



Strategic Plan 2004-2008

IMPLEMENTATION UPDATE (June 2006)

Board of Governors (June 16th, 2006)



June 2006
Champlain Regional College

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Introduction

ADOPTION HISTORY

Champlain Regional College's first-ever strategic plan was adopted by Board of Governors Resolution No. 2142 on June 18, 2004. It had been developed as a three-year plan (2004-2007) that would address five strategic issues:

1. Clarifying Institutional Mission
2. Facilitating and Enhancing Student Success
3. Developing and Improving Academic Programs
4. Maintaining and Increasing Student Enrolment
5. Maintaining and Developing Human Resources

The process of developing action plans to achieve the identified goals for these strategic issues resulted in revisions being made to some of the goals themselves. The revised Strategic Plan was adopted by Board of Governors Resolution No. 2172 on November 10, 2004.

CURRENT SITUATION

One of the key recommendations made in the *Annual Report (2004-2005) on the Strategic Action Plan* was that the duration of the Strategic Plan be extended by one year. This recommendation was subsequently adopted by Board of Governors Resolution No. 2243 on November 23, 2005.

This *Implementation Update* combines the goal information from the original 2004-2007 Strategic Plan and that from the action plan for Issue 2 (Facilitating and Enhancing Student Success), integrating them into a single document with an expanded 2004-2008 timeframe. The goals themselves remain unchanged. The most significant changes are (a) the layout, and (b) the timeline information concerning the academic years during which actions addressing the goals will be implemented. A check mark (✓) is used to indicate the particular academic years during which actions for a given goal are "active". For example, in the illustration below, the goal in question is identified as being "active" during 2004-2005 and 2006-2007. Where actions for a particular goal have been suspended, this is indicated by a note under the timeline information.

Timeline:	2004-2005	2005-2006	2006-2007	2007-2008
	✓		✓	

Mission, Values and Vision Statement

MISSION

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

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

VALUES

The College values

Lifelong learning for students, faculty and staff through personal growth and professional development;

Excellence through striving for continuous improvement;

Respect for all individuals, manifested through open communications and a commitment to fairness, justice and honesty;

Caring through compassion, courtesy and friendliness and a commitment to the wellness of students, faculty and staff;

Collaboration in the achievement of shared goals and objectives;

Stewardship through the responsible and effective use of human, physical, environmental and financial resources; and

A sense of community and tradition within and among all locations of the College

VISION

Passionate in its commitment to students, and inspired by its mission and values, Champlain Regional College aspires to

- offer unique and innovative high-quality programs and services;
- graduate students who are recognized for the excellence of the knowledge and skills they have acquired;
- attract and retain outstanding faculty and staff; and
- be a learning-centred college.

(Adopted by the Board of Governors on October 21, 2005)

NOTE: This Mission, Values and Vision Statement is the product of goals and actions carried out under Strategic Issue 1 of this plan.

Preface to the 2004-2007 Strategic Plan

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

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

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

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

Strategic Issue 1 - Clarifying Institutional Mission

Subissue 1 - Revising the mission of the College

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

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

2004-2005	2005-2006	2006-2007	2007-2008
✓	✓		

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

- Key Performance Indicators:**
- (a) In focus groups, community members can describe the implications of the mission statement for their role in the College;
 - (b) College policies and procedures are clearly linked to the mission;
 - (c) Planning documents are clearly linked to the mission

2004-2005	2005-2006	2006-2007	2007-2008
	✓	✓	

Subissue 2 - Developing a vision for the College

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

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

2004-2005	2005-2006	2006-2007	2007-2008

NOTE: This goal is addressed through the actions of A1.SI.G1 above.

Strategic Issue 1 - Clarifying Institutional Mission

Subissue 2 - Developing a vision for the College

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

- Key Performance Indicators:**
- (a) In focus groups, community members can describe the implications of the vision statement for their role in the College;
 - (b) College policies and procedures are consistent with the vision statement;
 - (c) Planning documents are consistent with the vision statement

2004-2005	2005-2006	2006-2007	2007-2008
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NOTE: This goal is addressed through the actions of A1.S1.G2 above.

Strategic Issue 2 - Facilitating and Enhancing Student Success

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

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

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

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

The goals for each of the identified problem situations are presented in the following pages of the *Implementation Update for the Strategic Plan (2004-2008)*. Detailed information concerning the specific actions associated with these goals can be found in the *Implementation Update for the Strategic Action Plan (2004-2008)*.

Strategic Issue 2 - Facilitating and Enhancing Student Success

Subissue 1 - Facilitating student success at Champlain - Lennoxville

Problem 1. Target Population: Session d'accueil (081.01) students

Obstacle 1. Students have insufficient or inappropriate learning strategies and habits for meeting the demands of college level academic study

Goal 1. Assist students in developing a sufficient repertoire of learning strategies and habits appropriate for success in college-level.

Key Performance Indicators: (a) Course pass rate;
(b) Course grades;
(c) Learning strategy inventories e.g. LASSI

2004-2005	2005-2006	2006-2007	2007-2008
✓	✓	✓	✓

Obstacle 2. A lack of clear academic and career goals makes it difficult for 081.01 students to choose an appropriate program of study

Goal 1. Provide students with the necessary academic and career planning support to (1) establish clear long-term academic and career goals and (2) select the most appropriate academic program for helping them achieve those goals.

Key Performance Indicators: (a) Nature of support provided;
(b) Students can state clear long-term educational/career goals;
(c) Choice of academic program consistent with long-term goals

2004-2005	2005-2006	2006-2007	2007-2008
✓	✓	✓	✓

Problem 2. Target Population: Business (AMT) students

Obstacle 1. Students don't see the DEC as having any significant value in terms of later job opportunities because they are able to obtain good jobs after only 4 semesters of business training

Goal 1. Encourage students to complete their DEC program in Business.

Key Performance Indicators: (a) In focus groups; students can identify significant advantages of having a DEC for long-term job opportunities

2004-2005	2005-2006	2006-2007	2007-2008
✓	✓	✓	✓

Strategic Issue 2 - Facilitating and Enhancing Student Success

Subissue 1 - Facilitating student success at Champlain - Lennoxville

Problem 3. Target Population: Computer Information Systems students

Obstacle 1. Students are inadequately prepared to meet current course demands in 420-101-LE (Structured Programming) and 420-201-LE (Problem Solving and Program Design).

Goal 1. Assist students in successfully meeting the demands of 420-101-LE (Structured Programming) and 420-201-LE (Problem Solving and Program Design).

Key Performance Indicators: (a) Improved course pass rates;
(b) Improved course averages;
(c) Assistance usage statistics

2004-2005	2005-2006	2006-2007	2007-2008
✓	✓	✓	✓

Goal 2. Revise the curriculum as needed in 420-101-LE (Structured Programming) and 420-201-LE (Problem Solving and Program Design) to ensure an optimal balance between student characteristics and the role of the course in achieving program requirements (competencies).

Key Performance Indicators: (a) Improved course pass rates;
(b) Improved course averages;
(c) Course evaluations

2004-2005	2005-2006	2006-2007	2007-2008
✓			

NOTE: Further actions suspended based on outcomes for 2004-2005.

Goal 3. Revise pedagogical methods as needed in 420-101-LE (Structured Programming) and 420-201-LE (Problem Solving and Program Design) to ensure their appropriateness for achieving course objectives in light of student characteristics.

Key Performance Indicators: (a) Improved course pass rates;
(b) Improved course averages;
(c) Course evaluations

2004-2005	2005-2006	2006-2007	2007-2008
✓		✓	✓

Strategic Issue 2 - Facilitating and Enhancing Student Success

Subissue 1 - Facilitating student success at Champlain - Lennoxville

Problem 4. Target Population: Computer Information Systems students

Obstacle 1. Regular course software licenses do not allow students to install copies on their home computers

Goal 1. Ensure that CIS students have legal access to course software on their home computers.

Key Performance Indicators: (a) Annual licensing agreement

2004-2005	2005-2006	2006-2007	2007-2008
✓	✓	✓	✓

Problem 5. Target Population: Students in Technical Programs

Obstacle 1. Students lack interest in the General Education courses because they don't see them as having any relevance

Goal 1. Make General Education courses more relevant for students in technical programs.

Key Performance Indicators: (a) Student self-reports of course relevance (e.g.; on program evaluation surveys);
 (b) Increased course pass rates;
 (c) Increased course averages

2004-2005	2005-2006	2006-2007	2007-2008
✓	✓	✓	✓

Goal 2. Make students more aware of the relevance of general education courses to the technical programs.

Key Performance Indicators: (a) Student self-reports of course relevance (e.g.; on program evaluation surveys);
 (b) In focus groups; students can describe ways in which Gen Ed courses are relevant to their technical program

2004-2005	2005-2006	2006-2007	2007-2008
✓	✓	✓	✓

Strategic Issue 2 - Facilitating and Enhancing Student Success

Subissue 1 - Facilitating student success at Champlain - Lennoxville

Problem 6. Target Population: Science students

Obstacle 1. Students are inadequately prepared to meet current course demands in Math, Physics and Chemistry.

Goal 1. Assist students in meeting the demands of Math, Physics and Chemistry courses.

Key Performance Indicators: (a) Usage statistics;
(b) Feedback from students;
(c) Course results

2004-2005	2005-2006	2006-2007	2007-2008
✓	✓	✓	✓

Problem 7. Target Population: Social Science students

Obstacle 1. Inequalities in grading practices in 360-300-RE (Quantitative Methods) and 383-920-LE (Macroeconomics)

Goal 1. Devise and implement consistent and equivalent evaluation methods across different sections of 360-300-RE (Quantitative Methods) and 383-920-LE (Macroeconomics).

