



**LaSalle College**  
Montréal

**MAKE IT  
HAPPEN!**

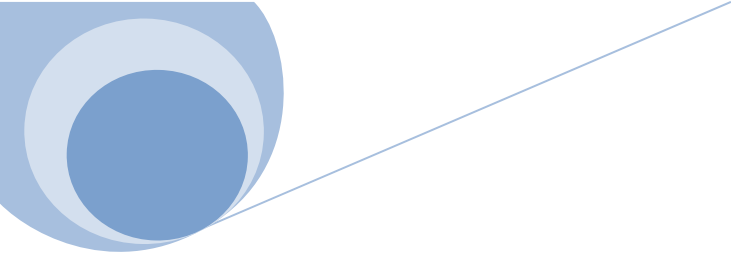
# SUCCESS PLAN

---

2010 – 2015

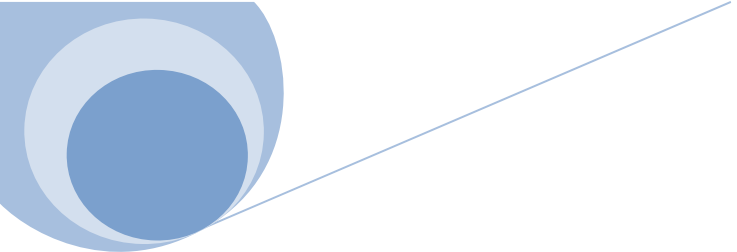


LCI EDUCATION  
NETWORK  
MEMBER



*Always bear in mind that your own resolution to succeed is more important than any other one thing.*

**Abraham Lincoln**



## A WORD FROM THE ADMINISTRATION

The success of our students is the cornerstone of LaSalle College's development plan. This key priority serves as a guide for everyone at LaSalle when it comes to decisions and actions for the benefit of our students and the betterment of our community at large.

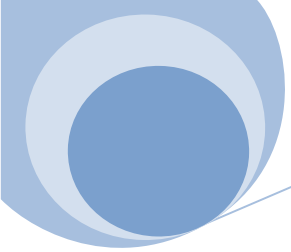
The Success Plan 2010-2015 lays out exactly how the College plans to bring its mission to fruition. It demonstrates our commitment to making the College an environment that fosters achievement by stating our priorities, responsibilities and objectives for success. In addition to detailing the foundation upon which every action leading to success is founded, it is designed to further reflection on how to evaluate the results of these actions.

I want to take this opportunity to thank everyone involved in this project, whether you filled out questionnaires, participated in advisory subcommittees or took part in the working committee. Thanks to you, more students will see the direct benefits of an education that instructs, trains and certifies.

In addition, allow me to congratulate those in charge of this operation. Thanks to their determination and rigorous methodology, everyone will be better informed and, most of all, better equipped to offer the help that students need, particularly those who need just a little extra help to keep them on the path to success.

It is our pleasure to make such a work tool available. With its help and that of those who use it, LaSalle College will continue to move forward and make even our mission's most ambitious objectives a reality. It is our hope that this will ensure the longevity of our institution and encourage all our students to achieve both in school and outside our walls.

Director of Studies  
Marie-Christine Tremblay



**STUDENT SUCCESS ACTION PLAN 2010-2015**

**TABLE OF CONTENTS**

1. INTRODUCTION ..... 1

2. INSTITUTIONAL RESPONSIBILITIES AND OBJECTIVES ..... 2

3. TARGETS ..... **Erreur ! Signet non défini.**

4. METHODOLOGY ..... 5

5. ORIENTATIONS AND OBJECTIVES ..... 6

    5.1 SUMMARY TABLE ..... 6

    5.2 DETAILED TABLES..... 7

6. CONCLUSION AND THANKS..... 15

7. APPENDICES ..... 16

    APPENDIX A | LEAD ACTORS IN APPLYING THE SP ..... 16

    APPENDIX B | CURRENT ASSISTANCE MEASURES ..... 17

    APPENDIX C | MEMBERS OF THE 2010-2015 COMMITTEE..... 19

    APPENDIX D | DETAILED SP STAGES AND PERSONS CONSULTED..... 20

    APPENDIX E | DETAILED SUCCESS INDICATORS BY PROGRAM..... 22



## 1. INTRODUCTION

LaSalle College's Success Plan<sup>1</sup> is meant to be used as a tool to bring all our employees together and guide them towards a common goal: our students' success. It is based on recommendations made by the *Rapport d'analyse faisant suite à l'évaluation de l'efficacité du Plan de réussite 2004-2009*<sup>2</sup>. By request of the Office of the Director of Studies, it was designed and written by a committee and presided over by the SP coordinator, all of whom participated in the auto-evaluation of the previous plan. The committee produced the SP with the following objectives in mind: to write it in a way that is accessible and easy to read, so that it properly reflects the requirements for and obstacles to student achievement and maintains consensus between teachers and management while upholding methodological rigor along the way.

Located in the heart of downtown Montreal, LaSalle College holds a teaching license in English and French and sets itself apart by the wide variety of the curricula it offers. The student body, which is 70% women, is mostly between 18 and 25. Most of these students hail from other parts of the globe and are thus foreign students<sup>3</sup>. In addition, LaSalle College is anxious to be recognized as a leader in college education so it must constantly adapt its teaching approach for the next generation and an ever-growing student body with specific needs.

However, the ultimate goal of the SP 2010-2015 goes far beyond academic achievement. Rather, it aims to explicitly create an institutional culture geared towards success.

---

<sup>1</sup> Hereafter referred to as SP.

<sup>2</sup> This document is available on the College's intranet.

---

<sup>3</sup> According to the data presented in the document entitled *Rapport d'analyse faisant suite à l'évaluation de l'efficacité du PdR 2004-2009*.



## 2. INSTITUTIONAL RESPONSIBILITIES AND OBJECTIVES

Teachers and professionals working in help centres, or those who found solutions for their everyday challenges, have always been at the forefront of developing the SP. In this SP, LaSalle College calls for the implication of many of its decision-making bodies, employees and committees. Encouraging student success and supporting our students throughout their scholastic careers must be the main concern of everyone at the College. Moreover, the main objective of the SP 2010-2015 details the office of the Director of Studies' intention to increase accountability for student achievement at all levels of LaSalle College.

LaSalle College's Student Success Action Plan covers the academic years from 2010-2011 to 2014-2015. It is designed to be a clear, effective and accessible tool aiming to rally the entire collegiate community around the success of their students.

The SP is made up of three main orientations that were developed with 13 substantial objectives in mind. These objectives are supported by concrete actions that are both verifiable and measurable. Each action is given a timeframe and assigned to a person or group. The main orientations correspond to all of the College's priority concerns and are the result of extensive consultation between various levels of LaSalle's employees.

With this new SP, LaSalle College wishes to provide a functional and effective tool to its community at large. It will allow them to make success a part of everything they do at the College, in the workings of all of our committees and in the daily life of every student.



