Grande in Zihuantanejo, Mexico. The responsibilities include materials selection and development, ESL teacher training and ESL program delivery to hotel staff members. International Education hosted 24 visiting international delegations including 6 agent tours and 2 international instructor exchanges. Activity on our 4 international development projects saw 8 Red River College staff participate in overseas missions. Approximately 82 Red River College staff exposed to exchange missions and delegation visits.
		• Develop international work placements for students.	Ongoing commitment.
		• Ensure that curricula are relevant to the realities of a global marketplace.	Incorporated the Conference Board of Canada employability skills profile into the College-wide Learning Outcomes.
	8.2 Enhance global access to college programs.	• Deliver joint venture training initiatives in selected international markets.	Continued cost recovery operation Shenyang/RRC Joint Venture Training Centre in China.

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATES
		• Develop Internet delivery capability for college programs.	Initiated project to up-date and re-design WWW page with anticipation of future auto-responses and on-line English testing and tutoring.
		• Explore visa access strategies with relevant posts abroad.	Hosted student orientation sessions on Manitoba Provincial Nominee (new immigrant recruiting) Program.
8.3	Increase the participation of international students at Red River College.	• Diversify the international student recruitment strategy to include a mix of print advertising, participation in education fairs, the use of agents and collaborative promotional ventures with other institutions and organizations.	Participated in four international student recruitment fairs (China, Mexico).

RRC marketing material packages shipped to 24 Education Agents, Cdn. Education Centres and partner colleges. RRC undertook five marketing missions.

Registered 244 international students during the academic year. Total visa student registrations increased by 145.

The office responded to 1,457 e-mail, mail, telephone and walk-in student inquiries for information and our website received over 10,095 hits in 2001/2002.

Hosted five international student orientation sessions. |
| | | • Enhance and expand upon existing promotional materials to include non-print materials (video, internet, etc.). | Re-printed select promotional literature,

Up-dated and re-designed WWW page. |
| 8.4 | Develop Red River's training capacity for export. | • Increase the number of custom-designed training programs/products offered to international clients. | The International Education Office responded to six separate proposal calls for specialized contract training opportunities in Japan, Syria, Chile and Zimbabwe. Delivered Foreign Graduate Nursing program with LTC and Nursing department (Korean Nursing Project). Consideration is underway for Hospitality Internship program. |

		OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATES
			• Prepare funding submissions for consideration by a number of Overseas Development Agencies (e.g., Asia Development Bank, World Bank, etc.).	Instrumental in involving St. Boniface College in an ACCC Project Development Fund application in Morocco. RRC signed education partnership agreement in Mexico with Canadian College Partnership Program (CC/PP) partner Instituto Technologico de la Costa Grande (ITCG).
			• Identify and undertake the steps necessary for Red River to become "export ready".	On-site assistance provided to the Language Training Centre for new Medical English program, student language testing and evaluations, registration processing systems and the creation of an ESL 'curriculum framework' for China.
			• Integrate product promotion and marketing strategies for international student recruitment, and project work.	International Education has developed strategies and conducts marketing missions.
9.0	**STRENGTHEN COLLABORATION AND PARTNERSHIPS.**			
	9.1	Articulate college programs with high schools, universities and other colleges.	• Articulate all diploma programs with a university degree program where appropriate.	85% complete. New articulation agreements completed with Ferris State University (Automotive and Heavy Duty Trades) and Old College (Greenspace Management).
			• Develop articulation agreements with all school divisions in the College catchment area.	New articulation agreement with WSD#1 for Civil/CAD Technology. Agreements pending with Brandon, WTC, Rolling River and others. Articulated IT program being developed with Sisler High School.
			• Work with COPSE to develop a Manitoba Post-Secondary credit transfer system.	Developing dual credit strategies to take advantage of the new mature High School Diploma Legislation.
			• Work with the ACCC to develop a national system of credit transfer.	RRC is a signatory to the pan Canadian transfer protocol and a member of the Open Learning Agencies Credit Bank.

