FIVE-YEAR ORGANIZATIONAL REVIEW

2011-2016

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FIVE-YEAR ORGANIZATIONAL REVIEW   2011-2016

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Preface

As part of the Community College Act (Section 63(u)), Nova Scotia Community College (NSCC) is required to conduct an internal organizational and operational review every five years. This Five-Year Organizational Review is the fourth review for NSCC and covers five fiscal and academic years starting in 2011 and ending in 2016.

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 prepared by NSCC employees, with on-going review and guidance from NSCC's Executive Team and Board of Governors.

The guidelines and framework of the review are clearly defined and approved by the Minister of Labour and Advanced Education. As in the previous three organizational reviews, this review responds to seven key questions surrounding the College's effectiveness in delivering on its mission and ability to continue to grow and improve over time. The seven questions are:

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?

Additional considerations in this review, as identified by the Minister of Labour and Advanced Education, include the success of the Memorandum of Understanding (MOU) between the Province and College, and the evolution of working relationships between and amongst the College, the Ministry and the Nova Scotia Apprenticeship Agency (NSAA), Chartered in 2014.

The MOU between the Province's Department of Labour and Advanced Education (LAE) and NSCC was first signed in 2013 for the period of 2013-16. This MOU established clear expectations for NSCC covering: fiscal and demographic realties, requirements for creativity and innovation, ensuring programing is high quality and accessible and ensuring programming meets defined labour market needs.

NSCC is committed to the MOU and takes its responsibilities very seriously. NSCC understands the fiscal realities of the Province and has been very diligent to live within its means. This report describes, in part, how NSCC has met the requirements of the MOU. The following are the sections of the report which highlight the relevant work.

- Financial Stewardship - Budget development, financial planning and tuition fee structure (Chapter 5 - pages 40-43)

- Program Quality and Relevance - Developing new programs and modifying existing ones (Chapter 6 - pages 50-51)

- Delivery of the Adult Learning Program (ALP) and Accessible Programming – Province fully funds delivery and owns curriculum (all revisions must be approved) (Chapter 2 – pages 17-19)

- Apprenticeship Delivery and Pathways via NSCC Credentials - (Chapter 2 - page 13, Chapter 3 - page 29)

- Services to Students with Disabilities – separate MOU to provide information to PSDS Division to evaluate delivery of disability services – (Chapter 2 – page 18, Chapter 3, pages 33-34)

- Participation of Underrepresented Groups - (Chapter 2 – pages 15-18, Chapter 3 – pages 31-35)

- Diversity and Inclusion – (Chapter 6, pages 51-52)

- Career Decision Making – tools for engaging citizens – (Chapter 2, pages 21-23)

- Graduate Outcomes – Grad Follow Up Survey – (Chapter 4, pages 37-40)

A second MOU was developed for the 2016 - 2019 period and included new provisions for the newly formed Nova Scotia Apprenticeship Agency (NSAA). The NSAA and NSCC produce a joint, annual Stewardship Report detailing collaborative efforts. These reports can be found at nsapprenticeship.ca/agency/forms-publications#accordion2. The inaugural report was created for the 2014-15 year following the creation of the NSAA in 2014. The report includes sections describing structures to support effective collaboration, Provincial and Atlantic Trades Advisory Committees, apprenticeship technical training and opportunities for joint promotion of skilled trades and apprenticeship.

Executive Summary

As per Nova Scotia Community Colleges Act, NSCC is required to conduct an organizational review every five years. This is the fourth organizational review for the College and is focused on the period from 2011 to 2016.

The First Fifteen Years

In its first five years as a Board-governed College **(1996-2001)**, NSCC focused on building the necessary business systems and practices to operate effectively. NSCC engaged in a strategic planning process to create clear direction and vision for the College and focused efforts on establishing financial and management practices, frameworks for program and service review, and business and governance practices.

During **2001 to 2006**, the College continued to build and refine its business systems and processes. It also developed structures, programs and services to support student, employee and organizational growth. Significant enrolment growth across all campuses in both credential and non-credential programs was realized during this period. This included significant growth in the number of African Canadian and Indigenous students, students with disabilities and students directly from high school. A substantial investment by the provincial government funded capital improvements to campuses across the province, which enabled NSCC to become a modern community college system serving Nova Scotia.

The third period of review (**2006-2011**) saw the College complete its multi-year campus construction and renovation project touching every campus in the NSCC system. Between 2003 and 2011, capital funding from the provincial and federal governments totalled $140 million. Increased operational funding and revenues enabled the College to increase its core credential enrolment from 9,347 students in 2006 to 10,688 in 2011.

NSCC's 2006 Strategic Plan focused on delivering educational opportunities without boundaries so the College could become truly recognized, relevant and respected as an excellent provider of post-secondary education and an important partner in Nova Scotia's economic and social development. In the 2011-16 period of this review, NSCC was able to build upon its position of strength through the initiation and/or completion of several key strategies to expand the physical and enrolment capacity; the extension of the College's reach to include more diversity among students and staff; and the forging of new partnerships and collaborations with growing industries, employers, communities and other educational systems. .

Maximizing and Leveraging NSCC's Strengths

The past five years **(2011-2016)** represent a phase of maturity for NSCC as it continues to work on maximizing and leveraging the College's well respected place in Nova Scotian and Canadian post-secondary sector.

NSCC's Strategic Plan *Now More than Ever*, was approved in 2012, builds on accomplishments and achievements of the College, and ensures that NSCC continues to play a key role in preparing the workforce of tomorrow. Below are highlights of the accomplishments during this period:

- Started the five-year period with recently updated LEED Gold and Silver standard environmentally sustainable buildings, and continued to improve NSCC's learning infrastructure throughout the province. Sixteen campus infrastructure projects were completed between 2011 and 2016 with $28 million in Knowledge Infrastructure Program (KIP) and other federal and provincial funding support.

- Received international recognition from the Association for the Advancement of Sustainability in Higher Education (AASHE) for leading environmental sustainability practices in 2016. NSCC received high ratings for its sustainable construction and building management practices; success in engaging campuses in waste diversion, energy efficiency, community sustainability initiatives and other environmental stewardship practices; and integrating a future focused sustainability ethos into its academic programs and applied research specializations.

- Met or exceeded funded enrolment targets in each of the five years.

- Established an Office of Diversity and Inclusion to guide the development of a more diverse and inclusive learning environment.

- Achieved significant enrolment growth of African Canadian students, Indigenous students, students with disabilities and women in trades and technology programs.

- Implemented a fully-online admissions process and began work on a fully-online registration and payment system.

- Implemented a career exploration website to help potential applicants discover program and learning pathways best suited for them and make better programs choices for their interests, abilities and potential career opportunities.

- Designed a new student advising system and began piloting the system in 2016. The new system is designed to connect learners to both Student Services Advisors and Faculty Advisors throughout their learning journey at NSCC. Full implementation is scheduled to begin in 2017-18.

- Created the Irving Shipbuilding Centre of Excellence (CoE) at NSCC in partnership with Irving Shipbuilding Inc. (ISI). The CoE trains workers from diverse communities throughout the duration of the shipbuilding contract with the federal government. Since 2012, more than 3,000 individuals have participated in CoE sponsored workshops, received bursaries or enrolled in the NSCC diploma programs of Metal Fabrication and Welding.

- Demonstrated commitment to financial stewardship by implementing systems and processes to increase operational efficiencies and maximize resources.

- Engaged campuses in developing a safety culture throughout the College, and made significant improvements in safety and emergency preparedness practices.

- Established annual program mix planning practices that are more fully integrated and aligned with resource allocation decisions.

- Launched NSCC's *Make Way – The Campaign for NSCC —* a fundraising campaign in 2015 with receipt of the largest donation ever made to the NSCC Foundation, a $4.6 million gift from the Joyce Foundation. The donation provides 140 students access to $1,000 bursaries every year, and five years of funding for urgent-aid bursaries up to $500 for NSCC students most at-risk of leaving their studies due to their financial challenges.

- Partnered with IBM Canada and six universities in Nova Scotia in 2012 to create the *Collaborative for Analytics, Research, Education and Technology* (CARET). The group worked to identify emerging jobs and data analytics skills, make changes to their curriculum in key programs and create targeted new programs such as the IT Data Analytics diploma, and advanced diplomas in Business Intelligence Analytics and Geospatial Analytics now offered at NSCC. As of 2016, at least 60 NSCC

graduates are employed at the IBM Global Delivery Centre in Halifax, and three NSCC students finished in the top 1% of the 4,000+ participants in IBM's international skills competition called *Master the Mainframe.*

- Developed a Risk Management Framework in 2015 as a foundational blueprint of how risk will be identified, assessed, managed, reviewed and monitored. Implementation began immediately with the development of a Risk Management Policy, establishment of a Risk Registry by building a comprehensive list of identified risks and the relevant controls in place at any point in time, and implementation of risk reporting to the Board of Governors annually in October and semi-annually in April.

Chapter 1: Mission and Strategic Plan
Does the College have an adequate Mission Statement and a Plan that clearly states its objectives, and are these clearly communicated to its community?

1.1 Overview
NSCC's success in creating and growing a robust community college system is driven largely by maintaining a sharp focus on its mission of: ***Building Nova Scotia's economy and quality of life through education and innovation***. This mission was first articulated in the College's inaugural Strategic Plan in 1999, and has continued to guide the organization in both its 2006 and 2012 Strategic Plans. For most of the period of this review (2011-2016), the College operated under the 2012 Strategic Plan.

The planning process was highly collaborative and focused on understanding how best to maximize the potential of every learner through the College's portfolio-based Unique Learning Experience.

1.2 The 2012 Strategic Plan
The Strategic Plan's priorities are contextualized by a recognition that now, more than ever, NSCC is positioned to help the province capitalize on opportunities for Nova Scotians to equip themselves with the advanced skills to participate in a changing economy through a Unique Learning Experience.

The vision statement in the plan was updated to: ***Transforming Nova Scotia one learner at a time.*** This change signals a sharpened focus for the work of the College, creating line-of-sight direction on how NSCC will ultimately fulfill its mission. By leveraging the power of learning to help individuals transform their lives, they in turn have the power to transform their communities and thus transform our province.

The values of ***Sustainability, Safety, Inclusion*** and ***Employee Success*** were added to the existing values of ***Student Success, Accessibility, Diversity, Innovation and Public Accountability***. (See text of 2012 Strategic Plan in Appendix A)

NSCC's Unique Learning Experience is a Core Strength
NSCC delivers a Unique Learning Experience that sets it apart from other post-secondary institutions in Canada.

The 2012 Strategic Plan describes the Unique Learning Experience:

> *College graduates require more than training for a specific set of skills in a single occupation. They need to be work-ready, with the cognitive, interpersonal, reflective and critical thinking skills that are so valued in today's demanding workplace. They will succeed in their working and learning careers because they have both the resilience of an entrepreneurial spirit and the practical problem-solving abilities of a truly innovative thinker.*

> *The NSCC learning experience focuses on building practical knowledge, advanced skills and confidence by blending hands-on and theoretical learning with real workplace experience. By inspiring curiosity, critical thinking and reflection, learners are encouraged to learn more about themselves and what they want to achieve in life. Learners give back to the community through service learning and this helps to equip them to engage in a continuous learning process throughout their working lives.*

> *NSCC's Unique Learning Experience enables learners to confidently pursue their dreams and provides a meaningful source of added value in building the economic and social fabric of the province.*

The 2012 plan outlines four strategic priorities to leverage this core strength: Community Connections, Program Quality, Operational Excellence, and Access to Success. These strategic directions are summarized below and progress in implementing these initiatives is reported in more detail in subsequent chapters. The full text of the Plan is included as Appendix A.

1. Community Connections
NSCC is committed to building and sustaining strong connections with our communities to ensure future prosperity and well-being.

2. Program Quality
NSCC is committed to graduating learners who possess leading edge skills and knowledge and who are immediately prepared to use their talents in their work and communities, continuing to learn and grow throughout their lives.

3. Operational Excellence
NSCC is committed to providing an exceptional learning experience to every NSCC learner, in all the programs and services we provide.

4. Access to Success
NSCC is committed to ensuring learners make the right program choices for them and are prepared for the successful achievement of their learning goals.

1.3 Annual Business Plan

In 2005, the College began producing an annual business plan for approval by the Board of Governors. From 2005-2011 these business plans were heavily focused on meeting the capital and enrolment requirements of the Master Growth Plan. This focus was appropriate at the time, and served the College well in delivering the key objectives of improving the infrastructure of campuses across the province and growing the enrolment capacity of the College from 7,600 to 10,650 students.

With the 2012 Strategic Plan, the College recognized the need to develop a collaborative planning framework to integrate and coordinate planning efforts across all areas of the College. In 2013 a senior position, Director of Integrated Planning, was created to coordinate the College's planning processes. A planning framework and annual planning cycle was developed that aligns and focuses the College's efforts on strategic action priorities established annually by the College's Executive.

In 2015, a re-alignment of some Executive responsibilities brought together three key planning functions under one umbrella: policy coordination, strategic and business planning and institutional research. By 2016, the annual planning process was fully functioning and featured regular progress reporting to the College Executive and delivered semi-annually to the Board of Governors.

1.4 Supporting Plans and Strategies

Academic Plan
During the 2011-2016 period of this review, NSCC's second (2011-2014) and third (2015-2021) Academic Plans were developed using collaborative processes and extensive inputs by the NSCC community.

Building on the achievements of its first Academic Plan (2006-2010), a second plan was developed and approved by the Board of Governors in November 2010. The second plan shifted the emphasis from rapid enrolment growth to:

1. strengthening the College's capacity to deliver portfolio learning, flexible learning opportunities and supports for learners;
2. shaping a stronger focus on strategic enrolment planning; and
3. recognizing the importance of NSCC's leadership in sustainability by embedding the principles of social, cultural, economic and environmental sustainability in learning.

NSCC's third Academic Plan provides a timeline from 2015-2020 that guides its work to:

1. enhance program offerings;
2. expand the focus on teaching and learning excellence;
3. adapt to changing student expectations; and
4. optimize student success.

Diversity and Inclusion Framework

Diversity at NSCC is a stated value and organizational strategy. The work and learning environment is one that welcomes and embraces individuals from diverse communities.

Through the work of the NSCC Advisory Committee on Diversity, and internal and external consultations in 2010, a Diversity and Inclusion Framework was developed. This initiative focused on five foundational commitments to support diversity and inclusion at NSCC:

1. development of a publicly stated commitment to diversity and inclusion;
2. creation of a Diversity and Inclusion Office;
3. establishment of an influential and enhanced Diversity Leadership Council;
4. development of robust and flexible diversity, inclusion and cultural competence education; and
5. development of an annual diversity and inclusion report card.

The Framework continues to provide a focus on the five foundational commitments for NSCC. Progress in deepening and broadening the diversity mandate is evident in the programs and services offered (Chapter 2), student profile numbers (Chapter 3) and a number of projects and initiatives made possible by the Office of Diversity and Inclusion (Chapter 6).

Occupational Health, Safety and Environment (OHS&E) Plan

Health and safety is a critical component of an exceptional student learning experience and engaged workforce. First developed in 2003, the OHS&E Plan focused on very clear objectives to support health and safety at the College.

During the period under review, the College began to use a rolling planning model to continuously update the plan. This continued focus on actions and resources meets the College's legal obligations under the Occupational Health and Safety Act and creates a world-class health and safety culture at NSCC.

The OHS&E Plan has led to a continuing priority of integrating best practices into NSCC's Safety Management System, a renewed focus on emergency preparedness and planning practices throughout the College, and widespread involvement of campus employees in occupational health and safety training and committee participation. (Chapter 6)

NSCC Foundation Strategic Plan

The NSCC Foundation initiated its second strategic planning process in 2011. The Strategic Plan, developed with engagement from NSCC employees, Foundation Board members and external

stakeholders and approved by the Foundation's Board of Directors, focused on four key strategic directions:

1. to develop NSCC's capacity to become a charity of choice in Nova Scotia;
2. to develop a college-wide model for sustainable fundraising across the province that fully engages the relationships rooted in the Campuses, Schools and respective communities;
3. to build capacity to engage key constituencies as lifelong friends and donors; and
4. to build and strengthen donor stewardship and operating practices.

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

1.5 Communication and Review of the Strategic Plan

NSCC publishes its Strategic Plan, Academic Plan, Annual Reports to the Community, Five-Year Reviews, Graduate Follow-Up Survey results, Annual Reports on Giving and other public accountability reports on the College's website (www.nscc.ca). Annual Business Plans and other College plans and strategies (e.g. Technology Strategy, Innovation and Entrepreneurship) are available to all employees via the employee intranet site.

Formal and informal communication, with both internal and external stakeholders, about the progress of the Strategic Plan was undertaken in each of the years of the review. Senior leaders of the College met regularly to receive progress reports on implementing strategic and other plans, and provide input as each year's strategic and business plan priorities were set. Managers and their employees also discuss their work in relation to the achievement of the plan's goals.

Communications to external audiences was largely through the annual Report to the Community. This report included audited financial statements and stories that illustrate the many ways the College is achieving its mission to improve Nova Scotia's economy and quality of life through education and innovation. The stories highlight the range of NSCC programs and delivery options. They also reflect the geographic and cultural diversity of the communities NSCC serves; and showcase the benefits of the portfolio approach to applied learning and research for students, employees, communities and employers.

1.6 Performance Measurement Efforts

There is strong evidence that NSCC has made progress in implementing its 2012 Strategic Plan and in building a college-wide culture of continuous planning, measurement of results and accountability.

By 2011, a full suite of admissions and enrolment tracking reports had been developed as a key asset within NSCC's Business Intelligence program and by 2016 there was extensive use of admissions, enrolment, graduation and student retention reports supporting:

1. the development of an annual program mix, offering more than 120 programs with over 300 possible choices of location and delivery mode;
2. the achievement of enrolment targets; and
3. the tracking of admission, enrolment and retention statistics

The Balanced Scorecard used by NSCC since 2003 to report its key performance indicators to the Board of Governors received a modest makeover in 2012 to refocus the governance reporting on outcomes as Organizational Health Indicators aligned with the Strategic Plan. The report provides metrics on five key areas that are fundamental to organizational health and performance

1.7 Board Governance

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

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

During the period of this review, the Board had six standing committees which assisted in developing governing policy. The standing committees included the Executive Committee, Programs Committee, Finance, Audit and Risk Committee, Governance Committee, Nominating Committee and Succession Committee. The President is an *ex officio* non-voting member of all committees established by the Board.

1.8 Into the Future: 2017 NSCC Strategic Plan Refresh

Although coming after the period of this report, the key goals and objectives in the 2012 Strategic Plan, titled *'Now More than Ever'*, were updated to reflect the progress made in the first five years of the Plan's 10-year horizon. This refreshed Strategic Plan, *'Here & Now',* was approved by the Board of Governors in February 2017.

Guided by the continued focus of understanding Nova Scotia's needs for a skilled and available workforce, the plan provides a clear direction for NSCC. In the refreshed Plan, the four strategic priorities are updated to outline the path forward in delivering on the refreshed brand promise to its students:

'To empower those who strive to know more, do more, be more.'

Chapter 2: Programs and Services
Does the College offer programs and other services that best meet the needs of its community?

2.1 Overview
Portfolio Learning continues to inform the design and delivery of more than 120 academic programs along with a substantial array of continuing learning opportunities through credit part-time studies, continuing education, customized training and apprenticeship learning.

The College's endorsement of portfolio learning recognizes the importance of both the credible evidence of things learned as well as the process through which the learning is gained. Through this, our learners are encouraged to continually build their skills and knowledge throughout their lifetime.

