



## COLLEGE STRATEGIC ACTION PLAN 2015-2020



*Together we transform lives and open opportunities for brighter futures!*

# THE COMPLETE COLLEGE STRATEGIC ACTION PLAN 2015 – 2020

(APPROVED BY THE BOARD OF GOVERNORS ON JANUARY 28<sup>TH</sup>, 2015)

Champlain Regional College has a unique structure within the Québec college network with three Campuses that span three different administrative regions: Champlain - Lennoxville in the Estrie; Champlain - St. Lambert in the Montérégie; and St. Lawrence in the Capitale-Nationale region surrounding Québec City. Each Campus has a distinct culture with varied needs and expectations. However, this diversity gives Champlain rich opportunities to build relationships that span physical boundaries and open possibilities for synergy and continuous improvement.

This is the third generation of strategic planning for Champlain, and with experience comes a better understanding of the particular context and needs of the College. Our experience has taught us that it is extremely important to focus on strategic *Orientations* and *General Outcomes* that allow each Campus the space for strategic innovation directed at meeting local needs.

The Board of Governors wishes to express its sincere appreciation to each of our Campus and service teams, who generously contributed to the development of this plan. We wish to thank everyone who participated in the numerous consultations, contributed to the development of the Plan, and helped to ensure that we continue to focus our top priority, our students' success. Particular thanks must be expressed to the Directors' Team and Academic Leadership Team, who dedicated endless hours to ensure that the *College Strategic Action Plan (CSAP)* responds to the needs of our students, faculty, staff, management, and communities.

Now the real work begins as we move forward and develop and implement the *General Strategies* through strategic *Initiatives, Projects, and Activities* that make up the *Annual Operational Plan (AOP)*, which help us realize the full intention of the *CSAP* as identified by our communities.



Michael Murray, Chairman



J. Kenneth Robertson, Director General

***Together we transform lives and open opportunities for brighter futures!***

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## CHAMPLAIN REGIONAL COLLEGE MISSION, VISION, & VALUES

### OUR MISSION:

Champlain Regional College is a public, English-language, post-secondary institution that provides pre-university and technical college-level education and training, primarily in English, to learners in both Regular Day and Continuing Education programs. The College, through its unique multiregional structure, responds to the needs of diverse linguistic and cultural communities and contributes to the educational and socio-economic development of the regions of Quebec served by Champlain – Lennoxville, Champlain – St. Lambert and Champlain – St. Lawrence.

The College is dedicated to fostering the individual success of its students and their development as well-rounded, responsible and informed citizens of the world.

### OUR VALUES:

The College values:

- Lifelong learning for students, faculty and staff through personal growth and professional development;
- Excellence through striving for continuous improvement;
- Respect for all individuals, manifested through open communications and a commitment to fairness, justice and honesty;
- Caring through compassion, courtesy and friendliness and a commitment to the wellness of students, faculty and staff;
- Collaboration in the achievement of shared goals and objectives;
- Stewardship through the responsible and effective use of human, physical, environmental and financial resources; and
- A sense of community and tradition within and among all locations of the College.

### OUR VISION:

While there is no question that our *Mission and Values* still hold true, concern was expressed that our *Vision* should be tighter and something everyone can remember. Every session the participants were asked to think about our shared vision, and while there was a very wide variety of responses, the recurring elements that emerged included:

- Champlain cares about people, the human element is extremely important;
  - Champlain is known for the quality of our programs, services, and most of all for the quality of its graduates;
  - Champlain transforms lives and opens opportunities; and
  - Champlain acts today with an eye on the future, scanning the horizon for opportunities and possibilities.
- With these points in mind and recognizing the importance of working together, our collective vision becomes:

***Together we transform lives and open opportunities for brighter futures!***

## PURPOSE OF THE COLLEGE STRATEGIC ACTION PLAN:

The *College Strategic Action Plan (CSAP)* guides the activities of the College for a five-year period, and focuses all of the College's shared strategic directions through a set of *Orientations* and *General Outcomes*. These orientations and outcomes are then translated into action through a dynamic series of General Strategies that allow for each Campus and Service to identify the initiatives, projects, and activities that make-up the College's *Annual Operational Plans (AOP)*, which includes all of the strategic imperatives for a given academic year.

While the CSAP must provide clear direction for the future, it is also extremely important that it is a "living document" that is flexible, open to possibilities, and responsive to changing circumstances and needs. Experience clearly shows that it is impossible to anticipate all of the systemic changes that will occur in the next five years. Therefore, the CSAP must provide the space and opportunity for the College to remain responsive to the needs of our students, faculty, and staff, as well as the communities and regions it serves.

## A BRIEF HISTORY OF PLANNING:

Following the mandate of the Quebec Government in 2003, the College published its first strategic plan in 2004. The *College Strategic Plan 2004-2007* took a "problem/solution" based approach, where all of the problems related to student success were identified and solutions to the problems defined. This was an ambitious effort that led to a number of significant changes. The most important of these was the development of a clearly articulated *Mission, Vision, and Values Statement* upon which future planning could be based. The vast majority of the Plan was focused on student success, with very little content related to the other College services. This plan was extended into the 2007-2008 academic year with early recognition of the time that would be needed to consult on a number of items.

It became evident that it would not be possible to produce a second generation multi-year strategic plan by June 2008 given the changes being experienced in the College. The decision was made to develop a *Transitional Strategic Action Plan 2008-2009* that would address key unattained elements of the **2004-2008 Plan**. This provided the needed time: to reorient the College's planning to a more strategic approach with a common language (*see Annex 1*) for planning; and to ensure that the new *College Strategic Action Plan 2009-2014* was developed through a collaborative process with extensive consultation.

With this third generation of strategic planning for Champlain comes the understanding that for the College to move forward we must focus on strategic directions. To this end, rather than weaving operational elements into almost every aspect of the Plan, the College has decided to focus on strategic orientations and outcomes that allow each Campus the space to consider innovations directed at meeting local needs.

## **LESSONS LEARNED FROM THE *COLLEGE STRATEGIC PLAN 2009-2014*:**

In the spirit of continuous improvement, it is important to consider “lessons learned” from the development and implementation of the *College Strategic Plan 2009-2014*. The College has engaged in an evaluation of the last plan that was completed in the fall of 2014 leading to the following summary of recommendations: (*Annex 2*)

### **Administrative Framework (AF)**

1. Consult the DGAC, ALT, and Commission of Studies in the revisions of Administrative Frameworks as needed in order to ensure that they are aware of the information and guidance it provides in carrying out their planning responsibilities.

### **Student Success Plan**

2. Develop clearer student success outcomes and indicators in order to guide planning, facilitate assessment of progress, and effectiveness of initiatives.
3. Increase opportunities for members of the College community to engage in planning and implementing student success initiatives.

### **Planning Tool**

4. Enhance the interface and capacity of the Planning Tool to make it more effective and user friendly.

### **Communication with the College Community**

5. Develop and implement a communication strategy for ensuring that members of the College community are informed and have ready access to information related to the ongoing development and implementation of the CSAP and AOPs.
6. Facilitate the intra- and inter-campus sharing of information about initiatives and their effectiveness.

### **Communication with Members of College Bodies**

7. Ensure that members of the DGAC, ALT, Commission of Studies, and Board of Governors have the information they need in order to fulfil their responsibilities related to strategic planning, including access to information and reports.

### **Communication with the General Public**

8. Develop and implement a communication strategy for sharing relevant information with the general public about the strategic plan, its accomplishments, and its associated quality assurance mechanisms.

These considerations have been finalized into a series of recommendations resulting in an Action Plan that is being followed-up by the Office of the Director General.

## THE COLLEGE PROFILE

### THE GENERAL COLLEGE PROFILE:

Champlain Regional College is the only English language college with multiple campuses serving three administrative regions: the Montérégie (16), the Estrie (05), and the Capitale-Nationale (03). The Québec Government defines the College as a single corporate entity, which the Board of Governors respects when dealing with issues of governance and finance. However, one of the College's greatest strengths is our appreciation for each campus' distinct culture and traditions with their unique circumstances and needs, while also recognizing our unique opportunity to benefit from an exchange of ideas, opportunities, and services across Campuses.

The College continues to operate within its means, with a healthy accumulated operating surplus, and a balanced budget for the 2014-15 academic year. Over the past few years, the College has worked tirelessly to access specific project funding from various sources, which has allowed more continuous development and innovation. However, recent austerity measures have made it increasingly more difficult to access these funds despite our continued efforts. Our human resources are in transition more than ever before, as we are still in a period of high staff turnover due to retirements. Our corporate memory and capacity is being depleted, which generates significant additional costs related to finding and training new personnel.

The next five years the College will continue to move away from totally in-house information technology systems to out-sourced systems for academic, human resources, and financial services. This major change will have implications on staffing, administrative dynamics, budget, reputation, and visibility.

Our relationship, representation, and communication with the *Ministère de l'enseignement supérieur, recherche et science* (MESRS), the *Commission d'évaluation de l'enseignement collégial du Québec* (CEEC), and the *Fédération des cégeps* is positive and respectful. Members of the faculty and management staff actively participate in these organizations' committees and other initiatives to the benefit of Champlain and the college system as a whole. As one of the five English public colleges in Quebec, our personnel also actively participate in a number of committees specifically dedicated to the provision of educational services to the English speaking population.