### 3. TARGETS

LaSalle College aims to increase its goals for success above 2004-2009 levels. The College believes that it is possible to reach these targets despite the increase in factors that seem to work against success, such as the rise in the number of students who do not graduate from high school, a larger number of students with learning difficulties and an increase in international students. On the contrary, ever aware of these issues, the College is introducing a comprehensive set of measures<sup>4</sup>, as well as an annual review procedure on our practices that, we believe, are a surefire way to positively influence our results.

#### **First semester success**

With regards to first semester success rates, the College is aiming for a success rate of 65%, which means that we aim for 65% of students registered in the first semester of a program to pass all of their courses. Over the period covered by our last SP<sup>5</sup>, the College saw a growth in this rate from 48% to 58%, while the provincial average rarely exceeded 56%. Our recent improvement is proof that our new target is a realistic one.

---

<sup>4</sup> See Appendix B for a list of assistance measures.

<sup>5</sup> Rates according to PSEP.

#### **Reregistration in the Third Semester**

The College saw growth in reregistration in the third semester over the 2004-2008 period. It rose from 57% in 2004 to 65% in 2008<sup>6</sup>, while the provincial average remained stable between 61 and 63%. For the academic years of 2010-2015, the College aspires for a rate of 70% reregistration, meaning that we want 70% of students registered in their first semester of a program to register for classes in that same program the next year.

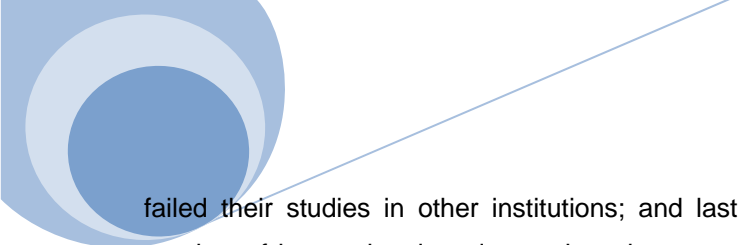
#### **Graduation within normal program length**

Graduation is the area in which the College will have to redouble its efforts. While the provincial average hovered around 28% from 2004-2006, LaSalle College only handed out a diploma to 21% of the class of 2004 and 24% of 2006.<sup>7</sup> While we are aware that the bar is set high, the College is shooting for a graduation rate of 30% in 2015, despite the many challenges on the horizon. Among these challenges, there are the College's programs that lead to work in highly competitive sectors and thus a high drop-out rate amongst students; a student body dealing with difficult personal or school situations; long work hours; children to provide for; financial difficulties vis-à-vis tuition; a high school GPA average that is lower by 2% in comparison to other Quebec students; students having

---

<sup>6</sup> Rates according to PSEP.

<sup>7</sup> Rates according to PSEP.



failed their studies in other institutions; and last but not least a large number of international students who take courses in a language other than their mother tongue. This 30% graduation rate means that we want 30% of students who register in a program in any given year to get their diploma in the same program over the four or six semesters that are normally accorded to them for program completion. This target increases to 35% at the end of eight semesters (all of our programs combined).

**Success Rates in *l'Épreuve uniforme de français, langue d'enseignement et littérature (ÉUF)* and The Ministerial Examination of College English, Language of Instruction and Literature (MEE).**

The College deems it important to monitor this achievement indicator, which is a prerequisite for graduation. For the ÉUF, the Francophone sector of the College passes the test at a rate of 70%<sup>8</sup>, which places it 15% below average in Quebec. In the Anglophone sector of the school, students pass the MEE at a rate of 74%, still placing us at 17% below the provincial average. Modest growth in the success rate for the ÉUF and MEE has been recorded since 2004 and might suggest a positive trend for the future. However, the increase in our international and academically challenged student populations remains a concern for the College in relation to these tests, and this explains the modest nature of our goals. The College is increasing its targets for success in both languages for a combined rate of 75% in 2015. This combined rate of

75% means that we want 75% of all of the students registered for the *l'Épreuve uniforme de français, langue d'enseignement et littérature* and the Ministerial Examination of College English, Language of Instruction and Literature to pass their exam.

**Targets by program**

LaSalle College considers it important to rally those involved in our curricula around a common goal: to reach established targets. With this in mind, the College has set targets for achievement, success in the first semester, reregistration in the third and graduation within normal program length for each program of study leading to a DEC.<sup>9</sup>

---

<sup>8</sup> Average rates are calculated using Fall semester data between 2004 and 2010.

---

<sup>9</sup> See Appendix E for our targets by program.



## 4. METHODOLOGY

The SP 2010-2015 is the result of work done in a committee<sup>10</sup> that brought together both the management and teaching staff of LaSalle College. It represents the final step after the large-scale operation that was evaluating the effectiveness of the SP 2004-2009.

Under the management of the Success Plan Coordinator, the creation of the SP took place between January and September, 2011<sup>11</sup>. This project required the team to refer to the *Plan d'action faisant suite aux recommandations du bilan du Plan de réussite (PdR) 2004-2009*, which is considered an estimate for the SPSP 2010-2015.

The committee carefully analyzed each issue, problem, obstacle, resource and time constraint. The numerous actions detailed in the Action Plan were also subjected to the group's analysis and were hierarchized and sorted by theme. These themes became the 13 goals in the SP 2010-2015 and have been combined to form 3 main orientations.

Our targets for success are in line with these objectives and the actions to achieve them have been determined using data gathered during the review process on the effectiveness of the SP 2004-2009. Over the course of its project, the committee verified its work with teachers and

administrators with the hope of producing the most objective and exhaustive SP possible.

The Action Plan uses a table to display the data collected by our committee. The committee chose not to use the same format as the previous SP, in order to ensure that those who use it at the College have better access to its priorities, urgencies, responsibilities and time frames. Additionally, the SP 2010-2015 contains an annual review section, and can be broken down into summary versions allowing them to be adapted to different communication and distribution methods.

---

<sup>10</sup> See Appendix C for the list of members involved in the SSP writing committee.

<sup>11</sup> See Appendix D pour the detailed work stages and consulted persons.

