

A Word from the Director

Student success falls within LaSalle College's *core*. Every School and service team member is ultimately working towards this goal. For this reason, success is the linchpin of the strategic plan and is directly included in LaSalle College's quality assurance system. This approach guides each person involved in the College as they make decisions or take actions, whether educational or administrative, all for the greater benefit of students as well as the community as a whole.

By means of the 2017-2022 Success Plan, the College intends to accomplish its educational mission. It expresses the College's commitment to making its establishment an environment conducive to success by clearly stating the priorities, responsibilities and goals in support of success. In addition to representing the foundation on which all actions associated with success will be built, it will guide discussion, enabling the results of these actions to be assessed.

I would like to express my thanks to the members of the team who worked on this operation, to one extent or another. You sustained us during the assessment and development of this new Success Plan. Thanks to you, even more students will reap the benefits of an education that teaches them, shapes them and gives them the skills they need.

I would also like to thank the members of the team who led this operation. Through their vision, their determination and their methodological rigour, everyone will be better informed and, above all, better equipped to propel our students forward toward success; those who need that little something extra that makes the difference between a fail and a pass or those who want to push further.

The vision for this new plan is also to make it easier for the teams to take ownership of it. We believe this will facilitate the achievement of our most ambitious objectives; those that will ensure the permanence of our organization and promote the fulfilment of each student with regard to their school or life projects.

Marie-France Tassé

Academic Dean

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1. Introduction

The primary goal of LaSalle College's *2017-2022 Success Plan* is to ensure that everyone rallies around a shared objective: the academic achievement and success of the College's students.

To ensure the relevance and effectiveness of the measures taken to bolster success, we analyzed our existing processes, including our previous success plan and the assessment completed as part of the quality assurance system evaluation in anticipation of the audit meeting with the CEEC in the winter of 2014. Specific actions were clearly indicated in the action plan that was included with the assessment report on the effectiveness of the College's quality assurance systems. Thus, this Success Plan aims to ensure the integration of the abovementioned recommendations. Moreover, in the fall of 2015, we conducted a self-assessment of the 2009-2015 Success Plan, which led to new recommendations, by success indicator and by program, that were integrated into this Success Plan.

Adherence to our collaborative project will only occur if each person involved in the organization takes up the rallying cry. This commitment obviously requires consultation with those bodies throughout the evaluation process, the collection of information and the writing of the plan. The points of view of those involved directly with the students (teachers as well as office, administrative and professional staff engaged in the various services offered) are critical for evaluating the relevance of the measures taken, their effectiveness and the needs expressed by students.

2. Characteristics of the LaSalle College Student Population

a) Snapshot of the clientele

A survey conducted by the *Campus Life* Committee in 2015 made it possible for us to determine the main sociodemographic characteristics of the College's population (see Table 1) and understand the students' point of view on support offered at the College (see Table 2).

Table 1		
Main Sociodemographic Characteristics of Respondents	Enrolled in French	Enrolled in English
Students for whom the language of instruction is their maternal language	70 %	33.9 %
Students who have already taken college courses	62.4 %	45.6 %
Students living with a spouse (with or without children)	31,5 %	19,9 %
Students living with their parents	30,5 %	43,3 %
Students travelling for longer than 60 minutes to get to the College (round trip)	33,5 %	23,5 %
Students with one or more children in their care	22,2 %	9,9 %
Students whose main source of income is their parents	29,8 %	48,5 %
Students whose main source of income is paid work or loans and scholarships	66,2 %	48,8 %
Students who do not work	39 %	52,6 %
Students working more than 15 hours per week	36,4 %	22,8 %

Table 2	
Knowledge, Use and Evaluation of LaSalle College's Support	All Students
Students who are unaware whether or not the College offers support	36.3%
Students who believe the College does not offer support	18.7%
Students (all) who have used support	22%
Students (international) who have used support	30%
Students who believe that student welcome, integration and success are priorities for LaSalle College	60%
Students confirming that they were made aware of support	60%

b) Observations

By reading the first table, we are able to make certain observations regarding the characteristics of the College's clientele. There seem to be some significant differences between the College's English and French populations. Indeed, on the francophone side, the students are not taking college courses for the first time, depend more on work, loans and scholarships than on their parents and, as is the case for one in five students, care for one or more children. On the anglophone side, for two thirds of students, the language of instruction is not their native language, they are not employed and they depend on their parents, in half of all cases.

The details in the second table show that about two thirds of LaSalle College students do not know whether or not the College offers assistance in support of success. It is logical to conclude that they have not used such support, as two thirds say they received information about available support over the course of their academic careers at the College.

These main observations served as reference points for proper positioning of the areas of focus described in subsequent sections of the plan.

