

# **Strategic Mandate Agreement (2014-17)**

**Between:**

**The Ministry of Training, Colleges and Universities**

**&**

**Collège d'arts appliqués et de technologie La Cité collégiale**

In case of a discrepancy between the French and English versions of this document,  
the original French version prevails.

## ONTARIO'S VISION FOR POSTSECONDARY EDUCATION

Ontario's colleges and universities will drive creativity, innovation, knowledge, and community engagement through teaching and research. They will put students first by providing the best possible learning experience for all qualified learners in an affordable and financially sustainable way, ensuring high quality and globally competitive outcomes for students and Ontario's creative economy.

## LA CITÉ VISION/MANDATE

The French-language college of the 21<sup>st</sup> century – Committed to success, access, productivity and innovation, La Cité's mandate is to:

- Help each student achieve success by offering a customized learning approach and applied training focused on developing creativity and engagement.
- Support the social, cultural and economic development of the Ontario community through its presence and activities.

### **Mission**

La Cité provides education in a francophone environment for a skilled, committed and creative workforce that will contribute to the economic, social and cultural development of French-speaking Ontario and of society as a whole.

### **Vision**

A francophone education leader, La Cité is the college of success.

## PREAMBLE

This Strategic Mandate Agreement between the Ministry of Training, Colleges and Universities (the Ministry) and Collège d'arts appliqués et de technologie La Cité collégiale (the College) outlines the role the College currently performs in the postsecondary education system and how it will build on its current strengths to achieve its vision and help drive system-wide objectives articulated by the Ministry's Differentiation Policy Framework.

The Strategic Mandate Agreement (SMA):

- Identifies the College's existing institutional strengths;
- Supports the current vision, mission, and mandate of the College within the context of the *Ontario Colleges of Applied Arts and Technology Act, 2002*, and outlines how the College's priorities align with Ontario's vision and Differentiation Policy Framework; and
- Informs Ministry decision making through greater alignment of Ministry policies and processes to further support and guide the College's areas of strength.

The term of the SMA is from April 1, 2014, to March 31, 2017. The SMA proposal submitted by the College to the Ministry has been used to inform the SMA and is appended to the agreement.

The agreement may be amended in the event of substantive policy or program changes that would significantly affect commitments made in the SMA. Any such amendment would be mutually agreed to in writing, dated, and signed by both signatories.

## **LA CITÉ KEY AREAS OF DIFFERENTIATION**

In addition to respecting the legal provisions of the Ontario Colleges of *Applied Arts and Technology Act, 2002*, La Cité's key areas of differentiation support the main objectives of the Ministry of Training, Colleges and Universities' French-Language Policy Framework for Postsecondary Education and Training (PAL), which are:

- to promote the sustainability of francophone culture in the province;
- to improve economic and employment opportunities for Ontario residents.

La Cité is also a designated postsecondary institution under *the French Language Services Act (FLSA)*.

In 2013-14, La Cité offered 98 postsecondary education and training programs of which 58 are the sole French alternative in Ontario. It provides customized and corporate training to nearly 12,000 francophones from across Ontario, Canada, and abroad.

The College differentiates itself through its French-language education and through its graduates who can work effectively in the country's two official languages.

## **ALIGNMENT WITH THE DIFFERENTIATION POLICY FRAMEWORK**

The following outlines areas of strength agreed upon by the College and the Ministry, and the alignment of these areas of strength with the Ministry's Differentiation Policy Framework.

### **1. JOBS, INNOVATION, AND ECONOMIC DEVELOPMENT**

This component highlights institutions' collaborative work with employers, community partners, and regions, or at a global level, to establish their role in fostering social and economic development, and serving the needs of the economy and labour market.

## 1.1 Areas of Institutional Strength

### Employment Services and Support

- La Cité operates an employment resource centre (CER), which offers employment services to the Ottawa community and the Township of Russell and provides Employment Ontario services within Ontario's college system. CER staff work in partnership with job seekers and employers.
- La Cité offers numerous labour market integration programs for newcomers and immigrants, including:
  - Career workshops on employability and self-marketing;
  - Occupation-Specific Language Training (OSLT);
  - The employment assistance program for workers in communications and information technology (PRATIC);
  - Parcours francophone, a newcomer support service that helps participants find occupational integration programs and services;
  - A key networking event that offers employers turnkey solutions for their staffing needs.