## 5. ORIENTATIONS AND OBJECTIVES

### 5.1 SUMMARY TABLE

Orientation 1	Orientation 2	Orientation 3
Expression of an institutional culture geared toward student success	Development of a systematic plan for data collection and analysis.	Interventions to promote success
Objectives	Objectives	Objectives
<p><b>1.1 To empower all parties with regard to success.</b></p> <p>To mobilize committees, the program directorate and stakeholders around and for success.</p> <p><b>1.2 Promote and implement the Student Success Plan.</b></p> <p>To distribute the Success Plan, monitor its consistent and effective use and ensure that it is at the heart of the College's management affairs..</p> <p><b>1.3 To encourage the individual initiatives of all stakeholders.</b></p> <p>To recognize specific initiatives and actions taken by the teaching staff, the program directorate and all other stakeholders</p> <p><b>1.4 To plan the annual review of the Success Plan.</b></p> <p>To implement a process for the consistent review and update of the Success Plan. To draft an annual assessment after consulting the different parties.</p>	<p><b>2.1 To better understand and analyze the profile of the student body.</b></p> <p>To maintain methodological rigor in the research and analysis of data concerning the student body.</p> <p><b>2.2 To improve the understanding of support measures and assess their effectiveness.</b></p> <p>To rigorously and systematically research, analyze and archive data on support measures.</p> <p><b>2.3 To enhance the use of academic success indicators.</b></p> <p>To optimize the use of statistics on student success, within the framework of a research plan aiming to continuously improve programs.</p> <p><b>2.4 To improve the midterm assessment process.</b></p> <p>To review the midterm assessment, harmonize its use, and render the dissemination of collected data more effective.</p>	<p><b>3.1 To develop first-semester pedagogical approaches and methods.</b></p> <p>To continue efforts made to welcome new students and develop pedagogical approaches and methods in line with the needs of first-semester students.</p> <p><b>3.2 To cultivate students' mastery of the language specific to the learning context and their second language.</b></p> <p>To emphasize the importance of language mastery, in both specific and general education courses.</p> <p><b>3.3 To support students with specific needs.</b></p> <p>To improve assistance for students with learning disabilities, who are experiencing personal difficulties or exhibiting risk factors associated with academic failure or dropout.</p> <p><b>3.4 To welcome and support students who are new to Quebec.</b></p> <p>To facilitate the integration and success of the College's allophone, immigrant, and foreign students.</p> <p><b>3.5 To increase students' motivation and their sense of belonging at LaSalle College.</b> To foster a sense of belonging at LaSalle College in order to increase the students' motivation and general well-being.</p>

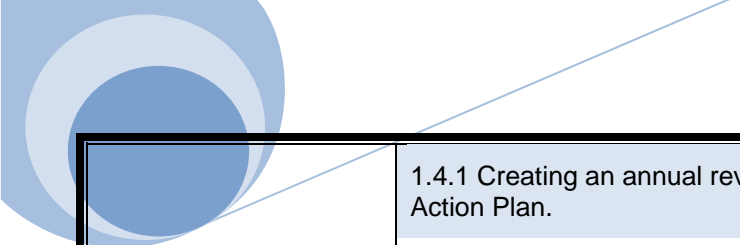
## 5.2 DETAILED TABLES

### Success Plan 2010-2015

#### Orientation 1: Expression of an institutional culture geared towards student success

Objectives	Actions	Lead Actors	Timeframe
<b>1. To empower all parties with regard to success.</b>  To mobilize committees, the program directorate and stakeholders around and for success.  <b>→Target success indicator: Increasing the College's graduation rate within normal program length to 30%.</b>	1.1.1 Integrate SP objectives into LaSalle College's Development Plan.	Director of Studies	Winter 2012
	1.1.2 Incorporate SP objectives into pedagogical committee meetings.	SP Coordinator, Director of Studies, Program Directors	Winter 2012
	1.1.3 Integrate SP objectives into team leader committee meetings and team-program meetings.	SP Coordinator, Director of Studies, Program Directors	Winter 2012
	1.1.4 Encourage program directors to handle internal statistical research on program-specific obstacles to success.	Program Directors, Director of Studies, SP Coordinator	Fall 2012
	1.1.5 Encourage program directors to identify the courses that students have the most trouble with and coordinate assistance measures for student success.	Program Directors, Director of Studies	Winter 2013
	1.1.6 Encourage program directors to establish a standard follow-up procedure for student success in their program of studies.	Program Directors, SP Coordinator	Fall 2012
	1.1.7 Encourage program directors to discuss student success, its characteristics and specific needs at team-program meetings.	Director of Studies, Program Directors, SP Coordinator	Winter 2012
	1.1.8 Create a Success Plan advisory committee mandated to advise the College's administrators on review operations, and their experts on the implementation of new assistance measures and improving procedures, forms, follow-up documentation, etc.	SP Coordinator	Fall 2011
	1.1.9 Implement a training program plan to cultivate research and analysis expertise and skills.	Office of the Director of Studies	Winter 2012
	1.1.10 Ensure that our teaching staff fully understands and masters Omnivox tools.	Program Directors	Winter 2013

<b>1.2 Promote and implement the Student Success Plan.</b> To distribute the Success Plan, monitor its consistent and effective use and ensure that it is at the heart of the College's management affairs.	1.2.1 Guarantee the proper management of help centres as well as assistance measures and activities geared toward student success.	SP Coordinator	Ongoing
	1.2.2 Guarantee continuous follow-up on the application of SP actions: whether the timeframe is being respected, and whether actors are assuming their responsibilities and meeting their goals.	SP Coordinator, SP Committee	Annually
	1.2.3 Design an appealing layout for the SP.	SP Coordinator	Fall 2011
	1.2.4 Distribute the SP on all available platforms and making sure that everyone in the LaSalle College community is informed.	SP Coordinator, SP Committee, Administrators	Fall 2011
	1.2.5 Invite expert teachers to design and implement a communications and awareness plan for assistance measures aimed at teachers and students.	SP Coordinator	Fall 2012
	1.2.6 Distribute data and analyses from help centres and schools to various bodies at LaSalle.	SP Coordinator	Annually
	1.2.7 Include a section on the assistance measures in an upcoming review of course outlines.	Academic Support Coordinator	Fall 2013
<b>1.3 To encourage the individual initiatives of all stakeholders..</b> To recognize specific initiatives and actions taken by the teaching staff, the program directorate and all other stakeholders.	1.3.1 Encourage teachers to find solutions for the needs of students who require specific follow-up without complicating their work or that of the SP coordinator.	Program Directors, SP Coordinator, Program teams	Fall 2012
	1.3.2 Raise awareness, amongst teachers and program directors, of teaching and extracurricular initiatives that promote success and that have been undertaken by other teachers at the College.	Program Directors, SP Coordinator	Fall 2012
	1.3.3 Survey teachers on specific initiatives that they are willing to undertake to help students succeed.	SP Coordinator	Winter 2012
	1.3.4 Encourage all College employees to promote student participation in conferences and outside events.	Program Directors Office of the Director of Studies	Ongoing
	1.3.5 Allow schools to implement complementary assistance activities and guarantee their autonomous management.	Program Directors, SP Coordinator	Ongoing



<b>1.4 Planning the Success Plan annual review.</b>  To implement a system for the constant review and update of the Success Plan. Draw up an annual debriefing after consulting LaSalle's various entities.	1.4.1 Creating an annual revision procedure for the Student Success Action Plan.	SP Coordinator	Winter 2012
	1.4.2 Integrating the SP revision procedure into the work schedules of various bodies.	SP Coordinator, SP Committee, Office of the Director of Studies	Winter 2013
	1.4.3 Consulting all interested bodies.	SP Coordinator, SP Committee	Annually
	1.4.4 Making changes to, improvements on and updating the SP on a yearly basis.	SP Coordinator	Annually
	1.4.5 Ensuring follow up on and dissemination of the changes made to the SP.	SP Coordinator	Annually
	1.4.6 Using accessible language, summary tables, etc.	SP Coordinator	Ongoing

