Nova Scotia Community College
Five-Year Organizational Review 2001-2006

nscc

Preface

This is the second Five Year Organizational Review of the Nova Scotia Community College. The first such review covered the years from 1996 to 2001 – the first five years of NSCC's operations as a Board-governed institution under the *Community College Act*, 1996. The *Act (Section 63(u))* provides for a review of the organization every five years.

This review will focus primarily on what has transpired in the organization in the five year period 2001 to 2006, but may refer to actions of the college taken prior to 2001 or after 2006 to illustrate progress made during the review period.

The framework used for this document is the same as was used for the previous organizational review, as approved by the Minister of Education. The framework 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 2001 and ending in 2006. 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 staff, with ongoing review and guidance from both NSCC's Board of Governors and policy staff in the Department of Education's Higher Education & Learning branch.

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Executive Summary

By 2001, the Nova Scotia Community College had made a great deal of progress in establishing itself as an effective and functional organization to fulfill the Province's need to deliver robust college-level education throughout the province. This work was accomplished during the latter half of its first decade as a Board-governed institution and was tightly aligned to the College mission of "Building Nova Scotia's economy and quality of life through education and innovation." The primary mandate of NSCC is to educate and train adult learners so that Nova Scotia as a province will have an effective workforce with the skills and learning needed to sustain and build the province's economy and quality of life.

Progress during the first five years (1996 to 2001) was focused on building the necessary business systems and practices to operate the college effectively. By the end of the first five years:

- A governance model for the Board of Governors was well established and the Board was functioning as an effective governance body.

- The college had successfully concluded at least one round of collective bargaining with all of its unionized employees.

- The college had established robust financial and management practices to ensure that the first line of accountability for stewardship of public funds was firmly established in practice.

- The college had engaged in its first Strategic Planning process (1999) and had demonstrated two years of concerted action to implement the strategies in the Plan and begin to fulfill the Vision.

- The programs and services offered by the college were being managed within robust frameworks for program review and renewal, and new organizational structures for academic delivery, services to students and community engagement were established and being operationalized.

- The college had increased its enrollment capacity by more than 1,000 students and was beginning to develop targeted action to meet the learning needs of an increasingly diverse student body. NSCC was beginning to attract a broader mix of students in terms of geography; age; disability, cultural and socioeconomic background and had established targets for increasing access to a continuum of learning opportunities offered by the college for the African Canadian and Aboriginal communities, adults with disabilities and to encourage more women to enroll in trades and technology programs.

- Efforts to effect continuous improvements in program and service design and delivery were beginning to result in improved employment outcomes for students.

- The best possible use was being made of scarce fiscal resources to make large scale improvements in the quality of programs and services and investments in the physical and intellectual assets.

- The foundations of robust business and governance practices were in place, an enterprise-wide information system was implemented and functioning well for the transactional aspects, and performance management and measurement systems were being designed and implemented.

During the subsequent five years (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.   Some of the most significant developments during the period of this organizational review include:

- Further implementation of the 1999 Strategic Plan in the eight key strategic initiatives, including Portfolio Learning. (Chapter 2)

- Implementation of the Academic Schools and development of key academic policies and processes, including an overhaul of the program review and renewal process. (Chapter 2)

- 18% increase in core program enrollment. This includes significant growth across NSCC campuses in the number of African Canadian and First Nations students, of students with disabilities, and of students direct from high school. (Chapters 2 and 3)

- 40% increase in non-core programming such as customized training, continuing education and apprenticeship. (Chapter 2)

- Creation of Centres for Student Success at every campus to integrate the various specialized student services into an accessible, one-stop shop for students and staff. (Chapter 2) This was coupled with further enhancements to physical learning and gathering spaces at every campus. (Chapter 6)

- Continued evidence of graduate success and satisfaction post-program. In the Graduate Follow-Up Survey 2006, 91% of graduates in the labour force were employed and 95% of graduates were satisfied with their overall experience at NSCC. (Chapter 4)

- Demonstrated commitment to ensuring the affordability of learning and the responsible stewardship of public resources. Through a period of significant enrollment and organizational growth, the College maintained affordable tuition fees for students (12-13% of total revenues) and continued to administer approximately 75% of its expenditures directly on academic programs and services. (Chapter 5)

- Significant investment in employee learning and development. Through a wide range of programs, conferences and training retreats, NSCC continued to engage its people

in innovative learning opportunities for leadership development and personal growth. (Chapter 6)

- Improved information management and decision-making support systems. Having invested in an enterprise-wide information system in 2001, NSCC has evolved its information system from mere transactional functionality towards more strategic reporting and information management. (Chapter 7)

- $123 million investment from Nova Scotia government to fund capital improvements to NSCC, including the building of a new campus on the Dartmouth waterfront to open in September 2007.

In 2006, NSCC engaged in an extensive, collaborative strategic planning process that would set the course for the next five years in its evolution. Reconfirming the mission and values developed in the 1999 Strategic Plan and building on the success of the previous ten years, the College has set out a renewed vision for the future:

> *"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."*[1]

This vision of 'education without boundaries' will drive the College's activities and initiatives for the period of the next organizational review – 2006-2011.

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[1]Vision as defined in NSCC Strategic Plan 2006 (see Appendix C).

Chapter One: Mission & 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

For most of the 2001 to 2006 period under review, the College operated under the Strategic Plan that was approved by the Board of Governors in 1999 (see Appendix A). A new Strategic Plan was developed in the final year of the review period (2005-06) and was formally approved by the Board of Governors in June 2006 (see Appendix C). Many of the aspirations for the future of NSCC expressed in the 2006 Plan had already begun to take shape during the final year of the review and therefore there are some events occurring in the 2006-07 academic year referenced in this document because they illustrate an outcome from an action initiated in the final year of the review.

The 1999 Plan was the first full strategic plan for NSCC and provided the college with a roadmap for action to transform NSCC into the national caliber community college that was needed for this province. The 2006 Plan was developed as an evolution of the previous plan, preserving the Mission and Values articulated in the 1999 plan while providing the college with a new Vision and Strategic Directions to clarify the direction of the college for the next five to seven years. Both plans were crafted through extensive consultation processes with between 1,000 and 2,000 people, representing both breadth and depth in engaging the College's key stakeholders.

The 1999 Strategic Plan: Mission, Vision, Values and Strategic Directions

The Mission Statement: "Building Nova Scotia's economy and quality of life through education and innovation" clearly articulates the mandate of the Nova Scotia Community College as being tightly interwoven with the future prosperity of the province. As noted above the 2006 plan continues to use the same Mission statement for NSCC.

The Vision and Values statements are expressions of the consultation process wherein stakeholders identified the need for NSCC to build on its foundations of quality education and strive to become a national caliber institution, capable of delivering on its Mission. The Values statements helped in articulating what is important to the College and give it a principled foundation for the way it conducts its affairs.

Initiatives to achieve progress for each of the Strategic Directions are outlined below and progress in implementing these initiatives is reported in more detail in subsequent chapters.

1. Portfolio Education

    - Beginning in 2001, all of the College's Certificate, Diploma and Advanced Diploma programs include a requirement for each graduate to develop and

complete a Portfolio. Feedback from graduates each year in the Graduate Follow-Up Survey is positive. (Chapters 2 and 4)

- The Faculty Collective Agreement effective March 1, 2005 includes a framework through which a senior faculty member can engage in the development of a Faculty Learning College Portfolio to achieve the highest step in the faculty pay scale. To date, 31 eligible faculty have enrolled in the program. (Chapter 6)

- A portfolio-based learning program for administrative employees was developed and launched in the summer of 2006. The program, called Leadership Awareness and Exploration Program (LEAP), allows employees to map their journey through the program, using portfolio concepts to meet and document the learning outcomes of the program. To date, 31 employees have enrolled and started their learning journey. (Chapter 6)

2. Quality

- The process of designing new programs and reviewing/renewing existing programs on a five year cycle underwent two rounds of process re-design and enhancement between 2001 and 2006, culminating in the creation of a single Program/Curriculum unit for the College in 2006 and the inclusion of performance data to assess the health of every program annually. (Chapter 2)

- Ongoing implementation of PeopleSoft as an Enterprise Information System, beginning with transactional functionality in 2001 through 2003 and the continuous refinement of business processes in admissions, campus registrations and financial services, and development of management reporting in the latter half of the 2001-2006 period. (Chapter 7)

3. Alignment of Programs with Economy & Employers

- Ongoing evolution of a Business Development model focused on partnerships and innovation in NSCC's relationships with industry and employers. (Chapter 2)

4. Employee Development and Engagement

- Growth and maturation of an Organizational Development office to include Organizational Learning, Employee Services, Employee Relations and Institutional Research functions (Chapter 6)

- Reorganization of the service delivery model for Employee Services to an expertise model (Chapter 6)

- Employee Services leads the College in the implementation of an internal web-site to make documentation, forms and key processes more understandable and accessible to users (Chapter 7)

- Employee Opinion Surveys conducted in 2001and 2003 to identify and develop employee engagement practices (Chapter 6)

5. Connections with Communities

- Expanded role for campus principals as leaders in building community connections (Chapter 2)

6. Distinctive Student Experience

- Reorganization of Student Services into Centres for Student Success (CSS) teams for each campus headed by a Team Leader (Chapter 2)

- The CSS concept is central to the development and realization of a Master Growth Plan for the College that directs funds to every campus to reorient the building and bring services and facilities for students to the front of the campus. Additions and enhancements include Student Learning Commons, casual and purpose-specific student gathering spaces, and organization of registration services into a one-stop service delivery approach. (Chapter 6)

7. Marketing and Promotion

- Establishment of an office to support and organize Student Recruitment efforts (Chapter 2)

- Development of a College Brand program – resulting in a coordinated strategy for media, advertising, publications and web presence promoting the NSCC Brand to improve prospective students' and other stakeholders' understanding of the learning experience delivered by NSCC (Chapter 2)

8. Growth and Public Accountability

- Evolution of the College KPI system into a Balanced Scorecard Model to enhance accountability reporting to the Board of Governors, the Department of Education and the general public. In 2003, NSCC became the first community college in Canada to adopt a Balanced Scorecard. (Chapter 7)

- Historic commitment by the Province of Nova Scotia in 2003 to fund $123 million in capital improvements to the College, including the building of a new campus on the Dartmouth waterfront to open in the fall of 2007. The Province also committed to providing additional operational funding to help the College grow its enrollment capacity by 2,500 full time students to 10,100 to meet new and emerging labour market needs for skilled adults. (Chapter 6).

Internal and External Communication of the Plan

Ongoing communication regarding the implementation of the Strategic Plan was undertaken in each of the years of the review. Communication to external audiences was largely formal with the organization's Annual Reports focusing on progress in implementing the Strategic Plan. Internal communications included a number of formal elements as well, such as regular email communications from the President to employees, and campus tours and periodic presentation of Balanced Scorecard, enrollment and financial results as they related to the goals of the plan. Informal communications were expected of managers in communicating with their employees the relevance of individual and team work to the achievement of the plan.

Table 1-1 provides evidence that both the formal and informal communication of the Strategic Plan to employees of the College was largely successful. Results from two Employee Opinion Surveys show that 4 out of 5 employees understand and support the plan and 3 out of 5 understand how the plan was being implemented and how they contributed to the College goals. [2]

Table 1-1: Commitment to Strategic Plan, results from 2001 and
2003 NSCC Employee Opinion Surveys
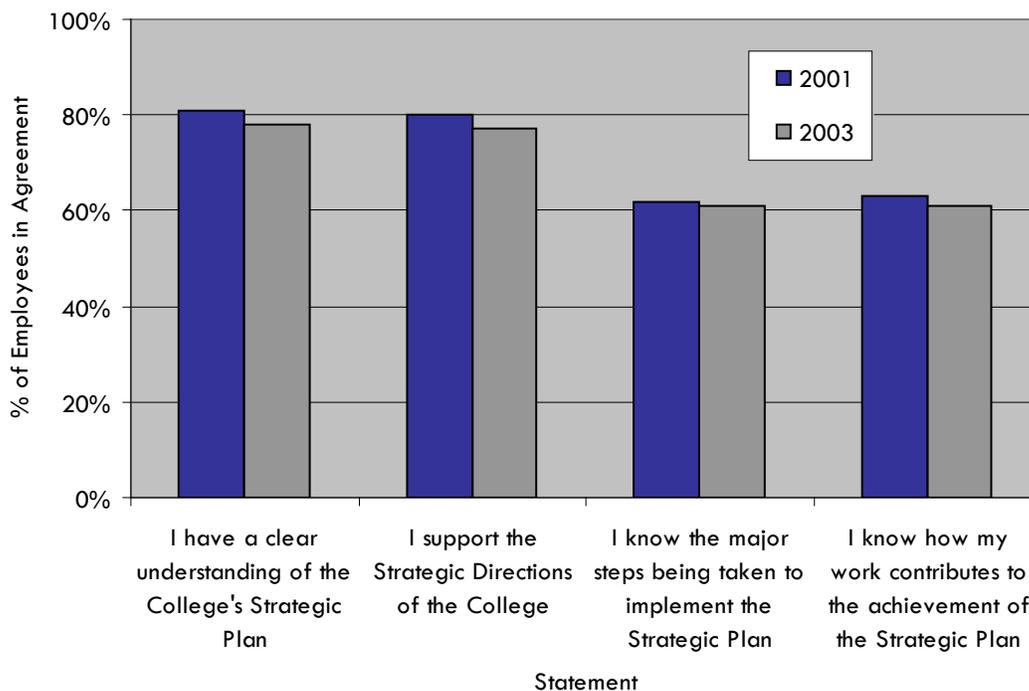
Source: NSCC Institutional Research

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[2] No other Employee Opinion Surveys were conducted during the review period. Results from the Hewitt Employee Engagement survey that NSCC employees completed in the spring of 2007 were again positive in terms of the degree of engagement of NSCC employees. The Hewitt results indicated that a key strength of the college was the degree of commitment by employees to the Values, Mission and Strategic path of the College.

Ongoing Planning and Performance Measurement Efforts

There is strong evidence that NSCC has made progress both in implementing its 1999 Plan and in building a college-wide culture of continued planning and measurement of results.

Two Strategic Directions in the 1999 Strategic Plan refer to the development of key performance measures and responsiveness to the needs of the Nova Scotia economy:

> *Strategic Direction Two: Defining Quality*
> The Nova Scotia Community College will establish a measure of quality that demonstrates the value it adds to those who participate in the life of the College.
>
> *Strategic Direction Eight: Growth and Public Accountability*
> The Nova Scotia Community College will grow in response to the public's need for a diverse education system that places a high priority on Nova Scotia's development.

In 2001, the Board of Governors approved an initial set of eight Key Performance Indicators (KPI's) to provide measurement of progress in the quality of learning at NSCC. These measures are based around the College's key strategies, including:

- Growth to meet increasing demand for skilled labour force participants

- Acting on an Accessibility mandate to serve the learning needs of Nova Scotia's adults

- Delivering on the promise of Quality by producing highly skilled and employable graduates to fill the economy's need for workers in a wide spectrum of occupations.

