



# College of the North Atlantic

*Annual Report 2019-20*

**cna**

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## Message from the Board Chair

On behalf of the Board of Governors, I am pleased to present the 2019-20 Annual Report for College of the North Atlantic (CNA). Our 2019-20 initiatives reflect a continued emphasis towards a publicly-funded college system for the province that is focused on student and industry needs and expectations. The college and its stakeholders share a vision of delivering training and supporting applied research and innovation which prepare students for successful entry into provincial, national, and international workforces.

This report outlines the third year of progress on the goals and objectives outlined in the Strategic Plan 2017-20. The college is building targeted capacity with our employer and community partners who are seeking flexible, real-time solutions to their current and future human resource requirements. We are also working with our faculty and staff to find ways to provide the supports, tools, and resources they need to excel.

The college remains focused on our vision of delivering the highest quality teaching and programming for its learners in Newfoundland and Labrador, as well as internationally. Providing innovation support to business and community stakeholders for industry and workforce development is a key priority. Through the ongoing support of the Provincial Government, we are committed to ensuring that students are equipped with the best possible skills. These skills will enable them to succeed in a world that is ever-changing, requiring portable skills that are recognized across jurisdictions.

I acknowledge with great appreciation the volunteer members of the Board of Governors for their dedication and contributions during 2019-20. The Board is committed to reinforce accountability, efficiency, and good governance at the college and the provision of valuable insight towards the institution's advancement.

The last month of our fiscal year brought the unprecedented challenges of COVID-19 to the world and will shape and influence how the college will develop and deliver its programs for the foreseeable future. Our Board, faculty, and staff responded quickly and effectively to enable completion of the school year for our students. The pandemic will induce transformative change, much of which may be permanent, for workplaces in most industrial sectors. CNA is deeply committed to providing leadership and effective supports to our students and employer community in responding to the challenges and opportunities that will emerge from this event.

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

A handwritten signature in black ink, appearing to read 'A. O'Rielly', written in a cursive style.

Alastair O'Rielly  
**Chair**  
**Board of Governors**

## College Overview

Over the last 50+ years since the opening of Trades and Vocational School campuses throughout Newfoundland and Labrador, college education has evolved and responded to the education and training needs of this province. Today, CNA has multiple campuses and delivers programs and services to students here and abroad. Its geographic reach includes students taking its courses and programs in China and Qatar. CNA also recently ramped up its educational development outreach partnering with other institutions to bring Canadian standards, curriculum, and instructional approaches in trades education to developing countries. Additional information on CNA's mandate and lines of business can be found on the CNA website: [www.cna.nl.ca](http://www.cna.nl.ca).

## Our Programs

CNA is one of the largest post-secondary educational and skills training centres in Atlantic Canada; enrolling learners each year in more than 100 full-time programs across five schools: Academics, Applied Arts, and Tourism; Business and Information Technology; Engineering Technology; Health Sciences; and Natural Resources and Industrial Trades.

The Distributed Learning (DL) Service provides online access to college credit courses as well as Certificate and Diploma programs. More than 340 courses are available online as well as complete programs in Business Administration, Comprehensive Arts and Science (CAS) Transition, Early Childhood Education, Industrial Trades, Information Management, Journalism, Office Administration, Rehabilitation Assistant (Occupational Therapy Assistant and Physiotherapist Assistant), and Video Game Art and Design.

## Our Students

CNA students graduate annually from its certificate, diploma, and advanced diploma offerings throughout the province. In addition, CNA serves apprentices by providing block training that enables them to advance through their apprenticeship program and prepares them to write their journeyman certification examination. During the 2018-19 academic year, CNA had nearly 7,000 students enrolled. Most of CNA's graduates are successful in finding employment specific to their fields of study, and as such, our graduates are able to pursue rewarding, creative jobs doing what they were trained to do.

CNA's international development projects and education partnerships currently span several regions: China, South America, South East Asia, and CNA-Qatar (CNA-Q). The State of Qatar's Technical College in Doha is CNA's largest international partnership that includes CNA programming in Engineering Technology, Business Studies, Health Sciences, and Information Communications Technology while providing internationally-recognized technical and vocational education and training in partnership with employers. CNA-Q serves some 3,000 students, while CNA-NL serves nearly 375 international students across 17 campuses in Newfoundland and Labrador. CNA also partners with four institutions in China where over 430 students are enrolled in CNA programs. CNA is a lead partner with the Colleges and Institutes Canada (CICan) Kenya Education for Employment Project (KEFEP) in Kenya and the Global Affairs Canada Vietnam Skills for Employment Project (VSEP) in Vietnam.

## Board of Governors

Alastair O'Rielly - Chair  
Elizabeth Kidd, President & CEO  
Peter Adams  
Mark Bradbury  
Devon Brake  
Debbie Brake-Patten  
Dorothy Earle  
Candice Ennis-Williams  
John Gibbons  
Brenda Kelleher-Flight

Kevin Kelly  
Chris Newhook  
Kenneth Patrick Martin  
Wade Pinhorn  
Jill Quilty  
Charles James Randell  
Donna Rideout  
Whitney Roberts  
Sam Synard

## Campus Locations

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





## Key Statistics

2018-19 Annual Enrolment – Newfoundland and Labrador Campuses	Total
Academics, Applied Arts & Tourism	1,618
Business & Information Technology	1,585
Engineering Technology	888
Health Sciences	694
Natural Resources and Industrial Trades	2,114
<b>College Total</b>	<b>6,899</b>

Note: Inclusive of students registered between September 1, 2018 and August 31, 2019. The 2019-20 academic year is not complete until August 2020; therefore, 2018-19 data is provided for this report.

2018-19 Annual Continuing Education Activity	Number Registered	Total # Of Hours
<b>College Total</b>	<b>10,657</b>	<b>142,179</b>

Note: Inclusive of Credit, Non-Credit & Contracts and students registered between September 1, 2018 and August 31, 2019. The 2019-20 academic year is not complete until August 2020; therefore, 2018-19 enrolment data is provided.

Employee Data by Position Type (March 31, 2020) – Newfoundland and Labrador				
Support Staff	Faculty	Management	Non-Union / Non-Management	Total
485	636	113	21	<b>1,255</b>

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

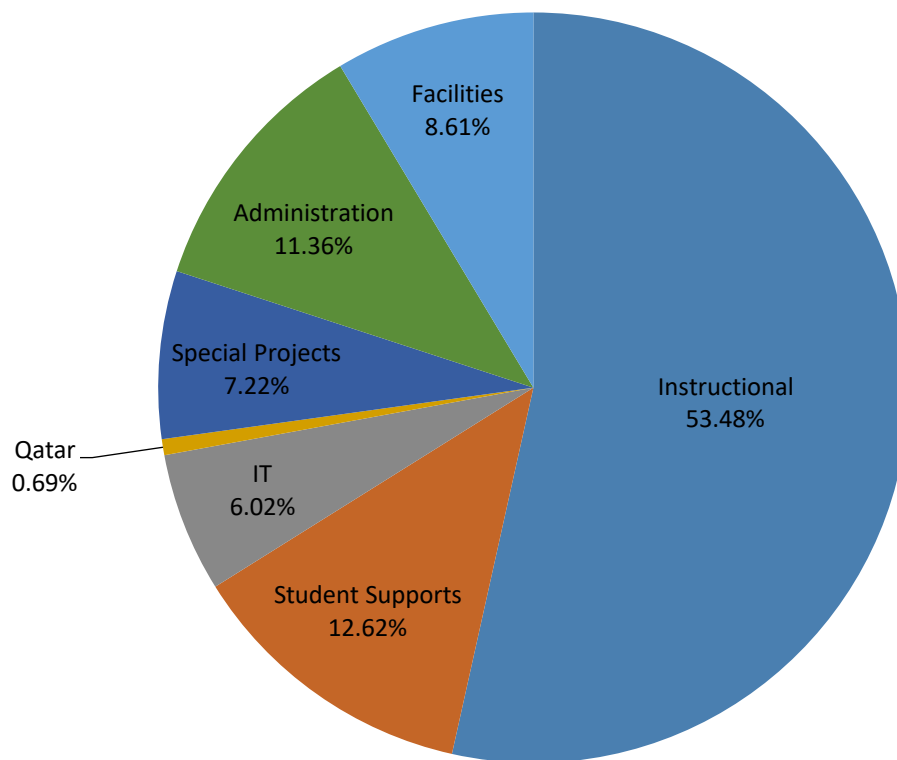
## Financial Summary

CNA recorded gross expenditures of \$128.9 million in 2019-20, the majority (\$68.9 million, 53.48 per cent) in support of instruction programs, followed by Student Supports (\$16.2 million, 12.62 per cent) and Administration (\$14.6 million, 11.36 per cent).

The largest source of revenue (\$63.6 million, 48.62 per cent) was the annual grant-in-aid provided by the Provincial Government, with the next three main sources consisting of Federal (\$26.3 million, 20.18 per cent), Tuition and Fees (\$17.9 million, 13.70 per cent), and International/Projects (\$12.4 million, 9.49 per cent). Details on CNA's audited finances are provided in the 2019-20 Financial Statements (Appendix B, page 26).

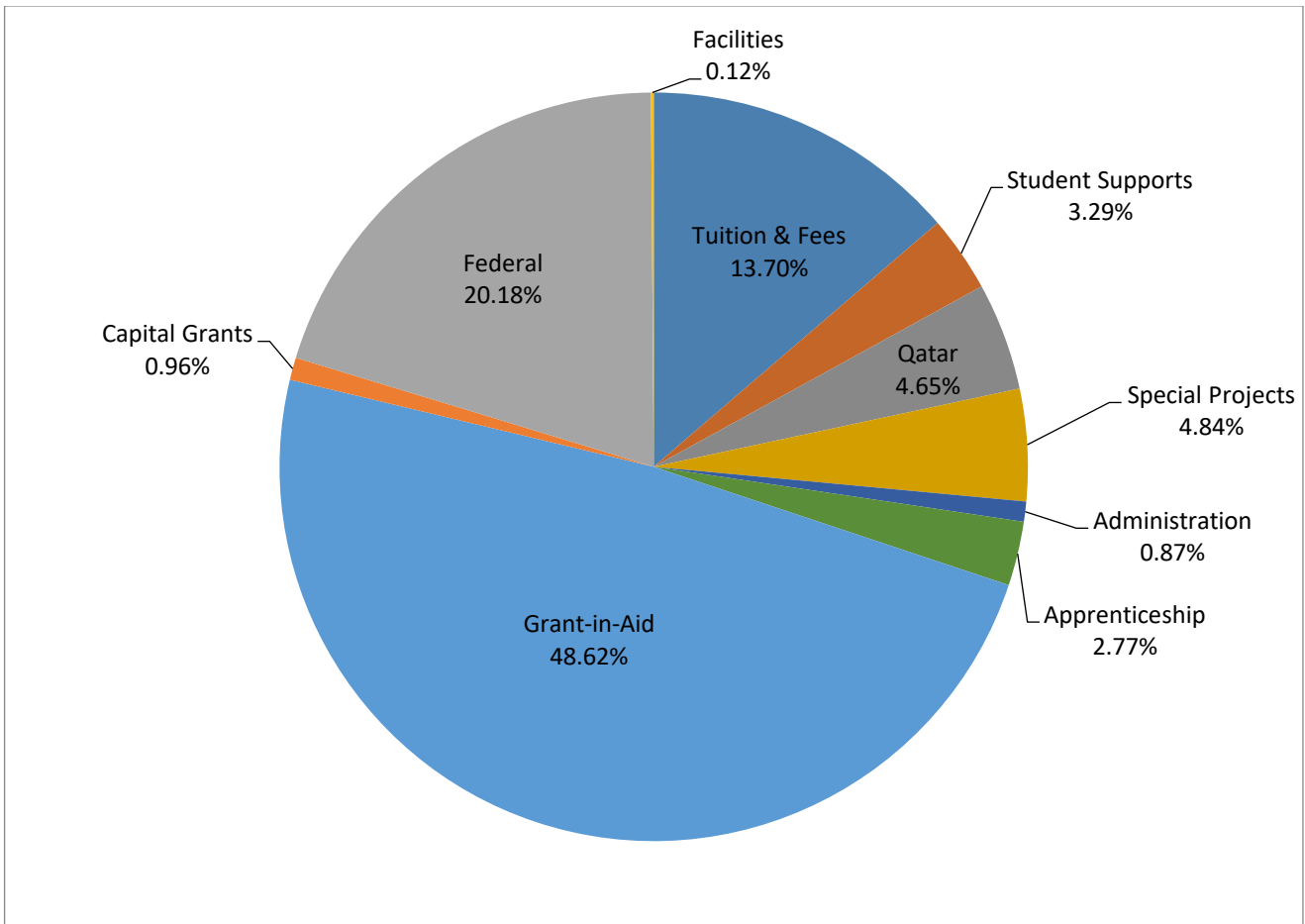
## 2019-20 Expenses

Line Item	Amount
Instructional	\$68,955,873
Student Supports	\$16,268,022
Administration	\$14,650,591
Facilities	\$11,097,673
Special Projects	\$9,312,566
Information Technology (IT)	\$7,755,659
Qatar	\$886,564
<b>Total Expenditure</b>	<b>\$128,926,948</b>



