



Final Status of Recommendations from the Institutional Self-Evaluation

An Executive Summary Report to the Board of Governors

Submitted to the Board of Governors, March 29, 2006

Introduction

During the spring of 2000, the *Commission d'évaluation de l'enseignement collégial* (CEEC) called upon all colleges in Quebec to undertake institutional self-evaluations and then submit reports on the results of that process. In the guidelines distributed to the colleges, the CEEC (2000) stated that:

The institutional evaluation is the occasion, for each of the institutions, to reflect on its mission and on the main ensuing institutional objectives. The evaluation then leads the college to take a good look at its organization and management, to measure the achievement of its institutional objectives, to appreciate the methods adopted to ensure its development and to adjust itself to the expectations of society and to verify the quality of its communication practices. (p. 3)

These self-evaluations were to cover a reference period of the five years immediately preceding the evaluation exercise and were to examine five criteria:

1. The college pursues objectives which are clear, pertinent and congruent with its mission.
2. The college's organization and management promotes the attainment of its objectives and the fulfillment of its mission.
3. The college attains its objectives.
4. The college makes use of appropriate methods to ensure its development within the framework of its mission.
5. The college demonstrates integrity and transparency in its communication practices.

For Champlain Regional College, the reference period was set as the five years between 1996 and 2001. However, given the extended duration of the evaluation process and the need to present an accurate picture of the College's activities, a number of important elements postdating June 2001 (e.g., the adoption of a

Policy on the Evaluation of Programs Leading to a DEC, the 2001-2002 student success rates) were also included in the evaluation.

The results of the self-evaluation (ISE) were presented in a report (Champlain Regional College, 2003b) that was approved by the Board of Governors in May 2003 and subsequently submitted to the CEEC. This report contained a total of 63 recommendations for further action. In order to address these recommendations, the College developed the ISE Action Plan (Champlain Regional College, 2003a) that presented 72 actions grouped under 12 themes. This action plan was approved by the Board of Governors in June 2003 and subsequently submitted to the CEEC. Work on implementing the ISE Action Plan began by integrating specific actions into the Annual Management Plan for 2003-2004.

Changes in the Colleges Act required that each college develop a strategic plan and incorporate their student success action plans into it prior to July 2004. Throughout the 2003-2004 academic year, the College invested considerable energies in the identification of strategic issues and the development of such a plan. The resulting document (Champlain Regional College, 2004a) was adopted by the Board at its June 2004 meeting along with the requisite Student Success Action Plan (SSAP, Champlain Regional College, 2004b).

Additional consultations were conducted on the SSAP at each campus during early Fall 2004, and a revised SSAP (Champlain Regional College, 2004e) was adopted by the Board at its November 2004 meeting. During that same meeting, the Board adopted revisions to the Strategic Plan (Champlain Regional College, 2004d) as well as a Strategic Action Plan (SAP) for issues other than student success (Champlain Regional College, 2004c). Thus, for the 2004-2005 academic year, the College had to deal with three major planning documents: the Annual Management Plan, the ISE Action Plan, and the Strategic Action

Plan. Continuing the practice from 2003-2004, a number of actions from the ISE Action Plan and the Strategic Action Plan were incorporated into the 2004-2005 Annual Management Plan. However, balancing and coordinating multiple reference documents for planning purposes remained problematic.

As it began planning for 2005-2006, the College embarked on a process of better integrating strategic and operational planning. The first step in this process was to replace the Annual Management Plans with the College Annual Action Plan (CAAP, Champlain Regional College, 2005). The CAAP is based directly on those actions from the Strategic Action Plan that are scheduled for a given academic year. Additional actions are then incorporated into the plan under the areas of either (1) Current Priorities for the Academic Year or (2) Institutional Planning and Communications.

The second step in this integrated planning approach is to retire the ISE Action Plan as an active reference document (Goal 7.2.3 in the 2005-2006 CAAP). This report has been prepared to achieve that end by clearly establishing the current status of each recommendation from the ISE, identifying those which have been completely addressed, those which are deemed no longer relevant, those which have been incorporated into either the Strategic Plan or the CAAP, and those which are still pending.

Definitions

Five main terms are used in this report to describe the final status of the ISE recommendations:

COMPLETED. The recommendation is deemed to have been completely addressed to the satisfaction of the College.

ASSIMILATED. The recommendation has been assimilated into the routine operations of the College.

ABANDONED. The recommendation is no longer relevant due to changes in approach or circumstances and has therefore been abandoned.

INCORPORATED. The recommendation has been incorporated into the goals and actions of another planning document (either the CAAP or the Strategic Plan).

PENDING. The recommendation has not yet been completely addressed and is deemed to be still relevant. However, it has yet to be incorporated into either the CAAP or the Strategic Plan.

