

Five Year Organizational Review 2006 to 2011

Nova Scotia Community College
February 2013

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Preface

As part of the Community College Act (Section 63(u)), the Nova Scotia Community College (NSCC) is required to conduct an internal organizational and operational review every five years. This Five Year Organizational Review is the third review for the Nova Scotia Community College and covers the period of 2006 to 2011.

The guidelines and framework of the review are clearly defined and approved by the Minister of Labour and Advanced Education. The framework used for this document is the same as was used for the previous two organizational reviews, and is straightforward. It responds to seven key questions surrounding an institution's effectiveness in delivering on its mission and ability to continue to grow and improve over time. The seven questions are as follows:

1. Does the College have an adequate mission statement and a plan that clearly states its objectives, and are these clearly communicated to its community?
2. Does the College offer programs and other services that best meet the needs of its community?
3. Does the College attract and retain an appropriate number and mix of students?
4. Do students achieve appropriate outcomes?
5. Does the institution obtain, organize and administer resources so that student outcomes are achieved at a reasonable cost?
6. Is the institution maintaining and building its intellectual and physical resources, including the quality of its employees, curriculum and physical plant?
7. Does the college have systems that produce information that enables management to answer the above questions?

This review covers the five fiscal and academic years starting in 2006 and ending in 2011. Specifically, the fiscal year begins on April 1 and ends on March 31, and the academic year begins on August 1 and ends on July 31. This document was researched and written by NSCC employees, with on-going review and guidance from NSCC's Executive Team and Board of Governors.

Executive Summary

As per the Nova Scotia Community Colleges Act, NSCC is required to conduct an organizational review every five years. This is the third organizational review for the College and is focused on the period of 2006 to 2011.

The first period of review (1996 to 2001) was focused on building necessary business systems and practices to operate the College effectively. NSCC engaged in a strategic planning process to create clear direction and vision for the College and focused efforts on establishing financial and management practices, frameworks for program and service review, and business and governance practices. During 2001 to 2006, the College continued to build and refine its business systems and processes, and to develop structures, programs and services that support student, employee and organizational growth. Significant enrolment growth across all campuses in both credential and non-credential programs was realized during this period, including significant growth in the number of African Canadian and First Nation students, students with disabilities, and students directly from high school. A substantial investment by the provincial government funded capital improvements to campuses across the province to allow NSCC to become a modern community college system to serve Nova Scotia.

Building on the previous decade, NSCC established a new vision in its 2006 Strategic Plan. This plan focused on extending boundaries to become truly recognized, relevant and respected as an excellent provider of post-secondary education and an important contributor to Nova Scotia's economic and social development. During this period (2006 – 2011), the College continued to refine systems and practices to support an increased focus on efficiency and maximize resources. The College continued to remain responsive to the needs of the economy while delivering quality education for Nova Scotians. Some of the key accomplishments achieved during the period of this review included:

- Establishment of a Diversity and Inclusion framework to guide the development of a more diverse and inclusive learning environment. One of the lead achievements in the framework was the creation of an Office of Diversity and Inclusion in 2011.
- Enrolment growth in credential and non-credential programming; with significant growth in enrolment of African Canadian students, First Nation students, students with disabilities, and women in trades and technology programs.
- Established partnership with Irving Shipyard to train workers throughout the duration of the shipbuilding contract with the federal government.
- Demonstrated commitment to financial stewardship and implementation of systems and processes to increase efficiencies and maximize resources.
- Completion of the Master Growth Plan and enhancements to College infrastructure to include environmentally sustainable buildings; continued focus on environmental stewardship.
- Continued growth in the number and breadth of partnerships and collaborative projects in both P-12 and post-secondary education, employers and community. This is evidenced through increased articulation agreements with other post-secondary institutions, collaborative research projects with industry partners, and outreach within our communities across the Province.

NSCC's current Strategic Plan, approved in 2012, builds on the accomplishments and achievements of the College and ensures that NSCC continues to play a key role in preparing the workforce of tomorrow.

Chapter 1: Mission and Strategic Plan

Does the College have an adequate Mission Statement and a Plan that clearly states its objectives, and are these clearly communicated to its community?

Overview

In June 2006 NSCC's Board of Governors approved the 2006 Strategic Plan: The Evolution of Canada's Portfolio College (see Appendix A). Reaching out to over 2,000 NSCC students, employees and the external community, several clear themes emerged and served as the foundation for the 2006 Strategic Plan. In this collaborative approach to strategic planning, the Nova Scotia Community College focused on its strengths as an organization and its stakeholders' values and shared vision to create a roadmap for the next five years. For the years 2006 to 2011 under review for this document, the College operated within the 2006 Strategic Plan.

The first Strategic Plan in 1999 created a framework to build and develop a modern community college for the province. As Canada's Portfolio College, the College delivers educational opportunities that are responsive, values-based, and targeted to the skills our learners need to enter the workforce. Building on this foundation, the 2006 Strategic Plan focused on extending boundaries to become truly recognized, relevant and respected as an excellent provider of post-secondary education and an important contributor to Nova Scotia's economic and social development.

The 2006 Strategic Plan

The mandate of the Nova Scotia Community College is clearly articulated in the Mission statement: "Building Nova Scotia's economy and quality of life through education and innovation". Tightly aligned with the needs of the province, the 2006 Strategic Plan focused the College on being a highly responsive and flexible organization to meet the needs of our learners, communities and employers.

The 2006 Vision and Values statements were reflections of the identified need for NSCC to continue to build on where we were as an organization and the future direction of where we would like to be as a college. The strategies outlined in the 2006 Strategic Plan guided NSCC initiatives and activities and supported the commitment to improve the quality of life of Nova Scotians.

Learners come to NSCC to gain skills for respected, in-demand careers. Our Vision was designed to ensure graduates have the cutting edge skills needed for in-demand careers in the 21st century. In order to achieve this Vision, the College focused its 2006 Strategic Plan around three Strategic Directions: Learning, Capacity and Future.

The Strategic Directions are outlined on the following page(s) and the progress in implementing these initiatives is reported in more detail in subsequent chapters.

Strategic Direction One: Learning

'We create environments that foster possibility and imagination, prepare people for work, and give them the ability to acquire new knowledge when they need it. NSCC will blend learning with community service and work in ways that put learners at the innovative edge of what employers and the economy need. NSCC will undertake the following goals dedicated to learning: Portfolio Learning, Pathways, Flexibility, Inclusiveness and Student Life.'

Some of the major accomplishments under *Strategic Direction One: Learning* included:

- Portfolio learning principles, learning outcomes and milestone requirements are represented throughout curriculum documents for every NSCC credential program (Chapter 1).
- Implementation of several flexible program delivery models to offer alternatives to the full-time, classroom based learning (Chapter 2) and an increased number of courses delivered on-line and evening delivery, adding flexibility in the learning choices available to learners (Chapter 3).
- A significant increase in the number and scope of articulation agreements with other PSE institutions in Canada and elsewhere (Chapter 2).
- Continued growth in enrolment of learners from targeted communities: Women in Trades and Technology, African Canadian, First Nation and learners with disabilities (Chapter 3).
- Establishment of a Diversity and Inclusion Framework through intensive consultation with key stakeholders that supports diversity and inclusion in the learning and workplace environments (Chapter 1). The creation of the Diversity and Inclusion Office to support the strategic work on diversity and inclusion in the College (Chapter 2, Chapter 6).
- Graduates continue to express a high degree of satisfaction and adoption of lifelong learning tools enabled by a portfolio approach (Chapter 4).
- Focus on student leadership development through participation in campus Student Associations (Chapter 2).
- Enriched learning experience through incorporation of both academic and co-curricular activities and integrated and specialized supports and services to support all our student learners (Chapter 2).
- Enhanced, more flexible learning opportunities for employees (Chapter 6).

Strategic Direction Two: Capacity:

'Capacity is the basis on which NSCC will be able to deliver education without boundaries. NSCC will continue to build capacity in the College to ensure our ability to sustain our promise to Nova Scotians, while growing to meet the evolving demands of our market. We will focus our capacity on building people and partnerships. NSCC will undertake the following goals dedicated to strengthening our capacity: People, Brand, Stewardship, Infrastructure, Advancement.'

Some of the major accomplishments under *Strategic Direction Two: Capacity* included:

- Continued engagement by employees committed to the College's direction, strategy and goals. Through the establishment of an Employee Engagement Project Committee, the development of an employee value proposition and on-going work to further improve recruitment and retention of talented employees to continue to make NSCC an Employer of Choice (Chapter 6).
- Collaborative and positive relationships with all union partners through the joint College and Union Committees (Chapter 6).
- Introduction of an Institutional Reputation measure in the Balanced Scorecard. The study behind this measure confirms that NSCC continues to be recognized as a viable, affordable and accessible option for post-secondary education in Nova Scotia (Chapter 7) and that the community perceives NSCC as a well-managed institution that is responsive to the changing needs of the province (Chapter 6).
- Demonstrated financial stewardship evidenced through effective budget management, financial reporting and unqualified audit reports in all years of the review (Chapter 5).
- Maximization of resources devoted to academic program delivery and services to students – approximately 75% of operating funds is consistently allocated each year to the operating budget (Chapter 5).
- Meeting enrolment targets during each year of the review (Chapter 3).
- Completion of the Master Growth Plan included upgrades and renovations to all campuses across the province including the opening of two new environmentally sustainable buildings; Waterfront Centre for the Built Environment and Marconi Centre for the Built Environment (Chapter 6).
- Commitment to taking a leadership role as the College continues its journey toward environmental sustainability and reducing environmental impacts (Chapter 6).
- Achieving the BOMA BEST environmental certification at all NSCC campuses (Chapter 6).
- Established resources to support lifelong relationships with alumni and partners (Chapter 6).
- Increased opportunities for students to benefit from financial aid (Chapter 2).
- Growth in revenue from private sources (individual and corporate) through the NSCC Foundation to support capital projects as well as annual and endowed student awards (Chapter 6).

Strategic Direction Three: Future:

'Learning and capacity building form a natural platform from which to look to the future. We will ignite passion for the future of Nova Scotia inside NSCC and with our partners. NSCC will undertake the following goals focused on Future: Employer Engagement, Legacy Learning, Community and Economic Development, Ingenuity and Responsiveness, Teaching and Learning, International.'

Some of the major accomplishments under *Strategic Direction Three: Future* included:

- Continued collaboration through Program Advisory Committees (PACs) and Dean's Advisory Committees (DACs) with industry partners (Chapter 2).
- Employer satisfaction surveys in the Graduate Follow-Up Survey to understand how our graduates are performing in the workplace (Chapter 4).
- Entrepreneurship as a component of the curriculum; providing students with the opportunity to develop business and people skills that will be useful in their careers (Chapter 2).
- Redefinition of the role of the Principals on each campus to champion community economic development (Chapter 6).
- Applied Research continues to support the economic and social development of the province of Nova Scotia through research initiatives and industry partnerships (Chapter 6).
- Integration of the concept of portfolio learning into formal classroom experiences and other informal learning opportunities (Chapter 2).
- Service learning opportunities as a formalized component of the curriculum in many programs; giving students the opportunities to translate their classroom and shop learning into real experiences that benefit our communities (Chapter 2).
- Organizational Learning partnering with International on teacher training and leadership development in other countries (Chapter 2).
- International learning opportunities for both students and employees include exchanges and student abroad programs to enhance the learning experience (Chapter 2).

Board Governance

The Nova Scotia Community College Board of Governors stewards the College's Mission and approves NSCC's goals and strategic directions. The Board ensures the business and affairs of the College are conducted in accordance with good governance practices and the *Community Colleges Act*. Board members have accountability to monitor the performance of the College and responsibility for the implementation of key policies and programs which incorporate financial and risk management and external communications.

The Board comprises a diverse collection of public and private interests from every region of the province and members represent all people of Nova Scotia.

The Board presently has six standing committees which assist in developing governing policy. The standing committees include the Executive Committee, Programs Committee, Finance and Audit Committee, Governance Committee, Nominating Committee and Succession Committee. The President is an *ex officio* non-voting member of all committees established by the Board.

Supporting Organizational Plans

Academic Plan

Implementation of the 2006 Strategic Plan began with the development of a three-year Academic Plan that was approved by the Board of Governors in December 2006. The Academic Plan served two main purposes:

- To lay out the details of an enrolment growth forecast to 2013 to begin extending the College planning horizon beyond the end of the Master Growth Plan in 2008. The Master Growth Plan enabled significant growth in enrolment between 2003 and 2008 through a capital investment of \$123 million in NSCC's campus infrastructure throughout the province. Student enrolment had reached 9,347 students in September 2006 and was projected in the Master Growth Plan to reach 10,100 by 2008. Beyond 2008, the College planned for further enrolment growth based on emerging skills shortages.
- To articulate in more depth the goals, objectives and actions that would be required to implement the five elements of the Strategic Direction focused on Learning. Three annual progress reports documenting the specifics related to the Academic Plan were presented to the Board of Governors in 2008, 2009 and 2010.

A more extensive review of enrolment projections and new program development for the period between 2008 and 2013 was completed and published in December 2008. The document, titled the Amendment to the Growth Plan, refined the business case for growth in NSCC's enrolment over a four year period.

A second Academic Plan was developed and Approved by the Board of Governors in November 2010. This Three Year Plan built on the achievements of the first Academic Plan while shifting the emphasis from rapid enrolment growth to strengthening the College's capacity to deliver portfolio learning, flexible learning opportunities and supports for learners that were envisioned in the 2006 Strategic Plan. A

second goal sought to shape a stronger focus on strategic enrolment planning. The third goal recognized the importance of NSCC's leadership in sustainability by embedding the principles of social, cultural, economic and environmental sustainability in learning.

Student Success Strategic Plan

Student Services is committed to supporting the NSCC learning environment. In 2008, all 250 Student Success staff gathered to talk about the vision for student services and to create the foundation for the first Student Success Strategic Plan.

Through consultations and committee work, the Student Success Department Strategic Plan – Partners in Learning 2010-2013 was created. This plan focused on four strategic pillars to guide the work of student services and included: Enrich the Experience, Develop Exemplary Service and Consistent Practice, Maximize Technology and Research, and Nurture Partnership and Strategic Alignment.

The Student Success Strategic Plan was launched in 2010 and has served as a foundational document in the evolution of student services at NSCC.

Diversity and Inclusion Framework

Diversity at NSCC is a stated value and organizational strategy and the learning environment is one that welcomes and embraces individuals from diverse communities. Exploration of current service delivery methods, projected service needs and understanding diversity and inclusion through the lens of a learning-centered institution has been a key focus of diversity work over the last five years.

Originally established in 1999, the NSCC Advisory Committee on Diversity has continued to support the work of the College in the areas of diversity and inclusion. Through the work of the Advisory Committee, and internal and external consultations in 2010, the 'Framework for the Future' was created. This initiative focused on five foundational commitments to support diversity and inclusion: a publicly stated commitment to diversity and inclusion; creation of a Diversity and Inclusion Office; establishment of an influential and enhanced Diversity Leadership Council; development of robust and flexible diversity, inclusion and cultural competence education; and an annual diversity and inclusion report card. This framework will serve as the foundation to support diversity work at the College for the next decade.

A commitment to diversity and inclusion is evidenced in many ways at NSCC. In 2011, the Office of Diversity and Inclusion was established to support NSCC in ensuring that diversity is reflected in the College. Through hiring a diverse workforce, dedicated supports and services for diverse student populations and tracking of diverse student groups as part of our Balanced Scorecard, the College will continue to build a campus climate that welcomes, celebrates and recognizes people from all backgrounds.

Health and Safety Plan

Health and safety is a critical component of an exceptional student learning experience and engaged workforce. First developed in 2003, the Occupational Health, Safety and Environment (OHS&E) Plan focused on very clear objectives to support health and safety in the College. The period of this review

saw many significant accomplishments and achievements including the focus on safety within our buildings, new constructions and our programs.

As NSCC has seen significant growth in the past five years, the Department of Occupational Health, Safety and Environment (OHS&E) has focused efforts on developing a new rolling Health and Safety Plan to support employees and students at the College. This work started in 2011 and will continue to focus on actions and resources that will not only meet legal obligations under the Occupational Health and Safety Act but create a 'world-class' health and safety culture at the organization.

NSCC Foundation Strategic Plan

Engaging NSCC employees, Foundation Board members and external stakeholders, the NSCC Foundation initiated its second strategic planning process in 2011. The Strategic Plan, approved by its Board of Directors, focused on four key strategic directions: developing NSCC's capacity to become a charity of choice in Nova Scotia; to develop a college-wide model for sustainable fundraising across the province that fully engages the relationships rooted in the Campuses, Schools and respective communities; to build capacity to engage key constituencies as lifelong friends and donors; and to build and strengthen donor stewardship and operating practices.

This Plan will help focus the Foundation on its mandate to develop and implement strategies required to achieve the fundraising priorities of the College.

Communication and Review of the Strategic Plan

To officially launch the Strategic Plan, the College provided an opportunity for employees to share ideas on how they were making a difference in the college, communities, province and the world. Over 1,200 employees joined together in a day (*World of Difference*) to share stories, talk about the passion for the work of the College, celebrate the organization and its accomplishments and look to the future to continue to transform the lives of Nova Scotians through education.

On-going communication, both internally and externally, about the progress of the Strategic Plan was undertaken in each of the years of the review. Formal and informal communications to internal stakeholders included regular communications on the progress on the plan as well as informal dialogue with managers and their employees to discuss their work in relation to the achievement of the plan. Results from the Hewitt Employee Engagement survey, completed in the Spring of 2007, were positive in terms of the degree of engagement of NSCC employees, indicating that a key strength of the College was the degree of commitment by employees to the Values, Mission and Strategic path of the College. As a way of celebrating the progress achieved in the Strategic Plan, the College undertook a 'road show' approach with members of the Executive Team. Principals hosted all employees in a half-day session to review the Strategic Plan, noting the projects that were either completed, in progress or planned for the future. In addition, the Strategic Plan was reviewed with groups at tables, and employees discussed the goals and objectives; and discussed how their roles connected with the plan.

Communications to external audiences was largely through the Annual Reports to the Community. These annual reports included audited financial statements, and stories that focused on the many ways that the College is achieving its mission to improve Nova Scotia's economy and quality of life through education and innovation. The stories highlight the range of NSCC programs and delivery options,

reflect the geographic and cultural diversity of the communities NSCC serves, and showcased the benefits of the portfolio approach to applied learning and research for students, employees, communities and employers.

Performance Measurement Efforts

There is strong evidence that NSCC has made progress in implementing its 2006 Strategic Plan and in building a college-wide culture of continued planning and measurement of results.

Considerable efforts have been undertaken to measure performance at NSCC. Focused on its mission and delivering a 'publicly needed service', a Balanced Scorecard organized around our Mission into four quadrant areas: Stewardship and Financial Measures, Organizational Learning and Growth, Learning Processes and Provincial Impact. A full suite of admissions and enrolment tracking reports have also been developed in 2010 and 2011 under NSCC's Business Intelligence program, with the development of on-going reporting designed around the key performance indicators related to enrolment targets defined in the Balanced Scorecard (Chapter 7).

Into the Future: 2012 NSCC Strategic Plan

Although coming after the period of this report, the development of a new Strategic Plan was undertaken to outline key goals and objectives for the College over the next 10 years. This Strategic Plan, 'Now More than Ever', was approved by the Board of Governors in June 2012.

Guided by the continued focus of understanding Nova Scotia's needs for a skilled and available workforce, the plan provides a clear direction for NSCC. The Strategic Plan centers around four strategic priorities – Community Connections, Program Quality, Operational Excellence and Access to Success, will ensure continued emphasis on being more mission-driven than ever before, ensure that the College is continuing to provide "access on-ramps" so more Nova Scotians can help us address the province's growing labour shortage, and provide the advanced skills that will enable Nova Scotia to compete in world markets today and provide the foundation for the economy of tomorrow.

Summary

For most of the period of this organizational review, NSCC was guided by the 2006 Strategic Plan. Driven by its Mission, Vision and Value statements, NSCC pursued a number of initiatives across campuses, Academic Schools and administrative units, and made much progress in measuring their performance and achieving its strategic objectives.

The vision of 'education without boundaries' builds on NSCC's growth and success and was fundamental to the College's activities and initiatives during the period (2006-2011).

Chapter 2: Programs and Services

Does the College offer programs and other services that best meet the needs of its community?

