



EDUCATE | ENGAGE | ENRICH

STRATEGIC PLAN

2016-2021

INTRODUCTION FROM THE DIRECTOR GENERAL



Since its inception in 1968, Dawson College has committed itself to providing students from all walks of life with a vibrant educational experience.

Drawing upon innovative and student-centered pedagogical approaches, Dawson has become a leading

institution in post-secondary education in Quebec and abroad. Its community of faculty and staff has worked continuously to establish high standards of academic excellence and has shown great dedication in seeking new ways of engaging students in learning activities, both inside and outside the classroom, so as to enrich their experience at Dawson. From the beginning, this quest for excellence as well as the commitment to offering inclusive educational pathways for different learner profiles have stood at the forefront of the College's mission.

In preparation for creating a new strategic plan, in 2016 the College consulted with its community and reviewed possible strategic directions to pursue over the next five years. These discussions provided faculty, staff and students with the opportunity to enter into a dialogue about the future of the College and to reiterate Dawson's foundational commitment to student success. What has come out of this campus-wide discussion is a clear determination to work more collaboratively and deliberately toward a notion of student success that is bold and ambitious. This undertaking is grounded on the idea that successful learning occurs when students are encouraged to participate actively in their studies.

Reaffirming our commitment to the Graduate Profile

It is in this context that the Dawson community has reaffirmed its commitment to the Graduate Profile Outcomes developed in the Strategic Plan 2010-2015. These outcomes represent the overarching competencies our graduates are expected to develop and demonstrate during their years at Dawson, and establish the overall focus of our educational efforts, above and beyond the particularities of the programs in which students are enrolled. The Graduate Profile offers a framework for more intensive collaboration among members of our community, whether they teach in classrooms or laboratories, or participate in the development of an educational environment that is rich and meaningful for our students.

The dialogue about strategic directions provided community members with the opportunity to re-examine Dawson's

Mission Statement and its educational values, and to articulate a vision that will guide us. This process allowed us to reflect upon our raison d'être and identify the bedrock values that have characterized Dawson throughout its history.

In refreshing the Mission Statement to make it more relevant for the College's present context, the importance given to inclusiveness indicates a willingness to widen the scope of what it means to celebrate diversity in a mature society. Similarly, the need to state our commitment to the building of a more peaceful and sustainable future stems from the urgency for Dawson to contribute toward the development of the knowledge and skills that will help future generations deal with the complexity of issues we face individually and collectively in this era of globalization.

Enriching the learning environment

The driving forces of our community have long been initiatives that aim to enrich the learning environment at Dawson and efforts to provide an educational experience that is transformative and positive for students and society alike. We intend to remain faithful to these principles. At a time of rapid and overwhelming societal change, in a world that is becoming more and more daunting and where interconnected phenomena pose ever greater challenges, this Strategic Plan 2016-2021 lays out a roadmap for accomplishing an educational mission that is relevant and clear.

I would like to thank all those members of the community — faculty, staff and students — who participated in this dialogue. Your involvement in the consultation process reflects a high degree of dedication to Dawson and, above all, to our students. My thanks also go to the Board of Governors of Dawson College, which has provided unwavering support to this planning process.

The dialogue will go on. The vision is set and the focus is clear: EDUCATE, ENGAGE, ENRICH.

Let's make it happen now!

Richard Filion
DIRECTOR GENERAL

EDUCATE.

ENGAGE.

ENRICH.

MISSION STATEMENT

Dawson College is a vibrant and inclusive community dedicated to providing quality higher education. Our mission is to:

Educate a diverse population of students through transformative and innovative learning activities;

Engage learners and empower them to become active, responsible citizens;

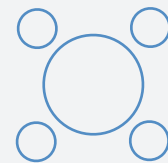
Enrich society by offering life-long learning opportunities, cultivating partnerships and contributing to a peaceful and sustainable future.

VALUES



Excellence

We seek to challenge our students and educate them to the highest standards. To that end, we commit ourselves to providing excellent teaching, programs and services that are attained through self-reflection, evaluation and evidence-based inquiry.



Collaboration

Recognizing that support for student learning engages us in diverse and multiple ways, we value a community in which our members feel encouraged to share their experiences, insights, knowledge and skills so as to nourish and enrich the learning environment. We affirm that the College, as a community, is strengthened by the participation and representation of all its members in its governance.



Innovation and Creativity

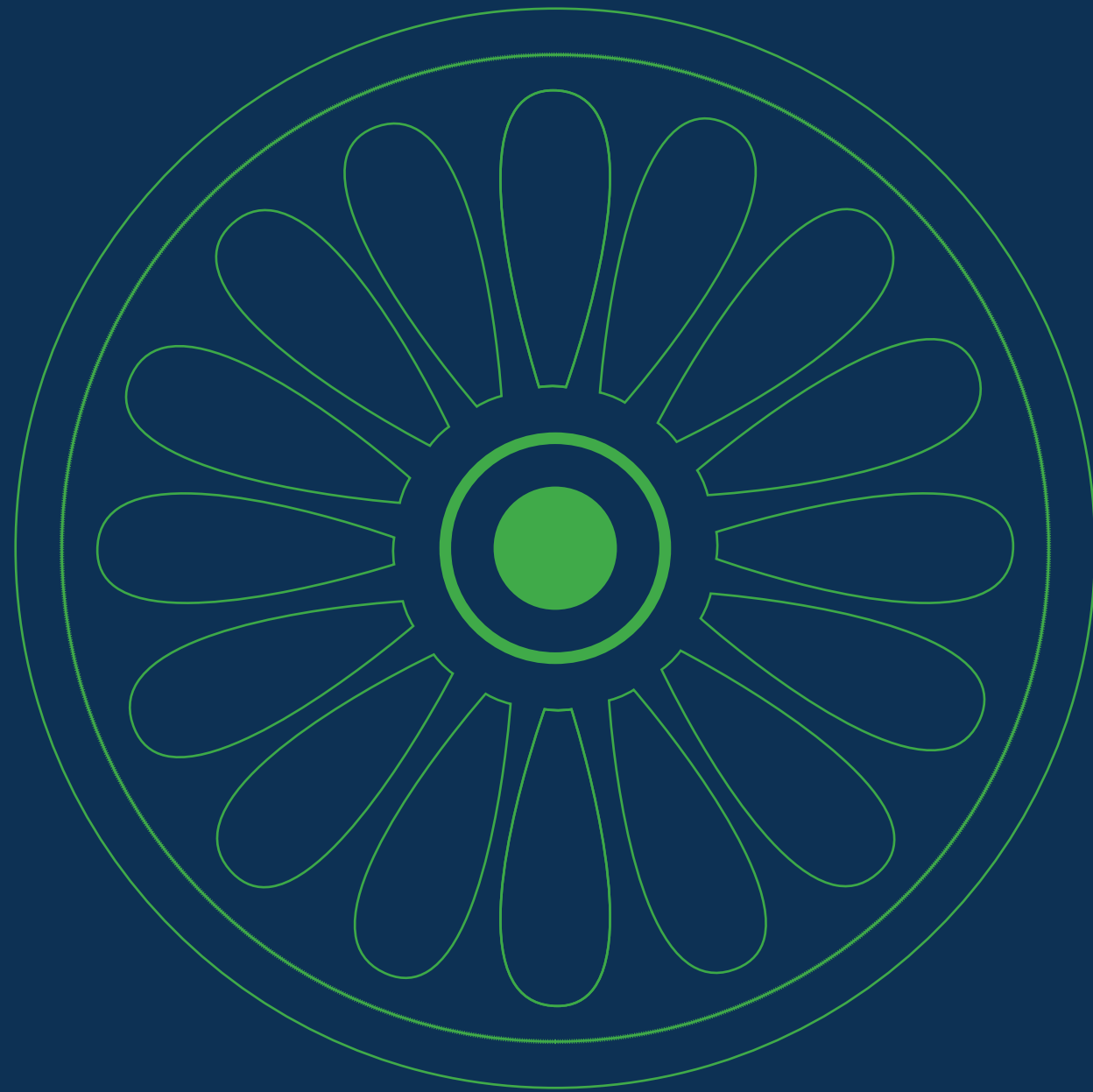
We promote innovation and creativity that acknowledge both success and failure and build upon authentic, rich and dynamic learning experiences, inside and outside the classroom, to provide cutting-edge pedagogical and technological approaches to teaching and learning.