## 2019-20 Revenue

Line Item	Amount
Grant-in-Aid	\$63,605,300
Federal	\$26,395,386
Tuition & Fees	\$17,927,610
Special Projects	\$6,327,615
Qatar	\$6,083,333
Student Supports	\$4,305,112
Apprenticeship	\$3,622,940
Capital Grants	\$1,262,400
Administration	\$1,133,842
Facilities	\$156,562
<b>Total Revenue</b>	<b>\$130,820,100</b>





## Highlights and Partnerships

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

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

### Accolades Received by College Staff and Students

Dr. Gary Thompson, Director of Innovation with CNA, was named Geoscientist of the Year by the Canadian Institute of Mining, Metallurgy, and Petroleum – Newfoundland and Labrador (CIM-NL) at its annual conference in St. John's. Most recently, Dr. Thompson's research has focused on improving methods within mine operations to determine gold concentrations (grade) to improve productivity. He facilitated the establishment of two research laboratories at CNA: an applied Mineralogy Lab (Laser-Induced Breakdown Spectrometry facility) in St. John's and a Mineral Processing Lab in Baie Verte. This work has led CNA's Office of Applied Research and Innovation to begin developing a cutting-edge hyperspectral scanning unit in the largest multi-million dollar research project that CNA has ever undertaken.

Rafael Fernandez, an Industrial Engineering Technology student at CNA's Ridge Road campus, was invited to be part of 2019's Paradigm Hyperloop Pod Competition team. The team, comprised mainly of Memorial University (MUN) and Northeastern University (Boston, MA) students, had been working to develop a pod that will stand up to the demands of the competition. Fernandez collaborated with MUN civil engineering students to design a sub-track, as per SpaceX's specifications, which would allow the team to test the pod before heading to California (USA). Organizers were impressed with Fernandez's work, and he was offered an opportunity to join this year's SpaceX competition team. He was the only CNA student on the approximately 85-member team involved in the fourth instalment of the SpaceX competition that took place in California during July 2019. Approximately 40 team members travelled to Los Angeles (CA), where 21 teams from all over the world were involved in intense head-to-head competition to develop a form of high-speed ground transportation.

In the two-day Canadian Skills and Trades Olympiad held in Halifax (Nova Scotia) in May 2019, CNA students received one gold, one silver, and four bronze medals. The event included 44 competition areas in six specialties: transportation, construction, manufacturing and engineering, information technology, services, and employment. CNA medal winners were: Shawn French (gold in Automotive Technology), Harrison Tilley (silver in Precision Machining), Ty Menchions (bronze in 3D Digital Game Art), Tori Lawless (bronze in Architectural Technology & Design), Steven Adams (bronze in Electrical Installations), and Michael Barrington (bronze in Refrigeration and Air Conditioning). Skills/Compétences Canada, sponsor of the event, is a national, not-for-profit organization that works with employers, teachers, unions, post-secondary educational institutions, and governments to encourage and support a Canadian approach to promoting skilled trades and technologies to youth.

## College Highlights

In February 2020, the Provincial Government announced an investment of \$10.3 million through the Canada-Newfoundland and Labrador Labour Market Development Agreement (LMDA) for new and enhanced health sciences programming at multiple CNA campuses in the province. CNA will introduce the province's first Advanced Care Paramedicine Program, a post-diploma program offering additional training for current primary care paramedicine practitioners, at the Bay St. George campus in Stephenville and at the Prince Philip Drive campus in St. John's. In addition, to address the significant need for practical nurses and personal care attendants, there will be expanded access to 116 new Practical Nursing seats and 96 Personal Care Attendant seats in new and existing programs beginning in September 2020.

Employment OPTIONS, the final of four employment assistance offices in the province, was launched in August 2019. Its mandate is to increase capacity when it comes to offering and accessing employment planning services across the province. The employment assistance office provides a range of services to employment insurance eligible clients, including career employment planning, job research assistance, and access to skills for long-term employment. Staff work with clients to identify barriers and ways to overcome them and provide assistance with resume writing. The centre also houses on-site resource areas that feature computers for the public to use as a self-service option, job boards that are updated daily for employment opportunities in the region, and information that highlights different resources for individuals on career planning. The centre is a Provincial Government initiative that is federally funded through the LMDA.

CNA entered into a tripartite Memorandum of Understanding (MOU) in June 2019 for a collaboration with Municipalities Newfoundland and Labrador (MNL) and Professional Municipal Administrators (PMA) related to training, innovation, applied research, and economic/community development. The five-year MOU represents a platform for each organization to develop and deliver activities that are beneficial to each of the parties, as well as their stakeholders. The partnership will enable all three to explore applied research and innovation ideas and projects that will help municipalities achieve sustainable communities and best practices, as well as support training needs and human resource development for MNL and PMA clients. Examples of mutual benefits include: (1) provision of skills to CNA graduates needed by MNL and PMA stakeholders; (2) quality training of councillors all over the province; and (3) availability of programs, technology and services to assist municipal administration members in local government management.

In July and August 2019, the Department of Immigration, Skills and Labour (former Department of Advanced Education, Skills and Labour) announced more than \$2.15 million for six new research projects, approved through the Newfoundland and Labrador Workforce Innovation Centre (NLWIC), to strengthen the province's workforce and with a particular focus on under-represented groups. NLWIC is administered by CNA and delivers a provincial mandate to provide a coordinated central point of access to engage all labour market stakeholders about challenges, opportunities, and best practices in workforce development. NLWIC's goal is to research and test innovative models of workforce development that will have a positive impact on employability, employment, and entrepreneurship. The research projects include: (1) \$616,866 to Choices for Youth (Applied Research on Supportive Training, Social Enterprise and Employment First Practices for the Future of NL) to assess and analyze options for education, training, and work and how these relate to changing socio-economic conditions, especially for marginalized youth; (2) \$229,705 to St. John's Board of Trade (Research on Barriers and Opportunities to Workforce Participation for Older Workers) to explore the barriers older workers face in the labour market, and optimizing opportunities; (3) \$227,211 to Academy Canada (Enhancing Employability through Soft Skills Development) to focus on post-secondary institution graduates,

including under-represented groups and the public throughout the province; (4) \$824,493 for YMCA of Western Newfoundland (Employment Services YES! Pilot Project) to explore best practices in the delivery of employment programs, services, and supports for at-risk youth and young adults aged 15 to 40; (5) \$248,535 to Community Education Network Southwestern NL (Workforce Innovation through Social Enterprise) to facilitate evidence-based research and analysis, as well as share resources and practical tools to support the growth of social enterprise throughout the province; and (6) \$74,525 for the Corner Brook Status of Women (A Community-Minded Social Enterprise: An Inquiry for Viability) to explore the conditions necessary for the success of a social enterprise in the Crestview area of Corner Brook in partnership with the Vine Place Community Centre.

In August 2019, CNA introduced several new innovative programs for future graduates, such as Agriculture Technician (Co-op); Atlantic Trades Business Seal; Arts & Design Essentials; Cultural Culinary Arts & Tourism; Geological Technician; and Tourism & Hospitality Services. As with any certificate or diploma program offered at CNA, each of these new initiatives have been designed to fulfill a niche in the labour market and reflect the ever-changing demands for skilled training opportunities in the province. CNA reviews programs year-round as part of its operational management responsibility. Adding or modifying the college's offerings can be expected each year with a view to ensuring students receive relevant post-secondary education opportunities that align with the specific needs of CNA's community and industry stakeholders.

CNA and the Royal Bank of Canada (RBC) announced the signing of an MOU in February 2020 at the Carbonear campus. The MOU is based on delivering upon four key strategic areas: (1) building stronger communities and systems of support for youth and families; (2) providing the right advice at the right time to families and young people on their academic and early career journey; (3) making students a part of the conversation so they are a part of the solution; and (4) providing opportunities for the community to convene and connect around important issues and key opportunities. Highlights included a \$100,000 donation from RBC Foundation to fund a student success program and a two-year subscription to the online mentoring and networking platform, Ten Thousand Coffees (valued at \$40,000). RBC also introduced an innovative new scholarship program designed specifically for students who are not in school or are studying part-time. Neither grades nor transcripts are required to apply for the scholarships, broadening the opportunity for many students. These elements are all part of RBC Future Launch – a \$500 million initiative designed to help Canadian youth prepare for the jobs of tomorrow by providing skills development, networking, work experience, and increased access to mental well-being supports and services.

In May 2019, CNA launched a complete redesign of its website. Its Marketing, Communications and Recruitment Department developed a visually appealing product that meets several needs when it comes to communicating relevant information as soon as prospective students, influencers or stakeholders visit the site. The homepage has many features that convey an enhanced focus on prospective students and their support network. It was felt by designers that it was essential for newcomers to be able to navigate the site and access programs and services with greater ease, especially when visiting through a mobile device, which makes up for approximately 60 per cent of website traffic, with an ever-increasing percentage. The main landing page on [www.cna.nl.ca](http://www.cna.nl.ca) is recruitment-focused; however, current CNA students have their own portal to access pertinent information, MyCNA, which includes links to: career resources, student union information, recreation, financial support, and academic supports. This new section can be found on the top right corner of the main page. Features on the homepage and MyCNA are constantly monitored and edited to ensure that prospective students have the most up-to-date information available for programs and various other services.

CNA secured two new projects in the Caribbean in 2019-20 that will run for four years with a value of approximately \$720,000 each. These projects are funded by Global Affairs Canada and administrated by CICan. The first project, partnering with Durham College and Mohawk College (ON), is to develop a curriculum for a new program in renewable energy with a focus on training Aboriginal populations and vulnerable sectors in Guyana. The second project, partnering with Niagara College (ON), is to develop a curriculum for a new program in food sustainability for vulnerable youth in Jamaica.

## Report on Performance

### Issue One: Improving Learner Access through Distance Learning

Online learning offers many options to today’s learners and is an important component of CNA’s training delivery. Through online learning, learners can study from anywhere, at any time, and in any weather. Another advantage is the ability to maintain attachment to the labour market while training. By expanding and enhancing distance programming options, persons in rural and remote areas will have increased access to training and learning opportunities. It allows for cost savings on behalf of both the learner and the college with the institution also being able to offer courses and programs that are not restricted by time, place or facilities/equipment. There is the added advantage of courses and programs being consistent, with course materials and textbooks readily available. CNA and its students have already experienced the benefits of distance and blended-learning initiatives by combining classroom and remote learning sites together for the benefit of the learner.

CNA made significant progress towards improving its distance learning opportunities during 2019-20 and successfully met its objective for 2019-20.

Goal 1: By March 31, 2020, CNA will have enhanced learner access to its programs and services through the use of technology.

Objective: By March 31, 2020, CNA will have increased online/distance programming.

