

# Progress in Achieving the Vision

2001

A Report on  
Strategic Plan  
Achievements at  
Red River College  
during 2001



December 2001

## Introduction

This report documents the progress achieved by Red River College in 2001 to achieve its vision and mission. It is part of the College's annual Strategic Plan review process.

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

Two companion documents, **Red River College Strategic Plan 2002-2007**, and **Red River College Operational Plan 2002-2007** detail the revised plan at the strategic and operational levels.

This report provides a qualitative commentary on achievements.

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

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

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

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

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
1.0	<b>DELIVER HIGH QUALITY PROGRAMS AND SERVICES THAT FOCUS ON THE CUSTOMER.</b>		
	<p>1.1 Develop and adopt a set of college-wide learning outcomes for use by all programs, and develop all newly funded programs, in learning outcomes format.</p>	<ul style="list-style-type: none"> <li>• Identify, define and develop relevant assessment strategies for College learning outcomes.</li> <li>• Integrate learning outcomes into existing programs.</li> <li>• Integrate learning outcomes into all new programs.</li> </ul>	<ul style="list-style-type: none"> <li>• After extensive internal and external consultation, RRC adopted the Conference Board of Canada's Employability Skills 2000+ as the College-wide Learning Outcomes. These will be integrated into new and existing programs as part of the program development and renewal process (i.e. curriculum validation).</li> <li>• The current Curriculum Validation model develops a comprehensive chart of learning outcomes for each program validated. In 2000/01, this was done for the following programs: Developmental Services Worker, Power Engineering, and C &amp; I Sales.</li> <li>• Program learning outcomes will be developed for all programs through the curriculum review and validation process.</li> <li>• Curriculum validation will check for and ensure the inclusion of the Conference Board of Canada Employability Skills outcomes in each program.</li> <li>• PCD works with academic departments on an as-needed basis to provide training and support on developing learning outcomes. This service has been provided to the Computer Analyst Programmer, Intensive ESL, Dental Assisting, and Hotel and Restaurant Administration diploma programs.</li> </ul>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
	<p>1.2 Seek national or professional recognition and accreditation in all academic programs where appropriate standards exist.</p>	<ul style="list-style-type: none"> <li>• Each program to identify the appropriate accrediting body or standards setting organization(s).</li>   <li>• Each program to develop an accreditation or re-accreditation plan as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• This is an on-going activity. Several specific actions were conducted in 2001.</li> <li>• Contacted the Conjoint Committee on Accreditation regarding the Medical Laboratory Sciences and the Magnetic Resonance Imaging/Spectroscopy Programs.</li> <li>• Met with Canadian Association of Rehabilitation Professionals (CARP) regarding accreditation of Developmental Services Worker (DSW) Graduates</li> <li>• Joint BN (JBN) Program is approved by the College of Registered Nurses of Manitoba (CRNM) and accredited by the Canadian Association of University Schools of Nursing (CAUSN).</li> <li>• The Diploma Nursing (Accelerated) [DNA] Program and the RN Refresher Program are approved by the CRNM.</li> <li>• All Diploma Programs in the department – Electrical Engineering Technology, Computer Engineering Technology, Communication Engineering Technology, Instrumentation Engineering Technology, and Electronic Engineering Technology received National Accreditation by the Canadian Council of Technicians and Technologists as of Oct.29/01.</li> <li>• For Teacher Education – The appropriate agency is the Government of Manitoba.</li> <li>• For ACCESS Nursing – The appropriate agency is the Government of Manitoba.</li>   <li>• Early Childhood Education (ECE) has submitted information to Child Care Education Program Approval Committee (CCEPAC) for re-approval.</li> </ul>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> <li>Where national or international standards exist, the program will evaluate their curricula to ensure alignment with these standards.</li> </ul>	<ul style="list-style-type: none"> <li>All programs undertake this process.</li> </ul>
	<p>1.3 Ensure that curriculum is relevant and meets business, industry and community needs.</p>	<ul style="list-style-type: none"> <li>Apply DACUM procedures when developing all new full-time programming.</li> </ul>	<ul style="list-style-type: none"> <li>DACUMS are used in the development of all new programs.</li> <li>Delivered 17 DACUM workshops in 2000/01 including CAE, Broadcast Production, Digital Multimedia Technologies, Precision Metal Mfg, Manufacturing Technician, and Technical Communications and has 7 scheduled for delivery in 2001/02. In addition, RRC is working with the Canadian Vocational Association to have DACUM training, Modules I &amp; II, delivered in Winnipeg.</li> </ul>
		<ul style="list-style-type: none"> <li>Implement a curriculum validation process, which reviews all curricula for relevancy at least once every 5 years or upon major revision.</li> </ul>	<ul style="list-style-type: none"> <li>A new three stage curriculum validation model was developed, including a preliminary scan, a program review and a curriculum validation.</li> </ul>
		<ul style="list-style-type: none"> <li>Establish strategies to ensure an inclusive curriculum, including a model and implementation strategy utilizing pilot, assessment and review processes.</li> </ul>	<ul style="list-style-type: none"> <li>On-going action. Completed inclusive learning environment faculty training model draft.</li> <li>The certificate in Adult Education program is being revised to ensure that all new faculty learn the importance of and how to develop inclusive curricula.</li> </ul>
		<ul style="list-style-type: none"> <li>Establish strategies to ensure curricula are inclusive of Aboriginal perspectives, values and world-views.</li> </ul>	<ul style="list-style-type: none"> <li>Being implemented on an on-going basis as course outlines are revised.</li> </ul>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> <li>Establish strategies to support initiatives in the development of technologically mediated curriculum and the application of new learning technologies and methods.</li> </ul>	<ul style="list-style-type: none"> <li>An on-line version of the Adult 12 Technical Preparation Mathematics course (40S level) was developed and is being field-tested by the Academic Development Services department. Curriculum revisions to the Adult 12 Mathematics course were completed, and revisions to the Adult 11 Mathematics course are ongoing.</li> <li>The Language Training Centre has developed two new programs for delivery in 2001/02: English for Health Care Aides and English for Nursing Purposes as a reflection of the growth of demand in these areas and to help facilitate access of ESL learners into the nursing and health care aide programs at RRC.</li> <li>Continuing Education submitted a proposal to Worker's Compensation Board for funding to initiate a modularized Occupational Safety and Health program.</li> <li>Continuing Education developed and initiated the new Sterile Processing Technician Program in conjunction with Manitoba employers. It is being offered fulltime to meet the demand for trained staff.</li> <li>Continuing Education is offering 3 workshops this year in Clinical Research with financial support from various companies</li> <li>The Software Development Diploma allows students to match established learning outcomes by taking courses or by demonstrating their competence through various PLA methodologies.</li> <li>Continuing Education is delivering Culinary Arts theory courses, which integrate computer and internet skills.</li> </ul>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
			<ul style="list-style-type: none"> <li>• Continuing Education developed and delivered “Web-shops” two-day intensive workshops on specific topics during the summer.</li> <li>• Research and Planning and Distance Education completed a strategic plan for distance / distributed learning</li> <li>• Distance Education submitted a proposal to the CEI for the second phase of the Distance Education expansion.</li> <li>• The Campus InterLink video-streaming project has nearly completed purchasing, installing, and testing equipment and systems at the main and regional campuses.</li> <li>• Over 1600 student accounts have been opened on WebCT</li> <li>• RRC has been selected to be a partner by CISCO Systems to deliver CISCO and non-CISCO technical curricula via the CISCO internet based delivery system.</li> <li>• RRC uses WebCT, Mastery and TLM (The Learning Manager) technology based delivery systems.</li> <li>• The Teaching and Learning Technology Center has been able to introduce and facilitate the use of Web-CT to over 2100 users, offer over 2000 hours of faculty and staff training in the use of educational technology and advise on the design of facilities to maximize learning.</li> <li>• The Web Manager has supported the development of over 92 faculty web pages (with 140 staff / students trained in development of pages) as well the inclusion of media into the use of web for learning.</li> </ul>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
	<p>1.4 Adopt and integrate the philosophy, concepts and principles of continuous quality improvement into the College program and service delivery systems.</p>	<ul style="list-style-type: none"> <li>• Develop a continuous improvement plan for the College.</li> <li>• Create data collection, warehousing and reporting processes to ensure timely distribution of data and management information.</li> <li>• Develop annual continuous improvement processes, which provide for input from key constituencies.</li> <li>• Develop program and service quality standards, measures and a process to benchmark &amp; monitor achievement.</li> <li>• Establish a quality management-training program that addresses quality improvement and customer service strategies college-wide.</li> <li>• Develop and implement customer satisfaction programs throughout the College.</li> </ul>	<ul style="list-style-type: none"> <li>• The department called eTV has made significant strides in the use of Streaming media for use in distance delivery and has enabled the mounting of a pilot in the regional campus.</li> <li>• To be initiated in 2002-2003.</li> <li>• On-going activity. Data are gathered in a variety of operational areas on a regular basis and warehoused for retrieval, analysis and reporting. There are a number of routine reports such as the Academic Annual report, the Annual Report and the Graduate Employment Report. In addition, special data reports are prepared for internal and external purposes throughout the year.</li> <li>• This is an on-going commitment in all areas of the College. The 2001 Strategic Planning process included a series of internal consultation forums for all staff to attend and participate in improving the plan. In addition, in 2001 a number of faculty and staff consultations were conducted to express a Statement of Values for the College.</li> <li>• Program standards are currently monitored by advisory committees through staff and student reports and by co-op education and work placement evaluations. Work on the benchmarking system is continuing.</li> <li>• 88 staff have completed the Advanced Connections Customer Service Training Program. Additional training sessions will be delivered in 2002.</li> <li>• Continuous Activity. These include student evaluation of program and graduate employment and satisfaction surveys.</li> </ul>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> <li>• Provide independent operational assessments.</li> </ul>	<ul style="list-style-type: none"> <li>• In 2001, a Strategic Plan was completed for distance/distributed learning.</li> <li>• A comprehensive review of contract training was conducted and a new model developed.</li> </ul>
	<p>1.5 Enhance library and media services to increase program delivery support and student learning.</p>	<ul style="list-style-type: none"> <li>• Develop a quality collection of information in all formats and, in an appropriate balance to meet the needs of faculty and students.</li> </ul>	<ul style="list-style-type: none"> <li>• A collection development team has been created to improve the way in which the library collection is selected, maintained and evaluated. A three-year cycle for weeding has been reinstated. Methods for evaluating use are being investigated.</li> </ul>
		<ul style="list-style-type: none"> <li>• Increase College access to information resources through networks, Internet and cooperative arrangements.</li> </ul>	<ul style="list-style-type: none"> <li>• The Library continues to expand its electronic resources. Encyclopedia Britannica Online is the newest digital database. Hundreds of Statistics Canada files in PDF format have been downloaded for easier access. Hot links to Internet web resources are being added to the OPAC and the library's web pages on an ongoing basis.</li> </ul>
		<ul style="list-style-type: none"> <li>• Develop an open access Learning Commons that includes a range of multi-media hardware and software.</li> </ul>	<ul style="list-style-type: none"> <li>• Plans for Princess Street include an open-access computer lab and a full-range of library services. Video-on-demand and streaming video technologies will be the systems of choice. Plans for Notre Dame are being developed.</li> </ul>
		<ul style="list-style-type: none"> <li>• Provide audio/visual technology needs for all instructional areas.</li> </ul>	<ul style="list-style-type: none"> <li>• The library facilitates the purchase of data projectors throughout the college and is preparing a master list showing location of all data projectors and appropriate contact names to maximize use of these costly resources.</li> </ul>
		<ul style="list-style-type: none"> <li>• Improve and expand the provision of library services.</li> </ul>	<ul style="list-style-type: none"> <li>• The library is investigating the feasibility of electronic reserves to facilitate access by regional centres and distance education students.</li> <li>• The media technician has developed a session for students on the use of data projectors that will be delivered to several hundred business students this year, The Library's web pages have been completely revamped and web modules for library instruction have been developed.</li> </ul>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
	1.6 Streamline programs and service delivery.	<ul style="list-style-type: none"> <li>• Review the 1998 Cini-Little consultant's report on the food services operation with the College Hospitality Department to establish an implementation strategy that achieves mutual purposes.</li> <li>• Conduct a series of workshops and information sessions for staff on the programs and services available through the various departments within Administrative Affairs.</li> <li>• Conduct surveys and focus group sessions to determine effectiveness of services provided.</li> </ul>	<ul style="list-style-type: none"> <li>• Facilities - This process has commenced and it was determined that the designs in the report do not meet building codes. However, the general focus of the report and proposed plans are valid and will be used for implementation and as an optional guideline for final design.</li> <li>• BookZone &amp; Food Services- Continue to implement Cini-Little consultant's report recommendations in the Food Services operations.</li> <li>• Preliminary design review of new Food Services area in the Buffalo Cafeteria targeted for the 2002-2003.</li> <li>• Facilities – Facilities implemented a work order system that placed responsibility for work requests in the hands of the managers responsible for the various budgets within the College. This was well received as a budget control measure and training was made available and provided to every manager who could attend.</li> <li>• BookZone – Open House to be held in the Bookstore in 2002-2003.</li> <li>• Print &amp; Graphic Centre - Series of open houses to promote the docutech. This will be achieved through linking multi-users to high speed efficient and inexpensive educational materials.</li> <li>• Facilities – Surveys have not been conducted in Facilities as yet but will be sent out in 2002. Although, some feedback has been received from course critiques that students complete at the end of each course. Also, the SA has provided valuable feedback and this will be expanded on in the new year.</li> </ul>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
			<ul style="list-style-type: none"> <li>• Food Services &amp; BookZone - Customer Satisfaction Surveys to be coordinated through Auxiliary Services division. This will include Food Services, the BookZone, Document Processing Center and the Print &amp; Graphic Center.</li> <li>• Print &amp; Graphic Centre - Develop a questionnaire that will solicit customer input into the effectiveness, efficiency and professionalism of services provided.</li> <li>• With the intent in increasing not only the customer satisfaction and quality control of the delivered product, follow-ups enable open communication and resolution.</li> <li>• To provide all staff and students with access to friendly instant printing the Print &amp; Graphic Centre now provides extended hours Monday to Thursday 8am – 6:30pm and Friday 8am - 4pm.</li> </ul>
	1.7 Develop capability to undertake applied research on a cost-recovery basis.	<ul style="list-style-type: none"> <li>• Seek eligibility status for RRC for National Science and Engineering Research Council grants</li> <li>• Include applied research projects as part of academic programs where appropriate.</li> <li>• Develop research protocols.</li> </ul>	<ul style="list-style-type: none"> <li>• Canadian Foundation for Innovation project for a Bio-science Demonstration Lab submitted.</li> <li>• NSERC eligibility to be pursued after the establishment of an Applied Research Office.</li> <li>• Three applied research projects/contracts undertaken in Civil Tech. programs.</li> <li>• The National Research Council provided \$100K in support of the establishment of a chemical instrumentation demonstration lab at the College through the Industrial Research Assistance Program (IRAP).</li> <li>• Stage one study conducted to assess the concept and viability of an Applied Research office at RRC, supported by Western Diversification grant.</li> <li>• Stage two will investigate research protocols.</li> </ul>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> <li>• Develop an intellectual property rights policy.</li> <li>• Develop comprehensive research policies and procedures.</li> <li>• Pilot applied research in the form of a Centre for Applied Research in sustainable infrastructure.</li> </ul>	<ul style="list-style-type: none"> <li>• Preliminary research undertaken on an IP policy for RRC.</li> <li>• The Library is involved in determining the intellectual property rights and copyright issues relating to the creation and use of all recorded material, including digital library resources.</li> <li>• A new Research Approval Policy was developed. It provides a more comprehensive framework, definition and procedure for the review and approval of research conducted at RRC.</li> <li>• CARSI project revised and resubmitted to Canadian Foundation of Innovation.</li> </ul>