## Orientation 2: Draft a systematic plan to collect and analyzing information.

Objectives	Actions	Lead Actors	Timeframe
<b>2.1 To better understand and analyze the profile of the student body.</b>  To maintain methodological rigor in the research and analysis of data concerning the student body.	2.1.1 Form an advisory subcommittee of people with research expertise.	SP Coordinator	Fall 2012
	2.1.2 Create a calendar for collecting and analyzing data from students and teachers.	SP Coordinator, SP Committee	Fall 2012
	2.1.3 Meticulously identify various student profiles.	Advisory Subcommittee on Research, SP Coordinator	Winter 2013
	2.1.4 Develop tools to generate data on specific clientele such as foreign students, online students and students having graduated high school outside Quebec.	SP Coordinator, Advisory Subcommittee on Research	Winter 2013
	2.1.5 Regularly poll students, keeping program specifics in mind, and make sure that our polls are updated with relevant and useful questions.	SP Coordinator, Advisory Subcommittee on Research	Annually
	2.1.6 Survey teachers on issues that they encounter in class and organize consultations with them in the form of interviews and discussion groups.	SP Coordinator, Advisory Subcommittee on Research	Winter 2013 Winter 2015
	2.1.7 Create boxes where students can leave suggestions.	SP Coordinator	Winter 2012
<b>2.2 To improve the understanding of support measures and assess their effectiveness.</b>  To rigorously and systematically research, analyze and archive data on support	2.2.1 Ensure continuous follow-up on the effectiveness of student assistance services.	SP Coordinator	Ongoing
	2.2.2 Continually follow up on students' needs vis-à-vis assistance measures, taking course and program materials into consideration.	SP Coordinator	Ongoing
	2.2.3 Invite the members of the SP committee to make suggestions for the improvement of their task and procedures concerning research and review.	SP Committee, SP Coordinator	Ongoing
	2.2.4 Evaluate the impact that student help centres have on student success.	SP Coordinator	Ongoing
	2.2.5 Ask students who make use of assistance how satisfied they are concerning the services rendered.	SP Coordinator	Ongoing
	2.2.6 Improve the format of follow-up forms for students who make use of student assistance services.	SP Coordinator, SP Committee	Winter 2012
	2.2.7 Identify and enumerate the specific and one-time assistance measures offered by our schools.	SP Coordinator, Program Directors	Annually (Summer Semester)
	2.2.8 Ensure that all data collected is properly stored and usable.	SP Coordinator	Continuous

<p><b>2.3 To enhance the use of academic success indicators.</b></p> <p>To optimize the use of statistics on student success, within the framework of a research plan aiming to continuously improve programs.</p>	2.3.1 Establish the list of success indicators to evaluate beyond those provided by the <i>Ministère</i> (first semester success, reregistration in the third semester, graduation.)	SP Coordinator	Winter 2012
	2.3.2 Make statistical tools more effective concerning success indicators. (CHESCO, PSEP)	SP Coordinator, Program Directors, Office of the Director of Studies, SP Committee	Ongoing
	2.3.3 Heighten the precision of data generated by the report function in Clara and Omnivox's success follow-up tool and collect data on targeted samples.	SP Coordinator, SP Committee	Winter 2013
	2.3.4 Create a follow-up and analysis system for success concerning specific students such as foreign students, online students and students who graduated high school outside Quebec. (Success in the first semester, reregistration rates and graduation rates.)	SP Coordinator, SP Committee	Winter 2014
	2.3.5 Regularly distribute information on success indicators to program directors, team program meetings, and so on.	Program Directors, Office of the Director of Studies, SP Coordinator	Annual (Summer Semester)
	2.3.6 Make sure that those responsible for collecting and analyzing data are properly trained and well equipped for their work.	SP Coordinator	Ongoing
<p><b>2.4 To improve the midterm assessment process.</b></p> <p>To review the midterm assessment, harmonize its use, and render the dissemination of collected data more effective.</p>	2.4.1 Establish a clear procedure that describes the roles of each actor and the steps to follow for the midterm assessment and its follow-up.	SP Coordinator, Program Directors, Office of the Director of Studies	Fall 2011
	2.4.2 Make the ways in which we identify the main in-class obstacles to student success more effective.	SP Coordinator	Winter 2012
	2.4.3 Reformulate the statements and comments of the midterm assessment.	SP Coordinator	Winter 2012
	2.4.4 Review the way in which we inform teachers of midterm assessment results.	SP Coordinator	Winter 2012

### Trajectory 3: Specific actions to encourage student success.

Objectives	Actions	Lead Actors	Timeframe
<b>3.1 To develop first-semester pedagogical approaches and methods.</b>  To continue efforts made to welcome new students and develop pedagogical approaches and methods in line with the needs of first-semester students. <b>→ Target success indicator: 65% of students registered for their first semester passing all of their courses.</b>	3.1.1 Draw up a follow-up, action and activity plan for first semester students.	Academic Success Coordinator, SP Coordinator	Winter 2013
	3.1.2 Create assistance measures that meet the specific needs of first semester students: note-taking skills, effective study and organizational skills, individual tutoring.	SP Coordinator SP Committee	Winter 2013
	3.1.3 Create a teacher's guide specifically designed for teaching first-semester students including teaching strategies specific to pre-university programs.	Academic Success Coordinator	Winter 2014
	3.1.4 Raise awareness amongst teachers on the challenges newly registered college students face after graduating high school.	SP Coordinator	Ongoing
	3.1.5 Promote the orientation service for first semester students.	SP Coordinator	Ongoing
	3.1.6 Encourage teachers to create activities designed to welcome students.	SP Coordinator, Office of the Director of Studies, Program Directors	Ongoing
	3.1.7 Set up informative sessions in the evening for parents of first-semester students.	SP Coordinator, Office of the Director of Studies, Program Directors, Student Affairs Office	Winter 2013
<b>3.2 To cultivate students' mastery of the language specific to the learning context and their second language.</b>  To emphasize the importance of language mastery, in both specific and general education courses. <b>→ Target success indicator: Raise the combined passing rate for the ÉUF and MEE to 75%.</b>	3.2.1 Optimize CAF, ELC and FLASH hours based on demand in all three centres.	SP Coordinator	Annual (Summer Semester)
	3.2.2 Further involve language teachers in the creation of new initiatives to improve students' language skills.	SP Coordinator, SSP Committee, Program Teams	Ongoing
	3.2.3 Develop activities that promote reading and research on language excellence: contests, awards, writers' conferences, etc.	SP Committee, Program Teams	Ongoing
	3.2.4 Implement tools to encourage students to take and do better on the ELSCQ ( <i>Épreuve en langue seconde des collèges du Québec</i> ).	SP Committee, SSP Coordinator	Winter 2013
	3.2.5 Encourage teachers to promote the mastery of the language in which students learn, in all their classes, via rigorous evaluations of written language in their students' work.	Office of the Director of Studies	Continuous
	3.2.6 Encourage excellence in the written and spoken expression from teachers.	Office of the Director of Studies	Ongoing

