

Progress in Achieving the Vision 2005

A report on Operational Plan achievements at Red River College during 2005

January 2006

Red River College is the leader in applied learning and innovation. **Learning** To enable students to build a career, enhance quality of life, and contribute to Manitoba's economic and social prosperity through exceptional applied education and research. **Respect** *Red River College is the leader in applied learning and innovation.* **Inclusiveness** To enable students to build a career, enhance quality of life, and contribute to Manitoba's economic and social prosperity through exceptional applied education and research. **INTEGRITY** *Red River College is the leader in applied learning and innovation.* **Healthy Environment** To enable students to build a career, enhance quality of life, and contribute to Manitoba's economic and social prosperity through exceptional applied education and research. **Contribution to Community** *Red River College is the leader in applied learning and innovation.* **Learning** To enable students to build a career, enhance quality of life, and contribute to Manitoba's economic and social prosperity through exceptional applied education and research. **Respect** *Red River College is the leader in applied learning and innovation.* **Inclusiveness** To enable students to build a career, enhance quality of life, and contribute to Manitoba's economic and social prosperity through exceptional applied education and research. **INTEGRITY** *Red River College is the leader in applied learning and innovation.* **Healthy Environment** To enable students to build a career, enhance quality of life, and contribute to Manitoba's economic and social prosperity through exceptional applied education and research. **Contribution to Community** *Red River College is the leader in applied learning and innovation.* **Learning** To enable students to build a career, enhance quality of life, and contribute to Manitoba's economic and social prosperity through exceptional applied education and research. **Respect** *Red River College is the leader in applied learning and innovation.*

Introduction

This report documents the progress achieved by Red River College in 2005 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 2006-2011**, and **Red River College Operational Plan 2006-2011** 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 2006.

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

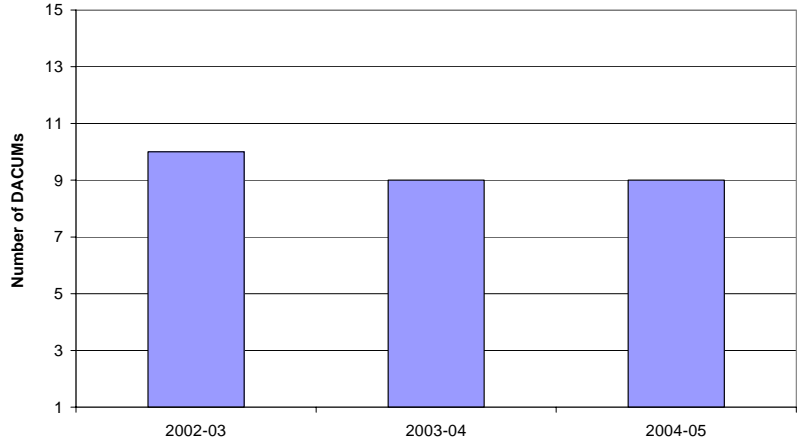
Red River College is committed to improving the learning environment. Continuous evaluation and measurement are essential for improvement.

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. 	<p>The Certificate in Adult Education (CAE) program assists faculty in developing assessment strategies for Learning Outcomes.</p> <p>The Language Training Centre uses learning portfolios as a basis for collecting assessment data and identifying progress with learners. Ongoing formal and informal assessments are conducted to determine whether students have met the English language learning outcomes established for their level and program.</p> <p>The Adult Learning Centre follows standards set by the Provincial government for the secondary level courses it delivers, and follows RRC standards for its dual credits courses.</p> <p>In 2004-05, Program & Curriculum Development (P&CD) facilitated the inclusion of College-Wide Learning Outcomes in the development of Graduate Profiles during the Program Renewal process for five programs.</p> <p>The CAE program provides specific training on developing learning outcomes for new faculty in both new and existing programs.</p> <p>Language learning outcomes are outlined by the Canadian Language Benchmarks and form the basis of Language Training Centre (LTC) program learning outcomes that exist for each LTC program.</p> <p>The Adult Learning Centre (ALC) integrates learning outcomes established for secondary levels and dual credit courses into its programs.</p> <p>The Curriculum Validation - Program Renewal process develops comprehensive outcome statements for each program validated in the form of a Graduate Profile. In 2004-05, this was done for the following programs: Business/Technology Teacher Education, Information Systems Technology, Electrical, Microcomputer Applications, and Hospitality and Tourism Management.</p> <p>P&CD led the implementation of the Course Outline Web which incorporates learning outcomes as part of the standardized Course Outline.</p> <p>P&CD planned & delivered two Learning Outcomes workshops. The Learning Outcomes Performance Support Web is a tool designed by P&CD to assist in the development of learning outcomes.</p> <p>P&CD facilitated the development of the new Occupational Health & Safety Program program in Continuing Education, by assisting with the development of a Graduate Profile and learning outcomes.</p>

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	1.2 Seek national or professional recognition and accreditation in all academic programs where appropriate standards exist.	<ul style="list-style-type: none"> Each program to identify the appropriate accrediting body or standards setting organization(s). 	<u>Program/Area:</u> Industrial Technologies	<u>Accrediting Body:</u> Canadian Technology Accreditation Board Manitoba Apprenticeship Branch
			International Business	Forum for International Trade Training
			Computer Analyst/ Programmer Information Systems Technology CA/P-IST Integrated	Canadian Information Processing Society
			Health Information Technologist	Canadian Health Records Association
			Transportation, Aviation, and manufacturing	Canadian Aviation Maintenance Council (CAMC), Manitoba Apprenticeship Branch, Dept. of Labour, Certified Technicians and Technologists Association of Manitoba (CTTAM), Transport Canada, ICAR
			Joint Baccalaureate Nursing Diploma Nursing RN Refresher	Approved by the College of Registered Nurses of Manitoba (CRNM) Accredited by the Canadian Association of University Schools of Nursing (CAUSN)
			ECE	Child Care Education Program Approval Committee (CCEPAC)
			Accounting Computer Education	Canadian Information Processing Society The Society of Management Accountants of Canada The Certified General Accountants of Canada
			Engineering Technology	Canadian Technology Accreditation Board (CTAB)

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			<p>Adult Learning Centre (ALC) secondary level courses follow the Provincial Government curricula. ALC dual credit and school initiated courses are vetted through Manitoba Advanced Education and Training's Adult Learning and Literacy Branch (ALL) for approval. ALL conducts annual site visits, financial analysis and program planning review of each ALC as a part of their licensure.</p> <p>Articulation agreements have been made with the University of Winnipeg in the following programs:</p> <p>1) Aboriginal Self Government Administration Program - two years toward Self Government degree.</p> <p>2) Aboriginal Language Specialist Program – students completing language program can be granted two years in the Bachelor of Education Program.</p> <p>All Language Training Centre programs are approved and vetted through Manitoba Labour and Immigration who fund the delivery of the programs.</p>
		<ul style="list-style-type: none"> Each program to undergo an accreditation or re-accreditation to achieve/maintain national accreditation status. 	<p>In 2005, the Canadian Information Processing Society (CIPS) granted re-accreditation to the Computer Analyst/Programmer (CA/P), the Information Systems Technology (IST), and the Computer Analyst/Programmer – Integrated (CA/P-I) Programs.</p> <p>Red River College is a participant in the Association of Canadian College Schools of Business, which is piloting a plan to accredit general Business Admin programs.</p> <p>National Accreditation in all five major Civil/CAD programs was renewed in late 2004 by the Canadian Technology Accreditation Board (CTAB), and will remain valid for three years.</p> <p>The Transportation, Aviation & Manufacturing (TAM) division has 10 programs with external accreditation, some with multiple accreditation from various agencies.</p> <p>In June 2004, the Electrical/Electronic Engineering Technology department received continued accreditation on the basis of biennial reviews that were submitted to the Canadian Technology Accreditation Board (CTAB). Documentation will be provided in April 2006, seeking a further two-year accreditation.</p> <p>The Health Information Technologist Program is applying for Canadian Health Information Management Association (CHIMA) recognition.</p> <p>The Magnetic Resonance Imaging/ Spectroscopy program is seeking accreditation with the Conjoint Committee on Accreditation of the Canadian Medical Association in the fall of 2006.</p>

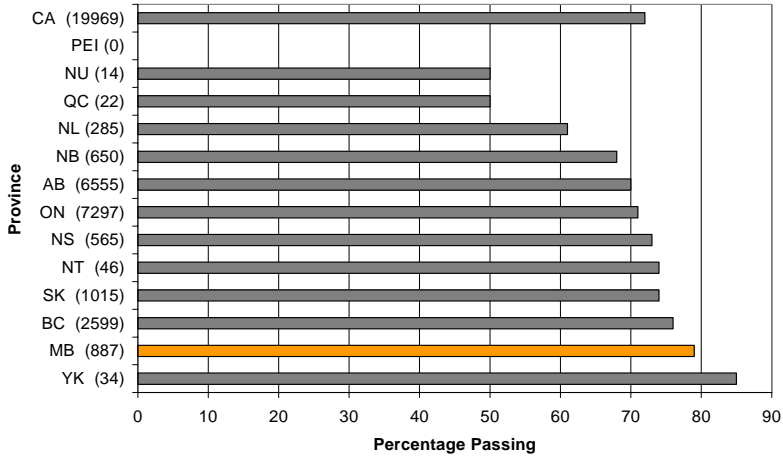
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		<ul style="list-style-type: none"> Where national or international standards exist, the program will evaluate their curricula to ensure alignment with these standards. 	<p>The Dental Assisting program will have an on-site accreditation visit by the Commission on Dental Accreditation in the spring of 2006.</p> <p>The Society of Management Accountants (CMA) and the Certified General Accountants (CGA) continue to grant graduates of our Business Administration and Computer Accounting Technology programs credit for a number of Accounting courses in their professional programs.</p> <p>The Welding program received apprenticeship approval by the Province of Manitoba Advanced Education and Training Apprenticeship Branch.</p> <p>The Graphic Design program has joined the International Council of Graphic Design Associations (ICOGRADA)</p> <p>The Business/Technology area completed a Curriculum Validation Process to evaluate the program content with similar programs across Canada and in the U.S.</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. 	<p>The CAE program, in cooperation with P&CD, provides new faculty with information regarding the application of the DACUM procedures at RRC.</p> <p>P&CD facilitated 9 DACUM workshops in 2004/2005.</p> <p style="text-align: center;">Program and Curriculum Development DACUMs Conducted</p>  <table border="1" data-bbox="1150 933 1942 1372"> <caption>Program and Curriculum Development DACUMs Conducted</caption> <thead> <tr> <th>Year</th> <th>Number of DACUMs</th> </tr> </thead> <tbody> <tr> <td>2002-03</td> <td>10</td> </tr> <tr> <td>2003-04</td> <td>9</td> </tr> <tr> <td>2004-05</td> <td>9</td> </tr> </tbody> </table>	Year	Number of DACUMs	2002-03	10	2003-04	9	2004-05	9
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		<ul style="list-style-type: none"> Implement a curriculum validation process, which reviews all curricula for relevancy on a regular basis. 	<p>The LTC conducts needs assessments to determine the content of each program. These needs assessments are organized to survey language proficiency needs for community, employment and training. Monthly classroom learning outcome reports are submitted to the Provincial government for review.</p> <p>The Curriculum Validation process was completed for the Business/Technology Teacher Education program.</p> <p>The Certificate in Adult Education program has been selected for the curriculum validation process this academic year.</p> <p>The Adult Learning Centre (ALC) regularly reviews its course options available to students to determine relevancy by receiving post-secondary programs and to review its enrolment levels. Changes are made to ensure that students have access to courses that are defined as pre-requisites for RRC career programs.</p> <p>P&CD leads the completion of the three stages of the Quality Assurance in Curriculum approach, which are:</p> <ol style="list-style-type: none"> 1. Face Validation 2. Curriculum Validation – Program Renewal (model developed and presented to SAC in May 2001); and 3. Accreditation Review (conducted by academic departments). <p>In 2005, P&CD completed 11 Face Validations, 5 Program Renewals, and updated the accreditation data. In addition, P&CD completed a scan and report on the status of ACCESS programs at RRC.</p> <p>In 2005, P&CD facilitated workshops for CE's Information Systems Programmer/Analyst (ISPA) program and Early Childhood Education to identify program vision and articulate goals with faculty to renew program delivery.</p> <p>In 2005, P&CD facilitated a Vision Renewal for 92.9 KICK FM through a community-consultation.</p>
		<ul style="list-style-type: none"> Develop a systematic process for curriculum management, including learning outcomes, course outlines, course content and delivery process. 	<p>P&CD is leading the implementation of the Course Outline Web - an online database that will provide RRC with a database of Course Outlines for all RRC Curricula. A two-year implementation plan is currently underway.</p> <p>Teacher Education has a large number of course outlines in the Course Outline Web (COW) based system. This number will increase to 100% in the winter term.</p> <p>LTC instructors are responsible for implementing classroom curriculum. They account for student learning in a month-end report.</p>

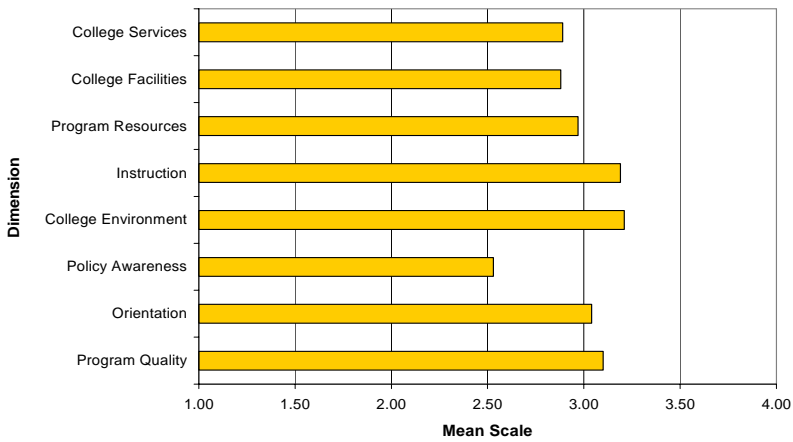
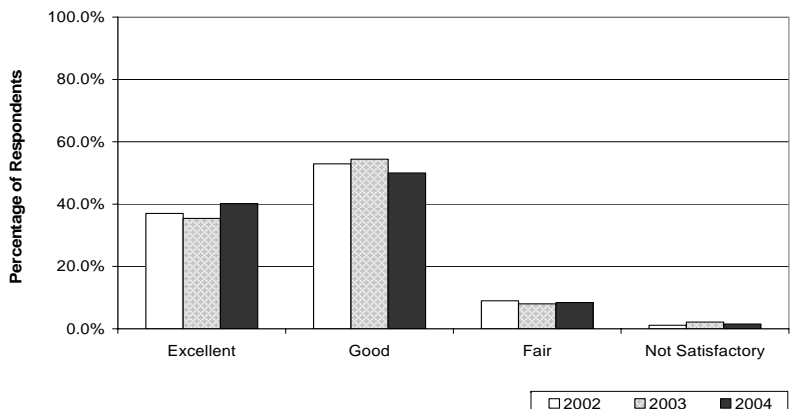
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			<p>ALC instructors complete monthly attendance and progress reports on each student enrolled. ALC is accountable to the Adult Learning & Literacy who oversees the College's ALCs, conducts site visits and requires a number of reports each year to evaluate program planning and delivery, student enrolment and completion rates and financial accountability.</p> <p>Content and Planning Templates for course delivery were used for the development of the Occupational Health and Safety program developed by CE in 2004-05. The templates are also being used by Distance Education and they, along with Content Planning Templates, have been presented to three classes of CAE students.</p> <p>The Learning Outcomes Performance Support Web is currently available to all faculty at RRC and was presented at the ACCC National Conference in June 2005. This tool provides instructors and others with around the clock support for developing learning outcomes.</p> <p>Faculty in each Program Renewal project developed Graduate Profiles in Outcome Statement format as part of the renewal process.</p>
	<ul style="list-style-type: none"> Establish strategies to ensure curricula are inclusive of Aboriginal perspectives, values and world-views. 		<p>An Aboriginal advisory committee exists in order to provide feedback to the community about changes, updates and needs in the Aboriginal division. The Dean attends First Nation Education Director's meetings monthly in order to keep up to date on changes in the First Nation communities. Regular meetings occur with the Joint Aboriginal Self-Governance Committee in order to ensure program is current. A similar committee is being put together for the Joint Language program.</p> <p>Program & Curriculum Development facilitated the development of skills and abilities identified through a DACUM analysis of the Aboriginal Child Support Helper in an Aboriginal Medicine Wheel format.</p>
	<ul style="list-style-type: none"> Develop a curriculum database system for all course outlines in learning outcomes format. 		<p>Through the Course Outline Web (COW), Teacher Education course outlines and their related learning outcomes are stored in an electronic database and available to students through their web access.</p> <p>P&CD, in collaboration with Computer Services, has an online database that when fully implemented will provide RRC with a database of Course Outlines for all RRC Curricula. Full-implementation is currently underway and is expected to be completed by September 2006.</p>

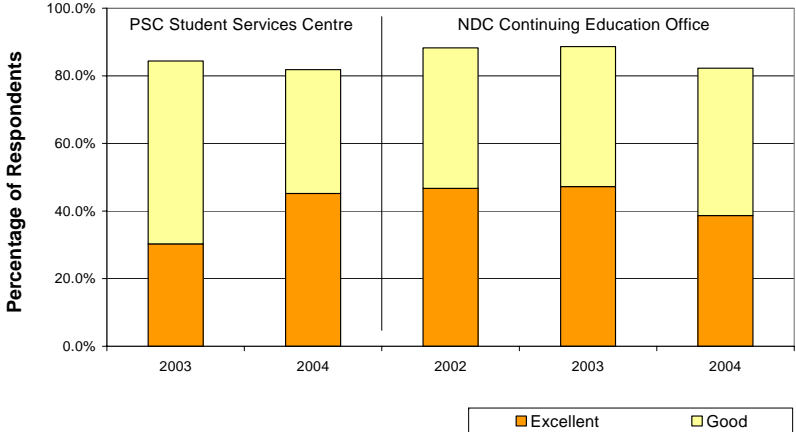
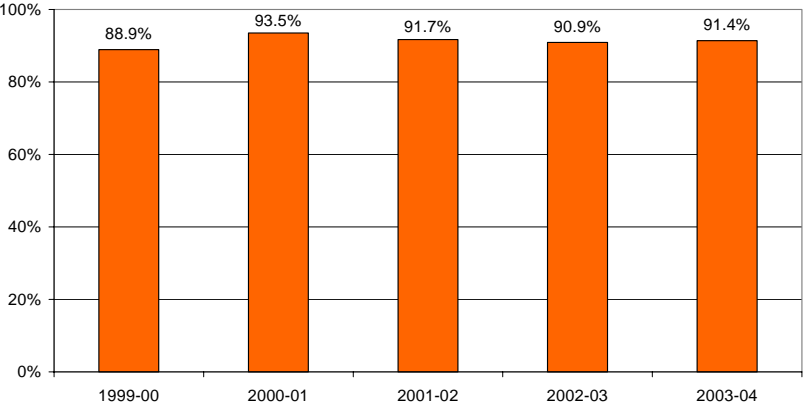
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	<p>1.4 Adopt and integrate the philosophy, concepts and principles of continuous quality improvement into the College program and service delivery systems.</p>	<ul style="list-style-type: none"> Develop a continuous improvement plan for the College. Create data collection, warehousing and reporting processes to ensure timely distribution of data and management information. Develop annual continuous improvement processes, which provide for input from key constituencies. 	<p>Research and Planning conducts several measures of improvement on an annual basis such as, the student evaluation of programs, the graduate satisfaction and employment survey, college benchmarking, and annual enrolment and retention reports.</p> <p>Continuous improvement principles and practices are always embedded in the process to monitor, develop, and communicate the College's Strategic and Operational plans.</p> <p>Computer Services facilitates cross departmental data collection, reporting and data warehousing. Continuous improvement principles are applied to enhancing the collection and the reporting of data. This year, data collected by the Student Service Centre at both the Notre Dame and Princess Street campuses, using the previously developed survey tool, is being used to produce a monthly On-line Analytical Processing (OLAP) data cube to provide analysis of daily service patterns. New statistical reports were introduced regarding College incident tracking. The College's data warehouse continues to support the data reporting and analysis needs for internal and external constituents.</p> <p>The ERP (Enterprise Resource Planning) software will provide Data Marts of modular data for retrieval, reporting, and analysis using the Crystal Reporting and OLAP tools. The FRX (Financial Reporting tool) will also be used more extensively with the new ERP software.</p> <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.</p> <p>There are a number of routine reports such as the COPSE Annual Statistical Compendium, Training Days Report and Enhanced Student Information System (ESIS) reporting. As well, data are collected through routine surveys such as the Student Evaluation of Program and the Graduate Satisfaction and Employment Survey, as well as special surveys such as the survey of First Nations High School Students.</p> <p>This is an on-going commitment in all areas of the College.</p> <p>The Strategic Planning Process includes a review and update of the Operational Plan.</p>

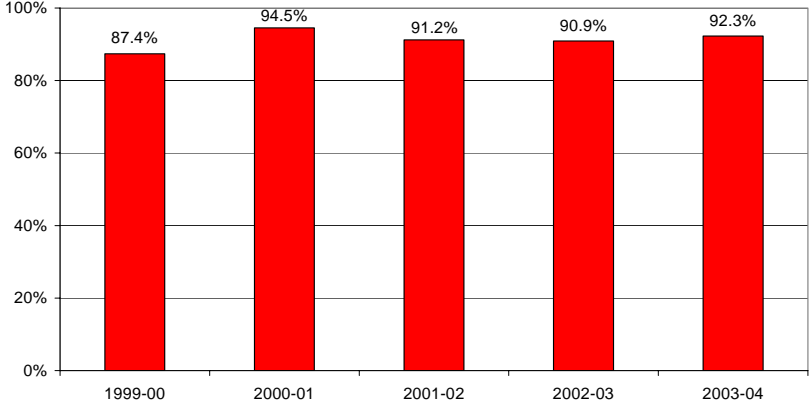
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		<ul style="list-style-type: none"> Develop program and service quality standards, measures and a process to benchmark & monitor achievement. 	<p>Quality of student services is monitored through student and instructor feedback. Statistics on the use of services by students are collected and analyzed from month to month and year to year. Anomalies are investigated and addressed. Questions regarding student services are also included in the annual Student Evaluation of Program survey and results reported.</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 aggregate form 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 key outcome measures with the 24 colleges in Ontario.</p> <table border="1" data-bbox="1123 621 1864 1333"> <thead> <tr> <th colspan="4">Ontario 2003-04 College Graduates compared to RRC 2004-05 Student Satisfaction Survey</th> </tr> <tr> <th></th> <th>RRC</th> <th>Ont. Avg.</th> <th>RRC Rank compared with all 25 colleges</th> </tr> </thead> <tbody> <tr> <td>Employment rate*</td> <td>95%</td> <td>88%</td> <td>1</td> </tr> <tr> <td>Student satisfaction</td> <td>85%</td> <td>79%</td> <td>3</td> </tr> <tr> <td>Graduate satisfaction</td> <td>89%</td> <td>81%</td> <td>1</td> </tr> <tr> <td>Student Satisfaction with Facilities</td> <td>84%</td> <td>70%</td> <td>1</td> </tr> <tr> <td>Student Satisfaction with Services</td> <td>85%</td> <td>69%</td> <td>1</td> </tr> </tbody> </table> <p>*Employment rate is calculated for those graduates in the labour force and excludes non-responses.</p>	Ontario 2003-04 College Graduates compared to RRC 2004-05 Student Satisfaction Survey					RRC	Ont. Avg.	RRC Rank compared with all 25 colleges	Employment rate*	95%	88%	1	Student satisfaction	85%	79%	3	Graduate satisfaction	89%	81%	1	Student Satisfaction with Facilities	84%	70%	1	Student Satisfaction with Services	85%	69%	1
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			<p data-bbox="1121 168 1940 412">During 2004 ten programs were evaluated using the new Face Validation Benchmarking Model. The new model uses quality control analysis to compare a program's performance in key areas such as retention and student and graduate satisfaction to that of other programs in the college. This model sets college-wide standards and ensures that program benchmarks take into account variations from year to year and the nature of survey data. Eight programs will participate in Face Validation during the 2005-2006 academic year.</p> <div data-bbox="1163 435 1940 964"> <p data-bbox="1360 441 1709 483" style="text-align: center;">Apprenticeship Red Seal Examination Pass Rates (2004)</p>  <table border="1" data-bbox="1163 509 1940 964"> <thead> <tr> <th>Province</th> <th>Percentage Passing (Approx.)</th> </tr> </thead> <tbody> <tr><td>CA (19969)</td><td>72</td></tr> <tr><td>PEI (0)</td><td>0</td></tr> <tr><td>NU (14)</td><td>50</td></tr> <tr><td>QC (22)</td><td>50</td></tr> <tr><td>NL (285)</td><td>62</td></tr> <tr><td>NB (650)</td><td>68</td></tr> <tr><td>AB (6555)</td><td>70</td></tr> <tr><td>ON (7297)</td><td>72</td></tr> <tr><td>NS (565)</td><td>74</td></tr> <tr><td>NT (46)</td><td>75</td></tr> <tr><td>SK (1015)</td><td>75</td></tr> <tr><td>BC (2599)</td><td>76</td></tr> <tr><td>MB (887)</td><td>80</td></tr> <tr><td>YK (34)</td><td>85</td></tr> </tbody> </table> </div>	Province	Percentage Passing (Approx.)	CA (19969)	72	PEI (0)	0	NU (14)	50	QC (22)	50	NL (285)	62	NB (650)	68	AB (6555)	70	ON (7297)	72	NS (565)	74	NT (46)	75	SK (1015)	75	BC (2599)	76	MB (887)	80	YK (34)	85
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		<ul data-bbox="714 980 1079 1159" style="list-style-type: none"> • Establish a quality management-training program that addresses quality improvement and customer service strategies college-wide. 	<p data-bbox="1121 980 1919 1039">The Advanced Connections Customer Services Training Program is delivered on a regular basis to staff throughout the College.</p>																														
		<ul data-bbox="714 1175 1037 1289" style="list-style-type: none"> • Develop and implement customer satisfaction programs throughout the College. 	<p data-bbox="1121 1175 1940 1289">An expanded pilot of the survey of employers was fielded during April 2005. The pilot confirmed the survey instrument and methodology developed by Research and Planning. A full scale employer survey will be completed during 2006.</p> <p data-bbox="1121 1305 1940 1419">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>																														