	<p>1.8 Enhance the College facilities to support friendly and efficient customer service.</p>	<ul style="list-style-type: none"> <li>• Relocate all admissions and student support services for student convenience and accessibility.</li> <li>• Pursue the development of a College Centre that includes the development of the front entrance and accommodation for a Student Administrative Services Centre, the Library Learning Centre, a Student Association Centre, cafeterias and other student-focused services.</li> <li>• Review the progress of the College Centre in conjunction with the Student Association to determine and develop an interim plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Continued to work with College staff to develop a plan to move a number of student support services and staff to create a One-Stop Shop for Student Services.</li> <li>• Submitted a request for capital funding to Government Services to do the necessary renovations to create the One-Stop Shop for Student Services.</li> <li>• This project will, in part, be considered with the development of a much more comprehensive campus plan, which is expected to commence in January 2002.</li> <li>• The Students' Association is currently considering modifications to its original plan to develop a Student Centre on the main campus.</li> </ul>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>This is an ongoing activity.</li> <li>Modifications have been made to the Media Services area of the Library to provide easier physical access to equipment. Area carpeting has been added to the lounge seating area and posters are being hung to enliven the area.</li> <li>A satellite kiosk in the passageway of Bldgs. A &amp; B (AB Copy Centre) now provides the College staff with just in time printing. Plans are underway for providing students with the same services.</li> <li>The customer service area of DM19 will be remodeled before the end of 2002. A tentative drawing is in facilities awaiting a formal whiteprint.</li> <li>Many staff have been supported to undertake the Customer service training. One library staff is certified to offer this training for the college.</li> </ul>
	<p>1.9 Develop and implement new means to adapt programs to the growing global marketplace.</p>	<ul style="list-style-type: none"> <li>Develop a strategy to grant applied degrees, including advocacy for the required legislative changes.</li> <li>Designate and develop a program area for applied degree status.</li> <li>Review all programs for the appropriateness of applied degree status.</li> </ul>	<ul style="list-style-type: none"> <li>Conducted industry study and focus groups with IT industry to test for need for applied degree</li> <li>Prepared brief for RRC BOG on Applied Degrees. Board referred to Planning committee for strategy development.</li> <li>RRC is working with Manitoba Information Technology Sector Council to consider an applied degree for the IT sector. Other sectors for consideration are allied health, technology and Nursing.</li> <li>Initial scan has been undertaken to select a program for developing the case for an RRC applied degree.</li> <li>RRC has developed a list of 10 potential joint applied degree programs with University of Winnipeg.</li> </ul>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> <li>• Prepare a plan for continuing research and development for new educational programs and products.</li> <li>• Develop new educational programs and products in areas of emerging high technology on a priority basis.</li> <li>• Develop and implement strategies to ensure all new programs include recognition of a global economy and the workplace as pluralistic and diverse.</li> </ul>	<ul style="list-style-type: none"> <li>• RRC prepared the Academic Programming Expansion Strategy 2000-2004. The plan identified nine key sectors for program development, identified and prioritized expanded and new programs and articulated a vision of one college with multiple campuses.</li> <li>• Four-year expansion strategy identified for CEI and refined throughout the year based on CEI priorities and funding.</li> <li>• With the support of industry, completed a new program plan for 2000 students for the Princess Street Campus with a focus on the new economy and the software, network, communications, new media, e-commerce and business program clusters.</li> <li>• Support has been given to Distance Education, Continuing Education and the regular daytime programs in the expanded use of technology in the Teaching and Learning process.</li> <li>• Student and Community Advisor- Diversity and Inclusive Initiatives developed and delivered 4 workshops to 98 faculty on “Respecting Diversity and Creating an Inclusive Classroom” that includes strategies to ensure recognition of a global economy and the workplace as pluralistic and diverse.</li> <li>• SAC adopted the Conference Board of Canada employability skills profile as a set of College Wide Learning outcomes for inclusion in all College programs.</li> </ul>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> <li>Establish strategies to include diversity, inclusiveness and a respectful environment as a component of all student success initiatives.</li> </ul>	<ul style="list-style-type: none"> <li>The Student and Community Advisor – Diversity and Inclusive Initiatives delivered 13 customized workshops on Respecting Diversity to 958 students in various programs as well as workshops and consultation services to instructors and staff on creating an inclusive learning environment. A booklet titled "Inclusive Learning Environment: A Faculty Guide" was developed and distributed to 600 college faculty and learning support staff.</li> </ul>
	1.10 Develop, implement and continuously review a comprehensive Academic Program expansion and Division adaptation Plan.	<ul style="list-style-type: none"> <li>Prepare a RRC academic program expansion strategy.</li> <li>Conduct internal and external consultations to ensure the relevancy and responsiveness of the strategy.</li> <li>Prepare an Academic overall plan</li> </ul>	<ul style="list-style-type: none"> <li>Completed Academic Expansion Strategy 2000-2004 completed identifying nine key strategic sectors that RRC must support. Over 100 potential new programs identified</li> <li>Internal and external consultations conducted, including Chairs of all advisory committees.</li> <li>Expansion plan developed from expansion strategy through consultation with CEI and COPSE</li> </ul>
	1.11 Enhance the quality control of program delivery.	<ul style="list-style-type: none"> <li>Establish strategies to provide uniform support to faculty in developing and delivering courses and programs.</li> </ul>	<ul style="list-style-type: none"> <li>Increased resources for curriculum support in the CLR division.</li> <li>The Library employs an assigned staff liaison to ensure contact with the various areas of the College and those needs are both identified and addressed.</li> <li>The Program and Curriculum Development department and the Learning Technologies activity is reviewed periodically with the Senior Academic Committee to ensure services provided are prioritized to meet the best interests of the College.</li> <li>The TLTC conducts across college training and support in the use of Educational Technology. The TLTC has also developed Web-CT Templates for use of college staff designing courses using WEB-CT.</li> </ul>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> <li>• Establish strategies to develop and communicate uniform expectations for course delivery, e.g., course outlines, lesson plans, instructional methodologies, etc.</li> <li>• Review and establish a revised student evaluation of instructor system.</li> </ul>	<ul style="list-style-type: none"> <li>• Initiated secondments of divisional reps to the CLR division to improve curriculum development expertise and become resident expert in department.</li> <li>• The Program &amp; Curriculum Development department has confirmed and has had approved the definition of common college learning outcomes. The definition of the common approaches has been defined as the use of DACUM design, learning outcomes and WEB-CT templates to ensure some uniformity.</li> <li>• Established pilot project for on-line student evaluation of instructor system.</li> <li>• Full system deployment for 2002/03 academic year.</li> </ul>
<b>2.0 INCREASE STUDENT SUCCESS.</b>			
	2.1 Champion students to new levels of intellectual and personal achievement.	<ul style="list-style-type: none"> <li>• Develop strategies to assist students through a student advising system. Ref. 2.4</li> <li>• Develop strategies to facilitate the transition to College life. Ref. 2.4</li> </ul>	<ul style="list-style-type: none"> <li>• Two academic advisors have been hired and will be housed along with a Prior Learning Advisor in the new Program Information and Advising Centre.</li> <li>• The Student Success Roundtable developed a new strategy for providing new students with an orientation to the College and college life. The plan will be presented to SAC for a decision on implementation. The Student Services Division developed a standard presentation on all the services available to students. Staff from the major service areas delivered the presentation at orientations for new students in 24 programs at the beginning of the fall term.</li> <li>• All programs have orientation sessions to help students make informed choices about college programs</li> </ul>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> <li>• Assist in the removal of financial barriers to college education</li> <li>• Establish strategies to support students with a variety of personal, cultural, academic, vocational and socio-economic challenges.</li> <li>• Review and enhance the array of opportunities for students to access information regarding the College and its programs including on-line and print materials, career exploration workshops and seminars, and other orientation activities. Ref. 11.2</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing discussions to develop priorities and processes to award scholarships from the Millennium Scholarship Endowment Fund in two years.</li> <li>• RRC's trust and endowments for scholarships and bursaries have experienced unprecedented growth over past fiscal year. \$1.3M was acquired in 2000/01 exceeding the combined total of previous two years.</li> <li>• The Educational Support Centre assumed responsibility for peer tutoring services. Individual tutoring as well as specific content and learning skills workshops are being provided.</li> <li>• Introduced a new Integrated Civil Technology program for Aboriginal learners.</li> <li>• The College Calendar and Admissions Handbook are now available online through the College web site. Enrolment Services has established a committee to review all print recruitment materials including brochures, handbook, and calendar.</li> </ul>
	2.2 Develop and implement pre-enrolment activities.	<ul style="list-style-type: none"> <li>• Develop an improved "first point of contact" information service, including a call centre service, if feasible, and an inquiry follow-up system.</li> <li>• Develop an educational advising process to help students make appropriate program choices.</li> </ul>	<ul style="list-style-type: none"> <li>• The Program Information and Advising Centre has been created as the first phase of the establishment of a One-Stop-Shop for Student Services and will function as the "first point of contact" for information service.</li> <li>• Two academic advisors have been hired to assist students in making appropriate program choices.</li> </ul>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
	<p>2.3 Implement a corporate system that is client focused and provides necessary student information from the point of student inquiry through to alumni status.</p>	<ul style="list-style-type: none"> <li>• Conduct an audit of student information processes and continue to develop the SIS to include e-commerce, web-enabled services such as admissions, registration, advising, financial aid, billing, payment, access to records and job placement. Ref. 6.2 and 6.4</li> </ul>	<ul style="list-style-type: none"> <li>• The Student Information Services Steering Committee identified priorities for project development. Funds were provided to hire a Senior Programmer Analyst to work on SIS projects. A gap analysis project utilizing a web service was conducted. Analysis of the results is yet to be done. Work has begun on the following projects: 1) Online(Web) application for day programs and registration for Continuing Education and Distance Education with secure payment of fees; 2) Completion of the program and course information on the SIS; Student Access to Personal Information through the Web ("Me@RRC)</li> <li>• A survey "Advantiv" was conducted to look at the gap between what we have and what is available in a multitude of packages.</li> </ul>
	<p>2.4 Develop a comprehensive approach to increase student retention and success.</p>	<ul style="list-style-type: none"> <li>• Develop longitudinal statistical reporting on student retention, persistence and attrition for each program.</li> <li>• Involve faculty, Student Services staff, students and program advisory committees in the development of student success strategies at the College-wide and program level.</li> </ul>	<ul style="list-style-type: none"> <li>• A database has been developed for recording and reporting on student retention and success. There is a plan to make this available on-line.</li> <li>• A Student Success Roundtable was created to share information, exchange experiences and develop strategies to foster student success. A Staff Guide to Student Services describing support services available to students was developed and distributed to all College staff.</li> <li>• Students at the Language Training Centre are involved in mid-term conferences with their instructors to discuss their progress and future goals. They also receive an official provincial evaluation report at the end of each term that includes the identification of the current Canadian Language Benchmark levels that they have achieved. These Benchmarks are recognized as national standards for language proficiency.</li> </ul>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
			<ul style="list-style-type: none"> <li>• The Academic Development Services (ADS) department has developed a student evaluation instrument for use with students at the end of one month of training to identify what they see as program strengths and to identify any issues that they would like to see addressed and that would contribute to their success in the program. ADS students also receive a monthly progress report.</li> <li>• CE initiated a one-week orientation program for SPT students that addresses study skills, learning and retention.</li> <li>• CE has developed and is piloting two tools to assist students to reflect and self evaluate their progress towards meeting college wide learning outcomes which correspond to the Conference Board of Canada employability skills.</li> <li>• CE has implemented a mid-course evaluation tool which students use to provide feedback to their instructor. The instructor can make adjustments, which increase student success.</li> <li>• CE held three general student information sessions helping prospective students make appropriate course choices. Four program specific sessions were also held. CE is delivering five programs on a full time basis this year to provide training in areas where employment is available. This format allows students to enter the work force more quickly than part time training permits.</li> <li>• The application to CEI for funding to build capacity for DE will provide a significant contribution to student success by allowing students to "test drive" their programming choice through Distance Education; completing program requirements through DE and completing missed or failed courses through DE.</li> </ul>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
			<ul style="list-style-type: none"> <li>• Ongoing development and revisions to student orientations and handbooks</li> <li>• Revised the program delivery format for Civil technology to provide better support to students</li> </ul>
		<ul style="list-style-type: none"> <li>• Measure and report on student success on an annual basis.</li> </ul>	<ul style="list-style-type: none"> <li>• Students complete instructor evaluations annually and program evaluations at the end of each program. The results are reviewed and strategies to improve are developed and implemented.</li> <li>• RRC reports on student enrolment, retention and graduation through the annual academic report</li> </ul>
		<ul style="list-style-type: none"> <li>• Develop strategies to implement curricula that are reflective of the diverse and evolving needs of Aboriginal students and communities.</li> </ul>	<ul style="list-style-type: none"> <li>• Created an Aboriginal Community-Based Program Development position to meet with communities and explore ways and means of delivering programs that best enhances community development and ensure employment opportunities for graduates within the communities.</li> <li>• An Aboriginal Counsellor has been hired in the Aboriginal Education Program area to meet increasing student needs that arose as a result of two new programs being offered through this Division.</li> </ul>
		<ul style="list-style-type: none"> <li>• Develop and implement a diversity research program.</li> </ul>	<ul style="list-style-type: none"> <li>• Initial research conducted on potential research topic with actual diversity research program pending funding.</li> </ul>
		<ul style="list-style-type: none"> <li>• Establish and implement an array of communication methods for the value of inclusion and diversity.</li> </ul>	<ul style="list-style-type: none"> <li>• Implemented campus-wide activities on the value of inclusion and diversity including annual Diversity Day, International Day for the Elimination of Racial Discrimination, Student Diversity Essay Contest and Diversity Day photos displayed throughout campus.</li> </ul>
		<ul style="list-style-type: none"> <li>• Measure and report on the progress of the diversity initiative.</li> </ul>	<ul style="list-style-type: none"> <li>• Student and Community Advisor – Diversity and Inclusive Initiatives presented updated Diversity Visioning Report to College Management. New College Day Program application implemented that will provide data on number of immigrant and second language students enrolled and retention rate.</li> </ul>

