

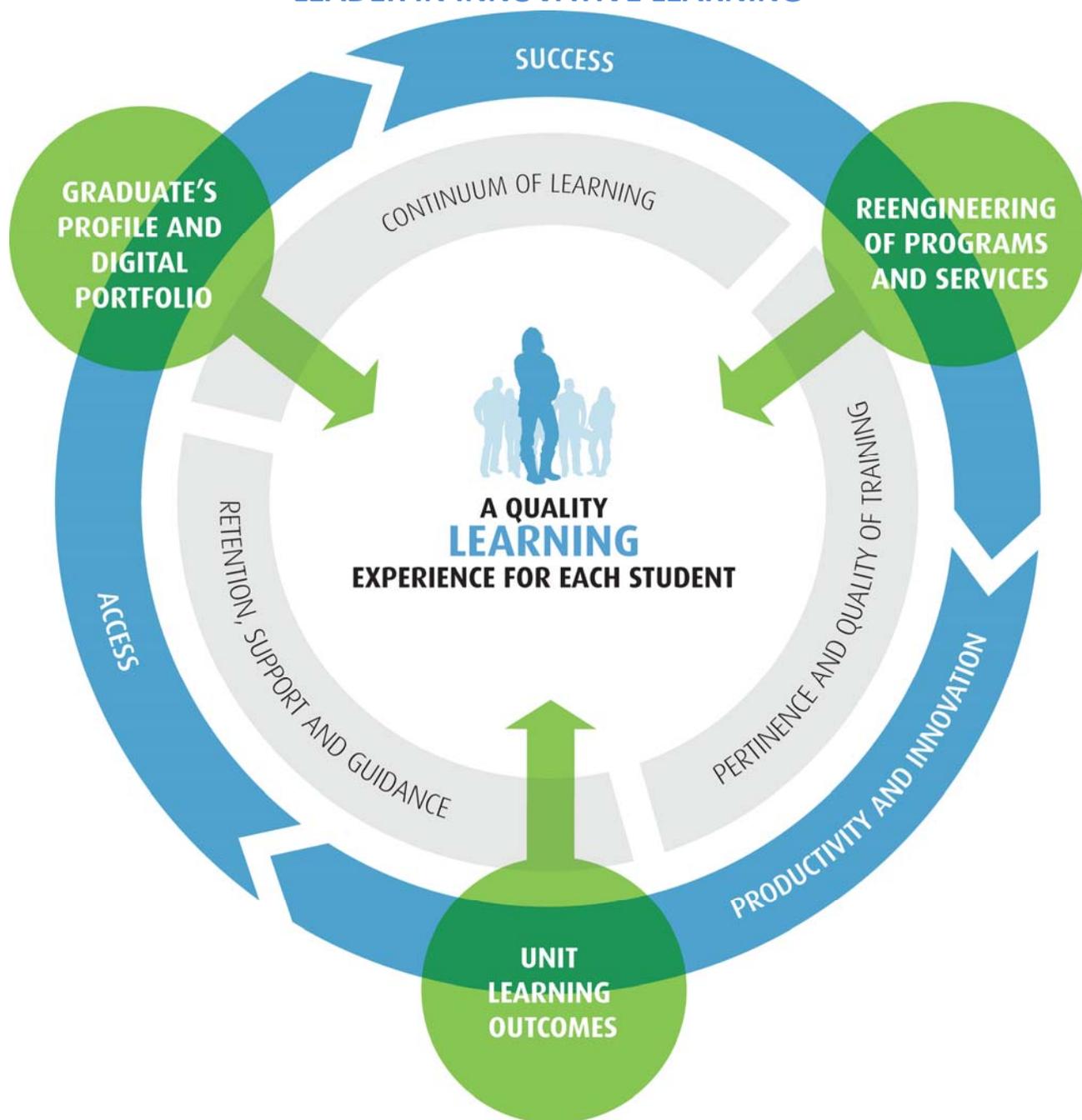
Vision of **La Cité collégiale**

Proposed Mandate Statement, expected outcomes
and priority initiatives

Submission regarding the development of strategic mandate agreements

To: The Honourable Glenn Murray, Minister of Training, Colleges and Universities

From: Lise Bourgeois, President of La Cité collégiale
LEADER IN INNOVATIVE LEARNING



INTRODUCTION

LA CITÉ COLLÉGIALE – OUR TRACK RECORD – a guarantee of success

Specificity and distinct reality of a Francophone college in Ontario – “Build it and they will come”

The Francophone colleges of applied arts and technology are renowned for offering an extensive list of programs despite their small size. To meet their specific mandate, they must continue their efforts to significantly reduce the discrepancy between what the French-language colleges offer and what is offered by the English-language colleges.¹ Unlike the Anglophone colleges, they must first work on improving supply to subsequently influence demand, according to the concept “Build it and they will come.” “...In a minority context, it is the supply of educational services that creates demand, rather than the reverse.”² For the Francophone colleges, an expanded supply of programs is absolutely essential.

