



Progress in Achieving the Vision 2004

*A report on
Operational Plan
achievements at
Red River College
during 2004*

January 2005



Introduction

This report documents the progress achieved by Red River College in 2004 to achieve its vision and mission. It is part of the College's annual Strategic Plan and Operational Plan review and renewal 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 2005-2010**, and **Red River College Operational Plan 2005-2010** detail the revised plan at the strategic and operational levels.

This report provides a qualitative and quantitative commentary on achievements.

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

In addition, a number of graphs and charts are included to illustrative the progress of Red River College in 2004.

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.		
	<p>1.1 Integrate a set of college-wide learning outcomes into all programs, and develop all newly funded programs in learning outcomes format.</p>	<ul style="list-style-type: none"> • Identify, define, develop and implement relevant assessment strategies for College learning outcomes. • Integrate learning outcomes into existing programs. • Integrate learning outcomes into all new programs. 	<p>In 2003/04, Program & Curriculum Development (P&CD) facilitated the inclusion of College Wide Learning Outcomes in the development of Graduate Profiles during the Program Renewal process.</p> <p>In November 2003, a Program & Curriculum Development (P&CD) staff member attended a conference in Charlottetown jointly hosted by Human Resource Skills Development (HRSDC) and the Association of Canadian Community Colleges (ACCC) to gather intelligence about the learning outcomes process and assessment methodologies.</p> <p>During 2003-04 the Curriculum Validation - Program Renewal process, P&CD developed comprehensive outcome statements for each of the following programs: Medical Radiological Technology, Geographic Information Systems, Culinary Arts, and Business/Technology Teacher Education.</p> <p>The P&CD department led the implementation of a standardized Course Outline (approved by the Senior Academic Committee [SAC] in December of 2003) that incorporates learning outcomes. This initiative is increasing the inclusion of learning outcomes into existing courses and programs.</p> <p>The P&CD department works with academic departments to provide training and support on developing learning outcomes. Four learning outcomes workshops were delivered and guest lectures were provided to the Certificate in Adult Education (CAE) program.</p> <p>In conjunction with the standardized Course Outline Web implementation, a Learning Outcomes Performance Support Web was developed; this is a web-based tool that assists instructional staff in writing Learning Outcomes.</p> <p>Curricula for all new programs are developed through the DACUM (Develop A CURriculum) process, which includes a check to ensure college wide learning outcomes are included.</p>
	<p>1.2 Seek national or professional recognition and accreditation in all academic programs where appropriate standards exist.</p>	<ul style="list-style-type: none"> • Each program to identify the appropriate accrediting body or standards setting organization(s). 	<p>This is a continuous initiative across all academic areas of the College.</p> <p>Some examples of accrediting bodies and accreditations include:</p> <p>The Human Resource Management (HRM) Certificate Program meets standards of the Human Resource Management Association of Manitoba (HRMAM), as well as national HR standards.</p> <p>A Cardiology Technology Certificate Program will be offered in 2005-2006 through a licensing agreement with Mohawk College. The Canadian Society of Cardiology Technologists has approved the program.</p>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
			<p>Transport Canada and the Canadian Association of Management Consultants (CAMC) set the standards for Aviation programs. The Canadian General Standards Board (CGSB) is the standards setting organization for Non-Destructive Testing courses offered at Stevenson Aviation and Aerospace Training Centre (SAATC).</p> <p>The Language Training Centre, under funding by the Centre for Canadian Language Benchmarks, has developed an occupational specific English test for internationally educated nurses and has requested approval of the test by nurse licensing bodies across Canada. To date, six licensing bodies have approved the test for use in their jurisdictions.</p> <p>The Canadian Information Processing Society (CIPS) has been identified as the accrediting body for the Computer Analyst/Programmer, the Computer Analyst/Programmer-Integrated, and the Information Systems Technology Programs.</p> <p>The Joint Baccalaureate Nursing (JBN) program is approved by the College of Registered Nurses of Manitoba (CRNM) and accredited by the Canadian Association of University Schools of Nursing (CAUSN). The Diploma Nursing (Accelerated) (DNA) Program and the RN Refresher Program are approved by the College of Registered Nurses of Manitoba (CRNM).</p> <p>The Professional Truck Driver Training Program is accredited through the Canadian Trucking Human Resource Council (CTHRC) and endorsed by the Manitoba Trucking Association.</p> <p>The Health Care Aide Program does not currently have an approval body, although RRC Nursing is actively involved in working on potential national and provincial approval standards.</p>
		<ul style="list-style-type: none"> Each program to undergo an accreditation or re-accreditation to achieve/maintain national accreditation status. 	<p>All academic programs undertake this process.</p> <p>Mechanical Engineering Technology was accredited by the Canadian Technology Accreditation Board (CTAB).</p> <p>The Early Childhood Education (ECE) program has been accredited by the Child Care Education Program Approval Committee (CCEPAC) until 2007.</p>
		<ul style="list-style-type: none"> Where national or international standards exist, the program will evaluate their curricula to ensure alignment with these standards. 	<p>The Financial Planning program is offered in conjunction with the Canadian Institute of Financial Planning to prepare students for the CFP examinations.</p>

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			<p>Distribution 1 and 2 courses are offered in conjunction with the Canadian Institute of Traffic and Transportation. Second level courses pertaining to business administration are recognized for credit by the Transportation Institute at the University of Manitoba.</p> <p>Project Management program is recognized and endorsed by the Manitoba Chapter of the Project Management Institute.</p> <p>Marine Emergency Duties A3 and A4 will be endorsed and approved by Transport Canada, Nautical Certification. All operators of small non-pleasure vessels will be required to have this certification. RRC will be serving all of Manitoba, Saskatchewan and Nunavut.</p> <p>Standards identified in Canadian Aviation Regulations (CARS) and Canadian Aviation Maintenance Council (CAMC) standards and compliance processes identified in approved policy manual at SAATC.</p> <p>Currently there is research underway about CAMC and CAAC accreditation for Aircraft Maintenance Engineer (AME) programs at SAATC.</p>
1.3	Ensure that curriculum is relevant and meets business, industry and community needs.	<ul style="list-style-type: none"> • Apply DACUM procedures when developing all new full-time programming. • Implement a curriculum validation process, which reviews all curricula for relevancy on a regular basis. 	<p>A DACUM is required for all new programs.</p> <p>P&CD facilitated 9 DACUM workshops in 2003/04.</p> <p>Three P&CD staff members began the process for DACUM Certification through the Canadian Vocation Association in June 2004.</p> <p>P&CD Introduced the Quality Assurance in Curriculum approach to Senior Academic Committee (SAC) in November 2002 and to Deans and Chairs in April 2003. This proposal recommended a re-definition of curriculum validation to include a 3-stage process incorporating curriculum validation and accreditation review.</p> <ol style="list-style-type: none"> 1. Face Validation 2. Curriculum Validation – Program Renewal; and 3. Accreditation Review (conducted by academic departments) <p>To accomplish this, P&CD designed a new element for curriculum validation called Face Validation. Together the 3 stages represent a coherent system for curricular quality.</p> <p>In 2003-2004, P&CD completed a 4 program pilot of the new Face Validation model in cooperation with Research and Planning.</p> <p>Twelve Face Validations will be completed in 2004-2005.</p> <p>Faculty curriculum committees and program advisory committees also review curricula on an annual basis.</p>

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		<ul style="list-style-type: none"> Develop a systematic process for curriculum management, including learning outcomes, course outlines, course content and delivery process. 	<p>Faculty committees and Program Advisory Committees review the results of the student evaluation of program and graduate survey results on an annual basis to ensure continuing relevance of the curriculum.</p> <p>The RRC standardized Course Outline was revised in December 2003. Standardized Content Templates for online course are currently being used by Distance Education.</p> <p>The Learning Outcomes Performance Support Web was completed in June 2004 and is currently available to all faculty at RRC. This tool provides instructors and others with around the clock support for developing learning outcomes.</p> <p>A research project to create Curriculum Management Policies and Processes is underway.</p>
		<ul style="list-style-type: none"> Establish strategies to ensure curricula are inclusive of Aboriginal perspectives, values and world-views. 	<p>In collaboration with the Dean of Aboriginal and Teacher Education (AATE), P&CD developed a graduate profile and learning outcomes of the Community-Centred Therapy program using the Medicine Wheel format.</p> <p>Ongoing inclusion of Aboriginal perspectives in all Aboriginal Education programs at the College.</p>
		<ul style="list-style-type: none"> Develop a curriculum database system for all course outlines in learning outcomes format. 	<p>In June 2004, P&CD, in collaboration with Computer Services, completed the pilot of the Course Outline Web, an online database that, when fully implemented, will provide RRC with a database of Course Outlines for all RRC Curricula. Currently there are over 300 course Outlines from 12 programs in the new system. Full-implementation is expected by September 2006.</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 always embedded in the process to develop and in the final documents of the College's Strategic and Operational plans.</p> <p>Research and Planning conducts several measures of improvement on an annual basis such as the student evaluation of programs, the graduate survey, college benchmarking, and annual enrolment and retention reports.</p>
		<ul style="list-style-type: none"> Create data collection, warehousing and reporting processes to ensure timely distribution of data and management information. 	<p>Computer Services facilitates cross departmental data collection, reporting and warehouse information. The development and integration of systems is a continuous process. Additional supports now include survey tools and OLAP reporting in many areas.</p>

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			<p>Data are gathered in a myriad of operational areas on a regular and special request basis. The College has a data warehouse that allows for the retrieval, analysis and reporting of data to external constituencies (such as the Council on Post-Secondary Education [COPSE]) and internal clients. There are a number of routine reports such as the COPSE Annual Statistical Compendium, Training Days Report and ESIS reporting. As well, data are collected through routine surveys such as the Student Evaluation of Program and the Graduates Satisfaction and Employment Survey, as well as special surveys such as the survey of First Nations High School Students.</p>
		<ul style="list-style-type: none"> Develop annual continuous improvement processes, which provide for input from key constituencies. 	<p>This is an on-going commitment in all areas of the College.</p> <p>The 2004 Strategic Planning process included a series of internal consultation forums for all staff to attend and participate in improving the college and developing a new plan for the future.</p> <p>In addition, in the fall of 2004 consultations began on a long term vision and plan for the College, looking ahead to 2020.</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> <p>The College annually benchmarks itself on several keys outcome measures with the 25 colleges in Ontario.</p> <p>During 2004 a new approach to program benchmarking was developed, piloted and implemented. The Face Validation Benchmarking Model will use quality control analysis to compare a program's performance to that of other programs in the college. This model will set college-wide standards and ensure that program benchmarks take into account variations from year to year and the nature of survey data. Program benchmarks will be set as the range between two standard deviations above and below the group mean. The benchmarking focuses on Attrition, Retention and Graduation, and Satisfaction Indicators. Certificate programs will only be compared to certificate programs and diploma programs will only be compared to diploma programs.</p>

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		<ul style="list-style-type: none"> Establish a quality management-training program that addresses quality improvement and customer service strategies college-wide. 	<p>A program outline has been developed and was presented to President's Council in November 2004 for discussion and directions.</p> <p>The Advanced Connections Customer Service Training Program is delivered on a regular basis to staff from across the College.</p>																											
		<ul style="list-style-type: none"> Develop and implement customer satisfaction programs throughout the College. 	<p>Research and Planning has developed a strategy to establish a routine satisfaction survey of employers of college graduates. This includes a questionnaire, fielding process and analysis approach. A pilot test of the strategy has been completed. A full scale of the system will occur in 2005.</p> <p>RRC conducts an annual Student Evaluation of Program Survey to measure satisfaction with programs, instruction, services and facilities. Findings are used to identify best practices and areas for improvement.</p> <p style="text-align: center;">Student Satisfaction with Program and Quality of Instruction Student Evaluation of Program Survey</p> <table border="1"> <caption>Student Satisfaction with Program and Quality of Instruction</caption> <thead> <tr> <th>Year</th> <th>Satisfaction with Program (%)</th> <th>Satisfaction with Quality of Instruction (%)</th> </tr> </thead> <tbody> <tr> <td>96-97</td> <td>79%</td> <td>76%</td> </tr> <tr> <td>97-98</td> <td>84%</td> <td>83%</td> </tr> <tr> <td>98-99</td> <td>84%</td> <td>82%</td> </tr> <tr> <td>99-00</td> <td>83%</td> <td>81%</td> </tr> <tr> <td>00-01</td> <td>84%</td> <td>81%</td> </tr> <tr> <td>01-02</td> <td>84%</td> <td>83%</td> </tr> <tr> <td>02-03</td> <td>86%</td> <td>84%</td> </tr> <tr> <td>03-04</td> <td>85%</td> <td>85%</td> </tr> </tbody> </table>	Year	Satisfaction with Program (%)	Satisfaction with Quality of Instruction (%)	96-97	79%	76%	97-98	84%	83%	98-99	84%	82%	99-00	83%	81%	00-01	84%	81%	01-02	84%	83%	02-03	86%	84%	03-04	85%	85%
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			<p data-bbox="1226 191 1877 240" style="text-align: center;">Student Assessment of College Facilities Meeting Their Needs and Student Satisfaction with College Services</p> <table border="1" data-bbox="1125 272 1978 649"> <caption>Student Assessment Data (1997-98 to 2003-04)</caption> <thead> <tr> <th>Year</th> <th>Facilities Meeting Student Needs (%)</th> <th>Satisfaction with College Services (%)</th> </tr> </thead> <tbody> <tr> <td>1997-98</td> <td>85%</td> <td>88%</td> </tr> <tr> <td>1998-99</td> <td>85%</td> <td>87%</td> </tr> <tr> <td>1999-00</td> <td>85%</td> <td>86%</td> </tr> <tr> <td>2000-01</td> <td>84%</td> <td>86%</td> </tr> <tr> <td>2001-02</td> <td>85%</td> <td>87%</td> </tr> <tr> <td>2002-03</td> <td>84%</td> <td>86%</td> </tr> <tr> <td>2003-04</td> <td>80%</td> <td>85%</td> </tr> </tbody> </table> <p data-bbox="1188 675 1612 717">Source: Research & Planning, Student Evaluation of Program Survey.</p> <p data-bbox="1108 760 1990 850">Enrolment Services conducted a Customer Service Survey in January 2004. 150 customers completed the survey at three locations (two at Notre Dame and one at Princess St. Campus).</p> <p data-bbox="1310 876 1793 922" style="text-align: center;">Enrolment Services Customer Satisfaction Survey January 2004</p> <table border="1" data-bbox="1138 941 1957 1299"> <caption>Enrolment Services Customer Satisfaction Survey Results (January 2004)</caption> <thead> <tr> <th>Statement</th> <th>Percentage of Respondents Who Strongly Agreed or Agreed (%)</th> </tr> </thead> <tbody> <tr> <td>My experience was a positive one.</td> <td>100%</td> </tr> <tr> <td>The reception area was inviting, clean, uncluttered, and well organized.</td> <td>100%</td> </tr> <tr> <td>There were enough staff members to serve the customers efficiently and in a timely manner.</td> <td>100%</td> </tr> <tr> <td>The staff member who assisted me greeted me in a friendly manner.</td> <td>100%</td> </tr> <tr> <td>The staff member who assisted me answered my questions thoroughly.</td> <td>100%</td> </tr> </tbody> </table> <p data-bbox="1201 1318 1957 1409"> <input type="checkbox"/> My experience was a positive one. <input type="checkbox"/> The reception area was inviting, clean, uncluttered, and well organized. <input type="checkbox"/> There were enough staff members to serve the customers efficiently and in a timely manner. <input type="checkbox"/> The staff member who assisted me greeted me in a friendly manner. <input type="checkbox"/> The staff member who assisted me answered my questions thoroughly. </p>	Year	Facilities Meeting Student Needs (%)	Satisfaction with College Services (%)	1997-98	85%	88%	1998-99	85%	87%	1999-00	85%	86%	2000-01	84%	86%	2001-02	85%	87%	2002-03	84%	86%	2003-04	80%	85%	Statement	Percentage of Respondents Who Strongly Agreed or Agreed (%)	My experience was a positive one.	100%	The reception area was inviting, clean, uncluttered, and well organized.	100%	There were enough staff members to serve the customers efficiently and in a timely manner.	100%	The staff member who assisted me greeted me in a friendly manner.	100%	The staff member who assisted me answered my questions thoroughly.	100%
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			<p>Continuing Education conducts a yearly survey of part-time Continuing Education students to ascertain student satisfaction and preferences.</p> <p style="text-align: center;">Part-time Continuing Education Students Satisfaction Rating of RRC</p> <table border="1"> <caption>Part-time Continuing Education Students Satisfaction Rating of RRC</caption> <thead> <tr> <th>Rating</th> <th>2003 (%)</th> <th>2002 (%)</th> </tr> </thead> <tbody> <tr> <td>Excellent</td> <td>35.0</td> <td>37.0</td> </tr> <tr> <td>Good</td> <td>54.0</td> <td>52.0</td> </tr> <tr> <td>Fair</td> <td>8.0</td> <td>9.0</td> </tr> <tr> <td>Not Satisfactory</td> <td>2.0</td> <td>1.0</td> </tr> </tbody> </table> <p style="text-align: center;">Part-time Continuing Education Students Who Registered in Person Quality of Customer Service Rating Fall 2003</p> <table border="1"> <caption>Part-time Continuing Education Students Who Registered in Person Quality of Customer Service Rating Fall 2003</caption> <thead> <tr> <th>Rating</th> <th>Princess Street Student Services Centre (%)</th> <th>Notre Dame Continuing Education Office (%)</th> </tr> </thead> <tbody> <tr> <td>Excellent</td> <td>30.0</td> <td>47.0</td> </tr> <tr> <td>Good</td> <td>54.0</td> <td>41.0</td> </tr> <tr> <td>Fair</td> <td>9.0</td> <td>8.0</td> </tr> <tr> <td>Not Satisfactory</td> <td>6.0</td> <td>3.0</td> </tr> </tbody> </table>	Rating	2003 (%)	2002 (%)	Excellent	35.0	37.0	Good	54.0	52.0	Fair	8.0	9.0	Not Satisfactory	2.0	1.0	Rating	Princess Street Student Services Centre (%)	Notre Dame Continuing Education Office (%)	Excellent	30.0	47.0	Good	54.0	41.0	Fair	9.0	8.0	Not Satisfactory	6.0	3.0
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		<ul style="list-style-type: none"> Provide independent operational assessments. 	A Strategic Plan was completed for Stevenson Aviation and Aerospace Training Centre.	
	1.5 Enhance library and media services to increase program delivery support and student learning.	<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. 	<p>The libraries at Notre Dame and Princess Street have a continuous program of acquisitions to maintain currency and relevancy in the collections for students and faculty.</p> <p>The Language Training Centre (LTC) continues to build its collection of ESL related materials for use by instructors with LTC students.</p>	
		<ul style="list-style-type: none"> Increase College access to information resources through networks, Internet and cooperative arrangements. 	<p>Student Mid-course Evaluation of Instruction feedback forms were made available through the P&CD Public Folder.</p> <p>Upgraded full text database for increased coverage.</p> <p>Added new database for business subjects.</p> <p>Electronic reserves implemented.</p> <p>Library Services is currently participating in a cooperative project to create Learning Objects Repository for Manitoba.</p> <p>A Learning Commons website was created for the PSC as part of a project working towards a Virtual Learning Commons.</p>	
		<ul style="list-style-type: none"> Develop an open access Learning Commons that includes a range of multi-media hardware and software. 	The Learning Commons, (a full service library and helpdesk that provides students with hardware, software, research and course-related assistance), is fully implemented at Princess Street Campus. Library Services is currently developing plans for a similar Learning Commons at the Notre Dame Campus (NDC).	
		<ul style="list-style-type: none"> Provide audio/visual technology needs for all instructional areas. 	<p>Upgraded equipment in the lecture theatres.</p> <p>Added auxiliary speakers to selected classrooms.</p> <p>Provided operational guides in spaces with installed data projectors.</p>	
		<ul style="list-style-type: none"> Improve and expand the provision of library services. 	<p>Initiated project to create a web-based customizable research skills course using Robodemo software.</p> <p>Library staff are revising and adding web-based resources for specific subjects.</p>	
		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. 	This process continues to be explored. Discussions have taken place with two of the largest food services providers in North America. The intent is to determine the type of capital investment and quality food service a provider is willing to consider for a multi-year contract.

