

**COLLEGE  
OF THE  
NORTH  
ATLANTIC**



**Annual Report  
1999-2000**

*Cover – A student in the Classical Animation program draws on transparencies using a backlit drawing table.*

*The annual report can also be viewed on the college website at:*

[www.northatlantic.nf.ca](http://www.northatlantic.nf.ca)

September 2000

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## PRESIDENT/BOARD CHAIR'S MESSAGE



Pamela Walsh  
President

College of the North Atlantic is Newfoundland and Labrador's public college. It is the largest non-university, post-secondary education and skills training institution in Atlantic Canada. The college offers over 70 full-time programs and more than 300 part-time courses.

College of the North Atlantic was formed from the amalgamation of five regional colleges of applied arts, technology and continuing education: Cabot College, Eastern College, Central Regional Community College, Westviking College and Labrador College. The college operates 18 full-service campuses across Newfoundland and Labrador as well as a number of satellite sites. It is one of the few agencies of government with a significant presence in rural Newfoundland and Labrador. In addition to providing a major public service, it is also a significant local employer and contributor to the economy.

The Board of Governors of College of the North Atlantic focuses on providing the vision, goals and long-term strategic direction for the college. As well, the Board must define an appropriate accountability framework for assessing the effectiveness of the institution. Such assessment must be based upon a systematic evaluation of how



Moya Cahill  
Chair, Board of Governors

well the college performs with respect to its mission and vision.

In September, 1999, the Board articulated a strategic direction for the college based upon its mission and vision. With consideration for the dynamic forces representing challenges and opportunities, the Board identified six key issues or themes of strategic importance for the college: quality, accessibility, relevance and responsiveness, accountability, mobility and portability, and applied research and scholarship.

These six themes are consistent with those defined by the Council of Ministers of Education Canada (CMEC) in their publication entitled *A Report on Public Expectations of Post-Secondary Education in Canada* (February, 1999). The Board is committed to monitoring, reviewing and revising its strategic direction as appropriate.

Education and training is key to economic and social development. The college is well positioned to work in partnership with other agencies, such as the regional economic development boards, to facilitate community capacity building.

The college serves a wide and varied clientele including: high school graduates; transitional workers who are unemployed; working adults seeking additional education and skills

development; employers of local business and industry; adults seeking recreation or self-interest courses; and community organizations. A review of demographic data provides the college with evidence to suggest that it will need to focus less on entry level training and more on workforce development and lifelong learning opportunities for citizens. In order to meet this challenge, the college must continue to provide flexible learning opportunities through such initiatives as distributed and modularized learning.

The 1999-2000 annual report will highlight some of the achievements of the college over the past year, in relation to its mandate and mission. Major achievements include:

- increased accessibility for students including women and those with special needs;

- increased student support services;
- increased professional development activity for staff;
- national accreditation of programs;
- development of new programming to meet emerging labour market trends;
- development of an applied research capability;
- reduction in wait lists;
- increased mobility and transferability for students through an increase in articulation agreements with universities and other colleges;
- increased partnerships with other agencies and industry resulting in enhancement of Centres of Excellence;
- increased use of technology to reduce the barriers of time, place and learning style.

## MISSION

*College of the North Atlantic is Newfoundland and Labrador's public college.*

*We are committed to providing accessible, responsive, quality learning opportunities which prepare people to become self-sufficient contributors to social and economic development in a global context.*

## VISION

To fulfill its education and training mission, the public college of Newfoundland and Labrador will:

- *Be recognized for satisfied employable graduates whose skills meet industry's standards and respond to the broad range of labour market demands.*
- *Research and deliver quality programs that are responsive to changing social, personal, and economic needs of learners through continuous review and modification of programs.*
- *Monitor accountability to ensure effectiveness and efficiency.*
- *Continually enhance learning opportunities by implementing superior methods of instructional delivery.*
- *Be proactive in the social and economic development of the province.*
- *Enhance the capacity of the college and the province through international initiatives.*
- *Recognize and respect the value of employees and their contribution to quality programs and services.*

## 1.0 STRATEGIC INITIATIVES

### 1.1 Quality

College of the North Atlantic prides itself on quality as a primary goal.

#### *Programs*

Within an academic structure that consists of eight schools, programs are under constant review. Adjustments in program offerings occur only after a careful study and analysis of a comprehensive set of factors which include labor market demand, employability, and student demand.