By 2003, the original set of KPI's had grown to eleven measures and were organized as a Balanced Scorecard report to the Board of Governors (see Appendix B). By 2005-06, performance measures were being collected and reported for all five Academic Schools and a Program Report Card model had been developed and was being piloted, providing key statistics for every one of the 114 certificate, diploma and advanced diplomas offered by the College. Annual reporting of key statistics for academic programs was then incorporated into the program review, renewal and design processes, which were redesigned in 2006.

The final year of this review period, 2005-06, saw the arrival of a new President and the undertaking of a new strategic planning process to update the original plan which was now seven years old. The success of the collaborative planning model undertaken in the 1998-99 planning process was enhanced and replicated in the 2005-06 process. Successive rounds of internal consultations with employees and students were paralleled by extensive consultations with employers, industry, government and the public to determine how NSCC could best meet the critical and emergent needs in supporting the economic and social growth of the province. The process was also highly transparent with all relevant documents, summaries and policy research made available throughout the

College at each stage of deliberations. The resulting plan was approved by the Board of Governors in June 2006 (see Appendix C).

Although coming after the end of the period of this report, the development of an Academic Plan was immediately undertaken with a goal of direct translation of key elements of the Strategic Plan into an implementation strategy with goals and objectives mapped out for the 2006-07 through 2008-09 academic years, and the development of a long term enrollment growth plan projecting the need and the feasibility of enrolling 13,000 certificate and diploma students by 2013. The Academic Plan was approved by the Board of Governors in December 2006.

Summary

For most of the period of this organizational review, NSCC was guided by its inaugural Strategic Plan, as created in 1999. Driven by its Mission Statement, Vision and Values 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.

By the end of the review period (2006), NSCC had completed the development of its second Strategic Plan and had begun to implement many of the processes and practices that would create a seamless transition from the first plan to the new one and set the stage for a successful implementation of the directions articulated in the new plan. Reconfirming the Mission and Values developed in the 1999 Strategic Plan and building on the success of its first ten years as a Board-governed institution, the College has set out a renewed Vision for the future:

> *"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 of *'education without boundaries'* builds on NSCC's growth and success and will drive the College's activities and initiatives for the period of the next organizational review (2006-2011).

Chapter Two: Programs & 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. In its initial five years as a Board-governed institution (1996 to 2001), NSCC underwent a rationalization of its program and campus mix, engaged in an extensive strategic planning process resulting in the 1999 Strategic Plan, and began to establish some of the structural and process changes necessary to pursue its newly crafted strategic directions. Over the period of this organizational review (2001 to 2006), NSCC focused its efforts on the implementation of these key changes and on the evolution and refinement of other College processes to support the 1999 Strategic Plan.

Some of the key dimensions in which the College delivers its programs and services:

- The Portfolio College
- Academic Schools and core programs
- Customized training, continuing education and apprenticeship
- Learner pathways
- Library Services and Online Learning
- Services supporting student success
- Ancillary services

The Portfolio College

The Portfolio College initiative was a key new Strategic Direction in the 1999 Strategic Plan. Conceptually, this initiative placed portfolio development at the core of NSCC's learning experience. Through ongoing reflection and documentation of learning, the student is better able to:

- Identify and articulate prior learning, both formal and informal
- Establish and pursue learning goals tailored to the individual student's needs and interests
- Establish and continue on a lifelong learning journey that is informed by the creation and maintenance of a learning Portfolio.

Because the notion of Portfolio Learning was new to NSCC and community college education in Canada, initial emphasis was placed on developing the concept and laying the groundwork for a successful implementation. A number of staff and faculty were trained as accredited Portfolio Practitioners who then led colleagues through a portfolio development course where they developed their own portfolios; a portfolio development course was created and offered to all new faculty and professional support through CCEDP; portfolio development resources for faculty, staff and students were developed

and offered through campus libraries and the College website; and hundreds of students participated in a pilot program where they created portfolios as part of their studies.

Starting with the incoming class of September 2001, all diploma and certificate programs have portfolio development incorporated into the curriculum and graduation requirements. All students must develop a learning portfolio as part of their studies. Feedback from graduates about the value of portfolio learning has been positive. According to the Graduate Follow-Up Survey 2006, 86% of graduates were satisfied with the portfolio learning experience at NSCC. Some of the aspects of portfolio learning most valued by graduates included the ability to document and track learning (93%), to make sense of learning (89%), to aid in job search and career development (87%), and to conduct personal reflection (85%).

NSCC continues to refine and evolve its understanding and integration of portfolio learning in its programs, processes and policies. For example, as part of the Academic School planning process that took place in Winter 2005, all Academic Schools engaged in portfolio learning and developed School Portfolios to better understand and articulate where they had been and where they were going in the next 3-5 years. Both the Faculty Learning College Portfolio and LEAP (Leadership Awareness and Exploration Program) initiatives, further discussed in Chapter 6, are additional examples of how NSCC has embraced Portfolio learning College-wide.

Core Programs

NSCC conducted a complete overhaul of its core programs between 1996 and 2000. During this time period, 31 programs were suspended, 29 new programs were introduced, and program sections were rationalized and redistributed across campuses. In 2000, after this major overhaul of programs and program sections, four Academic Schools (Applied Arts and New Media, Business, Health and Human Services, and Trades and Technology) were created to provide dedicated management and planning of curriculum and program development for the College's diploma and certificate programs. As the enrollment in Access programs (Adult Learning Program and General Arts and Science) grew, a fifth Academic School, the School of Access, was created in March, 2004.[3]

For the period of 2001 to 2006, NSCC focused much of its efforts on growing its core program enrollment, the implementation of the Academic School model, the evolution of program development, review and renewal, and the development and alignment of supporting policies, procedures and planning processes.

Core Program Enrollment

During the period of this organizational review, enrollment in core programs at NSCC grew by 18% (Table 2-1). With close to 9,000 students in 2005-06, this represents an enrollment increase of 30% since the College became a Board-governed institution in 1996.

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[3] Until this point, Access programs were included with the School of Applied Arts and New Media.

Due to changes to program and section offerings, this enrollment growth has been experienced in various ways across NSCC campuses. Table 2-2 provides the annual enrollment changes by campus. Enrollment growth has been experienced at both urban and rural campuses. Modest growth has occurred in the Halifax area (+496 additional students between Akerley, Halifax and IT Campuses) and more significant enrollment growth has been seen in rural areas (+825 additional students in campuses outside Halifax Regional Municipality).[4] Significant movement of programs among the Halifax area campuses was required to accommodate the time lag between the closure of the Halifax Campus on Bell Road in 2005 and the opening of the first of two buildings at the new Dartmouth Waterfront Campus in 2007. Movement of the Halifax Campus programs resulted in significant increases in the number of students at the Institute of Technology and Akerley campuses and the creation of a temporary learning space for over 200 Applied Arts students in a leased space in downtown Halifax.
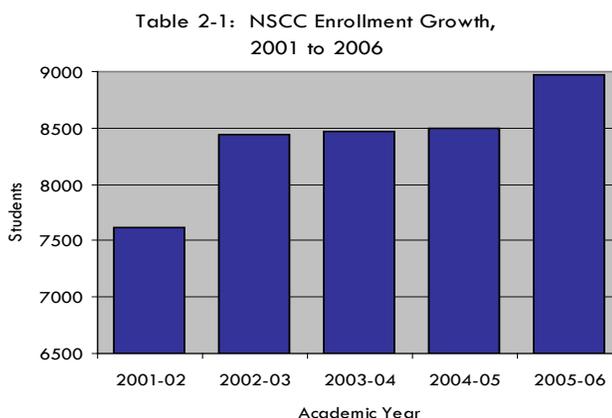
Table 2-1: NSCC Enrollment Growth, 2001 to 2006

Table 2-2: Enrollment by Campus, 2001 to 2006[5]

	2001-02	2002-03	2003-04	2004-05	2005-06	Net change from 2001 to 2006	Net change as % from 2001 to 2006
Akerley	1190	1272	1228	1311	1523	+333	+28%
Annapolis Valley	621	630	574	499	372	-249	-40%
Burridge	513	545	505	513	540	+27	+5%
Cumberland	229	240	223	257	341	+112	+49%
Halifax	674	903	971	694	212	-462	-69%
Institute of Technology	930	991	960	1155	1555	+625	+67%
Kingstec	631	661	655	687	916	+285	+45%
Lunenburg	362	428	434	444	416	+54	+15%
Marconi	709	845	864	910	1025	+316	+45%
Pictou	564	583	615	619	668	+104	+18%
Shelburne	99	101	84	81	92	-7	-7%
Strait Area	420	484	559	495	543	+123	+29%
Truro	629	738	715	738	689	+60	+10%
Online Learning*	48	25	76	92	86	+38	+79%
NSCC	7619	8446	8463	8495	8978	+1359	+18%

Source: NSCC Institutional Research

*Includes only students who are pursing their entire program through online studies.

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[4] This does not include the additional 38 students in Online Learning.
[5] Official core program enrollment is counted as of September 30.

These changes in enrollment have also been distributed in different ways across Academic Schools (Table 2-3). With the exception of the School of Applied Arts and New Media, all Academic Schools experienced a net increase in enrollment from 2001 to 2006. The net decrease in enrollment in the School of Applied Arts and New Media can be attributed to the dramatically changing labour market requirements in the information technology fields and the accompanying changes in NSCC program and section offerings.

The Schools of Business and of Trades and Technology continue to be the largest Schools in terms of enrollment, representing together more than half of total enrollment. The School of Access experienced the largest net increase in enrollment, more than tripling its enrollment from 2001 to 2006.

Table 2-3: Enrollment by Academic School, 2001 to 2006

	Academic Year					Net change from 2001 to 2006	Net change as %
Academic School	2001-02	2002-03	2003-04	2004-05	2005-06		
Access	422	1140	1222	1282	1411	+989	+234%
Applied Arts & New Media	1468	1310	1256	1103	1016	-452	-31%
Business	2009	2175	2248	2323	2481	+472	+23%
Health & Human Services	1530	1581	1507	1519	1672	+142	+9%
Trades & Technology	2190	2240	2230	2268	2398	+208	+9%
Total	7619	8446	8463	8495	8978	+1359	+18%

Source: NSCC Institutional Research

Implementation of the Academic Schools

During their first five years, Academic Schools made much progress in implementing and aligning the School structure, establishing the School identity, and laying the groundwork for coordinated and strategic growth and development. Significant developments in the implementation of the Academic Schools include:

- Establishment of Academic School management teams, which include the Academic Dean, Administrative Assistant, Curriculum Consultant(s), campus Academic Chairs (also reporting to campus Principal) and, where necessary, other School staff.

- Creation of Deans' Council and Strategic Enrollment Management Committee (SEMC) to further enhance alignment, planning and strategic decision-making. SEMC membership includes the Vice President Academic, the Academic Deans and other key stakeholders such as the College Registrar, Director of Admissions, Director of Recruitment and representatives from the Marketing & Communications and Institutional Research offices of the college.

- Creation of the Academic Systems and Processes Committee in 2005 to lead the definition, alignment, and management of key academic policies and processes.

This group, with representatives from every Academic School, led the evolution of the process for program review and renewal (discussed in further detail below).

- Creation of a college-wide Curriculum/Program Unit in 2006, bringing together curriculum and program development staff from each of the five Academic Schools. This move was intended to facilitate integration of enrollment and program planning College-wide.

- Increased accountability and reporting to the Programs Committee, NSCC Board of Governors.

- Branding of School identity among students, faculty and staff, and outside the institution. Students, faculty and academic staff now associate themselves with an Academic School.

- More extensive and coordinated connection with employers, Program Advisory Committees (PACs), industry associations and communities.

- Creation of inaugural School Plans in 2004-05 that outline vision and strategic initiatives for next 3 to 5 years. This provided the groundwork for the development and alignment of the first Academic Plan, approved in December 2006.

Evolution of Program Review and Renewal

One of the most significant ways in which the impact of the Academic Schools can be seen is the evolution of the processes for program review and renewal. Under the leadership and guidance of Academic Schools and the Academic Systems and Processes Committee (ASPC), these core academic processes have evolved considerably since 2001.

Documentation of the key process steps involved in program design, review and renewal was initially completed in 2001-02. This resource package was called the *Framework for Informed Decision Making* and was used with varying degrees of success by each of the Academic Schools over the next three years. The ASPC undertook a review of this framework in 2005-06, seeking to make process improvements to make it less cumbersome and to begin a migration towards a more robust program health assessment process for all programs at the front end of each review cycle.

As a result of the work completed by the ASPC during 2005-06, a revised *Framework for Program Review and Renewal* was developed and is included in the Academic Plan document that was approved by the Board of Governors in December 2006. While the formal approval of the new framework occurred after the end of the review period, most of the work of bringing the project to fruition had been completed by the end of the review period (July 2006)

The new framework incorporates an annual program health assessment for every program offered by NSCC, with both qualitative and quantitative elements included in the

assessment. Qualitative reflections are gathered from faculty, academic chairs, students, and academic leaders, and program health indicators are reported from the Balanced Scorecard. The resulting program documentation is reviewed by the Dean and programs requiring full scale or mini-reviews are identified each year in addition to those programs pre-scheduled for a five-year review.

Investment in this continuous improvement approach is intended to allow for more precise and timely enhancements to every program on an annual basis. This type of corrective action should, in turn, reduce the scope of change required for programs as they come up for their pre-scheduled five-year review.

Table 2-4 provides a graphical illustration of the revised framework for program review and renewal at NSCC.