Well-being for All

We cultivate a healthy and inclusive learning and working environment in which all members of our community feel respected, valued and supported in the pursuit of their personal and professional goals. We aim to promote long-term health and well-being for all, sustainably.

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We seek to challenge our students and educate them to the highest standards.
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VISION

To be a leader in the delivery of innovative academic offerings and transformational learning experiences through student-centred pedagogical practices that foster student success and seek to develop informed and engaged citizens.

OVERVIEW OF STRATEGIC GOALS

COMMITMENT TO STUDENT SUCCESS

As a community, Dawson is committed to:

- > fostering a broad notion of student success that encourages all students to develop as active and engaged learners;
- > ensuring student success by leveraging Dawson’s expertise to adapt evidence-based best practices;
- > stimulating engaged citizenship and positive action in response to pressing societal and ecological challenges.



STRATEGIC PRIORITIES FOR STUDENT SUCCESS

Development of the Graduate Profile outcomes

GOAL 1
Foster intentional and coordinated approaches to developing the Graduate Profile outcomes.

Enhancement of accessibility and support to students

GOAL 2
Support new students in their transition to Dawson.

Relevance of programs and educational offering

GOAL 4
Ensure that programs and educational offerings are relevant to the needs of society.

GOAL 3
Provide coordinated and accessible services to students.

FOUNDATIONS TO SUPPORT STUDENT SUCCESS

GOAL 5
Be a leading employer dedicated to employee development and engagement.

GOAL 6
Promote a culture and practice of continuous improvement in all areas of the College.

GOAL 7
Be a leading Canadian educational institution in promoting and practising sustainability in all its endeavours.

GOAL 8
Cultivate relationships with alumni, retirees and Dawson partners to engage in helping the College to achieve its strategic vision.

GOAL 9
Enhance the physical environment to support student success and employee engagement.



ENVIRONMENTAL SCAN

As part of the strategic planning process, the Strategic Plan Writing Committee first undertook an environmental scan. The preliminary results of this environmental scan were shared with the Dawson community at several consultation meetings and were made available online. The environmental scan includes a review of external factors such as emerging trends in higher education, sustainability, the needs of the labour market and the barriers to education and/or employment for certain groups of individuals, and economic and demographic trends. The review of the internal factors includes college-supported initiatives undertaken during the last strategic plan, continuing education, students' use of college services, student success indicators, research and human resources.

EXTERNAL FACTORS

Trends in Higher Education

Roughly two decades of research in the fields of education and the learning sciences have demonstrated the effectiveness of certain approaches to teaching in promoting student engagement and deeper learning. This has ushered in a pervasive shift in the design of curricula and courses toward student-centred approaches to teaching. Linked to research in the learning sciences, there is ample evidence to demonstrate the strong relationship between approaches to learning and the design of learning spaces. The physical space in which learning takes place can either enhance or diminish student learning, depending on its alignment with the teaching approaches used.

A widespread global movement has brought to the forefront of discussion the role of education in the development and well-being of society. Informed, engaged, responsible citizenship has been identified as a key outcome of education that serves long-term prosperity. Emerging from these discussions are concrete strategies for the deliberate development of values, knowledge and skills that serve personal, community and global well-being. The integration of these goals within the context of higher education necessarily goes beyond program-level learning outcomes and has led to the trend of institutional-level learning outcomes to serve these purposes.

Subsequent to the rapid expansion in the accessibility of higher education in the 1970's, colleges have been challenged with supporting students – who otherwise would not attend college – to succeed in their programs and graduate in a timely manner. Considerable experience and research have shown that the successful completion of the first year and return for the second (third semester retention) is the most critical period for help. Therefore, post-secondary institutions are now placing a strong emphasis on transition programs and on intentionally designed first-year experiences that integrate student support into curricular and extracurricular experiences.

Sustainability

According to the 1987 report, *Our Common Future: the Report of the World Commission on Environment and Development*, sustainability is defined as “meeting the needs of the present generation without compromising the ability of future ones to meet their own needs.” One of the preeminent threats to global sustainability is climate change. The latest annual State of the Climate report has confirmed that major greenhouse gas concentrations rose to record high values in 2015 and that 2015 was the warmest year on record since the latter half of the 19th century. According to UNESCO, climate change is a complex

problem because it is intertwined with many other issues such as economic development and poverty reduction.

Sustainability is recognized at the federal, provincial and municipal levels as an important issue that requires decisive action. Canada is one of the signatories to the 2030 Agenda for Sustainable Development, which was adopted by UN member states in September 2015 and provides a global framework for sustainable development. Both the provincial government and the City of Montreal have developed their own plans for combating climate change and promoting sustainability.

