



Strategic Plan 2004 - 2007

Action Plan for Strategic Issue 2

Facilitating and Enhancing Student Success

REVISED PLAN - Adopted by the Board of Governors - September 24, 2004

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Section 1

Student Success Goals and Actions for Champlain - Lennoxville

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

General Problem Situation	Students in 081.01 have lower than average course pass rate, frequently change programs and have low graduation rates
Immediate Success Problem	Low course success and problem in selecting appropriate program
Desired Long-term Outcomes	Higher course success, retention and graduation rates

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.

Goal Timeline: Year(s) 1-2-3 **Key Performance Indicators:** (a) Course pass rate;
(b) Course grades;
(c) Learning strategy inventories e.g. LASSI

Action	Year(s)	Evaluation Method(s)	Coordination
1 Provide a Study Skills Development course (360 BEA, 360 BFA) mandatory for incoming 081.01 students	1-2-3	(a) Course results; (b) Feedback from students	Academic Dean

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.

Goal Timeline: Year(s) 1-2-3 **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

Action	Year(s)	Evaluation Method(s)	Coordination
1 Provide career counselling services within Study Skills Development course	1-2-3	(a) Kinds of career counselling services provided; (b) Feedback from students	Academic Dean, Teacher of Study Skills Development course
2 Provide academic advising within Study Skills Development course	1-2-3	(a) Kinds of academic advising provided; (b) Feedback from students	Academic Dean, Teacher of Study Skills Development course

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Lennoxville - Problem 2 Target Population: Business (AMT) students

General Problem Situation Business students are not graduating because they leave after 4 terms to take full time jobs

Immediate Success Problem Students are not completing their DEC program

Desired Long-term Outcomes Graduation rates in Business will improve

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.

Goal Timeline: Year(s) 1-2-3

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

Action	Year(s)	Evaluation Method(s)	Coordination
1 Information campaign focusing on career opportunities of relevance to AMT students where a DEC is either required or of value	1-2-3	(a) Kinds of informational materials produced; (b) Feedback from students	Director of Student Services

Lennoxville - Problem 3 Target Population: Computer Information Systems students

General Problem Situation Students are not successful in their studies because of difficulties with 420-101-LE (Structured Programming) and 420-201-LE (Problem Solving and Program Design)

Immediate Success Problem Students fail 420-101-LE (Structured Programming) and 420-201-LE (Problem Solving and Program Design)

Desired Long-term Outcomes (1) Students will take 420-101-LE (Structured Programming) only once, succeeding on first try; (2) Students will take 420-201-LE (Problem Solving and Program Design) only once, succeeding on first try

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).

Goal Timeline: Year(s) 1-2-3

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

Action	Year(s)	Evaluation Method(s)	Coordination
1 Determine the course demands which are problematic to the success of students	1	(a) A list of problems generated	Academic Dean, Coordinator of CIS
2 Design and implement faculty- or peer-led workshops/ tutorials which focus on identified problems	1-2-3	(a) Workshops/tutorials provided, (b) Course pass rate; (c) Usage statistics	Academic Dean, Coordinator of CIS

Lennoxville - Problem 3 [Continued] 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). [Continued]

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).

Goal Timeline: Year(s) 1-2-3 **Key Performance Indicators:** (a) Improved course pass rates;
(b) Improved course averages;
(c) Course evaluations

Action	Year(s)	Evaluation Method(s)	Coordination
1 Consultation with CIS faculty to determine what kinds of curriculum changes are needed	1	(a) Document describing necessary curriculum changes	Academic Dean, Coordinator of CIS
2 Design and implement changes in the curriculum	2-3	(a) Nature of curriculum changes implemented; (b) Feedback from faculty; (c) Feedback from students; (d) Course results	Academic Dean, Coordinator of CIS

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.

Goal Timeline: Year(s) 1-2-3 **Key Performance Indicators:** (a) Improved course pass rates;
(b) Improved course averages;
(c) Course evaluations

Action	Year(s)	Evaluation Method(s)	Coordination
1 Consultation with CIS faculty to determine the kinds of pedagogical changes needed	1	(a) Document describing the necessary pedagogical changes	Academic Dean
2 Design and implement the identified pedagogical changes	2-3	(a) Nature of pedagogical changes implemented; (b) Feedback from teachers; (c) Feedback from students; (d) Course results	Academic Dean

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Lennoxville - Problem 4 Target Population: Computer Information Systems students

General Problem Situation Students have difficulty in completing assignments unless they have access to course software on their home computers. Normal software licenses prohibit this.

Immediate Success Problem Restrictions on use of course software

Desired Long-term Outcomes Students can legally use course software on their home computers

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.

Goal Timeline: Year(s) 1-2-3

Key Performance Indicators:

Action	Year(s)	Evaluation Method(s)	Coordination
1 Maintain a subscription to the MSDN Academic Alliance	1-2-3	(a) Annual licensing agreement	CIS Program Coordinator

Lennoxville - Problem 5 Target Population: Students in Technical Programs

General Problem Situation Technical students achieve low passing grades and grade averages in General Education courses because they don't find them practical or relevant to their career choices.

Immediate Success Problem Low pass rates and course grades in General Education courses.

Desired Long-term Outcomes Improved General Education course pass rate and improved course averages

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.

Goal Timeline: Year(s) 1-2-3

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

Action	Year(s)	Evaluation Method(s)	Coordination
1 Consultation between technical and General Education teachers to determine ways of making General Education courses more relevant to students in technical programs	1	(a) Document describing measures that can be taken to increase the relevance of General Education courses	Academic Dean

Lennoxville - Problem 5 [Continued] 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 [Continued]

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

Goal Timeline: Year(s) 1-2-3 **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

Action	Year(s)	Evaluation Method(s)	Coordination
1 Provide effective academic advising services to students during regular course registration periods and on a drop-in basis	1-2-3	(a) Students complete General Education courses	Student Services
2 Emphasise the importance of General Education courses during Orientation	1-2-3	(a) Technical students complete General Education courses	Academic Dean

Lennoxville - Problem 6 Target Population: Science students

General Problem Situation Math, Physics and Chemistry courses with historically low pass rates and/or course averages indicate a need for peer tutoring and other forms of academic support.

Immediate Success Problem Students are having difficulty meeting the demands of Math, Physics and Chemistry courses.

Desired Long-term Outcomes Improved performance levels in Math, Physics and Chemistry courses.

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.

Goal Timeline: Year(s) 1-2-3 **Key Performance Indicators:** (a) Usage statistics;
(b) Feedback from students;
(c) Course results

Action	Year(s)	Evaluation Method(s)	Coordination
1 Provide peer tutoring services to Science students for Chemistry, Physics and Mathematics	1	(a) Usage statistics; (b) Feedback from students; (c) Course results	Academic Dean, Program Coordinator

Action Plan (2004-2007) for Strategic Issue 2 - Facilitating and Enhancing Student Success

Lennoxville - Problem 7 Target Population: Social Science students

General Problem Situation	Students are not successful in their studies because of difficulties with 360-300-RE (Quantitative Methods) and 383-920-LE (Macroeconomics)
Immediate Success Problem	Students fail 360-300-RE (Quantitative Methods) and 383-920-LE (Macroeconomics)
Desired Long-term Outcomes	(1) Students will take 360-300-RE (Quantitative Methods) only once, succeeding on first try; (2) Students will take 383-920-LE (Macroeconomics) only once, succeeding on first try.

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).

Goal Timeline: Year(s) 1-2

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

Action	Year(s)	Evaluation Method(s)	Coordination
1 Review evaluation materials with teachers to identify areas of inconsistency or inequality across course sections of 360-300-RE (Quantitative Methods) and 383-920-LE (Macroeconomics)	1	(a) Document identifying areas of inconsistency or inequality across course sections	Academic Dean, Social Science Program Coordinator
2 Work with teachers to establish common evaluation criteria for all courses of 360-300-RE (Quantitative Methods) and 383-920-LE (Macroeconomics).	1	(a) Common set of evaluation criteria established for each of the two courses	Academic Dean, Social Science Program Coordinator
3 Revise evaluation methods for all course sections of 360-300-RE (Quantitative Methods) and 383-920-LE (Macroeconomics) to ensure consistency with the common evaluation criteria	1	(a) Proportion of evaluation materials that conform to the common evaluation criteria established for the course	Academic Dean, Social Science Program Coordinator
4 Implement the revised evaluation methods in all course sections of 360-300-RE (Quantitative Methods) and 383-920-LE (Macroeconomics)	2-3	(a) Comparison of evaluation materials from different sections of the course; (b) Comparison of course passrates across sections of the course; (c) Comparison of course grades across sections of the course	Academic Dean, Social Science Program Coordinator

Lennoxville - Problem 7 [Continued] 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)

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

Goal Timeline: Year(s) 1-2-3 **Key Performance Indicators:** (a) Improved course pass rates;
(b) Improved course averages;
(c) Assistance usage statistics

Action	Year(s)	Evaluation Method(s)	Coordination
1 Determine the course demands which are problematic and/or impede the success of students	1	(a) Problematic course demands determined	Academic Dean, Social Science Program Coordinator
2 Design and implement faculty- or peer-led workshops/tutorials that focus on the specific problems	1-2-3	(a) Workshops/tutorials provided; (b) Course pass rates; (c) Usage statistics	Academic Dean, Social Science Program Coordinator

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).

Goal Timeline: Year(s) 1-2-3 **Key Performance Indicators:** (a) Improved course pass rates;
(b) Improved course averages;
(c) Course evaluations

Action	Year(s)	Evaluation Method(s)	Coordination
1 Consultation with course teachers to determine what kinds of curriculum changes are needed	1	(a) Document describing necessary curriculum changes	Academic Dean, Social Science Program Coordinator
2 Design and implement changes in the curriculum	2-3	(a) Nature of curriculum changes implemented; (b) Feedback from faculty; (c) Feedback from students; (d) Course results	Academic Dean, Social Science Program Coordinator

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.

Goal Timeline: Year(s) 1-2-3 **Key Performance Indicators:** (a) Improved course pass rates;
(b) Improved course averages;
(c) Course evaluations

Action	Year(s)	Evaluation Method(s)	Coordination
1 Consultation with course teachers to determine the kinds of pedagogical changes needed	1	(a) Document describing the necessary pedagogical changes	Academic Dean

Lennoxville - Problem 7 [Continued] 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 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. [Continued]

Action	Year(s)	Evaluation Method(s)	Coordination
2 Design and implement the identified pedagogical changes	2-3	(a) Nature of pedagogical changes implemented; (b) Feedback from teachers; (c) Feedback from students; (d) Course results	Academic Dean

Lennoxville - Problem 8 Target Population: Social Science (Commerce) students

General Problem Situation Students are off profile and have low overall averages

Immediate Success Problem Students are failing 201-103-LE (Differential Calculus)

Desired Long-term Outcomes Students will graduate on time and with better averages

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.

Goal Timeline: Year(s) 1-2-3 **Key Performance Indicators:** (a) Improved performance on early class tests

Action	Year(s)	Evaluation Method(s)	Coordination
1 Develop communication/liason with feeder schools	1	(a) Feeder schools communicated with	Academic Dean, Social Science Program Coordinator
2 Invite high school math teachers to CRC in order to create appropriate curricular links between Math 536 and 201-103-LE	1	(a) Presentation attended by high school math teachers	Academic Dean, Social Science Program Coordinator

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

Goal Timeline: Year(s) 1-2-3 **Key Performance Indicators:** (a) Self-reports from students of improvements in areas of weakness;
(b) Improved course pass rates;
(c) Improved course averages

Action	Year(s)	Evaluation Method(s)	Coordination
1 Determine the course demands which are problematic to the success of students	1	(a) A list of problems generated	Academic Dean, Social Science Program Coordinator

Lennoxville - Problem 8 [Continued] 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. [Continued]

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

Action	Year(s)	Evaluation Method(s)	Coordination
2 Design and implement workshops/ tutorials which focus on specific problems	1	(a) Workshops/tutorials provided, (b) Course pass rate	Academic Dean, Social Science Program Coordinator

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.