## Champlain - Lennoxville

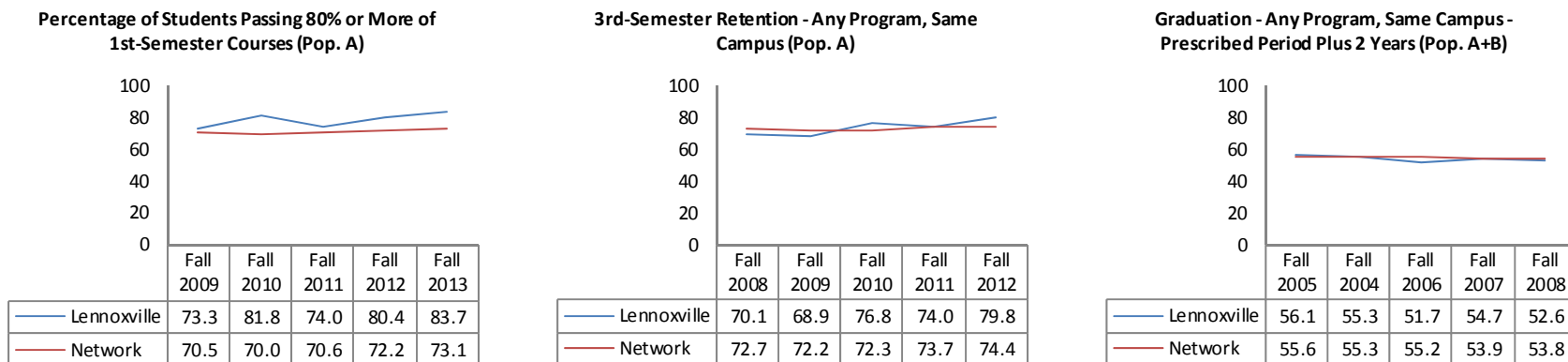
The Lennoxville campus is located in the borough of Lennoxville, part of the City of Sherbrooke, where it shares grounds and facilities with Bishop’s University. It offers pre-university and technical DEC programs on its main campus as well as AEC programs and other continuing education services at its Sherbrooke location. The campus is situated within Administrative Region 05 (*Estrie*), which also includes one public Francophone cégep and one private Francophone college. *(For additional information please see Annex 3)*

**Table 1. Recent fall enrolments at Champlain Lennoxville.**

Sector	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Regular Day	1,066	1,179	1,204	1,244
Continuing Education	135	181	164	160

- Notes: (1) Data source: CLARA  
 (2) Enrolment calculations are based on students taking at least 1 credit course in a credit program.

**Figure 1. Outcomes on key indicators of student success for recent cohorts at Champlain Lennoxville.**



- Notes: (1) Data source: PSEP (*Profil Scolaire des Étudiants par Programme*), SRAM, April 2014 update.  
 (2) Population A = students entering their program directly from high school; Population B = students entering their program following one or more semesters of prior college study.  
 (3) The comparison results (Network) are based on data for students in all other public colleges in the province that offer the same programs as the Champlain campus.

**Table 2. Overview of the campus team at Champlain Lennoxville (2013-2014 FTEs).**

Faculty	Professional	Support	Management
173.0	7.2	24.3	9.0

- Notes: (1) Data source: *Annual Report 2013-2014*, Champlain Regional College



## Champlain - St. Lambert

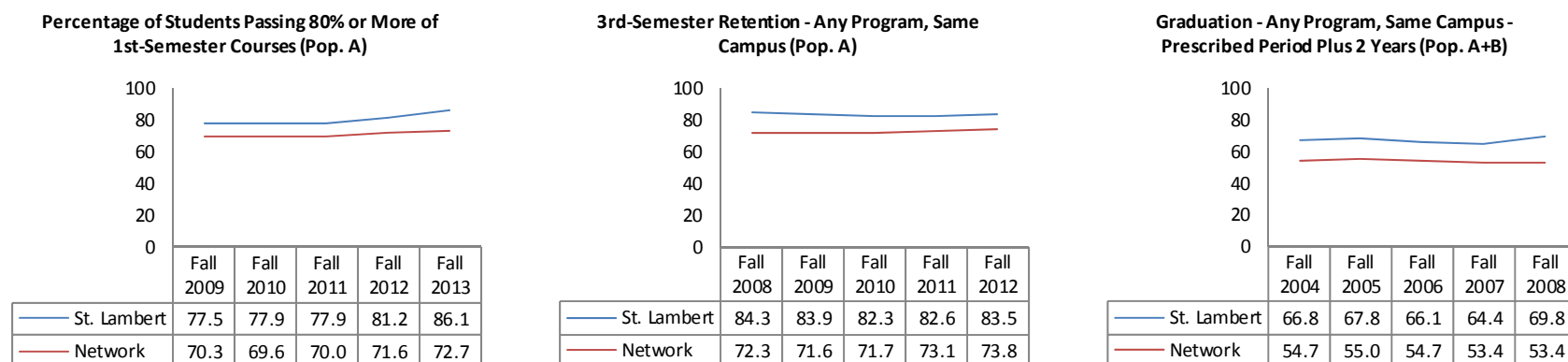
The St. Lambert campus is located on the border between the municipalities of Saint-Lambert and Longueuil on the South Shore of the Island of Montreal. It offers pre-university and technical DEC programs, as well as AEC programs and an extensive range of other continuing education services (including Recognition of Acquired Competencies) on and off campus. The campus is situated within Administrative Region 16 (*Montérégie*), which also includes six other public Francophone cégeps. *(For additional information please see Annex 4)*

**Table 3. Recent fall enrolments at Champlain St. Lambert.**

Sector	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Regular Day	2,754	2,880	2,921	2,883
Continuing Education	273	312	215	192

- Notes: (1) Data source: CLARA  
 (2) Enrolment calculations are based on students taking at least 1 credit course in a credit program.

**Figure 2. Outcomes on key indicators of student success for recent cohorts at Champlain St. Lambert.**



- Notes: (1) Data source: PSEP (*Profil Scolaire des Étudiants par Programme*), SRAM, April 2014 update.  
 (2) Population A = students entering their program directly from high school; Population B = students entering their program following one or more semesters of prior college study.  
 (3) The comparison results (Network) are based on data for students in all other public colleges in the province that offer the same programs as the Champlain campus.

**Table 4. Overview of the campus team at Champlain St. Lambert (2013-2014 FTEs).**

Faculty	Professional	Support	Management
333.0	22.4	54.0	17.0

- Notes: (1) Data source: *Annual Report 2013-2014*, Champlain Regional College

## Champlain - St. Lawrence

The St. Lawrence campus is located in the borough of Ste-Foy, adjacent to the City of Québec. It offers primarily pre-university DEC programs, one technical DEC program, and one AEC program. The campus is situated within Administrative Region 03 (*Capitale-Nationale*), which also includes three other public Francophone Cégeps and five private Francophone colleges. *(For additional information please see Annex 5)*

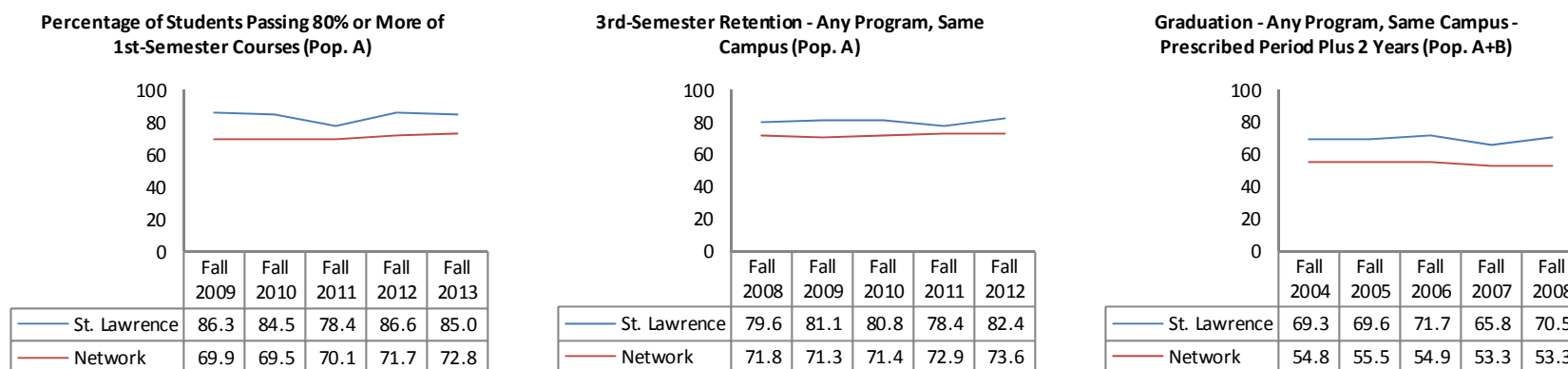
**Table 5. Recent fall enrolments at Champlain St. Lawrence.**

Sector	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Regular Day	917	880	922	926
Continuing Education	0	0	0	0

Notes: (1) Data source: CLARA

(2) Enrolment calculations are based on students taking at least 1 credit course in a credit program.

**Figure 3. Outcomes on key indicators of student success for recent cohorts at Champlain St. Lawrence.**



Notes: (1) Data source: PSEP (*Profil Scolaire des Étudiants par Programme*), SRAM, April 2014 update.

(2) Population A = students entering their program directly from high school; Population B = students entering their program following one or more semesters of prior college study.

(3) The comparison results (Network) are based on data for students in all other public colleges in the province that offer the same programs as the Champlain campus.