In addition to portfolio learning, NSCC's Unique Learning Experience extends to the direct application of learning through service learning, international exchange and student leadership development opportunities along with mandatory work experiences in all but three Access* programs. During the five years included in this review, the College has also been expanding its capacity in programming that fosters creativity, innovation and entrepreneurial thinking among students.

* The Adult Learning, English for Academic Purposes and Academic and Career Connections programs do not include mandatory work experiences.

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

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

During the five years of this review, NSCC added to the suite of services to students by:

- creating *Career in Gear,* a unique and interactive career exploration website for potential students, enabling better programs choices for learners for their interests, abilities and potential career opportunities;
- developing and piloting a fully-integrated student advising model that interweaves academic and student service advising throughout the entire student life cycle from prospect to alumni.

These two initiatives were in direct response to goals under the Access to Success strategic priorities identified in the 2012 Strategic Plan.

2.2 Academic Programs
NSCC credentials range from the Nova Scotia High School Graduation Diploma for Adults to Advanced Diplomas requiring completion of a university degree as a prerequisite for admission. Most students (85-90%) were enrolled in Certificate (one-year) and Diploma (two-year) programs which covered every sector of the economy. Programs were available across the province through in-person offerings at each of NSCC's 13 campuses and community learning sites, and through online learning. Programs delivered through each medium respond to the local needs of employers and the labour market in general. Learners continue to identify the opportunity to study close to home and find jobs related to their field of study in their region of Nova Scotia as important reasons for their choice of program and study location.

NSCC also makes a significant effort every year to consult with communities, employers and government and to analyse labour market information, population demographics and other societal trends to keep its program offerings current and relevant to evolving skills needs to support the Nova Scotia economy.

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

NSCC delivered a total of 152 programs over the five-year period of this review and an average of 122 core credential programs each year.

Table 2.1 shows the evolution of NSCC's program offerings from the 2011-12 to 2015-16 academic years. The table demonstrates the process of continuously refreshing the programs available during the five-year cycle, with two-thirds of programs (102) offered throughout the 5-year period of the review and the other third (50 programs) either being introduced as new or significantly revised programs or being retired from the NSCC program offerings.

TABLE 2.1 Number of NSCC Programs Offered by Number of Years Offered - 2011-2016					
	September 30 Enrolment per Academic Year				
Number of Programs Offered	**2011-12**	**2012-13**	**2013-14**	**2014-15**	**2015-16**
23 Programs offered 1 of 5 years	91	21	8	0	118
11 Programs offered 2 of 5 years	12	5	10	421	699
9 Programs offered 3 of 5 years	54	75	98	112	114
7 Programs offered 4 of 5 years	146	181	169	136	67
102 Programs offered 5 of 5 years	10,385	10,394	10,581	10,076	9,953
Total September 30 Enrolment	**10,688**	**10,676**	**10,866**	**10,745**	**10,951**
Total Number of Programs Offered by Year	**124**	**121**	**118**	**123**	**124**

Source: NSCC Institutional Research

The large increases in new program enrolment in the last two years of the review period and a comparable enrolment decrease in the programs offered in all 5 years are mainly due to the conversion of the two-year Human Services Diploma (common first year and concentrations in year two) into several specialized diplomas with occupation specific learning in both years of study. Program details are provided in **Table 2.2**.

TABLE 2.2 Number of NSCC Programs Offered by Number of Years Offered - 2011-2016					
	September 30 Enrolment per Academic Year				
Human Services Programs	**2011-12**	**2012-13**	**2013-14**	**2014-15**	**2015-16**
Human Services (last intake in 2013)	605	597	646	289	12
Social Services				271	434
Criminal Justice				23	69
Child & Youth Care				22	51
Therapeutic Recreation				22	49
Total September 30 Enrolment	**605**	**597**	**646**	**627**	**615**

Source: NSCC Institutional Research

Most of the remaining change in enrolment in these two years resulted from the updating of Marine Navigation and Marine Engineering programs to better align with Transport Canada requirements and the introduction of a new Oceans Technology Advanced Diploma.

2.3 Apprenticeship

Throughout its existence as Nova Scotia Community College, NSCC has been the primary provider of apprenticeship block training for the province. Over the years, NSCC has worked collaboratively with the department of Labour and Advanced Education's Apprenticeship Division to align many of its certificate and diploma programs in designated trades to provide efficient learning pathways for students planning to pursue a Certificate of Qualification in their chosen trade.

A significant strengthening of that relationship occurred in 2014 with the establishment of the Nova Scotia Apprenticeship Agency (NSAA) in 2014. The creation of NSAA involved significant amendments to the *Apprenticeship and Trade Qualifications Act* and the *Community Colleges Act* and the approval of an Operating Charter. The overarching goal was fuller and had more coherent industry engagement across the trades training system. The NSAA is governed by an industry led Board of Directors, of which NSCC's Vice President Academic is a member. NSAA and NSCC are also recognized as joint stewards of the system in the Operating Charter. The amendments to the *Community Colleges Act* recognize the NSAA as a partner and collaborator on program development and renewal, and establishes Trades Advisory Committees (TACs) as the primary vehicle for industry input respecting NSCC programs that pertain to designated trades.

NSCC and NSAA collaborate on a range of fronts including diversity and inclusion, marketing and co-branding, labour market information and technical training. NSCC is NSAA's primary service provider for technical training and other trades-related training (e.g., refreshers, certification renewal and safety) for 29 designated trades. During the 2015-16 Academic year a total of 1229 weeks of technical training were offered at 10 NSCC campus locations and through a growing number of on-line training options. Approximately 2200 apprentices attend NSCC training sessions, across 198 individual block training sections. Detailed enrolment tables are provided in Chapter 3.

2.4 Applied Research and Innovation

NSCC Applied Research develops practical and innovative solutions for industry's real-world problems. Through a network of students, faculty, staff and research scientists and external collaborators, the College helps industry improve their products, enhance processes and grow their businesses. NSCC has well-equipped facilities that provide the tools needed to contribute to the development of new technologies that can be transferred to partners. The commercialization of research findings adds value to communities and contributes to the economic growth of the province.

Since its beginning in 2000, NSCC Applied Research has grown in its capacity and scope. It is now a multi-million dollar research operation that responds to the needs of industry and the community. In 2015 and 2016, NSCC was added to the list of Canada's Top 50 Research Colleges.

Starting with a solid base of research expertise in Geomatics, the College has continued to broaden and deepen its applied research capabilities and align them with new and existing College credential programs. By 2016, there were four areas of research with highly qualified scientists leading each area, and inspiring the expansion of applied research networks to include students and faculty expertise from more than 120 programs. The four areas are:

Energy
Research includes developing and testing sustainable energy technologies and better methods of collecting, managing, and analyzing energy data to create solutions.

Engineered Technologies
Research includes SONAR testing, developing underwater acoustic-based devices, and creating products using advanced design software, 3D modelling and a metal laser-sintering printer.

Geomatics
Research includes applying advanced mapping techniques and meteorological monitoring to solve problems and support sustainable development in areas related to the coastal zone, aquaculture sites, agricultural and forestry lands.

Oceans
Research includes developing innovative seafloor mapping methods and techniques to support a variety of offshore activities and ensure sustainable environmental management.

2.5 Innovation and Entrepreneurship
Since its creation in 2009, NSCC Entrepreneurship has focused on providing experiential learning opportunities for students to develop their entrepreneurial mind-set and recognize the potential of venture creation as a viable career option. With over 20,000 student interactions to between 2011 and 2016, students have engaged in these experiences through curricular, co-curricular and extra-curricular approaches that assist with promoting a culture of entrepreneurship and innovation at NSCC. Students gain first-hand knowledge of what it takes to be entrepreneurial and relevant in our Nova Scotian economy through exposure to resources and opportunities such as the Innovative Ideas Competition, Challenge Nova Scotia, Series 101, E² as well as other classroom and campus-related activities and events.

Emphasis is placed on advancing a strategic mandate of entrepreneurship and innovation. The Entrepreneurship team provides resources and supports to embed entrepreneurial principles and concepts on campus, in the classroom and in communities. This includes curriculum support, teaching tools, events, workshops, funding, access to community partners and advising services that enable students and faculty to unlock their entrepreneurial potential.

NSCC Entrepreneurship is part of the Applied Research and Innovation office in Academic Services. This enables amplification of the innovation concept by connecting applied research and entrepreneurship learning with communities and industry partners in Nova Scotia.

A planning document titled *"The Innovation and Entrepreneurial Journey"* was developed in 2016 to guide NSCC in aligning and integrating action to leverage innovation in Nova Scotia.

2.6 Building and Enhancing the Learning Experience
Student learning experiences have been enhanced over the past several years through the layering of formal learning experiences outside the traditional classroom and embedding these experiences into the curriculum for many of NSCC's programs. This goal is being fulfilled through the following learning opportunities available to NSCC students and employees:

Work Integrated Learning

Students seeking to complete a Certificate, Diploma or Advanced Diploma from NSCC must complete a work experience of at least 5 weeks as part of their learning in all but one program*. In addition to 5-10 week experiences, longer work placements and practical learning experiences are included in some programs. This includes co-operative work terms, field experience, internships, mandatory professional practice and/or service learning experiences that are embedded as a program or course outcome.

* The Academic and Career Connections Certificate program in the School of Access that does not require a mandatory work experience for completion.

Service Learning

NSCC is committed to helping its communities thrive and prosper through service learning opportunities for students and employee participation in community organizations. Since 2009, curriculum documents for all credit programs include a program-level outcome for service learning, stated as:

> *Blend service and learning in ways that use program-related skills, knowledge and behaviours to serve others at the campus, within the College and in the community.*

All NSCC students enrolled in credit programs engage in some form of service learning, a variety of course projects, turning shop and classroom learning into real experiences that benefit communities and the volunteer sector. Some elective courses are also available that include service experiences specific to the student's program of study.

Employees are also supported in contributing their time and talent to communities, organizations and events. Management/ Confidential and Operational Support employees can include up to three Services Learning Days a year as paid time to participate in activities such as community service work (volunteering in soup kitchens, community clean ups, reading programs) or school events such as chaperoning a school field trip.

Student Life and Leadership Development

Students are encouraged to develop leadership skills by being involved in campus activities beyond the classroom. Three Student Life positions, which were established in 2009, have increased the level of support and mentorship provided to campus Student Associations. The NSCC Student Associations (NSCCSA) at all campuses work together with NSCC campus staff to improve student life by creating opportunities for balanced lifestyles, promoting health and wellness and encouraging campus-wide communication and participation. Two students are elected each year to participate as student Board of Governors representatives.

In this five-year period Student Life employees:

- Introduced the NSCC Student Association Leadership Model, which is designed to develop and support leadership growth for our Student Association Executives. The model is based on the Social Change Model for Leadership Development, which was developed by the Higher Education Research Institute.

- Provided hands-on training for student leaders through two provincial conferences, the Student Leadership Conference (October) and the Executive Transitional Conference (May). These annual conferences focused on building student leadership capacity to support events, activities and services to students;

- Supported the NSCC Student Ambassador Program, a voluntary leadership program that encourages students to participate in personal and professional skills development while making important contributions to the NSCC college community through volunteerism. Student

  Ambassadors take on an active role in delivering campus events, services and activities to fellow students as well as the community at large; and

- Offered Active Living Challenges at the Lunenburg, Pictou, Truro and Waterfront* campuses. The Challenge is a health and wellness program designed to encourage all students to become more active and mindful of the impacts of nutrition, mental health and physical well-being on everyday life.

The Waterfront Campus was renamed in 2017 to the Ivany Campus. Because the time-frame for this document ends in 2016, all references to this campus refer to it as the Waterfront Campus.

International Exchange Opportunities

International learning opportunities at NSCC are focused on creating a global outlook in the curriculum, student learning and employee experiences. International activities are focused in the Caribbean, Western Europe, Tanzania and Vietnam.

In the past five years dozens of students and employees have participated in exchanges, study abroad programs, international capacity building projects with partner organizations in developing countries, and on-campus learning and events. Participating students are able to gain valuable international skills and experiences and a global outlook to their studies sought after by employers.

Partnering with Uniterra since 2009, NSCC has co-sponsored 22 employees to participate in the volunteer program *Leave for Change* to support various professional projects in developing countries including Nepal, Ghana, Vietnam, Burkina Faso, Malawi and Tanzania. Employees from several groups have participated in this program, including faculty, academic chairs, organizational learning and student services staff, research scientists and operational support employees.

2.7 Learner Pathways

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

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

2.8 Access Programs

TABLE 2.3 NSCC Access Program Enrolment – 2011-2016					
	September 30 Enrolment per Academic Year				
	2011-12	2012-13	2013-14	2014-15	2015-16
Adult Learning Program	1,180	1,384	1,352	1,281	1,245
Academic and Career Connections	762	678	625	496	584
Total September 30 Enrolment	**1,942**	**2,062**	**1,977**	**1,777**	**1,829**

Source: NSCC Institutional Research

NSCC programs are designed to create flexible options for students to achieve their learning goals. Several options are available to students to meet them where they are on the learning journey. The Adult Learning Program (ALP) and Academic and Career Connections (ACC) programs, both in place for more than a decade, provide opportunities for learners to complete their high school diploma and earn credits or update their knowledge for post-secondary admission respectively. During the five years of this report an average of 1,917 students were enrolled each year in these two programs.

In addition to the continuing base of enrolment capacity in the ALP and ACC programs, NSCC continues to provide several innovative programs that are designed to meet learning needs for specific cohorts of students as identified in partnership with industry, communities and the provincial government. These program offerings are also targeted geographically and delivered in communities closest to an identified need. The following targeted programs were offered during the five-year period of this review:

LINK Programs
This program provides an opportunity for students without a high school diploma and who have been out of school for at least a year to complete their high school diploma and earn an NSCC credential simultaneously.

1. *Continuing Care LINK –* First offered in 2009-10, this program was developed in partnership with the Department of LAE to respond to a need for a significant number of people already working as continuing care workers to complete a Continuing Care certification, mainly because their jobs were at risk. Two more cohorts of students completed the program during the 2011-16 period.

2. **CANS LINK –** The Construction Association of Nova Scotia (CANS) partnered with NSCC to provide an 18-month program with a summer work experience mid-way through the training so that a cohort of students could complete a high school diploma and a Construction Trades Labourer Certificate.

3. **Office Administration LINK –** One cohort of students completed a LINK program combining an Adult High School Diploma and an Office Administration Certificate.

African Canadian Transition Program
This program was developed with an Africentric curriculum and additional tutoring/mentorship supports to give an opportunity to African Nova Scotian adult learners to upgrade their learning. 95 students completed their Adult High School diploma between 2007 and 2015.

Adult Learning – English as an Additional Language
This program was started in 2013 to respond to a need for recent immigrants who lacked the level of English language fluency and a high school credential required for many jobs; and to enrol in further learning.

English for Academic Purposes
Two to three small groups a year enrol in this program. Each cohort explores career opportunities and use a portfolio approach to plan their educational future while they develop competency in English suitable for studying at the post-secondary level. The first cohort of students in this program enrolled in 2010. A total of 142 students completed the program between 2011 and 2016.

Trades Programs in Wagmatcook
NSCC started offering programs in the Wagmatcook community in 2011 with a cohort of Indigenous students enrolled in a Carpentry Certificate program. Most of that first class of 16 came for a second year

of learning and completed the two-year Carpentry Diploma in 2013. An Electrical Construction and Industrial Certificate program was introduced in the community in 2012-13. Every year since then there have been one or more NSCC Trades programs delivered at the Wagmatcook Community Learning Centre.

Mi'kmaw Health and Wellness
24 students in all enrolled in the Mi'kmaw Health and Wellness Certificate program at the Strait Area Campus in 2013-14 and 2014-15.

Strait to Work and Achieve Programs
The Strait Area Campus enrolled an average of 15 students per year in 2012-2014 in its Strait to Work program, providing a pathway for students who had completed a high school diploma with an IPP (Individualized Program Plan) in place but needed a bridging program to help them learn the life skills they need to prepare for further education, training or employment success. Students are guided through a person-centered process of developing personal goals and action plans for employment, independent living and possible further education. All students are required to complete a work placement and a portfolio. The name of this program was changed to Achieve and has grown substantially since then. It was expanded to three campuses in 2015-16 (with 36 students enrolled) and to 6 campuses in 2016-17 (with 90 students enrolled).

Irving Shipbuilding Centre of Excellence
In October 2012, NSCC signed an MOU with Irving Shipbuilding to create the *Irving Shipbuilding Centre of Excellence* (CoE) *at NSCC* to help create pathways to shipbuilding careers for Nova Scotians who are currently underrepresented in the sector, including First Nations, African Nova Scotians, women and people with disabilities. Irving Shipbuilding will contribute $250,000 each year during the lifetime of the federal shipbuilding programs to create and support the Centre.

The CoE project recognizes that preparing the Nova Scotian workforce for shipbuilding jobs, as well as moving the workplace of Nova Scotia towards becoming a more diverse and inclusive work environment, requires a collaborative approach. The Steering Committee for the CoE includes representatives from:

- Irving Shipbuilding Inc., NSCC, Unifor, NS Department of Education, NS Department of Labour and Advanced Education, and

- Community representatives from diverse populations: Aboriginal, African Nova Scotian, Women in under-represented roles, and Persons with Disabilities.

Since 2012, the CoE has connected with over 3,000 individuals with workshops, summer youth camp experiences, bursaries for students from diversity groups to complete shipbuilding related NSCC programs, and funded two-year programs for cohorts of women and Indigenous students to complete a career exploration and readiness program, followed by a Welding or Metal Fabrication Diploma delivered by NSCC.

2.9 Diversity and Inclusion Supports and Services
NSCC is committed to improving access to post-secondary education and fostering a diverse college culture and community. NSCC continues to provide targeted services to more than 3,000 students annually from diverse student populations.

The student services advising team at each campus provide a number of services for all students:

- Introduces students to resources on campus and in the community
- Offers help with the College application process
- Supports career planning and learning choices
- Helps students find a tutor to support your academic success
- Provides information and guidance on applying for bursaries and scholarships
- Helps students identify possible funding sources (including emergency supports)

Additional Supports for Indigenous and African Canadian Students
More than a third of the Student Services Advisors also provide culturally-relevant supports for NSCC's Indigenous and African Canadian students.

Indigenous Supports Advisors, who are located at six campuses, are a resource for students of Indigenous, Metis and Inuit descent and help students find the information, services and tools they need to succeed in their program.

These Advisors also work with the campus community to offer prospective and current students culturally-specific supports, as well as host Indigenous Student gatherings, cultural events and other culturally-relevant activities.

African Canadian Supports Advisors, who are located at five campuses, are a resource for students who are members of the African Canadian community and help students find the information, services and tools they need to succeed in their program.

These Advisors also work with the campus community to offer prospective and current students culturally-specific supports, as well as host African Canadian student gatherings, cultural events and other culturally-relevant activities.

Services and Supports for Students with Disabilities
Disability Services provides services and supports to help students when a disability impacts their learning. In addition to the Manager of Disability Services and Universal Design for Learning (UDL) Project Coordinator there is a Learning Strategist (LS) at each campus who helps students identify barriers, request Academic Accommodations, use Assistive Technology, arrange physical access, apply for funding, explore additional resources and practice self-advocacy skills. The LS position was developed and staffed in 2015-16 to enhance the service delivery model for students with disabilities. In prior years support services were provided by Disability Resource Facilitators, most of whom transitioned into the new LS role in May, 2016.

