



Strategic Plan 2004 - 2007

(Revised)

This plan was adopted for the first time by Board of Governors Resolution No. 2142 on June 18, 2004 and was subsequently amended by the following resolutions:

Resolution 2172

November 10, 2004

PREFACE

Strategic planning is very much a future-oriented undertaking. Although we can be justifiably proud of our local and collective accomplishments thus far, these will not guarantee a successful future. This strategic plan was developed, based on current knowledge and conditions, with an eye to identifying strategic issues affecting the future of Champlain Regional College as a whole and formulating goals that will ensure our collective development. This may sometimes make it difficult for individuals at one of the College's specific locations to see their local concerns clearly reflected. We believe, however, that the strategic issues around which this plan is based will accommodate most if not all of the major local concerns.

Underpinning this plan is the recognition that each of our locations has its own history, traditions, features and unique conditions that must be taken into account if the plan is to be successful. As we move forward, local stakeholder groups will be consulted and involved in the formulation and implementation of the actions necessary for achieving the goals set out in this strategic plan.

Good strategic plans are dynamic, evolving in response to changing circumstances and conditions. They are also contextualized within a specific timeframe. In our case, we are setting forth a three-year plan. At the end of each year, we will evaluate both our progress and the surrounding circumstances. Annual modifications to the plan will be made in light of that evaluation. These progress reports and revisions to the plan will be made public. During the third and final year, we will also undertake a thorough review of this first strategic plan in terms of both process and product as the initial step in developing a new strategic plan.

Strategic planning is a novel process for Champlain Regional College and the learning curve has been steeper than we anticipated. This is particularly true in terms of the time required for identifying and formulating goals and then selecting appropriate key performance indicators for measuring the extent to which those goals are achieved. Faced with fixed deadlines for submission of the strategic plan, we have focused our efforts on elaborating the goals for the strategic issues and developing the Student Success Action Plan. The four remaining action plans will be completed over the next few months and submitted to the Board of Governors in November 2004.

Mission Statement

Champlain Regional College was founded in 1971 and named after Samuel de Champlain, the first governor of New France. He was a man whose accomplishments reflect the strength of his intellect, the breadth of his imagination and the quality of his judgment.

Located in Quebec, Canada, the College is a public English-language educational institution which is composed of administrative offices in Sherbrooke and three campuses: Champlain - Lennoxville in Lennoxville, Champlain - St. Lambert in St. Lambert and Champlain - St. Lawrence in the Quebec City area.

Mission

Champlain Regional College has as its mission the individual success of its students in their education and personal development so they can set and achieve their goals in life. The College offers post-secondary pre-university, technical and training programs to communities in three distinct regions of Quebec.

Goals

The goals of Champlain Regional College are:

- To respond to the needs of qualified students of all ages who are seeking academic and technical competence for university entrance and employment.
- To prepare students to engage in lifelong learning.
- To offer opportunities that allow students to pursue their personal, social, cultural and career development.
- To participate with partners from all sectors of society in the development of the communities served by the College.

In order to achieve these goals, Champlain Regional College:

- Maintains three autonomous campuses to respond flexibly and rapidly to local needs.
- Designs and implements pre-university, technical and training programs.
- Maintains a Continuing Education Department at each campus to provide services and programs adapted to the needs of adult learners.
- Ensures the quality of its academic programs and educational services through continuous evaluation and improvement.
- Manages its resources responsibly and accounts for them publicly.
- Ensures through orientation, professional development and evaluation that all employees are aware that the ultimate purpose of their work is the success of the students.
- Recognizes the dignity of every person and respects the differences among persons in a diverse community.
- Provides up-to-date educational technology and a physical environment that promotes learning.
- Encourages physical well-being and a healthy lifestyle for students and employees.

Strategic Plan (2004-2007) Champlain Regional College

STRATEGIC ISSUE I-1. CLARIFYING INSTITUTIONAL MISSION

Sub-Issue SI-1.1 Revising the mission of the College

Goal 1 Develop a clear relevant mission statement that reflects a shared view of what the College should be striving to accomplish within the diverse communities it serves.

Year(s)	Key Performance Indicator(s)
1	(a) An opportunity has been given to every member of the College community to express their views (b) A mission statement is produced (c) Results from consultation groups confirming that shared views are reflected in the mission statement

Goal 2 Foster a sense of understanding and ownership of the mission among all College community members.

