

TAV COLLEGE

COLLÈGE TAV

INSTITUTIONAL SUCCESS PLAN (2011-2016)

June 14, 2011

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TAV College

Institutional Success Plan (2011-2016)

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TAV College Institutional Success Plan (2011-2016)

1) Introduction

Through its partnership with cégep Marie-Victorin, the pedagogical activities of TAV College were supported by the Marie-Victorin institutional success plan between the fall 2004 and winter 2010 sessions. In this sense, the College gained valuable experience for the implementation of a success plan and measures that can be put in place in order to support the academic success of its students.

The College has therefore acquired, through the years, a solid experience in the area of academic success because of the measures that were implemented and carried out within its agreement with cégep Marie-Victorin. The college recognizes the importance of pursuing these efforts and the importance of implementing measures that target and support the success of its students. It also recognizes the importance of the contribution of its employees and collaborators to make the Success Plan happen.

In order to develop its own Institutional Success Plan, the College believes that the selected measures must be accessible, realistic, and feasible. What's more, the measures promoted must be fair. The College must put forward measures that it feels are reasonable, appropriate, and justified. It must avoid promoting measures that can weaken or even reduce the success standards that everyone normally expects from a College that offers quality training.

The adopted measures must allow the College to operate in a way that does not cause its employees to be overwhelmed by tasks that can exceed their normal workload. In this sense, the College must play its support role and help those who will be directly involved with the students who need help. The College's responsibility does not limit itself to promoting its success plan within the college. It must ensure that it follows up on the measures that have been chosen, that it follows up on the success plan and that it evaluates, on an annual basis, the relevancy and the effectiveness of the measures that it has chosen to use in order to support and increase the success rate of the student within the framework of his/her individual progression within our programs.

The College believes that the effectiveness of the measures implemented should be verified on an annual basis using simple and appropriate means (see the Evaluation Grid, (APPENDIX A); formal or informal meetings with College professionals and teachers; questionnaires and surveys submitted to students, tutors and teachers; feedback on the measures offered during student and staff meetings) that will allow the College to maintain its support efforts for students and support overall success in a effective way.

With the initiation of its institutional success plan, the College is sensitive to the different factors¹ that, on the onset, can directly or indirectly influence the academic success of its students.

¹ SRAM (2006) : *Passage secondaire-collégial : Caractéristiques étudiantes et rendement scolaire, dix ans plus tard*; Roy, Jacques (2006) : *Regard sur... les logiques sociales et la réussite scolaires des cégépiens*, PUL, Québec.

The College's institutional success plan was therefore developed in a way that takes into account the maintaining of measures that have been evaluated as generally effective in the College network and that have already been put in place within the framework of its partnership with cégep Marie-Victorin. However, the plan was also designed in a way that it takes into account its new reality as a private College : since the 2010 fall semester, TAV College greets a multicultural clientele that comes from 28 different countries.

The College believes that its institutional success plan requires that of all its stakeholders and partners adhere to it in order to reduce the obstacles to success: teachers, support staff, professionals, management staff, parents, and students who, for the College, play the most important role. The preferred measures in this plan require the commitment of the students and the staff of the College. In order to implement it, it is necessary that "*the effectiveness of the measures depend on the cooperation and contribution of all stakeholders and the mobilization of the community to the goal of increasing the success and persistence [of the students].*"²

In developing its success plan, the College has consulted a sample of institutional success plans that are available in the college network. It also consulted various documents available from the MELS and, in particular, those produced by the *Commission d'évaluation de l'enseignement collégial*.³ The College believes that this exercise has enabled it to produce a plan that is clear and accessible, a plan that takes into account the profile of its current students and that gives it the ability to develop realistic and effective measures that adequately meet the objectives that it has set for itself and, at the same time, that meets the expectations of the Ministry with respect to the success of its students.

1.1) Implementation.

The implementation of the institutional success plan of the college cannot be done without the committed participation of all stakeholders who have at heart the success of our students. This implementation must extend throughout the full length of the student's program and consolidate all the efforts that have been established from the student's first session until the end of his/her course of study, that is to say, to graduation before entering the workforce or undertaking further studies at university.

From this point of view, the college wants to not only enhance and support the commitment of its staff and its students, it wants to encourage them to continue to persevere throughout this journey that may seem insurmountable at times and full of challenges, but these challenges can be taken and must be

² MELS, CEEC (2004) : *L'évaluation des plans d'aide à la réussite des collèges, Rapport synthèse*, page 16.

³ MELS, Direction générale de l'enseignement et de la recherche (2002) : Moyens mis en œuvre dans les collèges pour favoriser la réussite.

MELS, CEEC (2004) : *L'évaluation des plans d'aide à la réussite des collèges, Rapport synthèse*.

MELS, CEEC (2008) : *Évaluation de l'efficacité des plans de réussite des collèges privés subventionnés, Document d'orientation*.

MELS, CEEC (2008) : *Évaluation de l'efficacité des plans de réussite des collèges privés subventionnés, cadre d'analyse*.

addressed with confidence. As such, the college must play its coordinating role in order to mobilize all those likely to participate actively in this college project. It must see to the implementation of effective ways to get there and ensure the proper organization of the selected measures and the cooperation of its stakeholders. The college must ensure regular monitoring of these actions in order to ensure the smooth implementation of all relevant and recommended measures.

The College believes that student success is at the boundary of the continuous and professional development of the person. Those involved in its management can make the natural connection between higher education and the pursuit of continuous improvement of the individual, his desire to contribute in a culturally and demographically changing society. The stakes are high for all of us and, in this sense, our young people and newcomers want to participate in this opening that we must have in today's world.

Our efforts and the actions that we want to put in place to promote success must challenge the staff and students in particular because they remain the principal agents of their own individual success.

