

DEVIENS

Institutional Success Plan

2017-2022

Summary Version

June 2017



FOREWORD

« In the spring of 2000, the Minister of Quebec Education requested that public and private colleges having received grants elaborate and put into place success plans. »¹

The 2017-2022 Success Plan is the fourth success plan of the Notre-Dame-de-Foy Campus (NDFC). A reminder of **educational success** as defined in the 2011-2015 Plan is as follows: "Together amidst different academic and personal aptitudes allow for a student to make choices and to assume his or her responsibilities in order to achieve." The 2017-2022 Success Plan is geared towards mainstream academic students (collegial program studies), continuous education and the Chaya Mushka Seminary. Certain objectives also involve the professional educational programs.

The 2017-2022 Success Plan follows the revision of the 2016-2021 NDFC Strategic Plan. The 2016-2021 version of this plan established the basis of the new success plan. It fulfills the first requirement of the 2016-2021 strategic plan which is to "offer quality educational programs".

Additionally, not only do we believe in supporting a culture of success and of engagement, we also believe that by creating a stimulating living environment and by encouraging broad horizons, we can ensure being able to offer a positive life experience during their time at the NDFC.

RESPONSIBILITIES, APPROACHES AND FOLLOW-UPS

The stakes to consider, preoccupations to resolve and the needs and expectations which require answers have been identified during various consultations that we have had which started during the fall of 2014 up until January 2017 amongst different groups within the NDFC community including the directors, teachers, professionals, support personnel, and of course, the students.

In order to draw a sociodemographic portrait of NDFC students, we used information provided by the 'Educational Advancement Services' (*Service du cheminement scolaire*) and results from the 'Getting to Know You Better' (*Mieux te connaître*) questionnaire. Other information was taken into consideration in our analysis of the educational portrait of students, for example; the universal French exam success statistics, as well as the attendance statistics for the French Language Help Center and Adapted Services Center (*Centre d'aide en français et des Services adaptés*).

To elaborate and to put the plan into place, all those involved were summoned and played a role, the administration council, college directors, as well as all personnel, professors and students. A Coordination Committee and a Consultative Committee ensured putting it into action and its follow up.

¹ The evaluation committee of collegial formation. *L'évaluation des plans d'aide à la réussite. Rapport Synthèse*, Quebec gouvernement, 2004, p. 1. <http://www.ceec.gouv.qc.ca/documents/2004/09/evaluation-des-plans-daide-a-la-reussite-2.pdf> (page consulted on June 2, 2017).

STAKES, PREOCCUPATIONS, AND NEEDS OF THE PERSONNEL AND OF THE STUDENTS

As such, in order to ensure the durability of the establishment, current characteristics must be taken into consideration on the part of youngsters and the not so young susceptible who are interested in pursuing their studies at the NDFC.

1.2 Stakes in regards to realizing the Success Plan

- Rallying the community together for the success of all students
- Using a success plan: how to conceive a success plan that makes sense for the personnel and students of the NDFC community that speaks and calls to them?

1.3 Stakes related to the success of students

Preoccupations of the personnel and of the students

- Motivation and engagement of the students
- Active and adaptive educational tools
- Success rates, continuous registration rates, and graduation rates
- Language aptitudes²

Needs expressed by the students

- Needs in regards to work and study methods
- Needs in regards to language
- Needs related to learning difficulties
- Needs in regards to living environment
- Preoccupations in regards to graduation

REALIZATIONS

Following the analysis of various information, we have made the following realizations:

- ✓ Students who sometimes have very different characteristics within the same group;
- ✓ Higher proportion of students registered within the technical sector than in the pre university sector;
- ✓ Higher proportion of group A students within the pre university sector;
- ✓ Higher proportion of group B students within the technical sector;
- ✓ Higher proportion of male students both within the pre university and technical sector;
- ✓ Increase of migrant students;
- ✓ General highschool average stronger than the Network or equal to the seven collegial program studies: weaker in the five others;
- ✓ Class success rates in the first session stronger than the Network or equal in six collegial studies programs : weaker in the six others;

² In the case of the Chaya Mushka Seminary, the same problem exists, but for English as the main language.

- ✓ Reinscription rate during the third session higher than the Network in nine collegial program studies : weaker in the three others;
- ✓ Graduation rate within the prescribed time stronger than the Network in seven collegial program studies : weaker in the four others;³
- ✓ The universal French exam success rates higher than the Network, but having decreased in 2015-2016;
- ✓ Weaker results during the French diagnostic tests when first entering the program;
- ✓ Increase in students having received aid in French (French Services Help Center/Centre d'aide en français);
- ✓ Considerable increase of students having received adaptive measures (Adapted Services/Services adaptés); and
- ✓ Absence of statistical information concerning continuous education and the Chaya Mushka Seminary.

