



November 7, 2018

RE: Draft Terms of Reference, College of the North Atlantic Submission

Dear Stakeholders,

College of the North Atlantic's stakeholder consultations submission for the Post-Secondary Education Review process draft Terms of Reference has been provided to the Government of Newfoundland and Labrador.

A summary of results of this consultation process is outlined in the attached document: Overview of Findings.

Thank you for taking the time to contribute to this important process. We are looking forward to working with Government, the Committee of Experts, and you in the next stage of this review process.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Bruce Hollett'.

Bruce Hollett
President & CEO
College of the North Atlantic



POST-SECONDARY EDUCATION REVIEW
DRAFT TERMS OF REFERENCE FEEDBACK

Overview of Findings



College of the North Atlantic

November 2018

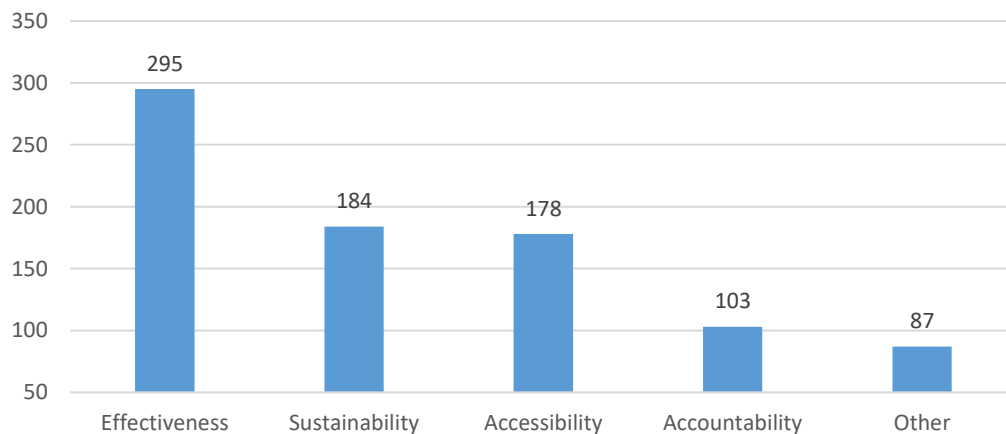
PSE Review – Draft Terms of Reference Feedback

Overview of Findings

Introduction

College of the North Atlantic embarked on a stakeholder consultation process on the draft Terms of Reference, which will ultimately be used as a guide for the public Post-Secondary Education Review process. This snapshot of CNAs feedback indicates that stakeholders would like to see the following emphasis on the draft Terms of Reference and subsequent review.

PSE Review TOR Feedback by Theme



Process

The college implemented the following communication mechanisms in an effort to reach as large a stakeholder audience (internal and external) as possible. First, a PSE Review Team was established, consisting of senior leadership, managers and support personnel. This team was responsible for the oversight of the college’s submission, and also for the dissemination of information to their respected divisions and departments.

In order to effectively gather the feedback, a dedicated webpage (www.cna.nl.ca/about/psereview) and email address (psereview@cna.nl.ca) were put in place; these were monitored daily by a smaller working group and responses to submissions were sent out when the situation warranted (clarification of the request, ensuring adaptive technology needs were met, and so on). These resources were promoted internally to all CNA employees, students, alumni, Board of Governors, and external stakeholders via email and in-person meetings, such as the ones conducted with the College of the North Atlantic – Student Union (CNASU) council representatives and the numerous departmental and campus meetings held throughout the province.

Promotional materials in the form of campus posters and social media posts (Facebook/Twitter and Instagram) were also produced and circulated to raise the profile of the PSE Review and CNA’s role in the draft Terms of Reference process. The results of the social media promotion resulted in the following statistics; Facebook: 21,166 people reached and 306 engagements; Twitter: 2,541 impressions, 57 total engagements; and, Instagram: 657 people reached. CNA’s homepage provided visitors with an opportunity to link directly to the landing page noted above, in total more than 638 individual visitors went to the landing page, with 228 of those visits being external to CNA.