Goal Timeline: Year(s) 1-2-3 **Key Performance Indicators:** (a) Improved performance on early class tests;
(b) Improved course pass rates;
(c) Improved course averages;
(d) Feedback from students

Action	Year(s)	Evaluation Method(s)	Coordination
1 Consultation with course teachers to determine what kinds of curriculum changes are needed	1	(a) Document describing necessary curriculum changes	Academic Dean
2 Design and implement changes in the curriculum	2-3	(a) Nature of curriculum changes implemented; (b) Feedback from faculty; (c) Feedback from students; (d) Course results	Academic Dean

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.

Goal Timeline: Year(s) 1-2-3 **Key Performance Indicators:** (a) Improved performance on early class tests;
(b) Improved course pass rates;
(c) Improved course averages;
(d) Feedback from students

Action	Year(s)	Evaluation Method(s)	Coordination
1 Consultation with course teachers to determine the kinds of pedagogical changes needed	1	(a) Document describing the necessary pedagogical changes	Academic Dean
2 Design and implement the identified pedagogical changes	2-3	(a) Nature of pedagogical changes implemented; (b) Feedback from teachers; (c) Feedback from students; (d) Course results	Academic Dean

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Lennoxville - Problem 9 Target Population: Fine Arts students

General Problem Situation Students are leaving the college without graduation because they don't complete their general education courses

Immediate Success Problem Students not completing their general education courses

Desired Long-term Outcomes Increased graduation rates

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.

Goal Timeline: Year(s) 1-2-3 **Key Performance Indicators:** (a) Feedback from students

Action	Year(s)	Evaluation Method(s)	Coordination
1 Provide effective academic advising services to students during regular course registration periods and on a drop-in basis	1-2-3	(a) Fine Arts students complete General Education courses	Student Services
2 Emphasize the importance of General Education courses during Orientation	1-2-3	(a) Fine Arts students complete General Education courses	Academic Dean, Fine Arts teachers

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

Goal Timeline: Year(s) 1-2-3 **Key Performance Indicators:** (a) Feedback from teachers;
(b) Feedback from students;
(c) Course pass rates

Action	Year(s)	Evaluation Method(s)	Coordination
1 Consultation between Fine Arts and General Education teachers to determine ways of making General Education courses more relevant to Fine Arts students	1	(a) Document describing measures that can be taken to increase the relevance of General Education courses	Academic Dean

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.

Goal Timeline: Year(s) 1-2-3 **Key Performance Indicators:** (a) Graduation rates;
(b) Feedback from students

Action	Year(s)	Evaluation Method(s)	Coordination
1 Information campaign focusing on educational opportunities of relevance to Fine Arts students where a DEC is either required or of value	1-2-3	(a) Kinds of informational materials produced; (b) Feedback from students	Director of Student Services

Lennoxville - Problem 9 [Continued] Target Population: Fine Arts students

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

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

Action	Year(s)	Evaluation Method(s)	Coordination
2 Information campaign focusing on career opportunities of relevance to Fine Arts students where a DEC is either required or of value	1-2-3	(a) Kinds of informational materials produced; (b) Feedback from students	Director of Student Services

Lennoxville - Problem 10 Target Population: Bylaw 8 students

General Problem Situation Even when readmitted on probation, a significant proportion of Bylaw 8 students still fail 2 or more courses. Of these, many eventually leave the college prior to completing their DEC

Immediate Success Problem Continuing academic difficulties of Bylaw 8 students

Desired Long-term Outcomes Bylaw 8 students would graduate in PPT+2 with better averages

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

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

Goal Timeline: Year(s) 1-2-3 **Key Performance Indicators:** (a) Number and nature of support measures implemented

Action	Year(s)	Evaluation Method(s)	Coordination
1 Provide sufficient staff with appropriate educational skills to supervise all readmitted Bylaw 8 students	1-2-3	(a) All readmitted Bylaw 8 students will be personally supervised	Campus Director

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.

Goal Timeline: Year(s) 1 **Key Performance Indicators:** (a) Course pass rates;
(b) Course grades;
(c) Average grades for the semester

Action	Year(s)	Evaluation Method(s)	Coordination
1 Research study to determine the differences between successful and unsuccessful Bylaw 8 students	1	(a) Research report	Readmissions Supervisors

Lennoxville - Problem 10 [Continued] Target Population: Bylaw 8 students

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

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

Goal Timeline: Year(s) 2-3

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

Action	Year(s)	Evaluation Method(s)	Coordination
1 TO BE DETERMINED	2	(a) To be determined	Readmissions Supervisors

Lennoxville - Problem 11 Target Population: Male students

General Problem Situation Male students are not passing their courses at the same rate as female students

Immediate Success Problem Lower course pass rate than female students

Desired Long-term Outcomes (1) Increased course pass rates and class averages for male students; (2) Males students would have a clearer idea of career path

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

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

Goal Timeline: Year(s) 1-2-3

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

Action	Year(s)	Evaluation Method(s)	Coordination
1 Design and conduct a needs assessment and evaluation of the specific needs of male students	1	(a) Completed needs assessment and evaluation plan	Educational Skills Specialist
2 Determine what modifications to the curriculum can be effected and develop an action plan	1-2	(a) An action plan with a list of proposed modifications	Educational Skills Specialist
3 Implement the action plan	2-3	(a) Modifications effected	Educational Skills Specialist

Lennoxville - Problem 11 [Continued] Target Population: Male students

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

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

Goal Timeline: Year(s) 1-2-3

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

Action	Year(s)	Evaluation Method(s)	Coordination
1 Design and conduct a needs assessment and evaluation of the differences between the current pedagogy and learning needs of male students of male students.	1	(a) Completed needs assessment and evaluation plan	Educational Skills Specialist
2 Determine what modifications to the existing course pedagogy can feasibly undertaken and develop an action plan	1-2	(a) An action plan with a list of proposed modifications	Academic Dean
3 Implement the action plan	2-3	(a) Modifications effected	Educational Skills Specialist

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.

Goal Timeline: Year(s) 1-2-3

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

Action	Year(s)	Evaluation Method(s)	Coordination
1 Provide appropriate career counselling for male students	1-2-3	(a) Utilization of Career Centre	Career Centre Director

Lennoxville - Problem 12 Target Population: Francophone students

General Problem Situation Many francophone students take a longer time to graduate because of failing and having to repeat language intensive introductory core courses

Immediate Success Problem Francophone students failing language intensive introductory core courses in the first semester

Desired Long-term Outcomes Students will graduate in PPT+2

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.

Goal Timeline: Year(s) 1-2-3

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

Action	Year(s)	Evaluation Method(s)	Coordination
1 Encourage registration in the English Advantage Program for students with very low evaluations on the English Placement Essay	1-2-3	(a) Students pass intro courses the first time; (b) Registration rates in English Advantage Program	Admissions, Academic Advisors
2 Mandatory attendance in conversation groups for students in English Advantage	1-2-3	(a) Attendance records; (b) Course grades	Learning Centre Coordinator
3 Mandatory attendance at Reading and Writing Workshop for students in English Advantage	1-2-3	(a) Attendance records; (b) Course grades	Learning Centre Coordinator
4 Students who successfully complete 603-BEG-04 (Peer Tutoring) will be engaged to provide English tutoring services	1-2-3	(a) Usage statistics; (b) Feedback from students; (c) Course results for students using the service	Academic Dean, Learning Centre Coordinator

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

Goal Timeline: Year(s) 1-2-3

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

Action	Year(s)	Evaluation Method(s)	Coordination
1 Students will be encouraged to take a reduced load or English Advantage in first semester	1-2-3	(a) Course load statistics by level of language proficiency; (b) First semester pass rates in relation to course loads and language proficiency level	Academic Advisors

Lennoxville - Problem 12 [Continued] 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 [Continued]

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

Action	Year(s)	Evaluation Method(s)	Coordination
2 Students will be advised not to take language-heavy courses in first semester	1-2-3	(a) Registration rates in language-heavy courses in first semester, by level of language proficiency; (b) First semester pass rates by level of language proficiency and number of language-heavy courses	Academic Advisors

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

Goal Timeline: Year(s) 1-2 **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

Action	Year(s)	Evaluation Method(s)	Coordination
1 Consultation between Academic Dean and Social Science Steering Committee to determine what kinds of curriculum changes are likely to be effective and feasible	1	(a) Document describing recommended curriculum changes	Academic Dean

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

Goal Timeline: Year(s) 1-2 **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

Action	Year(s)	Evaluation Method(s)	Coordination
1 Consultation between Academic Dean and Social Science Steering Committee to determine what kinds of pedagogical changes are likely to be effective and feasible	1	(a) Document describing recommended pedagogical changes	Academic Dean

Action Plan (2004-2007) for Strategic Issue 2 - Facilitating and Enhancing Student Success

Lennoxville - Problem 13 Target Population: Student athletes

General Problem Situation Student athletes perform poorly in many of their courses (either failing or achieving low passing grades) because of insufficient academic motivation and/or inappropriate learning strategies and habits

Immediate Success Problem Poor performance in courses

Desired Long-term Outcomes Improved academic performance by 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.

Goal Timeline: Year(s) 1-2-3 **Key Performance Indicators:** (a) Course pass rates;
(b) Course grades

Action	Year(s)	Evaluation Method(s)	Coordination
1 Provide a study hall program for student athletes that includes tutoring support and close monitoring of academic progress	1-2-3	(a) Feedback from student athletes; (b) Feedback from supervising coach; (c) Course pass rates; (d) Course grades	Director of Athletics
2 Provide career counselling services specifically designed for student athletes	1-2-3	(a) Kinds of career counselling services provided; (b) Usage statistics; (c) Feedback from student athletes	Director of Student Services

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

Goal Timeline: Year(s) 1-2-3 **Key Performance Indicators:** (a) Number and nature of awards implemented;
(b) Semester average grades

Action	Year(s)	Evaluation Method(s)	Coordination
1 Provide awards and certificates to be awarded publicly praising academic efforts of student athletes	1-2-3	(a) Kinds of awards and certificates presented; (b) Feedback from student athletes	Academic Dean, Director of Student Services

Lennoxville - Problem 13 [Continued] Target Population: Student athletes

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.

Goal Timeline: Year(s) 1-2-3

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

Action	Year(s)	Evaluation Method(s)	Coordination
1 Require registration in a study skills development course for academically weak student athletes	1-2-3	(a) Number of athletes registered study skills development course; (b) Course pass rates; (c) Course grades	Academic Dean, Teacher of Study Skills Development course

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

General Problem Situation Although we are aware that select groups of students are faced with particular concerns which may or may not impede their abilities to meet the demands of college-level study, the needs of students in residence, students with part-time jobs of 15 hours or more and out of province students have not been examined to determine what factors differentiate successful and unsuccessful students

Immediate Success Problem The particular needs concerning the factors which differentiate successful and unsuccessful students within a specific group of students have not been examined

Desired Long-term Outcomes Information base concerning the factors contributing to the success of 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

Goal Timeline: Year(s) 1

Key Performance Indicators: (a) Report outlining the challenges

Action	Year(s)	Evaluation Method(s)	Coordination
1 Conduct interviews and focus groups with residence students and professional staff to determine the challenges associated with living in residence	1	(a) Report describing the results of the interviews and focus groups	Academic Dean, Director of Student Services

Lennoxville - Problem 14 [Continued] 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

Goal Timeline: Year(s) 1 **Key Performance Indicators:** (a) Report describing the kinds of assistance needed

Action	Year(s)	Evaluation Method(s)	Coordination
1 Develop an action plan of feasible interventions for assisting residence students in dealing with the identified challenges	1	(a) Action plan completed	Academic Dean, Director of Student Services

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

Goal Timeline: Year(s) 1 **Key Performance Indicators:** (a) Report outlining the challenges

Action	Year(s)	Evaluation Method(s)	Coordination
1 Conduct interviews and focus groups with working students and professional staff to determine the challenges associated with working more than 15 hours per week	1	(a) Report describing the results of the interviews and focus groups	Academic Dean, Director of Student Services

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

Goal Timeline: Year(s) 1 **Key Performance Indicators:** (a) Report describing the kinds of assistance needed

Action	Year(s)	Evaluation Method(s)	Coordination
1 Develop an action plan of feasible interventions for assisting students who work more than 15 hours per week in dealing with the identified challenges	1	(a) Action plan completed	Academic Dean, Director of Student Services

Lennoxville - Problem 14 [Continued] 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

Goal Timeline: Year(s) 1

Key Performance Indicators: (a) Report outlining the challenges

Action	Year(s)	Evaluation Method(s)	Coordination
1 Conduct interviews and focus groups with students and professional staff to determine the challenges associated with being an out-of-province student	1	(a) Report describing the results of the interviews and focus groups	Academic Dean, Director of Student Services

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

Goal Timeline: Year(s) 1

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

Action	Year(s)	Evaluation Method(s)	Coordination
1 Develop an action plan of feasible interventions for assisting out-of-province students in dealing with the identified challenges	1	(a) Action plan completed	Academic Dean, Director of Student Services

Lennoxville - Problem 15 Target Population: Graduating students

General Problem Situation We need to explicitly value and recognize the accomplishments of students in completing their DEC's.

