



STRATEGIC PLAN 2010-2016*

*As amended by BOG on September 26, 2013

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STRATEGIC PLAN 2010-2016

SECTION 1: INTRODUCTION

The development of the Heritage College 2010-2016 Strategic Plan is the result of a wide consultation of all stakeholders, approved by the Academic Senate and the Board of Governors. This plan presents College priorities for the next four years.

Four orientations are defined as the direct result of the evaluation of the 2004-2007 Strategic Plan. Feedback was also received from students, all categories of personnel, official structures within the College and external partners. Orientations are linked to strategic objectives, with clear targets and means to evaluate effectiveness. The plan also clearly establishes roles, responsibilities and a timeline for its revision and accountability.

Confident that this is the best way to attain our objectives, the commitment of all stakeholders is required. The Strategic Plan is the referral document which informs all important discussions and subsequent actions.

Evaluation Team

A number of committees were created to develop the 2010-2016 Strategic Plan. The following list includes, but is not limited to these main committees:

1- Board of Governors *ad hoc* Strategic Plan Advisory Committee

The *ad hoc* Strategic Plan Advisory Committee was first established on September 28, 2009 by Heritage Board resolution, and was mandated to conduct an evaluation of the 2004-2007 Heritage College Strategic Plan and to develop a new Strategic Plan for 2009-2014. On February 22, 2010, a second Board resolution added resources to the *ad hoc* committee. Chaired by the Director General, and composed of two Executive Committee members, one Board member, and the Director of Financial Services, the committee was expanded to include the Academic Dean and the Director of Student Services.

2-Strategic Plan Working Group

The role and responsibilities of the working group committee was to collect and collate the data, participate in the consultation process and contribute to the development of the Strategic Plan.

Composed of senior managers and, as required, staff members, the Working Group was chaired by the Director General.

3-Academic Services Working Group

The Academic Dean chaired another committee composed of the Director of Student Services and professionals responsible for the development of the orientation addressing student success. All academic departments also actively participated in the development of their respective action plans.

4-Consultant Input

Mr. André Lapré was retained as a consultant to provide assistance in the preparation of the Strategic Plan and to give feedback on the evaluation as it was progressing. Mr. Lapré has worked with the *Commission d'évaluation de l'enseignement collégial* (CEEC) on the evaluation of programs and strategic plans and contributed significantly.

SECTION 2: GENERAL CONTEXT OF THE EVALUATION

2.1 The Heritage College Context

Created in 1969, and initially part of the Cégep de l'Outaouais, Heritage College became an autonomous college in 1988. The College moved into its new facilities in 1994, and has been operating there since.

With an average population of 800 students in regular education, Heritage College is the only English post-secondary educational institution in the Outaouais region. The College offers four programs leading to University studies, and six career-oriented technical programs, all leading to a Diploma of College Studies (DEC). Heritage College Continuing Education also offers a number of programs leading to an Attestation of College Studies (AEC), as well as second language courses, customized training, and a variety of evening and week-end workshops. In addition, it offers two AEC agricultural programs in the Pontiac territory and distance training in James Bay.

Human resources at Heritage College total 187 employees, of whom 119 are teachers. They all work towards the accomplishment of the College Mission: "Heritage College is an English Cégep proudly committed to student success through a diverse and innovative community-driven experience." The College Education Commitment completes its Mission Statement: "Heritage College, a student-centered community, promotes academic excellence through a personal and supportive environment that recognizes the importance of continuous learning." The Heritage Promise states that graduates will "respect human diversity; participate in their community; demonstrate leadership skills; value working with others; behave ethically and safeguard the environment."

2.2 Summary of the evaluation of the effectiveness of the 2004-2007 Strategic Plan

Heritage College conducted its evaluation of the effectiveness of the 2004-2007 Strategic Plan from August 2009 to January 2010. The results of this exercise contributed to the development of the next College Strategic Plan. The following outline summarizes the principal findings of the evaluation process:

- ✦ During the lifespan of the extended 2004-2007 plan which became the 2009 Strategic Plan, actions associated with the defined orientations (Students and Clientele; Quality of teaching; Programs and Personnel; Communications and Marketing, Development and Partnerships) were realized to a degree of 80%. Without a doubt, the College was able to progress in achieving its objectives. With regard to the Student Success Action Plan, all actions were met.

- ✦ The ambiguity of targeted objectives, coupled with the lack of indicators and the absence of precise targets determined at the beginning of the exercise, made evaluating the effectiveness of the Strategic Plan difficult.
- ✦ The 2010-2016 Strategic Plan was developed in a totally different context. Heritage College responded to the results of the evaluation of the last Strategic Plan, assured the active participation of all stakeholders in the entire process, and included objectives, actions, tangible indicators and measurable targets, directly linked to the orientations. The new plan should provide the College with the necessary support to attain its objectives, respond to anticipated challenges and fulfill its mission.

2.3 SUMMARY OF THE 2010-14 STRATEGIC PLAN ADOPTION PROCESS

The process began in the winter semester with intensive consultations with all stakeholders. Faculty pedagogical days on January 11 and 12, 2010 focused on student success and on other aspects of the Strategic Plan. Consultations continued on January 26 with the non-teaching staff (management, professionals and support staff), followed by a session with external partners on February 4, and finally with an open forum with students on February 16. All consulted groups concentrated on a review of the Strengths, Weaknesses, Opportunities and Threats (SWOT) facing the College in the coming years.

On May 12, a second consultation of all internal stakeholders was held to obtain feedback on the draft Strategic Plan, highlighting the orientations, objectives, indicators and targets in order to enable the College to attain the goals set out in the Strategic Plan.

SECTION 3: CURRENT CONTEXT AND SPECIFIC CHALLENGES FACING THE COLLEGE

3.1 Introduction

An analysis of the current College context was necessary to determine the specific challenges facing the College and to define the orientations it should retain. The analysis addressed three different aspects: an update of the SWOT (Strengths, Weaknesses, Opportunities and Threats); enrolment trends in both regular and continuing education programs; and finally, student success.

3.2 SWOT Analysis Update

The first SWOT analysis was conducted in 2003 and was updated during the winter 2010 consultations with all stakeholders:

Strengths

- Offers quality education and assures that students are well prepared for University studies or the workforce
- Benefits from staff (teaching, professional, management and support staff) who are very committed to the success of students
- Situated in a large, growing, urban region where students have access to excellent employment (unemployment rate of about 5%) and high placement opportunities
- Provides relatively low student/teacher ratio that allows for personalized and dedicated teaching support
- Benefits from modern, clean and accessible facilities
- Accommodates students with special needs

-
- Progresses in the use of information and communication technologies (TIC) in class, teaching, admission processes and other areas
 - Delivers appreciated diverse, extra-curriculum sports activities

Opportunities

- Could develop potential in Continuing Education, distance-learning and web-based education
- Could develop potential markets for international, aboriginal and rural students and other related revenue-generating opportunities
- Could use its modern facilities for community, cultural and arts-related activities
- Should increase work-placement activities for students and teacher exchange programs with government and business employers
- Should expand its partnership with the Collège de l'Outaouais, *l'Université du Québec en Outaouais*, the regional school boards, Ontario schools, and any other collaborations that offer potential.

Weaknesses

- Perceived by some to have a relatively low community profile and visibility, as well as modest marketing strategies
- Competes disadvantageously with larger Cégeps and colleges in Montreal and Ottawa
- Limited by its low enrolment potential in a limited catchment area and low retention rates (approximately 40% of students do not complete their regular programs)
- Faces internal communication challenges and, sometimes, lack of consultation in the decision-making process
- Sharing of departmental practices and procedures between programs of studies is uneven.

Threats

- Competition with Ontario-based institutions and direct entry to universities, which draw a number of students before they complete their Heritage College programs
- Low visibility in high schools liaison, student outreach, business partnerships and a resulting negative impact on enrolment and credibility
- Declining demographic forecast of clientele over the next few years could result in limited financial capacity
- Limited succession planning strategies, which would help the college face the upcoming retirements among faculty, management and non-teaching staff

The SWOT analysis will serve as the basis for the identification of major issues for the College and the definition of orientations and objectives in order for the College to progress in the years to come. The College will have to rely on its strengths, take advantage of opportunities, minimize its weaknesses and respond with efficacy to threats that may limit its growth.

3.3 Evolution of the Outaouais population, of College student clientele and programs offered

The following is a presentation of the Outaouais population. Heritage College is situated in the City of Gatineau.¹

✚ Population

Total population: The Federal Government census of 2001 and 2006 revealed that the population of the *Outaouais* region has increased by 8.1% (315,545 to 341,095).

