Strategic Plan 2015-2020

Learning today. Leading tomorrow.

Message from the Director General and the Chair of the Board

A PLAN FROM THE COMMUNITY. A PLAN FOR THE COMMUNITY.

After widespread consultation and discussion, the Vanier community has enriched our history by giving ourselves a plan to develop and inspire our future.   Despite budget reductions and austerity measures, our community has identified avenues of development and ways to better fulfill our central goal: to maintain high quality services for students in a *"milieu de vie"* where all stakeholders find opportunities to grow and make positive contributions to Vanier College and to the larger society.

Based on consultations with students, all departments and services, unions and associations, Academic Council and the Board of Directors, we identified current issues, defined our vision for the future, and set a course to pursue that vision. The result is a plan that is not a goal in and of itself, but rather a tool to guide us to become what we want to be. As we should with any tool, we will undertake an annual assessment of just how well it meets our needs and we will make adjustments as required.

Just as the Vanier community was widely involved in the creation of Strategic Plan 2015-2020, the community will also be involved in monitoring its implementation and evolution.   Transparency will be mandatory as we expend efforts and resources to attain our objectives. Transparency will also be necessary as we review and modify these objectives, as needed.

No one can predict the future. No one can be sure of the resources that will be available in the next few years. But everyone can put their best effort forward so that together we face the challenges ahead and attain the goals we have set.

Strategic Plan 2015-2020 is a beginning, not an end. It will be successful only if we use it as a guiding light, and not as a veil to obscure our reality. The quality of community involvement in creating the Plan gives us reason for great optimism and for its successful implementation.

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Normand W. Bernier   Jean-François Parent
Director General   Chairperson
                                                    Board of Directors

Vanier College

Vanier College is a publicly funded English language CEGEP located in the borough of Ville St-Laurent on the Island of Montreal. Named in honour of General Georges P. Vanier, Canada's second native-born Governor General, Vanier College opened its doors on September 8, 1970, welcoming close to 1,400 students in its first cohort.

The academic life and foundation of the College is built upon a commitment to academic excellence, a multitude of student services, resource centers, athletics, and a broad range of social and cultural activities. A hallmark of Vanier College has been its diverse student body, with students reporting 94 different countries of birth.

Vanier currently offers over twenty-five programs of study leading to a Diploma of College Studies (DCS) in two-year Pre-University and three-year Technical fields. In the Autumn of 2013, the full-time day student population rose to 6,579, with an additional 1,442 students in Continuing Education credit courses and close to 1,000 in non-credit courses.

OUR MISSION

> To provide a life-enriching learning experience that prepares students to succeed academically and professionally as engaged citizens of the world.

OUR VALUES

As a college, we value education as a transformative process through which students engage in achieving their potential. As such, we believe in and cultivate:

- Creativity, critical thinking and excellence
- Accessibility, inclusiveness and diversity
- Lifelong learning and continuous improvement for all
- Commitment, community engagement and openness to the world

We value collaborative approaches. As such, we believe in and strive for:

- Respect, integrity and responsibility toward self, others and the environment
- Cooperation, communication, transparency and accountability
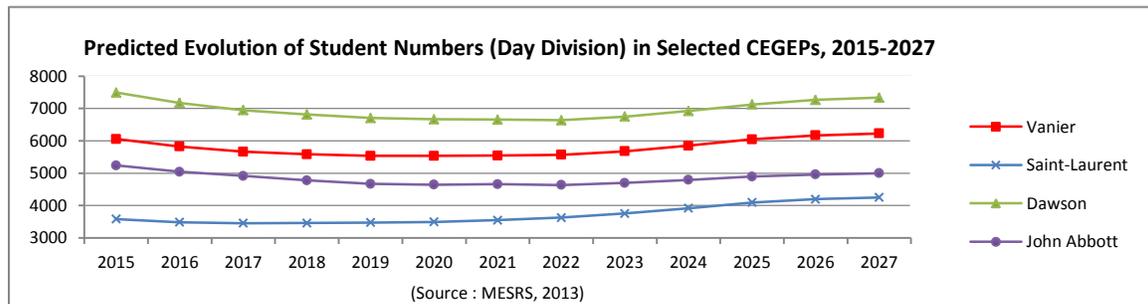- Fairness and equity

Context and Challenges

Student Population[1]

A Predicted Decline, Followed by a Global Increase

During the previous strategic plan (2008-2013), the day student population increased from 6,222 in A2008 to 6,617 in A2012, and dipped slightly to 6,550 in A2013. Also during this period, student registration in technology programs rose from 26% to 30% of the total day student population—one of the goals of that strategic plan.