<b>3.3 To support students with specific needs.</b>  To improve assistance for students with learning disabilities, who are experiencing personal difficulties or exhibiting risk factors associated with academic failure or dropout.	3.3.1 Adopt a procedure for the continuous adaptation of assistance measures based on the analysis of students with specific needs and success rates.	SP Coordinator, SSP Committee	Winter 2014
	3.3.2 Establish policies and procedures to provide structure and follow-up of student success for struggling students and those who are at risk of dropping out (RT).	SP Coordinator, Program Directors, Office of the Director of Studies	Fall 2012
	3.3.3 Make more resources available for students with learning disabilities and create a service dedicated to meeting the needs of students with academic or personal difficulties.	SP Coordinator	Winter 2012
	3.3.4 Find solutions to mitigate academic problems caused by students' personal issues.	SP Committee, SP Coordinator	Ongoing
	3.3.5 Create workshops or other similar measures to help students manage their personal finances.	SP Committee, SP Coordinator	Fall 2012
	3.3.6 Consider creating a permanent help centre in marketing.	SP Coordinator	Winter 2012
	3.3.7 Allow for additional hours of academic assistance following the midterm assessment.	SP Coordinator	Fall 2012
	3.3.8 Regularly share data regarding student profiles with teachers.	SP Coordinator, Team Leader Committees	Ongoing
	3.3.9 Encourage teachers to find permanent solutions that allow them to increase individual interaction with students.	SP Coordinator, Team Leader Committees	Ongoing
	3.3.10 Assist teachers with students with specific needs, through tools and trainings. .	SP Coordinator, Director of Studies, Team Leader Committees	Fall 2013
<b>3.4 To welcome and support students who are new to Quebec.</b>  To facilitate the integration and success of the College's allophone, immigrant, and foreign students.	3.4.1 Create an annual plan to welcome and support students who are new to Quebec.	SP Coordinator, Office of the Director of Studies	Winter 2013
	3.4.2 Providing an information and help centre that handles study permits, CAQs, medical insurance, embassy related issues, housing, etc.	Office of the Director of Studies	Winter 2013
	3.4.3 Incorporate an informative meeting into the student orientation that explains assistance services.	Student Affairs Office, SP Coordinator	Winter 2013
	3.4.4 Create a guide for newcomers and distribute it when they register for classes.	Admissions, Student Affairs Office	Fall 2013
	3.4.5 Organize student integration activities in Montreal, and pertinent to the academic culture in Quebec.	Student Affairs Office	Fall 2013

<p><b>3.5 To increase students' motivation and their sense of belonging at LaSalle College.</b></p> <p><b>To foster a sense of belonging at LaSalle College in order to increase the students' motivation and general well-being.</b></p> <p><b>→ Target success indicator: Increase the reregistration rate in the third semester to 70% for the entire LaSalle student body.</b></p>	3.5.1 Constantly find new ways to improve service and communication between students and administrators.	General Administration, Office of the Director of Studies	Ongoing
	3.5.2 Bring together the appropriate administrative bodies in order to mitigate the impact of managerial issues on student motivation (tuition collections, administrative reminders, problems related to scheduling, estimates, etc.)	General Administration, Office of the Director of Studies, SP Coordinator, Program Directors	Fall 2012
	3.5.3 Create spaces in the College that promote leisure activities, relaxation, and exchange.	General Administration, Student Affairs Office	Fall 2015
	3.5.4 Promote AGEL Student Association.	Student Affairs Office	Ongoing
	3.5.5 Increase the number of extracurricular activities and activities focused on student integration.	Student Affairs Office	Ongoing
	3.5.6 Make more room for both individual and group physical activity.	Office of the Director of Studies, General Administration	Ongoing
	3.5.7 Organize exhibits and activities that bring students and teachers together.	Student Affairs Office	Ongoing
	3.5.8 Highlight LaSalle alumni who have been part of special projects and/or have been publicly honoured and invite them to speak at the College.	Program Directors, Student Affairs Office	Annual
	3.5.9 Promote the various bursary programs in which students can take part and participate in various contests to increase LaSalle College's public exposure. .	Student Affairs Office	Ongoing
	3.5.10 Encourage student exchange between different schools in the LaSalle International and LaSalle College network. Increase the exposure of the College's international network and incorporate it into academic or extracurricular projects.	Office of the Director of Studies, Academic Success Coordinator, Program Directors.	Ongoing



## 6. CONCLUSION AND THANKS

Creating the Success Plan 2010-2015 has allowed us to highlight the quality of work that LaSalle College's employees bring to the table every day.

The SSP writing committee would like to extend its sincerest gratitude to everyone who participated in this project for all the effort they put into each and every step of the way. Also, the committee would like to tip their hats to our students for the numerous months of work that they

have contributed. The students are the ones who inspired us to create a clear, ambitious and effective success plan.

The College's primary interest remains the success of its students. with this conviction we believe it will be possible to attain the goals set out in this plan, thanks to the important contributions of our teaching and administrative staffs.



## **7. APPENDICES**

### **APPENDIX A | KEY PLAYERS IN APPLYING THE SP**

#### **OFFICE OF THE DIRECTOR OF STUDIES**

The Office of the Director of Studies is directly responsible for implementing the SP.

#### **SP COORDINATOR**

The SP Coordinator ensures the completion of any SP-related activities and is responsible for their coordination, follow-up and evaluation.

#### **ASSISTANT SP COORDINATOR**

The Assistant SP Coordinator assists in everything the SP Coordinator does.

#### **SP COMMITTEE**

The SP Committee represents help centre employees its mission centers on counselling the College's administrators on evaluation operations, the implementation of new assistance measures and improvements to the SP.

#### **HELP CENTRE STAFF**

Our Help Centre staff, composed of professionals and teachers, assists students and participate in data collection.

#### **PROGRAM MANAGERS**

Program Managers apply the SP by incorporating it into their work.

#### **PEDAGOGICAL COMMITTEE**

The Pedagogical Committee makes sure that all the practices involved in the SP are standardized and harmoniously applied.

#### **ACADEMIC SUPPORT COORDINATORS**

Academic Support Coordinators underpin the work of various employees implicated in student success by offering their assistance and the appropriate pedagogical tools.

#### **TEAM LEADERS COMMITTEE**

The Team Leaders Committee is the liaison between the Office of the Director of Studies and teachers in regards to the SP.

#### **TEACHING STAFF**

Teachers promote the SP with their students and encourage them to use the available assistance measures. Brought together by the program team, they participate in meeting SP goals.



## APPENDIX B | CURRENT ASSISTANCE MEASURES

### ***Centre d'aide en français (CAF)***

The CAF's goal is to improve students' command of written French and develop their French reading skills. Also, the CAF aims to encourage students' success in all of their coursework, as well as the *Épreuve uniforme de français*, a requirement of DEC programs.