Abbreviations used in the report

Throughout this report, abbreviated references are made to the Annual Management Plans for 2003-2004 and 2004-2005 (e.g., AS-2.1). The two-letter prefix refers to the service area involved, while the numbers serve to identify the action. Thus, for example, AS-2.1 refers to Action 2.1 under Academic Services.

Service Area	Abbreviation
Academic Services	AS
Student Services	SS
Financial Services	FS
Material Resources	MR
Human Resources & Secretariat-General	HR
Information Systems	IS
Institutional Development	ID

References

Champlain Regional College. (2003a, June 13). *Institutional self-evaluation action plan*. Sherbrooke, QC: Author.

Champlain Regional College. (2003b, May 21). *Institutional self-evaluation report*. Sherbrooke, QC: Author.

Champlain Regional College. (2004a, June 18). *Strategic plan 2004-2007*. Sherbrooke, QC: Author.

Champlain Regional College. (2004b, June 18). *Strategic plan 2004-2007: Action plan for strategic issue 2 - Facilitating and enhancing student success*. Sherbrooke, QC: Author.

Champlain Regional College. (2004c, November 10). *Strategic action plan 2004-2007*. Sherbrooke, QC: Author.

Champlain Regional College. (2004d, November 10). *Strategic plan 2004-2007 (Revised)*. Sherbrooke, QC: Author.

Champlain Regional College. (2004e, November 10). *Strategic plan 2004-2007: Action plan for strategic issue 2 - Facilitating and enhancing student success (Revised)*. Sherbrooke, QC: Author.

Champlain Regional College. (2005, June 17). *College annual action plan 2005-2006 - Preliminary (Executive Summary)*. Sherbrooke, QC: Author.

Commission d'évaluation de l'enseignement collégial. (2000, June). *The institutional evaluation: Guide*. Québec, QC: Author.

Final Status of ISE Recommendations (Executive Summary)

I - Mission

R-1.0.1 Review and harmonize the College Mission Statement and the campus mission statements and educational objectives to reflect coherent goals and values within the College, and to address the communities' expectations more explicitly.

Final Status: COMPLETED. A decision was made to develop a new Mission, Values and Vision Statement for the entire College rather than reviewing and harmonizing the existing College and campus mission statements. This approach was incorporated into the College's Strategic Plan for 2004-2007 under Issue 1 - Clarifying Institutional Mission. Development took place during 2004-2005, and the new Mission, Values and Vision Statement was adopted by the Board of Governors in October 2005.

R-1.0.2 Promote awareness of the College Mission Statement among all constituents of Champlain Regional College.

Final Status: INCORPORATED. This recommendation was incorporated into the College's Strategic Plan for 2004-2007 under Issue 1 - Clarifying Institutional Mission.

R-1.0.3 Ensure explicit links to the College Mission Statement when bylaws and policies are being developed or revised.

Final Status: INCORPORATED. This recommendation has been incorporated into the ongoing process of developing and revising policies encompassed by Subarea 4, Area 6 (Operational Priorities for the Current Year) in the CAAP.

II - Structure & Organization

R-2.1.1 Review organizational charts with a view to finding ways to illustrate the contribution of groups to the general management of the College.

Final Status: COMPLETED. This recommendation was addressed in the 2003-2004 Annual Management Plan (HR-5.1). As of October 2003, organizational charts have explicitly included DGAC, the Pedagogical Group and the Commission of Studies. These organizational charts are included in the Employee Handbook for each location, and are also provided to the unions on each campus.

R-2.1.2 Work towards making shared responsibilities clearer for all parties concerned.

Final Status: INCORPORATED. Two specific actions addressing this recommendation were set forth in the ISE Action Plan. However, work on the actions was postponed during 2003-2004 while the College awaited the CEEC's final evaluation report on our ISE. During 2004-2005, work was further postponed because of the need to invest time and human resources in the Forum sur l'avenir des collèges. This recommendation has been incorporated into the "Administrative effectiveness" subarea of Area 7 (Institutional Planning and Communications) in the CAAP.

Final Status of ISE Recommendations (Executive Summary)

II - Structure & Organization (Continued)

R-2.1.3 Encourage representation of support staff at the Commission of Studies and look for ways to facilitate attendance, especially of student members.

Final Status: COMPLETED. This recommendation was addressed in the Annual Management Plans for 2003-2004 (AS-3.5) and 2004-2005 (ID-3.1, ID-3.2 & ID-3.3). Letters were sent to the support staff unions on each of the three campuses asking them to name a representative. The issue was also raised during the process of revising Bylaw 2 (Bylaw on the Commission of Studies) in 2004-2005. No support staff representative has yet been named.