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> <li data-bbox="657 305 1085 487">• Conduct a series of workshops and information sessions for staff on the programs and services available through the various departments within Administrative Affairs. <li data-bbox="657 1182 1085 1307">• Conduct surveys and focus group sessions to determine effectiveness of services provided. 	<p data-bbox="1106 170 1988 259">A Tim Horton's product license agreement is currently being assessed for the Notre Dame Campus (NDC). A Tim Horton's will require significant investment but is expected to enhance revenues considerably.</p> <p data-bbox="1106 305 1988 394">Over the past three years, orientations have been provided to all new staff. In the future, as part of the "College Annual Orientation Briefing" there will be time devoted to campus services provided at PSC.</p> <p data-bbox="1106 402 1988 462">Auxiliary Services information sessions are currently scheduled for the beginning of each academic year.</p> <p data-bbox="1106 470 1988 531">Currently environmental/recycling information is provided to new staff and students. An overview of Facilities will be provided as well.</p> <p data-bbox="1106 539 1988 662">As part of an ongoing operational strategy, Environmental Health, Safety & Insurance Services (EHSIS) is involved in all employee and many student orientations. Many staff training programs offered and some under development.</p> <p data-bbox="1106 670 1988 763">Security Services attend, on a regular basis, staff and student orientation sessions as well as laptop rollout sessions to provide information on services provided by Security.</p> <p data-bbox="1106 771 1988 831">An ongoing submission in <i>Headlines</i> titled 'Security News' provides staff with information about security issues.</p> <p data-bbox="1106 852 1988 945">Corporate Legal Services provides information sessions on the development and administration of agreements in conjunction with Contract Training.</p> <p data-bbox="1106 953 1988 1013">Information sessions are currently being conducted respecting Freedom of Information and Protection of Privacy Act (FIPPA) legislation.</p> <p data-bbox="1106 1021 1988 1177">To assist in achieving good communication between the academic and support departments at Princess Street Campus (PSC) and improve the level of service, meetings are held three times a year with applicable representatives. Meetings are scheduled for September, January and May, with the first of these meetings being held in September 2004.</p> <p data-bbox="1106 1185 1988 1245">A Food Service Survey was conducted during 2004. Results are currently being tabulated.</p> <p data-bbox="1106 1253 1988 1313">Safety inspections by the Workplace Safety & Health Committee assist in assessing services provided.</p>

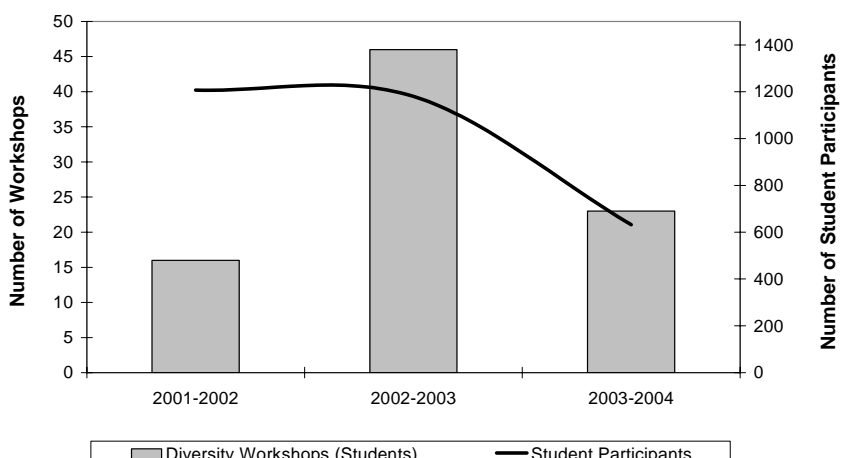
	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
	<p>1.7 Develop capability to undertake applied research on a cost-recovery basis.</p>	<ul style="list-style-type: none"> • Seek institutional eligibility status of Natural Science and Engineering Research Council (NSERC) and other major research funding agencies. • Include applied research projects as part of academic programs where appropriate. • Develop research protocols. 	<p>NSERC eligibility has been achieved. Applications for eligibility for Social Sciences and Humanities Research Council (SSHRC) and Canadian Institutes of Health Research (CIHR) grants are currently in progress. Approval is expected by January, 2005.</p> <p>RRC is currently developing a suite of programs to serve the needs of the Biotechnology/Pharmaceutical industries. One of these programs incorporates an in-house applied research program to develop capacity. A Natural Sciences and Engineering Research Council (NSERC) grant application has been submitted.</p> <p>Applied research projects are included in the final year of the Civil Technology program</p> <p>Design projects are included in the final year of Electrical/ Electronic Technology (EET) programs.</p> <p>Mechanical Engineering Technology (MET) students are designing and building a solar powered car for the 2005 international Solar Challenge race.</p> <p>NSERC has funded a three year college and community innovation project which will allow RRC students to become more involved in Applied Research projects.</p> <p>The development of research protocols is initially being undertaken in conjunction with research projects.</p>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> Develop and implement comprehensive research policies and procedures. 	<p>A Research Policies Handbook was prepared by Research and Planning. The Handbook includes policies on:</p> <ol style="list-style-type: none"> 1. Integrity in Research and Scholarship; 2. Research involving Human Subjects (as well as an Application procedure and a Submission Form); 3. Animal Care and Research; 4. Conflict of Interest in Research; 5. Conflict of Commitment; 6. Student Rights in the Conduct of Research; and 7. Research involving Bio-hazards, Radioactive materials 8. Research in the Yukon, Northwest Territories and Nunavut. 9. Research Administration 10. Recovery of Costs of Research; and 11. Approval to forward an application for research funds to an external sponsor. <p>A companion document, "Guide for Applied Researchers", will be developed by Applied Research & Commercialization.</p>
		<ul style="list-style-type: none"> Seek joint applied research opportunities with other institutions. 	<p>The Applied Research Office is currently in discussions with TRILabs, the University of Winnipeg, the University of Manitoba, and the National Research Council's Institute for Bio-Diagnostics.</p>
		<ul style="list-style-type: none"> Develop the Centre for Applied Research in Sustainable Infrastructure. 	<p>Design-Build is in progress, building completion targeted by July, 2005.</p>
		<ul style="list-style-type: none"> Establish a Bio Sciences Research Laboratory with support from Western Diversification (WD) and the College Expansion Initiative (CEI). 	<p>Currently underway. Phase 1 of the Biosciences research lab will be built in 2004 with funding from the College Expansion Initiative (CEI). The Laboratory is being built on the second floor of building A.</p> <p>Western Diversification (WD) has been approached for funding and a revised proposal will be submitted in 2005.</p>
		<ul style="list-style-type: none"> Establish strategies to build internal applied research capacity. 	<p>The Applied Research Office is planning an education and awareness program and will build from and leverage the results of research projects.</p>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> • Seek Research grants to support the College's applied research agenda. • Establish and foster strategic alliances to support the growth of applied research. • Develop strategies to manage intellectual property issues and to initiate technology transfer and commercialization. 	<p>A workshop was conducted for faculty and staff on Research ethics, including a discussion on integrity in research and scholarship and on research involving human subjects.</p> <p>Prepared and submitted a grant application to the Natural Sciences and Engineering Research Council (NSERC) for the Leading Advanced Manufacturing Program. The application was successful and received funding.</p> <p>The Applied Research Office is currently in discussions with TRILabs, the University of Winnipeg, the University of Manitoba, and the National Research Council's Institute for Bio-Diagnostics.</p> <p>This item will initially be addressed through education and awareness initiatives as well as targeted project proposals.</p>
	<p>1.8 Enhance the College facilities to support friendly and efficient customer service.</p>	<ul style="list-style-type: none"> • Relocate all enrolment and student support services for student convenience and accessibility. • Pursue, in partnership with the Student's Association, the development of Student Street. • Pursue the development of a long-term (20-25 years) Campuses Plan. 	<p>A new Student Service Centre was constructed on the first floor of Building D at the Notre Dame Campus and opened in September 2004. The Centre functions as a one-stop Information Centre for students, providing them with information and services about full-time programs, CE programs, tuition and fees, academic and PLAR advising and ID cards. This is the first phase in the project to relocate all of Enrolment Services from the 3rd floor of Building C to the 1st floor of Building D.</p> <p>Counseling and Career and Employment Services were also relocated to renovated space in D102, directly across the hall from the Student Service Centre.</p> <p>The Dean, Student Services chairs the Board of the SA Building Fund Inc. The Board raises and approves funds for the construction of projects identified in the Student Street Plan. The OX, the store operated by the SA at the Notre Dame Campus was expanded and renovated in the summer of 2004. One of the locker bays on the Mall Level of Building E has been renovated to create a new study area for students.</p> <p>A Campus Planner will be hired in the near term to commence work on a Campus Master Plan.</p> <p>Initial consultations on a framework for a long-term campuses plan have started.</p>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> Develop a 5 to 10 year Facilities Plan. 	<p>A Campus Planner will be hired in the near term to facilitate this process.</p>
		<ul style="list-style-type: none"> Pursue the development of increasing parking at the Notre Dame Campus. 	<p>Proposals have been developed and Class III estimates are available. Further work requires availability of funds and more important, demand.</p>
		<ul style="list-style-type: none"> Review signage at the Notre Dame Campus to improve ease of understanding and access. 	<p>A study was performed by the Manager, Diversity and Immigrant Student Support. Funding is required for implementation.</p>
		<ul style="list-style-type: none"> Pursue the development of a strategy to support Regional Campus delivery expansion and integration in the community. 	<p>In August 2004, Winkler Campus underwent a major renovation. Minor renovations to the Winkler Community Learning Centre were also completed.</p> <p>In August 2004, Steinbach Campus expanded its facilities by leasing and renovating a significant amount of space at the Steinbach Arts Council.</p>
		<ul style="list-style-type: none"> Establish an approach to a network of RRC Adult Learning Centres. 	<p>As of September 2004, the College's Adult Learning Centres in Winnipeg, Winkler and St. Pierre were renewed and funding for a new centre in Steinbach was received. All centres have been registered by Adult Learning and Literacy, Manitoba Advanced Education and Training with one Education Director identified by RRC. The Education Director has the ability to grant high school diplomas to students who have gained appropriate credits.</p> <p>Between December 2003 and July 2004, Winkler Campus managed the Roseau River Adult Learning Centre, on behalf of the Roseau River First Nation, as a satellite of the Winkler Community Learning Centre.</p> <p>In September 2004, the Steinbach Community Learning Centre was established as a branch of Steinbach Campus.</p>
		<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 areas. 	<p>The Diversity and Immigrant Student Support office relocated to D105 to be close to the new Student Service Centre and Counseling Services. The new office also provides space for students to study, socialize with others and access resource material.</p> <p>A proposal for establishment of a Centre for Immigrant and International Students was submitted to Facilities Committee for consideration and incorporated in the International Education's Business Plan.</p>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> Develop strategies to upgrade and modernize facilities in J, M, and B buildings. 	<p>This is an ongoing project to upgrade the Notre Dame Campus and will be part of a campus master plan.</p>
		<ul style="list-style-type: none"> Develop a long term strategy for facilities to support Heavy Equipment Transportation Training. 	<p>A long-term plan for this area is being developed. A consultant was retained to assess the program needs, create an initial space plan, and identify the least cost options for acquiring the required facilities. Design options for a new facility will be completed by January 2005. Transportation & Government Services (TGS) has been advised that replacement Heavy Equipment Training Centre (HETC) facilities are a top capital priority for 2005.</p>
		<ul style="list-style-type: none"> Review the appropriateness of incorporating Customer [Citizen] Relationship Management (CRM) into RRC's strategy, operations and relationships. 	<p>A review was conducted and at this time it was determined that such software should wait until an approach to an overall integrated information system for the College was completed.</p>
		<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. 	<p>Library Services renovated circulation and reference service desks to enhance appearance and functionality. Old CRT monitors were replaced with LCD monitors to reduce barriers at service desks. In addition, book and journal stacks were re-aligned to allow wheelchair access between rows. The relocation of Counseling and Career and Employment Services to D102 resulted in additional space available for tutoring services and exam accommodations in room D110. Some projects that have been identified are waiting funding, such as Tim Horton's, The Buffalo, Continuing Education, Facilities, HR, etc.</p>
	<p>1.9 Develop and implement new means to adapt programs to the growing global marketplace.</p>	<ul style="list-style-type: none"> Develop a strategy to grant applied degrees, including advocacy for the required legislative changes. 	<p>A strategy to engage the government in a discussion on applied degrees was approved by the board in 2003. RRC completed a draft discussion paper and had preliminary discussions with COPSE. The discussion paper was revised based on COPSE feedback. Review by the Deputy Minister is expected to take place during the first half of 2005.</p>
		<ul style="list-style-type: none"> Designate and develop one or more programs for applied degree status. 	<p>A three year accelerated Nursing degree program has been designed and forwarded to COPSE. Other program areas identified for applied degree development are Manufacturing and Information technologies, including GIS.</p>

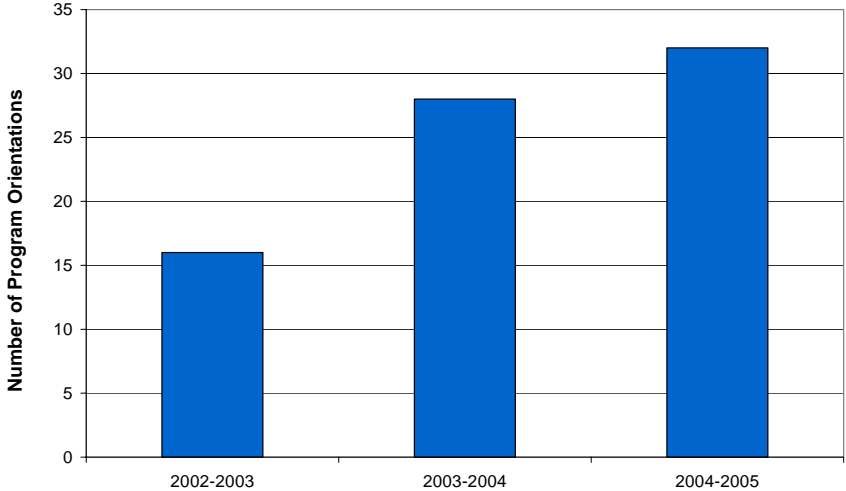
	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE												
		<ul style="list-style-type: none"> Determine the market demand and need for applied degrees in specific programs. 	<p>Manufacturing and IT sectors have confirmed the need for and their support of applied degrees.</p>												
		<ul style="list-style-type: none"> Develop and implement strategies to ensure all new programs include recognition of a global economy and the workplace as pluralistic and diverse. 	<p>A “Values, Ethics and Social Responsibility” course was piloted in the Industrial Technology and Business Divisions in 2003-04. The goal is to have this course included in all college programs.</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 Diversity and Immigrant Student Support Manager delivered a number of Diversity workshops to students and staff. Additionally, the Diversity and Immigrant Student Support office delivered 36 College-wide diversity events attended by 2,029 students and staff, wrote 8 Cultural Insights columns for the Projector and had three week-long displays at both the Notre Dame and Princess Street Campuses.</p> <p style="text-align: center;">Diversity and Immigrant Student Support Diversity Workshops for Red River College Students</p>  <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>Data for Diversity Workshops for Red River College Students</caption> <thead> <tr> <th>Year</th> <th>Diversity Workshops (Students)</th> <th>Student Participants</th> </tr> </thead> <tbody> <tr> <td>2001-2002</td> <td>16</td> <td>1200</td> </tr> <tr> <td>2002-2003</td> <td>46</td> <td>1250</td> </tr> <tr> <td>2003-2004</td> <td>23</td> <td>650</td> </tr> </tbody> </table>	Year	Diversity Workshops (Students)	Student Participants	2001-2002	16	1200	2002-2003	46	1250	2003-2004	23	650
Year	Diversity Workshops (Students)	Student Participants													
2001-2002	16	1200													
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	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE												
			<p style="text-align: center;">Diversity and Immigrant Student Support Diversity Workshops for Red River College Staff</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>Data for Diversity Workshops and Staff Participants</caption> <thead> <tr> <th>Year</th> <th>Diversity Workshops (Staff)</th> <th>Staff Participants</th> </tr> </thead> <tbody> <tr> <td>2001-2002</td> <td>2</td> <td>~50</td> </tr> <tr> <td>2002-2003</td> <td>4</td> <td>~70</td> </tr> <tr> <td>2003-2004</td> <td>4</td> <td>~60</td> </tr> </tbody> </table>	Year	Diversity Workshops (Staff)	Staff Participants	2001-2002	2	~50	2002-2003	4	~70	2003-2004	4	~60
Year	Diversity Workshops (Staff)	Staff Participants													
2001-2002	2	~50													
2002-2003	4	~70													
2003-2004	4	~60													
	<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. Review and revise the plan for congruency & support for the provincial and federal innovation agendas. Implement the Learning Portfolio Change Management Strategy. 	<p>Phase IV of the College Expansion Initiative (CEI) was implemented in 2003-04. The CEI at RRC was modeled on the RRC Academic Expansion Plan and has been updated regularly to reflect alterations in the priorities of the College, government and the labor market. Two or three additional programs will be initiated in 2004-05.</p> <p>The Applied Research and Commercialization office was established in 2003-04 to support the innovation agendas. RRC was selected as one of six colleges to participate in the NSERC Community and College Innovation Pilot project</p> <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> <p>The revised learning portfolio was implemented in July 2004.</p>												

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
	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>Staff Development is working with Curriculum & Learning Resources (CLR) and Teacher Education on an ongoing basis to improve learning opportunities through special events such as College Day, Teaching, Learning Technology Centre (TLTC) workshops, Certificate in Adult Education (CAE) orientation and workshops, Spring Series Workshops, Great Teachers Seminars and Web resources.</p> <p>P&CD provided online learning and instructional design expertise (including adaptation of the course using standardized online templates) in the development and pilot delivery of the PLAR Foundation Training Online course and the PLAR Practitioner Training Online course.</p> <p>The new Learning Outcomes Performance Support Web provides instructors and others with 24-7 online support for developing learning outcomes.</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. 	The College has a standardized Course Outline. A variety of workshops are provided to faculty and CAE students on the Course Outline, Course Content Planning, and Learning Outcomes.
		<ul style="list-style-type: none"> Review and establish a revised student evaluation of instruction system (in an electronic format). 	This project is still in the pilot stage. In 2004, an Online Student Evaluation of Instruction Focus Group was held and a final report prepared. Further work is being done to modify the approach to improve participation.
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 	An additional academic advisor was hired in August 2004. As a result, one academic advisor is now located at the Princess St. Campus full time. There are two academic advisors at the Notre Dame Campus.