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			<p style="text-align: center;">Student Satisfaction with Program and Quality of Instruction Student Evaluation of Program Survey</p> <table border="1"> <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> <tr><td>04-05</td><td>85%</td><td>85%</td></tr> </tbody> </table> <p style="text-align: center;">Student Assessment of College Facilities Meeting Their Needs and Student Satisfaction with College Services</p> <table border="1"> <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> <tr><td>2004-05</td><td>84%</td><td>85%</td></tr> </tbody> </table> <p>Source: Research & Planning, Student Evaluation of Program Survey.</p>	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%	04-05	85%	85%	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%	2004-05	84%	85%
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1.5	Enhance library and media services to increase program delivery support and student learning.	<ul style="list-style-type: none"> • Provide independent operational assessments. • Develop a quality collection of information in all formats and, in an appropriate balance to meet the needs of faculty and students. • Increase College access to information resources through networks, Internet and cooperative arrangements. 	<p>No independent operational assessments were requested in 2005.</p> <p>Teacher Education, with the support of the Library, has developed one of Canada's largest education related library of books, videos and database material.</p> <p>The Library increased spending on digital resources and conducts systematic weeding of the collection to reduce number of outdated materials.</p> <p>The Library concluded license agreements with Audio-Cine Films and Criterion to facilitate use of film and video/DVD material in the classroom.</p> <p>There are online resources to assist with copyright issues for digital resources and online forms to facilitate access to library resources and services.</p> <p>Twice yearly, P&CD facilitates the collection of Student Mid-course Evaluation of Instruction from participating faculty. These feedback forms are then made available through the P&CD Public Folder.</p> <p>New subscriptions to databases: Automotive Repair Reference Centre, Hospitality and Tourism fulltext article database, Communications and Mass Media fulltext article database, Oxford English Dictionary online.</p> <p>New subject guides (including canned searches, books, websites, etc.): Aboriginal Resources, Civil Engineering Technology, Teaching and Learning (for instructors).</p>												

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> Develop an open access Learning Commons that includes a range of multi-media hardware and software. 	<p>Through Manitoba Library Consortium: new Manitoba.ca website for fulltext historical documents on Manitoba history.</p> <p>RRC is a participant in the project to develop a Manitoba-wide Learning Object Repository.</p> <p>Plans have been submitted for a Learning Commons facility at Notre Dame Campus.</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. Conduct a series of workshops and information sessions for staff on the programs and services available through the various departments within Administrative Affairs. Conduct surveys and focus group sessions to determine effectiveness of services provided. 	<p>On-going. Discussions have taken place with several Food Service Providers. Focus however may be shifting to the proposed Culinary Arts Centre.</p> <p>A Tim Hortons Product License Agreement has been signed. Renovations to the Java Junction within the Buffalo Cafeteria have been completed. Operation began in September 2005.</p> <p>Security Services attends staff/student orientation & laptop rollout sessions on a continuing basis to advise of services offered & provide crime prevention tips.</p> <p>Security Services submits regular articles titled 'Security News' to Headlines & Projector.</p> <p>In conjunction with the Winnipeg Police Service, Security Services conducted two crime prevention seminars on personal safety at NDC and PSC.</p> <p>A new 'Safe Walk' poster was designed to advertise the program to staff & students.</p> <p>Environmental Health & Safety Services conducted a DACUM in spring 2005 and subsequently developed an employee safety training plan.</p> <p>Campus Services orientations continue to be offered to all new staff. Information sessions are held throughout the year as required. The most recent example being the Equitrac info sessions.</p> <p>Selected staff from Administrative Affairs participated in a day long workshop to solicit input regarding staffing changes, re-structuring of departments and the Campuses Master Plan.</p> <p>PSC continues to hold three sessions annually with Staff and Faculty to discuss on-going and new initiatives.</p>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
			<p>A Food Service Survey was completed in 2004.</p> <p style="text-align: center;">Food Service Survey 2004 Buffalo, Voyageur, Coffee Brake, Otto's, Purple Crater, and Java Junction Locations</p> <p>1. Respondents were asked to rate Food Services on a three point scale, Very Satisfied, Satisfied or Not Satisfied. N=238</p>
	<p>1.7 Develop capability to undertake applied research on a cost-recovery basis.</p>	<ul style="list-style-type: none"> Seek eligibility status for RRC for National Science and Engineering Research Council and other major research funding agencies grants. Include applied research projects as part of academic programs where appropriate. Develop research protocols. 	<p>Applications to the Social Sciences and Humanities Research Council (SSHRC) and the Canadian Institutes of Health Research (CIHR) are still pending, acceptance has been slowed due to workload at CIHR and SSHRC.</p> <p>Applied research projects have been added to curricula for all Eng. Tech. programs. Applied research projects are included in new life-sciences and biotech programs.</p> <p>Student teams were supported to carry out interdisciplinary engineering technology research projects, such as the Red River Raycer solar car and the Canadian Wood Council's Engineering Competition - The Catapult Challenge.</p> <p>Development of a Researchers Guide is being developed. Completion is expected for Winter/Spring of 2006.</p>

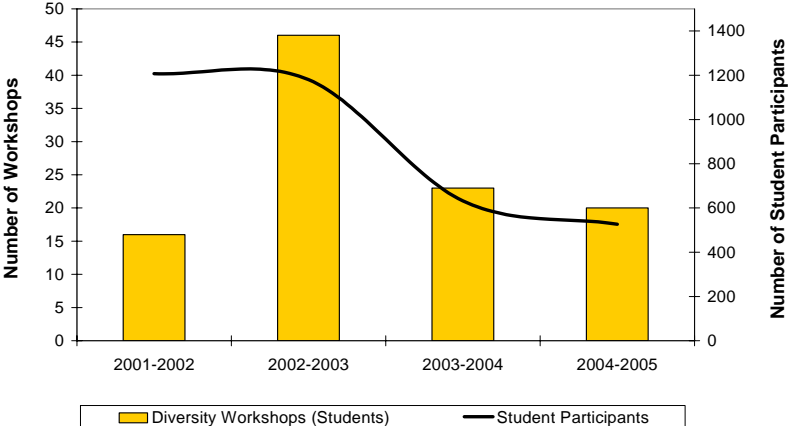
	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> Implement comprehensive research policies and procedures. 	<p>A number of Research Policies have now been approved and implemented, including:</p> <ul style="list-style-type: none"> H1 – Research Involving Human Subjects H2 – Integrity in Research and Scholarship H3 - Animal Care and Research Policy H4 - Conflict of Interest in Research Policy H5 - Students Rights in the Conduct of Research Policy H6 - Research in the Yukon, Northwest Territories and Nunavut Policy H7 - Research Involving Biohazards and Radioactive Materials <p>Several institutional research policies are currently under development by the Research & Planning department in consultation with the Applied Research & Commercialization department. These include:</p> <ul style="list-style-type: none"> Research Administration Recovery of Costs of Research Approval to Forward an Application for Research Funds to an External Sponsor
		<ul style="list-style-type: none"> Seek joint applied research opportunities with other institutions. 	<p>Building applied research and commercialization linkages, internally and externally - including negotiations and discussions with TRILabs, the University of Winnipeg, and Biomedical Commercialization Canada (BCC) to work closer together. A Memorandum of Understanding for greater participation as an academic partner in this pre-competitive research consortium has been drafted with TRILabs. Funding for activities (primarily academic release time and student support) is now the priority. As well, a Memorandum of Cooperation has been developed and presented to the University of Winnipeg which would facilitate cooperation in the areas of pre- and post-grant administration, as well as intellectual property management.</p> <p>The College is a partner in the Manitoba Intellectual Property Mobilization partnership which has been awarded \$1.2M to accelerate technology transfer and research commercialization.</p>
		<ul style="list-style-type: none"> Develop the Centre for Applied Research in Sustainable Infrastructure. 	<p>Construction is planned to begin in November 2005.</p>
		<ul style="list-style-type: none"> Establish a Bio Sciences Research Laboratory with support from WD and CEI. 	<p>The College Expansion Initiative provided \$2M to construct and equip five Life Sciences and Biotechnology labs.</p>

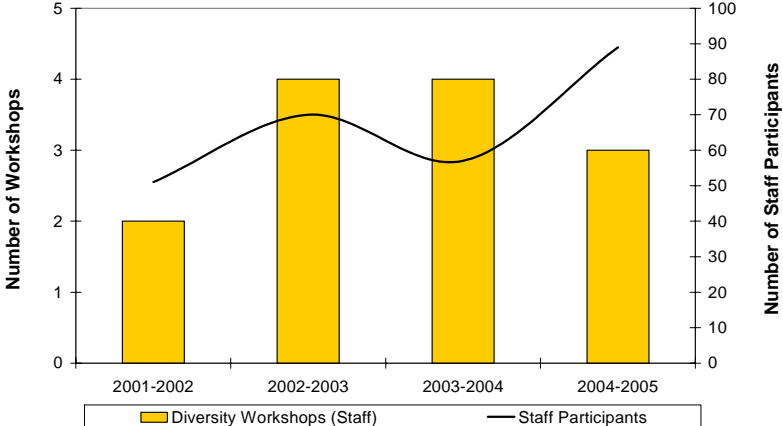
	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> <li data-bbox="716 175 1096 261">• Establish strategies to build internal applied research capacity. <li data-bbox="716 342 1096 428">• Seek Research grants to support the College's applied research agenda. <li data-bbox="716 748 1096 834">• Establish and foster strategic alliances to support the growth of applied research. 	<p data-bbox="1121 175 1955 261">The third round of the Small Scale Applied Research Fund activity is nearing completion, and there was a high level of interest. Eight of the of 19 proposals received a total of \$51,000 in funding.</p> <p data-bbox="1121 269 1919 326">AR&C educational series, newsletter and website are scheduled for launch in the winter of 2005-06.</p> <p data-bbox="1121 334 1955 643">RRC was a partner in proposal preparation in two networks seeking support from the Tri-Council Intellectual Property Mobilization Program - the Manitoba IPM Partnership and the Western Canadian Knowledge Advancement Network - which has already resulted in a LAMP project with the University of Regina. The Manitoba-based proposal was successful (\$1.2M). Unfortunately, the second proposal (with a number of smaller western universities) did not receive an award. Currently, three prototype projects are either underway, or have been requested, from three of the five university proponents in the unsuccessful Tri-Council IPM proposal.</p> <p data-bbox="1121 651 1898 737">The College was also involved in a technology commercialization-related proposal (led by the University of Waterloo) to the recent competition by the Network Centres of Excellence.</p> <p data-bbox="1121 745 1955 927">Participated in the BIO 2005 Conference in Philadelphia. The College was part of a Manitoba Pavilion, in order to raise awareness of the College's capabilities (within and outside Manitoba), learn about the training initiatives of others, secure potential students and complement a recent expansion of capabilities in the life and bio-sciences, especially pharmaceutical compounding;</p>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
			<p>Continued to raise awareness of the College and Applied Research & Commercialization, primarily in the government community, by participating in such activities as:</p> <ul style="list-style-type: none"> • Canadian Institute of Health Research (CIHR) Technology Commercialization Management Fellow review committee; • Natural Science and Engineering Research Council of Canada (NSERC) GPX Peer Review Committee (Russian defense industry conversion); • Energy Science and Technology (EST) - provide advice to the Deputy Minister concerning Commercialization (for the Conference Board of Canada); • Department of Foreign Affairs and International Trade (DFAIT) - Special Advisor, Intellectual Property, to the Canada-Brazil Science and Technology Network; • ACCC National Research Action Committee (Vice-Chair); • Canada Revenue Agency Scientific Research and Experimental Development (CRA SR&ED) Partnership Committee (one of 14 private sector representatives), and the Prime Minister's Advisory Council on Science and Technology (concerning technology adoption and diffusion).
		<ul style="list-style-type: none"> • Develop strategies to manage intellectual property issues and to initiate technology transfer and commercialization. 	<p>Implementing Flintbox - an online platform for marketing and licensing the outcomes of research taking place in and around universities. This program also serves as an enterprise management system to help AR&C to track contacts, grants, contracts, projects, agreements, intellectual property, expertise and activities. Flintbox allows organizations to describe and publish research projects online and associate products of this research for online license, purchase and download.</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 Students' Association, the development of Student Street. 	<p>Phase 1 is completed. Funds to proceed with the next phase of development of the first floor of building D for centralizing Student Services, particularly relocating Enrolment Services from the 3rd floor of Bldg. C, were not available.</p> <p>The Dean, Student Services chairs the Board of the Students' Association Building Fund, Inc. The Board raises and approves funds for the construction of projects identified in the Student Street Plan. The SA Building Fund has completed several significant projects in 2004-05 with additional projects currently in the planning phases.</p>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
			<p>Renovations to the Ox Convenience Store have been completed. Phase 1 of the Locker Bay initiative has been completed. Work on Phase 2 is scheduled to begin in 2006.</p> <p>New SA Offices have been constructed in the former Tower Lounge, Mall Level of Building C. The vacated space in Building D will be renovated as a Multi-Purpose Room for social and other events.</p>
		<ul style="list-style-type: none"> Pursue the development of a long-term (15 year) Campuses Plan. 	<p>A Director of Design, Planning & Construction has been hired. A 15 year Campus Master Plan has been drafted and submitted for review.</p> <p>A comprehensive framework for the development of a Campuses Master Plan has been developed and work is underway. A primer document, a Growth Plan, has been introduced into the process.</p>
		<ul style="list-style-type: none"> Pursue the development of increasing parking at the Notre Dame Campus. 	<p>Currently being reconsidered.</p>
		<ul style="list-style-type: none"> Review signage at the Notre Dame Campus to improve ease of understanding and access. 	<p>On-going. A proposal submitted by Diversity and Immigrant Student Support is being considered. Funding is required to implement the proposal.</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 October 2005, the College signed an agreement that will make it the largest tenant in Steinbach's new Eastman Education Centre, scheduled to open in August 2006. Steinbach Campus and the Steinbach Community Learning Centre will relocate to the new facility.</p>
		<ul style="list-style-type: none"> Establish an approach to a network of RRC Adult Learning Centres. 	<p>RRC operates four adult learning centres, three are in rural Manitoba (St. Pierre, Winkler and Steinbach). One director oversees the academic operations at all centres.</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>A Prayer Room at Notre Dame Campus was established.</p> <p>A \$50,000 grant was received from Scotiabank to establish the Centre for Immigrant and International Students and new office space for Diversity and Immigrant Student Support at Notre Dame Campus.</p> <p>A Diversity and Immigrant Student Support office was opened at Princess Street Campus.</p>
		<ul style="list-style-type: none"> Develop strategies to upgrade and modernize facilities in J, M, and B buildings. 	<p>An initial audit of main mechanical systems in Building J, M and B is being developed.</p>

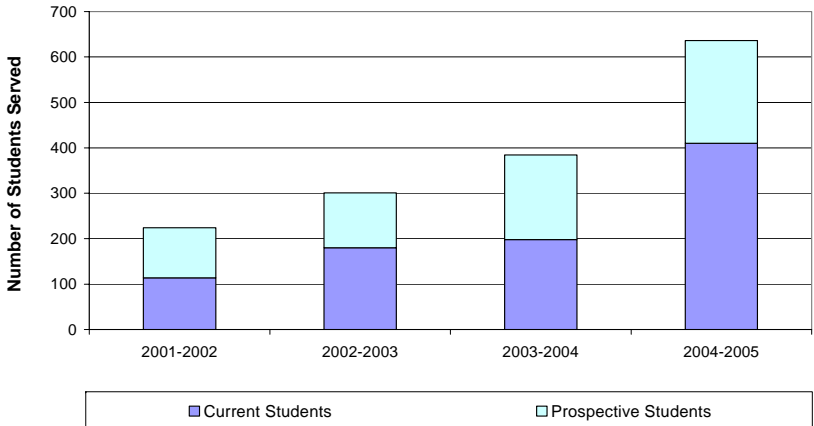
	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> Develop a long term strategy for facilities to support Heavy Equipment Transportation Training. 	<p>A project plan is currently underway, following an earlier consultant's report and additional internal programming. Probable solution will be a purpose built on-site project, adjoining the existing Building M.</p> <p>A consultant will be hired to develop tender documents relocating this program to the Notre Dame Campus.</p> <p>Concept development work and initial planning completed. The VP Partnership Development is leading a steering committee to develop a capital campaign to raise up to \$12M in capital funding.</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>This is an on-going initiative. Several projects have been completed or are near completion - Student Service Centre, Tim Hortons, HR offices.</p> <p>Funds are not available to proceed with Phase 2 and 3 of the redevelopment of the 1st floor of Bldg. C to relocate Enrolment Services from the 3rd floor of Bldg.C and to redesign a more functional Learning Assistance Centre. These 2 phases are intended to make the areas more accessible to students, customer friendly and service efficient.</p>
	1.9 Develop and implement new means to adapt programs to the growing global marketplace.	<ul style="list-style-type: none"> Develop a strategy to grant applied degrees, including advocacy for the required legislative changes. 	<p>Applied degrees for Manitoba colleges discussed with Minister at Colleges Advisory Board. The Deputy Minister is to create a study group to explore this issue further.</p> <p>Needed changes to College's Act included in Board of Governors package of recommendations for legislation changes to COPSE.</p> <p>Applied degrees discussion Communications strategy to be developed with Marketing & Public Relations</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.</p> <p>Other program areas identified for applied degree development are Manufacturing, Information Technology and GIS.</p>
		<ul style="list-style-type: none"> Determine the market demand and need for applied degrees in specific programs. 	<p>The 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>The Values and Ethics in Technology and Society course that was piloted last year was approved for inclusion in all RRC programs. Civil, Mechanical, Automotive, AME and applied sciences programs have been implemented in 2005-06.</p> <p>All new programs are developed through the DACUM process with input from industry and practitioners.</p>

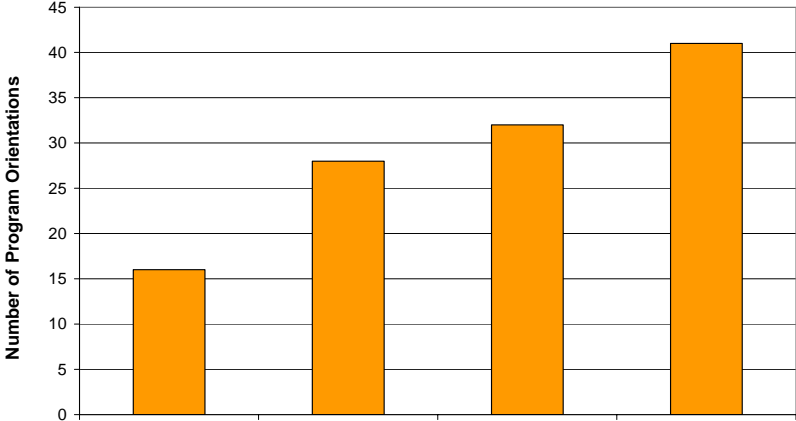
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		<ul style="list-style-type: none"> Provide leadership and support for the implementation of an inclusive learning environment to ensure students are able to work effectively in a global environment and a diverse workplace. 	<p>Diversity and Immigrant Student Support delivered 20 diversity workshops to 527 students in 15 academic programs as well as two inclusive learning workshops and one generational differences in the classroom workshop to 89 faculty in the Nursing, Health Sciences and Transportation departments. The office also delivered 55 College-wide diversity events attended by 2,094 students and staff; and initiated/coordinated the Diversity Speaker's Series with ten in-class speaking events delivered to four academic programs.</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 and Student Participants</caption> <thead> <tr> <th>Academic Year</th> <th>Number of Workshops (Students)</th> <th>Number of 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>1000</td> </tr> <tr> <td>2003-2004</td> <td>23</td> <td>600</td> </tr> <tr> <td>2004-2005</td> <td>20</td> <td>500</td> </tr> </tbody> </table>	Academic Year	Number of Workshops (Students)	Number of Student Participants	2001-2002	16	1200	2002-2003	46	1000	2003-2004	23	600	2004-2005	20	500
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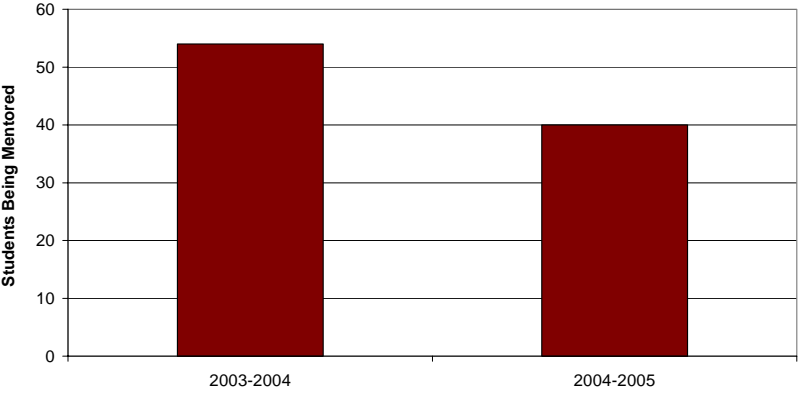
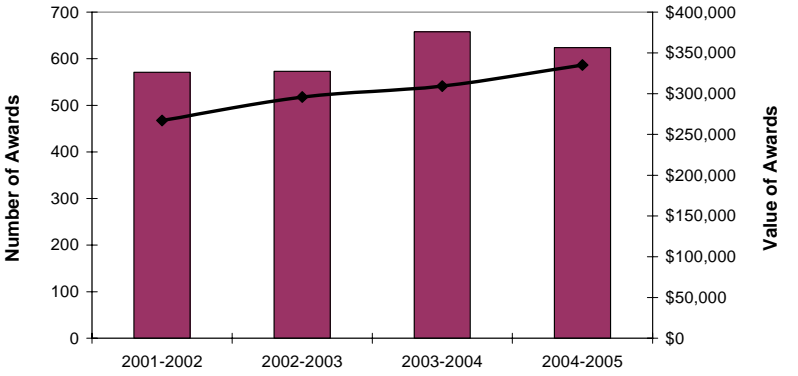
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	<p>1.10 Develop, implement and continuously review a comprehensive Academic Program expansion and Division adaptation Plan.</p>	<ul style="list-style-type: none"> Review and continually update the RRC academic program expansion strategy. Review and revise the plan for congruency & support for the provincial and federal innovation agendas. 	<p>The 2000-2004 Academic Plan was the blueprint for the College Expansion Initiative (CEI) at RRC. A comprehensive framework for the development of a new long-term Academic Plan has been developed. Several elements have already been completed, such as an Environmental Scan and a programming simulation growth model. Completion of the plan is scheduled for June 2006. This plan will provide the basis for the RRC Master Plan to 2015 and beyond.</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>1.11 Enhance the quality control of program delivery.</p>	<ul style="list-style-type: none"> Establish strategies to provide uniform support to faculty in developing and delivering courses and programs. 	<p>Staff Development continues to work with Curriculum & Learning Resources, Teaching Learning Technology Centre, Teacher Education and Diversity & Immigrant Student support on an ongoing basis to improve learning opportunities through regular programming and special events such as College Day, Spring Workshops, Great Teacher Seminars and web resources.</p> <p>The Teaching Learning Technology Centre (TLTC) has offered about 14 training sessions in the past year as well as one on one coaching for staff.</p> <p>Through the CAE program, faculty are provided with support in developing courses that met College standards.</p>															