The measures contained in this first institutional success plan are designed to promote the role of each person that is called to work with us. These measures also seek to promote access to college studies and, ultimately, the graduation of students enrolling in a program that represents for them an important stage in their life. In this sense, the college provides valuable support to them. In doing so, the college does not lose sight of the importance of carrying out this work while still maintaining the highest standards and objectives that all stakeholders are entitled to expect as part of a quality approach. This will be reflected in the pride of the students and the college who will complete this exercise in the spirit of our educational mission, in that of *helping people achieve their full potential, educationally and personally, while respecting their ethnic and cultural diversity in a perspective of the continued training of the person.*

1.2) The College Network Indicators

As part of the implementation of its success plan, the College wishes to prioritize efforts and practical measures aimed at the continuous improvement of the indicators of success that have been put forward by the entire college system, namely:

- the successful completion of all courses in the first semester
- re-enrollment in the third semester
- graduation

The implementation of the measures in the institutional success plan must be based on a comprehensive approach focusing on specific interventions. The measures should reflect the reality of the College: a private college whose program offering aims 1) a multicultural clientele that comes from 28 countries, 2) a clientele that does not share the same background, and 3) a clientele that is far from

constituting a homogenous group. Therefore, the support measures contained in this success plan must be in tune with this characteristic reality of the College.

Because of its mission, the College wants to help:

- develop in students a desire to learn, explore and discover the world.
- allow the acquisition of cultural knowledge to integrate Quebec society.
- foster the student's critical capability.
- foster the student's expression of creativity.
- teach the student to effectively use information technology.
- teach the student to develop effective work methods.
- help students develop the skills to communicate effectively.
- Foster the student's respect for differences and concern for social inclusion.
- develop the student membership of the college and his/her community.
- prepare the student to become a citizen and educate him/her to democratic values.
- promote academic success through support of learning appropriate to the situation of the student.
- reflect the diversity of interests and abilities of students in the provision of educational services.
- help students succeed in their employability.

1.3) Definitions

The college makes a distinction between academic success and educational success. Here are two definitions that allow it to distinguish between these two basic concepts that remain essential in our understanding of a person's individual success.

1.3.1) Academic Success

Academic success includes the attainment of objectives and standards leading to obtaining a DCS or an ACS under a program of study recognized by the College and the Ministry of Education (MELS). Academic success implies the acquisition of skills and knowledge and meeting the requirements of a curriculum for pursuing university studies or integrating the job market. We measure academic success with results and the qualifications obtained at the end of a course or program.

1.3.2) Educational success

The College ensures the educational success of each student, that is to say, his/her overall development as an individual, on the physical, intellectual, emotional, social, cultural and moral levels. Educational success includes both academic and human achievement. It implies the acquisition of the skills and the knowledge needed for the balanced development of the individual and suggests that the person has developed the physical, emotional, social and cultural characteristics allowing for his/her openness to the world.

1.4) The Clientele Profile

The success plan is designed to support academic success. It must be adapted to the present situation of our clientele. Using a survey, the college wanted to encourage student participation to enable it to determine what exactly the student profile is at TAV College. This portrait was drawn by analyzing the results of the survey contained in Appendix B that was filled out by 123 students from a total of 269 students enrolled in the winter semester 2011. The compilation of the results of this analysis is presented in Appendix C.

The college has a student population whose mother tongue is neither English nor French for more than half of the students (51%). We can note, especially, the presence of two major segment languages: students whose native language is Russian (20%) and students whose first language is Yiddish (17%).

The data allows us to say that college students have common characteristics: They are renters or owners (64.%), They are married (65%) and they have children (71%). Also, interestingly, 42% of respondents say they consider themselves the main provider for the family. This information supports the fact that the majority of students use the program for loans and bursaries provided by the Ministry of Education. It is clear that, in this context, many of our students live on low income.

In addition, the survey informs us of the high motivation of our students (76%). They are part of a college program with very specific career goals (76%). They appreciate the orientation services (80%), confirming the satisfaction of their career choice (83%). These data are corroborated by the fact that the college hosts a predominantly adult clientele.

Finally, a quarter of the students want tools to facilitate success. They seek help to improve their command of the language of instruction (34%). They also want to improve their work methods (27%), the organization of their studies (22%) and feel the need to be supported in managing their stress (26%).

The survey conducted by the College allows us to identify several obstacles to success. A large proportion of our students comes from immigration or, again, they are returning to school after a long absence. This raises several challenges linked to success: integration into the education system, language, culture, economic status, and the balance between work and family.

1.5) The Obstacles to Success and the Role that the College Must Play

1.5.1) The Obstacles to Success Identified by the Survey:

After analyzing data from the survey that was conducted over the winter 2011 semester, the college is able to list a number of factors that can act as obstacles⁴ to success and provide the necessary support

⁴ In the tables contained in sections 2 and 3, the obstacles associated with the measures outlined in this success plan are in the right columns. For example, for the first measure of the table contained in Section 2.1.1, "**Organize a welcoming activity during new admissions,**" the obstacles **g, h, l, m, o, p, u, v, w** and **x** are placed to the right of the measure.

to the evaluation of the adequacy and effectiveness of the measures it proposes to better support and enhance success.

- a) Mastery of the language of instruction
- b) Financial Responsibilities
- c) Low income
- d) The responsibilities linked to social status
- e) The responsibilities linked to family and children
- f) Work and Family
- g) Life Objectives and a clear career choice
- h) Available guidance services
- i) Previous training
- j) Life experience
- k) The homogeneity of the cohort (in the winter of 2011, TAV students come from 28 countries)
- l) Work methods
- m) Personal organization
- n) Stress management
- o) Returning to school after a long absence
- p) Integration
- q) Cultural and linguistic diversity
- r) Motivation
- s) Sense of belonging
- t) Personal problems

1.5.2) Inter-System Obstacles

In addition, the college recognizes that obstacles from foreign educational, political and cultural systems must be taken into account, in the case of newcomers, even if these obstacles were not verified directly by the survey:

- a) the educational system of the country of origin
- b) the value system of the country of origin
- c) the political system of the country of origin

1.5.3) The College's Role in the Reduction of Obstacles :

The College recognizes the important role it has to play in the support of its staff, the dissemination of strategic information and the need to measure the effectiveness and relevance of the measures it has chosen to support and improve academic success:

- a) The dissemination of strategic information
- b) The material support and / or by human resources
- c) The validation of the measures and the effectiveness of the success plan

2) The Objectives and Measures to Implement

With regard to this first institutional success plan, the College has ten goals that revolve around twenty-four measures and eighty-three recommended actions (or operations) that are put in place to implement each of the individual objectives. In the next section, the objectives are presented in the usual numerical order (from 1 to 10). Each of the objectives identified by the college has a recommended action (or more) which articulates itself around actions (or operations) allowing the college to carry out its success plan through practical actions with the help of the staff and students who take part directly in their individual success. These actions are indicated by black dots (•) after each of the College’s recommended actions. The actions (•) are followed by an indication of the obstacles (the obstacles from **a** to **w** listed above) that are placed to the right of each table. They are the obstacles that the college wants to reduce the impact on student success. In doing so, the college is able to identify the obstacles that are covered by the recommended actions. On the other hand, when the contribution of the college is involved (dissemination of strategic information, support of staff and teachers, or validation of the effectiveness of the measures) the recommended actions (the role of the college) is indicated by the letters **x**, **y**, and **z**.