Key Performance Indicators: (a) Comparison of evaluation materials from different sections of the course;
(b) Improved course pass rates;
(c) Comparison of course grades across sections of the course

2004-2005	2005-2006	2006-2007	2007-2008
✓	✓	✓	✓

Obstacle 2. Students are inadequately prepared to meet current course demands in 360-300-RE (Quantitative Methods) and 383-920-LE (Macroeconomics)

Goal 1. Assist students in successfully meeting the demands of 360-300-RE (Quantitative Methods) and 383-920-LE (Macroeconomics).

Key Performance Indicators: (a) Improved course pass rates;
(b) Improved course averages;
(c) Assistance usage statistics

2004-2005	2005-2006	2006-2007	2007-2008
✓	✓	✓	✓

Strategic Issue 2 - Facilitating and Enhancing Student Success

Subissue 1 - Facilitating student success at Champlain - Lennoxville

Problem 7. Target Population: Social Science students

Obstacle 2. Students are inadequately prepared to meet current course demands in 360-300-RE (Quantitative Methods) and 383-920-LE (Macroeconomics) [CONTINUED]

Goal 2. Revise course curriculum as needed in 360-300-RE (Quantitative Methods) and 383-920-LE (Macroeconomics) to ensure an optimal balance between student characteristics and the role of the course in achieving program requirements (competencies).

Key Performance Indicators: (a) Improved course pass rates;
(b) Improved course averages;
(c) Course evaluations

2004-2005	2005-2006	2006-2007	2007-2008
✓			

NOTE: Further actions suspended based on outcomes for 2004-2005.

Goal 3. Revise pedagogical methods as needed in 360-300-RE (Quantitative Methods) and 383-920-LE (Macroeconomics) to ensure their appropriateness for achieving course objectives in light of student characteristics.

Key Performance Indicators: (a) Improved course pass rates;
(b) Improved course averages;
(c) Course evaluations

2004-2005	2005-2006	2006-2007	2007-2008
✓	✓	✓	

Strategic Issue 2 - Facilitating and Enhancing Student Success

Subissue 1 - Facilitating student success at Champlain - Lennoxville

Problem 8. Target Population: Social Science (Commerce) students

Obstacle 1. The current demands of 201-103-LE (Differential Calculus) may exceed the level of preparation provided by Math 536 in high school.

Goal 1. Provide teachers of 201-103-LE (Differential Calculus) with a better understanding of the high school math curriculum.

Key Performance Indicators: (a) Improved performance on early class tests

2004-2005	2005-2006	2006-2007	2007-2008
✓		✓	✓

Goal 2. Assist students in successfully meeting the demands of 201-103-LE (Differential Calculus).

Key Performance Indicators: (a) Self-reports from students of improvements in areas of weakness;
(b) Improved course pass rates;
(c) Improved course averages

2004-2005	2005-2006	2006-2007	2007-2008
✓	✓	✓	✓

Goal 3. Revise, as appropriate, the curriculum of 201-103-LE (Differential Calculus) to better match the realities of entering students' preparation and the objectives of the Commerce program.

Key Performance Indicators: (a) Improved performance on early class tests;
(b) Improved course pass rates;
(c) Improved course averages;
(d) Feedback from students

2004-2005	2005-2006	2006-2007	2007-2008
✓			

NOTE: Further actions suspended based on outcomes for 2004-2005.

Goal 4. Revise, as appropriate, the pedagogical methods used in 201-103-LE (Differential Calculus) to better match the realities of entering students' preparation and the objectives of the Commerce program.

Key Performance Indicators: (a) Improved performance on early class tests;
(b) Improved course pass rates;
(c) Improved course averages;
(d) Feedback from students

2004-2005	2005-2006	2006-2007	2007-2008
✓		✓	✓

Strategic Issue 2 - Facilitating and Enhancing Student Success

Subissue 1 - Facilitating student success at Champlain - Lennoxville

Problem 9. Target Population: Fine Arts students

Obstacle 1. Students lack interest in the general education courses because they don't see them as having any relevance

Goal 1. Make students aware of the relevance of General Education courses to the Fine Arts program.

Key Performance Indicators: (a) Feedback from students

2004-2005	2005-2006	2006-2007	2007-2008
✓	✓	✓	✓

Goal 2. Develop and maintain student interest in General Education courses at a level such that courses are completed in a timely fashion.

Key Performance Indicators: (a) Feedback from teachers;
(b) Feedback from students;
(c) Course pass rates

2004-2005	2005-2006	2006-2007	2007-2008
✓	✓	✓	✓

Obstacle 2. Students don't see the DEC as having any significant value in terms of later academic/job opportunities

Goal 1. Make Fine Arts students aware of the ways in which the DEC can facilitate subsequent academic and employment opportunities.

Key Performance Indicators: (a) Graduation rates;
(b) Feedback from students

2004-2005	2005-2006	2006-2007	2007-2008
✓	✓	✓	✓

Problem 10. Target Population: Bylaw 8 students

Obstacle 1. Bylaw 8 students need additional supervision and support in order to achieve minimum academic performance levels necessary for remaining in the college

Strategic Issue 2 - Facilitating and Enhancing Student Success

Subissue 1 - Facilitating student success at Champlain - Lennoxville

Problem 10. Target Population: Bylaw 8 students

Obstacle 1. Bylaw 8 students need additional supervision and support in order to achieve minimum academic performance levels necessary for remaining in the college [CONTINUED]

Goal 1. Provide readmitted Bylaw 8 students with appropriate additional supervision and support to increase the likelihood of improved academic performance.

Key Performance Indicators: (a) Number and nature of support measures implemented

2004-2005	2005-2006	2006-2007	2007-2008
✓	✓	✓	✓

Obstacle 2. Lack of information on the factors which differentiate successful and unsuccessful readmitted bylaw 8 students

Goal 1. Determine the main factors differentiating successful and unsuccessful readmitted Bylaw 8 students.

Key Performance Indicators: (a) Course pass rates;
(b) Course grades;
(c) Average grades for the semester

2004-2005	2005-2006	2006-2007	2007-2008
✓			

NOTE: Further actions suspended pending availability of necessary human resources.

Goal 2. Develop and implement appropriate new measures based on the results of determining main factors.

Key Performance Indicators: (a) Course pass rates;
(b) Course grades;
(c) Average grades for the semester

2004-2005	2005-2006	2006-2007	2007-2008

NOTE: Further actions suspended pending availability of necessary human resources.

Problem 11. Target Population: Male students

Obstacle 1. Curricula and pedagogy are not sufficiently geared to the learning preferences of male students

Strategic Issue 2 - Facilitating and Enhancing Student Success

Subissue 1 - Facilitating student success at Champlain - Lennoxville

Problem 11. Target Population: Male students

Obstacle 1. Curricula and pedagogy are not sufficiently geared to the learning preferences of male students [CONTINUED]

Goal 1. Revise course curricula as needed to ensure a better match with the learning needs and preferences of male students.

Key Performance Indicators: (a) Improved course pass rates;
 (b) Improved course averages;
 (c) The nature of the curriculum revisions implemented;
 (d) Student course evaluations

2004-2005 2005-2006 2006-2007 2007-2008

✓

NOTE: Further actions suspended pending availability of necessary human resources.

Goal 2. Revise course pedagogy (instructional methods) as needed to ensure a better match with the learning needs and preferences of male students.

Key Performance Indicators: (a) Improved course pass rates;
 (b) Improved course averages;
 (c) The nature of the pedagogical revisions implemented;
 (d) Student course evaluations

2004-2005 2005-2006 2006-2007 2007-2008

✓

NOTE: Further actions suspended pending availability of necessary human resources.

Obstacle 2. Male students lack long term academic and career goals

Goal 1. Assist male students in developing appropriate long-term academic and career goals.

Key Performance Indicators: (a) Improved course pass rates;
 (b) Improved course averages;
 (c) Program retention rates;
 (d) Feedback from advisors/ counsellors

2004-2005 2005-2006 2006-2007 2007-2008

✓

NOTE: Further actions suspended pending availability of necessary human resources.

Strategic Issue 2 - Facilitating and Enhancing Student Success

Subissue 1 - Facilitating student success at Champlain - Lennoxville

Problem 12. Target Population: Francophone students

Obstacle 1. Students don't have sufficient English Language skills to meet the demands of some of the introductory core courses in the current Social Science profile/curricula/course sequences

Goal 1. Students will improve their English Language skills to a level necessary for passing introductory core courses.

Key Performance Indicators: (a) Course pass rate;
(b) Course average;
(c) Feedback from faculty that students' language skills are improving

2004-2005	2005-2006	2006-2007	2007-2008
✓	✓	✓	✓

Goal 2. Assist entering students in selecting courses and course loads appropriate to their level of language proficiency.

Key Performance Indicators: (a) First semester course pass rates;
(b) Feedback from faculty that students' level of language proficiency is appropriate for the demands of the course;
(c) Course grades

2004-2005	2005-2006	2006-2007	2007-2008
✓	✓	✓	✓

Goal 3. Modify, as appropriate, the curriculum of introductory core courses to better accommodate the language proficiency of entering students.

Key Performance Indicators: (a) Nature of modifications implemented;
(b) Course pass rates;
(c) Feedback from faculty that students' level of language proficiency is appropriate for the demands of the course

2004-2005	2005-2006	2006-2007	2007-2008
✓		✓	

Goal 4. Modify, as appropriate, the pedagogical methods used in introductory core courses to better accommodate the language proficiency of entering students.

Key Performance Indicators: (a) Nature of modifications implemented;
(b) Course pass rates;
(c) Feedback from faculty that students' level of language proficiency is appropriate for the demands of the course

2004-2005	2005-2006	2006-2007	2007-2008
✓		✓	

Strategic Issue 2 - Facilitating and Enhancing Student Success

Subissue 1 - Facilitating student success at Champlain - Lennoxville

Problem 13. Target Population: Student athletes

Obstacle 1. Student athletes place insufficient emphasis on academics and academic performance

Goal 1. Student athletes will place increased emphasis on academics and academic performance.

Key Performance Indicators: (a) Course pass rates;
(b) Course grades

2004-2005	2005-2006	2006-2007	2007-2008
✓	✓	✓	✓

Goal 2. Reward or acknowledge strong academic performance by student athletes in a significant and public fashion.