Overview

Students are the primary and most direct community served by NSCC through its programs and services. NSCC's signature strategy is Portfolio Learning, providing learners with skills that are well tuned to the evolving needs of employers and providing graduates with a toolkit and process of reflection that enables them to become lifelong learners.

Portfolio Learning informs the design and delivery of some 125 academic programs along with a substantial array of continuing learning opportunities through credit part-time studies, continuing education, customized training and apprenticeship learning.

Learning is delivered in a variety of modes, including courses delivered online, programs that blend online, videoconferencing and face-to-face learning; and by providing productive pathways that learners can follow, from Adult Learning to Advanced Diplomas through to articulation of learning into university degrees and other college programs.

A robust and well developed suite of library, student support and ancillary services are provided to students and employees to enhance the learning experience.

The Portfolio College

As a key strategic commitment of NSCC, the notion of 'The Portfolio College' has continued to be foundational to the teaching and learning experience of our students and employees. As a learning organization, NSCC encourages and supports learning, not only the formal classroom experiences but the learning that comes through informal and non-formal avenues. The College's endorsement of Portfolio Learning recognizes the importance of both the credible evidence of things learned as well as the process through which the learning is gained. Through this, our learners are encouraged to continually build their skills and knowledge throughout their lifetime.

Central to portfolio education is the notion that we are learning all the time and that our experiences shape how we understand and apply learning. As a unique process to each individual learner, portfolio learning is an intentional way to clearly demonstrate learning, attributes and talents to emphasize the unique blend of experience and skills the individual brings to their learning, their work and their life.

Building on the early development and implementation of portfolio education in the College, considerable investment has been made to build on the portfolio learning experience. Both NSCC students and employees are encouraged to build their portfolios, reflect on their learning and plan for their future.

In 2008, senior leaders of NSCC used an appreciative inquiry process to re-imagine 'Portfolio'. Three goals of this process were to build a greater understanding for the importance of critical reflection,

articulation of significant learning, and the documentation of the learning. To introduce the re-imagined portfolio learning approach, NSCC piloted a new course for employees focused on the concepts foundational to the portfolio learning approach (transferable learning, critical reflection) through a more flexible delivery approach.

Learning programs have been revised to reflect the goals of portfolio learning and dialogue among employees of the College has focused on integrating the portfolio approach into the classroom through interactive classroom work, service learning and recognition of informal and non-formal learning.

Students have been required to have a portfolio (credible evidence) of their learning as a milestone for graduation since 2001. As a result of the investment in employee learning under the re-imagined portfolio learning approach, employee proficiency with dialogue learning and critical reflection is increasing and has provided increased guidance for students articulating their significant learning.

Through the Graduate Follow-Up Survey, NSCC explores graduate satisfaction with portfolio learning and how students are using their portfolios. Results indicate that the majority of graduates (90%) are satisfied with their portfolio learning experience and the largest proportion of respondents (92%) felt that documenting and tracking learning was the most valuable aspect of portfolio learning.

Building and Enhancing the Learning Experience

Student learning experiences have been enhanced over the past several years through the layering of formal learning experiences outside the traditional classroom and embedding these experiences into the curriculum for many of NSCC's programs. By creating a learning environment where the College now provides both structured and informal opportunities for students to explore, expand and enrich their learning experience, NSCC is fulfilling the intent of the Student Life goal of the 2006 Strategic Plan. This goal is being fulfilled through the following learning opportunities available to NSCC students:

- **Student leadership development** through participation in Student Associations at each campus, and participation as student Board of Governors representatives.
- **International exchange opportunities** are focused on creating a global outlook in the curriculum, student learning and employee experiences. International activities are focused in the Caribbean, Western Europe, Tanzania and Vietnam.

International learning opportunities for NSCC students and employees include exchanges and study abroad programs, participation in international capacity building projects with partner organizations in developing countries and on-campus learning and events. Through participation in international learning programs on campus and other countries, students are able to gain valuable international skills and experiences and a global outlook to their studies sought after by employers.

Leave for Change, a Canadian international volunteer program, is an opportunity for employees to participate in a volunteer assignment with a local partner in a developing country. Partnering with Uniterra since 2009, NSCC has co-sponsored nine employees to support various professional projects in Nepal, Ghana and Vietnam.

- **Service learning opportunities** that are formalized components of the curriculum in many programs, giving students opportunities to translate their classroom and shop learning into real experiences that benefit community agencies, volunteer programs and other events and services where their help and expertise is needed.

Committed to giving back to our communities, service learning supports the mission of the College by evolving the ways in which the institution interacts with communities and industries in the province. In 2006, NSCC introduced a new employee benefit (for Managerial/Confidential and Operation Support) related to service learning entitled Service Learning Days. These paid learning days allow NSCC employees to 'model the way' and play to our strengths as a values-based organization. Employees engage in activities such as community service work (volunteering in soup kitchens, community clean ups, reading programs) or school events such as chaperoning a school field trip.

Celebrating our connection to our communities, *Reach Out to Nova Scotia* was a day of thanks to our communities and the province for their support of NSCC. Coinciding with the completion in 2007 of the first phase of the \$123 million dollar expansion investment, over ten thousand NSCC students and employees made volunteer history with a province-wide community initiative *Reach Out to Nova Scotia* by rolling up their sleeves to volunteer in over 300 not-for-profit and community organizations. Over 350 projects, focusing on three main themes (healthy communities, building communities and green communities) had students and employees working together to build relationships with communities across the province.

- **Participation in entrepreneurship** learning and building self-confidence, business and people skills that will be useful to graduates whether they want to start their own businesses and social enterprises or to use these critical employability skills wherever they go in their careers.

Academic Programs

NSCC delivered an average of 127 academic programs in each year of the review period with credentials ranging from the Nova Scotia High School Graduation Diploma for Adults to Advanced Diplomas requiring completion of a university degree for admission. Most students (85-90%) were enrolled in Certificate (one-year) and Diploma (two-year) programs which covered every sector of the economy and were available throughout the province through offerings at each of NSCC's 13 campuses, community learning sites and online learning. Programs delivered at each location responded to the local needs of employers and the labour market in general. More learners were able to study close to home and find jobs related to their field of study in their region of Nova Scotia.

NSCC also made a significant effort every year to consult with communities, employers and government and to analyze labour market information, population demographics and other societal trends to keep its program offerings current and relevant to evolving skills needs to support the Nova Scotia economy. Table 2.1 shows the evolution of NSCC's program offerings during the 2006-07 to 2010-11 period.

By undertaking a review of every program at least once every five years, NSCC ensures that the programs offered and the skills and learning outcomes embedded in the curriculum provide NSCC students skills that are current and needed in the economy each year.

Included in each year's program offerings are several programs that are offered only when there is an urgent need to produce more graduates with a specific skill set, often in response to the introduction of a new employer to a local community, or providing transition learning to allow graduates to move effectively from one employer to another or move up to a new skill level in their current employment. These programs can be seen in the 50 programs offered only in 1 or 2 of the 5 years presented in Table 2.1.

Table 2-1: Number of NSCC Programs Offered by Number of Years Offered, 2006-2011

	September 30 th Enrolment				
	Academic Year				
	2006-07	2007-08	2008-09	2009-10	2010-11
75 Programs offered in all 5 years	8207	8490	8600	8652	8120
27 Programs offered in 4 of 5 years	262	846	1095	1015	970
28 Programs offered in 3 of 5 years	365	229	751	565	621
25 Programs offered in 2 of 5 years	454	269	3	668	924
26 Programs offered in 1 of 5 years	59	88	56	59	124
Total September 30th enrolment	9347	9922	10505	10959*	10759*
Total number of Programs offered during period: 181	116	134	131	131	120

Source: NSCC Academic Services

The continuous process of updating program offerings is also evident in the list of 45 new programs offered between 2006-07 and 2010-11. During this period, there were 39 programs that were no longer offered for 3 main reasons: 20 of the programs were significantly modified or updated based on evolving industry need and occupational skill changes; 15 were intake suspension programs pending a future identification of a need in the province for that credential; and the remaining four programs were developed and delivered only once or twice in response to a specific industry need. A complete list of the new and intake suspension programs are provided in Appendix D.

Fourteen of the new program offerings during this period resulted from a significant overhaul of a program's curriculum and skills content in response to evolving and emerging needs of employers. An example of this is the Automotive Service Repair program, which changed significantly from its predecessor program called Motor Vehicle Repair - Mechanical in response to an industry that was shifting rapidly with increasingly sophisticated use of technology throughout a typical automobile's engine and electrical systems.

Additional new program introductions in 2007 and 2008 were in accordance with the original NSCC Master Growth Plan, with all aspects of the plan completed in 2008 except the completion of the Phase Two construction of the Centre for the Built Environment section of the College's new Waterfront Campus.

*Enrolment counts for 2009-10 and 2010-11 include one-time program offerings of 526 and 90 students respectively

A review and re-development of the entire suite of geomatics programs offered by NSCC at its Annapolis Valley Campus resulted in the 2009 creation of a two-year Geographic Sciences program with several possible specializations in year two of the program. An Advanced Diploma in Geographic Sciences was introduced in 2010, allowing the Diploma graduates to intensify and deepen their knowledge in a given specialization.

The remaining new programs introduced in 2009 and 2010 were envisioned in the Amendment to the Growth Plan, 2008.

Learner Pathways

Learning at NSCC is delivered in a variety of modes, including courses delivered online, programs that blend online, video-conferencing and face-to-face learning; and by providing productive pathways that learners can follow, all the way from Adult Learning to Advanced Diplomas within NSCC through to articulation of learning into university offered degrees and other college programs.

Continued progress has been made at the College during the period of review to expand and facilitate learning pathways for its students. Through a range of programs, services, recognition of prior learning and articulation agreements, NSCC is committed to supporting students through their learning journey.

NSCC programs are designed to create flexible options for students to achieve their learning goals. Several options are available to students to meet them where they are on the learning journey. The Adult Learning Program (ALP) and Academic and Career Connections (ACC) programs provide opportunities for learners to complete their high school diploma and earn credits or upgrade their grades for post-secondary admission respectively. One example of innovative programming over the 2006-07 to 2010-11 period is the Continuing Care (CCA) Link program. This partnership, with the Department of Labour and Advanced Education, provides an opportunity for students without a high school diploma and who have been out of school for at least a year to complete their high school diploma and earn a Continuing Care credential simultaneously.

Additional learning opportunities are available to students through the use of technology. Through the use of collaborative classrooms, faculty are able to deliver courses from their classroom at their campus to students at other campuses via technology.

Students entering NSCC are given credit for demonstrated learning. Central to portfolio learning, recognition of prior learning (RPL) allows students to gain credit at NSCC for both formal and informal learning through credit transfer, advanced standing, international credentials, and/or challenge for credit. RPL is an alternate pathway to achieving credit that allows students an opportunity to be recognized for the learning acquired before coming to NSCC. Since the formal establishment of RPL processes in 2000, over 5,000 individuals per year have been awarded course credits as a result of RPL or Challenge Assessment process. Additionally, more than 750 credits are awarded to students each year as transfer credits, recognizing courses from other institutions that are equivalent to NSCC courses. Learners who apply for recognition of prior learning that derives from their life and work experiences rather than formal credits earned at another post-secondary institution and referred to faculty who are subject matter experts in the learning outcomes required for the applicants intended program.

Recognizing that many students come to the College with the intention of completing additional post-secondary credentials, NSCC has entered into formal agreements with other post-secondary institutions. These articulation agreements have been established to make it easier for students to move among post-secondary institutions to achieve their learning goals. NSCC currently has articulation agreements in place with schools across Canada and the United States that allow students to gain advanced standing in a wide variety of university programs using NSCC credits.

Flexibility of Learning for Employees

NSCC develops avenues for employees to integrate their interests with their learning goals. The Learning Plan Model places the employee at the center of their learning and is the foundation for all Organizational Learning initiatives.

As a learning-centred organization, NSCC is committed to helping every employee become a lifelong learner. To support this commitment, employees are encouraged to engage in continuous learning and to remain current in their work and model what it means to be a lifelong learner. Recognizing the need for flexible learning options for employees, the College provides a number of flexible pathway options to support employees in their learning through a variety of opportunities:

- **Professional development pathways** for 'adjunct' faculty who teach off-cycle, evening or occasional courses to include blended delivery of foundational courses in teaching and learning.
- **Community College Education Diploma Program (CCEDP)** is structured to include online and blended course options, open electives and self-directed study.
- **Learning College Portfolio (LCP) and other learning programs** are designed to be flexible and provide employees the opportunity to develop independent learning plans with individualized learning outcomes and pathways to completion.

Services for Students

Support for our students is a shared responsibility where Student Services actively collaborates with external and internal partners to support the needs of all learners. Internal partners include NSCC Financial Services, Academic Services, Admissions, Student Association, and NSCC International while External Partners include Employment Nova Scotia, Service Canada, Post-Secondary Disability Services, and other provincial organizations.

Special Admissions Process

The Special Admissions process provides students with additional support with their application process and through their orientation into the program. Implemented in 2002, the Special Admissions process ensures that students with an Individualized Program Plan (IPP) designation on their high school transcript receive equitable opportunities for acceptance into NSCC programs, while acknowledging that they may require a higher level of accommodation and/or modifications throughout their learning journey.

Through a joint partnership with the applicant and NSCC employees, over 300 students have entered the College through this process since 2007.

Campus Student Services

At NSCC, our goal is to help each student reach their full potential. The supports and services available to all students are coordinated through Student Services at each campus. The changing demographic of the student profile has increased the need for diverse and collaborative services to provide that support.

As part of an organizational review in 2006, Centres for Student Success were created on each campus to support our learners. The focus of these Centres was to centralize support services for students, both physically and functionally, in one location. During this period, the focus was on development and integration of a 'one-stop' shopping model of service delivery for all students.

To more accurately reflect the mandate of the department, the department name was changed to Student Services in June 2011. This name provides a more accurate reflection of the work of the department, is more aligned with other post-secondary institutions and acknowledges that student success is a shared responsibility for everyone at the College. With this change, professional and operational support staff at the campus level work under the leadership of Manager, Student Services (formerly Team Leaders) and the Dean, Student Services at the departmental (College) level.

For on-going planning and the delivery of quality programs and services, Student Services are focused on the goals and objectives outlined in their Strategic Plan and are working toward a more integrated service delivery model that meets the needs of learners. With a team of student service practitioners, Student Services provide a wide array of services to all members of the campus community.

Diversity and Inclusion Supports and Services

NSCC is committed to improving access to post-secondary education and fostering a diverse college culture and community. In the past five years, NSCC has provided support to almost 2,000 students annually from diverse student populations. Working parallel to the College Advisory Committee on Diversity are employees dedicated to supporting specific communities through the provision of specialized services. African Canadian students, First Nation students and students with disabilities have all benefited from these supports and enrolment for each of these student groups increased between 2006 and 2011. Additional detail of the enrolment growth is provided in Chapter Three: Student Profile.

Services and supports for African Canadian students:

- The African Canadian Advisory Committee represents regional perspectives on the recruitment and retention needs of African Canadian students.
- The African Canadian Student Success Coordinators are now integral members of the Student Services team at the campus level and they function under the leadership of the Managers, Student Services at those locations.

- In 2006, NSCC initiated the African Canadian Transition Program in partnership with the Department of Education. Designed for students who have successfully completed Grade 10 but do not hold a high school diploma, this program is designed to address barriers facing African Canadian students who wish to attend post-secondary education.
- In an effort to recruit African Canadian students, NSCC has designated one seat in every credential program at every campus to students who self-identify and apply before May 1st.

Services and supports for First Nation students:

- The First Nation Student Service Coordinators/Advisors work with Student Services colleagues to support First Nation students through their entire College experience, from application to graduation. Working with Student Services colleagues to provide leadership and expertise to support First Nation students and externally with First Nation communities and Councils to address challenges and increase the opportunities and participation of First Nation students in college programs.
- In an effort to recruit First Nation students, NSCC has designated one seat in every credential program at every campus to students who self-identify and apply before May 1st.

Services and supports for students with disabilities

With a range of programs and services available to students, NSCC is committed to helping students with disabilities acquire the skills and knowledge they need to be successful in the workforce. Some supports and resources for students include:

- The Disability Services team provided support and resources to students with disabilities based on individual needs. This team includes Disability Resource Facilitators located at each campus, two Disability Services Coordinators, Special Admissions Coordinator, Universal Design for Learning (UDL) Project Coordinator and the Manager of Disability Services.
- The Learning Planning Model, adopted in 2008, outlines and documents academic accommodations and supports to meet the individual needs of students and is used in the academic advising process in collaboration with Faculty and Academic Chairs.
- Premier Assistive Technology has been implemented across the College to support learners who have low literacy, English as a Second Language (ESL) or information processing and print disabilities. New resources available to assist with learning have evolved to include alternate format textbooks which students can receive in electronic format to use with assistive technologies.

Services and supports for Women in Trades and Technology Programs:

With a range of programs and services available to students, NSCC is committed to increasing the number of women in trades and technology programs. Some supports and resources for students include:

- Each year NSCC hosts a number of Skills Canada Nova Scotia (SCNS) Young Women's Conference's across the province. This one-day event offers female students the opportunity to

explore a range of skilled trades and technologies by working with industry mentors and participating in hands-on workshops ranging from welding to website development.

- Hosted at Akerley, Truro and Strait Area Campuses, Techsploration is an annual event that provides young women the opportunity to learn about careers in trades and technology – such as electrical engineering, project management, HVAC, oil and gas production and marine trades.
- Through a Memorandum of Understanding (MOU), NSCC and Women's Unlimited are working to address barriers to women in accessing training and employment opportunities in non-traditional trade and technology occupations.

Student Life and Leadership Development

Student Associations work together with NSCC to improve student life by creating opportunities for balanced lifestyles, promoting health and wellness and encouraging campus-wide communication and participation. Through the organization of activities and events, the Student Association provides important programs to support the student experience. Currently, fourteen campus Student Associations work to create campus, community and provincial events, activities, programs and services while working collegially with their counterparts to develop the Student Association organization as a whole.

In 2006, the Student Association engaged in an organizational review which restructured and redefined the roles and responsibilities of all elected student leaders. Integrated into the common constitution, executive positions were established and approved in 2008. Student leaders, in consultation with Student Services staff, expanded the development of policy, procedures and training documents to bring greater clarity to the roles of student leaders at the College.

Because most programs at NSCC are one or two years in duration, membership turnover is a reality faced by the Student Association. To ensure that new members are aware of the policies and procedures, Student Services employees continues to conduct hands-on training for student leaders through the delivery of two provincial conferences. The student leadership conference (October) and executive transitional conference (June) focuses on building student leadership capacity to support events, activities and services to students. Through this on-going partnership, Student Services and Student Associations will continue to develop NSCC campus and college communities.

To focus efforts on the student experience, the College entered into a long-term partnership with all the Student Associations at campuses across the province. Due to increased student enrolment, a greater demand from students to create leadership opportunities and to provide a wider variety of programs and services, the need for a centralized function to support student life and development was identified and subsequently created in 2009. In addition, two Student Life positions were established to increase the level of support and mentorship provided to campus Student Associations. Development of holistic student leader recruitment and retention strategies and other student engagement initiatives continue to be a major focus of work.

The NSCC Student Ambassador Program is another opportunity for students to become engaged in the NSCC community. The voluntary leadership program encourages students to engage in personal and

professional skills development while making important contributions to the NSCC college community through volunteerism. Student Ambassadors take an active part in delivering campus events, services and activities to fellow students as well as the community at large.

Learning Commons

In 2010, Student Services began to lay the foundation for a learning commons model based on a collaborative effort to offer a more integrated, consistent approach to learning support services and to meet students' diverse learning needs.

A number of improvements and initiatives were undertaken to enhance learning support services including:

- Efficiencies to the proctoring process through the use of student proctors for apprenticeship testing, a centralized model for metro campuses for proctor access as well as investigating a model for common testing spaces.
- Building of information technology capacity through trained student assistants and staff access to the password reset function.
- Investigation of a consistent approach to reporting, documenting and evaluating the quality of the services that are delivered to the NSCC community.
- Investigation through student consultations to understand the awareness, accessibility and utilization of learning support services at the campuses, inventory of existing web resources and research of best practices to provide a foundation for a virtual learning commons.

Library Services

The five-year period encompassing this organizational review defined a time of transition and modernization for Library Services. During this time, the department underwent several changes including new leadership, an alignment with Student Services and the development of an operational plan to set priorities and a vision for the future based on the mission, vision and values of the College.

