SuccessPlan

20222027

St. Lawrence

CEGEP CHAMPLAIN

1958

Contents

Student Success At St. Lawrence

Keeping up with the uncertainty

During the gestation period for the Champlain - St. Lawrence Student Success Plan, the Charter of the French Language was updated following the assent of Bill 96. It now contains provisions that, when implemented, could substantially impact academic life at the college. This may require modifications to the Student Success Plan.

A small English-speaking public CEGEP in Québec City, Champlain – St. Lawrence is a unique and coveted learning environment which prides itself in providing quality education to its students. **It consistently delivers high graduation, perseverance, and course success rates.**

The Student Success Plan recognizes the uniqueness of our students as individuals, the importance of a rich pedagogical life, the necessity of providing struggling students with individual help, and the requirement to monitor our actions and assess their added value. Before presenting the orientations, sub-orientations, mechanisms, implementation indicators, objectives, and targets, here are elements of context to be considered.

This five-year plan is a direct outcome of the structural reorganization that conferred the status of Constituent College to St. Lawrence. As such, St. Lawrence became responsible for the development and implementation of its own Student Success Plan.

Because this is the **first time that a Student Success Plan is being developed by St. Lawrence**, it is not based on the orientations and outcomes of a previous plan. It stems from a collaborative effort with key stakeholders and members of the Student Success Plan Discussion Hub. As a starting point, key elements were extracted from the Champlain – St. Lawrence's Portrait de la réussite requested by the Ministère de l'enseignement supérieur in 2020; this was enhanced by further analysis of ministerial and local data to reach a comprehensive quantitative portrait of our strengths and challenges.

The Student Success Plan has been developed in a context where the Ministère de l'enseignement supérieur has prioritized student success as one of its main undertakings in its current strategic plan. The Ministry has set quantitative goals that the college network must meet by 2027.

Student Success: Academic And Educational Success

Student success is typically associated with specific metrics such as pass and graduation rates. These metrics, while essential, do not encompass the full scope of educational success, i.e. the way a school enables students to develop their full potential as individuals. Moreover, students' overall school experience is anchored in and mediated by their expectations and personal goals. The importance given to the different aspects of college life changes from one student to another depending on each student's aspirations, values, preferences, commitments, and priorities. In its recent brief entitled Formation collégiale: Expérience éducative et nouvelles réalités, the Conseil supérieur de l'éducation reaffirms the importance of aiming beyond academic success within a set timeframe and pleads for a more humanistic vision of success that encompasses the "realization of people's potential and capacity to act." [1]

With this in mind, success can be perceived as specific to each individual—the attainment of goals set by a student embarking upon their studies—and shaped by college experiences and individual growth.

St. Lawrence is committed to going beyond the usual metrics of student success and building a new yardstick of success, one that will monitor students' sense of accomplishment of personal goals throughout the overall college experience. This is an effort to seize the complexity of student success and monitor whether the college indeed supports its students in achieving the goals they set for themselves. In turn, this will allow the college to make the adjustments that are perhaps required to provide an environment that is aligned with the aspirations of its students.

Monitoring Student Success For Decision Making

The college network has rolled out numerous student success measures in the past twenty years. However, the actual impact and efficiency of these measures has not been systematically analyzed. Both the Ministère de l'enseignement supérieur (MES) and the Fédération des Cégeps in its 2021 report entitled La réussite au Cégep: regards rétrospectifs et prospectifs have concluded that this is an important area for improvement among the colleges. Indeed, the MES has made the monitoring of student success one of the main orientations of its 2021-2026 Student Success Action Plan. The Fédération des Cégeps similarly recommends that colleges develop the tools to ensure the systematic assessment of student success measures.

St. Lawrence is no exception to the Ministry's and the Fédération's conclusions. As such, St. Lawrence commits to developing the tools for monitoring the impact of student success initiatives and to achieving a better knowledge of its student population. **Already, the college is engaged in the creation of dynamic dashboards that will provide rapid and easy access to relevant data.**

A Portrait Of Academic Success At St. Lawrence

The metrics usually used to measure academic success in a college display a positive portrait of the situation at St. Lawrence.