3. LaSalle College 2017-2022 and Program Targets

a) Summary Table – Comparative Success Indicators and 2022 Targets
LaSalle College Overall

	Success Indicators	LC Avg. Rates F2010-F2016	CEGEP Avg. Rates F2010-F2016	Target Success Plan 2022
1	Pass rate of all courses in the first semester	59,6%	57,1%	65%
2	Rate of re-enrollment in the third semester	59,4%	50,7%	65%
3	Rate of graduation within the expected program timeframe	27,6%	32,7%	31%
4	Rate of graduation within the expected program timeframe + 2 semesters	35,4 %	36,9%	37%
5	EUJ pass rate (Fall)	67,8%	79,5%	73%
6	EEE pass rate (Fall)	79,7%	88 %	85%

b) Summary Table – Comparative Success Indicators and 2022 Targets by DCS Program

DCS Programs	2016* First Semester Success Rate	2022 Target First Semester Success Rate	2016* Retention Rate	2022 Target Retention Rate	2016* Graduation Rate	2022 Target Graduation Rate	2022 Target EUF Pass Rate	2022 Target EEE Pass Rate
300A0 Social Sciences	38,2%	45,0%	45,3%	48,0%	15,9%	23,0%	68,0%	85,0%
322A0 Early Childhood Education	64,0%	75,0%	66,8%	70,0%	31,5%	35%	50,0%	70,0%
351A0 Special Care Counselling	64,3%	67,0%	75,1%	79,0%	36,3%	38,0%	68,0%	85,0%
410B0 Accounting and Management Technology	67,8%	75,0%	68,5%	72,0%	39,9%	50,0%	55,0%	53,0%
410C0 Insurance and Financial Advisory Services	67,9%	70,0%	65,9%	70,0%	27,8%	40,0%	50,0%	50,0%
410D0 Business Management	57,7%	62,0%	63,8%	65,0%	21,4%	32,0%	48,0%	60,0%
420A0 Computer Science	63,6%	66,0%	63,3%	70,0%	34,0%	40,0%	50,0%	70,0%
414AC Tourism Techniques	64,7%	70,0%	72,0%	78,0%	32,4%	35,0%	75,0%	75,0%
430A0 Hotel Management Techniques	64,4%	72,0%	74,9%	78,0%	20,2%	25,0%	60,0%	70,0%
430B0 Food Service Management	57,1%	60,0%	66,9%	70,0%	12,9%	20,0%	60,0%	60,0%
500A1 Arts, Literature and Communication	54,2%	62,0%	60,0%	65,0%	37,7%	38,0%	75,0%	85,0%
571A0 Fashion Design	54,7%	64,0%	60,0%	68,0%	22,7%	30,0%	75,0%	85,0%
571C0 Fashion Marketing	66,7%	72,0%	69,6%	73,0%	39,2%	45,0%	75,0%	85,0%

*The success rates indicated for 2016 are an average of annual rates from 2010 to 2016, inclusive.

All success indicators, for the College as a whole and per program, are available at the following link: <https://intranet.lasalle-intl.com/content/25418>

4. Explanations of the Three Areas of Focus

Following the self-assessment of the previous success plan, in light of the College's specific concerns, three main areas of focus were extracted in order to align the actions of each person over the next five years of the Success Plan:

Evaluate and support our students

To promote student achievement, success must be regularly assessed and support mechanisms must be put in place. The first area of focus is a result of this consideration. By adopting this plan, the College intends to pursue the development of a rigorous methodology for collecting student achievement data and to make success a unifying project for all of the parties involved in the College. Even though College student achievement is at the forefront of all decisions made and actions taken, we want the *2017-2022 Success Plan* to become a comprehensible reference document accessible to all. By means of this area of focus, the College commits to evaluating and supporting the success of its students, among its entire community.

Respond concretely to the needs of students and teachers by facilitating integration of the different types of clientele of the college

As mentioned in the section concerning LaSalle College's inherent concerns, our establishment welcomes a large population of international students. For many of these students, integration into Quebec society and academic achievement primarily occur with the help of the College, which becomes the reference body—the point of reference. Thus, the college must equip itself with mechanisms to support the particular needs of this clientele and facilitate its integration. The second growing population includes students with disabilities. The College must ensure that the assessment conditions are fair and equitable for students with physical limitations and cognitive challenges. While the College provides students with a contact person in Adapted Services (AS), it must also ensure mutual understanding of the concept of accommodating students living with a disability and provide teachers with the necessary information and resources. In recognition of the fact that the specific challenges faced by the College and inherent to the field of higher education must be considered, the committee drew up the second area of focus. Through this area of focus, the College would like to bring together everyone involved in any capacity with these specific concerns and aims to equip itself with effective and concrete means of meeting the needs of students and teachers in terms of learning and to facilitate integration of all types of clientele.

