



Strategic Plan 2004-2009





Strategic Plan

2004-2009

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**Dawson College
Strategic Plan
2004-2009**

I Introduction

A. Genesis of this Plan

This Strategic Plan should be understood as a logical, coherent step in the continuing improvement that has taken place at Dawson over the past ten years, since the reforms to the college system. This improvement, extensively examined and documented in the Institutional Evaluation completed in 2003, is reflected through better programs, more effective evaluation processes and institutional research, strong student enrolments and, most importantly, significantly increased student success rates.

This Plan, then, arises principally from an ongoing dynamic of increased academic performance and strengthened institutional autonomy and accountability that has characterized Dawson College for the past ten years.

There have been two immediate catalysts for this Strategic Plan. First, the Institutional Evaluation report identified the clear need to address certain weaknesses in planning by producing a multi-year Strategic Plan in broad consultation with the Dawson Community. Furthermore, the Director General was instructed to strengthen and clarify institutional planning so as to foster among all staff a clear sense of direction and priorities and an understanding of the linkages between the Mission, the institutional objectives and the role of staff in their realization.

The second catalyst to this Strategic Plan is the recent modification to the Colleges Act requiring each college to develop and submit to the Ministry, no later than July 1, 2004, a multi-year Strategic Plan. Under the provisions of the law, the Strategic Plan must include a Student Success Action Plan (SSAP) as a distinct element, and must include a description of the situation of the College, the institutional objectives, and the means or strategies to achieve these objectives. The plan must take into account the strategic orientations of the Ministère de l'Éducation.

In brief, this Strategic Plan commits Dawson College, over the next five years, to serve the needs of its students and Quebec society by:

- Providing excellent instruction, programs and services that meet clear needs and foster student success.
- Forging effective external partnerships that support Dawson's mission.
- Ensuring that Dawson's faculty and staff are well equipped to meet the challenges of the coming decades.
- Demonstrating effectiveness and accountability in all aspects of Dawson's operations.

B. The Mission Statement of Dawson College

The Mission Statement of Dawson College was adopted in 1986. Its relevance to the current and future work of the College was reconfirmed as part of the Institutional Evaluation Report completed in June 2003.

This Mission of Dawson College is as follows:

As a College in the province of Quebec, aware of its responsibility to contribute to the intellectual, economic and social development of our society, Dawson College believes that it is equally important to prepare students for further academic education and for immediate employment. Therefore, the Mission of Dawson College is:

- to provide a sound education in English to the broadest possible student population;
- to value the ethnic and cultural diversity of our College and to celebrate this diversity within the context of an English education;
- to maintain standards of academic excellence essential to our students' future success and to provide the appropriate programs, services and technology to ensure that any student admitted has the opportunity to develop the skills necessary to achieve these standards;
- to continue to develop innovative and flexible educational approaches to serve the needs of our students;
- to affirm that the College, as a community, requires the participation and representation of all its members – students, staff and faculty – in its governance;
- to encourage the personal and social development of Dawson students through activities outside the classroom;
- to develop the role of the College as a community resource and as a centre for life-long learning.

C. The Major Issues 2001-2006

The Major Issues for Dawson College were adopted by the Board of Governors on January 29, 2001. These issues have formed the base of the College's actions over the past three years, and notable progress has been made on their achievement. These issues are reflected, as appropriate, in this Strategic Plan.

- **Student Success :**

Implementation of the Student Success Action Plan.

- **Accountability :**

Carrying out of an Institutional Evaluation and follow-up on pursuant recommendations.

- **Program Quality:**

Ensuring that all institutional practices and policies support the Program Approach.

- **Institutional Stability :**

Enrolment management for relative stability of student numbers.

- **Human Resources :**

Hiring, training and retention of high-quality faculty and staff to form Dawson's next generation.

- **Innovation :**

Development of new approaches to program delivery: e.g. web-based courses, international programs, AEC'S, new technical options.

D. The Student Success Action Plan

The first Student Success Action Plan was adopted by the Board of Governors on September 25, 2000, for the three year period from July 1, 2000 to June 30, 2003. The SSAP has been extended to June 30, 2004, at which time it will be replaced by the specific student success strategies contained in this Strategic Plan.

The College's experiences with implementation of the first formal SSAP are contained in the recent evaluation report of that Plan and have been reflected in this Strategic Plan. Examination at the provincial level of success plans and outcomes across the cégep network has led to suggestions for orientations for the future. Some of these are noted below:

- **A success plan that is systemic and integrated.**
According to this vision, all services and directorates in the College must not only share the same objectives but also contribute to their attainment and feel endowed with the same responsibility with regard to student success.
- **A plan that is more focused, with fewer measures – but measures which are more structured, chosen as a result of more precise diagnoses.**
- **A shared responsibility among the actors.**
There must be a recognition that there are many actors that share responsibility for student success.
 - The primary responsibility for success lies with the student himself/herself.
 - Teachers are at the heart of student success. They are the primary support to students.
 - Professionals are present in all the support services.
 - Support staff in direct contact with students are very involved in supporting student success.

- The management team has the role of coordinating, stimulating and supporting the full range of activities devoted to student success.
- **A central place accorded to programs of studies which are designed, delivered and evaluated as coherent, integrated sets of learning activities.**
 - *Some specific student success aspects of programs include:*
 - *First Semester Pedagogy aimed at:*
 - *Facilitating secondary to college transition*
 - *Developing a sense of belonging*
 - *Consolidating career choice*
 - *Supporting “mise à niveau”*
 - *Providing personalized supervision and follow-up*
 - *Support of retention*
Research shows that most students who register for a third semester go on to graduate.
- **Availability of good information for tracking student performance, identifying obstacles to success and putting into place appropriate measures.**

In accordance with the Colleges Act, the full Student Success Action Plan for 2004-2009 has been developed as part of the strategic planning process and is a formal appendix to this Plan.

E. Process for the development of the Strategic Plan

As foreseen in the Institutional Evaluation Action Plan, the Director General bears the formal responsibility for producing the Strategic Plan. To achieve this objective in a consultative way, a Strategic Planning Advisory Committee (SPAC) was given the mandate to counsel the Director General in drafting the plan, as well as to serve in a liaison capacity between the strategic planning process and the broad Dawson Community. In addition to the Director General, the SPAC was composed of the Vice-Chair of the Board, three members of the faculty, the Coordinator of Institutional Research, the Dean of Pre-university Programs, a member of the support staff, and a

representative of the Dawson Student Union. The Director General worked closely with the SPAC and with College management in the preparation of this plan, and consulted widely within the Dawson Community. In particular, the Community and its various bodies were consulted on the first phase, consisting of the vision, values, strengths, weaknesses, goals and environmental scan, and subsequently on the detailed statement of strategies and measurements contained in section X of the Plan.

The Academic Dean has developed the Student Success Action Plan component of the Strategic Plan. The comprehensive set of strategies for improving the success of Dawson students is central to in this Plan. These strategies are found in Section X of the Plan, notably under goals 1 and 2.

As foreseen in the Colleges Act, the Senate was consulted on those aspects of the plan that fall within its mandate and will be asked to advise the Board accordingly before formal adoption of the plan.

The Board of Governors has for its part been kept abreast of development of the Plan at each of its meetings in the fall of 2003, and the spring of 2004, and the Board and the Executive Committee were presented with the various drafts of the Plan throughout this period.

II The Situation of Dawson College

Dawson College is a large, English-language cegep located in west-central Montreal. Its 7450 regular students are registered in five pre-university and twenty technical programs. About 30% of regular students are registered in technical programs and 70% in pre-university programs. In addition, about 3000 students enroll annually in both credit and non-credit continuing education activities, including 350 in AEC programs. Although several of Dawson's technical programs are somewhat below their enrolment capacity almost all programs are above the level of viability, and the College's overall enrolments are buoyant. Over the past decade Dawson College has become a strong first-choice college, and its market share of all applicants to the English colleges Common Application System is relatively stable at about 50%.

Indeed, a number of factors including recent enrolment trends at Dawson, MEQ demographic projections for Dawson College, for other English-language colleges, and for English-language schools indicate that there will be continuing upward pressure on enrolments for at least the next seven or eight years. Given that Dawson's enrolment is limited by space, the *devis pédagogique* of 7075, the overall enrolment cap of 7450 decided by the Board, and government financial policy, it is likely that Dawson will need to reconsider its general admissions policies and practices.

Dawson College's student success performance over the past several years has risen sharply, particularly in pre-university programs, although the College has not yet reached all the targets set in its Student Success Action Plan. A number of technical programs continue to show problematic student success results, but weighted graduation rates published by the Ministère de l'Éducation show that, overall, Dawson significantly outperforms the norm of the cegep network.

Dawson College is fortunate to have a comparatively healthy unappropriated accumulated operating surplus, of about \$3 million. However, the College has adopted deficit operating budgets for the past number of years, with the deficit being covered from the accumulated surplus. The budgeted deficit for 2003-2004 is in the order of \$550,000. Clearly the College cannot indefinitely afford to live beyond its means, and this situation, coupled with anticipated continued cuts in government funding, will force the College to be ever more vigilant in ensuring that its budget is allocated as a function of its strategic priorities.

Dawson's faculty and staff are competent, well-educated and experienced. Nevertheless, the faculty and senior administrative staff are among the oldest in the cegep network, and many will likely choose to retire in the next five years. The College will need to address this situation resolutely, by hiring capable, dedicated replacements for members of the community who choose to retire while attempting to retain many of the older members who have reached retirement age.

A good many members of the Dawson Community have made significant contributions in the world outside the College, most notably in research, scholarship, arts and culture.

However, with a few exceptions Dawson College has had a relatively low institutional profile beyond the College, and has been relatively uninvolved with external partners, whether they be in business and industry, in government bodies of various kinds, or in federative groups such as the Fédération des cégeps or the Regroupement des collèges du Montréal métropolitain. This situation may be due to Dawson's size, which has tended to cause the College to act in a fairly autonomous fashion; its status as an English-language institution; or to the fact that Dawson is principally a pre-university college which may lead it to see itself as less dependent on external partners.

Dawson College today is a large, mature English-language cegep with creditable, much improved student performance and a first-choice status among applicants. It has stable and buoyant student enrolments, a highly qualified faculty and staff, and an excellent range of high-quality programs. The College's institutional effectiveness has recently been evaluated by the Commission d'évaluation de l'enseignement collégial, and the Commission is very satisfied with the quality of Dawson College and its various functions. Dawson is well-positioned for the future.

III Environmental Scan

1) Demographics

A) Student Enrolment

The MEQ forecasts secondary enrolments in Montreal's two English language school commissions to rise 24% (EMSB) and 14% (LPBSB) from 2003 to 2007. In 2003, the MEQ also forecast the following enrolment figures to 2012 for Dawson, John Abbott and Vanier colleges:

	<u>F2012 forecast</u>	<u>F2003 forecast</u>	<u>F2003 real</u>
Dawson	8,722	7,379	7,450
JAC	6,201	5,448	5,400 (approx)
Vanier	6,399	5,346	5,600 (approx)

Since all of these colleges currently are experiencing severe space restrictions, it is questionable whether they will be able to meet the MEQ forecasts. The proportion of francophone students at Dawson rose from 10% in 1990 to 16.2% in 2000. The current francophone enrolment stands at 14.6%. Currently 57% of Dawson's students are female, and they perform better than male students in the following areas: admissions, retention, pass rates, grades and graduation rates. The regular student population at Dawson comprises 70% enrolled in pre-university programs and 30% enrolled in technical programs. Some technical programs have consistent enrolment problems.

Demographic issues are addressed in Section X Strategies and Indicators under 1.1, 2, 4.A.1 and 5.1.

B) Aging and Shrinking Population

Quebec's birthrate, among the lowest in the world, is well below replacement levels. In 1960, people over 65 represented 6% of Quebec's population, currently represent 12% of the population and by 2030 will represent 24% of the population (Régie des rentes du Québec, Oct. '03). It is estimated that in 2011 the working population of Quebec under the age of 65 will begin to decline, and Quebec's overall population may begin to decline in the same year, to reach 6.3 million by 2051 (currently 7.5 million) (Institut de la statistique du Québec). Clearly these phenomena may affect Dawson's ability to recruit students and staff at all levels.

These issues are addressed in Section X Strategies and Indicators under 1.1, 1.3, 2 and 3.

2) Competitors

A) Other institutions

Dawson considers its main competitors to be the English colleges located in the Montreal area (Vanier; Champlain; John Abbot; Marianopolis (private)). Although Dawson's enrolments in DEC programs are healthy, as are those of its major competitors, the number of applications submitted annually to the Common Application System (CAS) has varied considerably over the years. Between 1999 and 2003, Dawson's share of pre-university applications dropped by 2.5% whereas Vanier's share rose by 7.7%. In the Autumn 2003 admissions period, the decline in technical program application numbers to CAS was particularly noticeable. However, 2004 application numbers show a significant increase at Dawson for technical program applications, overall applications and market share. Overall application numbers to Dawson for 2004 rose by almost 5% over the previous year, and were at their highest level in many years. SRAM application statistics indicate a downtrend in applications made to both technical and pre-university programs.

In response to rapid technological change and the increasing need for flexibility, speed and convenience in the delivery of educational services to life-long learners a number of new educational providers have entered the field.

There has been significant growth in the number of for-profit (non-subsidized) private colleges licensed by the Quebec government. In 2001, twenty-two colleges located in the Montreal region offered AEC programs, and between 1993 and 2001 there was a three - fold increase in enrolments. Despite the hefty fees charged, these colleges are attractive to both the lifelong learning market and school leavers seeking quick entry into the job market. They offer short, flexible and focused career programs that exclude the general education component. These colleges market themselves as more relevant and customer friendly. Promises of assistance with job placements and the high employment rate of graduates feature heavily in their promotional materials.