*Accreditation was received for 28 college programs, including Commercial Cooking.*

Last year four new programs were launched: diplomas in E-Commerce and Programmer Analyst Database Development; a certificate level program in Food/Beverage/Lodging and a post-diploma in Journalism. As well, 11 programs were subjected to a thorough review and five program offerings were suspended.

External national accreditation or renewals of accreditations were received for 28 programs.

### Accreditation

Newly accredited or re-accredited:

- Civil Engineering Technician
- Electronics Engineering Technology (Computers)
- Electronics Engineering Technology (Biomedical)
- Electronics Engineering Technology (Communications)
- Geomatics Engineering Technology
- Architectural Engineering Technology
- Civil Engineering Technology
- Electronics Engineering Technology
- Automotive Service Technician – Entry/Advanced
- Hairstylist – Entry/Advanced
- Carpentry – Entry/Advanced
- Steamfitter/Pipefitter – Entry/Advanced
- Refrigeration/Air Conditioning – Entry/Advanced
- Operating Linesman – Entry/Advanced
- Oil Burner Mechanic – Entry/Advanced
- Cooking – Entry/Advanced
- Construction Electrician – Entry/Advanced
- Industrial Electrician – Entry/Advanced
- Sheet Metal – Entry/Advanced
- Millwright – Entry/Advanced
- Medical Laboratory Sciences
- Medical Radiography
- Diagnostic Ultrasonography
- Respiratory Therapy

### Schools

Applied Arts  
Academic/Access  
Business Studies  
Engineering Technology  
Health Sciences  
Information Technology  
Industrial Trades  
Natural Resources

## Student Support Services

The college continued to enhance its student success strategy by helping students maximize their potential through a formalized advising program. This program defines a key role for faculty in conjunction with the college's professional counsellors.

At the beginning of the academic year, September 1999, the "Access for Success" strategy piloted the ACCUPLACER (computer-based achievement test) and the Freshman Integrated Tracking System (FITS) as critical student services tools.

A web-based career employment service system for students was developed and is ready for testing and implementation.

## Marketing

This year's marketing campaign was aimed at promoting the image of the college to prospective employers and scholarship donors. Advertising strategies focused on the quality of programs and the successful careers of graduates.

An 11-minute promotional video has been produced providing viewers with a comprehensive overview of the college and its programs. A two-minute version was also produced, is available on the college website, and has been incorporated into a promotional CD distributed by the provincial Department of Education.

## Infrastructure

A major infrastructure initiative resulting in the relocation of the health sciences programs was commenced. This will involve the closure of the Topsail Road campus and the refurbishing of a major section of the Prince Philip Drive campus, including the replacement of all portable classroom units.

The college continues to work closely with the landlords of our Labrador West campus and the Department of Education to try to resolve ownership and/or improved lease arrangements.

The Happy Valley-Goose Bay campus has been involved in the development of a concept which proposes to expand the campus structure into a multi-functional community centre.

The technological preparations for the entrance of the new millennium were effective; as a result, no Y2K problems were experienced.

One of last year's major objectives was the enhancement and growth of computer systems at both administrative and instructional levels. With the availability of increased bandwidth by the province's main service provider, the college, in June 2000, introduced a province-wide broad band network with speeds ranging from 1,500 kb/s to 1,000,000 kb/s. This system is one of a kind and second to none in the province. See Figure 1.1

Enhancements included a network of video conferencing capabilities incorporating a multipoint bridge which enables multiple campus simultaneous connection and participation.