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
			<p>At the LTC, the Canadian Language Benchmarks provide a uniform framework for curriculum development. In addition, there are standard formats for program and course outlines, monthly reports and student evaluation reports.</p> <p>Year One of the Teaching & Learning Support Web project, a three-year COPSE funded project under the Systems Restructuring Envelope, was completed. Deliverables included:</p> <ol style="list-style-type: none"> 1. A concept map for the fully developed vision of the Virtual Learning Commons 2. A multi-year project plan for the development of the TLS Web 3. A conceptual framework for an integrated Web environment to facilitate consistent and efficient teaching, learning, and curriculum management including the delivery and management of the CAE program 4. A medium for communication and collaboration to facilitate building a virtual learning community of practice <p>Library staff participate significantly in the TLSWeb project to create an online resource to support instructors.</p> <p>The Learning Outcomes Performance Support Web provides instructors and others with 24-7 online support for developing learning outcomes.</p> <p>P&CD prepared and presented eleven faculty workshops on the Course Outline Web and provided one-on-one assistance/training to faculty on an as needed basis.</p>
		<ul style="list-style-type: none"> • Establish strategies to develop and communicate uniform expectations for course delivery, e.g., course outlines, lesson plans, instructional methodologies, etc. 	<p>At the LTC, instructor monthly reports are reviewed for consistency with stated program outcomes. Instructors are observed in the teaching situation for feedback. Exams are submitted for review and appropriateness to level and outcomes.</p> <p>Through the CAE program, communication of the College's uniform expectations is provided to all new faculty that take the program of studies.</p> <p>P&CD presented a variety of workshops to faculty and CAE students on the Course Outline, Course Content Planning, and Learning Outcomes.</p> <p>P&CD led the implementation of a standardized Course Outline and the Course Outline Web for RRC.</p> <p>Staff Development continues to offer a variety of workshops to staff and CAE students as required.</p>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE																
		<ul style="list-style-type: none"> Review and establish a revised student evaluation of instruction system (in an electronic format). 	<p>Clarity with respect to the utilization of student evaluations in regards to performance management is required. Discussions need to take place between management and Human Resource Services.</p> <p>This project is still in the pilot phase. An assessment of the strategy is underway to identify ways of improving response rates.</p>																
2.0	INCREASE STUDENT SUCCESS.																		
	<p>2.1 Champion students to new levels of intellectual and personal achievement.</p>	<ul style="list-style-type: none"> Develop strategies to assist students through a student advising system. Ref. 2.4 	<p>The Academic Advising Working Group developed a Faculty Academic Advising Model for the College. The model is being piloted in nine diploma programs with approximately 300 students. Forty-two faculty academic advisors have been trained and each has been assigned approximately five to ten students to advise. A Faculty Academic Advising Handbook was developed as a resource for faculty academic advisors.</p> <div style="text-align: center;"> <p>Academic Advising</p> <table border="1"> <caption>Academic Advising Data</caption> <thead> <tr> <th>Year</th> <th>Prospective Students</th> <th>Current Students</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>2002-2003</td> <td>~3100</td> <td>~200</td> <td>~3300</td> </tr> <tr> <td>2003-2004</td> <td>~3000</td> <td>~100</td> <td>~3100</td> </tr> <tr> <td>2004-2005</td> <td>~3100</td> <td>~200</td> <td>~3300</td> </tr> </tbody> </table> </div>	Year	Prospective Students	Current Students	Total	2002-2003	~3100	~200	~3300	2003-2004	~3000	~100	~3100	2004-2005	~3100	~200	~3300
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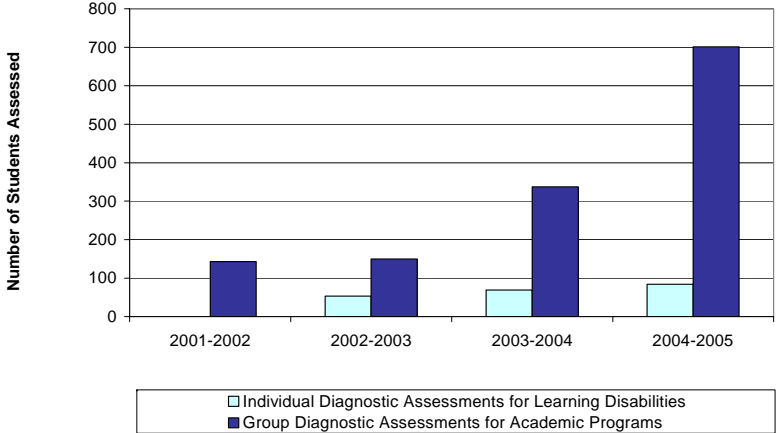
	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE															
			<p>The Diversity and Immigrant Student Support office provided 636 advising sessions to 410 current and 226 prospective immigrant students, an increase of 87% over 2003-04.</p> <p style="text-align: center;">Diversity and Immigrant Student Support One on One Advising Student Contacts</p>  <table border="1" data-bbox="1134 397 1942 820"> <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> </tr> </thead> <tbody> <tr> <td>2001-2002</td> <td>110</td> <td>110</td> </tr> <tr> <td>2002-2003</td> <td>180</td> <td>120</td> </tr> <tr> <td>2003-2004</td> <td>200</td> <td>180</td> </tr> <tr> <td>2004-2005</td> <td>410</td> <td>226</td> </tr> </tbody> </table> <p>An Immigrant Student Advisor was hired to serve both Notre Dame and Princess Street campuses.</p> <p>An Aboriginal Student Support unit was created in the Aboriginal Education division to provide support to Aboriginal students across the college.</p> <p>• Develop strategies to facilitate the transition to College life. Ref. 2.4</p> <p>The Industrial Technologies (IT) and Transportation, Aviation, and Manufacturing (TAM) Divisions introduced a generic, mandatory diagnostic Math test for both trades and technology students. A proposal under consideration is a College Prep Camp for interested applicants the week prior to the commencement of fall classes.</p> <p>There was an increase in the number of Integrated programs offered at the College. Integrated programs build in remedial work and extend the time in the concept-building introductory courses. Current examples are Business Administration Integrated and CAP / IST (Computer Analyst Programmer / Information Systems Technology) Integrated.</p>	Year	Current Students	Prospective Students	2001-2002	110	110	2002-2003	180	120	2003-2004	200	180	2004-2005	410	226
Year	Current Students	Prospective Students																
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	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE										
			<p data-bbox="1121 172 1919 261">Presentations on student services were made at 41 program orientations in the fall of 2005, an increase of 28% over 2004. 1858 students participated.</p> <div data-bbox="1150 285 1940 781"> <p data-bbox="1293 285 1787 305" style="text-align: center;">Student Services Participation in Program Orientations</p>  <table border="1" data-bbox="1150 337 1940 755"> <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> <tr> <td>2005-2006</td> <td>41</td> </tr> </tbody> </table> </div> <p data-bbox="1121 841 1919 992">A First Day Welcome designed to welcome students and to provide them with directions to various classrooms and offices was held on August 29, 2005. The President, Vice-President Academic and staff from Student Services greeted students at 9 entrances at the Notre Dame Campus and 2 entrances at the Princess St. Campus.</p> <p data-bbox="1121 1003 1919 1302">Diversity and Immigrant Student Support office's new Cultural and Language Mentor program grew in its first year by 115% with 86 immigrant, international and Canadian-born students and staff participating in mentorship programs; delivered 15 workshops to 116 immigrant, international and ESL students on Canadian culture, Canadian academic environment, and communication/ESL, a participation increase of 35%; provided 97 consultations sessions to faculty and staff, an increase of 76%, on various cross-cultural academic issues; and distributed over 2000 Guide for Immigrant and ESL Student booklets</p>	Year	Number of Program Orientations	2002-2003	16	2003-2004	28	2004-2005	32	2005-2006	41
Year	Number of Program Orientations												
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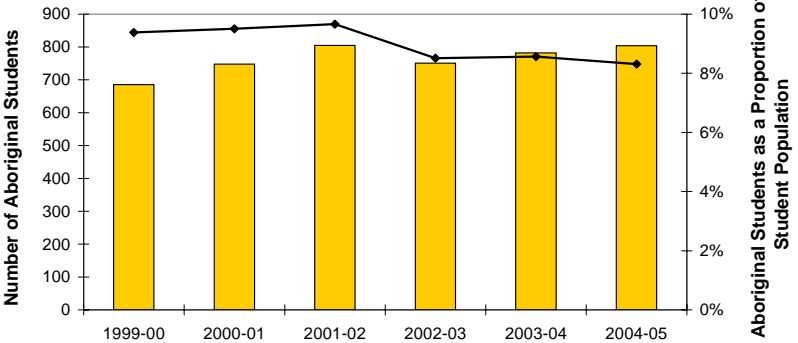
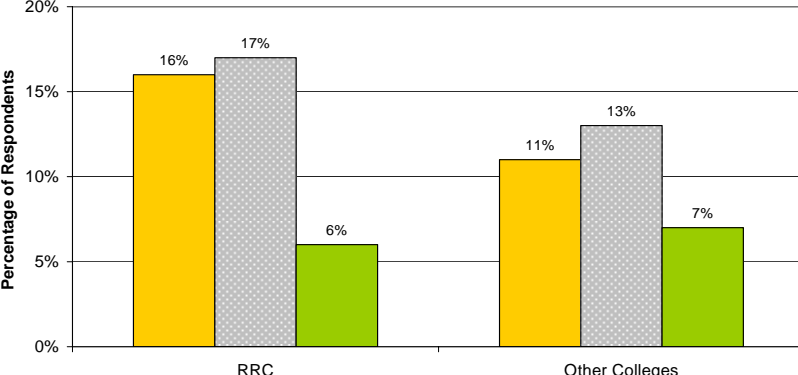
	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE															
			<p style="text-align: center;">Diversity and Immigrant Student Support Cultural and Language Mentor Program</p>  <table border="1" data-bbox="1150 267 1942 657"> <thead> <tr> <th>Year</th> <th>Students Being Mentored</th> </tr> </thead> <tbody> <tr> <td>2003-2004</td> <td>54</td> </tr> <tr> <td>2004-2005</td> <td>40</td> </tr> </tbody> </table> <p style="text-align: center;">1. Data for the 2004-2005 academic year as at November 2005.</p>	Year	Students Being Mentored	2003-2004	54	2004-2005	40									
Year	Students Being Mentored																	
2003-2004	54																	
2004-2005	40																	
		<ul style="list-style-type: none"> Assist in the reduction of financial barriers to college education. 	<p>RRC student award endowment has now surpassed \$7,000,000 in holdings resulting in over \$275,000 being available for annual scholarships and bursaries.</p> <p style="text-align: center;">Scholarships and Bursaries Awards Administered by the College¹</p>  <table border="1" data-bbox="1150 901 1942 1274"> <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>275,000</td> </tr> <tr> <td>2002-2003</td> <td>580</td> <td>300,000</td> </tr> <tr> <td>2003-2004</td> <td>650</td> <td>325,000</td> </tr> <tr> <td>2004-2005</td> <td>620</td> <td>350,000</td> </tr> </tbody> </table> <p style="text-align: center;">1. Some awards administered by the College may be externally funded. Awards refers to the number of scholarship cheques issued.</p>	Year	Number of Awards	Value of Awards (\$)	2001-2002	570	275,000	2002-2003	580	300,000	2003-2004	650	325,000	2004-2005	620	350,000
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	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE												
			<p style="text-align: center;">Emergency Loans Provided by the College</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>Data for Emergency Loans Provided by the College</caption> <thead> <tr> <th>Year</th> <th>Number of Emergency Loans</th> <th>Value of Emergency Loans (\$)</th> </tr> </thead> <tbody> <tr> <td>2002-2003</td> <td>~300</td> <td>~\$65,000</td> </tr> <tr> <td>2003-2004</td> <td>~275</td> <td>~\$75,000</td> </tr> <tr> <td>2004-2005</td> <td>~225</td> <td>~\$65,000</td> </tr> </tbody> </table> <p>The Diversity and Immigrant Student Support office established a new award of \$500 annually for a student who came to Canada as a refugee; continued partnership with the RRC Students' Association to offer 3 scholarships of \$500, \$300, and \$200 respectively for the annual Diversity "Step-Out-of-Your-Box" Scholarship contest; arranged through Manitoba Youth Services for two students to receive scholarships valued up to \$1000 each annually for volunteering with the office; and assisted one immigrant student's family by working with a College graduate currently managing a food packaging company that will now adopt one of our immigrant students and his/her family annually during the holiday season to provide food, gifts, and financial support.</p>	Year	Number of Emergency Loans	Value of Emergency Loans (\$)	2002-2003	~300	~\$65,000	2003-2004	~275	~\$75,000	2004-2005	~225	~\$65,000
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	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE																																				
		<ul style="list-style-type: none"> Establish strategies to support students with a variety of personal, cultural, academic, vocational and socio-economic challenges. 	<p style="text-align: center;">Incidence of Government Student Loan Debt at Graduation 2000 by Province</p> <table border="1"> <caption>Incidence of Government Student Loan Debt at Graduation 2000 by Province</caption> <thead> <tr> <th>Province</th> <th>College (%)</th> <th>Bachelor (%)</th> </tr> </thead> <tbody> <tr><td>CA</td><td>38</td><td>42</td></tr> <tr><td>NF</td><td>50</td><td>63</td></tr> <tr><td>NB</td><td>50</td><td>51</td></tr> <tr><td>PE</td><td>47</td><td>47</td></tr> <tr><td>NS</td><td>44</td><td>48</td></tr> <tr><td>QC</td><td>44</td><td>40</td></tr> <tr><td>AB</td><td>40</td><td>48</td></tr> <tr><td>SK</td><td>36</td><td>43</td></tr> <tr><td>ON</td><td>35</td><td>40</td></tr> <tr><td>BC</td><td>35</td><td>40</td></tr> <tr><td>MB</td><td>24</td><td>33</td></tr> </tbody> </table> <p>Source: National Graduates Survey 2000</p>	Province	College (%)	Bachelor (%)	CA	38	42	NF	50	63	NB	50	51	PE	47	47	NS	44	48	QC	44	40	AB	40	48	SK	36	43	ON	35	40	BC	35	40	MB	24	33
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			<p>Diversity and Immigrant Student Support office provided assistance to prospective and current students: 301 in 2002-03; 384 in 2003-04; and 636 students in 2004-05; implemented Cultural and Language Mentor Program as a strategy to support immigrant and international students with personal, cultural and academic challenges; and delivered 556 College-wide diversity events attended by 2,094 students and staff.</p>																																				

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE															
			<p style="text-align: center;">Assessment Services</p>  <table border="1" data-bbox="1129 284 1900 714"> <caption>Assessment Services Data</caption> <thead> <tr> <th>Year</th> <th>Individual Diagnostic Assessments for Learning Disabilities</th> <th>Group Diagnostic Assessments for Academic Programs</th> </tr> </thead> <tbody> <tr> <td>2001-2002</td> <td>~50</td> <td>~140</td> </tr> <tr> <td>2002-2003</td> <td>~50</td> <td>~150</td> </tr> <tr> <td>2003-2004</td> <td>~70</td> <td>~340</td> </tr> <tr> <td>2004-2005</td> <td>~80</td> <td>~700</td> </tr> </tbody> </table> <p>Individual testing for learning disabilities thru Assessment Services has experienced a 20% increase in each of the last two years. Group diagnostic testing in academic programs has experienced more than a 100% increase in each of the last two years.</p> <p>The Elder in residence program is established and working well. Cultural ceremonies take place at the College. The Medicine Wheel Garden is a place where staff, students and community members can meet to learn and/or meditate. An Aboriginal Counsellor is available in the Aboriginal Student Service Centre. The Aboriginal Student Support Centre creates partnerships that provide supports to students through community building and peer supports.</p> <ul style="list-style-type: none"> • Establish systematic techniques to understand student needs, issues and priorities. <p>The Freshman Integrated Tracking system which is being piloted in nine diploma programs is designed to identify student needs and issues. Appropriate interventions will be developed to assist these students.</p> <ul style="list-style-type: none"> • Establish a comprehensive Learning Assistance Centre. <p>Funding to hire a Learning Skills Specialist was approved in the 2005-06 budget. The person hired to fill the position will review current learning skills services and develop a plan for a more comprehensive approach to learning skills services and delivery.</p>	Year	Individual Diagnostic Assessments for Learning Disabilities	Group Diagnostic Assessments for Academic Programs	2001-2002	~50	~140	2002-2003	~50	~150	2003-2004	~70	~340	2004-2005	~80	~700
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	<p>2.2 Develop and implement pre-enrolment activities.</p>	<ul style="list-style-type: none"> Continue proactively to work towards achieving a representative student population that reflects the diversity of the community served. 	<p>The Diversity and Immigrant Student Support office held its tri-annual luncheon with 68 ethno-cultural community representatives in attendance; maintain ongoing contact with immigrant serving organizations that in 2004-05 included: College and University Bound program, Employment Solutions for Immigrant Youth, Gordon Bell High School ESL teachers and counselors, Helping Hands Resource Centre, International Centre of Winnipeg, Jewish Child and Family Services Immigrant Support, Manitoba Immigration and Settlement branch, Mcleod Adult Learning Centre Coordinator of ESL high school programs, Mount Carmel Clinic cross-cultural counsellors, and Winnipeg School Division Community Liaison Officers.</p> <div data-bbox="1150 527 1921 1036" data-label="Figure"> <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 Students who are Permanent Residents</th> <th>Permanent Residents as a Proportion of Student Population</th> </tr> </thead> <tbody> <tr> <td>1999-00</td> <td>500</td> <td>6.8%</td> </tr> <tr> <td>2000-01</td> <td>580</td> <td>7.5%</td> </tr> <tr> <td>2001-02</td> <td>630</td> <td>7.8%</td> </tr> <tr> <td>2002-03</td> <td>720</td> <td>8.3%</td> </tr> <tr> <td>2003-04</td> <td>800</td> <td>8.8%</td> </tr> <tr> <td>2004-05</td> <td>880</td> <td>9.2%</td> </tr> </tbody> </table> </div>	Year	Number of Students who are Permanent Residents	Permanent Residents as a Proportion of Student Population	1999-00	500	6.8%	2000-01	580	7.5%	2001-02	630	7.8%	2002-03	720	8.3%	2003-04	800	8.8%	2004-05	880	9.2%
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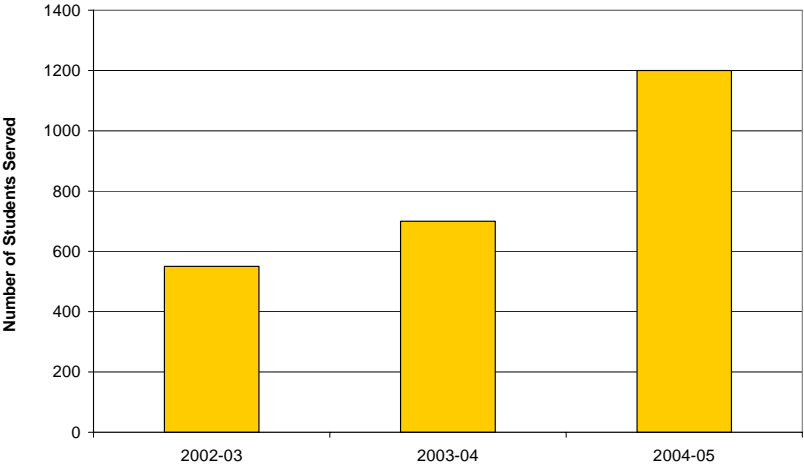
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			<p data-bbox="1339 224 1734 250" style="text-align: center;">Aboriginal Enrolment at Red River College¹</p>  <table border="1" data-bbox="1142 272 1934 613"> <caption>Aboriginal Enrolment at Red River College¹</caption> <thead> <tr> <th>Year</th> <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>~8.5%</td> </tr> <tr> <td>2000-01</td> <td>~750</td> <td>~8.8%</td> </tr> <tr> <td>2001-02</td> <td>~800</td> <td>~9.2%</td> </tr> <tr> <td>2002-03</td> <td>~750</td> <td>~8.5%</td> </tr> <tr> <td>2003-04</td> <td>~780</td> <td>~8.8%</td> </tr> <tr> <td>2004-05</td> <td>~800</td> <td>~8.5%</td> </tr> </tbody> </table> <p data-bbox="1222 643 1814 701">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.</p> <p data-bbox="1306 799 1772 847" style="text-align: center;">RRC Compared to Other Canadian Colleges Aboriginal, Visible Minority and Disabled Students</p>  <table border="1" data-bbox="1142 880 1934 1253"> <caption>RRC Compared to Other Canadian Colleges Aboriginal, Visible Minority and Disabled Students</caption> <thead> <tr> <th>Category</th> <th>RRC</th> <th>Other Colleges</th> </tr> </thead> <tbody> <tr> <td>Aboriginal ancestry</td> <td>16%</td> <td>11%</td> </tr> <tr> <td>Visible minority</td> <td>17%</td> <td>13%</td> </tr> <tr> <td>Disability</td> <td>6%</td> <td>7%</td> </tr> </tbody> </table> <p data-bbox="1205 1263 1633 1318">Source: Canadian College Student Financial Survey, 2004. Note. All years of enrolment. Certificate, diploma and joint degree students only.</p> <div data-bbox="1692 1273 1923 1321" style="border: 1px solid black; padding: 2px;"> <ul style="list-style-type: none"> Aboriginal ancestry Visible minority Disability </div>	Year	Number of Aboriginal Students	Aboriginal Students as a Proportion of Student Population	1999-00	~680	~8.5%	2000-01	~750	~8.8%	2001-02	~800	~9.2%	2002-03	~750	~8.5%	2003-04	~780	~8.8%	2004-05	~800	~8.5%	Category	RRC	Other Colleges	Aboriginal ancestry	16%	11%	Visible minority	17%	13%	Disability	6%	7%
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	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE																						
		<ul style="list-style-type: none"> Continue to develop strong links with high school counselors and students and implement a strategy to access teachers and parents. 	<p>The annual high school counselors' seminar was held on September 27, 2005 with more than 100 counsellors in attendance. Jeff Zabudsky was the key note speaker and presentations on the solar car and opportunities for student in applied research were delivered.</p> <p>A second full time recruitment officer has been hired. The added staff will enable the recruitment office to plan strategies to access teachers and parents.</p> <div data-bbox="1115 396 1955 928"> <p style="text-align: center;">RRC Students by Previous Activity</p> <table border="1"> <caption>RRC Students by Previous Activity</caption> <thead> <tr> <th>Year</th> <th>Percentage of Students</th> </tr> </thead> <tbody> <tr><td>1995-96</td><td>28%</td></tr> <tr><td>1996-97</td><td>28%</td></tr> <tr><td>1997-98</td><td>27%</td></tr> <tr><td>1998-99</td><td>25%</td></tr> <tr><td>1999-00</td><td>27%</td></tr> <tr><td>2000-01</td><td>25%</td></tr> <tr><td>2001-02</td><td>25%</td></tr> <tr><td>2002-03</td><td>25%</td></tr> <tr><td>2003-04</td><td>24%</td></tr> <tr><td>2004-05</td><td>23%</td></tr> </tbody> </table> <p>Note: Year 1 enrolments. The above data represents full-time certificate, advanced diploma, diploma and external accreditation programs.</p> <p style="text-align: right;">— Attending High School</p> </div>	Year	Percentage of Students	1995-96	28%	1996-97	28%	1997-98	27%	1998-99	25%	1999-00	27%	2000-01	25%	2001-02	25%	2002-03	25%	2003-04	24%	2004-05	23%
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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>In January, 2005, the College purchased an ERP (Enterprise Resource Planning) system from Datatel Inc. encompassing fully integrated functionality for Human Resources, Financial, Student Information, and associated modules. An implementation project leader was selected and implementation project teams were identified and assembled. An ERP Implementation Steering Committee was also assembled. Strong project management principles were applied to establishing and executing a three year implementation plan. Hardware was purchased and installed in early March and the initial software was installed in late March. Extensive planning, training, data entry, testing, and software installation and upgrades have occurred from April to present time. The first major milestone will see the implementation of the Human Resource payroll for January 1, 2006. The first phase of the student function will go live in December 2006 with admissions, and financial aid will go live in March 2007.</p>																						

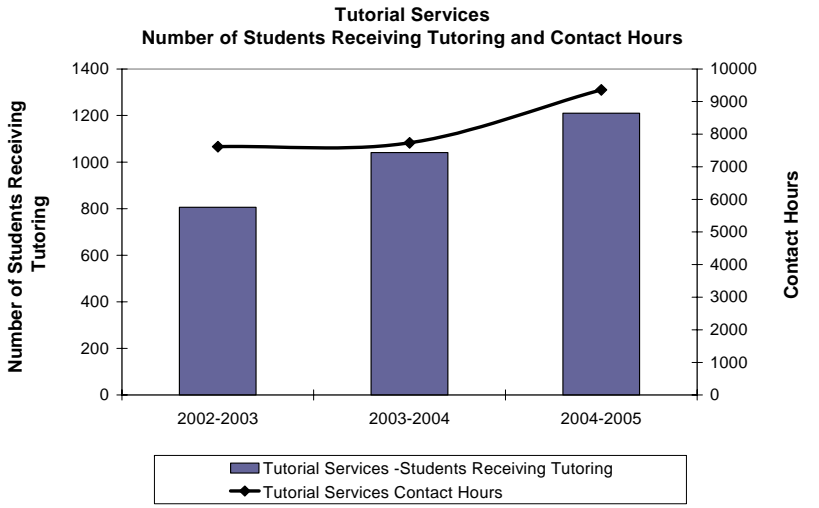
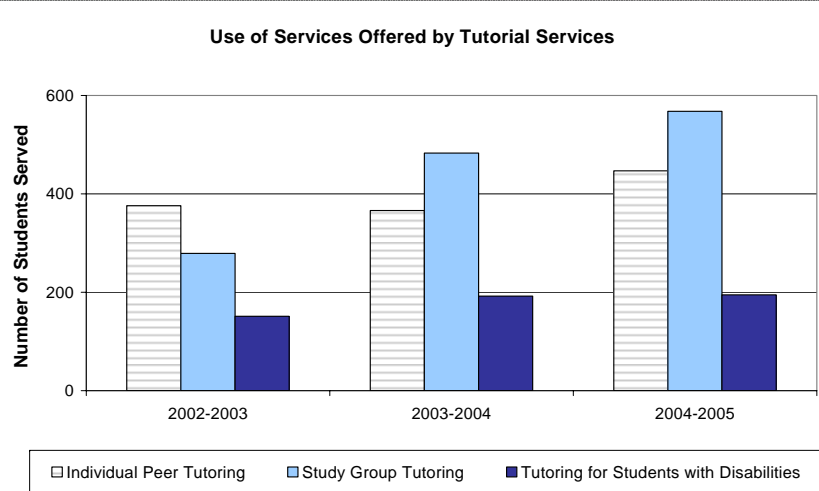
	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE																																			
			<p>Computer Services continues to support the existing information systems including Student Information. A new pre-registration module was developed for the existing Student Information System to provide for advanced registration. This greatly reduced the wait time between actual student registration and the time that the data was traditionally entered into SIS resulting in improved student service with respect to account creation and earlier access to online eLearning.</p>																																			
	<p>2.4 Develop a comprehensive approach to increase student retention and success.</p>	<ul style="list-style-type: none"> Develop longitudinal statistical reporting on student retention, persistence and attrition for each program. 	<p>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. RRC has completed the initial compilation of the new system.</p> <div data-bbox="1129 565 1942 1079"> <p style="text-align: center;">College Level Benchmarks Certificate Programs</p> <table border="1"> <thead> <tr> <th>Academic 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>77.0%</td> <td>23.0%</td> <td>67.8%</td> <td>9.3%</td> </tr> <tr> <td>1999-00</td> <td>80.5%</td> <td>19.5%</td> <td>69.0%</td> <td>11.5%</td> </tr> <tr> <td>2000-01</td> <td>76.6%</td> <td>23.4%</td> <td>67.0%</td> <td>9.6%</td> </tr> <tr> <td>2001-02</td> <td>76.7%</td> <td>23.3%</td> <td>65.0%</td> <td>11.7%</td> </tr> <tr> <td>2002-03</td> <td>77.8%</td> <td>22.1%</td> <td>66.8%</td> <td>11.0%</td> </tr> <tr> <td>2003-04</td> <td>75.7%</td> <td>24.2%</td> <td>64.7%</td> <td>11.0%</td> </tr> </tbody> </table> <p>1. Data as at October 2005.</p> </div>	Academic Year	Retention Rate	Attrition Rate	Graduation Rate	Non-graduation Rate	1998-99	77.0%	23.0%	67.8%	9.3%	1999-00	80.5%	19.5%	69.0%	11.5%	2000-01	76.6%	23.4%	67.0%	9.6%	2001-02	76.7%	23.3%	65.0%	11.7%	2002-03	77.8%	22.1%	66.8%	11.0%	2003-04	75.7%	24.2%	64.7%	11.0%
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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>A new Student Retention Strategy is underway at RRC through a pilot test. This arose from an initial overview of College Council. The project includes faculty and Student Services staff in a coordinate effort to improve student success. The goal is to improve student success. There are two key elements. The first is the deployment of the Freshman Integrated Tracking (FIT) System to help identify students who are at risk. The system involves two surveys and several reports, including reports to students providing a personalized learning plan. The second major component is Faculty Academic Advising. A Handbook has been prepared and the pilot links students who are involved with the FIT system with a faculty academic advisor. The strategy is based on the research and theory of Vincent Tinto.</p> <p>The Academic Advising Working Group, with representation from each academic division and Student Services, developed a Faculty Academic Advising model (see 2.1) and a policy on Faculty Academic Advising which will be presented to the Senior Academic Committee for approval. It also acted as a steering committee for the pilot of the Freshmen Integrated Tracking (FIT) system. (see 2.1).</p> <p>International Education is working with the Diversity Office to provide services for students.</p>																																			

