2024-25 Annual Report

COLLEGE OF THE NORTH ATLANTIC

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Message from the Board Chair

On behalf of the Board of Governors, I am pleased to present the 2024-25 Annual Report for College of the North Atlantic (CNA). The 2024-25 initiatives reflect a continued emphasis towards a publicly funded college system for the province that is focused on student and industry needs. CNA and its stakeholders are committed to providing an enriched learning experience to students, advancing applied research and innovation, and addressing the needs of provincial, national, and international workforces.

The Board of Governors is pleased to report the accomplishments detailed throughout this annual report in the second year of its 2023-26 Strategic Plan. CNA continued its work on its strategic goals and objectives related to equity, diversity, and inclusion (EDI); teaching and learning approaches; and sustainable development and growth. Students continue to receive the unwavering support of CNA staff and faculty to ensure that they are positioned to pursue their educational and career goals. Workforce development remains a key CNA priority, providing flexible, real-time solutions for business and community stakeholders.

In 2024-25, CNA delivered multiple EDI presentations and training initiatives to the CNA community, launched EDI policy and program reviews, and developed new EDI-related policies and promotional materials. New microcredentials were developed for topics related to early childhood education, a centralized work integrated learning model was established, and new welding, heavy equipment, and automotive learning simulators were introduced to campuses. CNA also began a process to transfer relevant college programs to the new School of Sustainable Development, developed short-duration training related to wind power and hydrogen technology, and secured an initial membership in an organizational sustainability tracking, assessment, and rating system network.

As the Board Chair, I acknowledge the great dedication and steadfast conviction of the volunteer members of the Board of Governors during CNA's pursuit of its 2024-25 strategic goals. The Board of Governors is committed to the principles of responsibility, effectiveness, and sound management at CNA while incorporating thoughtful reflection in guiding the learning institution's future directions. As a provincial entity, the Board of Governors also recognizes the role of the Provincial Government in the success of CNA as a learning institution.

CNA is a Category One Public Body under the **Transparency and Accountability Act**. This Annual Report was prepared in accordance with requirements under the Act. As the Board of Governors, we are accountable for the actual results contained herein.

Mark Bradbury
Chair
Board of Governors

College of the North Atlantic Overview

For over 60 years, CNA has evolved and responded to the education and training needs of this province. Today, CNA has 17 provincial campuses and delivers programs and services to students locally and abroad. CNA continues its educational development outreach partnering with other institutions to bring Canadian standards, curriculum, and instructional approaches in post-secondary education to developing countries. Additional information on CNA's mandate and lines of business can be found in its 2023-26 Strategic Plan: https://www.cna.nl.ca/business-and-industry/pdfs/irp/strategic-plans/2023-2026.pdf.

Our Programs

CNA is one of the largest post-secondary educational and skills training centres in Atlantic Canada; enrolling learners each year in more than 110 full-time programs across six schools: Academics, Applied Arts, and Tourism; Business and Information Technology; Engineering Technology; Health Sciences; Natural Resources and Industrial Trades; and Sustainable Development.

CNA provides online learning for college credit and non-credit courses as well as certificate and diploma programs. More than 400 courses are available online in areas such as Accounting, Business Administration, College Transition, Early Childhood Education, Industrial Trades, Enterprise Web Development, Executive Office Management, Medical Office Management, Mental Health and Addictions, Strategic Human Resource Management, and Records and Information Management. Other online offerings include post diplomas in areas such as Data Analytics, Health and Safety Management, Information Management, Project Management and advanced diplomas in Early Childhood Education Administrative Leadership and Early Childhood Education Advanced Studies in Inclusive Practice. A Bachelor of Applied Arts - Early Childhood Education is also offered.

Our Students

CNA students graduate annually from certificate, diploma, advanced diploma, post diploma, and applied degree offerings throughout the province. In addition, CNA supports apprentices by providing block training that enables them to advance through their apprenticeship program and prepares them to write their journeyperson certification examinations. CNA enrolled nearly 8,100 students during the September 1, 2023 to August 31, 2024 academic year. Most of CNA's graduates are successful in finding employment specific to their fields of study, and as such, are able to pursue rewarding, skilled, and technical employment doing what they were educated to do.

CNA Global currently spans several regions including South America, Southeast Asia, Africa, and the Caribbean. CNA serves more than 900 international students across 17 campuses in the province. CNA also partners with four institutions in China where approximately 300 students are enrolled in CNA programs. CNA is the lead Canadian college partner on the majority of its active Global Affairs Canada and Mastercard Foundation projects abroad with Colleges and Institutes Canada (CICan). These projects include Kenya Education for Employment Project; Young Africa Works in Kenya; Skills for Access to a Green Economy in Guyana and Jamaica; Education for Skills Partnership in Tanzania; Kenya Blue Economy Skills Training Program; and the most recently awarded project, the South Africa Skills Training Enhancement Program.

Board of Governors

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Note: As of March 31, 2025

Campus Locations

Baie Verte
Bay St. George
Bonavista
Burin
Carbonear
Clarenville
Corner Brook
Gander
Grand Falls-Windsor
Happy Valley-Goose Bay
Labrador West
Placentia
Port aux Basques
Prince Philip Drive – St. John's
Ridge Road – St. John's
Seal Cove
St. Anthony

Key Statistics

2023-24 Annual Enrolment – Newfoundland and Labrador Campuses	Total
Academics, Applied Arts, and Tourism	2,344
Business and Information Technology	2,006
Engineering Technology	739
Health Sciences	893
Natural Resources and Industrial Trades	2,093
Sustainable Development	23
CNA Total	**8,098**

Note: Inclusive of students registered between September 1, 2023 and August 31, 2024. The 2024-25 academic year is not complete until August 2025; therefore, 2023-24 data is provided for this report.

2023-24 Annual Customized and Continuous Learning Activity	Course Registrations	Student Contact Hours
CNA Total	**12,725**	**217,614**

Note: Includes only students registered for non-credit course offerings between September 1, 2023 and August 31, 2024. The 2024-25 academic year is not complete until August 2025; therefore, 2023-24 enrolment data is provided.

Employee Data by Position Type (March 31, 2025) Newfoundland and Labrador	Total
Support Staff	516
Faculty	712
Management	135
Non-Union / Non-Management	16
CNA Total	**1,379**

Note: Inclusive of active employees, employees on leave; not included: continuing education instructors, student employees, invigilators, and casual employees.

Financial Summary

CNA recorded gross expenditures of $154.1 million in 2024-25, the majority ($89.2 million, 57.88 per cent) in support of instruction programs, followed by Student Supports ($18.6 million, 12.04 per cent) and Administration ($15.0 million, 9.71 per cent).

The largest source of revenue ($82.7 million, 53.57 per cent) was the annual Grant-in-Aid provided by the Provincial Government, with the next three main sources consisting of Tuition and Fees ($33.1 million, 21.43 per cent), Federal ($18.9 million, 12.25 per cent) and Special

Projects ($7.6 million, 4.95 per cent). Details on CNA's audited finances are provided in the 2024-25 Financial Statements (Appendix B, page 29).

2024-25 Expenses

Line Item	Amount
Instructional	$89,209,823
Student Supports	$18,560,142
Administration	$14,969,323
Facilities	$12,298,434
Special Projects	$9,855,600
Information Technology (IT)	$9,239,695
Total Expenditure	**$154,133,017**

Note: Chart does not add up to 100 per cent due to rounding.

2024-25 Revenue

Line Item	Amount
Grant-in-Aid	$82,681,500
Tuition & Fees	$33,070,561
Federal	$18,909,561
Special Projects	$7,643,984
Student Supports	$4,370,490
Apprenticeship	$3,949,040
Administration	$2,385,259
Capital Grants	$1,262,400
Facilities	$58,168
Total Revenue	**$154,330,963**

Highlights and Partnerships

Achievement of CNA's strategic goals and objectives are made possible by the partnerships and involvement of its many stakeholders. Together, public and private partners help support CNA in its mandate to provide student-focused initiatives and ensure the delivery of high-quality education and training.

Government, community organizations, employers, industry, and professional associations all play an integral role in delivery of accessible, responsive, and quality program offerings in support of the strategic directions of the Provincial Government.

Accolades Received by CNA Staff and Students

CNA's commitment to quality education was recognized by CICan's Awards of Excellence. The Early Childhood Education program at CNA was the silver recipient of the Program Excellence Award, while the program's Instructional Coordinator, Carla Conway, received an honourable mention for the Leadership Excellence Award for Non-Managerial Staff. In addition, Allie Lynch, a graduate of CNA's Mechanical Engineering Technology [Manufacturing] Co-op program, was the silver recipient of the Leadership Excellence Award for students. CICan's Awards of Excellence celebrates institutions and individuals annually for their exceptional achievements within Canada's largest post-secondary network. The awards are designed to honour people and programs who exceed expectations in key areas that are vital to Canada's social, cultural, and economic prosperity, including skill development, Indigenous reconciliation, research, EDI, and environmental sustainability.

CNA students earned six medals in various competition areas at the annual Skills Canada National Competition in Quebec City, Quebec in May 2024. Finishing with gold was David Parsons (IT Office Software) of Prince Philip Drive campus. Taking silver were: Claire Legrow (Architectural Design) of Ridge Road campus; Devin Owens (Refrigeration and Air Conditioning) of Ridge Road campus; and Mason Power (Industrial Controls) of Ridge Road campus. Rounding out the winners with bronze were: Blake Burton (Autobody Repair) of Prince Philip Drive campus and Nathan Paul (Outdoor Power and Recreation) of Bay St. George campus.

Known by her students as a brilliant CNA instructor, Tamara Segura, now steps into the spotlight premiering her latest work and winning over audiences at two of the most prestigious film festivals in North America. Set against the backdrop of the Cuban revolution, Seguridad is a deeply personal documentary that examined Segura's tumultuous relationship with her father. Through interviews and family photographs, she explored her father's troubled past and how Cuba's militarized regime impacted their lives. Produced by the National Film Board of Canada, Seguridad had its world premiere at the Miami Film Festival and was screened at the largest documentary film festival on the continent, HotDocs in Toronto. Having an instructor who is active in the industry provides opportunities for students to gain practical knowledge and a realistic expectation of their trade.

Twelve outstanding CNA graduates were recently honoured with Canada's most prestigious student award, the Governor General's Academic Medal. As recipients of this medal, graduates showcased exceptional academic performance in their fields of study, earning the highest marks at their individual campuses. The November 2024 ceremony recognized academic achievement in a range of disciplines, with winners showcasing the breadth of achievement across CNA's diverse programs: Jackson Appleby (Welding Engineering Technician) of Burin campus; Alyssa

Christopher (Executive Office Management) of Corner Brook campus; Trudy Crewe (Executive Office Management) of Carbonear campus; Glenda Genge (Practical Nursing) of St. Anthony campus; Grace Hatcher (Practical Nursing) of Carbonear campus; Megan Jackson (Executive Office Management) of Grand Falls-Windsor campus; Sahildeel Kaur (Graphic Communications) of Prince Phillip Drive campus; Travis Lucas (Digital Filmmaking) of Bay St. George campus; Devin Lush (Aircraft Maintenance Engineering Technician) of Gander campus; Allie Lynch (Mechanical Engineering Technology [Manufacturing] Co-op) of Ridge Road campus; Daisy Ochola (Practical Nursing) of Happy Valley-Goose Bay campus; and Thomas Woolridge (Enterprise Web Development) of Clarenville campus.

There were three recipients of CNA's 2024-25 Awards of Excellence that showcase the extraordinary contribution of employees to CNA and the communities it serves, and highlights the role CNA plays in the social, cultural, and economic development of Newfoundland and Labrador, the country and the world. Amanda Skanes, Director of Academic Development and Planning, received Leadership Excellence; Robin Murphy, Instructor - Primary Care Paramedicine, received Faculty Excellence; and Lisa Marshall, Librarian, received Support Staff Excellence. The recipients were nominated by CNA community members based on the following qualities: innovation, impact, teamwork/collaboration, enthusiasm, commitment, performance/contribution, and adaptability.

Teams were given a business case at the 17th annual Business Case Competition, held at CNA's Grand Falls-Windsor campus, describing a company facing a specific problem. They had to analyze the problem, recommend an innovative solution, develop a comprehensive implementation plan, and present their proposal to a panel of industry judges. Best Kind Solutions earned the top trophy for the second year in a row and will go on to represent CNA at the Scotiabank Vanier College National Marketing Case Competition in Montreal. Coached by instructors David Ellis and Holly Dwyer, Best Kind Solutions' team included returning champion Ashley Hoskins, last year's impressive runner-up Corwin Greenham, and new faces Ethan Lane and Sydney Wells. In second place was Innovation Architects, with members Darlene Ireland, Lauren Bartlett, and Hailey Healey. Rounding out the top three was Vision Vault, comprised of Tristan John, Brian Barker, and Lynn Skanes. The prestigious Bob Hearn Memorial Award was presented to the team showing the most perseverance and determination. This year's winner was Corner Brook's Project Pros which included Askahdeep Singh, Gurwinder Singh, Sukhman Singh Dhanoa, and Simranjeet Kaur.