	<b>OBJECTIVES/STRATEGIES</b>	<b>ACTIONS</b>	<b>STATUS UPDATE</b>
	2.5 Establish a comprehensive career counseling and job placement service at the College.	<ul style="list-style-type: none"> <li>Develop and implement a plan to enhance placement services of the College.</li> <li>Develop and implement a career counseling service.</li> </ul>	<ul style="list-style-type: none"> <li>The College adopted the use of Campus Worklink to assist students and alumni in finding employment and employers in finding RRC graduates to hire. This is a comprehensive site used by colleges, universities, and employers across Canada. It also allows local employers to restrict job postings to RRC graduates.</li> <li>The Career and Employment Services unit was established to provide career counseling, including interest and aptitude testing as appropriate, and to assist students in finding employment both during and after their program of studies.</li> </ul>
<b>3.0</b>	<b>INCREASE PROGRAM OFFERINGS AND ENSURE THAT PROGRAMS AND THE MIX OF PROGRAMMING RESPONDS TO THE DIVERSE AND CHANGING NEEDS OF MANITOBANS AND THE WORKPLACE.</b>		
	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"> <li>Develop and implement methodologies to capture, document and transmit critical economic, technological and market trends.</li> <li>Acquire labour market information and analyze on a regular and ongoing basis.</li> </ul>	<ul style="list-style-type: none"> <li>On-going activity. A 2001 Environmental Scan was prepared as part of the strategic plan renewal process. The scan identified key trends in public policy, the economy, technology, demography, education and learners.</li> <li>Labor market analysis in terms of RNs and HCAs is available on a regular basis to the Nursing Department through the Provincial Health Authorities, the Manitoba Nursing Advisory Council (to which the Chair of Nursing belongs), the Manitoba Nurses Union, Manitoba Health and various national bodies. Health personnel numbers are a national and provincial issue at this time. Therefore human resources statistics and their implications are readily available.</li> </ul>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> <li>• Develop a college-wide strategy for the development and delivery of contract training.</li> <li>• Develop programming for delivery in multiple modes and in the profit, cost-recovery and subsidized formats.</li> </ul>	<ul style="list-style-type: none"> <li>• Involved with Manitoba Government ECE Labour Market Strategy</li> <li>• Working with Community on a Community Mental Health Diploma Program</li> <li>• Integrating industry standard training by Cisco Systems, Microsoft, Adobe and Sun Microsystems. RRC has been designated as an Area Training Centre for this “Sponsored Curriculum”.</li> <li>• In partnership with The Centre for Aboriginal Human Resource Development (CAHRD) for Community based Electrical Engineering Technology program. Involved with developing an Allied Health joint Baccalaureate Degree model with the University of Manitoba.</li> <li>• Working with Continuing Education and various paramedic groups to develop a Paramedic Program.</li> <li>• Developing a Scientific Research Management program.</li> <li>• A comprehensive report on Contract Training was prepared in conjunction with Research and Planning. Contract Training - Sales and Services has been established and a working group has been struck to develop appropriate college wide policies and procedures.</li> <li>• Developed a multi-year academic expansion strategy and four year implementation plan for CEI.</li> </ul>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> <li>• Develop collaborative programs with colleges, universities and other partners, both locally and internationally.</li> </ul>	<ul style="list-style-type: none"> <li>• Major new program developments in 2000-2001 included: <ul style="list-style-type: none"> <li>– Advanced Networking (CCNP)</li> <li>– Collision Refinishing</li> <li>– Family Support Worker (with Urban Circle)</li> <li>– Diploma Nursing Accelerated</li> <li>– CAD Technology - Co-op</li> <li>– Aviation Management (with Winnipeg Flying Club)</li> <li>– Mechanical Engineering Technology - Co-op</li> <li>– Aircraft Maintenance Engineer* (with Stevenson Aviation)</li> <li>– Recreation Facilitator (CE)</li> <li>– Software Developer(CE)</li> <li>– Driver Education (CE)</li> <li>– Civil/CAD Technology (Regional - with ACC and KCC)-</li> <li>– Automotive Service Technician</li> <li>– Health Care Aide (Regional)</li> <li>– Aerospace Manufacturing</li> <li>– Early Childhood Education (Workplace Model)</li> <li>– Health Care Aide Electronics Technology (with CAHRD)</li> <li>– Apprenticeship Training with Fisher River and Norway House</li> <li>– Transport Truck Mechanic</li> <li>– Crane &amp; Hoist Apprentice (with the International operating Engineers )</li> <li>– GIS (joint degree with university of Winnipeg)</li> <li>– Hosted Central Michigan University to deliver an M. Ed. program at RRC</li> </ul> </li> </ul>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> <li>• Include strategies for using technology in the delivery of new programs.</li> </ul>	<ul style="list-style-type: none"> <li>• The Language Training Centre continues to deliver the Academic English Program for University and College Entrance for which it has a reciprocal agreement with the Universities of Manitoba and Winnipeg.</li> <li>• CE partnered with Southern Alberta Institute of Technology for delivery of core modules in Sterile Processing Technician program.</li> <li>• CE has developed a mentorship model in conjunction with the Canadian College of Health Services executives for students enrolled in the Health Services Management program.</li> <li>• CE is working with Qnet and other partners to develop a Knowledge Management program.</li> <li>• CE developed an FAS/E proposal to Health Canada in conjunction with colleges across Canada.</li> <li>• CE has partnered with Winnipeg Boys and Girls Clubs to deliver Youth Recreation Activity Worker training to inner city 18-24 year old “at risk” participants.</li> <li>• A joint, RRC-Campus Manitoba Systems Re-Structuring proposal has made funding available for the colleges and Campus Manitoba to collaboratively develop and pilot three online courses during the next three years.</li> <li>• RRC was funded by Industry Canada to serve as the Secretariat for Campus Canada - a consortium of Canadian colleges and universities designed to deliver seamless online post secondary education services including credit banking, prior learning credit transfer and online student services.</li> <li>• The adoption of WEB-CT has been supported as a common platform for new program development. As well, facility development (either new or renovations) have been advised to ensure maximum accommodation of learning technologies.</li> </ul>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> <li>• Develop accelerated and advanced program models to meet the needs of students with post-secondary or equivalent backgrounds.</li> <li>• Establish joint programming initiatives with secondary schools.</li> <li>• Assess the facilities and resources of the College to determine program capacity.</li> </ul>	<ul style="list-style-type: none"> <li>• CE is providing accelerated CISCO training.</li> <li>• Accelerated programs and options have been developed in Information Systems Technology, Diploma Nursing, Computer Analyst programmer, Business Administration and Electrical Engineering technology.</li> <li>• Developed Advanced Networking (CCNP) program.</li> <li>• Exploring joint programming in computer science with Sisler High School.</li> <li>• Valley Gardens and River East Woodworking/ Carpentry students eligible for advanced entry into Wood Products Manufacturing (2<sup>nd</sup> term)</li> <li>• This is an ongoing process that is performed throughout the year for programs at the main campus and for outlying sites. Recent examples are the move of ADS to 123 Main St. with the subsequent backfill, acquisition of additional space at Winkler, development of the Stevenson project, and others.</li> </ul>
	<p>3.2 Increase, reduce or eliminate career programs and apprenticeship to meet labour force requirements.</p>	<ul style="list-style-type: none"> <li>• Strategically review career-programming requirements on an annual basis as part of the budget exercise.</li> <li>• Increase capacity to accommodate growth in apprenticeships.</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing activity.</li> <li>• In 2001/02 the Administrative Assistant program was suspended for one year to allow for the re-design of the program.</li> <li>• Opened a new 28,000 square foot Heavy Equipment Transportation Centre to accommodate training of Truck Transport Mechanics and Truck Trailer Mechanics.</li> <li>• Increased apprenticeship training by 3% in 2000/01.</li> <li>• Delivered apprenticeship training in Fisher River and Norway House.</li> <li>• Partnered with International Operating Engineers to deliver Crane and Hoist Operator training.</li> </ul>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> <li>• Increase capacity in selected programs to meet labour market demands and reduce wait lists.</li> </ul>	<ul style="list-style-type: none"> <li>• Major new program developments in 2000-2001 included: <ul style="list-style-type: none"> <li>– Advanced Networking (CCNP)</li> <li>– Collision Refinishing</li> <li>– Family Support Worker (with Urban Circle)</li> <li>– Diploma Nursing Accelerated</li> <li>– CAD Technology - Co-op</li> <li>– Aviation Management (with Winnipeg Flying Club)</li> <li>– Mechanical Engineering Technology – Co-op</li> <li>– Aircraft Maintenance Engineer* (with Stevenson Aviation)</li> <li>– Recreation Facilitator (CE)</li> <li>– Software Developer(CE)</li> <li>– Driver Education (CE)</li> <li>– Civil/CAD Technology (Regional - with ACC and KCC)</li> <li>– Automotive Service Technician</li> <li>– Health Care Aide (Regional)</li> <li>– Aerospace Manufacturing</li> <li>– Early Childhood Education (Workplace Model)</li> <li>– Health Care Aide</li> <li>– Electronics Technology (with CAHRD)</li> <li>– Apprenticeship Training with Fisher River and Norway House</li> <li>– Transport Truck Mechanic</li> <li>– Crane &amp; Hoist Apprentice (with the International operating Engineers )</li> <li>– GIS (joint degree with University of Winnipeg)</li> <li>– Hosted Central Michigan University to deliver an M. Ed. program at RRC.</li> </ul> </li> </ul>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> <li>• Develop models of delivery to increase the participation of Aboriginal peoples.</li> <li>• Reduce capacity in selected programs where long term labour market need is waning and move resources to higher priority programming.</li> </ul>	<ul style="list-style-type: none"> <li>• Negotiating to deliver programs to communities that want to increase Aboriginal participation in the labour market.</li> <li>• The Teacher Education Department is expanding its program offering to include Aboriginal Languages as a teachable major in the Aboriginal Interpreter Program.</li> <li>• Suspended English for Truck Driver training and increased English for Academic Purposes training to match market demand.</li> </ul>
	3.3 Develop and implement a comprehensive distributed learning framework.	<ul style="list-style-type: none"> <li>• Develop an overall vision and strategy for distributed learning and e-learning.</li> <li>• Establish strategies to advance the introduction and integration of educational technologies and the development of coursewares.</li> </ul>	<ul style="list-style-type: none"> <li>• Research and Planning and Distance Education completed a strategic plan for distance / distributed learning.</li> <li>• The overall vision and strategy is being defined in concert with the overall review of the Academic/ learning portfolio.</li> <li>• Externally, RRC has been active (and successful) in the development of a province-wide association of people and organizations (tentatively called the Manitoba Association for Distributed Learning and Training) involved in the application of e learning. Further RRC has a key national role in the delivery of e-learning (acting as Secretariat) for the Canadian Virtual College Consortium.</li> <li>• Conducted pilot project for departmental development of web-based curricula to create a common first term for Engineering Technology subjects</li> <li>• Supported the development of courseware through the program development fund.</li> </ul>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> <li>• Prepare a distance education / distributed learning expansion strategy to advance access to RRC for all time, pace and place constrained students.</li> <li>• Advance strategies to make RRC applied learning accessible to students within and beyond Manitoba.</li> <li>• Partner with other agencies to increase opportunities for off-campus learning.</li> <li>• Broker, develop or deliver current programs with an increasing emphasis on web-based methods.</li> <li>• Review program areas for on-line delivery as a complement to classroom, site-based delivery.</li> </ul>	<ul style="list-style-type: none"> <li>• The TLTC, by the courses it provides, has been able to introduce and support the integration of technologies in the teaching and learning processes. As well, as the use of the other technologies is identified and researched by the Learning Technologies department, the introduction and application in suitable program areas can be planned.</li> <li>• CE reduced class time by adding tutoring to deliver some ECE and DSW courses, which had limited enrolment.</li> <li>• Research and Planning and Distance Education completed a strategic plan for distance / distributed learning.</li> <li>• Research and Planning and Distance Education completed a strategic plan for distance / distributed learning.</li> <li>• In addition to the number of programs, full time options available at Regional Campuses have been increased.</li> <li>• A joint, RRC-Campus Manitoba Systems Re-Structuring proposal will make funding available for the colleges and Campus Manitoba to collaboratively develop and pilot three online courses during the next three years.</li> <li>• CISCO CCNA and CCNP programs delivered online through RRC.</li> <li>• Distance Education will partner with OntarioLearn, a distance learning consortium of Ontario colleges delivering more than 500 online courses.</li> <li>• A current project is to develop core courses in allied health and applied sciences to be delivered on-line.</li> <li>• Another project is to examine putting some specific courses on-line is planned for the Nursing Department in the 2002-2003 academic year and some Departmental Courseware has been distributed in CD format, including student handbook, lecture notes, etc.</li> </ul>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
			<ul style="list-style-type: none"> <li>• Some instructors are distributing lecture notes over network.</li> <li>• RRC is working in partnership with MB Conservation, AMM and the MWWA to develop electronic courseware for Water &amp; Wastewater Treatment Plant Operator Training.</li> <li>• Current project to develop National Core ECE Curriculum on-line.</li> <li>• Partnering with Manitoba Hydro for delivery of Power Electricians course in Gillam.</li> <li>• On-line delivery of CISCO CCNA to Manitoba Hydro employees in Gillam. Parts of the Certificate in Adult Education Program are now available on-line.</li> <li>• Aboriginal community requests are being considered for on-line delivery.</li> </ul>
<b>4.0</b>	<b>PROVIDE OPTIMAL ACCESSIBILITY TO PROGRAMS AND SERVICES.</b>		
	4.1 Develop a strategy to address cross-cultural access issues within the College.	<ul style="list-style-type: none"> <li>• Establish and implement strategies to ensure an inclusive curriculum. Ref. 1.3</li> </ul>	<ul style="list-style-type: none"> <li>• Developing inclusive curricula will become a core component of the Certificate in Adult Education program which all new college faculty must take.</li> <li>• Guide to the implementation of an inclusive curriculum developed by the Student and Community Advisor area of Student Services.</li> </ul>
			<ul style="list-style-type: none"> <li>• The Language Training Centre is represented on a variety of committees that assist the department in liaising between the College and the immigrant and immigrant serving community. Committee membership includes representation on the Settlement Group of Manitoba, the ESL Coordinating Committee, the Committee for Adult Language Training in Manitoba. In addition, the LTC Advisory Committee includes membership from Manitoba's largest settlement agency.</li> </ul>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
			<ul style="list-style-type: none"> <li>• Through the work that it has done in its Benchmarking projects, the LTC has become proactive in liaising with academic departments and identifying language related issues, strategies for overcoming these issues in the classroom and supports available for ESL students enrolled in College career programs.</li> <li>• The Academic Development Services (ADS) department has recruited several members from Aboriginal communities, bands and agencies to sit on its Program Advisory Committee.</li> <li>• The number of partnerships and collaborations with Aboriginal organizations and communities continue to increase with increased levels of community based programs.</li> <li>• CE is continuing to offer the Health Care Aide Program in partnership with Urban Circle.</li> <li>• CE is again working with Fairford to deliver the Applied Counselling program to school outreach workers.</li> <li>• A working group has been established to deliver FAS/E programming on northwest reserves.</li> <li>• Specific CE programs such as Human Resource Management will incorporate content focused on recruitment and retention of aboriginal employees.</li> <li>• CE is working with MB Chambers of Commerce to conduct the Youth in Business project in various MB high schools. This year the focus is to increase Aboriginal and French participation.</li> <li>• Distance Education is partnering with the Hay River Dene Band (NWT) for the delivery of the first year of the Early Childhood Education diploma program.</li> <li>• Gimli Campus partnered with the Southeast Resource Council and the Interlake Resource Council for the delivery of several community-based and two off-site (multiple-community) deliveries of the Health Care Aide program.</li> </ul>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> <li>• Develop training and professional development for college staff in Aboriginal cultural knowledge, awareness, sensitivity and competencies.</li> <li>• Develop training and professional development for students and all college staff in diversity and inclusiveness. Ref. 5.1</li> </ul>	<ul style="list-style-type: none"> <li>• The Division has hosted a number of Aboriginal cultural activities to educate staff in cultural competencies.</li> <li>• On-going activity throughout the College.</li> </ul>
	4.2 Ensure barrier-free access to academic programs.	<ul style="list-style-type: none"> <li>• Identify the causes of applicant rejection within the academic screening process and offer ongoing developmental and remedial programming to assist applicants in meeting entrance requirements. Ref. 2.1</li> <li>• Assess program admission requirements to ensure inappropriate barriers are removed.</li> </ul>	<ul style="list-style-type: none"> <li>• The Language Training Centre has now evaluated 21 RRC programs in terms of English language skills required for success using the Canadian Language Benchmarks descriptors of English language proficiency. The LTC has also undertaken a similar review of two occupations to date with a plan to complete two additional areas in 2001/02. The LTC is currently tracking students who have English as their second language in three RRC programs to determine their success and to validate the results of the Benchmarking projects.</li> <li>• The use of interviews as part of the admissions process in selected programs is currently under review. A full review of the program entrance requirements that are described in the calendar has been completed to ensure consistency in wording and format.</li> <li>• All full-time program entrance requirements were reviewed and revised to an S4 entrance requirement without reducing access to college programs.</li> <li>• Research completed on the suitability of interviews as part of the admission process. Environmental scan underway, best practices guidelines to be created in 2002.</li> </ul>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> <li>• Develop strategies, e.g., bridging courses to reduce academic barriers to college admission.</li> <li>• Develop a five-year plan for the expansion of the number of programs for which PLA can be applied.</li> <li>• Work with Departments and programs to recognize foreign credentials.</li> </ul>	<ul style="list-style-type: none"> <li>• PLAR continues to be expanded across the College.</li> <li>• Capacity to provide PLAR services has been increased.</li> <li>• An "Integrated" Civil Technology program has been introduced, and integrated Electrical Technology and Computer Analyst Programmer programs are being proposed as part of CEI.</li> <li>• SAC approved a 5 year strategic plan from the PLA committee.</li> <li>• RRC funded by COPSE to increase the availability of PLA services to students and to increase the use of learning outcomes to make more programs accessible through PLAR.</li> <li>• Mfg. Tech program recognized with Yves Landry award, in part due to innovative use of PLAR.</li> <li>• Ongoing activity across the College.</li> </ul>
	4.3 Ensure that College facilities accommodate and ease access to programs and services.	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Reference 7.3</li> </ul>	<ul style="list-style-type: none"> <li>• The sub-committee of the Workplace Health and Safety Committee continues to review accessibility to facilities, identifies improvements required, and prioritizes projects to be completed annually within the fiscal resources available.</li> <li>• This is another ongoing program that will see the last handicapped access discrepancy resolved with the 1<sup>st</sup> phase of the Princess Street project, although, this is an ongoing priority that changes as new methods are developed. Evidence that this is ongoing is best demonstrated with parking stalls. There appears to be an increase in numbers of disabled persons at the College so stalls are added as the demand rises.</li> </ul>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
	<p>4.4 Expand delivery to Manitobans who are unable to attend full-time programming and/or the main campus in Winnipeg.</p>	<ul style="list-style-type: none"> <li>• Increase programming options, delivery formats and enrolments through alternative delivery strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• The Language Training Centre delivered the Academic English Program for University and College Entrance (AEPUCE) on a part-time basis for the first time in 2000/01 in order to enable those students who are working during the day the opportunity to develop advanced English language skills and a readiness for post-secondary study.</li> <li>• The Academic Development Services department s' Adult 12 Technical Preparation Mathematics course was adapted for on-line delivery (see 1.3).</li> <li>• CE is piloting a foot care clinical at Fisher River Health Centre for 3 students from Northern communities.</li> <li>• CE is working with APICS (American Production and Inventory Control Society now known as The Education Society for Resource Management) to offer their courses using WebCT.</li> <li>• CIFP (Canadian Institute of Financial Planning) courses will be online as of 2002. CE will provide classroom support for students.</li> <li>• Research and Planning and Distance Education completed a strategic plan for distance / distributed learning.</li> <li>• Distance Education submitted a proposal to the CEI for the second phase of the Distance Education expansion [approval expected December 2001].</li> <li>• The Campus InterLink video- streaming project has nearly completed purchasing, installing, and testing equipment and systems at the main and regional campuses.</li> <li>• Assisted the development of the first year of Civil Technology at ACC and KCC.</li> <li>• Delivered community-based apprenticeship training to First Nations communities.</li> <li>• Piloted increased off-campus access to students in laptop programs via Citrix remote access software.</li> </ul>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> <li>• Expand the use of technology to increase access to college programs and services.</li> <li>• Increase community based delivery in Aboriginal communities.</li> <li>• Investigate registration and tuition fee assessment by course instead of by program to increase access to college programs and promote flexibility.</li> </ul>	<ul style="list-style-type: none"> <li>• CA/P and IST programs are piloting the use of Citrix software to provide remote access for students to program network and courseware.</li> <li>• Student WebCT accounts grown to 1600.</li> <li>• Partnership negotiations with a number of Aboriginal communities are underway or being explored.</li> <li>• The method of tuition fee assessment and payment is being reviewed.</li> </ul>
<b>5.0</b>	<b>RECOGNIZE, STRENGTHEN AND REWARD THE CAPABILITIES AND CONTRIBUTIONS OF EMPLOYEES, AND SUPPORT A RESPECTFUL COLLEGE ENVIRONMENT.</b>		
	<p>5.1 Re-engineer the Human Resources Department to become a comprehensive employee and corporate service department.</p>	<ul style="list-style-type: none"> <li>• Develop and implement a Human Resource Planning model including succession planning to provide both a corporate and program planning capability with respect to future human resource requirements.</li> <li>• Review recruitment policies and practices and revise as appropriate to ensure a strong workforce.</li> <li>• Develop and implement a comprehensive employee development program and establish appropriate funding to support it.</li> <li>• Review employee benefit programs.</li> </ul>	<ul style="list-style-type: none"> <li>• An incentive program to encourage employees to give greater notice of intent to resign or retire was piloted in 2000/2001 with significant cost effective benefits. Overall, staff development support and accessibility has increased significantly. Development and implementation of a comprehensive succession planning capability has been identified as a priority but has not as yet been implemented.</li> <li>• Ongoing. Recently implemented strategies to better co-ordinate career advertising has resulted in more effective use of the College's career advertising budget.</li> <li>• A Staff Development Co-ordinator function, position and budget has been established within HRS. The depth and breadth of staff development offerings and activities has grown considerably during this time and continues to grow. The College continues to receive positive feed-back from staff regarding these developments.</li> <li>• Deferred to 2002-2003.</li> </ul>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> <li>• Increase diversity of College faculty and staff incorporating employment equity practices.</li> <li>• Establish comprehensive human resource policies and procedures.</li> </ul>	<ul style="list-style-type: none"> <li>• Through pro-active recruitment, staffing opportunities resulting from attrition and College expansion are being utilized as a means of achieving this objective.</li> <li>• Ongoing activity.</li> </ul>
	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"> <li>• Implement phase two of implementation of the new HRMI system and commence conversion to on-line access for a number of areas of the College.</li> <li>• Expand utilization of the new HRMI system to provide timely quality management information and administrative services.</li> </ul>	<ul style="list-style-type: none"> <li>• Deferred pending conversion to “Insync”.</li> <li>• Currently working with Ceridian, our HRMI service provider, to migrate to “Insync”, the next generation of the HRMI system. It is anticipated that this new system will provide significant service improvements.</li> </ul>
	5.3 Improve the College’s labour/management climate.	<ul style="list-style-type: none"> <li>• Develop a strategy to improve the collective bargaining process.</li> <li>• Provide managers with training in managing under a collective agreement.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussions ongoing between President and Director, HRS.</li> <li>• Comprehensive training for managers in “managing under a collective agreement” will commence in the coming year.</li> </ul>
	5.4 Support a respectful and stimulating College environment.	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Currently under review and development.</li> </ul>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> <li>• 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.</li> <li>• Review current wellness activities with the intent of developing an integrated plan for the delivery of wellness services.</li> <li>• Establish a Respectful Workplace Committee.</li> <li>• Conduct a Well-Being in the Workplace through Healthy Organizations Project in conjunction with the College Climate and Culture Committee.</li> </ul>	<ul style="list-style-type: none"> <li>• This function, fragmented in the past, has recently been consolidated resulting in more effective co-operation with Workers' Compensation, Long Term Disability and modified return to work practices. The Employee Assistance Program continues to work effectively at "arms length" from the College.</li> <li>• Ongoing activity.</li> <li>• The Respectful College Community Committee has been established and is implementing an educational campaign.</li> <li>• Project initiated including a benchmark staff survey to identify the characterizations of the work environment at RRC. Responses were compiled and analyzed. The College Climate and Culture Committee has reviewed the results and is developing a set of recommended actions.</li> </ul>
<b>6.0</b>	<b>INTEGRATE INFORMATION TECHNOLOGY IN THE DELIVERY, OPERATION AND MANAGEMENT OF ALL COLLEGE PROGRAMS AND SERVICES.</b>		
	6.1 Increase the extent to which technology is incorporated within the academic delivery process.	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• The evolution of the use of Web-CT has greatly expanded the level of support offered by the TLTC. As well, 2000 course hours have been offered by the TLTC. The past year also saw the addition of a half-time graphic designer to the supports offered the TLTC.</li> </ul>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> <li>• Implement a team-based approach to the development of course/portions of courses in alternate delivery formats.</li> <li>• Deliver training to faculty in the use and application of information technology.</li> <li>• Establish a mechanism to support employee access to or acquisition of hardware and software.</li> </ul>	<ul style="list-style-type: none"> <li>• Implemented a team-based approach as part of online course development in 2000/01 and is further refining the approach in 2001/02. This will be incorporated into a set of guidelines for online courseware development at RRC.</li> <li>• The Project for re-structuring college programs focused on a common Math program this past year and is now working on a common core set of courses in 2 divisions.</li> <li>• The TLTC has offered approximately 5 sessions of training courses for a total of 2000 staff training hours over the past year.</li> <li>• RRC is organizing the delivery of an Instructional Systems Design (ISD) workshop, as part of the process of building college capacity for online program/course development. The first part of the ISD training will be delivered January 9, 10, &amp; 11, 2002 by Dr. Susan Moisey, Athabasca University, followed by a second session in March, 2002.</li> <li>• Program and Curriculum Development has also mounted 2 training sessions on project management to develop the skill set for curriculum development skills.</li> <li>• The model for Curriculum Validation includes a mentoring process for seconded faculty to ensure the development of curriculum development skills across the College.</li> <li>• This is being reviewed.</li> </ul>
	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"> <li>• Assess the opportunities and impacts of adopting e-business delivery methodologies.</li> <li>• Establish a strategy to incorporate e-business and e-commerce techniques into the delivery of services.</li> </ul>	<ul style="list-style-type: none"> <li>• This is an on-going activity in many areas of the College.</li> <li>• This is an on-going activity involving reviews for opportunities.</li> </ul>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> <li>Establish a strategy to provide the appropriate infrastructure for e-learning.</li> </ul>	<ul style="list-style-type: none"> <li>DE has received funding through the CEI and has advanced a second application as part of a 4-year plan.</li> </ul>
	6.3 Establish a primary, reliable College communication system.	<ul style="list-style-type: none"> <li>The College will move to electronic communication as its primary method of internal information dissemination.</li> </ul>	<ul style="list-style-type: none"> <li>To enable a reliable college-wide communication system Computer Services has been providing management support in areas that were not previously maintained by Computer Services. This allows Computer Services to standardize on systems and parameters. Computer Services has assigned a staff member to work with Industrial Technologies to provide management and support. As the processes and procedures are established in this area other non supported departments/divisions will be supported as well. Computer Services has been undertaking inventory of all systems to ensure that a standard version of software and hardware that will support reliable communication is in place.</li> </ul>
	6.4 Optimize the use of technology to improve administrative operations of the College.	<ul style="list-style-type: none"> <li>Implement a corporate information system.</li> <li>Conduct a gap analysis of existing corporate systems with the current and future needs of the College. Ref. 2.3</li> <li>Purchase or develop the required software, hardware, training and installation for the new corporate system.</li> <li>Provide readily available technical and program support to meet staff and students needs.</li> </ul>	<ul style="list-style-type: none"> <li>Committees have been implemented to look at all issues with regards to the SIS. Additional committees are in place to look at HR, Contacts, Timetabling/Scheduling.</li> <li>A survey "Advantiv" was conducted to look at the gap between what we have and what is available in a multitude of packages.</li> <li>Committees are working on requirements. This is a work in progress.</li> <li>Computer Services is developing more web access to support both staff and students. Technical support is only available from 7:30 to 5:00 weekdays and will not be increased unless more staff and resources are available.</li> </ul>

