

The Student Success Plan for Champlain – Lennoxville: 2021-2026

Overview of the College

Champlain-Lennoxville respectfully acknowledges that the beautiful land on which we study, live and learn, Nikitawtegwasish (Little Forks), is the ancestral and unceded territory of the W8banaki Nation (Abenaki), the Ndakina.

With an average student population of just over 1,200 students, Champlain-Lennoxville is an English-language Cégep located in the heart of the rolling hills of the historical Eastern Townships in Quebec, Canada. Champlain-Lennoxville has an excellent reputation for high caliber pre-university programs, economically-relevant technical programs, a strong sense of community, dedication to student success and a long-standing tradition of exceptional student-athletics.



The primary mandate of Champlain-Lennoxville is to serve the English-speaking population of the historical Eastern Townships region (Annex I). The majority of students come from outside the immediate Lennoxville-Sherbrooke area, many from small towns and the surrounding countryside. Being a small English-language college in a rural setting, the College also attracts a number of students from traditional English-speaking communities such as the North Shore of Quebec, as well as Indigenous communities.

The region surrounding the College features numerous rivers, lakes, and hills with a multitude of multi-use trails with facilities for both alpine and Nordic skiing. The close proximity of such a varied natural environment allows the College to offer students a wide range of educational and recreational opportunities, including outdoor physical education courses such as downhill skiing, snowboarding, hiking, canoeing and windsurfing.





Map of the traditional Abenaki territory on which Champlain College Lennoxville is located. (source: Native Land Digital, 2021)

Champlain-College Lennoxville is a constituent college of Champlain Regional College:

A public, English-language, post-secondary institution that provides pre-university and technical college-level education and training, primarily in English, to learners in both Regular Day and Continuing Education programs [that] through its unique multiregional structure responds to the needs of diverse linguistic and cultural communities and contributes to the education and socio-economic development of the regions of Quebec. (...) The College is dedicated to fostering the individual success of its students and their development as well-rounded, responsible and informed citizens of the world.

The above excerpt from the College's *Mission, Vision and Values Statement* (see Annex II for full Statement) aptly reflects the mandate and aspirations of Champlain Regional College, including Champlain-Lennoxville. Champlain Regional College was established by an order in council on April 7, 1971, to serve the educational needs of the English-speaking communities surrounding Lennoxville and St. Lambert under a joint administrative model. The new structure was extended to include the English-speaking communities of the Quebec City region in 1972 with the addition of St. Lawrence.

Significant reflection, exchanges and petitioning by communities within the College resulted in Champlain being re-established under chapter two of the *College's Act* with a new Letters Patent in the fall of 2019. A major transition, the new structure witnessed the inception of constituent colleges for the regional locations, replacing the former designation of campuses, and increasing the autonomy afforded to each entity. Among the new responsibilities of the constituent colleges is the development and implementation of a Student Success Plan, of which the present document comprises the first such plan for Champlain-Lennoxville under the new structure.

Academic Profile

Champlain College Lennoxville offers nine DEC (*Diplôme d'Études Collégiales*) programs, five of which are pre-university programs and four are technical:

Pre-University Programs

- Arts, Literature & Communication (2 Profiles: Languages and Creative Arts) 500.A1
- Liberal Arts (2 Profiles: General and Math) 700.B0
- Science (2 Profiles: Pure & Applied and Health Sciences) 200.B0
- Social Science (5 Profiles: General, Commerce, Math, Criminology, and Psychology) 300.M0
- Visual Arts 510.A0

Technical Programs

- Accounting & Management Technology 410.B0
- Computer Science Technology 420.B0
- Nursing 180.A0
- Special Care Counselling 351.A0



International Studies

International Studies is an Enrichment Option at Champlain-Lennoxville for students in any program of study. Students take courses with an international focus and participate in special extra-curricular activities, including organizing the annual International Studies Symposium.

Springboard (*Tremplin DEC*)

Champlain-Lennoxville also offers three Springboard pathways for incoming students who seek additional support to transition successfully into college-level studies. One pathway is designed for students who are unsure of the program in which they wish to study or who may be waiting for admission into the program of their choice (due to missing pre-requisites or entering the College in the Winter); the other two are offered for students who need additional English- or French-language support. All three pathways offer students a selection of courses specifically designed for their needs and provide enriching extra-curricular activities, thus creating additional opportunities to strengthen academic skills in a supportive environment.



General Education

Common to all DEC programs, the General Education departments offer students required courses in English, French, Humanities and Physical Education. While first-semester courses in these subjects are generally prescribed, students are able to choose courses of personal interest in subsequent terms.

Continuing Education

The College offers one AEC (*Attestation d'Études Collégiales*) program in Early Childhood Education. A relatively recent addition to the College offerings, this three-year technical program corresponds to an important need for the local English-speaking community and is expected to welcome its third cohort in Fall 2021. Additional offerings within Continuing Education are anticipated in the coming years.

Profile of Services & Support for Students

Champlain-Lennoxville offers a variety of academic and psycho-social services and supports to students:

Academic Advisors are available to support students in choosing their programs, selecting their courses and changing their courses or programs. They are also available to help students on an individual basis with various study skills such as time management, notetaking and exam preparation. Faculty members use the **Early Alert System** to flag at-risk students to the Advisors so they can receive the appropriate support. The Academic Advisors also provide additional follow-up and support for students who have struggled academically in previous semesters.

Accessibility Services offers counselling and support services as well as coordinating accommodations for students with physical impairments, mental health concerns and/or learning difficulties.

Indigenous Student Services provides personal and individualized support services and activities designed to foster a sense of community and support academic success. The service also offers a dedicated gathering space in the form of a student lounge.



Psycho-social support is available to students through various professionals and technicians with a specialization in counselling. As well, a **Sexual Violence Prevention Coordinator** (a social worker) ensures the development and organization of initiatives pertaining to the awareness and prevention of sexual violence, as well as supporting students who may experience emotional, social, academic and family difficulties. The coordinator plays a critical role in organizing annual training, including the By-Stander Awareness Program, for all incoming students.

SEXed is a peer-educator initiative supported by dedicated faculty and professionals and that provides counselling and a safe space for students with questions about sexual and gender identities, birth control, healthy relationships, safer sex and general sexual health. SEXed is also instrumental in organizing information and awareness campaigns throughout the academic year.

Academic workshops staffed by peer tutors are offered in a number of subjects including Economics, Chemistry, Math, Physics, Quantitative Methods, Spanish, German and History. Another peer initiative, the **Cougar Ambassadors** are a student leadership and peer-support team who help new students transition into college and who remain involved throughout the year at a variety of College events and activities.

The Reading and Writing Workshop supports students seeking to improve their English-language writing skills; the **English peer tutors** work with students on a regular one-on-one basis to support students seeking to improve their English writing, reading or speaking skills; and the English **Exit Exam prep workshops**, held every semester, allow students to prepare and practice for the Exit Exam under the guidance of an experienced English teacher.

CLEO (*Centre de langue écrite et orale*) offers individualized mentoring services in both written and oral French, and affords students a study room with dictionaries, French-language reference materials, writing guides and anthologies of Québécois and French literature.

Extra-Curricular Student Life

There are a number of extra-curricular activities at the College that offer students valuable enrichment opportunities:

- For almost twenty years the Refugee Sponsorship Committee, a joint-initiative of Bishop's University and Champlain with the help of the wider community, has annually welcomed two refugee students to campus and supported them for the year, materially and emotionally, while they adjust to life in Canada.
- Since 2003, the Eastern Townships Mae Sot Education Project has engaged student volunteers from the College and Bishop's University to provide ESL enrichment in schools for migrant and refugee children living on the Thai-Burmese border.
- An international exchange partnership was established in 2017 with a school in Gelnhausen, Germany and since, annual student-exchanges have been organized between the two institutions. The Covid pandemic has forced a hiatus but exchanges are expected to resume with German students typically travelling to Canada in the fall and Champlain students to Germany at the end of May.
- A variety of student clubs are offered each year such as the Gamers Club, Philosophy Circle, Anim-Manga, and Green Champlain.





Student-athletes form a considerable percentage of our population, averaging 230 students in the last two academic years and typically approaching 20% of the student body. These student-athletes are spread over ten teams, namely football, basketball, hockey, lacrosse, soccer and cross-country for male students, and rugby, basketball, hockey, soccer and cross-country for female students. All teams play within the collegial leagues of the RSEQ (*Réseau du sport étudiant du Québec*).



For students needing to live away from home during their studies, the College offers apartment-style residences that are relatively unique in the Cégep system. The Winder Street Residence complex consists of six buildings, each with 15 apartments. The complex can house up to 317 students, and a Residence Life Team comprising college employees and senior students provides support and helps foster a strong sense of community amongst students. In addition, a dedicated group of faculty and student volunteers organize and maintain a community garden at the residences to ensure students have

access to a supply of fresh vegetables during the fall semester.

Table 1 shows the numbers and percentages of regular-day students living in residence, and those living off-campus (either with their parents or in apartments of their own), for the past three Fall cohorts.

Table 1: Regular-Day Students by Type of Accommodations

	Fall 2018	Fall 2019	Fall 2020
Students Living in Residence	289 (23.3%)	307 (24.9%)	274 (22.3%)
Students Living Off-Campus	951 (76.7%)	926 (75.1%)	954 (77.7%)

The dip in the residence population in the Fall of 2020 is due in large part to many students opting to learn from home via distance education because of the Covid pandemic.

It is too early to assess what longer-term impact Covid-19 may have on overall enrollment and student success; for the purposes of this initial Student Success Plan, the data and analysis focuses on the pre-Covid period.

University-Caliber Facilities

Champlain-Lennoxville is situated on the campus of Bishop's University in Lennoxville, a bilingual borough of the city of Sherbrooke. Long-standing agreements between the two post-secondary institutions have afforded significant opportunities for the sharing of infrastructure and services. As a result, Champlain students benefit from access to a full range of high-caliber university facilities and related services. These include classrooms and laboratories, a 156-seat concert hall; a 550-seat theatre with workshop, rehearsal and dressing rooms; and an art gallery that hosts curated exhibitions of contemporary art.



Champlain students have access to the Bishop's University Library Learning Commons, which can accommodate over 610 users for individual or group study. Reference librarians and library staff are available to provide front desk services, library instruction and orientations services, and research support to faculty and students. The holdings consist of more than 600,000 items, including books, microforms, and audio-visual materials. The facilities include computer access, a reference room, a language lab, a music room, a periodical reading room, a map room and 11 seminar rooms for group study. Wireless

internet is available throughout the building, making it an ideal interactive learning space.

Champlain students may also avail themselves of the University's newly-renovated Sports and Recreation Centre which features several facilities designed to promote health and wellness, including a double gymnasium, a 25-metre swimming pool, squash courts, an indoor jogging track and studios for gymnastics, aerobics, yoga, Pilates, fitness, and weight-training. Outdoor facilities on campus include a golf course, a professional-quality trail for cross-country skiing, and an artificial turf field.



A health clinic and a sports medicine clinic are also situated in the Sports and Recreation Centre. The former is staffed Monday through Friday by nurses and two part-time doctors and offer students exceptional access to medical care on campus.

The Student Success Plan

The development of the present Student Success Plan began with an initial community conversation within Champlain-Lennoxville on student success in January of 2019. The Student Success Development Plan grew out of this initial conversation and was subsequently adopted by the Commission of Studies and the Governing Board in the spring of 2020. The process of developing the Student Success Plan consisted of five phases:

- analysis of the local student population
- identification of the main obstacles to success facing students
- adoption of measurable objectives by which to assess improvements in student success
- selection of indicators to track the results of efforts to improve student success, and
- implementation of measures to monitor the results and adjust the Student Success Plan as needed.