Promote the mastery of the languages of instruction and enhance the language skills in French and English with our students

Ultimately, student success and graduation are intertwined with a solid knowledge of their languages of instruction and a good understanding of their second language. Additionally, due to the fact that it is impossible to earn a *Diploma of College Studies* (DCS) without passing the language exit exam, the committee chose to dedicate its final area of focus to these concerns. Because the success rates for the exit exams, both in French and English, are 10% below the average rate in Quebec, it has been decided that the College will continue to promote proficiency in the languages of instruction and second languages and that it will put policies in place to boost its students' language skills. Moreover, in an increasingly globalized world, fluency in a second language is just as much an advantage as earning a higher education diploma. Consequently, whether they teach specialized or general courses, rallying all teachers around these issues surrounding proficiency in both languages of instruction and second languages is at the core of the anticipated actions.

5. *Success plan 2017–2022* – orientations, objectives and indicators

a) Orientations and objectives

Orientation 1 : Evaluate and support our students
1.1 Maintain a rigorous data collection methodology on student success
1.2 Identify factors related to school organization and administrative processes that may have a negative impact on academic success
1.3 Inform all stakeholders of the College of the content of the Success Plan
1.4 Increase the sense of belonging and commitment of students in their studies

Orientation 2 : Respond concretely to the needs of students and teachers by facilitating the integration of the different clientele of the College
2.1 Facilitate the integration of international students.
2.2 Develop stakeholder expertise on the importance of success in the first semester
2.3 Empowering students to succeed
2.3 Quickly identify students whose success is compromised and accompany them to the appropriate resource
2.4 Ensure the effectiveness of support and success services

Orientation 3 : Promote the mastery of the languages of instruction and enhance language skills in French and English with our students
3.1 Intervene quickly with students with insufficient language skills
3.2 Improve students' language skills
3.3 Educate and equip teachers regarding the quality of written expression of their students to master the language of instruction and second language
3.4 Increase the success rate at the ÉUF and EEE

b) Indicators for Achievement of Objectives

Orientation 1: Evaluate and support our students

Desired outcomes:

- Full implementation of the dashboards for all of the College's programs by winter 2019
- Rates of graduation within the College's anticipated timeframes that are comparable to those of the entire network (31%) by 2022
- Implementation of a biennial consultation system for students in their first and third semesters
- A sense of belonging and commitment demonstrated by 75% of students by the end of the Success Plan in 2022
- 60% of student and teacher respondents are familiar with the Success Plan's goals
- Development of an annual action plan, based on annual consultation, to promote student success
- 60% satisfaction rate among international students regarding their integration into the College

Orientation 2: Respond concretely to the needs of students and teachers by facilitating integration of the different types of clientele of the college

Desired outcomes:

- Improvement of the existing system for screening for students experiencing difficulties
- 10% increase in teacher participation rates in the mid-term assessment by 2022
- Set up of a committee on first-term educational methods by 2020
- Improvement of the College's success support services based on data provided by students
- 70% satisfaction rate among students regarding success support services by 2022

Orientation 3: Promote the mastery of the languages of instruction and enhance the language skills in French and English with our students

Desired outcomes:

- 80% satisfaction rate among teachers regarding the student language placement process
- 75% satisfaction rate among students who received personalized language support
- Integration of language skills in 80% of specialized course outlines by 2022
- Modification of all output options to integrate language skills by 2022
- 60% demonstrated use by teachers of language correction methods in specialized courses
- 73% French language paper and 85% English language paper success rates by 2022

6. Definition of the 2017-2022 Success Plan follow-up methods

A Success Plan Monitoring Committee will be formed to ensure annual follow-up on the objectives as well as ensuring achievement of results as set out in the Success Plan. It will also be tasked with ensuring budgetary compliance. This committee will include the Academic Studies Directorates, a Pedagogical Support Coordinator – Success Plan Manager, two program coordinators and the Finance Director. This committee will track success indicators four times a year.

The committee will be able to put forward recommendations to the Academic Studies Directorates in order to support annual achievement of goals. With the approval of the Office of Academic Affairs, the identified actions can be updated in, added to or removed from the original plan. Earlier versions of the plan will be saved in AGORA.

The people in charge of implementing the Success Plan are described in Annex A.