In order to facilitate general attendance at meetings, increased use is being made of teleconferencing and videoconferencing systems (particularly in situations of inclement weather). As well, Commission members were consulted in developing the schedule of meetings for 2005-2006.

In order to facilitate the attendance of student representatives in particular, revisions to Bylaw 2 gave them the right to designate a substitute in the event they are unable to attend a meeting.

R-2.3.1 Facilitate communication and meetings for Directors of Student Services across the three campuses, as well as for staff as relevant.

Final Status: COMPLETED. This recommendation was addressed in the Annual Management Plans for 2003-2004 (SS-13.1) and 2004-2005 (SS-8.1). The Directors have held two physical meetings in each of the past two academic years (2003-2004, 2004-2005). With videoconferencing facilities now in operation on all campuses, communication and meetings between the Directors has been facilitated. This equipment is also available to staff for communication with their counterparts.

III - Planning & Development

R-2.1.5 Integrate systematic data collection and self-assessment into regular operations and use results to enhance effectiveness and facilitate planning.

Final Status: INCORPORATED. The idea of systematic data collection and self-assessment has been integrated into Issues 2 (Facilitating and Enhancing Student Success), 3 (Developing and Improving Academic Programs) and 5 (Maintaining and Developing Human Resources) of the Strategic Plan. It has also been incorporated into Area 7 (Institutional Planning and Communications) of the CAAP.

Final Status of ISE Recommendations (Executive Summary)

III - Planning & Development (Continued)

R-2.1.6 Develop a strategic plan which will include a plan for the development of academic programs.

Final Status: COMPLETED. This recommendation was addressed in the Annual Management Plans for 2003-2004 (ID-2.1, ID-2.2 & ID-2.3) and 2004-2005 (ID-2.1, ID-2.2, ID-2.3, ID-2.4 & ID-2.5). A three-year (2004-2007) Strategic Plan and an accompanying Strategic Action Plan were developed during the 2003-2004 academic year and subsequently adopted by the Board of Governors in June 2004. An amended Strategic Plan and the detailed Strategic Action Plan were subsequently adopted by the Board of Governors in November 2004. This Strategic Plan not only incorporates plans for the development of academic programs but also incorporates the Student Success Action Plan.

R-2.2.11 Investigate ways to ensure the viability of existing programs, collaborating with all parties concerned.

Final Status: INCORPORATED. This recommendation was addressed in the Annual Management Plans for 2003-2004 (AS-2.8, AS-2.9a, AS-2.9b, AS-2.9c, ID-3.1, ID-3.2, SS-8.1) and 2004-2005 (AS-2.7, AS-2.9, SS-6.1 & SS-6.2).

The issue of program viability has also been incorporated into the Strategic Plan in Issues 3 (Developing and Improving Academic Programs) and 4 (Maintaining and Increasing Student Enrolment).

R-2.2.12 Provide for DEC program development in the forthcoming strategic plan.

Final Status: COMPLETED. This has been incorporated into the Strategic Plan under Issue 3 (Developing and Improving Academic Programs), Sub-issue 1 (Providing educational programs that respond to current and emergent community needs and interests).

R-4.2.1 Develop a strategic plan that outlines a long-term development vision and favours a better integration of the planning and evaluation processes.

Final Status: COMPLETED. A multi-year Strategic Plan was developed during the 2003-2004 academic year and adopted by the Board of Governors in June 2004. For each goal in the Strategic Plan (and each action in the accompanying Strategic Action Plan), the issue of evaluation is clearly addressed through the specification of key performance indicators. Moreover, an evaluation is conducted at the end of each year of the Strategic Plan. Plans are then revised based on the results of this annual evaluation.

In the course of implementing this Strategic Plan, the College has developed a new Mission, Values and Vision Statement which was adopted by the Board of Governors in October 2005. This statement clearly articulates the kind of institution we wish to become and thus serves as a guide for long-term development planning.

Final Status of ISE Recommendations (Executive Summary)

III - Planning & Development (Continued)

R-4.2.2 Develop a policy facilitating continuous institutional evaluation.

Final Status: INCORPORATED. This recommendation has not yet been explicitly addressed. However, the Strategic Plan does call for the development of tools and procedures for systematic environmental scanning (Issue 3 - Development and Improvement of Academic Planning) and collection of information on students (Issue 2 - Facilitating and Enhancing Student Success). These measures (specified elsewhere in this report in connection with Recommendation 2.1.5) are likely to greatly facilitate the implementation of such self-evaluations. Consequently, this recommendation is deemed to have been incorporated into the Strategic Plan.

IV - Student Success Planning

R-2.2.22 Assess the effectiveness of student success measures introduced in the Student Success Action Plan.

