

Lyne Boileau
Director of Studies
Collège Ahuntsic

Holder of a Master's degree in Public Administration, Lyne Boileau also completed a Master's degree program in Education and in Literature after having achieved a Bachelor degree in French Studies at the Université de Montréal.

After having taught Literature at Cégep Marie-Victorin (1979-1990), a period during which she also taught to prison inmates, Lyne Boileau became Teaching Coordinator for six years (1990-1996) at Cégep régional de Lanaudière à l'Assomption. From 1996 to 2000, she was Coordinator of Pre-university Programs and, subsequently, Sector Dean of Programs and Pedagogical Development at Collège Ahuntsic. Thereafter, she became Director of Collège régional de Lanaudière à Terrebonne and then Director of Studies at Collège Lionel-Groulx. Lyne Boileau has been Director of Studies at Collège Ahuntsic since 2003. She is presently President of the Commission des affaires pédagogiques of the Fédération des cégeps as well as President of the Board of Directors of the Service régional d'admission métropolitain (SRAM).

Lyne Boileau
directrice des études
Collège Ahuntsic

Diplômée du 2^e cycle en administration publique, Lyne Boileau a fait des études de Maîtrise en Lettres et en Éducation après avoir obtenu son Baccalauréat en Études françaises.

Suite à une carrière d'enseignante en Lettres au Cégep Marie-Victorin (1979-1990) au cours de laquelle elle enseigne également en milieu carcéral, Lyne Boileau devient coordonnatrice de l'enseignement pour une période de six ans (1990-1996) à L'Assomption. De 1996 à 2000, elle occupe ensuite le poste de coordonnatrice de l'enseignement préuniversitaire puis de directrice adjointe des études au service des programmes et de développement pédagogique du Collège Ahuntsic. En 2000, elle devient directrice du Collège constituant de Terrebonne avant d'assumer le rôle de directrice des études au Collège Lionel-Groulx puis, de 2003 à ce jour, au Collège Ahuntsic. Lyne Boileau est actuellement présidente de la Commission des affaires pédagogiques de la Fédération des cégeps et présidente du C.A. du Service régional d'admission métropolitain (SRAM).



Stephen Tribble

Director of Studies

Champlain Regional College

Holder of an M.A. degree in Sociology from the University of New Brunswick, Stephen Tribble completed a Bachelor of Arts degree at Bishop's University and a Diploma in Educational Psychology at McGill University.

Mr. Tribble devoted over thirty six years of his career to education. He taught Sociology and Psychology at the Cégep de la Gaspésie et des Îles (1980-1997) and Special Education at the Commission scolaire Gaspésia (1973-1980). He also was coordinator of a day-care training program and taught courses in human relations for the Listuguj Mig'maq First Nations native community. Since 1997, Mr. Tribble was Academic Advisor for the Anglophone sector and Assistant Director of the Cégep de la Gaspésie et des Îles. In May, 2004 he was appointed Commissioner for the Commission d'évaluation de l'enseignement collégial (CEEC); a position he held until August, 2006 when he became Director of Studies at Champlain Regional College.

**INTEGRATED STUDENT SUCCESS PLANS IN THE QUÉBEC COLLEGE SYSTEM**

In Québec, post-secondary education is dispensed through the Community College system or Cégeps (*Collèges d'enseignement général et professionnel*) and by the Universities. The forty-eight (48) public and tuition-free Cégeps offer both two-year pre-university programs and three year technical programs with professional certification. The Québec college system welcomes students from diverse backgrounds: adolescents from secondary school as well as adults who have decided to return to the classroom. The colleges are obliged to develop and apply Student Success Plans to meet the needs of a diverse clientele, which take into consideration specific institutional success challenges and pedagogical initiatives in order to ensure and improve first-semester success, retention and graduation of our students. These plans call on all participants (teachers, students, support personnel) to be actively engaged in student success using a multitude of teaching methods and co-curricular services and activities. Colleges are also required to evaluate, annually, their student success initiatives and establish specific success goals and targets.