Library Services plays a critical role in providing access to resources and services that support lifelong learning. In fulfilling this role it concentrated efforts on expanding electronic resources and services; continuing to build partnerships and support consortial initiatives; developing curriculum and non-curriculum based information literacy instruction; and creating modern, integrated physical library spaces.

The development of special collections and online resources and services involved the expansion of electronic resources including subscriptions to electronic databases, the improvement of program-specific online guides and the exploration of e-books as a means to improve the electronic environment and begin the move to more equitable, 24/7 access for all learners. Building upon consortial partnerships, the College has been able to provide students unhindered access to resources and services through participation in Borrow Anywhere, Return Anywhere (BARA) program and the expansion and promotion of the Novanet Live Help service.

Integrated Library Spaces

The modernization of physical library spaces occurred at many campus locations during this period with emphasis placed on multi-purpose environments for independent study, collaborative work space, computer access and support, as well as the exploration of partnerships within Student Services and Academic Services to improve access to learning supports. Through the Learning Commons model concept, services that support student learning are assembled in a common space within the campuses. This model focuses on a consistent approach to reporting, documenting and evaluating the quality of learning support services.

Information Literacy and Copyright Management

In an effort to develop consistency of practices across all campuses, Library Services instituted a model of information literacy programming that standardized content with a series of instructional modules, explored opportunities for embedding information literacy into selected NSCC programs and increased non-curriculum programming to engage both the internal and external College community.

Developments in copyright in 2010 led to a necessary shift in copyright management which included the development of a copyright management plan, the institution of a cross-functional copyright steering committee, focused attention on a consistent approach to copyright education and supports across the College and the creation of a Copyright Officer position.

Financial Awards and Bursaries

Recognizing the cost of post-secondary education, the College has continued to ensure that NSCC is an accessible and affordable option for our learners. Through the work of our Foundation office, NSCC is able to provide financial support to our learners through the Student Awards program.

The College has realized considerable growth in the number of financial awards available to students. Table 2-2 provides information on the number of student awards and total monies available during the period of the review. Table 2-3 outlines the growth in the Endowment Fund to support student awards in perpetuity.

Table 2-2: Student Awards, 2006 to 2011

	Academic Year				
	2006-07	2007-08	2008-09	2009-10	2010-11
Number of Awards Offered	n/a	33	39	57	68
Number of Individual Payouts	n/a	78	95	135	165
Total Amount Paid	n/a	\$99,400	\$132,138	\$148,578	\$169,528

Source: NSCC Foundation

Table 2-3: Endowment Fund to Support Student Awards, 2006 to 2011

	Academic Year				
	2006-07	2007-08	2008-09	2009-10	2010-11
Endowment Fund – Total Dollars	\$716,610	\$703,189	\$1,005,512	\$2,068,113	\$2,945,621

Source: NSCC Foundation

Note: Numbers represent the market value of endowment fund

NSCC has made significant progress in the number of awards available to students. This significant boost in overall monies available for student awards helps the College to continue to keep educational opportunities affordable and accessible. Applications for financial assistance and awards also increased dramatically during this period; from 500 applications in 2007 to 2,800 in 2011.

Both internal and external groups recognize the importance of financial assistance on student success. In 2011, NSCC launched its first internal giving campaign, *Count Me In*, raising close to \$31,000 for student scholarships and bursaries.

In 2007, NSCC Swim for the College was an initiative supported by the NSCC Foundation Board of Directors and college employees. A team of twenty swimmers came together to swim through Greece and Malta to raise almost \$140,000 for student awards at the College.

To celebrate the 150th anniversary of Construction Association of Nova Scotia (CANS) and leave a legacy for the benefit of Nova Scotia’s construction industry, members contributed \$1.2 million to support student awards. To date, 86 NSCC students have received student awards totalling \$80,000. In addition, a CANS Building Futures for Youth Award has been established for students who completed the Building the Futures for Youth program and will continue their education in a NSCC Trades and Technology program.

Ships Start Here

In the spring of 2011, NSCC was identified as a key educational partner in ensuring Irving Shipyard could access advanced training for workers throughout the duration of the shipbuilding contract with the federal government. NSCC was asked to provide representation on two committees during the proposal preparation stage. The first was a weekly round table consisting of presidents, CEOs, and key government officials that would strategize about how best to respond to the needs of Irving Shipyard in order to submit a successful bid.

The second committee was a working group of individuals to provide input on the National Shipbuilding Procurement Strategy (NSPS) Value Proposition. Irving’s vision was to bring the key stakeholders – industry, educational institutions, government agencies, customers and research organizations – together to leverage the collective resources, ideas and funding through the national strategic initiatives and additional investment of the NSPS Value Proposition to provide a self-sustaining and vibrant Canadian marine industry, competitive in both the domestic and international marketplaces.

Late in 2011, Irving Shipbuilding earned the right to negotiate the contracts to build new combat vessel fleet for the Royal Canadian Navy. Over the next thirty years, NSCC will continue to build opportunities

and support Irving Shipyard in training a new generation of skills tradespersons; with a particular focus on under-represented communities.

Summary

Considerable progress has been made to grow and enhance the NSCC learning experience. Portfolio learning continues to remain central to the college learning experience. Through the delivery of wide range of programs, the College is committed to ensure that programs are aligned with industry needs and accessible to communities throughout the province. By specializing supports and services for our learners, NSCC is dedicated to support students throughout their entire learning journey.

Chapter 3: Student Profile

Does the College attract and keep an appropriate number and mix of students?

Overview

Fundamental to its philosophy of open access to Nova Scotians requiring occupational training, the Nova Scotia Community College attracts a diverse mix of students. With a province-wide, community-based approach, the College serves a vital role in Nova Scotia's commitment to education and preparing workers for the ever-changing needs of a developing economy. To achieve this mandate, the College offers a diverse range of programs at the post-secondary level. Additionally, programs are available to those who have not completed high school education or who require specific credits to enter post-secondary programs, enabling them to enter the post-secondary programs. Enrolment in credential programs and part-time learning, continuing education, customized training and apprenticeship continued to grow throughout the period of review.

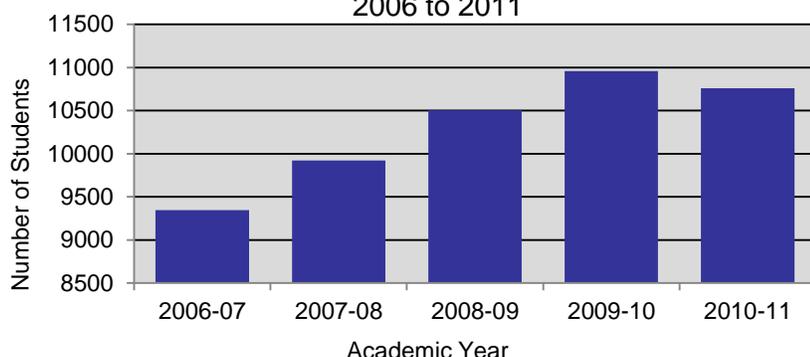
The following measures of success for the College have been identified to increase and diversify accessibility:

- Improving the participation rate of the Nova Scotia population (aged 18 to 39 years) in all Nova Scotia counties
- Increasing the number of students admitted directly from high school
- Increasing the participation of women in trades and technology programs
- Increasing the participation of African Nova Scotian and First Nation students
- Increasing the participation of adults with disabilities
- Increasing participation in the Adult Learning Program and Academic Career Connections
- Ensuring that learning is affordable to learners, regardless of their socioeconomic status
- Ensuring student success and retention in programs

Credential Program Enrolment

During the period of this organizational review, enrolment at NSCC grew by 15% (Table 3-1). This growth, particularly in credential programs, continued until 2009-2010.

Table 3-1: NSCC Enrolment Growth,
 2006 to 2011



Source: NSCC Institutional Research

Enrolment growth in 2006, 2007 and 2008 was funded under the terms of the 2003 NSCC Master Growth Plan. This plan provided \$123 million in infrastructure and increased operating funding to raise NSCC's enrolment capacity from 7,600 to 10,100 by 2008. Actual enrolment growth exceeded the growth targets in each year of the growth plan and resulted in a College-wide fall 2008 enrolment of 10,505 learners across the province.

In the years 2009 and 2010, NSCC received extra funding from the Department of Health to train an additional 220 Licensed Practical Nurses. Partnerships with many long-term care service providers paved the way for bursaries for more than 500 additional learners in the Continuing Care certificate program. This short-term boost in health program enrolment coincided with the opening of many new long-term care facilities across Nova Scotia. Credential program enrolment peaked at 10,959 learners in September 2009.

Table 3-2: Enrolment by Campus, 2006 to 2011

Campus	Academic Year					Net change from 2006 to 2011	Net change as % from 2006 to 2011
	2006-07	2007-08	2008-09	2009-10	2010-11		
Akerley	1645	914	930	1042	1031	-614	-37%
Annapolis Valley	390	414	418	426	423	33	8%
Burridge	533	524	531	557	481	-52	-10%
Cumberland	336	272	304	338	369	33	10%
Institute of Technology	1685**	1250	1113	1181	857	-828	-49%
Kingstec	942	949	1010	1107	945	3	0%
Lunenburg	533	437	496	451	466	-67	-13%
Marconi	1064	1136	1071	1188	1183	119	11%
Pictou	707	737	763	816	741	34	5%
Shelburne	189	122	224	215	199	10	5%
Strait Area	561	686	758	663	717	156	28%
Truro	762	826	913	816	759	-3	0%
Waterfront		1655	1974	2159	2588	2588	
NSCC	9347	9922	10505	10959*	10759*	1412	15%

Source: NSCC Institutional Research

Official credential program enrolment is counted as of September 30 each academic year

*Fluctuation in enrolment due to demand for one-time program offerings. 2009-10 and 2010-11 counts include one-time program offerings of 526 and 90 students respectively

**The 2006-07 Institute of Technology enrolment includes students enrolled at the Halifax Downtown site.

Table 3-2 shows a large decrease in enrolment at both the Akerley and Institute of Technology (IT) campuses in the three years following the opening of the Waterfront Campus. This represents the final phases of the intercampus movement of programs among the three HRM campuses necessary during the 2005 through 2010 period. In 2004-05 the imminent closure of the Halifax Campus on Bell Road resulted in all 500 students in Business and Access programs being relocated to the Akerley and IT campuses, and the remaining 200 Applied Arts students

were moved to a leased facility in downtown Halifax. During the years 2005-06 and 2006-07, several new engineering technology programs were started and housed at the IT campus in anticipation of a move of the full suite of these programs, in addition to all the Business, Health and Applied Arts programs to the Waterfront Campus in its inaugural year of operation in 2007. Another 300 students in a range of construction programs were moved to the Waterfront Campus in 2010-11 as construction of the Centre for the Built Environment was completed.

Table 3-3 indicates that between 2006 and 2011 enrolment growth occurred in each of the five Academic Schools. The largest growth proportion is in the School of Access which expanded the Academic and Career Connections program. This foundational program prepares students with the academic credits and career awareness required for many college and university programs. The School of Applied Arts and New Media also saw large enrolment growth, with several new programs added to the Applied Arts cluster at the Waterfront Campus, and as enrolment in IT programs recovered from the downturn in the Information Technology sector.

Table 3-3: Enrolment by Academic School, 2006 to 2011

Academic School	Academic Year					Net change from 2006 to 2011	Net change as % from 2006 to 2011
	2006-07	2007-08	2008-09	2009-10	2010-11		
Access	1421	1446	1660	1769	1824	403	28%
Applied Arts and New Media	918	1153	1219	1196	1274	356	39%
Business	2535	2584	2496	2622	2690	155	6%
Health and Human Services	1824	1851	2180	2353	1976	152	8%
Trades and Technology	2649	2888	2950	3019	2995	346	13%
Total	9347	9922	10505	10959*	10759*	1412	15%

Source: NSCC Institutional Research

*Fluctuation in enrolment due to demand for one-time program offerings. 2009-10 and 2010-11 counts include one-time program offerings of 526 and 90 students respectively

Over the past decade, NSCC increased its overall enrolment capacity considerably, growing from having 7,619 Credential Program learners enrolled in the fall of 2001 to 10,759 enrolled in the fall of 2010. This growth was made possible by a substantial infusion of \$123 million by the Province between 2003 and 2010 that enabled the modernization of campus buildings and learning infrastructure.

However these enrolment numbers tell less than half of the story. During the same time period (2001 to 2010) the total number of learners who enrolled in programs and courses throughout an Academic Year grew from 15,019 in 2001-02 to 28,139 in 2010-11, as detailed in Table 3-4. This is an increase of 13,110 learners (87%) during this time, with 3,050 more traditional learners contributing to the overall growth. There continued to be growth in all categories of enrolment during the 2006-2011 period but the growth occurred somewhat more slowly as the Master Growth Plan reached its conclusion in 2008.

Table 3-4: Comparison Summary of 2001-02 to 2010-11 Enrolment by Program Type

Academic Year	Traditional Count - Credential Programs			Additional Learners Served by NSCC		Total Annual Enrolment
	Sept 30 Enrolment	Off Cycle and Continuous Intake	Total Credential Enrolment	Enrolment of Apprentices	Credit Part-Time, Continuing Education and Customized Training	
2001-02	7,619	400	8,019	1400	5,600	15,019
2006-07	9,347	1,160	10,507	1726	12,238	24,471
2010-11	10,759	1,736	12,495	2083	13,561	28,139
Change 2006-2010	1,412	576	1,988	357	1,323	3,668
% Change 2006-2011	15%	50%	19%	21%	11%	15%

Source: NSCC Academic Services

Table 3-5 and Table 3-6 provide details on Apprenticeship enrolment at NSCC.

Table 3-5: Apprenticeship Training, 2006 to 2011

	Academic Year					Net change from 2006 to 2011
	2006-07	2007-08	2008-09	2009-10	2010-11	
Total number of programs	27	27	29	30	27	0
Total number of courses	451	451	474	458	413	-38
Total course enrolments	9965	11092	12371	11787	11719	1754
Total number of students	1726	1899	2097	2055	2083	357

Source: NSCC Institutional Research

Table 3-6: Apprenticeship Course Enrolments by Campus, 2006 to 2011

Campus	Academic Year				
	2006-07	2007-08	2008-09	2009-10	2010-11
Akerley	3447	4362	4503	4255	4615
Annapolis Valley	3	5	11	2	5
Burridge	313	371	343	32	184
Cumberland				4	3
Institute of Technology	2730	2194	1955	1549	744
Kingstec	148	376	382	391	355
Marconi	1806	1659	1869	1687	1708
Pictou	155	275	707	797	415
Waterfront	877	1284	2093	2529	3165
Online Learning	486	566	508	541	525
Total	9965	11092	12371	11787	11719

Source: NSCC Institutional Research

Geographic Access

Committed to providing access to post-secondary education for Nova Scotians, geographical access remains a fundamental tenet of NSCC. Spanning from one end of the province to the other, the College offers a variety of programs at 13 different campuses. The decision-making process that determines where and how programs are designed and delivered continues to include practices to ensure that rural and urban communities are served appropriately.

Committed to ensuring that there is an appropriate balance of program offerings at both metro and non-metro campuses, NSCC has targeted a 40/60 ratio of metro/non-metro student enrolment. Table 3-7 provides detail on the enrolment at both metro and non-metro campuses.

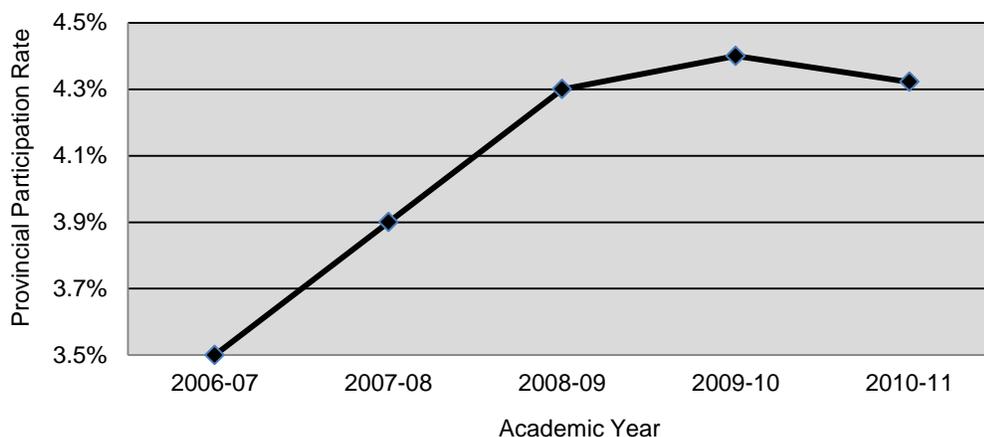
Table 3-7: Halifax Metro and Non-metro Campus Enrolment, 2006-2011

Campus	Academic Year									
	2006-07		2007-08		2008-09		2009-10		2010-11	
	#	%	#	%	#	%	#	%	#	%
Metro Campuses	3330	36%	3819	38%	4017	38%	4382	40%	4476	42%
Non-metro Campuses	6017	64%	6103	62%	6488	62%	6577	60%	6283	58%
NSCC Total	9347	100.0%	9922	100.0%	10505	100.0%	10959	100.0%	10759	100.0%

Source: NSCC Institutional Research

In 2003, the Master Growth Plan was centered on the need to ensure that communities all across the province had access to post-secondary education. Through this period of review, NSCC has continued to work with the government to establish enrolment capacity that matches labour market demands.

Table 3-9: Provincial Participation Rate*, 2006 to 2011



Source: NSCC Institutional Research

*Participation rate is calculated as the NSCC student enrolment divided by the population aged 18-39 years

To ensure that an appropriate balance is maintained and that growth is planned for at appropriate campuses, NSCC measures its geographical distribution of learning through the participation rate of adults aged 18 to 39 years*.

Table 3-9 shows the growth in the College participation rate in Nova Scotia from 2006 to 2011. From 2006-07 to 2010-11, the participation rate steadily increased from 3.5% to 4.3%. This increase reflects improved access and growth of the College's capacity to serve the learning needs across the province.

Both urban and rural campuses have realized increases in participation rates throughout the province. Table 3-10 details the changes in participation rates from 2006 to 2011 by county of permanent residence. As a measure in the Balanced Scorecard, NSCC's objective is to benchmark against the national college participation average of 4.5% for optimal service to the residents of a county. While some counties like Halifax County (3.4%) and Victoria County (3.9%) remain below 4%, these counties continue to make incremental progress each year.