2.1) Objective 1 – Promoting the Contribution of Students as Agents of their Own Success

Support students in each program of study, in cooperation with all stakeholders.

2.1.1) Recommended Action

Ensure a warm welcome and facilitate the integration of all students.

Specific Action	obstacle / role
• Arrange a hospitality event in the context of new admissions	g, h, l, m, o, p, u, v, w, x
• Animate the college learning environment of students to increase their sense of belonging	p, s
• Develop distinctive signs, signs of belonging and / or elements of the collegiate tradition (promotional items, posters announcing the college and its programs, academic merit pins, environmental handbags with college colors, etc.).	p, s,
• Hold a mandatory workshop on success and / or hand out the student kit on the topic of success to all new students and educate students on the importance of their attendance in class and for formative and summative evaluations.	h, k, l, m, n, o, p, q, r, s, t, x
• Provide workshops on the topic of note taking, individual preparation for exams, etc.	l, m
• Encourage the active participation of all students through the student newspaper and posters to mobilize them around college events.	j, r, p, s

2.1.2) Recommended Action

Develop a help measures project for success proper to each program of study and that specifically targets students at risk or in difficulty in the following programs:

Specific Action	obstacle / role
• Develop an aid project for the program in Early Childhood Education (322.A0)	a, f, g, h, k, l, m, o, p, r
• Develop an aid project for the program in Arts and Letters (500.A1)	a, f, g, h, k, l, m, o, p, r
• Develop an aid project for the program in Early Childhood Education (JEE.OK)	a, f, g, h, k, l, m, o, p,

	r
• Develop an aid project for the program in Personal Training (JYC.08)	a, f, g, h, k, l, m, o, p, r
• Develop an aid project for the program in Language Intervention (JNC.0W)	a, f, g, h, k, l, m, o, p, r
• Develop an aid project for the program in Office systems and Accounting (LCE.3C)	a, f, g, h, k, l, m, o, p, r

2.2) Objective 2 – Promoting the Role of the Registrar’s Office as a Driving Force for Student Success

Promote a balanced progression and support the student up until the certification of studies.

2.2.1) Recommended Action

Ensure a personalized transition for each student moving into the reality of college studies.

Specific Action	obstacle / role
• Greet the student after admission and give him his/her student kit	g, h, p, s
• As part of the workshop on success, inform the student of the characteristics of college life and the services that are offered in connection with success	h, l, m, n, p, r, s, t
• Provide individualized coaching for students in need. Supervise the workshop on counseling services available	a, d, e, f, h, l, m, n, o, p, r
• Provide the student with a progression grid path that will foster success	a, f, j, k, o, q
• In collaboration with teachers, develop an exam schedule that promotes student success (spreading out exams more adequately within the period provided for this purpose)	d, e, f, o, p, q
• Provide the student with a remedial course in the language of instruction	a
• Promote a pedagogy of the first year, in cooperation with teachers	a, o, p, q
• Refer students requiring a more personalized follow up (psychological or medical) to external resources, if necessary	t, n, b, c, d, e, f
• Include success measures promoted by the College in its annual calendar of operations and promote it to all stakeholders	x

2.2.2) Recommended Action

Supervise new incoming students so that their experience is welcoming and reassuring.

Specific Action	obstacle / role
• Visit all new students in the classroom and give them their student kit if this is not already done.	h, p, s, x
• Inform new students of the services offered at the college, college operations, Omnivox, college policies, procedures, rules and deadlines to meet	h, m, o, p, x

2.2.3) Recommended Action

Create a college atmosphere that is interesting to students and that offers students the premises, facilities and conditions conducive to the realization of their life plan.

Specific Action	obstacle / role
• provide students with a room (student lounge) that allows them to gather, relax, and share meals	p, q, s
• Maintain computer labs on the cutting edge of technology	l, m
• Establish an information center dedicated to information service and leisure	g, h, o, p, r

2.2.4) Recommended Action

Apply Regulation No. 1 (Regulation Promoting Academic Success) and encourage students to meet their commitments.

Specific Action	obstacle / role
<ul style="list-style-type: none"> Inform the students concerned, get them to realize their situation and propose appropriate measures 	a, l, m, o, q, t, x
<ul style="list-style-type: none"> Put under contract students that have 50% or more failures in their first session. that have less than a 50% failure rate in their first session, if deemed appropriate. 	a, l, m, o, q, t, x
<ul style="list-style-type: none"> Depending on the availability of funds allocated by the College, supervise all activities related to the success plan and see to the collaboration of everyone. 	a-w, y
<ul style="list-style-type: none"> Supervise the activities and see to the development of resources for peer and teacher tutoring. 	a-w, y
<ul style="list-style-type: none"> Verify class attendance at the beginning, in the middle, and before the final evaluation at every session for students at risk and take appropriate action. 	m, o, p, r, s, t

2.2.5) Recommended Action

Verify student eligibility for the program synthesis exams in a perspective of balanced academic progress.

Specific Action	obstacle / role
<ul style="list-style-type: none"> Encourage students to complete their general and specific training in a way that is well-balanced. 	o, p, x, y
<ul style="list-style-type: none"> Support students who will need to catch-up because of failures with respect to the program synthesis exam. 	l, m, n, o, q, r, s, t, y

2.3) Objective 3 – Promoting the Educational Services that Directly Contribute to Student Success

Work with teachers and school professionals to ensure consistency of curriculum and adequate supervision of students with respect to success.