2019-20 Indicators	2019-20 Report on Performance
1.1 Applied IT infrastructure to provide improved access for distance learning programs and services	<ul style="list-style-type: none"> <li>• CNA, through its Connected Learning Network (CLN) initiative, added blended learning rooms with state-of-the-art distance learning technology in the following sites: Grand Falls-Windsor, Clarendville, Bonavista, and Burin. These are in addition to the connected learning rooms at Bay St. George, Port Aux Basques, and St. Anthony campuses. Baie Verte campus was successfully developed as a pilot site for on-campus/distance delivery of programs.</li> <li>• CNA piloted Microsoft (MS) Teams integration with Desire2Learn (D2L) Brightspace for real-time engagement by faculty and content delivery to students, which went live early March 2020.</li> </ul>
1.2 Increased student success through an online delivery platform	<ul style="list-style-type: none"> <li>• To support increased student success of DL students, CNA recruited and hired a full-time e-Counsellor dedicated to supporting online students. In addition, a temporary Student Development Officer position was converted to permanent to support fully online students. These support positions are critical since CNA believes that students satisfied with their program are more likely to successfully complete their academic programs.</li> </ul>

2019-20 Indicators	2019-20 Report on Performance
	<ul style="list-style-type: none"> <li>• Student fall course evaluations over a four-year period from 2016 up to 2019 show a steady increase in overall satisfaction (i.e., Agree or Strongly Agree with the statement, “Overall, I am satisfied with this course/program”) in DL courses, from 87 per cent to 91 per cent.</li> <li>• These results were confirmed by the implementation of a separate and independent measure, the Atlantic Regional Survey of College Student Engagement (survey period February 10 - March 1, 2020), where students were asked to indicate their level of satisfaction with supports available to help with technology issues - 87 per cent of DL students indicated they were satisfied.</li> </ul>
<p>1.3 Delivered new DL courses and programs</p>	<ul style="list-style-type: none"> <li>• CNA continues to explore opportunities for offering new programs through online delivery or converting existing programs to online delivery to increase access for students. For the academic year starting September 2019, DL program enrolment increased 21 per cent over the previous year.</li> <li>• Through the leadership of the School of Academics, Applied Arts and Tourism: <ul style="list-style-type: none"> <li>• CNA has reduced barriers to certificate completion in the online Early Childhood Education program and added 120 seats for the academic year 2019-20.</li> <li>• CNA has developed courses in the Tourism and Hospitality Services (Certificate) for online delivery. These courses are offered part-time throughout the year to be accessible to individuals currently employed in the sector, as well as potential employees.</li> <li>• Art and Design Essentials (Certificate) was developed for online delivery with a program intake beginning September 2019. This exciting new program provides students, who can opt to enroll in the full program or courses of interest, a solid foundation to be able to continue in either diploma or degree level programming.</li> <li>• Video Game Art &amp; Design is a three-year program developed initially for delivery on-campus. Now, the first year of the program will transition to online learning to be more accessible and attract a broader student base. In 2019-20, intensive online course development was initiated to convert all three years of the program to full online delivery. This will expand the student base with no geographical boundaries.</li> </ul> </li> <li>• As part of NL’s participation in the Atlantic Apprenticeship Harmonization Project (the School of Natural Resources and Industrial Trades), additional levels in four Industrial Trades programs were expanded for blended online delivery. CNA now offers online learning for apprenticeship training in Welder, Construction/Industrial Electrician, Plumber, and Carpenter programs. In addition, six required academic-related courses were developed for fully online delivery. In the upcoming year, work will begin on conversion of levels II and III in Metal Fabrication.</li> <li>• The School of Business and Information Technology accepted students into two Diploma programs that are now fully online: Business Administration – Marketing, and Office Administration – Records Information Management. Also, starting in October 2019, CNA</li> </ul>

2019-20 Indicators	2019-20 Report on Performance
	<p>successfully developed and began delivery of the Atlantic Trades Business Seal program. This program is available to existing Red Seal journeypersons, who wish to obtain business skills to help them in their existing businesses, to pursue entrepreneurial opportunities or to support their current employers. This is the first fully online delivery of this program in Atlantic Canada.</p> <ul style="list-style-type: none"> <li>• The School of Health Sciences, in partnership with the Centre for Nursing Studies and Department of Health and Community Services, has initiated the conversion of courses in the Practical Nursing program with the view of offering the theory portion online in upcoming terms.</li> </ul>

### Discussion of Results

During 2019-20, CNA actively increased its program offerings and supports for distance learning. It offered several new programs online that had previously been in development, as well as increased capacity for several existing programs. Decisions on increased capacity of DL programs was a direct response to student demand. Work continues on programming analysis and resource efficiency utilization, which will help increase opportunities for learners everywhere. DL opportunities will continue to be explored throughout the 2020-21 academic planning process.

Based on the success of a previous pilot, the Provincial Government extended a training initiative to include development of additional training blocks in four trades programs at CNA (Welder, Electrician, Plumber, and Carpenter) using an online delivery platform. Delivery of these programs began in 2018 -19 and meets a key Government priority to strengthen apprenticeship training.

Also, during the 2019-20 fiscal year, CNA committed to two permanent Student Services team positions to better support student success for DL students.

Indicators (3-yr)	Actual Performance for 2017-18 to 2019-20
1.1 Adapted curriculum models for distance learning technology	<ul style="list-style-type: none"> <li>• To support increased distance learning activity, expanded program delivery, and the development of new curriculum models, a new Centre for Teaching and Learning Innovation has been created. A Director for the Centre, which will be operated virtually, was recruited in February 2020. The Centre was quickly mobilized to support the move of all programs off-campus to remote delivery in March 2020.</li> <li>• To expand beyond distance delivery of credit courses only, operational policies and procedures were developed for the implementation of micro-credentials. Currently five micro-credentials have been developed and an additional 10 micro-credentials are partially developed.</li> <li>• Training support for faculty in the delivery of programs and courses has increased over the past three years. This has resulted in an increased number of faculty training sessions offered and faculty participants. This activity has also been beneficial to students. In a recent Atlantic Regional Survey of College Student Engagement (survey period February 10 - March 1, 2020) students were asked to rank their level of satisfaction with instructor competency with technology. Eighty-three per cent of DL students indicated they were very satisfied. Eighty-two per cent of overall CNA students indicated they were very satisfied.</li> </ul>



Indicators (3-yr)	Actual Performance for 2017-18 to 2019-20
1.2 Expanded use of distance learning technology	<ul style="list-style-type: none"> <li>• As DL celebrated its 20-year anniversary in 2018, a new Connected Learning Network (CLN) was launched. This initiative expanded DL to further support campuses as an increasing number of courses, programs and services are moved to online delivery.</li> <li>• DL enrolment grew by 19.3 per cent from 2017-18 to 2019-20 (based on 1,057 students in 2017-18 to 1,261 students in 2019-20).</li> <li>• Six new fully online programs were offered by DL from 2017-18 to 2019-20, and additional capacity was added to several existing programs.</li> <li>• A blended learning distance delivery model, utilizing multi-campus with shared faculty resources, was implemented between St. Anthony, Bay St. George, and Port Aux Basques campuses for the Business Administration and Office Administration programs. Technology has been acquired and installed to implement a similar delivery model for Clarendville, Burin, and Bonavista campuses in the upcoming academic year.</li> <li>• In a recent Atlantic Regional Survey of College Student Engagement (survey period February 10 - March 1, 2020), students were asked to indicate their level of satisfaction with the use of the online learning platform (D2L Brightspace). Ninety-one per cent of DL students indicated they were satisfied, and 86 per cent of overall CNA students indicated they were satisfied. Only five per cent of DL and four per cent of CNA students overall indicated they were dissatisfied</li> </ul>

## Discussion of Results

The period from 2017-18 to 2019-20 saw growth in both the number of programs and courses delivered online, and in overall student enrolment. The DL model was expanded to include campuses through the new CLN initiative. This growth was supported by investments in Student Services and strengthened campus partnerships for distance delivery.

Investments in technology appear to be paying off. In a recent Atlantic Regional Survey of College Student Engagement (survey period February 10 - March 1, 2020), students were asked to indicate their level of satisfaction with the availability of modern technology by the college (e.g., online services, Wi-Fi). Ninety-three per cent of DL students indicated they were satisfied and 87 per cent of CNA students overall indicated they were satisfied. Only two per cent of DL students indicated they were unsatisfied, and eight per cent of CNA students overall.

## Issue Two: Increasing Collaboration with MUN

CNA, along with MUN, form the publicly-funded post-secondary education institutions in Newfoundland and Labrador. The Provincial Government committed to work with CNA and MUN to enable them to increase the amount of research programs and initiatives undertaken at both institutions, identify ways for the university and the college to collaborate, partner and pool resources in applied research areas, and to assist in supporting and facilitating the transfer of students between the two institutions. As part of this commitment, the Provincial Government convened the Council on Higher Education (CHE) to provide opportunities for cooperation and collaboration between Newfoundland and Labrador's public post-secondary institutions. CNA's partnership with MUN continues to grow through applied research projects and increased engagement with provincial industry for both institutions. Strengthening learning pathways between CNA and the MUN builds a bridge for learners to travel on their career and academic journeys. Further collaboration will ensure that the post-secondary education system is

functioning effectively for its students across the province.

Goal 2: By March 31, 2020, CNA will have increased collaboration with MUN in select areas.

Objective: By March 31, 2020, CNA will have further implemented collaborative initiatives with MUN.

2019-20 Indicators	2019-20 Report on Performance
2.1 Increased collaboration with MUN	<ul style="list-style-type: none"> <li>• Collaboration between MUN’s Interdisciplinary Committee on Ethics in Human Research (ICEHR), CNA’s Office of Applied Research and Innovation (OARI), and NLWIC for vetting of CNA research ethics protocols involving human subjects’ research. Two CNA faculty members have joined the ICEHR board to contribute to research ethics protocol review at both MUN and CNA.</li> <li>• CNA developed and delivered an Orientation to Aquaculture training program, in partnership with Marine Institute, to address the shortage of entry-level workers for the emerging aquaculture industry on the Burin Peninsula.</li> <li>• Joint committee engagement between OARI and MUN on the Department of Tourism, Culture, Industry and Innovation’s Manufacturing Committee.</li> <li>• Joint committee engagement between MUN and CNA on Innovate NL’s five Regional Innovation System Pilots committees on partnerships.</li> <li>• Partnership between CNA and MUN Navigate Entrepreneurship Centre including most recently expanded programs, i.e., Incubation Centre at CNA and Maker Space at Grenfell Campus (MUN/CNA [NLWIC] partnership) on the following initiatives: (1) Innovation 2.0 Conference during Innovation Week 2018 and MUN Grenfell Campus along with Association for New Canadians (ANC); (2) use of common space at Navigate and NLWIC; and (3) a short to long-term plan for the supervision and sharing of current and future student interns, projects’ scopes and results.</li> <li>• CNA (NLWIC)-Navigate joint hosting of Let’s Solve Problems: Collective Problem Solving &amp; Entrepreneurship, a public event in Corner Brook, focused on two speakers’ presentations on related research.</li> <li>• CNA (NLWIC) collaboration with Genesis Centre, Navigate and the Ocean Supercluster’s first of a series of Engage Cafés in NL promoting the new Ocean Startup Project in Atlantic Canada.</li> <li>• CNA (NLWIC), with other Workforce Innovation Centres in Canada, participated in consultations with MUN Harris Centre about the Yaffle.ca transformation project to a Best Practices Repository funded by the Future Skills Centre.</li> <li>• CNA (NLWIC) collaboration with MUN’s Career Development Division on a “Career Development. Workforce Development: Connecting the Dots speaker session”.</li> <li>• CNA (OARI and NLWIC) collaboration with MUN on the college’s implementation of ROMEO grants management software to create a common institutional platform.</li> <li>• Atlantic Study and Stay is a three-year project that began in September 2019 and ends in August 2022. The project is 70 per cent funded by the Atlantic Canada Opportunities Agency (ACOA) and 30 per cent by the</li> </ul>

2019-20 Indicators	2019-20 Report on Performance
	<p>provincial Office of Immigration and Multiculturalism. International Education NL (IENL) manages the project, reporting to both funding agencies, and employs 2.5 employees under the IENL membership group with an overall project value of \$1 million. The goal is to provide a concierge support to 50 post-secondary international students to share information on immigration, the province, and starting a business in the province. This is achieved through online webinars, programs, mentorship program, and annual retreat and conference. CNA, in partnership with MUN, Grenfell College, and Marine Institute, is supporting this initiative together with joint activities for all international students engaged in this project. Annual business case competitions award five \$5,000 non-repayable grants to international students to start a business.</p>
<p>2.2 Persistent and ongoing collaborative support through research partnerships</p>	<ul style="list-style-type: none"> <li>• Collaboration with MUN's Labrador Institute for shared Hyperspectral Imaging expert and the Department of Earth Sciences in support of the CNA Hyperspectral Imaging Project.</li> <li>• CNA Hyperspectral Scanning Unit Project will see faculty, graduate, and undergraduate students from MUN's Faculty of Engineering and Applied Science and Department of Earth Sciences engaged on the research program.</li> <li>• CNA (OARI)/MUN collaboration on Natural Sciences and Engineering Research Council (NSERC) funded "Ore Grade Optimization" project.</li> <li>• MUN and CNA SpaceX Hyperloop Team.</li> <li>• Joint committee engagement between MUN and CNA (OARI and NLWIC) on Council on Higher Education Subcommittee - Applied Research.</li> <li>• CNA (OARI) co-organized NSERC presentation to MUN/CNA faculty on joint funding opportunities for college-university research.</li> <li>• CNA (OARI) joint updates on available research equipment and instruments to the Canada Foundation for Innovation's (CFI) Navigator database and Springboard Atlantic's Atlantic Facilities and Research Equipment Database (AFRED).</li> </ul>

## Discussion of Results

The ongoing relationship between CNA and MUN has provided a key opportunity to leverage MUN's experience with input to the college's decision to implement and adopt the ROMEO grants management software by OARI and NLWIC and to create a common institutional platform. OARI and MUN also share and contribute updates on available research equipment and instruments to CFI's Navigator database and Springboard Atlantic's AFRED database.