Large corporations have responded to training needs by creating 'corporate universities', to provide state of the art training tailored to specific business needs. This trend reduces the dependency on public institutions to provide the skills required for specific industries.

Rapid, social, cultural technological change as well as government policy will continue to influence the roles that the different providers will play in the future education of Quebeckers.

These issues are addressed in Section X Strategies and Indicators under 1.1

B) Changing modes of educational delivery

E-learning is increasingly becoming a regular part of educational practice. E-learning refers to the use of technology in educational delivery — from on-line study and virtual classrooms to advanced research and content development. Over 40 companies in Quebec are involved in providing training solutions, services, content, authoring and development tools. The Canadian market is expected to reach \$800 million by 2004.

One of the key objectives of the DECVIR Corporation (founded by 5 cegeps) is to develop the infrastructure that will allow students to pursue a DEC or AEC through the internet. Fifteen cegeps now provide the opportunity for their students to gain credit on-line, while students enrolled at other cegeps, adults, those resident outside of Quebec as well as foreign students are invited do so through cegep@distance. Although in its infancy, the Quebec market is beginning to look outside of its boundaries to reach a global population, and Quebec students are increasingly able to pursue their studies, on-line, anywhere in the world.

Emerging educational technologies are beginning to challenge the traditional paradigm of full-time study structured around academic programs and will increasingly influence the location from, and the manner in which educational services are delivered.

These issues are addressed in Section X Strategies and Indicators under 1.1 & 1.2

3) Job Prospects for Graduates

In 2001 a larger percentage of people in the Montreal region than in Quebec as a whole worked in occupations requiring high skill levels. Emploi-Québec forecasts that unemployment in Quebec will drop steadily from the current 8.8% to 7.1% in 2006. The population in Quebec is steadily shifting to major urban centres, and by 2015 50% of the current civil servants in Quebec will have retired.

Emploi-Québec forecasts a need to fill 640,000 jobs from 2002 to 2006. 55% of these jobs will be retirement replacements and 45% will be new jobs. The majority of these jobs will require either a technical DEC or a professional secondary diploma.

Among job classifications that have good or very good employment prospects in the Montreal region to 2006 are the following that correspond to Dawson technical programs:

- Chemical technicians/technologists
- Mechanical engineering technicians/technologists
- Electronics engineering technologists
- Civil engineering technologists
- Industrial & manufacturing technologists
- Industrial designers
- Industrial instrumentation technologists
- Drafting technologists

- System analysts

- Nurses
- Medical laboratory technologists
- Radiological technologists

- Social service workers

- Graphic designers
- Interior designers

- Retail and wholesale buyers

Issues pertaining to job prospects for students are addressed in Section X Strategies and Indicators under 1, 2, 3, 4.A, 4.B.

4) Economic Outlook

According to David Dodge, Governor of the Bank of Canada, the economy of Canada is poised for solid growth. For its part, the TD Economics Group foresees that despite near-term roadblocks, the future looks fairly bright for the Canadian economy. During the last quarter of 2003 Quebec's job creation rate was the highest on record. Unemployment in Quebec is relatively low, having fallen in February 2004 to 8.8%.

Inflation in Canada and in Quebec is very low, and Montreal remains one of the most affordable large cities in the world, with a highly favourable quality of life index. However, the Canadian dollar, along with other major world currencies, has gained strongly against the US dollar and this may slow down the Canadian and Quebec economies.

The current government of Quebec is faced with an unexpectedly high deficit and will likely be forced to reduce public spending in the future. As well, the government appears committed to cutting tax rates in the medium and long term. These factors may adversely affect the funding of education; they may also stimulate the economy through increased consumer spending.

Issues pertaining to the economic outlook are addressed in Section X Strategies and Indicators under Goals addressed under 5.1 and 5.2.

5) Government Policy on the cegeps

In the near future, public education in Quebec is a likely candidate for rationalization and even 're-engineering.' It is not yet clear what the government's future policy will be towards the cegep system, although past Liberal Party platforms foresaw the dissolution of the cegeps, favouring a model resembling most other educational systems in North America: K-12, followed either by 4 year undergraduate programs in universities or technical colleges at the post-secondary level. Dawson's heavy reliance on pre-university programs makes it vulnerable to changes of this kind.

The Minister of Education has announced a "Forum on the cegeps" for 2004. It is virtually certain that the Forum will place emphasis on accountability, efficiency, financing and structural change. There will probably be more decentralization and diversity among cegeps, both rural and urban, with closer links to school commissions and universities.

The MEQ recently announced that it is unlikely that colleges in the Montreal Island region will receive authorization to offer any new technical DEC programs in the foreseeable future. Dawson will need to ensure that the changing needs of students are met by the creative adaptation of current technical programs.

Issues pertaining to Government Policy on the cegeps are addressed in Section X Strategies and Indicators under 1.1, 1.4, and 4.B.1.

6) Human Resources

A 2002 study carried out by ENAP for the Fédération des cégeps provides a pertinent portrait of the anticipated movement of personnel over the coming years. It is expected that colleges will face major challenges in filling positions left vacant by retirements, particularly among faculty and in the ranks of senior management. The study anticipates that one-half of current employees across the network could retire by 2010. These problems are exacerbated, particularly in Dawson's context, by the fact that such anticipated shortages will occur at the same time and in the same categories all across

North America, with the result that it will be competing for the next generation of faculty and management with post-secondary institutions throughout the continent. English-language colleges as a group have faculty and senior executives (Academic Deans and DG's) who are on average older than those elsewhere in the network.

Indeed, the average age of permanent Dawson faculty in 1999-2000 was 54.10 years, the third oldest in the network behind only Vanier (55.61 years) and John Abbott (54.27 years) Province-wide, the discipline with the oldest permanent faculty in 1999-2000 was English, with an average age of 55.17. Other disciplines with older faculty include physics, chemistry and sociology.

The longer life expectancy of retired "boomers," coupled with labour shortages in the workplace, will create a need for the recently retired to be retrained, to become consultants or mentors, or to take on part-time positions (Jobboom, Le Magazine, Nov.'03). As well, pressures on the Quebec Pension Plan will increase, and other employees may chose to continue working to enhance their financial positions. The Quebec government has already proposed changes to the QPP to entice older workers to stay on the job. Keeping older workers in the workplace will require creativity and flexibility. Short training and re-training programs for older workers may be increasingly necessary.

Issues pertaining to competition for human resources are addressed in Section X Strategies and Indicators under 1.2, 3.1, 3.2, and 3.3.

7) Conted Funding Problems

Government funding from both the MEQ and Emploi-Québec has dropped steadily in recent years. Current indications reflected in recent Government Policy on Adult Education are that reduction of governmental funding of Continuing Education courses will continue. In addition, the MEQ continues to be strongly opposed in principle to Dawson's practice of registering Conted students as out-of-program students.

Issues pertaining to Conted Funding are addressed in Section X Strategies and Indicators under 4B.1 and 5.3.

IV Strengths, weakness, opportunities and threats (SWOT)

1) Strengths

The principal strengths of Dawson College are:

- a) A diverse and vibrant student body.
- b) Highly competent, well-educated faculty and staff
- c) A broad range of strong, relevant programs
- d) An excellent location and physical plant
- e) A strong public image and reputation
- f) A significant improvement in student performance
- g) A strong mission and governing bodies
- h) Civilized employee-management relations

2) Weaknesses

The principal weaknesses of Dawson College are:

- a) Ineffective internal communications
- b) Insufficient support for new students, especially those at risk
- c) A fragmented sense of community within the College
- d) Weak links with the external community and Quebec society
- e) Lack of coherent strategy to deal with the anticipated renewal of faculty and staff
- f) Resistance to change
- g) Not sufficiently student-centred
- h) Inadequate mechanisms to foster coordinated planning and demonstrate accountability throughout the College

3) Opportunities

The principal opportunities for Dawson College are:

- a) Excellent job prospects for graduates of Dawson technical programs
- b) Excellent conditions for joint program partnerships with francophone colleges and with universities
- c) Potential of increased student enrolments among various clientèles, including francophones and seniors
- d) Possibility for Dawson to become a real leader externally, through partnerships and political influence
- e) Increasing institutional autonomy of the cegeps
- f) The replacement of significant numbers of retirees with new staff and faculty
- g) Strong potential for growth in international programs

4) Threats

The principal threats to Dawson College are:

- a) Government action and policy are likely to bring about fundamental change in the nature, mission and culture of Dawson College.
- b) Competition for new faculty and staff will be intense and continent-wide.
- c) Physical constraints prevent any growth in student numbers, despite anticipated severe upward pressure on enrolments. This may have undesired effects on the composition of Dawson's student body, on accessibility and on institutional dynamism.
- d) The overall long-term tendency in Quebec is toward demographic decline. This situation is particularly serious in francophone colleges and school commissions, and in the regions.
- e) Government funding to the cegeps for both regular and continuing education is likely to shrink steadily in the years to come. This could influence quality, accessibility and program variety.
- f) Competition from private technical colleges and providers of on-line training is likely to intensify.

V The Strategic Plan of the Ministère de l'Éducation

The revisions to the Colleges Act require each college to take account of the Strategic Plan of the Ministère de l'Éducation in the development of the institution's Strategic Plan. The following four ministerial orientations relevant to colleges are reflected in the vision, goals and strategies of this plan.

- Improving the educational achievement of students by encouraging them to learn as much as they can and to stay in school until they graduate
- Ensuring that programs of study are relevant to the realities of today's world and a changing labour market
- Providing individuals with qualifications, in keeping with their aptitudes, with a view to helping them enter and stay in the labour force
- Improving the efficiency of the education system by focusing on results, accountability and transparency

VI Current Issues and Challenges for Dawson College

Flowing from the current situation of the College, the environmental scan, and the Major Issues adopted by the Board of Governors in 2001, the current issues and challenges for Dawson College are the following:

- 1) Continuous improvement in the quality of instruction, programs, services, and student performance.
- 2) Stability in student enrolments and adequate financing of College operations.

- 3) Recruitment, development and retention of high-quality faculty and staff.
- 4) Improvement of internal communications and strengthening of the internal community.
- 5) Strengthening of external involvement and partnerships.
- 6) Establishment of clear and transparent mechanisms of institutional accountability.

VII Vision Statement

In light of the Mission Statement, the current situation, strengths and weaknesses of the College, the threats and opportunities of the external environment, the ministerial orientations and the major challenges, the Vision Statement of Dawson College for the period from 2004 to 2009 is:

DAWSON COLLEGE will be a centre for excellence in learning and teaching for all Quebeckers.

- Each student will be offered the opportunity to realize her/his potential to lead a productive life and exercise responsible citizenship in a democratic society.
- Dawson will offer high quality, relevant instruction, programs and services that support and foster the success of its diverse student body.
- Dawson will provide its graduates with a superior education which will equip them to make an important contribution to the intellectual, economic and social development of Quebec.
- Its excellent reputation will make Dawson the college of choice for students and the workplace of choice for employees.
- Dawson will demonstrate its effectiveness, responsiveness and innovation in serving the needs of its students, its community, and its society, and will be recognized for these qualities both internally and externally.

VIII Major Institutional Values

In conjunction with the Vision Statement, the following shared institutional values will guide all the activities of Dawson College:

- Excellence in learning, teaching, leadership, and service to students
- Service to society
- Dawson is an English-language institution in Quebec
- The intrinsic and practical value of education
- Encouraging and supporting each student to succeed
- Diversity of student body and staff
- Accessibility
- Inclusiveness
- A sense of community at Dawson
- Transparency
- Individual and collective responsibility at Dawson and in the wider community

IX Strategic Goals

The achievement of the following general strategic goals will be critical in realizing Dawson's vision, honouring its values, building on its strengths, improving its weaknesses, taking advantage of opportunities and minimizing threats.

- To deliver relevant, high-quality instruction, programs and services that meet the changing needs of students and society.
- To provide every student the opportunity to succeed and to acquire the knowledge and abilities to lead a fulfilled life as a learner, a citizen, and a member of the workforce.
- To recruit, develop and retain excellent personnel to form the next generation of Dawson faculty and staff.
- To build community within the College and with external partners.
- To maintain enrolment and budgetary stability in an uncertain external context.
- To make effectiveness, transparency and accountability the hallmarks of all College activities.