To lead this process, in Fall 2020 a Student Success Working Group was formed, composed of the Director of the Constituent College, the Dean of Faculty and Academic Affairs, the Dean of Student Services, the two Pedagogical Counsellors and three faculty members. Once the initial work of preparing the draft Student Success Plan was largely completed, the Working Group held a townhall meeting with faculty and staff in February of 2021 to report on the choice of student success objectives and to gather feedback. This meeting was followed by a consultation with the Champlain Students Association. Following these discussions, a draft of the Student Success Plan was shared with the College community for further consultation. Feedback obtained from consultations was then integrated into a final revised version to be presented to Commission of Studies and the Governing Board for adoption.

The data accessed and analyzed throughout the process included the following:

- the student success indicators established by the Ministry (first-semester course success rates, third-semester retention rates and graduation rates) and comparisons on these points with the public college network,
- other program health indicators (e.g., enrollment data, program change rates, English Exit Exam results, etc.), and
- a gender-based analysis of all of the above data.

In the process of developing the plan, a first for Champlain-Lennoxville as a constituent college, the Working Group attempted to carry out a careful analysis of the characteristics of its student population in order to identify the obstacles and challenges to student success. The Working Group encountered some difficulties in accessing and analyzing data locally. Significant system

limitations became evident when seeking success information for specific subgroups of students, such as Indigenous students, student athletes, students with part-time jobs, students living away from home and students with physical impairments or learning difficulties.

Portrait of the Student Body

Over the past five years (from Fall 2016 to Fall 2020), the Fall enrollment at Champlain Lennoxville has averaged 1251 students. Figures 1 and 2 show how this average enrollment is broken down by type of program and by gender:

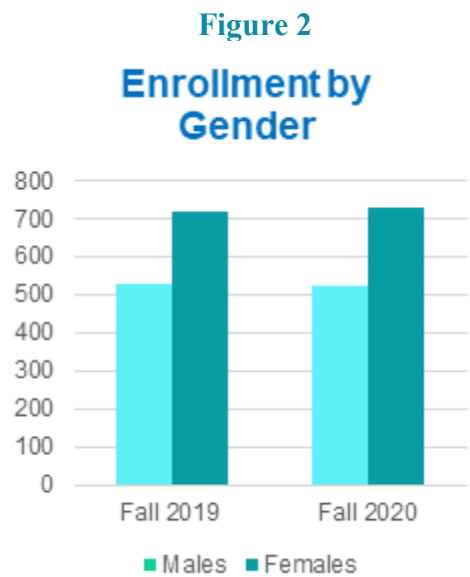
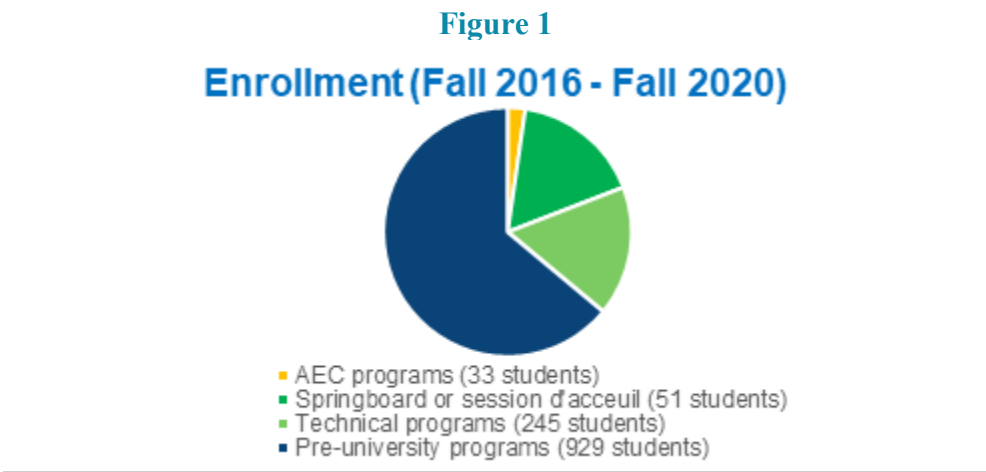


Table 2 provides a further breakdown of the student population by type of program for the last two Fall semesters.

Table 2 Enrollment by Gender and Type of Program Fall 2019 and 2020

Semester	Female Students	Male Students	Total Students
Fall 2019			
Pre-University Programs	519	430	949
Technical Programs	161	82	243
Springboard	26	15	41
Total Day Sector	706	527	1233
AEC Programs	11	0	11
Total Both Sectors	717	527	1244
Fall 2020			
Pre-University Programs	519	412	931
Technical Programs	167	88	255
Springboard	22	20	42
Total Day Sector	708	520	1228
AEC Programs	22	1	23
Total Both Sectors	730	521	1251

The data for the past five years (see Annex III) show that the enrollment figures at Champlain-Lennoxville in both the regular-day sector and Continuing Education declined slightly but have been on the rebound since Fall 2018, especially in the regular day sector. In this sector, the percentage of students enrolled in technical programs has increased from 18.8% in Fall 2017 to 20.8% in Fall 2020, while enrollment in pre-university programs declined from 76.4% in Fall 2017 to 75.8% in Fall 2020, and enrollment in Springboard declined from 4.76% in Fall 2017 to 3.4% in Fall 2020.

In Continuing Education, the total number of AEC students fell from 92 in Fall 2016 to an ultimate low of 11 in Fall 2019 to 23 in Fall 2020. This decline in student numbers is due to a reorganization of this sector at the College and a reduction in the number of AEC programs.

Female students consistently outnumber male students in the overall enrollment and in the regular day sector (at just under 60% in both cases). The full statistics for gender (Annex III) show that some programs – like the Pure & Applied Sciences, the Math and Commerce Profiles in Social Science and Computer Science – are consistently male-dominated, while others – like Health Science, the Criminology and Psychology Profiles in Social Science, the Languages Profile in ALC, the Math Profile in Liberal Arts, and Visual Arts, Nursing and Special Care Counselling – are consistently female-dominated. The other programs are more gender-neutral.

The gender balance among Springboard students had been tipping toward the male side for some time, with a major increase in the Fall 2018 cohort, which was 67% male, but that trend reversed in the following year, with the Fall 2019 cohort being 63% female and the Winter 2020 cohort 59%.

Figure 3 illustrates the high school entering averages of Champlain-Lennoxville students by gender over a five-year period (2015-2019).

Figure 3
High School Averages

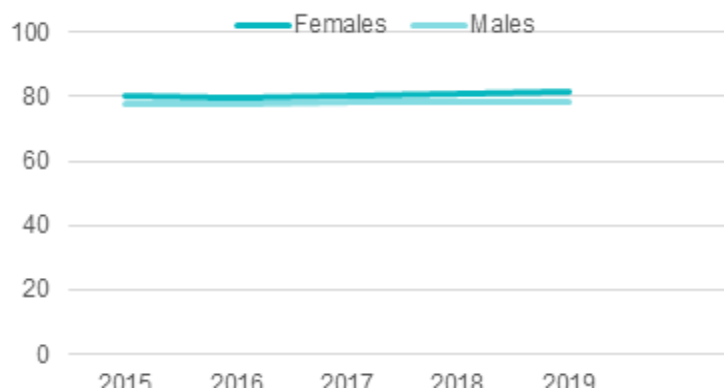


Table 3 provides further details on the entering average by both gender and cohort. Population A students are those who enter college straight out of high school, while Population B students are those who enter a program with previous Cégep experience.

Table 3 **Entering High School Averages by Cohort (All Programs Combined)**

	F2015		F2016		F2017		F2018		F2019	
Pop.	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
A	81.2	78.0	79.9	77.9	81.1	78.6	81.4	78.7	81.7	78.5
B	76.2	72.7	76.5	77.2	75.6	76.8	78.0	76.4	79.2	75.2
A + B	80.5	77.4	79.3	77.7	80.3	78.4	80.9	78.4	81.3	78.0

Table 3 shows that the entering high school averages of Population B students can be as many as 5.5 percentage points below those of Population A students (the female students in Fall 2017), although the difference is often much less. Furthermore, the number of Population A students so outweighs the number of Population B students that the lower averages of the latter make little difference when the two groups are combined; that is, there is little discrepancy between the entering averages of Population A students and those of the two groups of students combined.

The table also shows that the entering averages of both male and female students have experienced a slight increase over time. As well, the entering averages of female students are consistently higher than those of male students, and the entering averages of male students are consistently below 80. This phenomenon may be a contributing factor to the fact that female students consistently outperform male students on the Ministry of Education's student success metrics (see Annex V), but we have not yet been able to study the question thoroughly.

Other groups of students that we have not been able to track thoroughly are students with physical impairments or diagnosed learning difficulties, and Indigenous students, although the College has developed specific support services designed to assist them.

During the period from Fall 2014 to Fall 2020, the number of students seeking accommodations for physical impairment or learning difficulties entering the College has fluctuated. It first rose from 74 in Fall 2014 to 110 in Fall 2016, then declined to 70 in Fall 2019, and then jumped to 100 in Fall 2020. In the academic year 2019-2020 the percentage of female students in this group was 60% or slightly lower. (The College's support services for students facing learning challenges are also available to students who are not diagnosed or whose problems are less severe.)

Over the three-year period from Fall 2017 to Winter 2020 the number of Indigenous students with government-recognized status at Champlain-Lennoxville has remained steady at between 21 and 29 students, but our current information system does not allow us to consistently monitor student success information for this student population.

Moving forward, and in response to the Truth and Reconciliation Commission's Calls to Action, we as a campus community are committed to "Education for Reconciliation." Seeking to forge reciprocal relationships with its Indigenous partners in order to contribute to the success of Indigenous and non-Indigenous students alike, in 2020 the College established our Indigenous Advisory Circle. Its responsibilities include providing guidance in the area of decolonizing and indigenizing the curriculum and exploring ways of creating a more inclusive culture of reconciliation on our campus.

A final group of students whose experience we would like to study more fully are our student athletes. As noted earlier (p. 6), on average 230 students participate in our ten teams every year, almost 20% of regular-day students. The participation rate is even higher among male students, running more than 27%; the figure for female students is 12% (see Annex IV). Four of these teams compete at the Division 1 level: football and hockey for the male students, and hockey and basketball for the female students. At this level of competition, the time commitment and discipline required of student-athletes is significant. At present we cannot easily determine the impact of participation in team sports at this level on student success, but given the high level of participation it should be explored further.