2.3.1) Recommended Action

Support teachers interested in improving their interventions in the classroom to help motivate students and improve their work methods in order to contribute to their individual success.

Specific Action	obstacle / role
<ul style="list-style-type: none"> Ensure that academic advisors are available for teachers. 	a, h, k, o, p, q, r, x, y
<ul style="list-style-type: none"> Provide annual training and / or educational workshops to better prepare teachers, diversifying teaching approaches and enable them to better take hold of their programs. 	r, y

2.3.2) Recommended Action

Support teachers in their projects focusing on student success.

Specific Action	obstacle / role
<ul style="list-style-type: none"> Support teachers in a pedagogical framework for students in their first year 	a, i, j, k, l, m, o, p, r, s, y
<ul style="list-style-type: none"> Provide, as part of a pedagogy of the first session, supplemental supervised examinations for students who are at risk and who can experience a major failure situation 	a, i, j, k, l, m, o, p, q, r, t, y
<ul style="list-style-type: none"> Encourage teachers to make greater use of formative assessments. 	l, m, o, r, y
<ul style="list-style-type: none"> Provide teachers with training and / or workshops on motivation and student success 	r, x, y
<ul style="list-style-type: none"> Help teachers to identify students at risk 	a, i, j, k, l, m, o, p, q, r, s, t, y

2.3.3) Recommended Action

Support new teachers to help them promote the success of their students.

Specific Action	obstacle / role
<ul style="list-style-type: none"> Give teachers the teacher's kit containing information promoting success (schedule, course descriptions, course plan template, PIEA, etc.). 	l, m, r, x, y
<ul style="list-style-type: none"> Educate teachers on the important role of the course plan within the College's success plan: a final evaluation in accordance with the competencies to be attained, clear learning stages, clear assessment criteria. 	l, m, r, x, y
<ul style="list-style-type: none"> Provide teachers with a workshop on the theme of success and an adapted pedagogy contributing to the success of students in their first session. 	l, m, r, x, y
<ul style="list-style-type: none"> Question them on their needs (survey). 	r, x, y
<ul style="list-style-type: none"> Provide training workshops on the organization of a course, assessments (formative, summative) as well as teaching strategies and learning. 	l, m, r, x, y
<ul style="list-style-type: none"> Organize individual meetings to support and help them. 	r, x, y

2.3.4) Recommended Action

Ensure that programs are evaluated in order to allow for teachers to adjust their strategies in relation to student success.

Specific Action	obstacle / role
<ul style="list-style-type: none"> Present the results to the teachers. 	r, x
<ul style="list-style-type: none"> Provide avenues for intervention to improve teaching strategies 	r, y
<ul style="list-style-type: none"> Whenever possible, after the hiring of graduates, monitor and call back employers to determine their level of satisfaction 	r, z

2.4) Objective 4 – Promoting the Support Services Available as Critical Operations for the Success of Students

Support the academic advisors, student advisors, teachers and students who will work within the framework that is provided by the College institutional success plan.

2.4.1) Recommended Action

Support employees who will be responsible for workshops, coaching and follow-up under the success plan (upgrading in English, preparatory workshops for the language exit exam or the program synthesis exam, etc.).

Specific Action	obstacle / role
<ul style="list-style-type: none"> Provide, at every session, English remedial courses as a support measure to improve proficiency in English. 	a, y
<ul style="list-style-type: none"> Offer preparatory workshops at every session as a help measure for the English language exit exam. 	a, l, m
<ul style="list-style-type: none"> Consider the past experience of students that can help mentor those who are struggling in peer tutoring. 	a, i, j, l, m, o, p, s

2.5) **Objective 5 - Promoting Continuing Education for the Success of Adult Students**

Support students who have undertaken training in the continuing education sector.

2.5.1) Recommended Action

Welcome students in a personalized way, present all the support services linked to the success plan and encourage the students to make use of these services.

Specific Action	obstacle / role
<ul style="list-style-type: none"> Give each student relevant documentation (student kit, agenda, school calendar, information sheets). 	a, f, g, h, i, j, k, l, m, o, p, q, r, s, t, x

2.5.2) Recommended Action

Provide personalized support to those students returning to school or who have experienced failure situations in the past.

Specific Action	obstacle / role
<ul style="list-style-type: none"> Establish a support process and individualized monitoring 	a, h, i, j, l, m, o, p
<ul style="list-style-type: none"> Educate all stakeholders who will be working with these students concerning the needs and support measures that can be used. 	o, p, x, y
<ul style="list-style-type: none"> Consider a practical and structured accommodation to enable adult students to bridge their academic life, family life and professional life (ex.: submission of school work calendar, etc.). 	f, o, p

2.5.3) Recommended Action

Implement help measures in English with tutors to increase the success rate for courses.

Specific Action	obstacle / role
<ul style="list-style-type: none"> Further develop peer tutoring services. 	a
<ul style="list-style-type: none"> At every session, provide remedial courses as support measures to improve the mastery of English specifically for the allophone students of the College or for students who feel the need to improve their English. 	a

2.5.4) Recommended Action

Provide a study environment that promotes multicultural integration and success.

Specific Action	obstacle / role
<ul style="list-style-type: none"> Develop social and cultural activities with students that are structuring and meaningful. 	j, k, p, q, s

2.6) Objective 6 – Supporting the Employees Who Will Work in Counselling Activities to Help Students.

Support the employees who must help students who have psychological, social and / or economic problems. Support curriculum integration and ensure the social integration of these students.

2.6.1) Recommended Action

Offer management employees, teachers and professionals the training they need for a better understanding of the students and their needs.

Specific Action	obstacle / role
<ul style="list-style-type: none"> Conduct awareness training 	a, k, o, p, q, x, y
<ul style="list-style-type: none"> With respect to the institutional success plan, continue to hold bi-monthly meetings and allow employees to express themselves, share their views, their concerns and ideas in a way that contributes to its coherent implementation. 	x, y
<ul style="list-style-type: none"> Inform and empower the staff who will work with students in difficulty 	a, h, l, m, n, p, r, s, t, x, y
<ul style="list-style-type: none"> Promote the IPESA and the mechanisms surrounding the support and evaluation of learning 	a, l, m, r, x
<ul style="list-style-type: none"> Help teachers build curricular activities aimed at the integration of students into their programs and in Quebec society 	p, y
<ul style="list-style-type: none"> Inform teachers concerning the activities available in the community with respect to the curriculum 	g, p, r, s, x

2.7) Objective 7 – Promoting Orientation Services as Critical Operations Linked to Student Success.