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE																											
		<ul style="list-style-type: none"> Measure and report on student success on an annual basis. 	<p>International student enrolment and graduation data are collected and published by a national organization.</p> <p>The Student Evaluation of Program (SEPS) results are now published in an annual report by the Research & Planning Department and are posted on the college website.</p> <p>A new Employer Satisfaction survey is being piloted by Research & Planning. Full scale implementation is to be rolled out over the next two years.</p> <p>The college surveys graduates on an annual basis and produces a Graduate Satisfaction and Employment report. Student successes are highlighted in the Annual Academic Report. College level benchmarking of student retention and graduation is undertaken on a yearly basis and reported as part of the Strategic Planning process.</p> <div data-bbox="1129 646 1936 1153"> <p style="text-align: center;">Graduate Employment Rate and Quality of Employment</p> <table border="1"> <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> <tr> <td>2003/04</td> <td>94%</td> <td>89%</td> </tr> </tbody> </table> </div>	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%	2003/04	94%	89%
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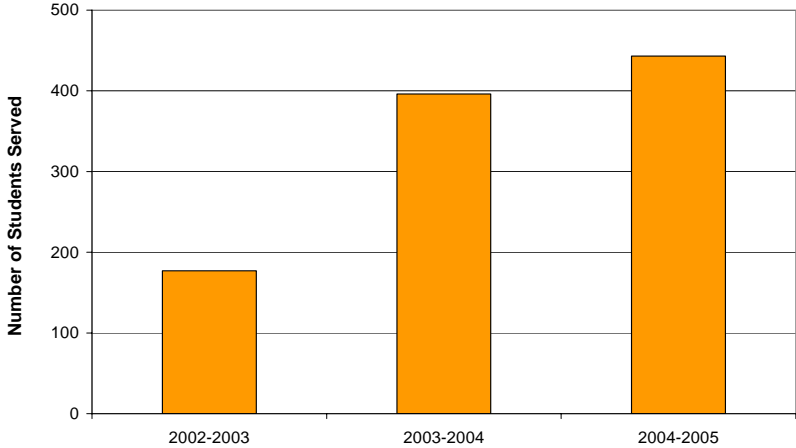
	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE								
		<ul style="list-style-type: none"> Develop strategies to implement curricula that are reflective of the diverse and evolving needs of Aboriginal students and communities. 	<p>There has been a continual increase in the use of the Aboriginal Student Service Centre over the last few years.</p> <p style="text-align: center;">Aboriginal Student Service Centre</p>  <table border="1" data-bbox="1144 308 1942 771"> <caption>Aboriginal Student Service Centre - Number of Students Served</caption> <thead> <tr> <th>Year</th> <th>Number of Students Served</th> </tr> </thead> <tbody> <tr> <td>2002-03</td> <td>550</td> </tr> <tr> <td>2003-04</td> <td>700</td> </tr> <tr> <td>2004-05</td> <td>1200</td> </tr> </tbody> </table> <p>During 2003-04, the R-crew assumed one office when a staff member was on maternity leave. The largest increase in student participation in centre events occurred during this year.</p>	Year	Number of Students Served	2002-03	550	2003-04	700	2004-05	1200
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		<ul style="list-style-type: none"> Develop strategies to undertake a diversity research program. 	<p>An article, using regression techniques, has been published: Goho, J. & Blackman, A. (2004). Employment outcomes of community college equity graduates. <i>Journal of Applied Research in the Community College</i>, 11(2), 17-32.</p>								
		<ul style="list-style-type: none"> Measure and report on the progress of the diversity initiative. 	<p>The College published annual enrolment and graduation results in the Annual Academic report and on the College website.</p> <p>The Diversity and Immigrant Student Support office develops an annual operational plan and prepares an annual report.</p>								

	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>Diversity and Immigrant Support office created, delivered and expanded a number of innovative programs to improve the success of immigrant and international students including:</p> <ul style="list-style-type: none"> The Cultural and Language Mentor Program; Strategies for Success in a Canadian College Environment Workshop; Global Friendship Circle; Diversity Speaker's Series; advanced ESL and Canadian Culture workshops; college-wide diversity events; two guide books, one for immigrant and ESL students and the other for faculty; and an office location that immigrant students feel comfortable to use as a drop-in centre where resources are available to address personal, settlement, cultural, and some academic needs.
		<ul style="list-style-type: none"> Enhance tutoring & counseling services. 	<p>A series of academic and personal support workshops entitled "Strategies for Success" were developed in a collaborative effort involving Tutoring Services, Counselling Services, and Career and Employment Services. Some of the more popular workshops were test-taking strategies, time management, managing test anxiety, stress management, and note-taking skills. Forty-four workshops were attended by 156 students.</p> <p>In an attempt to better serve our clients, the College's career counselling service delivery model was modified to include an initial career exploration workshop, followed by interest testing.</p>

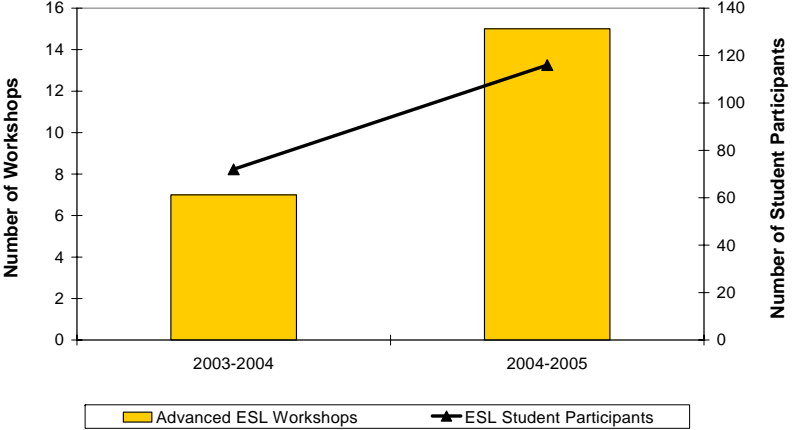
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			<p style="text-align: center;">Tutorial Services Number of Students Receiving Tutoring and Contact Hours</p>  <table border="1" data-bbox="1129 186 1942 690"> <caption>Tutorial Services - Students Receiving Tutoring and Contact Hours</caption> <thead> <tr> <th>Year</th> <th>Number of Students Receiving Tutoring</th> <th>Contact Hours</th> </tr> </thead> <tbody> <tr> <td>2002-2003</td> <td>800</td> <td>7500</td> </tr> <tr> <td>2003-2004</td> <td>1050</td> <td>8000</td> </tr> <tr> <td>2004-2005</td> <td>1200</td> <td>9500</td> </tr> </tbody> </table> <p style="text-align: center;">Use of Services Offered by Tutorial Services</p>  <table border="1" data-bbox="1129 738 1942 1226"> <caption>Use of Services Offered by Tutorial Services</caption> <thead> <tr> <th>Year</th> <th>Individual Peer Tutoring</th> <th>Study Group Tutoring</th> <th>Tutoring for Students with Disabilities</th> </tr> </thead> <tbody> <tr> <td>2002-2003</td> <td>380</td> <td>280</td> <td>150</td> </tr> <tr> <td>2003-2004</td> <td>370</td> <td>480</td> <td>200</td> </tr> <tr> <td>2004-2005</td> <td>450</td> <td>580</td> <td>200</td> </tr> </tbody> </table> <p>In last three years, the total hours of tutoring support has increased 23%, peer tutoring increased 19%, and study group attendees have increased 104%.</p>	Year	Number of Students Receiving Tutoring	Contact Hours	2002-2003	800	7500	2003-2004	1050	8000	2004-2005	1200	9500	Year	Individual Peer Tutoring	Study Group Tutoring	Tutoring for Students with Disabilities	2002-2003	380	280	150	2003-2004	370	480	200	2004-2005	450	580	200
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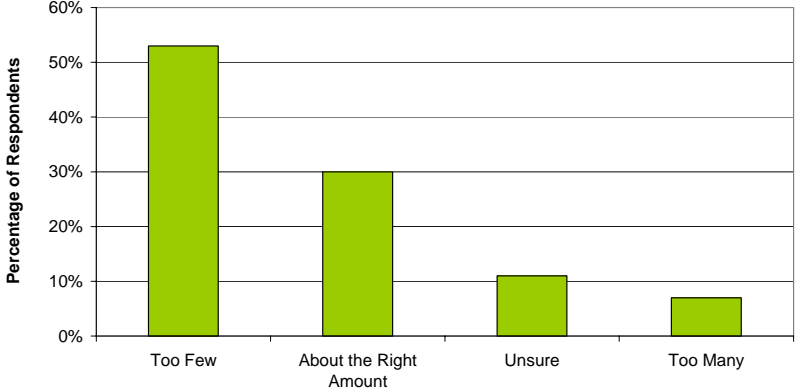
	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE												
			<p style="text-align: center;">Counseling Services</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>Data for Counseling Services Chart</caption> <thead> <tr> <th>Year</th> <th>Students Receiving Counseling Services</th> <th>Counseling Appointments</th> </tr> </thead> <tbody> <tr> <td>2002-2003</td> <td>~1480</td> <td>~5150</td> </tr> <tr> <td>2003-2004</td> <td>~1680</td> <td>~5400</td> </tr> <tr> <td>2004-2005</td> <td>~1350</td> <td>~5500</td> </tr> </tbody> </table> <p>Approximately 900 new students per year register for counselling.</p> <p>Tutoring Services and Diversity and Immigrant Student Support initiated the ESL Tutor Pilot Project in 2004-05. The project is intended to offer up to 20 high risk ESL students enhanced tutoring support by matching students with staff tutors rather than peer tutors, clustering students for efficiency and increased tutoring contact time.</p> <p>A Student Retention pilot project was launched in the fall of 2005. Under the guidance of the Academic Advising Working Group the project had two aims: to devise and test a Faculty Academic Advising Method and to implement and evaluate the Freshman Integrated Tracking System. A Faculty Academic Advising Handbook was developed to assist faculty in their roles as advisors. Ten programs, for a total of nearly 300 students are participating. Students completed two surveys, Partners in Education Inventory at the beginning of the term and the Student Experience Inventory mid way through the first term. Responses were used to provide students, faculty advisors, and counselors with personalized learning plans and information to aid in student advising. The assessment plan for the project involves technical assessment of the FIT system and a series of focus groups with faculty and students.</p>	Year	Students Receiving Counseling Services	Counseling Appointments	2002-2003	~1480	~5150	2003-2004	~1680	~5400	2004-2005	~1350	~5500
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		<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. 													

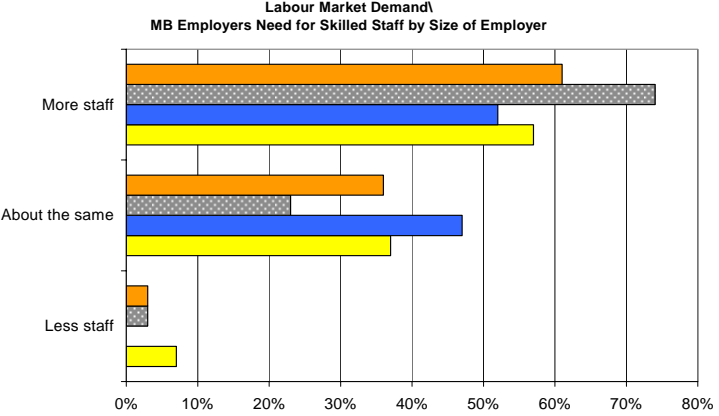
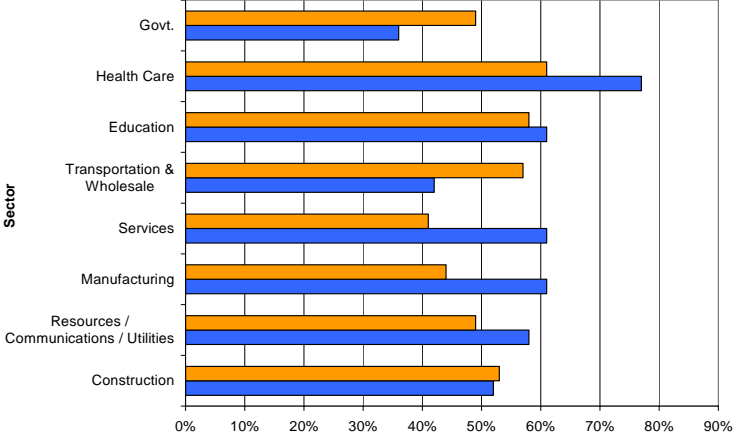
	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE																
		<ul style="list-style-type: none"> Establish connections with student service units at Winnipeg universities to support joint programming students. 	<p>Staff from Enrolment Services and Student Support Services maintain relationships with counterparts at the Universities of Manitoba and Winnipeg and services are provided to students enrolled in joint programs.</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>Strategies implemented to increase recruitment and employment opportunities of college graduates by business and industry have resulted in increased contacts with employers.</p> <div data-bbox="1144 483 1932 990"> <p style="text-align: center;">Employment Services Contact with Business and Industry</p> <table border="1"> <caption>Employment Services Contact with Business and Industry Data</caption> <thead> <tr> <th>Year</th> <th>Job Opportunites Posted</th> <th>Personal Contacts with Employers</th> <th>Enhanced Recruitment Services</th> </tr> </thead> <tbody> <tr> <td>2002-03</td> <td>~900</td> <td>0</td> <td>0</td> </tr> <tr> <td>2003-04</td> <td>~1300</td> <td>~700</td> <td>~5</td> </tr> <tr> <td>2004-05</td> <td>~2000</td> <td>~1000</td> <td>~25</td> </tr> </tbody> </table> </div>	Year	Job Opportunites Posted	Personal Contacts with Employers	Enhanced Recruitment Services	2002-03	~900	0	0	2003-04	~1300	~700	~5	2004-05	~2000	~1000	~25
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		<ul style="list-style-type: none"> Implement strategies to support students and graduates in obtaining employment. 	<p>The number of students who were provided with support in resume writing, job search strategies, and job search/labour market information increased by 12 % during the past year.</p> <p style="text-align: center;">Employment Services</p>  <table border="1" data-bbox="1150 337 1940 782"> <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> <tr> <td>2004-2005</td> <td>450</td> </tr> </tbody> </table> <p>Funding for an Employment Services Assistant was approved in the 2005-06 budget. As a result of this new position, on campus career and employment services at the Princess St. Campus will be increased.</p>	Year	Number of Students Served	2002-2003	180	2003-2004	400	2004-2005	450
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2002-2003	180										
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2.6	Assure that language proficiency is sufficient for academic success.	<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). 	<p>The policy requirement for English Language Proficiency for admission to college programs is being implemented. Additional programs are being assessed to determine a more exact language benchmark for admission.</p>								

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
			<p>In the past several years, the Language Training Centre has provided assessments of applicants to RRC career programs who have not had their English language assessed and who cannot make a timely appointment with the central assessment centre run by the Provincial government. Because of the demand on this Provincial assessment centre by immigrants requiring assessments for entry into ESL programs in Winnipeg, the Provincial government has informed RRC that it cannot undertake the assessment of English second language speakers who have applied to post-secondary programs. The impact of this decision will mean a significant increase in assessment requests to the LTC. In order to address the increased need for assessment, the LTC will require an additional part-time English language specialist.</p> <p>In addition, the LTC has undertaken the evaluation of the English language demands of RRC post-secondary programs over the past several years. To date, 25 programs have undergone this analysis. The analysis is used by program areas to identify language readiness for these RRC programs. The LTC will continue the analysis of additional programs over the next years. For programs that have not yet undergone this process, the LTC advises programs and students of the anticipated demands and makes recommendations on the readiness of students.</p>
		<ul style="list-style-type: none"> Establish strategies to provide English language proficiency supports to students. 	<p>The ESL Tutor Pilot project, a joint initiative of Tutoring Services and Diversity and Immigrant Support, is offering 20 ESL students enhanced tutoring support from staff tutors rather than peer tutors.</p>

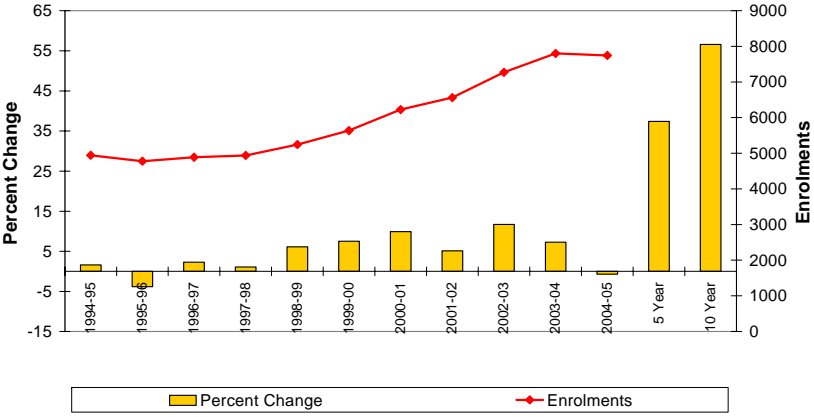
	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE									
			<p>The Diversity and Immigrant Student Support office coordinated delivery of 15 advanced ESL and Canadian culture workshops that were attended by 116 students who speak English as-a-second-language.</p> <p style="text-align: center;">Diversity and Immigrant Student Support Advanced ESL Workshops</p>  <table border="1" data-bbox="1150 430 1936 857"> <caption>Diversity and Immigrant Student Support Advanced ESL Workshops</caption> <thead> <tr> <th>Year</th> <th>Advanced ESL Workshops</th> <th>ESL Student Participants</th> </tr> </thead> <tbody> <tr> <td>2003-2004</td> <td>7</td> <td>~60</td> </tr> <tr> <td>2004-2005</td> <td>15</td> <td>116</td> </tr> </tbody> </table>	Year	Advanced ESL Workshops	ESL Student Participants	2003-2004	7	~60	2004-2005	15	116
Year	Advanced ESL Workshops	ESL Student Participants										
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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.											
	<p>3.1 Develop and deliver new programs to meet emerging labour market demand as outlined in the Growth Strategy.</p>	<ul style="list-style-type: none"> Develop and implement methodologies to capture, document and transmit critical economic, technological and market trends. 	<p>A 2005 Environmental Scan was prepared as part of the Strategic Plan renewal process. The scan identified key trends in demographics, public policy, the economy, technology in education, and in the labour force. 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 to document and report on trends important to the College.</p>									

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE										
			<p data-bbox="1247 224 1829 245" style="text-align: center;">Manitobans Opinions on the Number of Youth Going to PSE</p>  <table border="1" data-bbox="1150 282 1940 667"> <caption>Manitobans Opinions on the Number of Youth Going to PSE</caption> <thead> <tr> <th>Opinion</th> <th>Percentage of Respondents</th> </tr> </thead> <tbody> <tr> <td>Too Few</td> <td>53%</td> </tr> <tr> <td>About the Right Amount</td> <td>30%</td> </tr> <tr> <td>Unsure</td> <td>11%</td> </tr> <tr> <td>Too Many</td> <td>7%</td> </tr> </tbody> </table> <p data-bbox="1205 699 1906 751">Source: Probe Research September 2005, n=1,011. Q1. "At the present time, do you think that too few, about the right amount or too many of Manitoba's young people go on to college or university following high school?"</p>	Opinion	Percentage of Respondents	Too Few	53%	About the Right Amount	30%	Unsure	11%	Too Many	7%
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		<ul style="list-style-type: none"> <li data-bbox="716 818 1094 906">• Acquire labour market information and analyze on a regular and ongoing basis. 	<p data-bbox="1121 818 1919 873">The College is currently gathering labour market info for a proposed Advanced Digital MultiMedia program.</p> <p data-bbox="1121 883 1898 1003">A new Power Engineering diploma program was implemented. Emerging technologies and industry requirements for higher certification were identified and this new program is in response to these changing needs.</p> <p data-bbox="1121 1013 1934 1094">This activity is at the core of the activity of all Academic Departments to continuously assess the market for existing programs and to help identify new and emerging needs.</p>										

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			<p>The new Employers' survey includes questions on hiring plans of employers in Manitoba.</p> <p style="text-align: center;">Labour Market Demand MB Employers Need for Skilled Staff by Size of Employer</p>  <table border="1"> <caption>Estimated data for Labour Market Demand chart</caption> <thead> <tr> <th>Category</th> <th><15</th> <th>15-49</th> <th>50+</th> <th>All Employers</th> </tr> </thead> <tbody> <tr> <td>More staff</td> <td>58%</td> <td>52%</td> <td>75%</td> <td>62%</td> </tr> <tr> <td>About the same</td> <td>38%</td> <td>48%</td> <td>25%</td> <td>38%</td> </tr> <tr> <td>Less staff</td> <td>8%</td> <td>0%</td> <td>5%</td> <td>5%</td> </tr> </tbody> </table> <p>Q 10. Thinking about your workload now and your anticipated workload over the next two years, do you foresee needing: n=100 Source: Employers Survey Pilot 2005</p> <p style="text-align: center;">Percent of Managers and Labour Leaders saying the Shortage of Skilled Labour is a Serious Problem</p>  <table border="1"> <caption>Estimated data for Shortage of Skilled Labour chart</caption> <thead> <tr> <th>Sector</th> <th>Labour Leaders</th> <th>Managers</th> </tr> </thead> <tbody> <tr> <td>Govt.</td> <td>38%</td> <td>50%</td> </tr> <tr> <td>Health Care</td> <td>78%</td> <td>62%</td> </tr> <tr> <td>Education</td> <td>62%</td> <td>58%</td> </tr> <tr> <td>Transportation & Wholesale</td> <td>42%</td> <td>58%</td> </tr> <tr> <td>Services</td> <td>62%</td> <td>42%</td> </tr> <tr> <td>Manufacturing</td> <td>62%</td> <td>45%</td> </tr> <tr> <td>Resources / Communications / Utilities</td> <td>60%</td> <td>50%</td> </tr> <tr> <td>Construction</td> <td>52%</td> <td>55%</td> </tr> </tbody> </table> <p>Source: Canadian Labour and Business Centre, Viewpoints 2002.</p>	Category	<15	15-49	50+	All Employers	More staff	58%	52%	75%	62%	About the same	38%	48%	25%	38%	Less staff	8%	0%	5%	5%	Sector	Labour Leaders	Managers	Govt.	38%	50%	Health Care	78%	62%	Education	62%	58%	Transportation & Wholesale	42%	58%	Services	62%	42%	Manufacturing	62%	45%	Resources / Communications / Utilities	60%	50%	Construction	52%	55%
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	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> • Develop programming for delivery in multiple modes and in the profit, cost-recovery and subsidized formats. • Develop collaborative programs with colleges, universities and other partners, locally, provincially, nationally and internationally. • Include strategies for using technology in the delivery of new programs. • Develop accelerated and advanced program models to meet the needs of students with post-secondary or equivalent backgrounds. 	<p>To respond to legislative requirements, Civil/CAD Technology delivers cost-recovery plus Water and Wastewater Operator certification courses across Manitoba, including courses for Aboriginal participants. Additionally, Civil/CAD Technology delivers numerous short courses, seminars and workshops for industry participants.</p> <p>RRC is exploring opportunities for collaboration in new media training with the University of Manitoba and TRILabs</p> <p>RRC will explore an opportunity for a joint Bachelor of Science and Technology degree with the University of Manitoba and the University of Winnipeg.</p> <p>Continuing to work together with the University of Manitoba and the CGA to deliver the "University" Stream and the CGA Stream within the Business Administration Program.</p> <p>Continuing Education is involved in a number of collaborative initiatives:</p> <ul style="list-style-type: none"> • Developed information Communication Technology Security program with input from Information Protection Association of Manitoba; • Developed LINUX Operating system training in the Systems Integration program; • Developed Voice IP training with full-time RRC programming; • Delivered standard examination preparation courses in project management and financial planning; • Developed and taught film electronics course; • Developed Occupational Health and Safety certificate program through funding from the Community Initiatives and Research Program, Worker's Compensation Board of Manitoba; • Developing Chronic Disease Prevention program with Manitoba Health - Diabetes and Chronic Diseases Unit. <p>Staff in Learning Technologies Group have met with a number of course developers to explain resources available.</p> <p>Three new advanced diploma programs to be introduced in the life sciences and biotechnology in 2005-06:</p> <ol style="list-style-type: none"> 1. QA/QC in the Pharmaceutical Industry 2. Applied Biopharmaceutical Processing 3. Pharmaceutical Drug Development

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE																
		<ul style="list-style-type: none"> Establish articulated programming initiatives with secondary schools. Assess the facilities and resources of the College to determine program capacity. 	<p>A three year accelerated Nursing Degree program has been designed and forwarded to COPSE.</p> <p>The Dean of Industrial Technologies is the RRC representative to the Technical Vocational Initiative (TVI). The VP Academic is the RRC representative to the Vocational High School Administrators committee.</p> <p>A facility management program is required to assist in identifying problems, costs and solutions. Initial review of facility management software solutions is in progress within the ERP Project, and independent suppliers.</p> <p>In the fall of 2005 94% of all first year places were filled, leaving only 192 unfilled seats across all programs.</p> <p style="text-align: center;">College Capacity</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>College Capacity Data (Estimated from Chart)</caption> <thead> <tr> <th>Year</th> <th>Regular Programs (%)</th> <th>Apprenticeship (%)</th> <th>Total (%)</th> </tr> </thead> <tbody> <tr> <td>2003</td> <td>95</td> <td>85</td> <td>95</td> </tr> <tr> <td>2004</td> <td>92</td> <td>85</td> <td>92</td> </tr> <tr> <td>2005</td> <td>94</td> <td>88</td> <td>94</td> </tr> </tbody> </table> <p>Note. Calculated using Sept. 17th enrolments and program quotas.</p> <p style="text-align: right;"> Regular Programs Apprenticeship Total </p> <p>The updated Academic Plan will provide the basis for the long range Campus Master Plan.</p>	Year	Regular Programs (%)	Apprenticeship (%)	Total (%)	2003	95	85	95	2004	92	85	92	2005	94	88	94
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			<p data-bbox="1234 191 1843 256" style="text-align: center;">Regular Program Enrolment and Percent Change Compared to the Previous Academic Year 1994-95 through 2004-05</p>  <table border="1" data-bbox="1134 284 1942 698"> <caption>Regular Program Enrolment and Percent Change Compared to the Previous Academic Year</caption> <thead> <tr> <th>Year</th> <th>Percent Change</th> <th>Enrolments</th> </tr> </thead> <tbody> <tr><td>1994-95</td><td>-2</td><td>4500</td></tr> <tr><td>1995-96</td><td>-5</td><td>4300</td></tr> <tr><td>1996-97</td><td>2</td><td>4400</td></tr> <tr><td>1997-98</td><td>-1</td><td>4500</td></tr> <tr><td>1998-99</td><td>5</td><td>4800</td></tr> <tr><td>1999-00</td><td>6</td><td>5200</td></tr> <tr><td>2000-01</td><td>8</td><td>5800</td></tr> <tr><td>2001-02</td><td>4</td><td>6200</td></tr> <tr><td>2002-03</td><td>10</td><td>6800</td></tr> <tr><td>2003-04</td><td>6</td><td>7500</td></tr> <tr><td>2004-05</td><td>-1</td><td>8000</td></tr> <tr><td>5 Year</td><td>35</td><td></td></tr> <tr><td>10 Year</td><td>55</td><td></td></tr> </tbody> </table> <ul data-bbox="714 722 1060 836" style="list-style-type: none"> Review program areas for on-line delivery as a complement to classroom, site-based delivery. <p data-bbox="1123 722 1848 771">Several courses within Nursing are supplementing classroom teaching with on-line work.</p> <p data-bbox="1123 787 1942 933">The videostreamed rural Diploma Nursing Accelerated Program entered its second term in September of 2005. The program is offered in Morden/Winkler, Portage La Prairie and Dauphin. It has been extremely successful and has become a sought-after topic of presentation at provincial, national and international conferences.</p> <p data-bbox="1123 950 1942 1063">The Science of Early Child Development, a multimedia resource, has been piloted with the second year Early Childhood Education students as their capstone child development course. Students do a large percentage of this course on-line.</p> <p data-bbox="1123 1079 1942 1193">In collaboration with our Distance Education (DE) Department, semesters one and two of the CA/P & IST programs are now offered on-line. Students who register via DE are provided support by our day school faculty.</p> <p data-bbox="1123 1209 1942 1380">EET programs began conversion of all programs to a semester format starting in September 2005; the process that will be complete by September 2006. As part of the conversion, DACUMs were held to ensure that the new curricula are more closely aligned with industry requirements, while also ensuring that accreditation standards continue to be met.</p>	Year	Percent Change	Enrolments	1994-95	-2	4500	1995-96	-5	4300	1996-97	2	4400	1997-98	-1	4500	1998-99	5	4800	1999-00	6	5200	2000-01	8	5800	2001-02	4	6200	2002-03	10	6800	2003-04	6	7500	2004-05	-1	8000	5 Year	35		10 Year	55	
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			<p>In September 2004, EET began offering an integrated program, providing opportunity for students who do not meet the entry requirements of the regular Engineering Programs. There are currently 16 students in the 1st year of the Integrated EET program and 18 students in the second year.</p> <p>Although the Integrated EET program was originally intended for students with academic challenges, the reality is that some students who qualify for entry into the regular program have selected the Integrated option since it provides a slower pace of study, with more student/instructor contact.</p> <p>On-line delivery of courses is available in two Magnetic Resonance Imaging/ Spectroscopy courses and in all Medical Laboratory Assistant program courses.</p> <p>Aboriginal Education continues to monitor programs for changes to meet the needs of the students and the Aboriginal community. Two examples this past year are:</p> <ol style="list-style-type: none"> 1) The Microcomputer Applications Program completed the DACUM process in 2005-06. As a result of consultations with community, business and industry, the program now offers a second year diploma, along with the certificate. The name has been changed to Information and Office Assistance Certificate or Information and Office Diploma Program. 2) Biindigen Program – Due to funding changes, the College Prep program was updated and changed to reflect community needs. The program received approval from Manitoba Student Aid as a post-secondary program. This program is offered in Ebb & Flow as a community based program to meet the needs of Aboriginal communities. <p>Two courses within the Technology Management Advanced Diploma were translated into a blended learning format as a pre-cursor to full online delivery. In addition, the TM-Advanced Diploma will accept four courses from the Project Management Certificate as electives (all of which can be obtained through on-line delivery).</p> <p>A new program application has been completed for an Advanced Diploma in Digital MultiMedia Technology, specializing in 3D animation.</p>

