ENVERISHMENTAL SCAN: A Work-in-Progress
(April 9, 2013)

Academic Year 2012-2013

This document is the result of the cooperative efforts of a number of people and groups.

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All sectors of the College provided data. We are still awaiting data from some sectors.
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1 The Environmental Scan
The Environmental Scan is a comprehensive description of who we are and of the context in which the Vanier community lives, learns, works, and aspires.

The Scan has two main sections: internal and external. The internal section focuses on the Vanier College community: students, academic programs and services, human resources, finances and facilities. The external section looks to the broader society and the socio-economic and political trends to consider.

This planning forward to the Strategic Plan 2013-2018 should be grounded in context and based on the realities we live, anticipate, and wish to create. The Environmental Scan is a base and a launch pad for the strategic decisions and directions we will collectively articulate over the next few months.

This Environmental Scan is also a requirement of the Commission d’évaluation de l’enseignement collégial (CEEC). In their evaluation of the Vanier Strategic Plan 2008-2013, the CEEC identified the lack of description of context for strategic planning as a significant weakness in that Plan. The CEEC’s full evaluation of the Strategic Plan 2008-2013 is posted on the strategic plan website. See Appendix A for the English translation of the CEEC’s Proposition de consolidation des recommandations pour le Collège Vanier.

In organizing the various sections of the Environmental Scan, we try to follow the student’s journey. It begins with what a student might first explore: the programs of study at Vanier. We then focus on students, services, human resources and facilities, and the external environment.

We welcome your comments and suggestions.

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1 www.vaniercollege.qc.ca/strategic-plan
2 Diploma of College Studies (DCS)\textsuperscript{2} Programs

Vanier offers 14 technical programs that prepare students to enter the work force upon graduation and/or to pursue university studies (30.4\% of the current regular day program enrolment). We also offer several pre-university programs, which are subdivided into profiles or majors. These prepare students for university studies (66.3\% of current regular day program enrolment).

Table 1: Number of Students Registered in Pre-University Programs and Technical Programs in the Autumn 2012 Semester

<table>
<thead>
<tr>
<th>Pre-University Programs</th>
<th>A12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commerce &amp; International Bus Maj. (300AC)</td>
<td>51</td>
</tr>
<tr>
<td>Commerce (300AB)</td>
<td>449</td>
</tr>
<tr>
<td>Communications: Art, Media, Theatre (500AC)</td>
<td>299</td>
</tr>
<tr>
<td>Computer Science &amp; Mathematics (200CO)</td>
<td>70</td>
</tr>
<tr>
<td>Entrepreneurship/Small Business (300AD)</td>
<td>4</td>
</tr>
<tr>
<td>Explorations 2 (08102)</td>
<td>57</td>
</tr>
<tr>
<td>Explorations 3 (08183)</td>
<td>5</td>
</tr>
<tr>
<td>Explorations 3-Transition (08103)</td>
<td>10</td>
</tr>
<tr>
<td>Explorations 5 (08105)</td>
<td>149</td>
</tr>
<tr>
<td>General Social Science (300AA)</td>
<td>1547</td>
</tr>
<tr>
<td>Health Science (200B1)</td>
<td>489</td>
</tr>
<tr>
<td>Health Science Honours (20071)</td>
<td>47</td>
</tr>
<tr>
<td>Liberal Arts (70080)</td>
<td>60</td>
</tr>
<tr>
<td>Modern Languages &amp; Music (50011)</td>
<td>3</td>
</tr>
<tr>
<td>Modern Languages (500AD)</td>
<td>116</td>
</tr>
<tr>
<td>Music (501A0/551A0/AA/AB)</td>
<td>127</td>
</tr>
<tr>
<td>Pure &amp; Applied Science (20082)</td>
<td>265</td>
</tr>
<tr>
<td>Pure &amp; Applied Science Honours (20072)</td>
<td>20</td>
</tr>
<tr>
<td>Science Access (20084)</td>
<td>30</td>
</tr>
<tr>
<td>Science and Music Double DEC (20011)</td>
<td>10</td>
</tr>
<tr>
<td>Science and Social Science (20012)</td>
<td>2</td>
</tr>
<tr>
<td>Social Sc &amp; Music (30011)</td>
<td>11</td>
</tr>
<tr>
<td>Social Sc (3 Math) (300A3)</td>
<td>204</td>
</tr>
<tr>
<td>Social Sc (Black Studies Major) (300AL)</td>
<td>2</td>
</tr>
<tr>
<td>Social Sc (Child Studies Major) (300AE)</td>
<td>101</td>
</tr>
<tr>
<td>Social Sc (Intl Studies Major) (300AJ)</td>
<td>32</td>
</tr>
<tr>
<td>Social Sc (Law &amp; Society Major) (300AK)</td>
<td>229</td>
</tr>
<tr>
<td>Social Sc (Psychology Major) (300AP)</td>
<td>209</td>
</tr>
<tr>
<td>Social Sc (Sports &amp; Leisure Major) (300AQ)</td>
<td>32</td>
</tr>
<tr>
<td>University Prerequisites (08004)</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total Pre-University</strong></td>
<td><strong>4636</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Technical Programs</th>
<th>A12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Animal Health Technology (145A0)</td>
<td>115</td>
</tr>
<tr>
<td>Architectural Technology (221A0)</td>
<td>173</td>
</tr>
<tr>
<td>Building Systems Technology (221C0)</td>
<td>87</td>
</tr>
<tr>
<td>Business Administration (410B0/D0)</td>
<td>336</td>
</tr>
<tr>
<td>Computer Science Technology (420A0/AA)</td>
<td>187</td>
</tr>
<tr>
<td>Computerized Systems Tech. (243A0/15)</td>
<td>60</td>
</tr>
<tr>
<td>Early Childhood Education (322A0)</td>
<td>173</td>
</tr>
<tr>
<td>Environmental &amp; Wildlife Man. (145C0)</td>
<td>55</td>
</tr>
<tr>
<td>Extended Nursing (180A1)</td>
<td>6</td>
</tr>
<tr>
<td>Industrial Electronics (24306/C0)</td>
<td>55</td>
</tr>
<tr>
<td>Micropublishing &amp; Multimedia (412A0)</td>
<td>99</td>
</tr>
<tr>
<td>Nursing (180A0)</td>
<td>256</td>
</tr>
<tr>
<td>Respiratory &amp; Anaesthesia (141A0)</td>
<td>93</td>
</tr>
<tr>
<td>Special Care Counselling (351A0)</td>
<td>286</td>
</tr>
<tr>
<td><strong>Total Technical</strong></td>
<td><strong>1981</strong></td>
</tr>
</tbody>
</table>

Note. Adapted from Clara files.

\textsuperscript{2} Also commonly referred to as Diplôme d’Études Collégiales (DEC) Programs
In addition to program specific majors and profiles that give pre-university students the opportunity to pursue a particular area of interest within their programs, Vanier offers a number of college-wide majors open to students in all programs: Women’s Studies, Jewish Studies, Slavic Studies and beginning in Autumn 2013, a Sustainability Major.

Vanier also offers several options designed to provide study opportunities for academically strong students: Liberal Arts, Honours Science, Honours Social Science and Commerce, for example.

The College also offers four double DCS (DEC) programs: Music in conjunction with Science, Social Science or Modern Languages as well as a double DEC in Science and Social Science.

Vanier is situated in close proximity to Cégep Saint-Laurent. The two colleges have recently developed two English and French DCS (DEC) programs: A Science and a Social Science program that will be offered for the first time in 2013-2014.

2.1 Explorations—Session d’accueil “Programs”

As part of Vanier College’s mission to address accessibility, the College offers several profiles within the Explorations—Session d’accueil “programs” that provide opportunities for students to acquire the pre-requisites they need to enter a program of their choice, or the freedom to explore their choices if they are still undecided (3.3% of current regular day program enrolment). Such programs are typically one or two semesters, with many students then transferring into regular DCS (DEC) programs.

2.2 Attestation of College Studies (ACS³) Programs

ACS (AEC) programs offer specialization or program-specific courses; they do not include general education (English, Humanities, Physical Education) courses.

ACS (AEC) program offerings vary in response to community and professional needs. For example, between A08 and H12, Vanier offered nine programs to 47 cohorts consisting of 697 full-time day students.

The programs are administered through the academic sector of the College. Unlike the regular day programs however, ACS (AEC) students must pay tuition fees for their courses, or be subsidized by Emplois-Québec.

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³ Also commonly referred to as Attestation d’Études Collégiales (AEC)
Vanier College ACS (AEC) Full-Time Day Programs: 2008-09 to 2011-12

Table 2: *Number of Cohorts and Number of Students Registered in ACS (AEC) Full-Time Programs*

<table>
<thead>
<tr>
<th>Title of ACS (AEC)</th>
<th>Number of cohorts</th>
<th>Number of students registered (over the three-year period)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computerized Financial Management</td>
<td>3</td>
<td>35</td>
</tr>
<tr>
<td>Audio Recording Technology</td>
<td>8</td>
<td>77</td>
</tr>
<tr>
<td>Computer Assisted Drafting</td>
<td>3</td>
<td>34</td>
</tr>
<tr>
<td>Skills for the Admin Asst.</td>
<td>4</td>
<td>39</td>
</tr>
<tr>
<td>Insurance of Persons</td>
<td>4</td>
<td>63</td>
</tr>
<tr>
<td>Damage Insurance Group</td>
<td>4</td>
<td>76</td>
</tr>
<tr>
<td>Software App. Specialist</td>
<td>3</td>
<td>37</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>16</td>
<td>251</td>
</tr>
<tr>
<td>Web &amp; Database Programming</td>
<td>5</td>
<td>63</td>
</tr>
</tbody>
</table>

*Note. Adapted from Continuing Education internal files*

Continuing Education also offers two ACS (AEC) programs, Early Childhood Education and Sterilization Techniques, via the Recognition of Acquired Competencies (RAC) program. RAC allows a person to avoid having to train for competencies they already have and to obtain recognition for those competencies.

### 2.3 Continuing Education

- Continuing Education also offers DCS (DEC) credit courses in the evening, on weekends, and during the summer. These courses are designed for the community at large and for students in DCS (DEC) programs who are studying part-time, are *Fin-de-DEC* or who are out of phase with their program courses. In addition, students who have not passed the minimum required number of courses in their day program might be asked to take Continuing Education courses and to reapply to the day program when they have successfully completed a number of these courses.
- A variety of non-credit courses are also offered, including high school equivalency courses, courses to meet the needs of specific industries and businesses, language courses through The Language School, as well as recreational and life skills courses.
2.4  A Note on Program Development

- Program development, including assessment, planning, implementation and revision falls under the purview of the program committees, Faculty and Academic Deans. At Vanier, the Institutional Development and Research (IDR) Office is responsible for supporting the various key players in the program development process. Up until recently, due to limited resources, the office was only able to assist with formal program evaluations as well as the provision of key performance indicators for each program.
- With the addition of a new pedagogical counsellor and a technician in the 2012–2013 academic year, the office is now developing the means to support the programs in all phases of the program development process and to conduct formal program evaluations for each program at least every five years.

3  A Portrait of the Current Student Population at Vanier College

Following a description of some of the demographic characteristics of our students—region of residence, average age on entry, gender distribution, various aspects of their diversity, their internet technology (IT) usage, and their financial concerns—we move on to their educational experiences before, during, and after their time at Vanier. We also examine the obstacles to their success and the various services Vanier College offers.

3.1  Demographic Characteristics of Vanier College Students

3.1.1  Overall Student Population

Unless otherwise specified, this is Winter 2013 data.
- 6,505 students registered in DCS (DEC) programs in Autumn 2012; 5,673 in Winter 2013; (post-validation)
- 226 part-time students registered in DCS (DEC) programs
- 40,100 course registrations in Autumn 2012; 32,892 in Winter 2013
- Many Vanier day students (71% Pre-U students; 55% of Technical students) do not take a full course load and thus they will take longer to graduate from their program. Full-time Vanier students take an average of 5.58 courses.
- Continuing Education: 1428 students including ACS (AEC) students
- ACS (AEC) Programs: 550 students
- 300 full-time and 900 part-time Language School students per year; 1285 students total in 2011-2012
- 19 international students (Autumn 2011)
3.1.2 Region of Residence

In A12, 12% of our students resided in Saint-Laurent. The rest commuted daily from Laval, the West Island, the South Shore and other areas in and around Montréal. During the development of the Vanier Strategic Plan 2008-2013, 41% of Vanier students resided in Saint-Laurent, while 23% resided in Laval.