7. Timeline and assessment of the Success Plan

LaSalle College's Success Plan will end in June 2022. In the months preceding this deadline, the Success Plan will be evaluated by an assessment committee. This committee generally includes the Academic Studies Directorates, a Pedagogical Support Coordinator – Success Plan Manager and two of the College's teachers. The following criteria will be considered during evaluation:

- Achievement of objectives
- Handling of the various actions provided for in the plan
- Methodology for monitoring the actions provided for in the plan

8. Composition of the Drafting Committee

The *2017-2022 Success Plan's* Drafting Committee is a joint committee. It is composed of three of the College's teachers and three members of the Academic Studies Directorates: Pierre-Luc Beauchamp (teacher, social sciences), Jennyfer Philippe (teacher, general training) and Nacereddine Ziani (teacher, management sciences), representing the faculty; Marie Fortin (Pedagogical Support Coordinator), Tiffany Raymond (Coordinator, general training) and Gabrielle Matte (Director of the School of Humanities and Social Sciences), representing the Academic Studies Directorates.

9. Methodology

Literature search:

All documents consulted and tools created for the consultations are found at the following link: <https://intranet.lasalle-intl.com/content/75444>

Bodies met with:

In order to fulfil the mandate incumbent upon it, namely writing a meaningful, mobilizing and singular success plan, the *2017-2022 Success Plan* Drafting Committee determined that it must, to the greatest extent possible, consult with individuals involved in one way or another with student success and achievement. With this in mind, the committee identified everyone involved in the College who was likely to have a direct or indirect impact on student success, with the particular goal of compiling a list of actions to undertake in the short and long terms to favour and support success. To do so, the committee organized interviews with these individuals, grouping them by area of expertise. Even though the *2017-2022 Success Plan's* three areas of focus were presented to all of these individuals and they had the opportunity to express their views on each of the areas, during the meetings, the committee chose to emphasize a specific focus according to the group being consulted. For example, language teachers were consulted on and made recommendations concerning all three areas of focus, but they offered more opinions on the third area of focus, which more specifically concerns language. Below is a list of the bodies that were met with formally as part of the preliminary work involved in drafting the Success Plan:

- Language of instruction teachers and second language teachers (English);
- Language of instruction teachers and second language teachers (French);
- Administrative coordinators;
- Members of the Language Promotion Committee;
- Students Affairs Coordinator;
- Adapted services professionals;
- Teaching Committee (program coordinators and directors, Assistant Dean and Pedagogical Support Coordinators);
- Active Learning Committee teachers;
- Professionals in the academic support centre (CAR: *Centre d'aide à la réussite*).

The results of these consultations fueled discussions among the members of the Drafting Committee. These latter were also able to clearly determine the roles and responsibilities of each of the bodies involved in the academic achievement and success of the students at LaSalle College.

ANNEX A | PERSONS RESPONSIBLE FOR IMPLEMENTING AND MONITORING THE *SUCCESS PLAN*

ACADEMIC STUDIES DIRECTORATES

The Academic Studies Directorates is responsible for implementing the *2017-2022 Success Plan*.

ASSISTANT DEAN

The Assistant Dean ensures coordination, follow-up and assessment of actions associated with the *2017-2022 Success Plan*.

PEDAGOGICAL SUPPORT COORDINATOR – SUCCESS PLAN MANAGER

The Pedagogical Support Coordinator – *2017-2022 Success Plan* Manager provides support to the Assistant Dean in all tasks related to the *2017-2022 Success Plan*.

SUCCESS PLAN MONITORING COMMITTEE

The Success Plan Monitoring Committee is tasked with ensuring follow-up on objectives and achievement of results. The committee also ensures budgets allocated to activities associated with student achievement are respected.

LEARNING CENTRE WORKERS

Workers in the learning centres, whether teachers or other professionals, provide students with assistance and participate in data collection.

PROGRAM DIRECTORS

Program directors put the *2017-2022 Success Plan* into action by integrating it into their practices.

PEDAGOGICAL COMMITTEE

The Teaching Committee ensures standardization of all practices associated with the *2017-2022 Success Plan*.

PEDAGOGICAL SUPPORT COORDINATOR

Pedagogical support coordinators support the work of various bodies associated with achievement by offering them the appropriate assistance and educational tools. The education support coordinators lead communities of practice associated with the objectives defined in the Success Plan (e.g. Language Promotion Committee, Active Learning, Universal Design for learning Committee, etc.).

TEAM LEADERS' COMMITTEE

The Team Leaders' Committee serves as a liaison between the Office of Academic Affairs and the teachers regarding the *2017-2022 Success Plan*.

TEACHERS

The teachers promote the *2017-2022 Success Plan* to their students and encourage them to use the available support, if needed. Grouped into program teams, they participate in achieving the objectives of the *2017-2022 Success Plan*. The teachers participate in communities of practice or committees in connection with the objectives set out in the Success Plan.

ANNEX B | EXISTING SUPPORT

LaSalle College makes several academic support services available to its students and also offers psychological support, career counselling and infirmary services.