**Table 6. Overview of the campus team at Champlain St. Lawrence (2013-2014 FTEs).**

Faculty	Professional	Support	Management
84.0	5.9	20.1	5.6

Notes: (1) Data source: *Annual Report 2013-2014*, Champlain Regional College

## CONSULTATION PROCESS:

The consultation process included 11 consultation sessions that were held from September 2013 to June 2014.

There were 7 initial consultations that produced a vast amount of feedback which is summarized below in a manner that both captures the results in a clear and concise manner and assisted in the development of the College Strategic Action Plan (CSAP) 2015-2020. These sessions were held between September 2013 and January 2014, as follows:

- DGAC and ALT Planning Session: September 11<sup>th</sup>, 2013
- Board of Governors' Planning Session: October 26<sup>th</sup>, 2013
- All-Management Session: November 19<sup>th</sup>, 2013
- Lennoxville Campus Consultation Session: November 26<sup>th</sup>, 2013
- College Administration Consultation Session : December 5<sup>th</sup>, 2013
- St. Lambert Campus Consultation Session: December 11<sup>th</sup>, 2013
- St. Lawrence Campus Consultation Session: January 16<sup>th</sup>, 2014

### INITIAL CONSULTATION APPROACH:

Four major issues or themes were explored during these sessions that were considered in light of a number of key questions, which were tailored to the needs of each group:

- **Where are we now as a College:**

Before we can plan forward, it is essential that we consider where we are presently as a College.

- What distinguishes Champlain?
- How has Champlain changed over the past five years?
- What are our major accomplishments of the past 5 years?
- What opportunities and challenges are on the horizon?

- **Student Success at Champlain:**

Student success is at the very heart of our mission as a College, and the initial consultation was an opportunity to reflect on this essential element in our planning.

- How does Champlain define "Student Success"?
- What conditions facilitate student success?
- What are the best indicators of student success?
- What three or four "learner outcomes"<sup>1</sup> would we like achieved by all Champlain graduates?

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<sup>1</sup> These are competencies that identify the skills, knowledge, and attitudes that we would want all Champlain graduates to demonstrate regardless of their program, enabling them to succeed in their future endeavors, also referred to as a "College-Level Graduate Profile".

- **Institutional Success at Champlain:**

The notion of institutional success includes all of the activities that allow the College to operate in support of our students' success.

- How does Champlain define "Institutional Success"?
- What is the link between student success and institutional success?
- What are the best indicators of institutional success?
- What "institutional outcomes" would you suggest guide the College for the next five years?

- **Champlain Regional College in 5 years:**

As we plan for the next years it is essential that we have a "vision" of what the College will look like at the end of the five year period.

- Can you describe what you believe someone entering Champlain five years from now should see, hear, and/or feel?
- Spontaneously, what should the "Vision" be that will drive the next CSAP?

## **SUMMARY OF FEEDBACK:**

During the seven consultation sessions, for each theme there was a wide range of responses that often depended on the particular perspective of the participants. Below is a general summary of these responses.

- **Where are we as a College:**

- ***Uniqueness of Champlain:***

- Everyone remarked on the fact that Champlain is the only regional college of its nature and structure.
- As well, almost everyone remarked on the fact that we are large enough to provide excellent programs and services, yet small enough to actively demonstrate passion and caring.

- ***Respect for Difference While Capitalizing on Opportunities for Synergy:***

- Each campus noted the importance of recognizing their unique identity in the context of the Regional College.
- However, many also mentioned the importance of capitalizing on our unique structure by sharing ideas, innovations, and resources.

- ***Evolving Programs:***

- For the first time in many years the College has introduced new programs in Nursing at both Lennoxville and St. Lambert. As well, it has applied for approval of an Early Childhood Technician Program, which has been approved since the completion of the consultation process, and is examining the possibility of requesting other programs.
- Continuing Education continues to grow and evolve, including: Services to Business and Industry; Recognition of Acquired Competencies (RAC); development of new AECs; new services to immigrants; amongst others.
- It is worthy to note that, while St. Lawrence closed down its continuing education services 7 years ago, it has in the past year developed an AEC in International Business that is presently being marketed in the Québec City area.
- Many encouraged a continuation of this development to ensure Champlain remains responsive to student and market needs.

- ***Adjusting to the Changing Needs of Our Students:***

- Access to *Student Services* needs to be adapted to the changing way our students use and live with technology;
- We need to continue to consider how we serve our *Francophone students* who often need additional language support; and
- We need to continue to adapt our *services to students with special needs* as the number grows.

- ***Growing Presence and Use of Technology:***
  - Every campus is experimenting with innovative *Active Learning Classrooms*.
  - For the most part, Wi-Fi is accessible throughout our campuses and increasingly students are bringing their own technology for use in their studies: laptops, tablets, and smart phones.
  - Faculty and staff are both using and developing online resources, most notably the reference resources being developed by our St. Lambert Campus.
  - In recognition of how our students and potential students explore and view the world, the College websites at every location have been renewed and the use of social media to access and contact our clientele is becoming the norm.
- ***Greater Opportunity to Explore Possibilities through Projects:***
  - There was frequent recognition of the efforts of the past five (5) years to access and capitalize on funding for special projects.
  - It was noted that this has its challenges, such as submitting proposals and tracking and reporting results (resources).
  - However, it was felt that it was worth the effort to maximizing access to external funding for innovative projects.
- **Student Success at Champlain:**
  - During the consultation conversations and exchanges there was an extremely wide variety of interpretations of how to define “student success”, which in summary included: academic success; sense of belonging; meeting one’s potential; achieving one’s goals; pride in one’s accomplishments; discovering one’s direction or passion for the future; and a number of variations that mirror and/or combine these notions. *(This is not intended to be exhaustive, but rather, reflects the range of qualifiers used to define student success.)*
  - However, there was greater consensus on what contributes to student success, which can be summarized as unqualified commitment to students success, including: exceptional teachers and programs; outstanding learning environment; specialized services; access to a range of extracurricular sports, arts, and activities; and personalized attention.

***Special Note:***

- Given the diverse variety of definitions of “student success”, which was inevitably shaped by a person’s particular role or perspective, it seems appropriate to devote a section of this summary to further reflection.

- **Institutional Success at Champlain:**

- The notion of *Institutional Success* was far less elusive and basically came down to three key elements:
  - support for student success and the academic mission of the College;
  - accountability in the context of transparent and ethical administrative practices and procedures; and
  - integrity through the sound stewardship of public funds.
- As well, it was extremely clear that for the College to be able to attain “institutional success”, it requires the support of the Board of Governors, which must provide good governance in the form of appropriate bylaws and policies and ensuring they meet their statutory responsibilities, including consideration of: the implementation of the CSAP and AOP; presentation of the College budget and financial statements; evaluation of the hors-cadres; approval of DEC and AEC; program revisions and evaluations; amongst others.
- Finally, there was a great deal of interest within and between the campuses and College administration to continue to: work as a team; strengthen and enhance personal relations across sites; and benefit from each other’s expertise.

- **Champlain Regional College in 5 years:**

- Generally there were three types of feedback, descriptors that alluded to the “feeling” of our Campuses and College as a whole, those that described the “physical” transformations, and the way in which we would “operate”:
  - ***From the perspective of “feeling”***... references were made to our values and maintaining a warm, welcoming, caring, respectful and even intimate environment where students have a sense of belonging and attachment to their teachers, college staff, and their peers; and encouraging leadership at all levels;
  - ***With regard to the “physical” transformations***... these often included references to using technology in new ways to improve and diversify our students’ experiences, including: more personalized educational opportunities; greater diversity in program delivery (*active learning, flipping the classroom, universal design to learning, e-learning opportunities, use of web 2.0, amongst others*); and student spaces that encourage conversation and exchange; and
  - ***From an “operational” perspective***... many mentioned the need for greater synergy and communication across the campuses and capitalizing on our unique structure where ideas, possibilities, and opportunities are shared; greater use of technology and social media to reach students, faculty, and staff; enhancing existing programs and developing new programs to respond to economic and student needs; continuing to explore opportunities through specialized projects; and adapting to greater diversity in our student population both in day and continuing education programs.

## OTHER FACTORS “WOVEN” INTO THE FEEDBACK:

All of the above elements were often mentioned in the context of several continuously emerging factors:

### **Emphasis on “Continuous Improvement”:**

- The *Commission d'évaluation de l'enseignement collégial* (CEEC) is in the process of adjusting its operations in light of a new *Quality Assurance Model*, which will be implemented across the Québec cégeps network. While this is certainly a catalyst for change, it should not be the driver for change at Champlain. Rather, as part of our evolving desire for continuous improvement, we should be capitalizing on this opportunity to look at our policies, plans, and practices from a more innovative perspective. In fact, the work on a *Program Management Policy* that the College is presently engaged in is an excellent example of how we are growing and evolving as a College. As part of this new orientation, it will be essential that we look at the structures, supports, and resources we will have to implement this new approach.

### **Growing Concern for Accountability in Québec Society:**

- A number of events in Québec have contributed to a growing desire of Government to build in greater accountability in every aspect of government and para-governmental operations. Never before has there been such an intensity of reporting of results at all levels and in all areas. The resources needed to respond to this increase will have to be taken into consideration as we build the new *College Strategic Action Plan* (CSAP).