In 2019-20, the NLWIC-Navigate collaborations included promotion of speaker events, i.e., Let's Solve Problems: Collective Problem Solving & Entrepreneurship, and other stakeholder engagement events. The most recent NLWIC-MUN collaboration was with the Genesis Centre, Navigate, and the Ocean Super Cluster's (OSC) first Engage Café of the OSC's Oceans Startup Project on March 17, 2020 at Grenfell campus in Corner Brook. This successful event, which NLWIC helped organize, promote and emcee, was significant as it represented the kickoff of the Engage Café series in Atlantic Canada. This particular collaboration is planned to continue into 2020-21 with other Engage Cafés in a format to be determined, pending the COVID-19 pandemic. NLWIC, through the college's Associate Membership in

the OSC and its established partnership with the OSC Oceans Startup Project, will continue to look for opportunities to promote, co-convene, and support the Project’s rollout with MUN Genesis, Navigate, and the Oceans Startup Project teams.

In 2019-20, other collaborations involved the MUN Career Development Division on the NLWIC event “Career Development. Workforce Development. Connecting the Dots.” on May 15, 2019. NLWIC and the four other Workforce Innovation Centres in Canada also participated in consultations with the MUN Harris Centre about the Yaffle.ca transformation project to a best practices repository, a project funded by the Future Skills Centre. This partnership of the MUN Harris Centre, Impact Canada, and the Conference Board of Canada project is now being considered for potential integration with the Future Skills Centre’s new proposed Community of Practice project. NLWIC also held exploratory meetings with MUN Harris Centre on RanLAB and its Strategic Doing Model as potential tools for NLWIC and one of its four new responsibilities as announced by the Provincial Government in November 2019, i.e., the implementation of regionally-focused workforce development committees and action-planning across the province. A final key area of CNA, NLWIC, and MUN collaboration is in the area of research funding, one of NLWIC’s four core activities. In two Calls for Proposals in 2017 and 2018, 20 workforce innovation applied research projects were funded, totaling \$7,663,000. All research projects have continued through 2019-20 and beyond, focus on at least one, and in some cases, all of the following under-represented groups: women, youth, older workers, immigrants and refugees, persons with disabilities, Indigenous peoples, income support clients, and individuals living in rural and remote communities.

In addition to collaborations with MUN, NLWIC’s partnerships extend to other provincial, national, and international organizations under its stakeholder engagement core activity. These collaborations included: the Brookfield Institute for Innovation and Entrepreneurship (BII+E) at Ryerson University, on its “Employment to 2030” research project; the Conference Board of Canada’s Future Skills Centre Regional Sounding National Tour kicked off in Newfoundland and Labrador; and, the Organization for Economic Cooperation and Development (OECD) in the Canadian field research for its international research project, “Getting Skills Right: Future-Ready Adult Learning Systems.” OECD and BII+E released their reports in May and June 2019 respectively, and dissemination to key stakeholders in the province is continuing with both organizations.

Stakeholder engagement beyond research collaborations is another core activity of NLWIC and there was extensive engagement in the form of one-on-one meetings, speaker events, and conferences where NLWIC was a main or co-convenor or panelist. Between April 1, 2019 and March 31, 2020, NLWIC organized 74 meetings and events attended by 650 labour market partners, presented at 12 provincial and national conferences, participated in 36 other meetings and events, and attracted 3,842 followers/users across multiple social media platforms.

Indicators (3-yr)	Actual Performance for 2017-18 to 2019-20
2.1 Enhanced applied research collaboration	<ul style="list-style-type: none"> <li>• CNA (OARI) and MUN have collaborated on 18 applied research projects over the three-year period.</li> <li>• CNA (NLWIC) funded MUN as either a research proponent or partner with other research proponents on five of 20 applied workforce development research projects: (1) as research proponent for “Employer Perceptions to Hiring Newcomers and International Students in NL”, and Genesis Centre’s “Exploring Ways to Foster Innovation in Technology Entrepreneurship – Increased Female Participation and Immigration Initiatives”; and (2) as partner with the Association for New Canadians (ANC) project “Bridging the Divide: Connecting and Preparing Refugees</li> </ul>

Indicators (3-yr)	Actual Performance for 2017-18 to 2019-20
	to Work in the Province’s Agriculture Industry”, with the Social Research and Demonstration Corporation’s (SRDC) project “Development and Pilot Testing of an Innovative Demand-led Training Model to Support Entry and Retention in the Aquaculture Sector”, and with the NL Forest Industry Association’s “Forest-based Bio-economy Development in Newfoundland”.
2.2 Improved mechanisms to support the transfer of learners	<ul style="list-style-type: none"> <li>• A Council on Higher Education Subcommittee on Articulation (transfer agreements) was established between CNA, MUN, Grenfell campus, and the Marine Institute. The Dean of Academics, Applied Arts and Tourism is a Co-Chair and the Director of Academic Development is a member of the Working Group.</li> <li>• A template for MOUs and Articulation Agreements was developed and approved by all institutions. The template is currently in use as part of a renewal process of an articulation agreement with the Marine Institute for the Bachelor of Technology Program.</li> <li>• Projects were initiated to centralize and update all active articulation agreements, as well as update the prior learning assessment policy and procedure.</li> </ul>

**Discussion of Results**

OAIR and NLWIC continued to strengthen their relationships and collaborative opportunities with MUN, as individual offices and together, in a number of applied research partners to meet CNA’s objectives and indicators.

CNA developed a subcommittee to further examine and establish transfer agreements with MUN, Grenfell campus, and the Marine Institute and developed a template for MOUs and articulation agreements for use by all institutions.

**Issue Three: Enhancing Revenue Generating Opportunities**

CNA, like all public colleges across the country, is tasked to provide relevant training opportunities for individuals, communities, and businesses, with a focus on cost-effectiveness and efficiency. Recognizing that CNA, along with its clients, are experiencing economic challenges through increased operational costs, CNA must apply innovative and strategic deployment of resources to identify, develop, and deliver client-focused training which meets the current and future needs of students while aligning with the labour market demands.

Goal 3: By March 31, 2020, CNA will have increased opportunities for revenue generation.

Objective: By March 31, 2020, CNA will have reviewed revenue generating outcomes and made recommendations on future contract training opportunities.



2019-20 Indicators	2019-20 Report on Performance
<p>3.1 Developed partnerships through innovative initiatives to sustain community and business development</p>	<ul style="list-style-type: none"> <li>• Increased the number of approved international agents to recruit for CNA. Increased partnerships with agents to increase the international students at rural campuses and engage them in “off-campus work permits” to fulfill the service gaps/jobs in the community.</li> <li>• Customized and Continuous Learning (CCL) was successful in its proposal to Future Skills Canada, in partnership with the Atlantic Colleges Atlantique (ACA), to develop and deliver an Orientation to Information Technology program, which aims to engage 32 students from under-represented demographics to potential employment pathways in the Information Technology sector.</li> <li>• CCL was awarded funding from Service Canada to develop and deliver a program which addresses the needs of youth who are not in education, employment, or training (NEET). This program will encompass the personal, professional, and technical skills for youth who have not transitioned into the labour market, and will create a training program to build confidence and skills to transition to the next phase of their personal and professional development.</li> <li>• CCL developed a successful partnership with Raytheon Canada and Nunatsiavut Government which brought the delivery of Electronic Systems Engineering Technology to the Happy Valley-Goose Bay (HVGB) campus, which will result in a trained labour pool of Indigenous youth ready for existing employment opportunities in the Electronic Systems Technology field.</li> <li>• Labrador Aboriginal Training Partnership (LATP) and the Nunatsiavut Government also formed a partnership with CCL for the oversight and delivery of CNA’s CAS Trades programs at the HVGB campus. Successful completion of this program will orient youth to several rewarding careers in the trades and will open entrance requirements to Indigenous youth in skilled trades programming.</li> <li>• The safety and training needs of the mining industry were addressed in Labrador through a training partnership with IOC Canada and Tacora Mines, as CCL developed a simulator training strategy that balanced the needs of the two organizations through collaboration and contribution from all three organizations.</li> </ul>
<p>3.2 Developed a new Customized and Continuous Learning (CCL) financial model</p>	<ul style="list-style-type: none"> <li>• A new financial model was developed that provides substantial advantages over the existing model for contracted and continuous learning initiatives. For example, in the previous model, offerings were aligned under contracted or public offerings. When sufficient enrolment was not met, offerings were cancelled. CNA has developed a hybrid model that allows for contracted offerings to be combined with public offerings so that CNA may reach minimum enrolment through a combination of participant streams. In addition, CNA’s new financial model has a cost-recovery ability to recuperate support and administrative functions. Previously, cost-recovery functions were only applicable to specific projects. While previously providing these resources in-kind, CNA’s analysis of the human resource complement required to launch such offerings resulted in these positions being included in the cost-recovery calculation.</li> </ul>



2019-20 Indicators	2019-20 Report on Performance
3.3 Identified areas to enhance revenue generation	<ul style="list-style-type: none"> <li>• Identified International Projects in Kenya, Jamaica, and Guyana funded by Global Affairs Canada, and secured three projects with a total of approximately \$3 million.</li> <li>• Identified international project work to be delivered in Newfoundland and Labrador through World Banks with training for teachers and counsellors from Iraq.</li> <li>• Identified new international students to secure full classes in programs that are normally in high demand by international students. This resulted in increased capacity for taking international students at some campuses.</li> </ul>

### Discussion of Results

International projects have seen growth and are currently spread throughout various regions, including China, the Middle East, South America, Southeast Asia, and the Caribbean. CNA signed an agreement with its first partner in China in 1999. Then in 2001, an agreement to establish a technical college in the State of Qatar (CNA-Q) was signed, the college has had a continuous presence in the international education sector ever since. However, future opportunities are being explored to determine the potential for further revenue generating opportunities, increased development projects, curriculum brokering, professional development activities for staff and faculty, and international student recruitment.

The international team has identified the workforce gaps in rural Newfoundland and Labrador and targeted the campuses in those regions to open seats to international students to fill vacant program seats and to work in the local community part-time to enable local businesses to open and staff appropriately. CNA has expanded its current international initiatives to increase revenue through internationally-funded projects and increased international student enrolment.

CCL focused its resources on creating new revenue streams by developing new partnerships, new business lines with existing partners, responding to new funding opportunities to address existing labour market gaps, and addressing the needs of emerging sectors within the provincial economy. CCL has expanded its activity into new markets by developing partnerships with new national clients, establishing relationships with additional educational institutions, which allow access to diverse programming that can be brokered for delivery in Newfoundland and Labrador, and by successfully sourcing and winning opportunities for program development and delivery with new funding envelopes.

Indicators (3-yr)	Actual Performance for 2017-18 to 2019-20
3.1 Increased opportunities for revenue generation	<ul style="list-style-type: none"> <li>• Increased international student population from fewer than 100 students in September 2018 to 367 in September 2019.</li> <li>• Expanding student recruitment by acquiring \$500,000 in funding from ACOA for CNA's international student recruiter to expand CNA's international student catchment area.</li> <li>• Expanded into new CCL markets by developing national education partners.</li> </ul>

## **Discussion of Results**

Over the three-year period, a concentrated effort on expanding current initiatives, as well as research for upcoming sources of revenue through international financial institutions were explored, to continue to build upon current projects aimed at increasing revenue stream options.

CCL focused its efforts over the last three years on sectors contributing to provincial economic growth through the delivery of new sections of programming in new campus areas and by collaborating on projects that required a deeper level of partner engagement. Together with their partners, CCL has also explored new models of financial support and contractual arrangements, such as partnerships for staff upgrading, development of new standard operating procedures, and retooling.

