



# Academic Annual Report

2009/2010



# Academic Annual Report

2009/2010

# PROGRAMS, BY SCHOOL

## School of Business & Applied Arts

3D Computer Graphics (A)  
American Sign Language -  
English Interpretation (J)  
Aviation Management (D)  
Business Administration (D)  
Business Administration Integrated (D)  
Business Information Technology (D)  
Commerce/Industry Sales & Marketing (C)  
Computer Accounting Technician (C) (L)  
Computer Analyst/Programmer (Co) (D) (L)  
Computer Analyst/Programmer Integrated  
(Co) (D) (L)  
Creative Communications (D)  
Culinary Arts (Co) (D) (L)  
Deaf Literacy  
Deaf Studies (C)  
Digital MultiMedia Technology (D) (L)  
Graphic Design (D)  
Graphic Design - Advanced (A)  
Health Information Management (D)  
Hospitality & Tourism Management  
(Co) (D) (L)  
Hotel & Restaurant Management  
(Co) (D) (L)  
Information Systems Technology  
(Co) (D) (L)  
International Business (A)  
Introduction to Business Information  
Technology (C)  
Library and Information Technology (D)  
Professional Baking (Co) (C) (L)  
Technical Communication (Co) (D)  
Tourism Management (Co) (D) (L)

## School of Construction & Engineering Technologies

Architectural/Engineering Technology  
(Co) (D) (L)  
Building Design CAD Technology (Co) (D)  
Carpentry and Woodworking (C)  
Carpentry Five-Month Program (C)  
Civil Engineering Technology (Co) (L)  
Electrical (C)  
Electrical Five-Month Program (C)  
Electrical Engineering Technology (D)  
Electronic and Network Technology (C)  
Electronic Engineering Technology (D)  
Electrical/Electronic Engineering  
Technology Integrated (D)  
Environmental Protection Technology  
(Co) (D) (L)  
Geographic Information Systems (GIS)  
Technology (A)  
Geomatics Technology (Co) (D) (L)  
Greenspace Management (Co) (D)

(Co) Co-operative Education programs (may be optional)

(L) Laptop computer delivery

(C) Certificate program (usually 10 months)

Instrumentation Engineering Technology (D)  
Municipal Engineering Technology  
(Co) (D) (L)  
Network Technology (CCNA) Certificate (C)  
Network Technology (CCNP) Certificate (C)  
Network Technology (CCNP) Diploma (D)  
Piping Trades (C)  
Plumbing Five-Month Program (C)  
Refrigeration and Air Conditioning  
Technician (C)  
Structural Engineering Technology  
(Co) (D) (L)  
Wood Products Manufacturing Technology  
- Certificate (C)  
Wood Products Manufacturing Technology  
- Diploma (Co) (D)

## School of Continuing & Distance Education (Continuing Studies)

Academic Development Programs (C)  
Applied Counselling (C)  
Health Unit Clerk (C)  
Introduction to Business (C)  
Legal Administrative Assistant (C)  
Occupational Health & Safety (C)  
Office Technician (C)  
Para Educator (C)  
Power Engineering - 5th Class (C)  
Professional Photography (C)  
Railway Conductor (C)  
Recreation Facilitator for Older Adults (C)  
Residential Decorating Program (C)  
Sterile Processing Technician (C)

## School of Health Sciences & Community Services

Animal Health Technology (D)  
Chemical and Biosciences Technology  
(Co) (D)  
Child and Youth Care (D)  
Dental Assisting - Level II (C)  
Diploma Nursing (Accelerated) (D)  
Disability and Community Support (D)  
Early Childhood Education (D)  
Early Childhood Education - Workplace (D)  
Health Care Aide (C)  
Joint Baccalaureate Nursing  
Magnetic Resonance Imaging (MRI) and  
Spectroscopy (A)  
Medical Laboratory Sciences (D)  
Medical Radiologic Technology (D)  
Paramedicine - Primary Care Paramedic (C)  
Pharmaceutical Manufacturing (C)  
Quality Assurance/Quality Control (QA/QC)  
in the Pharmaceutical Industry (A)  
Radiation Therapy  
Rehabilitation Assistant (C)

(D) Diploma program (usually 2 years or more)

(A) Advanced Diploma program

(J) Joint program with the Univ. of Manitoba or Univ. of Winnipeg

## School of Indigenous Education

Aboriginal Language Specialist (D)  
Aboriginal Self-Government  
Administration (D)  
ACCESS Model Programs  
Biindigen College Studies (C)  
College Preparation for Nursing (C)  
Community Development /Community  
Economic Development (D)  
Community Development /Community  
Economic Development - Certificate (C)  
Computer Applications for Business (D)  
Information and Office Assistant (C)  
Introduction to Trades (C)

## School of Learning Innovation

Business/Technology Teacher Education (J)  
Business/Technology Teacher Education  
- After Degree (J)  
Industrial Arts/Technology Teacher  
Education (J)  
Industrial Arts/Technology Teacher  
Education - After Degree (J)  
Technical Vocational Teacher Education (D)

## School of Transportation, Aviation & Manufacturing

Aerospace Manufacturing (C)  
Aircraft Maintenance Engineer (D)  
Automotive Service Education  
Automotive Technician - Certificate (C)  
Automotive Technician - Diploma (D)  
Collision Refinishing (C)  
Collision Repair and Refinishing (C)  
Heavy Duty Equipment Mechanic (C)  
Manufacturing CAD (C)  
Manufacturing Technician (D)  
Mechanical Engineering Technology  
(Co) (D)  
Outdoor Power Equipment Technician (C)  
Power Engineering Technology (D)  
Technology Management (A)  
Welding (C)

## Language Training Centre

English as an Additional Language  
(EAL) Programs (C)

# TABLE OF CONTENTS

The Year in Review . . . . .	1	Regional Campuses . . . . .	69
College Profile . . . . .	5	Language Training Centre . . . . .	71
Graduate Satisfaction and Employment . . . . .	8	Apprenticeship . . . . .	72
Student Evaluation of Program . . . . .	9	Applied Research and Commercialization . . . . .	74
Employer Satisfaction Survey . . . . .	9	Co-operative Education . . . . .	76
Student Success . . . . .	10	International Education . . . . .	77
School of Business & Applied Arts . . . . .	13	Appendix: Program Highlights . . . . .	79
School of Construction & Engineering Technologies . . . . .	26		
School of Health Sciences & Community Services . . . . .	36		
School of Indigenous Education . . . . .	45		
School of Transportation, Aviation & Manufacturing . . . . .	51		
School of Learning Innovaiton . . . . .	58		
School of Continuing & Distance Education . . . . .	62		

## CONTACT INFORMATION

**Notre Dame Campus**  
2055 Notre Dame Avenue  
Winnipeg, Manitoba R3H 0J9  
Info line: 204-632-3960  
Switchboard: 204-632-2311  
No Charge-Dial: 1-888-515-7722  
Fax: 204-632-9661  
<http://www.rrc.mb.ca>

**Exchange District Campus  
(Princess Street Campus)**  
160 Princess Street  
Winnipeg, Manitoba R3B 1K9  
Telephone: 204-949-8337  
Fax: 204-949-9188

**Winnipeg Adult Learning Centre**  
F115 - 2055 Notre Dame Avenue  
Winnipeg, Manitoba R3H 0J9  
Telephone: 204-632-3791  
Fax: 204-697-4968

**Language Training Centre**  
300 - 123 Main Street  
Winnipeg, Manitoba R3C 1A3  
Telephone: 204-945-6151  
Fax: 204-948-3214

**Heavy Equipment Training Centre**  
Z110 - 2055 Notre Dame Avenue  
Winnipeg, Manitoba R3H 0J9  
Telephone: 204-697-5940  
Fax: 204-697-0451

**Stevenson Aviation and Aerospace  
Training Centre - Winnipeg**  
2280 Saskatchewan Avenue  
Winnipeg, Manitoba, R3J 3Y9  
Telephone: 204-949-6001  
No Charge-Dial: 1-866-706-5833  
Fax: 204-948-2499

**Stevenson Aviation and Aerospace  
Training Centre - Southport**  
Box 237, Hangar 4  
Southport, Manitoba R0H 1N0  
Telephone: 204-428-6300  
No Charge-Dial: 1-800-665-9864  
Fax: 204-428-6305

**Gimli Campus**  
P.O. Box 190, 234 Tudor Lane  
Gimli Industrial Park  
Gimli, Manitoba R0C 1B0  
Telephone: 204-642-5496  
Fax: 204-642-4189

**Peguis - Fisher River Campus**  
Evergreen Technological  
Entrepreneurship Centre  
234 Tudor Lane, Gimli Industrial Park  
Gimli, Manitoba R0C 1B0  
Telephone: 204-642-5496  
No Charge-Dial: 1-866-946-3241  
Fax: 204-642-4189

**Portage Campus**  
180 Centenaire Drive  
Southport, Manitoba R0H 1N0  
Telephone: 204-428-6322  
Fax: 204-428-6337

**Steinbach Campus**  
Unit 2 - 385 Loewen Blvd.  
Steinbach, Manitoba R5G 0B3  
Telephone: 204-320-2500  
Fax: 204-346-0178

**Steinbach Community  
Learning Centre**  
Unit 2 - 385 Loewen Blvd.  
Steinbach, Manitoba R5G 0B3  
Telephone: 204-320-2500  
Fax: 204-346-0178

**Winkler Campus**  
100 - 561 Main Street  
Winkler, Manitoba R6W 1E8  
Telephone: 204-325-9672  
Fax: 204-325-4947

**Winkler Community  
Learning Centre**  
300 - 561 Main Street  
Winkler, Manitoba R6W 1G3  
Telephone: 204-325-4997  
Fax: 204-325-5945





# THE YEAR IN REVIEW

## 2009/2010



There has never been a more exciting time to be at Red River College! This has been another year of record setting enrolments, complemented by new research centres, the development of our first degree programs, campus expansions in Winnipeg and rural Manitoba and the introduction of new programming.

Colleges drive the economic and social development of the regions they serve, creating rewarding careers for learners and a cutting edge workforce for employers. *Academic Plan 2020* provides the vision for the 21<sup>st</sup> century Red River College, and progress and accountability are reported annually in the Annual Academic Report.

### Responsible Growth

For the 15<sup>th</sup> consecutive year, full-time enrolments reached an all-time high, growing 3.6%, to 8,595 with increases across both regional and urban campuses. The Language Training Centre served approximately 1,000 students, with EAL summer classes for the first time, and full-time contract training enrolments were up 25%.

Apprenticeship training continued to expand, with a 15% increase over the year bringing the five-year increase to 96% and a total enrolment of 3,575 apprentices. Two off-campus training facilities were leased in the last five years to accommodate the growth, and summer classes are being delivered for construction trades to extend the availability of our facilities.

In support of our growing enrolments, five construction projects are underway. The historic Union Bank Tower — Western Canada's first "skyscraper" when it was built in 1903 — is being restored as a new home for our hospitality programs and our first student residence. As the Paterson GlobalFoods Institute,



Union Bank Tower

it will combine with the Roblin Centre and the recently acquired Massey Building to become the Exchange District Campus.

At the Notre Dame Campus, four other Knowledge Infrastructure Projects are in progress, including:

- Power Engineering lab
- Twin greenhouses (passive and conventional)
- Landscape Technician pavilion
- Automotive Shop renovations

New programming developments include:

- ACCESS Aircraft Maintenance Engineer (AME)
- Bridge Program for Internationally Educated Nurses
- Financial Service major (Business Administration)
- Gas Turbine Technician (Apprenticeship)
- Carpentry (five month)
- Electrical (five month)
- Plumbing (five month)
- Railway Conductor (C+DE)
- Apparel Design (C+DE)
- Residential Decorating (C+DE)
- Professional Photography (C+DE)
- e-Apprenticeship

### Aboriginal Outreach

As our youngest and fastest growing population, Aboriginal learners are a key part of Manitoba's future. To support Aboriginal access and success in post-secondary education, RRC created the School of Indigenous Education. The school provides programs focused on Aboriginal learners and communities, and supports Aboriginal students across all programs in the College's other schools. Increasingly the School provides indigenous educational leadership to the community at large, nationally and internationally.

RRC practices both outreach and inreach when it comes to supporting Aboriginal learners. Outreach activities include a robust community liaison program, community based programming and support, and training to businesses and community-based organizations.

Inreach activities include an Aboriginal Students Support Centre, orientation for new students, family supports and activities, campus based cultural activities and Elder's



cultural teachings for schools and departments across the college.

Outreach activities are important to engage people and communities who may not have a strong connection with the post-secondary system. Visits to schools and communities were up 26% this year, and the Aboriginal Recruitment Officer arranged community recruitment initiatives, taking RRC academic and student services staff to The Pas, Cross Lake and Selkirk. RRC also designed an Aboriginal Youth Summer camp for delivery in summer 2010, and once again hosted more than 500 Aboriginal youth in the Manitoba First Nations Education Resource Centre sponsored Science Fair.

RRC has a strong focus on community-based training and partnerships, which help Aboriginal learners access RRC programming without having to leave home. This year's collaborations included:

- Introduction to Trades (Peguis, Pinaymootang First Nations)
- College Prep for Nursing (Peguis, Fisher River First Nations)
- Child & Youth Care (Ndinawe)
- Early Childhood Education (North Point Douglas, Health Canada Training for Aboriginal Head Start Programs, Urban Circle)
- Bookkeeping (Centre for Aboriginal Human Resource Development – CAHRD)
- Correctional Officer Pre-recruitment program (Manitoba Adult and Youth Corrections)
- Computer Applications for Business (Ka Ni Kanichihk)
- Family Support Worker (Urban Circle)
- Community Centered Therapy Program – (Prairie Region Centre for Focusing)
- Lifeskills Coach (Sawano Pinesiwān – Dauphin)
- Biindigen Program (Fisher River)
- Early Childhood Education (Health Canada and First Nations communities)
- Civil Engineering Technician (Tataskweyak First Nation)

On a national and international level, RRC continues to lead discussions on bringing post-secondary education to indigenous people. RRC hosted the national conference on Serving Aboriginal Peoples and Communities, and was invited to provide a keynote address at the Aboriginal Human Resource Council on Strategies and Retention of Aboriginal People in the Workplace. RRC was also invited to present workshops on Recognition for Prior Learning and access to post-secondary education for low-income women in Brazil.

## Access and Success

Access includes making programs available and ensuring student readiness. Success means supporting students and helping them learn.

Community-based programming, distributed (distance) learning, continuing education, and rural campuses all help reduce the barriers of time and place. Recognizing Prior Learning (RPL) reduces the barriers of repeating learning that has occurred elsewhere, and outreach activities can help make post-secondary education a goal for those who might not dare to dream of it.

RRC delivered 17 full-time programs to almost 600 students through five campuses in rural Manitoba. Another 3,200 students accessed part-time programming at these sites and 4,800 more accessed RRC through distance education courses. In addition to the regional campus activities, community based and video streaming delivery brought campus based programs to rural and remote communities, including:

- Paramedicine (Portage la Prairie, Beausejour, Souris)
- Introduction to Trades (Peguis/Fisher River, Pinaymootang)
- ECE (Portage, Winkler, Steinbach)
- Nursing (Gimli, Portage, Winkler)
- Electrical (Pinefalls)
- Certificate of Adult Education (Brandon, The Pas)

Recognition for Prior Learning is another way to make college more readily accessible to adult learners. Providing credit for the knowledge students already have reduces the time and cost to complete a program. RRC provided RPL services to more than 800 students, including 300 with international credentials. In addition, more than 1,000 course transfers were processed through the year. Working with New Brunswick Community College, RRC launched *Socrates*, an on-line assessment tool to help students assess their previous learning and eligibility for advanced entry into an RRC program.

By reaching out early to young learners whose backgrounds might not normally lead them to college or university, RRC can increase accessibility and post-secondary participation rates. RRC participates in the award-winning Career Trek and College and University Bound programs with Manitoba Schools, and hosts a number of on campus activities such as:

- Girls Exploring Trades & Technology (GETT) Camps
- Networking and Electronics Kids Kamps
- Technology Exploration Camps (TEC@RRC)
- RRC (Biotech) Lab Challenge
- BioOlympics
- Manitoba First Nations Science Fair

RRC continues to grow the very successful Paths to Success (PATHS) program as a major student success

initiative. Programs participating in PATHS have improved their retention rate by over seven percent. In addition to PATHS, the Learning Assistance Centre supports a number of student success initiatives, including Keys to Success, *Write It Right* (essay writing assistance), and *Wise Guys* (online mini-modules). *Keys to Success* is offered to students in trades and technology programs and was expanded from one to two weeks of programming with an increased focus on basic math preparation. The *Wise Guys* online tutoring videos were expanded to over 80 videos including new areas of physics and dental assisting.

## Diversity and Inclusiveness

Immigration is a key driver of population growth for Manitoba. As our province becomes more diverse so does RRC, in part as a reflection of our communities and in part to prepare our graduates for the global workforce.

International enrolments increased, with students coming from over 40 countries. A new joint venture was signed with the Shenyang Institute of Engineering (China) and customized apprenticeship programs were delivered to automotive and culinary students from Jamaica. International enrolments increased in the International Business and Technology Management programs, and the Aircraft Maintenance Engineering (AME) program is attracting increasing numbers of students from India.

The Nursing program participated in the North American Mobility Project – CAMEXUS, a three-way exchange between Canada, Mexico and the United States. RRC was also active in supporting immigrant professionals, through programs such as the Bridge Program for Internationally Educated Nurses, the Bridge Program for Trades and the TapIn partnership with the International Centre.

The Elders-in-Residence program was expanded with the addition of Levinia Brown, our first Inuit elder. Levinia supports the increasing numbers of Nunavut students who are coming to RRC, and helps to expand the Cultural Teachings program offered to the college community. An Inuit elder will also allow us to add Inuktitut to the Aboriginal Languages program.

## Quality and Innovation

Quality is a measure of how well we meet the needs of our learners and the community, and innovation means doing things better.

RRC maintains a comprehensive academic quality assurance program, including the use of Key Performance Indicators (KPIs), internal program reviews and external accreditation. Graduate employment rates remain high. Of those graduates who were in the workforce, seeking employment, 95% found jobs. Key

Performance Indicators also continue to indicate high satisfaction levels with employers (95%), graduates (94%) and students (88%).

Ten programs completed Face Validation reviews in 2009/2010, three programs had their curricula re-developed and eight others successfully completed external accreditation:

- Medical Laboratory Technology (Canadian Medical Association)
- Primary Care Paramedicine (Canadian Medical Association)
- RN Refresher (College of Registered Nurses of Manitoba)
- Bridge Program for Internationally Educated Nurses (College of Registered Nurses of Manitoba)
- Joint Baccalaureate Nursing (College of Registered Nurses of Manitoba)
- Instrument Mechanic (Apprenticeship Manitoba)
- Information Technology (International Institute of Business Analysts)
- Bachelor of Nursing (Initial approval - College of Registered Nurses of Manitoba)

The Canadian Construction Association accredited an additional 19 Continuing & Distance Education courses for their Gold Seal construction program, bringing the total to 25. In addition, the Canada Green Building Council approved RRC as one of only seven institutions in Canada to deliver the *Building Green with LEED®* course.

RRC's KPIs are strong, ranking the college at or near the top when benchmarked against other Canadian colleges. But with a philosophy of continuous improvement, RRC is always looking to do things better, and the key to doing better is innovation.

The Electronic Apprenticeship Distance Delivery Initiative (EADDI) project is one example of innovation in program design and delivery. Using micro-video, real-time group sessions and independent study, the on-line apprentices were able to achieve the same exam





scores as those taking the conventional campus based delivery. Based on the successful pilot, RRC has been asked to lead the development of 20 more levels of on-line apprenticeship training.

RRC also received a number of awards in recognition of its innovative programming and practices:

- **Spirit of Winnipeg Award** - presented by the Winnipeg Chamber of Commerce, RRC was recognized for its efforts to develop new sustainable technologies through its Applied Research and Commercialization program.
- **Excellence in Sustainability Award for Research and Innovation** – presented by the Province of Manitoba, for leadership in developing new technologies focused on sustainability in the building, construction and transportation sectors.
- **Science of Early Childhood Development** – received three prestigious grants from the Aga Khan and Lawson foundations and the Canadian International Development Agency to develop a 3<sup>rd</sup> edition of the on-line resource, an international version, and to co-deliver with the BRAC university in Bangladesh.
- **Pursuit of Excellence in the Assessment and Recognition of Learning (PEARL)** – presented by the Manitoba Prior Learning Assessment Network for an innovative course cluster approach to prior learning assessment in the Disability and Community Support program.

## Polytechnic Model of Education

The intensely competitive global economy is driving employers' needs for a more highly educated and productive workforce. Countries around the world are responding by increasing post-secondary education participation rates and extending the breadth of applied learning to include advanced post-diploma education and applied college degrees focusing on innovation and commercialization.

This polytechnic model of education includes applied research as a key learning method and a means to support innovation in industry. Programs use industry driven advisory committees to advise on new programs and ensure curriculum is up to date.

RRC developed its first two bachelor degree programs in Nursing and Construction Management. The four-year Bachelor of Nursing program will feature an accelerated delivery model, using three terms a year to allow the completion of the program in just 34 months. It will also include a special pathway to allow licensed practical nurses to upgrade to a registered nurse.

The Bachelor of Technology in Construction Management program will feature multiple entrance and exit points, components of the Canadian Construction Association's Gold Seal program and preparation for *LEED*® certification.

The federal government took several concrete measures backing the important role polytechnic education plays in ensuring the economic health of the nation. In a time of overall restraint, the 2010 budget doubled federal funding to \$30 million for Ottawa's College and Community Innovation (CCI) Program. This key initiative supports applied research and collaboration between colleges and industry that facilitates commercialization, as well as technology transfer, adaptation and adoption of new technologies.

RRC received one of the first CCI grants in 2004 in support of manufacturing. In 2009-10 RRC received a new \$2.3M five-year grant to support the development of an industry/college Sustainable Infrastructure Technology Research Group.

The Canadian Foundation for Innovation (CFI) also announced a new College-Industry Innovation fund. This new fund aims at providing colleges with significant research infrastructure that will enable partnerships with private sector partners to support business innovation. The CFI wishes to take advantage of colleges' strong links with the private sector, especially with small- and medium-sized enterprises. Already a CFI award holder for the CARSI building, RRC is preparing a submission to the new fund to expand our support to the transportation industry.

The applied research agenda is growing across all schools. Each school has created its own multi-year Applied Research Plan, two applied research centres are in place (CARSI and CATT) and two more are under development in transportation and non-destructive inspection. With the continued growth of applied research activities, RRC is looking to establish the new position of Applied Research Leader (ARL). The first ARL will be in the area of "green" building technology, where a private donor has already committed to creating an endowment for the position.

## Going Places

With a plan for responsible growth, a track record of access and success and a reputation for quality and innovation, Red River College will continue to support the economic and social development of Manitoba. Our highly skilled, highly qualified graduates will enter the workforce ready to make an immediate impact, here in their local community and around the globe.



## Going Places

Red River College graduates truly are going places; they possess the knowledge, flexibility and curiosity to contribute, learn and adapt in a changing economic, social and cultural environment.

Through more than 130 diploma, certificate and apprenticeship programs, RRC enables skilled, experienced and motivated graduates to succeed and achieve their dreams. The College strives to help learners find meaningful careers and provide a skilled and informed work-force for Manitoba

by setting the standard in applied post-secondary education and research programs and meeting the demand of the marketplace.

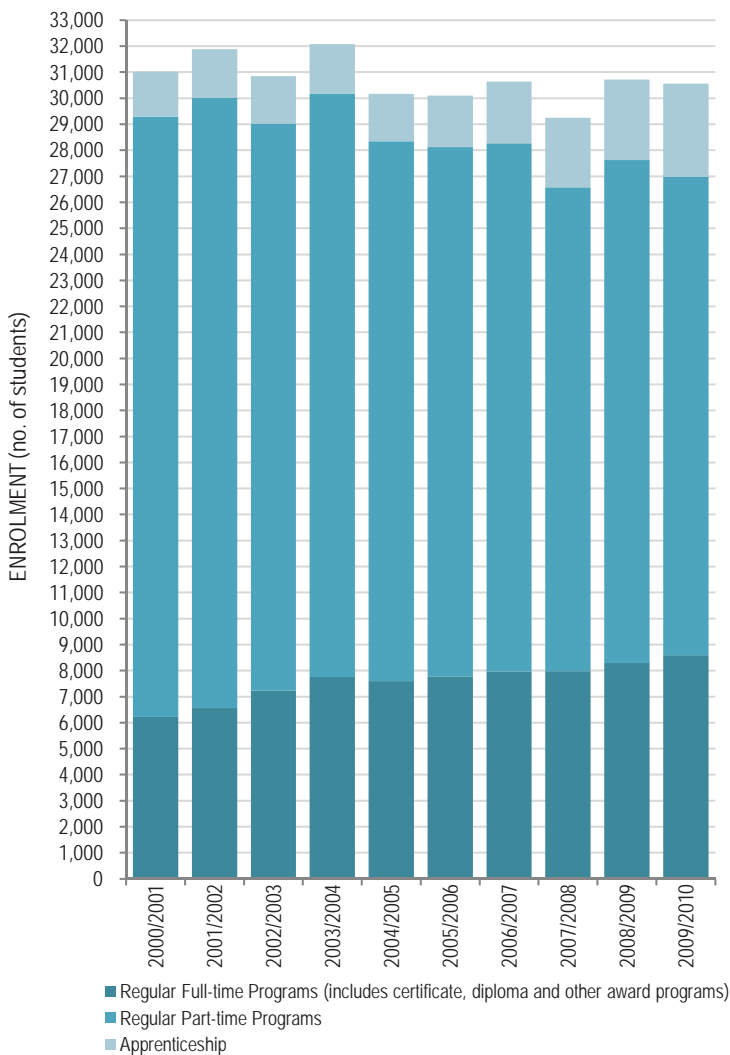
The College itself is going places by growing, changing, and adapting to meet the requirements of today's knowledge economy as well as the needs of the foundation economy. RRC is using technology to offer flexible programming to students wherever they may be and whenever they need to access it, updating and expanding its programs to remain relevant for learners and improving

facilities to ensure a top rate educational experience.

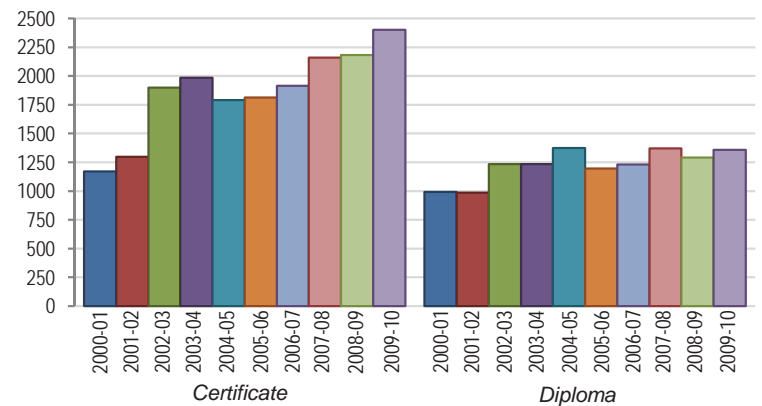
## Full-Time Program Growth

The College has experienced significant growth in its regular full-time programs, (certificate, diploma and other award programs). Since 1998/1999, enrolment in these programs has increased by 64 percent.

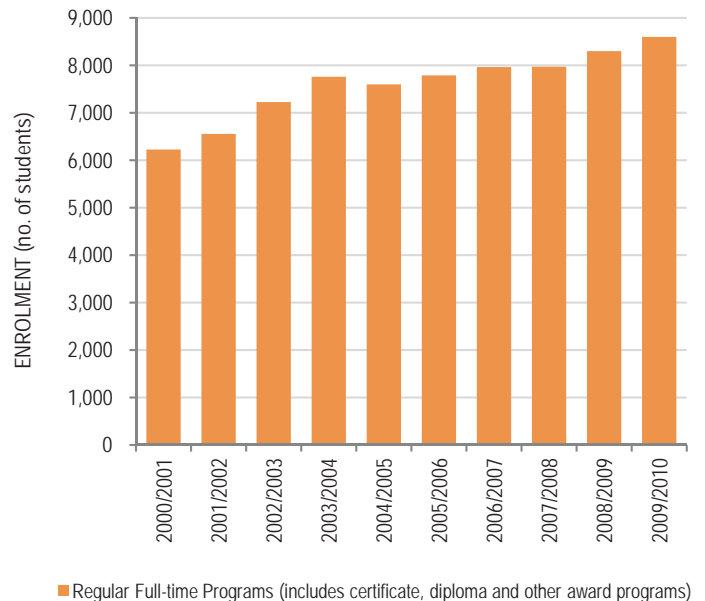
## College Enrolment



## Number of Graduates, Certificate and Diploma Day Programs



## Full-time Enrolment



## Vision and Mission

The College has a future-focused vision: Red River College is renowned for providing accessible, innovative, applied learning and research in an advanced environment, creating skilled graduates to drive the Manitoba economy.

The mission of RRC is to enable students to build a career, enhance quality of life, and contribute to Manitoba's economic and social prosperity through exceptional applied education and research.

The College's ties to the community are reinforced through a 12-member Board of Governors. The Board focuses on the vision and long-term strategic directions for the College.

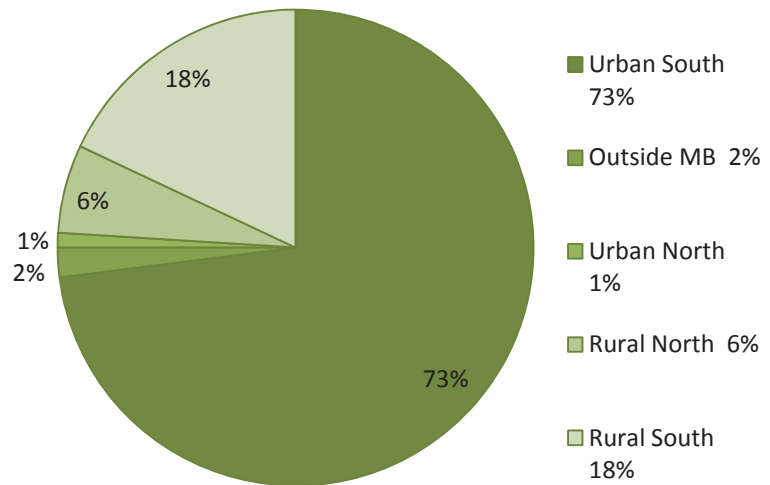
## Organization

Red River College is a multi-campus institution with major facilities in the Winnipeg Region and five regional campuses strategically located throughout the Province. In recent years the College has made a concerted effort to expand the footprint of its facilities to accommodate growing enrolment in our programs. To date several additional buildings have been leased or constructed to offset increasing demand in the areas of skilled trades. However, economic demand for skilled labour continues to increase and the need for additional physical infrastructure continues to be a pressing issue for the College.

Red River College is developing an infrastructure growth strategy which includes renewing, relocating or constructing new facilities to meet the growing needs of our regional campuses and renovating and expanding the infrastructure of the Notre Dame Campus to meet the needs of trade programming.

All new development will follow the guiding principles of sustainable development as alluded to in our newly adopted sustainability policy. The Patterson GlobalFoods Institute, a \$27M renewal of the historic Union Bank Tower in the Exchange District, will become the new home for RRC's hospitality programs and the college's first student residence. It will combine with the Roblin Centre and the recently acquired Massey Building to become the Exchange District Campus.

## Student Location Prior to Entry to RRC, 2009/2010



*Note: Urban South includes the metropolitan Winnipeg area, Brandon, Portage la Prairie and Selkirk. Rural South includes all other areas in southern Manitoba. Urban North includes the northern urban areas of Dauphin, The Pas, Flin Flon and Thompson. Rural North includes all other areas in northern Manitoba.*

## Programming

RRC offers a diversity of credentials, including post-secondary joint baccalaureate, advanced diploma, diploma, certificate and preparatory programs in the fields of applied arts, applied sciences, business, community services, developmental education, health and technology. In addition, the College provides training for apprentices in 30 designated trades.

The College also offers a comprehensive array of courses for part-time learners in Winnipeg and across Manitoba through its Continuing Studies office and its Regional Campuses.

The College also responds to the specialized and customized education and training needs of business, industry, government and community organizations. The Contract Training unit of Continuing Studies provides centralized sales, service and administrative support to contract training initiatives of all departments and divisions.



RRC'S new Heavy Equipment Training Centre



## Demographics

In 2009/2010, the majority of students enrolled in full-time programming were between 20 and 24 years of age.

Students came to the College from across the province. Seventy-three percent of students are from the urban south. Excluding apprenticeship training, women comprised 52 percent of the full-time student population in 2009/2010.

As a comprehensive college, RRC serves a diverse population with a varied educational background.

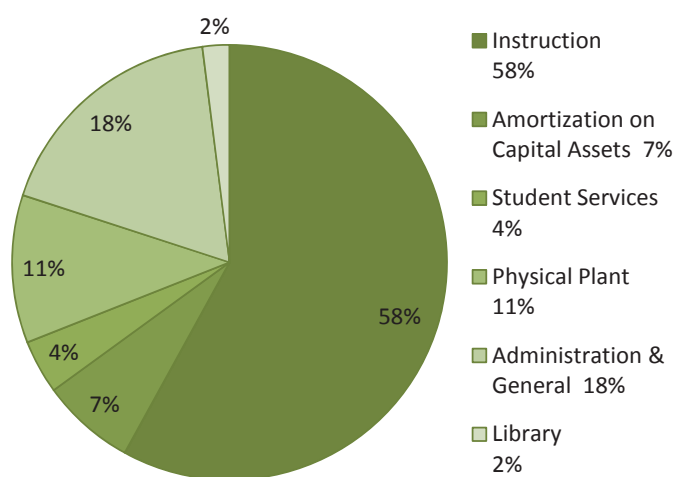
## Resources

In 2009/2010, the total human resources complement of the College was approximately 1,248 full-time equivalent staff years.

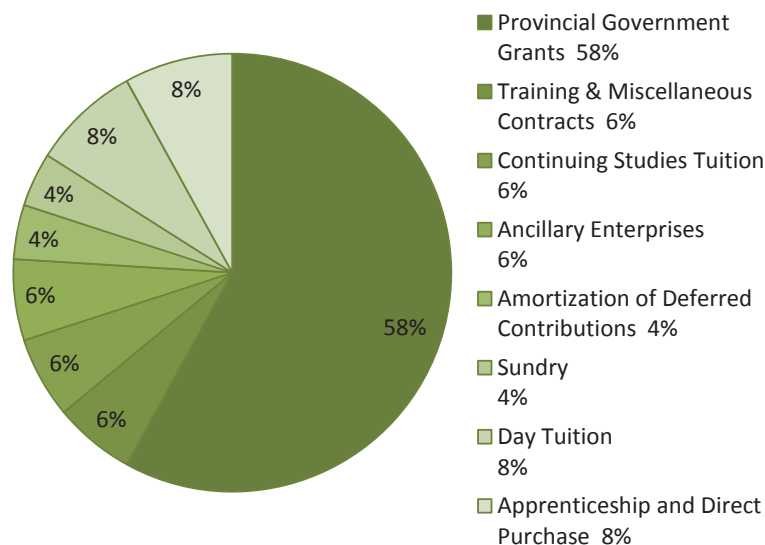
The College operates on a not-for-profit basis with an annual expenditure of approximately \$147,000,000.

As a publicly funded institution, the College relies significantly on provincial government grant support, which comprised approximately 58 percent of its total revenue in 2009/2010. The College receives tax exempt status as a registered charity.

### College Expenditures, 2009/2010



### College Revenue, 2009/2010





# GRADUATE SATISFACTION AND EMPLOYMENT

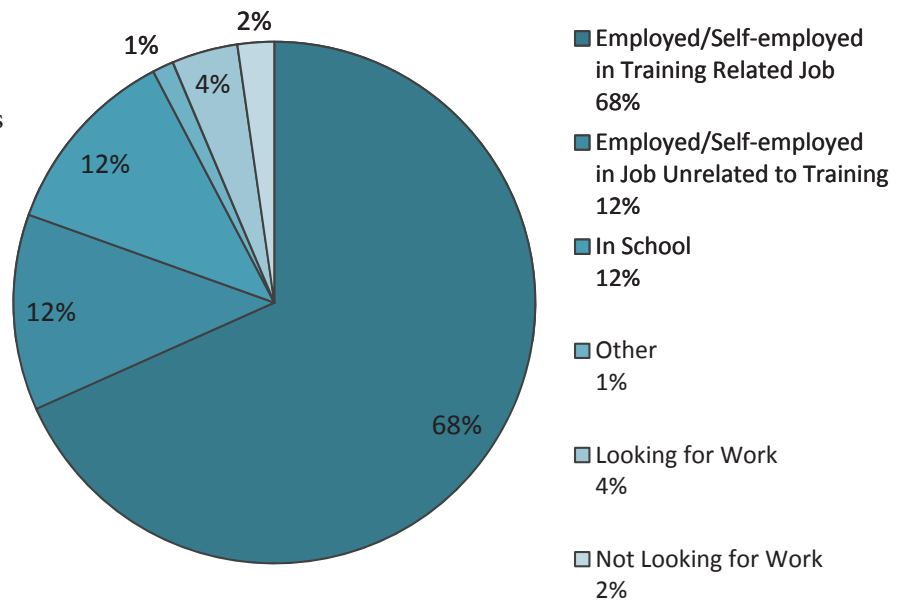
Red River College's 2009/2010 Satisfaction and Employment survey of 2008/2009 graduates shows that graduates continue to find jobs in Manitoba and express high levels of satisfaction with their education.

Of all full-time day program graduates who responded to the survey, 93 percent were employed or furthering their education.

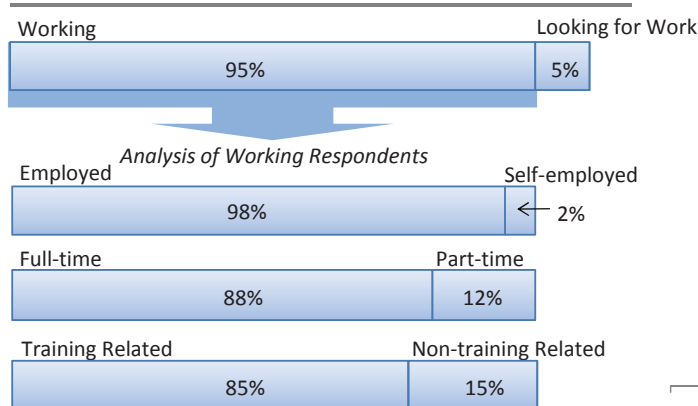
Of those graduates who were in the workforce, seeking employment, over 95 percent found jobs. Only 5 percent were looking for work. Moreover, of the responding employed graduates who reported an employer's address, 98 percent were in Manitoba. By far, most College graduates remain in Manitoba to contribute to the province's prosperity and to its social and cultural vitality.