Immediate Success Problem We need to explicitly value and recognize the accomplishments of students in completing their DEC's.

Desired Long-term Outcomes Graduating students feel that their academic accomplishments are valued and recognized by the college.

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.

Goal Timeline: Year(s) 1-2-3

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

Action	Year(s)	Evaluation Method(s)	Coordination
1 Provide a public ceremony celebrating DEC graduates	1-2-3	(a) Public ceremony	Director of Student Services, Academic Dean, CSA
2 Provide program achievement awards	1-2-3	(a) Awards awarded	Director of Student Services, Academic Dean, CSA

Lennoxville - Problem 15 [Continued] Target Population: Graduating students

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

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

Action	Year(s)	Evaluation Method(s)	Coordination
3 Publish list of graduates in local French and English newspapers	1-2-3	(a) List published	Director of Student Services, Academic Dean, CSA

Lennoxville - Problem 16 Target Population: All students

General Problem Situation Students are not provided with sufficiently detailed feedback on their academic progress early enough in the semester to aid them in identifying areas of risk and responding appropriately while there is still time to rectify the situation

Immediate Success Problem Students lack timely and appropriate feedback on their overall academic progress

Desired Long-term Outcomes (1) Students will be more aware of their mid-semester standing; (2) Effective and timely mid-term reporting system

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

Goal Timeline: Year(s) 1 **Key Performance Indicators:** (a) Document describing the kinds of information that students will need

Action	Year(s)	Evaluation Method(s)	Coordination
1 Working with teachers, and drawing on the relevant research literature, identify the kinds of feedback information that students should be receiving	1	(a) Document describing the kinds of information that students will need	Registrar

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

Goal Timeline: Year(s) 1 **Key Performance Indicators:** (a) Document describing the necessary kinds of classroom assessment

Action	Year(s)	Evaluation Method(s)	Coordination
1 Working with teachers, and drawing on the relevant research literature, identify the kinds of classroom assessment methods necessary for producing the desired feedback information	1	(a) Document describing the necessary kinds of classroom assessment	Registrar, Academic Dean

Lennoxville - Problem 16 [Continued] Target Population: All students

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

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

Goal Timeline: Year(s) 1

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

Action	Year(s)	Evaluation Method(s)	Coordination
1 Evaluate current feedback practices in terms of the extent to which they make use of appropriate classroom evaluation methods and provide the necessary information to students	1	(a) Evaluation report identifying strengths and weaknesses	Registrar

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.

Goal Timeline: Year(s) 2-3

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

Action	Year(s)	Evaluation Method(s)	Coordination
1 Revise mid-term feedback practices according to the results of the evaluations	2-3	(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	Registrar

Lennoxville - Problem 17 Target Population: All students

General Problem Situation Several program evaluations have identified career counselling, academic advising and orientation activities as either inadequate or inconstant

Immediate Success Problem Possible inconsistencies or inadequacies in the delivery of services in key student services areas

Desired Long-term Outcomes Student services will meet the general and program specific needs of students in an effective and consistent manner

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.

Goal Timeline: Year(s) 1-2-3 **Key Performance Indicators:** (a) Career Development Centre established;
(b) Usage statistics;
(c) Feedback from students

Action	Year(s)	Evaluation Method(s)	Coordination
1 Develop and maintain a Career Development Centre that includes an up-to-date career library	1-2-3	(a) Career Development Centre established; (b) Career library updated	Learning Centre Coordinator
2 Provide the services of a career counsellor and career librarian	1-2-3	(a) Career counsellor and career librarian provided	Director of Student Services

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.

Goal Timeline: Year(s) 1 **Key Performance Indicators:** (a) Assessment report detailing the needs of students and the extent to which they are being met

Action	Year(s)	Evaluation Method(s)	Coordination
1 Design and conduct a needs assessment and evaluation of career counselling, academic advising and orientation as part of a broader evaluation of Student Services	1	(a) Report describing the results of the needs assessment and service evaluation	Academic Dean, Evaluation committee

Lennoxville - Problem 17 [Continued] 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 3 Revise, as feasible, the kinds and delivery methods of career counselling based upon the results of a needs assessment and service evaluation.

Goal Timeline: Year(s) 1-2-3 **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

Action	Year(s)	Evaluation Method(s)	Coordination
1 Develop an action plan for implementing feasible changes to career counselling services based on the results of the needs assessment and service evaluation	1	(a) Action plan completed	Director of Student Services
2 Implement revisions to career counselling as detailed in the action plan	2-3	(a) Revisions implemented; (b) Students report that their general and program-specific needs are being met in an effective and consistent manner; (c) Usage statistics	Director of Student Services

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

Goal Timeline: Year(s) 1-2-3 **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

Action	Year(s)	Evaluation Method(s)	Coordination
1 Develop an action plan for implementing feasible changes to academic advising services based on the results of the needs assessment and service evaluation	1	(a) Action plan completed	Director of Student Services
2 Implement revisions to academic advising as specified in the action plan	2-3	(a) Revisions implemented; (b) Students report that their general and program-specific needs are being met in an effective and consistent manner; (c) Usage statistics	Director of Student Services

Lennoxville - Problem 17 [Continued] 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.

Goal Timeline: Year(s) 1-2-3 **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

Action	Year(s)	Evaluation Method(s)	Coordination
1 Develop an action plan for implementing feasible changes to new student orientation based on the results of the needs assessment and service evaluation	1	(a) Action plan completed	Director of Student Services
2 Implement revisions to new student orientation as detailed in the action plan	2-3	(a) Revisions implemented; (b) Students report that their general and program-specific needs are being met in an effective and consistent manner; (c) Usage statistics	Director of Student Services

Lennoxville - Problem 18 Target Population: All students

General Problem Situation Students need professional assistance to deal with personal and/or psychological issues that are interfering with their studies

Immediate Success Problem Ensuring that students have timely access to effective psychological services

Desired Long-term Outcomes Students will be able to access psychological services in a timely manner

Obstacle 1 Timely access to effective psychological services

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

Goal Timeline: Year(s) 1-2-3 **Key Performance Indicators:** (a) Usage statistics;
 (b) Clients report being seen in a timely fashion;
 (c) Clients report that they received effective assistance

Action	Year(s)	Evaluation Method(s)	Coordination
1 Provide professional psychological services to students on a by-appointment basis	1-2-3	(a) Professional services provided; (b) Usage statistics; (c) Clients report being seen in a timely fashion; (d) Clients report that they received effective assistance	Campus Director, Director of Student Services

Lennoxville - Problem 18 [Continued] Target Population: All students

Obstacle 1 Timely access to effective psychological services [Continued]

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

Action	Year(s)	Evaluation Method(s)	Coordination
2 Provide effective and timely referrals to a professional psychologist for students in need of psychological assistance	1-2-3	(a) Clients report being seen in a timely fashion	Director of Student Services

Lennoxville - Problem 19 Target Population: All students

General Problem Situation Low utilization of Learning Centre services by students

Immediate Success Problem Low numbers of students are making use of the services of the Learning Centre

Desired Long-term Outcomes Students would utilize the Reading & Writing Workshop and Study Skills Lab services more frequently

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.

Goal Timeline: Year(s) 1-2-3 **Key Performance Indicators:** (a) Course pass rate;
(b) Course grades;
(c) Usage statistics

Action	Year(s)	Evaluation Method(s)	Coordination
1 Reading Writing Workshop staff will go to specific English classes in the first 3 weeks to explain services	1-2-3	(a) Classroom visits; (b) Usage statistics	Learning Centre Coordinator
2 Learning Centre staff will produce and will provide hand-outs and posters describing services	1-2-3	(a) Hand-outs and posters distributed	Learning Centre Coordinator
3 Reading Writing Workshop staff will be involved in Orientation activities	1-2-3	(a) Involvement in Orientation activities	Learning Centre Coordinator

Lennoxville - Problem 19 [Continued] Target Population: All students

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.

Goal Timeline: Year(s) 1

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

Action	Year(s)	Evaluation Method(s)	Coordination
1 Working with the Literacy Across the Curriculum Committee, design and conduct a survey to (a) assess the general and program-specific reading/writing support needs of students and (b) evaluate the extent to which those needs are being met by existing services	1	(a) Document describing the results of the needs assessment and service evaluation	Learning Centre Coordinator

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.

Goal Timeline: Year(s) 1-2-3

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

Action	Year(s)	Evaluation Method(s)	Coordination
1 Develop an action plan for implementing feasible changes to Reading/Writing Workshop services based on the results of the needs assessment and service evaluation	1	(a) Action plan completed	Learning Centre Coordinator
2 Implement modifications to Reading/Writing Workshop services as detailed in the action plan	2-3	(a) Nature of revisions implemented; (b) Usage statistics; (c) Feedback from students	Learning Centre Coordinator

Lennoxville - Problem 19 [Continued] Target Population: All students

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.

Goal Timeline: Year(s) 1

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

Action	Year(s)	Evaluation Method(s)	Coordination
1 Design and conduct a survey to (a) assess the general and program-specific study skills support needs of students and (b) evaluate the extent to which those needs are being met by existing services	1	(a) Document describing the results of the needs assessment and service evaluation	Learning Centre Coordinator

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

Goal Timeline: Year(s) 1-2-3

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

Action	Year(s)	Evaluation Method(s)	Coordination
1 Develop an action plan for implementing feasible revisions to the services provided by the Study Skills Lab based on the results of a needs assessment and service evaluation	1	(a) Action plan completed	Learning Centre Coordinator
2 Implement modifications to the Study Skills Lab as detailed in the action plan	2-3	(a) Nature of revisions implemented; (b) Usage statistics; (c) Feedback from students	Learning Centre Coordinator

Action Plan (2004-2007) for Strategic Issue 2 - Facilitating and Enhancing Student Success

Lennoxville - Problem 20 Target Population: All students

General Problem Situation Students need to have the opportunity to participate in co-curricular activities that will enrich their educational experience and expand upon what they are learning in the classroom.

Immediate Success Problem Providing students with co-curricular activities appropriate to their program of study.

Desired Long-term Outcomes Students acquire meaningful learning outside the classroom.

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.