2.10 Libraries and Learning Supports
Library Services plays a critical role in providing access to resources and services that support lifelong learning. In fulfilling this role it concentrates efforts on expanding electronic resources and services; continuing to build partnerships and support consortium initiatives; developing curriculum and non-curriculum based information literacy instruction; instituting writing support services; and creating modern, integrated physical library spaces. These library spaces are usually co-located with a campus Learning Commons, and designed to provide services and resources centred on multi-purpose environments for independent study, collaborative work space, computer access and support, as well as the exploration of partnerships within Student Services and Academic Services intended to improve access to learning supports.

All NSCC campus libraries carry a wide range of learning materials in both print and online formats. NSCC libraries are members of the Novanet library system, which provides access to the resources of eleven university and college library collections across Nova Scotia. Access is available to online resources such as databases, e-books and streaming video from either on campus or from home using the College network ID and password.

NSCC Library Services has invested in building its online resources over the past several years, and now provides a wide array of student learning and faculty teaching resources that are well aligned to deliver on the Unique Learning Experience philosophy and practices at NSCC. Drawing on the results of student consultations and research of best practices, a virtual learning commons has emerged as an effective and collaborative learning environment that compliments the physical learning commons spaces built on campuses during the Master Growth Plan years (2004-2011) with capital investments made at every campus.

Other services offered through NSCC libraries include:
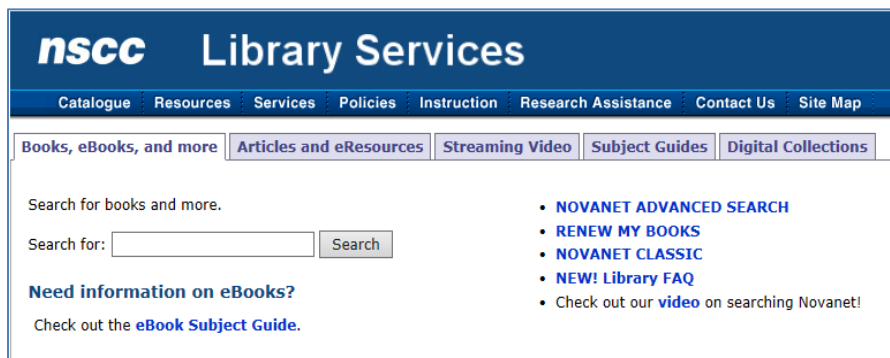
- resources to assist with online searches and evaluation;
- reference assistance with assignments and research;
- help understanding plagiarism and copyright;
- access to online subject guides, workshops, photocopying, computing;
- mobile device charging stations;
- laptop and iPad loan program;
- live help online chat reference service; and
- collaborative and quiet study spaces.

In addition, students have access to a host of workshops such as Study Skills, Learning Styles, Time Management, Writing and Research and Portfolio Development offered on campus throughout the year.

On-demand webinars and videos are also available through library streaming video packages, Student Lingo and Lynda.com.

2.11 Services for Students

To more accurately reflect the mandate of the department, the department name was changed to Student Services in June 2011. With this change, professional and operational support staff at the campus level work under the leadership of Manager, Student Services (formerly Team Leaders) and the Dean, Student Services at the departmental (College) level.

Access to a robust suite of student services is a critical requirement for students to be successful in their learning journey, particularly in a college with an access mandate. By 2011, Student Services built capacity and worked with internal and external partners to provide a broad suite of services to NSCC

students. Still, there were two significant area in which the College identified gaps in the services available to students and began to focus organizational action to close these gaps:

- Technology supporting students' ability to apply and enrol in programs, register for part time and elective courses, and pay tuition and other costs online were rapidly falling behind other post-secondary institutions; and

- Academic and student services advising programs were still nascent but beginning to emerge as an important opportunity for NSCC to develop a fully integrated student advising platform that would enhance student success throughout the student lifecycle – from prospective student to successful alumnus.

The Student Services Alignment Project was launched in 2012, intended to design and implement a modern, accessible and efficient service mix to support measurable student success. This work enabled NSCC to begin implementing a new service delivery model focused on fully-integrated academic and student advising throughout the student lifecycle.

The Alignment Project delivered:

- an optimized service mix and scope

- measurable student services performance indicators;

- design of individual services (including business processes, tools, job aids, and technology);

- an integrated service delivery model; and

- supporting documentation of organizational design, job descriptions, competency profiles, and professional development plans.
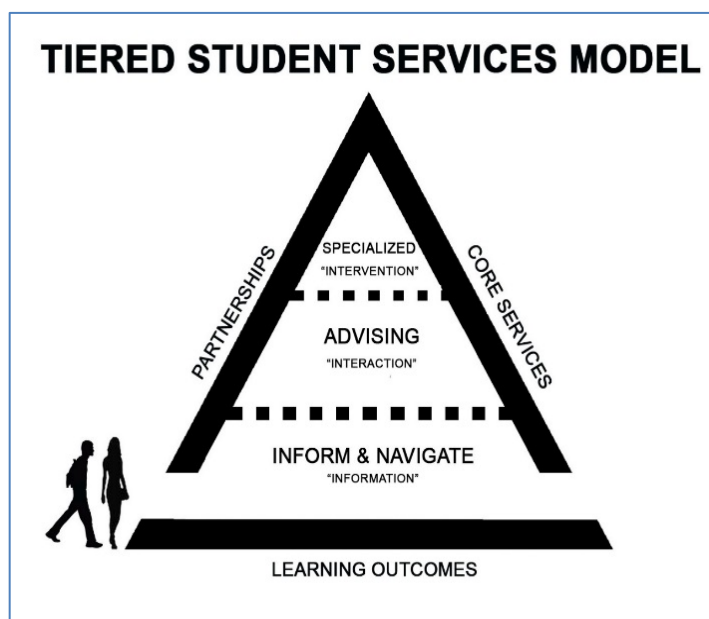
Aligned and integrated projects such as Career in Gear, Testing Centres, revamped Get Started Programming, and the Case Notes project were also implemented during the Alignment project. A Student Services Technology Strategy for 2015-2020 was also completed during the review period.

The new service delivery model was officially launched in 2016. The model is one that features proactive, tiered service delivery built on a foundation of inclusionary principles and student learning outcomes.

2.12 Optimizing Learning Pathways
NSCC works to take learners from where they are now to what they want to achieve by helping applicants and students optimize their learning pathways.

Additional Assessment

Additional assessment is required for homeschooled applicants, applicants with an Individual Program Plan (IPP), mature applicants, and applicants who lack sufficient recognized documentation of secondary education. Assessment is based on established equivalencies and involves additional testing to determine academic readiness for post-secondary programs. Applicants who require additional assessment are given the option to schedule an assessment test (CAAT or TOWES).

Program Pre-requisites available through NSCC Academic and Career Connections

Specific program pre-requisites such as Academic English, Math, Chemistry, Biology and Physics cannot be waived. In addition to achieving a passing grade on an assessment test, applicants must successfully complete pre-requisites prior to gaining admission. NSCC's Academic and Career Connections program offers pre-requisite courses throughout the year, with many available to be completed online.

RPL and Transfer Credits

Students entering NSCC are given credit for demonstrated learning. Central to portfolio learning, recognition of prior learning (RPL) allows students to gain credit at NSCC for both formal and informal learning through credit transfer, advanced standing, international credentials, and/or challenge for credit. RPL has been used as an alternate pathway to achieving credit since 2000, allowing thousands of students an opportunity to receive recognition for the learning they acquired before coming to NSCC. During each of the academic years 2011-12 through 2015-16, students received an average of 1,071 course credits as a result of RPL or Challenge Assessment processes. **(Table 2.4)**

TABLE 2.4					
Number of RPL and Challenge Course Credits Awarded to NSCC Students - 2011-2016					
	2011-12	**2012-13**	**2013-14**	**2014-15**	**2015-16**
	1,067	992	1,128	1,155	1,014
Average Credits awarded annually:	**1,071**				

Source: NSCC Institutional Research

Additionally, more than 750 credits were awarded to students each year as transfer credits, recognizing courses from other institutions that are equivalent to NSCC courses. Learners who apply for recognition of prior learning that derives from their life and work experiences rather than formal credits earned at another post-secondary institution are referred to faculty who are subject matter experts in the learning outcomes required for the applicant's intended program.

Articulation Agreements

Recognizing that many students come to the College with the intention of completing additional post-secondary credentials, NSCC has entered into formal agreements with 14 universities across Canada and the UK. These articulation agreements have been established to make it easier for students to move among post-secondary institutions to achieve their learning goals. NSCC students can gain advanced standing in more than 40 university programs using credits from 104 NSCC programs.

2.13 Career Services

Career advising and development services have always been an integral part of NSCC's services to its students. They guide students in connecting their career aspirations to good program choices, and in

providing guidance and tools that help graduates transition from learning to the work force by finding employment related to the program they completed.

Career Services continues to offer a full range of services and programs, including:

- career coaching through the "Talk to an advisor" program
- a four-part workshop called "Career Builder", offered three to four times a year that assists individuals in building a career action plan
- group sessions and ongoing supports to build skills in resume and cover letter writing, job search techniques, interview skills and networking
- job posting boards at each campus and on the NSCC website for exclusive use by NSCC students and employer partners
- tips for parents, friends and family members on how they can support others in their career exploration journey

Career in Gear

Career in Gear (https://careeringear.nscc.ca), launched in October 2014, the one-of-a-kind experiential, web-based, career exploration tool helps prospective students explore and determine career paths that align with their values, interests and skills. The web-based program encourages users to play games and win badges to generate career interest themes, watch videos to learn more about the complexities of choosing a career and research labour market information, occupational profiles and NSCC programs.
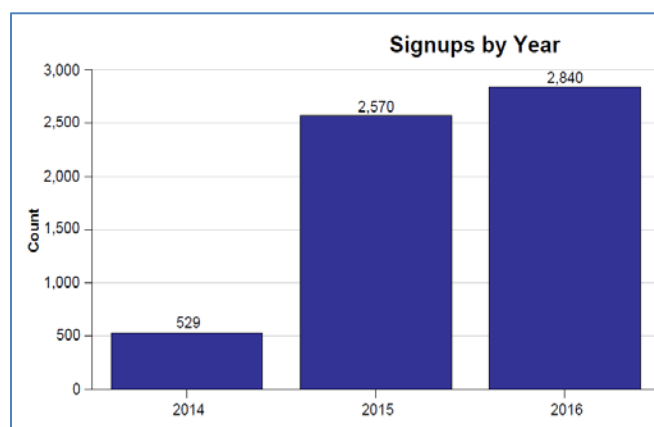
Career in Gear offers the opportunity to:

- Learn about interests and values
- Help make decisions about learning and work
- Research jobs
- Create a shareable report summarizing users' career exploration activities and learnings
- Share accomplishments and discoveries on social media
- Connect with NSCC career advisors and link to NSCC programs

Usage Data
Users signing up on Career in Gear increased steadily from 2014-2016, increasing from 529 registrations in 2014 to 2,840 in 2016.

User Feedback
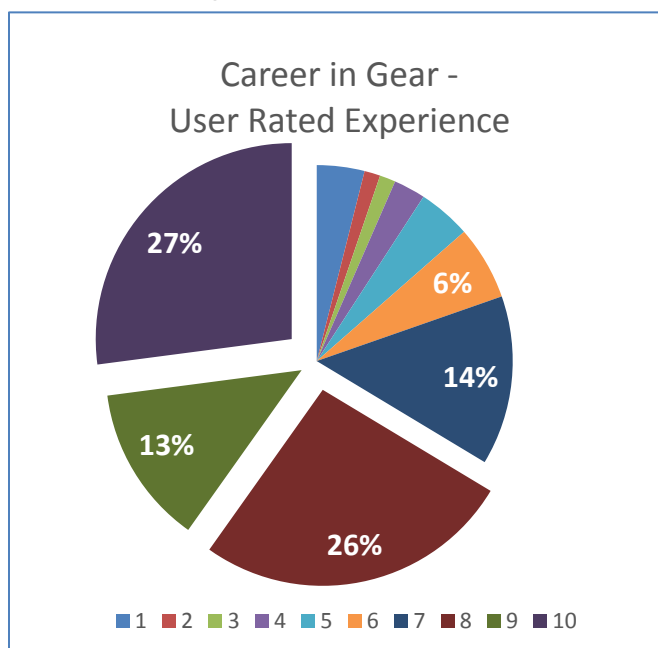Career in Gear collects user experience feedback on their experience using this application. 66% of users rated their experience as an 8, 9, or 10 out of 10 (26%, 13% and 27% respectively). Another 20% rated their experience as a 6 or 7 and 13% with response of 5 or below.

Career in Gear -
User Rated Experience

27%　6%　14%　26%　13%

■1 ■2 ■3 ■4 ■5 ■6 ■7 ■8 ■9 ■10

Looking Ahead
In 2017, the Incoming Student Success Survey asked students if Career in Gear helped them decide to come to NSCC. Thirty percent (30%) used Career in Gear with forty-three percent (43%) stating it helped them decide to come to NSCC. Going forward, this tool will be featured as part of the NSCC Test Drive experience, post Open House career interventions, and career advising sessions with prospective students.

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

- Student award applications grew from 2,800 in 2011 to 16,000 in 2016.
- The number of students receiving financial awards from the Foundation has grown from 165 awards in 2011 to 1,000 annually.
- Urgent Aid and food bank support has risen to $185,000, with 850+ students helped.
- Endowments in 2011 totaled $2.94 million; by 2016 that figure had grown to $8.175 million.

There have also been significant advances in the capacity and role of the Foundation between 2011 and 2016. The Foundation's 2011-2016 Strategic Plan states four major goals. Progress on achieving these goals includes:

1. Developed NSCC's capacity to become a charity of choice in Nova Scotia through several means:
    a. New hires and staff development in key roles.
    b. Full implementation of Raiser's Edge database system.
    c. Separation of the Foundation and Alumni Relations from Marketing & Communications.

2. Developed a College-wide model for sustainable fundraising across the province by:
    a. Studying fundraising feasibility and readiness.
    b. Developing fundraising related policies.
    c. Coordinating Foundation and NSCC Board of Governors roles through an MOU.

3. Built and strengthened donor stewardship and operating practices including stewardship policy and practices, financial reporting and enhanced internal / external communications.

4. Engaged key constituencies as lifelong friends and donors by enlisting NSCC's President as the chief fundraiser and concentrating all fundraising around a single campaign, *Make Way – The Campaign for NSCC* with a goal of exceeding a $25M financial objective.

2.15 Alumni Relations

NSCC's 2006 Strategic Plan prioritized alumni relationship-building as a key strategic initiative for the future growth of NSCC. The College has a unique vision for its alumni: to 'friend-raise' not 'fund-raise' and to build mutually beneficial, lifelong relationships with NSCC Alumni.

Over the past five years, the Alumni Relations office has continued to expand its reach, largely through the use of social media engagement. In addition, it now counts graduates of both NSCC and its numerous predecessor schools among its growing network of engaged Alumni throughout Nova Scotia and beyond.

There are also a growing number of benefits and perks of NSCC Alumni membership including:

- The NSCC Alumni Ring
- The NSCC Alumni Legacy Award – an annual $500 entrance award at each campus, exclusively available to returning alumni, or children and grandchildren of alumni.
- Alumni affinity programs such as TD home/auto insurance and Perkopolis membership providing discounts on rental cars, movie tickets, magazine subscriptions and more.
- Lifelong access to College Services – Library Services and Novanet, Job Resource Centre, Reunion support / Alumni locator services.

2.16 Summary

Continuing progress is evident as NSCC matures in its capacity to deliver the Unique Learning Experience that is promised in the College's 2012 Strategic Plan. Portfolio learning continues to remain central to the College's learning experience. Through the delivery of wide range of programs, the College is committed to ensuring that programs are aligned with industry needs and accessible to communities throughout the province. By specializing supports and services for its learners, NSCC is dedicated to supporting students throughout their entire learning journey.

Chapter 3: Student Profile
Does the College attract and keep an appropriate number and mix of students?

3.1 Overview
Fundamental to its philosophy of open access to Nova Scotians requiring occupational training, Nova Scotia Community College attracts an increasingly diverse mix of students. With a province-wide, community-based approach, the College serves a vital role in Nova Scotia's commitment to education and preparing workers for the ever-changing needs of a developing economy. To achieve this mandate, the College offers a diverse range of post-secondary certificates, diplomas and advanced diplomas, and an array of access programs for those who have not completed high school education or who require specific credits to enable them to enter post-secondary programs. In addition to its core credential programs serving 11,000 learners each year, NSCC enrols another 12,000 learners in apprenticeship training, credit part-time learning, continuing education and customized training courses

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

3.2 Credential Program Enrolment
Following a decade of planned enrolment growth, NSCC's funded enrolment target plateaued at 10,650 full-time and part-time learners in the College's suite of more than 120 certificate, diploma and advanced diploma programs. Most of the enrolment growth between 2005 and 2010 was funded under the terms of the 2003 NSCC Master Growth Plan with some targeted one-time funds to train an extra 220 Practical Nurses and 500 Continuing Care workers to coincide with the opening of many new long-term care facilities across Nova Scotia.

During the period of this review, the enrolment target of 10,650 was exceeded in every year. The overall fall enrolment grew by 263 students, from 10,688 students in 2011 to 10,951 students in 2015. Part-time enrolment remained stable with an average annual enrolment of 1,090 students. Full-time enrolment grew by 2.9% during the same period **(Table 3.1)**

TABLE 3.1 *NSCC Enrolment Growth – 2011-2016*					
	September 30 Enrolment per Academic Year				
Full Time and Part Time Status	**2011-12**	**2012-13**	**2013-14**	**2014-15**	**2015-16**
Full Time	9,592	9,614	9,774	9,629	9,869
Part Time	1,096	1,062	1,092	1,116	1,082
Total September 30 Enrolment	**10,688**	**10,676**	**10,866**	**10,745**	**10,951**

Source: NSCC Institutional Research

NSCC has seen a consistent pattern of enrolment for more than a decade with approximately 90% of students in certificate, diploma and advanced diplomas enrolled on a full time basis.

Of the 10% who are part-time students, most (88%) are enrolled in a small number of programs that:

- have been designed to support student choices with additional course choices delivered online or in evening sections, or
- offer students a choice to spread a one-year program across two years by enrolling in a special offering of the program which is delivered on a part time basis from start to finish.

Only a small proportion of the students who are enrolled on a part-time basis (12%) are experiencing academic, financial or other challenges that would prevent them from continuing their studies on a full time basis. NSCC consistently makes efforts to retain these students so they can complete their program within a year of the expected graduation date.

Table 3.2 provides the part-time statistics for the students in the fall 2015 enrolment. These statistics are consistent with the previous four years within the scope of this review.