CHOSEN OBJECTIVES

Four general objectives have been chosen. We will give priority to concepts such as educational success, motivation and student engagement, as well as inclusive education, orientational approaches, testing, etc. We dedicate ourselves in putting everything into place in order to motivate students so that they engage themselves and persevere in their studies.

The following objectives have been retained for the 2017-2022 Success Plan:

- 1) Favor motivation and student engagement in their success;
- 2) Support an active pedagogie adapted to the characteristics of the students;
- 3) Maintain or improve success, reinscription and graduation rates;
- 4) Improve language competencies of students in both verbal and written skills.

CONCLUSION

The 2017-2022 Success Plan is geared towards being focused on the student and being of use for the entire community. In order to obtain the desired results, it is important that each contributor believes in it and get behind the success of the students.

It goes without saying that the elaboration of a Success Plan is but only the first step of the operation. The next steps consist of sending and of appropriating of the Plan by the NDFC community.

Educational success is the student's responsibility. Our responsibility consists of offering students the best environment possible in order for them to fully assume their role.

³ The Commercial Management program did not exist during the 2008 to 2011 observation period.

ACTION PLAN

Institutional success measures 2017-2022 ACTION PLAN Culture of engagement

1. General objective : Favor motivation and student engagement in their success

Specific Objectives	Targets	Tools/Actions	Deadline	Person in charge
Rally personnel in putting students at the center of our actions	<p>The Communication Plan is elaborated and actualized as needed</p> <p>At least one project promoting success, student progress and graduation put into place each year</p> <p>Members of the Consultative Committee play an active role in calling upon the personnel</p> <p>75 % of those involved confirm that the work is done cooperatively</p>	<p>1.1.1. Establish a Communication Plan by integrating all of the tools, personnel and students.</p> <p>1.1.2. Develop activities that promote and engage the college</p> <p>1.1.3. Organize Consultative Committee reunions and occasionally mandate tasks in regards to the plan to members</p> <p>1.1.4. Organize the collaborative work of personnel and various contributors involved to ensure the development and follow-up of common projects.</p>	Continuous	<p>General Director</p> <p>Director of studies</p> <p>Coordination Committee</p> <p>Consultative Committee</p>
1.2. Rally students in regards to their success	<p>At least two meetings with AGENDF per year</p> <p>Retroactive {feedback} obtained by at least 30% of students with the help of two information collection methods between 2017 and 2021</p> <p>Revised student engagement recognition program</p> <p>At least one project promoting autonomous and responsible behavior put into place each year</p>	<p>1.2.1. Meet AGENDF students on a regular basis in order to receive their feedback and reactions in regards to actions related to their success taking place in the college and mandate these students to tasks related to the Success Plan.</p> <p>1.2.2. Organize group meetings and question the CNDF and SCM students with the help of questionnaires at least twice during the period of the Plan for consequent retroactive {feedback}.</p> <p>1.2.3. Revise the student engagement recognition program.</p> <p>1.2.4. Encourage students to adopt autonomous and responsible behavior (i.e. teaching of transdisciplinary attitudes)</p>	Continuous	<p>Coordination Committee</p> <p>Student Services</p> <p>AGENDF</p> <p>Professors</p>
1.3. Implement an oriented or a career management approach for students as soon	<p>All collegial studies programs have put into place an integrated project within the program.</p> <p>At least two continuous educational programs have put into place an integrated project within</p>	<p>1.3.1. Develop a project independent to each program in the form of coaching or mentorship from the programs start to finish</p> <p>1.3.2. Ensure a link between classes and prospects (i.e.</p>	June 2020	<p>Director of studies</p> <p>Educational services and programs</p>

as they enter the program	<p>the program</p> <p>An institutional activity related to employment is organized every 2 years</p>	present the study programs, the course plan, the work-career day)		<p>Continuous formation</p> <p>Departments</p> <p>Student services</p>
1.4. Increase a sentiment of belonging within the college	<p>At least one development project in the program developing a sense of belonging each year</p> <p>75% of students confirm having a strong sense of belonging in regards to the college and to their program</p> <p>75% of students confirm that they study in a healthy and dynamic living environment</p> <p>75% of students confirm being satisfied in regards to personal and collective services favorable to studies (residencies, libraries, etc.), installations and to offered activities</p>	<p>1.4.1. Establish areas of belonging and for exchanges for students within the same program</p> <p>1.4.2. Establish moments dedicated for exchanges</p> <p>1.4.3. Favor the use of objects representing the program and of the NDFC (i.e. clothing, signs, etc.)</p> <p>1.4.4. Develop diverse animation activities that respond to the needs, interests and expectations (community, social, cultural, artistic, sports, etc.) of all of the students</p> <p>1.4.5. Encourage and support student initiatives</p> <p>1.4.6. Modify certain physical installations to allow for a more vibrant and current environment all while making good use of our space i.e. student lounge</p> <p>1.4.7. Make the library a lively and attractive place</p>	June 2021	<p>Student services</p> <p>Educational and program services</p> <p>Consultative committee</p> <p>Departments</p>