Ministerial Metrics for Student Success

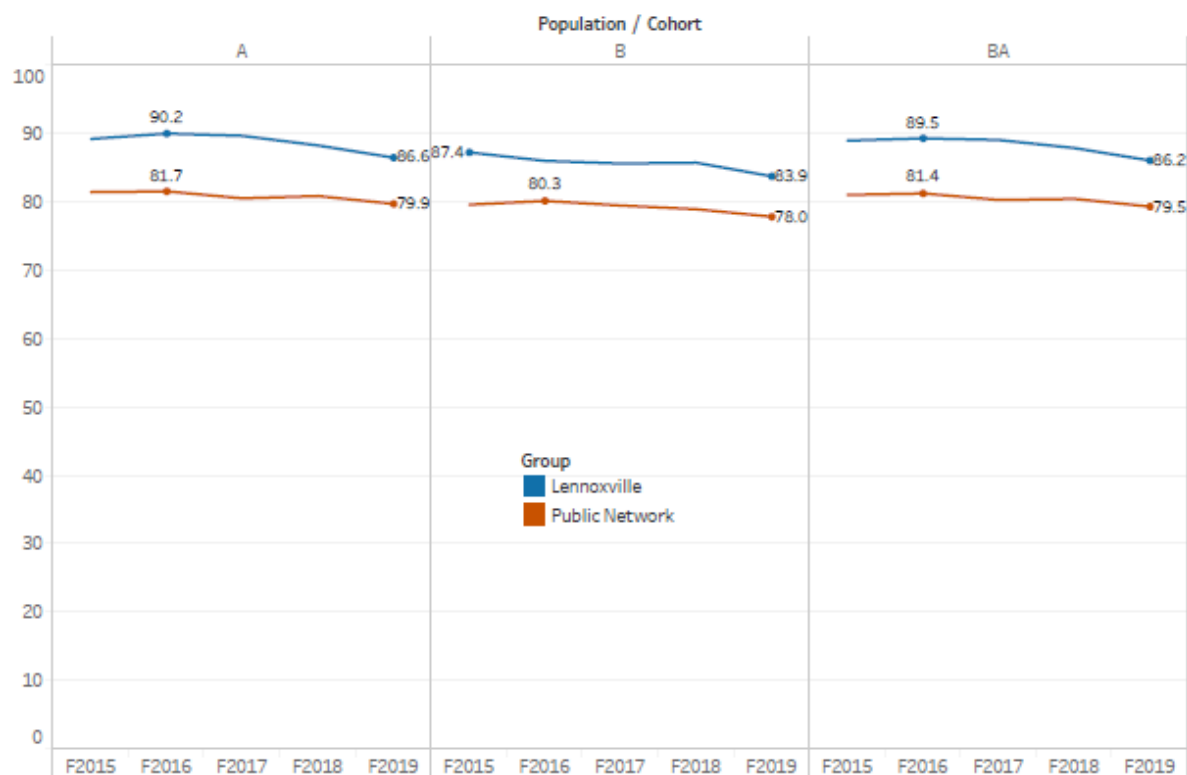
The standard metrics used by the Ministry of Education are important measures of student success. These are: the average first-semester pass rate (i.e., the average number of courses passed by students in their first semester), the percentage of students who pass all of their first-semester courses, the retention of students within the same program of studies in their third semester, and the percentage of students who graduate from the College within a two-year period after the prescribed time to graduate for their program (so two years plus two years for a pre-university program, and three years plus two years for a technical program).

Figures 4a and 4b show how well our students perform on the two first-semester metrics as compared to the public collegial network as a whole. Champlain-Lennoxville students on average out-perform when it comes to the first-semester pass rate and the percentage of first-semester

students passing all of their courses. However, it also illustrates a decline in performance of recent cohorts.

Figure 4a

Average 1st-semester pass rates (%) by population at Champlain College Lennoxville (all programs combined)



Notes:

(1) Data source = PSEP (Profil Scolaire des Étudiants par Programme) database maintained by SRAM

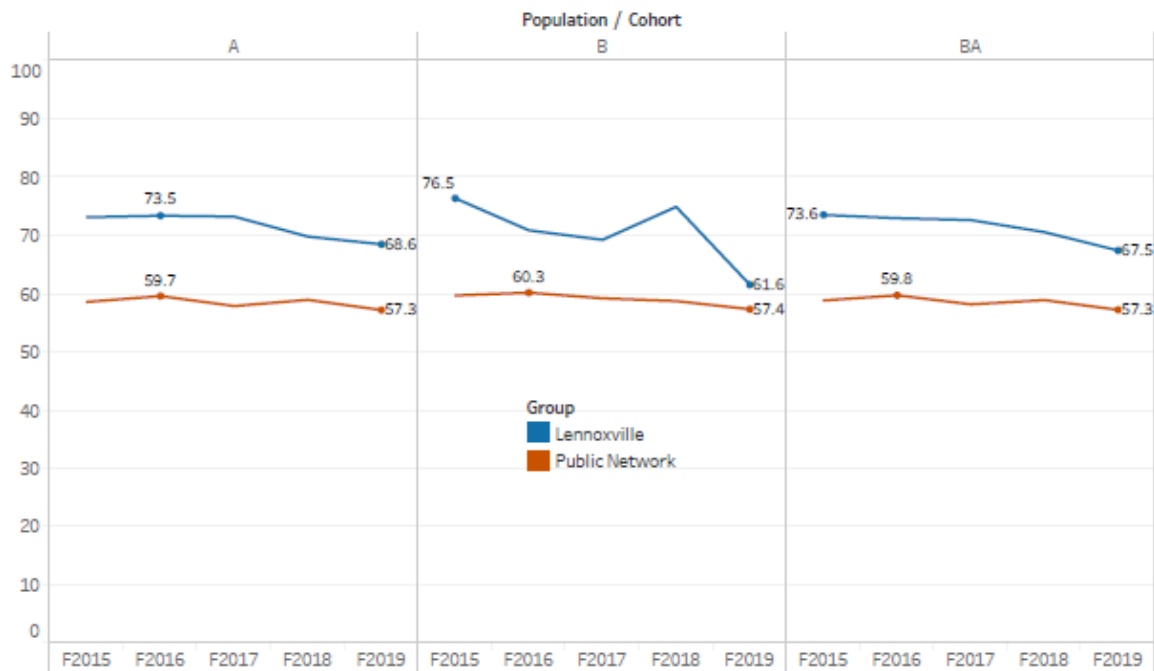
(2) Data point labels represent the maximum and minimum values for the particular subgroup.

Group	Population		Cohort				
			F2015	F2016	F2017	F2018	F2019
Lennoxville	A	Avg Pass R..	89.4	90.2	89.8	88.4	86.6
		Student Co..	474	445	431	455	474
	B	Avg Pass R..	87.4	86.2	85.8	85.9	83.9
		Student Co..	68	93	75	80	86
	BA	Avg Pass R..	89.1	89.5	89.2	88.1	86.2
		Student Co..	542	538	506	535	560
Public Network	A	Avg Pass R..	81.6	81.7	80.7	81.0	79.9
		Student Co..	37,069	36,313	36,256	35,656	36,749
	B	Avg Pass R..	79.8	80.3	79.6	79.1	78.0
		Student Co..	10,703	10,568	10,183	9,509	10,132
	BA	Avg Pass R..	81.2	81.4	80.5	80.6	79.5
		Student Co..	47,772	46,881	46,439	45,165	46,881

The table in Figure 4a provides first the average pass rate and then the student count or number of students for each cohort. Population A students are fresh from high school, while Population B students have previous college experience (Population BA are the two populations added together).

Figure 4b

Percentage of students by population passing 100% of their 1st-semester courses at Champlain College Lennoxville (all programs combined)



Notes:

(1) Data source = PSEP (Profil Scolaire des Étudiants par Programme) database maintained by SRAM

(2) Data point labels represent the maximum and minimum values for the particular subgroup.

Group	Population		Cohort				
			F2015	F2016	F2017	F2018	F2019
Lennoxville	A	Student Count	474	445	431	455	474
		Sem1 Pass 100 Pct (N)	347	327	316	318	325
		Sem1 Pass 100 Pct (%)	73.2	73.5	73.3	69.9	68.6
	B	Student Count	68	93	75	80	86
		Sem1 Pass 100 Pct (N)	52	66	52	60	53
		Sem1 Pass 100 Pct (%)	76.5	71.0	69.3	75.0	61.6
	BA	Student Count	542	538	506	535	560
		Sem1 Pass 100 Pct (N)	399	393	368	378	378
		Sem1 Pass 100 Pct (%)	73.6	73.0	72.7	70.7	67.5
Public Network	A	Student Count	37,069	36,313	36,256	35,656	36,749
		Sem1 Pass 100 Pct (N)	21,746	21,668	21,013	21,045	21,046
		Sem1 Pass 100 Pct (%)	58.7	59.7	58.0	59.0	57.3
	B	Student Count	10,703	10,568	10,183	9,509	10,132
		Sem1 Pass 100 Pct (N)	6,397	6,368	6,037	5,592	5,817
		Sem1 Pass 100 Pct (%)	59.8	60.3	59.3	58.8	57.4
	BA	Student Count	47,772	46,881	46,439	45,165	46,881
		Sem1 Pass 100 Pct (N)	28,143	28,036	27,050	26,637	26,863
		Sem1 Pass 100 Pct (%)	58.9	59.8	58.2	59.0	57.3

The table in Figure 4b provides first the number, and then the percentage, of students passing 100% of their first-semester courses.

Figures 4a and 4b show a consistent downward trend over the last five pre-Covid cohorts. This is particularly true in terms of the percentage of students passing all of their first-semester courses, which has declined from 73.6% to 67.5%. **This means that roughly 30% of students transitioning into college directly from high school are not passing all of their courses in their first semester at the College. The average first semester pass rate has also declined by almost three percentage points for the last five cohorts, from 89.1% to 86.2%.** Current studies suggest that the transition from high school to college-level studies poses many challenges for students, particularly for those who already face learning challenges. Additional challenges stem from having to adapt to a new school and environment, study habits that may not be suitable for higher education, loneliness and isolation related to being away from home, and understanding the overall expectations of academic success.

Table 5 compares Champlain-Lennoxville students to those of the public network as a whole in terms of the percentage of students who remain in the same program or in any program at the College into the third semester of their studies.

Table 5 Comparison of Retention Rates in the Third Semester

Metric (in %)	Lennoxville Compared with the Public Network (All Programs; Groups A + B)									
	F2015		F2016		F2017		F2018		F2019	
	L	PN	L	PN	L	PN	L	PN	L	PN
Third Semester Same-Program Retention Rate	65.7	56.2	67.7	56.3	67.8	56.4	65.6	56.6	68.6	61.0
Third Semester Any-Program Retention Rate	76.2	72.3	79.2	72.1	79.2	71.8	77.2	71.3	76.2	75.3

Here, again, Champlain-Lennoxville students outperform those of the public network as a whole, but their retention rate in the same program is below 70% and fluctuating from 65.7% in the Fall 2015 cohort to 68.1% in the Fall 2019 cohort). Retention in any program in the 3rd semester is also higher for Lennoxville students when compared to the network, but only slightly fluctuating from a low of 76.2% to 79.2% during the period of F2015 to F2019.

Retention rates in the fourth and fifth semesters are also a problem. Table 6 indicates the cumulative growth of the percentage of students in Population A who leave the College without graduating, either in their original program or in another program. The three Fall semesters mentioned in the top line of the table indicate the cohorts that were examined in their second, third and fourth semesters at the College (or second through sixth semesters for technical programs). In the first part of the table the Social Science students in Population A who entered the College in Fall 2016 had lost 9.89% of their original number by Winter 2017, 18.5% by Fall 2017, and 22.4% by Winter 2018. (In the case of Springboard, which is not a program on its own, the percentages indicate the percentage of students whom the College failed to retain in any program.)

The second part of the table does the same thing for the technical programs. In these three-year programs, the available figures for the Fall 2018 cohort only go up to the 4th semester. (It is worth

remembering that the Population A enrolment figures in some small programs are quite low, so a rate of 5% can represent only one student.)

Unlike the previous tables, Table 6 treats retention as keeping the students at the College in any program of study, not just their original program, because sometimes switching programs, even if it delays their graduation, can be the right decision for some students. This is another issue that we would like to explore further.