In Continuing Education, the number of students in DCS (Diploma of College Studies) and ACS (Attestation of College Studies) courses has varied from a low of 1,345 in A2009, to a high of 1,596 in A2012, then 1,442 students in A2013. The proportion of students in DCS courses steadily increased from 64% in A2009 to 75% in A2012. The dip in number of students in ACS programs suggests that recruitment strategies as well as evaluation of ACS programs will be important as we go forward. Continuing Education has also experienced fluctuation in the number of students in non-credit courses—from a high of 1,049 in Autumn 2008, to a low of 581 in A2012, and rising significantly to 992 students in A2013. The Language School has seen a steady increase in number of students: 209 in A2008 to 578 in A2013.

Predicted Evolution of Student Numbers (Day Division) in Selected CEGEPs, 2015-2027

(Source : MESRS, 2013)

The Québec government predicts a steady decline in student numbers at Vanier during the next 10-15 years, with the lowest point reached between 2020 and 2022, followed by slight increases each year through to 2027. These demographic shifts will affect all CEGEPs on the Island of Montreal; interestingly, CEGEP Saint-Laurent is expected to see 18.7% increase in student enrolment during the 2015-2027 period. Bearing in mind the fact that Vanier's current enrolment exceeds our *Devis pédagogique (5,250 students),* these numbers nevertheless raise two issues: competition for students and potential for recruitment in the Saint-Laurent borough, Laval and beyond.

Some Important Characteristics of Vanier Students

While gender ratios vary significantly within specific programs, overall, female students outnumbered males by approximately 55% to 45% in the A2013 cohort. Incoming students from high school are in the 17-18 year old range, while those with previous college experience are slightly older by 2-4 years. Incoming ACS students are older still, with average age on admission at 34.2 years. In A2012 fewer incoming high school students had taken their secondary V courses in English than in the previous year (Pre-U: 53%, down from 60%; Technical: 46%, down from 57%). Also, eleven percent of Vanier students resided in Saint-Laurent in A2013; the remaining 89% commuted from other Montreal areas (40%), Laval (19%), the West Island (11%), the South Shore (7%), and still further off the island (11%). Finally, as the most multicultural college in the system, Vanier boasts 94 different countries of origin among its students, with 25% of the total student population born outside of Québec.

These data and trends may incur problems related to language of instruction as well as require rethinking of course offerings and extracurricular activities. They also suggest increasing and refining outreach strategies to local as well as Francophone schools and cultural communities. Moreover, the needs of students travelling some distance to Vanier call for our attention. Finally, while 98% of regular day students are full-time, it bears mentioning that most students (for example, 71% Pre-U and 55% Technical in H2013) do not take a full course load and therefore take longer than the prescribed time to graduate.

Creating Opportunities

How Vanier positions itself within this landscape will require taking stock of our strengths and using these to create opportunities in the years ahead. Vanier benefits from its location, strong and varied communications to external communities, a welcoming and diverse environment, strong programs—both academic and extracurricular—and burgeoning partnerships at home and abroad.

Some challenges include how to best address proficiency in language of instruction issues as well as recruitment and enrolment management. The rise in student numbers requires better utilization of finite physical space so as to enhance student life and learning at Vanier. Strategies to better connect with the community may provide new opportunities, as could the development of online programs and courses for actual and new clienteles.

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[1] Student population data was provided by the Registrar's Office or extracted from CLARA, MIA or SRAM.

Learning Experience and Environment

Programs and Services: Good Variety and Outreach but Room for Improvement in Program Management

Vanier offers a wide range of Technical and Pre-University programs, some of which include profiles that respond to expressed student interests. Four double-DCS programs, *Sessions d'accueil*, Honours programs, college-wide majors, and the largest *Alliance Sport-Études* Program in the Anglophone sector—round out Vanier's commitment to access and excellence.

