

College of the North Atlantic



# Annual Report

2008-2009

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To the Honourable Darin King  
Minister of Education:

On behalf of College of the North Atlantic (CNA) and the Board of Governors I am pleased to present you with our 2008-2009 Annual Report.

Although it is impossible to capture all the successes, achievements and accomplishments of the college during the past year within this document, we hope that this report will provide a snapshot of the types of activities carried out by the college that help make it a vital contributor to the economic and social development of this province.

This has been another outstanding year for the college, as we have increased our capacity in a number of program areas and continued to explore and develop new programming



to meet the needs of current and future workforces. CNA has expanded the range of services provided to our learners, to industry and to the many communities and regions we serve. With partnerships and articulation agreements, we have provided our learners with greater transferability of credits to national and international institutions and we continue to build on opportunities for our learners and employees at home and abroad.

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

On the international front, the number of students studying our curriculum in China and other countries continues to grow. As well, our campus in Qatar continues to thrive and expand, training new learners in the fields of engineering, information technology, health sciences, trades, business and security.

Government support has assisted with operating costs, facility upgrades and new infrastructure. Other valued partnerships have allowed us to improve upon our existing programs and add new ones to the mix, and corporate sponsors have once again generously enhanced the learning experience of our learners with significant scholarships and in-kind donations.

There has been a concentrated effort in the past year by the executive team to build a more collaborative CNA culture and to develop and align processes and procedures within the college. To that end, the college is committed to life-long learning, to reinforcing strong and ethical business principles and to providing transparency of operations, decision making and accountability – all to meet the needs of industry, the province, the country and, most importantly, our learners.

We are 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 and with the provincial government to ensure our public college is well-poised to further enhance its role as a key player in the economic and social development of Newfoundland and Labrador.

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, 2008 to March 31, 2009. 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,

A handwritten signature in blue ink that reads "Terry Styles". The signature is fluid and cursive, written over a white background.

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 education system has been delivering programming that meets the highest of 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 students 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 in a global context.

### 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, information technology, engineering technology, industrial trades, health sciences, tourism and natural resources. These programs are offered at our 17 campus locations throughout the province, our campus in the Middle East State of Qatar and globally through distance education. 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 programming supplements and encourages learning opportunities for communities, promoting 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 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.

The Happy Valley-Goose Bay campus assisted the Department of Justice to develop and offer a four-week intensive Innu and Inuit Interpreters-Family Law pilot program.

## Contract Training

The responsive, progressive training delivered by our corporate training department is drawn from established program offerings or can be custom-designed to meet the needs of



business, industry and 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 environ-

mental 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.

One innovative strategy is our Access for Success (AFS) program. Internationally acclaimed as a best practice, AFS is designed to improve both access and retention for our students while they study with us and at partner colleges and universities. It was piloted at CNA in September 2003 with some 120 students from three college campuses. Today, AFS is integrated for virtually all first-year students across all programs and at all campuses. The effective initiative uses a student success online tracking program (called the Personal Career Plan) and structured academic advising to assess students' strengths and needs and monitor their progress. Based on information derived from AFS activities, supports can be put in place to maximize students' chances for success.

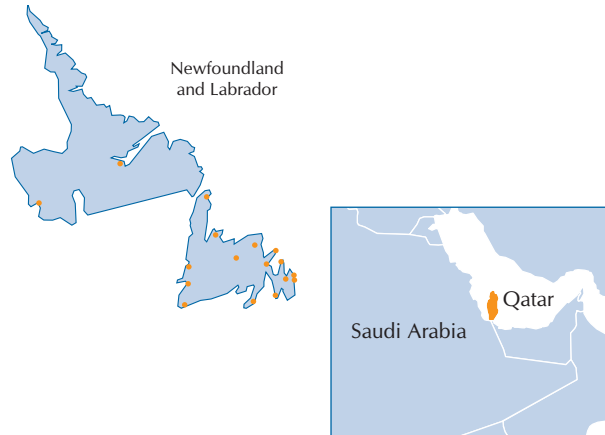
CNA is also incorporating a Service Learning method into our philosophy of teaching and learning, which combines academic classroom curriculum with meaningful service

– 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.

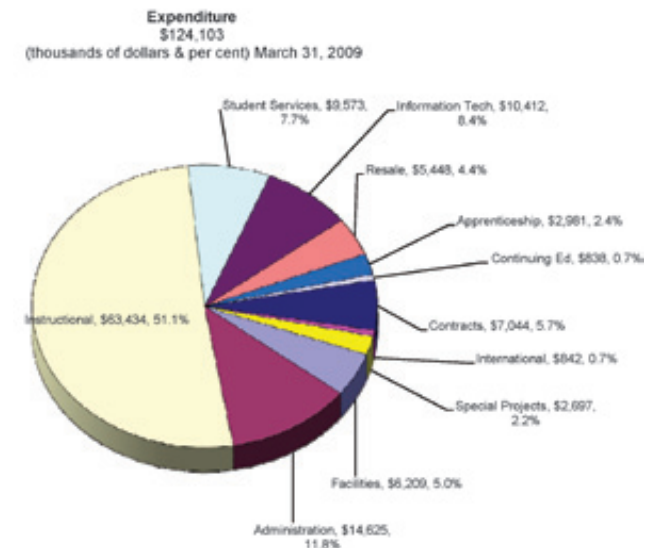
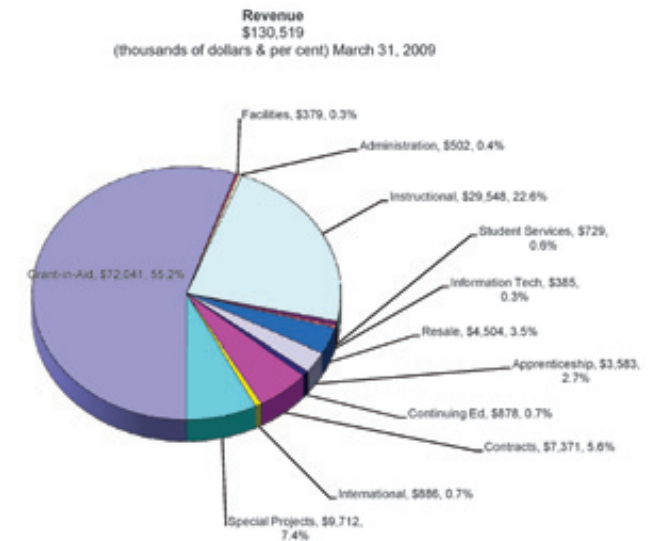
Other learner services at CNA include counselling and personal development, library services, disability services, Aboriginal student services, social and recreational activities, international student services, day care centres, funding assistance and more.

## 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



## NUMBER OF EMPLOYEES

College of the North Atlantic – March 31, 2009						
Newfoundland & Labrador						
	Support Staff	Faculty	Management	Non Union	Non Management	Total
Females	332	303	43		25	703
Males	147	479	47		10	683
Sub-total	479	782	90		35	1,386
Qatar						
	Support Staff	Faculty	Management	Non Union	Non Management	Total
Females	22	148	14		0	184
Male	13	237	11		0	261
Sub-total	35	385	25		0	445
<b>College Total</b>	<b>514</b>	<b>1,167</b>	<b>115</b>		<b>35</b>	<b>1,831</b>

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



Program area	Number Registered*			Male	Female
	Full-Time	Part-Time	Total		
Academics	1,612	1,120	2,732	986	1,746
Applied Arts	451	74	525	132	393
Business	1,172	118	1,290	195	1,095
Health Sciences	500	62	562	95	467
Information Technology	159	20	179	137	42
Tourism and Natural Resources	185	113	298	184	114
Engineering Technology	1,305	73	1,378	1,079	299
Industrial Trades	2,702	5	2,707	2,145	562
<b>College Total</b>	<b>8,086</b>	<b>1,585</b>	<b>9,671</b>	<b>4,953</b>	<b>4,718</b>

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

Continuing Education**	Number Registered	Total # of Hours
Non-credit Courses	10,235	113,944
Credit Courses	142	631
Contract Non-credit	3,830	115,274
<b>College Total</b>	<b>14,207</b>	<b>229,849</b>

\*\*Gender breakdown not available.

