



RED RIVER COLLEGE

OF APPLIED ARTS, SCIENCE AND TECHNOLOGY

Progress in Achieving the Vision 2003

*A report on strategic plan
achievements at Red River
College during 2003*

January 2004

Introduction

This report documents the progress achieved by Red River College in 2003 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 2004-2009**, and **Red River College Operational Plan 2004-2009** detail the revised plan at the strategic and operational levels.

This report provides a qualitative commentary on achievements, as well as quantitative indicators of performance.

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 UPDATE
1.0	DELIVER HIGH QUALITY PROGRAMS AND SERVICES THAT FOCUS ON THE LEARNER.		
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.	<ul style="list-style-type: none"> 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.
		<ul style="list-style-type: none"> Integrate learning outcomes into existing programs. 	DACUMs (Develop A CUrriculuM) completed during the curriculum validation process check for and ensure that the college wide learning outcomes are included in the program.
		<ul style="list-style-type: none"> Integrate learning outcomes into all new programs. 	Curricula for all new programs are developed through the DACUM process, which includes a check to ensure college wide learning outcomes are included.
1.2	Seek national or professional recognition and accreditation in all academic programs where appropriate standards exist.	<ul style="list-style-type: none"> Each program to identify the appropriate accrediting body or standards setting organization(s). 	This is a continuous initiative.
			Some examples of accrediting bodies include: <u>Canadian Medical Association</u> : Medical Laboratory Sciences; Medical Radiologic Technology; Magnetic Resonance Imaging/ Spectroscopy. <u>Commission on Dental Accreditation</u> : Dental Assisting. <u>Canadian Veterinary Medical Association</u> : Animal Health Technology.
			Some accreditations include: Both the Computer Analyst/Programmer (CAP) and the Information Systems Technology (IST) Programs have been accredited by the Canadian Information Processing Society (CIPS) until January 2005.
			International Business Program received accreditation from Forum to International Trade Training (FITT) on July 16, 2003.
			Early Childhood Education (ECE) accredited by the Child Care Education Program Approval Committee until 2007.

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> Each program to develop an accreditation or re-accreditation plan as appropriate. 	<p>Continuing Education (CE) presented the Cardiology Technology program to the Canadian Society for Cardiology Technologists (CSCT) for approval. Program granted approval November 2003.</p> <p>Emergency Medical Responder program offered through CE was approved by Manitoba Health Emergency Medical Services.</p> <p>Winnipeg Regional Health Authority (WRHA) determined Recreation Facilitator to Older Adults is minimum training to personal care homes.</p> <p>Diploma Nursing Accelerated – approval review in April 2003 (received conditional approval in September 2003).</p> <p>Joint Baccalaureate Nursing – received full approval in 2002/2003.</p> <p>Health Care Aide – meets the guidelines of the Provincial Committee on HCA Programming.</p> <p>As a part of the application for entry into the nursing profession in Manitoba, there is a requirement for internationally educated nurses who were trained in languages other than English to demonstrate proof of English language proficiency. The College of Registered Nurses of Manitoba has recognized the English for Registered Nursing Purposes program which identifies the Canadian Language Benchmarks exit levels as an alternate (to a standardized English test) for applicants.</p> <p>Civil Engineering Technology Programs are presently under review by the Canadian Technology Accreditation Board - expect National Accreditation in 2004.</p> <p>All acadmic programs undertake this process.</p> <p>Examples of plans include: Animal Health Technology for Dec, 2003; Medical Laboratory Sciences for Feb, 2004; Medical Radiologic Technology for Nov, 2004.</p>

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			<p>For Electrical/Electronics all five engineering technology programs were accredited in June 2001, and were awarded full accreditation for three years, expiring June 2004. As part of the accreditation process, the Electrical/Electronics Technology (EET) department will apply for a two-year extension by submitting self-assessment documentation emphasizing the changes for each of these programs.</p> <p>Mechanical Engineering Technology (MET) will host an accreditation visit from Canadian Technology Accreditation Board (CTAB) in November; Civil will host a visit from CTAB in April 2004. The Mechanical, Manufacturing, & Communications (MMC) will seek welding Level 1 accreditation with the Apprenticeship Branch and Canadian Aviation Maintenance Council (CAMC) accreditation following a curriculum review. Construction will explore accreditation following a curriculum review. Construction will explore accreditation for Wood Products Manufacturing with CTAB.</p> <p>Civil/CAD Technology will explore possible accreditation with Certified Technicians and Technologists Association of Manitoba (CTTAM) for technician-level programs.</p> <p>Joint Baccalaureate Nursing – Canadian Association of Schools of Nursing (CASN) accreditation review upcoming in 2005.</p>
1.3	Ensure that curriculum is relevant and meets business, industry and community needs.	<ul style="list-style-type: none"> Where national or international standards exist, the program will evaluate their curricula to ensure alignment with these standards. Apply DACUM procedures when developing all new full-time programming. 	<p>All programs undertake this process. Canada is in the process of establishing nationally recognized occupational standards for ECE.</p> <p>The Advanced Diploma Program in Geographic Information Systems (GIS) Technology is undergoing a curriculum validation to meet industry standards.</p> <p>Curricula for all new full-time programs is developed through the DACUM process.</p>

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		<ul style="list-style-type: none"> Implement a curriculum validation process, which reviews all curricula for relevancy at least once every 5 years or upon major revision. 	<p>The Program and Curriculum Development unit is piloting a tiered curriculum validation process to review programs in a timely and cost effective manner, but resource constraints cause difficulty in assessing every program systematically every 5 years.</p>
		<ul style="list-style-type: none"> Develop a systematic process for curriculum management, including learning outcomes, course outlines, course content and delivery process. 	<p>The standardized college course outline template has been revised to include learning outcomes and to accommodate all delivery formats.</p> <p>Curriculum and Learning Resources (CLR) is leading a college wide team to develop a course outline database for capturing, storing, maintaining and publishing course outline data.</p>
		<ul style="list-style-type: none"> Establish strategies to ensure curricula are inclusive of Aboriginal perspectives, values and world-views. 	<p>College Preparation for Aboriginal Students has been revised and includes Aboriginal components in the curricula.</p> <p>Ongoing inclusion of Aboriginal perspectives in all Aboriginal Education programs.</p> <p>The Aboriginal and Teacher Education Division continue to host Elders visits as part of program offerings.</p>
1.4	Adopt and integrate the philosophy, concepts and principles of continuous quality improvement into the College program and service delivery systems.	<ul style="list-style-type: none"> Develop a continuous improvement plan for the College. 	<p>Continuous improvement principles and practices are embedded in RRC's Strategic and Operational plans.</p>
		<ul style="list-style-type: none"> Create data collection, warehousing and reporting processes to ensure timely distribution of data and management information. 	<p>In order to provide support for this action Computer Services upgrades servers and software on approximately a 3 year cycle.</p> <p>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 Satisfaction and Employment Report. In addition, special data reports are prepared for internal and external purposes throughout the year.</p>

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		<ul style="list-style-type: none"> Develop annual continuous improvement processes, which provide for input from key constituencies. 	<p>This is an ongoing commitment in all areas of the College. The 2003 Strategic Planning process included a series of internal consultation forums for all staff to attend and participate in improving the plan. In addition, in 2003 a number of faculty and staff consultations were conducted to confirm Research policies. Moreover, in 2003 consultations were conducted on change management in the learning portfolio.</p>
		<ul style="list-style-type: none"> Develop program and service quality standards, measures and a process to benchmark & monitor achievement. 	<p>Program standards are currently monitored by advisory committees through staff and student reports and by co-op education and work placement evaluations.</p> <p>Programs are evaluated by students on an annual basis and results are used by Programs to make improvements. The College as a whole reviews results in the aggregate on a trend basis. As well, every year there is a survey of all graduates and the results are used to assess achievements at the Program and Corporate levels.</p>
		<ul style="list-style-type: none"> Establish a quality management-training program that addresses quality improvement and customer service strategies college-wide. 	<p>The Advanced Connections Customer Service Training Program continues to be delivered.</p> <p>A number of customer service training programs have been run to support this action.</p>
		<ul style="list-style-type: none"> Develop and implement customer satisfaction programs throughout the College. 	<p>RRC conducts an annual Student Evaluation of Program Survey to measure satisfaction with programs, instruction, services, and facilities.</p> <p>Student Services has introduced the use of brief customer service questionnaire in Enrolment Services. A similar instrument for use by Counselling Services is being developed.</p>
		<ul style="list-style-type: none"> Provide independent operational assessments. 	<p>A strategic plan was completed for the Alumni Committee.</p>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
	<p>1.5 Enhance library and media services to increase program delivery support and student learning.</p>	<ul style="list-style-type: none"> • Develop a quality collection of information in all formats and, in an appropriate balance to meet the needs of faculty and students. • Increase College access to information resources through networks, Internet and cooperative arrangements. • Develop an open access Learning Commons that includes a range of multi-media hardware and software. • Provide audio/visual technology needs for all instructional areas. • Improve and expand the provision of library services. 	<p>Library staff continue to work with instructors to select appropriate new material and to maintain the currency of the collection by weeding outdated items and seeking newer editions of standard works.</p> <p>As a member of the Manitoba Library Consortium, the Library accesses increasing numbers of databases at preferred rates. As new databases become available the Library seeks to supplement or replace paper products with digital resources.</p> <p>The Learning Commons at the (Princess Street Campus (PSC) opened in September with a full service library and a helpdesk that provides students with hardware, software, research and course-related assistance. Plans are being developed to implement a similar Learning Commons at the Notre Dame Campus.</p> <p>Library staff look after the selection, purchase, installation and maintenance of data projectors throughout the College at all its locations. In addition, other equipment such as visual presenters, VCR/DVD players, and digital cameras, is circulated from the Library as required. Library staff also administer funds provided for the evergreening of the College's data projector inventory.</p> <p>The circulation service area at the Notre Dame Campus was renovated to make it more efficient and accessible. A second full-service library began operation as part of the Learning Commons on the Princess Street Campus in September 2003. Media Services staff are developing a series of self-help guides and instruction sheets that will accompany each piece of equipment circulated from the Library. New web pages are added frequently to the Library's website; a web-site for the Learning Commons is being developed; library instruction modules are being developed using webCT; and electronic reserves are being piloted in several subject areas. More work space was provided for several of the laptop drops in the Library at the Notre Dame Campus.</p>

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	1.6 Streamline programs and service delivery.	<ul style="list-style-type: none"> Develop strategic alliances with food service providers to facilitate the re-design of the Buffalo Cafeteria. 	Ongoing. Agreement in principle has been established with Nestlé's Food.
		<ul style="list-style-type: none"> Conduct a series of workshops and information sessions for staff on the programs and services available through the various departments within Administrative Affairs. 	This is an ongoing service offered and, with the development of a safety training plan, will be more structured as an offering through Staff Development.
			At Princess Street Campus – this information was given to staff in August 2002 and 2003 as part of orientation briefings at the new campus.
			Environmental Affairs Coordinator does presentations at staff and student orientation sessions.
	<ul style="list-style-type: none"> Conduct surveys and focus group sessions to determine effectiveness of services provided. 		FIPPA presentations are conducted on an ongoing basis.
			This will be a part of the safety/security audit. Feedback is collected through evaluation forms for the purpose of improvement.
	1.7 Develop capability to undertake applied research on a cost-recovery basis.	<ul style="list-style-type: none"> Seek eligibility status for RRC for National Science and Engineering Research Council grants 	
<ul style="list-style-type: none"> Include applied research projects as part of academic programs where appropriate. 			Research projects added to the curricula where possible and available, e.g., GIS (West Nile Virus Mapping), EET design projects (Computer Mouse for people with disabilities) and Civil Technology (Omands creek and Assiniboine river watershed).
<ul style="list-style-type: none"> Develop research protocols. 			In progress. A business plan for an Applied Research Office (ARO) has been prepared. The ARO will establish appropriate research protocols.

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		<ul style="list-style-type: none"> • Develop an intellectual property rights policy. 	Intellectual Property (IP) policy completed and adopted by college.
		<ul style="list-style-type: none"> • Develop comprehensive research policies and procedures. 	A comprehensive set of research policies has been drafted and discussed at a number of internal consultation sessions.
		<ul style="list-style-type: none"> • Define and establish an applied research & innovation office. 	<p>External consultant helped to design applied research office.</p> <p>Competition to hire Director of Applied Research underway, to be completed in early 2004.</p> <p>Western Diversification provided assistance to RRC to establish Applied Research Office.</p>
		<ul style="list-style-type: none"> • Seek joint applied research opportunities with other institutions. 	RRC has negotiated an agreement with the Manitoba Centre for Health Policy (MCHP) to incorporate RRC data sets into the MCHP data repository. RRC and MCHP will work to develop joint research opportunities.
		<ul style="list-style-type: none"> • Develop the Centre for Applied Research in sustainable infrastructure 	Centre for Applied Research in sustainable infrastructure (CARSI) steering committee meets regularly to oversee implementation of project. Technical planning is underway with anticipated construction completed in late 2004. A CARSI project manager will be retained in January 2004.
		<ul style="list-style-type: none"> • Establish a Bio Sciences Research Laboratory with support from Canadian Foundation for Innovation (CFI) and Manitoba Innovation Fund (MIF). 	Bio-sciences laboratory to be implemented as part of College Expansion Initiative (CEI) and Western Diversification (WD) funded biotechnology initiative.
	1.8 Enhance the College facilities to support friendly and efficient customer service.	<ul style="list-style-type: none"> • Relocate all enrolment and student support services for student convenience and accessibility. 	The one-stop shop at the Princess St. Campus known as the Student Service Centre was opened in September 2003. It incorporates CE and Day registration, cashier functions, student awards and financial aid, and academic advising functions.