Population in the City of Gatineau: in 2006, more than 70% of the population of the *Outaouais* region lived in Gatineau (238,000 inhabitants); projections show that Gatineau's population should rise to 246,000 in 2011 and 253,000 in 2016.

✚ Regional Population Characteristics

- In 2004, 64.8% of the population in the City of Gatineau was bilingual (English and French), the highest percentage in Canada (compared to 53% in Montreal).
- In the 2006 census, 66.6% of the *Outaouais* population - 15 years and older – claimed to be bilingual in comparison to 41.5% in the Province of Québec; 7.8% of the population indicated that they spoke only English, in comparison to 4.5% in all of Québec.
- The population in the *Outaouais* region is relatively younger than that of the province in general: according to the 2006 census, 18% are 14 years old or younger versus 16.6% in the whole province - and 11.3% of the population was 65 years or older compared to 14.3% in the province of Québec.
- Two groups showed a numeric increase in the region between the 2001 and 2006 census: Aboriginals – an increase of 65.8%, from 8,110 to 13,450 – and Immigrants – an increase of 32.1%, from 17,890 to 23,630.

✚ Education and Job rate

The population in the Outaouais is relatively well educated and, as elsewhere, the link between the diplomas obtained and the job rate is clear.

Diplomas

- 22.4% of the population - 15 years and older – have a high school diploma
- 15.8% have a college diploma
- 17.5% have a university degree

Job Rates

- Those with a college diploma have a job rate of 78.2%
- Those with a high school diploma have a job rate of 65.8%

¹ Source : Emploi Québec, Portrait de la main-d'œuvre et de l'emploi, Portrait Outaouais, juillet 2009

- Those without a diploma drop to 37.6%

■ Statistics on clientele projections for Heritage College

For the period 2001 to 2006, the enrolment at Heritage College was:

(Table 1) Number of full-time students confirmed registrations for the fall session in regular education

Fall 2001 (students)	Fall 2002 (students)	Fall 2003 (students)	Fall 2004 (students)	Fall 2005 (students)	Fall 2006 (students)
707	701	760	775	711	803

For the years 2007-2009, Ministerial forecasts underestimated actual enrolments.

(Table 2) Ministerial forecasts for past years

Fall 2007	798 students	actual: 849 students, + 51 more
Fall 2008	782 students	actual: 795 students, + 13 more
Fall 2009	795 students	actual: 850 students, + 55 more

Based on statistics produced by the Ministry of Education, Leisure and Sports in 2008, the projections of student clientele for Cégeps illustrate that:

(Table 3) Ministerial forecasts for coming years

Fall 2010 (students)	Fall 2011 (students)	Fall 2012 (students)	Fall 2013 (students)	Fall 2014 (students)	Fall 2015 (students)	Fall 2016 (students)
782	758	740	691	674	642	608

In summary, full-time student clientele in regular education was under 800 students for the years 2001 to 2005 inclusively. The average enrolment for regular education for the last four years was 824 students. As demonstrated in the table below, however, the increase in clientele has not been evenly distributed evenly in all programs:

(Table 4) Enrolment distribution 2004-2009

Program	Number of Full-Time Students in Fall session					
	2004	2005	2006	2007	2008	2009
Bridging (081.A0)	18	15	30	42	37	47
Nursing (180.A0)	83	80	80	76	77	78
Science (200.B0)	126	123	145	139	144	143
Electronics Technology (243.BB)	34	28	16	33	35	33
Social Science (300.A0)	223	215	284	293	267	288
Early Childhood Care & Education (322.A0)	55	48	43	39	34	43
Accounting & Management Technology (410.B0)	72	55	40	48	38	55
NewMedia and Publication Design (412.AB)	32	34	39	39	44	50
Computer Science (420.A0)	30	27	23	24	30	33
Visual Arts (510.A0)	45	35	39	48	33	30
Liberal Arts (700.B0)	57	51	64	68	56	51
Total	775	711	803	849	795	851

Although the Ministry has forecasted somewhat lower enrolments than actually occurred for 2007 to 2009 inclusively, the MELS forecast for the next several years still shows a significant gradual decrease year after year until 2016.

Being the sole provider of post-secondary education in the English language in the Outaouais region, the College accepts all students who meet admissions criteria. The capacity of Heritage College has forfeited the need of a rigorous selection process.

3.4 Evolution of Student Success Rates

First-semester course success rates, third-semester retention rates, and graduation in the prescribed period of time are success indicators that have allowed the College to track the evolution of student success. Data related to these three indicators, and data related to incoming high school averages are represented below. The comparison between Heritage College and the average of other Cégeps allows the College to evaluate where its students stand with regard to other institutions.

The data in the following tables apply to cohorts of Heritage College and the public Cégeps affiliated with SRAM.

(Table 5) Incoming High School averages—all students

	(2000-2003)	(2004-2007)	Difference
Heritage College	76.7%	78.0%	1.3%
Public Cégeps	78.5%	78.8%	0.3%
Difference	(-1.8%)	(-0.8%)	1.0%

Table 5 underscores that the average incoming grades of students entering the 2004-2008 time period held lower incoming averages in comparison to their counterparts at other Public Cégeps. This does not automatically translate into lower first-semester Student Success rates for Heritage College compared to other Public Cégeps. However, the statistical disadvantage remains relevant and should be taken into consideration when comparing first-semester student success rates with the other Public Cégeps.

*(Table 6) First semester course success rates—all students
(Page 21 of Student Success plan Evaluation)*

	(2000-2003)	(2004-2007)	Difference
Heritage College	85.0%	82.8%	-2.2%
Public Cégeps	81.7%	81.8%	0.1%
Difference	(+3.3%)	(+1.0%)	-2.3%

In the two periods considered, the averaged percentage of first-semester courses passed by students is higher at Heritage College than at public Cégeps. The data presented in table 6 are quite positive, considering that the incoming high school averages of the College's students have been lower than those of students in all public Cégeps. This fact may inform subsequent student success indicators.

(Table 7) First semester success rates in pre-university sector

	(2000-2003)	(2004-2007)	Difference
Heritage College	86.6%	85.9%	-0.7%
Public Cégeps	84.0%	83.9%	-0.1%
Difference	(+2.6%)	(+2.0%)	-0.6%

While Table 7 shows that first-semester success rates in the pre-university sector have decreased by 0.7 %, they are nonetheless 2.0 % higher than those of all public Cégeps.

(Table 8) First semester success rate in technical sector

	(2000-2003)	(2004-2007)	Difference
Heritage College	84.4%	78.5 %	-5.9%
Public Cégeps	81.9%	83.3 %	1.4%
Difference	(+2.5%)	(-4.8 %)	-7.3%

Table 8 presents a significant decrease between 2000-2003 and 2004-2007 for first semester success rates in the technical sector. The rates are also lower than those of all public Cégeps for the same period.

(Table 9) Third semester retention rates – all students

	(2000-2003)	(2004-2007)	Difference
Heritage College	68.0%	70.4%	+2.4%
Public Cégeps	68.7%	68.5%	-0.2%
Difference	(-0.7%)	(+1.9%)	+1.2%

Table 9 demonstrates that Heritage College has maintained higher third-semester retention rates compared to those of all public Cégeps during the 2004-2007 period. However, of particular importance to the 2004-2007 plan is the fact that the rate has increased 2.4 percentage points from the 2000-2003, while the rate for all public Cégeps increased by 1.2% over the same timeframe. The College celebrates this improvement and is confident that the 2004-2007 Student Success Plan, and the numerous success initiatives in effect throughout the College, contributed in some way to its increase.

(Table 10) Third semester retention rates—pre-university sector

	(2000-2003)	(2004-2007)	Difference
Heritage College	68.0%	71.8%	3.8%
Public Cégeps	67.7%	68.5%	0.8%
Difference	(+1.3%)	(+3.3%)	2.0%

The increase in the retention rate over the 2004-2007 period is attributable to the pre-university sector programs, with an increase of 3.8 percentage points from the 2000-2003 to the 2004-2007 period.

(Table 11) Third semester retention rates in the technical sector

	(2000-2003)	(2004-2007)	Difference
Heritage College	67.9%	65.7%	-2.2%
Public Cégeps	67.7%	69.1%	1.4%
Difference	(+0.2%)	(-3.4%)	-3.6%

The technical program retention rate decreased by 2.2 percentage points from 2000-2003 to 2004-2007, and dropped below the rate of all public Cégeps by 3.4 percentage points.

3.5 Programs Offered in Continuing Education

The growing activities and student clientele in Continuing Education in the last six years are demonstrated in the following table. As noted below, graduation rates testify to the success of these programs.

