

ANNUAL REPORT

2010-2011



COLLEGE OF THE
North Atlantic

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Board Chair's Letter



To the Honourable Joan Burke, Minister of Advanced Education and Skills:

On behalf of College of the North Atlantic's (CNA) Board of Governors, I am honoured to present our Annual Report, which highlights the remarkable achievements of the past year at Newfoundland and Labrador's public college.

The college's faculty, staff and students have, once again, distinguished themselves as dedicated educators, learners and innovators, and an exhaustive list of these accomplishments simply could not fit within the confines of this report. Therefore, this document provides a synopsis of those activities that demonstrate the far-reaching impact that the college delivers – impacts that touch the economic and social fabric of our local, regional and international communities.

This institution is one which, we are proud to say, enriches our experience and that of everyone who walks through the doors of its campuses in Newfoundland and Labrador and the State of Qatar.

Government support has assisted with operating costs, facility upgrades and new infrastructure across the province. A significant investment by both our federal and provincial government partners will enable the college to better meet current and future workforce needs.

The federal and provincial government's support for the European certification of the Aircraft Maintenance and Engineering Technician program at the Gander Campus is one example of an opportunity for the college to be recognized on an international level for the specialized training it provides.

The development of the Child, Youth and Family Services Training Unit is an excellent opportunity for the college to contribute to the future well-being of Newfoundlanders and Labradorians. This initiative will deliver comprehensive and relevant training for social workers so they can better serve the people of the province.

The college's partnership with the Middle East State of Qatar continues to deliver mutual benefits for all stakeholders. In his visit to the

Qatar campus this year, Governor General David Johnston spoke to the importance of such partnerships, and their role in advancing education across the globe. The college's commitment to this relationship remains a priority as we strive to be a leader in such advancements.

The relationship between CNA and local industries also grew and developed this year. Industry Day, an occasion that is expected to become an annual event, brought students and their potential employers together for a day of working and networking which helped them further understand each others' needs and expectations.

Industry, alumni and advancement donors continue to play a significant role in the college's growth and development and its ability to provide relevant, high-quality programs. Corporations and organizations such as General Motors Canada, Lufthansa Technical Training and the Fry Family Foundation continue to support curriculum development, program infrastructure, scholarships and other initiatives. These investments and others, combined with articulation or credit transfer agreements, provide our learners with an unparalleled level of support and smooth their transitions to a multitude of career paths.

As a Board of Governors we are honoured to have the support of the provincial government, and we acknowledge the work of dedicated faculty and staff members who provide essential programs and services that further the goals of our great province and its people. We look forward to working with all of our partners, the college's leadership team and our communities, to continue meeting those objectives.

College of the North Atlantic is a category one entity and this Annual Report was prepared in accordance with the guidelines of the *Transparency and Accountability Act*. The report covers the period of April 1, 2010 to March 31, 2011. My signature below is on behalf of the entire Board of Governors and indicates our commitment to, and accountability for, the actual results reported herein.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Terry Styles', written in a cursive style.

Terry Styles
Chair, Board of Governors

Overview

VISION

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

MISSION

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

MANDATE

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

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

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

LINES OF BUSINESS

For nearly half a century post-secondary students in Newfoundland and Labrador have had access to some of the best academic and skills development programs in the world through the province’s public college system. College of the North Atlantic is an integral component in sustaining the provincial economy through its proactive and responsive approaches to providing training for current and future workers. This has been achieved through careful assessment of labour market needs now

and in the future, which will continue to drive the development of new programs.

The college remains dedicated to providing accessible, relevant and quality learning experiences for Newfoundlanders and Labradorians, with the aim to produce self-sufficient contributors to social and economic development – on a local level and on the global stage.



Full and Part-Time Programs

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

Continuing and Community Education Programs

College of the North Atlantic encourages life-long learning, and many campuses offer convenient part-time certificate programs and credit and

non-credit courses as a way to supplement and encourage these opportunities within our communities. These offerings facilitate personal and professional development, export readiness, emergency preparedness, personal growth, general interest and so much more.

Community Outreach

The remarkable successes of CNA over the past five decades would not be possible without the deeply planted roots that sit in each of its campus communities. It is within those communities that CNA finds its strength, and in return delivers a multitude of services, supports and experiences to enrich the social and economic landscape. The college and its people contribute in a myriad of ways to boards and organizations, where they help nurture and guide new businesses, develop innovative products and processes and offer expert advice on everything from composting to accessing foreign markets.

Contract Training

The expertise and knowledge that CNA provides to local industries is integral to their ability to serve their markets at home and around the world. Comprehensive training programs, delivered in partnership with industry clients, gives unemployed and underemployed Newfoundlanders and Labradorians job security and career opportunities here at home. Our contract training department draws on established program offerings and designs customized training to meet the needs of business, industry, government and communities. These offerings span the range from one-day seminars or workshops to longer term courses that are delivered through a variety of methods. Whether in person, in the classroom, on the worksite or via distance learning, the training we offer is responsive, progressive, comprehensive and relevant.



Applied Research

By promoting a culture of research and innovation, CNA's Office of Applied Research remains at the forefront of progress. Our researchers bring forward groundbreaking knowledge and innovative products and services on a regular basis, while constantly evaluating the broader societal contributions of our efforts in various sectors. These efforts complement the economic and environmental assets of communities for local business development and new investments. This is accomplished through incubation of technologies, patenting, prototyping, licensing, market research, product development and commercialization.

Student Support

CNA's commitment to learner success does not end at graduation. Every decision we make is designed to create a positive environment for learning, with a view to equipping our learners for life after graduation so that their personal and career goals are met.

The diversity of learner profiles within our system both challenges and validates us as providers of comprehensive learning options. Our curriculum, teaching and support services are characterized by knowledgeable and enthusiastic faculty building on strategies that suit the learner's needs in an atmosphere of dignity and mutual respect. This has a recurring effect on enrolment as providing this environment promotes success. This practice, in turn, makes the college more attractive to future students.

CNA continues to incorporate a Service Learning method into our philosophy of teaching and learning, which combines academic classroom curriculum with meaningful service – or “experiential education” (www.aee.org).

As other North American schools adopt the Service Learning approach it becomes increasingly clear that this balance between theoretical

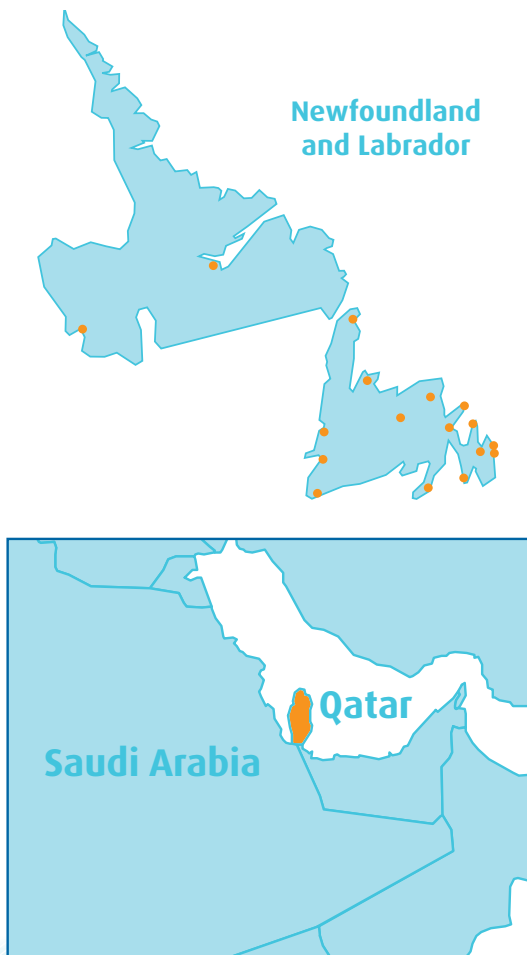
knowledge and practical application is an effective method of education that not only teaches skills but also builds real-world experience. In short, it prepares graduates for the hands-on world they will be expected to perform in as they follow their chosen careers.

This philosophy came to life in two projects that were undertaken by CNA Civil Engineering students. One of those projects had students using their education and skills to design homes for Habitat for Humanity's Pleasantville build. The other put students to work with a group of Grade 6 girls, designing and building wheelchair ramps at St. George's Elementary School in Conception Bay South.

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

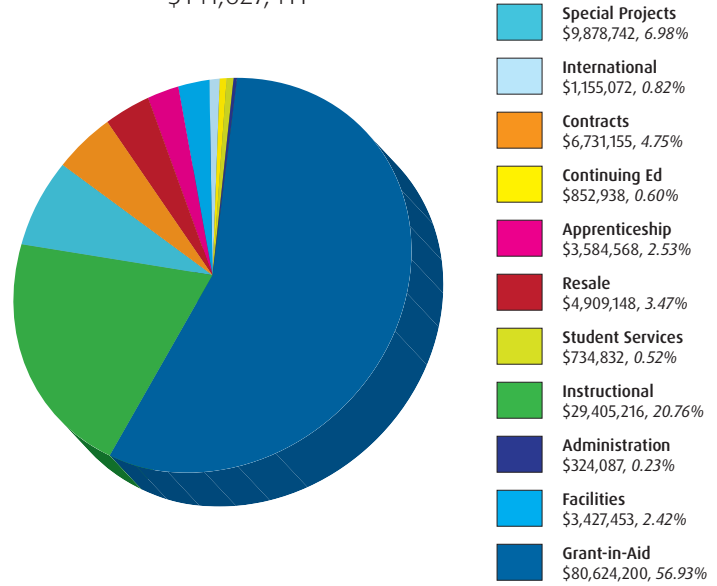
PHYSICAL LOCATION

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

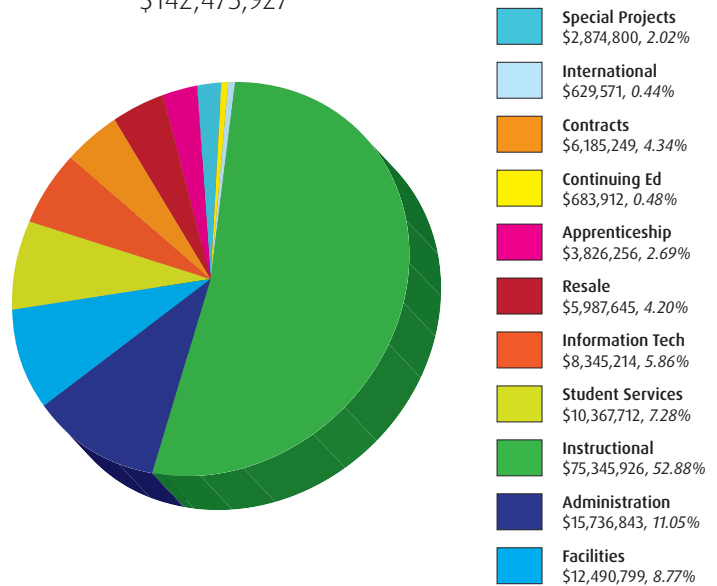


OTHER KEY STATISTICS

Revenue*
March 31, 2011
\$141,627,411



Expenditure*
March 31, 2011
\$142,473,927



*Financial data sourced from audited financial statements.

ENROLMENT

Student Enrolment - Academic Year 2009-10					
School	Number Registered			Male	Female
	Full-Time	Part-Time	Total		
Academics & Applied Arts	2,321	939	3,260	1,140	2,120
Business & Information Technology	1,112	417	1,529	302	1,227
Health Sciences	570	89	659	105	554
Tourism & Natural Resources	145	106	251	160	91
Engineering Technology	1,193	99	1,292	980	312
Industrial Trades	2,540	76	2,616	2,274	342
College Total	7,881	1,726	9,607	4,961	4,646

Continuing Education	Number Registered	Total # of Hours
Non-credit Courses & Contracts	13,923	170,367
Credit Courses	235	543
College Total	14,158	170,910

CNA-Q Enrolment	Male	Female	Total
Registered	1,574	703	2,277

EMPLOYEES

COLLEGE OF THE NORTH ATLANTIC - March 31, 2011					
NEWFOUNDLAND & LABRADOR					
	Support Staff	Faculty	Management	Non Union Non Management	Total
Females	385	369	52	13	819
Males	162	477	51	0	690
Sub-total	547	846	103	13	1,509
QATAR					
	Support Staff	Faculty	Management	Non Union Non Management	Total
Females	33	164	14	0	211
Males	24	245	13	0	282
Sub-total	57	409	27	0	493
College Total	604	1255	130	13	2,002
Included: Active employees, employees on leave. Not Included: Continuing education instructors, student employees, invigilators, casual employees, employees on layoff but available for employment.					

Shared Commitments

College of the North Atlantic continues to be an integral part of the engine that drives Newfoundland and Labrador. As part of a comprehensive system of education, training, certification, research and innovation, it remains clear that CNA will continue to play a key role in the evolution of the province's social and economic landscapes.

In the context of that system, it is imperative that collaboration and partnerships be at the core of the college's mandate – and they are.

Certainly, the most significant of these partnerships continues to be between the college and the provincial and federal governments, which fund a variety of programs and capital projects. The following shared



commitments are components of the 2008-2011 Strategic Plan. These outcomes support the policy direction of the provincial government in the areas of infrastructure and post-secondary programs.

The Powerline Technician program at the Happy Valley-Goose Bay campus is a fine example of how the college and its partners addressed a potential need for skilled workers. This program came about as a direct result of discussions with Nalcor Energy in relation to the Lower Churchill project, and is jointly funded, federally through the Atlantic Canada Opportunities Agency (ACOA) and provincially through the Department of Innovation, Trade and Rural Development.

Working with community partners is critically important to the social and economic growth and development of the regions we serve, especially as it relates to the more rural areas of the province.

ACOA and the Department of Innovation, Trade and Rural Development also teamed up with CNA in Bonavista, where the local campus established the Bonavista Institute for Cultural Tourism in 2007. The institute is a leading edge centre for professional development in Atlantic Canada, focused on assisting tourism operators and cultural

providers in delivering world-class experiences. An additional \$800,000 in funding, announced earlier this year by the college's partners, will now move this project into phase two of its development.

The federal and provincial governments also joined Bombardier Inc. in funding a partnership with Lufthansa Technical Training (LTT) to make the Gander campus part of the LTT worldwide training network. This business development initiative has contributed to the growth of the campus and will further strengthen the campus as a centre for aviation excellence.

Graduates of the program reap the added benefits of increasing their job mobility and marketability because they also earn professional certification through the European Aviation Safety Agency. Combined with the Transport Canada and Federal Aviation Authority (FAA) certification currently offered by the college, and after completing an additional semester of training, they can now become certified to service European registered aircraft.