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			<p>All Language Training Centre programs are reviewed on an annual basis with Manitoba Labour and Immigration (e.g. English for Nursing, Canadian Communication for Physicians Trained Abroad, English for Business Purposes) to ensure that the focus of each program continues to be relevant in terms of labour market demand.</p> <p>The complete first year program of Civil/CAD courses has been, or will soon be, completed for Distance Education delivery mode. Six second year courses are either completed or under construction. Additional courses are in the planning stage.</p> <p>One course in the Business/Technology Teacher Education program was developed with an online component.</p> <p>One course in the CAE program has been identified for on-line delivery. CAE courses are being explored for other distance delivery models.</p> <p>Management & Marketing is working toward a Distributive Learning Environment for the Business Administration Office Management Major. This initiative will be ready for delivery for Fall of 2006 through a collaborative working relationship with the Distance Education Department.</p> <p>Develop a partnership with Advanced Risk Management to deliver a Financial Services Major with the Business Administration Program by the Fall of 2007.</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. 	<p>Completed the introduction of the Rural DNA (video streaming) and Life Sciences and Biotechnology Initiatives (LSBTI).</p> <p>The Aviation Management program, which had been suspended for 2005-06 to accommodate a review and revision of curriculum, was reinstated in September 2005.</p> <p>Eleven full-time cost-recovery programs will be implemented as part of the CE 2005-06 business plan.</p> <p>All Business Administration program majors will be offered at the Princess Street Campus.</p>

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			<p style="text-align: center;">Apprenticeship Enrolments and Percent Change Compared to the Previous Academic Year 1994-95 through 2004-05</p> <table border="1"> <caption>Approximate data from the chart</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>1400</td></tr> <tr><td>1995-96</td><td>-5</td><td>1300</td></tr> <tr><td>1996-97</td><td>2</td><td>1350</td></tr> <tr><td>1997-98</td><td>3</td><td>1400</td></tr> <tr><td>1998-99</td><td>4</td><td>1450</td></tr> <tr><td>1999-00</td><td>23</td><td>1550</td></tr> <tr><td>2000-01</td><td>4</td><td>1600</td></tr> <tr><td>2001-02</td><td>8</td><td>1700</td></tr> <tr><td>2002-03</td><td>-2</td><td>1750</td></tr> <tr><td>2003-04</td><td>5</td><td>1850</td></tr> <tr><td>2004-05</td><td>-3</td><td>1800</td></tr> <tr><td>5 Year</td><td>9</td><td>-</td></tr> <tr><td>10 Year</td><td>30</td><td>-</td></tr> </tbody> </table>	Year	Percent Change	Enrolments	1994-95	8	1400	1995-96	-5	1300	1996-97	2	1350	1997-98	3	1400	1998-99	4	1450	1999-00	23	1550	2000-01	4	1600	2001-02	8	1700	2002-03	-2	1750	2003-04	5	1850	2004-05	-3	1800	5 Year	9	-	10 Year	30	-
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	<ul style="list-style-type: none"> Adjust capacity to accommodate apprenticeships purchases. 		<p>A new facility on Banister Road has been established. A partnership with the Apprenticeship Branch, boilermaker and ironworker union was formed to define and fund this facility. The New facility allows for an 80% increase in boilermaker training as well as the addition of ironworker and crane operator training. Additional labs and equipment were included in the facility to facilitate increased practical training requirements.</p> <p>RRC collaborates with the Apprenticeship Branch to adjust the training schedule as the year progresses. To date, five new classes have been added to the schedule and two were cancelled.</p>																																										
	<ul style="list-style-type: none"> Increase capacity in selected programs to meet labour market demands and reduce wait lists. 		<p>Med Rad and Med Lab program first year intakes were expanded in support of Manitoba. Health initiatives to train more technologists, especially for rural Manitoba.</p> <p>New programs to be introduced in 2005-06 as part of the Life Sciences Biotechnology Initiative (LSBTI) include Quality Assurance/Quality Control (Advanced Diploma), Pharmaceutical Production (certificate) Pharmaceutical Product Development (Advanced Diploma), and Applied Pharmaceutical Technologies (Advanced Diploma).</p> <p>An additional section of Early Childhood Education was created in response to priorities of Manitoba Child and Family Services.</p> <p>The College Expansion Initiative (CEI) has agreed to fund an expansion of RRC regional campuses to accommodate one new funded full-time program per campus each year.</p>																																										

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			COPSE/CEI approved expansion and revision to the power engineering program to meet changing labour market and licensing needs.
			COPSE/CEI approved expansion and revision to the Microcomputer Applications for Aboriginal Learners program to increase capacity and to provide for a diploma option for students and employers who desire a more comprehensive program.
		<ul style="list-style-type: none"> Develop models of delivery to increase the participation of Aboriginal peoples. 	Two existing programs are the ACCESS Civil/CAD technology program and the Pre-Trades Training program, which provides career exposure in several trade areas for Aboriginal students.
			A feasibility study has been proposed to explore distance delivery modes for rural and remote First Nations communities.
			The Community based Carpentry program continues to provide Apprenticeship programs to First Nation Communities in the Interlake. They are expanding the program to provide programs such as upgrading and Heavy Equipment Training to the students in the area.
		<ul style="list-style-type: none"> Reduce capacity in selected programs where long term labour market need is waning and move resources to higher priority programming. 	Re-instatement of the suspended Aircraft Structures and Aerospace Manufacturing (composites) programs were budgeted for January 2006 but have been postponed based on industry advisement about weak labour market projections.
			There have been reduced intakes in CA/P and IST to match reduced student demand.
	3.3 Develop, broker and deliver a comprehensive selection of distance / distributed learning programs.	<ul style="list-style-type: none"> Develop and deliver new programs and courses through distance and distributed learning strategies. 	Developed and delivered "Intro to PLAR and Quality Assessment" on-line module for the national Campus Canada organization.

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		<ul style="list-style-type: none"> Develop strategies to increase the number of programs delivered on-line. 	<p>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>1999-2000</td> <td>1,750</td> </tr> <tr> <td>2000-2001</td> <td>2,100</td> </tr> <tr> <td>2001-2002</td> <td>2,500</td> </tr> <tr> <td>2002-2003</td> <td>2,950</td> </tr> <tr> <td>2003-2004</td> <td>3,850</td> </tr> <tr> <td>2004-2005</td> <td>3,950</td> </tr> </tbody> </table> <p>Regional Centres Enrolments (Full-time, Part-time and Contract Training)</p> <table border="1"> <caption>Regional Centres Enrolments (Full-time, Part-time and Contract Training)</caption> <thead> <tr> <th>Year</th> <th>Enrolments</th> </tr> </thead> <tbody> <tr> <td>1999-2000</td> <td>250</td> </tr> <tr> <td>2000-2001</td> <td>350</td> </tr> <tr> <td>2001-2002</td> <td>400</td> </tr> <tr> <td>2002-2003</td> <td>3,900</td> </tr> <tr> <td>2003-2004</td> <td>4,200</td> </tr> <tr> <td>2004-2005</td> <td>3,900</td> </tr> </tbody> </table> <p>Distance Education has established on-line program delivery as a priority. As of June 30, 2004, Distance Education had 95 on-line courses.</p>	Year	Enrolments	1999-2000	1,750	2000-2001	2,100	2001-2002	2,500	2002-2003	2,950	2003-2004	3,850	2004-2005	3,950	Year	Enrolments	1999-2000	250	2000-2001	350	2001-2002	400	2002-2003	3,900	2003-2004	4,200	2004-2005	3,900
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	<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>DE is using Captivate (previously called RoboDemo) to capture screen images to aid in teaching computer applications.</p> <p>DE 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>Developed and delivered "Intro to PLAR and Quality Assessment" online module for the national Campus Canada organization.</p> <p>Successfully video streaming Diploma Nursing Accelerated program to Dauphin, Winkler and Portage la Prairie.</p> <p>Video streamed PLAR Practitioner (advanced) Course to learners in Manitoba, Saskatchewan and New Brunswick.</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. 	<p>Campus Manitoba's 17 centres market Distance Education courses and facilitate the registration of students.</p> <p>For the last three years, Distance Education courses have been marketed and offered through Campus Manitoba. In 2004-05, there were 64 course enrolments.</p> <p>The College continues to operate Campus Manitoba Centres at Portage Campus and Steinbach Campus.</p> <p>The Main Street Campus Adult Learning Centre oversees ALC activity in several other locations: in Winkler, Steinbach, St. Pierre, Notre Dame Campus and Ebb and Flow First Nation.</p> <p>Continuing Education delivers contract training to the following organizations: Friesens (graphics training), Winnipeg Public library (library training), and Canstar Newspapers (graphic training).</p> <p>CE also continues to offer the following training programs:</p> <ul style="list-style-type: none"> Health Care Aide and Health Care Aide/Health Unit Clerk program in collaboration with Urban Circle Training Inc.

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
			<ul style="list-style-type: none"> • Health Care Aide Curriculum to St. Boniface College for translation and delivery in French. • Customer Contact Training with MCCA & MTS. • Heavy Equipment Operator training -- increasing demand due to provincial contracts. • Youth Recreation Activity Worker program in partnership with the Boys and Girls Clubs of Winnipeg. • Youth Business Institute, Executive Challenge, contract with the Manitoba Chambers of Commerce. <p>CE has continued to offer contract training in remote communities, and expanded this year to include Ebb & Flow First Nation and Arviat, NU.</p>
3.6	Integrate the use of distributed learning technologies into program delivery.	<ul style="list-style-type: none"> • Integrate distance / distributed learning into the College's overall academic programming. • Enhance the quality control of e-learning program delivery. • Ensure programs are developed and revised in multiple delivery formats. 	<p>Distributed learning technologies have been integrated into the the CAE program and the Business/Technology Teacher Education program.</p> <p>Successfully video streaming Diploma Nursing Accelerated program to Dauphin, Winkler and Portage la Prairie.</p> <p>In 2005, Distance Education developed and began implementing its new Course Development Process.</p> <p>In June 2005, Distance Education hired its first full-time instructional designer.</p> <p>In October 2005, Distance Education completed a major revision of its Distance Education Developer's Manual.</p> <p>In 2004-05, P&CD has made available to all faculty standardized online templates (which include proprietary icons specifically developed for RRC) for use in the development of e-learning through the P&CD public folder. These templates are also regularly presented at CAE instructor sessions.</p> <p>The Project Management Program is available through Continuing Education and Distance Education.</p> <p>Health Services Management program available through Continuing Education and Distance Education.</p>
3.7	Develop and implement a plan for a virtual campus.	<ul style="list-style-type: none"> • Establish the infrastructure to support a virtual campus. 	<p>In October 2005, Distance Education ordered three new servers (two are replacements) for WebCT, the College's main learning management system. Distance Education ordered another replacement server for Terminal Services, the software sharing system used by Distance Education, several day programs and Continuing Education.</p>

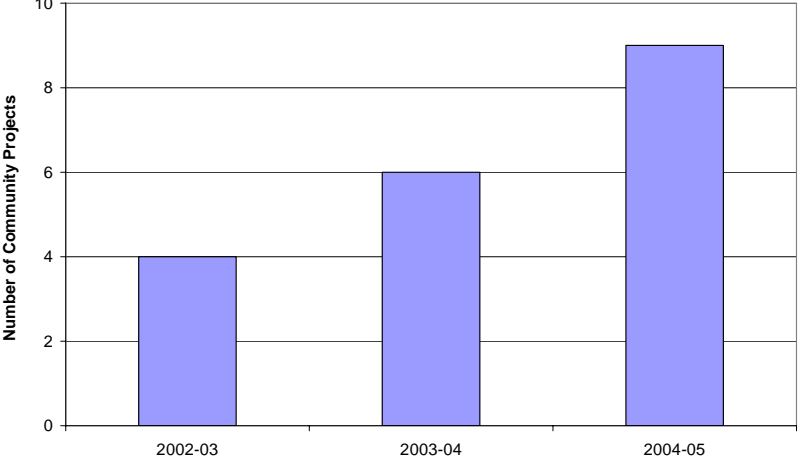
	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
			An LMS review was completed with the result being that we will be upgrading WebCT to the new CE6 version.
		<ul style="list-style-type: none"> Market RRC's Virtual Campus. 	<p>Distance Education continues to increase, broaden and enhance its marketing. The 2005-06 annual program guide is 86 percent larger than last year's. More program-specific marketing has been developed. Ten percent of Distance Education enrolments now come from outside the province.</p> <p>In October 2005, a new Distance Education/Continuing Education brochure distribution unit was installed near the east entrance to Building A.</p>
		<ul style="list-style-type: none"> Establish a 24/7 e-learning capacity. 	<p>The 40 percent of Distance Education courses that are online are available 24/7, as are the computer applications housed in Terminal Services.</p> <p>In 2004-05, online courses accounted for 23 percent of total enrollment, versus 17 percent in 2003-04.</p> <p>In 2004-05, 914 Distance Education enrollments were for online courses, 43 percent more than in 2003-04.</p> <p>WebCT has been a reliable service without unplanned interruptions in the last year.</p>
		<ul style="list-style-type: none"> Capitalize on opportunities to market curricula globally. 	Distance Education is being marketed by international recruiters when abroad.
		<ul style="list-style-type: none"> Establish strategies to advance the introduction and integration of educational technologies and the development of coursewares. 	The Teaching & Learning Support Web will provide support to faculty and is currently piloting the use of Sharepoint 2003, an online communication / collaboration tool supported by Computer Services.
	3.8 Develop a distributed learning strategy to support student success.	<ul style="list-style-type: none"> Provide students with flexible options for completing full-time programs. 	<p>Continuing Education: Legal Administrative Assistant Program -- PLA options; some evening courses.</p> <p>Civil Technician program -- students can complete full-time training through part-time studies.</p> <p>In Summer 2005 RRC offered its first Intersession to assist full-time day students achieve their goals.</p>
		<ul style="list-style-type: none"> Establish methods for on-line pre-entry and exit programs. 	RRC is currently investigating an appropriate and feasible strategy to establish pre-entry and exit courses on-line to help student success.
		<ul style="list-style-type: none"> Provide on-line support service. 	The web pages for units within Student Support Services were redesigned to include links to on-line tutoring resources, study skills, career exploration, job search and counselling websites.

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
			A small number of students self-refer on-line to Student Support Services.
	3.9 Develop an immigrant supportive culture.	<ul style="list-style-type: none"> Establish a strategy to enhance delivery of programs and services for immigrant students. 	Ongoing Diversity and Immigrant Student Support offers a number of programs to assist immigrant students.
		<ul style="list-style-type: none"> Establish a working group to research and identify immigrant student needs to reinforce an immigration supportive college. 	Nursing programs have a Non-North American Working Group that examines ways to develop inclusive curricula and learning environments.
		<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 Report. 	Diversity and Immigrant Student Support Office maintained on-going contact with agencies and representatives from multicultural groups including hosting tri-annual ethno-cultural luncheon at the College with 68 representatives in attendance; provided 12 consultations on diversity related topics to 11 external organizations, government agencies, high schools, private sector and colleges locally and nationally; and participated in the Canada West Research Foundations forum on immigration, the Manitoba Chamber of Commerce Immigration Roundtable, the Manitoba Labour and Immigration Qualifications Recognition Summit, and ACCC's Immigrant Settlement – Programs and Services in Canada's Colleges and Institutions Symposium.
4.0	PROVIDE OPTIMAL ACCESSIBILITY TO PROGRAMS AND SERVICES.		
	4.1 Develop a strategy to address cross-cultural access issues within the College.	<ul style="list-style-type: none"> Establish and implement strategies to ensure inclusive curricula. Ref. 1.3 	The Diversity and Inclusiveness course in the CAE program provides strategies for new faculty to ensure inclusive curricula.
			Diversity and Immigrant Student Support office delivered a workshop on Creating an Inclusive Learning Environment to students in the Certificate in Adult Education Program. The office delivered three inclusive learning workshops to 89 faculty in three academic departments, and acted as a consultant to the Non-North American Students Working Group in the Nursing department that is examining ways to develop an inclusive curricula and learning environment. Diversity also provided 97 consultations to faculty related to diversity and inclusive learning environments, and distributed 120 Inclusive Learning Environment: A Faculty Guide booklets to new faculty.

	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. Develop training and professional development for college staff in Aboriginal cultural knowledge, awareness, sensitivity and competencies. Develop training and professional development for students and all college staff in diversity and inclusiveness. Ref. 5.1 	<p>Student Support Services has on-going networks and relations with related service providers at the local universities, various government departments, Apprenticeship Board, and community agencies.</p> <p>Aboriginal Education obtained funding from HRDC to hire an Aboriginal intern to conduct research into why Aboriginal students left the College prior to graduation.</p> <p>In 2004-05, Gimli Campus delivered three full-time programs for Aboriginal communities/students: Health Care Aide in Hodgson; Integrated Pre-Trades in Fisher River; and Small Engine Repair in Pequis.</p> <p>The Aboriginal Student Service Centre invites lunch hour speakers to discuss Aboriginal knowledge and culture with interested staff and students.</p> <p>The elder in residence program is available to all staff and students in the college. As well, the elders are invited to other programs to share their knowledge.</p> <p>The Medicine Wheel Garden that is being constructed at RRC will be a place where staff, students and community members can gather to hear and learn traditional teachings.</p> <p>Workshops on respect and diversity for staff are continually hosted by Staff Development and presented by external and internal specialists on an annual basis.</p> <p>Diversity and Immigrant Student support office delivered 20 diversity workshops to 527 students in 15 program areas as well as 3 workshops to 89 faculty in the Nursing, Health Sciences and Transportation departments; delivered 55 College-wide diversity events attended by 2,094 students and staff; and initiated/coordinated Diversity Speaker's Series with 10 in-class speaking events delivered to 4 academic programs.</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 the issues.</p> <p>Enrolment Services staff reviewed and updated all program entrance requirements deleting reference to "G" level high school subjects, a designation that was discontinued by the province several years ago.</p>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> Offer ongoing developmental and remedial programming to assist applicants in meeting entrance requirements. 	<p>Continuing Education offers a number of remedial courses to assist applicants in meeting entrance requirements, including: Pre-trades mathematics, Pre-technology mathematics, Mathematics for technology, Reading and study skills and GED preparation.</p> <p>CE Full-time students are able to lighten their study load or pick up required courses through part-time studies. In some cases, they can be transferred from day-time courses to part-time courses or deferred to a subsequent term.</p>
		<ul style="list-style-type: none"> Assess program admission requirements to ensure inappropriate barriers are removed. 	<p>Enrolment Services in collaboration with program chairs identifies possible barriers in admission requirements and works with the chairs to address them.</p>
		<ul style="list-style-type: none"> Develop strategies, e.g., bridging courses, to reduce academic barriers to college admission. 	<p>Based on Math diagnostic test results, some applicants were advised of an opportunity to take summer remedial Math courses. Three courses were delivered.</p> <p>The Biindigen program was designed to meet the transitional needs of students who are entering RRC. We currently offer the program at the college and in Ebb & Flow First Nation as a transition program. This past year, with funding from INAC we sent an instructor to Nunavut to help students transition from high school in Arviat to RRC in Winnipeg. Students were brought to the city on month prior to classes beginning in order to orient to the city.</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>A PLAR Progress Report based on implementation of PLAR Strategic Plan (1999-2004) was completed. SAC approved a new PLAR Strategic and Operational Plan (2005-2010).</p>
		<ul style="list-style-type: none"> Work with Departments and programs to recognize foreign credentials. 	<p>Enrolment Services accepts foreign academic credentials that it is able to assess and refers those it does not have the expertise to assess to program chairs and to Academic Credential Assessment Services (ACAS), a branch of Manitoba Immigration and Labour. Program Chairs do give students advanced standing based on foreign credentials and Enrolment Services accepts the reports from ACAS for applicants seeking admission to programs.</p> <p>College staff met with representatives from Manitoba Labour and Immigration to clarify services and processes related to foreign credential assessment and Canadian Language Benchmark testing.</p>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<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>The Academic English Preparation for University and College Entrance (AEPUCE) program that is delivered at the Language Training Centre is specifically designed to assist immigrants and international students with English language development and academic preparation skills required for success in post-secondary programs. The AEPUCE program is recognized by RRC, the University of Manitoba, and the University of Winnipeg. The AEPUCE program is available on both a full-time and part-time basis to best meet the needs of participants.</p> <p>The Canadian Language Benchmark test is used to assess an ESL student's English Language Proficiency.</p>
	4.3 Ensure that College facilities accommodate and ease access to programs and services.	<ul style="list-style-type: none"> Develop appropriate strategies that work to ensure that persons with disabilities have access to all programs, services and resources at all college facilities by conducting regular reviews of current, new and renovated buildings. Ref. 7.3 	<p>This continues to be an on-going commitment with all new projects, as well as part of regular safety inspections and improvements.</p> <p>PSC is designed to meet disability code requirements. Workplace Safety and Health Committee continues to identify barrier free access options. As funding becomes available these projects are being completed.</p>
	4.4 Expand delivery to Manitobans who are unable to attend full-time programming and/or the main campus in Winnipeg.	<ul style="list-style-type: none"> Increase programming options, delivery formats and enrolments through alternative delivery. Expand the use of technology to increase access to college programs and services. 	<p>Video Streaming is being used in the Medical Laboratory Sciences program between RRC and Westman Laboratories in Brandon and is currently being used in the rural Nursing program.</p> <p>Access to college services will be facilitated with the new ERP student system.</p>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE								
		<ul style="list-style-type: none"> Increase community based delivery in Aboriginal communities. 	<p style="text-align: center;">Community Based Delivery in Aboriginal Communities</p>  <table border="1" data-bbox="1150 284 1942 738"> <caption>Community Based Delivery in Aboriginal Communities</caption> <thead> <tr> <th>Year</th> <th>Number of Community Projects</th> </tr> </thead> <tbody> <tr> <td>2002-03</td> <td>4</td> </tr> <tr> <td>2003-04</td> <td>6</td> </tr> <tr> <td>2004-05</td> <td>9</td> </tr> </tbody> </table>	Year	Number of Community Projects	2002-03	4	2003-04	6	2004-05	9
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		<ul style="list-style-type: none"> Investigate registration and tuition fee assessment by course instead of by program to increase access to college programs and promote flexibility. 	<p>A consultation process on establishing a standard method for assigning credit hours to a course was conducted by the Registrar. Recommendations will be brought to the Senior Academic Committee for approval in the fall of 2005. This work is essential before proceeding with the investigation of tuition fee assessment based on course instead of program. That investigation will be done in 2006.</p>								
		<ul style="list-style-type: none"> Develop and deliver student support services to meet the needs of students at all sites. 	<p>The Student Support Services web page was redesigned to include links to on-line tutoring resources, study skills, career exploration, job search, and counselling websites.</p> <p>Health Services provides orientation on immunization/tuberculosis testing requirements for health related course students in Regional Centres.</p>								

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE																																								
5.0	RECOGNIZE, STRENGTHEN AND REWARD THE CAPABILITIES AND CONTRIBUTIONS OF EMPLOYEES, AND SUPPORT A RESPECTFUL COLLEGE ENVIRONMENT.																																										
	<p>5.1 Transform the Human Resources Department to become a comprehensive employee and corporate service department.</p>	<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. Review recruitment policies and practices and revise as appropriate to ensure a strong workforce. Develop and implement a comprehensive employee development program and establish appropriate funding to support it. 	<p>New Director of HR hired in 2005. HR strategy to be developed in 2006.</p> <div data-bbox="1115 310 1961 878"> <p style="text-align: center;">Age Distribution of Full-Time Instructional Staff at RRC</p> <table border="1"> <caption>Age Distribution of Full-Time Instructional Staff at RRC</caption> <thead> <tr> <th>Age Group</th> <th>2000-2001 (%)</th> <th>2001-2002 (%)</th> <th>2002-2003 (%)</th> </tr> </thead> <tbody> <tr> <td><30</td> <td>4.5</td> <td>4.5</td> <td>3.5</td> </tr> <tr> <td>30-35</td> <td>7.0</td> <td>6.5</td> <td>9.0</td> </tr> <tr> <td>36-40</td> <td>13.5</td> <td>15.5</td> <td>12.5</td> </tr> <tr> <td>41-45</td> <td>14.0</td> <td>15.5</td> <td>16.0</td> </tr> <tr> <td>46-50</td> <td>20.5</td> <td>20.5</td> <td>20.5</td> </tr> <tr> <td>51-55</td> <td>19.0</td> <td>19.0</td> <td>19.5</td> </tr> <tr> <td>56-60</td> <td>16.5</td> <td>12.5</td> <td>12.5</td> </tr> <tr> <td>61-65</td> <td>4.0</td> <td>5.5</td> <td>6.5</td> </tr> <tr> <td>>65</td> <td>2.0</td> <td>1.5</td> <td>1.5</td> </tr> </tbody> </table> <p>Source: Human Resource Services, 2003. Note: Instructional Staff includes Educational Assistants.</p> </div>	Age Group	2000-2001 (%)	2001-2002 (%)	2002-2003 (%)	<30	4.5	4.5	3.5	30-35	7.0	6.5	9.0	36-40	13.5	15.5	12.5	41-45	14.0	15.5	16.0	46-50	20.5	20.5	20.5	51-55	19.0	19.0	19.5	56-60	16.5	12.5	12.5	61-65	4.0	5.5	6.5	>65	2.0	1.5	1.5
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		<ul style="list-style-type: none"> Review recruitment policies and practices and revise as appropriate to ensure a strong workforce. 	<p>Will be factored into the HR strategy.</p> <p>Program & Curriculum Development facilitated a DACUM Occupation Analysis for RRC HR Officers in 2005.</p>																																								
		<ul style="list-style-type: none"> Develop and implement a comprehensive employee development program and establish appropriate funding to support it. 	<p>Staff Development has implemented guidelines and forms for Career Planning and Development. Career Development workshops have been delivered to staff, however funding is limiting the scope and timing of complete implementation. Staff Development is not scheduled to convert to the new HRIS until the fall of 2006.</p> <p>In 2004-2005 Staff Development hosted 27 workshops for staff on a variety of topics such as communication, new staff orientation, project management and conflict resolution. 431 staff members participated in these workshops. In addition, Staff Development offered special training and events for a large number of staff through College Day, the Teaching and Learning Spring Seminar Series, the Great Teachers Seminar and Staff Recognition Events.</p>																																								

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<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 to collective bargaining.
		<ul style="list-style-type: none"> Increase diversity of College faculty and staff incorporating employment equity practices. 	This will form a key component of the HR strategy.
		<ul style="list-style-type: none"> Establish comprehensive human resource policies and procedures. 	All HR policies and procedures have been reviewed and the Labour Relations Officer is working on appropriate changes to specific policies.
	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. 	The implementation date for payroll to convert to the HRIS is January 2006. On-line access will follow in 2006-07.
		<ul style="list-style-type: none"> Expand utilization of the new HRMI system to provide timely quality management information and administrative services. 	This will occur in stages during 2006-07 as different modules of the HRIS are implemented.
		<ul style="list-style-type: none"> Provide managers with training in managing under a collective agreement. 	This initiative has been completed but regular annual updates to new managers are provided. This initiative will be reviewed within the context of the Management Development Program.
	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 were insufficient staff resources to begin this project in 2005-06. Resources for this initiative will be identified in the 2006-07 budget.