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			Planning and implementation of a similar centralized Student Services Centre at the Notre Dame campus has begun. Development will start in February 2004 and should be completed over 3 years.
		<ul style="list-style-type: none"> 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 Students' Association Centre, cafeterias and other student-focused services. 	<p>The College's SA Student Street is currently planned for construction in a phased-in approach to the year 2006. Other aspects are currently on hold.</p> <p>Plans are being developed for the renovation of the Library at Notre Dame Campus, which together with redevelopment of other areas on the mall level of buildings C, D, E, and F will result in a Learning Commons at Notre Dame Campus as part of a new 'Student Street' concept to consolidate services in contiguous areas. This builds on the plans of the Students' Association (SA) to create new study areas on the mall level of Building E.</p>
		<ul style="list-style-type: none"> Pursue the development of a short-term (backfill construction) plan at the Notre Dame Campus. 	Ongoing activity being carried out through the Facilities Department.
		<ul style="list-style-type: none"> Pursue the development of a long-term Campus Plan. 	Discussion has started on this project.
		<ul style="list-style-type: none"> Pursue the development of increasing parking at the Notre Dame Campus. 	This is a continuous initiative to accommodate growth.
		<ul style="list-style-type: none"> Review signage at the Notre Dame Campus to improve ease of understanding and access. 	Ongoing, Phase 1 is in development.
		<ul style="list-style-type: none"> Review the progress of the College Centre in conjunction with the Students' Association to determine and develop an interim plan. 	The proposal to develop a Student Street in the Mall Level of Building D and E and to renovate the OX, the Tower Lounge and the South Gym instead of building a SA Centre was prepared by the Students' Association and approved by the College.

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		<ul style="list-style-type: none"> Pursue the development of a strategy to support Regional Campus delivery expansion. 	<p>In Winkler and Steinbach, the College is exploring opportunities with local leaders to integrate regional centre programming with other community development projects.</p> <p>Manitoba Advanced Education and Training has approved registration and funding for Adult Learning Centres in both St. Pierre and Winkler for 2003/2004.</p> <p>Due to other commitments, Research and Planning has not yet undertaken a strategic planning exercise for the Regional Campuses.</p>
		<ul style="list-style-type: none"> Establish an approach to a network of RRC Adult Learning Centres. 	<p>As of September 2003, the College has registered its RRC Adult Learning Centre (ALC) for its Winnipeg operation, renewed its funding for Winnipeg and St. Pierre operations, and received approval for funding for a Winkler ALC. An Education Director for all RRC ALC operations has been approved. All staff and courses are registered through Manitoba Advanced Education and Training's Adult Learning and Literacy Branch. RRC ALC students are registered both as College students and as ALC students. The Education Director for RRC ALCs now has the ability to grant the high school diploma to students who have gained the appropriate credits.</p>
		<ul style="list-style-type: none"> Integrate Stevenson Aviation and Aerospace Training Centre fully into RRC facility planning. 	<p>Stevenson has been integrated into Red River College.</p> <p>The Director of Stevenson participates in the Senior Academic Committee and reports operationally to the VP, Partnership, Training and Development.</p> <p>Stevenson is adhering to College academics and student policies.</p> <p>Graduates of Stevenson programs participated in the June 2003 graduation ceremony and received RRC parchments.</p> <p>Stevenson participates in the annual College budgeting process.</p> <p>The Strategic Council, composed of industry and RRC representatives appointed by the Board of RRC, has been formed and is reviewing the overall vision and mission of Stevenson.</p>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> 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. 	Planning for a multi-cultural centre and improved tutorial facilities continues. The SA Student Street proposal includes funding for improved lounge space and furniture throughout the College.
		<ul style="list-style-type: none"> Review the appropriateness of incorporating Customer [Citizen] Relationship Management (CRM) into RRC's strategy, operations and relationships. 	Under consideration. The review will focus on newer versions of CRM which is Citizen Relationship Management software.
		<ul style="list-style-type: none"> 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. 	Planning for the new Student Services Centre at the Notre Dame Campus has begun and will incorporate features to ensure a customer friendly and service efficient space.
1.9	Develop and implement new means to adapt programs to the growing global marketplace.	<ul style="list-style-type: none"> Develop a strategy to grant applied degrees, including advocacy for the required legislative changes. 	Applied degree discussion paper drafted and reviewed with Executive Director of Council on Post-Secondary Education (COPSE). The paper has been revised and is ready for review with Deputy Minister.
		<ul style="list-style-type: none"> Designate and develop one or more programs for applied degree status. 	Several program areas are under consideration, however, development is pending the outcome of discussion with COPSE.
		<ul style="list-style-type: none"> Determine the market demand and need for applied degrees in specific programs. 	Market need for applied degrees has been assessed in selected occupational areas as part of other college research.
		<ul style="list-style-type: none"> Develop new educational programs and products in areas of emerging high technology on a priority basis. 	This is a continuous activity and a prime directive for RRC.