Promote the orientation of students according to their interests and abilities.

2.7.1) Recommended Action

Educate all students to the importance of their career choices and taking charge of their future.

Specific Action	obstacle / role
<ul style="list-style-type: none"> Provide appropriate information activities: kiosks, university visits, conferences, information sessions, visits to various professional workplaces. 	g, h, x
<ul style="list-style-type: none"> Communicate information to students through all implemented measures: TAV College News, posters, leaflets 	g, h, x
<ul style="list-style-type: none"> Establish a school documentation and professional center. 	g, h, o, p, q, r, s, x
<ul style="list-style-type: none"> Establish a job placement support service (information bulletin board, brochures, job postings, etc.). 	g, h, o, p, q, r, s, x, y

2.7.2) Recommended Action

Inform, stimulate and support students in the first session to develop their career plans.

Specific Action	obstacle / role
<ul style="list-style-type: none"> Organize classroom meetings 	g, h, o, p
<ul style="list-style-type: none"> Maintain support efforts and educate students to the prospects of their own future. 	g, h, y
<ul style="list-style-type: none"> Work with the teachers and stakeholders of the College. 	g, h, y
<ul style="list-style-type: none"> Contact students who have dropped out after the first semester. 	h, l, m, o, p, r, s, t, x

2.8) Objective 8 – Promoting Socio-Cultural and Extracurricular Activities as Vehicles for the Integration and Success of Students

Provide a study place that is welcoming, healthy and vibrant in which students are happy and where they build their own identity and sense of belonging.

2.8.1) Recommended Action

Encourage students to undertake the practice of cultural activities or to take part in them in a way that promotes their overall development and sense of belonging.

Specific Action	obstacle / role
• Organize cultural or outdoor activities	j, k, o, p, q, s
• Get students involved in artistic productions	j, k, o, p, q, s

2.9) Objective 9 – Promoting the Use of Specialized Services to Support the Success of Students.

Help students who have special needs or who are experiencing personal difficulties.

2.9.1) Recommended Action

Develop a targeted intervention approach for students with learning disabilities for whom the College is unable to take direct responsibility.

Specific Action	obstacle / role
• Refer students with learning disabilities to appropriate community support services	t, x, y

2.9.2) Recommended Action

Inform and support teachers and other staff who work with students experiencing various difficulties or special needs.

Specific Action	obstacle / role
• Provide staff training workshops on the identification and management of various problems: mental health, learning disabilities, attention deficit, etc..	n, t, x, y
• Support faculty and staff in this area	n, t, x, y

2.9.3) Recommended Action

Educate college employees concerning health services available externally so that they may direct to these services the students who are experiencing personal difficulties or mental health issues.

Specific Action	obstacle / role
• Work in cooperation with teachers and school professionals to assist them in their relations with students in difficulty	n, t, x, y
• Develop links with external agencies that can provide specialized services to students	n, t, x, y

2.10) Objective 10 – Promoting Student Success as a Fundamental Component of all College Success Strategies.

Enable students to have their achievements recognized in their study environment

2.10.1) Recommended Action

Promoting success through practical and visible actions to encourage students to continue their efforts and support them in their achievements.

Specific Action	obstacle / role
<ul style="list-style-type: none"> Honour Roll, Excellence awards in an official activity (academic merit or otherwise), certificates of excellence, prizes to encourage school improvement. 	p, r, s, y
<ul style="list-style-type: none"> Promote academic success on the College website and in the student newspaper, and the student kit, the teacher's kit in order to sensitize all stakeholders 	p, r, s, x
<ul style="list-style-type: none"> Involve students in the organization of recognition activities to enable them to develop themselves personally. 	p, r, s, y

3) The Administrative Responsibility of the College

The College is responsible for the institutional success plan. As such, it plays a key role with respect to the supervision of its staff, its teachers and all stakeholders who will work in one way or another with the students for who it wants to support and enhance their success. The role of Dean of Studies, who is in charge of this plan, is central since he has the mandate to evaluate the indicators, to ensure the follow-up, to verify the satisfaction of students and all stakeholders involved, to disseminate strategic information, and to promote the plan within the college community.

3.1) Role 1 – Promoting the Contribution of the Dean of Studies as a Supervisory Body of the Institutional Success Plan for the College: Evaluating the Indicators of Success and Following-up on the Measures

Promoting educational success and the development of devices that are designed to assess on a regular basis the adequacy of the measures put forward and the overall effectiveness of the institutional success plan.

3.1.1) Recommended Action

Disseminate the results and monitor the success plan.

Specific Action	role
<ul style="list-style-type: none"> Compile and present results related to the indicators of academic success 	x, y
<ul style="list-style-type: none"> On an annual basis, determine the adequacy of measures put in place and, if necessary, recommend appropriate changes by suggesting improvements to the measures of success 	z
<ul style="list-style-type: none"> Disseminate best practices among all stakeholders 	x
<ul style="list-style-type: none"> Continue to publish annually the results linked to the indicators of success 	x
<ul style="list-style-type: none"> Take stock on an annual basis of the effectiveness of the measures put in place and adjust them as needed, taking into account the views of students and teachers 	x, z
<ul style="list-style-type: none"> Evaluate individually each measure (action) recommended in the success plan 	z
<ul style="list-style-type: none"> Continue to evaluate the success rate, the re-enrolment in the third semester and the graduation of students to better evaluate the effectiveness of the success plan 	z
<ul style="list-style-type: none"> Ensure that programs are periodically evaluated with respect to the success plan. 	y
<ul style="list-style-type: none"> Ensure the implementation of the review and evaluation of programs to ensure that the pedagogy of teachers is always in harmony with the aims of the College's success plan. 	y

3.2) Role 2 – Verify the Student Satisfaction Rate and of all Stakeholders in the College in Connection with the Measures Put in Place

Allow students and stakeholders to comment on the relevance of the measures put in place.