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 this province's public college, CNA receives a significant amount of funding and support through the Department of Education 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, CNA received funding from the Atlantic Canada Opportunities Agency (ACOA) and the Department of Innovation, Trade and Rural Development, to the tune of \$1.2 million to establish a Paramedicine Simulation facility at Bay St. George campus. Among other substantial funding, the provincial government has also provided \$1.2 million for the modernization of our machine shop at Placentia campus. 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, after extensive program review, the Programmer Analyst (Business) Co-op program offered at Prince Philip Drive campus was awarded national accreditation by the Canadian Information Processing Society (CIPS) until 2011. In addition, all industrial trades programs due for re-accreditation were re-accredited by the Department of Education. These included Machinist, Industrial Mechanic (Millwright), Welding, and Heavy Duty Equipment Technician.

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. CNA received \$434,883 in scholarships plus additional gifts-in-kind during this reporting year. Included in the scholarship figure is a three-year, \$51,000 endowment from TD Canada Trust, to be distributed across all program areas.

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 our graduates to enter degree programs with advanced standing at partner institutions in Canada and beyond. For example, graduates from CNA's Aircraft Maintenance Technician program will now be granted credit for the first two years of a three-year Bachelor's degree in Aircraft Systems Engineering at the Institute of Technology in Carlow, Ireland. At home in Canada, we have created a smoother transition for our learners through transfer agreements with community colleges and universities across the country.

CNA has grown a unique partnership with the Broadmoor Community Association in New Orleans. In the continuation of a project set in motion last spring, four Civil Engineering students and two instructors had the opportunity of a lifetime in New Orleans, when they took part in a service learn-



Port aux Basques campus received \$400,000 from federal and provincial governments to purchase Phased Array Equipment - cutting-edge technology - for its NDT labs.

ing initiative in November to help rebuild the Broadmoor neighbourhood, which was destroyed by Hurricane Katrina. They worked to better the lives of the devastated neighborhood by lending their expertise to rebuild infrastructure in Broadmoor's educational corridor. Students



were able to create feasibility studies, engineering reports, construction schedules, cost estimates and computer aided drawings and presented them to the community; work is underway for implementation of the plans. The college was provided with \$24,000 from the Fry Family Foundation to enable 10 students to partake in the project.

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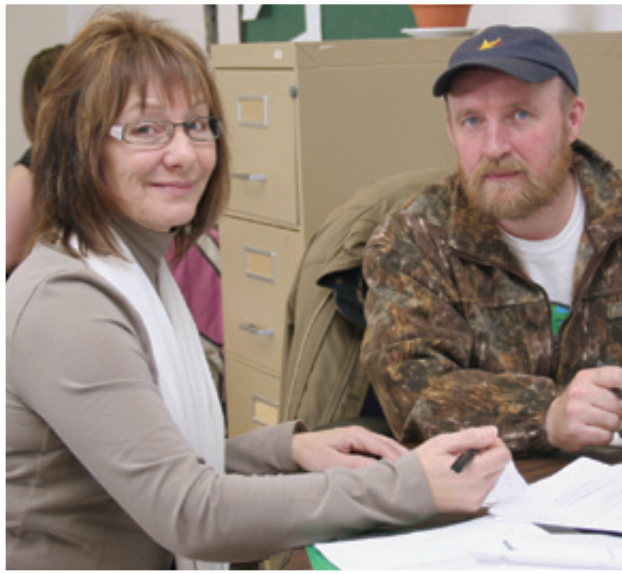
CNA is committed to integrating research and innovation and to moving research discoveries into our communities. Innovative partnerships with industry and government strengthen our ability to transfer these new technologies to society.

This year, the college's Office of Applied Research (OAR) received well over \$300,000 in funding from the provincial Industrial Research and Innovation Fund to support six faculty led initiatives. Another \$2 million for three additional proposals is expected. The OAR's manufacturing unit has taken on projects generating new high-tech products and this past year, encouraged the growth of the provincial economy by assisting local business in becoming more profitable through enhancement of their products and services and the creation of new technologies.



In one of our community partnerships, the college worked this winter with local industry and the provincial government in a high-tech venture to replicate a WWI memorial located at Beaumont Hamel in France. The challenge of reproducing the wall-sized monument was successfully met through our researcher's ingenuity and the adoption of the latest technology in portable 3D scanning and reverse engineering. This provided support for a local company to meet the requirements for the \$200,000 government contract. The replica will be placed in Bowring Park in St. John's and unveiled July 1, 2009.

Our Contract Training activities often include partnerships, further enhancing our offerings and strengthening ties to communities and associations. An exclusive licence agreement between CNA and the American Management Association was created for the delivery of Leadership and Supervisory Training in tailoring programs for clients like North Atlantic Refinery Ltd., the Conne River Indian Band



Council and Dynamic Air Shelters.

This year CNA registered the 500th person in the Changing Minds, Mental Illness Education Program, a partnership with the Canadian Mental Health Association, which targets first responders and other professionals in public and private sectors (such as the RCMP, RNC and Eastern Health).

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 staff serve on local boards, councils and committees. We support community-events by lending expertise, meeting space, equipment and other in-kind services. Student projects contribute to local playgrounds, parks and schools... and the list goes on.

There has been a significant increase in Aboriginal enrollment over the past year. For the Academic Year 2008-2009, 76 per cent of the student population in Happy Valley-Goose Bay was Aboriginal.

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.

# OPPORTUNITIES AND CHALLENGES AHEAD

## OPPORTUNITIES:

### Continued tuition freeze

The Provincial Government announced in Budget 2009 some \$5 million to eliminate the interest on Newfoundland and Labrador student loans and \$5.9 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.



In addition, the college received an increase of \$8.3 million in the budget, which also allows for the negotiated salary increases and support for additional skilled trades offerings.

### 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. This year, CNA's Centre for Agrifood Development partnered with the Marine Institute to increase awareness and build on agrifood opportunities in the province. Over 400 new students enrolled in CNA programs at the Taiyuan Institute of Technology in China in the Fall 2008 semester, bringing total enrollment in partnering institutions in China to approximately 1,500.

The college worked closely with Marine Atlantic to deliver the first offering of Marine Hospitality Training.

### Cultural 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.

Our campus in Doha continues to thrive and holds considerable opportunities for our students and employees. In this partnership with the Middle East State of Qatar, CNA has taken the original contract and grown it beyond expectation. The campus continues to advance, growing student enrollment, building on employee recruitment and developing infrastructure. A new Oil and Gas facility was launched at the campus, as was a Dental Clinic for the School of Health Sciences, and new programs matched to the needs of Qatari industry and government were added. More efforts have been made to connect campus culture between Qatar and

Newfoundland and Labrador; a student exchange program was piloted last summer and CNA-Q recently hosted two teams of students from Newfoundland and Labrador (first and second place winners in a provincial Business Case competition) for a pan-continental competition, where they finished in seventh and 10th place out of 15.

Employees of the Libyan Sirte Oil Company are currently enrolled in a nine-month Heavy Duty

Repair Technician program at Placentia campus and over 30 international students from China, Belize, Libya, Mexico, India, Venezuela, Nigeria, Germany, Ghana, Zambia and Brazil are registered in various programs throughout the college. Newfoundland and Labrador itself is culturally diverse and we strive to bring its rich history and culture into our local classrooms, such as the Innu and Inuit Interpreter Training program at Happy Valley-Goose Bay campus.







### **Professional development**

As a directive in CNA's new Operational Plan (April 2008-March 2011), College of the North Atlantic will enhance learning experiences for not only students, but also staff. Opportunities and funding now exist for the college's employees to expand upon their knowledge and expertise through professional development in active learning – where instructors learn new classroom techniques and technologies to enhance teaching and those in management, or with a desire to be, avail of workshop initiatives. The college also encourages the external pursuits of employees, many of whom sit on industry associations and boards and hold expertise outside of their positions with CNA.

### **Infrastructure**

Slowly evolving from a challenge to an opportunity, the issue of infrastructure has been met head-on again this year. Thanks to government, we have been fortunate to address a number of major facility and infrastructure issues. Shop modernization is taking place at Placentia, Bay St. George,

Clarenville, Prince Philip Drive, Carbonear, Burin, Bonavista and Gander campuses. And some sites, such as Labrador West and Placentia, are receiving new structures or significant building upgrades. We still have a number of facilities, equipment, labs and buildings that are in need of improvement or replacement and we are working with government to address our needs associated with future infrastructure challenges.

### **CNA Value Proposition**

In the history of our province, never before has the work of the college been so recognized and valued. As the pending skills shortage looms, even in this economic downturn, the college is being called upon to provide an increasing number of trained workers. While the focus is on the college, we have an opportunity to educate our various stakeholders and funders as to the value of not only a college education, but also for the role the institution plays in the social and economic development of our province.