Table 6a Percentage of Population A Leaving the College without Graduating (Pre-University Programs)

Program	Fall 2016					Fall 2017					Fall 2018		
	2 nd	3 rd	4 th	5 th	6 th	2 nd	3 rd	4 th	5 th	6 th	2 nd	3 rd	4 th
ALC	16.7	33.3	33.3	42.9	42.9	4.2	29.2	33.3	37.5	37.5	16.7	41.7	44.4
Liberal Arts	12.5	12.5	12.5	12.5	12.5	16.7	16.7	27.8	33.3	33.3	8.3	16.7	25.0
Visual Arts	11.1	11.1	22.2	22.2	22.2	10.0	18.2	18.2	27.3	27.3	0.0	42.9	42.9
Science	4.4	15.6	14.4	17.8	21.1	4.2	7.3	8.3	13.5	14.6	4.5	13.5	16.2
Social Science	9.8	18.5	22.4	31.2	32.2	7.2	21.5	23.8	28.7	31.5	7.4	15.9	21.0
Springboard	19.6	34.8	43.5	45.7	56.5	24.4	36.6	48.8	51.2	51.2	34.7	49.0	55.1

Table 6b Percentage of Population A Leaving the College Without Graduating (Technical Programs)

Program	Fall 2016					Fall 2017					Fall 2018		
	2 nd	3 rd	4 th	5 th	6 th	2 nd	3 rd	4 th	5 th	6 th	2 nd	3 rd	4 th
AMT	0.0	0.0	6.7	6.7	13.3	16.0	24.0	32.0	36.0	36.0	19.2	46.2	50.0
Nursing	5.3	15.8	26.3	21.1	31.6	0.0	10.5	15.8	15.8	21.1	17.2	17.2	17.2
SCC	11.8	17.6	35.3	35.3	35.3	5.5	16.7	33.3	38.9	38.9	6.7	6.7	13.3

The figures in Table 6a) and 6b) demonstrate that sometimes a significant proportion of students may drop out both before and/or after the 3rd semester. In pre-university programs, for example, **it is not uncommon for a cohort to have lost 20% or more of its Population A students by the 4th semester, and 40% or more by the 5th semester. In many of these programs, the drop-out rate has been increasing over time.** In the technical programs the figures are somewhat better; however, between the third and fourth semesters there is often a significant increase in the number of the students who leave the College before graduating.

Finally, Table 7 compares Champlain-Lennoxville students with those of the public network as a whole in terms of how many students complete their initial program or any program and graduate from the College within a two-year period after the prescribed time to graduate (two years plus two years for a pre-university program, and three years plus two years for a technical program).

Table 7 Comparison of Graduation rates within the Prescribed Period of Time+ 2 Years (Same-program and Any Program)

Metric (in %)	Lennoxville Compared with the Public Network (All Programs; Groups A + B)									
	F2011		F2012		F2013		F2014		F2015	
	L	PN	L	PN	L	PN	L	PN	L	PN
Same-Program PPT+2 Graduation Rate	51.1	42.4	52.6	42.6	53.6	43.5	56.4	42.1	55.4	41.9
Any-Program PPT+2 Graduation Rate	57.4	54.1	60.1	54.6	59.8	55.7	63.0	54.9	63.5	54.5

Once again, the Champlain-Lennoxville students outperform those of the public network. However, the fact remains that, **even if we extend the expected time to graduate by two years, students have only slightly better than a 55% chance to finish their initial program and graduate or slightly above 60% to graduate from any program within the prescribed period of time +2 years.** Like the percentage of students passing all their courses in the first semester, retention and graduation rates need to be improved.

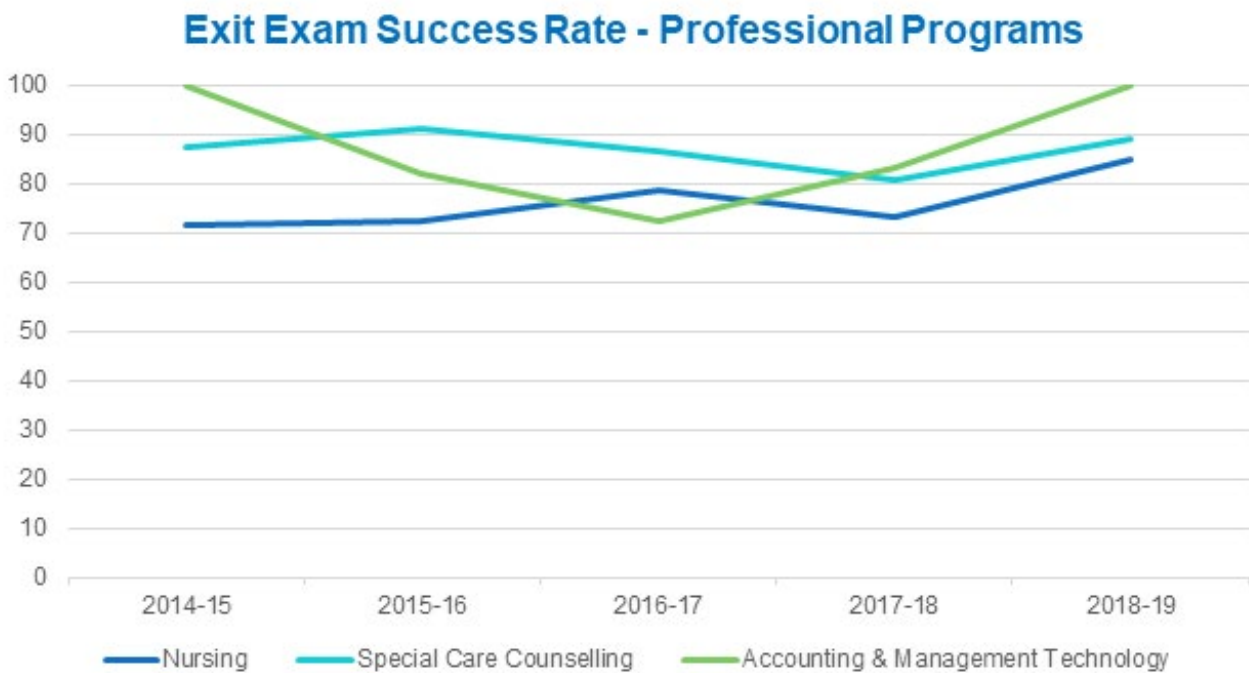
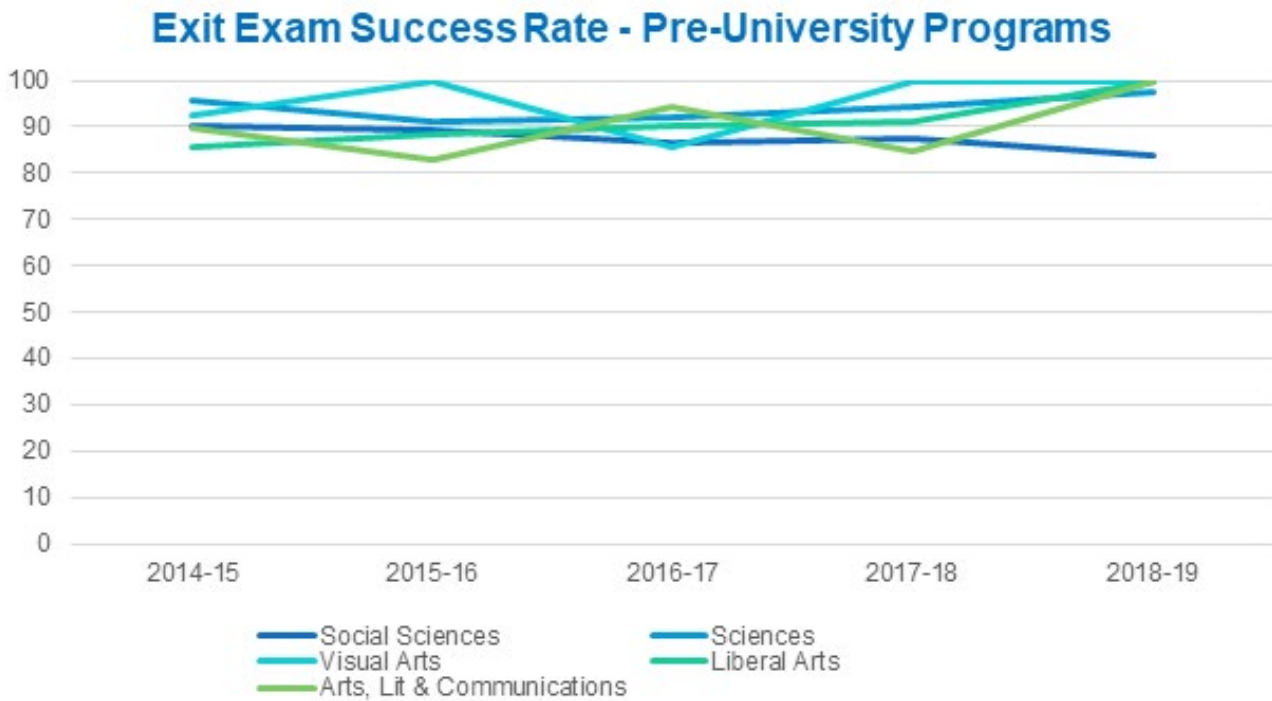
A more detailed examination of the performance of Champlain-Lennoxville students on these standard Ministerial metrics also illustrates that, generally speaking, female students are more successful than male students, most markedly in the Social Science program (see Annex V).

Finally, Table 8 shows the success rates for each program's students in their first attempt at the English Exit Exam (in the academic year that they wrote the exam).

Table 8 English Exit Exam Success Rates – First Attempt

Program	Success Rates in First Attempt of English Exit Exam (Groups A and B)				
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
ALC	89.6	82.9	94.1	84.6	100
-- Creative Arts	-----	-----	100	100	100
-- Languages	-----	-----	93.8	80.0	100
Liberal Arts	85.7	88.2	90.0	90.9	100
Visual Arts	92.3	100	85.7	100	100
Science	95.5	90.9	92.2	94.5	97.4
Social Science	90.2	89.5	86.7	87.4	93.8
-- SS General	83.0	79.5	83.6	86.7	96.1
-- SS Crim.	92.6	97.7	90.0	97.4	92.1
-- SS Psych.	92.6	100	83.3	88.1	94.7
-- SS Commerce	92.3	80.0	88.6	76.3	95.2
-- SS Math	100	92.9	92.3	91.7	81.8
AMT	100	81.8	72.2	83.3	100
Nursing	71.4	72.2	78.6	73.3	85.0
SCC	87.5	91.3	86.4	80.8	88.9

Figure 5



As Table 8 and Figure 5 both illustrate, the Exit Exam success rates at Champlain-Lennoxville generally exceed 80%. While this is a relatively high percentage, it must be remembered that, since the Exit Exam comes relatively late in a student's academic career at the College, these success rates cannot capture the students who leave before taking the Exit Exam.

Ultimately, while analysis like this can reveal areas of concern in student-success rates, it cannot explain why Champlain-Lennoxville students face such challenges. This is largely due to a dearth of information; **there are gaps in the ability of current information systems to identify and track students (and subgroups of students) who might face particular obstacles to success, as well as a lack of integration between the various existent systems.**

Summary of Student-Success Challenges

This analysis shows that Champlain-Lennoxville faces four main challenges to student success: (1) An inadequate percentage of students who enter the College directly from high school are passing 100% of their first-semester courses; (2) The 3rd semester retention rate of students entering the College directly from high school is low; (3) An inadequate percentage of students are graduating within the prescribed period of time +2 years (PPT+2); and (4) Lack of information about the student body and factors affecting student success.