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<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 will begin in 2006 on an Attendance Management Policy and a Return to Work Program.
		<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. 	The Well-Being in the Workplace survey was fielded to RRC staff in February 2005. The data is currently being analyzed and a report of the findings will be reviewed by the College Climate and Culture Committee. A plan will be required as a result of the survey conducted in February 2005.
	5.4 Support well-being in the workplace through a healthy organization infrastructure.	<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. 	Final implementation of a comprehensive program has been delayed due to insufficient resources and funding. Ongoing management development workshops continue to be delivered in the interim. Senior Executive has approved an amended plan with a group of managers commencing in 2005-06 budget year. The project has been scaled down and integrated with regular staff development programming.
		<ul style="list-style-type: none"> Enhance the faculty and staff recognition program. 	The original plan has been completed and recognition events are ongoing. In addition, the Certificate in Adult Education graduates received formal recognition at a staff recognition event. Staff development continues to publicize honorees in the College's Headlines newspaper.
		<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. 	Will be included in the HR strategy in 2006.
		<ul style="list-style-type: none"> Design, develop and implement succession planning as priority Human Resource activity. 	A Succession Planning Template will be developed in 2006.

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> Initiate a program of recognitions, events, publications and promotions to celebrate successes of the College. 	<p>Developed an internal communications strategy that will allow for the effective dissemination of information that recognizes College successes.</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. 	<p>Currently under review and development.</p>
		<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>A number of College policies were reviewed and updated during 2005.</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. 	<p>Completed in 2005-06.</p>
		<ul style="list-style-type: none"> Promote and coordinate a holistic wellness program for all staff and students. 	<p>Staff Development has consulted with Student Services to provide assistance and support to promote wellness.</p> <p>Over the past year, five series of fitness classes such as Pilates, yoga, noon hour fitness sessions, etc. and eight work-life balance sessions were held. College participation in healthy community events such as the Great Grain Relay, Big Bike Race, and Run for the Cure were organized and promoted.</p> <p>A varsity sports program was introduced in 2005. Men's and women's volleyball teams play in the Central Plains Athletic Conference with teams from other post-secondary institutions such as Assiniboine Community College, Central Mennonite University, and College-St. Boniface. The introduction of varsity sports has contributed to athletes' over-all health and well being and increased school spirit.</p>

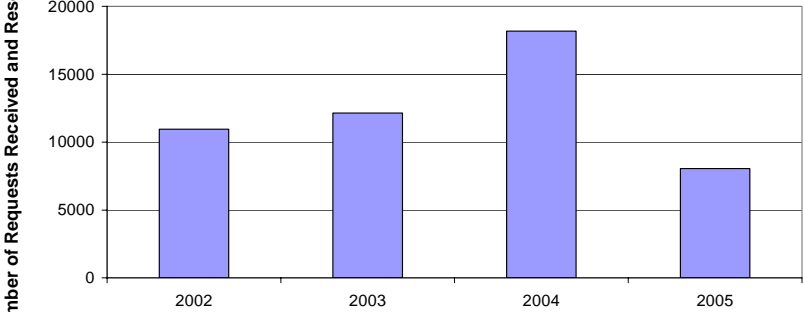
	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE	
6.0	INTEGRATE INFORMATION TECHNOLOGY IN THE DELIVERY, OPERATION AND MANAGEMENT OF ALL COLLEGE PROGRAMS AND SERVICES.			
6.1	Increase the extent to which technology is incorporated within the academic delivery process.	<ul style="list-style-type: none"> Expand 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>Distance Education and Management and Marketing have undertaken a pilot project to jointly develop an online course for second-year Business Administration. Distance Education and Computer education are discussing a similar pilot for CAP/IST.</p> <p>The TLTC hardware has been upgraded in the past year, including several computers and an additional NCR "Bubblesheet" scanner being ordered for Princess St.</p>	
		<ul style="list-style-type: none"> Implement a team-based approach to the development of course/portions of courses in alternate delivery formats. 	Distance Education's contribution will be to train a selected group of instructors.	
		<ul style="list-style-type: none"> Deliver training to faculty in the use and application of information technology. 	<p>The TLTC offered 14 two week courses for staff in June 2005 as well as provided one on one tutorials and assistance to staff. Eight Webinars were hosted by the TLTC in current topics.</p> <p>P&CD provides Course Outline Web training for Chairs and faculty on an ongoing basis.</p> <p>P&CD assists with and provides Sharepoint training for faculty unfamiliar with Sharepoint as part of the Teaching & Learning Support Web.</p>	
			<ul style="list-style-type: none"> Establish a mechanism to support employee access to or acquisition of hardware and software. 	The TLTC provides open access to staff via a card swipe access door system to allow all staff around the clock access to the technology available in the TLTC. The facilities have been upgraded in the past year.
			<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.
		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"> Establish a strategy to incorporate e-business and e-commerce techniques into the delivery of services. Ref. 2.3

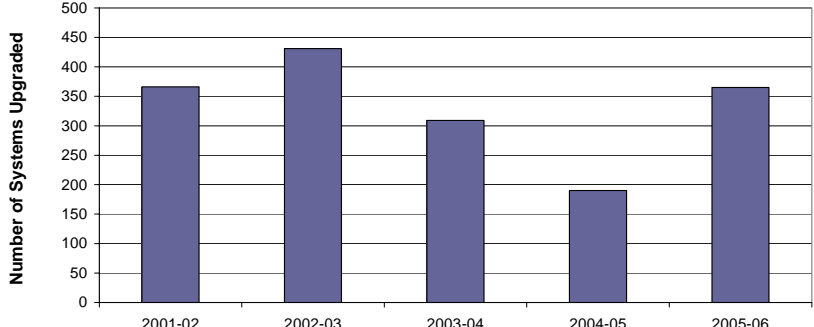
	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> Establish a strategy to provide the appropriate infrastructure for e-learning. 	<p>The College's Educational Technology Plan, along with the Strategic Plan for DE provides this strategy.</p>
	<p>6.3 Maintain a primary, reliable College communication system.</p>	<ul style="list-style-type: none"> Implement and maintain a strategy to move to electronic communication as the primary method of internal information dissemination. 	<p>Upgrades were made to the email anti-virus and anti-spam software. Computer Services is evaluating new anti-spam appliance products. The first product evaluation saw the reduction of spam email arriving at the College email server by a factor of 50% representing 12,500 spam emails daily. A second appliance is currently being evaluated.</p> <p>Approximately 80% of College email users have been upgraded to use Office 2003 which includes the new Outlook 2003 email client. All new computers are now installed with the newest version of Outlook.</p> <p>Computer Services is responsible for the "Voice Over IP" (VOIP) telephony system used at the Princess Street campus. The four VOIP Call Manager servers, the Voicemail server, and fifty seven IP telephone sets were replaced at the Princess Street campus as part of the three year equipment refresh.</p> <p>Senior staff and emergency response staff have been equipped with a Blackberry device with telephone and data management functions. The Blackberry Enterprise Server and software were installed to facilitate wireless email access for a sample group of Blackberry device users with the intent to expand this capability in the future.</p> <p>The use of Sharepoint collaboration software has increased dramatically and is being used to provide a communication strategy for many of the large projects and discussion groups at the College. The College's communication strategy has adopted Sharepoint to facilitate the College Events Calendar in an effort to centralize the communication of event information.</p> <p>Portal Software will be evaluated in the coming year as a means to further enhance electronic communication.</p> <p>Program & Curriculum Development (along with the Library and Distance Education) currently showcases the use of Sharepoint as a means of disseminating information throughout the implementation of the Teaching and Learning Support Web. In 2005, deliverables for the Sharepoint project include piloting Sharepoint 2003, managing the Sharepoint site for that project, adding users and creating sub-webs as needed while providing regular feedback to Computer Services.</p>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
	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. 	<p>The acquisition and scheduled implementation of the new ERP software over the next 3 years will provide integrated functionality with respect to Human Resources, Financial, and Student Information activities. Many more web based services will be available to staff and students. The ERP implementation strategy includes the assessment of all computer applications used by the College with the intent to identify those applications that will be replaced by the ERP, those applications that need to be integrated with the ERP, and those that are not affected by the ERP but are still required.</p>
		<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>The acquisition of the ERP software was partially based on a gap analysis study conducted in prior years. The ERP implementation process is supporting the ongoing analysis of current systems and their relationship to the ERP.</p> <p>The current IT Strategic Planning initiative is also assessing the College's current technology applications against industry trends in higher education.</p>
		<ul style="list-style-type: none"> Develop and implement a corporate information security plan. 	<p>The IT Security Analyst position has been redefined to meet the requirements of current industry practices. Security awareness sessions were developed for staff and hosted by Computer Services Corporate Training. Computer Services has increased network activity logging, data log retention, and monitoring. The IT Security group proactively tests security to assess the appropriate protection of access to data resources. Computer Services is performing a comprehensive vulnerability assessment and identifying the proper placement of corporate servers into appropriately secured server farms.</p> <p>Counter Spy Enterprise software has been acquired to prevent spyware infestation of corporate workstations. About 80% of corporate workstations have been upgraded to service pack 2 of the Windows XP operating system with major security improvements. Computer Services has also implemented a monthly software patch management process for workstations and for servers. The corporate edition of Symantec's Anti-virus software used by College workstations has been upgraded to the latest version 10.</p> <p>The use of Virtual Private Network (VPN) for providing staff and faculty with secure access to College data resources from home has grown to over 170 accounts.</p>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> Purchase or develop the required software, hardware, training and installation for new corporate systems. 	<p>The major corporate software acquisition this year was the ERP software. This included the purchase of Crystal Reports, FRX reporting software, and Web Advisor. Equitrac software was also acquired as a print cost recovery solution in computer labs. The Freshman Integrated Tracking (FIT) software was acquired and was piloted with the new September enrolments. The expansion of the Photo ID System to produce Associate ID cards and Library External Borrower cards was performed by Computer Services. Computer Services developed the Catering and Conferencing web application and also developed an ecommerce enabled Online Donations web application for the College. The pre-registration module for the current SIS was also developed.</p> <p>Hardware funded by departmental or separate budgets included the 5 servers to run the ERP software, 3 servers to run the Equitrac software, 2 servers dedicated to the Rural Nursing project, 1 server for the CAN 8 software for Aboriginal Education, 3 servers for WebCT, and 6 other servers for various academic initiatives. Computer Services funded the acquisition or replacement of 18 other servers used for file servers, Library system, Blackberry Enterprise Server, NPower Security, Citrix, student email, domain controllers, and print servers. In all, Computer Services managed the setup and implementation of 35 new servers this year.</p> <p>There has been extensive training of staff involved in the ERP software implementation including user application training and IT specific technical training. This includes on-site and off-site training. Additionally, Computer Services Corporate Training provided staff training sessions to support the roll out of MS Office 2003, Outlook 2003, and the Blackberry device.</p>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE																																				
			<p>Computer Services provided training to approximately 600 staff in a variety of areas during 2004-05.</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> <th>2004-05</th> </tr> </thead> <tbody> <tr> <td>Contact Resource Management</td> <td>100</td> <td>100</td> <td>20</td> </tr> <tr> <td>Catalogue Maintenance</td> <td>60</td> <td>10</td> <td>20</td> </tr> <tr> <td>Student Information System</td> <td>30</td> <td>20</td> <td>10</td> </tr> <tr> <td>Budget</td> <td>20</td> <td>20</td> <td>10</td> </tr> <tr> <td>Microsoft Office</td> <td>500</td> <td>200</td> <td>600</td> </tr> <tr> <td>Facilities Web</td> <td>0</td> <td>50</td> <td>0</td> </tr> <tr> <td>Incident Tracking Health Centre</td> <td>0</td> <td>10</td> <td>0</td> </tr> <tr> <td>Voice over IP phones PSC</td> <td>0</td> <td>70</td> <td>10</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	2004-05	Contact Resource Management	100	100	20	Catalogue Maintenance	60	10	20	Student Information System	30	20	10	Budget	20	20	10	Microsoft Office	500	200	600	Facilities Web	0	50	0	Incident Tracking Health Centre	0	10	0	Voice over IP phones PSC	0	70	10
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		<ul style="list-style-type: none"> Provide readily available technical and program support to meet staff and students needs. 	<p>Computer Services continues to provide technical support to students with laptops through the Latop Support Centres at the Princess Street and Notre Dame campuses.</p> <p>Computer Services enhanced the functionality of the electronic Case Log system by integrating emergency case logs with the Blackberry device carried by IT supervisors. Emergency case logs are immediately forwarded by the Case Log web through the email system to a supervisor's Blackberry device for immediate attention. Technical support staff that are not normally at their desks by the nature of their jobs have also been provided with cell phones to be more easily available for support purposes. Computer Services has also made more technical support information available to staff through the Computer Services Sharepoint and web sites.</p>																																				

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE										
			<p>For the period November 1, 2004 to October 31, 2005, a total of 8,046 case logs were recorded. Of these, 5,337 were created by non Computer Services staff and 2,709 were created by Computer Services staff on behalf of user support calls.</p> <p style="text-align: center;">RRC Computer Services Requests for Technical Support¹</p>  <table border="1" data-bbox="1144 381 1942 690"> <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>2002</td> <td>11,000</td> </tr> <tr> <td>2003</td> <td>12,000</td> </tr> <tr> <td>2004</td> <td>18,000</td> </tr> <tr> <td>2005</td> <td>8,000</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>	Year	Number of Requests Received and Resolved	2002	11,000	2003	12,000	2004	18,000	2005	8,000
Year	Number of Requests Received and Resolved												
2002	11,000												
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2004	18,000												
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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. 	<p>The majority of staff and all computer labs were upgraded to MS Office 2003. All computer labs were upgraded to MS Windows XP Service Pack 2. Novell was removed from the computer labs and all regular day students were provided with unique Active Directory accounts. Novell print services were migrated to MS Windows 2003. Standard software images were created for all computer labs based on their specific program software needs. SQL Server 2000, Biztalk, and ASP servers and software were deployed for Business & Applied Arts.</p> <p>Fourteen wireless access points were installed at the Princess Street campus to provide authenticated access to web based resources. All new laptops now come with a built-in wireless network access card.</p> <p>185 Final Cut Studio licenses were purchased for Creative Arts. "One Note" software licensing was added to the MS Campus Agreement for Business and Applied Arts.</p>										

	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>Hewlett Packard (HP) donated 60 new P4 2.8 GHz desktops that were deployed in computer labs with high processing requirements. 90 Celeron 2.6 GHz desktops were purchased and deployed in computer labs. 59 of the desktops replaced by the new acquisitions were redeployed to Electrical/Electronic Engineering Technology. The P3 800 MHz desktops replaced are being redeployed to staff areas where additional desktops are required. 395 new laptops were prepared and issued for Business & Applied Arts students in September laptop programs. 200 new laptops were prepared and issued for Industrial Technology Division students in September laptop programs. The Apple equipment refresh for the Creative Arts programs included 42 Powerbooks (laptops), 32 Power Macs, 1 iBook (laptop), and 41 EMac desktops. An additional 125 new desktops will be deployed to computer labs and staff in December and January.</p> <div data-bbox="1113 597 1963 1169"> <p style="text-align: center;">Computer Upgrading¹ Lab and Corporate Computers</p>  <table border="1" data-bbox="1134 730 1942 1055"> <caption>Computer Upgrading Data</caption> <thead> <tr> <th>Fiscal Year</th> <th>Number of Systems Upgraded</th> </tr> </thead> <tbody> <tr> <td>2001-02</td> <td>360</td> </tr> <tr> <td>2002-03</td> <td>430</td> </tr> <tr> <td>2003-04</td> <td>310</td> </tr> <tr> <td>2004-05</td> <td>190</td> </tr> <tr> <td>2005-06</td> <td>360</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. 2. 2005-06 data as at November 2005.</p> </div> <p>Computer Services managed the setup and implementation of 35 new servers this year. Ref. 6.4</p> <p>A major network equipment refresh occurred at PSC, replacing equipment initially leased for three years during the Phase 1 -Williams Street Building. This included network switches, VOIP Call Manager servers, the VOIP voice mail server, and other required equipment.</p>	Fiscal Year	Number of Systems Upgraded	2001-02	360	2002-03	430	2003-04	310	2004-05	190	2005-06	360
Fiscal Year	Number of Systems Upgraded														
2001-02	360														
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	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
	6.6 Annually review information technology.	<ul style="list-style-type: none"> Annually review information technology. 	The College has embarked on a new IT Strategic Planning initiative. Through a formal RFP process, Deloitte Inc. was awarded a contract to develop an IT Strategic Plan for the College in conjunction with Computer Services and all College technology stakeholders. Work is currently in progress with final delivery planned for February 2006.
		<ul style="list-style-type: none"> Establish performance indicators. 	This will be part of the new IT Strategic Plan currently being developed at RRC.
		<ul style="list-style-type: none"> Compare performance indicators with other institutions. 	From a technology perspective, the CTO has scheduled regular meetings with the CIO of the University of Winnipeg to review possible joint ventures and to exchange technology uses and challenges at both institutions. The CTO also participates in MRNet with other educational institution representatives on the state and use of CANet. Computer Services performs environmental scans of other institutions when planning new or reviewing existing services or initiatives. The IT Strategic Planning initiative is also reviewing trends in higher education which will be used to compare to the College's technology use and identify possible gaps.
		<ul style="list-style-type: none"> Compare performance indicators with other institutions. 	This activity will follow on the implementation of the IT Strategic Plan.
7.0	PROVIDE A SAFE AND WELL-MAINTAINED ENVIRONMENT FOR WORKING AND LEARNING.		
	7.1 Develop a multi-year facilities development plan that enables continual adaptation, renewal and expansion of College facilities.	<ul style="list-style-type: none"> Pursue implementation of Millennium project. 	Funding requirements have not been secured.
		<ul style="list-style-type: none"> Annually review the operational state of major facilities and equipment. 	On-going.
			A facilities management program at NDC & PSC is required to assist determining problems, costs and solutions.
			Existing Standing Offer Agreements (SOAs) with contractors are being reviewed, and new SOAs are being implemented to improve system maintenance, performance and costs.
			The Hospitality department safety committee conducted a thorough safety inspection in Hospitality kitchens during December 2004. A substantial commitment will be required to address deficiencies.

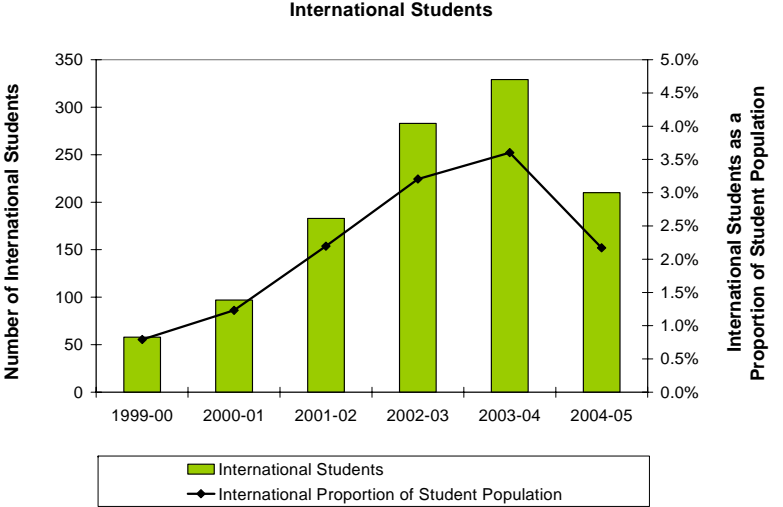
	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE																					
		<ul style="list-style-type: none"> Develop a multi-year plan that addresses the deferred maintenance problem and ensures annual investment on the renewal of physical infrastructure, including program support equipment renewal. 	<p>A facilities management program at NDC & PSC is required to assist with determining problems, costs and solutions.</p> <p style="text-align: center;">Campus Expansion The amount of space occupied by the college has grown 32% over the past 5 years.</p> <table border="1"> <caption>Campus Expansion Data (Estimated from Chart)</caption> <thead> <tr> <th>Year</th> <th>Notre Dame</th> <th>Main Street</th> <th>Regional</th> <th>HETC</th> <th>Princess Street</th> <th>Stevenson</th> </tr> </thead> <tbody> <tr> <td>1999-2000</td> <td>~750,000</td> <td>~100,000</td> <td>~100,000</td> <td>~100,000</td> <td>~100,000</td> <td>~100,000</td> </tr> <tr> <td>2003-2004</td> <td>~800,000</td> <td>~100,000</td> <td>~100,000</td> <td>~100,000</td> <td>~100,000</td> <td>~100,000</td> </tr> </tbody> </table> <p>Source: Facilities, 2004.</p>	Year	Notre Dame	Main Street	Regional	HETC	Princess Street	Stevenson	1999-2000	~750,000	~100,000	~100,000	~100,000	~100,000	~100,000	2003-2004	~800,000	~100,000	~100,000	~100,000	~100,000	~100,000
Year	Notre Dame	Main Street	Regional	HETC	Princess Street	Stevenson																		
1999-2000	~750,000	~100,000	~100,000	~100,000	~100,000	~100,000																		
2003-2004	~800,000	~100,000	~100,000	~100,000	~100,000	~100,000																		
		<ul style="list-style-type: none"> Develop a cost-effective preventative maintenance program for equipment. Establish a function to collect and input data. 	<p>A facilities management program at NDC & PSC is required to assist determining problems, costs and solutions.</p> <p>Existing Standing Offer Agreements (SOAs) with contractors are being reviewed, and new SOAs are being implemented to improve system maintenance, performance.</p>																					
		<ul style="list-style-type: none"> Develop a budget to maintain and replace program support equipment. 	<p>An audit of program support equipment systems is being initiated for long term budget planning, and to develop repair, upgrade and replacement cost recommendations.</p>																					
		<ul style="list-style-type: none"> Pursue additional funding for annual maintenance renewal. 	<p>An audit of program support equipment systems is being initiated for long term budget planning, and to develop, repair, upgrade & replacement cost recommendations.</p>																					
		<ul style="list-style-type: none"> Establish a 10-year plan to replace, acquire and dispose of classroom and other common area furniture. 	<p>There are no immediate requirements at PSC as the furniture is fairly new, the college continues to maintain needs. Replacement of furniture at NDC is an ongoing initiative.</p>																					

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> Develop an asset inventory system. 	A facility management program is required to assist in identifying problems, costs and solutions. Initial review of facility management software solutions is in progress within the ERP Project, and independent suppliers is in progress.
	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. 	This is an ongoing initiative, Building Systems and Maintenance is working in conjunction with the Development Office and specific Corporate partners to pursue options.
		<ul style="list-style-type: none"> Initiate an Energy Management program in which energy savings can be invested in building system upgrades. 	RRC and TGS continue to work together on reducing energy costs; an example is the new Intelligent Parking Lot Controller (IPLC) parking lot controls being currently installed 2005. In addition, the Energy Action Plan is currently being reviewed and updated to identify immediate low cost initiatives than can be implemented.
	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, JWS&HC reviews access requirements on a regular basis as part of their ongoing legislated commitment to inspect the workplace.
	7.4 Make Workplace Safety and Health issues a priority in facility development and maintenance.	<ul style="list-style-type: none"> Conduct a campus wide security audit and develop a multi-year plan to address recommendations. 	<p>A campus wide security audit was conducted and a report was issued in April 2005. The Safety committee prioritized recommendations and forwarded the report to Workplace Safety & Health. The audit was also conducted at regional campuses in conjunction with an IT Security audit. Regional Campus results are covered in a separate report.</p> <p>A new Card Access Committee has recently been formed to review and recommend access control improvements at the NDC and PSC campuses.</p>
		<ul style="list-style-type: none"> Place a high priority on health and safety projects for Miscellaneous Minor funding. 	The project process has been streamlined and projects prioritized for this year. Funding level will dictate how quickly the significant safety project backlog will be managed.
		<ul style="list-style-type: none"> Develop and implement a certified safety management process based on internal departmental responsibility and continuous improvement. 	Ten of the eleven required elements have now been developed and approved with the final element nearing completion.

