



College of the North Atlantic

# Annual Report 2020-21

**cna**

**Contents**

Message from the Board Chair ..... 2

College Overview..... 3

    Our Programs ..... 3

    Our Students ..... 3

    Board of Governors ..... 4

    Campus Locations ..... 4

    Key Statistics..... 5

    Financial Summary..... 5

    2020-21 Expenses ..... 6

    2020-21 Revenue..... 7

Highlights and Partnerships ..... 8

    Accolades Received by College Staff and Students ..... 8

    College Highlights ..... 9

Report on Performance ..... 11

    Issue One: Opportunities for Learners..... 11

        Discussion of Results..... 15

    Issue Two: Academic Effectiveness ..... 17

        Discussion of Results..... 19

    Issue Three: Improving Organizational Efficiency ..... 20

        Discussion of Results..... 22

    Issue Four: Building on Partnerships ..... 23

        Discussion of Results..... 32

Opportunities and Challenges Ahead ..... 34

    COVID-19 Pandemic..... 34

    Provincial Public Post-Secondary Education System Review ..... 34

Appendices..... 35



## Message from the Board Chair

On behalf of the Board of Governors, I am pleased to present the 2020-21 Annual Report for College of the North Atlantic (CNA). Our 2020-21 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 prepares students for successful entry into provincial, national, and international workforces.

The last fiscal year occurred under the unprecedented challenges of COVID-19, yet the College remained focused on its vision of delivering the highest quality teaching and programming for its learners in Newfoundland and Labrador, as well as internationally. Our Board, faculty, and staff quickly and effectively implemented measures to enable the continuation of the academic curriculum for our students. The transformative changes, many of which have become a standard part of CNA's operational procedures, have proven to be effective in protecting CNA's faculty, staff, and students. CNA will continue to be deeply committed to providing leadership and effective supports to our students and employer community during this pandemic.

The College has steadfastly pursued its goals of learner opportunities, academic and organizational effectiveness, and industry partnerships as outlined in the first year of its Strategic Plan 2020-23. CNA continues to provide essential skills, with the committed support of the Provincial Government, to ensure that students are equipped with the best possible skills to succeed in an ever-changing world. Providing flexible, real-time solutions to business and community stakeholders for industry and workforce development is a key CNA priority.

I acknowledge, with great appreciation, the volunteer members of the Board of Governors for their dedication and contributions during 2020-21. The Board is committed to the reinforcement of accountability, efficiency, and good governance at the College and the provision of valuable insight towards the institution's advancement in these challenging times.

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", is positioned above the printed name of the Board Chair.

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

## College Overview

For nearly 60 years, since the opening of post-secondary education related to skilled trades 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 curriculum 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 in the CNA 2020-23 Strategic Plan: <https://www.cna.nl.ca/business-and-industry/pdfs/irp/strategic-plans/2020-2023.pdf>.

## Our Programs

CNA is one of the largest post-secondary educational and skills training centres in Atlantic Canada; enrolling learners each year in more than 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 Service (DLS) 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 (ECE), Industrial Trades, Information Management, Journalism, Office Administration, Rehabilitation Assistant (Occupational Therapy Assistant and Physiotherapist Assistant), and Video Game Art and Design. In addition, CNA has invested in the development of microcredentials in the areas of technical and essential skills.

## 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 September 1, 2019 to August 31, 2020 academic year, CNA enrolled nearly 7,000 students. A majority of CNA's graduates are successful in finding employment specific to their fields of study, and as such, are able to pursue rewarding, skilled and technical employment doing what they were educated to do.

CNA's international development projects and education partnerships currently span several regions: China, South America, South East Asia, Caribbean, and Qatar. 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-NL serves over 400 international students across 17 campuses in the province. CNA also partners with four institutions in China where over 430 students are enrolled in CNA programs. CNA is the lead Canadian College partner on several Global Affairs Canada projects abroad with Colleges and Institutes Canada (CICan), including Kenya Education for Employment Project (KEFEP), Young Africa Works (YAW) in Kenya, and Skills for a Greening Economy (SAGE) in Guyana, and partnering with other Canadian Colleges for initiatives in Jamaica, Tanzania, through the Caribbean and beyond.

## Board of Governors

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

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

## Campus Locations

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



## Key Statistics

2019-20 Annual Enrolment – Newfoundland and Labrador Campuses	Total
Academics, Applied Arts & Tourism	1,697
Business & Information Technology	1,718
Engineering Technology	889
Health Sciences	681
Natural Resources and Industrial Trades	1,911
<b>College Total</b>	<b>6,896</b>

Note: Inclusive of students registered between September 1, 2019 and August 31, 2020. The 2020-21 academic year is not complete until August 2021; therefore, 2019-20 data is provided for this report.

2019-20 Annual Customized and Continuous Learning Activity	Course Registrations	Student Contact Hours
<b>College Total</b>	<b>6,050</b>	<b>79,602</b>

Note: Includes only students registered for non-credit course offerings between September 1, 2019 and August 31, 2020. The 2020-21 academic year is not complete until August 2021; therefore, 2019-20 enrolment data is provided. Continuous and Customized Learning (CCL) activity was suspended from March to August 2020 due to the pandemic.

Employee Data by Position Type (March 31, 2021) – Newfoundland and Labrador				
Support Staff	Faculty	Management	Non-Union / Non-Management	Total
490	652	109	19	<b>1,270</b>

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

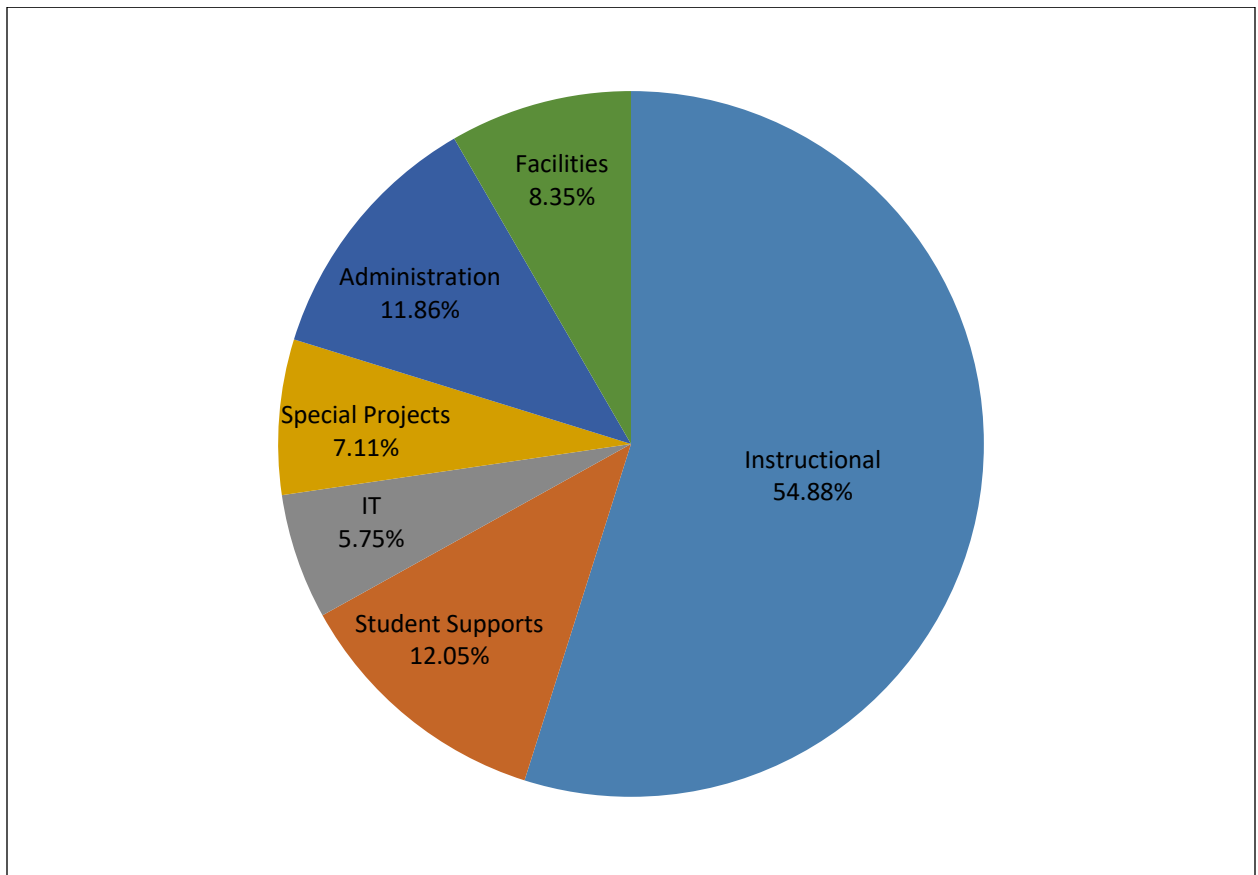
## Financial Summary

CNA recorded gross expenditures of \$125.7 million in 2020-21, the majority (\$69 million, 54.88 per cent) in support of instruction programs, followed by Student Supports (\$15.1 million, 12.05 per cent) and Administration (\$14.9 million, 11.86 per cent).

The largest source of revenue (\$64.4 million, 50.75 per cent) was the annual grant-in-aid provided by the Provincial Government, with the next three main sources consisting of Federal (\$31.3 million, 24.66 per cent), Tuition and Fees (\$15 million, 11.86 per cent), and Special Projects (\$11.1 million, 8.78 per cent). Details on CNA's audited finances are provided in the 2020-21 Financial Statements (Appendix B, page 37).

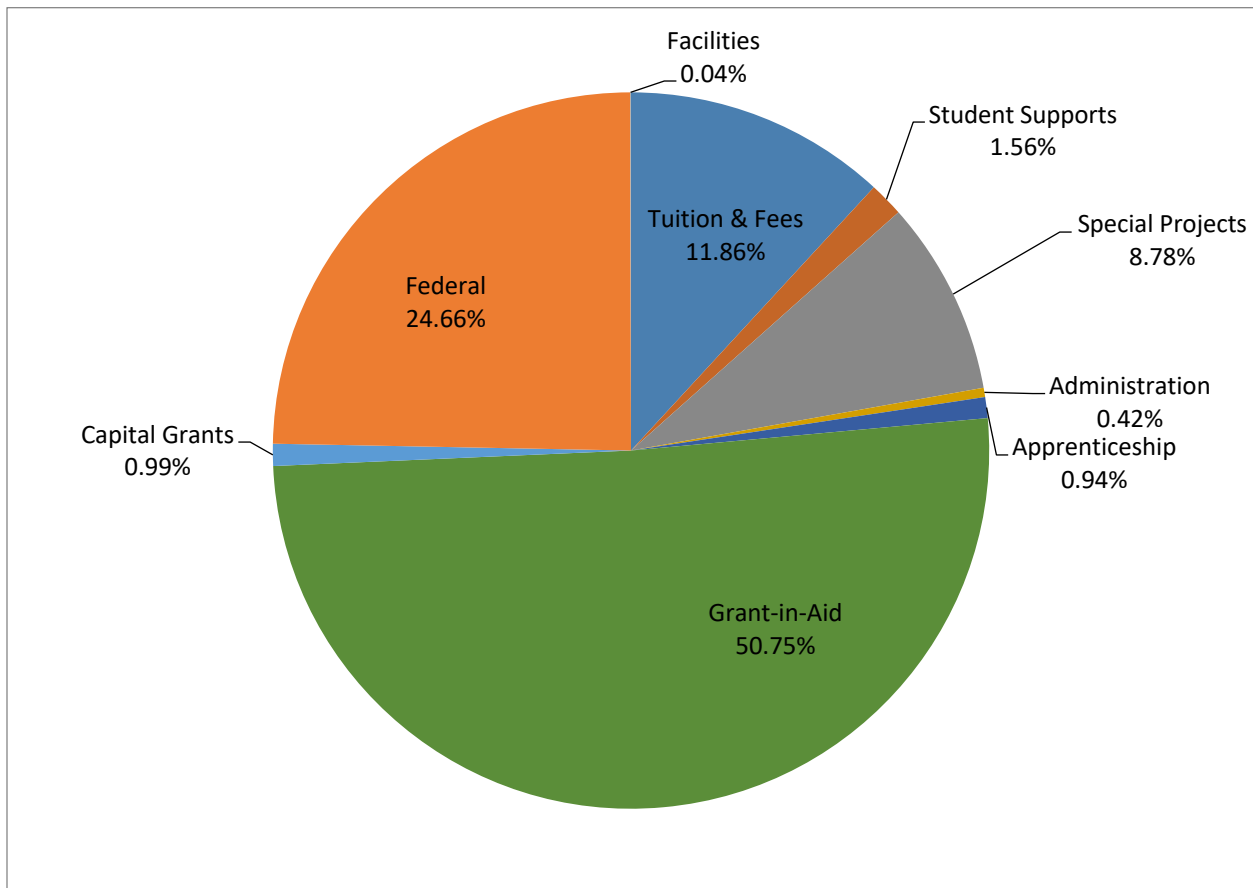
## 2020-21 Expenses

Line Item	Amount
Instructional	\$69,025,019
Student Supports	\$15,158,040
Administration	\$14,918,472
Facilities	\$10,505,058
Special Projects	\$8,938,356
Information Technology (IT)	\$7,233,123
<b>Total Expenditure</b>	<b>\$125,778,068</b>



## 2020-21 Revenue

Line Item	Amount
Grant-in-Aid	\$64,464,200
Federal	\$31,321,697
Tuition & Fees	\$15,062,702
Special Projects	\$11,148,342
Student Supports	\$1,980,330
Apprenticeship	\$1,199,368
Capital Grants	\$1,262,400
Administration	\$529,238
Facilities	\$45,420
<b>Total Revenue</b>	<b>\$127,013,697</b>





## Highlights and Partnerships

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

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

### Accolades Received by College Staff and Students

Matthew Hand, a Welding Engineering Technology student at CNA's Burin campus, was named as one of 10 CiCan Paul and Gerri Charette Bursary Program \$5,000 award recipients in Canada for 2020. Matthew was the only recipient from Newfoundland and Labrador, in addition to being CNA's representative. His decision to apply for Welding Engineering Technology was a result of the pandemic that hit last year as the apprentice was not getting any welding work. Matthew plans on continuing his welding career by pursuing welding inspection in the future.

In July 2020, the Provincial Government announced a partnership with the Royal Newfoundland Regiment Advisory Council and CNA to undertake the fabrication of a bronze caribou monument for installation at Gallipoli (Turkey) to complete the Trail of the Caribou. Nineteen students of CNA's Geomatics/Surveying Engineering Technology program collected point cloud data from a digital scan of the caribou monument located in Bowring Park as part of their remote sensing course. The Provincial Government has worked closely with the Government of Canada and the Republic of Turkey to install the monument on the Gallipoli Peninsula, where the Royal Newfoundland Regiment earned its first gallantry awards before they went on to fight with distinction on the Western Front.