### **English Learning Centre (ELC)**

The ELC's goal is to improve students' command of written English and develop their English reading skills. Also, the ELC aims to encourage students' success in all of their coursework, as well as the English Exit Exam, a requirement of DEC programs. .

### ***Assistance Centre for Finance and Accounting (CAFIC)***

The CAFIC's main goal is to offer individual assistance and extra support to students struggling with their finance and accounting courses.

### **French Language Assistance Support and Help Centre (FLASH)**

The FLASH provides individual meetings to help students following English curricula master French, designed to help them master French. It

is designed to improve reading, writing, comprehension and pronunciation skills.

### ***Assistance Centre for Statistics, Computers and Mathematics (CASIM)***

The CASIM's staff provides individual assistance to students struggling with their statistics, computer science and mathematics coursework.

**Psychological support service** Our psychological assistance service provides students with individual meetings, by appointment or for emergency consultations for future referrals. It helps students overcome difficulties during their studies, such as stress, break-ups, homesickness , anger management and financial problems. Consultations are individual, confidential and free.

### **Academic Advising**

Located in the Student Corner, our academic advisor assist students wishing to continue their studies at university and after finishing at the college. Consultations are individual, confidential and free.



### **Tutorial Workshops**

By student request or teacher recommendation, a tutorial workshop may be offered to students. Tutorial workshop services appear on Omnivox.

### **Industry Visits and Conferences**

Program Directors organize industry visits and invite relative speakers to the College. These activities to bring supplemental training and dynamism to our students' programs. Through such exchanges, students can validate their career path and learn about the job market.

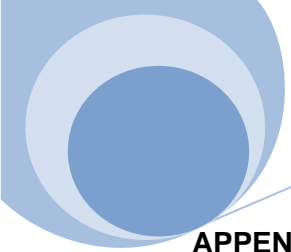
### **Access Services**

Students in need of services or tools adapted to their disability (physical handicap, hearing or vision issues, etc.) or any other such limitation

(learning disability, mental health or neurological issues, etc.) can meet with our Access Services staff to request assistance. Consultations are individual, confidential and free.

### **Support for Struggling Students**

This service helps students who want to improve their time-management and note-taking skills. It may also assist them in resolving various other issues they may have.



## **APPENDIX C | MEMBERS OF LASALLE COLLEGE'S SP WRITING COMMITTEE 2010-2015**

- BEAUCHAMP, Pierre-Luc | Teacher, The School of Humanities and Social Sciences, LaSalle College.
- LAFRAMBOISE, Jean-Sébastien | Humanities and General Education Coordinator, The School of Humanities and Social Sciences | SP Coordinator, LaSalle College.
- PINSONNEAULT, Louise | Teacher, The School of Humanities and Social Sciences, LaSalle College.
- VALEV, Tsvetomir | Assistant SP Coordinator, LaSalle College.



## APPENDIX D | DETAILED SSP STAGES AND PERSONS CONSULTED

### PART 1: CREATION

#### October 2010

The College distributed the documents entitled *Rapport d'analyse faisant suite à l'évaluation de l'efficacité du Plan de réussite 2004-2009* and *Plan d'action faisant suite aux recommandations du bilan du Plan de réussite (PdR) 2004-2009*.

#### January 2011

The SP Coordinator and Assistant Coordinator planned the steps for the creation and organization of the SP 2010-2015, and set up a committee.

#### March 2011 to June 2011

The committee members met regularly. They created a list of over 100 actions from the *Action Plan*, prioritized in order of importance. Using these actions, the committee wrote the SP 2010-2015's goals and sorted them into three main orientations.

### PART 2: CONSULTATIONS AND CORRECTIONS

#### June 21<sup>st</sup>, 2011


An advisory committee representing the College's teachers was invited to make recommendations on the schematic table that the SP committee planned to use for the document as well as the main goals contained therein. The committee is made up of the following teachers:

- DELGOVES, Yves | Full-time teacher and team leader, The International School of Hotel Management and Tourism, LaSalle College.
- LECLERC, François | Full-time teacher, The International School of Hotel Management and Tourism, LaSalle College.
- NOLIN, Claudine | Teacher, the Humanities and Social Sciences School, LaSalle College.

#### June 20<sup>th</sup>, 2011

An advisory committee representing the College's administrators was invited to make recommendations on the schematic table that the SSP committee planned to use for the document, as well as the main goals contained therein. The committee is made up of the following coordinators:

- BERNIER, Geneviève | E-learning Coordinator, LaSalle College.

- 
- JODOUIN CHOPKA, Shanti | Academic Support Coordinator, LaSalle College.
  - PHOMPHAKDY, Khamy | Educational Coordinator, The Humanities and Social Sciences School, LaSalle College.

### **July 2011 to September 2011**

Suggestions for corrections were applied to the SP 2010-2015 and the committee met on several occasions to finalize it.

### **September 20<sup>th</sup>-28<sup>th</sup>, 2011**

An anonymous poll was posted on Omnivox. It allowed the College's teachers and administrative personnel to voice their opinion and make suggestions in regards to the goals of the SSP 2010-2015. There were 107 respondents.

## **PART 3: FINAL DRAFT AND APPROVAL**

### **September 29<sup>th</sup> to October 10<sup>th</sup>, 2011**

The committee met for the last time. Corrections were made based on poll comments and suggestions. Targets were determined and the texts outlining the SP were written.

### **October 11<sup>th</sup>, 2011**

The SP 2010-2015 was presented to LaSalle College's Studies Commission for approval.

### **October 19<sup>th</sup>, 2011**

The SP 2010-2015 was presented to LaSalle College's Board of Directors for approval.

## APPENDIX E | DETAILED SUCCESS INDICATORS BY PROGRAM

### HUMANITIES (300.A0)

#### First-Semester Success

First-semester success rate (100% of classes)			
Classes	LaSalle College	Total /colleges	Nbr LaSalle students
F-2006	22.7	56	22
F-2007	37.5	53	40
F-2008	25	53	27
F-2009	36.4	54.6	44
F-2010	41.8	54.4	79
average	35.7%	54.2%	42
Target - A-2015	45.0%		

#### Graduation within Normal Program Length \*

Graduation rate (%)			
Classes	LaSalle College	Total /colleges	Nbr LaSalle students
F-2006	9.1	33.3	22
F-2007	7.5	31.4	40
F-2008	7.1	32.1	27
F-2009	n.d.	n.d.	44
F-2010	n.d.	n.d.	79
average	7.8%	32.2%	42
Target - A-2015	15.0%		

\* Most recent DEC's entered - W10 et S10

#### Reregistration in the Third Semester

Third-semester re-registration rate (%)			
Classes	LaSalle College	Total /colleges	Nbr LaSalle students
F-2006	40.9	64	22
F-2007	40	61.5	40
F-2008	35.7	62.9	27
F-2009	40.9	62.2	44
F-2010	n.d.	n.d.	79
average	39.6%	62.6%	42
Target - A-2015	50.0%		