This is partially explained by the fact that the College welcomes students with strong academic files who then perform well. Newly admitted students have an average GENMELS [2] of 81.2 % while in the CEGEP network the average is 75.6 %. [3] This difference mostly stems from the fact that St. Lawrence receives more admission applications than it has spaces available for graduates of French-language high schools. The admission offers are then based on the high school average. For graduates of English-language high schools, all the applicants that meet the admission requirements of the program they apply to are accepted. Over the last seven years, students who previously attended English-language schools represented 22.7 % of our population, whereas students who attended French-language schools formed 70.5 % of our student community.

For students enrolled in the pre-university sector, the success rate for the first semester is 89.3 % and is 89.6 % for those in the technical sector. These rates are equal to or higher than rates prevailing in the network. [4] The graduation rate, measured two years after the expected date of graduation, is also equal to or higher than the network for both technical (average of 78.9 %) and pre-university programs (average of 75.8 %). [5] Overall, St. Lawrence students persist more in their collegial studies than students from other colleges. Their reenrollment rate at the third semester is 90.8 %, while this metric averages at 83.9 % in the network. [6] Among our EESH [7] population, a group usually considered more vulnerable in terms of academic success, the graduation rate (91.4 %) in significantly above the network-wide graduation rate of students without such a status (82.6%).

A Portrait Of Academic Success At St. Lawrence (cont.)

When we move beyond the typical global metrics of academic success and examine more granular data and the performance of different student subpopulations, certain issues emerge. Here are the main ones:

- A small number of struggling students (an average of 2.5 % every semester) fail all their courses; this group significantly diminishes the College-wide success rate by an average of 1.9 %.

- Students from English-language high schools constantly have a lower success rate (average of 85.6 %) than students from French-language high schools (average of 94.6 %).

- Students enrolled in Tremplin DEC have a lower success rate (average of 73.2 %) than other students (average of 92.0 %). While our Tremplin DEC students perform much better than the network average, the fact remains that their success rate is significantly lower than that of the overall St. Lawrence student population.

- Students taking courses at Cégep à distance have a low success rate (77.2 %), compared to the St. Lawrence courses taken by the same students (92.9 %). Our students who enroll for Cégep à distance courses are very often on the verge of completing their DEC. The low success rate of those courses becomes a barrier to obtaining a DEC and negatively impacts our overall graduation rate.

- The average proportion of students who have either failed more than one course or more than half of their units in the previous semester, locally known as by-law students, is 3.9 % in the Fall semester and rises to 8.1 % in the Winter semester.

A Portrait Of Academic Success At St. Lawrence (cont.)

• Finally, data also indicates that the college has a limited number of courses (8) with a pass rate trend below 80 %, the threshold that is commonly used to analyze pass rates in the college network.

Student performance data shows that maintaining continuous improvement of student success at CEGEP Champlain - St. Lawrence calls for orientations that are as unique as our challenges.

1. GENMELS is a metric calculated by the Ministry and is a measure of a student's academic strength at the time of their admission to the college network.

2. Average between F14 and F19, latest ministerial data available.

3. Average between F14 and F19, latest ministerial data available.

4. Average between F14 and F19, latest ministerial data available.

5. Average between 2012 and 2018 cohorts (reenrollment in any college, any program), latest ministerial data available.

6. Students with disabilities (Étudiants et étudiantes en situation de handicap)

St. Lawrence Orientations For Student Success

Success Beyond Grades

1

2

Monitoring Success College-Wide

A Fruitful and Dynamic Pedagogical Life

3

4

A College Full Of Support

1

Success Beyond Grades

Boris Vian once wrote, "What interests me is not the happiness of all men, but that of each one." We have adopted a similar philosophy with success, as we recognize that each student who enters St. Lawrence does so with their own objectives and goals. Student success, ultimately, is the success of each student as an individual. Our collective vision for student success goes far beyond good grades or progress toward graduation, as commonly measured in academic success. It also refers to educational success which embraces the student's own vision and definition of success, whether related to the sense of belonging to a group or community, achievement of personal objectives, or attainment of professional goals.

SUB-ORIENTATION 1.1. DOCUMENT STUDENTS' INDIVIDUAL EDUCATIONAL GOALS TO IMPROVE SUPPORT WITH THEIR INDIVIDUAL ACHIEVEMENT

MECHANISMS	IMPLEMENTATION INDICATORS
Develop and implement a tracking tool for individual education goals and professional interests	> Diversity of information gathered > Answer rate from students
Document admission at first choice of program and university	> Admission rate at first choice of university > Admission rate at first choice of program > Admission rate in program with selection upon entry
Design and conduct systematic follow-up surveys with our students changing programs and profiles	> Answer rate to the follow-up tool > Conclusions drawn from the data obtained

OBJECTIVES FOR ORIENTATION 1

BY THE END OF 2027

> Increase, relative to the first data set available, the percentage of students who consider they have attained their individual goals.