Goal Timeline: Year(s) 1-2-3

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

Action	Year(s)	Evaluation Method(s)	Coordination
1 Provide co-curricular activities (fieldtrips, speakers, etc.) for Special Care Counselling	1-2-3	(a) Numbers of students participating; (b) Feedback from participants; (c) Kinds of co-curricular activities implemented	Academic Dean, Program Coordinator
2 Provide co-curricular activities (fieldtrips, speakers, etc.) for Business Administration	1-2-3	(a) Numbers of students participating; (b) Feedback from participants; (c) Kinds of co-curricular activities implemented	Academic Dean, Program Coordinator
3 Provide co-curricular activities (fieldtrips, speakers, etc.) for Computer Information Systems	1-2-3	(a) Numbers of students participating; (b) Feedback from participants; (c) Kinds of co-curricular activities implemented	Academic Dean, Program Coordinator
4 Provide co-curricular activities (fieldtrips, speakers, etc.) for Science	1-2-3	(a) Numbers of students participating; (b) Feedback from participants; (c) Kinds of co-curricular activities implemented	Academic Dean, Program Coordinator
5 Provide co-curricular activities (fieldtrips, speakers, etc.) for Social Science	1-2-3	(a) Numbers of students participating; (b) Feedback from participants; (c) Kinds of co-curricular activities implemented	Academic Dean, Program Coordinator
6 Provide co-curricular activities (fieldtrips, speakers, etc.) for Liberal Arts	1-2-3	(a) Numbers of students participating; (b) Feedback from participants; (c) Kinds of co-curricular activities implemented	Academic Dean, Program Coordinator

Lennoxville - Problem 20 [Continued] Target Population: All students

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

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

Action	Year(s)	Evaluation Method(s)	Coordination
7 Provide co-curricular activities (fieldtrips, speakers, etc.) for Fine Arts	1-2-3	(a) Numbers of students participating; (b) Feedback from participants; (c) Kinds of co-curricular activities implemented	Academic Dean, Program Coordinator
8 Provide co-curricular activities (fieldtrips, speakers, etc.) for Creative Arts	1-2-3	(a) Numbers of students participating; (b) Feedback from participants; (c) Kinds of co-curricular activities implemented	Academic Dean, Program Coordinator
9 Provide co-curricular activities (fieldtrips, speakers, etc.) for Languages	1-2-3	(a) Numbers of students participating; (b) Feedback from participants; (c) Kinds of co-curricular activities implemented	Academic Dean, Program Coordinator
10 Provide co-curricular activities (fieldtrips, speakers, etc.) for students in English.	1-2-3	(a) Number of students participating; (b) Feedback from participants; (c) Kinds of co-curricular activities implemented	Academic Dean, Department Coordinator

Lennoxville - Problem 21 Target Population: All students

General Problem Situation Students are unable to work on their assignments when it is most convenient for them because of limited hours of operation.

Immediate Success Problem The regular computer lab hours are either inconvenient or insufficient to meet the needs of students.

Desired Long-term Outcomes Students will have the opportunity to complete their assignments in a timely manner

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.

Goal Timeline: Year(s) 1-2-3 **Key Performance Indicators:** (a) Number of hours of additional operation;
(b) Feedback from students

Action	Year(s)	Evaluation Method(s)	Coordination
1 Provide additional computer lab hours appropriate to student needs at different times of the semester	1-2-3	(a) Students' need met	Manager of Buildings and Equipment

Action Plan (2004-2007) for Strategic Issue 2 - Facilitating and Enhancing Student Success

Lennoxville - Problem 22 Target Population: Faculty

General Problem Situation	Faculty do not have access to recent publications addressing student success matters and teaching and learning in higher education.
Immediate Success Problem	Limited availability of reference materials pertinent to student success, teaching and learning
Desired Long-term Outcomes	Teachers will be exposed to new ideas and practices likely to enhance student learning and success

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.

Goal Timeline: Year(s) 1-2-3 **Key Performance Indicators:** (a) Number and kind of acquisitions;
(b) Feedback from teachers

Action	Year(s)	Evaluation Method(s)	Coordination
1 Renew subscriptions to educational journals	1-2-3	(a) Current education journals	Academic Dean
2 Provide access to all teachers	1-2-3	(a) Easy access for all teachers	Academic Dean
3 Provide adequate budget to buy new/current publications relevant to CRC teaching	1-2-3	(a) New/current publications available	Academic Dean

Lennoxville - Problem 23 Target Population: Faculty, staff and students

General Problem Situation	The majority of faculty, staff and students are unaware of the kinds of student success initiatives being undertaken by members of the college community.
Immediate Success Problem	The college community does not know what is happening in the area of student success.
Desired Long-term Outcomes	Increased awareness and understanding of student success initiatives among members of the college community.

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.

Goal Timeline: Year(s) 1-2-3 **Key Performance Indicators:** (a) Kinds of communication methods implemented;
(b) Feedback from members of the college community about their level of awareness and understanding

Action	Year(s)	Evaluation Method(s)	Coordination
1 Expand the campus web site to include student success achievements.	1-2-3	(a) Feedback from members of the college community	Academic Dean, Director of Student Services

Section 2

Student Success Goals and Actions for Champlain - St. Lawrence

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

General Problem Situation Some students encounter difficulties in the first-year Accounting courses.

Immediate Success Problem Students are failing the first-year Accounting courses

Desired Long-term Outcomes Increased pass rate in the first-year Accounting courses.

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.

Goal Timeline: Year(s) 1

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

Action	Year(s)	Evaluation Method(s)	Coordination
1 Hold meetings with the teachers of the first-year Accounting courses to identify the main areas of difficulty encountered by students.	1	(a) Report identifying the main areas of student difficulty in the first-year Accounting courses	Dean of Faculty and Academic Affairs, Business Department Coordinator, Business Program Committee

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

Goal Timeline: Year(s) 1-2-3

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

Action	Year(s)	Evaluation Method(s)	Coordination
1 Hold meetings with the teachers of the first-year Accounting courses to develop feasible measures for addressing the identified areas of student difficulty.	1	(a) Report describing the measures to be implemented	Dean of Faculty and Academic Affairs, Business Department Coordinator

St. Lawrence - Problem 1 [Continued] Target Population: Accounting and Management (410.B0) students

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.

Goal Timeline: Year(s) 1-2-3 **Key Performance Indicators:** (a) Course pass rates;
(b) Course averages;
(c) Feedback from teachers;
(d) Feedback from students

Action	Year(s)	Evaluation Method(s)	Coordination
1 Expand peer tutoring to address the needs of students in first-year Accounting courses	1-2-3	(a) Usage statistics, (b) Feedback from students, (c) Course passrates (d) Course averages	Peer Tutoring Coordinator
2 Accounting workshops conducted by faculty	1-2-3	(a) Usage statistics, (b) Feedback from students, (c) Course passrates, (d) Course averages	Business Department Coordinator, Business Program Committee

St. Lawrence - Problem 2 Target Population: Science students

General Problem Situation Some students frequently have difficulty meeting the demands of BNX, NYA and NYB mathematics, chemistry and physics courses

Immediate Success Problem Students failing in BNX, NYA and NYB Science courses

Desired Long-term Outcomes Improved retention in the Science program

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.

Goal Timeline: Year(s) 1-2-3 **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

Action	Year(s)	Evaluation Method(s)	Coordination
1 Peer tutoring for NYA and NYB math, physics and chemistry courses	1-2-3	(a) Usage statistics, (b) Feedback from students, (c) Course pass rates, (d) Course averages	Peer Tutoring Coordinator

St. Lawrence - Problem 3 Target Population: Science students

General Problem Situation Students accepted into Science with high school grades of less than 70 in the pre-requisite courses and who therefore take one or more of the BNX science and math bridging courses have a graduation rate that is lower than those who begin college at the level of the NYA science courses. The requirements for enrolment in the BNX courses have recently been changed to improve the value students obtain from these courses.

Immediate Success Problem The question to be answered is whether the changes will increase the effectiveness of BNX courses in facilitating student success.

Desired Long-term Outcomes Acquiring sufficient information about the effectiveness of the BNX courses to determine whether or not the changes have improved student retention.

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.

Goal Timeline: Year(s) 1 **Key Performance Indicators:** (a) Report from the Science Program Committee evaluating the effectiveness of the BNX courses

Action	Year(s)	Evaluation Method(s)	Coordination
1 Evaluate the effectiveness of the BNX bridging courses in facilitating subsequent success in the Science program	3	a) Report from the Science Program Committee evaluating the effectiveness of the BNX courses under the new regime of enrolling all students in these courses who meet the very strict new norms.	Science Program Committee

St. Lawrence - Problem 4 Target Population: Science students

General Problem Situation Students who fail two or more science/math courses in their first semester are unlikely to successfully complete the Science program. Their current choice of program may be inappropriate.

Immediate Success Problem Mid-semester failures in science and mathematics courses.

Desired Long-term Outcomes Passing science and mathematics courses.

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.

Goal Timeline: Year(s) 1-2-3 **Key Performance Indicators:** (a) Feedback from students;
(b) Feedback from academic advisors

Action	Year(s)	Evaluation Method(s)	Coordination
1 Mid-term referral program for students who have poor midterm results in their 1st-semester science and math courses.	1-2-3	(a) Feedback from students, (b) Feedback from academic advisors	API

St. Lawrence - Problem 5 Target Population: Social Science students

General Problem Situation Students are either not being retained in Social Science or are not advancing on time in their program because of failing one or more obligatory first-level courses..

Immediate Success Problem Students are having difficulty in one or more of 300-300 (Intro to Methodology), 330-910 (Intro to Western History), 383-920 (Intro to Macroeconomics), 350-102 (Intro to Psychology), 360-300 (Quantitative Methods), 360-255 (Quantitative Methods II), 387-110 (Sociology - Social Institutions) or 603-101 (Components of Discourse).

Desired Long-term Outcomes Increased same-program retention and more rapid advancement through the program.

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).

Goal Timeline: Year(s) 1-2-3 **Key Performance Indicators:** (a) Course pass rates;
 (b) Course averages;
 (c) Feedback from faculty;
 (d) Feedback from students

Action	Year(s)	Evaluation Method(s)	Coordination
1 Peer tutoring in English	1-2-3	(a) Usage statistics; (b) Feedback from students; (c) Course pass rates; (d) Course averages	English Peer Tutoring Coordinator (Bob McBryde)
2 Offer a preparatory English course in the summer for incoming students with weak language skills.	1-2-3	(a) Student results from the summer course; (b) Feedback from students; (c) Course pass rates; (d) Course averages	Continuing Education, Admissions Office
3 English Writing Workshop	1-2-3	(a) Usage statistics; (b) Feedback from students; (c) Course pass rates; (d) Course averages	English Department Coordinator

St. Lawrence - Problem 5 [Continued] 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).
[Continued]

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).

Goal Timeline: Year(s) 1

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

Action	Year(s)	Evaluation Method(s)	Coordination
1 Hold meetings between English teachers and the teachers of Social Science courses to discuss problems and identify the main areas of student weakness in language skills in order to determine whether these are different from those experienced in other disciplines.	1	(a) Report identifying, for each targeted course, the main areas of weakness in language skills	Dean of Faculty and Academic Affairs, Social Science program coordinator; English department coordinator

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).

Goal Timeline: Year(s) 1-2-3

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

Action	Year(s)	Evaluation Method(s)	Coordination
1 Hold meetings between English teachers and the teachers of Social Science courses to develop feasible measures for addressing the identified areas of student weakness in language skills.	1	(a) Report describing the kinds of measures to be implemented	Dean of Faculty and Academic Affairs, Social Science program coordinator; English department coordinator

St. Lawrence - Problem 5 [Continued] 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).

Goal Timeline: Year(s) 1-2-3 **Key Performance Indicators:** (a) Course pass rates;
(b) Course averages;
(c) Feedback from students;
(d) Feedback from faculty

Action	Year(s)	Evaluation Method(s)	Coordination
1 Workshops on memory retention skills, dealing with procrastination, time management and preparing for final exams.	1	(a) Participation statistics; (b) Course passrates; (c) Course averages; (d) Feedback from students	API

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).

Goal Timeline: Year(s) 1 **Key Performance Indicators:** (a) Report identifying; for each targeted course; the main areas of student weakness in learning skills and strategies

Action	Year(s)	Evaluation Method(s)	Coordination
1 Hold meetings with the teachers of targeted courses to discuss students' learning problems and identify the main areas of weakness in terms of learning skills and strategies.	1	(a) Report identifying, for each targeted course, the main areas of student weakness in learning skills and strategies.	Dean of Faculty and Academic Affairs, Dean of Student and Academic Services

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).

Goal Timeline: Year(s) 1-2-3 **Key Performance Indicators:** (a) Number and nature of measures implemented;
(b) Reports from program and faculty;
(c) Course pass rates

Action	Year(s)	Evaluation Method(s)	Coordination
1 Hold meetings with the teachers of targeted courses to develop feasible measures for addressing the identified areas of learning difficulty and implement such measures in all Introduction to Methodology courses.	1	(a) Report describing, for each targeted course, the measures to be implemented.	Dean of Faculty and Academic Affairs, Social Science coordinator

St. Lawrence - Problem 5 [Continued] 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).