Employment

Between 2013 and 2022 more than 1.1 million people, or 27.7% of the Quebec workforce, are expected to retire. One-third of available jobs will require a technical college diploma. Some of the areas for which projected employment demand will be greater than expected supply are in nursing, finance and insurance, human resources, social service and the health, education, and community service fields. Employees who possess strong technical skills and broad skills in critical thinking, problem solving, communication, literacy, teamwork, computer literacy and numeracy are particularly valued by employers according to a 2016 report by the Business Council of Canada.

In Canada, a number of social and professional trends have driven increases in credentials for various professions. Among the pressures for changing the entry-to-practice credentials are such factors as more people working for themselves or in consultative roles, higher demands for accountability and assurance of quality, increasing job responsibilities, and competition with other professionals. Evidence of these trends can be seen in different ways across various professions. The nursing profession in Quebec has been seeking to establish the bachelor's degree as the minimum entry requirement for that profession; the American Council for Interior Design Accreditation (CIDA) discontinued the accreditation of interior design programs (including Dawson's) that did not culminate in a bachelor's degree; and, in the social service field, a certain number of interventions are reserved for professionals who hold a bachelor's or master's degree.

Certain groups of people continue to experience barriers to full participation in the workforce. Immigrants to Quebec mostly settle in the Montreal area where they often face obstacles to employment. One important impediment is the recognition of foreign credentials; 40% of foreign-born Canadians are working in jobs for which they are overqualified according to a report prepared by TD Economics. The unemployment rate for immigrants to Quebec was 11.9%, the highest of all provinces in 2011 and double the rate of 5.6% for Canadian-born Quebecers. Language and culture pose other barriers to Quebec immigrants' full integration into the workforce. About



one-quarter of immigrants to Quebec speak neither English nor French according to a report prepared by the Ministère de l'Immigration, de la Diversité et de l'Inclusion. For people with disabilities, the latest data show an employment rate of 49% compared to 79% for people without disabilities. However, people with disabilities who have a trades certificate or college diploma have employment rates (over 80%) comparable to those without disabilities.

Indigenous People

The Truth and Reconciliation Commission (TRC), established as part of a holistic and comprehensive response to the Indian Residential School legacy, stated that Canada needs to move from apology to action if reconciliation with First Nations, Métis and Inuit people is to succeed. In 2015 the TRC released its final landmark report, which includes 94 recommendations for change in policies, programs and in the “way we talk to, and about, each other”. Some of the 94 recommendations from the report relate directly to education, including one to develop a strategy to eliminate education and employment gaps between Indigenous and non-Indigenous Canadians. According to a report by TD Economics, 38.1% of Indigenous people had some post-secondary education in 2011 compared to 54.9% of non-Indigenous people. The latest data from Statistics Canada shows that the average employment rate for Indigenous people was 62.5% compared to 75.8% for non-Indigenous people. However, those who had completed high school or a post-secondary certificate or diploma had only slightly lower employment rates of 76.2% compared to 81.1% for the non-Indigenous population.

Dawson College respectfully acknowledges that its campus is situated on the traditional land of First Peoples. Dawson affirms its commitment to fostering Reconciliation in Indigenous-Canadian relations in accordance with the United Nations Declaration of the Rights of Indigenous Peoples and Canada's Truth and Reconciliation Commission Calls to Action.

Economic Growth and Public Spending in Education

According to Finances Québec, real GDP will grow by an average of 1.8% between 2015 and 2019. The last provincial budget included an increase of 3% for education, but public colleges in Quebec are still suffering from recurrent budget cuts. The provincial government has, however, announced a significant increase in funding for the next several years for students with particular needs.

Changes within the CEGEP network

In June 2016, the Ministre de l'Éducation et de l'Enseignement supérieur announced consultations on the creation of a Conseil des collèges du Québec and a Conseil des universités du Québec. These bodies would have the mandate to ensure collaboration, quality of programs and the harmonization of offerings in the two networks. In addition, the Ministry is continuing to explore how the College Education Regulations might be adapted to meet the challenges facing the CEGEP system and provide more flexibility in the offerings for college education. The Ministry will launch a consultation process in Fall 2016 to identify possible changes in the college regulations. Dawson must stay attuned to this process in order to be ready for any change that might flow from it.

Demographics

According to the most recent demographic projections of the Ministère de l'Éducation et de l'Enseignement supérieur, last updated in 2014, there will be a decrease in enrolments in the pre-university sector (-3%) and the technical sector (-5%) for the public college network overall, but most of the decreases will take place in colleges outside of metropolitan areas. Decreased enrolment in CEGEPs located outside the large metropolitan areas has led the Ministry to implement policies that may impede the urban colleges' ability to develop and differentiate their offerings. For Dawson, the government has projected a 7% decrease in enrolment from 6983 in Fall 2016 to 6476 in Fall 2021. However, it should be noted that the government projections are two years out of date and previous projections have significantly diverged from Dawson's reality of increased enrolment, which stood at 8,202 as of September 2016.

Accreditation of Medical Programs

The Canadian Medical Association's (CMA) Conjoint Accreditation Service is divesting itself of the responsibility for accrediting designated Canadian allied health care programs as of February 2018. Medical technology programs such as Dawson's will no longer enjoy the benefits of the CMA's mechanism which has ensured a pan-Canadian standard. This divestiture threatens a potential divergence in quality and standards which may affect labour mobility across Canada, as well as graduates' access to American certification. The national professional associations are committed to maintaining national standards and are working to develop an accreditation process to replace that of the CMA. The challenge for the College and the accredited medical programs will be to adapt to a new process.

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INTERNAL FACTORS

College-supported Initiatives to Support and Enrich the Student Experience

During the 2010-2015 Strategic Plan period, the College supported many initiatives to enhance the learning environment, to support student success and to better serve society. Drawn from a solid base of research and innovation, these faculty-driven initiatives enriched, and continue to enrich, the student experience at Dawson through cross-curricular and extracurricular activities. Some of these initiatives include SPACE, Entrepreneurship, Writing in the Disciplines, Universal Design for Learning, Online Courses, Active Learning Classrooms, Model UN, Sustainable Dawson, Peace Education, the Art Gallery, international travel and student involvement in faculty-based research projects.