In its reach outward, Vanier is expanding partnerships with other CEGEPS, currently offering two bilingual DCS programs with CEGEP Saint-Laurent, as well as a collaborative scholarship in Gaspé. Agreements are in place with two local school boards for a "*passerelle DEP-DEC*" in some programs. Student exchanges at the International level, particularly with France and Belgium, continue to grow.

Various College services support academic success, community involvement, and a sense of belonging for regular day students. Resource Rooms and Centres, peer-tutoring, diverse student services, the Learning Centre, Library Services and computer labs are consistently lauded in student surveys. At the same time, areas needing improvements have been identified: internal communications about services for both students and employees are needed. Accessibility for persons with physical challenges continues to be a problem which must be addressed.

Beyond the regular day programs, Continuing Education provides ACS programs, DCS courses, and non-credit personal and professional development courses. The Language School offers non-credit courses in several languages and at several levels. Initiatives to develop Recognition of Acquired Competencies (RAC) are underway and have been completed for some ACS programs; they have been identified as a promising endeavour. As well, Continuing Education has developed new ACS programs for career training in areas of potential employment growth. Continuing this initiative as well as providing professional development opportunities might best be accomplished through building partnerships with local business, industry and community groups.

On-going program management is a challenge for the academic sector. Program committees (PCs) are meant to assess, plan and revise their programs on a continuous basis in the DCS sector. Many of these committees have not been fully functional, though there is now a concerted effort underway to remedy this. As part of this effort, Vanier College is developing strategies to implement ongoing program management processes.

Improving the Learning Environment

Certainly, Vanier can take pride in the welcoming and supportive environment provided for students by faculty, staff and students through multiple programs and services. Initiatives to guide and engage Vanier's renowned multicultural campus and foster intercultural competencies have shown the value and promise of inter-departmental cooperation. The rich diversity of students and staff, as well as the wide range of programs and activities, encourage openness and a strong sense of community in an increasingly interconnected world. The forging of partnerships with other colleges, universities, organizations and industry are key to a successful future. Continuing to create opportunities on the international front through mobility projects, as well as in the recruitment of foreign students will ensure Vanier's global involvement and efforts to internationalize the campus.

Among the strengths of the learning environment are its physical location, the beauty of the campus and the concerted quest to go green. This environment nurtures a diverse population with a strong sense of community, promoted through an active Student Association, student clubs, student ambassadors, peer tutoring, a student newspaper, varsity teams, as well as program- and college-wide activities that are varied and numerous. Vanier's leadership in and commitment to healthy lifestyles and a green campus are well established and continue to grow both in and out of the classroom. Recently, a college-wide major in Sustainability was added to DCS programs. Healthy lifestyle options, such as the Aquatics Program and the Sports Therapy Clinic, are open to the external community, provide some revenue, and are good models for more project development in this area.

Though computer labs are cited as a strength in student surveys, they are also pinpointed as needing improvement. Extensive renovations are required for the Library and plans are now underway. Other areas worthy of attention are the many physical facilities that are in poor state, the aforementioned lack of student space, and accessibility for physically challenged persons. Acute need for more student space and for timely access to services often become particularly intense during predictable periods of the semester. Further, as many of our students come from sizeable distances, there is a great need for student space when they will be spending long periods of time on campus—to study, socialize and rest.

Vanier students are increasingly tech-savvy, and generally connected to social networking. This is both an opportunity and a challenge, as there is a serious need to update technology—especially in some technical programs—but also college-wide. Student surveys indicate satisfaction with Omnivox and the Vanier Web. Communication has and will continue to be enhanced through use of social media. While the integration of technology into teaching and learning is underway, its usage has yet to become an integral part of Vanier's pedagogical culture along with tried and true practices, both better supported by more versatile classrooms.

Student Success

Vanier College is committed to supporting student success, attained through: academic achievement; acquisition of essential skills for success; self-actualization; transferability and application of competencies; personal growth and life balance[2]. Vanier students want a holistic educational experience—one that develops the whole person. In harmony with this view, academic programs also connect student success to preparing students to do well in their pursuits beyond Vanier—at university, in the work place, as responsible and engaged citizens of the world.