Key Performance Indicators: (a) Number and nature of awards implemented;
(b) Semester average grades

2004-2005	2005-2006	2006-2007	2007-2008
✓	✓	✓	✓

Obstacle 2. Some student athletes lack appropriate learning strategies and habits

Goal 1. Assist academically weak student athletes in developing and using appropriate learning strategies and habits in their courses.

Key Performance Indicators: (a) Course pass rates;
(b) Course grades;
(c) Assessment of learning strategies (e.g., LASSI)

2004-2005	2005-2006	2006-2007	2007-2008
✓	✓	✓	✓

Problem 14. Target Population: Students in residence, students with part-time jobs of 15 hours or more, and out-of-province students

Obstacle 1. Lack of information on the particular challenges faced by students in residence and the kinds of assistance needed to facilitate their success

Goal 1. Determine the particular challenges faced by students living in residence

Key Performance Indicators: (a) Report outlining the challenges

2004-2005	2005-2006	2006-2007	2007-2008
✓		✓	

Strategic Issue 2 - Facilitating and Enhancing Student Success

Subissue 1 - Facilitating student success at Champlain - Lennoxville

Problem 14. Target Population: Students in residence, students with part-time jobs of 15 hours or more, and out-of-province students

Obstacle 1. Lack of information on the particular challenges faced by students in residence and the kinds of assistance needed to facilitate their success [CONTINUED]

Goal 2. Determine the kinds of assistance needed by students in residence to deal with their particular challenges

Key Performance Indicators: (a) Report describing the kinds of assistance needed

2004-2005	2005-2006	2006-2007	2007-2008
✓		✓	

Obstacle 2. Lack of information on the particular challenges faced by students who work more than 15 hours per week and the kinds of assistance needed to facilitate their success

Goal 1. Determine the particular challenges faced by students working more than 15 hours per week

Key Performance Indicators: (a) Report outlining the challenges

2004-2005	2005-2006	2006-2007	2007-2008
✓			

NOTE: Further actions suspended pending availability of necessary human resources.

Goal 2. Determine the kinds of assistance needed by students who work more than 15 hours per week to deal with their particular challenges

Key Performance Indicators: (a) Report describing the kinds of assistance needed

2004-2005	2005-2006	2006-2007	2007-2008
✓			

NOTE: Further actions suspended pending availability of necessary human resources.

Strategic Issue 2 - Facilitating and Enhancing Student Success

Subissue 1 - Facilitating student success at Champlain - Lennoxville

Problem 14. Target Population: Students in residence, students with part-time jobs of 15 hours or more, and out-of-province students

Obstacle 3. Lack of information on the particular challenges faced by out-of-province students and the kinds of assistance needed to facilitate their success

Goal 1. Determine the particular challenges faced by out-of-province students

Key Performance Indicators: (a) Report outlining the challenges

2004-2005	2005-2006	2006-2007	2007-2008
✓			

Goal 2. Determine the kinds of assistance needed by out-of-province students to deal with their particular challenges

Key Performance Indicators: (a) Report describing the kinds of assistance needed

2004-2005	2005-2006	2006-2007	2007-2008
✓			

Problem 15. Target Population: Graduating students

Obstacle 1. We need to explicitly value and recognize the accomplishments of students in completing their DEC's.

Goal 1. Value and recognize, in a significant and public fashion, the academic accomplishments of graduating students in completing their DEC's.

Key Performance Indicators: (a) Kinds of recognition implemented;
(b) Feedback from graduating students

2004-2005	2005-2006	2006-2007	2007-2008
✓	✓	✓	✓

Strategic Issue 2 - Facilitating and Enhancing Student Success

Subissue 1 - Facilitating student success at Champlain - Lennoxville

Problem 16. Target Population: All students

Obstacle 1. Appropriate formative feedback is not provided to students in a timely and effective manner

Goal 1. Determine the kinds of feedback information necessary for students to identify problem areas and respond appropriately

Key Performance Indicators: (a) Document describing the kinds of information that students will need

2004-2005	2005-2006	2006-2007	2007-2008
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✓

NOTE: Further actions on hold pending revision of the Policy on the Evaluation of Student Learning (PESL).

Goal 2. Determine the kinds of classroom assessment methods necessary for producing the desired feedback information

Key Performance Indicators: (a) Document describing the necessary kinds of classroom assessment

2004-2005	2005-2006	2006-2007	2007-2008
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✓

NOTE: Further actions on hold pending revision of the Policy on the Evaluation of Student Learning (PESL).

Goal 3. Determine the extent to which current feedback practices provide the desired information to students

Key Performance Indicators: (a) Evaluation report identifying strengths and weaknesses

2004-2005	2005-2006	2006-2007	2007-2008
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✓

NOTE: Further actions on hold pending revision of the Policy on the Evaluation of Student Learning (PESL).

Goal 4. Based on the results of the evaluation, design and implement measures to ensure that appropriate formative feedback is provided for students in a timely and effective manner.

Key Performance Indicators: (a) Revised feedback system implemented;
 (b) Feedback from students that the information is useful and timely;
 (c) Usage statistics for help services during the period following the dissemination of the feedback

2004-2005	2005-2006	2006-2007	2007-2008
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NOTE: Further actions on hold pending revision of the Policy on the Evaluation of Student Learning (PESL).

Strategic Issue 2 - Facilitating and Enhancing Student Success

Subissue 1 - Facilitating student success at Champlain - Lennoxville

Problem 17. Target Population: All students

Obstacle 1. Possible inconsistencies or inadequacies in the delivery of career counselling services, academic advising and new student orientation

Goal 1. Provide a centralized location for career counselling services and materials.

Key Performance Indicators: (a) Career Development Centre established;
(b) Usage statistics;
(c) Feedback from students

2004-2005	2005-2006	2006-2007	2007-2008
✓	✓	✓	✓

Goal 2. Assess the general and program-specific career counselling, academic advising and orientation needs of students and evaluate the extent to which those needs are being met by existing services.

Key Performance Indicators: (a) Assessment report detailing the needs of students and the extent to which they are being met

2004-2005	2005-2006	2006-2007	2007-2008
✓			

Goal 3. Revise, as feasible, the kinds and delivery methods of career counselling based upon the results of a needs assessment and service evaluation.

Key Performance Indicators: (a) Action plan;
(b) Revisions implemented;
(c) Students report that their general and program-specific needs are being met in an effective and consistent manner;
(d) Usage statistics

2004-2005	2005-2006	2006-2007	2007-2008
✓		✓	✓

Goal 4. Revise, as feasible, the kinds and delivery methods of academic advising based upon the results of a needs assessment and service evaluation.

Key Performance Indicators: (a) Action plan;
(b) Revisions implemented;
(c) Students report that their general and program-specific needs are being met in an effective and consistent manner;
(d) Usage statistics

2004-2005	2005-2006	2006-2007	2007-2008
✓		✓	✓

Strategic Issue 2 - Facilitating and Enhancing Student Success

Subissue 1 - Facilitating student success at Champlain - Lennoxville

Problem 17. Target Population: All students

Obstacle 1. Possible inconsistencies or inadequacies in the delivery of career counselling services, academic advising and new student orientation [CONTINUED]

Goal 5. Revise, as feasible, the kinds and delivery methods of new student orientation based upon the results of a needs assessment and service evaluation.

- Key Performance Indicators:**
- (a) Action plan;
 - (b) Revisions implemented;
 - (c) Students report that their general and program-specific needs are being met in an effective and consistent manner;
 - (d) Usage statistics

2004-2005	2005-2006	2006-2007	2007-2008
✓	✓	✓	✓

Problem 18. Target Population: All students

Obstacle 1. Timely access to effective psychological services

Goal 1. Ensuring that students have timely access to effective services from a professional psychologist.

- Key Performance Indicators:**
- (a) Usage statistics;
 - (b) Clients report being seen in a timely fashion;
 - (c) Clients report that they received effective assistance

2004-2005	2005-2006	2006-2007	2007-2008
✓	✓	✓	✓

Strategic Issue 2 - Facilitating and Enhancing Student Success

Subissue 1 - Facilitating student success at Champlain - Lennoxville

Problem 19. Target Population: All students

Obstacle 1. Although students are aware of the existence of particular services and sources of assistance, they don't make use of those services

Goal 1. Aid students in discovering how Learning Centre resources can assist them with their specific concerns.

Key Performance Indicators: (a) Course pass rate;
(b) Course grades;
(c) Usage statistics

2004-2005	2005-2006	2006-2007	2007-2008
✓	✓	✓	✓

Obstacle 2. Possible inadequacies in the nature of the Reading/ Writing Workshop services

Goal 1. Assess the general and program-specific reading and writing support needs of students and evaluate the extent to which those needs are being met by existing services.

Key Performance Indicators: (a) Assessment report detailing the needs of students;
(b) Evaluation report of RWW services

2004-2005	2005-2006	2006-2007	2007-2008
✓			

Goal 2. Revise the kinds and delivery methods of the Reading and Writing Workshop based upon the results of a needs assessment and service evaluation.

Key Performance Indicators: (a) Nature of revisions implemented;
(b) Usage statistics;
(c) Feedback from students

2004-2005	2005-2006	2006-2007	2007-2008
✓	✓	✓	✓

Obstacle 3. Possible inadequacies in the nature of the services provided by the Study Skills Lab

Goal 1. Assess the general and program-specific study skills support needs of students and evaluate the extent to which those needs are being met by existing services.

Key Performance Indicators: (a) Document detailing the study skills support needs of students and an evaluation of current services

2004-2005	2005-2006	2006-2007	2007-2008
✓			

Strategic Issue 2 - Facilitating and Enhancing Student Success

Subissue 1 - Facilitating student success at Champlain - Lennoxville

Problem 19. Target Population: All students

Obstacle 3. Possible inadequacies in the nature of the services provided by the Study Skills Lab
[CONTINUED]

Goal 2. Revise the kinds and delivery methods of the Study Skills Lab based upon the results of a needs assessment and service evaluation.