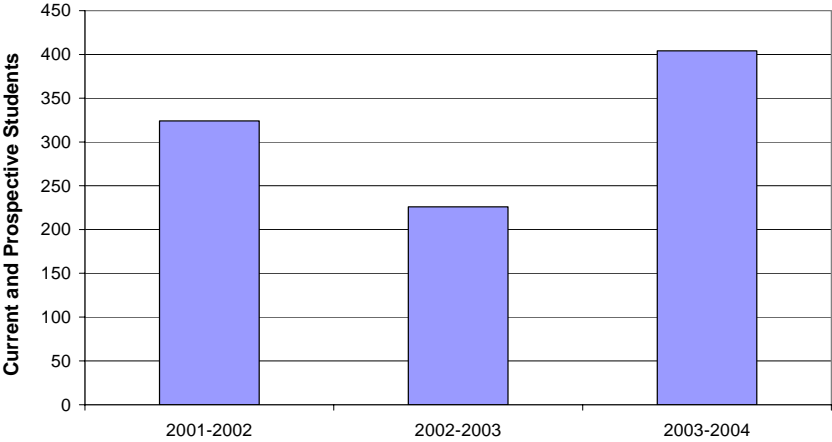
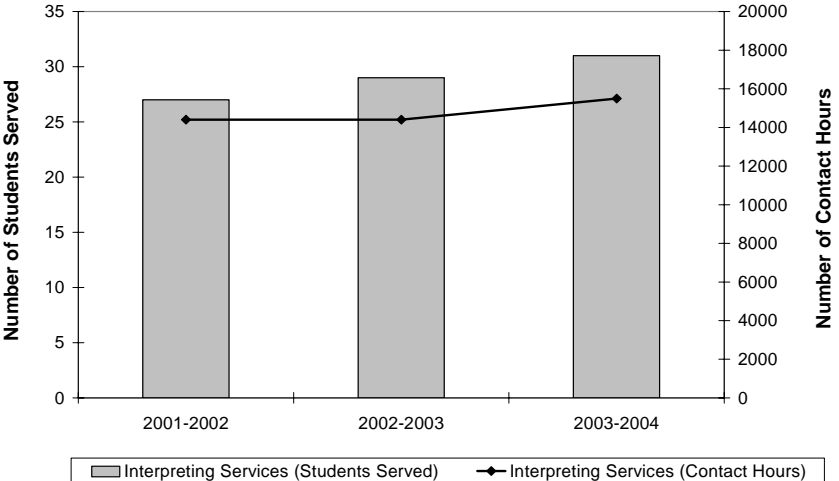
	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE									
			<p style="text-align: center;">Academic Advising</p> <table border="1"> <caption>Academic Advising Data</caption> <thead> <tr> <th>Year</th> <th>Prospective Students</th> <th>Current Students</th> </tr> </thead> <tbody> <tr> <td>2002/03</td> <td>~3100</td> <td>~200</td> </tr> <tr> <td>2003/04</td> <td>~3000</td> <td>~150</td> </tr> </tbody> </table>	Year	Prospective Students	Current Students	2002/03	~3100	~200	2003/04	~3000	~150
Year	Prospective Students	Current Students										
2002/03	~3100	~200										
2003/04	~3000	~150										

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE																
		<ul style="list-style-type: none"> Develop strategies to facilitate the transition to College life. Ref. 2.4 	<p>The Diversity and Immigrant Student Support office provided advising services to 384 prospective and current students.</p> <p style="text-align: center;">Diversity and Immigrant Student Support One on One Advising Student Contacts</p> <table border="1"> <caption>Diversity and Immigrant Student Support One on One Advising Student Contacts</caption> <thead> <tr> <th>Year</th> <th>Current Students</th> <th>Prospective Students</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>2001-2002</td> <td>115</td> <td>110</td> <td>225</td> </tr> <tr> <td>2002-2003</td> <td>180</td> <td>120</td> <td>300</td> </tr> <tr> <td>2003-2004</td> <td>200</td> <td>184</td> <td>384</td> </tr> </tbody> </table>	Year	Current Students	Prospective Students	Total	2001-2002	115	110	225	2002-2003	180	120	300	2003-2004	200	184	384
Year	Current Students	Prospective Students	Total																
2001-2002	115	110	225																
2002-2003	180	120	300																
2003-2004	200	184	384																
			<p>A new student orientation program focusing on maintaining the first day enthusiasm and interest in college programs has been developed. Presentations on student services were made at 32 program orientations in the fall of 2004. 1736 students participated.</p>																

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE								
		<ul style="list-style-type: none"> Assist in the reduction of financial barriers to college education. 	<p style="text-align: center;">Student Services Participation in Program Orientations</p>  <table border="1" data-bbox="1138 246 1978 734"> <caption>Student Services Participation in Program Orientations</caption> <thead> <tr> <th>Year</th> <th>Number of Program Orientations</th> </tr> </thead> <tbody> <tr> <td>2002-2003</td> <td>16</td> </tr> <tr> <td>2003-2004</td> <td>28</td> </tr> <tr> <td>2004-2005</td> <td>32</td> </tr> </tbody> </table> <p>The Development Office works closely with Student Services to determine scholarship and bursaries opportunities for students. The College's award endowment is now over \$6.4 million and provides 250 scholarships and bursaries annually.</p>	Year	Number of Program Orientations	2002-2003	16	2003-2004	28	2004-2005	32
Year	Number of Program Orientations										
2002-2003	16										
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	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE												
			<p style="text-align: center;">Scholarships and Bursaries Awards Administered by the College¹</p> <table border="1"> <caption>Scholarships and Bursaries Awards Administered by the College¹</caption> <thead> <tr> <th>Year</th> <th>Number of Awards</th> <th>Value of Awards (\$)</th> </tr> </thead> <tbody> <tr> <td>2001-2002</td> <td>~570</td> <td>~\$265,000</td> </tr> <tr> <td>2002-2003</td> <td>~575</td> <td>~\$295,000</td> </tr> <tr> <td>2003-2004</td> <td>~660</td> <td>~\$310,000</td> </tr> </tbody> </table> <p>1. Some awards administered by the College may be externally funded.</p>	Year	Number of Awards	Value of Awards (\$)	2001-2002	~570	~\$265,000	2002-2003	~575	~\$295,000	2003-2004	~660	~\$310,000
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		<ul style="list-style-type: none"> Establish strategies to support students with a variety of personal, cultural, academic, vocational and socio-economic challenges. 	<p>An Elder in Residence program was established for both the Princess Street and Notre Dame campuses.</p> <hr/> <p>A new counselor position for Aboriginal students was established in 2004.</p> <hr/> <p>The provision of assessment services in the area of learning disabilities continues to increase along with diagnostic testing to determine competency levels in reading, math, and science.</p>												

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE												
			<p style="text-align: center;">Assessment Services</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>Assessment Services Data</caption> <thead> <tr> <th>Year</th> <th>Learning Difficulty Assessments</th> <th>Diagnostic Assessments</th> </tr> </thead> <tbody> <tr> <td>2001-2002</td> <td>~140</td> <td>~145</td> </tr> <tr> <td>2002-2003</td> <td>~55</td> <td>~150</td> </tr> <tr> <td>2003-2004</td> <td>~70</td> <td>~340</td> </tr> </tbody> </table> <p>Most of the diagnostic assessments were administered to students in the trades programs. Following the delivery of the results of both types of assessments, students are offered a range of support services to facilitate their success.</p> <p>The Diversity and Immigrant Student Support office piloted the Cultural and Language Mentor program with 37 immigrant, international and non-immigrant students being paired into 16 partnerships. The office also conducted 93 consultations with 37 faculty and staff; coordinated delivery of 33 Student Service Divisions orientations and delivered 7 of those; and distributed over 2000 copies of the Guide for Immigrant and ESL Student booklets.</p> <p>Current students with various physical, mental and learning disabilities are provided with a range of counseling and educational support services. Prospective students receive counseling assistance in the selection programs and in the development of an educational plan with appropriate accommodations and supports. Of the 404 students receiving assistance in 2003 -2004, 223 were current students on course.</p>	Year	Learning Difficulty Assessments	Diagnostic Assessments	2001-2002	~140	~145	2002-2003	~55	~150	2003-2004	~70	~340
Year	Learning Difficulty Assessments	Diagnostic Assessments													
2001-2002	~140	~145													
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	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE																				
			<p data-bbox="1310 196 1860 240" style="text-align: center;">Disabled Students Access of Counseling and Educational Support Services</p>  <table border="1" data-bbox="1150 272 1976 711"> <caption>Disabled Students - Access of Counseling and Educational Support Services</caption> <thead> <tr> <th>Year</th> <th>Current and Prospective Students</th> </tr> </thead> <tbody> <tr> <td>2001-2002</td> <td>325</td> </tr> <tr> <td>2002-2003</td> <td>230</td> </tr> <tr> <td>2003-2004</td> <td>405</td> </tr> </tbody> </table> <p data-bbox="1108 760 1982 850">Interpreting Services continues to provide American Sign Language (ASL) – English interpreting and computerized note taking to Deaf and hard of hearing students.</p> <p data-bbox="1444 878 1650 899" style="text-align: center;">Interpreting Services</p>  <table border="1" data-bbox="1136 932 1969 1409"> <caption>Interpreting Services</caption> <thead> <tr> <th>Year</th> <th>Number of Students Served</th> <th>Number of Contact Hours</th> </tr> </thead> <tbody> <tr> <td>2001-2002</td> <td>27</td> <td>15000</td> </tr> <tr> <td>2002-2003</td> <td>29</td> <td>15000</td> </tr> <tr> <td>2003-2004</td> <td>31</td> <td>16000</td> </tr> </tbody> </table>	Year	Current and Prospective Students	2001-2002	325	2002-2003	230	2003-2004	405	Year	Number of Students Served	Number of Contact Hours	2001-2002	27	15000	2002-2003	29	15000	2003-2004	31	16000
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2003-2004	31	16000																					

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> Establish systematic techniques to understand student needs, issues and priorities. 	As part of an overall Student Retention Strategy the college plans to implement the Freshman Integration and Tracking (FIT) system developed at Humber College that will identify students at risk. Appropriate interventions will be developed to assist these students.
		<ul style="list-style-type: none"> Establish a strategy to work towards a comprehensive Learning Assistance Centre. 	The need for a Learning Skills Specialist/Manager to develop the services of a Comprehensive Learning Assistance Centre has been identified. Budget limitations have not allowed for the addition of this position.
	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. 	The opening of the Student Service Centre at the Notre Dame Campus significantly improved the "first point of contact" information service. All telephone calls to Enrolment Services, including the Student Service Centres at both Princess Street and Notre Dame campuses are responded to centrally first and redirected to other areas in Enrolment Services as appropriate. The College Contact Resource Management system is being used to capture information on persons making inquiries in order to support targeted mailing.
		<ul style="list-style-type: none"> Continue proactively to work towards achieving a representative student population that reflects the diversity of the community served. 	The Diversity and Immigrant Student Support office maintains ongoing contact with immigrant serving agencies and high school ESL teachers and counselors that in 2003/04 included : College and University Bound program, Fort Garry Community Network Immigrant Outreach, Gordon Bell High School ESL teachers and counselors, International Centre of Winnipeg, Jewish Child and Family Services Immigrant Support, Manitoba Immigration and Settlement branch, Mount Carmel Clinic, Westminster United Church Refugee Committee, Winnipeg Child and Family Services, Winnipeg School Division Community Liaison Officers, Worker's Compensation Board, and members of the Korean and Sri Lankan communities among others.

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE																																				
			<p style="text-align: center;">Student Population by Immigration Status Permanent Residents</p> <table border="1"> <caption>Student Population by Immigration Status - Permanent Residents</caption> <thead> <tr> <th>Year</th> <th>Number of Permanent Residents</th> <th>Proportion of Student Population</th> </tr> </thead> <tbody> <tr> <td>1999-00</td> <td>500</td> <td>7.2%</td> </tr> <tr> <td>2000-01</td> <td>590</td> <td>7.8%</td> </tr> <tr> <td>2001-02</td> <td>640</td> <td>8.0%</td> </tr> <tr> <td>2002-03</td> <td>720</td> <td>8.5%</td> </tr> <tr> <td>2003-04</td> <td>800</td> <td>9.0%</td> </tr> </tbody> </table> <hr/> <p style="text-align: center;">Aboriginal Enrolment at Red River College¹</p> <table border="1"> <caption>Aboriginal Enrolment at Red River College</caption> <thead> <tr> <th>Year</th> <th>Number of Aboriginal Students</th> <th>Aboriginal Students as a Proportion of Student Population</th> </tr> </thead> <tbody> <tr> <td>1999-00</td> <td>680</td> <td>9.5%</td> </tr> <tr> <td>2000-01</td> <td>750</td> <td>9.2%</td> </tr> <tr> <td>2001-02</td> <td>800</td> <td>9.5%</td> </tr> <tr> <td>2002-03</td> <td>750</td> <td>8.5%</td> </tr> <tr> <td>2003-04</td> <td>780</td> <td>8.5%</td> </tr> </tbody> </table> <p><small>1. Aboriginal Identity is self-declared on the application form. As the declaration is voluntary the numbers reported would be less than the total number of Aboriginal students at the College.</small></p>	Year	Number of Permanent Residents	Proportion of Student Population	1999-00	500	7.2%	2000-01	590	7.8%	2001-02	640	8.0%	2002-03	720	8.5%	2003-04	800	9.0%	Year	Number of Aboriginal Students	Aboriginal Students as a Proportion of Student Population	1999-00	680	9.5%	2000-01	750	9.2%	2001-02	800	9.5%	2002-03	750	8.5%	2003-04	780	8.5%
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			<p style="text-align: center;">Selected Demographics of Regular Day Program Students</p> <table border="1"> <caption>Selected Demographics of Regular Day Program Students</caption> <thead> <tr> <th>Year</th> <th>Aboriginal Students (%)</th> <th>Visible Minority Students (%)</th> <th>Students with a disability (%)</th> </tr> </thead> <tbody> <tr> <td>2002</td> <td>14</td> <td>17</td> <td>7</td> </tr> <tr> <td>2003</td> <td>17</td> <td>15</td> <td>7</td> </tr> <tr> <td>2004</td> <td>16</td> <td>17</td> <td>6</td> </tr> </tbody> </table> <p>Source: Canadian College Student Financial Survey - RRC Results.</p> <p>Legend: Aboriginal Students Visible Minority Students Students with a disability</p>	Year	Aboriginal Students (%)	Visible Minority Students (%)	Students with a disability (%)	2002	14	17	7	2003	17	15	7	2004	16	17	6
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2002	14	17	7																
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2004	16	17	6																
		<ul style="list-style-type: none"> Continue to develop strong links with high school counselors and students and implement a strategy to access teachers. 	<p>Recruitment staff continue to work with high school counselors to raise awareness of college programming and promote the college as the preferred option for post-secondary education. High School counselors receive a quarterly newsletter from the College featuring news about programs.</p> <p>Two Counselor Information Sessions were held at the Princess St. Campus for the first time in September 2004. The sessions attracted 145 counselors from high schools and agencies serving special needs groups. Counselors heard presentations on programs in Creative Arts, Business, and Electrical/Electronic Technology housed at PSC as well as a presentation on the success of College graduates.</p>																
		<ul style="list-style-type: none"> Ensure the provision of appropriate academic advising for prospective and current students at all campuses. 	<p>A survey on academic advising in program areas conducted in the fall of 2004 revealed that all programs provide academic advising for prospective and current students at all campuses. Most advising is informal. Six program areas indicated that formal academic advising is provided by coordinators. Two program areas have a formal advising program that involves assigning a small number of students to an instructor who has responsibility for providing academic advising to these students. In certain trades programs, class instructors act as academic advisors.</p>																

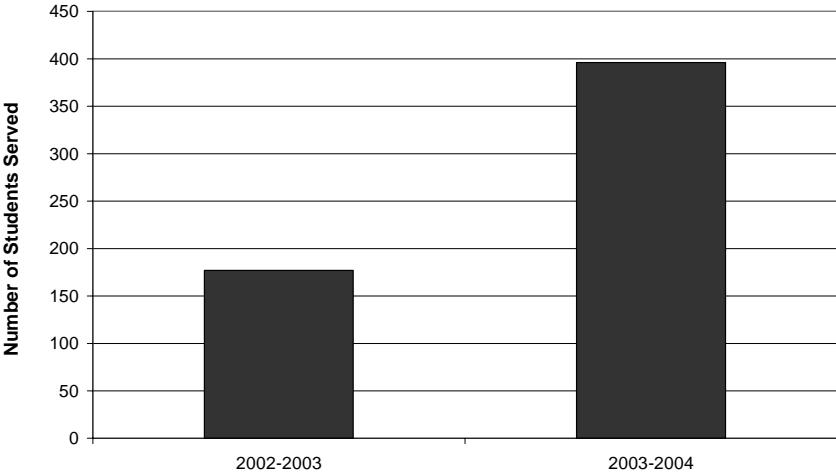
	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
			Academic advising to prospective and current students is also provided by two professional academic advisors and a PLAR advisor at the Notre Dame Campus and one academic advisor at the Princess St. Campus. Academic advising is also provided by the counselor located at the Main St. Campus and by the Diversity and Immigrant Student Support Office.
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.	<ul style="list-style-type: none"> Continue to plan for the acquisition and/or enhanced development of the SIS to include e-commerce, web-enabled services such as admissions, registration, advising, financial aid, billing, payment, access to records and job placement. Ref. 6.2 and 6.4 	<p>The SIS Steering Committee viewed demonstrations of student systems from 2 vendors. Both systems are able to address the needs of the College. A request for proposal for an ERP (Enterprise Resource Planning) System was issued and the response received evaluated in the fall of 2004. A business plan has been prepared and approval to purchase the selected ERP System which is an integrated Student, HR and Finance system will be sought from President's Council, the Board of Governors and COPSE.</p> <p>The addition of the Payment Handler, Course Outlines Web Application, on-line Case log and enhancement of ME@ and CRM are a result of our client (student and staff) focus.</p>
2.4	Develop a comprehensive approach to increase student retention and success.	<ul style="list-style-type: none"> Develop longitudinal statistical reporting on student retention, persistence and attrition for each program. 	RRC along with Assiniboine Community College (ACC) and University College of the North (UCN) is working with the Council on Post-secondary Education (COPSE) to develop a common retention and graduation recording and reporting system.