## Current Status

(% Of all Respondent in this Report)



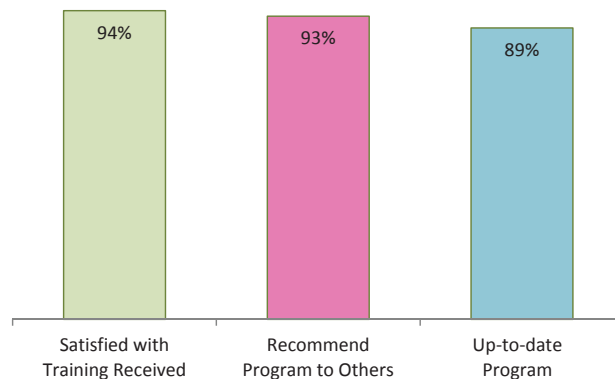
## Graduates in the Labour Force



Almost 85 percent of employed/self-employed graduates reported that they were working in a field related to the education and training received. In addition, 88 percent of the employed/self-employed graduates reported that they were employed full-time.

Ninety-four percent of all respondents reported that they were very satisfied or satisfied with their education at Red River College and 93 percent said they would recommend their program to others.

Graduates also reported their annual salaries. There is variation in the level of achieved income by program with an average of \$38,257, which was an increase of 3.2 percent over that reported by 2007/2008 graduates.



(All respondents included in chart calculations)

## Top Ten Average Starting Salaries

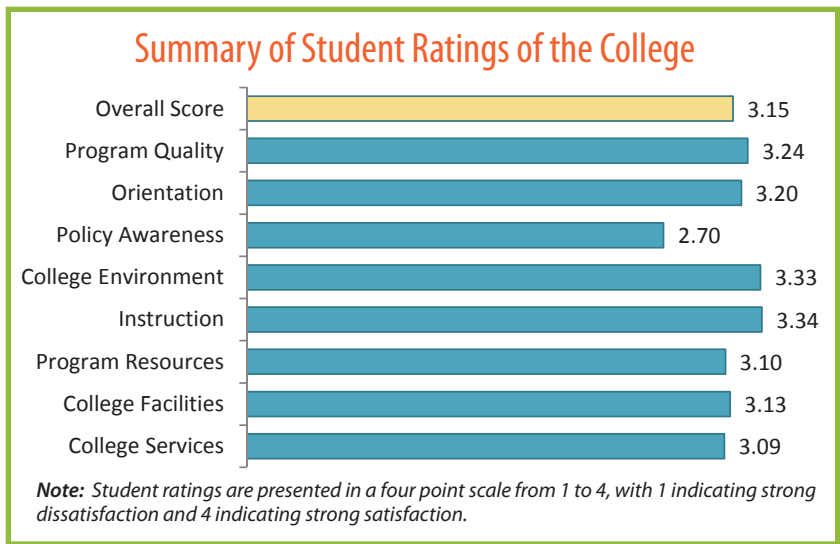
Vocational Industrial Teacher Education	\$69,245.71
MRI and Spectroscopy	\$64,526.80
Diploma Nursing (Accelerated)	\$64,006.72
Certificate in Adult Education	\$63,325.27
Power Engineering Technology	\$60,664.91
Aboriginal Self-Government Administration	\$56,745.00
Technical Vocational Teacher Education	\$55,570.00
Medical Laboratory Sciences	\$52,195.89
Medical Radiologic Technology	\$49,341.43
Municipal Engineering Technology	\$48,779.77

(Excludes programs with only one salary provided)

# STUDENT SATISFACTION

The annual Student Evaluation of Program (SEPS) report summarizes the attitudes and feelings of students towards their college experience in a graphical format. This graphical format allows for quick and easy insight into students' satisfaction with the program.

The SEPS report takes the 44 questions on the student evaluation of program survey and factors them into



eight dimensions of Program Quality, Orientation, Familiarization with College Policies, College Environment, Quality of Instruction, Program Resources, Facilities and College Services. These eight factors are reported on a simple bar chart, giving readers instant insight into the student's experience in the program.

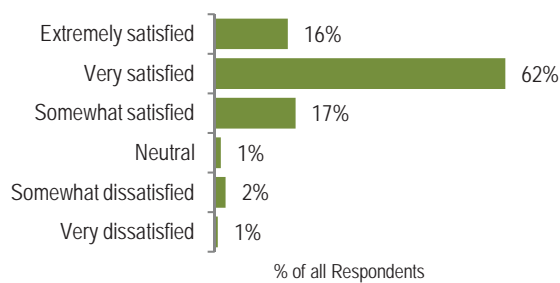
Each program's Summary of Student Ratings is published in the combined Graduate Satisfaction and Employment Report and Student Evaluation of Program Report and also on the College's website. Roll-up summaries are also available for each School and for the College as a whole.

# EMPLOYER SATISFACTION

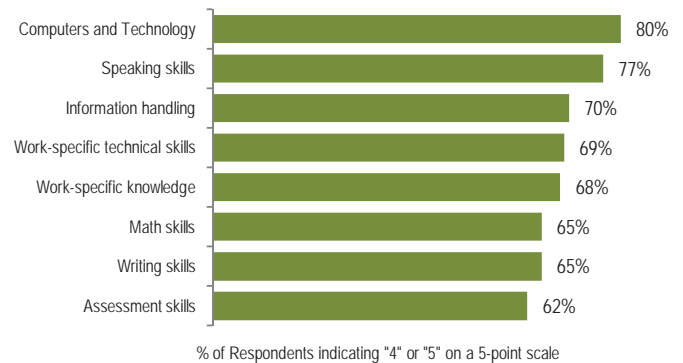
As its name might suggest, the Employer Satisfaction survey interviews employers of recent graduates for the three preceding years. In addition to measuring overall satisfaction, employers are asked to rate their satisfaction with graduates fundamental skills, personal management skills, and teamwork skills. Employers are asked to assess graduates along a total of 17 measures. The results for the entire college are reported annually. By combining the results for the last three years, a more detailed picture can be presented at the program level.

## 2009 Employer Satisfaction Survey

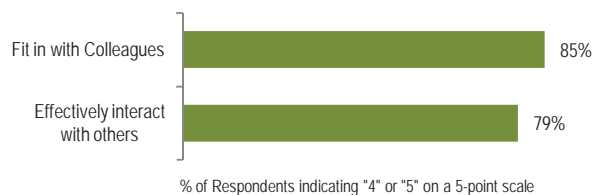
Satisfaction with Preparation of RRC Graduates for Work



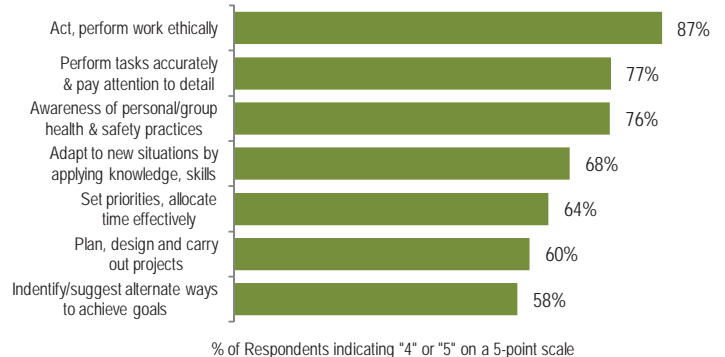
Employers' Satisfaction with Graduates' Fundamental Skills



Employers' Satisfaction with Graduates' Teamwork Skills



Employers' Satisfaction with Graduates' Personal Management Skills



### Department Highlights

Assessment Services continued its involvement in the COPSE-funded *Enhanced Student Support Project*. Assessment Services' role involved piloting and revising program-specific assessment tools for Animal Health Technology, Early Childhood Education and Medical Laboratory Sciences. The second project, *Ready to Go Places* (funded by the Technical Vocational Initiative), focused on developing trade-specific informal and assessment tools for pre-employment students in three construction trades. Besides developing in-house diagnostic tools, the aim of the projects was to improve linkages between program areas, Enrolment Services, Assessment Services and the Learning Assistance Centre in order to ensure that intake processes help students to inform and prepare themselves for their programs.

Assessment Services initiated a formal review of its services. An environmental scan report, which researched college assessment practices nationally and raised a number of fundamental questions about the role and practices of assessment at Red River College. This report initiated a comprehensive review process intended to confirm and/or recommend tools, processes, communications and resources that are needed for Assessment Services to effectively fulfill its mandate within the College.

Counselling & Disability Services enhanced career exploration services by introducing the online, self-directed website called "Career Cruising". The decision to use this online resource was made as it is a more comprehensive tool for all students but in particular is a more accurate assessment for EAL learners, Deaf individuals or those under 18 years of age.

Exam Accommodations & Assistive Technology further developed adaptive labs for students with disabilities by the provision of updated computers and specialized software (e.g. JAWS, ZoomText, Dragon Naturally Speaking, Read and Write Gold). Students with disabilities were provided with consultation to determine assistive technology needs and training in the use of specialized equipment.

The Learning Assistance Centre continued its involvement in five partnership projects: *Paths to Success*, *Enhanced Student Support Project*, *Keys to Success*, *Write It Right* (essay writing assistance), and *Wise Guys* (online mini-modules). *Keys to Success* is offered to students in trades and technology programs and was expanded from one to two weeks of programming with an increased focus on basic math

preparation. The *Wise Guys* online tutoring videos were expanded to over 80 videos including new areas of physics and dental assisting.



During 2009-10 the department provided direct service to thousands of Red River College students:

- Assessment Services provided testing for enrolment purposes to 1,828 clients (+6%). Diagnostic testing (already accepted students) was also provided to 1,189 students (+24%).
- Counselling & Disability Services provided service to 1,347 students (+9%) of which 1,062 (+14%) had diagnosed disabilities. In total, counsellors had 5,093 appointments with students.
- Exam Accommodations & Assistive Technology provided service to 733 students with disabilities (+28%) for test/exam accommodations and 3,436 tests/exams were invigilated.
- Employment Services provided service to 1,950 students and posted 3,365 employment opportunities (+6%).
- Interpreting Services provided 14,763 hours of ASL/computerized note-taking support to 32 students (+3%).
- The Learning Assistance Centre provided 10,145 hours of tutoring support (+12%) to 1,521 students.

### Staff Notable Achievements

**Stephen Kessler** completed his Master of Arts in Education degree from Central Michigan University

# Recognition of Prior Learning (RPL)

## Department Highlights

In 2009-10 the College:

- Provided RPL information, advising and orientations as a part of the Academic Advising service in the Student Service Centre for over 835 prospective and current students interested in accessing RPL processes. Over 300 were individuals with international credentials.
- Continued to develop quality RPL resource guides and tools for learners to use in proving prior learning for programs such as Child and Youth Care, Business Analyst, Disability and Community Support and the Occupational Health and Safety certificate. RPL assessments were conducted using course, course cluster and program outcome approaches.
- Implemented *Socrates -- Know Yourself*, an online self-assessment and RPL advising tool developed with New Brunswick Community College (NBCC), in four programs: Early Childhood Education, Business Information Technology (BIT), Certificate in Adult Education (CAE) and the RPL Practitioner Certificate.
- Continued the development and implementation of an innovative RPL project in the Child and Youth Care (CYC) Diploma to recognize CYC practitioners who had completed non-credit competency training. The project provided opportunities for streamlined RPL assessments conducted at the workplace. Student success in proving prior learning was high.
- Delivered the RPL Practitioner Certificate program for learners in Manitoba, across Canada and internationally. As the only program of its kind in Canada with a RPL practicum/capstone project component, it is designed for advisors, assessors and facilitators who work in the RPL or related fields such as adult learning, career counseling, human resources and qualification recognition.
- Facilitated the 8th annual RPL Foundation Summer Institute for 19 participants from Manitoba, Alberta, Ontario and Nova Scotia and the online RPL Foundation course for 6 learners. Since 2001, 617 learners have completed the RPL Foundation course.
- Delivered the RPL Foundation course in Bermuda for the Bermuda National Training Board (NTB) staff and 19 trades experts from automotive, welding, electrical and horticulture who will use the RPL processes to assess trades people for compulsory trade certification.
- Facilitated the online Train the Trainer: Portfolio course for participants from Manitoba, the Northwest Territories, Bermuda and Ireland. Learners developed and presented their ePortfolios via live streaming sessions. To date, close to 50 students have completed this course.
- Delivered the revised online RPL Practitioner (advanced) course. To date, 41 have completed the course from across Canada.
- Presented the third annual *RPL Symposium -- Celebrating Learning* for College faculty and staff to learn about RPL resources, practices and current RPL topics. The symposium was live streamed to all campuses and for the first time, across Canada, with participants joining in from BC, ON, SK and PEI.
- Presented RPL workshops at provincial and national conferences including the Manitoba Prior Learning Assessment Network (MPLAN) learning events, the annual Canadian Association for Prior Learning Assessment (CAPLA) conference and at the Manitoba Adult Secondary Education Council (ASEC) conference.
- The RPL Facilitator was invited to participate on the Association of Canadian Community Colleges (ACCC) Transfer, Articulation and Pathways (TAP) Committee. This committee will help to guide ACCC's work towards increased pathways for students as defined in the ACCC Strategic Plan 2009-12 - With One Voice.
- RPL staff continued to participate at provincial and national levels with representation on: MPLAN Board of Directors and Program Planning Committee; the RPL Advisory Committee for CAPLA's online community of practice; the ACCC Recognition of Learning (ROL) Affinity Group; CAPLA's Education and Training Committee, RPL Standards Working Group and the International PLA Network (IPLAN); Wood Manufacturing Council PLAR Project Advisory Committee and the pan Canadian Strategic Advisory Panel on RPL.

## Staff Notable Achievements

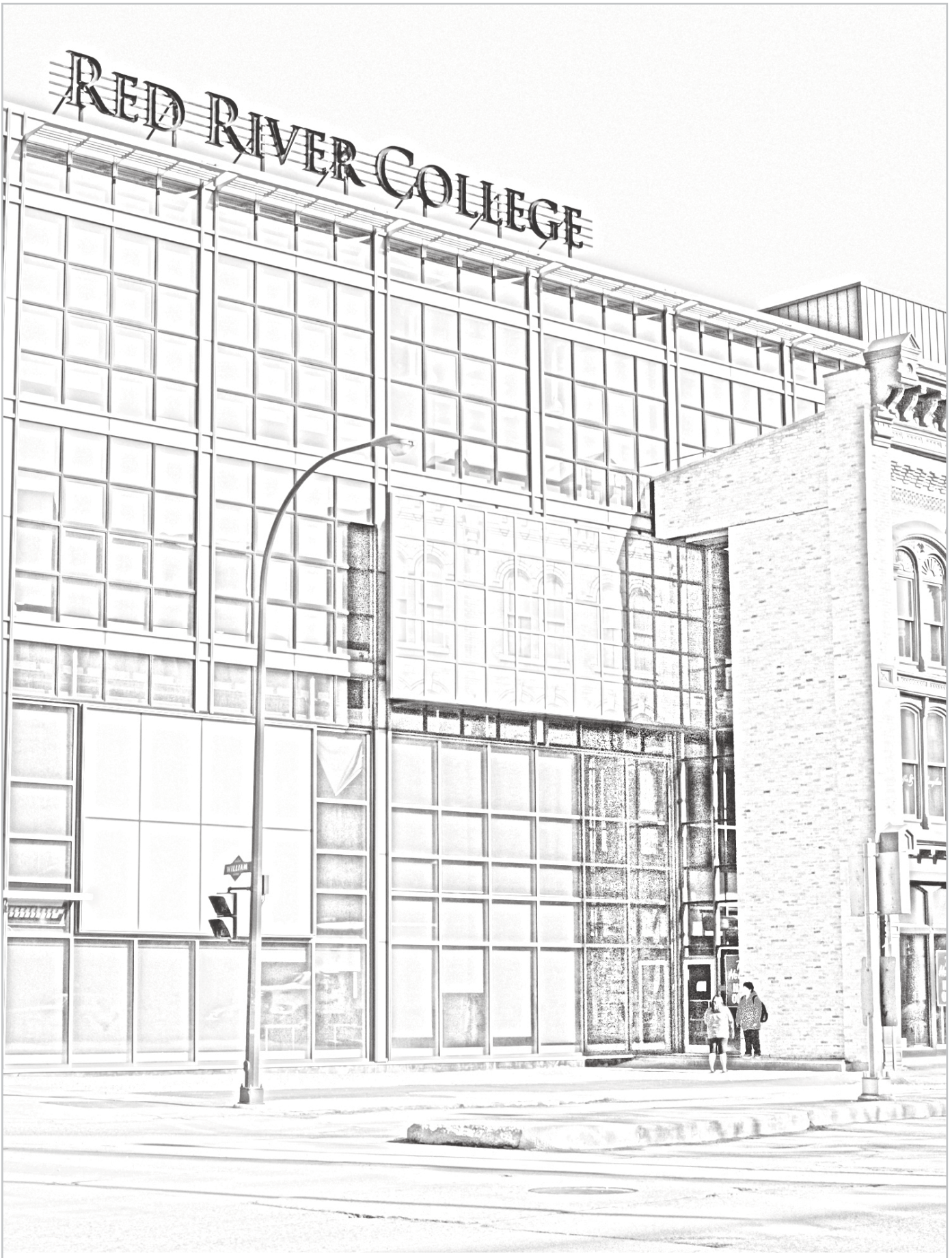
**Lauren Waples**, RPL Advisor, was elected Chair of the Manitoba Prior Learning Assessment Network (MPLAN). **Deb Blower**, RPL Facilitator, was elected to the Board of MPLAN and the MPLAN Program Planning Committee.

**Lauren Waples**, in consultation with CAPLA's RPL Standards Working Group, authored the *RPL Standards and Guidelines for Canada: Mapping the Road Ahead* report- a legacy document for the 2009 CAPLA Conference.

**Deb Blower** began her second term on the Canadian Association of Prior Learning Assessment (CAPLA) Board of Directors and as Chair of CAPLA's RPL Standards Working Group.

**Deb Blower** was invited to participate on the new pan Canadian *Strategic Advisory Panel on RPL*. With representatives appointed by all provinces and territories, federal government, key national and non-government organizations, the panel supports RPL as an important labour market strategy.









Dean Graham Thomson  
Room P311, Phone: 949-8377,  
Email: [gthomson@rrc.mb.ca](mailto:gthomson@rrc.mb.ca)

This School consists of four departments: Accounting and Computer Education; Creative Arts; Hospitality; and Management and Marketing. The School offers programs designed to meet the specific needs of the business, information technology, hospitality, and graphics and communications professions.

## School Highlights

Eighteen Culinary students from Jamaica took the Red Seal Cook program. A Graduation ceremony was held in January in our Prairie Lights Restaurant.

Alvin McIntosh, Permanent Secretary, Ministry of Labour and Social Security (Jamaica), and Andrea Stennet, Director of Manpower service visited the Hospitality department in August.

In cooperation with ACCC, RRC and the Ministry of Education, RRC welcomed 18 Chilean students in September. Five attended our Culinary Arts program, including the co-op portion.

Grace Song, Office Director, Red River International College, Shenyang Institute of Engineering, spent two weeks observing Hospitality and Tourism Management programming. John Reimers travelled to Shenyang to explore potential for future Tourism students at the invitation of Shenyang Institute of Engineering.

An articulation agreement has been signed with Royal Roads University in Victoria. Hotel and Restaurant Management graduates can take their Bachelor of Arts in International Hotel Management.

Accounting and Computer Education held its annual *Tech Camp* and welcomed 40 junior high school girls from seven different schools to the Princess Street Campus to experience a day of the Business Information Technology Program.

Accounting and Computer Education held its annual *Day in a Life Camp* for 30 high school girls and boys from five different schools to experience a day in the life of the Business Information Technology Program.

82 students from grades 8 through 12 attended this year's Peguis Science, Engineering, Information and Communication Technology Symposium at the Exchange District Campus.

Accounting and Computer Education concluded an agreement with the Neeginan Institute of Applied

Technology for another delivery of our newly developed Certificate in Bookkeeping program to twelve students at the Canadian Aboriginal Human Resource Development centre on Higgins.

Applied Commerce and Management Education's retention has increased by more than 7% as a result of participation in the *Paths to Success* initiative.

The 2010 Directions Student Business Conference – MY CONFERENCE/MY NETWORK/MY CAREER was held with over 500 delegates registered for the conference, including 354 students.

Miguel Lozupone, International Projects and Recruitment, International Education, and Gail Shimonek are working together on a skills application to partner the Business Administration program with Human Resources Skills Development Canada in the student exchange project "North American Mobility in Higher Education".

In partnership with Manitoba Department of Education, the Deaf Studies Program (DSP) training offered to Educational Assistants (EA) in the public school system was described as a huge success in the publication, Education Manitoba. Of the 18 EAs enrolled in DSP, 15 have completed all the RRC courses. The Department of Education has requested training for another cohort of EAs in 2011-12 and Language English Interpretation Program (AEIP) training for the DSP grads.

Graphic Design's 8th Annual Forks Art Festival and Auction raised a total of \$4,300 for Winnipeg Harvest and for the 2nd year Graphic Design students' Open House.

## Staff Notable Achievements

Culinary Arts instructor **Tim Appleton** received the Apprenticeship Manitoba "Instructor of the Year" award at the Apprenticeship Gala Awards Dinner.

Culinary Arts instructor **Tom Pitt** participated in the Winter Olympics in Richmond B.C. - "Olympic Ice Sculpting Cultural Event". He placed 10th for central Canada.

Culinary Arts instructors **Karl Oman** and **Jeff Gill** worked with Agriculture Canada and a number of local food producers to develop recipes and serve them to participants including: Natures Farm Pasta & Eggs, Wild West Seasonings, Paterson GlobalFoods, Best Cooking Pulses, Shoal Lake Wild Rice, Rigby Orchards, Boreal Bounty Haskap Berries, Hemp Oil Canada, and Naleway Foods Ltd.

Professional Baking staff **Mary Jane Feeke** and **Hugo Bucher** had five students enter two different gingerbread houses in the Festival of Tree and Lights. Both gingerbread houses won prizes, one was first place overall, and the other was the most original.

**Mary Jane Feeke**, Baking E.A., organized the annual culinary competition held at the Victoria Inn. There were 100 entries, mostly students. RRC Baking students received 9 gold metals, and one bronze.

**Ilija Dragojevic** accepted the volunteer position of Coordinator for the Canadian Youth Business Foundation (CYBF) for RRC participation. The CYBF is a national charity that provides youth, age 18-34, with pre-launch coaching, business resources, start-up financing and mentoring, to help them launch and sustain a successful business.



**Nola Andrews**, instructor in Accounting and Computer Education completed Athabasca University's Master of Science in Information Systems program.

**Jody Gillis** and **Larry Samborski**, instructors in Accounting and Computer Education, completed their Bachelor of Science degrees with a major in Applied Computer Science from the University of Winnipeg. Innovation Action Team members (Accounting & Computer Education EAs) **Damien Altenburg** and

**Marnie Rushworth** demonstrated the newly developed Young Entrepreneurs' Challenge online game to President Jeff Zabudsky, Dean Graham Thomson, and representatives of the Manitoba Chambers of Commerce. The Manitoba Chambers committed to a partnership for game deployment in Manitoba and an ongoing co-branding and marketing campaign.

**Guy Dugas** represented RRC on a project with Mary Vaughan from the College of the North Atlantic and Marc-André Arseneau from New Brunswick Community College working on the Association of Canadian Community Colleges' (ACCC) Information Technology Bilateral Project. The project will integrate the Information and Communications Technology Council's (ICTC) Focus on Information Technology (FIT) program into Canadian college curricula.

**Dean Cooper** joined the Board of Directors for Freeze Frame/Storyline FX Inc. whose mandate is to advance education in the media arts for, and with, children and young people through the organization and production of cultural and educational media projects, including the Freeze Frame International Film Festival for Young People.

Creative Arts Instructor **Sally Ito** was in San Francisco at a meeting for the children's literature website and blog she writes for called PaperTigers. PaperTigers is a website about books for young readers embracing multicultural books from or about anywhere in the world.

Pearson Canada held a launch for "Business Communication: Context and Controversies", a textbook authored by the Applied Commerce and Management Education Department faculty members **Les Hanson** and **Darryl Hammond**.

## Student Notable Achievements

**Shelley Cook**, a first year Creative Communications student, was the inaugural winner of the John W. Dafoe Free Press Scholarship. This award for an Aboriginal student with an interest in a career in journalism includes \$650 cash award and an internship as a Winnipeg Free Press reporter during the Christmas break.

Recent Creative Communications graduates **Adalena Franford** and **Randell Mauricio** directed two out of the three video documentaries presented by Cinematheque. The collective title was "Hip Hop Saved the Day: Three Musical Portraits."

2008/2009 3rd year Graphic Design Graduating student **Arthur Paguio** was a winner in the Applied Arts Magazine student design competition in the Website Design category. Arthur competed with students from

The Art Institute of California, Emily Carr University of Art & Design, The Ontario College of Art and Design, Alberta College of Art and Design, Humber College, Miami School of Art, University of Illinois and Sheridan College.

Six first-year Creative Communications students won internships at three Winnipeg-based national magazines. Four are at The Beaver, Canada's History Magazine, researching and creating online content. One is at Canadian Dimension and one at Geez. The students at Canadian Dimension and Geez will work in all aspects of the magazines including editorial content, production, advertising and circulation.

Second-year Graphic Design student **Adam Jefkins** was the winner of the Downtown Biz's Main Street Gateway Banner Competition.

Second-year Graphic Design student **Paul Buccini's** logo design was selected by the Town of Teulon to be its new brand identity.

The 2009-10 Convocation Gold Medal Award winners were:

- **Jason James Booth** *Creative Communications*
- **Sarah Kathryn Brannan** *Technical Communication*
- **Paul Buccini** *Graphic Design*
- **Kailee Amanda Cartman** *Business Administration*
- **Kyle Andrew Clinton** *Aviation Management*
- **Patrick Cosyns** *Computer Analyst/Programmer*
- **Ilse De la Fuente Morales** *Hotel and Restaurant*
- **Johnson Felix Fernandez** *Health Information Management*
- **Joshua Benjamin Grand** *Information Systems Technology (Database)*
- **Bradford Marshall Gyselman** *Digital MultiMedia Technology*
- **Ryan C. Morton** *Culinary Arts*
- **Erica Weselowski** *American Sign Language – English Interpretation*



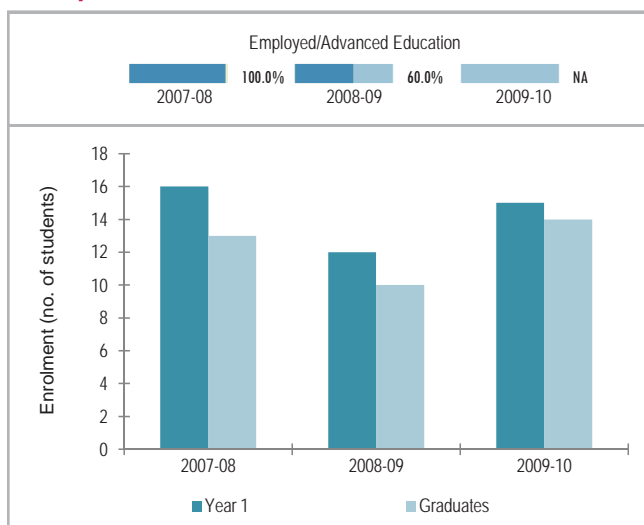




### 3D Computer Graphics

#### One-year advanced diploma program

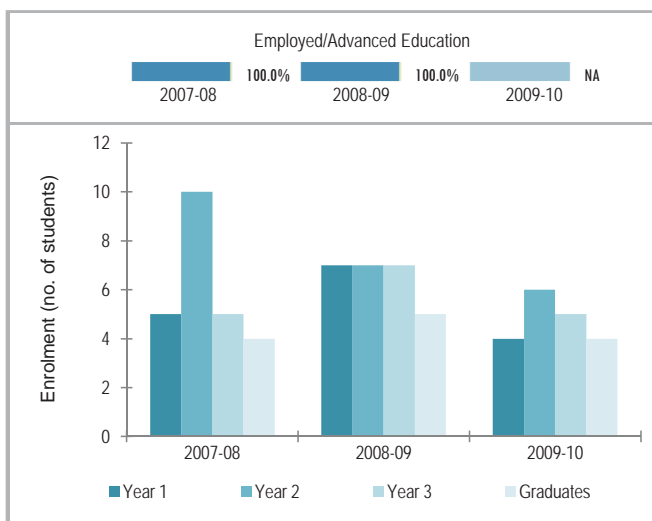
Students are taught the skills required to work in areas such as advanced 3D graphics and animation and production management. Graduates of the 3D Computer Graphics program may find employment in visual effects, motion graphics, video game development, 3D simulation and prototyping, medical imaging, and 3D simulation industries. Some graduates may choose self-employment as freelance artists.



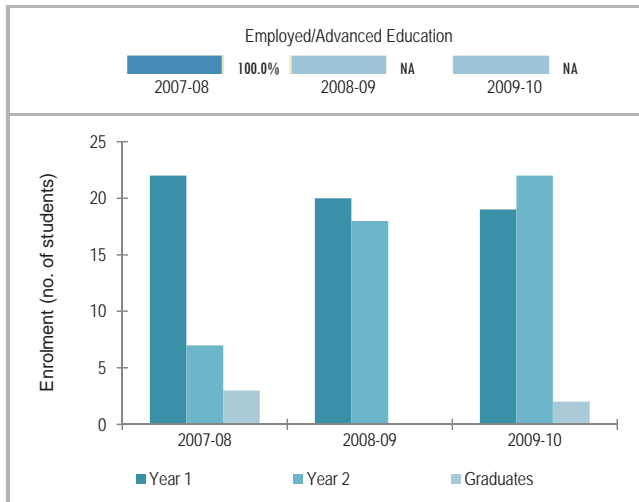
### American Sign Language - English Interpretation

Joint three-year degree program offered in partnership with the University of Manitoba. Graduates will receive a diploma in ASL-English Interpretation from RRC and a Bachelor of Arts degree from the U of M.

Students are taught the skills required to function as an American Sign Language (ASL)/English interpreter in facilitating communication between hearing and Deaf individuals. Graduates are working in public schools, in interpreter referral centres and in post-secondary institutions. Some work on a freelance basis in specialized settings such as medical, religious, mental health, recreational, legal, employment, government, and the performing arts areas.



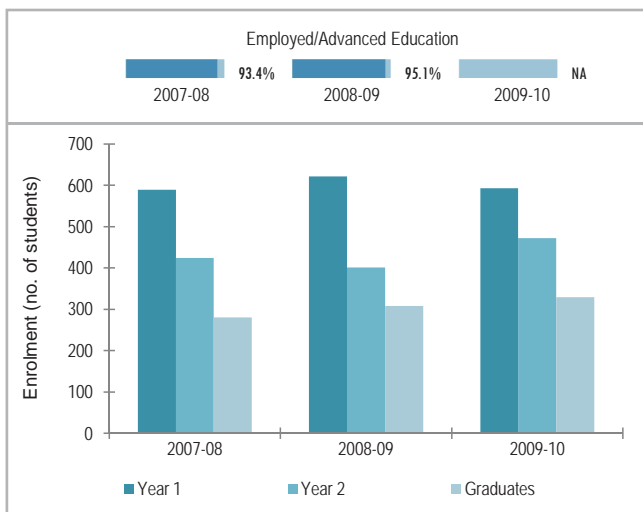
## Aviation Management



### *Two-year diploma program*

This program combines business management and flight training in a unique program designed to prepare graduates for their first employment in an aviation career. Graduates obtain their commercial license with a night and single engine instrument rating, through training from flight simulation equipment, and flying a variety of aircraft. Further electives may provide training in instructor, float, aerobatic, and multi-engine instrument ratings. The graduates can expect to find employment in various aspects of the aviation industry, including flying and airport management.

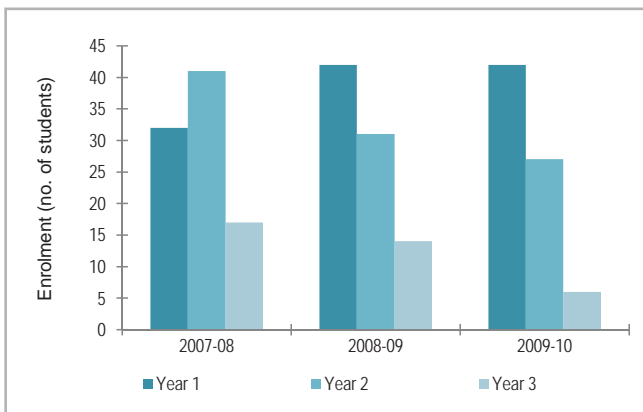
## Business Administration



### *Two-year diploma program*

As a result of majors including Accounting, Administration, Marketing, and Office Management, graduates move into a broad range of businesses and industry. Some employment areas include banking, insurance, retail management, sales positions and other service industries in large, medium or small enterprises. As a result of the entrepreneurial focus of the second year - a number of graduates have started their own business.

## Business Administration Integrated



### *Three-year diploma program*

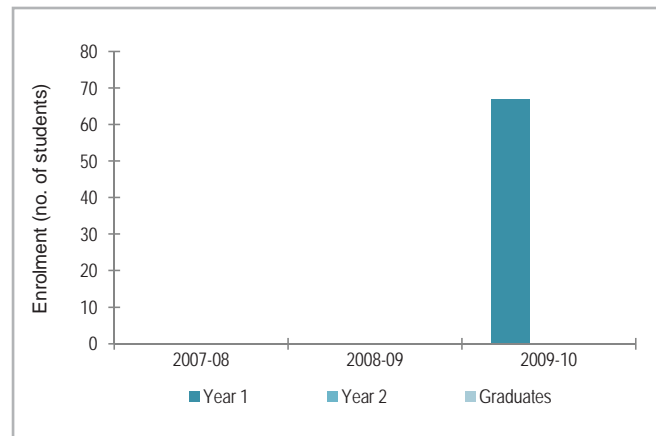
The Business Administration Integrated program combines adult upgrading with the regular Business Administration program in a three-year diploma program. Graduates will move into a broad range of positions in business and industry.

*Note: Business Administration Integrated graduates have been included with the regular Business Administration graduate figures.*

## Business Information Technology

### *Two-year diploma program*

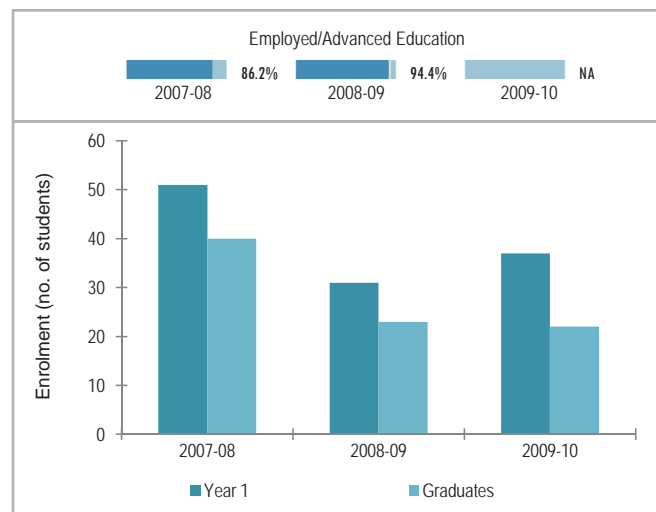
Business Information Technology (BIT) is a two-year program that provides a broad information technology foundation during the first year of studies before students enter one of the second year specialties: Application Development, Database, Network Management, and Web Development. All specialties provide training in three distinct areas: technical training, related business courses for understanding business systems, and practical applied training by industry project or paid co-op work term.



## Commerce/Industry Sales and Marketing

### *One-year certificate program*

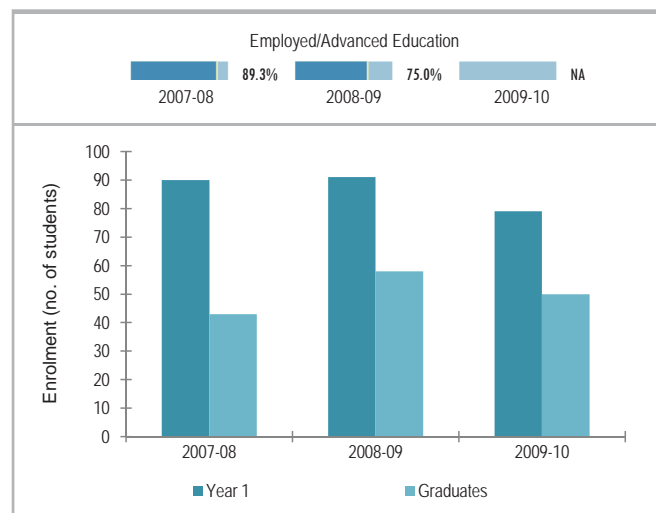
Graduates will gain the knowledge of personal selling skills required for sales success and long term partnerships. An interactive communication process will focus on the identification, development and fulfillment of customer needs and wants. Some employment areas include manufacturing, industrial goods, distribution of office supplies and equipment, transportation services and consumer goods and services.



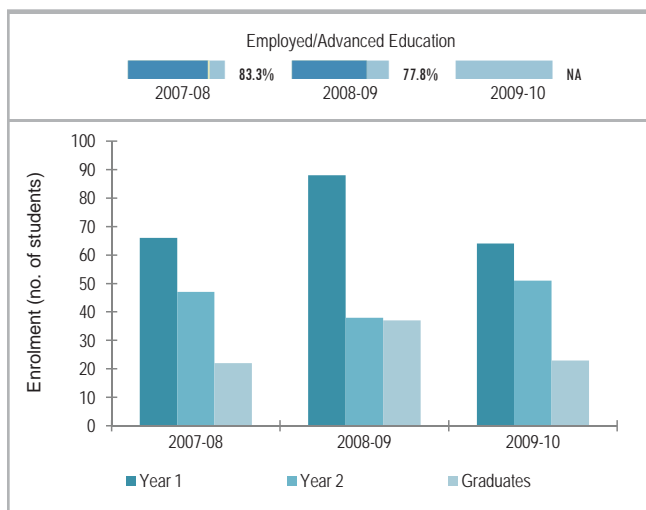
## Computer Accounting Technician

### *One-year certificate program*

Students obtain a thorough knowledge of accounting systems and procedures to enable them to maintain a complete set of records in most types of business. Graduates have found employment as accountants, assistants or accounting clerks in retail, manufacturing, service and not-for-profit organizations or companies.



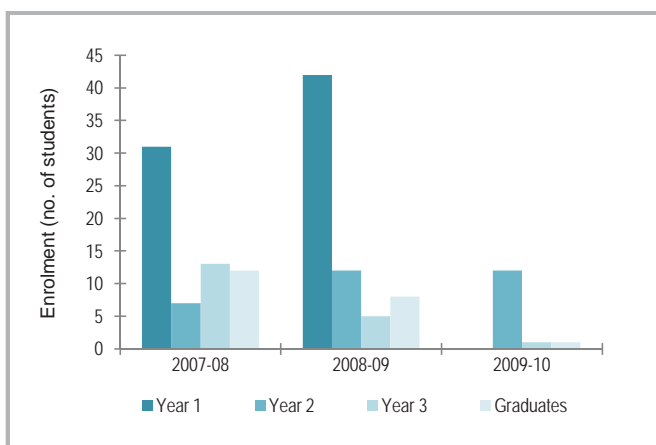
## Computer Analyst/Programmer



### Two-year diploma program

The program is designed to develop proficiency in application development: including analysis and design, data base management and programming. The program includes technical computer courses and related business courses. The program provides in-depth training in several programming languages and development tools. Graduates have a highly developed technical skill set to assume entry-level positions in Information Technology in both the private and public sector.