Table 2-4: Framework for Program Review and Renewal
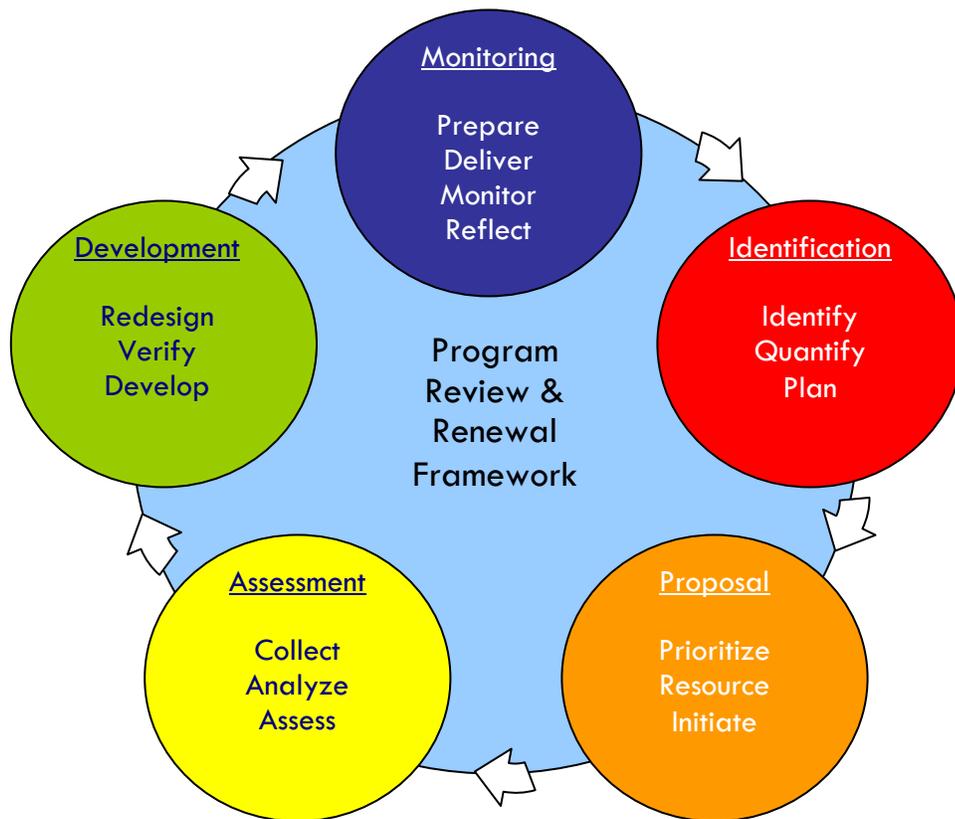
Customized Training, Continuing Education and Apprenticeship

In addition to providing its core certificate, diploma and advanced diploma progams, NSCC offers a wide range of learning opportunities through customized training, continuing education and apprenticeship training. Over the five years of this

organizational review, there has been a 40% increase in the course enrollments and FTEs in this 'non-core' programming at NSCC.

Table 2-5 provides an overview by campus of the customized training, continuing education and apprenticeship training enrollment from 2001 to 2006. Generally, campuses based in urban areas (Akerley and Marconi) have seen the largest increase in non-core programming.

Further detail on each type of programming follows.

Table 2-5: Customized Training, Continuing Education and Apprenticeship Enrollment, 2001 to 2006

Campus	2001-02 Course Enrollments	FTE	2002-03 Course Enrollments	FTE	2003-04 Course Enrollments	FTE	2004-05 Course Enrollments	FTE	2005-06 Course Enrollments	FTE
Akerley	928	206	3851	293	4171	157	6340	530	4977	351
Annapolis Valley	550	42	669	49	438	30	767	50	635	106
Burridge	1026	100	1188	44	771	42	982	72	919	71
Cumberland	575	75	220	57	115	19	598	25	585	52
Halifax	6126	288	7652	226	10159	679	620	85	n/a	n/a
Institute of Technology							5893	473	6248	436
Kingstec	834	95	791	69	701	92	1034	106	1062	101
Lunenburg	829	57	976	54	1063	31	613	31	778	64
Marconi	2682	309	2489	207	1886	138	2091	220	3464	264
Pictou	1276	105	990	66	1153	117	1198	133	1175	61
Shelburne	1049	74	698	67	688	68	498	24	334	11
Strait Area	269	18	848	148	546	105	635	47	3488	353
Truro	938	21	774	55	550	84	1319	56	1141	75
Online Learning	1520	51	1366	46	782	26	1174	114	1160	72
Total	18602	1441	22512	1381	23023	1588	23762	1966	25966	2017

Source: NSCC Institutional Research

Customized Training and Continuing Education

Coordinated through a staff of Regional Managers, Managers and Training Coordinators around the province, NSCC provides learning opportunities to local business, not-for-profit organizations, government clients and communities. Ranging from individual courses to full academic programs, these learning opportunities are flexible and responsive to the needs of the local environment.

Over the period of this organizational review, NSCC has evolved its business development model to a renewed focus on innovative partnerships with industry, employers and community. Some examples of the College's success in customized training and continuing education include:

- Dexter Institute: To address Dexter Construction's challenge of attracting, training and retaining quality employees, NSCC and Dexter came together to develop a two-year diploma program called 'Dexter Institute of Heavy Construction Professional Program'. Delivered through NSCC, this credentialed, customized training program combines formal, academic training at NSCC with paid internships at Dexter Construction. Graduates of the program are guaranteed career-track employment with Dexter Construction.

- Canadian Forces Continuing Education Program (CFCEP): As a member college of the federal Department of National Defence CFCEP program, NSCC provides course and program opportunities to members of the Canadian Forces, employees of the Department of National Defence, and the families of each group. Coursework is offered on military bases, on campus and online, and is designed to accommodate the unique circumstances of living and working in the military community.

- Firearms Safety Courses: In partnership with the Nova Scotia Department of Justice, NSCC offers the Canadian Firearms Safety course. This course is open to the general public and is available at every NSCC campus.

Apprenticeship

In partnership with the Apprenticeship Division in the Department of Education, NSCC continues to provide the vast majority of apprenticeship training in Nova Scotia. Increasingly, apprenticeship training is integrated at NSCC campuses – for example, apprenticeship students receive student services supports from NSCC (e.g. disability accommodations, course challenges, student records in PeopleSoft), NSCC provides space for certification exam sittings throughout the province, and NSCC often hosts Apprenticeship Training and Skill Development Division (Department of Education) staff and customer meetings.

Tables 2-6 and 2-7 provide an overview of Apprenticeship Training at NSCC from 2001 to 2006. With an increasing number of programs and courses offered, Apprenticeship Training has seen a dramatic increase in both students (+44% since 2001) and course enrollments (+42% since 2001).

Table 2-6: Apprenticeship Training, 2001 to 2006

	Academic Year					Net change from
	2001-02	2002-03	2003-04	2004-05	2005-06	2001 to 2006
Total number of programs	20	20	21	21	25	+5
Total number of courses	392	344	367	335	452	+60
Total course enrollments	6980	7584	8076	8706	9884	+2904
Total number of students	1199	1315	1302	1484	1721	+522

Source: NSCC Apprenticeship Training

Table 2-7: Apprenticeship Course Enrollments by Campus, 2001 to 2006

Campus	Academic Year				
	2001-02	2002-03	2003-04	2004-05	2005-06
Akerley*	0	739	1785	2276	3178
Burridge	0	131	0	107	161
IT Campus	4147	3909	4116	3630	3616
Kingstec	0	0	223	0	0
Marconi	1137	1319	1170	1186	1914
Pictou	176	120	0	0	0
Online Learning	1520	1366	782	1013	1015
Total	6980	7584	8076	8212	9884

Source: NSCC Apprenticeship Training

*Includes course enrollments from Bayers Lake site.

Learner Pathways

Over the period from 2001 to 2006, NSCC made considerable progress in expanding and facilitating learning pathways for its students. Through a range of programs, services and articulation agreements, the College continues to work towards facilitating access to NSCC programs and supporting students' pursuit of further studies and lifelong learning. Some of the most significant ways in which NSCC has developed learner pathways over the period of this organizational review include CollegePrep, recognition of prior learning (RPL), development of access programming, and articulation agreements with high schools and other post secondary institutions. In March 2004, recognizing the increasing importance of facilitating the pathways in which learners access and move through the College, NSCC created the role of Associate Vice President, Learner Development & Pathways, to provide leadership and integration of these pathway functions, including Admissions, CollegePrep, Career and Transition Services, Disability Services, Student Recruitment and the School of Access[6].

CollegePrep

Established in 1999 as a partnership with Regional, District, and First Nations School Boards and NSCC, CollegePrep plays a key role in linking junior high and high school students with college learning opportunities. Some of the key initiatives and accomplishments of the team of CollegePrep Coordinators over the period 2001 to 2006 are:

- Expansion of high school/NSCC articulation agreements whereby students who successfully complete particular high school courses are given credit for admission into related College programs.

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[6] The School of Access was aligned with the other Academic Schools (as a direct report to the Vice President Academic) in 2005.

- Development of dual-credit courses (high school and NSCC) whereby students take selected courses at the College as a co-operative education placement through their high school.

- Support of a number of programs that allow high school students to understand and explore opportunities at NSCC. Some of the programs include Youth Energy Quest, Techsploration, Young Women's Skills Conference, Skilled Trades Exploration Program (S.T.E.P.), and Nova Scotia Skills Competitions.

Recognition of Prior Learning

Recognition of prior learning (RPL) is intrinsic to portfolio learning and was a key tenet of the 1999 Strategic Plan. RPL allows students to gain credit at NSCC for both formal and informal learning through credit transfer, international credentials, and/or challenge for credit.

Over the period of this organizational review, NSCC focused its efforts on developing a foundation for successful RPL policy and processes. This has included ensuring curriculum has strong learning outcomes on which to base RPL assessment, establishing a consistent process for submitting and evaluating RPL across campuses, and connecting with community and industry organizations to ensure appropriate and supportive RPL processes and policies.

Access Programming

NSCC recognizes that there are academic barriers to post secondary education and is committed to delivering academic programs that bridge students with further studies at NSCC or beyond. Through the School of Access, the College offers two programs designed to facilitate learner pathways: Adult Learning Program and General Arts and Sciences.

- Adult Learning Program (ALP) is a tuition-free program that allows adult learners to earn their high school diploma. Delivered in partnership with the Department of Education Nova Scotia School of Adult Learning (NSSAL), ALP is offered at all NSCC campuses and allows students to enter the program at various times during the year. Many ALP graduates choose to pursue post secondary studies, often at NSCC.

- General Arts and Sciences is a one year certificate program that is designed for students who are looking to earn some academic credits or upgrade their grades for post secondary admission (Science Stream), or who are unsure of their learning and career plans and are looking to explore career options (Pathways Stream). Like the Adult Learning Program, General Arts and Sciences allows for continuous intake through the year.

Articulation Agreements

In addition to those negotiated with Nova Scotia high schools through CollegePrep, NSCC holds an increasing number of Articulation Agreements with colleges and universities throughout Canada and the U.S. These agreements allow students to transfer their NSCC credits to other institutions and, reciprocally, for students of other institutions to transfer credits to NSCC. NSCC also continues to negotiate 'Two + Two Agreements' whereby a two year NSCC Diploma is recognized as the first two years of a four year university degree.

Library Services and Online Learning

Library Services

In 1996-97 a plan for coordinating, developing and enhancing the library resources across campuses was established. This resulted in the creation of a Director of Library Resources (since changed to Library Services) and the consolidation of management of campus libraries and their staff under the Director. Initially, much of the emphasis was on establishing a physical library presence at every campus and on developing a college-wide planning and delivery model. However, once the physical presence and model were in place, the effort shifted to the development and alignment of library services and resources with the Academic Schools.

Between 2001 and 2006, Library Services focused its efforts in four key areas:

1. Development of collection and electronic resources. This includes the development of a formal process to identify and acquire campus library resources to meet each campus' needs.

2. Expansion and enhancement of online services and resources. This includes more program-specific resource material, additional subscriptions to electronic databases, and more services offered through the Library Services website.

3. Modernization of physical library spaces. The traditional physical library space is being redefined as students increasingly look to the library as a place to read and study independently, to gather and work in groups, and to write, read, type or surf the web. In response to this, Library Services has engaged in a concerted effort to assess and identify where NSCC needs to create more modern library spaces.

4. Development of an Information Literacy Plan. This plan was created in 2006 and puts strategies in place to achieve four main goals:

   ▪ To formalize the manner in which we deliver library services and resources at NSCC.
   ▪ To help students and staff better locate, gather, use and understand information in a responsible and legal manner.

- ▪ To partner with faculty and Curriculum Consultants to deliver more program-specific content and to maximize opportunities to embed information literacy learning in all NSCC's programs.
- ▪ To formally recognize students' engagement in information literacy so that it may be included in their Portfolios.

Online Learning

NSCC Online Learning was created in July 1999 to accommodate the increasing number of students looking to pursue learning opportunities through the Internet. Through its team of instructional designers and student support specialists, Online Learning works to support the online delivery of courses and programs offered through the Academic Schools, Customized Training, Continuing Education and Apprenticeship. They also provide leadership in the exploration and implementation of new online learning technologies such as videostreaming, Second Life, Facebook, iPods and instant messaging.

Table 2-8 summarizes the development and delivery activity in Online Learning from 2001 to 2006. During this time, the number of online courses available more than quadrupled (from 37 in 2001-02 to 164 in 2005-06) and the number of online course enrollments increased exponentially (from 82 course enrollments to 2485 in 2005-06). In 2005-06, through collaboration between Online Learning and Academic School curriculum consultants, there was an introduction of courses with blended delivery, a delivery model that combines online and in-class delivery methods.

Table 2-8: Online Learning Development and Delivery, 2001 to 2006

	Academic Year					
	2001-02	2002-03	2003-04	2004-05	2005-06	Net change from 2001 to 2006
Total courses available	37	71	110	165	164	+127
Total course enrollments	82	1242	1510	1963	2485	+2403
Total course enrollments - blended delivery	0	0	0	0	1135	+1135
Courses in development	40	19	53	45	49	n/a

Source: NSCC Online Learning

As enrollment in online courses and programs has increased and the College has moved towards increased flexibility and blended delivery options in core programs, Online Learning has become more closely aligned with the Academic Schools.   To facilitate the alignment of information technology and College programs, Online Learning, along with Library Services, was brought under the leadership of the Director, Library Services and Online Learning.

Services Supporting Student Success

Just as there has been development and growth in the enrollment and programming at NSCC, so has there been change and development in the services supporting student success. Some of the more significant developments in student services include:

- Implementation of the Centres for Student Success
- Development of dedicated supports for diverse student populations (African Canadian, First Nations, students with disabilities)
- Creation of the Office of Student Recruitment
- Development of Student Life and leadership opportunities for students
- Creation of the NSCC Foundation

Centres for Student Success

Early in the period of this organizational review, a task force was struck to identify the best path forward for the delivery of student services at NSCC. One of the key recommendations was the creation of a 'Centre for Student Success' at every campus, which would physically and functionally pull together all the specialized student services into a one-stop shop for students and staff. Located at the hub of the campus and under the leadership[7] of the newly created position of Team Leader, the Centres for Student Success integrate the following roles and services:

- *Registrar* – student record management, academic advising, policy development
- *Counsellor for Student Retention and Employment* – student orientation, skills workshops, job search and career transition, support for sponsored students and liaison with funding agencies
- *Disability Resource Facilitator* – intake and assessment of students with disabilities, disabilities accommodations, assistive technology training for students, faculty and staff
- *CollegePrep Coordinator* – awareness-building of College learning opportunities primarily for junior high and high school students and their parents, management of the Test Drive program
- *Career Development Specialist* – career counseling to prospective and current students, support for transitions in and out of programs, management of the Parents as Career Coach program
- *Student Success Counsellor* – personal counselling for students, support for students with disabilities, management of peer tutoring programs
- *Diversity Student Success Coordinator/Advisor* – specialized student support and counseling for student groups, liaison with relevant community groups (e.g. Band Councils, etc).