**Network bandwidth Increase in Rural Newfoundland**

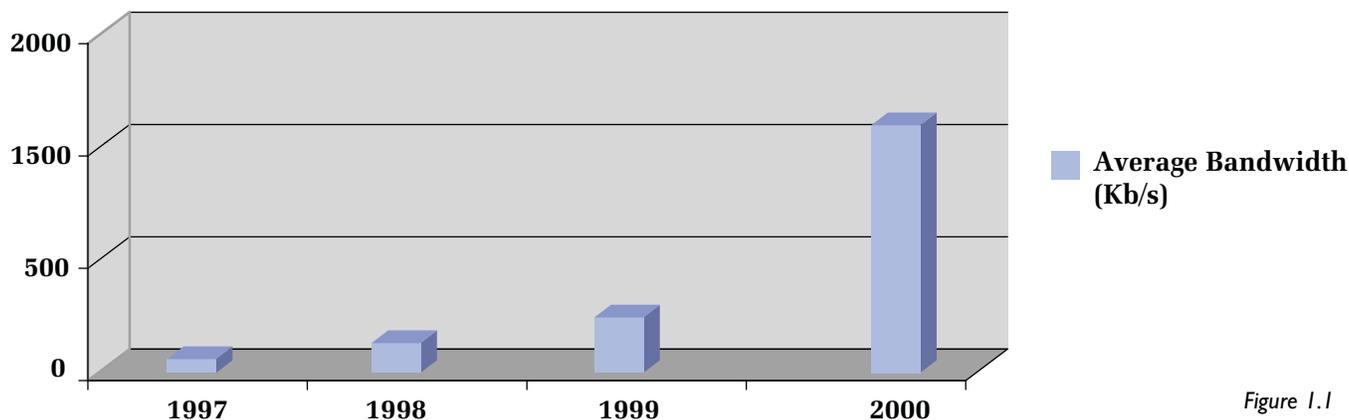


Figure 1.1



The Transportation/Heavy Equipment program received 10 new pieces of equipment.

The college's centre for Transportation/Heavy Equipment received a major infusion of 10 new pieces of capital equipment.

The School of Engineering Technology also enhanced and upgraded its technical equipment through a partnership agreement with Siemens Canada Limited.

### *Employer/Employee Relations*

The college recognizes the value of its employees and likewise the role of their collective bargaining association, NAPE (The Newfoundland Association of Public and Private Employees). The college President hosted a forum attended by the Presidents and other officials of all the NAPE local branches to discuss concerns on issues of a critical nature. This forum was held in the Spring of 2000 and will be a regular event in the future.

In co-operation with NAPE, and with the support of HRDC, the college entered into an industrial adjustment services contract referred to as the Provincial College Consultative Alliance. This Alliance is chaired by an external, independent chairperson and has representation from all stakeholder groups from within the union and management. The mission is to work as a unit to formulate strategies that will enhance and improve the college's delivery of high quality post-secondary education and training.



Technical equipment was enhanced through a partnership with Siemens Canada Ltd.

All grievances that had been outstanding, in some cases since 1996, have been settled with the exception of three or four where mediation efforts could not achieve settlement. These will be referred to arbitration. There are presently nine active grievances for faculty and five for support staff.

### *Professional Development*

The development of the professional skills of all employees has been and will continue to be a major priority for the college. Last year \$600,000 was allocated for professional development needs of faculty, staff and management employees. As a result, a wide variety of educational activities were available to a large number of employees including

## **HUMAN RESOURCE ACTIVITIES:**

Competitions Completed: 242

Faculty: 157

Support Staff: 74

Management: 11

Recall Actions: 936

Employees on special unpaid leave: 169

Employee paid leave days: 7,643

Student Employment initiatives: 2,010

Classification/Reclassification requests: 236

Retirements: 7

13 faculty who proceeded on paid education leave in accordance with collective agreement provisions. Another major event was the one-week Atlantic Colleges' Development Institute which was offered on two occasions. Participants at these Institutes included faculty, support staff and management.

## 1.2 Accessibility

### Enrollments

#### 1999 - 2000 Continuing Education Registrations

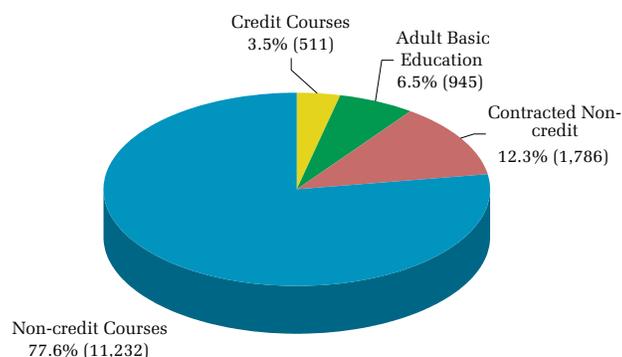


Figure 1.2

College enrollments continued to experience a moderate increase with 6,909 full-time and 625 part-time registrations. In addition, the college registered 14,474 continuing education students; 945 of these registrations were for Adult Basic Education courses. See Figures 1.2 and 1.3

1999-2000 Registrations by School  
Total Registrations ( Regular Programming) = 7,534