Federal funding was also instrumental in the completion of renovations at several campuses this past year. These investments in physical infrastructure significantly improve the learning environment for our students, and show the combined commitment of government and the college to providing modern and capable facilities for staff and faculty. The completion of a new trades facility at the Grand Falls-Windsor campus will also increase capacity at that location.

Partnership development is key to creating mutually rewarding opportunities for social and community advancement, economic development and personal and professional development for community





citizens. Partnerships with provincial, national and community based organizations enables CNA to maximize expertise and resources to offer cost-effective training throughout the province.

In the last year, the Contract Training and Continuing Education department has been involved in establishing several partnerships, including memorandums of understanding (MOUs) with Miawpukek First Nation, the Newfoundland and Labrador Regional Economic Development Association, the Shorefast Foundation on Fogo Island, and Kiewit-Aker Contractors.

Programs offered through these types of partnerships are experiencing sustained growth, and serving to diversify and support industry sectors throughout the province.

CNA will continue to support business and industry throughout the regions, as evidenced by the recent report of the Contract Training and Continuing Education Taskforce, which clearly identified this as a core part of the college's mandate. CNA also enjoys a healthy relationship with other post-secondary institutions, which furthers the province's standing as a centre for research and innovation. At the Carbonear campus, an MOU between CNA's Centre for Agrifood Development and the Marine Institute's Centre for Sustainable Aquaculture Development has created opportunities for joint research, training and product development.

In the field of business, the Corner Brook campus has partnered with the Grenfell Campus of Memorial University to launch the NaviGate Pre-business Advising Centre, a new small business counselling program for students, staff and alumni. This partnership will enable the exploration and development of ideas into commercial enterprises.

The benefits of the college's many partnerships and the quality of its

programs are evident when CNA students compete with their peers. In 2010, students from the Grand Falls-Windsor and Prince Philip Drive campuses dominated the provincial Business Case Competition, earning the right to travel to Qatar, where they finished among the top five teams in the international Business Case Competition.

CNA continues to enrich the fabric of the communities that it serves, beyond the direct economic impacts of being a major local employer. Through the hands-on learning that is inherent in many of the college's programs, students spend countless hours working in the community to further their education and broaden their experience.

As a result, charity and community projects benefit from the planning, implementing and fundraising skills of Community Studies students, and areas struck by natural disaster are rebuilt with the design and construction skills of engineering and industrial trades students. Similar examples unfold daily across the province and internationally. These impacts were recently recognized by the Newfoundland and Labrador Construction Association, which chose CNA for its 2011 Community Leader Award.

The contributions of talent and skills delivered by CNA students not only strengthen the college's relationships with local communities, they also reap benefits for future students. As a direct result of our students' involvement in the 2010 Juno Awards held in St. John's, a \$40,000 scholarship has been endowed for future students in programs having direct involvement with the Juno event.

The generosity of private, corporate and faculty and staff donors reached a record high in 2010, as nearly \$500,000 dollars in scholarships was awarded to more than 400 deserving students throughout the province.



A major achievement for the college was the significant contribution by the Hebron Project for the establishment of the Hebron Diversity Endowment Fund. This endowment of \$750,000 will support the ongoing success of a diverse student population with a focus on women, Aboriginal People, persons with disabilities and members of visible minorities with a preference to those who are enrolled in Industrial Trades and Engineering Technology programs.

This philanthropic support reduces barriers to education and rewards learner excellence, and is a testament to CNA's reputation as a trusted partner in post-secondary education.

On the international stage, CNA continues to impress through its contract with the Middle East State of Qatar. As enrolment grows, and program offerings expand, CNA-Q is graduating record numbers of students every year.

In 2010, after two years of successful pilot programs to explore the benefits of international student exchanges, a formalized agreement is fostering even stronger ties between Qatar and this province. This past year, more than 35 students participated in work-term, study abroad and clinical placements through the program.

In China, more than 2,400 students are enrolled in CNA certified programs, through our growing partnerships with eight universities and institutes.

Here at home, CNA plays host to 60 international students from as far away as Mexico, Bangladesh and Ukraine who have chosen the

college for its quality programs and welcoming atmosphere. The presence of these students creates a culturally enriched environment on CNA campuses and in local communities.

The common thread that weaves through all of CNA is one of shared commitment to providing education and training so that graduates find meaningful work experiences and our industries succeed and grow, and by extension those activities strengthen the social fabric of local communities. It is this inherent trait which contributes to the synergy between the college and its partners and will continue to ensure CNA's place as Newfoundland and Labrador's Public College.



Opportunities and Challenges Ahead

OPPORTUNITIES

Continued Tuition Freeze

CNA will once again benefit from the provincial government's commitment to a continued tuition freeze for post-secondary institutions. This announcement, which was included in the 2011 provincial budget, serves to maintain the college's standing as one of the most affordable post-secondary options in all of Atlantic Canada. This not only ensures that post-secondary education remains financially accessible for Newfoundlanders and Labradorians; it also makes CNA an attractive option for students from other jurisdictions, where tuition costs continue to rise.



Contract Training and Continuing Education Remains Key

Delivering contract and continuing education programs and courses is also a key part of the college's mandate. This past year, CNA received 14,158 contract and continuing education student registrations for courses and programs across the province. This was achieved with the cooperation of industry, government and community partners, and the support

of dedicated CNA business development officers, coordinators, campus administrators, school deans and chairs, and other student support services provided by the college, province-wide.

The recently approved report of the college's Contract Training and Continuing Education Task Force is the next step toward maintaining CNA's position as a leader in providing such services.

The prioritized recommendations of the task force are designed to ensure continuous improvement and a commitment to quality with respect to the development, implementation and evaluation of contract training and continuing education courses and programs.

Increased Partnerships with other Institutions

In the same way CNA partners with industry and communities to enhance learning for its students, so too does it connect with Memorial University of Newfoundland (MUN) and the Marine Institute. Collaborating with MUN has had powerful results for both institutions and the province in general.

CNA has also partnered with Nova Scotia Community College (NSCC) to offer training to Marine Atlantic employees. This collaboration is delivering tailored curriculum and top-notch conflict management and customer experience training at CNA's Port aux Basques campus and NSCC's Marconi campus.



Research and Innovation

There is a need to support Newfoundland and Labrador industry with innovative strategies and projects, to increase industry-driven applied research, and help them become more efficient and competitive in a global market.

CNA can provide that support because it is well-positioned to spur innovation and economic revitalization and provides targeted applied research and rapid technology transfer support to regional business and industry. This strengthens the capacity of small and medium enterprises (SMEs) and their communities and encourages them to be innovative and to adopt and adapt technological processes to their needs.

The college is closely connected with regional business and industry and several provincial and national funding programs may further enhance the college's capacity to support this agenda.

Renewed Economic Growth

Considering that CNA's programs and services were an integral part of the province's ability to weather the recent economic downturn, the subsequent recovery of worldwide economies has become an opportunity for the college.

As economic fortunes turn optimistic once again, business and industry will increasingly look to skilled trades educators for the workers they need to maintain and expand their enterprises. CNA's focus on providing such training through its wide-ranging slate of programs will clearly be an advantage going forward. CNA will, for example, play a significant role in training skilled workers for the newly announced Lower Churchill hydro development project, and potential exists for further involvement on a consultative level.





CHALLENGES

Housing and Accommodation

While increased enrolment is welcomed and indeed necessary for the college's continued growth and long term sustainability, it can also stress current resources.

For our learners, a booming economy means not only the prospect of additional opportunities after graduation; it also creates upward pressure on the cost of accommodations when they choose to live away from home while attending school. CNA will continue to seek out opportunities to assist students in finding affordable accommodation, and in some cases consider providing viable alternatives.



Infrastructure and Human Resources

In order to continue delivering quality programs and services to increasing numbers of learners, both physical infrastructure and human resources must be maintained or expanded. The college will, therefore, continue to seek out innovative funding opportunities so that classroom and lab space are available to accommodate our growing student population.

We must also seek innovative and proactive methods of attracting and retaining the most talented faculty and support staff, so that the quality of our programs and services is maintained or improved. This places certain demands on the college's financial resources, as competitive salaries are an integral component of an effective recruitment strategy.

Meeting the Special Needs of Learners and Staff

While significant advances are being made by the college's Disability Services Committee there is still considerable work to be done if we are to continue to meet the expectations and address the needs of our students and employees from year to year.

The committee has established a policy and is now working on a list of priorities for the coming year. One of those priorities is to foster awareness among faculty, staff and students about how they can meet the needs of those with disabilities. Along with this education there is a need to ensure that each campus has the right equipment and services in place to effectively serve both students and employees.

Mission Results

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

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

The priority focus areas for College of the North Atlantic were directed by the mission statement, which was developed for two planning periods, 2006-08 and 2008-11. The priorities for the college over the mission cycle included improving accessibility to quality programs and enhancing services to support the success of learners. The following objectives worked toward achieving those priorities.

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

Measure 1: Improved accessibility to quality programs to support the success of learners and communities.

INDICATOR 1. Improved accessibility to programming amongst identified populations.

College of the North Atlantic was able to improve accessibility to programming amongst identified populations over the mission cycle. New programs have been developed (e.g., Aboriginal Leadership and Medical Laboratory Assistant), existing programs have expanded capacity, transitional programs have been delivered and bridging programs have been offered to identified groups. To further increase accessibility course offerings have been expanded, particularly within Distributed Learning Services (DLS), and key partnerships have been nurtured with industries, communities, government and non-governmental organizations. These valuable partnerships enable the college to successfully provide optimum accessibility to the broadest range of learners in the province.

INDICATOR 2. Enhanced collaboration with other educational entities.

College of the North Atlantic was able to enhance collaboration with other educational entities from 2006-11. Partnerships with other educational institutions within Canada and internationally have been fundamental in advancing life-long learning opportunities for CNA's learners. The college continues to nurture and expand upon partnership opportunities with a great number of colleges and universities at home and abroad. A smooth transition has been created for learners through transfer agreements with community colleges and universities across the country.

INDICATOR 3. Expanded programming reflecting the needs of primary client groups.

In 2006-11, College of the North Atlantic has expanded programming reflecting the needs of primary client groups. The college has received funding from government to offer new programs (e.g., Video Game Design) and expanded programs (e.g., Textiles: Craft and Apparel Design), a number of which have increased capacity and/or been offered at new locations to meet the needs of learners. The college successfully worked with communities and industry to offer existing programs and/or develop new programs that are in demand across the province to address the current and future workforce needs (e.g., the Powerline Technician program in Happy Valley-Goose Bay was offered in 2010-11 after discussions with Nalcor Energy). This ensured that learners had access to the widest range of opportunities possible, and supported social and economic development of communities and the province.

INDICATOR 4. Enhanced program development and delivery.

Over the mission cycle, College of the North Atlantic successfully enhanced program development and delivery. The provincial government provided funding to establish a Program Development Office in 2006-07 that included the hiring of 12 new Program Developers that same year. Through this office, programs have been reviewed, and subsequently improved (nine programs were reviewed in 2008-09, nine in 2009-10 and 12 in 2010-11). Further, industry partners such as accreditation bodies and industry associations have been vital for ensuring that college programming is current and relevant for learners and their prospective employers.

INDICATOR 5. Increased linkages to the province's Innovation Strategy and Comprehensive Regional Diversification Strategy (CRDS).

The college has increased linkages to the province's Innovation Strategy and Comprehensive Regional Diversification Strategy from 2006-11. Through the Office of Applied Research (OAR) the college has fostered a culture of innovation that encourages new ideas and collaboration among industry, labour, government, educational institutions and other stakeholders throughout the province. Several research and innovation initiatives led by the OAR involved student and faculty participation in leading edge projects in manufacturing, environment, information technology (IT), energy, and others. For example, college researchers have been involved with Dynamic Air Shelters, a small to medium-sized enterprise based in the Burin Peninsula, on a research project to define the work flow and process of erecting one of their Blast Resistant Shelters. Further, partnerships with regional businesses and industries have allowed the college to contribute to regional diversification and help grow the economy of Newfoundland and Labrador.

INDICATOR 6. Implemented White Paper directives:

INDICATOR 6. a) Increased access to Adult Basic Education programming and enrolment.

College of the North Atlantic has continued to build on recommendations of the provincial government's White Paper Directives over the mission cycle. Access has been increased to Adult Basic Education (ABE) programming and enrolment as ABE Level I has expanded from one campus to 10 campuses over the past five years. Subsequently, capacity has increased by 11.5% from fall 2006 to fall 2010, and enrolment has increased by 13.8% during the same period.

INDICATOR 6. b) Increased learning opportunities available through Expanded Comprehensive Arts and Science College Transition offerings.

The college has increased learning opportunities available through Comprehensive Arts and Science (CAS) College Transition offerings over the mission cycle. In 2005-06 CAS Transition was piloted at four campuses and is currently offered at 11 campuses, with a total capacity of 570 up from 184 in 2006-07. In 2010-11 alone there was a 93% increase in enrolment in the CAS Transition program. Over the last two years the School of Academics and Applied Arts has partnered with the Department of Education on communication to potential applicants informing them of the CAS Transition program in an effort to increase enrolment.

INDICATOR 6. c) Improved learning environments through implementation of infrastructure fund-raising campaign with matching funds from government, and implementation of new infrastructure projects.

College of the North Atlantic has improved learning environments through the implementation of infrastructure fund-raising, including the facilitation of the “matching funds” directive from government, as identified in the White Paper document. In 2006-07 and 2007-08, the college successfully solicited and secured \$600,000 in donations from private industry which was matched by government. These funds were used for multiple initiatives, including the purchase of new equipment and upgrading of facilities for students, which has improved the learning environments. The college has implemented a number of infrastructure initiatives with government support from 2006-11, including the preparation of a college-wide, long-term facilities plan, encompassing modernization and shop improvements, to provide quality to all learners. A number of infrastructure projects have been completed, or set in motion these last five years, with several campuses, including Grand Falls-Windsor (building extension), Happy Valley-Goose Bay (building extension) and Labrador West (new campus), seeing significant upgrades throughout the province.

INDICATOR 6. d) Improved learning opportunities for women through enhanced recruitment strategies to support the participation of women in engineering, applied science, technology, and skilled trades.

College of the North Atlantic has improved learning opportunities for women through enhanced recruitment strategies to support the participation of women in engineering, applied science, technology, and skilled trades. For example, the number of women enrolled in Industrial Trades programs increased by 23.8% from 2006-07 to 2010-11 (231 to 286), and the number of women enrolled in Engineering Technology programs increased by 6.7% in the same time period (282 to 301). The college strongly supports women’s equity in programming and access. In 2006-07 the college responded to the demand for women in trades by offering an eight-week Career Exploration for Women program at 17 sites, and this program continued to be offered in several locations the following year (Baie Verte, Bay St. George, Bonavista, Clarenville, Corner Brook, Grand Falls-Windsor, Labrador West, Port aux Basques, Prince Philip Drive, Seal Cove and St. Anthony). College of the North Atlantic partnered with Women in Resource Development Committee and Contract Training/Continuing Education to deliver the Orientation to Trades and Technology program over the last five years. The college also partnered with Skills Canada to offer the Skills Work for Women Conference in 2011, and offered the Women in IT Conference to promote IT careers to youth.