X Strategies and Indicators

		Indicators
Goal 1	Dawson will deliver relevant, high quality instruction, programs and services that meet the changing needs of students and society.	
	Strategies	
1.1	Dawson's programs will be developed and offered in light of the changing needs of students and society.	
	.1 Each program will be designed, delivered and evaluated as a coherent set of learning activities that reflects the competency-based approach.	<ul style="list-style-type: none"> ▪ Outcome of program evaluations
	.2 The design, delivery and assessment of learning activities will be reviewed regularly.	<ul style="list-style-type: none"> ▪ Annual reports of programs/departments ▪ Pass rates in courses
	.3 Comprehensive assessment activities will be reviewed regularly and modified where appropriate.	<ul style="list-style-type: none"> ▪ Success rates ▪ Results of program evaluations
	.4 Students and external partners will be surveyed regularly to determine their needs and their level of satisfaction with Dawson's instruction, programs and services.	<ul style="list-style-type: none"> ▪ Results of surveys
	.5 Through application of the Institutional Program Evaluation Policy, the quality of all programs will be continuously improved.	<ul style="list-style-type: none"> ▪ Outcome of program evaluations
	.6 Programs that do not effectively meet the needs of students and society will be revised or phased out.	<ul style="list-style-type: none"> ▪ Employer surveys ▪ Emploi Québec data ▪ Student application/enrolment numbers ▪ Student surveys
	.7 Faculty and, where appropriate, staff will be well informed of the expectations of universities and the requirements of employers of technical program graduates.	<ul style="list-style-type: none"> ▪ Number and types of information activities ▪ Staff and faculty surveys

		Indicators
	.8 All programs will be adequately equipped and instruction will be supported with appropriate technology.	<ul style="list-style-type: none"> ▪ SSI ▪ Staff survey ▪ Industry standards ▪ Benchmarks ▪ Program Evaluations
	.9 A strategic vision and plan for continuing education will be developed.	<ul style="list-style-type: none"> ▪ Continuing education strategy developed
1.2	Dawson will continually improve the quality of teaching and instruction.	
	.1 Teachers and teaching will be evaluated periodically in a way that fosters high-quality instruction.	<ul style="list-style-type: none"> ▪ Improvement in outcomes teacher evaluations ▪ Survey of faculty
	.2 Professional development for faculty will be planned and offered in order to improve the quality of instruction and to support the College's academic objectives.	<ul style="list-style-type: none"> ▪ KPI's ▪ Improvement in outcomes of teacher evaluations
	.3 Innovation in instruction, program development, and delivery will be supported.	<ul style="list-style-type: none"> ▪ Number of innovative projects ▪ SSI ▪ Annual reports
	.4 Adaptation of teaching strategies to learning styles will be fostered and supported.	<ul style="list-style-type: none"> ▪ Level of support provided/number of initiatives ▪ SSI
1.3	All services will support the academic mission and strategic objectives of the College, and will meet the clearly identified needs of students.	
	.1 All services, programs, and academic and administrative departments will prepare an annual workplan setting out of the unit's planned activities in support of the College's mission and objectives, and an annual report which evaluates the unit's performance in reference to the plan.	<ul style="list-style-type: none"> ▪ Production of workplans and reports in conformity with expectations

		Indicators
	.2 All services will be evaluated periodically according to the Institutional Evaluation Policy.	<ul style="list-style-type: none"> ▪ Improved evaluation results
1.4	Management structures will support the delivery of relevant high-quality instruction, programs and services.	
	.1 The College will establish a Bylaw on program management. The Bylaw will set out the specific roles and responsibilities of each level of program management (Academic Dean, deans, program committees, departments) and the College's expectations of each level. The College will ensure compliance with the Bylaw.	<ul style="list-style-type: none"> ▪ Extent of compliance with the Bylaw
	.2 The College will review academic systems, policies, and Academic Administrative structures, including the role of deans, other program management and support structures, and program groupings.	<ul style="list-style-type: none"> ▪ Completion of review; changes as necessary ▪ Improved effectiveness and support
	.3 In consultation with departments and program committees, the College will enunciate a clear vision of the program approach and its application in all areas of program management.	<ul style="list-style-type: none"> ▪ Development of statement ▪ Feedback from departments and programs
Goal 2	Dawson will provide every student the opportunity to succeed and to acquire the knowledge and abilities to lead a fulfilled life as a learner, a citizen, and a member of the workplace.	
	Strategies	
2.1	Effective orientation and support will be provided to each student to facilitate the transition between high school and college	
	.1 Students will be provided with effective, accurate and timely information on Dawson programs prior to their admission.	<ul style="list-style-type: none"> ▪ Orientation surveys
	.2 Student will be provided a comprehensive orientation to the College and to their program throughout the first semester.	<ul style="list-style-type: none"> ▪ Orientation surveys ▪ Retention rates

		Indicators
	.3 Each student will either possess upon admission or be supported to develop the learning skills required to succeed at cegep level studies.	<ul style="list-style-type: none"> ▪ Implementation of admissions screening procedures ▪ Evaluation of support activities
	.4 Faculty and staff will be familiar with the skills and abilities of newly admitted students so that courses and support services can be planned accordingly.	<ul style="list-style-type: none"> ▪ Retention rates ▪ Faculty and staff surveys
	.5 Admission policies and practices will foster the success of students in the programs to which they are admitted.	<ul style="list-style-type: none"> ▪ Retention rates
2.2	Improving the retention of students to completion of their diplomas will be a college-wide responsibility.	
	.1 Support strategies for at-risk students will be strengthened.	<ul style="list-style-type: none"> ▪ Retention rates of at-risk students
	.2 Each at-risk student will be identified and supported at the early stage of their studies.	<ul style="list-style-type: none"> ▪ Retention rates of at-risk students
	.3 Departments and programs will address student success as an integral part of their annual workplans.	<ul style="list-style-type: none"> ▪ Review of annual workplans
	.4 ISEP will be consistently applied across all programs.	<ul style="list-style-type: none"> ▪ Review of application of ISEP in annual reports ▪ Senate review of ISEP
	.5 Semester grids will be designed taking into account student workload.	<ul style="list-style-type: none"> ▪ Review of semester grids
	.6 The special science and technology student success budget will be used to motivate and retain students in science and technology.	<ul style="list-style-type: none"> ▪ Annual budgetary report on allocations ▪ Student feedback ▪ Retention rates

		Indicators
2.3	The transition of graduates to university studies and the workplace will be facilitated.	
	.1 Pre-university program students will be made aware of the nature and requirements of university programs.-	<ul style="list-style-type: none"> ▪ Graduate survey ▪ Graduate placement rates at university
	.2 Each technical program student will be made aware of the requirements of their chosen profession and workplace.	<ul style="list-style-type: none"> ▪ Employer survey ▪ Graduate survey ▪ Employment rates of graduates
	.3 Students will be supported in preparing for the English Exit Test.	<ul style="list-style-type: none"> ▪ Exit Test pass rates
Goal 3	Dawson will recruit, develop and retain excellent personnel to form the next generation of Dawson faculty and staff.	
	Strategies	
3.1	Recruitment of staff will be based on forecasted needs and will promote Dawson College's attractiveness as a workplace.	
	.1 Effective, timely recruitment/promotion strategies will be developed for faculty, management, professionals and support staff.	<ul style="list-style-type: none"> ▪ Strategy is in place ▪ Timely hiring
	.2 The need for faculty will be forecast on a discipline and program basis.	<ul style="list-style-type: none"> ▪ Forecasting models are in place ▪ Timely hiring
	.3 The need for professional and support staff will be forecast on a department and function basis.	<ul style="list-style-type: none"> ▪ As above
	.4 A succession strategy will be developed for the Director General and Academic Dean.	<ul style="list-style-type: none"> ▪ Succession plan is in place
	.5 A PR strategy will be developed promoting Dawson's central and accessible location and its desirability as a workplace.	<ul style="list-style-type: none"> ▪ PR strategy is developed

		Indicators
3.2	Ongoing professional development and staff training will be provided in accordance with the College's changing requirements.	
	.1 A comprehensive professional development and training plan will be developed in accordance with the needs of staff and students and in alignment with College objectives.	<ul style="list-style-type: none"> ▪ Plan is developed ▪ Linkages to needs of staff and students and to College objectives are clearly articulated
	.2 A budget to fund the professional development plan will be adopted.	<ul style="list-style-type: none"> ▪ Budget is adopted
	.3 Regular professional activities and exchanges will be promoted among Dawson faculty and with their colleagues in other institutions.	<ul style="list-style-type: none"> ▪ Provision of opportunities ▪ Evaluation of benefits
	.4 Possibilities of cross-appointments between Dawson faculty and their university counterparts or industrial partners will be promoted.	<ul style="list-style-type: none"> ▪ Number of exchanges ▪ Evaluation of benefits
	.5 Professional development opportunities will be developed for the renewal of older faculty and staff members.	<ul style="list-style-type: none"> ▪ Professional development offered ▪ Feedback from members attending
3.3	Dawson's work environment will be improved and staff cohesion strengthened.	
	.1 A rewarding, stimulating work environment will be provided for faculty and staff.	<ul style="list-style-type: none"> ▪ Staff survey
	.2 A variety of socio-cultural activities will be offered to Dawson faculty and staff.	<ul style="list-style-type: none"> ▪ Number of initiatives undertaken ▪ Staff survey

		Indicators
Goal 4A	Internal Community – A strong and vibrant Dawson community that shares common values and goal will be fostered.	
	Strategies	
4A.1	Students' interests will be placed at the forefront of every decision.	
	.1 A common understanding will be promoted that students come first in the Dawson community, and that all students must be treated with fairness and respect.	<ul style="list-style-type: none"> ▪ SSI ▪ Staff feedback, survey ▪ Annual workplans and reports
	.2 A projet éducatif will be developed consultatively to make manifest how Dawson's values, vision and mission are reflected in teaching, programs and services.	<ul style="list-style-type: none"> ▪ Development of projet éducatif
	.3 Student involvement in College affairs and on College committees will be actively promoted.	<ul style="list-style-type: none"> ▪ Student representation on committees
	.4 More effective means of communication with students will be developed and implemented, including regular contacts between students and senior administrators.	<ul style="list-style-type: none"> ▪ Nos. of contacts between students & administrators ▪ Student feedback
	.5 In order to strengthen community cohesion, regular, informal get-togethers for Dawson staff and students will be offered.	<ul style="list-style-type: none"> ▪ Number of events ▪ Feedback from staff and students
	.6 Professional development will be provided in order to foster effective communication, respectful, courteous behaviour and supportive interaction with students.	<ul style="list-style-type: none"> ▪ Professional development provided ▪ Number of staff attending ▪ SSI ▪ Other student feedback

		Indicators
4A.2	Planning will be inclusive, consultative and wherever possible will reflect the values and aspirations of the Dawson Community.	
	.1 The Dawson Mission, vision and objectives will be well-known to staff. They will be disseminated, appropriately displayed throughout the College, and used as the basis of planning and decision making.	<ul style="list-style-type: none"> ▪ Dissemination of Mission, Vision, objectives, plan and reports ▪ Staff survey
	.2 Administrators will communicate regularly and effectively with the Dawson Community on matters of interest, decisions made, and the reasons for these decisions.	<ul style="list-style-type: none"> ▪ Regular communication takes place ▪ Staff survey/Satisfaction
	.3 Effective listening among members of the Dawson Community will be actively promoted, particularly among administrators.	<ul style="list-style-type: none"> ▪ Staff satisfaction ▪ SSI
	.4 The Dawson Community will be consulted regularly on College planning, and will be regularly informed of progress made on plans.	<ul style="list-style-type: none"> ▪ Regular Community consultation takes place ▪ Progress reports are regularly made available
	.5 All College planning documents will be easily accessible to the Dawson community.	<ul style="list-style-type: none"> ▪ Planning documents are accessible
	.6 The various bodies within the Dawson community will have clear roles and responsibilities and their contributions to the work of the College will be respected and recognized.	<ul style="list-style-type: none"> ▪ Statement of roles and responsibilities ▪ Staff survey ▪ Feedback from various bodies
	.7 A strategy will be developed to promote trust, openness and cooperation throughout the College.	<ul style="list-style-type: none"> ▪ Staff survey

		Indicators
4A.3	Relationships between internal bodies and the Dawson Community will be strengthened with a view to building community and commitment to the institution.	
	.1 A stronger, more effective relationship between management and unions will be established.	<ul style="list-style-type: none"> ▪ Improved climate ▪ Staff feedback ▪ Feedback from unions
	.2 Senate will be supported in its role as a forum for debate on the academic life of the College.	<ul style="list-style-type: none"> ▪ Staff survey ▪ Feedback from Senate
	.3 A higher profile for the Board of Governors will be developed.	<ul style="list-style-type: none"> ▪ External survey ▪ Staff survey ▪ SSI
Goal 4B	External Community – Dawson will develop partnerships with external organizations to promote the College’s Mission and objectives.	
	Strategies	
4B.1	Desired external partners will be identified and partnerships will be strongly pursued.	
	.1 Steps will be taken to ensure the Board supports and requires the external involvement of the senior administration, and sends a clear message to the internal community of the critical importance of this role. This requirement will be reflected in senior administration hirings, job descriptions, objectives and evaluation.	<ul style="list-style-type: none"> ▪ Clear statement from Board ▪ Reflection in hiring decisions, workplans and evaluations
	.2 A detailed strategy will be developed to strengthen ties with universities, especially in the area of programs and curriculum.	<ul style="list-style-type: none"> ▪ Strategy developed ▪ Membership on university bodies ▪ Active participation at meetings
	.3 Dawson's ties with Emploi-Québec and the MEQ will be strengthened.	<ul style="list-style-type: none"> ▪ Number of contacts with MEQ and EQ ▪ Membership on committees ▪ Active participation at meetings