TABLE 3.2 *NSCC Part-Time Enrolment – Fall 2015*		
	Number of Programs	*Part-Time Enrolment*
Number of Programs with no Part-Time Students Enrolled	**66 of 124 Programs**	**0**
High enrolment programs* with multiple courses available through online or evening delivery (student choice)	5*	600
Programs with separate offerings of part-time / blended (cohort choice)	13	347
Individual students enrolled part-time for retention / academic progress reasons (college choice)	40	135
Total Part-Time Enrolment	**58**	**1,082**

* *High Enrolment programs:*
1. *Academic and Career Connections*
2. *Adult Learning Program*
3. *Business Administration*
4. *Information Technology*
5. *Office Administration*

Metro Halifax Campuses

Table 3.3 shows a large decrease in enrolment at Akerley Campus and large enrolment increases at the Institute of Technology (IT) and Waterfront campuses during the five years of this review.   This represents the final phases of the intercampus movement of programs among the three HRM campuses following the opening of the Centre for the Built Environment at Waterfront Campus in 2010. Program movement among the three campuses included:

- Redistributing Academic and Career Connections and Adult Learning Program sections across the three campuses to provide better access for learners on both sides of the Harbour (net loss of 81 seats from Akerley);

- Moving Plumbing and Pipe Trades programs to dedicated spaces at the Institute of Technology Campus to free up space at the Akerley Campus and provide needed space for growth of these programs (Net gain of 47 seats between 2013 and 2015);

- Expanding Trades and Technology programs at all three metro campuses to meet additional demand as the Irving Shipbuilding projects got underway. (200 additional seats);

- Expanding Practical Nursing and Re-Entry to Practice offerings by 96 seats to accommodate pressing demand from the health sector and reduce long wait-lists from applicants; and

- Re-assigning the management of the Aviation Institute and programs from the Akerley Campus to the Waterfront Campus in 2015 (125 seats).

TABLE 3.3	NSCC Enrolment by Campus - 2011-2016						
Campus	**September 30 Enrolment per Academic Year**					**Net Change from 2011 to 2015**	**Net Change as % from 2011-2015**
	2011-12	**2012-13**	**2013-14**	**2014-15**	**2015-16**		
Akerley	1,065	1,059	973	991	846	-219	-21%
Annapolis	449	413	365	419	356	-93	-21%
Burridge	479	470	426	393	476	-3	-1%
Cumberland	350	407	398	443	498	+148	+42%
Institute	825	866	964	975	1,019	+194	+24%
Kingstec	959	905	987	901	882	-77	-8%
Lunenburg	422	415	452	403	371	-51	-12%
Marconi	1,203	1,144	1,175	1,129	1,243	+40	+3%
Pictou	664	696	716	711	747	+83	+13%
Shelburne	211	175	195	195	183	-28	-13%
Strait Area	699	707	638	651	714	+15	+2%
Truro	849	855	885	843	813	-36	-4%
Waterfront	2,513	2,564	2,692	2,691	2,803	+290	+12%
Total Enrolment	**10,688**	**10,676**	**10,866**	**10,745**	**10,951**	**+263**	**+2.5%**

Source: NSCC Institutional Research
Official credential program enrolment is counted as of September 30 each academic year

Non-Metro Campuses

Enrolment did not increase overall at the non-metro campuses (outside of HRM) between 2011 and 2016. Six campuses saw enrolment declines totalling 288 students, offset by enrolment increases totalling 286 at the remaining four non-metro campuses. The most notable change was seen at the Cumberland Campus which started with 350 students in 2011 and grew by 148 to reach 498 students enrolled in the fall of 2015. This growth was enabled by the move of the Amherst Community Learning Centre to a larger facility in 2009.

The redistribution of seats amongst the ten non-metro campuses between 2011 and 2015 is best explained by looking at the changes in program enrolments across the College's five academic schools. The ongoing development and integration of Strategic Enrolment Management (SEM) practices in the College resulted in a successful redistribution of program offerings to add 322 new seats in program areas of high demand and local industry need. The program growth areas were primarily in the health sector (+223 seats) and in a handful of fabrication trades (+99 seats). Program areas experiencing reductions in offerings, mainly due to declining demand from applicants, included business (-203 seats), and Tourism/Culinary programs (-91 seats).

Table 3.4 provides a summary view of the college-wide enrolment changes by academic school during the review period.

TABLE 3.4 NSCC Enrolment by Academic School - 2011-2016						
School	**September 30 Enrolment per Academic Year**					**Net Change from 2011 to 2015**
	2011-12	**2012-13**	**2013-14**	**2014-15**	**2015-16**	
School of Access	1,991	2,115	2,013	1,832	1,895	-96
School of Business	2,626	2,546	2,532	2,411	2,357	-269
School of Health & Human Services	1,965	1,983	2,063	2,150	2,272	+307
School of Trades & Technology	3,145	3,063	3,314	3,405	3,449	+304
Total Enrolment	**10,688**	**10,676**	**10,866**	**10,745**	**10,951**	**+263**

Source: NSCC Institutional Research

3.3 Enrolment by Program Type

In addition to its core credential programs serving approximately 12,000 learners each year, NSCC enrols another 10,000 learners in apprenticeship training, credit part-time learning, continuing education and customized training courses. The total annual enrolment (unduplicated headcount) of students fell by 2.4%, meaning a loss of 536 individuals over the five-year period. Enrolment in credential programs that started in September increased by 263 students over this five-year period, and apprentices enrolling in courses at NSCC also increased by 236. In contrast, the number of short term and part-time students* fell by 1,035 with a net effect of 536 (2%) fewer students enrolled overall.

* More than 85% of the students in the Off-cycle, Continuous intake, Credit Part-time, Continuing Education and Customized Learning groups are part-time learners, enrolled in three or fewer courses in the academic year. The remainder are full time, but only for a period of 9 to 15 weeks of study, usually in the Winter and Spring semesters.

TABLE 3.5 Comparison Summary of 2011-12 to 2015-16 Enrolment by Program Type						
Academic Year	**Traditional Count – Core Credential Programs**			**Additional Learners Served by NSCC**		**Total Unduplicated Headcount**
	Sept 30 Enrolment	**Off-cycle & Continuous Intake**	**Total Credential Enrolment**	**Enrolment of Apprentices**	**Credit Part-time, Continuing Education and Customized Learning ****	**Total Annual Enrolment**
2011-12	10,688	1,736	12,424	2,083	7,732	22,239
2015-16	10,951	1,059	12,010	2,319	7,374	21,703
Change 2011-2015	**+263**	**-677**	**-424**	**+236**	**-358**	**-536**

** Enrolment of Credit Part-Time, Continuing Education and Customized Training learners represent an unduplicated headcount. Core program learners and Apprentices also enrolled in non-program courses are counted only in their primary program, and learners enrolled only in non-program courses are only counted once in this category.

Source: NSCC Institutional Research

Table 3.6 and **Table 3.7** provide details on apprenticeship enrolment at NSCC.

There was modest growth in apprenticeship enrolment between 2011 and 2016. The total number of students increased by 309 (15%) and the number of courses they in which they enrolled increased by 2078 (18%)

TABLE 3.6 Apprenticeship Training Profile - 2011-2016	2011-12	2012-13	2013-14	2014-15	2015-16	Net Change from 2011 to 2016
Total Number of Programs	26	28	26	25	27	+1
Total Number of Courses	448	459	456	463	479	+31
Total Course Enrolments	11,737	13,181	14,384	13,643	13,815	+2,078
Total Number of Students	2,010	2,225	2,283	2,204	2,319	+309

Source: NSCC Institutional Research

TABLE 3.7 Apprenticeship Course Enrolments by Campus - 2011-2016				
Campus	2011-12	2012-13	2013-14	2014-15	2015-16
Akerley	5,627	5,230	3,947	4,084	4,554
Annapolis	13	65	91	377	39
Burridge	578	872	723	781	607
Cumberland				30	
Institute	934	948	2,293	1,981	1,927
Kingstec	147	644	564	399	356
Lunenburg		8			7
Marconi	1,336	1,525	2,069	1,710	1,817
Pictou	208	685	864	847	964
Shelburne			9		12
Strait Area				13	
Truro				98	63
Waterfront	2,894	3,204	3,824	3,323	3,469
Total Enrolment	**11,737**	**13,181**	**14,384**	**13,643**	**13,815**

Source: NSCC Institutional Research

3.4 Geographic Access

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

NSCC uses the population balance between metro and non-metro areas of the province as a target ratio for metro/non-metro student enrolment. The population of the Halifax Census Metropolitan Area was 42% of the province's population in the 2011 Census and 44% in 2016.

Table 3.8 provides detail on the enrolment at both metro and non-metro campuses.

TABLE 3.8	*Halifax Metro and Non-metro Campus Enrolment - 2011-2016*									
	2011-12		**2012-13**		**2013-14**		**2014-15**		**2015-16**	
Campus	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**
Metro Campuses	4,403	41%	4,489	42%	4,629	43%	4,657	43%	4,668	43%
Non-metro Campuses	6,285	59%	6,187	58%	6,237	57%	6,088	57%	6,283	57%
NSCC Total	10,688	100%	10,676	100%	10,866	100%	10,745	100%	10,951	100%

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

Table 3.9 shows the College-wide participation rate, by county in Nova Scotia at the midpoint of the five-year review period, using 2011 Census population numbers. The overall participation rate was 4.3% in 2013-14, consistent with the results in every year since 2008-09.

TABLE 3.9	*Participation Rate of Adults Aged 18-39 Years Enrolled at NSCC – 2013-14*			
NS County of Residence	**2013-14 Residents Enrolled**	**2011 Census Population Aged 18-39**	**2013-14 Participation Rate**	**Population Change from 2006 Census to 2011 Census - 18-39 year-olds**
Annapolis	243	3,905	6.2%	-570
Antigonish	227	5,320	4.3%	+280
Cape Breton	1,218	23,810	5.1%	-1,330
Colchester	705	12,385	5.7%	-205
Cumberland	341	6,605	5.2%	-635
Digby	148	3,600	4.1%	-780
Guysborough	86	1,355	6.3%	-405
Halifax	3,986	122,455	3.3%	+5,300
Hants	378	10,310	3.7%	-175
Inverness	229	3,750	6.1%	-615
Kings	716	15,005	4.8%	-400
Lunenburg	473	9,815	4.8%	-720
Pictou	666	10,595	6.3%	-940
Queens	112	2,120	5.3%	-380
Richmond	141	1,880	7.5%	-205
Shelburne	177	3,200	5.5%	-675
Victoria	66	1,430	4.6%	-230
Yarmouth	349	5,785	6.0%	-850
Unknown (in province)	166			
Total Enrolment	10,427	243,325	4.3%	-3,535

Source: NSCC Institutional Research and Statistics Canada

With the exception of Halifax (3.3%) and Hants (3.7%) counties, participation rates were above 4% throughout the province. 4.5% is considered an optimal service level to the residents of a county.

The population of this age group has been declining since 2006, with 3,535 fewer people in 2011. Only two counties experienced population growth in this age group, with 5,300 more people residing in Halifax County and 280 more in Antigonish County.

3.5 Access Directly from High School

NSCC continues to attract about a third of its incoming students directly from high school. In the five-year period between 2006 and 2011, the percentage of incoming students who were under 20 years old remained in the 32-33% range. By 2015 36% of NSCC's incoming students were under 20 years old.

TABLE 3.10 Percent of Incoming Students under 20 years old Fall 2011 to Fall 2015*					
Campus	**Fall 2011**	**Fall 2012**	**Fall 2013**	**Fall 2014**	**Fall 2015**
% of Incoming Under 20	33%	32%	34%	34%	36%
Number of incoming students who had participated in O2 program in High School					
# of O2 Participants	211				357
Percent of Incoming Students with O2	3%				5%

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

This growth coincided with 70% growth in the numbers of incoming students who had participated in the *Options and Opportunities* (O2) program in high school. During the same period of time, the total number of students graduating from Nova Scotia high school fell markedly from 10,103 (2011) to 9,222 (2015).

The O2 program was designed to help retain a group of students who are *"often overlooked, who are not as successful as they could be, who are discouraged, and who may have ceased to believe in themselves"* and *"to engage students and to support them in planning and preparing for a post-secondary destination that is right for them."* *

* Options and Opportunities: A Resource for Schools, Nova Scotia Department of Education, 2013

NSCC continues to attract a diverse group of learners with a variety of backgrounds and experiences. Results from the 2010 incoming student survey showed that 45% of students are first generation (i.e. neither parent has post-secondary education). There has been a significant drop in first generation students with 34% reporting that neither parent had post-secondary education in the 2015 survey.

Table 3.11 shows results from the 2010 and 2015 NSCC Incoming Student Surveys, revealing patterns that are consistent with the increased proportion of incoming students who are coming directly from high school during this five year period. The proportion with no previous post-secondary has increased by 10%. At the same time those with previous post-secondary experience fell by 7%, combined with an 8% reduction in the proportion of respondents having already completed a college or apprenticeship credential prior to enrolling in their current program. During this time the proportion of incoming students arriving with a university degree increased by 5%.

TABLE 3.11 *Education Prior to Starting Current Program at NSCC – 2010-11 to 2015-16*		
	Fall 2010	**Fall 2015**
Undergraduate or Graduate Degree Completed	7%	12%
College or Apprenticeship Credential Completed	25%	17%
Some Post Secondary but No Credential Completed	22%	15%
No Post-Secondary Prior to Current NSCC Program	46%	56%

3.6 Participation of Women in Trades and Technology Programs

NSCC continues to provide most of the learning opportunities in the province for a wide range of trades and technologies. Participation by women in programs in the School of Trades and Technology increased during the past five years, from 12% in 2011-12 to 16% in 2015-16. **Chart 3-12** provides a year by year display of the percentage of female students by Academic School for the 2011-12 through 2015-16 Academic years.

Chart 3.12 Percentage of Female Students by Academic School, 2011 to 2016
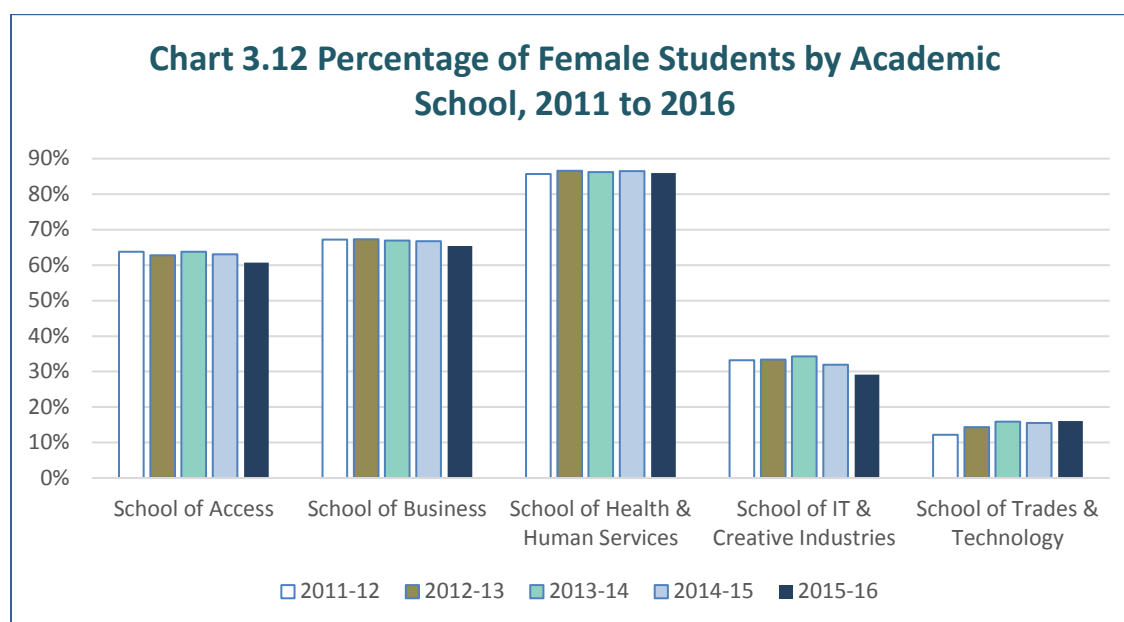
Source: NSCC Institutional Research

3.7 Diversity: African Canadian, Indigenous Students, Students with Disabilities

NSCC values diversity in its student population and is committed to increasing the number of African Canadians, Indigenous students and Students with Disabilities enrolled in its programs. **Tables 3.13 and 3.14** show the enrolment growth of African Canadian and Indigenous students between 2011 and 20116. During these years of the total enrolment from these two student groups increased by 303, compared to 263 more students enrolled overall; and their proportion of the overall student enrolment grew from 7.9% in 2011-12 to 10.5% in 2015-16. There has also been significant growth in the number of students with disabilities enrolled in credential programs at NSCC during this time Enrolment in 2011 was 970 or 9% of the total enrolment and has reached 13.1% of the student population with 1,440 students enrolled.

TABLE 3.13	Enrolment by Diversity Group – 2011-12 to 2015-16				
Diversity Group	**Fall 2011**	**Fall 2012**	**Fall 2013**	**Fall 2014**	**Fall 2015**
African Canadian	419	437	449	449	481
Indigenous	425	458	507	559	666
Students with Disabilities	970	1,097	1,278	1,333	1,440

Source: NSCC Institutional Research

TABLE 3.14	Proportion of Total Enrolment by Diversity Group – 2011-12 to 2015-16				
Diversity Group	**Fall 2011**	**Fall 2012**	**Fall 2013**	**Fall 2014**	**Fall 2015**
African Canadian	4%	4%	4%	4%	5%
Indigenous	4%	4%	5%	5%	6%
Students with Disabilities	9%	10%	12%	12%	13%

Source: NSCC Institutional Research

NSCC's student population continued to diversify during the five years covered by this review. The proportion of NSCC students in these three diversity groups has grown from 17% of the Fall 2011 total enrolment to 24% of the Fall 2015 enrolment. During this time the number of students in these three diversity groups increased by 773 students, while the total College-wide enrolment increased by 263 students.

3.8 Adult Learning Program
NSCC has realized a significant increase in the number of adults pursuing their high school diploma through the Adult Learning program (ALP). With initial enrolment of 373 students in 2001-02, enrolment has almost tripled to a total enrolment greater than 1,000 students in every year since 2006. Between 2006 and 2011, annual ALP enrolment averaged 1,130 students. Table 3-19 shows ALP enrolment for the five year period, averaging 1,288 students annually.

TABLE 3.15	Adult Learning Program (ALP) Enrolment Headcount – 2011-12 to 2015-16					
Annual Average 2006-11	**Fall 2011**	**Fall 2012**	**Fall 2013**	**Fall 2014**	**Fall 2015**	*Annual Average 2011-16*
1,130	1,180	1,384	1,352	1,281	1,245	*1,288*

Source: NSCC Institutional Research

3.9 Sponsored Students
While NSCC provides an affordable and accessible post-secondary option for students, many students face additional challenges such as inadequate financial resources, family and job demands. In order to help support those people on income support programs such as Employment Insurance and Social

Assistance, Employment Nova Scotia (ENS) provides funding to support their learning from a fund administered by Service Canada. There has been a marked reduction in the number of seats funded since 2010. In 2010-11 nearly 1,900 students were supported through ENS. Through this program, 873 students were supported in 2015-16.

Similarly, the provincial Department of Community Services (DCS) has a funding partnership with NSCC to support students through their post-secondary education, with 663 students benefiting in 2010-11. There has also been a sharp decline in the number of DCS sponsored students. Through this program, 344 students were supported in 2015-16.

Table 3.16 shows the number of NSCC students sponsored through ENS, DCS and other funding programs.