## SPECIAL CARE COUNSELLING (351.A0)

### First-Semester Success

First-semester success rate (100% of classes)			
Classes	LaSalle College	Total /colleges	Nbr LaSalle students
F-2006	77.3	71.4	22
F-2007	64.5	69.5	31
F-2008	58.8	69.3	34
F-2009	73.8	70.7	65
F-2010	51.3	71.7	80
average	62.9%	70.6%	46
Target - A-2015	75.0%		

### Graduation within Normal Program Length \*

Graduation rate (%)			
Classes	LaSalle College	Total /colleges	Nbr LaSalle students
F-2006	22.7	38.3	22
F-2007	22.6	39.2	31
F-2008	n.d.	n.d.	34
F-2009	n.d.	n.d.	65
F-2010	n.d.	n.d.	80
average	22.6%	38.8%	46
Target - A-2015	30.0%		

\* Most recent DEC's entered - W10 et S10

### Reregistration in the Third Semester

Third-semester re-registration rate (%)			
Classes	LaSalle College	Total /colleges	Nbr LaSalle students
F-2006	68.2	78.2	22
F-2007	74.2	77.9	31
F-2008	52.9	78.8	34
F-2009	83.1	78.1	65
F-2010	n.d.	n.d.	80
average	72.4%	78.3%	46
Target - A-2015	80.0%		

## BUSINESS MANAGEMENT (410.D0)

### First-Semester Success

First-semester success rate (100% of classes)			
Classes	LaSalle College	Total /colleges	Nbr LaSalle students
F-2004	40.9	48.9	66
F-2005	36.5	50	63
F-2006	44.4	50.1	45
F-2007	31.6	51.8	98
F-2008	51.3	52.9	78
F-2009	42.9	53.5	56
F-2010	50	46.1	64
average	41.9%	50.2%	67
Target - A-2015	52.0%		

### Graduation within Normal Program Length \*

Graduation rate (%)			
Classes	LaSalle College	Total /colleges	Nbr LaSalle students
F-2004	6.1	23	66
F-2005	12.7	24.4	63
F-2006	17.7	23.4	45
F-2007	17.4	25.25	98
F-2008	3.8	2	78
F-2009	n.d.	n.d.	56
F-2010	n.d.	n.d.	64
average	13.6%	24.0%	67
Target - A-2015	20.0%		

\* Most recent DEC's entered - W10 et S10

### Reregistration in the Third Semester

Third-semester re-registration rate (%)			
Classes	LaSalle College	Total /colleges	Nbr LaSalle students
F-2004	57.6	58.2	66
F-2005	52.4	56.7	63
F-2006	55.6	55.9	45
F-2007	38.8	55	98
F-2008	65.4	58.6	78
F-2009	60.7	55.4	56
F-2010	n.d.	n.d.	64
average	54.0%	56.6%	67
Target - A-2015	68.0%		

## ACCOUNTING AND MANAGEMENT TECHNOLOGY (410.B0)

### First Semester Success

First-semester success rate (100% of classes)			
Classes	LaSalle College	Total /colleges	Nbr LaSalle students
F-2004	43.8	57.8	32
F-2005	36	58.5	25
F-2006	50	60.3	20
F-2007	47.1	60.2	17
F-2008	57.1	59.9	42
F-2009	72	63.3	25
F-2010	61.1	60	36
average	53.3%	60.0%	28
Target - A-2015	63.0%		

### Graduation within Normal Program Length \*

Graduation rate (%)			
Classes	LaSalle College	Total /colleges	Nbr LaSalle students
F-2004	12.6	30.1	32
F-2005	20	30.8	25
F-2006	25	33.2	20
F-2007	5.9	33	17
F-2008	26.2	2.3	42
F-2009	n.d.	n.d.	25
F-2010	n.d.	n.d.	36
average	19.1%	25.7%	28
Target - A-2015	27.0%		

\* Most recent DEC's entered - W10 et S10

### Reregistration in the Third Semester

Third-semester re-registration rate (%)			
Classes	LaSalle College	Total /colleges	Nbr LaSalle students
F-2004	46.9	61.8	32
F-2005	56	63.9	25
F-2006	35	65.4	20
F-2007	47.1	64.7	17
F-2008	85.7	63.2	42
F-2009	64	64.3	25
F-2010	n.d.	n.d.	36
average	59.6%	63.9%	28
Target - A-2015	65.0%		

## COMPUTER SCIENCE (420.A0)

### First Semester Success

First-semester success rate (100% of classes)			
Classes	LaSalle College	Total /colleges	Nbr LaSalle students
F-2004	38.5	51.4	26
F-2005	42.9	51.1	14
F-2006	66.7	55.9	18
F-2007	57.9	50.9	19
F-2008	65	50.6	20
F-2009	53.8	52.4	13
F-2010	64.7	49.3	17
average	55.1%	51.5%	18
Target - A-2015	70.0%		

### Graduation within Normal Program Length \*

Graduation rate (%)			
Classes	LaSalle College	Total /colleges	Nbr LaSalle students
F-2004	7.7	26.6	26
F-2005	7.1	27.1	14
F-2006	11.1	27	18
F-2007	10.5	27.9	19
F-2008	n.d.	n.d.	20
F-2009	n.d.	n.d.	13
F-2010	n.d.	n.d.	17
average	9.1%	27.1%	18
Target - A-2015	15.0%		

\* Most recent DEC's entered - W10 et S10

### Reregistration in the Third Semester

Third-semester re-registration rate (%)			
Classes	LaSalle College	Total /colleges	Nbr LaSalle students
F-2004	46.2	62.7	26
F-2005	50	65.1	14
F-2006	72.2	69.4	18
F-2007	47.4	67.9	19
F-2008	65	62.7	20
F-2009	46.2	65.1	13
F-2010	n.d.	n.d.	17
average	54.6%	65.2%	18
Target - A-2015	68.0%		

## TOURISM TECHNIQUES (414.A0)

### First Semester Success

First-semester success rate (100% of classes)			
Classes	LaSalle College	Total /colleges	Nbr LaSalle students
F-2004	48	64	25
F-2005	69.2	60.5	26
F-2006	56.3	62.1	32
F-2007	60.6	56.6	33
F-2008	38.5	59.8	13
F-2009	71	64.2	21
F-2010	52	61.3	25
average	57.7%	61.3%	25
Target - A-2015	72.0%		

### Graduation within Normal Program Length \*

Graduation rate (%)			
Classes	LaSalle College	Total /colleges	Nbr LaSalle students
F-2004	28	31.1	25
F-2005	34.6	33.7	26
F-2006	25	29.9	32
F-2007	15.2	29.8	33
F-2008	n.d.	n.d.	13
F-2009	n.d.	n.d.	21
F-2010	n.d.	n.d.	25
average	25.0%	31.2%	25
Target - A-2015	30.0%		

