



Annual Report • 2009-2010

Table of Contents

1	Board Chair's Letter
2	Overview
2	Vision
2	Mission
2	Mandate
2	Lines of Business
4	Number of Employees
4	Physical Location
5	Other Key Statistics
5	Enrollment
6	Shared Commitments
10	Opportunities and Challenges Ahead
10	Opportunities
11	Challenges
13	Outcomes and Objectives
13	Issue #1: Quality Programs
23	Issue #2: Learning College
30	Issue #3: Enhanced Accessibility/Outreach
34	Issue #4: International Capacity
38	Auditors Report
38	Statement of Financial Position
39	Statement of Changes in Net Assets
40	Statement of Operations
41	Statement of Cash Flow
42	Notes to the Financial Statement



In keeping with College of the North Atlantic's Green initiative, this annual report was printed on ChorusArt paper which is acid free and elemental chlorine free, and contains 50% total recycled content (including 25% post-consumer waste). As well, the inks used in the printing of this annual report are vegetable-based.

Board Chair's Letter

To the Honourable Darin King
Minister of Education:

On behalf of the Board of Governors it is again my pleasure to present you with another outstanding year of achievement for College of the North Atlantic.

Although it is impossible to capture all the successes, achievements and accomplishments of the college during the past year in the 2009-2010 Annual Report, we provide an overview of the types of activities carried out by the college that help make it a vital contributor to the social and economic development of this province.

Government support has assisted with operating costs, facility upgrades and new infrastructure across the province. A significant investment by both our federal and provincial government partners will enable the college to better meet current and future workforce needs. The development of a new campus in Labrador West will provide a stronger college presence and commitment to the residents of that region.

The benefits associated with our partnership in the Middle East continue to grow. A one-year extension to the Comprehensive Agreement was signed with the State of Qatar, while discussions are ongoing with respect to a contract extension of an additional 10 years. A number of international events were hosted by the Qatar campus, one of these

was a precedent-setting roundtable which provided a unique opportunity for dialogue between leading officials from industry and educational institutions in Qatar and the Atlantic Canadian provinces.

Each year the college receives significant financial investments from its industry partners and alumni and advancement donors. Corporations such as The Boeing Company and Vale Inco continue to support curriculum development, program infrastructure, scholarships and other initiatives. When combining these investments, and others, with articulation or credit transfer agreements, our learners have a considerable amount of support and career paths to choose from once they walk through our doors.

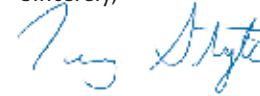
The college continues to broaden its distance learning service in response to the growing need for flexible, learner-di-

rected education and our customizable contract training continues to provide important education and training services to current industry employees and those displaced by the downturn in the economy. In recognition of this effort, the college's Distance Learning Service was the recipient of the Community Service Award, which recognizes Desire2Learn users who foster leadership, commitment and continued collaboration to serve a wider community.

The Board of Governors is very proud of the accomplishments of College of the North Atlantic during the past year. We look forward to continuing our work with the college's leadership team, the provincial government, and communities throughout Newfoundland and Labrador to ensure our public college is well-positioned to further enhance its role as a key player in the economic and social development of this great province.

College of the North Atlantic is a category one entity and this Annual Report was prepared in accordance with the guidelines of the Transparency and Accountability Act. The report covers the period of April 1, 2009 to March 31, 2010. My signature below is on behalf of the entire Board of Governors and is indicative of our accountability for the actual results reported herein.

Sincerely,



Terry Styles
Chair, Board of Governors



Overview

VISION

The vision of College of the North Atlantic is of lifelong learners who are educated and highly skilled, able to meet the demands of the labour market and contribute to the social, economic, and cultural well-being of their communities.

MISSION

By the year 2011, College of the North Atlantic will have improved accessibility to quality programs and enhanced services to support the success of students and communities.

MANDATE

The mandate of College of the North Atlantic (“the college”) is established by the *College Act, 1996* (“the Act”). The College’s Board of Governors (“the Board”) is appointed by Cabinet.

The Board is responsible for carrying out those duties prescribed by section 15 (1) of the Act. These powers include general administrative, academic, and governance functions. Section 16 of the Act further empowers the Board to carry out a wide variety of discretionary functions including various human resource management, student services, and corporate and educational partnership activities. Sections 17 through 25 prescribe the Board’s accountability for the administration of the college’s finances.

The President of the college is appointed by Cabinet. The



President is the Chief Executive Officer of the college, and, under the general direction of the Board, is responsible for the supervision and administration of the college and of the instructional staff and other employees of the college.

LINES OF BUSINESS

For over 45 years, Newfoundland and Labrador’s public college system has been delivering programming that meets the highest academic and skills standards while maintaining flexibility in training local industry and growing the broader economy. College of the North Atlantic (CNA) strives to directly address the educational needs of the people and industries of this province. Through dedicated monitoring and evaluation of economic and labour force shifts, we are poised to advance every possible opportunity for our stu-

dents and graduates. We are steadfast in our commitment to provide accessible, responsive, quality learning that prepares the people of Newfoundland and Labrador to become self-sufficient contributors to social and economic development – both at home and around the world.

Full and Part-Time Programs

CNA offers a broad range of full and part-time certificate, diploma and advanced diploma programs in academics, applied arts, business, engineering technology, health sciences, information technology, industrial trades, tourism and natural resources. These programs are offered at our 17 campus locations in Newfoundland and Labrador, our campus in the Middle East State of Qatar, globally through distance education, and in China through partnerships with eight post-secondary institutions. CNA provides further flexibility and

meets national standards through industry accreditation and by developing credit transfer agreements with other educational institutions provincially, nationally and internationally.

Continuing and Community Education Programs

Our continuing and community education program offerings supplement and encourage learning opportunities for communities and promote ongoing, life-long learning for all ages. Many campuses offer a variety of convenient part-time certificate programs and credit and non-credit courses for professional development, export readiness, emergency preparedness, personal growth, general interest and so much more.

Community Outreach

Though CNA's reach spans the globe, it is at home in Canada's youngest province that the college's roots are firmly planted. A foundation running nearly half a century deep gives the college a unique connection to the communities we serve. In playing an active role in communities and regions, the college in turn draws its strength from them. College staff and representatives hold vital leadership positions and gain valuable experience as active members of regional economic development boards, charitable organizations and community initiatives. In some communities, the college's contribution extends to developing and incubating new businesses, developing prototypes, testing and analyzing products and providing access to expert staff, new technologies and state-of-the-art equipment.

Contract Training

The responsive, progressive training delivered by our corporate training department is drawn from established program offerings or it can be custom-designed to meet the needs of business, industry or government. Training can vary according to need; from a one-day session to a program of several weeks or months, delivery methods include the traditional classroom, online learning or blended options that can be offered at the workplace or any other site. We have provided training to satisfied clients on land and at sea in more than 30 countries around the world.



Applied Research

CNA is committed to promoting a research and innovation culture for the province where researchers are able to bring to the forefront ground-breaking knowledge and innovative products and services. CNA's Office of Applied Research plays a major role in evaluating the broader societal contributions of our research efforts and complementing the economic and environmental assets of communities for local business development and new investment. We are able to do this through incubation of technologies, patenting, licensing, market research, product development and commercialization.

Student Support

We support the personal and career development of our learners in every decision we make, with the intent of creating a positive environment for effective learning within a context of life-long learning. We value the diverse profiles of our learners. CNA's curriculum, teaching and support services are characterized by knowledgeable and enthusiastic faculty building on strategies that suit the learner's needs, in an atmosphere of dignity and mutual respect.

CNA continues to incorporate a Service Learning method into our philosophy of teaching and learning, which combines academic classroom curriculum with meaningful service – or “experiential education” (www.aee.org). The Service Learning approach is becoming increasingly popular in North American schools, and allows a balance between theoretical knowledge and practical application. This ties in nicely with

the hands-on nature of the work many of our graduates will be expected to perform in their careers. A standout example of this was the college's partnership with the East Coast Music Association's 2009 Music and Industry Awards held in Corner Brook. Students enrolled in the Journalism, Music Industry and Performance, and Recording Arts programs assisted with the day-to-day activities, technical requirements and media coverage of the week-long event which provided a valued hands-on service learning experience.

Other learner services at CNA include counselling and personal development, library services, disability services, Aboriginal student services (Aboriginal Resource Centre), social and recreational activities, international student services, daycare centres, on-campus residence (select campuses), funding assistance and more.

NUMBER OF EMPLOYEES

College of the North Atlantic – March 31, 2010						
Newfoundland & Labrador						
	Support Staff	Faculty	Management	Non Union	Non Management	Total
Females	362	351	50	19		782
Males	163	475	54	4		696
Sub-total	525	826	104	23		1,478
Qatar						
	Support Staff	Faculty	Management	Non Union	Non Management	Total
Females	31	185	14	0		230
Male	23	267	11	0		301
Sub-total	54	452	25	0		531
College Total	579	1,278	129	23		2,009

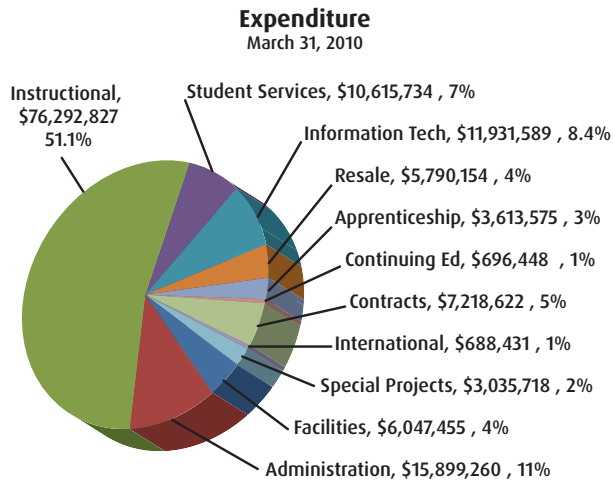
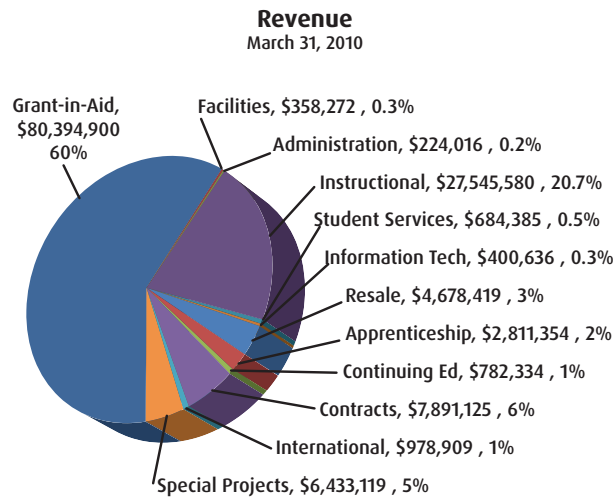
Included: Active employees, employees on leave. **Not Included:** Continuing education instructors, student employees, invigilators, casual employees, employees on layoff but available for employment. Revised: May 6, 2010

PHYSICAL LOCATION

CNA is comprised of 17 campuses located throughout the province of Newfoundland and Labrador and one international college of technology in the Middle East State of Qatar.



OTHER KEY STATISTICS



ENROLLMENT

The charts below include students registered between September 2, 2008 and August 26, 2009.

Program area	Number Registered*			Male	Female
	Full-Time	Part-Time	Total		
Academics & Applied Arts	2,164	1,520	3,684	1,276	2,408
Business & Information Technology	1,258	246	1,504	300	1,204
Health Sciences	364	117	481	86	395
Tourism & Natural Resources	151	103	254	155	99
Engineering Technology	1,312	80	1,392	1,046	346
Industrial Trades	2,591	0	2,591	2,246	345
College Total*	7,840	2,066	9,906	5,109	4,797

*Excludes COLLEGE OF THE NORTH ATLANTIC-QATAR (CNA-Q)

Continuing Education**	Number Registered	Total # of Hours
Non-credit Courses & Contracts	15,285	258,085
Credit Courses	120	550
College Total	15,405	258,635

**Gender breakdown not available.

Shared Commitments

Collaboration is at the core of CNA's mandate. We know our partnerships with provincial and federal governments, industry, other educational institutions, communities, agencies and many others, will help CNA thrive. They will also assist us in supporting the strategic directions set by the Government of Newfoundland and Labrador that are applicable to the college, namely developing a qualified and skilled workforce that meets the province's skilled labour needs, and improving post-secondary programs and public post-secondary institutions to benefit students and the province.