2 Monitoring Success College-Wide

Student success is at the heart of the college's mission. Therefore, it is essential to improve our knowledge of the student population while closely monitoring the effectiveness of the student success measures that are deployed. This will help to guide decisions and actions during the lifespan of the plan.

Monitoring success college-wide encompasses documenting data that will serve all other orientations.

SUB-ORIENTATION 2.1
EXPLOIT REAL-TIME INFORMATION ON SUCCESS INDICATORS

MECHANISMS	IMPLEMENTATION INDICATORS
Develop and implement a locally tailored success dashboard	> Utilization of the dashboard > Diversity of data available > Alignment between the dashboard and the annual work plans of departments and programs
Monitor the effects of the success measures on struggling students	> Alignment between information system and struggling students' reality

OBJECTIVES FOR ORIENTATION 2

BY THE END OF 2027

> Develop and implement a living and pertinent tool to be used systematically for decision-making within the academic community

3

A College Full of Support

St. Lawrence is committed to providing academic support to students beyond the classroom doors. Of course, the small size of our college facilitates human interactions and fosters the student-teacher relationship. The success workshops, offered to students by faculty outside the classroom, have been a staple of the success strategies deployed at St. Lawrence. However, the impact of this support has not been assessed over the years. Despite this strength, measures need to be developed for specific groups of struggling students to help them persevere and succeed.

SUB-ORIENTATION 3.1
ENHANCE THE SUPPORT PROVIDED TO STUDENTS FOR ACADEMIC SUCCESS

MECHANISMS	IMPLEMENTATION INDICATORS
Maintain Student Success Workshops [8]	> Individual student participation > Diversity of disciplines
Promote Student Success Workshops	> Diversity of means of communication
Document the profile of students participating in Student Success Workshops	> Number of struggling participant students
Adapt the Student Success Workshop offer to the documented needs of students	> Alignment between the Student Success Workshop offer and students' needs

[8] In 2021-2022, Student Success Workshops were offered in English, Science, Mathematics, and Methodology, mostly on an individual basis.

3

A College Full of Support (cont.)

SUB-ORIENTATION 3.2
ENHANCE THE INDIVIDUALIZED SUPPORT FOR AT-RISK STUDENTS

MECHANISMS	IMPLEMENTATION INDICATORS
Implement a risk identification tool	> Alignment between our information system and student reality > Sound and sensible use of the tools by various college actors
Implement systematic and individualized support for students who are struggling or at risk	> Implementation of the program > Number of students helped > Number of services involved
Design and conduct systematic follow-up surveys of students leaving the college	> Answer rate to the follow-up tool > Conclusions drawn from the data obtained

3

A College Full of Support (cont.)

OBJECTIVES FOR ORIENTATION 3 [9]

During the first year of the Student Success Plan, we want to document the profile of students participating in the success workshops, including how many struggling students are participating. The quantitative target will be set according to our findings.

> Improve (if needed) the success workshop participation rate of struggling students as of year 2 of the Student Success Plan.

[9] See page 10 for objectives common to orientations 3 and 4.

4

A Fruitful and Dynamic Pedagogical Life

We believe that the classroom is the heart of the college. Among other practices, the engagement of St. Lawrence faculty is apparent through their commitment to support students inside and outside the classroom. Furthermore, St. Lawrence has highly qualified and dedicated teachers for whom innovation and the sharing of good practices are common concerns. The quality learning activities that faculty offer students contribute to St. Lawrence's good student success figures; pedagogical development ought to be encouraged to nurture and build on this strength.

SUB-ORIENTATION 4.1
PROVIDE FACULTY WITH OPPORTUNITIES FOR PROFESSIONAL DEVELOPMENT

MECHANISMS	IMPLEMENTATION INDICATORS
Create opportunities for faculty to share good practices and co-construct innovative and efficient pedagogical strategies	> Participation of faculty in communities of practice
Establish pedagogical workshops tailored for teachers based on their characteristics, as well as the characteristics of their courses and their program	> Alignment between workshop themes and faculty needs
Implement teacher training based on the diversity in student profiles	> Alignment between training themes and student profiles. > Number of faculty and staff members trained
Create support opportunities for new faculty	> Alignment between workshop themes and new faculty needs > Implementation by new faculty of quality pedagogical strategies

4

A Fruitful and Dynamic Pedagogical Life (cont.)