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> Develop and implement strategies to ensure all new programs include recognition of a global economy and the workplace as pluralistic and diverse. 	<p>The DACUM process is used to develop all new programs, providing for the consideration of a pluralistic world. The Conference Board of Canada Employability Skills Profile is included as part of the competencies for all programs.</p> <p>In addition various areas of the College establish and maintain international linkages:</p> <p>The Dean of Applied Sciences visited the Finnish Biotechnology Industry cluster including universities and polytechniques.</p> <p>As required by the Canadian Technology Accreditation Board (CTAB), the courses offered by the engineering technology programs in the EET department follow the National Standards developed by Canadian Technology Human Resources Board (CTHRB). These standards were recognized by the Sydney Accord. Signatories who included Canada, South Africa, Australia and New Zealand to name but a few. These standards will be adopted by organizations equivalent to the Canadian Council of Technicians and Technologist (CCTT).</p> <p>The fourth running of the Korean Refresher Nursing Project began in October of 2003.</p> <p>Child and Youth Care has completed a Curriculum Validation and will revise content based on findings. The ECE department is participating in an International project in the Philippines. Also, the Chair and/or coordinators stay involved in national associations and networks.</p>
		<ul style="list-style-type: none"> 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. 	<p>The Student and Community Advisor – Diversity and Inclusive Initiatives delivered 46 diversity workshops to 1,180 students in 12 programs in 2002/2003 as well as four workshops to 70 staff in the Creative Arts department, Student Services Division and the Aviation and Tourism Management program areas.</p>
	<p>1.10 Develop, implement and continuously review a comprehensive Academic Program expansion and Division adaptation Plan.</p>	<ul style="list-style-type: none"> Review and continually update the RRC academic program expansion strategy. 	<p>Plan updated regularly to reflect changing priorities of government, college and needs of labour market.</p>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> Review and revise the plan for congruency & support for the provincial and federal innovation agendas. 	<p>The Academic plan is revised annually to align with provincial government priorities as identified through CEI and COPSE. The emerging government priorities that have been responded to include: biotechnology, ECE, Community Development, rural nursing, and recreational facilitator for older adults.</p>
		<ul style="list-style-type: none"> Implement the Learning Portfolio Change Management Strategy. 	<p>Consultation and design are now completed; implementation is scheduled for January - July 2004.</p>
		<ul style="list-style-type: none"> Integrate Stevenson Aviation and Aerospace Training Centre fully into program planning. 	<p>The Director of Stevenson Aviation and Aerospace Training Centre (SAATC) has joined the Senior Academic Committee.</p> <p>SAATC has been integrated into college strategic planning, operational planning and budgeting process. SAATC Strategic Council formed to provide industry guidance.</p>
1.11	Enhance the quality control of program delivery.	<ul style="list-style-type: none"> Establish strategies to provide uniform support to faculty in developing and delivering courses and programs. 	<p>Some centralization of course delivery has occurred through the Professional Development Coordinator position.</p> <p>The Curriculum and Learning Resources (CLR) Division is developing a curriculum support website to enhance support services to faculty, to make them more accessible and to provide consistency in application.</p>
		<ul style="list-style-type: none"> Establish strategies to develop and communicate uniform expectations for course delivery, e.g., course outlines, lesson plans, instructional methodologies, etc. 	<p>This is an aspect of the program and curriculum review process and also some involvement from Teaching Learning Technology Centre (TLTC).</p> <p>The standardized college course outline template was revised and extended use to CE and DE. CLR led redesign through college wide development team and focus groups to maximize participation and cross college buy-in.</p>
		<ul style="list-style-type: none"> Review and establish a revised student evaluation of instruction system (in an electronic format). 	<p>On-line evaluation requires a new student database which will be available upon completion of computer aides scheduling system (perhaps in mid 2004).</p> <p>The College is investigating the use of third party statistical collection and reporting options with Assiniboine Community College (ACC).</p>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
2.0	INCREASE STUDENT SUCCESS.		
	2.1 Champion students to new levels of intellectual and personal achievement.	<ul style="list-style-type: none"> Develop strategies to assist students through a student advising system. Ref. 2.4 	<p>A discussion paper outlining an academic advising service at Red River College was developed and discussed at SAC. The services include both college academic advisors who work primarily with prospective and current students and faculty academic advisors who work primarily with current students on program. SAC approves College Council recommendation to implement academic advising in all programs.</p> <p>The two College academic advisors responded to 3,599 requests for advising services from prospective and current students in the academic year 2002/2003. An academic advisor works out of the Princess St. Campus one day a week as of September 2003.</p> <p>The Student and Community Advisor – Diversity and Inclusive Initiatives provided advising to a total of 301 students.</p> <p>A specific program example is in Nursing. Information/orientation sessions are provided for incoming Joint Baccalaureate Nursing students. Information/orientation sessions for incoming Diploma Nursing Accelerated students will be implemented for the 2004 class. Also, three general interest information sessions for nursing are being developed for the spring/summer of 2004. Nursing has its own program advisors/coordinators who advise students.</p>
		<ul style="list-style-type: none"> Develop strategies to facilitate the transition to College life. Ref. 2.4 	<p>This activity is conducted throughout the programs offered by RRC.</p> <p>Student Services staff participated in orientation sessions for new students organized by the academic programs providing students with information about support services available to them. Student Services staff attended 28 program orientations in the fall of 2003 compared to 16 in 2002.</p>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
			<p>A specific example of a process to facilitate transition is in Electrical and Electronics Technology, which is working with Centre for Aboriginal Human Resource Development (CAHRD) in launching a joint program designed to facilitate the entrance of Aboriginal students into EET programs. The EET department is also writing a proposal for an integrated diploma in EET.</p> <p>The Electrical/Electronic Programs are seeking to understand more comprehensively the reasons for attrition. It is widely perceived that there are two underlying causes for the attrition. The first is thought to be a lack of mathematical preparation by students leaving high schools. The second cause is perceived to be the high workload for students, who are not prepared for the sudden increase. In order to assess the preparedness of students entering the program, Counselling Services conducted a diagnostic test of applicants entering the first year of their program. The results of the students' first term will be compared to these entrance results and analyzed to determine a correlation. It may be necessary to adjust the mathematics courses accordingly. Instructors have been directed to provide early counselling to students who seem to be having difficulty in the program.</p>
		<ul style="list-style-type: none"> • Assist in the removal of financial barriers to college education. 	<p>The number of dollars available for scholarships and bursaries has grown substantially. The Development Department, in cooperation with Student Services, has established a committee to oversee the distribution of these awards. The College's trust and award endowment is now over \$5.6 million.</p>
		<ul style="list-style-type: none"> • Establish strategies to support students with a variety of personal, cultural, academic, vocational and socio-economic challenges. 	<p>The College initiated the Cultural Exchange Mentor Program and the Language Partner Program to support immigrant and international students in adapting to Canadian society and with English as a second language.</p>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
			<p>The half-time psychologist position was increased to full time which allowed an increase in diagnostic assessments for students in trades programs and individual psychological testing for students suspected of having learning disabilities. Moreover, workshops on how to take tests were delivered.</p> <p>A brochure about psychological assessments was created for counsellors to distribute to anyone suspected with a learning disability or attention deficit disorder.</p> <p>A Drop-In Writing Skills Lab was introduced in the spring of 2003. It was held on Friday afternoons and designed to assist students in improving their writing skills. The Writing Skills Lab is being offered in 2003/2004 at both Notre Dame and Princess St. campuses.</p>
		<ul style="list-style-type: none"> 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. 	<p>All RRC individual program and program family brochures were updated and printed on the newly designed pre-prints. The Online Catalogue of programs can be downloaded to produce the annual College Calendar as well as the brochures.</p>
		<ul style="list-style-type: none"> Establish systematic techniques to understand student needs, issues and priorities. 	<p>In 2003, 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 2004.</p>
		<ul style="list-style-type: none"> Establish a strategy to work towards a comprehensive Learning Assistance Centre. 	<p>The development of the first floor of Building D as a Student Services Centre will permit the creation of a comprehensive Learning Assistance Centre (LAC). The construction of the LAC will be the last phase of the renovation project.</p>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
	2.2 Develop and implement pre-enrolment activities.	<ul style="list-style-type: none"> Develop an improved "first point of contact" information service, including a call centre service, if feasible, and an inquiry follow-up system. Continue proactively to work towards achieving a representative student population that reflects the diversity of the community served. Continue to develop strong links with high school counsellors and students and implement a strategy to access teachers. Develop an educational advising process to help students make appropriate program choices. 	<p>The current Program and Information Advising Centre (PIAC) continues to function as the "first point of contact" at the Notre Dame Campus with the Student Service Centre providing a similar function at the Princess St. Campus. All telephone inquiries are handled by PIAC at Notre Dame and transferred as required. The construction of phase 1 of the Student Services Centre at Notre Dame will provide an enhanced "first point of contact" similar to PSC. The telephone functions will be incorporated into a small call centre operation located away from the in-person activities.</p> <p>This is an ongoing commitment of RRC. The Student and Community Advisor – Diversity and Inclusive Initiatives maintains ongoing contact with immigrant service agencies and high school ESL teachers and counsellors.</p> <p>The annual information session for high school counsellors continues to be a successful initiative. In 2003 the programs focused on presentations by the Industrial Technologies division and the Student and Community Advisor – Diversity and Inclusive Initiatives. These presentations were very well received. Reaching teachers directly continues to be a challenge.</p> <p>A discussion paper outlining an academic advising service at Red River College was developed and discussed by SAC. The services include both college academic advisors who work primarily with prospective and current students and faculty academic advisors who work primarily with current students on program.</p> <p>The two College academic advisors responded to 3,599 requests for advising services from prospective and current students in the 2002/2003 academic year. An academic advisor works out of the Princess St. Campus one day a week as of September 2003.</p> <p>The Student and Community Advisor – Diversity and Inclusive Initiatives provided advising to a total of 301 students.</p>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
	<p>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.</p>	<ul style="list-style-type: none"> Continue to plan for the acquisition and/or enhanced development of the Student Information System (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 	<p>Computer Services has collaborated in the development of a report addressing the needs of the SIS. Software development is continuous in addressing the needs of the college.</p> <p>The Report on the High Level Requirement for a new Student Information System was approved in principle by President's Council. The report outlines the need for increased use of web enabled transactions. A study of the cost of acquiring a system which meets these requirements and an impact analysis of implementing such a system will be completed in November 2003.</p> <p>Online applications for day programs began in January 2003. Enrolment Services receives an average of 150 applications online each month.</p> <p>T2202A income tax documents were made available online through Me@RRC as of February 2003. Students can now download and print their own copy of the document. These documents will no longer be mailed out resulting in savings in paper and mailing costs. The College will mail the documents on request for those who do not have access to the Internet.</p>
	<p>2.4 Develop a comprehensive approach to increase student retention and success.</p>	<ul style="list-style-type: none"> Develop longitudinal statistical reporting on student retention, persistence and attrition for each program. Involve faculty, Student Services staff, College Council, students and program advisory committees in the development of student success strategies at the College wide and program level. 	<p>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.</p> <p>In response to recommendations for Student Success made by College Council, Senior Academic Committee agreed to focus on 2 initiatives to support student success: the provision of Program Information Sessions for all applicants to ensure they make the appropriate program choice with full knowledge; and to develop a faculty advising system appropriate to each academic department to ensure a personal connection with each student. Faculty academic advisors are part of an overall Academic Advising program that includes college academic advisors in Student Services.</p>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> Measure and report on student success on an annual basis. 	<p>Continuing Education has a number of initiatives to develop student success initiatives: faculty were invited to Information sessions and to CE Open House; information sessions and orientations to student services and study skills sessions were held for full time programs; Mid-term student evaluations were conducted for all courses offered; reading and study skills courses and GED preparation were offered to prepare prospective students; Student representation is included on all CE advisory committees; college wide learning outcomes are incorporated into all new or revised curricula; and CE promotes the availability of on-line learning resources to faculty and students.</p> <p>CE developed Prior Learning Assessment and Recognition (PLAR) instruments for certain programs, i.e. Challenge packages for Software Development and Microcomputer Application programs, Principles of Management and ISO Quality Management Systems: Introduction; Recruitment and Marketing, Training: Design and Delivery, Practicum - Applied Counselling.</p> <p>The Aboriginal Liaison Officer has created a number of innovative programs to help connect Aboriginal learners together and to RRC to improve success. These include: sample sessions, extra-curricular events and activities, a welcome circle, Aboriginal internships, Aboriginal mentorships, and a keeping informed program. There are also services available through the Aboriginal Resource/ Student Centre such as the meditation/cultural room, resources room and community connections.</p> <p>The College publishes annual enrolment and graduation results in Annual Academic report and on college website.</p> <p>RRC is working with COPSE to develop post-secondary enrolment, retention and graduation report.</p>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
			<p>The students enrolled in Adult Learning Centre (ALC) activity at RRC are registered and tracked through their ALC programming. Statistical returns on demographics of students, student attendance, enrolment and completion rates are submitted to Adult Learning and Literacy on a twice yearly basis. The Language Training Centre submits student attendance and progress reporting semi-annually to Manitoba Labour and Immigration from whom it receives funding.</p> <p>Continuing Education conducted a survey of fall 2003 full time and part time students to determine overall satisfaction.</p> <p>CE students participate in annual graduate survey.</p> <p>94% of CE grads are employed or continuing at school, 74% of employed grads are working in training related fields, 54% made a work change after graduation -- 46% moved up and 45% got a raise.</p>
		<ul style="list-style-type: none"> Develop strategies to implement curricula that are reflective of the diverse and evolving needs of Aboriginal students and communities. 	<p>The Aboriginal Student Resource Centre offers a variety of support services and provides a meeting place that creates a sense of community for students which is part of our student retention strategy.</p> <p>Providing contact with Elders for students is a means of assisting students to continue studies during times of crisis.</p> <p>Peer mentoring is ongoing in the Resource Centre.</p> <p>ACCESS provides tutorial services.</p> <p>The Liaison Officer networks and facilitates internship programs and ensures students have access to bursary and scholarship information.</p>
		<ul style="list-style-type: none"> Develop strategies to undertake a diversity research program. 	<p>Initial literature review is underway and a research agenda has been prepared. Preliminary research related to graduate outcomes and equity status has been conducted.</p>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> • Measure and report on the progress of the diversity initiative. 	<p>An annual statistical report of diversity initiatives has been prepared.</p>
		<ul style="list-style-type: none"> • Develop and implement strategies and activities that support diversity and create learning environments to increase student success. 	<p>Initiated the Cultural Exchange Mentor Program and the Language Partner Program to support immigrant and international students in adapting to Canadian society and with English as a second language.</p>
		<ul style="list-style-type: none"> • Enhance tutoring & counselling services. 	<p>Links to online tutoring and learning resources were added to the Tutorial Services web site.</p> <p>The use of peer tutoring services by students increased by 18%; 405 students requested peer tutoring support in 2002/2003. The number of hours of tutorial support increased by 22%, from 2132 hours to 2610 hours.</p> <p>Full time counsellors were assigned to the Main St. and Princess St. Campuses respectively.</p>
		<ul style="list-style-type: none"> • Develop a system to identify students-at-risk. 	<p>Director of Research and Planning and Student Services staff initiated discussion on conducting a pilot project to identify students-at-risk through testing and to implement appropriate interventions.</p>
		<ul style="list-style-type: none"> • Participate in the development and delivery of a comprehensive student orientation which includes an overview of the student services available. 	<p>Student Services staff participated in orientation sessions for new students organized by the academic programs providing students with information about support services available to them. Student Services staff attended 28 program orientations in the fall of 2003 compared to 16 in 2002.</p>
		<ul style="list-style-type: none"> • Establish connections with student service units at Winnipeg universities to support joint programming students. 	<p>Continued discussions with representatives from Manitoba universities regarding securing targeted financial resources from the province to support services to student with special needs, particularly Deaf and hard-of-hearing students.</p>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
	2.5 Establish a comprehensive career and job placement service at the College.	<ul style="list-style-type: none"> Develop and implement strategies with business and industry to support recruitment and employment of college graduates. 	In 2002/2003 933 jobs were posted and contact was made with 746 employers. The position of Employment Services Coordinator was increased from .5 to .8 as of July 2003. With the additional resources employers and learners will be better served.
		<ul style="list-style-type: none"> Develop and implement a plan to enhance placement services of the College. 	In 2002/2003, 295 students met with the Employment Services Coordinator for assistance with job search strategies, resume writing and interview skills. The coordinator delivered 28 workshops and presentations on those topics.
		<ul style="list-style-type: none"> Develop and implement a career counselling service. 	With the introduction of a \$35 fee for career counselling for members of the public, there was a decrease of 57% in the use of this service. Of the 263 clients registered for career counselling, 104 were fee payers and the balance were students in programs. Upon being advised of the fee, 70% of the people inquiring about career counselling chose to speak with an academic advisor instead of seeing a career counsellor. Approximately 10% of this group after having met with an academic advisor scheduled an appointment with a career counsellor.
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.	<ul style="list-style-type: none"> Develop and implement methodologies to capture, document and transmit critical economic, technological and market trends. 	A 2003 Environmental Scan was prepared as part of the Strategic Plan renewal process. The scan identified key trends in demographics, public policy, the economy, technology, in education and in the labour force.
		<ul style="list-style-type: none"> Acquire labour market information and analyze on a regular and ongoing basis. 	<p>Chairs conduct this routinely for regular programs.</p> <p>Labour market information collected and circulated throughout the College. Trends are analyzed as part of strategic planning process and as part of the annual budget preparation process.</p>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
			<p>Some examples of the attention of the College to the marketplace are: Civil/CAD Department will research a Water Resources option for Civil/CAD Technology. The Mechanical, Manufacturing & Communications (MMC) Department will explore a Mechatronics Advanced or Post-diploma in conjunction with EET. Transportation Department will explore a high-performance option in the Auto Service Diploma program. Construction will establish a Roofer Apprentice Training Program with the Sheet Metal Workers Union, following approval from the Apprenticeship Branch.</p> <p>Moreover, there are new programming activities, in response to the changing environment, ongoing in the Life Sciences – Biotechnology area (for 2003/2004 delivery), Health Informatics area (for 2003/2004 delivery), Electrical/Electronics area (an integrated program for 2003/2004 delivery), Community Development/Community Economic Development (a certificate/diploma for 2003/2004 start). A number of other program areas are in earlier stages of development.</p>
		<ul style="list-style-type: none"> Implement, monitor and evaluate the college-wide strategy for the development and delivery of contract training. 	<p>The new Best Practice Guidelines, “Contract Training – An Operations Manual 2002” was introduced. Contract Training – Sales and Services conducted workshops for all College departments to familiarize them with the costing and monitoring processes.</p> <p>Contract Training – Sales and Services assisted many departments with costing and contract training proposal preparation.</p> <p>The Contract Training Steering Committee monitored contract training activities and “fleshed-out” some of the policies and practices.</p> <p>The first year’s contract training results were determined and net revenue (60% to revenue generating departments and 40% to College) was distributed in July.</p>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> Develop programming for delivery in multiple modes and in the profit, cost-recovery and subsidized formats. 	<p>Continuing Education delivered contract training for CAHRD, Employment and Training Services, MPIC, City of Winnipeg (libraries), Cangene, Winnipeg Boys and Girls Club, Urban Circle, Manitoba Chamber of Commerce, St. Boniface College.</p> <p>The College implemented phase III/IV of CEI, including Broadcast Arts, ECE Workplace, e-Business, IST (Database).</p> <p>CE introduced and developed the following new programs: Legal Administrative Assistant, Career/Employment Counselling, Clinical Research, Digital A/V Production, Knowledge Management, Heavy Duty Truck/Transport TQ Preparation, Petroleum Technician, Microsoft Certified Systems Engineer and Microcomputer Network Support.</p> <p>Implemented a new Ironworker apprenticeship training.</p> <p>RRC expanded apprenticeship training in First Nations communities.</p> <p>RRC is developing new programming in Biotechnology, Integrated Electronics/Electrical Technology, Information Systems Security.</p> <p>Delivered PLAR Foundations and Advanced training throughout Manitoba and across Canada via DE and videostreaming.</p> <p>Developing tri-college offering of Community Development/Community Economic Development diploma program.</p> <p>DE developed the Family Child Care Training Course in response to Manitoba Family Services' new Child Day Care Regulations. It's also available through CE.</p> <p>In 2002/2003, Regional Campuses, in collaboration with Television Studios, used Campus Interlink to deliver eight new workshops to students distributed among the four Regional Campuses. In the course of delivering the workshops, staff members experimented with course structure and presentation to maximize interactivity with telephone call-ins.</p>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> Develop collaborative programs with colleges, universities and other partners, locally, provincially nationally and internationally. 	<p>DE is collaborating with other departments to pilot multiple delivery formats.</p> <p>Developed new joint programs with University of Winnipeg in Aboriginal Languages (Vocational Education) and Aboriginal Self Government (joint degree).</p> <p>Coordinated delivery of Masters of Arts in Community College Education and the Masters of Science in Administration (Health Services) with Central Michigan University.</p> <p>Coordinated delivery of Bachelor of Science in Technical Education with Ferris State University.</p> <p>Signed MOU with CAHRD for joint delivery of programs, such as Electronic Network Technician, Power Engineering, FAS/FAE.</p> <p>In collaboration with University of Manitoba Department of Mechanical Engineering Technology, offered Basics of Manufacturing: Applied Fundamentals to U of M Faculty of Engineering students.</p> <p>CE developed the Applied Studies in FAS/E curriculum and partnered with 4 Canadian Colleges in delivery.</p> <p>CE is partnering with the WRHA to deliver courses in Health Services Management.</p> <p>CE partnered with Family Services to offer Foundations and Supervisory training.</p> <p>CE Health Services Management program articulated with Athabasca University Bachelor of Health Administration, post-diploma program.</p> <p>The Language Training Centre (LTC) continues to deliver the Academic English Program for University and College Entrance (AEPUCE) with the formal arrangement that successful completion of the program meets the English language requirements for post-secondary programs at all three institutions.</p>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
			Civil/CAD Technology is working with Manitoba Conservation, the Association of Manitoba Municipalities and the Manitoba Water and Wastewater Association to develop and deliver training for the certification of water and waste treatment plan operators.
		<ul style="list-style-type: none"> • Include strategies for using technology in the delivery of new programs. 	This is a routine assessment as new programs proceed through the DACUM process.
		<ul style="list-style-type: none"> • Develop accelerated and advanced program models to meet the needs of students with post-secondary or equivalent backgrounds. 	Developing advanced programming in Information Systems Security and Quality Assurance, Advanced Manufacturing and Research Management for the biotechnology and life sciences industry.
		<ul style="list-style-type: none"> • Establish joint programming initiatives with secondary schools. 	Signed articulation agreement with rural and urban high schools to accommodate delivery of up to 5 of the 7 first year Civil Technology courses at the high school.
		<ul style="list-style-type: none"> • Assess the facilities and resources of the College to determine program capacity. 	Ongoing commitment.
		<ul style="list-style-type: none"> • Review program areas for on-line delivery as a complement to classroom, site-based delivery. 	<p>In March 2003, the Information Systems Technology Program was expanded to include a fourth option stream - Database Specialization.</p> <p>E-business (laptop) major started at Princess St. September 2, 2003.</p> <p>A new section of ECE Workplace was funded for the 2003/2004 year. Some instructors are moving to using WebCT as part of the classroom, site-based delivery.</p> <p>A number of first and second year Civil Technology courses are presently being developed for on-line delivery through Distance Education at RRC.</p> <p>Technical Communications is being delivered on-line through DE.</p>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
			Some web-based delivery components incorporated into Anatomy & Physiology, Psychology, and at least 6 nursing courses (Health Assessment, Restoration, Maintenance, Legal and Ethical, Introduction to Nursing, Issues in Nursing)
	3.2 Increase, reduce or eliminate career programs and apprenticeship to meet labour force requirements.	<ul style="list-style-type: none"> • Strategically review career-programming requirements on an annual basis as part of the budget exercise. • Adjust capacity to accommodate apprenticeships purchases. • Increase capacity in selected programs to meet labour market demands and reduce wait lists. • Develop models of delivery to increase the participation of Aboriginal peoples. 	<p>This is part of the annual planning and budgeting process. This year the MRI/Spectroscopy and EET programs were reviewed.</p> <p>Accommodated Manitoba Hydro's needs for Power Electrician Training at Gillam, MB.</p> <p>Additional resources added through budget to accommodate increase request for apprenticeship training.</p> <p>Accommodating all requests for apprenticeship training in First Nations communities.</p> <p>This is part of the planning – budgeting process. A number of program areas accepted additional students, e.g., ECE Workplace program.</p> <p>The College seeks Aboriginal, Community-based contracts, and responds to requests from communities and Aboriginal organizations for program costing.</p> <p>In conjunction with the Centre for Aboriginal Human Resource Development (CAHRD), the EET department will be offering the Electronic and Network Technician (certificate) program to aboriginal students. As part of the agreement, a portion of the program will be delivered in the Aboriginal Centre located at 181 Higgins Avenue. In order to improve the success rate, Red River College will provide CAHRD students with additional instruction and tutorials in the first term of instruction.</p> <p>In Child and Youth care, the number of seats for Aboriginal students has increased from five to ten.</p>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
			RRC is developing integrated Electronics Technology and CAP programs for Princess Street Campus.
		<ul style="list-style-type: none"> Reduce capacity in selected programs where long term labour market need is waning and move resources to higher priority programming 	<p>This is part of the planning – budgeting process. The College recently reduced capacity in the EET program area.</p> <p>Suspended intake of Composites manufacturing program to adjust to weak labour market demand.</p> <p>Reduce intake of Aircraft Maintenance Engineer (AME) diploma program from 4 classes to 2 or 3 classes to adjust to weak labour market demand.</p>
3.3	Develop, broker and deliver a comprehensive selection of distance / distributed learning programs.	<ul style="list-style-type: none"> Develop and deliver new programs and courses through distance and distributed learning strategies. Develop strategies to increase the number of programs delivered on line. 	<p>In 2002/2003, Distance Education (DE) developed 21 new courses, five of which were in four programs not previously offered by DE: Civil/CAD Technology, Family Child Care, Information Systems Technology, and Project Management.</p> <p>In 2002/2003, Regional Campuses, in collaboration with Television Studios, used Campus Interlink to deliver eight new workshops to students distributed among the four Regional Campuses.</p> <p>PLAR foundations and Advanced certificate programs were developed for distance delivery.</p> <p>RRC used community based partnership delivery strategies, especially for Aboriginal learners, e.g., Client Centered Therapy, ECE, Apprenticeship and Family Support Worker.</p> <p>In 2002/2003, DE developed 14 online courses (two-thirds of all courses developed). Most were for three programs not previously offered by DE: Civil/CAD Technology, Information Systems Technology, and Project Management. So far, DE's 2003/2004 development plan includes 34 online courses (85% of all courses currently planned for development). Four of these courses are for two programs not previously offered by DE: Aircraft Maintenance Engineer and Transport Trailer Mechanic.</p>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
	<p>3.4 Identify and advance future applications and new models of emerging ICT applied education delivery systems for distance and distributed e-learning.</p>	<ul style="list-style-type: none"> Research and identify new and emerging e-learning technologies and models. 	<p>Distance Education, in collaboration with Curriculum and Learning Resources, has begun to research Desire2Learn, a new e-learning platform.</p> <p>DE is using Camtasia, a new, video-and-audio capturing software, for developing application-based courses.</p> <p>DE, together with Accounting and Computer Education, Management and Marketing, and Continuing Education, is using terminal services software to provide students with virtual access to software from DE's servers.</p> <p>DE, in collaboration with Television Studios, began using Campus Interlink to stream live courses via the Internet to Distance Education students, while providing online curriculum to both DE and CE students.</p> <p>Regional Campuses and Television Studios continued to develop Campus Interlink as a distributed learning system. In the course of delivering eight workshops during 2002/2003, staff members experimented with course structure and presentation to maximize interactivity using telephone call-ins.</p>
		<ul style="list-style-type: none"> Develop distance / distributed learning models to increase student success. 	<p>DE, in order to help facilitate students completing funded certificate and diploma programs, is increasing its enrolment of funded program students. In 2002/2003, DE had approximately 820 registrations under day program codes, 4% more than in 2001/2002.</p> <p>DE's promotional materials promote DE as part of RRC's student success strategy. A new brochure, targeted at funded program students, is in the design stage.</p> <p>CE piloting Business Analyst Systems Analysis and Design course through distributed learning strategies.</p>
	<p>3.5 Expand collaborative efforts in advancing opportunities for off-campus learning for the citizens of Manitoba.</p>	<ul style="list-style-type: none"> Collaborate with other e-learning service providers to broker and deliver post-secondary education. 	<p>Distance Education is collaborating with Campus Manitoba, which promotes and brokers 24 DE programs throughout Manitoba.</p>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> Collaborate with the development and implementation of Campus Manitoba. Expand delivery through contract training to external agencies that are unable to have staff attend full-time programming and/or on-campus. 	<p>Effective September 2003, 24 full and partial DE programs were made available through Campus Manitoba, versus three in 2002/2003. Within the first four months of 2003/2004, there were 33 registrations through Campus Manitoba, versus four in all of 2002/2003.</p> <p>In August 2003, a Campus Manitoba Centre was established at RRC Steinbach Campus.</p> <p>Continuing Education delivered courses off campus for Winnipeg Library staff, Cangene, MPIC, Education and Training Services, and Health Sciences Centre.</p> <p>In 2002/2003, Regional Campuses generated \$277,770 of gross contract training revenue (94 full-time and 31 part-time registrations). Agencies served: Manitoba Education, Training and Youth, HRDC, 3M, Long Plain First Nation, Swan Lake First Nation.</p>
3.6	Integrate the use of distributed learning technologies into program delivery.	<ul style="list-style-type: none"> Integrate distance / distributed learning into the College's overall academic programming. Enhance the quality control of e-learning program delivery. 	<p>Distance Education is partnering with the following departments for joint development/use of DE courses: Accounting and Computer Education, Academic Development Services, Civil/CAD Technology, Community Services, Continuing Education, Creative Arts, Hospitality, Management and Marketing, Mechanical, Manufacturing and Communications, Nursing, Stevenson Aviation and Aerospace Training, and Transportation, Math and Sciences.</p> <p>WebCT is used to support delivery of full-time programs in all academic departments. Seventy-two percent of all WebCT accounts are for full-time students.</p> <p>Video-streaming being used to deliver courses from Notre Dame campus to regional campuses.</p> <p>The overall quality of Distance Education online courses---development and delivery---is overseen by DE program officers.</p>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
			<p>All online courses use the new Instructional Design Templates developed by the Curriculum Online Guides & Standards (COGS) project, ensuring sound instructional design and consistent look-and-feel throughout DE online content and curriculum. The services of the Program & Curriculum Department, both through the COGS projects and also through the Quality in Curriculum model they developed, has been a sound foundation to ensure quality in e-learning delivery. As well, another P&CD development project called Common Course Recognition has helped to ensure that programs developed with similar content but for different markets or delivery formats have common core consistency.</p> <p>DE's E-Learning Administrator provides a range of technical assistance to course developers. All new and revised courses are reviewed for quality and consistency of course components and presentation.</p> <p>Students complete online evaluations at the end of each course.</p>
		<ul style="list-style-type: none"> • Ensure programs are developed and revised in multiple delivery formats. 	<p>Distance Education is collaborating with other departments to pilot multiple delivery formats.</p> <p>XML Programming (an online course developed by CAP/IST) is being offered simultaneously to CAP, IST and DE students.</p> <p>The Project Planning, Estimating and Scheduling course is being delivered jointly to DE and CE students, making use of Campus Interlink where DE students attend the classes via online streaming and CE students attend on campus. All students (CE and DE) have access to the online content. DE and CE students communicate online via chat, discussion board and email.</p> <p>The Business Systems Analysis and Design course is being delivered jointly to DE and CE students. CE students go to class every other week; on alternate weeks they follow the online course with DE students.</p> <p>Common course outlines are being developed for all courses, regardless of delivery format.</p> <p>Nine full-time cost recovery programs delivered through CE and regional campuses.</p>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> Establish a 24/7 e learning capacity. 	<p>Distance Education's online courses are available 24/7. Since September 2002, DE students have been able to register online. Currently, 16 % of registrations are generated online.</p>
		<ul style="list-style-type: none"> Capitalize on opportunities to market curricula globally. 	<p>RRC continues to expand its global network of contacts and associates in Latin America, Mid-East, South Africa and Eastern Europe.</p>
		<ul style="list-style-type: none"> Establish strategies to advance the introduction and integration of educational technologies and the development of coursewares. 	<p>A revised TLTR plan was prepared to guide this development.</p>
	<p>3.8 Develop a distributed learning strategy to support student success.</p>	<ul style="list-style-type: none"> Provide students with flexible options for completing day programs. 	<p>DE offers 125 courses in 26 different day programs. In 2002/2003, there were 820 registrations under day program codes, 4% more than in 2001/2002.</p>
			<p>Final term courses in CAP and IST created in on-line format to allow students to complete without attending RRC campus.</p>
			<p>A significant number of students are enrolled in programming at one of RRC's funded Adult Learning Centres and attend on a part-time basis while working to support themselves and at the same time prepare to meet the entrance requirements of post-secondary programs.</p>
		<ul style="list-style-type: none"> Establish methods for on-line pre-entry and exit programs. 	<p>Distance Education continues to expand the number of online courses---and the range of programs in which there are credits---to provide funded program students with more opportunities to take online courses prior to attending or after exiting a day program. Currently, 125 day program courses are available.</p>
			<p>A brochure and website content is being designed to specifically promote awareness of DE among prospective and former day program students.</p>
		<ul style="list-style-type: none"> Provide on-line support service. 	<p>Online application for full-time programs was implemented in January 2003.</p>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
			<p>Assessment Services created a comprehensive and interactive website which helps students prepare for testing, utilize academic preparation resources, practice sample questions, use interactive student tools and coordinate their testing plans.</p> <p>Links to online tutorial resources were added to Student Services web pages.</p> <p>Distance Education's E-Learning Administrator provides a range of online supports to students: equipment / software / configuration advice; guidance to other online materials; and assistance with the use of interactive systems.</p> <p>Distance Education is collaborating with Curriculum and Learning Resources in improving DE's website, enhancing student and faculty support information, tools and services. Via its website, DE will be able to provide access to, among other things, FAQs, online forms, technical support, technology and academic tutorials, counselling/advising, readiness assessments, and a DE newsletter.</p>
	<p>3.9 Develop an immigrant supportive culture.</p>	<ul style="list-style-type: none"> Establish a strategy to enhance delivery of programs and services for immigrant students. 	<p>Organized an Immigrant and Immigration Forum to which stakeholders were invited to identify issues and challenges facing immigrants as they strive to achieve educational goals at the College; to propose solutions to address the issues; and identify priorities for the College to support the educational success of immigrants and support immigration. A Forum Report has been prepared summarizing outcomes.</p> <p>As a result of projects undertaken by the College's Language Training Centre to determine the English language demands of a variety of College programs, there are now appropriate measures for immigrants to demonstrate their English language readiness for post-secondary training. Enrolment Services and the Educational Support Centre liaise with the Language Training Centre and the Cultural Diversity Office and have identified communication strategies and supports for immigrant students. These strategies and supports demonstrate a commitment to providing access to RRC programs to the immigrant community.</p>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> Establish a working group to research and identify immigrant student needs to reinforce an immigration supportive college. 	<p>The Cultural Diversity Advisory Committee proposed the organization of a forum on Immigrants and Immigration to identify immigrant student needs. The forum was held in May 2003.</p> <p>The Student Services Division and the Language Training Centre held a discussion day to identify issues faced by ESL and immigrant students, strategies currently in place and new and collaborative approaches to meeting the needs identified.</p>
4.0	PROVIDE OPTIMAL ACCESSIBILITY TO PROGRAMS AND SERVICES.		
	<p>4.1 Develop a strategy to address cross-cultural access issues within the College.</p>	<ul style="list-style-type: none"> Establish and implement strategies to ensure inclusive curricula. Ref. 1.3 Increase/develop/maintain partnerships with organizations representing Aboriginal groups, multicultural groups and people with disabilities. 	<p>The Student and Community Advisor – Diversity and Inclusive Initiatives distributed 100 booklets titled Inclusive Learning Environment: A Faculty Guide to new faculty.</p> <p>The Program & Curriculum Development area helps to establish and implement an inclusive curriculum through its activity in program development including programming visioning exercise, DACUM, program reviews and validation. During this process, the need for an inclusive curriculum is integrated with program construction and review.</p> <p>RRC continues to maintain partnerships with Aboriginal Community through community-based training and with Aboriginal Educational Organizations through joint programs, and through their involvement on the Advisory Committee. The Dean of Aboriginal Education and Teacher Education sits on the Assembly of Manitoba Chiefs Education Directors Committee, the Educational Advisory Committee on Post-Secondary Education; and the Post-Secondary Institutional Partnerships on Aboriginal Education Committee, as well as the Manitoba First Nations Institute of Trades and Technology Advisory Committee and chairs the Aboriginal Self-Government Joint Program Partnership Board.</p>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
			<p>Posters providing information about services available from the Office of Diversity and Inclusive Initiatives were distributed to agencies and schools serving ESL and immigrant students.</p> <p>Representatives from two major settlement service agencies are members of the Language Training Centre's (LTC) Advisory Committee. The LTC works closely with a number of immigrant and immigrant serving agencies to ensure that LTC students can access the supports that will assist with their settlement in Manitoba.</p> <p>The LTC continues to undertake projects to determine the English language levels for entry into College career programs as well as a variety of professions and occupations. These projects assist the LTC in developing appropriate preparatory programming and in advising students of the levels required for entry into post-secondary programs and employment.</p> <p>Continuing Education partners with Urban Circle in the delivery of Health Care Aide program; partners with Winnipeg Boys and Girls club in the delivery of the Youth Recreation Activity Worker program for youth with multiple barriers; partners with CAHRD in delivery of Power Engineering 5th Class and Applied Studies in FAS/E; and partnered with St. Amant Centre to deliver Foundations and Supervisory courses.</p>
		<ul style="list-style-type: none"> Develop training and professional development for college staff in Aboriginal cultural knowledge, awareness, sensitivity and competencies. 	<p>Through the Aboriginal Resource Centre, Aboriginal culturally focussed workshops are offered. Staff can participate in events to honour the change of season. Workshops on Aboriginal teachings and ceremonies are held. Staff are also invited to participate in Aboriginal noon-hour craft sessions. Demonstrations of Aboriginal skills in drumming, singing, and dancing are open to staff.</p>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> • Develop training and professional development for students and all college staff in diversity and inclusiveness. Ref. 5.1 	<p>The Student and Community Advisor – Diversity and Inclusive Initiatives delivered 46 diversity workshops to 1,180 students in 12 programs in 2002/2003 as well as 4 workshops to 70 staff in the Creative Arts department, Student Services Division and the Aviation and Tourism Management program areas.</p> <p>A sub-committee of the Respectful College Community Committee is currently developing a training program on respect for College staff.</p> <p>College Day 2003 had respect in the workplace as its major theme. The keynote and morning panel emphasized this along with participant discussions; there were also individual workshops on respectful workplace. The College harassment Officer is conducting some sessions throughout the College on this topic.</p>
	<p>4.2 Ensure barrier-free access to academic programs.</p>	<ul style="list-style-type: none"> • Identify the causes of applicant rejection within the academic screening process. • Offer ongoing developmental and remedial programming to assist applicants in meeting entrance requirements. 	<p>The LTC provides support to Enrolment Services and academic programs with regard to English language proficiency testing to determine appropriate referral and/or diagnosis of areas of English language difficulties and suggestions to remedy the areas that need addressing.</p> <p>In order to best meet the learning needs of adults who are lacking academic pre-requisites to College career programs and who may not have a high school diploma, the College made application to Adult Learning and Literacy to be registered as an Adult Learning Centre. The College now has an RRC Adult Learning Centre (Winnipeg) and a St. Pierre Community Learning Centre and will soon open a Winkler Community Learning Centre. The ALC status allows students to obtain the pre-requisites for entry into post-secondary programs and be granted a Manitoba high school diploma at the same time. In addition to secondary level courses, students may also take post-secondary courses that are registered as dual credits and in this way use the course towards a high school diploma and to obtain advance credits towards a post-secondary program.</p>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
			<p>The College's Language Training Centre (LTC) continues to deliver programs at a wide range of levels and for a variety of purposes for both immigrant and international students. The Language Training Centre designs and delivers programs that allow English second language students develop their English language skills to a level commensurate with that required for entry into RRC career programs. As well, the LTC is involved in research projects to provide ESL learners with information and supports to best meet the entrance requirements of career training programs and for employment in Manitoba.</p>
		<ul style="list-style-type: none"> Assess program admission requirements to ensure inappropriate barriers are removed. 	<p>Requests for changes in entrance requirements must objectively demonstrate need for change.</p>
		<ul style="list-style-type: none"> Develop strategies, e.g., bridging courses, to reduce academic barriers to college admission. 	<p>ESL applicants to the Nursing Program are now allowed to take a Language Benchmark assessment instead of taking the Degrees of Reading Power (DRP) reading test as part of the entrance requirement process. The Language Benchmark assessment includes a reading assessment and is considered to be less culturally biased than the DRP.</p>
		<ul style="list-style-type: none"> Review and revise the five-year plan for the expansion of the number of programs to which PLAR can be applied. 	<p>PLAR committee is upgrading the 5 year PLAR plan.</p> <p>RRC identified PLAR process to be a required section in new RRC course outline template.</p> <p>A PLAR course inventory was developed, with over 350 courses identified.</p>
		<ul style="list-style-type: none"> Work with Departments and programs to recognize foreign credentials. 	<p>Ongoing commitment.</p>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
	4.3 Ensure that College facilities accommodate and ease access to programs and services.	<ul style="list-style-type: none"> 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; exterior lighting improvements are being done.
	4.4 Expand delivery to Manitobans who are unable to attend full-time programming and/or the main campus in Winnipeg.	<ul style="list-style-type: none"> Increase programming options, delivery formats and enrolments through alternative delivery. 	<p>In 2002/2003, Distance Education developed 21 new courses, five of which were in four programs not previously offered by DE: Civil/CAD Technology, Family Child Care, Information Systems Technology, and Project Management. This was supported by the implementation of phase III/IV of CEI funded DE expansion.</p> <p>Regional Campuses and Television Studios continued to develop Campus Interlink as a distributed learning system. In the course of delivering eight workshops to students distributed among the four Regional Campuses during 2002/2003, staff members experimented with course structure and presentation to maximize interactivity using telephone call-ins.</p> <p>In 2002/2003, DE had 3,001 gross enrolments, 21 percent more than 2001/2002.</p> <p>In 2002/2003, Regional Campuses' gross part-time enrolments totalled 3,622, three percent better than 2001/2002.</p> <p>In 2002/2003, Regional Campuses' gross full-time enrolments were 435, 27 percent more than 2001/2002.</p> <p>In 2002/2003, Regional Campuses generated \$277,770 of gross contract training revenue (94 full-time and 31 part-time registrations). Agencies served: Manitoba Education, Training and Youth, HRDC, 3M, Long Plain First Nation, Swan Lake First Nation.</p>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
			<p>CE and DE utilized video streaming for Project Planning and Estimating course to reach remote areas of the province; CE is piloting Business Analyst Systems Analysis and Design course through distributed learning strategies; CE delivered courses off-campus for Winnipeg Library staff, Cangene, MPIC, Education and Training Services and Health Sciences Centre; developed the Applied Studies in FAS/E for distributed learning including distance and classroom delivery.</p> <p>An additional section of the Early Childhood Education (ECE) Workplace mode. This allows untrained Child Care Assistants to return to school and obtain an ECE diploma.</p>
		<ul style="list-style-type: none"> Expand the use of technology to increase access to college programs and services. 	<p>Distance Education continued to increase delivery through CEI funded expansion.</p> <p>Video streaming was introduced to regional campuses and other locations to improve access to RRC programming.</p> <p>All RRC Distance Education offerings were made available through Campus Manitoba.</p>
		<ul style="list-style-type: none"> Increase community based delivery in Aboriginal communities. 	<p>RRC through the Aboriginal Education and Teacher Education Division has a number of community-based programs running and an ongoing arrangement with the Apprenticeship Branch to deliver programs in communities; partnerships continue with urban organizations offering programs with Red River Certification. The possibility of offering evening and summer Aboriginal Language courses is being explored.</p>
		<ul style="list-style-type: none"> Investigate registration and tuition fee assessment by course instead of by program to increase access to college programs and promote flexibility. 	<p>A committee to consider a standard college-wide approach to the use of credit hours was established with a view to considering credit hours as the unit of assessment for tuition fees.</p> <p>CE has course-based registration for part-time programs and courses.</p>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> Develop and deliver student support services to meet the needs of students at all sites. 	One full time counsellor was assigned to the Main Street Campus and one to the Princess St. Campus effective September 2003.
5.0	RECOGNIZE, STRENGTHEN AND REWARD THE CAPABILITIES AND CONTRIBUTIONS OF EMPLOYEES, AND SUPPORT A RESPECTFUL COLLEGE ENVIRONMENT.		
5.1	Transform the Human Resources Department to become a comprehensive employee and corporate service department.	<ul style="list-style-type: none"> 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. 	<p>In progress. An incentive program to encourage employees to give greater notice of intent to resign or retire was used in 2002/2003 with significant cost effectiveness benefits. Overall, staff development support and accessibility has improved.</p> <p>Development and implementation of a comprehensive succession planning capability has been identified as a priority.</p>
		<ul style="list-style-type: none"> Review recruitment policies and practices and revise as appropriate to ensure a strong workforce. 	Ongoing.
		<ul style="list-style-type: none"> Develop and implement a comprehensive employee development program and establish appropriate funding to support it. 	In progress. The Staff Development Coordination Office continues to expand the depth and breadth of staff development offerings and activities have grown. The College continues to receive positive feedback from staff regarding these developments.
		<ul style="list-style-type: none"> Review employee benefit programs. 	Ongoing.
		<ul style="list-style-type: none"> Increase diversity of College faculty and staff incorporating employment equity practices. 	Ongoing.
		<ul style="list-style-type: none"> Establish comprehensive human resource policies and procedures. 	Ongoing activity.