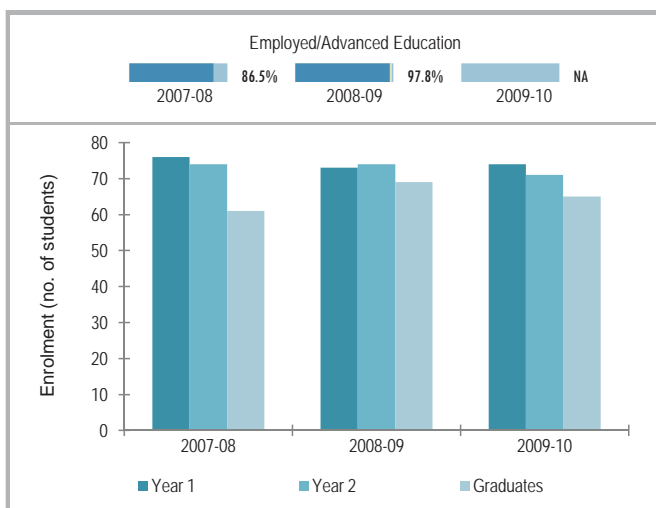
## Computer Analyst/Programmer Integrated



### Three-year diploma program

This integrated program is designed for applicants who do not meet the admission requirements for the two-year Computer Analyst/Programmer program, or who choose to take the program over three years. It is intended to meet the needs of Manitoba residents less able to participate or succeed in post-secondary information technology programs because of social, cultural, financial or educational factors. Priority is given to Aboriginal learners and to single parents.

## Creative Communications



### Two-year diploma program

This program is designed to give students the knowledge and skills to succeed in the communications fields of broadcast production, advertising, journalism, and public relations. Graduates have found employment as journalists in print, radio and television; broadcast production technicians; copywriters and media buyers in advertising agencies, radio and television stations; and public relations personnel in various companies and government agencies.

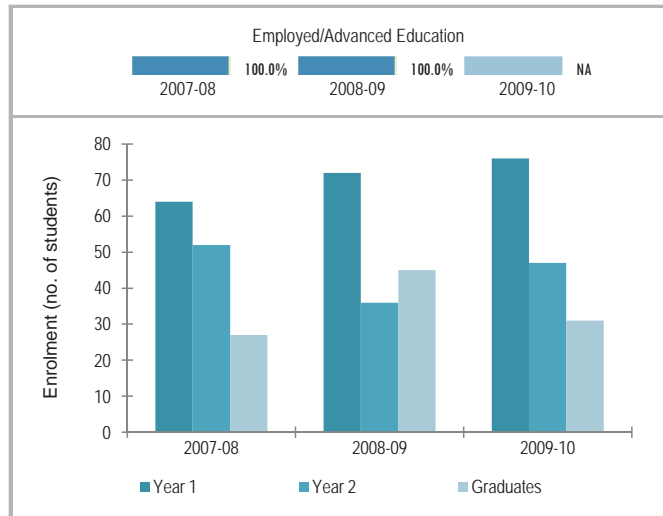
*Note: Red River College, in cooperation with the University of Winnipeg, offers students the opportunity to pursue a combined Degree/Diploma in Communications.*



## Culinary Arts

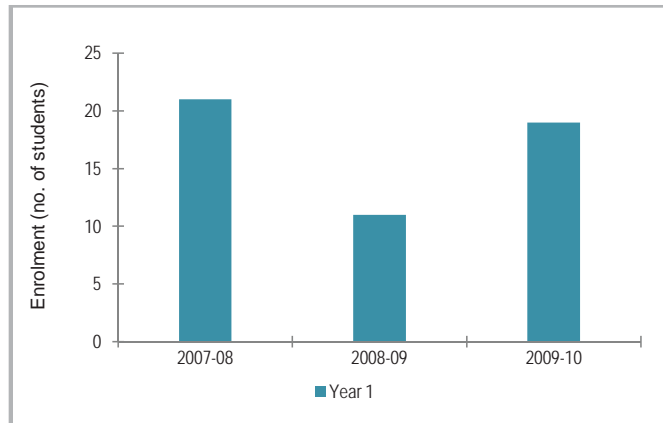
### *Two-year co-op education diploma program*

Culinary Arts focuses on developing sound culinary skills to prepare students to meet the challenges of an increasingly sophisticated and demanding hospitality industry. The program includes two terms of paid employment in the kitchens of established hotels, restaurants or private clubs in Manitoba. Culinary Arts also incorporates the use of laptop computers as an integral part of learning and working.



## Deaf Literacy

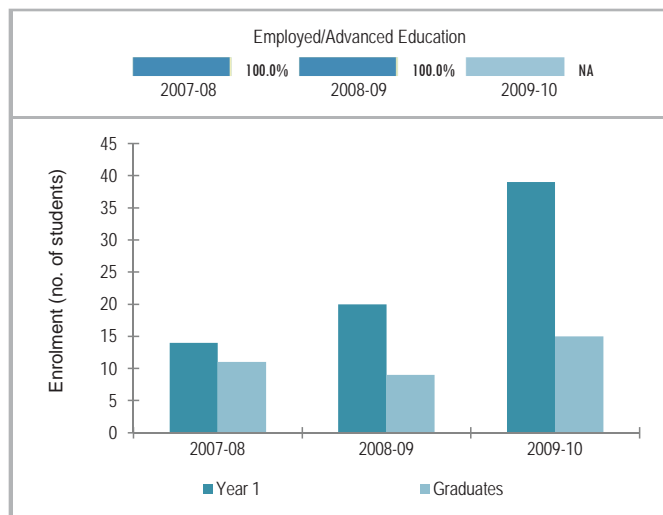
This part-time program encourages Deaf adults who are competent and proficient in American Sign Language (ASL) to learn better reading/writing skills through second language (English) approaches.



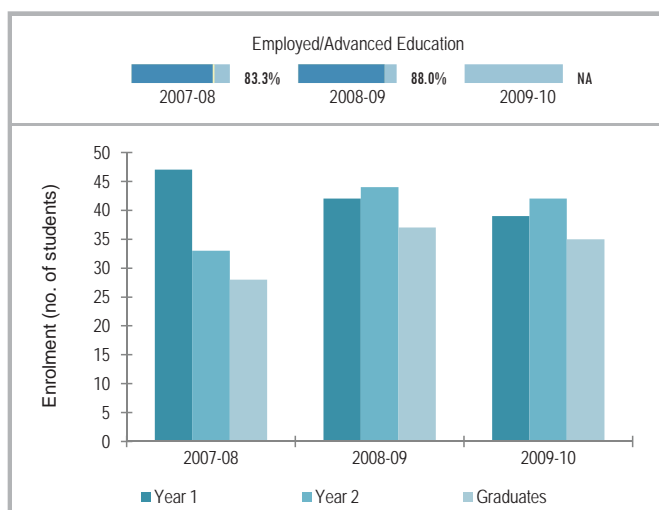
## Deaf Studies

### *One-year certificate program*

This program is designed to increase fluency in American Sign Language (ASL) and provide knowledge of Deaf culture and history. This program is suitable for anyone who requires language and culture fluency for effective interaction with Deaf individuals, as well as those who intend to apply for entry into an ASL/Interpretation program.



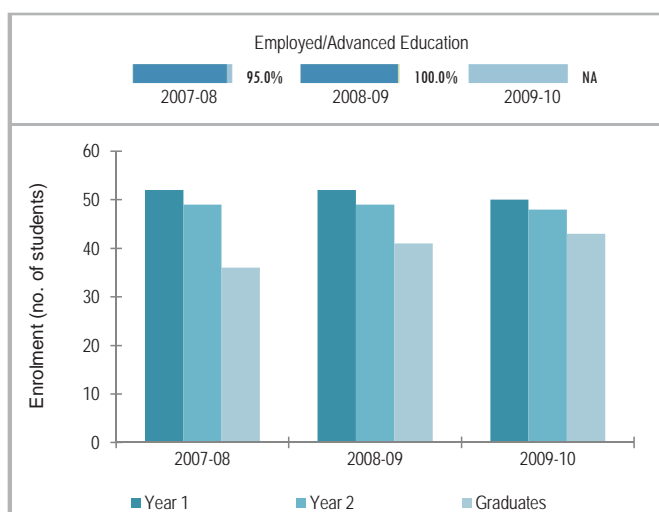
## Digital MultiMedia Technology



### *Two-year diploma program*

This program offers a balanced program of design instruction, web and interactive technologies and academic courses. It is designed to develop the technical skills and knowledge essential to professional competence and to encourage creativity, imagination and a sense of aesthetic discrimination. Graduates of this program may find employment as web designers, interactive and CD ROM designers, 2D and 3D animators, video post-production technicians and broadcast graphics designers.

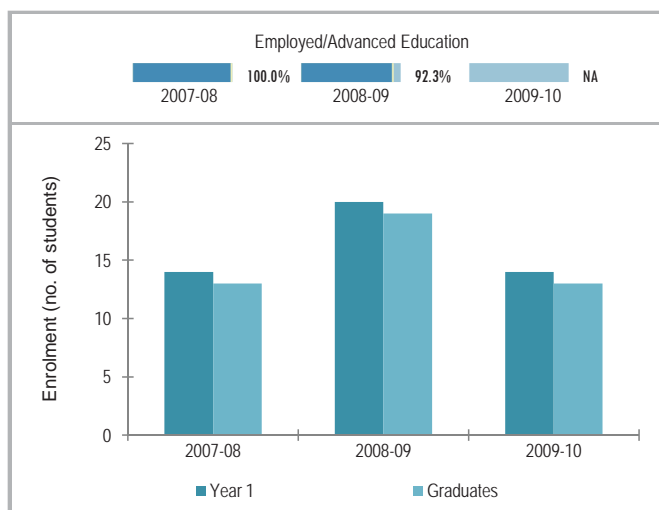
## Graphic Design



### *Two-year diploma program*

This program provides up-to-date artistic training in the technology, techniques and philosophy of graphic design. Graduates of this program have found employment as production specialists, graphic designers, illustrators and art directors in retail stores, advertising agencies, design and production studios and newspapers. Others are working in television and film studios, and some are employed as freelance artists.

## Graphic Design - Advanced



### *One-year advanced diploma program*

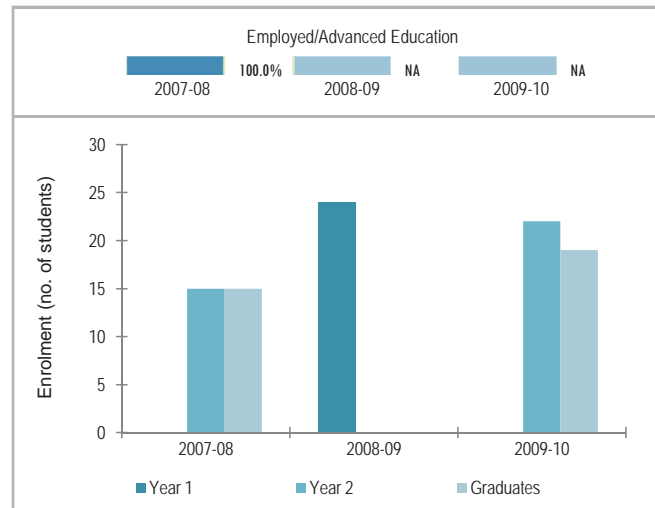
This program focuses on new skill requirements in areas such as advanced computer graphics, marketing and production management. Graduates may find employment in graphic design, 3D animation, interactive document and CD-ROM development, computer games development and internet web-page creation.

## Health Information Management

### Two-year diploma program

This program develops the knowledge and skills needed for the collection, retention, analysis and dissemination of health care information required for patient care, research and education.

*Note: This program has intakes every second year.*

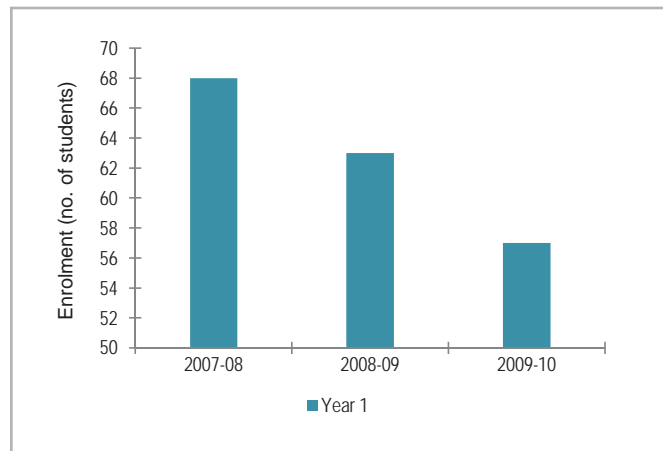


## Hospitality and Tourism Management

### Two-year diploma program

Hospitality and Tourism Management is a two-year (24 consecutive months) diploma program with a September entry date. Students will register into a common first year and, prior to entering second year, will select either the **Hotel and Restaurant Management** major or the **Tourism Management** major.

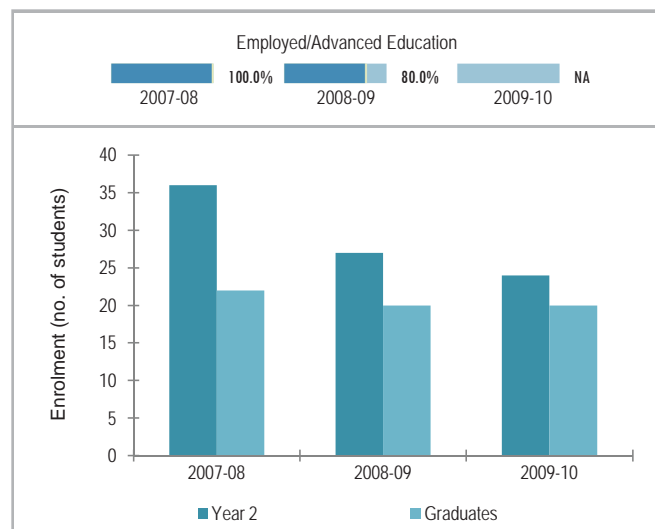
The common first year will provide a mix of general business courses as well as tourism and hospitality specific courses. This is intended to provide exposure to various aspects of the Hospitality/Tourism industry before selecting a second year major in either Hotel and Restaurant Management or Tourism Management.



## Hotel and Restaurant Management

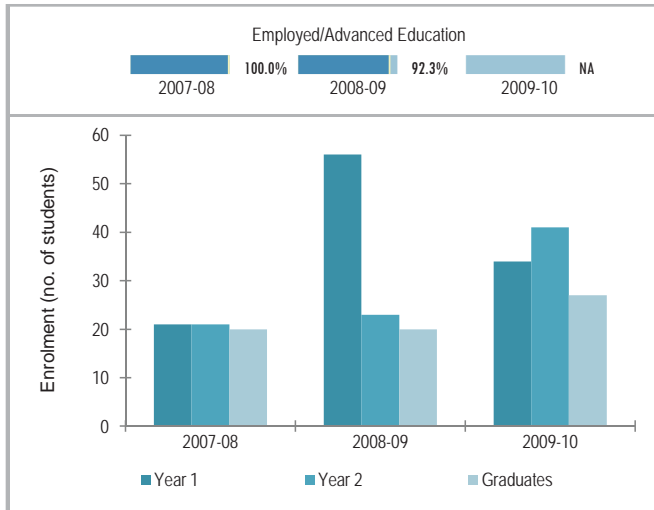
### Two-year diploma program

Students successfully completing the requirements of first year **Hospitality & Tourism Management** may choose to enter either the Hotel and Restaurant Management major or the Tourism Management major in their second year. The Hotel and Restaurant Management major will focus primarily on two of the eight tourism sectors - Food and Beverage and Accommodation. The courses are delivered from a supervisory or management perspective. The Hospitality Simulation offered in the final term is a capstone course requiring students to work in teams to resolve a variety of case studies, drawing on academic and work experience from previous terms.





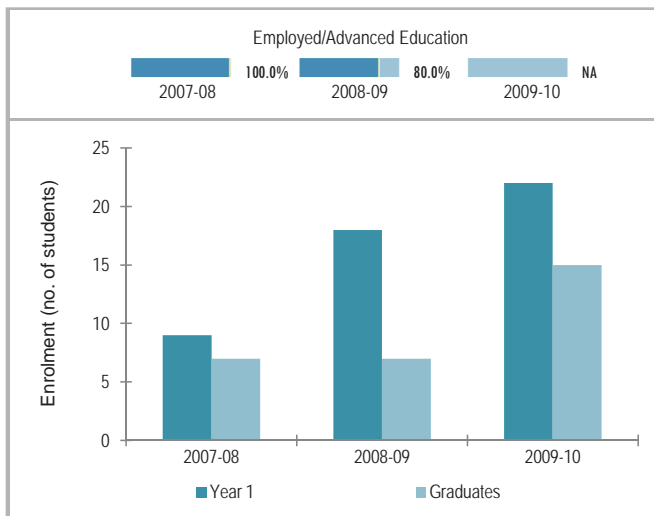
## Information Systems Technology



### *Two-year co-op education diploma program*

This program provides students with a highly developed skill set in information technology. Its emphasis is on one of three specialty areas: Database Management, Web Development or Networking Management. Graduates will have a solid technical foundation in programming, database concepts, e-commerce applications and networking. Graduates are well positioned to fill entry level positions in their specialty area with the ability to become technical specialists in both the private and public sector.

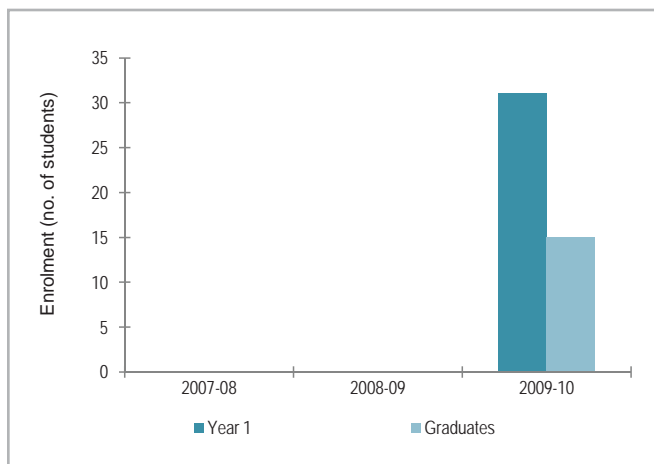
## International Business



### *Twelve-month advanced diploma program*

This program develops well-trained and qualified staff who are ready to meet the challenges of global competition in the international marketplace. Graduates have found a wide range of business, industry and organization career opportunities.

## Introduction to Business Information Technology



### *Four-month certificate program*

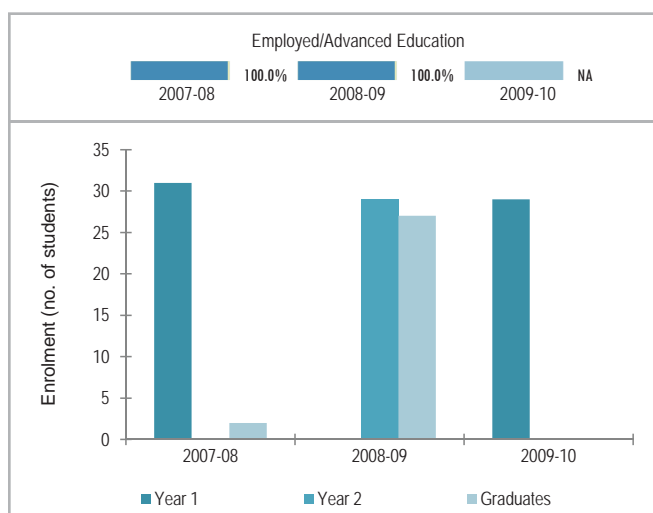
This program is designed for applicants who do not meet the admission requirements for the two-year Business Information Technology (BIT) program. The program includes both preparatory courses and some Term 1 BIT courses which will reduce the Term 1 course load for those students continuing on into the BIT program.

## Library and Information Technology

### *Two-year diploma program*

Students learn the necessary public service and technical skills to be productive employees in library and related fields. Career opportunities exist in schools, public libraries, universities, colleges, provincial and federal government departments and agencies, industry, business and hospital or political research, book stores, utilities and publishing computerized information systems.

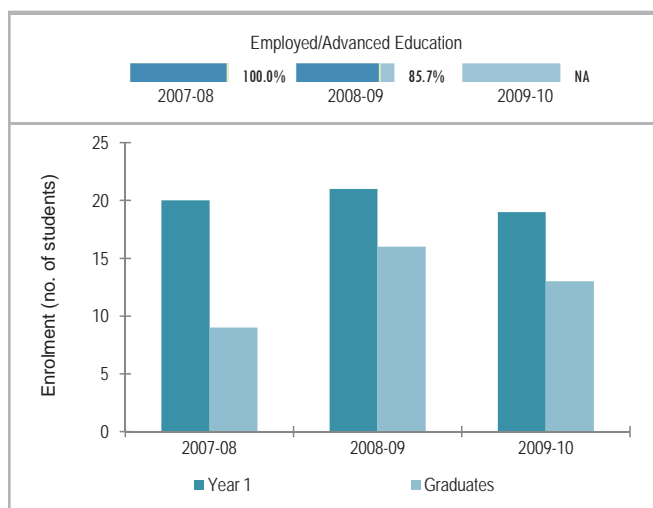
*Note: This program has intakes every second year.*



## Professional Baking

### *One-year co-op education certificate program*

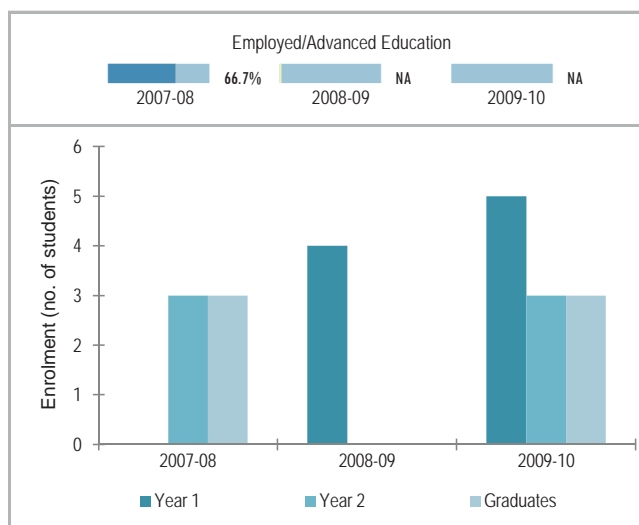
This program develops basic baking skills and related requirements through classroom instruction, practical lab training and off-campus work experience. A student begins employment as a baker's helper and may advance to a position as a competent tradesperson within approximately one year. Opportunities for employment exist in both large and smaller bakery operations.



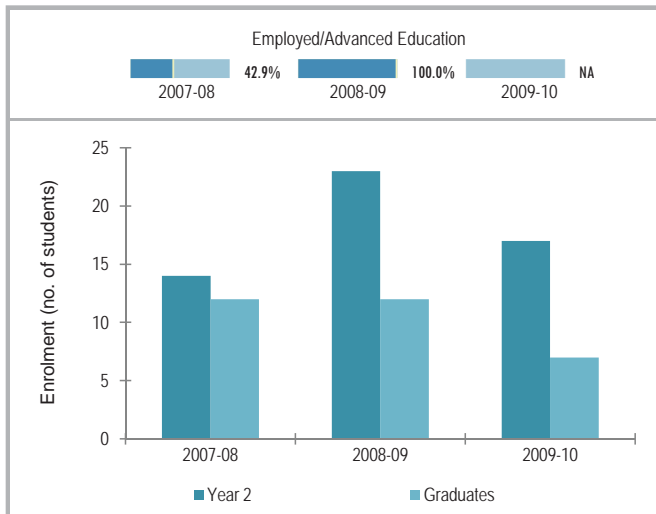
## Technical Communication

### *Two-year co-op education diploma program*

Technical Communication involves communicating technical and scientific information to non-technical audiences. Technical communicators work in all industries, from mining and agriculture to aerospace. They create manuals, proposals, brochures, posters, journal articles, reports, newsletters, presentations, and many other types of documents. They use a variety of software to produce documents in a variety of media including video, websites, paper, and CDs.



## Tourism Management



### *Two-year diploma program*

Students successfully completing the requirements of first year **Hospitality & Tourism Management** may choose to enter either the Hotel and Restaurant Management major or the Tourism Management major in their second year. The Tourism Management major discusses elements of the tourism sectors, excluding accommodations and food and beverage. The program mix is intended to provide students with a broad picture of the tourism industry and the scope of employment opportunities available.





# SCHOOL OF CONSTRUCTION & ENGINEERING TECHNOLOGIES

Dean Dale Watts

Room A134C, Phone: 632-2291,

Email: [dwatts@rrc.mb.ca](mailto:dwatts@rrc.mb.ca)

This School comprises three departments: Civil Engineering Technology; Construction Trades; and Electrical Engineering Technology. The School provides trades, technology, and apprenticeship education and occupational training to support the Manitoba economy and infrastructure at certificate, diploma, advanced diploma, and degree levels.

## School Highlights

Technology Solutions in the Workplace completed the Building Green with LEED® course at Red River College. Red River College was one of only seven institutions granted the privilege to teach this course to provide a working knowledge of the Canada Green Building Council's (CaGBC) LEED® Canada for New Construction Rating System 1.0 (LEED®-NC).

Electrical Engineering Technology received a donation from Schweitzer Engineering Laboratories (SEL) valued at approximately \$30,000. The donation consists of new, state-of-the-art Advanced Metering System Modules to stock a lab for sixteen students plus the latest software. The donation also included a fully-featured Transformer Protection Module that will be used for final student projects.

Construction is in progress for two greenhouses and a new landscape construction shop. These projects were funded by the federal and provincial governments through the Knowledge Infrastructure Program.

Civil faculty member Vivek Sharma co-presented a paper at the Administrative Sciences Association of Canada (ASAC) annual conference held in Regina. Mr. Sharma's paper, *A Possibilistic Approach to the Economic Quantity Inventory Production Model with Finite Replenishment Rate*, was the only paper co-authored by a member of a community college faculty.

A three-year accreditation was granted by the Apprenticeship Branch for the Instrumentation Engineering Technology program.

Students from the Piping Trades, Refrigeration and Carpentry programs assisted with the construction of Habitat for Humanity home projects.

The Girls Exploring Trades & Technology (GETT) Camps ran in July. Twelve girls attended each of three, five-day camps in the Carpentry shops in Building B. Each team of two assembled a full-size soapbox racer. Two, five-day Technology Exploration Camps (TEC) also ran during July, with 16 boys and girls attending each camp.

The Winter 2010 Network and Electronic Kids Kamps ran on Saturdays in March with Ruben Sifrim overseeing the Electronic and Hans Roth overseeing the Network workshops.



These workshops allow grade 7 students to experience hands-on participation in electronics and networking technologies.

Over 150 employers attended the School's Annual Co-op Employers Appreciation Evening in the Voyageur Dining Room.

The School of Construction and Engineering Technologies held its first annual Program Advisory Committee Appreciation Reception. The successful event provided an opportunity for committee members to get acquainted with each other across departmental disciplines as well as across departments.

Civil Engineering Technology experienced the largest enrolment of returning co-op students in its history.

The Carpentry and Woodworking department hosted the annual Architectural Woodwork Manufacturers Association of Canada (AWMAC) cabinet making competition. Coordinator **Mike Watson** and cabinet making instructor **Todd Birtwhistle** organized the competition on behalf of AWMAC.

## Staff Notable Achievements

**Robert Charney** (Piping Trades) spent two weeks at the World Skills Competition in Calgary, Alberta as the Plumbing competition supervisor responsible for aspects of that particular competition.

Instructors **Len Osland** and **Gerald McCutcheon**, Piping Trades department, received a Research Innovation Fund grant for a project entitled "Exploring Alternative High Efficiency Gas Furnace Venting Arrangements for Congested Inner City Neighbourhoods."

The Electrical Engineering Technology department received approval for the following Research Innovation Fund proposals:

- "Crack Detection in Concrete Beam" submitted by **Dr. Liting Han**

- “Pattern Recognition and Color Grading for Product Inspection” submitted by **Dr. Liting Han**
- “UWB Antenna and Signal Design for Radar Applications” submitted by **Dr. Saleh Mneina**
- “Hardware Implementation of Digital Transmit and Receive Linear Phase-matched Filter” submitted by **Dr. Saleh Mneina**
- “Improved Heating Efficiency for High Intensity Focused Ultrasound” submitted by **Dr. Mohammad Aboofazeli**
- “Global TAG System, GPS Animal Tracking Collars and Ear tags” submitted by **Mr. Alex McIlraith**
- “Hybrid Go-cart” submitted by **Mr. Alex McIlraith**

**Dr. Saleh Mneina**, Electrical Engineering Technology instructor, was appointed as the department’s Applied Research Facilitator.

## Student Notable Achievements

Several RRC students won medals at the 2010 Skills Manitoba competition. **Chris Gulbinski**, **Myles Murray**

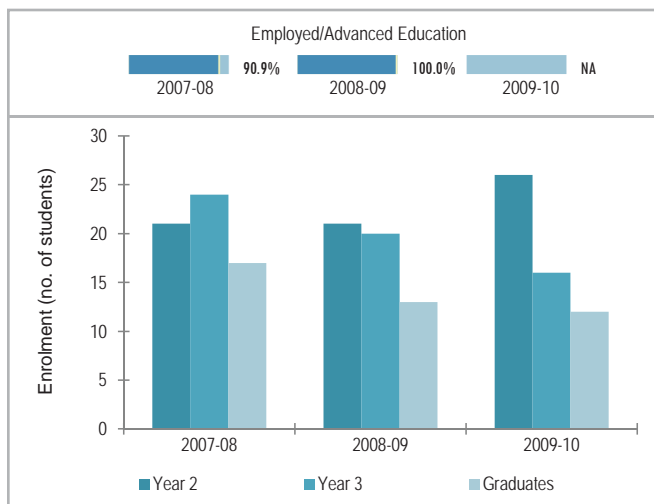
and **Chad Verplaetse** won gold, silver, and bronze in the sheet metal competition. **David Di Francesco**, **Scott Coombs**, and **Ryan McNeil** won gold, silver and bronze in the refrigeration competition. **Joseph Bertrand**, **Justin Catellier**, and **Ernst Felker** won the gold, silver and bronze medals in the bricklaying competition. **Ray Funk** won a gold medal in the plumbing competition.

Students also performed well at the Skills Canada competition. **Vasyl Zhukov-Malyeyev** won silver in cabinet making, **Joseph Bertrand** won silver in masonry, **David Di Francesco** won silver in refrigeration, and **Ray Funk** placed fourth in plumbing.

The 2009-10 Convocation Gold Medal Award winners were:

- **Leah Breland** *Greenspace Management*
- **Tanner John Paul Jangula** *Civil Technology (Municipal)*
- **Taylor Ruth** *Electronic Engineering Technology*
- **Michael Walter Herbert Ryan** *Network Technology (CCNP)*

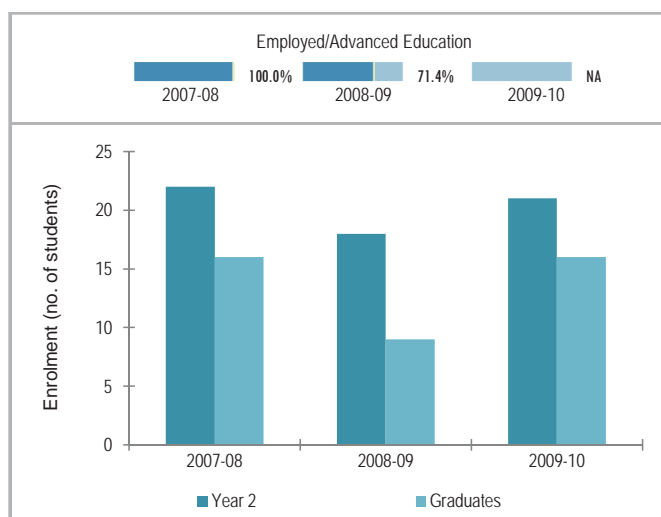
## Architectural Engineering Technology



### 32-month co-op education diploma program

The program trains students to work with the engineering team in the design, detailing and preparation of contract documents for the construction of architectural and related building systems. Graduates have found employment with consulting and mechanical engineers, contractors, fabricators, architects and service industries, as well as with departments of municipal, provincial and federal government services.

## Building Design CAD Technology



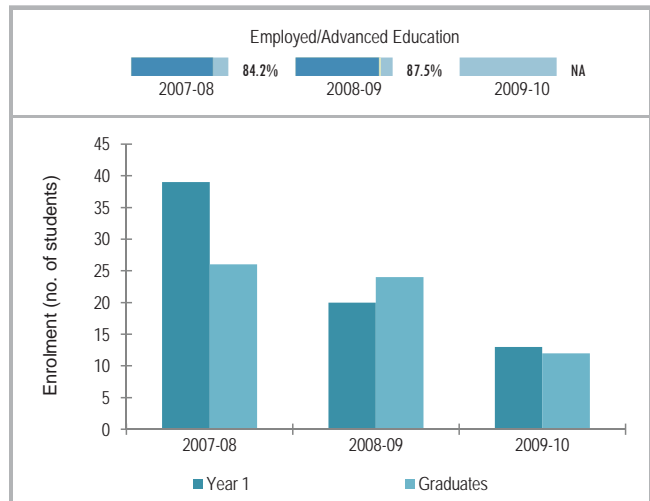
### Twenty-month co-op education diploma program

The program builds on the principles of relevance and excellence to equip graduates with expertise in the latest technologies related to engineering construction systems. Building Design CAD Technology graduates are trained in the principles and applications of Architectural and Structural construction systems for careers in: CAD (computer aided drafting), design and construction of building systems, site inspection and supervision, contract administration and project co-ordination, technical sales and support, and building sciences.

## Carpentry and Woodworking

### One-year certificate program

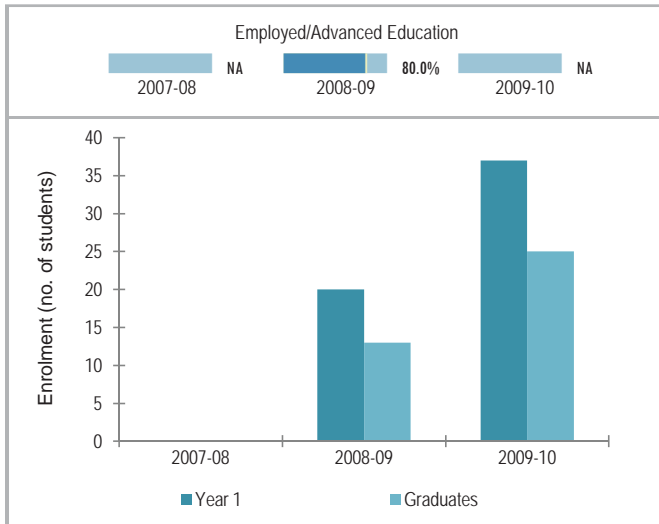
Students acquire the knowledge and skills of carpentry and woodworking required to enter related occupations such as cabinet and furniture making, forming, and sales. Graduates have found employment in commercial construction, house building, factories or cabinet-making shops. Graduates just starting in the trade can enter the apprenticeship program. Graduates who have previously worked in the trade with the required practical experience can apply to write the Provincial Examination under the Apprenticeship and Trades Qualification Act.



## Carpentry Five-Month Program

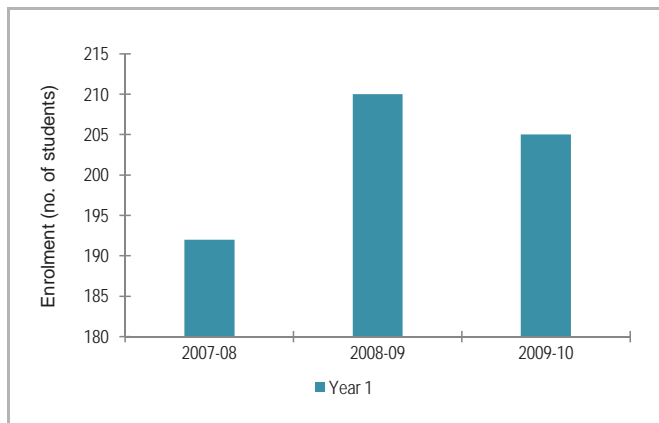
### Five-month certificate program

Students develop a knowledge of woodworking machines, blueprint reading and sketching, and safe working practices and a familiarity with the materials and procedures needed to enter related occupations. Graduates acquire practical skills in framing, roofing, and surveying and have some exposure to concrete form construction. Graduates just starting in the trade can enter the apprenticeship program.

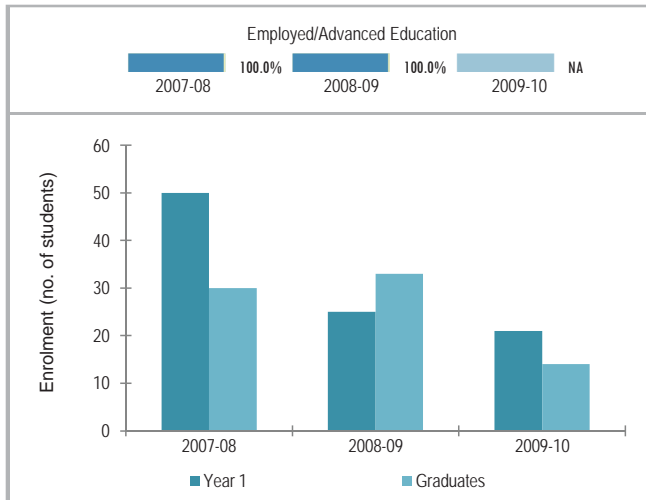


## Civil Engineering Technology

Civil Engineering Technology offers a number of programs designed to provide students with career training in construction engineering, environmental protection, geomatics, and CAD technologies, as well as Professional Development courses. All Civil Engineering Technology students are registered in a common first year of academic studies, with a September entry date, where the emphasis is placed on developing generic core competencies.



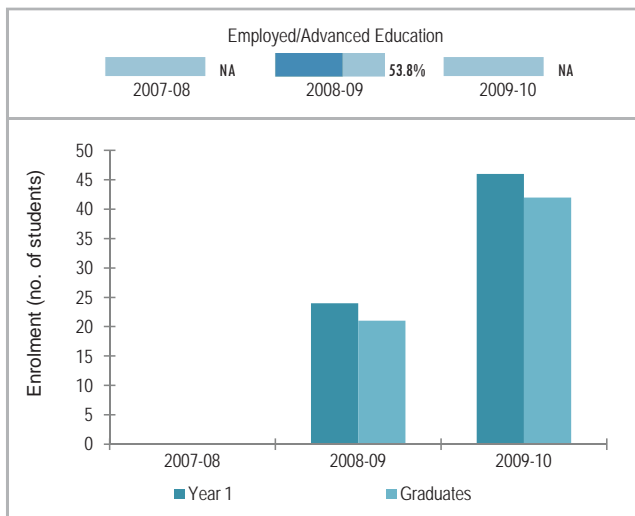
## Electrical



### One-year certificate program

Students develop skills in house wiring, commercial and industrial wiring and controls, and motor repair. Graduates have found jobs in the electrical industry working with house wiring, commercial and industrial wiring and controls and electric motors.