James Pelley, Computer Systems and Networking instructor at CNA, was recently awarded the John Oates Memorial Volunteer of the Year award from Skills Canada - Newfoundland and Labrador. James has been a volunteer with Skills Canada since 2019, helping with competitions provincially and nationally as a coach for the IT Network Systems Administration competitions as well as many other roles. His most recent award is named in memory of John Oates, who passed away in 2021. He was a long time CNA employee, spending nearly 40 years as an educator and administrator. Oates was a huge advocate of youth in skilled trades and a supporter of Skills Canada's work, holding positions of President of Skills Canada – Newfoundland and Labrador, President of Skills/Competences Canada and as a World Skills International Board member.

CNA Highlights

CNA celebrated a series of remarkable achievements, as highlighted in this year's Research Infosource's Canada's Top 50 Research Colleges report. The report places CNA at the forefront

of applied research through its Office of Applied Research and Innovation and the Newfoundland and Labrador Workforce Innovation Centre. CNA ranks:

- Eighth in Canada among research colleges, breaking into the Top 10 for the first time;
- Third in Canada among medium-sized colleges for research income at $12.3 million;
- Second in Canada among medium-sized colleges for research income growth, up 93.6 per cent over last year;
- Second in Canada among medium-sized colleges for research intensity (funding per researcher); and
- First nation-wide among medium-sized colleges in Granting Council Research Income Growth (percentage change from 2019-23) with an increase of 1,440.5 per cent.

CNA recently announced the expansion of its climate change and sustainability programming. ExxonMobil Canada Properties, as operator of the Hebron project and the Hebron co-venturers (Chevron Canada Limited, Suncor Energy Inc., Equinor Canada Ltd., and Oil and Gas Corporation of Newfoundland and Labrador) made an extraordinary $10 million investment in CNA over the next five years. This is the largest donation in CNA's history and will propel the college to the forefront of sustainability education, empowering students and faculty to drive meaningful change in the global community. With Hebron's generous donation, CNA will advance scientific discovery and knowledge, providing a focal point for educational programming concerned with meeting the needs of future generations. These innovative efforts will bring together students, educators, scientists, and researchers to foster interdisciplinary and innovative solutions to climate and sustainability challenges.

In a significant move to support Canadian students, CNA partnered with Co-operative Education and Work-Integrated Learning (CEWIL) Canada to offer the One at a Time: Reducing Barriers to Work-Integrated Learning stipend program. This initiative offered a one-time, lump sum payment of $1,000 to eligible students participating in unpaid work-integrated learning (WIL) courses during the 2024 Spring/Summer or Fall semesters. The program is designed to alleviate financial burdens, making education more accessible and enabling students to fully engage in their WIL experiences. The stipend can be used to cover various expenses, such as transportation, workplace attire, or childcare, offering students financial flexibility to manage their unique needs and circumstances.

CNA has experienced an increase (3.2 per cent) in Fall enrolment over last year, welcoming 6,251 students and marking the highest enrolment in the past decade. Much of this increase is attributed to strategic program expansions and the addition of new offerings across high-demand fields. New programs introduced for Fall 2024 include Early Childhood Education Advanced Studies in Inclusive Practice, Data Analytics, Pharmacy Technician, and Health and Safety Management, with additional student intakes planned throughout the academic year. Across its various schools, CNA has seen notable enrolment increases in Business and Information Technology (up 6.3 per cent), Engineering Technology (up 4.8 per cent), Health Sciences (up 3.5 per cent), and Academics, Applied Arts, and Tourism (up 2.4 per cent). These figures highlight the CNA's strength in attracting students to fields essential to Newfoundland and Labrador's economic growth.

The Royal Bank of Canada (RBC) Foundation is funding Atlantic region post-secondary programs to support the development of green skills for a net-zero economy. As such, to help build the talent pool needed for a net-zero economy, the RBC Foundation is donating $2 million to five Atlantic region community colleges to help equip people with skills for a thriving future. The RBC Foundation donated $400,000 to CNA to develop electric vehicle (EV) education and skills training

programs. CNA will use the RBC Foundation donation to improve awareness and education for automotive service technicians to provide them with the competencies required to better understand and service EVs. The donations will also train electricians and electrical apprentices on how to install EV charging stations.

In September 2024, CNA proudly announced the official opening of the Paul L. Pope Centre for TV & Film - a fitting tribute to one of Newfoundland and Labrador's most influential film pioneers. This industry-leading facility, dedicated to the memory of Paul Pope (1958-2022), stands as a testament to his extraordinary legacy in the Canadian film industry and his unwavering commitment to nurturing new talent in this province. For Lisa Porter, President of Pope Productions, the Paul L. Pope Centre for TV & Film is more than a building; it is a vibrant learning environment designed to inspire the creativity and innovation that her late husband championed throughout his career.

In recent years, data analytics revolutionized business operations by turning raw data into actionable insights, driving efficiency and strategic decision-making. Now, artificial intelligence is taking this transformation a step further, disrupting entire industries with its ability to learn, adapt, and automate processes. As these technologies rapidly evolve, companies urgently need skilled professionals who can harness their power, making expertise in this cutting-edge technology more critical than ever. To meet this growing demand, CNA introduced two unique and challenging technology programs: (1) Data Analytics: a post diploma program, launched in 2024-25, is designed for students launching a career in data analytics and professionals looking to upskill or reskill; and (2) Bachelor of Applied Information Technology: Artificial Intelligence and Machine Learning: scheduled to launch in 2025-26 - this new fourth year allows students to earn an applied degree specializing in artificial intelligence and machine learning by building on CNA's three-year Software Development (Co-op) diploma.

Report on Performance

Issue One: Empower through Equity, Diversity, and Inclusion

Embed understanding and respect while empowering and enabling students and employees on their journey.

CNA is committed to EDI in all that it does. CNA respects and celebrates the differences that make each of us unique to build allyship and a sense of belonging for equity-deserving communities. CNA will demonstrate its ongoing commitment to fostering an inclusive culture so everyone can continue to learn from each other, adapt, and grow together. CNA recognizes the importance of inclusiveness across the college, from the supports and services provided to students and employees, as well as the programming CNA offers.

CNA acknowledges that reconciliation requires active learning, unlearning, commitment, and action. CNA is committed to engaging with Indigenous communities to intentionally support Indigenous students and employees in their learning and development.

The journey to strengthen EDI is a continuous one. CNA understands and recognizes that there is no finite end to this journey. To enable students and employees and embed understanding and respect in all that CNA does, CNA will continue to evolve and grow as an organization in these areas throughout the current multi-year plan and beyond.

CNA made progress towards implementing a strategic framework to strengthen its EDI impact in 2024-25.

Goal 1: By March 31, 2026, CNA will have strengthened its EDI impact.

Objective: By March 31, 2025, CNA will have developed a strategic framework to strengthen its EDI impact.

2024-25 Indicators	2024-25 Report on Performance
1. Developed EDI educational initiatives for the CNA community.	• Training and education initiatives remain key elements of CNA's commitment to EDI. The new EDI Manager delivered multiple presentations and training sessions in 2024-25 to the CNA community, including a Spotlight session hosted by the Department of Human Resources, and a talk at the 2025 Professional Learning Days sessions on political challenges to EDI initiatives from a student perspective (in collaboration with the President of the Student Representative Council for CNA's Distributed Learning Service online campus). In addition, the EDI Advisory Committee (Committee) co-chair provided EDI information sessions to student groups and employee departments. • The EDI Manager began development of an EDI training module in March 2025 for future online distribution, with the goal of making it a core component of student orientation and employee onboarding. Pending the finalization of the EDI training module,

	the EDI Manager will deliver training sessions to student or employee groups on an as-requested basis. • The Committee was restructured in February 2025 to include representation from each of CNA's EDI working groups: invisible illness and accessibility; Indigenous People; 2SLGBTQIA+ community; and international students. Additional seats were added to the Committee and the EDI working groups for representatives from the CNA student body. The CNA Student Union (CNASU), and the Student Representative Councils as necessary, will be engaged on an ongoing basis to elect representatives to these seats. A new EDI working group focused on issues related to women and gender equity was also proposed, with its first meeting to take place in April-May 2025. • In December 2024, CNA added a multicultural calendar to its website to improve cultural awareness, promote inclusion, and recognize CNA's diversity. This calendar is available to all CNA employees and students and will be used to identify specific holidays and event-planning opportunities at the local campus level. • CNA's Marketing and Communications produced informational content, including social media posts and internal promotional materials, for a variety of equity-focused holidays and events – such as Black History Month, Violence Prevention Month, International Women's Day, and Diwali. The EDI Manager collaborated with Marketing and Communications to develop a select calendar of events, protocol days, and recognized holidays to ensure consistency of informational materials development moving forward.

2. Initiated program and policy EDI review processes.	• In preparation for the program and policy EDI review process, the Committee's EDI Action Plan subcommittee developed (1) EDI program review criteria to integrate with its existing Department of Academic and Applied Research's program review process/cycle, and (2) an EDI Policy Lens for review of CNA's operational policies and procedures.
	  • The EDI program review criteria was designed to review the integration of EDI principles across various academic programs:
	  • Six programs in the three Schools of Academics, Applied Arts, and Tourism, Health Sciences, and Sustainable Development were submitted to Academic Development and Planning with proposed revisions in March 2025 for final review and approval in April 2025. These reviews were conducted according to the Department of Academics and Applied Research's existing review schedule and deadlines.
	  • The policy prioritization process and the EDI review using the EDI Policy Lens were conducted by the EDI Manager, with a follow up review by the Committee.
	  • Using the policy prioritization criteria, 186 individual policies and procedures were prioritized in order of

	importance for subsequent review using the EDI Policy Lens. Sixty-eight policies and procedures were reviewed with no identified issues in 2024-25. One hundred and eighteen policies and procedures remained to be reviewed at the end of the 2024-25 fiscal year. All reviewed policies and procedures that have identified issues will be submitted to the CNA Executive for action as required. • As part of the plan to integrate the EDI Policy Lens as part of CNA's existing policy development process, 10 new policies and procedures have been reviewed as part of this EDI review process. On a go-forward basis, all new policies and procedures will be subject to an EDI Policy Lens review prior to submission to CNA Executive for final approval. • Given the Committee's new governance structure, several adjustments were made to improve consultation on policy and procedure reviews from an EDI perspective: • The Committee's working groups will have a more standardized agenda structure and new chairs which will result in greater involvement in the consultation on policies and procedures from an EDI perspective. • The Committee's Working Group on Invisible Illness agreed to take on an expanded mandate including issues relating to accessibility. It is expected that this will result in the review of policies and procedures relating to accessibility in the coming fiscal year. • The EDI Manager joined the core staff complement involved with CNASU – including monthly meetings with the CNASU Executive Board. As part of this involvement, CNASU governance and operational documents are currently undergoing an EDI-focused review, in collaboration between the EDI Manager, CNASU Executive members, and staff from the Department of Student Services.
3. Initiated other EDI tasks under the strategic framework.	• Several policies were developed and approved for implementation within 2024-25 to facilitate an environment for all CNA community members that is respectful of, and guided by, EDI principles: • A Student Name Change Policy and an Employee Name Change Policy were approved to outline the conditions and procedures necessary to initiate name changes within CNA's information systems. The intent of the policies was to allow students and employees to change their first names for reasons such as recognizing informal names, substituting elected names for certain birth names, and to reflect gender identity or expression. Supplementary documentation was also developed to address potential process questions. • An Animals on Campus Policy was approved to outline the conditions under which animals (i.e., service animals and therapy animals) are permitted access to CNA premises; and

	to manage the presence of animals on CNA premises to minimize health and safety risks to animals and CNA community members. This policy does not apply to animals that are brought onto CNA premises to be used for teaching purposes or to on-duty police dogs during the performance of official duties. • The EDI Manager began coordination of a series of strategic planning visits to CNA campuses in February 2025 to meet with students and staff and discern strategic direction for future EDI initiatives. Visits will be scheduled in the first months of the new fiscal year. • In September 2024, CNA posted an Accessibility Plan that reviews CNA's policies, procedures, and infrastructure to identify and remove barriers for students and employees requiring accessibility support/services. CNA departments will implement the action items identified in this report beginning in 2025-26. • CNA representatives attended the March 2025 Unconference offered by the Canadian Centre for Diversity and Inclusion. As a partner organization, CNA receives access to reports, toolkits, and research to advance EDI principles. • In May 2024, CNA created a Land Acknowledgment Guide to show respect for Indigenous Peoples and to provide guidance and answer questions for conducting land acknowledgements at the beginning of meetings, public events, and conferences. This Guide emphasizes that land acknowledgments must be personal and genuine to the deliverer and should also be based on their interpretation of how they wish to demonstrate their commitment to reconciliation through action. • CNA's online listing of policies, procedures, and supplementary documents were only organized by subject area. An alternative option, an alphabetical listing, has been added to increase accessibility to required documentation.