The Centres for Student Success played a central role in the development of the Master Growth Plan that guided the physical renovation and reorientation of services and facilities for students to the front of the campus. These renovations were completed in 2005-06 and are discussed in further detail in Chapter 6.

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[7] Through both direct and dotted reporting lines.

Diversity

Diversity was identified as a core value at NSCC in the 1999 Strategic Plan, and since that time, the College has focused attention and resources on celebrating, increasing and supporting diversity across NSCC. Initially established in 1999, the NSCC Advisory Committee on Diversity continues to provide leadership on enhancing diversity college-wide through initiatives such as the Workforce Diversity Survey, professional development opportunities, and affirmative action hiring. Working parallel to the College Advisory Committee on Diversity are staff and teams dedicated to the services and support of specific student communities: African Canadian students, First Nations students, and students with disabilities. Their work is discussed in further detail below. Between 2001 and 2006, enrollment of each of these three student groups increased. Additional detail of the enrollment growth is provided in Chapter 3: Student Profile.

Services and supports for African Canadian students:

- In 2000, NSCC created the African Canadian Advisory Committee, a committee with regional representatives that are nominated by the community and appointed by the President of NSCC. This Committee meets quarterly and provides NSCC with advice on recruitment and retention activities, assists NSCC Foundation in supporting African Canadian students, and advocates on behalf of African Canadian students.

- NSCC created three (3) African Canadian Student Success Coordinators – one in Metro, one in the Valley-Western Shore region, and one in Cape Breton. These Coordinators work with their colleagues in the Centres for Student Success and with faculty to support African Canadian students.

- In February 2006, NSCC initiated the African Canadian Tutor Training Program to teach tutors about an Africentric learning model. It is expected that this program will be expanded.

- In September 2006, NSCC launched the African Canadian Transition Program in partnership with the Department of Education, African Canadian Services Division. Designed for students who have successfully completed Grade 10 but do not hold a high school diploma, this program is addresses barriers facing African Canadian students in accessing post-secondary study such as community college and university. The curriculum and program are based on Africentric philosophy, and provide a culturally-enriched and supportive educational experience where students learn about post-secondary educational options and available resources as they gain credits toward their Nova Scotia High School Graduation Diploma for Adults (similar to the Adult Learning Program).

- In an effort to recruit African Canadian students, NSCC has designated one (1) seat in every core program at every campus to students who self-identify as African Canadian.

Services and supports for First Nations students:

- NSCC created First Nations Student Services Coordinator (1 position) and Advisors (2 positions) to support First Nations students through the entire College experience, from application to graduation. The First Nations Student Services team members play a key role both externally and internally.   Externally, they build relationships with First Nations communities and Councils, communicating information about College learning and working opportunities and working to address the challenges facing First Nations students. Internally, they work with their colleagues in the Centres for Student Success, act as a liaison between First Nations students and their faculty, and provide leadership and expertise on strategies for supporting First Nations students.

- In an effort to recruit First Nations students, NSCC designated one (1) seat in every core program at every campus to students who self-identify as First Nations.

Services and supports for students with disabilities:

- There has been significant development and expansion of services for students with disabilities since 1999 when the initial MOU was signed between Rehabilitation Programs and Services and NSCC. This is directly attributed to the increasing number of students self-reporting disability and the increasing level of assistive technology and accommodations available to support these students.

- All of the disability services college-wide are coordinated through NSCC Disability Services in partnership with the Department of Education. With a presence at every campus, the current partnership model in Disability Services includes Disability Resource Facilitators (13 positions), Coordinator of Special Admissions (one position), Educational Resource Facilitators (two positions), Alternate Format Test Proctors (6 positions), Administrative Assistants (2 positions), Learning Resource Technologist (1 position) and a Director, Disability Services.   This team works together to ensure consistency in service and support for students with disabilities, and to facilitate the use of assistive technology and other disability accommodations.

Creation of the Office of Recruitment

Initially, the function of student recruitment existed within Marketing and Communications and recruitment initiatives were largely campus-driven. In 2003, recognizing the need for coordinated and complementary recruitment efforts across campuses to ensure that the College would meet enrollment growth targets, NSCC created the Office of Student Recruitment and structurally shifted the office to align with other Student Services functions.

Led by the Director of Student Recruitment, and with the support of one full-time recruiter and two part-time college graduate recruiters, the Office of Student Recruitment engages in a number of activities to ensure that prospective students are aware of the opportunities

at NSCC and that they have sufficient information to make informed decisions about their learning path. For example, the Office of Recruitment leads the Test Drive initiative, works with campus enrollment management teams, and participates with other post secondary institutions in the provincial AARAO tour of Nova Scotia high schools.

Student Life and Leadership Development

Recognizing the value of a coordinated and consistent approach to student leadership, the College created the role of Student Life Coordinator in 2000 to support the development and interconnection of student associations and leadership opportunities across campuses. One of the initial milestones on this front was the creation of a shared Constitution in 2001 that articulated the foundation on which all Student Associations would operate.   Among other things, the Constitution outlines the role of the associations (and the individual roles within), the financial reporting responsibilities, the guidelines for spending student fees, and the commitment to campus safety and risk management.

One of the challenges facing the student associations is the reality of membership turnover. Because most programs are either one or two years, every year there is a significant amount of time spent orientating new executive members around policy and procedures. Through the leadership and guidance of the Student Life Coordinator, the campus Student Associations have organized an annual student leadership conference (October) and annual executive transitional conference (June). They have also developed a comprehensive Operations Manual that provides an overview of all policy and procedures governing the student associations, and includes a how-to guide for conducting day-to-day operations.

Student Associations continue to evolve not only in governance, but also in activities. Traditionally isolated to their local campus and community, the Student Associations are increasingly looking for ways to create more college-wide activities and events for students.

Scholarships, Bursaries and Awards

The period of this organizational review (2001 to 2006) represents a time of significant change and development for scholarships, bursaries and awards at NSCC. In 2001, to address the need for a more sophisticated approach to its charitable affairs, the NSCC Foundation was created and incorporated. Once the initial Board members were recruited and a Memorandum of Understanding was signed with the NSCC Board of Governors, the Foundation began its work in initiating the fund development program and developing its governance, policy and operations framework.

Between 2004 and 2006, a fundraising feasibility study was completed and the first strategic plan was developed, establishing a fundraising goal of $5M in major gifts.   To date, fundraising efforts have been successful. Table 2-9 provides an overview of new monies raised for student awards in 2004-05 and 2005-06. Fundraising data from previous years is not available.

Table 2-9: Amount of New Monies
Fundraised for Student Awards
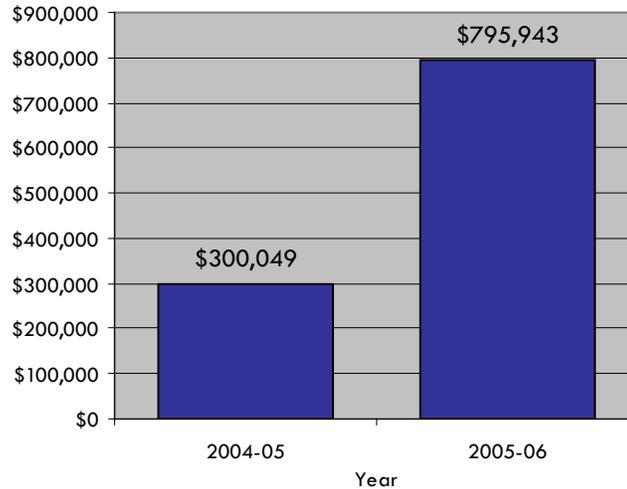
Source: NSCC Foundation

Ancillary Services

NSCC is committed to providing a range of services to support student success. A basic level of services such as food services, campus bookstores and child care services are available at most campuses, with only a couple presently having a residence, rink, pool or fitness centre on site.

Campus renovations completed between 2003 and 2006 as part of the $123 million in capital improvements funded by the Province, sought to enhance the student services available to students without impacting on the operating expenses of the College. External partners now operate many of the child care centres and food service operations at campuses. The most significant changes during this period were:

- the addition of child care services at most campuses, in collaboration with a community partner

- improvements in the provision of bookstore services available on most campuses to include the sale of stationery supplies and branded NSCC clothing and other goods

- contracting with external food service partners to deliver services at several campuses

By 2006, with most of the campus renovation projects completed, ancillary services have also been enhanced for many campuses.

Table 2-10 summarizes the bookstore, child care and food services available by campus. The financial outcomes of these ancillary services are reported in Chapter 5.

Table 2-10: Summary of Ancillary Services by Campus, 2006

Campus	Bookstore	Child care	Notes re: Child care	Food Services
Akerley	x	x	(1)	x
Annapolis Valley	x	x	(1)	x
Burridge	x	x	(1)	x
Cumberland	x	x	(2)	x
Institute of Technology	x	x	(1)	x
Kingstec	x	x	(2)	x
Lunenburg	x		(3)	x
Marconi	x			x
Pictou	x		(4)	x
Shelburne				
Strait Area	x			x
Truro	x	x	(1)	x

(1) Operated with Community Partners on-site

(2) Operated in conjunction with an Early Childhood Education Program at the Campus

(3) Some seats reserved for students at a Community facility

(4) On Campus Centre planned for Fall 2006 opening

Summary

Over the period of this organizational review (2001 to 2006), much progress has been made to coordinate, grow and enhance the NSCC learning experience. While the development of the Portfolio learning approach has shaped every program and learning experience, the implementation of the Academic Schools has brought about an unprecedented evolution in academic rigour and accountability and the Centres for Student Success have created a more integrated and student-centred approach to student services. In just ten years as a Board-governed institution, NSCC campuses are increasingly more coordinated and aligned in their quality programs and services.

Chapter 3: Student Profile

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

Overview

Through its accessibility mandate and province-wide presence, the Nova Scotia Community College attracts a heterogeneous mix of students. The accessibility mandate of NSCC is purposefully broad and inclusive. With its Mission of building the economy and quality of life of the province, and as the only public, English language college serving Nova Scotia, NSCC has a special responsibility to ensure that as many adults as possible can enhance their participation in the workforce by learning new skills.

Accordingly, NSCC has established goals to attract and retain learners to study at the College who might not otherwise have access to post secondary education. These include the following measures of success in increasing and diversifying 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 Canadians and First Nations
- Increasing the participation of adults with disabilities
- Increasing the number of learners in the Adult Learning Program
- Ensuring that learning is affordable to learners, regardless of their socioeconomic status
- Ensuring student success and retention in programs

Geographic Access

Geographic access is a fundamental tenet of NSCC. It continues to commit to providing access to its learning throughout the province, even though it is sometimes less economical to do so. The decision-making processes that determine where and how programs are designed and delivered continue to include practices to ensure that rural and urban communities are served appropriately. The Master Growth Plan for NSCC was predicated on a need to ensure that communities outside the Halifax region would be able to increase their enrollment capacity at the same time that a new campus was being built to serve students in the HRM.

Table 3-1: Provincial Participation Rate,
2001 to 2006
(NSCC enrollment divided by NS population
aged 18 to 39 years)
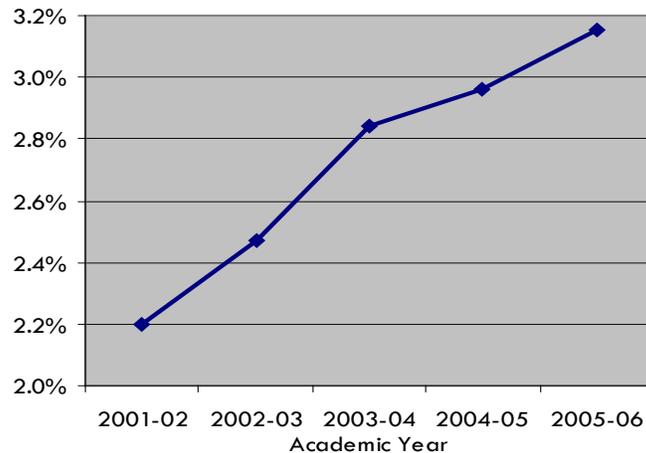
To ensure that an appropriate balance is maintained and that growth is planned for at appropriate campuses, NSCC measures its geographic distribution of learning through the participation rate of adults aged 18 to 39 years[8].

Since 2001-02, the participation rate has steadily increased from 2.2% to 3.2% (in 2005-06). Table 3-1 shows the growth in the college participation rate in Nova Scotia from 2001 to 2006.

This increase in participation rate has been achieved in both urban and rural counties throughout Nova Scotia. Table 3-2 details the changes in participation rate from 2001 to 2006 by county of permanent residence. The participation rate is notably low in the province's most populous county, Halifax Regional Municipality. The opening of the Dartmouth Waterfront Campus in September 2007 is expected to address this discrepancy.

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[8] Participation rate is calculated as the NSCC student enrollment divided by the population aged 18-39 years.

Table 3-2: NSCC Participation Rate of Adults aged 18-39, by County of Permanent Residence, 2001 to 2006

NS County of Residence	Academic Year					Population aged 18-39 (2005-06)
	2001-02	2002-03	2003-04	2004-05	2005-06	
Annapolis	3.8%	4.7%	4.0%	4.7%	4.2%	5,142
Antigonish	3.8%	3.5%	3.7%	3.2%	3.9%	5,875
Cape Breton	2.0%	0.7%	3.1%	3.1%	3.5%	28,782
Colchester	2.2%	5.0%	3.3%	3.6%	3.3%	14,078
Cumberland	2.8%	4.6%	3.6%	4.1%	4.9%	8,122
Digby	2.6%	5.0%	3.6%	3.3%	3.5%	5,002
Guysborough	4.8%	7.1%	6.4%	5.2%	5.4%	2,147
Halifax	1.5%	1.7%	1.9%	2.1%	2.2%	125,505
Hants	2.1%	1.9%	2.5%	2.4%	2.7%	11,887
Inverness	3.4%	5.5%	4.7%	4.5%	4.3%	5,182
Kings	3.0%	3.1%	3.6%	3.9%	4.2%	16,587
Lunenburg	2.5%	4.5%	3.6%	3.6%	3.5%	12,166
Pictou	3.9%	2.5%	5.0%	5.0%	5.5%	12,971
Queens	3.0%	3.4%	2.5%	2.6%	2.6%	2,949
Richmond	3.6%	2.9%	4.3%	3.2%	5.2%	2,396
Shelburne	3.0%	2.4%	3.8%	4.1%	4.1%	4,363
Victoria	1.9%	1.7%	1.8%	1.7%	2.5%	2,009
Yarmouth	3.7%	2.1%	4.4%	4.8%	5.2%	7,480
All Counties	2.2%	2.5%	2.8%	3.0%	3.2%	272,643

Source: NSCC Institutional Research and Statistics Canada

Access Directly from High School

In Nova Scotia, as in other provinces with well developed university systems, fewer high school graduates choose to go directly to college level learning. NSCC established a goal of attracting more direct-from high-school learners and has been tracking the number of students attending NSCC in the year after high school graduation.