## **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 economic environment in Newfoundland and Labrador, though not as harshly affected as other areas of Canada, has felt the blow of the drastic global economic downturn in recent months. Thanks to support from government and industry partners, we feel fortunate to still be able to continue offering a quality education experience for learners. Indeed, some in-migration is apparent, and we accept the challenge to meet the evolving labour market needs of the province and country.

### **Recruitment and retention**

In order to address the recruitment and retention of staff at CNA, we have reviewed and updated our human resource policies and procedures. To achieve the required staffing levels over the next three years, the college is actively planning a recruitment initiative to address staff turnover resulting from attrition, retirement and the introduction of new and expanding programs. However, additional funding is required to implement this initiative and meet those demands. Salary scales/temporary positions and location of key positions in rural communities all create increased challenges as we compete with industry for qualified employees. Retirement of personnel over the next three years is also expected to



have a significant impact on the college's succession planning and our ability to maintain institutional knowledge will be greatly affected.

### Provincial demographics

Although not unique to the college, challenges presented by the changing demographics in the province continue to



be of great concern. The population of the province has stabilized, and has even seen some slight growth. However, the number of students graduating from high schools continues to decline. Many people from rural areas are moving to more ur-

skills to enter college-level programs. The program will meet a great need in Labrador and is funded by the Aboriginal Health Human Resource Initiative under the Atlantic Policy Congress of First Nations Chiefs.

ban centres within the province, and we are seeing a steady rise in the average age of post-secondary students. We are also seeing an increase in the number of mature learners entering the college. Mature learners often require greater supports to assist them with re-entering the post-secondary system, placing greater demand on the student services department. Strategies will have to be developed to address these and other issues related to demographic shifts.

### Serving an increasing number of students with special needs

The need for Disability Services has grown significantly in the 2008-2009 academic year. We make every effort to meet the required level of support for students identifying with

A one-year access Aboriginal Bridging program was developed at Happy Valley-Goose Bay campus to ensure Aboriginal students have the necessary

disabilities. Though we are challenged to provide the growing contingent of new learners with required services and supports, we made some notable advances in structural support this year. They include: the acquisition of high speed scanners and printers, Kurzweil site licenses (educational systems for people with disabilities), personal laptops and adaptive technology software. In addition, we secured additional funding (through the Poverty Reduction Strategy) for



students without sponsored supports, and arranged for the installation of adaptive software in several ABE classrooms, science labs and Learning Resource Centres.

In the fiscal year 2008-2009 College of the North Atlantic worked toward achieving the strategic directions of government, directly contributing through the goals and objectives as outlined in the following section.

## 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 2008-2009 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, 2009, College of the North Atlantic will have initiated 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

**1.1** Improved capacity adjustment in program offerings

### Outcomes

#### Academics and Applied Arts

- Completed program review for Textiles: Craft and Apparel Design program; increased intake from 15 to 20 seats.
- Completed program review for Early Childhood Education program.
- Increased intake in Comprehensive Arts and Science (CAS) College Transition at Happy Valley-Goose Bay campus from 25 to 40 seats.
- Suspended intake in the Multimedia: Courseware Development program to utilize resources for new program in Video Game Design.

#### Business and Information Technology

- Completed program reviews for Programmer Analyst (Business) Co-op and Computer Systems and Networking.
- Completed new program development for Information Systems (Hardware/Software).
- Added Office Administration (Executive) diploma at Labrador West campus (capacity of 15) and at Happy Valley-Goose Bay campus (capacity of 20).
- Offered third-year Business Management (Accounting) in Carbonear.
- Addressed program capacity and enrollment through initiatives such as the Women in IT Conference, provincial Business Case competitions, and International Case competition.
- Utilized blended learning/teaching methodology in Business programs at Burin and Clarenville campuses.
- Developed proposal for new program: Information Management (Post Diploma).

#### Engineering Technology

- Completed program reviews for Electrical Engineering Technology (Power and Controls) Co-op and Geomatics Engineering Technology Co-op.
- Increased capacity by 20 seats in the Process Operations Engineering Technology program at Corner Brook campus.

## Indicators

## Outcomes

### Engineering Technology

- Increased capacity by 24 seats in Petroleum Engineering Technology program at Ridge Road campus.

### Health Sciences

- Completed program reviews for Medical Radiography, Respiratory Therapy and Primary Care Paramedicine programs.
- Completed new program development for Medical Laboratory Assistant; planned delivery for May 2009 at Grand Falls-Windsor campus.
- Currently investigating strategies to increase overall enrollment in Health Sciences training programs due to demand from various disciplines in the health care sector.

### Industrial Trades

- Approved Power Engineering (4th Class) as a grant-in-aid program to be offered at Corner Brook campus.
- Added new Welding program at Labrador West campus (capacity of 15).
- Added new Cook program at Happy Valley-Goose Bay campus (capacity of 16).
- Added extra sections in Construction/Industrial Electrical at Carbonear and Corner Brook campuses (capacity of 16 each).

### Tourism and Natural Resources

- Completed new program development for Geographical Information Systems Applications Specialist (Post Diploma); planned delivery for September 2009 at Corner Brook campus.
- Planned Conservation Law Enforcement (Advanced Diploma) program delivery for September 2009 at Bay St. George campus (one-time delivery).



Baie Verte campus “broke new ground” this past winter in Springdale with the Diamond Driller Helper program. Ten individuals from Nunavut began a seven-week customized program delivered by the college for Springdale Drilling.





In one of its community partnerships, the college's Office of Applied Research worked with a local sculpting and foundry business to create brass plaques for the recreation of a WWI monument found in Beaumont Hamel, France. The replica will be mounted in Bowring Park in St. John's and unveiled on July 1, 2009.



Indicators	Outcomes
<p><b>1.2</b> Improved capacity adjustment in course offerings</p>	<p><b>Institutional Applied Research Program</b></p> <ul style="list-style-type: none"> <li>• In 2008-2009 CNA received over \$300,000 in new research money from the provincial Industrial Research and Innovation Fund in favor of its six faculty led initiatives.</li> <li>• The OAR's Innovative Manufacturing Unit has matured to a point where it started generating revenue through the sale of high tech products and services. A modest earning of \$10,000 was made this year by selling innovative products and services to local markets.</li> <li>• The National Research Council's Industrial Research Assistance Program (NRC-IRAP) has committed to increase our annual funding from \$25,000 to \$50,000, based on our four years of successful partnerships with industry.</li> </ul>
	<p><b>Academics and Applied Arts</b></p> <ul style="list-style-type: none"> <li>• Increased and enhanced course offerings in Early Childhood Education (ECE) distance program by converting from correspondence to online delivery through the @College Distributed Learning Service (DLS). Online delivery has increased the number of course offerings by five additional courses per semester.</li> <li>• Increased number of course offerings via live or videoconferencing delivery in CAS Transfer College-University program: added French at Carbonear campus; Sociology/ Anthropology and Women's Studies at Happy Valley-Goose Bay and Labrador West campuses and Economics at Burin campus.</li> </ul>
	<p><b>Health Sciences</b></p> <ul style="list-style-type: none"> <li>• Completed program reviews for Medical Radiography, Respiratory Therapy and Primary Care Paramedicine in 2008-2009. The resulting revisions improved course descriptions in each program.</li> </ul>

## Indicators

## Outcomes

### Tourism and Natural Resources

- Began reviews of Hospitality Tourism Management program and Natural Resource Technician program.
- Environmental Law & Policy, EN 2300 was developed and formatted for distance delivery.

### Distributed Learning Service

- Course offerings increased from 262 to 305 (16 per cent) during three semesters in 2008-2009.
- Proposal was funded to create online courses for Continuing Education/Contract Training to support Small and Medium Enterprise training opportunities.
- Proposal was funded to convert several Advanced Level Construction/Industrial Electrician courses for online delivery.

### Office of Applied Research

- Developed policy on Research Ethics, to be used in achieving eligibility with the Social Sciences and Humanities Research Council as a research college.
- Funded post-doctoral researcher to support nanotechnology research project at Labrador West campus.

### Contract Training and Continuing Education (CT&CE)

- Increased learner outreach by seven per cent in 2008-2009 for a total of more than 15,200 learners.



Carbonear campus's Centre for Agrifood Development negotiated a memorandum of understanding this year with the Marine Institute to engage in collaborative projects for the good of the agrifood sector and to increase awareness and educate clientele on services provided by both institutions.