Table 3: Region of Residence for Vanier Students in Autumn 2012

<table>
<thead>
<tr>
<th>Region of Residence</th>
<th>#</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Saint-Laurent</td>
<td>726</td>
<td>12%</td>
</tr>
<tr>
<td>West Island</td>
<td>794</td>
<td>13%</td>
</tr>
<tr>
<td>Other Montréal Island</td>
<td>2895</td>
<td>47%</td>
</tr>
<tr>
<td>Laval</td>
<td>1256</td>
<td>20%</td>
</tr>
<tr>
<td>South Shore</td>
<td>384</td>
<td>6%</td>
</tr>
<tr>
<td>Other (further north, west or south of the island)</td>
<td>172</td>
<td>3%</td>
</tr>
</tbody>
</table>

Note: Adapted from Clara files.

3.1.3 Average Age on Entry

Table 4: Average Age of Students on Entry in Autumn 2012

<table>
<thead>
<tr>
<th>Types of programs</th>
<th>Age in years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-University and Explorations</td>
<td>17.4</td>
</tr>
<tr>
<td>Technologies</td>
<td>19.5</td>
</tr>
<tr>
<td>ACS (AEC) Programs</td>
<td>34.2</td>
</tr>
</tbody>
</table>

Note: Adapted from Clara files.
3.1.4 Gender: 2007 to 2011 Cohorts

- Pre-university programs: There were slightly more females in the pre-university programs (range: 51.2% to 54.5%).
- Technical programs: There were more females (range: 52.5 to 60.5%) in programs such as Nursing and Early Childhood Education, which influenced this distribution to a large degree.
- Session d’Accueil (Explorations) program*: With the exception of the 2011 cohort when 53.5% of the students were female, the proportion of females in these programs has been lower than that of males, averaging around 45%.

3.2 Diversity

The Vanier student population is culturally rich and diverse. In the Autumn 2012 semester, birthplaces were recorded for 117 different countries and nine other provinces, although the majority of the students were born in Quebec (Clara files, 2012). The Strategic Plan 2008-2013 reported that students speak over 60 different languages. Various aspects of diversity are described below.

3.2.1 Mother Tongue

- For the 2007 to 2011 cohorts, the proportion of students reporting their mother tongue as English, French or Other has remained relatively stable for all areas of study (Pre-University, Technologies and Session d’Accueil). As shown in Figure 1, the proportion of Anglophones in each of the three areas appears to be highest in the Session d’Accueil programs, whereas the proportion of Allophones is slightly higher in the pre-university programs when compared to the technical programs and Session d’Accueil.

*Figure 1. Students’ mother tongue by program area. Adapted from Clara files, October 2012
3.2.2 Students with Diverse Special Needs

- Students with special needs include those with physical handicaps and self-identified learning disabilities, as well as those with mental health issues and behavioural problems due to conditions such as autism. Students with special needs often require different types of aids in order to pursue their studies.
- During the 2011-2012 academic year at Vanier, there were 53 students with physical handicaps and 260 students with self-reported learning disabilities. There were 1212 exam accommodations.
- Students with special needs are identified as a priority in the MELS Strategic Plan 2009-2013⁴ or on the Vanier College Strategic Plan website⁵.
- The number of special needs students in the CEGEP Réseau increased by 38% in 2010-2011, with another predicted increase of 40% in 2012-2013 (Reported at Meeting of Directors of Student Services, Québec City, November 23, 2012).

3.2.3 Diversity of Gender and Sexual Identity

- Vanier College recognizes the diversity of gender and sexual identity and has supportive structures in place:
  - The Open Door Network (ODN) is a “college-wide effort to inform and sensitize faculty, staff and students about sexual orientation and gender identity” (Open Door Network, n.d.)
  - The student group UMBRELLA (United Members Bringing Respect Engaging Learning and Loving All) is part of the ODN. Open to all students, UMBRELLA meets weekly to raise awareness and act as a support and resource for gay, bisexual, transgender issues and reports high and consistent attendance.

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⁵ http://www.vaniercollege.qc.ca/strategic-plan/mels-strategic-plan/
3.3 Students of The Reform: Competency Based Education in Elementary and High Schools and CEGEPs

3.3.1 Competency Based Education in CEGEPs

- Competency based education was introduced in the CEGEPs in the early 2000s. It was introduced in elementary and high schools as “The Reform” around the same time. The competency based approach is an instructional system structured around the abilities students are expected to develop.
- Course Frameworks were drawn up to include a set of statements that indicate what students must know and do in each course/program:
  - The Ministry defines the Statement of the Competency (overall objective), the Elements of the Competency (more detailed objectives), and the Performance Criteria (the concrete skills which students must acquire).
  - The program/discipline writes the Learning Outcomes, which defines what students must do to acquire each Element of the Competency and demonstrate the Performance Criteria, and ultimately, to reach the over-all course/program objective (Statement of the Competency).
  - Achievement Context describes the method(s) by which the students will demonstrate their competence, as defined by the Ministry.
- In the CEGEPs, the traditional disciplines were maintained. This is not the case in the elementary and high school reform.

3.3.2 Elementary and High School Students of The Reform: First College Cohort in A10

- In the autumn of 2010, Québec CEGEPs welcomed the first cohort of students who had completed all their elementary and high school education under the Reform. However, because high school teachers are still in the process of implementing the changes, we may not see the full impact of the Reform for another two to three years.
- With the Reform, elementary and high school curriculum is organized according to Learning Fields and General Education Fields and not disciplines, as they encounter in college.
- Elementary and high school learning experiences are:
  - Project based
  - Cooperative learning based
  - Competency based
    - Subject-specific competencies
    - Cross-curricular competencies (critical thinking, personal and social development, working methods, communication skills, mastery of language of instruction) (Guimont, 2009)
- Various projects, particularly in General Education and Science, have aimed to understand students’ elementary and high school educational experiences and how these might influence their college studies. In addition, meetings of high school and CEGEP teachers and representatives from MELS have been organized for the purposes of information exchange on various aspects of the Reform.
3.4  Students’ Academic Strengths at College Entry

3.4.1  General Average at High School Graduation: (*moyenne générale au secondaire* [MGS])

- Research has consistently demonstrated the strong correlation between high school average and graduation rates from college.
- The data in Figure 2 show the overall high school average, or *moyenne générale au secondaire* (MGS) of students in pre-university programs at Vanier, as well as in the rest of the public colleges in the *Réseau*.
- For the 2007 to 2009 cohorts, the MGS for Vanier students was approximately 1.5 to 2% below that of students in the rest of the *Réseau*. Vanier and *Réseau* averages were basically the same for the 2010 and 2011 cohorts.
- Note that, at Vanier, the higher MGS occurs with the entry of the first cohort from the high school reform, as well as an increased competition for CEGEP places.

*Figure 2. Pre-university students and high school averages (*moyenne générale au secondaire* [MGS]) for population A and B*. Adapted from extracted files from SRAM/PSEP, December 2012.

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6 The MGS data presented here constitute “an average of all of the individual student’s averages”

7 Population A are students who have never taken a course at CEGEP before entering their current program of study. Population B are those who have taken at least one course at any CEGEP before entering their current program of study. We do not include the Population B when calculating retention rates or graduation rates because they skew the data. For example, they may have completed all of their General Education courses in another program and possibly have been granted equivalence for some of their courses; therefore, their time to graduation in their current program may be much faster.
The data in Figure 3 show the MGS of students in the technical programs at Vanier is close to those same students in the Réseau, but lower than that of their pre-university counterparts.

**Figure 3.** Technical students’ high school averages (moyenne générale au secondaire [MGS]) for population A and B. Adapted from extracted files from SRAM/PSEP, December 2012.

### 3.4.2 Proficiency in Language of Instruction/English Placement Testing

- Following admission, students at Vanier are placed in one of four English courses: Introduction to College English (603-101-MA), Literature and Composition (603-101-MB), Effective Reading and Writing (603-101-MC), or Preparation for College English (603-00-550), which is a non-credit, preparatory course.

- Vanier administers an English Placement Test and the English Department assesses it to determine the student’s level of proficiency in the English language and to place the student in the appropriate introductory English class.

- Table 5 shows the number and proportion of students placed in each course for each of the A10 to A12 semesters. (These numbers do not include students who did their first English class in Continuing Education or those who took the Preparation for College English 603-00-550 course in a summer session.)

- In Table 5, The Learning Centre has summarized the proficiency skills of the majority of the students placed in each course level as a result of the English placement testing.

- Students placed in 603-101-MA are generally at the expected level for college entry, and will most likely require little, if any, additional support for learning. The amount of additional support most likely required increases for students placed in the 603-101-MB to 603-005-50 level courses, respectively.
Table 5: *Number and Proportion of Students Placed in the Three English 101 Courses and 001 Course and the Language Proficiency Characteristics, A10 – A12*

<table>
<thead>
<tr>
<th>Language proficiency characteristics in each English course level</th>
<th>A10</th>
<th>Proportion (%)</th>
<th>Student Number</th>
<th>H11</th>
<th>Proportion (%)</th>
<th>Student Number</th>
<th>A11</th>
<th>Proportion (%)</th>
<th>Student Number</th>
<th>H12</th>
<th>Proportion (%)</th>
<th>Student Number</th>
<th>A12</th>
<th>Proportion (%)</th>
<th>Student Number</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>603-101-MA – Introduction to College English</strong></td>
<td></td>
<td></td>
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<td></td>
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<td></td>
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</tr>
<tr>
<td>➢ Generally few or no issues with reading or essay-writing skills.</td>
<td></td>
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<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>➢ Few or no grammatical errors</td>
<td>756</td>
<td>32.6%</td>
<td>49</td>
<td>24.3%</td>
<td>810</td>
<td>36.3%</td>
<td>55</td>
<td>20.9%</td>
<td>994</td>
<td>41.5%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>603-101-MB – Literature and Composition</strong></td>
<td>1244</td>
<td>53.6%</td>
<td>71</td>
<td>35.1%</td>
<td>1173</td>
<td>52.6%</td>
<td>135</td>
<td>51.1%</td>
<td>1026</td>
<td>42.9%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>➢ Reading or essay-writing skills may need help</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>➢ Analytical or critical thinking skills may need help</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>➢ Few or some grammatical errors</td>
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</tr>
<tr>
<td><strong>603-101-MC – Effective Reading and Writing</strong></td>
<td>280</td>
<td>12.1%</td>
<td>72</td>
<td>35.6%</td>
<td>199</td>
<td>8.9%</td>
<td>59</td>
<td>22.3%</td>
<td>324</td>
<td>13.5%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>➢ Reading or essay-writing skills may need help</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>➢ Analytical or critical thinking skills may need help</td>
<td></td>
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<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>➢ Grammar and ESL errors are being made</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>603-00-550 – Preparation for College English (non-credit)</strong></td>
<td>40</td>
<td>1.7%</td>
<td>10</td>
<td>5.0%</td>
<td>47</td>
<td>2.1%</td>
<td>15</td>
<td>5.7%</td>
<td>50</td>
<td>2.1%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>➢ Many grammar or ESL errors being made</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>➢ Errors impede understanding of the student’s texts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>2320</td>
<td></td>
<td>202</td>
<td>2229</td>
<td>264</td>
<td>2394</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Note. Adapted from The Learning Centre files*

- The data show that, based on course placement for students entering in the fall semesters, approximately 63% of the students will require some level of additional support with reading, writing or grammar. For students entering in the winter semesters, this number increases to approximately 77%.

---

8 Findings based on two cohorts only.
3.6 French Language Placement Tests

Following admission, students are placed in one of the four levels of Block A courses offered by the French Department. Course placement is according to the student’s level of proficiency in the French language, as determined in most cases by their high school average in French, or by a French Placement Test administered by the College and graded by the French Department. Students are placed in one of four levels:

- 602-100-MQ, *Langue française*, is for students who have serious shortcomings in French;
- 602-101-MQ, *Langue française et communication*, is for students whose proficiency in French is average and who are still struggling in two or three of the four categories of skills;
- 602-102-MQ, *Langue française et culture*, is for students whose proficiency level in French is good but who are still having some difficulties in one or two of the four categories of skills;
- 602-103-MQ, *Culture française et literature*, is the highest level, for students whose level of proficiency in French is good.

Table 6: Results of French Placement for A12

<table>
<thead>
<tr>
<th>Block A Course</th>
<th>Students</th>
<th>Sections</th>
</tr>
</thead>
<tbody>
<tr>
<td>602-100</td>
<td>350 (25.9%)</td>
<td>12</td>
</tr>
<tr>
<td>602-101</td>
<td>346 (25.6%)</td>
<td>11</td>
</tr>
<tr>
<td>602-102</td>
<td>453 (33.5%)</td>
<td>15</td>
</tr>
<tr>
<td>602-103</td>
<td>205 (15.1%)</td>
<td>7</td>
</tr>
</tbody>
</table>

Description of French course levels are taken from the French Department website.
3.7 Students’ IT Usage

3.7.1 Access to IT devices

- A recent survey of CEGEP students conducted by Poelhuber et al. (2012) revealed that access to IT devices amongst the 791 Vanier respondents is almost universal: Ninety-one percent have access to a cell phone and 45% to a cell phone with internet connection, 80% have access to a laptop and 65% to a desktop computer at home. Close to half (48%) of respondents use Vanier computers while at school.
- The cell phone is the most owned and used device.
- The tablet and electronic book reader are the least used devices, at 4% and 2% respectively.