	<b>OBJECTIVES/STRATEGIES</b>	<b>ACTIONS</b>	<b>STATUS UPDATE</b>
	6.5 Implement a plan to fund technology replacement /addition.	<ul style="list-style-type: none"> <li>• Develop a plan to add/replace/upgrade technology.</li> <li>• Instructors, students and corporate computer users will have access to adequate computing power convenient to their needs.</li> </ul>	<ul style="list-style-type: none"> <li>• The CTO produced a plan to evergreen desktops. Each year for 3 successive years the College will lease 300 desktop computers whereby the third and succeeding years the College will be leasing 900 machines.</li> <li>• Student's labs will be a part of the evergreen policy. This plan takes effect in 2001/2002. Corporate users have had some upgrades to their systems based on department needs. A plan will be put forward this year to address the needs of the instructors and corporate users as a part of an evergreen policy.</li> </ul>
	6.6 Annually review information technology.	<ul style="list-style-type: none"> <li>• Develop and implement a plan to annually review information technology.</li> <li>• Establish performance indicators.</li> <li>• Compare performance indicators with other institutions.</li> </ul>	<ul style="list-style-type: none"> <li>• Not yet developed.</li> <li>• Information has been collected on performance indicators in preparation for developing the indicators at RRC.</li> <li>• Documentation is being collected. Discussions have been initiated with other educational organizations in Manitoba.</li> </ul>
<b>7.0</b>	<b>PROVIDE A SAFE AND WELL-MAINTAINED ENVIRONMENT FOR WORKING AND LEARNING.</b>		
	7.1 Develop a multi-year facilities development plan that enables continual adaptation, renewal and expansion of College facilities.	<ul style="list-style-type: none"> <li>• Finalize College Centre Study.</li> </ul>	<ul style="list-style-type: none"> <li>• This is an ongoing project that will now be incorporated on a Campus Plan.</li> </ul>
	7.2 Develop a partnership between RRC, MGS, and COPSE to address facility maintenance issues of the College.	<ul style="list-style-type: none"> <li>• Confirm implementation of Millennium project.</li> <li>• Conduct a facility utilization study.</li> </ul>	<ul style="list-style-type: none"> <li>• The Millennium project has been implemented and will continue in stages as funds are donated, or contributed by outside sources.</li> <li>• This study has begun with the purchase of a room allocation program that is currently being brought to the point where it can be used effectively once the required data have been input.</li> </ul>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> <li>Annually review the operational state of major facilities and equipment.</li> </ul>	<ul style="list-style-type: none"> <li>This is an ongoing process that will continue. However, it will require more resources if it is to be performed effectively.</li> <li>Docutech upgrade will be considered during the upcoming budget process. The cutter also will be reviewed with the intention of upgrading to meet the increase of offset printing requiring more precise tools.</li> </ul>
		<ul style="list-style-type: none"> <li>Develop a multi-year plan that addresses the deferred maintenance problem and ensures annual investment on the renewal of physical infrastructure, including equipment renewal.</li> </ul>	<ul style="list-style-type: none"> <li>This plan is renewed annually and funding is requested. The current problem is that some of the deferred maintenance is serious and will only get worse if funds are not directed towards it. Most of the funds required are for building owner requirements. However, funds are also needed for program related equipment such as the welding storage facility and for program equipment such as kitchen equipment.</li> </ul>
		<ul style="list-style-type: none"> <li>Develop a cost-effective preventative maintenance program for equipment. Establish a function to collect and input data.</li> </ul>	<ul style="list-style-type: none"> <li>Some of this preventative maintenance function can eventually be incorporated with the room allocation program but a total solution will depend on a stand-alone program that can track actual maintenance performed as well as maintenance that is due or upcoming. This is an important issue because some of the maintenance is mandated by legislation and there is currently no process in place to track those specific items.</li> <li>Review maintenance requirements of all major production equipment such as presses and collator.</li> </ul>
		<ul style="list-style-type: none"> <li>Develop a budget to maintain and replace equipment.</li> </ul>	<ul style="list-style-type: none"> <li>This is being done as an on-going process but a longer-term plan should be developed over the next few years. A dynamic five or ten year plan would permit better tracking and budgeting.</li> </ul>
		<ul style="list-style-type: none"> <li>Pursue additional funding for annual maintenance renewal.</li> </ul>	<ul style="list-style-type: none"> <li>This is an ongoing process in which funds are requested each year as part of the budgetary process.</li> </ul>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> <li>• Establish a 10-year plan to replace, acquire and dispose of classroom and other common area furniture.</li> <li>• Finalize lease with MGS.</li> <li>• Develop strategies for additional funding.</li> <li>• Initiate an Energy Management program in which energy savings can be invested in building system upgrades.</li> <li>• Revisit the issue of College ownership of facilities.</li> </ul>	<ul style="list-style-type: none"> <li>• It is impossible to develop a 10-year plan for replacement, etc., because of not knowing what the furniture budget will be from year to year. The alternative to a multi-year plan might be the possibility of partnering with a furniture dealer/manufacturer to enhance our chances at better discounts over several years. We will be seeking these opportunities in 2002.</li> <li>• This is currently at COPSE awaiting further disposition.</li> <li>• The Province and the City were approached for funds for the Millennium project but other innovative methods should at least be considered. An effective strategy should include Marketing.</li> <li>• The College belongs to the Energy Innovators program and better and closer working relationship with the Accommodation Development Branch of TGS could gain access to significant funds from NRCan precisely for this purpose.</li> <li>• This is a decision for PC and the Board.</li> </ul>
	7.3 Develop facilities to provide mobility free access to the physically challenged.	<ul style="list-style-type: none"> <li>• Environmental Health and Safety, Facilities and the Educational Support Centre will work in collaboration to identify a comprehensive list of mobility free access requirements.</li> <li>• Develop a process to ensure that mobility free access requirements are addressed in all renovation projects.</li> </ul>	<ul style="list-style-type: none"> <li>• This is an ongoing process that is updated annually and revisited as required.</li> <li>• Mobility free access projects form a portion of the safety and barrier-free backlog of projects. New issues are identified and prioritized along with safety projects and implemented subject to limited funding. On-going.</li> <li>• A process has been put in place that addresses this issue with every project that is handled by Facilities.</li> </ul>
	7.4 Ensure the plans, design and development of the Princess Street Campus meet the educational requirements of RRC.	<ul style="list-style-type: none"> <li>• Complete the educational plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Educational plan for 2000 students and more than 25 programs completed.</li> <li>• Programs to be introduced and relocated over 3 phases beginning September 2002.</li> </ul>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> <li>• Work with MGS, the City of Winnipeg and other partners to ensure the appropriate design and development of the new Campus.</li> <li>• Review the implications of the new Campus for the Notre Dame Campus.</li> <li>• Develop a strategy and logistics for the occupancy of the new Campus.</li> </ul>	<ul style="list-style-type: none"> <li>• This has been facilitated by RRC and its Princess Street Consortium.</li> <li>• Preliminary design of hi-tech campus completed Sept 2001.</li> <li>• Detailed design and construction ongoing.</li> <li>• This is an ongoing process and meetings are held on an ad hoc basis as required. More frequent meetings will be needed as the facilities come on line.</li> <li>• Notre Dame Campus space plan to be developed Winter/Spring 2002.</li> <li>• This strategy is in the process of being developed but some of the more detailed logistical issues still require consideration.</li> <li>• Reviewed new campus requirements with the establishment of a satellite to be used for pick up and delivery of printed material produced.</li> </ul>
	7.5 Make Workplace Safety and Health issues a priority in facility development and maintenance.	<ul style="list-style-type: none"> <li>• Conduct a campus-wide security audit and develop a multi-year plan to address recommendations.</li> <li>• Conduct regular campus safety inspections and thorough accident inspections on all incidents and accidents.</li> <li>• Place a high priority on health and safety projects for Miscellaneous Minor funding.</li> <li>• Develop and implement a certified safety management process based on internal departmental responsibility and continuous improvement.</li> </ul>	<ul style="list-style-type: none"> <li>• Audit was completed in June 2000. Recommendations have been prioritized. These are being implemented as budget constraints allow.</li> <li>• This is carried out routinely and is on-going. Environmental Health, Safety &amp; Insurance Services and the safety committee conduct regular inspections and all accidents are investigated when reported to the Health Centre.</li> <li>• Miscellaneous Minor funding does in fact dedicate a high percentage of its funding toward safety projects.</li> <li>• Some training programs have been developed and provided. A program is under design and is scheduled to be implemented from 2002 – 05.</li> </ul>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> <li>Develop a process to ensure compliance with Workplace Safety and Health regulation for all renovation projects coordinated between RRC, MGS and private contractors.</li> </ul>	<ul style="list-style-type: none"> <li>A process has been developed and agreed to by TGS and Facilities. Increased supervision of project contractors needs to be provided by TGS.</li> </ul>
<b>8.0</b>	<b>CONTINUE THE COLLEGE'S PARTICIPATION IN GLOBAL EDUCATION.</b>		
	8.1 Develop a global orientation within Red River College programs and services.	<ul style="list-style-type: none"> <li>Provide for international student and staff exchanges.</li> </ul>	<ul style="list-style-type: none"> <li>Activity on our four international development projects saw nine Red River College staff participate in overseas missions and approximately 94 staff exposed to exchange missions and delegation visits.</li> </ul>
	8.2 Enhance global access to college programs.	<ul style="list-style-type: none"> <li>Develop international work placements for students.</li> </ul>	<ul style="list-style-type: none"> <li>One student participated in a student exchange component in China. Two exchange students from Argentina.</li> </ul>
		<ul style="list-style-type: none"> <li>Ensure that curricula are relevant to the realities of a global marketplace.</li> </ul>	<ul style="list-style-type: none"> <li>Incorporate conference Board of Canada employability skills profile as College-Wide Learning Outcomes.</li> </ul>
		<ul style="list-style-type: none"> <li>Deliver joint venture training initiatives in selected international markets.</li> </ul>	<ul style="list-style-type: none"> <li>Continued cost recovery operation Shenyang/RRC Joint Venture Training Centre in China.</li> </ul>
	8.3 Increase the participation of international students at Red River College.	<ul style="list-style-type: none"> <li>Develop Internet delivery capability for college programs.</li> </ul>	<ul style="list-style-type: none"> <li>In 2000-2001, Distance Education developed 12 new online courses.</li> </ul>
		<ul style="list-style-type: none"> <li>Explore visa access strategies with relevant posts abroad.</li> </ul>	<ul style="list-style-type: none"> <li>Maintain immigration input and lobby activity through CBIE and CEC membership.</li> </ul>
		<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Participated in three international student recruitment fairs (Korea(1), and Mexico(2)).</li> <li>Targeted mail out of RRC marketing material to 26 Education Agents, Cdn. Education Centres and partner colleges.</li> <li>Received total of nine (9) Chinese Visa Students.</li> <li>Registered 73 full-time and 24 returning students.</li> <li>Responded to 1,135 inquiries and approx. 6,480 WWW hits.</li> </ul>