Lillian Moores, ABE Communications instructor at Grand Falls-Windsor campus, received the 2008 Council of the Federation Literacy Award for Newfoundland and Labrador. This award recognizes outstanding achievement and excellence in literacy and is presented to educators, volunteers, learners, community organizations, non-governmental organizations and businesses.



Indicators	Outcomes
<p><b>1.3</b> Increased learning opportunities by delivering transitional programming</p>	<ul style="list-style-type: none"> <li>• New program development partnerships provincially and nationally, i.e. the Earning Your Wheels Trucking program in partnership with the Canadian Trucking Human Resources Council and the Fur Farm Worker program in partnership with the provincial Fur Breeders Association.</li> <li>• Enhanced quality of programming and course offerings by piloting Worldwide Instructional Design System (WIDS) software to standardize instructional design in workplace education training modules.</li> <li>• Increased curriculum inventory by 514 resources such as files, curricula, books, videos, etc. Increased course offerings in urban and rural areas, particularly in Clarenville, Labrador West, and Grand Falls-Windsor/Coast of Bays.</li> <li>• Improved outreach services through blended learning options involving classroom and DLS delivery, for example, in the Emergency Medical Responder (EMR) program.</li> </ul> <p><b>Academics and Applied Arts</b></p> <ul style="list-style-type: none"> <li>• Successful proposal submission to Atlantic Policy Congress of First Nations Chiefs Secretariat (under Aboriginal Health Human Resources Initiative) to develop Aboriginal Bridging program at Happy Valley-Goose Bay campus.</li> <li>• Continued delivery of the CAS College Transition program at eight campuses.</li> <li>• Continued curriculum revisions of Adult Basic Education (ABE) Level III program in partnership with Department of Education; new graduation profile of Job Entry as well as Adult-oriented electives being completed; texts/resources being updated and purchased for all campuses/sites.</li> </ul> <p><b>Business and Information Technology</b></p> <ul style="list-style-type: none"> <li>• University of Lethbridge – articulation agreement was changed to include all students.</li> </ul>



## Indicators

## Outcomes

- Set up new block transfer agreements between CNA and the University of New Brunswick, Saint John (UNB SJ): CNA's Business Administration (Accounting) and UNB's Bachelor of Applied Management (Accounting) program as well as any CNA two-year diploma with a minimum GPA of 3.0 and UNB's Bachelor of Applied Management.

### Engineering Technology

- Exploring new transfer option between technology and industrial trades – specifically, the Electronics Engineering Technology (Instrumentation) program and the Industrial Instrument Mechanic program.

### Industrial Trades

- Developed new transfer agreement between CNA's Aircraft Maintenance Technician program at Gander campus and the Bachelor Degree in Aircraft Systems Engineering at the Institute of Technology in Carlow, Ireland, along with planned student exchanges and the opportunity for credit towards European Aircraft Maintenance Licence.

### Tourism and Natural Resources

- Ongoing discussions with Sir Wilfred Grenfell College (SWGFC) to establish transfer agreement between CNA's Fish & Wildlife Technician, Forest Resources Technician and Natural Resources Technician programs and SWGFC's Bachelor of Resource Management (BRM).
- Transfer agreement secured between University of New Brunswick, Saint John campus (Applied Business degree) and CNA's Environmental Technology program.



Gander campus received several major donations of equipment to our Aircraft programs from 3 Points Aviation, totaling nearly \$100,000, as well as a new car from Kia Canada, for the Automotive Service Technician program.

Presently there are in excess of 5,100 registered College of the North Atlantic alumni – the majority of these graduates have registered through the college website. In a recent development, we are able to import all graduating classes to the Alumni Association – a wonderful opportunity for us to maintain contact with graduates and build lifelong relationships with the college community.



## Indicators

## Outcomes

### Institutional Applied Research Program

- Number of campuses engaged in applied research increased from two to 13 since CNA's Office of Applied Research was established in 2004.
- New research equipment worth \$200,000 was added to selected research laboratories in the college.

### Corporate Training and Continuing Education

- Partnered with Women in Resource Development Committee (WRDC), to plan delivery of the Orientation to Trades and Technology (OTT) program in two new locations in 2009-2010 – Clarenville and Labrador City.
- Helped 15 mature workers transition to new employment opportunities in Trouty, where the fish plant had closed the year before, with the Targeted Initiative for Older Workers program delivered in partnership with the Bonavista Chamber of Commerce.
- Five plant workers displaced in the 2007 Lafarge plant closure in Corner Brook graduated from CNA's Heavy Equipment Operator program. The career decision was made as a result of participation in Skills4Discovery, a Career Exploration and Workplace Essential Skills Enhancement program.
- Introduced Workplace Essential Skills assessments for community organizations in St. John's to involve their clients – including 22 youth and 12 older workers – in career exploration and employment preparation.

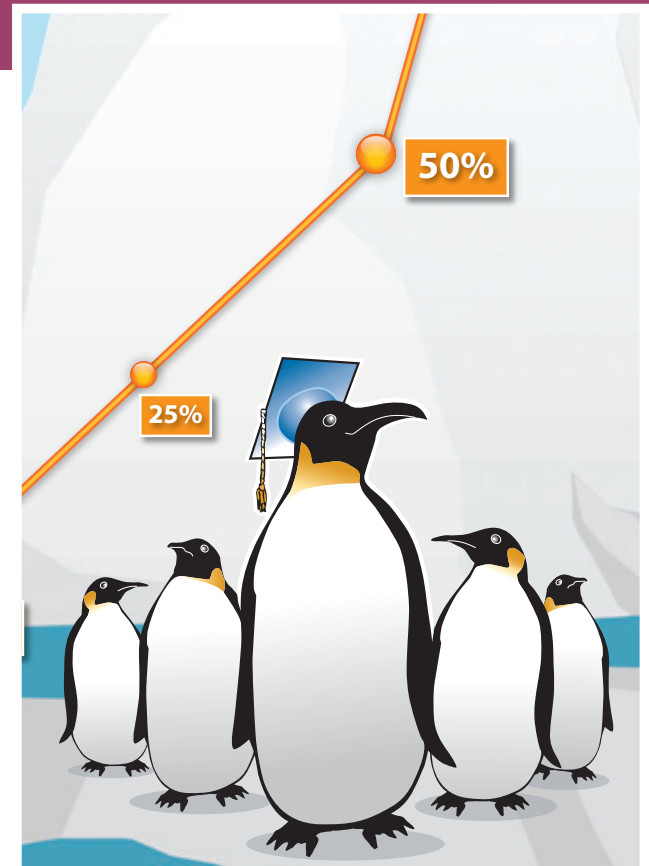
## Indicators

**1.4** Maintained distance learning opportunities to support outreach

**1.5** Enhanced and modernized shops

## Outcomes

- CNA expanded its outreach via DLS, with students enrolled from nearly 400 communities; registrations from 12 Canadian provinces and territories; and registrations from international applicants.
- Maintained 284 online courses that specifically support on-campus delivery.
- Nine training events were designed and delivered at various campus locations: 105 CNA instructors were trained to use the Desire2Learn software for online course delivery and development.
- Thirty-five DLS courses were developed or substantially re-developed in 2008-2009 – an increase of 40 per cent from last year. These included 10 courses to support the online Early Childhood Education diploma program.
- Students from DLS (virtual campus) successfully competed in the provincial Business Case competition (won silver) and subsequently competed internationally in Qatar.
- Industrial Trades shop modernization and improvement work was completed in 2008-2009, with a total investment of \$1.9 million.
- Delivery and quality of Industrial Trades programs were 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, better lighting and new ventilation systems.
- Funded projects included:
  - Piping Trades Shop (Clareville) – complete renovation that included new ventilation system, safety enhancements and new training equipment (welding machines, boilers, tools).
  - Carpentry Shop (Carbonear) – full modernization that resulted in a safer working environment and better utilization of space. It included a new dust extraction system, safety enhancements, and new learner oriented training equipment (CNC machine, saws, shaper and jointer).



The Office of Alumni and Advancement works with industry and corporate partners to develop new scholarship and bursary opportunities, including the banking sector. This past year, a total of \$93,500 in scholarships and donations was secured, including a three-year, \$51,000 endowment from TD Canada Trust, to be distributed across all programs.



The Paramedicine program (launched at the college in 2006) received full six-year accreditation status from the Canadian Medical Association this year.