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATES
9.2	Develop joint degree programs to meet the needs of business, industry and the community.	• Develop articulation agreements leading to applied degrees for allied health technologies, applied sciences, cultural industries, technology and business.	Signed an articulation agreement with Memorial University and the Marine Institute to create an Applied degree completion program (Bachelor of Technology) for allied health technologies. Negotiated an RN to BN completion program (33 credit hrs) for Diploma Nursing Accelerated (DNA) graduates. Developing joint degrees in Aboriginal Self-Government, GIS, and Aboriginal Languages with U of W. Developing degree completion models for allied health sciences with U of M.
9.3	Build partnerships with corporate and government consumers of education.	• Identify "key accounts", assign a key account manager, and develop appropriate internal and external processes to serve them.	Key Accounts included: Cadorath Aerospace Ltd. Canadian Manufacturers and Exporters Canadian Wheat Board Cargill Limited Centre for Aboriginal Resource Development Carlson Structural Glass Conservation/MB Govt. Cormer Group Industries Ltd. Custom Castings Limited Environment Canada Fort Garry Industries Ltd. Industry Trade and Mines Manitoba Aerospace Human Resources Coordinating Committee Manitoba Public Insurance Manitoba Rolling Mills Naylor Communications Ltd. Phillips & Temro Industries Reimer Express Lines Ltd. Standard Aero Ltd. Storm-Tite Inc.

	OBJECTIVES/STRATEGIES	¶	STATUS UPDATES
		• Identify major corporate clients, determine their training needs, and prepare proposals for partnerships.	Contract Training Sales & Services (CTS&S) delivers Supervisory Skills training to the employees of Reimer Express Lines Ltd. Cargill Limited: CTS&S has developed an on-line grain marketing course for the grain marketing representatives. Canadian Wheat Board: CTS&S has developed an on-line course for the farm marketing representatives. Carlson Structural Glass: CTS&S has developed and will deliver fiberglass training to the employees. Manitoba Rolling Mills & Custom Castings Limited: CTS&S in partnership with the Manufacturing Department developed and delivered the Entry Level Manufacturing Program. Phillips & Temro Industries: CTS&S delivered Math, and Blueprint Reading to the employees. Storm-Tite Inc.: Supervisory Skills have been delivered to the employees by CTS&S. A special IT training needs assessment was undertaken with the Province of Manitoba and its crown corporations. Contract Training is awaiting a response to the data presented. CE is continuing to deliver the Health Services Management Training to Health Science Centre Employees. CE delivered Immunology training to employees of the Canadian Food Inspection Agency. CE delivered Emergency Medical Responder training to CN Transcona employees. CE delivered Anatomy and Medical Terminology training to Veteran Affairs employees.

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATES
		• Become preferred training supplier to major corporate clients.	Contract Training – Sales & Services (CTS&S) provides the Metallurgical Processes Program, Precision Measurement, Electrical Bond & Ground training, Tool & Die Refresher training, Blueprint Reading, Sealant training, Composite training, Sheet Metal Machine Operator, Machinist Refresher, Material Handling, Welding, PC Fundamentals, and Lean Thinking & Value Stream Mapping to the employees of Bristol Aerospace.
			CTS&S provides training for Manitoba Aerospace Human Resources Coordinating Committee (MAHRCC) members in Metallurgical Processes, Tool & Die Refresher, Human Factors, CNC Operator, Project Management, Safety Responsibility and Diligence and Interpreting Engineering Drawings.
			CTS&S delivers the two-year Fire Truck Technician Program to Fort Garry Industries employees.
			CTS&S provides composite manufacturing training, Quality Inspector Program, Project Management, etc., to Boeing employees.
			CTS&S delivers Ramp Safety, Train the Trainer, Tool & Die Refresher, Blue Print Reading as well as the Gas Turbine Program and the Engine Dismantle and Assemble Program for Standard Aero Ltd.
9.4	Develop, implement and assess a contract training strategy.	• Ensure the strategy and model is communicated internally and externally.	Consultation forums were held with RRC staff and interviews with industry were conducted in 2002 to communicate the new contract training strategy and model.
		• Establish a central contract training sales and service unit.	The Contract Training - Sales & Services office was established on campus.
		• Integrate contract training thinking to capitalize on emerging market opportunities throughout the College.	The integration of contract training thinking in order to capitalize on emerging market opportunities will be promoted throughout the College. A few departments are doing contract training.