The number of programs of study offered has gradually increased, from 66 in the fall of 2003 to 93 in the fall of 2012. Full-time enrolment has continually increased, from 3329 in 2003 to 4381 in 2011. In the fall of 2012, the Collège reached the milestone of 5000 students enrolled.

Our greatest distinction: bilingual graduates

In addition to being recognized for the relevance of the skills they have acquired in specific areas of study, graduates of the Collège are appreciated for their ability to work efficiently in both of Canada’s official languages. All the 93 programs of study offered at the Collège include learning activities associated with the realities of the job market in an Anglophone or bilingual environment. English as a second language is taught in most programs of study, and the technical terms used in the labour market are systematically studied in both languages.

The certificate of bilingualism delivered to graduates who meet the criteria is one of the initiatives of the Collège that reflects our desire to implement the policy of linguistic accommodation (Politique d’aménagement linguistique – PAL) at the local level. From its inception, the Collège has adopted priority strategies that, today, are fully aligned with the guidelines of Ontario’s Policy on *aménagement linguistique*. The PAL will “encourage the French language partner institutions to implement local linguistic accommodation policies (...). Its implementation will translate into the improvement of both the learning support and the enhancement of the French and English languages to allow those who study in the French and bilingual network of institutions of Ontario – students, apprentices and other learners – to acquire a thorough knowledge of both languages.”³

In 2011, the Collège first delivered certificates to graduates who had passed a bilingualism test that is recognized by the University of Ottawa.

At the very heart of our mandate: the quality of the student’s learning experience

The Collège has set up teams of experts who develop effective processes for helping teachers improve the quality of their teaching. The satisfaction rate of our student clientele, as revealed in the survey of provincial key performance indicators (KPI), has indeed increased significantly thanks to the creation of these teams in the early years of the new

¹ In the college sector, only 18% of programs are offered in French in the province as a whole. Source: Ministerial databases of the College Finance Unit, Ministry of Training, Colleges and Universities. Quoted in the “*Document d’orientation de l’éducation en langue française de la direction des politiques et programmes d’éducation en langue française*” [Policy paper on French-language education of the French Language Education Policy and Programs Branch], December 2009.

² Survey report: *L’état de l’éducation postsecondaire en langue française dans le Centre-Sud-Ouest de l’Ontario : Pas d’avenir sans accès* [The state of French language postsecondary education in Central and Southwestern Ontario: no future without access] – French Language Services Commissioner of Ontario.

³ Free translation from « Politique d’aménagement linguistique de l’Ontario pour l’Éducation postsecondaire et la formation en langue française.

millennium. Ever on the lookout for new trends, our experts in pedagogy and techno-pedagogy work together to develop new models offering a unique learning experience in which technology serves to enhance pedagogy.

In the annual provincial KPI survey, the Collège has ranked among the top five colleges of applied arts and technology for student satisfaction, and met the five criteria for best quality assurance processes in the Program Quality Assurance Process Audit (PQAPA) conducted in February 2010.

Innovation powered by the dynamism and vitality of the Francophone community

The challenge that the Minister laid down in June 2012 is one that La Cité collégiale has been meeting since it first opened its doors. The Collège must use its ingenuity to increase the size of its student body while maintaining the quality of its programs and services, in a context where the threat of assimilation is ever-present.⁴ Creative economy is inscribed in the Collège's DNA, and the many political, economic and sociodemographic transformations that have occurred have not impeded its growth. The innovative initiatives presented here testify to the fact that **La Cité collégiale has the capacity to play a role as a "lead teaching institution of the 21 century."** The vision and objectives of the Government, as outlined in the document "Strengthening Ontario's Centres of Creativity, Innovation and Knowledge," are the parameters that will help plot the course for the future development of La Cité collégiale.