Final Status: COMPLETED. A major evaluation of all aspects of the 2000-2003 Student Success Action Plan was undertaken in Fall 2003, resulting in a report to the Commission d'évaluation de l'enseignement collégial entitled "Laying the Foundation: A Self-Evaluation of the Student Success Action Plan (2000-2003)".

R-3.1.1 Continue the focus in the Student Success Action Plan on improving first-semester course success rates.

Final Status: ABANDONED. In developing the most recent Student Success Action Plan (now incorporated into the Strategic Plan), a decision was made to move away from specific targets for first-semester course success rates. The new approach is to focus on implementing measures that address specific obstacles to student success in programs and disciplines. It is expected that, as the effects of these obstacles are mitigated by the measures put in place, the result will be an improvement in various indicators of student success. Although course success rates themselves are no longer the focus of the measures, they continue to be monitored.

R-3.1.2 Incorporate actions to improve discipline course success rates into the Student Success Action Plan, with particular attention to those disciplines whose success rates are significantly lower than the campus average.

Final Status: ABANDONED. In developing the most recent Student Success Action Plan (now incorporated into the Strategic Plan), a decision was made to move away from an approach that focused on course success rates to one with a focus on implementing measures that address specific obstacles to student success in programs and disciplines. It is expected that, as the effects of these obstacles are mitigated by the measures put in place, the result will be an improvement in various indicators of student success. Although course success rates themselves are no longer the focus of the measures, they continue to be monitored.

Final Status of ISE Recommendations (Executive Summary)

IV - Student Success Planning (Continued)

R-3.1.3 Continue the focus in the Student Success Action Plan on improving third-semester retention rates.

Final Status: ABANDONED. In developing the most recent Student Success Action Plan (now incorporated into the Strategic Plan), a decision was made to move away from specific targets for third-semester retention rates. The new approach is to focus on implementing measures that address specific obstacles to student success in programs and disciplines. It is expected that, as the effects of these obstacles are mitigated by the measures put in place, the result will be an improvement in various indicators of student success including third-semester retention. Although retention rates themselves are no longer the focus of the measures, they continue to be monitored.

R-3.1.4 Increase attention in the Student Success Action Plan to same-program retention rates.

Final Status: ABANDONED. In developing the most recent Student Success Action Plan (now incorporated into the Strategic Plan), a decision was made to move away from specific targets for third-semester same-program retention rates. The new approach is to focus on implementing measures that address specific obstacles to student success in programs and disciplines. It is expected that, as the effects of these obstacles are mitigated by the measures put in place, the result will be an improvement in various indicators of student success including same-program retention. Although same-program retention rates themselves are no longer the focus of the measures, they continue to be monitored.

R-3.1.5 Continue the focus in the Student Success Action Plan on improving graduation rates within the prescribed period of time plus two years.

Final Status: ABANDONED. In developing the most recent Student Success Action Plan (now incorporated into the Strategic Plan), a decision was made to move away from specific targets for graduation rates within the prescribed period of time plus two years (PPT+2). The new approach is to focus on implementing measures that address specific obstacles to student success in programs and disciplines. It is expected that, as the effects of these obstacles are mitigated by the measures put in place, the result will be an improvement in various indicators of student success including PPT+2 graduation rates. Although graduation rates themselves are no longer the focus of the measures, they continue to be monitored.

Final Status of ISE Recommendations (Executive Summary)

IV - Student Success Planning (Continued)

R-3.1.6 Increase the involvement of program committees in the analysis of success rates and in the planning and implementation of student success initiatives.

Final Status: INCORPORATED. Specific actions calling for meetings to be held with program/department coordinators and/or assemblies to identify student success needs and develop solutions to problematic areas were included in both the 2003-2004 (AS-1.8) and 2004-2005 (AS-1.2) Annual Management Plans.

Measures for improving access to information on student success rates have been incorporated into Issue 2 (Facilitating and Enhancing Student Success) of the Strategic Plan. Additional relevant measures can be found in Area 7 (Institutional Planning and Communication) of the CAAP.

However, specific measures for increasing systematic involvement of program committees in either the analysis of success rates or the planning and implementation of student success initiatives are not present. This needs to be remedied in a subsequent revision of the Strategic Plan.

R-3.1.7 Identify and implement modifications to the annual student success report in order to make it more useful as an academic management tool.

Final Status: PENDING. Not yet addressed in either the Strategic Plan or the CAAP. This needs to be incorporated into a future revision of the Strategic Plan (Issue 2 - Facilitating and Enhancing Student Success).

V - Student Success Monitoring

R-2.2.1 Provide program committees and departments with semester-by-semester data and involve them in an annual analysis of how students progress through their program.