3.7.2 IT preparedness

- When asked if they began college well-prepared for IT usage in their studies, Vanier students responded as follows: 63% yes, 12% no, and 26% neutral. Ninety-three percent also reported that their IT skills, including for research purposes, were at the intermediate to expert level. When asked which tools they used for research, they reported as follows:
  - Google (94%)
  - Wikipedia (59%)
  - Vanier Library—paper (34%)
  - Vanier Library electronic database (33%)
- The majority of the Vanier Student respondents reported that:
  - They use word-processing (94%)
  - They have no online course experience (93%)
  - IT helps their learning
  - Sixty-six percent of Vanier students considered their teachers’ use of IT in their courses to be efficient.
3.8 Work and Financial Concerns

3.8.1 Student Entry Survey (A12):

In the first student entry survey administered by the Institutional Development and Research (IDR) Office in A12, a little over 60% of respondents expressed some concern about their financial situation in the coming year. We noted that 19% of first year students plan on working 16 paid hours or more per week while attending college.

How concerned are you about having enough money to pay your college studies and living expenses this year?

<table>
<thead>
<tr>
<th></th>
<th>Not concerned at all</th>
<th>Somewhat concerned</th>
<th>Very concerned</th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td>38.9</td>
<td>43.9</td>
<td>17.2</td>
</tr>
<tr>
<td>Nb</td>
<td>281</td>
<td>317</td>
<td>124</td>
</tr>
</tbody>
</table>

How many hours per week do you plan to work for pay while attending college?

<table>
<thead>
<tr>
<th>Hours per Week</th>
<th>0</th>
<th>1-5 hours</th>
<th>6-10</th>
<th>11-15</th>
<th>16-20</th>
<th>More than 20</th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td></td>
<td>30.3</td>
<td>12.0</td>
<td>19.4</td>
<td>19.2</td>
<td>13.1</td>
</tr>
<tr>
<td>Nb</td>
<td></td>
<td>222</td>
<td>88</td>
<td>142</td>
<td>141</td>
<td>96</td>
</tr>
</tbody>
</table>

Figure 4. Students’ financial concerns and anticipated number of hours of work. Adapted from IDR files, A12.

3.8.2 Financial Aid and Student Job Placement

Financial Aid:

- In 2011-2012, 2500 people (prospective, current, and former students and family members) presented themselves to the Financial Aid Office for information on loans and bursaries, scholarships and other personal/school finance related matters.
- In 2011-2012, Vanier students from both DCS (DEC) and ACS (AEC) programs submitted 906 applications for loans and bursaries, with $3,784,762 being received. These figures are similar to those of other CEGEPs with similar student enrolments. As noted by our Financial Aid officer, these data should be interpreted with caution, and most likely do not accurately reflect the true financial needs of our students. Not all students in financial need apply for loans and bursaries; some students choose not to incur debt.

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10 We do not have family income data for our students. We do not ask this question in the student surveys. Using Canada Census Data is problematic because students come from diverse geographical neighbourhoods.
11 Aide Financière aux Études (AFE), 2012
Student Employment Services: In Autumn 2011, there were approximately 500 drop-ins and 91 appointments; in Winter 2012, there were approximately 500 drop-ins and 139 appointments.

3.9 Teachers’ Views about Students’ Strengths and Challenges

In A12, the Strategic Plan facilitator asked departments to discuss four questions about students and teaching. Summaries were received from 13 departments and 19 disciplines. The most common themes that arose in these discussions are summarized:

Students’ Strengths
- Skilled in small group work
- Comfort with diversity
- Diverse life experiences
- Often multi-lingual
- Social skills: engaging personalities and very pleasant to work with
- Highly motivated when their goals are clear, and the relevance of a subject to their goals is evident. This, in turn, leads students to have better attendance, behave well in class, and ask for teacher or resource room help when needed
- Open, flexible, adaptable and eager to talk about their social experiences
- Comfort with IT
- Good at presenting information with computer support

What about Students Facilitates Teaching?
- Diverse demographic profile
- Student motivation when personal goals are clear
- Students networking and forming lasting relationships
- Online resources
- Active classroom (need more of these)

Obstacles to Student Success
- Weak language skills: reading and writing (Almost every report identifies this as a significant obstacle.)
- Weak math skills
- Placement in language courses (French and English) is sometimes not at the appropriate level
- Weak study skills such as note-taking and time management
- Weak critical thinking skills
Lack of self-reflection and personal responsibility for poor academic performance
Hours devoted to paid work or other responsibilities
Outside stresses (family life, personal relationships, etc.)
IT usage means exposure to much information, but can also quite often be superficial and limited, especially regarding current events
Classrooms: furniture and room size often uncomfortable and not conducive to learning and some pedagogical approaches, such as small group work
Insufficient student space
Undervaluing of program and/or general education—by both students and teachers
Teachers’ lack of knowledge about the CEGEP system and its place in Québec education

What About Students Makes Teaching More Challenging?
Gap between skills obtained in high school and skills required at college level, especially for reading, writing and basic math
Lack of a common or shared knowledge base
Absences, especially when tests are scheduled
Heavy course loads, especially when combined with paid work and family responsibilities
An attitude which “blames” the teacher
Lack of support from Administration
Difficulties for students when parental support for studies is lacking
Unrealistic expectations, such as teacher availability
A Fear of approaching the teacher
4 Student Success

4.1 Academic Success

In order to compare CEGEPS in the Réseau, MELS sets many academic success variables. Using this framework, here is a portrait of Vanier compared with the rest of the Réseau.

4.1.1 First Semester Pass Rates: Vanier and the Réseau

- The data in Figure 5 show the average percent of courses that students passed in the first semester of their program.
- The data include both Population A and B students (See Footnote 7.)
- The number of students in each cohort was fairly stable and ranged from 1,627 to 1,794 for Vanier and 32,603 to 34,064 for the Réseau (without Vanier).
- Pass rates for Vanier were somewhat higher for the 2010 and 2011 cohorts, and were higher than the rates for the rest of the Réseau. Note that the timing of the increase coincides with the introduction of the first cohort from the high school reform, as well as an increased competition for CEGEP places.

Figure 5. First semester pass rates for Vanier and the Réseau in pre-university programs. Adapted from files extracted from SRAM/PSEP, December 2012.
As with the pre-university programs, the actual number of technical students in each cohort was fairly stable and ranged from 603 to 764 for Vanier and 11,835 to 13,626 for the Réseau (excluding Vanier).

The data include both Population A and B students.

A similar success pattern to that of the students in the pre-university programs was noted.

Figure 6. First semester pass rates for Vanier and the Réseau in technical programs. Adapted from extracted files from SRAM/PSEP, December 2012.
### 4.1.2 Third Semester Retention Rates: Vanier and the Réseau: Population A

#### Pre-University Programs

![Graph showing third semester retention rates for Vanier and the Réseau for Population A.](image)

**Figure 7.** Third semester pass rates for Vanier and the Réseau in pre-university programs for Population A. Adapted from extracted files from SRAM/PSEP, Dec. 2012.

- The data in Figure 7 shows third semester retention rates for Population A pre-university students.
- With the exception of the 2010 cohort, retention rates were fairly stable for the Vanier students (average: 84.7%; range: 82.5 to 89.6%). These data are similar to those for pre-university students throughout the rest of the Réseau (average retention rate = 84.8%; range 84.0 to 85.7%).
- Conversely, on average, 15.3% of Vanier pre-university students dropped out of college by their third semester.

#### Technical Programs

![Graph showing third semester retention rates for Vanier and the Réseau for Population A.](image)

**Figure 8.** Third semester pass rates for Vanier and the Réseau in technical programs for Population A. Adapted from extracted files from SRAM/PSEP, December 2012.

- The data in Figure 8 show that retention rates for Vanier students in the technical programs were slightly below those of the rest of the Réseau (Vanier average retention rate = 78.9%; range: 77.1 to 81.5%) (Réseau average retention rate = 81.6%; range 79.8 to 82.2%).
- Conversely, this means that on average 20.2% of our technical students (Population A) dropped out of college by their third semester.

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12 Retention rate as used here refers to the proportion of students in each cohort who registered in the third semester regardless of the program or the college. In other words, if a student started in a particular program at Vanier, no matter which program they started in, if they are still registered in any program in any CEGEP, they are included in this data set as being registered in the third semester.
### 4.1.3 Graduation Rates: Vanier and the Réseau

- The data in Figure 9 show graduation rates in the pre-university programs. The data are for Population A graduation from any program/any college. Regardless of which program or college the students started their college studies in, if they graduated from any program in any Québec college, they are counted as graduated.

- The graduation rates in the pre-university programs at Vanier in the expected time (i.e. two years) were, on average, 31.4% for the eight cohorts for which the most recent data is available. These rates have been in decline since the 2006 cohort.

- The graduation rates from Vanier in the expected time are consistently below those of students in pre-university programs throughout the rest of the Réseau (average = 40.0%).

- When given an additional two years (i.e. four years), the graduation rates of students at Vanier are similar to those of students throughout the Réseau (Vanier average = 68.4%; Réseau average = 69.1%).

- The data in Figure 10 show graduation rates in technical programs for Population A, from any program/any college.

- The graduation rates in the technical programs at Vanier in the expected time (i.e. three years) were, on average, 26.6% for the seven cohorts for which the most recent data is available.

- The graduation rates from Vanier in the expected time are consistently below those of students in technical programs throughout the rest of the Réseau (average = 35.1%).

- If given an additional two years (i.e. five years), the graduation rates of students at Vanier are similar to those of students throughout the Réseau (Vanier average = 57.2%; Réseau average = 59.3%).
4.1.4 Graduation Rates by Self-Reported Mother Tongue

The data in Figure 11 show graduation rates for the 2004 to 2006 cohorts from Vanier pre-university programs (Population A, meaning any program/any college) according to mother tongue as self-reported by students on applications.

The graduation rates in the pre-university programs at Vanier in the expected time (i.e. two years) were higher, on average, for students whose mother tongue was neither English nor French.

The data in Figure 12 show graduation rates for the 2004 to 2006 cohorts from Vanier technical programs, for (Population A, meaning any program/any college) according to mother tongue as self-reported by students on applications.

The graduation rates in the technical programs at Vanier in the expected time (i.e. three years) were lower, on average, for the students whose mother tongue was English.

Figure 11. Graduation rates in prescribed time (two years) in Vanier pre-university programs by self-reported mother tongue. Adapted from extracted files from SRAM/PSEP, December 2012.

Figure 12. Graduation rates in prescribed time (three years) in Vanier technical programs by self-reported mother tongue. Adapted from extracted files from SRAM/PSEP, December 2012.
The data in Figure 13 show graduation rates for the 2004 to 2006 cohorts from Vanier pre-university programs, for Population A (any program/any college), according to mother tongue as self-reported by students on application.

The graduation rates in the pre-university programs at Vanier in the prescribed time + two years (four years) were higher, on average, for the students whose mother tongue was neither English nor French.

The data in Figure 14 show graduation rates for the 2004 to 2006 cohorts from Vanier technical programs, Population A (any program/any college), according to mother tongue as self-reported by students on application.

No significant trends were observed.

Figure 13. Graduation rates in prescribed time + two years (four years) in Vanier pre-university programs by self-reported mother tongue. Adapted from extracted files from SRAM/PSEP, December 2012.

Figure 14. Graduation rates in prescribed time + two years (five years) in Vanier technical programs by self-reported mother tongue. Adapted from extracted files from SRAM/PSEP, December 2012.
4.2 English Exit Exam Pass Rates from Vanier and the Réseau: 2011-2012

The data in Figure 15 show the proportion of students who passed the English Exit Examination in a given academic year.
Pass rates for Vanier on the English Exit Examination are consistently lower than those in the rest of the Anglophone Réseau. 13

Figure 15. English Exit Examination pass rates from H11 to E12 at Vanier the Réseau. Adapted from the Registrar’s files.