Academic Success Indicators: A Positive Trend

Our first look is aimed at what we know and currently measure about student success. Over time, Vanier has focused on the traditional indicators of academic success as defined by the Ministry: first semester success rates, third semester retention rates, and graduation rates. While measuring only partially what we consider to be student success, these data enable us to track changes over time and to make comparisons with other colleges.

During the 2003-2012 period, Vanier has seen progress in all of these academic success indictors. Vanier has experienced fluctuating, but over-all improvement in first semester course pass rates. Third semester retention rates also increased slightly from the A2008 to A2012 cohorts. Graduation rates for Population A[3]—in five years, from any program and any college—were similar for Vanier students and other CEGEP students on the Island, which were both below other public Anglophone colleges. On the other hand, Population B[4] Vanier student graduation rates increased over time, were higher than other colleges on the Island and slightly higher than the other Anglophone colleges.

We have also seen significant change in what we know to be a very strong predictor of academic success: high school average (MGS—*Moyenne générale au secondaire*).[5] At Vanier, the high school average (MGS) of incoming students rose with the A2010 cohort to reach parity with other colleges on the Island of Montreal for all programs. It also reached parity with other Anglophone colleges for students in technical programs, and was about 2% below that of other public Anglophone colleges for pre-university students. There has been a decrease in the number of students admitted with an MGS lower than 70%: only 1% of pre-university students in the A2012 cohort had an MGS lower than 70%, while that percentage for technical students remained stable at 13%.

While these data provide some useful information, indicating that student success is improving at Vanier, they are insufficient because they do not identify the obstacles in the way of student success. Understanding how Vanier students experience their entry and sojourn at Vanier is vital. There is an urgent need to develop a comprehensive information system that will enable us to better understand our students' learning needs, identify obstacles to student success and monitor the effectiveness of our academic programs and student support initiatives.

It also bears mentioning that course pass rates are significantly higher than graduation rates: in other words, students succeed more than they persevere in their studies. That should entice us to look carefully at ways to foster perseverance and to deal with constraints that threaten or impede it.

Vanier strives to prepare students to succeed academically, professionally and as engaged citizens of the world. Attention should therefore be given to better understand how Vanier students fare after graduation. This might help Vanier to more effectively organize and target the support it provides to students.

Known Matters of Concern

High on the list of concerns is the wide range of skill levels students bring to their college studies. Varied language skills in both English and French, as well as numeracy skills are frequently cited problems that need addressing in a concerted, college-wide plan, in which proficiency in language of instruction is the work of all programs. Development of learning strategies and the integration of the ICT profile into the curriculum must be part of such a plan. These issues will be especially important in light of the fact that Vanier welcomes many culturally diverse students whose mother tongue is not English, and an increasing proportion of students who have graduated from Francophone high schools

While we celebrate Vanier's diversity, understanding and responding to our diverse student population must be an ongoing pursuit both in and out of the classroom. That includes accommodating the steady increase in number of college students with special needs—various disabilities and learning difficulties, mental health issues, varied and lacking skill sets. Moreover, in addition to academic challenges, many Vanier students deal with personal issues, emotional difficulties and heavy external responsibilities, including long hours at work, family responsibilities, money concerns, and financial need.

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[2] Taken from Vanier Student Surveys 2012-2013 (entrance and current students)
[3] Students who have never taken a course at CEGEP before entering their current program of study.
[4] Students who have taken at least one course at any CEGEP before entering their current program of study.
[5] SRAM (Service Régional d'Admission du Montréal métropolitain) found that a difference of 1% in MGS is correlated to a difference of 2 – 5% in the graduation rate.

Concerted action to identify students at risk through a systematic review of the Mid-Term Assessments and the consequent follow-up with at-risk students to offer peer tutoring and other services has been ongoing and generally much appreciated by students. However, a college-wide plan to continue to identify and support at-risk students earlier and throughout the semester is a need expressed by many departments, as are other matters of concern.

