



NEW BEGINNINGS. ENDLESS POSSIBILITIES.



NORTHERN LAKES
COLLEGE

Annual Report
2018-2019





We are Northern Lakes College

We are leaders, game changers, and trailblazers.

We are passionate about what we do, where we are, and who we are.

We are inspired by our students and invested in our communities.

We are hungry in our quest for excellence and relentless in that pursuit.

We are Northern Lakes College and we make a difference.

Northern Lakes College respectfully acknowledges that we are located on Treaty 8 territory,
traditional lands of First Nations and Métis people.

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ACCOUNTABILITY STATEMENT

The Northern Lakes College Annual Report for the year ended June 30, 2019 was prepared under the Board's direction in accordance with the *Fiscal Planning and Transparency Act* and ministerial guidelines established pursuant to the *Post-Secondary Learning Act*. All material economic, environmental or fiscal implications of which we are aware have been considered in the preparation of this report.

Original Signed by Daniel Vandermeulen

Chair, Board of Governors

November 21, 2019

MANAGEMENT'S RESPONSIBILITY FOR REPORTING

Northern Lakes College's management is responsible for the preparation, accuracy, objectivity and integrity of the information contained in the Annual Report including the financial statements, performance results and supporting management information. Systems of internal control are designed and maintained by management to produce reliable information to meet reporting requirements. The system is designed to provide management with reasonable assurance that transactions are properly authorized, are executed in accordance with all relevant legislation, regulations and policies, reliable financial records are maintained and assets are properly accounted for and safeguarded.

The Annual Report has been developed under the oversight of the institution audit committee, as well as approved by the Board of Governors and is prepared in accordance with the *Fiscal Planning and Transparency Act* and the *Post-Secondary Learning Act*.

The Auditor General of the Province of Alberta, the institution's external auditor appointed under the *Auditor General Act*, performs an annual independent audit of the consolidated financial statements which are prepared in accordance with Canadian public sector accounting standards.

Original Signed by Ann Everatt

President and CEO



Board of Governors



Daniel Vandermeulen
Public Member (Chair)



Ray Stern
Public Member (Vice-Chair)



Fern Welch
Public Member



Inier Cardinal
Public Member



Candice Calliou
Public Member



Ernie Grach
Public Member



Marie Dyck
Public Member



Tim Murphy
Faculty-nominated Member



Rachel Ouellette
Staff-nominated Member



Gloria Fierro
Student-nominated Member



Ann Everatt
President and CEO

Senior Leadership Team

Ann Everatt, President and CEO

Madeline McVey, Vice-President, Academic

Robert LeSage, Vice-President, Corporate Services and Chief Finance Officer

Diane Smith, Executive Director, Student Services

Dana Hynes, Executive Director, Human Resources and Health & Safety

Bruce D'Sena, Chief Information Officer



MESSAGE FROM THE BOARD CHAIR

Northern Lakes College is a unique and vibrant Comprehensive Community College serving over 50 communities, including 15 First Nations and four (4) Métis Settlements. With accessibility as a cornerstone strategic initiative, Northern Lakes College considers itself a distance learning institution. A multi-campus approach, serving students from 24 campuses and five (5) community access points throughout northern Alberta, along with a Supported Distance Learning (SDL) model, allows the institution to experience a consistently growing student population.

Northern Lakes College is a leader in distance learning. The SDL model allows the institution to make its programs accessible not only throughout the service region, but throughout the province and the nation. Northern Lakes College continues to be a champion of community-based learning through SDL. Graduation rates attest that distance education works. Our graduates are obtaining the credentials necessary to find rewarding careers, earn a reasonable living, and provide for themselves and their families. Graduates are establishing careers in diverse fields including health care, education, social services, forestry, oil, and gas. Demand for our programs is strong.

The Board of Governors understands the fundamental importance of the technological backbone on which the College's SDL programming relies. Learning Management Systems and Student Information Systems that support access, quality, and excellence are imperative as we move into a new era of enhanced technology. The Board has aligned resources to update teaching and learning technology to meet the needs of students.

The Board of Governors values community-based learning, making it a priority to obtain capital funding to enhance our campuses. The construction of the new High Prairie campus is progressing well, as is construction of the consolidated Peerless-Trout building which is a partnership and co-location between Peerless Trout First Nation and NLC. The co-location into the Athabasca University campus is serving NLC students well. Access to suitable spaces in which to obtain post-secondary education and learning in their home community is very important for our students. The Board will continue to lobby for capital funding for campus improvements in multiple communities.

As we approach our 50th anniversary in 2020, we are proud that we have always maintained our focus on serving our communities and students. With community as one of its core values, Northern Lakes College was a Comprehensive Community College long before the concept was born, with Community Education Committees operating in our communities since our inception.