(1) An inadequate percentage of students who enter the College directly from high school are passing 100% of their first-semester courses

Over the past five years, there has been a downward trend in the percentage of students passing all of their courses in the 1st semester at Champlain Lennoxville; this has declined from 73.6% down to 67.5%. As such, approximately 30% of new students are experiencing at least one course failure during their 1st semester of College. The significant percentage of students who experience failure during their first semester provides an important indicator for better understanding the downward trend observed in retention and graduation rates.

Given the context of the pandemic, it may be anticipated that 1st year success rates in the Cégep network will only worsen in the coming three years. Students who are currently in secondary levels 3, 4, and 5 of high school are likely to face even greater challenges to successfully transitioning and adapting to the expectations of college-level studies.

(2) The 3rd semester retention rate of students entering the College directly from high school is low

The overall same-program retention rate in the third semester remains low, at around 69%, and the retention rates in the 4th and 5th semesters generally continue to decline beyond this point. In some programs, the retention rates are declining. The any-program retention rates (i.e. those that consider students who have changed programs “retained” provided they continue to study at the College) are somewhat better but still low at around 76%.

The issues with retention (and graduation) rates are easiest to track for Population A, those students who enter college straight out of high school. Population B consists of a relatively small number of students who already have experience in college-level studies when they enter their program of studies. As a result, Population A students will be our major focus.

For a detailed breakdown of the performance of Population A students specifically on the Ministerial success metrics, please see Annexes VI through IX.

(3) An inadequate percentage of students are graduating within the prescribed period of time +2 years (PPT+2)

The PPT+2 graduation rates (program length plus two years) in the same-program remain low, at around 56%. In many programs, these rates have not improved with any significance in the last five cohorts. The PPT+2 graduation rates in any program are also quite low at only 63.5%.

One apparent recommendation for improving retention and graduation rates would be to enhance both academic and non-academic student support services designed to support students throughout their college career (e.g., discipline workshops, peer helpers, the First-Semester Experience, SEXed, guidance counselling, etc.). That said, the College currently lacks the necessary information systems to fully identify and assess factors contributing to this problem, but it can draw on existing research into student success and develop its local mechanisms for identifying and addressing the problem (e.g., exit interviews and student surveys regarding mental health, job demands, etc.).

(4) Lack of information about the student body and factors affecting student success

The technical limits of data systems and constraints on system-access have shown the College lacks the necessary means to conduct significant and continual analysis of the characteristics of the student population. Efforts to identify the obstacles related to success and graduation rates are therefore hampered. The College needs (1) to thoroughly identify and assess potential obstacles faced by specific at-risk student populations (e.g., male students, students with mental health issues, HAN students, Indigenous and racialized students) and (2) to develop an integrated information system capable of monitoring student success data in a more consistent and significant manner. A first step toward these goals would be to increase the number of students who complete the province-wide survey of *cégep* students, *Sondage provincial sur les étudiants des cégeps* (SPEC 1 for those entering first-semester studies and SPEC 2 for those in their second semester), which gathers voluminous and detailed information on the characteristics of college students. At present the deployment of this survey at Champlain-Lennoxville tends to be inconsistent with low response rates.

Summary Table: Student Success Challenges, Objectives, Indicators and Targets

<i>Challenge</i>	<i>Objective</i>	<i>Indicators</i>	<i>Target</i>
1. An inadequate percentage of students who enter the College directly from high school are passing 100% of their first-semester courses	To raise the percentage of Population A students passing 100% of their first semester courses by 5% in the next 5 years	The % of Population A students in technical programs who are passing all of their 1st semester courses The % of Population A students in pre-university programs who are passing all of their courses in their 1st semester	Baseline (the five-year running average for F2015-F2020): 73% Goal by Year 5: 78% Baseline (the five-year running average for F2015-F2020): 75.8% Goal by Year 5: 80.8%
2. The 3 rd semester retention rate of students entering the College directly from high school is low	a) To raise the % of Population A students in technical programs who are still registered at the College in the 3rd semester by 5% in 5 years b) To raise the % of Population A students in pre-university programs who are still registered at the College in the 3rd semester by 5% in 5 years	The % of Population A students in technical programs registered in any program at the College in the 3rd semester The % of Population A students in pre-university programs registered in any program at the College in the 3rd semester	Baseline for technical programs (running average of past 5 years): 67.4% Goal for Year 5: 72.4% Baseline for pre-university programs (running average of past 5 years): 62.3% Goal for Year 5: 67.3%
3. An inadequate percentage of students are graduating within the prescribed period of time +2 years (PPT+2)	a) To raise % of students in technical programs who graduate from the College within the prescribed period of time + 2 years by 5% in 5 years b) To raise % of students in pre-university programs who graduate from the college within the prescribed period of time + 2 years by 5% in 5 years	The % of students who started in a technical program and who graduate within ppt+2 within any program at the college The % of students who started in a pre-university program and who graduate within ppt+2 within any program at the college	Baseline (the running average of the past five years): 67.4% Goal for Year 5: 70.4% Baseline (the running average of the past five years): 62.3% Goal for Year 5: 65.3%
4. Lack of information about the student body and factors affecting student success	a) To increase the availability and scope of relevant information about factors affecting student success	a) Participation rates in the Provincial Survey of Cégep Students for entering students (Spec 1)	Target: Increase participation by 5% each year starting with Fall 2019 baseline participation rates

<i>Challenge</i>	<i>Objective</i>	<i>Indicators</i>	<i>Target</i>
		b) Participation rates in the Provincial Survey of Cégep Students for students in the 2nd semester (Spec 2)	Target: Increase participation by 5% each year starting with Fall 2019 baseline participation rates
	b) To develop reports on student success indicators for specific groups of students (eg. HAN, Indigenous, Athletes, Students living in Residence)	The number of student groups for whom reports of 1st semester student success rates have been developed	Year 1: n/a Year 2: 1 student population Year 3: 1 additional student population Year 4: 1 additional student population Year 5: 1 additional student population
		The number of student groups for whom reports on retention rates have been developed	Year 1: n/a Year 2: 1 student population Year 3: 1 additional student population Year 4: 1 additional student population Year 5: 1 additional student population
		The number of student groups for whom graduation rates have been developed	Year 1: n/a Year 2: 1 student population Year 3: 1 additional student population Year 4: 1 additional student population Year 5: 1 additional student population

Implementation and Follow-Up Mechanisms

The implementation of the Student Success Plan is a collective responsibility shared by all members of the Champlain-Lennoxville community. First, a Standing Committee on Student Success shall be established, with representation from each constituency of the College. With input from these constituencies, the Standing Committee will develop annual action plans, communication strategies and follow-up mechanisms to ensure that the Student Success Plan remains a relevant, living document throughout its life cycle.

➤ A Standing Committee on Student Success & Annual Action Plans

Under the auspices of the Director of the Constituent College, a Standing Committee on Student Success shall be established with a membership comprising representatives of the student body, faculty, professionals and support staff along with designated members of management and the pedagogical counsellors. The Standing Committee shall be mandated to:

- Develop annual action plans implementing the objectives of the overall Student Success Plan,
- Provide recommendations regarding the implementation of the Success Plan,
- Assess progress on meeting the objectives of the Success Plan, and
- Prepare an annual progress report for the Champlain-Lennoxville community and relevant governing bodies.

The Standing Committee shall actively engage all sectors of the College community (most notably students) in the process of establishing detailed annual action plans to support the attainment of the Success Plan objectives based within the framework of the five-year master action plan articulated by the Success Plan Development Working Group during the 2020-2021 academic year. To this end, the Standing Committee shall work closely with program and department coordinators, individual teachers and the Champlain Students Association to develop both College-wide and program-specific initiatives designed to improve student success.

Within the parameters of governance, legal frameworks, and provincial financing regulations, the Director of the Constituent College shall also work towards ensuring the resources necessary to support the implementation of the annual action plans and related student success initiatives.

➤ Information System

A critical component of being able to analyze and evaluate any initiative and to assess the overall implementation of the Student Success Plan is the development of information systems capable of gathering and managing relevant data. To this end, the first annual action plan prepared by the Standing Committee shall include a reflection and assessment on the types of student success information required and how such information might be managed.

➤ **Communication Strategies**

As part of the implementation of the Student Success Plan, the Standing Committee shall work with the Communications Officer (Information Technician) to develop a formal communication strategy so as to ensure students and other stakeholders are aware of the Success Plan's main components and initiatives, both at its inception and throughout the life of the Success Plan. Among other elements, the communication strategy shall make use of various forums for discussion and dissemination of information, including coordinators meetings, program and department meetings for faculty and staff, first-semester orientation sessions for students, and the Champlain-Lennoxville website. In this way, the College will ensure that the Success Plan is broadly available, both to all constituencies of the College and to partners within the communities we serve.

The annual action plans and subsequent annual reports prepared by the Standing Committee shall be deposited with the Champlain-Lennoxville Commission of Studies and the Governing Board.

Finally, as per the *Colleges Act*, a document explaining the Student Success Plan in clear and accessible language shall be developed and distributed to students and employees of the College.

➤ **Follow Up Mechanisms**

The Standing Committee on Student Success shall fulfil an important role of monitoring the implementation of the Student Success Plan and of evaluating its progress on the basis of the established indicators. It shall meet prior to the beginning of each academic year to assess the degree to which the Success Plan's objectives are being met and to draft the annual action plan based on the Success Plan's objectives and the analysis of the results of the previous year. During the academic year, the Standing Committee shall meet as needed to deploy the annual action plan, analyze student success data, monitor the various student success initiatives and engage with specific departments or programs to seek solutions for particular challenges.

Towards the end of each academic year, the Standing Committee shall produce a report which shall be shared with the College community evaluating progress towards improving student success, offering recommendations for attaining the objectives and initial plans for the following year for the further implementation of the Success Plan. As well, program and department coordinators shall be asked to include individualized monitoring reports on the attainment of the objectives of the Student Success Plan within their usual year-end reports to the Dean of Faculty and Academic Affairs prior to the end of each academic year. The Office of the Dean will ensure that these monitoring reports are extracted from the departmental year-end reports and passed on to the Standing Committee for analysis.

Every year, the annual reports of the Standing Committee on Student Success will provide the foundation for campus-wide discussions designed to seek community input and reflection and to finalize the action plan for the subsequent year. These annual reports with their revised action plans shall be deposited with the Commission of Studies and the Governing Board.

