

2007-2010

PROGRESS IN ACHIEVING THE VISION 2006 DECEMBER 2006

A report on Operational Plan achievements at Red River College during 2006



Going Places.

Introduction

This report documents the progress achieved by Red River College in 2006 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 2007-2010**, and **Red River College Operational Plan 2007-2010** detail the revised plan at the strategic and operational levels.

This report provides a qualitative and quantitative commentary on achievements.

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

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

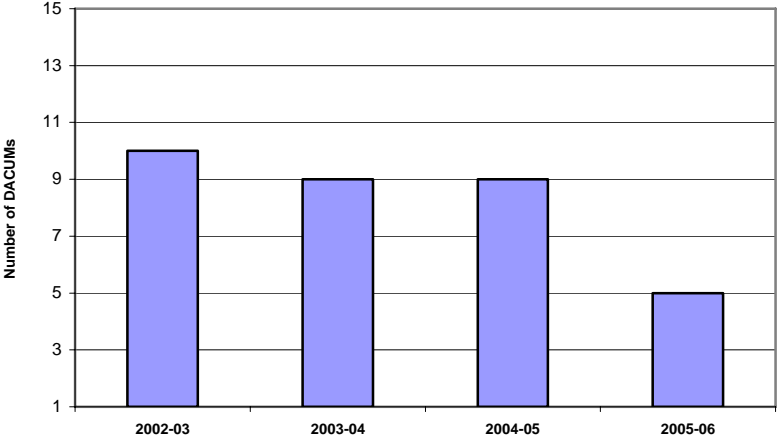
This document is one of many activities that demonstrate our intent to measure our results, test our progress and initiate improvements.

	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"> Where national or international standards exist, the program will evaluate their curricula to ensure alignment with these standards. Define learning outcomes for all new courses and programs. 	<p>As part of the University of Manitoba Bachelor of Nursing (BN) Program group, the Joint BN (JBN) Program is approved by the College of Registered Nurses of Manitoba (CRNM). This is a required accreditation and approval process for program operation.</p> <p>Aboriginal Education continues to monitor programs and conduct program renewals on a regular basis. All programs are monitored to ensure they meet the required standards.</p> <p>Programs within the Transportation Department have an on-going curricula review to ensure the relevancy and standard achievements are met. This is also completed by the related department within core and apprenticeship areas.</p> <p>Learning Outcomes have been integrated into all Adult Learning Centre and Language Training Centre programs.</p> <p>This is an on-going activity. Learning outcomes are developed for all new programs as they are created and for all existing programs as they undergo curriculum review. RRC uses a common electronic format for course outlines that captures learning outcomes at the course level in the course outline database. The Certificate in Adult Education (CAE) program provides specific training on developing learning outcomes for new faculty and assists faculty in developing assessment strategies for Learning Outcomes. The Learning Outcomes Performance Support Web is available to all faculty at RRC and provides instructors and others with 24/7 support for developing learning outcomes.</p> <p>Program & Curriculum Development leads the implementation of the Course Outline Web (COW) which incorporates learning outcomes as part of the standardized Course Outline. This includes faculty group and one-on-one training and support, as well as support for learning outcomes development for new programs and courses. In addition, the department has designed a Learning Outcomes Performance Support Web tool to provide 24/7 access to faculty in the development of learning outcomes.</p>

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			Program & Curriculum Development worked with faculty in the new Proteomics Program, assisting in the development of both a graduate profile and learning outcomes.
		<ul style="list-style-type: none"> Integrate college-wide learning outcomes into existing courses and programs. 	<p>College-wide learning outcomes are validated through the DACUM process in new program development and curriculum renewal processes. In 2005-06, Program & Curriculum Development facilitated the inclusion of college-wide learning outcomes (CWLOs) in the development of Graduate Profiles during the Program Renewal process for 3 programs. Assessment rubrics have been developed to assist faculty with integrating and assessing CWLOs in their courses.</p> <p>In 2005-06, Program & Curriculum Development facilitated the identification of common learning outcomes for RRC co-op programs.</p>
		<ul style="list-style-type: none"> Integrate learning outcomes into all new programs. 	<p>Program & Curriculum Development works with academic departments on an as-needed basis to provide training and support on developing learning outcomes. Curriculum Consultants provide guest lecturer services to the Certificate in Adult Education (CAE) program.</p> <p>Program & Curriculum Development facilitated the development of learning outcomes for the Chronic Disease Prevention Program, a new program currently under development through Continuing Education, which incorporated a Graduate Profile and learning outcomes as part of the program's development.</p> <p>Program & Curriculum Development facilitated the development of a Graduate Profile for the 3D Computer Graphics advanced program following the facilitation of a DACUM workshop.</p>
	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 undergo accreditation or re-accreditation to achieve/maintain national accreditation status. 	<p>Accreditation exists in the following programs: Animal Health Technology, Medical Laboratory Sciences, Medical Radiologic Technology and Dental Assisting. Accreditation is in process for the Magnetic Resonance Imaging program. Accreditation was investigated for the Chemical and Biosciences program; however costs were very high. Other accreditation venues will be investigated for the Chemical and Biosciences program.</p> <p>Early Childhood Education will undergo re-accreditation in 2007.</p>

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			<p>National accreditation of the Engineering Technology programs expired in June 2006. Self evaluation documentation was submitted to the Canadian Technology Accreditation Board (CTAB) in March 2006 for the Electrical, Electronic and Instrumentation Engineering Technology programs.</p> <p>The Instrumentation Engineering Technology program received three-year accreditation through the Manitoba Apprenticeship Branch in June 2006. This program is recognized as meeting all four levels of in-school training for the Industrial Instrument Mechanic occupation.</p> <p>National accreditation in all five major Civil Engineering Technology programs was renewed in late 2004 by the Canadian Technology Accreditation Board (CTAB). It will be evaluated for renewal in 2007.</p> <p>The Construction Department is exploring applying for CTAM status for the Wood Products Manufacturing Technology Diploma program.</p> <p>Human Resource Management certificate program met standards for national Canadian Human Resource Press (CHRP) and International Personnel Management Association Certified Specialist/ Certified Practitioner (IPMA-CS/CP) designations.</p> <p>The Essential of Audio/Visual (A/V) Industry course meets international standards for Information Communications.</p> <p>Studies in Special Needs Child Care and Infant/Toddler Care Post-Diploma Child Care Programs are being presented to the Child Care Education Program Approval Committee (CCEPAC) in 2006-07.</p> <p>The Distance Education Library and Information Technician (LIT) program meets the Canadian Library Association standards, and is transferable to Athabasca University for two years university credit.</p> <p>The Distance Education Studies in Aboriginal Child Care Post Diploma certificate program received five year recognition and accreditation from CCEPAC.</p> <p>Re-accreditation for Health Information Technology is underway.</p> <p>The Business Administration Diploma Program is exploring accreditation with the Association of Canadian Schools of Business.</p>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
			<p>Professional recognition for coursework outside of the Vocational Teacher Education program taken at RRC will be requested of the Minister of Education in November 2006.</p> <p>The CRNM approval review of all BN Programs is occurring in September of 2006. The Diploma Nursing (Accelerated) (DNA) Program and the RN Refresher Program are approved by the CRNM until the 2007-08 academic year.</p> <p>As part of the University of Manitoba BN Program group, the Joint BN (JBN) Program was accredited by the Canadian Association of Schools of Nursing (CASN), but that accreditation has lapsed. This is a voluntary accreditation. Undergoing the accreditation review is at the discretion of the University of Manitoba, not RRC.</p> <p>RRC Nursing is actively involved in working on potential national and provincial approval standards for the Health Care Aide Program.</p> <p>In September, 2005 the Information Systems Technology (IST), the Computer Analyst/Programmer (CA/P) and the Computer Analyst/Programmer - Integrated (CA/P-I) received full re-accreditation from February 2005 to February 2008 through Canadian Information Processing Society (CIPS).</p> <p>The School of Continuing and Distance Education (SCaDE) is working with the Certified Technician Technology Association of Manitoba (CTTAM) to accredit the Design Drafting Technician Diploma program to provide a training program for drafting technicians to receive their Certificate Technician designation.</p>
	<p>1.3 Ensure that curriculum is relevant and meets business, industry and community needs.</p>	<ul style="list-style-type: none"> • Apply DACUM procedures when developing all new full-time programming. 	<p>Program & Curriculum Development facilitated five DACUM workshops.</p>

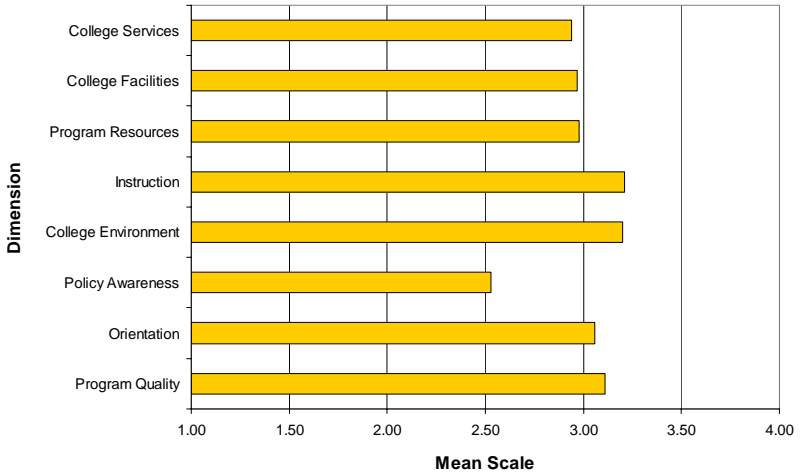
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			<p style="text-align: center;">Program and Curriculum Development DACUMs Conducted</p>  <table border="1" data-bbox="1205 289 1976 727"> <caption>Program and Curriculum Development DACUMs Conducted</caption> <thead> <tr> <th>Year</th> <th>Number 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> <tr> <td>2005-06</td> <td>5</td> </tr> </tbody> </table> <p>The CAE program, in cooperation with Program & Curriculum Development, provides new faculty with information regarding the application of the DACUM procedures at RRC.</p> <ul style="list-style-type: none"> • Implement a curriculum validation process, which reviews all curricula for relevancy on a regular basis. <p>Program & Curriculum Development (PCD) completed the three stages of the Quality Assurance in Curriculum approach. In 2005-06 PCD completed 8 Face Validations, 3 Program Renewals, and updated accreditation data.</p> <p>PCD began the process for identifying Quality Assurance indicators for Continuing Education (CE) programs.</p> • Develop a systematic process for curriculum management, including learning outcomes, course outlines, course content and delivery process. <p>Program & Curriculum Development continues to lead the implementation of the Course Outline Web - an online database of Course Outlines for all RRC curricula. A two-year implementation plan is currently underway. A draft manual was created for the development of Course Outlines and will be completed in 2006-07.</p> <p>Content and Planning Templates for course delivery are being used by Distance Education and were presented to 3 classes of CAE students.</p> 	Year	Number of DACUMs	2002-03	10	2003-04	9	2004-05	9	2005-06	5
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			<p>The Anytime, Anywhere Instructor Resource (AIR) website provides 24/7 instructor support on issues relating to curriculum. Included in the project is access to a Learning Objects Repository where instructors across the institution can access and share curriculum resources and materials.</p>
			<p>PCD assisted with the accreditation for the Dental Assisting II program, identifying curriculum change management processes currently employed by RRC.</p>
		<ul style="list-style-type: none"> Establish strategies to ensure curricula are inclusive of Aboriginal perspectives, values and world-views. 	<p>The DACUM process ensures curricula are inclusive of Aboriginal perspectives, values and world-views. Elders are available to provide input.</p>
		<ul style="list-style-type: none"> Evaluate the implementation of a social responsibility and ethics component across the entire curriculum. 	<p>A review is in progress. The Values, Ethics and Integrity in Technology and Society (VEITS) course has been developed in a flexible format for application to most programs. SAC will review the progress of implementation across the curriculum in 2006-07.</p>
1.4	<p>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. 	<p>Research and Planning conducts a number of measures of improvement on an annual basis. Examples include the Graduate Satisfaction and Employment survey and report, the Student Evaluation of Program survey and report, an Employer Survey and report, college benchmarking, and annual enrolment and retention reports.</p>
		<ul style="list-style-type: none"> Create data collection, warehousing and reporting processes to ensure timely distribution of data and management information. 	<p>The previously managed data warehouse, collecting information on a monthly basis from our old Student Information System, has been upgraded to a new database server for the warehouse database. This database is used by Research and Planning for student information up to and including students in the 2006 academic year.</p> <p>With the implementation of Colleague, and beginning with the 2007 academic year, Business Objects Enterprise (BOE) Universes, along with Datatel, provided statistical data marts, will be used to support the data collection, warehousing, and statistical reporting requirements. The BOE Universes are now providing live information in the Finance and Payroll related data marts on a scheduled basis.</p>

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			<p>Research and Planning produces the Annual Statistical Compendium for COPSE, Training Days Report and Enhanced Student Information System reporting, and maintains records of data gathered through other surveys such as the Student Financial Survey.</p>																								
		<ul style="list-style-type: none"> • Develop annual continuous improvement processes, which provide for input from key constituencies. 	<p>Research and Planning gathers data as part of the annual environmental scan for updating the Strategic and Operational Plans.</p>																								
		<ul style="list-style-type: none"> • Develop program and service quality standards, measures and a process to benchmark & monitor achievement. 	<p>The College annually benchmarks itself on several key outcome measures with colleges in Ontario.</p> <hr/> <p style="text-align: center;">Ontario 2004-05 College Graduates compared to RRC 2005-06 Student Satisfaction Survey</p> <hr/> <table border="1" data-bbox="1167 662 1965 1146"> <thead> <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>96%</td> <td>88%</td> <td>1</td> </tr> <tr> <td>Student satisfaction**</td> <td>86%</td> <td>81%</td> <td>3</td> </tr> <tr> <td>Graduate satisfaction</td> <td>93%</td> <td>81%</td> <td>1</td> </tr> <tr> <td>Student Satisfaction with Facilities**</td> <td>86%</td> <td>72%</td> <td>1</td> </tr> <tr> <td>Student Satisfaction with Services**</td> <td>89%</td> <td>71%</td> <td>1</td> </tr> </tbody> </table> <hr/> <p><i>*Employment rate is calculated for those graduates in the labour force and excludes non-responses.</i></p> <p><i>**Student Satisfaction is calculated with only those who expressed an opinion.</i></p>		RRC	Ont. Avg.	RRC Rank compared with all 25 colleges	Employment rate*	96%	88%	1	Student satisfaction**	86%	81%	3	Graduate satisfaction	93%	81%	1	Student Satisfaction with Facilities**	86%	72%	1	Student Satisfaction with Services**	89%	71%	1
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			<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>During 2005 eight 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.</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>
		<ul style="list-style-type: none"> • Establish a quality management-training program that addresses quality improvement and customer service strategies college-wide. 	<p>Customer service is addressed through delivery of the Advanced Connections Customer Services Training Program to College staff.</p> <p>This task will be re-examined and incorporated into the new People Plan, underway as a strategic initiative through Human Resource Services.</p>
		<ul style="list-style-type: none"> • Develop and implement customer satisfaction programs throughout the College. 	<p>An employer survey was conducted in 2005-06 and will be repeated in 2006-07. This will provide Research and Planning with three years of data for analysis and determination of possible variables for further consideration when evaluating student's entry into the labour market.</p> <p>RRC conducts an annual Student Evaluation of Program Survey to measure satisfaction with programs, instruction, services and facilities. Findings are used to identify best practices and areas for improvement.</p>

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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> <tr><td>05-06</td><td>86%</td><td>84%</td></tr> </tbody> </table> <p style="text-align: right;"><i>Source: Research & Planning Department, Student Evaluation of Program Survey</i></p> <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> <tr><td>2005-06</td><td>86%</td><td>89%</td></tr> </tbody> </table> <p style="text-align: right;"><i>Source: Research & Planning Department, Student Evaluation of Program Survey</i></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%	05-06	86%	84%	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%	2005-06	86%	89%
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			<p style="text-align: center;">Continuing Education Graduates Instructor is Knowledgeable 5-year comparison</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1999-00</td> <td>88.9%</td> </tr> <tr> <td>2000-01</td> <td>93.5%</td> </tr> <tr> <td>2001-02</td> <td>91.7%</td> </tr> <tr> <td>2002-03</td> <td>90.9%</td> </tr> <tr> <td>2003-04</td> <td>91.4%</td> </tr> <tr> <td>2004-05</td> <td>91.6%</td> </tr> </tbody> </table> <p><i>Source: Research & Planning Department, Graduate Satisfaction & Employment Survey</i></p> <hr/> <p style="text-align: center;">Continuing Education Graduates Satisfaction with Education 5-year comparison</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1999-00</td> <td>87.4%</td> </tr> <tr> <td>2000-01</td> <td>94.5%</td> </tr> <tr> <td>2001-02</td> <td>91.2%</td> </tr> <tr> <td>2002-03</td> <td>90.9%</td> </tr> <tr> <td>2003-04</td> <td>92.3%</td> </tr> <tr> <td>2004-05</td> <td>91.6%</td> </tr> </tbody> </table> <p><i>Source: Research & Planning Department, Graduate Satisfaction & Employment Survey</i></p>	Year	Percentage	1999-00	88.9%	2000-01	93.5%	2001-02	91.7%	2002-03	90.9%	2003-04	91.4%	2004-05	91.6%	Year	Percentage	1999-00	87.4%	2000-01	94.5%	2001-02	91.2%	2002-03	90.9%	2003-04	92.3%	2004-05	91.6%
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	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> • Provide independent operational assessments. 	No independent operational assessments were requested in 2005-06.
	1.5 Enhance library and media services to increase program delivery support and student learning.	<ul style="list-style-type: none"> • Develop a quality collection of information in all formats and, in an appropriate balance to meet the needs of faculty and students. 	The collection in print format is now approximately 80,000 titles. Extensive weeding of older material no longer required makes the collection more current and up-to-date.
Online resources and forms facilitate access to library resources and services.			
Twice yearly, Program & Curriculum Development facilitates the collection of Student Mid-course Evaluation of Instruction from participating faculty. These feedback forms are then made available through the PCD Public Folder and the Learning Object Repository.			
<ul style="list-style-type: none"> • Increase College access to information resources through networks, Internet and cooperative arrangements. 		Approximately 8,000 catalogue records were enhanced with Table of Contents information to improve subject retrieval. Wherever possible, any new record will also have such information.	
		The Library subscribes to 15 databases on an individual basis plus 12 additional databases through our largest vendor, EBSCOhost.	
		<ul style="list-style-type: none"> • Develop an open access Learning Commons that includes a range of multi-media hardware and software. 	Plans for a Learning Commons at the Notre Dame Campus have been developed that parallel the Princess Street Campus operation.
	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. 	Communication with several providers is on-going.