	<b>OBJECTIVES/STRATEGIES</b>	<b>ACTIONS</b>	<b>STATUS UPDATE</b>
	8.4 Develop Red River's training capacity for export.	<ul style="list-style-type: none"> <li>Enhance and expand upon existing promotional materials to include non-print materials (video, internet, etc.).</li> <li>Increase the number of custom-designed training programs/products offered to international clients.</li> <li>Prepare funding submissions for consideration by a number of Overseas Development Agencies (e.g., Asia Development Bank, World Bank, etc.).</li> <li>Identify and undertake the steps necessary for Red River to become "export ready".</li> <li>Integrate product promotion and marketing strategies for international student recruitment, and project work.</li> </ul>	<ul style="list-style-type: none"> <li>Re-printed promotional literature, and up-dated our WWW site. The office also hosted independent agents from Vancouver, Korea and China.</li> <li>The International Education Office responded to five separate proposal calls for specialized contract training opportunities in Korea (nursing), Malaysia (IT), Japan (ESL) and China (aerospace).</li> <li>Wrote preliminary funding submissions for possible CIDA project in Zimbabwe. Made exploratory trip to Morocco for possible future CC/PP project.</li> <li>New staff person recruited to allow more time for in-house awareness and capacity building.</li> <li>In addition to 3 student recruitment shows, the office conducted three (3) separate marketing missions and hosted a total of 16 visiting delegations.</li> </ul>
<b>9.0</b>	<b>STRENGTHEN COLLABORATION AND PARTNERSHIPS.</b>		
	9.1 Articulate college programs with high schools, universities and other colleges.	<ul style="list-style-type: none"> <li>Articulate all diploma programs with a university degree program where appropriate.</li> <li>Develop articulation agreements with all school divisions in the College catchment area.</li> </ul>	<ul style="list-style-type: none"> <li>80% of diploma programs have articulation arrangements with degree programs.</li> <li>New agreements in 2000/01 include Business Administration and Health Information Technology (Athabasca University), Parish Nursing (UofW), Automotive and Heavy Duty Technology (Ferris State University), HRA (Guelph).</li> <li>Focus has shifted from articulation agreements to specific projects and linkages.</li> <li>Exploring delivery of RRC courses at Sisler High School.</li> </ul>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> <li>• Work with COPSE to develop a Manitoba Post-Secondary credit transfer system.</li> <li>• Work with the ACCC to develop a national system of credit transfer.</li> </ul>	<ul style="list-style-type: none"> <li>• COPSE has slowed work on development of a formal Manitoba transfer system in favour of collaboration through Campus Manitoba.</li> <li>• RRC continues to work with other Manitoba post-secondary institutions at the program level.</li> <li>• RRC has signed the national protocol on mobility and transferability.</li> </ul>
	9.2 Develop joint degree programs to meet the needs of business, industry and the community.	<ul style="list-style-type: none"> <li>• Develop articulation agreements leading to applied degrees for allied health technologies, applied sciences, cultural industries, technology and business.</li> </ul>	<ul style="list-style-type: none"> <li>• RRC is working with the University of Manitoba, Manitoba Health and the professional organizations to develop an acceptable allied health degree model.</li> <li>• COPSE has approved the joint U of W and RRC letter of intent to establish a joint degree in GIS.</li> <li>• A new U of M/RRC joint degree in ASL/EI was approved by COPSE.</li> <li>• RRC and U of W have identified another 10 potential joint degree programs for consideration. Technical Communications and Aboriginal Governance are the next two that U of W would like to develop.</li> <li>• RRC/U of M are collaborating on a joint degree in Graphic Arts and Communication.</li> </ul>
	9.3 Build partnerships with corporate and government consumers of education.	<ul style="list-style-type: none"> <li>• Identify “key accounts”, assign a key account manager, and develop appropriate internal and external processes to serve them.</li> </ul>	<p>Key Accounts Include:</p> <ul style="list-style-type: none"> <li>– Cadourath Aerospace Ltd.</li> <li>– Canadian Manufacturers and Exporters</li> <li>– Canadian Wheat Board</li> <li>– Cargill Limited</li> <li>– Centre for Aboriginal Resource Development</li> <li>– Carlson Structural Glass</li> <li>– Conservation/MB Govt.</li> <li>– Cormer Group Industries Ltd.</li> <li>– Custom Castings Limited Fort Garry Industries Ltd.</li> <li>– Industry Trade and Mines</li> <li>– Ice Mfg. Ltd.</li> <li>– Coordinating Committee</li> </ul>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> <li>• Identify major corporate clients, determine their training needs, and prepare proposals for partnerships.</li> </ul>	<ul style="list-style-type: none"> <li>– Manitoba Public Insurance</li> <li>– Manitoba Rolling Mills</li> <li>– Naylor Communications Ltd.</li> <li>– Phillips &amp; Temro Industries</li> <li>– Pauwels Canada Inc.</li> <li>– Standard Aero Ltd.</li> <li>– Storm-Tite Inc.</li> <li>– Workforce Manitoba</li> <li>• Contract Training Sales &amp; Services (CTS&amp;S) delivers Supervisory Skills training to the employees of Acrylon Plastics.</li> <li>• Bayco Industries: CTS&amp;S will deliver Blueprint Reading and Math to Bayco employees.</li> <li>• Cargill Limited: CTS&amp;S has developed an on-line grain marketing course for the grain marketing representatives.</li> <li>• Canadian Wheat Board: CTS&amp;S will develop an on-line course for the farm marketing representatives.</li> <li>• Carlson Structural Glass: CTS&amp;S has developed and will deliver fiberglass training, Blueprint Reading and Math to the employees.</li> <li>• Manitoba Rolling Mills &amp; Custom Castings Limited: CTS&amp;S in partnership with the Manufacturing Department developed and delivered the Entry Level Manufacturing Program.</li> <li>• Phillips &amp; Temro Industries: CTS&amp;S delivers Math, Blueprint Reading and Precision Measurement to the employees.</li> <li>• Pauwels Canada Inc.: Supervisory Skills training and Lean training to be delivered by CTS&amp;S.</li> <li>• Storm-Tite Inc.: Supervisory Skills are being delivered to the employees by CTS&amp;S. Lean training to be delivered.</li> </ul>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> <li>• Become preferred training supplier to major corporate clients.</li> </ul>	<ul style="list-style-type: none"> <li>• CE provided Emergency Medical Responder program to employees of 17<sup>th</sup> Wing-Canadian Forces Base.</li> <li>• Winnipeg Public Libraries and Selkirk Library: CE delivers a variety of library skills training.</li> <li>• Project Management ongoing with Bristol, MPIC and North West Company</li> <li>• Contract Training – Sales &amp; Services (CTS&amp;S) provides the Metallurgical Processes Program, Precision Measurement, Electrical Bond &amp; Ground training, Tool &amp; Die Refresher training, Blueprint Reading, Sealant training, Composite training, Sheet Metal Machine Operator, Machinist Refresher, Material Handling, Welding, PC Fundamentals, and Lean Thinking &amp; Value Stream Mapping to the employees of Bristol Aerospace.</li> <li>• Manitoba Aerospace Human Resources Coordinating Committee (MAHRCC): CTS&amp;S provides training for MAHRCC members in Metallurgical Processes, Tool &amp; Die Refresher, Human Factors, CNC Operator, Project Management, Due Diligence and Interpreting Engineering Drawings.</li> <li>• Fort Garry Industries Ltd.: CTS&amp;S delivers the two-year Fire Truck Technician Program to Fort Garry Industries employees.</li> <li>• Boeing Canada Technology Ltd.: CTS&amp;S provides Composite Manufacturing training, Quality Inspector Program, Project Management, etc., to Boeing employees.</li> <li>• Standard Aero Limited: CTS&amp;S delivers Ramp Safety, Train the Trainer, Tool &amp; Die Refresher, Blue Print Reading as well as the Gas Turbine Program to the employees of Standard Aero.</li> <li>• Lean Enterprise Institute Canada (LEI) and CTS&amp;S have formed a partnership to jointly deliver lean training.</li> </ul>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
	9.4 Build partnerships with the Students' Association.	<ul style="list-style-type: none"> <li>• Review current partnership agreements and develop formal partnerships with the Students' Association covering the business relationships in key areas such as: in the collection of student activity fees, SA Building Development Agreement, SA Building Fund Bylaw, provision of student copying services, provision of vending services, peer tutoring, etc.</li> <li>• Work with the Students' Association on improving services to students through the revision of existing policies and the development of new policies in such areas as: appeals; use of alcohol; codes of ethical conduct, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• The Students' Association Building Fund Bylaw was revised and approved. The agreement on the Collection of Student Association Fees and the Building Development are under active review. The SA continues to support such college activities as peer tutoring, Safewalk, Information Centre, the North Gym.</li> <li>• A new policy on the use of alcohol on campus was developed and approved with input from the Students' Association.</li> </ul>
	9.5 Partner with the community to address college requirements for equipment, facilities and technology.	<ul style="list-style-type: none"> <li>• Implement and expand co-operative type education delivery to access equipment in industrial plants and factories.</li> <li>• Pursue opportunities to deliver printing services at a profit with other publicly funded organizations that could benefit from the Docutech digital printing technology.</li> </ul>	<ul style="list-style-type: none"> <li>• Twenty-two programs have co-op education now.</li> <li>• Co-operative education will continue to be considered as a delivery mode for new and existing programs where marketplace, students and the employing community find it a viable educational method.</li> <li>• A recent alliance has been established with the U of W for the delivery of offset material to students and staff at a marginal profit. This alliance will continue through 2003.</li> <li>• Investigated a partnership with NAIT for the production of apprenticeship booklets. CUPMAC print shops are being chosen as the sole suppliers for the Alberta Advanced Education. A requirement is the Docutech system for which RRC is the sole operator in Manitoba.</li> <li>• RRC will be hosting the 2004 CUPMAC Conference. This will increase external sales at a profit.</li> </ul>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
	9.6 Build partnerships with Aboriginal governments, agencies and educational institutions.	<ul style="list-style-type: none"> <li>Establish relationships with First Nations, Metis, Inuit and Urban Aboriginal governments.</li> <li>Cooperate with established and developing educational bodies and agencies.</li> </ul>	<ul style="list-style-type: none"> <li>This is an on-going priority and RRC has established partnerships and links with many groups.</li> <li>CE is partnering with B. Sanderson &amp; Associates to deliver Fifth Class Power Engineering theory to Aboriginal students.</li> <li>CE recently completed the delivery of Fifth Class Power Engineering training to CAHRD clients.</li> <li>CE partnered with the Aboriginal Business Development Centre in the delivery of the Entrepreneurship Training program.</li> <li>Centre for Aboriginal Human Resource Development (CAHRD) is being invited to sit on the proposed Board of Directors for the new Stevenson Aviation and Aerospace Training Centre - RRC. As a full partner with industry and RRC, CAHRD will assist with the recruitment, selection and retention of Aboriginal students for training in the Aviation/Aerospace sectors.</li> </ul>
<b>10.0</b>	<b>EMPLOY COLLEGE RESOURCES EFFECTIVELY AND EFFICIENTLY AND ACHIEVE FINANCIAL STRENGTH AND STABILITY.</b>		
	10.1 Expand revenue base. <b>Government grants:</b>	<ul style="list-style-type: none"> <li>Develop communications strategies for working effectively with COPSE &amp; obtaining government recognition of College future needs.</li> <li>Lobby for multi-year funding from government.</li> </ul>	<ul style="list-style-type: none"> <li>On-going activity.</li> <li>On-going activity.</li> </ul>
	<b>Tuition:</b>	<ul style="list-style-type: none"> <li>Work with Board of Governors and COPSE to develop an appropriate tuition strategy.</li> </ul>	<ul style="list-style-type: none"> <li>Included as part of planning activities for BOG for 2001/02.</li> </ul>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
	<b>Apprenticeship:</b>		
		<ul style="list-style-type: none"> <li>• Work with Apprenticeship Branch to obtain administrative efficiencies in the current payment structure.</li> </ul>	<ul style="list-style-type: none"> <li>• Numerous discussions have been held with Branch this year primarily focussing on the use of the program costing model to set pricing for apprenticeship purchases.</li> </ul>
	<b>Strategic Business Units:</b>		
		<ul style="list-style-type: none"> <li>• See other parts of strategic plan for various actions (including strategy 10.2).</li> </ul>	
	<b>Fundraising:</b>		
		<ul style="list-style-type: none"> <li>• See Objective 11 for various actions.</li> </ul>	
	<b>Other:</b>		
		<ul style="list-style-type: none"> <li>• Explore opportunities for alternative revenues.</li> </ul>	<ul style="list-style-type: none"> <li>• Various areas of the College are exploring partnerships with industry suppliers to help keep up with technological change.</li> </ul>
		<ul style="list-style-type: none"> <li>• Develop more aggressive investment strategy for College funds.</li> </ul>	<ul style="list-style-type: none"> <li>• Have held some discussion with Bill Cessford at Department of Finance, work on investment strategy is on-going.</li> </ul>
	10.2 Encourage sound business practices.	<ul style="list-style-type: none"> <li>• Develop in-house training sessions for managers (internal control, capital budget decisions) with training provided by the Financial Services Division.</li> <li>• Encourage entrepreneurial performance by exploring alternative remuneration models for individuals and other incentives for departments and units.</li> <li>• Investigate incorporation or alternate business forms for some entrepreneurial activities.</li> </ul>	<ul style="list-style-type: none"> <li>• On-going. Planned for Winter/Spring 2002.</li> <li>• On-going commitment. Academic departments have undertaken unbudgeted "income funded" activities (training, seminars, projects) using activity revenues to offset costs.</li> <li>• On-going discussions.</li> </ul>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> <li>• Promote changes to the Colleges Act that encourage entrepreneurial practices and support the development of alternative sources of revenue.</li> <li>• Explore the use of the SBU model for other activities, e.g., Computer Services, Financial Services, Academic units.</li> <li>• Evaluate non-core business activities to see if they should continue to be operated in-house or whether alternate arrangements should be made.</li> <li>• Strengthen profile of Financial Services division as internal business advisors.</li> <li>• Maintain an appropriate level of operating reserve.</li> <li>• Investigate creation of reserves for specific purposes, e.g., major capital projects.</li> <li>• Reduce capital deficit re: SBU capital purchases.</li> <li>• Evaluate financial software to ensure it continues to meet the College's internal and external reporting needs.</li> <li>• Ensure current risk management procedures are employed to protect the College, the Board of Governors, employees, students and volunteers.</li> </ul>	<ul style="list-style-type: none"> <li>• RRC recommended a number of changes in the Government's 1999 review of the College's Act and is pursuing Government to implement the review.</li> <li>• On-going. Budget process will include a revamped business plan approach for all units.</li> <li>• This is a continuous process.</li> <li>• Business Enterprise Advisory Services (BEAS) unit formed within Financial Services.</li> <li>• BOG approved allocation of 2001/02 internal surplus (\$140k) to reserve. This brings it back up to \$315k, which is still below level required by current Board policy. Policy review by BOG will look at appropriate level for reserve in future.</li> <li>• On-going discussions.</li> <li>• On-going. In 2001/02, \$1.5 million received from Province helped to offset Building A deficit.</li> <li>• On-going. Financial Services and purchasing have been investigating new on-line purchasing system.</li> <li>• Insurance Coverage is in place.</li> </ul>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> <li>• Enhance the scope of the Risk Control Committee to ensure college-wide risk assessment.</li> <li>• Develop risk control policies.</li> <li>• Increase knowledge and awareness of risk, control and insurance protection.</li> <li>• Integrate a risk control process that reflects a continuous improvement concept based on departmental internal responsibility.</li> </ul>	<ul style="list-style-type: none"> <li>• In progress.</li> <li>• Hazardous waste policy revised, travel policy under development, more to come.</li> <li>• Environmental Health Safety and Insurance Services is to develop a manual.</li> <li>• This will be integrated through 2002 – 05 along with the introduction of a safety program.</li> </ul>
	10.3 Allocate resources appropriately.	<ul style="list-style-type: none"> <li>• Continue implementation of program and service costing model.</li> <li>• Implement a multi-year budgeting process.</li> <li>• Revise capital budget process to include business concepts such as ROI, etc.</li> <li>• Establish a benchmarking program.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing.</li> <li>• 2002-03 budget process will include a 2003-04 high level projection.</li> <li>• On-going.</li> <li>• Prototype program has been developed and the system is to be tested and confirmed in 2002-08.</li> <li>• On-going.</li> </ul>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
11.0	<b>ENHANCE THE IMAGE AND COMMITMENT OF THE COLLEGE AMONG STAFF, STUDENTS AND THE EXTERNAL COMMUNITY.</b>		
	11.1 Expand and improve internal and external communications.	<ul style="list-style-type: none"> <li>Maintain a communications capacity in the Marketing and Public Relations Department.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to publish: <ul style="list-style-type: none"> <li>-monthly Headlines newsletter</li> <li>-annual Portrait magazine</li> <li>- media announcements</li> </ul> </li> </ul>
		<ul style="list-style-type: none"> <li>Introduce the College's new logo mark on the tower of Building C, and on all regional facilities operated by the College.</li> </ul>	<ul style="list-style-type: none"> <li>This will be done as soon as funds are identified. The project has been designed and estimated. It will just require updating once the funds are identified.</li> </ul>
		<ul style="list-style-type: none"> <li>Upgrade the College web site to reinforce the new visual identity of the College.</li> </ul>	<ul style="list-style-type: none"> <li>An extensive upgrade to the College web was conducted this past summer. The upgrade has been met with wide support and acclaim. The updating process will now extend to the deeper levels of the web site to ensure a common look and feel to all College web pages.</li> </ul>
		<ul style="list-style-type: none"> <li>Develop a specific means to communicate the College's strategic plan.</li> </ul>	<ul style="list-style-type: none"> <li>In 2001, the strategic plan was widely distributed through a variety of means, including Internet access through the Research and Planning web-site and through hard copy distribution to College staff and external constituencies.</li> </ul>
		<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Aired an award winning commercial sponsorship of student related events - <ul style="list-style-type: none"> <li>-Moose game</li> <li>-Team Manitoba</li> <li>-Podium Program,</li> </ul> </li> <li>On-going campaign in the free press and radio</li> </ul>
		<ul style="list-style-type: none"> <li>Measure the level of awareness and satisfaction among target audiences.</li> </ul>	<ul style="list-style-type: none"> <li>Arbitrary – related to informal feedback - building a comprehensive measurement plan for 2002/03.</li> </ul>
		<ul style="list-style-type: none"> <li>Maintain a clear and consistent visual identity in all documents, publications, electronic media, and signage.</li> </ul>	<ul style="list-style-type: none"> <li>Continually re-enforce and educate the standards in the visual identity manual – both internally and externally.</li> </ul>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
	11.2 Develop and implement appropriate student recruitment strategies.	<ul style="list-style-type: none"> <li>• Implement recruitment strategies aimed at addressing program needs and underrepresented groups such as filling identified excess capacity in specific College programs and increasing enrollment of sequential students.</li> <li>• Develop and implement a targeted communications plan for recruitment.</li> </ul>	<ul style="list-style-type: none"> <li>• Low enrolment programs were identified for fall intakes in 2001 and campaigns were initiated to promote these areas. Initiatives included radio ads, pop-up web advertising, and specialized print ads. Responses were monitored. An individual was hired to assist in high school recruitment in the fall of 2001 to help cover northern and rural communities as fully as possible.</li> <li>• Work on a long-term campus recruitment plan is underway. Each "contact" with the College is now being recorded on the "Contacts" system, providing data for the implementation of direct mail and phone follow-up.</li> <li>• Registration and Marketing and Public Relations are constantly in communications to identify program areas which need support.</li> </ul>
	11.3 Support an environment of enthusiasm and participation within the College community.	<ul style="list-style-type: none"> <li>• In consultation with staff, maintain a model to support Staff RR Us activities.</li> <li>• Introduce a program of "awards for excellence" and encourage application and nominations for outstanding achievement awards.</li> <li>• Develop, implement and support annual program of special events in cooperation and coordination with the Student's Association and volunteer staff organization.</li> <li>• Develop strategies to support RRC participation in the philanthropic community.</li> <li>• Identify and coordinate entry of college "teams" in community special events (e.g. Dragon boat races).</li> </ul>	<ul style="list-style-type: none"> <li>• \$12,000 from Marketing and PR was dedicated to Staff RRUS activities. Numerous activities were carried out through the year. i.e. Halloween, Golf.</li> <li>• Continuous Commitment – distinguished Alumni and Honorary Degree award programs are on-going</li> <li>• On-going - further plan to be developed in 2002/2003.</li> <li>• The Development Office's strategic plan and donor centered philosophy has stabilized and rapidly expanded RRC's fundraising capacity.</li> <li>• Developing an approach for the 2003/03 fiscal year.</li> </ul>