**1.6** Improved quality through program reviews conducted in priority areas

Indicators	Outcomes
	<ul style="list-style-type: none"> <li>• Machinist Shop (Placentia) – extensive upgrade of machinist equipment included purchase of new equipment (lathes, milling machines, shapers, and radial arm drill press), installation of a new Inspection Lab with environmental controls, and new instruments to carry out quality assurance and quality control (QA/QC) analysis.</li> <li>• Hairstyling Shop (Bay St. George) – complete renovation.</li> <li>• Welder Fabricator Shop (Burin) – replaced welding machines.</li> <li>• Heavy Equipment Operator (Bay St. George) – two new cranes were added to the equipment fleet.</li> <li>• Non-Destructive Testing Facility (Port aux Basques) – extensive upgrades were completed, including the addition of Phased Array testing equipment.</li> </ul>
	<p>The quality of CNA’s programs was improved through the following outcomes:</p> <ul style="list-style-type: none"> <li>• The assessment and updating of the five-year program review schedule to reflect current priorities.</li> <li>• The completion of nine program reviews to ensure relevancy and currency of curriculum. (Medical Radiography, Programmer Analyst (Business) Co-op, Textiles: Craft &amp; Apparel Design, Computer Systems and Networking, Early Childhood Education, Electrical Engineering Technology (Power &amp; Controls) Co-op, Respiratory Therapy, etc.)</li> <li>• The initiation of 18 program reviews in 2008-2009, including:             <ul style="list-style-type: none"> <li>• Nutrition and Foodservice Management</li> <li>• Business Administration (Human Resource Management)</li> <li>• Web Site Administrator</li> <li>• Civil Engineering Technology</li> <li>• Occupational Therapist Assistant/Physiotherapist Assistant</li> <li>• Natural Resources Technician</li> </ul> </li> </ul>

## Indicators

**1.7** Enhanced program development processes, which reflect the needs of the labour market

## Outcomes

- Approved three new programs through Academic Council in 2008-2009.
- Provided DACUM (Developing A Curriculum) Level I training workshop for faculty (program developers) and CT&CE staff.
- Delivered two outcomes assessment workshops for School of Business curriculum teams.
- Delivered four workshops titled Active Learning in Industrial Trades Programs.
- Organized and delivered 2nd Annual Program Development Forum focusing on information management for college program materials; introduced Outcomes-Based Education model.
- Policy review for new program development, program review – CT&CE is currently being appraised by management.
- Improved the process for continuous quality improvement and timely updating of course outlines for industry currency and relevancy.
- Updated program development model to assess potential distance learning opportunities during planning stages.
- Initiated development of Academic Audit (Program Delivery) Framework.
- Program Development office and CT&CE developed implementation plan for Worldwide Instructional Design System (WIDS) at CNA.
- Purchased more than 200 occupational DACUM charts to aid in developing quality programs and courses.
- Six new programs developed or currently under development, including:
  - Surveying Technician
  - Video Game Design
  - Social Work Assistant
  - Hunter/Fisher Guide training program.

## 2009-2010 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:

- Continued to improve capacity adjustment in program offerings.
- Continued to improve capacity adjustment in course offerings.
- Increased learning opportunities by delivering transitional programs.
- Maintained ongoing distance learning opportunities to support outreach.
- Continued to enhance and modernize shops.
- Improved quality through program reviews and development, conducted in priority areas, aligned with the labour market.
- Enhanced program articulation and transfer agreements.
- Implemented policy, procedures and business model for institutional research and planning.

## 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 the learners.

During the 2008-2009 fiscal year College of the North Atlantic 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, 2009, College of the North Atlantic will have completed the planning and assessment necessary to enhance learning experiences.

### Measure:

Completed planning and assessment

Indicators	Outcomes
<p><b>2.1</b> Learning college principles are implemented through the completion of the Learning and Development Plan</p>	<ul style="list-style-type: none"> <li>• Human Resources completed five-year Strategic Business Plan (learning and development plan) including goals to support CNA's teaching, learning and research.</li> <li>• Planned and implemented 2nd Annual Leadership Advance with 70 CNA managers, under the theme of Collaborative Leadership.</li> <li>• Planned and delivered two workshops on Managing Workplace Conflict Using a Collaborative Approach, with support staff, faculty and management; initiated evaluation and further planning.</li> <li>• Three train-the-trainer workshops were planned and one has been delivered to date, to administrative staff and team leads on PeopleSoft upgrade. Phase One (Finance) was completed.</li> <li>• Planned and implemented the first in a series of Project Management workshops for both managers and staff.</li> <li>• The Task Force for Continuous Learning was formed through an internal call for expressions of interest. Five focus groups were held to review CNA's Professional Development program. The co-chairs of the task force submitted a report with recommendations for a Learning and Development Plan; and presented it to CNA's Executive.</li> </ul>
<p><b>2.2</b> Increased opportunities for community connections through the documentation of existing connections and gap identification analysis</p>	<p>During 2008-2009 CNA documented many community connections and identified gaps or areas for improvement to enhance learning experiences.</p> <p><b>Economic and social development</b></p> <ul style="list-style-type: none"> <li>• While we do not do year over year comparative analysis, anecdotal evidence indicates growth in the college's capacity in this regard. During the past year CNA employees volunteered on the Newfoundland and Labrador Regional Economic Development Association – various Regional Economic Development boards; rural secretariats; school boards, school councils, Junior Achievement of Newfoundland and Labrador, Laubach Literacy, Rotary, Conservation Corps, Lions clubs, boards of trade, chambers of commerce, municipal governments, Labour Market Development Agreement committees, youth protocol committees, Status of Women councils, community education networks, professional associations and many more.</li> </ul>



## Indicators

## Outcomes

- CNA campuses provided space and support for community organizations, including: Women in Resource Development, Junior Achievement, Laubach Literacy, Vera Perlin Society, T.I. Murphy Centre, Work Out World, and Riddles and Rhymes Daycare.
- CNA hosted provincial Skills Canada competition and chaired Newfoundland and Labrador Skills Canada event.

### Faculty/staff/student involvement in fundraising events

- CNA staff, faculty and students held fundraising events at campuses and in communities, raising funds for food banks, blood donor clinics, Run for the Cure, Relay for Life, the Children's Wish Foundation, turkey drive, Christmas boxes to underdeveloped countries, and many more.
- The Western Newfoundland Chef's Association carried out several fundraisers for scholarships for students in the Bay St. George Cook and Baker programs.

### Co-sponsorship/student learning

- CNA co-sponsored, and students, faculty and staff volunteered for provincial events such as hosting the Janeway Telethon at Prince Philip Drive campus, and providing sound for East Coast Music Awards events in Corner Brook, February 2009.
- Businesses and non-profit organizations provided hands-on learner placements and on-the-job training for learners in program-related work in media, arts, businesses, corrections, community development, journalism, literacy, construction projects and environmental clean-ups, to name a few.
- CNA hosted volunteer initiatives such as Students in Free Enterprise, Community Studies events and Business Case Competitions.
- Learner Services sponsored Junior Achievement in the development and delivery of programs for young entrepreneurs.
- CNA's Marketing and Communications department sponsored organizations and events, providing jackets, apparel and various other promotional items for sports teams, the Junior Achievement program and many others.



We launched our first commercial, designed by CNA's in-house experts: "Puzzled about your future?" aired on NTV, CBC and cable networks province-wide.

The Bonavista Institute for Cultural Tourism launched its first program in September 2008. Building Place: Planning and Developing a Creative Cultural Destination utilized the Bonavista region as a living lab with components of the program offered in Port Union, Amherst Cove, Elliston, Spillar's Cove and Bonavista.





Nanuk's Notebook (a blog by CNA's mascot) was launched, incorporating a two-week radio contest. The department also implemented a campus-wide student snow sculpture challenge to incorporate our mascot.

In keeping with expanding visibility and marketing reach, CNA's Marketing and Communications department created an official Facebook page (social media marketing tool), started development on a Virtual Tour and college YouTube channel, as well as additional online advertising.