The College developed Journeys: A First Peoples College Transition Program. This is a one-year bridging program designed to provide Indigenous students with a holistic, supportive and culturally relevant environment for learning at the post-secondary level.

Continuing Education

Since 2004, enrolments in Continuing Education, whether measured by the number of students or the number of course seats they occupy, have more than doubled. The largest segment of activity has been the area of studies which the Ministry reorganized in 2013 to become the Springboard to a DEC program and, as of the fall of 2016, nearly 70% of the 2740 students enrolled in Continuing Education fell within that category. Historically, the largest numbers of full-time students have been in AEC or DEC programs, but that situation changed following the introduction of the Springboard. By the fall of 2016, 45% of Springboard students were full-time.

Quality Assurance and Continuous Improvement

Towards the end of the 2010-2015 Strategic Plan period, the College participated in an audit of its quality assurance mechanisms and practices. This audit represents an important shift in the approach taken by the Commission d'évaluation de l'enseignement collégial (CEEC) to ensure the quality of education in Quebec's colleges. This new approach entails a greater reliance on an institutional culture of continuous quality improvement.

Performance Indicators

A review of Dawson's main performance indicators for student success shows an overall improvement for most indicators. Applications increased by 20% from 9,654 in 2010 to 11,603 in 2016 demonstrating that Dawson continues to be a first-choice college for many students. Since 2010 the number of qualified applicants who have been refused admission because of a lack of space has increased from 187 to 1604. The absence of space in day programs has meant a strong and generally increasing enrolment in Springboard and DEC programs in Continuing Education.

Course success rates, retention rates and graduation rates have improved for the pre-university and technical sectors, with the exception of retention for Cohort B students in some pre-university and technical programs. Student satisfaction as measured by the Student Satisfaction Inventory increased significantly from 2010 to 2015. There was a decrease in the percentage of pre-university sector students who went on to university and there is an important gap in the employment rate in the field for Dawson technical program graduates when compared to the network.

Research

Government funding for research and non-research activities grew substantially during the 2010-2015 period. Annual research funding, primarily in the area of pedagogy, increased by 44% while support for projects to develop pedagogy, enhance teacher professional development and promote student success increased by 480% from 2012 to 2015.

Renewal of Staff

The College has experienced an important renewal of staff, hiring 403 teachers, 39 support staff, 8 professionals and 7 managers since 2010. Given the current projections for retirements, voluntary work reductions, etc., staff renewal will continue to be an important priority and challenge for the College. The development and training of new leadership, notably within academic departments and programs, will also be an important priority for the College.

Resource Management

Owing to government-imposed budget cuts to the college network, Dawson had a budgeted operating deficit of \$900,000 in 2014-2015 and \$2.1 million in 2015-2016. The College made a concerted effort to effectively manage its human and material resources so as to minimize the impact of the government budget cuts. The College also underwent the first phase of a thorough audit of its financial management by the Vérificateur général du Québec (VGQ) for the 2014-2015

fiscal year and will undergo a second audit for the 2015-2016 fiscal year. The results of the first audit showed that the College put into place good financial controls, demonstrating that it is a good steward of public funds.

Space

The government has recognized that the College has, with regard to its authorized enrolment capacity (devis), a shortfall of space amounting to 7000 m², roughly equivalent to the space contained in one of the existing wings of the College. Working with the Ministry, Dawson is exploring appropriate solutions for its space needs.

International Education

As one of the leading postsecondary institutions in Quebec, Dawson College has a responsibility to give students, faculty and employees the opportunity to acquire the necessary knowledge and develop the skills and perspectives required of citizens in a global community. In order to meet this responsibility Dawson has continued to support established partnerships with international educational institutions and forge new ones. During the last Strategic Plan the College solidified its international partnerships in China and France as well as establishing new partnerships with educational institutions in Mexico to promote sustainability and in Germany to promote language exchanges. In addition to partnering with international educational institutions, Dawson students have participated in international activities through programs such as the North-South profile in Social Science, complementary course trips to Costa Rica, the History trips to Europe and Photography trips to Cuba.

Dawson Foundation

The College established a Foundation in 2015. The Foundation will have an important role in increasing the College’s outreach to external partners such as alumni, employers and parents as well as to the internal community. The fostering of a philanthropic culture at Dawson and the building of its fundraising capacity will play an important role in responding to constraints imposed by the reduction of public funding to the college network. The Foundation will ensure that the revenues generated will be allocated to support the College’s strategic priorities.




STUDENT SUCCESS AT DAWSON

At its core, student success at Dawson means that students pass their courses, persist in their studies to acquire the competencies of their program, and graduate, either to go on to further studies at university or to enter the work force.

In its previous Strategic Plan, Dawson placed at the heart of its planning and aspirations an enriched notion of student success that went beyond the development of program competencies. Student success was defined as the development of broad and enriching skills, knowledge and attitudes – the key learning outcomes that will prepare students for the demands of further study, work, citizenship and life.

To express these key learning outcomes and guide all members of the College in fulfilling its mission, Dawson developed a Graduate Profile. The Dawson community, through various consultations, has reflected upon and confirmed that the learning outcomes articulated in the previous Graduate Profile are still important and relevant to the current strategic plan.



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The current Student Success Plan provides a framework for developing the Graduate Profile outcomes through an intentional and coordinated approach.
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An extensive body of research has shown that there are specific practices that provide substantial educational benefits to students, especially students considered to be at risk. These practices, called high-impact practices, not only assist in developing the key learning outcomes of the Graduate Profile but also promote student engagement and deeper integration of learning, from making simple connections among ideas and experiences to synthesizing and transferring learning gained from curricular and extra-curricular activities to new situations within and beyond the College.

There are additional benefits to using high-impact practices. First, they require students to devote considerable time and effort, which deepens students' commitment to and perseverance in their studies. Second, these practices place students in situations where they can interact meaningfully with faculty and peers on substantive matters, usually over an extended period of time. Third, participating in certain high-impact practices increases the likelihood that students will have positive interactions with people from different backgrounds. Fourth, students typically get frequent feedback on their performance when participating in these high-impact practices, which in turn helps them to monitor and improve their performance. Fifth, these practices help students to integrate, synthesize, and apply knowledge from what they are learning in the classroom to activities both on and off campus, which leads to deep, significant learning experiences.

One high-impact practice in particular – Learning Communities – is especially effective at achieving the major learning outcomes associated with the Graduate Profile. Learning Communities focus on integrative learning and provide a curricular infrastructure for many high-impact practices and, therefore, have a special status among high-impact practices.