In 2011-2012, La Cité collégiale achieved a balanced budget without having to impose any lay-offs or reduce programs and services, in spite of the current difficult economic conditions and budget cutbacks.

PART 1 – STATEMENT OF MANDATE, EXPECTED OUTCOMES, PRIORITY INITIATIVES ET VISION

MANDATE – The French-language college of the 21st century – Guide every student on the path to success, offering a customized learning process and applied training that focuses on the student's creativity and commitment, so that he or she can become an active participant in the growth of the Francophone community and in the economy of his or her region. By its presence and its actions, support the social, cultural and economic development of the Franco-Ontarian community

THE VISION - La Cité collégiale of the 21st century is an absolutely essential institution for those who are looking for an innovative learning environment in French, where success is possible for EVERYONE. It fosters inclusion, and is renowned for its dynamism. Thanks to the bold and creative initiatives it is implementing, La Cité collégiale is an organization vital to stimulating the economic growth of Ontario and improving the quality of life of the members of the Franco-Ontarian community and of all citizens throughout the province.

PRINCIPAL EXPECTED OUTCOMES– La Cité collégiale is proposing a mandate under which it undertakes to support:

- **ACCESS:** Increase and diversify its clientele, with the aim of attaining an enrolment of 6000 students in 2018 and 7000 students in 2023; attract a larger number of Franco-Ontarians, in particular those from Central and Southwestern Ontario, to increase the bilingual capabilities of Ontario’s workforce.
- **SUCCESS:** Raise the graduation rate to over 70% by 2018, and maintain the rate of placement in a field related to the student’s studies between 90 and 95%.
- **PRODUCTIVITY and INNOVATION:** Increase the size of La Cité collégiale’s student body without raising operating costs.

THREE PRIORITY INITIATIVES - under the sign of innovation and transformation - To achieve its results, La Cité collégiale will implement three priority initiatives using its new learning management system (Desire 2 learn - D2L). This “Ontario” company has already demonstrated its ability to integrate online learning into French-language education at the secondary level, and the Collège wants to maximize all the functionalities and all the power of this system to support learning and rationalize processes. D2L could be put to good use at the postsecondary level.

- **Priority Initiative No. 1: Evaluating learning outcomes by unit.**
Breaking down a program of study into smaller learning units (LU) and assigning unit learning outcomes (ULO) rather than assigning course learning outcomes (CLO) represent a **profound transformation** of the pedagogical model. This transformation will be carried out using the D2L learning management system, and will enable the College to make its offerings in a more flexible way, to perform customized tracking of a student’s progress, and to rationalize pedagogical resources.
- **Priority Initiative No. 2: Developing the profile of the graduate using the digital portfolio.**
This **forward-looking initiative**, which relates directly to Priority Initiative No. 1, aims to define the “profile of the graduate of La Cité collégiale,” in other words, to define what sets our graduates apart from the graduates of other colleges. The digital portfolio will enable the College to provide the graduate and his or her employer with a precise guarantee that the Essential Employability Standards (EES) have been met, that the desired generic skills have been acquired, and that the graduate will be able to make a significant contribution to the economic growth of Ontario and even of Canada as a whole.
- **Priority Initiative No. 3: Reengineering the program mapping and the services.**
Performed under the sign of **optimization**, this exercise will enhance the effectiveness of our offer of programs and services and the relevance of our programs of study, in particular through: an in-depth examination of all the programs of study currently being offered; development of an integrated model of client services; maintaining a strategic watch to determine the requirements for Francophone and bilingual workers; a significant increase in recognition of credits among the Francophone and bilingual colleges and universities of Ontario; and pathbreaking collaborations and diversification to promote this recognition.

PART 2 – PRIORITY INITIATIVES

Priority Initiative No. 1: Evaluating learning outcomes by unit

Description: The pedagogical approach based on learning outcomes has been adopted to ensure the high quality of learning and to comply with the major pedagogical orientations of the MTCU. At the present time, Program Learning Outcomes (**PLO**), namely the Vocational Learning Outcomes (**VLO**), the Essential Employability Standard (**EES**) and the General Education Themes (**GET**) are expressed in terms of Course Learning Outcomes (**CLO**), in which they are distributed according to the subject matter taught. La Cité collégiale wishes to review its pedagogical model and adopt the approach based on Learning Units (**LU**). LUs, which are of short duration, are tied directly to a PLO. MTCU's current model allows this flexibility, so that the College can innovate while complying with the guidelines laid down by the Ministry.