### **Impact of Technology on Learning and Pedagogy:**

- Technology permeates virtually every aspect of our students' lives, and increasingly they have access to learning and instructional resources online and through a variety of media. Given this ever increasing access, the College will have to consider how it is responding to the evolution of technology in pedagogy, instructions, and services to students.

### **Growing Need for Continuing Education:**

- For the first time in a planning consultation the importance of continuing education in responding to the economic challenges of Québec society and specifically our economic partners in each of our regions emerged in many conversations. This may be in part due to a growing understanding of the significance of *Attestations of College Studies* (commonly referred to as an AEC) and *Recognition of Acquired Competencies* (RAC) to meeting the needs of business, industry, and a growing immigrant population. This may also be in large part due to our Champlain St. Lambert Campus being identified as a *Centre for Expertise in Recognition of Acquired Competencies* (CERAC). Most importantly, given the growing need for these services locally and at the larger regional, provincial, national, and international levels, the College will have to consider how we wish for these services to evolve.

### **Moving from an “Operational Focus” to a “Strategic Focus”:**

- Frequently during the consultation it was noted that our CSAP is far more “operational” than “strategic” in its focus. Much of this comes from a focus on “what” to do, rather than an analysis of “why” as a College we should be engaged in various initiatives, projects, and activities. Therefore, great care will be taken in the development of the next CSAP to ensure we begin with the “why” (the strategic orientations) in the CSAP, and move to the “what” (the operational orientations) in the development of the *Annual Operational Plans* (AOP).

## THINKING ABOUT STUDENT SUCCESS:

### Within the College there are two (2) perspectives when it comes to student success...

- Some feel that without a clear definition it is impossible to move forward and develop strategies to improve our students' success;
- Yet for others, there is an intuitive sense of what students' success looks and feels like, and therefore no need to spend time to define it as efforts to reach consensus would at best produce a very general definition.

### Here in lies the conundrum...

The most difficult aspect of defining student success seems to be linked to the way we evaluate or assess our students' success; our choice of indicators used to measure if our students have been successful.

- "Quantitative" measures, which are linked to average grades, retention, and completion, never seem to provide the whole picture.
- "Qualitative" measures, which are linked to notions of engagement, commitment, and satisfaction, are far more difficult to define and are open to interpretation.

Only together do they provide a complete portrait of "student success".

We have come to realise that "student success" is a matter of perspective, and that in fact we have to consider it from a variety of perspectives: for government (as representative of the public purse), for our partners (communities, businesses, universities), and most importantly for our students.

### How might student success be measured from each of these perspectives?

- **For Government...** Student success is measured through a set of quantitative indicators that allows for comparison across the network, including, but not limited to, a variety of retention rates, course completion rates, and graduations rates.
- **For Our Partners...** Student success is measured in our graduates' ability to perform and adapt; for our technical students this is measured in their ability to deliver the services for which they were trained as required by the workplace; and for our pre-university students this is measured in their ability to succeed as they further their studies.
- **For Our Students...** Student success is the result of a variety of factors; their ability to meet the requirement of their college studies; their ability to connect with the college community; and their feeling that they have grown through their college experience.
- **Therefore, for the College...** Student success can be measured through a combination of quantitative and qualitative indicators that include, but are not limited to: the measures identified by the government; our students' ability to succeed in future endeavours; and the quality of experience we provide that engenders engagement, commitment, and satisfaction during their time at Champlain Regional College.

### Finally, what "Learner Outcomes" should all Champlain graduates achieve?

- At each consultation session this question was considered and a variety of responses emerged that will provide a foundation for the development of a *College-Level Graduate Profile* within the context of the CSAP 2015-2020.



## WHAT WE HEARD: A MATRIX APPROACH - LEVERAGING CHALLENGES TO OPEN OPPORTUNITIES

**THE CONTEXT:** *In consideration that “challenging” is distinct from “the challenges” to be leveraged...*

- **Challenging Fiscal Environment & Changing Demographics:** While Champlain is experiencing record student enrolments, the College will be subject to a significant dip in the number of eligible students over the next five years. This increases the need to enhance programs and services, while meeting the challenges of the fiscal environment to maintain a competitive edge to ensure we continue to attract students.
- **Keeping and Attracting Talent:** Champlain has an excellent reputation with regard to the quality and commitment of its faculty and staff as attested to by the College’s results. However, to retain and attract academic professionals and talented leaders so that it can continue to grow and evolve, the College will have to offer other incentives given that there is a level playing field in Québec colleges with regards to salaries and benefits.
- **Constantly Evolving Technology:** Champlain has done a great deal over the years to enhance its use of technology to support learning, improve information systems, and modernize infrastructure, most notably in the design of the addition of nursing facilities, development of the St. Lambert library, installation of smart classroom technology, and now the expansion of the student activity space at St. Lawrence. This, coupled with the new Research Policy, places Champlain in an excellent position to meet the need to engage in pedagogical and technical innovation and applied research in an effort to offer students alternative educational experiences.
- **Ever Growing Need for Partnerships:** While there is a natural tendency to become protective of resources during financially lean times, this is in fact the time when we should be opening our doors and attracting partnerships that will increase available resources and enhance the reputation of the College. For this reason, it is essential that Champlain continue to establish community, regional, national, and international partnerships that will enhance opportunities for continued growth of the College as a whole.
- **Political Landscape:** Over recent years, Québec has implemented increasing accountability measures in the form of planning and reporting imbedded in a variety of laws and regulations. Simultaneously, over the past four years there have been six individual budget compressions of \$109 million for the college network of which \$2.8 million have been absorbed by Champlain. The most recent compressions have now created a situation where the College may have to consider impacts on student and academic services, which are at the heart of the College’s mission. Perhaps of even greater concern is the fact that there will be additional compressions for 2015-16.

**THE KEYS:** *As with every challenge, there are keys to unlocking opportunity...*

- **A Shared Vision for the College (As distinct from “my” vision)...** that creates a portrait of the College as we would like it to be in five years, inspiring commitment and encouraging contributions.
- **A Strategic Plan that is a “Living” Document...** that provides the framework for the next five years; is designed to enhance relationships; and is adjusted as the plan unfolds to ensure that it continues to meet the changing needs of the College.
- **Leadership that is “Pedagogical” (As distinct from “pedagogical leadership”)...** that focuses on organizational development by creating opportunities for everyone to develop their particular talents, learn through experience, and exercise their own unique leadership.
- **Synergy across our Campus Network...** the ability to capitalize on our unique structure and learn from one another to enhance capacity, engagement, commitment, and innovation.

## LEVERAGING OUR CHALLENGES AND OPPORTUNITIES:

The following matrix draws on the feedback obtained during the consultation, taking the comments of individuals, groups, and campus communities into consideration, and turning it into a way of thinking about the possibilities. To summarize, our opportunities and challenges are:

### OPPORTUNITIES:

- O 1. **For Our Students (Regular Day & Continuing Education):** Champlain is the first choice for their college education.
- O 2. **For Our Faculty and Staff (Professionals, Support Staff & Management):** Champlain provides a rich working environment that encourages commitment and engagement.
- O 3. **For Our Community Partners (Local, Regional, National, and International):** Partnering with Champlain creates mutual benefits, increases resources, and revitalizes our communities.

### CHALLENGES: Continue to...

- C 1. **Reinforce Our Commitment to the Success of Our Students:** Champlain's deep commitment to our student's success is evident throughout the College.
- C 1. **Provide Relevant Programs & Services:** Champlain continuously enhances and develops our programs and services in the spirit of continuous improvement.
- C 1. **Create an Engaging Environment:** Champlain continues to develop and enhance its learning environment and infrastructure.
- C 2. **Encourage Innovation:** Champlain encourages and promotes innovation.

## WHAT WE HEARD... A MATRIX SUMMARY

OUR CHALLENGES CONTINUE TO...	<b>Reinforce Our Commitment to the Success of Our Students</b> Champlain's deep commitment to our student's success is evident throughout the College.	<b>Provide Relevant Programs &amp; Services</b> Champlain continuously enhances and develops our programs and services in the spirit of continuous improvement.	<b>Create an Engaging Environment</b> Champlain continues to develop and enhance its learning environment and infrastructure.	<b>Encourage Innovation</b> Champlain encourages and promotes innovation.
OUR OPPORTUNITIES FOR...				
<b>Our Students:</b> (Regular Day & Continuing Education)  Champlain is the best choice for their college education.	<ul style="list-style-type: none"> <li>• Champlain students are provided with the supports and services they need to succeed.</li> </ul>	<ul style="list-style-type: none"> <li>• Champlain students are offered relevant programs through regular day and/or continuing education.</li> </ul>	<ul style="list-style-type: none"> <li>• Champlain creates an environment that encourages a culture of engagement in college life.</li> </ul>	<ul style="list-style-type: none"> <li>• Champlain creates opportunities for innovation.</li> </ul>
<b>Our Faculty and Staff:</b> (Professionals, Support Staff & Management)  Champlain provides a rich working environment that encourages commitment and engagement.	<ul style="list-style-type: none"> <li>• Faculty and staff are supported in their efforts to enhance our students' success.</li> </ul>	<ul style="list-style-type: none"> <li>• Our faculty and staff are supported in their ability to continuously improve the programs and services they offer.</li> </ul>		
<b>Our Community Partners:</b> (Local, Regional, National, and International)  Partnering with Champlain creates mutual benefits, increases resources, and energizes communities.	<ul style="list-style-type: none"> <li>• Champlain establishes partnerships that contribute to our students' success.</li> </ul>	<ul style="list-style-type: none"> <li>• Champlain provides relevant programs and services to meet the needs of our external partners.</li> </ul>	<ul style="list-style-type: none"> <li>• Champlain develops mutually beneficial partnerships.</li> </ul>	<ul style="list-style-type: none"> <li>• Champlain is recognized as an innovator by our external partners.</li> </ul>