A group of six students in Nain were the first to graduate from CNA's indigenized ECE certificate program in December 2020. The ground-breaking initiative was funded by the federal government, under a post-secondary partnership with Indigenous Services Canada, and was fully supported by the long-standing partnership between CNA and the Nunatsiavut Government. Post-secondary quality standards were maintained, and the examples used in the curriculum were tailored so that it was relevant for the students in the Labrador Inuit culture when discussing and learning various topics.

In January 2021, Richard Spencer, a CNA faculty member, was one of six Canadians named as faculty cohort for the Amazon Web Services (AWS) Educate Cloud Ambassador program for 2020. The AWS Educate Cloud Ambassador Program is for top-tier cloud educators who serve as ambassadors while sharing their knowledge and experience in teaching cloud computing with other educators at their institution, in their community, and around the world. In addition to having an AWS Educate Cloud Ambassador on staff, CNA has since been named as both AWS Educate and AWS Academy. With these memberships, AWS Academy will give CNA students and educators access to courses and other learning resources to help students prepare for cloud careers in growing fields.

## College Highlights

CNA announced the launch of a COVID-19 Student Relief Fund in May 2020 with its affinity partner, TD Meloche Monnex, to provide immediate, much-needed financial support for any of its qualifying students. CNA was able to give one-time bursaries to over 50 domestic and international students who needed critical support during a very precarious time in their lives. In addition, CNA launched its Student Computer Bursary Fund which delivered nearly \$80,000 in bursary funds and delivered another 190 refurbished computers across 17 campuses to students in need as they moved to the online learning platforms. The funding for these initiatives was made possible by affinity partner TD Meloche Monnex, Verafin and a large number of individual donors including many staff and faculty of CNA. Refurbished computers were donated by the NL Computers for Schools program which positioned CNA to deliver another 120 computers during the winter of 2021.

It was announced in July 2020 that a total of \$8.9 million of funding by the Government of Canada, the Provincial Government, the City of Corner Brook, as well as Corner Brook Pulp and Paper Ltd. (CBPPL) was being invested to support a Corner Brook Centre for Research and Innovation and related initiatives. The centre will support research and development, business diversification and a stronger culture of innovation and entrepreneurship throughout Newfoundland and Labrador. The funding includes \$5.3 million by the Provincial Government to support an employer-sponsored training program to be developed and delivered by CNA.

In October 2020, CNA expanded on its learning offerings by launching microcredentials for anyone interested in upskilling or reskilling to advance their position in the workplace and to remain current. CNA has been designated as an AWS Academy provider, and the first microcredential is AWS Cloud Computing, which was launched January 2021. Microcredential courses can be in addition to, complementary to, or a formal component of another qualification. The benefit to acquiring microcredentials is they are stackable (e.g., three or four of these short topics could be combined to equate to one of CNA's credit courses); portable (recognized by other employers and institutions); and, can be promoted using a digital badge instead of a parchment. The full expansion of microcredentials will be a part of the College's academic planning process for 2021 and beyond.

An employee giving program called Giving Makes Cents was established in November 2020 through employee payroll contributions for all CNA staff and faculty. The program is focused on supporting student need through three areas including the Student Emergency Fund, the Student Scholarship and Awards Fund, or a general fund to address the Areas of Greatest Need. The purpose of the program is to help provide students with some much needed financial support to remove any barriers that prevent students from being successful in their chosen programs. Every year the Alumni and Advancement Office works with hundreds of donors across 17 campuses at CNA to deliver a robust and rewarding Scholarship and Awards program. This program helps alleviate financial stress on students as well as providing them with recognition for their work as they pursue their educational programs at CNA. This past academic year, CNA presented a total of 521 awards totalling nearly \$450,000.

In November 2020, CNA announced that it will launch a new IT pilot, the Technology Career Focus program, to be delivered in fall 2021 and winter 2022 semesters. This introductory, skills-based program is made possible by over \$500,000 in funding received from the Future Skills Centre (FSC) as part of a larger \$4.3 million investment for new partnerships in Atlantic Canada. The funding for CNA's program comes from its involvement in the Atlantic Colleges Atlantique's

(ACA) College Transformation des Colleges project as an associated college. The technology sector in Newfoundland and Labrador is a growing industry worth \$1.6 billion and consisting of over 80 digital technology firms in the province.

A partnership and pilot program was announced in December 2020 that will bring Technology Career Pathway (TCP) programming to some provincial high schools starting in the 2021-22 school year. This collaboration between CNA, the Department of Education (EDU), and the Newfoundland and Labrador English School District (NLESD) will launch in the 2021-22 school year as a pilot in eight schools in the Avalon, Central, Western and Labrador regions of NLESD. Students participating in the program will start coursework in Level II with the current high school computer science course, transitioning to post-secondary courses in Python programming in Levels II and III. Python is a widely used programming language in fields such as web development, data science and artificial intelligence. Students completing the pilot program will receive a micro-credential from CNA indicating they have completed the Python TCP, as well as course credit at the post-secondary level. The program will also feature an experiential learning placement at a business in the province's technology and innovation sector for at least six weeks.

In December 2020, Research Infosource announced its Canada's Top 50 Research Colleges list. CNA claimed the top spot for applied research among colleges in Atlantic Canada and placed 16th overall in the country (up from 26th place last year). CNA also placed ninth in the country for overall research growth. The College received approximately \$6.1 million through its College Innovation Network (CIN) in support of applied research in disciplines ranging from mining, agriculture, and agri-foods to workforce development, information technology, manufacturing, and geomatics. Research Infosource is a respected and leading source of ranking information on research universities, corporations, hospitals and colleges that are used and followed by the research and innovation community, opinion and policy leaders in the government, research, corporate, higher education and non-profit sectors.

CNA signed a Memorandum of Understanding (MOU) in December 2020 with the Iron Ore Company of Canada (IOC) to collaborate on the development of new skills aligned with the latest advancements in mining technology. IOC will invest \$2 million over three years in this initiative. IOC is gradually implementing new, more technically advanced systems as well as autonomous and highly instrumented equipment to continue improving its safety performance and competitiveness. This digital transformation creates the need to help current employees develop different skillsets and to establish a pipeline of qualified, local talent for the future. IOC and CNA will co-operate across three main areas: workforce development, work assignments for college students and faculty, and applied research opportunities in the mining sector. In addition to the creation of new future skills training programs for the mining industry at the college, the MOU is expected to lead to the development of internship opportunities at IOC.

In January 2021, a funding arrangement was announced to support immigration at CNA's Corner Brook campus. The Provincial Government, with assistance from the Canada – Newfoundland and Labrador Labour Market Development Agreement (LMDA), is allocating \$600,000 over two years to establish an Economic Immigration Ideas Lab in Corner Brook. The lab will be administered by CNA and located in CNA's Newfoundland and Labrador Workforce Innovation Centre (NLWIC) at its Corner Brook campus. The Provincial Government intends for the lab to bring together leaders in communities, business, labour, and post-secondary education to incubate new approaches to recruit and retain immigrants to NL.

# Report on Performance

## Issue One: Opportunities for Learners

Learners are the reason why CNA does what it does. Learners are diverse and come to the College for many different reasons and intended outcomes. From learners enrolled in multi-year programs, its lifelong learners upgrading skills, to its global student population and its graduates, CNA has a responsibility to ensure a meaningful and robust experience for all. Their success is the College’s success. That is why CNA focuses on creating pathways for all of its learners. Pre-program pathways include access and bridging programs to fill learner gaps in literacy, numeracy or technical skills to ensure all learners can succeed in their diploma program. Post-program transitional pathways are created by signing articulation agreements with other institutions. These agreements ensure the College’s learners are provided with seamless transitions from their CNA diploma into further post-secondary studies. In order to foster the continued success of CNA’s learning communities, it needs to be more responsive to the unique needs of its diverse learners, including students with accessibility challenges, international students and non-traditional learners. As the world of work constantly evolves, so too must the College’s approach to delivering the highest quality learning experience across its College community.

CNA made significant progress towards identification dimensions underlying learner success in 2020-21.

Goal 1: By March 31, 2023, CNA will have enhanced opportunities for learner success.

Objective: By March 31, 2021, CNA will have identified dimensions underlying learner success.

2020-21 Indicators	2020-21 Report on Performance
<p>1. Communicated and collaborated with high schools to assist learners in preparing for a successful transition from K-12 to the college system.</p>	<ul style="list-style-type: none"> <li>• CNA logged approximately 13,000 communication interactions with new or returning students, schools, and organizations via email, chat, phone, Facebook, and Instagram during 2020-21. These interactions addressed a variety of issues, such as awards and scholarships, admission information, course availability, etc.</li> <li>• In April 2020, Marketing, Communications and Recruitment (MCR), the Registrar’s Office, and Student Services strengthened lines of communication (e.g., increased weekly or bi-weekly meetings) to enhance knowledge transfer (e.g., letters of acceptance, website related items, and various internal process) among all parties in regards to student recruitment and admissions.</li> <li>• Student Services, with staff support from Marketing and Recruitment, made no show-mitigation calls to new and returning students to confirm their intent to attend CNA during the fall 2020 and winter 2021 semesters. All students outside the pandemic enforced bubble were also called in August 2020 to talk about COVID-19 and potential isolation plans. This approach will continue to be used as a refined connection strategy throughout 2021-22.</li> </ul>

	<ul style="list-style-type: none"> <li>• In 2020-21, outreach to provincial schools continued for scholarships and awards offered by the Alumni and Advancement Office to ensure students were aware of financial and mentorship support programs available to them if attending CNA (e.g., Joyce Family Foundation Bursary, Hibernia Diversity Awards).</li> <li>• Informational posters were printed and sent to all high schools and local organizations (e.g., Choices for Youth, Murphy Centre, Buckmaster's Circle), beginning in September 2020.</li> <li>• An ongoing contract with Glacier Media Group allowed CNA to display posters in 13 high schools throughout the province to highlight various CNA information (e.g., Awards and Scholarships, CAS Transition, Accessibility Services) during 2020-21. This contract also targeted parents and influencers through online advertising.</li> <li>• In March 2021, NLESD partnered with CNA to promote resources, contacts and Open House information to principals and guidance counsellors in the school district. This allows a direct connection from the College to the school district as well as the schools to recruitment for future presentations.</li> <li>• In August 2020, CNA expanded orientation activities to an online format given COVID-19 and will continue to further develop orientation to facilitate the transition from K-12 to the college system more smoothly.</li> <li>• CNA engaged an outside company beginning in April 2020 to develop virtual tours, scheduled to begin April 2021 in all 17 campuses for potential students who could not physically visit a campus for personal reasons or due to travel restrictions. Going virtual allows prospective students globally to familiarize themselves with life as a CNA student.</li> <li>• In March 2021, CNA developed guided virtual tours to be presented at a virtual Open House scheduled for April 2021. This virtual event is to be offered to prospective students, guidance counsellors, international agents, outside stakeholders, and parents to showcase CNA programs and services at all 17 campuses. The virtual Open House makes use of existing virtual online tours, presentations, etc.</li> <li>• Student Development Officers (SDOs) connected with schools in their respective regions to provide presentations to career classes and other interested student groups throughout the province during the fall of 2020 and winter of 2021.</li> <li>• The Office of Applied Research and Innovation (OARI) partnered with FIRST Lego League NL to physically distribute robotic kits to 15 teachers at 10 different schools in the Labrador region to enable over 200 students to participate in the FIRST Lego League in 2020-21.</li> <li>• As part of a five-year agreement signed November 2020 with Skills Canada Newfoundland Labrador (NL), the Alumni and Advancement Office continued to make available tuition and</li> </ul>
--	---

	<p>book vouchers for any provincial secondary student winning a Skills Canada NL competition. The vouchers are cumulative from Grade 9 onwards and can be used to attend any program at CNA upon graduation.</p> <ul style="list-style-type: none"> <li>• In November 2020, SDOs, Guidance Counsellors (GCs), and Accessibility Service Co-ordinators (ASCs) began receiving updated information sessions on programs and services across the College to better prepare them to answer questions from prospective students about CNA's programs and services. It provided SDOs, GCs, and ASCs with the appropriate tools and knowledge to help students with the transition from secondary schools to CNA.</li> <li>• In September 2020, Student Services re-established an assessment subcommittee with the Counselling Team to review assessment tools and related protocols starting with the Canadian Test of English for Scholars and Trainees (CanTEST). This review is ongoing and will conclude in 2021-22.</li> <li>• CNA started development of a College Readiness Strategy in March 2021 that addresses preparedness, attrition, and retention through the creation of a program that assists with the transition to CNA from high school prior to joining in the fall semester. This program focused on ensuring student preparation in technology (D2L [Desire2Learn], email, meeting platforms, etc.), mental health, and College familiarization. This will be delivered prior to the 2021 fall semester.</li> <li>• CNA implemented a review of the PeopleSoft Recruitment Module capabilities in March 2021. The module review will allow better tracking and communication with prospective students from application, admission, and eventually graduation. This communication allows CNA to provide additional information, as well as provide invites to events (e.g., Open House).</li> <li>• CNA completed a project in March 2021 to enhance the transfer of high school grade information between itself and EDU. On its completion, CNA's Student Information System (SIS) was able to access pertinent information through EDU's PowerSchool learning management system in a more efficient manner. Sign-off for implementation is expected in early 2021-22.</li> <li>• In September 2020, CNA created a stronger Student Services presence on the CNA webpage that is more defined and allows for easier access to information and online services, such as peer tutoring, and other relevant services.</li> </ul>
<p>2. Identified factors that improve learner retention.</p>	<ul style="list-style-type: none"> <li>• CNA's Academic Development division identified four factors (i.e., expectations, support, involvement, and learning) in 2020-21 that are expected to inform development of measures to improve learner retention: <ul style="list-style-type: none"> <li>• Expectations - Examples of CNA measures that address expectations: <ul style="list-style-type: none"> <li>• Academic advisors assist students with an understanding of what is required of them in a program.</li> </ul> </li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Faculty members provide students with detailed syllabi at the beginning of a course that clearly articulates learning outcomes and course evaluation.</li> <li>• Support - Examples of existing CNA measures that address support:       <ul style="list-style-type: none"> <li>• In the past CNA has provided academic support for students via academic help centres in areas students most need assistance: math, science, English, accounting, etc. In order to increase the reach of these services CNA has moved academic help centres online and students may now book appointments with instructors provincially.</li> <li>• Counsellors are available at each campus to help students with academic and personal issues. CNA also recently introduced an e-counsellor and e-SDO for students studying remotely.</li> <li>• An existing comprehensive peer-tutoring program was recently moved to a virtual environment as a pandemic response.</li> <li>• CNA expanded its promotion of student health and wellness to raise awareness of services available to students to increase student persistence and resilience through health promotion.</li> <li>• Continued growth in scholarship and award opportunities for learners through the work of the Alumni and Advancement Office.</li> <li>• Emergency response programs, including Student Emergency Funding, COVID Relief Funding, technology and computer resources were very actively supporting students throughout the year, particularly when the College moved to a virtual environment.</li> </ul> </li> <li>• Involvement (i.e., frequency and quality of contact with instructors) – Examples of existing CNA measures that address involvement:       <ul style="list-style-type: none"> <li>• Each campus runs a comprehensive orientation program.</li> <li>• A Business Case Competition and Skills Competition takes place annually to facilitate student application of program learning to the real-world.</li> </ul> </li> <li>• Learning (i.e., environments that foster learning) – Examples of existing CNA measures that address learning:       <ul style="list-style-type: none"> <li>• Seventy CNA programs have work terms or job exposure components to engage the learners in real-world learning experiences. This includes 17 capstone projects, or culminating academic and intellectual experiences, in courses such as civil engineering technology (coop), computer systems and networking, and information management.</li> <li>• Applied research project funding is available through the Office of Applied Research to engage learners in</li> </ul> </li> </ul>
--	--