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> Conduct a series of workshops and information sessions for staff on the programs and services available through the various departments within Administrative Affairs. 	<p>Presentation were made at staff and student orientation sessions. A Police presentation on personal safety is arranged annually for the Notre Dame and Princess Street Campuses. Periodic submissions were made to the Projector and to Headlines. Participation is on-going in Classroom Management Panel presentations.</p> <p>EHS has developed 28 related training modules for employees and are offering them through Staff Development. Course conversion to computer based training is being explored.</p> <p>Bookstore and Food Services have new or redesigned websites to promote product and services.</p>
		<ul style="list-style-type: none"> Conduct surveys and focus group sessions to determine effectiveness of services provided. 	<p>In 2006 several surveys and focus group meetings were held in conjunction with the safety audit. Further safety program surveys will be conducted in 2009.</p>
	1.7 Develop capability to undertake applied research on a cost-recovery basis.	<ul style="list-style-type: none"> Seek eligibility status for RRC for Social Sciences and Humanities Research Council and the Canadian Institutes of Health Research and other major research funding agencies grants. 	<p>RRC has achieved Social Sciences and Humanities Research Council (SSHRC) eligibility status. The College's eligibility status for the Canadian Institutes of Health Research is pending, subject to the award of a project.</p>
		<ul style="list-style-type: none"> Include applied research projects as part of academic programs where appropriate. 	<p>The Science of Early Childhood Development (SECD) was incorporated into the Early Childhood Education program.</p> <p>All technology programs have an applied research component as a requirement of continuing accreditation.</p> <p>The Centre for Applied Research in Sustainable Infrastructure is about to become operational, resulting in more opportunities.</p> <p>Applied research projects have been added to the curricula for all Engineering Technology programs. Student teams continue 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>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
			Applied research projects are included in the new Life Sciences and Biotechnology programs
		<ul style="list-style-type: none"> Develop research protocols. 	A set of research protocol policies for RRC has been completed and a Research Guide has been completed. A Research Coordinator is to be hired.
		<ul style="list-style-type: none"> Implement comprehensive research policies and procedures. 	Several policies have been approved and released. Institutional research policies completed include: (a) Research Administration, (b) Recovery Costs of Research, and (c) Approval to Forward an Application for Research Funds to an External Sponsor. Research policies are being monitored for inclusiveness and on-going relevance. An Intellectual Property Policy will be reviewed and carried out. An updated institutional research plan is being completed.
		<ul style="list-style-type: none"> Seek joint applied research opportunities with other institutions. 	<p>Building applied research and commercialization linkages continue, internally and externally - including negotiations and discussions with TR Labs, the University of Winnipeg, and Biomedical Commercialization Canada (BCC) to work closer together. Funding for activities (primarily academic release time and student support) is still the priority. As well, a Memorandum of Cooperation with the University of Winnipeg is ready for signature.</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> <p>Technology development funds are now available.</p>
		<ul style="list-style-type: none"> Develop the Centre for Applied Research in Sustainable Infrastructure. 	The official opening of the Centre for Applied Research in Sustainable Infrastructure (CARSI) building is planned for February 2007. A CARSI technician is to be hired.
		<ul style="list-style-type: none"> Establish strategies to build internal applied research capacity. 	<p>Small Scale Applied Research Fund is now being operated as a Technology Development fund through the Manitoba Intellectual Property Mobilization program.</p> <p>The Applied Research & Commercialization (ARC) educational series, newsletter and website are now operational. The ARC office developed a speaker series for RRC faculty and staff to build understanding of applied research in the college setting.</p>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> • Seek Research grants to support the College's applied research agenda. • Establish and foster strategic alliances to support the growth of applied research. 	<p>A half-time search coordinator position has been approved in 2006-07 to support the development of Applied Research projects.</p> <p>An Applied Scientific Research & Experimental Development template has been developed. Its first use was with Motor Coach Industries.</p> <p>Major projects have been established with Manitoba Hydro utilizing the Centre for Applied Research in Sustainable Infrastructure.</p> <p>Applied Research & Commercialization continues to raise awareness of applied research in the College, primarily in the government community, including such activities as:</p> <ul style="list-style-type: none"> ▪ CIHR Technology Commercialization Management Fellow review committee, ▪ NSERC GPX Peer Review Committee (Russian defense industry conversion), ▪ EST - provide advice to the Deputy Minister concerning Commercialization (for the Conference Board of Canada), ▪ DFAIT - Special Advisor, Intellectual Property, to the Canada-Brazil Science and Technology Network, ▪ ACCC National Research Action Committee (vice-chair), and the ▪ Prime Minister's Advisory Council on Science and Technology (concerning technology adoption and diffusion). <p>ARC continues to participate in BIO conferences as part of the Manitoba Pavilion to help develop partnerships. RRC is a member of Weslink and the Manitoba Intellectual Property Management Consortium.</p> <p>RRC provides leadership to the ACCC Applied Research group.</p> <p>RRC seconded Ray Hoemsen to NSERC to be the Visiting Executive to the Western Regional office for 2006.</p>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> Develop strategies to manage intellectual property issues and to initiate technology transfer and commercialization. 	<p>Flintbox, an online platform for marketing and licensing the outcomes of research taking place in and around universities, is being implemented. Flintbox allows organizations to describe and publish research projects online and associate products of this research for online license, purchase and download. As well, the design of an enterprise management system to help the ARC office to track contacts, grants, contracts, projects, agreements, intellectual property, expertise and activities has been pursued. Also, ARC is working with the Manitoba Intellectual Property Mobilization Network.</p>
1.8	Enhance the College facilities to support friendly and efficient customer service.	<ul style="list-style-type: none"> Relocate all enrolment and student support services for student convenience and accessibility. 	<p>Plans to relocate Enrolment Services from Building C to the first floor of Building D and to renovate the remaining area of Student Support Services on the same floor have been developed. However, funds are not available to proceed with construction.</p>
		<ul style="list-style-type: none"> Pursue, in partnership with the Students' Association, the development of student common space. 	<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. A recreation/games room has been completed. The development of a lounge in Building J and the renovation of The Cave to create a multi-purpose space for social activities will be completed in 2007.</p>
			<p>Courtyard redesign is pending.</p>
		<ul style="list-style-type: none"> Pursue the development of a long-term (15 years) Campuses Plan. 	<p>Work on campus planning has begun and completion of the Campus Master Plan will likely take place in the fall/winter of 2007. Completion of the Academic Plan now allows for facilities planning to take place. Funds (\$60K) have been identified to hire a consultant for initial phase of the Master Plan.</p>
		<ul style="list-style-type: none"> Pursue the development of increasing parking at the Notre Dame Campus. 	<p>On-going discussions with facilities to ensure adequate replacement for stalls lost over HETC construction.</p>
		<ul style="list-style-type: none"> Review signage at the Notre Dame Campus to improve ease of understanding and access. 	<p>Sign mill was purchased. Discussions with wayfinding consultant are being pursued. Directories in Buildings A and C are being modified.</p>
			<p>Further to Notre Dame signage, Princess Campus directories require development and installation in 2007.</p>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> Pursue the development of a strategy to support Regional Campus delivery expansion and integration in the community. 	<p>Steinbach Regional Campus (including the community learning centre) moved into the new Eastman Education Centre in September 2006.</p>
		<ul style="list-style-type: none"> Establish an approach to a network of RRC Adult Learning Centres. 	<p>This task has been accomplished. RRC operates ALC activity at the Main Street Campus which oversees and coordinates ALC activity in Steinbach, St. Pierre, Winkler and through the Biindigen program.</p>
		<ul style="list-style-type: none"> Provide a physical environment conducive to student success at the Notre Dame Campus, such as multi-cultural centre, study, fitness areas and lounge space, tutoring areas. 	<p>Space has been identified in Building D, 2nd floor for the Centre for Immigrant and International Students and the Diversity and Immigrant Student Support office with funding for the development provided by a grant from Scotiabank.</p> <p>Architectural drawings of the Learning Assistance Centre which includes tutoring areas have been completed. However, funds to proceed with construction are not available.</p>
		<ul style="list-style-type: none"> Develop strategies to upgrade and modernize facilities in J, M, and B buildings. 	<p>The Apprenticeship Branch is considering a request to help fund a modernization study for buildings J, M and B. The Apprenticeship Branch provided \$250K of funding to support equipment and facility upgrades to buildings J, M and B.</p> <p>Energy Audit by DSE is completed. Project selection is in progress.</p> <p>Initiate detailed M/E Audit specifically for building B.</p>
		<ul style="list-style-type: none"> Develop a long term strategy for facilities to support Heavy Equipment Transportation Training. 	<p>Smith Carter architects have been engaged to design a new Heavy Equipment Training Centre (HETC) which will be ready to go for tender in January 2007. The HETC business plan has been presented to COPSE. Refinement of requirements and planning surrounding the capital campaign are underway.</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>Architectural drawings for the space on the first floor of Building D for Enrolment Services have been completed. The proposed renovation is intended to make the areas more accessible to students, customer friendly and service efficient. However, funds are not available to proceed with these renovations.</p> <p>Library web site has been restructured to present information from a user's perspective according to User-Centred Design principles.</p>

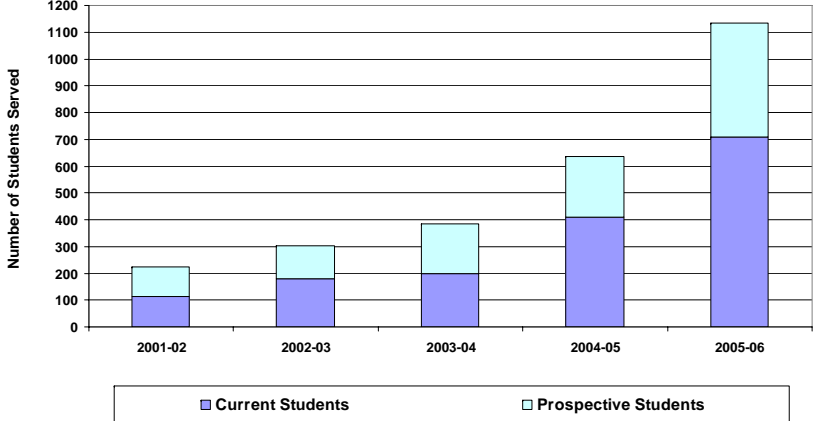
	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
			All Notre Dame Campus lecture theatres have been upgraded to permit video streaming.
1.9	Implement a comprehensive approach to ensure programs adapt to the global marketplace and workplace.	<ul style="list-style-type: none"> Develop a strategy to grant applied degrees, including advocacy for the required legislative changes. 	Discussions were held with the Deputy Minister (DM). RRC is developing three example Letters of Intent for review by COPSE and the DM this fall. Recommendations were provided for the November 2006 throne speech. The President has had advocacy discussions with the Minister and the DM.
		<ul style="list-style-type: none"> Designate and develop one or more programs for applied degree status. 	RRC is developing three example Letters of Intent for review by COPSE and the Deputy Minister this fall, including Medical Laboratory Sciences and Diagnostic Imaging, Geomatics, and Graphic Design. More than ten potential applied degrees were identified in the Academic Plan 2006 - 2020.
		<ul style="list-style-type: none"> Determine the market demand and need for applied degrees in specific programs. 	RRC has been working with professional associations, educators and industry to determine market demand for applied degree education in areas such as manufacturing, health sciences, human services, engineering technologies, information technologies and applied arts.
		<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. 	Several Ethics courses were delivered on a pilot basis over the past 18 months. Ultimately, the goal is to have Ethics training in all programs.
		<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. 	Diversity and Immigrant Student support delivered 28 diversity workshops to 675 students in 11 academic programs as well as two inclusive learning workshops to 29 faculty through Staff Development. The office also delivered 65 college-wide diversity events attended by 3367 students and staff; 11 Diversity Speaker's Series presentations delivered to five Academic programs; and provided 116 consultations on inclusive learning to 116 faculty and staff.

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE																																				
			<p style="text-align: center;">Diversity and Immigrant Student Support Diversity Workshops for Red River College Students</p> <table border="1"> <caption>Diversity Workshops for Red River College Students</caption> <thead> <tr> <th>Year</th> <th>Diversity Workshops (Students)</th> <th>Student Participants</th> </tr> </thead> <tbody> <tr> <td>2001-02</td> <td>16</td> <td>1200</td> </tr> <tr> <td>2002-03</td> <td>46</td> <td>1200</td> </tr> <tr> <td>2003-04</td> <td>23</td> <td>600</td> </tr> <tr> <td>2004-05</td> <td>20</td> <td>500</td> </tr> <tr> <td>2005-06</td> <td>28</td> <td>700</td> </tr> </tbody> </table> <p style="text-align: center;">Diversity and Immigrant Student Support Diversity Workshops for Red River College Staff</p> <table border="1"> <caption>Diversity Workshops for Red River College Staff</caption> <thead> <tr> <th>Year</th> <th>Diversity Workshops (Staff)</th> <th>Staff Participants</th> </tr> </thead> <tbody> <tr> <td>2001-02</td> <td>2</td> <td>50</td> </tr> <tr> <td>2002-03</td> <td>4</td> <td>70</td> </tr> <tr> <td>2003-04</td> <td>4</td> <td>60</td> </tr> <tr> <td>2004-05</td> <td>3</td> <td>90</td> </tr> <tr> <td>2005-06</td> <td>2</td> <td>40</td> </tr> </tbody> </table>	Year	Diversity Workshops (Students)	Student Participants	2001-02	16	1200	2002-03	46	1200	2003-04	23	600	2004-05	20	500	2005-06	28	700	Year	Diversity Workshops (Staff)	Staff Participants	2001-02	2	50	2002-03	4	70	2003-04	4	60	2004-05	3	90	2005-06	2	40
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	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
	1.10 Develop, implement and continuously review a comprehensive Academic Program expansion and Division adaptation Plan.	<ul style="list-style-type: none"> Review and continually update the RRC academic program expansion strategy. Develop a new long term Academic Plan that will guide academic programming, applied research, student success initiatives, teaching and learning, faculty planning, multi-mode delivery and student supports. 	<p>The 2000 - 2004 Academic Program Expansion Strategy has been completed with \$20M of College Expansion Initiative (CEI) investment in programs and facilities.</p> <p>Chapters 4 and 5 of the Academic Plan 2006 - 2020 outline the conceptual framework for new academic program expansion.</p> <p>The new comprehensive long term Academic Plan 2006 - 2020 has been completed.</p> <p>Industrial Technologies Division has proposed nine new programs for implementation from 2007 - 2010 in support of the Academic Plan.</p>
	1.11 Enhance the quality control of program delivery.	<ul style="list-style-type: none"> Develop web based curriculum support service to assist faculty in developing and delivering courses and programs. 	<p>The Anytime/Anywhere Instructor Resource (AIR) web site has been launched - going live to all College staff in May. The new AIR website centralizes common instructional resources in online format. Content and further enhancements continue to be developed.</p> <p>The Course Outline Web (COW) and Learning Object Repository (LOR) are being implemented by RRC as web-based curriculum support tools.</p> <p>The Learning Outcomes Performance Support Web provides instructors and others with 24/7 online support for developing learning outcomes.</p> <p>Program & Curriculum Development prepared and presented faculty workshops on the Course Outline Web and provided one-on-one assistance/training to faculty on an as needed basis.</p> <p>Year Two of the Teaching & Learning Support Web project, a three-year COPSE funded initiative under the Systems Restructuring Envelope, was completed. Progress has been made on 11 key deliverables.</p> <p>The Teaching Learning Technology Centre installed 8 online training modules for instructors to use WebCT6 components.</p>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> Develop an electronic inventory and repository for curriculum support in learning outcomes format including course outlines, lesson plans, instructional methodologies, etc. 	<p>The Course Outline Web (COW) database holds the course outlines for all RRC programs. RRC is halfway through a 3 year project to inventory all course outlines in the COW. Program & Curriculum Development led the implementation of a standardized Course Outline and the Course Outline Web for RRC.</p> <p>Software to support a digital archive and learning object repository has been purchased. Implementation is underway.</p> <p>Program & Curriculum Development presented a variety of workshops to faculty and CAE students on the Course Outline, Course Content Planning, and Learning Outcomes. The supports are made available electronically through the PCD Sharepoint site, Public Folders, and SCORE Learning Object Repository. Draft assessment rubrics for college-wide learning outcomes are developed and will be made available through SCORE and the PCD public folders.</p>
		<ul style="list-style-type: none"> Review and establish a revised student evaluation of instruction system (in an electronic format). 	<p>PCD has reviewed a variety of software for use with a student evaluation of instruction survey and met with the Students' Association to discuss options re: implementation.</p>
2.0	INCREASE STUDENT SUCCESS.		
	2.1 Champion students to new levels of intellectual and personal achievement.	<ul style="list-style-type: none"> Implement strategies to assist students through a student academic advising system. 	<p>College Academic Advisors provided 3,721 advising sessions most of which were pre-enrolment advising, an increase of 13%.</p>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE																				
			<p style="text-align: center;">Academic Advising</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <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>2002-03</td> <td>3100</td> <td>200</td> <td>3300</td> </tr> <tr> <td>2003-04</td> <td>3000</td> <td>100</td> <td>3100</td> </tr> <tr> <td>2004-05</td> <td>3100</td> <td>200</td> <td>3300</td> </tr> <tr> <td>2005-06</td> <td>3450</td> <td>280</td> <td>3730</td> </tr> </tbody> </table> <p>The purchase and implementation of Colleague will provide the academic advising unit with functionality for assisting students with academic planning; specifically the degree audit function.</p> <p>Diversity and Immigrant Student Support provided 1,133 advising sessions to 710 current students and 423 prospective students, a 78% increase in advising sessions over 2004-05.</p>	Year	Prospective Students	Current Students	Total	2002-03	3100	200	3300	2003-04	3000	100	3100	2004-05	3100	200	3300	2005-06	3450	280	3730
Year	Prospective Students	Current Students	Total																				
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		<ul style="list-style-type: none"> Implement strategies to assist students through a faculty academic advising system. 	<p style="text-align: center;">Diversity and Immigrant Student Support One on One Advising Student Contacts</p>  <table border="1" data-bbox="1171 250 1978 669"> <caption>Diversity and Immigrant Student Support - One on One Advising Student Contacts</caption> <thead> <tr> <th>Year</th> <th>Current Students</th> <th>Prospective Students</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>2001-02</td> <td>120</td> <td>100</td> <td>220</td> </tr> <tr> <td>2002-03</td> <td>180</td> <td>120</td> <td>300</td> </tr> <tr> <td>2003-04</td> <td>200</td> <td>180</td> <td>380</td> </tr> <tr> <td>2004-05</td> <td>420</td> <td>240</td> <td>660</td> </tr> <tr> <td>2005-06</td> <td>720</td> <td>420</td> <td>1140</td> </tr> </tbody> </table> <p>The Senior Academic Committee (SAC) adopted a policy establishing a college-wide faculty academic advising system. Pilot projects were conducted in 2005-06 and are being evaluated. Policy B12 - Faculty Academic Advising was approved for implementation in 2006-07. The policy requires that all students registered in full-time programs be provided with proactive faculty academic advising throughout their academic career. The policy also defines the standards for faculty academic advising.</p> <p>IT and TAM Divisions introduced a YOU CAN DO IT College Preparation Week pilot for 20 incoming students. This five-day workshop will be expanded in 2007-08.</p> <p>Business Administration participated in the FIT pilot. The division is working toward implementing faculty academic advising.</p>	Year	Current Students	Prospective Students	Total	2001-02	120	100	220	2002-03	180	120	300	2003-04	200	180	380	2004-05	420	240	660	2005-06	720	420	1140
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		<ul style="list-style-type: none"> Implement strategies to facilitate the transition to College life. 	<p>A pilot project focusing on first day orientation for first year students in each college program was developed and implemented for the Fall of 2006. Students were provided with a kit containing information materials about the Students' Association, services for students and college policies along with a booklet "Making Your Mark" which outlines tips and practices to achieve academic success. The SA sponsored a Welcome Barbecue. Each program delivered its own orientation.</p> <p>Diversity and Immigrant Student Support's Cultural and Language Mentorship Program had 92 immigrant, international and Canadian-born students and staff participants. Fifteen (15) Canadian Professional Skills workshops were delivered to 116 immigrant and international students. The first annual Welcome Party for Immigrant and International Students was held with 130 students and staff in attendance.</p> <div data-bbox="1165 706 1984 1136"> <p style="text-align: center;">Diversity and Immigrant Student Support Cultural and Language Mentor Program</p> <table border="1"> <caption>Diversity and Immigrant Student Support Cultural and Language Mentor Program</caption> <thead> <tr> <th>Academic Year</th> <th>Students Being Mentored</th> </tr> </thead> <tbody> <tr> <td>2003-04</td> <td>38</td> </tr> <tr> <td>2004-05</td> <td>80</td> </tr> <tr> <td>2005-06</td> <td>92</td> </tr> </tbody> </table> <p>Data for the 2004-05 academic year as at November 2005.</p> </div> <p>Student Support Services participated in a College Prep Camp pilot project organized for in-coming students in Industrial Technologies and Transportation, Aviation and Manufacturing, delivering workshops on a variety of skills and self-management topics. Nineteen (19) students began the 1 week program with an average daily attendance of 13 students.</p>	Academic Year	Students Being Mentored	2003-04	38	2004-05	80	2005-06	92
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2005-06	92										