Table 3-10: NSCC Participation Rate of Adults aged 18-39, by County of Permanent Residence, 2006-2011

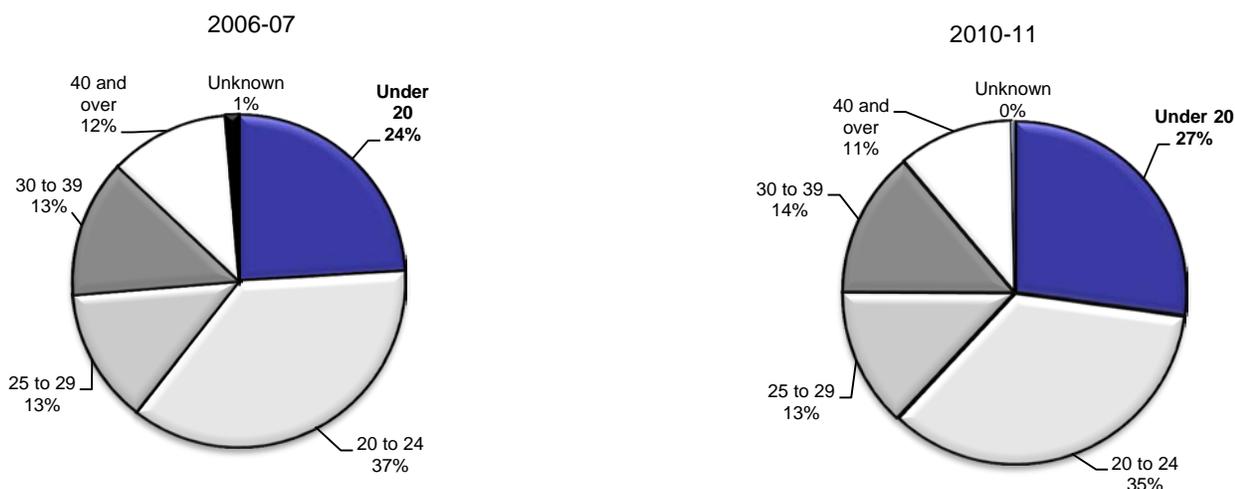
NS County of Residence	Academic Year					Population aged 18-39 2006 Census
	2006-07	2007-08	2008-09	2009-10	2010-11	
Annapolis	4.6%	4.8%	5.4%	5.4%	5.4%	4,475
Antigonish	4.3%	5.4%	4.6%	4.9%	5.0%	5,040
Cape Breton	3.6%	4.5%	4.4%	4.8%	4.9%	25,140
Colchester	4.0%	4.7%	5.0%	5.1%	4.3%	12,590
Cumberland	4.7%	4.5%	4.4%	4.5%	4.7%	7,240
Digby	3.9%	4.6%	4.6%	4.5%	3.5%	4,380
Guysborough	4.5%	4.9%	5.6%	5.1%	5.5%	1,760
Halifax	2.5%	2.7%	2.9%	3.3%	3.4%	117,155
Hants	2.9%	3.7%	3.9%	3.8%	3.3%	10,485
Inverness	4.3%	6.6%	6.7%	6.6%	6.6%	4,365
Kings	4.3%	4.8%	4.7%	5.7%	5.2%	15,405
Lunenburg	4.4%	4.6%	5.1%	4.6%	4.5%	10,535
Pictou	5.8%	6.4%	6.6%	7.0%	6.4%	11,535
Queens	3.4%	4.3%	4.4%	3.7%	4.0%	2,500
Richmond	5.2%	6.4%	6.0%	6.0%	6.7%	2,085
Shelburne	4.1%	4.8%	4.9%	5.2%	5.3%	3,875
Victoria	3.0%	3.6%	3.8%	3.7%	3.9%	1,660
Yarmouth	5.4%	6.2%	6.9%	6.6%	5.5%	6,635
All counties	3.5%	3.9%	4.3%	4.4%	4.3%	246,860

Source: NSCC Institutional Research and Statistics Canada

Access Directly from High School

NSCC continues to focus on attracting and recruiting direct-from-high school learners and since 2006 the College has continued to see an increase in the percentage of students coming directly from high school*. Activities led by the Office of Student Pathways, in particular, continue to support this strategic initiative. Table 3-11 provides an illustration of this progress. In 2006-07, 24% of the student enrolment was under 20 years of age. By 2010-11, this number had increased to 27% of the total enrolment.

Table 3-11: Age Profile of Student Enrolment, 2006-07 compared to 2010-11



Source: NSCC Institutional Research

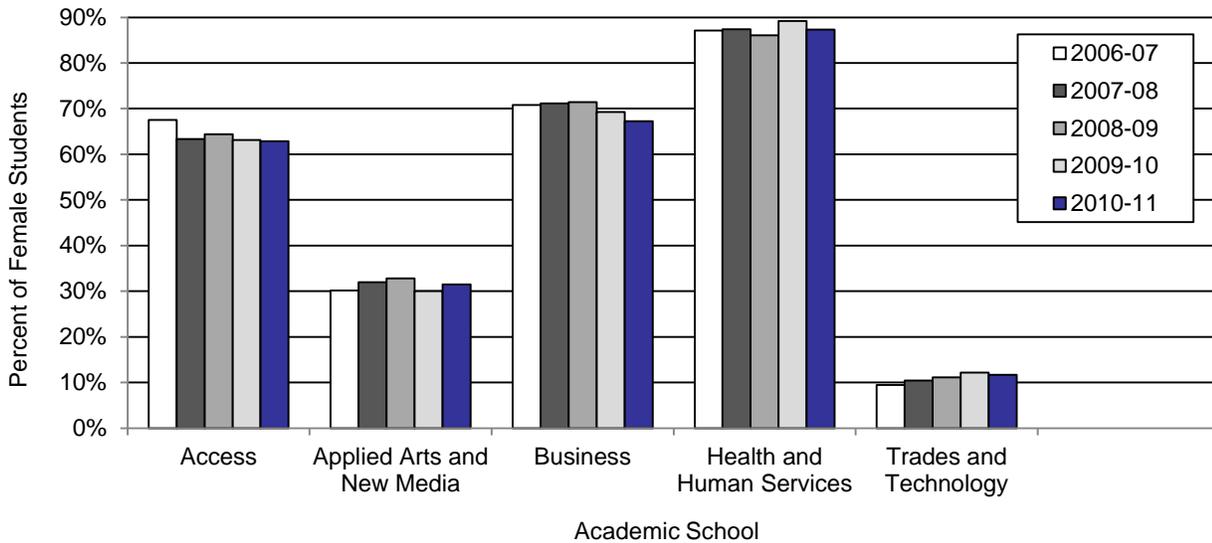
Furthermore, NSCC continues to attract a diverse group of learners with a variety of backgrounds and experiences. Results from our incoming student survey (2010) show that 45% of students are first generation (i.e. neither parent has post-secondary education) while 32% of students had completed a credential.

Participation of Women in Trades and Technology Programs

NSCC continues to provide most of the learning opportunities in the province for a wide range of trades and information technologies. Participation by women in programs in the School of Trades and Technology increased during this period of review, from 9% in 2006-07 to 12% in 2010-11. Table 3-12 provides an overview of the percentage of female students by Academic School.

*The number of students under 20 years of age is used as a proxy for the number of students coming direct from high school

Table 3-12: Percentage of Female Students by Academic School, 2006 to 2011

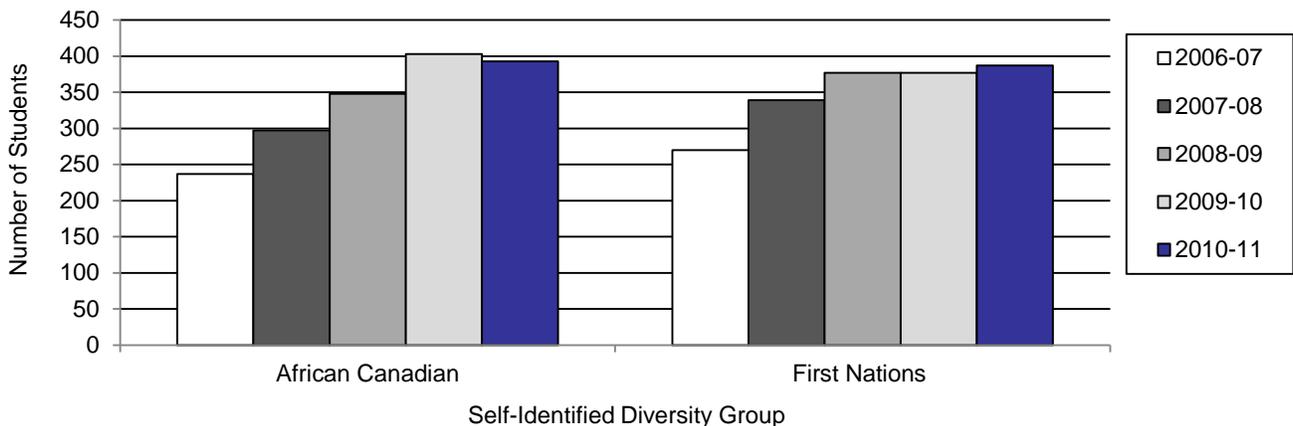


Source: NSCC Institutional Research

Ethnic Diversity: African Canadian and First Nation students

NSCC values diversity in its student population and is committed to increasing the number of African Canadians and First Nation students enrolled in its programs. Table 3-13 shows the enrolment growth of African Canadian and First Nation students from 2006 to 2011. In 2010-11, African Canadian and First Nation students represented a total of 7.3% of the overall student enrolment.

Table 3-13: African Canadian and First Nations Enrolment, 2006 to 2011



Source: NSCC Institutional Research

Some campuses have seen more significant increases in African Canadian and First Nation student enrolment than that of other campuses. Table 3-14 and Table 3-15 detail the 2006 to 2011 enrolment of African Canadian and First Nation students (number of students and as a percentage of total campus enrolment).

Table 3-14: Enrolment of African Canadian Students by Campus, 2006 to 2011

Campus	Academic Year									
	2006-07		2007-08		2008-09		2009-10		2010-11	
	#	% of campus enrolment	#	% of campus enrolment	#	% of campus enrolment	#	% of campus enrolment	#	% of campus enrolment
Akerley	83	5.0%	71	7.8%	78	8.4%	75	7.2%	87	8.4%
Annapolis Valley	8	2.1%	8	1.9%	6	1.4%	6	1.4%	5	1.2%
Burridge	13	2.4%	17	3.2%	16	3.0%	21	3.8%	14	2.9%
Cumberland	8	2.4%	9	3.3%	9	3.0%	7	2.1%	6	1.6%
Halifax	4	2.7%								
Institute of Technology	39	2.5%	43	3.4%	36	3.2%	60	5.1%	37	4.3%
Kingstec	24	2.5%	22	2.3%	23	2.3%	36	3.3%	27	2.9%
Lunenburg	5	0.9%	2	0.5%	3	0.6%	4	0.9%	5	1.1%
Marconi	9	0.8%	14	1.2%	18	1.7%	18	1.5%	24	2.0%
Pictou	11	1.6%	5	0.7%	16	2.1%	23	2.8%	16	2.2%
Shelburne	7	6.3%		0.0%	5	2.2%	3	1.4%	2	1.0%
Strait Area	8	1.4%	13	1.9%	9	1.2%	11	1.7%	10	1.4%
Truro	18	2.4%	32	3.9%	47	5.1%	43	5.3%	26	3.4%
Waterfront			61	3.7%	82	4.2%	96	4.4%	134	5.2%
Total	237	2.5%	297	3.0%	348	3.3%	403	3.7%	393	3.7%

Source: NSCC Institutional Research

Table 3-15: Enrolment of First Nation Students by Campus, 2006 to 2011

Campus	Academic Year									
	2006-07		2007-08		2008-09		2009-10		2010-11	
	#	% of campus enrolment	#	% of campus enrolment	#	% of campus enrolment	#	% of campus enrolment	#	% of campus enrolment
Akerley	39	2.4%	35	3.8%	30	3.2%	30	2.9%	33	3.2%
Annapolis Valley	8	2.1%	7	1.7%	8	1.9%	4	0.9%	8	1.9%
Burridge	24	4.5%	21	4.0%	24	4.5%	13	2.3%	15	3.1%
Cumberland	3	0.9%	6	2.2%	4	1.3%	9	2.7%	11	3.0%
Halifax	3	2.0%								
Institute of Technology	24	1.6%	27	2.2%	26	2.3%	23	1.9%	16	1.9%
Kingstec	13	1.4%	20	2.1%	35	3.5%	28	2.5%	28	3.0%
Lunenburg	2	0.4%	5	1.1%	13	2.6%	16	3.5%	15	3.2%
Marconi	56	5.3%	87	7.7%	69	6.4%	64	5.4%	65	5.5%
Pictou	21	3.0%	20	2.7%	20	2.6%	19	2.3%	26	3.5%
Shelburne	4	3.6%	2	1.9%	3	1.3%	7	3.3%	5	2.5%
Strait Area	23	4.1%	36	5.2%	43	5.7%	84	12.7%	58	8.1%
Truro	50	6.6%	44	5.3%	61	6.7%	45	5.5%	55	7.2%
Waterfront			29	1.8%	41	2.1%	35	1.6%	52	2.0%
Total	270	2.9%	339	3.4%	377	3.6%	377	3.4%	387	3.6%

Source: NSCC Institutional Research

Students with Disabilities

NSCC has seen an increase in the number of students with self-reported disabilities during the period of this review, from 650 students in 2006-07 to 1098 students in 2010-11 (Table 3-16). The percentage of students with disabilities as a percentage of total enrolment has increased from 7.0% to 10.2% of the student population.

Table 3-16: Enrolment of Students with Disabilities, 2006 to 2011

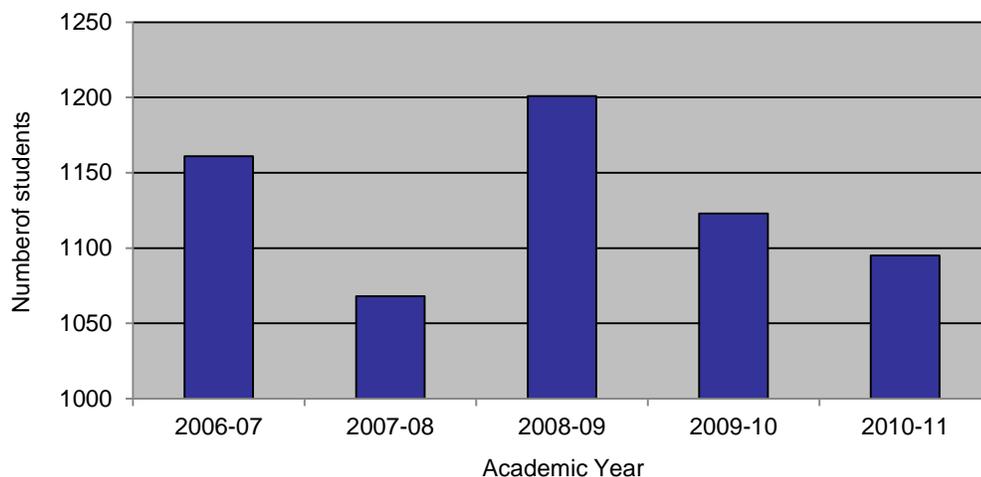
	Academic Year				
	2006-07	2007-08	2008-09	2009-10	2010-11
Self-Reported as of Sept 30	650	818	916	982	1098
Sept 30 as % of Total Enrolment	7.0%	8.2%	8.7%	9.0%	10.2%

Source: NSCC Institutional Research

Adult Learning Program

NSCC has realized a significant increase in the number of adults pursuing their high school diploma through the Adult Learning program (ALP). With initial enrolment of 373 students in 2001-02, enrolment has almost tripled to a total enrolment in 2010-11 to 1095 students. Table 3-17 shows ALP enrolment for the five year period.

Table 3-17: Adult Learning Program Enrolment, 2006 to 2011



Source: NSCC Institutional Research

Financial Accessibility

Recognizing that financial barriers can often make post-secondary education inaccessible to Nova Scotians, NSCC is committed to ensuring reasonable tuition levels. To monitor this commitment, the College has included a measure of financial affordability in its Balanced Scorecard.

Between 2006 and 2011, NSCC generated between 15% and 16% of its operating funding through tuition revenues. Further information on funding sources is provided in Chapter 5.

Sponsored Students

While NSCC provides an affordable and accessible post-secondary option for students, many students face additional challenges such as inadequate financial resources, family and job demands. In order to help support those people on income support programs such as Employment Insurance and Social Assistance, Employment Nova Scotia provides funding to support their learning from a fund administered by Service Canada. Through this program, close to 1,900 students were supported in 2010-11. Similarly, the provincial Department of Community Services has a funding partnership with NSCC to support students through their post-secondary education, with almost 700 students benefiting in 2010-11.

Table 3-18 provides an annual breakdown of the number of students in core programs who receive sponsorship from Employment Nova Scotia and the Department of Community Services.

Table 3-18: Enrolment of Sponsored Students, 2006 to 2011

Type of Sponsorship	Academic Year				
	2006-07	2007-08	2008-09	2009-10	2010-11
Employment Nova Scotia	1601	1622	1211	1827	1878
Department of Community Services	601	603	581	643	663

Student Retention

Post-secondary institutions measure student success through retention and graduation metrics. As a student progresses from admission to graduation, there are a number of financial, social and academic factors that can impact their ability to complete their program.

Research increasingly demonstrates that the first semester is a critical time for students. If students are retained to the second semester the possibility of successful completion of a credential is greatly improved. Students who make it through the first semester and return to a second semester of learning are likely to continue on to complete their program. In order to better track the persistence of our students, NSCC has created specialized reports in Cognos (Chapter 7) to monitor the progress of this strategic initiative.

Table 3-19 details a summary of the term-to-term retention rates for first year students from 2006 to 2011.

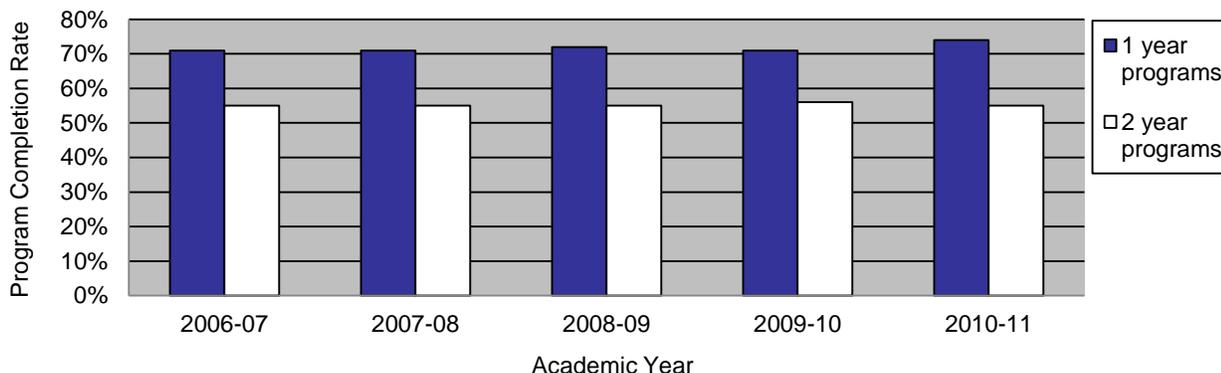
Table 3-19: Term-to-Term Retention Rates for First Year Students

Academic Year	Enrol 30-Sep	Enrol 30-Jan	Term-to-Term Retention Rate
2006-07	6063	5651	92%
2007-08	6562	6046	90%
2008-09	7044	5863	89%
2009-10	7012	5916	87%
2010-11	7022	5722	86%

Source: NSCC Institutional Research

Table 3-20 provides an overview of the rate of program persistence to completion for 1 year and 2 year programs.

Table 3-20: Rate of Program Persistence to Completion, 2006- 2011



Source: NSCC Balanced Scorecard

Summary

With more than 120 programs and 13 campuses across Nova Scotia, NSCC is committed to ensuring that its programs and services are accessible to the communities it serves. As the province’s most diverse learning institution, the College has established strategies and committed resources to maintain an affordable option for post-secondary education. NSCC will continue to focus its efforts on initiatives that align with its accessibility agenda while striving to improve the participation rates of targeted diverse groups.

Chapter 4: Graduate Outcomes

Do students achieve appropriate outcomes?

Overview

The Nova Scotia Community College is committed to meeting the learning and labour market needs of the province. Each year, thousands of graduates from a variety of programs launch successful careers in diverse workplaces across the province.

Intrinsic to the mission of the College is the goal that students graduate from their programs, that they are satisfied with their post-secondary education experience and that students are successful in the labour market after graduation. Through its internal information systems and the annual Graduate Follow-Up Survey, NSCC monitors the number of graduates and the graduate employment experiences to ensure that it is providing an appropriate mix of programs and graduates to match the current and emerging labour market opportunities.

Graduate Statistics

During the period of this review, there were close to 22,000 graduates from credential programs. Tables 4-1, 4-2, and 4-3 provide a breakdown of annual graduates by Academic School, program cluster and campus, respectively.

Table 4-1 details the number of graduates by Academic School from 2006 to 2011. As enrolment has grown over the same period (Chapter 2), the number of graduates has also increased and is reflected in all Academic Schools. The Schools of Access, Business, and Trades and Technology increased significantly while the Schools of Applied Arts and New Media, and Health and Human Services realized a modest increase over this period.

Table 4-1: Graduates by School, 2006 to 2011

Academic School	Academic Year					Change from 2006 to 2011
	2006-07	2007-08	2008-09	2009-10	2010-11	
Access	329	359	395	437	557	+228
Applied Arts and New Media	459	443	519	437	510	+51
Business	920	982	919	1050	1091	+171
Health and Human Services	952	901	1013	1299	1012	+60
Trades and Technology	1322	1502	1469	1396	1515	+193
Total	3982	4187	4315	4619	4685	+703

Source: NSCC Institutional Research

Table 4-2 provides a further breakdown of our graduate numbers by program cluster. Fluctuations in graduate numbers year-to-year and over the five year period reflected the College's commitment to be responsive to the local labour market.

Access, business management and technology programs realized significant increases in graduate numbers. Graduate numbers in health programs increased substantially in 2009-2010 due to labour market demand for Practical Nursing and Continuing Care professionals. Skilled workers in these fields were urgently needed to staff new nursing and assisted living homes in the province.