	conducting real-time research to solve problems faced by business and industry.
3. Investigated transitional pathways to enhance access to programming for varying learner populations.	<ul style="list-style-type: none"> <li>• CNA investigated several transitional pathways to enhance access to its programs for varying learner populations: <ul style="list-style-type: none"> <li>• CNA has removed the requirement for mature learners to write the Canadian Adult Achievement Test (CAAT) before entry to decrease barriers to educational access for the September 2020 student intake.</li> <li>• A 'Readiness Project', funded by the Newfoundland and Labrador Workforce Innovation Centre (NLWIC), and launched in 2019, is currently studying ways to remove barriers for Indigenous learners to enter CNA education and training programs. A pilot holistic admissions process will be rolled out for the September 2021 admission cycle.</li> </ul> </li> <li>• The CCL division continued to offer programs aimed at vulnerable and under-represented learners to help provide exposure to programs and work opportunities, such as the Orientation to Trades and Technology Program for Women, Future Skills programs for learners with disabilities, ECO Canada programming for Indigenous youth, and the Supportive Transition and College Kickstart (STACK) program aimed at engaging youth not currently in education and training.</li> <li>• Articulation agreements continue to be developed or renewed in 2020-21 to provide learners pathways for study beyond their diploma programs: <ul style="list-style-type: none"> <li>• New transfer agreement with MUN-Grenfell and CNA's Digital Filmmaking (February 2021);</li> <li>• New transfer agreement with Saint Mary's University (Halifax, Nova Scotia) for Community Leadership Development (February 2021);</li> <li>• New transfer agreement with Royal Roads University (Victoria, British Columbia) for Community Leadership Development and Business Administration/Management Programs (February 2021);</li> <li>• Renewal of transfer agreement with Marine Institute (MI) that allows graduates of 19 CNA three-year programs to transition into MI's one-year Bachelor of Technology Program (September 2020).</li> <li>• New transfer agreement with Cape Breton University for Community Leadership Development program (November 2020).</li> </ul> </li> </ul>

Discussion of Results

In 2020-2021, CNA communicated and collaborated with high schools to assist learners in preparing for a successful transition from K-12 to the college system. This included over 13,000 communications with students, schools and organizations using telephone, email, Facebook and Facebook Messenger, website chat, etc. to discuss a variety of college-related issues. As part of a COVID-19 mitigation strategy, specific no-show calls were made to confirm the intentions of



new and returning students. All provincial schools were also provided with written materials and posters related to financial and mentorship support programs, educational programs, accessibility services including local organizations such as Buckmaster's Circle and Choices for Youth. Orientation activities, including hosting of guidance counsellors and school presentations, continued in 2020-2021 where feasible. However, the pandemic necessitated the development of new online approaches, such as virtual tours, and an Open House event. CNA partnered on unique projects that helped facilitate a connection with its students: distribution of robotic kits to schools in the Labrador region to enable students to participate in the FIRST Lego League competition, and tuition vouchers for any provincial secondary student winning a Skills Canada NL competition. Internally, CNA has implemented several changes to enhance communication and collaboration with high schools and students: changes that provided SDOs, GCs, and ASCs with the appropriate tools and knowledge to help students with the transition from secondary schools to the college; strengthened lines of communication and knowledge transfer between the Registrar's Office and Student Services; set up an assessment subcommittee to review tools and related protocols; and, prepared a College Readiness Strategy to address student preparedness, attrition, and retention. Software enhancements designed to facilitate the transfer of high school students to the college system included a review of the PeopleSoft Recruitment Module to better track and communicate with prospective students and a project to transfer of high school grade information between CNA's SIS and the EDU PowerSchool system.

In 2020-21, CNA's Academic Development identified four factors (i.e., expectations, support, involvement, and learning) that will inform development of measures to improve learner retention. Addressing student expectations better prepares them for success; therefore, the use of academic advisors and course syllabi are an important means of ensuring students complete their programs. Supporting students through the use of help centres, counsellors, peer tutoring, health and wellness, and financial measures remove many of the barriers that students face while in post-secondary institutions. The degree and frequency of contact between students and instructors increases student involvement through measures, such as orientations and student competitions. Examples of environments that foster learning include off-campus work experience and real time research. These four factors will be used to develop related measures in the upcoming 2021-22 fiscal year to aid in student retention.

CNA investigated transitional pathways in order to enhance access to educational programming for various learner populations in 2020-2021. A college entrance test for mature learners was removed due to its outdated nature. The readiness project is also currently reviewing ways to remove barriers to entering educational and training programs for Indigenous learners through implementation of a holistic admissions process in September 2021. CNA programs aimed at vulnerable and under-represented learners (e.g., women, persons with disabilities; Indigenous learners; newcomers; and, disadvantaged youth) have continued through 2020-21 to help provide exposure to programs and work opportunities. The development and renewal of articulation agreements with other educational institutions provides learners with the potential to pursue related academic opportunities beyond their initial CNA diploma. These pathways show learners that a college diploma can not only lead to meaningful employment, but it opens pathways to further and lifelong learning opportunities to advance their education to higher levels while recognizing the learning and skills acquired in their initial CNA diploma program.

Objective: By March 31, 2022, CNA will have developed measures to improve learner success.

Indicators for 2021-22:

- Developed new learner pathways in each academic school.

- Developed a centralized repository of pathway agreements for improved student access.
- Developed Student Connection and College Readiness Strategy to increase student retention.

## Issue Two: Academic Effectiveness

Learners must be engaged in relevant programming that is responsive to the diverse economy and changing workforce of the province and beyond. By continuously improving and evolving CNA programming, learners will be aligned with meaningful careers and equipped with the critical skills necessary to adapt to the changing world of work. Students need access to high-quality, relevant programs to prepare them for their chosen careers. Industry needs highly-trained employees in order to run and grow their businesses. By linking relevant programs to industry needs, CNA will contribute to the economy and drive its own opportunities. By embracing appropriate learning technologies, in addition to cultivating teaching best-practices, CNA will equip its learners with the skills needed for the future world of work.

Supporting industry innovation through programming also provides students with high-quality learning opportunities. By framing business challenges as real-world applied research and development projects for its programs, CNA will leverage faculty, learners and physical resources to provide innovation support to industry. This approach simultaneously creates valuable experiential and entrepreneurial learning opportunities for CNA’s learners and industry partners.

CNA programming must continually evolve to respond to the changing economy. Program offerings may achieve this by renewing and updating existing programs through comprehensive program reviews – involving both industry and academic feedback – as well as introducing new programs driven by new labour market demands. Multi-year academic planning provides CNA with a systematic and institutional-wide process of ensuring its program mix is relevant and responsive to existing and future labour market trends thus providing workforce-ready graduates as the demand arises in industry. Introducing new credentials to the CNA’s offerings, such as applied degrees and microcredentials, will ensure programming retains the agility it needs to meet industry demands. Future development of applied degrees will align with CNA legislation, strategic and academic/business plans and a demonstrated need within the existing labour market. Microcredentials are certifications of assessed competencies that are additional, alternative, and complementary to, (or a recognized component of) a formal qualification. Microcredentials are in demand in the workplace and are focused on discrete workplace competencies.

CNA made significant progress towards the development of new credentials in 2020-21.

Goal 2: By March 31, 2023, CNA will have developed and delivered programs that are innovative and responsive to the changing needs of learners.

Objective: By March 31, 2021, CNA will have developed new credentials.

2020-21 Indicators	2020-21 Report on Performance
1. Reviewed the business case for applied degrees and microcredentials.	<ul style="list-style-type: none"> <li>• CNA reviewed the business case for applied degrees by pursuing the following activities:               <ul style="list-style-type: none"> <li>• Completed a detailed literature review on both Canadian and international applied baccalaureate degree models.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Completed a detailed environmental scan on program development processes used for approval of applied degrees.</li> <li>• Completed a detailed environmental scan on Canadian applied degree qualification quality frameworks, and recommended the Maritime Province Higher Education Council (MPHEC) model as it most closely aligned with the applied degree concept and definition approved in the <b>College Act, 1996</b> (amended May 2016).</li> <li>• Presented Applied Degree Concept Paper to College executive for approval in May 2020.</li> <li>• CNA reviewed the business case for microcredentials by pursuing the following activities: <ul style="list-style-type: none"> <li>• Completed a detailed literature review on the status of international microcredentials.</li> <li>• Joined the Pan-Canadian Consortium on Microcredentials. The Consortium represents a group of over 20 Canadian colleges working together on defining microcredentials and ensuring their recognition and portability at a national level. The group meets in-person on a biannual basis to move the agenda forward.</li> <li>• Attended the national conference on microcredentials in February 2020 where definitions, guiding principles, and a framework for their development were set.</li> </ul> </li> </ul>
<p>2. Completed environmental scan of industry, learner and program demand for new credentials.</p>	<ul style="list-style-type: none"> <li>• CNA completed an environmental scan of industry, learner and program demand for applied degrees: <ul style="list-style-type: none"> <li>• As a result of labour market demands in the State of Qatar, College of the North Atlantic – Qatar (CNA-Q) requested the development of three applied degree programs in May 2020.</li> <li>• At a special sitting of CNA’s Academic Council (September 2020), three applied degrees were approved for offer at the Qatar campus: <ul style="list-style-type: none"> <li>• Bachelor of Applied Science in Maintenance Engineering Technology</li> <li>• Bachelor of Applied Science in Medial Radiography</li> <li>• Bachelor of Applied Business Administration in Human Resource Management.</li> </ul> </li> <li>• Initial program areas being further explored include: <ul style="list-style-type: none"> <li>• Sustainable Agriculture</li> <li>• Early Childhood Education</li> <li>• Cyber Security</li> </ul> </li> </ul> </li> <li>• CNA completed an environmental scan of industry, learner, and program demand for microcredentials: <ul style="list-style-type: none"> <li>• Completed an environmental scan of microcredential offerings across Canada and in Australia and New Zealand (Australia and New Zealand are leaders in this area).</li> <li>• Consulted Program Advisory Committees annual meetings to determine industry demand for both technical and essential skill microcredential development needs.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Developed a suite of five microcredentials in AWS for initial offering in January 2021.</li> <li>• Microcredentials in the following areas also under development for the 2021-22 fiscal year: <ul style="list-style-type: none"> <li>• Data Analytics (five microcredentials)</li> <li>• Machine Learning and Analytics (3 microcredentials);</li> <li>• Social Media Marketing (four microcredentials)</li> </ul> </li> <li>• Surveying Program Advisory Committees to prioritize and support the development of more credentials.</li> </ul>
<p>3. Developed new credentials, institutional policies and operational procedures for applied degrees and microcredentials.</p>	<ul style="list-style-type: none"> <li>• CNA approved an Applied Degrees policy and procedure (i.e., AC-121 &amp; AC-121-PR [<a href="https://www.cna.nl.ca/About/Policies-and-Procedures.aspx">https://www.cna.nl.ca/About/Policies-and-Procedures.aspx</a>]) in June 2020. The purpose of this policy is to provide a framework for the development and approval of applied degree programs.</li> <li>• CNA approved a microcredentials policy and procedure (i.e., AC-107 &amp; AC-107-PR [<a href="https://www.cna.nl.ca/About/Policies-and-Procedures.aspx">https://www.cna.nl.ca/About/Policies-and-Procedures.aspx</a>]) in August 2020. The purpose of this policy is to provide a framework for the development, approval, delivery, quality monitoring, and awarding of microcredential certifications.</li> </ul>

Discussion of Results

In 2020-21, CNA actively reviewed the business case for applied degrees and microcredentials through Canadian and international literature reviews and environmental scans. The MPHEC model was chosen as it most closely aligned with the applied degree concept and definition approved in CNA’s enabling legislation. An applied degree concept paper was presented to the College executive in May 2020. Literature reviews were also conducted on the status of microcredentials. CNA joined the Pan-Canadian Consortium on Microcredentials, a group of 20 Canadian colleges, as a means of jointly defining microcredentials and to ensure national recognition and portability. An applied degree policy and a microcredential policy were approved in June and August, 2020, respectively.

As a result of labour demands in Qatar, three applied degrees were approved in September 2020 for Bachelor of Applied Science in Maintenance Engineering Technology, Bachelor of Applied Science in Medial Radiography, and Bachelor of Applied Business Administration in Human Resource Management. Initial program areas being explored in-province include: sustainable agriculture, early childhood education, and cyber security. CNA developed a suite of five microcredentials in AWS for initial offering in January 2021 following an environmental scan of industry, learner and program demand. Other microcredentials under development include: data analytics (five microcredentials), machine learning and analytics (3 microcredentials), and social media marketing (four microcredentials).

Objective for 2021-22: By March 31, 2022, CNA will have developed a multi-year academic plan.

Indicators for 2021-22:

- Established academic structures to support multi-year academic plan.
- Completed environmental scan of industry, learner and program demand.
- Developed multi-year academic plan.

### Issue Three: Improving Organizational Efficiency

For CNA to continue to grow as a modern education leader, a strong foundation must be in place. At CNA, its employees have built and continue to nurture that strong foundation. CNA wants to continuously improve upon how it does things, constantly keeping its learners and stakeholders as top priorities. CNA wants its employees to feel empowered within the College to drive excellence in everything they do, every day. CNA knows that employees supported in this way will be resilient in their nature and will support the College’s learners steadfastly.