Final Status: INCORPORATED. Measures addressing this recommendation have been incorporated into Issue 2 (Facilitating and Enhancing Student Success) and Issue 3 (Developing and Improving Academic Programs) of the Strategic Plan.

R-2.2.6 Monitor student success in the context of the role and place made for contributing disciplines in revised programs, particularly in technical programs.

Final Status: ASSIMILATED. This issue was examined as part of the 2004-2005 Annual Management Plan (Academic Services 1.4). In the Final Report, it was noted that course success rates in contributing disciplines are examined as part of regular program evaluations.

Final Status of ISE Recommendations (Executive Summary)

V - Student Success Monitoring (Continued)

R-2.2.18 Review Bylaw 8 and monitor its implementation so that it is fully applied.

Final Status: INCORPORATED. This recommendation was addressed in the Annual Management Plan for 2003-2004 (ID-7.2). However, the Bylaw is in need of further review and revision. There appear to be some inaccuracies in the definitions pertaining to government regulations. In addition, the bylaw has no article addressing review and revision. This recommendation is deemed to be incorporated under Area 6 (Operational Priorities for the Current Year), Subarea 4 (College bylaws and policies) of the CAAP.

R-2.3.2 Investigate the sources of student dissatisfaction with career counselling services offered at Champlain and take appropriate measures.

Final Status: COMPLETED. This recommendation applies to all three campuses. At St. Lawrence, this was addressed in the 2004-2005 Annual Management Plan (SS-1.1a). The Final Report indicates that career counselling questionnaires were filled out by over 530 students, with the results indicated a very high level of satisfaction with the services offered. Based on the results and suggestions, changes were subsequently made in the counselling appointment system.

At Lennoxville, the recommendation was also addressed in the 2004-2005 Annual Management Plan (SS-1a initially, subsequently folded into a broader evaluation of pedagogical support services under ID-4.1).

Although the recommendation was not explicitly addressed by Saint-Lambert in the Annual Management Plans, a number of improvements to career counselling services have been made:

- A job fair was established, bringing prospective employers to the campus. (This action was not only targeted at direct job placement but also at giving non-graduating students the opportunity to discuss potential future careers.)
- The career information center was completely renovated and reorganized
- There was an increase in the offering of workshops related to employment and practical job skills
- New career software (Career Cruising) was installed

R-3.1.8 Develop and implement systematic surveys of graduates in order to gather information on their subsequent educational and employment status.

Final Status: INCORPORATED. This recommendation is addressed in both Issue 2 (Facilitating and Enhancing Student Success) and Issue 3 (Developing and Improving Academic Programs) of the Strategic Plan.

R-3.2.1 Implement an annual survey of the graduating students to verify to what extent the College has helped them in reaching their educational goals.

Final Status: INCORPORATED. This recommendation is addressed in both Issue 2 (Facilitating and Enhancing Student Success) and Issue 3 (Developing and Improving Academic Programs) of the Strategic Plan.

Final Status of ISE Recommendations (Executive Summary)

VI - Evaluation of Student Learning

R-2.2.16 Complete the revision of the three Policies on the Evaluation of Student Learning, taking into account the feedback provided by students in the Student Satisfaction Inventory.

Final Status: INCORPORATED. This recommendation has been integrated into the CAAP under Area 6 (Operational Priorities for the Current Year).

R-2.2.17 Implement the new Policy on the Evaluation of Student Learning and ensure that it is adhered to by all concerned.

Final Status: PENDING. This recommendation is not explicitly addressed in the CAAP, but would follow as a matter of course upon completion of the revised PESL (cf., Recommendation 2.2.16), which is addressed in Area 6 Subarea 4 (Operational Priorities for the Current Year - College bylaws and policies) of the CAAP.

R-2.2.19 Develop and implement strategies for enhancing standards of literacy and the use and evaluation of English in the College.

Final Status: INCORPORATED. Actions addressing this recommendation were undertaken at St. Lawrence as part of the Annual Management Plans for 2003-2004 (SS-7.1, SS-7.2 & SS-7.3) and 2004-2005 (SS-5.1).

This recommendation is integrated into the revision of the PESL (cf. Recommendation 2.2.16), which has itself been integrated into Area 6 Subarea 4 (Operational Priorities for the Current Year - College bylaws and policies) of the CAAP.

R-3.2.2 Ensure that the new Policies on the Evaluation of Student Learning state clear educational objectives.

Final Status: INCORPORATED. This recommendation is integrated into the revision of the PESL (cf. Recommendation 2.2.16), which has itself been integrated into Area 6 Subarea 4 (Operational Priorities for the Current Year - College bylaws and policies) of the CAAP.

VII - Program Evaluation & Revision

R-2.2.2 Develop program evaluation calendars at each campus and adjust them annually based on the results of such analyses.