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE																														
			<p>All certificate programs have been reported using the new reporting system.</p> <p style="text-align: center;">College Level Benchmarks Certificate Programs</p> <table border="1"> <caption>College Level Benchmarks Data</caption> <thead> <tr> <th>Year</th> <th>Retention Rate</th> <th>Attrition Rate</th> <th>Graduation Rate</th> <th>Non-graduation Rate</th> </tr> </thead> <tbody> <tr> <td>1998-99</td> <td>76.6%</td> <td>23.4%</td> <td>67.0%</td> <td>9.6%</td> </tr> <tr> <td>1999-00</td> <td>80.2%</td> <td>19.8%</td> <td>68.6%</td> <td>11.6%</td> </tr> <tr> <td>2000-01</td> <td>76.3%</td> <td>23.7%</td> <td>66.3%</td> <td>10.1%</td> </tr> <tr> <td>2001-02</td> <td>76.1%</td> <td>23.9%</td> <td>64.4%</td> <td>11.7%</td> </tr> <tr> <td>2002-03</td> <td>77.5%</td> <td>22.4%</td> <td>66.4%</td> <td>11.1%</td> </tr> </tbody> </table>	Year	Retention Rate	Attrition Rate	Graduation Rate	Non-graduation Rate	1998-99	76.6%	23.4%	67.0%	9.6%	1999-00	80.2%	19.8%	68.6%	11.6%	2000-01	76.3%	23.7%	66.3%	10.1%	2001-02	76.1%	23.9%	64.4%	11.7%	2002-03	77.5%	22.4%	66.4%	11.1%
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		<ul style="list-style-type: none"> 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>An Academic Advising Working Group consisting of representative faculty from each division and from Student Services was established to conduct a survey on academic advising in the College and to develop Best Practice Guidelines on Academic Advising.</p> <p>A Student Retention Strategy has been identified as a key element in improving student success. Refer to 2.1.</p>																														
		<ul style="list-style-type: none"> Measure and report on student success on an annual basis. 	<p>The students enrolled in RRC Adult Learning Centres are registered and tracked through their ALC programming. Statistical Returns on demographics of students, student attendance, enrollment and completion rates are submitted to Adult Learning and Literacy on a twice yearly basis.</p> <p>The Language Training Centre submits student progress and attendance to Manitoba Labour and Immigration from whom it receives funding.</p> <p>The College publishes annual enrolment and graduation results in the Annual Academic report and on college website.</p>																														

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE																								
			<p>The College publishes an annual Graduate Satisfaction and Employment Report.</p> <p style="text-align: center;">Graduate Employment Rate and Quality of Employment</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>Graduate Employment Rate and Quality of Employment Data</caption> <thead> <tr> <th>Year</th> <th>Employment Rate</th> <th>Graduates Employed Full-time</th> </tr> </thead> <tbody> <tr> <td>1996/97</td> <td>96%</td> <td>86%</td> </tr> <tr> <td>1997/98</td> <td>95%</td> <td>85%</td> </tr> <tr> <td>1998/99</td> <td>94%</td> <td>92%</td> </tr> <tr> <td>1999/00</td> <td>95%</td> <td>92%</td> </tr> <tr> <td>2000/01</td> <td>95%</td> <td>91%</td> </tr> <tr> <td>2001/02</td> <td>95%</td> <td>87%</td> </tr> <tr> <td>2002/03</td> <td>94%</td> <td>90%</td> </tr> </tbody> </table> <p>Continuing Education Students participate in the annual Graduate Satisfaction and Employment Survey.</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. <ul style="list-style-type: none"> Aboriginal Student Support Representative position is now full-time. Established an Elder-in-Residence on campus at NDC and PSC. A full-time Aboriginal Counselor was hired. • Develop strategies to undertake a diversity research program. <ul style="list-style-type: none"> Initial literature review is completed and a research agenda has been prepared. Preliminary research related to graduate outcomes and equity status has been conducted and published. • Measure and report on the progress of the diversity initiative. <ul style="list-style-type: none"> The Diversity and Immigrant Student Support office develops an annual operational plan and prepares an annual report on diversity initiatives. 	Year	Employment Rate	Graduates Employed Full-time	1996/97	96%	86%	1997/98	95%	85%	1998/99	94%	92%	1999/00	95%	92%	2000/01	95%	91%	2001/02	95%	87%	2002/03	94%	90%
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	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE												
		<ul style="list-style-type: none"> Develop and implement strategies and activities that support diversity and create learning environments to increase student success. 	<p>The Diversity and Immigrant Student Support office delivered a workshop on Creating an Inclusive Learning Environment to students in the Certificate in Adult Education program; delivered a Train-the-Trainer on Cultural Diversity and Inclusiveness workshop to 4 instructors from the Aviation Management and Tourism Management departments; developed course material for the Prior Learning Assessment Recognition Practitioners course; provided a number of consultations on course content to faculty; and distributed 100 Inclusive Learning Environment: A Faculty Guide booklets to new faculty.</p>												
		<ul style="list-style-type: none"> Enhance tutoring & counseling services. 	<p style="text-align: center;">Tutorial Services & Counseling Services¹</p> <table border="1"> <caption>Tutorial Services & Counseling Services¹</caption> <thead> <tr> <th>Year</th> <th>Tutorial Services</th> <th>Counseling Services</th> </tr> </thead> <tbody> <tr> <td>2001-2002</td> <td>~850</td> <td>~1950</td> </tr> <tr> <td>2002-2003</td> <td>~1000</td> <td>~1500</td> </tr> <tr> <td>2003-2004</td> <td>~1050</td> <td>~1650</td> </tr> </tbody> </table> <p>1. Until November 2001, counselors performed an academic advising function. The function is now provided by academic advisors. Numbers reflect the number of students served and do not reflect the degree of contact with students.</p> <p>Tutorial Services provides individual tutoring, group tutoring, and course content and study skills workshops. An increase in the number of group tutoring and course content workshops over the last number of years has enabled more students to be served while minimizing any increases in hours and cost of service delivery.</p>	Year	Tutorial Services	Counseling Services	2001-2002	~850	~1950	2002-2003	~1000	~1500	2003-2004	~1050	~1650
Year	Tutorial Services	Counseling Services													
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	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE								
		<ul style="list-style-type: none"> Develop a system to assist students-at-risk through a pilot project to identify students-at-risk and interventions to address risk factors. Establish connections with student service units at Winnipeg universities to support joint programming students. 	<p>As part of an overall Student Retention Strategy, developed an approach for a student-at-risk identification, intervention and assessment system. This involved meeting with Dr. Peter Dietsche of Humber College to explore and review the Freshman Integration and Tracking (FIT) System. In addition, an analysis was conducted of additional information on the FIT System in regards to costs, implementation outcomes etc. The intent is to acquire the system and implement it over the next few years.</p> <p>Discussions have been held on the possibility of participating in a post-secondary technology consortium.</p>								
2.5	Develop a job placement service for students.	<ul style="list-style-type: none"> Develop and implement strategies with business and industry to support recruitment and employment of college graduates. 	<p>In 2003-04, 1,279 job opportunities were received from employers and posted for RRC students and graduates, an increase of 37%. There were 696 contacts with employers in which the coordinator provided a variety of labour market information and acted as a liaison between employers and programs and co-op coordinators. Provided 6 companies with enhanced recruitment service.</p> <div data-bbox="1312 803 1774 1274" style="text-align: center;"> <p>Graduate Job Location 2002-2003</p> <table border="1"> <caption>Graduate Job Location 2002-2003</caption> <thead> <tr> <th>Location</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Winnipeg</td> <td>82.7%</td> </tr> <tr> <td>Manitoba</td> <td>14.0%</td> </tr> <tr> <td>Other provinces</td> <td>3.3%</td> </tr> </tbody> </table> </div> <p>Source: RRC Survey of 2002-2003 Graduates.</p>	Location	Percentage	Winnipeg	82.7%	Manitoba	14.0%	Other provinces	3.3%
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	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE						
		<ul style="list-style-type: none"> Implement strategies to support students and graduates in obtaining employment. 	<p style="text-align: center;">Employment Services</p>  <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>Employment Services Data</caption> <thead> <tr> <th>Year</th> <th>Number of Students Served</th> </tr> </thead> <tbody> <tr> <td>2002-2003</td> <td>180</td> </tr> <tr> <td>2003-2004</td> <td>400</td> </tr> </tbody> </table> <p>Employment Services provided assistance in job search techniques, resume writing, interview skills and information on the labour market to nearly 400 students in 2003-04. The Coordinator also collaborated with the SA in the organization of the Career Fair and presented workshops at the Fair.</p> <p>The Employment Services Coordinator was a part-time position in 2002-03 and 2003-04. As of July 2004 the position became full-time.</p>	Year	Number of Students Served	2002-2003	180	2003-2004	400
Year	Number of Students Served								
2002-2003	180								
2003-2004	400								
	<p>2.6 Assure that language proficiency is sufficient for academic success</p>	<ul style="list-style-type: none"> Implement a process to ensure that all students entering college programs are proficient in all language skills (listening, speaking, reading and writing). Establish strategies to provide English language proficiency supports to students. 	<p>Staff from the Language Training Centre, Assessment Services, and Enrolment Services prepared a statement on English Language Proficiency which was incorporated into the College Admissions Policy. English Language Proficiency is now an admissions requirement for all College programs. The policy outlines a variety of methods for applicants to demonstrate English language proficiency.</p> <p>The Language Training Centre is represented on a new College committee designed to determine English language proficiency requirements for entry into College programs.</p> <p>A series of seven advanced ESL workshops were organized by the Diversity and Immigrant Student Support office and were attended by 72 ESL students in vocational and career programs.</p>						

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
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. • Acquire labour market information and analyze on a regular and ongoing basis. • Develop programming for delivery in multiple modes and in the profit, cost-recovery and subsidized formats. 	<p>A 2004 Environmental Scan was prepared as part of the Strategic Plan renewal process. The scan identified key trends in demographics, public policy, and the economy, technology, in education and in the labour force. It is available at http://www.rrc.mb.ca/researchplan/SPEnvironScan2004/index2004.htm</p> <p>The Scan is the major research supporting the Strategic and Operational Plans of the College.</p> <p>The Research and Planning Department routinely scans the research literature and various governmental, business and labour data sites on trends to document and report on trends important to the College.</p> <p>This activity is embedded in all Academic Departments. Research and Planning along with SAATC developed and implemented industry demand identification and reporting system.</p> <p>Continuing Education (CE) now offers nine full-time programs in the cost recovery mode. Market demand and employment opportunities have been identified by key stakeholders. These programs have also been developed to assist individuals who are currently working in these areas and require more formalized post-secondary education.</p> <p>Seven new College Expansion Initiative (CEI) funded programs will be implemented in 2004-2005.</p> <p>The Diploma Nursing (Accelerated) program is being prepared for distance delivery through video streaming.</p> <p>The new biotechnology and life-sciences curricula are being prepared in digital format for easy re-purposing.</p> <p>Continuing Education now delivers the nationally accredited Professional Truck Driver Training program on behalf of the Manitoba Trucking Association.</p> <p>New certificate programs including Cardiology Technology and Workplace Health and Safety.</p> <p>Information/Communication Security program has been developed for September 2004.</p> <p>CE offered full-time 2nd Class Power Engineering program.</p>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
			<p>RRC is developing a LPN-RN completer program to be delivered simultaneously to three rural sites (Portage, Winkler, and Dauphin) by streaming video. Delivery will begin in May 2005.</p> <p>RRC delivers part of the second year of the Medical Laboratory Sciences Program to students at Westman Laboratory in Brandon.</p> <p>RRC is considering delivery of part of the new suite of programs in Biotechnology/Pharmaceutical Sciences via streaming video to Manitoba's largest employers, Biovail and Cangene.</p>
		<ul style="list-style-type: none"> • Develop collaborative programs with colleges, universities and other partners, locally, provincially nationally and internationally. 	<p>The new Community Development – Community Economic Development program was developed jointly with ACC, UCN and the community based CD/CED Training group.</p> <p>RRC has licensed its FAS/FAE curricula to a number of community colleges.</p> <p>RRC has licensed the Cardiology Technician curricula from Mohawk College.</p> <p>Stevenson Aviation and Aerospace Training Centre is working with Manitoba aerospace industry to deliver the Gas Turbine Engine Repair and Overhaul program to Aboriginal learners.</p> <p>RRC is working with two aboriginal training and consulting companies to deliver the Applied Counseling program to First Nations communities.</p>
		<ul style="list-style-type: none"> • Include strategies for using technology in the delivery of new programs. 	<p>This is a routine assessment as new programs proceed through the DACUM process.</p>
		<ul style="list-style-type: none"> • Develop accelerated and advanced program models to meet the needs of students with post-secondary or equivalent backgrounds. 	<p>In 2003-2004, Regional Campuses developed three customized programs for federal and provincial funders: Adult Basic Competencies, Hospitality Training, and K License Challenge Preparation.</p> <p>A 32 month accelerated Nursing baccalaureate program was designed and presented to the COPSE secretariat.</p> <p>Post-graduate programs in Quality Assurance/Quality Control (QA/QC) and Research & Development are being developed as part of the new CEI funded Life Sciences & Biotechnology programs.</p>
		<ul style="list-style-type: none"> • Establish joint programming initiatives with secondary schools. 	<p>RRC is a participant in the senior high school Technical Vocational renewal project (TEVAC).</p>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE																																							
		<ul style="list-style-type: none"> Assess the facilities and resources of the College to determine program capacity. 	<p>Conversion of RRC programs to semester format is resulting in significant overhaul of RRC curricula. This has delayed any new initiatives for joint programming with high schools.</p> <p>Regular Program Enrolment and Percent Change Compared to the Previous Academic Year 1994-95 through 2003-04</p> <table border="1"> <caption>Regular Program Enrolment and Percent Change Compared to the Previous Academic Year 1994-95 through 2003-04</caption> <thead> <tr> <th>Academic Year</th> <th>Percent Change</th> <th>Enrolments</th> </tr> </thead> <tbody> <tr> <td>1994-95</td> <td>~1</td> <td>~4500</td> </tr> <tr> <td>1995-96</td> <td>~-2</td> <td>~4200</td> </tr> <tr> <td>1996-97</td> <td>~2</td> <td>~4500</td> </tr> <tr> <td>1997-98</td> <td>~1</td> <td>~4500</td> </tr> <tr> <td>1998-99</td> <td>~5</td> <td>~5000</td> </tr> <tr> <td>1999-00</td> <td>~7</td> <td>~5500</td> </tr> <tr> <td>2000-01</td> <td>~10</td> <td>~6000</td> </tr> <tr> <td>2001-02</td> <td>~5</td> <td>~6500</td> </tr> <tr> <td>2002-03</td> <td>~12</td> <td>~7500</td> </tr> <tr> <td>2003-04</td> <td>~7</td> <td>~8000</td> </tr> <tr> <td>5 Year</td> <td>~33</td> <td>-</td> </tr> <tr> <td>10 Year</td> <td>~38</td> <td>-</td> </tr> </tbody> </table> <p>This is an ongoing commitment. Capacity planning is undertaken through the room scheduling program. A Facility Management program is also required to assist in determining the problems, costs, deferred work, and costs associated with each of these items.</p> <p>The Princess Street campus is designed for 2,000. The campus experienced some challenges in accommodating 1,400 students in fall 2004 because of the variety in classroom sizes. As it is intended to increase the number of students in 2005-06, a thorough review by the academic departments is required to ensure that the appropriate space is available.</p>	Academic Year	Percent Change	Enrolments	1994-95	~1	~4500	1995-96	~-2	~4200	1996-97	~2	~4500	1997-98	~1	~4500	1998-99	~5	~5000	1999-00	~7	~5500	2000-01	~10	~6000	2001-02	~5	~6500	2002-03	~12	~7500	2003-04	~7	~8000	5 Year	~33	-	10 Year	~38	-
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2000-01	~10	~6000																																								
2001-02	~5	~6500																																								
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2003-04	~7	~8000																																								
5 Year	~33	-																																								
10 Year	~38	-																																								
		<ul style="list-style-type: none"> Review program areas for on-line delivery as a complement to classroom, site-based delivery. 	<p>A Community Development/Community Economic Development Program is under development for a January 2005 intake.</p> <p>Early Childhood Education (ECE) has piloted the Multimedia Resource: the Science of Early Child Development with the second year ECE students.</p>																																							

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE																																							
			<p>A Computer Analyst/Programmer (CA/P)-Integrated and the Information System Technologist (IST) Database stream are two new initiatives introduced by the department this year. Individual courses are introducing on-line delivery to complement the classroom.</p> <p>Aboriginal Language Specialist Program – though Program Development Funds will be developing partnerships and looking into different delivery modes in order to make the program more accessible.</p> <p>The rural Diploma Nursing (Accelerated) Project will begin in May of 2005 as a video-streaming, on-line delivery project.</p>																																							
	<p>3.2 Increase, reduce or eliminate career programs and apprenticeship to meet labour force requirements.</p>	<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. 	<p style="text-align: center;">Apprenticeship Enrolments and Percent Change Compared to the Previous Academic Year 1994-95 through 2003-04</p> <table border="1"> <caption>Data for Apprenticeship Enrolments and Percent Change</caption> <thead> <tr> <th>Year</th> <th>Percent Change</th> <th>Enrolments</th> </tr> </thead> <tbody> <tr> <td>1994-95</td> <td>8</td> <td>1000</td> </tr> <tr> <td>1995-96</td> <td>-10</td> <td>800</td> </tr> <tr> <td>1996-97</td> <td>2</td> <td>850</td> </tr> <tr> <td>1997-98</td> <td>3</td> <td>900</td> </tr> <tr> <td>1998-99</td> <td>4</td> <td>1000</td> </tr> <tr> <td>1999-00</td> <td>23</td> <td>1400</td> </tr> <tr> <td>2000-01</td> <td>4</td> <td>1500</td> </tr> <tr> <td>2001-02</td> <td>8</td> <td>1700</td> </tr> <tr> <td>2002-03</td> <td>-2</td> <td>1600</td> </tr> <tr> <td>2003-04</td> <td>5</td> <td>1750</td> </tr> <tr> <td>5 Year</td> <td>29</td> <td>-</td> </tr> <tr> <td>10 Year</td> <td>32</td> <td>-</td> </tr> </tbody> </table> <p>This is part of the annual planning and budgeting process.</p>	Year	Percent Change	Enrolments	1994-95	8	1000	1995-96	-10	800	1996-97	2	850	1997-98	3	900	1998-99	4	1000	1999-00	23	1400	2000-01	4	1500	2001-02	8	1700	2002-03	-2	1600	2003-04	5	1750	5 Year	29	-	10 Year	32	-
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			<p>RRC has accommodated an 88 percent increase in Refrigeration and AC apprentices in the last three years.</p> <p>RRC has accommodated alternative delivery models for machinist apprentice delivery and for on-site training in First Nations communities.</p> <p>Additional capacity (32 seats) was added to both the Joint Baccalaureate Nursing and Diploma Nursing (Accelerated) nursing programs.</p>																																							