SUB-ORIENTATION 4.2
RAISE SUCCESS RATE IN CHALLENGING COURSES

MECHANISMS

Provide faculty, departments, and programs with support to develop and implement pedagogical strategies tailored to students registered in a course with a success rate lower than the usual rate.

IMPLEMENTATION INDICATORS

> Alignment between support provided and issues identified by faculty, departments, and programs.

> Number of initiatives taken to raise the success rate in challenging courses

COMMON OBJECTIVES FOR ORIENTATIONS 3 AND 4

BY THE END OF 2027

> Decrease the number of courses that had a success rate lower than 80 % on a majority of occasions over the last 5 years (since Fall-2016) from 8 to 6. 10 [10]

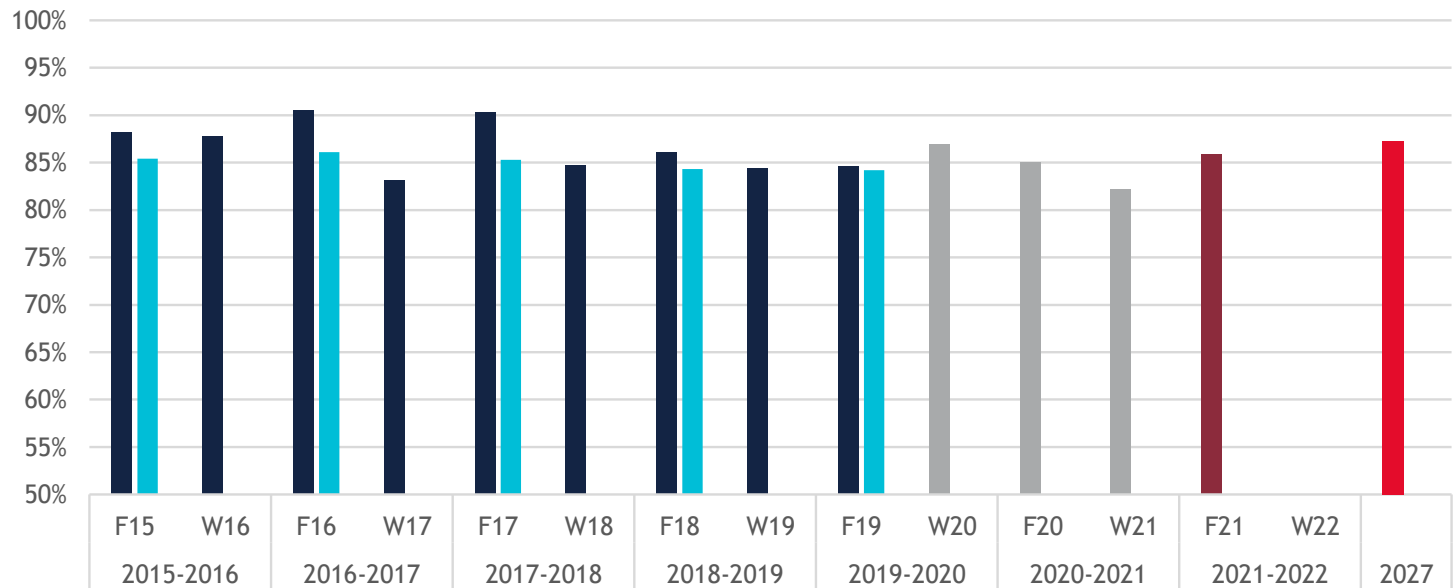> Increase the success rate of the 1st semester to exceed the Fall-2016 to Winter-2021 average: 88 % *(See graph 1).*

> Increase the overall success rate to exceed the Fall-2016 to Winter-2021 average: 93 % *(See graph 2).*

> Increase the third semester ministerial perseverance rate to exceed the 2012-2018 average: 91 % *(See graph 3).*

> Decrease the yearly average of by-law students to under 5 %. *(See graph 4).*

> Decrease the number of students who fail all of their courses during the fall semester to the percentage of Fall-2015: 1.4 % *(See graph 5).*