## **Opportunities and Challenges Ahead**

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

## **Provincial Public Post-Secondary Education System Review**

In March 2019, the Government of Newfoundland and Labrador announced its terms of reference and Committee of Experts for the independent review of the public post-secondary education system. The independent review and subsequent report will provide a strategic vision for public post-secondary education in the province for the next decade and beyond. Areas for review include: effectiveness; sustainability; accountability; and accessibility.

CNA, as one of the two provincial public post-secondary education institutions, provided two documents to the Committee of Experts. The first document, finalized in September 2019, provided a high-level overview of CNA's operations and outcomes over the past 10 years and our current environment, with the intent to assist the government-appointed committee in its exploration of CNA's post-secondary education system. The second document, finalized in November 2019, provided an outline of CNA's vision of a strong, dynamic, and inclusive institution that delivers quality education and training in a globally-connected world.

## **Strategic Plan**

CNA is finalizing work on the development of its 2020-23 Strategic Plan that will guide the institution in its future direction. The plan outlines four priority areas, to be implemented over the next three years, consisting of: learning opportunities; academic effectiveness; organizational effectiveness; and industry partnerships. The plan incorporates the directions included in the current strategic plan and expands on it in ways that will shape the response and responsibilities to the calls for action as part of the Provincial Government's priorities. It also informed CNA's participation in the Public Post-Secondary Education Review.

## **COVID-19 Pandemic**

The COVID-19 global pandemic has necessitated the provision of CNA's core educational mandate through online deliveries where in-person classes once existed. This reliance on online instruction will likely continue for an indefinite period with unknown effects on enrolment numbers. In addition, staff began working from home until public health directives would permit their return to work. CNA is committed to following the direction, best practices and protocols of provincial and federal health care authorities. As such, CNA will continue to maximize its online learning and alternate delivery capacities to ensure that all possible program deliveries are completed to the best of its ability. In this new reality, CNA has developed an Academic Plan to support continued student learning for Fall 2020.

## **Appendices**

- A. Contact Information
- B. 2019-20 Financial Statements

## Appendix A: Contact Information

### Provincial Headquarters

432 Massachusetts Drive  
Stephenville, NL  
A2N 2Z6

Webpage: [www.cna.nl.ca](http://www.cna.nl.ca)  
Telephone: 1-888-982-2268  
E-mail: [Info@cna.nl.ca](mailto:Info@cna.nl.ca)  
Facebook: facebook.com/CNANewfoundlandLabrador  
Twitter: @CNA\_News  
Instagram: @CNA\_News  
YouTube: College of the North Atlantic  
(youtube.com/user/CNAMarketing)  
LinkedIn: linkedin.com/school/college-of-the-north-atlantic

### Office of the Registrar

Telephone: 709-643-7950  
Website: [www.cna.nl.ca/Admissions/](http://www.cna.nl.ca/Admissions/)

### Campuses:

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

### International Contacts

International Student Recruitment Telephone: +1-709-758-7290  
Email: [internationalweb@cna.nl.ca](mailto:internationalweb@cna.nl.ca)  
Webpage: <https://www.cna.nl.ca/Admissions/International-students.aspx>  
CNA-Qatar: [www.cna-qatar.com](http://www.cna-qatar.com) Telephone: +974 4495 2222  
China Project Office: [www.cna.nl.ca/china](http://www.cna.nl.ca/china) Telephone: +1-709-758-7040

### Office of Distributed Learning

Telephone: 1-877-465-2250  
Website: [www.dls.cna.nl.ca](http://www.dls.cna.nl.ca)  
Email: [dls-help@cna.nl.ca](mailto:dls-help@cna.nl.ca)

## **Appendix B: 2019-20 Financial Statements**





Financial Statements of

**COLLEGE OF THE NORTH ATLANTIC**

Year ended March 31, 2020



KPMG LLP  
TD Place  
140 Water Street, Suite 1001  
St. John's NF A1C 6H6  
Canada  
Tel 709 733-5000  
Fax 709 733-5050

## INDEPENDENT AUDITORS' REPORT

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

### ***Opinion***

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

- the statement of financial position as at March 31, 2020
- the statement of operations and accumulated surplus for the year then ended
- the statement of changes in net financial assets (debt) for the year then ended
- the statement of cash flow for the year then ended
- and notes to the financial statements, including a summary of significant accounting policies

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

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of the Entity as at March 31, 2020 and its results of operations and its cash flows for the year then ended in accordance with Canadian Public Sector Accounting Standards.

### ***Basis for Opinion***

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

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

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



### ***Responsibilities of Management for the Financial Statements***

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

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

### ***Auditors' Responsibilities for the Audit of the Financial Statements***

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

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

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

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

We also:

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

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

- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Entity's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Entity's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditors' report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditors' report. However, future events or conditions may cause the Entity to cease to continue as a going concern.



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

*KPMG LLP*

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Chartered Professional Accountants

St. John's, Canada

June 15, 2020

# Statement of responsibility

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

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

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

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



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Board Chair



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President and CEO

**College of the North Atlantic**  
**Statement of Financial Position**  
Year Ended March 31, 2020, with comparative information for 2019

	March 31 2020	March 31 2019
<b>Financial Assets</b>		
Cash	\$ 39,354,189	\$ 29,238,926
Receivables (Note 3)	15,112,968	18,281,739
Inventories for resale	1,418,946	1,079,090
Trust funds on deposit (Note 4)	6,508,431	6,394,626
	\$ 62,394,534	\$ 54,994,381
<b>Liabilities</b>		
Accounts payable & accrued liabilities (Note 5)	\$ 10,357,756	\$ 12,582,626
Vacation pay accrual	7,632,737	7,582,448
Post-employment benefits	1,113,325	1,590,562
Compensated absences (Note 6)	10,052,335	10,611,660
Due to Qatar Campus (Note 7)	12,181,761	7,224,401
Deferred contributions - operating (Note 8)	16,942,331	11,957,504
Trust funds payable (Note 4)	6,508,431	6,394,626
	\$ 64,788,676	\$ 57,943,827
<b>Net Debt</b>	<b>\$ (2,394,142)</b>	<b>\$ (2,949,446)</b>
<b>Non-Financial Assets</b>		
Tangible capital assets (Schedule 1)	\$ 18,277,009	\$ 17,768,718
Inventories held for use	7,824	98,057
Prepaid expenses	2,369,685	1,449,896
	20,654,518	19,316,671
<b>Accumulated surplus</b>	<b>\$ 18,260,377</b>	<b>\$ 16,367,225</b>
Commitments (Note 9)		
Contingent liabilities (Note 10)		
Subsequent events (Note 17)		

Approved:

Board Chair \_\_\_\_\_

Board Member \_\_\_\_\_




See accompanying notes.

**College of the North Atlantic**  
**Statement of Operations and Accumulated Surplus**  
Year Ended March 31, 2020, with comparative information for 2019

	2020 Budget (Note 14)	2020	2019
Revenue (Schedule 2)			
Grants and reimbursements	\$ 64,821,440	\$ 64,867,700	\$ 65,508,700
Labour market agreements	30,725,872	26,395,386	26,198,335
Tuition	10,987,760	10,513,459	10,258,975
Classroom/video rental	15,000	50,241	33,605
Interest	400,000	1,095,169	773,691
Fees	673,574	859,814	723,362
Apprenticeship	4,304,510	3,622,940	4,201,700
Bookstore	2,048,860	1,882,210	1,946,171
Corporate	2,038,420	2,202,121	1,702,299
Daycare	793,252	752,586	811,464
Equipment and materials	1,972,051	1,867,770	1,771,154
Food services	1,079,870	999,359	972,258
International	869,936	2,368,838	1,273,400
Parking	3,200	2,503	2,018
Residence	271,495	280,085	239,376
Special projects	5,258,720	6,327,615	5,035,243
Qatar project (Note 7)	6,083,333	6,083,333	7,618,750
Other	798,696	648,971	561,483
	<b>133,145,989</b>	<b>130,820,100</b>	<b>129,631,984</b>
Expenditures (Schedules 3 to 15)			
Facilities	10,916,147	11,097,673	10,846,533
Administration	15,811,123	14,650,591	14,222,779
Instructional	64,949,205	60,556,330	59,770,024
Student services	11,920,470	11,975,984	11,797,220
Information technology	7,754,990	7,755,659	7,077,999
Resale	4,723,818	4,292,038	4,900,196
Apprenticeship	3,509,706	3,533,663	3,939,505
Continuing education	494,664	444,759	570,096
Contracts	2,692,084	3,239,659	3,092,912
International	544,476	1,181,462	706,734
Special projects	8,195,949	9,312,566	5,616,078
Qatar project (Note 7)	1,633,357	886,564	980,269
	<b>133,145,989</b>	<b>128,926,948</b>	<b>123,520,345</b>
Annual Surplus	<b>-</b>	<b>1,893,152</b>	<b>6,111,639</b>
Accumulated surplus, beginning of year	<b>16,367,226</b>	<b>16,367,226</b>	<b>10,255,587</b>
Accumulated surplus, end of year	<b>\$ 16,367,226</b>	<b>\$ 18,260,377</b>	<b>\$ 16,367,226</b>

See accompanying notes.



**College of the North Atlantic**  
**Statement of Change in Net Financial Assets (Debt)**  
Year Ended March 31, 2020, with comparative information for 2019

	<b>2020 Budget</b> (Note 14)	<b>2020</b> <b>Total</b>	2019 Total
Annual surplus	\$ -	\$ 1,893,152	\$ 6,111,639
Changes in tangible capital assets			
Acquisition of tangible capital assets	(6,101,982)	(6,303,572)	(5,872,899)
Write-downs on tangible capital assets	-	12,338	1,708
Amortization of tangible capital assets & adjustments	<u>6,101,982</u>	<u>5,782,942</u>	<u>5,899,459</u>
Decrease (increase) in net book value of tangible capital assets	-	<u>(508,292)</u>	<u>28,268</u>
Changes in other non-financial assets			
Acquisition of prepaid expenses (net of usage)	-	(919,789)	(387,486)
Usage of inventory of supplies (net of acquisition)	-	<u>90,233</u>	<u>458</u>
(Decrease) in other non-financial assets	-	<u>(829,556)</u>	<u>(387,028)</u>
Increase in net financial assets	-	555,304	5,752,879
Net financial debt at beginning of year	<u>(2,949,446)</u>	<u>(2,949,446)</u>	<u>(8,702,325)</u>
Net financial assets (debt) at end of year	<u>\$ (2,949,446)</u>	<u>\$ (2,394,142)</u>	<u>\$ (2,949,446)</u>

See accompanying notes.

**College of the North Atlantic**  
**Statement of Cash Flow**  
Year Ended March 31, 2020, with comparative information for 2019

	<u>2020</u>	<u>2019</u>
<b>Operating</b>		
Annual surplus	\$ 1,893,152	\$ 6,111,639
Add (deduct) non-cash items:		
Write-downs on tangible capital assets	12,338	1,708
Amortization of capital assets	5,782,942	5,899,459
Accrued compensated absences - decrease	<u>(559,325)</u>	<u>(549,482)</u>
	7,129,107	11,463,324
Changes in:		
Receivables	3,168,771	836,798
Inventory	(249,623)	148,853
Prepaid expenses	(919,789)	(387,486)
Deferred contributions - operating	4,984,827	3,284,650
Accounts payable and accrued liabilities	(2,224,870)	259,216
Vacation pay accrual	50,289	(170,013)
Accrued post-employment benefits	(477,237)	(16,764,281)
Due to Qatar campus	<u>4,957,360</u>	<u>(305,957)</u>
Net cash provided by operating transactions	<u>16,418,835</u>	<u>(1,634,896)</u>
<b>Capital</b>		
Acquisitions of tangible capital assets	<u>(6,303,572)</u>	<u>(5,872,899)</u>
Net cash applied to capital transactions	<u>(6,303,572)</u>	<u>(5,872,899)</u>
Net cash provided (applied)	10,115,263	(7,507,795)
Cash, beginning of year	<u>29,238,926</u>	<u>36,746,721</u>
Cash, ending of year	<u>\$ 39,354,189</u>	<u>\$ 29,238,926</u>

See accompanying notes.

**College of the North Atlantic**  
**Notes to Financial Statements**  
For the twelve months ending March 31, 2020

**1 Nature of operations**

The College of the North Atlantic (the College) operates under the authority of the College Act, 1996, Province of Newfoundland and Labrador. In accordance with Section 6 of the College Act, 1996, the College is a statutory crown corporation and as such is not subject to either Federal or Provincial income taxes and is exempt from Municipal taxes. 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.