### Collaboration with Industry, Including Applied Research

#### *Applied Research*

In 2008, La Cité saw a boost in applied research activity with the launch of research projects associated with its Bachelor of Biotechnology. Since then, the College has extended applied research to include other sectors, for example:

- La Cité's Centre for Applied Research in Bio-upgrading, which provides support for innovation in small and medium sized enterprises (SMEs) through research partnerships aimed at developing new products and processes and optimizing existing technologies;
- Construction, design, and computer technology projects with Ottawa-area businesses;
- A project on intergenerational multiculturalism that led to the creation of a research team made up of La Cité professors and researchers from the University of Alberta (St-Jean Campus);
- A new collaboration between the culinary arts program and an Ottawa company to develop new food products;
- Projects to design structures that can be erected quickly in the event of a natural disaster and an oversized keyboard for use in occupational therapy to facilitate word learning (skilled trades and technology sectors).

### *Colleges Ontario Network for Industry Innovation*

La Cité is a member of the Colleges Ontario Network for Industry Innovation (CONII), which supports small and medium enterprises and other industrial partners in their applied research and commercialization projects. As a member, the College provides the following technical and business services:

- Proof of concept and testing
- Development of products, processes, and prototypes
- Industrial design
- Marketing and communication strategies
- Business planning, market studies, and other marketing services

### **Community Involvement**

The College's community involvement is reflected in its corporate engagement and through the participation of its employees in various organizations.

- Through its staff, La Cité is a member of various organizations and several boards of directors, including those of the Montfort hospital, Invest Ottawa, and the Francophone Immigration Support Network of East Ontario.
- La Cité participates in the Ontario Self-Employment Benefit (OSEB) Program in Hawkesbury, which helps unemployed individuals start their own business.
- The College is a partner in the ecoLarose project, which promotes the resources of the Larose Forest in a sustainable manner, maximizing the enjoyment and educational attributes for residents and visitors.

## **1.2 Additional Comments**

- According to 2012–2013 data, the employment rate of La Cité graduates is 84.9%, which is higher than the sector average of 83.1%.
- The employment rate for graduates in jobs related to their field of study is 47.3%, which is higher than the sector average of 45.1%.

### **Institutional Strategies**

La Cité is continuing to increase its capacity in the areas of employment, innovation, and economic development using the following strategies:

- An online job centre that provides a databank of employers with which the College enjoys connections at regional, provincial, national, and international levels that will serve employers and College graduates;
- An in-house survey of employers and graduates on their perception of La Cité alumni's readiness for the labour market. This survey has been integrated into the College's performance monitoring process;
- A memorandum of understanding with BIPole and the Prescott Russell Entrepreneurship Centre (PREC) that supports business development as well as

access to education and training through its business incubator and technology accelerator;

- A cooperation agreement with Senegal to provide technical training in partnership with the King Fahd Palace Hotel and the École Nationale de formation hôtelière et touristique;
- Several other agreements negotiated with the University of Reims, the Swiss Education Group, and with Belgium, that are slated to be signed shortly.

### 1.3 Metrics

Institutional Metrics	System-Wide Metrics <sup>1</sup>
<ul style="list-style-type: none"> <li>• Graduate satisfaction rate</li> <li>• Number of respondents to in-house survey of employers and graduates</li> <li>• Participants in newcomer and immigrant activities</li> <li>• Number of applied research projects per year</li> <li>• Number of international projects</li> </ul>	<ul style="list-style-type: none"> <li>• Graduate employment rate</li> <li>• Employer satisfaction rates</li> <li>• Number of graduates employed full-time in a related job</li> </ul>

## 2. TEACHING AND LEARNING

This component captures institutional strengths in program delivery methods that expand learning options for students, and improve their learning experience and career preparedness. This may include, but is not limited to, experiential learning, online learning, entrepreneurial learning, work integrated learning, and international exchange opportunities.

### 2.1 Areas of Institutional Strength

La Cité offers programs through a number of delivery methods, including:

#### Experiential Learning

All programs of study offered at the College incorporate learning activities that reflect the realities of today’s francophone and bilingual work environments. These activities include:

- More than 60 applied research projects involving students;
- Workplace internships in nearly 70 programs;

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1. Additional system-wide metrics focused on applied research, commercialization, entrepreneurial activity, and community impact will be developed in consultation with the sector.