(Table 12) Continuing Education Programs

AEC Program Name	Program code	Start Date	End Date	Initial Cohort	Graduated
Bilingual Office Systems Administration 4	LEA.A1	August 2006	July 2007	16	15
Proficiency in Diversified Agriculture	CNE.OX	October 2006	June 2007	14	12
Microsoft Networks 2003 with Linux 1	LEA.1G	April 2006	March 2007	16	16
Office Systems Administration 1	LEA.B8	May 2006	March 2007	16	9
Microsoft Networks 2003 with Linux 2	LEA.1G	January 2007	November 2007	15	13
Web Programming and Development	LEA.BA	January 2007	March 2008	22	12
Beef Cattle Production Management	(CNE.07)	November 2007	April 2008	12	12
Bilingual Office Systems Administration 5	LEA.A1	August 2007	July 2008	11	11
Microsoft Networks 2003 with Linux 3	LEA.1G	September 2007	July 2008	15	13
Office Systems Administration 3	LEA.B8	April 2007	March 2008	12	8
Management of a Farm Business	CNE.0M	October 2008	May 2009	11	10
Bilingual Office Administrator 1	LCE.51	April 2008	March 2009	18	16
Bilingual Office Administrator 2	LCE.51	August 2008	July 2009	21	17
Bilingual Office Administrator 3	LCE.51	February 2009	February 2010	11	10
Microsoft Networks 2003 with Linux 4	LEA.1G	May 2008	March 2009	13	11
Microsoft Networks 2003 with Linux 4	LEA.1G	January 2009	December 2009	15	13

Customized training has been offered in the last few years mainly in the areas of languages and computer training. Examples include:

- English language training for Health Care workers sponsored by the Centre de Santé et de Services Sociaux
- French Immersion training offered to clientele referred by Emploi-Quebec
- Spanish and French Second Language training offered to the Privy Council
- ESL training for Colombian students during the summer
- Foreign Affairs and International Trade Canada Nursing training offered to nurses working on missions throughout the world
- Nursing training offered to Health Canada nurses
- Programs offered to the Cree of James Bay including an e-learning Small Business Development Program and Transition to College program

Both day and evening offerings have grown substantially since 2007-2008, notably through computer training to businesses, such as the Royal Bank of Canada, Bel Air Direct, the Canadian Health Care Association, Infrastructure Canada, AFI (a Montreal-based company) and Sobeys.

3.6 Conclusion

Statistics depicting student clientele at the College in both regular and Continuing Education, in addition to the Ministry of Education, Leisure and Sports forecasts for the coming years, raise specific issues that will address Heritage College strategic orientations.

The outcomes of the SWOT analysis, the evolution of student clientele and programs, along with the data available on student progress (*cheminement scolaire*), identify the main issues requiring specific actions in the next Plan.

SECTION 4: ISSUES AND ORIENTATIONS

4.1 Introduction

The conclusions reached in assessing the effectiveness of the 2004-2007 Strategic Plan, the outcomes of the SWOT review, and the evidence of current data, have identified emerging issues that the College must address in the new Strategic Plan.

4.2 Orientation I: Improve Student Success

The first major issue facing Heritage College today is student success. This calls for actions to deal with first semester success, second year retention and graduation rates. These actions will be addressed in the first orientation: Improve Student Success Rate.

4.3 Orientation II: Respond to the Demands of the Outaouais and Global Markets

The second issue clearly revolves around the College responding to the demands of the Outaouais and global markets. The changing demographic profiles of Cégep students— returning students changing careers or updating their knowledge and skills; new immigrants; international and Aboriginal clientele — demand new offerings and an obligation to respond to those markets.

4.4 Orientation III: Increase College Visibility and Student Enrolment

The third issue is Heritage College visibility. As the only English Cégep in Western Quebec, its territory extends to the far north of Quebec borders, Maniwaki and beyond to James Bay and the Coeur des Vallées territory. Cégep de l'Outaouais and Ontario colleges and universities are major competitors. Universities in the Ottawa area provide an option for students even before completing their Cégep studies. These factors constitute a major challenge in attracting and retaining students. The College continually finds itself informing the community that Heritage College has its place and is in fact a public Cégep offering college level education.

The need for greater visibility is even more pronounced in rural areas of the Outaouais territory earmarked by *Emploi Québec* as requiring development. Providing education and training to a population located in remote areas, such as the Pontiac or the Haute Gatineau territories, constitute additional challenges.

Modest attempts by the College to secure a place on the international scene have found success with a niche in language training. For instance, English-Second-Language courses attract a good number of international students in the Continuing Education sector. Heritage is progressing prudently, but steadily towards developing this potential student clientele.

4.5 Orientation IV: Ensure a Synergy of Human, Financial and Material Resources to Support the College Mission

The fourth issue requires attention if the College is to have the means to develop. Exploiting new avenues to increase financial resources is essential to offer the best conditions for student success at Heritage. Enhancing student life requires a review of space allocation. Attracting and retaining qualified personnel is a major challenge. It is imperative that measures be enhanced to recruit, select and retain personnel. In addition, an even greater access to professional development should be provided for existing and new personnel if Heritage is to continue to be a college of choice. The SWOT analysis also identified a need to provide more efficient means for internal communications.

Measures will be taken to do so from a perspective of nurturing good relationships within the Heritage community, promoting achievements and celebrating events.

Sustainable actions to promote a greener environment already exist at Heritage; however, further development and awareness sessions are required. Steps will be taken during the next four years to instill a commitment in students and personnel and to prepare the terrain for a more comprehensive environmental strategy in the future.

4.6 Strategic Plan Orientations Retained

The orientations retained in the Strategic Plan address the following sectors:

- ✦ Improve Student Success
- ✦ Respond to the demands of the Outaouais and global markets
- ✦ Increase College visibility and student enrolment
- ✦ Ensure a synergy of human, financial and material resources to support the College Mission

The College is committed to linking its orientations to the Strategic Plan of the Ministry of Education, Leisure and Sports (MELS):

(Table 13) Indicative correlations between Heritage College and MELS Strategic Plans

Heritage College Orientations and Objectives (excerpts)	Heritage College Mission Statement (excerpts)	MELS Strategic Plan
I. Improve Student Success	"...proudly committed to student success..." "...student-centered community..."	Improve perseverance and student success
II. Respond to the demands of the <i>Outaouais</i> and global markets	"...a diverse and innovative experience..."	Respond to the demands of the local market
III. Increase College visibility and student enrolment	"... promotes academic excellence through a personal and supportive environment..."	
IV. Ensure a synergy of human, financial and material resources to support the College Mission	"... supportive environment that recognizes the importance of continuous learning."	Contribute to learning and maintain favorable conditions to pursue studies

4.7 Objectives, Indicators, Targets and Deadlines

Objectives, indicators and actions have been identified for each orientation. Annexed to this document as Appendix 1 is the Strategic Action Plan specifying how the objectives will be met and assessed.

(Table 14) Strategic Orientation I

Strategic Orientation I - Improve Student Success				
Objective	Indicator	Target	Deadline	
1.1 Support the transition to College	First semester course success	<ul style="list-style-type: none"> ■ Average of 85% for all students in regular education. ■ Minimum of 87% for pre-university students. ■ Minimum of 83% for career programs ■ Minimum of 77% for 101 level block A French courses² 	2014	
1.2. Improve third semester retention	Third semester retention rates	<ul style="list-style-type: none"> ■ Average of 72% for all students ■ Pre-University – 74% ■ Career programs – 70% 	2014	
1.3. Improve graduation in prescribed period of time	Pre-university and career rates AEC rates	<ul style="list-style-type: none"> ■ Pre-university – 46% ■ Career programs – 42% ■ 75%³ 	2014	
1.4. Employ efforts outside the classroom to favor success and provide a stimulating environment	Student satisfaction	<ul style="list-style-type: none"> ■ Improved results on student satisfaction survey by an average of 10%. 	2014	

(Table 15) Strategic Orientation II

Strategic Orientation II - Respond to the demands of the Outaouais and global markets				
Objectives	Indicator	Target	Deadline	
2.1 Develop new AEC programs to respond to the labour market	Number of new AEC	4	2014	
2.2 Enhance existing DEC and AEC programs	Improvements made following program evaluations and revisions Number of evaluations and revisions done	6	2014	
2.3 Implement new DEC programs	Number of implementations			2
2.4 Provide customized training to institutions and businesses	Number of trainings done (Continuing Education)	4	2014	
2.5 Contribute to the development of the tourism economy in the Outaouais region	Number of tourism projects developed with partners	2	2012	
2.6 Provide international training	Number of training	6	2014	