**ORIENTATION 1:**

1. **Reinforce Our Commitment to the Success of Our Students:** Champlain has a deep commitment to our student's success that is evident throughout the College.
  - 1.1. **General Outcome: Champlain students are provided with the supports and services they need to succeed.**

*AOP Initial General Strategies*

    - 1.1.1. Structure the services and students success initiatives to respond to the needs identified.
    - 1.1.2. Diversify the means by which services to students are offered to increase access.
    - 1.1.3. Validate that the services and student success initiatives provided respond to students' needs.
  - 1.2. **General Outcome: Faculty and staff are supported in their efforts to enhance our students' success.**

*AOP Initial General Strategies*

    - 1.2.1. Faculty are provided with opportunities to develop and adapt their pedagogical practices to meet the needs of their students.
    - 1.2.2. Faculty are provided with assistance in responding to the diverse needs of their students.
    - 1.2.3. Share faculty and staff contributions to student success with the College community.
  - 1.3. **Champlain establishes partnerships that contribute to our students' success.**

*AOP Initial General Strategies*

    - 1.3.1. Identify the types of services that are better provided externally.
    - 1.3.2. Identify the partners that can provide our students with the needed support.
    - 1.3.3. Establish the partnerships with the organizations that can provide our students with the needed supports.

**ORIENTATION 2:**

2. **Provide Relevant Programs & Services:** Champlain continuously enhances and develops our programs and services in the spirit of continuous improvement.
  - 2.1. **General Outcome: Champlain students are offered relevant programs through regular day and/or continuing education.**

*AOP Initial General Strategies*

    - 2.1.1. Continues to improve the capacity to manage the quality of academic programs.
    - 2.1.2. Continues to explore new program options to meet the needs of the Québec economy.
    - 2.1.3. Continues to be a leader in the development of alternative program delivery.
  - 2.2. **General Outcome: Our faculty and staff are supported in their ability to continuously improve the programs and services they offer.**

*AOP Initial General Strategies*

    - 2.2.1. Continuously build capacity to evaluate student learning.
    - 2.2.2. Continuously build capacity to develop and adapt its Quality Assurance System.
    - 2.2.3. Continuously build capacity to ensure accountability through effective administrative practices and procedures.

2.3. **General Outcome: Champlain provides relevant programs and services to meet the needs of our external partners.**

***AOP Initial General Strategies***

2.3.1. Assist our communities by providing needed training and supporting development.

2.3.2. Reaches out to external partners to continually improve our programs and services to meet their needs.

**ORIENTATION 3:**

3. **Create an Engaging Environment:** Champlain continues to develop and enhance its learning environment and infrastructure.

3.1. **General Outcome: Champlain creates an environment that encourages a culture of engagement in college life.**

***AOP Initial General Strategies***

3.1.1. Develop specific initiatives to encourage participation in college life.

3.1.2. Develop specific goals and plans for each campus to enhance learning spaces in the spirit of commitment to academic excellence.

3.1.3. Develop specific goals and plans for each campus to enhance student spaces to encourage engagement in college life.

3.1.4. Create opportunities to develop peoples' capacity and talents.

3.2. **General Outcome: Champlain develops mutually beneficial partnerships.**

***AOP Initial General Strategies***

3.2.1. Establish the means to facilitate communication across our campuses to encourage sharing of ideas, experiences, successes, and challenges.

3.2.2. Build on efforts to share its successes and challenges with our partners and communities.

3.2.3. Develop opportunities for external partners to participate in the college life.

**ORIENTATION 4:**

4. **Encourage Innovation:** Champlain encourages and promotes innovation.

4.1. **General Outcome: Champlain creates opportunities for innovation.**

***AOP Initial General Strategies***

4.1.1. Support faculty and staff that are exploring innovative ways to enhance learning.

4.1.2. Provide students with alternative ways to pursue college-level studies.

4.1.3. Explore opportunities to facilitate applied research.

4.2. **General Outcome: Champlain is recognized as an innovator by our external partners.**

***AOP Initial General Strategies***

4.2.1. Share the College's innovation successes.

4.2.2. Seek partners that provide opportunities for innovation.

4.2.3. Seek partners that will increase the College's capacity to leverage technology.

## CONCLUDING NOTE:

It is important to note that the intent of this document is to open possibilities and provide the context for each of our campuses and services to inspire the members of their team to dream, innovate, and explore the possibilities for our College over the next five (5) years. Therefore, as we move forward with the implementation of the *CSAP 2015-2020*, we must remember that our strategic plan sets a context for the College and should allow space for generative possibilities to emerge as yet unknown opportunities and challenges arise on the horizon.

For this reason, the *CSAP 2015-2020* will set out the *Orientations* and *General Outcomes* for the next five years, but it will be in the *Annual Operational Plans (AOP)* that *General Strategies* and *Initiatives, Projects, and Activities* will be identified so that we can take into consideration the ever evolving and changing context in which the College and each of our campuses and services exist.

## ANNEX 1: Key Strategic Planning Terminology

Term	Working Definition
<b>College Strategic Action Plan (CSAP)</b>	The <i>College Strategic Action Plan (CSAP)</i> guides the activities of the College for a multiple year period, and incorporates all of the College’s key strategic <i>Orientations</i> . Generally, it includes background information, orientations and general outcomes. Basically, it is a “blueprint” for the <i>Annual Operational Plans (AOP)</i> that includes the <i>General Strategies, Initiatives, Projects, and Activities</i> , which move the College forward in the spirit of continuous improvement.
<b>Student Success Plan (SSP)</b>	The <i>Student Success Plan</i> is integrated into the <i>CSAP</i> and focuses on improving our students’ success by addressing issues related to policy, pedagogy, programs, academic services, student services, and related professional development.
<b>Annual Operational Plan (AOP)</b>	The <i>Annual Operational Plan</i> guides the activities of the College for a given operational year. It is directly linked to the <i>Orientations</i> and <i>General Outcomes</i> of the <i>CSAP</i> , through <i>General Strategies</i> and with related <i>Initiatives, Projects, and Activities</i> .
<b>Orientations</b>	<i>Orientations</i> are statements of what is important to the college community. They provide the focus for the <i>College Strategic Action Plan (CSAP)</i> .
<b>General Outcome</b>	A <i>General Outcome</i> describes a desired end result. It is usually written in the present tense.

Term	Working Definition
<b>General Strategy</b>	The <i>General Strategy</i> is usually a description of the general direction or orientation for achieving the <i>General Outcome</i> . It is not specific in nature, and is realized through a series of <i>Initiatives, Projects, and Activities</i> .
<b>Initiatives, Projects, and Activities</b>	<i>Initiatives, Projects, and Activities</i> are the actions taken that are related to the <i>General Strategies</i> that contribute to the realizations of the <i>General Outcomes</i> .
<b>Performance Indicator</b>	A <i>Performance Indicator</i> is a measure of success that can be used to identify if an <i>Initiative, Project, or Activity</i> has been completed. They are used to track the completion of tasks as we work towards the successful attainment of a <i>General Outcome</i> through <i>General Strategies</i> .
<b>Success Indicator</b>	A <i>Success Indicator</i> is a measure of success that can be used to identify a particular area of strength or weakness. <i>Success Indicators</i> are made-up of <i>Quantitative</i> or <i>Qualitative</i> data. They are used to measure our success or the impact of an <i>Initiative, Project, or Activity</i> .
<b>Qualitative Data</b>	<i>Qualitative Data</i> is descriptive data that is based on our understanding or interpretation of information we collect. For Example: <i>Qualitative Data</i> would include a description of our teachers' and students' attitudes towards the "greening" of their campus.
<b>Quantitative Data</b>	<i>Quantitative Data</i> is measurable data that is expressed in terms of numbers or percentages. For Example: <i>Quantitative Data</i> would include the percentage of general education students that complete their program within three years.



## Annex 2: Evaluation of the 2009-2014 College Strategic Action Plan

### Evaluation Process

The evaluation of the 2009-2014 College Strategic Action Plan (CSAP) took place during the 2013-2014 academic year as part of preparations for developing the 2014-2019 CSAP. This evaluation was undertaken pursuant to the value of “excellence through striving for continuous improvement” set forth in the College’s *Mission, Values and Vision Statement* and in anticipation of the new focus on effectiveness of quality assurance systems by the *Commission d’évaluation de l’enseignement collégial* (CEEC, 2013).

### Evaluation Criteria and Guiding Questions

During the Fall 2013 semester, the Director General and the Institutional Research Analyst identified a set of evaluation criteria and guiding questions that were informed by (a) the evaluation of the 2004-2008 College Strategic Action Plan (ECSP), and (b) the CEEC’s (2013) criteria and sub-criteria for evaluating quality assurance mechanisms related to strategic planning and student success planning. The final set of criteria selected was as follows:

1. *Follow-up to the Evaluation of the CSP 2004-2008*: The degree to which the follow-up to the Evaluation of the CSP 2004-2008 has been implemented and improved or facilitated strategic planning at Champlain Regional College;
2. *Development Process*: The effectiveness of the processes used to develop the CSAP 2009-2014;
3. *Implementation*: The effectiveness of the planning model used to implement the CSAP 2009-2014, and specifically the relationship between the CSAP and the Annual Operating Plan (AOP);
4. *Monitoring*: The degree to which the outcomes of the CSAP 2009-2014 were achieved and the effectiveness of the mechanisms used to monitor the results;
5. *Communication*: The degree to which information related to the CSAP 2009-2014 was communicated to the Board of Governors and the campus communities; and
6. *Management Planning Model and Tools*: The effectiveness of the College’s management planning model and tools, and specifically the integration of the Student Success Plan (SSP) into the CSAP 2009-2014.