High-impact practices include, but are not limited to:

- Collaborative learning assignments – Students work with others to solve problems and increase their understanding of a topic by listening to others, especially those with different backgrounds and life experiences.
- Courses that use writing intensively – These courses emphasize writing to learn at all levels and across the curriculum.
- Community-based learning opportunities – Students work with community partners both to apply their classroom learning in real-world settings and to reflect in a classroom setting on their community experience.
- Internships/stages – Students obtain direct experience in a work setting related to their field of study.
- Capstone courses and projects such as integrative courses, project fairs and comprehensive examinations – These culminating experiences require students to work on a project that integrates and applies what they have learned throughout their studies.

Most, if not all, these high-impact practices exist already in many of the programs and profiles at Dawson. In the last several years, Dawson has also made major gains in providing enriched learning experiences such as Peace Education, Entrepreneurship Week, Model UN, SPACE, and international travel activities. By acknowledging these practices as particularly effective means for achieving institutional-level learning outcomes, we hope to promote their use throughout the curriculum.

The current Student Success Plan provides a framework for developing the Graduate Profile outcomes through an intentional and coordinated approach. During the community consultations, the notion of student success also emphasized the importance of accessibility and the quality of support the College provides for students to successfully complete their studies and to prepare them for university and careers. Therefore, the framework also includes goals that are focussed on enhancing support to students and ensuring the continued relevance of Dawson's programs and other educational offerings. Moreover, the Strategic Plan as a whole outlines ways in which all parts of the College can contribute to creating a campus environment that is aligned with and reflective of our commitment to student success.

THE DAWSON GRADUATE PROFILE

The Dawson Graduate Profile is based upon the outcomes that were identified in the report *College Learning for the New Global Century* issued by the Association of American Colleges and Universities in 2007. The report recognized that today's students will need broad knowledge, strong intellectual skills and a grounded sense of ethical and civic responsibility to be able to meet the myriad challenges of the 21st century with respect to environmental, global, intercultural, technological and scientific changes.

The Graduate Profile builds on and expands program competencies and can be viewed as cross-curricular in that all students, regardless of the program in which they are enrolled, should develop these outcomes. These outcomes are integrated and supported extensively throughout the curriculum and outside of the curriculum through a deliberate and systematic approach. For the current Student Success Plan, these outcomes have been reviewed and revised based on the College's experience during the last five years.

GRADUATE PROFILE OUTCOMES

Learning to learn

Students will become active and engaged participants in their own learning through the effective use of learning and self-motivation strategies to enable them to achieve desired educational results.

Mastery of Program Competencies

Students will demonstrate the skills, knowledge and attitudes as expressed in the competencies of their program.

Communication

Students will demonstrate effective knowledge and skills in reading, writing, speaking, listening, and the presentation and delivery of information – using a variety of platforms including relevant software applications – in English and French.

Critical thinking, problem-solving skills and creativity

Students will be able to collect, organise and evaluate information from a variety of sources including electronic and web-based sources, and analyse and synthesize relevant information to draw informed conclusions and make judgments. Students will develop problem-solving skills in which they implement a strategy to answer an open-ended question or achieve a desired outcome. Students will demonstrate creative thinking by combining ideas or producing works in original ways.

Teamwork and leadership skills

Students will know how to collaborate with others, face-to-face and virtually, toward the setting of goals and priorities and implementing the means to achieve them. Students will learn to manage interpersonal relationships, resolve conflicts and assume responsibility for their own actions.

Quantitative literacy

Students will be at ease in working with, understanding and presenting numerical data using relevant software applications and possess the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday situations.

Health and well-being

Students will understand lifestyle choices that contribute to sustained health and well-being.

Ethical understanding and behaviour

Students will practise academic integrity and demonstrate ethical behaviour appropriate to citizenship in a democratic society.

Social responsibility and community engagement

Students will develop an informed concern for the larger good, appreciate social and cultural diversity, respect the values of others and act responsibly towards the environment. Students will be encouraged to make a difference in the quality of life of their communities through both political and non-political processes.

DEVELOPMENT OF THE GRADUATE PROFILE OUTCOMES



GOAL # 1 FOSTER INTENTIONAL AND COORDINATED APPROACHES TO DEVELOPING THE GRADUATE PROFILE OUTCOMES

CONTEXT

This goal aims to develop the Graduate Profile by promoting more intentional and coordinated approaches to developing its outcomes. The Graduate Profile builds on program competencies and is influenced by the way we teach and learn. High impact practices have been shown to develop these outcomes within the curriculum as well as providing other benefits to students, especially those with particular needs. Another avenue for developing the Graduate Profile outcomes is through special fields of study such as Women’s/ Gender Studies and Peace Studies. These outcomes can also be developed through extra-curricular activities, a record of which constitutes the Recognition of Student Involvement.

STRATEGIES

- Support the development of learning communities and other high-impact practices and evidence-based pedagogical practices that span curricular and extra-curricular activities.
- Support DEC programs in demonstrating how they help students develop Graduate Profile outcomes.
- Support existing extra-curricular activities and create new activities that help students develop Graduate Profile outcomes.
- Support existing certificates of study that help students develop Graduate Profile outcomes.
- Create new certificates of study that help students develop Graduate Profile outcomes.

SUCCESS INDICATORS

We will know we have achieved Goal 1 if, by 2021:

- There is evidence that Learning Communities promote the development of Graduate Profile outcomes.
- All Student Success Action Projects promote the development of Graduate Profile outcomes.
- Mechanisms have been developed to help faculty integrate into their teaching, evidence-based pedagogical practices that contribute to the development of Graduate Profile outcomes.
- Methods have been developed for DEC programs to demonstrate how they help students develop Graduate Profile outcomes.
- There is evidence that extra-curricular activities help students develop Graduate Profile outcomes.



ENHANCEMENT OF ACCESSIBILITY AND SUPPORT TO STUDENTS

GOAL # 2 SUPPORT NEW STUDENTS IN THEIR TRANSITION TO DAWSON



CONTEXT

Faculty and staff who were consulted about student success for the development of the current Student Success Plan expressed a desire to see a more coordinated approach to providing services to students, especially first-year students. Such an approach will emphasize the timely and appropriate delivery of information, orientation, support and guidance, and encourage students to see the inter-connectedness of attitudes, actions and learning.