CNA wants its employees to navigate through their work in ways that are responsive and agile with a focus on high quality in all aspects. By driving continuous improvement processes throughout all areas of the College, CNA will be able to support decision making that is evidence-based and responsive. CNA can also support better outcomes in all aspects of the College by ensuring increased clarity on roles and responsibilities.

CNA made significant progress towards improving organizational efficiency in 2020-21.

Goal 3: By March 31, 2023, CNA will have improved its organizational efficiency through use of a Lean Management System.

Objective: By March 31, 2021, CNA will have identified Lean projects, initialized Lean training and collected first-year Lean-related data.

2020-21 Indicators	2020-21 Report on Performance
<p>1. Identified and implemented new Lean initiatives for upcoming year.</p>	<ul style="list-style-type: none"> <li>• Lean Six Sigma continuous improvement events are classified into three categories: Rapid Improvement Events (RIEs), Kaizen/Mini-Kaizen Events (MKEs), and Just Do Its (JDIs). The first year of continuous improvement event implementation primarily provides employees with exposure to Lean methodologies rather than extensive realization of increases in revenue and/or decreases in expenditure.</li> <li>• The RIE has an event timeline of approximately 120 to 180 days. RIEs are identified as Yellow, Green, or Black Belt level based on the scope of the project work, the number of departments involved, as well as the potential for increase in revenue and/or decrease in expenditure via increasing operational efficiencies. RIEs included:               <ul style="list-style-type: none"> <li>• Yellow Belt level:                   <ul style="list-style-type: none"> <li>• Streamlined the processing of Prior Learning Assessment and Recognition (PLAR) applications in the School of Business and Information Technology (IT).</li> <li>• Created standardized process for parchment distribution in CCL.</li> <li>• Reduced the employee time spent tracking student report data for the OARI.</li> <li>• Standardized the process of employee onboarding for logistical needs (e.g., office set-up) and D2L access.</li> <li>• Began the standardization of the process for submitting and obtaining approval for Continuous Learning Requests</li> </ul> </li> </ul> </li> </ul>

	<p>for managers. This initiative is ongoing and will conclude in 2021-22.</p> <ul style="list-style-type: none"> <li>• Green Belt level: <ul style="list-style-type: none"> <li>• Began the standardization of the process for placing and evaluating students in work integrated learning opportunities. This initiative is currently ongoing and will conclude in 2021-22.</li> <li>• Began the standardization of the process of textbook purchase, distribution and return to the publisher. This initiative is currently ongoing and will conclude in 2021-22.</li> <li>• Began the standardization of the process for schedule change requests for academic programming. This initiative is ongoing and will conclude in 2021-22.</li> </ul> </li> <li>• Black Belt level: <ul style="list-style-type: none"> <li>• Established a framework for a centralized admissions model for the Registrar. Phase 1 (i.e., planning) was completed October 2020 and Phase 2 (i.e., implementation) is ongoing.</li> </ul> </li> <li>• A MKE has an event timeline of approximately 30 days and has a narrow scope focusing on one department or area. MKEs included: <ul style="list-style-type: none"> <li>• Created the Master Booklist (for e-text and physical textbooks) for all CNA courses offered in Intersession 2020.</li> <li>• Established criteria and a business process for campus facility rentals for Prince Philip Drive (PPD) campus in St. John's and Grand Falls-Windsor campus.</li> <li>• Established a new recruitment/hiring process for tutors to align with CNA's online tutoring program.</li> <li>• Established a standardized process for requesting reuse/relocation of items at PPD campus.</li> <li>• Established a standardized process for communicating budget codes for paying online tutors.</li> <li>• Established a set of regulations and tracking documents to be used for tutees regarding missing online appointments with direction to counselling support.</li> <li>• Established a standardized process to capture hours worked by online tutors to ensure they get paid.</li> <li>• Created a CCL fillable form for campus facility requests.</li> <li>• Implemented a training module for entering requisitions at the Corner Brook campus.</li> <li>• Created a faculty course survey providing feedback based on approved policy.</li> <li>• Established a standardized process for adding and updating the alumni database that is free of duplications.</li> <li>• Created a set of standard communications to be used during the admission and application process.</li> <li>• Created a standardized process for assessing admission applications for advanced program standing.</li> </ul> </li> </ul>
--	--

	<ul style="list-style-type: none"> <li>• Established criteria for a PeopleSoft report focusing on denied applicants for the purposes of academic advising.</li> <li>• A JDI has an event timeline of approximately seven to 14 days. It is a small improvement initiative that is identified and implemented by the employees within a single department. There have been 65 JDIs to date including, but not limited to: <ul style="list-style-type: none"> <li>• Developed a template for procurement for research staff in the OARI.</li> <li>• Created a training delivery checklist for CCL.</li> <li>• Centralized quarantine documents for SDOs for easier accessibility and document control.</li> </ul> </li> <li>• Virtual Quality Board Huddles (QBH) were established with 17 internal departments. A QBH is a short, focused weekly meeting for a department or area that serves as a means of aligning departmental activity with an organization’s strategic goals.</li> <li>• Fourteen Visibility Walls were established at various campuses/facilities, with a goal to have these walls at all campuses/facilities in 2021-22. A Visibility Wall is a physical display where internal and external stakeholders can actively view relevant information for an organization’s Lean-related work, as well as the connection to the organization’s strategies and priorities.</li> </ul>
<p>2. Initialized Lean training schedule.</p>	<ul style="list-style-type: none"> <li>• Executive Green Belt training began for CNA leaders during 2021, which is ongoing and will conclude in 2021-22.</li> <li>• One employee candidate completed Lean Six Sigma Black Belt training and was certified in October 2020.</li> <li>• Three employee candidates commenced Lean Six Sigma Green Belt training in October 2020 and are expected to complete training in 2021-22.</li> <li>• Thirteen Lean Six Sigma Yellow Belt candidates were certified in 2020-2021. There are 14 Lean Six Sigma Yellow Belt candidates that are expected to complete training in 2021-22.</li> </ul>
<p>3. Collected Lean project data.</p>	<ul style="list-style-type: none"> <li>• Continuous Improvement Events – There were 23 distinct continuous improvement events (RIEs, and Kaizen events/MKEs) facilitated by Lean Six Sigma Belts/Candidates. Some of these initiatives are ongoing and will conclude in 2021-22.</li> <li>• Event Engagement – 16 per cent of CNA employees were involved in continuous improvements (RIEs, Kaizen events or MKEs) events as either sponsors, facilitators, or team members.</li> <li>• Campus Engagement – 58 per cent of campuses/facilities were involved in RIEs in 2020-21. As RIEs become virtual in nature, events will become provincial in scope.</li> <li>• QBH Engagement – 46 percent of employees were involved in weekly QBHs.</li> </ul>

Discussion of Results

CNA implemented Lean Six Sigma continuous improvement events throughout the organization during 2020-21 as part of the initial implementation of its Lean Management System. Nine long-

term RIEs, across yellow, green and black belt levels, were implemented primarily to provide employees with exposure to Lean methodologies rather than extensive realization of increases in revenue and/or decreases in expenditure. CNA departments completed 14 MKEs, such as developing a standardized process for assessing advanced standing admission applications. Over 65 JDIs were identified and implemented by the employees within a single department (e.g., procurement template, training delivery checklists, and centralized quarantine documents). Seventeen CNA departments established virtual QBHs to align departmental activity with strategic goals. Fourteen Visibility Walls were established in various campuses/facilities, so internal and external stakeholders can actively view relevant Lean information. All campuses/facilities will have visibility walls in 2021-22.

CNA initialized Lean training for several groups of CNA employees and will continue to expand the breath and scope of training in the next fiscal year. CNA leaders completed four of six modules of the Executive Green Belt training during 2020-2021 to provide a strong leadership commitment. The remaining two modules will be completed in 2021-22. The Lean Project Manager completed the Lean Six Sigma Black Belt certification and is now qualified to lead all Lean activities. Three other employees have partially completed Lean Six Sigma Green Belt training while thirteen other employees completed Lean Six Sigma Yellow Belt training in 2020-21. Lean Six Sigma Yellow Belt training of 14 other employees continued throughout 2020-21 and will continue into the next fiscal year.

In 2020-21, the Lean project, while in its first full year of implementation, showed promising progress. Over 16 percent of CNA employees were involved in 23 distinct continuous improvement events. RIEs engaged approximately 58 percent of CNA campuses/facilities and approximately 46 percent of CNA employees were engaged in weekly Quality Board Huddles. It is expected that these figures will show improvement in 2021-22 once more employees are trained and involved in continuous improvement events.

Objective: By March 31, 2022, CNA will have identified new Lean projects, continued Lean training, and collected second-year Lean-related data.

Indicators for 2021-22:

- Identified and implemented new Lean initiatives.
- Finalized Lean training schedule.
- Collected Lean program data.

#### **Issue Four: Building on Partnerships**

CNA creates collaborative relationships to fuel real-world innovation. All efforts support CNA's broader mandate and its long-term sustainability with a constant focus on providing exceptional opportunities to its students and partners. Many external groups have positive relationships with CNA. The College needs to continue these strong relationships with all external and internal stakeholders to solidify its offerings amongst all industry partners. Building on partnerships will result in increased visibility and understanding of CNA's offerings externally and internally; increased number of external partners; and increased student, instructor, staff, and alumni engagement.



CNA made significant progress towards identification of new opportunities to build partnerships with institutions, industry and communities to support learning in 2020-21.

Goal 4: By March 31, 2023, CNA will have built interconnected partnerships with institutions, industry and communities to support learning.

Objective: By March 31, 2021, CNA will have identified new opportunities to build partnerships with institutions, industry and communities to support learning.

2020-21 Indicators	2020-21 Report on Performance
<p>1. Inventoried existing applied research activities.</p>	<ul style="list-style-type: none"> <li>• The OARI inventoried 33 projects with 76 companies:               <ul style="list-style-type: none"> <li>• Four projects in manufacturing (i.e., mechanical tent roller prototype; ergonomic and efficient pastry cutter; cervical traction device; and 3D boat model scanning and printing).</li> <li>• Three projects in information technology (IT) – i.e., Short Message Service (SMS) based application; Squarespace and Google Sheets integration for non-profits; and biomedical application to streamline hospital maintenance.</li> <li>• Four projects in agriculture (i.e., greenhouse structural modification to mitigate snow loads; organic waste and by-products processing evaluation; pharmacologically active mushroom product effects on bee health; and brewers’ spent grain as nutritional animal feeds).</li> <li>• Nine projects in mining (i.e., gold grading methodology to increase productivity; hyperspectral sensor for mineral detection/exploration; Visible and Near-Infrared Range [VNIR] and Short-Wave Infrared [SWIR] for scanning diamond drill cores; rapid 3-D mapping with ZEB Horizon mapping technology for underground mine planning; ground penetrating radar for limestone and dolomite mining; mica removal from stone aggregate; web based Geographic Information System [GIS] mapping to explore economic impact of mining; autonomous drone usage that can be used for underground scanning and mapping; and digitization of maps and blueprints for information management).</li> <li>• Two projects in ocean technology (i.e., environmental and electrical modulations on radar equipment; and radar oil spill detection using electro-optic infrared [EOIR] cameras).</li> <li>• One project in forestry (i.e., statistical control process to measure the quality of biomass materials).</li> <li>• Two projects in tourism (i.e., strategy open-sourced data and analytics platforms to address potential tourism markets; and a hands-free golf ball recovery device for COVID-19 safety).</li> <li>• Two projects in aquaculture (i.e., metrological exposure on sea-based instrumentation in Newfoundland and Labrador; and the business case for live lobster holding as a social enterprise in rural areas).</li> <li>• Two projects in environment (i.e., a low cost method to deskin cod fish heads for collagen extraction; and combination of remote sensing technologies for utility and dam monitoring).</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Two projects in construction (i.e., integration of 3D Scanning [GEOSLAM] technology to improve reconstruction and space utilization initiatives; and new building designs with best practices in environment and accessibility).</li> <li>• Two projects for community groups (i.e., researching national best practices for COVID-19; and innovative best practices and technology adoption for the non-profit sector and associations).</li> <li>• The Newfoundland and Labrador Workforce Innovation Centre (NLWIC) inventoried 20 projects focused on one or more underrepresented groups: <ul style="list-style-type: none"> <li>• One project in agriculture and immigration (i.e., preparing refugees to work in the province’s agriculture industry as led by the Association for New Canadians [ANC]).</li> <li>• One project in aquaculture (i.e., pilot test of a demand-led training model to support entry and retention in aquaculture as led by the Social Research and Demonstration Corporation [SRDC]).</li> <li>• One project in tourism (i.e., tourism reskilling for non-tourism sector workers as led by Hospitality NL [HNL]).</li> <li>• Two projects in workforce development for Indigenous groups (i.e., employment pathways for Inuit youth in Nunatsiavut as led by SRDC; and alternative admissions academic readiness assessment processes and tools for Indigenous Peoples as led by CNA).</li> <li>• Two projects in workforce development and immigration (i.e., fostering innovation in technology entrepreneurship by increasing female participation and immigration initiatives as led by Genesis; and employer perceptions to hiring newcomers and international students as led by Memorial University [MUN]).</li> <li>• One project in forestry (i.e., forest-based bioeconomy development as led by the Newfoundland and Labrador Forest Industry Association [NLFIA]).</li> <li>• One project in health care (i.e., psychological health and safety for health care workers through technology-based support).</li> <li>• Two projects in trades and technology for women’s groups (i.e., enhancing the Women in Science, Engineering, Trades and Technology [SETT] Leadership Program in NL; and evaluating the short and long-term impacts of Women in Resource Development Corporation’s [WRDC] Employment Assistance Services and Career Development Programming).</li> <li>• Three projects in career and employment service provision (i.e., evidence for collaborative community employment services as led by the Collective Interchange Co-operative [CIC]; exploring mobile technology in a work-based employment program for adults who face employment barriers as led by Stella’s Circle; and the YMCA Employment Services</li> </ul> </li> </ul>
--	---