	<b>OBJECTIVES/STRATEGIES</b>	<b>ACTIONS</b>	<b>STATUS UPDATE</b>
	11.4 Develop a strong Alumni Association for the College.	<ul style="list-style-type: none"> <li>• Develop a comprehensive alumni database and implement a strategy for revenue generation to “offset” the cost of providing alumni services.</li> <li>• Support and encourage the development of program-specific Alumni chapters in the College.</li> <li>• Establish a program of special events and activities for alumni of the College and for retired staff through the RRC Heritage Group.</li> </ul>	<ul style="list-style-type: none"> <li>• On-going, develop a further plan in 2002/2003 to secure the resources to build the data base.</li> <li>• Work with development office to develop a plan to incorporate alumni into fundraising.</li> </ul>
	11.5 Increase success in College fundraising activities.	<ul style="list-style-type: none"> <li>• Develop a coordinated approach to fundraising for the College both internally and in the external community.</li> <li>• Complete the Building A capital campaign.</li> <li>• Develop a strategy to support the comprehensive fundraising capacity of the College.</li> <li>• Establish a foundation in accordance with the Board of Governors directive.</li> </ul>	<ul style="list-style-type: none"> <li>• As part of the Development Office’s strategic plan, a donor stewardship initiative was successfully launched to increase and coordinate internal and external communications surrounding RRC’s development activities.</li> <li>• Capstone donor has not given decision on final gift.</li> <li>• RRC has developed and followed its 3-year plan to increase trust and endowments by \$2.5M. Projections are that this goal will be exceeded in two years rather than three.</li> <li>• The process for expanding 3-year strategic plan to involve Princess Street Campus and Planned Giving opportunities in a timely and coordinated manner has been initiated.</li> <li>• Initiative postponed.</li> </ul>