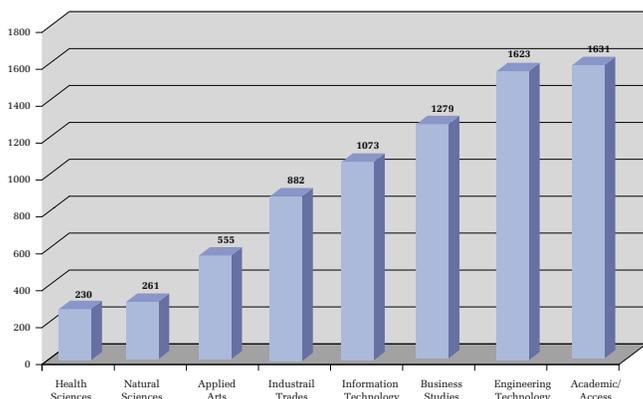


Figure 1.3

### Distributed Learning

Distributed learning registrations increased 104% over the previous year. Of the 719 distributed education course registrations, 531 were part-time students.

### Health Sciences

The first year Medical Sciences I (General) portion of the three-year allied health programs was redesigned. This will facilitate the offering of courses at sites outside St. John's and will allow for easier access to the programs for students from other post-secondary institutions; for example, applicants with degrees from Memorial University.



The first year Medical Sciences I portion of the allied health program was redesigned.

### Special Needs

Services for students with special needs were expanded this year. Four new faculty (instructor/coordinator) positions were established to provide service in this important area. Funding support issues will continue to be a priority for the college in its ongoing discussions with various government agencies and departments.

### *Promoting Access and Success Strategies*

As part of the provincial government's strategy, the college became a key partner in addressing literacy and high school equivalency needs that prevail throughout Newfoundland and Labrador. Through this partnership, the college was able to significantly expand its Adult Basic Education capacity to all regions of the province.

### *Concurrent Studies*

Effective this year, the college and Memorial University implemented a concurrent studies policy which permits high school students to access college or university courses while completing their high school certification.

### *Women's Training for Non-Traditional Careers*

In partnership with the Women in Resource Development Committee (a committee of the provincial government's Women's Policy Office) the



*The college offers a program which assists women in preparing to access careers in the trades and technology sectors.*

college commenced offering a special program entitled "Orientation to Trades and Technology" designed to assist women in preparing to access careers in the trades and technology sectors.

### *Tuition*

Accessibility was enhanced through the college's continuation of a freeze on general tuition - this is the second year of a three-year strategy designed to assist students.

In September of 1999, the college enhanced accessibility opportunities for all students wishing to complete their high school equivalency (Adult Basic Education) by providing a tuition voucher for those individuals who were ineligible for funding support from other funding agencies.

### **I.3 Relevance and Responsiveness**

The college continues to utilize labour market adjustments as a critical factor in program planning. Campus locations are strategically aligned with the province's Regional Economic Development Boards. With these boards and other local agencies, the college fulfills its mandate as a strategic partner in response to training needs. Two examples of the college's major initiatives are the development of the Provincial Mining Centre in Labrador West and the establishment of Pivotal Networks in partnership with Operation Online and Sun Microsystems.

The college has also partnered with several regions in the federal government's "Smart Community" project, with the Labrador proposal being a successful contender.

The college responded to requests from the Department of Education to address the training needs of students affected by the collapse of several private colleges. As a result, various campuses were challenged, given very little preparation time, with the train-out of students in several programs.

## 1.4 Accountability

### Audit Committee of the Board

The college's financial performance is monitored by the Audit Committee of the Board.

### Restructuring

An analysis of the executive structure was commenced in order to streamline and make appropriate adjustments aimed at improved efficiencies.

### Financial Benchmarking

In co-operation with the Association of Canadian Community Colleges (ACCC) the college participated in a Financial Benchmarking Study conducted by the national consulting firm KPMG LLP. Twelve colleges participated in the study which was intended to demonstrate, at a macro level, how publicly funded Canadian colleges and institutes currently allocate resources.