Goal Timeline: Year(s) 1-2-3 **Key Performance Indicators:** (a) Course pass rates
(b) Course averages

Action	Year(s)	Evaluation Method(s)	Coordination
1 Expand peer tutoring to cover the needs of Social Science students in 360-300 (Quantitative Methods)	1-2-3	(a) Peer tutoring usage statistics, (b) Feedback from students, (c) Course pass rates, (d) Course averages	Peer Tutoring Coordinator; Social Science Coordinator

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

Goal Timeline: Year(s) 1 **Key Performance Indicators:** (a) Report identifying the main areas of weaknesses in students' math and computational skills in relation to 360-300.

Action	Year(s)	Evaluation Method(s)	Coordination
1 Hold meetings with the teachers of the Quantitative Methods courses to discuss student problems and identify the main areas of weakness in math and computational skills.	1	(a) Report identifying the main areas of weaknesses in students' math and computational skills in relation to 360-300.	Dean of Faculty and Academic Affairs, Dean of Student and Academic Services

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

Goal Timeline: Year(s) 1-2-3 **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.

Action	Year(s)	Evaluation Method(s)	Coordination
1 Hold meetings with the teachers of the Quantitative Methods courses to develop feasible measures for addressing identified areas of student weakness in math and computational skills.	1	(a) Report describing the measures to be implemented for 360-300	Dean of Faculty and Academic Affairs, Dean of Student and Academic Services
2 Investigate the possibility of offering Quantitative Methods II (360-255) in the Fall term to facilitate recruiting of peer tutors for Quantitative Methods (360-300).	1	Report on (a) the feasibility of offering QM II in the Fall term, and (b) whether this would facilitate recruitment of peer tutors.	Dean of Faculty and Academic Affairs, Peer Tutoring Coordinator; Social Science Coordinator

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

General Problem Situation Students are not being retained into the 2nd semester in the Commerce profile because they are failing 201-103-RE (Calculus I).
Immediate Success Problem Students are failing 201-103-RE (Calculus I)
Desired Long-term Outcomes Increased 2nd-semester same-profile retention rates

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).

Goal Timeline: Year(s) 1-2-3		Key Performance Indicators: (a) Feedback from students; (b) Course pass rate for 201-103-RE		
Action	Year(s)	Evaluation Method(s)	Coordination	
1 Expand peer tutoring to address the needs of Social Science (Commerce) students in 201-103-RE (Calculus I)	1-2-3	(a) Usage statistics; (b) Feedback from students; (c) Course pass rates in 201-103-RE; (d) Course averages in 201-103-RE	Peer Tutoring Coordinator	
2 Math workshops conducted by faculty	1-2-3	(a) Usage statistics; (b) Feedback from students; (c) Course pass rates in 201-103-RE; (d) Course averages in 201-103-RE	Math Department Coordinator	

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).

Goal Timeline: Year(s) 1		Key Performance Indicators: (a) Report identifying the most common causes for student difficulty with 201-103-RE		
Action	Year(s)	Evaluation Method(s)	Coordination	
1 Hold meetings with teachers of 201-103-RE to identify the main causes for student difficulty with the course.	1	(a) Report identifying the main causes of student difficulty in 201-103-RE	Dean of Faculty and Academic Affairs, Social Science program coordinator, Mathematics coordinator	

St. Lawrence - Problem 6 [Continued] Target Population: Social Science (Commerce) students

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

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

Goal Timeline: Year(s) 1-2-3 **Key Performance Indicators:** (a) Measures implemented;
 (b) Feedback from students;
 (c) Feedback from faculty;
 (d) Course pass rate for 201-103-RE

Action	Year(s)	Evaluation Method(s)	Coordination
1 Hold meetings with the teachers of 201-103-RE to develop feasible measures for addressing the identified areas of student difficulty.	1	(a) Report describing the measures to be implemented for addressing student difficulties with 201-103-RE	Dean of Faculty and Academic Affairs, Social Science program coordinator, Mathematics coordinator

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

General Problem Situation Students are not advancing in their program of studies at the expected pace because their French language skills are an impediment to completing 602-103 (Culture française et littérature) in 1st semester, thereby delaying their eligibility to take the required advanced French courses (602-903, 602-905 & 602-906)

Immediate Success Problem Students level of French is insufficient to complete 602-103 (Culture française et littérature) in their 1st semester

Desired Long-term Outcomes Improved advancement through the program of studies

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).

Goal Timeline: Year(s) 1-2-3 **Key Performance Indicators:** (a) Feedback from teachers;
 (b) Feedback from students;
 (c) Course pass rates;
 (d) Course averages;
 (e) Registration rates in 602-903

Action	Year(s)	Evaluation Method(s)	Coordination
1 Special program for CALL students with weak French language skills offered through the Centre d'aide en français	1-2-3	(a) Usage statistics, (b) Feedback from students, (c) Course pass rates in 602-103 (d) Course averages in 602-103	Dean of Faculty and Academic Affairs, CALL Program Coordinator

St. Lawrence - Problem 7 [Continued] 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.

Goal Timeline: Year(s) 1

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

Action	Year(s)	Evaluation Method(s)	Coordination
1 Design and implement a new program profile for CALL that will accommodate students entering with weak French language skills	1	(a) Description of new program profile completed, (b) New program profile implemented (c) Feedback from students, (d) Feedback from faculty	Dean of Faculty and Academic Affairs, CALL Program Coordinator, API

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

General Problem Situation Students are encountering difficulties integrating and as a result encounter academic difficulties

Immediate Success Problem Out-of-town students are not performing up to potential in their courses

Desired Long-term Outcomes Increase in the retention of out-of-town students at St. Lawrence

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.

Goal Timeline: Year(s) 2-3

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

Action	Year(s)	Evaluation Method(s)	Coordination
1 Orientation activities for new out-of-town students	2-3	(a) Participation statistics, (b) Feedback from the counsellor, (c) Feedback from students	Counsellor

St. Lawrence - Problem 9 Target Population: Student athletes

General Problem Situation Student athletes have difficulties in critical time-management skills and as a result encounter academic difficulties
Immediate Success Problem Student athletes are not performing up to their academic potential
Desired Long-term Outcomes Increase in the grades of 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.

Goal Timeline: Year(s) 1-2-3 **Key Performance Indicators:** (a) Feedback from student athletes;
 (b) Feedback from coaches;
 (c) Student grades

Action	Year(s)	Evaluation Method(s)	Coordination
1 Provide time-management coaching for athletes.	1-2-3	(a) Feedback from student athletes, (b) Feedback from coaches, (c) Student grades	Dean of Student and Academic Services
2 Workshops for coaches on how to help their athletes develop and use effective time-management strategies.	1-2-3	(a) Feedback from student athletes, (b) Feedback from coaches, (c) Student grades	Dean of Student and Academic Services
3 Provide assistance to student athletes at registration in order to ensure a balanced course schedule	1-2-3	(a) Feedback from student athletes, (b) Feedback from coaches, (c) Student grades	API

St. Lawrence - Problem 10 Target Population: All students

General Problem Situation Weak English-language skills are an impediment to student success across the board
Immediate Success Problem Grades fall in semester one
Desired Long-term Outcomes Improved academic performance

Obstacle 1 Students enter collegel 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.

Goal Timeline: Year(s) 1-2-3 **Key Performance Indicators:** (a) Student grades;
 (b) Feedback from students;
 (c) Feedback from faculty;
 (d) Feedback from academic advisors

Action	Year(s)	Evaluation Method(s)	Coordination
1 Peer tutoring in English	1-2-3	(a) Student grades, (b) Feedback from students, (c) Usage statistics	English Peer Tutoring Coordinator

St. Lawrence - Problem 10 [Continued] Target Population: All students

Obstacle 1 Students enter collegel with insufficient English language skills to meet the demands of their courses. [Continued]

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

Action	Year(s)	Evaluation Method(s)	Coordination
2 Offer a preparatory English course in the summer for incoming students with weak language skills	1-2-3	(a) Student results from the summer course; (b) Feedback from students, (c) Course pass rates, (d) Course averages	Continuing Education, Admissions Office
3 English Writing Workshop	1-2-3	(a) Usage statistics, (b) Feedback from students, (c) Course pass rates, (d) Course averages	English Department Coordinator
4 Workshops in spoken English	1-2-3	(a) Usage statistics, (b) Feedback from students, (c) Course pass rates, (d) Course averages	English Department Coordinator, Conversation Groups Coordinator

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.

Goal Timeline: Year(s) 1-2-3 **Key Performance Indicators:** (a) Number and nature of English language activities on campus;
(b) Feedback from Student Activities staff;
(c) Feedback from students

Action	Year(s)	Evaluation Method(s)	Coordination
1 English-language cultural events and activities	1-2-3	(a) Number and nature of English language activities on campus, (b) Feedback from Student Activities staff, (c) Feedback from students	Student Activities

St. Lawrence - Problem 11 Target Population: All students

General Problem Situation Some students encounter psychological difficulties that have a negative influence on academic performance

Immediate Success Problem Ensuring that students have timely access to effective psychological services

Desired Long-term Outcomes Reduce psychological distress and facilitate general well-being in order to improve academic performance

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.

Goal Timeline: Year(s) 1-2-3 **Key Performance Indicators:** (a) Usage statistics;
 (b) Feedback from clients on the timeliness and effectiveness of service;
 (c) Feedback from psychologist

Action	Year(s)	Evaluation Method(s)	Coordination
1 Hire a psychologist to be available on campus several days each week	1-2-3	(a) Usage statistics, (b) Feedback from clients on the timeliness and effectiveness of service, (c) Feedback from psychologist,	Dean of Student and Academic Services

St. Lawrence - Problem 12 Target Population: All students

General Problem Situation The Institutional Self-Evaluation has indicated that current career counselling and academic advising services may not be meeting student needs.

Immediate Success Problem Possible inadequacies in the availability of career counselling and academic advising services

Desired Long-term Outcomes Counselling and advising services will meet the needs of students in an effective manner

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

Goal 1 Provide effective career counselling services for students.

Goal Timeline: Year(s) 1-2-3 **Key Performance Indicators:** (a) Usage statistics;
 (b) Feedback from students;
 (c) Feedback from career counsellor

Action	Year(s)	Evaluation Method(s)	Coordination
1 Subsidize the salary of a full-time career counsellor	1-2-3	(a) Usage statistics, (b) Feedback from students, (c) Feedback from career counsellor	Dean of Student and Academic Services
2 Conduct an inventory of career planning materials available on campus	1	(a) Inventory of career materials completed	Career Counsellor

St. Lawrence - Problem 12 [Continued] Target Population: All students

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

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.

Goal Timeline: Year(s) 1

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

Action	Year(s)	Evaluation Method(s)	Coordination
1 Career counselling needs assessment and service evaluation	1	(a) Report detailing the needs of students and the extent to which they are being met	Career Counsellor

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

Goal Timeline: Year(s) 2-3

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

Action	Year(s)	Evaluation Method(s)	Coordination
1 TO BE DETERMINED			

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

Goal 1 Provide effective academic advising services to students.

Goal Timeline: Year(s) 1-2-3

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

Action	Year(s)	Evaluation Method(s)	Coordination
1 Increase the hours of the API from part-time status to full-time	1-2-3	(a) Employment status of the API, (b) Usage statistics, (c) Feedback from students, (d) Feedback from academic advisors	Dean of Student and Academic Services

St. Lawrence - Problem 12 [Continued] Target Population: All students

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

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.

Goal Timeline: Year(s) 1 **Key Performance Indicators:** (a) Report detailing the academic advising needs of students and the extent to which they are being met

Action	Year(s)	Evaluation Method(s)	Coordination
1 Academic advising needs assessment and service evaluation	1	(a) Report detailing the academic advising needs of students and the extent to which they are being met	API

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

Goal Timeline: Year(s) 2-3 **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

Action	Year(s)	Evaluation Method(s)	Coordination
1 TO BE DETERMINED			

St. Lawrence - Problem 13 Target Population: All students

General Problem Situation The regular hours of the computer support technician may be insufficient to meet the needs of students.