Indeed, our most significant partnership is with the Province of Newfoundland and Labrador. As the province's public college, CNA receives a significant amount of funding and support through the Department of Education, as well as other government agencies, to assist with carrying out our mandate.

We are also fortunate to avail of opportunities for partnerships with other government departments – both provincially and federally – that strengthen our ability to conduct applied research, deliver quality training and support growing communities. For example, through the Knowledge Infrastructure Program (KIP), an economic stimulus measure introduced by the federal government to support infrastructure enhancement at Canadian post-secondary institutions, the federal government is investing almost \$13 million in three infrastructure programs at CNA campuses in Newfoundland and

Labrador. The Province of Newfoundland and Labrador is providing over \$15 million in funding for these projects. The campuses affected by this announcement are Prince Philip Drive, Seal Cove and Labrador West, which will be receiving a new campus building.

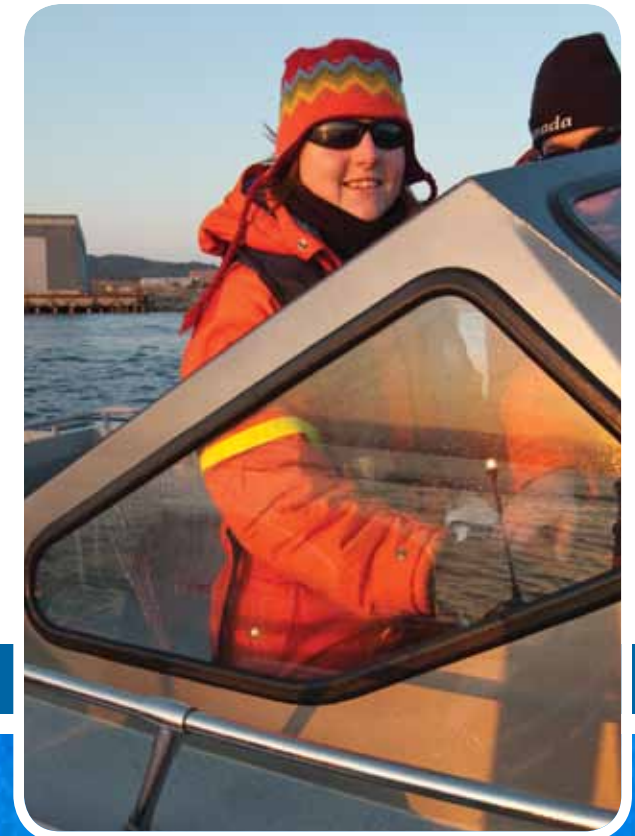
At the Joint Oversight Board meeting in Qatar in December 2009, CNA signed a one-year extension to the Comprehensive Agreement with the State of Qatar (to August 31, 2013), giving the college the flexibility to continue hiring employees for CNA-Q on a three-year contractual basis. Discussions are ongoing with respect to a contract extension. In addition, CNA-Q hosted a number of events throughout the year. One of these was the precedent-setting applied research roundtable, *Qatar and Canada: Creating Solutions through Applied Research and Partnerships*. This assembly was a unique opportunity for high-level dialogue between leading officials from industry and educational institutions in Qatar with representatives from some of Atlantic Canada's finest research institutions and organizations. Another milestone was the second and final year of a pilot student exchange program in summer 2009, spearheaded by the Qatar Project Office. A formal series of exchange programs have since been approved and will be launched in spring and summer 2010.

Considerable international focus for student/client recruitment and project implementation this year has been put towards the Caribbean. The college entered a Memorandum of Understanding (MOU) with the Government of Jamaica in May 2009, which has resulted in the delivery of our Personal

Care Attendant program in Jamaica and the enrolment of a group of Jamaican trainees in our eight-month Truck and Transport Mechanic Program at our Bay St. George campus.

The CNA China Project continues to grow with over 1,800 students enrolled in a number of CNA programs at eight Chinese post-secondary institutions. Here in Newfoundland and Labrador, the source of China students receiving training at our St. John's campuses has been diversified with Jilin University and Jiangnan University to include students from Taiyuan Institute of Technology, Changjiang Professional College and Huangshi Institute of Technology.

Industry partners such as accreditation boards and industry associations are vital for ensuring that college programming



is current and relevant for students and for their perspective employers. For example, the college has received international accreditation for all its Business Administration and Business Management offerings throughout the province. The programs received accreditation from the Association of Collegiate Business Schools and Programs. Also, the School of Engineering Technology has received Gold Seal certification for its Construction Estimating, Constructing Planning and Scheduling and Construction Project Management courses by the Canadian Construction Association's (CCA) Gold Seal Certification Program.

We acknowledge and appreciate industry representatives who serve on program advisory boards and who provide direct input into our curriculum development. Partnerships with industry also inspire the endowment of scholarships and additional equipment for training. In 2009, The Boeing Company invested (USD) \$250,000 to benefit program improvements at the college's Gander campus Aviation Centre. The donation to the Aircraft Maintenance Engineering Technician and Aircraft Structural Repair Technician programs will allow CNA to upgrade its shop and aircraft avionics, along with acquiring new ground support equipment for the hangar.

The Department of Alumni and Advancement witnessed significant growth in 2009-2010. Although the department is young, motivation is higher than ever, and it is making fantastic strides forward in supporting students. Over the past 12 months, 23 new donors have come to the table with several dedicated stakeholders increasing their commitments to the college. In total, the college received \$368,000. Alumni



Programs are also expanding this year. The department has launched CNA-Alumni social media sites and are already seeing the valuable role these mediums are playing in connecting alumni back to the college, and with each other. We are delighted to know that we have grads all over the world. It is our mandate to continue to build a network of these alumni that benefits the college and the communities in which we live.

Vale Inco has made an additional four-year pledge to the college, in the amount of \$234,000 resulting in 232 awards.

These awards, targeted at skilled trades, engineering technology, and the support of women in trades and technology, were designed to support the construction and operation of the Vale Inco Project. Vale Inco is the college's largest single donor with over \$344,000 in pledges to date.

Partnerships with other educational institutions are fundamental in advancing life-long learning opportunities for our students of all ages. Over 110 articulation or credit transfer agreements allow graduates to enter degree programs with advanced standing at partner institutions in Canada and beyond. For example, the School of Engineering Technology recently established a transfer agreement with Camosun College in Victoria, British Columbia which will see the bridging of CNA's engineering diploma programs to the University of Victoria, Bachelor of Engineering degree programs.

CNA is committed to integrating research and innovation and to moving research discoveries into our communities. Innovative partnerships with industry and government strengthen our ability to transfer these new technologies to society.

The college's Office of Applied Research witnessed impressive growth in all areas, particularly in its network of industrial partnerships. Based on its growth in industry support programs, funding from the National Research Council - Industrial Research Assistance Program nearly tripled over the previous funding level. Twelve new industry support projects were completed with funding support from this program. Also, several new research proposals were submit-

ted to provincial and federal funding agencies totaling approximately \$5 million, including a \$2.3 million grant application to National Sciences Engineering Research Council of Canada – College and Community Innovation program for a nanotechnology research laboratory at Labrador West campus. Six other proposals were submitted to the provincial funding agency, the Research and Development

Corporation (RDC), for new initiatives in a variety of disciplines. The college also witnessed increased faculty participation in applied research activity, particularly in arts, social sciences and humanities. The composition of the college's first Research Ethics Board was also finalized this year.

CNA's Distributed Learning Service was part of a winning team announced by the Desire2EXCEL Community Service Awards committee. The Community Service award was presented to CNA, Memorial University and the Centre for Distance Learning and Innovation for their innovative and collaborative community involvement. The award recognizes Desire2Learn users who foster leadership, commitment, and continued collaboration to serve the wider community.

Through one of our community relationships the college's Sustainability Initiative was able to work with the Multi



Materials Stewardship Board, and various community groups throughout the province, to champion community composting in Newfoundland and Labrador. The Initiative also partnered with Corner Brook Pulp & Paper and the Centre for Environmental Excellence on a research proposal related to the diversion of 10,000 tonnes of waste wood ash to beneficial uses.

As a first step in putting today's post-secondary learner needs first, and learning at the centre of college operations, decision-making and future direction, the Division of Student Services changed its name to Learner Services. The new name is considered more reflective of the diversity of today's post-secondary learners and helps alleviate the association of the term "student" to the secondary system and a full-time, Monday to Friday student. Through the first ever

provincial Learner Services conference, Aligning for Learners, it was decided that a proven approach to achieving optimal enrollment for many post-secondary institutions throughout North America would be implemented. Strategic Enrollment Management (SEM) planning is a systematic, comprehensive, research-driven strategy designed to locate, attract and retain the learners the institution wishes to serve. This

on-going, information-based planned approach to learner recruitment and retention depends on the integration of all college functions and engagement of all stakeholders in the development and implementation of a SEM strategy.

Contract Training activities involve key partnerships, further enhancing our offerings and strengthening ties to communities and associations. CNA recently finalized a partnership with the Newfoundland and Labrador Chapter of the Purchasing Management Association of Canada to offer their Supply Management Training. The training which was recently accredited by the Supply Chain Sector Council consists of 10 modules.

Seven CNA campuses successfully delivered Targeted Initiative for Older Workers (TIOW) training programs sup-

ported by the Department of Human Resources Labour and Employment. This training was offered in partnership with municipalities, Chambers of Commerce and development associations in communities around the province. Fifty-five to 64-year-olds engaged in classroom and on-the-job skills training for employability and employment with many graduates successful in gaining employment as a result of the program. The projects are meeting industry needs and building community capacity to help rejuvenate rural Newfoundland and Labrador communities that are in decline or economic transition.

A number of expanded and new program offerings were funded and offered through a new federal and provincial



government Labour Market Development Agreement and a new Strategic Training and Transition Fund. The programs range in length from one and a half weeks to one year, and are a direct response to existing waitlists, high demand occupations, displaced workers and strategic growth sectors.

Working with the communities in which we operate is critically important to the social and economic growth and development of these regions, especially as it relates to the more rural areas of the province. In addition to the provision of training and access to equipment and facilities for the growth of business and non-profit organizations, community groups rely on our support to achieve their mandates and hold events or undertake activities that contribute to an area's cultural and social well-being. College employees serve on local boards, councils and committees. We support community events by lending expertise, meeting space, equipment and other in-kind services such as free wireless Internet access. Student projects contribute to local playgrounds, parks and schools... and the list goes on.

Addressing the current and future workforce needs of industry, ensuring our learners have access to the widest range of opportunities possible, or supporting the continued social and economic development of our communities and our province, the strengthening of existing partnerships and the cultivation of new collaborations will remain key activities for College of the North Atlantic.

The college also ushered in a new era this year with the introduction of a new logo. The new mark – the letters N and



A symbolically depicted as a pair of overlapping waves with the college's name below – better reflects the modern, high quality institution that CNA has become, while retaining the province's connection to the sea. All the college's branding and logo development was done in-house with a very talented team of graphic artists and marketers – many of whom are college alumni.

Opportunities and Challenges Ahead

OPPORTUNITIES:

Continued Tuition Freeze

The Provincial Government announced in Budget 2010 \$6 million to continue the freeze on tuition rates at public post-secondary institutions. As a result, College of the North Atlantic remains one of the most affordable post-secondary options in all of Canada. In the face of rising tuition costs in many other jurisdictions, the tuition freeze assists in increasing accessibility for students in Newfoundland and Labrador.



Increased Partnerships with other Institutions

We continue to nurture and expand upon partnership opportunities with a great number of colleges and universities at home and abroad. Through collaborations with Memorial University of Newfoundland (MUN), the college's Comprehensive Arts and Science (CAS) Transition Certificate program is now formally recognized by MUN as another admissions route for students. The CAS model (transition and transfer programs offered at the college articulated with the university) is a significant, progressive step forward in academic and transitional programming for students and is a model recognized nationally and internationally.

International Opportunities for Learners

Our affiliation with international educational institutions, accrediting bodies and associations facilitate the development of a learner's world – both for educational and personal growth.