Table 4-2: Graduates by Program Cluster, 2006 to 2011

Program Cluster	Academic Year					Change from 2006 to 2011
	2006-07	2007-08	2008-09	2009-10	2010-11	
Access	329	359	395	437	557	+228
Applied Arts	208	247	276	219	246	+38
Applied Business Technology	383	400	361	389	411	+28
Business Management	370	400	388	471	491	+121
Construction	685	739	811	734	756	+71
Energy	53	71	58	52	59	+6
Geomatics	133	108	116	106	126	-7
Health	502	488	561	933	590	+88
Human Services	450	413	452	366	422	-28
Information Technology	118	88	127	112	138	+20
Manufacturing	124	138	136	123	128	+4
Natural Resources	58	56	26	28	43	-15
Technology	78	188	169	135	219	+141
Tourism and Culinary	167	182	170	190	189	+22
Transportation	324	310	269	324	310	-14
Total	3982	4187	4315	4619	4685	+703

Source: NSCC Institutional Research

Table 4-3 shows the annual number of graduates by campus. Variations in the number of graduates by campus were most often due to changes in program and section offerings.

A significant shift in graduates was realized in the metro campuses due to the closure of the Halifax Bell Road campus in 2005 and the opening of the Waterfront campus in 2007. Akerley campus, the Halifax Downtown site and Institute of Technology absorbed students from the Bell Road campus until the opening of the Waterfront campus.

Table 4-3: Graduates by Campus, 2006 to 2011

Campus	Academic Year					Change from 2006 to 2011
	2006-07	2007-08	2008-09	2009-10	2010-11	
Akerley	610	387	372	460	442	-168
Annapolis Valley	208	268	258	214	237	+29
Burridge	212	194	175	204	181	-31
Cumberland	156	111	129	153	180	+24
Halifax Downtown Site	92					-92
Institute of Technology	622	393	407	392	308	-314
Kingstec	439	482	391	553	453	+14
Lunenburg	223	194	275	211	258	+35
Marconi	473	476	513	539	575	+102
Pictou	269	316	328	341	293	+24
Shelburne	72	64	72	80	93	+21
Strait Area	298	341	294	297	365	+67
Truro	308	318	300	339	312	+4
Waterfront		643	801	836	988	+988
Total	3982	4187	4315	4619	4685	703

Source: NSCC Institutional Research

Graduate Employment Success

Each year, NSCC conducts a Graduate Follow-Up Survey¹ with graduates. One year following graduation, the telephone survey asks graduates about their satisfaction with their NSCC and employment experience.

Results from the Graduate Follow-Up Survey consistently show that NSCC graduates continue to succeed after graduation. Table 4-4 outlines the key graduate employment outcomes by year of survey. The graduate labour force participation rate, the employment rate and employment relatedness have remained strong during the five year period.

¹ The NSCC Graduate Follow-Up Survey excludes graduates from the Adult Learning Program under the School of Access and graduates with disability. The Adult Learning Program was removed as it is not a post-secondary program and graduates with disabilities are being surveyed separately. Graduates who returned to NSCC full-time are also excluded because the primary purpose of the survey is to understand employment outcomes of NSCC graduates once they have left NSCC.

Table 4-4: Employment Outcomes of Graduates, 2006 to 2011

Employment Outcome	Survey Year				
	2006-07	2007-08	2008-09	2009-10	2010-11
Number of Graduates (eligible for survey)	3025	3176	3370	3301	3677
% of respondents in labour force	97%	97%	97%	96%	96%
Employment rate of labour force participants	91%	92%	86%	87%	87%
% of employed in work related to field of study	86%	88%	83%	80%	83%
Average annual salary (full time related employment)	\$30,052	\$33,029	\$30,357	\$31,855	\$33,841
% of Graduates who pursued further education	20%	21%	33%	20%	21%

Source: NSCC Graduate Follow Up Surveys 2007 to 2011

*Graduate Follow Up Surveys are conducted with graduates one-year following graduation; each survey year includes graduates from the previous academic year

Table 4-5 and Table 4-6 provide a 10 year overview of graduate employment rates and those employed in work related to their field of studies, 2001 to 2011.

Table 4-5: Employment Rate of NSCC Graduates in the Labour Force, 2001 to 2011

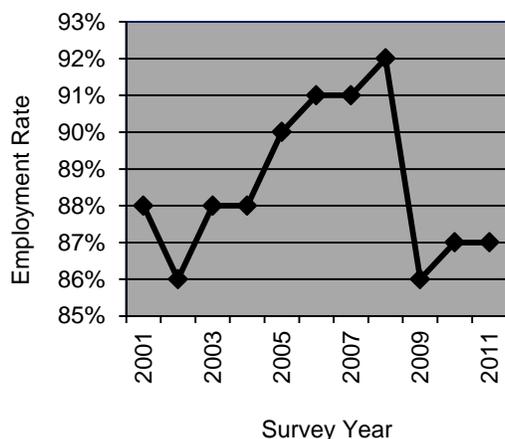
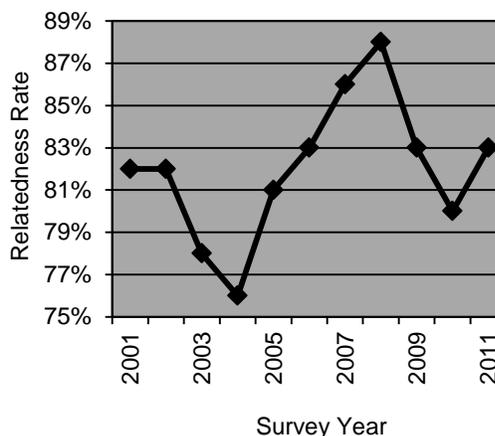
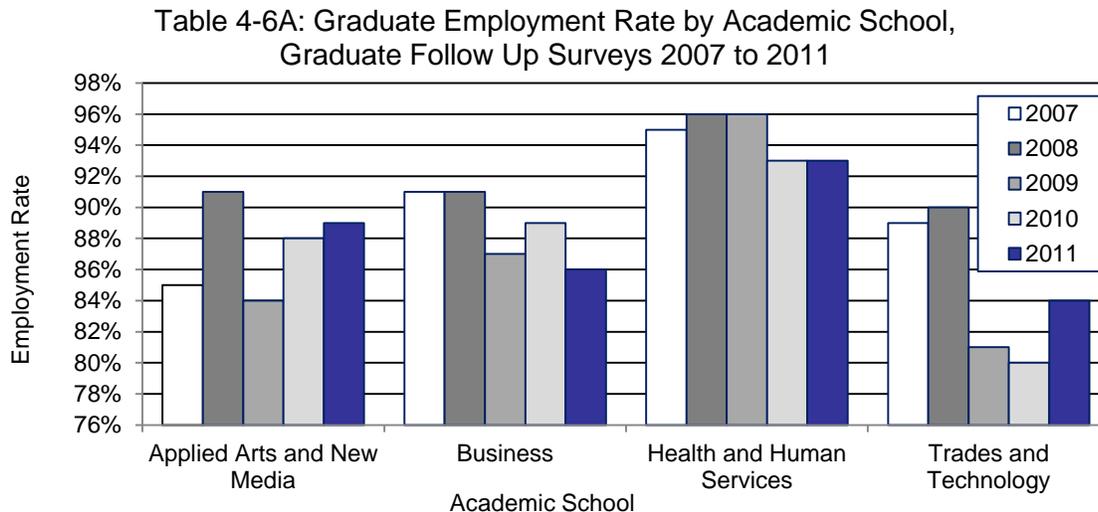


Table 4-6: Percentage of Employed Graduates in Work Related to Field of Studies, 2001 to 2011



Source: NSCC Graduate Follow Up Surveys 2001 to 2011

Table 4-6A and Table 4-6B provide details of the graduate employment rate by Academic School. The year-to-year variations are likely a reflection of employment trends in the provincial labour market.



Source: NSCC Graduate Follow Up Surveys 2007 to 2011

Table 4-6B: Employment of NSCC Graduates in the Labour Force, 2006 to 2011

Academic School	Survey Year				
	2006-07	2007-08	2008-09	2009-10	2010-11
Applied Arts and New Media	85%	91%	84%	88%	89%
Business	91%	91%	87%	89%	86%
Health and Human Services	95%	96%	96%	93%	93%
Trades and Technology	89%	90%	81%	80%	84%
Total	91%	92%	86%	87%	87%

Source: NSCC Graduate Follow Up Surveys 2007 to 2011

Table 4-7: Graduate Employment Outcomes by Credential Type, Survey Year 2009-10

Employment Outcome	Credential Type			
	Certificate	Diploma	Advanced Diploma	All Graduates
Number of Graduates (eligible for survey)	1654	1886	137	3677
% of respondents in labour force	96%	96%	95%	96%
Employment rate of labour force participants	84%	90%	81%	87%
% of employed in work related to field of study	82%	84%	85%	83%
Average annual salary of those in full time related employment	\$32,268	\$34,471	\$40,080	\$33,841
% of Graduates who pursued further education	15%	25%	20%	21%

Source: NSCC Graduate Follow Up Survey 2011

Location of Graduates

Just as most NSCC students are from Nova Scotia, the vast majority of graduates choose to stay in Nova Scotia after program completion. According to the Graduate Follow-Up Survey, between 92% and 95% of NSCC graduates live and work in Nova Scotia (Table 4-8).

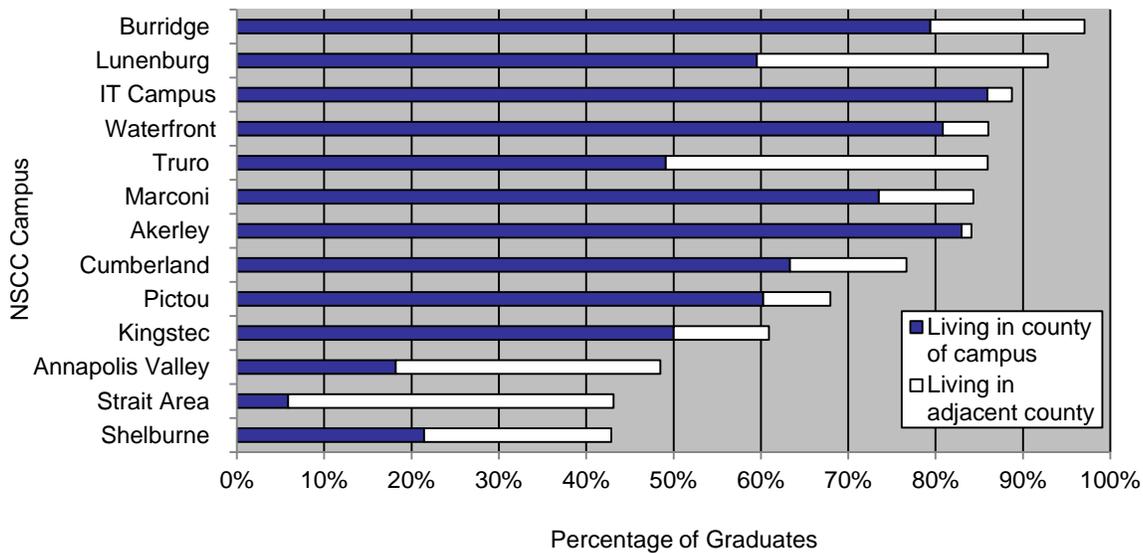
Table 4-8: Percentage of graduates living in Nova Scotia one year after graduation, 2006 to 2011

	Year of Survey				
	2006-07	2007-08	2008-09	2009-10	2010-11
Percentage of graduates living and working in Nova Scotia	93%	92%	94%	94%	95%

Source: NSCC Graduate Follow-Up Surveys 2007 to 2011

Table 4-9 provides a summary by campus of the percentage of NSCC graduates who stay in the immediate or adjacent county. Overall, 63% of graduates live and work in the county of campus, 13% in an adjacent county, and another 19% in other Nova Scotia counties.

Table 4-9: Percentage of Graduates Living and Working in County of Campus or in an Adjacent County (by campus), 2011



Source: NSCC Graduate Follow-Up Survey 2011

Graduate Satisfaction

NSCC is very interested in understanding the student learning experience. As a result, the Graduate Follow-Up Survey includes a number of questions about graduate satisfaction. As Table 4-10 demonstrates, overall graduate satisfaction with the NSCC experience from 2007 to 2011 remains high.

Table 4-10: Satisfaction of NSCC Graduates, 2006 to 2011

Satisfaction Measure	Survey Year				
	2006-07	2007-08	2008-09	2009-10	2010-11
Overall satisfaction with NSCC experience	95%	96%	95%	95%	95%
Willingness to recommend NSCC	97%	98%	96%	96%	96%
Overall satisfaction with portfolio	89%	90%	87%	90%	90%

Source: NSCC Graduate Follow Up Survey 2007 to 2011

When broken down by Academic School, graduate satisfaction results are consistently high for each Academic School (Table 4-11).

Table 4-11: Overall Satisfaction of NSCC Graduates by Academic School, 2006 to 2011

Academic School	Survey Year				
	2006-07	2007-08	2008-09	2009-10	2010-11
Applied Arts and New Media	95%	96%	95%	90%	97%
Business	95%	96%	93%	95%	96%
Health and Human Services	97%	97%	97%	97%	97%
Trades and Technology	94%	93%	93%	93%	91%
All Graduates	95%	96%	95%	95%	95%

Source: NSCC Graduate Follow Up Survey 2007 to 2011

Employer Satisfaction with NSCC Graduates

Aligned with our Graduate Follow-Up Survey in 2008, a survey of employers who hired graduates of the College was administered. This survey was designed to understand employer satisfaction with the quality of graduates from the Nova Scotia Community College and to identify skill areas that were important to them. Overall, employers in Nova Scotia were satisfied with the quality of graduates from the College (95%).

Summary

NSCC is committed to the success and satisfaction of its graduates. By monitoring graduate outcomes and their experiences in the labour market following graduation, the College is better able to ensure that our programs are aligned with the needs of the local labour markets.

Understanding labour markets and the skills that people need will continue to be a priority for NSCC. With over 100 programs in five academic schools, NSCC continues to align programs to the identified labour market needs and opportunities of the provincial economy. As the labour market continues to fluctuate, it becomes increasingly important to understand our graduate's employment situations, their satisfaction with the skills and knowledge they acquired, and their overall satisfaction with NSCC.

Chapter 5: Operational Efficiency

Does the institution obtain, organize and administer resources so that student outcomes are achieved at a reasonable cost?

Overview

During the period of this review, NSCC continued to build and focus on organizational and operational efficiency. While still maintaining an affordable and accessible post-secondary option for Nova Scotians, significant efficiencies have been realized through the consistent management of financial services and physical plant utilizations.

Revenue Sources

In 2006, enrolment for NSCC credential programs was 9,295 students. In the 2010-11 academic year, as a provincial strategic initiative, 250 seats were added to increase enrolment to 10,759 students in 2011.

Provincial and federal government support, along with revenues from customized programming, ancillary and other revenues, has allowed NSCC to keep tuition revenues between 14% and 16% of the total operating funding (Table 5-1). Recognizing that affordable tuition is essential, the percentage of revenues generated through tuition and fees is a key indicator in NSCC's Balanced Scorecard.

Table 5-1: Percent of Operating Revenues Generated through Tuition Fees, 2006-2011

	Academic Year				
	2006-07	2007-08	2008-09	2009-10	2010-11
Percent of operating revenues generated through tuition fees	14%	15%	15%	15%	16%

Source: NSCC Balanced Scorecard

Table 5-2 summarizes the operating funding and revenue ratios between the 2006 and 2011. Over this period of enrolment growth, the Province continued to contribute between 61% and 64% of the total operating funding, while the federal government maintained its contribution of between 6% and 9%.

Table 5-2: Funding and Revenue Ratios (NSCC Revenues and Operating Funding by Source), 2006-2011

Funding and Revenue Source		Academic Year				
		2006-07	2007-08	2008-09	2009-10	2010-11
Customized Training and Continuing Education	Dollars	13,047,343	13,196,375	13,404,196	7,265,290	7,312,793
	%	8%	8%	7%	4%	4%
Tuition Fees	Dollars	18,393,940	19,536,418	20,968,369	30,222,478	30,192,795
	%	12%	11%	11%	15%	15%
Ancillary and Other Revenues	Dollars	22,270,394	21,385,924	23,427,288	22,639,559	23,486,921
	%	14%	12%	13%	11%	11%
Government of Canada / LWD	Dollars	9,050,000	9,053,747	9,100,000	17,336,768	16,627,186
	%	6%	5%	5%	9%	8%
Province of Nova Scotia	Dollars	97,113,000	108,336,123	118,541,266	122,119,787	128,127,127
	%	61%	63%	64%	61%	62%
Gross Revenues	Dollars	159,874,677	171,508,587	185,441,119	199,583,882	205,746,822
	%	100%	100%	100%	100%	100%

Source: NSCC Annual Reports 2006 to 2011

Table 5-3 details the tuition fees for NSCC programs for the period of 2006-07 to 2010-11. Programs include the Adult Learning Program, Academic and Career Connections, full-time Certificate and Diploma programs and full-time Advanced Diploma programs. Tuition fees remained stable with a slight increase to Academic and Career Connections certificate programs, full-time certificate, diploma and advanced diploma programs in the 2008-09 academic year with no further increase in subsequent years.

Table 5-3: Tuition Fees for NSCC programs, 2006-2011

Program Group	Academic Year				
	2006-07	2007-08	2008-09	2009-10	2010-11
Adult Learning Program	\$0*	\$0*	\$0*	\$0*	\$0*
Academic and Career Connections Certificate	\$1,080	\$1,080	\$1,120	\$1,120	\$1,120
Full-time Certificate and Diploma Programs	\$2,600	\$2,600	\$2,700	\$2,700	\$2,700
Full-time Advanced Diploma Programs	\$3,560	\$3,560	\$3,700	\$3,700	\$3,700

Source: NSCC Academic Calendar

* For Nova Scotians who do not have a High School Diploma

Budget Management

A key component of NSCC's stewardship responsibilities is the effective and responsible use of its operating and capital allocations. Most of the operating funding of the College comes from the provincial and federal governments and it is incumbent on the College to make good use of these funds. There is also a degree of accountability to students to ensure that the tuition dollars they invest in their own learning offer an appropriate return in terms of the knowledge and skills learned and improved employment outcomes.

Fiscal responsibility is evident through effective budget management. In each of its fiscal years, the College:

- Worked within its operating budget and never incurred a deficit in each of the five years.
- Received an unqualified audit opinion on its financial statements from its external auditors.
- Delivered on all projects in the 2003 Master Plan and the Knowledge Infrastructure Program (KIP) on time and on budget.
- Met or exceeded its enrolment targets in each of the five years of the review.

In order to support Nova Scotia's need for skilled workers, it is essential that NSCC maximize the resources devoted to academic program delivery and services to students. To ensure that NSCC is continually focused on this goal, a target of approximately 75% of all operating funds must be dedicated to the academic delivery and services to students with the remaining allocated to manage the province-wide college system including institutional administration and facilities maintenance expenses.

As an important measure in NSCC's Balanced Scorecard, it is evident that NSCC continues to focus efforts to ensure it is allocating appropriate funds to support academic delivery and services to students.

Table 5-4: NSCC Operating Expenditures as a Percentage, 2006 to 2011

NSCC Operating Expenditure Profile	Academic Year				
	2006-07	2007-08	2008-09	2009-10	2010-11
Academic Delivery	62.6%	62.0%	62.4%	63.2%	63.5%
Student Services	7.9%	8.1%	8.3%	7.9%	7.4%
Library Services	1.6%	1.6%	1.6%	1.5%	1.5%
Information Technology	4.9%	4.4%	4.3%	4.4%	4.5%
Program and Service Delivery Subtotal	77.0%	76.2%	76.7%	77.0%	76.9%
Institutional Administration	12.0%	11.4%	11.0%	11.4%	11.8%
Maintenance	11.0%	12.3%	12.3%	11.5%	11.3%
College Infrastructure and Administration Subtotal	23%	23.8%	23.3%	23.0%	23.1%
Total NSCC Expenditures	100%	100%	100%	100%	100%

Source: NSCC Balanced Scorecard

Summary

Financial stewardship is extremely important to NSCC. Through a continued focus on our performance measurement targets, the College continues to operate as effectively and efficiently as possible. By constantly monitoring our key financial objectives, such as the percentage of revenues generated from tuition and the percentage of expenditures on academic programs and services, NSCC ensures that the institution is providing a quality, accessible and affordable learning experience.