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> <li data-bbox="657 342 1087 435">• Develop models of delivery to increase the participation of Aboriginal peoples. <li data-bbox="657 704 1087 857">• Reduce capacity in selected programs where long term labour market need is waning and move resources to higher priority programming. 	<p data-bbox="1108 172 1986 228">Twenty-four additional seats in the DNA program will be created in Portage la Prairie, Winkler and Dauphin.</p> <p data-bbox="1108 237 1986 293">Additional capacity (5 seats) was added to the Medical Radiologic Technology program.</p> <p data-bbox="1108 342 1986 435">Stevenson Aviation and Aerospace Training Centre worked with Manitoba Aerospace industry to provide customized Gas Turbine Engine Repair and Overhaul training for Aboriginal students.</p> <p data-bbox="1108 443 1986 500">Community-based training being delivered or planned for delivery in seven Aboriginal Communities.</p> <p data-bbox="1108 524 1986 581">Offered Integrated Electrical/Electronic Engineering Technology Program and Computer Analyst/Programmer Integrated Programs Sept. 2004.</p> <p data-bbox="1108 605 1986 662">The College prep for Aboriginal students program was revised and upgraded to meet the needs of contemporary aboriginal students.</p> <p data-bbox="1108 704 1986 792">This is part of the planning / budgeting process. Electronic and Network Technician (ENT) intakes were reduced from two per year to one per year for the 2004/2005 academic year.</p> <p data-bbox="1108 800 1986 857">Suspended the Extended CA/P version of the CA/P program due to limited demand and low enrollments in IT programs.</p>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE												
	<p>3.3 Develop, broker and deliver a comprehensive selection of distance / distributed learning programs.</p>	<ul style="list-style-type: none"> Develop and deliver new programs and courses through distance and distributed learning strategies. 	<p>CEI funding for Distance Education has resulted in annual enrollment increases of 20-30%</p> <p style="text-align: center;">Distance Education Enrolments (Part-time)</p> <table border="1"> <caption>Distance Education Enrolments (Part-time)</caption> <thead> <tr> <th>Year</th> <th>Enrolments</th> </tr> </thead> <tbody> <tr> <td>1999-00</td> <td>1,800</td> </tr> <tr> <td>2000-01</td> <td>2,100</td> </tr> <tr> <td>2001-02</td> <td>2,500</td> </tr> <tr> <td>2002-03</td> <td>3,000</td> </tr> <tr> <td>2003-04</td> <td>3,800</td> </tr> </tbody> </table> <p>During the last three years, Distance Education developed 133 courses: 77 in 2001-2002, 21 in 2002-2003 and 35 in 2003-2004. Twenty-four other courses were revised during 2003/2004.</p> <p>In 2003-2004, DE began to offer one or more courses in nine programs previously not part of Distance Education's roster.</p> <p>RRC will be delivering the Diploma Nursing Accelerated (DNA) program via videostreaming to students located in Portage la Prairie, Winkler and Dauphin beginning in May 2005.</p> <p>In 2003-2004, P&CD provided on-line learning and instructional design expertise in the development and pilot delivery of the PLAR Foundation Training Online course and the PLAR Practitioner Training Online course. This was a three-year project which ended in June 2004.</p>	Year	Enrolments	1999-00	1,800	2000-01	2,100	2001-02	2,500	2002-03	3,000	2003-04	3,800
Year	Enrolments														
1999-00	1,800														
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2001-02	2,500														
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2003-04	3,800														
		<ul style="list-style-type: none"> Develop strategies to increase the number of programs delivered on-line. 	<p>Within the last three years, Distance Education developed 57 online courses: 12 in 2001-2002, 14 in 2002-2003 and 31 in 2003-2004. In addition, during 2003-2004 three courses were converted from print to on-line. As of June 30, 2004 DE had 95 online courses.</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. Develop distance / distributed learning models to increase student success. 	<p>Distance Education is using Course Genie software to create course materials in HTML. This product, along with the college-designed Instructional Design Templates, has more than doubled the speed at which Distance Education can develop online courses.</p> <p>Distance Education is using Captivate (previously called RoboDemo) to capture screen images to aid in teaching computer applications.</p> <p>Distance Education is participating in the pilot project to research and assess three learning management systems: WebCT, The Learning Manager and Desire2Learn.</p> <p>DE continues to expand its use of terminal services software to provide students with virtual access to software on Distance Education's servers.</p> <p>The prime goal of the Distance Education Expansion Initiative is to improve day program student success. To this end, most new Distance Education courses are credits in day programs and DE markets its courses to prospective and current day program students.</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. 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>Campus Manitoba's 17 centres market Distance Education courses and facilitate the registration of Distance Education students.</p> <p>For the last two years, Distance Education courses have been marketed and offered through Campus Manitoba. In the 2002-2003 there were 4 registrations through Campus Manitoba, in 2003-2004 there were 96.</p> <p>Two Campus Manitoba Centres are managed by regional campuses: one in Portage and one in Steinbach.</p> <p>Distance Education provides training to employer/agency sponsored individuals and groups.</p>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
	<p>3.6 Integrate the use of distributed learning technologies into program delivery.</p>	<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. Ensure programs are developed and revised in multiple delivery formats. 	<p>Distance Education partners with most academic departments for the development and delivery of Distance Education courses, mostly online. The extent of these partnerships varies, the most mature being those in which the department and Distance Education collaborate on the development and delivery of several Distance Education courses (e.g., Civil/CAD Technology) or entire programs (e.g., Early Childhood Education and Library and Information Technology). One feature of partnerships involving online courses is that the day programs have the ability to use portions of Distance Education's courses to supplement their students' instruction and learning.</p> <p>WebCT and Sharepoint are increasingly being used for the delivery of full-time campus based programming.</p> <p>The overall quality of Distance Education courses, development and delivery, is overseen by Distance Education's four program officers.</p> <p>All Distance Education online courses use the Instructional Design Templates (developed jointly with Program and Curriculum Development) to ensure sound instructional design and presentation.</p> <p>The on line Curriculum Guides and Standards is ensuring a college-wide approach to quality.</p> <p>Distance Education partners with academic departments to develop courses that are or will be delivered by Distance Education.</p> <p>Many of the new on-line courses are based on curricula from existing full-time programs.</p> <p>Increasing use of WebCT and video content provide for multi-mode delivery.</p>
	<p>3.7 Develop and implement a plan for a virtual campus.</p>	<ul style="list-style-type: none"> Establish the infrastructure to support a virtual campus. 	<p>Distance Education recently hired a fourth program officer and a seventh customer service representative.</p> <p>Distance Education is in the process of hiring a course developer to assist program officers and subject matter experts.</p> <p>Distance Education contracted with a second audio conference service provider. This service provides for unlimited capacity.</p>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> Market RRC's Virtual Campus. 	<p>Distance Education increased and broadened its marketing, including newspaper ads; public information sessions; a display-brochure distribution unit near the North Gym; and the production of a tri-college-Campus Manitoba booklet for Civil/CAD Technology.</p>
		<ul style="list-style-type: none"> Establish a 24/7 e-learning capacity. 	<p>Distance Education's 95 online courses are available 24/7. Since September 2002, DE students can register online 24/7. 23 percent of registrations were online in 2003-2004, compared to only 16 percent of registrations in 2002-2003.</p>
		<ul style="list-style-type: none"> Capitalize on opportunities to market curricula globally. 	<p>Currently, DE focuses on the Manitoba market and, to a lesser extent, the Canadian market. A few DE registrations come from outside Canada as potential students access the college website.</p>
		<ul style="list-style-type: none"> Establish strategies to advance the introduction and integration of educational technologies and the development of coursewares. 	<p>The Learning Technologies department has organized a review of various Learning Technologies that include Learning Manager and streaming video.</p> <p>The Using WebCT resource was revised. This is an online resource for students new to using WebCT, to WebCT Campus Edition 4.1.</p>
3.8	Develop a distributed learning strategy to support student success.	<ul style="list-style-type: none"> Provide students with flexible options for completing day programs. 	<p>One or more Distance Education courses are available for 26 day programs, three of which (Early Childhood Education, Health Care Aide, and Library and Information Technology) can be taken entirely by Distance Education.</p> <p>Distance Education markets specifically and directly to prospective and accepted day program students.</p> <p>Distance Education has assigned a program officer to work with each department to facilitate flexibility between DE courses and day programs.</p>
		<ul style="list-style-type: none"> Establish methods for on-line pre-entry and exit programs. 	<p>As of June 30, 2004, Distance Education had 95 online courses, most of which are credits in day programs.</p> <p>In 2003-2004, 1,050 Distance Education course registrations were recorded under Distance Education's day program codes (28 percent more than a year ago and 27 percent of total Distance Education enrollment).</p>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> • Provide on-line support service. 	<p>Distance Education provides a range of technical supports to its online learners, including: equipment; software and configuration advice; guidance to online materials; and assistance with the use of interactive systems.</p> <p>Distance Education is collaborating with Student Services to offer equal services to Distance Education students.</p> <p>Distance Education continues to work on its student support site, which now includes tutorials and on-line forms.</p> <p>A number of links to online tutorial resources have been provided on the Tutorial Services web page. The front page for the Prospective and Current Student Portals on the College web site was revised. The Prospective Student Portal in particular provides a number of direct services to assist individuals in planning for a career and in selecting a program at the College. Students can also direct queries and requests for service to e-mail addresses for Enrolment Services, Academic Advisors, and Counselors.</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>RRC prepared a major report following the Immigrant and Immigration Forum. The report was discussed at President's Council and forms the basis of the College's strategy. Some of the key issues facing immigrants as they strive to achieve their educational goals included immigrant student isolation, culture shock, lack of information, financial challenges, need for credential recognition, need for help in the transition to college life, language barriers and challenges, the need of cultural sensitivity, course load issues, the need for help in the transition from school to the workplace, classroom issues, geographic challenges, and the need for family supports.</p> <p>Suggested solutions for the challenges included establishing an immigrant / international student centre, increased student funding, celebrating cultural diversity, acknowledging foreign earned credentials, expanding co-op programs, enhanced information and orientation for immigrant students, more language development programs, enhancing mentorship, and expanding linkages and partnerships.</p>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
			<p>Suggested priorities for Red River College to pursue were: establish an Immigrant / International Student Centre; implement an information and orientation program; expand financial support for immigrant students and lobby government for assistance; work to recognize foreign educational credentials; increase training in cross-cultural awareness; offer more ESL programs; develop an immigrant transition to the workplace program; introduce more flexible program delivery options; adjust classroom methods; network to improve services for immigrants; and monitor progress on the immigrant initiative.</p> <p>Most of these activities are already underway at the College.</p>
		<ul style="list-style-type: none"> Establish a working group to research and identify immigrant student needs to reinforce an immigration supportive college. 	RRC is establishing a Steering Committee to oversee this initiative
		<ul style="list-style-type: none"> Review, assess and establish strategies to acquire resources to undertake appropriate directions and priorities identified in the Immigrant and Immigration Forum. 	This process is underway and will be an ongoing activity over the next several years.
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 	<p>The Diversity and Immigrant Student Support office delivered a workshop on Creating an Inclusive Learning Environment to students in the Certificate in Adult Education Program, delivered a Train-the-Trainer on Cultural Diversity and Inclusiveness workshop to 4 instructors from the Aviation Management and Tourism</p> <p>The Diversity and Immigrant Student Support developed course material for the Prior Learning Assessment Recognition Practitioners course. The office also provided a number of consultations on course content to faculty, and distributed 100 Inclusive Learning Environment: A Faculty Guide booklets to new faculty.</p>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> Increase/develop/maintain partnerships with organizations representing Aboriginal groups, multicultural groups and people with disabilities. 	<p>The Diversity and Immigrant Student Support Office maintains on-going contact with agencies and representatives from multicultural groups including: tri-annual meetings of the Cultural Diversity Advisory Committee, delivery of workshops to the Manitoba Aboriginal Education Counselor's Association and RRC's annual Counselor's Information Session.</p> <p>The office also provided 24 consultations to members of the community, conducted three campus tours for 45 individuals from immigrant communities, and attended ten external community events and distribution of posters to immigrant-serving agencies, government offices, and high schools providing information about the services of the Diversity and Immigrant Students Support office.</p> <p>The Dean of Aboriginal Education and Chair of Aboriginal Education and Program Development are on Assembly of Manitoba Chiefs Education Directors Board, The Dean of Aboriginal Education also sits on AMC First Nations Steering Committee of the First Nations Institute of Trades and Technology. The Chair of Aboriginal Education and Program Development is a member of the Aboriginal Council of Winnipeg. The Director of Access Model Programs is on the National Aboriginal Literacy Foundation Board. The Division also maintains close contact with a number of Nunavut institutions.</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 Language Training Centre (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>There are three more contracts with Apprenticeship for Carpentry training in Aboriginal Communities.</p> <p>On-going discussions with a number of Aboriginal Communities to develop Community-Based programs (Little Black River/Ebb and Flow/Sagkeeng/Interlake Reserves/MFNERC).</p>

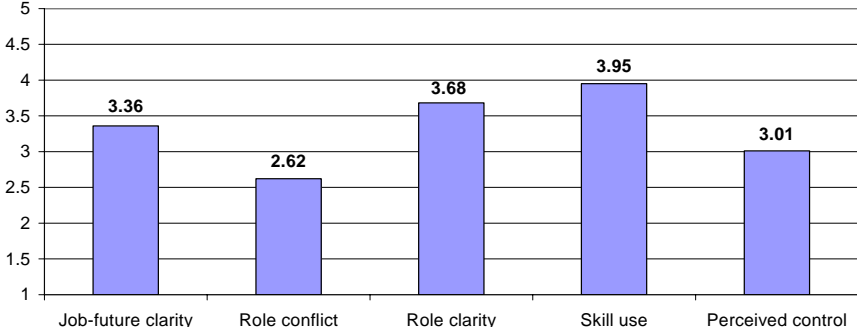
	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> Develop training and professional development for college staff in Aboriginal cultural knowledge, awareness, sensitivity and competencies. 	<p>Through the Aboriginal Resource Centre, Aboriginal culturally focused workshops are offered for both staff and students.</p>
		<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 Diversity and Immigrant Student Support office delivered a number of workshops for staff and students and chaired the Respectful College Community Sub-Committee which developed a Training Model for all staff on respect, diversity and inclusiveness.</p> <p>Workshops on Respect and Diversity are hosted by Staff Development and presented by external and internal specialists on an annual basis for staff.</p>
4.2	Ensure barrier-free access to academic programs.	<ul style="list-style-type: none"> Identify the causes of applicant rejection within the academic screening process. 	<p>Enrolment Services in collaboration with program chairs identifies issues related to applicant rejection and works with them to resolve them.</p> <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>
		<ul style="list-style-type: none"> Offer ongoing developmental and remedial programming to assist applicants in meeting entrance requirements. 	<p>RRC's Winnipeg and rural Adult Learning Centres deliver programming that allow students to gain the academic credits required for entry into post-secondary programs. 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.</p>
		<ul style="list-style-type: none"> Assess program admission requirements to ensure inappropriate barriers are removed. 	<p>Research and Planning will be undertaking a study to investigate the correlation between established entrance requirements and student persistence and success in the AHT program. The results of this study may provide a model for considering entrance requirements in other programs.</p> <p>As issues related to applicant rejection or admissions requirements are identified, Enrolment Services work with program chairs to resolve problems and remove admissions barriers.</p>

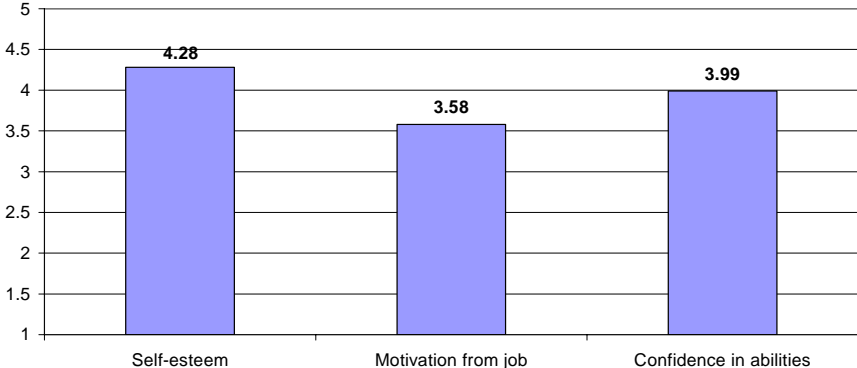
	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> Develop strategies, e.g., bridging courses, to reduce academic barriers to college admission. 	<p>Two new integrated programs (EET and CA/P) were implemented to provide access to students who don't meet regular program entrance requirements.</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>The PLAR department and the PLAR Committee initiated the PLAR Strategic Plan (1999-2004) renewal process. This includes: a PLAR Progress Report (1999-2004); external scan of PLAR at Canadian Colleges; faculty, staff and learner sessions with regard to PLAR challenges and opportunities and a PLAR vision session. The new PLAR Strategic Plan (2005-2010) will be developed and approved early in 2005.</p>
		<ul style="list-style-type: none"> Work with Departments and programs to recognize foreign credentials. 	<p>This is an ongoing initiative, including collaboration with several external professional organizations and governmental agencies.</p>
		<ul style="list-style-type: none"> Use appropriate tools/processes to determine language readiness and provide preparatory programs to meet specific language proficiency needs. 	<p>Student Services staff are working with the Language Training Centre to identify additional academic programs that need to have a Canadian Language Benchmark established. Once the program benchmark is established, it is used to assessment the student's language proficiency for the program.</p>
4.3	<p>Ensure that College facilities accommodate and ease access to programs and services.</p>	<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 	<p>This is an ongoing commitment and is considered with all new projects. Barrier-free access continues to be an item inspected and identified in safety inspections. The ability to upgrade some areas has been constrained by resources.</p> <p>PSC was designed and built to meet disability code requirements. Minor modifications have been made since construction to further ease this requirement within the building. In addition, with the assistance of city parking representative, parking for staff and students with disabilities has been provided immediately adjacent to the campus.</p>
4.4	<p>Expand delivery to Manitobans who are unable to attend full-time programming and/or the main campus in Winnipeg.</p>	<ul style="list-style-type: none"> Increase programming options, delivery formats and enrolments through alternative delivery. 	<p>DE is developing new on-line courses from curricula of full-time programs to increase options for full time students.</p>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
			<p>Delivery options are being explored to address the need for education for health care managers in rural Manitoba. Discussions with a number of Rural Health Authorities within Manitoba have been initiated.</p> <p>Streaming video is used to deliver rural nursing LPN-RN completer program. Prior to beginning delivery in May '05 the college will deliver a relevant course by streaming video to the three rural sites. This course will test the streaming video model to be used in the LPN-RN completer program and will be delivered as a Distance Education offering.</p> <p>The new Community Development/Community Economic Development program is to be delivered as a two year diploma and is also being offered in an internship format.</p> <p>Early Childhood Education is looking into an apprenticeship model to augment current delivery models.</p> <p>Delivery options are being explored to address the need for education in rural Manitoba. Discussions with a number of Rural Health Authorities within Manitoba have been initiated.</p>
		<ul style="list-style-type: none"> Expand the use of technology to increase access to college programs and services. 	<p>RRC is making increased use of video streaming for off campus learners.</p>
		<ul style="list-style-type: none"> Increase community based delivery in Aboriginal communities. 	<p>On-going community liaising to facilitate community-based initiatives.</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>For Regional Campus full-time programs, part-time students have the option of registering and paying for one or more courses on a course-by-course basis. These part-time day students represent a growing segment of Regional Campus enrollment.</p> <p>CE has course based registration for programs and courses.</p> <p>A committee to consider a standard college-wide approach to the use of credit hours is completing a review of the proposed standard credit hour system as applied in each program. Once the review is completed and the credit hour system adopted, the use credit hours as the unit of assessment of tuition fees will be studied. If feasible, a proposal to adopt this method of fee assessment will be developed.</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 academic advisor was assigned to the PSC 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. 	There is a lack of resources to initiate this at the present time.
		<ul style="list-style-type: none"> Review recruitment policies and practices and revise as appropriate to ensure a strong workforce. 	In progress, some enhancements already have been undertaken.
		<ul style="list-style-type: none"> Develop and implement a comprehensive employee development program and establish appropriate funding to support it. 	Plan is complete and to be presented to President's Council for approval. Funding is limiting the scope and timing of complete implementation.
		<ul style="list-style-type: none"> Review employee benefit programs. 	A working committee has been formed to review employee benefit programs for excluded employees. Benefits for other employees are tied into collective bargaining.
		<ul style="list-style-type: none"> Increase diversity of College faculty and staff incorporating employment equity practices. 	Formal staff and diversity plan was not able to be included in most recent budget. There is a continued effort to have HR Officers incorporate best practices into their recruitments.
		<ul style="list-style-type: none"> Establish comprehensive human resource policies and procedures. 	All HR policies and practices have been reviewed and the Labor Relations Officer is working on appropriate changes to specific policies.

	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 and is now awaiting the acceptance of an HRIS supplier. Implementation is tentatively scheduled to begin in January-subject to budget availability.
		<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. 	This initiative has been completed but updates to new managers are provided on a regular basis.
	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. 	There are insufficient staff resources to begin this project.
		<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. 	Work has begun in this area. There is a need to shift the focus from the creation of more policies and procedures to more effective management of employee illness.

	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>The College Climate and Culture Committee, reconvened to carry out the second stage of data collection including the staff survey for the Well-being in the Workplace through Healthy Organization Project. The intent is to field the survey in the identical manner as the first survey. The first steps for the Committee will be to review the previous survey, make limited amendments only where necessary, plan for the administration of the survey and confirm a communication plan to College staff. The intent is to conduct the second survey in January / February 2005.</p> <p>The results of the first survey included a relatively high general job satisfaction with an overall mean of 3.85 out of 5.</p> <div data-bbox="1113 503 1974 1039"> <p style="text-align: center;">The Well-Being in the Workplace through Healthy Organizations Project Results - Aspects of the Job <i>Generally more positive work environment than NIOSH comparison group</i></p>  <table border="1" data-bbox="1123 641 1974 966"> <thead> <tr> <th>Aspect</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Job-future clarity</td> <td>3.36</td> </tr> <tr> <td>Role conflict</td> <td>2.62</td> </tr> <tr> <td>Role clarity</td> <td>3.68</td> </tr> <tr> <td>Skill use</td> <td>3.95</td> </tr> <tr> <td>Perceived control</td> <td>3.01</td> </tr> </tbody> </table> <p>Source: The Well-Being in the Workplace through Healthy Organizations Project, 2000-2001 Results.</p> </div>	Aspect	Score	Job-future clarity	3.36	Role conflict	2.62	Role clarity	3.68	Skill use	3.95	Perceived control	3.01
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	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE								
			<p style="text-align: center;">The Well-Being in the Workplace through Healthy Organizations Project Attitudes About Self and Motivation</p>  <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Category</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Self-esteem</td> <td>4.28</td> </tr> <tr> <td>Motivation from job</td> <td>3.58</td> </tr> <tr> <td>Confidence in abilities</td> <td>3.99</td> </tr> </tbody> </table> <p style="text-align: center; font-size: small;">Source: The Well-Being in the Workplace through Healthy Organizations Project, 2000-2001 Results.</p>	Category	Score	Self-esteem	4.28	Motivation from job	3.58	Confidence in abilities	3.99
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	<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>The plan is complete and awaiting approval from PC. Resource constraints limit the scope and timing of implementation.</p>								
<ul style="list-style-type: none"> Enhance the faculty and staff recognition program. 		<p>Completed.</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. There has been limited ability to achieve due to resource constraints. The College will be holding an open house for target groups to update on college practices.</p>									

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> Design, develop and implement succession planning as priority Human Resource activity. 	This activity has not been started.
		<ul style="list-style-type: none"> Initiate a program of recognitions, events, publications and promotions to celebrate successes of the College. 	<p>Marketing and Public Relations will be hiring a Communications Coordinator in the near future. This individual will be responsible for an internal communications strategy that will include such things as staff recognition.</p> <p>The Alumni committee continues to publish Distinction magazine to make the internal College community and external community aware of alumni success stories and activities.</p>
		<ul style="list-style-type: none"> Review 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>New policies were developed and approved on Research Involving Human subjects and on Integrity in research and Scholarship.</p> <p>A new Respectful College Policy was developed and approved.</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.