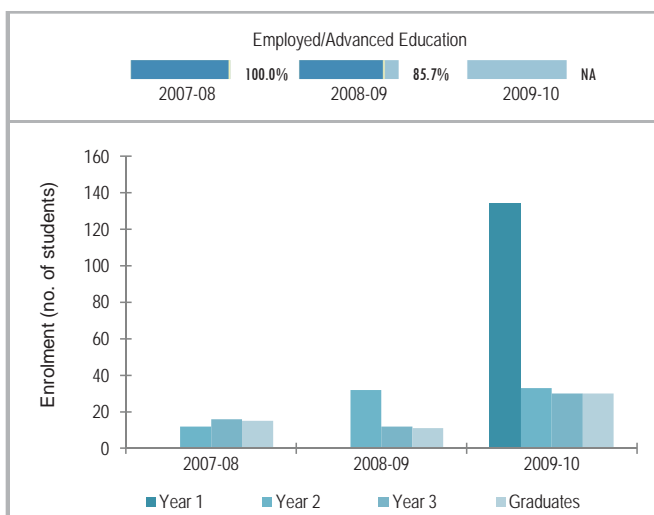
## Electrical Five-Month Program



### Five-month certificate program

Students of this program develop the knowledge and skills required for employment in the electrical construction industry, public utilities, motor repair facilities, plus manufacturers and distributors of electrical equipment. Graduates have knowledge in the fundamentals of electricity, electrical codes, wiring practices, and trade safety awareness.

## Electrical Engineering Technology



### 28-month diploma program

This program trains students to design, construct, troubleshoot and maintain a wide variety of electrical power systems. Graduates find employment at the engineering technologist level in electrical utility systems, consulting engineering, electrical manufacturing, electrical contracting, manufacturing and government agencies.

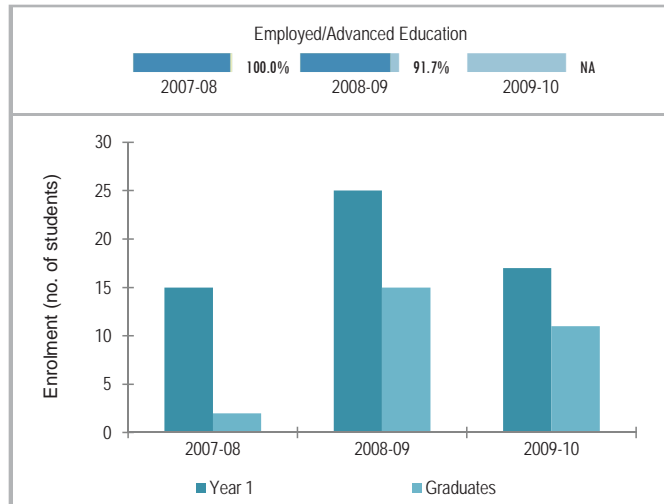
*Note: The Electrical Engineering Technology program group consists of Electrical, Electronic, and Instrumentation Engineering Technology. Students who successfully complete the first year of studies in Electrical Engineering Technology may remain in their program or transfer into one of the other programs in Year 2.*



## Electronic and Network Technician

### *One-year certificate program*

This program develops graduates with a sound knowledge of electrical and digital fundamentals including an expertise in computer servicing, network design, installation and maintenance. Graduates have found employment in automated factories as installer and maintenance staff, as well as medical electronics, computer services and public utilities.

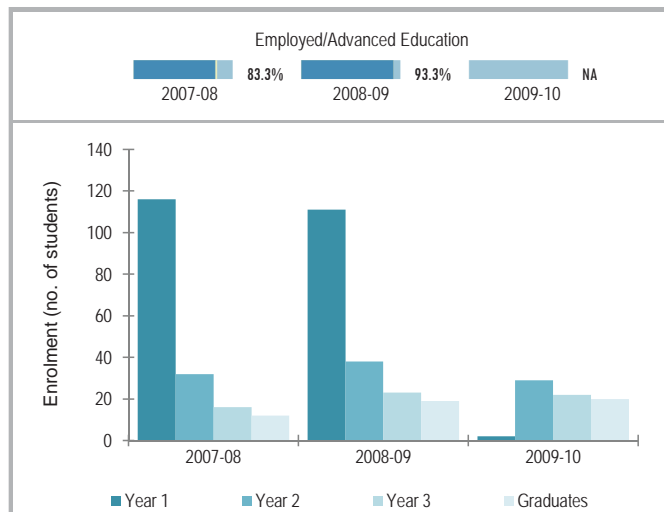


## Electronic Engineering Technology

### *28-month diploma program*

This program develops the knowledge and skills required to test, repair and develop a wide variety of electronic systems and equipment. Graduates find employment in a broad range of electronics-related occupations: in research and development; assisting in project development; in technical sales, selling and servicing electronic equipment; and in design and quality control.

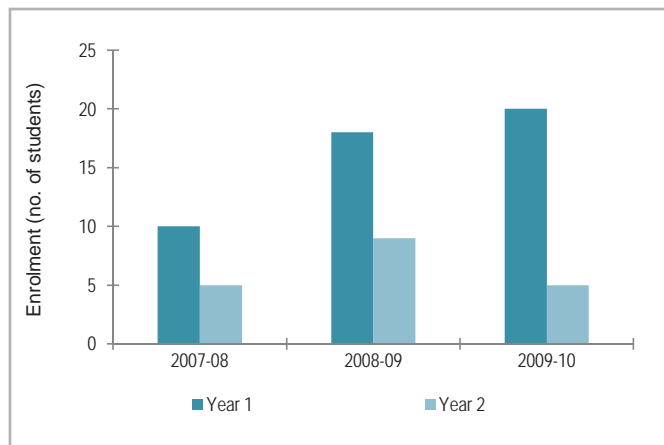
*Note: Electronic Engineering Technology requires one preliminary year of Electrical Engineering Technology studies.*



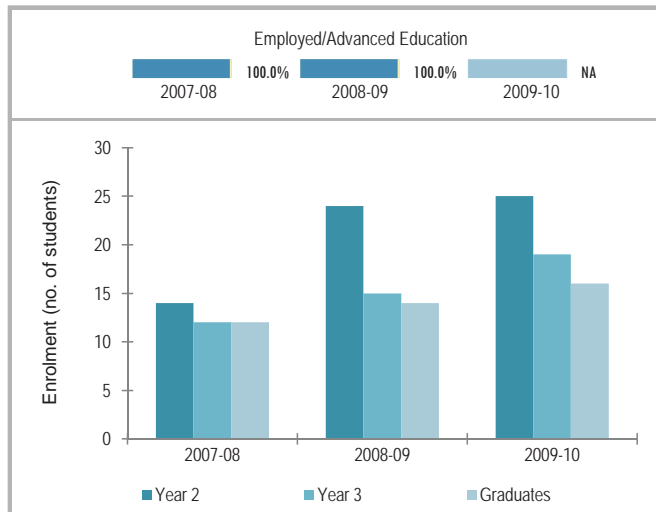
## Electrical/Electronic Engineering Technology Integrated

### *Three and one-half year diploma program*

This program is designed for applicants who do not meet the regular admission requirements of the three and one-half year **Electrical Engineering Technology** program or who choose to take it over four years. The integrated program is designed to provide a broad background so graduates are prepared to enter one of the many challenging jobs in aerospace, communications, manufacturing, healthcare, power and network utilities, or other areas in the electrical/electronic sector.



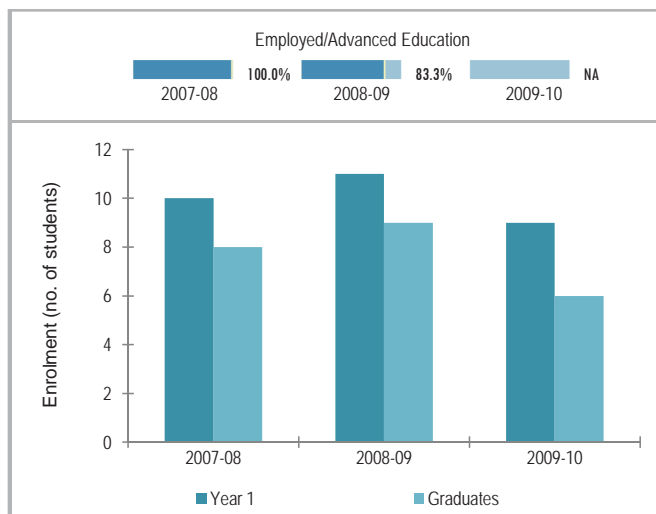
## Environmental Protection Technology



### 32-month co-op education diploma program

Students develop knowledge and skills in the principles and applications of Environmental Protection Technology for careers in waste disposal and water supply, reuse and recycling, workplace health and safety, integrated project management site reclamation, remediation and containment testing, quality control surveying, and global positioning systems and modeling. Graduates find employment with consulting engineering firms, resource-based industries, construction and development companies, inspection and testing agencies, manufacturers, material suppliers, governments and crown corporations.

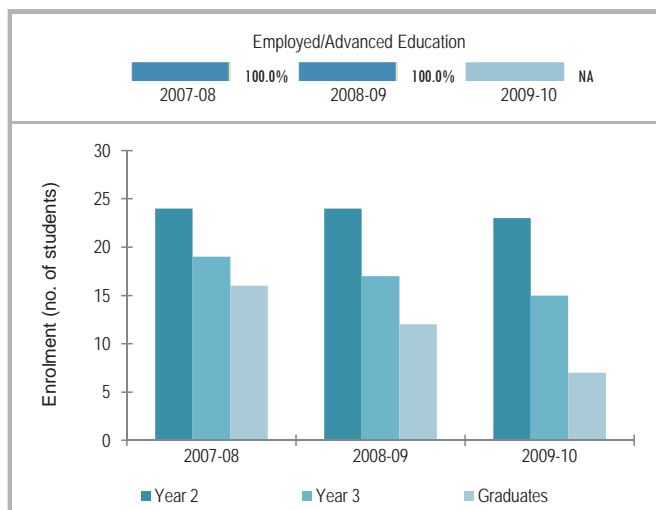
## Geographic Information Systems (GIS) Technology



### One-year advanced diploma program

This program provides trained technologists and other persons with the technical and conceptual skills in the design, development and implementation of Geographic Information Systems (GIS). Graduates find employment in municipal agencies, resource industries and utilities organizations. An appropriate undergraduate diploma or degree is a prerequisite for entry into this program.

## Geomatics Technology



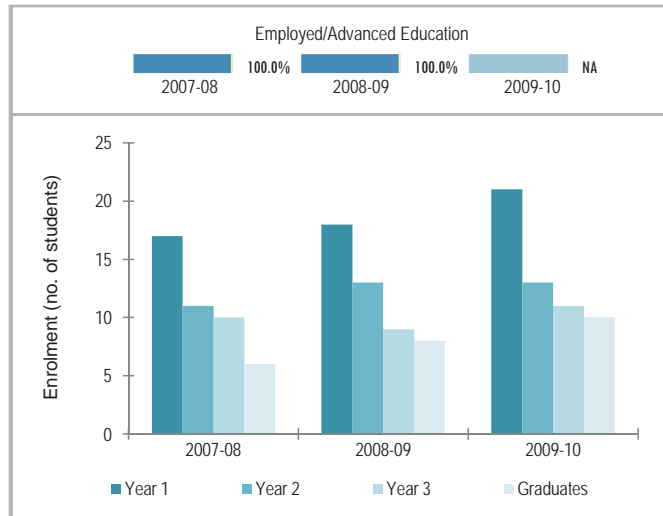
### 32-month co-op education diploma program

Students obtain knowledge and skills in the legal and engineering surveying fields. Graduates have found employment in a range of construction and resource industries, and in government services. They have been hired for jobs in land surveys, construction and topographic surveys, mining surveys, hydrographic and geodetic surveys.

## Greenspace Management

### *30-month co-op education diploma program*

Students develop the knowledge and skills required to construct and maintain greenspaces such as parks, golf courses and cemeteries. The program focuses on turfgrass construction and management, ground construction and maintenance, equipment operation, pesticide application, irrigation systems, horticulture, arboriculture, computers, office management and strategic planning. Graduates find employment in golf courses, departments of parks and recreation, and cemeteries.

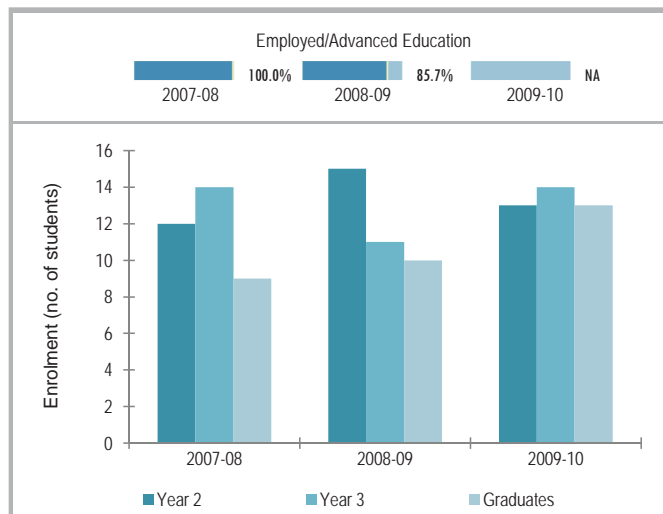


## Instrumentation Engineering Technology

### *28-month diploma program*

Students learn to design, construct, troubleshoot and maintain a wide variety of control systems. Graduates find employment as instrument mechanics, working with tools; as instrument technologists in engineering offices; as junior designers; and as technical sales people. Some graduates have moved into management positions.

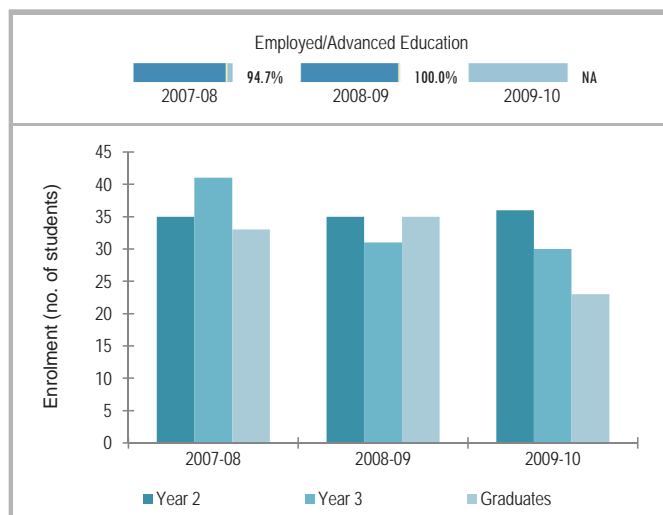
*Note: Instrumentation Engineering Technology requires one preliminary year of Electrical Engineering Technology studies.*



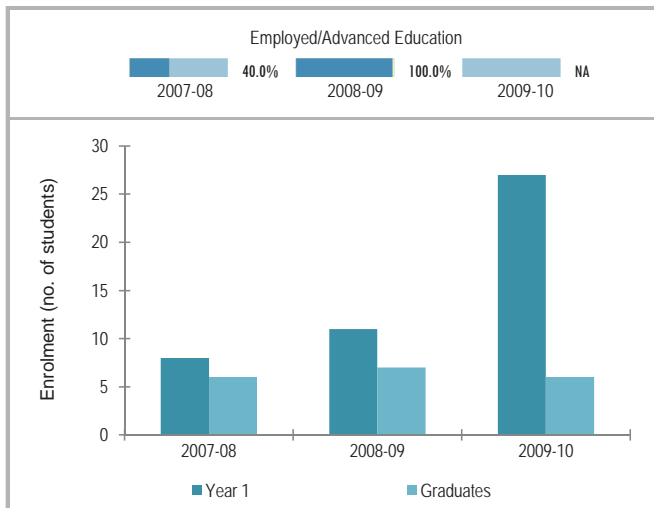
## Municipal Engineering Technology

### *32-month co-op education diploma program*

This program develops the knowledge and skills needed to assist in the design and construction of municipal services and roadways. Graduates have found work with consulting and engineering companies, government departments and agencies in the design and construction of sewer and water projects, highway projects, earth-retaining and hydraulic structures. Others are employed in equipment and material sales and in the research and manufacture of construction-related products.



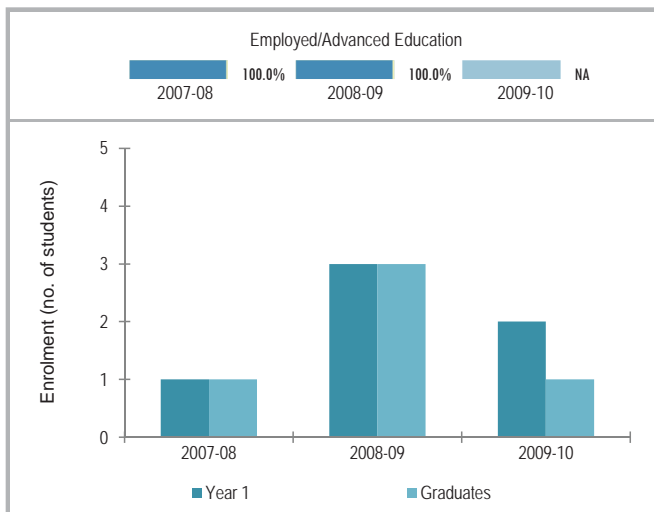
## Network Technology (CCNA) Certificate



### One-year certificate program

This program is intended for entrants who have worked with computer networks and who have more than a basic knowledge of computer systems. This multidisciplinary program encompasses courses covering a range of topics from windows client and server operating systems, computer hardware, advanced networking, network cabling, Unix, wireless networks, VOIP, and network security.

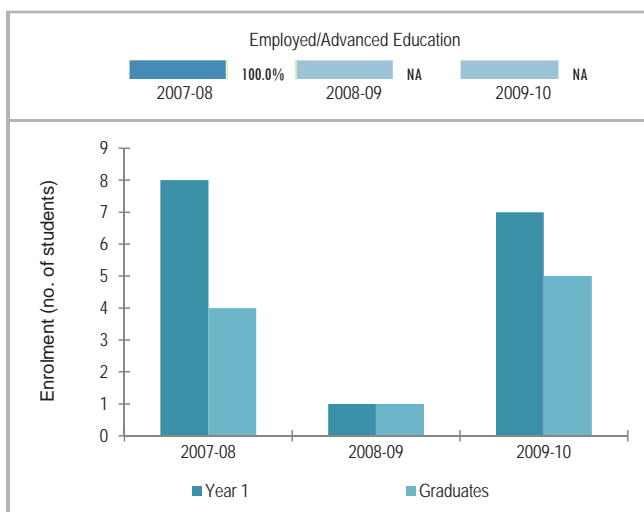
## Network Technology (CCNP) Certificate



### One-year certificate program

This program is intended for entrants who have worked with computer networks and who are certified as CCNA. This multidisciplinary program encompasses courses covering a range of topics including windows client and server operating systems, computer hardware, advanced networking, network cabling, Unix, wireless networks, VOIP, and network security.

## Network Technology (CCNP) Diploma



### One-year diploma program

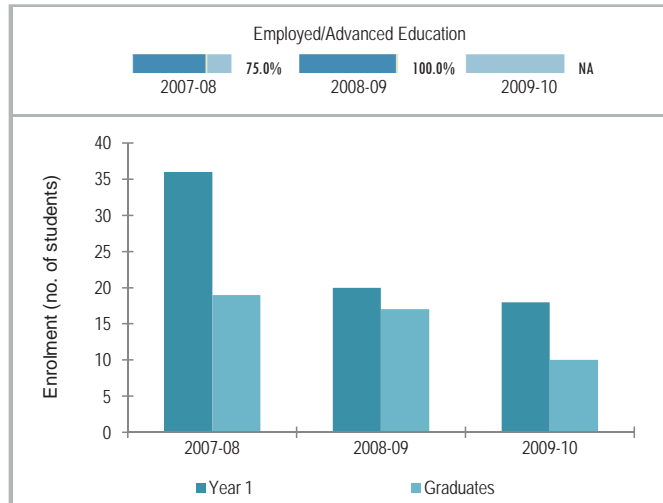
This program is intended for entrants who have completed the Electronic and Network Technician certificate program. This multidisciplinary program encompasses courses covering a range of topics including windows client and server operating systems, computer hardware, advanced networking, network cabling, Unix, wireless networks, VOIP, and network security.



## Piping Trades

### One-year certificate program

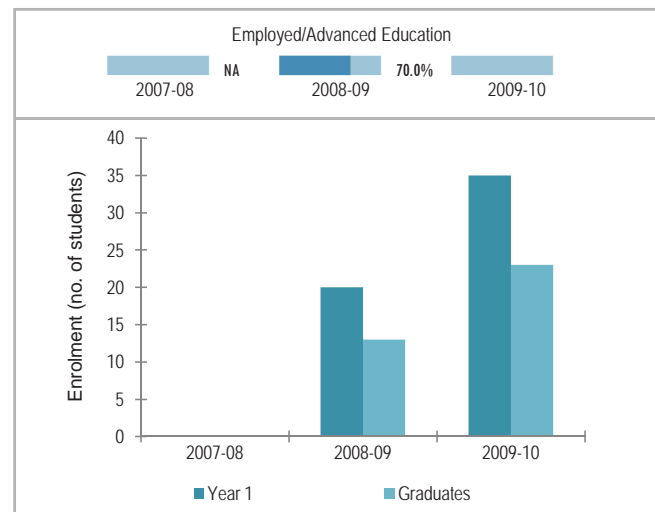
Piping Trades develops the skills needed to install and repair plumbing, steam heating, fire-protection and other piping systems. Graduates have found work with plumbing, heating or fire-protection contractors, or in industrial plants as maintenance people. Some are employed by plumbing and heating wholesale or retail outlets. Others have moved into positions as supervisors, estimators, plumbing contractors and building inspectors, and some are self-employed.



## Plumbing Five-Month Program

### Five-month certificate program

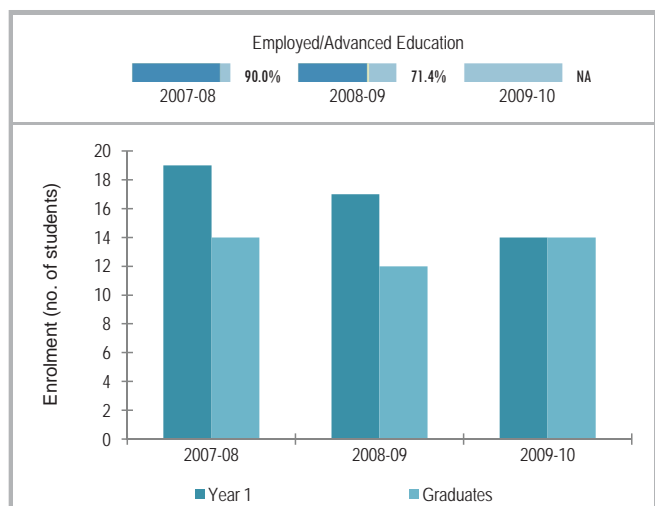
This program provides the knowledge and skills required to install and repair piping systems in residential and commercial buildings. Students learn to install and repair water and waste disposal systems and plumbing fixtures, and to lay out sanitary drainage, venting, and storm drainage systems. Emphasis is placed on the efficient and safe use of tools and materials in accordance with piping, safety and building codes and regulations.



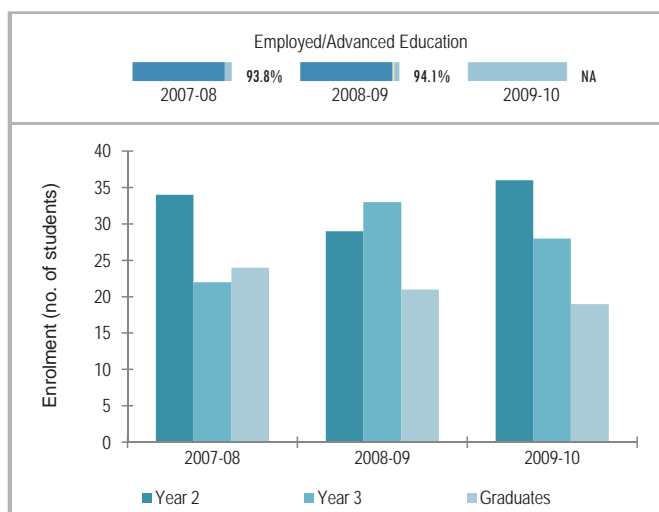
## Refrigeration and Air Conditioning Technician

### One-year certificate program

This program develops the skills required to install, service and repair commercial and industrial refrigeration and air conditioning equipment. Graduates find employment with refrigeration and air conditioning companies as apprentices or as customer consultants in refrigeration retail stores. Journeypersons work mainly in the construction of cooling plants and cooling cabinets and in the maintenance field for refrigerated vans, hockey rinks, food retailers, air conditioners and industries demanding cold temperatures for their processes.



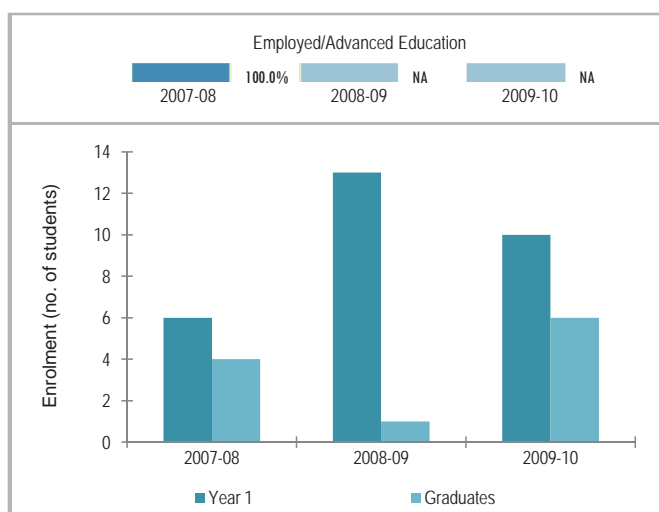
## Structural Engineering Technology



### 32-month co-op education diploma program

This program provides the knowledge and skills needed to work with the engineering team in the formulation and calculations for structural building systems. Graduates have found job opportunities in structural design and inspection with consulting engineering firms, contractors or government departments.

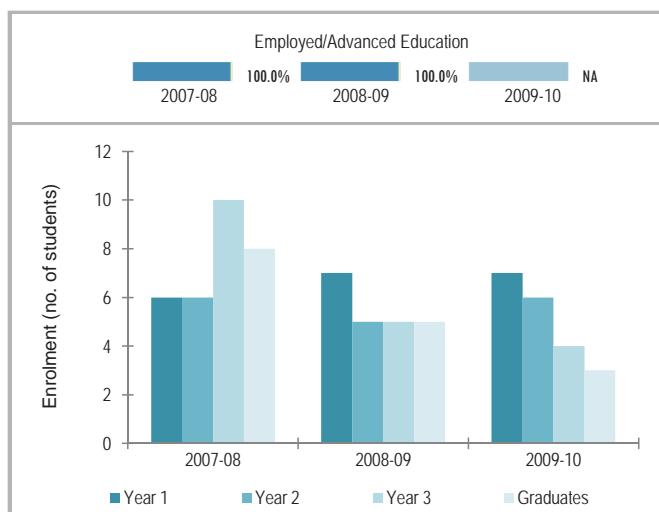
## Wood Products Manufacturing - Certificate



### Thirteen-month certificate program

This program develops the knowledge and skills required to operate basic wood processing machinery and tools. Graduates find employment in the wood processing industries as wood machinists, cabinet-makers, assembly-line workers and in sales and supply of wood products.

## Wood Products Manufacturing Technology - Diploma



### 32-month co-op education diploma program

This program develops the knowledge and skills required to operate basic wood processing machinery. The program focuses on wood science, computer operation, CAD/CAM, basic jig and fixture design, machining, woodworking techniques, CNC machine operation and programming, cost estimation and supervisory management. Graduates find employment in the wood processing industries as wood machinists, cabinet-makers, supervisors, shop managers, product designers, CAD/CAM operators/programmers, in sales and supply of wood products and in estimating.

# SCHOOL OF HEALTH SCIENCES & COMMUNITY SERVICES

Dean Louise Gordon

Room A134, Phone: 632-2215,

Email: lgordon@rrc.mb.ca

This School consists of four departments: Community Services; Health Sciences, Life Sciences; and Nursing. These departments provide joint baccalaureate, advanced diploma, diploma and certificate programs. As well, the School is involved in a number of community and health service education partnerships with external agencies.

## School Highlights

The Council on Post Secondary Education (COPSE) approved funding for the Bachelor of Nursing (BN) Program to begin at RRC in the fall of 2010.

The Bridging Program for Internationally Educated Nurses (BPIEN) was initiated as a project. Two offerings for a total of 38 students occurred in the 2009/2010 year. Permanent funding was approved for this program.

The Disability and Community Support program received the annual PEARL Award (Pursuit of Excellence in the Assessment and Recognition of Learning) offered through the Manitoba Prior Learning Assessment Network in recognition of the program's use of a "course cluster approach."

Significant equipment acquisitions included:

- A Cell-Dyne Hematology analyzer for the Medical Lab Sciences Program (\$55,000).
- Eight deluxe hospital training mannequins for the nursing skills labs (\$28,000).
- The V. Guldmann Company donated two ceiling lifts to the Nursing skills labs (\$26,400).
- Manitoba Hydro donated a GC/MS unit to be used by the Chemical & Biosciences Technology program in the instrumentation/analytical lab (\$100,000).
- Animal Health Technology program acquired new surgical tables and lights, an anesthesia cart, an isoflurane vaporizer and a Cardell Vet monitor.

Several programs received new or renewed accreditation from professional bodies, including:

- The Medical Laboratory Sciences (MLS) received a six year accreditation program status from the Canadian Medical Association.
- The Primary Care Paramedic (PCP) program received a two year accreditation program status from the Canadian Medical Association on its first ever accreditation review.



- The Medical Radiologic Technology (MRT) program completed the Phase 1 review for renewal of its accredited status.
- The Registered Nurse Refresher Program received full approval from the College of Registered Nurses of Manitoba until 2015.
- The Bridging Program for Internationally Educated Nurses received approval from the College of Registered Nurses of Manitoba until 2015.
- The University of Manitoba BN Program received full approval from the College of Registered Nurses of Manitoba until 2013. The RRC Joint BN Program is housed under that approval.
- The new RRC Bachelor of Nursing Program received initial approval to begin the program. Full approval cannot be granted until the entire program is up and running.

A research project entitled "Inter-Disciplinary Digital Atlas of Cellular and Non-Cellular Elements" was completed by Tammy Hardie, Medical Laboratory Science faculty.

Instructor Winn Briscoe was a co-researcher in the nursing study "Moral distress and moral courage: Working together in moments that matter" with Dr. Marie Edwards and Dr. Susan McClement of the Faculty of Nursing, University of Manitoba.

The Community Services Program received two new major grants for the Science of Early Child Development (SECD) resource, one from the Geneva-based Aga Khan Foundation for an International version and one from the Lawson Foundation to develop a 3rd edition of the SECD. The Program also received a grant from CIDA to continue the SECD partnership with BRAC University in Bangladesh.

The first two phases of the North American Mobility Project CAMEXUS were successfully completed,

with staff and students from RRC visiting St. Louis Community College and Universidad Autonoma San Luis Potosi, while groups from Cy-Fair Community College (Houston, TX) and Universidad Autonoma San Luis Potosi spent time at RRC. The success of the project has resulted in plans to continue such an exchange on a more regular basis.

The Life Sciences Department faculty held the 1st Annual RRC Lab Challenge where 10 groups of high school students participated in 10 different lab activities to solve a problem. Trophies were awarded to the students of Lord Selkirk Secondary School by Vita Health Products.

The Disability and Community Support Program held their annual conference for the community called *The Importance of Belonging*. There were approximately 220 participants over two days.

Students performed very well on a number of national and provincial exams:

- MLS students wrote the Canadian Society of Medical Laboratory Scientist licensing exam – the pass rate for our students was 84%, which was higher than national average of 81%.
- MRT students wrote the Canadian Association of Medical Radiation Technologist licensing exam – the pass rate for our students was 94%, which was higher than national average of 91%.
- MRI/Spectroscopy students also wrote a Canadian Association of Medical Radiation Technologist licensing exam – the pass rate for our students was 100%, higher than national average of 83%.
- PCP students wrote the Manitoba Provincial Licensing exam – the pass rate was 93%, higher than the provincial average of 83%.
- The majority of the Diploma Nursing Accelerated (DNA) students wrote the Canadian Nurse Registration Examinations in October of 2009. The pass rate was 96%.



- Forty-one Dental Assisting graduates wrote the National Dental Assisting Examining Board's examination and 37 passed with an average score of 76.5% compared to the national average of 75.0%.
- Sixteen Animal Health Technology graduates wrote Veterinary Technician National Examination and all passed with an average score of 76% compared with the average score of 63% for all first time candidates.

An off-site offering of the College Preparation for Nursing/ACCESS Program at the Peguis/Fisher campus occurred for the first time in the 2009/2010 academic year.

The first cohort of the Early Childhood Education rural delivery expansion (streamed programs to Winkler, Steinbach and Portage) graduated. There was very little attrition in this program.

## Staff Notable Achievements

Instructor **Winn Briscoe** presented a poster at the Canadian Respiratory Conference "Wishing there had been another way: Family caregiver experience of transition to long-term mechanical ventilation" in Toronto.

Instructor **Winn Briscoe** (and fellow researchers Dr. Marie Edwards and Dr. Susan McClement) presented "Moral distress and moral courage: Working together in moments that matter" at the 15th National Conference on Gerontological Nursing.

Instructor **Winn Briscoe** (and University of Manitoba colleague Dr. Roberta Woodgate) presented "Having a life: Participation in communities by families of children with complex care needs" at the 2010 Canadian Bioethics Conference.

**Said Hassan, Philip Cheng, Brian Sithoo** assisted with the National Biosciences Educators Conference at the Exchange District Campus. Louise Gordon gave opening remarks on behalf of Red River College. Philip and Said gave a presentation at the conference and held a Bio-Olympics competition for high school students and teachers.

**Dawne MacKay-Chiddenton, Cathy Denby and Kim Herman** presented a session on the Ndinawe program at the National Child and Youth Care conference in Winnipeg.

**Marc Battle** was the keynote speaker at the Newfoundland and Labrador Association of Early Childhood Educators conference and many other presentations on Play in Childhood and other topics throughout Manitoba.

**Gillian Rimmer** is President and **Bill Younger** is President Elect of the Manitoba Association for Med Lab Sciences.



**Jonathan Lee** is the MRI Associate Editor for the Journal of Medical Imaging and Radiation Sciences.

**Lorraine Gendre** is the Provincial Representative on National Standard for Assessment of Internationally Educated Med Rad Techs (IEMLTs) Credentials Committee (CAMRT).

**Louise Gordon** is President of the Canadian Association of Allied Health Programs, a board member for the Winnipeg Humane Society and the Life Sciences Association of Manitoba, an educational representative to the Canadian Medical Association's Committee on Conjoint Accreditation, and she serves on a member of the Canadian Association of Medical Radiation Technologists Education Advisory Board and the Collaborative Forum on Health Sciences Education.

**Andy Burzynski** continues to be a member of the Canadian Environmental Certification Approvals Board (CECAB) and is Chair of the Certification Committee.

**Armenia Evaristo** from the Dental Assisting program represented Manitoba at National Dental Assisting Examining Board Annual General Meeting in Ottawa. This organization is the body that implements the national exam for dental assisting graduates. Armenia represented the Manitoba Dental Association at this meeting.

**Janet Jamieson** is a member of the steering committees for the Early Childhood Education Affinity Group (Association of Canadian Community Colleges) and the Curriculum Development for Child Care Administrators Project (Child Care Human Resources Sector Council). She is also on the Provincial Advisory Committee of Healthy Child Manitoba.

**Michelle Henderson**, Early Childhood Education was President of the Manitoba Child Care Association (MCCA) and **Bev Snell**, Early Childhood Education, was a MCCA Board Member.

Instructor **Joanne Loughery** is the President and Chair of the Board of Directors of A Port in the Storm, a charitable organization whose purpose is to develop and provide suitable housing for northern and rural Manitobans undergoing cancer treatment in Winnipeg.

**Karen Wall** is on the Manitoba Nursing Advisory Council, an advisory committee to the Minister of Health on nursing.

**Liz Polakoff** is the Chair of the Investigations Committee of the College of Registered Nurses of Manitoba.

Instructor **Kim Boothe** completed her Bachelor of Nursing degree, and Instructor **Angela Vandenberg** completed her Master of Arts in Education.

## Student Notable Achievements

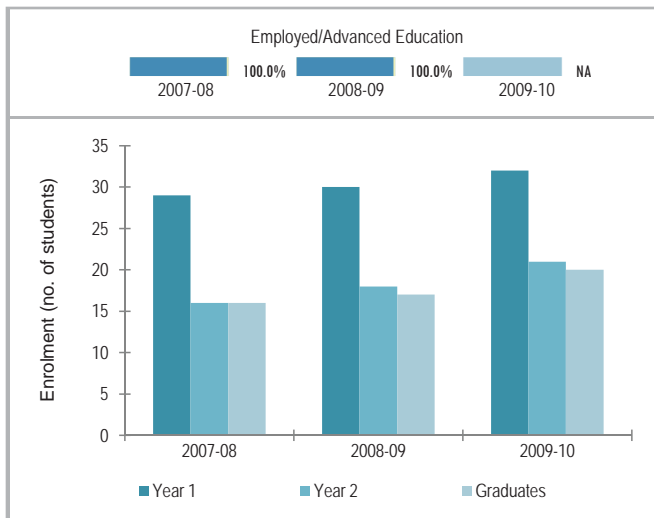
**Eldon Krahn, Paramedicine** - Primary Care Paramedic graduate, won the Lieutenant Governor's Award.