General Education is also of concern. Though a distinctive and integral part of Quebec CEGEP diploma programs, the importance of General Education in helping students achieve their full potential is often overlooked, as is its link to discipline courses within programs. Non-completion of General Education courses is often an obstacle to graduation, especially in technical programs.

In terms of curriculum and pedagogy, ongoing efforts to promote a college-wide understanding and adoption of competency-based education and the program approach are needed. Efforts to improve program management processes will be important in developing and enhancing success strategies. Continually adapting programs to meet changing environment and student needs as well as developing academic programs that reflect changing professions and needs in society are also issues worthy of attention.

Supporting each student's quest will require all sectors of our college community to cooperate, collaborate and work in concert to address the needs of students, including those who experience difficulties as well as those who excel. Reviewing our objectives annually, identifying priorities and the actors charged with moving them forward will be necessary, as will be a critical evaluation of the actions we have undertaken.

Community and Labour Market

Part of the mission of all CEGEPs includes reaching out to community to provide training and lifelong learning services for individuals, organizations and the workforce. In this regard, Ville Saint-Laurent is a vibrant community presenting a variety of needs and opportunities; Laval, greater Montreal and, to a certain extent, the rest of English Quebec are also within reach.

A Young and Diverse Population

Vanier College is situated in Ville Saint-Laurent, a borough whose steadily increasing population has now exceeded 100,000. The 2011 census indicates that it is a relatively young population, with 31% of the residents under 25 years of age. Saint-Laurent residents are largely bilingual, with 59% speaking both French and English; the multicultural essence of the borough is evident with 38% of residents for whom the single language at home is neither French nor English.

A Dynamic Labour Market to Better Serve

Saint-Laurent population (2011)	31% under 25 years of age
Saint-Laurent vs Montreal Agglomeration	5.7% of the total population
	9.8% of the jobs
% of jobs requiring a college diploma or a university degree Montréal	80% of new jobs by 2016
	40% in 2011

Of note, Ville Saint-Laurent residents constitute 5.7% of the total population of the Montreal Agglomeration, while 9.8% of the jobs in the Agglomeration are situated in the borough. Though the greatest number of jobs continues to be in manufacturing, there has been a shift toward employment growth in both wholesale and retail commerce. Other growth areas include professional, scientific and technical services, finance and insurance, health and social services, teaching and related professions, and public administration. The share of jobs requiring a college diploma or university degree is increasing: by 2016, about 80% of new jobs will require these skill levels, compared to 40% in 2011 (Emploi Québec, Montreal, 2013).

Vanier has an established commitment to lifelong learning and to the development of competencies, both of great strategic importance in today's competitive world. Combining an understanding of the Ville Saint-Laurent population with the local job market may yield ideas for new opportunities, particularly for Continuing Education, which is essential to Vanier's strategic importance in the Saint-Laurent community and beyond. The development of new courses and programs to better serve individuals, organizations and enterprises is vital. This could include expanding, improving and promoting Recognition of Acquired Competencies (RAC) services. It is also important to continue establishing mutually beneficial projects and share resources and ideas with the community and to extend our reach to Laval and the greater Montreal area.

The Promising Development of Applied Research

Research at the college level is receiving increasing recognition. Provincial and federal governments have established programs and financial measures to support the development of applied research and technological transfer in Québec's colleges. Responding to this favourable environment, Vanier has set objectives for research initiatives in the coming years, and has established a solid base upon which to build. Several grant applications, externally funded research projects and projects with potential for external funding are in progress. Student roles have been identified in several of the current grant applications, and partnerships have been established or are in the process of

development with industrial and university partners. Future initiatives should include establishing new research partners, directions, and funding sources.

Issues and Challenges for Colleges, and for Vanier in Particular

What is significant for colleges in general, and for Vanier in particular, is that this information points us in the direction of expanding our understanding of the employment sector and strengthening our relationships with employers for those programs that lead to the job market. Stronger ties with institutions in which students in our pre-university sector may enrol are also important. As we define our future objectives, we need to be aware that a high percentage of the jobs to be filled in the next decade are either completely new jobs or are jobs that will have gone through an extensive transformation. This has major implications for the basic learning needs of all of our students, for our commitment to lifelong learning and competency development and for the role of Continuing Education in responding to socio-economic needs in the community. The forging of partnerships with other colleges, universities, organizations and industry are key to a successful future.