TABLE 3.16 *Enrolment of Sponsored Students – 2011-12 to 2015-16*					
Diversity Group	**Fall 2011**	**Fall 2012**	**Fall 2013**	**Fall 2014**	**Fall 2015**
Department of Community Services	606	568	500	413	344
Employment Nova Scotia	1,493	1,237	1,117	916	873
First Nations	190	176	199	194	204
Other	137	80			
TOTAL	**2,426**	**2,061**	**1,816**	**1,523**	**1,421**

Chart 3.16 Enrolment of Sponsored Students 2011-2015
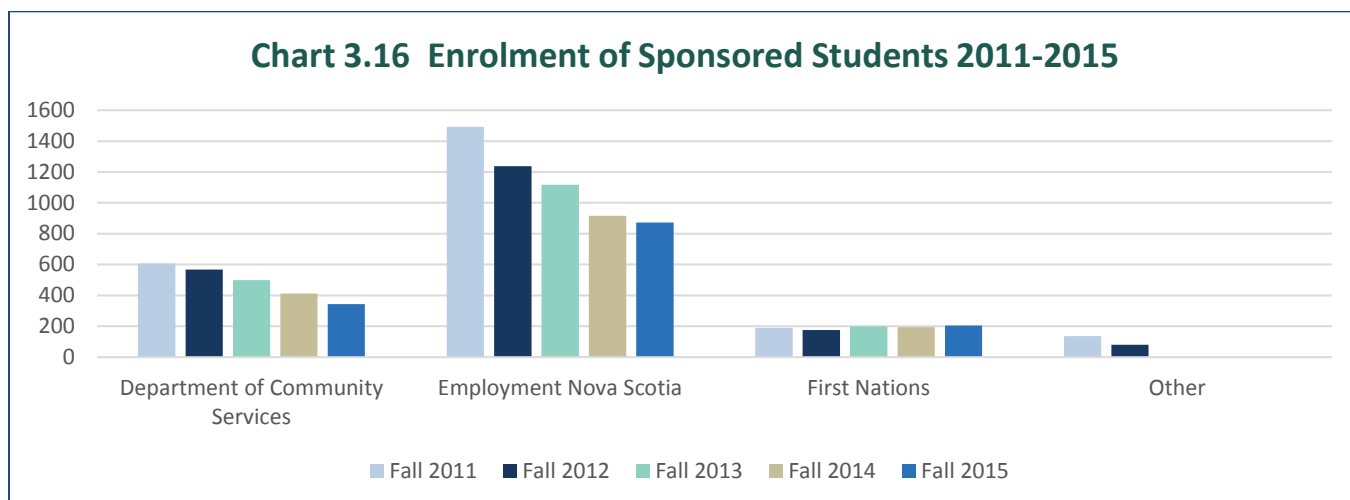
3.10 Student Retention

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

Research increasingly demonstrates that the first semester is a critical time for students. If students are retained to the second semester the possibility of successful completion of a credential is greatly improved. Students who make it through the first semester and return to a second semester of learning

are likely to continue on to complete their program. NSCC has been using specialized reports since 2010 to better track the retention and persistence of its students. Ongoing development and enhancement of these reports, developed in Cognos (Chapter 7) is central to NSCC's strategic focus on building robust Enrolment Management practices. **Table 3.17** shows that term to term retention of first year students remains at 84-85%.

TABLE 3.17 *Term to Term Retention Rate for First Year Students – 2011-2016*			
Academic Year	**Enrolled Sept 30**	**Retained Jan 30**	**Retention Rate**
Fall 2011- Winter 2012	6,176	5,183	84%
Fall 2012- Winter 2013	6,200	5,249	85%
Fall 2013- Winter 2014	6,205	5,237	85%
Fall 2014- Winter 2015	6,271	5,286	84%
Fall 2015- Winter 2016	6,517	5,515	85%

Source: Cognos Enrolment Reports

3.11 Summary

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

Chapter 4: Graduate Outcomes
Do students achieve appropriate outcomes?

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

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

4.2 Graduate Statistics
During the period of this review, there were 23,543 graduates from credential programs. **Table 4.1, and Table 4.2** provide a breakdown of annual graduate counts by Academic School and program cluster, respectively.

Table 4.1 details the number of graduates by Academic School from 2011 to 2016. The total number of graduates peaked in 2011-12 at 4,846 with a record number of graduates in the Schools of Access and Business. Over the remaining 4 years, each year's graduate count averaged 4,675 graduates, with a gradual increase in the number of graduates in the School of Trades and Technology as the College worked to continuously rebalance program enrolment capacities in anticipation of the need for more skilled tradespeople as the business of building ships for Canada's military increased rapidly.

TABLE 4.1	NSCC Graduates by Academic School – 2011-12 to 2015-16				
Academic School	**2011-12**	**2012-13**	**2013-14**	**2014-15**	**2015-16**
School of Access	735	659	616	541	517
School of Business	1,029	1,023	1,028	974	963
School of Health & Human Services	1,090	895	1,116	1,065	1,098
School of IT & Creative Industries	343	336	356	335	368
School of Trades & Technology	1,649	1,575	1,656	1,755	1,821
TOTAL	**4,846**	**4,488**	**4,772**	**4,670**	**4,767**

Source: NSCC Institutional Research

Table 4.2 provides a further breakdown of NSCC's graduate numbers by program cluster. Fluctuations in graduate numbers year-to-year and over the five-year period are mainly a result of the changes in program offerings each year and reflect the College's commitment to being responsive to local labour market needs in every economic region of Nova Scotia.

TABLE 4.2	NSCC Graduates by Program Cluster – 2011-12 to 2015-16				
Program Cluster	**2011-12**	**2012-13**	**2013-14**	**2014-15**	**2015-16**
Access	735	642	607	533	517
Applied Arts	156	175	169	166	195
Business & Hospitality	95	103	118	136	161
Business Management	828	814	799	719	695
Communication Arts	78	112	129	116	106
Construction	618	578	626	614	610
Geomatics	73	80	69	88	85
Health & Human Services	765	726	780	860	782
Health Services	325	186	345	213	316
Hospitality & Tourism	106	106	111	119	107
Information Technology	133	87	96	92	113
Manufacturing	70	73	84	98	102
Natural Resources	16	13	25	18	23
Technology	276	253	258	280	275
Trades	284	279	296	357	413
Transport	288	261	260	261	267
TOTAL	**4,846**	**4,488**	**4,772**	**4,670**	**4,767**

Source: NSCC Institutional Research

4.3 Graduate Employment Success

Each year, NSCC conducts a Graduate Follow-Up Survey with graduates. One year following graduation, the survey asks graduates about their satisfaction with their NSCC and employment experience. Until 2012, the survey was administered exclusively by telephone, but since then the survey has been administered using both online and telephone methods to improve response rates and therefore reduce sample size margins of error.

TABLE 4.3	Employment Outcomes of NSCC Graduates 2011-2016				
Graduation Year	*2011*	*2012*	*2013*	*2014*	*2015*
Grad Follow Up Survey Year	*2012*	*2013*	*2014*	*2015*	*2016*
% of graduates participating in the labour force	96%	97%	97%	97%	97%
% of graduates employed	86%	86%	86%	88%	87%
% of graduates employed in work related to field of study	83%	83%	83%	85%	83%
% of graduates who worked three or more months in the year following graduation	93%	92%	92%	92%	93%
% of graduates living and working in Nova Scotia	94%	89%	91%	90%	92%
Average annual earnings of graduates employed full time in work related to field of study	$36,204	$39,455	$38,556	$36,837	$36,853

Source: NSCC Graduate Follow Up Surveys 2010 to 2016

Results from the Graduate Follow-Up Survey consistently show that NSCC graduates continue to succeed after graduation. **Table 4.3** outlines the key graduate employment outcomes by year of survey. The graduate labour force participation rate, the employment rate and employment relatedness have remained strong during the five year period.

Just as most NSCC students are from Nova Scotia, the vast majority of graduates choose to stay in Nova Scotia after program completion. **Table 4.3** shows that 94% to 95% of survey respondents were living and working in Nova Scotia before the 2013 survey. The result dipped to 89% in 2013 and has been slowly increasing since then. This dip coincides with the addition of online data collection for the survey in 2012, and is likely because the ability to reach graduates who have moved away from Nova Scotia was more difficult using telephone administration alone.

Graduate Satisfaction

The Graduate Follow-Up Survey asks questions that are related to College satisfaction. Overall graduate satisfaction with the NSCC experience remains very high ranging from 92% to 95% during the five-year period

The importance of portfolio continues to be significant. Results showed that between 83% and 87% of graduates were satisfied with the portfolio experience at NSCC. The Class of 2015 was the thirteenth graduating class to participate in portfolio education.

TABLE 4.4 Graduate Satisfaction with NSCC 2011-2016					
Graduation Year	**2011**	**2012**	**2013**	**2014**	**2015**
Grad Follow Up Survey Year	**2012**	**2013**	**2014**	**2015**	**2016**
Overall satisfaction with NSCC experience	93%	92%	92%	94%	95%
Overall Satisfaction with Portfolio Learning	84%	83%	83%	86%	87%

Table 4.5 provides details of the graduate employment rate by Academic School. The year-to-year variations are reflective of employment trends in the provincial labour market. The impact of the recession is seen in employment rates in this survey throughout the 2011-16 period, and roughly parallels the lingering effect on youth employment, especially in the Atlantic region.

TABLE 4.5 NSCC Graduate Employment Rates by Academic School 2011- 2016					
Graduation Year	**2011**	**2012**	**2013**	**2014**	**2015**
Grad Follow Up Survey Year	**2012**	**2013**	**2014**	**2015**	**2016**
Access*			70%	83%	72%
Business	83%	84%	86%	88%	90%
Health & Human Services	92%	93%	95%	94%	95%
IT & Creative Industries	87%	81%	79%	88%	81%
Trades & Technology	86%	83%	87%	84%	82%
OVERALL NSCC					

* Graduates from the School of Access have been included in the Graduate Follow-Up Survey results since 2014

4.4 Summary

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

Understanding labour markets and the skills that people need continues to be a priority for NSCC. With over 100 programs in five academic schools, NSCC continues to align programs to the identified labour market needs and opportunities of the provincial economy.

Chapter 5: Operational Efficiency

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

5.1 Overview

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

5.2 Revenue Sources

Provincial and federal government support, along with revenues from customized programming, ancillary and other revenues, has allowed NSCC to keep tuition revenues between 14% and 16% of the total operating funding in each fiscal year. **Table 5.1** displays the results for the five years of this review. Recognizing that affordable tuition is essential, the percentage of revenues generated through tuition and fees is a key indicator in NSCC's Organizational Health Indicators.

TABLE 5.1	*Percent of Operating Revenues Generated Through Tuition Fees 2011- 2016*				
Academic Year	**2011-12**	**2012-13**	**2013-14**	**2014-15**	**2015-16**
Percent of Operating Revenues Generated Through Tuition Fees	15%	14%	14%	15%	16%

Source: NSCC Financial Services

TABLE 5.2	Funding and Revenue Ratios (NSCC Revenues and Operating Funding by Source), 2011-2016					
		Funding and Revenue Source				
		2011-12	**2012-13**	**2013-14**	**2014-15**	**2015-16**
Customized Training and Continuing Education	Dollars	7,490,992	5,931,820	4,297,243	4,817,101	4,910,072
	%	4%	3%	2%	2%	2%
Tuition Fees	Dollars	29,614,398	29,219,729	30,516,719	31,796,579	34,288,776
	%	15%	14%	14%	15%	16%
Ancillary and Other Revenues	Dollars	20,365,482	20,324,810	20,976,069	19,051,214	20,348,934
	%	10%	10%	10%	9%	9%
Labour & Advanced Ed. - Other	Dollars	15,213,262	17,182,879	20,479,917	18,059,759	17,089,202
	%	8%	8%	10%	8%	8%
Province of Nova Scotia	Dollars	128,732,767	131,477,382	138,956,844	140,852,138	141,407,275
	%	64%	64%	65%	66%	65%
Gross Revenues		**201,416,901**	**204,136,620**	**215,226,792**	**214,576,791**	**218,044,259**
		100%	**100%**	**100%**	**100%**	**100%**

Source: NSCC Annual Reports 2011 to 2016

Table 5.2 summarizes the operating funding and revenue ratios between the 2011 and 2016. Over this period of enrolment growth, the Core Operating Grant from the Province continued to contribute between 64% and 66% of the total operating funding, while other Labour & Advanced Education funding totalled between 8% and 10% of the College's overall revenue.

Table 5.3 details the tuition fees for NSCC programs for the period of 2011-12 to 2015-16. Programs include the Adult Learning Program, Academic and Career Connections, full-time Certificate and Diploma programs and full-time Advanced Diploma programs. Tuition fees experienced a modest increase each year of approximately 3% with the exception of Advanced Diploma programs which in 2013-14 increased by 15%.

TABLE 5.3 *Tuition Fees for NSCC Programs 2011- 2016*					
Program Group	*2011-12*	*2012-13*	*2013-14*	*2014-15*	*2015-16*
Adult Learning Program	$0*	$0*	$0*	$0*	$0*
Academic and Career Connections Certificate	$1,154	$1,190	$1,220	$1,255	$1,290
Full-time Certificate and Diploma Programs	$2,700	$2,781	$2,865	$2,950	$3,130
Full-time Advanced Diploma Programs	$3,811	$3,925	$4,515	$4,650	$4,790

Source: NSCC Academic Calendar
* For Nova Scotians who do not have a High School Diploma

5.3 Budget Management

A key component of NSCC's stewardship responsibilities is the effective and responsible use of its operating and capital allocations. The College is accountable to students to ensure that they receive an appropriate return on their tuition investment in increased knowledge and skills and improved employment outcomes.

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

- Worked within its operating budget and never incurred a deficit in each of the five years.

- Received an unqualified audit opinion on its financial statements from its external auditors.

- Met or exceeded its enrolment targets in each of the five years of the review.

NSCC ensures that it maximize the resources devoted to academic program delivery and services to students by tracking the percent of operating funds dedicated to academic delivery and services to students. **Table 5.4** shows that the College continues to meet or exceed the target of 75% of all operating funds dedicated to students and their learning, with the remaining allocated to institutional administration and facilities maintenance expenses.

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

TABLE 5.4	NSCC Operating Expenditures as a Percentage, 2011- 2016				
NSCC Operating Expenditure Profile	**2011-12**	**2012-13**	**2013-14**	**2014-15**	**2015-16**
Academic Delivery	63.2%	61.2%	63.1%	64.3%	62.7%
Student Services	7.6%	7.0%	7.8%	7.4%	7.5%
Library Services	1.6%	1.5%	1.5%	1.5%	1.6%
Information Technology	4.4%	4.8%	5.1%	4.4%	5.6%
Program and Service Delivery Subtotal	**76.7%**	**74.6%**	**77.6%**	**77.5%**	**77.4%**
Institutional Administration	12.0%	12.1%	8.7%	8.9%	8.5%
Facilities and Maintenance	11.3%	13.2%	13.7%	13.6%	14.1%
College Infrastructure and Admin Subtotal	**23.3%**	**25.4%**	**22.5%**	**22.5%**	**22.6%**
College Total	**100%**	**100%**	**100%**	**100%**	**100%**

Source: NSCC Organizational Health Indicators

5.4 Summary

Financial stewardship is extremely important to NSCC. Focusing on its performance measurement targets, the College continues to operate as effectively and efficiently as possible, thereby ensuring that the institution is providing a quality, accessible and affordable learning experience.

Chapter 6: Intellectual and Physical Assets

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

6.1 Overview

NSCC recognizes that its intellectual and physical resources are critical and must focus on recruiting and retaining a talented workforce.

The College's greatest asset in supporting student success is its people. NSCC continues to invest in the professional development of its employees and in workforce planning initiatives to help the College ensure that both NSCC's core business (programs and services) and strategic goals are appropriately resourced.

Over the period of this review, the College invested considerably in its people, its curriculum and program development capabilities, its technology infrastructure and its learning spaces.

6.2 Our People

In 2016, NSCC had 1,762 employees throughout the province. **Chart 6.1** provides details on the number of employees at each campus during the period of 2011-2016. The total number of people employed at campuses grew from 1,415 to 1,462 between 2011 and 2016. Campus employees represent 83% of the total number of employees in 2016.

CHART 6.1
NSCC Employees by Campus, 2011-2016
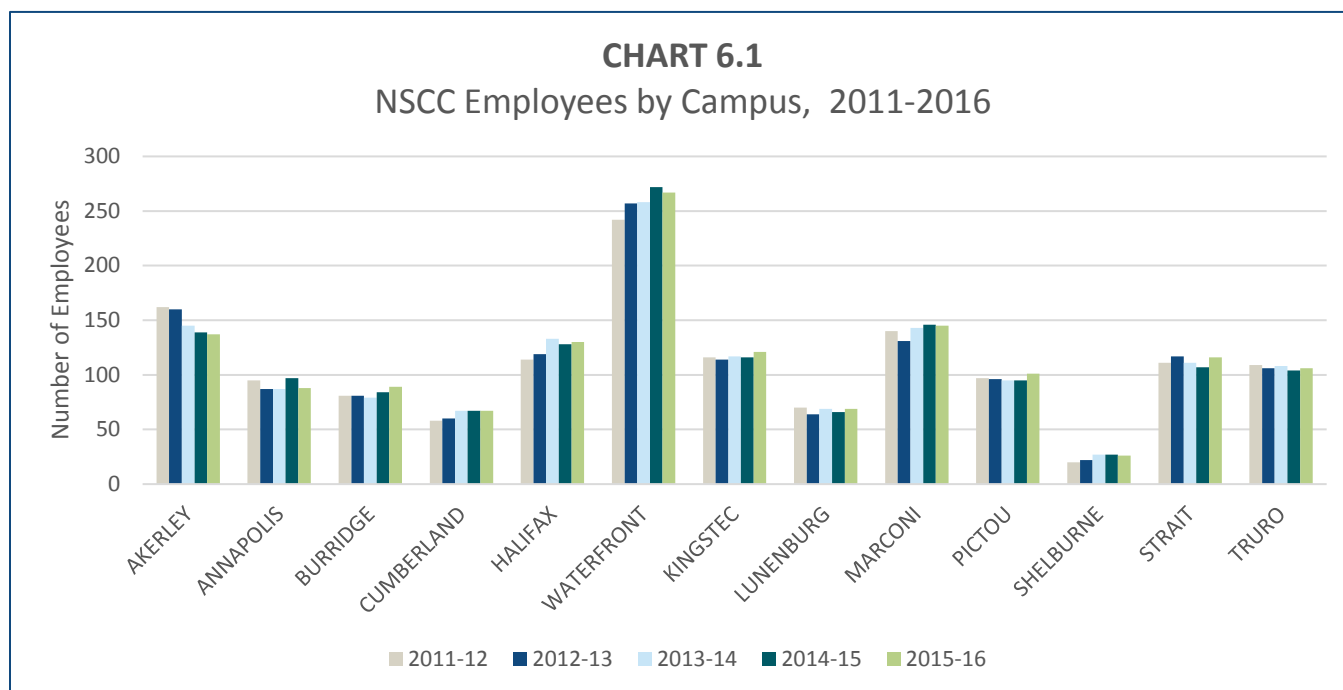
Source: NSCC Human Resources

Chart 6.2 shows the number of employees at the College based on their employee group. During the 2011-2016 period, the total number of employees increased by 5%, from 1,682 to 1,762, with 77 of the 80 additional individuals employed in faculty and operational support positions. There was a small reduction in the number of professional support positions (-9), a small increase in the number of confidential positions (+10), and the number of management positions stayed virtually the same (+2).