Indicators	Outcomes
	<p><b>College-wide initiatives</b></p> <ul style="list-style-type: none"> <li>• CNA hosted its 3rd Annual Oil and Gas Sector Stakeholder Forum in February 2009.</li> <li>• Academic and Learner Services planned Learner Services Ameliorate – a gathering of learner services staff to take place in May, 2009 to enhance services for learners.</li> <li>• Office of Applied Research staffed two new positions, Industry Liaison Officer and Innovation Officer, to build community and regional strengths in research and development, technology transfer and economic development.</li> <li>• Student development officers, CNA's recruiters, conducted more than 300 community visits.</li> <li>• All 17 campuses held annual Partner Recognition Day on March 5, 2009, attended by 426 partners.</li> <li>• CNA's College Day on November 6, 2008 was attended by 66 schools, 3,152 students, and 76 general public.</li> <li>• CNA learner services staff visited 160 high schools, reaching over 7,000 students, during the 2008-2009 fiscal year.</li> <li>• The 3rd Annual Career Fair, October 2, 2008, was met with 41 exhibitors and 986 student participants.</li> <li>• The 3rd Annual Virtual Career Fair, March 16-30, included 1,061 participants.</li> <li>• All CNA campuses held Open House and/or hosted school visits and tours in February and March 2009.</li> </ul> <p><b>Campus events</b></p> <ul style="list-style-type: none"> <li>• Corner Brook campus held Technical Thesis Day – innovative demonstrations and presentations of research by students with industry invited.</li> <li>• Happy Valley-Goose Bay campus held its annual Cultural Awareness Day on February 4, 2009.</li> <li>• Prince Philip Drive campus held Oil &amp; Gas Week, February 23-27, 2009.</li> <li>• Several campuses held mini courses for junior high and high school students.</li> </ul>

## Indicators

## Outcomes

- Hosted Skills Work for Women events and Girls Engaged in Trades and Technology camps (GETT) at several campuses.
- Provided information sessions on new programs, i.e. Boat Manufacturing info sessions at Burin, Corner Brook, Happy Valley-Goose Bay, Port aux Basques, and St. Anthony campuses.
- Expanded trade and business networks through Clarenville Trade Show, Burin Peninsula Trade Network and Agrifood Business Network Development (Carbonear campus outreach).
- Held Winter Carnivals in Grand Falls-Windsor and Happy Valley-Goose Bay, February-March 2009.
- The Students in Free Enterprise Synergy Centre was launched at Grand Falls-Windsor campus in Fall 2008 by Advancing Canadian Entrepreneurship and Students in Free Enterprise (ACE/SIFE), as a resource centre offering business assistance services to future entrepreneurs.
- Held Workplace Essential Skills Workshop at Happy Valley-Goose Bay campus in April 2008.
- Held Two Tonne Challenge Student Council fundraiser for community food bank, Labrador West campus in December 2008.



The college hosted its 3rd Annual Oil and Gas Forum in St. John's on February 25, 2009. The theme of the forum was "Training for the Future."

DLS (Virtual Campus) enrollment increased by more than 16 per cent over last year to 4,330 course registrations.





## 2009-2010 Objective:

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

### Measures:

- Developed and implemented select strategies.

### Indicators:

- Continued to develop and implement learning college principles through the completion of the Learning and Development Plan.
- Continued to increase opportunities for connections to communities.
- Maintained ongoing faculty development opportunities in teaching and learning practices.
- Implementation of enhanced principles and practices in continuous learning.
- Enhanced leadership development.
- Developed and implemented a 'Greening Initiative' that contributes to global environmental sustainability.

### Indicators

**2.3** Maintained faculty development opportunities in teaching and learning practices

### Outcomes

- Assisted in development and implementation planning of Accommodating Students with Disabilities faculty training module.
- Participated in President's Leadership and Learning Task Force.
- Developed open access website for collection and dissemination of faculty teaching and learning resources.
- Planned and developed Outcomes-Based Teaching and Learning workshop.
- Involved in Using the Library as a Learning Space faculty training initiative.
- Planned Atlantic Provinces Community College Consortium (APCCC) learning event on Assessment and Evaluation with subcommittee for Atlantic Canada faculty learning events.
- Delivered New Faculty Orientation to Teaching and Learning in Fall 2008.
- Planned, designed and co-ordinated two workshops on Managing Workplace Conflict Using a Collaborative Approach, with participants from faculty, support staff and management; initiated evaluation and further planning.
- Assisted more than 40 faculty in professional development (PD) planning process; provided more than 25 consultations with faculty on teaching and learning.
- Promoted faculty involvement in consultations on PD and in participating on CNA's Task Force on Continuous Learning.
- Planned, designed and initiated faculty participation in project management workshops.

## 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 2008-2009 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, 2009, College of the North Atlantic will have implemented promotional and retention strategies to maintain or increase enrollment to support sustainability.

### Measure:

- Implemented promotional strategies
- Implemented retention strategies

### Indicators

**3.1** Maintained enrollment in key areas

**3.2** Enhanced promotional strategies for targeted college communities

### Outcomes

- All 17 campuses in Newfoundland and Labrador utilized new Access for Success processes and protocols to enhance student success and retention.
- Overall enrollment levels were on par with previous years with increases in targeted areas where capacity had been expanded (e.g. industrial trades).
- Conducted Early Leaver Survey in Spring/Summer 2008 to examine why students were leaving the college.
- Focused on collection and analysis of retention data in collaboration with the Office of Institutional Research and Planning.
- AFS Provincial team held consultations with all Campus Administrators to discuss interventions required, suggested revisions/upgrades and accomplishments and successes.
- DLS course registrations increased from 3,734 in 2007-2008 to 4,330 in 2008-2009, a 16 per cent increase.
- Expanded recruitment radio advertising campaigns to Alberta and Ontario markets.
- Developed and aired television campaign for CBC/NTV.
- Introduced CNA Facebook page for targeted student recruitment.
- Developed consistent look for schools posters and created schools sections on website.
- Developed Nanuk/CNA mascot microsite/blog.
- Developed new television commercial highlighting college program areas.
- Built stronger link between marketing and recruitment activities (joint strategy).
- Implemented Live Chat on CNA website.
- Developed and implemented Spring Orientation at every campus.
- Increased local cable ads.
- Sponsored high school sports teams.
- Placed program videos on YouTube.
- Placed CNA calendars and school brochures in common areas of hospitals and clinics.
- Developed and distributed CNA promotional video to all campuses.



Daryl Walker, a third-year Geomatics Engineering Technology student, was named the Canadian Association for Co-operative Education's (CAFCE) Co-op Student of the Year for 2008.

Alum Joan Blake was the recipient of the \$1,000 McGraw-Hill Ryerson Student Scholarship Award, which focuses on the student experience and rewards students who enhance the teaching and learning environment.



### 2009-2010 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.

#### Measures:

- Enhanced promotional and retention strategies.

#### Indicators:

- Maintained key capacity levels across academic schools.
- Assessed and enhanced promotional and retention strategies for targeted college communities.
- Developed and implemented creative student recruitment techniques and practices.



## ISSUE 4: INTERNATIONAL CAPACITY

College of the North Atlantic recognizes the importance 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 2008-2009 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, 2009, College of the North Atlantic will have completed the assessment and developed a plan outlining new priority initiatives, as well as continued implementation of current strategies to enhance international capacity.

### Measure:

- Completed assessment and developed plan
- Implemented strategies

### Indicators

**4.1** Enhanced learning environment for international experiences

### Outcomes

- Enhanced model for working with campus administration in support of international student opportunities.
- Increased international cultural activities (International Bazaar, International Day, etc.).
- Increased/enhanced connections and support for international students through mentoring.
- Enhanced model for working with program developers in responding to international programming requests.
- Secured new transfer agreements between Qatar campus and University of Leeds and University of Teesside:

#### University of Leeds

- Banking
- Business Management (Accounting)
- Business Management (Human Resource Management)
- Business Management (Marketing)
- Electrical Engineering Technology (Power and Controls)
- Instrumental Engineering Technology

#### University of Teesside

- Telecommunications Engineering Technician
- Electrical Engineering Technician (Power and Controls)
- Mechanical Engineering (Industrial Maintenance)
- Chemical Processing Technology

**4.2** Increased community and corporate training activity at CNA-Q

- Activities for the Corporate Training and Continuing Education department at CNA-Q amounted to 2,076 student registrants in 2007-2008, and nearly \$7.2 million Qatar Riyal (QR) in revenue (about \$2.3 million Canadian) – a 40 per cent increase in revenue from the previous year.

CNA-Qatar was successful in securing transfer agreements with the University of Leeds and the University of Teesside.