[10] Objectives and targets in red also serve ministerial accountability.
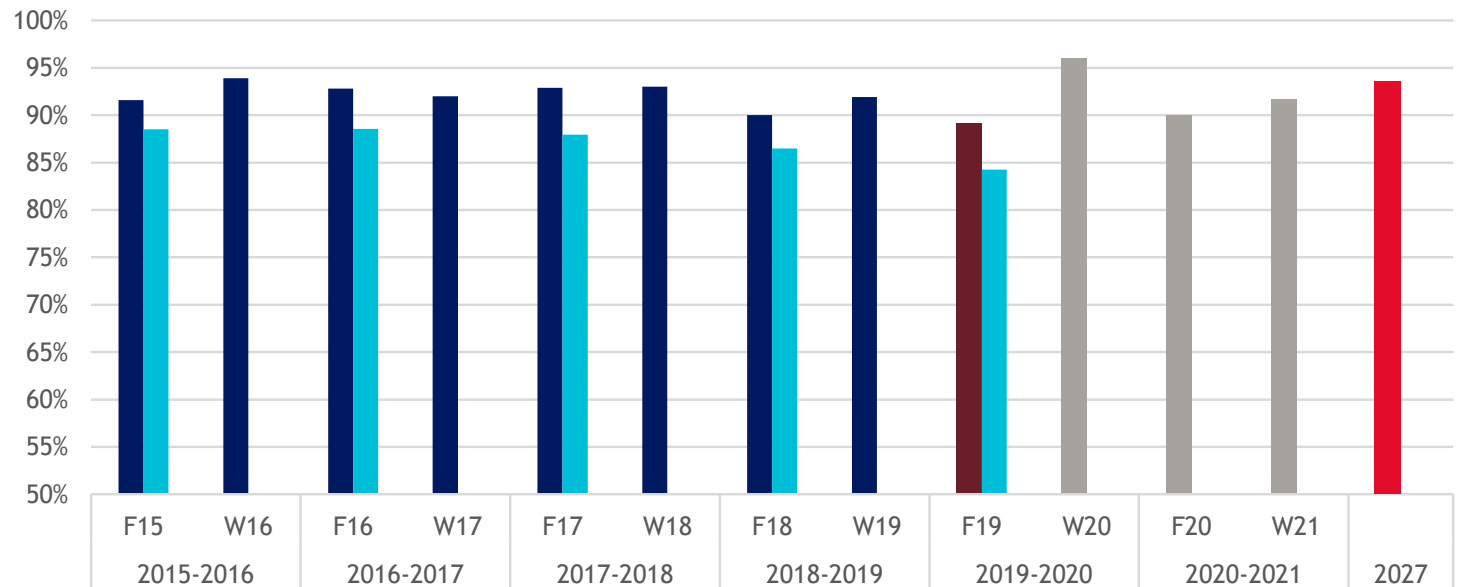
Graphs

GRAPH 1

First Semester Success Rates

F15	W16	F16	W17	F17	W18	F18	W19	F19	W20	F20	W21	F21	W22
2015-2016		2016-2017		2017-2018		2018-2019		2019-2020		2020-2021		2021-2022	2027

LEGEND

■ St. Lawrence
■ Network average

■ St. Lawrence values directly affected by Covid
■ Reference value [11]