**2 Summary of significant accounting policies**

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

(a) *Revenue recognition*

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

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

Management fees for operating and administering a College in the State of Qatar are recognized as earned.

(b) *Asset Classification*

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

(c) *Inventories for resale*

Inventory which consists mainly of books and food supplies is recorded at the lower of cost or net realizable value. The amount of any write-downs of inventories to net realizable value and all losses of inventories are recognized as an expense in the period the write-down or loss occurred. For the year ended March 31, 2020, the write-down of inventory was \$7,677 (2019 - \$318,227).

**College of the North Atlantic**  
**Notes to Financial Statements**  
**For the twelve months ending March 31, 2020**

(d) *Tangible Capital Assets*

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

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

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

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

The value of donated artwork has not been recorded in these financial statements. An accurate valuation of donated artwork has not been obtained at March 31, 2020.

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

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

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

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

- (i) Past practice has been that upon termination, retirement or death, the organization provides their employees, with at least one year of service with severance benefits equal to one week of pay per year of service up to a maximum of 20 weeks. In 2018 employees were given the option to have their accumulated severance paid to them, or deferred to a date beyond March 31, 2019. The remaining liability reflects the amount that has been deferred. No further severance will accrue, and this benefit is not available to new College employees going forward.
- (ii) The College provides their employees with sick leave benefits that accumulate but do not vest. The benefits provided to employees vary based upon classification within the various negotiated agreements. An actuarially determined accrued liability has been recorded on the statements for non-vesting sick leave benefits. The cost of non-vesting sick leave benefits are actuarially determined using management's best estimate of salary escalation, accumulated sick days at retirement, long term inflation rates and discount rates.

**College of the North Atlantic**  
**Notes to Financial Statements**  
**For the twelve months ending March 31, 2020**

(f) *Vacation pay liability*

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

(g) *Foreign Currencies*

Transactions in foreign currencies are recorded in Canadian dollars at the date of the transaction. Monetary assets and liabilities denominated in foreign currencies are translated at the Statement of Financial Position date. Exchange gains or losses arising from the translations are included in the Statement of Operations in the amount of a \$25,955 gain (2019 - \$6,075 loss).

(h) *Financial instruments*

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

*Fair value*

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

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

*Amortized cost*

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

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

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

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

(i) *Pensions*

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

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

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

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

**College of the North Atlantic**  
**Notes to Financial Statements**  
**For the twelve months ending March 31, 2020**

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

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

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

During the year 2020 the College contributed \$7,484,493 to the PSPP and \$688,745 to the GMPP. In 2019 the College contributed \$7,457,387 to the PSPP and \$754,006 to the GMPP.

(j) *Measurement uncertainty*

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

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

(k) *Inventories held for use*

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

**3 Receivables**

	<u>2020</u>	<u>2019</u>
Government of Newfoundland	\$ 2,495,215	\$ 5,098,681
LMDA Subsidy	8,451,153	10,115,804
Students	1,671,931	1,178,511
Government agencies and other	3,146,972	2,326,928
	<u>15,765,271</u>	<u>18,719,924</u>
Less allowance for doubtful accounts	<u>652,303</u>	<u>438,185</u>
	<u>\$ 15,112,968</u>	<u>\$ 18,281,739</u>

**4 Trust funds on deposit**

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

	<u>2020</u>	<u>2019</u>
Opening balance	\$ 6,394,626	\$ 5,848,610
Net deposits and payments	41,906	474,240
Interest	71,899	71,776
	<u>6,508,431</u>	<u>6,394,626</u>
Closing balance	<u>\$ 6,508,431</u>	<u>\$ 6,394,626</u>

**College of the North Atlantic**  
**Notes to Financial Statements**  
For the twelve months ending March 31, 2020

**5 Accounts payable & accrued liabilities**

	<u>2020</u>	<u>2019</u>
Trade liabilities	\$ 3,531,865	\$ 3,517,304
Accrued wages and benefits	3,092,417	6,480,192
Other	<u>3,733,474</u>	<u>2,585,130</u>
	<u>\$ 10,357,756</u>	<u>\$ 12,582,626</u>

**6 Compensated absences**

The actuarial valuation date for the sick leave accrual was March 31, 2018 and has been extrapolated for March 31, 2020.

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

	<u>2020</u>	<u>2019</u>
Wages and salary escalation	0.75%	0.75%
Discount rate	3.25%	3.05%

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

Accrued sick pay benefit obligation		
beginning of year	\$ 8,388,357	\$ 8,944,094
Current period benefit cost	518,132	510,443
Benefit payments	(1,094,924)	(1,094,924)
Interest on the accrued benefit		
sick leave obligations	247,049	273,999
Actuarial gains	<u>(187,644)</u>	<u>(245,255)</u>
Accrued sick pay benefit obligation		
end of year	7,870,970	8,388,357
Unamortized actuarial experience gain	<u>(2,181,365)</u>	<u>(2,223,303)</u>
Accrued benefit liability, end of year	<u>\$ 10,052,335</u>	<u>\$ 10,611,660</u>



**College of the North Atlantic**  
**Notes to Financial Statements**  
For the twelve months ending March 31, 2020

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

	<u>2020</u>	<u>2019</u>
Current period benefit cost	\$ 518,132	\$ 510,433
Amortization of gains in the period	<u>(229,582)</u>	<u>(239,000)</u>
Total benefit expense	<u>288,550</u>	271,433
Benefit interest expense	<u>247,049</u>	<u>273,999</u>
Total expense recognized for the period	<u>\$ 535,599</u>	<u>\$ 545,432</u>

**7 Comprehensive Agreement with the State of Qatar**

The College has a comprehensive agreement with the State of Qatar to establish, operate and administer a College of Applied Arts and Technology in Doha, Qatar for a period, September 30, 2001 to August 31, 2012. It was extended to August 31, 2013, and subsequently extended to August 31, 2019. A new agreement was signed to August 31, 2022. The agreement is funded by the State of Qatar. For its services, the College was paid an annual Management Fee of 20% of base salaries from April to August 2019, and a fixed amount from September to March 2020. The College receives quarterly advances to cover cash flow requirements.

**Due to Qatar**

	<u>2020</u>	<u>2019</u>
Cash on Deposit	\$ 11,188,630	\$ 10,320,617
Payables (receivables)	<u>993,131</u>	<u>(3,096,216)</u>
Net Liability	<u>\$ 12,181,761</u>	<u>\$ 7,224,401</u>

**Results of Operations**

	<u>2020</u>	<u>2019</u>
Net Proceeds	\$ 6,083,333	\$ 7,618,750
Management Costs (Schedule 14)	<u>(886,564)</u>	<u>(980,269)</u>
	<u>\$ 5,196,769</u>	<u>\$ 6,638,481</u>

**8 Deferred contributions - operating**

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

	<u>2020</u>	<u>2019</u>
Balance, beginning of year	\$ 11,957,504	\$ 8,672,854
Less amounts recognized as revenue in the year	<u>(23,559,888)</u>	<u>(20,280,447)</u>
Add amounts received during the year	<u>28,544,715</u>	<u>23,565,097</u>
Balance, end of year	<u>\$ 16,942,331</u>	<u>\$ 11,957,504</u>

**College of the North Atlantic**  
**Notes to Financial Statements**  
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Deferred contributions - operating are comprised of:

	2020	2019
Residence and program fees	\$ 64,657	\$ 75,856
Tuition	779,893	1,851,093
Contract training and special projects	16,097,781	10,030,555
	\$ 16,942,331	\$ 11,957,504

**9 Commitments**

Lease Commitment

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

2020-2021	\$ 1,397,301
2021-2022	1,314,097
2022-2023	1,299,979
2023-2024	1,175,657
2024-2025	823,048

**10 Contingent liabilities**

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

**11 Financial instruments risk management**

**Classification**

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

	2020		
	Fair Value	Amortized Cost	Total
Cash	\$ 39,354,189	\$ -	\$ 39,354,189
Trust funds on deposit	6,508,431	-	6,508,431
Accounts receivable		15,112,968	15,112,968
	\$ 45,862,620	\$ 15,112,968	\$ 60,975,588
Accounts payable and accrued liabilities	-	10,357,756	10,357,756
Vacation pay accrual	-	7,632,737	7,632,737
Due to Qatar Campus	-	12,181,761	12,181,761
Trust funds payable	-	6,508,431	6,508,431
	\$ -	\$ 36,680,685	\$ 36,680,685

**College of the North Atlantic**  
**Notes to Financial Statements**  
For the twelve months ending March 31, 2020

**Fair value hierarchy**

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

- a) Level 1 fair value measurements are those derived from quote prices (unadjusted) in active markets for identical assets or liabilities using the last bid price;
- b) Level 2 fair value measurements are those derived from inputs other than quoted prices included within level 1 that are observable from the asset or liability, either directly (i.e. as prices) or indirectly (i.e. derived from prices) and;
- c) Level 3 fair value measurements are those derived from valuation techniques that include inputs for the asset or liability that are not based on observable market data (unobservable inputs).

Cash and cash equivalents and trust funds on deposit are classified in the level 1 hierarchy.

**12 Financial instruments risk management**

**Risk management**

*a) Credit risk*

Credit risk is the risk of financial loss to the College if a debtor fails to make payments of interest and principal when due. The College is exposed to this risk relating to its cash, accounts receivable, and trust funds. The College holds its cash accounts with federally regulated chartered banks who are insured by the Canadian Deposit Insurance Corporation. In the event of a default, the College's cash accounts are insured up to \$300,000 (2019 - \$300,000).

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

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

	<b>Total</b>	<b>Current</b>	<b>30-60 days</b>	<b>&gt; 61 days</b>
Government receivables	\$ 10,946,368	\$ 10,715,609	\$ 118,162	\$ 112,597
Student receivables	1,671,931	185,791	329,494	1,156,646
Government agencies and other	3,146,972	1,812,935	396,004	938,033
Gross receivables	15,765,271	12,714,335	843,660	2,207,276
Less: impairment allowances	(652,303)	-	-	-
Net receivables	\$ 15,112,968	\$ 12,714,335	\$ 843,660	\$ 2,207,276

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

*b) Market risk*

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

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

**College of the North Atlantic**  
**Notes to Financial Statements**  
For the twelve months ending March 31, 2020

(i) *Currency Risk*

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

	<u>2020</u>	<u>2019</u>
<b>Receipts</b>		
US dollar (USD)	\$ 58,160	\$ 64,400
<b>Payment</b>		
US dollar (USD)	646,527	807,827
Euros (EUR)	32,454	54,811

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

ii) *Interest rate risk*

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

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

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

iii) *Equity risk*

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

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

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

c) *Liquidity risk*

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

	<u>2020</u>		
	Within 6 Months	6 Months to 1 year	> 1 year
Accounts payable and accrued liabilities	\$ 9,003,456	\$ 1,354,299	\$ -
	<u>\$ 9,003,456</u>	<u>\$ 1,354,299</u>	<u>\$ -</u>

**College of the North Atlantic**  
**Notes to Financial Statements**  
**For the twelve months ending March 31, 2020**

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

**13 Comparative figures**

Certain of the 2019 comparative figures have been reclassified to conform to the financial presentation adopted in 2020.

**14 Budget**

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

**15 Related party transactions**

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

	<u>2020</u>	<u>2019</u>
Grants from the province	\$ 100,757,379	\$ 98,978,495
Transfer from Dept. of Tourism, Culture, Industry	1,272,788	566,732
Transfer from Dept. of Education & Early Childhood	327,848	439,912
Transfer from Research & Development Corp	-	13,696
Transfer from Dept of Children, Seniors & Social	102,038	179,723
Transfer from Health and Community Services	267,000	-
Transfer to Memorial University	317,580	134,410

As per the College Act, 1996, all real property necessary for the purpose of the College shall be acquired by and in the name of the Crown. As such, the College uses buildings managed through the Department of Works, Services and Transportation for which the Province records operating expenses by building with some exceptions. The College is entirely responsible for all operating costs of Prince Phillip Drive campus. The College is also partially responsible for operating costs at the following buildings: Happy Valley Goose Bay, Grand Falls Windsor, Corner Brook, Bay St. George, and Burin campuses. Operating costs and capital costs incurred by the College are recorded under Facilities and reflected in the College's financial statements. Items considered capital in nature which are incurred by the college are recorded as leasehold improvements. Operating and capital costs incurred by the Province that are not recorded by the College for this fiscal year totaled \$9,421,775 and for 2019 totaled \$8,730,041. All transactions are recorded at fair value.