- Design of an LU: Learning activities, evaluation activities and a unit learning outcome (**ULO**) will be systematically assigned to each of the LUs. This system will replace the CLOs. Evaluated and marked against a measurable outcome, an LU must be of determined length and must attain a CLO that contributes to attaining a PLO. Recorded in the learning management system (D2L), the LUs will be used to feed such databases as the student portfolio.
- Evaluation of ULOs: The LU-based approach makes it possible to identify gaps in skills evaluation and to isolate LUs that are relevant to each of the outcomes associated with these skills. The success of the ULOs is then documented in the student's portfolio.

The principal transformations produced by this innovative initiative are reflected in:

- A more flexible offer, adapted to the needs of a diversified clientele.
- A hybrid mode of delivery put in place throughout the Collège. The efficiency and quality of the delivery in hybrid mode will be increased by placing a vast number of learning objects on line. The Collège will thus be able to draw more easily on the existing databases of educational institutions in the province, in the country and elsewhere in the world to select learning objects associated with the themes and norms of its various programs.
- An approach that fosters interdisciplinary activities.
- An increase in online learning activities.
- Sharing some LUs among programs of study in the Collège, thus generating considerable savings in terms of delivery. The Collège could realize savings of several thousand dollars in its delivery of a particular program of study. Rationalization of curricula and reduction in the number of classroom hours will allow savings to be made in terms of human resources and through maximizing the use of rooms.
- Greater collaboration and sharing of the outcomes of this project throughout the postsecondary education system. La Cité collégiale has already informed Colleges Ontario of its interest in acting as leader of a pilot project.
- A significant increase in the retention rate and in the graduation rate thanks to, for example, early detection of the risk of failure and to the possibility for students who failed one LU would only have to take the unit again instead of repeating the whole course, as the current traditional model requires.
- A process of prior learning assessment and recognition that is fairer and easier to complete.
- Better pedagogical consistency among programs of study using the same LUs, thus encouraging greater effectiveness in teaching activities.
- Greater effectiveness in developing programs by reusing LUs in various disciplines.
- Creation of a digital portfolio of a student's skills (see Priority Initiative No. 2).

Priority Initiative No. 2: Developing the profile of the graduate using the digital portfolio.

Description: GRADUATE OF LA CITÉ COLLÉGIALE: bilingualism, audacity, creativity, entrepreneurship and technological competence – The graduate's profile will reflect the image of the Collège. A leader in Ontario's Francophone community since its creation, the Collège's learning environment is imbued with dynamism and vitality, in the image of its Francophone culture. Our programs, renowned for their relevance and high quality, also reflect the specific cultural

circumstances in which they were elaborated. At La Cité collégiale, innovation is not just a characteristic of its institutional culture, but is an integral part of the learning experience, so that every student can develop the skills that will enable him or her to become an agent of socially desirable changes.

The Collège therefore wants to design a process that will guarantee both to employers and to society, that its graduates have mastered distinct and specific skills. The **digital portfolio** will be generated directly from the LMS (learning management system – D2L). The portfolio will be gradually built up as the students accumulate experiences in the Collège and in the workplace such as observation sessions, laboratory experiments, practical training, formative and summative evaluations, simulations, and participation in focus groups.

The principal transformations produced by this innovative initiative are reflected in:

- A customized, flexible and transversal approach offering a tailor-made choice of learning pathways, which can possibly extend beyond the particular path that the student pursues at La Cité collégiale. This project will be built for the student, by the student.
- Acquisition by all graduates of the essential skills required by employers, which are associated with:
 - the use of the digital tools that are now an integral part of our occupational and personal lives, regardless of the sphere of activity in which we are involved;
 - productivity and creativity in business;
 - the entrepreneurial spirit;
 - collaboration and sharing;
 - ethics; and
 - communication, in particular the high-level bilingualism that is the distinctive characteristic of the graduates of La Cité collégiale.
- Early identification of students who have a good potential for acquiring entrepreneurial skills.
- The guarantee that every graduate is immediately ready to enter the labour market, to do constructive, efficient work there, and to satisfy the requirements of the employer.
- An increase in the student's motivation thanks to the flexibility of learning pathways and the continuous, more detailed documentation of those pathways.
- Making graduates aware of the benefits of continuing education. The digital portfolio will be the property of the student once he or she graduates, and can be enriched by all the knowledge that the student will acquire in his or her lifetime.
- Better linkage to the requirements of the labour market, resulting in a higher satisfaction rate for both employers and graduates and a higher rate of placement in the graduate's chosen field.