### Student Surveys

Enrollment and retention of students are monitored on a monthly basis. As well the college engaged in several major studies including: 1) The Attrition and Graduation Rates of Students for the Period 1994 - 1999; 2) An Attrition Follow-up Study for the Period 1997 - 1998; See Figure 1.4

### 1999 Labour Market Outcome for 1997-98 Graduates Reference Week - June 20-26, 1999

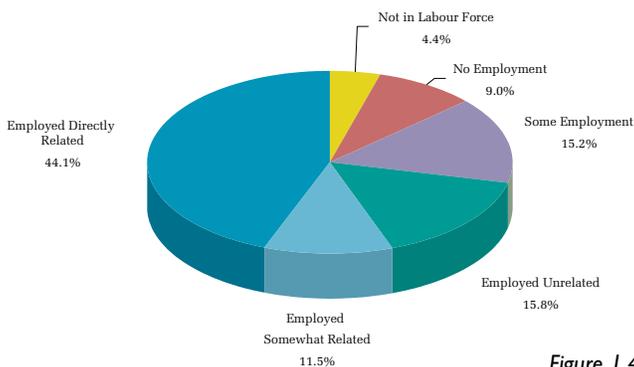


Figure 1.4

3) A Graduate Employment Survey for 1998 Graduates. Factors affecting attrition rates were varied including: academic, employment, personal, financial and institutional. See Figure 1.5

### 1999-2000 Graduates by School Total Graduates = 1,907

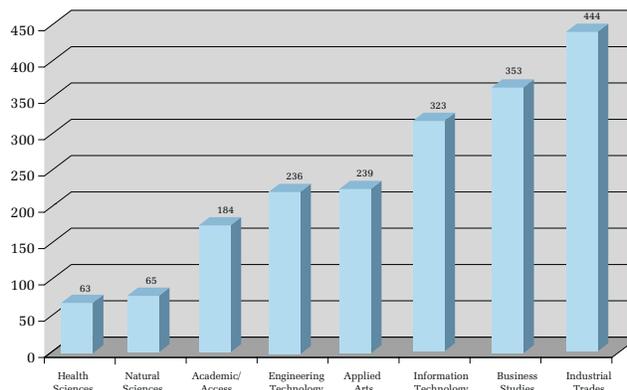


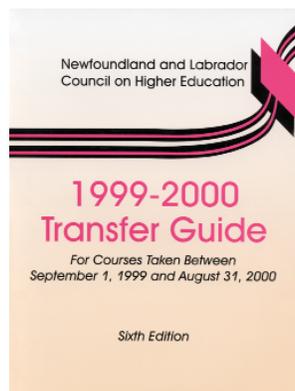
Figure 1.5

Graduation rates were higher for one- and two-year programs than for the three-year programs with little variation in the three different periods included in the study.

The Graduate Employment results reported a slightly higher level of directly related employment (45% in the 97-98 study compared to 39.2% in the previous study).

## 1.5 Mobility and Portability

Through the Council on Higher Education (CHE), the college meets regularly with Memorial University and the K-12 secondary system to facilitate maximum transferability between systems.





#### FULL SERVICE CAMPUS SITES:

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

The college positioned itself to pursue petroleum training in the international market by forging an alliance with Lambton College, the Southern Alberta Institute of Technology (SAIT) and the Northern Alberta Institute of Technology (NAIT).

The transferability of skills and expertise was further demonstrated through the college's involvement in a variety of international projects in China, Peru, Chili, the Middle East, India, Vietnam, Africa and Russia. Most of the college's international work is a cost-recovery fee-for-service sponsorship through the Canadian International Development Association (CIDA). The Russian project is a sub-contract with Jacques Whitford Environmental in partnership with Dalhousie University.

Projects in Ireland, Hungary, China and Barbados included internships for students.

Perhaps the most notable success of the college's international activities this year was the receipt of the national Award of Excellence for the best institution cooperation project funded by CIDA. This award was presented to the college and its partner in India, the Centenary Girls Polytechnic in Tamil Nadu.



*Being presented with CIDA's national Award of Excellence.*

Again this year, the college sponsored one foreign student through the World University Students Canada program (WUSC).



*The college sponsors foreign students through the WUSC program.*

Students demonstrated skills by participating in the provincial and national Skills Canada Competition programs. One of the college's Hairstylist students (Burin campus) earned a gold medal at the provincial level and a bronze medal at the national level in Quebec City.

## 1.6 Applied Research and Scholarship

### *Applied Research*

The Centre for Advanced Technology and Innovation (CATI) made significant progress in addressing the college's mandate for applied research and technology transfer. In cooperation with the Centre for Forest and Environmental Studies (CFES), and in partnership with several external stakeholders, CATI was successful in acquiring funds to establish a Geospatial Research Facility for Terrestrial Ecosystems through the Canada Foundation for Innovation (CFI) program. The college received \$670,060 from the CFI. The project has a total value of \$1.67 million.