		Indicators
	.4 Through Dawson's representative bodies, the government will be lobbied for adequate funding of higher education.	<ul style="list-style-type: none"> ▪ Effective Dawson presence in lobbying groups
	.5 Dawson's involvement with and leadership in the Fédération des cégeps and the Regroupement des collèges du Montréal métropolitain will be strengthened.	<ul style="list-style-type: none"> ▪ Number of managers on committees ▪ Active participation at meetings ▪ Leadership roles
	.6 Opportunities for closer links and joint projects with anglophone and francophone school commissions and schools will be pursued.	<ul style="list-style-type: none"> ▪ Number of projects/partnerships entered into
	.7 Program and political partnerships with high-quality influential francophone cegeps will be pursued.	<ul style="list-style-type: none"> ▪ Number of projects/partnerships entered into
	.8 Active industrial liaison mechanisms for all technical programs will be established and supported.	<ul style="list-style-type: none"> ▪ Liaisons established ▪ Industry feedback
	.9 Dawson will have a strong and effective voice in the development of the cégep network, including at the Forum on cegeps.	<ul style="list-style-type: none"> ▪ Dawson presence externally, resulting benefits to Dawson
4B.2	Communication with external stakeholders will be strengthened.	
	.1 A variety of electronic and traditional media will be used to communicate effectively with the external community.	<ul style="list-style-type: none"> ▪ Positive Dawson profile in media ▪ External survey
	.2 A higher profile and presence of administrators, faculty, staff and students in external representation will be promoted.	<ul style="list-style-type: none"> ▪ External profile of Dawson students, faculty and staff
	.3 The Dawson Website will be used more effectively to communicate with the external community.	<ul style="list-style-type: none"> ▪ Improvement of website ▪ External survey

		Indicators
	.4 The learning and use of French by Dawson students and employees will be promoted and supported.	<ul style="list-style-type: none"> ▪ Policy on French adopted ▪ Number of employees attending training
	.5 A strategy will be developed for greater involvement of Dawson parents as ambassadors of the Colleges' mission and objectives.	<ul style="list-style-type: none"> ▪ Number of parents involved ▪ Benefits to Dawson
Goal 5	Dawson will maintain enrolment and budgetary stability in an uncertain external context.	
	Strategies	
5.1	Admissions policies, standards and processes will be reviewed in the light of anticipated demographic trends and desired student characteristics.	
	.1 Program enrolments and admissions policies will be reviewed and desired changes identified and acted on.	<ul style="list-style-type: none"> ▪ Policies and standards reviewed, changes as necessary
	.2 The enrolment forecasting model will be refined.	<ul style="list-style-type: none"> ▪ Accurate enrolment forecasts
	.3 Effective enrolment management and recruitment strategies will be used to keep enrolments buoyant in all programs.	<ul style="list-style-type: none"> ▪ Market share in Common Application System above 50%
5.2	The budget process and choices will ensure that strategic priorities are adequately supported.	
	.1 Annual and multi-year budget allocations will reflect strategic priorities.	<ul style="list-style-type: none"> ▪ Clear links demonstrated between priorities and budgets
	.2 Budget allocations and means for accessing budgets will be clearly communicated to the Dawson Community.	<ul style="list-style-type: none"> ▪ Staff feedback
	.3 The Board will establish an acceptable level of recourse to the accumulated surplus and budgets will be adjusted accordingly.	<ul style="list-style-type: none"> ▪ Board statement on use of surplus

		Indicators
	.4 A set of financial performance indicators will be developed and used to measure effectiveness.	<ul style="list-style-type: none"> ▪ Financial indicators developed
5.3	The College will explore alternative sources of funding.	
	.1 A board policy on corporate funding and sponsorships will be developed and implemented.	<ul style="list-style-type: none"> ▪ Board policy developed
	.2 A proposal for higher profits in continuing education will be developed.	<ul style="list-style-type: none"> ▪ Comprehensive Conted strategy developed
	.3 The possibilities for obtaining federal funding will be explored.	<ul style="list-style-type: none"> ▪ Possibilities explored
	.4 The possibilities of cost-effective fundraising from students, alumni, parents, friends of the College and other external sources will be explored.	<ul style="list-style-type: none"> ▪ Examination of significant fundraising possibilities
Goal 6	Effectiveness, transparency and accountability will be the hallmarks of all College activities.	
	Strategies	
6.1	The planning and reporting requirements of the academic and administrative structures within the College will be strengthened.	
	.1 Each manager, program and academic and administrative department will develop an annual workplan defining objectives aligned with the strategic plan and how they are to be met, including criteria for measuring progress.	<ul style="list-style-type: none"> ▪ Development of workplans
	.2 Each manager, program and academic and administrative department will prepare an annual report detailing the year's work and progress towards the accomplishments of objectives.	<ul style="list-style-type: none"> ▪ Production of annual reports
	.3 Regular, timely, transparent and easily accessible information will be disseminated to and from all internal levels regarding objectives and their attainment.	<ul style="list-style-type: none"> ▪ Wide dissemination of information
	.4 Statements of professional standards for faculty, management, and staff will be developed and these will be reflected in objectives and workplans.	<ul style="list-style-type: none"> ▪ Development of statements ▪ Reflection and objectives in workplans

		Indicators
6.2	A culture of ongoing evaluation will be integral to the activities of the College.	
	.1 All faculty and staff will be evaluated in accordance with relevant policies.	<ul style="list-style-type: none"> ▪ Evaluation takes place
	.2 All programs will be evaluated in accordance with IPEP.	<ul style="list-style-type: none"> ▪ Programs evaluated
	.3 All College planning, services, policies, structures and operations will be evaluated in accordance with the Institutional Evaluation Policy.	<ul style="list-style-type: none"> ▪ Policy implemented
	.4 Appropriate indicators, targets and benchmarks will be developed to measure progress towards the attainment of objectives in all areas.	<ul style="list-style-type: none"> ▪ Development of targets, benchmarks and indicators
	.5 The Institutional Research Office will be supported and strengthened.	<ul style="list-style-type: none"> ▪ Responsiveness of IRO
6.3	Communication within the College will be made more effective.	
	.1 Comprehensive, user friendly, accessible data and information on Dawson's programs, services, student characteristics and performance will be available to the College faculty and staff.	<ul style="list-style-type: none"> ▪ Availability of data ▪ Staff surveys
	.2 All faculty and staff will have clear job descriptions and expectations.	<ul style="list-style-type: none"> ▪ Development of job descriptions and statements of expectations
	.3 Ongoing, clear and detailed reports will be provided to the Board, the internal community and various external stakeholders with respect to the College's achievement of its mission, objectives, Strategic Plan and Key Performance Indicators. These reports will be disseminated publicly via, among others means, the College's website.	<ul style="list-style-type: none"> ▪ Web dissemination of plans and progress reports
	.4 All information in the College will be readily available to those who wish to access it, within the constraints of relevant laws, regulations, collective agreements and general rules of confidentiality.	<ul style="list-style-type: none"> ▪ Availability of information ▪ Feedback from users

		Indicators
	.5 Communication from administrators to faculty, staff and students will be varied, frequent, accessible and effective.	<ul style="list-style-type: none"> ▪ Frequency and variety of communication ▪ Staff surveys ▪ SSI
	.6 Students' clear understanding of and satisfaction with College policies, procedures, services, programs and instruction will be promoted.	<ul style="list-style-type: none"> ▪ SSI
	.7 Modern technology will be used to facilitate internal communication.	<ul style="list-style-type: none"> ▪ Increased use of web and e-mail to communicate and make information available ▪ Staff survey

XI Action Plans

As foreseen in section 6.1 of the above strategies, each manager, department, program and service will be required to produce an annual Action Plan providing specific details how the relevant strategies of this Strategic Plan will be addressed in the course of the year. Each unit's progress towards achievement of the strategies will be measured at the end of each year, and the results will be reflected in the subsequent year's Action Plan.

As provided for in article 8.01 of Dawson College Bylaw Number 1, the Director General will draw up each year an Annual Management Plan covering the principal activities for the College in that year. The Annual Management Plan will enunciate how the Strategic Plan will be carried out on an annual basis.

XII Review Process

Taking into account changes to the external and internal environments and progress made towards the achievement of strategies as reflected in annual reports, the Board of Governors will review the Strategic Plan in September of each year and approve any changes that may be necessary. As required by the Colleges Act, the Board will adopt a formal annual progress report on the Strategic Plan and submit it to the Ministry and the Commission d'évaluation de l'enseignement collégial. This report will also be disseminated throughout the Dawson Community and to external stakeholders.

XIII Time Frame

This Strategic Plan covers the period from July 1, 2004 to June 30, 2009.



XIV Annex:

Student Success Action Plan

STUDENT SUCCESS ACTION PLAN (SSAP)

1. Background

1.1 **Creation of a formal SSAP**

In response to a directive from the Ministry of Education, an Institutional Student Success Action Plan was developed during the 1999-2000 academic year with the Director General as the lead author of the final document. The plan was approved by the Board of Governors on September 25, 2000 and submitted to the Ministry of Education on October 7, 2000. After analysis by the Ministry of Education, Dawson's plan was deemed to be in conformity with the criteria that had been established but the student success targets contained in the plan were considered too modest.

On December 15, 2000, the Director General and the Academic Dean met with Mr. Guy Demers to discuss the Minister's expectations. It was agreed that Dawson College would re-examine its plan with a view to establishing targets consistent with the revised Ministerial guidelines. Pursuant to this undertaking, a "Student Success Action Plan Annex on Institutional Targets" was prepared and approved by the Board on January 29, 2001. (Prior to submission to the Board, this Annex received the endorsement of Senate.) In April 2001, the Ministry requested further modifications to the targets. Dawson College complied by developing revised targets which were adopted by the Board on June 4, 2001. These revised targets were deemed to satisfy the Minister's expectations.

1.2 **Reports on the formal SSAP**

A very detailed report on the first year of implementation of the Student Success Action Plan was adopted by the Board on September 24, 2001 prior to being submitted to the Ministry of Education. Changes to the plan were included in the report. The report was made available on the College's website. At the request of the *Ministère de l'Éducation*, the report was reformatted in November 2001. Further modifications were made on April 5, 2002 when the Ministry provided additional guidelines on the format required. A comprehensive report on 2001/2002 activities was also submitted to the Ministry of Education. In addition, we provided the Evaluation Commission with a separate report written in accordance with their specifications.

1.3 **Evaluation of the SSAP**

During the period of implementation, there was informal ongoing assessment of the measures. As a result some measures were modified while others were abandoned.

Formal examination of the SSAP was carried out under the umbrella of the Institutional Evaluation. [See *Institutional Evaluation Report June 2003 pages 122 to 124.*] A full evaluation was carried out in Fall 2003. [*Student Success Action Plan Evaluation Report, December 16, 2003*] The *Commission d'évaluation de l'enseignement collégial* has analyzed the College's Evaluation Report. The findings of the *Commission* are taken into account in the new SSAP.

2. Context of the new SSAP

2.1 Legal requirements

Law 123, adopted in December 2002 obliges cégeps to have strategic plans by July 1, 2004. The law further requires that the SSAP be integrated with the strategic plan.

2.2 Elements on the College's Mission Statement reflected in the new SSAP

The following elements of the College's Mission Statement are reflected in the new Student Success Action Plan.

2.2.1 ... Dawson College believes that it is equally important to prepare students for further academic education and for immediate employment.

2.2.2 ... to maintain standards of excellence essential to our students' future success and to provide the appropriate programs, services and technology to ensure that any student admitted has the opportunity to develop the skills necessary to achieve these standards.

2.2.3 ... to continue to develop innovative and flexible educational approaches to serve the needs of our students.

2.3 Strategic goals reflected in the new SSAP

The following strategic goals (contained in the College's Strategic Plan) are reflected in the new SSAP.

2.3.1 To deliver relevant, high quality instruction, programs and services that meet the changing needs of students and society.

2.3.2 To provide every student the opportunity to succeed and to acquire the knowledge and abilities to lead a fulfilled life as a learner, a citizen and a member of the workforce.

2.4 Experiences with the first formal SSAPs

The College's experiences with implementation of the first formal SSAP are contained in the recent evaluation report and have been reflected in decisions with respect to continuation, modification or abandonment of the measures undertaken. Examination at the provincial level of success plans and outcomes across the cégep network have led to suggestions for orientations for the future. Some of these are noted below:

- **A success plan that is systemic and integrated.**
According to this vision, all services and directorates in the College must not only share the same objectives but also contribute to their attainment and feel endowed with the same responsibility with regard to student success.
- **A plan that is more focused, with fewer measures – but measures which are more structured, chosen as a result of more precise diagnoses.**

- **A shared responsibility among the actors.**
There must be a recognition that there are many actors that share responsibility for student success.
 - The primary responsibility for success lies with the student himself/herself.
 - Teachers are at the heart of student success. They are the primary support to students.
 - Professionals are present in all the support services.
 - Support staff in direct contact with students are very involved in supporting student success.
 - The management team has the role of coordinating, stimulating and supporting the full range of activities devoted to student success.

- **A central place accorded to programs of studies which are designed, delivered and evaluated as coherent, integrated sets of learning activities.**
 - *Some specific student success aspects of programs include:*
 - *First Semester Pedagogy aimed at:*
 - *Facilitating secondary to college transition*
 - *Developing a sense of belonging*
 - *Consolidating career choice*
 - *Supporting “mise à niveau”*
 - *Providing personalized supervision and follow-up*
 - *Support of retention*
Research shows that most students who register for a third semester go on to graduate.

- **Availability of good information for tracking student performance, identifying obstacles to success and putting into place appropriate measures.**

3. **Objectives of the new SSAP**

The objectives of this SSAP are shown in the table below along with the indicators of their attainment. Comparisons will be made with provincial data and/or with other appropriate benchmarks.