² Cégep Heritage College BOG Motion B160-4.1, September 26, 2013

³ Ibid

(Table 16) Strategic Orientation III

Strategic Orientation III – Increase College visibility and student enrolment				
Objective	Indicator	Target	Deadline	
3.1	Increase recognition of Heritage College brand	Increase in number of applications	Plus 10%	2014
3.2	Sustain a viable number of enrolments in regular and Continuing Education	Number of full-time students	800	2014
		Number of students in Continuing Education	300	
3.3	Increase the influence of the College in the Outaouais region	Number of memberships on external committees	10	2014
		Number of formal links with groups and organizations	6	
3.4	Take advantage of all opportunities to promote the College	Number of media publications (YouTube; Facebook; Twitter; Newspapers; Videos, etc.)	50% more than in 2009	2014
3.5	Raise the profile of the College within the community	Number of cultural, sporting and educational events	1 per month	2014
3.6	Reach new student clientele	Number of immigrants enrolled	30% more than in 2010 overall	2014
		Number of Aboriginals enrolled		
		Number of non-Anglophone students enrolled		
		Number of returning adults (RAC participants)		

(Table 17) Strategic Orientation IV

Strategic Orientation IV – Ensure a synergy of human, financial and material resources to support the College Mission				
Objective	Indicator	Target	Deadline	
4.1	Create conditions for a successful renewal of personnel	Number of qualified candidates recruited and selected	Positions filled	2014
		Professional development opportunities that support staff aspirations	5 activities per year	
4.2	Increase fundraising to assist the College in realizing its goals	Money raised	\$50,000.00	2014
4.3	Exploit grants available to the College	Number of grants obtained	Increase of 20%	2014
4.4	Provide efficient means for internal communications	Internal e-newspaper	Every two weeks	2011
4.5	Effectively allocate space to enhance student life	Number of student designated locations	2 additional locations	2014
4.6	Promote a greener environment	Number of measures taken	5	2014

SECTION 5: ORIENTATION 1: IMPROVING STUDENT SUCCESS

5.1 INTRODUCTION

An analysis of the data presented above (3.4 Evolution of student success rates) was used to evaluate the College Student Success Plan 2004-2007, and gave rise to the following conclusions:

“In conclusion, while Heritage College can still be seen in a favourable light in regards to the PSEP (*Profile scolaire étudiant par programme*) indicators compared to the averages of our counterparts apart from the retention rates for its technical programs. The College does recognize the downward trends as outlined above and as a result will focus its efforts to either halt or reverse the declining trend.”⁴

"But for the most important areas, the success rates themselves, the College is not satisfied. While the quantitative data on the student success indicators still show an above average rate for the most part (in comparison with our counterparts), there are disturbing downward trends both slight and significant. The retention rate has improved for the pre university programs, but each of the other indicators for the College as a whole has declined. The technical sector programs show the most significant declines in the PSEP data. Remedying these trends will be a priority for the next plan.”⁵

For each of the student success indicators that will be tracked over the next four years, the College has set specific targets for improvement and goals to be attained over the duration of this strategic plan. To reduce the effects of annual distortions that may still occur, the targets will be presented as expected results, on average over the next four years, for all students in regular education, and for all students from both sectors (pre-university and technical), as appropriate. For Continuing Education, the College has set a target graduation rate. An annual review of the new data, measuring how close to the targets the College has come, will allow the College to increase efforts in areas where gaps exist, thus enabling the College to continuously adapt in relation to the collected data.

In addition, each program will be able to track the same objectives over the next few years. Also being addressed are particular areas of concern for the programs.

As mentioned earlier, the College undertook an extensive consultation with faculty, College staff, students, and the community. Consultation with the faculty regarding the issue of student success was extremely useful in developing the present plan. Members of each program worked together to develop specific targets for their students along with the action plans they intended to employ to achieve their targets. Each program's plans have been retained within the program. The action plan included in the present Strategic Plan represents a synthesis of a number of similar actions and has applied these across the board.

Students provided input on two occasions. Initially, they participated in small focus groups, led by facilitators at a town hall meeting. The purpose of the discussion was to elicit feedback from students on four factors that could affect student retention and success rates:

- 1-** Personal factors: family life, working life, finances, relationships, lifestyle issues, motivation, interest, the transition from high school to college, etc.

⁴ Student Success Plan 2004-2007 Evaluation, Heritage College, December 15, 2009, p. 25

⁵ Ibid., p. 40

- 2- Course and program related factors: teaching strategies, class environment, course content, teacher availability, teacher support, etc.
- 3- College related factors: administrative policies, procedures or practices; scheduling; program offerings, etc.
- 4- Environmental factors: physical space, socio-cultural activities, sports, clubs, events, parking, transportation, etc.

Secondly, a few weeks later, a survey was administered to the student body and it had a 90% response rate. The survey focused on student success, course failures, and perseverance. Not surprisingly, the survey's open-ended questions and the town hall meeting yielded many of the same concerns. It is a goal of this Strategic Plan to address these concerns.

5.2 OBSTACLES TO STUDENT SUCCESS

Since 2004, the College has been tracking the reasons for students leaving. For the purpose of the Strategic Plan 2010-2016, the College built on information already collected by surveying current students to learn the reasons for course failures and motivations for wanting to leave school.

The brief, open-ended survey was deployed via Omnivox in February 2010. The survey drew 702 respondents, representing nearly 90% of the student body. Responses were compiled and formed a clear indication of obstacles to success from the student perspective.

The survey showed that approximately 38% of the present student body has failed at least one course. In three programs the course success rate was less than 50%.

5.2.1 Student Views

The students failing courses were asked why they thought they failed.

A large majority of students who had failed a course took responsibility upon themselves, citing such reasons as a lack of interest in their program, a lack of motivation for *Cégep*, missing too many classes, working outside of school, not handing in required assignments, an absence of effort, stress, personal reasons, and so on. Other common reasons students gave were the difficulty of the course, poor teaching and "unfair" marking.

5.2.2 College Assistance

The survey next asked the students failing courses, what assistance the College could have provided to help them succeed. A number of students indicated that the College already offers sufficient assistance, but they simply did not use it. Suggestions made by a few students however, included providing more tutoring and counseling services, and coordinating the timing of major assignments so they do not fall in the same week.

5.2.3 Perseverance

Students were asked: "Have you ever wanted to quit coming to Heritage College?" Students in all programs often repeated the same reasons to explain why they considered leaving. Some students:

- feel like they are still in high school
- lack motivation
- want to go to another *Cégep* or to university (in Ontario)
- struggle with too many personal problems
- do not like their program
- dislike their heavy workloads

- feel their program is too difficult
- decry poor teaching methods

5.2.4 Changes the College could make to Better Support Student Success

The last survey question asked: “What change at the College would be the most important for your academic success?” Sixty-one percent (61%) of respondents gave suggestions in response to this question. The following categories represent the common themes arising from those ideas. Where possible, their suggestions have been taken into account in the new Strategic Plan.

✦ Quality of Teaching

Teachers have the most important and immediate role in supporting student learning and success. This fact is confirmed by the number of comments students made in regard to quality of teaching - more comments than on any other theme. Teaching excellence was rated as the most important factor impacting their success (77.4% and 89.5%) according to surveys administered in 2007 and 2009.

In general, student comments were clear and useful, and can be grouped into two streams—attributes of a good teacher, and teaching and evaluation methods. A good teacher, according to students, is someone who cares about them and their success, is passionate about the course, is patient enough to answer questions and makes sure students understand the material.

Students expressed a clear opinion of the types of teaching and learning methods they prefer:

- in-class work
- group work
- hands-on classes
- variety of class activities
- many practice examples with solution
- online activities
- use of Moodle and Omnivox
- additional out of class availability to students

In addition, it was suggested by some students that the College evaluate the faculty more rigorously.

Nevertheless, the 2007 and 2009 satisfaction surveys, also demonstrated high rates of satisfaction in relation to teaching excellence, stimulating course content, feedback, teacher availability, care and support. The College intends to ensure that this perception continues. Ongoing professional development and discussions of learning strategies and technology will meet the pedagogical needs of the evolving student population.

✦ Class Schedules

In the survey, 10% percent of the respondents remarked that their class schedules have an effect on their academic success, and many took issue with classes being held early morning (8:00 a.m.) and late afternoon (to 6:00 p.m.), and with very long breaks in between classes. While it is not possible to achieve a perfect schedule for

each student, efforts will be made in the coming years to orient class scheduling around student needs.