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
5.2	Develop the capabilities of the new Human Resource Management Information (HRMI) system to support human resource planning and management.	<ul style="list-style-type: none"> 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. 	This process has begun.
		<ul style="list-style-type: none"> Expand utilization of the new HRMI system to provide timely quality management information and administrative services. 	This process has begun.
		<ul style="list-style-type: none"> Provide managers with training in managing under a collective agreement. 	Largely completed but updates will continue.
5.3	Support a respectful and stimulating College environment.	<ul style="list-style-type: none"> 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.
		<ul style="list-style-type: none"> 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 UPDATE
		<ul style="list-style-type: none"> Review, monitor and continue the Well-Being in the Workplace through Healthy Organizations Project in conjunction with the College Climate and Culture Committee. 	<p>Project is underway. The College Climate and Culture Committee developed a set of recommended actions in and strategies and actions are included in the 2004-2009 Operational Plan. There is a plan to undertake a second survey of staff sometime in 2004 to measure the outcomes of the intervention plan.</p>
	<p>5.4 Support well-being in the workplace through a healthy organization infrastructure.</p>	<ul style="list-style-type: none"> Design, develop and implement a comprehensive management-training program for current managers and for staff who wish to pursue a management career at the College. 	<p>In progress.</p>
		<ul style="list-style-type: none"> Implement a faculty and staff recognition program. 	<p>A recognition program has been developed and implemented.</p>
		<ul style="list-style-type: none"> Implement practices that increase the diversity of the College, including hiring and promotion practices that increase the community representativeness of the College. 	<p>This is a continuous activity and commitment of the College.</p>
		<ul style="list-style-type: none"> Design, develop and implement succession planning as priority Human Resource activity. 	<p>This is under consideration.</p>
		<ul style="list-style-type: none"> Initiate a program of recognitions, events, publications and promotions to celebrate successes of the College. 	<p>Continuing Education (CE) holds instructor appreciation events annually, recognizes instructors through long-term service awards and events, acknowledges faculty and staff success and accomplishments through contributions to Focus and frequently holds internal celebrations for staff achievements.</p> <p>The entire Academic Division reports on successes in Focus on a monthly basis and this is communicated to the Board of Governors.</p>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> Review of the current performance review system with a view to developing an improved system based on a developmental, formative approach. 	Currently under review and development.
		<ul style="list-style-type: none"> Initiate a review of current policies and procedures for relevance, flexibility and appropriateness for a learning-centred college. 	<p>Developed new Students' Rights and Responsibilities and Academic Integrity policies.</p> <p>Revised the Student Discipline policy.</p> <p>Developed new standardized course outline for all courses, all programs, all delivery modes.</p>
		<ul style="list-style-type: none"> Consult on, display, and communicate the College's Statement of Values for all members of the College community appropriate to a respectful learning and working environment. 	Consultations were held for College faculty and staff. The Statement of Values was produced in poster form and is displayed throughout the College. It is part of the Strategic Plan document. The Values have been used in several programs as a discussion focus for students.
		<ul style="list-style-type: none"> Work towards the design, development and implementation of a holistic wellness program for all staff. 	A Wellness Planning Workshop was held in November 2003 to consider the findings of the 'college climate' survey and to identify wellness strategies that are in place or could be implemented to support a healthy organization.
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.	<ul style="list-style-type: none"> 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. 	<p>This is an ongoing commitment related to the availability of funding: Established a manager position for the educational technologies department (TLTC, eTV); acquired enhanced WebCT license; and developing videostreaming capabilities.</p> <p>The TLTC offers many training opportunities for faculty in the use of educational technology to enhance the learning process.</p>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> Implement a team-based approach to the development of course/portions of courses in alternate delivery formats. 	<p>Program and Curriculum Development (PCD) has identified the team requirements for online course development and has implemented these in online course production.</p>
		<ul style="list-style-type: none"> Deliver training to faculty in the use and application of information technology. 	<p>The TLTC offers many training opportunities for faculty in the use of educational technology to enhance the learning process.</p>
		<ul style="list-style-type: none"> Establish a mechanism to support employee access to or acquisition of hardware and software. 	<p>Various avenues are used for this and others are being studied.</p>
	<p>6.2 Increase the range of programs and services available on an e-commerce, e-business, and e-learning basis.</p>	<ul style="list-style-type: none"> Assess the opportunities and impacts of adopting e-business delivery methodologies. 	<p>Ongoing activity in many areas of the College.</p>
		<ul style="list-style-type: none"> Establish a strategy to incorporate e-business and e-commerce techniques into the delivery of services. Ref. 2.3 	<p>The Report on the High Level Requirement for a new Student Information System was approved in principle by President's Council. The report outlines the need for increased use of web enabled transactions. A study of the cost of acquiring a system which meets these requirements and an impact analysis of implementation of such a system will be completed in November 2003.</p> <p>The Web-master has been working with various SBU's and areas within the college to develop e-commerce functionality and strategies. These include Student Services, Distance Education and the Continuing Education Departments.</p>
		<ul style="list-style-type: none"> Establish a strategy to provide the appropriate infrastructure for e-learning. 	<p>Established manager position for the educational technologies department (TLTC, eTV) to coordinate these activities and enhance e-learning.</p> <p>The college Educational Technology plan was revised.</p> <p>Establishing common course outline across all delivery modes to enhance course transferability and repurposing</p>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
			As well, the Curriculum on Lines Guides and Standards Project developed the basis of a strategy for the development of an appropriate infrastructure for e-learning which was incorporated into the Teaching Learning Technology Roundtable plan. This plan will be used by academic departments to help guide their focus over the coming years.
	6.3 Maintain a primary, reliable College communication system.	<ul style="list-style-type: none"> • Implement and maintain a strategy to move to electronic communication as its primary method of internal information dissemination. 	Computer Services is in the process of migrating all users to XP and Office XP to enable a more secure and reliable communication strategy. All users are being migrated to a new email server with spam protection.
	6.4 Optimize the use of technology to improve administrative operations of the College.	<ul style="list-style-type: none"> • Implement a corporate information system. 	All corporate systems are evaluated and new ones added where needed and old ones removed.
		<ul style="list-style-type: none"> • Conduct and evaluate a gap analysis of existing corporate systems with the current and future needs of the College. Ref. 2.3 	Computer Services has collaborated in the development of a report addressing the needs of the SIS.
		<ul style="list-style-type: none"> • Develop and implement a corporate information security plan. 	A new position of Supervisor of IT Security was established. This position was established to develop and implement a corporate security plan.
		<ul style="list-style-type: none"> • Purchase or develop the required software, hardware, training and installation for new corporate systems. 	This is a continuous activity and proceeds as funding permits.
		<ul style="list-style-type: none"> • Provide readily available technical and program support to meet staff and students needs. 	This is a continuous activity and proceeds as funding permits.