Objectives	Measurement(s)
3.1 To raise graduation rates in programs	<ul style="list-style-type: none"> ▪ graduation rates in prescribed time ▪ graduation rates in prescribed time plus two years ▪ weighted graduation rates
3.2 To improve retention rates in programs	<ul style="list-style-type: none"> ▪ third semester retention rates for all programs ▪ fifth semester retention rates for technical programs
3.3 To improve pass rates in learning activities while maintaining appropriate standards	<ul style="list-style-type: none"> ▪ course success rates by section/course/discipline/teacher
3.4 To improve job placement rates of technical graduates	<ul style="list-style-type: none"> ▪ local, SRAM, and provincial data on placement rates
3.5 To improve university placement rates of pre-university graduates	<ul style="list-style-type: none"> ▪ information on university placement rates

Objectives	Measurement(s)
3.6 To improve English Exit Test success rates	▪ English Exit Test success rates
3.7 To improve Comprehensive Assessment success rates	▪ Comprehensive Assessment success rates
3.8 To improve support for new students	▪ results of surveys
3.9 To improve support for males	▪ success rates for males ▪ results of surveys
3.10 To improve student centeredness of the College	▪ results of surveys
3.11 To attract and retain a strong, diverse student body	▪ admissions statistics ▪ enrolment statistics ▪ retention statistics ▪ results of surveys

4. Approaches to realization of the objectives

4.1 Ensure that faculty and staff have the knowledge, skills and attitudes necessary to foster student success

4.2 Program Specific Approaches

4.2.1 Use performance indicators to identify strengths and weaknesses of each program.

4.2.2 Develop and implement measures to address the weaknesses.

4.2.3 Ensure that students know the program and its requirements.

4.2.4 Ensure that students know the career(s) for which the technical program is preparing them.

4.2.5 Ensure that students in a pre-university program are aware of the university program(s) for which they are being prepared as well as the careers related to those university programs.

4.3 Student Specific Approaches

4.3.1 Ensure that each student has the learning skills necessary for success in college level studies.

4.3.2 Ensure that each student has the language skills necessary for success at the college level.

4.3.3 Ensure that each student has good work habits and time management skills.

4.3.4 Ensure that each student has the mathematical skills necessary to succeed in his/her program.

4.3.5 Ensure that each student gets the support necessary to integrate into the college milieu.

A provincial committee on student success has concluded that, while these approaches are valid for fostering the success of all students, they are also the approaches that are best suited to helping males to succeed.

5.

Targets

Targets for the College as a whole, for the pre-university and technical sectors and for each program, were adopted by the Board of Governors on June 4, 2001. The evolution of performance has been examined and some extrapolation done with a view to estimating whether the graduation targets for the Fall 2004 cohort and the third semester retention target for the Fall 2003 cohort are likely to be attained.

The results are shown in Appendix A. These results do not indicate a need to modify the graduation targets for the Fall 2004 cohort. Accordingly, these targets are retained unchanged. Graduation targets for subsequent cohorts will be developed in Winter 2005. Third semester retention targets for the Fall 2004 and subsequent cohorts will be developed when the results with respect to the attainment of the retention targets for the Fall 2003 cohort are known.

Course success rate targets for the Fall 2004 cohort are shown in Appendix B.

6. Strategies and Actions

The goals, strategies and sub-strategies listed in Table 1 are identical to those listed in the Strategic Plan. The "actions" described in the final column are designed to pursue these strategies and, consequently, achieve the goals.

7. Implementation

This Student Success Action Plan is institutional in scope and covers the same period (2004-2009) as the Strategic Plan. The strategies and actions will be reflected in the annual objectives of managers, in the Annual Management Plan, and in the annual workplans of managers, programs and departments (academic and non-academic). The annual workplans will be focussed on specific areas for improvement based on various performance reports.

Examination of Graduation and Retention Targets

Prepared by the Office of Institutional Research

March 3, 2004

APPENDIX A

Graduation and Retention Rates and Sec V Profiles by Sector and Program (Rates are 'internal' and therefore exclude other college and DEP adjustments)

Note: Values below the double line and shown in italics are estimates.

College Cohort A

	a	b	c	d=a-b		
	Graduation PrT2	Graduation PrT	Sem 3 Retention Rate		SecV	Commencing
1994	48.4%	28.1%	71.0%	20.3%	72.0	2145
1995	51.2%	30.9%	72.6%	20.3%	72.5	2424
1996	51.6%	30.7%	72.3%	20.9%	72.6	2471
1997	54.5%	34.4%	77.1%	20.1%	74.6	2511
1998	55.5%	33.8%	76.2%	21.7%	75.2	2558
<i>Est 1999</i>	<i>58.1%</i>	<i>37.4%</i>	<i>77.5%</i>	<i>20.7%</i>	<i>76.4</i>	<i>2547</i>
<i>Est 2000</i>	<i>59.7%</i>	<i>39.0%</i>	<i>80.0%</i>	<i>20.7%</i>	<i>76.6</i>	<i>2476</i>
<i>Est 2001</i>	<i>58.6%</i>	<i>37.9%</i>	<i>79.4%</i>	<i>20.7%</i>	<i>76.0</i>	<i>2406</i>
<i>Est 2002</i>	<i>59.3%</i>	<i>38.6%</i>	<i>80.6%</i>	<i>20.7%</i>	<i>76.2</i>	<i>2480</i>
<i>Est 2003</i>	<i>tba</i>	<i>tba</i>	<i>tba</i>		<i>76.6</i>	<i>2346</i>
Targ 2004	63.9%					
Target Retention (A2003-A2004)			84.5%			

PreU Cohort A

	a	b	c	d=a-b		
	Graduation PrT2	Graduation PrT	Sem 3 Retention Rate		SecV	Commencing
1994	49.8%	28.0%	71.5%	21.8%	72.6	1541
1995	52.5%	30.5%	72.7%	22.0%	73.2	1735
1996	55.4%	32.5%	72.9%	22.9%	73.5	1794
1997	58.4%	36.0%	77.5%	22.4%	75.5	1804
1998	58.7%	34.2%	77.3%	24.5%	75.8	1865
1999	61.1%	38.0%	77.7%	23.1%	76.9	1885
<i>Est 2000</i>	<i>61.5%</i>	<i>38.3%</i>	<i>80.5%</i>	<i>23.2%</i>	<i>76.9</i>	<i>1876</i>
<i>Est 2001</i>	<i>60.0%</i>	<i>37.0%</i>	<i>79.6%</i>	<i>23.0%</i>	<i>76.4</i>	<i>1862</i>
<i>Est 2002</i>	<i>61.0%</i>	<i>37.8%</i>	<i>81.4%</i>	<i>23.2%</i>	<i>76.5</i>	<i>1896</i>
<i>Est 2003</i>	<i>tba</i>	<i>tba</i>	<i>tba</i>		<i>77.0</i>	<i>1770</i>
Targ 2004	65.3%					
Target Retention (A2003-A2004)			84.5%			

APPENDIX A

Technical Cohort A

	a		b	c	d=a-b	SecV	Commencing
	Graduation PrT2	Graduation PrT	Sem 3 Retention Rate				
1994	48.1%	30.3%	73.5%	17.8%	72.1	310	
1995	50.0%	29.6%	76.3%	20.4%	71.5	358	
1996	47.0%	28.5%	75.2%	18.5%	71.7	351	
1997	42.8%	26.6%	76.8%	16.2%	72.8	444	
1998	49.9%	32.9%	74.0%	17.0%	75.0	487	
Est 1999	52.8%	37.3%	77.9%	15.5%	75.2	480	
Est 2000	54.7%	40.1%	77.8%	14.6%	75.6	449	
Est 2001	54.0%	39.1%	75.9%	14.9%	74.8	419	
Est 2002	54.0%	39.2%	75.7%	14.8%	75.2	428	
Est 2003	tba	tba	tba		75.2	400	
Targ 2004	60.9%						
Target Retention (A2003-A2004)	84.5%						

Technical Cohort B

	a		b	c	d=a-b	SecV	Commencing
	Graduation PrT2	Graduation PrT	Sem 3 Retention Rate				
1994	61.2%	51.3%	81.3%	9.9%	70.2	534	
1995	58.5%	44.3%	78.3%	14.2%	70.6	479	
1996	57.1%	45.6%	80.7%	11.5%	71.2	487	
1997	55.3%	43.8%	79.1%	11.5%	71.1	459	
1998	55.1%	40.4%	81.4%	14.6%	72.8	376	
Est 1999	52.7%	40.6%	74.0%	12.1%	72.5	416	
Est 2000	59.0%	47.9%	79.0%	11.1%	73.1	434	
Est 2001	60.0%	49.1%	80.9%	10.9%	73.5	493	
Est 2002	58.5%	47.2%	77.8%	11.3%	73.4	481	
Est 2003	tba	tba	tba		74.1	530	
Targ 2004	60.9%						
Target Retention (A2003-A2004)	84.5%						

A&T Cohort A

	a		b	c	d=a-b	SecV	Commencing
	Graduation PrT2	Graduation PrT	Sem 3 Retention Rate				
1994	41.4%	26.2%	65.6%	15.2%	69.1	294	
1995	45.9%	34.1%	67.7%	11.8%	69.8	331	
1996	33.1%	23.3%	65.6%	9.8%	68.2	326	
1997	46.8%	36.5%	74.5%	10.3%	71.0	263	
1998	45.6%	32.5%	72.3%	13.1%	70.5	206	
Est 1999	45.0%	31.3%	73.1%	13.7%	74.1	182	
Est 2000	55.6%	45.0%	82.1%	10.6%	74.6	151	
Est 2001	58.2%	47.8%	87.2%	10.4%	74.4	125	
Est 2002	56.7%	46.1%	84.0%	10.6%	75.1	156	
Est 2003	tba	tba	tba		75.2	176	
Targ 2004	57.5%						
Target Retention (A2003-A2004)	81.0%						

Social Science Cohort A

	a	b	c	d=a-b		
	Graduation PrT2	Graduation PrT	Sem 3 Retention Rate		SecV	Commencing
1994	44.6%	22.1%	69.0%	22.5%	69.8	837
1995	40.9%	20.9%	66.7%	20.0%	69.9	928
1996	46.6%	23.9%	67.0%	22.7%	70.3	898
1997	49.7%	27.8%	71.8%	21.9%	72.4	873
1998	49.2%	24.3%	72.4%	24.9%	73.0	942
1999	55.3%	30.7%	73.2%	24.6%	74.5	893
Est 2000	56.6%	32.0%	76.3%	24.6%	74.2	962
Est 2001	51.8%	28.3%	75.1%	23.5%	73.8	1031
Est 2002	53.7%	29.8%	78.9%	23.9%	73.9	1092
Est 2003	tba	tba	tba		74.5	1013
Targ 2004	60.2%					
Target Retention (A2003-A2004)			78.0%			

Business Administration Cohort A

	a	b	c	d=a-b		
	Graduation PrT2	Graduation PrT	Sem 3 Retention Rate		SecV	Commencing
1994	45.2%	23.3%	64.4%	21.9%	71.8	73
1995	46.0%	25.3%	72.0%	20.7%	71.3	75
1996	40.6%	21.7%	66.7%	18.9%	70.5	69
1997	43.3%	23.3%	67.8%	20.0%	71.8	90
1998	57.8%	39.2%	68.6%	18.6%	74.7	102
Est 1999	59.5%	43.2%	75.3%	16.3%	75.4	81
Est 2000	55.5%	38.1%	77.4%	17.4%	74.8	84
Est 2001	54.1%	36.3%	73.7%	17.8%	74.0	76
Est 2002	56.0%	38.8%	77.3%	17.2%	76.1	66
Est 2003	tba	tba	tba		72.6	68
Targ 2004	56.1%					
Target Retention (A2003-A2004)			82.0%			

Business Administration Cohort B

	a	b	c	d=a-b		
	Graduation PrT2	Graduation PrT	Sem 3 Retention Rate		SecV	Commencing
1994	51.6%	45.2%	74.2%	na	66.2	31
1995	48.1%	37.0%	81.5%	11.1%	70.2	27
1996	46.9%	37.5%	75.0%	9.4%	68.8	32
1997	67.7%	58.1%	83.9%	9.7%	70.4	31
1998	46.4%	39.3%	60.7%	7.1%	74.9	28
Est 1999	41.6%	32.4%	67.6%	9.2%	73.7	34
Est 2000	62.3%	69.0%	79.3%	-6.7%	74.7	29
Est 2001	64.6%	52.7%	82.4%	11.9%	71.1	34
Est 2002	56.1%	45.7%	71.4%	10.4%	71.8	42
Est 2003	tba	tba	tba	tba	72.8	51
Targ 2004	56.1%					
Target Retention (A2003-A2004)			82.0%			

Computer Science Cohort A

	a	b	c	d=a-b		
	Graduation PrT2	Graduation PrT	Sem 3 Retention Rate		SecV	Commencing
1994	52.6%	31.6%	76.3%	21.0%	73.9	38
1995	62.5%	37.5%	81.3%	25.0%	75.7	32
1996	56.9%	39.2%	80.4%	17.7%	74.0	51
1997	43.8%	21.9%	87.5%	21.9%	74.2	64
1998	47.2%	29.2%	72.2%	18.0%	77.1	72
Est 1999	59.6%	39.6%	82.3%	20.0%	77.1	96
Est 2000	58.7%	52.9%	82.4%	5.8%	78.0	51
Est 2001	59.7%	53.6%	83.3%	6.1%	76.3	54
Est 2002	64.4%	57.9%	90.0%	6.5%	75.7	40
Est 2003	tba	tba	tba		76.8	35
Targ 2004	64.9%					
<i>Target Retention (A2003-A2004)</i>			84.0%			