✦ **Computer Resources**

Computer availability was an issue for 14% of students who wanted additional and faster computers, and access to a reliable wireless network in all areas of the College.

Students surveyed in 2007, listed adequate computer labs among the five most important factors impacting student success, with only 59% of students satisfied that computer lab resources met their requirements. In 2009, the satisfaction rate rose to 74%. With the growing reliance on technology as a learning and communication tool, it is essential that the College address this factor over the next four years and continue to meet student needs in this area.

✦ **Library**

A total of 12% of respondents expressed concerns over insufficient seating, service hours, library computer resources, and study rooms. Respondents to surveys administered in 2007 and 2009 did, however, reveal a 10% increase in their satisfaction with the library, and the College wishes to continue to make improvements in this area.

✦ **Extracurricular Activities and College Atmosphere**

A total of 5% of respondents commented on the need for more extra-curricular activities, both sporting and cultural, and for a more evident and vibrant school spirit.

While the rate of students commenting in this area is relatively low, the College has chosen to address this in the plan, given the importance of an engaging college experience and its impact on retention and graduation rates. A total of 71% percent of students responding to the satisfaction survey in 2009 ranked “an enjoyable college experience” among the top five factors impacting success.

5.2.5 Conclusion

Feedback on their success and perseverance offers the College valuable insights into student concerns, and confirms previous results from early leaver and satisfaction surveys. The College will address the following concerns in the Strategic Plan:

- ✦ Providing a more student-centered learning environment
- ✦ Reviewing class scheduling to assure that more students have timetables that support their success
- ✦ Planning that can assure students in all programs better access to computer, library, and other resources they need to learn and succeed
- ✦ Managing existing space to take into consideration the future development of the College (regular and Continuing Education) and student academic and social needs
- ✦ Developing more extra-curricular activities to give students a richer, well-rounded college experience

5.3 Student Success Objectives – Regular Education

The College has established the following three objectives to improve Student Success:

5.3.1 Improve First Semester Course Success Rates

- ✦ That the course success rate for the first semester for cohorts of students from 2010 to 2014, average 87% for all students in regular education.
- ✦ That the average rate of success during the first semester during the same period, equal a minimum of 89% for cohorts of students in pre-university programs and a minimum of 86% for cohorts of students in the technical sector.
- ✦ That the success rate in 101 level block A French courses average 77%.⁶

5.3.2 Increase Third Semester Retention Rates

- ✦ That the rate of re-enrolment for all cohorts of students from 2010 to 2014 in the third semester average a minimum of 72%.
- ✦ That the rate of re-enrolment during these same years equal at least 74% for students in the pre-university sector, and 70% for those in the technical sector.

5.3.3 Improve Graduation on Time Rates

- ✦ That the rate of graduation within the time provided for students in pre-university programs, for cohorts of students from years 2010 to 2014 equal a minimum average of 46%; for students in the technical sector, the goal is set at a minimum of 42%. An overall average of 44% is the last goal for this area.
- ✦ Improve Graduation on Time plus Two Years Rates

While graduation on time plus two years is an important area on which to focus, Heritage College has not included it as an indicator of its success for three main reasons. First, the effects of the strategic plan in this area can only be measured in the long term, only after the lifetime of the strategic plan itself, and secondly, the data for Heritage College may be adversely affected by its proximity to Ontario. Students are drawn to early entry into Ontario universities without the requirement of a college diploma. Finally, given that the rate for “graduation on time plus two years” would most likely improve, if all the above-mentioned indicators show progress, Heritage College is comfortable putting this indicator aside for the time being.

On an annual basis, it is relatively easy to monitor the degree of achievement of each target presented above using PSEP data and, if necessary, data compiled by the College itself.

In 2012, midway through the period of the Strategic Plan 2010-14, the College will be able to see if it is on track to achieve these objectives, or whether it should adjust either the targets with satisfactory explanations, or the means to achieve them.

The College will continue to compare its own performances under each indicator with those obtained by all colleges, and aspires to obtain above average results.

⁶ Cégep Heritage College BOG Motion B160-4.1, September 26, 2013

5.4 Graduation Rate – AEC

During the period from 2007 through 2009 the graduation rates for AECs averaged 83.2%. Recalculation of the AEC success rates and changing realities in Continuing Education has led the College to modify the target success rate to 75%.⁷

5.5 Specific Objectives for each Program

At the onset of the winter 2010 session, Academic Services invited each of the program committees to use PSEP data available for each of the indicators of success in their own program to set a more specific target to be achieved, while specifying preferred means to be used to achieve the target. The results involved each program directly in the development of the present Strategic Plan. Once each program plan was received, the Orientation I Committee reviewed the actions, endorsed or modified them, and synthesized them into major themes. The College will retain the individual Program Success Plans and will follow-up with each program on their results on an annual basis. The College and the program committees will monitor annual changes in the results and verify the degree of achievement of objectives.

5.6 Specific Measures to Support Student Success

5.6.1 Evaluation of the Efficacy of the Measures

To achieve the above objectives in relation to student success indicators for the whole college, or for a specific sector or program, several actions will be implemented to support student success.

Compounded, students can benefit from the effects of various measures concurrently. The challenge is to accurately assess the particular impact of each measure, and contribution to the achievement of targets. Wherever possible, however indirect indicators, such as attendance or student satisfaction, will serve to gauge the impact of each measure.

5.6.2 Climate and a Commitment that Favour Success

To achieve College objectives, it is essential that all employees support each student in his or her success. The gestures, words and attitudes of all those who engage with students can motivate or impede on their success or perseverance. Teachers, who use effective instructional strategies and well-constructed assessment tools, will promote student success.

In a survey conducted in autumn 2009, students confirmed that teachers meet their expectations. To the statement: “I strongly agree that the teachers care about my academic success,” 87% of students responded positively (strongly agree or agree).

The availability of teachers, another essential support for success, remains a strength. In 2007, the statement: “I strongly agree that teachers are available after class and during office hours.” 82.5% of students responded either “strongly agree” or “agree”. This percentage increased to 91.4% in the 2009 survey.

5.6.3 Sense of Belonging in the College and the Program

A high degree of belonging to the College and its programs can also help to promote student success. The College is fortunate in this regard. It has an attractive physical environment, and relationships are positive among students, faculty and staff. Sporting

⁷ Cégep Heritage College BOG Motion B160-4.1, September 26, 2013

activities are numerous. Program activities are frequent and include guest speakers, pizza lunches and BBQs, special outings, and celebrations of student progress. However, additional efforts will be made to build upon this base and to strengthen a sense of Student Life within the College.

5.6.4 Screening and Support of Students “At Risk”

Various means are or will be in place at the College to encourage testing and supporting “at risk” students in their *cheminement scolaire*:

- SRAM admission data and internal software to identify students “at risk” and to monitor their progress
- Mise à niveau courses assist students who have scored below 70% in Secondary V English
- A special bridging program for students “at risk” to assist in the transition to College
- An "Early Alert Program" to identify students experiencing difficulties
- An Academic Probation Program: a commitment to success for students readmitted to school after a series of failures.

These programs have existed for several years in the College, and enhance the success of students. Insufficient data, however, have not allowed the College to demonstrate their efficacy. Henceforth, in each case, the College will collect data regularly on the number of effected students, their programs, and their academic performance to measure the impact of the service provided.

5.6.5 The Learning Center

The College has gradually developed a support center for learning, known as The Learning Center. The number of hours of tutoring by teachers increased from 70 hours per week in 2004, to 84 hours per week in 2007, and to 104 hours in 2009. The Learning Center provides tutoring services for several courses and disciplines: English language, French as a second language, natural sciences (biology, chemistry, mathematics, and physics), social sciences, philosophy, Early Childhood Care and Nursing.

Beginning with the fall 2010 session, the College will establish, precise mechanisms to obtain information on the number of users for each session, subjects and curriculum concerned, as well as ways to measure the effect of the service on student success. Additionally, the College will target specific clientele and needs (“at risk,” ESL, study skills) to reach a wider audience.

5.6.6 Peer Tutoring Complementary Course

About twenty student tutors are trained each year and each delivers thirty hours of tutoring, usually directly in the classroom or laboratory. The College will also collect relevant information regarding this service to estimate its effect on student success.

5.6.7 Academic Support Services

The College will continue to periodically sample the level of student satisfaction with a number of "academic support services." The results in 2009 were clearly more positive than in 2007 and it is encouraging that student satisfaction continues to grow in response to significant efforts to support their success. The responses below represent the percentages of respondents who were either "satisfied" or "very satisfied", in answering the survey question: "How satisfied are you with support services?"