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> Work towards the design, development and implementation of a holistic wellness program for all staff and students. 	Focus group sessions were held to review the results of the College Culture and Climate Survey, identify existing wellness activities at RRC and create a vision for wellness at the College. A report of findings concluded that the activities and programs that are currently in place contribute to the overall wellness of the college community and that although there is no central coordination, these activities make up a comprehensive and holistic wellness program. PC accepted the report and the recommendations to implement a communications strategy to promote wellness activities and maintain momentum through continued measurement activity such as the College Culture and Climate Survey.
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.</p> <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"> Implement a team-based approach to the development of course/portions of courses in alternate delivery formats. 	On-line learning and instructional design expertise was embedded in the development and pilot delivery of the PLAR Foundation Training Online course and the PLAR Practitioner Training Online course, a three-year project which ended in June 2004.
		<ul style="list-style-type: none"> Deliver training to faculty in the use and application of information technology. 	Course Outline Web database training was provided for Chairs and faculty.
		<ul style="list-style-type: none"> Establish a mechanism to support employee access to or acquisition of hardware and software. 	This is an area of current research to determine feasible strategies.

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
	6.2 Increase the range of programs and services available on an e-commerce, e-business, and e-learning basis.	<ul style="list-style-type: none"> Assess the opportunities and impacts of adopting e-business delivery methodologies. 	Ongoing activity in many areas of the College.
		<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 	The RFP for a new ERP System included requirements for web enabled transactions.
		<ul style="list-style-type: none"> Establish a strategy to provide the appropriate infrastructure for e-learning. 	The College's Educational Technology Plan along with the Strategic Plan for Distance Education provides the strategy.
	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 the primary method of internal information dissemination. 	Implemented both a Student Sharepoint and Staff Sharepoint as a new collaboration tool to enhance electronic communication and interaction with staff and students.
			Completed a major portion of the Active Directory Project to enable college-wide maintenance of user accounts.
			A new mail server was implemented as well as the setup and implementation of a new front end email server to help control the proliferation of spam.
			Made the T2202A tax document available to students totally online through the Me@RRC web portal rather than mailing hard copy documents.
		As a follow-up to the project, P&CD continued to showcase the use of Sharepoint as a means of disseminating information throughout the implementation of the Course Outline Web and throughout 2003-04. P&CD managed the Sharepoint site for the Curriculum Online Guides and Standards project by adding users and creating sub-webs as needed while providing regular feedback to Computer Services.	
	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 on an ongoing basis. New systems are added where needed and old ones are phased out.

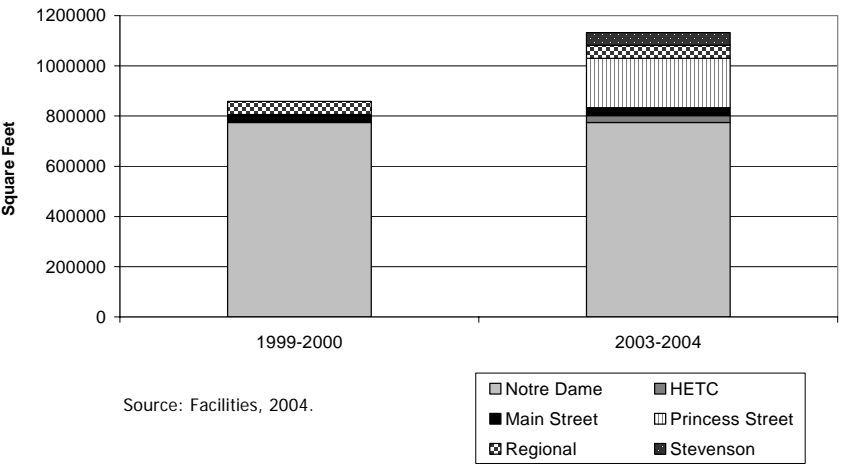
	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> Conduct and evaluate a gap analysis of existing corporate systems with the current and future needs of the College. Ref. 2.3 	<p>Provide on-going continuous improvement process for all applications.</p>
		<ul style="list-style-type: none"> Develop and implement a corporate information security plan. 	<p>Corporate information security has received a higher profile through the creation of a Supervisor, IT Security position. The security plan is in progress.</p>
		<ul style="list-style-type: none"> Purchase or develop the required software, hardware, training and installation for new corporate systems. 	<p>Continued replacement of obsolete systems with newer technology.</p> <p>Use of Citrix for corporate applications in remote sites. Use of Alteris for deployment of upgrades, patches and statistical analysis of computer systems.</p> <p>Implemented the Payment Handler System, a point of sale system for any student related or non-student related payments. It is integrated with the Student Information System, physical cash drawers, and thermal receipt printers.</p> <p>Enhanced SIS with the automation of Differential Fee processing for International Education.</p> <p>Developed and implemented the Course Outline Web application.</p> <p>Developed the online Case Log system.</p> <p>Developed the new Electronic Campus Security web application. This is a helper application to the Card Access system to provide additional card access reporting to security staff.</p> <p>Developed the CELBAN testing administrative software for the Language Training Centre.</p>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE																											
			<p>Computer Services provided training to 500 staff in a variety of areas during 2003-04.</p> <p style="text-align: center;">Computer Services Staff Training by Type of Training</p> <table border="1"> <caption>Computer Services Staff Training by Type of Training</caption> <thead> <tr> <th>Type of Training</th> <th>2002-03</th> <th>2003-04</th> </tr> </thead> <tbody> <tr> <td>Contact Resource Management</td> <td>100</td> <td>100</td> </tr> <tr> <td>Catalogue Maintenance</td> <td>70</td> <td>10</td> </tr> <tr> <td>Student Information System</td> <td>40</td> <td>20</td> </tr> <tr> <td>Budget</td> <td>30</td> <td>20</td> </tr> <tr> <td>Microsoft Office</td> <td>500</td> <td>210</td> </tr> <tr> <td>Facilities Web</td> <td>0</td> <td>50</td> </tr> <tr> <td>Incident Tracking Health Centre</td> <td>0</td> <td>10</td> </tr> <tr> <td>Voice over IP phones PSC</td> <td>0</td> <td>70</td> </tr> </tbody> </table> <p>1. These figures only include training provided directly by Computer Services. They do not include computer training offered through Staff Development.</p>	Type of Training	2002-03	2003-04	Contact Resource Management	100	100	Catalogue Maintenance	70	10	Student Information System	40	20	Budget	30	20	Microsoft Office	500	210	Facilities Web	0	50	Incident Tracking Health Centre	0	10	Voice over IP phones PSC	0	70
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		<ul style="list-style-type: none"> Provide readily available technical and program support to meet staff and students needs. 	<p>This is a continuous activity that proceeds as funding permits.</p> <p>Established the Laptop and Lab Support Center at Notre Dame Campus.</p> <p>Increased number of managed systems using Alteris in both staff and student environments.</p> <p>Setup the Me@ kiosk for student web account maintenance.</p> <p>Provided additional lab and corporate support at Princess Street Campus.</p> <p>Reorganized within the Operations Support group to better support the Academic server environment as well as to ensure better support, including security, email, and patch management, in both our Administrative and Academic server environment.</p>																											

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE								
			<p>Moved to an electronic Case Log system that provides the user with alternate means of requesting support as well as automated the update of progress via email. General information and announcements are made available on the Web and Sharepoint.</p> <div data-bbox="1129 316 1978 760"> <p style="text-align: center;">RRC Computer Services Requests for Technical Support¹</p> <table border="1"> <caption>RRC Computer Services Requests for Technical Support¹</caption> <thead> <tr> <th>Year</th> <th>Number of Requests Received and Resolved</th> </tr> </thead> <tbody> <tr> <td>2001-02</td> <td>~11,000</td> </tr> <tr> <td>2002-03</td> <td>~12,500</td> </tr> <tr> <td>2003-04</td> <td>~18,500</td> </tr> </tbody> </table> <p>1. Prior to May 2004 staff and students requested technical assistance through the Computer Services Help Desk. Currently, all requests are submitted through the Electronic Case Log system. Computer Services provides assistance in a variety of areas including hardware, software, corporate systems, and email.</p> </div>	Year	Number of Requests Received and Resolved	2001-02	~11,000	2002-03	~12,500	2003-04	~18,500
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		<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. 	<p>CMIS scheduling package has been implemented for 2 years and is fully integrated with the Student Information System. Some automated instructor and facility schedules were produced using the system.</p> <p>CMIS was used to successfully timetable 100 percent of classes at the Princess Street campus and approximately 70 percent of classes at the Notre Dame Campuses. Timetables were distributed to chairs and coordinators by the end of June, 2004.</p> <p>There are a number of issues that prevent the use of the system to timetable 100% of the Notre Dame Campus. The late notice of apprenticeship classes is the major issue. Some other issues that are preventing the optimization of the scheduling system are being addressed.</p>								
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. 	Upgraded the majority of locally written corporate systems from MS SQL 7 to MS SQL 2000.								

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE								
		<ul style="list-style-type: none"> Instructors, students and corporate computer users will have access to adequate computing power convenient to their needs. 	<p>Implemented the use of MS.NET development platform. This was used to develop the majority of web applications and the Payment Handler System this year.</p> <p>Continued evergreening of labs with 75 new PC systems and 32 Mac systems.</p> <div data-bbox="1129 391 1976 850"> <p style="text-align: center;">Computer Upgrading¹ Lab and Corporate Computers</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>Computer Upgrading Data</caption> <thead> <tr> <th>Year</th> <th>Number of Systems Upgraded</th> </tr> </thead> <tbody> <tr> <td>2001-02</td> <td>365</td> </tr> <tr> <td>2002-03</td> <td>435</td> </tr> <tr> <td>2003-04</td> <td>310</td> </tr> </tbody> </table> <p>1. These figures do not include departmental computer acquisitions for staff, only computer systems purchased as part of the Computer Services budget. Computer Services is responsible for the upgrading of approximately 1200 desktop computer systems.</p> </div> <p>Provided 420 new PC laptops and 62 Mac laptops for new program intakes and upgrading of older models. Provided 33 new desktop and laptop systems for Rural Nursing Project.</p>	Year	Number of Systems Upgraded	2001-02	365	2002-03	435	2003-04	310
Year	Number of Systems Upgraded										
2001-02	365										
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2003-04	310										
6.6	Annually review information technology.	<ul style="list-style-type: none"> Annually review information technology. Establish performance indicators. Compare performance indicators with other institutions. 	<p>Information technology is reviewed before the annual budget process.</p> <p>In development; an initial overview has been prepared and information from other educational institutions has been collected.</p> <p>The Information Technology initiatives at RRC compare favorable to other institutions based on the Provincial Audit.</p>								

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE												
			<p style="text-align: center;">Overall Staff Satisfaction with Information Systems Provided by the College</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>Staff Satisfaction Data</caption> <thead> <tr> <th>Satisfaction Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Very Dissatisfied</td> <td>1%</td> </tr> <tr> <td>Dissatisfied</td> <td>2%</td> </tr> <tr> <td>Neutral</td> <td>14%</td> </tr> <tr> <td>Satisfied</td> <td>49%</td> </tr> <tr> <td>Very Satisfied</td> <td>35%</td> </tr> </tbody> </table> <p style="text-align: center; font-size: small;">Source: Auditor General Manitoba: RRC Survey Report, June 2002.</p>	Satisfaction Level	Percentage	Very Dissatisfied	1%	Dissatisfied	2%	Neutral	14%	Satisfied	49%	Very Satisfied	35%
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7.0	PROVIDE A SAFE AND WELL-MAINTAINED ENVIRONMENT FOR WORKING AND LEARNING.														
	<p>7.1 Develop a multi-year facilities development plan that enables continual adaptation, renewal and expansion of College facilities.</p>	<ul style="list-style-type: none"> • Pursue implementation of Millennium project. • Annually review the operational state of major facilities and equipment. • 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. 	<p>This awaits funding.</p> <p>This is carried out in a brainstorming session each year. However, a Facilities Management program would provide significant improvement. It would also allow senior managers to quickly determine the backlog of deferred maintenance, outstanding work waiting to be performed, maintenance schedules, and the costs associated with each of these.</p> <p>As the buildings at PSC are new this is not a serious issue at that location. Beginning in 2005 - 2006 additional funding will be required to carry out major painting on an annual basis and possibly window blind replacement and carpet replacement.</p>												

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
			<p style="text-align: center;">Campus Expansion The amount of space occupied by the college has grown 32% over the past 5 years.</p>  <p style="text-align: center;">Source: Facilities, 2004.</p> <p>Considerable work is being done with Transportation Government Services to address issues at the Notre Dame Campus.</p> <p>A Facilities Management program is essential in order to be able to do this effectively.</p> <ul style="list-style-type: none"> • Develop a cost-effective preventative maintenance program for equipment. Establish a function to collect and input data. <p>The lack of a Facilities Management tool has hindered progress in this area. Facilities are currently under-funded to undertake preventative maintenance. Approximately 0.1% of equipment value is provided for maintenance while an effective maintenance program requires 2% - 4% of the equipment values each year.</p> <p>PSC requires an automated repair work order and PM work order system. Computer Services must assist in this process and to date no progress has been made. A higher priority must be given to this requirement.</p> <ul style="list-style-type: none"> • Develop a budget to maintain and replace program support equipment. <p>This is an ongoing challenge at the College, particularly at the Notre Dame Campus. There is not sufficient funding to provide for all of the needed replacements.</p>

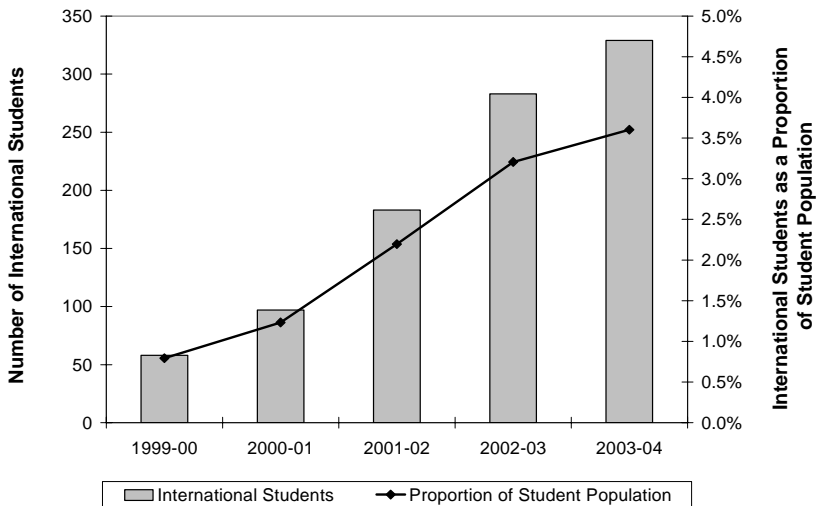
	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> Pursue additional funding for annual maintenance renewal. 	This is an ongoing activity. The long range plan should address this issue to provide strategic direction enabling follow-on operational planning and funding.
		<ul style="list-style-type: none"> Establish a 10-year plan to replace, acquire and dispose of classroom and other common area furniture. 	All furniture at PSC is new, most on lifetime warranty. There is no major concern that any furniture requires replacement within the next 10 years. At NDC budget limitations restrict our ability to meet this objective.
		<ul style="list-style-type: none"> Develop an asset inventory system. 	A Facility Management program is required to do this.
	7.2 Develop a partnership between RRC, TGS, and COPSE to address facility maintenance issues of the College.	<ul style="list-style-type: none"> Develop strategies for additional funding. 	Current discussions are underway. A Facility Management Program would assist significantly in providing the required data as it is needed.
		<ul style="list-style-type: none"> Initiate an Energy Management program in which energy savings can be invested in building system upgrades. 	A study was performed in 2004 and should be updated every two years. TGS has continued to work toward the most cost effective objectives. Similar studies must be carried out for leased properties to determine if the College can reduce energy costs without spending more than the savings realized. A strategy of allocating a major portion of the funds (demonstrated to have been saved) toward additional energy reduction projects would save more energy and funds. Energy is the single highest cost to the College after human resource costs.
	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. Barrier-free projects continue to be addressed annually by the Joint Workplace Safety & Health Committee as funding permits.

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
	<p>7.4 Make Workplace Safety and Health issues a priority in facility development and maintenance.</p>	<ul style="list-style-type: none"> Conduct a campus wide security audit and develop a multi-year plan to address recommendations. 	<p>Building and personal security were priority design requirements in the construction of PSC. Director, Campus Services is a member of the College Security Audit Committee.</p> <p>Security is currently completing at Notre Dame & PSC with completion planned for January 2005. All regional campus locations have been completed.</p> <p>A joint audit with Security & IT Security has been recently completed. This reviewed the physical security of computer related equipment, wiring closets & network hardware.</p>
<ul style="list-style-type: none"> Place a high priority on health and safety projects for Miscellaneous Minor funding. 		<p>The Facilities Committee allocates a block of funding to the Workplace Safety & Health Committee for its prioritization and use.</p> <p>This incentive works well, should be continued, and increased funding is recommended.</p>	
<ul style="list-style-type: none"> Develop and implement a certified safety management process based on internal departmental responsibility and continuous improvement. 		<p>The last two of 11 elements of a compliance program are in the development stage with one nearing approval stage.</p>	
<ul style="list-style-type: none"> Develop and implement safe procedure guidelines. 		<p>An additional Best Practice Guideline (Reporting Injuries) was developed and approved in 2004. Three other guidelines are nearing the approval stage.</p>	
<ul style="list-style-type: none"> Conduct a baseline health and safety audit. 		<p>The budget for this item was not approved in the 2003/04 budget. A request will again be submitted in the 2004/05 budget process for consideration.</p> <p>The implementation of a baseline health and safety audit is the responsibility of the Manager of Employee Health, Safety and Insurance Services (EHSIS). However, PSC Safety Committee conducts annual detailed safety audits of the campus.</p>	
<ul style="list-style-type: none"> Expand computer-based platform for the delivery of safety training programs. 		<p>EHSIS purchased the Internet version of Mastery CBT providing external access to thousands of training titles for staff/students. The General Safety Training program is currently offered through Distance Education.</p>	