Since 2001-02, NSCC has seen a considerable increase in the percentage of students coming directly from high school.[9] Table 3-3 provides an illustration of this progress. In 2001-02, 21% of the student enrollment was under 20 years of age. By 2005-06, this number had increased by 887 students to 27% of the total enrollment.

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[9] 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 3-3: Age Profile of Student Enrollment, 2001-02 compared to 2005-06

2001-02

Under 20 years 21%
20-25 years 42%
Over 40 years 9%
30-40 years 14%
25-30 years 14%

2005-06

Under 20 years 27%
20-25 years 36%
Over 40 years 10%
30-40 years 13%
25-30 years 14%
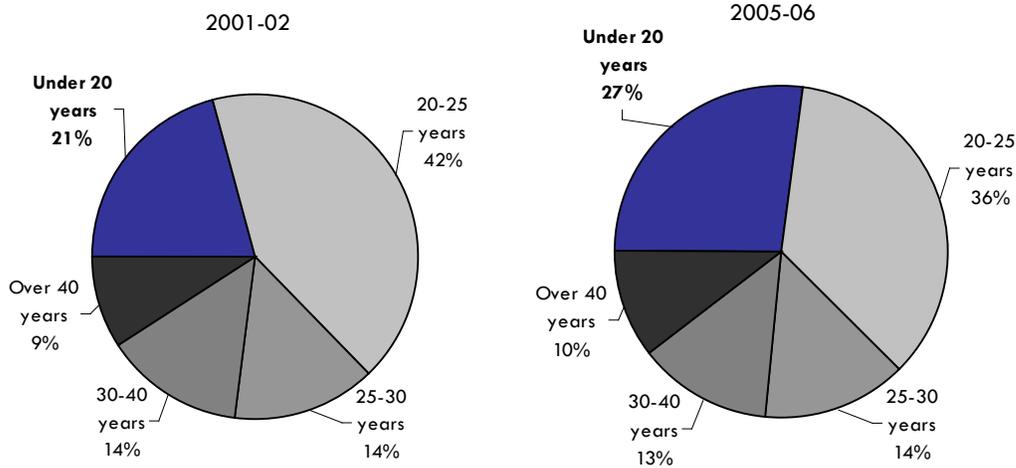
NSCC continues to focus its efforts on attracting and recruiting students directly from high school. Activities led by the Office of Student Recruitment and CollegePrep, in particular, continue to support this strategic initiative.


Participation of Women in Trades & Technology Programs

NSCC provides most of the learning opportunities in the province in a wide range of trades, and for technicians and technologists in engineering and information technologies. NSCC also provides most of the learning modules of apprenticeship training, delivering 98% of the training required by the Apprenticeship Training Division of Nova Scotia's Department of Education.[10]

Participation by women in trades and technology programs has always been a very small percentage of the total enrollment in these programs, staying below 10%. As more and more women gained access to post secondary education in Canada, this remains the last areas of study where women have not participated. Between 2001 and 2006, the percentage of women in trades and technology programs stayed between 8.8% and 9.9% of the total enrollment in the School of Trades and Technology. Table 3-4 provides the percentage of female students by Academic School from 2001 to 2006.

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[10] This is based on the number of weeks of training.

Table 3-4: Percentage of Female Students by Academic School, 2001 to 2006
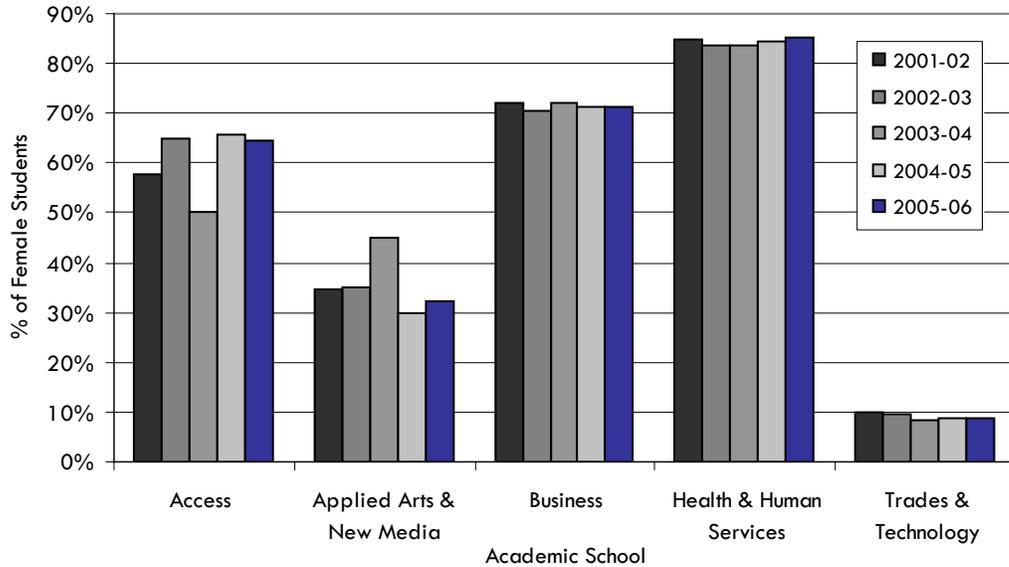
Ethnic Diversity: African Canadian and First Nations

NSCC values diversity in its student population and is committed to increasing the number of African Canadian and First Nations students enrolled in its programs. As discussed in Chapter 2: Programs and Services, there have been a number of initiatives and resources put in place between 2001 and 2006 to support this commitment.

Table 3-5 shows the enrollment of African Canadian and First Nations students from 2001 to 2006. Between 2001-02 and 2005-06, the number of both African Canadian and First Nations students almost doubled, increasing from 73 to 199 and 62 to 176 respectively. Combined, African Canadian and First Nations students represented 1.8% of the total student enrollment in 2001-02. In 2005-06, they represented 4.3% of the total student enrollment.

Table 3-5: African Canadian and First Nations Enrollment, 2001 to 2006
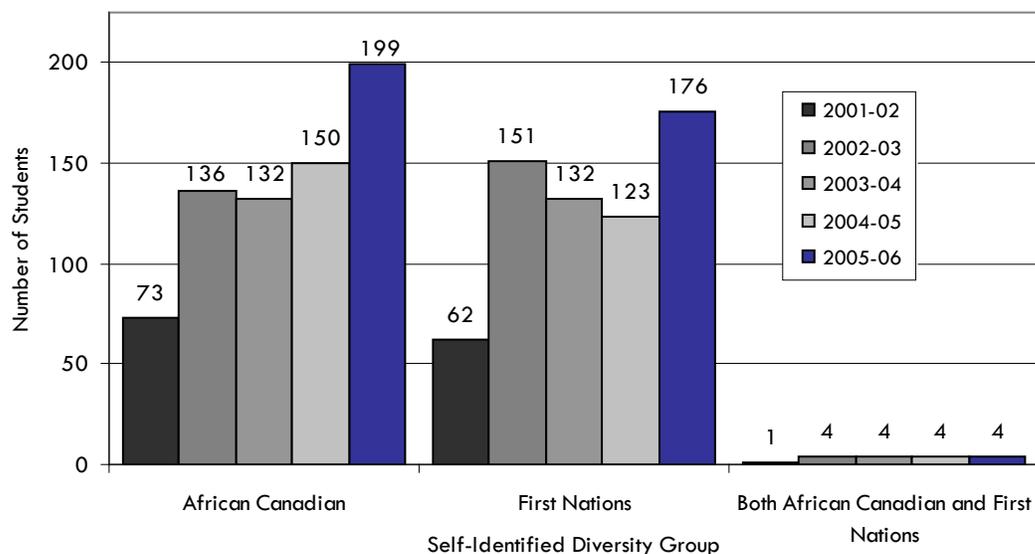
Source: NSCC Institutional Research

Some campuses have seen more significant increases in African Canadian and First Nations student enrollment than other campuses. Tables 3-6 and 3-7 detail the enrollment (number of students and as a percentage of total campus enrollment) of African Canadian and First Nations students by campus from 2001 to 2006.

Table 3-6: Enrollment of African Canadian Students by Campus, 2001 to 2006

| | Academic Year | | | | | | | | | |
| | 2001-02 | | 2002-03 | | 2003-04 | | 2004-05 | | 2005-06 | |
Campus	#	% of campus enrollment	#	% of campus enrollment	#	% of campus enrollment	#	% of campus enrollment	#	% of campus enrollment
Akerley	25	2.2%	43	3.4%	52	4.2%	56	4.3%	77	5.1%
Annapolis Valley	2	0.3%	8	1.3%	5	0.9%	7	1.4%	4	1.1%
Burridge	6	1.2%	5	0.9%	11	2.2%	12	2.3%	18	3.3%
Cumberland	3	1.4%	1	0.4%	1	0.4%	5	1.9%	5	1.5%
Halifax	12	1.8%	30	3.3%	24	2.5%	18	2.6%	2	0.9%
IT	3	0.3%	13	1.3%	13	1.4%	20	1.7%	38	2.4%
Kingstec	7	1.1%	3	0.5%	6	0.9%	6	0.9%	19	2.1%
Lunenburg	0	0.0%	3	0.7%	0	0.0%	1	0.2%	1	0.2%
Marconi	5	0.7%	11	1.3%	5	0.6%	4	0.4%	3	0.3%
Pictou	3	0.5%	2	0.3%	4	0.7%	6	1.0%	10	1.5%
Shelburne	1	1.0%	2	2.0%	1	1.2%	2	2.5%	2	2.2%
Strait Area	2	0.4%	6	1.2%	3	0.5%	6	1.2%	10	1.8%
Truro	5	0.8%	13	1.8%	10	1.4%	10	1.4%	13	1.9%
Total	74	1.0%	140	1.7%	135	1.6%	153	1.8%	202	2.3%

Source: NSCC Institutional Research

Table 3-7: Enrollment of First Nations Students by Campus, 2001 to 2006

	Academic Year									
	2001-02		2002-03		2003-04		2004-05		2005-06	
Campus	#	% of campus enroll	#	% of campus enroll	#	% of campus enroll	#	% of campus enroll	#	% of campus enroll
Akerley	6	0.5%	21	1.7%	12	1.0%	13	1.0%	26	1.7%
Annapolis Valley	7	1.2%	17	2.7%	15	2.6%	4	0.8%	1	0.3%
Burridge	1	0.2%	16	2.9%	6	1.2%	7	1.4%	16	3.0%
Cumberland	3	1.4%	6	2.5%	1	0.4%	3	1.2%	1	0.3%
Halifax	6	0.9%	9	1.0%	14	1.4%	8	1.2%	4	1.9%
IT	7	0.7%	3	0.3%	11	1.1%	9	0.8%	13	0.8%
Kingstec	4	0.6%	7	1.1%	8	1.2%	5	0.7%	7	0.8%
Lunenburg	0	0.0%	5	1.2%	5	1.2%	7	1.6%	2	0.5%
Marconi	4	0.6%	13	1.5%	10	1.2%	18	2.0%	27	2.6%
Pictou	2	0.4%	11	1.9%	10	1.6%	12	1.9%	18	2.7%
Shelburne	2	2.1%	3	3.0%	2	2.4%	1	1.2%	1	1.1%
Strait Area	10	2.4%	14	2.9%	15	2.7%	11	2.2%	19	3.5%
Truro	11	1.8%	30	4.1%	27	3.8%	29	3.9%	45	6.5%
Total	63	0.8%	155	1.8%	136	1.6%	127	1.5%	180	2.0%

Source: NSCC Institutional Research

NSCC continues to view increasing the number of African Canadian and First Nations students as a strategic priority of the College. Through the addition of staff, programs and services dedicated to the recruitment and support of African Canadian and First Nations students, the College aims to double this percentage of the student population to 4% from each of the two communities over the next 5 years.

Students with Disabilities

Over the period of this organizational review, NSCC has seen a dramatic increase in the number of students with self-reported disabilities, more than doubling from 337 students in 2001-02 to 732 students in 2005-06. The *percentage* of students with disabilities has also increased over this five year period, rising from 4.4% to 8.1% of the student population.[11]

This increase is attributed largely to the improved disability assessment process and accommodations available at every campus through the Disability Resource Facilitator (discussed further in Chapter 2). Table 3-8 provides an annual count of the number of students with disabilities and the percentage this represents of the total student enrollment.

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[11] Based on enrollment counts as of academic year end.

Table 3-8: Enrollment of Students with Disabilities

|	2001-02	2002-03	2003-04	2004-05	2005-06
Self-Reported as of Sept 30	n/a	300	538	553	496
Sept 30 as % of Total Enrollment	n/a	3.6%	6.4%	6.5%	5.5%
Self-Reported as of Year-End	337*	546	649	612	723
Year-End as % of Total Enrollment	4.4%	6.5%	7.7%	7.2%	8.1%

Source: NSCC Institutional Research

*Manually tabulated by NSCC Disability Services

Adult Learning Program

Since the creation of the Department of Education's Nova Scotia School of Adult Learning (NSSAL) in 2001, NSCC has seen a significant increase in the number of adults pursuing their high school diploma through the Adult Learning Program (ALP). With an initial enrollment of 373 students in 2001-02, ALP enrollment has more than tripled to a total enrollment of 1151 students in 2005-06. Table 3-9 summarizes ALP enrollment by year.

Table 3-9: Adult Learning Program Enrollment, 2001 to 2006
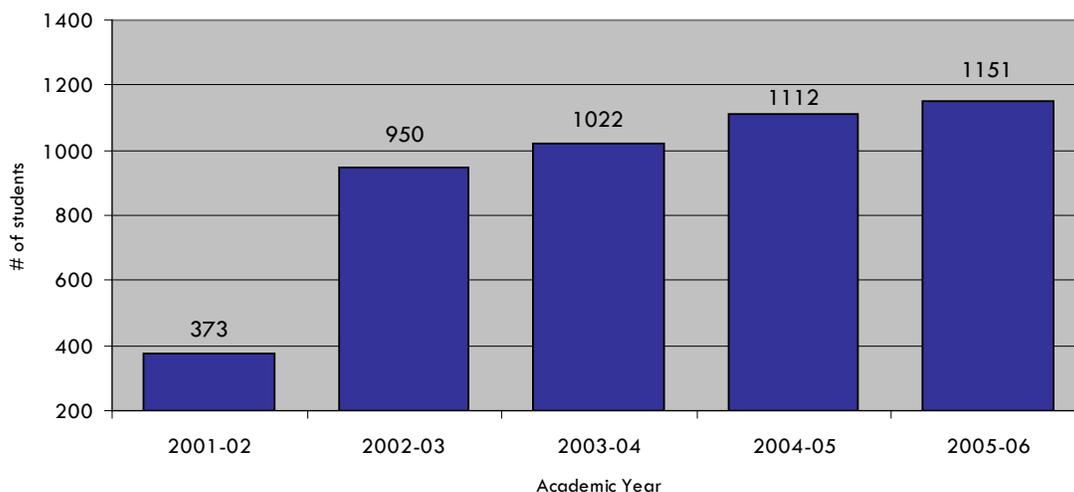
Financial Accessibility

NSCC recognizes that financial barriers make post-secondary education inaccessible to some Nova Scotians and is committed to ensuring reasonable tuition levels. Between 2001 and 2006, NSCC generated between 12-13% of its operating funding through tuition revenues. Further information on funding sources is provided in Chapter 5.