	<ul style="list-style-type: none"> <li>– YES! Pilot Project as led by YMCA of Western Newfoundland).</li> <li>• One project in literacy (i.e., equipping citizens in rural NL with online learning abilities and skills as led by the NL Laubach Literacy Council).</li> <li>• Three projects on social enterprise (i.e., workforce development through social enterprise as led by the Community Education Network; supportive training, social enterprise and employment first practices for the future of NL as led by Choices for Youth; and community-minded social enterprise – an inquiry for viability as led by the Corner Brook Status of Women Council).</li> <li>• One project in workforce development for older workers (i.e., barriers and opportunities to workforce participation as led by the St. John’s Board of Trade).</li> <li>• One project in soft skills development (i.e., enhancement of employability through soft skills development [people and/or social skills, etc.], as led by Academy Canada).</li> </ul>
<p>2. Consulted with existing and potential partners to identify opportunities for partnership development.</p>	<ul style="list-style-type: none"> <li>• The Office of Partnerships, Entrepreneurship and Community Engagement (PECE): <ul style="list-style-type: none"> <li>• Reported quarterly and annual applied research and innovation metrics to Springboard Atlantic, including sharing success stories highlighting industry and community engagement, in support of the Network Agreement between Springboard Atlantic and 19 Atlantic Post-Secondary institutions, including CNA.</li> <li>• Consulted with Municipalities NL (MNL) and the Professional Municipal Administrators (PMA) on the development of a Workplace Integrated Learning (WIL) plan and proposal to engage college students with NL municipalities, as part of an existing MOU signed in 2019.</li> <li>• Consulted with Choices for Youth in November 2020 on their survey of provincial youth and potential partnerships on mental health, community engagement and social enterprise.</li> <li>• Held discussions with the Newfoundland and Labrador YMCA – Enterprise and Newcomer Services from June 2020 to February 2021 to determine collaboration opportunities in support of entrepreneurship programs and services for CNA students.</li> <li>• Continued consultations during the fiscal year with the provincial Futurpreneur.ca office on a spring 2021 rollout of a referral partner agreement to bring incremental entrepreneurial supports to CNA students.</li> <li>• Held discussions with the Memorial University (MUN) Centre for Entrepreneurship from October 2020 to January 2021 to explore entrepreneurial partnership possibilities.</li> <li>• Held discussions with the Newfoundland Aboriginal Women’s Network (NAWN) from September 2020 to January 2021 on a potential MOU in support of a partnership on their proposed “Investing in our Future – Preparing Indigenous Women for</li> </ul> </li> </ul>

	<p>Economic Sustainability through Culture and Social Innovation” project.</p> <ul style="list-style-type: none"> <li>• Consulted with the Heritage Foundation of Newfoundland and Labrador (Heritage NL) from April to May 2020 on a potential MOU to support heritage preservation and to foster the development of the skills required to effectively research, document, and conserve heritage structures.</li> <li>• Consulted with the People of the Dawn Indigenous Friendship Centre (PDIFC) from September 2020 to March 2021 on their plans for community engagement projects and initiatives and developed plans on potential partnership opportunities.</li> <li>• OARI consultations included engagement with 57 companies across 12 sectors from April 2020 to March 2021 related to innovation support services such as: identification of available funding options, providing feedback about products and services, recommendations for potential applied research opportunities, and making connections to others within the CIN.</li> <li>• The Alumni and Advancement Office initiated a three-year prospecting plan (i.e., clearance/approval of donors) in January 2021 to consult on the following elements: <ul style="list-style-type: none"> <li>• Industry scan of various sectors to understand opportunity and growth to support philanthropic outreach programs by the College.</li> <li>• Engagement of College Deans to understand College capital request needs to develop proper cases for support.</li> <li>• Development of strategic marketing and communications plan to support prospecting initiatives.</li> </ul> </li> <li>• NLWIC consultations included: <ul style="list-style-type: none"> <li>• Explored partnership possibilities with ABC Literacy Canada to research and test the organization’s national research project starting in NL to improve literacy rates through research, training, evaluation and dissemination.</li> <li>• Discussions were held with Magnet (Ryerson University, Ontario) to understand the opportunities for partnership that NLWIC could facilitate to complete and compliment the Riipen partnership for WIL. A second discussion with Magnet built on presentations/discussions between Magnet, NLWIC and the other WICs in Canada on development of a best practices repository.</li> <li>• NLWIC consulted with ISL on the planning and implementation of a multi-phase project on engagement related to underrepresented groups in NL. As part of this consultation process, NLWIC hosted a webinar series, #tipoftheiceberg, as a means of community engagement to promote potential research partnerships with underrepresented groups.</li> <li>• Collaborated with the Department of Immigration, Skills and Labour (ISL) on a joint proposal to the Future Skills Centre’s Strategic Initiatives Fund to implement a research project to test and evaluate a new model of workforce development</li> </ul> </li> </ul>
--	--

	<p>(e.g., regional workforce development committees, labour market information models, and other tools).</p> <ul style="list-style-type: none"> <li>• Planned and started implementation of its other two new government-mandated activities: (1) a multi-phase stakeholder engagement project focused on underrepresented groups, including a consultation process with community-based organizations and government departments groups, virtual engagement session and final report, and (2) the establishment of a provincial Economic Immigration Ideas Lab.</li> <li>• CCL consultations included:       <ul style="list-style-type: none"> <li>• Industry partnerships:           <ul style="list-style-type: none"> <li>• Met with Canada Fluorspar to initiate discussions on its training capacity and upcoming initiatives.</li> </ul> </li> <li>• Community partnerships:           <ul style="list-style-type: none"> <li>• Collaborated with Eastern Health to build a phlebotomy training initiative to enhance the skill set of existing lab staff.</li> <li>• CCL consulted with Cape Freels Development Association to determine delivery needs and then delivered safety certifications and career awareness training to help students realize just-in-time employment opportunities.</li> <li>• Consultations with the Community Sector Council (CSC) resulted in the awareness, and discussion, of the need to address labour market opportunities and skills gaps.</li> <li>• Met with YMCA to discuss training initiatives necessary to support its new childcare facility in Happy Valley-Goose Bay (HVGB).</li> <li>• CCL consulted with Women in Resource Development Corporation (WRDC) to identify a strategy for continuous improvement so that resources could be aligned with new initiatives.</li> <li>• Collaborated with Food First NL to identify steps necessary to leverage existing curriculum into CCL online training.</li> </ul> </li> <li>• Sector growth:           <ul style="list-style-type: none"> <li>• Initiated through consultation with its existing partner, Ocean Supercluster, CNA will customize an Environmental Monitoring program in partnership with BEAHR and Eco-Canada.</li> <li>• Initiated discussions with Grieg Seafoods Ltd. to identify collaboration opportunities to grow and support the emerging aquaculture sector in Burin.</li> <li>• Met with various aquaculture supply chain companies to find opportunity for upskilling and formalization of skills development.</li> <li>• Participated in discussions with aerospace industry representatives, such as Bombardier, to identify</li> </ul> </li> </ul> </li> </ul>
--	---

	<p>opportunities to bring new short-term training programs to the province.</p> <ul style="list-style-type: none"> <li>• Municipalities: <ul style="list-style-type: none"> <li>• Building on long-term relationships with a host of municipalities and private companies, CCL consulted with MNL to identify short courses to address its priority training for counsellors and staff.</li> </ul> </li> <li>• Indigenous Partners: <ul style="list-style-type: none"> <li>• Consulted with Indigenous partners to identify training needs then actively engaged in the development plans and training needs for Indigenous communities, and continued to deliver targeted training initiatives that prepare students for industry opportunities, such as: <ul style="list-style-type: none"> <li>• Housekeeping Skills for Sheshatshiu Innu First Nation.</li> <li>• Mining Foundations for Labrador Aboriginal Training Partnership (LATP) beneficiaries.</li> </ul> </li> <li>• Consulted with the Qalipu and determined a survey of their members' training needs was a good starting point for training opportunities. Subsequently participated in the design of a training survey for its Qalipu partners to identify and prioritize training initiatives.</li> <li>• Initiated discussions with the Ocean Supercluster to identify training opportunities for Indigenous mid-career workers to transition to Ocean Economy positions for the development of new skills.</li> </ul> </li> <li>• Program consultations included: <ul style="list-style-type: none"> <li>• Partnership with the Craft Council of NL to participate on their provincial Craft Industry Strategy Committee with the Dean of Academics, Applied Arts &amp; Tourism and faculty member from the Textile &amp; Apparel Design as members of that committee.</li> <li>• Partnership with Hospitality Newfoundland and Labrador (HNL), the provincial Tourism association, to share information, work together to advance the Tourism sector and provide input in the next provincial Tourism Vision and Strategy.</li> </ul> </li> <li>• The School of Business and Information Technology consulted with over 60 decision makers from the provincial IT sector. The purpose of the IT Advisory Committee was to: (1) capture business intelligence on IT workforce needs to inform programming; (2) share information on new IT programs to be launched in 2021 in Accelerated Software Development and Cyber Security; and, (3) introduce leaders to CNA's capacity to support research and development in the IT sector.</li> </ul>
<p>3. Increased projects involving community and industry engagement to</p>	<ul style="list-style-type: none"> <li>• CNA reported increased projects involving community and industry engagement to support experiential learning for students in 2020-21: <ul style="list-style-type: none"> <li>• Approval was received in March 2021 to hire a WIL co-ordinator position at MNL for a workplace integrated learning</li> </ul> </li> </ul>

<p>support experiential learning for students.</p>	<p>project that will result in a minimum of 40 WIL placements for CNA students in municipalities across the province in 2021.</p> <ul style="list-style-type: none"> <li>• From April to May 2020, partnered with Heritage NL to develop a plan for new student engagement opportunities through capstone and other WIL opportunities for CNA students.</li> <li>• Partnered with PDIFC, TxtSquad and MNL from September 2020 to December 2020 to develop four student engagement opportunities for CNA students. Four students were hired from September 2020 to January 2021. Another employment opportunity was developed 2020-21 for a college graduate student with the PDIFC. This position is scheduled to commence in April 2021.</li> <li>• OARI hired 52 students in 2020-21 to work on applied research projects that resulted in over \$300,000 in externally funded salaries to CNA students.</li> <li>• Thirteen of the 14 National Research Council Industrial Research Assistance Program projects provided positions as research assistants to CNA students.</li> <li>• The Hyperspectral Scanning Unit (HSU) project provided opportunity for eight students to support frame design and construction of camera platforms and drill core scanning.</li> <li>• CIGan Career Launcher Internships utilization funding was secured for two CNA students working on forestry product quality and industrial engineering technology.</li> <li>• An extension was secured with RBC Future Launch to fund Ten Thousand Coffees in 2020-21 for additional \$20,000 for a one-year extension of the platform.</li> <li>• Field placements in the charitable sector were launched in March 2021 through the Fry Family Foundation as part of a four-year (\$50,000 per year) agreement to provide paid field placements for students in the Community Leadership Development program.</li> <li>• The Conference Board of Canada and Business+Higher Education Roundtable (B+HER) invited NLWIC to partner on their national WIL Project for the NL region. This project involved promoting and co-convening a series of virtual stakeholder engagement sessions and focus groups sessions with business and post-secondary institution representatives from July to December 2020.</li> <li>• CCL announced funding of a STACK strategy in September 2020 by Employment and Social Development Canada (ESDC) to address the needs of the Not in Education, Employment or Training (NEET) population through an innovative program model that includes the engagement and support of employers as supportive partners in students' transition to work. In this program, potential employers will be supplied with resources that will encourage and develop the student during their work placement, and will allow</li> </ul>
--	---

	employers to facilitate the development of the students support network.
4. Explored options to increase registered alumni.	<ul style="list-style-type: none"> <li>• The Alumni and Advancement Office explored the following options: <ul style="list-style-type: none"> <li>• Hiring of an Alumni Relations Co-ordinator.</li> <li>• The rollout of a survey to determine opinions of CNA alumni.</li> <li>• A proposal for communications improvements to the new list server platform to accommodate enhanced communications programs, including a new Alumni Newsletter.</li> <li>• A four-phase approach to implement a strategic reconnect program built around specific alumni sectors, including new grads, and older alumni to build alumni, staff, and faculty engagement.</li> <li>• A Canadian Council for the Advancement of Education (CCAEE) Professional Development series to learn and explore partnership opportunities between alumni offices across Canada’s college and university networks.</li> <li>• Research component of CNA’s top alumni framework development. The framework will recognize CNA’s top alumni with an annual awards recognition ceremony.</li> </ul> </li> </ul>
5. Researched new training pathways for provincial industry sector development.	<ul style="list-style-type: none"> <li>• NLWIC researched, developed and submitted for consideration the following: <ul style="list-style-type: none"> <li>• 20 research projects into training pathways, valued at \$7.6 million and of durations up to 48 months. These are focused on testing, sharing, replicating and scaling up of new skills and workforce development models by employers, government, and other labour market stakeholders.</li> <li>• Planning for dissemination of evidence coming from NLWIC-funded research projects with employers from industry associations and chambers, post-secondary institutions and other labour market stakeholders as the research projects are completed.</li> <li>• A national research project, by Brookfield Institute for Innovation + Entrepreneurship (BII+E) at Ryerson University, on Job Transition Pathways Research Project, is targeted for implementation in 2021-22. This project will involve testing BII+E’s model of transitioning workers from declining to growing sectors and occupations within those sectors.</li> </ul> </li> <li>• CCL researched, developed and submitted for consideration the following: <ul style="list-style-type: none"> <li>• Aquaculture training pathways in partnership with Marine Institute to assess industry needs and to develop a strategy to address priorities.</li> <li>• Renewable Energy Certificate proposal in partnership with Nunatsiavut Government for the development of green technology skills.</li> <li>• Workforce Opportunities Project (\$1.3 million) to develop training programs to increase capacity in entry level skills for the Health and IT sectors.</li> </ul> </li> </ul>



	<ul style="list-style-type: none"> <li>• IOC and CNA worked together to deliver programming from many of its schools through consultations and based on its long-term relationship with IOC.</li> <li>• CBPPL and CNA have partnered to determine priority areas for the development of its workforce through standardized training plans for its technical operations.</li> </ul>
--	--

## Discussion of Results

In 2020-21, CNA took an inventory of its applied research activities as a means of tracking its projects over successive fiscal years. OARI inventoried 32 applied research projects across a variety of sectors, such as manufacturing, information technology, agriculture, mining, ocean technology, tourism, aquaculture, and construction. Nine of the 32 projects were in the mining sector where CNA has partnered on ground-breaking research in areas such as mineral detection and exploration and scanning of drill core samples using Hyperspectral imaging. NLWIC inventoried 20 applied research projects with a focus on underrepresented groups (e.g., refugees, Indigenous groups, women’s groups, youth workers, and older workers). These applied research projects support the research, testing, and sharing of ideas and models of innovation in workforce development that positively impact employability, entrepreneurship, and attachment to the workforce in NL.