- Student-run businesses that offer services to the community, such as the advertising and public relations agency, the dental hygiene clinic, the Les Jardins restaurant, as well as the hair and beauty salon;
- Projects that respond to real customers with real needs in construction, architecture, civil engineering, and advanced interior design.

The College is also involved in international projects and offers student mobility programs to Ontario students as well as international students. For example:

- Support for construction training in Haiti;
- A partnership signed with the Ivory Coast to assist with the training of 10,000 municipal police officers over the next five years;
- An agreement with the Haute École Charlemagne in Belgium that allows students in tourism, early childhood education, agro-industrial technology, and brewing techniques to pursue their education in Belgium;
- The EUCAN WOOD program, in partnership with the École Supérieure du Bois (Nantes, France), North Karelia University of Applied Sciences (Joensuu, Finland), the Collège communautaire du Nouveau-Brunswick, and Nipissing University in North Bay;
- The EUCAN BIO POWER program, in partnership with the Slovak University of Agriculture (Nitra, Slovakia), the North Karelia University of Applied Sciences (Joensuu, Finland), and the Collège communautaire du Nouveau-Brunswick.

### **Teacher Support**

The Centre d'appui et d'accompagnement pédagogique (CAAP), a pedagogical support centre, and Innov@cité are the two services through which the College supports, develops, and improves the quality of education.

- Two full-time experts in techno-pedagogy assist teachers in the use of educational technology.
- CAAP members provide support and guidance to the College's teaching staff through training, workshops, and discussions..
- Innov@Cité comprises a multidisciplinary team that works to meet the requirements of technology in education.

### **Technology at the Service of Education and Student Success**

Built on the Desire2Learn Learning Management System (LMS), the College's e-cité learning platform provides a set of computer monitoring tools for use in its programs of study. These include::

- An educational database allowing program mapping according to the Ontario Qualification Framework (OQF) and the Ministry's published program standards;

- The Système Analytique et Visuel d'Observation, d'Identification et de Rétroaction (SAVOIR). This unique feedback tool supports student learning and promotes their academic success.

### **Online Learning**

The College's online course and program offering grows each year and is now large enough to serve the needs of full-time students..

In addition, all instructors already use the D2L platform (e-cité), assisted by two techno-pedagogy experts who promote its functions and make it more user-friendly for teachers and students.

In 2013-2014, La Cité developed and began to offer its first webinars and Massive Open Online Courses (MOOCs). These platforms are increasing in popularity and La Cité is ready to implement an action plan for their implementation.

The SAVOIR tool, the e-cité learning platform, the digital portfolio (see below) and the Bring your Own Device (BYOD) program, whose implementation plan has been finalized and is ready to launch, are only a few examples of the College's commitment to the modernization of its pedagogical approaches and modes of delivery to meet the needs of its student clientele in the 21st century.

## **2.2 Additional Comments**

- The Ministry notes that La Cité's graduation rate (68.2 %) is higher than the system average (65.7%). The retention rate from 1st to 2nd year is lower at 66%.
- Currently, La Cité offers 13 certificates, 2 diplomas and 3 post-diploma programs entirely online. The 2012-13 enrolment number was 984, and the College expects a significant increase in 2013-14.

### **Institutional Strategies**

La Cité offers non-traditional learning experiences, such as:

- Applied research projects, international internships and travel opportunities, and various practical training options in diverse work environments;
- Student feedback provided primarily through the e-cité learning platform (Desire2Learn). This platform also enables classroom management, learning assessments, real-time monitoring of student progress and online learning activities.

### *Other Strategies*

- La Cité has developed and is ready to launch a program to raise awareness of the benefits of co-operative education. This program also provides teachers with the tools required to manage this type of education.

- A La Cité graduate profile has been developed and will be implemented as of 2014-15. It will allow the College to confirm to employers that La Cité graduates have acquired aptitudes that distinguish them from students of other postsecondary institutions, in addition to the skills related to their fields of study.
- The digital portfolio will act as an information storehouse, tracking each student’s personal, professional, and academic progress.
- The College has implemented an action plan to offer the majority of its language and general training courses online.