Priority Initiative No. 3: Reengineering the menu of programs and the menu of services.

Description: La Cité collégiale will review its program mapping and its services to adapt them to the new realities of the 21st century. Spread over a year, this project will lead to recommendations concerning the programs of study that the Collège must offer, and the modalities that it will have to adopt to ensure efficient and effective delivery of relevant assistance services to a diversified clientele.

- At the present time, La Cité collégiale offers more than 90 programs of study to a clientele of over 5000 students. Over the years, the Collège has always been concerned about the relevance and quality of its programs. However, no in-depth review of its programs and services has been conducted since the Collège was founded. Focusing on the theme of rationalization and efficiency, and taking into account the new trends in education and the needs of both the labour market and the clientele, a systematic, in-depth analysis of ALL the programs of study will be undertaken. The study will, in particular, take into account criteria for interdisciplinary, intradisciplinary and transdisciplinary activities.
- The quality of services is also central to the Collège's concerns. Particular attention will be given to the opportunities

for rationalization and for achieving savings generated through resource sharing partnerships with other postsecondary institutions and with the private sector. The client experience will be refined thanks to better synergy and greater flexibility of business processes and services thanks to the implementation of a one-stop shop format both virtual and physical.

The principal transformations produced by this innovative initiative are reflected in:

- Suspending or modifying some programs of study and identifying new niches.
- Proposing to the MTCU a list of programs to be transformed into three-year bachelor’s programs. In the event that the MTCU changes the nomenclature of the programs, La Cité collégiale would be able, within two years, to offer over twenty three-year bachelor’s degrees to Ontario’s Francophones.
- Reducing the duration of some programs through compressed delivery and an increase in exit opportunities for graduates after one, two and three years.
- Increasing online offerings in the postsecondary programs.
- Better understanding of the issues and trends in a targeted occupational field, and close linkage with employment.
- Reducing parallel or repeated courses by developing more common trunks in the same family of programs.
- Increasing the frequency, variety and value of experiential learning activities, whether these take place in a simulation laboratory, are cooperative in nature, involve applied research or comprise interdisciplinary and intradisciplinary practical training.⁵
- Increasing the opportunities for prior learning assessment and recognition, and improving the processes associated with them.
- Increasing the number of partnerships with the bilingual universities for developing programs using the 2 + 2 model or the 1 + 2 + 1 model by sharing available spaces between the Collège and its university partners. The Collège and St. Paul University have made a commitment to identify programs that foster student mobility within the framework of the continuum of French-language postsecondary education in Ontario.
- Reducing the time and distance related obstacles to accessing services (in person or on line).
- Reducing the costs associated with operations.

PART 3 – HIGHLIGHTS OF THE PLANNED TRANSFORMATIONS

Within five years, La Cité collégiale will optimize the learning experience of a more diversified clientele and will foster the social and occupational integration of its graduates and their capacity for contributing to the renewal of the Ontario economy. The Collège will thus have facilitated access to the most relevant programs and services, offering to EACH STUDENT a customized learning pathway that is not limited in space or time.

<p>Impact on the student</p> <ul style="list-style-type: none">• Customized learning pathway thanks to the greater flexibility of the programs and services offered to students.• Efficient and effective prior learning assessment and recognition.• Access to innovative, up-to-date programs.• Reduction of costs, in particular by reducing the duration of studies.• Preparation more relevant to workplace requirements, in particular by adding experiential learning activities designed to foster entrepreneurship, bilingualism, creativity, cultural identity, technical competency and ethics.• Involvement in a “lifelong learning” process and access to a tool tracking academic progress through the portfolio.
<p>Impact on the Collège and its productivity</p> <ul style="list-style-type: none">• Thousands of dollars in savings through amalgamation of several courses on the same subject delivered in different programs, creation of common trunks, joint programs with colleges and universities, etc.• Reducing costs through the amalgamation of certain services.

⁵ For some years, La Cité collégiale and the University of Ottawa have been taking part in a clinical internship pilot project for students in the Occupational Therapy Assistant/Physiotherapy Assistant Program, who are working with the students of the Physiotherapy Program in the University of Ottawa’s Faculty of Life Sciences.