Discussion of Results

As noted in the 2023-24 annual report, CNA has progressed to implementing a strategic framework in 2024-25 rather than simply identifying a strategic framework. EDI training and education remain key objectives for the forthcoming year. Many initiatives, such as the creation of an EDI-focused calendar for informational content creation, have been intended to improve education on EDI-related topics; however, a significant proportion of attention remains on the issue of EDI training. Faculty and staff alike have noted that they feel more readily available materials are necessary to improve awareness of EDI-related issues. The EDI Manager is aiming to create a self-directed training module that can be deployed online. Provision of such training will enhance all CNA community members' understanding of basic EDI principles to ensure these principles are reflected at a fundamental level across all CNA operations.

Enhancing program curriculum through an EDI lens has been integrated into CNA's program development and review cycles. This integration ensures that EDI principles are systematically embedded across academic programs and examined during existing quality assurance review cycles. It outlines the importance of acknowledging diversity in programs, using labour market

data to demonstrate relevance, and incorporating environmental scans and stakeholder consultations to adapt content. The framework advocates for flexible program pathways, inclusive entrance requirements, and interdisciplinary learning. Overall, the framework aims to create programs that are relevant, inclusive, and sustainable, preparing students to address complex issues related to EDI in their respective fields.

The recruitment of CNA's first EDI Manager was announced in November 2024. Recruiting a well qualified individual for the EDI Manager position took longer than expected and did ultimately delay initiation of several planned EDI tasks. However, the EDI Manager was able to place a number of these initiatives on-track during the first four months of employment. Most notable among these was the EDI policy review process, with approximately 35 per cent of all policies now reviewed with the remainder to be completed over the next two fiscal years. The complexity of these forthcoming policies is generally greater than those reviewed to date and will require significant consultation with diverse community groups to ensure CNA is as responsive to the needs of equity-deserving populations as possible.

Objective for 2025-26: By March 31, 2026, CNA will have implemented a strategic framework to strengthen its EDI impact.

Indicators for 2025-26:

- Delivered an EDI training module to students and staff.
- Increased the number of EDI reviews of programs and policies.
- Increased the number of completed EDI tasks under the strategic framework.

Issue Two: Advance Teaching and Learning Approaches

Advance and prepare students and employees for their learning and working journey.

CNA is a lifelong learning organization. Whether students are looking to enter post-secondary education for the first time or are reskilling/upskilling as part of ongoing professional development, CNA is the college of choice. With the fast-paced changes happening every day, the need for relevant, applied, and experiential learning has never been more important. CNA is charting the course – proactively identifying opportunities to implement additional innovative teaching and learning strategies across its suite of offerings.

Learning at CNA is open, accessible, and affordable to those who are seeking to enrich and transform their lives through education and continued professional development. CNA assesses and identifies opportunities to engage with and support students and employees where they are in their learning journey. CNA meets people where they are – understanding any prior learning and providing meaningful opportunities to grow and develop.

CNA is continuously evolving to meet student and employee needs. This is a journey – one that continues as teaching and learning needs evolve. CNA understands that changes in student learning needs mean that its employees need to be equipped with the tools, resources, and strategies to effectively teach and support students.

For both students and employees, advancing teaching and learning means seeking opportunities for work-integrated learning, applied research, alternative credentials, global possibilities, and leading-edge strategies. CNA will enhance its focus on connecting students with employers sooner, providing students with tangible, practical knowledge of post-graduation opportunities.

CNA made progress towards the introduction of enhanced options for leading-edge teaching and learning approaches in 2024-25.

Goal 2: By March 31, 2026, CNA will have implemented leading-edge teaching and learning approaches.

Objective: By March 31, 2025, CNA will have introduced leading-edge teaching and learning approaches.

2024-25 Indicators	2024-25 Report on Performance

1. Developed new credentials at the microcredential and applied degree level.	• CNA continued to develop new credentials in areas beyond traditional certificate, diploma, and non-credit training by completing an environmental scan of online materials for high-quality microcredentials. An institutional committee, with membership from multiple departments, was formed to brainstorm ideas around new microcredential opportunities at CNA.
	• Continued funding from the Department of Immigration, Population Growth and Skills (IPGS), coupled with new funding through Employment and Social Development Canada (ESDC), facilitated the development of microcredentials. This funding allowed the development of microcredentials specifically related to CNA employees. Microcredentials completed in 2024-25 included:
	  • Foundations of Human Resources in Early Childhood Education – ready for delivery in Intersession 2025;
	  • Foundations of Financial Management in Early Childhood Education – ready for delivery in Intersession 2025; and
	  • Foundations of Inclusive Practice in Early Childhood Education – ready for delivery in Summer 2025.
	• Development of a Production Accounting for TV and Film microcredential was initiated in 2024-25 – expected delivery in Fall 2025.
	• Development of a Bachelor of Applied Information Technology: Artificial Intelligence and Machine Learning was initiated in 2024-25 – expected delivery in 2025-26.

2. Established a centralized model for all work integrated learning activities.	• CNA established a centralized model for all WIL activities and strengthened institutional understanding through:
	  • Establishment of a digital repository of WIL-related research and best practices – with a focus on EDI in WIL as its most recent addition;
	  • Adoption of a standardized set of WIL definitions, aligning with national best practices through CEWIL Canada, to ensure program clarity and consistency across programs; and
	  • Categorization of existing CNA courses to facilitate an understanding of WIL activity institution wide.
	• A new institutional WIL policy and procedure, to establish a structured framework for WIL activities ensuring consistency and quality across all programs, is undergoing final consultation before submission for Executive approval. Once approved, training

	sessions will be rolled out to faculty and staff to facilitate effective implementation.
	• Enhanced WIL collaboration and communication within CNA was implemented by:
	  • Expansion of the WIL Connections Office in March 2025 to assume leadership over co-op and clinical placement administration staff. Campus Directors and Executive Leadership were actively engaged to ensure a smooth transition; and
	  • Close collaboration with Marketing and Communications to develop an external-facing strategy to engage students, employers, and community partners. Specific ongoing activities included a WIL promotional campaign and presentations at partner events such as the Municipalities Newfoundland and Labrador Annual Conference in November.
	• CNA was a participant in the CEWIL National Quality WIL Framework Pilot from September 2024 to January 2025. This allowed CNA to be a part of the national conversation and aid in the design of a Quality WIL framework.
	• CNA built WIL capacity and strengthened industry partnerships by:
	  • Participating in the One at a Time stipend program over the 2024 Spring, Summer, and Fall semesters which ensured that students completing unpaid WIL experiences are not financially disadvantaged; and
	  • Implementation of a pilot, Project-Based Work Term Model, in February 2025 that included:
	  • A structured work-integrated project course that integrates professional development activities to ensure students develop both technical and professional competencies; and
	  • A pilot cohort of nine software development students, focusing on applied, industry-driven projects, that offers an alternative WIL model for students who have been unable to secure a traditional co-op placement.

3. Adopted open educational resources and enhanced the use of simulation techniques.	• CNA began adoption of Open Educational Resources (OER) into curriculum development for Industrial Trades related to online projects in the areas of carpentry.
	• An institutional committee, with membership from multiple departments, was formed to work on the implementation of OERs at CNA. OERs are teaching and learning resources that are freely available for anyone to use, adapt, and distribute. Tasks included:
	  • Completion of a jurisdictional analysis completed by committee members on OER implementation at colleges and universities in Canada;
	  • Jurisdictional analysis completed on database availability of online OERs; and
	  • Initiation of policy and procedure discussions around use of OERs.

	• CNA received matching funding from the Canadian Apprenticeship Strategy via ESDC, to introduce and integrate three streams of simulator technology: welding simulation (six units), heavy equipment simulators (three units), and automotive simulators (18 units). The 27 units were received and installed at nine campuses: Bay St. George, Burin, Corner Brook, Gander, Labrador West, Placentia, Port aux Basques, Prince Philip Drive, and St. Anthony.
	• Online and on-campus training was conducted on simulators from January to March 2025 for various Red Seal trades such as welders, metal fabricators, and automotive service technicians. The integration of the simulators provided benefits that included:
	  • Distribution of learning resources that helped provide equal access to high-quality learning tools;
	  • Improving programming safety, allowing students to practice skills in a safe, controlled environment where mistakes can be made without risk of injury to participants or damage to equipment; and
	  • Providing time on task for students and an opportunity to build confidence and competency in their skills.

Discussion of Results

To ensure that programming remains agile and responsive to industry demands, CNA continues to expand its offerings beyond traditional certificates and diplomas with microcredentials and applied degrees. The development of applied degrees is aligned with current legislation, strategic and academic plans, and addresses a demonstrated need within the existing labor market. The Bachelor of Applied Information Technology: Artificial Intelligence and Machine Learning program was approved by the Minister of Education in May 2024, with a planned launch for September 2025 at the Prince Philip Drive campus.

Microcredentials, which are certifications of assessed competencies, serve as additional or alternative qualifications, or as recognized components of formal qualifications. These microcredentials are increasingly sought after in the workplace, focusing on specific, discrete competencies required by employers. CNA has worked with the federal and provincial governments and with other post-secondary institutions in the province and beyond to formalize training around microcredentials. For 2025-26, CNA will continue to work on microcredentials with the assistance of the IPGS funding and with newly acquired funding through ESDC. The ESDC project will focus on green transition as CNA works with partners in Atlantic Canada to develop and deliver the Atlantic Canada Green Seal Certification and the Orientation to the Green Buildings and Retrofits Sector programs.

Significant progress has been made toward centralizing and strengthening WIL at CNA since the establishment of the Director of WIL position in March 2024. The transition from a decentralized model to a more structured and strategic approach is well underway, with key advancements across six strategic priority areas. The transition toward a centralized model of WIL at CNA represents more than just structural change – it is a fundamental reframing of how WIL is understood, implemented, and supported across the institution. The REFRAME principles guide the process through: research-driven decision-making; exploration of new opportunities and best practices; a foundation built on strong policies, quality standards, and data management; resource

optimization; alignment of stakeholders; monitoring and evaluation for continuous improvement; and embedding WIL as a core element of CNA's culture and curriculum. Each of these principles has shaped the progress made to date, ensuring that CNA's approach to WIL is intentional, evidence-based, and sustainable.

In May 2024, the Instructional Design unit attended the Quality Matters conference session on Driving Exponential Growth with Quality OER which highlighted how institutions adopting quality OER can overcome barriers and empower both learners and instructors. In March 2025, the committee attended a Canadian Coalition for Affordable Learning session focused on making post-secondary education more accessible and affordable through the adoption of OER. To date, OERs have proven to be valuable assets in Industrial Trades courses, particularly within the online environment. These resources are frequently cited and recommended, providing up-to-date and relevant content that enhances the learning experience. Over the past year, their utility has been closely examined in the development of specific Industrial Trades project curriculum, ensuring that the integration of OERs aligns with the plans of training. This examination has confirmed that OERs are not only cost-effective but also tailored to meet the specific needs of the curriculum.

In the 2024-25 fiscal year, CNA leveraged funding from ESDC, matched by CNA, to enhance its training programs with 27 new simulators for welding, heavy equipment, and automotive training across nine campuses. In addition to simulators for Red Seal training, CNA has partnered with GRi Simulations Inc., the Department of Industry, Energy, and Technology, and Mining Innovation Commercialization Accelerator to begin a project that will see CNA's Technology Access Centre utilize its expertise in digital capture to help create simulated training scenarios for the mining industry in Newfoundland and Labrador. This project will open great possibilities for applied research, training, and industry advancement.

Objective for 2025-26: By March 31, 2026, CNA will have implemented leading-edge teaching and learning approaches.

Indicators for 2025-26:

- Advanced active learning techniques/strategies through faculty learning opportunities.
- Integrated artificial intelligence into CNA's programming though curriculum review and employee training.
- Established student and faculty learning opportunities for augmented reality/virtual reality.

Issue Three: Set the Course for Sustainable Development and Growth

Building innovative programs and services with a focus on sustainability in the global world.

Sustainable development has been defined by the United Nations' (UN) World Commission on Environment and Development in its report Our Common Future as "…development that meets the needs of the present without compromising the ability of future generations to meet their own needs."[1]

[1] "Our Common Future: Report of the World Commission on Environment and Development". n.d. Web. Retrieved January 24, 2023. < Our Common Future: Report of the World Commission on Environment and Development (un.org)>

Sustainable development crosses many different areas, including social, economic, and environmental – all of which are interconnected. CNA recognizes that it is a journey to embed sustainability in all that we do, using our resources intentionally to better the world for the next generation. We are committed to sustainable practices and building environmental, social, and governance principles into our thinking, practices, and learning.

CNA will continue to stay attuned to the evolving economy, industries, and the environment outside the college through proactive research, planning, and discussion. CNA will continue to collaborate with industry and stakeholders to ensure it is anticipating and responding to changing needs and expectations. CNA will also strive to continue to deliver innovative, progressive programs, and services in a sustainable and intentional way.