The 2009-10 Convocation Gold Medal Award winners were:

- **Jaimie Theresa Collignon** *Animal Health Technology*
- **J. Roxann Gardiner** *Medical Laboratory Sciences*
- **Hillary Harbun** *Diploma Nursing (Accelerated)*
- **Jill Lindsay Hunter** *Medical Radiologic Technology*
- **Karalee Koop** *Child and Youth Care*
- **Maura J. Nelson** *Chemical and Biosciences Technology*
- **Marjorie Ellen Niemi** *Early Childhood Education*
- **Theresa Dawn Schroeder** *Disability and Community Support*



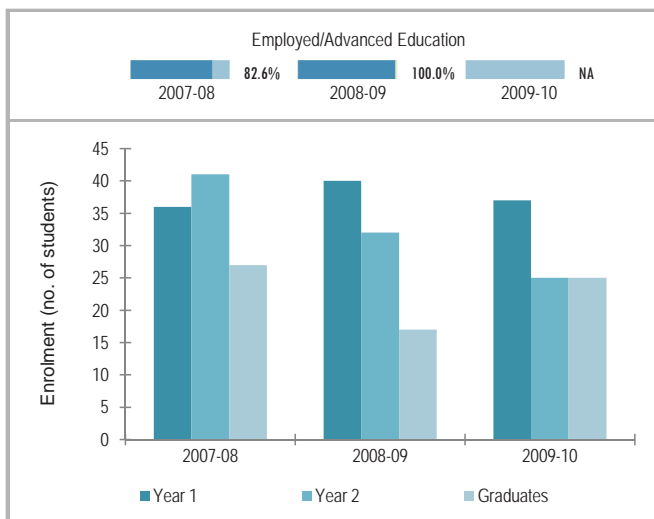
## Animal Health Technology



### *Two-year diploma program*

This program educates students to develop the knowledge and skills required to be a member of the animal health care team. Graduates find employment in private veterinary practices, farm production units, research laboratories, zoological collections and the federal or provincial governments.

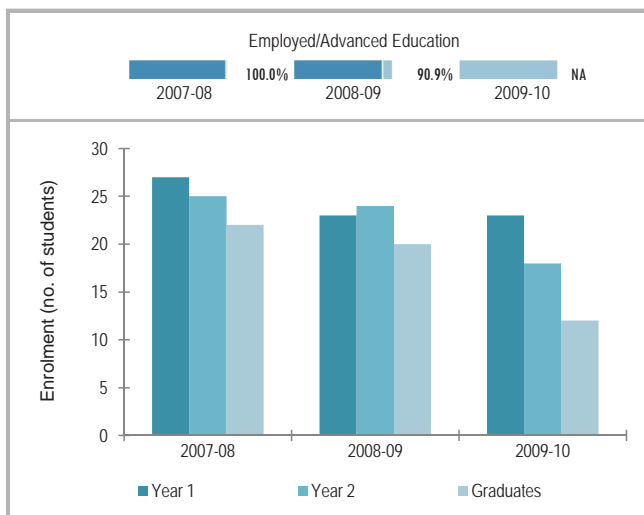
## Chemical and Biosciences Technology



### *Two-year co-op education diploma program*

On completion of this program, students will have the knowledge and skills required to work as technologists in the chemical/life sciences fields. Graduates find employment as technologists in the following areas: analytical analysis, research, quality assurance and biotechnology.

## Child and Youth Care



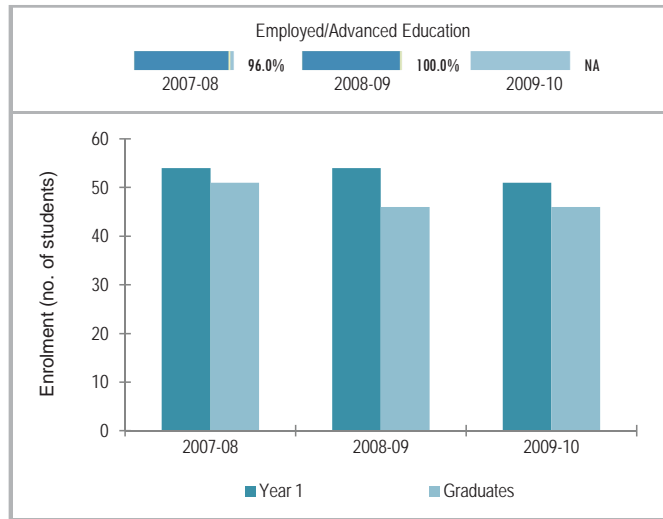
### *Two-year diploma program*

This program provides the skills to enable practitioners to help children, youth and their families develop their strengths and skills to identify and resolve concerns that occur in their lives. Child and Youth Care practitioners work in a wide range of settings with children and youth experiencing behavioural and/or emotional difficulties. The need for child, youth and family support expands in response to the multiplicity of social and economic issues affecting communities.

## Dental Assisting - Level 2

### One-year certificate program

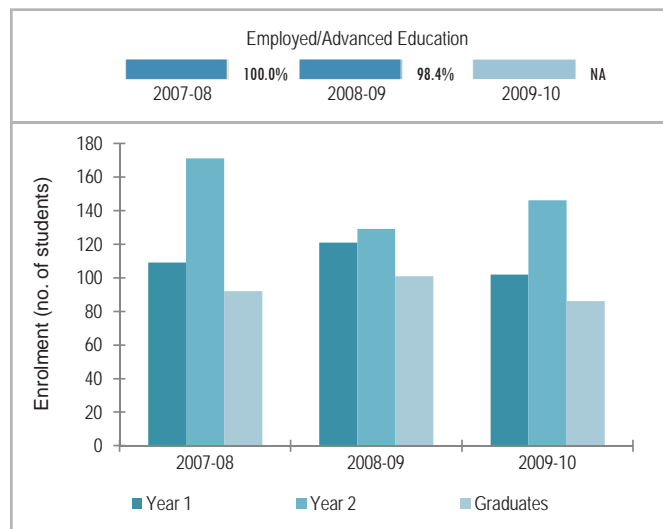
This program is designed to develop the skills required to assist dentists in all dental procedures, mixing materials and preparation of instruments, operatories and patients. Graduates find employment in private dental offices, large clinics and in government public health programs.



## Diploma Nursing (Accelerated)

### Two-year diploma program

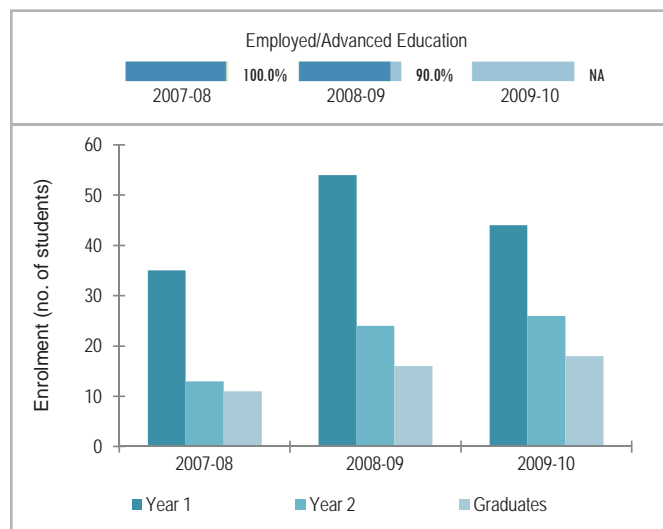
The Diploma Nursing (Accelerated) Program is a 25-month continuous program. On successful completion of the program, graduates are awarded a Diploma in Nursing from Red River College and are eligible to write examinations to become members of the College of Registered Nurses of Manitoba and use the designation “Registered Nurse”. Registered Nurses graduating from a diploma program focus on promoting health and caring for those already ill. They provide services to individuals and families in many settings, but primarily in health care institutional settings.



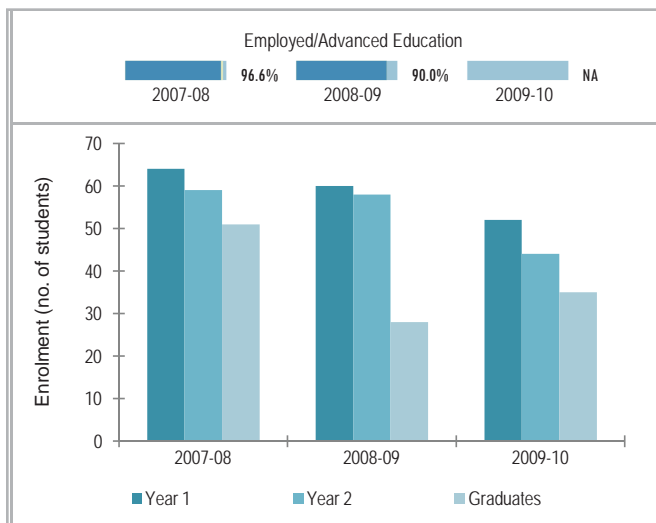
## Disability and Community Support

### Two-year diploma program

This program provides the knowledge and skills required to provide quality assistance to individuals with an intellectual disability living in the community. Positions may be found in community residential settings, employment-related programs, and developmental and educational services.



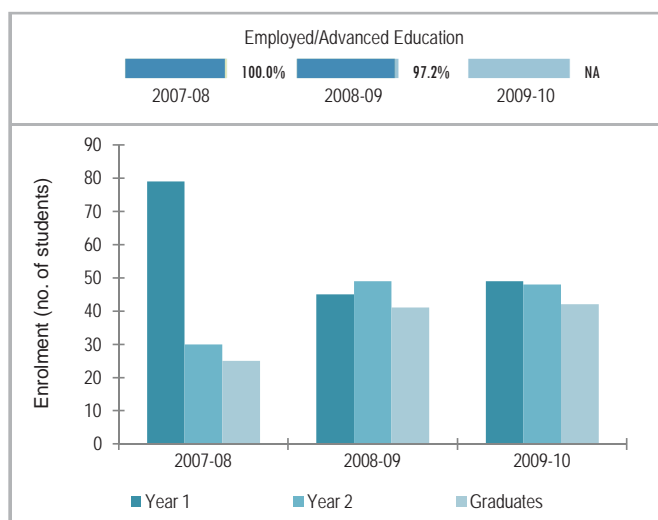
## Early Childhood Education



### *Two-year diploma program*

The purpose of this program is to equip students with the knowledge and skills required to provide quality child care in the community. Graduates find employment working with young children in a variety of child care centres.

## Early Childhood Education - Workplace

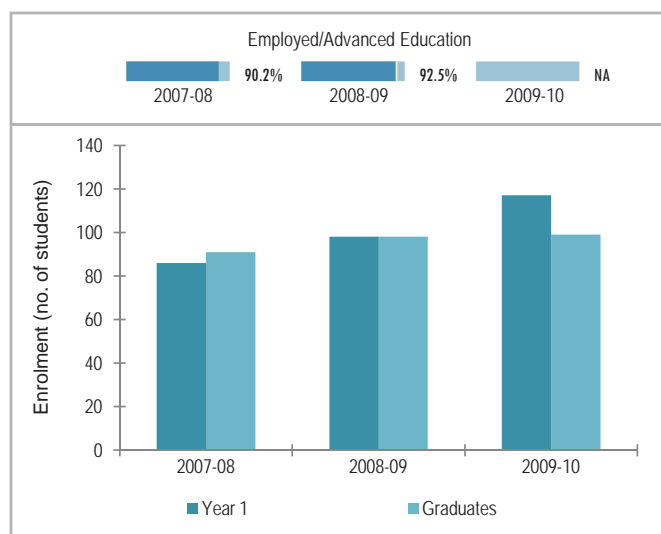


### *Two-year diploma program*

The purpose of this program is to equip students who are already in the workforce with the knowledge and skills required to provide quality child care in the community. Students attend classes at Red River College two days a week and work at their current employment for three days a week. Graduates competently plan appropriate learning experiences that stimulate the intellectual, physical, emotional and social development of young children

*Note: Students entering second year will graduate in the following academic year.*

## Health Care Aide



### *Five-month certificate program*

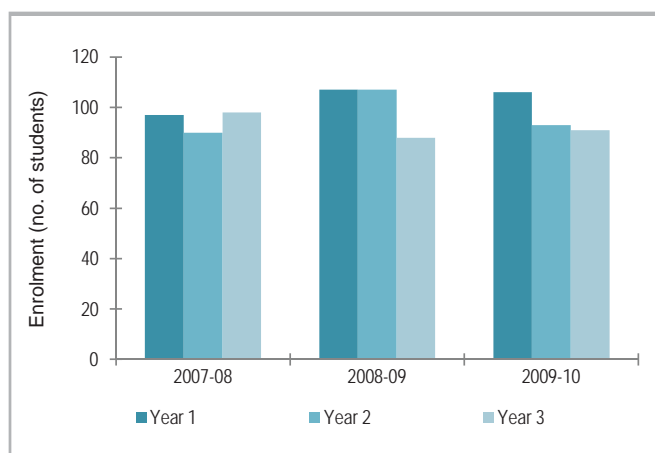
This program is designed to prepare students to become health care workers who, under the supervision of a nurse, assist hospital patients, personal care home residents, or home care clients with meeting their physical, emotional and social needs. Graduates find employment in hospitals, personal care homes, and community or home health care agencies.



## Joint Baccalaureate Nursing

### *Joint four-year degree program*

This program is a four-year program offered in partnership with the University of Manitoba (U of M). The students take the first three years of the program at RRC and the fourth year at the U of M. On successful completion of the program, graduates are awarded a Bachelor of Nursing Degree from the U of M, and are eligible to write examinations to become members of the College of Registered Nurses of Manitoba and use the designation “Registered Nurse”. Registered Nurses graduating from a degree program focus on promoting health and preventing illness, and caring for those already ill. They provide services to individuals, families and communities in institutions, clinics, private homes and a broad range of other settings.

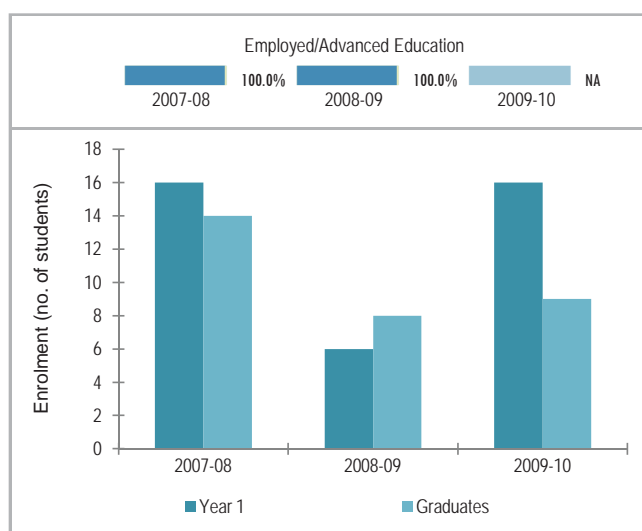


Note: Students graduate from the University of Manitoba.

## Magnetic Resonance Imaging (MRI) and Spectroscopy

### *Nine-month advanced diploma program*

This advanced program teaches proficiency in producing high quality images and optimal utilization of MRI equipment. Graduates are prepared to write the National Certification examinations and are also prepared in basic spectroscopy. This is a partnership program with the Institute of Biодiagnostics at the National Research Centre and clinical sites.

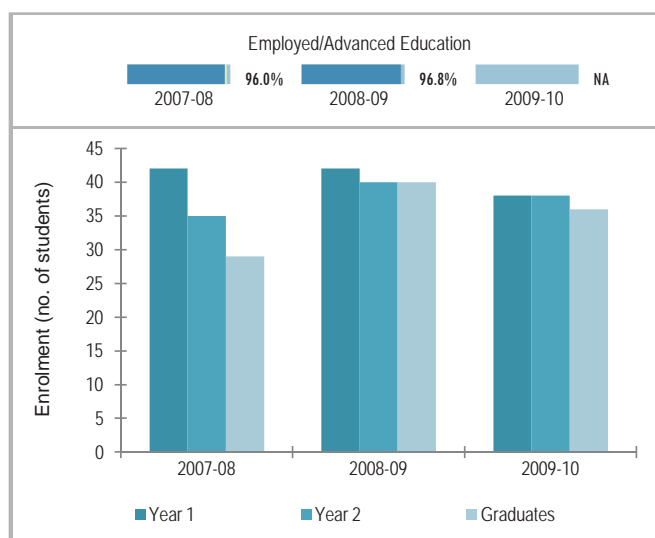


## Medical Laboratory Sciences

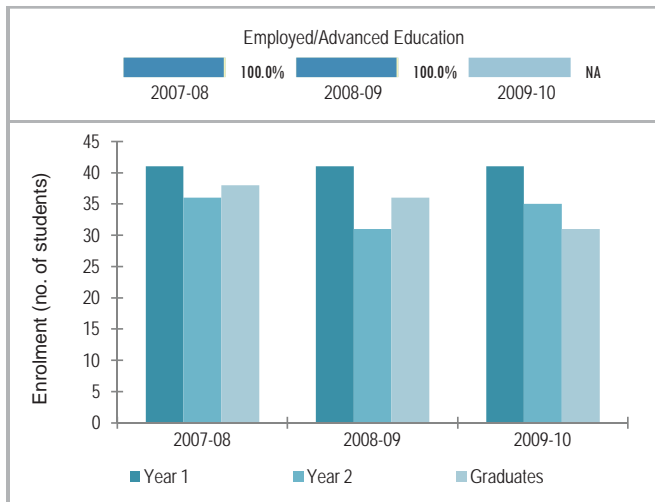
### *Two-year diploma program*

This program is designed to provide the academic foundation and supervised practical experience to develop the required skills in 5 sub-specialty areas for working in a medical laboratory environment.

Graduates find work in hospitals, other health care facilities, private and government labs and Canadian Blood Services.



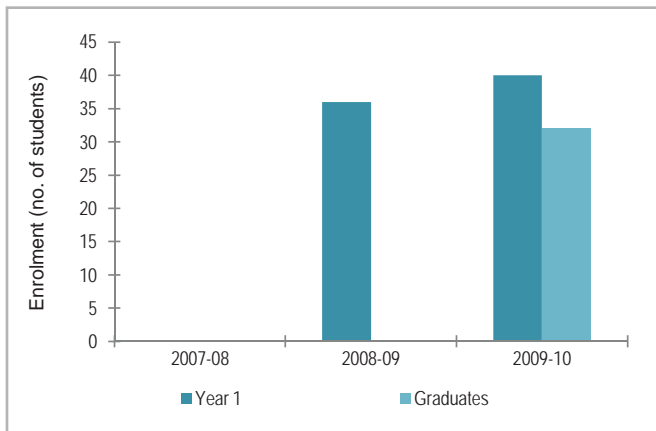
## Medical Radiologic Technology



### *Two-year diploma program*

The purpose of this program is to develop proficiency in the management of patients and the safe operation of x-ray equipment. Graduates find employment in hospitals and medical clinics. Some are working in related teaching and research, while others are employed as technical advisors or representatives for x-ray equipment and supply manufacturers. Graduates may choose to further their training in magnetic resonance imaging and ultrasound programs.

## Paramedicine - Primary Care Paramedic

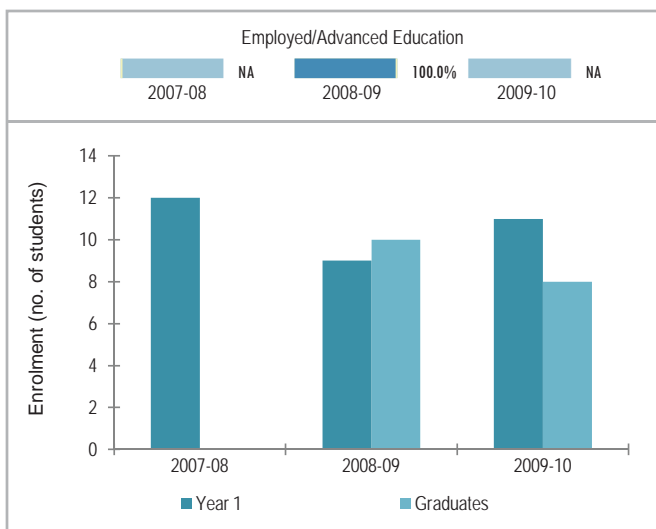


### *One-year certificate program*

This program provides students with the academic and clinical experience to develop the required skills to work in the exciting and challenging field of emergency medical services.

This program is based on the national occupational competency profile for Paramedicine - Primary Care Paramedic, and supports employment opportunities in rural and northern Manitoba.

## Pharmaceutical Manufacturing



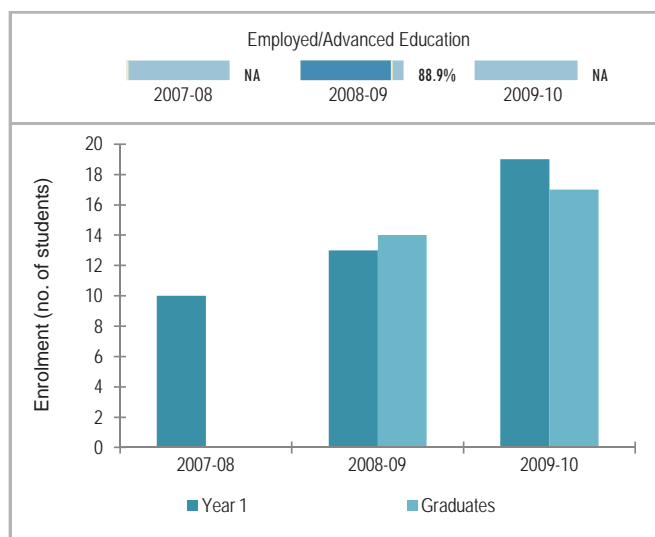
### *Eight-month certificate program*

Pharmaceutical Manufacturing provides pharmaceutical manufacturing skills such as documentation, safety and cross contamination prevention, milling and blending of powders, tablet compression, and pass/fail criteria. Graduates are employed as production technicians with Manitoba's regulated pharmaceutical manufacturing companies.

## Quality Assurance/Quality Control (QA/QC) in the Pharmaceutical Industry

### One-year advanced diploma program

This program will provide instruction in the concepts of working in a manufacturing environment controlled by regulatory agencies. As a QA/QC specialist, a graduate will be eligible to work in Good Manufacturing Practices (GMP) regulated laboratories or GMP regulated pharmaceutical manufacturing companies in quality control laboratories or in quality assurance, as well as in International Standards Organization (ISO) or Good Laboratory Practices (GLP) regulated laboratories.

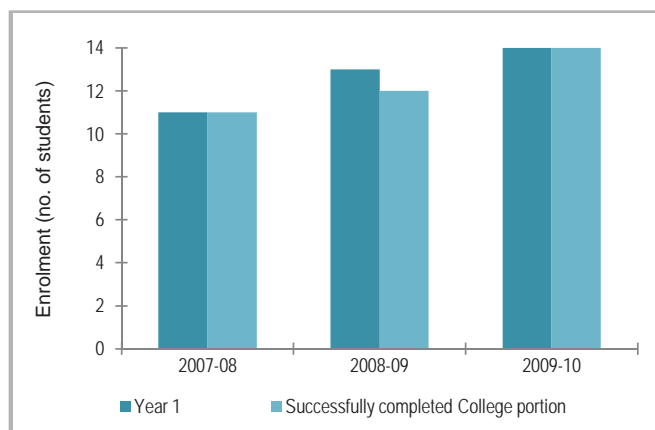


## Radiation Therapy

### Two-years

This program develops the knowledge and skills required to work in the treatment of cancer by use of ionizing radiation. Graduates find employment in cancer treatment centres in Manitoba and across Canada.

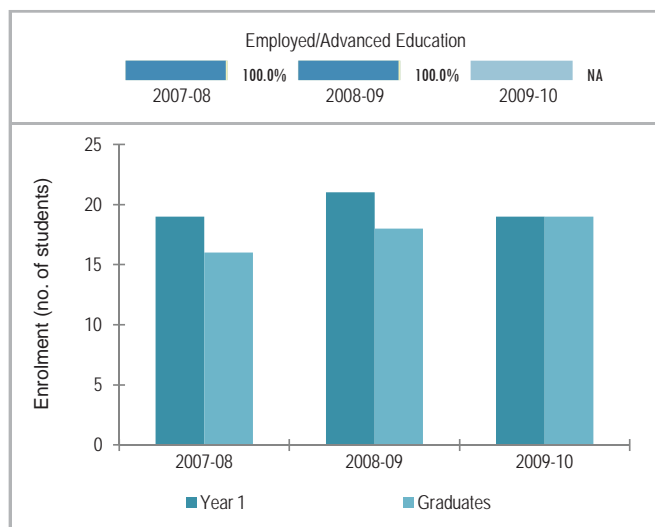
*Note: Students complete 15 weeks at RRC. The remainder of the two years is completed at clinical and hospital sites across Manitoba and Saskatchewan.*



## Rehabilitation Assistant

### Joint one-year certificate program

This program, offered jointly by RRC and Winnipeg Technical College, prepares students with the knowledge and skills necessary to provide rehabilitative care to clients and families under the supervision of a licensed rehabilitative therapist (i.e. Physical Therapist, Occupational Therapist, Speech and Language Pathologist). Graduates are employed in a variety of areas including health care facilities, schools and other organizations providing home therapy service.





Dean Marti Ford

Room F116, Phone: 632-2534,

Email: [mford@rrc.mb.ca](mailto:mford@rrc.mb.ca)



The School offers a number of strategic programs and services designed to assist students from various backgrounds to be successful in all areas of the College. An important focus has been co-operative work with the Aboriginal community. The School continues to improve programming and supports for Aboriginal (First Nation, Metis and Inuit) students and to improve services to Aboriginal communities by partnering with organizations and agencies in providing community-based education programs.

This School includes the Aboriginal Education/Program Development and ACCESS Programs department, and the Aboriginal Student Support and Community Relations unit.

## School Highlights

The School of Indigenous Education partnered with the School of Transportation, Aviation and Manufacturing to develop an ACCESS Aircraft Maintenance and Manufacturing program.

The Introduction to Trades Programs were offered in Peguis and Pinaymootang with a total of 31 graduates.

The School of Indigenous Education hosted the Manitoba First Nations Education Resource Centre Annual Science fair with over 500 students in attendance.

The Department of Education in Nunavut began working with RRC to ensure their curriculum meets RRC acceptance standards in order for their students to enter into RRC programs.

Tour numbers increased from previous year by 26% for adult education centres, high schools, friendship centres, apprenticeship students and general community requests.

The Elders offered 35% more workshops than the previous year that largely focused on the role of the elder.

The School hosted a partnership signing (M.O.U.) and think tank session for the Treaty Relations Commission of Manitoba, Canadian Human Rights Commission and the Manitoba Human Rights Commission at our Princess Street Campus (EDC).

RRC co-hosted the ACCC two-day Conference on Aboriginal Education. April Krahn co-emceed the conference; Marie Zahorodny presented on our Enhancement Year Partnership with Fisher River Cree Nation. RRC's School of Indigenous Education hosted an evening dinner and presentation for participants of the ACCC conference

The 10th annual pow-wow was celebrated with a record attendance of 800 guests honoring 80 Aboriginal students. The three Elders-in-Residence worked tirelessly to make an eagle staff for the college to commemorate 10 years of celebration. For the first time at any public post-secondary institution, a woman, Dean Marti Ford, led the grand entry by proudly carrying the staff.

The second annual Christmas Village was organized for three days and one evening. The number of staff and students increased by 17%. In addition, the volunteer base increased 75%, almost exclusively from outside the college which demonstrates community commitment for this event. Over 750 people attended and 504 pictures were handed out.

The Aboriginal Recruitment Officer organized a Community Recruitment Initiative for interested and available staff to travel with her to specific communities offering personal information sessions on support, services and academic program opportunities. They travelled to The Pas, Cross Lake, and Selkirk.

The School expanded the student-focused programs to include Community Circles. The Aboriginal Student Support Representative(s) along with the R-Crew invite four students each month that seem to be "lost in the system" for lunch in the hopes of making a connection. The circle has been extremely well received and many of those students have since moved into the centre or made connections through referrals for supports.

The School also expanded the student-focused programs to include a Student Recognition Program. The program is an opportunity for staff to honor a student who has improved or increased their dedication to education or volunteerism or conversely, to recognize a student who could use a "pick me up" or encouragement by way of a formal hand written



card along with an RRC gift card. Instructors have welcomed the opportunity and often email quite detailed comments to include on the card.

Cultural advisor Rob Apetagon facilitated a presentation on Wisdom Keepers & Elder protocol for the Faculty Development week titled *Elders as Wisdom Keepers: Sharing and Respecting a Way of Life*.

Inuit Elder Levinia Brown was hired as the third Elder-in-Residence working one day a week in the Aboriginal Centre.

Guest speaker Cecil Sveinson from Winnipeg Police Services facilitated a workshop on Working Effectively with Aboriginal People for 85 participants.

A cultural teaching session was held in the Medicine Wheel Garden during College Week on the Universal Heartbeat of Mother Earth, facilitated by Lisa Michelle (cultural teacher).

Elder Levinia Brown facilitated a workshop on Inuit wall hangings for staff and students. She will combine all the individual artistry into one larger wall hanging to feature in the centre.

The School applied and received two Program Innovation Fund Awards for \$10,000 each, one for an Aboriginal Youth Summer Camp and a second for an advanced review on the Sweatlodge Feasibility Study. Both to be delivered in the 2010-2011 fiscal year.

Fairford's Introduction to Trades program (utilizing the Mobile Training Lab) held a graduation ceremony for their 15 Red River College graduates.

The School organized an event for staff and students centered on Aboriginal awareness, history and pride titled *Aborigination*. The art exhibit featured art work from all nations and spanned the entire length of the east library hallway.

## Staff Notable Achievements

**Marti Ford** was re-elected as co-Chair of the Aboriginal Affinity Group of ACCC, and was appointed to the Premier's Advisory Council on Education, Poverty and Citizenship. She also sat on the following boards: Volunteer Manitoba; Career Trek, Manitoba Urban Inuit Association; Skills Manitoba; Community Education Development Association; and the University of Winnipeg.

**Cindy Benoit** received her M.A. degree in Education from Central Michigan University.

**James Slade** presented workshops in Sao Luis, Brazil on two occasions on Access and Success for the 1,000 Women project.

**April Krahn** developed and delivered two workshops at the World Forum on Education, Vocation and Technology in Brazil. One session focused on informal/formal learning and access to competency

based credentials such as PLAR, and the other highlighted importance of holistic lifelong learning models related to interculturality and social inclusion for the future of educational advancement.

**April Krahn** was appointed to the Manitoba Women's Advisory Council.

The **Aboriginal Student Support Representative** and the **Aboriginal Centre Coordinator** attended the CACUSS conference themed "Shine" in Edmonton Alberta. They both applied and received awards of \$1,000 each to attend the conference through the National Aboriginal Student Services Association award.

**Marti Ford** co-presented at the Aboriginal Human Resource Council Annual Conference on Strategies for Success and Retention of Aboriginal People in the Workplace.

**Marti Ford** and **Michael Stuhldreier** were invited to Val D'Or Quebec to speak on Developing Curriculum Through the Integration of Aboriginal Culture with Educational Theory and Practice.

**Marti Ford** was invited by New Brunswick Community College to present a five-day project on Access to education to facilitators in Palmas, Brazil. She also presented a five day workshop in Maceio, Brazil to participants in the 1,000 Women project.

## Student Notable Achievements

Numerous students received significant funding toward their education through local and national scholarship programs from organizations such as the Business Council of Manitoba, the Helen Betty Osborne Memorial Foundation, The Foundation for the Advancement of Aboriginal Youth, and the National Aboriginal Achievement Foundation.

The 2009-10 Convocation Gold Medal Award winners were:

- **Samantha Dumas** *Computer Applications for Business*
- **Colleen J. Hrabí** *Community Development/Economic Development*
- **Shawna Huber** *Aboriginal Language Specialist*
- **Angie Ann Perkins** *Aboriginal Self-Government Administration*



RRC's Elders-in-Residence (L to R):  
Mae Louise Campbell, Jules Lavalee, Levinia Brown



## ACCESS Model Programs

The ACCESS Model Program is designed to provide admission to specific Red River College programs for individuals who would not otherwise have the opportunity to attend College because of social, economic or cultural factors; formal education; or geographical location (inaccessibility to post-secondary institutions).

The ACCESS Model Program offers entry into the following programs:

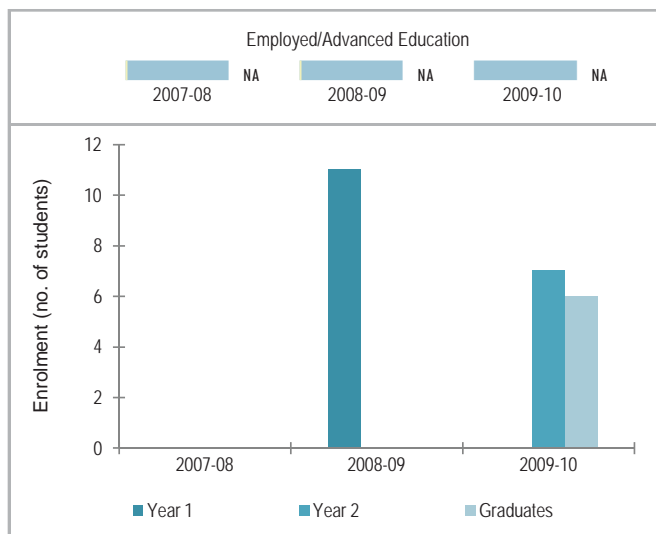
- ACCESS Aircraft Maintenance and Manufacturing
- ACCESS Business Administration Integrated
- ACCESS Civil Engineering Technology
- ACCESS Nursing
- Other - Students accepted into other regular Red River College day programs can apply for funding and/or other support services through the ACCESS Program office providing they meet the basic criteria.

### ACCESS Supports

The ACCESS Model Program promotes student success by providing academic supports, personal support/counselling and financial support.

## Aboriginal Education Programs

### Aboriginal Language Specialist



#### *Two-year diploma program*

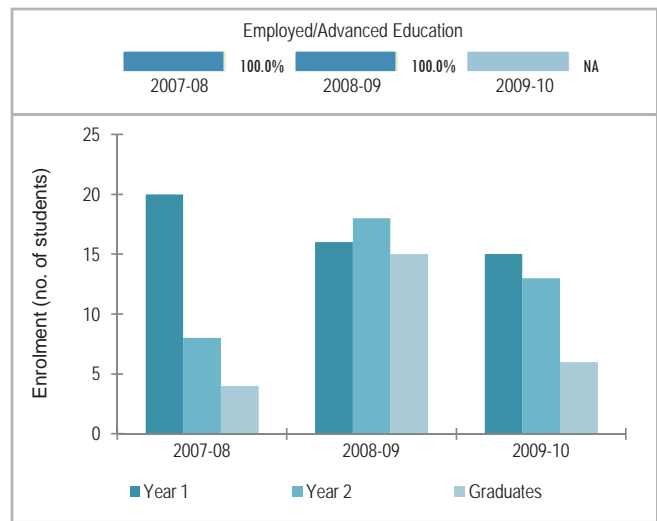
The Aboriginal Language Specialist program is designed to train students in Aboriginal language instruction, Aboriginal language planning, and interpreting and translation.

This program trains fluent Algonquian speakers (Cree, Ojibwe, Oji-Cree and Michif) in translating and interpreting in a variety of settings. Students interested in or familiar with an Algonquian language can further their skills.

## Aboriginal Self-Government Administration

### Two-year diploma program

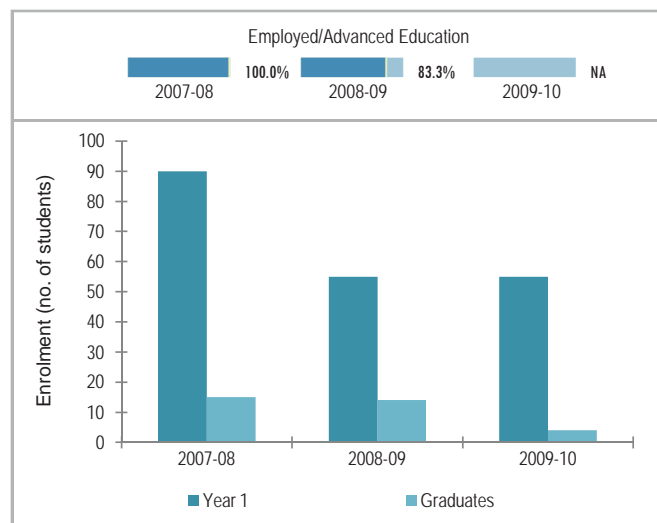
This program provides training for Aboriginal students in the Aboriginal self-government process. Training is provided in all the fundamental aspects of the self-government process, including knowledge of political systems, traditional and existing models of self-government, and the skills associated with administration, finance, management and policy analysis.



## Biindigen College Studies

### One-year certificate program

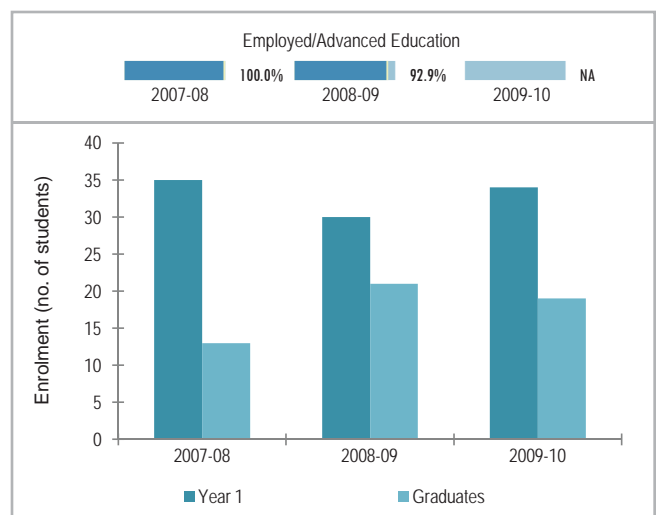
This program assists Aboriginal students to achieve the appropriate prerequisites and skills to transfer into other College programs of their choice. One of the mandates of the Biindigen College Studies program is to support the incorporation of Aboriginal perspectives into the curriculum content. Moreover, the College strives to nurture the academic, spiritual, physical and emotional needs of students to assist them in achieving balance during their academic training and in other areas of their lives outside of the College environment. Students take credits to be transferred into other College programs, however, in addition to the regular program offerings, Biindigen College Studies' courses are registered as dual credits so students can also graduate with a Mature High School Diploma.



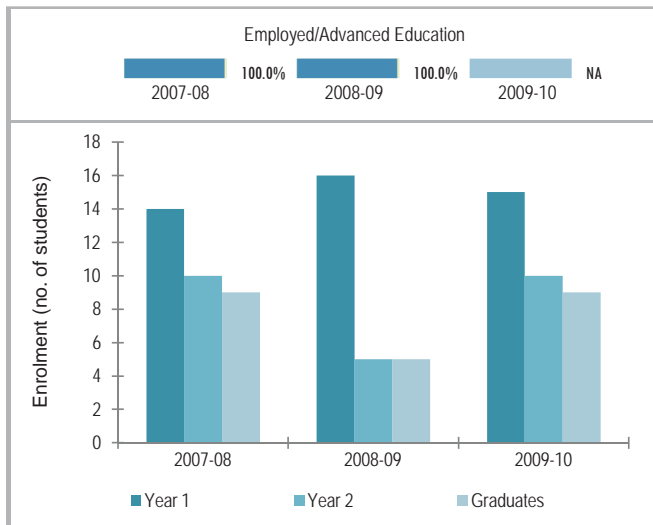
## College Preparation for Nursing

### One-year certificate program

This program is designed to provide students with the academic and professional skills necessary to enter and be successful in the Joint Baccalaureate Nursing Program.