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE								
		<ul style="list-style-type: none"> Assist in the reduction of financial barriers to college education. 	<p>Diagnostic tests administered by Assessment Services has increased by 27% over 3 years: 2,864 (2003-04), 3,041 (2004-05), 3,646 (2005-06).</p> <div data-bbox="1165 316 1942 820" style="text-align: center;"> <p>Diagnostic Tests Administered by Assessment Services</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>Diagnostic Tests Administered by Assessment Services</caption> <thead> <tr> <th>Year</th> <th>Number of Students Tested</th> </tr> </thead> <tbody> <tr> <td>2003-04</td> <td>2,864</td> </tr> <tr> <td>2004-05</td> <td>3,041</td> </tr> <tr> <td>2005-06</td> <td>3,646</td> </tr> </tbody> </table> </div> <p>College Relations continued to increase endowments and the number of scholarships. The College awarded \$373,513 dollars in scholarships, bursaries and awards, an increase of approximately 11%.</p>	Year	Number of Students Tested	2003-04	2,864	2004-05	3,041	2005-06	3,646
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			<p style="text-align: center;">Scholarships and Bursaries Awards Administered by the College¹</p> <table border="1"> <caption>Scholarships and Bursaries Awards Administered by the College¹</caption> <thead> <tr> <th>Year</th> <th>Number of Awards</th> <th>Value of Awards (\$)</th> </tr> </thead> <tbody> <tr> <td>2001-02</td> <td>575</td> <td>275,000</td> </tr> <tr> <td>2002-03</td> <td>580</td> <td>300,000</td> </tr> <tr> <td>2003-04</td> <td>655</td> <td>310,000</td> </tr> <tr> <td>2004-05</td> <td>625</td> <td>340,000</td> </tr> <tr> <td>2005-06</td> <td>700</td> <td>375,000</td> </tr> </tbody> </table> <p>1. Some awards administered by the College may be externally funded. Awards refers to the number of scholarship cheques issued.</p> <p style="text-align: center;">Emergency Loans Provided by the College</p> <table border="1"> <caption>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>2002-03</td> <td>300</td> <td>65,000</td> </tr> <tr> <td>2003-04</td> <td>280</td> <td>75,000</td> </tr> <tr> <td>2004-05</td> <td>230</td> <td>65,000</td> </tr> <tr> <td>2005-06</td> <td>200</td> <td>50,000</td> </tr> </tbody> </table>	Year	Number of Awards	Value of Awards (\$)	2001-02	575	275,000	2002-03	580	300,000	2003-04	655	310,000	2004-05	625	340,000	2005-06	700	375,000	Year	Number of Emergency Loans	Value of Emergency Loans (\$)	2002-03	300	65,000	2003-04	280	75,000	2004-05	230	65,000	2005-06	200	50,000
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			<p>The implementation of Colleague will provide the functionality needed to better advise students of scholarship and bursary opportunities.</p> <p>Funds raised from the last 4 RRC Invitational Golf Tournament totals in excess of \$40,000 and will be used to create an endowed scholarship fund for students with disabilities. The funds will be matched by the Manitoba Scholarship and Bursary Initiative. About 3-4 scholarship/awards will be awarded annually. Remaining funds raised will be directed to upgrading assistive technologies.</p> <p>Diversity and Immigrant Student Support's assisted in the reduction of financial burdens: three students won Diversity Step-Out-of-Your Box Scholarships totaling \$1000; two immigrant students awarded Manitoba Youth Serves scholarships valuing \$1000 each for volunteering with the Diversity and Immigrant Student Support; new Diversity Award for Refugees established with \$2,250 in donations being raised and matched; and new Scholarship Endowment Fund for immigrant and international students of \$10,000 established with funds donated by Scotiabank.</p>
		<ul style="list-style-type: none"> Implement strategies to support students with a variety of personal, cultural, academic, vocational and socio-economic challenges. 	<p>Diversity and Immigrant Student Support office provided assistance to prospective immigrant and current immigrant and international students: 384 in 2003-04, 636 in 2004-05, and 1,133 in 2005-06, a 195% increase over three years; expanded Cultural and Language Mentorship Program to include group activities; in partnership with International Education, implemented an annual Welcome Party for Immigrant and International Students; initiated in partnership with the Learning Assistance Centre a new Staff ESL Tutor Project where 12 students were placed with staff tutors to work on English Language skills; and delivered 65 college-wide diversity events attended by 3,367 students and staff.</p> <p>A steering committee has been formed to address the support needs of the Gay/Lesbian/Bisexual/Transgender/Transsexual student population.</p> <p>562 students with disabilities were provided with services, an increase of 17% over 2004-05. 479 students with disabilities were served in 2004-05 and 458 students in 2003-04.</p> <p>95 students met with the psychologist for psycho-educational testing for Learning Disabilities/Attention Deficit-Hyperactivity Disorder (LD/ADHD).</p>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
			<p>A site license upgrade for the JAWS-5 screen-reading software was purchased. This software is available at the Notre Dame, Princess Street, and Main Street campuses.</p> <p>11 Deaf and hard-of-hearing students were provided with 11,643 hours of ASL interpreting or computerized note-taking.</p> <p>414 students were provided with exam accommodations.</p> <p>A first draft of a new policy on Accommodations for Students with Disabilities has been written.</p>
		<ul style="list-style-type: none"> Develop and implement an intercollegiate athletics program. 	<p>An intercollegiate athletic program was reinstated at the College after a 20 year absence beginning with one sport. RRC women's and men's volleyball teams competed in the 2005-06 Central Plains Athletic Conference (CPAC) volleyball season with both teams finishing in second place in the CPAC playoffs. RRC has added basketball to the athletics program and now has men's and women's volleyball and basketball competing in CPAC for the 2006-07 season.</p> <p>RRC also established a men's and women's 18-and-under Club Volleyball program for the 2006 season. Club Volleyball is run under the auspices of the Manitoba Volleyball Association and is an excellent vehicle for college recruitment.</p>
		<ul style="list-style-type: none"> Establish systematic techniques to understand student needs, issues and priorities. 	<p>Stage 2 of the Freshman Integrated Tracking System pilot is underway in the nine programs. A higher survey participation rate was achieved in 2006 and the student report referring the student to the appropriate support service based on the student's response was modified to be more student friendly.</p>
		<ul style="list-style-type: none"> Establish a comprehensive Learning Assistance Centre. 	<p>The hiring of a Coordinator of the Learning Assistance Centre is anticipated for December 2006.</p>

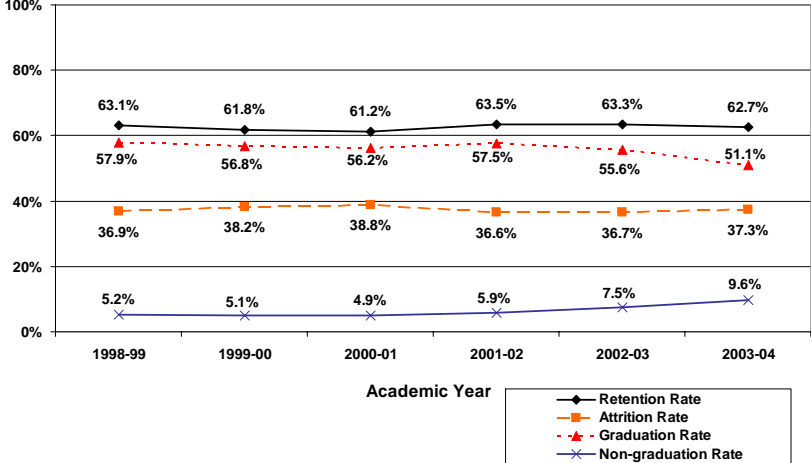
	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE																								
	<p>2.2 Develop and implement pre-enrolment activities.</p>	<ul style="list-style-type: none"> Proactively work towards achieving a representative student population that reflects the diversity of the community served. 	<p>Diversity and Immigrant Student Support provided 23 consultations/presentations to 13 external organizations including Apprenticeship Branch, government departments, high schools, host families, universities, colleges and private sector agencies to support diversity-related issues and prospective student needs; provided 3 tours to prospective students from the Salvation Army's Employment Preparation Program for War Affected Youth, Maples Collegiate ESL class and Language Training Centre's English for Nursing purposes class.</p> <div data-bbox="1165 470 1984 901"> <p style="text-align: center;">Student Population by Immigration Status Permanent Residents</p> <table border="1"> <caption>Student Population by Immigration Status - Permanent Residents</caption> <thead> <tr> <th>Year</th> <th>Number of Permanent Residents</th> <th>Proportion of Student Population</th> </tr> </thead> <tbody> <tr> <td>1999-00</td> <td>~500</td> <td>~6.5%</td> </tr> <tr> <td>2000-01</td> <td>~580</td> <td>~7.5%</td> </tr> <tr> <td>2001-02</td> <td>~630</td> <td>~8.0%</td> </tr> <tr> <td>2002-03</td> <td>~720</td> <td>~8.5%</td> </tr> <tr> <td>2003-04</td> <td>~800</td> <td>~9.0%</td> </tr> <tr> <td>2004-05</td> <td>~880</td> <td>~9.5%</td> </tr> <tr> <td>2005-06</td> <td>~980</td> <td>10.0%</td> </tr> </tbody> </table> </div>	Year	Number of Permanent Residents	Proportion of Student Population	1999-00	~500	~6.5%	2000-01	~580	~7.5%	2001-02	~630	~8.0%	2002-03	~720	~8.5%	2003-04	~800	~9.0%	2004-05	~880	~9.5%	2005-06	~980	10.0%
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		<ul style="list-style-type: none"> Maintain strong links with high school counsellors, teachers and students. 	<p>The Annual Counsellors Information Session was held at the Stevenson Aviation and Aerospace Training Centre on September 19, 2006. The session focused on Aviation and Aerospace training and included presentations by representatives from Boeing Canada, Manitoba Aerospace, and Red River College. Approximately 140 counsellors attended, the largest attendance in recent years.</p> <p style="text-align: center;">RRC Students by Previous Activity</p> <table border="1"> <caption>RRC Students by Previous Activity (Estimated Data)</caption> <thead> <tr> <th>Year</th> <th>Percentage of Students</th> </tr> </thead> <tbody> <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>24%</td></tr> <tr><td>2001-02</td><td>24%</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> <tr><td>2005-06</td><td>22%</td></tr> </tbody> </table> <p style="text-align: right;"><i>Attending High School</i></p> <p><i>Note: Year 1 enrolments. The above data represents full-time certificate, advanced diploma, diploma and external accreditation programs.</i></p>	Year	Percentage of Students	1996-97	28%	1997-98	27%	1998-99	25%	1999-00	27%	2000-01	24%	2001-02	24%	2002-03	25%	2003-04	24%	2004-05	23%	2005-06	22%
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		<ul style="list-style-type: none"> Implement services to assist prospective students in entry to the College. 	<p>“You Can Do it” College Preparation Week, a 15 hour pilot project initiated by Industrial Technologies and Transportation, Aviation and Manufacturing (TAM) divisions was held August 21 - 25. The program was designed to provide participants with skills needed to be successful in their studies and to help relieve new student anxiety. A number of workshops, such as study and college survival skills, time and stress management, note-taking, writing exams, diagnostic test results, etc. were delivered by Student Support Services staff. 19 students participated.</p> <p>126 campus tours were conducted in 2005-06 compared to 72 in 2004-05, with the number of tour participants increasing by more than 100% to 1,954 from 921.</p>																						

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE															
			<p style="text-align: center;">Campus Tours Notre Dame and Princess Street Campuses</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>Campus Tours Data</caption> <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>~700</td> </tr> <tr> <td>2003-04</td> <td>40</td> <td>~800</td> </tr> <tr> <td>2004-05</td> <td>70</td> <td>~1000</td> </tr> <tr> <td>2005-06</td> <td>125</td> <td>~2000</td> </tr> </tbody> </table>	Year	Tours Conducted	Total Participants	2002-03	40	~700	2003-04	40	~800	2004-05	70	~1000	2005-06	125	~2000
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		<ul style="list-style-type: none"> Implement strategies to provide relevant and accessible information to parents on College education. 	<p>The Student Recruitment Unit in Enrolment Services is beginning to plan the development of a “Parent” portal on the website which will focus on addressing the concerns and questions of parents.</p>															
2.3	<p>Implement a corporate system that is client focused and provides necessary student information from the point of student inquiry through to alumni status.</p>	<ul style="list-style-type: none"> Implement the Student Module of Colleague, the purchased ERP system, maximizing the system’s full potential for delivering web-enabled services, including e-commerce, to prospective students, current students, faculty and staff, improving processes and achieving best practices in service delivery. 	<p>Implementation of the Colleague Student Module continues with extensive consultations, process review, testing and training. Admissions activity for full-time programs goes live in January of 2007. Registration for full-time programs goes live in the Summer of 2007. Course registration for courses offered through SCaDE goes live in mid-May 2007.</p>															

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	<p>2.4 Develop and implement a comprehensive framework 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>Research and Planning is contributing to the COPSE Attrition Study currently being implemented. Retention and graduation data are recorded and reported annually. Research and Planning collaborated with COPSE and the other Manitoba colleges to develop a student flow model. The student flow model tracks individual students over time to monitor retention, attrition, non-graduation, and graduation rates.</p> <div data-bbox="1171 435 1976 966" data-label="Figure"> <p style="text-align: center;">College Level Benchmarks Certificate Programs</p> <table border="1"> <caption>College Level Benchmarks Data (1998-99 to 2004-05)</caption> <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>65.1%</td> <td>11.6%</td> </tr> <tr> <td>2002-03</td> <td>77.8%</td> <td>22.1%</td> <td>66.9%</td> <td>10.9%</td> </tr> <tr> <td>2003-04</td> <td>76.0%</td> <td>24.0%</td> <td>64.0%</td> <td>11.1%</td> </tr> <tr> <td>2004-05</td> <td>78.9%</td> <td>21.1%</td> <td>69.1%</td> <td>9.8%</td> </tr> </tbody> </table> <p style="text-align: center;">Data as at October 2006.</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%	65.1%	11.6%	2002-03	77.8%	22.1%	66.9%	10.9%	2003-04	76.0%	24.0%	64.0%	11.1%	2004-05	78.9%	21.1%	69.1%	9.8%
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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>Stage 2 of the student retention pilots is underway. Based on feedback from the stage 1 pilot, the current pilot is using only the Partners in Education Inventory survey and is establishing a Community of Practice in Faculty Academic Advising.</p> <p>The College adopted the Beatty-Guenter Retention Strategy Model to guide and balance its student services initiatives. The model acts as an organizing principle for both current and future programs to support student access, retention, and success.</p>																																			
		<ul style="list-style-type: none"> Measure and report on student success on an annual basis. 	<p>The College produces an annual Graduate Employment and Satisfaction Report and notes student successes in the Academic Annual Report. Key performance indicators related to student and graduate satisfaction are tracked and reported annually. An employer survey was conducted in the Spring of 2006. The annual Student Evaluation of Program survey has been completed and the report is currently in development.</p>																																			

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE																														
			<p>Reporting on ALC activity at RRC is provided to the Adult Learning and Literacy Branch through statistical and financial reports twice each academic year.</p> <p>Student satisfaction and graduation survey results are measured and reported on annually. RRC has very strong results when benchmarked against Ontario colleges.</p> <div data-bbox="1167 435 1976 954"> <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>95%</td> <td>86%</td> </tr> <tr> <td>2004/05</td> <td>96%</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	95%	86%	2004/05	96%	89%
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	<ul style="list-style-type: none"> Develop strategies to implement curricula that are reflective of the diverse and evolving needs of Aboriginal students and communities. 	<p>The Aboriginal Student Support area offers workshops and education to assist staff in working with Aboriginal students and communities. It continues to meet with Aboriginal communities regularly to ensure their needs are met.</p>																															

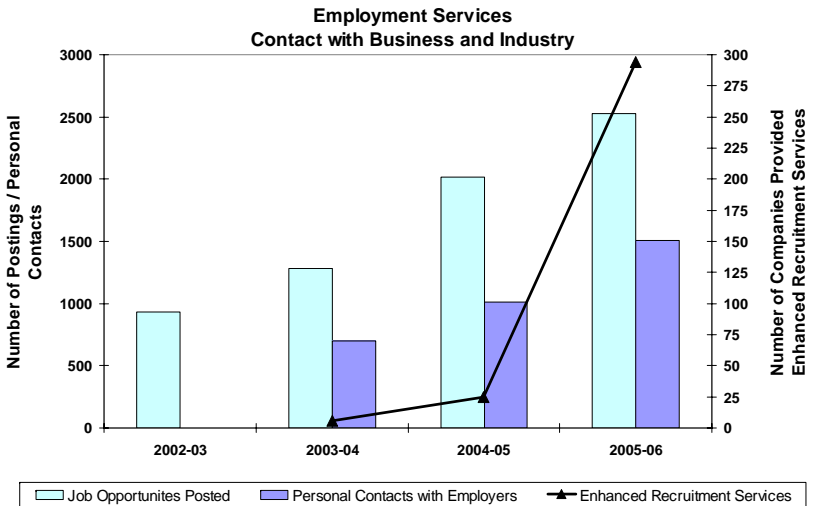
	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE										
			<p>In 2005-06, the major increase in the number of student contacts can be attributed to the addition of a new guidance counsellor in January 2006 and the inclusion of Elder contact hours. The profile of the Aboriginal Student Service Centre has increased by 100% by means of marketing efforts, communication/presentations, and committee announcements. The 2006-07 numbers are projected to be even larger as the new guidance counsellor is full-time, the Elders are busier than ever, and the larger number of student events which are now included in contact hours. The supports and services have also increased by 200% at the Princess Street Campus.</p> <p style="text-align: center;">Aboriginal Student Service Centre</p> <table border="1"> <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> <tr> <td>2005-06</td> <td>3200</td> </tr> </tbody> </table>	Year	Number of Students Served	2002-03	550	2003-04	700	2004-05	1200	2005-06	3200
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		<ul style="list-style-type: none"> • Develop strategies to undertake a diversity research program. 	<p>Following upon a Letter of Commitment submitted by the College's President to the Canadian Association of Aboriginal Business, Research and Planning established a committee to undertake a self-assessment for submission to the Progressive Aboriginal Relations (PAR) program. A consultant will be hired in 2007 to complete the assessment and prepare a report and portfolio of evidence for evaluation by the National Quality Institute.</p>										
		<ul style="list-style-type: none"> • Measure and report on the progress of the diversity initiative. 	<p>Diversity and Immigrant Student Support office develops an annual operational plan and prepares an annual report.</p>										

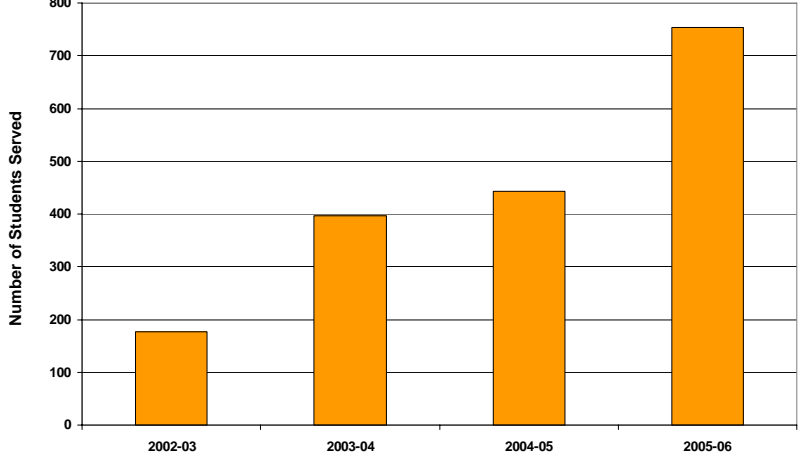
	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> Develop and implement strategies and activities that support diversity and create learning environments to increase student success. Enhance learning support services. 	<p>A new steering committee has been formed to address the support needs of the Gay/Lesbian/Bisexual/Transgender/Transsexual student population.</p> <p>Diversity and Immigrant Student Support office 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"> Advising Services for Immigrant and International students including support material - Guide for Immigrant Students Cultural and Language Mentorship Program Transition to Canada Supports including the Canadian Professional Skills Workshop Series for Immigrant and International Students and the Global Friendship Circle Diversity Events Program including the Diversity Speaker's In-Class Series Community Relations Initiative including liaising with funders and providing diversity-related supports, i.e. ETS, Apprenticeship Branch. <p>Inclusive learning support services include delivering of customized diversity awareness workshops to students in academic programs; inclusive learning environment workshops and consultation services to faculty/staff. The department also prepares an Inclusive Learning Guide for Faculty.</p> <p>Student Services continued to build upon the success of "Strategies for Success" lunchtime workshop series (test-taking & study skills, test anxiety, and career exploration). The workshops are a collaborative effort between Counselling & Disability Services and the Learning Assistance Centre.</p> <p>Tutoring Services provided 8,656 total hours of service in 2005-06. Over 3 years the total hours of tutoring support were; 7,733 hrs (2003-04), 9,360 hrs (2004-05), and 8,656 (2005-06).</p> <p>Peer tutoring provided 3,093 hours of service in 2005-06. Over 3 years the total hours of peer tutoring support were 3,053 hrs (2003-04), 3,767 (2004-05), and 3,093 (2005-06).</p> <p>Study group attendees numbered 835 in 2005-06. Over 3 years study group participation has increased significantly.</p>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE																																			
			<p style="text-align: center;">Tutorial Services Number of Students Receiving Tutoring and Contact Hours</p> <table border="1"> <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>2002-03</td> <td>800</td> <td>7800</td> </tr> <tr> <td>2003-04</td> <td>1050</td> <td>8000</td> </tr> <tr> <td>2004-05</td> <td>1200</td> <td>9500</td> </tr> <tr> <td>2005-06</td> <td>1350</td> <td>8800</td> </tr> </tbody> </table> <p style="text-align: center;">Use of Services Offered by Tutorial Services</p> <table border="1"> <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>2002-03</td> <td>380</td> <td>280</td> <td>150</td> </tr> <tr> <td>2003-04</td> <td>370</td> <td>480</td> <td>200</td> </tr> <tr> <td>2004-05</td> <td>450</td> <td>570</td> <td>200</td> </tr> <tr> <td>2005-06</td> <td>310</td> <td>830</td> <td>200</td> </tr> </tbody> </table>	Year	Number of Students Receiving Tutoring	Contact Hours	2002-03	800	7800	2003-04	1050	8000	2004-05	1200	9500	2005-06	1350	8800	Year	Individual Peer Tutoring	Study Group Tutoring	Tutoring for Students with Disabilities	2002-03	380	280	150	2003-04	370	480	200	2004-05	450	570	200	2005-06	310	830	200
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		<ul style="list-style-type: none"> Enhance counselling services. 	<p>Two brochure series were developed to assist students in developing strategies concerning both academic and personal challenges. The series titled "Strategies for Success" includes brochures on such topics as test taking, note-taking and improving reading skills. The series titled "Balancing Your Life" focuses on topics such as depression, anxiety and stress management. The content of these brochures is also available on the College website.</p> <p>Counseling Services served 1,585 students in 2005-06, with 5,036 appointments recorded for the same period.</p> <div data-bbox="1144 500 2001 1079" data-label="Figure"> <table border="1"> <caption>Counseling Services Data</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>5000</td> </tr> <tr> <td>2003-2004</td> <td>1680</td> <td>5200</td> </tr> <tr> <td>2004-2005</td> <td>1350</td> <td>5300</td> </tr> <tr> <td>2005-2006</td> <td>1410</td> <td>5000</td> </tr> </tbody> </table> </div> <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 and/or personality testing. 109 students were served in 2005-06.</p>	Year	Students Receiving Counseling Services	Counseling Appointments	2002-2003	1480	5000	2003-2004	1680	5200	2004-2005	1350	5300	2005-2006	1410	5000
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	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE												
		<ul style="list-style-type: none"> Establish and implement language supports for ESL students in career-focused programs. 	<p>Diversity and Immigrant Student Support initiated, in partnership with the Learning Assistance Centre, a new Staff ESL Tutor Project where 12 students were placed with staff tutors rather than peer tutors to work on English Language skills. As part of the Canadian Professional Skills Series Workshops: 3 Public Speaking Skills for Second Language Speakers, 3 Improving Your Pronunciation Skills for Second Language Students, 2 Effective Group Communication Skills for Immigrant Students workshop and 2 Summer Conversations Circles were delivered.</p> <div data-bbox="1150 464 1999 1045" style="border: 1px solid black; padding: 10px;"> <p style="text-align: center;">Diversity and Immigrant Student Support Canadian Professional Skills Workshops</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>Data for Diversity and Immigrant Student Support Canadian Professional Skills Workshops</caption> <thead> <tr> <th>Year</th> <th>Advanced ESL Workshops</th> <th>ESL Student Participants</th> </tr> </thead> <tbody> <tr> <td>2003-04</td> <td>7</td> <td>70</td> </tr> <tr> <td>2004-05</td> <td>15</td> <td>120</td> </tr> <tr> <td>2005-06</td> <td>15</td> <td>115</td> </tr> </tbody> </table> </div>	Year	Advanced ESL Workshops	ESL Student Participants	2003-04	7	70	2004-05	15	120	2005-06	15	115
Year	Advanced ESL Workshops	ESL Student Participants													
2003-04	7	70													
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		<ul style="list-style-type: none"> Implement a system to assist students-at-risk through a pilot project to identify students-at-risk and interventions to address risk factors. 	<p>Stage 2 of concurrent pilots of the Freshman Integration Tracking (FIT) System and the RRC Faculty Academic Advising Model began in the fall of 2006. Nine (9) programs with 304 students participated. Overall the programs had an 89% participation rate in the Partners in Education Inventory. A Formative Assessment of the 2005-06 pilots was prepared and submitted to SAC. Plans to establish a Community of Practice in Faculty Academic Advising are being implemented.</p> <p>A Formative Assessment of the 2005-06 concurrent pilots for FIT and Faculty Academic Advising was completed in September 2006. The assessment included a plan to continue the projects into 2007-08 and expand to programs at the Princess St. Campus.</p>												