A number of Co-op Engineering students have travelled from Newfoundland to the Qatar campus in Doha. These students were hired as laboratory assistants in their program areas at the Qatar campus where they gained relevant work experience while completing their work-term requirements. A reciprocal group of students from the Business program at the Qatar campus have also come to Newfoundland in similar types of exchange activity. As a follow-up to this successful



initiative, the college has recently formalized an agreement with its campus in Qatar for a series of exchanges that will give the opportunity of work-term, study abroad and clinical placements to over 35 students in 2010.

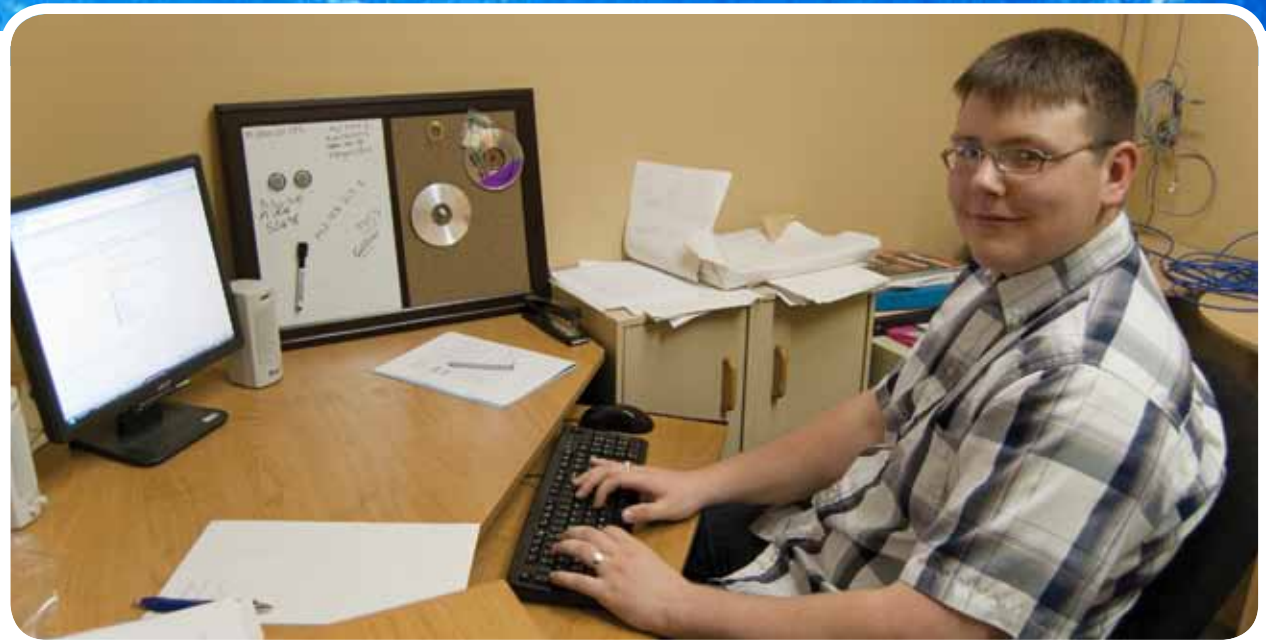
After a robust challenge amongst six enthusiastic teams in the Fourth Annual College of the North Atlantic Business Case competition, Prince Philip Drive's Team Crush walked away with the gold and the opportunity to participate in the International Case Competition held at CNA-Q. The competition included eight teams from colleges and universities throughout the Middle East.

Continuous Learning

College of the North Atlantic has always recognized the value of Professional Development and its importance in ensuring a qualified, motivated and skilled workforce. Identifying it as a priority in its 2008-2011 Strategic Plan, and in response to results obtained in the 2008 college-wide survey, CNA's President convened a Continuous Learning (CL) Task Force in 2009 to fulfill a critical mandate to "...prepare recommendations to the College Executive on a new Continuous Learning Policy, Procedure, and Process". The transition from "Professional Development" to "Continuous Learning" was embraced by the CL Task Force to address the desired cultural shift from that of supporting employee learning activities to one of employee development through reflection, learning and growth. The importance of involving stakeholders in the initial planning and design of proposed solutions was recognized early on. Since that time, a dedicated team for each Task Force recommendation has been established with the primary goal of creating a clearly-defined work plan.

Infrastructure

The college's infrastructure needs have once again been addressed with commitments from both federal and provincial governments. This year we had a \$5.5 million industrial trades facility expansion for the Grand Falls-Windsor campus announced. This proposal was approved by both federal and provincial funding governments with construction beginning in 2010. The multi-purpose facility will include a 2,600 square foot facility featuring two different multi-function shops, with one focused on industrial trades, and the other on con-



struction trades. The building will also house a multi-function classroom and multimedia centre.

As mentioned earlier, a number of other infrastructure investments have been set in motion this year with three campuses seeing significant upgrades throughout the province.

HR Organizational Review

An organizational review of the college's Human Resource (HR) function was initiated during the summer of 2009. It started as a review of the workload of Human Resource employees across the province as well as a look at processes related to the execution of the HR function within the college. At that time, recruitment, continued compliance with the 2007 Auditors General report and HR policies, effective use of the PeopleSoft system and meeting the needs of HR

customers were of particular concern. In total, there were over 100 recommendations for revisions to the system. These included such areas as a review of our recruitment strategy, the identification of subject matter experts, structured on-the-job-training, process improvements, collaborative decision making and reporting relationships. Through this review process the college is now better aligned to address the aforementioned issues and continues to monitor and evaluate these areas.

CHALLENGES:

While we continue to work closely with key partners, in particular the Department of Education, we realize some of our challenges have to be addressed over time and be carried over from year to year.

Current Economic Environment

The province of Newfoundland and Labrador has successfully weathered the global economic downturn over the past year. With a number of mega-projects on the horizon throughout the province, the need for skilled trades people and quality educational offerings will play an integral role in the province's social and economic well-being. With continued support from government and industry partners, the college is fortunate to be part of this upwards shift in strengthening the province's future. We accept the challenge to meet the evolving labour market needs of the province and country.



Recruitment

The college's recruitment efforts were significantly affected by the necessary precautions put in place due to the H1N1 pandemic. A number of secondary school presentations, community events and the increasingly popular College Day event, which includes campus tours, program demonstrations and presentations were postponed or cancelled due to public health concerns and restrictions. A rigorous marketing and recruitment campaign was undertaken once the outbreak threat had passed in an effort to increase and sustain enrollment numbers for 2010. The college feels that with the continued support of government and industry partners it will fully recover from this setback.

Marketing and Communications

The marketing and communications world is constantly changing, and while the college has seen significant results through a number of initiatives, it has to be proactive in working with these new mediums. The college will align its resources as effectively as possible to market itself provincially, nationally and internationally.

Outcomes of Objectives

The following details the college's progress on its strategic issues which support the strategic directions of government:

- Improved post-secondary programs and public post-secondary institutions benefit students and the province.
- A qualified and skilled workforce that meets the province's skilled labour demands.

Issue 1: Quality Programs

Quality of programs and courses, and the quality of the learning environment, are both requirements for a successful post-secondary institution. College of the North Atlantic constantly strives for the highest quality learning experiences and graduate outcomes reflecting the needs of communities and industry, and will continuously invest in its instructors, staff, facilities, equipment, and overall learning environment to achieve high post-secondary education standards.

During 2009-2010 CNA worked towards enhancing the delivery and quality of its programs and courses.

Goal 1:

By March 31, 2011, College of the North Atlantic will have enhanced the delivery and quality of programs and courses.

Objective:

By March 31, 2010, College of the North Atlantic will have furthered the implementation of initiatives designed to enhance delivery and quality of programs and courses.

Measures:

- Enhanced delivery of programs and courses.
- Enhanced quality of programs and courses.

Indicators	Outcomes
<p>1.1 Continued to improve capacity adjustment in program offerings.</p>	<p>College of the North Atlantic was able to improve capacity adjustment of its program offerings through the following accomplishments:</p> <p><u>School of Academics and Applied Arts</u></p> <ul style="list-style-type: none"> • Recorded an 8.4% increase in School student enrollments from fall 2008 to fall 2009, the largest increases being in academics/transitional programming: Adult Basic Education (ABE) 28.2%; ABE evening classes 131%; Comprehensive Arts and Science (CAS) College Transition program 58.4%; Comprehensive Arts and Science (CAS) Transfer: College-University program 39.6%. • Developed and approved two new Aboriginal programs through Academic Council: Aboriginal Bridging and Aboriginal Leadership. Piloted Aboriginal Bridging Program at Happy Valley-Goose Bay campus in partnership with Atlantic Policy Congress of First Nations Chiefs and Aboriginal Health Human Resources Initiative (intake of 16, with 12 continuing). • Textiles program was enhanced and given new title - Textiles: Craft and Apparel Design program. Student in the revised program was selected to compete in national TÉLIO design competition 2010 in Montréal, March 2010. Faculty and students from the revised program participated in Atlantic Craft Trade Show in Halifax, Feb. 2010. • Development and approval of new program in Video Game Design, to support growing industry in Newfoundland and Labrador; enrollment of 14 at Bay St. George campus. • A capacity increase of eight for ABE offered at the Waterford Bridge Road Centre for total capacity of 24. • CAS College Transition program capacity increases: <ul style="list-style-type: none"> • One-time offering of CAS Transition program at Corner Brook campus (capacity 15).

Indicators**Outcomes**

- First CAS Transition program offering at Prince Philip Drive campus (capacity 15), plus a one-time offering expansion of 25. (Total capacity: 40)
- CAS Transition program capacity increased by 15 at Bay St. George campus as a one-time offering expansion. (Total capacity: 30)
- CAS Transition program capacity increased by 30 at Grand Falls-Windsor campus as a one-time offering expansion. (Total capacity: 55)

School of Business and Information Technology

- Developed Information Management (Post Diploma) program to be offered by Distributed Learning.
- Delivered hybrid of third year Business Management program from Grand Falls-Windsor campus to other campuses within the province.
- Prince Philip Drive campus and the school initiated planning for 3rd annual Women in Information Technology (IT) Conference to promote IT careers in youth.
- Held Annual Business Case Competition at Grand Falls-Windsor campus.

School of Engineering Technology

- Started admissions process for Chemical Process Engineering Technology (Co-op) program delivery for September 2010, sharing and enhancing infrastructure at CNA's St. John's area campuses.
- Added one Process Operations Engineering Technology program offering in Corner Brook in 2009-2010 and planned another for 2010-2011.

School of Health Sciences

- Brokered the Licensed Practical Nursing (LPN) program from Centre for Nursing Studies at four additional campuses – Clarendville (capacity 30), Burin (capacity 18), Happy Valley-Goose Bay (capacity 16) and Bay St. George (capacity 30); and continued delivery at Corner Brook (capacity 30) and Grand Falls-Windsor (capacity 30) campuses.
- Implemented new Medical Laboratory Assistant program in 2009-2010 at Grand Falls-Windsor campus (13 graduates); 100% were successful on the national examination through Canadian Society of Medical Laboratory Science (CSMLS).
- Purchased/received/installed equipment for Medical Radiography including analogue X-ray unit; CT scanner; two new IV therapy arms; and two full body skeletons. Received new analyzers for Medical Laboratory Sciences laboratories; two defibrillators for Paramedicine program; and simulation manikins for Respiratory Therapy laboratory.

School of Industrial Trades

- Delivered Power Engineering (4th Class) at Corner Brook campus (capacity 16).
- Introduced a one-time extra section of Heavy Equipment Operator at Placentia campus (capacity 16).
- Developed a standardized Shop Safety program to be utilized in all Industrial Trade programs, with a pilot project scheduled for implementation in 2010.