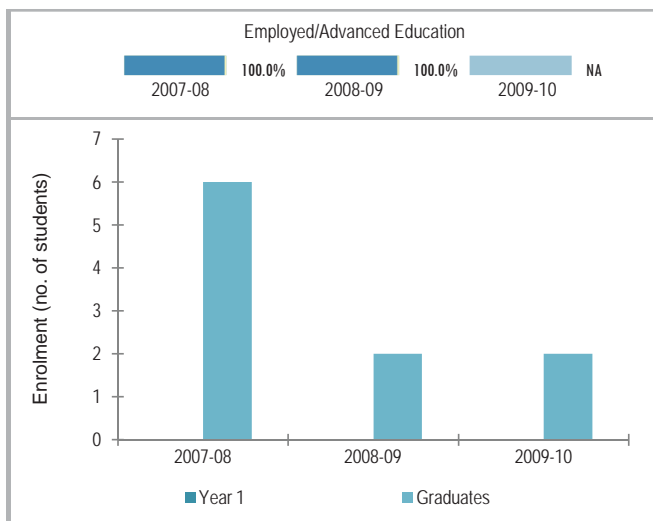
## Community Development/Economic Development (CD/CED)



### *Two-year diploma program*

This program offers opportunities for people to develop skills to work in community development in the inner city. Graduates will have the knowledge and skills to strengthen community-capacity building and focus on the strengths of individuals and communities.

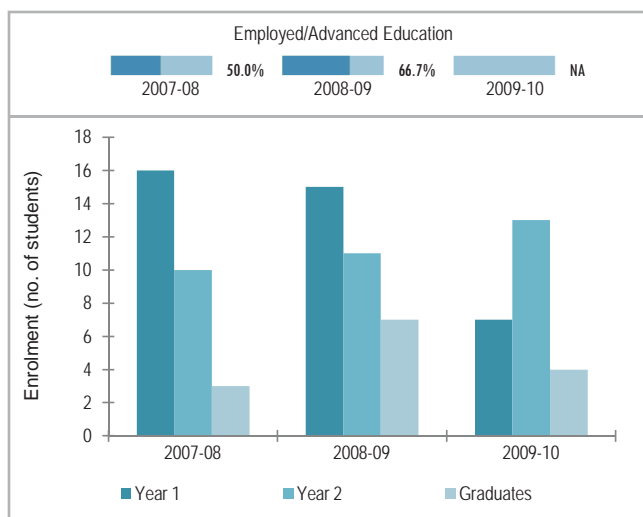
## Community Development/Economic Development Certificate



### *One-year certificate program*

Students who successfully complete the first year of the Community Development / Economic Development program and exit the program may receive a Community Development certificate.

## Computer Applications for Business



### *Two-year diploma program*

This program is a four-year program offered in The Computer Applications for Business program teaches students to use relevant Microsoft Office technology, prepare accurate business correspondence, communicate effectively and professionally in business environments while respecting cultural diversity, develop problem solving, decision making and management skills, and manage change while balancing professional and personal responsibilities.

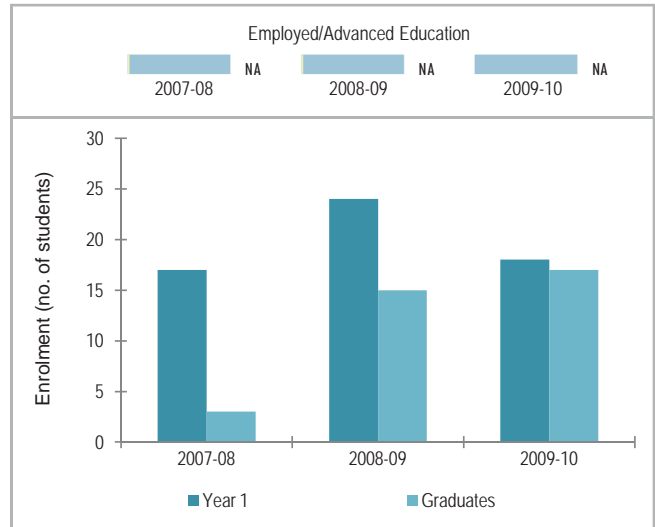
*Note: The name of this program was changed from Information and Office Administration to Computer Applications for Business in 2007-08.*



## Information and Office Assistant

### *One-year certificate program*

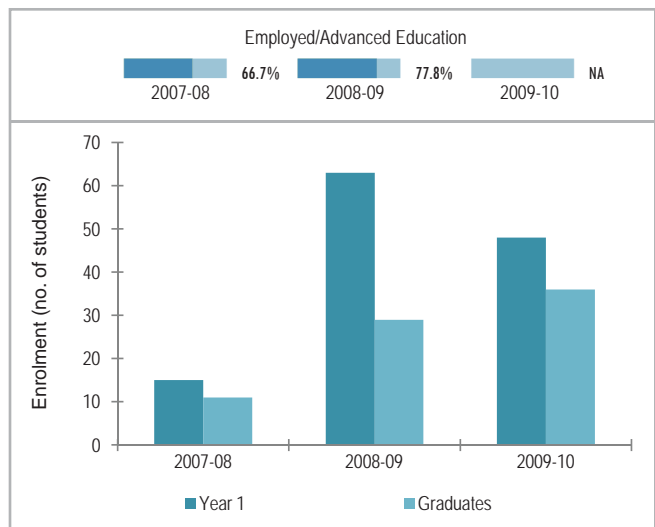
Students who successfully complete the first year of Computer Applications for Business and exit the program may receive a certificate in Information and Office Assistant.



## Introduction to Trades

### *Five-month certificate program*

This program is designed to introduce Aboriginal students to and prepare them for entry into existing RRC trades programs. The trades programs include Automotive Technician - Certificate, Carpentry and Woodworking, Electrical, Manufacturing Technician, Outdoor Power Equipment Technician, Piping Trades, Precision Metal Manufacturing, and Welding.



# SCHOOL OF

## TRANSPORTATION, AVIATION & MANUFACTURING



Dean Don MacDonald

Room A138, Phone: 632-3990,

Email: [dmacdonald@rrc.mb.ca](mailto:dmacdonald@rrc.mb.ca)

This School comprises three departments: Mechanical, Manufacturing and Communications; Transportation, Mathematics and Science; and the Stevenson Aviation and Aerospace Training Centre. These departments provide training in apprenticeship, diploma and certificate programs. The School provides trades, technology, and apprenticeship education and occupational training to support the Manitoba economy and infrastructure at certificate, diploma, and advanced diploma levels.

### School Highlights

A cohort from Jamaica attended a 32-week Automotive Technician Certificate program at RRC starting in January and completing the program in August.

Staff started production of limited quantities of bio diesel in the processor acquired from Red Deer College. Limited use in agricultural equipment has demonstrated marginal performance loss issues.

Product service training was delivered via the department or in association with General Motors, Chrysler, Mazda, Hyundai, Yamaha and Eaton Road Ranger.

The School provided wheel-off certification and training to approximately 75 technicians from Manitoba Infrastructure and Transportation.

The staff and students of the Transportation department completed a project car for the Red River Exhibition scholarship fund. The project generated positive publicity and provided a wealth of training activities.

The first delivery of the Apprenticeship Gas Turbine and Overhaul program was completed.

The Aircraft Maintenance Engineer diploma class welcomed a number of international students from India.

The School undertook a project to build a gas turbine fuel system simulator, including data acquisition and cold weather imaging systems. This project is in partnership with the National Research Council's Gas Turbine Laboratory, and is funded by Western Diversification Canada.

Building "M" is nearing completion of renovations funded by the Knowledge Infrastructure Program. Floors, drains, ventilation and equipment upgrades are completed.

Construction began on a new building to house the Power Engineering program. The program's existing three boilers and steam turbine are being relocated as part of the project, and will be tied into the Notre Dame Campus's existing high pressure steam system, allowing the heat and steam generated by class instruction to be used by the College. The facility is being constructed to a LEED Silver standard, and it will serve as a laboratory for research in energy efficiency and environmental sustainability. The project is being funded through the Knowledge Infrastructure Program.





## Staff Notable Achievements

**Jim Voht** completed his term as an executive board member of NACAT. Jim has now accepted the role of NACAT 2011 conference chair for the upcoming event hosted here at RRC.

**Tom Grant** participated on the Mid Canada Marine Dealer Association Education Committee and also is the Chair of the Canadian Association of Motive Power Educators (CAMPE).

**Brad Dusik** and **Mark Klimchuk** both sit on committees within the Automotive Trades Association and the I-CAR committee.

**Scott McPherson** is the Provincial Trade Committee representative for Skills Manitoba. Scott represents the automotive competition.

**Wayne Bobychuk** is a Provincial and National Trade Committee representative for Heavy Duty Mechanics.

## Student Notable Achievements

**Devon Wood** from the collision repair program and **Ross Onyschak** from the Heavy Duty technician program won Gold medals at the Skills Manitoba event.

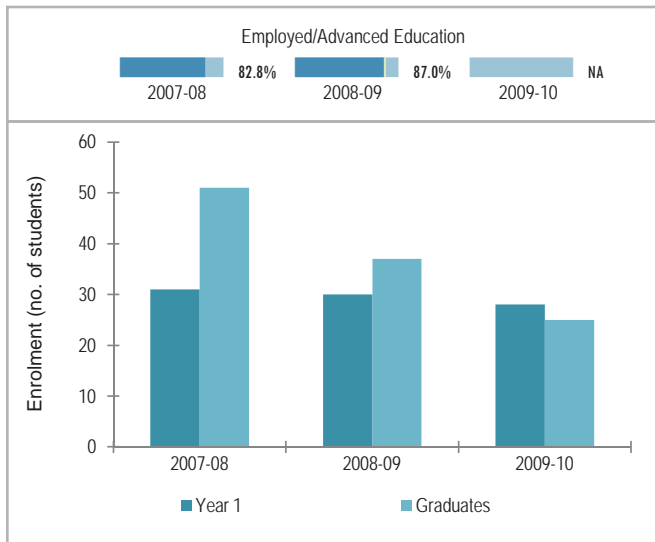
The 2009-10 Convocation Gold Medal Award winners were:

- **Glen F. Beamish** *Mechanical Engineering Technology*
- **Jimi Wayne Manick** *Automotive Technician*
- **Kyle Robert McDowell** *Power Engineering Technology*
- **Mark Adam McLaughlin** *Aircraft Maintenance Engineer*



First-year Mechanical Engineering Technology students with the Stirling engines they built during the 10th Annual Stirling Engine Run-off. Stirling engines run on nothing but warm air and ice.

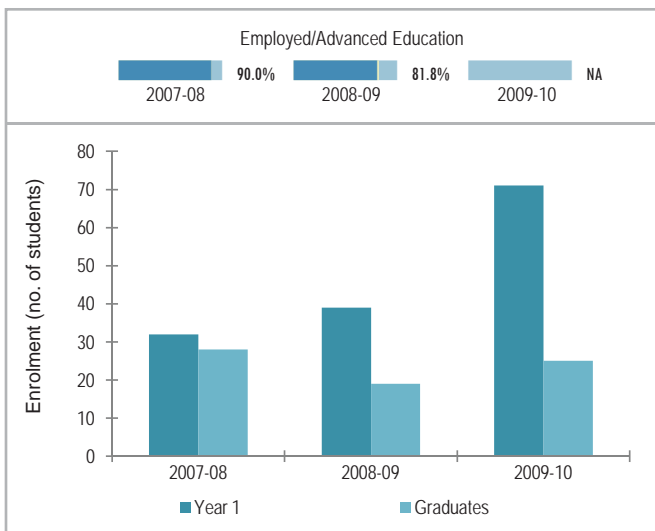
## Aerospace Manufacturing



### Five-month certificate program

This program was developed through a collaborative effort between Boeing Canada, Bristol Aerospace, and Red River College. Students acquire the skills and techniques required in positions as skilled production workers in the area of aerospace composite manufacturing.

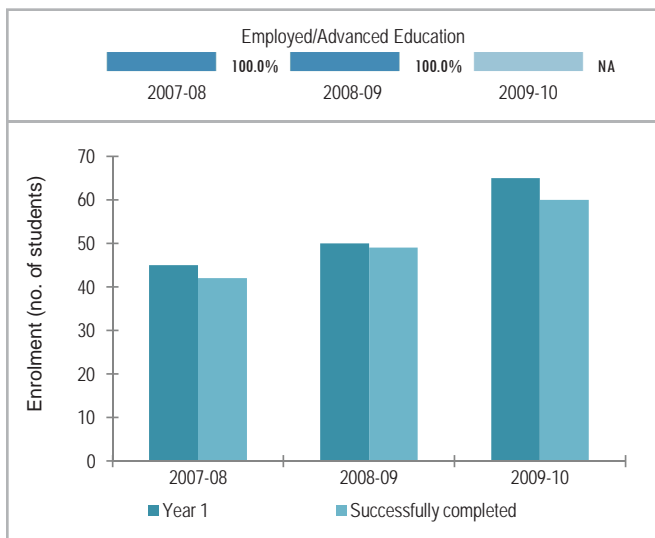
## Aircraft Maintenance Engineer



### Fourteen-month diploma program

The purpose of this program is to develop knowledge and skills in maintenance of both large and small aircraft, including fixed wing and helicopters, and to provide Transport Canada approved training toward an Aircraft Maintenance Engineer License. Potential employment opportunities across Canada include passenger and cargo air carriers, air charter companies, flight schools, and nationally approved Aircraft Maintenance Organizations (AMOs).

## Automotive Service Education



### 64 week program

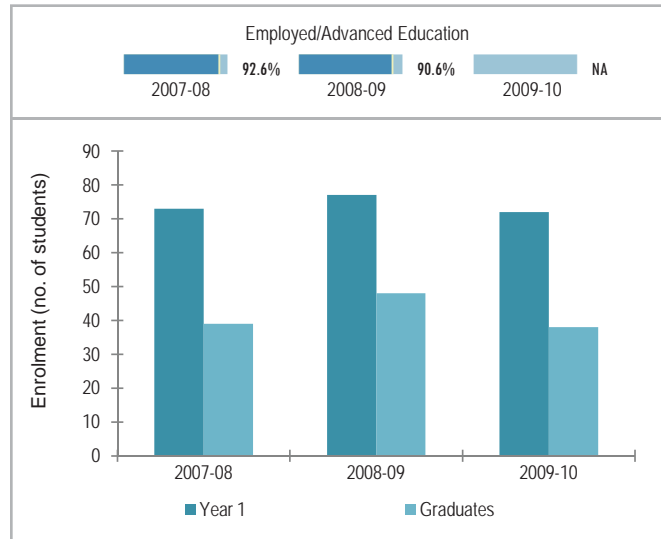
This program prepares potential automotive technicians for a career in the automotive field. Students spend 32 weeks in the College and 32 weeks with a sponsoring General Motors of Canada dealership. Upon successful completion of both the in-college and dealership training, and a two-year period of employment in a GM dealership, the graduate is entitled to write the Inter-provincial Standards Examination to qualify as a journeyman.



## Automotive Technician - Certificate

### *One-year certificate program*

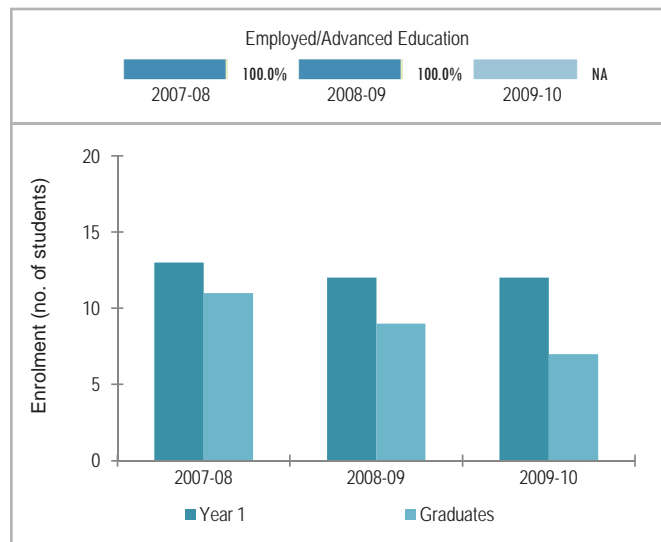
Students learn to disassemble, inspect, machine calibrate and reassemble motor vehicle units or components. Graduates find employment in service stations, dealerships, large corporations, farming communities and allied industries where they may work in service, repair, sales, or parts distribution.



## Automotive Technician - Diploma

### *One-year diploma program*

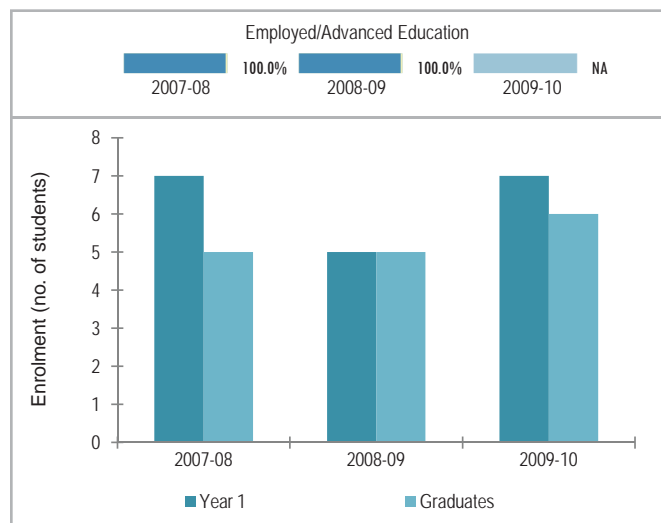
Students obtain the knowledge and skills needed to work in the motor vehicle electronic technician field. Graduates find employment in almost any vehicle repair shop. Entering students must have completed a 10-month Automotive Technician (certificate) program or have graduated with a Power Mechanics diploma from high school.



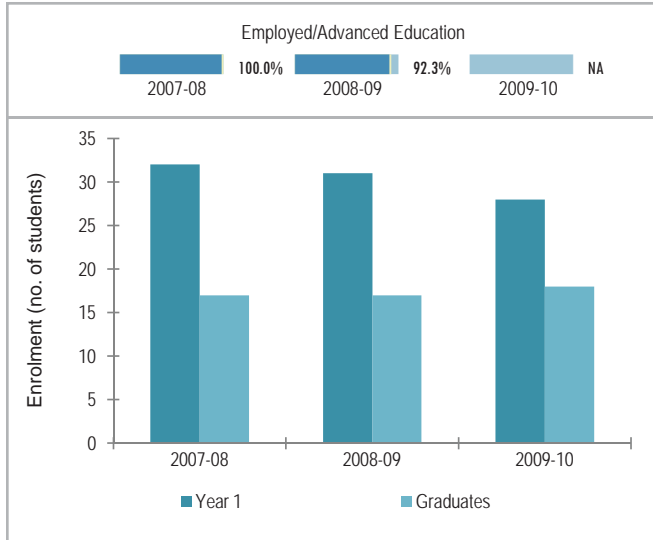
## Collision Refinishing

### *Four-month certificate program*

This new program addresses industry concerns about the large shortage of skilled technicians needed to work in either Collision repair facilities or Commercial industries. This program is designed to develop the necessary trade skills and knowledge required to refinish damaged vehicles, refinish fleet vehicles and participate in other commercial applications.



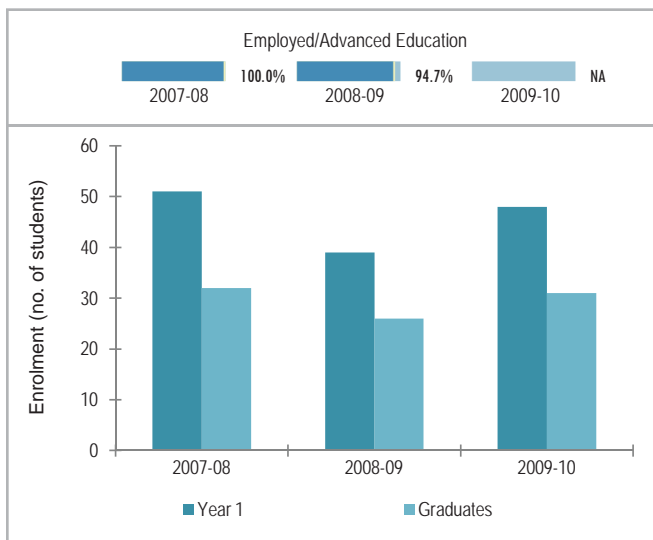
## Collision Repair and Refinishing



### *One-year certificate program*

Graduates of this program possess the skills and knowledge required to repair damaged vehicles, including all phases of auto-body repair and painting. They have found employment as auto-body mechanics, metal finishers, painters, body-frame specialists, service or parts managers, machine operators, or service-station operators. Others are employed as claims adjusters, collision estimators or shop supervisors.

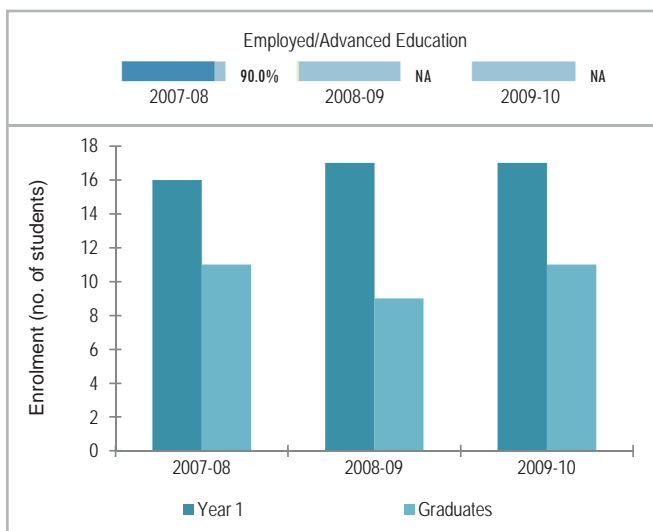
## Heavy Duty Equipment Mechanic



### *One-year certificate program*

In this entry-level program students develop basic knowledge and skills required to perform routine maintenance and repairs to vehicle systems and components. Students develop an understanding of the basic purpose, construction, operation and servicing of components, parts and assemblies of trade-related equipment. Graduates find employment in the agricultural, construction or transportation sectors.

## Manufacturing CAD



### *One-year certificate program*

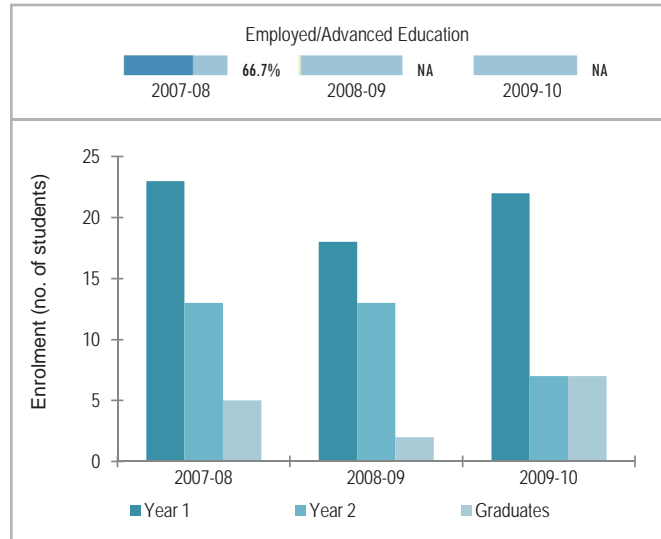
The program provides students with the skills necessary to produce computer-aided mechanical drawings of components and assemblies of industrial machines, machinery parts, and other mechanical equipment. Graduates are trained in the principles and applications of manufacturing design and production for careers engineering firms, consulting firms, manufacturing companies, utility companies, and aerospace and other industries that require mechanical/industrial technical skills covered with the scope of the Manufacturing CAD program.

## Manufacturing Technician

### Two-year diploma program

This program provides students with an enhanced understanding of manufacturing processes and the relationship of these processes to the machining trade. Graduates possess skills in: cost estimation and process planning, computer operation, CAD/CAM basic tool and fixture design, as well as CNC machine operation and programming. Graduates find employment as CNC operators, machinists, toolmakers, quality assurance inspectors, manufacturing planners, prototype developers, technical sales persons and supervisors.

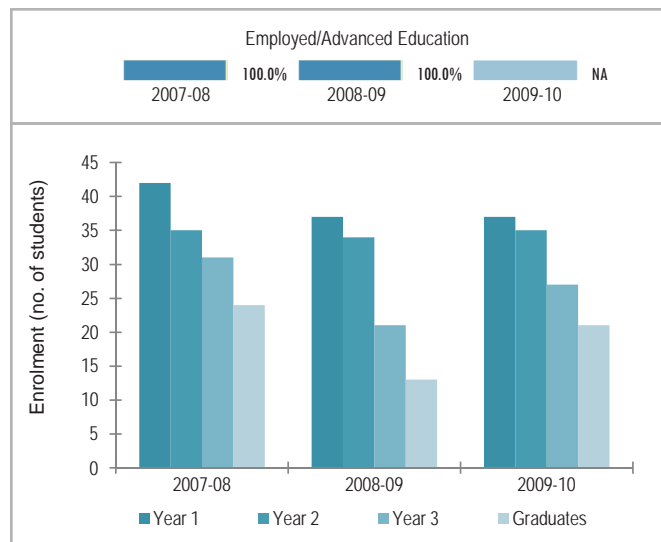
*Note: Students who successfully complete Term 1 can graduate with a certificate in Machine Shop Practice - Basic. After Year 1 (Terms 1 and 2) students can earn a certificate in Computer Numerical Control (CNC) Machine Operator, or in Machine Shop Practice - Advanced.*



## Mechanical Engineering Technology

### 28-month co-op education diploma program

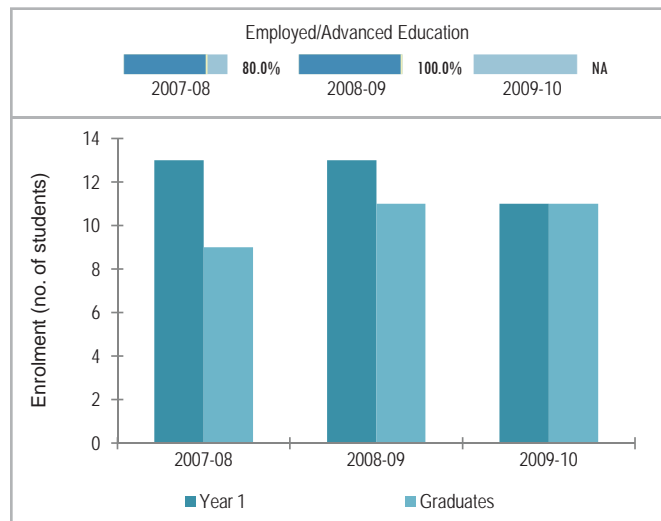
Students develop knowledge and skills in mechanical design, the production side of manufacturing and technical supervision. Graduates find employment in design, technical sales, manufacturing, instruction, research and management with companies involved in agriculture, mining, aerospace, air conditioning, refrigeration, transportation, foundries, fluid power, consulting engineering and government services.



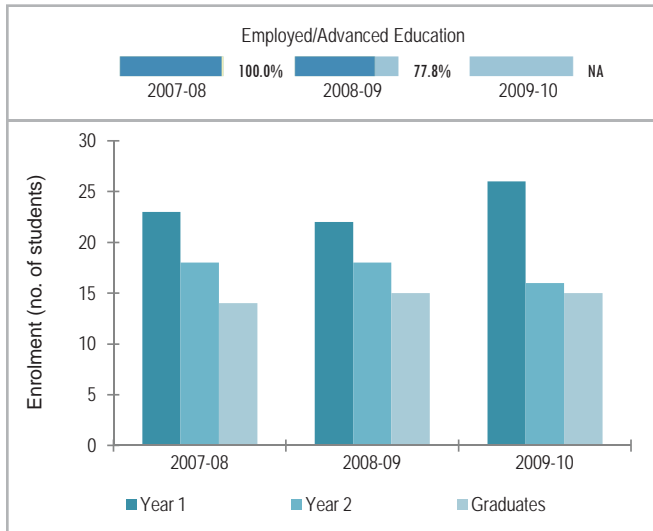
## Outdoor Power Equipment Technician

### One-year certificate program

Students develop the skills and knowledge required for entry-level employment in the power equipment repair field. Graduates find employment with firms engaged in the sales or service of power equipment. Such firms may include agricultural equipment dealers, private power equipment sales and repair shops, rural agribusiness and various federal, provincial and municipal government departments.



## Power Engineering Technology

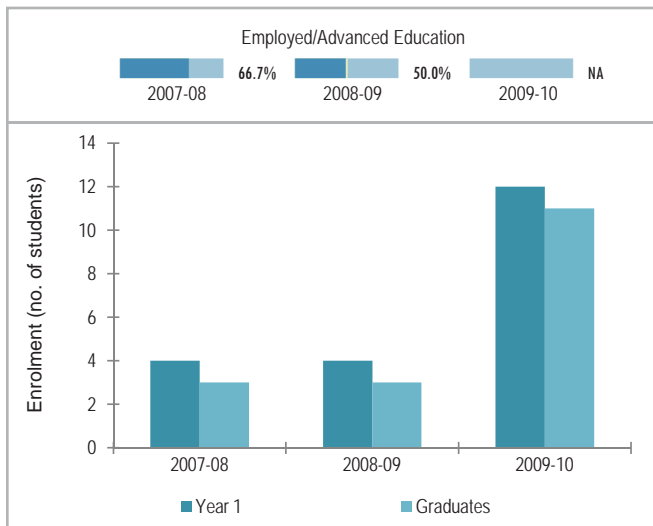


### Two-year diploma program

This program develops knowledge and skills required for the safe operation of major equipment in commercial, industrial, and public buildings. It includes enhanced power engineering technical studies, particularly the power laboratory technical studies and field experiences, which is in alignment with the Manitoba and Inter-Provincial experience requirements for Power Engineers. Graduates achieve their Standardized (Inter-Provincial) 4th and 3rd Class Certificates. This program provides graduates with a start toward a 2nd Class Certificate, and prepares graduates for studies required for higher levels of Power Engineering.

*Note: This program also has a certificate exit point at the end of the first year. Certificate graduates can obtain Class 4 certification.*

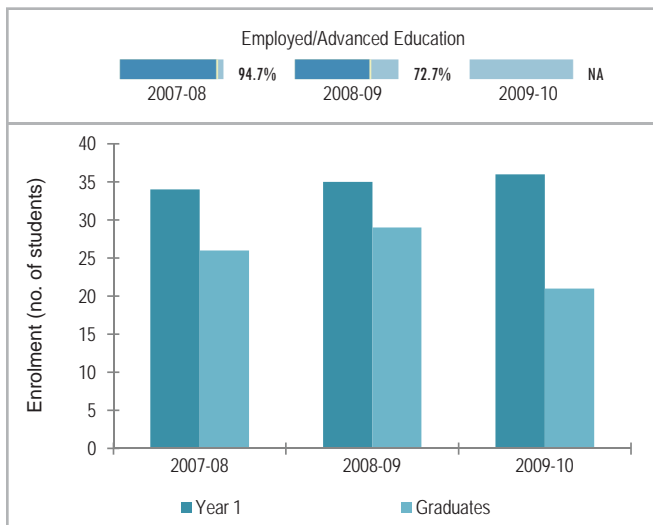
## Technology Management



### One-year advanced diploma program

This program is specifically targeted to graduates with technical diplomas and degrees. It provides an opportunity to complement graduates' technical skills with equally important managerial skills in areas such as corporate finance and accounting, project management, marketing strategy, and human resource management. The program provides technologists and others with the knowledge, skills, and abilities required for their roles as supervisors and managers in technical organizations, obtains recognition for the Technology Management program from professional organizations, and creates opportunities for technologists and others to earn advanced credentials in Technology Management.

## Welding



### Seven-month certificate program

Students learn to perform the oxy-acetylene, arc, tungsten inert gas and metal inert gas welding processes and related operations safely and effectively. Some graduates have found employment in aircraft maintenance, in the manufacturing of farm equipment and in heavy equipment repairs. Other graduates are employed in highway construction, northern mines and hydro-electric power plants.



Dean Paul Little

Room CM30A, Phone: 632-2232,

Email: [plittle@rrc.mb.ca](mailto:plittle@rrc.mb.ca)

This School provides comprehensive teaching and learning programs and support services. In addition to having the provincial mandate to prepare public school teachers in the areas of Industrial / Vocational and Business education, the School provides the College supports such as content expertise and research capacity through the Library and Learning Resources; faculty development through Teacher Education; curriculum design issues through the Program and Curriculum Development area and program delivery issues through the Learning Technologies areas. The School also manages the Program Innovation Fund which is used to support the continual enhancement of academic programs by funding innovative projects which are not covered by operating budgets.



## School Highlights

Face Validations were completed for the following programs: Biindigen College Studies, Hospitality and Tourism Management, Child and Youth Care, Library and Information Technology, Automotive Technician Certificate, Automotive Technician Diploma, Dental Assisting Level II, Medical Radiologic Technology, Health Information Management, and Manufacturing CAD.

The School of Learning Innovation:

- Completed two Interim Face Validations for the Network Technology and Power Engineering Technology programs (a new service offered by Program & Curriculum Development in 2009-10)
- Led the identification of requirements and the development of a Program Mapping Application in partnership with New Brunswick Community College. The application will be piloted and test in the 2010-11 Academic Year
- Led the college-wide implementation of the Student Evaluation of Instruction survey. In 2009-10, 6,880 students were given the opportunity to provide feedback on a total of 471 participating instructors. The average response rate for the implementation of the paper-based survey was 75.2%.
- Planned and facilitated the development of School Strategic Plans for: the School of Business & Applied Arts; the School of Indigenous Education; the School of Transportation, Aviation & Manufacturing; and the School of Continuing & Distance Education.
- Initiated video-on-demand (VOD) with Films Media Group (FMG) by subscribing to several titles mostly in the health sciences subject areas. New titles are being added on a regular basis.

A number of improvements were made to the NDC Library, including new shelving and display units, a new reading area, plants, new carpet and furniture for the Children's Collection area, a new security gate, and better lighting and signage.

Norman Beattie revised the Entrepreneurship Research Guide, turning it into an interlinked family of seventeen guides and also installed a FreeFind search engine for the guides to help pinpoint specific information.

The Evidence-based Practice Presentation References research guide was also updated and the Freefind search engine installed to cover all the Nursing research guides.

Two new research guides were created, a third was updated, and a FreeFind search engine installed for all three guides for the Electrical / Electronic Engineering Technology programs.

An Alternate Delivery Pilot "Level One Electrical Apprenticeship" began in October 2009 and completed successfully in June 2010. The 8 students completing the program achieved the same quality of exam results as those taking the block release program. The pilot became the foundation of a proposal to Apprenticeship Manitoba to develop more than 20 levels for blended online delivery.

A new E-Apprenticeship (EADDI) Project was funded by Apprenticeship Manitoba to start development of 20 levels of Trades Instruction in the summer of 2010. The project will complete development of the requested online Apprenticeship Levels by the spring 2012.

The migration of all e-content (400+ courses) from WebCT to a new Learning Management System, Desire2Learn, was completed by the end of the academic year. More than 200 instructors received training in the new platform.

Use of the Elluminate Virtual Classroom for live online teaching increased markedly to more than 40 courses in 2009-10. A notable highlight was the use of the tool to link multiple regional classrooms for simultaneous teaching. Now that the tool is built into the new RRC Learning Management System, we expect usage to increase past 100 courses in 2010-11.

Blending of online and face-to-face teaching resources is becoming the norm. Through the use of class sites in the GO Portal, Learning management systems, external social networking sites and the Elluminate Virtual Classroom, more and more courses blend classroom-based learning with web-based activities.

“Micro Video,” defined as single-concept, short self-produced video content continues to attract interest as the price of equipment goes down and ease of production enables the average instructor to create and upload video for their class use.

The use of educational technology specifically for diagnostic and remedial work is on the rise. These are blended into traditional class teaching settings and incorporate a variety of instructor-produced materials such as micro-video.

Teacher Education created four courses totaling 12 credit hours to become part of a Post Baccalaureate Diploma program that is offered at the University of Winnipeg. The courses are Advanced Manufacturing and Design, Collaborative Teaching and Mentorship, Teaching Online Course Development and Current Issues in Business/Technology Education.

Teacher Education field tested the Socrates software as part of the pilot project, dealing with Recognition of Prior Learning (RPL) assessments and faculty evaluation for the Certificate in Adult Education program.

Two new part-time Technical Vocational Diploma courses were delivered during the summer session with full enrolment. Both Applied Math and Communications were delivered in a half day format successfully over two weeks in July.

The 4th Cohort, 13 students, including 11 Red River College faculty, completed the Master of Arts Degree in Education from Central Michigan University, which is hosted by Red River College.

33 students graduated from the Teacher Education program including five from Business/Technology, 18 from Industrial Arts/Technology and 10 from Technical Vocational Teacher Education.

The Certificate in Adult Education currently has in excess of 550 active students taking courses with 54 graduates in the past year.

## Staff Notable Achievements

**Howard Engel** and **Erin Edwards** facilitated the C+DE online course Cataloguing Non-print and Electronic Resources. Howard also provided some introductory remarks at the McLuhan Focus's first Religion and Technology seminar, “What is the microphone doing at church?” at St. Paul's College, University of Manitoba.

**Janet Johnson** taught the course in Children's and Young Adult Literature for the Library Technician program. Janet was also selected to write book reviews for The Canadian Book Review Annual Online on a volunteer basis.

The Winnipeg Free Press of February 24th included an insert about the 100th Anniversary of the Navy featuring an article about **Mark Nelson's** 2003 book *Winnipeg's Navy: The History of the Naval Reserve in Winnipeg 1923-2003*, detailing the history of the local Naval Reserve Division HMCS CHIPPAWA.

**Bettina Allen** and **Hilda Cherry** hosted the Annual General Meeting for the Library Express group of the Manitoba Library Consortium.

**Mark Nelson** gave a session on “Using Social Media” at the MadLat conference.

**Gene Semchych** continued to volunteer his services to Manitoba's Asperger Syndrome community as President of Asperger Manitoba Inc. (AMI) in 2009-10. As President, Gene led the organization in its development of an Asperger Manitoba Resource Centre.

**Mike Stuhldreier** joined the board of Volunteer Manitoba.

## Student Notable Achievements

Students selected for the 2010 Manitoba Teachers Society Awards included **Mark Lebar**, **Suzu Martins**, **Jerrod Kusyk**, **Kelly Van Caeyzeele**, **Patrica Goldrup** and **Marcus Fowler**. The graduates were selected by faculty based not only on GPA, but also the student's relationship with faculty, their commitment to community and their contribution toward the learning and support of their peers.