	<b>OBJECTIVES/STRATEGIES</b>	<b>ACTIONS</b>	<b>STATUS UPDATE</b>
<b>12.0</b>	<b>ENHANCE THE LEARNING CENTRED FOCUS AND THE INNOVATIVE, AND TECHNOLOGICALLY ADVANCING ASPECTS OF THE COLLEGE.</b>		
	12.1 Advance RRC as learning centred college.	<ul style="list-style-type: none"> <li>• Develop strategies that reward a culture of innovation and position the College as a learning based post-secondary institution.</li> <li>• 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.</li> <li>• Establish a process to integrate the vision of a learning college into the strategic planning process.</li> <li>• Develop and support faculty and staff innovation initiatives that stress creativity, excellence and risk taking.</li> <li>• Develop and celebrate successes in moving to a learning culture in a variety of media.</li> </ul>	<ul style="list-style-type: none"> <li>• The 2002-07 RRC Strategic Plan articulates a transformation process to a learning college.</li> <li>• On-going activity including all academic areas of the College.</li> <li>• The 2002-07 Strategic Plan includes those in the new Vision.</li> <li>• Income funded projects allow departments to undertake innovative and creative activities outside of regular operations, e.g., applied research projects, contract training, industry projects, etc.</li> <li>• The deployment of the Program Development funds (FZ), the development of the College Press, and the work of the Teaching and Learning Technology Roundtable all provided opportunities for support and recognition of innovation as well as rewards to areas and employees.</li> <li>• Proactive Press Release issued on numerous areas. "Panel of Experts" Program initiated to bring staff and management experts to the forefront in the media.</li> </ul>
	12.2 Develop a knowledge management system.	<ul style="list-style-type: none"> <li>• Conduct a knowledge management inventory and assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• RRC is part of QNET's Knowledge Management Planning Committee. This is a vehicle for giving the expertise.</li> </ul>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> <li>• Develop a knowledge management agenda for the College, identifying people, processes, artifacts and technologies.</li> </ul>	<ul style="list-style-type: none"> <li>• Initial foundation has been prepared. An introduction to KM presentation has been prepared.</li> </ul>
		<ul style="list-style-type: none"> <li>• Identify and conduct a pilot knowledge management project in a selected KM area.</li> </ul>	<ul style="list-style-type: none"> <li>• Planned for future initiatives.</li> </ul>
	12.3 Integrate strategic thinking into the fabric of the College.	<ul style="list-style-type: none"> <li>• Design and implement a comprehensive strategic planning process.</li> </ul>	<ul style="list-style-type: none"> <li>• In 2001, the strategic planning process included a comprehensive environmental scan and extensive internal consultation to ensure the plan was current and relevant.</li> </ul>
		<ul style="list-style-type: none"> <li>• Initiate a dialogue on values and prepare a Statement of Values.</li> </ul>	<ul style="list-style-type: none"> <li>• During 2001, extensive consultations were conducted resulting in a Statement of Values.</li> </ul>
		<ul style="list-style-type: none"> <li>• Establish a regular review of values.</li> </ul>	<ul style="list-style-type: none"> <li>• Carried out during the strategic plan renewal process.</li> </ul>
		<ul style="list-style-type: none"> <li>• Communicate the process and content of the Strategic Plan.</li> </ul>	<ul style="list-style-type: none"> <li>• On-going, continue to work and educate different committees and areas of the College with a goal to have an integrated marketing plan and the role of Marketing at the College.</li> </ul>
		<ul style="list-style-type: none"> <li>• Experiment with the use of appropriate web-based techniques into the strategic planning development process and communication of the plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Web based communication and interactive techniques were employed during the 2001 renewal process.</li> </ul>
	12.4 Ensure the appropriateness of the organizational structure of RRC in view of the new realities in delivering education in the 21 <sup>st</sup> Century.	<ul style="list-style-type: none"> <li>• Review the existing organizational structure.</li> </ul>	<ul style="list-style-type: none"> <li>• The overall structure was modified in 2001.</li> </ul>
		<ul style="list-style-type: none"> <li>• Review the concept of a schools structure.</li> </ul>	<ul style="list-style-type: none"> <li>• Currently underway the Learning Portfolio Change Management project.</li> </ul>