Year(s)	Key Performance Indicator(s)
2-3	(a) In focus groups, community members can describe the implications of the mission statement for their role in the College (b) College policies and procedures are clearly linked to the mission (c) Planning documents are clearly linked to the mission

Sub-Issue SI-1.2 Developing a vision for the College

Goal 1 Develop a vision statement that reflects shared views of College community members in terms of a values-based description of the institution's desired future and how it should conduct itself in fulfilling its mission.

Year(s)	Key Performance Indicator(s)
1-2	(a) An opportunity has been given to every member of the College community to express their views (b) A vision statement is produced (c) Results from consultation groups confirming that shared views are reflected in the vision statement

Goal 2 Foster a sense of understanding and ownership of the vision among all College community members.

Year(s)	Key Performance Indicator(s)
2-3	(a) In focus groups, community members can describe the implications of the vision statement for their role in the College (b) College policies and procedures are consistent with the vision statement (c) Planning documents are consistent with the vision statement

STRATEGIC ISSUE I-2. FACILITATING AND ENHANCING STUDENT SUCCESS

The facilitation and enhancement of student success has been a central concern of Champlain Regional College for many years and was given even greater priority with the development of a three-year Student Success Action Plan ("Value-Added Education") in Fall 2000. A comprehensive evaluation of this plan found that, overall, it had resulted in the implementation of appropriate measures to facilitate student success and in the measurable improvement of such indicators of student success as course success rates in the first semester of study, third-semester retention rates, and graduation rates. The overall effectiveness of the first three-year student success action plan was confirmed by the *Commission d'évaluation de l'enseignement collégial*.

Champlain's three teaching locations differ in terms of the both the mix of programs offered and the characteristics of their student populations. A conscious decision was therefore made to depart from the approach taken in the rest of the Strategic Plan of formulating goals for the College as a whole and to instead customize the plans to the particular circumstances and needs of each location. Although the specifics of the Student Success Action Plan differ from one location to the next, they share a common purpose and approach. The overall purpose of the plan is to help students:

- ❑ Adjust to their college studies,
- ❑ Succeed in their courses,
- ❑ Select the most appropriate program of study,
- ❑ Develop clear educational and career goals,
- ❑ Make progress toward achieving their goals, and
- ❑ Graduate within a reasonable period of time

The common approach in developing the plan was to begin by identifying a problem situation involving a particular target population and the specific obstacles associated with that situation. Goals were then defined for addressing or overcoming the obstacle, and key performance indicators identified in order to measure the extent to which the goal is accomplished. Finally, specific actions for achieving the goals were formulated, and evaluation methods for determining the effectiveness of the action were established. All of the resulting details can be found in the attached Student Success Action Plan.

STRATEGIC ISSUE I-3. DEVELOPING AND IMPROVING ACADEMIC PROGRAMS

Sub-Issue SI-3.1 Providing educational programs that respond to current and emergent community needs and interests

Goal 1 Ensure that existing programs in the Regular Day sector respond to the needs and interests of students, universities and employers in the communities we serve.

Year(s)	Key Performance Indicator(s)
2-3	<ul style="list-style-type: none"> (a) Number and nature of existing programs, options and/or profiles revised and implemented (b) Feedback from students (c) Feedback from universities (d) Feedback from employers (e) Retention rates in same program (f) Graduation rates in same program (g) University admission rates (h) Employment rates in relevant fields (i) Feedback from program evaluations

Goal 2 Ensure that existing programs in the Continuing Education sector respond to emerging needs and interests of students and employers in the communities we serve.

Year(s)	Key Performance Indicator(s)
2-3	<ul style="list-style-type: none"> (a) Number and nature of existing programs, options and/or profiles revised and implemented (b) Feedback from students (c) Feedback from employers (d) Retention rates (e) Graduation rates (f) Employment rates in relevant fields (g) Feedback from program evaluations

Goal 3 Develop, where feasible, new programs in the Regular Day sector that respond to emerging needs and interests of students, universities and employers in the communities we serve.

Year(s)	Key Performance Indicator(s)
2-3	<ul style="list-style-type: none"> (a) Number and nature of new programs, options and/or profiles developed and implemented (b) Feedback from students (c) Feedback from universities (d) Feedback from employers (e) Retention rates in same program (f) Graduation rates in same program (g) University admission rates (h) Employment rates in relevant fields

STRATEGIC ISSUE I-3. DEVELOPING AND IMPROVING ACADEMIC PROGRAMS

Sub-Issue SI-3.1 Providing educational programs that respond to current and emergent community needs and interests

Goal 4 Develop, where feasible, new programs in the Continuing Education sector that respond to emerging needs and interests of students and employers in the communities we serve.