CNA has more than 300 partners that provide rich and diverse partnership opportunities. CNA consulted widely with its existing and potential partners to identify opportunities for more partnership activities and to develop new partners. Consultations can take the form of stakeholder engagement in NLWIC activities as well as program advisory committees for each of CNAs programs established by the Deans of each of the Schools. There are existing MOU partners that pursued additional activities with CNA this year such as Municipalities NL and Heritage Foundation of NL. CNA has also discussed activities with new potential MOU partnerships such as the YMCA and People of the Dawn Indigenous Friendship Centre. The Office of Applied Research and Innovation engaged 57 companies across 12 sectors. Alumni and Advancement launched a variety of prospecting initiatives to increase donations this year to benefit many students and programs. NLWIC and CCL both engaged underrepresented groups to facilitate the growth of many sectors in the province. CNA completed many consultations with its Indigenous partners to explore opportunities that they have requested to meet the needs of their communities.

All applied research activities involved an industry partner thereby linking faculty and students to industry partners addressing real world problems. OARI directly hired 52 students to work on applied research projects. CNA Instructors and Co-operative Education Coordinators reached out to many partners to provide work exposure and work terms for students so they could avail of work opportunities and increase projects involving community and industry partners to support experiential learning for students. Instructors engaged partners with capstone projects, business planning projects, and other major program projects to involve students in real work projects so that they can relate the projects in their program to the workplace. RBC Future launched funding for a program called Ten Thousand Coffees to match students to alumni to allow students supports to move their careers forward. CNA also began a project to address the needs of those classified as NEET and help to engage them with supportive employer partners.

In 2020-21, CNA's Alumni and Advancement Office explored options to increase registered alumni. The intent is to develop a revitalized alumni association that provides benefits such as student scholarships, alumni information and events, membership benefits and savings, and networking opportunities. These options include the hiring of an Alumni Co-ordinator; a framework to recognize top alumni in an annual awards ceremony; a four-phase approach to develop a reconnect program to engage alumni, staff and faculty; and an alumni survey to provide useful information on alumni opinions for the subsequent phases. CNA is also part of a CCAE series that began in March 2021 to learn and explore alumni partnership opportunities among Canadian colleges and universities.

CNA researched new training pathways for provincial industry sector development as a means of opening up opportunities for students while providing industries with qualified and skilled employees. NLWIC was involved with 20 funded research projects, valued at \$7.6 million, that are either in progress or were finished during 2020-21. Dissemination began in March 2021 to share evidence coming from NLWIC-funded research projects with employers from industry associations and chambers, post-secondary institutions and other labour market stakeholders as the research projects were completed. NLWIC also began a national research project, Job Transition Pathways Research Project, with partner BII+E in March 2021 with three sectors and their related employer, employee and union stakeholders. CCL collaborated over the last fiscal year with various community and industry partners on developing potential pathways such as: aquaculture partnership with MI to address industry needs; MOU partnership with IOC to deliver programming and develop future workforce plans; and development of workforce development priorities for CBPPL through standardized training plans for technical operations.

Objective: By March 31, 2022, CNA will have initiated new partnerships with institutions, industry and communities to support learning.

Indicators for 2021-22:

- Diversified the sectors represented by partner donors.
- Identified and implemented new projects for community and institutional partners.
- Identified and implemented new projects with industry sector partners.

## **Opportunities and Challenges Ahead**

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

### **COVID-19 Pandemic**

The COVID-19 global pandemic necessitated the transition from in-person, on-campus program delivery to online delivery of 181 of its 205 offerings (fully or partially) by March 23, 2020. CNA's extensive experience in online learning allowed it to quickly develop an extensive Academic Programs Continuity Plan that has been updated for each successive academic term. On July 2, 2020, CNA transitioned those students and employees who were involved in hands-on, practical training back to its facilities under its COVID-19 Recovery Plan – Phase 1. This plan addressed COVID-19 risk in accordance with public health guidelines and protocols and Occupational Health and Safety (OHS) requirements. On August 31, 2020, Phase 2 of the COVID-19 Recovery Plan was implemented to bring a broader complement of students and employees involved in, and in support of, hands-on training and regular college operations.

Unfortunately, by February 2021, all CNA facilities were once again shut down with the exception of critical operational staff due to a subsequent COVID-19 surge and public health advisories and recommendations. This shut down continued until CNA facilities partially re-opened under an updated Phase 1 Recovery Plan during March 2021. Despite the continued COVID-19 threat, CNA has met the pandemic challenge head-on through adherence to the direction, best practices and protocols of provincial and federal health care authorities (e.g., awareness, screening and contact tracing). In addition, CNA will continue to embrace the opportunities associated with maximizing its online learning and alternate delivery capacities to ensure that all possible program deliveries are completed to the best of its ability.

### **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 province's public post-secondary education system. 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 its 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. An anticipated independent final report will provide the opportunity for a long-term strategic vision for public post-secondary education in the province.

## **Appendices**

- A. Contact Information
- B. 2020-21 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: <https://www.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: [internationaladmissions@cna.nl.ca](mailto:internationaladmissions@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: 2020-21 Financial Statements**



Financial Statements of

**COLLEGE OF THE NORTH ATLANTIC**

Year ended March 31, 2021



KPMG LLP  
TD Place  
140 Water Street, Suite 1001  
St. John's NL 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, 2021
- 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 flows for the year then ended
- and notes to the financial statements, including a summary of significant accounting policies

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

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of the Entity as at March 31, 2021 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.



Page 3

- 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*

---

Chartered Professional Accountants

St. John's, Canada

June 24, 2021

# Statement of responsibility

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

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

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

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



---

Board Chair



---

President and CEO


**College of the North Atlantic**  
**Statement of Financial Position**  
Year Ended March 31, 2021, with comparative information for 2020

	March 31 2021	March 31 2020
<b>Financial Assets</b>		
Cash	\$ 40,655,763	\$ 39,354,189
Receivables (Note 3)	17,230,132	15,112,968
Inventories for resale	1,186,722	1,418,946
Trust funds on deposit (Note 4)	6,425,207	6,508,431
	\$ 65,497,824	\$ 62,394,534
<b>Liabilities</b>		
Accounts payable & accrued liabilities (Note 5)	\$ 11,002,057	\$ 10,357,756
Vacation pay accrual	8,376,616	7,632,737
Post-employment benefits	715,268	1,113,325
Compensated absences (Note 6)	9,442,565	10,052,335
Due to Qatar Campus (Note 7)	11,771,019	12,181,761
Deferred contributions - operating (Note 8)	18,926,341	16,942,331
Trust funds payable (Note 4)	6,425,207	6,508,431
	\$ 66,659,073	\$ 64,788,676
<b>Net Debt</b>	<b>\$ (1,161,249)</b>	<b>\$ (2,394,142)</b>
<b>Non-Financial Assets</b>		
Tangible capital assets (Schedule 1)	\$ 17,581,086	\$ 18,277,009
Inventories held for use	7,225	7,824
Prepaid expenses	3,068,943	2,369,685
	20,657,254	20,654,518
<b>Accumulated surplus</b>	<b>\$ 19,496,005</b>	<b>\$ 18,260,377</b>

Commitments (Note 9)  
Contingent liabilities (Note 10)

Approved:

Board Chair: 

Board Member: 

See accompanying notes.

**College of the North Atlantic**  
**Statement of Operations and Accumulated Surplus**  
Year Ended March 31, 2021, with comparative information for 2020

	2021 Budget (Note 14)	2021	2020
Revenue (Schedule 2)			
Grants and reimbursements	\$ 65,726,875	\$ 65,726,600	\$ 64,867,700
Labour market agreements	28,995,819	31,321,697	26,395,386
Tuition	11,114,401	9,194,658	10,513,459
Classroom/video rental	47,135	31,185	50,241
Interest	700,000	370,539	1,095,169
Fees	687,876	793,402	859,814
Apprenticeship	3,793,420	1,199,368	3,622,940
Bookstore	2,068,660	608,381	1,882,210
Corporate	1,485,000	1,365,087	2,202,121
Daycare	793,252	583,427	752,586
Equipment and materials	1,956,798	868,599	1,867,770
Food services	1,096,870	233,274	999,359
International	2,881,985	2,915,452	2,368,838
Parking	2,780	5,237	2,503
Residence	271,495	130,145	280,085
Special projects	8,060,500	11,148,342	12,410,948
Other	629,127	518,304	648,971
<b>Total revenue</b>	<b>130,311,993</b>	<b>127,013,697</b>	<b>130,820,100</b>
Expenditures (Schedules 3 to 15)			
Facilities	11,480,101	10,505,058	11,097,673
Administration	14,966,527	14,918,472	14,650,591
Instructional	62,976,456	62,220,935	60,556,330
Student services	12,682,382	12,230,526	11,975,984
Information technology	7,638,808	7,233,123	7,755,659
Resale	4,735,337	2,927,514	4,292,038
Apprenticeship	3,261,800	3,039,391	3,533,663
Continuing education	494,664	595,890	444,759
Contracts	2,415,982	1,874,536	3,239,659
International	2,001,926	1,294,267	1,181,462
Special projects	7,658,010	8,938,356	10,199,130
<b>Total expenditure</b>	<b>130,311,993</b>	<b>125,778,068</b>	<b>128,926,948</b>
Annual Surplus	-	1,235,629	1,893,152
Accumulated surplus, beginning of year	18,260,376	18,260,376	16,367,224
Accumulated surplus, end of year	<b>\$ 18,260,376</b>	<b>\$ 19,496,005</b>	<b>\$ 18,260,376</b>

See accompanying notes.

**College of the North Atlantic**  
**Statement of Change in Net Financial Assets (Debt)**  
Year Ended March 31, 2021, with comparative information for 2020

	<u>2021 Budget</u> (Note 14)	<u>2021</u> <u>Total</u>	<u>2020</u> <u>Total</u>
Annual surplus	\$ -	\$ 1,235,629	\$ 1,893,152
Changes in tangible capital assets			
Acquisition of tangible capital assets	(6,101,982)	(5,030,321)	(6,303,572)
Write-downs on tangible capital assets	-		12,338
Amortization of tangible capital assets & adjustments	<u>5,988,895</u>	<u>5,726,244</u>	<u>5,782,942</u>
Decrease (increase) in net book value of tangible capital assets	<u>(113,087)</u>	<u>695,923</u>	<u>(508,292)</u>
Changes in other non-financial assets			
Acquisition of prepaid expenses (net of usage)	-	(699,258)	(919,789)
Usage of inventory of supplies (net of acquisition)	<u>-</u>	<u>599</u>	<u>90,233</u>
Decrease in non-financial assets	<u>-</u>	<u>(698,659)</u>	<u>(829,556)</u>
Increase (decrease) in net financial assets	(113,087)	1,232,893	555,304
Net financial debt at beginning of year	<u>(2,394,142)</u>	<u>(2,394,142)</u>	<u>(2,949,446)</u>
Net financial debt at end of year	<u>\$ (2,507,229)</u>	<u>\$ (1,161,249)</u>	<u>\$ (2,394,142)</u>

See accompanying notes.

**College of the North Atlantic**  
**Statement of Cash Flow**

Year Ended March 31, 2021, with comparative information for 2020

	2021	2020
<b>Operating</b>		
Annual surplus	\$ 1,235,629	\$ 1,893,152
Add (deduct) non-cash items:		
Write-downs on tangible capital assets	-	12,338
Amortization of capital assets	5,726,244	5,782,942
Accrued compensated absences - decrease	(609,770)	(559,325)
	6,352,103	7,129,107
Changes in:		
Receivables	(2,117,164)	3,168,771
Inventory	232,823	(249,623)
Prepaid expenses	(699,258)	(919,789)
Deferred contributions - operating	1,984,010	4,984,827
Accounts payable and accrued liabilities	644,301	(2,224,870)
Vacation pay accrual	743,879	50,289
Accrued post-employment benefits	(398,057)	(477,237)
Due to Qatar campus	(410,742)	4,957,360
	6,331,895	16,418,835
Net cash provided by operating transactions		
<b>Capital</b>		
Acquisitions of tangible capital assets	(5,030,321)	(6,303,572)
Net cash applied to capital transactions	(5,030,321)	(6,303,572)
Net cash provided	1,301,574	10,115,263
Cash, beginning of year	39,354,189	29,238,926
Cash, ending of year	\$ 40,655,763	\$ 39,354,189

See accompanying notes.

**College of the North Atlantic**  
**Notes to Financial Statements**  
For the twelve months ending March 31, 2021

**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, 2021, the write-down of inventory was \$184,084 (2020 - \$7,677).

(d) *Tangible Capital Assets*

Tangible capital assets recorded prior to the April 1, 1997 amalgamation of the former Colleges



**College of the North Atlantic**  
**Notes to Financial Statements**  
**For the twelve months ending March 31, 2021**

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, 2021.

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

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

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

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

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

(f) *Vacation pay liability*

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

**College of the North Atlantic**  
**Notes to Financial Statements**  
**For the twelve months ending March 31, 2021**

(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 \$7,116 gain (2020 - \$25,955 gain)

(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 fair value and subsequently carried at amortized cost using the effective interest rate, less any impairment losses on financial assets.

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

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

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

(i) *Pensions*

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

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

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

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

The lifetime pension benefit is determined as 1.4% of the best six year average salary

**College of the North Atlantic**  
**Notes to Financial Statements**  
For the twelve months ending March 31, 2021

(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 2021 the College contributed \$7,695,457 to the PSPP and \$520,381 to the GMPP. In 2020 the College contributed \$7,484,493 to the PSPP and \$688,745 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. The item requiring the use of significant estimates is accrued compensated absences and allowance for doubtful accounts.

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

(k) *Inventories held for use*

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

**3 Receivables**

	<u>2021</u>	<u>2020</u>
Government of Newfoundland	\$ 1,053,405	\$ 2,495,215
LMDA Subsidy	12,763,349	8,451,153
Students	1,592,697	1,671,931
Government agencies and other	2,516,580	3,146,972
	<u>17,926,031</u>	<u>15,765,271</u>
Less allowance for doubtful accounts	<u>695,899</u>	<u>652,303</u>
	<u>\$ 17,230,132</u>	<u>\$ 15,112,968</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>2021</u>	<u>2020</u>
Opening balance	\$ 6,508,431	\$ 6,394,626
Net deposits and payments	(310,897)	41,906
Interest	227,673	71,899
	<u>6,425,207</u>	<u>6,508,431</u>
Closing balance	<u>\$ 6,425,207</u>	<u>\$ 6,508,431</u>

**College of the North Atlantic**  
**Notes to Financial Statements**  
For the twelve months ending March 31, 2021

**5 Accounts payable & accrued liabilities**

	<u>2021</u>	<u>2020</u>
Trade liabilities	\$ 3,066,812	\$ 3,531,865
Accrued wages and benefits	3,783,031	3,092,417
Other	<u>4,152,214</u>	<u>3,733,474</u>
	<u>\$ 11,002,057</u>	<u>\$ 10,357,756</u>

**6 Compensated absences**

The actuarial valuation date for the sick leave accrual was March 31, 2018 and has been extrapolated for March 31, 2021.