Key Performance Indicators: (a) Action plan;
(b) Nature of revisions implemented;
(c) Usage statistics;
(d) Feedback from students

2004-2005	2005-2006	2006-2007	2007-2008
✓	✓	✓	✓

Problem 20. Target Population: All students

Obstacle 1. Providing students with co-curricular activities appropriate to their program of study.

Goal 1. Provide students with meaningful co-curricular activities appropriate to their program of study.

Key Performance Indicators: (a) Numbers of students participating;
(b) Feedback from participants;
(c) Kinds of co-curricular activities implemented

2004-2005	2005-2006	2006-2007	2007-2008
✓	✓	✓	✓

Problem 21. Target Population: All students

Obstacle 1. Inconvenient or inadequate hours of the computer lab

Goal 1. Increase the hours during which the computer lab is available to students for completing academic assignments.

Key Performance Indicators: (a) Number of hours of additional operation;
(b) Feedback from students

2004-2005	2005-2006	2006-2007	2007-2008
✓	✓	✓	✓

Strategic Issue 2 - Facilitating and Enhancing Student Success

Subissue 1 - Facilitating student success at Champlain - Lennoxville

Problem 22. Target Population: Faculty

Obstacle 1. Library acquisitions in the areas of student success, postsecondary teaching and learning are extremely limited

Goal 1. Ensure the continued growth of the Champlain Teaching Resource Centre.

Key Performance Indicators: (a) Number and kind of acquisitions;
(b) Feedback from teachers

2004-2005	2005-2006	2006-2007	2007-2008
✓	✓	✓	✓

Problem 23. Target Population: Faculty, staff and students

Obstacle 1. Inadequate communication of student success news and information to the college community.

Goal 1. Develop and implement effective methods for communicating news and information about student success initiatives to the college community.

Key Performance Indicators: (a) Kinds of communication methods implemented;
(b) Feedback from members of the college community about their level of awareness and understanding

2004-2005	2005-2006	2006-2007	2007-2008
✓	✓	✓	✓

Problem 24. Target Population: Business (AMT) Students

Obstacle 1. Students are inadequately prepared to meet current course demands in Accounting.

Goal 1. Assist AMT students in meeting the demands of Accounting courses.

Key Performance Indicators: (a) Usage statistics;
(b) Feedback from students using the services;
(c) Course results

2004-2005	2005-2006	2006-2007	2007-2008
✓	✓	✓	✓

Strategic Issue 2 - Facilitating and Enhancing Student Success

Subissue 2 - Facilitating student success at Champlain - St. Lawrence

Problem 1. Target Population: Accounting and Management (410.B0) students

Obstacle 1. Lack of precise understanding of specific areas of student difficulty pertaining to the first-year Accounting courses.

Goal 1. Identify the main areas of student difficulty in the first-year Accounting courses.

Key Performance Indicators: (a) Report identifying the main areas of student difficulty in the first-year Accounting courses

2004-2005	2005-2006	2006-2007	2007-2008
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✓

Goal 2. Develop and implement appropriate measures to address identified areas of student difficulty in the first-year Accounting courses.

Key Performance Indicators: (a) Number and nature of measures implemented;
 (b) Feedback from students;
 (c) Feedback from faculty;
 (d) Course pass rates;
 (e) Course averages

2004-2005	2005-2006	2006-2007	2007-2008
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✓

Obstacle 2. Some students are unable to meet the current demands of the first-year Accounting courses.

Goal 1. Assist students in mastering the course material in the first-year Accounting courses.

Key Performance Indicators: (a) Course pass rates;
 (b) Course averages;
 (c) Feedback from teachers;
 (d) Feedback from students

2004-2005	2005-2006	2006-2007	2007-2008
-----------	-----------	-----------	-----------

✓

✓

✓

✓

Strategic Issue 2 - Facilitating and Enhancing Student Success

Subissue 2 - Facilitating student success at Champlain - St. Lawrence

Problem 2. Target Population: Science students

Obstacle 1. Students have insufficient high school preparation to meet the demands of their BNX, NYA and NYB courses.

Goal 1. Provide appropriate assistance to students to meet the demands of mathematics, chemistry and physics BNX, NYA and NYB courses.

Key Performance Indicators: (a) Pass rates in BNX, NYA and NYB math, physics and chemistry courses;
 (b) Course averages;
 (c) Feedback from students;
 (d) Feedback from faculty

2004-2005	2005-2006	2006-2007	2007-2008
✓	✓	✓	✓

Problem 3. Target Population: Science students

Obstacle 1. Lack of information about the result of the changes to enrolment requirements.

Goal 1. Determine the effectiveness of the BNX bridging courses in facilitating subsequent success in the Science program in order to compare it to the data already available on these courses before the change.

Key Performance Indicators: (a) Report from the Science Program Committee evaluating the effectiveness of the BNX courses

2004-2005	2005-2006	2006-2007	2007-2008
		✓	✓

Problem 4. Target Population: Science students

Obstacle 1. Difficulty in making the transition from high school to cegep as is revealed in mid-term grades.

Goal 1. Advising/counselling students for success.

Key Performance Indicators: (a) Feedback from students;
 (b) Feedback from academic advisors

2004-2005	2005-2006	2006-2007	2007-2008
✓	✓	✓	✓

Strategic Issue 2 - Facilitating and Enhancing Student Success

Subissue 2 - Facilitating student success at Champlain - St. Lawrence

Problem 5. Target Population: Social Science students

Obstacle 1. For some students, their language skills are an impediment to meeting current course demands in 300-300 (Intro to Methodology), 330-910 (Intro to Western History), 383-920 (Intro to Macroeconomics), 350-102 (Intro to Psychology), 387-110 (Sociology - Social Institutions) and 603-101 (Components of Discourse).

Goal 1. Assist students in developing their language skills to the level required to meet course demands in 300-300 (Intro to Methodology), 330-910 (Intro to Western History), 383-920 (Intro to Macroeconomics), 350-102 (Intro to Psychology), 387-110 (Sociology - Social Institutions) and 603-101 (Components of Discourse).

Key Performance Indicators: (a) Course pass rates;
 (b) Course averages;
 (c) Feedback from faculty;
 (d) Feedback from students

2004-2005	2005-2006	2006-2007	2007-2008
✓	✓	✓	✓

Goal 2. Identify the most common areas of weakness in language skills among students in 300-300 (Intro to Methodology), 330-910 (Intro to Western History), 383-920 (Intro to Macroeconomics), 350-102 (Intro to Psychology), 387-110 (Sociology - Social Institutions) and 603-101 (Components of Discourse).

Key Performance Indicators: (a) Report identifying the main areas of weakness in language skills

2004-2005	2005-2006	2006-2007	2007-2008
✓	✓		

Goal 3. Develop and implement appropriate measures to address identified areas of language difficulty for students in 300-300 (Intro to Methodology), 330-910 (Intro to Western History), 383-920 (Intro to Macroeconomics), 350-102 (Intro to Psychology), 387-110 (Sociology - Social Institutions) and 603-101 (Components of Discourse).

Key Performance Indicators: (a) Number and nature of measures implemented;
 (b) Reports from program and faculty;
 (c) Course pass rates;
 (d) Course averages

2004-2005	2005-2006	2006-2007	2007-2008
✓	✓		

Strategic Issue 2 - Facilitating and Enhancing Student Success

Subissue 2 - Facilitating student success at Champlain - St. Lawrence

Problem 5. Target Population: Social Science students

Obstacle 2. Students' learning skills and strategies are insufficient to meet the course demands of 300-300 (Intro to Methodology), 330-910 (Intro to Western History), 383-920 (Intro to Macroeconomics), 350-102 (Intro to Psychology)

Goal 1. Assist students in improving their learning skills and strategies to the level required for meeting course demands in 300-300 (Intro to Methodology), 330-910 (Intro to Western History), 383-920 (Intro to Macroeconomics), and 350-102 (Intro to Psychology).

Key Performance Indicators: (a) Course pass rates;
 (b) Course averages;
 (c) Feedback from students;
 (d) Feedback from faculty

2004-2005	2005-2006	2006-2007	2007-2008
✓	✓	✓	

Goal 2. Identify the main areas of student weakness in learning skills and strategies as they pertain to 300-300 (Intro to Methodology), 330-910 (Intro to Western History), 383-920 (Intro to Macroeconomics), and 350-102 (Intro to Psychology).

Key Performance Indicators: (a) Report identifying; for each targeted course; the main areas of student weakness in learning skills and strategies

2004-2005	2005-2006	2006-2007	2007-2008
✓	✓	✓	

Goal 3. Develop and implement appropriate measures to address identified areas of student weakness in learning skills and strategies as they pertain to 300-300 (Intro to Methodology), 330-910 (Intro to Western History), 383-920 (Intro to Macroeconomics), and 350-102 (Intro to Psychology).

Key Performance Indicators: (a) Number and nature of measures implemented;
 (b) Reports from program and faculty;
 (c) Course pass rates

2004-2005	2005-2006	2006-2007	2007-2008
✓	✓	✓	

Strategic Issue 2 - Facilitating and Enhancing Student Success

Subissue 2 - Facilitating student success at Champlain - St. Lawrence

Problem 5. Target Population: Social Science students

Obstacle 3. Students' math and computational skills may be insufficient to meet current course demands in 360-300 (Quantitative Methods).

Goal 1. Assist students in developing the math and computational skills needed to meet course demands in 360-300 (Quantitative Methods).

Key Performance Indicators: (a) Course pass rates
(b) Course averages

2004-2005	2005-2006	2006-2007	2007-2008
✓	✓	✓	✓

Goal 2. Identify the main areas of weakness in students' math and computational skills as they pertain to 360-300 (Quantitative Methods).

Key Performance Indicators: (a) Report identifying the main areas of weaknesses in students' math and computational skills in relation to 360-300.