CATI awarded grants to four faculty members in the School of Natural Resources for applied research projects associated with CFES.

The service contribution agreement with the National Research Council's Industrial Research Assistance Program (NRC-IRAP) continued to provide support for the Centre for Forest and Environmental Studies in assisting small and medium-sized natural resource based businesses.

Technology transfer projects at the Manufacturing Centre grew by about 75% over last year's activities.

**Scholarly Achievement**

Scholarship, as defined in this section, refers to a demonstration of scholastic excellence. Clearly, on the international front, the college's excellence in achievement was acknowledged by CIDA and Canada's Minister of International Cooperation for the contribution to the India project.

Scholarly achievement was further evidenced in the recognition of the Forest Resources Technology program by the Society of American Foresters. This makes the college's forestry program one of only

three in Canada to be recognized by this prestigious association.

The college received certification from the WebCT Institute as a leader in distributed learning. The college is the only WebCT certified institute in Atlantic Canada and one of six in the country. WebCT is a leader in the e-learning marketplace and member institutions share a commitment to creating exceptional web-based or web-enhanced instruction.

In conjunction with the college's association with WebCT, Maisie Caines, a faculty development specialist, in partnership with Dr. David Graf from Nova Southeastern University, Miami, Florida, received a \$33,000 U.S. applied research grant. The grant funded a project designed by Ms. Caines and Dr. Graf to research and identify exemplary courses.

The college was awarded the "Excellence in Partnership" Award by the Canadian Association for Distance Education. This award recognizes the partnership with a local company, IDON East, in the development of distance instruction for the Occupational Therapist Assistant and Physiotherapist Assistant programs.

<b>AWARDS</b>	
<u>Bursaries</u>	
Recipients	65
Value	\$23,250
<u>Prizes</u>	
Recipients	8
Value	\$1,300
<u>Scholarships</u>	
Recipients	251
Value	\$223,800
<hr/>	
<b>TOTAL</b>	
Recipients	324
Value	\$248,350

**2.0 CHALLENGES AND OPPORTUNITIES**

*Resources and Accountability*

Increasing expectations present major challenges as the college moves into the new academic year. The growth of a quality learning environment responsive to the needs and demands of many constituents will require the commitment of all employees.

At a time when growth patterns will be difficult to maintain, the college, like most post secondary institutions in the country, will be required to demonstrate accountability for the allocation of its resources. Identification of the specific indicators that measure outcomes which are truly reflective of the college mission and mandate will require careful analysis and negotiation.

### *Alliances and Partnerships*

As Newfoundland and Labrador's population is impacted by out-migration and dramatically changing demographics, the college will need to reach out to new market segments. The level of success in establishing alliances and partnerships will be a strong determining factor in the amount of growth the college will enjoy.

### *Faculty Recruitment*

Competing with industry for qualified and certified individuals to fill vacant teaching positions continues to present many challenges. Industry benefits and pay scales often exceed what the college is able to offer.

### *Employee Retirements/Professional Development*

Employees tend to opt for retirement as early as possible in their careers thereby posing succession challenges, particularly for management positions. Professional development needs to meet the technology-driven changes in the work place will require innovative, strategic planning.

### *Infrastructure*

During the past year, the college experienced a significant decline in the levels of support provided by the Department of Works, Services and Transportation (WST), particularly for security operations. This change in WST's policy will impose new demands on campus managers.

The sharing of space and services between Marine Institute students and college students at our Ridge Road campus site continues to present new challenges and requires regular attention.

### *Student Success/Retention*

Identifying and implementing strategies for enhanced learner-centered support systems will be critical to improving and addressing student retention and success rates.

### *Instructional Delivery Methodology*

An increase in the use of technological tools to facilitate the teaching/learning process will be expected. Even on-site students will demand the type of flexibility that new technologies can provide.

### *Contribution to Cultural, Social and Economic Development*

The college has an opportunity to establish and maintain itself as a main contributor to the cultural, social, and economic development of the province in the context of a global marketplace. The geographic spread and out-reach capabilities that the college enjoys are unequaled by any other governmental department or agency. The college will continue to be challenged to maximize the advantage of such a unique position.