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATES
		• Establish a Contract Training Planning and Review Committee.	The Contract Training Steering Committee was struck in October 2001.
		• Establish contract training policies, best practice guidelines and procedures manual.	The Best Practice Guidelines and Operations Manual for Contract Training came into effect in March 2002.
		• Establish appropriate contract training systems for registration, enrolments, financial transactions, etc.	A contract training employment agreement has been developed. A data base for tracking contract activity needs to be created.
9.5	Build partnerships with the Students' Association.	• Review current partnership agreements and develop formal partnerships with the Students' Association covering the business relationships in key areas such as: in the collection of student activity fees, SA Building Development Agreement, provision of student copying services, provision of vending services, peer tutoring, etc.	Pursuing a Campus/Photo ID Card to streamline student use of College Auxiliary Services. Agreement between the College and the SA to collect SA fees was signed by both parties. A new bylaw for the SA Building Development Fund was approved and a new board appointed.
		• Work with the Students' Association on improving services to students through the revision of existing policies and the development of new policies in such areas as: appeals; codes of ethical conduct, etc.	A.F.S. (Auxiliary-Facility-Student) meeting held bi-monthly to discuss related issues and concerns. Minor revisions to the Grade/Evaluation Appeal policy were made at the request of the SA. A working group under the auspices of the Respectful College Committee has been established to develop a Student Code of Rights and Responsibilities.
9.6	Partner with the community to address college requirements for equipment, facilities and technology.	• Implement and expand co-operative type education delivery to access equipment in industrial plants and factories.	Ford Asset Program cooperated with a $500,000 donation of equipment and tools.

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATES
			The Creative Arts department has partnered with Sony Canada Ltd., Advance Electronics (Professional Division), and Apple Canada to outfit the new Princess Street campus facilities located on William Avenue. Further discussions remain on-going with Frantic Films, TR Labs, the NRC, and FREQ 107-FM. These new talks are aimed at developing co-operative environments for learning off-campus in highly specialized third party facilities. The Civil Technology Department has partnered with Lewis Instruments to provide "state-of-the-art" surveying equipment for its training programs.
		• Pursue opportunities to deliver printing services at a profit with other publicly funded organizations that could benefit from the Docutech digital printing technology.	RRC is investigating potential organizations.
	9.7 Build partnerships with Aboriginal governments, agencies and educational institutions.	• Establish relationships with First Nations, Metis, Inuit and Urban Aboriginal governments.	This is an ongoing priority and RRC has established partnerships and links with many groups. There are Community-based Apprenticeship programs in Carpentry in Fisher River, Peguis and Bloodvein. Community-Centred Therapy Program operates in Winnipeg and Peguis. Business Skills Integrated Program is being negotiated with Original Women's Network. Youth and Child Care Worker Program is partnered with the Manitoba Metis Federation. Signed articulation agreement with CAHRD. CE is again partnering with Urban Circle to deliver Health Care Aide Training.

		OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATES
				CE is developing a program for Northern Medical Unit to train individuals with specific skill competencies to work in northern medical stations.

CE is working with APTN on Digital AV Production program.

CE has incorporated "Building Today's Aboriginal Workforce" into its business and HR programs. |
			• Cooperate with established and developing educational bodies and agencies.	Working with the Apprenticeship Branch to increase apprenticeship training in Manitoba and to rationalize training throughout the province.
10.0	**EMPLOY COLLEGE RESOURCES EFFECTIVELY AND EFFICIENTLY AND ACHIEVE FINANCIAL STRENGTH AND STABILITY.**			
	10.1 Expand revenue base.			
		(Government grants:)	• Develop communications strategies for working effectively with COPSE & obtaining government recognition of College future needs.	Ongoing activity.

The College meets with COPSE formally and informally to discuss needs. |
| | | | • Lobby for multi-year funding from government. | Ongoing activity. |
| | | (Tuition:) | • Work with Board of Governors and COPSE to develop an appropriate tuition strategy. | Board of Governors will be discussing in 2002/2003. |
| | | (Apprenticeship:) | • Work with Apprenticeship Branch to obtain administrative efficiencies in the current payment structure. | Apprenticeship Branch ahs advised that they cannot support the commitment to a cost recovery purchase model.