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> Review and exercise current Emergency Response Plan. 	Currently in the process of developing specific Standard Operating Procedures for PSC and Emergency Response Plan for PSC. Estimated Date of Completion of plan and SOPs is June 2005.
		<ul style="list-style-type: none"> Develop a Business Resumption Plan. 	<p>This activity will commence December 2004.</p> <p>Computer Services has a resumption/ continuity plan that has been reviewed by Manitoba Insurance & Risk Management.</p>
	7.5 Improve the workplace through well-being initiatives.	<ul style="list-style-type: none"> Continue a program of washroom improvements and maintenance. 	There is an ongoing initiative to improve facilities at the Notre Dame Campus.
		<ul style="list-style-type: none"> Develop a plan to upgrade ventilation systems across the College at the Notre Dame campus. 	This is an element in the ongoing program to improve facilities at the Notre Dame Campus.
		<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. Will be implemented at PSC by February 1, 2005.
	7.6 Develop a plan and process to become a model sustainable development (environmental, social, economic) College.	<ul style="list-style-type: none"> Establish strategies to incorporate sustainability principles into College campus planning. 	<p>Some energy conservation devices were built into PSC design.</p> <p>As the government develops sustainability strategies, they will be incorporated. Where practical, such strategies are implemented.</p>
		<ul style="list-style-type: none"> Develop processes to involve College members in learning, acting on and implementing sustainability principles. 	<p>At PSC, periodic emails are sent to all staff and SA to conserve energy. Signs are posted in classrooms that do not have light sensors, asking occupants to turn off lights when leaving room. Energy conservation posters are posted throughout the campus.</p> <p>A meeting of the College Sustainability Committee will be held in early 2005.</p>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE																		
		<ul style="list-style-type: none"> Implement strategies to encourage waste reduction, energy efficiency and other sustainable development practices. 	<p>At PSC, classrooms and public spaces are kept locked when not in use, thereby reducing energy costs (lights and HVAC are off). Windows cannot be opened (handles removed) to reduce loss of heat in winter and cooling in summer.</p> <p>This effort is coordinated by the Environmental and Recycling Coordinator.</p>																		
8.0	CONTINUE THE COLLEGE'S PARTICIPATION IN GLOBAL EDUCATION.																				
	<p>8.1 Develop a global orientation within Red River College programs and services.</p>	<ul style="list-style-type: none"> Provide for international student and staff exchanges. Ensure that curricula are relevant to the realities of a global marketplace. 	<p>Hosted sixteen (16) visiting international delegations and four (4) education agent tours.</p> <div data-bbox="1129 548 1976 1094"> <p style="text-align: center;">Staff Participation in International Activities</p> <table border="1"> <caption>Staff Participation in International Activities</caption> <thead> <tr> <th>Year</th> <th>International Work Experiences</th> <th>Indirect Participation</th> </tr> </thead> <tbody> <tr> <td>1999-00</td> <td>7</td> <td>50</td> </tr> <tr> <td>2000-01</td> <td>9</td> <td>90</td> </tr> <tr> <td>2001-02</td> <td>8</td> <td>80</td> </tr> <tr> <td>2002-03</td> <td>10</td> <td>75</td> </tr> <tr> <td>2003-04</td> <td>12</td> <td>65</td> </tr> </tbody> </table> <p>Indirect participation in international activities includes such duties as hosting international delegations that visit the college.</p> </div> <p>RRC has developed a set of college wide learning outcomes, to be included in all programs, to ensure that graduates are prepared for the global marketplace.</p> <p>The relevance of the Biotechnology/Pharmaceutical Sciences suite of programs has been verified by a significant study as well as industry input into curriculum development. Industry representatives will also be involved in delivery of the program. Program partnerships are currently being sought with the University of California at San Diego and San Diego State University, among others.</p>	Year	International Work Experiences	Indirect Participation	1999-00	7	50	2000-01	9	90	2001-02	8	80	2002-03	10	75	2003-04	12	65
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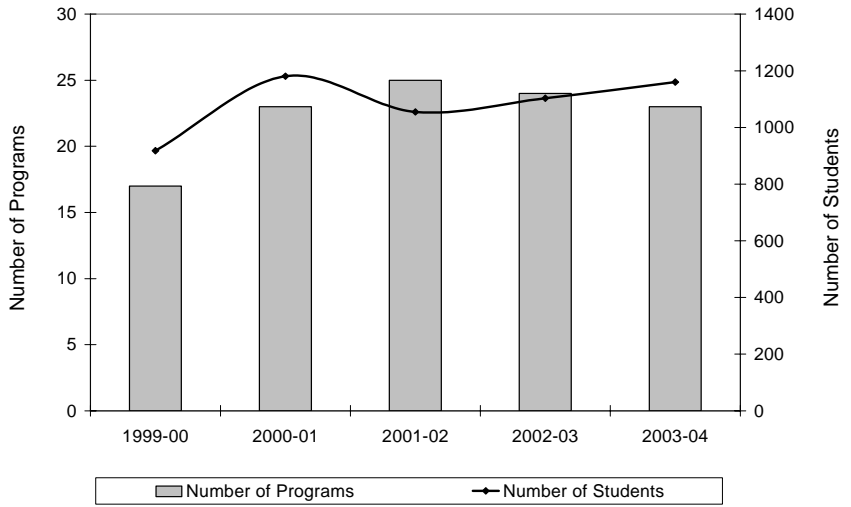
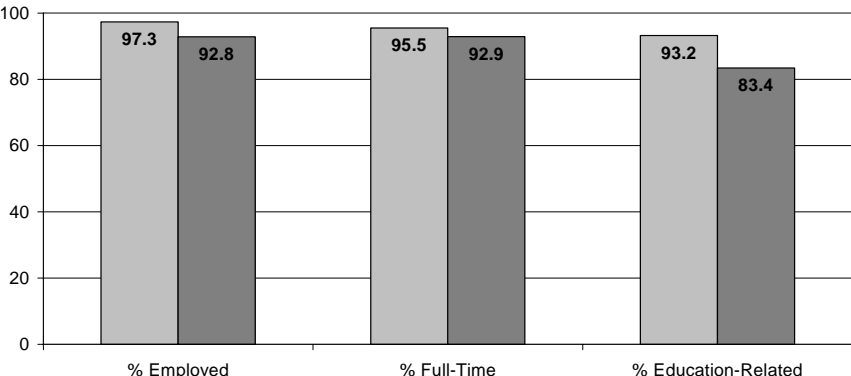
	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
			A proposal for a one-year post-graduate program in Health Informatics (connected to a university master's level program) has been developed after researching currently available programs in North America and Europe, brain-storming sessions with industry and a DACUM study.
	8.2 Enhance global access to college programs.	<ul style="list-style-type: none"> • Deliver joint venture training initiatives in selected international markets. 	Continued cost-recovery activity with Shenyang-RRC Joint Venture Training Centre in China. No new joint venture activity.
		<ul style="list-style-type: none"> • Develop Internet delivery capability for college programs. 	Targeted use of international education interactive website. 31 of 35 new DE courses developed in 2003/04 were on-line courses.
		<ul style="list-style-type: none"> • Explore visa access strategies with relevant posts abroad. 	Hosted student orientation sessions on Manitoba Provincial Nominee Program. Maintained Embassy and CEC network world-wide. The International Office assisted fifteen international students in successful application to the Citizenship and Immigration Canada (CIC) pilot project authorizing off-campus employment for full-time international students.

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE																		
	<p>8.3 Increase the participation of international students at Red River College.</p>	<ul style="list-style-type: none"> 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 style="text-align: center;">International Students</p>  <table border="1" data-bbox="1136 240 1955 743"> <caption>International Students Data</caption> <thead> <tr> <th>Year</th> <th>Number of International Students</th> <th>Proportion of Student Population</th> </tr> </thead> <tbody> <tr> <td>1999-00</td> <td>~55</td> <td>~0.8%</td> </tr> <tr> <td>2000-01</td> <td>~95</td> <td>~1.3%</td> </tr> <tr> <td>2001-02</td> <td>~185</td> <td>~2.1%</td> </tr> <tr> <td>2002-03</td> <td>~285</td> <td>~3.2%</td> </tr> <tr> <td>2003-04</td> <td>335</td> <td>3.7%</td> </tr> </tbody> </table> <p>A total of 335 international students were registered through the International Education Office (IEO) during the academic year. Students from over 30 different countries submitted over 500 visa student applications in 2003-04.</p> <p>IEO participated in six international student recruiting fairs (Mexico, Korea, Chile, Egypt, United Arab Emirates and Japan), and conducted four international marketing missions (Chile, Mexico, China and Russia).</p> <p>The IE office responded to 2,200 e-mail, mail, telephone and walk-in student inquiries for information and the website received over 16,522 hits in 2003-2004. (Compared to 1,591 inquiries and 13,152 website hits in the previous year. Since May 2000 there have been approximately 47,253 visitors to the IE website.</p> <p>RRC marketing material was shipped to 23 Education Agents, Canadian Education Centres and partner colleges.</p>	Year	Number of International Students	Proportion of Student Population	1999-00	~55	~0.8%	2000-01	~95	~1.3%	2001-02	~185	~2.1%	2002-03	~285	~3.2%	2003-04	335	3.7%
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		<ul style="list-style-type: none"> Enhance and expand upon existing promotional materials to include non-print materials (video, internet, etc.). 	<p>Updating of the IE website is currently underway. Participated in co-op advertising initiatives of Manitoba Council for International Education (MCIE).</p>																		

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
	8.4 Develop Red River's training capacity for export.	<ul style="list-style-type: none"> • Increase the number of custom-designed training programs/products offered to international clients. 	The International Education Office pursued contract and group training opportunities with proposals developed for the Chinese, South African and Chilean markets.
		<ul style="list-style-type: none"> • Prepare funding submissions for consideration by a number of Overseas Development Agencies (e.g., Asia Development Bank, World Bank, etc.). 	The IEO was successful in receiving Association of Canadian Community Colleges (ACCC) project development funds to develop and submit a project proposal for Aboriginal programming in Chile.
		<ul style="list-style-type: none"> • Identify and undertake the steps necessary for Red River to become "export ready". 	The college is committed to developing the necessary infrastructure support services required to pursue international opportunities.
		<ul style="list-style-type: none"> • Establish internal mechanisms and procedures to support higher risk international projects. 	Established a business management process and mechanism to facilitate international business development.
		<ul style="list-style-type: none"> • Integrate product promotion and marketing strategies for international student recruitment, and project work. 	<p>The International Education Office continued to work closely with the Diversity and Immigrant Student Support Office on providing student services. IEO also works with Enrolment Services in identifying available international seat capacity and have started monitoring international student service needs at the new Princess Street Campus.</p> <p>International tuition fee increased in 2004 and discussions started on the creation of an International Education Endowment Scholarship Fund.</p> <p>Computer Services department also made changes to the Student Information System (SIS) to facilitate international student processing.</p>
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. 	Eighty-five percent of all RRC diploma programs have articulation agreements with university degree programs.

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> Develop articulation agreements with school divisions in Manitoba as appropriate. 	Articulation agreements were established with seven Manitoba high schools to allow students to receive up to five of the seven first year credits in Civil Technology.
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. 	<p>Teacher Education continues to launch programs that articulate their program with the University of Winnipeg.</p> <p>RRC currently has nine joint degree programs with University of Winnipeg and the University of Manitoba.</p>
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 PD key contact with Western Diversification, international partners, Standard Aero, PSC Technology partners and others.</p>
		<ul style="list-style-type: none"> Identify major corporate clients, determine their training needs, and prepare proposals for partnerships. 	This is a continuous activity and is part of the work of many areas of the College both at the college –wide and departmental levels.
		<ul style="list-style-type: none"> Become preferred training supplier to major corporate clients. 	RRC is used widely for customized training and for the delivery of continuing education programs, in several sectors including Aviation and Aerospace, Health services and Manufacturing.
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. 	The Contract Training Model is currently under an extensive review to consider its continuing relevancy and strategy.
		<ul style="list-style-type: none"> Integrate contract training thinking to capitalize on emerging market opportunities throughout the College. 	There has been an organizational change in Contract Training Sales and Services, with sales going to Continuing Education in the Academic Division and services going to Financial Services.
		<ul style="list-style-type: none"> Review contract training policies, best practice guidelines and procedures manual. 	The Director of Contract Training will be completing a review of the whole process and structure of Contract Training prior to her retirement in January 2005.

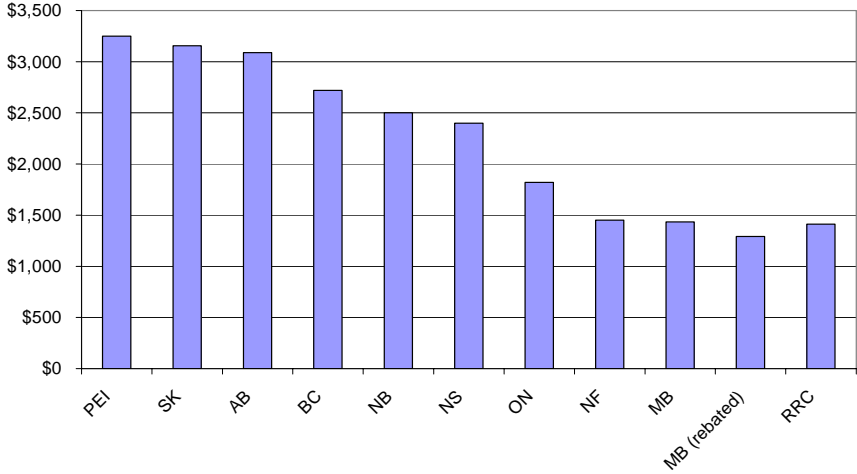
	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> Review appropriate contract training systems for registration, enrolments, financial transactions, etc. 	<p>Contract Training works closely with Enrolment Services, Continuing Education, Human Resources, Corporate Legal 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>A master operating agreement between the College and the Students' Association which outlines rights and responsibilities of each partner was signed in September 2004.</p>
		<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, complaints process, etc. 	<p>A Student Code of Rights and Responsibilities was developed with the participation of the Students' Association as well as faculty and approved in June 2004.</p> <p>Monthly meetings are held with the SA.</p>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE																														
	<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. 	<p style="text-align: center;">Co-operative Education</p>  <table border="1" data-bbox="1129 243 1974 747"> <caption>Co-operative Education Data</caption> <thead> <tr> <th>Year</th> <th>Number of Programs</th> <th>Number of Students</th> </tr> </thead> <tbody> <tr> <td>1999-00</td> <td>17</td> <td>900</td> </tr> <tr> <td>2000-01</td> <td>23</td> <td>1150</td> </tr> <tr> <td>2001-02</td> <td>25</td> <td>1050</td> </tr> <tr> <td>2002-03</td> <td>24</td> <td>1100</td> </tr> <tr> <td>2003-04</td> <td>23</td> <td>1150</td> </tr> </tbody> </table> <hr/> <p style="text-align: center;">Comparison of Cooperative Program Graduates to Non-Cooperative Program Graduates on Key Outcomes</p>  <table border="1" data-bbox="1129 860 1974 1234"> <caption>Comparison of Cooperative Program Graduates to Non-Cooperative Program Graduates on Key Outcomes</caption> <thead> <tr> <th>Key Outcome</th> <th>Co-op Grad (%)</th> <th>Non Co-op Grad (%)</th> </tr> </thead> <tbody> <tr> <td>% Employed</td> <td>97.3</td> <td>92.8</td> </tr> <tr> <td>% Full-Time</td> <td>95.5</td> <td>92.9</td> </tr> <tr> <td>% Education-Related</td> <td>93.2</td> <td>83.4</td> </tr> </tbody> </table> <p style="text-align: center;">Source: RRC Graduate Survey, 1998-99 through 2001-02.</p>	Year	Number of Programs	Number of Students	1999-00	17	900	2000-01	23	1150	2001-02	25	1050	2002-03	24	1100	2003-04	23	1150	Key Outcome	Co-op Grad (%)	Non Co-op Grad (%)	% Employed	97.3	92.8	% Full-Time	95.5	92.9	% Education-Related	93.2	83.4
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		<ul style="list-style-type: none"> Pursue opportunities to deliver printing services at a profit with other publicly funded organizations that could benefit from the commercial digital printing technology. 	<p>These opportunities are limited. Digital technology has been generally accepted and incorporated into many publicly funded organizations. As opportunities present themselves they will be examined and acted upon when possible.</p>
9.7	Build partnerships with Aboriginal governments, agencies and educational institutions.	<ul style="list-style-type: none"> Expand relationships with First Nations, Métis, Inuit and Urban Aboriginal governments. Cooperate with established and developing educational bodies and agencies. 	<p>Establishing a partnership with Anishinabe-Mino-Ayaawin to offer the Applied Studies in FAS/E program. Refer to item 4.1.</p> <p>RRC staff participate on a number of foundations, boards and councils.</p> <p>RRC is supporting the establishment of the University College of the North (UCN) by assisting in the development of an Aboriginal Self Government program at UCN.</p> <p>RRC partners with Urban Circle and the Centre for Aboriginal Human Resource Development (CAHRD) to deliver RRC programming to Aboriginal learners.</p> <p>Established seven partnering projects across Canada to offer the Applied Studies in FAS/E program.</p>
9.8	Build relationships with the Province of Manitoba and the Government of Canada.	<ul style="list-style-type: none"> Review and respond to the governments' innovation agendas. 	<p>RRC was selected as a participant in the NSERC Community and College Innovation Pilot project. RRC will concentrate on helping the manufacturing industry adopt innovative and productivity enhancing improvements.</p> <p>RRC has established an Applied Research and Commercialization office to support the government innovation agendas.</p> <p>Continued exploration for program options for delivery to middle managers with federal public service employees through the Community College Strategy committee.</p> <p>Arranged registration and facilities for the Winnipeg Tax Centre, Innovation Conference.</p>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
			In the past and present RRC has developed a number of programs and course materials in response to government agenda including Health Informatics, Biotechnology/Pharmaceutical Sciences programming, Community Development/Community Economic Development programming and an Early Childhood Development WebCT resource that translates the current state of knowledge about human development into the practice of early childhood education.
		<ul style="list-style-type: none"> Establish strategies to work cooperatively with government at the strategic level. 	<p>The Director of Applied Research and Commercialization is an advisor to the DM of Energy Science and Technology.</p> <p>The College participates on provincial government task teams to support economic development in specific sectors, e.g., hydrogen, manufacturing, transportation, etc.</p> <p>RRC supports Destination Winnipeg on site selection bids and visits for companies seeking to locate new or expanded operations.</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. 	<p>Ongoing.</p> <p>The College meets with COPSE and the Department of Advanced Education formally and informally to discuss needs.</p> <p>The College has developed a number of strategies to work closely with COPSE.</p>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE																																																								
			<p style="text-align: center;">Revenue Trends Percent of Net Revenue</p> <table border="1"> <caption>Estimated Revenue Trends Data (Percent of Net Revenue)</caption> <thead> <tr> <th>Fiscal Year</th> <th>Operating Grant</th> <th>Day Tuition</th> <th>Apprenticeships</th> <th>Sundry & Miscellaneous Contracts</th> <th>Strategic Business Units (net)</th> <th>Amortization of Deferred Contributions</th> </tr> </thead> <tbody> <tr> <td>1998/99</td> <td>78.0%</td> <td>14.0%</td> <td>10.0%</td> <td>5.0%</td> <td>2.0%</td> <td>1.0%</td> </tr> <tr> <td>1999/00</td> <td>73.0%</td> <td>15.0%</td> <td>8.0%</td> <td>4.0%</td> <td>2.0%</td> <td>1.0%</td> </tr> <tr> <td>2000/01</td> <td>73.0%</td> <td>14.0%</td> <td>7.0%</td> <td>4.0%</td> <td>2.0%</td> <td>1.0%</td> </tr> <tr> <td>2001/02</td> <td>72.0%</td> <td>14.0%</td> <td>7.0%</td> <td>4.0%</td> <td>2.0%</td> <td>1.0%</td> </tr> <tr> <td>2002/03</td> <td>72.0%</td> <td>13.0%</td> <td>7.0%</td> <td>4.0%</td> <td>2.0%</td> <td>1.0%</td> </tr> <tr> <td>2003/04</td> <td>73.0%</td> <td>13.0%</td> <td>7.0%</td> <td>4.0%</td> <td>2.0%</td> <td>1.0%</td> </tr> <tr> <td>2004/05</td> <td>71.0%</td> <td>13.0%</td> <td>7.0%</td> <td>4.0%</td> <td>2.0%</td> <td>1.0%</td> </tr> </tbody> </table>	Fiscal Year	Operating Grant	Day Tuition	Apprenticeships	Sundry & Miscellaneous Contracts	Strategic Business Units (net)	Amortization of Deferred Contributions	1998/99	78.0%	14.0%	10.0%	5.0%	2.0%	1.0%	1999/00	73.0%	15.0%	8.0%	4.0%	2.0%	1.0%	2000/01	73.0%	14.0%	7.0%	4.0%	2.0%	1.0%	2001/02	72.0%	14.0%	7.0%	4.0%	2.0%	1.0%	2002/03	72.0%	13.0%	7.0%	4.0%	2.0%	1.0%	2003/04	73.0%	13.0%	7.0%	4.0%	2.0%	1.0%	2004/05	71.0%	13.0%	7.0%	4.0%	2.0%	1.0%
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	<p style="text-align: center;"><u>Tuition:</u></p>	<ul style="list-style-type: none"> Work with Board of Governors and COPSE to develop an appropriate tuition strategy. 	Tuition proposal included with preliminary budget for COPSE. Discussions with COPSE have begun.																																																								