2. General Objective : Support an active educational approach adapted to the characteristics of the students

Specific Objectives	Targets	Tools/ Actions	Deadline	Responsible
2.1 Favor an adapted education to the different types of students	<p>75% of students confirm the welcoming and integration process (of all categories) is adequate.</p> <p>All programs have adopted a structured approach where international and intercultural realities are integrated within the activities and the classes.</p> <p>An institutional activity related to international and intercultural matters put into place every two years.</p> <p>75% of students confirm that educational and structural tools are adapted to their needs.</p>	<p>2.1.1 Revise the welcoming process for the students and the process of integration (institutional and by program) (welcoming day, guides, etc.)</p> <p>2.1.2 Put into place a specific approach and activities in each program to prepare students for work in both international and intercultural contexts.</p> <p>2.1.3 Put into place institutional activities related to international and intercultural matters</p> <p>2.1.4 Revise practices related to the PPA</p> <p>2.1.5 Increase the use of inclusive pedagogical tools (universal learning conception (ULC)</p> <p>2.1.6 Favor the use of diverse pedagogical methods adapted to the different learning styles of the students</p> <p>2.1.7 Favor collaboration between contributors to the aid services and professors.</p>	June 2019	<p>Director of studies</p> <p>Educational and program services</p> <p>Student services</p> <p>Departments</p>
2.2 Favor an educational approach focused on motivating students	<p>Identify the main expectations of students in regards to educational tools</p> <p>Offer training based on motivation and engagement</p> <p>50% of professors confirm having modified some of their methods to increase student motivation</p> <p>75% of students confirm that they receive retroactive {feedback} in educational and summary evaluations</p> <p>75% of students confirm having engaging relations with significant people in the college</p>	<p>2.2.1 Analyse the needs and the expectations of students in regards to educational tools.⁴</p> <p>2.2.2 Give training on related training concepts and methods in regards to motivation and engagement.</p> <p>2.2.3 Accompany the professors and support projects that use an active educational approach and that increase student motivation towards students as per the three motivational aspects of Viau⁵</p> <p>2.2.4 Encourage professors to use formative evaluations and to improve retroactive {feedback} in summary evaluations</p> <p>2.2.5 Encourage professors and all other personnel in direct relation with students to:</p>	June 2019	<p>Programs and educational services</p> <p>Professors</p> <p>Coordination Committee</p>

⁴ In order to do this, it is of the essence to question students to better understand their level of engagement in regards to their studies and their parascholar activities.

⁵ Motivational aspects include the perception of the activities value (its use), the perception of the ability to succeed and the perception of the actions controllability.

		<ul style="list-style-type: none"> • Establish a significant rapport with their students (common interests) • Establish a pedagogical contract negotiated between the professor and the class (= shared responsibility) • Develop a mentorship between students that are helping and students that are being helped 		
2.3 Improve aid measures geared towards success	<p>75% of programs made use of Toolbox activities</p> <p>Two validation projects of transdisciplinary aptitudes are put into place each year</p> <p>Help is offered via services and aid measures are revised</p> <p>75% of students confirm that the services and aid measures fulfil their needs</p>	<p>2.3.1 Integrate teaching intellectual methods of work into the programs (Tool Box) as per the needs and the professional profiles of the students</p> <p>2.3.2 Put into place and promote institutional projects that enable to develop transdisciplinary aptitudes (i.e. reading club, improve club, TIC profile)</p> <p>2.3.3 Study the possibility of developing a success help center :</p> <ul style="list-style-type: none"> • Evaluate the impact of services and aid measures for success • Revise the current structure and propose a new offer (i.e. adding a reading aid, documentary research, technological skills, etc. • Establish an aid center (in accordance with the program of studies) • Promote services and aid measures 	June 2020	<p>Educational and program services</p> <p>Student services</p>