4.3 ACS (AEC) Programs: Full-Time Day Students

Table 7: Graduation Rates (2008-09 to 2011-12 Academic Years)

<table>
<thead>
<tr>
<th>Title of AEC</th>
<th>Number of cohorts</th>
<th>Total number of students registered</th>
<th>Percent graduated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computerized Financial Management</td>
<td>3</td>
<td>35</td>
<td>82.9%</td>
</tr>
<tr>
<td>Audio Recording Technology</td>
<td>8</td>
<td>77</td>
<td>74.0%</td>
</tr>
<tr>
<td>Computer Assisted Drafting</td>
<td>3</td>
<td>34</td>
<td>70.6%</td>
</tr>
<tr>
<td>Skills for the Admin Asst.</td>
<td>4</td>
<td>39</td>
<td>87.2%</td>
</tr>
<tr>
<td>Insurance of Persons</td>
<td>4</td>
<td>63</td>
<td>60.3%</td>
</tr>
<tr>
<td>Damage Insurance Group</td>
<td>4</td>
<td>76</td>
<td>81.6%</td>
</tr>
<tr>
<td>Software App. Specialist</td>
<td>3</td>
<td>37</td>
<td>56.8%</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>16</td>
<td>251</td>
<td>84.1%</td>
</tr>
<tr>
<td>Web &amp; Database Programming</td>
<td>5</td>
<td>63</td>
<td>74.6%</td>
</tr>
</tbody>
</table>

Note. Adapted from Continuing Education internal files

13 The Réseau in this case refers to all Anglophone public and private colleges in Québec, excluding Vanier.
4.4 Academic Success Post-Vanier

The data in Figure 16, Figure 17, and Figure 18 represent the most recent data available on the graduation rates of students who started in a Québec university in the autumn semesters indicated (2004 to 2006), having graduated from a Québec CEGEP in the previous academic year. For example, in the autumn of 2004, 734 students who graduated from Vanier in the 2003-2004 academic year went on to register in a Québec university in the autumn of 2004. Of those 734 students, 51% had graduated from a baccalaureate program at a Québec university four years later, i.e. in the autumn of 2008.

The data for the three cohorts are similar and show that the Québec university graduation rates in the prescribed time plus one year (i.e. four years) are consistently lower for students who graduated from Vanier when compared to students graduating from the other public CEGEPs in the Réseau, or students graduating from other Anglophone public CEGEPs.

Figure 16. Percentage of CEGEP students graduating from a Québec university in four years in the Autumn 2004 university cohort. Adapted from extracted files from SRAM/PSEP, December 2012.

<table>
<thead>
<tr>
<th></th>
<th>Percent Graduated*</th>
<th>No. of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vanier</td>
<td>50.58%</td>
<td>734</td>
</tr>
<tr>
<td>Réseau Public</td>
<td>64.23%</td>
<td>15,667</td>
</tr>
<tr>
<td>Anglo Public</td>
<td>61.28%</td>
<td>2,869</td>
</tr>
</tbody>
</table>

Figure 17. Percentage of CEGEP students graduating from a Québec university in four years in the Autumn 2005 university cohort. Adapted from extracted files from SRAM/PSEP, December 2012.

<table>
<thead>
<tr>
<th></th>
<th>Percent Graduated*</th>
<th>No. of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vanier</td>
<td>50.07%</td>
<td>763</td>
</tr>
<tr>
<td>Réseau Public</td>
<td>64.65%</td>
<td>16,334</td>
</tr>
<tr>
<td>Anglo Public</td>
<td>62.57%</td>
<td>2,904</td>
</tr>
</tbody>
</table>
We do not have data that answers questions pertinent to understanding this data. These could include:

- Do Vanier students work longer hours at paid jobs?
- Do Vanier students take fewer courses per university year?

Figure 18. Percentage of CEGEP students graduating from a Québec university in four years in the Autumn 2006 university cohort. Adapted from extracted files from SRAM/PSEP, December 2012.

4.5 Other Student Successes

While academic success is our core mission, there are also other aspects of student success pertinent to our mission, such as personal growth, community involvement, social and civic responsibility, etc. The new Student Success Plan, currently on the agenda of the Long Range Planning Committee\(^\text{14}\), will take this broader view of student success.

\(^{14}\) The Long Range Planning Committee (LRPC) is a standing sub-committee of Academic Council.
5 Obstacles to Student Success

5.1 Student Reports

The Mid-Term Assessment (MTA) has consistently identified certain obstacles to student success. Review Board reports from the Faculty of Social Science, Commerce, Arts and Letters (FSSCAL) confirm the following results:

- Low motivation/low interest/no sense of belonging or engagement
- Difficulty with courses: English, French, Math, Chemistry, Physics most often mentioned.
- Study skills and time management problems (for example, 57.4% of first-year students report devoting 10 hours or less to homework per week (Vanier College Entrance Survey, 2012)
- Personal or family problems
- Not seeking/asking for help
- Demands of paid work (19% of new students and 34% of current students are working 16+ hours per week) (Vanier College Entrance Survey, 2012)
- Financial problems (see Section 4.8 for the full report)
- Teaching methods
- Learning methods

5.2 Teachers’ Views

Joint Coordinators were asked in A12 for “teachers’ views”. Several departments engaged in a discussion of students’ strengths and weaknesses. Summaries of these discussions were received from 13 departments and 19 disciplines. (See Section 3.9 for the full report.) The parts of the discussions that focused on weaknesses and teaching challenges are summarized here.

5.2.1 Obstacles to Student Success

- Weak language skills: reading and writing (almost every report identifies this as a significant obstacle)
- Weak math skills
- Placement in language courses (French and/or English) is sometimes not at the appropriate level
- Weak study skills such as note-taking and time management
- Weak critical thinking skills
- Lack of self-reflection and personal responsibility for poor academic performance
- Hours devoted to paid work or other responsibilities
- Outside stresses (family life, personal relationships, etc.)
- IT usage means exposure to much information, but often quite superficial and limited, especially regarding current events
- Classrooms: furniture and room size often uncomfortable and not conducive to learning and some pedagogical approaches such as small group work
- Insufficient student space
- Undervaluing of program and/or general education by both students and teachers
- Teachers’ lack of knowledge about the CEGEP system and its place in Québec education
- Lack of support for teachers

5.2.2 What about Students Makes Teaching More Challenging?
- Gap between skills obtained in high school and skills required at college level, especially for reading, writing, and basic math
- Lack of a common or shared knowledge base
- Absences, especially when tests are scheduled
- Heavy course loads, especially when combined with paid work and family responsibilities
- An attitude which “blames” the teacher
- Lack of support from Administration
- Difficulties for students when parental support for studies is lacking
- Unrealistic expectations, such as teacher availability
- A Fear of approaching the teacher
6 Activities and Services to Engage Students and Promote Student Success

Outside of the classroom, initiatives that promote student success and provide additional support for learning are numerous and varied. Different sectors of the College offer them, and begin at first contact with potential students, continue throughout the students’ sojourn at Vanier, and address students’ post-Vanier transition. An overview of these activities and services for students follows:

6.1 Information, Registration, and Advising

- Vanier offers services to potential students prior to their applying to the College. These take the form of information on the College website concerning programs, services and application processes, with various interactive forms and contacts to provide additional information and a webpage called “Future Students.” As well, Vanier distributes comprehensive printed Prospectus describing programs, facilities, admission requirements, real-life situations, and portraits of current students to English and French high schools of the region. Vanier distributes program brochures during targeted information sessions. College and application information is delivered through sessions at regional high schools, school board and educational fairs, Open House, on-campus program information and orientation events, school and individual visits to the College, and student-for-a-day Program Events.
- Vanier College ceased publishing a printed version of the College Catalogue: A Guide for Students with the 2010-2011 edition. The Admissions, Academic Advising, Continuing Education and Registrars Departments now maintain the information previously carried in the College Catalogue (list of courses offered with descriptions, program grid, admissions and program change requirements, services, fees, and regulations) online through their webpages on the College website.
- Direct services to students begin as soon as they have applied to a Vanier program of study through the SRAM application system. The Vanier Admissions Department evaluates and processes the files. The volume is considerable: In A11, 9488 students applied to Vanier and 4231 were accepted. In H12, 1975 applications were processed and 571 students were accepted.
- Once accepted to Vanier, Academic Advising invites new students to registration information sessions. They typically offer six sessions before the semester begins in the autumn and two in January. Academic Advising also participates in program information/orientation sessions.
- Registration for day students is done online through the Omnivox module. Students are supported through a Registration Help Line, which is reached by telephone during the registration period. Again, the volume is considerable: In June, 2011, 2105 calls from returning students were responded to. In August, 1530 calls from new students were responded to. During the Winter 2012 (January) registration period, 3266 calls from new and returning students were responded to.

6.2 Activities to Assist Transition to College

- Workshops offered through The Learning Centre on such topics as study skills and time management
- Welcome sessions for new students, Welcome Week activities, Welcome letters/messages to incoming students
- Essential information brochures for new students
- Info kiosks at the beginning of each semester
- Summer Academic Support Services (SASS) for 150 – 200 students annually with liaison with classes to meet needs
Outreach activities such as information about services and resources through class visits to first-year students

The student agenda, a useful tool to help students understand the college and organize their time

English Placement Testing (2527 students tested in 2011 – 2012)

Outreach to Aboriginal students by The Learning Centre (29 students in 2011)

Explorations and the Science of Survival (SOS) camping with writing activities to reinforce learning

6.3 Academic Departments and Programs: Additional Support for Learning

Teachers’ office hours

Contact with teachers through MIO messaging and the posting of course materials on Omnivox

Department-run resource rooms and tutoring and mentoring services

Program Committees promote exchanges among teachers that favour the program approach—an approach that requires understanding the connection between courses and what each course contributes to the student’s program

6.4 Math and Science Center

Comfortable workspace where students study in groups or individually. Between 35 and 90 students are found in the Centre at any one time

Peer tutoring: 3147.75 hours provided to students in Math, Chemistry, and Physics in 2011 – 2012. Tutors are trained and supervised. Tutoring is on a drop-in basis.

Private tutoring: 240 students received private tutoring in 2011-2012

Specific groups such as Athletics, Computer Science and Nursing receive tutoring

Faculty gives Math and Science review sessions

6.5 The Learning Centre—Additional Support for Learning

Individual appointments help students address problems in communication and study skills: there were 4318 appointments given in 2011 – 2012

English peer tutoring: 43 tutors, 59 tutees in 2011 – 2012

89 workshops were given in 2011 – 2012, mainly for specific courses at the request of teachers. These workshops involved study skills, test-taking skills and time management. The greatest proportion of students come from the Social Science program: A11 – 41.7% and H12 – 39.5%

Online materials include interactive language programs and 85 tip sheets

SAT and ACT test-taking skills workshops are given
6.6 Library Materials and Services to Students, Teachers, and Staff

- **Physical Space:**
  - The public areas of the library are housed on two floors of the E-wing and three floors of the F-wing. The area has 420 chairs, 70 tables, and 126 cubicles for public use.
  - There were a total of 397,631 visits between August, 2011 and May, 2012.

- **Reference Materials:**
  - Print books for circulation (70,529)
  - Reference books non-circulating (4,893)
  - Electronic books (11,350)
  - Reserve books (including course textbooks to borrow and course packets)
  - Print journal, magazine, and trade publication titles (120 subscriptions per year)
  - Electronic journal, magazine, and trade publication titles (over 14,910 titles through Ebsco, Gale, Elsevier, JSTOR, etc.)
  - DVDs (800)
  - Streaming (2,000+ National Film Board of Canada)
  - CDs (300)
  - Library catalogue (presently Portfolio from MondoIn) to keep track of materials
  - A total of 95,064 items were circulated during the 2011-2012 academic year

- **Computer, Printing and Audio Visual Facilities**
  - Personal computers (PCs) (31)
  - Laptops for borrowing (36)
  - Software (67 Microsoft Office licenses and 2 Adobe Photoshop licenses)
  - Scanners/copiers/printers (3 black and white, 1 color, 1 flatbed scanner, 1 document scanner, and 1 book scanner)
  - Audio-visual equipment (5 televisions, 5 DVD players, 2 VCRs, and 12 pairs of headphones)

- **Services and Service Hours**
  - Reference Desk hours (1, 255 hours per year)
  - Circulation Desk hours (2,990 hours per year)
  - Library tours (50 per year)
Bibliographic instruction sessions where, upon request, teachers bring their class to a lab within the library to receive instruction from library staff about database research (over 200 sessions offered per year to almost 6,000 students)

6.7 IT Support Services

- College-wide support for
  - Computers (1850)
  - Viewing rooms (71)
  - Computer labs (37)
  - Resource rooms (18)
  - Systems and services such as Wi-Fi, O: drive, P: drive, email, and printers
  - Online services, including:
    - Access to useful online resources in Mathematics, Physics, Chemistry, and Biology
    - Online peer tutoring
    - Online tutorial for *Mots de la science*
    - *Anglais sans problèmes*, a program bringing resources together for ESL students
    - Web Works Access
    - Facebook ([http://facebook.com/vanier.msc](http://facebook.com/vanier.msc))
    - A variety of software for specific program needs
  - Remote access to files located in our intranet is given by way of a VPN connection and mapped drives (P:, O:)

6.8 Support for Students with Special Needs

- The ACCESS program for students with disabilities is housed within Services for Students. This program supports students with physical, learning, and sensory disabilities, as well as those with mental health issues and those with behavioural difficulties resulting from conditions such as autism.
- In the 2011-2012 academic year, this program offered support services to 260 students with LD/ADHD or physical handicaps. Examination accommodations totalled 1212. Fifty-three students used ortho-pedagogical support services.
6.9 **Support for At-Risk Students**
- Midterm Assessment calls to all students failing 3 or more courses (Services for Students)
- Vanier athletes at the Division 1 level can participate in a program whereby athletics personnel, in conjunction with The Learning Centre and their teachers, monitor their academic performance. Students at risk are identified and directed to the appropriate resources (130 students in 2011 – 2012).
- Nursing Adjunct Model through the Nursing Department and The Learning Centre (50 students in 2011 – 2012.)