### 2.3 Metrics

Institutional Metrics	System-Wide Metrics
<ul style="list-style-type: none"> <li>• Number of projects per year focused on experiential learning</li> <li>• Number of new programs and courses developed and offered online per year, including Massive Open Online Courses (MOOCs) and webinars</li> <li>• Retention rates between semesters</li> <li>• Statistics generated by the Système Analytique et Visuel d’Observation, d’Identification et de Rétroaction (SAVOIR)</li> </ul>	<ul style="list-style-type: none"> <li>• Student Satisfaction Survey results</li> <li>• Graduation rates</li> <li>• Retention rates</li> <li>• Number of students enrolled in a co-op program at institution</li> <li>• Number of online course registrants, programs, and courses at institution</li> </ul>

## 3. STUDENT POPULATION

This component recognizes the unique institutional missions that improve access, retention, and success for underrepresented groups (Aboriginal, first generation, students with disabilities) and francophones. This component also highlights other important student groups that institutions serve that link to their institutional strength. This may include, but is not limited to, international students, mature students, or indirect entrants.

### 3.1 Areas of Institutional Strength

La Cité is working to improve access for underrepresented groups and boost their success.

#### Francophone Students

La Cité integrates learning activities that reflect the realities of today’s anglophone and bilingual working environments.

Language training needs differ according to student group: students of francophone origin, students from exogamous families, and immigrants whose mother tongue is neither French nor English but for whom French is a second language.

To compensate for the wide variety of language skills of its students, La Cité has established a linguistic support centre, the Tremplinguistique, which provides free French-language tutoring services to all College students. It provides special support to students who experience difficulty with written or oral French.

### **First Nations, Métis, and Inuit students**

The College received funding for its programs for indigenous people for the first time in 2013-14. This allowed the College to initiate the following activities:

- Identification of students of indigenous origin using data collected by the Ontario College Application Service (OCAS) and La Cité's own diversity survey administered to all new students;
- A tour of agencies that serve this population to learn about available services and meet with stakeholders;
- Establishment of La Cité's Conseil de l'éducation autochtone (Aboriginal education council), which held its first meeting on March 27, 2014;
- Planned participation with the three French-language school boards of eastern Ontario in a large gathering of school personnel to promote Aboriginal culture and values.

### **First Generation Students**

During the fall of 2013, La Cité completed its initiative to identify first generation students enrolled in their first year with the help of an early detection questionnaire. This questionnaire assesses twenty risk factors under four major themes: program choice and course integration, social integration, financial difficulties, and family and personal problems. Of the 2,908 students enrolled in their first year in September 2013, 922 were identified as first generation students. In the fall of 2012, this number was 825.

In the wake of the results of the early detection questionnaire, La Cité made 417 referrals to assistance programs. According to this questionnaire, the main challenges faced by first generation students are financial assistance needs (93), the need for improved study techniques (90), difficulties integrating into a postsecondary environment (79), personal problems (83), and job hunting (56).

In addition, first generation students received 20,300 instances of feedback from their teachers through the SAVOIR system, a 360-degree appraisal system.

### **International Students**

Over the past few years, La Cité has boosted its international student capacity by focusing on two areas:

- Increased engagement through special projects with other countries, described in section 1. *Employment, innovation and economic development*;
- The recruitment of international students.

The College has increased its number of international students from 64 in 2009-10 to 112 in 2013-14.

### **Students with Special Needs**

Persons with disabilities voluntarily identify themselves to La Cité's special needs service office.

The key strategies implemented by the College to support this clientele include:

- The regular revision of the adaptation protocols for students with special needs and the protocols for Quebec and American Sign Language interpreters (LSQ and ASL);
- Presentations of available services for students and potential students and their parents during open house event to raise awareness about the benefits of early self-identification;
- Presentations for school boards and local high school guidance counsellors.

### **"Non-Direct" Students**

Approximately 50% of full-time students do not arrive directly from secondary school. Each year, the College organizes customized workshops for adults returning to school and participates in corporate activities that foster the academic success of this "non-direct" clientele.