Indicators	Outcomes
	<p><u>School of Tourism and Natural Resources</u></p> <ul style="list-style-type: none"> • Launched new Geographic Information Systems (GIS) Post Diploma program. • Initiated conversion of Hospitality Tourism Management (HTM) program to modular format for greater accessibility by individuals in the provincial HTM sector – 5 courses completed; further courses in progress. • Partnered with Contract Training and Continuing Education (CT/CE) and Marine Atlantic to deliver 30-week program in Hospitality Tourism. Marine Atlantic hired 13 of 16 participants; program will be offered again in 2010-2011. • Developed and delivered new Hunter/Fisher Guide Program, in partnership with Atlantic Canada Opportunities Agency (ACOA) and Innovation Trade and Rural Development (INTRD). <p><u>Office of Applied Research</u></p> <ul style="list-style-type: none"> • Two applications for new infrastructure projects were submitted to the province’s Research and Development Corporation (RDC): • “Ground-based Lidar - Mobile Mapping System”- total budget of \$1.198 million. • “Burin Industrial Accident Research Facility” - total budget of \$1.350 million.
<p>1.2 Continued to improve capacity adjustment in course offerings.</p>	<p>College of the North Atlantic was able to improve capacity adjustment of its course offerings through the following accomplishments:</p> <ul style="list-style-type: none"> • Within the School of Academics and Applied Arts (AAA), course registrations for enhanced Early Childhood Education (ECE) via online Distributed Learning (DL) increased by 27.3%, from 80 in fall 2007 to 110 in fall 2009. • Added a first-year university equivalent Linguistics course in the suite of CAS Transfer: College-University program courses offered at Grand Falls-Windsor campus. • Upgraded French language lab at Grand Falls-Windsor campus. • Continued to increase course offerings by DL in Business, Office Administration and Information Technology.



CNA introduced a new logo in June 2009. The new mark – the letters N and A symbolically depicted as a pair of overlapping waves with the college’s name below – better reflects the modern, high quality institution that CNA has become, while retaining the province’s connection to the sea.

Indicators	Outcomes
	<ul style="list-style-type: none"> • Increased the number of campuses that are Cisco Academies from 2 in 2009 to 5 in 2010. This is a joint initiative between the Schools of Business and IT and Engineering Technology. • School of Engineering Technology (ET) worked with Newfoundland and Labrador Construction Association (NLCA) to complete development of three Gold Seal Certification courses for delivery to construction industry; worked with NLCA and Association of Newfoundland Land Surveyors to develop new Survey Technician program. • School of Health Sciences (HS) developed 2 new “inter-professional” courses - Communications and Health Care Organization - which will be available to all HS programs. • School of Industrial Trades worked with Distributed Learning to develop online courseware for advanced level Construction Electrical program. • Two new Applied Research positions - Innovation Officer and Industry Liaison Officer - were staffed to respond to growing applied research activity at CNA.
<p>1.3 Increased learning opportunities by delivering transitional programs.</p>	<p>College of the North Atlantic was able to increase its learning opportunities by delivering the following transitional programming offerings:</p> <ul style="list-style-type: none"> • School of Academics and Applied Arts partnered with Department of Education (DOE) on communication to potential applicants re the CAS College Transition program; 2,418 letters were sent out. • Partnered with DOE on the completion of ABE Level III Adult-oriented electives and Personal Development / Career Awareness courses to be implemented commencing Sept. 1, 2010. • In response to Regional Health Authorities and in collaboration with CT/CE, School of Health Sciences developed and delivered online Medical Laboratory Assistant bridging program, to assist employees working in the field to upgrade skills and credentials. CSMLS allowed employees to write MLA exam until 2012. • Health Sciences, CT/CE and Personal Care Attendant (PCA) program instructors worked with Jamaican health care representative to prepare faculty to deliver the first offering of PCA program in Jamaica. • School of Industrial Trades worked with Women and Resource Development Committee (WRDC) and CT/CE to offer Orientation to Trades and Technology (OTT) in Corner Brook (11 learners); Happy Valley-Goose Bay (11); and Placentia (12). • In partnership with Human Resources, Labour and Employment, the “Retrofit Skills” program was delivered to individuals on income support. The 8-week practicum component of the program was completed with support of Newfoundland and Labrador Housing Corporation (NLHC). • Delivered more than 200 Test of Essential Workplace Skills assessments and training in a variety of transitional program settings as well as workplaces – particularly in the manufacturing/value-added sectors. • Delivered Primary Care Paramedic Bridging process for individuals who, through their current practice, have demonstrated the competencies required to meet provincial standards for the Paramedic profession.

Indicators	Outcomes
	<p><u>Contract Training and Continuing Education</u></p> <ul style="list-style-type: none"> • Delivered “A Step in the Right Direction” – the Supportive Transition Employment Program (STEP) at Bay St. George campus, for learners with multiple challenges. • Through the Labour Market Development Agreement (LMDA) Strategic Training and Transition Fund (STTP), CT/CE offered the following transitional programming: <ul style="list-style-type: none"> • Youth Exploring Trades at Bonavista campus. • Skills 4 Discovery, a career exploration and workplace essential skills program at Gander, Corner Brook and Grand Falls-Windsor campuses. • In partnership with the Salvation Army Corps, offered two successful Building Service Worker programs at Prince Philip Drive campus to 24 Salvation Army clients. • Carbonear campus delivered “Geared for the Job,” an essential skills and industrial trades exploratory transitional program.
<p>1.4 Maintained ongoing distance learning opportunities to support outreach.</p>	<p>College of the North Atlantic maintained ongoing distance learning opportunities to support outreach through the following outcomes:</p> <ul style="list-style-type: none"> • CNA’s Office of Distributed Learning (DL) recorded 4,714 course enrollments in 2009-2010, an increase of 8.9% over the previous year. • 332 courses were offered, a 9% increase over the previous year. • Registered online students from nearly 400 NL communities, all provinces and territories, and international locations including Qatar. • Developed online courses and program for Early Childhood Education diploma: 17 DL courses were developed or re-developed during 2009-2010 to support the online ECE diploma program. • Designed and delivered nine formal training events in Teaching Online (Introductory and Advanced), for instructors at various campus locations. • Maintained 645 (+127%) online courses that support on campus delivery. • Created online courses for Bonavista Institute for Cultural Tourism. • Began development of online courses to support Small and Medium Enterprise training opportunities for CT/CE.
<p>1.5 Continued to enhance and modernize shops.</p>	<p>College of the North Atlantic was able to continue enhancing and modernizing its shops through the following accomplishments:</p> <ul style="list-style-type: none"> • Extensive Industrial Trades shop modernization and improvement work continued in 2009-2010. • Delivery and quality of Industrial Trades programs was enhanced through safety improvements, better space utilization, new learner oriented training equipment and new equipment to meet current industry standards. Safety improvements included standardized shop safety equipment, upgraded electrical systems and new ventilation systems. • Funded projects included: <ul style="list-style-type: none"> • Trades building extension (Grand Falls-Windsor) – engineering and design work undertaken in 2009-2010.

Indicators	Outcomes
	<ul style="list-style-type: none"> • Heavy Equipment Service Technician Shop (Stephenville Crossing) – upgrades of equipment and shop renovation. • Heavy Equipment Operator (Placentia) – new equipment added to fleet. • Bricklayer Shop (Carbonear) – complete renovation of the stand alone building and shop. • Machinist Shop (Baie Verte) – extensive upgrade of machinist equipment (i.e. lathes). • Carpentry Shop (Clarenville) – new ventilation and dust collection system. • Instrumentation Shop (Burin) – added new test benches. • Commercial Transport (Bay St. George) – new equipment added to fleet; radio system purchased and installed. • Cook program (Prince Philip Drive) – Bistro renovations and kitchen redesign. • Plumber Shop (Bonavista) – equipment upgrades and shop renovations to accommodate advanced block training. • Welder/Millwright (Happy Valley-Goose Bay) – equipment additions.
<p>1.6 Improved quality through program reviews and development, conducted in priority areas, aligned with the labour market.</p>	<p>College of the North Atlantic improved quality through program reviews and development, conducted in priority areas, aligned with the labour market through the following outcomes:</p> <ul style="list-style-type: none"> • Completed nine program reviews, including: <ul style="list-style-type: none"> • Business Administration Certificate • Business Administration (Human Resource Management) • Business Management (Human Resource Management) • Community Studies • Emergency Medical Science [CNA-Q] • Mechanical Engineering Technician (Manufacturing) [China] • Nutrition and Foodservice Management • Primary Care Paramedicine • Rehabilitation Assistant (OTA/PTA) • Developed seven new programs, including: <ul style="list-style-type: none"> • Aboriginal Bridging • Aboriginal Leadership • Information Management (Post Diploma) • Information Systems-Web Developer (Advanced Diploma) [CNA-Q] • Information Systems-Network and Systems Administration (Advanced Diploma) [CNA-Q] • Medical Laboratory Assistant

Indicators**Outcomes**

- Video Game Design
- Initiated 21 program reviews, including:
 - Adventure Tourism
 - Architectural Engineering Technology
 - Business Administration (Accounting)
 - Business Administration (Marketing)
 - Business Management (Accounting)
 - Business Management (Marketing)
 - Civil Engineering Technology
 - Diagnostic Ultrasonography (Post Diploma)
 - Electrical Engineering Technology (Industrial Controls)
 - Electrical Engineering Technology (Power & Controls) [CNA-Q]
 - Electronics Engineering Technology (Instrumentation)
 - English as a Second Language
 - Fish and Wildlife Technician
 - Graphic Design
 - Graphic Production and Printing
 - Internet Application Developer
 - Mechanical Engineering Technology (Manufacturing) Co-op [CNA-Q]
 - Mining Technician
 - Non-Destructive Testing Technician
 - Pharmacy Technician [CNA-Q]
 - Web Site Administrator
- Began development of 2 new programs:
 - Automation and Controls Engineering Technician [China]
 - Emergency Management (Post Diploma)
- Initiated evaluation of Worldwide Instructional Design System (WIDS) software as a tool for integrated course design.



Martin Flynn is part owner of Marble Zip Tours in Steady Brook, the only zip line in Atlantic Canada. He is also a graduate of CNA's two-year Adventure Tourism-Outdoor Recreation program. Adventurers zip across lines up to 1,000 feet long and drops of 300 feet down, reaching speeds of 80 kilometers an hour!

Indicators**Outcomes**School-based accreditation activity

- All Business and Office Administration programs are now accredited by the Association of Collegiate Business Schools and Programs (ACBSP), with programs at eight campuses added in 2009-2010.
- Submitted Triennial Review Reports to Canadian Technology Accreditation Board (CTAB) for nine Engineering Technology programs:
 - Architectural Engineering Technology [Ridge Road (RR)]
 - Civil Engineering Technology [RR]
 - Electronics Engineering Technology (Instrumentation) [RR]
 - Geomatics Engineering Technology (Co-op) [RR]
 - Mechanical Engineering Technology (Manufacturing) Co-op [RR]
 - Mechanical Engineering Technology [RR]
 - Petroleum Engineering Technology [RR]
 - Process Operations Engineering Technology [Corner Brook]
 - Welding Engineering Technician [Burin]
- Received re-accreditation for Respiratory Therapy program.
- Submitted Triennial Review Reports to CTAB for two Tourism and Natural Resources programs:
 - Environmental Technology (Co-op)
 - Forest Resources Technician
- Received accreditation for eight Industrial Trades programs:
 - Automotive Service Technician [Prince Philip Drive]
 - Bricklayer [Carbonear]
 - Cook [Prince Philip Drive]
 - Heavy Equipment Operator [Bay St. George]
 - Millwright - Industrial Mechanic [Labrador West]
 - Mobile Crane Operator [Bay St. George]
 - Motor Vehicle Body Repair [Prince Philip Drive]
 - Sheet Metal Worker [Burin]
- School of Industrial Trades carried out ongoing review of Apprenticeship block training and associated business model to ensure efficient operations and continued growth. Apprenticeship block training continued to be a significant revenue generator in 2009-2010.

Indicators

1.7 Enhanced program articulation and transfer agreements.

Outcomes

College of the North Atlantic enhanced program articulation and transfer agreements through the following accomplishments:

School-based program articulation activities

- Through collaborations with Memorial University, the college's CAS Transition Certificate program was formally recognized by Memorial as another admissions route for students.
- Held discussions with Cape Breton University to update/enhance articulation agreement with CNA's Community Studies program.
- School of Business and Information Technology held articulation discussions with Sir Wilfred Grenfell College, University of New Brunswick (UNB), Okanagan College, NAIT, and Athabasca University regarding program block transfers.
- Explored opportunities for articulation between CNA Schools of Business and Information Technology, Academics and Applied Arts, Tourism and Natural Resources and Health Sciences, with Griffith University in Australia.
- Worked with Department of Education on block transfer arrangements between Technology and Trades programs, i.e. Electronics Engineering Technology (Instrumentation) and Industrial Instrument Mechanic programs.
- Set up transfer agreement between CNA and Camosun College in Victoria, British Columbia for bridging of CNA Engineering Technology diploma programs to University of Victoria Bachelor of Engineering degree programs.
- School of Tourism and Natural Resources submitted new proposal for agreement with Sir Wilfred Grenfell College (Bachelor of Natural Resource Management) articulation with Fish and Wildlife, Forest Resources and Natural Resources Technician.
- Developed block transfer agreement (pending) with UNB Saint John campus Environmental Technology program - graduates would receive a two-year transfer into Bachelor of Applied Management-General Business degree.