3.2.1) Recommended Action

Measure the stakeholder satisfaction level for the adequacy of the measures put in place.

Specific Action	role
<ul style="list-style-type: none"> Verify the assessment of students and stakeholders (ex.: teachers) to evaluate practically the success plan and the effectiveness of the measures put in place (periodical surveys, informal and formal meetings, etc.) 	z
<ul style="list-style-type: none"> Continue to evaluate courses and teaching annually in order to know the rate of student satisfaction 	y, z
<ul style="list-style-type: none"> Receive and consider the recommendations and / or suggestions from students and staff in order to improve the success plan and indicators that have been prioritized 	y, z
<ul style="list-style-type: none"> As much as possible, ensure that students who did not graduate are contacted by the college to encourage them to complete their program of study. 	y

3.3) Role 3 – Disseminate Strategic Information to Students

Introduce students to all support services available and encourage them to use them.

3.3.1) Recommended Action

Make students and staff aware of the success support services through publications prepared for them.

Specific Action	role
<ul style="list-style-type: none"> Publish annually a brochure to publicize all available resources to promote success 	x

3.4) Role 4 – Promote the Institutional Success Plan

Promote the success plan in the college community to share its importance. Encourage the participation of staff and students.

3.4.1) Recommended Action

Disseminate the success plan and make it known

Specific Action	role
<ul style="list-style-type: none"> Disseminate the success plan in various ways (student newspaper, website, brochure, etc.). 	x
<ul style="list-style-type: none"> Publish an abbreviated version of the plan for teachers and staff responsible for implementing the measures recommended by the college 	x
<ul style="list-style-type: none"> Promote the success plan and promote knowledge of it by staff during meetings and workshops with teachers and personnel. 	x

4) The Indicators for 2011-2016

4.1) **Indicator 1 : Success During the First Semester**

In its summary report of 2004,⁵ the *Commission d'évaluation de l'enseignement collégial* presents the results of its analysis of success plans in private colleges. For the pre-university sector in private colleges, *the proportion of students passing all their courses in the first semester increased by nearly three points during the years of the plan.*⁶ However, it notes that, *given the small size of cohorts in several private colleges, it has not always been possible to conclude on the progression of the indicators of success.*⁷

As part of the first session, implement measures 2.1.1, 2.1.2, 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.3.1, 2.3.2, 2.3.4, 2.3.5, 2.4.1, 2.5.1, 2.5.2, 2.5.3, 2.5.4, 2.13.1, and 2.14.1 so that the greatest number of students possible pass all their courses in the first semester.⁸

4.2) **Indicator 2 : Re-Enrollment in the Third Semester**

The results presented by the *Commission* with respect to the effect of success plans on re-entry rate in the third semester were mixed. Moreover, the *Commission* notes that, in private colleges, even if *re-enrollment in the third semester increased for both cohorts covered by the plan, it remains below the level reached in 1998 and, on average, the two cohorts of observation have a re-enrollment rate roughly equal to the reference cohort, that is 89.5%.*⁹ Unlike the pre-university sector which shows an increase in the rate of re-enrollment in the third semester, the technical sector of private colleges shows a lower retention rate. In fact, *the analysis of the data, by college, indicates that re-enrollment in the third semester increased in three private colleges, it remained stable in six and decreased in four others.*¹⁰

As part of the first year of the program, implement measures 2.3.1, 2.3.4, 2.3.5, 2.5.1, 2.5.2, 2.5.4, 2.6.1, 2.7.1, 2.8.1, 2.9.1, 2.9.2, 2.9.3, 2.10.1, 2.12.1, and 2.11.1 so that the greatest number of students possible re-register for the third semester.

4.3) **Indicator 3 : Graduation**

According to the analysis made by the *Commission d'évaluation de l'enseignement collégial*, *for pre-university programs, graduation within the expected program length for the targeted groups was, on average, higher than the reference cohorts. Graduation from college two years after the expected duration is also on the rise. In the technical sector, the graduation rate in the expected duration fluctuated from one cohort to another; there emerges no clear trend. The graduation rate for a DCS two years after the expected duration is higher among the cohorts of observation.*¹¹

⁵ MELS, CEEC (2004) : *L'évaluation des plans d'aide à la réussite des collèges, Rapport synthèse.*

⁶ Ibid., page 29.

⁷ Ibid., page 30.

⁸ In the fall of 2010, the success rate in the first semester of the DCS in Early Childhood Education was 100%. In the ACS programs, the success rate was 81%. For now, TAV college (created in the summer of 2010) has no data on re-entry into the third semester, nor on the graduation of students at the end of their program.

⁹ MELS, CEEC (2004) : *L'évaluation des plans d'aide à la réussite des collèges, Rapport synthèse*, page 33.

¹⁰ Ibid., page 33.

¹¹ Ibid., page 5.

As part of the academic progress of students throughout their programs, implement measures 2.2.3, 2.3.1, 2.3.4, 2.4.1, 2.2.5, 2.5.4, 2.6.1, 2.7.1, 2.8.1, 2.10.1, 2.11.1, and 2.12.1 so that the greatest number of students possible obtain their college diploma within the expected duration of their program.

5) The Targets Set for 2011-2016¹² :

TAV College Targets for 2011-2016	Maximum success of courses in the first semester (%)	Re- registration in the third semester (%)	Diploma obtained within the expected duration (%) MP MC	Diploma obtained within the expected duration + 2 (%) MP MC
Pre-university DCS 500.A1	75	80	55	65
Technical DCS 322.A0	80	85	60	70
ACS All programs (JEE.OK, LCE.3C, JNC.0W, JYC.08)	80	85	65	75

5) The Evaluation Grid

The institutional success plan requires an annual evaluation of measures that have been put in place. Rigorous evaluation of these measures, using a standard grid, will allow the college to verify the relevance of its choices. The evaluation grid is an essential tool that contributes to the updating of the institutional success plan. It will allow the college to update its plan on a regular basis. The structure of the grid allows the College to assess on an individual basis each one of the actions put forward and this, in view of the objectives set forth by the college. The grid specifies the means by which the satisfaction rate of the participants was assessed (questionnaire, survey, report, etc.). It will allow for the person responsible of a specific activity to evaluate if it is relevant within the success plan and to report his/her recommendation to the college. Finally, the Dean of Studies has the option to maintain the activity or to withdraw it from the success plan and to motivate the reasons for doing so. The evaluation template is provided in Appendix A.