## **3.2 Additional Comments**

According to 2012-13 data:

- La Cité's proportion of Aboriginal students is 5.5% or 234 students, which is slightly higher than the system average of 4.2%;
- The College has 825 students and first-generation students (21% of the total enrolment), which is lower than the system average of 30.3%; and
- 401 students with disabilities (9.3% of the total enrolment), which is lower than the system average of 15.2%.

### **Institutional Strategies**

- The College has implemented an action plan for prior learning assessment and recognition to increase the speed of processing and number of files processed.

### 3.3 Metrics

Institutional Metrics	System-Wide Metrics
<ul style="list-style-type: none"> <li>• Number of students served at the TremplLinguistique</li> <li>• Number of "non-direct" students in relation to total enrolment</li> <li>• Number of students enrolled in unique programs</li> </ul>	<ul style="list-style-type: none"> <li>• Number and proportion of Aboriginal, first generation, students with disabilities, and francophone students at an institution</li> <li>• Number and proportion of international students enrolled in Ontario (as reported in annual institutional enrolment reporting)</li> <li>• Proportion of an institution's enrolment that receives OSAP</li> </ul>

## 4. PROGRAM OFFERINGS

This component articulates the breadth of programming, enrolment, and credentials offered, along with program areas of institutional strength/specialization, including any vocationally oriented mandates. This component also recognizes institutions that provide bilingual and/or French-language programming for students.

### 4.1 Areas of Institutional Strength

Current areas corresponding to strengths or specializations:

- Health and life sciences
- Administration, hospitality and tourism
- Media, arts and communication
- Social and human services
- Emergency and legal services
- Skilled trades
- Technology

Areas proposed for program growth:

- Skilled trades
- Health and life sciences
- Administration, hospitality and tourism
- Emergency and legal services
- Social and human services

## 4.2 Additional Comments

- The Ministry notes that the College plays a unique role as a French-language college that seeks to better serve French-language students in Ontario by broadening its range of programs.
- Although the courses offered by La Cité are based on a solid program infrastructure, including the new 911 institute, the College must continue to improve the employment outcomes of graduates for its emergency and legal services programs, including expanded programs.
- La Cité intends to continue to develop and offer apprenticeship training programs.
- Should the College submit a request for funding for its games and mobile apps program, the Ministry will require additional information (e.g. student demand, labour market analysis).

### Institutional Strategies

- The College wishes to implement new delivery models in line with its commitment to learning and skilled trades.
- Co-op programs
  - Currently, La Cité offers a co-op option in 23 of its programs.
  - In 2014-15, the College will review its co-op model and develop a plan for its revitalization. This review will also include recommendations to expand co-op options to other programs of study.

## 4.3 Metrics

Institutional Metrics	System-Wide Metrics
<ul style="list-style-type: none"> <li>• Number of new programs developed</li> <li>• Number of new programs offered</li> <li>• Number of students from central southwestern Ontario</li> <li>• Number of unique programs</li> <li>• Number of students enrolled in programs offered by La Cité at Collège d'Alfred</li> </ul>	<ul style="list-style-type: none"> <li>• Proportion of enrolment at colleges by occupational cluster and by credential</li> <li>• Institution's system share of enrolment by occupational cluster and by credential</li> <li>• Number of apprentices in each trade</li> </ul>

## **5. INSTITUTIONAL COLLABORATION TO SUPPORT STUDENT MOBILITY**

This component profiles partnerships between institutions that ensure students have access to a continuum of learning opportunities in a coordinated system. This may include, but is not limited to, credit transfer pathways and collaborative or joint programs between or within sectors.

### **5.1 Areas of Institutional Strength**

La Cité is working to improve collaboration, pathways, and student mobility through the following measures:

#### **Prior Learning Assessment and Recognition**

The processes for requesting credit transfer equivalencies and applying for prior learning assessment and recognition (professional and personal experience) have been combined.

The College has instituted a formula to automatically assign course equivalencies for students wishing to transfer from one program to another and it is currently working to systematize its credit transfer process.

The College is also part of an agreement signed by colleges in Ontario regarding the recognition and transfer of credits. Students who wish to transfer programs can receive information and support from staff in the admissions office, registrar's office, and from the Centre de la réussite collégiale (college success centre).

#### **Articulation Agreements**

More than 30 La Cité programs are subject to student mobility agreements (articulation agreements) which enable graduates of the College to have their studies recognized by Canadian universities.