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

	<u>2021</u>	<u>2020</u>
Wages and salary escalation	0.75%	0.75%
Discount rate	3.11%	3.25%

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

Accrued sick pay benefit obligation		
beginning of year	\$ 7,870,970	\$ 8,388,357
Current period benefit cost	515,956	519,132
Benefit payments	(1,124,995)	(1,094,924)
Interest on the accrued benefit		
sick leave obligations	245,910	247,049
Actuarial gains	<u>(64,017)</u>	<u>(187,644)</u>
Accrued sick pay benefit obligation		
end of year	7,443,824	7,871,970
Unamortized actuarial experience gain	<u>(1,998,741)</u>	<u>(2,181,365)</u>
Accrued benefit liability, end of year	<u>\$ 9,442,565</u>	<u>\$ 10,053,335</u>

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

	<u>2021</u>	<u>2020</u>
Current period benefit cost	\$ 515,956	\$ 518,132
Amortization of gains in the period	<u>(246,641)</u>	<u>(229,582)</u>
Total benefit expense	269,315	288,550
Benefit interest expense	<u>245,910</u>	<u>247,049</u>
Total expense recognized for the period	<u>\$ 515,225</u>	<u>\$ 535,599</u>

**College of the North Atlantic**  
**Notes to Financial Statements**  
For the twelve months ending March 31, 2021

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

The College has a three year agreement with the State of Qatar for continued services associated with the operations of a College of Applied Arts and Technology in Doha, Qatar expiring August 31, 2022. The College was established in September 2001 and has had service agreements in place since 2001. Negotiations are currently underway to extend the agreement beyond this date.

**Due to Qatar**

	<u>2021</u>	<u>2020</u>
Cash on Deposit	\$ 9,681,779	\$ 11,188,630
Payables	<u>2,089,240</u>	<u>993,131</u>
Net Liability	<u>\$ 11,771,019</u>	<u>\$ 12,181,761</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>2021</u>	<u>2020</u>
Balance, beginning of year	\$ 16,942,331	\$ 11,957,504
Less amounts recognized as revenue in the year	25,622,283	(23,559,888)
Add amounts received during the year	<u>(23,638,273)</u>	<u>28,544,715</u>
Balance, end of year	<u>\$ 18,926,341</u>	<u>\$ 16,942,331</u>

Deferred contributions - operating are comprised of:

	<u>2021</u>	<u>2020</u>
Residence and program fees	\$ 50,519	\$ 64,657
Tuition	731,461	779,893
Contract training and special projects	<u>18,144,361</u>	<u>16,097,781</u>
	<u>\$ 18,926,341</u>	<u>\$ 16,942,331</u>

**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:

2021-2022	\$ 1,408,816
2022-2023	1,303,522
2023-2024	1,179,199
2024-2025	1,179,199
2025-2026	1,179,199

**College of the North Atlantic**  
**Notes to Financial Statements**  
For the twelve months ending March 31, 2021

**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.

	2021		
	Fair Value	Amortized Cost	Total
Cash	\$ 40,655,763	\$ -	\$ 40,655,763
Trust funds on deposit	6,425,207	-	6,425,207
Accounts receivable	-	17,230,132	17,230,132
	<u>\$ 47,080,970</u>	<u>\$ 17,230,132</u>	<u>\$ 64,311,102</u>
Accounts payable and accrued liabilities	-	11,002,057	11,002,057
Vacation pay accrual	-	8,376,616	8,376,616
Due to Qatar Campus	-	11,771,019	11,771,019
Trust funds payable	-	6,425,207	6,425,207
	<u>\$ -</u>	<u>\$ 37,574,899</u>	<u>\$ 37,574,899</u>

**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, cash equivalents, trust funds on deposit, and accounts receivable are classified in the level 1 hierarchy.

**12 Financial instruments and other risk management**

**Risk management**

*a) Credit risk*

Credit risk is the risk of financial loss to the College if a debtor fails to make payments of interest and principal when due. The College is exposed to this risk relating to its cash, 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 (2020 - \$300,000).

Accounts receivable from federal and provincial governments pose minimal credit risk. Credit risk from

**College of the North Atlantic**  
**Notes to Financial Statements**  
For the twelve months ending March 31, 2021

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	\$ 13,816,755	\$ 13,734,079	\$ 28,389	\$ 54,287
Student receivables	1,592,696	24,419	68,209	1,500,068
Government agencies and other	2,516,580	2,372,533	54,051	89,996
Gross receivables	17,926,031	16,131,031	150,649	1,644,351
Less: impairment allowances	(695,899)	-	-	-
Net receivables	\$ 17,230,132	\$ 16,131,031	\$ 150,649	\$ 1,644,351

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

*b) Market risk*

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

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

*(i) Currency Risk*

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

	<b>2021</b>	<b>2020</b>
<b>Receipts</b>		
US dollar (USD)	\$ 68,711	\$ 58,160
<b>Payment</b>		
US dollar (USD)	533,681	646,527
Euros (EUR)	20,820	32,454
British Pounds (GBP)	1,057	-

*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.

**College of the North Atlantic**  
**Notes to Financial Statements**  
For the twelve months ending March 31, 2021

iii) *Equity risk*

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

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

c) *Liquidity risk*

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

		<b>2021</b>		
		Within 6 Months	6 Months to 1 year	> 1 year
Accounts payable and accrued liabilities	\$	9,780,326	1,221,731	-
		\$ 9,780,326	\$ 1,221,731	\$ -

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.

**Impact of COVID-19**

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.

On March 16th, the College closed its campuses. Since that time there has been varying levels of activity on campuses in line with public health measures and alert levels. At the time of this audit report, the campuses have limited staff on site to support practical training. There are also supports in place for continued receiving and cashiering functions; residences and associated cafeterias have been open for student practical training; and visitation to the campuses occurs on an as needed basis for mail and other required functions. To monitor this activity, building access requests are required. Continuity plans were developed for spring/summer, fall and winter semesters which are communicated to students and other external stakeholders through a COVID-19 update section on the College website. Other information relevant to stakeholders is also posted. Each of the continuity plans were prepared in relation to Public Health guidance and alert level at the time of development and modified as required if there were changes to guidance or alert levels.

Due to limited activity on campuses, there were some areas specifically impacted including child care centers, residences, college run cafeterias, apprenticeship and contract training/continuing education activity.

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, operations, suppliers and workforce. Given the daily evolution of the COVID-19 outbreak and the global response to curb its spread, the College is not able to fully estimate the future effects on its operations, financial condition, or liquidity at this time.



**College of the North Atlantic**  
**Notes to Financial Statements**  
For the twelve months ending March 31, 2021

**13 Comparative figures**

Certain of the 2020 comparative figures have been reclassified to conform to the financial presentation adopted in 2021.

**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>2021</u>	<u>2020</u>
Grants from the province	\$ 107,410,708	\$ 100,757,379
Transfer from Dept. of Tourism, Culture, Industry	422,635	1,272,788
Transfer from Dept. of Education & Early Childhood	377,725	327,848
Transfer from Dept of Children, Seniors & Social	102,424	102,038
Transfer from Health and Community Services	-	267,000
Transfer to Memorial University	210,076	317,580
Transfer to Eastern Health	113,105	

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 \$9,119,234 and for 2020 totaled \$9,421,775. All transactions are recorded at fair value.

**16 Economic dependence**

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

College of the North Atlantic  
Tangible Capital Assets  
March 31, 2021

	Artwork	Capital improvements	Computer and peripherals	Furnishings	Instructional equipment	Other electronic equipment	Software	ERP - Peoplesoft	Vehicles	Total
	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
<b>Cost</b>										
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
Adjustments	-	(167,398)	-	-	167,398	-	-	-	-	-
Additions	-	1,384,410	283,423	62,016	2,786,045	16,943	-	-	497,484	5,030,321
Disposals	-	-	41,018	7,098	430,840	-	-	-	113,373	592,329
At March 31, 2021	5,500	35,987,963	4,595,413	1,178,779	55,180,105	630,819	586,038	6,779,293	13,921,220	118,865,130
<b>Accumulated Amortization</b>										
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
Adjustments	-	-	-	-	-	-	-	-	-	-
Amortization	-	1,895,880	245,061	97,236	2,569,354	11,841	-	293,649	613,223	5,726,244
Adjustments	-	-	-	-	-	-	-	-	-	-
Disposals	-	-	41,018	7,098	430,840	-	-	-	113,373	592,329
At March 31, 2021	-	29,753,355	4,237,092	862,091	46,610,915	595,412	586,038	5,983,773	12,655,368	101,284,044
<b>Net Book Value:</b>										
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
At March 31, 2021	5,500	6,234,608	358,321	316,688	8,569,190	35,407	-	795,520	1,265,852	17,581,086

## College of the North Atlantic Revenue

Year Ended March 31, 2021, with comparative information for 2020

	2021 Budget (Note 14)	2021	2020
<b>Provincial Government Grants</b>			
Grant-in-aid	\$ 64,464,475	\$ 64,464,200	\$ 63,605,300
Provincial capital grant	750,000	750,000	750,000
Other grants	512,400	512,400	512,400
Labour market agreements	4,425,999	4,281,456	4,183,203
	<u>70,152,874</u>	<u>70,008,056</u>	<u>69,050,903</u>
<b>Facilities</b>			
Classroom/video rental	47,135	31,185	50,241
Gain on disposal of capital assets	23,000	-	26,587
Parking	2,780	5,237	2,503
Other	-	8,998	77,231
	<u>72,915</u>	<u>45,420</u>	<u>156,562</u>
<b>Administration</b>			
Interest	700,000	370,539	1,095,169
Other	138,815	158,699	38,673
	<u>838,815</u>	<u>529,238</u>	<u>1,133,842</u>
<b>Instructional</b>			
Tuition	8,338,536	7,994,445	8,269,339
Equipment and materials	1,956,798	868,599	1,867,770
Labour market agreements	24,569,820	27,040,241	22,212,183
Daycare	793,252	583,427	752,586
Other	201,244	135,479	222,836
	<u>35,859,650</u>	<u>36,622,191</u>	<u>33,324,714</u>
<b>Student services</b>			
Application fee	320,056	430,849	473,637
Registration fee	367,820	362,553	386,177
Other	265,788	214,828	255,021
	<u>953,664</u>	<u>1,008,230</u>	<u>1,114,835</u>
<b>Information technology</b>			
Other	-	-	-
	<u>-</u>	<u>-</u>	<u>-</u>
<b>Resale</b>			
Bookstore	2,068,660	608,381	1,882,210
Food services	1,096,870	233,274	999,359
Residence	271,495	130,145	280,085
Other	280	300	28,623
	<u>3,437,305</u>	<u>972,100</u>	<u>3,190,277</u>

## College of the North Atlantic Revenue

Year Ended March 31, 2021, with comparative information for 2020

	2021 Budget (Note 14)	2021	2020
Apprenticeship			
Apprenticeship	3,793,420	1,199,368	3,622,940
	<u>3,793,420</u>	<u>1,199,368</u>	<u>3,622,940</u>
Continuing education			
Tuition	859,865	472,788	780,941
Other	-	12,547	29,470
	<u>859,865</u>	<u>485,335</u>	<u>810,411</u>
Contracts			
Tuition	1,916,000	727,425	1,463,179
Corporate	1,485,000	1,352,540	2,172,651
	<u>3,401,000</u>	<u>2,079,965</u>	<u>3,635,830</u>
International			
International	2,881,985	2,915,452	2,368,838
	<u>2,881,985</u>	<u>2,915,452</u>	<u>2,368,838</u>
Special projects			
Special projects	8,060,500	11,148,342	12,410,948
	<u>8,060,500</u>	<u>11,148,342</u>	<u>12,410,948</u>
	<u>\$ 130,311,993</u>	<u>\$ 127,013,697</u>	<u>\$ 130,820,100</u>

**College of the North Atlantic**  
**Summary of Facilities Expenditures**  
Year Ended March 31, 2021, with comparative information for 2020

	2021 Budget (Note 14)	2021	2020
Salaries and benefits	\$ 1,598,763	\$ 1,684,478	\$ 1,659,690
Professional development	3,683	139	45
Employee recognition and wellness	-	-	281
Professional fees	5,951	16,471	60,556
Travel	6,045	5,361	6,105
Insurance	240,000	235,556	230,268
Bank Charges		69	
Photocopying/printing	1,733	2,633	4,142
Office related supplies	616	729	763
Freight and customs	-	598	42
Telephone	4,888	3,952	3,796
Utilities	1,418,443	1,232,457	1,444,267
Repairs and maintenance	1,983,973	1,233,350	1,623,465
Vehicle operations	40,440	37,679	41,778
Equipment rentals	4,856	-	4,282
Protective clothing	14,237	90,089	24,010
Amortization	5,988,895	5,726,245	5,782,942
Computer supplies	39,027	26,028	35,664
Contracted services	80,500	45,879	101,883
Student related	-	-	60
Minor equipment and tools	4,670	13,632	4,396
Minor computer equipment	1,200	-	-
Materials and supplies	42,181	149,713	69,238
	<u>\$ 11,480,101</u>	<u>\$ 10,505,058</u>	<u>\$ 11,097,673</u>

**College of the North Atlantic**  
**Summary of Administration Expenditures**  
Year Ended March 31, 2021, with comparative information for 2020

	<b>2021 Budget</b> (Note 14)	<b>2021</b>	<b>2020</b>
Salaries and benefits	\$ 12,674,545	\$ 12,979,441	\$ 11,961,522
Professional development	68,504	31,307	50,247
Employee recognition and wellness	11,190	11,848	17,217
Professional fees	661,839	715,862	656,526
Travel	286,588	46,783	307,547
Recruitment and relocation	21,250	4,634	12,475
Insurance	-	-	500
Bank charges	183,150	186,615	166,808
Photocopying/printing	171,516	115,256	144,055
Office related supplies	264,571	155,371	266,314
Membership fees	63,422	67,398	70,488
General advertising	27,050	24,647	31,292
Doubtful receivables	72,500	84,260	276,974
Freight and customs	87,320	44,952	64,490
Telephone	39,866	82,472	352,174
Utilities	3,550	3,069	3,129
Repairs and maintenance	11,678	29,656	31,433
Vehicle operations	1,075	539	11,195
Equipment rentals	600	1,055	4,473
Facilities rentals	38,620	38,519	38,519
Protective clothing	6,215	21,312	6,382
Food cost	-	1,236	-
Laundry and drycleaning	-	-	658
Computer supplies	76,166	72,927	77,660
Contracted Services	420	480	(96,626)
Educational materials	2,860	3,682	2,773
Daycare operations	-	-	-
Student related	550	9,641	259
Minor equipment and tools	27,162	41,605	31,490
Minor computer equipment	47,066	32,716	37,101
Materials and supplies	117,254	111,189	123,516
	<b>\$ 14,966,527</b>	<b>\$ 14,918,472</b>	<b>\$ 14,650,591</b>