INDICATOR 6. e) Increased affordability through increased scholarship opportunities.

Over the mission cycle, College of the North Atlantic increased affordability through increased scholarship opportunities. Since the Office of Alumni and Advancement opened in 2004, a significant number of scholarships have been announced, with five or more being offered at every campus location. From 2006 to 2010 there was a 111.2% increase in scholarships given out to learners (from 305 in 2006 to 644 in 2010). Affordability of obtaining a post-secondary education at the college has been significantly increased by the number of scholarships and bursaries available for learners.

INDICATOR 6. f) Improved program development processes and enhanced curriculum development.

College of the North Atlantic successfully improved program development processes and enhanced curriculum development over the planning cycle. Programs have been reviewed and revised, while others have been newly developed through Academic Council. Teams were established to review existing program development policies and procedures, leading to improved program development processes, in particular with respect to Academic Quality Assurance. Curriculum meetings have been held routinely to ensure programs are current and relevant, and curriculum subject-specific content experts were engaged in the development process. The college is committed to ensuring that quality educational programs and opportunities are available to all learners.

INDICATOR 6. g) Increased faculty professional development opportunities.

From 2006-11, College of the North Atlantic has increased faculty professional development opportunities. College faculty have been able to expand upon their knowledge and expertise through professional development in active learning, whereby instructors learn new classroom technologies to enhance teaching. New Faculty Orientation To Teaching and Learning sessions have been delivered across the college, as well as various workshops, events and conferences. Further, the college has streamlined the professional development approval process which facilitated professional development activity throughout programs and faculty.

INDICATOR 6. h) Increased cooperation for articulation (course credit transfer) between College of the North Atlantic and Memorial University, as well as other institutions.

A substantial number of articulation (course credit transfer) agreements have been developed over the mission cycle. The college has been able to expand on the number of articulation agreements it has with degree granting institutions across Canada and throughout the world over the past five years, with 65 agreements in place in 2006-07 and over 110 agreements in place in 2010-11. Agreements have been made with educational institutions internationally and throughout Canada, 11 of which have been made with Memorial University. The college continues to actively pursue new articulation agreements with existing and new partners to foster vital partnerships that encourage a continued learning path for learners.

INDICATOR 7. Increased distance learning opportunities and range of programming.

College of the North Atlantic has increased distance learning opportunities and range of programming from 2006-11. Since 2006-07, enrolment in Distributed Learning Services (DLS) courses has increased by 38.1%. The range of programming has also increased substantially as the number of courses being offered rose by 198.5% from 2006-07 to 2010-11. Further, distance learning opportunities have been enhanced as DLS has registered learners from nearly 400 Newfoundland and Labrador communities, from all provinces and territories, as well as international locations. DLS courses are also offered in various Schools, including Business and Information Technology, Academics and Applied Arts, as well as some advanced level courses in Industrial Trades.

INDICATOR 8. Increased international student recruitment and enrolment.

Over the mission cycle, College of the North Atlantic has been able to increase international student recruitment and enrolment. Student recruitment activity has been reviewed and analyzed, resulting in a realignment of focus and activity, and an assessment of alternate processes for international learner recruitment. The college continues to see high enrolment at its Qatar campus (experiencing a 16.3% increase from 2006-07 to 2009-10), as well as increasing enrolment at its partner institutions in China (an increase of 380.0% from 2006-07 to 2010-11).

Measure 2: Enhanced services to support the success of learners and communities.

INDICATOR 1. Implemented Access for Success initiative at all campuses.

College of the North Atlantic has implemented the *Access for Success* (AFS) initiative at all campuses from 2006-11. All 17 campuses in Newfoundland and Labrador utilized the AFS processes and protocols to enhance learner success and retention. The AFS team held consultations with all Campus Administrators to discuss interventions required, suggested revisions/upgrades and accomplishments and successes.

INDICATOR 2. Implemented White Paper directives:

INDICATOR 2. a) Increased support services to students with disabilities.

College of the North Atlantic has increased support services to learners with disabilities. Fourteen additional Resource Facilitators were hired from 2006-08, a provincial Disability Services Advisory Committee was established in 2006-07, adaptive technologies such as Zoom Text and Reading Pens, and other equipment and materials have been acquired to assist learners (e.g., adjustable work stations). A training module was developed to help faculty and staff understand and better respond to the needs of learners with disabilities. Also, significant renovations have been made at a number of campuses such as wheel chair ramps in Burin and Corner Brook, elevators in Prince Philip Drive and electronic door openers in Bay St. George.

INDICATOR 2. b) Increased collaboration with Memorial University to deliver student services through participation on joint committees.

College of the North Atlantic successfully increased collaboration with Memorial University to deliver services to learners through participation on joint committees. A system-wide public post-secondary services advisory committee was established in 2006-07. College of the North Atlantic and Memorial University collaborated in recruitment activities and increased the levels of career employment through services such as the joint College of the North Atlantic/Memorial University Career Fair, Virtual Career Fairs and Job Finding Clubs. The college also partnered with Memorial University, Grenfell Campus to better link learners transitioning between both institutions.

INDICATOR 2. c) Enhanced shop modernization.

College of the North Atlantic enhanced shop modernization from 2006-11. The following details some of the enhancements: shops have been completely or partially renovated at many campus locations; safety enhancements have been put in place; equipment has been upgraded and maintained; lab facilities have been updated. These changes resulted in better space utilization, safety improvements, and enhanced delivery and quality of programs.

INDICATOR 2. d) Complied with the Transparency and Accountability Act.

College of the North Atlantic successfully complied with the *Transparency and Accountability Act* over the planning cycle. In particular, the college has met all timelines and deadlines for submission for the 2006-08 and 2008-11 Strategic Plans, as well as the Annual Reports over the last five years.

INDICATOR 2. e) Increased applied research initiatives.

Over the mission cycle, College of the North Atlantic increased applied research initiatives. The OAR launched several new initiatives, in addition to on-going projects in a variety of areas over the past five years. For example, the college joined and has actively participated in Springboard Atlantic, a network of Atlantic Canadian colleges and universities with a mandate to support the commercialization of research in Atlantic Canada. New and innovative technologies were developed as potential intellectual property for patents/commercialization (e.g., a self sterilizing pen holder and a remote viewing welding helmet). Innovative partnerships established with industry and government have strengthened the college's ability to transfer these new technologies to society. The OAR witnessed increased faculty participation in applied research activity, and in the number of campuses involved as well. A policy on Research Ethics was developed, and the composition of the college's first Research Ethics Board was finalized.

Strategic Issues

ISSUE 1: QUALITY PROGRAMS

Quality of programs and courses, and the quality of the learning environment, are both requirements for a successful post-secondary institution. College of the North Atlantic constantly strives for the highest quality learning experiences and graduate outcomes reflecting the needs of communities and industry, and will continuously invest in its instructors, staff, facilities, equipment, and overall learning environment to achieve high post-secondary standards. From 2008-11, CNA enhanced the delivery and quality of programs and courses. This issue supports government's strategic directions of "a qualified and skilled workforce that meets the province's skilled labour demands" in the area of post-secondary programs and "improved post-secondary programs and public post-secondary institutions benefit students and the province" in the areas of post-secondary programs and infrastructure.

Goal 1: By March 31, 2011, College of the North Atlantic will have enhanced the delivery and quality of programs and courses.

Measures:

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

INDICATOR 1.1 Improved capacity adjustment in program offerings.

College of the North Atlantic successfully improved capacity adjustment in program offerings over the planning period of 2008-11. Capacity and enrolments increased college-wide from fall 2008 to fall 2010 (21.4% increase in capacities and 6.9% increase in enrolments), with notable increases seen in the Comprehensive Arts and Science (CAS): College Transition program. Further, new programs were added (e.g., Information Management (Post Diploma) and Geographic Information Systems (GIS) Applications Specialist (Post Diploma)), existing programs were offered at new sites, and additional sections were provided in existing programs (e.g., the Practical Nurse (PN) program is now offered at seven campus locations which include Bay St. George, Burin, Clarneville, Corner Brook, Grand Falls-Windsor, Happy Valley-Goose Bay and St. Anthony). There has also been substantial activity in the Contract Training/Continuing Education (CT/CE) offerings and in the area of applied research; several new projects have received funding over the past three years.

INDICATOR 1.2 Improved capacity adjustment in course offerings.

College of the North Atlantic improved capacity adjustment in course offerings during 2008-11. Increases and enhancements were made to course offerings college-wide, and increases were also made in the number of courses offered online through Distributed Learning Services (DLS). This allowed for a blended learning environment whereby DLS courses are used to support and supplement course offerings to full-time learners, thereby expanding program availability. Accommodations of extra sections and an increased intake of learners have occurred in high demand courses as well.

INDICATOR 1.3 Increased learning opportunities by delivering transitional programs and outreach programming.

College of the North Atlantic increased learning opportunities throughout 2008-11 by delivering transitional programs and outreach programming. To reach targeted groups over the past three years, new programs have been developed (e.g.,

Aboriginal Bridging program), transitional programs have been delivered and expanded (e.g., CAS Transition, CAS Transfer and Adult Basic Education (ABE)), transitional programs have been offered through CT/CE (e.g., Supportive Transition Employment Program), and bridging programs have been delivered online through DLS to assist in skills upgrading. Further, new articulation agreements have been developed and existing agreements have been revised (which included new transfer options and block transfer agreements). There has also been an increase in the number of campuses engaged in applied research, from 12 in 2008-09 to 14 in 2010-11.

INDICATOR 1.4 Enhanced and modernized shops.

College of the North Atlantic has made significant enhancements and modernizations to shops from 2008-09 to 2010-11. The following details some of the enhancements: shops have been completely or partially renovated at many campus locations (e.g. Hairstylist in Bay St. George and Gander, Machinist in Baie Verte and Placentia); safety enhancements have been put in place (e.g., developed a Personal Protective Equipment list to be used in each industrial trades shop or field site); equipment has been upgraded and maintained (e.g., metal fabrication equipment in Port aux Basques, heavy equipment operator equipment in Labrador West); laboratory facilities have been updated (e.g., chemical analytical laboratory in Ridge Road, physics laboratory in Carbonear). These changes resulted in better space utilization, safety improvements, and enhanced delivery and quality of programs.

INDICATOR 1.5 Improved quality through program reviews conducted in priority areas.

College of the North Atlantic has improved quality through program reviews conducted in priority areas over the period of 2008-11. Each year programs have been reviewed across all Schools to ensure relevancy and currency of curriculum (nine completed in 2008-09, nine in 2009-10 and 12 in 2010-11). Further, new programs have been developed (e.g., Information Management (Post Diploma) and Medical Laboratory Assistant (MLA)) or development has begun on new programs (e.g., CAS Trades and Renovation Technician).

INDICATOR 1.6 Enhanced accreditation process across all Schools.

During the period 2008-11, College of the North Atlantic has enhanced accreditation processes across all Schools. Over the past three years accreditation has been received for many programs at the college and others are in the process of being re-accredited (97 programs were accredited in 2008-09, 128 in 2009-10 and 127 in 2010-11). Accreditation has been received on many Engineering Technology and Industrial Trades programs, while programs in other Schools have been re-accredited and review reports have been submitted to accrediting bodies. As of 2009-10, all of the Business and Office Administration programs have been accredited by the Association of Collegiate Business Schools and Programs.

INDICATOR 1.7 Improved CNA readiness for Applied Degrees by developing implementation framework.

Throughout the 2008-11 planning period, College of the North Atlantic has conducted research on the potential for offering Applied Degrees. CNA consulted with colleges in British Columbia, Alberta, Manitoba and Ontario that have extensive experience in developing and delivering applied degrees. Alternate pathways to obtaining a degree, particularly by securing partnerships with baccalaureate degree granting universities, were compared to the college applied degree route rather than developing an implementation framework. Articulation agreements, joint degree programs, and/or university centers located on the college campus, are attractive alternative degree pathways that have been embraced by CNA.

OBJECTIVE FOR 2010-11

College of the North Atlantic continually strives towards enhancing its delivery options through a comprehensive range of programs and services. During 2010-11, CNA implemented initiatives to enhance delivery and quality of programs and courses.

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

Measures:

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

INDICATOR 1.1 Continued to improve capacity adjustment in program offerings.

College of the North Atlantic was able to improve capacity adjustment in program offerings through the following accomplishments:

School of Academics and Applied Arts

- Recorded a 9.2% increase in School enrolments from fall 2009 to fall 2010.
- From fall 2009 to fall 2010, CAS Transfer: College-University enrolment increased in Carbonear (45 to 77), Grand Falls-Windsor (94 to 100) and Labrador West (26 to 29).
- From fall 2009 to fall 2010 CAS Transition capacity increased by 349 seats (221 to 570), contributing to a 93% increase in fall enrolment (215 to 415). Capacity increases were seen in Corner Brook (15 to 40), Gander (15 to 18), Prince Philip Drive (40 to 240) and St. Anthony (20 to 26).
- Began delivering the CAS Transition program in Labrador West in 2010-11.
- Increased number of learners enrolled in the Early Childhood Education (ECE) Distance program from 54 in fall 2009 to 63 in fall 2010.
- Introduced the Aboriginal Bridging program at Happy Valley-Goose Bay campus.
- Full management of the Child Care Centre at the Happy Valley-Goose Bay campus to support ECE program offerings.
- Continuation of the new program offering in Video Game Design at the Bay St. George campus with a team of learners winning in a national competition to have their video game featured at "Future Frames and Games" during the Toronto International Film Festival.

School of Business and Information Technology

- Offered Website Developer Diploma and Information Management (Post-Graduate Diploma) through DLS.
- Increased capacity in Computer Systems and Networking at Prince Philip Drive campus by adding another program section (increase of 25).
- Introduced year three Business Management (Accounting) at Carbonear campus.
- Introduced Software Development (Post Diploma) program at Corner Brook campus.

School of Engineering Technology

- Increased enrolment in First Year Engineering Technology (FYET) in St. Anthony campus (from 3 in fall 2009 to 10 in fall 2010).
- Developed and approved two, two-year Engineering Technicians programs for the China project partners through Academic Council.

- Started first year Chemical Process Engineering Technology (CPET) (Co-op) program offering at Ridge Road campus in September 2010 (capacity 32).
- Planned for one year suspension of two Engineering Technology program intakes (Telecommunications Engineering Technology and Software Engineering Technology) in September 2011 at Ridge Road campus for reorganization of program outcomes.
- Added extra section of Petroleum Engineering Technology program (capacity of 24 in both year two and year three).
- Increased intake of Civil Engineering Technology learners in Corner Brook to accommodate demand for program in Western region (capacity of 20, and enroled 25).