2004-2005	2005-2006	2006-2007	2007-2008
✓	✓	✓	

Goal 3. Develop and implement appropriate measures to address identified areas of student weakness in math and computational skills for 360-300 (Quantitative Methods).

Key Performance Indicators: (a) Report identifying the measures to be implemented for addressing weaknesses in students' math and computational skills in relation to 360-300.

2004-2005	2005-2006	2006-2007	2007-2008
✓	✓	✓	✓

Problem 6. Target Population: Social Science (Commerce) students

Obstacle 1. Students arrive from high school with insufficient math skills to deal with the course demands of 201-103-RE (Calculus I).

Goal 1. Assist students in developing their math skills to the level necessary for meeting the demands of 201-103-RE (Calculus I).

Key Performance Indicators: (a) Feedback from students;
(b) Course pass rate for 201-103-RE

2004-2005	2005-2006	2006-2007	2007-2008
✓	✓	✓	✓

Strategic Issue 2 - Facilitating and Enhancing Student Success

Subissue 2 - Facilitating student success at Champlain - St. Lawrence

Problem 6. Target Population: Social Science (Commerce) students

Obstacle 2. We lack a clear understanding of why students are failing 201-103-RE (Calculus I)

Goal 1. Determine the most common causes for students' difficulty with 201-103 RE (Calculus I).

Key Performance Indicators: (a) Report identifying the most common causes for student difficulty with 201-103-RE

2004-2005	2005-2006	2006-2007	2007-2008
✓		✓	

Goal 2. Develop and implement appropriate measures to address the most common sources of student difficulty with 201-103-RE (Calculus I).

Key Performance Indicators: (a) Measures implemented;
 (b) Feedback from students;
 (c) Feedback from faculty;
 (d) Course pass rate for 201-103-RE

2004-2005	2005-2006	2006-2007	2007-2008
✓			

Problem 7. Target Population: CALL (500.A1) students

Obstacle 1. Insufficient French language skills to meet current course demands in 602-103 (Culture française et littérature)

Goal 1. Assist students in developing their French language skills to the level required to meet the demands in 602-103 (Culture française et littérature).

Key Performance Indicators: (a) Feedback from teachers;
 (b) Feedback from students;
 (c) Course pass rates;
 (d) Course averages;
 (e) Registration rates in 602-903

2004-2005	2005-2006	2006-2007	2007-2008
✓	✓	✓	✓

Strategic Issue 2 - Facilitating and Enhancing Student Success

Subissue 2 - Facilitating student success at Champlain - St. Lawrence

Problem 7. Target Population: CALL (500.A1) students

Obstacle 2. Limitations of current program profiles (all profiles require 602-103 level of FSL)

Goal 1. Develop and implement new program profiles that better meet the needs of students entering with weaker French language skills.

Key Performance Indicators: (a) New profile descriptions completed and implemented;
 (b) Feedback from students;
 (c) Average number of semesters required to graduate

2004-2005	2005-2006	2006-2007	2007-2008
✓		✓	

Problem 8. Target Population: Out-of-town students

Obstacle 1. Students' loss of social support networks is interfering with their academic performance.

Goal 1. Facilitate the social integration of out-of-town students and their development of social support networks.

Key Performance Indicators: (a) Feedback from students;
 (b) Feedback from psychologist;
 (c) Feedback from high school guidance counsellors

2004-2005	2005-2006	2006-2007	2007-2008
	✓	✓	✓

Problem 9. Target Population: Student athletes

Obstacle 1. Insufficient time-management skills to maintain an appropriate balance between students' academic responsibilities and their athletic activities.

Goal 1. Assist student athletes in developing effective time-management skills to appropriately balance their academic and athletic responsibilities.

Key Performance Indicators: (a) Feedback from student athletes;
 (b) Feedback from coaches;
 (c) Student grades

2004-2005	2005-2006	2006-2007	2007-2008
✓	✓	✓	✓

Strategic Issue 2 - Facilitating and Enhancing Student Success

Subissue 2 - Facilitating student success at Champlain - St. Lawrence

Problem 10. Target Population: All students

Obstacle 1. Students enter college with insufficient English language skills to meet the demands of their courses.

Goal 1. Assist students in developing their English language skills to the level necessary for meeting the demands of their courses.

Key Performance Indicators: (a) Student grades;
 (b) Feedback from students;
 (c) Feedback from faculty;
 (d) Feedback from academic advisors

2004-2005	2005-2006	2006-2007	2007-2008
✓	✓	✓	✓

Obstacle 2. Predominantly French-speaking environment of most St Lawrence students

Goal 1. Provide an out-of-class environment at St. Lawrence that encourages the use of English.

Key Performance Indicators: (a) Number and nature of English language activities on campus;
 (b) Feedback from Student Activities staff;
 (c) Feedback from students

2004-2005	2005-2006	2006-2007	2007-2008
✓	✓	✓	✓

Problem 11. Target Population: All students

Obstacle 1. Timely access to effective psychological services

Goal 1. Ensure that students have timely access to effective services from a professional psychologist or counsellor.

Key Performance Indicators: (a) Usage statistics;
 (b) Feedback from clients on the timeliness and effectiveness of service;
 (c) Feedback from psychologist

2004-2005	2005-2006	2006-2007	2007-2008
✓	✓	✓	

Strategic Issue 2 - Facilitating and Enhancing Student Success

Subissue 2 - Facilitating student success at Champlain - St. Lawrence

Problem 12. Target Population: All students

Obstacle 1. Possible inadequacies in the availability of career counselling services.

Goal 1. Provide effective career counselling services for students.

Key Performance Indicators: (a) Usage statistics;
(b) Feedback from students;
(c) Feedback from career counsellor

2004-2005	2005-2006	2006-2007	2007-2008
✓	✓	✓	✓

Goal 2. Assess the general and program-specific career counselling needs of students and evaluate the extent to which those needs are being met by existing services.

Key Performance Indicators: (a) Report detailing the needs of students and the extent to which they are being met

2004-2005	2005-2006	2006-2007	2007-2008
✓			

Goal 3. Revise the kinds and delivery methods of career counselling based upon the results of a needs assessment and service evaluation.

Key Performance Indicators: (a) Action plan;
(b) Number and nature of revisions implemented;
(c) Students report that their general and program-specific needs are being met in an effective and consistent manner;
(d) Usage statistics

2004-2005	2005-2006	2006-2007	2007-2008
	✓		

Goal 4. Make computer-assisted career counselling available to students

Key Performance Indicators: (a) Forms of computer-assisted career counselling made available;
(b) Usage statistics (in hours)

2004-2005	2005-2006	2006-2007	2007-2008
	✓	✓	✓

Strategic Issue 2 - Facilitating and Enhancing Student Success

Subissue 2 - Facilitating student success at Champlain - St. Lawrence

Problem 12. Target Population: All students

Obstacle 2. Possible inadequacies in the availability of academic advising services.

Goal 1. Provide effective academic advising services to students.

Key Performance Indicators: (a) Usage statistics;
(b) Feedback from students;
(c) Feedback from academic advisors

2004-2005	2005-2006	2006-2007	2007-2008
✓	✓	✓	✓

Goal 2. Assess the general and program-specific academic advising needs of students and evaluate the extent to which they are being met by existing services.

Key Performance Indicators: (a) Report detailing the academic advising needs of students and the extent to which they are being met

2004-2005	2005-2006	2006-2007	2007-2008
✓			

Goal 3. Revise the kinds and delivery methods of academic advising based upon the results of a needs assessment and service evaluation.

Key Performance Indicators: (a) Action plan;
(b) Revisions implemented;
(c) Students report that their general and program-specific needs are being met in an effective and consistent manner

2004-2005	2005-2006	2006-2007	2007-2008
	✓		

Problem 13. Target Population: All students

Obstacle 1. Computer technical support may not be accessible to students when they need it.

Goal 1. Expand the accessibility of computer technical support to students.

Key Performance Indicators: (a) Number of hours of availability;
(b) Feedback from students

2004-2005	2005-2006	2006-2007	2007-2008
✓	✓	✓	✓

Strategic Issue 2 - Facilitating and Enhancing Student Success

Subissue 2 - Facilitating student success at Champlain - St. Lawrence

Problem 14. Target Population: Accounting and Management (410.B0) students

Obstacle 1. Low levels of student attachment to the Business program.

Goal 1. Increase students' sense of attachment to the Business program.

Key Performance Indicators: (a) Feedback from students;
(b) Same-program retention rates

2004-2005	2005-2006	2006-2007	2007-2008
✓	✓		

NOTE: This is now addressed through Goal 1 for Problem 16, Obstacle 1.

Problem 15. Target Population: All students

Obstacle 1. Insufficient availability of Spanish and German language lab monitors to provide students with additional lab time beyond scheduled classes.

Goal 1. Provide students taking Spanish or German courses with increased access to a properly staffed language lab.

Key Performance Indicators: (a) Usage rates;
(b) Feedback from students

2004-2005	2005-2006	2006-2007	2007-2008
✓	✓	✓	✓

Problem 16. Target Population: All students

Obstacle 1. Providing students with co-curricular activities appropriate to their program of study.

Goal 1. Provide students with meaningful co-curricular activities appropriate to their program of study.

Key Performance Indicators: (a) Kinds of co-curricular activities implemented or supported;
(b) Numbers of students participating;
(c) Feedback from participants

2004-2005	2005-2006	2006-2007	2007-2008
	✓	✓	✓

Strategic Issue 2 - Facilitating and Enhancing Student Success

Subissue 3 - Facilitating student success at Champlain - St. Lambert

Problem 1. Target Population: Introduction to College Studies (ICS) students

Obstacle 1. Poor self-image

Goal 1. Assist students in developing a more positive self-image.

Key Performance Indicators: (a) Students report a more positive self-image;
(b) Feedback from resource people working with these students

2004-2005	2005-2006	2006-2007	2007-2008
✓	✓	✓	✓

Obstacle 2. Insufficient or inappropriate academic skills, strategies and habits

Goal 1. Assist students in developing and using a repertoire of academic skills, strategies and habits appropriate for the college environment.