Immediate Success Problem Students' needs for computer support services may not be met by regular operations.

Desired Long-term Outcomes Increased student satisfaction with the computer technical support provided.

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.

Goal Timeline: Year(s) 1-2-3 **Key Performance Indicators:** (a) Number of hours of availability;
(b) Feedback from students

Action	Year(s)	Evaluation Method(s)	Coordination
1 Increase the hours of availability of the computer support technician from the equivalent of part-time to the equivalent of full-time.	1-2-3	a) Number of hours of availability, (b) Feedback from students	Manager of Human Resources and Computer Systems
2 Improve student awareness of support available	1-2-3	(a) Feedback from students	Manager of Human Resources and Computer Systems

Section 3

Student Success Goals and Actions for Champlain - St. Lambert

St. Lambert - Problem 1	Target Population: Introduction to College Studies (ICS) students
General Problem Situation	ICS is a subset of the "Sessions d'accueils" options and is intended for high school students with entering averages of 65% or less. This is a highly problematic group of students, many of whom are intellectually capable of succeeding at Cegep, but who face a number of impediments to success, e.g., dysfunctional families, less-than-favourable high school experience which has them anxious about further academic pursuits, psychological problems, severe financial problems, severe lack of direction and motivation.
Immediate Success Problem	Many students are not succeeding academically
Desired Long-term Outcomes	Improved academic performance, retention and graduation

Obstacle 1 Poor self-image

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

Goal Timeline: Year(s) 1-2-3 **Key Performance Indicators:** (a) Students report a more positive self-image;
(b) Feedback from resource people working with these students

Action	Year(s)	Evaluation Method(s)	Coordination
1 Provide a credited course specifically for these students in which issues such as self-image are dealt with.	1-2-3	(a) Feedback from students, (b) Feedback from resource people working with these students	Dean (Curriculum & Faculty Development)
2 Organization of activities such as an end-of-semester luncheon for these students	1-2-3	(a) Participation, (b) Feedback from students	Dean (Curriculum & Faculty Development)

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.

Goal Timeline: Year(s) 1-2-3 **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

Action	Year(s)	Evaluation Method(s)	Coordination
1 Study skills workshops directed specifically at these students	1-2-3	Performance of students participating in the workshops over those who do not.	Director of Student Services, Dean (Curriculum & Faculty Development)

St. Lambert - Problem 1 [Continued] Target Population: Introduction to College Studies (ICS) students

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.

Goal Timeline: Year(s) 1-2-3 **Key Performance Indicators:** Students can articulate clear and appropriate educational and career goals

Action	Year(s)	Evaluation Method(s)	Coordination
1 Require these students, as part of their admission contract, to see both an Academic Advisor and a Counsellor at least once during the semester – specifically to discuss long-term study and vocational goals.	1-2-3	(a) Feedback from students	Director of Student Services, Dean of Student Academic Support Services, Dean (Curriculum & Faculty Development)

St. Lambert - Problem 2 Target Population: Business Administration students

General Problem Situation Students need value-added curriculum which makes them more marketable

Immediate Success Problem Ensuring that 410 students have relevant skills for careers in sport industries.

Desired Long-term Outcomes Students' academic needs will be met.

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.

Goal Timeline: Year(s) 1-2-3 **Key Performance Indicators:** (a) Usage statistics;
(b) Job placement

Action	Year(s)	Evaluation Method(s)	Coordination
1 Provide students with Canfitpro training and provide them with the opportunity to certify at a national level.	1-2-3	(a) Usage statistics, (b) Feedback from employers, (c) Job placement statistics	Dean (Curriculum & Faculty Development)

St. Lambert - Problem 3 Target Population: Students in Technical programs

General Problem Situation Program retention in the technical programs is a serious problem. Drop-out and transfer rates are high. Students and their parents often do not perceive that there is value to these programs. The design and content of the programs often contributes to this perception. These programs are generally undervalued in the Anglophone community.

Immediate Success Problem Some students don't feel a sense of attachment to the college or to their program.

Desired Long-term Outcomes Increased same-program and retention rates

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.

Goal Timeline: Year(s) 1-2-3 **Key Performance Indicators:** (a) Feedback from students;
(b) Feedback from faculty

Action	Year(s)	Evaluation Method(s)	Coordination
1 Send written welcome communications to all these students including an identity piece such as a pen or note pad.	1-2-3	Feedback from students	Dean (Curriculum & Faculty Development)
2 Organize ongoing program identity and affinity activities such as 1st vs. 2nd-year Olympics, guest speakers, BBQs, breakfasts, tutoring in accounting for AMT; workshops in Flash techniques for PDM; Toastmasters for Tourism, and so on.	1-2-3	(a) Feedback from students, (b) Feedback from faculty	Dean (Curriculum & Faculty Development)
3 Send written communications at the end of the 1st and 2nd semesters	1-2-3	(a) Feedback from students, (b) Feedback from faculty	Dean (Curriculum & Faculty Development)

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.

Goal Timeline: Year(s) 1-2-3 **Key Performance Indicators:** (a) Creation of a common block of free time for each technical program

Action	Year(s)	Evaluation Method(s)	Coordination
1 Where applicable, modify the student scheduling procedure to permit a common block that is used by the program for a common activity	1-2-3	(a) Whether the blocks are created, (b) The type of activity brought in to the blocks	Dean of Student Academic Support Services, Dean (Curriculum & Faculty Development)

St. Lambert - Problem 4 Target Population: Students in Technical programs

General Problem Situation Program retention in the career programs is a serious problem. Drop-out and transfer rates are high. Students and their parents often do not perceive that there is value to these programs. The design and content of the programs often contributes to this perception. These programs are generally undervalued in the Anglophone community.

Immediate Success Problem Many students drop out of the programs

Desired Long-term Outcomes Increased same-program retention and graduation rates

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.

Goal Timeline: Year(s) 1-2-3 **Key Performance Indicators:** (a) Feedback from students

Action	Year(s)	Evaluation Method(s)	Coordination
1 Review all communications to students (including brochures and web content) to ensure that students are being properly informed so that their expectations are not out of touch with reality.	1	(a) Feedback from employers	Manager (Registrar's Office)

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.

Goal Timeline: Year(s) 1-2-3 **Key Performance Indicators:** (a) Feedback from students;
(b) Feedback from work-study employers

Action	Year(s)	Evaluation Method(s)	Coordination
1 Curriculum revision in PDM (412.A0), 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	1	(a) Feedback from students, (b) Feedback from work-study employers	Dean (Curriculum & Faculty Development)
2 Curriculum revision in CIS (420.A0), 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	1	(a) Feedback from students, (b) Feedback from work-study employers	Dean (Curriculum & Faculty Development)
3 Curriculum revision in Tourism (414.A0), 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	2	(a) Feedback from students, (b) Feedback from work-study employers	Dean (Curriculum & Faculty Development)

St. Lambert - Problem 4 [Continued] 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 [Continued]

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. [Continued]

Action	Year(s)	Evaluation Method(s)	Coordination
4 Curriculum revision in Accounting & Management (410.B0), 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	3	(a) Feedback from students, (b) Feedback from work-study employers	Dean (Curriculum & Faculty Development)
5 Curriculum revision in Sport Marketing & Management (410.D1), 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	3	(a) Feedback from students, (b) Feedback from work-study employers	Dean (Curriculum & Faculty Development)

St. Lambert - Problem 5 Target Population: Students in Technical programs

General Problem Situation Many Technology students complain that the curriculum is out-of-date or that their teachers cannot provide them with the depth of knowledge that they seek.

Immediate Success Problem Many students are not motivated by the curriculum because they see it as out of date.

Desired Long-term Outcomes (1) Increased retention and graduation rates

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.

Goal Timeline: Year(s) 1-2-3 **Key Performance Indicators:** (a) Feedback from students on course evaluations;
(b) Number of changes in the curriculum;
(c) Course pass rates;
(d) Retention rates

Action	Year(s)	Evaluation Method(s)	Coordination
1 Provide workshops and other forms of training for teachers in skill upgrades in technology. (Part of teacher training.)	1-2-3	Number of workshops and other trainings attended.	Dean (Curriculum & Faculty Development)
2 Provide teachers with reference materials and online courses to upgrade their skills.	1-2-3	(a) Number of reference materials used.	Dean (Curriculum & Faculty Development)

St. Lambert - Problem 6 Target Population: Science students

General Problem Situation Many students with high school grades of less than 80% in science/math courses are not able to pass first and second semester courses in the Sciences and hence change programs. The science/math preparation in high school is such that only students who obtain marks of 80% or more in science/math courses are able to cope with first semester courses in science and math. The lack of compulsory common provincial exams with common standards in Math 536, Chemistry 534 and Physics 534 makes it very difficult to identify areas of weakness. For instance, at one school, all they do in Physics 534 is to keep a scrapbook; there is little emphasis on mastery of the theoretical or practical concepts of Physics. Modifications during the last several years to the high school science and math curriculum, e.g., the elimination of the Chem. Study and P.S.S.C. Physics programs, has resulted in less attention paid at the high school level to the mastery of theoretical concepts. More attention has been given to general problem-solving skills in order to adapt to MEQ objectives that put more emphasis on the development of life skills than on preparing students for CEGEP Math, Chemistry and Physics courses. Teachers report weak skills in students approach to theory and in the writing of lab reports. College marks for students entering with less than 80% are correspondingly lower.

Immediate Success Problem Some students are either failing or receiving low passing grades in 1st- and 2nd-semester math and science courses.

Desired Long-term Outcomes (1) Increased course pass rates and course averages in first and second semester courses; (2) Increased same-program retention rates in Science

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.

Goal Timeline: Year(s) 1-2-3 **Key Performance Indicators:** (a) Course pass rates;
(b) Course averages

Action	Year(s)	Evaluation Method(s)	Coordination
1 Provide peer tutoring in math targeted specifically at this group	1-2-3	Monitor pass rates and grades of the students vs. those who do not partake in the tutoring	Dean (Curriculum & Faculty Development)
2 Provide access to self-paced tutoring software in the learning lab for Pre-Cal and Calculus 1	1	Feedback from students using the software and tutors	Dean (Curriculum & Faculty Development)
3 Provide a "Pre-Cal" math course prior to the start of the fall semester free-of-charge to all motivated students	1-2-3	Monitor subsequent pass rates and grades of the students vs. those who do not partake in the course	Dean of Student Academic Support Services, Dean (Curriculum & Faculty Development)

St. Lambert - Problem 6 [Continued] Target Population: Science students

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

Goal Timeline: Year(s) 1-2-3 **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

Action	Year(s)	Evaluation Method(s)	Coordination
1 Data already exists regarding the curriculum taught at the high school level. Disseminate this information to the faculty to ensure that they have the proper knowledge. Request that a follow-up report be provided to the Science Program Committee along with recommendations.	1-2-3	The dissemination of the material and the delivery of the report with recommendations	Science Program Committee

St. Lambert - Problem 7 Target Population: Science students

General Problem Situation The Science Program evaluation found that many students perceive inequity in grading among math and some science courses. Some students claimed that the level of difficulty in multi-section courses varied depending on the instructor and his or her evaluation criteria for assessment. This was most prevalent in Mathematics and Physics. Some students complained that although they had the same course load as other students in the program, some of their courses suffered at the expense of those courses where an inequity required them to work harder than other students.

Immediate Success Problem Many students are performing less successfully because they perceive an inequity in the assessments of their work

Desired Long-term Outcomes Increased course averages

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.