Resources and Organization

Human Resources, a Strategic Lever

Vanier has experienced a significant turnover in management positions during the last five years. More retirements are expected in all employment categories in the next few years. Succession planning and developing recruitment and knowledge transfer strategies to replace experienced and skilled employees have come to the forefront of challenges. In Human Resources, some updates have been made and some are still needed in the form of revised and streamlined policies and procedures.

Beyond policies, the relationship Human Resource Services has with Vanier employees, including improving communications, access to information and services to staff, holds major importance and its improvement will be a priority in order to maintain good labour and human relations. Moreover, orientation, integration, and development of initiatives to increase retention and foster loyalty of new employees will be important moving forward. Developing means to improve the working environment for all employees will enhance work-place stability and attractiveness.

Moving forward, it will also be essential to establish a college-wide professional development plan to ensure training, re-training and upgrading of essential skills for all employees in a rapidly changing environment, in support of the College's Mission and Strategic Plan.

A Strong Base on which to Improve Collaboration, Communications and Morale

Many Vanier employees and departments have expressed a strong desire to build inter-departmental cooperation and collaboration and to change what has sometimes been called "silo" practices and mentality. Of note, teamwork and team building are deemed strong in many sectors. There has also been a renewed focus on promoting a sense of pride in Vanier through various communication initiatives. Most importantly, the new leadership is firmly committed to transparency, accountability, consultation and improving organizational structures and processes.

There are, however, several challenges to face. Fostering college-wide participation in order to kindle the strong sense of belonging that is a hallmark of Vanier will be a priority. Efforts are currently underway to implement collaborative practices and structures as well as to improve internal communications. On a similar note, there is a need to streamline administrative processes. The recent restructuring initiatives present an opportunity to review, revise, and refine administrative systems, and will require a systematic review and updating of administrative policies and procedures, including establishing a college-wide professional development plan as referred to above.   The creation of a consultative master space plan has been recommended, as has the advancement of health, safety and security protocols. Overall, the College needs to develop more of a service oriented approach for all of its employees.

Necessity is the Mother of Innovation

The uncertain future regarding government funding will necessitate innovation and the ongoing development of new sources of revenue. Budget compressions, combined with the loss of experienced personnel through retirement and under-staffing, make it challenging to achieve some objectives. At the same time, increased reporting for different areas of government and new regulations have added to the workload in some sectors of the College, particularly in Finance. Time has taken its toll in the form of deteriorating and aging facilities. Some areas are in need of immediate renovation. Keeping up with the rapid pace of technological change continues to be a challenge for Vanier. Nevertheless, Vanier has numerous strengths and opportunities on which to build. As we head into the 2015-2020 Strategic Plan, we are developing more efficient administrative and financial systems and considering new technologies to improve their efficiency. Vanier also has self-financing operations and these can be further developed and more sources of revenue created. Establishing relations with alumni as well as pursuing the development of Vanier's Foundation will also be of importance.

Strategy and Expected Results

OUR VISION

Vanier College will be renowned and chosen for excellence, accessibility and inclusivity in education, achieved through innovative and effective practices, student engagement and a creative, committed college community.

ORIENTATION 1. Prioritize the student learning experience: STUDENT SUCCESS PLAN

Objective 1.1   Enhance student success

Action priorities

1.1.1   Implement measures to strengthen the acquisition of essential skills[6].
1.1.2   Reinforce and review tools and practices to support each student, whether at risk or not.
1.1.3   Promote the importance of General Education courses in all programs.
1.1.4   Improve mechanisms and support to help students balance their ongoing commitments and responsibilities.