The economy is ever-changing – locally, nationally, and globally. In Newfoundland and Labrador, there have been exciting opportunities identified to support the province's economy. From wind energy to EVs, changes are occurring as organizations and industries seek to operate differently with a focus on sustainable and forward-looking operations.

CNA recognizes the need for sustainable development that is protective of the global environment. Green energy resources, such as wind, solar, and hydro are critical components in addressing the threats of climate change. As green energy technologies develop, there is a strong demand for skilled workers who possess the knowledge and expertise required in the green energy sector. CNA is poised to develop expertise in the green energy sector to support local employment opportunities for the residents of Newfoundland and Labrador.

Sustainability will further diversify CNA's curriculum, educational programming, and operations in the coming years, while simultaneously endorsing the UN's Sustainable Development Goals (SDG) on Climate Action (SDG 13), Quality Education (SDG 4), and Decent Work and Economic Growth (SDG 8).

CNA made progress towards securing appropriate resources and personnel to operationalize the School of Sustainable Development in 2024-25.

Goal 3: By March 31, 2026, CNA will have implemented the School of Sustainable Development and plans to focus on sustainability across the organization.

Objective: By March 31, 2025, CNA will have enhanced the resources, personnel, and programming to support the School of Sustainable Development.

2024-25 Indicators	2024-25 Report on Performance

1. Transitioned existing programs from the School of Natural Resources and Industrial Trades to the School of Sustainable Development.	• Consultations in 2023-24 with the School of Natural Resources and Industrial Trades and the School of Engineering Technology identified the following programs for possible transition:
	  • School of Natural Resources and Industrial Trades programs – Agriculture Technician Co-op, Fish and Wildlife Technician, Forest Resources Technician, and Mining Engineering Technician; and
	  • School of Engineering Technology program – Environmental Engineering Technology (Co-op).
	• Specific progress that occurred in 2024-25, for programs that were transitioned in the previous 2023-24 fiscal year, included:

	• Solar Photovoltaic Installer program – all curriculum/course development completed in July 2024, ready for integration within sustainable programs; and • Wind Turbine Technician program – completed revisions in November 2024 to replace plans of training courses with CNA credit-based courses, ensuring accessibility within future programs. • The process requirements for the transfer of the above programs to the School of Sustainable Development were started in 2024-25. These process requirements included: • Integration of the programs with innovative sustainability principles; • Assessment under CNA's existing program review process which now includes a new EDI component; • Investigation of the need for National Occupational Classification codes from an upskilling and reskilling perspective; and • Investigation of the impact of such proposed transfers on existing articulation agreements. • Preparatory work completed in 2024-25 for the transition of the above noted programs, including a Transition Operational Plan to ensure the integration of sustainability-focused programming into CNA structure: • Interviews for the position of Associate Dean of Sustainable Development have been completed with an expected appointment date of May 2025. This position will oversee program quality, operational excellence, and long-term relevance of program offerings to industry needs; • Creation of a position for Director of Sustainability Initiatives to support UN SDG integration and oversee curriculum transitions (will be appointed between June and July 2025); and • Two Program Developers will also be hired to assist faculty with transitioning to sustainable and innovative program structures once the Associate Dean of Sustainable Development is appointed. • The Environmental Engineering Technology program, consisting of a two-year Environmental Engineering Technology (Co-op) diploma and a one-year post diploma, was reviewed by the School of Sustainable Development Program Developer in March 2024. The post diploma delivery has been paused, and the two-year Environmental Engineering Technology (Co-op) diploma will be considered for transition following required modifications and operational adaptation. • Office of Customized and Continuous Learning (CCL) training courses that will be part of future School of Sustainable Development offerings, include: • Introduction to Wind Turbine; • Introduction to Hydrogen Technician; • Sustainable Blue Economy; and

	• Introduction to Solar Power.

2. Developed microcredentials to support upskilling of existing professionals in the green sector.	• During the analysis of training needs, it was determined that a mix of short courses and microcredentials were needed to address upskilling needs.
	• Training needs identified in 2024-25 were grouped in the following sectors:
	  • Wind Power:
	  • Introduction to Wind Energy and Ecology.
	  • Hydrogen:
	  • Hydrogen Safety;
	  • Hydrogen Production;
	  • Ammonia Safety; and
	  • Ammonia Production.
	  • The delivery model for these areas is anticipated to consist of 20-hour blended courses with an anticipated launch in Fall 2025.
	• Energy Management and Leadership for Indigenous Communities, consisting of five short courses, were developed in February 2025 in partnership with Environmental Careers Organization Canada and CCL. These short courses are focused on National Building Codes of Canada to promote sustainable energy-efficient housing and leadership in Indigenous communities.
	• CNA worked with Women in Resource Development Corporation to develop two new green industry career exploration modules to the suite of electives in our Orientation to Trades and Technology program: Introduction to Wind and Solar Power Occupations.
	• Delivered Food First Continuing Education Sustainability courses in Labrador West campus.
	• Secured $11M from ESDC as the lead institution among five colleges in Atlantic Canada, on the Pan Atlantic Canadian Project: Fostering the Competencies for Green Buildings and Retrofits Industry in Atlantic Canada, to design and deliver the Atlantic Business Green Seal and the Orientation to Green Buildings and Retrofits programs. These programs will be comprised of microcredentials focused on green building design to upskill and reskill apprentices as well as introduce high school students, underrepresented groups, and other workers to possibilities in the green construction economy.
	  • Delivery of microcredentials will be supported by a planned Mobile Training Unit (MTU). This will provide accessible training across the province, supporting UN SDG 4 (Quality Education) and reduce inequalities in rural and remote areas.
	  • A request for the MTU was initiated in 2024-25 with an expected delivery in the second quarter of 2026. The MTU will consist of a training trailer (53 feet long, 1,000+ square feet) equipped for multiple disciplines and trades and will be supplemented by an additional support trailer.
	• Updates were made to CNA's EV training curriculum – EV Safety and EV Technician.

3. Joined the Sustainability Tracking, Assessment, and Rating System (STARS) network and began monitoring and reporting on CNA's sustainability performance.	• STARS is a transparent, self-reporting framework developed by the Association for the Advancement of Sustainability in Higher Education (AASHE). It provides a benchmark for tracking sustainability progress over time and identifies areas for improvement, enhancing reputation as a sustainability leader and attracting funding, partnerships, and students. To participate in the STARS network, AASHE membership is required.
	• In October 2024, CNA joined as a non-scored reporting member of AASHE to access STARS related materials and tools such as ongoing training and professional development processes and the reporting platform.
	• In anticipation of becoming a scored reporting member of STARS, CNA completed several preparatory steps in 2024-25:
	  • Attendance of an AASHE conference in October 2024 to begin training on process and reporting requirements as well as insights on standard reporting criteria;
	  • Meetings with AASHE and community groups such as the Scaling up Sustainability Across the Curriculum and CICan SDG Community of Practice Accord;
	  • A review of the Academics section of the STARS manual, specifically curriculum integration, resulted in:
	  • A Sustainability Curriculum Integration Presentation being delivered to the Dean, Associate Dean, and Program Developers in the School of Academics, Applied Arts, and Tourism; and
	  • The initiation of research on Education for Sustainable Development objectives across all disciplines in November 2024 with an aim to produce a CNA customized manual for sustainability curriculum development and integration.
	  • Review of Engagement sections of STARS, specifically campus engagement, subsequently resulted in:
	  • A cross-campus Sustainability Working Group established March 2025; and
	  • Planning for a dedicated tab on CNA's website for hosting information, related resources, and campus spotlights on sustainability.
	• A detailed report of requirements and resources detailing the process for monitoring and reporting on CNA's sustainability performance was submitted to CNA Executive in November 2024. Implementation of the report is expected once the Director of Sustainability Initiatives is hired.

Discussion of Results

Sustainable development is evolving quickly, requiring cross-sectoral expertise. Newfoundland and Labrador resource wealth and growing sustainability focus offer a unique opportunity to build a clean energy workforce that can drive economic growth in the province and across Canada. CNA's School of Sustainable Development plays a pivotal role by delivering programs aligned

with the UN SDGs that are both sustainability focused and sustainably delivered. Programs in the School of Sustainable Development will serve diverse learners, from recent graduates to industry professionals, offering flexible, interdisciplinary pathways including stackable microcredentials that allow for rapid upskilling and career advancement.

CNA initiated planning to transition selected programs from the School of Natural Resources and Industrial Trades and the School of Engineering Technology into the School of Sustainable Development. Programs under transfer process are guided by a new operational approach focused on embedding sustainability principles, incorporating EDI, and aligning with labour market needs. A Transition Operational Plan is in place, and key positions including an Associate Dean and a Director of Sustainability Initiatives are expected to be filled in early 2025-26. Two Program Developers will support future integration work once leadership roles are in place.

Recognizing the need for rapid upskilling and reskilling, CNA has expanded its development of short-duration training aligned with industry needs. In 2024-25, short courses were developed across key sectors, including wind power and sustainable energy leadership for Indigenous communities. These programs, typically delivered in blended formats, support targeted workforce development in remote and rural communities and will be further supported by CNA's newly requested MTU. As the lead institution on the $11 million Pan Atlantic Canadian Project: Fostering the Competencies for Green Buildings and Retrofits Industry in Atlantic Canada, CNA is also launching microcredentials under the Green Seal Certification framework in trades for 2025-26.

CNA initiated a sustainability reporting process across institutional operations through its engagement with STARS. Although still early in the process, these steps have uncovered gaps in governance and staffing. The forthcoming appointment of a Director of Sustainability Initiatives and the establishment of clear metrics and reporting tools will be critical for achieving full STARS certification and institutional alignment.

A significant milestone in 2024-25 was a $10 million investment from ExxonMobil's Hebron project and the Hebron co-venturers. This funding will enhance sustainability infrastructure, support applied research, and expand programming in renewable energy and green construction. These investments are aligned with CNA's broader vision of becoming a provincial hub for interdisciplinary education and industry collaboration. To fully realize this vision, continued attention must be paid to hiring dedicated personnel, embedding sustainability across curricula, and advancing professional development for faculty and staff.

Objective for 2025-26: By March 31, 2026, CNA will have leveraged the expertise and experience of the School of Sustainable Development to implement sustainability plans across the college.

Indicators for 2025-26:

- Completed program transition to the School of Sustainable Development.
- Created a cross-departmental work group for development of organizational sustainability plans.
- Delivered professional development modules on sustainability principles to faculty and staff.

Opportunities and Challenges Ahead

CNA faces similar challenges as other post-secondary educational institutions. These include: keeping up with technological advancements to ensure that its classrooms, whether concrete or virtual, are supported by state-of-the-art equipment and resources; staying abreast of changing trends in labour market demand and industry needs while responding with the flexibility and agility necessary to meet these trends; and, ensuring appropriate funding sources in support of effective program delivery. At the forefront, CNA is committed to providing a high-quality learning experience for its students. CNA is well-positioned to navigate these challenges, and others, through ongoing and upcoming opportunities.

International Student Study

International students have long been a source of diversity and economic prosperity for Canada but in the last decade student immigrants have led to significant population growth. In response to a growing international student population within Canada, the federal government implemented a cap on study permit applications to alleviate pressures associated with such factors as housing, healthcare, etc. The possibility of reductions in international student enrolment may result in a decrease in demand for some CNA program offerings. As a result, CNA has initiated a two-pronged approach to addressing this issue. First, meetings between CNA and Immigration, Refugees, and Citizenship Canada, the province as well as various stakeholders are ongoing to discuss the cap applied to each province and each approved educational institution. The discussions are to align with the directive and share the impact to program offerings, the approved programs on the post graduate work permit list as well as the impact to the labour work force in this province. Second, the possibility of reductions in international student enrolments has led CNA to review its programming with a focus on nimble and targeted academic restructuring, as needed.

Social Media

CNA is active across several social media platforms to increase its local and global presence and to raise public awareness. Each social media platform is guided by different sets of principles and standards. When CNA's presence on X (formerly known as Twitter) no longer aligned with its commitment to EDI, a decision was made by CNA to transition to the BlueSky social media platform. BlueSky is a newer platform that allows CNA to connect with students, staff, media, industry partners, and the broader community in a way that supports open, positive communication. While no longer posting on X, CNA will continue posting on Facebook, Instagram, LinkedIn, and YouTube. As social media evolves in both beneficial and challenging ways, CNA's social media presence must continue to reflect its commitments and values.