Computer Science Cohort B

	a	b	c	d=a-b		
	Graduation PrT2	Graduation PrT	Sem 3 Retention Rate		SecV	Commencing
1994	60.7%	55.4%	85.7%	na	73.4	56
1995	46.0%	33.3%	73.0%	12.7%	69.9	63
1996	56.4%	39.7%	78.2%	16.7%	70.2	78
1997	44.7%	34.2%	78.9%	10.5%	71.2	76
1998	60.9%	50.0%	87.0%	10.9%	75.3	46
Est 1999	58.5%	54.1%	70.3%	4.5%	75.6	37
Est 2000	55.0%	44.4%	73.3%	10.6%	74.9	45
Est 2001	58.5%	48.5%	80.0%	10.0%	73.8	65
Est 2002	50.0%	39.7%	65.6%	10.3%	73.7	61
Est 2003	tba	tba	tba	tba	73.7	79
Targ 2004	64.9%					
<i>Target Retention (A2003-A2004)</i>			84.0%			

Electronics Technology Cohort A

	a	b	c	d=a-b		
	Graduation PrT2	Graduation PrT	Sem 3 Retention Rate		SecV	Commencing
1994	44.4%	22.2%	77.8%	22.2%	71.5	18
1995	37.0%	0.0%	77.8%	37.0%	69.6	27
1996	40.0%	14.3%	80.0%	25.7%	70.0	35
1997	32.1%	17.9%	78.6%	14.2%	71.1	56
1998	32.7%	13.5%	75.0%	19.2%	73.1	52
Est 1999	30.7%	15.1%	67.9%	15.6%	73.7	53
Est 2000	29.6%	15.8%	78.9%	13.8%	74.3	38
Est 2001	19.4%	11.7%	58.6%	7.7%	71.5	29
Est 2002	21.0%	12.7%	63.4%	8.3%	73.6	41
Est 2003	tba	tba	tba	tba	73.2	21
Targ 2004	55.9%					
<i>Target Retention (A2003-A2004)</i>			84.0%			

Electronics Technology Cohort B

	a	b	c	d=a-b		
	Graduation PrT2	Graduation PrT	Sem 3 Retention Rate		SecV	Commencing
1994	32.3%	16.1%	67.7%	na	67.8	31
1995	51.4%	25.7%	82.9%	25.7%	69.3	35
1996	36.4%	15.2%	66.7%	21.2%	70.3	33
1997	32.4%	11.8%	82.4%	20.6%	69.7	34
1998	42.4%	12.1%	81.8%	30.3%	70.7	33
Est 1999		19.4%	69.4%		71.5	36
Est 2000		15.4%	73.1%		72.7	26
Est 2001			68.6%		74.4	35
Est 2002			66.7%		70.9	33
Est 2003	tba	tba	tba	tba	72.6	23
Targ 2004	55.9%					
<i>Target Retention (A2003-A2004)</i>			84.0%			

APPENDIX A

Nursing Cohort A

	a	b	c	d=a-b
	GraduationPrT2	GraduationPrT	Sem 3 Retention Rate	
1994	57.9%	47.4%	78.9%	10.5%
1995	65.4%	46.2%	76.9%	19.2%
1996	52.9%	17.6%	58.8%	35.3%
1997	39.3%	17.9%	75.0%	21.4%
1998	51.2%	36.6%	68.3%	14.6%
Est 1999	60.4%	32.5%	85.0%	27.9%
Est 2000	59.4%	43.6%	71.8%	15.8%
Est 2001	59.1%	43.4%	71.4%	15.7%
Est 2002	61.9%	45.5%	75.0%	16.4%
Est 2003	tba	tba	tba	tba
Targ 2004	70.0%			
Target Retention (A2003-A2004)			85.0%	

SecV	Commencing
71.1	19
73.7	26
71.4	17
74.5	28
75.7	41
76.2	40
76.5	39
76.1	21
75.7	24
74.7	40

Nursing Cohort B

	a	b	c	d=a-b		
	GraduationPrT2	GraduationPrT	Sem 3 Retention Rate		SecV	Commencing
1994	79.5%	61.6%	87.7%	17.8%	69.7	73
1995	64.6%	49.2%	75.4%	15.4%	71.6	65
1996	60.0%	46.0%	80.0%	14.0%	70.1	50
1997	64.6%	50.0%	81.3%	14.6%	70.3	48
1998	63.3%	36.7%	83.3%	26.7%	72.5	30
Est 1999	64.0%	45.1%	72.5%		71.5	51
Est 2000	67.6%	50.7%	75.4%		71.3	69
Est 2001	63.2%	44.0%	73.9%		72.8	92
Est 2002	68.2%	51.6%	86.7%		73.7	75
Est 2003	tba	tba	tba	tba	72.1	88
Targ 2004	70.0%					
Target Retention (A2003-A2004)			85.0%			

CALL - Cohort A

	a	b	c	d=a-b		
	Graduation PrT2	Graduation PrT	Sem 3 Retention Rate		SecV	Commencing
1994	44.4%	24.1%	64.2%	20.3%	71.4	349
1995	55.1%	32.0%	72.4%	23.1%	72.8	381
1996	52.0%	30.1%	71.7%	21.9%	72.0	399
1997	55.2%	31.3%	75.8%	23.9%	73.7	418
1998	61.0%	36.6%	76.6%	24.4%	74.9	418
1999	56.7%	35.4%	73.1%	21.3%	75.5	446
Est 2000	57.0%	32.5%	76.4%	24.5%	76.0	394
Est 2001	60.0%	36.0%	78.3%	24.0%	75.0	322
Est 2002	58.0%	35.0%	75.7%	23.0%	76.1	333
Est 2003	tba	tba	tba		76.1	300
Targ 2004	62.0%					
Target Retention (A2003-A2004)			84.5%			

SCIENCE Cohort A

	a	b	c	d=a-b		
	Graduation PrT2	Graduation PrT	Sem 3 Retention Rate		SecV	Continuing
1994	68.4%	45.1%	85.3%	23.3%	80.6	266
1995	76.7%	50.8%	86.4%	26.0%	81.1	331
1996	76.4%	49.5%	87.8%	26.9%	80.8	386
1997	76.7%	52.9%	90.7%	23.8%	82.2	408
1998	75.2%	49.4%	87.8%	25.8%	81.9	403
1999	74.2%	49.3%	88.1%	24.9%	82.4	446
Est 2000	76.0%	52.9%	91.6%	23.1%	83.1	416
Est 2001	77.0%	57.3%	90.3%	19.7%	83.1	403
Est 2002	79.0%	58.9%	93.2%	20.1%	83.3	367
Est 2003	tba	tba	tba		83.3	345
Targ 2004	77.1%					
Target Retention (A2003-A2004)			89.4%			

APPENDIX A

LIBERAL ARTS - Cohort A

	a	b	c	d=a-b		
	Graduation PrT2	Graduation PrT	Sem 3 Retention Rate		SECV	Commencing
1994	68.3%	63.3%	81.7%	5.0%	81.3	60
1995	75.4%	63.2%	86.0%	12.3%	79.8	57
1996	70.8%	63.9%	75.0%	6.9%	81.6	72
1997	75.4%	66.7%	79.7%	8.7%	83.2	69
1998	75.4%	66.2%	84.6%	9.2%	82.5	65
1999	79.7%	68.8%	93.8%	10.9%	82.7	64
Est 2000	81.5%	69.2%	90.8%	12.3%	82.5	65
Est 2001		58.8%	89.7%		83.6	68
Est 2002			89.7%		83.6	68
Est 2003	tba	tba	tba		84.3	80
Targ 2004	76.5%					
Target Retention (A2003-A2004)			85.0%			

FINE ARTS - Cohort A

	a	b	c	d=a-b		
	Graduation PrT2	Graduation PrT	Sem 3 Retention Rate		SecV	Commencing
1994	51.7%	17.2%	79.3%	34.5%	73.1	29
1995	65.8%	28.9%	84.2%	36.8%	73.5	38
1996	56.4%	30.8%	69.2%	25.6%	75.1	39
1997	61.1%	36.1%	83.3%	25.0%	78.0	36
1998	59.5%	37.8%	81.1%	21.6%	75.3	37
1999	61.1%	55.6%	86.1%	5.6%	77.5	36
Est 2000	62.0%	43.6%	89.7%	18.4%	78.0	39
Est 2001		26.3%	84.2%		75.1	38
Est 2002			72.2%		77.4	36
Est 2003	tba	tba	tba		76.3	32
Targ 2004	68.1%					
Target Retention (A2003-A2004)			83.5%			

Chemical Technology Cohort A

	a	b	c	d=a-b		
	Graduation PrT2	Graduation PrT	Sem 3 Retention Rate		SecV	Commencing
1994	33.3%	33.3%	66.7%	0.0%	74.8	3
1995	na	na	na	na	na	na
1996	40.0%	0.0%	40.0%	40.0%	70.6	5
1997	58.3%	25.0%	75.0%	33.3%	78.5	12
1998	44.4%	11.1%	77.8%	33.3%	80.7	9
Est 1999	60.0%	20.0%	60.0%	40.0%	78.3	5
Est 2000		0.0%	66.7%		82.3	3
Est 2001			50.0%		75.9	4
Est 2002			33.3%		79.8	6
Est 2003	tba	tba	tba	tba	72.1	11
Targ 2004	58.8%					
Target Retention (A2003-A2004)			84.0%			

Chemical Technology Cohort B

	a	b	c	d=a-b		
	Graduation PrT2	Graduation PrT	Sem 3 Retention Rate		SecV	Commencing
1994	55.0%	30.0%	80.0%	25.0%	73.1	20
1995	55.6%	5.6%	83.3%	50.0%	68.6	18
1996	60.0%	40.0%	100.0%	20.0%	75.7	15
1997	45.5%	27.3%	63.6%	18.2%	72.1	11
1998	71.4%	42.9%	71.4%	28.6%	79.1	7
Est 1999		8.3%	75.0%		72.6	12
Est 2000		45.5%	63.6%		73.6	11
Est 2001			85.7%		75.3	7
Est 2002			71.4%		76.6	14
Est 2003	tba	tba	tba	tba	71.2	18
Targ 2004	58.8%					
Target Retention (A2003-A2004)			84.0%			

Civil Engineering Cohort A

	a	b	c	d=a-b	10	
	Graduation PrT2	Graduation PrT	Sem 3 Retention Rate		SecV	Commencing
1994	na	na	na	na	na	na
1995	42.9%	28.6%	71.4%	14.3%	71.2	7
1996	100.0%	0.0%	100.0%	100.0%	75.4	1
1997	66.7%	66.7%	100.0%	0.0%	79.1	3
1998	60.0%	40.0%	80.0%	20.0%	73.3	5
Est 1999		16.7%	83.3%		73.9	6
Est 2000		28.6%	100.0%		74.6	7
Est 2001			77.8%		74.6	9
Est 2002			88.2%		73.1	17
Est 2003	tba	tba	tba	tba	74.5	18
Targ 2004	58.8%					
Target Retention (A2003-A2004)			84.0%			

Civil Engineering Cohort B

	a	b	c	d=a-b	10	
	Graduation PrT2	Graduation PrT	Sem 3 Retention Rate		SecV	Commencing
1994	61.5%	61.5%	84.6%	na	70.0	13
1995	40.0%	20.0%	90.0%	20.0%	69.9	10
1996	70.0%	50.0%	90.0%	20.0%	70.9	10
1997	42.9%	42.9%	57.1%	0.0%	69.8	7
1998	66.7%	50.0%	100.0%	16.7%	70.2	6
Est 1999		20.0%	100.0%		70.5	5
Est 2000		33.3%	91.7%		73.3	12
Est 2001			100.0%		73.8	15
Est 2002			75.0%		72.2	16
Est 2003	tba	tba	tba	tba	74.0	12
Targ 2004	58.8%					
Target Retention (A2003-A2004)			84.0%			

Mechanical Engineering Cohort A

	a	b	c	d=a-b
	Graduation PrT2	Graduation PrT	Sem 3 Retention Rate	
1994	50.0%	21.4%	85.7%	na
1995	35.3%	5.9%	70.6%	29.4%
1996	50.0%	27.3%	86.4%	22.7%
1997	21.7%	17.4%	73.9%	4.3%
1998	65.4%	30.8%	76.9%	34.6%
<i>Est 1999</i>		25.0%	80.0%	
<i>Est 2000</i>		37.0%	74.1%	
<i>Est 2001</i>			73.9%	
<i>Est 2002</i>			89.5%	
<i>Est 2003</i>	<i>tba</i>	<i>tba</i>	<i>tba</i>	<i>tba</i>
Targ 2004	58.8%			
Target Retention (A2003-A2004)			84.0%	

Mechanical Engineering Cohort B

	a	b	c	d=a-b		
	Graduation PrT2	Graduation PrT	Sem 3 Retention Rate		SecV	Commencing
1994	69.6%	39.1%	87.0%	na	72.1	23
1995	61.3%	38.7%	74.2%	22.6%	69.0	31
1996	46.4%	39.3%	82.1%	7.1%	70.2	28
1997	45.0%	40.0%	85.0%	5.0%	72.0	20
1998	42.9%	28.6%	76.2%	14.3%	73.9	21
<i>Est 1999</i>		30.4%	73.9%		71.7	23
<i>Est 2000</i>		61.1%	94.4%		70.0	18
<i>Est 2001</i>			82.1%		74.1	28
<i>Est 2002</i>			77.8%		73.0	27
<i>Est 2003</i>	<i>tba</i>	<i>tba</i>	<i>tba</i>	<i>tba</i>	76.8	14
Targ 2004	58.8%					
Target Retention (A2003-A2004)			84.0%			