CHART 6.2
NSCC Employees by Employee Group
College-wide
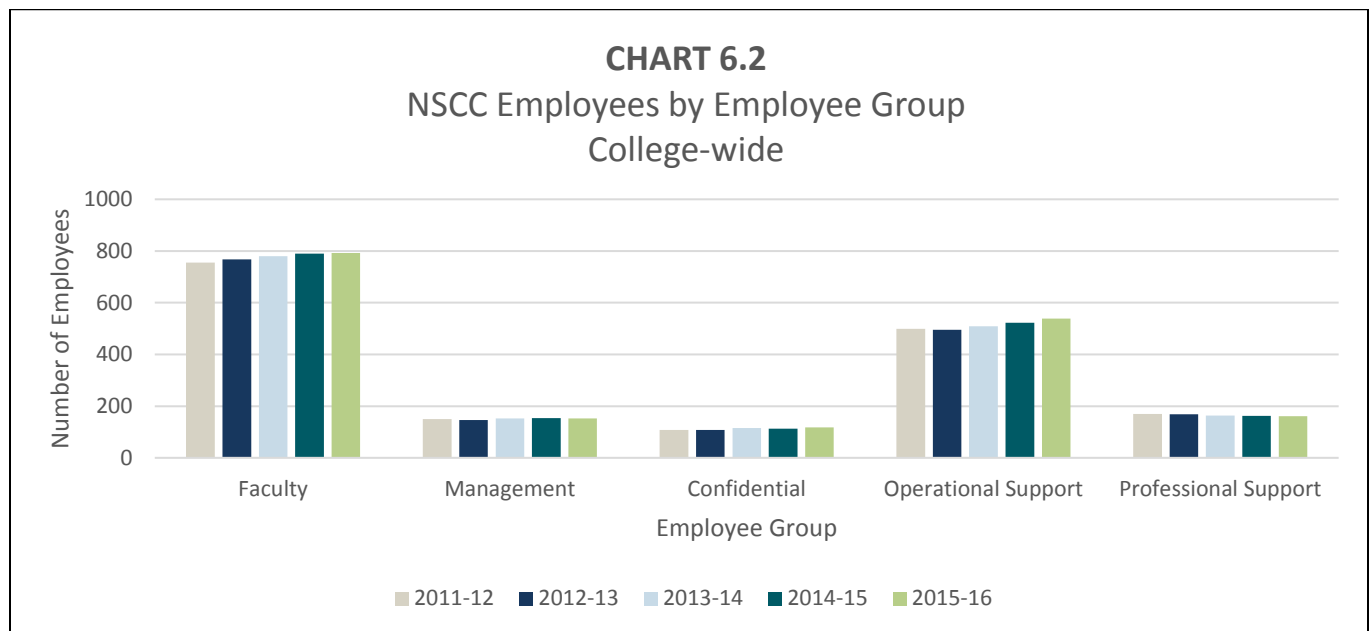
Source: NSCC Human Resources

NSCC continues to focus efforts on ensuring that employees understand and commit to the College's direction, strategy and goals. Each employee of the College is supported to contribute to the successful achievement of the College goals. Through clearly defined policies, including the Employee Code of Conduct, collaboration with union partners, employee success planning, professional development and learning opportunities, NSCC is committed to providing programs and services for employees that contribute to NSCC's position as an employer of choice.

Employee Policies
At Nova Scotia Community College, established policies align operations, set behavioural expectations and communicate policy roles and responsibilities. College-wide policies provide specific rules and provisions for implementation and set expectations for the operation of the College.

NSCC has implemented several new college-wide policies since 2014 and continues to update all policies requiring Board of Governors approval on a three-year cycle. These policies include:

- An Employee Code of Conduct, (2016).

- A Safe Disclosure (Whistleblowing) Policy (2015).

- Updated policies related to <u>Conflict of Interest and Commitment,</u> (2015).

- A reframed <u>Discrimination and Harassment Policy,</u> renamed to the <u>Respectful Workplace and Learning Environment Policy,</u> with updated procedures for both informal and formal complaints (2014).

- An updated <u>Employee Success Policy</u> (2014).

- An updated <u>Fair Hiring Policy</u> (2014).

During the period of 2014 - 2016, Human Resources also developed or updated 20 of its human resource operational policies and added nine supporting procedures, guidelines and forms to its <u>Safe Disclosure</u> and <u>Conflict of Interest and Commitment</u> policies.

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

NSCC is focused on maintaining strategic labour relations to help employees grow and develop while also ensuring that the College is able to execute key organizational strategies to achieve its Mission and Vision. As a result, the College was able to advance all negotiations during this period (completion of one round of bargaining with the NSTU and one with the NSGEU) without any disruption in service.

Provincial wage restraint efforts including Bill 148 continue to guide College strategy in achieving agreements, balanced with actively seeking interest-based gains for both sides in an increasingly challenging labour climate.

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

Understanding and Focusing on the Employee Experience
NSCC strives to create a working and learning environment that delivers a unique learning experience through a high-calibre workforce. The College is committed to listening to the voices of employees to better understand the employee experience and to build upon the people practices that help employees be at their personal best and deliver on NSCC's mission. Employee engagement surveys are used to gain a broad based snapshot of the employee experience. Employee surveys are also used to monitor, measure and report engagement results to the Board of Governors through the Organizational Health Indicators reported to the Board of Governors every two years. This metric has been part of NSCC's performance indicators system since 2003 when the College's Balanced Scorecard was established.

Bi-annual internal Employee surveys seek employee input on key drivers of employee engagement that contribute to a strong employee experience. The surveys focus on performance feedback and recognition, people practices and senior leadership and further examine what makes NSCC culture and values meaningful to employees.

From 2007 through 2011 NSCC participated in the Aon Hewitt survey producing an Employee Engagement Index score of 65%. In 2013 NSCC's Employee Survey was redesigned to align more closely with the needs of the College. The redesigned Employee Engagement Index used different metrics and produced results that are not comparable to the 2011 score.

The 2013 and 2015 Employee Engagement survey results were as follows:

- Employee Engagement Index 2013 **– 89%**
- Employee Engagement Index 2015 **– 85%**

These results indicate employees continue to be dedicated to providing a first class student experience. Engagement scores remain high in areas that measure the "what" and "why" of the College's actions as well as the physical learning and work environment. Key areas of focus for employee engagement is ensuring leaders have the tools they need to better support their teams, strengthening opportunities for career and leadership development and improving the alignment of hiring and outreach practices within NSCC's Diversity and Inclusion Framework.

Workforce Planning

A robust workforce planning practice is critical to the College's success, ensuring that both NSCC's core business and strategic goals are appropriately resourced; now and in the future. The College also has a long-standing commitment to a fundamental belief in being accountable for the public's trust in all that the College does; including how human resources are maximized.

As labour force participation and workforce demographics continue to challenge employers, NSCC is facing more and more challenges in attracting, retaining, maximizing and leveraging the workforce required to achieve College goals and priorities. Significant human capital challenges facing NSCC include the loss of institutional memory and knowledge as many employees and this is further complicated by the elimination of mandatory retirement leading to organizational challenges and rising costs in terms of employee health, productivity and currency. For the first time ever, the College will welcome five generations of employees with unique perspectives, expectations and needs into one workplace.

Over the past twenty years NSCC has created a culture of employee engagement and built a strong employer brand. NSCC continues to see considerable strength in terms of the depth and quality of both job candidates and employees at the College, but the lack of Diversity at all levels of NSCC's workforce has the potential to negatively impact the learning experience of students, the experience of NSCC's employees, and the quality of leadership and decision-making due to insufficient diversity of perspectives.

In response to this critical imperative, the College has developed a systematic, iterative process for workforce planning that continually aligns human resources to current strategic goals, includes more rigorous reporting and analytical tools, and an increased focus on data quality.

NSCC's workforce planning process was introduced in 2016. The launch of the new process has been highly successful and workforce planning has now been integrated within NSCC's annual Human Resource cycles.

6.3 Flexible Learning for Employees

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

Throughout the five-year period, NSCC continued to require that all probationary faculty and professional support staff complete the Community College Education Diploma Program (CCEDP) during their first two years of employment before changing status from probationary to regular status. A total of 308 faculty and professional support staff completed the program between 2011 and 2016. In addition there are a small number of other NSCC employees and individuals outside NSCC enrolled in CCEDP courses each year, with two graduates a year between 2011 and 2016.

TABLE 6.3 Graduates of CCEDP by Academic Year - 2011- 2016						
Program Option	**2011-12**	**2012-13**	**2013-14**	**2014-15**	**2015-16**	**TOTAL**
Faculty	58	43	44	51	51	247
Professional Support	18	14	7	13	9	61
General		2	2	2	2	8
Total Graduates of CCEDP	76	59	53	66	62	316

Source: NSCC Institutional Research

Following a review of its structure and program delivery priorities in 2015, the College's department of Organizational Learning reorganized its employee learning programs to better support the internal educational needs of the College. A full suite of workshops, seminars and College conferences will continue to be offered through Organizational Learning.

In addition, three new streams of structured employee learning were designed and will enrol first cohorts of employees starting in 2017:

- Adult Education Program for Teaching and Learning (formerly CCEDP)

- Operational Excellence Program

- Leadership Essentials and Leadership Development Programs

The College's Organization Learning team also delivers and/or supports a wide range of professional development learning opportunities for employees at NSCC.

Learning College Portfolio (LCP)

NSCC continues to offer a self-directed learning program for faculty, professional support and operational support that provides employees the opportunity to ensure that we have the relevant skills and knowledge required to advance the work of the College. The LCP program is offered as per the collective agreement for Faculty, Professional Support and Operational Support Employees.

Learning Leaves
Organizational Learning offers employees the chance to take up to a year's leave from their current role for learning that enhances their skills, knowledge and performance, and supports NSCC in achieving its goals. This is offered to Faculty, Operational Support and Professional Support employees as per collective agreement.

Conferences and Seminars
Organizational Learning's conference series offers unique opportunities to connect, explore and exchange ideas and approaches for learning with colleagues from across the NSCC community. Annual learning conferences include:

- Faculty and Professional Support (FAPS) professional development conference

- Support Staff Learning Conference (SSLC)

- Facilities Support Staff Conference (FSCC)

Professional Development Workshops and Courses
Organizational Learning offers a diverse range of professional development programs and courses throughout the year. Our courses and workshops are designed to help build employees' skills and career within NSCC.

6.4 Organizational Structure
The most fundamental role of key leaders within the organization is to define the organizational goal, formulate plans and organize people to achieve the goals and objectives of the organization.

On April 27, 2011, after an extensive national search, Don Bureaux was appointed the fourth President of NSCC. During the summer of 2011, extensive searches for two vice-presidential positions resulted in two internal hires for the positions. Bruce Tawse and Monica Foster accepted the positions of Vice-President Academic Services and Vice-President Administration respectively.

Between 2011 and 2016, there were a number of changes to the portfolios and responsibilities of senior leaders in the NSCC organizational structure, all intended to enhance NSCC's capacity to navigate fluidly and continue to thrive in the challenging economic and demographic challenges facing Nova Scotia. NSCC's 2012 Strategic Plan also served to help frame the need for organizational leadership changes that would enable the College to advance some key strategic goals.

Briefly, the following changes were made in the organizational structures and portfolios of senior leaders:

- **2013:** Retirement of VP Academic, Bruce Tawse and hiring of Rosalind Penfound.
- **2014:** Departure of VP Advancement and Marketing, Michelle Lane
- **2014:** Departments within Advancement and Marketing reassigned to President (Foundation), and VP Enrolment
       (Marketing & Communications, Integrated Planning)
- **2015**: Anna Burke hired to the VP Enrolment position.
- **2016:** Applied Research and Innovation functions combined, Jeffrey Taylor hired as Associate VP
- **2016**: Flexible Learning and Academic Planning functions combined, Taralee Hammond hired as Associate VP

Executive Direct Reports / College Leadership Forum

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

- The mandate of the <u>Executive Direct Reports</u> (EDR) is to create a forum for executive planning, strategy, and direction setting, with the most senior leaders of NSCC. It served to build understanding and leverage relationships in responding to political and community environments while engaging senior leadership in strategic planning and implementation of College priorities.

- The mandate of the <u>College Leadership Forum</u> (CLF) is to engage the broader NSCC leadership/middle management team to ensure context, clarity and alignment around leadership priorities and expectations at NSCC. It created a forum for management sharing, learning and building capacity, increasing leadership commitment and visibility at all levels.

6.5 Academic Systems and Program Development

The 2012 Strategic Plan identified two clear areas of work to be done with respect to academic systems and program development.

The **Program Quality** Strategic Direction articulates the College's commitment to regular review and renewal of academic programs to keep pace with the changing needs of employers, industry and best practices in post-secondary learning.

The **Operational Excellence** Strategic Direction commits NSCC to building effective processes and planning tools that help people work nimbly and collaboratively across all functions of the College.

Several changes within Academic Services were implemented between 2011 and 2016, including:

- the creation of the Department of Academic Quality Assurance and Program Development under the leadership of a new Dean, and

- the creation of a VP Enrolment portfolio that is focused on robust enrolment management practices.

Cross departmental collaborative processes emerged between 2012 and 2016, enabling the alignment of marketing, recruitment and enrolment management cycles and establishing annual program mix planning practices that are more fully integrated and aligned to resource allocation decisions.

6.6 Program and Curriculum Quality

NSCC is committed to the development of high quality programs and continued to strengthen program and curriculum development and quality assurance processes during the five year period of this review.

Annual Curriculum Review Process

Building on the work of the previous period to develop consistent curriculum templates and cyclical program review processes, NSCC worked to establish an annual curriculum review process to ensure continuous improvement, currency and quality of the College's curriculum on a year to year basis. Faculty

Working Group guidelines were updated, and professional development for Faculty Working Group Chairs was developed and delivered.

Credentials Framework
Significant work was undertaken throughout this period to research a credentials framework to support College programming. The emerging framework is modelled on the Ontario Credentials Framework and contains all credentials offered by NSCC.   The framework describes the main purposes and features of each credential; outlines the knowledge and skills expected of holders each type of qualification; and shows the relationship and differences between qualifications. Each qualification can be seen as a reference point along a continuum.

6.7 Academic Systems and Enrolment Management

Integrated Program and Enrolment Management (IPEM)
During this period, NSCC implemented its Integrated Program and Enrolment Management (IPEM) process to ensure optimal program offerings and establish annual enrolment targets. This process informs the College's overall planning framework for program offerings and development.

NSCC leveraged its growing capacity in business intelligence reporting through Cognos to develop program health report cards which provide a snapshot of program health according to key performance indicators including enrolment, retention, persistence, graduate satisfaction, and industry feedback. Program health report cards provide a snapshot of a programs overall health and form a key input to the program review process.

6.8 Diversity and Inclusion
The Office of Diversity and Inclusion (ODI) was established in 2008. In 2014 the position of Director of Diversity and Inclusion was created, believed to be among the first college in Canada to establish a senior leadership role with this focus. This has resulted in a number of projects and initiatives.

Diversity and Inclusion Roadmap
Through a board consultation process a road map or framework was developed to support enhanced diversity and inclusion.

Diversity Leadership Council (DLC)
The DLC is an advisory board with membership from both inside the College and from the broader community. The purpose of the DLC is to provide advice to the College Leadership and oversee progress in creating a more diverse, inclusive and culturally competent learning and working environment.

Policy
Transgender Guidelines are now in place and Employment Equity and Educational Equity Policies were in development by 2016.

Respectful Workplace and Learning Environment
The College has adopted a Respectful Workplace and Learning Environment Policy along with procedures for both informal and formal resolution of issues and complaints. New tools have been developed to help students and staff and a Conflict Resolution Specialist is in place.

PRIDE
The NSCC is an active supporter of PRIDE activities across the Province, both within the College and the broader community.

Education
The Office of Diversity and Inclusion sponsors a wide array of activities to support awareness and in collaboration with Organizational Learning developed and delivers mandatory diversity training to all College staff.

Federal Contractors Program
NSCC is a participant in the Federal Contractors Program (FCP) and is committed to making progress toward a more representative workforce. The College is working to meet the conditions of FCP eligibility in 2016 by planning a workplace diversity survey. Data collection and analysis is planned for early 2017.

Interpreter Services
A full time Sign Language Interpreter, in addition to contracted services, provides interpreter services when needed.

Truth and Reconciliation
The Office of Diversity and Inclusion will play a key role in the Colleges efforts to respond to the Calls for Action in the report of the Truth and Reconciliation Committee

NSCC-NSAA
The Director is a member of the Nova Scotia Apprenticeship Diversity Committee.

6.9 Physical Assets

Sustaining Good Buildings - Facility Condition Assessment
Although the College has recently constructed some new buildings (e.g. Waterfront Campus 2007, Centre for the Built Environment 2010, Marconi Trades Building 2011, and currently the Pictou Trades and Innovation Centre), the majority of NSCC's building infrastructure originates from the 1960s-70s. The College continually monitors the condition of its infrastructure to ensure that building systems are operating efficiently, and that potential system failures are identified before they become a problem.

Buildings that are welcoming, well maintained, clean, and healthy are part of the NSCC brand. In order to maintain the College's high standard, regular Facility Condition Assessments (FCA) are completed to support funding requests. As a component of the FCA process, Facility Condition Index (FCI) provides a benchmark to compare the relative condition of a group of facilities.

Overall, NSCC FCA results from 2016 are as follows:
Current Deferred Maintenance Backlog: **$69,083,000**
Total Replacement Value (13 campuses): **$689,500,000**
Current FCI: **0.10**
Annual Funding Requirement to Maintain Current FCI: **$10,000,000**

Funded Infrastructure Projects and Enhancements to Learning Environments

Several learning environments have seen considerable improvements over this period through the annual allocation of capital (FEMP) and the Knowledge Infrastructure Program (KIP). The majority of the initiatives through the FEMP process support improvement on the delivery of school related programs by updating outdated shop equipment to maintain currency and program certification.

NSCC funded projects under the Knowledge Infrastructure Program (KIP) totalling $16.5 million in project costs including $8.0 million in KIP funding that resulted in the completion of the following infrastructure improvements at ten NSCC campuses between 2011 and 2013.

Three additional major infrastructure projects, with expenditures totalling $11.5 million, were completed between 2011 and 2016:

1. Akerley Campus Renewal Project (2012-2015)
2. IT Campus C-Wing Exterior Wall Retrofit (2013)
3. Marconi Campus Water Treatment Plant Upgrades (2015)

Post-secondary Institutions Strategic Investment Fund (SIF) Projects

In 2016, NSCC received funding approval for three projects through the Post-Secondary Institutions Strategic Investment Fund (SIF) initiative designed to modernize research and commercialization facilities at Canadian universities, colleges and polytechnics. NSCC projects will be completed between 2016 and 2018.

Facilities and Equipment Management Plan (FEMP)

The objective of the Facilities and Equipment Management Plan (FEMP) is to provide the physical infrastructure and program equipment that supports, develops, and enables College faculty and staff to excel in program delivery. The FEMP budget is broken into operating (>$5,000) and capital components, with capital items (>$5,000) recorded on the balance sheet. The FEMP budget comes from provincial funding, and an appropriate portion of the funding is deferred and amortized at a rate that corresponds to the depreciation schedule of the assets purchased.

6.10 Sustainability and Environmental Stewardship

Sustainability is listed as one of the core values in NSCC's strategic plan. NSCC is committed to promoting leadership, awareness and understanding of sustainable practices through all activities in order to reduce the College's environmental impact. To support and guide NSCC's commitment to sustainability in a broad context, in 2013, NSCC developed the Sustainability Policy. This policy outlines guiding principles and actions and is updated annually. NSCC continues to integrate environmental and sustainability management policies and practices into learning opportunities and develop a culture where students and employees will be encouraged to be stewards of the environment.

Environmental Performance Reporting

Annual sustainability reports are prepared by NSCC Facilities Management to provide timely, accurate information on the overall College-wide sustainability performance, as well as the Campus specific performance, using key sustainability indicators. The report forms an integral component of NSCC's commitment to sustainability, and the continual improvement of the College's environmental performance, informing long-term strategies for sustainable development throughout the College. Accomplishments for the different sustainability performance indicators for the time-period 2011-2016 are briefly summarized below.