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	<u>Apprenticeship:</u>	<ul style="list-style-type: none"> Work with Apprenticeship Branch to establish a pricing model for apprenticeship training that ensures colleges are properly funded for apprenticeship training. 	<p>The College has reached an understanding with the current Apprenticeship staff about the pricing model and it will be used for 2005-06. Although it is not a fully-funded formula, it allows the colleges to properly fund new and expanding training initiatives.</p>																								
	<u>Strategic Business Units:</u>	<ul style="list-style-type: none"> See other parts of operational plan for various actions (including strategy 10.2). 	<p>SBU are an important element of the College's revenue strategy and every year SBUs prepare business plans to advance revenues.</p>																								
	<u>Fundraising:</u>	<ul style="list-style-type: none"> See Objective 11 for various actions. 	<p>Fundraising is an increasingly important aspect of the College's long term financial stability initiative; it will take several years to establish a solid basis in this area.</p>																								
	<u>Other:</u>	<ul style="list-style-type: none"> Explore opportunities for alternative revenues. 	<p>This is a key part of the long term financial stability of the College and is included in the annual budget building process.</p> <p>The college, throughout the year, has advanced proposals for funding and has received grants from such agencies as NSERC and WD.</p>																								

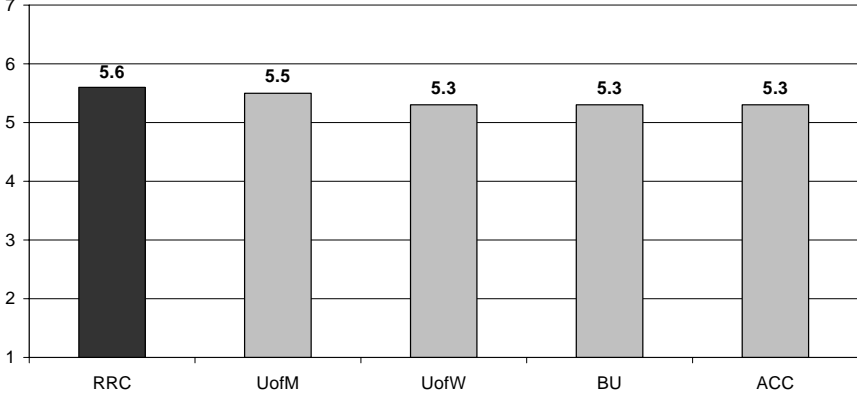
	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> • Develop more aggressive investment strategy for College funds. 	<p>The Investment Committee created an Investment Policy approved by Board of Governors. Currently negotiating MOU with Department of Finance.</p>
	<p>10.2 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. • Encourage entrepreneurial performance by exploring alternative remuneration models for individuals and other incentives for departments and units. • Investigate incorporation or alternate business forms for some entrepreneurial activities. • Promote changes to the Colleges Act that encourage entrepreneurial practices and support the development of alternative sources of revenue. • Explore the use of the SBU model for other activities, e.g., Computer Services, Financial Services, Academic units. • Evaluate non-core business activities to see if they should continue to be operated in-house or whether alternate arrangements should be made. 	<p>This will likely be part of new Leadership Development program curriculum.</p> <p>New compensation system for excluded staff. Incentive based models that impact compensation for other staff are collective agreement issues.</p> <p>Ongoing as opportunities present themselves.</p> <p>RRC has recommended a number of changes to the Act but there has been no change in status.</p> <p>Financial Services is proposing recreating the BEAS unit for 2005-06 to support SBU type activity.</p> <p>This is an annual activity to ensure value for the operation of the College.</p>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<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. 	This policy needs to be revisited in light of revised contract training strategy that mitigates risk.
		<ul style="list-style-type: none"> Investigate creation of reserves for specific purposes, e.g., major capital projects. 	<p>Funding for the PSC includes provision for capital reserve.</p> <p>This action requires serious consideration. Such reserves need to be identified for specific projects.</p>
		<ul style="list-style-type: none"> Reduce capital deficit. 	Ongoing.
		<ul style="list-style-type: none"> Evaluate financial software to ensure it continues to meet the College's internal and external reporting needs. 	Now under consideration as part of proposed ERP solution for HR, SIS and Financials.
		<ul style="list-style-type: none"> Manage vacation and severance pay liabilities and eliminate related deficit. 	Improvements have been made. Significant reduction in the vacation carryover but will require continued vigilance.
		<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. 	This is considered on an on-going basis.
		<ul style="list-style-type: none"> Enhance the scope of the Risk Control Committee to ensure college-wide risk assessment. 	This is considered on an on-going basis.
		<ul style="list-style-type: none"> Develop risk control policies. 	<p>Safety policy amended and approved.</p> <p>Incident reporting has been developed and approved.</p> <p>Unlicensed vehicle operation in draft.</p>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE																		
			Hearing Conservation policy under review.																		
		<ul style="list-style-type: none"> Review all current policies. 	All current health & safety policies have been reviewed and amended as required.																		
		<ul style="list-style-type: none"> Increase knowledge and awareness of risk, control and insurance protection. 	Potential liability risks and employee protection from personal liability have been communicated to employees in the health & safety context.																		
	10.3 Allocate resources appropriately.	<ul style="list-style-type: none"> Expand a multi-year budgeting process. 	Ongoing and may be facilitated if new software acquired (ERP system).																		
		<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 on several key outcomes including: employment rates, student satisfaction and graduates satisfaction.</p> <div data-bbox="1123 828 1984 1372"> <p style="text-align: center;">Red River College Benchmarks</p> <table border="1"> <caption>Red River College Benchmarks Data</caption> <thead> <tr> <th>Key Performance Indicator</th> <th>RRC (%)</th> <th>ON Avg. (%)</th> </tr> </thead> <tbody> <tr> <td>Employment Rate</td> <td>~95</td> <td>~88</td> </tr> <tr> <td>Student Satisfaction</td> <td>~85</td> <td>~78</td> </tr> <tr> <td>Graduate Satisfaction</td> <td>~92</td> <td>~80</td> </tr> <tr> <td>Student Satisfaction with Facilities</td> <td>~80</td> <td>~70</td> </tr> <tr> <td>Student Satisfaction with Services</td> <td>~85</td> <td>~68</td> </tr> </tbody> </table> <p style="text-align: center;">Key Performance Indicator</p> <p>Ontario Data: 2002-03 College Graduates, 2003-04 Student Satisfaction Survey. Average of 25 Colleges.</p> <p style="text-align: right;">■ RRC ■ ON Avg.</p> </div>	Key Performance Indicator	RRC (%)	ON Avg. (%)	Employment Rate	~95	~88	Student Satisfaction	~85	~78	Graduate Satisfaction	~92	~80	Student Satisfaction with Facilities	~80	~70	Student Satisfaction with Services	~85	~68
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	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
			The benchmarking program has been extended to include Program level benchmarks based on overall College performance.
		<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. 	This is being done on an on-going basis.
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 Campus will be integrated into the overall campaign. This campus may be a focal point – given it is an excellent “selling feature” for the College.
		<ul style="list-style-type: none"> Maintain a communications capacity in the Marketing and Public Relations Department. 	Hired a permanent communications coordinator. Continued to develop key messages for the College.
		<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 has been costed at \$40K and requires funding.
		<ul style="list-style-type: none"> Maintain 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: <ol style="list-style-type: none"> The College logo; The College colour palette; The College motto (Setting the Standard, Meeting the Demand); The College address footer; Images of RRC College life; A common graphic interface where all navigation tools are located in the same position.

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE																						
		<ul style="list-style-type: none"> Develop, implement, assess and continuously improve a specific means to communicate the College's strategic plan. 	<p>In 2004, the Strategic Plan was communicated through presentations, print materials and the Web.</p>																						
		<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. 	<p>Developed a print, radio, billboard and sponsorship campaign that re-enforces the visual identity of the college and responds to the results of the marketing research. The campaign is designed to support recruitment strategies.</p>																						
		<ul style="list-style-type: none"> Measure the level of awareness and satisfaction among target audiences. 	<p>An initial baseline survey was conducted in 2003. The College will be conducting follow up research-based on the initial research to determine any changes in perceptions or attitudes.</p> <div data-bbox="1123 743 1976 1284"> <p style="text-align: center;">Awareness of RRC¹</p> <table border="1"> <thead> <tr> <th>Institution</th> <th>Awareness (%)</th> </tr> </thead> <tbody> <tr> <td>South Wpg. Tech.</td> <td>4%</td> </tr> <tr> <td>Mennonite U</td> <td>8%</td> </tr> <tr> <td>Herzing</td> <td>10%</td> </tr> <tr> <td>CSB</td> <td>10%</td> </tr> <tr> <td>KCC</td> <td>12%</td> </tr> <tr> <td>ACC</td> <td>24%</td> </tr> <tr> <td>BU</td> <td>56%</td> </tr> <tr> <td>RRC</td> <td>73%</td> </tr> <tr> <td>UofW</td> <td>91%</td> </tr> <tr> <td>UofM</td> <td>95%</td> </tr> </tbody> </table> <p>1. Unprompted. Source: RRC Reputation Survey 2003, Western Opinion Research. N = 802 adult MB residents.</p> </div>	Institution	Awareness (%)	South Wpg. Tech.	4%	Mennonite U	8%	Herzing	10%	CSB	10%	KCC	12%	ACC	24%	BU	56%	RRC	73%	UofW	91%	UofM	95%
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			<p style="text-align: center;">RRC Impression¹ Public Impression of MB Colleges and Universities</p>  <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>College/University</th> <th>Impression Score</th> </tr> </thead> <tbody> <tr> <td>RRC</td> <td>5.6</td> </tr> <tr> <td>UofM</td> <td>5.5</td> </tr> <tr> <td>UofW</td> <td>5.3</td> </tr> <tr> <td>BU</td> <td>5.3</td> </tr> <tr> <td>ACC</td> <td>5.3</td> </tr> </tbody> </table> <p>1. Impressions of specific Manitoba Colleges and Universities, rated on a scale of 1 to 7. Source: RRC Reputation Survey 2003, Western Opinion Research. N = 802 adult MB residents.</p>	College/University	Impression Score	RRC	5.6	UofM	5.5	UofW	5.3	BU	5.3	ACC	5.3
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		<ul style="list-style-type: none"> Maintain a clear and consistent visual identity in all documents, publications, electronic media, and signage. 	<p>Ongoing and continued monitoring of all communication material (where possible) and publications to ensure a consistent look.</p>												
11.2	Develop and implement appropriate student recruitment strategies.	<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>Recruitment support materials such as the Viewbook and CD-ROM are developed to specifically target sequential students. They are constantly evaluated based on target audience requirements.</p> <p>In 2003-04 presentations on RRC programs were delivered to 6,105 students from 146 high schools. The second version of the interactive College recruitment CD-ROM was very well received by high school students.</p> <p>The college participated in the Brandon Career Symposium and maintained a strong presence at the Winnipeg Career Symposium. The College's annual Open House was very successful.</p> <p>Ads promoting programs with excess capacity were placed in various media.</p>												

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> Develop and implement a targeted communications plan for recruitment. 	<p>Enrolment Services staff continue to work with Marketing and Public Relations to develop a targeted communications plan for the recruitment of students. This included redesigning the Viewbook as well as a revised and enhanced recruitment CD-ROM directed at high schools students.</p> <p>This is part of the overall marketing strategy which is primarily focused on recruitment.</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 planned acquisition of a new student information system will provide a recruitment module which will facilitate regular, targeted communication with prospective students beginning from the first inquiry to registration. The existing Contact Resource Management system is being used to capture information about individuals enquiring about attending the college to facilitate some bulk targeted mailing.</p>
		<ul style="list-style-type: none"> Develop further content for the College web site, promoting RRC courses, through interactive video, testimonials, camera views. 	<p>In progress and will be the responsibility of the new Communications Coordinator to implement over the next year.</p>
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. 	<p>Ongoing support provided to the Staff Club.</p>
		<ul style="list-style-type: none"> Introduce a program of "awards for excellence" and encourage application and nominations for outstanding achievement awards. 	<p>This idea will be evaluated and the overall internal communications strategy will be developed this year by the communications coordinator.</p>
		<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. 	<p>For the internal audience this had been part of the staff club responsibilities. Where possible have tied the sponsorships into SA Activities. Worked with different departments to host functions for the external community to enhance the image of their respective programs.</p>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> Develop strategies to support RRC participation in the philanthropic community. 	<p>Encourage and support staff participation in philanthropic events and sponsor charitable events where they tie in the with College's marketing strategy. Also work closely with the Director of Development to provide marketing support to this function.</p> <p>A "Bingo" game for staff was held to educate staff on the College's role in the philanthropic community in conjunction with the all charities campaign. Individual staff are involved with the United Way of Winnipeg campaign. RRC is a member of the Association of Fundraising Professionals (AFP Manitoba) and supports national philanthropy day.</p>
		<ul style="list-style-type: none"> Identify and coordinate entry of college "teams" in community special events. 	<p>The College participates in community events through supported teams which will enhance our profile in the community and are a good cause.</p>
	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. 	<p>Alumni data base continues to grow with over 24,000 names. Revenue generation from alumni strategy is in early stages with major results still five to ten years away.</p>
		<ul style="list-style-type: none"> Support and encourage the development of program-specific alumni chapters in the College. 	<p>The Alumni committee has devised a program to provide financial and administrative support to program specific activities.</p>
		<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. 	<p>A variety of alumni events such as dinners, open houses, and program specific events such Civilbration and Show and Shine are growing in participation.</p>
	11.5 Increase success in College fundraising activities.	<ul style="list-style-type: none"> Maintain a coordinated approach to fundraising for the College both internally and in the external community. 	<p>This area has made significant strides with most staff now aware that projects involving external funding sources are managed through the Development Office.</p> <p>Ongoing initiative to coordinate the expressed needs of programs with available external supporters.</p>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> Support the comprehensive fundraising capacity of the College. 	Ongoing activity of the Development Department.
		<ul style="list-style-type: none"> Consider the establishment of a foundation in conjunction with the Board of Governors. 	No change in status, this item has been postponed until 2005.
		<ul style="list-style-type: none"> Manage the capital campaign for Princess St./RRC. 	The Princess Street Capital Campaign has attained 80% of target (\$4 million of \$5 million goal secured).
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"> Continue to develop and implement strategies that reward a culture of innovation and position the College as a learning based post-secondary institution. 	<p>The 2005-2010 Operational Plan articulates a number of specific strategies and actions.</p> <hr/> <p>Provided a number of grants for small scale applied research projects fund in 2004 to encourage innovation.</p>
		<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>Revised the student code of rights and responsibilities to a more student focused and learning centred policy.</p> <hr/> <p>Adopting learning outcomes and a standardized course outline for all RRC courses.</p> <hr/> <p>Adopted a new mid-course feedback policy to allow all students to provide formative feedback on all courses while course is in progress.</p> <hr/> <p>Continued to assist instructors with incorporating learner centred learning outcomes and college wide employability skills into curriculum.</p>
		<ul style="list-style-type: none"> Develop and support faculty and staff innovation initiatives that stress creativity, excellence and risk taking. 	<p>Staff Development is working with faculty to host a Great Teachers Sampler Seminar in spring of 2005. The seminar is designed for staff to share ideas and resources. Staff Development is also planning similar kinds of activities to promote faculty innovation and creativity- similar to roundtable activities.</p>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> • Develop and celebrate successes in moving to a learning culture in a variety of media. 	<p>Ongoing and will continue to evolve as the department sends out more media releases, and profiles more of the College success stories. This will become more integrated into the College's marketing strategy.</p>
		<ul style="list-style-type: none"> • Conduct a knowledge management inventory and assessment. 	<p>The capacity for undertaking this initiative, such as developing expertise in Knowledge Management, is currently being developed.</p>
		<ul style="list-style-type: none"> • Develop a knowledge management agenda for the College, identifying people, processes, artifacts and technologies. 	<p>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.</p>
		<ul style="list-style-type: none"> • Identify and conduct a pilot knowledge management project in a selected KM area. 	<p>RRC Connect! has evolved as a community of College members seeking to share and build knowledge, foster innovation and to connect resources and instructors and staff.</p>
	<p>12.2 Integrate strategic thinking into the fabric of the College.</p>	<ul style="list-style-type: none"> • Design, implement and evaluate a comprehensive strategic planning process. 	<p>In 2004, the strategic planning process included a comprehensive environmental scan and extensive internal consultations with over 200 faculty and staff, along with a web-based input process, to ensure the plan was current and relevant.</p>
		<ul style="list-style-type: none"> • Establish a regular review of values. 	<p>The Statement of Values is reviewed on a bi-annual basis to ensure continuing relevancy.</p>
		<ul style="list-style-type: none"> • Communicate the process and content of the Strategic Plan. 	<p>Director of Research and Planning and Director of Marketing and Public Relations do this annually to develop a plan to communicate the process and content of the plan.</p> <p>Developed various materials in 2004 to distribute widely the Strategic Plan, Vision and Mission and Statement of Values. In addition, presentations were delivered to various college constituencies.</p>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<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. 	<p>Web based communication and interactive techniques were employed during the 2004 strategic planning renewal process.</p>
	<p>12.3 Ensure the appropriateness of the organizational structure of RRC in view of the new realities in delivering education in the 21st Century.</p>	<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. Develop strategies to encourage interdepartmental discussion and exploration of opportunities and issues. 	<p>Reorganized the learning portfolio to include all program development and delivery units, including full-time programs, CE, DE, Stevenson Aviation and the LTC.</p> <p>Academic divisions aligned to match the key economic development sectors of the Manitoba economy.</p> <p>Established a new Transportation, Aviation and Manufacturing division to accommodate growth in the academic division.</p> <p>The Senior Academic Committee meets bi-weekly to coordinate interdepartmental academic activity.</p> <p>The Deans and Chairs Committee meets four times a year to provide this opportunity for cross departmental discussions.</p> <p>The Teaching Learning and Technology Roundtable provide an opportunity for discussion on a wide variety of technology and learning issues for a broad base of college faculty and staff.</p>
	<p>12.4 Transform the image of the College.</p>	<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. Assess the public perception and impression of RRC on a routine basis. 	<p>This is an ongoing and strategic effort. Defining and evolving the RRC brand is incorporated into all aspects of the Marketing Strategy.</p> <p>Continually undertake marketing research to track the public perception of the College.</p> <p>An initial baseline was established and the intent is to re-measures this in the future to monitor progress.</p>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE																				
			<p>The initial baseline survey suggested that the image of the College has been improving over the last five years.</p> <p style="text-align: center;">RRC Image the Last 5 Years</p> <table border="1"> <caption>RRC Image the Last 5 Years Data</caption> <thead> <tr> <th>Category</th> <th>Improving</th> <th>Staying the same</th> <th>Worsening</th> <th>Don't Know</th> </tr> </thead> <tbody> <tr> <td>Province</td> <td>49%</td> <td>35%</td> <td>1%</td> <td>15%</td> </tr> <tr> <td>Winnipeg</td> <td>57%</td> <td>32%</td> <td>1%</td> <td>9%</td> </tr> <tr> <td>Non-Wpg.</td> <td>38%</td> <td>39%</td> <td>2%</td> <td>22%</td> </tr> </tbody> </table>	Category	Improving	Staying the same	Worsening	Don't Know	Province	49%	35%	1%	15%	Winnipeg	57%	32%	1%	9%	Non-Wpg.	38%	39%	2%	22%
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		<ul style="list-style-type: none"> Establish rapport with outside interests in lobbying on behalf of the College for recognition. 	<p>Regular activity of Board members.</p>																				
	<p>12.5 Nurture an innovative and technology literate learning and work environment.</p>	<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>Board leadership provided to the PSC Capital Campus.</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. 	Distance Education (DE) and Program Development (FZ) development funds used to support the conversion of courses to online delivery formats



RED RIVER COLLEGE
OF APPLIED ARTS, SCIENCE AND TECHNOLOGY

Research and Planning

C509- 2055 Notre Dane Avenue, Winnipeg, MB R3H 0J9

Voice: 204.632.2038; Fax 204.633.7470

<http://www.rrc.mb.ca/researchplan>