- Increased recruitment of the Collège’s non-direct clientele through prior learning assessment and recognition, flexible delivery and condensed programs.
- Developing closer ties with the labour market.
- Enhancing the Collège’s reputation within the Francophone community in Ontario, throughout Canada and abroad, resulting in an increase in the size of its student body.

Impact on the system of postsecondary education and on its productivity

- **Increased effectiveness in developing programs** by reusing LUs in various disciplines. This concept could also be applicable across the province through exchanges and collaboration among the colleges of applied arts and technology in the system. It would also allow for significant savings to be achieved.
- **Increased student mobility within the continuum of postsecondary education.** La Cité collégiale has nearly 60 agreements of various kinds with some dozen universities. It now wants to put in place a pilot project to develop a provincial model of **transferability of credits** using the new LU model, in partnership with a bilingual university. The Collège also wants **to increase the number and variety of its agreements with the universities.** Corporate memorandums of understanding have been signed or are about to be signed with other bilingual universities in Ontario.
- **Emergence of new forms of collaboration**⁶. For example, existing collaborations will be enriched by the addition of the following new collaborations:
 - Collaboration with the University of Ottawa, for a program of exchanges of services designed to promote innovation and excellence in postsecondary teaching, and to enhance the quality of programs by sharing best practices in the evaluation of programs.
 - Collaboration with St. Paul University for development of new programs using the 2+2 or 1+2+1 programs, linkage of programs through the transfer of credits, space sharing, joint delivery of two programs and sharing of administrative resources. (The letter of intent is in Appendix 2)
 - Collaboration with Glendon University College in order to offer decentralized college-level programs on the university campus in Toronto. This collaboration will involve linkage of programs through the transfer of credits, the creation of “tandem internships,” implementation of applied research activities, and installation by La Cité collégiale of a telepresence room in Toronto. (The letter of intent is in Appendix 3)
 - Collaboration with Collège Algonquin for program development and service sharing.
- **Pathbreaking partnerships:** La Cité collégiale believes that a Francophone Hub of postsecondary education should be created in the Centre-South-West of the province. This would enhance access to postsecondary study programs in that region.

Impact on the community and on the economy

- Confirmation of the importance of La Cité collégiale for the Francophone community. The Collège provides a guarantee that this community, whose cultural heritage enriches the province, will continue to flourish and that the quality of life of the citizens of this community will continue to improve.
- Better adaptation of programs to the requirements of the Francophone and bilingual labour market, through:
 - closer ties with employers created by revising the processes associated with the program advisory committees;
 - diversification of the programs of study with applied research activities;
 - increasing employers’ commitment to developing experiential learning activities; and
 - increasing the relevance of the skills acquired by graduates, so that they will be able to meet the productivity and creativity requirements of the companies that employ them. The Collège will determine which skills are required in partnership with the business community.
- Better positioning of the Collège in relation to future demographic, economic and political realities.

⁷ The schedule is in appendix 1

PARTIE 4 – WINNING CONDITIONS FOR ACHIEVING THE OUTCOMES

Internal resources⁷

The resources in place in the Collège, in the form of teams of the “occupational learning community” type, will see to the management of the projects:

- Over the last 12 years, the team of experts that will coordinate the review of the program has been dedicated to helping the delivery sectors to identify the fields of study that are most conducive to serving the labour market, to engage in a process of developing new programs in accordance with the requirements of the Ministry, and to maintaining the quality of programs.
- A team composed of experts in technopedagogy, technicians and technologists, teachers and experts in pedagogy will see to creating courses using the LU model, designing the portfolio and developing the process for evaluating ULOs.
- A team of representatives of the various service sectors of the Collège will be set up to analyze the current status of services, to explore ways of improving them, and to establish precise client service standards.

The budgets that are presently earmarked for program development, professional development of teaching staff, online implementation of courses, development of instructional materials and prior learning assessment and recognition will be temporarily redeployed to these projects.