School of Health Sciences

- Continued brokering agreement with the Centre for Nursing Studies for delivery of the PN program at six campuses (Bay St. George, Burin, Clarenville, Corner Brook, Grand Falls-Windsor and Happy Valley-Goose Bay) and added one new site (St. Anthony); total capacity of the seven PN programs is 195.
- Offered Rehabilitation Assistant (Occupational Therapist Assistant/Physiotherapist Assistant) Diploma program through DLS.
- Offered the MLA program with a capacity of 16 learners.
- Received preliminary approval to initiate development of a three-year Ultrasound program.
- A program-specific admissions process for the Medical Laboratory Sciences, Medical Radiography, and Respiratory Therapy programs has been initiated.

School of Industrial Trades

- Introduced the Powerline Technician program at Happy Valley-Goose Bay campus (12 learners).
- Delivery of two Heavy Equipment Operator (HEO) programs in Placentia.
- Received approval to expand the Aircraft Maintenance Engineering Technician program at Gander campus. The expansion is necessary to accommodate the European Aviation Safety Agency certified training.
- Incorporated block training into Cabinetmaking program and supported block training for Welders in Port aux Basques.
- Bonavista campus introduced Advanced Plumber apprenticeship training.
- Increased number of apprentices returning for Advanced Block Automotive Service Technician (AST) training (12 to 17) and increased number of journeyperson's exams in Hairstylist program (10 to 13) in Gander campus.
- Increased capacity in Corner Brook for Advanced Electrical Block training from 12 to 24 learners in September 2010.

School of Tourism and Natural Resources

- Recorded an 8.4% increase in School learner enrolments from fall 2009 to fall 2010.
- Northern Natural Resources Technician (NNRT) program reinstated at Happy Valley-Goose Bay campus in response to local demand for NNRT's.
- School of Tourism and Natural Resources held a Dialogue Day in Central Newfoundland to explore program and related opportunities in the field of Tourism and Natural Resources.

Contract Training/Continuing Education (CT/CE)

- Received substantial activity in CT/CE programs in St. Anthony campus with the implementation of three programs for older workers, and the introduction of a fused glass art program.
- Coordinated and delivered the Targeted Initiative for Older Workers (TIOW) program (capacity 12), Fire Arm Safety (capacity 112), Scaffolding (capacity 12), Concrete Finisher (capacity 16), and coordinated the Bridging the Gap program (capacity 14) at Burin campus.
- Expanded the delivery of Boom Truck certification training.

Office of Applied Research

- Experienced improvement in its capacity to access public funding. In 2010-11, six funding applications were submitted to various federal and provincial agencies. Five of these were successful in attracting a total of \$3.6 million in applied research projects.

INDICATOR 1.2 Continued to improve capacity adjustment in course offerings.

College of the North Atlantic was able to improve capacity adjustment of its course offerings through the following accomplishments:

- Accommodated an extra intake of learners in high demand courses by adding extra sections and splitting lab components into two offerings using existing resources (i.e., Forestry, Civil Engineering, and CAS Sciences).
- In partnership with the Department of Education (DOE), new adult-oriented electives as well as Personal Development/ Career Awareness courses were completed and implemented in fall 2010 in the ABE Level III program. Feedback was provided to assist the DOE in the revisions of the ABE Level III Program Guide and the ABE Level II program.
- Increased the number of course registrations in the ECE Distance program from 80 in fall 2007 to 153 in fall 2010 (91.3% increase).
- Flexibility built into Grand Falls-Windsor campus schedules to provide for electives in the CAS Transfer and Business programs for CAS Transition learners.
- Increased capacity in general studies and courses transferable to university at St. Anthony campus.
- Offered Business Management courses through hybrid delivery between select campuses (Grand Falls-Windsor, Port aux Basques and Clarendville).
- Increased the number of campuses that are Cisco Academies from five in 2010 to nine in 2011. This is a joint initiative between the Schools of Business and Information Technology and Engineering Technology.
- Increased Business and Information Technology courses offered through DLS.
- Signed a partnership agreement with Carbonear Collegiate so that the collegiate can offer Cisco courses on modern Information and Communication Technologies from the college.
- Worked with industry stakeholders to complete development of Primavera project management training courses for delivery to the oil and gas industry.
- Currently completing course development for the newly-approved Desire2Learn (D2L) Rehabilitation Assistant program which will be implemented in September 2011.
- Implemented DLS pilot project in partnership with the DOE for block two, Construction/Industrial Electrician program at Seal Cove campus.
- Utilization of DLS courses to support and supplement course offerings to full-time learners, which expands program availability.
- Through funding for the Bonavista Institute for Cultural Tourism, developed and delivered a DLS course, "Introduction to Cultural Tourism".
- Enrolment for Continuing Education courses doubled in Labrador West.
- Diversified substantially in the types of courses offered in the areas of safety and outdoor recreation at St. Anthony campus (offered 11 courses in safety and 24 courses in outdoor recreation).

INDICATOR 1.3 Increased learning opportunities by delivering transitional programs.

College of the North Atlantic was able to increase its learning opportunities by delivering the following transitional program offerings:

- Registered 80 learners in the ABE Evening program at the Corner Brook campus.
- Delivered online MLA bridging program in response to regional health authorities request for assisting current employees to upgrade their skills and credentials.
- Delivered Primary Care Paramedic bridging program in response to regional health authorities request for assisting current employees to upgrade their knowledge and skills to meet new provincial standards for the paramedic profession.
- Burin campus partnered with Innovation, Trade and Rural Development (INTRD) to manage the 2011 Science Olympics (capacity 100).

Contract Training/Continuing Education (CT/CE)

- Ongoing offerings of the Supportive Transition Employment Program have occurred in Bay St. George and Gander campuses.
- Baie Verte campus offered Youth Exploring Trades program to the citizens of the Town of Burlington. This program offers exposure to various industrial trades as well as skills development in the trades shop fundamentals.
- Partnered with the Labrador Correctional Centre to offer Introduction to Trades training to offenders in Happy Valley-Goose Bay.
- Secured funding from Health Canada, Labrador Secretariat, to develop an Aboriginal Addictions Skills Enhancement program.
- In partnership with Human Resources, Labour and Employment, the Burin campus coordinated and delivered the TIOW program (capacity 12).
- St. Anthony campus implemented programs targeted at older workers.
- Gander campus completed delivery of the Skills for Discovery program for youth in need of direction choosing career paths and post-secondary options.
- Baie Verte delivered the Blaster program to residents of Triton.
- Salvation Army partnership offering a Building Service Worker program to 16 learners and a Retail Sales program to 13 learners.
- Delivered Industrial Safety Passport training as well as Skills for Discovery in Grand Falls-Windsor campus.
- In conjunction with the Electrical Sector Council and with funding from the Labrador Aboriginal Training Partnership, delivered a 14-week Electrical Trades Orientation program for Aboriginal groups.
- Essential Skills Training “Safety Documents” project was delivered with the Association of Canadian Community Colleges and in partnership with Vale Inco.

INDICATOR 1.4 Continued to enhance and modernize shops and placed emphasis on shop safety.

College of the North Atlantic was able to continue to enhance and modernize shops and place emphasis on shop safety through the following accomplishments:

Shop Safety Initiatives:

- An Industrial Trades Shop Safety (and Shop Modernization) position was temporarily established to provide leadership for a Shop Safety Initiative.
- Conducted information sessions on Shop Safety with Campus Administrators and Faculty and gathered feedback. Thirteen campuses were visited and safety audits of each Industrial Trade shop and field site were carried out.

- Developed the first draft of policies and procedures specific for Industrial Trade shops and field environments.
- An internal Industrial Trade Shop Safety steering committee was formed which includes representation from Faculty, Instructional Coordinators, School of Industrial Trades, and the college's Occupational Health and Safety Office.
- A Personal Protective Equipment list was established to be used in each Industrial Trade shop or field site.
- Purchased essential shop safety items for School to address campus issues.
- Air quality, lighting, infrared and noise measurement equipment were ordered to quantify existing levels versus approved standards established by recognized governing bodies.
- Installed Safety Kiosks in shops at Clarenville campus.

Major projects included:

- Trades wing expansion at Grand Falls-Windsor campus which will reintroduce trades to this campus, and was designed with mechanical and electrical services to be able to accommodate a variety of trades programs, new programs or a cycling of programs from semester to semester (jointly funded by Atlantic Canada Opportunities Agency (ACOA), INTRD and CNA).
- Establishment of a Carpenter Resource Room at Clarenville campus.
- Upgraded equipment and tools, and purchased additional eyewash/bodywash stations for the Carpenter and Steamfitter/Pipefitter programs at Clarenville campus.
- Delivery of Engineering Technology programs was enhanced through safety improvements, better space utilizations and new equipment to meet current industry standards at the Ridge Road campus. Safety improvements included updated shop equipment and lab facilities and upgraded electrical systems.
- Renovation of two existing shops for the CPET program to provide a modern Chemical Analytical Lab at Ridge Road campus and Process Shop Facilities at Seal Cove campus.
- Purchased new equipment to support Engineering Technology programs, and maintained and upgraded equipment in the Manufacturing Technology Centre.
- With support from the School of Academics and Applied Arts, Carbonear campus completed a renovation of its Physics lab and Grand Falls-Windsor campus installed new fume hoods for its Chemistry lab.
- Purchased a Computer Numerical Controlled Roller for the Metal Fabrication shop, a new Magnetic Particle Bench for the Non-Destructive Testing shop, and a SawStop table for the Cabinetmaker shop (prevents users of the machine from receiving sever cuts) at Port aux Basques campus.
- Ordered new equipment worth \$500,000 for various research laboratories including the Tensile Testing shop at Burin, Entomology labs at Carbonear, Chemistry labs at Carbonear and Clarenville, Physics lab at Happy Valley-Goose Bay, Nanotech lab at Labrador West, etc.
- Purchased heavy equipment/truck simulators for Labrador West campus.
- New industrial boiler system for the Power Engineering (4th Class) program at the Corner Brook campus.
- Received contributions to Powerline Technician equipment from ACOA and INTRD.
- Upgraded shops for Hairstylist and AST programs in Gander to comply with new plans of training. Also, installed Smart Boards in classrooms dedicated to Hairstylist, AST, and Instrumentation and Control Technician, as well as room darkening blinds in all classrooms to enhance projection capabilities.

INDICATOR 1.5 Implemented renewed business model for Applied Research.

College of the North Atlantic implemented a renewed business model for Applied Research which led to the following outcomes:

- The business model approach developed for the Office of Applied Research (OAR) in 2010-11 led to quality enhancement in office operations, a systematic division of work among staff and hence an overall improvement in productivity.
- The new business model approach contributed to refining internal operations, macro and micro processes, resulting in quality management of research projects, funding applications and grant disbursements.

INDICATOR 1.6 Maintained ongoing distance learning opportunities to support outreach.

College of the North Atlantic maintained ongoing distance learning opportunities to support outreach through the following outcomes:

- The college's DLS Office recorded 5,228 course enrolments in 2010-11, an increase of 9.9% over the previous year.
- Designed and delivered 10 formal training events in Teaching Online (Introductory and Advanced), for instructors at various campus locations.
- Maintained 773 (16.5% increase) online courses that support on campus delivery (242 on-campus instructors using courses in D2L to supplement classroom teaching).
- Developed or re-developed 38 courses, and re-developed 13 courses for online-delivery.
- Registered online learners from nearly 400 Newfoundland and Labrador communities, all provinces and territories, and international locations including Qatar.

INDICATOR 1.7 Improved quality through program reviews and development, conducted in priority areas, aligned with the labour market.

College of the North Atlantic improved quality through program reviews and development, conducted in priority areas, aligned with the labour market through the following outcomes:

- Course outline maintenance completed for the Geographic Information Systems (GIS) Applications Specialist (Post Diploma) program.
- Work ongoing to prepare Hospitality Tourism Management year one courses for DLS delivery.
- Developed a formalized 'stakeholder feedback process', which documents the continuous improvement framework of all the Health Sciences programs; the process outlines the stakeholder surveys that are utilized and describes the procedure for distributing, collecting, analyzing, and acting on the survey data.
- Launched a review of the college's strategic research plan. The OAR team visited all 17 campuses in the province and conducted broad based consultations with faculty, staff, business and industry. In addition to receiving improved public awareness on college research, the Office adopted best practices approach and completed policy work on Intellectual Property and Research Ethics.

Completed 12 program reviews, including:

- Business Administration (Accounting)
- Business Administration (General)
- Business Administration (Marketing)
- Business Management (Accounting)
- Business Management (Marketing)
- Community Studies
- Diagnostic Ultrasonography
- Electrical Engineering Technology (CNA-Q)
- Fish and Wildlife Technician
- Mechanical Engineering (Manufacturing) Technology
- Non-Destructive Testing Technician
- Process Automation Engineering Technology (CNA-Q)

Developed five new programs, including:

- Automation and Controls Engineering Technician (China)
- Mechanical Engineering (Manufacturing) Technician (China)
- Rehabilitation Assistant
- Software Development
- Web Development (to be offered through DLS)

Initiated 16 new program reviews, including:

- Adventure Tourism-Outdoor Recreation
- Architectural Engineering Technology
- Civil Engineering Technology
- Digital Animation
- Electrical Engineering Technology (Industrial Controls)
- Electronics Engineering Technology (Instrumentation)
- English as a Second Language
- Graphic Design
- Graphic Production and Printing
- Office Administration (Certificate)
- Office Administration (Executive)
- Office Administration (Legal)
- Office Administration (Medical)
- Office Administration (Records and Information Management)
- Power Engineering (4th Class)
- Telecommunications Engineering Technology (CNA-Q)

Began development of five new programs, including:

- Comprehensive Arts and Science Trades
- Diagnostic Medical Sonography
- Emergency Management (Post Diploma)
- Entrepreneurship for Skilled Trades
- Renovation Technician

School-based accreditation activities:

- The Medical Radiography and the Diagnostic Ultrasonography programs were successfully re-accredited by the Canadian Medical Association (CMA).
- The MLA program is preparing for first-time accreditation by the CMA.
- Submitted Triennial Review Reports to Canadian Technology Accreditation Board for eight Engineering Technology programs:
 - ◆ Civil Engineering Technology (Corner Brook)
 - ◆ Electrical Engineering Technology (Industrial Controls) (Burin)
 - ◆ Electrical Engineering Technology (Power and Controls) Co-op (Ridge Road)
 - ◆ Electronics Engineering Technology (Corner Brook)
 - ◆ Electronics Engineering Technology (Biomedical) (Ridge Road)
 - ◆ Industrial Engineering Technology (Co-op) (Ridge Road)
 - ◆ Software Engineering Technology (Co-op) (Ridge Road)
 - ◆ Telecommunications Engineering Technology (Ridge Road)
- Fifteen Industrial Trades programs received accreditation in 2010-11, including:
 - ◆ Carpenter (Carbonear)
 - ◆ Carpenter (Clareville)
 - ◆ Construction/Industrial Electrician (Labrador West)
 - ◆ Cook (Seal Cove)
 - ◆ Industrial Mechanic (Millwright) (Corner Brook)
 - ◆ Industrial Mechanic (Millwright) (Happy Valley-Goose Bay)
 - ◆ Oil Heat System Technician (Seal Cove)
 - ◆ Plumber (Bonavista)
 - ◆ Powerline Technician (Operating) (Seal Cove)
 - ◆ Refrigeration and Air Conditioning Mechanic (Ridge Road)
 - ◆ Small Equipment Service Technician (Bay St. George)
 - ◆ Steamfitter/Pipefitter (Clareville)
 - ◆ Welder (Corner Brook)
 - ◆ Welder (Happy Valley-Goose Bay)
 - ◆ Welder (Labrador West)

INDICATOR 1.8 Continued pursuit of program articulation and transfer agreements.