(Table 18) Academic Support Services

Service helpfulness	Learning Center	Academic Advisement	Library	Personal Guidance	Career Guidance	Computer Labs
Survey 2007	58.1%	55.6%	64.0%	49.2%	42.9%	58.5%
Survey 2009	85.1%	82.8%	73.9%	74.1%	64.1%	74.3%
Difference between 2007 / 2009	+27.0%	+27.2%	+9.7%	+24.9%	+21.2%	+ 15.8%

With an internal review of each of the above services to be undertaken by the College over the course of the next several years, the satisfaction rates should continue to increase.

5.6.8 General Education Course Support

The General Education component of every program is important for the overall education of the graduate. However students tend to give priority to the core courses in their programs over general education courses. The present Plan includes a number of specific measures intended to accomplish two goals: first, to raise student perception of the relevance of general education, and secondly, to ensure that the content, focus, and delivery of general education courses are relevant to the student.

5.7 Conclusion of Orientation I

In the first orientation, the College has set specific targets for improving student outcomes for each of the indicators of student success. The current data are generally above the average for public Cégeps. The College does recognize that success rates have slipped in recent years, and is committed to improving its percentages to be clearly above the average results achieved by all public Cégeps. Each program committee has taken on a specific target for improvement of student success. The degree of achievement of each objective for the College as a whole, or for an academic program in particular, will be reviewed annually to ensure that the results will permit the College to attain the targets that have been set.

Specific measures of success help contribute to the achievement of these objectives by supporting students in various forms and in different sectors. The College will put in place the means necessary to assess the outcome of each of the measures and its contribution to student success.

SECTION 6:

ORIENTATION II: RESPOND TO THE DEMANDS OF THE OUTAOUAIS AND GLOBAL MARKETS

6.1 Introduction

A college is characterized by its regular and Continuing Education programs of studies and by student enrolment. The mission of the College is to first offer English education to the regional community. However, there are no geographic boundaries and the College can maximize efforts to offer education to other markets.

It is of interest to note that the regular education sector registered 850 students, in the winter of 2009, its highest enrolment since the College first opened. The decline in student clientele forecasted for the coming years as announced by the Ministry of Education, Leisure and Sports, is disturbing. While in the last three years the College has succeeded enrolling more students than those forecasted, it will take as many measures needed to continue to do so.

Embracing this challenge implies that measures must be introduced to at least maintain, if not augment, the student population in the coming years. Objectives identified in Orientation 1 to support student success will contribute to this goal. Nonetheless, recruitment of clientele must be intensified and existing DEC and AEC programs must be enhanced and made more available to the community.

Six objectives have been identified in an effort to respond to the demands of the Outaouais and global markets.

6.2 Six Objectives

6.2.1 Develop New AEC Programs to Respond to the Outaouais and Global Markets

Increasing the number of AEC programs offered by Continuing Education is a first step in meeting this objective. The AEC programs presently offered address needs in business, technology and agriculture.

Consultations with external partners clearly identified other needs, in particular in the tourism industry. The College has already established proper links with industry and positioned itself in this sector. External Aboriginal partners participating in the consultation highlighted the lack of availability of training offered in the Haute Gatineau territory and insisted that Heritage could best respond to their needs. Arguments supporting their recommendation include the fact that Heritage College is a smaller English institution than those available in Ontario, and that the recognition of a Quebec diploma would provide better opportunities for job placement.

Assessment for this objective lends itself to measurement of the number of new AEC programs developed and offered to the population. In effect, the College anticipates developing four AEC programs in the next four years, based on consultations with external partners, especially those in the tourism industry.

The new AEC programs will address industry requirements in both urban and rural territories of the Outaouais. An AEC in Nature and Adventure Tourism will provide qualified personnel, particularly in the rural area, where a living laboratory in the *Forêt de l'Aigle* has been established. In fact, Heritage College is a user member of the *Coopérative de solidarité de la Forêt de l'Aigle* and the Director General is a member of the Board of

Governors. Students enrolled in the AEC will have a first-hand opportunity for on-site learning experiences in the recreational sector. This endeavour will also provide DEC students with the same opportunity in a number of programs, such as Tourism, Hotel Management, Accounting and Management Technology, NewMedia and Publication Design, Early Childhood Care and Education, Science and Physical Education.

In the National Capital Region (Ottawa and Outaouais), there are approximately one hundred golf courses and an identified shortage of qualified personnel. The development of an AEC in Horticulture would respond to the needs of industry in this area. Other projects are also envisaged in the rural area of Haute Gatineau and Pontiac territories where tourism and horticulture programs could make a difference for the community and the College.

One of the training needs identified by Aboriginal representatives is the Early Childhood Care and Education (ECCE) program. This could be another area of development for an AEC program. Since the College already offers a DEC in ECCE, professional expertise that is already available to the College would facilitate the implementation of an AEC.

6.2.2 Enhance Existing DEC and AEC Programs

Ongoing program evaluations and resulting revisions are carried out according to a set schedule established by Academic Services for DEC programs and Continuing Education for AECs. The analysis and results of these evaluations will determine what improvements are required. Specific actions will be determined by program and departmental faculty and Academic Services to enhance existing programs in regular education and by Continuing Education for AEC programs.

Academic Services and Continuing Education have identified a schedule of comprehensive program evaluations and revisions for the next four years. Results will be reviewed by the Academic Senate and adopted by the Board of Governors. Additionally, every program will be engaged in ongoing annual program evaluation, and the results of these studies will be published in reports submitted by each Program Committee and Continuing Education. Program evaluation reports and implementation of program action plans will demonstrate progress.

Improvements made to the programs following evaluations or revisions serve as one of the indicators retained. The second indicator easily measured is the number of improvements or revisions made to programs.

6.2.3 Implement New DEC Programs

The College will ensure a seamless implementation of the two new DEC programs offered as of the fall of 2010 - Hotel Management and Tourism. As these are career programs, the implementations will extend over the next three years. It is anticipated that the new programs will have a positive impact on enrolment and will provide additional career choices for students. To ensure that the implementation of these new programs is successful, attention will be paid to the orientation and integration of students in the first semester. No doubt, student satisfaction will have a direct impact on enrolment for the coming years and the College will become recognized as an expert in the tourism field.

It is to be expected, during the three year implementation, that adjustments and improvements in the curriculum will be required. Ongoing assessment is of the utmost importance and will be undertaken with rigour.

The number of DEC programs implemented is the first indicator. Other measures may also be used, including the number of annual registrations in new programs; whether implementation measures respond to student expectations; and improvements made to the programs during implementation and their consequences.

6.2.4 Provide Customized Training to Institutions and Businesses

During consultations with external partners, a number of priorities were identified with potential partnerships with the Federal Government, universities and private companies. Further, it was suggested that the College consider providing off-campus distance education using new available technology. First Nations expressed a growing need for their communities and saw Heritage as the ideal providers given its size and location. Expanding available customized training, especially in languages and technology, was recommended.

Establishing partnerships with more companies and the Federal Government will increase the number of training contracts. To measure the degree of success and to confirm whether new contacts have been fruitful will be demonstrated by the number of training contracts successfully completed.

6.2.5 Contribute to the Development of the Tourism Economy in the Outaouais Region

The College examined various projects set forth by the tourism industry over the last few years. Presently, two projects appear feasible for the College. These projects are still in their embryonic stages, but could develop into partnerships with the tourism industry. They are considered of sufficient interest to merit the investment of time and energy, and could result in more visibility for the College and could stimulate enrolment. The two new programs – Hotel Management and Tourism – are directly linked to these projects. New AEC programs under consideration for development – Bilingual Events and Conference Coordinator, Nature and Adventure Tourism, and Horticulture – also fit perfectly with this endeavour.

The tourism industry has repeatedly decried the lack of qualified personnel in the Outaouais region. Young people still view tourism as a low paying sector with few opportunities. This is not the case. Students who graduated from the former private Merici College campus situated in Gatineau readily found employment upon graduating, and in a very short period of time were promoted to managerial positions. This was confirmed both by former students – who actively participated in the development of our two tourism and hotel management programs – and by the tourism community.

The College is confident that the support received from the Outaouais community (MNAs., local politicians; municipalities, both urban and rural; tourism industry; *Tourisme Outaouais*, *Emploi Québec* and *La Table de l'Éducation de l'Outaouais*) will enable the College to contribute tangibly in establishing new partnerships with the community and in developing the economy.

6.2.6 Provide International Training

In 2006, the College became involved in international training, specifically with Columbia. English Second Language courses have attracted numerous groups of young people to Heritage College over the summer months. The groups have increased every year, and the College is securing additional contacts with Columbian schools to offer courses to even more students. A partnership with Chile was established last year, and a Chilean family attended ESL classes for a 5-month period.