Key Performance Indicators: (a) Changes over time on assessment instruments (e.g.; LASSI);
(b) Students report that they are better able to meet the academic demands placed on them

2004-2005	2005-2006	2006-2007	2007-2008
✓			

Obstacle 3. Lack of clear and appropriate educational and career goals and/or plans for achieving those goals

Goal 1. Assist students in developing clear and realistic educational and career goals.

Key Performance Indicators: Students can articulate clear and appropriate educational and career goals

2004-2005	2005-2006	2006-2007	2007-2008
✓	✓	✓	✓

Strategic Issue 2 - Facilitating and Enhancing Student Success

Subissue 3 - Facilitating student success at Champlain - St. Lambert

Problem 2. Target Population: Business Administration students

Obstacle 1. Access to relevant certifications in the field of sport management.

Goal 1. Ensuring that all 410 students have access to relevant certifications for their industry.

Key Performance Indicators: (a) Usage statistics;
(b) Job placement

2004-2005	2005-2006	2006-2007	2007-2008
✓	✓	✓	✓

Problem 3. Target Population: Students in Technical programs

Obstacle 1. Students don't perceive that their programs make an effort to welcome, integrate and support them.

Goal 1. Students will feel welcomed, integrated and supported by their programs.

Key Performance Indicators: (a) Feedback from students;
(b) Feedback from faculty

2004-2005	2005-2006	2006-2007	2007-2008
✓	✓	✓	✓

Obstacle 2. Lack of a common block in the academic schedule

Goal 1. Modify course scheduling procedures, as feasible, to create a common block of free time for students in technical programs.

Key Performance Indicators: (a) Creation of a common block of free time for each technical program

2004-2005	2005-2006	2006-2007	2007-2008
✓	✓	✓	✓

Strategic Issue 2 - Facilitating and Enhancing Student Success

Subissue 3 - Facilitating student success at Champlain - St. Lambert

Problem 4. Target Population: Students in Technical programs

Obstacle 1. The programs do not deliver on the expectations they create for students, particularly in the 1st semester

Goal 1. Ensure that technical programs are creating clear and accurate expectations for entering students.

Key Performance Indicators: (a) Feedback from students

2004-2005	2005-2006	2006-2007	2007-2008
✓	✓		

Goal 2. Revise the curriculum in technical programs, particularly in the 1st semester to make it (a) more responsive to learner needs and (b) more coherent with the realities of the labour market.

Key Performance Indicators: (a) Feedback from students;
(b) Feedback from work-study employers

2004-2005	2005-2006	2006-2007	2007-2008
✓	✓	✓	

Problem 5. Target Population: Students in Technical programs

Obstacle 1. Some teachers lack the opportunity to upgrade their skills because funds for training and self-learn materials are not available.

Goal 1. Enable and encourage teachers to master new material that is more likely to stimulate student interest in the curriculum.

Key Performance Indicators: (a) Feedback from students on course evaluations;
(b) Number of changes in the curriculum;
(c) Course pass rates;
(d) Retention rates

2004-2005	2005-2006	2006-2007	2007-2008
✓	✓	✓	✓

Strategic Issue 2 - Facilitating and Enhancing Student Success

Subissue 3 - Facilitating student success at Champlain - St. Lambert

Problem 6. Target Population: Science students

Obstacle 1. Students' level of preparation in high school science and math is insufficient to meet the demands of 1st- and 2nd-semester science and math courses as currently taught.

Goal 1. Assist students in mastering the material of 1st- and 2nd-semester math and science courses.

Key Performance Indicators: (a) Course pass rates;
(b) Course averages

2004-2005	2005-2006	2006-2007	2007-2008
✓	✓	✓	✓

Obstacle 2. Many teachers have unrealistic expectations about the level of preparation for science and math that students should be obtaining in high school

Goal 1. Ensure that math and science teachers have a clear understanding of the realities of the high school math and science curriculum

Key Performance Indicators: (a) When asked; teachers can accurately describe in their own words the level of math and science preparation received by students in the high school

2004-2005	2005-2006	2006-2007	2007-2008
✓	✓	✓	✓

Problem 7. Target Population: Science students

Obstacle 1. Some faculty do not use common assessment criteria in multiple-sectioned courses

Goal 1. Common assessment strategies in multiple sections of the same course.

Key Performance Indicators: (a) Course averages;
(b) Student feedback

2004-2005	2005-2006	2006-2007	2007-2008
✓	✓	✓	

Strategic Issue 2 - Facilitating and Enhancing Student Success

Subissue 3 - Facilitating student success at Champlain - St. Lambert

Problem 8. Target Population: Science students

Obstacle 1. Some students have inadequate or inappropriate learning strategies and habits for success in science

Goal 1. Assist students in developing or enhancing the learning strategies and habits identified in the research literature as being associated with success in science.

Key Performance Indicators: (a) Course pass rates;
(b) Course averages;
(c) Feedback from teachers

2004-2005	2005-2006	2006-2007	2007-2008
✓	✓	✓	

Obstacle 2. Some students in need of assistance don't ask for help until it is too late

Goal 1. Develop a student culture where help-seeking is an accepted and valued behaviour.

Key Performance Indicators: (a) Increased requests for assistance from students in the target population

2004-2005	2005-2006	2006-2007	2007-2008
✓	✓	✓	

Problem 9. Target Population: Science students

Obstacle 1. Parents, high school guidance counsellors and high school vice-principals pressure students into choosing a science program even though the student has little or no interest in Science

Goal 1. Develop and provide informational materials to parents and high school counsellors that will enable them to make more informed decisions about whether they should encourage their child to pursue a Science program.

Key Performance Indicators: (a) Research report that examines the needs and proposes appropriate materials for development;
(b) The materials are developed;
(c) The materials are made available;
(d) Reports are obtained from parents of prospective students and from high school counsellors to determine the effectiveness of the materials

2004-2005	2005-2006	2006-2007	2007-2008
✓	✓		

Strategic Issue 2 - Facilitating and Enhancing Student Success

Subissue 3 - Facilitating student success at Champlain - St. Lambert

Problem 10. Target Population: Social Science (Choice) students

Obstacle 1. Lack of clear educational and career goals

Goal 1. Assist students in understanding the relevance of the Choice program option to subsequent education and or employment.

Key Performance Indicators: (a) Students are able to accurately describe in their own words how the Choice program option can benefit subsequent education or employment;
 (b) Percentage of students reporting the Choice program option is relevant to their long-term educational/career plans

2004-2005	2005-2006	2006-2007	2007-2008
✓	✓	✓	

Problem 11. Target Population: Social Science (Commerce) students

Obstacle 1. Students' level of preparation in high school math is insufficient to meet the demands of 1st- and 2nd-semester math courses as currently taught

Goal 1. Assist students in mastering the material of 1st- and 2nd-semester Calculus courses (201-103-RE and 201-203-RE).

Key Performance Indicators: (a) Course pass rates;
 (b) Course averages

2004-2005	2005-2006	2006-2007	2007-2008
✓	✓	✓	✓

Problem 12. Target Population: Bylaw 8 students

Obstacle 1. Lack of clear educational and career goals

Goal 1. Assist students in developing clear and realistic educational and career goals.

Key Performance Indicators: (a) Students can articulate clear and appropriate educational and career goals

2004-2005	2005-2006	2006-2007	2007-2008
✓	✓	✓	✓

Strategic Issue 2 - Facilitating and Enhancing Student Success

Subissue 3 - Facilitating student success at Champlain - St. Lambert

Problem 12. Target Population: Bylaw 8 students

Obstacle 1. Lack of clear educational and career goals [CONTINUED]

Goal 2. Assist students in developing effective plans for accomplishing their educational and career goals.

Key Performance Indicators: (a) Students can describe effective plans for realizing their educational and career goals

2004-2005	2005-2006	2006-2007	2007-2008
✓	✓	✓	✓

Obstacle 2. Insufficient or inappropriate learning strategies and habits to meet the demands of college

Goal 1. Assist students in developing and using a repertoire of academic skills, strategies and habits appropriate for the college environment.

Key Performance Indicators: (a) Changes over time on assessment instruments (e.g.; LASSI);
(b) Students report that they are better able to meet the academic demands placed on them

2004-2005	2005-2006	2006-2007	2007-2008
✓	✓	✓	✓

Obstacle 3. Interference from part-time jobs and other external commitments

Goal 1. Assist students in selecting appropriate course loads given their external commitments.

Key Performance Indicators: (a) Changes in course loads;
(b) Course pass rates

2004-2005	2005-2006	2006-2007	2007-2008
✓	✓	✓	✓

Strategic Issue 2 - Facilitating and Enhancing Student Success

Subissue 3 - Facilitating student success at Champlain - St. Lambert

Problem 13. Target Population: All students

Obstacle 1. The kinds of information needed for providing effective and timely formative feedback to students have not been clearly defined and agreed upon

Goal 1. Determine the kinds of classroom assessment methods necessary for producing the desired feedback information.

Key Performance Indicators: (a) Document describing the needed classroom assessment methods

2004-2005	2005-2006	2006-2007	2007-2008
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✓

NOTE: Further actions on hold pending revision of the Policy on the Evaluation of Student Learning (PESL).

Problem 14. Target Population: All students

Obstacle 1. Timely access to effective academic advising services.

Goal 1. Ensuring that students have timely access to effective services from an academic advisor.

Key Performance Indicators: (a) Usage statistics;
 (b) Students report being seen in a timely fashion;
 (c) Clients report that they received effective assistance

2004-2005	2005-2006	2006-2007	2007-2008
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✓

✓

✓

✓

Problem 15. Target Population: All students

Obstacle 1. Timely access to effective counselling services

Goal 1. Ensuring that students have timely access to effective services from a counsellor.