Appendices

A. Contact Information
B. 2024-25 Financial Statements

Appendix A: Contact Information

Provincial Headquarters
432 Massachusetts Drive
Stephenville, NL
A2N 2Z6

Webpage:	www.cna.nl.ca
Telephone:	1-888-982-2268
E-mail:	Info@cna.nl.ca
Facebook:	facebook.com/CNANewfoundlandLabrador
Bluesky:	@cna-news.bsky.social
Instagram:	@CNA_News
YouTube:	College of the North Atlantic (youtube.com/user/CNAMarketing)
LinkedIn:	https://www.linkedin.com/school/college-of-the-north-atlantic

Office of the Registrar

Telephone:	709-643-7950
Website:	www.cna.nl.ca/Admissions/

Campuses:

Baie Verte	709-532-8066	Happy Valley-Goose Bay	709-896-6300
Bay St. George	709-643-7838	Labrador West	709-944-5787
Bonavista	709-468-1700	Placentia	709-227-2037
Burin	709-891-5600	Port aux Basques	709-695-3343
Carbonear	709-596-6139	Prince Philip Drive	709-758-7284
Clarenville	709-466-6988	Ridge Road	709-758-7000
Corner Brook	709-637-8530	Seal Cove	709-744-2047
Gander	709-651-4800	St. Anthony	709-454-3559
Grand Falls-Windsor	709-292-5600		

International Contacts

International Student Recruitment		Telephone: +1-709-758-7290
Email:	internationaladmissions@cna.nl.ca	
Webpage:	www.cna.nl.ca/Admissions/International-students.aspx	
China Project Office:	www.cna.nl.ca/china	Telephone: +1-709- 758-7506

Office of Distributed Learning

Telephone:	1-877-465-2250
Website:	www.dls.cna.nl.ca
Email:	dlshelp@cna.nl.ca

Appendix B: 2024-25 Financial Statements

Financial Statements of

COLLEGE OF THE NORTH ATLANTIC

Year ended March 31, 2025

KPMG LLP
TD Place
140 Water St., Suite 1001
St. John's, NL A1C 6H6
Canada
Telephone 709 733 5000
Fax 709 733 5050

INDEPENDENT AUDITOR'S REPORT

To the Board of Governors of the College of the North Atlantic

Opinion

We have audited the financial statements of the College of the North Atlantic (the Entity), which comprise:

- the statement of financial position as at March 31, 2025
- the statement of operations for the year then ended
- the statement of changes in net financial assets (debt) for the year then ended
- the statement of cash flows for the year then ended
- and notes to the financial statements, including a summary of significant accounting policies

(Hereinafter referred to as the "financial statements").

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of the Entity as at March 31, 2025 and its results of operations and its cash flows for the year then ended in accordance with Canadian Public Sector Accounting Standards. ***Basis for Opinion***

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the ***"Auditor's Responsibilities for the Audit of the Financial Statements"*** section of our Auditor's report.

We are independent of the Entity in accordance with the ethical requirements that are relevant to our audit of the financial statements in Canada and we have fulfilled our other ethical responsibilities in accordance with these requirements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Responsibilities of Management and Those Charged with Governance for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with Canadian Public Sector Accounting Standards, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

KPMG LLP, an Ontario limited liability partnership and member firm of the KPMG global organization of independent member firms affiliated with KPMG International Limited, a private English company limited by guarantee. KPMG Canada provides services to KPMG LLP.

In preparing the financial statements, management is responsible for assessing the Entity's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the Entity or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Entity's financial reporting process.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an Auditor's report that includes our opinion.

Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists.

Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of the financial statements.

As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit.

We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion.

  The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.

- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Entity's internal control.

- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.

- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Entity's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our Auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our Auditor's report. However, future events or conditions may cause the Entity to cease to continue as a going concern.

- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- Communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

KPMG LLP

Chartered Professional Accountants

St. John's, Canada

July 30, 2025

Statement of responsibility

The accompanying financial statements are the responsibility of the management of the College of the North Atlantic (the "College") and have been prepared in compliance with legislation, and in accordance with generally accepted accounting principles established by the Public Sector Accounting Board (PSAB) of the Chartered Professional Accountants of Canada.

In carrying out its responsibilities, management maintains appropriate systems of internal and administrative controls designed to provide reasonable assurance that transactions are executed in accordance with proper authorization, that assets are properly accounted for and safeguarded, and that financial information produced is relevant and reliable.

The Board of Governors met with management and its external auditors to review a draft of the financial statements and to discuss any significant financial reporting or internal control matters prior to their approval of the finalized financial statements.

KPMG LLP as the College's appointed external auditors, have audited the financial statements. The auditor's report is addressed to the Board of Governors and appears on the following page. Their opinion is based upon an examination conducted in accordance with Canadian generally accepted auditing standards, performing such tests and other procedures as they consider necessary to obtain reasonable assurance that the financial statements are free of material misstatement and present fairly the financial position and results of the College in accordance with Canadian public sector accounting standards.

Board Chair

President and CEO

College of the North Atlantic
Statement of Financial Position
Year Ended March 31, 2025, with comparative information for 2024

	March 31 2025	March 31 2024
Financial Assets		
Cash	**$ 42,037,894**	$ 37,828,348
Receivables (Note 3)	**19,403,043**	15,427,614
Inventories for resale	**1,470,713**	1,277,740
Trust funds on deposit (Note 4)	**6,756,992**	6,784,017
	$ 69,668,642	$ 61,317,719
Liabilities		
Accounts payable & accrued liabilities (Note 5)	**$ 14,631,871**	$ 14,870,218
Vacation pay accrual	**7,926,405**	9,196,631
Post-employment benefits	**219,788**	258,579
Compensated absences (Note 6)	**7,531,494**	7,940,912
Deferred contributions - operating (Note 7)	**48,338,923**	37,131,259
Trust funds payable (Note 4)	**6,756,992**	6,784,017
	$ 85,405,473	$ 76,181,616
Net Debt	**$ (15,736,831)**	$ (14,863,897)
Non-Financial Assets		
Tangible capital assets (Schedule 1)	**$ 19,252,055**	$ 18,562,102
Inventories held for use	**9,477**	6,503
Prepaid expenses	**2,843,125**	2,465,174
	22,104,657	21,033,779
Accumulated surplus	**$ 6,367,826**	$ 6,169,882

Commitments (Note 8)
Contingent liabilities (Note 9)

Approved:

Board Chair _____

Board Member _____

See accompanying notes.

College of the North Atlantic
Statement of Operations and Accumulated Surplus
Year Ended March 31, 2025, with comparative information for 2024

	2025 Budget (Note 13)	2025	2024
Revenue (Schedule 2)			
Grants and reimbursements	$ 71,688,088	$ 83,943,900	$ 70,328,895
Labour market agreements	21,361,565	18,909,561	22,302,942
Tuition	14,541,537	14,175,719	12,082,105
Classroom/video rental	29,200	55,660	40,842
Interest	2,007,459	2,279,925	2,654,192
Fees	1,107,171	985,830	1,450,727
Apprenticeship	3,989,500	3,949,040	4,175,040
Bookstore	1,298,430	1,107,082	1,214,675
Corporate	1,955,000	3,084,256	5,552,811
Daycare	1,211,000	1,444,717	1,152,342
Equipment and materials	1,617,930	1,561,372	2,797,246
Food services	1,006,589	1,122,318	1,133,595
International	7,715,640	8,670,616	6,342,262
Parking	2,600	1,208	2,339
Residence	520,685	452,783	269,860
Special projects	4,237,129	7,643,984	6,601,281
Other (Note 16)	3,600,844	4,942,992	3,307,396
Total revenue	137,890,367	154,330,963	141,408,550
Expenditures (Schedules 3 to 13)			
Facilities	12,023,837	12,298,434	12,196,367
Administration	15,508,109	14,969,323	16,226,514
Instructional	77,592,384	77,267,757	73,587,482
Student services	14,752,821	14,255,695	13,532,472
Information technology	8,593,539	9,239,695	9,428,471
Resale	4,420,298	4,304,447	5,113,317
Apprenticeship	3,570,606	3,510,992	3,443,952
Continuing education	915,818	924,077	925,864
Contract	1,997,866	3,651,161	5,572,697
International	3,829,962	3,855,836	2,663,635
Special projects	7,097,081	9,855,600	9,876,707
Total expenditure	150,302,321	154,133,017	152,567,478
Annual surplus (deficit)	(12,411,954)	197,946	(11,158,928)
Accumulated surplus, beginning of year	6,169,882	6,169,882	17,328,810
Accumulated surplus (deficit), end of year	$ (6,242,072)	$ 6,367,828	$ 6,169,882

See accompanying notes.

College of the North Atlantic
Statement of Change in Net Financial Debt
Year Ended March 31, 2025, with comparative information for 2024

	2025 Budget (Note 13)	2025	2024
Annual (surplus) deficit	**$ -**	**$ 197,946**	$ (11,158,928)
Changes in tangible capital assets			
Acquisition of tangible capital assets	**(6,152,205)**	**(6,363,145)**	(5,261,324)
Write-downs on tangible capital assets	**-**	**1,727**	1,174
Amortization of tangible capital assets & adjustments	**6,152,205**	**5,671,464**	5,981,533
Increase (decrease) in net book value of tangible capital assets	**-**	**(689,954)**	721,383
Changes in other non-financial assets			
Usage of prepaid expenses (net of acquisition)	**-**	**(377,951)**	(682,322)
Acquisition of inventory of supplies (net of usage)	**-**	**(2,974)**	5,624
Decrease in non-financial assets	**-**	**(380,925)**	(676,698)
Decrease in net financial assets	**-**	**(872,933)**	(11,114,243)
Net financial debt at beginning of year	**(14,863,897)**	**(14,863,897)**	(3,749,654)
Net financial debt at end of year	**$ (14,863,897)**	**$ (15,736,830)**	$ (14,863,897)

See accompanying notes.

College of the North Atlantic
Statement of Cash Flow
Year Ended March 31, 2025, with comparative information for 2024

	2025	2024
Operating		
Annual surplus (deficit)	**$ 197,946**	$ (11,158,928)
Add (deduct) non-cash items:		
Write-downs on tangible capital assets	**1,727**	1,174
Amortization of capital assets	**5,671,464**	5,981,533
Accrued compensated absences - decrease	**(409,418)**	(546,613)
	5,461,719	(5,722,834)
Changes in:		
Receivables	**(3,975,429)**	(484,833)
Inventory	**(195,947)**	23,814
Prepaid expenses	**(377,951)**	(682,322)
Deferred contributions - operating	**11,207,664**	7,637,694
Accounts payable and accrued liabilities	**(238,347)**	2,739,572
Vacation pay accrual	**(1,270,226)**	224,751
Accrued post-employment benefits	**(38,791)**	(87,488)
Due to Qatar campus	**-**	-
Net cash provided by operating transactions	**10,572,692**	3,648,354
Capital		
Acquisitions of tangible capital assets	**(6,363,145)**	(5,261,324)
Net cash applied to capital transactions	**(6,363,145)**	(5,261,324)
Net cash (used) provided	**4,209,547**	(1,612,970)
Cash, beginning of year	**37,828,348**	39,441,318
Cash, ending of year	**$ 42,037,895**	$ 37,828,348

See accompanying notes.

College of the North Atlantic
Notes to Financial Statements
For the twelve months ending March 31, 2025

1 Nature of operations

The College of the North Atlantic (the College) operates under the authority of the College Act, 1996, Province of Newfoundland and Labrador. In accordance with Section 6 of the College Act, 1996, the College is a statutory crown corporation and as such is not subject to either Federal or Provincial income taxes and is exempt from Municipal taxes. In 2023 the College became a charity registered under the Income Tax Act. As such, the College is subject to annual Canada Revenue Agency reporting requirements. The College is Newfoundland and Labrador's public college. The College is committed to providing accessible, responsive, quality learning opportunities which prepare people to become self-sufficient contributors to social and economic development in both a provincial and global context.

2 Summary of significant accounting policies

The financial statements of the College have been prepared within the framework of Canadian generally accepted accounting principles as recommended by the Public Sector Accounting Board (PSAB) of the Chartered Professional Accountants of Canada and reflect the following significant accounting policies:

(a) *Revenue recognition*

Certain amounts are received pursuant to legislation, regulation or agreement and may only be used in the conduct of certain programs or in the delivery of specific services and transactions. These amounts are recognized as revenue in the fiscal year the related expenses are incurred, services are performed or when stipulations are met. Federal and provincial revenues for operating and capital purposes are recognized in the period in which all eligibility criteria or stipulations have been met. When revenue is received without eligibility criteria or stipulations, it is recognized when the transfer from the applicable Government is authorized.

Tuition fees and contract training revenues are recognized as income to the extent that the related courses and services are provided within the fiscal year of the College. Ancillary revenues including parking, bookstore, residence and other sundry revenues are recognized when products are delivered or services are provided to the student or client, the sales price is fixed and determinable, and collection is reasonably assured.

(b) *Asset Classification*

Assets are classified as either financial or non-financial. Financial assets are assets that could be used to discharge existing liabilities or finance future operations. Non-financial assets are acquired, constructed or developed assets that do not provide resources to discharge existing liabilities, but are employed to deliver education services, may be consumed in normal operations and are not for sale in the normal course of operations.

(c) *Inventories for resale*

Inventory which consists mainly of books and food supplies is recorded at the lower of cost or net realizable value. The amount of any write-downs of inventories to net realizable value and all losses of inventories are recognized as an expense in the period the write-down or loss occurred. For the year ended March 31, 2025, the write-down of inventory was $34,750 (2024 - $410,399 write-down).