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

School-based program articulation activities with Memorial University of Newfoundland:

- School of Tourism and Natural Resources negotiated and submitted draft articulation agreements (Fish and Wildlife Technician, Forest Resources Technician and Natural Resources Technician-Bachelor of Resource Management) to Memorial University, Grenfell Campus with approval pending.
- A new Masters of Technology program, available to graduates of the Bachelor of Technology program, was initiated at Marine Institute in September 2010; an articulation agreement exists with Memorial University granting graduates of three year accredited Health Sciences programs 60 credits towards completion of the Bachelor of Technology credential.

- Agreement for three-year pilot with Memorial University: acceptance of two CAS Transition English courses and one CAS Transfer English course for meeting Memorial's English language proficiency admission requirements for graduates of the College's Engineering Diploma program (China), working towards Memorial's Bachelor of Technology Degree.
- Initial discussions with Memorial University, Grenfell Campus relative to potential opportunities for new articulation and transfer agreements.

School-based program articulation activities with other institutions:

- Held discussions with Indiana University-Purdue University Indianapolis to expand current articulation agreement to include other Engineering Technology programs.
- Initiated process for renewal of articulation agreements with Royal Roads University and the University of New Brunswick.
- Secured a block transfer agreement between Business Administration (Human Resource Management, Marketing, Accounting, and General) to Okanagan College Bachelors of Business Administration.
- Held meetings with the Canadian Printing Industry Sector Council, and feedback was provided on draft accreditation documents relative to the Graphic Production and Printing program offered at the Prince Philip Drive campus.

ISSUE 2: LEARNING COLLEGE

Learning is central to effective participation in society and community development. As a learning college, College of the North Atlantic places learning and the learner first. As the public college for Newfoundland and Labrador, it is incumbent on the college to provide opportunities for continuous learning for its staff and learners. From 2008-11, CNA enhanced learning experiences for learners. This issue supports government's strategic directions of "a qualified and skilled workforce that meets the province's skilled labour demands" and "improved post-secondary programs and public post-secondary institutions benefit students and the province" in the area of post-secondary programs.

Goal 2: By March 31, 2011, College of the North Atlantic will have enhanced learning experiences for students and staff.

Measure: Enhanced learning experiences.

INDICATOR 2.1 Improved environment by implementing framework for growth and development of staff.

College of the North Atlantic improved its environment by implementing a framework for growth and development of staff between 2008-09 and 2010-11. In support of employee growth and development, a Continuous Learning Task Force was formed in 2008-09, whereby five focus groups were held to review the college's professional development program and recommendations for Learning and Development Plan was submitted to the CNA Executive. The Task Force collaborated college-wide to introduce a new continuous learning philosophy, through proposed revisions to college policy and procedures on Continuous Learning. The Continuous Learning operational plan was endorsed by CNA Executive in 2009-10. Further, workshops for staff have been held on a variety of topics including managing workplace conflict, project management, and violence prevention, among others. Also, the Human Resources division has implemented a five-year Strategic Business Plan to support the college's teaching, learning and research.

INDICATOR 2.2 Enhanced learning experience by supporting connections to community.

College of the North Atlantic enhanced learning experiences by supporting connections to communities. From 2008-09 to 2010-11, employees and learners were deeply involved in community and regional partnerships with businesses, government, post-secondary institutions, regional training initiatives and community organizations. The college was, and continues to be involved in business development (e.g., learners operated a second hand bookstore), community events and projects (e.g., hosted Skills Canada Competition), cultural development (e.g., supported National Aboriginal Day), tourism initiatives (e.g., winter promotional campaigns), international exchanges (e.g., exchanges with Qatar in Health Science programs) and fundraising events (e.g., Haiti relief effort), as well as college-wide (e.g., Partnership Recognition Day) and campus-specific initiatives (e.g., winter carnivals) within the community.

OBJECTIVE FOR 2010-11

The college strives to support learners in the development of their full potential by providing quality programs and services. During 2010-11, CNA implemented strategies to enhance learning experiences for learners.

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

Measure: Developed and implemented select strategies.

INDICATOR 2.1 Continued to develop and implement Learning College principles and strategies.

College of the North Atlantic implemented Learning College principles and strategies through the following outcomes:

- Collaborated with the three Atlantic Canada colleges to grow the partnership opportunities related to common organizational learning and development needs.
- Collaborated college-wide to introduce a new continuous learning philosophy, through proposed revisions to college policy and procedures on Continuous Learning (e.g., Continuous Learning Day held at Placentia campus; encouraged a culture of continuous learning in Corner Brook; faculty and staff in Baie Verte participated in continuous learning activities).
- Supported Service Learning initiative; drafted guidelines/principles that support Teaching and Learning at the college.
- Collaborated college-wide to deliver effective orientation sessions to new faculty and staff.
- Implemented a learner mentoring program at Burin campus to identify “at-risk” learners.
- Developed and implemented a cross method delivery in Bay St. George using Desire2Learn (D2L) technology and traditional methods to enhance delivery and testing in the Heavy Equipment Operator (HEO) program.
- Facilitated a “Plan of Training and Team Approach” workshop for the HEO program at Bay St. George campus.
- Prince Philip Drive campus held Strategic Planning Information sessions and conducted Strategic Planning sessions with departmental groups.
- Held Wellness Day for employees at Prince Philip Drive with booths from outside health oriented agencies.
- Newfoundland and Labrador Employers Council (NLEC) sponsored learners from Prince Philip Drive to attend the NLEC conference.
- D2L and Smart Classroom technology training for faculty and staff of Prince Philip Drive campus.
- Ridge Road campus integrated new technologies into classrooms in 2010-11 (e.g., Smart Boards were installed in a total of six classrooms and laboratories and a professional development session on their usage was offered to faculty; a new Chemical Processing program multi-purpose classroom was developed with Smart Board technology and six student computers for simulation software use and research).
- Expanded learner help centre hours of operation to include evenings, and expanded support for other courses in the learner help centre at Ridge Road campus.

INDICATOR 2.2 Continued to increase opportunities for connections to communities.

College of the North Atlantic continued to increase opportunities for connections to communities through the following initiatives:

College of the North Atlantic was involved in supporting and co-sponsoring a significant number of community events in towns and cities where campuses and Learning Centres are located. In 2010-11, learners, faculty and staff continued to be deeply involved in community and regional partnerships with businesses, government, post-secondary institutions, regional training initiatives and community organizations.

The college shared its facilities, and learners, faculty and staff contributed their specialized expertise in fields such as business, community development, health care, cultural development, etc. College partners supported learners by offering on-the-job training in program related work, donations of materials and equipment, and guest lectures. Fundraising events, both for the college and community groups, were held with great success.

Some of the partnership activities are outlined as follows:

Business Development – Establishment of a Business Advisory Board for Students in Free Enterprise (SIFE) Clarenville; the College Business Case Competition and the Provincial Angel Business competition hosted at Grand Falls-Windsor and Corner Brook campuses respectively; Vale Inco chamber of mines prospecting research; information session between Business faculty in Corner Brook and funding partners to create better communications; representation on the advisory board for NaviGate (provides entrepreneurial support to learners at Memorial University and CNA) and on the Rural Catalyst committee.

Community Projects – Clarenville campus partnered with Random Age Friendly Communities to offer free Computers for Seniors seminars for the seventh time; community groups from the Burin Peninsula involved in wave research; Clarenville SIFE learners provided assistance to residents in completing the Hurricane IGOR Relief assistance packages; the Esthetics program at Gander campus offered Spa Days for military wives; the School of Academics and Applied Arts participated in the Communities Priority Summit held by the Department of Voluntary and Non-Profit Secretariat in Corner Brook; Hospitality Tourism Management learners trained volunteers for the Junos; introduced an art competition for learners, alumni and community members at Port aux Basques campus; learner groups from Prince Philip Drive campus, such as Student Activities Council and SIFE, engaged in community activities (e.g., Financial Literacy program with the Rabbittown Community Centre).

Cultural Development and Tourism Initiatives – SIFE Clarenville partnered with local businesses/organizations in a Winter Tourism initiative video blog campaign; in cooperation with Flat Bay Indian Band Council and Human Resources Skills Development Corporation, offered a program entitled “A Holistic Approach to Aboriginal Literacy and Essential Skills” to the aboriginal community on the West Coast; Port aux Basques campus partnered with the Marine and Mountain Zone Corporation and Innovation, Trade and Rural Development (INTRD) to host the first annual Folk Art Gala for the region.

Economic/Social Development – A memorandum of understanding (MOU) was signed with the Shorefast Foundation to offer quality, high-end tourism and hospitality training to the residents of Fogo Island; partnered with the Labrador Institute, Memorial University for extensive renovations to the North West River Learning Centre to house a Labrador Research Centre; St. Anthony campus worked in partnership with the Grenfell Historical Society to help diversify their craft product lines; successfully lobbied Town of Stephenville to implement an economic development strategy premised on Stephenville being a “College Town”; Textiles staff and learners from Prince Philip Drive campus worked with the Craft Council Fine Craft Fair, Atlantic Craft Trade Show,

annual exhibition and fashion show, and Telio Competition; worked with INTRD, Atlantic Canada Opportunities Agency (ACOA), City of Corner Brook, and Memorial University to assess the economic impact of campuses on the region; St. Anthony campus developed up to 15 funding proposals on behalf of community organizations.

Health Care – The School of Health Sciences collaborated with Health Canada in a Mental Health and Addictions project.

Outreach – Helped develop projects in coastal areas, delivered Contract Training/Continuing Education (CT/CE) programs to disadvantaged community members facing unemployment (partnership with Salvation Army Corporation), and on topics including Construction Craft Worker, First Aid, Fire Arms Safety, Traffic Control and Electronic Communication Skills; St. Anthony campus established three off site classrooms and activated three mobile computer labs in the field; engaged the community of Placentia and surrounding areas in a pilot project entitled Learning Communities that will lead to healthier, self-sustaining communities; Bonavista campus loaned computers no longer in use to not-for-profit organizations; Port aux Basques campus worked very closely with secondary school skilled trades instructors in delivering their programs.

International Exchanges/Connections – Campus and School-based international exchanges took place including: a learner and staff exchange in the Cook program at Burin campus with St. Pierre and Miquelon; the Fry Family Foundation and the Bay St. George campus sponsored two journalism learners to go to New Orleans to document the work being done to restore the Broadmoor neighborhood following Hurricane Katrina by the Engineering Technology learners (Ridge Road campus) and the Carpentry learners (Carbonear campus); Prince Philip Drive campus participated in a two-week exchange project between Medical Radiography and Respiratory Therapy in Newfoundland and Labrador and Qatar; learners and two instructors from the Business English as a First Language stream in Qatar spent 10 weeks studying at Prince Philip Drive; Prince Philip Drive hosted faculty from China each semester that came to be mentored by college instructors.

Office of Applied Research (OAR) - Burin campus collaborated with Dynamic Air Shelters Incorporated in the development of an applied research proposal; Corner Brook campus partnered with OAR to offer sessions on Research capabilities of the college with local industry representatives in the region.

Leadership/Partnership with Boards and Committees – Through its managers, faculty, staff and learners, the college was affiliated with zone boards, development associations, Rural Secretariat and Chambers of Commerce; school councils; youth, women's, aboriginal and seniors organizations; tourism associations; historical societies; organizations of persons with disabilities and immigrants and refugees; literacy councils; Indian bands; Violence Prevention and Housing/Homelessness Initiatives; environmental sustainability initiatives; business development agencies; art, drama and music festivals; sports and cultural events; as well as provincial and national organizations.

Community Meetings and Events – The college hosted many events at its campuses including workshops for women, regional high school Drama Festival workshops, conferences, art festivals, tourism awareness workshops, career fairs, lecture series offered free to the community and various other training and information sessions. Space was provided at various campus locations for community groups to meet which includes Regional Economic Development Boards, development associations, Rural Secretariat, Service Canada, restaurant associations, youth, women, aboriginal and seniors organizations, cultural and tourism associations, literacy councils, organizations for persons with disabilities as well as local daycares.

Fundraising Events:

Learner organizations, faculty and staff provided support to many fundraising activities. Campuses raised funds for the Bay St. George Sick Children's Foundation, the "Let's Can Hunger" campaign, Janeway Children's Wish Telethon, Jeans Day donations,

the Relay for Life and CIBC Run for the Cure campaigns, learners in need at CNA campuses, and holiday fund raisers such as the Happy Tree and campus turkey drives, among others.

College-Wide Initiatives:

Many events that took place at CNA were college-wide initiatives. Campuses held Partnership Recognition Day to recognize and thank their partners in the community. Also, campuses held College Day events where high school students were invited for tours, lab demonstrations, prizes and giveaways. Other college-wide events included workshops and information sessions, Christmas/Holiday dinners or breakfasts and Spring Orientation. Campuses and Schools also took part in the province-wide Skills Canada competition.

Campus Events:

Campus events and initiatives also contributed to community connections. A small sampling of these included:

- Winter Carnivals.
- Job Fairs.
- Training workshops, including partnering with Kiewit Offshore Services to deliver education programs.
- Completed programs in local schools.
- Parent/student evening open house and campus tours.
- Industry Day to provide awareness of workplace environment and safety requirements for Technology and Trades learners.
- The “We Can Do It! Yes We Can!” campaign of the community studies learners.
- Hosted the annual Designopolis for graduates to exhibit their work.
- Invited community members to attend Technical Thesis presentations by senior learners.
- Regional and provincial events such as Partners Reception, Awards Ceremony, Skills Canada, and the Women in Information Technology conference.

INDICATOR 2.3 Enhanced processes to support faculty development in best practices related to teaching and learning.