■ 2027 Target

[11] Reference values correspond to the latest data available of the chosen indicator. They serve as baseline figures in assessing improvement.
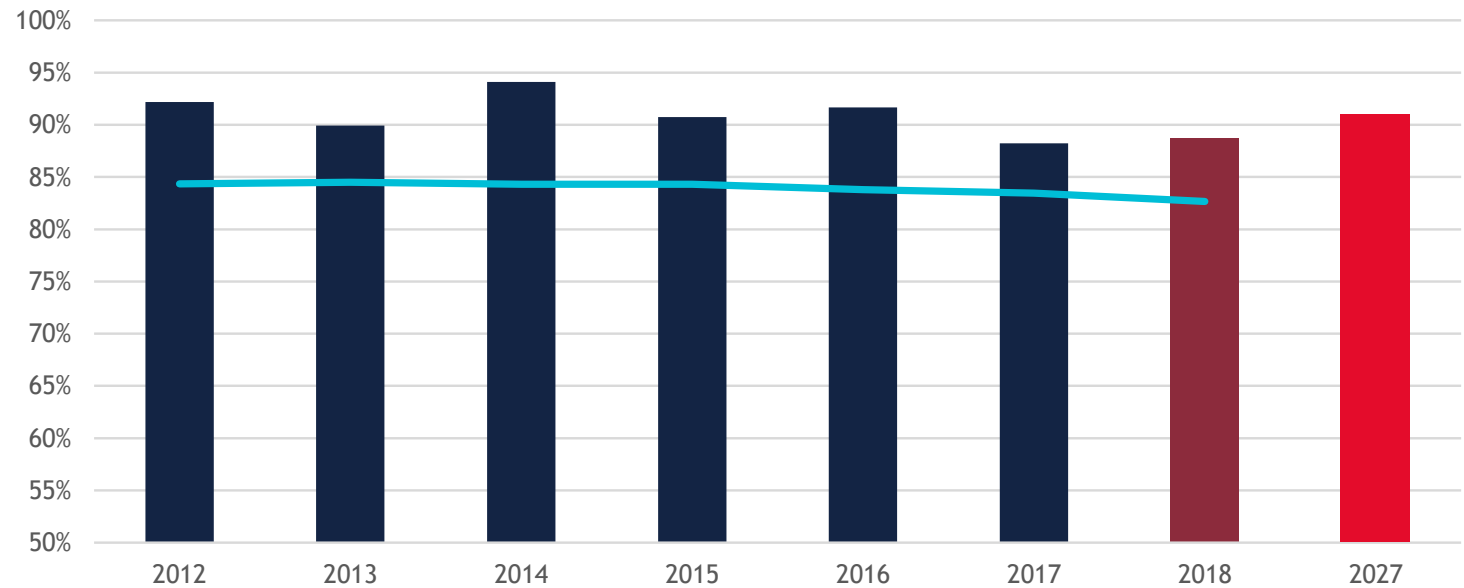
GRAPH 2

Overall Success Rates

LEGEND

- St. Lawrence
- Network average
- St. Lawrence values directly affected by Covid
- Reference value
- 2027 Target

GRAPH 3

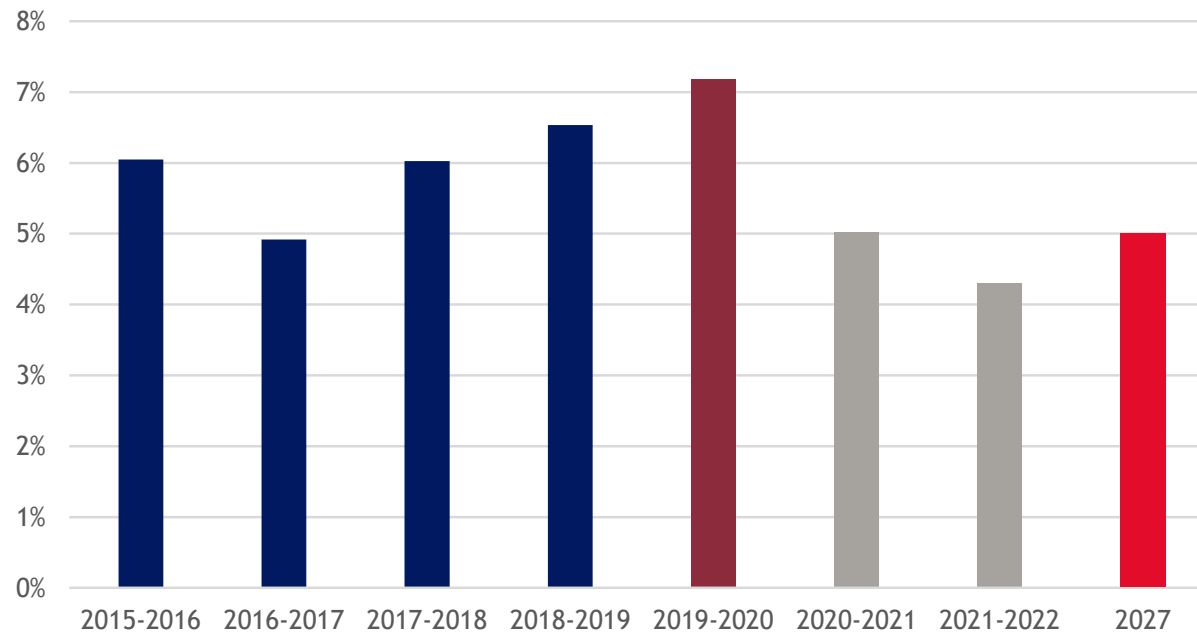# Perseverance Rate
(Reenrollment at Third Semester)