Goal Timeline: Year(s) 1-2-3 **Key Performance Indicators:** (a) Course averages; (b) Student feedback

Action	Year(s)	Evaluation Method(s)	Coordination
1 Using the methods developed by the PAREA project, and in cooperation with the Physics teachers, analyze the assessment strategies in multiple sections of the same course in Physics	1	Pass rates and class averages once the changes have been implemented	Dean (Curriculum & Faculty Development), PAREA Project Coordinator

St. Lambert - Problem 7 [Continued] Target Population: Science students

Obstacle 1 Some faculty do not use common assessment criteria in multiple-sectioned courses [Continued]

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

Action	Year(s)	Evaluation Method(s)	Coordination
2 Using the methods developed by the PAREA project, and incooperation with the Mathematics teachers, analyze the assessment strategies in multiple sections of the same course in Mathematics	2	Pass rates and class averages once the changes have been implemented	Dean (Curriculum & Faculty Development), PAREA Project Coordinator

St. Lambert - Problem 8 Target Population: Science students

General Problem Situation Many Science students have difficulty staying on profile and graduating on time because they have not developed good science-related work and study habit in high school. It is presently very difficult for science and math teachers to find the time to deal with these problems due to pressure on them to deliver a certain quantity and level of subject content.

Immediate Success Problem Many students are not reaching their potential in science and math courses

Desired Long-term Outcomes (1) Increased levels of academic performance in science and math courses;
(2) Increased retention and graduation rates

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.

Goal Timeline: Year(s) 1-2-3 **Key Performance Indicators:** (a) Course pass rates;
(b) Course averages;
(c) Feedback from teachers

Action	Year(s)	Evaluation Method(s)	Coordination
1 Hold study skills workshops oriented specifically to Science students	1-2-3	(a) Track pass rates and course averages of participants vs. non-participants; (b) Gather feedback from teachers	Dean (Curriculum & Faculty Development)

St. Lambert - Problem 8 [Continued] Target Population: Science students

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.

Goal Timeline: Year(s) 1-2-3 **Key Performance Indicators:** (a) Increased requests for assistance from students in the target population

Action	Year(s)	Evaluation Method(s)	Coordination
1 Create a Science web portal that will provide "shy" students with methods by which they can access help as well as determine if they need help	1	(a) Tracking of usage of the portal, (b) Increase in requests for assistance from students	Dean (Curriculum & Faculty Development)
2 Increased promotion of support services via the Hub and communications in class	1-2	(a) Tracking of usage of the portal, (b) Increase in requests for assistance from students	Dean (Curriculum & Faculty Development)

St. Lambert - Problem 9 Target Population: Science students

General Problem Situation Students frequently leave the Science program after a semester or more because they discover that it was the wrong program for meeting their academic and career interests

Immediate Success Problem Inappropriate choice of program

Desired Long-term Outcomes Potential students develop a clearer understanding of the requirements of Science programs at CEGEP and make more informed choices about their choice of CEGEP program

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.

Goal Timeline: Year(s) 1-2-3 **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

Action	Year(s)	Evaluation Method(s)	Coordination
1 Develop a web portal for Guidance Counsellors to allow them access to the information	1	Web portal developed	Manager (Registrar's Office), Dean of Student Academic Support Services, Dean (Curriculum & Faculty Development)

St. Lambert - Problem 9 [Continued] 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 [Continued]

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. [Continued]

Action	Year(s)	Evaluation Method(s)	Coordination
2 Enhance the informational material on the College's web site targeted to parents	1	Material is enhanced	Manager (Registrar's Office), Dean of Student Academic Support Services, Dean (Curriculum & Faculty Development)

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

General Problem Situation Many students in the program are in it because they cannot identify any other program that is better for them. In focus groups and surveys, most indicate that they feel no attachment to the program and the college. As a consequence, levels of "disinterest" in studies are high, resulting in a larger number of dropouts than is desirable. Many who succeed have low grades. This is the largest of the Social Science options, yet is also the least successful.

Immediate Success Problem Lack of commitment to college studies and the program

Desired Long-term Outcomes (1) Increased academic performance; (2) Increased retention and graduation rates

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.

Goal Timeline: Year(s) 1-2-3 **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

Action	Year(s)	Evaluation Method(s)	Coordination
1 Adjust the promotional literature for the program as well as web descriptions to better inform students about the relevance of the Choice option.	1	Feedback from students	Manager (Registrar's Office)

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

General Problem Situation Many students with high school grades of less than 80% in Math 526/536 courses are not able to pass Calculus I (201-103-RE) and Calculus II (201-203-RE) and subsequently change options or programs. Commerce option students are usually relatively strong but have not demonstrated the same math abilities and aptitudes in high school as the Science students. Their math preparation is much weaker than Science students.

Immediate Success Problem Many students are failing Calculus I (201-103-RE) and Calculus II (201-203-RE)

Desired Long-term Outcomes Increased course pass rates and higher course averages in Calculus I (201-103-RE) and Calculus II (201-203-RE)

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).

Goal Timeline: Year(s) 1-2-3

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

Action	Year(s)	Evaluation Method(s)	Coordination
1 Provide peer tutoring in math targeted specifically at this group	1-2-3	(a) Monitor pass rates and grades of the students vs. those who do not partake in the tutoring	Dean (Curriculum & Faculty Development)
2 Provide access to self-paced tutoring software in the learning lab for Pre-Cal and Calculus 1	1	(a) Feedback from students using the software and tutors	Dean (Curriculum & Faculty Development)
3 Provide a "Pre-Cal" math course prior to start of the fall semester free-of-charge to all motivated students	1-2-3	(a) Monitor subsequent pass rates and grades of the students vs. those who do not partake in the course	Dean of Student Academic Support Services, Dean (Curriculum & Faculty Development)

St. Lambert - Problem 12 Target Population: Bylaw 8 students

General Problem Situation Students from almost all programs fail courses, drop out of college and otherwise delay their graduation for a variety of reasons. These are students who most likely are capable of succeeding at the Cegep level but who demonstrate a variety of symptoms that prevent them from being consistently good students. Among these symptoms are a lack of motivation, a lack of clear goals, weak study skills and interference from part time jobs.

Immediate Success Problem Many students are not succeeding academically

Desired Long-term Outcomes Improved academic performance, retention and graduation rates

Obstacle 1 Lack of clear educational and career goals

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

Goal Timeline: Year(s) 1-2-3 **Key Performance Indicators:** (a) Students can articulate clear and appropriate educational and career goals

Action	Year(s)	Evaluation Method(s)	Coordination
1 Require these students, as part of their re-admission contract, to see an Academic Advisor at least once during the semester – specifically to discuss long-term study and vocational goals.	1-2-3	(a) Feedback from students	Dean of Student Academic Support Services, Dean (Curriculum & Faculty Development)

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

Goal Timeline: Year(s) 1-2-3 **Key Performance Indicators:** (a) Students can describe effective plans for realizing their educational and career goals

Action	Year(s)	Evaluation Method(s)	Coordination
1 Require these students, as part of their re-admission contract, to see an Academic Advisor at least once during the semester – specifically to discuss long term study and vocational goals.	1-2-3	(a) Feedback from students.	Dean of Student Academic Support Services, Dean (Curriculum & Faculty Development)

St. Lambert - Problem 12 [Continued] Target Population: Bylaw 8 students

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.

Goal Timeline: Year(s) 1-2-3 **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

Action	Year(s)	Evaluation Method(s)	Coordination
1 Require these students to make an appointment with a Counsellor to review resources available to aid them with their academic challenges.	1-2-3	(a) Student feedback	Director of Student Services, Dean (Curriculum & Faculty Development)

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

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

Goal Timeline: Year(s) 1-2-3 **Key Performance Indicators:** (a) Changes in course loads;
(b) Course pass rates

Action	Year(s)	Evaluation Method(s)	Coordination
1 Require these students, as part of their re-admission contract, to see an Academic Advisor at registration to discuss course load.	1-2-3	(a) Feedback from students, (b) Success rates	Dean of Student Academic Support Services, Dean (Curriculum & Faculty Development)

St. Lambert - Problem 13 Target Population: All students

General Problem Situation Students are not provided with sufficiently detailed feedback on their academic progress early enough in the semester to aid them in identifying areas of risk and responding appropriately while there is still time to rectify the situation

Immediate Success Problem Many students lack timely and appropriate feedback on their overall academic progress

Desired Long-term Outcomes (1) Students will be more aware of their mid-semester standing; (2) Effective and timely mid-term reporting system

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.

Goal Timeline: Year(s) 1

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

Action	Year(s)	Evaluation Method(s)	Coordination
1 Revise the Policy on the Evaluation of Student Learning (PESL) to ensure that students are given adequate feedback prior to the course drop date to make a decision about whether or not to stay in the course.	1	(a) The PESL has been revised accordingly	Deans
2 Revise the PESL to ensure that students are given adequate feedback by the midterm assessment period to be able to take the corrective methods, if required, to do better in a course.	1	(a) The PESL has been revised accordingly	Deans

St. Lambert - Problem 14 Target Population: All students

General Problem Situation Students need timely and effective academic advising services

Immediate Success Problem Ensuring that students have timely access to effective academic advising services.

Desired Long-term Outcomes Students' academic advising needs will be met.

Obstacle 1 Timely access to effective academic advising services.

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

Goal Timeline: Year(s) 1-2-3

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

Action	Year(s)	Evaluation Method(s)	Coordination
1 Hire a second Academic Advisor to increase the number of students who can access academic advising services	1-2-3	(a) Usage statistics, (b) Minimal delays in getting an appointment	Dean of Student Academic Support Services

St. Lambert - Problem 15 Target Population: All students

General Problem Situation Students need timely and effective counselling services
Immediate Success Problem Ensuring that students have timely access to effective counselling services.
Desired Long-term Outcomes Students' counselling needs will be met.

Obstacle 1 Timely access to effective counselling services

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

Goal Timeline: Year(s) 1-2-3 **Key Performance Indicators:** (a) Usage statistics;
 (b) Students report being seen in a timely fashion;
 (c) Clients report that they received effective assistance

Action	Year(s)	Evaluation Method(s)	Coordination
1 Increase the counsellor's days of availability by 1 in each semester to increase the number of students who can access to counselling services	1-2-3	(a) Usage statistics, (b) Minimal delays in getting an appointment	Director of Student Services

St. Lambert - Problem 16 Target Population: All students

General Problem Situation Students are increasingly taking advantage of tutoring services at the College. Feedback from students indicate that they often feel more comfortable asking questions in small groups rather than large classes and like the fact that their peer tutors have often experienced the same difficulties that they are and can therefore help them through the learning process. Many weaker students report that peer tutoring has helped improve their self-confidence with regard to the course material and academic capabilities in general. However, most students cannot afford to pay for tutoring and therefore benefit from a free service. Many students report that they would not be able to do as well as they have if they did not have access to tutoring – particularly in ISSS and English.
Immediate Success Problem Ensuring that students have timely access to tutoring services.
Desired Long-term Outcomes Students' tutoring needs will be met.

Obstacle 1 Access to tutors

Goal 1 Ensuring that students have timely access to tutoring.

Goal Timeline: Year(s) 1-2-3 **Key Performance Indicators:** (a) Usage statistics;
 (b) Pass rates and averages of students taking tutoring;
 (c) Clients report that they received effective assistance

Action	Year(s)	Evaluation Method(s)	Coordination
1 Provide peer tutoring in ISSS.	1-2-3	(a) Usage statistics, (b) Course averages, (c) Pass rates	Dean (Curriculum & Faculty Development)

St. Lambert - Problem 16 [Continued] Target Population: All students

Obstacle 1 Access to tutors [Continued]

Goal 1 Ensuring that students have timely access to tutoring. [Continued]

Action	Year(s)	Evaluation Method(s)	Coordination
2 Provide peer tutoring in the Reading & Writing Centre	1-2-3	(a) Usage statistics, (b) Course averages, (c) Pass rates	Dean (Curriculum & Faculty Development)
3 Provide peer tutoring in all other subjects	1-2-3	(a) Usage statistics, (b) Course averages, (c) Pass rates	Dean (Curriculum & Faculty Development)

St. Lambert - Problem 17 Target Population: All students

General Problem Situation Students, particularly those whose mother tongue is not English, seem to be uncertain as to what is proper paraphrasing and sometimes are accused of plagiarizing papers when they feel that they have not.

Immediate Success Problem Ensuring that students understand the difference between plagiarism and paraphrasing and that they have the tools to ensure that they do not plagiarize.

Desired Long-term Outcomes Students will become better writers and will submit original work.

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.