	OBJECTIVES/STRATEGIES	ACTIONS	STATUS UPDATE
		<ul style="list-style-type: none"> <li>• Develop strategies to encourage interdepartmental discussion and exploration of opportunities and issues.</li> </ul>	<ul style="list-style-type: none"> <li>• The Student Success Roundtable is one example of a forum for interdepartmental discussions.</li> </ul>
	12.5 Transform the image of the College.	<ul style="list-style-type: none"> <li>• Define and evolve RRC's brand as a learning college and as a contributor to Manitoba's economic prosperity through an integrated marketing strategy.</li> <li>• Establish rapport with outside interests in lobbying on behalf of the College for recognition.</li> </ul>	<ul style="list-style-type: none"> <li>• On-going - through an active media campaign and public relations.</li> <li>• On-going and continuous activity.</li> </ul>
	12.6 Nurture an innovative and technology literate learning and work environment.	<ul style="list-style-type: none"> <li>• Develop a strategy to achieve increased funding for the advancement of technology in all aspects of the College.</li> <li>• Establish a program to encourage and reward faculty and staff in advancing their knowledge of technology, developing new adaptations of technology and integrating technology into their teaching and working systems.</li> </ul>	<ul style="list-style-type: none"> <li>• A Tri-College Technology Plan was prepared under the leadership of RRC and submitted to COPSE. The Plan identified the requirements for technological currency in a number of areas. The plan formed the basis of the information technology requirements included in the 2002-2007 Preliminary Budget submission.</li> <li>• RRC conducted a Tech-know-rama day.</li> <li>• Program development funds are targeted towards projects that increase the use of technology in teaching and learning.</li> <li>• The TLTC provide professional development for educational technologies.</li> <li>• RRC is a founding member of the Canadian Virtual College consortium.</li> <li>• RRC includes educational technology projects as part of the CEI plan, the COPSE System Restructuring projects and the Manitoba Education and Training Innovation and Research projects.</li> </ul>

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