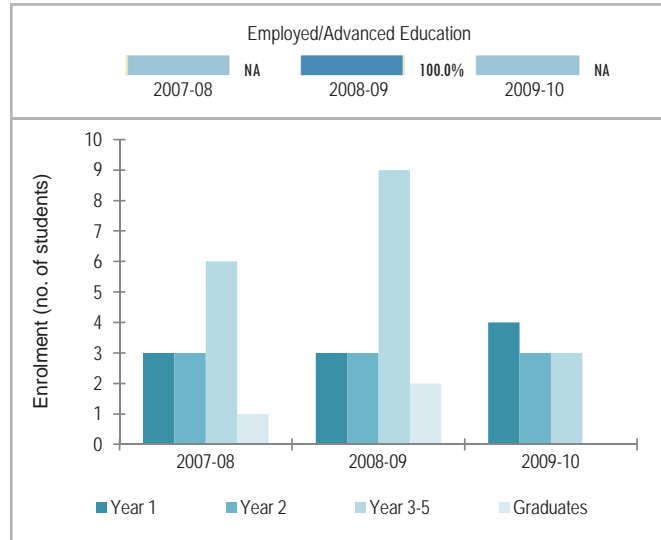
The 2009-10 Convocation Gold Medal Award winners were:

- **Erika Lynette Klassen** *Teacher Education (Business / Technology)*

## Business/Technology Teacher Education

*Five-year Bachelor of Education degree delivered jointly by RRC and the University of Winnipeg*

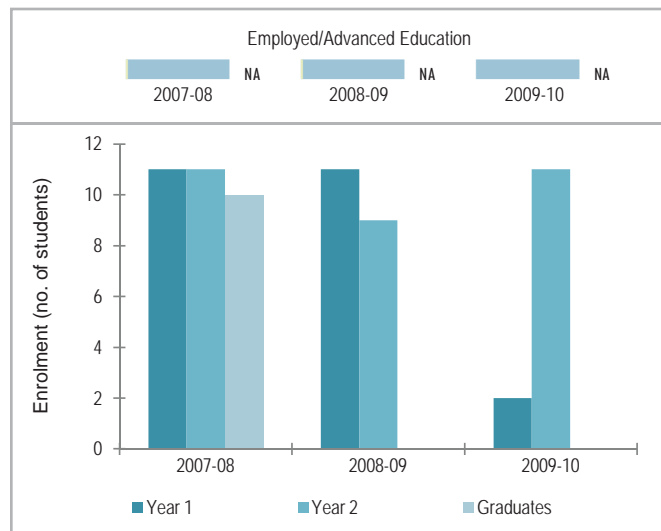
The Business Teacher Education program develops knowledge and skills in general business, accounting, marketing and secretarial; including technical skills in computer applications, word processing and computer accounting; and teaching methodology in business. Successful completion of the five-year program results in a Bachelor of Arts degree and a Bachelor of Education degree from the University of Winnipeg, as well as a diploma in Business Teacher Education from RRC. Graduates are eligible for a Permanent Professional Teaching Certificate from Manitoba Education and Training which allows them to teach in secondary schools in Manitoba.



## Business/Technology Teacher Education - After Degree

*Two-to-three year Bachelor of Education degree delivered jointly by RRC and the University of Winnipeg*

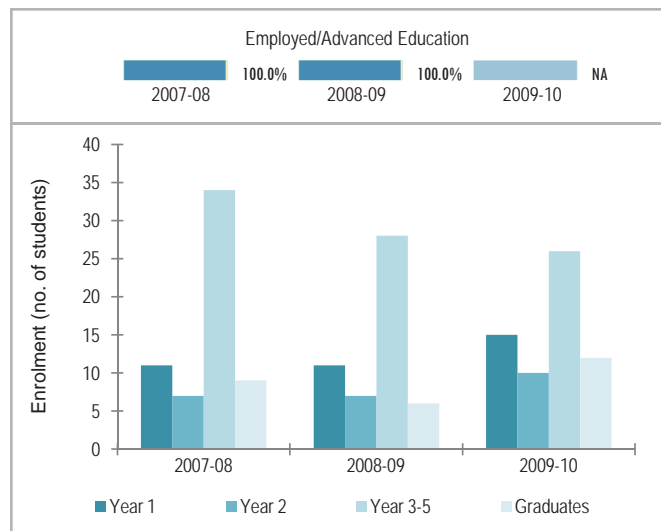
The After Degree Teacher Education program is a two-to-three year joint Bachelor of Education degree with the University of Winnipeg for holders of an undergraduate degree. Emphasis in the RRC portion of the program is directed at developing the technical knowledge and skills in business, combined with teaching methodology, required for the teaching major in business education. Graduates are eligible for a Professional Teaching Certificate from Manitoba Education and Training, which allows them to teach in secondary schools in Manitoba.



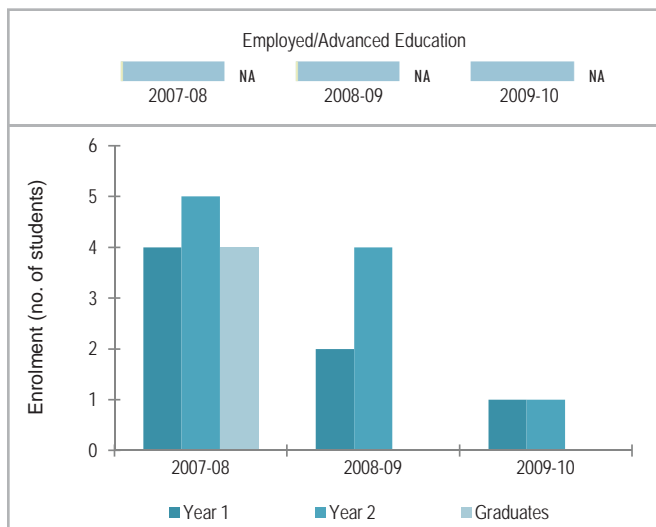
## Industrial Arts/Technology Teacher Education

*Five-year Bachelor of Education degree delivered jointly by RRC and the University of Winnipeg*

This program develops knowledge and skills in manufacturing, power and energy, graphic communications and construction; including computer applications, and teaching methodology in industrial arts and technology education. Successful completion of the five-year program results in a Bachelor of Arts degree and a Bachelor of Education degree from the University of Winnipeg, and a diploma in Industrial Arts Teacher Education from RRC. Graduates are eligible for a Permanent Professional Teaching Certificate from Manitoba Teacher Education and Training which allows them to teach in secondary schools in Manitoba.



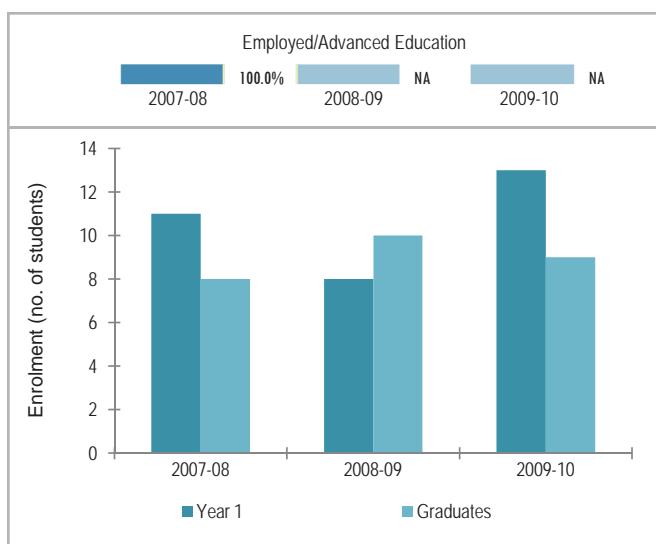
## Industrial Arts/Technology Teacher Education - After Degree



*Two-to-three year Bachelor of Education degree delivered jointly by RRC and the University of Winnipeg*

The After Degree Teacher Education program is a two-to-three year joint Bachelor of Education degree program with the University of Winnipeg for holders of an undergraduate degree. Emphasis in the RRC portion of the program is directed at developing the technical knowledge and skills in industrial arts/technology, combined with teaching methodology, required for the teaching major in industrial arts/technology education. Graduates are eligible for a Professional Teaching Certificate from Manitoba Education and Training, which allows them to teach in secondary schools in Manitoba.

## Technical Vocational Teacher Education



*One-year accelerated diploma program*

This program provides the knowledge and skills required for certification by Manitoba Education and Training. Graduates are eligible for a Permanent Special Vocational Industrial Teaching Certificate from Manitoba Education and Training which allows them to teach in their vocational area in secondary schools in Manitoba. The program makes up the first three years of the five-year Joint RRC/ University of Winnipeg Bachelor of Education Degree with a major in vocational education. Graduates find employment in teaching positions in high schools offering vocational industrial programs and in community colleges.





# SCHOOL OF CONTINUING & DISTANCE EDUCATION

Dean RaeAnn Thibeault

Room C118, Phone: 632-2481,

Email: [rthibeault@rrc.mb.ca](mailto:rthibeault@rrc.mb.ca)



The School of Continuing & Distance Education (C+DE) facilitates learner success by developing and delivering quality, innovative lifelong learning opportunities. Programs are delivered full-time, part-time in class, part-time distance delivery and customized corporate training.

C+DE is a strategic business unit that forms part of the Business Development Division. All courses and programs are offered on a cost recovery basis. One integral element to our success is our responsiveness to labour market needs. Our delivery of programs in a variety of ways helps make education more accessible and convenient for all learners. We welcome inquiries from industry and are pleased to develop solutions - full-time, part-time, distance education and customized corporate training - to meet industry needs.

## School Highlights

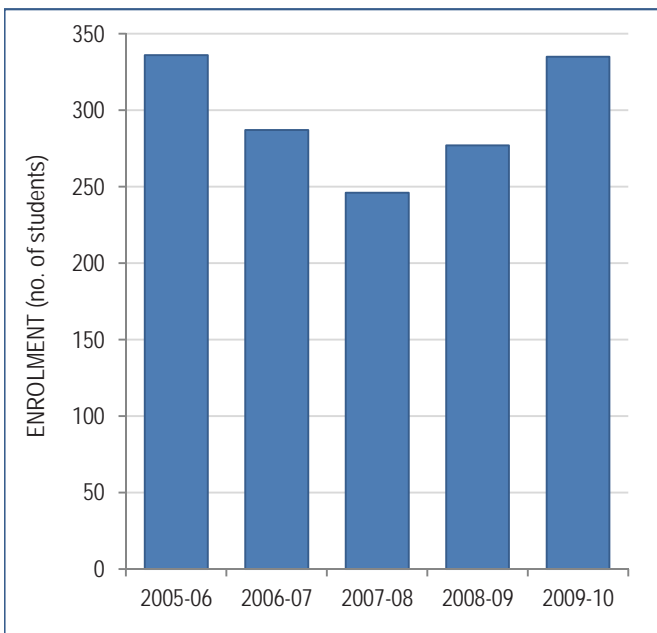
Full time programs offered July 2009 to June 2010 included: Applied Counseling, Health Unit Clerk, Legal Administrative Assistant, Occupational Health & Safety, Office Technician, Para Educator, Professional Photography, Power Engineering 5th Class, Recreation Facilitator for Older Adults, Residential Decorating, Sterile Processing Technician, and Railway Conductor.

One hundred and fifty Red River College employees took courses through staff development administered through C+DE.

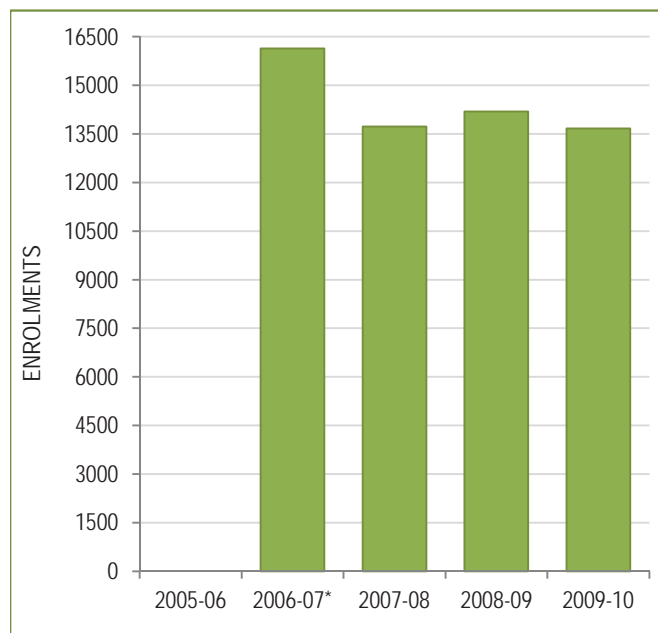
There were 107 students who took courses through the TAPIN program. The TAPIN program is offered through the Immigration Centre, an agency that offers assistance to immigrants to help them successfully integrate within Manitoba. Persons accessing services through the immigration Centre are provided with an opportunity to take courses at Red River College and University of Winnipeg at a reduced rate.

The Trades, Transportation and Industrial program area facilitated the first full-time Railway Conductor program with 13 successful graduates. The program received a

Continuing & Distance Education  
Full-time Enrolments



Continuing & Distance Education  
Part-time Enrolments



*\*Note: 2006-07 is the first year Continuing Studies combined continuing education and distance education part-time enrolments.*

five-year accreditation from the Railway Association of Canada (RAC). Red River College is the first college in Canada to be awarded the accreditation.

The Applied Arts and Communication program area transitioned the Apparel Design program from the University of Manitoba to Red River College with the start of the level 2 courses, and launched the first full-time Residential Decorating certificate program with 22 students enrolled.

The Health Sciences program area completed the development for the Medical Transcription certificate to be offered through distance delivery.

The Community Services program area facilitated the development of the Advanced Practice in the Studies in Special Needs Child Care post-diploma program delivered via distance education, and offered the first Mental Health First Aid Course.

The Information Technology program area received approval for the new Professional Photography program, which launched with an intake of 24 students.

The Information Technology program area received approval from the International Institute of Business Analysis (IIBA) as an Endorsed Educational Provider in August 2009.

The Manitoba Prior Learning Assessment Network (MPLAN) established a \$400 scholarship for students in the Recognition of Prior Learning (RPL) Practitioner program.

Gold Seal accreditation from the Canadian Construction Association was received for an additional 19 courses. There are now 25 Gold Seal accredited courses in the Trades, Transportation and Industrial program area.

Corporate Training facilitated a celebration for the Youth Recreation Activity Worker program offered through a partnership between Red River College and the Boys and Girls Clubs of Winnipeg. Eleven students completed the program successfully.

Corporate Training had six students successfully complete the Medical Laboratory Technology Cross training program in partnership with Allied Health Sciences, a partnership funded through Manitoba Health.

Corporate Training facilitated courses in Math and Essential Skills upgrading for Trades Qualification for twelve students from various Hutterite colonies in Manitoba.

The Community Services area, in conjunction with Manitoba Adult and Youth Corrections and RRC Aboriginal Education, arranged for nineteen Aboriginal students to pilot a recruitment test for the application as a Correctional Officer. The information will be used for program planning for a Pre-Recruitment program for Aboriginal Correctional officers.

The Health Sciences program area celebrated the successful completion of the Health Services Management program for 22 students from the Winnipeg Regional Health Authority.

## Staff Notable Achievements

A group of C+DE staff took part in a Habitat for Humanity build. The crew volunteered their hours of labour for customer service representative Sabina Pehlich, who has qualified for a Habitat home.

The Education, Environment and Foundations program area attended the 2nd annual Education Assistants of Manitoba conference. Instructors in the Para Educator program – **Paul Bourget**, **Rosemary Vogt**, and **Timothy Wall** - facilitated five workshops at the conference. Nineteen of the Para-educator students volunteered at the conference for set-up, registration and hosting the workshops.

## Student Notable Achievements

**Noriko Takahashi** and **Kim Goerzen**, students in the Special Needs Child Care program, received the \$600 Darlene Koch Memorial bursary.

Student **Renata Wall** received a \$1,000 award at the Project Management Institute's (PMI) annual conference.

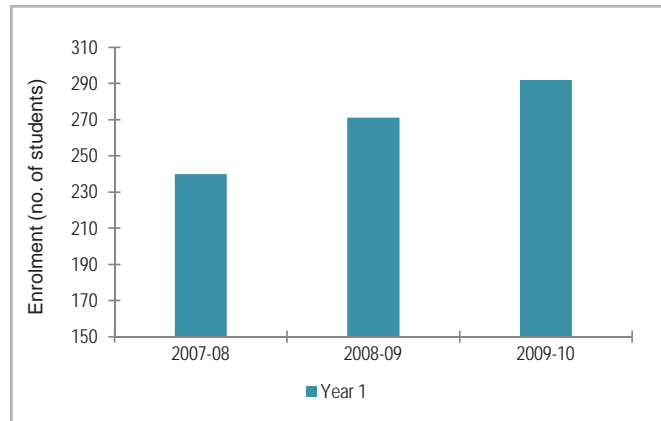
Two \$500 Pitblado LLP awards were presented to **Cindy Lambert** and **Brenae Maxwell**, in the Legal Administration Assistant program.



## Academic Development Programs

### *Adult Learning Centre certificate programs*

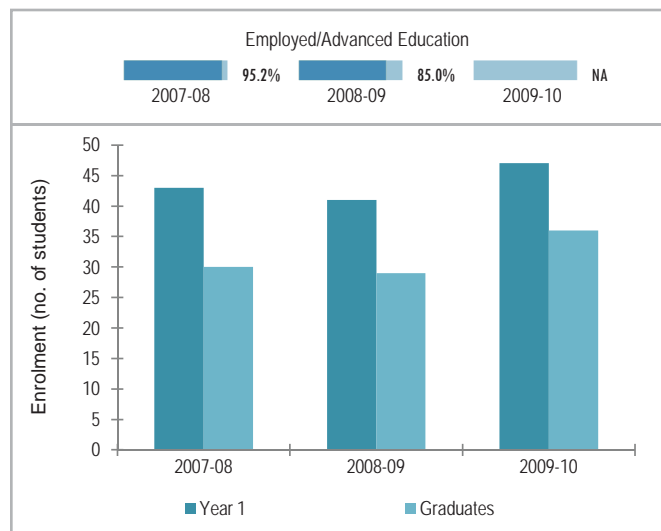
Academic Development Programs upgrade students' academic skills in mathematics, English, and physical science, and provide an introduction to computers. Students normally take only those courses necessary to qualify for admission to college programs.



## Applied Counselling

### *C+DE full-time certificate program*

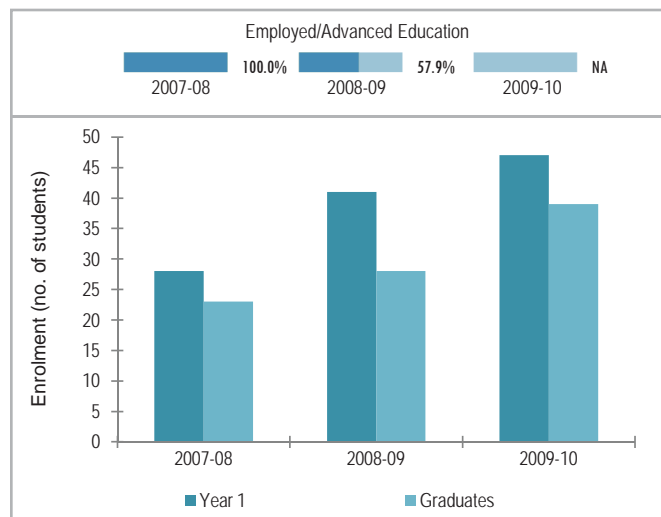
Students develop proficiency in basic counselling skills for use in working with children, adolescents, and families. Skills in cross-cultural counselling will be developed, and legal/ethical issues studied. Graduates will be qualified to provide entry level counselling in areas such as domestic violence, chemical dependency, substance abuse, and gender issues.



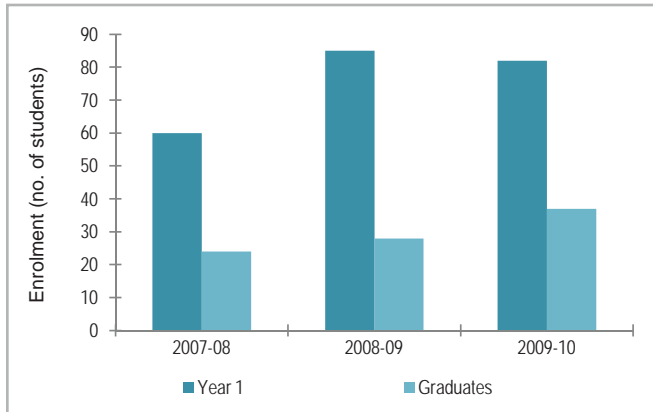
## Health Unit Clerk

### *C+DE full-time certificate program*

Students acquire the knowledge and skills required to function as part of the health care team and learn the roles and responsibilities of a Health Unit Clerk including maintaining patient and unit records, processing physician orders, diagnostic and laboratory orders and managing unit supplies.



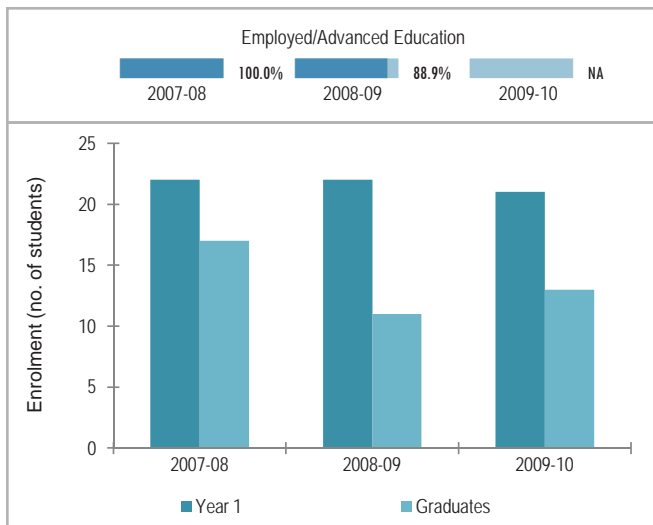
## Introduction to Business



### *Five-month Adult Learning Centre certificate program*

The purpose of this program is to prepare students for entry into selected programs in the business and applied arts and sciences area by developing their skills in communications, business mathematics, the fundamentals of Canadian business, and computer fundamentals. Students will have the opportunity to acquire the study and information technology skills that will enhance their success in an academic setting. Students will obtain advanced credits in the first term of the selected programs.

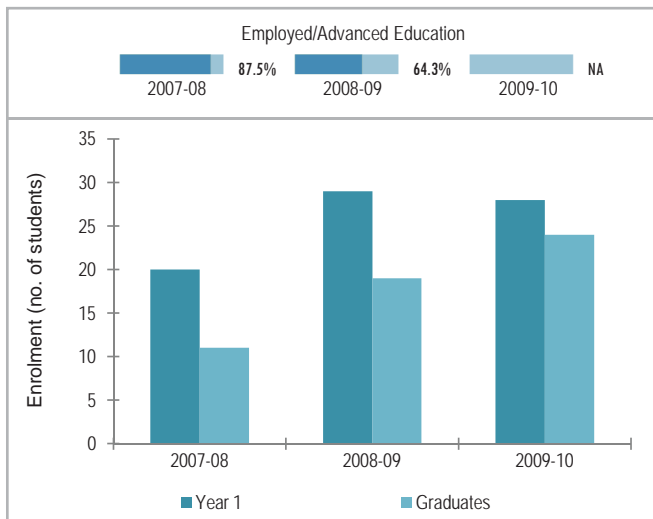
## Legal Administrative Assistant



### *C+DE full-time certificate program*

Students acquire the knowledge, skills and attitudes to perform effectively in a junior administration position in a legal environment and learn to professionally prepare legal documentation for real estate, wills and estates, civil litigation, domestic and family law, business and appeals.

## Occupational Health and Safety



### *C+DE full-time certificate program*

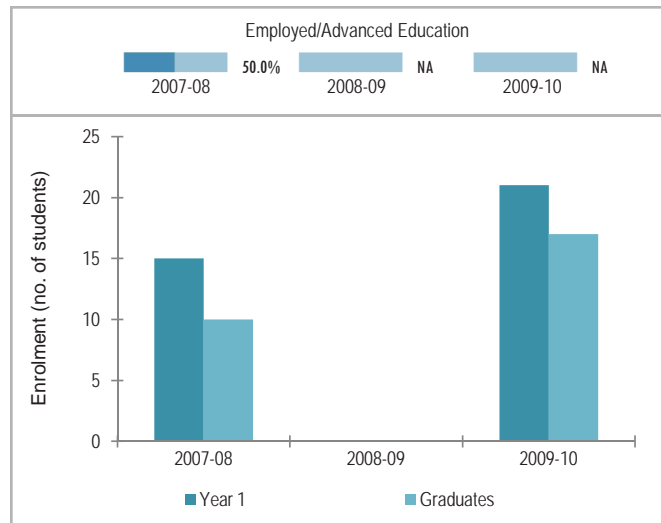
This program is designed to provide a fundamental understanding of occupational health and safety. The program addresses the role and responsibilities of an Occupational Health and Safety practitioner including risk management, hazard recognition, control, and prevention and safety management systems in the workplace, incorporating a multi-disciplinary approach in contributing to the development of a health and safety culture.



## Office Technician

### *C+DE full-time certificate program*

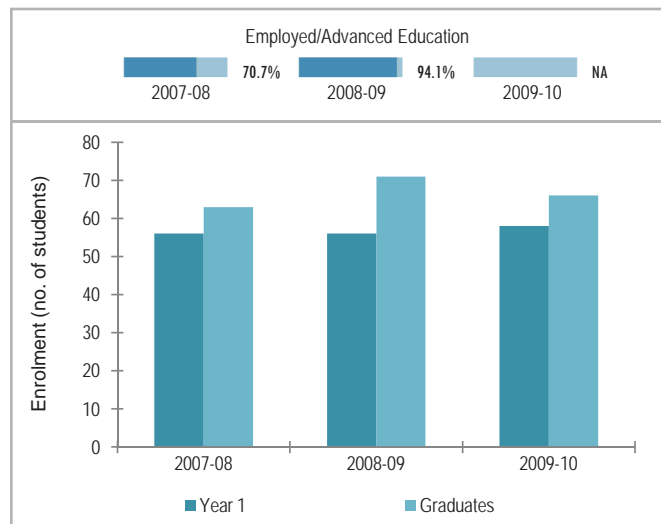
Students of this program gain skills in communications, mathematics and accounting, and microcomputer applications that are needed to secure an entry position in a business environment.



## Para Educator

### *C+DE full-time certificate program*

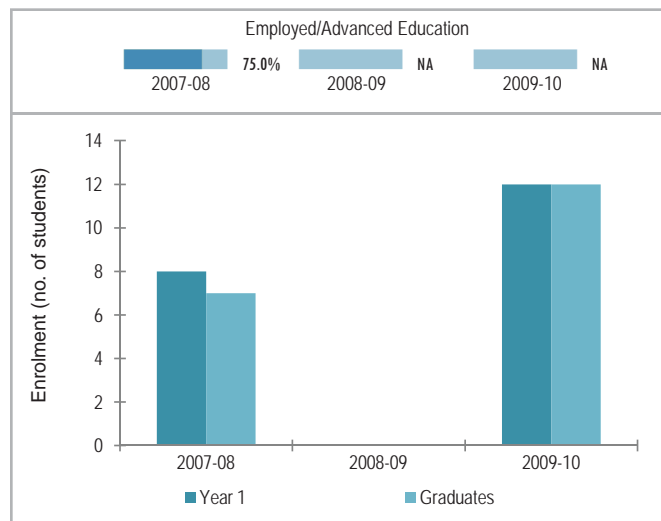
This program prepares students for entry-level positions as Para Educators (i.e., teaching assistants) to work with children under the direction of a teacher.



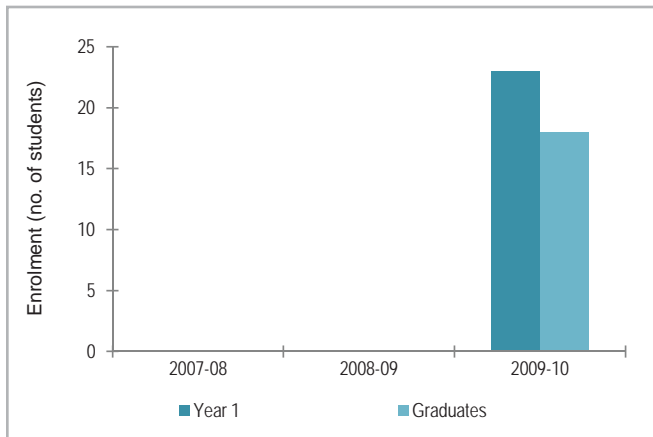
## Power Engineering - 5th Class

### *C+DE full-time certificate program*

Students in this program acquire the critical employability skills to function competently, professionally, and ethically as a fifth class power engineer. Graduates have found employment in industrial plants, school divisions, and other commercial industrial or public buildings.



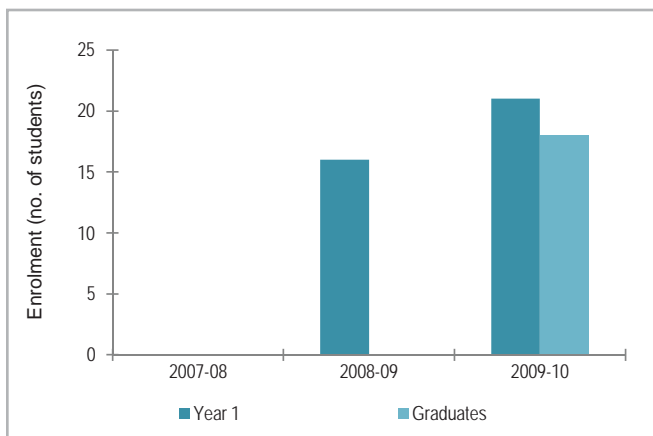
## Professional Photography



### *C+DE full-time certificate program*

Students gain the knowledge and skills required to develop technical and creative aspects of digital imaging manipulation, lighting, SLR operation, exposure, composition, printing, editing, retouching and processing, as well as foundational business skills.

## Railway Conductor

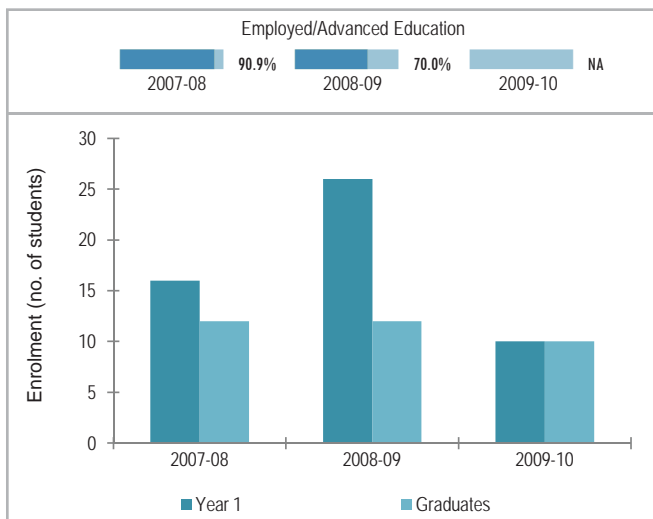


### *C+DE full-time certificate program*

This program integrates knowledge in safety, business, communications and wellness with the management of trains, including switching and marshalling cars, transporting dangerous goods, performing inspections, copying authorities and keeping records – all within the context of the Canadian Rail Operating Rules and railways General Operating Instructions.

*Note: July 2009 was the first graduating class for this program.*

## Recreational Facilitator for Older Adults



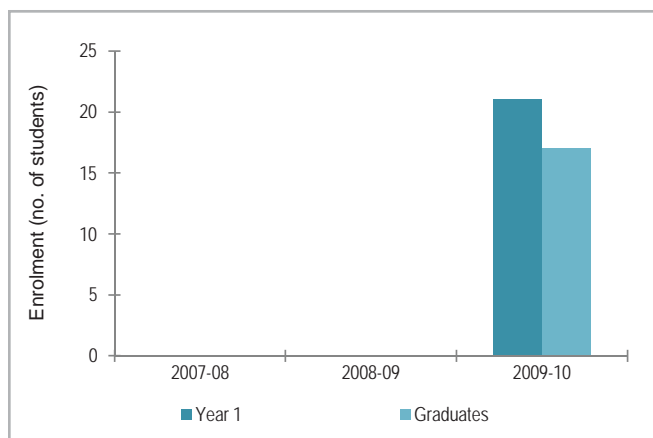
### *C+DE full-time certificate program*

This program provides students with the knowledge, skills, attitude and field-based practical experience to work with older adults.

## Residential Decorating Certificate Program

### *C+DE full-time certificate program*

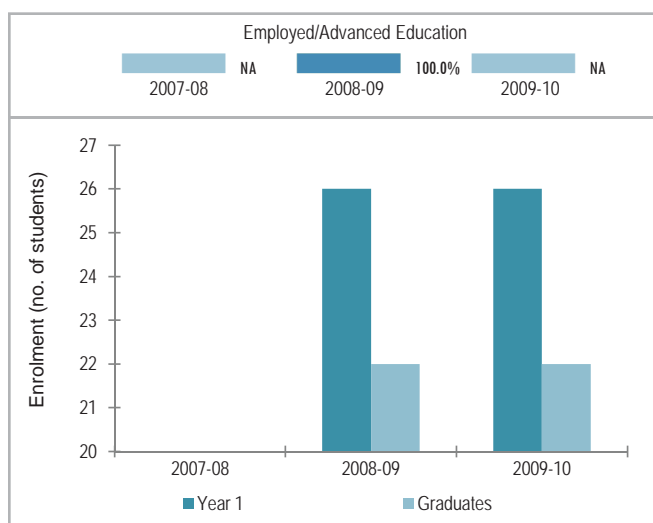
Students acquire the skills to successfully manage decorating projects to improve home spaces. They learn to apply design principles to enhance the function and quality of both interior and exterior living environments. Students gain the skills to analyze clients' decorating needs for development of furniture floor plans, product purchases and installation arrangements.



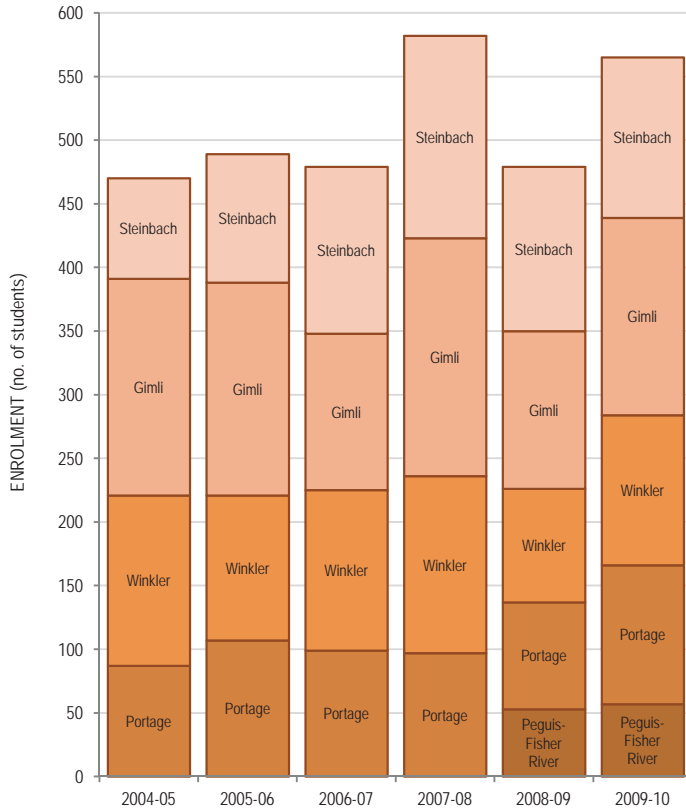
## Sterile Processing Technician

### *C+DE full-time certificate program*

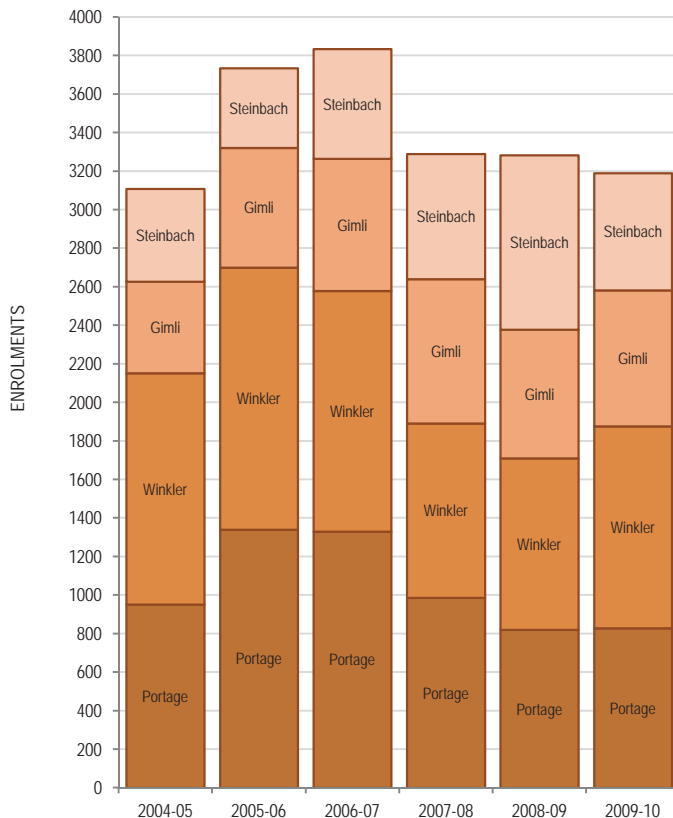
Students acquire the knowledge and skill for career opportunities in hospitals, surgical centres and health care settings related to the preparation of sterile equipment and supplies. This program teaches critical techniques in infection control, aseptic techniques and safety.



**Regional Campus Full-time Enrolment**



**Regional Campus Part-time Enrolment**



## Department Highlights

Regional Campuses continued to respond to Manitoba Family Service's province-wide training needs by delivering the Foundations in Disability and Community Support course in Brandon, Portage la Prairie, Dauphin, Steinbach, Winkler and Selkirk.

COPSE unanimously approved the College's acquisition of Victoria School as the new location for the Portage Campus.

Winkler Campus partnered with the Canadian Welding Bureau to offer an onsite Welding Supervisor Course.

Portage Campus partnered with Sandy Bay First Nation Post-Secondary Programs to deliver a full-time Introduction to College and University Studies Program (similar in content to the Biindigen program).

Portage Campus partnered with Sandy Bay First Nation Health Centre to deliver a full-time Preparation for GED program and a full-time Essential Skills, Literacy and Numeracy program.

Portage Campus facilitated the signing of a partnership agreement between the Regional Health Authority - Central Manitoba Inc. and the College. Various other partners also signed the agreement which recognizes that Aboriginal people are not represented in the health sector workforce in proportion to their potential labour force numbers, and that the partners have agreed that they will work together to develop initiatives and identify solutions to issues related to Aboriginal employment in healthcare.

Gimli Campus, under contract with the Manitoba Metis Federation Grand Marais local, developed and provided training to prepare applicants to write the Manitoba Corrections screening test used to select candidates for its correctional officer training program. Seven weeks of instruction was delivered at the Winnipeg River Learning Centre in Powerview-Pine Falls. Four of seven students were successful on their initial attempt to pass the test; two were successful the second time.

Gimli Campus completed delivery of the Early Childhood Education diploma program at Peguis First Nation. Twelve of sixteen initial participants successfully completed, and most found immediate employment in local child care centres and schools. The only male graduate was hired by a Winnipeg child care centre. Seven graduates went on to complete the Studies in Aboriginal Child Care post-diploma certificate program at Peguis-Fisher River Campus.