\* Most recent DEC's entered - W10 et S10

### Reregistration in the Third Semester

Third-semester re-registration rate (%)			
Classes	LaSalle College	Total /colleges	Nbr LaSalle students
F-2004	56	68.2	25
F-2005	65.4	70.9	26
F-2006	84.4	67.8	32
F-2007	48.6	64	33
F-2008	61.5	68.8	13
F-2009	71.4	65.7	21
F-2010	n.d.	n.d.	25
average	64.7%	67.6%	25
Target - A-2015	75.0%		

## HOTEL MANAGEMENT TECHNIQUES (430.A0)

### First Semester Success

First-semester success rate (100% of classes)			
Classes	LaSalle College	Total /colleges	Nbr LaSalle students
F-2004	56.7	54.2	67
F-2005	58.8	67.2	68
F-2006	47.4	53.9	78
F-2007	59.8	68.3	117
F-2008	62.7	69	83
F-2009	69.2	67.9	78
F-2010	73	70	89
average	61.4%	64.4%	83
Target - A-2015	68.0%		

### Reregistration in the Third Semester

Third-semester re-registration rate (%)			
Classes	LaSalle College	Total /colleges	Nbr LaSalle students
F-2004	79.1	68.2	67
F-2005	85.3	76.1	68
F-2006	62.8	66.8	78
F-2007	73.5	70.4	117
F-2008	69.9	72.1	83
F-2009	64.1	71	78
F-2010	n.d.	n.d.	89
average	72.1%	70.7%	83
Target - A-2015	78.0%		

### Graduation within Normal Program Length \*

Graduation rate (%)			
Classes	LaSalle College	Total /colleges	Nbr LaSalle students
F-2004	32.8	31.8	67
F-2005	23.5	36.3	68
F-2006	19.2	31.3	78
F-2007	29.1	37.5	117
F-2008	n.d.	n.d.	83
F-2009	n.d.	n.d.	78
F-2010	n.d.	n.d.	89
average	26.4%	34.3%	83
Target - A-2015	35.0%		

\* Most recent DEC's entered - W10 et S10

## FOOD SERVICE MANAGEMENT (430.B0) \*\*

### First Semester Success

First-semester success rate (100% of classes)			
Classes	LaSalle College	Total /colleges	Nbr LaSalle students
F-2004	42.9	55.4	28
F-2005	51.4	63.5	35
F-2006	21.4	60.7	14
F-2007	28.6	54.4	28
F-2008	76.2	80.2	21
F-2009	0	69.4	1
F-2010	0	65.9	0
average	44.9%	64.1%	18
Target - A-2015	50.0%		

### Reregistration in the Third Semester

Third-semester re-registration rate (%)			
Classes	LaSalle College	Total /colleges	Nbr LaSalle students
F-2004	57.1	63.6	28
F-2005	65.7	64.2	35
F-2006	35.7	66.1	14
F-2007	42.9	56.1	28
F-2008	61.9	73	21
F-2009	100	67.8	1
F-2010	n.d.	n.d.	0
average	54.8%	64.5%	18
Target - A-2015	60.0%		

### Graduation within Normal Program Length \*

Graduation rate (%)			
Classes	LaSalle College	Total /colleges	Nbr LaSalle students
F-2004	10.7	28.9	28
F-2005	22.9	28.4	35
F-2006	7.1	28.6	14
F-2007	7.1	24.6	28
F-2008	n.d.	n.d.	21
F-2009	n.d.	n.d.	1
F-2010	n.d.	n.d.	0
average	13.3%	27.7%	18
Target - A-2015	25.0%		

\* Most recent DEC's entered - W10 et S10

\* Derniers DEC entrés - H10 et É10

\*\* Established targets are applicable to the new program 430 B0 – DEC-DEP effective as of semester A11. Reported statistics concern the former 430 B0 program.

## FASHION DESIGN (571. A0) \*\*

### First Semester Success

First-semester success rate (100% of classes)			
Classes	LaSalle College	Total /colleges	Nbr LaSalle students
F-2004	48.1	53.9	158
F-2005	65.2	62.1	135
F-2006	44.4	57.1	144
F-2007	58.2	65.9	201
F-2008	60	56.6	160
F-2009	59.2	56.6	201
F-2010	60.1	58.2	163
average	56.6%	58.7%	166
Target - A-2015	68.0%		

### Reregistration in the Third Semester

Third-semester re-registration rate (%)			
Classes	LaSalle College	Total /colleges	Nbr LaSalle students
F-2004	53.2	57.8	158
F-2005	64.4	62.4	135
F-2006	54.9	55.3	144
F-2007	56.2	59.2	201
F-2008	60	58.8	160
F-2009	64.2	49.5	201
F-2010	n.d.	n.d.	163
average	58.9%	56.9%	166
Target - A-2015	68.0%		

### Graduation within Normal Program Length \*

Graduation rate (%)			
Classes	LaSalle College	Total /colleges	Nbr LaSalle students
F-2004	22.1	22.9	158
F-2005	27.4	25.1	135
F-2006	22.2	22.4	144
F-2007	21.9	25.7	201
F-2008	n.d.	n.d.	160
F-2009	n.d.	n.d.	201
F-2010	n.d.	n.d.	163
average	23.2%	24.1%	166
Target - A-2015	30.0%		

\* Most recent DEC's entered - W10 et S10

\*\* Rates on first semester success, reregistration and graduation for all CEGEPS/colleges are calculated without LC data due to its large student population in the Fashion Design program.

## FASHION MARKETING (571. C0) \*\*

### First Semester Success

First-semester success rate (100% of classes)			
Classes	LaSalle College	Total /colleges	Nbr LaSalle students
F-2004	51	51.7	96
F-2005	48.4	56.1	128
F-2006	51.8	58.4	139
F-2007	69.8	62.2	222
F-2008	57	66.3	172
F-2009	68.4	62.6	209
F-2010	64.2	65.1	165
average	60.5%	61.2%	162
Target - A-2015	72.0%		

### Reregistration in the Third Semester

Third-semester re-registration rate (%)			
Classes	LaSalle College	Total /colleges	Nbr LaSalle students
F-2004	55.2	57.7	96
F-2005	65.6	66	128
F-2006	64.7	75.3	139
F-2007	60.8	56.1	222
F-2008	64	69.5	172
F-2009	66	66.7	209
F-2010	n.d.	n.d.	165
average	63.1%	65.3%	162
Target - A-2015	70.0%		

### Graduation within Normal Program Length \*

Graduation rate (%)			
Classes	LaSalle College	Total /colleges	Nbr LaSalle students
F-2004	28.1	32.4	96
F-2005	33.6	37	128
F-2006	33.1	40.9	139
F-2007	36	32.2	222
F-2008	n.d.	n.d.	172
F-2009	n.d.	n.d.	209
F-2010	n.d.	n.d.	165
average	33.5%	35.5%	162
Target - A-2015	38.0%		

\* Most recent DEC's entered - W10 et S10

\*\* Rates on first-semester success, reregistration and graduation for all CEGEPS/colleges are calculated without LC data due to its large student population in the Fashion Marketing program.