CRLT - Cohort A

	a	b	c	d=a-b
	Graduation PrT2	Graduation PrT	Sem 3 Retention Rate	
1994	31.3%	31.3%	62.5%	na
1995	52.9%	35.3%	88.2%	17.6%
1996	28.6%	4.8%	76.2%	23.8%
1997	60.9%	52.2%	78.3%	8.7%
1998	44.4%	33.3%	66.7%	11.1%
<i>Est 1999</i>		40.0%	80.0%	
<i>Est 2000</i>		34.6%	73.1%	
<i>Est 2001</i>			68.2%	
<i>Est 2002</i>			68.2%	
<i>Est 2003</i>	<i>tba</i>	<i>tba</i>	<i>tba</i>	<i>tba</i>
Targ 2004	58.2%			
Target Retention (A2003-A2004)			86.8%	

CRLT - Cohort B

	a	b	c	d=a-b		
	Graduation PrT2	Graduation PrT	Sem 3 Retention Rate		SecV	Commencing
1994	60.9%	60.9%	82.6%	na	69.2	23
1995	58.8%	41.2%	70.6%	17.6%	70.4	17
1996	77.8%	55.6%	88.9%	22.2%	71.1	18
1997	66.7%	50.0%	77.8%	16.7%	69.7	18
1998	40.0%	30.0%	75.0%	10.0%	67.6	20
<i>Est 1999</i>		46.7%	73.3%		70.9	15
<i>Est 2000</i>		50.0%	83.3%		69.3	12
<i>Est 2001</i>			77.8%		69.7	9
<i>Est 2002</i>			90.0%		68.0	20
<i>Est 2003</i>	<i>tba</i>	<i>tba</i>	<i>tba</i>	<i>tba</i>	71.3	14
Targ 2004	58.2%					
Target Retention (A2003-A2004)			86.8%			

Social Service - Cohort A

Social Service- Cohort B

	a	b	c	d=a-b	SecV	Commencing		a	b	c	d=a-b	SecV	Commencing	
	GraduationPrT2	GraduationPrT	Sem 3 Retention Rate	GraduationPrT2				GraduationPrT	Sem 3 Retention Rate					
1994	25.0%	25.0%	62.5%	0.0%	74.1	8	1994	66.7%	66.7%	80.6%	0.0%	68.6	36	
1995	64.7%	47.1%	88.2%	17.6%	66.9	17	1995	73.9%	73.9%	91.3%	0.0%	65.8	23	
1996	60.0%	40.0%	90.0%	20.0%	70.9	10	1996	57.1%	57.1%	75.0%	0.0%	69.4	28	
1997	33.3%	22.2%	66.7%	11.1%	68.4	9	1997	60.0%	48.0%	76.0%	12.0%	70.0	25	
1998	42.1%	31.6%	63.2%	10.5%	71.1	19	1998	42.1%	36.8%	84.2%	5.3%	69.4	19	
Est 1999		50.0%	86.4%		72.0	22	Est 1999		36.8%	63.2%		69.0	19	
Est 2000		68.8%	75.0%		72.8	16	Est 2000		30.0%	60.0%		70.6	20	
Est 2001			53.6%		70.7	28	Est 2001			57.1%		73.1	7	
Est 2002			53.3%		72.4	30	Est 2002			80.0%		72.1	15	
Est 2003	tba	tba	tba	tba	73.2	16	Est 2003	tba	tba	tba	tba	73.0	32	
Targ 2004	58.2%						Targ 2004	58.2%						
Target Retention (A2003-A2004)				86.8%	Target Retention (A2003-A2004)				86.8%					

Radiation Oncology Cohort A

	a	b	c	d=a-b
	Graduation PrT2	Graduation PrT	Sem 3 Retention Rate	
1994	100.0%	100.0%	100.0%	0.0%
1995	100.0%	0.0%	100.0%	100.0%
1996	100.0%	100.0%	100.0%	0.0%
1997	100.0%	100.0%	100.0%	0.0%
1998	100.0%	100.0%	100.0%	0.0%
Est 1999		50.0%	66.7%	
Est 2000		50.0%	100.0%	
Est 2001			60.0%	
Est 2002			100.0%	
Est 2003	tba	tba	tba	tba
Targ 2004	69.3%		83.0%	
<i>Target Retention (A2003-A2004)</i>				

Radiation Oncology Cohort B

	a	b	c	d=a-b		
	Graduation PrT2	Graduation PrT	Sem 3 Retention Rate		SecV	Commencing
1994	72.7%	72.7%	72.7%	0.0%	83.5	1
1995	50.0%	30.0%	90.0%	20.0%	79.7	1
1996	66.7%	66.7%	66.7%	0.0%	na	2
1997	66.7%	66.7%	66.7%	0.0%	70.6	1
1998	66.7%	66.7%	66.7%	0.0%	na	2
Est 1999		60.0%	80.0%		77.9	6
Est 2000		72.7%	90.9%		86.1	2
Est 2001			70.0%		78.1	5
Est 2002			72.7%		84.3	2
Est 2003	tba	tba	tba	tba	76.4	5
Targ 2004	69.3%		83.0%			
<i>Target Retention (A2003-A2004)</i>						

Diagnostic Imaging - Cohort A

	a	b	c	d=a-b
	Graduation PrT2	Graduation PrT	Sem 3 Retention Rate	
1994	75.0%	50.0%	75.0%	25.0%
1995	57.1%	57.1%	85.7%	0.0%
1996	100.0%	100.0%	100.0%	0.0%
1997	66.7%	33.3%	66.7%	33.3%
1998	100.0%	0.0%	100.0%	100.0%
Est 1999		30.0%	80.0%	
Est 2000		57.1%	85.7%	
Est 2001			80.0%	
Est 2002			66.7%	
Est 2003	tba	tba	tba	tba
Targ 2004	69.3%		83.0%	
<i>Target Retention (A2003-A2004)</i>				

Diagnostic Imaging - Cohort B

	a	b	c	d=a-b		
	Graduation PrT2	Graduation PrT	Sem 3 Retention Rate		SecV	Commencing
1994	51.7%	48.3%	72.4%	3.4%	82.0	4
1995	66.7%	50.0%	72.2%	16.7%	75.8	7
1996	70.0%	50.0%	80.0%	20.0%	0.0	1
1997	71.4%	57.1%	71.4%	14.3%	66.4	3
1998	60.0%	60.0%	80.0%	0.0%	86.7	1
Est 1999		31.3%	50.0%		76.2	10
Est 2000		52.9%	64.7%		77.4	7
Est 2001			69.6%		81.6	10
Est 2002			80.0%		87.1	9
Est 2003	tba	tba	tba	tba	75.6	6
Targ 2004	69.3%		83.0%			
<i>Target Retention (A2003-A2004)</i>						

Medical Laboratory Technology - Cohort A

Medical Laboratory Technology - Cohort A

	a	b	c	d=a-b	SecV	Commencing		a	b	c	d=a-b	SecV	Commencing
	GraduationPrT2	GraduationPrT	Sem 3 Retention Rate	GraduationPrT2				GraduationPrT	Sem 3 Retention Rate				
1994	100.0%	66.7%	100.0%	33.3%	85.7	3	1994	60.0%	44.0%	88.0%	16.0%	74.0	25
1995	80.0%	40.0%	80.0%	40.0%	80.8	5	1995	54.5%	54.5%	68.2%	0.0%	75.5	22
1996	83.3%	50.0%	100.0%	33.3%	78.0	6	1996	46.2%	42.3%	65.4%	3.8%	76.8	26
1997	100.0%	83.3%	100.0%	16.7%	73.8	6	1997	76.9%	53.8%	84.6%	23.1%	75.5	26
1998	72.7%	63.6%	72.7%	9.1%	77.4	11	1998	70.6%	52.9%	76.5%	17.6%	76.8	17
Est 1999		46.2%	69.2%		77.7	13	Est 1999		80.0%	86.7%		72.0	15
Est 2000		50.0%	83.3%		80.1	12	Est 2000		38.9%	88.9%		77.6	18
Est 2001			72.7%		74.6	11	Est 2001			85.7%		73.6	14
Est 2002			62.5%		79.1	8	Est 2002			75.0%		77.5	20
Est 2003	tba	tba	tba	tba	80.5	12	Est 2003	tba	tba	tba	tba	80.9	23
Targ 2004	69.3%						Targ 2004	69.3%					
Target Retention (A2003-A2004)				83.0%			Target Retention (A2003-A2004)				83.0%		

Graphic Design - Cohort A

Graphic Design - Cohort B

	a	b	c	d=a-b	SecV	Commencing		a	b	c	d=a-b	SecV	Commencing
	Graduation PrT2	Graduation PrT	Sem 3 Retention Rate	Graduation PrT2				Graduation PrT	Sem 3 Retention Rate				
1994	50.0%	20.0%	70.0%	30.0%	69.6	10	1994	70.0%	62.5%	92.5%	7.5%	69.7	40
1995	42.9%	28.6%	85.7%	14.3%	72.7	14	1995	80.0%	65.7%	97.1%	14.3%	70.6	35
1996	60.0%	60.0%	80.0%	0.0%	75.4	10	1996	71.4%	62.9%	88.6%	8.6%	72.4	35
1997	75.0%	68.8%	100.0%	6.3%	77.4	16	1997	69.7%	60.6%	78.8%	9.1%	72.1	33
1998	66.7%	41.7%	83.3%	25.0%	76.5	12	1998	83.3%	69.4%	86.1%	13.9%	72.5	36
Est 1999		70.0%	90.0%		75.3	10	Est 1999		73.3%	80.0%		72.1	30
Est 2000		78.6%	92.9%		78.6	14	Est 2000		67.6%	83.8%		70.9	37
Est 2001			83.3%		77.8	12	Est 2001			95.0%		75.1	40
Est 2002			84.2%		75.6	19	Est 2002			91.7%		74.3	24
Est 2003	tba	tba	tba	tba	77.0	17	Est 2003	tba	tba	tba	tba	72.3	27
Targ 2004	61.4%						Targ 2004	61.4%					
Target Retention (A2003-A2004)				84.0%			Target Retention (A2003-A2004)				84.0%		

Illustration and Design

	a	b	c	d=a-b	SecV	Commencing		a	b	c	d=a-b	SecV	Commencing
	Graduation PrT2	Graduation PrT	Sem 3 Retention Rate	Graduation PrT2				Graduation PrT	Sem 3 Retention Rate				
1994	62.5%	37.5%	87.5%	25.0%	75.0	16	1994	62.5%	50.0%	87.5%	12.5%	70.0	32
1995	59.1%	31.8%	81.8%	27.3%	71.2	22	1995	62.5%	54.2%	79.2%	8.3%	70.6	24
1996	61.5%	46.2%	76.9%	15.4%	74.5	13	1996	54.5%	48.5%	78.8%	6.1%	73.1	33
1997	50.0%	28.6%	71.4%	21.4%	76.8	14	1997	54.8%	51.6%	87.1%	3.2%	71.5	31
1998	68.0%	32.0%	96.0%	36.0%	77.9	25	1998	48.0%	36.0%	80.0%	12.0%	71.5	25
Est 1999		25.0%	80.0%		74.0	20	Est 1999		42.9%	85.7%		74.1	21
Est 2000		17.2%	82.8%		74.6	29	Est 2000		46.2%	92.3%		73.7	26
Est 2001			86.7%		79.2	30	Est 2001			85.0%		72.5	20
Est 2002			72.7%		76.2	33	Est 2002			93.8%		73.6	16
Est 2003	tba	tba	tba	tba	80.0	21	Est 2003	tba	tba	tba	tba	75.5	26
Targ 2004	61.4%						Targ 2004	61.4%					
Target Retention (A2003-A2004)				84.0%			Target Retention (A2003-A2004)				84.0%		

Industrial Design

	a b c d=a-b				SecV	Commencing	a b c d=a-b				SecV	Commencing	
	GraduationPrT2	GraduationPrT	Sem 3 Retention Rate				GraduationPrT2	GraduationPrT	Sem 3 Retention Rate				
1994	50.0%	50.0%	100.0%	0.0%	80.4	4	1994	100.0%	83.3%	83.3%	16.7%	60.3	6
1995	50.0%	50.0%	75.0%	0.0%	84.9	4	1995	58.3%	50.0%	91.7%	8.3%	73.0	12
1996	37.5%	25.0%	87.5%	12.5%	75.9	8	1996	75.0%	58.3%	100.0%	16.7%	74.3	12
1997	50.0%	33.3%	100.0%	16.7%	77.9	6	1997	90.0%	70.0%	100.0%	20.0%	74.0	10
1998	33.3%	33.3%	66.7%	0.0%	76.3	9	1998	30.0%	20.0%	90.0%	10.0%	73.3	10
Est 1999		42.9%	71.4%		78.5	7	Est 1999		46.2%	84.6%		73.8	13
Est 2000		75.0%	75.0%		83.1	4	Est 2000		23.1%	84.6%		76.2	13
Est 2001			100.0%		77.0	9	Est 2001			88.9%		72.4	18
Est 2002			90.9%		76.0	11	Est 2002			62.5%		69.7	8
Est 2003	tba	tba	tba	tba	74.4	13	Est 2003	tba	tba	tba	tba	79.1	13
Targ 2004	61.4%						Targ 2004	61.4%					
Target Retention (A2003-A2004)				84.0%			Target Retention (A2003-A2004)				84.0%		