Indicators	Outcomes
<p><b>4.3</b> Enhanced alignment of direct student recruitment activity</p>	<ul style="list-style-type: none"> <li>• Planned and implemented continuing education initiatives to expand community and corporate sector reach. This included a shift, where possible, to directing companies into multi-company training as opposed to single-company contract training.</li> <li>• Developed and distributed a formal Continuing Education Calendar of Activities for fall and winter semesters.</li> <li>• Developed both credit and non-credit continuing education programs in partnership with Deans and the Program Development office.</li> <li>• Continued to pursue strategic and high value contract training opportunities through building on existing relationships and publicly announced opportunities.</li> <li>• Expanded client base in terms of breadth (number of corporate clients served) and depth (increased business with existing clients).</li> <li>• Continued formalized partnership in several departments, whereby a close working relationship has been established with instructional co-ordinators, chairs, and others.</li> <li>• Partnered with academic departments to, where possible, link training to internationally recognized accreditation.</li> <li>• Updated and enhanced the content for the CT&amp;CE component of the CNA-Q website.</li> </ul> <ul style="list-style-type: none"> <li>• Reviewed and conducted analysis on direct student recruitment activity to date.</li> <li>• Realigned focus to specific areas of international interest.</li> <li>• Realigned activity to support direct student recruitment efforts in selected geographic regions.</li> <li>• Assessing alternate processes for international student recruitment.</li> </ul>

Indicators	Outcomes
<p><b>4.4</b> Maintained international student enrollment</p>	<ul style="list-style-type: none"> <li>• Enrollments at partner institutions in China have increased approximately 50 per cent from 1,000 to 1,500 in the 2007-2008 academic year.</li> <li>• International students registered at the fall semester included 35 regular international students and nine international contract students (maintaining level in last academic year of 44 international students).</li> </ul>
<p><b>4.5</b> Increased awareness of international opportunities by developing a framework for the implementation of institutional partnerships in other geographic regions</p>	<ul style="list-style-type: none"> <li>• Began development of institutional partnership framework. Development will continue into 2009-2010.</li> <li>• International partnership model has been refined for use beyond current geographical markets.</li> <li>• Currently exploring opportunities in new geographical areas; meetings and dialogue ongoing with potential partners in India.</li> </ul>
<p><b>4.6</b> Ensured quality standards through the development of an academic and financial audit plan for CNA-Q</p>	<p>Academic Audit (Internal)</p> <ul style="list-style-type: none"> <li>• Began development of academic audit plan.</li> <li>• Terms of reference has been developed.</li> <li>• A Categories and Description document was developed to guide the audit team, and an evidence list has been developed.</li> <li>• Audit scheduled for Qatar campus for second week of June 2009.</li> </ul> <p>Finance Audit (Internal)</p> <ul style="list-style-type: none"> <li>• Developed audit plan and conducted audits in Finance division to confirm Policy and Procedure compliance in April 2008.</li> <li>• Responses to finance audit findings completed.</li> <li>• Internal auditors scheduled to travel to Qatar late summer to follow up on 2008 finance audit findings.</li> </ul>

CNA presented the 2008 Awards of Excellence this spring: Keith White, manager of business solutions, was presented with the Leadership Excellence Award; Wilfred Riego, instructor for Math and Physics at CNA-Qatar, received the Teaching Excellence Award; and Heather Penney, service coordinator for the Virtual Campus, received the Staff Excellence Award. Each of the winners received a \$500 cash prize, \$1,000 toward a professional development opportunity, and an award. The Program Award of Excellence was presented to Conservation Law Enforcement at Bay St. George campus.





College of the North Atlantic-Qatar has won a prestigious international award for its website, an honour it shares with companies like Disney, Porsche and Starbucks. The Interactive Media Awards (IMA) have been held every year since 2006, recognizing excellence in website design and development. CNA-Q won an Outstanding Achievement Award, the second highest honour bestowed by IMA, in the College category for 2009. Only 12 awards have been awarded to date in the College category from entrants around the world.

## Indicators

**4.7** Improved workplace through the implementation of a respectful workplace initiative at CNA-Q

## Outcomes

- Implemented respectful workplace initiative: CNA-Q staff continuing to develop materials, policies and processes, including promotional materials, website, communications strategies, and training needs assessments.
- The recruitment process for Respectful Work Place Coordinator is underway and an appointment is anticipated prior to the commencement of the 2009-2010 academic year.

### 2009-2010 Objective:

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

#### Measures:

- Developed and implemented strategies to enhance international capacity.

#### Indicators:

- Continued to enhance learning environment for international experiences.
- Enhanced alignment of direct student recruitment activity.
- Continued to maintain international student enrollment.
- Increased international opportunities by continuing

development of a framework for the implementation of institutional partnerships in other geographic regions.

- Increased community and corporate training activity at CNA-Q.
- Developed and documented repatriation processes for CNA-Q.
- Enhanced communications and business processes between CNA-Q and CNA-NL.
- Enhanced academic quality assurance processes at CNA-Q.



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, 2009 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, 2009, 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 29, 2009



	<u>2009</u>	<u>2008</u>
<b>Assets</b>		
Current assets		
Cash	\$ 39,444,037	\$ 32,936,016
Receivables - Note 2	15,542,987	12,253,112
Inventory	1,363,371	1,328,381
Prepaid expenses	<u>1,347,841</u>	<u>850,836</u>
Total current assets	<u>57,698,236</u>	<u>47,368,345</u>
Property, plant & equipment - Note 3	18,523,465	15,377,442
Trust accounts - Note 4	<u>1,091,054</u>	<u>727,799</u>
	<u>\$ 77,312,755</u>	<u>\$ 63,473,586</u>
<b>Liabilities and Equity</b>		
Current liabilities		
Payables and accruals - Note 5	\$ 13,578,732	\$ 12,063,965
Deferred revenue - Note 6	5,176,439	4,912,758
Due to Qatar campus - Note 10	13,438,490	8,582,087
Vacation entitlement - management	2,040,253	1,695,313
Vacation entitlement - other	4,988,576	4,366,289
Severance - current portion	<u>1,000,000</u>	<u>1,000,000</u>
Total current liabilities	<u>40,222,490</u>	<u>32,620,412</u>
Trust accounts - Note 4	1,091,054	727,799
Deferred capital contributions - Note 7	5,753,909	5,713,948
Severance	<u>11,304,795</u>	<u>11,054,336</u>
	<u>58,372,248</u>	<u>50,116,495</u>
Equity		
Surplus - net of capital reserve, per accompanying statement	11,055,797	10,337,091
Capital reserve - Note 13	<u>7,884,710</u>	<u>3,020,000</u>
Total Equity	<u>18,940,507</u>	<u>13,537,091</u>
	<u>\$ 77,312,755</u>	<u>\$ 63,473,586</u>

# STATEMENT OF CHANGES IN NET ASSETS

	<u>Operating</u>	<u>Property, Plant &amp; Equipment</u>	<u>Severance and Annual Leave</u>	<u>Surplus - net of Capital Reserve</u>	<u>Capital Reserve</u>	<u>2009 Total</u>	<u>2008 Total</u>
Balance, beginning							
As previously stated	\$ 20,021,187	9,663,496	(16,327,590)	13,357,093		13,357,093	\$ (770,397)
Prior years adjustment - Note 12	(3,020,000)			(3,020,000)	3,020,000	0	
Balance, as restated	<u>17,001,187</u>	<u>9,663,496</u>	<u>(16,327,590)</u>	<u>10,337,093</u>	<u>3,020,000</u>	<u>13,357,093</u>	<u>(770,397)</u>
Property, plant & equipment purchases during year	(7,550,953)	7,550,953					
Amortization of property, plant & equipment	4,392,594	(4,392,594)					
Capital grants received during the year	1,865,556	(1,865,556)					
Amortization of deferred capital contributions	(1,825,595)	1,825,595					
Net book value of property, plant & equipment disposed during the year	12,336	(12,336)					
Surplus of revenue over expendi- ture per accompanying statement__	6,415,916		(832,502)	5,583,414		5,583,414	14,127,488
Capital reserve adjustment - Note 13	(4,864,710)			(4,864,710)	4,864,710	0	
Balance, ending	<u>\$ 15,446,331</u>	<u>\$ 12,769,558</u>	<u>\$ (17,160,092)</u>	<u>\$ 11,055,797</u>	<u>\$ 7,884,710</u>	<u>\$ 18,940,507</u>	<u>\$ 13,357,091</u>