The evaluation criteria were presented to the Executive Committee and discussed at their meeting of November 13, 2013. Through Resolution No. 645, the Executive Committee recommended approval of the criteria to the Board of Governors. The evaluation criteria were then presented to the Board of Governors and discussed at their meeting of November 27, 2013. Approval of the criteria was granted through Resolution No. 2803.

## Summary of Findings

### General aspects

Overall, respondents' perceptions of the 2009-2014 CSAP are quite positive: of the 36 rating items common to all four groups, 50% or more of respondents either agreed or strongly agreed with 27 (75%) of the statements. These statements touched on such aspects of the CSAP as:

- Clear links between the CSAP and the Mission, Values and Vision Statement;
- Understanding the logic and orientations of various aspects of the CSAP and the relationships between them;
- Integration of the student success plan into the CSAP;
- Ongoing monitoring and evaluation of the CSAP and revision as needed;
- Usefulness of performance and success indicators; and
- Consultation and involvement of non-management members of the College community.

From the perspective of continuous improvement, it is important to determine areas in need of attention. To assist in this, survey items that received disagreement or "don't know" ratings from 20% or more of respondents were identified and the percentages of such responses were then summed to create a total "problematic score".

Broadly speaking, these items can all be seen as involving some element of communication. Two sets of communication streams emerge: (a) communication with the College community, and (b) communication with College bodies (primarily with the Board of Governors and Commission of Studies, but also with the ALT and DGAC to a lesser extent). Within both streams, three broad subjects can be identified: (a) communication about the CSAP and AOPs (content, logic, orientations, and changes made over time), (b) communication about progress in implementing the CSAP and AOPs and achieving desired results, and (c) communication about roles or involvement with the CSAP and AOPs (historical, current, and potential). Respondents' comments indicate that attention needs to be paid to both "what" gets communicated and "how" it gets communicated (media and layout). It is important to bear in mind that the current layout is largely dictated by the Planning Tool.

## Student Success Plan

Based on the various rating of items in the survey, respondents are generally positive about the integration of the student success plan into the strategic plan. They are somewhat less positive about the extent to which non-management members of the College community are actively consulted and involved in both the planning and implementation of student success initiatives. The open-ended questions elicited positive comments about the breadth and diversity of the initiatives undertaken and the dominant place of the student success plan within the strategic plan. The major areas for improvement suggested by the comments include: (a) improving communication about the success plan and its implementation (including the sharing of information about effective strategies), (b) increasing the extent to which members of the College community are engaged in developing and implementing the success plan, and (c) developing a clearer definition of student success for purposes of establishing priorities and measuring results.

## Administrative Framework

Respondents from the ALT and DGAC gave generally positive ratings for the *Administrative Framework for College Planning* in terms of its provision of appropriate information and guidance related to their planning responsibilities. Nonetheless, the low frequency with which it is consulted and the presence of both “disagree” and “don’t know” responses to each of the five statements indicates there is still room for improvement. Respondent comments point to a need for ensuring that members of College bodies implicated in the *Administrative Framework* are aware of its existence and that it provides the kind of information they need.

## Planning Tool

Respondents from DGAC indicate that the Planning Tool has been helpful in relation to a number of tasks associated with the AOPs. At the same time, many of them also indicate that it is not easy to use. The responses also suggest limitations in the ability of the Planning Tool to help DGAC members (a) make clear links between AOP initiatives and CSAP desired outcomes, and (b) analyze information concerning the achievement of AOP initiatives.

### Annex 3: Campus Profile – Champlain - Lennoxville

The Lennoxville campus is located in the borough of Lennoxville, part of the City of Sherbrooke, where it shares grounds and facilities with Bishop’s University. It is situated within Administrative Region 05 (Estrie), which also includes one public Francophone cégep and one private Francophone college.

#### Region

#### Students

**Table 7. Recent fall and winter enrolments at Champlain Lennoxville.**

Sector	Program Type	Fall				Winter			
		2010-2011	2011-2012	2012-2013	2013-2014	2010-2011	2011-2012	2012-2013	2013-2014
Regular Day	Pre-university	854	929	931	960	781	859	866	858
	Technical	189	211	228	236	174	185	212	202
	Orientation and Other	23	39	45	48	18	21	35	31
	<b>TOTAL</b>	<b>1,066</b>	<b>1,179</b>	<b>1,204</b>	<b>1,244</b>	<b>973</b>	<b>1,065</b>	<b>1,113</b>	<b>1,091</b>
Continuing Education	Technical	98	156	144	144	123	164	150	134
	Orientation and Other	37	25	20	16	20	18	17	3
	<b>TOTAL</b>	<b>135</b>	<b>181</b>	<b>164</b>	<b>160</b>	<b>143</b>	<b>182</b>	<b>167</b>	<b>137</b>

Notes: (1) Data source: CLARA

(2) Enrolment calculations are based on students taking at least 1 credit course in a credit program.

**Table 8. Recent fall and winter enrolments at Champlain Lennoxville.**

Sector	Program Type		Fall				Winter			
			2010-2011	2011-2012	2012-2013	2013-2014	2010-2011	2011-2012	2012-2013	2013-2014
Regular Day	Pre-university	N	854	929	931	960	781	859	866	858
		Pct	80.1%	78.8%	77.3%	77.2%	80.3%	80.7%	77.8%	78.6%
	Technical	N	189	211	228	236	174	185	212	202
		Pct	17.7%	17.9%	18.9%	19.0%	17.9%	17.4%	19.0%	18.5%
	Orientation and Other	N	23	39	45	48	18	21	35	31
		Pct	2.2%	3.3%	3.7%	3.9%	1.8%	2.0%	3.1%	2.8%
	<b>TOTAL</b>	N	<b>1,066</b>	<b>1,179</b>	<b>1,204</b>	<b>1,244</b>	<b>973</b>	<b>1,065</b>	<b>1,113</b>	<b>1,091</b>
		Pct	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>
Continuing Education	Technical	N	98	156	144	144	123	164	150	134
		Pct	72.6%	86.2%	87.8%	90.0%	86.0%	90.1%	89.8%	97.8%
	Orientation and Other	N	37	25	20	16	20	18	17	3
		Pct	27.4%	13.8%	12.2%	10.0%	14.0%	9.9%	10.2%	2.2%
	<b>TOTAL</b>	N	<b>135</b>	<b>181</b>	<b>164</b>	<b>160</b>	<b>143</b>	<b>182</b>	<b>167</b>	<b>137</b>
		Pct	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

Notes: (1) Data source: CLARA

(2) Enrolment calculations are based on students taking at least 1 credit course in a credit program.

**Table 9. Fall to winter changes in enrolment at Champlain Lennoxville.**

Sector	Academic Year			
	2010-2011	2011-2012	2012-2013	2013-2014
Regular Day	-8.7%	-9.7%	-7.6%	-12.3%
Continuing Education	5.9%	0.6%	1.8%	-14.4%

Notes: (1) Data source: CLARA

**Table 10. Year over year changes in enrolment at Champlain Lennoxville.**

Sector		Fall				Winter			
		2010-2011	2011-2012	2012-2013	2013-2014	2010-2011	2011-2012	2012-2013	2013-2014
Regular Day	Student Count	1,066	1,179	1,204	1,244	973	1,065	1,113	1,091
	Year to Year Difference		113	25	40		92	48	-22
	Year to Year Pct Difference		10.6%	2.1%	3.3%		9.5%	4.5%	-2.0%
Continuing Education	Student Count	135	181	164	160	143	182	167	137
	Year to Year Difference		46	-17	-4		39	-15	-30
	Year to Year Pct Difference		34.1%	-9.4%	-2.4%		27.3%	-8.2%	-18.0%

Notes: (1) Data source: CLARA

**Table 11. Composition of student population by sex and mother tongue at Champlain Lennoxville (Fall 2010 – Winter 2014).**

Sector	Mother Tongue	Sex		TOTAL	
		Female	Male		
Regular Day	Student Count	English	1,819	1,556	3,375
		French	2,803	2,186	4,989
		Other	283	257	540
		TOTAL	4,905	3,999	8,904
	Student Pct by Sex	English	53.9%	46.1%	100.0%
		French	56.2%	43.8%	100.0%
		Other	52.4%	47.6%	100.0%
		TOTAL	55.1%	44.9%	100.0%
	Student Pct by Mother Tongue	English	37.1%	38.9%	37.9%
		French	57.1%	54.7%	56.0%
		Other	5.8%	6.4%	6.1%
		TOTAL	100.0%	100.0%	100.0%
Continuing Education	Student Count	English	39	76	115
		French	1,109	417	1,526
		Other	66	270	336
		TOTAL	1,214	763	1,977
	Student Pct by Sex	English	33.9%	66.1%	100.0%
		French	72.7%	27.3%	100.0%
		Other	19.6%	80.4%	100.0%
		TOTAL	61.4%	38.6%	100.0%
	Student Pct by Mother Tongue	English	3.2%	10.0%	5.8%
		French	91.4%	54.7%	77.2%
		Other	5.4%	35.4%	17.0%
		TOTAL	100.0%	100.0%	100.0%

Notes: (1) Data source: CLARA

(2) Calculations are based on distinct students enrolled between Fall 2010 and Winter 2014, with each student being counted only once.