6.10 **Student Advocacy and Discipline (Services for Students)**
- In 2011-2012, 320 students used the services of the Student Advocate for advocacy related issues; in addition, the Student Advocate handled 55 discipline cases.

6.11 **Student Financial Aid**
- The Financial Aid Program is a service within Services for Students (2500 students used this service in 2011-2012)
- For information on Student Employment Services, please refer to Section 3.7.2
- The Vanier College Foundation provides financial support in a variety of ways, including a textbook loan program, emergency loans, funds for needy students, scholarships and bursaries, funds for international education trips, and various other special projects.

6.12 **Activities to Promote Student Engagement**
- Symposia in a variety of areas: Social Science, Science, English, Humanities, Holocaust-Genocide, Women’s Studies, Black History, and *Semaine de la francophonie*
- Support and Enrichment for French Language and Culture on Campus: *Service d’aide et de référence en français* (SARF), *Centre de langue écrite et orale* (CLEO), *Semaine de la francophonie*, and currently in development with Cégep Saint-Laurent, combined French and English DECs in Science and Social Science
- Sports and Athletics: In 2011-2012, approximately 290 students participated in intercollegiate sports representing Vanier College in flag football, rugby, soccer, football, volleyball, basketball, and cheer. Approximately 350 students participated in intramural activities such as ball hockey, badminton, volleyball, basketball, dodge ball, soccer, and aquatic activities.
- *Sport Études*: Vanier is the only English CEGEP to offer this program to elite athletes who are in training for provincial, national and international competition. Thirty-eight students were enrolled in the program in A12.
- Student Associations and Clubs: Vanier College Students Association (VCSA), Vanier Robotics Team, Vanier Mathematics Club
- Recognition Programs: Examples include the Dean’s Honour Role, awards for Math and Science competitions, awards for high achieving students in terms of academics and sports performances, awards for then Bridge Building Competition, the STAR Program, *Forces Avenir*, MSC Assistants and tutor of the month, and the Student Award Ceremony, where approximately 150 students are honoured each year for their work as peer tutors and for achieving
The Learning Centre publishes at least two volumes of student writing each year where the authors are celebrated at book launches.

- The government-funded STAR Program promotes student engagement in eight categories and requires students to do the equivalent of 60 hours of volunteer or community service. In 2011-2012, 160 Vanier students received the STAR on their transcripts (mention au bulletin).
- Forces Avenir, a program organized by the Fédération des Cégeps, promotes student engagement in eight categories at the provincial level. Selected students may receive award and prize money ranging from $2,000-$15,000.

- Leadership Training: the Vanier Key Society, where 25 high-achieving students from across the College are selected each year to act as ambassadors and to undertake one humanitarian project during the year.
- Community Service and Volunteering Opportunities: Student Services provides assistance to students who seek volunteer work.
- Sustainability Activities: Some activities include Bike Week, Water Week; Earth Week, Forums on environmental sustainability themes and the 100-mile dinner
- Social Justice Committee Activities: Some examples include the École Polytechnique de Montréal Memorial Service, World Hunger Day, Fair Trade for Halloween and Valentine's Day.
- Scholarship Program: 1500 appointments given in 2011-2012 to help students apply for scholarships for both Vanier and university and there is follow-up promotion activities for scholarship winners.
- Workshops, Activities and Competitions: Examples include the Public Speaking Contest, Robotics Challenge, Chess Competitions, Pi Day Activities, various Science Week activities (Coffeehouse, Science, on Tourne!), Game Day events (Science Jeopardy), various writing contests, Exploration workshops (Scavenger Hunt), Professional Program Info Session (formally Pre-Med), Architecture Info Session, Math and Science lectures, Math and Science contests, C.O.R.E., E.P.I.C. Leadership workshops, Nite of Nations, CEGEPS en Spectacle, cultural food fairs, dance contests, Black History Month (Student panel, Soul Call, poster and essay contests), Halloween Howl, Sit Read and Chillax; Community Resources and Volunteer Fair; Old School Days, and the VCSA Retreat.

### 6.13 Activities to Promote Health and Well-Being

- Athletic activities serve a dual function: They promote health and actively engage students in college life. Athletic activities at Vanier have been described in the previous section 6.13.
- Health Services offer a variety of services to students. For example, in the 2011-2012 academic year, 135 students consulted the staff nurse, 300 consulted the stagiaire from McGill University, in-class presentations reached 120 students and about 300 students met the nurse for information at a Kiosk set up at various times throughout the year.
- Counselling Services: In 2011-2012, counsellors had individual appointments with 640 students and they provided classroom workshops to 990 students and career workshops to 1046 students.
- Various other activities promote well-being on campus, such as a Drug and Alcohol Awareness campaign, SAFE Break, Health Week, White Tiger Women’s Self Defense, Nutrition (information and consultations with a nutritionist), Suicide Prevention Week, and Pink T-Shirt Day (an anti-bullying campaign).
6.14 Involvement in International Experiences

 Students at Vanier have the opportunity to participate in a variety of international activities, via the Internet as well as by exchanges with students in other countries. Students participating in such initiatives are encouraged to share their experiences with other students through various activities organized for this purpose. The International Education Office at Vanier supports many of these initiatives. For example, some of the activities that were recently offered are:

- Business Administration: Students from France came here for one semester and Vanier students undertook internships in France for six weeks
- Malawi Nursing Exchange: Vanier nursing students completed a stage in Malawi for six weeks
- Nicaragua Study Project: Students researched gender and political issues in Nicaragua for two and a half weeks
- Russian Language Exchange: Students studied at St. Petersburg University for six weeks
- Architectural Habitat for Humanity Trip: Students participated in a construction project in the US for two weeks
- Industrial Electronics Training at Siemens in Ontario: The graduating class completed a week’s study with this international firm
- Honours Science/Liberal Arts/Honours Social Science students went on a cultural trip to Boston for three days
- Wildlife Management: Students participated in a stage in Costa Rica
- Students on project in Mali
- German Exchange: Vanier students studied in Germany for several weeks along with other Montréal college students
- China Study Project: Vanier and John Abbott students participated in a cultural exchange for three weeks
- Students in French classes: They connected with Russian students as they both studied Québécois literature
- Students in some World Views classes were able to enter into discussions with international experts through the global classroom
- Holocaust and Totalitarianism: In this new college complementary course, students will visit key sites in Berlin, Warsaw, Krakow, Auschwitz, and Prague to complement the knowledge they have gained in class (Winter 2013).

6.15 Initiatives to Address Transition from College to University

- Peer tutoring (drop-in and private options)
- Division 1 coaches (basketball and football) promote student athletes and contact universities on their behalf
- Peer tutoring for Nursing students
- Pre-Med buddy program and Math and Science review sessions in the MSC
- One-on-one sessions and classroom visits to help students apply to university
- Support for university applications and scholarships (1200 consultations given by The Learning Centre in 2011 – 2012)
Academic Year 2012-2013

- English Exit Exam Workshops (12 in 2011 – 2012 given by The Learning Centre)

### 6.16 Initiatives to Address Transition from College to Work force

- Special peer tutoring for Nursing students
- Special peer tutoring which now addresses computer programming (caters to Computer Science and technical students)
- 51 classroom presentations dealing with employment searches
- Career workshops
- Online job posting services
- On-campus recruitment kiosks and career days
- Industry visits
- Stage as part of certain programs
### Externally Funded Projects to Support Student Success

Table 8: Current Projects Funded by External Organizations (2012-2013)

<table>
<thead>
<tr>
<th>Title of project</th>
<th># of Teachers/discipline</th>
<th>Funding Organization</th>
<th>Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Universal Design for College Math</strong></td>
<td>1 Math teacher</td>
<td>CCDMD</td>
<td>Release for 0.2 FTE</td>
</tr>
<tr>
<td><strong>Matériel didactique en ligne destiné au cours de mise à niveau en français langue seconde</strong></td>
<td>2 English teachers</td>
<td>CCDMD</td>
<td>Release for 0.444 FTE</td>
</tr>
<tr>
<td><strong>English Exit Exam Resource</strong></td>
<td>2 English teachers</td>
<td>CCDMD</td>
<td>Release for 1.0 FTE</td>
</tr>
<tr>
<td><strong>Perfectionner et diffuser une expertise en enseignement virtuel</strong></td>
<td>2 Humanities, 1 French teacher</td>
<td>ECQ</td>
<td>$57,000, including 0.611 FTE</td>
</tr>
<tr>
<td><strong>Participation au Goncourt des lycéens</strong></td>
<td>1 French teacher</td>
<td>ECQ</td>
<td>$10,000</td>
</tr>
<tr>
<td><strong>Améliorer la réussite scolaire grâce à la création d’une salle de classe interactive</strong></td>
<td>2 Biology, 2 Chemistry, 3 English, 1 French, 2 Humanities and 1 Physics</td>
<td>ECQ</td>
<td>$104,914</td>
</tr>
<tr>
<td><strong>The Problem of Evil: Opening New Pathways for College Teaching of a Global Problem</strong></td>
<td>1 Humanities teacher</td>
<td>Cégep international</td>
<td>$3000</td>
</tr>
<tr>
<td><strong>Séminaire national des enseignants de français langue étrangère</strong></td>
<td>1 French teacher</td>
<td>Cégep international</td>
<td>Travel expenses for conference in Mexico</td>
</tr>
<tr>
<td><strong>L’interculturel en cours de langue: enjeux, approches, pratiques</strong></td>
<td>1 French teacher</td>
<td>Cégep international</td>
<td>Travel expenses for conference in Brazil</td>
</tr>
<tr>
<td><strong>Graphical Tablets as Active Learning Tools</strong></td>
<td>1 English, 1 Biology, 2 Physics teachers</td>
<td>SALTISE</td>
<td>$1800</td>
</tr>
<tr>
<td><strong>Optical Signal Processing for High-Speed Data Transmission</strong></td>
<td>1 Physics teacher</td>
<td>FQRNT</td>
<td>$25,000, including 0.250 FTE</td>
</tr>
</tbody>
</table>

*Note.* Data submitted by Faculty Dean, Faculty of Science and General Studies, February 2013.
8 Human Resources at Vanier College

8.1 Overview of Autumn 2012

- In A12, Vanier College employed 993 people, in all sectors of employment: Managers, Professionals, Support Staff, and Teachers. These include full- and part-time employees as well as casuals.

Table 9: Vanier Employees, by Employment Category and by Gender, 2012-2013

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Managers</td>
<td>12</td>
<td>20</td>
<td>32</td>
</tr>
<tr>
<td>Professional Non-teaching Staff</td>
<td>14</td>
<td>23</td>
<td>37</td>
</tr>
<tr>
<td>Support Staff</td>
<td>57</td>
<td>77</td>
<td>134</td>
</tr>
<tr>
<td>Teachers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Permanent</td>
<td>167</td>
<td>185</td>
<td>352</td>
</tr>
<tr>
<td>Full-time (Non-permanent)</td>
<td>26</td>
<td>45</td>
<td>71</td>
</tr>
<tr>
<td>Part-time</td>
<td>49</td>
<td>52</td>
<td>101</td>
</tr>
<tr>
<td>Chargé de Cours</td>
<td>29</td>
<td>31</td>
<td>60</td>
</tr>
<tr>
<td>Total</td>
<td>354</td>
<td>433</td>
<td>787</td>
</tr>
</tbody>
</table>

Note. Adapted from Human Resources files, March 2013

8.2 Seniority

- Seniority lists of teachers in both regular day and Continuing Education indicate that significant staff turnover has already occurred. With few exceptions, a large majority of programs/disciplines employ a significant number of teachers with less than five years’ seniority.

- While the bulk of Support Staff have more than five years’ seniority, about one quarter have five years or less.

- While the vast majority of Professionals have eight years or less seniority, it is also a fact that many of these employees have moved from Support Staff positions, so years of seniority in the professional position may not reflect years of service at Vanier.
Age group data may provide a better basis for planning for Human Resources needs during the period of the new strategic plan.

Seniority lists and data on age groups in each employment category identify a number of human resource issues: turn-over, recruitment, retention, renewal, and professional development.