College of the North Atlantic enhanced processes to support faculty development in best practices related to teaching and learning through the following:

- Collaborated with Deans on the creation of School-based faculty development initiatives including:
 - ◆ Industrial Trades Strategy for Active Learning (workshops on Rubrics and Learning Guide Development);
 - ◆ Teaching and Learning SharePoint site;
 - ◆ Membership in networks committed to facilitating faculty development (NSPOD, League for Innovation, etc.);
 - ◆ Collaboration with the Department of Education, Memorial University and private colleges in the process of renewal of the requirements for post-secondary instructor certification.
- Through an MOU with Newfoundland and Labrador Regional Economic Development Association, College of the North Atlantic’s Distributed Learning Services and CT/CE offices conducted a joint venture for an instructional design institute: CT/CE adjunct instructors and full-time faculty continued to develop best practices related to instructional design and teaching and learning.
- Held professional development activities for Engineering Technology faculty in Corner Brook, Ridge Road and Burin campuses to attend industry seminars and workshops for updating their skills and knowledge in their respective disciplines.
- Campus-based induction program introduced for new faculty.
- Collaborated with Deans and Chairs Council to establish School-based strategic learning plans.

- The streamlined professional development approval process facilitated an increase in professional development activity throughout programs/faculty within the School of Tourism and Natural Resources.
- Purchased a series of interactive preceptor training modules that will be uploaded to the D2L platform and made available to all Health Sciences preceptors throughout the province. Initiated preceptor workshops for Medical Laboratory Sciences and Medical Laboratory Assistant preceptor province-wide.
- Hosted a Professional Development Day for Health Sciences faculty and staff province-wide, of which best practices in teaching/learning was a key topic.
- Offered four professional development workshops in Assessment and Evaluation to Business and Office Administration faculty, as well as a workshop in Significant Learning.
- Offered professional development in International Financial Reporting Standards for Accounting faculty.
- Curriculum meetings within the School of Business and Information Technology held on a regular basis to help with sharing of resources and facilitate program/teaching related discussions.
- Business and Information Technology faculty participated in professional development in such areas as learner retention, human rights and accommodation, International Associations of Administrative Professionals, social media, project management, access and privacy, and information management.
- Supported Business and Information Technology faculty development in their program areas by enabling their pursuit of continuous learning in new program technologies and advancements as well as futuristic developments in their field.
- Non-Destructive Testing instructors in Port aux Basques campus are working toward their level three certification in program disciplines.
- The Port aux Basques campus supported learners and staff in the learning of American Sign Language to allow better interaction with hearing impaired learners.
- Held curriculum meetings in Biology in the CAS Transition program.
- Held an inter-program stop motion animation workshop at the Bay St. George campus in June 2010 to encourage interdisciplinary collaboration amongst its Applied Arts programs.
- Academics and Applied Arts faculty attended relevant provincial, national and international conferences and workshops.
- Delivered curriculum development sessions with the Welder instructor group and the Electrical instructor group.

INDICATOR 2.4 Furthered the development and implementation of strategies and initiatives in continuous learning.

College of the North Atlantic further developed and implemented strategies in continuous learning through the following initiatives:

- Meeting held with Management team to collaborate on methods for enhanced engagement in continuous learning activities.
- Developed a more efficient and effective process for submission, approval, tracking and reporting of continuous learning requests (revised request form; piloting electronic form and database).
- Supported more than 350 employees in their continuous learning activities.
- Delivered Continuous Learning policy and procedure to Management team.
- Continuous Learning operational plan endorsed by CNA Executive.
- Supported employee growth and development activities through approval of nine requests for Employee Development Leave.
- Collaborated with Human Resources to develop strategy for addressing skills-gaps of employees.
- In-house continuous learning workshops were held on Violence Prevention, Drug Awareness, D2L, Smart Board Technology, Access for Success, Disability Services, among others.

INDICATOR 2.5 Continued to enhance leadership development strategies.

College of the North Atlantic continued to enhance leadership development through various initiatives and training opportunities including the following:

- Revised Board governance policies and refocused emphasis on strategic issues for Board meeting agendas.
- Adoption of Key Performance Indicators.
- Reinforced role of CT/CE as an integral component of college operations.
- Reorganized and refocused Human Resources Division.
- Delivered leadership advance session to administrative personnel.

INDICATOR 2.6 Continued enhancement of the 'Greening Initiative' that contributes to global environmental sustainability.

College of the North Atlantic enhanced the 'Greening Initiative' that contributes to global environmental sustainability through the following outcomes:

- Carbonear campus engaged in a collaborative research project with Memorial University, Grenfell Campus and Agrifoods Centre addressing food security in Western Newfoundland.
- Corner Brook campus engaged in a multi-partner compost project which will receive organic material from the college, Memorial University, Grenfell Campus and other local businesses/institutions in Corner Brook.
- Placentia campus engaged in the Town of Placentia Community Composting Partnership Project, which was a multi-partner initiative including various composting projects and community garden initiatives.
- SIFE Clarenville partnered with the Town of Clarenville, Newfoundland Power/Newfoundland Hydro in their Community Energy Conservation Challenge and delivered an energy awareness campaign to students in Grades four to six in the Clarenville school system.
- Corner Brook campus, Memorial University, Grenfell Campus and Pulp and Paper engaged in an ash diversion research project which focused on identifying beneficial uses for waste wood ash from Corner Brook Pulp and Paper.
- Clarenville campus held a "15-Minute Campus Clean Up" in support of the college's Greening Initiative, the Town's Annual Yellow Bag Campaign and CBC's 15-Minute Clean Up.
- Purchased additional recycling bins for beverage and paper recycling.
- Initiated a Lean Welding Pilot project in the province through partnership with the National Research Council Industrial Research Assistance Program, INTRD and ACOA to introduce lean welding principles and Max-weld diagnostic tool to eight Society of Manufacturing Engineers in the province. This initiative helps the companies to become more efficient and thus more globally competitive by adopting lean principles in their welding operations (e.g., reduce wire used, decrease amount of electricity used, and eliminate waste).
- Installed high efficiency waste oil furnace at heavy equipment maintenance garage in Stephenville to lower energy costs and dispose of used petroleum products from college and Department of Transportation and Works vehicles.
- Reduced the number of printers at college headquarters resulting in the reduction of paper usage and printer supplies.
- Held Greening Days at various campus locations.

ISSUE 3: ENHANCED ACCESSIBILITY/OUTREACH

College of the North Atlantic operates in a dynamic demographic environment and ever changing labour market. While the demographics of Newfoundland and Labrador are changing, there are more demands than ever on the college to address the needs in rural and urban areas of the province in the context of a bright economic future. From 2008-11, CNA explored and implemented opportunities to maintain or increase enrolment to support sustainability. This issue supports government's strategic directions of "a qualified and skilled workforce that meets the province's skilled labour demands" and "improved post-secondary programs and public post-secondary institutions benefit students and the province" in the area of post-secondary programs.

Goal 3: By March 31, 2011, College of the North Atlantic will have explored and implemented opportunities to maintain or increase enrolment to support sustainability.

Measures:

- Explored opportunities.
- Implemented opportunities.

INDICATOR 3.1 Enhanced promotion in all college communities.

College of the North Atlantic enhanced promotion in all college communities from 2008-11. A number of marketing and recruitment activities have been implemented over the past three years including radio campaigns, television advertising highlighting college programs and online marketing (including the development of a college Facebook page, live chat on the college website, and YouTube videos). To further enhance promotion to college communities, partnerships were enhanced with external agencies including Human Resources, Labour and Employment (HRLE), Women in Resource Development Committee (WRDC), local schools, hospitals, etc. Also, campuses have enhanced and promoted the use of services to learners (e.g., counselling, help centres, resource facilitators, etc.).

INDICATOR 3.2 Increased opportunities to solicit feedback concerning CNA.

College of the North Atlantic increased opportunities to solicit feedback concerning CNA from 2008-11. In 2008 a college-wide survey was held to receive feedback concerning the college's professional development processes. In 2009-10, the college's Office of Institutional Research and Planning purchased new survey software which has allowed more opportunities for feedback to be used toward improving the college for both learners and employees. Subsequently, several college-wide surveys were conducted to solicit feedback from learners (a Student Satisfaction Survey was administered in winter 2011) and employees (Employee Satisfaction Survey, winter 2010; Key Performance Indicators Survey, spring/summer 2010; and Environmental Scan Consultation, summer/fall 2010). Further, a new web-based data request procedure was developed and tested through a consultative process with all college employees. Consultations were also conducted with 17 campuses by the Office of Applied Research concerning a review of the college's strategic business plan.

OBJECTIVE FOR 2010-11

College of the North Atlantic is committed to constantly exploring opportunities to ensure that the resourcing of programs and services offered reflect an optimal balance of current demand and future needs. During 2010-11, CNA explored opportunities and implemented key strategies to maintain or increase enrolment to support sustainability.

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

Measure: Enhanced promotional and retention strategies.

INDICATOR 3.1 Maintained key capacity levels across academic schools.

College of the North Atlantic maintained key capacity levels across academic schools through the following outcomes:

- Fall 2010 enrolment increased by 8.7% over the previous fall.
- Enrolment increases were realized in many programs, particularly in the Tourism and Natural Resources programs, with intakes in 2010. This is attributed partly to the School website launch and targeted recruitment efforts throughout Newfoundland and Labrador.
- There is a continued high capacity demand for Health Sciences training programs provincially. Specifically, there has been an increase in the number of sites brokering the Practical Nurse (PN) program (capacity of 363 in 2009; current capacity of 499).

INDICATOR 3.2 Continued to enhance promotional and retention strategies for targeted college communities.

College of the North Atlantic enhanced promotional and retention strategies for targeted college communities through the following initiatives:

Hosted/Participated in Events:

- Prince Philip Drive hosted Intermediate (Junior High Schools) skills challenge, the Provincial High School/Post-Secondary Information Technology Skills Challenge.
- Happy Valley-Goose Bay hosted a one day visit by Grade nine students from coastal communities in response to a coordinated approach by the Labrador School Board and Nunatsiavut Government to expose students to college programs.
- In partnership with the Smallwood Community Crescent, the Burin campus sponsored and hosted sessions of the "2010 Youth Forum" for disengaged youth.
- In an effort to maximize public visibility, the Burin campus hosted Envirofest, Provincial Drama Festival and Green Day for the K-12 system.
- Received hundreds of visitors to the Prince Philip Drive campus due to the provincial Newfoundland and Labrador Skills Canada competition.
- Participated in Discovery Days by offering two workshops, a national program offered through the Canadian Medical Hall of Fame (one day workshops designed to provide high school students the opportunity to explore a variety of career options in medicine and the health sciences; sponsored by Memorial University).
- College staff and learners in Burin campus assisted in the coordination and facilitation of the "Regional Economic Plan" forum.

- Burin campus hosted a strategic planning session with all stakeholders and partners in an effort to increase knowledge of programs and services.
- St. Anthony staff presented at the Newfoundland and Labrador Outfitters Associations meetings and developed an extensive database for outfitters across the country, and for other target groups.
- Implemented the Visiting Artist Program at Bay St. George campus for Music Industry and Performance and Recording Arts programs, with visits by artists Ian Foster and Rex Goudie.

Partnerships:

- Partnered with the Department of Education and the Labrador School Board in an Adult Basic Education (ABE) project to facilitate learners staying in school and obtaining high school equivalency.
- Partnered with Skills Canada Newfoundland and Labrador to offer Skills Work for Women Conference in February 2011 at Clarenville campus.
- Received support from the Aboriginal Resource Centre and the community for the Elder's Project, Role Model Project, Testimonials Brochure and Open House Series.
- Partnered with WRDC to offer Girls in Trades and Technology camp at Clarenville campus.
- Partnered with the Centre for Distance Learning and Innovation to offer presentations on College of the North Atlantic, School of Applied Arts, and School of Industrial Trades to potential learners.
- Developed relationship with the local hospital board to attract learners and instructors to the PN program in St. Anthony.
- Partnered with the Eastern School District to host the Guidance Counsellors' professional development day at Clarenville campus.

Marketing/Promotional Activities:

- Dry mounted and displayed in Happy Valley-Goose Bay campus foyer a series of posters which were created by learners in the Aboriginal Bridging program.
- Developed and maintained a "College Corner" weekly newspaper article at Clarenville campus.
- The Burin campus strategically placed advertising in various brochures, radio stations, and local television stations.
- Expanded social media marketing and began using online analytics tools to better target and evaluate marketing efforts. Also enhanced social media strategy to enable responses to learner enquiries during the evenings and weekends and to engage Alumni communities within the college.
- Redesigned college banners and display units with a more modern, energetic look and feel.
- Developed and maintained faculty "Campus Life" blog highlighting campus/learner events at Clarenville campus.
- Campus personnel developed customized radio scripts for all programs at the Burin campus.
- A chemistry instructor from Grand Falls-Windsor campus conducted experiments and placed them on YouTube, which has received over 10,000 hits.
- Received a one hundred percent pass rate on national examinations for the last two years by both PN and Medical Laboratory Assistant (MLA) learners.
- Developed newspaper ads for PN program in Central Region and for MLA program throughout the province.
- Enhanced St. Anthony website and invested in video technology to be used for learner recruitment in social media.
- Produced a professional quality cabinetmaking program brochure for distribution promoting the program.
- Offered Film Residency program for Film and Video Production program.
- Developed a Bay St. George promotion and retention strategy plan.
- Counsellor from the Bonavista campus contacted high school counsellors throughout the province promoting low enrolment programs unique to the campus (Plumber and Natural Resources Technician). After initial contact, a recruitment package was forwarded to the high school counsellors.

- Representatives from the Bonavista campus set up booth at Skills Canada Competition.
- Completed first round of graduate-produced videos resulting in over 100 targeted promotional videos.
- Energized a provincial multi-disciplinary Marketing and Recruitment Team acting in concert with campus-based teams.
- Participated in a Retention workshop to explore best practices in the Canadian context, as well as began an audit of current retention activity.
- Campus was well represented at the provincial forestry fair in Corner Brook (spring 2010) with 11 booths and multiple interactive displays.
- Geographic Information Systems (GIS) Applications Specialist program graduate was featured in Maclean's magazine, and the program was listed as one of the top 10 hottest programs in Canada.
- Faculty in the Natural Resources program visited Memorial University, Grenfell Campus in Corner Brook to promote local programs.
- Program information sheets were sent to college campuses in St. John's, Memorial University, and Marine institute with information regarding programs unique to Corner Brook campus.
- Clarenville campus guided campus tours to local school groups, skills link participants, and other community organizations.
- Campus personnel visited high schools to promote college programs to prospective learners.
- Representatives from the Bonavista campus set up a booth at the local high school during parent/teacher night, and provided a pizza lunch for interested level III students.
- Ridge Road campus ran enrichment programs for students of Eastern School District.
- Hosted College Day at Corner Brook campus for local high school students to visit the campus, meet with faculty and staff, and participate in interactive displays.
- Counsellor from the Bonavista campus attended provincial conference for high school counsellors and set up information booth.
- High school visits from Baie Verte staff were followed up with shadowing opportunities at the campus and dialogue through campus Facebook page.
- Arranged for Engineering Technology faculty to accompany recruitment staff to visit high schools and promote Engineering Technology programs.