Corner Brook campus' Fisher Children's Centre (FCC) celebrated its 20th anniversary in 2009. For 20 years the centre has offered day care services for students, staff and the public. The centre also plays a major role in the Early Childhood Education program, enabling students to get a hands-on learning experience. Alisha Ayers attended the Fisher Children's Centre as a young girl, now she's completing her primary/elementary internship at the centre as part of her Bachelor of Education degree.

Indicators	Outcomes
<p>1.8 Implemented policy, procedures and business model for Institutional Research and Planning</p>	<p>College of the North Atlantic implemented a policy, procedures and business model for Institutional Research and Planning through the following initiative:</p> <ul style="list-style-type: none"> • Policy (AC-114), procedures and business model developed, approved and implemented for Institutional Research and Planning. • Purchased survey software to enhance efficiency and accuracy of IR projects/surveys. • Hired two new staff for IRP. • Carried out comprehensive CNA-NL Employee Satisfaction Survey in Winter 2010; 977 employees responded (69.0%). • Initiated Institutional Research and Planning (IRP) Business Model annual review in March 2010. • Developed and tested new web based data request procedure through consultative process.

2010-2011 Objective:

By March 31, 2011, College of the North Atlantic will have continued the implementation of initiatives designed to enhance delivery and quality of programs and courses.

Measures:

- Enhanced delivery of programs and courses.
- Enhanced quality of programs and courses.

Indicators:

- Continued to improve capacity adjustment in program offerings.
- Continued to improve capacity adjustment in course offerings.
- Increased learning opportunities by delivering transitional programs.
- Continued to enhance and modernize shops and placed emphasis on shop safety.
- Implemented renewed business model for Applied Research.
- Maintained ongoing distance learning opportunities to support outreach.
- Improved quality through program reviews and development, conducted in priority areas, aligned with the labour market.
- Continued pursuit of program articulation and transfer agreements.

Issue 2: Learning College

Learning is central to effective participation in society and community development. As a learning college, College of the North Atlantic places learning and the learner first. As the public college for Newfoundland and Labrador, it is incumbent on the College to provide opportunities for continuous learning for its staff and learners.

During the 2009-2010 fiscal year CNA undertook a planning and assessment process in order to enhance experiences for learners.

Goal 2:

By March 31, 2011, College of the North Atlantic will have enhanced learning experiences of students and staff.

Objective:

By March 31, 2010, College of the North Atlantic will have implemented key strategies designed to enhance learning experiences.

Measure:

- Developed and implemented select strategies.

Indicators	Outcomes
<p>2.1 Continued to develop and implement Learning College principles through the completion of the Learning and Development Plan.</p>	<p>College of the North Atlantic implemented Learning College principles through the completion of the Learning and Development Plan.</p> <ul style="list-style-type: none"> • Developed a capacity building model for in-house delivery of continuous learning activities. • Developed a Continuous Learning Task Force Report resulting in: <ul style="list-style-type: none"> • Appointment of Continuous Learning Project Leader. • Engagement of cross-functional teams to develop a response to the Task Force recommendations. • Collaborated college-wide to introduce a new continuous learning philosophy, through proposed revisions to CNA policy and procedures on Professional Development and Employee Awards. • Circulated guidelines designed to inform teaching at CNA. • Circulated research on best practices for Learning College Development.
<p>2.2 Continued to increase opportunities for connections to communities.</p>	<p>College of the North Atlantic continued to increase opportunities for connections to communities through the following initiatives:</p> <p><u>Economic and social development</u></p> <p>College of the North Atlantic was involved in supporting and co-sponsoring a significant number of community events in towns and cities where campuses and Learning Centres are located. In 2009-2010, students, faculty and staff continued to be deeply involved in community and regional partnerships with businesses, government, post secondary institutions, regional training initiatives and community organizations.</p> <p>CNA shared its facilities, and students, faculty and staff contributed their specialized expertise in fields such as business development, community development, health care, information technology, technology, and trades projects. College partners supported students by offering on-the-job training in program related work, donations of materials and equipment, tours of industry workplaces, and guest lectures. Some businesses offered scholarships that led to long term employment.</p>

Indicators

Outcomes

Some of the partnership activities are outlined as follows:

- *Business Development/Entrepreneurship* - Rural Catalyst Committee and Angel Business Development competition in Corner Brook; Chambers of Commerce and other groups' collaborating on training responses to closure of the paper mill in Grand Falls-Windsor. Students involved in SIFE, an international business student network, operated a second hand bookstore and developed a networking and art exhibition bringing visual art students together with 77 potential employers in St. John's.
- *Community Projects* - Medical Science faculty put off sessions for Discovery Days at MUN; Visual Arts students held annual show and sale of work. Students and staff worked with high schools to deliver a Computers for Seniors program in Clarenville; Paramedicine students provided spinal immobilization training for a regional aquatic centre; trades programs helped with restoration of a cemetery fence and built a snowmobile ramp for winter tourism.
- *Cultural Development* - CNA campuses supported Big Land Fair, Annual Expo Labrador, Multicultural Days and National Aboriginal Day celebrations, in cooperation with Aboriginal groups, Memorial University, Nunatsiavut government and multicultural organizations. Community Studies students and faculty carried out a community radio initiative in collaboration with Rural Secretariat, Regional Economic Development (RED) Boards, Communities in Schools and provincial Office of Immigration and Multiculturalism.
- *Economic Development* - CNA staff worked with HRLE and businesses to identify training needs along the South Coast, on the Northern Peninsula, and in Labrador. Several campuses worked with Anaconda to employ engineering technology and trades students at the Pine Cove Mill. The college also collaborated with the Labrador Aboriginal Training Partnership for the Lower Churchill Project.
- *Health Care* - Partnerships were initiated between Licensed Practical Nursing and Personal Care Attendant programs and hospitals and long term care homes in local towns.
- *Outreach* - Campuses helped develop projects in coastal and rural areas, delivering CT/CE programs on topics such as powerline hazards, traffic control, fall arrest, firearms safety, tourism and hospitality, and kayaking. One campus received funds to establish a mobile computer lab with 30 units to deliver training in outlying areas.
- *Sustainability Projects* - Several community garden projects were realized through partnerships with the towns of Placentia, Burin, Stephenville and Kippens, as well as Voisey's Bay Nickel Company, Rural Secretariat, RED Boards, Lions Clubs, Women's Centres, schools, and the Western Environment Centre. Campuses joined the "20 Minute Clean-up Challenge" with CBC.
- *International Exchanges / Connections* - campus and School-based international exchanges took place, including Burin's annual cookery student exchange with St. Pierre and Miquelon (SPM); Health Sciences students' fundraising for new LPN classmates in Jamaica; and a cultural / language visit by CNA's French students to SPM.
- *Office of Applied Research (OAR)* - The OAR supported 11 regional businesses and industries in research and innovation matters, particularly on issues concerning technology upgrades, prototyping product developments, etc.

Indicators	Outcomes
	<ul style="list-style-type: none"> • <i>Leadership on Boards and Committees</i> – Through its managers, faculty, staff and students, CNA was affiliated with zone boards, development associations, Rural Secretariat and Chambers of Commerce; school councils; youth, women’s, Aboriginal and seniors organizations; tourism associations; organizations of persons with disabilities, literacy councils; Indian bands; Violence Prevention Initiatives; 2010 Winter Games; business development agencies; Search and Rescue; arts and drama festivals; sports and cultural events; as well as provincial and national organizations. • <i>Facilities for Community Meetings and Events</i>, including RED Boards, development associations, Rural Secretariat, tourism associations, literacy councils, sports groups, cultural associations, craft fairs, and training initiatives. <p><u>Fundraising Events</u></p> <p>Student organizations, faculty and staff provided support to many fundraising activities. In addition to the enormous effort around Haiti relief, CNA campuses raised funds for the Bay St. George Sick Children’s Foundation, hospital foundations, community food banks, Alzheimer’s and cancer campaigns, holiday fundraisers such as the Happy Tree and campus Turkey Drive, community auctions, scholarship fundraising with local businesses, and many more.</p> <p><u>College-Wide Initiatives</u></p> <p>To recognize and thank their partners in the community, CNA campuses held Partnership Recognition Day, where hundreds of invited guests were treated to a meal hosted by Cooking and Baking students, faculty and staff. This year, Partnership Recognition and College Days were combined, and high school students were invited for tours, lab demonstrations, prizes and giveaways. Other college-wide events included information sessions on H1N1 and Christmas/Holiday Dinners or breakfasts. Spring Orientation was introduced as a new initiative involving all 17 campuses. Campuses and Schools also took part in province wide competitions such as Skills Canada-Newfoundland and Labrador held in April 2009 in the St. John’s region.</p> <p><u>Campus Events</u></p> <p>Campus events and initiatives also contributed to community connections. A small sampling of these included:</p> <ul style="list-style-type: none"> • Winter Carnivals. • Job Fairs. • Film Festivals – home grown Docs on the Bay and student SNAPP festival, plus road shows from provincial festivals. • Regional and provincial events such as Women in IT Conference, hosted by Prince Philip Drive campus and attended by 250 high school students. • Training workshops, such as KIA and Hyundai Canada new model training in campus automotive shops. • In-house continuous learning sessions on First Aid, Microsoft PowerPoint, Desire to Learn (D2L), Smart Boards. • Open house series in Labrador coastal communities to increase profile of Learning Centres. • Sonic Potluck performances and broadcasts by students of Recording Arts, Music Industry and Performance, and Journalism programs.

Collaboration between MUN and CNA has resulted in a new admissions route for Newfoundland and Labrador students. The new category of admissions is for applicants who successfully complete College of the North Atlantic's one-year Comprehensive Arts and Science Transition Certificate program (CAS Transition program).



Indicators	Outcomes
<p>2.3 Maintained ongoing faculty development opportunities in teaching and learning practices.</p>	<ul style="list-style-type: none"> • Initiative to involve elders in programs and services. • Industry information sessions during Provincial Mining Week. • Events to mark Nutrition month and Sexual and Reproductive Health Day. • Series of harassment seminars for students and staff. • Seminars on self defense for women, computer literacy and housing. • Parent/Student evening open house. <p>College of the North Atlantic maintained ongoing faculty development opportunities in teaching and learning practices through the following:</p> <ul style="list-style-type: none"> • Delivered and/or coordinated the following workshops for college employees: <ul style="list-style-type: none"> • Delivered Instructional Skills Workshop for seven faculty members (train-the-trainer model). • Held four sessions of Active Learning Strategies (Phase I and II) for Industrial Trades instructors, campus Administrators and related faculty (total 123 participants). • Delivered new faculty orientation at Headquarters. • Partnered with George Brown College to provide Outcomes-based Teaching/Learning/Assessment for School of Business and IT; held five workshops with faculty from Accounting, Human Resource Management and Marketing programs, thereby meeting an accreditation requirement for their Outcomes Assessment Plan. Workshops were centered on curriculum, and teaching and learning initiatives. • Provided DACUM Level II training for all Program Developers and Product Resource Coordinator. • Conducted consultations with Deans to develop School-based faculty development plans. • Professional Development Coordinator (Teaching and Learning) participated in Great Teachers Leadership Colloquium held in Nova Scotia.

Indicators**Outcomes**

- School of Business and IT continued offerings of Outcomes-based Teaching / Learning / Assessment workshops across the college.
- Six faculty members participated in “Authentic Assessment and Evaluation for the Adult Learner” workshop hosted by NSCC.
- Ten faculty, representing each of CNA’s Schools, attended 1st Annual Instructional Skills Conference at CNA-Q.
- Maintained and updated the Teaching and Learning and Program Development SharePoint resource repositories to ensure dissemination of best practices in each area.
- Delivered two presentations at EDGE 2009 International Conference: “The Atlantic Canada scene in college teacher professional development” and “Report on the great teacher seminar.”