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> • Work towards the Implementation of a new scheduling system in order to provide automated instructor, student, and facility information. 	Computer Services and Enrolment Services staff worked throughout the year to implement the timetabling system. The timetabling software was integrated with the SIS. The implementation process was delayed because of some ongoing problems with the software, the complexity of the requirements, as well as some administrative issues. Princess St. Campus was partially timetabled using the software but the Notre Dame Campus was not. A full review of the processes and the suitability of the software for use by RRC were undertaken in the fall of 2003 and successful implementation for both PSC and Notre Dame campuses is anticipated in the fall of 2004.
	6.5 Implement a plan to fund technology replacement / addition.	<ul style="list-style-type: none"> • Implement and improve a plan to add/replace/upgrade technology. 	Current plans are to lease all equipment on a three-year cycle. Computer Services has had varying success with this plan at budget time.
		<ul style="list-style-type: none"> • Instructors, students and corporate computer users will have access to adequate computing power convenient to their needs. 	This is provided as funds allow.
	6.6 Annually review information technology.	<ul style="list-style-type: none"> • Annually review information technology. 	Ongoing.
		<ul style="list-style-type: none"> • Establish performance indicators. 	In development; an initial overview has been prepared and information from other educational institutions has been collected.
		<ul style="list-style-type: none"> • Compare performance indicators with other institutions. 	Ongoing.