### 8.3 Age Groups of Vanier Employees by Employment Category (Autumn 2012)

Table 10: *Age Groups of Vanier Employees by Employment Category, Autumn 2012*

<table>
<thead>
<tr>
<th>Age groupings</th>
<th>Managers (n=32)</th>
<th>Professionals (n=45)</th>
<th>Support Staff (n=321)</th>
<th>Teachers (n=595)</th>
<th>Total by age group(n=993)</th>
</tr>
</thead>
<tbody>
<tr>
<td>35 years old or less</td>
<td>3% (1)</td>
<td>24% (11)</td>
<td>54% (173)</td>
<td>15% (89)</td>
<td>28% (274)</td>
</tr>
<tr>
<td>36 to 54 years old</td>
<td>50% (16)</td>
<td>42% (19)</td>
<td>29% (92)</td>
<td>57% (339)</td>
<td>47% (466)</td>
</tr>
<tr>
<td>55 years old and over</td>
<td>47% (15)</td>
<td>33% (15)</td>
<td>17% (56)</td>
<td>28% (167)</td>
<td>25% (253)</td>
</tr>
</tbody>
</table>

*Note. Adapted from Director of Human Resources, October 2012*

- The youngest employee group is Support Staff, with 54% (n=173) people aged 35 or less. The oldest group is Managers, with almost half 47% (n=15) aged 55 years of age or older.
- The bulk of Professionals and Teachers are in the middle group, between 36 and 54 years of age.
- In all age groups, a significant number of employees are 55 years of age or older, and one might infer from this that planning for turnover—recruitment of new staff—particularly in the Managers group, may be undertaken during the life of the 2013-2018 Strategic Plan.

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15 Full- and part-time employees.
8.4 Professional Development of Teachers and Staff

- Given that the majority of employees are 54 years of age or younger, ongoing professional development opportunities are an integral part of human resources strategic planning.
- Expansion of the RAC Program (Recognition of Acquired Competencies) is currently under consideration.

8.4.1 Education/Training/Workshops

- The Pedagogical Development Office (PDO) offers various support to teaching and learning, including online tip sheets for teachers.
- Master Teacher Program
- Training and Upgrading Opportunities for Staff: *Awaiting more information*

8.4.2 Faculty Mobility Projects

- The goal of such projects is improving pedagogy that indirectly impacts students. Some of the recent activities include:
  - Study trips to Malawi, Russia and Romania: three teachers involved
  - Study mission to China (funded by MRI): two teachers involved
  - Tamil Delegation at Vanier: 20 teachers involved
  - Shandong Delegation at Vanier: five teachers involved
8.5 Managerial Organizational Chart

VANIER COLLEGE
MANAGERIAL ORGANIZATIONAL CHART
January 2013

BOARD OF DIRECTORS
Chairperson, Real Thibault
Executive Committee of the Board of Directors

DIRECTOR GENERAL
Gilbert Houwx
Assistant to the Director General
Sylvana Cannatella
Foundation
International Education
Judy Macdonald
Director of Foundation
Silver Lord

Human Resources
Roxanne Coulombe
Coordinator
Danielle Villeneuve
Coordinator
Johanna Cassetino
Administrative Assistant
Hilda Schwartz

Financial Services
Nina Choong
Accounting
Mauro Ilescu
Financial Services
Sandrine Al-Waye

Administrative Services & Secretary General
Sam Kay
Information System
Larry Callahan
IT Support Services
Chris Aman

Academic Dean
Marina Sambor
Assistant to the Academic Dean
Wanda Kallina

Vanie Communication
Ber Chandler

Service for Students
Monique Magazan

Sports Complex
Linda Macpherson

Learning Enrichment & Support Services for Programs
Judy Macdonald

Library Services

Figure 19. Vanier College managerial organizational chart, January 2013
9 Institutional Development and Research (IDR) Office: Basic and Applied Research and Initiatives

- The IDR Office is currently focusing on five objectives related to research:
  - An increased awareness of research possibilities for staff, students, and College partners
  - An increase in externally funded research activities
  - Establishing a College research infrastructure that meets the needs of College research initiatives
  - Providing students with opportunities to be involved in and benefit from participation in research activities within their curriculum and in all phases of more formal research projects whenever feasible
  - Collaboration between researchers, especially from different disciplines, as well as collaboration with other colleges, universities, local businesses and industries

- Overview of current IDR activities
  - A Research Advisory Committee was set up to act as a liaison between the IDR Office and the community and to advise on matters pertaining to research at the College.
  - The IDR Office website was launched at the beginning of the Autumn 2012 semester.
  - Five grant applications are in progress to agencies including NSERC, FQRNT, PAREA, PCUCC and PSCCC.
  - Five externally funded research projects are in progress with funding from FQRSC, FQRNT, PAREA, and NSERC.
  - Several projects with potential for external funding were supported via the research component of the Academic Success Program to collect pilot data that could be used to strengthen a grant application in the future. One of those projects has led to the submission of a PAREA grant application.
  - Student roles have been identified in several of the current grant applications. Two funded projects have students working as research assistants in the projects.
  - Partnerships have been established or are in the process of development with several non-profits and/or industries and universities: MEGA Brands, Airex, York University, Concordia University and McGill University.
  - The office works with interested teachers to examine possibilities of incorporating research projects into their classes. Two such projects are underway in the Laurentians with the Environmental and Wildlife Management Program. A signage project in the Laurentians has the potential to involve students from various disciplines, such as Computer Science, Environmental and Wildlife Management, Biology, and French, as well as Micropublishing and Hypermedia and Digital Design. Several other such projects are also under discussion.

- Vanier College Research Ethics Board
  - The Research Ethics Board meets six times per academic year.
Activities have involved reviewing applications to conduct research at the College, developing guidelines for teachers of courses where students are conducting in-class research projects and suggesting revisions for the four research policies as per the NSERC request.

10 Physical Resources

10.1 Overview of Physical Resources

Table 11: Physical Resources and Number and Size

<table>
<thead>
<tr>
<th>Description</th>
<th>Number</th>
<th>Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Areas (cafeterias, library study areas, etc.)</td>
<td>40</td>
<td>2869.05 m²</td>
</tr>
<tr>
<td>Teacher offices</td>
<td>265</td>
<td>3231.53 m²</td>
</tr>
<tr>
<td>Lecture rooms</td>
<td>89</td>
<td>5351.06 m²</td>
</tr>
<tr>
<td>Labs (Does not include gyms)</td>
<td>99</td>
<td>6691.65 m²</td>
</tr>
</tbody>
</table>

Note. Adapted from Sam Kay, Administrative Services and Arlene Yamamoto, Manager of Facilities, February 2012
### 10.2 Resource Rooms, Student Areas and Other

#### Table 12: Resource Rooms, Student Areas and Other Spaces

<table>
<thead>
<tr>
<th>Room #</th>
<th>M²</th>
<th>Ft²</th>
<th>Program/Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-001A</td>
<td>43.8</td>
<td>471.46</td>
<td>Building Systems</td>
</tr>
<tr>
<td>A-301</td>
<td>45.37</td>
<td>488.36</td>
<td>Social Science</td>
</tr>
<tr>
<td>A-319</td>
<td>16.96</td>
<td>182.56</td>
<td>Area outside of teacher offices</td>
</tr>
<tr>
<td>A-475</td>
<td>36.07</td>
<td>388.25</td>
<td>Biology</td>
</tr>
<tr>
<td>A-571</td>
<td>23.38</td>
<td>251.66</td>
<td>Economics/Political Science</td>
</tr>
<tr>
<td>A-573</td>
<td>32.31</td>
<td>347.78</td>
<td>Women Studies</td>
</tr>
<tr>
<td>B-100A</td>
<td>40.74</td>
<td>438.52</td>
<td>Student lounge</td>
</tr>
<tr>
<td>A-205BG</td>
<td>25.94</td>
<td>279.22</td>
<td>Learning Center</td>
</tr>
<tr>
<td>B-410</td>
<td>41.11</td>
<td>442.5</td>
<td>Physics</td>
</tr>
<tr>
<td>B-507</td>
<td>32.55</td>
<td>350.37</td>
<td>English</td>
</tr>
<tr>
<td>B-512</td>
<td>31.11</td>
<td>334.87</td>
<td>Chemistry</td>
</tr>
<tr>
<td>C-306</td>
<td>22.58</td>
<td>243.05</td>
<td>Communications</td>
</tr>
<tr>
<td>C-409</td>
<td>27.36</td>
<td>294.5</td>
<td>French peer tutoring</td>
</tr>
<tr>
<td>C-410</td>
<td>40.71</td>
<td>438.2</td>
<td>Modern Languages</td>
</tr>
<tr>
<td>D-145</td>
<td>294.66</td>
<td>3171.69</td>
<td>Cafeteria annex</td>
</tr>
<tr>
<td>D-207</td>
<td>48.96</td>
<td>527</td>
<td>Computer Science</td>
</tr>
<tr>
<td>D-301</td>
<td>159.73</td>
<td>1719.32</td>
<td>IT center</td>
</tr>
<tr>
<td>D-442</td>
<td>27.69</td>
<td>298.05</td>
<td>Nursing</td>
</tr>
<tr>
<td>D-545</td>
<td>24.9</td>
<td>268.02</td>
<td>Area outside of teacher offices</td>
</tr>
<tr>
<td>E-301</td>
<td>193.56</td>
<td>2083.46</td>
<td>Library 3rd Floor</td>
</tr>
<tr>
<td>F-430</td>
<td>194.33</td>
<td>2091.75</td>
<td>Library 4th floor</td>
</tr>
<tr>
<td>F-530</td>
<td>214.09</td>
<td>2304.44</td>
<td>Library 5th floor</td>
</tr>
<tr>
<td>F-540</td>
<td>240.85</td>
<td>2592.49</td>
<td>Math and Science</td>
</tr>
<tr>
<td>K-200</td>
<td>18.49</td>
<td>199.03</td>
<td>Locker area</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Total</strong></td>
</tr>
<tr>
<td></td>
<td>2869.1</td>
<td>30882.76</td>
<td></td>
</tr>
</tbody>
</table>

Note. Adapted from data provided by Sam Kay, Administrative Services and Arlene Yamamoto, Manager of Facilities, February 2012
10.3 Handicap Accessibility and Accommodation

Awaiting information from Administrative Services
### 10.4 Renovation Projects 2008-2012

Table 13: Renovation Projects 2008-2012

<table>
<thead>
<tr>
<th>Year</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>Phase 1 (emergency procedures) signage project</td>
</tr>
<tr>
<td>2008</td>
<td>Environmental and Wildlife Management environment complete renovation</td>
</tr>
<tr>
<td>2008</td>
<td>Industrial Electronics &amp; Computerized Systems Technology environment (D-3) complete renovation</td>
</tr>
<tr>
<td>2008-2009</td>
<td>Heating, Ventilation and Air Conditioning (HVAC) installed on D-2</td>
</tr>
<tr>
<td>2009, 2010</td>
<td>Major upgrades to Physics Labs</td>
</tr>
<tr>
<td>2009</td>
<td>New 40 station computer lab D-210</td>
</tr>
<tr>
<td>2009, 2010</td>
<td>Newly renovated organic and general chemistry labs</td>
</tr>
<tr>
<td>2009</td>
<td>Retractable acoustical partition walls installed on 3 floors in the N building creating large areas if needed</td>
</tr>
<tr>
<td>2009</td>
<td>Industrial Electronics lab in the caveau – upgraded to accommodate program revisions</td>
</tr>
<tr>
<td>2009</td>
<td>New computer science practice lab/resource room</td>
</tr>
<tr>
<td>2009</td>
<td>Increased seating in student mall, D caf and N caf</td>
</tr>
<tr>
<td>2009-2012</td>
<td>New student study area on 2nd and 4th floors N building, B-100, N-0, K-2</td>
</tr>
<tr>
<td>2009-ongoing</td>
<td>Upgrade to card lock system</td>
</tr>
<tr>
<td>2009-ongoing</td>
<td>Signage: 1st and 2nd floor main building, N building 1st floor, exterior signage</td>
</tr>
<tr>
<td>2010</td>
<td>Newly renovated General biology lab</td>
</tr>
<tr>
<td>2010</td>
<td>Upgrades to Microbiology and Human Biology labs</td>
</tr>
<tr>
<td>2010</td>
<td>New 50 capacity viewing room (D-221) created</td>
</tr>
<tr>
<td>2010</td>
<td>C-401 Modern Language Resource Centre renovated</td>
</tr>
<tr>
<td>2010</td>
<td>N-262 Business Administration and Commerce Resource room completely renovated</td>
</tr>
<tr>
<td>2010</td>
<td>Two-way intercom boxes installed college-wide.</td>
</tr>
<tr>
<td>2011</td>
<td>B-2 international school area complete renovation</td>
</tr>
<tr>
<td>2011</td>
<td>Two new classrooms created in E-4 (library)</td>
</tr>
<tr>
<td>2011</td>
<td>French lab (Cleo) upgraded and modernized</td>
</tr>
<tr>
<td>2011</td>
<td>Pedagogical Development office created</td>
</tr>
<tr>
<td>2011</td>
<td>HVAC installed to service D-5th area</td>
</tr>
<tr>
<td>2011</td>
<td>Printshop completely renovated</td>
</tr>
<tr>
<td>2011</td>
<td>Sports Complex ground floor renovated and reconfigured. HVAC included</td>
</tr>
<tr>
<td>2012</td>
<td>Extensive duct replacement on all 5 floors of N building to eradicate mould presence</td>
</tr>
<tr>
<td>2012</td>
<td>Extensive work completed in Steam Plant building following May 2012 fire</td>
</tr>
<tr>
<td>2012</td>
<td>Washroom upgrades for handicapped accessibility</td>
</tr>
<tr>
<td>2012</td>
<td>CSST improvements college-wide</td>
</tr>
<tr>
<td>2012</td>
<td>New digital photo lab</td>
</tr>
<tr>
<td>2012</td>
<td>New active learning classroom</td>
</tr>
<tr>
<td>2012</td>
<td>Computer lab B-429 renovation upgrade</td>
</tr>
<tr>
<td>2012</td>
<td>G-157 palestre new drop curtain installed to create a separate fitness area</td>
</tr>
</tbody>
</table>