New pricing model being developed between the colleges and the Apprenticeship Branch. |

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATES
	(Strategic Business Units:)	• See other parts of strategic plan for various actions (including strategy 10.2).	
	(Other:)	• Develop more aggressive investment strategy for College funds.	Requires changes to Colleges Act.
	10.2 Encourage sound business practices.	• Develop in-house training sessions for managers (internal control, capital budget decisions) with training provided by the Financial Services Division.	CFO sits on committee that is creating a management development program.
		• Encourage entrepreneurial performance by exploring alternative remuneration models for individuals and other incentives for departments and units.	Ongoing commitment.
		• Investigate incorporation or alternate business forms for some entrepreneurial activities.	On-going as required.
		• Promote changes to the Colleges Act that encourage entrepreneurial practices and support the development of alternative sources of revenue.	RRC recommended a number of changes in the government's review of the College's Act.
		• Explore the use of the SBU model for other activities, e.g., Computer Services, Financial Services, Academic units.	A continuous process during the budget development.
		• Strengthen profile of Financial Services division as internal business advisors.	On-going through departmental annual meetings, strategic planning and training.

		OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATES
			• Maintain an appropriate level of operating reserve.	$118,000 of excess 2001/2002 surplus to be transferred to internal reserve, bringing it to $433,000.
			• Investigate creation of reserves for specific purposes, e.g., major capital projects.	On-going.
			• Reduce capital deficit re: SBU capital purchases.	Issue of accounting for capital transactions will be under review in 2002/2003.
			• Evaluate financial software to ensure it continues to meet the College's internal and external reporting needs.	On-going.
			• Ensure current risk management procedures are employed to protect the College, the Board of Governors, employees, students and volunteers.	Insurance coverage is in place.
			• Enhance the scope of the Risk Control Committee to ensure college-wide risk assessment.	Under consideration.
			• Develop risk control policies.	Continue to develop as needs are identified.
			• Develop and implement a cohesive and centralized approach for contract management to limit corporate risk.	Corporate Legal Services Department was implemented in 2002.
			• Review all current policies.	Revised Hazardous Waste Policy, Safety Policy, Hearing and Noise Control.
			• Increase knowledge and awareness of risk, control and insurance protection.	This is happening by being involved and managing corporate risk.

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATES
		• Integrate a risk control process that reflects a continuous improvement concept based on departmental internal responsibility.	May be addressed partially in Safety Management System.
	10.3 Allocate resources appropriately.	• Continue implementation of program and service costing model.	On-going refinements utilizing timetabling & scheduling software. Actual work is now done by Budget Coordinator.
		• Implement a multi-year budgeting process.	Started during 2002/2003 budget process, refinements will continue with 2003/2004 process.
		• Revise capital budget process to include business concepts such as ROI, etc.	On-going.
		• Establish a benchmarking program.	Prototype program is developed. Resources are required to implement the program fully.
		• Continue to analyze purchasing patterns, volumes and trends throughout the College to determine current needs, available suppliers or possibilities of developing strategic alliances with our suppliers.	Ongoing.
11.0	**ENHANCE THE IMAGE AND COMMITMENT OF THE COLLEGE AMONG STAFF, STUDENTS AND THE EXTERNAL COMMUNITY.**		
	11.1 Expand and improve internal and external communications.	• Implement a Multi-media campaign - integrated with the overall campaign for the Princess Street Campus and new initiatives.	On-going – strategy is to continue to integrate all external advertising and communication to provide clear and consistent messages about RRC.
		• Maintain a communications capacity in the Marketing and Public Relations Department.	Ongoing and accomplished through: publishing Headlines (internal) and Portrait (external) Ongoing media announcements and conferences

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATES
		• Introduce the College's new logo mark on the tower of Building C, and on all regional facilities operated by the College.	As funds are identified this will be achieved.
		• Upgrade the College web site to reinforce the new visual identity of the College.	An upgrade has been implemented.
		• Develop a specific means to communicate the College's strategic plan.	In 2002, the Strategic Plan was communicated through presentations, print materials and the Web.
		• Implement a multi-media (television, print, radio, video, billboards, etc.) advertising and promotions program to reinforce the visual identity of the College and to support recruitment of both full-time and part-time students.	On going – Billboards were placed in the Fall 2002 and a billboard and radio campaign will be delivered in Jan/Feb 2003. In addition a CD Rom recruitment tool was developed for recruiting sequential students. Print has also been used to support the intended messages.
		• Measure the level of awareness and satisfaction among target audiences.	Currently the measurement is based on informal feedback. In the process of conducting marketing research – this will provide us with benchmarks for measuring results.
		• Maintain a clear and consistent visual identity in all documents, publications, electronic media, and signage.	Continually re-enforce the standards in the visual identity manual – both internally and externally.
	11.2 Develop and implement appropriate student recruitment strategies.	• Implement recruitment strategies aimed at addressing program needs and underrepresented groups such as filling identified excess capacity in specific College programs and increasing enrolment of sequential students.	A targeted advertising campaign to address low enrolment programs was implemented in June 2002. A promotional CD-ROM directed to high school students was developed and implemented in September 2002. The initial reaction of high school students has been very positive.