Services for Learners:

- Very strong campus-wide peer-tutoring program and a fully staffed academic help centre in Grand Falls-Windsor.
- Hired an Instructional Assistant made possible with funding from Nunatsiavut Government and the Aboriginal Health Human Resource Initiative. This person assists in the Aboriginal Resource Centre, as well as promotes health careers to Inuit learners.
- Opened the Academic Support Centre which had over 2,700 learner usage hours (2,312 visits) between September 2010 and March 2011 (one learner commented, "So helpful! Wouldn't pass without it!").
- In the absence of a help centre, instructors at Baie Verte campus provided tutorials for learners outside scheduled hours in an effort to ensure learner success.
- The Independent Living Resource Centre interns spent six weeks in ABE training learners and staff in assistive technology (i.e., Kurzweil, Dragon Naturally Speaking, Sparks). Such an arrangement is expected to benefit learners with learning disabilities, learners whose first language is not English, poor readers and learners who have poor academic skills.
- Instituted a modified approach on a trial basis to assist aboriginal learners with disabilities which were not formerly diagnosed. Very successful with marked increase in the number of learners availing of disability services in Happy Valley-Goose Bay.
- Implemented full-time Guidance Service plus a Guidance intern at Grand Falls-Windsor campus, as well as a full-time Student Development Officer who meets on a regular basis with partners regarding funding, high school visits in the region, and participation in community presentations.

- Formal learner interviews conducted by Counsellor and Instructional Assistant from the Bonavista campus, in addition to regular advisee sessions through AFS.
- Established learner success centres at Ridge Road and Prince Philip Drive campuses.
- Offered a number of independent study courses at Ridge Road campus where appropriate.
- Trades learners at Baie Verte campus were coached and supported in the annual Skills Canada competitions.
- Enhanced and promoted use of all available services to learners at Ridge Road campus such as counselling, help centre and resource facilitators.

INDICATOR 3.3 Developed and implemented creative student recruitment techniques and practices.

College of the North Atlantic developed and implemented creative student recruitment techniques and practices through the following initiatives:

- Launched new college website, redesigned to be more learner-centered.
- Hired three recent graduates from creative programs for one year to produce approximately 100 learner and Human Resources recruitment videos for use online.
- Held several web-based contests designed to promote college programs and services to potential learners.
- Port aux Basques campus hosted pizza parties at each local secondary school for level III students. During these sessions the campus identified students planning to attend the college, those applying elsewhere, and those that were still undecided. The campus has recently followed up with undecided students through a letter and email campaign.
- Signed a memorandum of understanding (MOU) with Kiewit Aker Contractors, and as part of this initiative have begun to jointly promote career opportunities and college level education required (e.g., school visits and sharing booth space at Energy Day).
- Supported facilitated social media professional development for staff.
- Mobilized a national social media recruitment campaign.
- Established Summer Crews and Winter Crews targeting major events.
- Conducted a province-wide Spring Orientation for new learners.
- Provided applicants with the option of applying online.
- Partnered with Memorial University, Grenfell Campus to better link learners transitioning between both institutions.
- Enhanced relationship with Student Aid and the college's Financial Services to better serve learners.
- Developed and implemented an Ambassador program for learners, alumni and community.
- Developed a pilot advertising contest in partnership with the Central Nova School District.
- Enhanced the college's Connection Survey to reduce "no shows" at registration.

INDICATOR 3.4 Developed an enrolment management strategy.

College of the North Atlantic developed an enrolment management strategy through the following:

- Adopted Strategic Enrolment Management (SEM) principles and developed a SEM framework endorsed by college Executive.
- Established SEM Steering Committee with college-wide representation.
- Collaborated with partners to enhance services to learners.

ISSUE 4: INTERNATIONAL CAPACITY

College of the North Atlantic recognizes the importance of, and is committed to college internationalization. This involves a commitment to learners for a global experience. It is important that CNA focus on attracting international students to as many campus locations as possible and increase its international capacity. From 2008-11, CNA enhanced its international capacity. This issue supports government's strategic directions of "a qualified and skilled workforce that meets the province's skilled labour demands" and "improved post-secondary programs and public post-secondary institutions benefit students and the province" in the area of post-secondary programs.

Goal 4: By March 31, 2011, College of the North Atlantic will have enhanced its international capacity.

Measure: Enhanced international capacity.

INDICATOR 4.1 Met CNA-Q contract obligations.

College of the North Atlantic met College of the North Atlantic-Qatar (CNA-Q) contract obligations from 2008-11. The campus in Doha continues to thrive and holds considerable opportunities for both learners and employees. In this partnership with the Middle East State of Qatar, CNA has taken the original contract and grown it beyond expectation. The campus continues to advance, growing learner enrolment, building on employee recruitment, and developing infrastructure. Obligations under the Comprehensive Agreement were further surpassed as new program areas, not outlined in the original contract, were added. Also, year-to-year profit increases have been substantial, totaling in the millions of dollars during the reporting period.

INDICATOR 4.2 Increased opportunities for students studying internationally (at CNA, CNA-Q and other partner institutions).

College of the North Atlantic increased opportunities for learners studying internationally (at CNA, CNA-Q and other partner institutions). Over the past three years, the college has developed international partnerships and transfer agreements to increase such opportunities. Arrangements have been made with the Government of Jamaica, post-secondary institutions in China, as well as with the state of Qatar. Learners have availed of exchange opportunities where they can travel internationally to study (such exchanges have taken place between Newfoundland and Labrador and Qatar, for example). An enhanced model for working with campus administration in support of international learner opportunities has been developed, there has been an increase in international cultural activities, and a mentoring program has been developed for international learners.

INDICATOR 4.3 Enhanced alignment of activities to support international student recruitment.

College of the North Atlantic enhanced alignment of activities to support international student recruitment from 2008-09 to 2010-11. Student recruitment activity was reviewed and analyzed which resulted in a realignment of focus to specific areas of international interest, a realignment of activity to support direct student recruitment efforts in selected geographic regions and an assessment of alternate processes for international student recruitment. The college enhanced focus on a web strategy and the introduction of a new website for Chinese recruitment and partnerships. CNA is leveraging institutional partnerships for direct student recruitment in China and Jamaica, and also signed new agreements for India and Pakistan.

OBJECTIVE FOR 2010-11

The college is focused on enhancing the learning environment for international experiences as well as maintaining enrolment for international learners. During 2010-11, CNA implemented key initiatives to enhance international capacity.

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

Measure: Further implemented key initiatives and developed evaluation parameters.

INDICATOR 4.1 Continued to enhance learning environment for international experiences.

The introduction of faculty exchange/teaching opportunities with partner universities, and the ongoing dialogue with visiting partner delegations provides the opportunity and vehicle for the exchange of information and knowledge transfer that enhances the teaching and learning environment for international students in the classroom.

- Introduced Faculty Exchange/Teaching opportunities with partner universities in China:
 - ◆ Taiyuan Institute of Technology
 - ◆ Huangshi Institute of Technology
 - ◆ Yancheng Textile College.
- Hosted visiting delegations from Chinese institutions:
 - ◆ Huangshi Institute of Technology
 - ◆ Changjiang Professional College.
- Hosted visiting Jamaican Government Officials:
 - ◆ Ministry of Labour and Security Liaison Office.
- Facilitated CNA-NL faculty to visit Jamaica, performing Quality Assurance/Quality Control visits at partner institutions.

INDICATOR 4.2 Continued to maintain international student enrolment.

College of the North Atlantic continued to maintain international student enrolment in the following areas:

- Enrolments at partner institutions in China increased from 1,800 learners to 2,400 learners in the past academic year (increase of 33%).
- Diversified sources of Chinese learners attending CNA-NL to include learners from Taiyuan institute of Technology, Changjiang Professional College, Huangshi Institute of Technology, Jilin University Lambton College and Jiangnan University Lambton College.
- With the new offering of two year programs at Taiyuan Institute of Technology, the total enrolment at this institute increased from 1,287 to 1,905.
- With a new program offering, Business Management (Accounting) at the partner institution Guangdong Peizheng College in China, the total enrolment at this institute increased from 60 to 127.
- Successful completion of the first group of 15 Jamaican learners at the Bay St. George campus enrolled in the customized Truck and Transport Mechanic and the Heavy Equipment Operators programs.
- Learners enrolled in the Personal Care Attendant program in Jamaica successfully completed their program.

- Established in-house International Team to facilitate monthly activities for International learners, faculty and staff, increase awareness, showcase diversity and engage all areas within the college to participate.
- Maintained enrolment at CNA-Q, with marginal increase.

INDICATOR 4.3 Increased community and corporate training activity at CNA-Q.

College of the North Atlantic increased community and corporate training activity at CNA-Q in the following areas:

- At year end, an additional 1,488 Contract Training/Continuing Education learner registrants had availed of the college's services.
- For the period ending March 31, 2011, community and corporate training activity is estimated at 1.1 million Qatar Riyals (\$310,000 CDN) for a seven month period. Resources were redirected to full-time programs and were not applicable to contract training.

INDICATOR 4.4 Developed and documented repatriation processes for CNA-Q.

College of the North Atlantic developed and documented repatriation processes for CNA-Q through the following outcomes:

- Developed and implemented an auditable process for calculating and summarizing end of service compensation payments for CNA-Q Canadian-hire employees.
- Developed and implemented an auditable process for determining and validating end of service benefits for CNA-Q Canadian-hire employees.
- A Repatriation Survey has been developed to provide input surrounding new repatriation strategies and services.

INDICATOR 4.5 Enhanced alignment of direct student recruitment activity.

College of the North Atlantic continued to enhance alignment of direct student recruitment activity through the following initiatives:

- Enhanced focus and development of web strategy, and reviewed/updated Chinese student recruitment and partnership agreements.
- Leveraged institutional partnership for direct student recruitment in China and Jamaica.
- Focused on agent identification, recruitment and development, fostering new relationships through education and support.
- Signed new agent agreements for India and Pakistan.

INDICATOR 4.6 Enhanced communications and business processes between CNA-Q and CNA-NL.

College of the North Atlantic enhanced communications and business processes between CNA-Q and CNA-NL through the following practices:

- Facilitated correspondence between CNA-NL and CNA-Q in the form of shared press releases and communications planning.
- Began bi-weekly/weekly Finance and Human Resources meetings.
- Began bi-weekly Facilities meetings.
- Approved documented processes for the issuance of subsequent contracts.

- Developed and implemented a comprehensive CNA-Q compensation policy.
- QPO's newly established SharePoint intranet site was used to share information on a daily basis with CNA-Q, Qatar Project Recruitment Office and CNA-NL payroll Office.

INDICATOR 4.7 Continued to enhance academic quality assurance processes and developed evaluation parameters at CNA-Q.

College of the North Atlantic enhanced quality assurance processes and developed evaluation parameters at CNA-Q through the following outcomes:

- Held successful Program Development meeting to address Quality Assurance processes in Stephenville in May 2010.
- Official accreditation was granted in August 2010 for the Respiratory Therapy program by the Council on Accreditation for Respiratory Therapy Education for a term of six years, with yearly progress reports. This is the first accreditation for a Health Sciences program at CNA-Q.
- The Medical Radiography program received official accreditation by the the Canadian Medical Association (CMA). This is the first international accreditation for the CMA.
- CNA-Q's programs are presented to Academic Council as a means of evaluation for final approval prior to offering them at the CNA-Q campus.

INDICATOR 4.8 Increased international opportunities by continuing development of a framework for the implementation of institutional partnerships in other geographic regions.

College of the North Atlantic increased international opportunities by developing a series of Contractual Agreement templates that work as a framework for the implementation of institutional partnerships in other geographic regions; this was done through the following accomplishments:

- A Memorandum of Understanding (MOU) template was updated and finalized – this template was then utilized with Yunnan University to recruit learners from their Foundation Program.
- An Agency Agreement template was finalized in preparation for customized program offerings for Oil and Gas companies in Libya.
- An Academic Services Template was developed and finalized for use in geographic regions such as Jamaica.

Independent Auditors' Report



To the Board of Governors of College of the North Atlantic

We have audited the accompanying financial statements of College of the North Atlantic, which comprise the statement of financial position as at March 31, 2011, the statements of operations, changes in net assets and cash flows for the year then ended, and a summary of significant accounting policies and other explanatory information.

Management's responsibility for the financial statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with Canadian generally accepted accounting principles, 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.

Auditor's responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments,

the auditor considers internal control relevant to the entity's preparation and fair presentation of the interim financial statements 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. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

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

Opinion

In our opinion, the financial statements present fairly, in all material respects, the financial position of College of the North Atlantic as at March 31, 2011, and the results of its operations and its cash flows for the year then ended in accordance with Canadian generally accepted accounting principles.

Other matter

The comparative financial statements for the year then ended March 31, 2010, except for note 13, were audited by another firm of auditors who expressed an opinion without reservation on those financial statements in their report dated June 18, 2010. We have audited the adjustments in note 13 to the accompanying financial statements and in our opinion such adjustments, in all material respects, are in accordance with Canadian generally accepted accounting principles.