*Note. Data presented as submitted by Director of Administrative Services, February 2013.*
10.5 Renovation Projects Currently under Consideration
Awaiting data including cost estimates, from Administrative Services
11 Financial Resources of Vanier College

Table 14: Financial Resources and Expenditures of Vanier College, 2012-2013

<table>
<thead>
<tr>
<th>Resources (2012-2013)</th>
<th>Area</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Revenue</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ministry</td>
<td></td>
<td>$49,251,222</td>
</tr>
<tr>
<td>Self-financing Activities:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bookstore</td>
<td></td>
<td>$256,805</td>
</tr>
<tr>
<td>Language School</td>
<td></td>
<td>112,902</td>
</tr>
<tr>
<td>Continuing Education/Summer School</td>
<td></td>
<td>821,865</td>
</tr>
<tr>
<td>Food Services Contracts</td>
<td></td>
<td>161,896</td>
</tr>
<tr>
<td>Student Fees</td>
<td></td>
<td>1,773,073</td>
</tr>
<tr>
<td>Rentals/Parking</td>
<td></td>
<td>605,950</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditures (2012-2013)</th>
<th>Area</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Expenses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College Operating Budget:</td>
<td></td>
<td>55,050,801</td>
</tr>
<tr>
<td>Total Expenses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Budget breakdown by major expense categories:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching Salaries</td>
<td></td>
<td>34,354,056</td>
</tr>
<tr>
<td>Non-Teaching Salaries</td>
<td></td>
<td>12,746,464</td>
</tr>
<tr>
<td>Other Expenses*:</td>
<td></td>
<td>$2,695,916</td>
</tr>
<tr>
<td>Teaching Activities</td>
<td></td>
<td>$2,695,916</td>
</tr>
<tr>
<td>Administrative Activities</td>
<td></td>
<td>$5,254,365</td>
</tr>
<tr>
<td>Capital Budget</td>
<td></td>
<td>4,213,700</td>
</tr>
<tr>
<td>Recent Budget cuts with amounts</td>
<td></td>
<td>544,483</td>
</tr>
<tr>
<td>Accumulated Surplus (End of 2011)*</td>
<td></td>
<td>$3,406,150</td>
</tr>
</tbody>
</table>

Table 15: Teaching and Administrative Activities Expenses

<table>
<thead>
<tr>
<th>*Other Expenses</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Activities</td>
<td></td>
</tr>
<tr>
<td>Teaching - Salaries</td>
<td>1,261,620</td>
</tr>
<tr>
<td>Teaching - Other</td>
<td>438,475</td>
</tr>
<tr>
<td>Services to students</td>
<td>700,840</td>
</tr>
<tr>
<td>Teaching administration (b)</td>
<td>294,981</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>2,695,916</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Administrative Activities</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Human resources services</td>
<td>192,646</td>
</tr>
<tr>
<td>Financial services</td>
<td>70,887</td>
</tr>
<tr>
<td>Material resources (c)</td>
<td>4,046,642</td>
</tr>
<tr>
<td>General and special allocations (d)</td>
<td>944,190</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>5,254,365</td>
</tr>
</tbody>
</table>

**Total:** 7,950,281

Note. Adapted from Finance Department, 2013

(a) Includes Library and Information Technology Services.
(b) Includes the registrar and admissions and academic and associate deans.
(c) Includes facilities maintenance, printing service, security and cleaning and energy.
(d) Includes department of data processing, director general, labour convention costs and special allocations.
12 External Factors: A Perspective from the Director General

12.1 Introduction
As public institutions in the Québec post-secondary sector, CEGEPs exist to provide services to a broad community of learners, not only from our immediate area, but also to serve the educational needs of society through partnerships, outreach, innovative programming, and technology.

In addition to taking into account important internal factors (institutional history and culture, resources, student profiles, and achievement, etc.), we also need to adapt our institutional strategic objectives to external factors. These potentially significant factors can be trends, events, or issues that will affect the institution in the years ahead.

While the consequences can be difficult to predict with certainty, there is sufficiently clear evidence to alert decision-makers to include this information as part of strategic planning. While some trends are easier to predict, such as those related to demographics, others are more unpredictable. This is the case for external factors that may stem from the political spectrum or, by extension, from the public policy and governance sector. Others may fall somewhere in between, as is the case for economic and employment projections, which are conditioned by factors that are sometimes more difficult to predict but which tend to follow mid- to longer-term patterns.

❖ We must therefore try to estimate and measure as best we can the trends that are likely to have an impact on us in the future and to use these estimations to shape a five-year plan.

❖ In this brief external environmental scan, key elements—socio-economic, political, technological and demographic—are identified and analyzed.

❖ Because a strategic plan is a roadmap to a time-defined future (five years) it must be constantly evaluated and updated. It follows that the conditions, both internal and external, which shape the plan, must also be constantly reviewed and updated.

12.2 Socio-Economic Factors

12.2.1 The Educational System in Québec

❖ The CEGEP system is unique in the world. Born over 40 years ago out of a desire to improve access to post-secondary education in a society that experienced significantly lower levels of post-secondary education, the college system combines two very distinct streams:
  ➢ A 2-year mandatory pre-university program for students aiming to pursue university education
  ➢ A 3-year stream for those interested in technical programs leading to employment
  ➢ Linked via a general studies component that contributes to making the system unique, the college system has clearly met the initial objective of increasing participation rates in post-secondary education
12.2.2 The Ministère de l’Éducation, du Loisir et du Sport (MELS)

(Note: A change in the Ministry name is expected.)

- For your information, we have posted the MELS Strategic Plan 2009-2013 at the site listed here: http://www.vaniercollege.qc.ca/strategic-plan/mels-strategic-plan/

12.2.3 The Needs of the Labour Market: Local, Québec and Beyond

A document produced in 2010 by Emploi-Québec entitled “Dynamique du marché du travail et adéquation formation-emploi” states that reaching an appropriate balance between training and employment rests on four distinct yet inseparable elements:

- Basic training (formation de base)
- Dealing with the under-employment of a large segment of the workforce, particularly immigrants
- Establishing a closer working relationship between training and places of employment
- Adopting a much more active continuing education strategy

What is significant for colleges in general, and for Vanier in particular, is that it points us in the direction of expanding our understanding of the employment sector and strengthening our relationship with employers for those programs that lead to the job market.

Meeting these needs necessitates an understanding of the dynamics of the job market and a capacity to react. In planning our objectives for the next five years, we need to be aware of the major trends. In a background paper prepared jointly by Emploi-Québec and the Ministry of Education, Leisure and Sports (MELS) in 2011, it was estimated that over 700,000 jobs will need to be filled by 2014 reaching 1.4 million in 2019. Of these, 400,000 will be new jobs.

The same study confirms the trends that we already know about; for example, the future job market will focus on sectors closer to the knowledge economy (aerospace, information technology, green technologies, and health sciences), while jobs in the traditional sector will continue to decline (forestry, electronics, and heavy manufacturing).

In all probability, a high percentage of the jobs that need to be filled in 10 years are either completely new jobs or are jobs that will have gone through an extensive transformation.

While statistics show that our college graduates from technical programs do reach the job market at a ratio of 93%, relatively little is known about the conditions within which this transition takes place. It is widely perceived that two major factors limit our capacity to effectively deal with the very important objective of preparing our students for the job market:

- The first is our lack of understanding about the forces that shape the employment sector and the lack of connections between the college system and the employment sector. Because of the complexity of the education system, colleges have not been well-equipped to make the kinds of rapid adjustments necessary to meet the needs of the workplace.
The recent development of ACS (AEC) programs has been a very positive step in building our capacity to serve workplace needs. While we have developed a number of ACS (AEC) programs at Vanier over the past few years, we have not yet reached a level of activity that contributes significantly to the job market.

Institutional management structures need to build stronger links with employers. Currently, links between programs and employers occur mainly through teachers’ professional networks. In the technologies, they also occur in their program advisory or liaison committees that include external members from the workplace. Technical programs that include a stage component tend to have the strongest links to the workplace.

Another factor that must be addressed is our follow-up with employers once graduates have been hired. Tools must be available to allow us to measure the quality of our graduates and the adequacy of our programs. This presumes that mechanisms will be put in place to allow for constant interactions between the college and the community.

Colleges will also have to continue to be proactive in building bridges with the professional programs available through the school boards. Clearly defined as a priority of the government, both past and current, the focus on developing integrated FP/PT programs are seen as a preferred way of ensuring more efficient use of resources and a more transparent system of moving between education levels for both learners and employers.

12.3 The Political Environment

Two trends are likely to have a major impact on the future growth of colleges:

- The first is our capacity to address the regional discrepancies caused by population imbalance. This will require that we contribute significantly to identifying and implementing solutions that maintain a strong network of colleges throughout all regions of Québec. The new government has made it clear that this will continue to be a public policy priority and that with or without our involvement, solutions will be implemented. As a Montréal based college, Vanier must be part of this effort. Our current level of experience provides an opportunity to demonstrate that we are a valuable partner in this process.

- The second is the issue of language, which will continue to be part of the political landscape. As an English language college in a French-speaking province we are committed to maintaining a strong community and to contributing to the broader objective of Québec society to protect French. Whether this takes the form of participating willingly in a system that values initiatives to promote French or whether it comes to us through legislated changes, we must be proactively engaged in that pursuit:
  - As a community, we have already shown the innovation and value of our actions. Bilingual programming with other colleges and universities, initiatives with municipal sector partners (Laurentians), Language School courses to teach French, agreement with IUCs from France, increased participation in network activities (CEGEPs en Spectacle, Force Avenir) and unique and significant representation of the CEGEP system in Québec and abroad (Goncourt des Lycéens) are all examples of how dynamic we are. We need to maintain this active role.
  - In addition, Vanier provides diverse forms of support and enrichment for French language and culture on campus: Service d’aide et de référence en français (SARF), Centre de langue écrite et orale (CLEO), Semaine de la francophonie, and currently in development with Cégep Saint-Laurent, combined French and English DECs in Science and Social Science currently in development.
But we must also be prepared to face the potential impact of limited access to English post-secondary education should the current language legislation be modified. This could dramatically alter the institution as it exists. We need to consider the effects; we also need to have in place a very proactive public education as well as representation in setting agendas in the coming years.

12.4 Technology

As is the case for the age group of most college learners in day programs, our student body is increasingly comfortable with technology. They are quick to adopt new tools and adapt them to serve their needs. While there has been a recognition of the importance of technology in teaching and learning and significant sums devoted to bringing our facilities and teaching tools up to standard, the college network is still vastly underperforming in this area.

Although Cégep à Distance was created over 20 years ago, the approach is to manage existing regular courses and programs through distance education—still largely based on a correspondence format—though there are now efforts to adapt off-site learning to new technologies. Compared to most of the other provinces in Canada, Québec is lagging when it comes to offering innovative technology-based programming. For colleges, this means that any commitment to build a better environment for learners would likely be done in isolation from other institutions in the system.

In a report on the state of e-learning, The Canadian Council on Learning (2009) suggests:

- "That a flexible approach to education and training is essential to prepare Canadians for the 21st century. This broadened paradigm will involve the full integration of learning technologies into education and training" (p. 5).
- "Numerous noteworthy studies have illustrated the importance and benefits of technology as a way to equip learners for the future. Because e-learning provides needed flexibility—any time, any place, and quality contextual training content—it is recognized as a fundamental tool for fostering a lifelong learning society" (p. 13).

This view is supported by many educational organizations. For example, in its "Call for Projects" booklet, the Centre collégial de développement de matériel didactique (CCDMD), or the Collegial Centre for Educational Materials Development, listed 36 fully online education projects, and 2 with an online component, out of 58 financed projects. Given that over 62% of the projects financed by the CCDMD were fully online, we may assume that the CCDMD and the educational material development community supports the concept of e-learning.