Goal Timeline: Year(s) 1-2-3 **Key Performance Indicators:** (a) Usage statistics of the tools;
(b) Reduced incidences of plagiarism

Action	Year(s)	Evaluation Method(s)	Coordination
1 Subscribe to Turnitin.com or a similar service and recommend that faculty use it with students to use it – including the components that teach proper paraphrasing.	1-2-3	(a) Usage statistics, (b) Plagiarism statistics, (c) Feedback from students, (d) Feedback from faculty	Dean (Curriculum & Faculty Development)

St. Lambert - Problem 18 Target Population: Continuing Education students

General Problem Situation Enrolment in Continuing Education is lower than it should be. Students who do enrol face many obstacles that they cannot solve and therefore they drop out without finishing a course or program.

Immediate Success Problem Many adult students carry a great deal of “baggage” which is usually very different from that of younger students.

Desired Long-term Outcomes

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.

Goal Timeline: Year(s) 1-2-3 **Key Performance Indicators:** (a) Kinds of measures implemented;
 (b) Feedback from students;
 (c) Feedback from faculty;
 (d) Course grades

Action	Year(s)	Evaluation Method(s)	Coordination
1 Provide these students with reintegration seminars and seminars/workshops in areas where they are lacking	1-2-3	(a) Course grades, (b) Feedback from students, (c) Feedback from teachers	Director of Continuing Education

Section 4

Student Success Goals and Actions for College Administration

College Administration - Problem 1 Target Population: College-wide

General Problem Situation The student success planning, evaluation and reporting activities of the College require ongoing coordination.
Immediate Success Problem The student success planning, evaluation and reporting activities of the College require ongoing coordination.
Desired Long-term Outcomes Effective coordination of the student success planning, evaluation and reporting activities of the College

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.

Goal Timeline: Year(s) 1-2-3

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

Action	Year(s)	Evaluation Method(s)	Coordination
1 Provide leadership and coordination to the campuses in relation to student success planning, evaluation and reporting efforts.	1-2-3	Feedback from the Deans and Campus Directors	Academic & Institutional Planning Coordinator

College Administration - Problem 2 Target Population: College-wide

General Problem Situation The College community is insufficiently informed about student success measures and resources.
Immediate Success Problem Lack of an effective means of communicating information about student success measures and resources to members of the College community.
Desired Long-term Outcomes Members of the College community are kept up to date about student success measures and resources.

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.

Goal Timeline: Year(s) 1-2-3

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

Action	Year(s)	Evaluation Method(s)	Coordination
1 Design and distribute a document for students that explains the Student Success Action Plan.	1-2-3	(a) Document distributed to students; (b) Feedback from students on the usefulness and clarity of the document	Academic & Institutional Planning Coordinator, Deans

College Administration - Problem 2 [Continued] 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. [Continued]

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. [Continued]

Action	Year(s)	Evaluation Method(s)	Coordination
2 Publish the Student Success Action Plan and any subsequent modifications on the College web site	1-2-3	(a) Documents are made available on the College web site in a timely manner	Academic & Institutional Planning Coordinator
3 Design and maintain a "Student Success" page for the College web site that will communicate information about student success measures and resources to members of the College community.	1-2-3	(a) Feedback from key staff involved with student success initiatives on the quality of the design and proposed content	Academic & Institutional Planning Coordinator

College Administration - Problem 3 Target Population: Program and department coordinators

General Problem Situation Program and department coordinators do not have easy access to statistics on student success outcomes related to their program or department

Immediate Success Problem Program and department coordinators do not have easy access to student success statistics for their program or department

Desired Long-term Outcomes Program and department coordinators will have access to and be able to make use of the most current student success statistics for their program or department

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.

Goal Timeline: Year(s)	Key Performance Indicators:		
1-2	(a) Percentage of program and department coordinators who have the Oracle applications for STAR installed on their office computers		
Action	Year(s)	Evaluation Method(s)	Coordination
1 Install the necessary applications on the office computers of current program and department coordinators.	1-2	a) Percentage of program and department coordinators who have the Oracle applications for STAR installed on their office computers	Academic & Institutional Planning Coordinator

College Administration - Problem 3 [Continued] 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.

Goal Timeline: Year(s) 2-3 **Key Performance Indicators:** (a) Percentage of program and department coordinators who have the Oracle applications for STAR installed on their office computers

Action	Year(s)	Evaluation Method(s)	Coordination
1 Install the necessary applications on the office computers of new program and department coordinators.	2-3	a) Percentage of program and department coordinators who have the Oracle applications for STAR installed on their office computers	Academic & Institutional Planning Coordinator

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.

Goal Timeline: Year(s) 1-2-3 **Key Performance Indicators:** (a) Feedback from program and department coordinators; (b) STAR usage statistics

Action	Year(s)	Evaluation Method(s)	Coordination
1 Provide training on the use of STAR and interpretation of STAR reports to program and department coordinators.	1-2-3	Feedback from coordinators on the effectiveness of the training provided	Academic & Institutional Planning Coordinator

College Administration - Problem 4 Target Population: College-wide

General Problem Situation The information on students collected for admissions purposes is insufficient for purposes of identifying risk factors, student success tracking, or conducting program evaluations.

Immediate Success Problem There is a need for more complete and integrated information on students at the point of entry to the College, their experiences during their studies, and what happens to them after they leave the College.

Desired Long-term Outcomes More complete information on students' entering characteristics, experiences during studies, and post-Champlain outcomes.

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.

Goal Timeline: Year(s) 1-2-3 **Key Performance Indicators:** (a) Number and nature of means implemented for collecting information on students

Action	Year(s)	Evaluation Method(s)	Coordination
1 Administer the STAR Survey of Entering Students to incoming students on each campus and integrate the data into the STAR database.	1	(a) Number of students completing the SES each semester at each location	Academic & Institutional Planning Coordinator
2 Analyze the relationships between students' entering characteristics, as assessed by the STAR Survey of Entering Students, and subsequent academic outcomes.	1	(a) Report on the analysis results	Academic & Institutional Planning Coordinator
3 In cooperation with the campuses, revise the STAR Survey of Entering Students to ensure that the necessary information about student characteristics is being collected.	1	(a) Nature of revisions made to the STAR Survey of Entering Students; (b) Feedback from the Deans	Academic & Institutional Planning Coordinator

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.

Goal Timeline: Year(s) 2-3 **Key Performance Indicators:** (a) Number and nature of means implemented for collecting information on students

Action	Year(s)	Evaluation Method(s)	Coordination
1 Working with the campuses, determine the kinds of information that need to be collected from students during their studies and the purposes for which that information will be used.	2	(a) Report detailing the information needs and purposes	Academic & Institutional Planning Coordinator
2 Develop or acquire the necessary instruments for collecting needed information on students during their studies.	2	(a) Necessary instruments are acquired or developed	Academic & Institutional Planning Coordinator

College Administration - Problem 4 [Continued] 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. [Continued]

Action	Year(s)	Evaluation Method(s)	Coordination
3 Develop and implement procedures for collecting and processing information on students during their studies	3	(a) Nature of the procedures implemented; (b) Feedback from those administering the instruments; (c) Time required for processing the data	Academic & Institutional Planning Coordinator

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.

Goal Timeline: Year(s) 2-3 **Key Performance Indicators:** (a) Number and nature of means implemented for collecting information on students

Action	Year(s)	Evaluation Method(s)	Coordination
1 Working with the campuses, determine the kinds of information that need to be collected from students after they leave the College and the purposes for which that information will be used.	2	(a) Report detailing the information needs and purposes	Academic & Institutional Planning Coordinator
2 Develop or acquire the necessary instruments for collecting needed information on students after they leave the College	2	(a) Necessary instruments are acquired or developed	Academic & Institutional Planning Coordinator
3 Develop and implement procedures for collecting and processing information on students after they leave the College	3	(a) Nature of the procedures implemented; (b) Feedback from those administering the instruments; (c) Time required for processing the data	Academic & Institutional Planning Coordinator

College Administration - Problem 5 Target Population: College-wide

General Problem Situation The costs and resources needed to develop and maintain graduate-level training programs in college teaching such as the PERFORMA Master Teacher Program are beyond those of individual colleges. However, our faculty need access to this kind of professional development opportunity.

Immediate Success Problem Continued operation and development of the PERFORMA Master Teacher Program requires the collective support of the anglophone colleges

Desired Long-term Outcomes Faculty will have access to graduate-level training in college teaching

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.

Goal Timeline: Year(s) 1-2-3 **Key Performance Indicators:** (a) Continued operation of the PERFORMA Master Teacher Program

Action	Year(s)	Evaluation Method(s)	Coordination
1 Contribute financially to the ongoing operation and development of the PERFORMA Master Teacher Program	1-2-3	(a) Annual financial contribution	Director of Studies

College Administration - Problem 6 Target Population: College-wide

General Problem Situation Continuing Education requires access to relevant student success information

Immediate Success Problem Continuing Education requires access to relevant student success information

Desired Long-term Outcomes The STAR system will include provide reports meeting the information needs of Continuing Education

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.

Goal Timeline: Year(s) 1-2-3 **Key Performance Indicators:** (a) Number and nature of modifications implemented;
(b) Feedback from STAR users in Continuing Education

Action	Year(s)	Evaluation Method(s)	Coordination
1 Meet with the Continuing Education directors to discuss STAR's capabilities and determine the kinds of reports that might be relevant to Continuing Education.	1	(a) Minutes of meetings with directors of Continuing Education, (b) Document describing the kinds of STAR reports needed by Continuing Education	Academic & Institutional Planning Coordinator
2 Design, develop and implement STAR modules for Continuing Education	1-2-3	(a) Number and nature of Continuing Education reports put into production in STAR, (b) Feedback from STAR users in Continuing Education	Academic & Institutional Planning Coordinator

College Administration - Problem 7 Target Population: College-wide

General Problem Situation The campuses need more detailed information on the characteristics of at-risk student populations and the factors influencing their subsequent success.

Immediate Success Problem The campuses need more detailed information on the characteristics of at-risk student populations and the factors influencing their subsequent success.

Desired Long-term Outcomes The campuses are provided with detailed information on the characteristics of at-risk student populations and the factors influencing their subsequent success.

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.

Goal Timeline: Year(s) 1-2-3 **Key Performance Indicators:** (a) Number and nature of analysis reports;
(b) Feedback from campus personnel

Action	Year(s)	Evaluation Method(s)	Coordination
1 Using STAR data, develop predictive models to identify students at risk of being placed on Bylaw 8 status	1-2	(a) Predictive models completed and tested	Academic & Institutional Planning Coordinator
2 Using STAR data, determine the factors associated with the subsequent success of students placed on Bylaw 8 status	2-3	(a) Research report describing the factors influencing Bylaw 8 student success	Academic & Institutional Planning Coordinator

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

Goal Timeline: Year(s) 1-2-3 **Key Performance Indicators:** (a) Number and nature of analysis reports;
(b) Feedback from campus personnel

Action	Year(s)	Evaluation Method(s)	Coordination
1 Using STAR data, determine the factors influencing the success of "Session d'accueil" students	1-2	(a) Research report describing the factors influencing "Session d'accueil" student success	Academic & Institutional Planning Coordinator

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.

Goal Timeline: Year(s) 1-2-3 **Key Performance Indicators:** (a) Number and nature of measures implemented;
(b) Proportion of quasi-graduates completing their DECs

Action	Year(s)	Evaluation Method(s)	Coordination
1 Determine, for each campus and program, the most common characteristics and missing graduation requirements of "quasi-graduates".	1-2	(a) Program- and campus-specific reports describing the most common characteristics and missing graduation requirements of "quasi-graduates"	Academic & Institutional Planning Coordinator

College Administration - Problem 7 [Continued] 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 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.

Goal Timeline: Year(s) 1-2-3

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

Action	Year(s)	Evaluation Method(s)	Coordination
1 Using STAR, develop queries for identifying groups of at-risk students.	1-2-3	(a) Number of queries and associated reports identifying groups of "at-risk" students	Academic & Institutional Planning Coordinator
2 Drawing on relevant higher education research literature, develop proposals for measures likely to be effective in addressing the needs of "at-risk" student populations	1-2-3	(a) Number of proposals developed, (b) Feedback from campuses	Academic & Institutional Planning Coordinator