Key Performance Indicators: (a) Usage statistics;
 (b) Students report being seen in a timely fashion;
 (c) Clients report that they received effective assistance

2004-2005	2005-2006	2006-2007	2007-2008
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✓

✓

✓

✓

Strategic Issue 2 - Facilitating and Enhancing Student Success

Subissue 3 - Facilitating student success at Champlain - St. Lambert

Problem 16. Target Population: All students

Obstacle 1. Access to tutors

Goal 1. Ensuring that students have timely access to tutoring.

Key Performance Indicators: (a) Usage statistics;
 (b) Pass rates and averages of students taking tutoring;
 (c) Clients report that they received effective assistance

2004-2005	2005-2006	2006-2007	2007-2008
✓	✓	✓	✓

Problem 17. Target Population: All students

Obstacle 1. Students often do not realize that they have plagiarized.

Goal 1. Ensuring that students have the tools that will ensure that they do not plagiarize.

Key Performance Indicators: (a) Usage statistics of the tools;
 (b) Reduced incidences of plagiarism

2004-2005	2005-2006	2006-2007	2007-2008
✓	✓	✓	✓

Problem 18. Target Population: Continuing Education students

Obstacle 1. Many Continuing Education students have been out of school for a number of years and have insufficient language skills and/or learning strategies to meet the demands of their courses.

Goal 1. Assist Continuing Education students in acquiring the language skills and/or effective learning strategies needed to meet the demands of their courses.

Key Performance Indicators: (a) Kinds of measures implemented;
 (b) Feedback from students;
 (c) Feedback from faculty;
 (d) Course grades

2004-2005	2005-2006	2006-2007	2007-2008
✓			

NOTE: Further actions suspended due to insufficient financial resources.

Strategic Issue 2 - Facilitating and Enhancing Student Success

Subissue 3 - Facilitating student success at Champlain - St. Lambert

Problem 19. Target Population: Introduction to College Studies (ICS) students

Obstacle 1. The expertise in what works to motivate ICS students may not be internal to the college.

Goal 1. To provide ICS students with exposure to subject experts in the field of success. The advantage in this approach is that guest lecturers bring special commitment and expertise in the field of student success and often hold more "weight" with the students (because they are subject experts) than the dean or counsellor or advisor.

Key Performance Indicators: Student feedback

2004-2005	2005-2006	2006-2007	2007-2008
✓	✓	✓	✓

Problem 20. Target Population: All faculty

Obstacle 1. Faculty are not always aware of the coherency and relevancy of the curriculum, nor of the fairness of the evaluation

Goal 1. To provide an environment where faculty can get support in the process of establishing educational goals for their students; designing curriculum and externships relevant to the programs in which they are teaching; participate in professional development activities; and establish working groups for the purpose of curriculum development.

Key Performance Indicators: (a) Faculty participation numbers,
(b) Feedback from faculty

2004-2005	2005-2006	2006-2007	2007-2008
✓	✓	✓	✓

Problem 21. Target Population: All students (particularly those who are academically strong)

Obstacle 1. Students cannot participate in activities such as competitions and fairs without financial backing from the college

Goal 1. To provide students with an opportunity to practice leadership skills, share knowledge, and remain focused on educational goals by allowing them to participate in academic gatherings at a provincial and national level.

Key Performance Indicators: (a) Feedback from students,
(b) Feedback from faculty working with these students

2004-2005	2005-2006	2006-2007	2007-2008
✓	✓	✓	✓

Strategic Issue 2 - Facilitating and Enhancing Student Success

Subissue 4 - College-wide measures to facilitate and enhance student success

Problem 1. Target Population: College-wide

Obstacle 1. Need for effective ongoing coordination of the College's student success planning, evaluation and reporting activities.

Goal 1. Ensure that the student success planning, evaluation and reporting activities of the College are coordinated effectively.

Key Performance Indicators: (a) Feedback from the Deans and Campus Directors

2004-2005	2005-2006	2006-2007	2007-2008
✓	✓	✓	✓

Problem 2. Target Population: College-wide

Obstacle 1. Lack of an effective means of communicating information about student success measures and resources to members of the College community.

Goal 1. Working with the campuses, develop and implement effective means of keeping members of the College community informed about student success measures and resources.

Key Performance Indicators: (a) Means of communication implemented;
(b) Feedback from community members that they have a good sense of what is happening in relation to student success

2004-2005	2005-2006	2006-2007	2007-2008
✓	✓	✓	✓

Problem 3. Target Population: Program and department coordinators

Obstacle 1. Program and department coordinators do not currently have access to STAR.

Goal 1. Ensure that current program and department coordinators have access to STAR on their office computers.

Key Performance Indicators: (a) Percentage of program and department coordinators who have the Oracle applications for STAR installed on their office computers

2004-2005	2005-2006	2006-2007	2007-2008
✓			

NOTE: Further actions suspended as no longer relevant. Access to STAR is being addressed through the development of CRC Web-based Services.

Strategic Issue 2 - Facilitating and Enhancing Student Success

Subissue 4 - College-wide measures to facilitate and enhance student success

Problem 3. Target Population: Program and department coordinators

Obstacle 1. Program and department coordinators do not currently have access to STAR. [CONTINUED]

Goal 2. Ensure that new program and department coordinators have access to STAR on their office computers.

Key Performance Indicators: (a) Percentage of program and department coordinators who have the Oracle applications for STAR installed on their office computers

2004-2005	2005-2006	2006-2007	2007-2008
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NOTE: Further actions suspended as no longer relevant. Access to STAR is being addressed through the development of CRC Web-based Services.

Obstacle 2. Program and department coordinators require training in how to use STAR and interpret the reports.

Goal 1. Ensure that program and department coordinators know how to use the STAR applications and interpret the reports.

Key Performance Indicators: (a) Feedback from program and department coordinators;
(b) STAR usage statistics

2004-2005	2005-2006	2006-2007	2007-2008
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✓	✓	✓	
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Problem 4. Target Population: College-wide

Obstacle 1. Insufficient and/or uncoordinated collection of information on students

Goal 1. Ensure the collection of relevant information on entering students for such purposes as identifying students at risk, student success tracking and analysis, and program evaluation.

Key Performance Indicators: (a) Number and nature of means implemented for collecting information on students

2004-2005	2005-2006	2006-2007	2007-2008
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✓			
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NOTE: Further actions suspended pending availability of necessary human resources.

Strategic Issue 2 - Facilitating and Enhancing Student Success

Subissue 4 - College-wide measures to facilitate and enhance student success

Problem 4. Target Population: College-wide

Obstacle 1. Insufficient and/or uncoordinated collection of information on students [CONTINUED]

Goal 2. Ensure the collection of relevant information on students during their studies for such purposes as identifying students at risk, student success tracking and analysis, and program evaluation.

Key Performance Indicators: (a) Number and nature of means implemented for collecting information on students

2004-2005	2005-2006	2006-2007	2007-2008
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NOTE: Further actions suspended pending availability of necessary human resources.

Goal 3. Ensure the collection of relevant information on students after they leave the College for such purposes as student success tracking and analysis, and program evaluation.

Key Performance Indicators: (a) Number and nature of means implemented for collecting information on students

2004-2005	2005-2006	2006-2007	2007-2008
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NOTE: Further actions suspended pending availability of necessary human resources.

Problem 5. Target Population: College-wide

Obstacle 1. Cost of operating and developing the PERFORMA Master Teacher Program

Goal 1. Promote and facilitate the continued development and availability of the PERFORMA Master Teacher Program.

Key Performance Indicators: (a) Continued operation of the PERFORMA Master Teacher Program

2004-2005	2005-2006	2006-2007	2007-2008
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✓	✓	✓	✓
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Strategic Issue 2 - Facilitating and Enhancing Student Success

Subissue 4 - College-wide measures to facilitate and enhance student success

Problem 6. Target Population: College-wide

Obstacle 1. Continuing Education requires access to relevant student success information

Goal 1. Expand the STAR system to accommodate the information needs of Continuing Education.

Key Performance Indicators: (a) Number and nature of modifications implemented;
(b) Feedback from STAR users in Continuing Education

2004-2005	2005-2006	2006-2007	2007-2008
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✓

NOTE: Further actions suspended based on outcomes for 2004-2005.

Problem 7. Target Population: College-wide

Obstacle 1. Absence of detailed information and analysis of the characteristics of at-risk student populations to guide student success interventions

Goal 1. Determine the characteristics of students likely to be placed on Bylaw 8 status and determine the factors associated with their subsequent success.

Key Performance Indicators: (a) Number and nature of analysis reports;
(b) Feedback from campus personnel

2004-2005	2005-2006	2006-2007	2007-2008
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✓

NOTE: Further actions suspended pending availability of necessary human resources.

Goal 2. Determine the factors influencing the success of "Session d'accueil" students.

Key Performance Indicators: (a) Number and nature of analysis reports;
(b) Feedback from campus personnel

2004-2005	2005-2006	2006-2007	2007-2008
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✓

NOTE: Further actions suspended pending availability of necessary human resources.

Strategic Issue 2 - Facilitating and Enhancing Student Success

Subissue 4 - College-wide measures to facilitate and enhance student success

Problem 7. Target Population: College-wide

Obstacle 1. Absence of detailed information and analysis of the characteristics of at-risk student populations to guide student success interventions [CONTINUED]

Goal 3. Working with the campuses, develop and implement effective measures for assisting quasi-graduates (those requiring 3 or fewer courses) to complete their programs of study.

Key Performance Indicators: (a) Number and nature of measures implemented;
(b) Proportion of quasi-graduates completing their DECs

2004-2005	2005-2006	2006-2007	2007-2008
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✓

NOTE: Further actions suspended pending availability of necessary human resources.

Goal 4. Assist the campuses in identifying and developing effective measures for specific sub-populations of academically at-risk students or other groups likely to benefit from targeted intervention.