Final Status: ASSIMILATED. This recommendation was addressed in the Annual Management Plan for 2003-2004 (AS-2.11). It was also addressed in the revised Policy on the Evaluation of Programs Leading to a DEC, Article 4.1 of which states: "The Dean on each campus develops a fiveyear calendar for the evaluation of its programs. As much as possible, this calendar will plan for the evaluation of a program to take place in the year preceding its revision and not concurrently." As such, the development of program evaluation calendars has now been assimilated into regular operations.

Final Status of ISE Recommendations (Executive Summary)

VII - Program Evaluation & Revision (Continued)

R-2.2.3 Complete the development of generic tools and procedures needed for the full implementation of the policy on program evaluation.

Final Status: INCORPORATED. This recommendation was initially addressed in the Annual Management Plans for 2003-2004 (AS-4.2) and 2004-2005 (AS-4.2). It has subsequently been integrated into both Issue 2 (Facilitating and Enhancing Student Success) of the Strategic Plan and Area 6 Subarea 5 (Operational Priorities for the Current Year - Program evaluations and revisions) of the CAAP.

R-2.2.4 Ensure that recommendations derived from program evaluations are followed up in a timely and effective manner.

Final Status: ASSIMILATED. This recommendation was dealt with in the 2004-2005 Annual Management Plan (AS-2.15). Follow-up reports on program evaluation action plans are now a standing agenda item at meetings of the Pedagogical Group, the Commission of Studies, and the Board of Governors.

R-2.2.8 Identify effective ways of determining the role and place of contributing disciplines in revised programs.

Final Status: ASSIMILATED. This recommendation has been assimilated into regular program evaluation and revision processes.

R-2.2.9 Revise the Reference Framework for the Development of Comprehensive Assessments.

Final Status: INCORPORATED. The issue of comprehensive assessments is being examined in the revision of the PESL, which is incorporated into Area 6 Subarea 4 (Operational Priorities for the Current Year - College bylaws and policies) of the CAAP.

R-2.2.10 Review current comprehensive assessments for their effectiveness in attesting to the attainment of program objectives and make revisions as needed.

Final Status: PENDING. The issue of comprehensive assessments is being examined in the revision of the Policy on the Evaluation of Student Learning (PESL), which is incorporated into Area 6 Subarea 4 (Operational Priorities for the Current Year - College bylaws and policies) of the CAAP. A systematic review of comprehensive assessments will be scheduled following the completion of the revised PESL and its adoption by the Board of Governors.

Final Status of ISE Recommendations (Executive Summary)

VIII - Academic Organization

R-2.2.26 Research and analyze the factors associated with student dissatisfaction regarding some parameters of academic organization and follow up appropriately.

Final Status: ABANDONED. One of the identified areas of student dissatisfaction (policies and procedures regarding registration and course selection at St. Lawrence) is the specific focus of Recommendation 5.0.6 and has been dealt with.

Although no systematic assessment of student satisfaction has been conducted since the study undertaken for the ISE, there have been no subsequent anecdotal expressions of dissatisfaction concerning the other issues identified in the ISE (scheduling of classes at convenient times, ability to register for required courses without conflict, and variety of courses available). Consequently, this recommendation is deemed no longer relevant.

R-5.0.6 Ensure that St. Lawrence policies and procedures for registration and course selection are clearly defined.

Final Status: COMPLETED. This recommendation was dealt with in the 2003-2004 (SS-6.1, SS-6.2 and SS-6.3) and 2004-2005 (SS-4.1 and SS-4.2) Annual Management Plans.

IX - Teaching & Learning Environment

R-2.2.21 Identify the reasons why students' expectations concerning the quality of instruction received in DEC programs are not being met.

Final Status: ASSIMILATED. This recommendation was initially addressed in the Annual Management Plan for 2003-2004 (AS-2.3). Student perceptions of the quality of instruction are typically surveyed in each program evaluation. As such, this recommendation can be said to have been assimilated into regular program evaluation operations. Student dissatisfaction with the quality of instruction has not emerged as a concern in any program evaluation since the survey conducted specifically for the ISE.

It should be noted that Issue 3 (Developing and Improving Academic Programs) of the Strategic Plan does include the design and delivery of pedagogical development activities and resources in order to improve the quality of instruction.

R-2.2.23 Assess the learning support needs of students and evaluate the extent to which current services are meeting those needs.

Final Status: INCORPORATED. This recommendation is partially addressed under Issue 2 (Facilitating and Enhancing Student Success) and Subissue 2 (Ensuring program delivery that maximizes student learning) of Issue 3 (Developing and Improving Academic Programs) in the Strategic Plan. However, given the new vision for the College, the issue of assessing and responding to the learning support needs of students will need to be given greater prominence in subsequent revisions to the Strategic Plan.