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATES
			Specific strategies are continually being assessed and developed for low enrolment programs. Initiatives included radio ads, pop up web advertising, and specialised prints ads.
		• Develop and implement a targeted communications plan for recruitment.	Marketing worked closely with recruitment to re-design the student handbook to be more of a recruitment /marketing tool.
			Marketing worked closely with registration to develop an on-going comprehensive and cohesive plan for the recruitment of students.
		• Develop/acquire software to support active recruitment to ensure a higher conversion rate of inquiries to applicants; applicants to registrants who show up on the first day of class and persist.	The acquisitions or development of software to support recruitment has been postponed pending a decision on a "buy or build" strategy for a new Student Information System. In addition, the lack of financial resources at the moment prevents the acquisition of such software at the present time.
		• Develop further content for the College web site, promoting RRC courses, through interactive video, testimonials, camera views.	In progress, to be implemented as budget and technology allows.
	11.3 Support an environment of enthusiasm and participation within the College community.	• In consultation with staff, maintain a model to support Staff RR Us activities.	Provided direction and leadership to the Staff Club through the Marketing Coordinator.
		• Introduce a program of "awards for excellence" and encourage application and nominations for outstanding achievement awards.	Continuous commitment - Distinguished Alumni and Honourary Degree award programs are examples.
		• Develop, implement and support annual program of special events in cooperation and coordination with the Student's Association and volunteer staff organization.	Some activities were implemented – need to develop a more cohesive plan with the Students Association.

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATES
		• Develop strategies to support RRC participation in the philanthropic community.	The Development's office strategic plan and donor centered philosophy has stabilized and rapidly expanded RRC"s fundraising capacity. Develop a benefit plan for the Partners of the College where they will be profiled and seem as a key player in education of the community.
		• Develop strategies to support RRC participation in the philanthropic community.	Development staff are active members of AFP Manitoba.
		• Identify and coordinate entry of college "teams" in community special events.	Reassess this in 2003/2004 based on College staff and budget resources.
	11.4 Develop a strong alumni association for the College.	• Develop a comprehensive alumni database and implement a strategy for revenue generation to "offset" the cost of providing alumni services.	Ongoing. Developing a further plan in 2002/2003 to secure the resources to build the data base. Moved to Development Office to develop a plan to incorporate alumni into fundraising.
		• Support and encourage the development of program-specific alumni chapters in the College.	To be developed in the future.
		• Establish a program of special events and activities for alumni of the college and for retired staff through the RRC Heritage Group.	Ongoing activity.
	11.5 Increase success in College fundraising activities.	• Develop a coordinated approach to fundraising for the College both internally and in the external community.	Scholarship, donor stewardship, special events, and capital programs now being managed in a coordinated manner.
		• Develop a strategy to support the comprehensive fundraising capacity of the College.	Strategy developed and implemented with significant revenue increases.

		OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATES
			• Establish a foundation in accordance with the Board of Governors directive.	On hold until completion of PSC Capital Campaign.
12.0		**ENHANCE THE LEARNING CENTRED FOCUS AND THE INNOVATIVE, AND TECHNOLOGICALLY ADVANCING ASPECTS OF THE COLLEGE.**		
		12.1 Advance RRC as learning centred college.	• Develop strategies that reward a culture of innovation and position the College as a learning based post-secondary institution.	The 2003-2008 Operational Plan articulates a number of specific strategies and actions.
			• Establish strategies to ensure Board and staff commitment to and involvement in the transformation process.	The Board has an annual strategic planning session to explore and continue the transformation. The 2002 strategic planning process provides opportunities for faculty and staff to participate.
			• Develop strategies and support measures that advance a leaner-centred and learning-centred approach to instruction and assessment to develop students' critical thinking skills and respect for diversity in thinking and behaving.	Ongoing initiative throughout all academic and support areas of the College. Student Services has developed a theme of "championing student success."
			• Establish a process to integrate the vision of a learning college into the strategic planning process.	The 2003-2008 Strategic Plan incorporates a learning college.
			• Develop and support faculty and staff innovation initiatives that stress creativity, excellence and risk taking.	Income funded projects allow departments to undertake innovative and creative activities outside of regular operations, e.g., applied research projects, contract training, industry projects, etc. The deployment of the Program Development funds (FZ), the development of the College Press, and the work of the Teaching and Learning Technology Roundtable all provided opportunities for support and recognition of innovation as well as rewards to areas and employees.

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATES
		• Develop and celebrate successes in moving to a learning culture in a variety of media.	Proactive Press Release issued on numerous areas. "Panel of Experts" Program initiated to bring staff and management experts to the forefront in the media.
		• Conduct a knowledge management inventory and assessment.	RRC is part of QNET's Knowledge Management Planning Committee. This is a vehicle for gaining the expertise.
		• Develop a knowledge management agenda for the College, identifying people, processes, artifacts and technologies.	An initial resource base on Knowledge Management has been established.
		• Identify and conduct a pilot knowledge management project in a selected KM area.	Knowledge Management was a workshop session at the 2002 College Day.
		• Review CRM approaches to corporate strategy and action.	Planned for a future initiative.
	12.2 Integrate strategic thinking into the fabric of the College.	• Design and implement a comprehensive strategic planning process.	In 2002, the strategic planning process included a comprehensive environmental scan and extensive internal consultation to ensure the plan was current and relevant.
		• Establish a regular review of values.	During 2002, extensive consultations were conducted to confirm the Statement of Values.
		• Communicate the process and content of the Strategic Plan.	Developed various materials in 2002 to distribute widely the Strategic Plan, new Vision and Mission and Statement of Values.
		• Experiment with the use of appropriate web-based techniques into the strategic planning development process and communication of the plan.	Web based communication and interactive techniques were employed during the 2002 renewal process.

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATES
	12.3 Ensure the appropriateness of the organizational structure of RRC in view of the new realities in delivering education in the 21st Century.	• Review the learning portfolio to accommodate program and enrolment growth and to establish a future focused structure.	Reviewed organizational models and need for an expanding learning portfolio. Developed new organizational models for consultation with SAC and Chairs for new learning portfolio.
		• Develop strategies to encourage interdepartmental discussion and exploration of opportunities and issues.	The Student Success Roundtable is an example. Interested faculty are developing Connect RRC to facilitate and encourage the sharing of best practices.
	12.4 Transform the image of the College.	• Define and evolve RRC's brand as a learning college and as a contributor to Manitoba's economic prosperity through an integrated marketing strategy.	Ensured this is consistent a message in all of our communication/marketing material "specifically written" for the intended audience. This is defined through an active media campaign and public relations.
		• Establish rapport with outside interests in lobbying on behalf of the College for recognition.	Ongoing, continuous activity with a large number of friends of the College.
	12.5 Nurture an innovative and technology literate learning and work environment.	• Develop a strategy to achieve increased funding for the advancement of technology in all aspects of the College.	A Tri-College Technology Plan was developed under the leadership of RRC and submitted to COPSE. A review and revision of the RRC Educational Technology Plan was initiated in 2002.
		• Establish a program to encourage and reward faculty and staff in advancing their knowledge of technology, developing new adaptations of technology and integrating technology into their teaching and working systems.	Developed RROC (Red River Online Community) to encourage the adoption of e-learning technologies. Deliver educational technologies training sessions through the Teaching, Learning Technology Centre.

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATES
			Increase capacity of WebCT serve and license to increase opportunities for staff to put content on-line. Program development funds are targeted towards projects that increase the use of technology in teaching and learning. RRC is a founding member of the Canadian Virtual College Consortium. RRC includes educational technology projects as part of the CEI plan, the COPSE System Restructuring projects and the Manitoba Education and Training Innovation and Research projects.

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