(d) *Tangible Capital Assets*

Tangible capital assets recorded prior to the April 1, 1997 amalgamation of the former Colleges are recorded at either cost, nominal, or approximate fair value. Tangible capital assets acquired after April 1, 1997 are recorded at cost.

Amortization is recorded on a straight line basis using the following estimated useful lives:

Aircraft	20 years
Artwork	No amortization
Capital improvements	10 years
Computer and peripherals	3 years
Furnishings	5 years
Instructional equipment	5 years
Other electronic equipment	5 years
Software	3 years
ERP - PeopleSoft	10 years
Vehicles	5 years

One half year's amortization is taken in the year of acquisition. No amortization is recorded for assets under development.

The value of donated artwork has not been recorded in these financial statements. An accurate valuation of donated artwork has not been obtained at March 31, 2025.

Contributed tangible capital assets are recorded at fair value at the date of contribution. Repairs and maintenance costs are charged to expense. Betterments that extend the estimated life of an asset are capitalized. When a tangible capital asset no longer contributes to the College's ability to provide service, and the value of future economic benefits associated with the tangible capital asset is less than the net book value, the carrying value of the tangible capital asset is reduced to reflect the decline in the asset's value.

The land and buildings being used by the College, with the exception of some rental property, are the properties of the Province of Newfoundland and Labrador. Expenditures for repairs and maintenance of these buildings, paid by the Province, are not recorded in the financial statements of the College. Refer to note 15 for further information.

(e) *Post-employment benefits and compensated absences*

The College provides post-employment benefits and compensated absences to certain employment groups. These benefits include severance and non-vesting sick leave. The College has adopted the following policies with respect to accounting for these employee benefits:

(i) Past practice has been that upon termination, retirement or death, the organization provides their employees, with at least one year of service with severance benefits equal to one week of pay per year of service up to a maximum of 20 weeks. In 2018 employees were given the option to have their accumulated severance paid to them, or deferred to a date beyond March 31, 2019. The remaining liability reflects the amount that has been deferred. No further severance will accrue, and this benefit is not available to new College employees going forward.

(ii) The College provides their employees with sick leave benefits that accumulate but do not vest. The benefits provided to employees vary based upon classification within the various negotiated agreements. An actuarially determined accrued liability has been recorded on the statements for non-vesting sick leave benefits. The cost of non-vesting sick leave benefits are actuarially determined using management's best estimate of salary escalation, accumulated sick days at retirement, long term inflation rates and discount rates.

(f) *Vacation pay liability*

The College recognizes vacation pay as an expense on the accrual basis.

(g) *Foreign Currencies*

Transactions in foreign currencies are recorded in Canadian dollars at the date of the transaction. Monetary assets and liabilities denominated in foreign currencies are translated at the Statement of Financial Position date. Exchange gains or losses arising from the translations are included in the Statement of Operations and Accumulated Surplus in the amount of a $4,661 gain (2024 - $3,404 loss)

(h) *Financial instruments*

The College classifies its financial instruments as either fair value or amortized cost. The College's accounting policy for each category is as follows:

Fair value
This category includes cash and trust accounts and are classified as held for trading.

Transaction costs related to financial instruments in the fair value category are expensed as incurred.

Amortized cost
This category includes receivables, accounts payable and accrued liabilities. They are initially recognized at fair value and subsequently carried at amortized cost using the effective interest rate, less any impairment losses on financial assets.

Transaction costs related to financial instruments in the amortized cost category are added to the carrying value of the instrument.

Write-downs on financial assets in the amortized cost category are recognized when the amount of a loss is known with sufficient precision, and there is no realistic prospect of recovery. Financial assets are then written down to the net recoverable value with the write downs being recognized in the statement of operations.

There were no embedded derivatives in any contracts that require special accounting treatment.

(i) *Pensions*

College staff are subject to either the Public Service Pension Plan (PSPP), or the Government Money Purchase Pension Plan (GMPP).

The primary plan, PSPP, is a multi-employer plan and a defined benefit pension plan. Staff contributions are matched by the College and then remitted to the Public Service Pension Plan (PSPP) from which pensions will be paid to employees when they retire. The costs of the multi-employer plan are the College's contributions to the plan in the period. PSPP members must have at least 5 years of pensionable service to obtain a pension benefit. Normal retirement age under the Plan is 65 however early retirement options are available. Members of the PPSP are required to make contributions toward the funding of their pension benefits as follows:

(i) 10.75% of earnings up to the Year's Basic Exemption, the portion of earnings upon which no CPP contributions are required;
(ii) 8.95% of earnings in excess of the Year's Basic Exemption up to and including the Year's Maximum Pensionable Earnings ("YMPE"); and
(iii) 11.85% of earnings in excess of the YMPE.

Pensions paid under the PSPP are indexed annually. Indexing is applied at the rate of 60% of the increase in the Consumer Price Index (CPI), with the increase in the CPI capped at 2%. Indexing applies to benefits of pensioners who have attained age 65 prior to October 1 of each year.

The lifetime pension benefit is determined as 1.4% of the best six year average salary (up to the three year average YMPE) multiplied by the years of pensionable service, plus 2% of the best six year average salary (in excess of the average YMPE) multiplied by the years of pensionable service.

Staff shall participate in the GMPP only if they are ineligible for the PSPP. Payments are made to a private investment firm from which pensions will be paid to employees when they retire. The GMPP is a defined contribution plan.

The annual contributions for pensions are recognized as an expenditure in the accounts on a current basis.

During the year ended 2025 the College contributed $8,660,690 to the PSPP and $147,123 to the GMPP. In 2024 the College contributed $8,296,994 to the PSPP and $146,348 to the GMPP.

(j) *Measurement uncertainty*

The preparation of financial statements in conformity with Canadian public sector accounting standards, requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities, and disclosure of contingent assets and liabilities, at the date of the financial statements and the reported amounts of the revenues and expenses during the period. The item requiring the use of significant estimates is accrued compensated absences and allowance for doubtful accounts.

Estimates are based on the best information available at the time of preparation of the financial statements and are reviewed annually to reflect new information as it becomes available. Measurement uncertainty exists in these financial statements. Actual results could differ from these estimates.

(k) *Inventories held for use*

Inventories held for use include fuel for the heavy equipment program, and are recorded at the lower of historical cost and replacement cost.

3 Receivables

	2025	2024
Government of Newfoundland and Labrador	**$ 13,316,813**	$ 5,160,320
LMDA Subsidy	**0**	4,072,805
Students	**3,382,015**	2,917,576
Government agencies and other	**4,257,390**	5,256,116
	20,956,218	17,406,817
Less allowance for doubtful accounts	**1,553,174**	1,979,203
	$ 19,403,043	$ 15,427,614

4 Trust funds on deposit

Trust accounts represent donations and related interest restricted for scholarships, awards and other specified purposes. Changes in the trust account balance are as follows:

	2025	2024
Opening balance	**$ 6,784,017**	$ 6,616,920
Net deposits and payments	**(284,633)**	(95,400)
Interest	**257,607**	262,496
Closing balance	**$ 6,756,992**	$ 6,784,017

5 Accounts payable & accrued liabilities

	2025	2024
Trade liabilities	**$ 5,469,652**	$ 4,030,865
Accrued wages and benefits	**4,620,014**	4,295,860
Other	**4,542,206**	6,543,493
	$ 14,631,871	$ 14,870,218

6 Compensated absences

The actuarial valuation date for the sick leave accrual was March 31, 2024.

The economic assumptions used in the valuation are the College's best estimated of expected rates as follows:

	2025	2024
Wages and salary escalation	**0.75%**	0.75%
Discount rate	**4.48%**	4.71%

The sick leave accrual as at March 31 is as follows:

Accrued sick pay benefit obligation		
beginning of year	**$ 6,229,124**	$ 6,542,731
Current period benefit cost	**563,289**	478,097
Benefit payments	**(1,018,181)**	(1,013,266)
Interest on the accrued benefit	**-**	
sick leave obligations	**303,020**	280,499
Actuarial gains (losses)	**501,285**	(58,937)
Accrued sick pay benefit obligation		
end of year	**6,578,537**	6,229,124
Unamortized actuarial experience gain	**(952,957)**	(1,711,788)
Accrued benefit liability, end of year	**$ 7,531,494**	$ 7,940,912

The sick leave benefit cost for the year is as follows:

	2025	2024
Current period benefit cost	**$ 563,289**	$ 500,277
Amortization of gains in the period	**(291,943)**	(251,394)
Total benefit expense	**271,346**	248,883
Benefit interest expense	**303,020**	249,273
Total expense recognized for the period	**$ 574,366**	$ 498,156

College of the North Atlantic
Notes to Financial Statements
For the twelve months ending March 31, 2025

7 Deferred contributions - operating

Deferred contributions represent unspent externally restricted funding that has been received and relates to a subsequent year. Changes in the contributions deferred to future periods are as follows:

	2025	2024
Balance, beginning of year	**$ 37,131,259**	$ 29,493,565
Less amounts recognized as revenue in the year	**(35,588,729)**	(33,645,565)
Add amounts received during the year	**46,796,393**	41,283,259
Balance, end of year	**$ 48,338,923**	$ 37,131,259

Deferred contributions - operating are comprised of:

	2025	2024
Residence and program fees	**$ 88,119**	$ 70,642
Tuition	**1,538,684**	1,051,481
Contract training and special projects		
IPGS	**29,445,252**	28,950,831
Dept of Health	**661,441**	108,936
Dept of Education	**152,139**	255,376
Other	**16,453,288**	6,693,993
	$ 48,338,923	$ 37,131,259

8 Commitments

Lease Commitment

The College leases some equipment and facilities under long-term operating leases. Lease payments for the next five years, committed under operating leases extending beyond one year, are as follows:

2025-2026	$ 1,606,396
2026-2027	1,140,105
2027-2028	1,119,649
2028-2029	1,119,649
2029-2030	1,119,649

9 Contingent liabilities

The College has received notices of claim for damages. No provision has been made for these claims because management does not expect the College to incur any material liability, or because an estimate of loss, if any, is not determinable at this time.

10 Financial instruments risk management

Classification

The following table provides cost and fair value information of financial instruments by category.

	2025		
	Fair Value	**Amortized Cost**	**Total**
Cash	$ 42,037,894	$ -	$ 42,037,894
Trust funds on deposit	6,756,992	-	6,756,992
Receivables	-	20,049,022	20,049,022
	$ 48,794,886	$ 20,049,022	$ 68,843,908
Accounts payable and accrued liabilities	-	14,489,028	14,489,028
Vacation pay accrual	-	7,926,405	7,926,405
Trust funds payable	-	6,756,992	6,756,992
	$ -	$ 29,172,425	$ 29,172,425

Fair value hierarchy

The College uses the following hierarchy for determining and disclosing the measurement subsequent to initial recognition at fair value, grouped into Levels 1 to 3 based on the degrees to which the fair value is observable:

a) Level 1 fair value measurements are those derived from quote prices (unadjusted) in active markets for identical assets or liabilities using the last bid price;

b) Level 2 fair value measurements are those derived from inputs other than quoted prices included within level 1 that are observable from the asset or liability, either directly (i.e. as prices) or indirectly (i.e. derived from prices) and;

c) Level 3 fair value measurements are those derived from valuation techniques that include inputs for the asset or liability that are not based on observable market data (unobservable inputs).

Cash, trust funds on deposit, and receivables are classified as level 1 in the hierarchy.

11 Financial instruments and other risk management

Risk management

a) Credit risk

Credit risk is the risk of financial loss to the College if a debtor fails to make payments of interest and principal when due. The College is exposed to this risk relating to its cash, receivables, and trust funds. The College holds its cash accounts with federally regulated chartered banks who are insured by the Canadian Deposit Insurance Corporation. In the event of a default, the College's cash accounts are insured up to $300,000 (2022 - $300,000).

Receivables from federal and provincial governments pose minimal credit risk. Credit risk from accounts receivable due from students is mitigated by financial approval processes before a student is enrolled. Miscellaneous receivables from various other corporate entities are monitored on a regular basis.

The College measures its exposure to credit risk based on how long the amounts have been outstanding. An impairment allowance is set up based on the College's historical experience regarding collections. The amounts outstanding at year end were as follows:

	Total	Current	30-60 days	> 61 days
Government receivables	$ 13,316,813	$ 13,077,731	$ 4,225	$ 234,857
Student receivables	3,382,015	139,258	149,433	3,093,324
Government agencies and other	4,903,368	2,787,201	171,898	1,944,269
Gross receivables	21,602,196	16,004,190	325,556	5,272,450
Less: impairment allowances	(1,553,174)	-	-	-
Net receivables	$ 20,049,022	$ 16,004,190	$ 325,556	$ 5,272,450

There have been no significant changes from the previous year in the exposure to risk or policies, procedures and methods used to measure the risk.

b) Market risk

Market risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate as a result of market factors. Market factors include three types of risk: currency risk, interest rate risk, equity risk.