R-2.2.24 Assess the pedagogical support needs of teachers and evaluate the extent to which current services are meeting those needs.

Final Status: INCORPORATED. This recommendation has been incorporated into Issue 3 (Developing and Improving Academic Programs) and Issue 5 (Maintaining and Developing Human Resources) of the Strategic Plan.

Final Status of ISE Recommendations (Executive Summary)

IX - Teaching & Learning Environment (Continued)

R-2.5.1 Identify the source of dissatisfaction concerning the Library and the availability of computer laboratories at St. Lawrence and develop solutions.

Final Status: COMPLETED. This recommendation was dealt with in the 2004-2005 Annual Management Plan (Actions SS-3.1 and SS-3.2). Hours of operation were identified as the main source of student dissatisfaction with the library and were subsequently extended, beginning in W2005. In the case of computer laboratories, additional supervision has been provided (via the Student Success Action Plan), thereby permitting an extension of hours. Computer equipment has also been upgraded. There have been no further expressions of dissatisfaction with either the library or the computer laboratories.

R-2.5.2 Identify the source of dissatisfaction concerning the accessibility of computer laboratories at Lennoxville and St. Lambert, and implement corrective measures.

Final Status: COMPLETED. Although this recommendation was not explicitly addressed in the Annual Management Plans, specific measures have been taken at Saint-Lambert to improve the quality of and accessibility to computer laboratories. These include: a new computer area created for students to do homework; upgrading and increasing the number of computers in the library; upgrading hardware and software on the computers in the Educational Media Centre; and installation of wireless connections so students can use their laptops to access the Internet.

Improvements to computer facilities for students at Lennoxville were also implemented.

X - Continuing Education

R-2.2.5 Develop a policy for the evaluation of A.E.C. programs.

Final Status: COMPLETED. This recommendation was addressed in the 2003-2004 (AS-3.3) and 2004-2005 (AS-3.3) Annual Management Plans. The policy was adopted by the Board at its May 2005 meeting.

R-2.2.7 Analyze the feasibility and relevance of integrating program revision into the new policy for AEC program evaluation.

Final Status: COMPLETED. This recommendation was dealt with concurrently with Recommendation 2.2.5. It was determined that program revision is a distinct process and should not be dealt with in a policy on program evaluation.

R-2.2.13 Look into the relevance of offering bilingual programs and services at Lennoxville Continuing Education.

Final Status: COMPLETED. This recommendation was addressed in the 2003-2004 Annual Management Plan (AS-2.17).

Final Status of ISE Recommendations (Executive Summary)

X - Continuing Education (Continued)

R-2.2.14 Explore opportunities for providing programs and services for an international market at St. Lambert Continuing Education.

Final Status: ASSIMILATED. This recommendation was addressed in the Annual Management Plans for 2003-2004 (AS-2.16a & ID-3.3) and 2004-2005 (AS-2.11c & AS-2.13) . The exploration of opportunities in the international market is now a part of regular operations in Continuing Education at Saint-Lambert.

R-2.2.15 Consolidate its position in the tourism and language skills development niche and identify new clientele at St. Lawrence Continuing Education.

Final Status: ASSIMILATED. This recommendation was addressed in the Annual Management Plans for 2003-2004 (AS-2.15a, AS-2.15b, AS-2.15e, AS-2.15f) and 2004-2005 (AS-2.14b, AS-2.14d). The search for new opportunities in the tourism and language skills development markets is now part of regular operations for Continuing Education at St. Lawrence.

R-2.2.20 Develop a Policy on the Evaluation of Student Learning for Continuing Education.

Final Status: INCORPORATED. This recommendation has been integrated into Area 6 Subarea 4 (Operational Priorities for the Current Year - College bylaws and policies) of the CAAP in conjunction with revision of the current PESLs for DEC programs.

R-2.2.25 Integrate the needs of Continuing Education students and instructors into the next Student Success Action Plan.

Final Status: PARTIALLY ADDRESSED / PENDING. The recommendation has been addressed for Saint-Lambert in Issue 2 (Facilitating and Enhancing Student Success) of the Strategic Plan. No specific measures for Continuing Education were identified at either Lennoxville or St. Lawrence for the current Student Success Action Plan. This issue will be re-examined in developing the next Student Success Action Plan.

R-3.1.9 Develop an action plan to improve success rates in Continuing Education disciplines with significantly lower success rates.

Final Status: ABANDONED. Consistent with the approach taken in Regular Day programs, this recommendation has been judged to be no longer relevant.

R-3.1.10 Develop and implement systematic surveys of Continuing Education graduates in order to gather information on their subsequent educational and employment status.