Start-up funds

The Collège could benefit from special allowances to enable start-ups of:

- Online implementation of a large number of LUs.
- Implementation of collaboration and program development agreements with the universities: “The government should adopt the following recommendations from the joint submission from the College Student Alliance, the Ontario Undergraduate Student Alliance, and Colleges Ontario: Increase funding to give institutions the incentive to improve the student transfer experience.”⁸

Ministry policies that can foster implementation of the priority initiatives

La Cité collégiale is proudly committed to implementing the Policy on *aménagement linguistique* of postsecondary education (PAL) and to collaborating in the realization of the PAL’s vision of “a French-language postsecondary education and training system that produces a highly educated and skilled francophone labour force and a fully engaged Francophone community that contributes to the economic, cultural, and social development of the province and to its competitive advantage and quality of life.”⁹

La Cité collégiale wishes to assure the Minister that it has the resources required to undertake, in collaboration with other postsecondary education institutions:

- Development of a LU-based delivery model and a system for evaluating ULOs throughout Ontario’s network of colleges of applied arts and technology.
- Development of innovative agreements to facilitate transfers of credits and the joint development of programs between colleges and universities.

⁷ The schedule is in appendix 1

⁸ Ibid.

⁹ *A Policy Framework for French Language Postsecondary Education and Training in Ontario*, Government of Ontario, 2011.

These developments will improve student mobility, increase the number of graduates in Ontario, enhance the quality and relevance of their training, and attain these goals through a reasonable investment. Consequently, the Collège is supporting the recommendations of Colleges Ontario to that effect.

La Cité collégiale also supports the recommendations of Colleges Ontario that the postsecondary education sector undergo profound transformation so that it becomes a system in which the various levels of studies are recognized on an equal basis, develop in parallel and are characterized by interconnection.

CONCLUSION

The proposed three initiatives are tied to the principles and parameters of the Government of Ontario's vision for postsecondary education, in that they:

- **Put students first** by making the learning path more flexible and more relevant to the student's needs, while reducing the costs involved. They also increase opportunities for mobility between levels of study, allow a better choice of programs and modes of delivery, and provide better opportunities for prior learning assessment and recognition.
- **Meet the needs of the the Creative Economy** by raising the success rate and graduation rate, and by making it easier for the graduate to acquire knowledge and skills in the area of general and generic training that are more closely aligned with the requirements of the labour market.
- **Focus on productivity, innovation and sustainability** through an innovative strategy for teaching supported by technology. The Collège intends to benefit from the close business relationship it has developed with the Canadian company Desire2Learn to optimize the possibilities of its learning management system. Moreover, thanks to the innovative processes that have been put in place, such as the single window, the Collège will be better able to manage the increase in its student population.

SPECIFICITY of the mandate and needs of Ontario's Francophone and bilingual colleges and universities

Since its creation, La Cité collégiale has made its mark in the world of postsecondary education in Ontario and has acquired the necessary maturity to provide more access. In order for the College to enhance its contribution in a significant way to training a qualified and bilingual work force, the government must help La Cité collégiale to get the right tools to increase its program and support capacity.

La Cité collégiale's proposed mandate is a creative, innovative and efficient one. Its embodiment would have a significant impact on the Minister's desired transformation of the postsecondary system of education in Ontario.

APPENDIXE 1 – TIMETABLE

The speed with which the Collège will be able to implement these initiatives and the impact they will have on the postsecondary education system depends on realizing the winning conditions outlined above, including the recommendations contained in the Colleges Ontario document.

The Collège is planning to develop and implement these initiatives gradually:

Year 1:

- Integration of LUs into general education courses, some mathematics courses and one program-level pilot project.
- Broadening of the current process for evaluating a graduate's level of bilingualism to all graduates.
- Evaluation of the applied research capabilities of students in two-year programs, in three-year programs and in bachelor's programs.
- Development of a template for, and implementation of, the digital portfolio across one teaching sector.
- Putting in place a strategic watch for reviewing the menu of programs, making comparisons with other postsecondary institutions that have similar programs, and collecting information for each program.
- Gathering information and analyzing the strategic processes associated with a "client experience" at all levels of operation of services.

Year 2:

- Integration of LUs into language, biology and psychology courses, and broadening of the pilot project to three programs of study.
- Broadening of the use of the digital portfolio.
- Filing, analysis and first implementation of the recommendations associated with the review of the program mapping and services.

Subsequent years:

- Broadening the LU model to programs targeted by the Collège.
- Continuing implementation of the recommendations of the review of the program mapping and services.
- Establishment of the system for evaluating the distinctive characteristics of the graduates of the Collège.
- Use of the broadened digital portfolio throughout the Collège.