Key Performance Indicators: (a) Number and nature of "at-risk" populations identified;
(b) Number and nature of measures implemented;
(c) Feedback from the campuses

2004-2005	2005-2006	2006-2007	2007-2008
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✓

NOTE: Further actions suspended pending availability of necessary human resources.

Strategic Issue 3 - Developing and Improving Academic Programs

Subissue 1 - Providing educational programs that respond to current and emergent community needs and interests

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

- Key Performance Indicators:**
- (a) Number and nature of existing programs, options and/or profiles revised and implemented;
 - (b) Feedback from students;
 - (c) Feedback from universities;
 - (d) Feedback from employers;
 - (e) Retention rates in same program;
 - (f) Graduation rates in same program;
 - (g) University admission rates;
 - (h) Employment rates in relevant fields;
 - (i) Feedback from program evaluations

2004-2005	2005-2006	2006-2007	2007-2008
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	✓	✓	
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Goal 2. Ensure that existing programs in the Continuing Education sector respond to emerging needs and interests of students and employers in the communities we serve.

- Key Performance Indicators:**
- (a) Number and nature of existing programs, options and/or profiles revised and implemented;
 - (b) Feedback from students;
 - (c) Feedback from employers;
 - (d) Retention rates;
 - (e) Graduation rates
 - (f) Employment rates in relevant fields;
 - (g) Feedback from program evaluations

2004-2005	2005-2006	2006-2007	2007-2008
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	✓	✓	
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Goal 3. Develop, where feasible, new programs in the Regular Day sector that respond to emerging needs and interests of students, universities and employers in the communities we serve.

- Key Performance Indicators:**
- (a) Number and nature of new programs, options and/or profiles developed and implemented;
 - (b) Feedback from students;
 - (c) Feedback from universities;
 - (d) Feedback from employers;
 - (e) Retention rates in same program;
 - (f) Graduation rates in same program;
 - (g) University admission rates;
 - (h) Employment rates in relevant fields

2004-2005	2005-2006	2006-2007	2007-2008
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	✓	✓	
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Strategic Issue 3 - Developing and Improving Academic Programs

Subissue 1 - Providing educational programs that respond to current and emergent community needs and interests

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

- Key Performance Indicators:**
- (a) Number and nature of new programs, options and/or profiles developed and implemented;
 - (b) Feedback from students;
 - (c) Feedback from employers;
 - (d) Retention rates;
 - (e) Graduation rates;
 - (f) Employment rates in relevant fields

2004-2005	2005-2006	2006-2007	2007-2008
✓	✓	✓	

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

- Key Performance Indicators:**
- (a) New program development and revision system in place;
 - (b) Time required to complete a program development or revision;
 - (c) Human resources required to complete a program development or revision

2004-2005	2005-2006	2006-2007	2007-2008

NOTE: Further actions suspended pending availability of necessary human resources.

Subissue 2 - Ensuring program delivery that maximizes student learning

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

- Key Performance Indicators:**
- (a) Agreed-upon list of the kinds of information to be collected and the purposes for which it will be used

2004-2005	2005-2006	2006-2007	2007-2008
✓			

NOTE: Further actions suspended pending availability of necessary human resources.

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

- Key Performance Indicators:**
- (a) Necessary instruments have been acquired or developed

2004-2005	2005-2006	2006-2007	2007-2008

NOTE: Further actions suspended pending availability of necessary human resources.

Strategic Issue 3 - Developing and Improving Academic Programs

Subissue 2 - Ensuring program delivery that maximizes student learning

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

Key Performance Indicators: (a) Information is collected in an effective and efficient manner;
(b) Information is stored in an effective and efficient manner

2004-2005	2005-2006	2006-2007	2007-2008
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NOTE: Further actions suspended pending availability of necessary human resources.

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

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

2004-2005	2005-2006	2006-2007	2007-2008
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NOTE: Further actions suspended pending availability of necessary human resources.

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

Key Performance Indicators: (a) Kinds of pedagogical development and resources provided;
(b) Feedback from faculty;
(c) Feedback from students;
(d) Participation statistics;
(e) Course documents and evaluation tools

2004-2005	2005-2006	2006-2007	2007-2008
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✓	✓	✓	✓
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Goal 6. Design and implement systematic procedures for assessing the physical facility needs of programs (for purposes of teaching and learning) and evaluating the extent to which current facilities meet those needs.

Key Performance Indicators: (a) Regular reports identifying the needs and evaluating the extent to which they are being met

2004-2005	2005-2006	2006-2007	2007-2008
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✓	✓		
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Strategic Issue 3 - Developing and Improving Academic Programs

Subissue 2 - Ensuring program delivery that maximizes student learning

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

- Key Performance Indicators:** (a) Number and nature of renovations;
 (b) Feedback from faculty;
 (c) Feedback from students;
 (d) Feedback from professional and support staff

2004-2005	2005-2006	2006-2007	2007-2008
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✓

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

- Key Performance Indicators:** (a) Regular reports identifying the needs and evaluating the extent to which they are being met

2004-2005	2005-2006	2006-2007	2007-2008
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✓

✓

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

- Key Performance Indicators:** (a) Number and nature of replacements or acquisitions;
 (b) Feedback from faculty;
 (c) Feedback from students;
 (d) Feedback from professional and support staff

2004-2005	2005-2006	2006-2007	2007-2008
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✓

Strategic Issue 4 - Maintaining and Increasing Student Enrolment

Subissue 1 - Strengthening marketing and recruitment

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

Key Performance Indicators: (a) Target clienteles are identified for each current program

2004-2005	2005-2006	2006-2007	2007-2008
✓		✓	

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

Key Performance Indicators: (a) Number of applications received from targeted clienteles;
 (b) Number of requests for school visits;
 (c) Feedback from recruiters;
 (d) Number of locations receiving marketing materials;
 (e) Feedback from high school counsellors

2004-2005	2005-2006	2006-2007	2007-2008
✓	✓	✓	✓

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

Key Performance Indicators: (a) Application numbers from qualified candidates;
 (b) Enrolment rates of qualified candidates

2004-2005	2005-2006	2006-2007	2007-2008

NOTE: This goal is addressed through the actions of A4.S1.G2 above.

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

Key Performance Indicators: (a) Feedback from prospective students and enrolled students regarding perceptions of campus features and their influence on enrolment decisions

2004-2005	2005-2006	2006-2007	2007-2008
	✓	✓	

Strategic Issue 5 - Maintaining and Developing Human Resources

Subissue 1 - Recruiting and selecting the most appropriate candidates to fill anticipated vacancies

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

Key Performance Indicators: (a) Document describing the magnitude and strategic importance of projected retirements and departures by location and work area

2004-2005	2005-2006	2006-2007	2007-2008
✓		✓	

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

Key Performance Indicators: (a) Document describing the kinds of additional knowledge, skills and tools required

2004-2005	2005-2006	2006-2007	2007-2008
			✓

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

Key Performance Indicators: (a) Number and nature of measures implemented;
(b) Feedback from selection committee members

2004-2005	2005-2006	2006-2007	2007-2008
			✓

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

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

2004-2005	2005-2006	2006-2007	2007-2008
			✓

Strategic Issue 5 - Maintaining and Developing Human Resources

Subissue 2 - Orientation and integration of employees

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

- Key Performance Indicators:**
- (a) Document describing the general and position-specific orientation and integration needs of employees;
 - (b) Kinds of orientation and integration activities and measures implemented;
 - (c) Feedback from employees;
 - (d) Feedback from coordinators of employees' departments or services

2004-2005	2005-2006	2006-2007	2007-2008
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Subissue 3 - Evaluation of faculty to facilitate professional development and enhance program quality

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

- Key Performance Indicators:**
- (a) Extent of faculty involvement in the development process
 - (b) Annual percentage of faculty evaluated;
 - (c) Feedback from faculty who have been evaluated;
 - (d) Feedback from students on the quality of instruction;
 - (e) Annual costs (money, time and resources) of the evaluation process

2004-2005	2005-2006	2006-2007	2007-2008
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Subissue 4 - Facilitating professional development and training to meet both institutional and employee needs

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

- Key Performance Indicators:**
- (a) Needs assessment procedures implemented;
 - (b) Regularity with which needs assessment reports are produced;
 - (c) Feedback from employees;
 - (d) Feedback from coordinators of employees' departments or services

2004-2005	2005-2006	2006-2007	2007-2008
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Strategic Issue 5 - Maintaining and Developing Human Resources

Subissue 5 - Valuing and recognizing employee contributions

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

Key Performance Indicators: (a) Report, validated by faculty and staff, on the factors that influence employee motivation and morale

2004-2005	2005-2006	2006-2007	2007-2008
			✓

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

Key Performance Indicators: (a) Number and nature of measures implemented;
(b) Feedback from employees on the efficacy of the measures in improving conditions

2004-2005	2005-2006	2006-2007	2007-2008
			✓

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

Key Performance Indicators: (a) Number and nature of best practices implemented;
(b) Feedback from employees on the efficacy of the best practices in adequately recognizing employee contributions

2004-2005	2005-2006	2006-2007	2007-2008
			✓

NOTE: Further actions suspended until 2008-2009 pending revision of Bylaw 4 on the management of human resources.

Subissue 6 - Ensuring the delivery of adequate technical support

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

Key Performance Indicators: (a) Report identifying the technical support staffing needs at each location and the extent to which they are being met

2004-2005	2005-2006	2006-2007	2007-2008
			✓

Strategic Issue 5 - Maintaining and Developing Human Resources

Subissue 6 - Ensuring the delivery of adequate technical support

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

- Key Performance Indicators:**
- (a) Report describing ways and means of making more effective and efficient use of existing technical support resources at each location;
 - (b) Number and nature of measures implemented;
 - (c) Feedback from technical support users on the effectiveness and efficiency of the measures implemented;
 - (d) Feedback from technical support personnel on the effectiveness and efficiency of the measures implemented

2004-2005 2005-2006 2006-2007 2007-2008

NOTE: Further actions suspended as no longer relevant. This goal has been assimilated into regular operations.

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