Research from Canada Millennium Scholarship Foundation confirms the financial accessibility of college education in Nova Scotia. According to its report, <u>The Price of Knowledge 2004: Access and Student Finance in Canada</u>, college participation rates are very similar when compared by household incomes. In other words, individuals from the

low income families are equally as likely to attend college as those from the high income families. This contrasts with the trend in university participation rates by household income, which shows that individuals from the highest income families are twice as likely to attend university as are those from low income families.

Sponsored Students

An important element of student success is the design and delivery of programs and services that support the retention of students facing academic, social and financial barriers to their leaning.

For many of those who are dependent on income support programs such as Employment Insurance and Social Assistance, the key to breaking out of their ongoing dependence is education. Beginning in 1999, sponsorship arrangements for HRDC clients was changed to a model of NSCC providing value-added retention services and programming to learners and learners assuming individual responsibility for accessing funds to support their learning through application to a Skills Development fund administered by Service Canada. More than 1,000 of NSCC's students are supported in this way each year. Similarly, beginning in 2001, the provincial Department of Community Services entered into a partnership and funding agreement with NSCC. Table 3-9 provides an annual breakdown of the number of students in core programs who receive sponsorship from Service Canada and the Department of Community Services.

Table 3-9: Enrollment of Sponsored Students, 2001 to 2006

Type of Sponsorship	2001-02	2002-03	2003-04	2004-05	2005-06
Service Canada	1061	1419	1465	1383	1442
Dept of Community Services	99	282	254	274	272

Source: NSCC Sponsorship Program Administrator

Student Retention

Changes in the student enrollment profile of NSCC during this five year period included admitting larger numbers of students whose academic, financial and social circumstances are more likely to include challenges and barriers to their learning. In this context, the ability to retain and support the learning success of these students without compromising academic rigor and the quality of graduates' skills and knowledge represents a significant challenge for the College.

Retention of a student from first to second semester is an important indicator of the College's strength in retaining students. From opportunities to make program choices that match a student's interests and aptitudes, delivery of orientation programs that help students quickly engage in learning, to supports and services that help keep students on track academically, the first semester is an important time for students. Those who make it successfully through the first semester and return to a second semester of learning are likely to continue on to complete their programs. Throughout the period of this study, NSCC maintained an excellent first semester retention rate of between 89% and 92% of

the students who started their studies in September. Table 3-10 provides a summary of the term-to-term retention rates for first year students from 2002-03 to 2005-06.

Table 3-10: Term-to-Term Retention Rates for First Year Students

Academic Year	First Year Enrol Sept 30	First Year Enrol Jan 30	Term-to-Term Retention Rate
2001-02	*Data not available*		
2002-03	5365	4930	92%
2003-04	5212	4634	89%
2004-05	5089	4646	91%
2005-06	5501	5036	92%

Source: NSCC Institutional Research

Note: Adult Learning Program (ALP) students are not included

Summary

NSCC is committed to ensuring that its programs and services are accessible to the communities it serves. Accordingly, it has established strategies and committed resources to encourage the accessibility of community college education in Nova Scotia. As part of its accessibility agenda, some of the key areas in which the College is targeting its efforts include:

- 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 by African Canadians and First Nations
- Increasing the participation by adults with disabilities
- Increasing the number of learners in the Adult Learning Program
- Ensuring that learning is affordable to learners, regardless of their socioeconomic status
- Providing services and programs that support the learning, social and financial needs of all students leading to improved retention of learners and ultimately better employment outcomes for graduates

Over the period of this organizational review, NSCC has made much progress in improving the accessibility of its programs and services to the various communities of learners in Nova Scotia. With a network of specialized supports at every campus, and a priority of keeping tuition affordable for all Nova Scotians, NSCC is committed to further enhancing and celebrating the diversity and success of its student population.

Chapter 4: Graduate Outcomes

Do students achieve appropriate outcomes?

Overview

Intrinsic to the mission of the Nova Scotia Community College is the goal that students graduate from their program and that they are satisfied with their College experience and 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 the appropriate mix of programs and graduates to match the current and emerging labour market opportunities.

Graduate Statistics

During the period of this organizational review, there were close to 20,000 graduates from core programs.[12] 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 2001 to 2006. As enrollment has grown over the same period (Chapter 2), the number of graduates has increased correspondingly. This increase in graduates has been shared among most of the Academic Schools. The only exception to this is the School of Applied Arts and New Media which experienced a significant decrease due to the transfer of Access programs to the newly created School of Access in 2002 and to the dramatic changes in the information technology programming over this five year period.

Table 4-1: Graduates by School, 2001 to 2006

| Academic School | Academic Year | | | | | Change from 2001 to 2006 |
	2001-02	2002-03	2003-04	2004-05	2005-06	
Access	*	218	262	327	329	+111
Applied Arts & New Media	857*	633	563	537	459	-398
Business	860	943	923	910	920	+60
Health & Human Services	803	719	726	731	952	+149
Trades & Technology	1158	1119	1205	1181	1322	+164
Total	3678	3632	3679	3686	3982	+304

Source: NSCC Institutional Research

*School of Access graduates are included with the School of Applied Arts and New Media.

Table 4-2 provides further detail of these graduate trends by program cluster. Fluctuations year-to-year and over the five year period reflect the College's commitment to be responsive to the local labour market. Some of the program clusters with significant increases in graduate numbers are Construction, Health and Access.

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[12] Actual count is 18,657 graduates from 2001-02 to 2005-06. This includes 1,136 graduates from the Adult Learning Program.

Table 4-2: Graduates by Program Cluster, 2001 to 2006

Program Cluster	2001-02	2002-03	Academic Year 2003-04	2004-05	2005-06	Change from 2001 to 2006
Access	170	218	262	327	329	'+159
Applied Arts	302	278	238	258	208	-94
Applied Business Technology	*	328	364	327	383	+55
Business Management	607	366	332	383	370	-237
Construction	444	533	565	575	685	+241
Energy	**	108	111	84	53	-55
Geomatics	161	140	139	133	133	-28
Health	380	343	364	453	502	+122
Human Services	423	376	362	278	450	+27
Information Technology	224	215	186	158	118	-106
Manufacturing	187	107	109	98	124	-63
Natural Resources	57	47	61	46	58	+1
Technology	235	87	99	104	78	-157
Tourism and Culinary	253	249	227	188	167	-86
Transportation	235	237	260	274	324	+89
Total	3678	3632	3679	3686	3982	+304

Source: NSCC Institutional Research

*Included in Business Management program cluster in 2001-02

**Did not exist until 2002-03

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

Table 4-3: Graduates by Campus, 2001 to 2006

Campus	2001-02	2002-03	Academic Year 2003-04	2004-05	2005-06	Change from 2001 to 2006
Akerley	551	510	573	573	610	+59
Annapolis Valley	316	295	317	268	208	-108
Burridge	240	241	235	181	212	-28
Cumberland	99	119	71	94	156	+57
Halifax	303	365	334	351	91*	-212
IT Campus	388	390	406	497	622*	+234
Kingstec	366	327	326	316	439	+73
Lunenburg	186	195	190	184	223	+37
Marconi	391	361	413	408	473	+82
Pictou	287	246	259	246	269	-18
Shelburne	59	58	58	44	72	+13
Strait Area	261	266	253	242	298	+37
Truro	205	259	243	279	308	+103
Online Learning**	26	0	1	3	1	-25
Total	3678	3632	3679	3686	3982	+304

Source: NSCC Institutional Research
*The Bell Road location of Halifax Campus was closed in 2005. Many students enrolled in programs at Halifax Campus were transferred to and subsequently graduated from the IT Campus or Halifax Downtown site.

**This includes only graduates who pursued their entire program through Online Learning.

Graduate Employment Success

Every summer NSCC conducts a Graduate Follow-Up Survey with graduates. This telephone survey asks graduates about their employment experience and satisfaction in the year after graduation. Initially undertaken by the Department of Education, this annual survey has been commissioned by NSCC since 2000.

Results from the Graduate Follow-Up Survey consistently show that graduates continue to succeed after graduation. Table 4-4 outlines the key graduate employment outcomes by year of survey.   Graduate labour force participation rate[13], employment rate[14] and employment relatedness[15] have all increased over the period of this organizational review. Similarly, there has been an increase in the percentage of graduates who pursue further studies, such as workplace training or other post secondary programs.

Table 4-4 Graduate Employment Outcomes, 2002 to 2006

Employment Outcome	Survey Year				
	2002	2003	2004	2005	2006
Number of Graduates (eligible for survey)	4003	3571	3414	3417	3104
% of respondents in labour force	92%	95%	95%	97%	97%
Employment rate of labour force participants	86%	88%	88%	90%	91%
% of employed in work related to field of study	82%	78%	76%	81%	83%
Average annual salary of those in full time related employment	$24,186	$25,375	$26,184	$26,999	$27,962
% of Graduates who pursued further education	29%	27%	35%	30%	36%

Source: NSCC Graduate Follow Up Surveys 2002 to 2006. Survey does not include School of Access graduates.

The most tangible evidence of success for the College is the ability of its graduates to find employment related to their field of study. Tables 4-5 and 4-6 show the dramatic increase in graduate employment and employment relatedness since the College became a Board-governed institution in 1996.

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[13] Participation rate is the percentage of graduates active in the labour force (i.e. either employed or looking for work)

[14] Employment rate is the percentage of those in the labour force that are employed.

[15] Employment relatedness is the percentage of those employed who are working in employment related to their field of study.

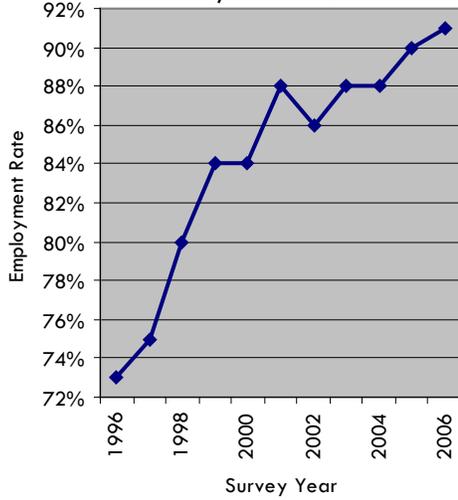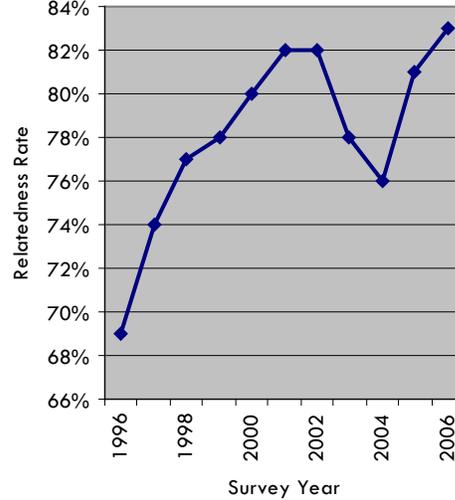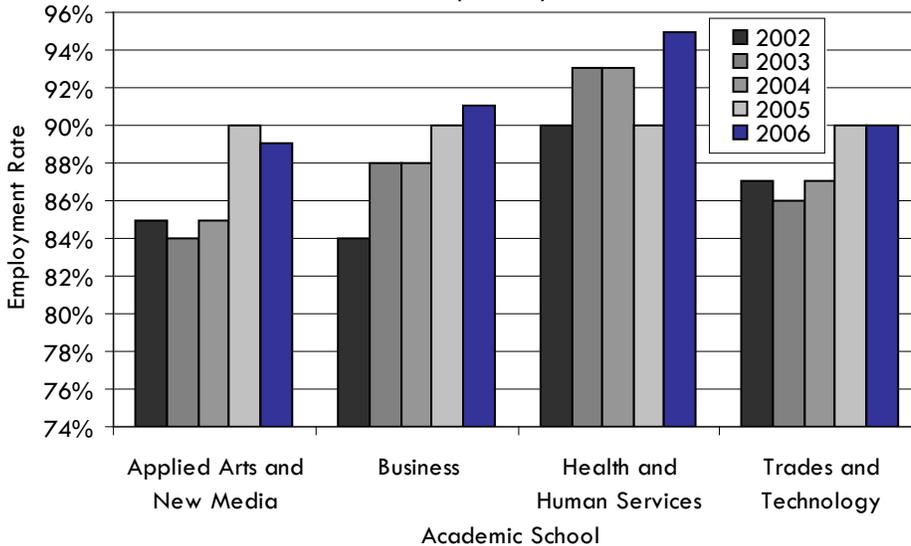Table 4-5: Employment Rate of NSCC Graduates in the Labour Force, 1996 to 2006

Table 4-6: Percentage of Employed Graduates in Work Related to Field of Studies, 1996 to 2006

Source: NSCC Graduate Follow-Up Surveys 1996 to 2006

The graduate employment rate shows an upward trend when analyzed by Academic School, as well. Tables 4-6A and 4-6B detail the improvement in graduate employment since the inception of the Academic Schools in 2001.

Table 4-6A: Graduate Employment Rate by Academic School, Graduate Follow Up Surveys 2002 to 2006

Source: NSCC Graduate Follow-Up Surveys 2002 to 2006

Table 4-6B: Employment of NSCC Graduates in the Labour Force, 2002 to 2006

Academic School	Survey Year				
	2002	2003	2004	2005	2006
Applied Arts and New Media	85%	84%	85%	90%	89%
Business	84%	88%	88%	90%	91%
Health and Human Services	90%	93%	93%	90%	95%
Trades and Technology	87%	86%	87%	90%	90%
Total	86%	88%	88%	90%	91%

Source: NSCC Graduate Follow Up Surveys 2002 to 2006. Survey does not include School of Access graduates.

Favourable employment outcomes are experienced by graduates of certificate, diploma and advanced diploma programs. When Graduate Follow-Up Survey results are broken down by credential type, employment outcomes are very similar. The only exception to this is in annual salary; advanced diploma graduates earn significantly more than do certificate and diploma graduates. (See Table 4-7.)

Table 4-7: Graduate Employment Outcomes by Credential Type, 2006

Employment Outcome	Credential Type			
	Certificate	Diploma	Advanced Diploma	All Graduates
Number of Graduates (eligible for survey)*	1517	1438	149	3104
% of respondents in labour force	96%	97%	93%	97%
Employment rate of labour force participants	90%	93%	81%	91%
% of employed in work related to field of study	82%	83%	85%	83%
Average annual salary of those in full time related employment	$27,018	$27,982	$34,548	$27,962
% of Graduates who pursued further education	36%	34%	45%	36%

Source: NSCC Graduate Follow Up Survey 2006. Survey does not include School of Access graduates.