**16 Economic dependance**

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

**17 Subsequent events**

In March 2020, the worldwide coronavirus COVID-19 outbreak, was declared a pandemic by the World Health Organization and has had unprecedented socio-economic impact. At the time of approval of these financial statements, the College has experienced the following indicators of financial implications and undertaken the following activities in relation to the COVID-19 pandemic.

**College of the North Atlantic**  
**Notes to Financial Statements**  
**For the twelve months ending March 31, 2020**

On March 16th, the College closed its campuses and they remain predominately closed to the date of the auditor's report. Visitation to the campuses occurs to maintain essential functions, ie. receiving, cashiering, and residence operations for students unable to return to their primary residence. Continuity plans have been developed for spring, summer and fall semesters and the College has included a COVID-19 update feature to its website to inform students regarding academic plans and other items of importance. There is also work being completed on a phased return to work plan to address practical training. There could be implications on number of course offerings, enrollment and ancillary revenues. In addition, the pandemic could impact key assumptions used to determine the balance of compensated absences. As of the date of the report, there was insufficient information to determine the estimated impact, if any.

As the impacts of COVID-19 continue, there could be further impacts on the College, its students and funding sources. Management is actively monitoring the effect on its financial condition, liquidity, operations, suppliers, and workforce. Given the daily evolution COVID-19 outbreak and the global responses to curb its spread, the College is not able to fully estimate the effects of the COVID-19 outbreak on its results of operations, financial condition, or liquidity at this time.

College of the North Atlantic  
Tangible Capital Assets  
March 31, 2020

	Artwork	Capital improvements	Computer and peripherals	Furnishings	Instructional equipment	Other electronic equipment	Software	ERP - Peoplesoft	Vehicles	Total
	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
<b>Cost</b>										
At March 31, 2019	5,500	33,054,989	4,641,109	906,308	49,748,145	695,420	591,224	6,779,293	13,172,111	109,594,099
Adjustments	-	-	-	-	(33,860)	33,860	-	-	-	-
Additions	-	1,715,962	136,316	243,648	3,830,637	2,776	-	-	374,233	6,303,572
Disposals	-	-	424,417	26,095	887,420	118,180	5,186	-	9,235	1,470,533
At March 31, 2020	5,500	34,770,951	4,353,008	1,123,861	52,657,502	613,876	586,038	6,779,293	13,537,109	114,427,138
<b>Accumulated Amortization</b>										
At March 31, 2019	-	25,682,462	4,215,865	728,351	43,249,565	691,197	591,224	5,391,191	11,275,526	91,825,381
Adjustments	-	-	-	-	(166,429)	-	-	-	-	(166,429)
Amortization	-	2,175,013	241,601	69,139	2,263,196	11,832	-	298,933	889,657	5,949,371
Disposals	-	-	424,417	25,537	873,931	119,458	5,186	-	9,665	1,458,194
At March 31, 2020	-	27,857,475	4,033,049	771,953	44,472,401	583,571	586,038	5,690,124	12,155,518	96,150,129
<b>Net Book Value:</b>										
At March 31, 2019	5,500	7,372,527	425,244	177,957	6,498,580	4,223	-	1,388,102	1,896,585	17,768,718
At March 31, 2020	5,500	6,913,476	319,959	351,908	8,185,101	30,305	-	1,089,169	1,381,591	18,277,009



## College of the North Atlantic Revenue

Year Ended March 31, 2020, with comparative information for 2019

	2020 Budget (Note 14)	2020	2019
Provincial Government Grants			
Grant-in-aid	\$ 63,366,100	\$ 63,605,300	\$ 64,166,100
Provincial capital grant	750,000	750,000	819,016
Other grants	705,340	512,400	523,584
Labour market agreements	4,395,809	4,183,203	2,133,123
	<u>69,217,249</u>	<u>69,050,903</u>	<u>67,641,823</u>
Facilities			
Classroom/video rental	15,000	50,241	33,605
Gain on disposal of capital assets	23,000	26,587	32,639
Parking	3,200	2,503	2,018
Other	-	77,231	-
	<u>41,200</u>	<u>156,562</u>	<u>68,262</u>
Administration			
Interest	400,000	1,095,169	773,691
Other	152,055	38,673	71,626
	<u>552,055</u>	<u>1,133,842</u>	<u>845,317</u>
Instructional			
Tuition	8,527,895	8,269,339	7,804,396
Equipment and materials	1,972,051	1,867,770	1,771,154
Labour market agreements	26,330,063	22,212,183	24,065,212
Daycare	793,252	752,586	811,464
Other	212,664	222,836	174,026
	<u>37,835,925</u>	<u>33,324,714</u>	<u>34,626,252</u>
Student services			
Application fee	307,780	473,637	362,027
Registration fee	365,794	386,177	361,335
Other	410,697	255,021	266,729
	<u>1,084,271</u>	<u>1,114,835</u>	<u>990,091</u>
Information technology			
Other	-	-	16,100
	<u>-</u>	<u>-</u>	<u>16,100</u>
Resale			
Bookstore	2,048,860	1,882,210	1,946,171
Food services	1,079,870	999,359	972,258
Residence	271,495	280,085	239,376
Other	280	28,623	-
	<u>3,400,505</u>	<u>3,190,277</u>	<u>3,157,805</u>

**College of the North Atlantic**  
**Revenue**

Year Ended March 31, 2020, with comparative information for 2019

	2020 Budget (Note 14)	2020	2019
Apprenticeship			
Apprenticeship	4,304,510	3,622,940	4,201,700
	<u>4,304,510</u>	<u>3,622,940</u>	<u>4,201,700</u>
Continuing education			
Tuition	859,865	780,941	951,124
Other	-	29,470	32,633
	<u>859,865</u>	<u>810,411</u>	<u>983,757</u>
Contracts			
Tuition	1,600,000	1,463,179	1,503,818
Corporate	2,038,420	2,172,651	1,669,666
	<u>3,638,420</u>	<u>3,635,830</u>	<u>3,173,484</u>
International			
International	869,936	2,368,838	1,273,400
	<u>869,936</u>	<u>2,368,838</u>	<u>1,273,400</u>
Special projects			
Special projects	5,258,720	6,327,615	5,035,243
	<u>5,258,720</u>	<u>6,327,615</u>	<u>5,035,243</u>
Qatar Project			
Management fee	6,083,333	6,083,333	7,618,750
	<u>6,083,333</u>	<u>6,083,333</u>	<u>7,618,750</u>
	<u>\$ 133,145,989</u>	<u>\$ 130,820,100</u>	<u>\$ 129,631,984</u>

**College of the North Atlantic**  
**Summary of Facilities Expenditures**  
Year Ended March 31, 2020, with comparative information for 2019

	2020 Budget (Note 14)	2020	2019
Salaries and benefits	\$ 1,617,892	\$ 1,659,690	\$ 1,629,225
Professional development	3,683	45	204
Employee recognition and wellness	-	281	-
Professional fees	5,951	60,556	12,468
Travel	6,265	6,105	2,680
Insurance	240,000	230,268	228,853
Photocopying/printing	1,733	4,142	1,693
Office related supplies	616	763	469
Freight and customs	-	42	118
Telephone	7,388	3,796	4,746
Utilities	1,356,143	1,444,267	1,512,260
Repairs and maintenance	1,354,858	1,623,465	1,345,895
Vehicle operations	40,810	41,778	41,095
Equipment rentals	4,856	4,282	770
Facilities rentals	-	-	37,738
Protective clothing	13,977	24,010	11,129
Amortization	6,101,982	5,782,942	5,899,459
Computer supplies	39,027	35,664	4,364
Contracted services	79,500	101,883	75,357
Student related	-	60	-
Minor equipment and tools	3,905	4,396	4,785
Materials and supplies	37,561	69,238	33,225
	<u>\$ 10,916,147</u>	<u>\$ 11,097,673</u>	<u>\$ 10,846,533</u>

**College of the North Atlantic**  
**Summary of Administration Expenditures**  
Year Ended March 31, 2020, with comparative information for 2019

	<b>2020 Budget</b> (Note 14)	<b>2020</b>	<b>2019</b>
Salaries and benefits	\$ 13,440,240	\$ 11,961,522	\$ 11,184,499
Professional development	72,435	50,247	42,205
Employee recognition and wellness	10,105	17,217	15,131
Professional fees	724,050	656,526	739,232
Travel	262,509	307,547	262,534
Recruitment and relocation	21,250	12,475	-
Insurance	-	500	-
Bank charges	160,375	166,808	189,776
Photocopying/printing	186,572	144,055	180,625
Office related supplies	260,329	266,314	254,793
Membership fees	57,017	70,488	64,715
General advertising	34,725	31,292	26,019
Doubtful receivables	57,000	276,974	101,874
Freight and customs	89,980	64,490	75,180
Telephone	101,351	352,174	620,762
Utilities	5,805	3,129	7,298
Repairs and maintenance	10,588	31,433	33,108
Vehicle operations	1,138	11,195	741
Equipment rentals	2,250	4,473	1,280
Facilities rentals	38,620	38,519	38,519
Protective clothing	6,525	6,382	6,509
Laundry and drycleaning	-	658	-
Computer supplies	74,823	77,660	69,915
Contracted Services	420	(96,626)	128,408
Educational materials	2,160	2,773	2,524
Daycare operations	-	-	315
Student related	1,550	259	3,485
Minor equipment and tools	28,027	31,490	32,198
Minor computer equipment	37,789	37,101	47,307
Materials and supplies	123,490	123,516	93,827
	<b>\$ 15,811,123</b>	<b>\$ 14,650,591</b>	<b>\$ 14,222,779</b>

**College of the North Atlantic**  
**Summary of Instructional Expenditures**  
Year Ended March 31, 2020, with comparative information for 2019

	2020 Budget (Note 14)	2020	2019
Salaries and benefits	\$ 58,884,812	\$ 55,619,951	\$ 54,496,387
Professional development	157,000	137,417	103,499
Employee recognition and wellness	-	1,663	575
Professional fees	156,224	173,380	218,315
Travel	358,354	321,027	327,563
Recruitment and relocation	42,500	50,939	38,591
Photocopying/printing	329,701	244,257	255,503
Office related supplies	28,560	32,238	38,622
Membership fees	15,459	12,551	10,680
General advertising	36,538	19,164	11,255
Freight and customs	11,940	10,688	14,004
Telephone	17,330	16,615	21,555
Utilities	14,090	10,599	19,219
Repairs and maintenance	170,264	268,721	183,034
Vehicle operations	519,165	508,405	528,175
Equipment rentals	33,074	47,261	26,858
Facilities rentals	64,481	49,182	32,042
Protective clothing	24,032	26,727	17,156
Food cost	76,050	46,106	28,273
Laundry and drycleaning	4,430	3,852	2,598
Computer supplies	224,545	348,157	294,877
Contracted services	523,107	443,553	1,194,451
Educational materials	51,329	61,336	54,312
Daycare operations	98,137	76,967	89,313
Student related	126,299	96,503	96,984
Minor equipment and tools	269,607	540,577	364,933
Minor computer equipment	49,594	151,792	197,463
Materials and supplies	2,662,583	1,236,702	1,103,787
	<u>\$ 64,949,205</u>	<u>\$ 60,556,330</u>	<u>\$ 59,770,024</u>

**College of the North Atlantic**  
**Summary of Student Services Expenditures**  
Year Ended March 31, 2020, with comparative information for 2019

	<b>2020 Budget</b> (Note 14)	<b>2020</b>	<b>2019</b>
Salaries and benefits	\$ 10,777,105	\$ 10,898,620	\$ 10,620,592
Professional development	31,876	38,464	38,758
Employee recognition and wellness	300	495	1,016
Professional fees	12,750	105,317	112,222
Travel	99,494	96,303	88,154
Insurance	18,000	15,325	18,000
Photocopying/printing	125,138	103,752	94,234
Office related supplies	25,503	23,745	22,490
Membership fees	6,508	5,806	12,397
General advertising	430,970	281,882	351,128
Freight and customs	8,170	9,121	12,353
Telephone	6,612	2,030	2,524
Vehicle operations	-	1,568	-
Facilities rentals	-	830	-
Protective clothing	-	84	415
Laundry and drycleaning	4,159	2,982	3,742
Computer supplies	33,541	38,854	29,159
Contracted services	10,150	4,873	18,185
Educational materials	148,595	138,541	172,125
Student related	104,966	133,321	81,156
Minor equipment and tools	19,065	13,276	73,624
Minor computer equipment	19,939	22,808	5,232
Materials and supplies	37,629	37,987	39,714
	<b>\$ 11,920,470</b>	<b>\$ 11,975,984</b>	<b>\$ 11,797,220</b>