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE																				
			Student Support Services continues participation in The First Year Integration Tracking (FIT) System as part of RRC's overall Student Retention Strategy. In the first year 8% of surveyed students registered for counselling and 24% for Learning Assistance Services.																				
	2.5 Provide employment service for students.	<ul style="list-style-type: none"> Work with business and industry to support recruitment and employment of College graduates. Support students and graduates in obtaining employment. 	<p>Employment Services recorded 2,530 job postings in 2005-06 along with 1,506 employer contacts and 754 student contacts.</p>  <table border="1"> <caption>Employment Services Contact with Business and Industry</caption> <thead> <tr> <th>Year</th> <th>Job Opportunities 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>10</td> </tr> <tr> <td>2004-05</td> <td>2000</td> <td>1000</td> <td>30</td> </tr> <tr> <td>2005-06</td> <td>2530</td> <td>1506</td> <td>754</td> </tr> </tbody> </table>	Year	Job Opportunities Posted	Personal Contacts with Employers	Enhanced Recruitment Services	2002-03	900	0	0	2003-04	1300	700	10	2004-05	2000	1000	30	2005-06	2530	1506	754
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			<p>Employment Services record 754 student contacts in 2005-06.</p> <p style="text-align: center;">Employment Services Number of Students Served</p>  <table border="1" data-bbox="1186 284 1984 738"> <caption>Employment Services 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>180</td> </tr> <tr> <td>2003-04</td> <td>400</td> </tr> <tr> <td>2004-05</td> <td>450</td> </tr> <tr> <td>2005-06</td> <td>750</td> </tr> </tbody> </table>	Year	Number of Students Served	2002-03	180	2003-04	400	2004-05	450	2005-06	750
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	<p>2.6 Develop a comprehensive measurement system to evaluate overall student and graduate success.</p>	<ul style="list-style-type: none"> • Implement a survey of employers. • Design and distribute in public form the Student Evaluation of Program results. • Develop data mining strategies to integrate student application information, entering student survey data, and student and graduate data to increase knowledge for decision makers. • Implement across the College the First Year Integration Tracking System. 	<p>A survey of employers was conducted in the Spring of 2006. A random sample of 300 employers were surveyed with 92% of employers indicating they were very or somewhat satisfied with the preparation of RRC graduates and 98% indicating they would hire a RRC graduate in the future. Another survey of employers is scheduled for 2007.</p> <p>The Student Evaluation of Program report is published on the RRC website and made available for public distribution in hardcopy.</p> <p>This is a work in progress and is being explored in relation to the implementation of the Colleague system.</p> <p>Plans are in place for a 3 stage pilot and final assessment. Resources for college-wide implementation are being sought.</p>										

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE																				
3.0	INCREASE PROGRAM OFFERINGS AND ENSURE THAT PROGRAMS AND THE MIX OF PROGRAMMING RESPONDS TO THE DIVERSE AND CHANGING NEEDS OF MANITOBANS AND THE WORKPLACE.																						
	3.1 Develop and deliver new programs to meet emerging labour market demand as outlined in the Growth Strategy.	<ul style="list-style-type: none"> Develop and implement methodologies to capture, document and transmit critical economic, technological and market trends. Acquire labour market information and analyze on a regular and on-going basis. 	<p>Research and Planning maintains a file of data related to college outcomes which it updates annually. Research literature and various government, business, and labour data sites are routinely scanned to document and report on trends important to the College.</p> <p>A program is being investigated for Primary Care Paramedics.</p> <p>The Employer Survey includes questions on the hiring plans of employers in Manitoba.</p> <div data-bbox="1176 568 1953 1104"> <p style="text-align: center;">Labour Market Demand\ MB Employers Need for Skilled Staff by Size of Employer</p> <table border="1"> <caption>Labour Market Demand: MB Employers Need for Skilled Staff by Size of Employer</caption> <thead> <tr> <th>Staffing Change</th> <th>All Employers</th> <th><15</th> <th>15-49</th> <th>50+</th> </tr> </thead> <tbody> <tr> <td>More staff</td> <td>~68%</td> <td>~65%</td> <td>~70%</td> <td>~65%</td> </tr> <tr> <td>About the same</td> <td>~30%</td> <td>~28%</td> <td>~25%</td> <td>~32%</td> </tr> <tr> <td>Less staff</td> <td>~2%</td> <td>~5%</td> <td>~1%</td> <td>~3%</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 <i>Source: Employer Survey February 2006</i></p> </div>	Staffing Change	All Employers	<15	15-49	50+	More staff	~68%	~65%	~70%	~65%	About the same	~30%	~28%	~25%	~32%	Less staff	~2%	~5%	~1%	~3%
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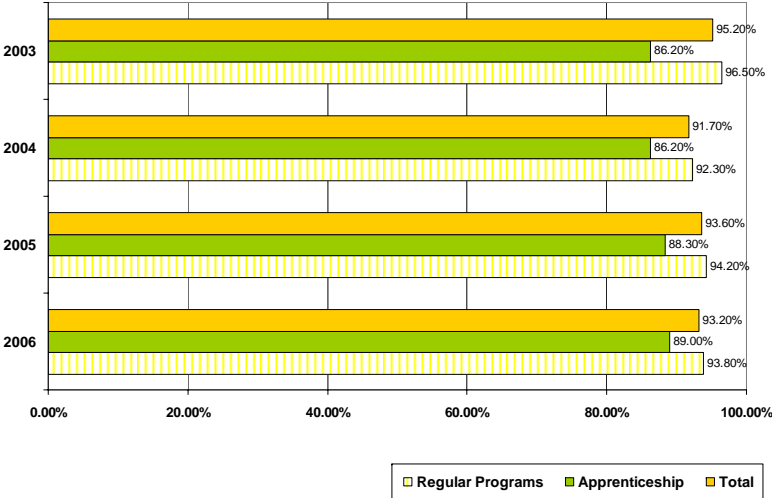
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			<p style="text-align: center;">Percent of Labour Leaders and Managers saying the Shortage of Skilled Labour is a Serious Problem</p> <table border="1"> <caption>Data from Chart: Percent of Labour Leaders and Managers saying the Shortage of Skilled Labour is a Serious Problem</caption> <thead> <tr> <th>Sectors</th> <th>Managers (%)</th> <th>Labour Leaders (%)</th> </tr> </thead> <tbody> <tr> <td>Transportation, Warehousing and Wholesale Trade</td> <td>42</td> <td>72</td> </tr> <tr> <td>Retail Trade and Consumer Services</td> <td>55</td> <td>68</td> </tr> <tr> <td>Public Administration / Government</td> <td>52</td> <td>65</td> </tr> <tr> <td>Manufacturing</td> <td>55</td> <td>68</td> </tr> <tr> <td>Information and Cultural Industries</td> <td>50</td> <td>65</td> </tr> <tr> <td>Health Services</td> <td>60</td> <td>72</td> </tr> <tr> <td>Forestry, Mining, Oil and Gas Extraction</td> <td>65</td> <td>68</td> </tr> <tr> <td>Finance, Insurance, Real Estate, Rental/Leasing</td> <td>55</td> <td>68</td> </tr> <tr> <td>Education Services</td> <td>62</td> <td>65</td> </tr> <tr> <td>Construction</td> <td>70</td> <td>55</td> </tr> <tr> <td>Communications and other Utilities</td> <td>50</td> <td>65</td> </tr> <tr> <td>Business Services</td> <td>38</td> <td>75</td> </tr> </tbody> </table> <p>Source: 2005 Viewpoints Leadership Survey</p> <p>Legend: ■ Managers ■ Labour Leaders</p> <p>The Engineering Technology programs were reviewed in a DACUM process in 2004. As a consequence of this review, all courses are undergoing alignment to a 16-week semester format. Content of the programs has been adjusted to better meet the needs of industries hiring our graduates.</p> <p>The Industrial Technologies division has entered into preliminary discussion with COPSE in regard to a Water Quality Technician program to address legislation for required certified Plant Operators in Manitoba.</p> <p>At the request of the Manitoba Home Builders Assoc., the Plumbing department delivered a 23-week Residential Plumbing program. This program was approved by the Apprenticeship Branch for Level 1 accreditation.</p> <p>Aboriginal Education monitors labour market trends for opportunities and areas in high demand in order to develop new programs.</p> <p>Continuing Education is redeveloping software development programs to meet industry standards. CE also established a series of non-credit computer training workshops.</p>	Sectors	Managers (%)	Labour Leaders (%)	Transportation, Warehousing and Wholesale Trade	42	72	Retail Trade and Consumer Services	55	68	Public Administration / Government	52	65	Manufacturing	55	68	Information and Cultural Industries	50	65	Health Services	60	72	Forestry, Mining, Oil and Gas Extraction	65	68	Finance, Insurance, Real Estate, Rental/Leasing	55	68	Education Services	62	65	Construction	70	55	Communications and other Utilities	50	65	Business Services	38	75
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	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
			<p>New program, Family Support Worker, has been added to the Community Services portfolio. A first employer needs assessment is in process for a proposed program in addictions and mental health.</p> <p>A significant market demand for Early Childhood Educators (ECE) has been identified by the ECE advisory board and Manitoba Family Services Child Day Care Office. Two new child care assistant courses and family child care training courses were offered through DE to address market demand for ECE111. ECE is also being delivered at regional campuses to respond to market demands.</p> <p>Community Services is partnering with Volunteer Manitoba to meet with employers and determine how we can best meet the short-term and long-term needs of employers who employ volunteer managers.</p> <p>Analysis is underway for proposed new Financial Services major in Business Administration.</p> <p>Program & Curriculum Development reported on current LMIs as part of the 8 Face Validation completed in 2005-06.</p> <p>The Employers' Survey includes questions on the hiring plans of employers in Manitoba.</p>
		<ul style="list-style-type: none"> Develop and evaluate an enrolment projection model to simulate potential growth of the College's enrolment over the short and long term. 	<p>The enrolment simulation model was developed using 13 years of data and used to calculate high, medium and low ranges for enrolments to 2020. The conservative medium range projected RRC enrolments in 2020 at 12,000 students.</p>
		<ul style="list-style-type: none"> Develop programming for delivery in multiple modes and in the profit, cost-recovery and subsidized formats. 	<p>Feasibility studies for a distance education Occupational Training Delivery and Sustainable Development program has been completed.</p>
		<ul style="list-style-type: none"> Develop collaborative programs with colleges, universities and other partners, locally, provincially, nationally and internationally. 	<p>The joint RRC University of Winnipeg Communications program has been re-designed to be a 2+2 offering, with first two years at University of Winnipeg.</p> <p>RRC and the Winnipeg Fire and Paramedic Services are collaborating on the design a new paramedic program.</p>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
			<p>The RRC Business Administration program has been articulated with the University of Manitoba's Bachelor of Commerce baccalaureate program and has been designated by the university as a joint degree program.</p> <p>Discussion is underway with the University of Manitoba for a new joint 2+2 program in Environmental Design.</p> <p>The Science of Early Childhood Development (SECD) project is a collaborative project with partners provincially, nationally and internationally.</p> <p>The JBN Program is a collaborative program with the University of Manitoba, and the Rehabilitation Assistant Program is a joint program with Winnipeg Technical College.</p> <p>Business & Applied Arts is working with the University of Manitoba faculty of Architecture on joint programming with the Digital Multimedia program. Collaborating with schools in the USA, Chile and France via videoconference is in the discussion stage.</p> <p>International Education is currently in discussions with CIIS (Canadian Institute for International Studies) in India to bring immigrants to RRC and train according to Manitoba industry needs.</p> <p>Winkler Campus began delivery of welding courses in Morden Collegiate's welding shop. Portage Campus started using LaVerendrye School's welding shop.</p> <p>The College is investigating a partnership with Royal Military College to develop and deliver a diploma program in Military Arts and Sciences.</p> <p>In conjunction with the University of Manitoba, CE is offering the Post Baccalaureate certificate program in Manufacturing Engineering.</p> <p>SCaDE is working with Certified Technician Technology Association of Manitoba (CTTAM) on accrediting the Design Drafting Technician Diploma program to provide a training program for drafting technicians to receive their Certificate Technician designation.</p>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
			<p>Development of Digital AV Production courses to full certificate program.</p> <p>SCaDE, in partnership with the Applied Sciences division, delivered a second round of the Medical Laboratory Assistant, Level 2 program to meet the demand for trained medical technologists.</p> <p>A Chronic Disease Prevention program was developed in collaboration with Manitoba Health.</p> <p>An Occupational Safety and Health program was developed in conjunction with the Workers Compensation Board.</p>
	<ul style="list-style-type: none"> • Include strategies for using technology in the delivery of new programs. 		<p>High quality video streaming to regional centres (Nursing) was successfully piloted. The technology is now ready to be adapted to other courses requiring remote classrooms.</p> <p>Business Administration began to promote an incremental model for adding online components to regular class-based instruction. Management and Marketing is using the WebCT grade book for all class-based courses.</p>
	<ul style="list-style-type: none"> • Develop accelerated and advanced program models to meet the needs of students with post-secondary or equivalent backgrounds. 		<p>RRC has six Advanced Diploma programs for students with post-secondary backgrounds seeking advanced skills and knowledge to enter/advance in high knowledge based careers.</p> <p>RRC has developed a three year accelerated Bachelor of Nursing program delivery model to replace the diploma nursing program.</p> <p>The Diploma Nursing Accelerated (DNA) is an accelerated program. An accelerated Primary Care Paramedic program is under development.</p> <p>An advanced diploma in 3D Computer Graphics started in August 2006.</p>
	<ul style="list-style-type: none"> • Establish articulated programming initiatives with secondary schools. 		<p>Multiple articulation agreements with Winnipeg Technical College (WTC) are being reviewed and revised. New agreements will be created.</p>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE																																													
			<p>RRC is active on the 12 curriculum review committees established through the Technical Vocational Initiative to renew and standardize vocational curriculum to increase transferability across schools and articulation with colleges.</p> <p>The Urban Circle Health Care Aide Program has an articulation with school divisions.</p> <p>The Dean, Business & Applied Arts met with Winnipeg Technical College and with the Louis Riel School Division to enhance articulations.</p>																																													
		<ul style="list-style-type: none"> Assess the facilities and resources of the College to determine program capacity. 	<p>Development of a 15 year Campus Plan will begin in 2007-08.</p> <div data-bbox="1192 620 1990 1068"> <p style="text-align: center;">Regular Program Enrolment Change and Percent Change Compared to the Previous Academic Year 1995-96 through 2005-06</p> <table border="1"> <caption>Estimated Data from Enrolment Change Chart</caption> <thead> <tr> <th>Academic Year</th> <th>Percent Change</th> <th>Enrolments</th> </tr> </thead> <tbody> <tr><td>1995/1996</td><td>-5</td><td>4,000</td></tr> <tr><td>1996/1997</td><td>2</td><td>4,200</td></tr> <tr><td>1997/1998</td><td>1</td><td>4,300</td></tr> <tr><td>1998/1999</td><td>6</td><td>4,500</td></tr> <tr><td>1999/2000</td><td>8</td><td>4,800</td></tr> <tr><td>2000/2001</td><td>10</td><td>5,000</td></tr> <tr><td>2001/2002</td><td>5</td><td>5,200</td></tr> <tr><td>2002/2003</td><td>12</td><td>5,500</td></tr> <tr><td>2003/2004</td><td>7</td><td>5,800</td></tr> <tr><td>2004/2005</td><td>6</td><td>5,900</td></tr> <tr><td>2005/2006</td><td>3</td><td>6,000</td></tr> <tr><td>5 Year</td><td>25</td><td></td></tr> <tr><td>7 Year</td><td>48</td><td></td></tr> <tr><td>10 Year</td><td>62</td><td></td></tr> </tbody> </table> </div>	Academic Year	Percent Change	Enrolments	1995/1996	-5	4,000	1996/1997	2	4,200	1997/1998	1	4,300	1998/1999	6	4,500	1999/2000	8	4,800	2000/2001	10	5,000	2001/2002	5	5,200	2002/2003	12	5,500	2003/2004	7	5,800	2004/2005	6	5,900	2005/2006	3	6,000	5 Year	25		7 Year	48		10 Year	62	
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	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE																				
			<p>In the fall of 2006, 93.8% of all first year places were filled, leaving only 220 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</caption> <thead> <tr> <th>Year</th> <th>Regular Programs</th> <th>Apprenticeship</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>2003</td> <td>96.50%</td> <td>86.20%</td> <td>95.20%</td> </tr> <tr> <td>2004</td> <td>92.30%</td> <td>86.20%</td> <td>91.70%</td> </tr> <tr> <td>2005</td> <td>94.20%</td> <td>88.30%</td> <td>93.60%</td> </tr> <tr> <td>2006</td> <td>93.80%</td> <td>89.00%</td> <td>93.20%</td> </tr> </tbody> </table> <p><i>Note: Calculated using Sept. 17th enrolments and program quotas.</i></p>	Year	Regular Programs	Apprenticeship	Total	2003	96.50%	86.20%	95.20%	2004	92.30%	86.20%	91.70%	2005	94.20%	88.30%	93.60%	2006	93.80%	89.00%	93.20%
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2006	93.80%	89.00%	93.20%																				
		<ul style="list-style-type: none"> Review program areas for online delivery as a complement to classroom, site-based delivery. 	<p>A detailed simulation was completed to determine the maximum capacity of the Princess Street Campus.</p> <p>The first video-streamed rural Diploma Nursing Accelerated Initiative finished at the end of September 2006. All indications are that it was highly successful. The second initiative will begin in May of 2007.</p> <p>Aboriginal Education continues to monitor programs for alternate delivery options. The number of community based programs is increasing.</p> <p>The related department has been working towards individual learning modules for the related math and science components of transportation and industrial technology programs. This will include expanded use of WebCT to aid in developing learning resources for transportation students.</p>																				