There have been no significant changes from the previous year in the exposure to risk or policies, procedures and methods used to measure the risk.

(i) Currency Risk

Currency risk relates to the College operating in different currencies and converting non-Canadian earnings at different points in time when adverse changes in foreign currency rates occur. During the year, the College had the following foreign currency transactions:

		2025		2024
Receipts				
US dollar (USD)	$	**41,902**	$	978
Payment				
US dollar (USD)		**1,555,737**		419,326
Euros (EUR)		**59,281**		32,105
British Pounds (GBP)		**-**		4,558
Guyanese dollars (GYD)		**2,685,361**		979,472

ii) Interest rate risk

Interest rate risk is the potential for financial loss caused by fluctuations in fair value or future cash flows of financial instruments because of changes in market interest rates.

Management believes that the interest rate risk of the College is not material.

iii) Equity risk

Equity risk is the uncertainty associated with the valuation of assets arising from changes in equity markets.

Management believes that the equity risk of the College is not material.

c) Liquidity risk

Liquidity risk is the risk that the College will not be able to meet all cash outflow obligations as they come due. The College mitigates this risk by monitoring cash activities and expected outflows through extensive budgeting and maintaining investments that may be converted to cash in the nearest term if unexpected cash outflows arise. The following table sets out the contractual maturities (representing undiscounted contractual cash-flows of financial liabilities):

		2025				
		Within 6 Months		6 Months to 1 year		> 1 year
Accounts payable and accrued liabilities	$	12,938,592		1,550,437		-
	$	12,938,592	$	1,550,437	$	-

There have been no significant changes from the previous year in the exposure to risk or policies, procedures and methods used to measure the risk.

12 Comparative figures

Certain of the 2024 comparative figures have been reclassified to conform to the financial presentation adopted in 2025.

13 Budget

The budget amounts included in these financial statements are the amounts approved by the College's Board for the current fiscal year. The budget would include all known service and program changes and enhancements for the coming year. Additional changes to services and programs that are initiated during the year would be funded through budget adjustments.

14 Related party transactions

The College had the following transactions with the government and other government controlled organizations:

	2025	2024
Grants from the province	$ **112,952,590**	$ 105,322,101
Transfer from Dept of Education	**1,093,656**	1,123,505
Transfer from Dept of Children, Seniors & Social	**283,803**	156,697
Transfer from Dept of Health and Community	**720,653**	97,467
Transfer from Dept Industry, Energy & Tech	**371,140**	-
Transfer to Memorial University	**104,989**	137,469

As per the College Act, 1996, all real property necessary for the purpose of the College shall be acquired by and in the name of the Crown. As such, the College uses buildings managed through the Department of Transportation and Infrastructure for which the Province records operating expenses by building with some exceptions. The College is entirely responsible for all operating costs of Prince Phillip Drive campus. The College is also partially responsible for costs at the following buildings: Happy Valley Goose Bay, Grand Falls Windsor, Corner Brook, Bay St. George, and Burin campuses. Operating costs and capital costs incurred by the College are recorded under Facilities and reflected in the College's financial statements. Items considered capital in nature which are incurred by the college are recorded as leasehold improvements. Operating and capital costs incurred by the Province that are not recorded by the College for this fiscal year totaled **$**11,956,929 and for 2024 totaled $16,372,880. All transactions are recorded at fair value.

15 Economic dependance

The College is dependent on Provincial Government to provide sufficient funds to continue operation, replace essential equipment and complete capital projects.

16 Non-Monetary Donation

In 2025 the College received non-monetary donations. The market value of the donations was recognized as revenue in the amount of $563,193 (2024 - $330,342).

College of the North Atlantic
Tangible Capital Assets
March 31, 2025

	Aircraft	Artwork	Capital improvements	Computer and peripherals	Furnishings	Instructional equipment	Other electronic equipment	Software	ERP - Peoplesoft	Vehicles	Total
	$	$	$	$	$	$	$	$	$	$	$
Cost											
At March 31, 2024	900,684	5,500	40,445,686	5,513,004	1,451,603	64,788,803	601,637	586,037	6,779,293	14,257,620	135,329,867
Additions	-	-	2,586,154	377,639	30,359	3,239,706	-	-	-	129,287	6,363,145
Disposals	-	-	607,235	737,277	20,443	820,946	14,464	4,186	-	16,425	2,220,976
At March 31, 2025	900,684	5,500	42,424,605	5,153,366	1,461,519	67,207,563	587,173	581,851	6,779,293	14,370,482	139,472,036
Accumulated Amortization											
At March 31, 2024	112,585	-	33,907,166	4,527,057	1,189,331	55,491,136	588,333	586,037	6,741,990	13,624,131	116,767,766
Amortization	45,034	-	1,149,503	539,743	94,369	3,510,141	6,439	-	37,303	288,932	5,671,464
Disposals	-	-	607,235	737,277	20,443	820,946	14,464	4,186	-	16,425	2,220,976
Write-downs	-	-	1,366	-	-	361	-	-	-	-	1,727
At March 31, 2025	157,619	-	34,450,800	4,329,523	1,263,257	58,180,692	580,308	581,851	6,779,293	13,896,638	120,219,981
Net Book Value:											
At March 31, 2024	788,099	5,500	6,538,520	985,947	262,272	9,297,667	13,304	-	37,303	633,489	18,562,101
At March 31, 2025	743,065	5,500	7,973,805	823,843	198,262	9,026,872	6,865	-	-	473,844	19,252,056

College of the North Atlantic
Revenue
Year Ended March 31, 2025, with comparative information for 2024

	2025 Budget (Note 13)	2025	2024
Provincial Government Grants			
Grant-in-aid	**$ 70,425,688**	**$ 82,681,500**	$ 69,066,495
Provincial capital grant	**750,000**	**750,000**	750,000
Other grants	**512,400**	**512,400**	512,400
Labour market agreements	**4,375,957**	**4,294,749**	4,411,729
	76,064,045	**88,238,649**	74,740,624
Facilities			
Classroom/video rental	**29,200**	**55,660**	40,842
Gain on disposal of capital assets	**23,000**	**-**	-
Parking	**2,600**	**1,208**	2,339
Other	**-**	**1,300**	5,800
	54,800	**58,168**	48,981
Administration			
Interest	**2,007,459**	**2,279,925**	2,654,192
Other	**144,695**	**105,334**	104,037
	2,152,154	**2,385,259**	2,758,229
Instructional			
Tuition	**11,975,585**	**12,303,294**	10,130,256
Equipment and materials	**1,617,930**	**1,561,372**	2,797,246
Labour market agreements	**16,985,608**	**14,614,812**	17,891,213
Daycare	**1,211,000**	**1,444,717**	1,152,342
Other (Note 17)	**3,186,699**	**4,133,881**	2,816,869
	34,976,822	**34,058,077**	34,787,926
Student services			
Application fee	**717,325**	**627,696**	1,107,107
Registration fee	**389,846**	**358,134**	343,620
Other	**246,450**	**702,477**	380,690
	1,353,621	**1,688,307**	1,831,417
Resale			
Bookstore	**1,298,430**	**1,107,082**	1,214,675
Food services	**1,006,589**	**1,122,318**	1,133,595
Residence	**520,685**	**452,783**	269,860
	2,825,704	**2,682,183**	2,618,130

College of the North Atlantic
Revenue
Year Ended March 31, 2025, with comparative information for 2024

	2025 Budget (Note 13)	2025	2024
Apprenticeship			
Apprenticeship	**3,989,500**	**3,949,040**	4,175,040
	3,989,500	**3,949,040**	4,175,040
Continuing education			
Tuition	**1,034,865**	**1,028,193**	925,656
Other	**-**	**61,052**	36,055
	1,034,865	**1,089,245**	961,711
Contracts			
Tuition	**1,531,087**	**844,231**	1,026,193
Corporate	**1,955,000**	**3,023,204**	5,516,756
	3,486,087	**3,867,435**	6,542,949
International			
International	**7,715,640**	**8,670,616**	6,342,262
	7,715,640	**8,670,616**	6,342,262
Special projects			
Special projects	**4,237,129**	**7,643,984**	6,601,281
	4,237,129	**7,643,984**	6,601,281
	$ 137,890,367	**$ 154,330,963**	$ 141,408,550

College of the North Atlantic
Summary of Facilities Expenditures
Year Ended March 31, 2025, with comparative information for 2024

	2025 Budget (Note 13)	2025	2024
Salaries and benefits	**$ 2,022,561**	**$ 2,055,285**	$ 1,868,336
Professional development	**2,908**	**7,653**	62
Professional fees	**12,300**	**24,280**	47,132
Travel	**6,700**	**6,105**	626
Insurance	**250,000**	**329,586**	300,055
Bank charges	**53**	**-**	-
Photocopying/printing	**1,458**	**1,028**	1,252
Office related supplies	**825**	**653**	728
General advertising	**-**	**-**	350
Freight and customs	**100**	**-**	-
Telephone	**4,700**	**2,147**	3,827
Utilities	**1,788,460**	**1,843,735**	1,836,312
Repairs and maintenance	**1,390,561**	**2,041,520**	1,932,501
Vehicle operations	**35,805**	**50,260**	39,080
Equipment rentals	**4,000**	**-**	224
Protective clothing	**15,148**	**24,345**	18,238
Amortization	**6,152,205**	**5,671,464**	5,981,533
Computer supplies	**30,500**	**26,917**	13,611
Contracted services	**86,508**	**140,606**	82,754
Educational materials	**725**	**210**	-
Minor equipment and tools	**4,117**	**12,230**	10,140
Minor computer equipment	**500**	**-**	1,980
Materials and supplies	**213,703**	**60,410**	57,626
	$ 12,023,837	**$ 12,298,434**	$ 12,196,367

College of the North Atlantic
Summary of Administration Expenditures
Year Ended March 31, 2025, with comparative information for 2024

	2025 Budget (Note 13)	2025	2024
Salaries and benefits	**$ 13,058,713**	**$ 12,405,045**	$ 12,929,899
Professional development	**105,057**	**80,707**	137,481
Employee recognition and wellness	**17,500**	**18,571**	11,357
Professional fees	**582,075**	**862,258**	450,053
Travel	**256,739**	**330,308**	279,080
Recruitment and relocation	**10,000**	**19,709**	5,000
Bank charges	**167,000**	**270,701**	253,049
Photocopying/printing	**137,825**	**182,002**	104,129
Office related supplies	**229,579**	**269,072**	295,591
Membership fees	**81,883**	**103,094**	131,173
General advertising	**46,890**	**28,388**	64,844
Doubtful receivables	**65,000**	**(331,995)**	1,010,007
Freight and customs	**61,926**	**50,330**	49,773
Telephone	**69,171**	**47,525**	60,298
Utilities	**3,475**	**783**	782
Repairs and maintenance	**21,853**	**42,462**	54,924
Vehicle operations	**1,000**	**3,849**	1,645
Equipment rentals	**1,100**	**89**	1,092
Facilities rentals	**38,520**	**40,462**	39,706
Protective clothing	**8,014**	**9,164**	8,487
Computer supplies	**89,317**	**113,669**	105,155
Contracted services	**3,025**	**109,832**	17,861
Educational materials	**8,440**	**7,662**	34,473
Student related	**4,550**	**12,741**	3,185
Minor equipment and tools	**33,413**	**58,070**	42,157
Minor computer equipment	**42,318**	**43,925**	34,067
Materials and supplies	**363,726**	**190,900**	101,246
	$ 15,508,109	**$ 14,969,323**	$ 16,226,514

College of the North Atlantic
Summary of Instructional Expenditures
Year Ended March 31, 2025, with comparative information for 2024

	2025 Budget (Note 13)	2025	2024
Salaries and benefits	**$ 70,422,596**	**$ 70,925,268**	$ 66,978,143
Professional development	**140,008**	**126,298**	166,502
Professional fees	**223,813**	**158,533**	265,171
Travel	**494,235**	**556,910**	484,371
Recruitment and relocation	**33,000**	**64,968**	18,036
Insurance	**-**	**26,625**	20,297
Photocopying/printing	**208,197**	**192,041**	223,448
Office related supplies	**24,237**	**27,545**	17,938
Membership fees	**39,886**	**58,777**	61,868
General advertising	**45,816**	**39,626**	43,014
Freight and customs	**10,169**	**24,648**	16,428
Telephone	**12,219**	**11,840**	9,746
Utilities	**12,755**	**11,560**	11,689
Repairs and maintenance	**155,762**	**286,185**	237,739
Vehicle operations	**461,683**	**695,960**	531,109
Equipment rentals	**18,075**	**49,191**	47,800
Facilities rentals	**41,940**	**26,089**	57,173
Protective clothing	**25,863**	**36,046**	33,675
Food cost	**102,164**	**136,100**	150,905
Laundry and drycleaning	**6,400**	**4,222**	2,025
Computer supplies	**358,637**	**461,734**	434,891
Contracted services	**138,696**	**164,955**	209,513
Educational materials	**81,277**	**107,721**	212,641
Daycare operations	**121,563**	**119,106**	99,444
Student related	**244,007**	**287,861**	156,709
Minor equipment and tools	**278,026**	**366,963**	836,073
Minor computer equipment	**80,399**	**172,929**	175,499
Materials and supplies	**3,810,961**	**2,128,056**	2,085,635
	$ 77,592,384	**$ 77,267,757**	$ 73,587,482