# STATEMENT OF OPERATIONS

	<u>2009</u>	<u>2008</u>		<b>6,415,916</b>	13,838,610
Revenue			Surplus before unfunded adjustments		
Grant-in-aid	\$ 72,040,900	\$ 71,270,800	Unfunded adjustments:		
Facilities	379,433	534,363	Severance	(210,214)	(327,712)
Administration	502,213	1,654,626	Vacation pay	<u>(622,288)</u>	<u>616,590</u>
Instructional	29,547,605	26,885,325	Total unfunded adjustments	<u>(832,502)</u>	<u>288,878</u>
Student services	729,026	671,507			
Information technology	385,180	410,744	Surplus of revenue over		
Resale	4,504,067	4,352,380	expenditures	<u>\$ 5,583,414</u>	<u>\$ 14,127,488</u>
Apprenticeship	3,583,107	2,773,794			
Continuing education	877,734	656,760			
Contracts	7,371,404	6,889,457			
International	886,443	582,537			
Special projects	<u>9,712,142</u>	<u>9,252,987</u>			
Total revenue	<u>130,519,254</u>	<u>125,935,280</u>			
Expenditure - Schedules 2 to 13					
Facilities	6,209,484	5,947,249			
Administration	14,625,167	13,885,620			
Instructional	63,433,805	61,840,706			
Student services	9,572,683	9,267,170			
Information technology	10,411,955	6,584,468			
Resale	5,448,523	5,139,696			
Apprenticeship	2,980,799	2,453,362			
Continuing education	837,983	618,812			
Contracts	7,043,947	5,979,775			
International	841,775	523,070			
Special projects	<u>2,697,217</u>	<u>2,591,303</u>			
Total expenditure before	124,103,338	114,831,231			
special item					
Special item - recovery of rent accrual		(2,734,561)			
- Note 11					
Total expenditure	<u>124,103,338</u>	<u>112,096,670</u>			

# STATEMENT OF CASH FLOW

	<u>2009</u>	<u>2008</u>
Cash flows:		
Surplus of revenue over expenditure	\$ 5,583,414	\$ 14,127,488
Add items of a non-cash nature:		
Loss (gain) of property, plant & equipment	(970)	(1,287)
Loss (gain) on disposal of property, plant & equipment	(47,180)	(215,901)
Amortization	<u>4,392,594</u>	<u>3,719,903</u>
	9,927,858	17,630,203
Changes in:		
Current assets	(3,821,869)	(3,669,178)
Current liabilities	7,602,080	(14,796,206)
Accrued severance	<u>250,459</u>	<u>138,744</u>
	<u>13,958,528</u>	<u>(696,437)</u>
Financing:		
Change in deferred capital contributions	<u>13,961</u>	<u>711,417</u>
Investing:		
Proceeds from sale of property, plant & equipment	60,485	246,162
Additions to property, plant & equipment	<u>(7,550,953)</u>	<u>(6,601,087)</u>
	<u>(7,490,468)</u>	<u>(6,354,925)</u>
Net increase (decrease) in cash	6,508,021	(6,339,945)
Cash, beginning	<u>32,936,016</u>	<u>39,275,961</u>
Cash, ending	<u>\$ 39,444,037</u>	<u>\$ 32,936,016</u>



# NOTES TO THE FINANCIAL STATEMENTS

## 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 as-

sets 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, 2009.

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>2009</u>	<u>2008</u>
Government of Newfoundland HRD Subsidy	\$ 2,919,692	\$ 2,494,254
Students	8,925,953	5,162,436
Other	1,242,394	1,138,887
	<u>3,418,066</u>	<u>4,709,598</u>
	16,506,105	13,505,175
Less allowance for doubtful accounts	963,118	1,252,063
	<u>\$ 15,542,987</u>	<u>\$ 12,253,112</u>

## 3. PROPERTY, PLANT & EQUIPMENT

	<u>2009</u>			<u>2008</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	11,183,416	5,065,851	6,117,565	3,964,464
Computer and peripherals	7,711,602	6,616,283	1,095,319	1,133,566
Furnishings	606,570	444,038	162,532	126,748
Instructional equipment	33,046,654	27,108,757	5,937,897	5,620,832
Other electronic equipment	403,055	198,077	204,978	131,846
Software	372,040	372,040	0	42,244
ERP - PeopleSoft	3,789,958	1,705,481	2,084,477	2,421,230
Vehicles	7,071,900	4,156,703	2,915,197	1,931,012
	<u>\$ 64,190,695</u>	<u>\$ 45,667,230</u>	<u>\$ 18,523,465</u>	<u>\$ 15,377,442</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>2009</u>	<u>2008</u>
Opening balance	\$ 727,799	\$ 544,257
Net deposits and payments	341,052	164,397
Interest	<u>22,203</u>	<u>19,145</u>
Closing balance	<u>\$ 1,091,054</u>	<u>\$ 727,799</u>

## 5. PAYABLES AND ACCRUALS

	<u>2009</u>	<u>2008</u>
Trade liabilities	\$ 5,927,790	5,832,982
Accrued wages and benefits	2,923,278	5,482,464
End of service compensation	3,928,955	
Other	798,709	748,519
	<u>\$ 13,578,732</u>	<u>\$ 12,063,965</u>

## 6. DEFERRED REVENUE

	<u>2009</u>	<u>2008</u>
HRD Subsidy	\$ 1,279,332	1,425,810
Residence and program fees	44,847	95,249
Qatar contribution to ERP	224,919	449,839
Contract training and special projects	3,627,341	2,941,860
	<u>\$ 5,176,439</u>	<u>\$ 4,912,758</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>2009</u>	<u>2008</u>
Balance, beginning of year	\$ 5,713,948	\$ 5,002,531
Contributions received for PPE purposes		
Provincial grants	1,500,000	1,500,000
Special projects	365,556	999,144
Amortization of deferred capital contributions	<u>(1,825,595)</u>	<u>(1,787,727)</u>
	<u>\$ 5,753,909</u>	<u>\$ 5,713,948</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

### Deloitte Inc. commitment

The college has entered into a contract with Deloitte Inc. to develop and maintain a PeopleSoft integrated computerized information system. Committed payments over the next two years are as follows:

2009-2010	1,476,310
2010-2011	379,172

### 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:

2009-2010	1,554,857
2010-2011	1,204,550
2011-2012	452,662
2012-2013	240,262
2013-2014	169,371

## 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. 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.

<b>Due to Qatar</b>	<u>2009</u>	<u>2008</u>
Cash on Deposit	\$ 12,866,939	9,649,883
Payables (accruals)	<u>571,551</u>	<u>(1,067,796)</u>
Net Liability	<u>\$ 13,438,490</u>	<u>8,582,087</u>

<b>Results of Operations</b>	<u>2009</u>	<u>2008</u>
Gross Proceeds	\$ 10,374,712	7,526,173
Management Costs	<u>(3,114,124)</u>	<u>(1,214,005)</u>
Net Proceeds	<u>\$ 7,260,588</u>	<u>\$ 6,312,168</u>

## 11. RENTAL ACCRUAL

As a result of a new lease between the Roman Catholic Episcopal Corporation for Labrador and the Government of Newfoundland and Labrador, entered into on September 1, 2007, the College has recovered \$2,734,561 in unpaid lease payments and related interest for the rental of the former Notre Dame Academy, the Labrador West campus and this is reflected in the 2008 statements. The new lease provides the College with total relief of its liability owing to the corporation.

## 12. PRIOR YEARS ADJUSTMENT

In the current year, the College has reserved \$3,020,000 for infrastructure initiatives. This amount represents rental savings for its Labrador West Campus up to March 31, 2008. As such, this amount has been transferred to capital reserve as at March 31, 2008.



### 13. CAPITAL RESERVE

\$4,864,710 has been reserved, from current year income, to support infrastructure requirements. The Government of Newfoundland and Labrador has directed the funds to be held and considered as support for the College's infrastructure requests.

Capital Reserve balance consists of:

	<u>2009</u>	<u>2008</u>
Opening balance	\$ 3,020,000	\$ 3,020,000
Rent Savings		3,020,000
Government of Newfoundland and Labrador	<u>4,864,710</u>	
Total Reserve	<u>\$ 7,884,710</u>	<u>3,020,000</u>

### 14. 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.

### 15. COMPARATIVE FIGURES

Certain of the 2008 comparative figures have been reclassified to conform to the financial presentation adopted in 2009.

## 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

### Virtual Campus (DLS)

[www.dls.cna.nl.ca](http://www.dls.cna.nl.ca)

An electronic version of this document is available at:

[www.cna.nl.ca](http://www.cna.nl.ca)

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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.



Newfoundland & Labrador's Public College