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
			<p>Online courses are available in the following program areas: Chemical & Biosciences, Magnetic Resonance Imaging and Medical Laboratory Assistant programs.</p> <p>Early Childhood Education is developing two courses for WebCT delivery.</p> <p>The complete first year program of Civil Engineering Technology 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>Distance Education initiatives include the development of 8 new online courses in the Health and Applied Arts area and 16 new online courses in the Information and Industrial Technology area. Courses in the Occupational Health and Safety certificate program are being developed for DE delivery to increase access to the program and to promote a health safety culture within Manitoba and beyond. All Library and Information Technology program online courses are now available on request. Online courses in the part-time Information Technology certificate program were developed in conjunction with the full-time program for multiple delivery use.</p> <p>Office Management major in Business Administration now has a blended course.</p> <p>The Hospitality Department is in the proposal stage for the Program Innovation Fund to expand online delivery.</p> <p>CAE courses are continually being delivered through video streaming to rural students. Two courses in the CAE program have been developed for online delivery. One course in the Vocational Industrial Teacher Education program is currently being developed for online delivery.</p> <p>The Language Training Centre has developed and delivered two new programs as of 2006 to better meet the demands of the labour market. These programs are: Canadian Communication for Allied Health Professionals, and Workplace Communication for Community Service Workers.</p>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE																																													
		<ul style="list-style-type: none"> Assess programs for co-operative status and implement where appropriate and beneficial to students. 	<p>Co-op format was identified in Academic Plan 2020 as a preferred delivery model for new programming.</p> <p>The Electrical Engineering Technology program is beginning the implementation of co-operative education delivery format.</p> <p>Plans are in place to re-establish co-op as an option in Business Administration.</p>																																													
3.2	Increase, reduce or eliminate career programs and apprenticeship to meet labour force requirements.	<ul style="list-style-type: none"> Strategically review career-programming requirements on an annual basis as part of the budget exercise. Adjust capacity to accommodate apprenticeships purchases. 	<p>This is an on-going activity. All programming activity is reviewed annually as Academic divisions develop operating plans and budgets.</p> <p>RRC has accommodated a 9% increase in apprenticeship training in 2005-06 and has been requested to train an additional 10% increase in 2006-07. Apprenticeship enrolments have increased 57% since 1997-98.</p> <div data-bbox="1176 763 1974 1234"> <p style="text-align: center;">Apprenticeships Enrolments and Percent Change Compared to the Previous Academic Year 1995-96 through 2005-06</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>1995/1996</td><td>-10.0</td><td>25</td></tr> <tr><td>1996/1997</td><td>0.0</td><td>25</td></tr> <tr><td>1997/1998</td><td>2.0</td><td>25</td></tr> <tr><td>1998/1999</td><td>4.0</td><td>25</td></tr> <tr><td>1999/2000</td><td>23.0</td><td>25</td></tr> <tr><td>2000/2001</td><td>4.0</td><td>28</td></tr> <tr><td>2001/2002</td><td>8.0</td><td>32</td></tr> <tr><td>2002/2003</td><td>-2.0</td><td>31</td></tr> <tr><td>2003/2004</td><td>5.0</td><td>34</td></tr> <tr><td>2004/2005</td><td>-2.0</td><td>31</td></tr> <tr><td>2005/2006</td><td>35.0</td><td>36</td></tr> <tr><td>5 Year</td><td>5.0</td><td>1000</td></tr> <tr><td>7 Year</td><td>35.0</td><td>1800</td></tr> <tr><td>10 Year</td><td>43.0</td><td>2000</td></tr> </tbody> </table> </div> <p>Apprenticeship training in Electrical Construction has doubled from 25 to 49 levels in two years.</p>	Year	Percent Change	Enrolments	1995/1996	-10.0	25	1996/1997	0.0	25	1997/1998	2.0	25	1998/1999	4.0	25	1999/2000	23.0	25	2000/2001	4.0	28	2001/2002	8.0	32	2002/2003	-2.0	31	2003/2004	5.0	34	2004/2005	-2.0	31	2005/2006	35.0	36	5 Year	5.0	1000	7 Year	35.0	1800	10 Year	43.0	2000
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	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> Increase capacity in selected programs to meet labour market demands and reduce wait lists. 	RRC has increased full-time enrolments 67% over the last ten years. Capacity in the Carpentry program has been increased 11% in 2006-07 to address labour market needs. Civil/CAD Technology is at an historically high enrolment of over 430 students. Cost recovery full-time programs have been introduced to support market demands where public funding is not available. RRC has provided one year and three year expansion plans to COPSE at their request.
		<ul style="list-style-type: none"> Develop models of delivery to increase the participation of Aboriginal peoples. 	RRC continues to develop and operate programs in the Aboriginal community. New modes of delivery are being looked at that will allow students to remain in their community for training. An application for funding has been made through Indian and Northern Affairs Canada to develop the Distance Education Occupational Training Delivery infrastructure.
		<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. 	Capacity has been reduced in Information Technology and Electrical and Electronics Technology over the last few years to match reduced student demand. This is seen as a temporary measure for IT as the Conference Board of Canada has noted a 20% increase in profits in the IT sector; the highest increase since 1998.
	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. 	DE Community Services developed and delivers one complete diploma program, two post diploma programs, and two certificate programs.
Knowledge Management courses have been developed for DE.			
In 2005-06, Distance Education developed 33 additional courses.			
		<ul style="list-style-type: none"> Develop strategies to increase the number of programs delivered online. 	The College created a new School of Continuing and Distance Education (SCaDE) to better address distance delivery capacity development.
SCaDE is using the same instructor resource to develop new courses in CE and DE simultaneously, resulting in cost efficiencies, faster DE course development and equivalencies.			
SCaDE is reviewing and modifying the course development process to ensure expediency while maintaining emphasis on quality development.			

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
			Distance Education has 146 on-line courses, 27 of which were developed in 2005-06.
3.4	Identify and advance future applications and new models of emerging ICT applied education delivery systems for distance and distributed e-learning.	<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>This is an on-going task through Learning Technologies.</p> <p>Web-based technologies such as video streaming are being utilized to increase capacity in high demand programs, such as nursing.</p> <p>Specific attention has been given to critical learning outcomes and building added value support in these areas.</p> <p>All courses are developed using a team approach involving a subject matter expert and an instructional designer.</p>
3.5	Expand collaborative efforts in advancing opportunities for off-campus learning for the citizens of Manitoba.	<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>All programs and courses delivered through Distance Education are available through Campus Manitoba.</p> <p>The Dean, Learning Innovation, Paul Little has been appointed Chair of the Post-Secondary Council on Learning Technology (a province-wide Board of Post-Secondary Institutions).</p> <p>Off-campus training is being proposed, with program delivery to Greenwald Hutterite Colony through a combination of contract training and distance courses.</p> <p>WebCT online courses were delivered to local library staff for professional development.</p>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
			<p>Continuing Education provided contract training for the following organizations:</p> <ul style="list-style-type: none"> ▪ Big Freight ▪ Boys and Girls Club of Winnipeg ▪ CAHRD ▪ Calm Air ▪ Canadian Manufacturers and Exporters ▪ Can-AM West ▪ City of Winnipeg ▪ Composites Innovation Centre ▪ Ebb and Flow First Nation ▪ Fieldstone Ventures ▪ Manitoba Aerospace Human Resource Coordinating Committee ▪ Manitoba Aerospace Human Resources ▪ Manitoba Customer Contact Association ▪ Manitoba Education and Training ▪ Manitoba Health ▪ Manitoba Home Builders Association ▪ Manitoba Metis Federation ▪ Boeing ▪ Manitoba Transportation and Government Services ▪ MPIC ▪ Sagkeeng First Nations ▪ Skyline Maintenance ▪ St Boniface College and Winnipeg Public Library ▪ Standard Aero Limited ▪ Urban Circle, Dixon Bayco ▪ Vansco Electronics ▪ Westeel ▪ Western Tribal Council <p>Distance Education provided the online theory for the Medical Laboratory Assistant 2 project delivered for Diagnostic Services Manitoba.</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. 	<p>SAC has commissioned a white paper on distributed learning for RRC to be completed January 2007.</p> <p>The Academic Plan 2020 identified distributed learning as a delivery strategy that will become integrated across all programs.</p>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> Enhance the quality control of e-learning program delivery. Ensure programs are developed and revised in multiple delivery formats. 	<p>In 2005-06, Distance Education developed 17 day program courses for on-line delivery.</p> <p>Program & Curriculum Development makes 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 PCD public folder. These templates are also regularly presented at CAE instructor sessions.</p> <p>The Learning Technology Group and Program & Curriculum Development conducted various workshops and provided one on one support to programs initiating e-learning activities.</p> <p>Distributed learning technologies have been integrated into the CAE program, thus providing faculty with the opportunity to learn how distributed learning takes place through personal experience.</p> <p>Academic Plan 2020 identifies a “unified curriculum” strategy where common program curriculum will be repurposed to accommodate multiple delivery options.</p> <p>ECE and Disability and Community Support will participate in a program review that is anticipated to identify other forms of delivery. Nursing has multiple delivery formats as do the Lab and X-ray Assistant programs.</p> <p>The College is delivering increasing number of instructor led classes using DE delivery tools such as WebCT.</p> <p>DE Business and Management studies has supported the rest of RRC in developing correspondence and on-line courses for courses offered in face-to-face format.</p>
3.7	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>Development of online courses provides students with flexibility in completing courses. Online courses are available in 18 full-time programs. Three (3) programs are fully available through distance delivery.</p> <p>Community Services will continue with PLAR. Health Sciences and Nursing offer individualized plans to assist students to complete programs as required. Nursing Programs can be taken on a part-time basis.</p>

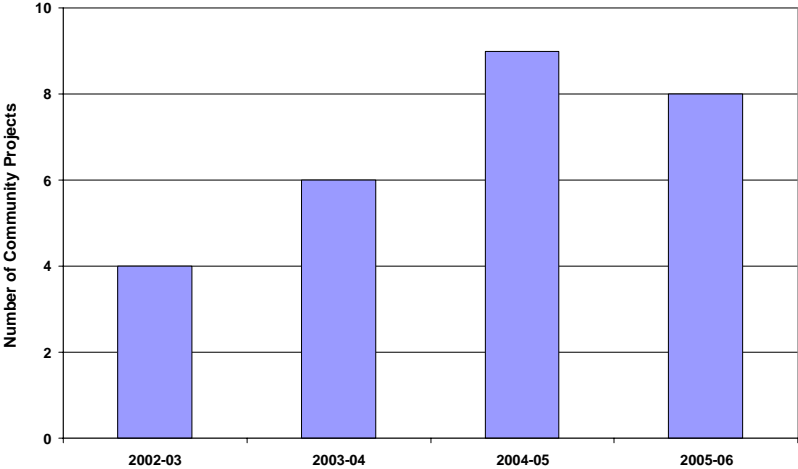
	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> Establish methods for online pre-entry and exit programs. 	The methodology for online pre-entry and exit programs has been established and is used as needed by academic programs.
		<ul style="list-style-type: none"> Provide online support service. 	<p>The Student Support Services web page was redesigned to include links to online tutoring resources, study skills, career exploration, job search and counselling websites.</p> <p>A small number of students self-refer online to Student Support Services.</p>
	3.8 Develop an immigrant supportive culture.	<ul style="list-style-type: none"> Establish a strategy to enhance delivery of programs and services for immigrant students. 	<p>This is an on-going task for Diversity and Immigrant Student Support which offers a number of programs and services to assist immigrant students.</p> <p>In conjunction with the Diversity and Immigrant Student Support office, the Cultural Diversity Nursing Program Ad Hoc Committee prepared a report on how to support immigrant students and ensure that the Nursing Department has an immigrant supportive culture.</p>
		<ul style="list-style-type: none"> Establish a working group to research and identify immigrant student needs to reinforce an immigrant supportive college. 	<p>The Immigrant and Immigration Steering Committee developed a draft Vision and Mission Statement and Goals to establish/maintain an immigrant supportive culture at the College.</p> <p>Diversity and Immigrant Student Support office maintained on-going contact with agencies and representatives from ethnocultural communities; received donations towards a new Diversity Award for Refugee Students; and participated in ACCC Canadian Immigrant Integration Project consultation. Immigrant and Immigration Steering Committee reviewed strategies to acquire resources to implement recommendations of the Immigrant and Immigration Forum Report.</p>
		<ul style="list-style-type: none"> Review, assess and establish strategies to acquire resources to reinforce an immigrant supportive culture and 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 ethnocultural communities; received donations towards a new Diversity Award for Refugee Students; and participated in ACCC Canadian Immigrant Integration Project consultation. Immigrant and Immigration Steering Committee reviewed strategies to acquire resources to implement recommendations of the Immigrant and Immigration Forum Report.

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
4.0	PROVIDE OPTIMAL ACCESSIBILITY TO PROGRAMS AND SERVICES.		
	<p>4.1 Develop a strategy to address cross-cultural access issues within the College.</p>	<ul style="list-style-type: none"> Establish and implement strategies to ensure an inclusive teaching and learning environment (curricula, teaching methods, learning outcomes). Increase/develop/maintain partnerships with organizations representing Aboriginal groups, multicultural groups and people with disabilities. 	<p>Diversity and Immigrant Student Support office delivered two workshops to 29 faculty/staff related to creating an inclusive learning environment; provided 116 consultations to faculty/staff directly related to developing and supporting an inclusive learning environment; and distributed the Inclusive Learning Faculty Guide to all new faculty. The Diversity and Inclusiveness course in the CAE program provides strategies for faculty to ensure inclusive curricula.</p> <p>Program & Curriculum Development, in collaboration with the Aboriginal Education division, has received funding through the COPSE Systems Restructuring Envelope to incorporate the Medicine Wheel into an instructional design process.</p> <p>RRC is part of the Canadian Council on Learning's Aboriginal Learning Knowledge Centre.</p> <p>RRC currently has students from 30 countries. International Education is seeking to establish regular recruitment networks in 6 identified countries.</p> <p>Diversity and Immigrant Student Support office provided 23 consultations to external organizations and on-going support to organizations representing multicultural groups.</p> <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 continued to meet with current partners and is seeking new partnerships within the Aboriginal community.</p> <p>College Relations facilitated an annual scholarship award from Pitblado for an Aboriginal student in the Legal Administrative Assistant Certificate program.</p> <p>The Nursing program continues to collaborate with Urban Circle Inc. in the delivery of the Health Care Aide and Health Unit Certificate programs.</p>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
			The Introduction to Early Childhood Care and Education course will be offered in a new model to respond to the needs of learners whose first language is not English.
			Gimli Campus delivered the first year of the Early Childhood Education diploma program at Sagkeeng First Nation. Other programs were provided at Pinaymootang First Nation and St. Laurent.
		<ul style="list-style-type: none"> Develop training and professional development for College staff in Aboriginal cultural knowledge, awareness, sensitivity and competencies. 	Workshops are offered to College staff through Staff Development and Aboriginal Student Support Centre in the area of Aboriginal cultural knowledge. Aboriginal Elders are utilized across the College for educational assistance.
		<ul style="list-style-type: none"> Develop and implement training and professional development for students in diversity and inclusiveness. 	Diversity and Immigrant Student Support delivered 28 customized diversity workshops to 675 students in 11 academic programs including Business Administration, Business Administration Integrated, Community Development, Early Childhood Education, Greenspace Management, Health Care Aide, Hospitality and Tourism Management, International Business, Medical Laboratory Sciences, Technical Communications and Vocational Teacher Education.
		<ul style="list-style-type: none"> Develop training and professional development for all College staff in diversity and inclusiveness. 	Diversity and Immigrant Student Support office delivered 2 workshops to 29 faculty/staff related to creating an inclusive learning environment and provided 116 consultations to faculty/staff directly related to developing and supporting an inclusive learning environment.
	4.2 Ensure barrier-free access to academic programs.	<ul style="list-style-type: none"> Identify the reasons for applicant rejection within the academic screening process. 	The Language Training Centre works closely with enrolment clerks and academic programs to assess English language readiness for post-secondary programs and advocates on behalf of its ESL students who are at the appropriate English level.
			Enrolment Services in collaboration with Program Chairs identifies issues related to applicant rejection and works with Chairs to resolve the issues.
		<ul style="list-style-type: none"> Offer on-going developmental and remedial programming to assist applicants in meeting entrance requirements. 	Distance Education offers introductory level computer and keyboarding courses, basic writing skills and Grade 12 math course.
			Early Childhood Education diploma program has <i>Use Academic Skills</i> , Recreation Facilitator program and Child & Youth Care has <i>Basic Writing Skills</i> and <i>Introduction to Computers</i> .

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
			Following mandatory diagnostic testing for Mathematics for trades and technology program applicants in May and June, remedial courses in Pre-Trade Mathematics, Pre-Technology Mathematics and Mathematics for technology are offered annually through Continuing Education during July and August for the Industrial Technologies and Transportation, Aviation and Manufacturing Divisions.
		<ul style="list-style-type: none"> • Monitor program admission requirements to ensure inappropriate barriers are removed. 	<p>Enrolment Services staff and Program Chairs review admission requirements for consistency and fairness in the annual process of producing the College calendar. They also work together throughout the year to identify possible problems as applications are reviewed and assessed.</p> <p>Deans and the Registrar monitor entrance requirements to ensure they are consistent with the requirements of employers and licensing bodies. Changes to entrance requirement must be approved by SAC. All requests for increases to entrance requirements must provide objective evidence to show how the change will support student success.</p>
		<ul style="list-style-type: none"> • Develop strategies, e.g., bridging courses, to reduce academic barriers to College admission. 	<p>Civil Technology introduced an approved bridging course locally to allow easier transition of Civil graduates to Lakehead University.</p> <p>The College is working with Winnipeg Technical College, Louis Riel School Division and others to increase articulation through advance credit granting. A couple of intersession courses will be held to provide bridging for current and future students.</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>With SAC approval of the renewed PLAR Strategic and Operational Plan (2005-2010) work focused on the integration and expansion of PLAR across the College including: continued implementation of PLAR Advising Services for learners; emphasis on quality PLAR practice and resources built into program development and delivery; accessible PLAR training and professional development for faculty/staff and the revision of all PLAR resources for easy online access on the Anytime/Anywhere Instructor Resource (AIR) site.</p>
		<ul style="list-style-type: none"> • Work with Departments and programs to recognize foreign credentials. 	<p>Enrolment Services is staffing and training one Student Records Officer in the evaluation of foreign credentials to ensure consistency in our evaluation processes and to build up a body of expertise in the College.</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. 	The Canadian Language Benchmark test is used to assess an EAL student's English Language Proficiency. The Admissions Policy also lists a number of other tests and test scores which are accepted as proof of meeting language proficiency.
	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 	Transportation and Government Services conducted and are implementing an accessibility audit. Several major campus barriers required action (i.e. Building J).
	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. 	All of first year and part of second year Civil Engineering Technology courses are now available through online delivery. A course in the Office Management major in Business Administration was converted to blended delivery. Others are being considered for conversion. The Hospitality department is seeking funds for online delivery of remedial courses.
		<ul style="list-style-type: none"> Expand the use of technology to increase access to College programs and services. 	First year Civil Engineering Technology is delivered at Assiniboine Community College and the University College of the North. Students commence second year at the RRC Notre Dame Campus.
			Learning Innovation offers leadership and supports to programs moving on line. This support is in the form of process (guides and standards) technologies (streaming video - web based application) and teaching skills (through the Certificate of Adult Education offered through Teacher Education).
		<ul style="list-style-type: none"> Increase community based delivery in Aboriginal communities. 	RRC is continuing to expand community based programs to meet the needs of Aboriginal community members.

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE										
			<p style="text-align: center;">Community Based Delivery in Aboriginal Communities</p>  <table border="1" data-bbox="1184 233 1976 699"> <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> <tr> <td>2005-06</td> <td>8</td> </tr> </tbody> </table>	Year	Number of Community Projects	2002-03	4	2003-04	6	2004-05	9	2005-06	8
Year	Number of Community Projects												
2002-03	4												
2003-04	6												
2004-05	9												
2005-06	8												
		<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. • Develop and deliver student support services to meet the needs of students at all sites. 	<p>The Tuition Fee Assessment Committee has developed a methodology for assessing tuition and other fees by course. With the implementation of Registration in Colleague in July 2007 tuition fee assessment will be course based.</p> <p>Adult Learning Centres have been established through the Regional Campuses as well as in Winnipeg. Students can enrol in these programs on a full or part-time basis as their schedules allow.</p> <p>The necessity to work closely with staff from Regional Campuses in a review of services available to students in the implementation of Colleague is providing an opportunity to ensure that there is support for students in all locations.</p> <p>A site-license for “Career Cruising”, a self-directed career exploration program was purchased to include the Regional Campuses.</p> <p>The Student Support Services web page was redesigned to include links to online tutoring resources, study skills, career exploration, job search, and counselling websites.</p>										

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
5.0	RECOGNIZE, STRENGTHEN AND REWARD THE CAPABILITIES AND CONTRIBUTIONS OF EMPLOYEES, AND SUPPORT A RESPECTFUL COLLEGE ENVIRONMENT.		
	5.1 Develop and implement a Human Resource Strategy – People Plan.	<ul style="list-style-type: none"> Establish a Training and Development strategy - employee/management. 	A new training and development strategy will be incorporated in the new human resource strategic plan development process.
		<ul style="list-style-type: none"> Ensure strategic Human Resource Planning. 	RRC has retained an external consultant to facilitate the development of a new human resource strategic plan. Called <i>The People Plan</i> , it will be implemented at the beginning of 2007.
		<ul style="list-style-type: none"> Establish appropriate Human Resource Policies And Practices. 	All HR policies and procedures will be assessed and revised as part of <i>The People Plan</i> process.
		<ul style="list-style-type: none"> Establish a strategic Classification/Compensation and Benefits system. 	Proposed changes to the Classification/Compensation and Benefits System are tied to Collective Bargaining. It is anticipated changes will be introduced in July 1, 2007.
		<ul style="list-style-type: none"> Establish a comprehensive Recruitment and Selection Strategy. 	The College's processes will be examined as part of <i>The People Plan</i> process and a new strategy will be introduced.
		<ul style="list-style-type: none"> Ensure performance management. 	Managers are advised annually of staff due for performance reviews.
	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 online access for a number of areas of the College. 	This is an on-going endeavour with the Nexus project. Web time entry is planned for January 2007.
		<ul style="list-style-type: none"> Expand utilization of the new HRMI system to provide timely quality management information and administrative services. 	Sick leave and vacation data are provided to Managers and to employees on their web pay advice.

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> Undertake demographic analysis for succession planning initiatives and workforce analysis. 	Plans are being discussed at Senior Academic Committee to establish a sub-committee to review succession planning in the 2006-07 academic year.
		<ul style="list-style-type: none"> Provide managers with training in managing under a collective agreement. 	Staff Development provides training through the College's Leadership 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. 	A new classification system for non-faculty positions is planned for early 2007 with implementation planned for July 1, 2007. This will establish job descriptions with competencies being included for performance measurement.
		<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. 	This has been scheduled for late 2007.
		<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 College Climate and Culture Committee met regularly throughout 2005-06. A second report on College Climate has been completed. A summary of the report will be drafted for college-wide distribution in 2007.