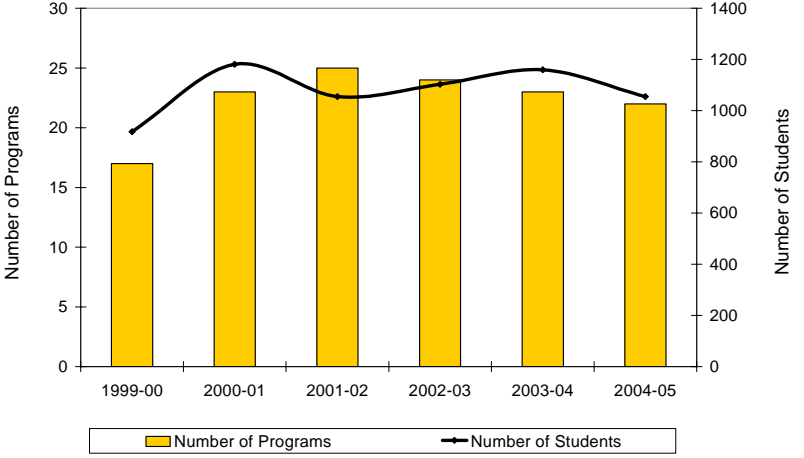
	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> • Develop and implement safe procedure guidelines. 	RRC has taken a lead role in safe work procedure development among Manitoba secondary and post-secondary institutions. Many SWP's have been developed, and a website has been developed to facilitate inter-department and institutional sharing of the procedures.
		<ul style="list-style-type: none"> • Conduct a baseline health and safety audit. 	Still under consideration for funding.
		<ul style="list-style-type: none"> • Expand computer-based platform for the delivery of safety training programs. 	RRC now has access to thousands of training titles through the internet. Some programs are entirely computer based and the program continues to expand. Staff and student use of the platform continues to increase.
		<ul style="list-style-type: none"> • Review and exercise current Emergency Response Plan. 	A dedicated position is required to address Emergency Response Plan and Business Resumption Plan processes subject to budget priorities.
		<ul style="list-style-type: none"> • Develop a Business Resumption Plan. 	A dedicated position is required to address Emergency Response Plan and Business Resumption Plan processes subject to budget priorities.
		<ul style="list-style-type: none"> • Develop a safety training plan for employees and offer training through HR Staff Development Office. 	Three levels of training have been identified (management, supervisory and worker). Three modules for new employee orientation developed. A total of 21 safety modules have been identified and are in development with 6 currently being offered through Staff Development this year.
		<ul style="list-style-type: none"> • Certify a corporate Radiation Safety Officer, develop a Radiation Safety Program and related Emergency Response Plan. 	Four RSO's have been trained and one named on the College's CNSC license. License requirements have been met. The Program continues to be developed by a Radiation Safety Committee and Emergency Response Plan development to follow.
	7.5 Improve the workplace through well-being initiatives.	<ul style="list-style-type: none"> • Continue a program of washroom improvements and maintenance. 	This upgrade work continues to be prioritized in co-operation with TGS. Areas in Building B are being short listed for upgrades, and all other areas will receive regular maintenance improvements.
		<ul style="list-style-type: none"> • Develop a plan to upgrade ventilation systems across the College at the Notre Dame campus. 	This is an on-going program to improve maintenance of these systems by the Standing Offer Agreement (SOA) contractors, and to determine areas that require upgrades to the systems.
		<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. 	This is an on-going initiative that continues to be reviewed and improved. Signage indicating College requirements currently being developed.

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE																		
	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. 	Incorporate sustainable development clauses into Purchasing procedures, policies, Request for Proposals (RFP), Request for Quotes (RFQ), Standing Offer Agreements (SOA) and tender documents.																		
		<ul style="list-style-type: none"> Develop processes to involve College members in learning, acting on and implementing sustainability principles. 	The Building Systems & Maintenance Department and Environmental Co-coordinator are developing plans to have student educational & research projects participate closely with Grounds and Housekeeping in areas related to sustainability.																		
		<ul style="list-style-type: none"> Implement strategies to encourage waste reduction, energy efficiency and other sustainable development practices. 	The Building Systems & Maintenance Department and the Environmental Co-coordinator have developed a draft departmental position/ policy for review and approval. This initiative continues to be an ongoing initiative and will be implemented within all areas of the department.																		
8.0	CONTINUE THE COLLEGE'S PARTICIPATION IN GLOBAL EDUCATION.																				
	8.1 Develop a global orientation within Red River College programs and services.	<ul style="list-style-type: none"> Provide for international student and staff exchanges. 	<p 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>75</td> </tr> <tr> <td>2002-03</td> <td>10</td> <td>70</td> </tr> <tr> <td>2003-04</td> <td>12</td> <td>60</td> </tr> </tbody> </table> <p>Indirect participation in international activities includes such duties as hosting international delegations that visit the college.</p>	Year	International Work Experiences	Indirect Participation	1999-00	7	50	2000-01	9	90	2001-02	8	75	2002-03	10	70	2003-04	12	60
Year		International Work Experiences	Indirect Participation																		
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	<ul style="list-style-type: none"> Ensure that curricula are relevant to the realities of a global marketplace. 	Curriculum for the Technology Management program was revised to include project deliverables for each course. Deliverables simulate real world deliverables such a risk analysis, business plans, market plans, technology roadmaps, etc. Two courses were modified to include blended delivery of curriculum. A combination of in-class and web delivery is employed.																			

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
			Mechanical and aviation programs are accredited by national agencies which also have international agreements.
	8.2 Enhance global access to college programs.	<ul style="list-style-type: none"> • Deliver joint venture training initiatives in selected international markets. • Continue to develop Internet delivery capability for college programs. 	RRC received approval for an ACCC/CCPP project in Chile. The College continues to provide teacher education training in Malawi.
			Civil/CAD Technology delivers 75% of the first semester courses on-line and is beginning to develop on-line delivery capability for some second semester courses.
			Presentations to deliver AME training to foreign students were made in China and India.
			In 2004-05, Distance Education developed 23 new online courses.
		In June 2005, Distance Education hired its first full-time instructional designer, significantly expanding the department's developmental capabilities.	
		<ul style="list-style-type: none"> • Explore visa access strategies with relevant posts abroad. 	A recruitment trip to India will include visits to consular officials to discuss student visa rejection rates.

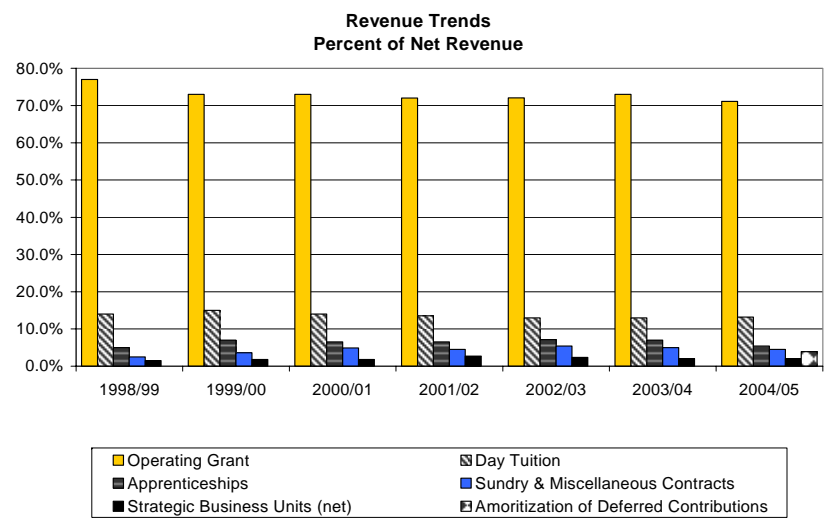
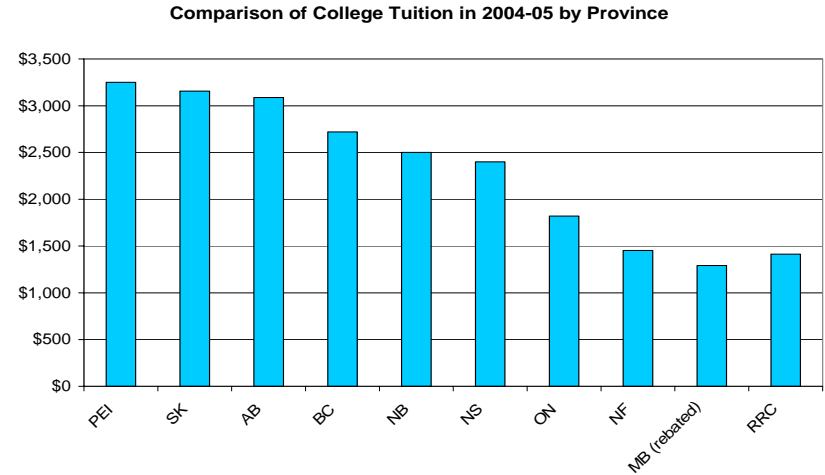
	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE																					
	8.3 Increase the participation of international students at Red River College.	<ul style="list-style-type: none"> Diversify the international student recruitment strategy to include a mix of print advertising, participation in education fairs, the use of agents and collaborative promotional ventures with other institutions and organizations. 	<p>We are combining our efforts in India with Manitoba International Office and the three Manitoba universities. New recruitment materials have been developed to target certain programming areas. Agents are actively being recruited in Japan and Korea.</p>  <table border="1"> <caption>International Students</caption> <thead> <tr> <th>Year</th> <th>Number of International Students</th> <th>International Proportion of Student Population</th> </tr> </thead> <tbody> <tr> <td>1999-00</td> <td>55</td> <td>1.0%</td> </tr> <tr> <td>2000-01</td> <td>100</td> <td>1.5%</td> </tr> <tr> <td>2001-02</td> <td>180</td> <td>2.2%</td> </tr> <tr> <td>2002-03</td> <td>280</td> <td>3.2%</td> </tr> <tr> <td>2003-04</td> <td>330</td> <td>3.5%</td> </tr> <tr> <td>2004-05</td> <td>210</td> <td>2.2%</td> </tr> </tbody> </table>	Year	Number of International Students	International Proportion of Student Population	1999-00	55	1.0%	2000-01	100	1.5%	2001-02	180	2.2%	2002-03	280	3.2%	2003-04	330	3.5%	2004-05	210	2.2%
Year	Number of International Students	International Proportion of Student Population																						
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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.). 	The International web page has been revised and enhanced.																					
	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. Prepare funding submissions for consideration by a number of Overseas Development Agencies (e.g., Asia Development Bank, World Bank, etc.). 	<p>Proposals have been prepared for several training programs including ESL in Qatar, Chile and Korea.</p> <p>A funding proposal for the Chile project was successful.</p>																					

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> Identify and undertake the steps necessary for Red River to become "export ready". 	Each College department was canvassed to determine their interest in participation in international projects.
		<ul style="list-style-type: none"> Establish internal mechanisms and procedures to support higher risk international projects. 	Internal costing processes are used to assess risk and multi year planning.
		<ul style="list-style-type: none"> Integrate product promotion and marketing strategies for international student recruitment, and project work. 	All aspects of RRC are promoted during recruitment trips.
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 diploma programs are articulated with a complimentary degree program.
		<ul style="list-style-type: none"> Continue to develop articulation agreements with school divisions in Manitoba as appropriate. 	RRC is participating in the Technical Vocational Initiative (TVI) with MB secondary schools.
	9.2 Develop joint degree programs to meet the needs of business, industry and the community.	<ul style="list-style-type: none"> Continue to develop articulation agreements leading to joint degrees with university partners. 	RRC has nine joint degrees with the Univeristy of Winnipeg and the University of Manitoba.
			RRC is exploring joint new media programming with the University of Manitoba.
			RRC and the University of Manitoba will explore a joint Bachelor of Science and Technology degree program.
	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. 	As projects arise and requests come to the College, appropriate College chairs and deans are involved.
			The VP Academic is the key contact with CEI, COPSE, CAHRD, High Schools, Universities, UCN, ACC, Apprenticeship Branch and others.
		<ul style="list-style-type: none"> Identify major corporate clients, determine their training needs, and prepare proposals for partnerships. 	Several major projects, for example culinary and transportation, have been identified and industry and government support is being sought.

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE																					
		<ul style="list-style-type: none"> • Become preferred training supplier to major corporate clients. 																						
	9.4 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 Princess St. Operating Agreement. • Work with the Students' Association on improving services to students through the revision of existing policies and the development of new policies. 	<p>Recreation, Services with the support of the Students' Association introduced varsity volleyball in Fall 2005. Plans to expand varsity sports in the future to include basketball and other indoor sports are being developed.</p> <p>Princess St. Operating Agreement will be complete in 2006.</p> <p>Input from the Students' Association continues to be sought as policies and services are reviewed and revised.</p>																					
	9.5 Partner with the community to address college requirements for equipment, facilities and technology.	<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" style="margin-left: auto; margin-right: auto;"> <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>1200</td> </tr> <tr> <td>2002-03</td> <td>24</td> <td>1100</td> </tr> <tr> <td>2003-04</td> <td>23</td> <td>1200</td> </tr> <tr> <td>2004-05</td> <td>22</td> <td>1050</td> </tr> </tbody> </table> <p>Some partnership development occurring with E.H. Price and the EET program. The development of a Co-op in EET is subject to CEI/COPSE approval.</p> <p>A co-op education component is being developed for the revamped Aviation Management program.</p>	Year	Number of Programs	Number of Students	1999-00	17	900	2000-01	23	1150	2001-02	25	1200	2002-03	24	1100	2003-04	23	1200	2004-05	22	1050
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	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
			<p>The college partnered with the apprenticeship branch and ironworker/boilermaker unions to expand facilities and equipment for training at the new Bannister road facility.</p> <p>The new Power Engineering Technology program is being evaluated for co-op opportunities.</p>
	<p>9.6 Build partnerships with Aboriginal governments, agencies and educational institutions.</p>	<ul style="list-style-type: none"> Pursue opportunities with business and industry. Expand relationships with First Nations, Metis, Inuit and Urban Aboriginal governments. 	<p>Progressive Aboriginal Relations (PAR) recognition is underway.</p> <p>The aviation and manufacturing departments are working with CME to deliver lean manufacturing training, and establishing a model factory incorporating modern equipment and work processes. Industry, research and sector groups are supporting these improvements to facilities.</p> <p>Significant donations of equipment were received from Pratt & Whitney, Bombardier, Boilermaker and Ironworker unions, Hass, Automotive manufacturer's (GM, Ford), and heavy equipment suppliers (Tomcorant).</p> <p>In 2004-05, the Gimli Campus delivered three full-time programs for Aboriginal communities/students: Health Care Aide in Hodgson; Integrated Pre-Trades in Fisher River; and Small Engine Repair in Pequis.</p> <p>The College continued to meet with Aboriginal organizations and businesses to increase our partnerships. This past year we developed a partnership with Qitiliq school in Arviat, NU to help students transition to Winnipeg and RRC. We have recently met with Nunavut Arctic College and the Nunavut Deputy Minister of Education to discuss possible training programs. We continue to partner with CAHRD, Mothers of Red Nations, and are discussing possible partnerships with the Aboriginal Council of Winnipeg.</p> <p>RRC provides licensed curriculum to Urban Circle for the Family Support Worker Program and sits on their Advisory Committee.</p> <p>RRC continues to work with The Native Women's Transition Centre, Inc., Ma Mawi Wi Chi Itata Centre, Inc. and Wahbung Abinoonjiiag, Inc. in submitting a proposal to The Winnipeg Foundation for the Aboriginal Child Support Helper Program.</p> <p>Currently in discussions with Dakota Plains First Nation and the Manitoba Métis Federation regarding the Child and Youth Care Program.</p> <p>Proposals have been submitted to Berens River First Nation, Sioux Valley First Nation and Little Black River First Nation to deliver the Early Childhood Education Program.</p>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> Cooperate with established and developing educational bodies and agencies. 	<p>RRC is participating in discussions with Nunavut Health Human Resources to explore training of Nunavut health and community services students through RRC.</p> <p>RRC has representation on the Wuskwatim Keeyask Training Consortium, the Technical Vocational Education Advisory Committee and the Technical Vocational Initiative.</p> <p>RRC renewed a Memorandum of Understanding with CAHRD and collaborated on joint Power Engineering program.</p> <p>RRC and the University of Manitoba are developing joint website to promote college/university collaborations and joint programs</p> <p>RRC and the Univeristy of Manitoba are exploring joint programs offerings for U of M Centre for Music, Art & Design (CMAD).</p> <p>RRC providing curriculum support to Univeristy College of the North for Aboriginal Self Government program.</p> <p>RRC partners with Urban Circle, SISTARS, Winnipeg Boys and Girls Club and CAHRD to deliver RRC programming to inner city.</p> <p>We continue to meet with other educational institutes to maintain our partnerships and develop others.</p>
9.7	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. Establish strategies to work cooperatively with government at the strategic level. 	<p>The Director of Applied Research/Commercialization has provided advice to various provincial and federal government consultations concerning innovation and technology transfer, commercialization and diffusion – including the Prime Minister's Advisory Council on Science and Technology.</p> <p>Applied degrees for Manitoba colleges has been discussed with the Minister at College Advisory Board.</p> <p>RRC is collaborating with Manitoba Health, Manitoba Family Services and Housing, Manitoba Science and Technology and Manitoba Industry, Economic Development and Mines, MB Water Stewardship, and Manitoba Transportation and Government Services to implement key government priorities.</p> <p>The Director, Applied Research/Commercialization is the Special Advisor, Intellectual Property, to the Canada-Brazil S&T Network.</p> <p>RRC has seconded the Director of Applied Research / Commercialization (half-time) to NSERC to help establish NSERC Prairie Regional Office.</p> <p>Project/program initiatives are being pursued with Western Diversification, the National Research Council and others.</p>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE																																																								
10.0	ACHIEVE COLLEGE STRENGTH AND STABILITY BY EMPLOYING COLLEGE RESOURCES STRATEGICALLY AND DEVELOPING DIVERSIFIED REVENUE SOURCES.																																																										
	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>Growth Strategy underway.</p>  <table border="1"> <caption>Revenue Trends: Percent of Net Revenue</caption> <thead> <tr> <th>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%</td><td>12%</td><td>5%</td><td>2%</td><td>1%</td><td>2%</td></tr> <tr><td>1999/00</td><td>72%</td><td>12%</td><td>5%</td><td>2%</td><td>1%</td><td>2%</td></tr> <tr><td>2000/01</td><td>72%</td><td>12%</td><td>5%</td><td>2%</td><td>1%</td><td>2%</td></tr> <tr><td>2001/02</td><td>72%</td><td>12%</td><td>5%</td><td>2%</td><td>1%</td><td>2%</td></tr> <tr><td>2002/03</td><td>72%</td><td>12%</td><td>5%</td><td>2%</td><td>1%</td><td>2%</td></tr> <tr><td>2003/04</td><td>72%</td><td>12%</td><td>5%</td><td>2%</td><td>1%</td><td>2%</td></tr> <tr><td>2004/05</td><td>72%</td><td>12%</td><td>5%</td><td>2%</td><td>1%</td><td>2%</td></tr> </tbody> </table>	Year	Operating Grant	Day Tuition	Apprenticeships	Sundry & Miscellaneous Contracts	Strategic Business Units (net)	Amortization of Deferred Contributions	1998/99	78%	12%	5%	2%	1%	2%	1999/00	72%	12%	5%	2%	1%	2%	2000/01	72%	12%	5%	2%	1%	2%	2001/02	72%	12%	5%	2%	1%	2%	2002/03	72%	12%	5%	2%	1%	2%	2003/04	72%	12%	5%	2%	1%	2%	2004/05	72%	12%	5%	2%	1%	2%
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		<ul style="list-style-type: none"> Lobby for multi-year funding from government. 	In process.																																																								
	10.1 Expand revenue base. <u>Tuition:</u>	<ul style="list-style-type: none"> Work with Board of Governors and COPSE to develop an appropriate tuition strategy. 	<p>On-going. Tuition proposal update was included with the preliminary budget submission to COPSE.</p>  <table border="1"> <caption>Comparison of College Tuition in 2004-05 by Province</caption> <thead> <tr> <th>Province</th> <th>Tuition (\$)</th> </tr> </thead> <tbody> <tr><td>PEI</td><td>3200</td></tr> <tr><td>SK</td><td>3100</td></tr> <tr><td>AB</td><td>3050</td></tr> <tr><td>BC</td><td>2700</td></tr> <tr><td>NB</td><td>2500</td></tr> <tr><td>NS</td><td>2400</td></tr> <tr><td>ON</td><td>1800</td></tr> <tr><td>NF</td><td>1450</td></tr> <tr><td>MB (rebated)</td><td>1300</td></tr> <tr><td>RRC</td><td>1400</td></tr> </tbody> </table>	Province	Tuition (\$)	PEI	3200	SK	3100	AB	3050	BC	2700	NB	2500	NS	2400	ON	1800	NF	1450	MB (rebated)	1300	RRC	1400																																		
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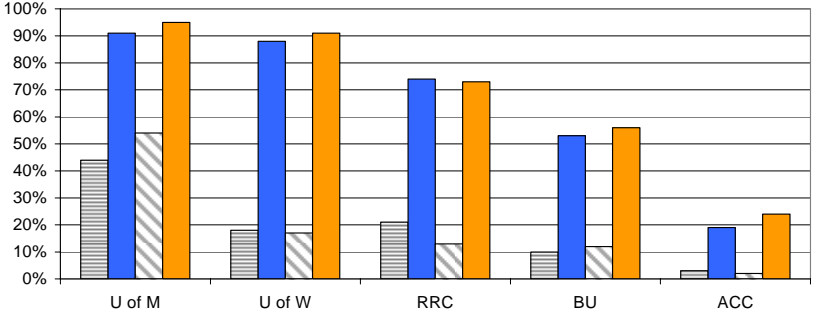
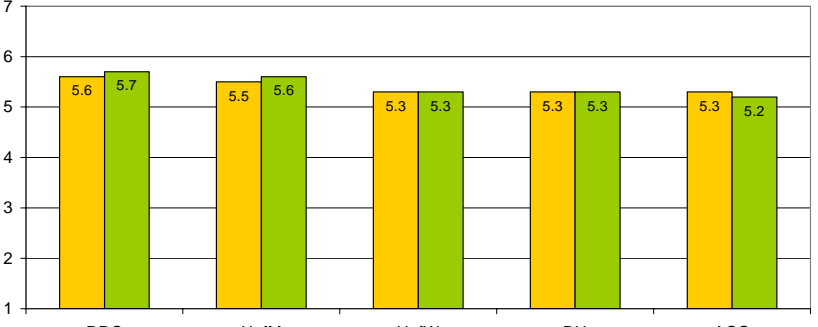
	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
	10.1 Expand revenue base. <u>Apprenticeship:</u>	<ul style="list-style-type: none"> Work with Apprenticeship Branch to establish a pricing model for apprenticeship training that ensures colleges are properly funded for apprenticeship training. 	<p>The College has reached an agreement for a funding model with the Apprenticeship Branch. Although it is not a fully funded formula, it allows the colleges to properly fund new and expanding training initiatives.</p> <p>RRC successfully negotiated \$250k in additional one-time funding from the Apprenticeship Branch for 2005-06</p> <p>The Apprenticeship Branch brokered a gift of \$40,000 from the boilermakers union for the new BRATC along with \$50.0 worth of structural steel from the Ironworkers.</p>
	10.1 Expand revenue base. <u>Strategic Business Units:</u>	<ul style="list-style-type: none"> See other parts of strategic plan for various actions (including strategy 10.2). 	Strategic Business Units are an important element of the College's revenue strategy and every year SBUs prepare business plans to advance revenues.
	10.1 Expand revenue base. <u>Fundraising:</u>	<ul style="list-style-type: none"> See Objective 11 for various actions. 	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.
	10.1 Expand revenue base. <u>Other:</u>	<ul style="list-style-type: none"> Explore opportunities for alternative revenues. 	This is a key part of the long term financial stability of the College and is included in the annual budget building process.
		<ul style="list-style-type: none"> Develop more aggressive investment strategy for College funds. 	Investment policy and committee is in place. A new MOU with Department of Finance signed. June 30, 2005 statements included long term investment. Equity manager has been selected and agreement is in process of being signed by the Government (as agent for RRC) and equity manager.
	10.2 Encourage sound business practices.	<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. 	Will be included as part of the Management Development Program curriculum.
		<ul style="list-style-type: none"> Investigate incorporation or alternate business forms for some activities. 	On-going, will be considered as part of evaluation of new ventures.
		<ul style="list-style-type: none"> Promote changes to the Colleges Act that encourage entrepreneurial practices and support the development of alternative sources of revenue. 	Promote changes approved by Board. To be submitted to government.

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> Explore the use of the SBU model for other activities, e.g., Computer Services, Financial Services, Academic units. 	On-going, no applications identified as yet but all units are very conscious of relationships between their revenue and expenses.
		<ul style="list-style-type: none"> Evaluate non-core business activities to see if they should continue to be operated in-house or whether alternate arrangements should be made. 	This is an annual activity to ensure value for the operation of the College.
		<ul style="list-style-type: none"> Strengthen profile of Financial Services division as internal business advisors. 	Complete.
		<ul style="list-style-type: none"> Maintain an appropriate level of operating reserve. 	Board policies are being amended to remove requirement for reserve. Risk management strategies like the Contract Training Guidelines have reduced the need for non-specific operating reserves.
		<ul style="list-style-type: none"> Investigate creation of reserves for specific purposes, e.g., major capital projects. 	Although no reserve was set up on the balance sheet, this approach was used to fund the purchase of the ERP system and Princess Street project enhancements. Balance sheet reserves have been set up to handle contract training profits and in future, for the Princess Street Structural Reserve.
		<ul style="list-style-type: none"> Reduce capital deficit. 	ERP and the Princess Street Business Plan include a capital deficit reduction plan. In addition, inclusion of full amortization accounting on internal statements will facilitate better tracking of capital issues.
		<ul style="list-style-type: none"> Evaluate financial software to ensure it continues to meet the College's internal and external reporting needs. 	Purchased Colleague Financials as part of the ERP project. Financials will go live as of July 1, 2006.
		<ul style="list-style-type: none"> Manage vacation and severance pay liabilities and eliminate related deficit. 	Vacation & severance was provision included in 2004-05 budget. A last minute adjustment to financial statements as a result of revised actuarial valuation by government caused a reduction of \$611,000 to bottom line. Will be evaluating the feasibility of annual updates to actuarial valuations to avoid this.