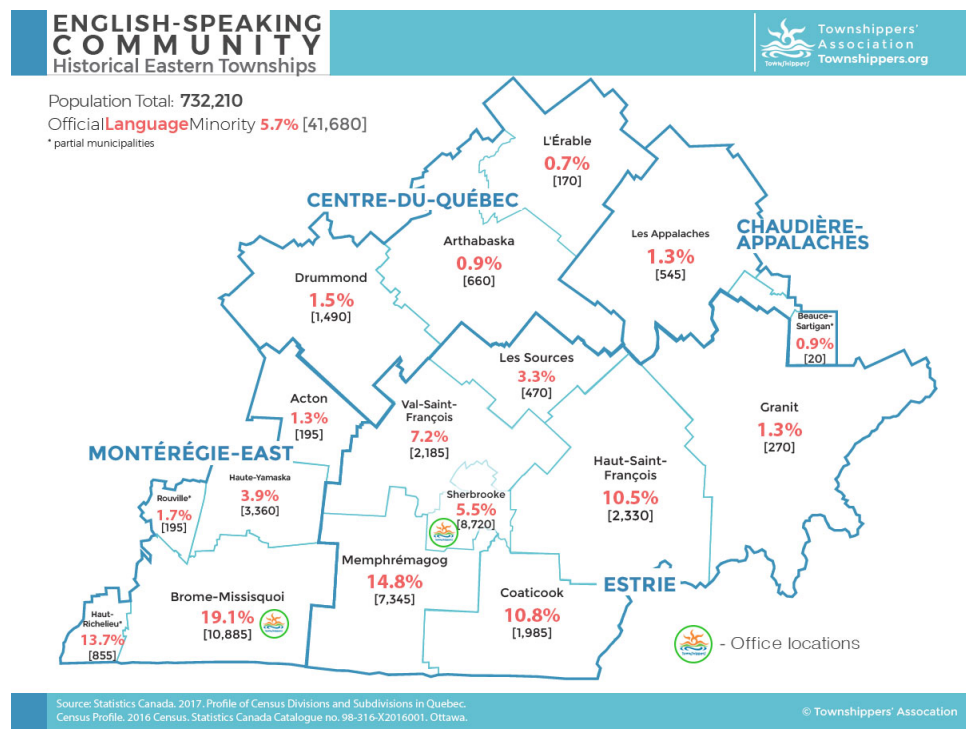
Acknowledgements:

The development of the *Champlain -Lennoxville 2021-2026 Student Success Plan* would not have been possible without the dedication of the members of the Student Success Development Working Group throughout the 2020-21 academic year. The Working Group comprised the following individuals:

- Daron Westman, Faculty Writer
- Isabelle Menard, Faculty
- Jennifer Coley-Gomez, Dean of Student Services
- Judith Beaudoin, Pedagogical Counsellor
- Katie Warlund, Faculty
- Myriam Pruneau, Faculty
- Nancy Beattie, Director of Constituent College
- Suzanne Meesen, Pedagogical Counsellor
- Yotam Baum, Dean of Faculty & Academic Affairs

Special thanks are due to **Daron Westman** who acted as the primary writer of the plan, to **Suzanne Meesen** who provided tremendous support and guidance to the Working Group throughout the development and writing process, and to **Brian Denison**, Institution Research Analyst of the College's Administrative Services, who provided both data and guidance to the Working Group.

Annex I: Map of Historical Eastern Townships with 2016 Linguistic Census Data



Annex II: Champlain Regional College Mission, Vision & Values Statement

MISSION

Champlain Regional College is a public, English-language, post-secondary institution that provides pre-university and technical college-level education and training, primarily in English, to learners in both Regular Day and Continuing Education programs. The College, through its unique multiregional structure, responds to the needs of diverse linguistic and cultural communities and contributes to the educational and socio-economic development of the regions of Quebec served by Champlain College Lennoxville, Champlain College Saint-Lambert and Champlain–St. Lawrence College.

The College is dedicated to fostering the individual success of its students and their development as well-rounded, responsible and informed citizens of the world.

VALUES

The College values

- **Lifelong learning** for students, faculty and staff through personal growth and professional development;
- **Excellence** through striving for continuous improvement;

- **Respect** for all individuals, manifested through open communications and a commitment to fairness, justice and honesty;
- **Caring** through compassion, courtesy and friendliness and a commitment to the wellness of students, faculty and staff;
- **Collaboration** in the achievement of shared goals and objectives;
- **Stewardship** through the responsible and effective use of human, physical, environmental and financial resources; and
- **A sense of community and tradition** within and among all locations of the College.

VISION

Passionate in its commitment to students, and inspired by its mission and values, Champlain Regional College aspires to

- offer unique and innovative high-quality programs and services;
- graduate students who are recognized for the excellence of the knowledge and skills they have acquired;
- attract and retain outstanding faculty and staff; and
- be a learning-centered college.

Annex III: Enrollment by Gender Fall 2017-Winter 2020

Program	Totals	Percent Female	Percent Male
Springboard	311	47.3%	59.5%
Health Science	749	71.9%	28.0%
Pure & Applied	556	27.9%	72.1%
SS Crim.	774	72.1%	27.9%
SS General	1026	43.4%	56.7%
SS Math	209	37.3%	62.7%
SS Commerce	538	32.3%	67.8%
SS Psych.	633	66.5%	33.5%
Creative Arts	199	58.3%	41.2%
Languages	243	74.9%	25.1%
Visual Arts	155	74.8%	25.2%
Liberal Arts	142	59.9%	40.1%
LA Math	22	86.4%	13.6%
Nursing	533	83.3%	14.8%
SCC	475	86.3%	13.7%
AMT	359	42.6%	57.4%
Computer Science	42	14.3%	85.7%

Annex IV: Champlain College Lennoxville Athletic Programs

Collège Champlain Lennoxville			
Nom d'équipe ▾	Région ▾	Nombre de joueurs ▾	Nombre d'entraîneurs ▾
Basketball C F D1 Provincial • Ch.-Lennoxville • Cougars	Provincial	15	4
Basketball C M D2 Nord-Est CQ - A • Ch.-Lennoxville • Cougars	Provincial	15	3
Cross-country C F Nord-Est • Ch.-Lennoxville • Cougars	Provincial	6	1
Cross-country C M Nord-Est • Ch.-Lennoxville • Cougars	Provincial	8	1
Crosse au champ C M Sud-Ouest A1 • Ch.-Lennoxville • Cougars	Provincial	19	4
Football C M D1 Provincial • Ch.-Lennoxville • Cougars	Provincial	60	13
Hockey C F D1 Provincial • Ch.-Lennoxville • Cougars	Provincial	22	6
Hockey C M D1 Provincial Centre du Québec • Ch.-Lennoxville • Cougars	Provincial	21	7
Rugby C F Sud-Ouest (à 15) • Ch.-Lennoxville • Cougars	Provincial	24	2
Soccer C F D2 Nord-Est CQ • Ch.-Lennoxville • Cougars	Provincial	20	3
Soccer C M D2 Nord-Est CQ • Ch.-Lennoxville • Cougars	Provincial	19	2

Annex V: Performance of Champlain-Lennoxville Students on the Success Metrics by Gender

The following tables compare the performance of Champlain-Lennoxville students on the Ministerial success metrics by gender beginning with four tables on first-semester success rates.

Table A Average Grade in First Semester Courses (Cohorts A and B)

Program	F2015		F2016		F2017		F2018		F2019	
	M	F	M	F	M	F	M	F	M	F
ALC	61.1	78.6	70.3	79.1	77.7	78.1	70.7	80.2	68.6	80.5
-- Creative Arts	70.1	76.4	69.9	76.4	73.4	84.5	73.8	81.9	77.9	75.2
-- Languages	48.6	80.1	70.9	80.3	83.6	75.8	67.1	79.1	58.1	84.9
Liberal Arts	62.3	83.7	67.0	80.0	66.5	80.5	76.9	80.2	82.3	81.3
Visual Arts	72.0	72.3	71.0	83.8	65.0	75.4	74.1	70.4	75.0	77.8
Science	77.1	80.5	76.5	75.4	78.1	78.4	74.9	78.8	72.9	76.7
Social Science	68.2	78.1	70.1	76.5	72.0	76.7	71.6	77.8	66.1	75.0
-- SS General	56.9	75.8	66.0	74.7	67.2	78.2	66.6	75.5	58.7	74.7
-- SS Crim.	77.7	78.9	69.2	77.1	67.2	74.4	70.8	75.2	64.2	72.1
-- SS Psych.	72.0	77.7	73.5	75.1	72.2	75.3	71.3	79.7	70.5	77.3
-- SS Commerce	78.6	80.4	73.0	80.0	79.1	83.5	78.6	83.2	77.1	74.2
-- SS Math	77.6	83.9	74.2	82.5	75.4	80.1	76.5	86.7	66.8	84.9
AMT	77.9	74.9	78.2	81.6	69.1	76.7	65.1	73.0	70.8	79.8
Nursing	61.8	78.4	75.0	76.8	75.9	74.0	55.9	77.9	79.5	75.9
SCC	73.3	77.1	73.9	76.6	79.9	72.3	71.9	78.1	80.4	74.1

Table B Average Pass Rates in First Semester Courses (Cohorts A and B)

Program										
	F2015		F2016		F2017		F2018		F2019	
	M	F	M	F	M	F	M	F	M	F
ALC	67.6	90.7	83.2	94.7	94.5	94.0	89.4	95.9	73.2	95.2
-- Creative Arts	83.7	88.2	83.1	92.7	92.1	100	94.3	99.0	96.4	89.5
-- Languages	45.1	92.5	83.5	95.7	97.6	91.8	83.7	93.9	46.6	100
Liberal Arts	76.7	97.9	80.0	100	85.7	93.1	100	92.4	100	97.8
Visual Arts	100	86.7	77.8	100	84.7	83.0	91.7	86.0	91.0	83.7
Science	91.0	96.1	90.4	86.1	92.0	91.9	87.3	91.0	87.8	91.6
Social Science	83.0	94.1	84.6	92.6	88.4	91.2	85.8	93.5	78.4	89.0
-- SS General	65.1	91.1	78.9	92.9	82.8	92.6	77.5	89.1	67.8	89.5
-- SS Crim.	97.8	95.9	85.2	94.0	79.7	90.3	87.1	93.3	71.9	87.9
-- SS Psych.	93.1	93.6	90.4	88.0	90.2	87.1	88.0	95.4	88.6	90.2
-- SS Commerce	98.4	95.7	87.8	98.7	97.8	100	93.3	98.5	94.9	83.9
-- SS Math	93.8	100	90.0	93.1	90.8	100	93.2	98.2	77.7	100
AMT	95.0	92.1	93.3	95.1	81.2	87.3	77.1	80.4	80.5	94.4
Nursing	71.4	95.7	83.3	94.8	90.8	90.7	53.0	96.0	100	89.7
SCC	95.8	95.0	96.7	89.0	93.8	88.1	79.2	93.2	100	86.6

Table C Percentage of Students Passing 100% of Courses (Cohorts A and B)

Program										
	F2015		F2016		F2017		F2018		F2019	
	M	F	M	F	M	F	M	F	M	F
ALC	41.7	79.4	52.9	78.9	78.6	89.5	60.0	91.4	60.0	90.9
-- Creative Arts	57.1	71.4	54.5	75.0	75.0	100	62.5	92.9	87.5	80.0
-- Languages	20.0	85.0	50.0	80.8	83.3	85.7	57.1	90.5	28.6	100
Liberal Arts	57.1	83.3	80.0	100	80.0	84.6	100	90.9	100	100
Visual Arts	100	73.3	66.7	100	33.3	63.6	75.0	66.7	60.0	63.6
Science	71.7	81.8	68.5	75.0	68.2	70.2	61.5	73.8	68.0	65.5
Social Science	62.8	82.6	66.4	76.5	64.5	80.2	64.9	80.5	52.0	77.0
-- SS General	34.5	77.8	55.6	75.0	50.0	81.1	42.4	71.0	36.7	69.7
-- SS Crim.	92.3	88.9	63.6	75.0	46.7	74.4	66.7	76.3	35.0	74.4
-- SS Psych.	66.7	78.8	72.2	75.8	64.3	78.1	71.4	92.0	73.7	82.9
-- SS Commerce	90.3	75.0	79.3	92.3	88.9	100	90.5	90.9	75.0	78.6
-- SS Math	83.3	100	70.0	66.7	71.4	100	75.0	87.5	54.5	100
AMT	68.8	60.0	57.1	76.9	61.9	63.6	50.0	36.4	52.9	66.7
Nursing	57.1	92.9	66.7	87.5	80.0	77.8	40.0	88.2	100	70.8
SCC	66.7	84.6	83.3	75.0	50.0	80.0	75.0	84.6	100	82.4

Within the above three tables, there are fifteen points of comparison for the number of times that female students score higher on the indicator than male students over the five semesters.