¹² These targets were set following our analysis of the average percentages of subsidized private colleges that offer the same DCS programs. These averages are established using the data spanning from 2005 to 2008 and are based on the *Indicateurs sur les cheminements scolaires au collégial* of the Ministry of Education (MELS). For ACS programs, the data from the Ministry does not allow us to establish precise targets. In this case, the college took into account the fact that adult students in these programs tend to show greater persistence than students who go directly from high school to college, because of their past experience and the motivation they have to complete a program that can put them on the job market as quickly as possible

6) Conclusion


From the survey that was conducted over the winter 2011 semester, the college was able to profile its students. The survey allowed it to develop an institutional success plan that takes into account a multitude of factors that can, to varying degrees, affect the success of our students (language, marital status, the fact that they have children, work, previous training, culture, motivation, orientation services, career choice, personal organization, work methods, etc.).

This first success plan promotes the contribution of students as agents of their own individual success. However, the success of the student is also part of the collective commitment of all those who have at heart the personal success of all students that the college welcomes into its programs. To this end, the plan promotes the contribution of all our partners who play a key role in the area of academic success: the registrar's office, the professionals, the teachers, all employees working in helping relationships with students, management personnel and, more specifically, the Dean of Studies, who heads this five-year plan.

For the implementation of this success plan, the College also promotes the contribution of cultural activities and extra-curricular activities that can mobilize the sense of belonging of our students by encouraging them to take part in student life in a pleasant environment that challenges them to become personally involved. For the college, it is important to promote success for all students in practical ways that are adapted to our college reality. This is the first step to successfully implementing the institutional success plan. The dissemination of information, the promotion of the success plan and its annual assessment based on a standard grid (that is proposed in Appendix A) will enable the college to assess the appropriateness of all actions that have been put forward.

The success plan for 2011-2016 is a working tool that the college can update on an annual basis. It takes into account an evaluation mechanism to ensure its application and relevance. In addition, it allows the college to effectively supervise, with the assistance of management personnel, all stakeholders who will be involved in its implementation. The efforts to be made by the college are considerable and the college must, in this sense, be able to count on the input of all those who can make it work. This is the only way the college will be able to reap the benefits of this institutional success plan in a spirit of continuous improvement of results.

APPENDIX A : SAMPLE TEMPLATE EVALUATION GRID OF AN IMPLEMENTED MEASURE WITHIN THE FRAMEWORK OF THE INSTITUTIONAL SUCCESS PLAN AT TAV COLLEGE.

Institutional Success Plan for 2011-2016			
EVALUATION GRID			
OBJECTIVE	1	Promoting the Contribution of Students as Agents of their Own Success	
Secondary Objective		Support students in each program of study, in collaboration with all stakeholders.	
Recommended Action	1.1	Ensure a warm welcome and facilitate the integration of all students.	
ACTION		<ul style="list-style-type: none"> Arrange a hospitality event in the context of new admissions 	
LEADER		PATRICE ROBITAILLE	Function : Registrar
TYPE OF ACTIVITY	Individual		Group /Gathering
Number of participants			
Summary of Activity			
EVALUATION TOOL (Satisfaction Rate)	Questionnaire		Interview
	Survey		Individuel Follow Up
	Report		Contact / Suggestion
Judgment on the relevance of the activity			
Recommendation of activity leader	Activity to keep in the success plan		Activity to remove from the success plan
DECISION OF COLLEGE (Dean of Studies)	Activity Maintained		Activity Removed
Motivation supporting the college decision			
SIGNATURES	Leader :		Dean of Studies

APPENDIX B : SURVEY ON STUDENT SUCCESS AT TAV COLLEGE AND CARRIED OUT DURING THE WINTER 2011 SEMESTER.



WINTER 2011

TAV COLLEGE STUDENT SUCCESS SURVEY

This survey is intended for all students registered at TAV College. It aims to help the College understand **who you are** and help it determine **what actions can be taken** to help students succeed in their programs. Your help is greatly appreciated.

ALL ANSWERS REMAIN CONFIDENTIAL ALONG WITH STUDENT IDENTITY.

DO NOT INDICATE YOUR NAME ON THIS COPY.

THANK YOU !

YOUR LANGUAGE :

	YES	NO
Is English your first language?	<input type="radio"/>	<input type="radio"/>
Is French your first language?	<input type="radio"/>	<input type="radio"/>
What is your first language if not English or French?	_____	

YOUR WORK :

Do you have a part-time job ?	<input type="radio"/>	<input type="radio"/>
Do you have a salary ?	<input type="radio"/>	<input type="radio"/>
If you work, how many hours a week do you work ?	_____	

YOUR HOME:

Do you live with your parents ?	<input type="radio"/>	<input type="radio"/>
Do you live in your own apartment or your own home ?	<input type="radio"/>	<input type="radio"/>

YOUR FAMILY :

Are you married ?	<input type="radio"/>	<input type="radio"/>
Do you have children ?	<input type="radio"/>	<input type="radio"/>
Do you consider yourself the main caregiver at home ?	<input type="radio"/>	<input type="radio"/>

YOUR OBSTACLES : (Check all answers you feel are important for you)

Prior education (ex : Do you feel your previous schooling is an obstacle to success?)	<input type="radio"/>	<input type="radio"/>
Language (ex : Do you feel your first language is an obstacle to success?)	<input type="radio"/>	<input type="radio"/>
Culture (ex : Do you feel your culture is an obstacle to success?)	<input type="radio"/>	<input type="radio"/>
Society (ex : Do you feel the society we live in is an obstacle to success?)	<input type="radio"/>	<input type="radio"/>
Personal organization (ex : Do you feel your organization is an obstacle to success?)	<input type="radio"/>	<input type="radio"/>
Time (ex : Do you feel your availability is an obstacle to success?)	<input type="radio"/>	<input type="radio"/>