Last August, a delegation from China visited the College, and a letter of intent was signed for Heritage to offer training in pedagogy to teachers from Beijing.

Last year, the responsibility for international affairs was given to Continuing Education, with the intent to increase international partnerships in the areas of languages and pedagogical training.

Caution is exercised in progress made in this area, but the College definitely anticipates a growth in partnerships and training contracts over the next four years.

6.3 Conclusion of Orientation II

In the second orientation, the College has taken steps to identify objectives to reach out to community and international aspirations. The development of a niche in tourism is a first step for Heritage to respond to the tourism industry and its vociferous demand for qualified personnel.

The venture into innovative projects for the rural territory of the Outaouais ties into the College mission favouring community-driven projects. The College created partnerships with the Aboriginal communities to look into developing new AEC programs that could respond to the needs of their communities.

The development of new DEC and AEC programs fills a gap for qualified personnel and opens new possibilities for our students where job placement is high.

The College is convinced that ongoing program revisions and comprehensive program evaluations will ensure quality education and higher student satisfaction rates.

The College hopes to establish a niche in language training with domestic and international clients.

The College is committed to becoming a College of choice and to be recognized for its expertise in tourism.

SECTION 7

ORIENTATION III: INCREASE COLLEGE VISIBILITY AND STUDENT ENROLMENT

7.1 Introduction

If the College wants to better serve the English community in the Outaouais, it has to be visible in the community, and must develop formal links with institutions, organizations and industry. The College should be recognized by the population as being the Cégep offering education in the English language. The two previous orientations referred to measures to attract more students: developing new DEC and AEC programs and establishing partnerships in tourism, languages and technology. Nonetheless, specific measures must be identified for Heritage College to be more visible to the community and by the same token increase enrolment.

7.2 Increase Recognition of the Heritage College Brand

The College has invested considerable funds in communication and marketing efforts over recent years to attract clientele in both regular and Continuing Education. Although the number of students has increased, if Heritage College wants to remain competitive during years of predicted demographic decline, it must be recognized as a full-fledged Cégep by the community. Heritage College is too often considered to be a private college; too many people are unaware that Heritage College is a Cégep offering education in the English language, and graduating students with college studies diplomas.

Thus far, marketing responsibilities have rested with each department. The SWOT analysis and subsequent consultations demonstrated the urgent necessity to develop a comprehensive communications and marketing plan. This objective will be addressed during the strategic plan lifespan and should result in the production of an approved communications and marketing strategy. Results should increase the number of applications for DEC and AEC programs, evening courses and customized training.

7.3 Sustain a Viable Number of Enrolments

Statistics presented in Orientation II show a decline in Ministerial projections of clientele for the College until 2016. If the College wants to counter this prediction, it has to diversify its clientele. Again consultations have clearly identified the need to expand and reach out to new markets if the College is to sustain enrolment.

In past years, enrolment efforts have concentrated on English feeder high schools in the Outaouais for regular education, and on local businesses and the general adult population for Continuing Education to augment the number of enrolments. These efforts must continue.

New markets must be explored, including networking with high schools outside of the Outaouais, reaching out to cultural organizations, to First Nations communities, organizations, and school boards, and establishing relations with the French network of high schools, colleges and communities at large to attract and retain clientele.

The Recognition of Acquired Competencies (RAC) is another avenue to be developed. The College must promote the availability of this service in the coming years.

To assess the level of achievement with regard to this objective, mechanisms need to be introduced to measure the increased number of students and the number of immigrants, Aboriginals, non-anglophones and RAC students.

7.4 Increase the Influence of the College in the Outaouais Region

The College actively participates in the Outaouais through its involvement in organizations and institutions such as *la Table Éducation de l'Outaouais*, *l'Université du Québec en Outaouais*, and by joining such groups as the Chamber of Commerce and others.

Consultations demonstrated that the College needs to do more to promote its mission through community involvement. To do so, the Director General and senior management must be appointed to key positions and participate in events and campaigns.

During the life of the Strategic Plan, the College will endeavour to meet this challenge.

7.5 Capitalize on Opportunities to Promote the College

The need to develop a Communications and Marketing plan has been identified as an action for this orientation. Efficient media tools are required if the College is to have a significant impact in the milieu. During the consultation period with students, and as demonstrated by a survey administered in 2009, the use of social media such as Facebook, Twitter, YouTube and others will definitely reach more clientele, both young and mature.

To measure its success, a 50% increase in the use of varied media tools, publications and campaigns is targeted.

7.6 Raise the Profile of the College within the Community

Many educational, cultural, social and sports events have taken place at the College, but few have been advertised to the community.

Inviting the community to participate in such events at the College would enhance the College profile. Promoting opportunities for the community to use College facilities and resources when possible, such as the library, sports centre, and outdoor sports fields would achieve this. Encouraging and publicizing College participation in events organized by the community, such as the Winners Walk of Hope, blood drive, Centraide and others, are additional examples to support this objective.

The College strongly believes that taking an inventory of events, establishing a calendar, and publicizing it would raise the profile of the College within the community. During the lifetime of the Strategic Plan, the College is committed to holding an event once every month.

7.7 Conclusion of Orientation III

The third orientation concentrates on how the College can become more visible and attract more students. The communications and marketing strategy requires attention if the College is to become an important pillar in the Outaouais. A comprehensive communications and marketing plan should provide the guidelines to increase the number of applications by 10% in the coming years.

Consultation feedback indicated that because the College is an English Cégep, its proximity to larger Ontario colleges and, the possibility to enter Ontario universities after only one year of college studies draws off potential students. Additionally, Heritage College has some difficulty retaining students who do not wish to complete general education courses. Publicizing the advantages of obtaining a DEC, the affordability of Cégep studies, the value of general education courses and, the greater job placement opportunities in the province of Quebec could increase the number of applications and graduates.

Reaching out to other groups such as the Aboriginal population, networking with high schools outside the Outaouais and establishing closer relations with French networks are all measures to sustain a

viable number of enrolments. Promoting RAC services will attract clientele to both Continuing Education and regular education.

The College mission clearly states that the College is committed to community-driven learning experiences. To promote community involvement, the College will increase its influence in the Outaouais region by participating in activities, events and campaigns, and subscribing to memberships. It will exploit all promotional opportunities, making use of varied media tools.

Feedback from internal and external groups systematically insisted on the need for the College to take action to raise its visibility if enrolment is to be maintained or increased. The College is committed to respond to this expectation and take its proper place in the community.

SECTION 8

ORIENTATION IV: ENSURE A SYNERGY OF HUMAN, FINANCIAL AND MATERIAL RESOURCES TO SUPPORT THE COLLEGE MISSION

8.1 Introduction

At first glance, the above noted elements may appear as a disparate grouping, but all have a common thread with a mutually important relevance that should be apparent. The development of the College and its influence depend irrefutably on the quality of its personnel. Promoting and offering professional development to personnel generally impacts on students, consequently, on student success. Keeping lines of communication open can create a positive and harmonious work climate favourable to collectively attaining objectives targeted by the College.

It is imperative that the College seize all opportunities to conduct fundraising activities to increase financial resources. The objective is to offer greater opportunities for students to receive “bursaries for perseverance” and in celebration of their success while studying at Heritage College.

The College has not exploited the full potential of Federal, Provincial and other institutional grants. If the College wants to engage in more student-oriented projects and research, it must address this issue.

In the various consultations carried out, especially with students, the allocation of space to enhance student life surfaced repeatedly. The College will be addressing this issue.

Environmental issues drew significant attention from all consulted. Although the College has taken many measures over the years to promote a greener environment, further optimizing actions must be undertaken and promoted. This is why the College will be taking a close look at the use of energy measures in the College, renovating the cafeteria and requiring the use of biodegradable dishes and glassware. The development of an environment policy to become a green College will be completed during the lifetime of the strategic plan.

Technology is an ongoing issue in all colleges. To be competitive, the College must be equipped with appropriate hardware and software. The creation of a schedule for administrative and program technological renewal will be established to improve planning and budgeting. The creation of a more robust wireless network will also be considered.

8.2 Create Conditions for a Successful Renewal of Personnel

In the context of current and anticipated retirements, it is essential that the College establish a succession plan for personnel. Actions are required to inform personnel of job descriptions and qualifications required to access positions.

The review of job descriptions and the determination of qualifications and specific skills appropriate for particular positions constitute the first step for establishing a succession plan. By doing so, personnel can take the necessary measures to acquire qualifications to compete for eventual vacancies. To assist personnel, the College will promote professional development. To measure the effectiveness of this action during the lifetime of the strategic plan, the College anticipates an increase of 5% in the amount of money spent on professional development activities. The coherence between the qualifications of selected persons and the number of positions filled will be a measure of success.