Social Science as a whole 15 times
 Social Science General 15 times
 Social Science Math 14 times
 Social Science Criminology 13 times
 Social Science Psychology 13 times
 Social Science Commerce 11 times

ALC (both profiles) 14 times
 ALC Languages 13 times
 ALC Creative Arts 12 times

Science 11 times
 AMT 11 times
 Liberal Arts 10 times
 Nursing 9 times
 Visual Arts 8 times
 Special Care 7 times

Table E Retention Rates in Same Program in 3rd Semester (Cohorts A and B)

Program										
	F2014		F2015		F2016		F2017		F2018	
	M	F	M	F	M	F	M	F	M	F
ALC	72.7	72.2	33.3	55.9	47.1	72.5	64.3	68.4	66.7	55.6
-- Creative Arts	-----	-----	42.9	42.9	54.5	75.0	50.0	100	75.0	66.7
-- Languages	-----	-----	20.0	65.0	33.3	71.4	83.3	57.1	57.1	47.6
Liberal Arts	78.6	72.7	50.0	100	60.0	80.0	70.0	61.5	66.7	63.6
Visual Arts	66.7	66.7	100	37.5	33.3	88.9	66.7	72.7	75.0	66.7
Science	66.7	66.7	78.3	81.8	70.4	68.3	72.7	73.7	73.1	74.2
Social Science	65.8	74.4	68.2	71.3	72.1	68.1	77.6	78.4	77.2	80.7
-- SS General	63.4	75.0	52.7	50.0	71.7	64.9	61.3	73.0	78.8	67.7
-- SS Crim.	71.4	77.1	69.2	75.0	54.5	82.2	66.7	72.7	76.2	89.5
-- SS Psych.	47.1	63.6	66.7	85.3	78.9	81.8	64.3	81.3	78.6	96.0
-- SS Commerce	84.2	93.8	93.5	87.5	75.9	92.3	77.8	92.3	71.4	63.6
-- SS Math	50.0	66.7	75.0	87.5	60.0	66.7	71.4	100	100	66.7
AMT	80.0	77.8	62.5	100	28.6	84.6	66.7	81.8	31.6	27.3
Nursing	50.0	75.0	28.6	65.5	33.3	81.3	60.0	88.9	40.0	85.3
SCC	33.3	75.0	100	76.9	66.7	78.6	100	76.7	100	76.9

Table F Graduation Rates in Same Program in PPT (Cohorts A and B)

Program										
	F2013*		F2014		F2015		F2016		F2017	
	M	F	M	F	M	F	M	F	M	F
ALC	37.5	60.8	36.4	50.0	25.0	52.9	29.4	50.0	50.0	47.4
-- Creative Arts	-----	-----	-----	-----	42.9	35.7	36.4	41.7	37.5	80.0

-- Languages	-----	-----	-----	-----	0.0	65.0	16.7	53.6	66.7	35.7
Liberal Arts	0.0	0.0	50.0	54.5	21.4	83.3	60.0	80.0	20.0	46.2
Visual Arts	50.0	50.0	33.3	61.1	50.0	18.8	0.0	44.4	33.3	36.4
Science	42.0	52.2	38.9	35.7	43.5	56.4	33.3	31.7	34.1	40.4
Social Science	10.8	52.8	11.7	38.4	21.7	37.7	24.3	35.8	20.2	58.6
-- SS General	8.1	45.2	7.3	43.8	5.5	27.8	21.7	27.0	12.9	40.5
-- SS Crim.	10.0	47.7	0.0	22.9	23.1	44.4	9.1	37.8	6.7	31.8
-- SS Psych.	0.0	50.0	17.6	33.3	11.1	32.4	26.3	33.3	14.3	34.4
-- SS Commerce	29.4	72.2	26.3	62.5	48.4	50.0	37.9	61.5	33.3	61.5
-- SS Math	0.0	75.0	33.3	55.6	41.7	62.5	10.0	33.3	42.9	100
AMT	27.3	60.0	40.0	60.0	60.0	44.4	37.5	60.0	14.3	76.9
Nursing	50.0	71.0	0.0	50.0	50.0	53.6	14.3	37.9	0.0	59.4
SCC	0.0	16.7	0.0	28.6	0.0	28.1	33.3	38.5	33.3	53.6

*In this table, for technical programs, the cohorts are Fall 2012 to Fall 2016.

Table G Graduation Rates in Same Program in PPT + 2 (Cohorts A and B)

Program										
	F2011*		F2012		F2013		F2014		F2015	
	M	F	M	F	M	F	M	F	M	F
ALC	19.0	52.6	37.5	65.9	50.0	78.4	63.6	66.7	25.0	55.9
-- Creative Arts	13.3	72.2	0.0	81.3	58.3	80.0	33.3	57.1	42.9	42.9
-- Languages	33.3	35.0	60.0	56.0	25.0	77.8	100	69.0	0.0	65.0
Liberal Arts	42.9	66.7	100	73.3	25.0	0.0	64.3	63.6	42.9	100
Visual Arts	50.0	42.9	50.0	41.7	50.0	75.0	33.3	61.1	75.0	31.3
Science	71.7	56.3	61.4	72.3	58.0	71.7	63.0	61.9	67.4	74.5
Social Science	40.0	62.2	41.8	63.9	35.3	68.5	45.0	66.4	51.9	62.3
-- SS General	35.4	53.2	31.3	41.9	29.7	67.7	39.0	71.9	27.3	47.2
-- SS Crim.	37.5	51.7	55.2	67.5	46.7	63.6	42.9	60.0	69.2	69.4
-- SS Psych.	36.4	67.7	18.2	60.5	16.7	61.5	35.3	54.5	38.9	61.8
-- SS Commerce	50.0	86.7	53.6	87.5	47.1	77.8	68.4	93.8	93.5	75.0
-- SS Math	57.1	100	50.0	100	16.7	100	50.0	66.7	58.3	87.5
AMT	33.3	66.7	50.0	66.7	36.4	60.0	50.0	60.0	73.3	55.6
Nursing	54.5	70.6	80.0	69.7	62.5	77.4	25.0	61.1	62.5	67.9
SCC	16.7	43.3	16.7	60.9	0.0	43.3	0.0	45.7	0.0	53.1

*In this table, for technical programs, the cohorts are Fall 2010 to Fall 2014.

Table H Success Rates in First Attempt of English Exit Exam (Cohorts A and B)

Program										
	2015-2016		2016-2017		2017-2018		2018-2019		2019-2020	
	M	F	M	F	M	F	M	F	M	F
ALC	87.5	81.5	71.4	100	85.7	84.2	100	100	50.0	100

-- Creative Arts	-----	-----	100	100	100	100	100	100	0.0	-----
-- Languages	-----	-----	0.0	100	100	78.6	100	100	100	100
Liberal Arts	90.9	83.3	75.0	100	83.3	100	100	100	-----	100
Visual Arts	100	100	80.0	100	-----	100	100	100	0.0	100
Science	88.9	93.3	86.1	97.6	92.9	96.8	97.0	97.7	100	100
Social Science	88.2	90.4	83.7	89.6	80.5	92.6	91.7	95.3	93.3	94.7
-- SS General	64.3	88.0	83.3	84.0	80.0	96.0	95.8	96.3	90.0	100
-- SS Crim.	94.4	100	75.0	96.4	100	97.1	71.4	96.8	75.0	100
-- SS Psych.	100	100	77.8	85.2	81.8	90.3	90.0	96.4	100	90.0
-- SS Commerce	90.9	61.5	87.1	92.3	72.0	84.6	96.3	93.3	100	75.0
-- SS Math	100	87.5	90.0	100	100	80.0	80.0	83.3	100	100
AMT	75.0	100	69.2	80.0	75.0	100	100	100	87.5	80.0
Nursing	0.0	81.3	100	73.9	0.0	78.6	100	84.2	100	100
SCC	100	90.9	100	85.7	80.0	81.0	50.0	93.8	-----	100

In these tables, the number of times the female students score higher on these four indicators than the male students (out of 20 points of contact) are as follows:

Social Science as a whole 19 times
Social Science Criminology 19 times
Social Science Psychology 18 times
Social Science General 17 times
Social Science Math 16 times
Social Science Commerce 14 times

Nursing 16 times
Special Care 15 times
AMT 14 times

ALC (both profiles) 14 times
Creative Arts 8 times
Languages 8 times

Science 13 times
Liberal Arts 10 times
Visual Arts 9 times

As before, the effect is most marked in Social Science.

Three caveats should be mentioned: (1) sometimes the gap between male and female students is not that great, so that, if we counted only the number of times that female students outperform male students **to a significant degree**, the number of times that happened would be less; (2) in some programs, even when the female students outperform the male students, the achievement of

the male students may still be quite good in absolute terms; and (3) in some programs the small number of male students may skew the data. Still, there is evidence that gender is a student success issue, especially in Social Science.

Annex VI: 3rd-semester same-program retention rates for Population A students at Champlain College Lennoxville (by program sector)

Sector	Group		Cohort					
			F2014	F2015	F2016	F2017	F2018	F2019
Springboard	Lennoxville	Student N	31	24	46	40	48	32
		Sem3 SPSC Retention (N)	2	1	3	1	1	1
		Sem3 SPSC Retention (%)	6.5	4.2	6.5	2.5	2.1	3.1
		5-yr Moving Average Retention SP	4.8	4.6	5.1	4.6	4.3	3.7
	Public Network	Student N	7,058	7,006	6,649	6,497	5,909	5,459
		Sem3 SPSC Retention (N)	699	769	718	693	619	738
		Sem3 SPSC Retention (%)	9.9	11.0	10.8	10.7	10.5	13.5
		5-yr Moving Average Retention SP	9.5	10.0	10.2	10.3	10.6	11.3
Pre-university	Lennoxville	Student N	377	391	348	329	338	378
		Sem3 SPSC Retention (N)	267	276	265	249	254	282
		Sem3 SPSC Retention (%)	70.8	70.6	76.1	75.7	75.1	74.6
		5-yr Moving Average Retention SP	72.7	72.0	73.1	73.6	73.7	74.4
	Public Network	Student N	27,690	26,762	26,459	26,241	25,981	25,715
		Sem3 SPSC Retention (N)	18,792	18,277	18,093	17,957	17,739	18,612
		Sem3 SPSC Retention (%)	67.9	68.3	68.4	68.4	68.3	72.4
		5-yr Moving Average Retention SP	68.1	68.1	68.2	68.2	68.2	69.2
Technical	Lennoxville	Student N	55	59	51	62	69	64
		Sem3 SPSC Retention (N)	44	40	38	46	42	44
		Sem3 SPSC Retention (%)	80.0	67.8	74.5	74.2	60.9	68.8
		5-yr Moving Average Retention SP	72.8	71.1	72.0	72.4	71.5	69.2
	Public Network	Student N	3,339	3,301	3,205	3,518	3,765	5,555
		Sem3 SPSC Retention (N)	2,367	2,331	2,198	2,359	2,471	3,698
		Sem3 SPSC Retention (%)	70.9	70.6	68.6	67.1	65.6	66.6
		5-yr Moving Average Retention SP	71.6	71.3	70.6	69.9	68.6	67.7
TOTAL	Lennoxville	Student N	463	474	445	431	455	474
		Sem3 SPSC Retention (N)	313	317	306	296	297	327
		Sem3 SPSC Retention (%)	67.6	66.9	68.8	68.7	65.3	69.0
		5-yr Moving Average Retention SP	68.0	67.6	67.9	68.1	67.4	67.7
	Public Network	Student N	38,087	37,069	36,313	36,256	35,655	36,729
		Sem3 SPSC Retention (N)	21,858	21,377	21,009	21,009	20,829	23,048
		Sem3 SPSC Retention (%)	57.4	57.7	57.9	57.9	58.4	62.8
		5-yr Moving Average Retention SP	58.0	57.9	57.9	57.9	57.9	58.9

(1) Data source = PSEP (Profil Scolaire des Étudiants par Programme) database maintained by SRAM, updated April 21, 2021.