## Programs

**Figure 4. Current and forthcoming DEC programs in the Regular Day sector at Champlain Lennoxville.**

Pre-university Programs	Technical Programs
<ul style="list-style-type: none"> <li>• 200.B0 Science                             <ul style="list-style-type: none"> <li>▪ Pure &amp; Applied profile</li> <li>▪ Health Sciences profile</li> </ul> </li> <li>• 300. A0 Social Sciences</li> </ul>	<ul style="list-style-type: none"> <li>• 180.A0 Nursing</li> <li>• 351.A0 Special Care Counselling</li> <li>• 410.B0 Accounting &amp; Management Technology</li> <li>• 420.A0 Computer Science Technology (will not be offered in 2015-2016)</li> </ul>

Pre-university Programs	Technical Programs
<ul style="list-style-type: none"> <li>▪ Commerce profile</li> <li>▪ Criminology profile</li> <li>▪ General profile</li> <li>▪ Math profile</li> <li>▪ Psychology profile</li> </ul>	<ul style="list-style-type: none"> <li>○ Specialization in Administrative Data Processing</li> </ul>
<ul style="list-style-type: none"> <li>• 500.A1 Creative Arts, Literature and Languages (ending 2014-2015) <ul style="list-style-type: none"> <li>○ Creative Arts option</li> <li>○ Languages option</li> </ul> </li> <li>• 500.A1 Arts, Languages and Communication (beginning 2015-2016) <ul style="list-style-type: none"> <li>○ Creative Arts option <ul style="list-style-type: none"> <li>▪ Creative Arts profile</li> </ul> </li> <li>○ Languages option <ul style="list-style-type: none"> <li>▪ Languages and Communication profile</li> </ul> </li> </ul> </li> <li>• 510.A0 Visual Arts</li> <li>• 700.B0 Liberal Arts</li> </ul>	

Figure 5. Current and forthcoming AEC programs in the Continuing Education sector at Champlain Lennoxville.

Technical Programs
<ul style="list-style-type: none"> <li>• LCA.AY Comptabilité de la petite entreprise</li> <li>• LCL.ON Conseiller en produits et services touristiques</li> <li>• LEA.1C Conception de pages Web</li> <li>• LEA.21 Cisco Certified Network Associate (CCNA) - Routing and Switching</li> <li>• LEA.2H Informatique d'affaires</li> <li>• NTA.0T Conseiller en vente d'éléments de décoration</li> <li>• NTA.1E Conseiller en décoration résidentielle</li> </ul>

## Campus Team

**Table 12. The campus team at Champlain Lennoxville (2013-2014 FTEs).**

<b>Category</b>	<b>Tenured</b>	<b>Non-tenured</b>	<b>Total</b>
Faculty	55.0	118.0	173.0
Professional	6.0	1.2	7.2
Support	22.0	2.3	24.3
Management	9.0	0.0	9.0
<b>Total</b>			<b>213.5</b>

Notes: (1) Data source: *Annual Report 2013-2014*, Champlain Regional College



## Annex 4: Campus Profile – Champlain - St. Lambert

The St. Lambert campus is located on the border between the municipalities of Saint-Lambert and Longueuil on the South Shore of the Island of Montreal. It is situated within Administrative Region 16 (Montérégie), which also includes six other public Francophone cégeps.

### Students

**Table 13. Recent fall enrolments at Champlain St. Lambert.**

Sector	Program Type	Fall				Winter			
		2010-2011	2011-2012	2012-2013	2013-2014	2010-2011	2011-2012	2012-2013	2013-2014
Regular Day	Pre-university	2,311	2,385	2,423	2,364	2,152	2,086	2,185	2,167
	Technical	403	464	492	513	353	384	428	448
	Orientation and Other	40	31	6	6	31	25	8	9
	<b>TOTAL</b>	<b>2,754</b>	<b>2,880</b>	<b>2,921</b>	<b>2,883</b>	<b>2,536</b>	<b>2,495</b>	<b>2,621</b>	<b>2,624</b>
Continuing Education	Pre-university		35	51	36		32	49	20
	Technical	254	274	164	156	242	276	161	144
	Orientation and Other	19	3			41	2		
	<b>TOTAL</b>	<b>273</b>	<b>312</b>	<b>215</b>	<b>192</b>	<b>283</b>	<b>310</b>	<b>210</b>	<b>164</b>

Notes: (1) Data source: CLARA  
 (2) Enrolment calculations are based on students taking at least 1 credit course in a credit program.

**Table 14. Recent fall enrolments at Champlain St. Lambert.**

Sector	Program Type		Fall				Winter			
			2010-2011	2011-2012	2012-2013	2013-2014	2010-2011	2011-2012	2012-2013	2013-2014
Regular Day	Pre-university	N	2,311	2,385	2,423	2,364	2,152	2,086	2,185	2,167
		Pct	83.9%	82.8%	83.0%	82.0%	84.9%	83.6%	83.4%	82.6%
	Technical	N	403	464	492	513	353	384	428	448
		Pct	14.6%	16.1%	16.8%	17.8%	13.9%	15.4%	16.3%	17.1%
	Orientation and Other	N	40	31	6	6	31	25	8	9
		Pct	1.5%	1.1%	0.2%	0.2%	1.2%	1.0%	0.3%	0.3%
	<b>TOTAL</b>	N	<b>2,754</b>	<b>2,880</b>	<b>2,921</b>	<b>2,883</b>	<b>2,536</b>	<b>2,495</b>	<b>2,621</b>	<b>2,624</b>
		Pct	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>
Continuing Education	Pre-university	N		35	51	36		32	49	20
		Pct		11.2%	23.7%	18.8%		10.3%	23.3%	12.2%
	Technical	N	254	274	164	156	242	276	161	144
		Pct	93.0%	87.8%	76.3%	81.3%	85.5%	89.0%	76.7%	87.8%
	Orientation and Other	N	19	3			41	2		
		Pct	7.0%	1.0%			14.5%	0.6%		
	<b>TOTAL</b>	N	<b>273</b>	<b>312</b>	<b>215</b>	<b>192</b>	<b>283</b>	<b>310</b>	<b>210</b>	<b>164</b>
		Pct	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

Notes: (1) Data source: CLARA  
 (2) Enrolment calculations are based on students taking at least 1 credit course in a credit program.

**Table 15. Fall to winter changes in enrolment at Champlain St. Lambert.**

Sector	Academic Year			
	2010-2011	2011-2012	2012-2013	2013-2014
Regular Day	-7.9%	-13.4%	-10.3%	-9.0%
Continuing Education	3.7%	-0.6%	-2.3%	-14.6%

**Table 16. Year over year changes in enrolment at Champlain St. Lambert.**

Sector		Fall				Winter			
		2010-2011	2011-2012	2012-2013	2013-2014	2010-2011	2011-2012	2012-2013	2013-2014
Regular Day	N	2,754	2,880	2,921	2,883	2,536	2,495	2,621	2,624
	Year to Year Difference		126	41	-38		-41	126	3
	Year to Year Pct Difference		4.6%	1.4%	-1.3%		-1.6%	5.1%	0.1%
Continuing Education	N	273	312	215	192	283	310	210	164
	Year to Year Difference		39	-97	-23		27	-100	-46
	Year to Year Pct Difference		14.3%	-31.1%	-10.7%		9.5%	-32.3%	-21.9%

**Table 17. Composition of student population by sex and mother tongue at Champlain St. Lambert (Fall 2010 – Winter 2014).**

Sector	Mother Tongue	Sex			
		Female	Male	TOTAL	
Regular Day	Student Count	English	1,819	1,556	3,375
		French	2,803	2,186	4,989
		Other	283	257	540
		TOTAL	4,905	3,999	8,904
	Student Pct by Sex	English	53.9%	46.1%	100.0%
		French	56.2%	43.8%	100.0%
		Other	52.4%	47.6%	100.0%
		TOTAL	55.1%	44.9%	100.0%
	Student Pct by Mother Tongue	English	37.1%	38.9%	37.9%
		French	57.1%	54.7%	56.0%
		Other	5.8%	6.4%	6.1%
		TOTAL	100.0%	100.0%	100.0%
	Continuing Education	Student Count	English	39	76
French			1,109	417	1,526
Other			66	270	336
TOTAL			1,214	763	1,977
Student Pct by Sex		English	33.9%	66.1%	100.0%
		French	72.7%	27.3%	100.0%
		Other	19.6%	80.4%	100.0%
		TOTAL	61.4%	38.6%	100.0%
Student Pct by Mother Tongue		English	3.2%	10.0%	5.8%
		French	91.4%	54.7%	77.2%
		Other	5.4%	35.4%	17.0%
		TOTAL	100.0%	100.0%	100.0%

Notes: (1) Data source: CLARA

(2) Calculations are based on distinct students enrolled between Fall 2010 and Winter 2014, with each student being counted only once.