Interior Design

	a b c d=a-b				SecV	Commencing	a b c d=a-b				SecV	Commencing	
	GraduationPrT2	GraduationPrT	Sem 3 Retention Rate				GraduationPrT2	GraduationPrT	Sem 3 Retention Rate				
1994	50.0%	31.8%	81.8%	18.2%	72.1	22	1994	72.0%	56.0%	72.0%	16.0%	71.4	25
1995	52.4%	28.6%	76.2%	23.8%	71.8	21	1995	56.3%	37.5%	68.8%	18.8%	71.0	16
1996	26.7%	20.0%	80.0%	6.7%	74.1	15	1996	75.0%	58.3%	95.8%	16.7%	71.8	24
1997	33.3%	14.3%	71.4%	19.0%	73.3	21	1997	50.0%	42.3%	80.8%	7.7%	72.3	26
1998	22.7%	9.1%	63.6%	13.6%	73.5	22	1998	47.1%	29.4%	76.5%	17.6%	74.3	17
Est 1999		42.1%	63.2%		73.4	19	Est 1999		29.0%	67.7%		71.7	31
Est 2000		29.4%	76.5%		78.1	17	Est 2000		33.3%	91.7%		73.4	24
Est 2001			91.7%		76.2	24	Est 2001			92.3%		72.0	26
Est 2002			82.6%		78.4	23	Est 2002			82.6%		76.9	23
Est 2003	tba	tba	tba	tba	77.8	22	Est 2003	tba	tba	tba	tba	77.4	27
Targ 2004	61.4%						Targ 2004	61.4%					
Target Retention (A2003-A2004)				84.0%			Target Retention (A2003-A2004)				84.0%		

Professional Theatre

	a b c d=a-b				SecV	Commencing	a b c d=a-b				SecV	Commencing	
	Graduation PrT2	Graduation PrT	Sem 3 Retention Rate				Graduation PrT2	Graduation PrT	Sem 3 Retention Rate				
1994	66.7%	66.7%	86.7%	0.0%	74.2	15	1994	66.7%	66.7%	100.0%	0.0%	71.8	15
1995	52.9%	52.9%	76.5%	0.0%	75.3	17	1995	55.6%	55.6%	66.7%	0.0%	72.1	18
1996	58.8%	58.8%	76.5%	0.0%	73.2	17	1996	50.0%	50.0%	87.5%	0.0%	70.3	16
1997	36.4%	31.8%	68.2%	4.5%	71.1	22	1997	45.5%	27.3%	72.7%	18.2%	69.2	11
1998	40.0%	40.0%	90.0%	0.0%	73.7	20	1998	64.3%	57.1%	85.7%	7.1%	73.4	14
Est 1999		73.7%	89.5%		74.8	19	Est 1999		50.0%	92.9%		76.7	14
Est 2000		54.2%	79.2%		76.9	24	Est 2000		70.0%	100.0%		74.8	10
Est 2001			90.0%		74.4	20	Est 2001			84.6%		73.9	13
Est 2002			90.0%		79.9	20	Est 2002			72.7%		72.3	11
Est 2003	tba	tba	tba	tba	79.2	22	Est 2003	tba	tba	tba	tba	74.6	8
Targ 2004	61.4%						Targ 2004	61.4%					
Target Retention (A2003-A2004)				84.0%			Target Retention (A2003-A2004)				84.0%		

Professional Photography

	a b c d=a-b				SecV	Commencing	a b c d=a-b				SecV	Commencing	
	Graduation PrT2	Graduation PrT	Sem 3 Retention Rate				Graduation PrT2	Graduation PrT	Sem 3 Retention Rate				
1994	30.8%	23.1%	76.9%	7.7%	70.8	13	1994	32.0%	32.0%	60.0%	0.0%	71.6	25
1995	36.4%	22.7%	63.6%	13.6%	68.9	22	1995	69.2%	65.4%	84.6%	3.8%	72.5	26
1996	52.6%	36.8%	73.7%	15.8%	73.5	19	1996	46.2%	46.2%	73.1%	0.0%	71.9	26
1997	40.9%	22.7%	77.3%	18.2%	74.5	22	1997	44.0%	40.0%	76.0%	4.0%	72.6	25
1998	56.3%	50.0%	93.8%	6.3%	74.6	16	1998	52.0%	40.0%	96.0%	12.0%	73.6	25
Est 1999		37.5%	81.3%		75.5	16	Est 1999		33.3%	81.5%		74.0	27
Est 2000		45.5%	81.8%		78.2	22	Est 2000		52.6%	73.7%		74.7	19
Est 2001			73.7%		75.7	19	Est 2001			83.3%		75.0	24
Est 2002			73.9%		74.7	23	Est 2002			77.4%		75.2	31
Est 2003	tba	tba	tba	tba	78.4	21	Est 2003	tba	tba	tba	tba	76.1	25
Targ 2004	61.4%						Targ 2004	61.4%					
Target Retention (A2003-A2004)				84.0%			Target Retention (A2003-A2004)				84.0%		

Office Systems Technology

	a	b	c	d=a-b			a	b	c	d=a-b			
	Graduation PrT2	Graduation PrT	Sem 3 Retention Rate		SecV	Commencing	Graduation PrT2	Graduation PrT	Sem 3 Retention Rate		SecV	Commencing	
1994	39.4%	18.2%	63.6%	21.2%	68.4	33	1994	40.0%	35.0%	70.0%	5.0%	65.6	20
1995	37.0%	25.9%	66.7%	11.1%	66.9	27	1995	22.2%	22.2%	33.3%	0.0%	64.1	9
1996	34.5%	20.7%	65.5%	13.8%	69.4	29	1996	70.0%	60.0%	100.0%	10.0%	67.9	10
1997	32.0%	24.0%	72.0%	8.0%	68.5	25	1997	47.1%	41.2%	52.9%	5.9%	65.2	17
1998	44.0%	44.0%	72.0%	0.0%	71.4	25	1998	50.0%	35.7%	78.6%	14.3%	71.1	14
Est 1999		23.5%	70.6%		72.7	17	Est 1999		58.3%	75.0%		69.8	12
Est 2000		29.6%	59.3%		72.6	27	Est 2000		47.1%	58.8%		71.2	17
Est 2001			84.6%		71.8	13	Est 2001			84.6%		72.8	13
Est 2002			73.3%		71.5	15	Est 2002			88.9%		71.0	9
Est 2003	tba	tba	tba	tba	70.3	9	Est 2003	tba	tba	tba	tba	71.3	13
Targ 2004	58.1%						Targ 2004	58.1%					
Target Retention (A2003-A2004)				80.0%			Target Retention (A2003-A2004)				80.0%		

Course Success Rate Targets

Example: For the A2001 cohort undertaking courses in their first semester, 57% of students passed 100% of their courses.

The value for the 1998 cohort was Maximal = 52%.

Cohort A or courses in:			Range	Target%	Actual
A2001	A2001	Maximal	100%	57.0%	59.0%
		Fort	76%-99%	16.5%	14.8%
		Moyen	51%-75%	12.5%	9.7%
		Faible	1%--50%	10.0%	10.1%
		Nul	0%	4.0%	6.4%
			100%	100%	
A2002	A2002	Maximal	100%	59.0%	62.5%
		Fort	76%-99%	16.5%	13.5%
		Moyen	51%-75%	11.5%	9.4%
		Faible	1%--50%	9.0%	9.9%
		Nul	0%	4.0%	4.7%
			100%	100%	
A2003	A2003	Maximal	100%	61.0%	61.9%
		Fort	76%-99%	16.5%	15.5%
		Moyen	51%-75%	10.5%	10.4%
		Faible	1%--50%	8.0%	7.4%
		Nul	0%	4.0%	4.7%
			100%	100%	
A2004	A2004	Maximal	100%	63.0%	<i>tba</i>
		Fort	76%-99%	15.5%	<i>tba</i>
		Moyen	51%-75%	9.5%	<i>tba</i>
		Faible	1%--50%	8.0%	<i>tba</i>
		Nul	0%	4.0%	<i>tba</i>
			100%		

GOAL		STRATEGY		SUBSTRATEGY		ACTION	
1.	Dawson will deliver relevant, high quality instruction, programs and services that meet the changing needs of students and society.	1.1	Dawson's programs will be developed and offered in the light of the changing needs of students and society.	1.1.1	Each program will be designed, delivered and evaluated as a coherent set of learning activities that reflects the competency-based approach.	1.1.1.1	Complete the implementation of programs as a coherent, integrated set of learning activities.
						1.1.1.2	Use standard reports (such as those available through CARS) to examine learning activities and the performance of students in programs to identify strengths and weaknesses.
						1.1.1.3	Develop and implement measures to build on strengths and to eliminate weaknesses.
				1.1.2	The design, delivery and assessment of learning activities will be reviewed regularly.	1.1.2.1	Ensure fully functioning program committees for all programs.
						1.1.2.2	Ensure fully functioning departmental curriculum committees.
						1.1.2.3	Ensure that program committees and departments review the design, delivery and assessment of learning activities regularly.
				1.1.3	Comprehensive assessment activities will be reviewed regularly and modified where appropriate.	1.1.3.1	See 1.1.2.1
						1.1.3.2	Ensure that each program committee reviews its Comprehensive Assessment at least every second year.
				1.1.4	Students and external partners will be surveyed regularly to determine their needs and their level of satisfaction with Dawson's instruction, programs and services.	1.1.4.1	Current students: Administer Student Satisfaction Inventory and/or other appropriate surveys.
						1.1.4.2	Former students: Follow-up on students after they leave.
						1.1.4.3	Establish Advisory Committees and/or other appropriate liaison groups for all technical programs.
						1.1.4.4	Survey employers regularly to determine their satisfaction with the knowledge, skills and attitudes of graduates.
				1.1.5	Through application of the Institutional Program Evaluation Policy, the quality of all programs will be continuously improved.	1.1.5.1	Complete the revision of IPEP.
						1.1.5.2	Ensure regular evaluation of programs in accordance with IPEP.
						1.1.5.3	Ensure follow-up of action plans.
1.1.7	Faculty and, where appropriate, staff will be well informed of the expectations of universities and the requirements of employers of technical program graduates.	1.1.7.1	Establish mechanisms to ensure that faculty and staff are aware of the expectations of the universities (mainly Concordia and McGill) with respect to knowledge and skills for admission and success in university				

GOAL		STRATEGY		SUBSTRATEGY		ACTION	
							programs.
						1.1.7.2	Establish mechanisms to ensure that faculty and staff are aware of the requirements of the workplace for graduates of technical programs.
				1.1.8	All programs will be adequately equipped and instruction will be supported with appropriate technology.	1.1.8.1	Develop a systematic acquisition strategy for instructional equipment.
		1.2	Dawson will continually improve the quality of teaching and instruction.	1.2.1	Teachers and teaching will be evaluated periodically in a way that fosters high-quality instruction.	1.2.1.1	Ensure regular evaluation of faculty in accordance with the Teacher Evaluation Policy.
				1.2.2	Professional development for faculty will be planned and offered in order to improve the quality of instruction and to support the College's academic objectives.	1.2.2.1	Develop/expand and deliver professional development on: <ul style="list-style-type: none"> ▪ First-semester pedagogy ▪ Learning skills pedagogy ▪ Classroom management ▪ Reaching out to students at risk.
				1.2.3	Innovation in instruction, program development and delivery will be supported.	1.2.3.1	Develop/expand and deliver professional development on 1 st semester pedagogy; learning skills pedagogy; reaching out to students at risk.
						1.2.3.2	Reinforce support for new faculty.
				1.2.4	Adaptation of teaching strategies to learning styles will be fostered and supported.	1.2.4.1	Foster, encourage and support the use of a variety of teaching strategies that take different learning styles into account.
		1.3	All services will support the academic mission and strategic objectives of the College, and will meet the clearly identified needs of students.	1.3.1	All services, programs and academic and administrative departments will prepare an annual workplan setting out of the unit's planned activities in support of the College's mission and objectives, and an annual report which evaluates the unit's performance in reference to the plan.	1.3.1.1	Develop and implement SSAPs for each program and department.
						1.3.1.2	Ensure that systems and services support student success.
2.	Dawson will provide every student the opportunity to succeed and to	2.1	Effective orientation and support will be provided to each student to facilitate the transition between high	2.1.1	Students will be provided with effective, accurate and timely information on Dawson programs prior to their admission.	2.1.1.1	Review outreach, marketing and communication strategies to high schools, teachers and counselors.

GOAL		STRATEGY		SUBSTRATEGY		ACTION	
					and supported at the early stage of their studies.		identification of students at risk
				2.2.2.2	See 2.2.1.1		
				2.2.3	Departments and programs will address student success as an integral part of their annual workplans.	2.2.3.1	Develop and implement SSAPs for each program and department.
				2.2.4	ISEP will be consistently applied across all programs.	2.2.4.1	Complete and implement the action plan for the implementation of ISEP.
				2.2.5	Semester grids will be designed taking into account student workload.	2.2.5.1	See 1.1.1.1
						2.2.5.2	Ensure that semester grids take student workload into account.
		2.2.6	The special science and technology student success budget will be used to motivate and retain students in science and technology.	2.2.6.1	Develop activities to encourage students to apply themselves to work required in science and technology programs.		
		2.3	The transition of graduates to university studies and the workplace will be facilitated.	2.3.1	Pre-university program students will be made aware of the nature and requirements of university programs.	2.3.1.1	Establish mechanisms to ensure that each pre-university student knows the requirements of the university program(s) that he/she is considering.
						2.3.1.2	Students are aware of university programs available.
				2.3.2	Each technical program student will be made aware of the requirements of their chosen profession and workplace.	2.3.2.1	Determine the current needs of each profession served by a Dawson technical program using the Advisory Committee and/or other appropriate liaison group(s).
						2.3.2.2	Provide each student in a technical program with information on the requirements of the profession,