Performance evaluations exist for all categories of personnel at Heritage College except for tenured faculty. In collaboration with faculty members, the College is developing a faculty evaluation policy. It is anticipated that the policy will be approved in the first year of implementation of the strategic plan. During its lifetime, at least 70% of the faculty will be evaluated. Evaluation provides recognition and feedback to personnel - in this case to teachers - and updates knowledge of improvements in teaching methods. These results support job satisfaction, but most of all student success.

8.3 Increase Fundraising to Assist the College in Realizing its Goals

Two foundations exist at Heritage College: The Heritage Endowment, established in 1986 to recognize outstanding academic achievement, and the Development Fund Project established in 1997, which promotes development projects. In recent years, no fundraising activities have taken place.

The College strongly believes that more fundraising activities by the foundations could provide additional student encouragement in the form of additional bursaries for success, completion of studies in prescribed time and to recruit and retain students.

The availability of additional funds in these times of retrenchment would enable the College to grow and develop new projects to enhance student success by providing an environment conducive to success in both academic and student life. It could also strengthen links with graduates, donors and partners; enhancing the College profile and promoting a philanthropic culture within the College.

During the lifetime of the Strategic Plan, fundraising activities would assist the College in realizing its goals. The College must identify strategic areas of development to which a fundraising campaign will be anchored. A realistic financial goal of \$50,000 appears attainable.

In the 2004-2007 Strategic Plan, one of the objectives set and eventually put aside in the context at the time was to explore the creation of a Day Care Center in collaboration with the *Cégep de l'Outaouais*. Consultation has resurrected the project. The ECCE department supports efforts to revitalize the idea. The College has a vested interest in promoting this project and wants to explore this venue. A feasibility study will serve as the basis to determine whether the project should develop further before any conclusions can be reached.

8.4 Exploit Grants Available to the College

Many projects for student success, student life and the working environment are explored. Too often, interesting projects are set aside because of the lack of resources. Grants are available, but not sufficiently exploited. The College will develop a list of relevant grants and take the necessary steps to tap into available funds. Grants could represent a new means to fund research, student success projects, student life, green environment and more.

8.5 Provide Efficient Means for Internal Communication

During consultations, faculty and staff informed management that internal communications could be improved to create a greater sense of belonging. Recognizing that there are existing communications in place, the College will improve the timely dissemination of information to the Heritage Community. The College plans to develop an e-newspaper to be published every two weeks to keep the Heritage College community informed. It is believed that this form of internal communication will prove efficient and strengthen links internally.

8.6 Effectively Allocate Space to Enhance Student Life

Again, during consultations, it became clear that changes to space allocations were essential. External partners commented that the building is attractive and very clean, but that the agora could be more

inviting and representative of a college milieu. Students would like a quiet space for socializing, and for cultural activities.

Requests for space locations are numerous and must be considered following thorough analysis to ensure optimal usage. The College agrees that there is a need for improvement in this area, and proposes to determine requirements and allocate two new space locations for student life in the next four years.

8.7 Promote a Greener Environment

The College already promotes a greener environment. A number of measures already exist in the College. The College will develop actions to optimize the use of energy. With the renewal of the cafeteria contract, the College will secure a commitment by the provider to use biodegradable dishes and glassware. Awareness sessions will be offered to motivate students and personnel to also commit to this goal. An environment policy will be developed to position the College to become a Green College.

8.8 Provide Appropriate Technology

The College is committed to providing appropriate technology. Students are technology-driven and use personal laptops for their studies. The availability of a more robust wireless network would better respond to their needs.

The College must develop a technology plan for administrative and academic equipment and software renewal. The establishment of a schedule will take form during the 2010-2014 period and should facilitate budget planning and the renewal of appropriate technology.

8.9 Conclusion of Objective IV

In the fourth orientation, the College addressed an azimuth of resources supporting the College mission. It has set goals to respond to human, financial and material resource needs. In its human resources aspect, the College is committed to establishing a succession plan, taking all necessary actions to fill positions with qualified personnel and to promote professional development enabling faculty and staff to compete for vacancies as they occur. The adoption of a faculty evaluation policy and its implementation will ascertain even greater opportunities for improvements in teaching methods and skills. The progress made in achieving this goal will depend on the development and implementation of these measures and the level of commitment and contribution by all concerned.

To survive in these lean times, the College must exploit all opportunities to increase funds available to fulfill its mission. All avenues must be explored – fundraising and obtaining grants are key elements necessary to maintain financial resources to further student success, research and development.

The College recognizes the need to introduce improved internal communications to strengthen a sense of belonging and for recognition purposes. This objective will be addressed in the coming years and hopefully will create a better working and learning environment.

The College is convinced that student life contributes to student success. Providing appropriate space where students can socialize, and engage in cultural and sports activities is essential. The College will analyze the feasibility and provide new opportunities in that respect.

Becoming a greener College warrants full attention from the Heritage College community. It is part of the College Promise to safeguard the environment. The College will engage in measures to reach this objective.

Finally, providing appropriate technology supports teaching and learning. The College will take measures to introduce improved technology within its financial means.

SECTION 9

CONCLUSION CONCERNING ORIENTATIONS: OBJECTIVES, INDICATORS AND ASSESSMENT MEASURES TO MEET THE TARGETS SET

The 2010-2016 Strategic Plan and the Strategic Action Plan (Appendix 1) contain four orientations, with a number of objectives for each. The Action Plan outlines the objectives, indicators, actions, responsibilities, timelines and assessment measures and finally, the 2014 targets. Identified assessment mechanisms should provide the College with the necessary tools to effectively evaluate the realization and effectiveness of the Plan.

For the next four years, implementation of the Strategic Plan will pave the way for the College to grow and progress in all sectors of activity. Students, personnel, partners and the Outaouais region should all benefit.

The time has come to move forward and proceed with the realization of the Strategic Plan. The calendar of operations, sharing of responsibilities, assessment measures, and the yearly follow-up and revision of the Strategic Plan should guide the College throughout its lifetime.

SECTION 10

RESPONSIBILITIES AND TIMELINES

The Strategic Action Plan, referred to as Appendix 1, identifies which service or department is responsible for the realization of specific objectives and actions listed under each of the four orientations.

Within the Heritage College community, responsibilities are shared. The Board of Governors approves the Strategic Plan and Strategic Action Plan and oversees its realization. The Academic Senate provides feedback and makes recommendations to the Board of Governors. The Director General is responsible for its development, implementation, follow-up, accountability in the Annual Report, and evaluation of its effectiveness. The Academic Dean has similar responsibilities with regard to Student Success and Academic Programs, working with program committees and departments. In summary, all stakeholders have a role in realizing the Strategic Plan.

SECTION 11

MEASURES TO IMPLEMENT, FOLLOW-UP AND REVISE THE STRATEGIC PLAN

The implementation of the Strategic Plan and Action Plan will begin immediately upon their approval by the Board of Governors. It will be available on the College website for all to consult. In the fall of 2010, an abridged version will be disseminated to all stakeholders, the Ministry of Education, Leisure and Sports and to the *Commission d'évaluation de l'enseignement collégial*. Management staff will incorporate all actions to be implemented in the first year of the Plan in their annual work plans to ensure their realization. Regular follow-ups by the Board of Governors, the Director General, and the Academic Dean will take place. An evaluation of the attainment of actions targeted for the year ending will be carried out. The context will be taken into account when reviewing the action plan. Appropriate changes will be made to facilitate the implementation of the Strategic Plan and to respond to emerging issues.

In agreement with the CEEC, the College will also conduct an evaluation of the effectiveness of the Strategic Plan in 2012, midway through implementation and the lifetime of the Strategic Plan - orienting any required adjustments. This self-evaluation report will be submitted to the CEEC.

SECTION 12

CONCLUSION

The College is proud of the progress made and the involvement of all stakeholders in the development of the 2010-2016 Strategic Plan and Strategic Action Plan. The participation of partners, students and personnel, and their invaluable feedback, played a significant role in identifying priorities on which the College should focus for the next four years. It is extremely important that the Strategic Plan be a “living document,” flexible, open to possibilities and responsive to changing circumstances and emerging needs.

The challenges facing the College in the coming years are enormous, especially in the context of fewer resources, but the College is confident that it will meet these head on and continue to grow, offering quality education and training.

Sincere thanks are extended to all stakeholders who so generously participated in the development of this Strategic Plan and the Strategic Action Plan.