Analysis of the performance indicators for students who are admitted to a program and already have a college record (Cohort B) has shown that in some pre-university and technical programs the retention rates and course success rates in the first semester are below those of new students (Cohort A). Students with Secondary V averages under 70%, whether Cohort A or B, have generally had lower course success rates and retention rates. There may be additional reasons that new students have difficulty in their first year.

For indigenous students, retention and graduation rates have been only half of the College average. The new Journeys (Springboard) Program, in combination with the First Peoples Centre, aims to ease the transition of Indigenous students to Dawson through an adapted curriculum and coordinated support services.

Owing to the College’s space constraints, many new students start by taking Continuing Education courses before transferring to day programs; 70% of Continuing Education students are enrolled in a Springboard to a DEC program. These students may have difficulty in being successful at the beginning of their studies.

About two-thirds of students in Attestation d’études collégiales (AEC) programs were born outside Quebec and about half of them have neither English nor French as a mother tongue. Moreover, about 30% of AEC students begin their programs after not having taken academic courses for six years or more. The overall graduation rate for AEC programs has been comparable to or above the rates for the technical sector.

STRATEGIES

- Develop a coordinated and integrated approach for delivering services to all new students.
- Examine students’ difficulties in the first year and take measures to help them be successful.
- Enhance the support for students with particular needs.
- Consolidate the support for the First Peoples Centre and its associated initiatives as part of the College’s regular operations.

SUCCESS INDICATORS

We will know we have achieved Goal 2 if, by 2021:

- The College has developed a coordinated and integrated approach for delivering services to new students.
- The College has an accurate portrait of the difficulties encountered by first-year students and students with particular needs in being successful and has developed targeted strategies to help them succeed.
- The support for the First Peoples’ Centre and its associated initiatives has been consolidated as part of the College’s regular operations.

**GOAL # 3 PROVIDE
COORDINATED
AND ACCESSIBLE
SERVICES TO
STUDENTS**

(8%). There was a large increase (58%) in the percentage of students who registered with and used the services of the AccessAbility Centre, from 750 students to 1185 students. There was a 200% increase in the number of exams that require invigilation for students with disabilities. There are many students who also require services but have not been formally assessed and are consequently not eligible for government funding. Among the challenges facing the College is whether or not the numbers of students with disabilities – including physical and learning disabilities and mental health issues – have stabilized or will continue to increase during the next five years and what will be needed to provide appropriate services for students with disabilities whether or not they are officially registered with the Centre.

Regular Day and Continuing Education students who were surveyed during the consultation period for the development of the plan generally appreciated the various services offered by the College, but they also expressed a desire to have greater access to services such as the library, the Academic Skills Centre, counselling, the AccessAbility Centre and advising.

STRATEGIES

- Promote effective coordination and collaboration among services to students.
- Provide better access to services, especially for Continuing Education students.
- Ensure that the services delivered to Continuing Education students are tailored to their needs.
- Leverage the use of technology to improve the effectiveness and accessibility of services.
- Evaluate the services and resources available to students with disabilities and make improvements as appropriate.

SUCCESS INDICATORS

We will know we have achieved Goal 3 if, by 2021:

- There is demonstrated coordination and collaboration among services to students.
- There is a high level of student satisfaction, especially for Continuing Education students, with the quality and accessibility of services to students.
- An evaluation of services and resources available to students with disabilities has been completed and an action plan has been developed and implemented to address recommendations from the evaluation.

CONTEXT

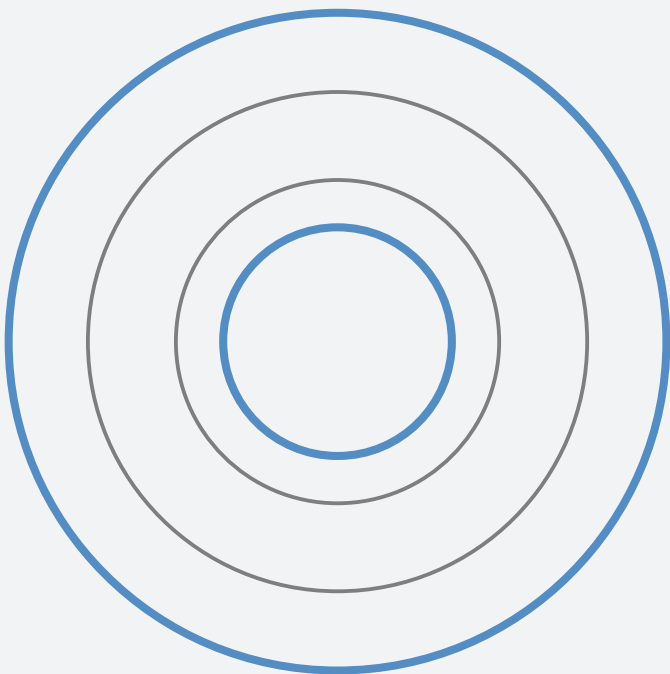
The College recognizes that student success is a shared responsibility and requires collaboration among all members of the community. This shared approach has been a mainstay of the College’s student success plans since 2000. There has also been a substantial increase in the use of services by Regular Day students during the last five years, making a coordinated approach all the more challenging. Enrolments in the credit side of Continuing Education have more than doubled over the past decade, with most students currently taking courses in the Springboard; services to these students have not kept pace with the increase in enrolment.

During the last five years, there was a small increase in the percentage of students using the Academic Skills Centre (11.2%) and the Counselling and Career Development Centre



RELEVANCE OF PROGRAMS AND EDUCATIONAL OFFERINGS

GOAL # 4 ENSURE THAT PROGRAMS AND EDUCATIONAL OFFERINGS ARE RELEVANT TO THE NEEDS OF SOCIETY



CONTEXT

Over the years, Dawson College has worked hard to offer programs and a variety of educational offerings that prepare students to succeed at university or in their careers. The College offers five pre-university programs and 21 technical programs (for some of the latter Dawson is the only college to offer the program in English). In its Continuing Education division, the College offers two DEC programs, eight AEC programs and a variety of credit and non-credit courses to a diverse clientele. Ensuring that all these offerings meet the needs of universities, employers and society is a constant challenge. On-line content will provide important learning opportunities for a diverse population, engaging students in ways that offer flexibility and adaptability to particular needs and assisting students to develop skills for life-long learning.