The complexity of student lives, with the pressure to maintain more than one occupation while pursuing their studies, suggests that our education system must adapt to their reality and provide tools that are efficient, flexible and innovative. Technology will not replace the pedagogical foundation of college teaching, but it needs to become a much more important complementary resource than it is now.

Vanier has been engaged in developing partnerships with other educational institutions to promote and enhance the role of technology in education. Identified as a priority under the current strategic plan, the development of innovative partnerships has been an important pursuit. Our initiatives with Gaspé and Sept-îles are good examples. Realistically, though, we are standing at the threshold of a field of activity with much greater potential. The current college funding structure, Annexe financière S026, recognizes this as a key element for providing education access to students across the province.

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16 Excerpts from this report were submitted by Michel Paquette, a teacher in Computer Science Technology, and currently a Faculty representative on the Strategic Plan Advisory Committee.
12.5 Demographics

12.5.1 Overview of Post-Secondary Education Participation in Québec

- Participation Rates: While there is an abundance of analysis on the impact of the CEGEP system, one of the most revealing statistics shows that the rate of participation in post-secondary education has gone from 20.5% in 1971 to 61.8% in 2006. Québec occupies the first rank in Canada among the 18-24 age group when it comes to the completion of post-secondary studies (42.5%), compared to a national average of 30.2% (Statistics Canada 2010).

- Employment: It is clear that the contribution of the college system to improving the level of schooling of the population has been significant: In 2010-2011, 94.3% of the graduates from technical programs found employment; the overall unemployment rate in the 15-24 age group was 3.4% for technical program graduates versus 13.4% for Québec as a whole. These data highlight the importance of maintaining an active and vibrant college system.

- Gender and Age: Overall numbers show that in 2011, there were 174,861 students enrolled in regular college programs. Of those, 57.9% were female, 48.6% were enrolled in pre-university programs, 46.4% in technical programs and 5.1% in Explorations (session d’acceuil) programs. The average age of pre-university students was 18.3 versus 21.1 for technical students.

- College Completion Rates: In terms of completion rates, 58.7% of CEGEP technical students graduate within two years of the prescribed time while pre-university students do so at a rate of 68.7%. These numbers clearly present a challenge to the system. It may be that rates are low because almost two-thirds of students (64.6%) work while at CEGEP (56.1% between 6 and 15 hours a week and 19.8% over 16 hours) (Source: Forthcoming). Work is underway by the larger education system to more fully understand these trends, but it is clear that any institutional planning must focus on ways and means to improve completion of studies.

12.5.2 Demographic Projections: 2012-2020

- System-Wide: Studies from a number of sources show an expected decrease in the number of students at the college level (Fédération des Cégeps; Service régional d’admission du montréal métropolitain [SRAM]; Conseil Emploi Métropol; MELS—dates forthcoming). Overall, it is anticipated that the number of college students will decrease by 26,500 between 2012 and 2020. This is a decrease of 16.1% for the province. For Montréal, the projection calls for a decrease of 11.1%, the third lowest rate after Laval (-10.9%) and Centre-du-Québec (-8.8%). At the other end of the list, regions like Gaspé (-36.1%), Mauricie (-25.5%), Saguenay-Lac St Jean (-25.5%) and Cote Nord (-24.2%) are the hardest hit. These data put two significant challenges into perspective:

  - The more rapid rate of enrolment decline in the regions will provoke potentially divisive discussions within the college system about its viability in its current form, i.e. 48 full autonomous, public colleges with a notable duplication of programs.

  - The necessity to think creatively about how to better work together, how to use technology, how to adopt innovation in pedagogy and how to move towards better integration of services between regular day programs, continuing education, part-time studies and hybrid programming.

17 Indeed, SRAM data, as of March 1st 2013, indicate that there has been a decline of 3.6% in applications for colleges of the greater Montréal region.
Vanier Initiatives: In many instances, Vanier has taken the lead by establishing partnerships with colleges in Gaspé and Sept-Iles for distance learning and with St-Laurent for joint programming in English and French. Expanding our efforts in these areas will contribute to ongoing reflection about technology and distance education within our system and serious efforts to develop new programs to serve a clientele currently underserviced in Québec and in Montréal, including part-time and adult learners.

12.5.3 Longer-Term Demographic Trends: 2020-2025

- **System-Wide and Vanier College:** Projections indicate that student numbers in Montréal will be on the upswing starting in 2020 to reach the same level as today in 2025. As for Vanier College, demographic projections predict a decline in enrolment from about 6,550 students in 2012-2013 to a low of 5,429 in 2020, progressing upward to 5,976 in 2025.

- **Geographic (Neighbourhood) Origins of Vanier Students:** The geographic origin of the Vanier student body is also an important factor. While manifesting trends similar to other colleges in terms of attracting most of our students from the adjoining communities (St-Laurent-Cartierville, Ville de Mont-Royal, Côte St-Luc, other central neighbourhoods and the West Island communities), Vanier has always been the college of choice for students coming from Laval and the Lower Laurentians because of proximity and ease of access. While this is still the case with almost 25% of our student body coming from that area, recent indications are that the expansion of the Metro system to Laval has had some impact. It is now faster and easier to commute by Metro from Laval to downtown Montréal than to commute by car or bus to Vanier. The possibility is that, over time, a larger proportion of our traditional intake may prefer to study downtown. This clearly has to be taken into account:
  - In our recruitment and retention strategies
  - In building stronger partnerships with institutions in the Laval and Lower Laurentian areas
  - In our efforts to become a more attractive destination providing a strong sense of community as well as unique and innovative programming

- **Multi-Ethnic/Multicultural Community:** A final and significant demographic trend for many Montréal institutions in general, but for Vanier in particular, is the strong presence of a growing multi-ethnic, multicultural community in need of educational services.
  - A report released in February 2011 by Emploi-Québec through the Conseil Emploi Métropole predicts that 60% of the population growth in the Metropolitan Montréal census area will be due to immigration: from 760,000 people in 2006, to 1,483,000 in 2031. This average increase of 2.7% per year is 4.5 times greater than that of the population born in Canada (0.6%). The percentage of immigrants will therefore grow from 20.7% of the total population in 2006 to 30.3% in 2031.
  - It is also noteworthy that the traditional predominance of European immigrants will be replaced by Asian and African immigrants. In that context, and although we have just begun to understand the implications of this demographic shift, Vanier is well positioned to respond. In 2011-2012, our student body was composed of students claiming citizenship in 85 different countries. Other data show 117 countries and almost all Canadian provinces as place of birth of our students. In planning our future, we must therefore continue to recognize the importance of this multicultural diversity of our students and build on the unique knowledge we have already acquired.
  - Current data show that Vanier has the highest ratio of allophones in the CEGEP system (Source is forthcoming) with that group representing more than one third of our total clientele (Registrar 2012).
For Vanier, this is an important element. Partly a reflection of the surrounding community (St-Laurent being among the most multi-ethnic neighbourhoods in the city of Montréal), it is also part of the evolution and character of the college and represents a central component of our future strategic plan objectives.

### 13 SWOT Analysis: Strengths, Weaknesses, Opportunities and Threats

**NOTE:** This section will be added as soon as the Strategic Plan Advisory Committee completes its analysis. There will be lots of room for suggestions and comments!
14 Reference List: External Sources


# 15 Appendix 1: CEEC Recommendation

Proposal from the CEEC for Reinforcement of the Recommendations – Vanier College

Recommendations 1, 4, 7 (responsibilities) to be grouped
Recommendations 2, 3, 5 (evaluation of student achievement) to be grouped
Recommendations 7, 8, 9 (Strategic Plan and Academic Success Plan) to be grouped

(*) As translated by the Entente Canada Québec translation services. Please note that this is not an official translation. The French version of the CEEC documents is the official version.

## Subject (date of report) | No. | Recommendations | Follow-up
--- | --- | --- | ---
Pedagogical Responsibilities 1-4-7

| Application of the IPESA (December 2011) | 1 | The Commission recommends that the College carry out the responsibilities related to the application of the Student Proficiency in the Language of Instruction Policy. (*) | Regroup recommendations 1, 4 and 7 concerning the responsibilities stated in the IPESA, the Program Evaluation Policy and the Student Proficiency in the Language of Instruction Policy. Establish a deadline for responding to these recommendations at the CEEC visit to the College on the evaluation of the effectiveness of the Strategic Plan (Winter 2013?).

| General Education (November 1999) | 4 | The Commission recommends that the College adopt an adequate institutional policy on the evaluation of student achievement (IPESA), disseminate it and establish a structure responsible to ensure its effective application. |

<p>| Institutional Evaluation (October 2004) | 7 | The Commission recommends that the College complete and clarify its institutional policies on pedagogical management (IPESA, Program Evaluation Policy, Student Proficiency in the Language of Instruction Policy), and ensure the rigorous application of these policies, particularly the Student Proficiency in the Language of Instruction Policy. | Documents to be submitted: see note at the end of the document. |</p>
<table>
<thead>
<tr>
<th>Application of the IPESA (December 2011)</th>
<th>2</th>
<th>The Commission recommends that the College ensure that all courses contain a final comprehensive evaluation of an adequate level to attest to the attainment, by all students, of the objectives according to the targeted standards and to ensure that passing the evaluation determines the successful completion of the course. (*)</th>
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<tr>
<td>Regroup recommendations 2, 3 and 5 concerning evaluation of student achievement.</td>
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<td>Application of the IPESA (December 2011)</td>
<td>3</td>
<td>The Commission recommends that the College ensure that all CAs (comprehensive assessments) attest to the integration of program competencies including the educational aims of general education. (*)</td>
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<td>Establish a deadline for responding to these recommendations to coincide with the CEEC visit to the College on the evaluation of the effectiveness of the Strategic Plan (Winter 2013†).</td>
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<tr>
<td>Respiratory and Anaesthesia Program Evaluation (December 2006)</td>
<td>5</td>
<td>The Commission recommends that the College implement measures to ensure that all courses in the program adopt practices in line with the requirements of competency based education as well as criteria ensuring equity of evaluation across all the courses in the program.</td>
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<td>Documents to be submitted: see note at the end of the document.</td>
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**Strategic Plan and Academic Success Plan 6-8-9**

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<th>Institutional Evaluation (October 2004)</th>
<th>6</th>
<th>The Commission recommends that the College clarify the mandates of the various committees and bodies, complete the job descriptions and record all information on its management practices.</th>
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<tr>
<td>Evaluation of the College’s Second Strategic Plan (December 2011)</td>
<td>8</td>
<td>The Commission recommends that the College develop a new Academic Success Plan. (*)</td>
</tr>
<tr>
<td>Evaluation of the College’s Second Strategic Plan (December 2011)</td>
<td>9</td>
<td>The Commission recommends that the College conduct the analysis of its situation in such a way as to make it possible to define the challenges determining the strategic choices to be made as a result. (*)</td>
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Group recommendations 7, 8 and 9 concerning the Strategic Plan and the Academic Success Plan.

Follow-up to be given at the CEEC visit to the College on the evaluation of the effectiveness of the Strategic Plan (Winter 2013?).

*Documents to be submitted: see note at the end of the document.*

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**Note:** These recommendations could be discussed at the CEEC visit to the College on the effectiveness of its Strategic Plan. The College was to submit its self-evaluation report to the Commission at the end of June 2012. The document has not yet been submitted.

Recommendations 1, 4 and 7: Follow-up report from the College on the actions implemented and meetings with persons/bodies responsible. Documents which show that the departments, the program committees, the Academic Council, the Office of the Academic Dean and the teachers carry out their responsibilities with regards to the application of the IPESA, the Student Proficiency in Language of Instruction Policy and the Program Evaluation Policy, both for the regular day division and Continuing Education. Analysis of a sample of course outlines from both sectors to look if they comply with the IPESA and the Student Proficiency in the Language of Instruction Policy.

Recommendations 2, 3 and 5: Follow-up report from the College on the actions implemented including an analysis of a sample of final course evaluations and Comprehensive Assessments (ESP) with the corresponding frameworks and course outlines. The sample must include courses in the Respiratory and Anaesthesia Technology Program, General Education and program specific courses for other programs, as well as Continuing Education courses. This sample must be submitted with the report and meetings will be scheduled, if necessary, with the persons/bodies responsible at the time of the CEEC visit to the College on the evaluation of the effectiveness of the Strategic Plan.
Recommendations 6, 8 and 9: Follow-up report from the College on the actions implemented; Copies of the committee mandates and management bodies and of the management job descriptions; Copy of the new Academic Success Plan (revised); Copy of the Environmental Scan for the new Strategic Plan (2013). Meetings upon the CEEC visit to the College on the evaluation of the effectiveness of the Strategic Plan.

The College plan to reinforce these recommendations must include deadlines and persons/bodies responsible for their implementation. It must be approved by the Board of Directors.