College of the North Atlantic
Summary of Student Services Expenditures
Year Ended March 31, 2025, with comparative information for 2024

	2025 Budget (Note 13)	2025	2024
Salaries and benefits	**$ 13,486,918**	**$ 12,972,449**	$ 12,311,902
Professional development	**46,701**	**18,808**	42,502
Professional fees	**82,750**	**95,671**	89,806
Travel	**122,813**	**103,859**	122,812
Recruitment and relocation	**-**	**-**	-
Insurance	**15,000**	**20,381**	5,173
Photocopying/printing	**84,435**	**73,430**	98,830
Office related supplies	**21,731**	**21,583**	24,376
Membership fees	**11,262**	**26,285**	18,312
General advertising	**369,520**	**398,656**	308,799
Freight and customs	**6,950**	**6,924**	6,764
Telephone	**3,200**	**1,678**	2,496
Repairs and maintenance	**-**	**-**	1,193
Equipment rentals	**-**	**-**	-
Protective clothing	**-**	**194**	148
Laundry and drycleaning	**4,390**	**2,364**	2,807
Computer supplies	**56,829**	**51,074**	51,770
Contracted services	**5,000**	**-**	1,118
Educational materials	**172,395**	**176,651**	183,720
Student related	**92,079**	**194,565**	153,139
Minor equipment and tools	**10,438**	**18,971**	19,563
Minor computer equipment	**22,872**	**25,788**	26,100
Materials and supplies	**137,538**	**46,364**	61,142
	$ 14,752,821	**$ 14,255,695**	$ 13,532,472

College of the North Atlantic
Summary of Information Technology Expenditures
Year Ended March 31, 2025, with comparative information for 2024

	2025 Budget (Note 13)	2025	2024
Salaries and benefits	**$ 5,396,428**	**$ 5,074,912**	$ 4,854,405
Professional development	**24,000**	**373**	-
Professional fees	**197,182**	**5,158**	121
Travel	**16,150**	**20,622**	16,044
Photocopying/printing	**3,358**	**3,152**	3,025
Office related supplies	**720**	**928**	429
Membership fees	**1,350**	**1,569**	1,557
Freight and customs	**5,282**	**868**	4,851
Telephone	**258,061**	**439,114**	167,789
Utilities	**-**	**-**	-
Repairs and maintenance	**3,000**	**106,268**	4,165
Equipment rentals	**75,000**	**440,186**	437,233
Protective clothing	**1,300**	**1,165**	256
Computer supplies	**2,118,442**	**2,081,820**	2,668,930
Contracted services	**222,505**	**601,646**	320,416
Minor equipment and tools	**6,870**	**12,013**	15,272
Minor computer equipment	**49,197**	**434,476**	906,025
Materials and supplies	**214,694**	**15,425**	27,953
	$ 8,593,539	**$ 9,239,695**	$ 9,428,471

College of the North Atlantic
Summary of Resale Expenditures
Year Ended March 31, 2025, with comparative information for 2024

	2025 Budget (Note 13)	2025	2024
Salaries and benefits	**$ 2,282,805**	**$ 2,264,691**	$ 2,274,971
Professional development	**500**	**61**	161
Travel	**200**	**469**	31
Photocopying/printing	**6,005**	**3,097**	4,518
Office related supplies	**11,005**	**3,279**	15,294
Freight and customs	**143,435**	**4,258**	6,935
Telephone	**4,010**	**2,511**	3,993
Utilities	**16,650**	**15,729**	13,995
Repairs and maintenance	**23,359**	**46,944**	66,745
Protective clothing	**13,680**	**12,107**	10,089
Food cost	**585,391**	**947,003**	1,011,696
Laundry and drycleaning	**2,100**	**2,296**	3,982
Textbooks and supplies	**1,028,014**	**786,129**	1,343,250
Computer supplies	**13,450**	**9,203**	13,491
Contracted services	**150,000**	**183,058**	143,138
Student related	**3,000**	**1,052**	820
Minor equipment and tools	**5,400**	**7,401**	123,202
Minor computer equipment	**900**	**738**	1,532
Materials and supplies	**130,394**	**14,421**	75,474
	$ 4,420,298	**$ 4,304,447**	$ 5,113,317

College of the North Atlantic
Summary of Apprenticeship Expenditures
Year Ended March 31, 2025, with comparative information for 2024

	2025 Budget (Note 13)	2025	2024
Salaries and benefits	$ 3,086,293	$ 2,939,131	$ 2,869,956
Professional development	200	2,031	-
Professional fees	1,100	1,500	400
Travel	250	3,483	1,602
Photocopying/printing	1,358	3,893	3,066
Office related supplies	-	2,869	1,896
Membership fees	745	-	-
Freight and customs	1,350	513	1,282
Repairs and maintenance	17,085	15,007	18,308
Vehicle operations	325	123	335
Equipment rentals	1,200	3,157	194
Protective clothing	2,475	5,744	3,445
Food cost	11,640	10,500	14,855
Laundry and drycleaning	370	-	139
Computer supplies	14,365	8,853	6,174
Contracted services	-	3,809	307
Educational materials	5,303	10,794	7,476
Student related	220,609	259,381	304,596
Minor equipment and tools	28,488	25,292	21,348
Minor computer equipment	4,605	1,823	-
Materials and supplies	172,845	213,089	188,573
	$ 3,570,606	$ 3,510,992	$ 3,443,952

College of the North Atlantic
Summary of Continuing Education Expenditures
Year Ended March 31, 2025, with comparative information for 2024

	2025 Budget (Note 13)	**2025**	2024
Salaries and benefits	**$ 741,704**	**$ 777,003**	$ 781,672
Professional fees	**2,000**	**-**	-
Travel	**16,000**	**24,204**	29,054
Photocopying/printing	**10,000**	**15,612**	15,222
Office related supplies	**-**	**-**	120
General advertising	**-**	**828**	250
Freight and customs	**3,350**	**4,281**	2,717
Vehicle operations	**-**	**-**	223
Equipment rentals	**-**	**1,373**	-
Facilities rentals	**10,000**	**6,440**	5,034
Contracted services	**100,000**	**30,968**	26,172
Educational materials	**3,164**	**2,700**	11
Student related	**15,000**	**48,328**	31,749
Minor equipment and tools	**-**	**536**	2,252
Materials and supplies	**14,600**	**11,804**	31,388
	$ 915,818	**$ 924,077**	$ 925,864

College of the North Atlantic
Summary of Contract Expenditures
Year Ended March 31, 2025, with comparative information for 2024

	2025 Budget (Note 13)	2025	2024
Salaries and benefits	**$ 1,537,366**	**$ 2,761,646**	$ 3,870,616
Professional development	**450**	**468**	1,633
Travel	**54,600**	**111,946**	127,879
Photocopying/printing	**17,975**	**7,591**	7,011
Office related supplies	**5,900**	**2,070**	9,177
Membership fees	**1,000**	**948**	670
General advertising	**250**	**12,216**	26,437
Freight and customs	**11,325**	**6,429**	7,556
Telephone	**1,500**	**914**	1,313
Repairs and maintenance	**-**	**-**	200
Vehicle operations	**-**	**20,235**	12,617
Equipment rentals	**32,500**	**-**	13,286
Facilities rentals	**4,500**	**8,156**	5,117
Protective clothing	**2,500**	**7,207**	1,905
Food cost	**10,000**	**7,601**	1,259
Laundry and drycleaning	**1,000**	**-**	-
Computer supplies	**-**	**8,349**	45,496
Contracted services	**120,000**	**541,067**	121,636
Educational materials	**3,500**	**1,831**	1,638
Student related	**79,000**	**65,002**	1,071,446
Minor equipment and tools	**5,300**	**11,279**	16,040
Minor computer equipment	**1,500**	**769**	125,061
Materials and supplies	**107,700**	**75,437**	104,704
	$ 1,997,866	**$ 3,651,161**	$ 5,572,697

College of the North Atlantic
Summary of International Expenditures
Year Ended March 31, 2025, with comparative information for 2024

	2025 Budget (Note 13)	2025	2024
Salaries and benefits	**$ 2,764,192**	**$ 2,392,765**	$ 1,536,590
Professional development	**2,000**	**4,703**	3,141
Professional fees	**494,000**	**84,630**	123,139
Travel	**87,450**	**706,140**	790,223
Photocopying/printing	**800**	**311**	421
Office related supplies	**800**	**153**	416
Membership fees	**500**	**5,256**	6,019
General advertising	**1,775**	**3,524**	5,578
Freight and customs	**675**	**21**	374
Telephone	**800**	**1,476**	2,187
Repairs and maintenance	**-**	**-**	18,300
Computer supplies	**580**	**4,321**	14,643
Contracted services	**209,488**	**563,442**	73,147
Educational materials	**-**	**2,141**	5,267
Student related	**2,500**	**115**	4,267
Minor equipment and tools	**-**	**2,515**	15,383
Minor computer equipment	**3,500**	**1,630**	32,042
Materials and supplies	**260,902**	**82,693**	32,498
	$ 3,829,962	**$ 3,855,836**	$ 2,663,635

College of the North Atlantic
Summary of Special Projects Expenditures
Year Ended March 31, 2025, with comparative information for 2024

	2025 Budget (Note 13)	2025	2024
Salaries and benefits	**$ 5,067,693**	**$ 6,288,030**	$ 6,504,588
Professional development	**36,797**	**36,272**	34,371
Professional fees	**126,630**	**386,225**	141,194
Travel	**130,253**	**289,960**	317,319
Insurance	**8,939**	**84**	9,802
Photocopying/printing	**12,119**	**10,953**	11,883
Office related supplies	**4,875**	**4,296**	5,025
Membership fees	**617**	**21,820**	13,596
General advertising	**58,295**	**32,700**	28,612
Freight and customs	**9,639**	**6,302**	6,191
Telephone	**13,449**	**11,256**	14,113
Utilities	**-**	**5,723**	-
Repairs and maintenance	**14,954**	**194,733**	19,525
Vehicle operations	**11,353**	**1,034**	38,942
Equipment rentals	**1,897**	**223**	3,473
Facilities rentals	**531,209**	**481,657**	566,334
Protective clothing	**927**	**4,376**	394
Food cost	**-**	**551**	-
Computer supplies	**90,132**	**652,052**	87,603
Contracted services	**68,833**	**78,508**	144,037
Educational materials	**5,256**	**1,818**	175,925
Student related	**550,264**	**920,082**	1,107,257
Minor equipment and tools	**139,069**	**45,879**	119,100
Minor computer equipment	**63,173**	**22,201**	110,651
Materials and supplies	**150,708**	**358,865**	416,772
	$ 7,097,081	**$ 9,855,600**	$ 9,876,707

College of the North Atlantic
Summary of Expenditures
Year Ended March 31, 2025, with comparative information for 2024

	2025 Budget (Note 13)	2025	2024
Salaries and benefits	$ 119,867,269	$ 120,856,225	$ 116,781,078
Professional development	358,621	277,374	385,853
Employee recognition and wellness	17,500	18,571	11,357
Professional fees	1,721,850	1,618,255	1,117,016
Travel	1,185,390	2,154,006	2,169,041
Recruitment and relocation	43,000	84,677	23,036
Insurance	273,939	376,676	335,327
Bank charges	167,053	270,701	253,049
Photocopying/printing	483,530	493,110	472,805
Office related supplies	299,672	332,448	370,990
Membership fees	137,243	217,749	233,195
General advertising	522,546	515,938	477,884
Doubtful receivables	65,000	(331,995)	1,010,007
Freight and customs	254,201	104,574	102,871
Telephone	367,110	518,461	265,762
Utilities	1,821,340	1,877,530	1,862,778
Repairs and maintenance	1,626,574	2,733,119	2,353,600
Vehicle operations	510,166	771,461	623,951
Equipment rentals	133,772	494,219	503,302
Facilities rentals	626,169	562,804	673,364
Protective clothing	69,907	100,348	76,637
Amortization	6,152,205	5,671,464	5,981,533
Food cost	709,195	1,101,755	1,178,715
Laundry and drycleaning	14,260	8,882	8,953
Textbooks and supplies	1,028,014	786,129	1,343,250
Computer supplies	2,772,252	3,417,992	3,441,764
Contracted services	1,104,055	2,417,891	1,140,099
Educational materials	280,060	311,528	621,151
Daycare operations	121,563	119,106	99,444
Student related	1,211,009	1,789,127	2,833,168
Minor equipment and tools	511,121	561,149	1,220,530
Minor computer equipment	268,964	704,279	1,412,957
Materials and supplies	5,577,771	3,197,464	3,183,011
	$ 150,302,321	$ 154,133,017	$ 152,567,478

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