Chapter 6: Intellectual and Physical Assets

Is the institution maintaining and building its intellectual and physical resources, including the quality of its employees, curriculum and physical plant?

Overview

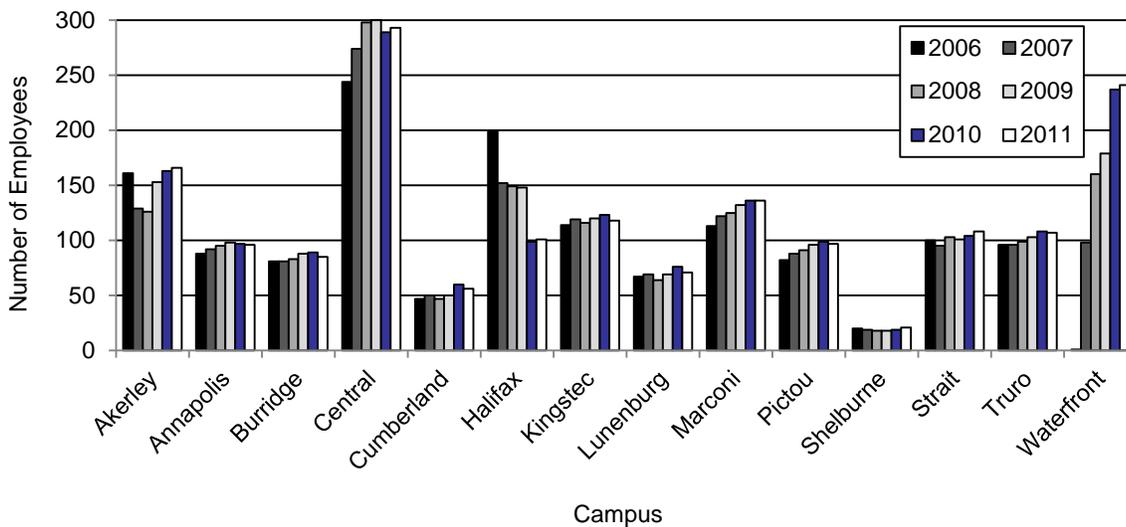
In order to successfully achieve its mission, NSCC recognizes that its intellectual and physical resources are critical and we must focus on recruiting and retaining a talented workforce. Throughout the first ten years as a Board-governed institution, NSCC invested in the professional development of its employees with innovative initiatives such as the Community College Education Diploma Program (CCEDP) and other professional development opportunities.

Over the period of this review, the College has invested considerably in its people, its infrastructure and its learning spaces. For the purposes of this report, this chapter will focus on the development of the College’s intellectual and physical resources.

Our People

In 2011, NSCC had close to 1,500 employees throughout the province. Table 6-1 provides detail on the number of employees at each campus during the period of 2006 to 2011.

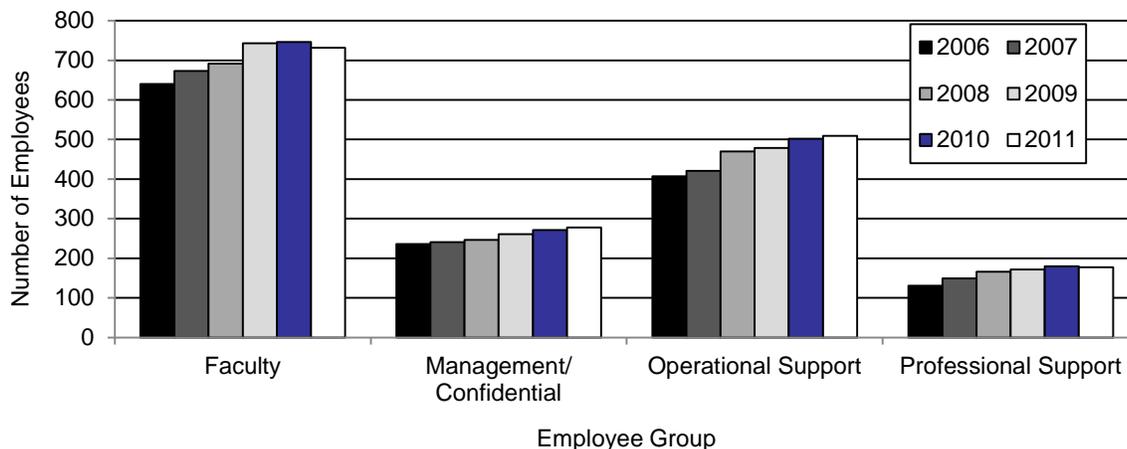
Table 6-1: NSCC Employees by Campus, 2006-2011



Source: NSCC Employee Services

Table 6-2 outlines the number of employees at the College based on their employee group.

Table 6:2: NSCC Employees by Employee Group, 2006-2011



Source: NSCC Employee Services

NSCC has continued to focus efforts on creating an environment where employees understand and commit to the College’s direction, strategy and goals. Each employee of the College is supported to contribute to the successful achievement of the College goals. Through clearly defined policies, collaboration with our union partners, employee success planning, employee recognition and awards and learning opportunities, NSCC is committed to providing programs and services for our employees that contribute to our position as an Employer of Choice.

Employee Policies

At Nova Scotia Community College, established policies align operations, set behavioral expectations and communicate policy roles and responsibilities. College-wide policies provide specific rules and provisions for implementing Board policies and setting expectations for the operation of the College.

Approved by the Board of Governors, NSCC implemented several new policies that focused on our employees and included:

- An **organizational employee feedback and evaluation policy** (Employee Success Planning) to support employee success through collaborative goal setting aligned with the vision and values of NSCC (2007).
- A **Fair Hiring Policy** to guide hiring practices to ensure recruitment and employment of highly qualified staff in a fair and effective manner (2006).

Employee Relations

Maintaining healthy employee relations is paramount for organizational success. The relationship between the College and its two bargaining agents [Nova Scotia Teachers Union (NSTU), and the Nova Scotia Government and General Employees Union (NSGEU)] continued to be a priority for the College during this period.

NSCC is focused on maintaining strategic labour relations to help employees grow and develop while also ensuring that the College is able to execute key organizational strategies to achieve its Mission and Vision. Through on-going dialogue and collaboration, the College continues to build its relationships with the bargaining agents for our unionized employees.

The importance of this relationship was evidenced in the ability of the College to complete all negotiations during this period (one round of bargaining with the NSTU and two with the NSGEU) without any disruption in service. One highlight was the negotiation of compensation schemes for each of the faculty and operational support employee groups that align reaching the top salary level with a commitment to learning through completion of five and two year learning journeys respectively.

The College values the positive working relationships with the unions as partners who share a common interest in the well-being of their members/our employees. The joint College and Union Committees support on-going dialogue on matters of mutual interest during periods when collective bargaining is not in progress.

Understanding and Focusing on the Employee Experience

Through both internal and external research, NSCC is committed to understanding employee engagement and how employees are engaged in their work. Through internal (Education without Boundaries Survey) and external surveys (Hewitt Employee Engagement, AonHewitt Employee Engagement), NSCC explored key drivers of employee engagement, with a specific focus on performance feedback and recognition, people practices and senior leadership and further examined what makes NSCC culture and values meaningful to employees.

In 2010, NSCC achieved Best Employer status, placing 41st on the list of Canada's Best 50 Employers for that year. As the first educational institution to achieve Best Employer Standing, and the only Atlantic based organization, this accomplishment was central in supporting the College's workforce strategy.

In October 2010, NSCC struck a project team of over 60 employees representing all levels, regions and employee groups at the College. The committee was chartered to build on the employee engagement research of the last five years and define a learning-centered employee experience that is comprehensive and aligned with strategic and academic plans. Through this research emerged the development of an employee value proposition for NSCC, and a series of well-defined recommendations to recruit and retain talented employees, increase engagement and commitment to our Strategic Plan and strengthen leadership capacity within the organization with the ultimate goal of an improved learner experience.

The most recent AonHewitt Employee Engagement survey was conducted in 2011 and showed an overall drop in employee engagement; from 74% to 65%. The results indicate employees continue to be dedicated to providing a first class student experience. Engagement scores remain high in areas that measure what we do, why we do it and the physical environment we work in. Areas of opportunities identified from the survey were focused on managing performance, recognizing employees and providing career opportunities. Key areas of focus for employee engagement work will be ensuring managers have the tools they need to better support their teams, strengthening opportunities for career and leadership development and improving the alignment of hiring and outreach practices within our Diversity and Inclusion Framework.

The College will continue to focus on the employee experience through implementation of a multi-layered approach to building a comprehensive leadership development program and projects to address the full spectrum of recruitment including employer brand, outreach, applicant tracking system as well as hiring/on-boarding processes. NSCC will continue to regularly benchmark ourselves against other top employers but more importantly, we will continue to benchmark ourselves against ourselves and monitor closely the impact of our efforts.

Learning and Development

NSCC is committed to the continued development of on-going learning opportunities for employees. Some of the key learning opportunities for employees include:

- **Community College Education Diploma Program (CCDEP)** – a diploma program that supports employees in their learning journey while providing them with foundational learning in key aspects of adult education. While a requirement of employment for new faculty and professional support, other employees of the College continue to participate in the program.
- **Learning College Portfolio** – self-directed learning program for faculty and operational support that provides employees the opportunity to ensure that we have the relevant skills and knowledge required to advance the work of the College.
- **Leadership Exploration and Awareness Program (LEAP)** – a diploma program for support staff to enhance their individual and collective contribution to the College through flexibility and a variety of learning opportunities.
- **Conferences and seminars** – are organized annually for our employees and include the Faculty and Professional Support (FAPS) professional development conference, Support Staff Learning Conference (SSLC), Facilities Support Staff Conference (FSCC), Great Teachers, Great Leaders, Great Support Staff, Great Teachers Alumni and Great College.
- **Leadership development opportunities** – in addition to existing leadership development opportunities, NSCC is developing an internal Management Leadership Institute to support new and continuing leaders to strengthen and build their capacity to achieve NSCC's goals and model organizational values.
- **Festival of Learning** – an annual celebration of learning providing opportunity for the NSCC community to celebrate in and share their learning with colleagues across the province. The

festival provides a unique venue to share new learning, innovation and best practices with presentations from the NSCC Community.

Organizational Structure

The most fundamental role of key leaders within the organization is to define the organizational goal, formulate plans and organize people to achieve the goals and objectives of the organization. During the period of this review, NSCC has realized several changes in key leadership positions throughout the College.

With the retirement of Dr. Joan McArthur-Blair in 2010, the Chair of the Board of Governors struck a presidential search committee to lead the search for a new President to lead the College to the next level of innovation in applied education and research. On April 27, 2011, after an extensive national search, Don Bureaux was appointed the fourth President of the Nova Scotia Community College.

Two other executive searches were underway at the end of this period. During the summer of 2011, extensive searches for two vice-presidential positions resulted in two internal hires for the positions. Bruce Tawse and Monica Foster accepted the positions of Vice-President Academic Services and Vice-President Administration respectively.

Two strategic units evolved during this period; Applied Research and Alumni Relations.

Applied Research

Applied Research is undertaken to find solutions to practical, real-world problems. Through a network of students, faculty, staff and research scientists and external collaborators, the NSCC employs technology and innovation to find practical solutions, facilitate knowledge transfer and potential commercialization to add value to the communities we serve.

Recognizing that a broader and more balanced approach was required to advance applied research initiatives, research has been extended to include focus areas of engineered technologies and sustainable energy. During the period of review, applied research activities included:

- Development of a board-approved Research Integrity Policy, which sets out responsible conduct of research for the College and a revision of the Research Ethics Board Policy which guides the ethical conduct of research involving humans to ensure that NSCC is conducting research in accordance with federal regulatory guidelines.
- Implementation of 'research as a form of teaching' (RAFT approach) to integrate applied research into teaching and learning at NSCC.
- Collaborative research initiatives with industry partners, other academic institutions and municipal, provincial and federal government departments including a five year ACOA AIF grant to work in water quality management.
- Success in filing its first patent registered with the US Patents Office and entering into license agreements to mobilize the commercialization of results applied research technologies.

Alumni Relations

In 2006, the Nova Scotia Community College Board of Governors approved a new Strategic Plan that prioritized alumni relationship-building as a key strategic initiative for the future growth of NSCC. As a result, two new Alumni Relations positions were created to launch the first alumni relationship building model. The College has a unique vision for its alumni: the goal is to 'friend-raise' not 'fund raise' and to build mutually beneficial, lifelong relationships with NSCC Alumni. Through focusing on six priority areas in which alumni can connect with the College (as an employee, learner, employer, donor, an advocate and mentor), the NSCC Alumni network has grown to nearly 3,000 actively engaged members.

Waterfront Campus

Completed in 2007, the Waterfront campus renovations contributed to an increased staffing complement through the reallocation of several programs to the campus from other metro campuses. As each building on the campus opened, all positions were filled either through an expression of interest process with staff at Institute of Technology or Akerley Campus, a reassignment or by the Fair Hiring Process. The College worked closely with our union partners, NSTU and NSGEU, on a fair and equitable staffing process.

Executive Direct Reports / College Leadership Forum

As the College has grown and evolved, it became evident that there was a need to formalize opportunities to engage different levels of leadership in anticipating and responding to the changing needs of the organization. As a result, two forums were created to enable the leadership culture and community required to advance College strategy.

The mandate of the Executive Direct Reports is to create a forum for executive planning, strategy, and direction setting, with the most senior leaders of NSCC. It would serve to build understanding and leverage relationships in responding to political and community environments while engaging senior leadership in strategic planning and implementation of College priorities.

Similarly, the mandate of the College Leadership Forum is to engage the broader NSCC leadership/middle management team to ensure context, clarity and alignment around leadership priorities and expectations at NSCC. It creates a forum for management sharing, learning and building capacity, increasing leadership commitment and visibility at all levels.

Organizational Alignment

In order to maximize resources and create efficiencies to enhance the teaching and learning experience, the College spent considerable time looking at ways to re-align portfolios. Several changes occurred during the end of the period of the review and will increase synergies both within and between the portfolios.

People and Planning

The People and Planning portfolio introduced several new positions, expanded reporting lines and creation of a new Diversity and Inclusion Office during this period.

The realignment of Student Services, Institutional Research and Admissions resulted in the creation of two new lead positions to support the strategic work of these units. The Dean, Student Services position was created to ensure that services delivered across the College were consistent and inclusive for all students across all campuses. To streamline processes and focus on more strategic enrolment initiatives, the Department of Institutional Research joined with Admissions to create the Office of the Strategic Enrolment Management and Institutional Research. Through this reorganization, the position of Director of Enrolment Management was created with oversight responsibility for both units.

Committed to creating a welcoming environment for all students and employees, NSCC has demonstrated its commitment to eliminating systemic barriers at NSCC. Through the creation of the Diversity and Inclusion Office, the College will continue to celebrate the unique backgrounds of our learners and ensure that appropriate supports are in place for their success.

Advancement

The role of Advancement is to broaden and deepen the base of awareness, understanding and support for the College and the role it plays in the province. Advancement does so by building and stewarding the College's brand, its reputation, and its relationships with key stakeholders.

2006 to 2011 were important building years for the College, as well as its Advancement division. Initially comprising of Marketing, Communications, Web Operations and Development (which staffs and supports the NSCC Foundation), Advancement grew during the period of the review to include Applied Research and the new function of Alumni Relations. As well, roles and responsibilities within the division were further aligned with strategic priorities. Advancement now provides College-wide leadership and capacity building for strategic functions which support the College's work to deliver its Mission and Vision.

Fundraising from private sources – individual and corporate – represents one of the most tangible measures of the support NSCC is building in the province. During the review years, the Advancement team responsible for supporting the fundraising work of the NSCC Foundation made significant progress in raising funds for student awards; capital projects; and an endowment fund to generate student award funds in perpetuity.

Finally, all areas of Advancement used the period of the review years to further strengthen internal capacity and commitment to the College-wide work associated with brand and reputation stewardship, as well as integrated communications and relationship building.

Academic Management

Changes to Academic Services were designed to allow the portfolio to refocus on key priorities within the Academic Plan, including more integration of the academic management work across functions to span the work continuum from Enrolment Planning activity within Academic Services flowing naturally into Enrolment Management activity within People and Planning

Academic Schools were created in 2000 and continued to grow and evolve throughout the period of this review. The following changes occurred between 2006 and 2011:

- Implementation of the Learning strategy in the 2006 Strategic Plan was supported through the creation of a Curriculum department to bring together a number of curriculum consultants to support the curriculum development work required by Deans and systems specialists to design and manage a curriculum repository. This group also managed the program renewal process and continued to make refinements to it between 2006 and 2010.
- A Strategic Enrolment Management Committee was originally formed in 2003, bringing together Academic Deans, the College Registrar, and key staff from Admissions, Recruitment, Marketing and Institutional Research. The role of the committee was primarily focused on recruitment and admissions activity in its early years. In 2010, the Admissions and Institutional Research departments were pulled together into one division led by a new Director of Enrolment Management.
- Beginning in 2008, all of the cost recovery credential programs that had previously been managed by Business Development were brought under the management of the Dean responsible for the program curriculum and delivery. In 2011, the Business Development division of the College was integrated into Academic Services, and subsequently brought the functions of Online Learning, Part Time Studies and Contract Training management under one umbrella now called Flexible Learning Solutions.

Program and Curriculum Quality

NSCC made significant progress in developing its curriculum, building a curriculum repository and making improvements to its program renewal model during the five year period of this review. The foundational step for this work was the creation of a Curriculum Unit within Academic Services in the fall of 2006.

Curriculum Development and Repository

Prior to the creation of the Curriculum Unit, curriculum documents were available for most programs but were not consistent across Schools and Programs. The mapping of program curriculum documents and accompanying course descriptions, outlining learning activities and learning outcomes was completed in 2007-08 using a master template that was to form the database structure for a Curriculum Repository. A complete record of the curriculum for all credential programs is now retained in the repository for each Academic Year since 2008-09. The records for each year are published internally in the ourNSCC site with continued refinements to the documentation achieved each year as the curriculum is reviewed and refreshed for every program.

Program Review and Renewal

There have been several iterations of the program renewal process since 1999 with a working model of the current process developed at a summary level in 2006-07. In its basic form, the College maintains a commitment to a renewal cycle wherein every program is reviewed at least once in every five years. In practice this means that approximately 25 programs come up for review each year.

In subsequent years (2007-2011), the program self-study phase of program review has been developed further with a robust manual providing guidance to the committee established to undertake each review

and a step-by-step process that starts with a dash-board style diagnostic of program health metrics. This form is produced by staff in the Curriculum Unit and supported by additional enrolment analysis that informs the decision by the team what scale of review to recommend to the Dean. A healthy program with not much change in the skills requirements of the relevant occupation(s) may only require a summary review and routine curriculum updates. At the other end of the spectrum, a site visit by Curriculum Unit staff and faltering program metrics may trigger a full-scale review driven by a review scoping document that identifies additional research and consultation initiatives necessary. The quality of this work continues to improve as more consistency is gained in the approaches to program review processes. The next wave of change identified in the 2012 Strategic Plan is to sharpen the focus on developing an academic quality program and to strengthen and deepen the quality of the curriculum.

Physical Assets: The Master Growth Plan

In 2002, NSCC developed an ambitious Master Growth Plan that would help NSCC prepare for the large scale increases in enrolment that would be required to adequately serve Nova Scotia's economic and workforce skills needs for the decade to come. Envisioning substantial growth of the Nova Scotia Community College, the plan focused on enrolment growth and campus infrastructure. In 2003, the provincial government announced a significant capital investment in the College with \$123 million for renovations to existing campuses, as well as construction of a new campus in Dartmouth.

Significant projects that were completed as a result of this provincial investment included:

- Construction of the Waterfront campus in Dartmouth.
- Construction of a trades wing at the Strait Area Campus.
- Major renovations and expansions at Kingtec Campus, Pictou Campus, Akerley Campus and Truro Campus.

In response to rapidly growing skills shortages in every economic sector and in communities throughout Nova Scotia, the College prepared an *Amendment to the Growth Plan* in 2008 that focused on infrastructure supports, 10,400 base enrolment plus one-time seats funded by the Department of Health and Labour and Workforce Development.