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
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.	<ul style="list-style-type: none"> Pursue implementation of Millennium project. 	Ongoing. An Audubon study is being done by students.
		<ul style="list-style-type: none"> Conduct a facility utilization study. 	Ongoing. To be performed using the new scheduling program.
		<ul style="list-style-type: none"> Annually review the operational state of major facilities and equipment. 	Ongoing with each budget year. Various projects are identified for immediate attention.
		<ul style="list-style-type: none"> 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.
		<ul style="list-style-type: none"> Develop a cost-effective preventative maintenance program for equipment. Establish a function to collect and input data. 	Ongoing.
		<ul style="list-style-type: none"> Develop a budget to maintain and replace program support equipment. 	Annual process.
		<ul style="list-style-type: none"> Pursue additional funding for annual maintenance renewal. 	This is an annual process and additional maintenance is undertaken as funding is provided.
		<ul style="list-style-type: none"> Establish a 10-year plan to replace, acquire and dispose of classroom and other common area furniture. 	Budget limitations restrict our ability to meet this objective.

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
7.2	Develop a partnership between RRC, MGS, and COPSE to address facility maintenance issues of the College.	<ul style="list-style-type: none"> Develop strategies for additional funding. 	Current discussions underway.
		<ul style="list-style-type: none"> Initiate an Energy Management program in which energy savings can be invested in building system upgrades. 	Ongoing – study completed.
7.3	Develop facilities to provide mobility free access to the physically challenged.	<ul style="list-style-type: none"> The College Joint Workplace Safety and Health Committee work in collaboration to identify a comprehensive list of mobility free access requirements prioritize and initiate required renovations subject to available funding. 	This is an ongoing initiative as funding permits. Facilities Department has improved record keeping/reporting and accountability of related activities.
7.4	Ensure the plans, design and development of the Princess Street Campus meet the educational requirements of RRC.	<ul style="list-style-type: none"> Review the implications of the new Campus for the Notre Dame Campus. 	College Council is focused on impact of multi-campus environment for RRC. Dean of Business and Applied Arts seconded to PSC project to oversee educational needs of the new campus.
		<ul style="list-style-type: none"> Develop a plan for Administrative Services at the Princess Street Campus. 	This action has been completed.
		<ul style="list-style-type: none"> Develop a strategy and logistics for the occupancy of the new Campus. 	This is completed for phases one and two. Phase 1 of new campus (4 programs, 300 people) successfully occupied in September of 2002 and Phase 2 (11 programs, 900 people) successfully occupied in September of 2003.
7.5	Make Workplace Safety and Health issues a priority in facility development and maintenance.	<ul style="list-style-type: none"> Conduct a campus wide security audit and develop a multi-year plan to address recommendations. 	This will be recommended and requested budget support for a complete baseline safety/health audit for 2004/2005.

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> • Conduct regular campus safety investigations and thorough accident investigations on all incidents and accidents. 	<p>The last audit was done in 2000. Preparations are underway to conduct an audit in the winter of 2004</p> <p>There is a concentrated effort to keep related statistics for reporting and statistical analysis.</p>
		<ul style="list-style-type: none"> • Place a high priority on health and safety projects for Miscellaneous Minor funding. 	<p>The funding from Manitoba Government Services (MGS) has been reduced, limiting our ability to deal with many issues.</p>
		<ul style="list-style-type: none"> • Develop and implement a certified safety management process based on internal departmental responsibility and continuous improvement. 	<p>Very near completion in draft form and the implementation of elements of the process has begun.</p>
		<ul style="list-style-type: none"> • Develop a process to ensure compliance with Workplace Safety and Health regulation for all renovation projects coordinated between RRC, MGS and private contractors. 	<p>A process is in place. Facilities Department is aware and makes safety and health compliance reference to contractors.</p>
		<ul style="list-style-type: none"> • Expand computer-based platform for the delivery of safety training programs. 	<p>The platform has been expanded with the addition of several courses and internet access has been provided.</p>
7.6	Improve the workplace through well-being initiatives.	<ul style="list-style-type: none"> • Establish a program of washroom improvements and maintenance. 	<p>Ongoing. Several projects are underway</p>
		<ul style="list-style-type: none"> • Develop a plan to upgrade ventilation systems across the College at the Notre Dame campus. 	<p>Phase 1 – (chillers) completed.</p>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> Undertake an inventory of existing lounge space at the Notre Dame Campus with a view to establishing the current availability of space and to identify lounge conditions and the need for additional space and for furnishings. 	This has been completed.
		<ul style="list-style-type: none"> Post signage to encourage all members of the College Community to recognize and act on the personal responsibility of helping to ensure the general cleanliness of the campus. 	Ongoing initiative; the smoking policy portion is complete.
8.0	CONTINUE THE COLLEGE'S PARTICIPATION IN GLOBAL EDUCATION.		
	8.1 Develop a global orientation within Red River College programs and services.	<ul style="list-style-type: none"> Provide for international student and staff exchanges. 	<p>A Language Training Centre instructor undertook a project in Mexico with the Instituto Tecnológico de la Costa Grande in fall of 2003 to provide ESL teacher training, materials selection and development, ESL training to the hotel industry staff and workshops with local merchants. The Instructor will return to Mexico in late 2003 to follow-up with the work initiated in 2002.</p> <p>International Education (IE) Office hosted 15 visiting international delegations and sponsored International Business internship student in Chile for 6 months. The activity on our 3 international development projects saw 8 Red River College staff and 2 industry representatives participate in overseas missions. Approximately 74 Red River College staff were part of exchange missions and delegation visits.</p>
		<ul style="list-style-type: none"> Develop international work placements for students. 	Ongoing commitment.

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> • Ensure that curricula are relevant to the realities of a global marketplace. 	<p>The Program & Curriculum Development area helps to establish and implement an inclusive curriculum through its activity in program development including programming visioning exercise, DACUM, program reviews and validation. During this process, the need for an inclusive curriculum is integrated with program construction and review.</p> <p>All new programs are developed through DACUM processes and include Conference Board of Canada Employability Skills profile.</p>
	<p>8.2 Enhance global access to college programs.</p>	<ul style="list-style-type: none"> • Deliver joint venture training initiatives in selected international markets. • Develop Internet delivery capability for college programs. 	<p>Continued the cost recovery activity at the Shenyang/RRC Joint Venture Training Centre in China. There was no new programming or joint ventures.</p> <p>Distance Education (DE) has expanded its capability. In 2002/2003, it moved in to a much larger facility; leased three servers to house WebCT for both DE and RRC; recruited a third program officer (for information and industrial technologies); hired a sixth customer service representative; and continued to increase the number of new courses---mostly online. In 2002/2003, Distance Education (DE) developed 14 online courses (two-thirds of all courses developed). Most were for three programs not previously offered by DE: Civil/CAD Technology, Information Systems Technology, and Project Management. So far, DE's 2003/2004 development plan includes 34 online courses (85% of all courses currently planned for development). Four of these courses are for two programs not previously offered by DE: Aircraft Maintenance Engineer and Transport Trailer Mechanic. DE, together with Accounting and Computer Education, Management and Marketing, and Continuing Education, is using terminal services software to provide students with virtual access to software from one of DE's servers.</p> <p>Added additional network infrastructure and upgraded WebCT license to accommodate rapid growth of on-line courses.</p>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
			<p>The Learning Technologies and the Program and Curriculum Development departments of Curriculum and Learning Resources Division have been very active in developing the internet capacity of the College in program delivery. Examples of this can be seen in the significant growth in the use of WebCT and other web platforms across the college, the development of streaming video for various College campuses and the growth in Distance Education programming. This expansion is seen to continually grow over the coming years as more training and functionality is added to the college infrastructure, and student expectations grow to require such capacity. DE is collaborating with Curriculum and Learning Resources in improving DE's web site, enhancing student and faculty support information, tools and services. Via its web site, DE will be able to provide access to, among other things, FAQs, online forms, technical support, technology and academic tutorials, counselling/advising, readiness assessments, and a DE newsletter.</p> <p>DE's E-Learning Administrator provides a range of online supports to students: equipment/software/configuration advice; guidance to other online materials; and assistance with the use of interactive systems. Since September 2002, DE students have been able to register online. Currently, 16 % of registrations are generated online.</p> <p>ECE is currently converting an internet resource in early childhood development into an internet course.</p>
	<p>8.3 Increase the participation of international students at Red River College.</p>	<ul style="list-style-type: none"> • Explore visa access strategies with relevant posts abroad. • 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. 	<p>IE Hosted student orientation sessions on Manitoba Provincial Nominee (new immigrant recruiting) Program. Maintained Embassy and CEC network world-wide.</p> <p>Participated in four international student recruiting fairs (China, Mexico, Korea).</p> <p>RRC marketing material packages shipped to 30 Education Agents, Canadian Education Centres and partner colleges. There were Six marketing missions.</p>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
			<p>Registered 331 international students during the academic year. Total visa student registrations increased by 87.</p> <p>The International Education office responded to 1,591 e-mail, mail, telephone and walk-in student inquiries for information and our website received over 13,152 hits in 2002/2003. There was a 9% increase in inquiries and 30% increase in site hits.</p> <p>Hosted 4 international student orientation sessions and 2 social activities for international students.</p>
	8.4 Develop Red River's training capacity for export.	<ul style="list-style-type: none"> • Enhance and expand upon existing promotional materials to include non-print materials (video, internet, etc.). • Increase the number of custom-designed training programs/products offered to international clients. • Prepare funding submissions for consideration by a number of Overseas Development Agencies (e.g., Asia Development Bank, World Bank, etc.). • Identify and undertake the steps necessary for Red River to become "export ready" 	<p>There have been more than 100 International students per term in 2002/2003 and 2003/2004 enrolled in programs at the Language Training Centre.</p> <p>New initiatives included: publication of new International Viewbook, new display production, and up-date and re-design of International Education Office web page.</p> <p>International Marketing and Project Manager increased staff to 6 Staff Years in the International Education office.</p> <p>The International Education Office (IEO) responded to three separate proposal calls for specialized contract training opportunities. Delivered Foreign Graduate Nursing program with LTC and Nursing department. It tested summer ESL program in Mexico market.</p> <p>The International Education office was successful in funding proposals for Canadian College Partnership Program (CC/PP) projects in Malawi and Philippines.</p> <p>Signed education partnership agreement in Chile with Universidad Tecnológico Metropolitana (UTEM).</p> <p>Two international support staff are now working from Language Training Centre.</p>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> Establish internal mechanisms and procedures to support higher risk projects. 	An internal process is underway to develop a model for assessing/raising international tuition fees, setting international student quotas and improving SIS registration system.
		<ul style="list-style-type: none"> Integrate product promotion and marketing strategies for international student recruitment, and project work. 	International Education has developed strategies and conducts marketing missions. It has initiated strategy coordination discussions with Student Services. It also is participating in a pilot initiative funded by Immigration Canada to allow international students to work off-campus.
9.0	STRENGTHEN COLLABORATION AND PARTNERSHIPS.		
	9.1 Articulate college programs with high schools, universities and other colleges.	<ul style="list-style-type: none"> Articulate all diploma programs with a university degree program where appropriate. 	New articulation agreements were completed with Brandon University (ECE), Athabasca University (IST), Marine Institute (Technology Management) and University of Victoria (RRC/MMF Child and Family Services program).
		<ul style="list-style-type: none"> Develop articulation agreements with school divisions in Manitoba as appropriate. 	New articulation agreements with Manitoba Vocational High Schools for the Civil/CAD Technology Program.
	9.2 Develop joint degree programs to meet the needs of business, industry and the community.	<ul style="list-style-type: none"> Develop articulation agreements leading to joint degrees in Science and Education where appropriate. 	Revised applied degree program structure for 3 applied science degrees with University of Winnipeg.
			Developed joint diploma-degree completion programs with University of Manitoba in Allied Health Sciences.
			Developed joint diploma-degree program in Aboriginal Self Governance with University of Winnipeg.
			Articulated Manitoba Journeyperson qualification plus RRC Certificate in Adult Education (CAE) program with Ferris State University (FSU) for degree completion at FSU (33 credit hrs).