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
	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. 	Staff Development developed and implemented a 2-year Management Development Program. The program consists of a 5-day leadership module, 7 mandatory workshops, and 3 optional workshops. The first cohort of 19 RRC staff began the program in the Spring of 2006, with a second cohort of 18 beginning in the Fall of 2006. New program Chairs are regularly introduced to their role through attendance at the Chair's Academy
		<ul style="list-style-type: none"> Enhance the faculty and staff recognition program. 	Long service employees and staff who complete the CAE program are recognized annually at special awards events open to all College staff. College week is being planned for the first week of June 2007.
		<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. 	A review of diversity in hiring will form part of <i>The People Plan</i> process.
		<ul style="list-style-type: none"> Design, develop and implement succession planning as priority Human Resource activity. 	This too will form part of <i>The People Plan</i> process.
		<ul style="list-style-type: none"> Initiate a program of recognitions, events, publications and promotions to celebrate successes of the College. 	Internal and external events are organized to celebrate successes. Internally this is done via on-going staff club activities, staff newsletter, support of selected staff at charity events, Headlines publications, and award nominations. Externally it is accomplished via the Portrait Magazine, advertisements, press releases and acknowledgement events.
		<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. 	This is scheduled to be done as part of <i>The People Plan</i> process.
		<ul style="list-style-type: none"> Initiate a review of current policies and procedures for relevance, flexibility and appropriateness for a learning-centred college. 	Policies are reviewed and updated at regular intervals throughout the academic year and to reflect changes in legislation and practice.

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<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. Promote and coordinate a wellness program for all staff and students. 	<p>The College's Statement of Values is communicated annually in the Strategic and Operational Plans and was reflected in the development of the new Academic Plan 2006 – 2020.</p> <p>A hand washing poster was developed and hand sanitizing stations are planned for as part of a campaign to remind/encourage the College population of the importance of proper/frequent hand washing as a crucial means of decreasing the spread of infection/disease.</p> <p>The Health Centre provided influenza vaccine for College staff and arranged for an outside clinic to provide influenza vaccines to students in the health care related programs. It also continued to provide clinics/classes regarding blood pressure, blood glucose levels and sexually transmitted infections.</p> <p>Wellness initiatives are delivered on a regular basis through the Health Centre and the College's Fitness Centre. As well Chaplaincy Services are provided for the spiritual health of students and staff.</p>
6.0	INTEGRATE INFORMATION TECHNOLOGY IN THE DELIVERY, OPERATION AND MANAGEMENT OF ALL COLLEGE PROGRAMS AND SERVICES.		
	<p>6.1 Increase the extent to which technology is incorporated within the academic delivery process.</p>	<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. Implement a team-based approach to the development of course/portions of courses in alternate delivery formats. 	<p>The Teaching Learning Technology Centre (TLTC) adopted a strategy of selecting "best-of-breed" technology in key areas (WebCT, Captivate, Respondus, Course Genie) in order to make support efficient and develop a critical mass of instructor expertise in key instructional areas. TLTC continues to promote a common suite of educational technology rather than supporting a multiplicity of technological options. Also, TLTC adopted WebCT6 "Campus Edition" in order to offer a state of the art Learning Management system to the College and integrate directly with the upcoming Colleague integration for student information. TLTC has not expanded staff or facilities.</p> <p>Program & Curriculum Development, through a provincially funded "Online Guides and Standards" project, introduced a course development model using common templates, instructional design consultants and web specialists to produce new courses.</p>

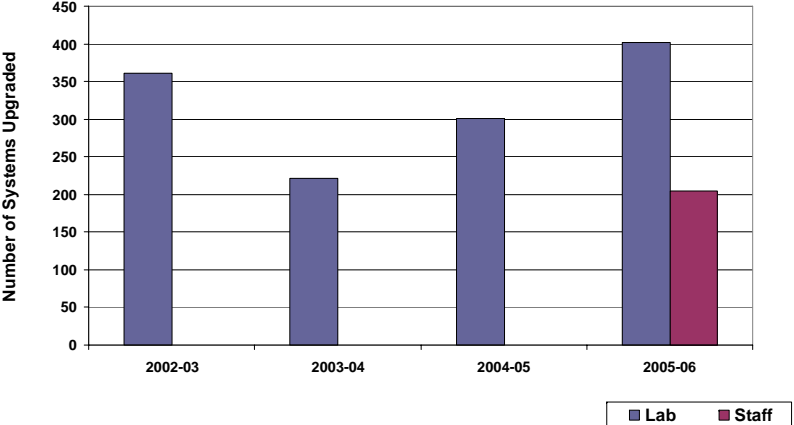
	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> Deliver training to faculty in the use and application of information technology. 	<p>Program & Curriculum Development provides Course Outline Web training for Chairs and faculty on an on-going basis. PCD also assists with and provides Sharepoint training for faculty new to using Sharepoint as part of the AIR Web.</p> <p>TLTC offers regular workshops for faculty in WebCT and other supported educational technologies. In addition, the Centre frequently arranges online seminars provided by various organizations (e.g. Canadian Association for Distance Education) for College staff.</p>
		<ul style="list-style-type: none"> Establish a mechanism to support access to or acquisition of hardware and software for academic purposes. 	<p>Civil Engineering Technology has a laptop-based program. The laptops incorporate Microsoft Office and the latest version of AutoCAD software as part of the student educational package based on a partnership arrangement with Powerland Computers, Mondrian, and AutoDesk.</p>
6.2	Increase the range of programs and services available on an e-commerce, e-business, and e-learning basis.	<ul style="list-style-type: none"> Assess the opportunities and impacts of adopting e-business delivery methodologies. 	<p>SCaDE and College Relations are currently exploring the capabilities of the new Colleague system in e-marketing.</p> <p>An online prior learning assessment and recognition (PLAR) service for students entering the Library Information Technology program was developed and is being piloted in November 2006. The online service provides more efficient service for LIT program students.</p> <p>The opportunities for selling curriculum products have been explored and advice provided to program areas.</p>
		<ul style="list-style-type: none"> Establish a strategy to incorporate e-business and e-commerce techniques into the delivery of services. 	<p>The opportunities for e-business and e-commerce are being explored with the Information Technology Solutions division.</p> <p>SCaDE is using Sharepoint to post registrant eligibility, e.g. Driver Instructor training.</p>
		<ul style="list-style-type: none"> Establish a strategy to provide the appropriate infrastructure for e-learning. 	<p>The Dean, Learning Innovation is preparing a Whitepaper to advise the College on Distributed Learning that will include processes for e-commerce and the delivery of programs and services.</p> <p>SCaDE is conducting an on-going informal evaluation of WebCT, and alternatives to WebCT, as well as an informal review of Learning Object Repositories and course repositories.</p>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
	<p>6.3 Maintain a primary, reliable College communication system.</p>	<ul style="list-style-type: none"> • Evaluate the effectiveness of current electronic communication strategies. • Promote more effective use of College e-mail for both Staff and Students. • Research other forms of electronic communications technologies with emphasis on the convergence of voice, video, and data networks. 	<p>Information Technology Solutions (ITS) evaluated and installed an anti-spam appliance that eliminates over 50% of the overall e-mail arriving at the College e-mail server because it is spam. ITS plans an upgrade of the College's Staff E-mail system to Exchange 2003 for 2006-07. This will provide an opportunity to further evaluate the level of e-mail services provided to staff.</p> <p>ITS upgraded the Staff Sharepoint software primarily used for specific staff project document repositories, collaboration, discussions and communications to Sharepoint 2003 in July 2006.</p> <p>ITS increased the number of users that are directly connected to the Blackberry Enterprise Server for wireless e-mail access. ITS is currently working with the Emergency Planning Committee in the further development of an emergency communication strategy with reliance on the Blackberry Enterprise Server services.</p> <p>The Information Technology Governance Committee has identified the need for a digital communications policy for the College.</p> <p>The Colleague implementation has resulted in all staff automatically receiving a staff e-mail address as a result of their setup in Colleague HR. The implementation of Colleague Student has identified a strategy to provide a College student e-mail address to all students at the point of deposit payment.</p> <p>Further "Best Practice" and "training" documentation is being considered for promoting a college-wide effective use of e-mail.</p> <p>The College has implemented video conferencing capabilities at the Notre Dame and Princess Street campuses.</p> <p>IT Solutions continues to support and manage required levels of bandwidth for the Rural Nursing video streaming mode of instruction.</p> <p>The move of the Unity Voice Mail server to the Notre Dame campus is being planned as the first step in the replacement of Meridian's voice mail system which will reach "end of life" as of December 31, 2006. It is also the next step in the eventual deployment of VoIP (voice over internet protocol) at the Notre Dame campus.</p>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
	<p>6.4 Optimize the use of technology to improve administrative operations of the College.</p>	<ul style="list-style-type: none"> Implement the new College ERP System covering Human Resources, Finances and Student Information. <ul style="list-style-type: none"> Develop and communicate an IT Strategic Plan. 	<p>The following modules of the Colleague ERP have gone live with the dedicated work of the Project Nexus teams:</p> <ul style="list-style-type: none"> Colleague HR/Payroll Finance GL, PO, AP, and Fixed Assets Core Demographics, Communications Management and Activities & Events Web Advisor online pay advices, web requisitions, and managerial access to budgets, expenses, encumbrances, and requisition information <p>The following reporting software has gone live to support the Colleague environment:</p> <ul style="list-style-type: none"> Business Objects Enterprise (Crystal Reports) FRX <p>The majority of Applications Development and Database Administration staff is involved with the implementation of the Colleague ERP as members of respective project teams. Involvement includes extensive training and consulting participation.</p> <p>The Applications Development staff is involved in the conversion of legacy data into Colleague data formats, integrating existing applications with Colleague (e.g. Budget, Catalogue, CMIS Timetabling, FIA, etc.). The development staff also provides Business Object Crystal Reports development for Project Nexus resulting in approximately 120 reports to date.</p> <p>Database Administration staff is involved in applying the software upgrades released regularly by the vendor. They also administer the application security and database support for Colleague managing multiple test, conversion, training and production environments.</p> <p>The IT Strategic Plan was delivered in March 2006. A result of a strategic planning process led by Deloitte Inc. with representation from IT Solutions and College technology stakeholders, the IT Strategy identified enterprise wide IT mission and vision statements, guiding principles surrounding Information Technology, desired future state, and 14 roadmap initiatives required to achieve and support the strategy.</p>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
			<p>Presentations of the IT Strategy were made to the IT Strategic Plan Steering Committee, the Board of Governors, President's Council, Computer Services, TLTR and the Partnership Governance Committee. Further presentations are planned for the College Community.</p> <p>The desired "future state" of enterprise wide information technology resulted in changing the name of Computer Services to Information Technology Solutions and the position of the Chief Technology Officer to Director of Information Technology Solutions.</p> <p>ITS established the Information Technology Governance Committee to oversee the governance of enterprise wide information technology in accordance with the IT Strategy. The committee developed Terms of Reference and has begun to identify governance and policy matters.</p>
		<ul style="list-style-type: none"> • Upgrade the data network at the Notre Dame Campus for increased performance, scalability and redundancy. 	<p>ITS acquired and installed a new networking core at the ND campus consisting of 2 pairs of core switch/routers (Cisco 6509's). Each 6509 in a pair provides redundancy for the other. The new core devices are capable of providing many times the throughput of the previous single core device and many more advanced routing and switching features. Each new core switch is configured for quality of service and VoIP functions. VoIP currently installed at the ND campus is now running natively through the new core equipment. Additionally, each of the 4 new 6509's has at least 6 slots available for future expansion to accommodate more core network ports as the College grows and/or the provision of advanced services (e.g. VoIP gateways, wireless networking controllers etc.).</p> <p>ITS upgraded most critical corporate servers to 1 Gigabit speeds and increased by tenfold the level of throughput between the corporate networks and the remainder of the RRC networks.</p> <p>ITS migrated corporate networks in Building 'C' including hardware switch upgrades to increase throughput in order to support the requirements of the Colleague project. It also migrated and upgraded selected network edge switches in buildings A, B, G, J, M and N. All major wiring closet switches in these buildings now have dual connections back into the new network core for redundancy. All of the core connections in these buildings are now running at 1 Gigabit speeds. A similar planned upgrade is currently being undertaken for the remainder of the buildings at ND campus.</p>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
			All ND campus client network connections were migrated to dynamic network addressing (DHCP) from static addressing, except where static addresses were required. This provides seamless network connectivity at the ND campus. ITS extended the network by running new fiber cable to the CARSI building and to the Electrical instructors offices in Building B.
		<ul style="list-style-type: none"> • Provide a secure wireless data network for students and staff. 	The IT Strategic Plan calls for establishing a long term network strategy including wireless access. Wireless network access does exist at the Princess Street Campus and is almost non-existent at the Notre Dame Campus. IT Solutions is currently researching emerging technologies for easier and more secure access and management of wireless clients. Research into hardware to assist in providing seamless roaming within campus locations is also underway.
		<ul style="list-style-type: none"> • Improve the data network at remote campus sites. 	ITS installed current network switches and routers at the new Steinbach campus. This equipment allows students and staff at Steinbach the same level of internal performance as their counterparts at the Princess Street campus. A VoIP system including Unity Voicemail was installed at the new Steinbach campus. This installation allows for 4 digit (toll free) dialing between the Steinbach, ND and PS campuses. Additionally costs were reduced by eliminating some unnecessary external lines and an Auto-Attendant was configured to allow external callers easier access to Steinbach staff and services.
	6.5 Ensure access for instructors, students and corporate computer users to adequate computing power convenient to their needs.	<ul style="list-style-type: none"> • Review annually hardware needs in computer labs with a goal towards refreshing every 4 years. 	<p>For the period of November 1, 2005 to October 30, 2006:</p> <ul style="list-style-type: none"> ▪ 239 new desktops computers were acquired for classroom computer labs ▪ 21 new desktop computers installed for a new Aboriginal Education lab ▪ 37 new desktop computers installed for a new lab in Business and Applied Arts. These were funded by B&AA. ▪ 35 new desktop computers funded by the regional centre were installed at the Portage Regional Campus. ▪ 28 new desktop computers funded by the regional centre were installed at the Winkler Campus. ▪ 42 new desktop computers funded by the regional centre were installed at the Steinbach Campus.

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE															
			<ul style="list-style-type: none"> ▪ 190 laptops were deployed for Civil Engineering Technology laptop programs. ▪ 265 laptops were deployed for Business and Applied Arts laptop programs. <p>ITS also updated all classroom computer software images.</p> <div style="text-align: center;"> <p>Computer Upgrading Lab and Corporate Computers November 1 to October 31</p>  <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>Computer Upgrading Data</caption> <thead> <tr> <th>Fiscal Year</th> <th>Lab</th> <th>Staff</th> </tr> </thead> <tbody> <tr> <td>2002-03</td> <td>360</td> <td>0</td> </tr> <tr> <td>2003-04</td> <td>220</td> <td>0</td> </tr> <tr> <td>2004-05</td> <td>300</td> <td>0</td> </tr> <tr> <td>2005-06</td> <td>400</td> <td>200</td> </tr> </tbody> </table> <p><i>Note: Beginning in 2005-06, staff computer acquisitions have been included.</i></p> </div> <ul style="list-style-type: none"> • Review annually staff hardware needs and plan upgrades as required. <p>For the period of November 1, 2005 to October 30, 2006:</p> <ul style="list-style-type: none"> ▪ 38 new desktop computers were acquired for staff deployment (funded by IT Solutions). ▪ 153 new desktop computers were installed for staff (funded by local College departments). ▪ Redeployed 40 older N800 laptops to instructors in the Electrical, Plumbing, and other Trades areas. ▪ 12 new desktop computers were purchased for the Radiological Information System project between Applied Sciences and Winnipeg Regional Health Authority. ▪ 2 new desktop computers installed in Student Connections. 	Fiscal Year	Lab	Staff	2002-03	360	0	2003-04	220	0	2004-05	300	0	2005-06	400	200
Fiscal Year	Lab	Staff																
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	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> • Upgrade appropriately sized application servers as per “evergreen” plans. 	<ul style="list-style-type: none"> ▪ P4 1.6 GHz computers replaced in the classroom with new computers being redeployed to staff to replace their older computers. ▪ 559 new flat panel monitors were deployed in classroom computer labs and staff offices to replace older monitors or as part of the new computer acquisitions. <p>38 new appropriately sized servers were leased, setup, and deployed as follows:</p> <ul style="list-style-type: none"> ▪ 3 for administrative Citrix ▪ 3 for WebCT ▪ 1 for Security Card Access ▪ 7 for application SQL databases ▪ 2 for Colleague (FRX, Active Apply) ▪ 7 for administration (DHCP, Altiris, Networking, E-mail, staff directories) ▪ 4 for academic ▪ 6 domain controllers ▪ 4 for Regional Campuses ▪ 1 for the College Web <p>3 new servers were purchased:</p> <ul style="list-style-type: none"> ▪ 1 as a Library Proxy Server ▪ 1 for Water Informatics ▪ 1 for Anti-Spam <p>18 servers were bought out from their leases to continue their assigned designation or to be redeployed to other applications.</p>
	<p>6.6 Annually review information technology.</p>	<ul style="list-style-type: none"> • Review and renew annually the IT Strategic Plan. 	<p>The College’s enterprise wide IT Strategic Plan was tabled in March 2006. The IT Governance Committee has agreed a full IT strategic planning process will not be undertaken this year because of the relative newness of the plan and the level of work required to address the identified initiatives. However, the IT Strategic Plan will be reviewed to insure alignment with the recently released Academic Plan.</p>
		<ul style="list-style-type: none"> • Establish performance indicators. 	<p>Performance indicators will be established next year when ITS initiates its strategic planning process.</p>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> Compare performance indicators with other institutions. 	<p>Standard performance indicators have not yet been developed. However, IT Solutions routinely performs environmental scans of other Universities and Colleges with respect to common IT services to students and staff, organizational structures, hardware and network infrastructure, and other IT related activities. The Director of IT Solutions participates in meetings with post-secondary institution colleagues through joint committees (e.g. MRNet, The Learning CITI, etc.).</p>
	<p>6.7 Apply strong customer focused IT service levels in the support of College students and staff.</p>	<ul style="list-style-type: none"> Improve the use of current physical space to provide customer accessibility. Create "Service Level Expectation" documentation for services provided. Review and leverage 3rd party vendor and partner relationships. 	<p>Facilities renovation to support this action remains on the Facilities Project List but has not been identified as a priority item to-date. Other options will need to be evaluated.</p> <p>IT Solutions has adopted a mission statement that focuses on collaboration, collegiality, and a professional provision of services to the College community. IT Solutions has been working hard to create a work culture that emphasizes inclusiveness, transparency and is customer service focused.</p> <p>"Service Level Expectation" documents are being developed for Information Technology initiatives that do not fall under the direct control of IT Solutions but require technology supports from IT Solutions as the first attempt to document support levels. Currently, "Service Level Expectation" documents are being developed for WebCT, TLM, AIR, CATALYST and The Learning Edge learning object repository.</p> <p>The Partnership Governance Committee has been established by the VP, Business Development to review and manage partnership relationships. The IT Strategic Plan also identified this as an on-going initiative to maximize benefits from IT related partnerships and leveraging those partnerships to help drive technology advancements at the College. Third party partnerships of our ERP vendor are also being evaluated when researching further software acquisitions to ensure continued integration with our Colleague ERP.</p>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> Develop a communication strategy to raise IT awareness across the College. 	<p>The level of IT awareness across the College has increased with the work performed towards the creation and communication of the IT Strategic Plan. The Director of IT Solutions has increased the level of IT Solutions participation in committees and initiatives across the College. IT Solutions has increased awareness presentations on specific IT related topics to the College community through forums and College events (e.g. College Day).</p> <p>IT Solutions has adopted a practice to notify all staff via e-mail of any planned service outages or user impacts as a result of planned upgrade activity, new software or hardware implementations or service interruptions due to unplanned circumstances.</p> <p>IT Solutions is developing an emergency communication strategy that could be used during power outages and e-mail outages. These include various telephone calling trees, alternate Blackberry communication strategies, and automated "fax-out" strategies.</p>
6.8	Develop a corporate IT security culture.	<ul style="list-style-type: none"> Develop IT security policies. Develop IT security awareness training for existing and new College staff. Provide on-going review of Business Continuity and Disaster Recovery plans with a focus on corporate information systems. 	<p>The IT Strategic Plan has identified the establishment of enterprise wide security architecture as a priority initiative. The IT Governance Committee has directed the formulation of a College IT Security Policy in its October meeting.</p> <p>The Supervisor of IT Security has provided IT Security presentations to the IT Solutions staff and to the IT Governance Committee. Security awareness presentations have been made to the College community through forums and College events (e.g. College Day). The level and content of the awareness training will increase as the IT Security Policy is implemented.</p> <p>The development of a Business Continuity/Disaster Recovery Plan is a priority initiative identified in the IT Strategy. IT Solutions is planning to work with its technology partners to develop and formalize the plan.</p> <p>The implementation of the new core networking equipment and the dual network connection from the distribution layer to the core provides redundancy to alleviate single points of failure in the network.</p>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
7.0	PROVIDE A SAFE AND WELL-MAINTAINED ENVIRONMENT FOR WORKING AND LEARNING.		
	<p>7.1 Develop a multi-year facilities development plan that enables continual adaptation, renewal and expansion of College facilities.</p>	<ul style="list-style-type: none"> • Pursue implementation of Millennium project. • Annually review the operational state of major facilities and equipment. • Develop a multi-year plan that addresses the deferred maintenance problem and ensures annual investment on the renewal of physical infrastructure, including program support equipment renewal. • Develop a cost-effective preventative maintenance program for equipment. Establish a function to collect and input data. 	<p>Funding requirements have not been secured for the Millennium project. However, it remains part of the on-going Master Plan (15 year) as funding permits.</p> <p>An external audit of the College's safety program was conducted in 2006. This assesses processes that are in place to ensure safety systems are working.</p> <p>The Mechanical and Electrical Audit with Smith Carter is in progress.</p> <p>Program Equipment Energy and Condition Audit by DSE is completed.</p> <p>The Facilities department implemented use of qualified SOA contractors.</p> <p>A number of projects were completed or are in progress at the Princess Street Campus. These include: (a) Power Factor Correction study complete. Final project costs are being compiled. (b) Emergency Power study (in progress); (c) Heat Recovery Loop Study (in progress); (d) Chiller Noise Study has been completed and noise abatement recommendations are being currently priced.</p> <p>Planning goals to date are:</p> <ul style="list-style-type: none"> ▪ Establish a Structural Reserve Fund for NDC Campus ▪ Complete site Mechanical and Electrical Audit with Smith Carter (in progress) ▪ Initiate site Architectural and Structural Audit ▪ Initiate site Tele-Com Hardware Audit ▪ Program Equipment Energy and Condition Audit by DSE is completed (project selection in progress) <p>A review of PM programs that are compatible with Datatel is in progress.</p>