*Excludes graduates who returned to NSCC for further studies in the year directly after graduation

Location of Graduates

Just as most NSCC students are from Nova Scotia, the vast majority of NSCC graduates choose to stay in Nova Scotia after program completion. According to the annual Graduate Follow-Up Surveys, between 92% and 94% of NSCC graduates live and work in Nova Scotia (see Table 4-8). Results from the graduate survey also show that most graduates stay in the county of campus attended or in an adjacent county.

Table 4-8: Percentage of graduates living in Nova Scotia one year after graduation, 2001 to 2006

	Year of Graduate Follow-Up Survey				
	2002	2003	2004	2005	2006
Percentage of graduates living and working in Nova Scotia	92%	92%	92%	94%	93%

Source: NSCC Graduate Follow-Up Surveys 2002 to 2006

Table 4-9 provides a summary by campus of the percentage of graduates who stay in the immediate or adjacent county. Overall, 60% of NSCC graduates live and work in the county of campus, 21% in an adjacent county, and another 12% live in other Nova Scotian counties.[16]

Table 4-9: Percentage of graduates living and working in county of campus or in adjacent county (by campus), 2006
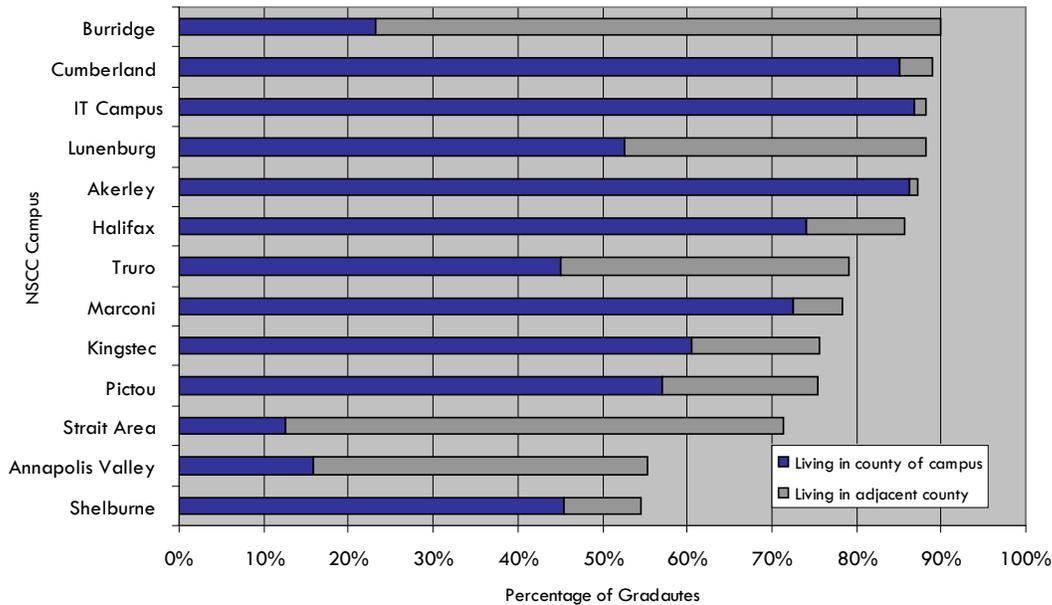
Source: NSCC Graduate Follow-Up Survey 2006

Graduate Satisfaction

The Graduate Follow-Up Survey also includes a number of questions about graduate satisfaction. Survey results, as provided in Table 4-10, consistently show that graduates are satisfied with their experience at NSCC, would recommend the college to others considering post secondary education, and are satisfied with the portfolio learning experience.

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[16] This totals 93%, which is the percentage of graduates who live and work in Nova Scotia. The remaining 7% of graduates live and work outside the province.

Table 4-10: Satisfaction of NSCC Graduates, 2002 to 2006

Satisfaction Measure	Survey Year				
	2002	2003	2004	2005	2006
Overall satisfaction with NSCC experience	96%	94%	94%	95%	95%
Satisfied that skills learned would be useful to future career	95%	93%	Data not collected		
Satisfied that skills learned would be useful in future life	96%	93%			
Willingness to recommend NSCC	Data not collected		97%	97%	97%
Overall satisfaction with portfolio			85%	87%	86%

Source: NSCC Graduate Follow Up Surveys 2002 to 2006. Survey does not include School of Access graduates.

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

Table 4-11: Overall Satisfaction of NSCC Graduates by Academic School, 2002 to 2006

Academic School	Survey Year				
	2002	2003	2004	2005	2006
Applied Arts and New Media	96%	93%	91%	93%	95%
Business	95%	94%	93%	95%	96%
Health and Human Services	96%	95%	97%	97%	97%
Trades and Technology	96%	92%	93%	93%	95%
All Graduates	96%	94%	94%	95%	95%

Source: NSCC Graduate Follow Up Surveys 2002 to 2006. Survey does not include School of Access graduates.

Summary

NSCC is committed to the success and satisfaction of its graduates. By closely monitoring the number of graduates and their experiences in the labour market after graduation, the College ensures its program outcomes are closely linked to the needs of the local labour market. As with the growth in enrollment, there has been an increase in the number of graduates between 2001 and 2006. Results from the annual Graduate Follow-Up Survey continue to show not only that these graduates are satisfied with their experience and learning at NSCC, but that they are active and successful participants in the Nova Scotia workforce.

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 2001 to 2006 period, the challenges for NSCC were very different than they were in the previous five years, particularly in terms of organizational efficiency. The previous five years had provided NSCC an opportunity to rationalize its program offerings and campus operations following the closure of five campuses in 1996. By 2001, NSCC had gained significant efficiencies through improved management of financial services, physical plant utilization and program rationalization. The challenge for the subsequent five years would be to continue to operate efficiently and effectively at the same time as undertaking a significant plan for enrollment growth and an unprecedented capital renewal and expansion of college facilities.

Revenue Sources

By 2001, core enrollment had grown to 7,619 students and discussions were underway with the Province of Nova Scotia that identified the need for the College to continue to grow to meet the needs of the Nova Scotia economy for skilled workers across all sectors of the economy. Through these conversations with the Province, a target for growth was established at 10,100 certificate and diploma students by 2008. Through the Province's commitment to increasing the College's enrollment capacity to 10,100 students, provincial operating funding also grew to support the growing enrollment.

Table 5-1 summarizes the operating funding and revenue ratios between 2001 and 2006. Over this period of enrollment growth, the Province continued to contribute between 57-59% of the total operating funding, while the federal government maintained its contribution of between 6-8%. Through the continued support of both levels of government, and College-generated revenues from customized programming and ancillary services, the College was able to keep tuition revenues at 12-13% of total operating funding. The percentage of revenues generated through tuition fees is a Key Performance Indicator in NSCC's Balanced Scorecard.

Table 5-1: Funding and Revenue Ratios
NSCC Revenues and Operating Funding by Source

Funding and Revenue Source		Fiscal Year				
		2001-02	2002-03	2003-04	2004-05	2005-06
Customized Training & Continuing Education	Dollars	10,635,033	11,477,134	11,710,292	10,414,658	12,227,354
	%	10%	10%	9%	8%	8%
Tuition Fees	Dollars	13,643,657	14,167,798	14,934,536	16,746,631	18,190,350
	%	13%	12%	12%	13%	13%
Ancillary and Other Revenues	Dollars	13,344,304	13,837,653	16,882,985	18,416,543	21,007,430
	%	12%	12%	13%	14%	15%
Government of Canada	Dollars	8,439,955	7,440,100	8,743,000	8,926,750	9,050,000
	%	8%	7%	7%	7%	6%
Province of Nova Scotia	Dollars	60,779,000	66,982,000	73,687,720	75,656,000	83,967,000
	%	57%	59%	59%	58%	58%
Gross Revenues	Dollars	$106,841,948	$113,904,684	$125,958,532	$130,160,581	$144,442,133
	%	100%	100%	100%	100%	100%

Source: NSCC Annual Reports 2002 to 2006

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 those 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.

There is compelling evidence of the effective management of operating budgets within the College. NSCC ended each of the fiscal years encompassed by this review with:

- a small operating surplus, ranging from $150,000 to $485,000 and representing between 0.1% and 0.4% of the budget each year
- an unqualified audit report from its external auditors
- achievement of enrollment targets associated with each year of the Master Growth Plan approved by the Province in 2003.

Beyond responsible use of overall financial resources, it is important for the College to maximize the resources devoted to academic program delivery and services to students by striking the right balance with administrative and physical plant management for the College. Between 1999 and 2003, NSCC participated in an annual financial benchmarking exercise with a number of other colleges in Canada. By selecting appropriate peer institutions, NSCC determined that approximately 75% of operating

funds should be devoted to the academic delivery and services to students and that approximately 25% was needed to manage a multi-campus, province-wide college system including institutional administration and facilities maintenance expenses.

Table 5-2 shows that NSCC continues to allocate its operating funds within 1% of the desired balance. However, it has been three years since the last benchmarking study was completed and NSCC needs to refresh its knowledge of how effective post secondary institutions measure in balancing their expenditures.

Table 5-2: NSCC Operating Expenditures, 2001 to 2006

NSCC Operating Expenditure Profile	2001-02 %	2002-03 %	2003-04 %	2004-05 %	2005-06 %
Academic Delivery	62.8%	59.7%	61.2%	58.5%	61.0%
Student Services (includes net Ancillary)	6.7%	7.3%	8.9%	9.0%	7.7%
Library Services	1.7%	1.9%	1.7%	1.7%	1.6%
Information Technology	3.9%	6.1%	3.6%	4.1%	4.3%
Subtotal for Academic Expenditures	75.1%	75.0%	75.5%	73.3%	74.6%
Institutional Admin (incl. Depreciation & Campus Admin)	13.4%	12.9%	15.3%	15.2%	14.4%
Maintenance	11.5%	12.1%	9.3%	11.5%	11.0%
Subtotal for non-Academic Expenditures	24.9%	25.0%	24.5%	26.7%	25.4%
Total NSCC Expenditures	100%	100%	100%	100%	100%

Source: NSCC Institutional Research

Summary

Through the Balanced Scorecard and peer-based benchmarking, NSCC has established performance measures and targets that ensure the College operates as efficiently and effectively as possible. By targeting and achieving key financial measures, 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 an accessible, quality educational 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

NSCC has set an ambitious mission, vision and strategic plan and recognizes that its intellectual and physical resources are critical to their achievement. Over the period of this review, the College has invested considerably in its people 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. Processes to ensure the quality of program curriculum are detailed in Chapter 2.

Intellectual Assets

Throughout its first ten years as a Board-governed institution, NSCC has invested in the professional development of its employees, starting with the creation of the Community College Education Diploma (mainly for faculty and professional support staff) in 1997. By 2001 a well established Professional Development office was delivering several annual professional development opportunities covering all employee groups. The concept of Professional Development has since evolved into an Organizational Learning function within the Organizational Development structure of the College.[17]

NSCC is committed to the continued development of ongoing learning opportunities for employees. Some of the key learning opportunities for the various employee groups include:

Faculty and Professional Support

- Community College Education Diploma Program (CCEDP) has grown to a course complement of 22 courses, now all offered in-house at NSCC. While targeted to Faculty and Professional Support staff, the program is attracting an increasing number of participants from other employee groups. This is in part due to changes introduced after a major program review conducted between 2002 and 2004, which led to a more flexible and accessible delivery model. Table 6-1[18] provides an overview of the number of CCEDP graduates by year. Over the five years of this organizational review, 223 NSCC employees have earned the CCEDP diploma.

Table 6-1: CCEDP Graduates by Year

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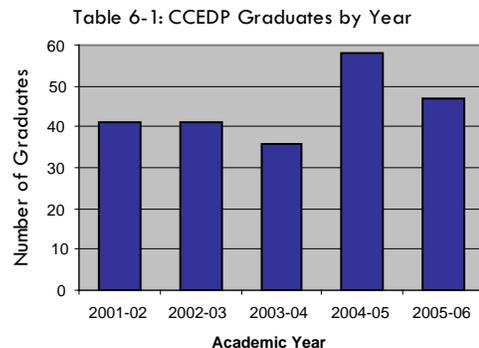
[17] Employee Services, Employee Relations and Institutional Research are also part of the Organizational Development group.

[18] Source: NSCC Organizational Learning

- Ongoing opportunities such as Great Teachers Seminar, Great Teachers Alumni Seminar, Atlantic Colleges Development Institute (now called Strategic Organizational Learning Team – SOLT)) and FAPSC (Faculty and Professional Support Conference).

- Re-alignment of faculty compensation in the collective bargaining process to recognize equivalencies for vocationally educated instructors and industry experience and to establish the Faculty Learning College Portfolio.

Operational Support (includes Facilities and Administrative)

- Annual Support Staff Learning Conference (started in 1997) and Facilities Support Staff Conference (started in 1998), now self-organized and run by a committee of employees in the respective groups.

- Development and launch of Leadership Exploration and Awareness Program (LEAP), a diploma program designed to empower our support staff, enhancing their individual and collective contribution to the advancement of NSCC.

Management and Leadership

- Leadership by Encouragement conference for all management, supervisory staff and leaders (2002)
- Week-long leadership retreat for Senior Leaders (2003)
- Week-long leadership learning opportunities for Academic Chairs, Administrative Managers in groups of 50 (2004, 2005, 2006)
- Support of a contingent to the Chair Academy (for Leadership Training for Post Secondary Leaders) each year

Organization-wide

- Annual NSCC Awards Program to celebrate leadership and excellence in the learning-centered college. Award categories include: Teaching, Leadership, Student Life, Support Staff, Facilities Staff, and Teamwork.

- Periodic NSCC Summits (1999, 2001, 2006) that brings together all College faculty and staff for one day to celebrate successes and look forward to the path ahead.

- Biannual Employee Opinion Survey that gathers feedback from all college employees on a wide range of issues including commitment to College mission and strategy, work environment, and job satisfaction.

In 2005-06, Employee Services underwent a major review and overhaul to more closely align its services and structure with the College vision, values and strategic directions. Under its new model, Employee Services provides services in three key delivery areas: Services for Leaders, Services for Employees and HR Planning Services. Some of the

services offered involve employee recruitment, selection and orientation, payroll and benefits administration, pension and retirement information support, diversity outreach and support initiatives, policy and practice advice and support, health and wellness, and employee recognition (through cooperation with Organizational Learning).

Expenditures on Professional Development

Throughout the period of this review, the professional development expenditures of the College experienced modest growth on a per employee basis, growing from $611 per employee in 2001-02 to $746 per employee in 2005-06. This represents an annual growth rate of 4%, most of which would have been accounted for by inflation. Table 6-2 provides an overview of the expenditures on professional development from 2001-02 to 2005-06.