Today’s graduates are entering a world that is in a significant state of transformation due to the development of Artificial Intelligence (AI) and related technologies. Automation, robotization and digitization are already affecting manufacturing businesses and services, namely in the financial, health and professional services sectors. A recent report by the World Economic Forum on the future of jobs estimates that, by 2022, 58% of task hours will be done by humans and 42% will be done by machines or algorithms. Given the rapid pace of change in the world of AI and related technologies, it is important that educational institutions provide their students with updated and relevant programs and educational offerings to meet this challenge. Dawson has already started to address the challenges and opportunities that AI and related technologies present through the adoption of a three-year Artificial Intelligence Plan and an investment of over a million dollars to support its implementation.

In continuing collaboration with Indigenous community partners, Dawson College is engaged in promoting Indigenous Reconciliation by making First Peoples’ culture and knowledge a visible and integral part of college life for the benefit of all students and the wider community.

Data provided by Relance between 2011 and 2015 shows that the overall employment rate of 92.5% for Dawson graduates was somewhat lower than the network rate of 95.6%. The rate of Dawson’s technical students’ employment in the field of study, however, was considerably lower than the network average overall. Dawson’s rate of employment in the field of study was 71.6% compared to 86.0% for the network. With respect to each of Dawson’s technical programs, six programs had rates above the network average, three had comparable rates and nine had rates far below the network average. Given that most technical program students intend to find employment in their field, the College is committed to improving the employment rate in the field for its technical

program graduates. In order to increase employment in the field for graduates of the creative arts sector the College has developed an AEC program in the pre-start-up and start-up phases of new business ventures.

STRATEGIES

- Examine why the employment rate in the field of study is lower for Dawson graduates than for the network in certain programs and take measures to improve these rates.
- Examine the relevance of AEC programs.
- Create links between Dawson programs and start-ups in college and university business incubators.
- Support the development of pedagogy in an on-line environment.
- Implement the three-year Artificial Intelligence Plan.
- Foster a greater understanding of Indigenous knowledges, cultures and pedagogies among students, faculty and staff.

> SUCCESS INDICATORS

We will know we have achieved Goal 4 if, by 2021:

- There is an increase in the employment rate in the field of study for select technical programs.
- At least 50% of AEC programs have been evaluated with respect to relevance.
- Links have been created between Dawson programs and start-ups in college and university business incubators.
- A community of practice for on-line pedagogy has been established and on-line learning modules have been offered.
- The three-year Artificial Intelligence Plan has been implemented.
- There is an increase in the number of courses that have Indigenous content.
- Sensitization workshops and other training on the history and experiences of Indigenous people have been given to faculty and staff.

FOUNDATIONS TO SUPPORT FUTURE SUCCESS



**GOAL # 5 BE A
LEADING EMPLOYER
DEDICATED
TO EMPLOYEE
DEVELOPMENT AND
ENGAGEMENT**

Dawson’s ability to ensure student success and meet its strategic priorities and goals depends upon a solid foundation of human, financial and material resources. This strategic plan includes five additional goals that provide this solid foundation and which will require coordination and cooperation among the major departments and sectors of the College. It will also require the collection of relevant data and the careful monitoring of the implementation of the strategies through ongoing assessment to determine whether the College is meeting its goals. Over the period of the Strategic Plan, the College may also need to respond to unforeseen internal and external circumstances that may require adjustments to the strategic priorities and goals.

CONTEXT

During the last five years the College has seen a major renewal of its staff with the hiring of new employees occurring in every job category and, given the current projections for retirement, this trend will continue. A major challenge and opportunity for the College for the next five years is how to orient new employees, provide professional development to all employees, and have them engage with the College’s mission, vision and values.

The concept of employee engagement has emerged in the last few years as a way for organizations to leverage the talent and motivation of its employees in order to reach its goals. Employee engagement occurs when employees feel a heightened connection to their jobs, their manager, their colleagues, their organization and its mission.

Organizations can foster employee engagement by adopting best practices such as providing quality leadership, good communication, opportunities for professional and personal growth, shared vision and values. Employee engagement is also fostered when employees are proud of the contributions their organization makes to the community and when they feel they can make a personal difference.

STRATEGIES

- Foster purposeful and effective communication within and across directorates, programs and departments.
- Provide a comprehensive and integrated approach to employee hiring, orientation and integration.
- Support the professional development of faculty, staff and managers that is aligned with the College’s strategic priorities.
- Recognize the outstanding contribution of employees who help the College to reach its strategic goals.
- Deploy a tool for measuring employee engagement and establish benchmarks.

SUCCESS INDICATORS

We will know we have achieved Goal 5 if, by 2021:

- There is an improvement in collaboration and information sharing within and across directorates, programs and departments.
- Employees are satisfied with their orientation and integration into the College.
- The College has identified and supports the professional development requirements for its employees that are aligned with the College’s strategic priorities.
- A tool for measuring employee engagement has been deployed and the College has established abenchmark.



**GOAL #6 PROMOTE
A CULTURE AND
PRACTICE OF
CONTINUOUS
IMPROVEMENT IN
ALL AREAS OF THE
COLLEGE**

CONTEXT

The College audited the effectiveness of its quality assurance mechanisms for ensuring continuous quality improvement for its programs of study, the evaluation of student achievement, strategic planning and student success planning. The main findings of this audit demonstrate that the College has, for the most part, effective mechanisms in place to ensure quality but several recommendations were made in order to improve mechanisms and practices related to program evaluation, evaluation of student achievement and strategic planning and monitoring. The College is now in the process of addressing these recommendations.

One of the goals of the last Strategic Plan was to deliver high quality programs and services and one of the main strategies to ensure the achievement of this goal was to support and implement voluntary, ongoing evaluation in programs and services. During the last Strategic Plan, twelve programs and the four general education departments conducted focused, ongoing evaluation projects while several non-academic departments – Academic Systems, Plant and Facilities, and Student Services – conducted evaluations of their services. Action plans stemming from the evaluation of services were left to the discretion of the department managers.

STRATEGIES

- Ensure that all recommendations from the 2015 Quality Assurance Audit have been addressed.
- Implement a coordinated approach to the evaluation of services.
- Ensure that action plans from the evaluation of services are developed and implemented.

SUCCESS INDICATORS

We will know we have achieved Goal 6 if, by 2021:

- All recommendations from the Quality Assurance Audit have been addressed.
- A critical path for the evaluation of services is developed and carried out.
- Action plans have been implemented for each evaluation.