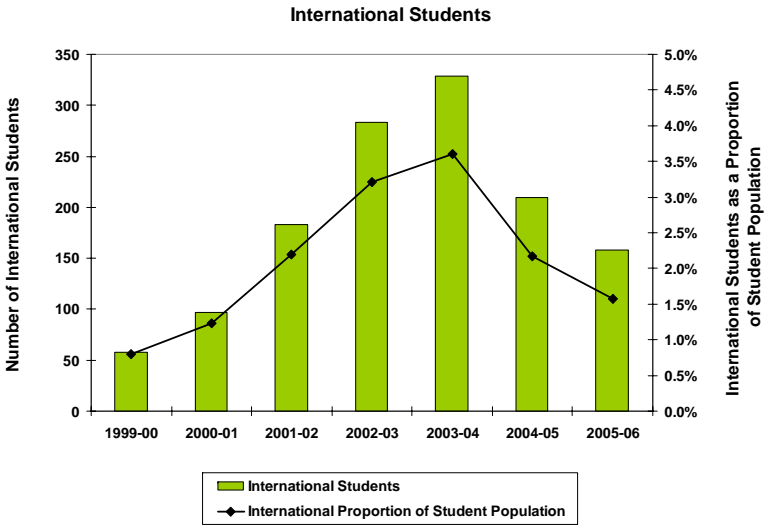
	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> Develop a budget to maintain and replace program support equipment. 	<p>On-going, funds are allocated to program equipment maintenance as part of the annual budget process.</p>
		<ul style="list-style-type: none"> Pursue additional funding for annual maintenance renewal. 	<p>On-going, funds are allocated to facility maintenance as part of annual budget process.</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>Furniture requests are reviewed annually and priorities are determined, such as new requests and what needs to be replaced.</p> <p>The replacement of classroom furniture is prioritize by building and by floor. Effort is directed toward completing a building before moving on to next, other than for replacing broken furniture throughout the campus which is always a priority.</p>
		<ul style="list-style-type: none"> Develop an asset inventory system. 	<p>Colleague's Fixed Assets module was used to conduct a physical inventory of all assets. 8,000 assets were uploaded from the old system to the new system by September 2006. Approximately 4,000 assets remain to be uploaded.</p> <p>Several departments are now able to access Fixed Assets, e.g. Materials Management, Facilities, Risk Management, Library Services, and Computer Services.</p>
7.2	<p>Develop a partnership between RRC, TGS, and COPSE to address facility maintenance issues of the College.</p>	<ul style="list-style-type: none"> Develop strategies for additional funding. Initiate an Energy Management program in which energy savings can be invested in building system upgrades. 	<p>Preliminary discussions/meetings have been held with the Assistant Deputy Minister, Transportation and Government Services.</p> <p>Several energy management projects have been completed or are in progress. Among them are:</p> <ul style="list-style-type: none"> Program Equipment Energy and Condition Audit by DSE is completed (project selection in progress). PSC Power Factor Correction Study complete. PSC Emergency Power Study (in progress). PSC Heat Recovery Loop Study (in progress). <p>Design of the HETC project uses Leadership in Energy and Environmental Design (LEED) standards benchmarks.</p>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
	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 will work in collaboration to identify a comprehensive list of mobility free access requirements and prioritize and initiate required renovations subject to available funding. 	The Transportation and Government Services Accessibility Study has been completed. The study identifies accessibility issues which will now be prioritized by the College for action and resource allocation.
	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. 	A security audit was completed and a report was compiled in 2005. Another audit is scheduled for 2010. A review of security at regional campus locations is done annually.
		<ul style="list-style-type: none"> Place a high priority on health and safety projects for Miscellaneous Minor funding. 	\$50K was applied to safety projects in 2006-07. On-going requirement to sustain this level of funding is at minimum due to the number of backlog projects.
		<ul style="list-style-type: none"> Develop and implement a certified safety management process based on internal departmental responsibility and continuous improvement. 	A safety management system has been developed and fully implemented in 2006-07. An external program audit conducted in 2006 will provide recommendations for improvement.
		<ul style="list-style-type: none"> Develop and implement safe procedure guidelines. 	Many have been developed and new requirements are based on program and legislative changes.
		<ul style="list-style-type: none"> Conduct a baseline health and safety audit. 	The audit was completed in 2006 and a follow-up audit recommended for 2010.
		<ul style="list-style-type: none"> Expand computer-based platform for the delivery of safety training programs. 	The platform has been selected and implemented. The safety department continues to convert training programs to computer based training.
		<ul style="list-style-type: none"> Review and exercise current Emergency Response Plan. 	Plan review, development and exercise is required for the College to be confident in emergency preparedness. For this to happen a dedicated position is required.
		<ul style="list-style-type: none"> Develop a Business Resumption Plan. 	This would follow emergency preparedness and requires a position to address.

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> Develop a safety training plan for employees and offer training through HR Staff Development Office. 	The safety training plan has been developed and is being offered through Staff Development.
		<ul style="list-style-type: none"> Certify a corporate Radiation Safety Officer, develop a Radiation Safety Program and related Emergency Response Plan. 	Radiation officer position was developed and a program is in place. Emergency Planning position required to include this element in the College's Emergency Response Plan.
	7.5 Improve the workplace through well-being initiatives.	<ul style="list-style-type: none"> Continue a program of washroom improvements and maintenance. 	Princess Campus now requires washroom improvements due to inadequate design. Towel and soap dispensers and toilets have been changed. Trash receptacles are in design and flooring is to be changed in 2007.
			Sani-Glaze applications were completed on several test washrooms and a quotation for Sani-Glazing all washrooms is in progress.
			As part of on-going improvements, Building B washroom renovations are being tendered.
		<ul style="list-style-type: none"> Develop a plan to upgrade ventilation systems across the College at the Notre Dame campus. 	Audits have been conducted or are in progress to assess the situation and to make recommendations. These are the Program Equipment Energy and Condition Audit by DSE now completed (project selection in progress) and a complete site Mechanical and Electrical Audit with Smith Carter (in progress).
		<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. 	Signage will be installed across Princess Street Campus in 2007-08.
	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. 	On-going, presentations have been made to President's Council and consideration is being given as to how best to incorporate principles. A policy has been drafted and is pending approval.

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE																								
		<ul style="list-style-type: none"> Develop processes to involve College members in learning, acting on and implementing sustainability principles. Implement strategies to encourage waste reduction, energy efficiency and other sustainable development practices. 	<p>See above.</p> <p>Washroom hand towels were changed in 2006 to reduce waste.</p> <p>A number of energy audits have been conducted at the Notre Dame and Princess Street Campuses. Examples include: Program Equipment Energy and Condition Audit by DSE; PSC Power Factor Correction Study; PSC Emergency Power Study (in progress).</p> <p>Development of a sustainability strategy for the implementation of a standard for new construction and renovations has occurred.</p>																								
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>Not a priority at this time.</p> <div data-bbox="1171 776 1942 1360"> <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>95</td> </tr> <tr> <td>2001-02</td> <td>8</td> <td>80</td> </tr> <tr> <td>2002-03</td> <td>10</td> <td>75</td> </tr> <tr> <td>2003-04</td> <td>12</td> <td>70</td> </tr> <tr> <td>2004-05</td> <td>10</td> <td>40</td> </tr> <tr> <td>2005-06</td> <td>14</td> <td>75</td> </tr> </tbody> </table> </div>	Year	International Work Experiences	Indirect Participation	1999-00	7	50	2000-01	9	95	2001-02	8	80	2002-03	10	75	2003-04	12	70	2004-05	10	40	2005-06	14	75
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	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> • Ensure that curricula are relevant to the realities of a global marketplace. 	This is done on an on-going basis. Videoconferencing equipment was just installed at PSC and discussions with a couple of international colleges to do video exchanges have begun.
		<ul style="list-style-type: none"> • Ensure that student support services are available to International students. 	Diversity and Immigrant Student Support office offered the following programs and supports to international students: Advising Services, Cultural and Language Mentorship program, Canadian Professional Skills Series Workshops, Global Friendship Circle and Welcome Party for Immigrant and International Students - approximately 25% of students who use these services are international students.
	8.2 Enhance global access to college programs.	<ul style="list-style-type: none"> • Deliver joint venture training initiatives in selected international markets. 	International Education is currently developing joint education ventures with two international institutions: LPU (Lovely Professional University, India) and Shenyang (China).
		<ul style="list-style-type: none"> • Continue to develop Internet delivery capability for College programs. 	The Learning Innovation division consults with IT Solutions and academic departments to provide training and support to areas aspiring to "go online".
		<ul style="list-style-type: none"> • Explore visa access strategies with relevant posts abroad. 	International Education visits Canadian Embassies and High Commissions on a regular basis to raise the profile of RRC.

	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>International Education has completed development of international webpages, international promotional material, banners, ads, pamphlets - all with a consistent message.</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>95</td> <td>1.8%</td> </tr> <tr> <td>2001-02</td> <td>185</td> <td>2.8%</td> </tr> <tr> <td>2002-03</td> <td>285</td> <td>3.5%</td> </tr> <tr> <td>2003-04</td> <td>330</td> <td>3.8%</td> </tr> <tr> <td>2004-05</td> <td>215</td> <td>2.5%</td> </tr> <tr> <td>2005-06</td> <td>160</td> <td>1.8%</td> </tr> </tbody> </table>	Year	Number of International Students	International Proportion of Student Population	1999-00	55	1.0%	2000-01	95	1.8%	2001-02	185	2.8%	2002-03	285	3.5%	2003-04	330	3.8%	2004-05	215	2.5%	2005-06	160	1.8%
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	8.4 Develop Red River's training capacity for export.	<ul style="list-style-type: none"> Enhance and expand upon existing promotional materials to include non-print materials (video, internet, etc.). Increase the number of custom-designed training programs/products offered to international clients. Prepare funding submissions for consideration by a number of Overseas Development Agencies (e.g., Asia Development Bank, World Bank, etc.). 	<p>A multimedia presentation for international recruitment is currently being created.</p> <p>International Education is developing potential programs with partners in India and China. As well, Bridging Programs including ESL, cultural and program specific content are being developed.</p> <p>International Education is currently submitting a CCPP (Canadian Colleges Partnership Program) proposal for funding of a Bolivia project. Projects are underway in Malawi and Chile.</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". 	RRC needs to develop a system that encourages the entry of international students in an easier manner.
		<ul style="list-style-type: none"> Establish internal mechanisms and procedures to support higher risk international projects. 	The College continues to develop procedures to assess potential projects for likelihood of success (due diligence).
		<ul style="list-style-type: none"> Integrate product promotion and marketing strategies for international student recruitment, and project work. 	International promotion materials are coordinated to have a single theme, focus and look.
9.0	STRENGTHEN COLLABORATION AND PARTNERSHIPS.		
	9.1 Articulate college programs with high schools, universities and other colleges.	<ul style="list-style-type: none"> Continue to articulate all diploma programs with a university degree program where appropriate. 	Eighty-five percent (85%) of all diploma programs are linked to one or more degree programs through formal articulation agreements. A new articulation agreement between Graphic Design at RRC and Environmental Design at U of M is being developed. In Applied Sciences, discussions occur with the University of Manitoba on as-needed basis regarding the development of new/expanded agreements. A special articulation agreement is in place with the University of Manitoba for the graduates of the RRC Diploma Nursing Accelerated (DNA) Program. Students of this program receive 12 additional advance standing credits in the Post RN Degree Program.
		<ul style="list-style-type: none"> Continue to develop articulation agreements with school divisions in Manitoba as appropriate. 	<p>All RRC articulations with Winnipeg Technical College (WTC) are to be reviewed/renewed by January 2007.</p> <p>New articulation opportunities are to be identified through Technical Vocational Institute (TVI) curriculum review committees.</p>
	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. 	The University of Manitoba has updated the Business Administration articulation with Bachelor of Commerce program to joint program status. RRC is working with the Faculty of Architecture to create a joint program in Environmental Design.

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE																								
	9.3 Build partnerships with the Students' Association.	<ul style="list-style-type: none"> Review current partnership agreements and develop formal partnerships with the Students' Association. Develop 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>The Student Association & Campus Services will soon be renegotiating a new agreement with a cold beverage provider.</p> <p>The Students' Association continued its support for the College Athletics program by increasing its contribution to the program from \$15,000 to \$30,000 to allow the introduction of men's and women's intercollegiate basketball.</p> <p>On-going.</p> <p>The Student Association and Management Executive (SAME), a committee consisting of the SA Executive and the College Executive, continues to meet quarterly as a means of addressing issues of concern to students. As policies and services are developed input from the Students' Association is sought.</p>																								
	9.4 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"> <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>1200</td> </tr> <tr> <td>2001-02</td> <td>25</td> <td>1100</td> </tr> <tr> <td>2002-03</td> <td>24</td> <td>1150</td> </tr> <tr> <td>2003-04</td> <td>23</td> <td>1200</td> </tr> <tr> <td>2004-05</td> <td>23</td> <td>1100</td> </tr> <tr> <td>2005-06</td> <td>20</td> <td>1100</td> </tr> </tbody> </table>	Year	Number of Programs	Number of Students	1999-00	17	900	2000-01	23	1200	2001-02	25	1100	2002-03	24	1150	2003-04	23	1200	2004-05	23	1100	2005-06	20	1100
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	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
			<p>Equipment has been donated by industry to the following program areas: Chemical and Biosciences, Medical Laboratory Sciences, Medical Radiologic Technology and Life Sciences and Biotechnology programs. RRC utilizes the equipment at the Institute of Biodiagnostics for the MRI program.</p> <p>As part of the DACUM process, industry representatives recognized the advantages of having the Electrical Engineering Technology program delivered using a co-operative model. The new semester format will accommodate two 16-week co-op terms, one after the first year of study and the second after the second year of study. This proposal will need COPSE approval before it is implemented. If approved, the department could offer at least limited co-op placements within four to six months.</p> <p>The Civil Engineering Technology Department collaborates with some 250+ employers and/or firms to implement and/or expand the mandatory co-op ed program. The number of available positions continues to exceed the number of available students to fill them.</p> <p>Students in the Distance Education Library Information Technology program are able to access field placements across the country.</p> <p>Work started on re-establishing optional co-op in Business Administration.</p> <p>Co-op programs in Accounting & Computer Education and Hospitality departments continue to work well. Creative Arts programs have unpaid work experiences.</p>
	<p>9.5 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>A Partnership Governance Committee has been formed to review current agreements with business and explore new ones.</p> <p>Aboriginal Education partners with Aboriginal governments to offer new programs and supports for Aboriginal students.</p> <p>The program advisory board for the Distance Education Studies in Aboriginal Child Care Post Diploma certificate program includes members of the First Nations and Inuit Health Branch, Four Feathers Inc. Head Start Program, and the Manitoba Metis Federation.</p>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
			<p>The College is building ties with CAHRD for the Human Resource Management program.</p> <p>RRC renewed a MOU with CAHRD and collaborated on a joint Power Engineering 5th Class program.</p> <p>Three rural aboriginal communities have been identified to participate in the pilot delivery of a Distance Education Occupational Training Delivery model.</p> <p>Heavy Equipment Operator (HEO) program was delivered to several Aboriginal and Metis organizations and communities through contract training.</p> <p>A contract is underway to partner with Urban Circle to offer the Para Educator program with additional Aboriginal content.</p>
		<ul style="list-style-type: none"> Cooperate with established and developing educational bodies and agencies. 	<p>RRC delivers 9 joint degree programs with the University of Winnipeg and the University of Manitoba. RRC and the University of Manitoba are developing a joint website to promote college/university collaborations and joint programs. They are also exploring joint program offerings for U of M Centre for Music, Art and Design (CMAD).</p> <p>RRC is providing curriculum support to the University College of the North for the Aboriginal Self-Government program.</p> <p>RRC partners with Urban Circle, SISTARS, Winnipeg Boys and Girls Club, and CAHRD to deliver RRC programming to the inner city.</p> <p>Gimli Campus delivered the first year of the Early Childhood Education diploma program at Sagkeeng First Nation. Other programs were provided at Pinaymootang First Nation and St. Laurent.</p> <p>RRC is part of the Manitoba Intellectual Property Mobilization Program, which include: University of Manitoba; University of Winnipeg; Brandon University; CancerCare Manitoba; St. Boniface Hospital Research Centre; and Health Sciences Centre Research Centre.</p>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
			The Business & Applied Arts (BAA) division joined the Association of Canadian Schools of Business and the North American Small Business International Trade Educators. BAA continues to work with the Forum for International Trade Training, Canadian Information Processing Society, Canadian Health Information Management Association, the Society of Graphic Designers of Canada, and others.
9.6	Build relationships with the Province of Manitoba and the Government of Canada.	<ul style="list-style-type: none"> Review and respond to the governments' innovation agendas. 	<p>RRC provided one year (\$4.5M) and three year (\$10M) program expansion plans to COPSE at their request.</p> <p>RRC is working with Manitoba Health to implement a Paramedic Training program for Manitoba.</p> <p>RRC worked with Manitoba Energy, Science and Technology to support the hydrogen fuelled bus demonstration projects.</p> <p>RRC is accommodating substantial increases in apprenticeship training to support the government agenda to expand apprenticeship training.</p> <p>RRC is to participate in the government's Wind Energy Human Resources needs assessment.</p> <p>RRC continues to participate in BIO conferences as part of Manitoba Pavilion to help develop partnerships. ARC continues to provide advice, upon request or through consultative processes.</p>
		<ul style="list-style-type: none"> Establish strategies to work cooperatively with government at the strategic level. 	<p>RRC has submitted a report to Western Economic Diversification Canada indicating the economic impact of past WD investments at RRC and outlined areas for future collaboration between RRC and WD.</p> <p>RRC seconded Ray Hoemsen to NSERC for 18 months.</p> <p>RRC participated in Premier's Economic Advisory Committee subcommittee on skills shortages.</p> <p>RRC renewed MOU with CAHRD and collaborated on a joint Power Engineering program.</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. Government grants:	<ul style="list-style-type: none"> Develop communications strategies for working effectively with COPSE & obtaining government recognition of College future needs. 	<p style="text-align: center;">Revenue Trends Percent of Net Revenue</p> <table border="1"> <caption>Estimated Data for Revenue Trends (Percent of Net Revenue)</caption> <thead> <tr> <th>Fiscal Year</th> <th>Operating Grant</th> <th>Day Tuition</th> <th>Apprenticeship</th> <th>Strategic Business Units (gross)</th> <th>Sundry & Miscellaneous Contracts</th> <th>Amortization of Deferred Contributions</th> </tr> </thead> <tbody> <tr> <td>2000/01</td> <td>55%</td> <td>10%</td> <td>5%</td> <td>18%</td> <td>5%</td> <td>2%</td> </tr> <tr> <td>2001/02</td> <td>58%</td> <td>10%</td> <td>5%</td> <td>18%</td> <td>5%</td> <td>2%</td> </tr> <tr> <td>2002/03</td> <td>58%</td> <td>10%</td> <td>5%</td> <td>18%</td> <td>5%</td> <td>2%</td> </tr> <tr> <td>2003/04</td> <td>58%</td> <td>10%</td> <td>5%</td> <td>18%</td> <td>5%</td> <td>2%</td> </tr> <tr> <td>2004/05</td> <td>58%</td> <td>10%</td> <td>5%</td> <td>18%</td> <td>5%</td> <td>2%</td> </tr> <tr> <td>2005/06</td> <td>58%</td> <td>10%</td> <td>5%</td> <td>18%</td> <td>5%</td> <td>2%</td> </tr> </tbody> </table>	Fiscal Year	Operating Grant	Day Tuition	Apprenticeship	Strategic Business Units (gross)	Sundry & Miscellaneous Contracts	Amortization of Deferred Contributions	2000/01	55%	10%	5%	18%	5%	2%	2001/02	58%	10%	5%	18%	5%	2%	2002/03	58%	10%	5%	18%	5%	2%	2003/04	58%	10%	5%	18%	5%	2%	2004/05	58%	10%	5%	18%	5%	2%	2005/06	58%	10%	5%	18%	5%	2%
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		<ul style="list-style-type: none"> Lobby for multi-year funding from government. 	This is an ongoing endeavour for senior managers. Several multi-year proposals have been submitted to COPSE.																																																	
	10.1 Expand revenue base. Tuition:	<ul style="list-style-type: none"> Work with Board of Governors and COPSE to develop an appropriate tuition strategy. 	On-going, 2007-08 preliminary budget contains a tuition proposal.																																																	
	10.1 Expand revenue base. Apprenticeship:	<ul style="list-style-type: none"> Continue to work with Apprenticeship Branch to ensure cost issues are adequately recognized in Apprenticeship funding. 	<p>On-going, current costing process, with particular emphasis on indirect academic rates, will be reviewed with Branch in 2006-07.</p> <p>RRC and the Apprenticeship Branch have agreed to review the apprenticeship costing model.</p> <p>The Apprenticeship Branch worked with Ironworkers and Boilermakers to help provide an additional \$70K or more worth of material and cash donations for the new Banister Road Apprenticeship Training Centre.</p>																																																	

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
	10.1 Expand revenue base. Strategic Business Units:	<ul style="list-style-type: none"> See other parts of strategic plan for various actions (including strategy 10.2). 	Strategic Business Units continue to be important elements of the College's revenue strategy. In 2005-06, SBUs in continuing education and distance education were combined to form the School of Continuing and Distance Education (SCaDE). This will allow for optimization of curricula and resources for revenue generation.
	10.1 Expand revenue base. Fundraising:	<ul style="list-style-type: none"> See Objective 11 for various actions. 	Various fundraising campaigns have been initiated related to capital development. These are targeted revenue generation activities and are developmental in scope.
	10.1 Expand revenue base. Other:	<ul style="list-style-type: none"> Explore opportunities for alternative revenues. 	This is an ongoing activity undertaken by all College managers and subject to due diligence and risk assessment.
		<ul style="list-style-type: none"> Work with Investment Committee and Investment Manager (Dept of Finance) to ensure optimal returns on investments. 	On-going, as of June 30, 2006, the College had \$1 million invested in equities and \$3.3 million invested in fixed term investments.
		<ul style="list-style-type: none"> Integrate contract training thinking to capitalize on emerging market opportunities throughout the College. 	On-going. Enterprise and Contract Services (ECS) held 2 half day training sessions open to all staff on the merits of the Contract Training model and the process. The ECS team work with any staff interested in doing research or other projects. The Best Practice Guidelines for Contract training are being updated to correspond to the new Project Accounting Module.
			Civil Engineering Technology has responded to Manitoba water quality legislation by delivering Water and Wastewater Operator certification and refresher training to operators. Piping Trades has designed and delivered a Level 1-equivalent contract-training program for Plumbing at the solicitation of the Manitoba Home Builders Association.
	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. 	Training is provided to managers surrounding ERP implementation. In addition, leadership development program (2nd phase) will have a Finance module.