In addition, the holders of any La Cité postsecondary diploma of two years or more can benefit from a general agreement with the University of Ottawa, under which up to 30 credits of a diploma may be recognized, depending on the chosen field of study.

#### **Consortium national de formation en santé**

La Cité is a member of the Consortium national de formation en santé (CNFS, national consortium of health care education). The CNFS is a group of 11 Canadian university and college institutions that offer programs in health care as well as five regional partners that facilitate access to health care training programs in French.

Funding from the CNFS has allowed La Cité to increase its health care programs, improve its equipment, develop articulation agreements with universities and colleges, create media-based postgraduate courses, offer community information sessions, and develop internship opportunities with partners.

## **Activities Facilitating the Transition of Secondary Students to French-Language College Studies**

La Cité has collaborated for several years with its secondary school partners to facilitate the transition of students to French-language college studies.

Specialist High Skills Major: This past year, La Cité offered a number of workshops enabling students enrolled in a Specialist High Skills Major (SHSM) to get targeted hands-on experience or receive certification. The College distinguishes itself through its efforts to encourage the pursuit of French-language college studies in the health sciences.

These include:

- In 2013-14, La Cité welcomed 895 students enrolled in 47 Dual Credit (DC) courses leading to a postsecondary program and eight Ontario Youth Apprenticeship Program (OYAP) level 1 courses, compared with 877 students in 2012–2013, and 732 in 2011–2012.
- 110 students participated in three days of career exploration – learning component. Nine fields were presented.
- Performance Techno Franco: La Cité, in collaboration with French-language school boards in eastern Ontario, held the third edition of "Performance Techno Franco." This event saw 115 Grade 11 and 12 students put their knowledge and creativity to work on projects in the following fields: hair styling, small engines, plumbing, welding, carpentry, and electricity. Nearly 400 students in grades 7 and 8 also attended to cheer on their classmates and observe various demonstrations.
- Reach ahead experiences for Grade 9 students: In May 2013, 550 students from the three French-language school boards in eastern Ontario visited the Ottawa campus to take part in hands-on workshops covering various fields of study. The program included approximately 20 workshops.
- Interprovincial games – SHSM Health and Wellness: For the third consecutive year, La Cité held competitions enabling students to develop specific health care techniques. This year, the College will host 34 teams of four students from across the province. In 2014-15, it will be a province-wide event involving Collège Boréal, the University of Ottawa and Laurentian University.

## 5.2 Additional Comments

In 2012-13, 85 graduates of La Cité went on to pursue university studies while several others continued in other programs at La Cité or another college.

### Institutional Strategies

- La Cité wishes to update and increase the number of articulation agreements with other postsecondary institutions to improve student mobility.
- La Cité intends to boost its partnerships with bilingual universities and Collège Boréal to offer programs tailored to the particular needs of regional students.
- La Cité is working with the Ministry so that it may continue to offer programs at Collège d'Alfred in September 2014. More in-depth discussions on future programs will be necessary.
- The College has implemented an action plan for prior learning assessment and recognition to increase the speed of processing and number of files processed.

## 5.3 Metrics

Institutional Metrics	System-Wide Metrics
<ul style="list-style-type: none"><li>• Number of university students enrolled in a college program</li><li>• Number of students who have applied for recognition of academic achievements</li><li>• Number of activities carried out through the Consortium national de formation en santé</li></ul>	<ul style="list-style-type: none"><li>• Number of college and university pathways and/or articulation agreements (college-college, college-university, university-college)</li><li>• Number of transfer applicants and registrants</li><li>• Number of college graduates enrolled in university programs</li></ul>

## ASPIRATIONS

The Ministry recognizes the importance of supporting institutions to evolve and acknowledges the strategic aspirations of its postsecondary education institutions; the SMA is not intended to capture all decisions and issues in the postsecondary education system, as many will be addressed through the Ministry's policies and standard processes.

### Three-Year Degree Programs

La Cité has identified a dozen or so three-year programs that could fulfill the request of employers for credential degree programs.

The Ministry acknowledges the College's support for and desire to potentially deliver three-year degrees, which will be examined as part of the Ministry's policy review of Ontario's credential options.