3. General Objective : Maintain or improve success, reinscription and graduation rates

Specific Objectives	Targets	Tools/ Actions	Deadline	Responsible
3.1 Improve testing	Develop a more formal testing mechanism in a collaborative approach	<p>3.1.1 Organize and revise testing and follow-up mechanisms</p> <p>3.1.2 Have contributors work in teams to put into place measures and to ensure follow-ups</p> <p>3.1.3 Question students to identify any difficulties that they encounter in order to help them succeed better</p>	June 2018	<p>Director of studies</p> <p>Educational and program studies</p> <p>Student services</p>
3.2 Improve success rates	<p>Identify improvement targets for each program</p> <p>Improve the success of difficult classes for 2018-2019, 2019-2020 and 2020-2021 cohorts</p> <p>Maintain a success rate of 81% for first pre university sessions for 2018-2019, 2019-2020 and 2020-2021 cohorts</p> <p>Maintain a success rate of 91 % for first session classes for 2018-2019, 2019-2020 and 2020-2021 cohorts</p>	<p>3.2.1 Analyze the quantitative and qualitative information and identify improvement targets in accordance with continuous program evaluation</p> <p>3.2.2 Identify obstacles for success in classes that are difficult both for professors and students</p> <p>3.2.3 Pursue the programs development approach</p>	June 2021	<p>Educational and program services</p> <p>Departments</p>
3.3 Favor perseverance ⁶ and graduation rates	<p>Obtain a success rate of 50% for third session perseverance (A+B) in pre university studies for 2018-2019 and 2019-2020 cohorts</p> <p>Obtain a success rate of 85% for third session perseverance (A+B) in technical education for 2018-2019 and 2019-2020 cohorts</p>	<p>3.3.1 Identify and analyze in each program :</p> <ul style="list-style-type: none"> ● Rates of perseverance and reasons for dropouts ● Rates of graduation and obstacles ● Statistics in accordance to type <p>3.3.2 Develop retention strategies (2nd and 3rd sessions) and graduation strategies by educational activities in accordance to the program</p>	June 2022	<p>Director of studies</p> <p>Educational and program studies</p>

⁶ Considering that the duration of a MIR, we cannot observe the impacts of the Plan in regards to graduation (the results are unavailable), we chose to establish only one target in regards to perseverance.

4. General Objective : Improve language aptitudes of students in both verbal and written skills

Specific Objectives	Targets	Tools/ Actions	Deadline	Responsible
4.1 Validate the teaching language	At least one validation project put into place each year	<p>4.1.1 Apply the Policy in regards to employment and in regards to the quality of French language in the programs</p> <p>4.1.2 Put into place projects that make language enticing via a playful and collaborative approach (i.e. contests, games, reading clubs, etc.)</p>	Continuous until June 2021	General direction études Director of studies Consultative Committee Departments
4.2 Improve writing and professional discourse	<p>All collegial program studies and at least three continuous education programs have established their needs and textual profiles</p> <p>One meeting every two years between a representative of each general educational discipline and of each department</p> <p>100% of pre university education include general educational aspects</p>	<p>4.2.1 Work in program teams (general and specific education) to identify the needs of each program and to exploit the textual genres specific to each field</p> <p>4.2.2 Work in program teams to develop general education aptitudes (analysis, reading comprehension, etc.) in the classes and program activities</p> <p>4.2.3 Encourage the use of more correcting and writing tools in the programs</p> <p>4.2.4 Ensure that general education has its place in the programs synthesis exams</p>	June 2021	Educational and program services Departments
4.3 Improve success rates in literature classes	<p>Obtain a success rate of 70% in the 601-101 classes for 2018-2019, 2019-2020 and 2020-2021 cohorts</p> <p>Obtain a success rate of 75% in the 601-102 classes for 2018-2019, 2019-2020 and 2020-2021 cohorts</p> <p>Obtain a success rate of 83% in the universal French exam in 2018-2019, 2019-2020 and 2020-2021</p> <p>Obtain a success rate of 90% in the universal English exam in the 2018-2019, 2019-2020, and 2020-2021 school year</p>	<p>4.3.1 Question students in regards to their needs and expectations in regards to language in their programs classes</p> <p>4.3.2 Evaluate the rate of perseverance in literature classes and identify reasons for dropouts</p> <p>4.3.3 Evaluate the current model (order of literature classes) and revise them as needed</p> <p>4.3.4 Analyze the current CAF model and its aid measures and revise them as needed</p> <p>4.3.5 Offer training for students on the verge of graduation (universal French exam or continuous education)</p> <p>4.3.6 Look into the reasons for failing the universal French exam or the universal English exam.</p>	June 2021	Director of studies Educational and program services Literature departments