## **3.0 FINANCIAL PERSPECTIVE**

During the fiscal year ended March 31, 2000, the college eliminated an accumulated operating deficit of \$1.2 million. In addition, an operating surplus of \$0.4 million was realized. Furthermore, the college's cash position at year-end was greatly improved from an overdraft of \$2.4 million to a positive position of \$2.97 million.

This year the Human Resources Development (HRDC of Canada) funding mechanisms changed from direct seat sponsorship to subsidy of student tuition and applicable program costs resulting in considerable challenges.

The college made significant improvements to the budgetary planning process. With dedicated staff, software enhancements and greater contributions at the campus level, the college's financial plan was developed in a more detailed and timely manner.

With these enhanced budgetary capabilities, the financial analysis process improved considerably. Monthly reviews of campus financial activity by Headquarters personnel have become more effective with the availability of more timely financial information. This was a direct factor in the positive financial results experienced in 1999-2000.

The creation of a single database for all college fixed assets will be completed in 2001. Monitoring the accuracy and integrity of the database will be accomplished through annual physical counts.

Bookstore sales in the past year rose to \$2.4 million. To ensure consistent pricing and re-order levels, planning has commenced for a networked inventory program to be installed. This new program will provide greater accuracy in determining inventory levels thereby enhancing the capability of monitoring financial performance of each site.

The potential of using E-commerce tools to collect fees is currently being explored.

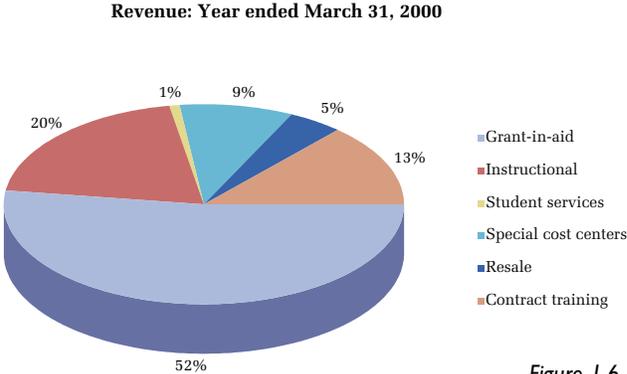


Figure 1.6

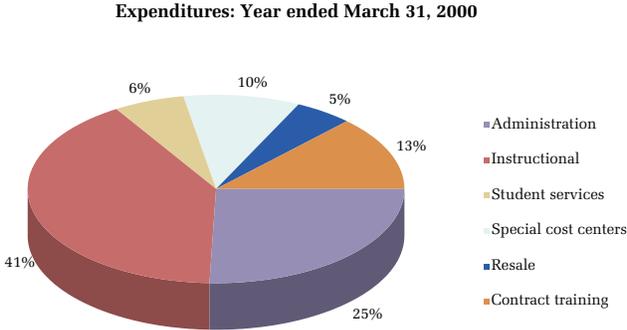


Figure 1.7

**AUDITORS' REPORT**

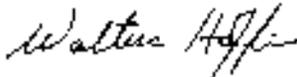
To the Board of Directors of the **College of the North Atlantic**

We have audited the balance sheet of the **College of the North Atlantic** as at March 31, 2000 and the statements of equity, revenue and expenditures and cash flow for the year then ended. These financial statements are the responsibility of the Board's management. Our responsibility is to express an opinion on these financial statements based on our audit.

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

The College's policy of expensing capital assets in the year of acquisition is not in accordance with generally accepted accounting principles, as described in Note 2. Also, due to the accounting records, we were unable to obtain necessary assurance as to the completeness and valuation of the capital assets. Consequently, we were unable to satisfy ourselves that the capital assets are accurately recorded and whether adjustments were required in respect of capital assets and equity in capital assets.

In our opinion, except for the effects on the financial statements of the matters referred to in the preceding paragraph, these financial statements present fairly, in all material respects, the financial position of the College as at March 31, 2000, and the results of its operations and the changes in cash flows for the year then ended, in accordance with generally accepted accounting principles.