Grant Thornton LLP

Chartered Accountants

St. John's, Newfoundland and Labrador
June 13, 2011

Statement of Changes in Net Assets

Year Ended March 31, 2011

	<u>Operating</u>	<u>Property, Plant & Equipment</u>	<u>Severance and Annual Leave</u>	<u>Surplus - net of Capital Reserve</u>	<u>Capital Reserve</u>	<u>2011 Total</u>	<u>2010 Total</u>
Balance, beginning, as previously stated	\$ 5,252,968	\$ 14,316,157	\$ (19,074,873)	\$ 494,252	\$ 7,884,710	\$ 8,378,962	\$ 18,940,507
Prior year's adjustment - Note 13	<u>(915,906)</u>			<u>(915,906)</u>		<u>(915,906)</u>	<u>(870,773)</u>
Balance, as restated	4,337,062	14,316,157	(19,074,873)	(421,654)	7,884,710	7,463,056	18,069,734
Capital reserve adjustment - Note 12	7,884,710			7,884,710	(7,884,710)		
Property, plant & equipment purchases during year	(10,962,654)	10,962,654					
Amortization of property, plant & equipment	6,531,598	(6,531,598)					
Capital grants received during the year	5,804,459	(5,804,459)					
Amortization of deferred capital contributions	(2,545,392)	2,545,392					
Net book value of property, plant & equipment disposed during the year	(188,055)	188,055					
Surplus (deficit) of revenue over expenditure per accompanying statement	(846,516)		(1,626,853)	(2,473,369)		(2,473,369)	(10,606,678)
Balance, ending	<u>\$ 10,015,212</u>	<u>\$ 15,676,201</u>	<u>\$ (20,701,726)</u>	<u>\$ 4,989,687</u>	<u>\$ 0</u>	<u>\$ 4,989,687</u>	<u>\$ 7,463,056</u>

Statement of Operations

Year Ended March 31, 2011

As restated (Note 13)

	<u>2011</u>	<u>2010</u>
Revenue - Schedule 1		
Grant-in-aid	\$ 80,624,200	\$ 80,394,900
Facilities	3,427,453	2,441,067
Administration	324,087	160,365
Instructional	29,405,216	25,681,066
Student services	734,832	670,886
Information technology	-	227,319
Resale	4,909,148	4,665,472
Apprenticeship	3,584,568	2,811,354
Continuing education	852,938	782,334
Contracts	6,731,155	7,891,125
International	1,155,072	978,909
Special projects	<u>9,878,742</u>	<u>6,433,119</u>
 Total revenue	 <u>141,627,411</u>	 <u>133,137,916</u>
 Expenditure - Schedules 2 to 13		
Facilities	12,490,799	11,239,114
Administration	15,736,843	15,784,705
Instructional	75,345,926	71,703,262
Student services	10,367,712	10,585,477
Information technology	8,345,214	11,492,529
Resale	5,987,645	5,771,932
Apprenticeship	3,826,256	3,613,575
Continuing education	683,912	696,448
Contracts	6,185,249	7,218,622
International	629,571	688,431
Special projects	<u>2,874,800</u>	<u>3,035,718</u>
 Total expenditure	 <u>142,473,927</u>	 <u>141,829,813</u>
 Deficit before unfunded adjustments	 (846,516)	 (8,691,897)
 Unfunded adjustments:		
Severance	(983,649)	(1,317,862)
Vacation pay	<u>(643,204)</u>	<u>(596,919)</u>
 Total unfunded adjustments	 <u>(1,626,853)</u>	 <u>(1,914,781)</u>
 Deficit of revenue over expenditures	 <u>\$ (2,473,369)</u>	 <u>\$ (10,606,678)</u>

Statement of Cash Flow

Year Ended March 31, 2011

	<u>2011</u>	As restated (Note 13) <u>2010</u>
Cash flows:		
Deficit of revenue over expenditure	\$ (2,473,369)	\$ (10,606,678)
Add items of a non - cash nature:		
Loss (gain) on disposal of property, plant & equipment	(265,832)	(6,279)
Amortization	<u>6,531,598</u>	<u>5,393,513</u>
	3,792,397	(5,219,444)
Changes in:		
Current assets	(4,326,050)	2,399,895
Current liabilities	(11,955,605)	10,738,879
Accrued severance	<u>1,215,127</u>	<u>1,335,809</u>
	<u>(11,274,131)</u>	<u>9,255,139</u>
Financing:		
Change in deferred capital contributions	<u>3,259,068</u>	<u>818,713</u>
Investing:		
Proceeds from sale of property, plant & equipment	77,777	241,028
Additions to property, plant & equipment	<u>(10,962,654)</u>	<u>(7,993,574)</u>
	<u>(10,884,877)</u>	<u>(7,752,546)</u>
Net (decrease) increase in cash	(18,899,940)	2,321,306
Cash, beginning	<u>41,765,343</u>	<u>39,444,037</u>
Cash, ending	<u>\$ 22,865,403</u>	<u>\$ 41,765,343</u>

Notes to the Financial Statements

For the twelve months ending March 31, 2011

AUTHORITY AND PURPOSE

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

1. SIGNIFICANT ACCOUNTING POLICIES:

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

(a) Revenue recognition

The college follows the deferral method of accounting for contributions which includes donations and government grants. Grants for expenditures of future periods are deferred and recognized as revenue in the year in which the related expenditures were incurred. Grants for capital assets are deferred and recognized as revenue on the same basis as the acquired capital assets are amortized.

Tuition revenue is recognized on a student week basis as the students progress through the program.

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

(b) Basis of accounting

The college follows the accrual basis of accounting.

(c) Inventory

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

(d) Property, plant and equipment

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

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

One half year's amortization is taken in the year of acquisition.

No amortization is recorded for assets under development.

The value of donated artwork has not been recorded in these financial statements. An accurate valuation of donated artwork has not been obtained at March 31, 2011.

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

(e) Severance and vacation pay

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

The college accrues vacation pay as employees earn entitlement.

(f) Foreign currencies

Transactions in foreign currencies are recorded in Canadian dollars at the date of the transaction. Monetary assets and liabilities denominated in foreign currencies are translated at the Statement of Financial Position date. Exchange gains or losses arising from the translations are included in the Statement of Operations.

(g) Financial instruments

The college classifies all financial instruments as either held-to-maturity, available-for-sale, held-for-trading, loans and receivables, or other financial liabilities. All financial instruments are initially recorded at fair value. Financial assets held-to-maturity, loans and receivables and financial liabilities other than those held-for-trading are measured at amortized cost. Available-for-sale instruments are measured at fair value with unrealized gains and losses recognized in other comprehensive income until the instrument is derecognized or impaired, when the amounts are then recorded in net earnings. Instruments classified as held-for-trading are measured at fair value with unrealized gains and losses recognized in the statement of operations.

In accordance with the standard, the college's financial assets and liabilities are generally classified and measured as follows:

Asset/Liability	Classification	Measurement
Cash	Held for trading	Fair value
Receivables	Loans and receivables	Amortized cost
Payables and accruals	Other financial liabilities	Amortized cost
Trust Accounts	Held for trading	Fair value

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

2. RECEIVABLES

	<u>2011</u>	<u>2010</u>
Government of Newfoundland	\$ 2,503,872	\$ 3,176,751
LMDA Subsidy	8,716,439	5,715,657
Students	994,989	1,260,042
Other	<u>5,533,597</u>	<u>4,078,677</u>
	17,748,897	14,231,127
Less allowance for doubtful accounts	<u>379,691</u>	<u>976,633</u>
	<u>\$ 17,369,206</u>	<u>\$ 13,254,494</u>

3. PROPERTY, PLANT & EQUIPMENT

	2011			2010
	Cost	Accumulated Amortization	Net Book Value	Net Book Value
Artwork	\$ 5,500	\$ 0	\$ 5,500	\$ 5,500
Capital improvements	20,110,203	7,910,940	12,199,263	7,947,670
Computer and peripherals	7,081,910	6,268,481	813,429	1,110,168
Furnishings	718,310	651,513	66,797	153,601
Instructional equipment	37,268,365	29,410,956	7,857,409	7,047,580
Other electronic equipment	744,488	602,244	142,244	391,303
Software	737,162	535,380	201,782	0
ERP - Peoplesoft	3,789,958	2,468,757	1,321,201	1,705,481
Vehicles	8,131,901	5,231,638	2,900,263	2,527,475
	<u>\$ 78,587,797</u>	<u>\$ 53,079,909</u>	<u>\$ 25,507,888</u>	<u>\$ 20,888,778</u>

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

4. TRUST ACCOUNTS

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

	2011	2010
Opening balance	\$ 1,358,346	\$ 1,091,054
Net deposits and payments	167,609	234,235
Interest	37,547	33,057
Closing balance	<u>\$ 1,563,502</u>	<u>\$ 1,358,346</u>

5. PAYABLES AND ACCURALS

	2011	2010
Trade liabilities	\$ 3,297,281	\$ 5,503,038
Accrued wages and benefits	5,192,515	1,932,113
End of service compensation	6,708,257	5,387,492
Other	1,485,784	895,055
	<u>\$ 16,683,837</u>	<u>\$ 13,717,698</u>

6. DEFERRED REVENUE

	<u>2011</u>	<u>2010</u>
LMDA Subsidy	\$ 1,358,321	\$ 1,085,950
Residence and program fees	61,898	75,586
Tuition	901,870	915,906
Contract training and special projects	<u>2,869,339</u>	<u>4,373,688</u>
	<u>\$ 5,191,428</u>	<u>\$ 6,451,130</u>

7. DEFERRED CAPITAL CONTRIBUTIONS

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

	<u>2011</u>	<u>2010</u>
Balance, beginning of year	\$ 6,572,622	\$ 5,753,909
Contributions received for PPE purposes		
- Provincial grants	1,500,000	1,500,000
- Special projects	4,304,460	1,427,358
Amortization of deferred capital contributions	<u>(2,545,392)</u>	<u>(2,108,645)</u>
	<u>\$ 9,831,690</u>	<u>\$ 6,572,622</u>

8. 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 defined benefit pension plan. Staff contributions are matched by the college and then remitted to the province of Newfoundland and Labrador Pooled Pension Fund from which pensions will be paid to employees when they retire.

The secondary plan, GMPP, is a defined contribution plan. Contributions are matched by the college as well. Staff shall participate in this plan 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.

During the year 2011 the college contributed \$6,508,024 to the PSPP and \$851,456 to the GMPP. In 2010 the college contributed \$6,313,488 to the PSPP and \$944,133 to the GMPP.

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:

<u>2011-2012</u>	<u>2012-2013</u>	<u>2013-2014</u>	<u>2014-2015</u>	<u>2015-2016</u>
1,264,354	288,171	147,718	48,732	9,304

10. COMPREHENSIVE AGREEMENT WITH THE STATE OF QATAR

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

Due to Qatar

	<u>2011</u>	<u>2010</u>
Cash on Deposit	\$ 3,306,931	\$ 20,553,861
Payables (accruals)	(95,245)	(3,086,795)
Payable as a result of overbilling	<u>5,391,409</u>	<u>5,391,409</u>
Net Liability	<u>\$ 8,603,095</u>	<u>\$ 22,858,475</u>

Results of Operations

	<u>2011</u>	<u>2010</u>
Gross Proceeds	\$ 9,912,950	\$ 10,803,849
Salary & Fees Adjustment	-	(4,352,909)
Management Costs	<u>(2,414,868)</u>	<u>(2,272,366)</u>
Net Proceeds	<u>\$ 7,498,082</u>	<u>\$ 4,178,574</u>

In the prior years, salaries and fees were overbilled according to the Comprehensive Agreement in the amount of \$5,554,723. In 2011 billings to the State of Qatar were adjusted to coincide with the Comprehensive Agreement. During the year ended March 31, 2011, the college incurred \$856,746 (2010 - \$1,201,814) in additional costs that are ineligible for billing to the State of Qatar under the Comprehensive Agreement and are reflected in "gross proceeds". The amount of overbillings related to March 31, 2009 and prior is reflected as "salary & fees adjustment" in the amount of \$4,352,909.

As at March 31, 2011 no payment has been made to the State of Qatar for the prior period overbillings.

The college is developing a Transition Management Plan to deal with the wind down of the present Comprehensive Agreement with the State of Qatar, should it not be renewed. No provision has been made for the cessation of the contract as an estimate of costs, if any, is not determinable at this time.

11. CONTINGENCY LIABILITIES

(a) The college has received notices of claim for damages. No provision has been made for these claims because the college is not expected to incur any material liability, or because an estimate of loss, if any, is not determinable at this time.

(b) A compliance audit on compensation and billings of the Comprehensive Agreement with the State of Qatar as required per section 4.6 is currently in progress, therefore, the results are unknown at this time. As such, there is uncertainty on the outcome of this audit on the college's current and prior billings to the State of Qatar and any adjustment, if any, that may be required. The college is currently not aware of any material findings or outcomes of this compliance audit.

12. CAPITAL RESERVE

During the current year, the college has transferred from its capital reserve \$7,884,710 to surplus for operational commitments.

During 2011 the college's Board of Governors approved the transfer of this amount from the reserve to the surplus account.

13. PRIOR YEAR'S ADJUSTMENT

In prior periods, the college recognized tuition revenue on a cash basis. During the current year, the college adopted a policy of deferring tuition revenue related to future periods and has applied this policy retroactively. As a result, the college has restated the March 31, 2010 statement of financial position to record deferred tuition revenue resulting in a decrease in surplus, and an increase in deferred revenue by a corresponding amount of \$915,906. The impact on the deficit of revenue over expenditures for the year ended March 31, 2010 was a decrease in tuition revenue of \$45,133.

A summary of the restatements are as follows:

Statement of Operations

	Year ended March 31, 2010		
	As Previously Reported	Adjustments	As Restated
Revenue - Instructional	\$ 25,726,199	\$ (45,133)	\$ 25,681,066
Deficit of revenue over expenditures	\$ (10,561,545)	\$ (45,133)	\$ (10,606,678)

Statement of Financial Position

	March 31, 2010		
	As Previously Reported	Adjustments	As Restated
Liabilities			
Deferred revenue	\$ 5,535,224	\$ 915,906	\$ 6,451,130
Net assets			
Surplus (Deficit)	\$ 494,252	\$ (915,906)	\$ (421,654)

14. FINANCIAL INSTRUMENTS

The carrying values of cash, trust accounts, receivables and payables and accruals approximate their fair values due to the relatively short periods to maturity of these instruments.

It is management's opinion that the college is not exposed to significant interest rate risk, market risk, or currency risk. Significant risks managed by the college include liquidity risk and credit risk.

Liquidity risk

Liquidity risk is the risk that the college will be unable to meet its contractual obligations and financial liabilities. The college manages liquidity risk by monitoring its cash flows including ongoing future support from government grants, student tuition and other sources to ensure that it has sufficient cash available to meet its obligations and liabilities.

Credit risk

The college is exposed to credit risk relating to receivables from students and clients. The college manages this risk by monitoring receivable accounts and establishes an appropriate allowance for doubtful accounts based upon information available.

15. CAPITAL DISCLOSURES

The college's capital includes net assets. The college's objective in maintaining capital is to safeguard its capital to ensure its ability to continue to provide services to students and other clients. Annual budgets are prepared and monitored to ensure the college maintains appropriate net assets. The college has no externally imposed restrictions.

16. COMPARATIVE FIGURES

Certain of the 2010 comparative figures have been reclassified to conform to the financial presentation adopted in 2011.

CAMPUS LOCATIONS

Newfoundland

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

Labrador

Happy Valley-Goose Bay
Labrador West

International

Qatar

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For additional copies of this report please contact:
Division of Development/College Advancement
Marketing & Communications
College of the North Atlantic
432 Massachusetts Drive
P.O. Box 5400, Stephenville, NL A2N 2Z6
Canada

Tel: 709 643 7938
Toll free: 1 888 982 2268
Fax: 709 643 7932

Text: Gina MacArthur, Roger Hulan and the Office of Institutional
Research and Planning
Design and Layout: Paul O'Keefe



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