In 2011, two additional buildings were added to the College's building portfolio. The Marconi Trades Building (CBE) in Sydney was funded by the Department of Education and the Enterprise Cape Breton Corporation (ECBC). This building was built to LEED standards and accommodates four specialized trades programs (Welding and Metal Fabrication, Automotive, Heavy Duty Equipment and Motorcycle Repair) as well as classroom and office spaces. The Pilikan House is located at the Annapolis Valley Campus and was designed to be a living lab where students can learn new ways of thinking about healthy, sustainable, residential development.

Enhancements to Learning Environments

In response to industry demand, several learning environments have seen considerable improvements over this period through the annual allocation of capital (FEMP) and the Knowledge Infrastructure

Program (KIP). The majority of the initiatives through the FEMP process support improvement on the delivery of school related programs by updating outdated shop equipment to maintain currency and program certification. Additionally, funding through the Knowledge Infrastructure Program (KIP) supported infrastructure enhancement projects at thirteen campuses around the province. Substantial infrastructure enhancements during this period included:

- The completion of a new welding shop at Akerley campus in 2011 included 36 welding booths and new equipment while allowing existing space at the campus to be upgraded to support Metal Fabrication programs, a growing industry closely connected to shipbuilding.
- Repurposed to accommodate the Aviation program and create more warehouse space, the former Moirs Chocolate Plant in Dartmouth was renovated in 2008.
- Campus renewal renovations at the Institute of Technology were completed in 2011 and included a new library, student commons area and several project rooms for student collaboration.

Repatriation of Central Offices

NSCC completed substantial renovations at the Institute of Technology (IT) Campus during 2010-2011. These renovations were completed to reduce deferred maintenance, support academic requirements, improve energy and environmental building performances, and continue work to repatriate Central Office to the campus.

Funding from the province allowed for the acceleration of the Repatriation of Central Offices project to be completed earlier than expected. Undertaking this project had several key objectives: to reduce operating costs by eliminating leased spaces; functionally and geographically align departments for added synergies; repurpose spaces vacated by trades programs at the IT Campus to the Waterfront Campus; and improve the indoor air quality with new mechanical systems.

The majority of new and renovated office spaces saw Academic Services, People and Planning, Student Services, Online Learning, Admissions, Learner and Workforce Development and International settle into their new spaces during April and December 2011.

Sustainability and Environmental Stewardship

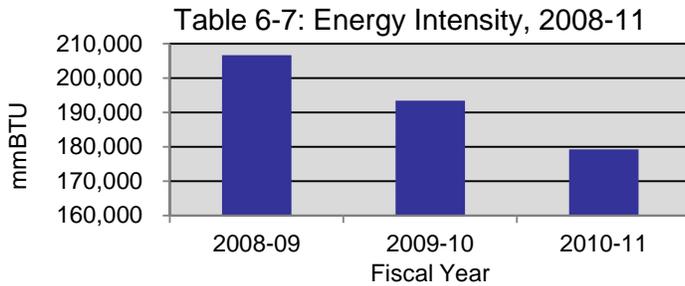
NSCC is committed to promoting leadership, awareness and understanding of sustainable practices through all activities in order to reduce the College's environmental impact. As a committed leader in environmental sustainability, NSCC continues to integrate environmental and sustainability management policies and practices into learning opportunities and develop a culture where students and employees will be encouraged to be stewards of the environment.

In 2011, the Education for Sustainability (EFS) workshop brought employees together to examine the foundations and role of educators in sustainability. To extend this opportunity to other employees, this workshop has been added as an elective to the CCEDP curriculum, furthering education on sustainability in the College.

Energy and Environmental Performance Reporting

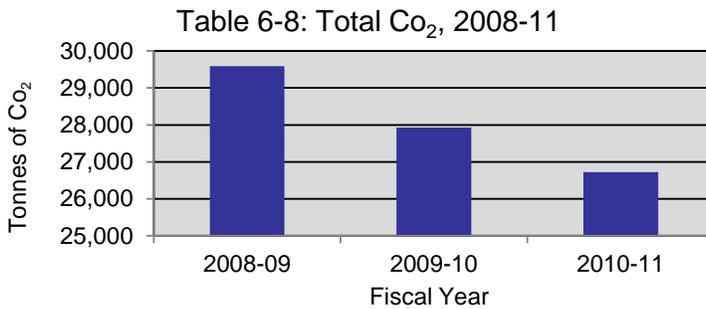
NSCC’s commitment to sustainability and environmental stewardship is monitored through energy and environmental performance reporting (see Appendix C). Significant improvements in the College’s environmental performance have been achieved during the period. Through major campus retrofits and other energy saving initiatives, significant energy reductions have been realized.

Table 6-7 summarizes energy consumption reduction during this period.



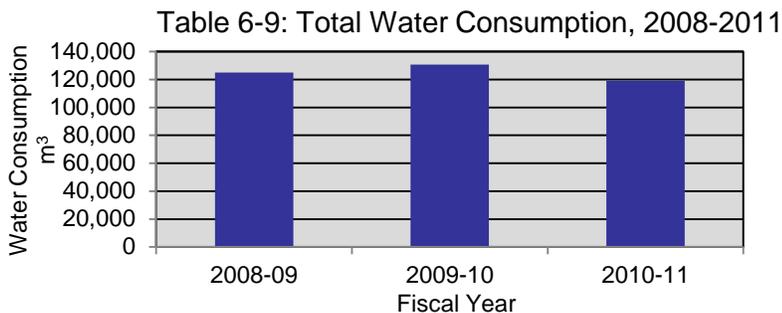
Source: NSCC Admin Service Facilities (reporting began in 2008-09)

Table 6-8 outlines the reduction in CO₂ emissions since 2008. NSCC has reduced emissions by 9% over this period of review.



Source: NSCC Admin Service Facilities (reporting began in 2008-09)

Table 6-9 details the total reduction in water consumption since 2008. This reduction has been realized through water saving fixtures and implementation of water saving initiatives.



Source: NSCC Admin Service Facilities (reporting began in 2008-09)

BOMA BEST is the platform that has been used for the management of environmental performance at NSCC since 2009. This program certifies that buildings meet or exceed benchmark criteria for industry best practices in five key areas: energy consumption, water consumption, waste reduction, emission and effluent management, and management and communication systems. In 2009, all NSCC campuses were BOMA BEST certified, with an average certification level of 75% (or BOMA BEST Level 2).

As the BOMA BEST environmental certification program has a three year audit cycle, in 2012 all campuses are currently in the process of becoming recertified. Currently (October 2012) six buildings are recertified, six campuses are awaiting the verification audit, and the remainder will be recertified by the end of November 2012. The table below is a summary of the recertification status of each campus.

Table 6-10: Summary of BOMA BEST Scores by Campus for 2008-2009

Campus	BOMABEST Score (2008-09)
Akerley	Level 2 (72%)
AVC Cogs	Level 1 (65%)
AVC Middleton	Level 1 (68%)
Burridge	Level 2 (77%)
Cumberland	Level 3 (80%)
Institute of Technology	Level 2 (75%)
Kingstec	Level 2 (72%)
Lunenburg	Level 2 (79%)
Marconi	Level 3 (85%)
Marconi Trades Building - CBE	n/a
Pictou	Level 3 (80%)
School of Fisheries	Level 1 (69%)
Shelburne	Level 1 (68%)
Strait Area	Level 2 (78%)
Truro Campus	Level 1 (75%)
Waterfront	Level 4 (93%)

Source: NSCC Admin Service Facilities

Leadership in Energy and Environmental Design (LEED)

Leadership in Energy and Environmental Design (LEED) is an internationally recognized rating system for the design and construction of high performance green buildings. The Centre for Built Environment (CBE) – Waterfront Campus achieved LEED Gold Certification, achieving all credits that it was designed to meet. The newly constructed Marconi Trades Building – Centre for the Built Environment was designed and constructed to LEED standards with LEED certification pending.

In support of Action 37 of the 2009 Nova Scotia Climate Change Action Plan, all new major construction at NSCC will be LEED certified.

Since the initiation of this process, BOMA BESt has provided a framework for the management and operations of our campuses. Through the implementation of BOMA in 2008-09, and the on-going management and monitoring of campus sustainability initiatives, the re-certification scores show significant improvements demonstrate that the process is working.

Summary

NSCC recognizes the critical importance of its intellectual and physical resources to achieving the mission of the College and is committed to investing and supporting them. Over this period of review, NSCC has continued to develop learning opportunities for various employee groups, aligned business units to ensure that there is a continued focus on program quality and linkage to industry, as well as the capital infrastructure to support the learning. Through the substantial investment from the provincial and federal government, NSCC has been able to significantly expand and enhance its physical learning spaces across the province.

Chapter 7: Management Systems and Practices

Does the college have systems that produce information that enables management to answer the above questions?

Overview

Information systems are integral to the operations of the College and will continue to be at the forefront of ensuring the organization is achieving its strategic goals. Significant improvements to planning and information management systems were made at NSCC during the period of this report. While an enterprise-wide information system was implemented in 2000-01, the last decade has seen implementation and enhancements of transactional and management information practices and processes.

This chapter provides a summary of the enhancements made to information systems, business process improvements and practices that enable the organization to achieve its strategic objectives.

Information Systems and Processes

The evolution of NSCC's information system has shifted from a basic, transactional system (prior to 2000) to a more integrated and robust enterprise resource planning system. As the main information system at NSCC, PeopleSoft maintains all student data; including admissions, student records and course information; human resources data, including job-related, salary and benefits data, as well as demographic data; and financial data. It acts as the single source of data for its other major sister applications (business intelligence and management reporting, schedule generation systems, online program calendar, online applications to name a few through regular data interfaces).

During the period of this review, major enhancements to the PeopleSoft system were realized. NSCC completed a major technical project in 2011, to upgrade our PeopleSoft systems including: MyNSCC, Student Administration, Student Financials, Human Resources Management and Employee Self Service. Enhancements benefited both NSCC students and employees. Benefits realized through MyNSCC included enhanced functionality for students to access T2202A receipts, make tuition and other payments online, improved unofficial and official transcripts, student and faculty weekly schedules, including student photos on class rosters for faculty, and faculty final grade entry. Benefits realized in employee self-serve included access to online paystubs and T4/T4A's.

NSCC has invested considerable resources in implementing information systems and processes to support the strategic work of functional units across the College. These strategic initiatives included:

- **Implementation of Encampus** – a robust event scheduling tool used at campuses across the College for scheduling of rooms and instructors.
- **Development of a College-wide Employee / Student photo ID card** that serves as not only as an identification card (students and employees) but also as the Metro UPass card (students).

- **Identity Management System** is a fundamental functionality developed within the PeopleSoft system to manage the identity of all students, employees and friends of the College. This allows for single sign on using NSCC credentials ('w' number) in a variety of interfaces (email, network, Cognos) and prevents duplication of IDs (data) when individuals have more than one role at the College.
- **Raiser's Edge**, a Customer Relations Management system, was implemented to support the fundraising strategies of the NSCC Foundation. In order to streamline fundraising, stewardship and donor relations activity, the management system will enable the organization's ability to track NSCC's complex connectivity with individuals and companies that may have a multi-layered relationship (donor, employer, alumni, supplier, program advisor, sponsor etc.).

Data Driven Decision Making

One of the most important functions of management is decision making. Effective decision making calls for timely, complete and relevant information.

Business Intelligence

The Business Intelligence (BI) Program is an initiative to improve the process of delivering information to the organization and promote a culture of informed decision making using timely data.

In 2008, the College invested in Cognos, a software to support the annual budgeting and forecasting process. Leveraging that investment, NSCC developed the full set of financial reports on the Cognos platform that replaced the Crystal reports being used.

Since the implementation in 2008, three phases of the BI program have successfully been delivered to support a suite of financial, admissions and enrolment reports through three phases. These reports, designed to provide the College management information on program demand, applications, enrolment targets and milestone counts, student profiles, graduate counts, retention, persistence and diversity, serve as the single source of management reporting and provide the foundation to enable informed decision-making throughout the College.

Program and College Scorecards

Annual report cards were provided to senior leaders within Academic Services for each program offering within their purview, to understand the relative health of each program in both 2007 and 2008. In the subsequent year, the program report card concept was enhanced to provide a dashboard style report measuring that functions as a first level diagnostic of program health used to:

- provide five years of program health trends as the first step in the regular five-year program review cycle;
- identify programs urgently requiring review in any year between one five-year review and the next; and

- provide robust documentation of program health indicators for mandatory and voluntary accreditation of several of NSCC's programs.

The Balanced Scorecard provides a college-level view of NSCC's performance. Beginning in 2007, Key Performance Indicators (KPI's) related directly to learning delivery were reported at the academic program level (see Appendix B).

The annual Balanced Scorecard reported the results of how people and financial decisions were driving improvements in student learning. These metrics provided valuable information to help the College make strategic decisions aligned with the Strategic, Academic and Business plans. The key indicators are clustered into four categories:

1. **Stewardship and Financial** – Are we using our resources effectively to fulfill our mission? Are we serving the needs of adult learners across the province and within various segments of our population?
2. **Organizational Learning and Growth** – Are employees fully committed to our Mission? Do our shared values, and all our practices in building a strong relationship with our employees all lead to a high level of employee satisfaction and engagement?
3. **Learning Processes** – Does the design and delivery of our programs and learner supports result in a high degree of student engagement and success in achieving learning goals?
4. **Provincial Impact** – To what degree does the provincial economy and quality of life benefit from the skills and knowledge of our graduates? Are our graduates gainfully employed? Are employers satisfied with our graduates? Does the public understand and value what we do?

Ensuring that the College was performing at a consistently high level, the Balanced Scorecard monitored organizational performance and efficiency.

Stakeholder Communications

Internal Communications

Organizational culture, efficiency and effectiveness can be created through internal communication processes that create a cohesive organizational culture. NSCC has dedicated resources and processes to ensure that employees are kept informed and connected to major college initiatives.

Over the period of this review, NSCC has continued to dedicate resources to help manage and coordinate the ways in which information is communicated internally. Members of the Communications team continue to provide assistance to College leaders and employees to help plan, design and execute communications that deliver important information about programs and college initiatives.

Email and our Intranet (ourNSCC) continue to be the primary methods of communication in the College. Launched in 2006, the college-wide web portal is a repository for policies, procedures, documents, research and resources and a space for employees to share campus news, events and photos.

Improvements made during the period of this review focused on improving existing content and site usability. ourNSCC provides 'team site' and 'my site' collaboration functionality that is used by employees to allow people from different areas and locations to create, store and access documents and information in a secure environment. Additionally, a Curriculum Repository was developed to be the single source for all NSCC curriculum documents available to faculty and other academic leaders.

Parallel to the internal ourNSCC space for employees is the 'myNSCC' space for students (and faculty). The 'myNSCC' space improves communication between NSCC and students by providing them with online access to personal NSCC data and information such as grades and class schedules.

External Stakeholders

NSCC continues to communicate with its external stakeholders to demonstrate how the College connects education to the economy, research to innovation, access to opportunity. Communication with our communities is maintained through our website, annual community reports and media relations.

Beginning in 2006-07, NSCC's marketing and recruitment work focused on the prospective student experience and their use of the web. Prospective students were engaged to better understand how to strengthen NSCC as a first choice option and to simplify the process for students to do business with us. Major enhancements to website included streamlined content to meet the needs of prospective students, the redesign of the web program calendar to provide easy access to program information and supports and services, and functionality to support Program Test Drive registrations.

The Annual Report to the Community continues to be a medium to broaden and deepen the public's understanding of NSCC's mission and impact, and to show stakeholders the many dimensions of the College's work. Since 2006, the College has focused on evolving its Community Reports with the goal of capitalizing on the interactive environment of web-based reports while reducing our impact on the environment by producing smaller books and targeted rather than mass distribution. The web editions of our Community Reports provide opportunities for readers to share stories via their own social networks (Facebook, Twitter) and to contribute their own. A Community Map which began as part of the 2010 Report to the Community and which is featured in the 2011 and 2012 editions, creates an instant snapshot of the reach NSCC has throughout the province and the cumulative impact that is built one learner at a time.

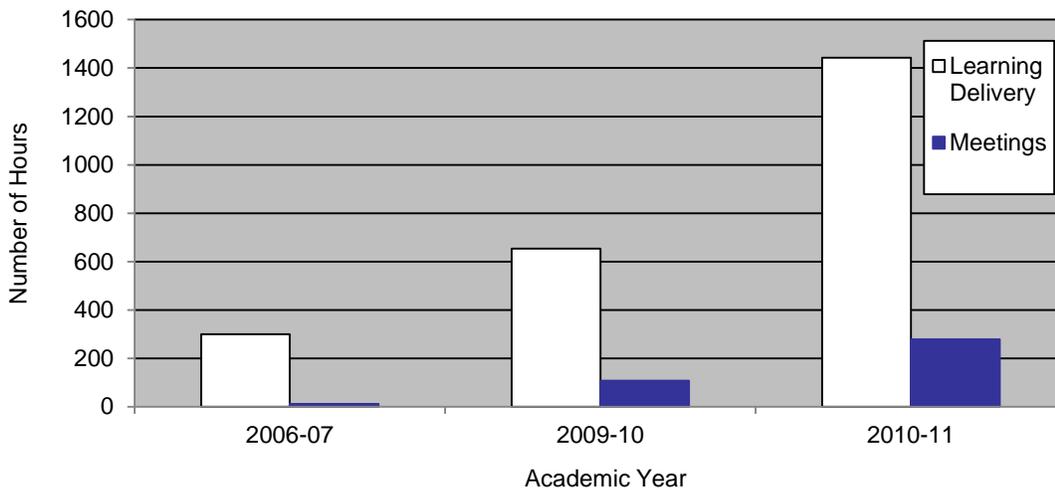
Technology and Innovation

Information Technology Services has implemented several innovations over the past five years toward improved operational efficiencies, enhanced learning environments, increased productivity and reduction of costs.

The College implemented Anywhere Apps (Citrix) as primarily a remote access technology that allows employees to access key college systems securely both on-and off-campus. Additionally, conferencing and collaborating solutions were introduced through technology via video, audio and web conferencing facilities. As a result of increased technology, the College has increased opportunities for collaboration among students, faculty and staff while at the same time realizing substantial reductions in travel costs.

NSCC has an extensive video conference network in Nova Scotia. Table 7-2 provides detail on the increased usage of video conferencing for learning delivery and meetings.

Table 7-3 NSCC Monthly Video Conferencing Usage Types (hours)



Source: NSCC Information Services

Several important innovations to the video conferencing infrastructure have been implemented during the latter period of the review. Video conference equipment has been upgraded in all campus boardrooms, CMA Desktop option (desktop video conferencing via webcam and microphone) and audio conferencing are available options that students and employees have to host web and audio conferences.

Organizational Research

In order to better understand our students, our workforce and communities' perception of the College, NSCC dedicates resources to gather information about these perceptions to inform decision making and strategic planning. Through student, employee and brand research, NSCC is better able to implement programs and services to meet the needs of all our key stakeholders.

Student research is focused on understanding how the learning environment supports student engagement and where the College is doing well and how we could improve. Institutional survey work has continued to provide insight into student engagement and satisfaction with the learning environment.

Reputation and Brand

As the work of expanding programs, learning spaces and overall enrolment evolved during the period of the review, the Marketing Team focused on the development and stewardship of a strong, vibrant brand for NSCC. Today, NSCC's brand represents a strategic asset of the College which underpins its work to ensure NSCC is known and appreciated as:

- a first-choice post-secondary option for learners;
- a valued partner for business, industry and communities who look to NSCC to meet their need for skilled professionals and/or problem solving.

Building and sustaining the overall reputation of the College in the marketplace is also an area of explicit focus and accountability within Advancement, with leadership from the Communications Team. Research studies to regularly assess the College's brand and reputation provide on-going insights about the state of both, and confirm the strong, positive evolution NSCC has enjoyed in its brand and reputation over the period of the review.

Summary

Maximizing technological infrastructure is critical to establishing systems that produce information that enables management to measure organizational performance. NSCC has dedicated considerable resources to leverage existing technology while at the same time implementing new technological infrastructure to meet organizational demands.

Substantial work has been done to improve the process of delivering information to the organization and promote informed decision making using timely data. Through consistent communication practices and channels, NSCC is committed providing accurate and valuable information about the College to our key stakeholders. Through the period of this review, NSCC has developed a well-regarded, market-driven brand that is meeting the needs of our learners, our communities and our province.