Year(s)	Key Performance Indicator(s)
1-2-3	(a) Number and nature of new programs, options and/or profiles developed and implemented (b) Feedback from students (c) Feedback from employers (d) Retention rates (e) Graduation rates (f) Employment rates in relevant fields

Goal 5 Design and implement a timely and efficient system for developing and revising programs.

Year(s)	Key Performance Indicator(s)
2-3	(a) New program development and revision system in place (b) Time required to complete a program development or revision (c) Human resources required to complete a program development or revision

Sub-Issue SI-3.2 Ensuring program delivery that maximizes student learning

Goal 1 Determine what kinds of information about learner characteristics need to be collected and for what purposes.

Year(s)	Key Performance Indicator(s)
1	(a) Agreed-upon list of the kinds of information to be collected and the purposes for which it will be used

Goal 2 Develop and/or acquire the tools necessary for collecting needed information about learners.

Year(s)	Key Performance Indicator(s)
2	(a) Necessary instruments have been acquired or developed

Goal 3 Develop and implement procedures for collecting and storing information about learners in an effective and efficient manner.

Year(s)	Key Performance Indicator(s)
2-3	(a) Information is collected in an effective and efficient manner (b) Information is stored in an effective and efficient manner

Goal 4 Develop and implement procedures for disseminating information about learners and using that information to improve practice.

Year(s)	Key Performance Indicator(s)
2-3	(a) Users with a need for the information can obtain or access it in a timely manner (b) Number of faculty and other users accessing the information (c) Feedback from users on the extent to which the information was useful for guiding and/or improving practice

STRATEGIC ISSUE I-3. DEVELOPING AND IMPROVING ACADEMIC PROGRAMS

Sub-Issue SI-3.2 Ensuring program delivery that maximizes student learning

Goal 5 Working with faculty, design pedagogical development activities and resources that will provide faculty with the knowledge and skills to better match instructional and evaluation methods to learner characteristics and the learning objectives of courses/programs.

Year(s)	Key Performance Indicator(s)
1-2-3	(a) Kinds of pedagogical development and resources provided (b) Feedback from faculty (c) Feedback from students (d) Participation statistics (e) Course documents and evaluation tools

Goal 6 Design and implement systematic procedures for assessing the physical facility needs of programs (for purposes of teaching and learning) and evaluating the extent to which current facilities meet those needs.

Year(s)	Key Performance Indicator(s)
1-2-3	(a) Regular reports identifying the needs and evaluating the extent to which they are being met

Goal 7 Renovate, as feasible, the physical facilities in order to better meet the identified needs of programs.

Year(s)	Key Performance Indicator(s)
2-3	(a) Number and nature of renovations (b) Feedback from faculty (c) Feedback from students (d) Feedback from professional and support staff

Goal 8 Design and implement systematic procedures for assessing the equipment and material resource needs of programs and evaluating the extent to which current resources are meeting those needs.

Year(s)	Key Performance Indicator(s)
1-2-3	(a) Regular reports identifying the needs and evaluating the extent to which they are being met

Goal 9 Replace and/or increase equipment and material resources in order to better meet the needs of programs.

Year(s)	Key Performance Indicator(s)
2-3	(a) Number and nature of replacements or acquisitions (b) Feedback from faculty (c) Feedback from students (d) Feedback from professional and support staff

STRATEGIC ISSUE I-4. MAINTAINING AND INCREASING STUDENT ENROLMENT

Sub-Issue SI-4.1 Strengthening marketing and recruitment

Goal 1 Define and/or clarify target clienteles for current programs.

Year(s)	Key Performance Indicator(s)
1	(a) Target clienteles are identified for each current program

Goal 2 Make target clientele audiences aware of our programs and the advantages of studying at Champlain.

Year(s)	Key Performance Indicator(s)
1-2-3	(a) Number of applications received from targeted clienteles (b) Number of requests for school visits (c) Feedback from recruiters (d) Number of locations receiving marketing materials (e) Feedback from high school counsellors

Goal 3 Optimize the number of qualified candidates applying for and enrolling in all programs.

Year(s)	Key Performance Indicator(s)
3	(a) Application numbers from qualified candidates (b) Enrolment rates of qualified candidates

Goal 4 Determine how particular features of each campus (e.g., buildings, extracurricular activities) are perceived by prospective students and how those perceptions influence subsequent decisions to apply and enrol.

Year(s)	Key Performance Indicator(s)
2	(a) Feedback from prospective students and enrolled students regarding perceptions of campus features and their influence on enrolment decisions

STRATEGIC ISSUE I-5. MAINTAINING AND DEVELOPING HUMAN RESOURCES

Sub-Issue SI-5.1 Recruiting and selecting the most appropriate candidates to fill anticipated vacancies

Goal 1 Determine the strategic human resource needs of the College based on projected retirements and departures.