## Partnerships for Providing Education Services Outside Ottawa

### *Collège d'Alfred*

La Cité wishes to participate in the development of new programs and the delivery of training activities at Collège Alfred in fields such as agri-food and rural development.

- The College will develop an action plan in collaboration with its partners, including the Ministry of Training, Colleges and Universities, Alfred College Community Council, the University of Guelph, and Collège Boréal.

### *Central Southwestern Ontario*

- La Cité wishes to adapt existing programs and develop new programs specifically for francophones and francophiles in the Greater Toronto Area in collaboration with York University's Glendon College and Collège Boréal.
- La Cité will explore other opportunities to boost its capacity to provide education programs to this demographic through partnerships with other educational institutions, community stakeholders, and industry. The College also wishes to diversify its modes of delivery to include distance education.

## ENROLMENT GROWTH

The strategic enrolment and planning exercise is in the context of a public commitment in the 2011 Budget to increase postsecondary education enrolment by 60,000 additional students over 2010-11 levels. The government has demonstrated a longstanding commitment to ensuring access to postsecondary education for all qualified students.

La Cité's planned enrolment forecast as expressed in this baseline eligible enrolment scenario is considered reasonable and in line with Ministry expectations, based on the current and projected demographic and fiscal environments.

### Basic Projected Eligible Full-Time Headcounts

Level	2014-15	2015-16	2016-17
Certificate/Diploma	4,207	4,269	4,296
Degree	72	72	72
<b>Total</b>	<b>4,279</b>	<b>4,341</b>	<b>4,368</b>

## FINANCIAL SUSTAINABILITY

The Ministry and the College recognize that financial sustainability and accountability are critical to achieving institutional mandates and realizing Ontario's vision for the postsecondary education system. To this end, it is agreed that:

- It is the responsibility of the governing board and Senior Administrators of the College to identify, track, and address financial pressures and sustainability issues. At the same time, the Ministry has a financial stewardship role. The Ministry and the College agree to work collaboratively to achieve the common goal of financial sustainability, and to ensure that Ontarians have access to a full range of affordable, high-quality postsecondary education options, now and in the future; and
- The College remains accountable to the Ministry with respect to effective and efficient use of resources to maximize the value and impact of investments made in the postsecondary education system.

The Ministry and the College agree to use the following metrics to assess the financial health and sustainability of the institution:

1. Annual Surplus/Deficit
2. Accumulated Surplus/Deficit
3. Net Assets to Expense Ratio
4. Debt Servicing Ratio
5. Quick Ratio
6. Debt to Asset Ratio
7. Net Income to Revenue Ratio

## MINISTRY/GOVERNMENT COMMITMENTS

Over time, the Ministry commits to align many of its policy, process, and funding levers with the Differentiation Policy Framework and SMAs in order to support the strengths of institutions and implement differentiation. To this end, the Ministry will:

- Engage with both the college and university sectors around potential changes to the funding formula, beginning with the university sector in 2014-15;
- Update the college and university program funding approval process to improve transparency and align with institutional strengths as outlined in the SMAs;
- Streamline reporting requirements across Ministry business lines with the goals of (1) creating greater consistency of reporting requirements across separate initiatives, (2) increasing automation of reporting processes, and (3) reducing the amount of data required from institutions without compromising accountability. In the interim, the Multi-Year Accountability Report Backs will be adjusted and used as the annual reporting mechanism for metrics set out in the SMAs;
- Consult on the definition, development, and utilization of metrics;

- Undertake a review of Ontario’s credential options; and
- Continue the work of the Nursing Tripartite Committee.

The Ministry and the College are committed to continuing to work together to:

- Support student access, quality, and success;
- Drive creativity, innovation, knowledge, and community engagement through teaching and research;
- Increase the competitiveness of Ontario’s postsecondary education system;
- Focus the strengths of Ontario’s institutions; and
- Maintain a financially sustainable postsecondary education system.

SIGNED for and on behalf of the  
Ministry of Training, Colleges and  
Universities by:

*ORIGINAL SIGNED BY*

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Deborah Newman  
Deputy Minister

June 10, 2014

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Date

SIGNED for and on behalf of Collège  
d’arts appliqués et de technologie La  
Cité collégiale by:

*ORIGINAL SIGNED BY*

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Lise Bourgeois  
President

June 16, 2014

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Date