Appendix A: NSCC Strategic Plan 2006

The Evolution of Canada's Portfolio College

NSCC is a modern comprehensive community college that has established itself in the past 10 years as Canada's Portfolio College. This unique foundation is the base on which we deliver educational opportunities that are responsive, value-based and keenly honed to the skills our learners need to enter the workplace.

The future is not predictable, and more and more in the 21st century we need educated citizens who have the skills, knowledge and imagination to ignite the possibilities before them. As NSCC enters its second decade as a board-governed institution, and establishes its strategies for the future, the College is poised to create and deliver ever more flexible opportunities to meet the increasingly varied needs of Nova Scotia's learners, communities, businesses and industries.

Our first Strategic Plan defined NSCC as a modern college to support the ongoing development of Nova Scotia; the next Strategic Plan will build from that foundation to deliver extraordinary learning to the province and the nation.

In developing the Strategic Plan, we engaged in dialogue with thousands of Nova Scotians. As we discussed the type of education and innovation they needed to continue building our economy and quality of life, it became clear that it included high-quality career education; however, learners and employers told us definitively they needed something more.

The workplace is rapidly changing and NSCC is changing to meet the demands of our communities and employers. We are truly at the cusp of a new horizon in learning and the evolution of the College. Our vision of education without boundaries will blend learning, community service and work in innovative ways to ensure that NSCC stays at the center of supporting the Nova Scotia economy.

NSCC will build towards the future from its foundation as Canada's Portfolio College. NSCC is creating a new workforce for the skills shortage, new leaders and citizens to drive Nova Scotia and its increasingly globalized economy, and new graduates with strong personal visions of what they might accomplish in their lives.

NSCC and Portfolio Learning

As we worked with Nova Scotians to build our strategies it was clear our communities, businesses and industries wanted us to continue the work we were doing and use our strong foundation as a portfolio college to design the future.

Nova Scotia Community College has spent years working towards the creation of a national-calibre college: it is now time to build on what we have done to ignite our collective imagination for the future.

Portfolio learning and assessment is a practice in education born from the concept that learning is undertaken and reflected in multiple ways. NSCC portfolio learning is a means through which a learner can reflect upon, present, and demonstrate their skills and knowledge during their time at NSCC and

use portfolio as the cornerstone of lifelong learning. For NSCC, becoming a practicing portfolio college has allowed us to embrace several educational philosophies and practices that support portfolio education:

- We undertake education from a set of values that support NSCC as a learning college; we understand that to develop the workers of tomorrow we as educators must be on the cutting edge of learning – individually and as an organization.
- We use and understand the concept of servant leadership and service to our communities.
- We use portfolio as a graduation requirement for our students so that they are able to articulate what they have learned and why that learning is relevant to employers.
- We also use portfolio as a graduation requirement for our students so they have the ability to be a knowledge worker for the 21st century where skill is not enough.
- We encourage the use of portfolio by all employees of NSCC as a way to reflect their learning as part of an organization that champions not just what is known currently but what might be imagined for the future.
- We create learner pathways that support multiple ways in which learning can happen.

NSCC provides learning opportunities for people who have not completed high school, who have high school and are seeking a career, who have post-secondary education, who want to participate in applied research, who are in the workforce with goals of career advancement, or who are simply seeking learning. We are Canada's Portfolio College.

Delivering the Future: Our Strategic Plan

NSCC is a portfolio college because we believe that portfolio as an educational practice provides our learners with skills and abilities that more closely match the needs of employers. It is from this foundation that we present our Mission, Vision, and strategies for the future.

NSCC is already at the forefront of education innovation in Canada. The last Strategic Plan helped us create a new college with increased capacity and new facilities. This Strategic Plan will use that foundation to deliver on our goal to be a national-calibre college. To sustain our leadership position in meeting the needs of learners, we must continue to evolve our learning, and the services we provide. The Mission and Values that have served us so well in the past remain current and will carry us into the future. This Strategic Plan -- built in consultation with the citizens of Nova Scotia -- defines a bold new Vision for NSCC as it enters its second decade as a Board-governed institution.

Learners come to NSCC to gain skills for respected, in-demand careers. Our strategies for the future will continue to deliver on this promise to Nova Scotians, while stretching to embrace a larger Vision – *education without boundaries*. This Vision will ensure that our graduates have the cutting edge skills needed for in-demand careers in the 21st century. Accordingly, we have focussed our plan around three key strategies to achieve our Vision.

These strategies – **Learning, Capacity, and Future** – are the lens through which we will add even greater value to our learners' experience, and ensure our continued development as a national education leader. Through the implementation of these Strategies our people – our NSCC community – will add new energy to our values by creating the highest quality programs and service available in College education.

Mission

Building Nova Scotia's economy and quality of life through education and innovation.

Vision

NSCC learners will blend learning, community service, and work in ways that put them at the innovative edge of the global economy, where the world places a premium on knowledge, imagination, and skill. *In essence, education without boundaries.*

Values

Student Success	We support, recognize and celebrate student success.
Accessibility	We are committed to providing greater access to educational opportunities.
Service	We reach out to people to help connect our programs and services to their needs.
Respect	We develop our working and learning relationships from a foundation of mutual trust and respect.
Collaboration	We reward collaboration, diversity of expression, and decisiveness.
Diversity	We believe that diversity in the College is a strength that must be cultivated.
Innovation	We value innovative ideas and actions that engage students, employers, and communities in learning and development.
Public Accountability	We are responsible and accountable for the public's trust.

Strategic Directions

Strategic Direction One: Learning

Learning is at the core of what we do at NSCC. We create environments that foster possibility and imagination, prepare people for work, and give them the ability to acquire new knowledge when they need it. NSCC will blend learning, community service and work in ways that put learners at the innovative edge of what employers and the economy needs. NSCC will undertake the following goals dedicated to learning:

- **Portfolio Learning** Advance the use of Portfolio Learning to create programming that leads the nation, and provides a critical tool for access, foreign credential recognition, program learning, transition to work and the knowledge economy, and Prior Learning Assessment and Recognition (PLAR).
- **Pathways** Provide extraordinary service in ensuring learners are prepared for the learning pathway process we create with our P-12 partners, Universities, Colleges, Community Partners and the Workplace.
- **Flexibility** Create greater flexibility across our learning experience to include the creation of virtual learning communities, fast-tracked programs, alternate delivery, and increasingly varied options to meet the needs of the future workforce.
- **Inclusiveness** Ensure an inclusive learning environment that honours the unique background and potential of each learner, and the diversity of cultures in our global community.
- **Student Life** Create a learning environment where the entire college community works to provide structured and informal opportunities for students to explore, expand, and enrich their learning experience.

Strategic Direction Two: Capacity

Capacity is the basis on which NSCC will be able to deliver education without boundaries. NSCC will continue to build capacity in the College to ensure our ability to sustain our promise to Nova Scotians, while growing to meet the evolving demands of our market. We will focus our capacity building on people and partnerships. NSCC will undertake the following goals dedicated to strengthening our capacity:

- **People** Create an environment that drives our passion for learning and our commitment to making a difference, while developing extraordinary people who bring out the best in others and apply their talents in pursuit of our Vision. By focusing on learning, flexibility, and wellness we will become an employer of choice and create an environment of celebration.
- **Brand** Ensure NSCC delivers on its promise of quality and excellence to Nova Scotia and becomes known in the province, the country and around the world for our ability to blend learning, community service and work, and for graduates who are at the innovative edge of the global economy.

- **Stewardship** Provide leadership in the management and development of our opportunities, resources and partnerships to ensure we demonstrate excellence and merit trust in everything we do as an organization.
- **Infrastructure** Accommodate the learners required by Nova Scotia's economy – in our own spaces and/or in partnership with others.
- **Advancement** Expand our capacity to foster lifelong relationships and initiatives which will support the continued development of the College, its relationship with alumni and the extended NSCC community, and its capacity to serve the province.

Strategic Direction Three: Future

Learning and capacity building form a natural platform from which to look to the future. We will ignite passion for the future of Nova Scotia inside NSCC and with our partners. NSCC will undertake the following goals focused on the future:

- **Employer Engagement** Design and deliver innovative methods of assisting employers in attracting and developing employees and potential employees.
- **Legacy Learning** Create and implement a model of learning that builds opportunities for Nova Scotians approaching retirement to contribute in new ways to the future of the province.
- **Community and Economic Development** Use our capacity in relationship building, entrepreneurship and learning to broker unique solutions for business, industries and communities, and generate in our graduates an entrepreneurial spirit for business and social ventures.
- **Ingenuity and Responsiveness** Expand our work in applied research and direct industry innovation to apply new knowledge to the emerging markets of our partners, and to the evolution of practice in our fields of expertise.
- **Teaching and Learning** Expand upon the expertise we have developed for community college teaching and learning so we operate in, draw ideas from, and share best practices in national and international arenas.
- **International** Create a global outlook in our curriculum, student learning, and employee experiences. Work with employers and communities to attract and retain foreign-trained experts from around the world to be part of the Nova Scotia economy and community.

Working for Nova Scotians

Our Plan is enabled by the talent and commitment of NSCC employees, and the collective drive to live our values and deliver the highest standards of quality. As a public institution dedicated to high-quality, stewardship and extraordinary learning in all we do, we will continue to expand the interconnectedness of the Strategic Plan, NSCC quality initiatives, our business and academic planning, and our public benchmarks.

NSCC learners will blend learning, community service, and work in ways that put them at the innovative edge of the global economy where the world places a premium on knowledge, imagination, and skill. In essence, education without boundaries.

This vision will take us into the next evolution of the Nova Scotia Community College. Our vision is both simple and bold. It is about partnerships that foster learning in all its various forms. And, it is about being Nova Scotia's college and being prepared to undertake the work Nova Scotia has asked us to do.

Welcome to the evolution of Canada's Portfolio College.

Thank You Nova Scotia

This Strategic Plan was built in partnership with the people of Nova Scotia.

We organized 60 external consultations with business, community and government leaders in 38 locations across the province. These leaders shared their time, experience, and ideas to build the future of the College.

This was combined with 25 strategic dialogue sessions we held with NSCC students and colleagues during the course of the Academic Year.

In total, over 2,000 Nova Scotians have had a hand in the creation of this Strategic Plan.

- Our students responded with ideas about student life, learning and their needs for the future.
- Our business and industry leaders responded to help us generate ideas about how we can continue to develop learners who have the abilities to match the needs of Nova Scotia's economy.
- Our communities responded, both urban and rural, with suggestions about how the college can support our communities as learning partners and economic drivers.
- Our governments responded from all three levels, federal, provincial, and municipal, to assist in designing a dynamic college.
- Our internal community responded to help us reflect on where we have been as a portfolio college and where we can go as a global leader in community college education.

In creating this new plan with Nova Scotians we have held to our mission and values because they continue to be the foundation of NSCC and the learning it creates. Nova Scotians have helped us create a new vision that is ambitious and future-focused.

Nova Scotia responded and we listened. This plan has been built from the work of Nova Scotians, and as Nova Scotia's College we thank you.

Our strategic commitment to you is to continue to listen and be responsive to the future of Nova Scotia.

Appendix B: 2011 Balanced Scorecard Summary

Objective	Measure	Results Achieved						Three-Year Goal
		2006	2007	2008	2009	2010	2011	
Stewardship and Financial Measures								
Balanced Academic & Administrative Expenditure	% of operating expenditures devoted to academic programs and services to students	75%	77%	76%	77%	77%	77%	75 to 80% of budget allocated to learning, services to students, IT and library resources
Programs are affordable to students, revenues are balanced between public and private sources of funds	% of operating revenues generated through tuition fees	14%	15%	15%	15%	16%	15%	16% or less of revenues from tuition fees
The student body is representative of the diversity in the wider community	DIVERSITY INDEX SCORE (25% weighting to each of African Nova Scotians, First Nations, Students with Disabilities, and Women in Trades & Technology)	97%	111%	120%	124%	127.9%	137.6%	Diversity Index Score of 120%
NSCC provides access to lifelong learning throughout Nova Scotia	% of Nova Scotia adults aged 18-39 enrolled in NSCC programs by county.	3.5%	3.9%	4.3%	4.4%	4.3%	4.3%	At least 4.5% of adults aged 18-39 enrolled from each county of Nova Scotia
Organizational Learning and Growth								
Employee Engagement	% of Employees who are satisfied with the NSCC as a place to work			83%				Employee satisfaction rate greater than 88%
	Overall Indexed Score for Employee Engagement in Hewitt Survey		71%		74%		65%	77% score (which is the average for Top 50 employers in Canada)
Learning Processes								
First Term Retention	% of First-Year students enrolled in September still enrolled in January	92%	90%	89%	87%	86%	83%	94% of first year students enrolled retained in the Winter semester
Persistence to completion in Two-Year programs	% of Two-Year Diploma students starting 4 years earlier who had graduated by the report year	55%	55%	55%	56%	55%	56%	58% persistence rate in two-year programs
Persistence to completion in One-Year programs	% of One-Year Certificate & Advanced Diploma students starting 2 years earlier who had graduated by the report year	71%	71%	72%	71%	74%	74%	75% persistence rate in one-year programs
Progress to learning goals	% of students who agreed with statement: "I am meeting my educational objectives as a result of my enrolment at this College"			94%		86%		Learner confidence metric between 92% and 94%
Student Engagement	Indexed Score: Sum of NSCC score difference on five CCSSE benchmarks			40.5		46.8		Index score of 45
Provincial Impact								
Graduates Apply Their Skills and Knowledge	% of graduates in the Labour Force who are employed	91%	91%	92%	86%	87%	87%	93% of graduates in the labour force employed a year after graduating
Employers Utilize Skills and Knowledge Acquired by Graduates	% of employed graduates working in jobs related to their studies	83%	86%	88%	83%	80%	83%	90% of graduates employed in field related to program of study
Graduate Skills Matched to Employer Needs	Employer Satisfaction with Graduates' Skills			94%		N/A	N/A	Employer Satisfaction between 94% and 96%
Training Matched to Employer Needs	Employer Satisfaction with Customized Training				86%	N/A	92%	90% Employer Satisfaction with Customized Training
Institutional Reputation	Institutional Reputation		79.5%	79.9%	80.6%	80.7%	79.7%	Index score between 78% and 83%

Appendix C: NSCC Environmental Performance Indicators

Summary of NSCC's Environmental Performance Indicators: 2008 to 2012

	Academic Year				Change from		Change since	
	2008-09	2009-10	2010-11	2011-12	last year	%	2008/2009	%
Electricity (mmbtu)	87,760	84,043	81,379	82,916	1,537	+2%	4,844	-6%
Fuel Oil (mmbtu)	103,331	95,160	71,022	63,458	7,565	-11%	39,873	-39%
Propane (mmbtu)	5,896	4,607	4,393	4,973	580	+12%	923	-16%
Natural Gas (mmbtu)	1,409	1,303	12,646	19,344	6,698	+35%	17,936	+93%
Steam (mmbtu)	8,271	7,003	8,271	7,843	428	-5%	428	-5%
TOTAL Energy (mmbtu)	206,667	192,115	177,713	178,534	821	0%	28,133	-14%
Energy Intensity (BTU/SF)	1,266,484	1,163,425	1,095,441	1,022,681	72,760	-7%	243,802	-19%
Demand (kW)	73,753	73,716	71,829	65,658	6,170	-9%	8,095	-11%
CO ₂ (Metric Tonnes)	29,589	28,079	26,530	26,781	251	+1%	2,807	-9%
Water Use (m ³)	124,961	130,631	119,048	105,521	13,527	-11%	19,440	-16%
Water Use (m ³ /m ²)	0.560	0.586	0.534	0.453	0.081	-15%	0.108	-19%
Waste Diversion	-	-	-	68%	-	-	-	-

Source: NSCC Admin Service Facilities

Appendix D: List of Program Changes made between 2006 and 2011

New Programs Introduced at NSCC between 2006 and 2011 by Academic Year that the Program was First Introduced

3 New Programs Introduced in 2006-07
Educational Assistant
Geomatics Programming
Tourism Management
17 New Programs Introduced in 2007-08
African Canadian Transition
Automotive Service Repair
Civil Engineering Technology
Deaf Studies
Early Childhood Education
English for Academic Purposes
Environmental Engineering Technology
Graphic & Print Production
Heavy Duty Equipment / Truck & Transport
Heavy Equipment Operator
Heritage Carpentry
Interactive & Motion Graphics
Marine - Industrial Rigging
Music Arts
Music Business
Power Engineering Technology
Welding Inspection and Quality
10 New Programs Introduced in 2008-09
Construction Management Technology
Energy Sustainability Engineering Technician
Health Information Management
Horticulture - Land Technology
Medical Laboratory Assistant
Office Administration
Oil Burner Mechanic Pre-Apprentice
Sheet Metal Worker Pre-Apprentice
Strait to Work
Wood Products Manufacturing Technology
10 New Programs Introduced in 2009-10
Academic & Career Connections
Aircraft Maintenance Eng - Avionics
Aircraft Maintenance Eng - Structures
Architectural Engineering Technician
Community Disability Supports

10 New Programs Introduced in 2009-10 (cont.)
Geographic Sciences
Marine Engineering Technology
Marine Navigation Technology
Occupational Therapy / Physiotherapy
Office Administration-Software & Information Management
5 New Programs Introduced in 2010-11
Behavioural Interventions
Geographic Sciences Advanced Diploma
Industrial Engineering Technology
Mental Health Recovery & Promotion
Refrigeration & Air Conditioning - Geothermal

Modified or intake suspension programs at NSCC between 2006 and 2011, by Academic Year that the Program was Last Offered

6 Programs Last Offered in 2005-06	Notes
Aircraft Maintenance Technician	Re-introduced as Aircraft Maintenance Engineering in 2009
Aviation Technology-Pilot	Program moved to New Brunswick
Hospitality Operations	Integrated into Tourism Management Curriculum
Machine Shop - Certificate	Updated to Machining Certificate
Medical Laboratory Assistant	Intake suspension
Natural Resources-Forestry	Integrated into Natural Resources Environmental Technology Diploma
9 Programs Last Offered in 2006-07	
Aquaculture	Intake suspension
Computer Network Technology	Intake suspension
Early Childhood Studies	Renewed as Early Childhood Education
Entrepreneurship & Small Business	Intake suspension
Heating Services Professional	Intake suspension
Industrial Maintenance Technician	Intake suspension
Motor Vehicle Repair-Mechanical	Updated to Automotive Service Repair Technician
Petroleum Operations	Intake suspension
Photography II/Digital Imaging	Separated into Photography Diploma and Graphic & Print Production program
10 Programs Last Offered in 2007-08	
Appliance Service	Intake suspension
Communication Disorders Technician	Intake suspension
Composites Fabrication Technician	Intake suspension
Construction Maintenance Technician	Intake suspension
Geomatics Programming	Intake suspension
Heavy Duty Equipment Repair	Intake suspension
Power Engineering-4th Class	Curriculum Integrated into Power Engineering Technology

10 Programs Last Offered in 2007-08 (cont.)	Notes
Siding, Windows, Doors Installation	Only offered once as Customized program for industry
Transportation Mechanical Repair	Only offered once as Customized program for industry
Writing for Publication	Only offered once as Customized program for industry
6 Programs Last Offered in 2008-09	
Addictions Counselling	Reintroduced in 2011 as Addictions Community Outreach
Basic Marine Engineering	Updated to new Transport Canada Regulations as Marine Engineering Technology
Basic Marine Navigation	Updated to new Transport Canada Regulations as Marine Navigation Technology
GIS Technician	Converted to courses for concentration requirements and electives in new Geographic Sciences Diploma in 2009
Manufacturing Engineering Technician	Intake suspension
Natural Resources Operations	Integrated into Natural Resources Environmental Technology Diploma
8 Programs Last Offered in 2009-10	
Educational Assistant	Updated as Educational Support program
Environmental Monitor	Only offered once as Customized program for First Nations Community
Geographic Information Systems	Converted to courses for concentration requirements and electives in new Geographic Sciences Diploma in 2009
Geographic Information Systems for Business	Converted to courses for concentration requirements and electives in new Geographic Sciences Diploma in 2009
Planning: Land Info Technology	Converted to courses for concentration requirements and electives in new Geographic Sciences Diploma in 2009
Power Engineering-3rd Class	Curriculum Integrated into Power Engineering Technology
Remote Sensing	Converted to courses for concentration requirements and electives in new Geographic Sciences Diploma in 2009
Water Resources Technology	Converted to courses for concentration requirements and electives in Environmental Engineering Technology Program introduced in 2007