<u>YOUR MOTIVATION:</u>	YES	NO
Do you feel you are highly motivated ?	<input type="radio"/>	<input type="radio"/>
Do you feel you are not motivated enough?	<input type="radio"/>	<input type="radio"/>
Do you know what you want to do in life?	<input type="radio"/>	<input type="radio"/>
Do you get easily involved in school activities ?	<input type="radio"/>	<input type="radio"/>
Are you too busy to get involved in school activities?	<input type="radio"/>	<input type="radio"/>
Do you feel the tuition fees you pay motivate you to succeed?	<input type="radio"/>	<input type="radio"/>
WORK :		
Do you feel your part-time job interferes with your studies?	<input type="radio"/>	<input type="radio"/>
Do you work to pay for your apartment?	<input type="radio"/>	<input type="radio"/>
Do you work to pay for your car?	<input type="radio"/>	<input type="radio"/>
Do you work to pay for food, heating and clothes ?	<input type="radio"/>	<input type="radio"/>
ORIENTATION (ex : Do you feel you got enough help to choose your program ?)	<input type="radio"/>	<input type="radio"/>
CAREER CHOICE (ex : Do you feel you made a good career choice ?)	<input type="radio"/>	<input type="radio"/>
PERSONAL PROBLEMS		
(ex : Are your personal problems an obstacle to your success?)	<input type="radio"/>	<input type="radio"/>
<u>THE HELP YOU NEED:</u>		
Do you feel you need help organizing your study time?	<input type="radio"/>	<input type="radio"/>
Do you feel you need help with your methods of study?	<input type="radio"/>	<input type="radio"/>
Do you feel you need help managing your stress?	<input type="radio"/>	<input type="radio"/>
Do you feel you need help with your English?	<input type="radio"/>	<input type="radio"/>
Do you feel you need help managing your personal problems?	<input type="radio"/>	<input type="radio"/>
<u>POSSIBLE MEASURES :</u> Please tell us what actions you would like us to consider.		
Language workshops	<input type="radio"/>	<input type="radio"/>
Fellow student (Peer) tutoring	<input type="radio"/>	<input type="radio"/>
Personalized support	<input type="radio"/>	<input type="radio"/>
Class Attendance policy enforcement	<input type="radio"/>	<input type="radio"/>
Conferences by guest speakers	<input type="radio"/>	<input type="radio"/>
College Activities to build sense of belonging	<input type="radio"/>	<input type="radio"/>
Orientation service	<input type="radio"/>	<input type="radio"/>
Refresher course in English	<input type="radio"/>	<input type="radio"/>
Exam remake measures	<input type="radio"/>	<input type="radio"/>
Continuing Education for Teachers to perfect teaching services	<input type="radio"/>	<input type="radio"/>
Help Center for homework	<input type="radio"/>	<input type="radio"/>
Student lounge	<input type="radio"/>	<input type="radio"/>

APPENDIX C : COMPILATION OF RESULTS OF THE SURVEY CARRIED OUT WITH STUDENTS AT TAV COLLEGE DURING THE WINTER 2011 SEMESTER

		TOTAL
Is English your first language?	42%	51
Is French your first language?	7%	9
Do you have a part-time job ?	YES	24
Do you have a salary ?	17%	21
<hr/>		
If you work, how many hours a week do you work ?		
<hr/>		
Do you live with your parents ?	23,60%	29
Do you live in your own apartment or your own home ?	64,20%	79
Are you married ?	65,00%	80
Do you have children ?	71,50%	88
Do you consider yourself the main caregiver at home ?	42,20%	52
<hr/>		
Prior education (ex : Do you feel your previous schooling is an obstacle to success?)	15,40%	19
Language(ex : Do you feel your first language is an obstacle to success?)	23,60%	29
Culture (ex : Do you feel your culture is an obstacle to success?)	16,20%	20
Society (ex : Do you feel the society we live in is an obstacle to success?)	24,40%	30
Personal organization (ex : Do you feel your organization is an obstacle to success?)	20,30%	25
Time (ex : Do you feel your availability is an obstacle to success?)	33,30%	41
<hr/>		
Do you feel you are highly motivated ?	76,40%	94
Do you feel you are not motivated enough?	26,00%	32
Do you know what you want to do in life?	76,40%	94
Do you get easily involved in school activities ?	61,70%	76
Are you too busy to get involved in school activities?	42,30%	52
Do you feel the tuition fees you pay motivate you to succeed?	39,80%	49
<hr/>		
Do you feel your part-time job interferes with your studies?	10,60%	13

Do you work to pay for your apartment?	24,40%	30
Do you work to pay for your car?	21,10%	26
Do you work to pay for food, heating and clothes ?	28,40%	35
ORIENTATION (ex : Do you feel you got enough help to choose your program ?)	79,70%	98
CAREER CHOICE (ex : Do you feel you made a good career choice ?)	83,00%	102

PERSONAL PROBLEMS (ex : Are your personal problems an obstacle to your success?)	12,20%	15
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Do you feel you need help organizing your study time?	21,90%	27
Do you feel you need help with your methods of study?	27,60%	34
Do you feel you need help managing your stress?	26,00%	32
Do you feel you need help with your English?	34,10%	42
Do you feel you need help managing your personal problems?	18,70%	23

Language workshops	53%	65
Fellow student (Peer) tutoring	39,80%	49
Personalized support	46,30%	57
Class Attendance policy enforcement	26,00%	32
Conferences by guest speakers	58,50%	72
College Activities to build sense of belonging	40,60%	50
Orientation service	41,50%	51
Refresher course in English	42,00%	52
Exam remake measures	41%	50
Continuing Education for Teachers to perfect teaching services	47%	58
Help Center for homework	43,00%	53
Student lounge	62,60%	77

TOTAL

Day	102	123
night	21	

**19 étudiants ont déclaré des heures de travail.
en moyenne, ils travaillent 9,3 heures/semaine.**

total heures 176

LANGUE MATERNELLE Collège TAV

Russe	20%	24
Hébreu	6%	7
Arabe	1%	0
Yiddish	17%	0
Portugais	1%	1
Chinois	4%	0
Géorgien	1%	0