The college was successful in receiving 847 comments through this process, from a diverse range of CNA stakeholders, including but not limited to; staff, faculty, managers, administrators, students, Board of Governors, partners and industry representatives. The college has since reviewed the submissions and has arranged them based on the four Themes outlined in the draft Terms of Reference – Effectiveness, Sustainability, Accountability, and Accessibility. Under the four Themes, over 80 categories were established to best reflect the tone and message of the feedback received. The table below lists the top 28 categories, organized by the number of responses (highest to lowest).

Category	Description
Community/Economic Impact	CNA's role in the communities it serves and it's subsequent economic impact. This includes partnerships, CCL opportunities, etc. that help to maintain, revitalize and diversify NL (particularly rural NL).
International	The global reach of the college (both within and outside of NL). Whether CNA is meeting the needs of international students (e.g., flexible programming, supports, sufficient resources, etc.).
Infrastructure	The aging infrastructure of the college, and whether its meeting the necessary standards to support programming, housing, safety, etc.
Autonomy	The level of autonomy of CNA to provide/develop quality programs, create partnerships with industry and other institutions, to be responsive to the labour market, etc.
Training/Professional Development	The amount of professional development provided to college employees, and the resources required to ensure CNA continues to be efficient and effective in delivering quality/relevant programs.
Responsiveness	The ability of CNA to respond to labour market demands in a timely, efficient and flexible manner.
Quality Programs	The quality of programs offered at the college, and the processes in place to ensure programs are designed, developed and revised in an efficient manner.
Research and Innovation	The capacity and resources of CNA utilized to encourage, support and engage in research activities.

Category	Description
Access Programs	The impact that Adult Basic Education is having in the Province, and the ability of CNA to offer access programs to meet the needs of individuals that have not graduated from high school.
Accessibility Services	The level of supports in place with regards to accessibility services, and whether CNA is meeting the ongoing needs and demands of students effectively.
Distance Learning	How CNA is using Distance Learning to increase access to programs, and the ability to capitalize on it to continue to grow and diversify online programming within current resources.
Efficiency	The ability of the college to manage resources to enhance long-term performance (e.g., funding, employees, space, etc.).
Facilities Distribution	The distribution of campuses throughout NL, the strategic advantage that this has with respect to accessibility and community revitalization and development.
Connections with Secondary System	How CNA can leverage resources and create better relationships with the secondary school system (i.e., for recruitment, training opportunities, etc.).
Mental Health Supports	The ability of CNA to effectively respond and educate students/staff about mental health issues. Whether the proper supports, services, programs and policies are in place to meet this increased demand.
Graduate Employment	Whether or not college graduates are finding suitable employment, and in what areas (i.e., within NL, rural/urban, outside NL).
Experiential Learning	The degree to which Work Integrated Learning is implemented within programs, and the resources required to support experiential learning.
Teaching and Learning	The amount of focus placed on teaching and learning, and the opportunities to increase teaching and learning resources across the college (especially in rural communities).
Partnerships	The ability to establish partnerships with industry, community groups and other institutions to meet anticipated training requirements and workforce development.
Indigenous Learners	The capacity of the college to support indigenous learners, and whether employees are sufficiently informed about the unique experiences and learner needs of these students.
Career Transition/Supports	Whether CNA is accessible to people in career transition, and if there are enough supports/resources in place to meet their needs.
Accreditation	The benefits and challenges with respect to Accreditation (i.e., meeting accreditation standards, the benefits to graduating from an accredited program, etc.).

Category	Description
Revenue Generation	The resources (e.g., funding, staff, space) available to offer CCL programs to generate revenue for the college. Whether the current organizational structure supports a revenue generation model.
Sufficient Resources	Whether sufficient resources are in place to support programming, student services, etc.
KPI's	The use of Key Performance Indicators to determine the effectiveness of the college.
Governance Model	Whether the current governance model in serving the needs of CNA, and whether modifications to legislation are required.
Immigration	How the college (particularly rural campuses) support and enhance immigration strategies.
Student Supports	The degree to which CNA provides supports and services to students.

Summary

It is worth noting that questions around the exact scope of the PSE Review Process were raised, as it remains unclear to some. Specifically, is the review of the two public institutions (Memorial University and College of the North Atlantic), or will the review include the entire envelope of government spending that can be attributed to supporting post-secondary education within the province?

The college wishes to express its gratitude in being openly involved in this consultative process. We value the input of our stakeholders and recognize the importance of transparency in providing the best post-secondary educational experience possible for the residents of Newfoundland and Labrador.