Chartered Accountants

Gander, Newfoundland

June 16, 2000

**Balance Sheet**  
Year ended March 31, 2000

	2000	1999
<b>Assets</b>		
<b>Current Assets:</b>		
Cash	\$ 2,969,288	-
Receivables	5,765,371	8,306,427
Inventory	708,161	619,445
Prepaid Expenses	<u>364,460</u>	<u>300,951</u>
Total Current Assets	9,807,283	9,126,823
Capital assets	17,613,813	14,051,632
Trust accounts	<u>368,495</u>	<u>336,891</u>
<b>Liabilities and Equity</b>	<b><u>\$ 27,789,591</u></b>	<b><u>23,515,346</u></b>
<b>Current Liabilities:</b>		
Due to Bank	\$ -	2,440,986
Payables and Accruals	5,919,281	4,177,931
Accrued Vacation Pay - management	662,653	-
- other	3,117,249	3,439,104
Deferred Revenue	2,823,496	3,129,276
Due to Centre for Forest and Environmental Studies	19,720	37,899
Current Portion of Accrued Severance Pay	<u>1,000,000</u>	<u>1,500,000</u>
Total Current Liabilities	13,542,399	15,225,196
Trust Accounts	380,380	336,891
Accrued Severance Pay	<u>6,906,063</u>	<u>5,579,612</u>
	20,828,842	21,141,699
Equity, per Accompanying Statement	<u>6,960,749</u>	<u>2,373,647</u>
	<b><u>\$ 27,789,591</u></b>	<b><u>23,515,346</u></b>

**Note 2:** The College does not conform to generally accepted accounting principles for the recording of capital assets. Capital assets purchased from revenue and from funds derived from special projects are expensed in the year of acquisition.

Generally accepted accounting principles require the purchase of capital assets to be capitalized on the balance sheet and amortized over their estimated useful life. Grants relating to the purchase of these assets should be deferred and recognized as income on the same basis as the amortization to which they relate.

**Statement of Equity**  
Year ended March 31, 2000

	<u>Operating</u>	<u>Capital Assets</u>	<u>Severance and Annual Leave</u>	<u>2000 Total</u>	<u>1999 Total</u>
Balance, beginning	\$(1,159,268)	14,051,631	(10,518,716)	2,373,647	1,111,942
Capital contributions:					
Province of Newfoundland					
Current	-	500,000	-	500,000	1,000,000
Prior	-	131	-	131	377
Capital expenditures out of revenue	5,953,561	-	5,953,561	2,610,544	
Surplus (deficiency) of revenue over expenditure	1,529,516	-	(504,596)	1,024,920	(6,611)
Amortization	_____	(2,891,510)	_____	(2,891,510)	(2,342,605)
Balance, ending	<u>\$ 370,248</u>	<u>17,613,813</u>	<u>(11,023,312)</u>	<u>6,960,749</u>	<u>2,373,647</u>

**Statement of Revenue and Expenditures**  
Year ended March 31, 2000

	<u>2000</u>	<u>1999</u>
Revenue:		
Grant-in-aid		
Administration	\$ 45,598,000	40,620,700
Instructional	321,435	475,196
Student Services	17,562,714	14,232,372
Community Education	683,776	604,976
Resale	902,678	936,057
Apprenticeship	3,998,705	3,559,138
Contract Training	1,831,928	1,919,445
Marketing and International	11,560,579	12,459,611
Special Projects	685,527	1,047,236
	<u>4,242,834</u>	<u>2,633,468</u>
Total Revenue	<u>87,388,176</u>	<u>78,488,199</u>
Expenditures:		
Administration		
Instructional	21,823,817	18,360,506
Student Services	35,050,064	32,371,068
Community Education	5,148,277	4,035,364
Resale	972,371	1,300,520
Apprenticeship	4,436,982	3,843,271
Contract Training	1,605,767	2,084,423
Marketing and International	10,860,192	11,682,673
Special Projects	1,527,253	1,711,559
	<u>4,433,937</u>	<u>2,834,419</u>
Total Expenditures	<u>85,858,660</u>	<u>78,223,803</u>
Surplus before unfunded adjustments	1,529,516	264,396
Unfunded adjustments:		
Severance		
Vacation pay	( 826,452)	( 297,312)
	<u>321,856</u>	<u>26,305</u>
	<u>( 504,596)</u>	<u>(271,007)</u>
Surplus (deficiency) of revenue over expenditures	<u>\$1,024,920</u>	<u>( 6,611)</u>

For more information about  
**College of the North Atlantic**

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***Provincial Headquarters***

*P.O. Box 5400, 432 Massachusetts Drive*

*Stephenville, Newfoundland, Canada*

*A2N 2Z6*

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Corwin Mills

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