Peguis-Fisher River Campus delivered the Studies in Aboriginal Child Care post-diploma certificate program. Ten students successfully completed. Two experienced child care workers from Lake Manitoba First Nation joined recent diploma program graduates from Peguis and Fisher River First Nations. Two program graduates are directors of local child care centres.



Peguis-Fisher River Campus hired a part-time student support worker. As well as providing onsite assistance for students and staff, she also arranged for more access to services at and from the Winnipeg campuses.

Peguis-Fisher River Campus continued to develop a process for obtaining community input by meeting regularly with representatives of the Peguis School Board, the Fisher River Education Authority, Peguis Development Corporation Education and Training, and the Fisher River Human Resource Program.

Peguis-Fisher River Campus, in its second year of operation, delivered four programs: College Preparation for Nursing certificate; Aboriginal Self-Government diploma (year 2); Business Administration Integrated diploma (year 2); and Office Technician certificate.

Winkler and Steinbach campuses, using Elluminate technology, were able to deliver the second-year

Business Administration (Accounting major) to a total of 17 students. A Steinbach Campus instructor delivered Quantitative Methods to Steinbach and Winkler students, while a Winkler instructor delivered Cost Accounting to both groups.

Gimli Campus obtained accreditation from Apprenticeship Manitoba for a five-month pre-employment Electrical program at the Winnipeg River Learning Centre.

Gimli Campus was contracted by Evergreen School Division to provide its experienced educational assistants with the opportunity to acquire Red River College Educational Assistant certificates. Four instructor-led courses were delivered, with the remaining courses, including the practicum, being completed via RPL. Employees who achieved the certificate also received an increase in their hourly wage.



## Staff Notable Achievements

**Norman Mayer** was the first instructor to deliver an Elluminate-facilitated course from Steinbach Campus. He also completed his Certificate in Adult Education.

## Student Notable Achievements

Steinbach Campus student **Sara Martens** (*Business Administration year one*) won the Student Association's Regional Campus Scholarship for highest GPA after first term. This is the second year in a row that the scholarship has been awarded to a Steinbach Campus student.

Four Steinbach Campus students were awarded CP Loewen Foundation Bursaries: **Shaun Harder**, **Megan Isaac** and **Kyla Murray** (*Business Administration year two*), and **Patricia McGregor** (*Educational Assistant*).

Steinbach Campus student **Danielle Voth** joined the Students' Association in 2009-10 and became its President for 2010-11.

## Department Highlights

Enrolment at the Language Training Centre (LTC) continued steady in 2009-10. More than 1,000 students enrolled over the two terms. The LTC maintained its capacity for day programming at the Main Street Campus facility. Due to lack of space at the Main Street Campus, the LTC offered the Canadian Communication for Physicians Trained Abroad program at the Exchange District Campus.

The LTC sees students from more than 30 countries in its English as an Additional Language (EAL) programs. Africa, China, Russia and the Philippines are the largest sources of students at the LTC.

The LTC continues to be a leader in the adult EAL field in Manitoba with its delivery of a variety of English for Specific Purposes Programs (Apprenticeship and Trades, Health Care Aides, Business, Nursing, Technical, Professional) and Bridging programs (Bridging Program for Internationally Educated Nurses and Canadian Communication from Physicians Trained Abroad). These programs are designed to assist immigrants with developing the English skills necessary to pursue their career goals. These programs are delivered under a funding contribution from the Province of Manitoba's Manitoba Immigration Integration Program (MIIP).

The LTC hosted a visiting scholar, Grace Song, from Shenyang Institute of Engineering. During her time at the LTC, Grace observed classes, reviewed curriculum materials and assessment protocols, and learned about LTC administrative procedures.

The LTC undertook research projects as follows:

- The Centre for Canadian Language Benchmarks in Ottawa (with funding from Citizenship and Immigration Canada) contracted with LTC to develop sections of a new national English language assessment tool. The work will include test items and videos and audio clips developed by RRC.

- The LTC conducted two internal research projects, one funded through the Program Innovation Fund (Tracking English as an Additional Language Students in RRC Career Programs), and the other funded through the Research Innovation Fund (Adaptation of Components of the Canadian English Benchmarks Assessment for Nurses – CELBAN).

A record number of internationally educated nurses chose the Canadian English Language Assessment for Nurses (CELBAN) as their method of demonstrating their English language proficiency to one of the nursing regulatory boards across Canada. In 2009, there were 722 administrations of CELBAN across Canada, an increase from 2008 when there were 585 CELBAN assessments administered. In 2009-10, there were sites in British Columbia, Alberta, Saskatchewan, Manitoba and Ontario. RRC continues as the national administration site for CELBAN and oversees all of the sites across Canada.

The LTC assessed the English language proficiency of 383 applicants to RRC programs. This number included 249 applicants to RRC career programs and 134 international students applying for LTC programs.

## Staff Notable Achievements

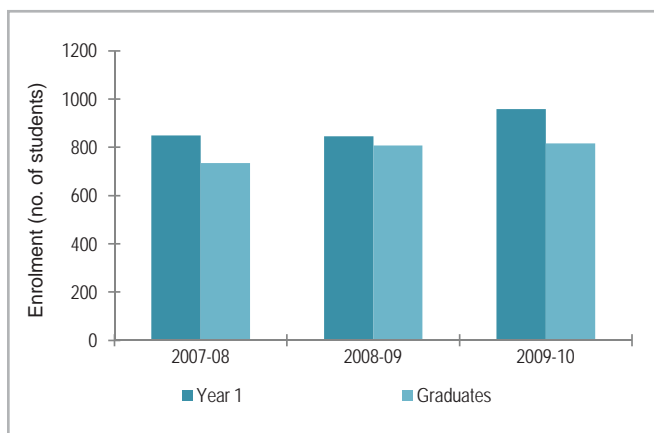
**Cathy Lewis** and **Blanche Kingdon** from RRC LTC presented a workshop on the work the LTC has done to analyze the English language demands of RRC career programs at the TESOL (Teachers of English as a Second or Other Language) International Conference in Boston, USA.

Two LTC instructors, **Kathleen Kerr** and **Catherine Lewis**, achieved Master's degrees.

## Student Notable Achievements

**Liliane Biti**, an LTC student in 2009-10, received a Community Literacy Award from Canada Post.

## English as an Additional Language (EAL) Programs



### Certificate programs

The Language Training Centre offers full-time language programs with 25 hours of instruction per week. The intensive courses are interactive and include periodic excursions and the use of computer labs. Many EAL students have found that the English for Specific Purposes programs at the Language Training Centre have opened up employment opportunities for them. Others have gone on to continue their studies in college or university programs. Perhaps the most widespread benefit for all EAL students has been their increased ability to communicate effectively in the community.

# → APPRENTICESHIP

The skilled trades create the public and private infrastructure required to support a competitive knowledge based economy. Strong economic growth over the last decade has created an unprecedented demand for new skilled trades persons.

Working in partnership with Apprenticeship Manitoba, Manitoba's colleges continue to address skilled trades labour shortages by increasing capacity and introducing innovative new delivery strategies.

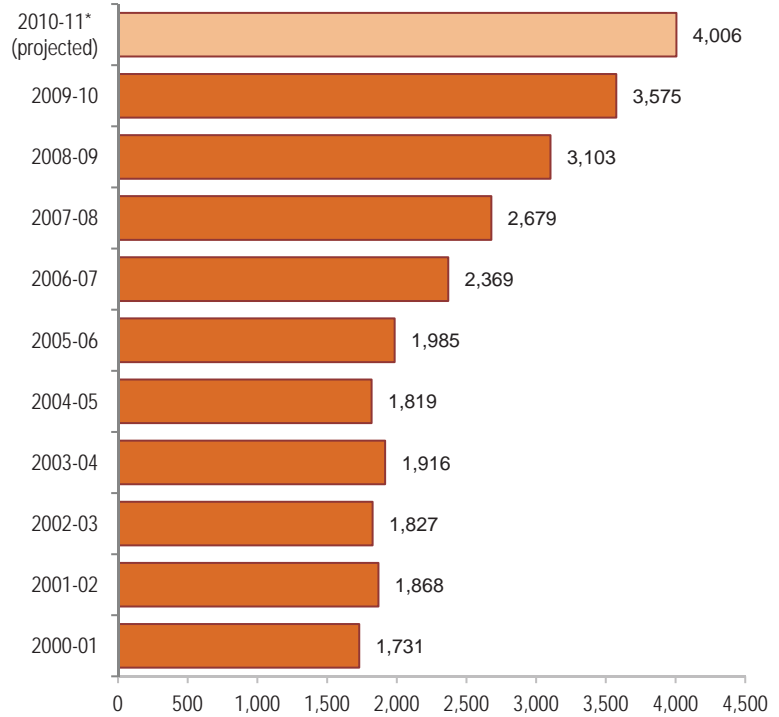
As the largest provider of technical training for apprentices in Manitoba, RRC delivers more than 70% of all technical apprenticeship training offered each year and is a designated trainer for 30 trades.

## Record Enrolments

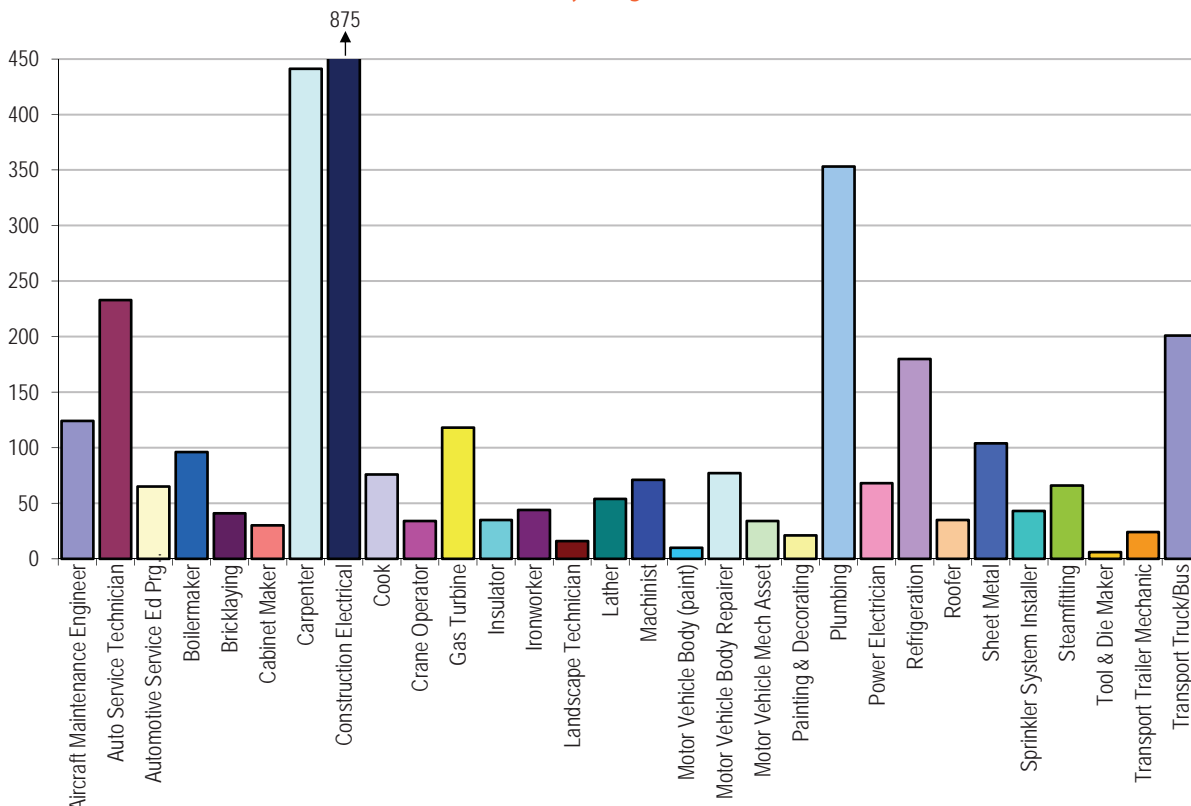
Increases in apprenticeship training led all enrolment growths at RRC in 2009-10. Technical training was provided to 3,575 apprentices, an increase of 472 apprentices or 15% over the previous year. The largest increases occurred in the building (carpentry, plumbing, electrician, refrigeration) and transportation (automotive, aviation) sectors.

The number of apprentices trained at RRC has increased by more than 50% in the last three years and has almost doubled over the last five years. Continued growth is expected again in 2010-11.

## Apprenticeship Enrolment



## Enrolment by Program, 2009/2010





## Innovation and Partnership Drive Growth

Sustained annual growth is due to the highly collaborative relationship between the College, Apprenticeship Manitoba (Manitoba Entrepreneurship, Training and Trade), and employers.

Apprenticeship Manitoba (AM) provides apprenticeship training and trades certification of more than 50 regulated trades under The Apprenticeship and Certification Act. AM registers and monitors apprenticeship agreements between apprentices and employers, and schedules technical training at designated training providers, including Red River College. The training follows standards for the trades developed and maintained by AM and approved by the Apprenticeship and Certification Board.

RRC partnered with Manitoba Hydro and StandardAero to introduce the new trade of Gas Turbine Repair and Overhaul Technician. This new three level trade includes a unique delivery partnership, with Level 1 being taught at RRC's Stevenson Campus and Levels 2 and 3 being taught at StandardAero.

In addition to working with employers to expand the training year to include July and August for some of the construction trades, more day-release classes have been introduced and a multi-year "e -Apprenticeship Alternate Delivery Development Initiative" (EADDI) project has been launched.

The EADDI project is a Manitoba/Saskatchewan collaboration which will see the introduction of on-line apprenticeship training across a number of trades. Level 1 Electrician was piloted in 2009-10, with the students achieving the same quality of exam results as those taking the traditional block release program.



## New Trades

Technical training for Gas Turbine Repair and Overhaul Technician (was introduced in 2009-10) and Marine and Outdoor Power Equipment Technician, Construction Craft Worker are expected to have technical training implemented in 2010/2011. Water and Waste Water Technician, Residential Heating Ventilation and Air Conditioning Gasfitter and Shingler are expected to be designated and also have technical training implemented in 2010-11.

To accommodate the continued growth in apprenticeship training, RRC is looking to expand the trades training facilities at the Notre Dame Campus:

- Landscape Technician Pavilion - a 9,600 square foot, \$550K combined storage and training centre will provide indoor space for teaching landscape technologies such as irrigation, arboriculture, retaining walls, drainage, etc.
- Automotive Shop Renovations – a \$700k renovation to the automotive shop will help accommodate the increased number of classes and release space in J Building to accommodate the expansion of the plumbing and pipefitting shops.
- A 90,000 square foot training pad will be built in partnership with the Operating Engineers Training Institute of Manitoba (OETIM) to provide a permanent home for Crane and Hoisting Operator training.
- Upon completion of the move of the Hospitality programs, including Cook apprenticeship training, to the new Patterson Global Foods Institute at the Exchange District Campus, some of the vacated space will be repurposed to accommodate the expanding apprenticeship training programs.

Apprenticeship training is expected to continue to grow as Manitoba responds to the skilled trades labour market needs. The training schedule for 2010-11 requests training for more than 4,000 apprentices, and additional growth is expected in 2011-12 with the introduction of technical training for new trades such as Construction Craft Worker, Water and Waste Water Technician, Residential Heating Ventilation and Air Conditioning, Gasfitter and Shingler.

If you are interested in registering as an apprentice, contact:

### Apprenticeship Manitoba

Manitoba Entrepreneurship, Training and Trade  
1010 - 401 York Ave., Winnipeg, Manitoba R3C 0P8  
Ph: (204) 945-3337 Fax: (204) 948-2539  
Toll-Free: 1-877-978-7233 (1-877-97-TRADE)  
[www.manitoba.ca/tradecareers](http://www.manitoba.ca/tradecareers)  
[apprenticeship@gov.mb.ca](mailto:apprenticeship@gov.mb.ca)



# → APPLIED RESEARCH AND COMMERCIALIZATION

Ray Hoemsen, Director

Room C506, Phone: 632-2523,

Email: rhoemsen@rrc.mb.ca

In its sixth year of operation, the Applied Research & Commercialization (AR&C) office continued to focus on increasing RRC's capacity to conduct applied research through:

- facilitating and managing collaborative applied research and knowledge transfer projects – involving College faculty and students – concerning, and of benefit to, industry-relevant problems and challenges
- winning competitions and recognition for research and innovation funding and programs from government, industry and community organizations
- identifying and collaborating with partners who are willing to share resources in order to conduct collaborative applied research projects
- supporting and leveraging resources within the Centre for Applied Research in Sustainable Infrastructure (CARSI), the Advanced Transportation & Energy Centre (ATEC) and the Centre for Aerospace Technology & Training (CATT)

AR&C has also increased and strengthened its external relationships by:

- Fostering local, provincial, and international collaborations in applied research
- Working at the regional, national, and international levels to raise awareness of the role Canadian colleges play in applied research and innovation



## Department Highlights

**NSERC CCI** – RRC was awarded \$2.3 million from the Natural Sciences and Engineering Research Council of Canada (NSERC) as part of its College Community Innovation (CCI) program for work on sustainable infrastructure research, specifically to improve the energy efficiency of industrial and commercial buildings. A media event was hosted at CARSI where NSERC representatives and the Honourable Vic Toews, President of the Treasury Board of Canada, made the official award announcement. Central to the project is the establishment of the Sustainable Infrastructure Technology Research Group (SITRG) which continues to grow as network partners are identified through a multi-faceted outreach program intended to identify and respond to community needs. The first major SITRG project is with Manitoba Hydro to assess the performance of solar trough systems for reducing heating and electrical loads, especially in cold climates. For example, an experimental study was undertaken by an Architectural/Engineering Technology student with the support of the Northern Civil Construction group at Manitoba Hydro to examine the dimensional stability, moisture resistance and impact performance of several types of exterior wall claddings. AR&C has initiated implementation of Fusetalk software to share information on RRC applied research activities with its network.

**NRC-IRAP** – AR&C continued its Network Member Agreement with the National Research Council's Industrial Research Assistance Program (NRC-IRAP) to deliver network development activities to support, enhance, and expand the sustainable infrastructure cluster in Manitoba. AR&C hosted six lunch seminars for industry and academic leaders to address relevant topics and new opportunities for technology diffusion. The seminars were well attended by RRC staff and



students, as well as local industry and association representatives. AR&C hosted tours of CARS and/or ATEC to several provincial, national and international organizations, including: the Conference Board of Canada, the Manitoba Green Building Council, Manitoba Hydro and Natural Resources Canada.

**International Network Development** – Research collaboration opportunities (generally focused on sustainable infrastructure) have been identified in Brazil, Israel, Japan and Uruguay. Memorandums of Cooperation are being developed to facilitate projects in sectors such as information and communications technology, green buildings and construction and renewal energy.

**Research Innovation Fund** – AR&C received 18 applications from RRC staff and students requesting \$132,000 for project support. 13 applied research projects were offered funding totaling \$93,500.

**PHEV Demonstration** – The second year of field testing of a 10-vehicle fleet of Plug-In Hybrid Electric Vehicles (PHEVs) was completed, while first-year results were reported at a national conference.

**CFI Video** – A case history of the Downtown Office Project between Manitoba Hydro and the College was produced as a video for the Canadian Foundation for Innovation (<http://www.innovationcanada.ca/en/articles/building-smarts>).

**Awards** – AR&C received an award for Excellence and Innovation for Sustainability from the Manitoba Roundtable on Sustainable Development which recognized research activity by RRC faculty, staff and students in a number of areas, primarily related to building/construction and automotive technologies. AR&C also received a Winnipeg Chamber of Commerce Spirit of Winnipeg Award for its sustainable research program.

## Staff Notable Achievements

**Ray Hoensen** was reappointed to the Manitoba Health Research Council, and asked to serve on the boards of the Vehicle Technology Centre (Manitoba) and the Alliance for the Commercialization of Canadian Technology (first college representative).

**Ray Hoensen** is chairing the Training and Education Sub-Committee of Electric Mobility Canada's Electric Vehicle Technology Road Map Implementation Committee.

**Rob Spewak** was appointed to the Mayor's Environmental Advisory Committee.



RRC receives \$2.3 million for sustainable infrastructure research.

(L to R) Dr. James Blatz (University of Manitoba, NSERC Council member), Ray Hoensen (Director of Applied Research & Commercialization, RRC), the Honourable Vic Toews, Ken Webb (Vice-President, Academic & Research, RRC).

# → Co-OPERATIVE EDUCATION

Red River College is committed to the philosophy and nature of co-operative education and has made the expansion of co-op programming a priority.

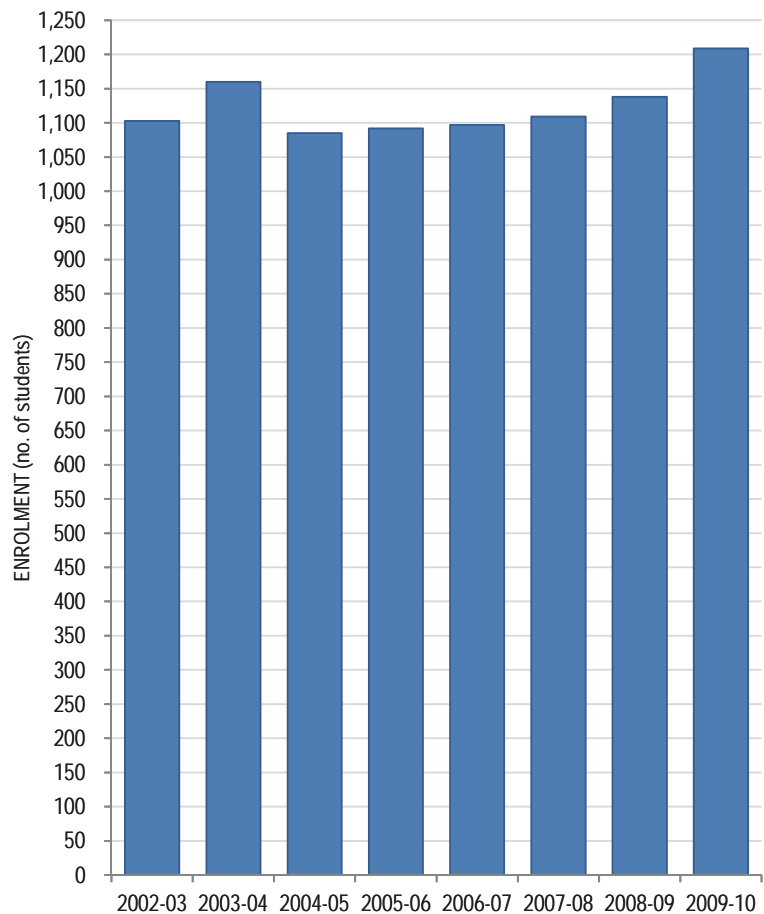
Co-operative education integrates related on-the-job experience with classroom theory by alternating terms of paid employment and academic study. Over the years, the College has introduced this proven system into an increasing number of programs. Co-operative education has been offered in three programs in the College's Hospitality department since the late 1970's. Starting in 1991, rapid growth has occurred in the number of programs offering a co-op mode of delivery.

The number of students enrolled in co-op programs was 1,209 in 2009-10. The total number of co-op programs stands at 24.

- ACCESS Civil Engineering Technology
- Architectural/Engineering Technology
- Building Design CAD Technology
- Chemical and Biosciences Technology
- Civil Engineering Technology
- Computer Analyst/Programmer
- Culinary Arts
- Electrical Engineering Technology
- Electronic Engineering Technology
- Electrical Engineering Technology Integrated
- Environmental Protection Technology
- Geomatics Technology
- Greenspace Management
- Hospitality & Tourism Management
- Hotel and Restaurant Management
- Information Systems Technology
- Instrumentation Engineering Technology
- Mechanical Engineering Technology
- Municipal Engineering Technology
- Professional Baking
- Structural Engineering Technology
- Technical Communications
- Tourism Management
- Wood Products Manufacturing - Technology - Diploma / Certificate

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.

**Co-operative Education Enrolment**



**Number of Co-operative Education Programs**





## Department Highlights

### Brazil Project: Empowering Thousand Women, Citizenship and Sustainable Development

Red River College is currently taking part in this three-year project that has a main objective of strengthening the social inclusion and vocational empowerment of underprivileged women from the northern and northeastern regions of Brazil. This project has been funded by the Canadian International Development Agency (CIDA), Association of Canadian Community Colleges (ACCC) and the Brazilian partners the IFs (Institutos Federais – Federal Institutes of Education, Science and Technology) represented by the Ministry of Education of Brazil.

RRC is the lead institute in the training for Culinary and Access skills. RRC is working with CEGEP Regional de Lanaudiere in Quebec to offer the Culinary and Access training. The project continues into 2011.

### Jamaica Connection

RRC entered into an agreement with the Jamaican government to offer specialized training for Jamaican workers. A recognition ceremony was held for the first group of 18 students who completed eight months of Culinary training at RRC. The Jamaican Ministry of Labour representatives attended the ceremony. In January, the college welcomed the second group of 13 students who started an 8-month program in Automotive Service in preparation to write the Red Seal exams.

### Chinese Joint Programs

RRC continues to foster its relationship with SIE (Shenyang Institute of Engineering) and the development of joint programming initiatives in Electrical Engineering Technology, Power Engineering and Hospitality & Tourism Management.

Two SIE staff, one faculty member from EET and one administrator, spent 5-months at RRC as part of our ongoing development initiatives. In June, VP David Leis lead a 7-person delegation from RRC visit with our SIE partner. This gave Chairs from the respective program areas a firsthand look at SIE's facilities as well as the opportunity to discuss and further develop program delivery.

It is anticipated that the first student in EET will arrive at RRC in the fall of 2010. SIE will officially offer enrollment in the Shenyang Institute of Engineering Red River International Institute programs in the fall of 2010. Students will have the option to complete their entire studies at SIE or complete two years at SIE and one year at RRC to complete the joint diploma programs.

### Chilean Student Project

Fifteen scholarship students from Chile returned to RRC as part of an ACCC Agreement with the Ministry of Education in Chile to provide Technician Training. Each of the 15 students had individual training plans at RRC with two students graduating from International Business, two students graduating from Commerce, Industry, Sales and Marketing, four students graduating from Sterile Processing Technician. The other students will complete their studies in 2010-11 academic year in Culinary Arts, Professional Baking, Primary Care Paramedic.



Jamaican students participating in Culinary training at RRC





International students enrolled in the aviation programs at RRC

## Recruitment

IE currently focuses recruitment efforts on India, China, South Korea, Vietnam, Brazil, Mexico, and Turkey. The most effective method of recruitment is for RRC representatives to visit targeted countries and speak directly to education agents, students and parents interested in studying in Canada. IE participated in student fairs in Brazil, South Korea, China, Vietnam, Taiwan, Mexico, and Nepal, within the past year. We also hosted education agents visits to our RRC campuses from India, South Korea, Vietnam and Thailand; and institutional visits from South American, Caribbean, Chinese administrators and a video conference with North Lindsey College administrators in England.

## International Students

The international student population at the college increased by 66% over the previous year, 236 in 2008-09 to 353 in 2009-10. A substantial increase in the number of students from India (41%) has occurred year over year. The Canadian Government in partnership with ACCC has developed a special approval process for students destined to colleges. The government plans to extend this program to China and Vietnam in the near future. Historically, colleges were not seeing the Study Permit approval rates that universities were.

## Collaborating with the Manitoba Institutes

In order to maximize the marketing potential of Manitoba as an education destination for international students RRC has been cooperating with our Manitoba educational colleagues through the MCIE (Manitoba Council of International Education). The MCIE in coordination with the Manitoba International Education Branch of the Manitoba Government has coordinated several joint marketing initiatives. RRC participated in joint promotion activities in Brazil, Vietnam and Mexico.



## RRC Staff Working Internationally

Faculty from a variety of RRC departments have worked on International projects around the globe this past year, including:

- **April Krahn**, Manager of Aboriginal Student Support and Community Relations gave a presentation at an international conference in Brasilia, Brazil regarding ACCESS issues.
- **James Slade**, Instructor, gave a one week workshop in Access issues for four Brazilian colleges in the context of the CIDA funded project RRC has in Brazil.
- **Deb Blower**, Facilitator of RPL, gave a one week workshop in Access issues for four Brazilian Colleges in the context of the CIDA funded project RRC has in Brazil.

# APPENDIX:

## PROGRAM HIGHLIGHTS, 2009/2010

Program	1st Year Quota	Start Month	1st Year Enrollments	2nd Year enrollments	3rd Year Enrollments	Total Enrollments	Female	Aboriginal	Persons with Disabilities	Graduates
<b>School of Business &amp; Applied Arts</b>										
3D Computer Graphics	15	8	15	---	---	15	4	1	---	14
American Sign Language-English	16	9	4	6	5	15	14	2	---	4
Aviation Management	25	8	19	22	---	41	8	2	---	2
Business Administration	597	8/1	593	472	---	1,065	542	83	7	329
Business Administration Integrated	64	8	42	27	6	75	43	44	1	---
Business Information Technology	66	1	67	---	---	67	5	5	2	---
Commerce/Industry Sales & Marketing	35	8	37	---	---	37	16	2	1	22
Computer Accounting Technician	101	8/1	79	---	---	79	40	8	3	50
Computer Analyst/Programmer	66	8	64	51	---	115	12	7	1	23
Computer Analyst/Programmer Integrated	---	---	---	12	1	13	---	2	1	1
Creative Communications	75	8	74	71	---	145	86	8	---	65
Culinary Arts	70	8/1	76	47	---	123	51	15	1	31
Deaf Literacy Program	---	---	19	---	---	19	9	1	10	---
Deaf Studies	20	9	39	---	---	39	37	3	1	15
Digital Multimedia Technology	40	8	39	42	---	81	19	2	---	35
Graphic Design	50	8	50	48	---	98	63	4	2	43
Graphic Design - Advanced	20	8	14	---	---	14	6	1	---	13
Health Information Management	---	---	---	22	---	22	21	1	1	19
Hospitality & Tourism Management	85	8	57	---	---	57	43	4	---	---
Hotel and Restaurant Management	---	---	---	24	---	24	18	1	---	20
Tourism Management	---	---	---	17	---	17	13	1	---	7
Information Systems Technology	33	8	34	41	---	75	11	2	2	27
International Business	25	1	22	---	---	22	8	---	---	15
Introduction to Business Information Technology	66	8/1	31	---	---	31	5	5	---	15
Library and Information Technology	30	8	29	---	---	29	22	1	---	---
Professional Baking	14	8	19	---	---	19	14	1	---	13
Technical Communication	25	8	5	3	---	8	5	2	1	3
<b>Division Total</b>	<b>1,538</b>	<b>---</b>	<b>1,428</b>	<b>905</b>	<b>12</b>	<b>2,345</b>	<b>1,115</b>	<b>208</b>	<b>33</b>	<b>766</b>

Program	1st Year Quota	Start Month	1st Year Enrolments	2nd Year enrolments	3rd Year Enrolments	Total Enrolments	Female	Aboriginal	Persons with Disabilities	Graduates
<b>School of Construction &amp; Engineering Technology</b>										
Carpentry and Woodworking	20	8	13	---	---	13	---	---	---	12
Carpentry Five-month Program	40	8/2	37	---	---	37	2	6	---	25
Civil Engineering Technology	200	8/1	205	---	---	205	38	12	4	---
Architectural Engineering Technology	---	---	---	26	16	42	10	1	1	12
Environmental Protection Technology	---	---	---	25	19	44	17	3	---	16
Geomatics Technology	---	---	---	23	15	38	5	3	---	7
Municipal Engineering Technology	---	---	---	36	30	66	12	4	---	23
Structural Engineering Technology	---	---	---	36	28	64	8	3	---	19
Building Design CAD Technology	---	---	---	21	---	21	4	2	---	16
Electrical Engineering Technology	144	8/1	134	33	30	197	5	12	1	30
Electronic Engineering Technology	---	---	2	29	22	53	1	---	---	20
Instrumentation Engineering Technology	---	---	---	13	14	27	1	---	---	13
Electrical/Electronic Engineering Technology Integrated	24	8	20	5	---	25	1	2	2	---
Electronic & Network Technician	16	8	17	---	---	17	1	3	---	11
Electrical	24	8	21	---	---	21	1	3	---	14
Electrical Five-month Program	48	8/2	46	---	---	46	---	7	---	42
Geographic Information Systems Tech	24	8	9	---	---	9	3	---	2	6
Greenspace Management	22	8	21	13	11	45	15	4	---	10
Network Technology (CCNA) Certificate	18	8/1	27	---	---	27	3	2	---	6
Network Technology (CCNP) Certificate	2	8	2	---	---	2	---	---	---	1
Network Technology (CCNP) Diploma	12	8	7	---	---	7	---	1	---	5
Piping Trades	18	8	18	---	---	18	---	---	---	10
Plumbing Five-month Program	36	8/2	35	---	---	35	1	7	1	23
Refrigeration and Air Conditioning	18	8	14	---	---	14	---	3	---	14
Wood Products Manufacturing - Certificate	5	8	10	---	---	10	1	1	---	6
Wood Products Manufacturing - Diploma	15	8	7	6	4	17	2	---	---	3
<b>Division Total</b>	<b>686</b>	<b>---</b>	<b>645</b>	<b>266</b>	<b>189</b>	<b>1,100</b>	<b>131</b>	<b>79</b>	<b>11</b>	<b>344</b>

Program	1st Year Quota	Start Month	1st Year Enrolments	2nd Year enrolments	3rd Year Enrolments	Total Enrolments	Female	Aboriginal	Persons with Disabilities	Graduates
<b>School of Health Sciences &amp; Community Services</b>										
Animal Health Technology	30	8	32	21	---	53	48	4	2	20
Chemical & Biosciences Technology	45	8	37	25	---	62	35	2	2	25
Child and Youth Care	25	8	23	18	---	41	33	5	1	12
Dental Assisting - Level 2	50	8	51	---	---	51	47	2	---	46
Diploma Nursing (Accelerated)	102	9	102	146	---	248	210	17	6	86
Disability and Community Support	30	8	44	26	---	70	57	8	---	18
Early Childhood Education	60	8	52	44	---	96	88	8	3	35
Early Childhood Education - Workplace	50	9/2	49	48	---	97	86	4	1	42
Health Care Aide	120	9/2	117	---	---	117	91	6	2	99
Joint Baccalaureate Nursing	108	9	106	93	91	290	251	37	3	---
Medical Laboratory Sciences	36	8	38	38	---	76	57	5	1	36
Medical Radiologic Technology	40	8	41	35	---	76	47	1	---	31
(MRI) Magnetic Resonance Imaging and Spectroscopy	20	8/2	16	---	---	16	9	1	---	9
Paramedicine - Primary Care Paramedic	40	8	40	---	---	40	19	6	---	32
Pharmaceutical Manufacturing	25	8	11	---	---	11	7	---	---	8
QA / QC in Pharmaceutical Industry	25	8	19	---	---	19	8	---	---	17
Radiation Therapy	7	9	14	---	---	14	10	---	---	14
Rehabilitation Assistant	17	9	19	---	---	19	13	---	---	19
<b>Division Total</b>	<b>830</b>	<b>---</b>	<b>811</b>	<b>494</b>	<b>91</b>	<b>1,396</b>	<b>1,116</b>	<b>106</b>	<b>21</b>	<b>549</b>
<b>School of Indigenous Education</b>										
Aboriginal Language Specialist	20	8	---	7	---	7	6	6	---	6
Aboriginal Self-Government Administration	20	8	15	13	---	28	13	16	---	6
Biindigen College Studies	60	8/2	55	---	---	55	39	42	1	4
College Preparation for Nursing	40	9	34	---	---	34	30	15	---	19
Community Development / Economic Development	25	8	15	10	---	25	12	1	1	9
Computer Applications for Business	20	9	7	13	---	20	16	12	---	4
Information & Office Assistant Cert	---	8	---	18	---	18	18	18	---	17
Introduction to Trades	32	8/2	48	---	---	48	2	40	---	36
<b>Division Total</b>	<b>217</b>	<b>---</b>	<b>174</b>	<b>61</b>	<b>---</b>	<b>235</b>	<b>136</b>	<b>150</b>	<b>2</b>	<b>101</b>

Program	1st Year Quota	Start Month	1st Year Enrolments	2nd Year enrolments	3rd Year Enrolments	Total Enrolments	Female	Aboriginal	Persons with Disabilities	Graduates
<b>School of Learning Innovation</b>										
Business / Technology Teacher Education	12	8	4	3	3	10	3	---	---	---
Business Teacher Education - After Degree	4	8	2	11	---	13	7	---	---	---
Industrial Arts Teacher Education	16	8	15	10	26	51	5	---	---	12
Industrial Arts/Technology Teacher Ed - After Degree	4	8	1	1	---	2	1	---	---	---
Technical Vocational Teacher Education	16	8	13	---	---	13	5	---	---	9
<b>Division Total</b>	<b>52</b>	<b>---</b>	<b>35</b>	<b>25</b>	<b>29</b>	<b>89</b>	<b>21</b>	<b>---</b>	<b>---</b>	<b>21</b>
<b>School of Transportation, Aviation and Manufacturing</b>										
Aerospace Manufacturing	32	9/2	28	---	---	28	1	4	---	25
Aircraft Maintenance Engineer	52	8/11/1/2	71	---	---	71	3	2	1	25
Automotive Service Ed Program	---	---	65	---	---	65	2	---	---	60
Automotive Technician - Certificate	75	9	72	---	---	72	1	6	---	38
Automotive Technician - Diploma	12	9	12	---	---	12	2	1	---	7
Collision Refinishing	10	10	7	---	---	7	---	---	---	6
Collision Repair and Refinishing	30	9	28	---	---	28	1	1	---	18
Heavy Duty Equipment Mechanic	48	9	48	---	---	48	1	4	1	31
Manufacturing CAD	15	8	17	---	---	17	---	1	1	11
Manufacturing Technician	28	8	22	7	---	29	3	3	1	7
Mechanical Engineering Technology	52	8	37	35	27	99	4	5	2	21
Outdoor Power Equipment Technician	14	9	11	---	---	11	1	---	---	11
Power Engineering Technology	20	8	26	16	---	42	---	4	1	15
Technology Management	25	8	12	---	---	12	---	---	---	11
Welding	36	8/11	36	---	---	36	2	2	---	21
<b>Division Total</b>	<b>449</b>	<b>---</b>	<b>492</b>	<b>58</b>	<b>27</b>	<b>577</b>	<b>21</b>	<b>33</b>	<b>7</b>	<b>307</b>
<b>GRAND TOTAL</b>	<b>3,772</b>	<b>---</b>	<b>3,585</b>	<b>1,809</b>	<b>348</b>	<b>5,742</b>	<b>2,540</b>	<b>576</b>	<b>74</b>	<b>2,088</b>



 **Red River College**

2055 Notre Dame Avenue

Winnipeg, MB R3H 0J9

Information Line: 204-632-3960

Toll Free: 1-888-515-7722

Switchboard: 204-632-2311

Fax: 204-632-9661

[www.rrc.mb.ca](http://www.rrc.mb.ca)