Table 6-2: Overview of NSCC Professional Development Expenditures, 2001 to 2006

Fiscal Year	Total expenditure on Professional Development	Total College Payroll	Total expenditure on Professional Development as % of Payroll	Number of Regular & Term Employees	Professional Development expenditure per employee
2001-02	$808,000	$70,402,000	1.15%	1322	$611
2002-03	$885,400	$74,753,000	1.18%	1319	$671
2003-04	$946,300	$81,365,000	1.16%	1366	$693
2004-05	$1,051,900	$86,361,000	1.22%	1423	$739
2005-06	$1,106,700	$94,443,000	1.17%	1483	$746

Source: NSCC Institutional Research

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 enrollment that would be required to adequately serve Nova Scotia's economic and workforce skills needs for the decade to come. The Plan was developed in conjunction with an interdepartmental working committee that included representation from several provincial government departments.

Briefly, the Plan envisioned:

- that NSCC's overall enrollment capacity would grow by a third from 7,600 to 10,100 full time students
- that every campus of NSCC would receive capital funding to upgrade its facilities to create a more learning centered environment for students
- that significant expansions of the Kingstec and Pictou campuses would take place, that the Strait Area campus would add a small trades-focused building to replace space lost from its older campus site, and that a new campus on the Dartmouth Waterfront and renovations to the Akerley campus would increase overall enrollment capacity in the Halifax region by 1,000 students.

The total capital allocations expected to complete this project added up to $123 million allocated in phases each year between 2003-04 and 2008-09.

It is noteworthy that all of the capital construction projects started during the period of this review have been carefully and successfully managed with all projects completed on time and within the budget allocation intended for them. As of the end of the 2005-06 fiscal year, all of the work had been completed except:
- completion of the Phase I building at the Dartmouth Waterfront Campus, scheduled for completion in 2007.
- construction of a second building on the Waterfront Campus to house Construction related Trades and Technology programs, construction phase to begin in 2008
- additional renovations to the Akerley Campus to create a learning centre for Transportation related Trades & Technology programs, work planned for 2008-09.

Table 6-3, below shows the capital dollars allocated by the Province to the construction and renovation projects arising from NSCC's Master Growth Plan. Although outside the review period, 2006-07 amounts are shown as well to show the total expenditures for most of the campus projects through to completion.

Table 6-3: Cash Flow: Master Growth Plan - Annual Allocation of Capital to Campus Renovation and Expansion Projects

Campus	Annual Allocation (in thousands $(000))				
	2003-04	2004-05	2005-06	2006-07	Total
Burridge:	$679	$27	$0	$0	$706
Cumberland:	$168	$356	$0	$0	$523
Lunenburg:	$226	$704	$135	$0	$1,065
Marconi:	$77	$1,140	$5	$0	$1,223
Shelburne:	$35	$330	$3	$0	$369
COGS:	$108	$2	$44	$408	$562
Kingstec:	$1,315	$7,453	$5,209	$50	$14,026
Middleton:	$104	$7	$21	$612	$745
Pictou:	$2,061	$6,007	$2,949	$24	$11,043
Strait:	$941	$1,679	$23	$51	$2,695
Truro:	$833	$1,538	$320	$1,559	$4,249
Halifax Campus Closure & Dartmouth Waterfront Construction	$1,452	$6,234	$21,914	$16,643	$46,243
Akerley:	$2,155	$3,159	-$198	$1	$5,117
Transition - Metro Campuses:	$0	$366	$810	$1,078	$2,254
Equipment & Furnishings - Metro Campuses:	$0	$0	$0	$5,301	$5,301
	$10,153	$29,003	$31,235	$25,728	$96,119

Overall the physical assets of the College have been greatly enhanced by the capital improvements made to campuses and the construction of badly needed new learning spaces. Prior to 2003, NSCC had a physical plant comprised of 30 to 40 year old buildings that had received some improvements to the building envelopes, heating and ventilation systems and general condition of the interior spaces, but the building design lacked focus on learning engagement and supporting services and facilities required of a modern community college. Successful completion of this growth plan means that even the older buildings have been updated somewhat to what students need and expect to experience in a modern, learning centered college.

Summary

NSCC recognizes the critical importance of its intellectual and physical resources in becoming a leading post secondary education institution and is committed to investing in and supporting them. Over the period of this review, NSCC has continued to develop and expand the ongoing learning opportunities for the various employee groups. It has also, through substantial investment from both provincial and federal governments, implemented significant expansion and enhancements to its physical learning spaces across Nova Scotia.

Chapter 7: Management Systems and Practices

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

Overview

The College was able to make substantial improvements to its planning and management information systems and processes during the period of this report. Installation of an enterprise-wide information system during the 2000-01 year set the stage for the development of robust transactional and management information practices and processes to be phased in over the five year period of this review. The growing body of data and the development of analysis and reporting tools in the last two years have also enabled the development and evolution of key internal business processes, both transactional and strategic.

This chapter provides a summary of the PeopleSoft Information System implementation and the business process improvements that have resulted from that implementation. Also summarized are the planning, strategic reporting and service delivery improvements that have been made over the reporting period.

PeopleSoft

Prior to 2001, NSCC's information systems were very basic transactional systems that covered necessities such as financial record keeping and reporting, payroll production and recording of the basic student information needed to process applications, and to enroll and graduate students. The implementation strategy accompanying the decision to purchase the PeopleSoft information system was to begin with the basic transactional systems that were already in place and develop a migration plan for the movement of historical data into PeopleSoft. This approach was to ensure as little disruption of services during the transition period from the old systems. Once the basic transactional practices were functioning, additional functionality was phased in over the remainder of the implementation period.

By 2006 the focus had shifted from basic functionality and robust transactional processes to adding and supporting some reporting tools and additional modular features such as course and classroom scheduling. In addition some key business processes such as enrollment management were becoming well versed in drawing from the volumes of financial, employee, applicant and student data to develop historical trends to inform current decision making.

Table 7-1 provides a summary of the status in 2006 of a number of processes, systems and practices that have been driven entirely or heavily influenced by the PeopleSoft implementation.

Table 7-1: Status of Information Systems and Processes, 2006

System	Status in 2006	Outstanding Issues
Academic Scheduling	Academic course and room scheduling is largely a manual process conducted by campuses Implementation of Ad Astra software in Metro Campuses to ensure room optimization during the Development Initiative transition	Academic scheduling process is labour-intensive and not consistent from campus-to-campus
Admissions Processing	Academic Calendar available through College website Program applications able to be submitted online Enhancements to online and paper documentation/communication Admissions reporting in place through a suite of standardized reports	Increasing need to support Academic Planning processes with admissions reporting and forecasting Opportunity to capitalize on website and other online applications in admission and recruitment
Student Records	Upgrade to Student Administration 8.9 system Implementation of student self-service (called 'MyNSCC') allowing students online access to course schedules, finances, grades, etc. Implementation of Academic Advisement module to ensure consistency in program requirements across campuses	Opportunity to expand self-service options for students Movement to online fee payment
Enrollment Reporting & Analysis	Operational/transactional enrollment reporting generated directly from PeopleSoft Official enrollment reporting and analysis conducted by Office of Institutional Research, through a combination of standard and ad hoc reports	Number and scope of requests for enrollment reporting and analysis continues to increase Increasing need to support Academic Planning processes with enrollment reporting and analysis Opportunity to improve through data-warehousing and report standardization and automation
Employee Services	Upgrade to HRMS 8.9 system Job applications able to be submitted online	Movement to employee self-service allowing employees to view pay stubs online, view/edit employee file, etc
Financial Reporting & Budgeting	Upgrade to Finance 8.4 Financial reporting fully functional with budget managers able to run monthly reports that contain current and past year activity, budget and variances to budget Budget loading occurs by replicating previous budget and budget revisions loaded subsequently	Budgeting process is still done substantially offline – and budget planning tools not yet in place Linkages to program delivery and academic planning are still manual Need to support Academic Planning processes
NSCC Foundation	Implementation of Contributor Relations module to Student Administration system, which allows tracking of donor contact information, contributions, communications, etc.	

As the information systems have evolved in scope and sophistication, so have the information *expectations* from leaders, managers and other employees. Increasingly, NSCC employees are looking for more complex, synthesized and immediate information to assist with planning and decision-making. NSCC continues to work towards elevating

the transactional reporting to a level with more management information and strategic knowledge.

Internal Communications

Over the period of this organizational review, NSCC has made considerable strides in improving its systems of internal communications. In 2003 NSCC created a position of Manager, Internal Communications, to help manage and coordinate the ways in which information was communicated internally. Through this role, which is located with the Marketing and Communications (formerly External Relations) group, NSCC has formalized and standardized the way in which communication is distributed across campuses and work teams.

Towards the end of the period of this organizational review, NSCC began to develop a college-wide web portal, called 'OurNSCC', where employees can access policies, procedures, documents, research, tools and resources and the latest news about the college. By the end of the review period (2006) Employee Services had created their departmental site, daily posting of news, events and feature articles were occurring and the site was being used to host documents and updates related to the Strategic Planning process. Since 2006, several other functional departments of the college have begun developing or implementing their sites.

Parallel to the implementation of the 'OurNSCC' space for all employees is the 'MyNSCC' for students (and faculty). The 'MyNSCC' space improves communications between NSCC and students by providing students with online access to personal NSCC data and information, such as grades and class schedules. Faculty also have access to 'MyNSCC' and may use it to access class schedules, to enter student grades, and to review class rosters. By the end of the review period (2006) only the foundations of this form of communication with students were in place and limited usage was occurring. Much of the development of content and structure for MyNSCC spaces for interaction between the college and its students is yet to come.

Initially, much of the progress around internal communications was focused on standardizing and formalizing the ways in which we communicate information College-wide. This established a foundation for further evolution in internal communications, one that is increasingly customized and accessible to employees and students. NSCC is continuing to improve internal communications through further enhancement and expansion of the 'OurNSCC' and 'MyNSCC' spaces.

Summary

With its initial implementation of the enterprise-wide information system PeopleSoft in 2000, NSCC expanded the scope and breadth of the information it gathers about its operations. Over the period of this organizational review, much work has been done to enhance the capacity and effectiveness of the information system and to improve the information reporting and analysis.

Alongside the growth and development of its information and reporting systems has been significant progress and evolution in internal communications practices and technologies. NSCC is committed to developing systems and processes that ensure accurate and valuable information is gathered and available to employees throughout the organization to support planning and decision-making.

Appendix A: NSCC Strategic Plan 1999
(Mission, Vision, Values and Strategic Directions)

Mission

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

Vision

Our approach to education will be one that engages Nova Scotians in new ways to apply knowledge and skill. We will integrate our education with community building and economic development. The College experience will inspire confidence, reflection, and self-reliance, challenging people to make use of what they learn, for their own benefit and for the benefit of us all.

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 community 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: Portfolio Education

The Nova Scotia Community College program offerings will move from focusing solely on the traditional delivery of training, to a range of options that builds upon a student's planning and portfolio development.

Strategic Direction Two: Defining Quality

The Nova Scotia Community College will establish a measure of quality that demonstrates the value we add to those who participate in the life of the College.

Strategic Direction Three: Working with Employers

The Nova Scotia Community College will align its programs with Nova Scotia's economic development, actively supporting the growth and prosperity of new, established, and prospective employers.

Strategic Direction Four: Personal Growth/Organizational Progress

The Nova Scotia Community College will be an organization of lifelong learners, whose personal and professional growth is the source of the College's progress.

Strategic Direction Five: Connecting with Communities

The Nova Scotia Community College will make community development an integral part of College programs and planning.

Strategic Direction Six: Distinctive Student Experience

The Nova Scotia Community College experience will be distinguished for the avenues it gives students to explore employment opportunities, community involvement, and personal growth.

Strategic Direction Seven: Marketing and Promotion

The Nova Scotia Community College will actively market and promote its capacity to serve students, employers and communities.

Strategic Direction Eight: Growth and Public Accountability

The Nova Scotia Community College will grow in response to the public's need for a diverse education system that places a high priority on Nova Scotia's development.

Appendix B: 2001 to 2006 Balanced Scorecard Summary

Objective	Measure	RESULTS ACHIEVED						TARGET SET IN 2003	OVERALL GOAL
		2001	2002	2003	2004	2005	2006		
Financial - Accountability and Growth									
Balanced Academic & Administrative Expenditure	% of operating expenditures devoted to academic programs and services to students	74%	74%	75%	76%	73%	**75%**	75%	Maintain allocation in a range between 73% and 76%
NSCC Programs are affordable to students, revenues are balanced between public and private sources of funds	% of operating revenues generated through tuition fees	13%	13%	13%	13%	14%	**14%**	13%	Keep Tuition Fees at or below 13%
Public funding support for NSCC	Per Capita Provincial Funding (adults aged 15-64)	$93	$94	$103	$107	$108	**$118**	$115	Achieve $115 per capita in 2001 inflation adjusted dollars
NEW: An appropriate balance between program quality and effectiveness of learning resource usage	Student FTEs Enrolled per FTE Faculty	16.6			16.5			16.5	
Provincial Impact									
Nova Scotians have an accurate perception of NSCC's Brand Promise	Average percent of Omnibus Survey respondents rating NSCC's performance as Excellent or Good in delivering on its Brand Promise					74%	**76%**		
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)		65%	64%	68%	79%	**97%**		Achieve a score of at least 100 or matching proportions in the background population
NSCC provides access to learners coming directly from High School	Percent of first year students who are under 20 years of age and reported completing high school in the current or previous year		29%	31%	33%	32%	**34%**		
NSCC provides access to lifelong learning throughout Nova Scotia	Percent of Nova Scotia adults aged 18-39 enrolled in NSCC programs by county.	2.7%	2.7%	2.9%	3.1%	3.4%	**3.5%**	3.3%	Achieve a minimum of 4% participation in every county in Nova Scotia
Learning Outcomes									
Graduates are Satisfied with their learning experience	Percent of Graduates Satisfied with their overall NSCC experience	95%	96%	94%	94%	95%	**95%**	96%	Maintain greater than 95% satisfaction overall
Employers utilize skills and knowledge acquired by graduates	% of employed graduates working in jobs related to their studies	80%	82%	78%	79%	81%	**83%**	85%	Achieve a 90% match between field of study and employment over 5 years
Graduates apply their skills and knowledge	Percent of Graduates in the Labour Force who are employed	88%	86%	88%	88%	90%	**91%**	90%	Achieve the provincial employment rate for college graduates between 25 and 44 years old (currently 92%)
Graduates are lifelong learners	Percent of Graduates pursuing further education in the year following graduation	32%	29%	27%	28%	30%	**34%**	25%	Maintain a rate of further education above 20%
Employee Learning and Growth									
Employees are satisfied with NSCC as a place to work	Percent of Employees who are satisfied with the NSCC as a place to work	83%		75%				85%	Achieve and maintain an employee satisfaction rate greater than 90%

Appendix C: 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 life-long 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 & 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 life-long 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.