(2) The 5-year moving average is the average of the rates for the current cohort and the four preceding cohorts and serves to filter out some of the normal year-to-year fluctuation in rates. Thus, the F2019 moving average is the average of the SPSC retention rates for Cohorts F2015 + F2015 + F2017 + F2018 + F2019.

ANNEX VII: 3rd-semester any-program retention rates for Population A students at Champlain College Lennoxville (by program sector)

Sector	Group		Cohort					
			F2014	F2015	F2016	F2017	F2018	F2019
Springboard	Lennoxville	Student N	31	24	46	40	48	32
		Sem3 APSC Retention (N)	17	15	30	26	24	16
		Sem3 APSC Retention (%)	54.8	62.5	65.2	65.0	50.0	50.0
		5-yr Moving Average Retention AP	52.4	55.8	58.1	59.5	59.5	58.5
	Public Network	Student N	7,058	7,006	6,649	6,497	5,909	5,459
		Sem3 APSC Retention (N)	3,642	3,598	3,311	3,159	2,774	2,812
		Sem3 APSC Retention (%)	51.6	51.4	49.8	48.6	46.9	51.5
		5-yr Moving Average Retention AP	51.1	51.2	50.9	50.4	49.7	49.6
Pre-university	Lennoxville	Student N	377	391	348	329	338	378
		Sem3 APSC Retention (N)	294	302	286	272	278	298
		Sem3 APSC Retention (%)	78.0	77.2	82.2	82.7	82.2	78.8
		5-yr Moving Average Retention AP	78.8	78.3	79.3	79.9	80.5	80.6
	Public Network	Student N	27,690	26,762	26,459	26,241	25,981	25,715
		Sem3 APSC Retention (N)	22,252	21,627	21,384	21,139	20,776	21,515
		Sem3 APSC Retention (%)	80.4	80.8	80.8	80.6	80.0	83.7
		5-yr Moving Average Retention AP	80.4	80.6	80.6	80.6	80.5	81.2
Technical	Lennoxville	Student N	55	59	51	62	69	64
		Sem3 APSC Retention (N)	48	49	45	51	52	49
		Sem3 APSC Retention (%)	87.3	83.1	88.2	82.3	75.4	76.6
		5-yr Moving Average Retention AP	80.7	81.5	83.2	83.0	83.2	81.1
	Public Network	Student N	3,339	3,301	3,205	3,518	3,765	5,555
		Sem3 APSC Retention (N)	2,697	2,665	2,561	2,771	2,919	4,405
		Sem3 APSC Retention (%)	80.8	80.7	79.9	78.8	77.5	79.3
		5-yr Moving Average Retention AP	81.5	81.3	80.9	80.5	79.5	79.2
TOTAL	Lennoxville	Student N	463	474	445	431	455	474
		Sem3 APSC Retention (N)	359	366	361	349	354	363
		Sem3 APSC Retention (%)	77.5	77.2	81.1	81.0	77.8	76.6
		5-yr Moving Average Retention AP	77.2	77.2	78.2	78.7	78.9	78.7
	Public Network	Student N	38,087	37,069	36,313	36,256	35,655	36,729
		Sem3 APSC Retention (N)	28,591	27,890	27,256	27,069	26,469	28,732
		Sem3 APSC Retention (%)	75.1	75.2	75.1	74.7	74.2	78.2
		5-yr Moving Average Retention AP	75.3	75.3	75.2	75.1	74.9	75.5

(1) Data source = PSEP (Profil Scolaire des Étudiants par Programme) database maintained by SRAM, updated April 21, 2021.

(2) The 5-year moving average is the average of the rates for the current cohort and the four preceding cohorts and serves to filter out some of the normal year-to-year fluctuation in rates. Thus, the F2019 moving average is the average of the APSC retention rates for Cohorts F2015 + F2015 + F2017 + F2018 + F2019.

Annex VIII: Same-program PPT+2 graduation rates at Champlain College Lennoxville (by program sector) – Populations A & B combined

Sector	Group		Cohort					
			F2010	F2011	F2012	F2013	F2014	F2015
Springboard	Lennoxville	Student N	21	38	44	38	35	35
		PPT+2 Grad SPSC (N)	0	0	0	0	0	0
		PPT+2 Grad SPSC (%)	0.0	0.0	0.0	0.0	0.0	0.0
		5-yrMoving AverageGraduationSP	0.0	0.0	0.0	0.0	0.0	0.0
	Public Network	Student N	8,726	8,678	8,440	8,014	8,727	8,824
		PPT+2 Grad SPSC (N)	0	0	0	0	0	0
		PPT+2 Grad SPSC (%)	0.0	0.0	0.0	0.0	0.0	0.0
		5-yrMoving AverageGraduationSP	0.0	0.0	0.0	0.0	0.0	0.0
Pre-university	Lennoxville	Student N	404	427	415	398	409	423
		PPT+2 Grad SPSC (N)	230	228	238	236	246	250
		PPT+2 Grad SPSC (%)	56.9	53.4	57.3	59.3	60.1	59.1
		5-yrMoving AverageGraduationSP	52.3	52.6	53.5	55.5	57.4	57.9
	Public Network	Student N	35,938	35,405	34,495	34,395	33,505	32,634
		PPT+2 Grad SPSC (N)	18,218	18,120	17,644	17,857	17,231	16,769
		PPT+2 Grad SPSC (%)	50.7	51.2	51.1	51.9	51.4	51.4
		5-yrMoving AverageGraduationSP	52.0	51.8	51.7	51.4	51.3	51.4
Technical	Lennoxville	Student N	101	73	87	92	91	84
		PPT+2 Grad SPSC (N)	56	47	49	47	56	50
		PPT+2 Grad SPSC (%)	55.4	64.4	56.3	51.1	61.5	59.5
		5-yrMoving AverageGraduationSP	59.8	61.0	60.0	58.1	57.8	58.6
	Public Network	Student N	8,169	6,631	6,547	6,555	6,188	6,314
		PPT+2 Grad SPSC (N)	4,153	3,367	3,443	3,427	3,157	3,235
		PPT+2 Grad SPSC (%)	50.8	50.8	52.6	52.3	51.0	51.2
		5-yrMoving AverageGraduationSP	49.2	49.6	50.2	51.0	51.5	51.6
TOTAL	Lennoxville	Student N	526	538	546	528	535	542
		PPT+2 Grad SPSC (N)	286	275	287	283	302	300
		PPT+2 Grad SPSC (%)	54.4	51.1	52.6	53.6	56.4	55.4
		5-yrMoving AverageGraduationSP	48.7	49.3	49.9	51.3	53.6	53.8
	Public Network	Student N	52,833	50,714	49,482	48,964	48,420	47,772
		PPT+2 Grad SPSC (N)	22,371	21,487	21,087	21,284	20,388	20,004
		PPT+2 Grad SPSC (%)	42.3	42.4	42.6	43.5	42.1	41.9
		5-yrMoving AverageGraduationSP	42.5	42.5	42.5	42.6	42.6	42.5

(1) Data source = PSEP (Profil Scolaire des Étudiants par Programme) database maintained by SRAM, updated April 21, 2021.

(2) The 5-year moving average is the average of the rates for the current cohort and the four preceding cohorts and serves to filter out some of the normal year-to-year fluctuation in rates. Thus, the F2015 moving average is the average of the SPSC graduation rates for Cohorts F2011 + F2012 + F2013 + F2014 + F2015.

ANNEX IX: Any-program PPT+2 graduation rates at Champlain College Lennoxville (by program sector) – Populations A & B combined

Sector	Group		Cohort					
			F2010	F2011	F2012	F2013	F2014	F2015
Springboard	Lennoxville	Student N	21	38	44	38	35	35
		PPT2 Grad APSC (N)	6	11	16	10	7	13
		PPT2 Grad APSC (%)	28.6	28.9	36.4	26.3	20.0	37.1
		5-yrMovingAverageGraduationAP	31.8	31.1	32.1	31.5	28.0	29.8
	Public Network	Student N	8,726	8,678	8,440	8,014	8,727	8,824
		PPT2 Grad APSC (N)	1,998	2,052	2,136	2,007	2,194	2,134
		PPT2 Grad APSC (%)	22.9	23.6	25.3	25.0	25.1	24.2
		5-yrMovingAverageGraduationAP	23.9	23.8	24.1	24.1	24.4	24.7
Pre-university	Lennoxville	Student N	404	427	415	398	409	423
		PPT2 Grad APSC (N)	247	247	253	250	268	272
		PPT2 Grad APSC (%)	61.1	57.8	61.0	62.8	65.5	64.3
		5-yrMovingAverageGraduationAP	57.1	57.3	58.0	60.0	61.7	62.3
	Public Network	Student N	35,938	35,405	34,495	34,395	33,505	32,634
		PPT2 Grad APSC (N)	21,343	21,386	20,883	21,232	20,673	20,091
		PPT2 Grad APSC (%)	59.4	60.4	60.5	61.7	61.7	61.6
		5-yrMovingAverageGraduationAP	59.8	60.0	60.1	60.4	60.8	61.2
Technical	Lennoxville	Student N	101	73	87	92	91	84
		PPT2 Grad APSC (N)	61	51	59	56	62	59
		PPT2 Grad APSC (%)	60.4	69.9	67.8	60.9	68.1	70.2
		5-yrMovingAverageGraduationAP	62.3	64.2	64.9	65.0	65.4	67.4
	Public Network	Student N	8,169	6,631	6,547	6,555	6,188	6,314
		PPT2 Grad APSC (N)	4,804	3,979	3,995	4,011	3,727	3,831
		PPT2 Grad APSC (%)	58.8	60.0	61.0	61.2	60.2	60.7
		5-yrMovingAverageGraduationAP	57.2	57.9	58.5	59.5	60.3	60.6
TOTAL	Lennoxville	Student N	526	538	546	528	535	542
		PPT2 Grad APSC (N)	314	309	328	316	337	344
		PPT2 Grad APSC (%)	59.7	57.4	60.1	59.8	63.0	63.5
		5-yrMovingAverageGraduationAP	55.7	56.1	56.9	58.4	60.0	60.8
	Public Network	Student N	52,833	50,714	49,482	48,964	48,420	47,772
		PPT2 Grad APSC (N)	28,145	27,417	27,014	27,250	26,594	26,056
		PPT2 Grad APSC (%)	53.3	54.1	54.6	55.7	54.9	54.5
		5-yrMovingAverageGraduationAP	53.2	53.4	53.7	54.1	54.5	54.8

(1) Data source = PSEP (Profil Scolaire des Étudiants par Programme) database maintained by SRAM, updated April 21, 2021.

(2) The 5-year moving average is the average of the rates for the current cohort and the four preceding cohorts and serves to filter out some of the normal year-to-year fluctuation in rates. Thus, the F2015 moving average is the average of the APSC graduation rates for Cohorts F2011 + F2012 + F2013 + F2014 + F2015.