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<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. 	<p>The President and Vice-President, Academic and Research continue to dialogue with Manitoba Advanced Education on a variety of topics related to the Colleges Act.</p>
		<ul style="list-style-type: none"> Explore the use of the SBU model for other activities, e.g., IT Solutions, Financial Services, Academic units. 	<p>On-going. All units of the College are aware of the SBU model and explore opportunities for viability as they arise.</p>
		<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. 	<p>On-going.</p>
		<ul style="list-style-type: none"> Strengthen profile of Financial Services division as internal business advisors. 	<p>On-going. Financial Services Staff are invited to sit on operational committees throughout the Academic and Administrative departments to offer advice and guidance on diverse business activities. The Controller and Assistant Controller will be conducting two 1-day workshops on General Accounting Principles and the specific College Financial model.</p>
		<ul style="list-style-type: none"> Investigate creation of reserves for specific purposes, e.g., major capital projects. 	<p>On-going, Princess Street Structural Reserve funded as of June 30, 2006.</p>
		<ul style="list-style-type: none"> Reduce capital deficit. 	<p>As per business plans for Princess Street and ERP purchase.</p>
		<ul style="list-style-type: none"> Manage vacation and severance pay liabilities and eliminate related deficit. 	<p>On-going, managers have reduced vacation carryover and new ERP will allow more timely information about liability. Unrestricted net asset deficit was reduced by \$197,000 in 2005-06.</p>
		<ul style="list-style-type: none"> Ensure the contract training strategy and model is communicated internally and externally. 	<p>College community clearly understands contract training strategy and services of the supporting department are well used.</p>

	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>On-going assessment of insurance coverage, WCB claims compliance to relevant legislation, and implementation of appropriate policies. Currently assessing a formal methodology for identifying and measuring corporate risks.</p> <p>CLIS provides centralized services on legally binding leases, hold harmless, licensing, partnership, etc., agreements to monitor corporate due diligence and accountability.</p> <p>CLIS staff participate in both the national and local Risk & Insurance Management Society (RIMS) workshops and conferences to remain current and apprised of trends.</p>
		<ul style="list-style-type: none"> Enhance the scope of the Risk Control Committee to ensure college-wide risk assessment. 	On-going.
		<ul style="list-style-type: none"> Develop risk control policies. 	On-going.
		<ul style="list-style-type: none"> Review all current policies. 	On-going. A Policy Analyst has been proposed and is pending budget approval.
		<ul style="list-style-type: none"> Increase knowledge and awareness of risk, control and insurance protection. 	<p>CLIS provides on-going informal training, awareness and monitoring of risk control and insurance issues.</p> <p>A formal course is offered through the Staff Development office on the Development and Administration of Agreements.</p>
	10.3 Allocate resources appropriately.	<ul style="list-style-type: none"> Expand a multi-year budgeting process. 	On-going, multi-year grant allows for better expenditure planning.
		<ul style="list-style-type: none"> Revise capital budget process to include business concepts such as ROI, etc. 	Completed. SBUs and large construction projects have used NPV of cash flows model. Template was developed during 2006-07 budget process.
		<ul style="list-style-type: none"> Evaluate the established benchmarking program. 	This is an on-going activity.

	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. 	This is an on-going activity of the Purchasing Department.
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. 	On-going, Princess Street is no longer singled out - part of the overall campaign.
		<ul style="list-style-type: none"> Maintain a communications capacity in the College Relations Department. 	The department employs two full-time staff with excellent written communications skills.
		<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. 	Funding has not been secured.
		<ul style="list-style-type: none"> Maintain the College web site to reinforce the new visual identity of the College. 	The College website was updated in 2005-06.
		<ul style="list-style-type: none"> Develop, implement, assess and continuously improve a specific means to communicate the College's Strategic Plan. 	The College's Strategic Plan is published on the RRC website and distributed internally and externally in hardcopy.

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE																														
		<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. 	On-going yearly activities – part of the overall marketing plan.																														
		<ul style="list-style-type: none"> Measure the level of awareness and satisfaction among target audiences. 	<p>On-going research – work in conjunction with R & D.</p> <div data-bbox="1171 526 1978 1026"> <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>2005 1st mention (%)</th> <th>2005 all mentions (%)</th> <th>2003 1st mention (%)</th> <th>2003 all mentions (%)</th> </tr> </thead> <tbody> <tr> <td>U of M</td> <td>45</td> <td>92</td> <td>55</td> <td>95</td> </tr> <tr> <td>U of W</td> <td>18</td> <td>88</td> <td>18</td> <td>91</td> </tr> <tr> <td>RRC</td> <td>21</td> <td>74</td> <td>13</td> <td>73</td> </tr> <tr> <td>BU</td> <td>10</td> <td>53</td> <td>12</td> <td>56</td> </tr> <tr> <td>ACC</td> <td>4</td> <td>20</td> <td>2</td> <td>25</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>Legend: ▨ 2005 1st mention ■ 2005 all mentions ▨ 2003 1st mention ■ 2003 all mentions</p> </div>	College/University	2005 1st mention (%)	2005 all mentions (%)	2003 1st mention (%)	2003 all mentions (%)	U of M	45	92	55	95	U of W	18	88	18	91	RRC	21	74	13	73	BU	10	53	12	56	ACC	4	20	2	25
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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. 	College Relations implemented a logo policy and prepared a visual identity manual.																		
	11.2 Develop and implement appropriate student recruitment strategies.	<ul style="list-style-type: none"> Develop a comprehensive, long term enrolment management strategy. 	The process for the development of a campus wide enrolment management strategy is being discussed.																		

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE												
		<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. Implement targeted communications strategies for recruitment. 	<p>On-going. College Relations works with the recruitment department and the program coordinators to develop specific and general recruitment strategies.</p> <p style="text-align: center;">High School Recruitment Presentations</p> <table border="1"> <caption>Data for High School Recruitment Presentations</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>5500</td> </tr> <tr> <td>2005-06</td> <td>115</td> <td>4500</td> </tr> </tbody> </table> <p>Recruitment staff from Enrolment Services, International Education and Aboriginal Education are working together to share resources and strategy and to support each unit.</p> <p>Recruitment staff are investigating targeting one or two school districts per year to increase awareness of RRC in the high schools in these communities.</p> <p>Communications management functionality in Colleague will assist us in the development of aggressive targeted communication with potential students.</p>	Year	Number of Presentations	Number of Students Participating	2003-04	145	6000	2004-05	130	5500	2005-06	115	4500
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	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> Implement software to support active recruitment to ensure a higher conversion rate of inquiries to applicants; applicants to registrants who show up on the first day of class and persist. 	<p>Functionality in Colleague will assist in achieving the goal of implementing personalized on-going communication with potential students which is crucial to an increase in conversion rates from inquiry to applicant.</p>
		<ul style="list-style-type: none"> Develop further content for the College website, promoting RRC courses, through interactive video, testimonials, camera views. 	<p>College Relations implemented a new look to the web specifically targeted to the high school audience, in the process of updating all of the material.</p>
	<p>11.3 Support an environment of enthusiasm and participation within the College community.</p>	<ul style="list-style-type: none"> In consultation with staff, maintain a model to support Staff Club activities. 	<p>On-going.</p>
		<ul style="list-style-type: none"> Introduce a program of "awards for excellence" and encourage application and nominations for outstanding achievement awards. 	<p>Nominated staff and students for external awards.</p>
		<ul style="list-style-type: none"> Develop, implement and support annual program of special events in cooperation and coordination with the Students' Association and volunteer staff organization. 	<p>Student Services and the Students' Association sponsored a week-long series of activities to welcome new students to the College. Also, the Students' Association has increased support for collegiate sports activities.</p>
		<ul style="list-style-type: none"> Develop strategies to support RRC participation in the philanthropic community. 	<p>Support on-going philanthropic activities which relate to the College.</p>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE																				
		<ul style="list-style-type: none"> Identify and coordinate entry of college "teams" in community special events. 	<p>RRC teams participated in a number of events, e.g. Great Grain Relay, CIBC Run/Walk for the Cure, Heart and Stroke Foundation Big Bike Ride, and Kidney Foundation Walkathon. College faculty annually coordinate events and mentor students for competitions such as Skills Manitoba and Skills Canada. In 2005-06, RRC students won 5 Gold medals, 5 Silver medals, and 3 Bronze medals in Skills Manitoba, and 1 Gold medal and 2 Silver medals in Skills Canada.</p>																				
	<p>11.4 Develop a strong alumni association for the College.</p>	<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>Continue to expand the Alumni Database. Revenue generation has been through on-going special events.</p> <div data-bbox="1171 522 1978 1052" data-label="Figure"> <p style="text-align: center;">RRC Alumni Database</p> <table border="1"> <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>8,000</td> </tr> <tr> <td>1999-00</td> <td>1,500</td> </tr> <tr> <td>2000-01</td> <td>3,000</td> </tr> <tr> <td>2001-02</td> <td>2,500</td> </tr> <tr> <td>2002-03</td> <td>3,500</td> </tr> <tr> <td>2003-04</td> <td>3,500</td> </tr> <tr> <td>2004-05</td> <td>3,000</td> </tr> <tr> <td>2005-06</td> <td>3,500</td> </tr> <tr> <td>Total</td> <td>28,000</td> </tr> </tbody> </table> </div>	Graduation Year	Alumni Count (Approximate)	1999 and earlier	8,000	1999-00	1,500	2000-01	3,000	2001-02	2,500	2002-03	3,500	2003-04	3,500	2004-05	3,000	2005-06	3,500	Total	28,000
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	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE												
			<p>The vast majority of alumni donations are directed towards students awards and have minimal impact on the College operating budget.</p> <p style="text-align: center;">Annual Alumni Appeal Results</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <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> <tr> <td>2005</td> <td>18</td> <td>\$2,000</td> </tr> </tbody> </table>	Year	Number of Gifts	Total Dollars Raised	2003	36	\$2,500	2004	22	\$1,500	2005	18	\$2,000
Year	Number of Gifts	Total Dollars Raised													
2003	36	\$2,500													
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		<ul style="list-style-type: none"> Support and encourage the development of program-specific alumni chapters in the College. 	New initiative to plan for 2006-07.												
		<ul style="list-style-type: none"> Establish a program of special events and activities for alumni of the College and for retired staff through the RRC Heritage Group. 	On-going.												
11.5	Increase success in College fundraising activities.	<ul style="list-style-type: none"> Maintain a coordinated approach to fundraising for the College both internally and in the external community. 	<p>Develop a comprehensive fundraising strategy which includes the present and up-coming capital campaigns.</p> <p>Developing a strategic plan for the Heavy Equipment Transportation Centre Capital Campaign.</p> <p>Involve all areas of the College in the different fundraising initiatives.</p>												

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> Support the comprehensive fundraising capacity of the College. 	<p>Developing a comprehensive plan which will involve all areas of the College.</p> <p>Expanding the resources of:</p> <ul style="list-style-type: none"> Planned giving major gifts Expand capacity as required for the capital campaign and/or other on-going fundraising projects.
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. 	Initiated review of RRC Intellectual Property policy to better recognize the rights of creators and encourage innovation.
			Organized site based Bachelor of Science in Technology and Masters of Arts in Educational Administration programs at RRC for Manitoba community college faculty.
			Encouraged and accommodated faculty and students to participate in applied research projects such as the hydrogen fuel cell powered transit bus and the Motor Coach Industries powertrain integration project.
			Develop research centres such as the Center for Applied Research in Sustainable Infrastructure.
		<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. 	RRC participated in the Canadian Adult Learner Friendly Institute (ALFI) study to identify best practices in adult education.
		<ul style="list-style-type: none"> Develop and support faculty and staff innovation initiatives that stress creativity, excellence and risk taking. 	Applied research activities in academic areas provide opportunities for creativity and innovation. Examples include the Red River Raycer, Shockknife, and the hydrogen-fueled bus.

	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. 	On-going, part of the overall branding activities.
		<ul style="list-style-type: none"> Conduct a knowledge management inventory and assessment. 	The capacity for knowledge management is being developed. There are a number of initiatives which have potential to contribute to creating a learning college. Examples include the Course Outline Web (COW), the Anytime/Anywhere Instructor Resource (AIR) website, and the Community of Practice in Faculty Academic Advising.
		<ul style="list-style-type: none"> Develop a knowledge management agenda for the College, identifying people, processes, artifacts and technologies. 	Under development.
		<ul style="list-style-type: none"> Identify and conduct a pilot knowledge management project in a selected KM area. 	At present, Face Validations represent Research and Planning's primary knowledge management project.
	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 revised the timeframe for the Strategic Plan from 5 to 3 years. President's Council decided to migrate accountability down to specific council members and to have this reflected in the 2007 - 2010 Strategic and Operational Plans. In addition, comprehensive long range planning initiatives were undertaken. Examples include the IT Strategic Plan and the Academic Plan 2006 - 2020.
		<ul style="list-style-type: none"> Establish a regular review of values. 	The RRC Statement of Values is reviewed bi-annually and is scheduled for review in 2006-07.
		<ul style="list-style-type: none"> Communicate the process and content of the Strategic Plan. 	A communication plan related to the Strategic Plan is developed jointly by Research and Planning and College Relations annually.
		<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 RRC Strategic Plan, Operational Plan, and Progress in Achieving the Vision are made Internet accessible through the College's website.

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
	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>The Director of International Education has joined the Senior Academic Committee (SAC).</p> <p>Continuing Education and Distance Education are in the process of amalgamation to provide enhanced service to students.</p> <p>The Teaching, Learning Technology Roundtable has been supported in its work and in a major revision of its Terms of Reference to enable a communication forum.</p>
	12.4 Transform the image of the College.	<ul style="list-style-type: none"> Define and evolve RRC's brand as a learning college and as a contributor to Manitoba's economic prosperity through an integrated marketing strategy. 	On-going – continual focus and priority of the College Relations department through all activities.
		<ul style="list-style-type: none"> Assess the public perception and impression of RRC on a routine basis. 	<p>The Omnibus Survey was used to gather data on public awareness and impression of the College.</p> <p>On-going market research is also conducted.</p>
		<ul style="list-style-type: none"> Establish rapport with outside interests in lobbying on behalf of the College for recognition. 	Seconded the Director of Applied Research and Commercialization to NSERC to be their visiting executive and Western Region director.
	12.5 Nurture an innovative and technology literate learning and work environment.	<ul style="list-style-type: none"> Develop a strategy to achieve increased funding for the advancement of technology in all aspects of the College. 	<p>A Technology Grant was applied for and received in 2006-07 for the set-up of a new computer for use by Adult Learning Centre students at the new Steinbach Campus. Students can use the lab to support their learning or to take courses towards the Mature Student High School Diploma through independent study.</p> <p>Funding for activities (primarily academic release time and student support) is still the priority for ARC.</p> <p>A Memorandum of Cooperation with the University of Winnipeg is ready for signature.</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. Technology development funds are now available as a result of this partnership.</p>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> Establish a program to encourage and reward faculty and staff in advancing their knowledge of innovation, technology, developing new adaptations of technology and integrating technology into their teaching and working systems. 	<p>An agreement with TR Labs (once funding has been secured) will facilitate knowledge advancement.</p> <hr/> <p>Wherever possible, applied research projects (such as CARSI) will provide opportunities for knowledge advancement.</p>

Acronym List

Acronym	Full Name	Acronym	Full Name
A/V	Audio/Visual	CEI	College Expansion Initiative
ACCC	Association of Canadian Community Colleges	CHRP	Canadian Human Resource Press
AIR	Anytime, Anywhere Instructor Resource	CIHR	Canadian Institute of Health Records
ALC	Adult Learning Centre	CIIS	Canadian Institutes of International Studies
ALFI	Adult Learner Friendly Institute	CIPS	Canadian Information Processing Society
ARC	Applied Research & Commercialization	CLIS	Corporate Legal and Insurance Services
BAA	Business & Applied Arts	CMAD	Centre for Music, Art and Design
BCC	Biomedical Commercialization Canada	COPSE	Council on Post-Secondary Education
BIO	Biotechnology Industry Organization	COW	Course Outline Web
BN	Bachelor of Nursing	CPAC	Central Plains Athletic Conference
BOE	Business Objects Enterprise	CRNM	College of Registered Nurses of Manitoba
CA/P	Computer Analyst/Programmer	CTAB	Canadian Technology Accreditation Board
CA/P-I	Computer Analyst/Programmer - Integrated	CTTAM	Certified Technician Technology Association of Manitoba
CAE	Certificate in Adult Education	CWLOs	College-Wide Learning Outcomes
CAHRD	Centre for Aboriginal Human Resource Development	DE	Distance Education
CARSI	Centre for Applied Research in Sustainable Infrastructure	DFAIT	Department of Foreign Affairs and International Trade
CASN	Canadian Association of Schools of Nursing	DHCP	Dynamic Host Configuration Protocol
CCEPAC	Child Care Education Program Approval Committee	DM	Deputy Minister
CCPP	Canadian Colleges Partnership Program	DNA	Diploma Nursing (Accelerated)
CE	Continuing Education	DSE	Demand Side Energy

Acronym	Full Name	Acronym	Full Name
EAL	English as Additional Language	NSERC	National Science and Engineering Research Council of Canada
ECE	Early Childhood Educators	PAR	Progressive Aboriginal Relations
ECS	Enterprise and Contract Services	PCD	Program & Curriculum Development
EHS	Environmental Health and Safety	PLAR	Prior Learning Assessment and Recognition
ERP	Enterprise Resource Planning	PSC	Princess Street Campus
ESL	English as a Second Language	RIMS	Risk & Insurance Management Society
EST	Energy, Science and Technology	SAC	Senior Academic Committee
ETS	Employment and Training Services	SAME	Student Association and Management Executive
FIT	Freshman Integrated Tracking System	SBU's	Strategic Business Units
HEO	Heavy Equipment Operator	SCaDE	School of Continuing and Distance Education
HETC	Heavy Equipment Training Centre	SCORE	Sharable Content Object Repositories for Education
IPMA- CS/CP	International Personnel Management Association Certified Specialist/ Certified Practitioner	SECD	Science of Early Childhood Development
IST	Information Systems Technology	SISTARS	Sisters Initiating Steps Towards a Renewed Society
ITS	Information Technology Solutions	SOA	Standing Offer Agreements
JBN	Joint Bachelor of Nursing	SSHRC	Social Sciences and Humanities Research Council
LEED	Leadership in Energy and Environmental Design	TAM	Transportation, Aviation and Manufacturing
LIT	Library and Information Technician	TLTC	Teaching Learning Technology Centre
LOR	Learning Object Repository	TVI	Technical Vocational Institute
MOU	Memorandum of Understanding	VEITS	Values, Ethics and Integrity in Technology and Society
ND	Notre Dame	WCB	Workers' Compensation Board
NPV	Net Present Value	WTC	Winnipeg Technical College



RED RIVER COLLEGE
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