Year(s)	Key Performance Indicator(s)
13	(a) Document describing the magnitude and strategic importance of projected retirements and departures by location and work area

Goal 2 Working with faculty and staff, determine the implications of the number of replacement hirings required over the next few years for the kinds of knowledge, skills and tools required for effective functioning of selection committees.

Year(s)	Key Performance Indicator(s)
2	(a) Document describing the kinds of additional knowledge, skills and tools required

Goal 3 Working with faculty and staff, design and implement appropriate measures for providing selection committees with needed knowledge, skills and tools.

Year(s)	Key Performance Indicator(s)
2	(a) Number and nature of measures implemented (b) Feedback from selection committee members

Goal 4 Recruit and select the most appropriate candidates to fill vacancies.

Year(s)	Key Performance Indicator(s)
2-3	(a) Number of applications from appropriate candidates (b) Number of appropriate candidates hired (c) Number of positions left vacant (d) Feedback from candidates about the effectiveness of our recruiting materials (e) One-year follow-up performance evaluation of new hires

Sub-Issue SI-5.2 Orientation and integration of employees

Goal 1 Develop and implement employee orientation and integration programs based on identified needs and changing College priorities.

Year(s)	Key Performance Indicator(s)
2-3	(a) Document describing the general and position-specific orientation and integration needs of employees (b) Kinds of orientation and integration activities and measures implemented (c) Feedback from employees (d) Feedback from coordinators of employees' departments or services

STRATEGIC ISSUE I-5. MAINTAINING AND DEVELOPING HUMAN RESOURCES

Sub-Issue SI-5.3 Evaluation of faculty to facilitate professional development and enhance program quality

Goal 1 With the involvement of faculty, design and implement an effective and efficient faculty evaluation process so as to facilitate professional development and enhance program quality.

Year(s)	Key Performance Indicator(s)
1-2-3	(a) Extent of faculty involvement in the development process (b) Annual percentage of faculty evaluated (c) Feedback from faculty who have been evaluated (d) Feedback from students on the quality of instruction (e) Annual costs (money, time and resources) of the evaluation process

Sub-Issue SI-5.4 Facilitating professional development and training to meet both institutional and employee needs

Goal 1 Working with faculty and staff, design and implement systematic procedures for assessing the professional development and training needs of employees.

Year(s)	Key Performance Indicator(s)
2-3	(a) Needs assessment procedures implemented (b) Regularity with which needs assessment reports are produced (c) Feedback from employees (d) Feedback from coordinators of employees' departments or services

Sub-Issue SI-5.5 Valuing and recognizing employee contributions

Goal 1 In cooperation with faculty and staff, identify the factors exerting a significant positive or negative influence on employee motivation and morale.

Year(s)	Key Performance Indicator(s)
2	(a) Report, validated by faculty and staff, on the factors that influence employee motivation and morale

Goal 2 Develop and implement measures to reduce or eliminate significant negative influences on employee motivation and morale.

Year(s)	Key Performance Indicator(s)
2-3	(a) Number and nature of measures implemented (b) Feedback from employees on the efficacy of the measures in improving conditions

Goal 3 Identify, adapt and implement best practices in recognizing and valuing employee contributions.

Year(s)	Key Performance Indicator(s)
1-2-3	(a) Number and nature of best practices implemented (b) Feedback from employees on the efficacy of the best practices in adequately recognizing employee contributions

Sub-Issue SI-5.6 Ensuring the delivery of adequate technical support

Goal 1 Working with faculty and staff, determine the technical support staffing needs of each location and assess the extent to which those needs are being met by current technical support resources.

Year(s)	Key Performance Indicator(s)
1	(a) Report identifying the technical support staffing needs at each location and the extent to which they are being met

STRATEGIC ISSUE I-5. MAINTAINING AND DEVELOPING HUMAN RESOURCES

Sub-Issue SI-5.6 Ensuring the delivery of adequate technical support

Goal 2 Working with faculty and staff, develop and implement feasible measures for more effectively utilizing existing technical support services in order to better meet the overall needs of the College.

Year(s)	Key Performance Indicator(s)
2-3	<ul style="list-style-type: none">(a) Report describing ways and means of making more effective and efficient use of existing technical support resources at each location(b) Number and nature of measures implemented(c) Feedback from technical support users on the effectiveness and efficiency of the measures implemented(d) Feedback from technical support personnel on the effectiveness and efficiency of the measures implemented