**College of the North Atlantic**  
**Summary of Information Technology Expenditures**  
Year Ended March 31, 2020, with comparative information for 2019

	<b>2020 Budget</b> (Note 14)	<b>2020</b>	<b>2019</b>
Salaries and benefits	\$ 4,875,160	\$ 4,794,579	\$ 4,690,195
Professional development	12,750	9,160	-
Employee recognition and wellness	-	1,144	-
Professional fees	400,000	210,191	264,232
Travel	27,915	17,331	11,894
Photocopying/printing	2,966	2,660	2,534
Office related supplies	2,490	525	681
Membership fees	850	1,414	1,424
Freight and customs	795	2,061	1,541
Telephone	411,281	322,938	62,188
Utilities	4,000	1,289	-
Repairs and maintenance	3,415	520	6,839
Vehicle operations	-	-	90
Equipment rentals	270,000	235,507	233,143
Facilities rentals	-	11,357	25,553
Protective clothing	1,450	303	567
Computer supplies	1,652,664	1,662,047	1,706,215
Contracted services	19,200	17,669	726
Minor equipment and tools	7,755	13,328	1,889
Minor computer equipment	51,815	440,833	62,527
Materials and supplies	10,484	10,803	5,761
	<b>\$ 7,754,990</b>	<b>\$ 7,755,659</b>	<b>\$ 7,077,999</b>



**College of the North Atlantic**  
**Summary of Resale Expenditures**  
Year Ended March 31, 2020, with comparative information for 2019

	2020 Budget (Note 14)	2020	2019
Salaries and benefits	\$ 2,177,485	\$ 2,038,922	\$ 2,146,007
Professional development	-	1,159	68
Professional fees	-	1,049	-
Travel	1,220	159	1,554
Insurance	-	5,000	-
Photocopying/printing	8,130	5,618	5,560
Office related supplies	9,627	7,486	8,000
Freight and customs	157,225	12,617	106,146
Telephone	1,900	3,262	2,491
Utilities	18,375	13,933	20,849
Repairs and maintenance	20,168	70,277	33,516
Protective clothing	10,800	8,380	12,038
Food cost	610,213	571,831	559,158
Laundry and drycleaning	9,150	7,026	10,431
Textbooks and supplies	1,601,457	1,426,398	1,796,642
Computer supplies	18,450	15,255	18,536
Contracted services	50,000	79,141	74,287
Student related	3,500	1,129	1,928
Minor equipment and tools	8,505	7,472	74,153
Minor computer equipment	1,800	2,903	-
Materials and supplies	15,813	13,021	28,832
	<u>\$ 4,723,818</u>	<u>\$ 4,292,038</u>	<u>\$ 4,900,196</u>

**College of the North Atlantic**  
**Summary of Apprenticeship Expenditures**  
Year Ended March 31, 2020, with comparative information for 2019

	<b>2020 Budget</b> (Note 14)	<b>2020</b>	<b>2019</b>
Salaries and benefits	\$ 2,835,933	\$ 2,929,833	\$ 3,322,169
Professional development	425	-	2,067
Employee recognition and wellness	-	404	-
Professional fees	500	1,093	1,697
Travel	1,893	3,477	686
Photocopying/printing	3,238	2,232	2,134
Office related supplies	100	254	89
Membership fees	1,192	744	738
Freight and customs	370	3,156	3,239
Utilities	-	-	25
Repairs and maintenance	20,500	15,154	24,524
Vehicle operations	525	461	253
Equipment rentals	2,000	717	327
Facilities rentals	-	-	837
Protective clothing	2,775	2,140	1,385
Food cost	17,058	12,524	19,524
Laundry and drycleaning	595	367	502
Computer supplies	8,806	25,831	13,364
Contracted services	-	1,099	25
Educational materials	8,898	12,007	7,049
Student related	352,744	295,334	287,975
Minor equipment and tools	37,093	47,758	28,222
Minor computer equipment	6,539	1,610	424
Materials and supplies	208,522	177,468	222,250
	<b>\$ 3,509,706</b>	<b>\$ 3,533,663</b>	<b>\$ 3,939,505</b>

**College of the North Atlantic**  
**Summary of Continuing Education Expenditures**  
Year Ended March 31, 2020, with comparative information for 2019

	<b>2020 Budget</b> (Note 14)	<b>2020</b>	<b>2019</b>
Salaries and benefits	\$ 324,500	\$ 272,078	\$ 385,030
Professional fees	2,000	-	903
Travel	16,000	21,565	22,243
Photocopying/printing	10,000	19,427	12,837
Office related supplies	-	266	204
General advertising	-	-	220
Freight and customs	3,000	3,731	3,038
Utilities	-	467	-
Repairs and maintenance	-	861	-
Vehicle operations	-	-	1,061
Equipment rentals	-	1,223	802
Facilities rentals	10,000	8,718	7,777
Contracted services	100,000	66,153	102,808
Educational materials	3,164	177	-
Student related	15,000	45,196	27,421
Materials and supplies	11,000	4,897	5,752
	<b>\$ 494,664</b>	<b>\$ 444,759</b>	<b>\$ 570,096</b>

**College of the North Atlantic**  
**Summary of Contract Expenditures**  
Year Ended March 31, 2020, with comparative information for 2019

	2020 Budget (Note 14)	2020	2019
Salaries and benefits	\$ 1,834,504	\$ 2,219,125	\$ 2,507,623
Professional development	450	101	1,106
Employee recognition and wellness	-	-	970
Professional fees	-	-	240
Travel	128,165	93,761	87,577
Photocopying/printing	17,087	16,619	16,353
Office related supplies	4,175	2,600	3,023
Membership fees	1,000	354	704
General advertising	558	1,112	8,068
Freight and customs	11,375	5,549	8,015
Telephone	1,500	1,629	1,370
Repairs and maintenance	-	1,493	4,929
Vehicle operations	-	1,728	185
Equipment rentals	33,000	837	29,618
Facilities rentals	4,500	5,627	2,366
Protective clothing	5,000	1,065	2,403
Food cost	30,000	38,154	39,139
Laundry and drycleaning	1,000	736	1,033
Computer supplies	450	5,491	494
Contracted Services	303,616	478,392	159,693
Educational materials	7,200	6,034	3,823
Student related	71,838	182,723	147,287
Minor equipment and tools	15,858	67,825	5,268
Minor computer equipment	5,000	8,087	-
Materials and supplies	215,808	100,617	61,625
	<u>\$ 2,692,084</u>	<u>\$ 3,239,659</u>	<u>\$ 3,092,912</u>

**College of the North Atlantic**  
**Summary of International Expenditures**  
Year Ended March 31, 2020, with comparative information for 2019

	<b>2020 Budget</b> (Note 14)	<b>2020</b>	<b>2019</b>
Salaries and benefits	\$ 298,696	\$ 817,196	\$ 330,701
Professional development	-	-	946
Professional fees	32,000	95,181	29,304
Travel	155,000	162,946	292,299
Photocopying/printing	800	1,532	1,165
Office related supplies	200	284	294
General advertising	275	5,794	290
Freight and customs	675	19	638
Telephone	1,500	1,590	2,459
Computer supplies	130	1,327	347
Contracted services	50,600	69,322	37,532
Educational Materials	-	2,757	367
Student related	2,500	6,701	1,902
Minor computer equipment	-	4,456	1,952
Materials and supplies	2,100	12,357	6,538
	<b>\$ 544,476</b>	<b>\$ 1,181,462</b>	<b>\$ 706,734</b>

**College of the North Atlantic**  
**Summary of Special Projects Expenditures**  
Year Ended March 31, 2020, with comparative information for 2019

	2020 Budget (Note 14)	2020	2019
Salaries and benefits	\$ 4,737,068	\$ 4,652,976	\$ 2,840,748
Professional development	53,010	20,682	28,172
Employee recognition and wellness	-	281	-
Professional fees	224,257	226,149	113,247
Travel	236,014	191,489	149,629
Insurance	1,954	1,691	960
Photocopying/printing	40,265	17,887	7,573
Office related supplies	26,725	19,724	14,059
Membership fees	1,117	577	-
General advertising	55,005	49,253	26,070
Freight and customs	2,791	1,306	590
Telephone	17,185	15,374	14,313
Utilities	-	-	2,909
Repairs and maintenance	38,000	412,606	59,966
Vehicle operations	-	162	-
Equipment rentals	-	2,641	1,418
Facilities rentals	521,603	470,234	107,547
Protective clothing	-	232	672
Computer supplies	58,336	108,311	88,304
Contracted services	91,000	20,008	26,596
Educational materials	10,200	2,622	4,180
Student related	431,041	595,313	509,951
Minor equipment and tools	105,548	306,856	192,877
Minor computer equipment	52,839	164,070	73,603
Materials and supplies	1,491,991	2,032,122	1,352,694
	<b>\$ 8,195,949</b>	<b>\$ 9,312,566</b>	<b>\$ 5,616,078</b>

**College of the North Atlantic**  
**Summary of Qatar Project Expenditures**  
Year Ended March 31, 2020, with comparative information for 2019

	2020 Budget (Note 14)	2020	2019
Salaries and benefits	\$ 1,067,357	\$ 726,679	\$ 800,515
Professional development	3,000	-	796
Employee recognition and wellness	-	288	-
Professional fees	25,000	-	11,791
Travel	450,000	96,715	125,272
Photocopying/printing	1,280	1,108	2,080
Office related supplies	1,300	518	356
Membership fees	1,500	2,016	1,540
General advertising	52,300	42,710	9,290
Freight and customs	900	83	658
Telephone	6,500	3,505	6,109
Repairs and maintenance	-	22	-
Facilities rentals	-	-	9,434
Computer supplies	2,000	2,235	429
Minor equipment and tools	11,885	1,983	1,981
Minor computer equipment	6,200	4,275	5,829
Materials and supplies	4,135	4,427	4,189
	<u>\$ 1,633,357</u>	<u>\$ 886,564</u>	<u>\$ 980,269</u>

**College of the North Atlantic**  
**Summary of Expenditures**  
Year Ended March 31, 2020, with comparative information for 2019

	2020 Budget (Note 14)	2020	2019
Salaries and benefits	\$ 102,870,752	\$ 98,591,171	\$ 94,953,691
Professional development	334,629	257,275	217,821
Employee recognition and wellness	10,405	21,773	17,692
Professional fees	1,582,732	1,529,442	1,503,651
Travel	1,742,829	1,318,425	1,372,085
Recruitment and relocation	63,750	63,414	38,591
Insurance	259,954	252,784	247,813
Bank charges	160,375	166,808	189,776
Photocopying/printing	726,910	563,289	582,291
Office related supplies	359,625	354,717	343,080
Membership fees	84,643	93,950	92,198
General advertising	610,371	431,207	432,340
Doubtful receivables	57,000	276,974	101,874
Freight and customs	287,221	112,863	225,520
Telephone	572,547	722,913	738,517
Utilities	1,398,413	1,473,684	1,562,560
Repairs and maintenance	1,617,793	2,424,552	1,691,811
Vehicle operations	561,638	565,297	571,600
Equipment rentals	345,180	296,941	294,216
Facilities rentals	639,204	584,467	261,813
Protective clothing	64,559	69,323	52,274
Amortization	6,101,982	5,782,942	5,899,459
Food cost	733,321	668,615	646,094
Laundry and drycleaning	19,334	15,621	18,306
Textbooks and supplies	1,601,457	1,426,398	1,796,642
Computer supplies	2,112,772	2,320,832	2,226,004
Contracted services	1,227,593	1,185,467	1,818,068
Educational materials	231,546	226,247	244,380
Daycare operations	98,137	76,967	89,628
Student related	1,109,438	1,356,539	1,158,089
Minor equipment and tools	507,248	1,034,961	779,930
Minor computer equipment	231,515	837,935	394,337
Materials and supplies	4,821,116	3,823,155	2,958,194
	<u>\$ 133,145,989</u>	<u>\$ 128,926,948</u>	<u>\$ 123,520,345</u>



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