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
			Revised Aboriginal languages Interpreter programs to create Aboriginal Languages Teacher Education program with University of Winnipeg.
9.3	Build partnerships with corporate and government consumers of education.	<ul style="list-style-type: none"> Identify "key accounts", assign a key account manager, and develop appropriate internal and external processes to serve them. 	<p>VP Academic key contact with CEI, COPSE, CAHRD, High Schools, Universities, Stevenson Strategic Council and others.</p> <p>VP PTD key contact with Western Diversification, international partners, Standard Aero, PSC Technology partners and others.</p> <p>New partnership agreements signed with MTS/CISCO, HP/Powerland, and Sony.</p>
		<ul style="list-style-type: none"> Identify major corporate clients, determine their training needs, and prepare proposals for partnerships. 	<p>Contract Training Sales & Services (CTS&S) delivered the Gas Turbine Repair & Overhaul Program (GTRO) and Metallurgical Processes for Manitoba Aerospace Human Resources Coordinating Committee (MAHRCC).</p> <p>CTS & S delivers Aerospace & Industrial Professional Development courses for MAHRCC members. MAHRCC members include Standard Aero, Boeing Canada Technology, Bristol Aerospace, Air Canada and various small to medium size companies.</p> <p>CTS&S delivers Lean Thinking Workshops (Lean Manufacturing Certificate Program) for the Canadian Manufacturers and Exporters (CME).</p>
		<ul style="list-style-type: none"> Become preferred training supplier to major corporate clients. 	<p>CTS&S delivers Aerospace & Industrial Professional Development courses for MAHRCC members.</p> <p>CE developed a partnership with the WRHA to provide training in Health Services Management.</p>
9.4	Develop, implement and assess continuously the contract training strategy.	<ul style="list-style-type: none"> Ensure the strategy and model is communicated internally and externally. 	Contract Training workshops were held to assist departments to adapt to the Contract Training Process.

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> Integrate contract training thinking to capitalize on emerging market opportunities throughout the College. 	<p>The Contract Training Office works with all departments to promote and to capitalize on emerging market opportunities.</p>
		<ul style="list-style-type: none"> Review contract training policies, best practice guidelines and procedures manual. 	<p>The Contract Training Steering Committee is reviewing policies, guidelines and procedures.</p>
		<ul style="list-style-type: none"> Review appropriate contract training systems for registration, enrolments, financial transactions, etc. 	<p>Contract Training works closely with Enrolment Services, Continuing Education, Human Resources, Corporate Legal Services and Financial Services reviewing and enhancing appropriate contract training systems.</p> <p>Continuing Education offers primary registration services for all contract training within the College at no cost to individual departments.</p>
9.5	Build partnerships with the Students' Association.	<ul style="list-style-type: none"> Review current partnership agreements and develop formal partnerships with the Students' Association covering the business relationships in key areas such as the SA Building Development Agreement. 	<p>As of October 29, 2003, a draft of the Master Operating Agreement between RRC and the SA has been shared with the SA. It is estimated that a final agreement will be in place prior to the end of 2003. The Agreement focuses on the roles and responsibilities of each party and on maintaining and strengthening strategic alliances.</p> <p>The Students' Association Building Fund Inc. Board has endorsed a plan for the development of improved student services and facilities through the SA. Initial architectural planning is taking place and renovations are expected to begin in early 2004. Funding raising strategies are also being developed.</p> <p>The Students' Association has increased its financial contribution to peer tutoring delivered by the College.</p>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> 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. 	<p>Drafts of a Student Code of Rights and Responsibilities and a Student Discipline Policy have been developed with the participation of the Students' Association. Approval of these policies by SAC and PC is expected in 2003/2004.</p> <p>Bi-monthly meetings are held.</p>
	<p>9.6 Partner with the community to address college requirements for equipment, facilities and technology.</p>	<ul style="list-style-type: none"> Implement and expand co-operative type education delivery to access equipment in industrial plants and factories. Pursue opportunities to deliver printing services at a profit with other publicly funded organizations that could benefit from the Docutech digital printing technology. 	<p>Selected programs from the MMC Department may collaborate with Standard Aero to acquire state-of-the-art advanced manufacturing equipment. This initiative could lead to the establishment of a world class cell manufacturing model at RRC supplemented by a grant from the Society of Manufacturing Engineers.</p> <p>RRC is part of a University of Manitoba lobby for co-op nursing course(s) in the Joint Baccalaureate Nursing program.</p> <p>It is expected that co-op opportunities will be available to students who enrol into the engineering technology programs in September 2005, which corresponds to the time that the EET department converts into the semester system.</p> <p>Continuing Education partnered with the WRHA facilities for health related and community based practica. In addition, CE partnered with numerous agencies and professional organizations for practica in community services, health sciences and trades. Moreover, CE partnered with the legal community to provide placements for legal administrative assistants.</p> <p>The Docutech has been replaced with a Canon IR110, leased through IKON Office Solutions.</p>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
	<p>9.7 Build partnerships with Aboriginal governments, agencies and educational institutions.</p>	<ul style="list-style-type: none"> Expand relationships with First Nations, Metis, Inuit and Urban Aboriginal governments. Cooperate with established and developing educational bodies and agencies. 	<p>The Aboriginal and Teacher Education Dean and the Liaison Officer in particular continue to represent RRC in the communities through memberships on various committees, through networking, and by promotional visits.</p> <p>Signed MOU for joint programming with Center for Aboriginal Human Resource Development (CAHRD).</p> <p>RRC conducted apprenticeship training in First Nations communities.</p> <p>The Aboriginal and Teacher Education Dean represented college on Manitoba First Nations Institute of Technical Training Steering Committee.</p> <p>RRC delivered joint programming with Manitoba Metis Federation (MMF) and Urban Circle.</p> <p>CE has formal partnerships formed with CAHRD, Urban Circle, Winnipeg Boys and Girls Clubs.</p> <p>The Heavy Equipment Operator program operates in Thompson in partnership with the Manitoba Métis Federation and Tataskweyak Cree First Nation.</p> <p>RRC signed MOU for joint delivery of programs with CAHRD.</p> <p>RRC joined advisory committee for Manitoba First Nations Institute for Technical Training.</p> <p>The Heavy Equipment Operator program* operates in Thompson in cooperation with Keewatin Community College and United Rentals. *This program is running from September to December 2003.</p>
	<p>9.8 Build relationships with the Province of Manitoba and the Government of Canada.</p>	<ul style="list-style-type: none"> Review and respond to the governments' innovation agendas. 	<p>Developed RRC response to federal and provincial innovation strategies and presented to the Manitoba Federal Liberal caucus.</p> <p>Overall, the College has responded to federal and provincial government priorities in biotechnology and new media with programming and research projects, e.g., the Life Sciences – Biotechnology Training Initiative is in response to Manitoba's Innovation agenda.</p>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
			RRC supports the strategic sectors identified in provincial innovation strategy and links applied learning and research to the Manitoba at the Forefront of Innovation Report. The establishment of an Applied Research Office will contribute to the provincial innovation initiative.
		<ul style="list-style-type: none"> Establish strategies to work cooperatively with government at the strategic level. 	<p>There are regular meetings with the leaders of COPSE, CEI, Apprenticeship and Partnerships.</p> <p>RRC participates on key government taskforces and action teams, e.g. Hydrogen Fuels, Digital Multimedia, Aerospace, and Biotechnology.</p>
10.0	EMPLOY COLLEGE RESOURCES EFFECTIVELY AND EFFICIENTLY AND ACHIEVE FINANCIAL STRENGTH AND STABILITY.		
	10.1 Expand revenue base.	<u>Government grants:</u> <ul style="list-style-type: none"> Develop communications strategies for working effectively with COPSE & obtaining government recognition of College future needs. Lobby for multi-year funding from government. 	<p>Ongoing activity.</p> <p>The College meets with COPSE and the Department of Advanced Education formally and informally to discuss needs.</p>
		<u>Tuition:</u> <ul style="list-style-type: none"> Work with Board of Governors and COPSE to develop an appropriate tuition strategy. 	Ongoing initiative to be discussed further in 2004.
		<u>Apprenticeship:</u> <ul style="list-style-type: none"> Work with Apprenticeship Branch to obtain administrative efficiencies in the current payment structure. 	<p>Model has been developed but Apprenticeship Branch CFO has left and has not been replaced yet; this may affect model.</p> <p>Colleges will continue to work with Apprenticeship Branch to develop new pricing formula.</p>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<u>Strategic Business Units:</u> <ul style="list-style-type: none"> See other parts of strategic plan for various actions (including strategy 10.2). 	
		<u>Fundraising:</u> <ul style="list-style-type: none"> See Objective 11 for various actions. 	
		<u>Other:</u> <ul style="list-style-type: none"> Explore opportunities for alternative revenues. 	<p>Introduced a materials fee consistent with other Manitoba colleges.</p> <p>Successfully negotiated with COPSE to increase the 2003/2004 grant beyond the original level announced in provincial budget.</p> <p>Acquired several Western Economic Diversification grants to support Applied Research, feasibility studies for Biotech and Culinary Arts initiatives.</p> <p>Exploration is continuing for additional financial contributions from private sector organizations and government for projects in biotechnology, culinary and tourism, aerospace and new media.</p> <p>Supported CEI office to create CEI phase II proposal for government consideration.</p> <p>Funds have been identified by Manitoba Energy, Science and Technology for joint RRC and TR Labs research in new media.</p>
		<ul style="list-style-type: none"> Develop more aggressive investment strategy for College funds. 	<p>Investment Committee to be established in fall 2003.</p>
	<p>10.2 Encourage sound business practices.</p>	<ul style="list-style-type: none"> Develop in-house training sessions for managers (internal control, capital budget decisions) with training provided by the Financial Services Division. 	<p>An internal management development program is being developed.</p>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> Encourage entrepreneurial performance by exploring alternative remuneration models for individuals and other incentives for departments and units. 	Ongoing commitment.
		<ul style="list-style-type: none"> Investigate incorporation or alternate business forms for some entrepreneurial activities. 	Ongoing as opportunities present themselves.
		<ul style="list-style-type: none"> Promote changes to the Colleges Act that encourage entrepreneurial practices and support the development of alternative sources of revenue. 	RRC has recommended a number of changes in the government's review of the College's Act.
		<ul style="list-style-type: none"> Explore the use of the SBU model for other activities, e.g., Computer Services, Financial Services, Academic units. 	Ongoing.
		<ul style="list-style-type: none"> Evaluate non-core business activities to see if they should continue to be operated in-house or whether alternate arrangements should be made. 	This is an annual activity to ensure value for the operation of the College.
		<ul style="list-style-type: none"> Strengthen profile of Financial Services division as internal business advisors. 	Ongoing.
		<ul style="list-style-type: none"> Maintain an appropriate level of operating reserve. 	In 2003/2004 RRC will revisit the need for reserve given the changes in risk management strategies (i.e. Contract Training).
		<ul style="list-style-type: none"> Investigate creation of reserves for specific purposes, e.g., major capital projects. 	Reserve for contract training profits established, structural reserve for Princess Street in future.