Final Status: INCORPORATED. This recommendation is addressed in Issue 2 (Facilitating and Enhancing Student Success) of the Strategic Plan.

Final Status of ISE Recommendations (Executive Summary)

XI - Human Resources Management

R-2.4.1 Complete the process of publishing the Employee Guide, post it on the College's Web site and ensure that it is kept up to date.

Final Status: PARTIALLY ADDRESSED / PENDING. This recommendation was partially addressed in the 2003-2004 Annual Management Plan (HR-1.1). The Employee Guide for College Administration is posted on the main College web site. Saint-Lambert's Employee Guide is posted on the campus intranet. Those for Lennoxville and St. Lawrence will be posted following updates to the guides.

R-2.4.2 Develop evaluation policies for all categories of personnel.

Final Status: INCORPORATED. This recommendation was initially addressed in the 2003-2004 Annual Management Plan (HR-2.1 & HR-2.2). It has subsequently been incorporated into Issue 5 (Maintaining and Developing Human Resources) of the Strategic Plan.

R-2.4.3 Review employee recognition practices at each location and develop or revise them as needed.

Final Status: INCORPORATED. This recommendation is addressed in Issue 5 (Maintaining and Developing Human Resources) of the Strategic Plan.

R-2.4.4 Review, in cooperation with the faculty unions, current policies on professional development for faculty, including the use of available funds, and identify new sources of funding to take into account the needs generated by program revisions and by the use of information technology.

Final Status: INCORPORATED. This recommendation was initially addressed in the 2003-2004 Annual Management Plan (HR-4.1). Further provisions related to professional development for faculty have also been incorporated into both Issue 2 (Facilitating and Enhancing Student Success) Issue 5 (Maintaining and Developing Human Resources) of the Strategic Plan.

XII - Information & Communication

R-2.1.4 Circulate more information on pedagogical activities within departments and programs across the College.

Final Status: PARTIALLY ADDRESSED / PENDING. This recommendation was partially addressed in the 2003-2004 Annual Management Plan (AS-3.4), with a focus on timely preparation and distribution of annual reports by departments and programs.

The issue of exploring ways to facilitate the sharing and circulation of information and ideas about pedagogical activities needs to be incorporated into a future version of the CAAP under Area 7 (Institutional Planning and Communications).

Final Status of ISE Recommendations (Executive Summary)

XII - Information & Communication (Continued)

R-5.0.1 Expand the use of the College Web site as a means of providing information to internal and external members of the community.

Final Status: COMPLETED. This recommendation was addressed in the Annual Management Plan for 2003-2004 (IS-4.1, IS-4.2, IS-4.3, IS-4.4, & IS-6.2). Improvements were made to each of the campus websites. In addition, the College Administration website has been updated and now provides significantly more information.

The recommendation has also been incorporated into Area 7 Subarea 4 (Institutional Planning and Communications - Institutional communications) of the CAAP.

R-5.0.2 Enhance communication within the College through the acquisition of video conferencing facilities and their integration into administrative and academic practices.

Final Status: COMPLETED. This recommendation was addressed in the Annual Management Plans for 2003-2004 (IS-3.1) and 2004-2005 (MR-2.1). Videoconferencing equipment is now in place at all locations and its use is increasing.

R-5.0.3 Examine possibilities for expanding online services to students.

Final Status: INCORPORATED. This recommendation was initially addressed in the Annual Management Plans for 2003-2004 (SS-5.1) and 2004-2005 (IS-5.1). It has subsequently been incorporated into Area 6 Subarea 2 (Operational Priorities for the Current Year - Development of information systems to meet the needs of the College).

R-5.0.4 Review channels for students to express concerns and complaints, improving them where necessary, and ensure that information on these channels is widely disseminated to students, faculty and staff through multiple media.

Final Status: INCORPORATED. This recommendation will be addressed in the course of revising the Policy on the Evaluation of Student Learning (PESL), which is taking place in the context of Area 6 Subarea 4 (Operational Priorities for the Current Year - College bylaws and policies) of the CAAP. Further revisions and improvements to channels for students to express concerns and complaints will be made in response to the revision and development of other policies.

R-5.0.5 Revise the Cahier de conservation and conduct training sessions for staff.

Final Status: PENDING. Some preliminary work on this recommendation was done in the Annual Management Plan for 2003-2004 (HR-9.1). Since then, emergent institutional priorities (e.g., harassment policy, faculty evaluation policy) and limited human resources have necessitated the suspension of work on this recommendation. However, the need to revise the Cahier will not disappear. Consequently, this recommendation will have to be integrated into either the Strategic Plan or the CAAP in conjunction with the development of appropriate archival systems.