Energy

Over the years, the College has pursued many energy conservation strategies to reduce energy consumption, including lighting upgrades, and building envelope improvements. Energy usage across the thirteen NSCC campuses includes combustion of fuels for heating (natural gas, propane, and fuel oil), as well as purchased electricity and steam. Equivalent kilowatt hours (ekWh) are used to calculate the energy intensity.

NSCC-wide energy intensity measured for 2016/2017 was 71 ekWh/ft^2 less than in 2008/09, which is a decrease of 20%.

Climate Change

Since 2008, NSCC has reduced greenhouse gas emissions by 32%. In January 2016, NSCC president Don Bureaux signed a national climate change accord, the University and College Presidents' Climate Change Statement of Action for Canada. Through this undertaking, NSCC is in the process of developing a comprehensive climate change action plan for the College. This Action Plan will engage NSCC's operations, education and research departments into a comprehensive strategy that catalyses solutions for climate change.

Water

NSCC is committed to conserving water use throughout all campus operations. In 2016/17, all 13 campuses combined used 43% less than what was used in 2008/09. Reduction in total water consumption is attributed to recent retrofit practices employed by NSCC including the installation of low flow faucets and toilets, installation of waterless urinals, high pressure nozzles on hoses, and installation of pressure reducing valves (PRVs). In addition, at the NSCC Centre for the Built Environment (CBE), greywater and storm water are collected and re-used for irrigation of green roofs and bio-walls.

Waste

NSCC is committed to reducing waste at all campuses. Each campus has its own Waste Management Plan with recycling and composting programs. Additional waste diversion programs have been implemented at some of the campuses (i.e. on-site composting, re-use of wood scraps, sawdust being collected and donated to local farms, etc.). The College achieved its goal of a 75% waste diversion rate in the 2016/17 fiscal year. The latest AASHE STARS report shows that NSCC now has the highest waste diversion rate of all post-secondary institutions in Canada.

Space Utilization

Ongoing space utilization analysis across NSCC's 13 campuses indicates that there are opportunities for improvement. The data analysis shows that spaces dedicated to serving the needs of a particular academic program or specific function achieve lower utilization rates than those rooms that served multiple groups. The use of scheduling and space utilization software to simplify the development of efficient schedules resulted in real energy savings as the College no longer needed to heat and cool spaces that were empty. Since implementing this new software, the College has seen significant jumps in utilization rates at several of NSCC's 13 campuses with overall average space utilization of 48% for the first reporting year of 2016/17.

Sustainability Certifications and Awards

BOMA BESt is the platform that has been used for the management of environmental performance at NSCC since 2009. This program certifies that buildings meet or exceed benchmark criteria for industry best practices in five key areas: energy consumption, water consumption, waste reduction, emission and effluent management, and management and communication systems.

NSCC's average *BOMA BESt* score in 2008/2009 was 75% (Silver) and the average *BOMA BESt* score for 2015/2016 was 84% (Gold).

The BOMA BEST scores by campus in 2015-16 included:
- Two campuses receiving Platinum Rating scores (90% and above)
- Nine campuses receiving Gold Rating scores (80% to 89%)
- Two campuses receiving Silver Rating scores (of 78% and 79%)

Leadership in Energy and Environmental Design (LEED)

Since 2008, all new NSCC buildings have been built to LEED standards, and certified through the Canada Green Building Council. LEED is an internationally recognized rating system in over 132 countries. It recognizes excellence in green building design, construction, and operation. In support of Action 37 of the 2009 Nova Scotia Climate Change Action Plan, all new major construction at NSCC will be LEED certified. NSCC has achieved the following certifications:

- LEED Gold (Targeted) – Pictou Trades and Innovation Centre, 2017
- LEED Gold – The Centre for the Built Environment (Waterfront), 2010
- LEED Silver – Marconi Centre for the Built Environment, 2011
- LEED Silver - Waterfront Campus Harbour Wing, 2007

Sustainability Tracking Assessment and Rating System (STARS)

In January 2017, NSCC was recertified with STARS Gold Rating from the Association for the Advancement of Sustainability in Higher Education (AASHE). NSCC achieved a score of 73.23, which is 5.73 points better than the previous 2013 submission. With this new rating, NSCC is now the highest scoring College in Canada, and number 5 of 31 postsecondary institutions in the Country.
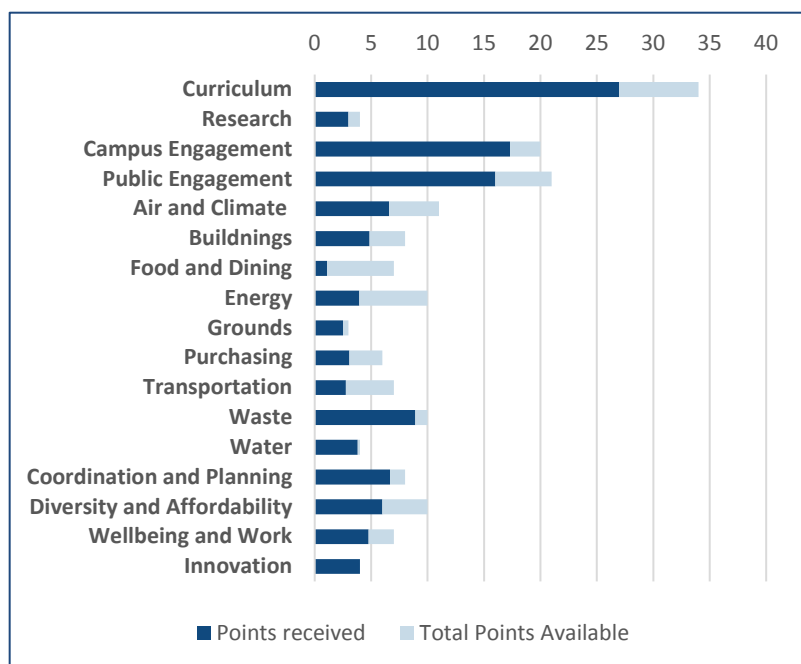
STARS is a tool for measuring how well a post-secondary institution embeds sustainability in all aspects of what they do. **CHART 6.10** shows a summary of NSCC's results from its 2016 STARS submission.

CHART 6.10:

Summary of STARS 2016 submission results

Source: NSCC Sustainability – Facilities and Engineering Annual Report

6.11 Safety Practices

Organizational Growth and Change

In 2012, NSCC reviewed the organizational mission and values, adding safety as a value. This addition increased participation and engagement throughout multiple levels of the college. The core principle of Occupational Health and Safety legislation in Nova Scotia is the Internal Responsibility System (IRS) where all persons at the workplace are responsible for the safety of others at the workplace. The addition of safety as a value supports this concept within the organization.

Occupational Health Safety and Environmental Services (OHS&E)

Creating a "world class" safety culture, integrating safety practices everywhere in the College, focusing on regulatory compliance, and integrating best practices into NSCC's Safety Management System (SMS) continue to be a priority.

OHS&E administers the College SMS to ensure safe working and learning spaces. The SMS applies to all College operations to minimize risk to people, property and reputation. The core service of this department is to provide stewardship of the Occupational Health and Safety Policy and all of its related procedures, programs, forms and tools. The OHS&E department actively engaged in this process to review, revise existing documents as well as continuing to perform gap analysis and regulatory review to develop and implement new policies and procedures as required. Currently OHS&E has more than 200 policies, procedures, programs, related forms and tools comprising the SMS for which it is responsible.

Evidence of the College's commitment to creating and sustaining a world-class safety culture started with the addition of two Safety Officer positions in the OHS&E department, essentially doubling the team. Safety Officers audit, inspect, investigate, make recommendations, develop documents to support the SMS, train employees and liaise with internal and external stakeholders.

Five Lead Public Safety Officer (LPSO) positions were also added to the College's safety complement during this reporting period. An LPSO is a security supervisor who coordinates contract security officers, conducts hazard assessments and performs training for their assigned campus. The LPSO works closely with campus management teams, student services, law enforcement, and other stakeholders to address daily security requirements.

Regulatory Changes

In 2012, The Department of Labour and Advanced Education (LAE) set forth a three phase plan to replace the Occupational Safety General Regulations (OSGR) with new Workplace Health and Safety Regulations (WHSR). In June 2013, the WHSR came into effect. Several sections of the OSGR have been superseded by new provisions in the WHSR.

NSCC's OHS&E team worked with internal and external stakeholders to ensure these changes were communicated and socialized, including further training for employees and policy and procedures to comply with the changes.

WHMIS

To help facilitate international trade and to enhance the protection of human health, a new system of hazard communication, the Global Harmonized System, is being adopted worldwide.

A multiyear transition plan is currently underway in the province to transition from WHMIS 1988 to WHMIS 2015 standards. NSCC has fulfilled its responsibility to train employees to both standards by

implementing mandatory training administered through SafeColleges (online training provider). Further work is underway to ensure our internal system is harmonized with the upcoming requirements.

Engagement

In November of 2015 NSCC President Don Bureaux, became a signatory of the Nova Scotia Safety Charter, supporting the growth of both the provincial and organizational safety culture. This top down commitment to safety is evident through the engagement of NSCC employees in a range of enhanced safety-focused practices including:

- A College Occupational Health and Safety Statement is produced annually and posted on all safety Information Stations across the College.

- Campus Principals now take a greater role at the campus regarding safety and include Safety as a standing agenda item on all campus meeting agendas.

- A College Safety Steering Committee, consisting of Senior Management representing multiple levels within the college, was created in 2016 to receive training, review SMS components, recommend improvements and discuss new safety initiatives at the college and discuss global safety and future planning for the organization.

- All (17) NSCC sites have active safety committees with a college-wide membership of the Emergency Master Plan (EMP), OHS&E continues to engage employees at all levels through workshops and training in a variety of subjects.

Hazard Identification and Control

Regular testing, audit and remediation procedures are completed to ensure robust hazard identification and controls for College buildings and maintenance of safety equipment throughout the College.

6.12 Emergency Preparedness

Emergency Master Plan

Emergency Preparedness and Planning at the college is a crucial part of preventing, mitigating and recovering from major incidents by keeping the Emergency Master Plan (EMP) documents and processes current, ongoing testing and practice by responders to ensure that they are able to perform their duties, and that any deficiencies are identified and corrected.

Situational Awareness Response Assistant

To improve campus emergency response capabilities, communications and to support the implementation of the EMP, the Situational Awareness Response Assistant (SARA) was installed at all campuses within the five year reporting period. Physical hardware such as blue and yellow pull stations as well as real time monitoring equipment have been installed to allow greater ability for mass notification and public address in emergency situations. Improvements are ongoing based on lessons learned through the integration of the system into drills, training and through its application during emergency situations. The intent of the system is to integrate; mass notification/ situational awareness capability, building envelope security and closed circuit television/ security Systems. Training and drills are an ongoing part of Emergency Preparedness at NSCC.

Medical First Responders

NSCC has trained a number of Medical First Responders (MFR) at each site with the intention of improving medical emergency response capabilities.

AED's

The Automated External Defibrillation (AED) program has made the NSCC a leader in public access to defibrillation in Nova Scotia. Multiple units are deployed at a number of NSCC sites, including in high-hazard training areas and for remote off site training. AED's have been integrated into the SARA system.

The importance of this program has been highlighted on three separate occasions. Members of the NSCC community experienced cardiac episodes at which time the AED was deployed, shocks were administered and a viable patient was handed over to EHS.

First Aid Kits/Program

Standing offers were established with improved products procured for stocking First-aid-kits and training in the administration of the program was completed to ensure readiness of first aid supplies.

Security Services Accreditation

Security management strategies and operating procedures for security staff are being developed and revised to support the strategic direction of the College and following the recommended path for accreditation of security services through the International Association of Campus Law Enforcement Administrators (IACLEA).

Safety Reporting

Review of accident/incident reports, that describe who, what, where, when and why an incident occurred, allows the OHS&E team to analyze trends and provide targeted training, education or other expenditure of resources to reduce the potential for harm to people, property and the environment. A renewed focus on safety reporting resulted in an increase in incident reporting from 359 reports in 2010-11 to 536 reports in 2011-12, with annual reporting growing steadily to 607 incidents reported in 2015-16.

Chapter 7: Management Systems and Practices
Does the college have systems that produce information that enables management to answer the above questions?

7.1 Overview
NSCC's ability to process, analyse and transform data into knowledge, make effective use of technology enhanced communications tools, and communicate effectively with stakeholders are all critically important to the organization's success. The College has made significant gains in these three areas during the five year period of this report.

7.2 Information Systems and Processes
The previous reporting period saw the evolution of NSCC's information system (PeopleSoft) from a basic, transactional system to a more robust enterprise resource planning (ERP) system. PeopleSoft continues to maintain all student data; including admissions, student records and course information; human resources data, including job-related, salary and benefits data, as well as demographic data; and financial data.

The continued evolution during this period centred around its role as the single source of truth for the institution and the level at which it integrates with other legacy systems (i.e. schedule generation systems and online program calendar) and new, cloud-based learning management (D2L) and communication and collaboration (Office 365) systems. The demand to develop additional integrations with PeopleSoft continues to grow.

Development of College Enterprise Systems
During the period of this review, major developments to the College's enterprise systems occurred. They include but are not limited to:

- **The separation of HR and Student Information Systems**: The work of splitting PeopleSoft HR and the Student Information Systems from one to two instances was required by Oracle for system support reasons. This work was completed early in 2016, when the IT department went live with the separate instances and the necessary integration points between the two.

- **Upgrades to PeopleSoft HR and Finance:** PeopleSoft HR was upgraded to version 9.2 in early 2016. Planning for the PeopleSoft Finance upgrade to 9.2 has been initiated with a planned go live scheduled in 2017.

- **Upgrades to Online Application and Self-Serve Enrolment:** To optimize the business of admissions and improve prospective students' admissions experience, Online Applications (OLA) was implemented in 2014 that first introduced the ability to apply to the College online. In 2015, self-serve was taken one-step further with the introduction of the Course Student Enrolment Solution (CSES), beginning with Continuing Education.

- **Installation of a new Learning Management System:** The College adopted a modern Learning Management System (LMS) in January of 2014 with the implementation of D2L (Desire2Learn).

Taking D2L to Another Level

Recognizing the need to broaden the use of D2L across the College, the <u>D2L Cornerstone - All Courses</u> project began in 2016. The primary objectives of the project were to establish a minimum baseline of technology enablement for all courses, and attain full integration with Peoplesoft. The goal is for all faculty to be trained on the proper use of D2L and for each course to have a course shell (at a minimum) available in the system by the beginning of the fall semester of 2017.

Transforming NSCC's Presence on the Web

The renewal of the NSCC website gained momentum in 2015 with the implementation of a modern Content Management System (CMS) and the development of a responsive website design framework that was then implemented in 2016. The CMS selected for the College was Hannon Hill's "Cascade", an enterprise web platform used by many post-secondary institutions across North America.

As of 2016, 47% of public traffic to NSCC.ca came from a mobile device. As prospects rely more on mobile versus traditional computing devices, it will be critical to deliver comparable experiences from both an information and online services perspective. Interfaces for different types of browsing experiences were developed to bring greater consistency to the overall design styles on nscc.ca.

While the implementation of an enterprise CMS aids the College in standardization, it still relies on 34 custom web applications to provide needed functionality to prospects, current students and staff. Significant efforts have been made to transition these applications to a consistent development platform (Microsoft's .NET) and reduced the College's risk profile associated with maintaining skills and capacity to support legacy technologies.

A web policy, web content strategy and transparent process for prioritizing new web requests have been developed. These will support efforts to operationalize a decentralized publishing model.

An Intranet Renewal project was initiated in late 2016. This work started with the implementation of a first-ever portal experience for students, and the work of revitalizing the existing employee portal (ourNSCC) got underway in 2017.

Technology and Innovation

Information Technology Services has implemented several innovations over the past five years that have contributed to an enhanced teaching and learning environment while driving operational efficiency and increased productivity.

A key area of investment during this period was the proliferation of the College's Wi-Fi network in 2015. This investment was well timed, as year-over-year increases in concurrently connected devices and the data consumed by those devices has continued to rise.

The College has an extensive video conference network across Nova Scotia. While there is a downward trend in videoconference usage in the past five years, (down from 1,437 videoconference hours per month in 2012 to 959 hours in 2015) mainly due to fewer academic courses offered via videoconference. This has been offset by a simultaneous increase in the number of online courses available through D2L.

Peak Concurrent Wi-Fi Connections
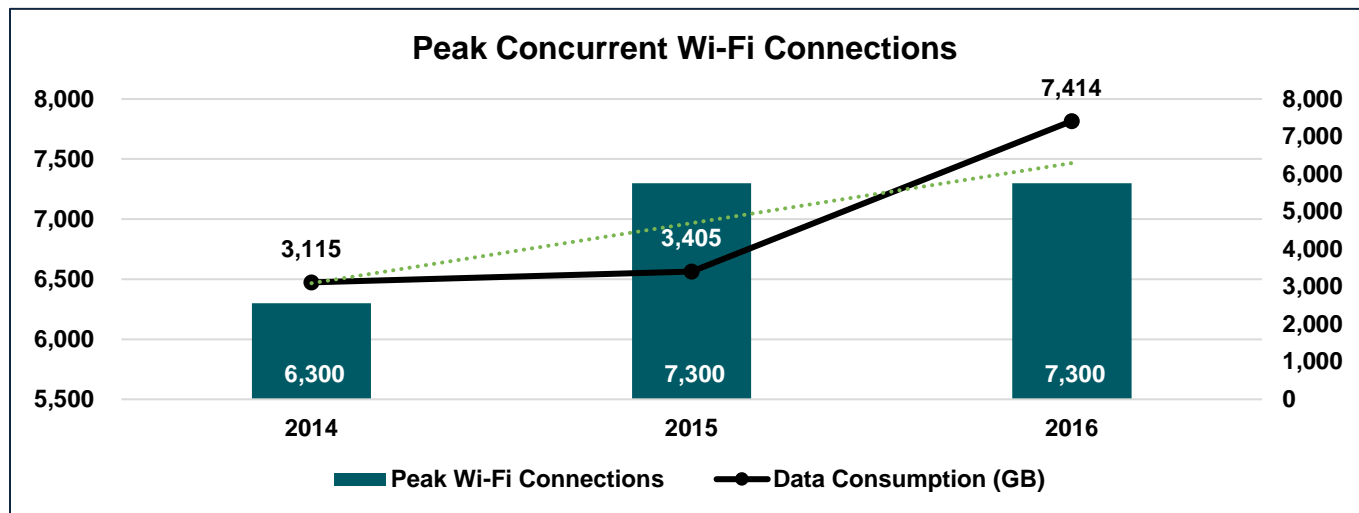
In collaboration with Higher-Ed IT Shared Services (HISS), NSCC initiated a project in the fall of 2015 to roll out Microsoft Office 365. The primary business driver for the College was to avoid a substantial investment in upgrades to the existing on-premise email environment, as Office 365 is a service available to Higher Education at no cost. The migration to Office 365 was completed successfully in the summer of 2016.

A Technology Strategy was completed in the spring of 2016. The result is a strategy comprised of five commitments with 27 actionable goals that will position the College to continue delivering on its mission. The strategy will heavily influence the go-forward priorities of the IT Services Department as its role continues to evolve.