## Programs

**Figure 6. Current and forthcoming DEC programs in the Regular Day sector at Champlain St. Lambert.**

Pre-university Programs	Technical Programs
<ul style="list-style-type: none"> <li>• 200.B0 Science                             <ul style="list-style-type: none"> <li>▪ Health Sciences profile e</li> <li>▪ Pure &amp; Applied profile</li> </ul> </li> <li>• 200.C0 Computer Science and Mathematics</li> <li>• 200.Z0 Science – International Baccalaureate</li> </ul>	<ul style="list-style-type: none"> <li>• 180.A0 Nursing</li> <li>• 322.A0 Early Childhood Education (beginning Fall 2015)</li> <li>• 410.D0 Business Management                             <ul style="list-style-type: none"> <li>▪ Entrepreneurship profile (beginning Fall 2015)</li> <li>▪ Sport Marketing &amp; Management profile</li> </ul> </li> </ul>

Pre-university Programs	Technical Programs
<ul style="list-style-type: none"> <li>○ Health Sciences option</li> <li>• 300.A0 Social Sciences <ul style="list-style-type: none"> <li>▪ Choice profile</li> <li>▪ Commerce profile</li> <li>▪ Criminology profile</li> <li>▪ Education profile</li> <li>▪ Psychology profile</li> <li>▪ World Studies profile</li> </ul> </li> <li>• 500.A1 Creative Arts, Literature and Languages (ending 2014-2015) <ul style="list-style-type: none"> <li>○ Creative Arts option <ul style="list-style-type: none"> <li>▪ Digital Imaging &amp; Studio Arts profile</li> <li>▪ Film, Video &amp; Communications profile</li> </ul> </li> <li>○ Languages option <ul style="list-style-type: none"> <li>▪ Modern Languages profile</li> </ul> </li> </ul> </li> <li>• 500.A1 Arts, Languages and Communication (beginning 2015-2016) <ul style="list-style-type: none"> <li>○ Languages option <ul style="list-style-type: none"> <li>▪ Languages and Culture profile</li> </ul> </li> <li>○ Media option <ul style="list-style-type: none"> <li>▪ Digital Arts &amp; New Media profile</li> <li>▪ Film &amp; New Media profile</li> </ul> </li> </ul> </li> <li>• 700.B0 Liberal Arts</li> </ul>	<ul style="list-style-type: none"> <li>• 412.A0 Office System Technology <ul style="list-style-type: none"> <li>○ Specialization in Micropublishing and Hypermedia <ul style="list-style-type: none"> <li>▪ Graphic Communication profile</li> </ul> </li> </ul> </li> <li>• 414.A0 Tourism <ul style="list-style-type: none"> <li>○ Specialization in Tourism Product Marketing <ul style="list-style-type: none"> <li>▪ Tourism Management profile</li> </ul> </li> </ul> </li> <li>• 420.A0 Computer Science Technology <ul style="list-style-type: none"> <li>○ Specialization in Administrative Data Processing <ul style="list-style-type: none"> <li>▪ Legacy to Mobile profile</li> </ul> </li> </ul> </li> </ul>

Figure 7. Current and forthcoming AEC programs in the Continuing Education sector at Champlain St. Lambert.

Technical Programs
<ul style="list-style-type: none"> <li>• LCA.CB Specialist in Transportation &amp; Logistics</li> <li>• LEA.1Q Information Technology Client Support</li> <li>• LEA.21 CISCO Certified Network Associate – Routing &amp; Switching</li> <li>• EEC.1Y Residential Real Estate Brokerage</li> </ul>

## Campus Team

**Table 18. The campus team at Champlain St. Lambert (2013-2014 FTEs).**

<b>Category</b>	<b>Tenured</b>	<b>Non-tenured</b>	<b>Total</b>
Faculty	137.0	196.0	333.0
Professional	13.6	8.8	22.4
Support	50.4	3.6	54.0
Management	16.0	1.0	17.0
<b>Total</b>			<b>426.4</b>

Notes: (1) Data source: *Annual Report 2013-2014*, Champlain Regional College

## Annex 5: Campus Profile – Champlain - St. Lawrence

The St. Lawrence campus is located in the borough of Ste-Foy, adjacent to the City of Québec. It is situated within Administrative Region 03 (Capitale-Nationale), which also includes three other public Francophone Cégeps and five private Francophone colleges.

### Students

**Table 19. Recent fall enrolments at Champlain St. Lawrence.**

Sector	Program Type	Fall				Winter			
		2010-2011	2011-2012	2012-2013	2013-2014	2010-2011	2011-2012	2012-2013	2013-2014
Regular Day	Pre-university	790	756	778	800	708	675	685	715
	Technical	126	120	133	121	119	117	124	111
	Orientation and Other	1	4	11	5		6	7	6
	<b>TOTAL</b>	<b>917</b>	<b>880</b>	<b>922</b>	<b>926</b>	<b>827</b>	<b>798</b>	<b>816</b>	<b>832</b>

**Table 20. Recent fall enrolments at Champlain St. Lawrence.**

Sector	Program Type		Fall				Winter			
			2010-2011	2011-2012	2012-2013	2013-2014	2010-2011	2011-2012	2012-2013	2013-2014
Regular Day	Pre-university	N	790	756	778	800	708	675	685	715
		Pct	86.2%	85.9%	84.4%	86.4%	85.6%	84.6%	83.9%	85.9%
	Technical	N	126	120	133	121	119	117	124	111
		Pct	13.7%	13.6%	14.4%	13.1%	14.4%	14.7%	15.2%	13.3%
	Orientation and Other	N	1	4	11	5		6	7	6
		Pct	0.1%	0.5%	1.2%	0.5%		0.8%	0.9%	0.7%
<b>TOTAL</b>		N	<b>917</b>	<b>880</b>	<b>922</b>	<b>926</b>	<b>827</b>	<b>798</b>	<b>816</b>	<b>832</b>
		Pct	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

**Table 21. Fall to winter changes in enrolment at Champlain St. Lawrence.**

Sector	Academic Year			
	2010-2011	2011-2012	2012-2013	2013-2014
Regular Day	-9.8%	-9.3%	-11.5%	-10.2%

**Table 22. Year over year changes in enrolment at Champlain St. Lawrence.**

Sector	Fall				Winter				
	2010-2011	2011-2012	2012-2013	2013-2014	2010-2011	2011-2012	2012-2013	2013-2014	
Regular Day	N	917	880	922	926	827	798	816	832
	Year to Year Difference		-37	42	4		-29	18	16
	Year to Year Pct Difference		-4.0%	4.8%	0.4%		-3.5%	2.3%	2.0%

**Table 23. Composition of student population by sex and mother tongue at Champlain St. Lawrence (Fall 2010 – Winter 2014).**

Sector	Mother Tongue	Sex		TOTAL
		Female	Male	
Regular Day Student Count	English	560	527	1,087
	French	3,247	2,409	5,656
	Other	170	164	334
	TOTAL	3,977	3,100	7,077
Student Pct by Sex	English	51.5%	48.5%	100.0%
	French	57.4%	42.6%	100.0%
	Other	50.9%	49.1%	100.0%
	TOTAL	56.2%	43.8%	100.0%
Student Pct by Mother Tongue	English	14.1%	17.0%	15.4%
	French	81.6%	77.7%	79.9%
	Other	4.3%	5.3%	4.7%
	TOTAL	100.0%	100.0%	100.0%

Notes: (1) Data source: CLARA

(2) Calculations are based on distinct students enrolled between Fall 2010 and Winter 2014, with each student being counted only once.

## Programs

**Figure 8. Current and forthcoming DEC programs in the Regular Day sector at Champlain St. Lawrence.**

Pre-university Programs	Technical Programs
<ul style="list-style-type: none"> <li>• 200.B0 Science                             <ul style="list-style-type: none"> <li>▪ Pure &amp; Applied profile</li> <li>▪ Health Sciences profile</li> </ul> </li> <li>• 300. A0 Social Sciences                             <ul style="list-style-type: none"> <li>▪ Commerce profile</li> <li>▪ Discovery profile</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• 410.B0 Accounting &amp; Management Technology</li> </ul>

Pre-university Programs	Technical Programs
<ul style="list-style-type: none"> <li>▪ International profile</li> <li>▪ Mathematics profile</li> <li>▪ Psychology, Society and Health profile</li> <li>• 500.A1 Creative Arts, Literature and Languages (ending 2014-2015) <ul style="list-style-type: none"> <li>○ Languages option <ul style="list-style-type: none"> <li>▪ German &amp; French profile</li> <li>▪ Spanish &amp; French profile</li> <li>▪ Spanish &amp; German profile</li> </ul> </li> </ul> </li> <li>• 500.A1 Arts, Languages and Communication (beginning 2015-2016) <ul style="list-style-type: none"> <li>○ Languages option <ul style="list-style-type: none"> <li>▪ Spanish profile</li> </ul> </li> </ul> </li> </ul>	

Figure 9. Current and forthcoming AEC programs in the Continuing Education sector at Champlain St. Lawrence.

Technical Programs
<ul style="list-style-type: none"> <li>• LCA.3M International Business I (beginning Fall 2014)</li> </ul>

## Campus Team

Table 24. The campus team at Champlain St. Lawrence (2013-2014 FTEs).

Category	Tenured	Non-tenured	Total
Faculty	50.0	34.0	84.0
Professional	5.3	0.6	5.9
Support	19.1	1.0	20.1
Management	5.0	0.6	5.6
<b>Total</b>			<b>115.6</b>

Notes: (1) Data source: *Annual Report 2013-2014*, Champlain Regional College