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
			Overall discussions have been deferred.
		<ul style="list-style-type: none"> • Reduce capital deficit re: SBU capital purchases. 	Amended strategy to be "incorporate Generally Accepted Accounting Principles (GAPP)" re: capital into budgets.
		<ul style="list-style-type: none"> • Evaluate financial software to ensure it continues to meet the College's internal and external reporting needs. 	Ongoing activity to ensure financial reporting needs are appropriate.
		<ul style="list-style-type: none"> • Ensure current risk management procedures are employed to protect the College, the Board of Governors, employees, students and volunteers. 	Intensive claims management and insurance policy coverage are being adequately managed. Risk consideration is employed exclusively by President's Council and/or the Finance Committee.
		<ul style="list-style-type: none"> • Enhance the scope of the Risk Control Committee to ensure college-wide risk assessment. 	This is being done by Environmental Health Safety and Insurance Services Department only with respect to occupational health and safety.
		<ul style="list-style-type: none"> • Develop risk control policies. 	Safety Policy revised to reflect legislation changes. Several Best Practice Guidelines have been developed to mandate risk control situations.
		<ul style="list-style-type: none"> • Develop and implement a cohesive and centralized approach for contract management to limit corporate risk. 	Corporate Legal Services (CLS) now houses the majority of legal agreements and contracts for the entire College. With the approval of a best practice guideline, a consistent process for the development and review of contracts has been established to limit corporate risk. CLS has worked with Human Resources on improving the process for Employment Agreements and corporate authorization for the hiring of short term employees. Thirteen internal training sessions on the importance of legal agreements have also taken place and further sessions will be held in 2004.

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> Review all current policies. 	This is an annual ongoing process for all College policies.
		<ul style="list-style-type: none"> Increase knowledge and awareness of risk, control and insurance protection. 	This is included in the development of a Safety Training Plan, which is being developed and has begun to be offered.
		<ul style="list-style-type: none"> Integrate a risk control process that reflects a continuous improvement concept based on departmental internal responsibility. 	This may be addressed partially in Safety Management System.
	10.3 Allocate resources appropriately.	<ul style="list-style-type: none"> Continue implementation of program and service costing model. 	This has been completed but annual refinements are required.
		<ul style="list-style-type: none"> Implement a multi-year budgeting process. 	The 2003/04 Budget had further one-year forecast (i.e. 2004/2005).
		<ul style="list-style-type: none"> Revise capital budget process to include business concepts such as ROI, etc. 	Ongoing.
		<ul style="list-style-type: none"> Establish a benchmarking program. 	<p>Annually the College benchmarks against Ontario colleges in three key outcomes: employment rates, student satisfaction and graduates satisfaction.</p> <p>In 2003, RRC had a student satisfaction rate of 86%, a graduate employment rate of 94%, and a graduate satisfaction rate of 90%. These were higher than any Ontario college.</p>
		<ul style="list-style-type: none"> 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.

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
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.	<ul style="list-style-type: none"> Implement a Multi-media campaign - integrated with the overall campaign for the Princess Street Campus and new initiatives. 	Princess Street Campaign is part of the overall campaign - specific emphasis was placed on the Grand Opening events at Princess Street.
		<ul style="list-style-type: none"> Maintain a communications capacity in the Marketing and Public Relations Department. 	The Department developed key messages for the College. It maintains ongoing relationships with external partners including the press and continues to develop and send out press releases on an ongoing basis.
		<ul style="list-style-type: none"> Introduce the College's new logo mark on the tower of Building C, and on all regional facilities operated by the College. 	This depends upon available funding.
		<ul style="list-style-type: none"> Upgrade the College web site to reinforce the new visual identity of the College. 	College visual identity has been included on each web page at the top three levels through the application of 1) the College logo; 2) the College colour palette; 3) the College motto (Setting the Standard, Meeting the Demand); 4) the College address footer; 5) images of RRC College life; and 6) a common graphic interface where all navigation tools are located in the same position.
		<ul style="list-style-type: none"> Develop a specific means to communicate the College's strategic plan. 	In 2003, the Strategic Plan was communicated through presentations, print materials and the Web.
		<ul style="list-style-type: none"> 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. 	Developed print, radio and billboard campaign to reinforce the visual identity. The campaign supports the recruitment strategies.

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> • Measure the level of awareness and satisfaction among target audiences. 	<p>Conducted comprehensive marketing research which will provide benchmarks to measure the success of future campaigns. The research also provided feedback that the image of the College has significantly improved in recent years – due in part to the Marketing strategies.</p>
		<ul style="list-style-type: none"> • Maintain a clear and consistent visual identity in all documents, publications, electronic media, and signage. 	<p>This is an ongoing activity and the Marketing and Public Relations Department continues to work with and monitor all outgoing communications (where possible) and publications to ensure there is a consistent identity.</p>
	<p>11.2 Develop and implement appropriate student recruitment strategies.</p>	<ul style="list-style-type: none"> • 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. 	<p>An interactive CD-ROM to be used in recruiting high school students was again developed by Marketing and Public Relations, Enrolment Services and Learning Technologies and introduced in September 2003. A copy is given to each high school student attending information sessions on RRC delivered in high schools.</p> <p>Other recruitment support materials include the Viewbook to specifically target sequential students. The Marketing and Public Relations Department works very closely with academic departments to address specific course recruitment needs and is constantly evolving material to meet target audience requirements.</p>
		<ul style="list-style-type: none"> • Develop and implement a targeted communications plan for recruitment. 	<p>The communications plan is part of the marketing strategy for recruitment. Now that the Marketing Research had been completed RRC is in a better position to understand the target audiences “needs”.</p> <p>Marketing and Public Relations will work with Enrolment Services to develop a comprehensive plan for the recruitment of students.</p>
		<ul style="list-style-type: none"> • 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. 	<p>The acquisition or development of software to support recruitment is pending the allocation of financial resources for this purpose. The existing Contact system is being used to capture information about individuals enquiring about attending the college to facilitate some bulk targeted mailing.</p>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> Develop further content for the College web site, promoting RRC courses, through interactive video, testimonials, and camera views. 	This is in progress. The CD-ROM with video and testimonials will be incorporated onto the web site.
	11.3 Support an environment of enthusiasm and participation within the College community.	<ul style="list-style-type: none"> In consultation with staff, maintain a model to support Staff Club activities. 	Provided direction and leadership to the Staff Club through the Marketing Coordinator. This is ongoing and will need to be assessed for parameters in the coming year.
		<ul style="list-style-type: none"> 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.
		<ul style="list-style-type: none"> Develop, implement and support annual program of special events in cooperation and coordination with the Student's Association and volunteer staff organization. 	This has been part of the Staff Club. In addition Marketing and Public Relations has worked with different departments to host functions for the external community to enhance the image of their respective programs. This is a key component of the Marketing Plan.
		<ul style="list-style-type: none"> Develop strategies to support RRC participation in the philanthropic community. 	The launch of the Princess Street Capital Campaign is the College's largest and most high profile activity in the philanthropic community to date. The campaign to raise \$5 million dollars has garnered support from the RRC Board of Governors, staff, and alumni.
		<ul style="list-style-type: none"> Identify and coordinate entry of college "teams" in community special events. 	To date teams have been supported upon request and as budget allows.
	11.4 Develop a strong alumni association for the College.	<ul style="list-style-type: none"> Develop a comprehensive alumni database and implement a strategy for revenue generation to "offset" the cost of providing alumni services. 	The alumni database has exceeded 20,000 accurate names. The first annual appeal (revenue generation) is occurring between December 2003 and May 2004.

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> • Support and encourage the development of program-specific alumni chapters in the College. 	Several departments have established program specific reunions and events. The Alumni Committee supports these activities through minor funding and support services such as volunteers.
		<ul style="list-style-type: none"> • Establish a program of special events and activities for alumni of the college and for retired staff through the RRC Heritage Group. 	The Alumni Committee established its inaugural Distinguished Alumni Dinner in September 2003. The RRC Heritage group holds monthly information meetings with guest speakers. As well, both groups participate in the RRC Golf Classic Tournament. Heritage members also attend the College's holiday event.
	11.5 Increase success in College fundraising activities.	<ul style="list-style-type: none"> • Develop a coordinated approach to fundraising for the College both internally and in the external community. 	This has been achieved.
		<ul style="list-style-type: none"> • Develop a strategy to support the comprehensive fundraising capacity of the College. 	This has been achieved.
		<ul style="list-style-type: none"> • Establish a foundation in accordance with the Board of Governors directive. 	This initiative has been postponed until completion of the PSC Capital Campaign.
		<ul style="list-style-type: none"> • Implement a capital campaign for Princess St. /RRC. 	Campaign is underway.
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.	<ul style="list-style-type: none"> • Develop strategies that reward a culture of innovation and position the College as learning based post-secondary institution. 	<p>The 2004-2009 Operational Plan articulates a number of specific strategies and actions.</p> <p>Introduced a small scale applied research projects fund in 2003 to encourage applied research projects.</p>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> Develop strategies and support measures that advance a learner-centred and learning-centred approach to instruction and assessment to develop students' critical thinking skills and respect for diversity in thinking and behaving. 	<p>While activity in this action has been wide-spread in all new programs and programs reviewed for curriculum development, the most general action has been in the implementation of College-wide Learning Outcomes across the college which helps ensure a whole student focus.</p> <p>The Community Services Learning Centre is now open four evenings a week to students; it is staffed by faculty.</p> <p>The Student and Community Advisor – Diversity and Inclusive Initiatives delivered 46 diversity workshops to 1,180 students in 12 programs in 2002/2003, as well as 4 workshops to 70 staff in the Creative Arts department, Student Services Division and the Aviation and Tourism Management program areas.</p>
		<ul style="list-style-type: none"> Integrate the vision of a learning college into the strategic planning process. 	<p>The 2004-2009 Strategic Plan includes the principles of a learning college.</p>
		<ul style="list-style-type: none"> Develop and support faculty and staff innovation initiatives that stress creativity, excellence and risk taking. 	<p>This is supported in variety of ways including program development project funding and the new internal applied research project funding.</p> <p>In addition such initiatives as College Press, and the work of the Teaching and Learning Technology Roundtable provided opportunities for support and the recognition of innovation.</p>
		<ul style="list-style-type: none"> Develop and celebrate successes in moving to a learning culture in a variety of media. 	<p>This is an ongoing, developmental area. This will evolve further in the coming years and will become more of a focus in the overall Marketing Strategy as we work to further enhance and evolve the image of the College.</p>
		<ul style="list-style-type: none"> Conduct a knowledge management inventory and assessment. 	<p>The capacity for undertaking this initiative is currently being developed through RRC Connect!</p>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> • Develop a knowledge management agenda for the College, identifying people, processes, artifacts and technologies. 	This has started as a grassroots initiative by faculty and staff focusing on sharing and building knowledge and connecting people interested in learning more about knowledge management.
		<ul style="list-style-type: none"> • Identify and conduct a pilot knowledge management project in a selected KM area. 	RRC Connect! has been established as a community of College members seeking to share and build knowledge, foster innovation and to connect resources and instructors and staff.
	12.2 Integrate strategic thinking into the fabric of the College.	<ul style="list-style-type: none"> • Design, implement and evaluate a comprehensive strategic planning process. 	In 2003, the strategic planning process included a comprehensive environmental scan and extensive internal consultations with nearly 100 faculty and staff to ensure the plan was current and relevant.
		<ul style="list-style-type: none"> • Establish a regular review of values. 	During 2003, consultations were conducted to confirm the Statement of Values as part of the strategic planning renewal process.
		<ul style="list-style-type: none"> • Communicate the process and content of the Strategic Plan. 	Developed various materials in 2003 to distribute widely the Strategic Plan, Vision and Mission and Statement of Values.
			This will evolve further in the coming years and will become more of a priority in the Marketing Strategy as we work to further enhance the image of the College
		<ul style="list-style-type: none"> • 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 2003 strategic planning renewal process.
	12.3 Ensure the appropriateness of the organizational structure of RRC in view of the new realities in delivering education in the 21st Century.	<ul style="list-style-type: none"> • Review and organize the learning portfolio to accommodate program and enrolment growth and to establish a future focused structure. 	Completed consultations on the re-alignment of the Learning Portfolio (Academic Division), implementation of the new plan is scheduled for January - July 2004.

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> Develop strategies to encourage interdepartmental discussion and exploration of opportunities and issues. 	<p>Expanded SAC to include Computer Services, Continuing Education, Distance Education, Stevenson and Contract Training.</p> <p>Co-located faculty from different programs/departments in same offices at PSC.</p> <p>Developing joint CEI programming between Aboriginal Education, EET and Computer Education and Accounting departments.</p> <p>MET, Stevenson and EET departments involved in new partnership project with Standard Aero Ltd (SAL).</p> <p>Increased frequency of Deans and Chairs meetings from two per year to four per year.</p>
	12.4 Transform the image of the College.	<ul style="list-style-type: none"> Define and evolve RRC's brand as a learning college and as a contributor to Manitoba's economic prosperity through an integrated marketing strategy. Establish rapport with outside interests in lobbying on behalf of the College for recognition. 	<p>Ongoing initiative. Defining and evolving the "brand" is incorporated into all aspects of the Marketing Strategy.</p> <p>Developed new partnerships /projects with:</p> <ul style="list-style-type: none"> WD (biotech, culinary arts institute, applied research, digital media centre) IRAP (tech advisors located at PSC) SAL (RRC to participate in Technology Advancement Project) CAHRD (joint programming) TRLabs (digital media centre)
	12.5 Nurture an innovative and technology literate learning and work environment.	<ul style="list-style-type: none"> Develop a strategy to achieve increased funding for the advancement of technology in all aspects of the College. 	<p>Continued working with Western Diversification (WD) for support for Applied Research, new facilities, capital equipment.</p> <p>Launched the Princess Street Campus capital campaign.</p>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> Establish a program to encourage and reward faculty and staff in advancing their knowledge of innovation, technology, developing new adaptations of technology and integrating technology into their teaching and working systems. 	<p>Established a business plan for an Applied Research Office.</p> <p>Established a small scale applied research fund for faculty and staff to support innovation.</p> <p>Revised the Teaching Learning and Technology Resources plan.</p> <p>Supported the delivery of undergraduate (Ferris State University) and post graduate (Central Michigan University) programs for RRC faculty and staff.</p> <p>Faculty and staff have also been encouraged and rewarded through the use of special development funding to support research and exploration of new and innovative approaches to program content and the teaching and learning process. Some 24 projects have been supported with \$150, 000. In addition, the college helped facilitate the submission of 9 projects to the Winnipeg Foundation to a total of \$60,000.</p>



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