Objective 1.2   Support excellence and innovation in all aspects of teaching and learning

Action priorities

1.2.1   Improve academic policies and procedures, with special focus on competency-based education, the program approach and program management.
1.2.2   Improve data collection and analysis[7] to better understand our students' learning needs and monitor the effectiveness of our academic programs and various student support initiatives.
1.2.3   Develop and implement effective, innovative and inclusive pedagogical practices.
1.2.4   Provide more opportunities for student engagement.
1.2.5   Establish and implement a cohesive approach to the Learning Commons[8].
1.2.6   Develop strategic partnerships that enhance student experience.
1.2.7   Improve space management, facilities and equipment to provide a safe and secure learning environment, including improving physical accessibility to the College.
1.2.8   Support pedagogical and applied research initiatives, and encourage the inclusion of students as active members of research teams.

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[6] Essential skills are those abilities that may not be covered by program competencies, but which are nevertheless essential for student success. These include communication, language proficiency, numeracy, problem solving, critical thinking, collaboration, information management and computer literacy.

[7] Including data on university success rates and employment rates

[8] Collaborative learning spaces that offer integrated college services. It often includes the library, resource centres, peer and faculty tutoring, counsellors, advisors and a writing centre.

ORIENTATION 2. Build and assume leadership

Objective 2.1   Enhance Vanier's appeal and distinctiveness as a learning institution

Action priorities

  2.1.1 Enrich Vanier's program offerings and exit profiles, emphasizing their uniqueness.
  2.1.2 Experiment with new course delivery modes.
  2.1.3 Expand an effective marketing strategy to strengthen Vanier's image and promote our achievements locally, nationally and globally.
  2.1.4 Promote global and diversity education in curriculum.

Objective 2.2   Strengthen community outreach and partnerships

Action priorities

  2.2.1 Promote student and personnel involvement in the broader community.
  2.2.2 Enrich training and services aimed at supporting lifelong learning and continuing education.
  2.2.3 Foster partnerships to favour development and use of Vanier's facilities and services.

ORIENTATION 3. Foster a strong, compelling and coherent organization

Objective 3.1   Encourage commitment, achievement and development for all personnel

Action priorities

3.1.1   Develop and implement consistent measures for the integration, training and evaluation of all personnel.

3.1.2   Improve strategies and practices for personnel recruitment, retention and succession planning.

3.1.3   Improve, streamline and promote human resource policies, procedures and services to personnel.

Objective 3.2   Ensure efficiency, transparency, team work and collaboration within the College

Action priorities

3.2.1   Ensure continuous improvement of policies and procedures, as well as consistency in their implementation.

3.2.2   Ensure communication, dialogue, collaboration and responsibility throughout the College.

3.2.3   Optimize our sustainability practices to ensure social, economic and environmental responsibility.

3.2.4   Optimize services offered to students.

3.2.5   Streamline expenses and develop new sources of revenue.

Implementation of the Strategic Plan

Monitoring and updating the Strategic Plan will be part of management's annual work cycle.

An annual action plan will ensure that the orientations, objectives and action priorities of the Strategic Plan are encompassed in concrete actions involving all services and resources within the College.

A review of the Strategic Plan will be conducted annually, allowing for monitoring of the changing environment as well as for continuous adjustment of strategies, as needed.

Regular reports to the Board of Directors will ensure accountability for the implementation of the Plan. These will include an appraisal of the progress made toward reaching the results aimed for by 2020. Annual action plans might also identify targets to be attained in the short term, within the year; such targets would be incorporated into the reports to the Board.

List of acronyms

AC-AP ....All colleges, all programs

ACS...............Attestation of College Studies (formerly referred to by its French acronym: AEC, *Attestation d'études collégiales*)

ATE...............*Alternance travail-études*

DCS..............Diploma of College Studies (Formerly referred to by its French acronym: DEC, *Diplôme d'études collégiales*)

CEGEP...........*Collège d'enseignement général et professionel*

DEP-DEC.......*Diplôme d'études professionnelles - Diplôme d'études collégiales*

ICT ....Information and Communications Technologies

MESRS..........*Ministère de l'Enseignement supérieur, de la Recherche et de la Science*

MGS ....*Moyenne générale au secondaire*

PC ....Program Committee

PCA..............Program Comprehensive Assessment (formerly referred to by the French acronym ESP: *Épreuve synthèse de programme*)

RAC..............Recognition of Acquired Competencies

SRAM ....*Service Régional d'Admission du Montréal métropolitain*

STAR.............Student Transcript Activity Record