LEGEND

■ St. Lawrence
■ Network average

■ Reference value
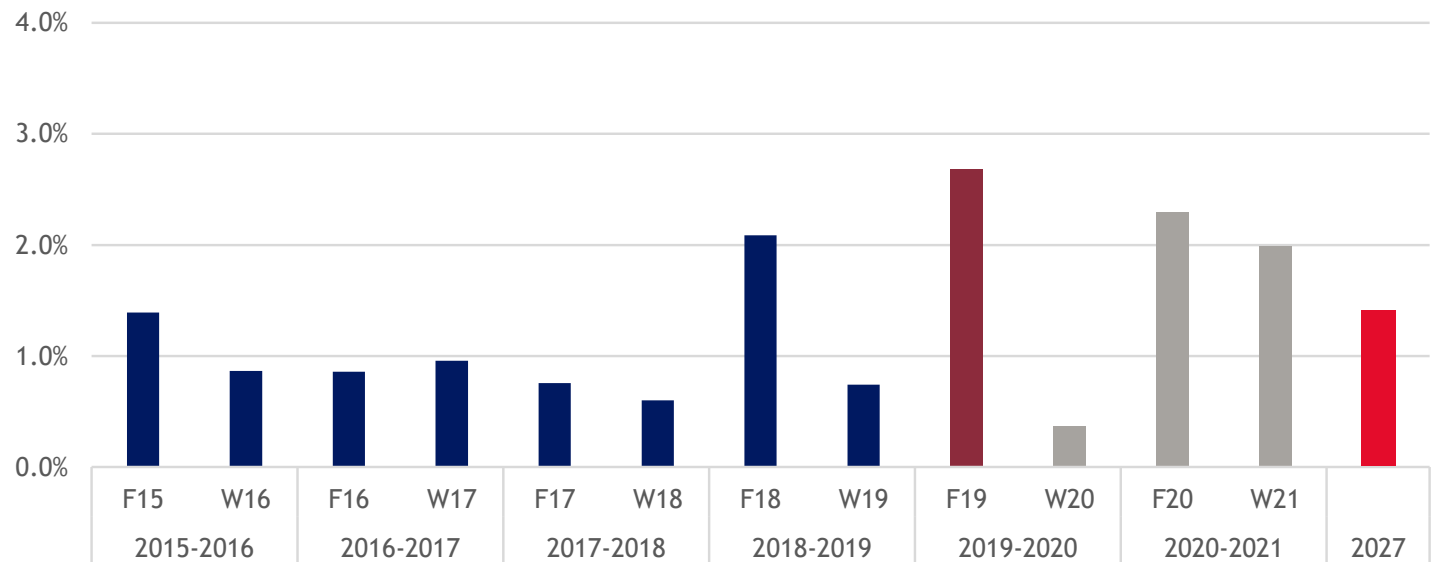■ 2027 Target

GRAPH 4

Yearly Percentage of By-Law Students

Chart data (percentages by year):

Year	Value
2015-2016	~6.05%
2016-2017	~4.9%
2017-2018	~6.0%
2018-2019	~6.55%
2019-2020	~7.2%
2020-2021	~5.0%
2021-2022	~4.3%
2027	~5.0%

LEGEND

- St. Lawrence
- Reference value
- Values directly affected by Covid [12]
- 2027 Target

[11] A student is deemed "by-law" as of the semester following major difficulties. Covid years are identified accordingly.

GRAPH 5

Percentage of Students
Who Fail All Their Courses in a Given Semester

Members of the Conversation Hub on the Development of the Student Success Plan

Edward Berryman
Director of the Constituent College
and Director of Studies

François Sévigny
Dean of Academic Organization and Registrar

Angela Stevens
Dean of Faculty, Professional Services
and Continuing Education

Catherine Talbot
Coordinator of Pedagogical
and Institutional Development

Thomas Delisle, Student

Émile Pinel, Student

Vicky Renaud, Student

Annie Bélanger, Professor

Anne Laganière, Professor

Geneviève Ribordy, Professor

Cathy Andrews, Pedagogical Counsellor

Vincent-Jean Dubé, Student Experience Counsellor

Nathalie Gagné, Pedagogical Counsellor

Shirley Jobson, Social Worker

Stéfanie Oakes, Adapted Services Technician

Natalia Romero, Data Analyst

Leader.

St.Lawrence
CEGEP CHAMPLAIN