School-based continuous learning activities:

- Textiles: Craft and Apparel Design program faculty hosted the Annual Conference of the national Apparel Affinity Group of the Association of Canadian Community Colleges (ACCC) in St. John’s, June 2009.
- Support for faculty within School of Academics and Applied Arts to participate in program-related conferences (e.g. Music NL conference; Game Developer’s Conference; Edge Conference - Inspiration and Innovation in Teaching and Teacher Education; National Aboriginal Health Organization Conference; Association of Early Childhood Educators NL Conference; Recreation NL Conference; Canadian Network for Innovation in Education International Conference; Early Childhood Education Affinity Forum of ACCC).
- Curriculum Meetings held for Physics faculty and Student Success faculty of the CAS Transition program.
- Increased number of campuses designated as Cisco Academies from two in 2009 to five in 2010 – a joint initiative between Schools of Business and IT and Engineering Technology.
- Software training delivered to Ridge Road campus Mechanical instructors by SYSPRO Business Solutions.
- Mechanical Engineering instructor completed Lean Manufacturing training workshop; Telecommunications Engineering instructor completed CISCO training for maintaining certifications.
- Continuous learning activities of Engineering Technology faculty included attending industry seminars and professional conferences such as: Petroleum ET faculty attended West Coast Oil and Gas Conference in Corner Brook; Chemistry faculty attended Chemistry Science Conference in Ontario.
- Custom welder textbook was developed internally, and adopted by all CNA Welder programs.
- CNA Construction and Industrial Electrical instructors across province formed a curriculum focus group to review instructional resources.
- Held formal training sessions for Industrial Trades instructors who represent CNA on provincial Trades Advisory Committees.
- Tourism and Natural Resources faculty participated in various training seminars relevant to their respective programs, including Electro fishing certification; ATV Canada Safety Council training; external GIS training.



College of the North Atlantic began offering a Live Chat feature to potential students. Administered through the college's homepage, the Live Chat feature allows CNA recruitment staff to engage in a real-time conversation with prospective students. This is the first time Live Chat is being used for recruitment.

Indicators	Outcomes
<p>2.4 Implementation of enhanced principles and practices in continuous learning.</p>	<p>College of the North Atlantic implemented enhanced principles and practices in continuous learning through the following initiatives:</p> <ul style="list-style-type: none"> • Initiated Continuous Learning Project with goal of ensuring all college employees have enhanced opportunities for personal and professional growth and development. • Provided applied skill development workshops to address training needs for specific college projects, i.e. the two-day Project Management workshop offered to 24 College employees in Feb. 2010, where participants developed actual work plans for the Continuous Learning Project. • President's Task Force on Leadership and Learning identified strategic priorities and initiatives to promote growth and development of college employees through increased access to continuous learning opportunities.
<p>2.5 Enhanced leadership development.</p>	<p>College of the North Atlantic enhanced leadership development through various initiatives and training opportunities, including:</p> <ul style="list-style-type: none"> • Meetings were held to begin planning CNA's 2010 Leadership Advance. • Selected Project Leader for Continuous Learning in January 2010; worked with team to implement seven recommendations from Continuous Learning Task Force Report. • Delivered in-house workshops on: <ul style="list-style-type: none"> • Train-the-Trainer (27 participants) • Conflict Management (123 participants) • Project Management (80 participants) • Investigations Training (22 participants) • Facilitation Training (28 participants) • Customer Service (23 participants)

Indicators	Outcomes
	<ul style="list-style-type: none"> • Planned in-house training workshops for: <ul style="list-style-type: none"> • Mediation • Conflict Management • Microsoft Applications • Situational Leadership/Coaching.
<p>2.6 Developed and implemented a 'Greening Initiative' that contributes to global environmental sustainability.</p>	<p>College of the North Atlantic developed and implemented a 'Greening Initiative' that contributes to global environmental sustainability through the following outcomes:</p> <ul style="list-style-type: none"> • Seconded Environmental Technology instructor to lead college greening initiative in June 2009. • Developed environmental stewardship and drafted sustainable procurement policies. • Established green committees at all 17 campuses and Headquarters. • Completed environmental management plans for paper reduction at all 17 campuses. • Partnered with Corner Brook Pulp and Paper and Centre of Environmental Excellence on a research proposal related to diversion of 10,000 tonnes of waste wood ash to beneficial uses. • Collaborated on committees at Sir Wilfred Grenfell College and Western Memorial Regional Hospital. • Provided financial support to community garden developments in Stephenville and Corner Brook; partnered with community groups through provision of expertise. • Partnered with Rural Secretariat to develop a template/curriculum and other materials to support development of community gardens throughout NL. • Partnered with Multi Materials Stewardship Board and community groups to champion community composting throughout NL.

2010-2011 Objective:

By March 31, 2011, College of the North Atlantic will have further implemented additional strategies designed to enhance learning experiences for students and staff.

Measure:

- Developed and implemented select strategies.

Indicators:

- Continued to develop and implement Learning College principles and strategies.
- Continued to increase opportunities for connections to communities.
- Enhanced processes to support faculty development in best practices related to teaching and learning.
- Furthered the development and implementation of strategies and initiatives in continuous learning.
- Continued to enhance leadership development strategies.
- Continued enhancement of the 'Greening Initiative' that contributes to global environmental sustainability.

Issue 3: Enhanced Accessibility/Outreach

College of the North Atlantic operates in a dynamic demographic environment and ever changing labour market. It is an exciting time but also a very challenging time for planning and delivery. While the demographics of Newfoundland and Labrador are changing, there are more demands than ever on the College to address needs in rural and urban areas of the province in the context of a bright economic future.

College of the North Atlantic is committed to constantly exploring opportunities to ensure that the resourcing of programs and services offered reflect an optimal balance of current demand and future needs.

During 2009-2010 CNA implemented strategies to maintain or increase enrollment.

Goal 3:

By March 31, 2011, College of the North Atlantic will have explored and implemented opportunities to maintain or increase enrollment to support sustainability.

Objective:

By March 31, 2010, College of the North Atlantic will have assessed and further implemented promotional and retention strategies to maintain or increase enrollment to support sustainability.

Measure:

- Enhanced promotional and retention strategies.

Indicators	Outcomes
<p>3.1 Maintained key capacity levels across academic schools.</p>	<p>College of the North Atlantic maintained key capacity levels across academic schools through the following outcomes:</p> <ul style="list-style-type: none"> • Enrollment increased slightly (up 2.4%) in CNA programs over last year. Particular improvements occurred in programs such as CAS College Transition and Licensed Practical Nurse. • CNA’s capacity level remained steady over last year, with an increase of 11.7% since 2006-2007, particularly in Industrial Trades. • A ‘Confidence List’ of program capacities was created to improve/expedite the Academic Planning process.
<p>3.2 Assessed and enhanced promotional and retention strategies for targeted college communities.</p>	<p>College of the North Atlantic assessed and enhanced promotional strategies for targeted college communities through the following initiatives:</p> <p><u>Partnerships developed between CNA and external agencies</u></p> <ul style="list-style-type: none"> • Enhanced partnership with Human Resources, Labour and Employment (HRLE) representatives to better reach targeted populations. • Campuses partnered with, developed and fostered relationships with local schools, career counselling agencies and other service providers such as HRLE and Service Canada to develop and promote programs. • Placentia campus working closely with WRDC and Vale Inco to expose women to trades and technology occupations. <p><u>Promotional activities</u></p> <ul style="list-style-type: none"> • Campus personnel made high school visits to meet students, parents and counsellors. • CNA displayed information at several local events in communities to promote programs, some in partnership with municipalities and development groups. • School and organizational tours of CNA programs were accommodated by CNA campuses.

Indicators**Outcomes**

- Several campuses celebrated community and college events:
 - Business Day
 - ABE Day
 - French Carnival Day
 - Partner Recognition Day
 - College Day
 - Environment Festival (with NL Power)
- As a result of student / community involvement, the Community Recreation Leadership program was recognized at local community centres, on CNA website and in local promotional ads.
- Burin campus took part in Skills Work for Women with Grade 10 girls (partnered with Skills Canada), as well as Exploring Trades Day with Grade 10 boys (partnered with local school district).
- External consultant completed security audit of the Personal Career Plan (PCP) electronic system.
- Started process of conducting Access to Information and Protection of Privacy Act (ATIPPA) audit with Privacy Commissioner's Office for CNA's Access for Success strategy.
- Expanded Spring Orientation sessions to include all campuses; Gander was a pilot site with 35 students attending for campus tour and meeting with instructors.
- Grand Falls-Windsor campus held Open House for prospective students, high school students and the public with a total of 36 showing.
- Placentia campus participated in and chaired regional training initiatives and activities.
- Disability Services staff participated in session to enhance services for learners with disabilities.
- CNA's Advisory Committee for Learners with Disabilities revised and supported the proposed disability services policy and operational procedures.
- Gander campus allocated a donation from Boeing Corp to 14 entrance scholarships for Aircraft Maintenance Engineering Technician (AME) and Aircraft Structural Repair Technician (ASR) programs for 2010-2011.
- Implemented extensive marketing campaign for new Hunter/Fisher Guide program, with support from INTRD and ACOA.



The CNA Summer Crew involved teams of students working with CNA Student Development Officer – Regional Coordinators attending events and festivals throughout the province, handing out great prizes and promoting a Tuition Giveaway contest.

Wireless internet services were introduced across all CNA campuses in the 2009-2010 academic year. Network access is provided to the public through campus libraries, cafeterias, lounges and common gathering areas at all campuses. Phase two of the plan will see a security environment and governance strategy deployed to allow students and approved college partners access to internal services found on the college's provincial wide area network.



Indicators

Outcomes

- St. Anthony campus developed extensive email database of outfitters for marketing of programs and course offerings; also formed committee to revamp campus website.
- Bay St. George campus' Journalism program published The Troubadour, a newspaper distributed to schools across Newfoundland and Labrador with articles and advertising for college programs.
- Clarenville campus hosted session by ExxonMobil to discuss employment opportunities for Hebron Project.
- Campuses sponsored various community and athletic events, donating promotional materials to high schools and organizations; and increased television and print media advertising of programs and CT/CE training initiatives.
- Happy Valley-Goose Bay (HVGB) campus increased recruitment of Aboriginal learners through the efforts of their Aboriginal Initiatives Team, Aboriginal Resource Centre, and a visit from students in Learning Centres on the North Coast of Labrador.
- CNA launched a new logo.
- CNA began work on a redesign of college website.
- CNA Marketing/Promotion committees in place.
- 51% (207 of 405) of student population were in access and transitional programs at HVGB campus.
- Four of six Learning Centres operated at full capacity in the ABE program administered by HVGB campus.
- Increased access capacity with new Aboriginal Bridging program.
- Significant upgrades were completed to family and single residences at HVGB campus.
- Lecture delivery style in North West River Learning Centre ABE program was adjusted and modified at request of Sheshatshiu Band Council.
- Sixteen Adult Basic Education graduates enrolled in skills training at HVGB campus.
- Expanded Office Administration and Tourism program delivery in Port Hope Simpson.
- Implemented Access for Success (AFS) in all programs and Learning Centres administered by HVGB campus.

Indicators	Outcomes
<p>3.3 Developed and implemented creative student recruitment techniques and practices.</p>	<p>College of the North Atlantic developed and implemented creative student recruitment techniques and practices through the following initiatives:</p> <ul style="list-style-type: none"> • A team comprised of the Registrar, Institutional Research and Planning (IRP), Marketing and Recruitment, in consultation with Deans, Chairs and campus Administrators, met regularly regarding programs with low application numbers for September 2010; identified strategies and targeted initiatives to address areas of concern. • New advertising campaign on Facebook proved successful with thousands of hits weekly; also developed Facebook profile for mascot Nanuk. • Ran CNA Summer Crew and Winter Crew recruitment campaigns. • Expanded community presence by having Winter Crews, along with Nanuk, attend winter events in NL. • New multimedia tools being developed by CNA graduates. • Student Development Officer (SDO) recruiters toured western region campuses. • Successful College Day/Partner Recognition Day joint initiative. • Launched School of Tourism and Natural Resources website. • Implemented Live Chat feature for potential learners, on CNA website; expanded hours for Live Chat during evenings and weekends. • Held new contests to attract students to CNA homepage. • Secured advertising on Metrobus in St. John's. • Hired four graduates to shoot footage and create promotional videos for student and employee recruitment.