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

Business Intelligence
The Business Intelligence (BI) Program was launched in 2008 to improve the process of delivering information to the organization and promote a culture of informed decision making using timely data. These reports, delivered through the BI software, Cognos, provide the College with management information on program demand, applications, enrolment targets and milestone counts, student profiles, graduate counts, retention, persistence and diversity. The reports serve as the single source of management reporting and enable informed and consistent decision-making throughout the College. The BI infrastructure has also largely streamlined the process by which Institutional Research (IR) reports on annual enrolment figures, and provides an organized and trusted source from which IR conducts enrolment analysis and carries out ad hoc information requests. The College now has several years of enrolment data in the data warehouse, making it increasingly efficient to report on trends and historical data.

The College has seen growth and maturity in its use of data to drive informed decision-making over the review period. BI reporting is expanding into other functional areas of the college, providing Human

Resources and Continuing Education with reports, helping those teams manage their business. The Business Analytics (BA) and Institutional Research teams also worked closely and collaboratively to develop new report content such as an enrolment dashboard and reports that assist in academic and program planning. The BA Team was also involved in the successful delivery of projects such as Admissions Cornerstone and PeopleSoft PPO, which adapted reporting to match new business processes that were implemented in these initiatives.

The chart below shows the usage of the reports over the review period and is an indication of the value and maturity of the reports.
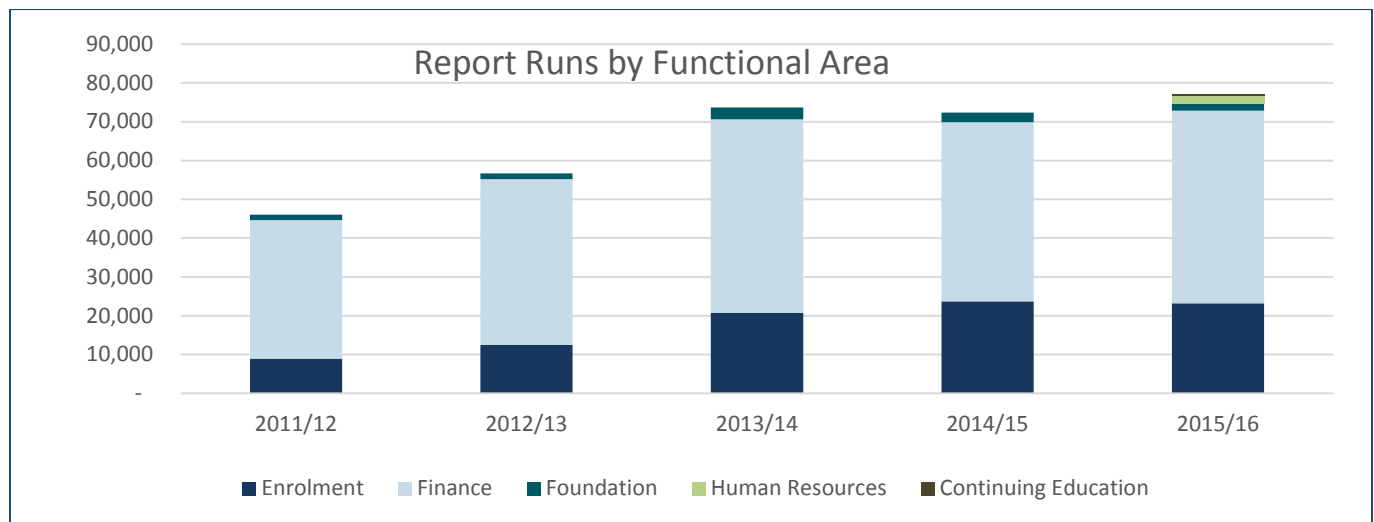
Organizational Research

NSCC dedicates resources to gather information to inform decision making and strategic planning. Through student, employee and brand research, NSCC is better able to implement programs and services to meet the needs of all our key stakeholders.

Student research is focused on understanding how the learning environment supports student engagement and where the College is doing well and how we could improve. Institutional survey work continues to provide insight into student engagement and satisfaction with the learning environment. In 2012, IR implemented a new survey tool to administer institutional surveys. Information gathered using surveys to support the operations of college departments include industry surveys for program review and program development, alumni surveys to support program review and for accreditation, staff surveys on employee engagement, and automation of regular course feedback. With increasing focus on student success, the college evolved its annual survey of incoming students in 2016 to better understand and address the needs of our incoming cohorts.

The College has been conducting a survey of its graduates annually since 2000, one year following their graduation, to gather feedback on their experience and satisfaction with their program and their attachment to the workforce. Before 2011, third-party contracted aspects of the survey were limited to data collection via telephone, occupational data coding using NOC codes, data verification and delivery of analysis-ready data to NSCC researchers.

Since then the survey data collection methodology evolved to meet the changing technology realities of surveys, moving from a telephone survey to mixed-method online and telephone data collection for the first time in 2012. This resulted in a modest increase in survey participation rates and a reduction of margins of error in the reporting. And, by 2016, the College had expanded the survey elements contracted to a third-party to include data analysis, production of summary statistical reports for the public, and program-level statistics for NSCC users involved in program development and planning.

Results from this survey continue to reflect consistent employment rates and satisfaction levels with the college.

Program Health Snapshots

Going into the review period, program health information was being used by Academic Services leaders to understand the relative health of each program offering within their purview. These Program Health Snapshots functioned as a first level diagnostic of program health providing five years of program health trends as the first step in the regular five-year program review cycle. The dashboards are also used to identify programs urgently requiring review outside of the normal cycle, as well as provide documentation of program health indicators for mandatory and voluntary accreditation of several of NSCC's programs.

During the review period, several advancements improved the delivery of these reports:

- An improved data collection process. The data collection process for the program health snapshots moved from a manual data file preparation process to automated creation of program reports in Cognos.

- A consistent approach to the provision of annual graduate survey data from Institutional Research to the program review team, providing graduate employment and satisfaction data to the program review team by program cluster.

- A more refined process for ad-hoc information needs. The program review team and Institutional Research work closely together to gather additional information through ad hoc industry and graduate surveys, closer analysis of data not available through the automated reports, and through a shared labour market information tool. Technology advancements have helped to provide a repeatable process for gathering information from program alumni, employers, and industry to help inform the program review.

Organizational Health Indicators

The Balanced Scorecard used by NSCC since 2003 to report its key performance indicators to the Board of Governors received a modest makeover in 2012 to refocus the governance reporting on outcomes as Organizational Health Indicators Aligned with the Strategic Plan, the report provides metrics on five key areas that are fundamental to organizational health and performance: Enrolment (meeting enrolment targets), Programs (graduate employment), Financial (net income and expenditures), Employees (employee engagement), and Reputation (institutional reputation index). The report is prepared annually as part of the business planning cycle, and monitors the achieved results in each of these areas over the previous five year period as compared to the set goals.

7.4 Stakeholder Communications

Internal Communications

Effectively communicating college initiatives to employees and students in a geographically distributed organization remains a top priority for NSCC. College initiatives are supported with communications strategies, plans and tactics, which include the creation and distribution of content across a number of channels. These internal channels include but are not limited to an intranet, email, digital signage and posters.

External Communications

NSCC has a broad range of external stakeholders including prospective students, their parents and other influencers, as well as government and industry partners. The focus of all external communications focuses on the value that NSCC offers these audiences. During this review period, NSCC developed its first Social Media Policy, added Facebook and Instagram to its official social media accounts, and collaboratively developed content strategies and calendars that support both enrolment and corporate objectives. In 2013, NSCC evolved its annual community report into a year-round, story-telling website, the College to share wide range of stories demonstrating how NSCC delivers on its mission, through the achievements of students, alumni and employees.

Marketing

Setting NSCC apart as a first-choice post-secondary option in a competitive post-secondary landscape remains a top priority at NSCC. This is reflected in both its brand marketing and marketing recruitment activities during the 2011-2016 review period. NSCC evolved its marketing recruitment activities during 2011-2016 to include more digital and social media advertising and promotion while maintaining a visible presence in communities. The College strives to reflect the diverse communities served by NSCC through all its marketing and communications activities.

Brand and Reputation

NSCC views its brand and reputation as strategic assets that require stewardship and protection. The integrated Marketing and Communications team has specific accountabilities to advance both. This includes oversight of annual reputation research studies that continue to provide on-going insights about the state of both brand and reputation. Results over the period of this review confirm the strong, positive evolution NSCC has enjoyed in its brand and reputation.

Brand

The Marketing team continues to steward the NSCC brand. In 2015, NSCC initiated a brand renewal project. The brand research included extensive internal and external consultations, focus-groups with key audiences, competitive analysis and an environmental scan. These inputs shaped a new brand campaign platform called STRIVE, which was successfully launched internally and externally in 2016. This renewed brand platform offers new opportunities to build pride within the NSCC community and in NSCC as a provincial asset; profile the role of the student in charting their own course in their careers and in their lives; bring to life the quality and variety of programs and careers that are possible through NSCC.

Reputation

The Communications team continues to provide ongoing strategic communications advice and counsel to College leadership as part of a values-driven approach to both opportunities and issues management. This approach is reflected in NSCC's Crisis Communications Plan, which was formalized during the period of this organizational review. The plan includes a commitment to ongoing training that will ensure College leadership is ready to respond to crises quickly and effectively with an eye to preserving vital College relationships.

Building and sustaining the overall reputation of the College in the marketplace is also an area of focus, with leadership from the Marketing and Communications Team. NSCC commissions an annual reputation study to gather feedback from the public that helps to monitor how NSCC is perceived. This survey continues to reflect favourable opinions of the college by the three surveyed audiences: general population, prospective students, and employers.

Appendix A: NSCC Strategic Plan 2012

Vision – Mission - Values
Vision Statement
As a College, we are a community committed to the success and fulfillment of every student – in education, in career and in life. We believe the future of our province lies in the power of learning. When individuals transform their lives through learning, they have the power to transform their communities. As they transform their communities, they transform our province. It is within this context that we have set the following vision…

Transforming Nova Scotia one learner at a time.

Mission Statement
NSCC's fundamental purpose as defined in our mission statement is concise and compelling. Our mission will provide us with clarity as we work to achieve our vision and thus, we will continue to commit ourselves to the mandate of…

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

Values
At NSCC we care about each other and we care deeply about what we are here to do. These eight values are the fundamental driving forces within our organization. They rest at the core of what we do and how we do it. We hold ourselves accountable for the embodiment of these values in our work together every day.

Student Success:
We support and celebrate the success of our students as they undertake learning and pursue careers.

Employee Success:
We recognize and honour the vital importance of each other's contributions to the success of our students, the College and the communities we serve.

Accessibility:
We commit to opening pathways and providing equitable opportunities to access our programs and services.

Diversity and Inclusion:
We provide a learning environment that welcomes and embraces individuals from diverse communities and we take every opportunity to become more inclusive.

Safety:
We focus on creating a culture of safety and well-being within our entire NSCC community and beyond.

Innovation:
We believe there is always a better way and we will find it by inspiring openness, curiosity and creativity as a basis for excellence.

Sustainability:
We commit to the continuous development of the social, economic, cultural and environmental sustainability of the College and our community partners.

Public Accountability:
We work with integrity in every area of the College and believe we must be fundamentally accountable for the public's trust in all that we do.

Strategic Priorities

Strategic Priority 1:   Community Connections
NSCC is committed to building and sustaining strong connections with our communities to ensure future prosperity and well-being.

The "community" in Community College is at the heart of why NSCC exists and what we strive to support and sustain.

We are an educational hub for the many rural and urban communities our campuses serve. We are committed to helping our communities thrive and prosper through service learning opportunities for students and employee participation in community organizations. By promoting diversity and inclusion, NSCC offers a nurturing environment for learning, living and thriving locally.

We value the importance of relationships, working closely with all levels of government, local communities and employers. These relationships are developed by inviting communities to participate in the daily lives of our campuses through activities, celebratory events and planning initiatives.

The future prosperity and well-being of communities will determine the overall strength of Nova Scotia's economy and quality of life. Therefore, we will continue to strengthen and deepen connections with our communities so true innovation and entrepreneurship can flourish, contributing to the well-being of learners, families, communities and the province. We will fulfill our commitment to communities through the following Goals:

• We will ensure we provide a nurturing environment for learning, living and thriving locally by embodying our values of diversity and inclusion.

• We will connect regularly with the citizens and communities that make up all of Nova Scotia, enabling us to better understand and address their learning needs and concerns while building more mutually beneficial partnerships.

• We will work to ensure the learning and applied research activities we provide enable communities to take full advantage of new opportunities for economic and social prosperity as they emerge.

• We will actively participate in the life of our communities so that together we can inspire innovation and entrepreneurial spirit, and contribute to our collective well-being and sustainability.

Strategic Priority 2:   Program Quality

NSCC is committed to graduating learners who possess leading edge skills and knowledge and who are immediately prepared to use their talents in their work and communities, continuing to learn and grow throughout their lives.

NSCC must deliver programs of exceptional quality to ensure that the skills, knowledge and abilities our graduates take with them into the workforce are highly valued in the economy.

We have always been committed to regular review and renewal of our programs to keep pace with the changing needs of employers, industry and best practices in post-secondary learning. We have made great investments in providing learning and professional development opportunities for our employees. Now, it is time to build on our history of strong programming and commit to reaching that next level of quality. We will fulfill our commitment to program quality through the following Goals:

• We will engage students in learning experiences that are of exceptional quality so they can excel in the work force.

• We will provide applied learning and research experiences that align with the innovation and technology needs of the economy.

• We will work closely with employers and industry in designing programs that meet their needs, helping build Nova Scotia's economy through a well-educated and highly-skilled work force.

• We will invest in the capabilities of our employees to enhance teaching and service delivery.

Strategic Priority 3:   Operational Excellence

NSCC is committed to providing an exceptional learning experience to every NSCC learner, in all the programs and services we provide.

NSCC will ensure that we are effective stewards of the resources with which we are entrusted. We have worked effectively over the past decade to build and grow a modern college with respected and relevant programs for Nova Scotia. In the process, we have been nimble and responsive in ensuring that the basic processes, systems and services are in place to serve the needs of learners as they navigate their learning journey with us.

An exceptional learning experience consists of more than what happens in our classrooms, shops and labs. It is the sum of every service, process and connection our students experience – from the time they begin to consider NSCC as a place to learn, through graduation and having successful careers – it is a journey of lifelong learning. It is now time to take a comprehensive

look at all our systems, processes and practices to ensure they are adding value to the whole learning experience of our students. We are a complex organization that spans the entire province, operating in unique communities each with their own opportunities and challenges.

Therefore, as we continue to be an employer of choice, we will ensure our planning processes are rooted in deep collaboration. With shared accountabilities, we will recognize interdependencies across college functions. As an entire college community, we will work together with a continuous improvement mindset to ensure operational excellence. We will fulfill our commitment to operational excellence through the following Goals:

• We will refine and improve our services, policies, and communication to ensure clear and effective business practices.
• We will design and renew our technology to enable innovation and excellence in all aspects of our work.
• We will build effective processes and planning tools that help us work nimbly and collaboratively across all functions of the College.
• We will invest in improving our safety practices throughout the College.
• We will invest in building leadership skills throughout NSCC.

Strategic Priority 4:   Access to Success
NSCC is committed to ensuring learners make the right program choices for them and are prepared for the successful achievement of their learning goals.

The future prosperity and well-being of the province depends upon many more people having the ability to acquire, and continuously upgrade, the skills and knowledge required to build prosperous lives and vibrant industries.

With more than 120 programs covering every sector of the economy, from entry level skills to highly advanced knowledge, earners have access to programs and courses designed to support their learning needs throughout their lives and at every stage of their careers. The opportunities and challenges facing Nova Scotia over the next decade provide a clear focus for the work we will do as a college.

We will continue to provide a broad suite of relevant programs and increased flexibility in terms of access to these programs. We will enable as many people as possible to overcome the barriers and learning challenges that are keeping them from participating fully in Nova Scotia's workforce. We will work with our industry partners to strengthen the long-term viability of their enterprises by providing their workforce with access to lifelong learning opportunities in a manner that recognizes their unique operational realities. We will undertake this work with the imperative of enhancing the support we offer to NSCC learners. This support will include an increased emphasis on engaging our students in choosing programs that are well suited to their interests, abilities and career opportunities as well as helping ensure they have the necessary academic readiness for successful post-secondary learning. We will fulfill our Access to Success commitment through the following Goals:

• We will become a more welcoming and diverse college community.
• We will enhance and expand our learning pathways for Nova Scotians who are not academically prepared for success in pursuing a post-secondary credential.
• We will provide learners with tools to help them make the right program choices for their interests, abilities and career opportunities.
• We will help ensure every learner is prepared to meet the academic challenges of a modern community college.
• We will provide learning opportunities for Nova Scotians to continue acquiring leading edge skills and knowledge throughout their lives.

Appendix B:

2016 NSCC Organizational Health Indicators Summary

MEASURING SUCCESS: ORGANIZATIONAL HEALTH INDICATORS

The Organizational Health Report was introduced in February 2012. Aligned with the NSCC Strategic Plan, the Report is focused on five key areas that are fundamental to organizational health and performance: **Enrolment, Programs, Financial, Employees and Reputation**. These key areas, along with the seven milestone measures and 2016 results, are included in the table below.

KEY AREA	OBJECTIVE	MILESTONE MEASURE	RESULTS ACHIEVED					GOAL	ADDITIONAL CONTEXT
			2012	2013	2014	2015	2016		
ENROLMENT	Enrolment Targets Met	September 30th Enrolment as a % of Fall Enrolment Targets	100.2%	102.0%	100.9%	102.8%	103.5%	Within 99 to 101% of Target	This includes enrolment of students declared in certificate, diploma and advanced diploma programs.
PROGRAMS	Graduates Apply Their Skills and Knowledge	% of Graduates in the Labour Force who are Employed	86%	86%	86%	88%	87%	84 to 88% of Graduates in the Labour Force employed one year after graduation	Ontario Colleges have an average graduate employment rate of 84%. Average age of NSCC graduates is 27 years.
									Provincial 2015 employment rates for youth aged 20-24 is 67% and for youth aged 25-29 is 78%.
FINANCIAL	Net Budget is Achieved	Net Income as % of Total Revenue	0.3%	0.3%	0.5%	0.3%	3.37%	Within +/- 0.5% of Total Revenue	Conversion to Public Sector Accounting Standards (PSAS) was completed in 2013. The two measures together will provide a complete picture of financial health. The results are derived from the non-consolidated financial statements.
		5-Year Rolling Average Net Income as % of Total Revenue	0.18%	0.22%	0.27%	0.34%	0.95%	Positive 5-Year Rolling Average	
	Balanced Academic & Administrative Expenditure	% of operating expenditures devoted to academic programs and services to students	77%	76%	78%	78%	77%	75 to 80% of budget allocated to learning, services to students, IT and library resources	Average for Nova Scotian universities is 76% (2013-14). There is no change from the previous two years.\n\nSource: CANSIM 477-0059
EMPLOYEES	Employee Engagement	Employee Engagement Rate	n/a	89%*	n/a	85%	n/a	Overall Engagement Index between 80% and 90%	The Employee Engagement Survey was redesigned in 2015. The survey has been simplified and refined to focus on intrinsic motivation - the key indicator of success and performance as an organization.
REPUTATION	Institutional Reputation	Institutional Reputation Index	79.5%	79.6%	78.9%	78.7%	81.0%	Index score between 78% and 82%	Market research approach was modified in 2013 to gain deeper regional insights. Results for the full Reputation Index are reported in 2014, 2015 and 2016.

*The Engagement Index was a measure from the Aon Hewitt survey designed to measure organizational engagement. Results are not comparable to the 2013 results.