**GOAL # 7 BE A
LEADING CANADIAN
POST-SECONDARY
INSTITUTION
IN PROMOTING
AND PRACTISING
SUSTAINABILITY IN
ALL ITS ENDEAVOURS**

CONTEXT

Dawson has shown its commitment to sustainability by adopting a Policy on Dawson Sustainability in 2009, implementing sustainable practices throughout the College, integrating environmental issues and sustainability into academic and extra-curricular activities, and by aligning its practices and operations with sustainability principles. Dawson has won several awards for its contributions toward sustainability. Dawson received the CEGEP Vert – Level of Excellence – award in 2011, 2012, 2013 and 2014 with a special mention for a carbon neutral pilot initiative in 2012. In Fall 2016, Dawson made a commitment to becoming carbon neutral. Dawson continues to build its expertise in sustainability and share its best practices with other educational institutions, non-profit organizations and businesses within Quebec, Canada and internationally.

STRATEGIES

- Further incorporate sustainability-related content across the curriculum, throughout the student experience and within the college community.
- Reduce waste and energy consumption and be carbon neutral in operations annually.
- Apply sustainability criteria for purchasing and for awarding major contracts.
- Use the Sustainability Tracking, Assessment and Rating System (STARS) developed by the Association for the Advancement of Sustainability in Higher Education (AASHE) to benchmark performance.

SUCCESS INDICATORS

We will know we have achieved Goal 7 if, by 2021:

- There is an increase in the incorporation of sustainability-related content in the curriculum, throughout the student experience and within the college community.
- The College has reduced its waste and energy consumption and achieved carbon neutrality in its operations on an annual basis.
- There is evidence that sustainability criteria have been applied for purchasing and for awarding major contracts.
- The College has obtained a Gold star rating from AASHE.

GOAL # 8 CULTIVATE RELATIONSHIPS WITH ALUMNI, RETIREES AND DAWSON PARTNERS TO ENGAGE IN HELPING THE COLLEGE TO ACHIEVE ITS STRATEGIC VISION

CONTEXT

Over the past 50 years, Dawson College has awarded more than 80,000 diplomas to graduates who have gone on to become engaged citizens and leaders in industry, government and social organizations in Montreal and beyond, and who can act as proud and dynamic ambassadors for the College.

The ability to connect through various communication channels, including electronic media, and activities provides Dawson with powerful tools to cultivate ties with both College graduates and retirees, as well as with partners in the broader community.

Given the diversity of knowledge, experience and expertise among those with an affinity for Dawson, they can continue to be a source of inspiration and support in the pursuit of the College strategic goals and priorities.

STRATEGIES

- Help build a strong Dawson College Foundation to develop and institutionalize a philanthropic culture within the Dawson community.
- Establish clear communication objectives to develop platforms, activities and opportunities for graduates, retirees and partners to engage in active participation in the life of the College.
- Define a set of College priorities and needs within the framework of the College’s strategic directions to create opportunities for support that will sustain Dawson’s vision for the future.
- Develop and integrate a cohesive content strategy into a targeted and comprehensive communication plan that will strengthen relationships and inform members of Dawson’s internal and external communities with an affinity for the College about opportunities to support its strategic goals and academic priorities.
- Recruit alumni and external partners to participate in Dawson’s fundraising campaign.

SUCCESS INDICATORS

We will know we have achieved Goal 8 if, by 2021:

- There is a sustainable and fully operational Dawson College Foundation.
- The College has a substantial and reliable database of alumni, retirees and partners.
- A well-articulated set of priorities and needs has been developed that engages current students, faculty and staff, graduates, retirees and members of the broader community, in supporting and achieving the College’s strategic vision.
- A cohesive content strategy has been designed and integrated into a targeted and comprehensive communication plan for implementation.
- The College has a substantial and reliable database of alumni, retirees and partners.





GOAL # 9 ENHANCE THE PHYSICAL ENVIRONMENT TO SUPPORT STUDENT SUCCESS AND EMPLOYEE ENGAGEMENT

CONTEXT

The government has recognized that the College has, with regard to its authorized enrolment capacity (devis), a shortfall of space amounting to 7000 m², roughly equivalent to the space contained in one of the existing wings of the College. Discussions have been held at different ministerial levels during the last few years about addressing this space deficit and the government has approved funding for a feasibility study, the first phase of a project to acquire new space. This first phase is an opportune time to plan a space that supports the College's commitment to student success, employee engagement and sustainability and to re-examine how space is used more generally in the college.

In anticipation of the acquisition of new facilities that would house the medical and social service programs, discussions, experimentation and planning are required to ensure that the facilities are optimized to support learning between different professions and that the programs themselves can make the best use of the new space. In addition, research shows that the benefits of promoting certain pedagogical practices, such as active and collaborative learning, in the classroom are enhanced when they are undertaken in appropriately designed spaces. Outside the classroom, the development and implementation of common space projects that offer more than physical improvements to the college buildings and grounds would certainly serve to make the College a more enjoyable place and be consistent with one of its core values, well-being for all.

Another important opportunity for the College has to do with the enhancement of its ability to respond to the Digital Revolution (or Industry 4.0). The Ministry has provided new capital and operating funds to implement the Plan d'action numérique en éducation et en enseignement supérieur (PAN). This plan will have wide-ranging impacts on teaching and learning activities and on the College's equipment, spaces and activities.

STRATEGIES

- Complete the Feasibility Study and move forward with the creation of the Business Plan for the acquisition of a new space.
- Redesign learning spaces to promote student engagement and facilitate different types of interactive and collaborative learning.
- Continue the development of an inter-professional education (IPE) approach for programs in the health and medical sector.
- Design and implement projects for common space beautification.
- Review and plan activities, equipment and spaces that are aligned with Plan d'action numérique en éducation et en enseignement supérieur (PAN).

SUCCESS INDICATORS

We will know we have achieved Goal 9 if, by 2021:

- There is an increase in the number of learning spaces that promote student engagement and facilitate different types of interactive and collaborative learning.
- The College has acquired a new space to house its medical and social service programs.
- The College has implemented an integrated plan for common space beautification.
- The College has implemented a plan for activities, equipment and spaces that are aligned with the Plan d'action numérique en éducation et en enseignement supérieur (PAN).

IMPLEMENTATION FRAMEWORK FOR THE STRATEGIC PLAN

The Dawson College Strategic Plan sets an ambitious and visionary agenda for the next five years. The successful implementation of the plan will require shared ownership among all members of the Dawson community and a coordinated and collaborative approach among all major directorates of the College. In order to support our commitment to student success, we must align and manage our financial and material resources and space requirements with the College’s strategic priorities and goals. The implementation framework will include the following three major components.