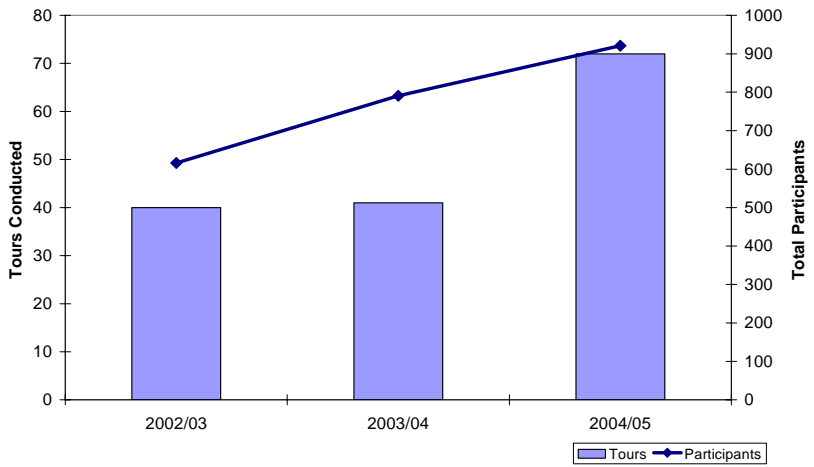
	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> • Ensure current risk management procedures are employed to protect the College, the Board of Governors, employees, students and volunteers. 	<p>Integrate Enterprise Risk Management (ERM) techniques into the strategic planning and budget processes – implement for 2006/07.</p>
		<ul style="list-style-type: none"> • Enhance the scope of the Risk Control Committee to ensure college-wide risk assessment. 	<p>Beginning in 2006/07 – increase frequency of Risk Control Committee to two meetings/year and review Enterprise Risk Management progress.</p>
		<ul style="list-style-type: none"> • Develop risk control policies. 	<p>On-going. Risk management policy to be completed in conjunction with integration into strategic planning and budget process. Several new policies have been developed and approved: •Radiation Safety •Emergency Eyewash & Drench Shower •Reporting Injuries (Guideline) •Chemical & Biological Substances Prevention Plan</p>
		<ul style="list-style-type: none"> • Review all current policies. 	<p>All safety policies have been reviewed and updated.</p>
		<ul style="list-style-type: none"> • Increase knowledge and awareness of risk, control and insurance protection. 	<p>Corporate Legal & Insurance Services conducts information sessions for laptop users. The Legal route slip has been instrumental in improving legal risk management.</p>
	<p>10.3 Allocate resources appropriately.</p>	<ul style="list-style-type: none"> • Expand a multi-year budgeting process. 	<p>Government announced multi-year funding in the recent throne speech. We are awaiting details but this would greatly facilitate multi-year budgeting.</p>
		<ul style="list-style-type: none"> • Revise capital budget process to include business concepts such as ROI, etc. 	<p>On-going, we will be suggesting that capital be redefined to items over \$5,000. This will facilitate a revised process.</p>
		<ul style="list-style-type: none"> • Establish a benchmarking program. 	<p>College programs are benchmarked against each other as part of the Face Validation process. The new Face Validation Model uses quality control process commonly used by industry to compare a program's performance to that of others in the college.</p>

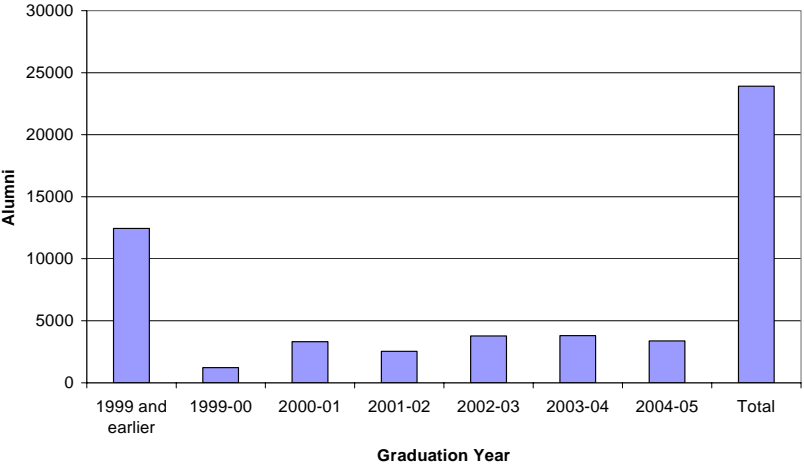
	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> Continue to analyze purchasing patterns, volumes and trends throughout the College to determine current needs, available suppliers or possibilities of developing strategic alliances with our suppliers. 	Ongoing
	10.4 Develop, implement and assess continuously the contract training strategy.	<ul style="list-style-type: none"> Ensure the strategy and model is communicated internally and externally. 	Done but requires on-going work to maintain.
		<ul style="list-style-type: none"> Integrate contract training thinking to capitalize on emerging market opportunities throughout the College. 	On-going.
		<ul style="list-style-type: none"> Review contract training policies, best practice guidelines and procedures manual. 	Review conducted by retiring Director. Report and recommendations were prepared, action is now required.
		<ul style="list-style-type: none"> Review appropriate contract training systems for registration, enrolments, financial transactions, etc. 	Will be reviewed as part of the ERP student system implementation.
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. 	Ensure all new initiatives are incorporated into the Media campaign where appropriate.
		<ul style="list-style-type: none"> Maintain a communications capacity in the Marketing and Public Relations Department. 	Hired a Communications Coordinator.

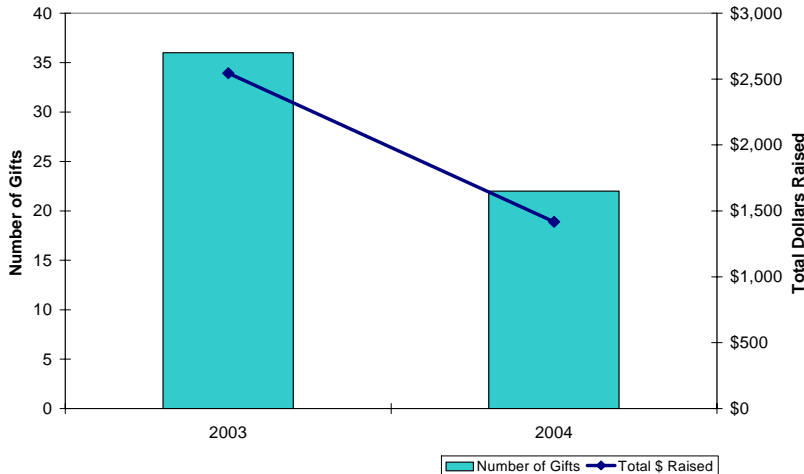
	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> • Introduce the College's new logo mark on the tower of Building C, and on all regional facilities operated by the College. 	<p>A new cost estimate has been requested. Funding will determine implementation.</p>
		<ul style="list-style-type: none"> • Maintain the College web site to reinforce the new visual identity of the College. 	<p>The new College Colour Palette has been incorporated into the College website.</p> <p>The new college motto has been applied through out the website.</p> <p>New Web templates currently in production and will be applied in 2006.</p> <p>Homepage rotating images reflect marketing campaign run by the College.</p>
		<ul style="list-style-type: none"> • Develop, implement, assess and continuously improve a specific means to communicate the College's strategic plan. 	<p>In 2005, 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>Continue to implement a yearly campaign to support recruitment and build awareness for the College.</p>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE																																																
		<ul style="list-style-type: none"> Measure the level of awareness and satisfaction among target audiences. 	<p>Conduct marketing research – Spring 2006 to measure the awareness levels.</p> <p style="text-align: center;">Awareness of MB Colleges and Universities in 2003 and 2005 by First Mention and All Mentions</p>  <table border="1"> <caption>Awareness of MB Colleges and Universities in 2003 and 2005 by First Mention and All Mentions</caption> <thead> <tr> <th>College/University</th> <th>2003 1st mention</th> <th>2005 1st mention</th> <th>2003 all mentions</th> <th>2005 all mentions</th> </tr> </thead> <tbody> <tr> <td>U of M</td> <td>45%</td> <td>90%</td> <td>55%</td> <td>95%</td> </tr> <tr> <td>U of W</td> <td>18%</td> <td>88%</td> <td>18%</td> <td>90%</td> </tr> <tr> <td>RRC</td> <td>20%</td> <td>75%</td> <td>12%</td> <td>72%</td> </tr> <tr> <td>BU</td> <td>10%</td> <td>52%</td> <td>12%</td> <td>55%</td> </tr> <tr> <td>ACC</td> <td>5%</td> <td>18%</td> <td>2%</td> <td>22%</td> </tr> </tbody> </table> <p>Source: RRC Reputation Survey 2003, Western Opinion Research. N =802 adult Manitoba residents and RRC Reputation Survey 2005, Probe Research, N=1000 adult Manitobans. "What colleges or universities can you think of that operate in Manitoba?" First mention recorded. Follow-up question: "Can you think of any others?"</p> <p style="text-align: center;">RRC Impression Public Impression of MB Colleges and Universities</p>  <table border="1"> <caption>RRC Impression Public Impression of MB Colleges and Universities</caption> <thead> <tr> <th>College/University</th> <th>2003</th> <th>2005</th> </tr> </thead> <tbody> <tr> <td>RRC</td> <td>5.6</td> <td>5.7</td> </tr> <tr> <td>UofM</td> <td>5.5</td> <td>5.6</td> </tr> <tr> <td>UofW</td> <td>5.3</td> <td>5.3</td> </tr> <tr> <td>BU</td> <td>5.3</td> <td>5.3</td> </tr> <tr> <td>ACC</td> <td>5.3</td> <td>5.2</td> </tr> </tbody> </table> <p>Source: RRC Reputation Survey 2003, Western Opinion Research. N =802 adult Manitoba residents and RRC Reputation Survey 2005, Probe Research, N=1000 adult Manitobans. Impressions of specific Manitoba Colleges and Universities, rated on a scale of 1 to 7.</p>	College/University	2003 1st mention	2005 1st mention	2003 all mentions	2005 all mentions	U of M	45%	90%	55%	95%	U of W	18%	88%	18%	90%	RRC	20%	75%	12%	72%	BU	10%	52%	12%	55%	ACC	5%	18%	2%	22%	College/University	2003	2005	RRC	5.6	5.7	UofM	5.5	5.6	UofW	5.3	5.3	BU	5.3	5.3	ACC	5.3	5.2
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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>The visual identity manual was updated to ensure all College material adheres to set standards.</p>									
	<p>11.2 Develop and implement appropriate student recruitment strategies.</p>	<ul style="list-style-type: none"> Implement recruitment strategies aimed at addressing program needs and underrepresented groups such as filling identified excess capacity in specific College programs and increasing enrolment of underrepresented groups including sequential students and Aboriginal students. 	<p>The Viewbook and CD are designed to attract sequential students. Both were re-designed in 2005 to support recruitment activities beginning in September 2005.</p> <p>In 2004-05, recruitment presentations were made to 5397 students from 131 schools. In addition to high school presentations, recruitment at other venues included the Skills Canada Competitions, Industrial Technologies Open House, Career Trek, RRC sponsored Manitoba Moose Hockey game, Osborne Village Cultural Centre Open House, and the Dauphin Summer Games.</p> <div data-bbox="1115 618 1961 1166"> <p style="text-align: center;">High School Recruitment Presentations</p> <table border="1"> <caption>High School Recruitment Presentations Data</caption> <thead> <tr> <th>Year</th> <th>Number of Presentations</th> <th>Number of Students Participating</th> </tr> </thead> <tbody> <tr> <td>2003/04</td> <td>~145</td> <td>6000</td> </tr> <tr> <td>2004/05</td> <td>~130</td> <td>5397</td> </tr> </tbody> </table> </div> <p>M&PR worked with Program Coordinators to develop specific marketing strategies for low enrolment programs that are consistent with the overall college marketing strategy.</p> <p>The Recruitment Office also organized college participation at the Brandon and Winnipeg Career Symposia and a very successful Open House in February. Open House was held for the first time at both the Notre Dame and Princess Street Campuses.</p>	Year	Number of Presentations	Number of Students Participating	2003/04	~145	6000	2004/05	~130	5397
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	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE												
			<p>72 tours of the Notre Dame and Princess Street Campuses were conducted in 2004-05, an increase of 31 or 76% over last year.</p> <p style="text-align: center;">Campus Tours Notre Dame and Princess Street Campuses</p>  <table border="1" data-bbox="1134 316 1942 779"> <thead> <tr> <th>Year</th> <th>Tours Conducted</th> <th>Total Participants</th> </tr> </thead> <tbody> <tr> <td>2002/03</td> <td>40</td> <td>600</td> </tr> <tr> <td>2003/04</td> <td>41</td> <td>800</td> </tr> <tr> <td>2004/05</td> <td>72</td> <td>950</td> </tr> </tbody> </table>	Year	Tours Conducted	Total Participants	2002/03	40	600	2003/04	41	800	2004/05	72	950
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	11.3 Support an environment of enthusiasm and participation within the College community.	<ul style="list-style-type: none"> Develop and implement a targeted communications plan for recruitment. 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. Develop further content for the College web site, promoting RRC courses, through interactive video, testimonials, camera views. In consultation with staff, maintain a model to support Staff Club activities. 	<p>Enrolment Services and Marketing and Public Relations staff produced a redesigned Viewbook as well as a revised and enhanced recruitment CD directed at high schools students.</p> <p>The new ERP system has a recruitment module which will facilitate regular, targeted communication with prospective students beginning from the first inquiry to registration. This module will be implemented in December 2006. Currently, the Contact Resource Management system is being used to capture information about individuals enquiring about attending the college to facilitate some bulk targeted mailing.</p> <p>Re-vamped the entire look of the web-site to ensure it properly represents to College, will work with departments to develop specific pages which may contain video, testimonials etc.</p> <p>On-going, M&PR provides direction and two M&PR staff members are on the Staff Club.</p>												

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE																		
		<ul style="list-style-type: none"> • Introduce a program of "awards for excellence" and encourage application and nominations for outstanding achievement awards. • Develop, implement and support annual program of special events in cooperation and coordination with the Students' Association and volunteer staff organization. • Develop strategies to support RRC participation in the philanthropic community. • Identify and coordinate entry of college "teams" in community special events. 	<p>This is being evaluated within an overall communications strategy.</p> <p>Internally, the Staff Club has undertaken this responsibility and organized such events as the September Welcome Back lunch.</p> <p>The comprehensive fundraising capacity of the College continues to evolve with larger projects currently under consideration and/or in planning stages.</p> <p>Where budget allows, the College supports staff activities that encourage participation in the philanthropic community.</p> <p>The College participates in community events on an opportunity basis to enhance the College profile and support worthwhile causes.</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 style="text-align: center;">RRC Alumni Database</p>  <table border="1" data-bbox="1144 901 1942 1364"> <caption>RRC Alumni Database Data</caption> <thead> <tr> <th>Graduation Year</th> <th>Alumni Count (Approximate)</th> </tr> </thead> <tbody> <tr> <td>1999 and earlier</td> <td>12,500</td> </tr> <tr> <td>1999-00</td> <td>1,500</td> </tr> <tr> <td>2000-01</td> <td>3,500</td> </tr> <tr> <td>2001-02</td> <td>2,500</td> </tr> <tr> <td>2002-03</td> <td>4,000</td> </tr> <tr> <td>2003-04</td> <td>4,000</td> </tr> <tr> <td>2004-05</td> <td>3,500</td> </tr> <tr> <td>Total</td> <td>24,000</td> </tr> </tbody> </table>	Graduation Year	Alumni Count (Approximate)	1999 and earlier	12,500	1999-00	1,500	2000-01	3,500	2001-02	2,500	2002-03	4,000	2003-04	4,000	2004-05	3,500	Total	24,000
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	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE									
			<p>The vast majority of alumni donations are directed towards student awards and have minimal impact on College operating budget.</p> <p style="text-align: center;">Annual Alumni Appeal Results</p>  <table border="1" data-bbox="1134 341 1932 812"> <caption>Annual Alumni Appeal Results Data</caption> <thead> <tr> <th>Year</th> <th>Number of Gifts</th> <th>Total Dollars Raised</th> </tr> </thead> <tbody> <tr> <td>2003</td> <td>36</td> <td>\$2,500</td> </tr> <tr> <td>2004</td> <td>22</td> <td>\$1,500</td> </tr> </tbody> </table>	Year	Number of Gifts	Total Dollars Raised	2003	36	\$2,500	2004	22	\$1,500
Year	Number of Gifts	Total Dollars Raised										
2003	36	\$2,500										
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	11.5 Increase success in College fundraising activities.	<ul style="list-style-type: none"> • Support and encourage the development of program-specific alumni chapters in the College. • Establish a program of special events and activities for alumni of the college and for retired staff through the RRC Heritage Group. 	<p>Three program reunions were held in 2004-05:</p> <ul style="list-style-type: none"> • Teacher Training 40th anniversary • Child Care Services 1984 • Child Care Services 1975 <p>The College hosts a number of special events, including the Enterprising Women's Conference, Golf Classic, and Annual Alumni Dinner.</p>									
		<ul style="list-style-type: none"> • Maintain a coordinated approach to fundraising for the College both internally and in the external community. • Support the comprehensive fundraising capacity of the College. 	<p>A coordinated approach is being maintained by the Development Office in collaboration with other College departments.</p> <p>The comprehensive fundraising capacity of the College continues to evolve with larger projects currently under consideration and/or in planning stages.</p>									

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> Consider the establishment of a foundation in conjunction with the Board of Governors. 	Ongoing. Currently under consideration by Board of Governors administrative affairs committee.
		<ul style="list-style-type: none"> Manage a capital campaign for Princess St./RRC. 	\$5,000,000 Princess Street Campaign completed.
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. 	The Operational Plan articulates a number of specific strategies and actions.
		<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. 	A Values and Ethics course was developed and delivered with a number of programs. This course develops critical thinking through discussion and case studies related to ethical decision making when introducing and using technology in society. The course has been incorporated in some technology and trade programs (Civil, Mechanical, Automotive, Aviation) as well as being piloted in applied science and access programs. SAC has approved future college wide implementation.
			Experiential learning strategies were developed and implemented for student projects (i.e. the solar car) and applied research (i.e. LAMP, CARSI).
			Continued the development of PLAR Resource Guides for learners to use in proving prior learning for College courses/programs. PLAR Advising Services provided orientations and individual advising.
			The college continually reviews programs in order to improve the way they are offered. Addition of the elders in residence program and an Aboriginal counselor provide direct support to our students in either a traditional or Western way.
		<ul style="list-style-type: none"> Develop and support faculty and staff innovation initiatives that stress creativity, excellence and risk taking. 	Staff Development hosts ongoing workshops and programs to faculty and staff that incorporates creativity, excellence and risk taking. Staff Development is hosting the annual Tri-College Great Teachers Seminar in 2006 and 2007 and is embarking on a new pilot project to encourage networking and creativity for faculty as part of the Teaching and Learning Café.

	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. 	This is part of the overall marketing strategy.
		<ul style="list-style-type: none"> Conduct a knowledge management inventory and assessment. 	The capacity for undertaking this initiative, such as developing expertise in Knowledge Management, is currently being developed.
		<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> <p>The Quality Assurance in Curriculum initiative at RRC was based, in part, on a knowledge management approach.</p>
		<ul style="list-style-type: none"> Identify and conduct a pilot knowledge management project in a selected KM area. 	RRC Connect! was a grassroots initiative of college members seeking to share knowledge, foster innovation and to connect people with expertise and resources.
	12.2 Integrate strategic thinking into the fabric of the College.	<ul style="list-style-type: none"> Design, implement and evaluate a comprehensive strategic planning process. 	The College has a five year rolling strategic plan which is reviewed on an annual basis to ensure relevancy and currency. Every year a comprehensive Environmental Scan is prepared to help shape the revised plan.
		<ul style="list-style-type: none"> Establish a regular review of values. 	The Statement of Values is reviewed on a bi-annual basis to ensure continuing relevancy, it will be reviewed in 2006.
		<ul style="list-style-type: none"> Communicate the process and content of the Strategic Plan. 	The Director of Research and Planning and the Director of Marketing and Public Relations annually develop a plan to communicate the process and content of the Strategic Plan.
		<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. 	The internet is one of the prime media for transmitting the findings of the annual Environmental Scan and to communicate the Strategic Plan, the Operational Plan and the Progress in achieving the Vision Report.
	12.3 Ensure the appropriateness of the organizational structure of RRC in view of the new realities in delivering education in the 21st Century.	<ul style="list-style-type: none"> Develop strategies to encourage interdepartmental discussion and exploration of opportunities and issues. 	<p>Senior Academic Committee meets bi-weekly to coordinate interdepartmental academic activity.</p> <p>The Deans & Chairs Committee meets four times a year to provide opportunity for cross departmental discussions.</p>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
	12.4 Transform the image of the College.	<ul style="list-style-type: none"> Define and evolve RRC's brand as a learning college and as a contributor to Manitoba's economic prosperity through an integrated marketing strategy. 	On-going activity which relates to all of the functions of the M&PR Office
		<ul style="list-style-type: none"> Assess the public perception and impression of RRC on a routine basis. 	In 2005, the College conducted a survey of Manitobans to measure public awareness and impression. The College's overall recognition (particularly on first mention) has increased since 2003 as has the public's overall rating of the College. Research will be conducted every two years to measure the impression for the college.
		<ul style="list-style-type: none"> Establish rapport with outside interests in lobbying on behalf of the College for recognition. 	Ongoing. Regular activity of Board members. Senior leaders of the College routinely connect with external stakeholders.
	12.5 Nurture an innovative and technology literate learning and work environment.	<ul style="list-style-type: none"> Develop a strategy to achieve increased funding for the advancement of technology in all aspects of the College. 	Now that the Princess Street Campus Campaign is over this is no longer a specific Board activity.
		<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. 	Staff members are encouraged to take courses beyond their current credential level through a financial support program -- 50 to 85% of course cost payable on successful completion. The level of support depends on a number of factors, mostly depending on how critical the course is to the staff member's position.
			<p>An agreement with TRILabs (once funding has been secured) will facilitate knowledge advancement.</p> <p>Where ever possible, applied research projects (such as CARSI) will provide opportunities for knowledge advancement.</p>

Acronym List

Acronym	Full Name	Acronym	Full Name
ACAS	Academic Credential Assessment Services	CE	Continuing Education
ACC	Assiniboine Community College	CEI	College Expansion Initiative
ACCC	Association of Canadian Community Colleges	CFI	Canadian Foundation for Innovation
AEPUCE	Academic English Program for University and College Entrance	CGA	Certified General Accountants
ALC	Adult Learning Centre	CHIMA	Canadian Health Information Management Association
ALL	Adult Literacy & Learning Branch, Manitoba Advanced Education & Training	CIHR	Canadian Institutes of Health Records
AME	Aircraft Maintenance Engineer	CIPS	Canadian Information Processing Society
AR&C	Applied Research and Commercialization	CLS	Corporate Legal Services
BCC	Biomedical Commercialization Canada	CMA	Certified Management Accountant
CAE	Certificate in Adult Education	CME	Canadian Manufacturers and Exporters
CAHRD	Centre for Aboriginal Human Resource Development	CNCS	Canadian Nuclear Safety Commission
CAMC	Canadian Aviation Maintenance Council	COGS	Curriculum Online Guides and Standards
CA/P	Computer Analyst/Programmer	COPSE	Council on Post-Secondary Education
CA/P-I	Computer Analyst/Programmer - Integrated	COW	Course Outline Web
CARSI	Centre for Applied Research in sustainable infrastructure	CRA SR&ED	Canada Revenue Agency Scientific Research and Experimental Development
CASN	Canadian Association of Schools of Nursing	CRM	Customer [Citizen] Relationship Management
CAUSN	Canadian Association of University Schools of Nursing	CRNM	College of Registered Nurses of Manitoba
CC/PP	Canadian College Partnership Program	CTAB	Canadian Technology Accreditation Board
CCEPAC	Child Care Education Program Approval Committee	CTHRB	Canadian Technology Human Resources Board
CCTT	Canadian Council of Technicians and Technologists	CTS&S	Contract Training Sales & Services

Acronym	Full Name	Acronym	Full Name
CTTAM	Certified Technicians and Technologists Association of Manitoba	IP	Intellectual Property
DE	Distance Education	IPLC	Intelligent Parking Lot Controller
DFAIT	Department of Foreign Affairs and International Trade	IRAP	Industrial Research Assistance Program
DNA	Diploma Nursing (Accelerated)	ISPA	Information Systems Programmer/Analyst
DRP	Degrees of Reading Power	IST	Information Systems Technology
ECE	Early Childhood Education	JWS&HC	Joint Workplace Safety and Health Committee
EET	Electrical/Electronic Technology	KCC	Keewatin Community College
ERM	Enterprise Risk Management	LAC	Learning Assistance Centre
ERP	Enterprise Resource Planning	LAMP	Leading Advanced Manufacturing Practices
ESIS	Enhanced Student Information System	LTC	Language Training Centre
EST	Energy, Science and Technology	LSBTI	Life Sciences and Biotechnology Initiatives
FIT	Freshman Integrated Tracking System	M&PR	Marketing and Public Relations
FITT	Forum to International Trade Training	MAHRCC	Metallurgical Processes for Manitoba Aerospace Human Resources Coordinating Committee
GAPP	Generally Accepted Accounting Principles	MCHP	Manitoba Centre for Health Policy
GIS	Geographical Information Systems Technology	MET	Mechanical Engineering Technology
GTRO	Gas Turbine Repair & Overhaul Program	MGS	Manitoba Government Services
HCA	Health Care Aide	MIF	Manitoba Innovation Fund
HRIS	Human Resource Information System	MMC	Mechanical, Manufacturing & Communications
HRMI	Human Resource Management Information system	MMF	Manitoba Metis Federation
ICOGRADA	International Council of Graphic Design Associations	MOU	Memorandum of Understanding
IEO	International Education Office	NDC	Notre Dame Campus

Acronym	Full Name	Acronym	Full Name
NSERC	National Science and Engineering Research Council of Canada	SIS	Student Information System
OLAP	On-line Analytical Processing	SOA	Standing Offer Agreements
P&CD	Program and Curriculum Development	SSHRC	Social Sciences and Humanities Research Council
PIAC	Program and Information Advising Centre	SWP	Safe Work Procedures
PLAR	Prior Learning Assessment and Recognition	TAM	Transportation, Aviation and Manufacturing Division
PSC	Princess Street Campus	TLTC	Teaching Learning Technology Centre
R&P	Research and Planning	TLTR	Teaching Learning Technology Roundtable
RFP	Request for Proposals	TVI	Technical Vocational Initiative
RFQ	Request for Quotes	UCN	University College of the North
SA	Students' Association	VOIP	Voice Over IP
SAATC	Stevenson Aviation and Aerospace Training Centre	VPN	Virtual Private Network
SAL	Standard Aero Ltd	WD	Western Diversification
SEPS	Student Evaluation of Program survey	WRHA	Winnipeg Regional Health Authority



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