**College of the North Atlantic**  
**Summary of Instructional Expenditures**  
Year Ended March 31, 2021, with comparative information for 2020

	2021 Budget (Note 14)	2021	2020
Salaries and benefits	\$ 57,503,092	\$ 58,642,757	\$ 55,619,951
Professional development	161,100	16,230	137,417
Employee recognition and wellness	-	-	1,663
Professional fees	157,320	127,320	173,380
Travel	352,111	26,994	321,027
Recruitment and relocation	40,000	29,638	50,939
Bank charges		162	-
Photocopying/printing	327,363	118,252	244,257
Office related supplies	28,150	15,953	32,238
Membership fees	14,229	13,348	12,551
General advertising	26,082	2,755	19,164
Freight and customs	12,216	13,612	10,688
Telephone	11,725	26,105	16,615
Utilities	13,790	12,012	10,599
Repairs and maintenance	149,093	221,791	268,721
Vehicle operations	481,602	330,900	508,405
Equipment rentals	36,916	41,913	47,261
Facilities rentals	51,796	48,994	49,182
Protective clothing	22,782	28,236	26,727
Food cost	72,050	50,584	46,106
Laundry and drycleaning	4,440	4,806	3,852
Computer supplies	267,920	379,264	348,157
Contracted services	110,822	75,334	443,553
Educational materials	52,145	51,976	61,336
Daycare operations	98,137	59,180	76,967
Student related	123,749	29,409	96,503
Minor equipment and tools	193,860	515,036	540,577
Minor computer equipment	50,629	115,430	151,792
Materials and supplies	2,613,337	1,222,944	1,236,702
	<u>\$ 62,976,456</u>	<u>\$ 62,220,935</u>	<u>\$ 60,556,330</u>

**College of the North Atlantic**  
**Summary of Student Services Expenditures**  
Year Ended March 31, 2021, with comparative information for 2020

	2021 Budget (Note 14)	2021	2020
Salaries and benefits	\$ 11,508,807	\$ 11,311,209	\$ 10,898,620
Professional development	36,601	4,983	38,464
Employee recognition and wellness	300	-	495
Professional fees	12,750	145,158	105,317
Travel	103,314	3,705	96,303
Insurance	18,000	5,589	15,325
Photocopying/printing	121,098	44,041	103,752
Office related supplies	25,253	10,316	23,745
Membership fees	6,508	15,133	5,806
General advertising	447,826	311,001	281,882
Freight and customs	8,530	5,810	9,121
Telephone	3,412	5,718	2,030
Utilities	-	-	-
Repairs and maintenance	-	1,628	-
Vehicle operations	-	-	1,568
Equipment rentals	-	-	-
Facilities rentals	-	-	830
Protective clothing	-	800	84
Laundry and drycleaning	4,159	-	2,982
Computer supplies	28,841	78,616	38,854
Contracted services	14,773	39,325	4,873
Educational materials	161,920	159,273	138,541
Student related	101,726	35,252	133,321
Minor equipment and tools	17,328	13,195	13,276
Minor computer equipment	19,514	12,743	22,808
Materials and supplies	41,722	27,031	37,987
	<u>\$ 12,682,382</u>	<u>\$ 12,230,526</u>	<u>\$ 11,975,984</u>



**College of the North Atlantic**  
**Summary of Information Technology Expenditures**  
Year Ended March 31, 2021, with comparative information for 2020

	2021 Budget (Note 14)	2021	2020
Salaries and benefits	\$ 4,867,129	\$ 4,841,093	\$ 4,794,579
Professional development	8,500	-	9,160
Employee recognition and wellness	-	-	1,144
Professional fees	400,000	269,527	210,191
Travel	20,294	747	17,331
Recruitment and relocation	-	37	-
Photocopying/printing	3,476	3,378	2,660
Office related supplies	1,590	276	525
Membership fees	1,300	1,588	1,414
Freight and customs	1,395	2,856	2,061
Telephone	309,231	209,418	322,938
Utilities	4,000	733	1,289
Repairs and maintenance	1,715	-	520
Vehicle operations	-	-	-
Equipment rentals	270,000	214,051	235,507
Facilities rentals	-	-	11,357
Protective clothing	650	919	303
Computer supplies	1,494,737	1,574,984	1,662,047
Contracted services	15,000	36,250	17,669
Minor equipment and tools	6,505	5,076	13,328
Minor computer equipment	223,702	65,518	440,833
Materials and supplies	9,584	6,672	10,803
	<u>\$ 7,638,808</u>	<u>\$ 7,233,123</u>	<u>\$ 7,755,659</u>

**College of the North Atlantic**  
**Summary of Resale Expenditures**  
Year Ended March 31, 2021, with comparative information for 2020

	2021 Budget (Note 14)	2021	2020
Salaries and benefits	\$ 2,192,372	\$ 1,860,484	\$ 2,038,922
Professional development	-	350	1,159
Professional fees	-	-	1,049
Travel	1,220	-	159
Insurance	-	-	5,000
Photocopying/printing	9,049	5,023	5,618
Office related supplies	9,278	3,075	7,486
Freight and customs	154,125	1,592	12,617
Telephone	1,900	2,205	3,262
Utilities	18,200	9,728	13,933
Repairs and maintenance	20,342	11,547	70,277
Protective clothing	10,860	11,254	8,380
Food cost	593,922	214,491	571,831
Laundry and drycleaning	9,150	3,109	7,026
Textbooks and supplies	1,617,102	674,056	1,426,398
Computer supplies	18,450	17,004	15,255
Contracted services	50,000	97,258	79,141
Daycare operations		38	
Student related	3,500	311	1,129
Minor equipment and tools	7,505	4,989	7,472
Minor computer equipment	1,575	2,100	2,903
Materials and supplies	16,787	8,900	13,021
	<u>\$ 4,735,337</u>	<u>\$ 2,927,514</u>	<u>\$ 4,292,038</u>

**College of the North Atlantic**  
**Summary of Apprenticeship Expenditures**  
Year Ended March 31, 2021, with comparative information for 2020

	<b>2021 Budget</b> (Note 14)	<b>2021</b>	<b>2020</b>
Salaries and benefits	\$ 2,801,050	\$ 2,754,333	\$ 2,929,833
Professional development	425	35	-
Employee recognition and wellness	-	-	404
Professional fees	500	543	1,093
Travel	2,076	-	3,477
Photocopying/printing	2,288	504	2,232
Office related supplies	-	89	254
Membership fees	1,020	811	744
Freight and customs	350	1,869	3,156
Telephone		126	
Utilities	-	-	-
Repairs and maintenance	13,705	448	15,154
Vehicle operations	525	2,601	461
Equipment rentals	1,500	1,403	717
Protective clothing	2,625	677	2,140
Food cost	11,058	4,391	12,524
Laundry and drycleaning	595	79	367
Computer supplies	7,606	14,550	25,831
Contracted services	-	1,027	1,099
Educational materials	8,623	3,189	12,007
Student related	220,213	105,487	295,334
Minor equipment and tools	32,022	31,050	47,758
Minor computer equipment	3,725	7,702	1,610
Materials and supplies	151,894	108,477	177,468
	<b>\$ 3,261,800</b>	<b>\$ 3,039,391</b>	<b>\$ 3,533,663</b>

**College of the North Atlantic**  
**Summary of Continuing Education Expenditures**  
Year Ended March 31, 2021, with comparative information for 2020

	<b>2021 Budget</b> (Note 14)	<b>2021</b>	<b>2020</b>
Salaries and benefits	\$ 324,500	\$ 520,145	\$ 272,078
Professional development		28	
Professional fees	2,000	-	
Travel	16,000	15,534	21,565
Photocopying/printing	10,000	14,902	19,427
Office related supplies	-	-	266
Freight and customs	3,000	1,832	3,731
Utilities	-	-	467
Repairs and maintenance	-	2,331	861
Vehicle operations	-	21	-
Equipment rentals	-	-	1,223
Facilities rentals	10,000	6,757	8,718
Contracted services	100,000	2,618	66,153
Educational materials	3,164	208	177
Student related	15,000	22,508	45,196
Minor equipment and tools		502	-
Materials and supplies	11,000	8,504	4,897
	<b>\$ 494,664</b>	<b>\$ 595,890</b>	<b>\$ 444,759</b>

**College of the North Atlantic**  
**Summary of Contract Expenditures**  
Year Ended March 31, 2021, with comparative information for 2020

	2021 Budget (Note 14)	2021	2020
Salaries and benefits	\$ 1,788,447	\$ 1,659,566	\$ 2,219,125
Professional development	450	305	101
Travel	89,000	30,567	93,761
Photocopying/printing	21,250	5,256	16,619
Office related supplies	3,250	600	2,600
Membership fees	1,000	2,866	354
General advertising	-	-	1,112
Freight and customs	11,375	2,804	5,549
Telephone	1,500	998	1,629
Repairs and maintenance	-	562	1,493
Vehicle operations	-	426	1,728
Equipment rentals	33,000	-	837
Facilities rentals	4,500	6,264	5,627
Protective clothing	2,500	-	1,065
Food cost	40,000	10,638	38,154
Laundry and drycleaning	1,000	402	736
Computer supplies	-	1,037	5,491
Contracted Services	171,500	27,458	478,392
Educational materials	3,500	963	6,034
Student related	79,000	(163)	182,723
Minor equipment and tools	5,300	28,604	67,825
Minor computer equipment	1,500	-	8,087
Materials and supplies	157,910	95,383	100,617
	<u>\$ 2,415,982</u>	<u>\$ 1,874,536</u>	<u>\$ 3,239,659</u>

**College of the North Atlantic**  
**Summary of International Expenditures**  
Year Ended March 31, 2021, with comparative information for 2020

	<b>2021 Budget</b> (Note 14)	<b>2021</b>	<b>2020</b>
Salaries and benefits	\$ 1,311,797	\$ 861,126	\$ 817,196
Professional development	-	3,275	-
Professional fees	494,000	332,298	95,181
Travel	130,099	125	162,946
Bank charges		15	
Photocopying/printing	3,550	416	1,532
Office related supplies	200	1,776	284
General advertising	34,025	8,835	5,794
Freight and customs	675	67	19
Telephone	1,500	777	1,590
Computer supplies	130	4,073	1,327
Contracted services	600	65,998	69,322
Educational Materials	-	222	2,757
Student related	12,000	2,599	6,701
Minor equipment and tools		2,922	
Minor computer equipment	-	1,373	4,456
Materials and supplies	13,350	8,370	12,357
	<b>\$ 2,001,926</b>	<b>\$ 1,294,267</b>	<b>\$ 1,181,462</b>

**College of the North Atlantic**  
**Summary of Special Projects Expenditures**  
Year Ended March 31, 2021, with comparative information for 2020

	2021 Budget (Note 14)	2021	2020
Salaries and benefits	\$ 5,190,085	\$ 5,386,598	\$ 5,379,655
Professional development	48,446	4,596	20,682
Employee recognition and wellness	-	-	569
Professional fees	107,529	247,485	226,149
Travel	667,243	2,649	288,204
Insurance	2,697	-	1,691
Photocopying/printing	38,344	14,905	18,995
Office related supplies	19,949	9,335	20,242
Membership fees	2,617	199	2,593
General advertising	92,668	101,951	91,963
Freight and customs	30,133	1,594	1,389
Telephone	23,511	13,073	18,879
Utilities	-	-	-
Repairs and maintenance	38,000	14,013	412,628
Vehicle operations	-	-	162
Equipment rentals	-	-	2,641
Facilities rentals	528,743	557,022	470,234
Protective clothing	-	594	232
Computer supplies	18,348	43,445	110,546
Contracted services	38,961	63,342	20,008
Educational materials	2,700	6,891	2,622
Student related	431,041	287,756	595,313
Minor equipment and tools	26,885	50,005	308,839
Minor computer equipment	6,200	31,188	168,345
Materials and supplies	343,910	2,101,715	2,036,549
	<u>\$ 7,658,010</u>	<u>\$ 8,938,356</u>	<u>\$ 10,199,130</u>

**College of the North Atlantic**  
**Summary of Expenditures**  
Year Ended March 31, 2021, with comparative information for 2020

	2021 Budget (Note 14)	2021	2020
Salaries and benefits	\$ 101,760,587	\$ 102,501,230	\$ 98,591,171
Professional development	327,709	61,248	257,275
Employee recognition and wellness	11,490	11,848	21,773
Professional fees	1,841,889	1,854,664	1,529,442
Travel	1,673,990	132,465	1,318,425
Recruitment and relocation	61,250	34,309	63,414
Insurance	260,697	241,145	252,784
Bank charges	183,150	186,861	166,808
Photocopying/printing	709,668	324,566	563,289
Office related supplies	352,857	197,520	354,717
Membership fees	90,096	101,343	93,950
General advertising	627,651	449,189	431,207
Doubtful receivables	72,500	84,260	276,974
Freight and customs	309,119	77,586	112,863
Telephone	397,533	344,844	722,913
Utilities	1,457,983	1,257,999	1,473,684
Repairs and maintenance	2,218,507	1,515,326	2,424,552
Vehicle operations	523,642	372,166	565,297
Equipment rentals	346,872	258,422	296,941
Facilities rentals	633,659	657,556	584,467
Protective clothing	59,869	153,881	69,323
Amortization	5,988,895	5,726,245	5,782,942
Food cost	717,029	281,340	668,615
Laundry and drycleaning	19,344	8,396	15,621
Textbooks and supplies	1,617,102	674,056	1,426,398
Computer supplies	1,951,224	2,211,928	2,320,832
Contracted services	582,576	454,969	1,185,467
Educational materials	234,911	226,404	226,247
Daycare operations	98,137	59,218	76,967
Student related	986,779	492,800	1,356,539
Minor equipment and tools	321,236	706,616	1,034,961
Minor computer equipment	355,111	268,770	837,935
Materials and supplies	3,518,931	3,848,898	3,823,155
	<u>\$ 130,311,993</u>	<u>\$ 125,778,068</u>	<u>\$ 128,926,948</u>



The logo consists of the lowercase letters 'cna' in a bold, white, sans-serif font, centered within a solid red rectangular background.

**cna**

[cna.nl.ca](https://cna.nl.ca)