2010-2011 Objective:

By March 31, 2011, College of the North Atlantic will have explored opportunities and implemented key strategies designed to maintain or increase enrollment to support sustainability.

Measure:

- Enhanced promotional and retention strategies.

Indicators:

- Maintained key capacity levels across academic schools.
- Continued to enhance promotional and retention strategies for targeted college communities.
- Developed and implemented creative student recruitment techniques and practices.
- Developed an enrollment management strategy.

Issue 4: International Capacity

College of the North Atlantic recognizes the importance of and is committed to internationalization. This involves a commitment to our students for a global experience. It is important that we focus our efforts on attracting international students to as many of our campus locations as possible in order to fulfill this commitment. Internationalization also takes on a significant export focus and we are committed to the ongoing success of our partnership with the State of Qatar. We value our strong relationships and the quality delivery of our programs at CNA-Q. As well, from both an export and student recruitment perspective, we will continue to enhance and build on the strong partnerships that we have developed with educational institutions in China.

During 2009-2010 CNA identified new priority initiatives and continued to implement existing strategies to enhance international capacity.

Goal 4:

By March 31, 2011, College of the North Atlantic will have enhanced its international capacity.

Objective:

By March 31, 2010, College of the North Atlantic will have implemented several key initiatives to enhance international capacity.

Measure:

- Developed and implemented strategies to enhance international capacity.

Indicators	Outcomes
<p>4.1 Continued to enhance learning environment for international experiences.</p>	<p>College of the North Atlantic continued to enhance its learning environment for international experiences through the following initiatives:</p> <ul style="list-style-type: none"> • Introduced Faculty Exchange/Teaching opportunities with partner universities in China: <ul style="list-style-type: none"> • Taiyuan Institute of Technology • Huangshi Institute of Technology • Hosted visiting delegations from institutions in China: <ul style="list-style-type: none"> • Huangshi Institute of Technology • Guangdong Peizheng College • Hosted visiting delegations from Jamaica: <ul style="list-style-type: none"> • Government of Jamaica • Moneague College – Jamaica • Knox Community College – Jamaica • Brown’s Town Community College – Jamaica
<p>4.2 Enhanced alignment of direct student recruitment activity</p>	<p>College of the North Atlantic continued to enhance alignment of direct student recruitment activity through the following initiatives:</p> <ul style="list-style-type: none"> • Enhanced focus on web strategy and introduction of new website for Chinese student recruitment and partnerships. • Leveraging institutional partnership for direct student recruitment in China and Jamaica.
<p>4.3 Continued to maintain international student enrollment.</p>	<p>College of the North Atlantic continued to maintain international student enrollment in the following areas:</p> <ul style="list-style-type: none"> • Enrollments at partner institutions in China increased from 1,500 students to 1,800 students in the past academic year (by 20%).

Indicators	Outcomes
	<ul style="list-style-type: none"> • Enrolled 90 students in Personal Care Attendant (PCA) program in Jamaica in partnership with Knox Community College. • Enrolled 15 students from Jamaica in the Truck & Transport Mechanic (TTM) program at Bay St. George campus. • Diversified sources of Chinese students attending CNA-NL to include students from Taiyuan Institute of Technology, Changjiang Professional College and Huangshi Institute of Technology. • Added a new program offering at partner institution Guangdong Peizheng College in China, Business Management (Accounting).
<p>4.4 Increased international opportunities by continuing development of a framework for the implementation of institutional partnerships in other geographic regions.</p>	<p>College of the North Atlantic increased international opportunities by developing a document which works as a framework for the implementation of institutional partnerships in other geographic regions; this was done through the following accomplishments:</p> <ul style="list-style-type: none"> • Signed Memorandum of Understanding (MOU) with Government of Jamaica to explore educational and training opportunities for the people of Jamaica. • Signed contract to partner with Knox Community College for delivery of the PCA program in Jamaica. • Signed contract with Government of Jamaica for delivery of the TTM program in NL for Jamaican students. • Developed new partnership in China with Beijing Polytechnic College offering International Business and Hospitality programs.
<p>4.5 Increased community and corporate training activity at CNA-Q.</p>	<p>College of the North Atlantic increased community and corporate training activities at CNA-Q in the following areas:</p> <ul style="list-style-type: none"> • The combined total of CT/CE activities as of year end 2010 amounted to 1,973 student registrants; nearly 5.5 million QR in revenue; and more than 12,963 instructional hours of teaching. To date, this level of activity represents 80% of last year's revenue result for the entire year.



Students and alumni of College of the North Atlantic can now show their school pride by purchasing jackets, shirts and loads of other items on the college's new online store.

Indicators	Outcomes
	<ul style="list-style-type: none"> • Continued strong growth in English Language training and broadening of client base: revenues grew by 29.5%, despite a 20% decrease in returning client revenues. This was achieved by diversifying client base; five new clients were introduced to portfolio, representing 38.0% of all English Language contracts. • Developed and distributed a highly visible Continuing Education calendar for all three semesters; worked with the Schools to develop more targeted promotion when required. • Updated and enhanced content for CT/CE component of CNA-Q website. • Developed an inventory of courses, including course outlines and portfolios for a number of newly developed courses. • Carried out ongoing environmental scan of current training market in Qatar. • Continued to improve customer service to students and clients by streamlining the processes for student inquiries and registrations. • Enhanced role as valued advisory partner with various schools, both informally and through formal channels such as industry advisory committees and focus groups.
<p>4.6 Developed and documented repatriation processes for CNA-Q.</p>	<p>College of the North Atlantic developed and documented repatriation processes for CNA-Q through the following outcomes:</p> <ul style="list-style-type: none"> • Conducted a focus group with employees repatriating from CNA-Q and with employees who had already repatriated from Qatar back to NL. • Improved communication between HR in CNA-NL and HR-Qatar; Repatriation Specialist facilitated communication surrounding return of CNA-NL employees to HR in Newfoundland and Labrador. • Repatriation Specialist started process of developing a survey to be distributed to all repatriated employees, to provide input for a strategy and services surrounding repatriation. • Began process mapping the transition of employees back to CNA-NL and Canada. • Developed and submitted draft policies for End of Service and Annual Leave payout for employees. • Qatar Project Office (QPO) HR staff, in conjunction with PeopleSoft upgrade team, completed human resources process mapping, implementation and training, for the Talent Acquisition Management Module (TAM) PeopleSoft Version 9. • Recruitment Consultant and Repatriation Specialist worked as subject matter experts, testers and trainers for the Module; Programmer Analyst from QPO worked on creation of Module to support business process for recruitment and repatriation of CNA-Q employees. • Repatriation Specialist assumed duties of Pensions Administrator for CNA-Q; training was initiated. • Issues surrounding the payment of union dues by CNA-Q employees, and annual leave payouts to CNA-Q repatriated employees were documented. Policies / memos were drafted outlining policy statements and procedures for resolving the issues. These were followed through and resolved.

Indicators	Outcomes
<p>4.7 Enhanced communications and business processes between CNA-Q and CNA-NL.</p>	<p>College of the North Atlantic enhanced communications and business processes between CNA-Q and CNA-NL through the following practices:</p> <ul style="list-style-type: none"> • Bi-weekly meetings took place with HR Qatar to enhance HR business processes. • Bi-weekly meetings took place with Director of Finance at CNA-NL, Qatar Project Office Staff and Comptroller at CNA-Q to enhance financial business processes.
<p>4.8 Enhanced academic quality assurance processes at CNA-Q.</p>	<p>College of the North Atlantic enhanced academic quality assurance processes at CNA-Q through the following outcomes:</p> <ul style="list-style-type: none"> • Completed Academic Audit. • Began planning Program Development Meeting to address academic quality and processes with Deans and Program Developers from CNA-Q and NL; to be held at CNA-NL Headquarters in Stephenville, May 2010.

2010-2011 Objective:

By March 31, 2011, College of the North Atlantic will have further implemented key initiatives to enhance international capacity and developed evaluation parameters.

Measure:

- Further implemented key initiatives and developed evaluation parameters.

Indicators:

- Continued to enhance learning environment for international experiences.
- Continued to maintain international student enrollment.
- Increased community and corporate training activity at CNA-Q.
- Developed and documented repatriation processes for CNA-Q.
- Enhanced alignment of direct student recruitment activity.
- Enhanced communications and business processes between CNA-Q and CNA-NL.
- Continued to enhance academic quality assurance processes and developed evaluation parameters at CNA-Q.
- Increased international opportunities by continuing development of a framework for the implementation of institutional partnerships in other geographic regions.

Auditors Report



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

We have audited the statement of financial position of **College of the North Atlantic** as at March 31, 2010 and the statements of operations, changes in net assets and cash flow for the year then ended. These financial statements are the responsibility of the Board's management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we plan and perform an audit to obtain reasonable assurance whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation.

In our opinion, these financial statements present fairly, in all material respects, the financial position of the College as at March 31, 2010, and the results of its operations and the changes in net assets and cash flows for the year then ended, in accordance with Canadian generally accepted accounting principles.

Walters Hoffe
Chartered Accountants

Gander, Newfoundland
June 18, 2010

Statement of Financial Position

	<u>2010</u>	<u>2009</u>
Assets		
Current assets		
Cash	\$ 41,765,343	\$ 39,444,037
Receivables - Note 2	13,254,494	15,542,987
Inventory	1,336,122	1,363,371
Prepaid expenses	<u>1,263,687</u>	<u>1,347,841</u>
Total current assets	<u>57,619,646</u>	<u>57,698,236</u>
Property, plant & equipment - Note 3	20,888,778	18,523,465
Trust accounts - Note 4	<u>1,358,346</u>	<u>1,091,054</u>
	<u>\$ 79,866,770</u>	<u>\$ 77,312,755</u>
Liabilities and Equity		
Current liabilities		
Payables and accruals - Note 5	\$ 13,717,698	\$ 13,578,732
Deferred revenue - Note 6	5,535,224	5,176,439
Due to Qatar campus - Note 10	22,858,475	13,438,490
Vacation entitlement - management	2,219,343	2,040,253
Vacation entitlement - other	5,585,496	4,988,576
Severance - current portion	<u>1,000,000</u>	<u>1,000,000</u>
Total current liabilities	<u>50,916,236</u>	<u>40,222,490</u>
Trust accounts - Note 4	1,358,346	1,091,054
Deferred capital contributions - Note 7	6,572,622	5,753,909
Severance	<u>12,640,604</u>	<u>11,304,795</u>
	<u>71,487,808</u>	<u>58,372,248</u>
Equity		
Surplus - net of capital reserve, per accompanying statement	494,252	11,055,797
Capital reserve - Note 11	<u>7,884,710</u>	<u>7,884,710</u>
Total Equity	<u>8,378,692</u>	<u>18,940,507</u>
	<u>\$ 79,866,770</u>	<u>\$ 77,312,755</u>

Statement of Changes in Net Assets

Year Ended March 31, 2010

	<u>Operating</u>	<u>Property, Plant & Equipment</u>	<u>Severance and Annual Leave</u>	<u>Surplus - net of Capital Reserve</u>	<u>Capital Reserve</u>	<u>2010 Total</u>	<u>2009 Total</u>
Balance, beginning	\$ 15,446,331	12,769,558	(17,160,092)	11,055,797	7,884,710	18,940,507	\$ 13,357,093
Property, plant & equipment purchases during year	(7,993,574)	7,993,574					
Amortization of property, plant & equipment	5,393,513	(5,393,513)					
Capital grants received during the year	2,927,358	(2,927,358)					
Amortization of deferred capital contributions	(2,108,645)	2,108,645					
Net book value of property, plant & equipment disposed during the year	234,749	(234,749)					
Surplus (deficit) of revenue over expenditure per accompanying statement	(8,646,764)		(1,914,781)	(10,561,545)		(10,561,545)	5,583,414
Balance, ending	<u>\$ 5,252,968</u>	<u>\$ 14,316,157</u>	<u>\$ (19,074,873)</u>	<u>\$ 494,252</u>	<u>\$ 7,884,710</u>	<u>\$ 8,378,962</u>	<u>\$ 18,940,507</u>

Statement of Operations

Year Ended March 31, 2010

	<u>2010</u>	<u>2009</u>
Revenue - Schedule 1		
Grant-in-aid	\$ 80,394,900	\$ 72,040,900
Facilities	358,272	379,433
Administration	224,016	502,213
Instructional	27,545,580	29,547,605
Student services	684,385	729,026
Information technology	400,636	385,180
Resale	4,678,419	4,504,067
Apprenticeship	2,811,354	3,583,107
Continuing education	782,334	877,734
Contracts	7,891,125	7,371,404
International	978,909	886,443
Special projects	<u>6,433,119</u>	<u>9,712,142</u>
 Total revenue	 <u>133,183,049</u>	 <u>130,519,254</u>

Expenditure - Schedules 2 to 13		
Facilities	6,047,455	6,209,484
Administration	15,899,260	14,625,167
Instructional	76,292,827	63,433,805
Student services	10,615,734	9,572,683
Information technology	11,931,589	10,411,955
Resale	5,790,154	5,448,523
Apprenticeship	3,613,575	2,980,799
Continuing education	696,448	837,983
Contracts	7,218,622	7,043,947
International	688,431	841,775
Special projects	<u>3,035,718</u>	<u>2,697,217</u>
 Total expenditure	 <u>141,829,813</u>	 <u>124,103,338</u>
 Surplus (deficit) before unfunded adjustments	 (8,646,764)	 6,415,916

Unfunded adjustments:		
Severance	(1,317,862)	(210,214)
Vacation pay	<u>(596,919)</u>	<u>(622,288)</u>
Total unfunded adjustments	<u>(1,914,781)</u>	<u>(832,502)</u>
Surplus (deficit) of revenue over expenditures	<u>\$ (10,561,545)</u>	<u>\$ 5,583,414</u>

See accompanying notes.

1

Statement of Cash Flow

Year Ended March 31, 2010

	<u>2010</u>	<u>2009</u>
Cash flows:		
Surplus (deficit) of revenue over expenditure	\$ (10,561,545)	\$ 5,583,414
Add items of a non-cash nature:		
Loss (gain) of property, plant & equipment	0	(970)
Loss (gain) on disposal of property, plant & equipment	(6,279)	(47,180)
Amortization	<u>5,393,513</u>	<u>4,392,594</u>
	(5,174,311)	9,927,858
Changes in:		
Current assets	2,399,895	(3,821,869)
Current liabilities	10,693,746	7,602,080
Accrued severance	<u>1,335,809</u>	<u>250,459</u>
	<u>9,255,139</u>	<u>13,958,528</u>
Financing:		
Change in deferred capital contributions	<u>818,713</u>	<u>39,961</u>
Investing:		
Proceeds from sale of property, plant & equipment	241,028	60,485
Additions to property, plant & equipment	<u>(7,993,574)</u>	<u>(7,550,953)</u>
	<u>(7,752,546)</u>	<u>(7,490,468)</u>
Net increase in cash	2,321,306	6,508,021
Cash, beginning	<u>39,444,037</u>	<u>32,936,016</u>
Cash, ending	<u>\$ 41,765,343</u>	<u>\$ 39,444,037</u>

See accompanying notes. 1

Notes to the Financial Statements

For the twelve months ending March 31, 2010

AUTHORITY AND PURPOSE

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. 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 both in a provincial and global context.

1. SIGNIFICANT ACCOUNTING POLICIES:

The financial statements of the College have been prepared within the framework of Canadian generally accepted accounting principles which requires the use of estimates and assumptions that affect the amounts reported and disclosed in these statements and related notes. Any variations between these estimates and actual amounts are not expected to materially affect reported results. The more significant accounting policies of the College are as follows:

(a) Revenue recognition

The College follows the deferral method of accounting for contributions which includes donations and government

grants. Grants for expenditures of future periods are deferred and recognized as revenue in the year in which the related expenditures were incurred. Grants for capital assets are deferred and recognized as revenue on the same basis as the acquired capital assets are amortized.

Revenue from contractual services is recognized as the service is delivered.

(b) Basis of accounting

The College follows the accrual basis of accounting.

(c) Inventory

Inventory which consists mainly of books and food supplies is recorded at the lower of cost or net realizable value.

(d) Property, plant & equipment

Property, plant & equipment recorded prior to the April 1, 1997 amalgamation of the former Colleges are recorded at either cost, nominal, or approximate fair value. Property, plant & equipment acquired after April 1, 1997 are recorded at cost. Amortization is recorded on a straight line basis using the following estimated useful lives:

Artwork	No amortization
Capital improvements	10 and 5 years
ERP - PeopleSoft	10 years
Computer and peripherals	3 years
Furnishings	5 years

Instructional equipment	5 years
Other electronic equipment	5 years
Software	3 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, 2010.

On disposal, property, plant & equipment are removed from the accounts at their net book value. Proceeds from disposals are recorded and any resulting gain or loss on disposal is realized.

(e) Severance and vacation pay

The College is liable for severance pay to employees who have nine or more years of continuous public service. An amount has been recorded in the financial statements to reflect this liability. No provision for severance has been made for employees with less than the required years of service.

(f) 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.

2. RECEIVABLES

	<u>2010</u>	<u>2009</u>
Government of Newfoundland LMDA Subsidy	\$ 3,176,751	\$ 2,919,692
Students	5,715,657	8,925,953
Other	1,260,042	1,242,394
	<u>4,078,677</u>	<u>3,418,066</u>
	14,231,127	16,506,105
Less allowance for doubtful accounts	<u>976,633</u>	<u>963,118</u>
	<u><u>\$ 13,254,494</u></u>	<u><u>\$ 15,542,987</u></u>

3. PROPERTY, PLANT & EQUIPMENT

	<u>2010</u>			<u>2009</u>
	<u>Cost</u>	<u>Accumulated Amortization</u>	<u>Net Book Value</u>	<u>Net Book Value</u>
Artwork	\$ 5,500	\$ 0	\$ 5,500	\$ 5,500
Capital improvements	13,909,923	5,962,253	7,947,670	6,117,565
Computer and peripherals	7,445,954	6,335,786	1,110,168	1,095,319
Furnishings	600,598	446,997	153,601	162,532
Instructional equipment	34,539,567	27,491,987	7,047,580	5,937,897
Other electronic equipment	612,217	220,914	391,303	204,978
Software	372,040	372,040	0	0
ERP - PeopleSoft	3,789,958	2,084,477	1,705,481	2,084,477
Vehicles	<u>7,530,787</u>	<u>5,003,312</u>	<u>2,527,475</u>	<u>2,915,197</u>
	<u><u>\$ 68,806,544</u></u>	<u><u>\$ 47,917,766</u></u>	<u><u>\$ 20,888,778</u></u>	<u><u>\$ 18,523,465</u></u>

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.

4. TRUST ACCOUNTS

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

	<u>2010</u>	<u>2009</u>
Opening balance	\$ 1,091,054	\$ 727,799
Net deposits and payments	234,235	341,052
Interest	<u>33,057</u>	<u>22,203</u>
Closing balance	<u><u>\$ 1,358,346</u></u>	<u><u>\$ 1,091,054</u></u>

5. PAYABLES AND ACCRUALS

	<u>2010</u>	<u>2009</u>
Trade liabilities	\$ 5,503,038	5,927,790
Accrued wages and benefits	1,932,113	2,923,278
End of service compensation	5,387,492	3,928,955
Other	895,055	798,709
	<u>\$ 13,717,698</u>	<u>\$ 13,578,732</u>

6. DEFERRED REVENUE

	<u>2010</u>	<u>2009</u>
LMDA Subsidy	\$ 1,085,950	1,279,332
Residence and program fees	75,586	44,847
Qatar contribution to ERP	0	224,919
Contract training and special projects	4,373,688	3,627,341
	<u>\$ 5,535,224</u>	<u>\$ 5,176,439</u>

7. DEFERRED CAPITAL CONTRIBUTIONS

Deferred capital contributions represent the unamortized amount of grants and special funding received for the purchase of property, plant & equipment (PPE). Changes in the deferred capital contributions balances are as follows:

	<u>2010</u>	<u>2009</u>
Balance, beginning of year	\$ 5,753,909	\$ 5,713,948
Contributions received for PPE purposes		
Provincial grants	1,500,000	1,500,000
Special projects	1,427,358	365,556
Amortization of deferred capital contributions	(2,108,645)	(1,825,595)
	<u>\$ 6,572,622</u>	<u>\$ 5,753,909</u>

8. PENSIONS

Under Section 26 of the College Act, 1996, College staff is subject to the Public Service Pension Act, 1996. Employee contributions are matched by the College and then remitted to the Province of Newfoundland and Labrador Pooled Pension Fund from which pensions will be paid to employees when they retire.

9. 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:

2010-2011	1,534,277
2011-2012	1,030,279
2012-2013	222,730
2013-2014	145,503
2014-2015	14,357

10. COMPREHENSIVE AGREEMENT WITH THE STATE OF QATAR

The College has a comprehensive agreement with the State of Qatar to establish, operate and administer a College of Applied Arts and Technology in Doha, Qatar for a period, September 30, 2001 to August 31, 2012. It has since been extended to August 31, 2013. The agreement is funded by the State of Qatar. For its services, the College is paid an annual Management Fee of 10% of base salaries. The College receives quarterly advances to cover cash flow requirements.

Due to Qatar	<u>2010</u>	<u>2009</u>
Cash on Deposit	\$ 20,553,861	12,866,939
Payables (accruals)	(3,086,795)	571,551
Payable as a result of overbilling	<u>5,391,409</u>	
Net Liability	<u><u>\$ 22,858,475</u></u>	<u><u>13,438,490</u></u>

Results of Operations	<u>2010</u>	<u>2009</u>
Gross Proceeds	\$ 10,803,849	10,559,553
Salary & Fees Adjustment	(4,352,909)	-
Management Costs	<u>(2,272,367)</u>	<u>(3,298,965)</u>
Net Proceeds	<u><u>\$ 4,178,573</u></u>	<u><u>\$ 7,260,588</u></u>

Salaries and fees have been overbilled according to the Comprehensive Agreement. Corrected current activity is reflected in the "Gross Proceeds." The amounts related to March 31, 2009 and prior are shown as the "Salary & Fees Adjustment."

11. CAPITAL RESERVE

The Government of Newfoundland and Labrador has directed funds to be held and considered as support for the College's infrastructure requests.

Capital Reserve balance consists of:	<u>2010</u>	<u>2009</u>
Opening balance	\$ 7,884,710	\$ 3,020,000
Government of Newfoundland and Labrador		<u>4,864,710</u>
Total Reserve	<u><u>\$ 7,884,710</u></u>	<u><u>\$ 7,884,710</u></u>

12. FINANCIAL INSTRUMENTS

The carrying values of cash and cash equivalents, accounts receivable, accounts payable and accrued liabilities, approximate their fair values due to the relatively short periods to maturity of these instruments.

13. COMPARATIVE FIGURES

Certain of the 2009 comparative figures have been reclassified to conform to the financial presentation adopted in 2010.

Notes

Notes

Notes

Campus Locations

Newfoundland

Baie Verte
Bay St. George
Bonavista
Burin
Carbonear
Clarenville
Corner Brook
Gander
Grand Falls-Windsor
Placentia
Port Aux Basques
Prince Philip Drive (St. John's)
Ridge Road (St. John's)
Seal Cove (St. John's)
St. Anthony

Labrador

Happy Valley-Goose Bay
Labrador West

International

Qatar

Office of Distributed Learning

www.dls.cna.nl.ca

An electronic version of this document is available at:

www.cna.nl.ca

For additional copies of this report please contact:

Division of Development/College Advancement
Marketing & Communications
College of the North Atlantic
432 Massachusetts Drive
P.O. Box 5400, Stephenville, NL A2N 2Z6
Canada

Tel: 709 643 7938

Toll free: 1 888 982 2268

Fax: 709 643 7932

Text: Roger Hulan and the Office of Institutional Research and Planning
Design and Layout: Darren Doucette



Newfoundland & Labrador's Public College