The Board of Governors extends gratitude to the dedicated staff, faculty, and executive at Northern Lakes College, for the continued delivery of high-quality educational programs and services to students, business, industry, and communities across the region. Northern Lakes College is successful because of the hard work and commitment of this dedicated team.

Original Signed by Daniel Vandermeulen
Chair, Board of Governors

MESSAGE FROM THE PRESIDENT



For Northern Lakes College, ensuring accessibility means that the communities we serve have full access to quality educational opportunities. We are committed to providing opportunities for our students who wish to remain in their home communities to pursue their dreams. We are proud of the excellence that we have achieved in creating an innovative Supported Distance Learning (SDL) environment. Not only has the College excelled in using distance-learning technology, we have also developed a 'wraparound' system providing a highly-supportive learning environment with staff located at each campus to assist, counsel, and provide specialized learning assistance. The 'wraparound' system includes a strong, engaged focus on mental health for our students and staff.

Student access to mental health and sexual violence prevention services continues to be an institutional priority. A comprehensive Student Care framework will ensure the identification and support of at-risk students. The development and implementation of a Student Wellness program will increase access for students, including equitable access for Indigenous and distance-based learners, to both mental health services and sexual violence support services and prevention measures.

Northern Lakes College maximizes the technological tools available to distribute educational programming and services throughout our vast region. Integral to our brick and mortar infrastructure is the robust technological backbone ensuring distribution of our programs and services to all students throughout our region, province, and beyond. We have mobilized the use of technology and our labs to create opportunity where none existed before. We are focused on providing enhanced student experiences through an updated Student Information System and Learning Management System.

Within the context of Alberta's Comprehensive Community Colleges, Northern Lakes College is committed to collaboration to achieve the goals and objectives (Adult Learning System Principles) of Alberta Advanced Education. Agreements with the University of Calgary providing access to their Community-based Bachelor of Education and Bachelor of Social Work, and partnerships with other provincial institutions, such as Keyano College, Lakeland College, and our Community Adult Learning Programs (CALPs) underscore

the Northern Lakes College commitment to collaboration. Northern Lakes College provides Academic Upgrading and the Practical Nurse program at Lakeland College, as well as the Early Learning and Child Care Diploma program at Keyano, ensuring our partner institutions can fulfill local training needs without incurring the costs of program development.

Increasing participation and graduate rates through collaboration, regional access, and affordability are at the core of the dual credit agreements we have in place with 16 school divisions, the *Campus Athabasca: PK to PhD* Memorandum of Action, and the expansion of Community Adult Learning Programs. Northern Lakes College will continue to find opportunities to collaborate and explore new and innovative approaches to maximize efficiencies, minimize duplication, and optimize resources within the Alberta system to increase financial sustainability for all Comprehensive Community Colleges.

Northern Lakes College maintains a strong and direct link to each of our communities through our community engagement model of Community Education Committees (CECs). Our dedication to the values of lifelong learning and community result in projects such as the Business Bootcamp, a unique opportunity for entrepreneurs, managers, and aspiring entrepreneurs to acquire essential business skills. The series of courses helps build capacity and meet specific training needs in the region. Northern Lakes College will continue to seek community and stakeholder engagement to ensure the unique regional training needs are recognized and met.

Northern Lakes College is committed to organizational sustainability and accountability. This involves building additional revenue through entrepreneurial activities and fundraising, maintaining effective and efficient financial controls, and ensuring facilities are safe and maintained.

As we celebrate 50 years in 2020, Northern Lakes College continues to maintain and demonstrate the key values of Community, Respect, Accessibility, Collaboration, Excellence, and Lifelong Learning. We look forward to the future and serving the growing number of students who choose Northern Lakes College.

Original Signed by Ann Everatt
President and CEO

MANDATE

Northern Lakes College is a public, board-governed college operating as a Comprehensive Community Institution under the authority of the *Post-secondary Learning Act* of Alberta.

Northern Lakes College is a dynamic college that contributes to continuous improvement in the lives of students in rural communities. The design of innovative program and service delivery models overcome access challenges for students in remote communities. As a member of Campus Alberta, Northern Lakes College offers and facilitates programs and educational services in a large rural region of Northern Alberta that includes many First Nations and Métis communities. Working within the framework of Campus Alberta allows Northern Lakes College to provide opportunities from other educational institutions, to reach out to other regions where requested, share services, improve transfer options for students, and participate in applied research, typically with partner institutions.

The College contributes to community development, leadership capacity, and vibrant communities through a unique partnership with a network of local Community Education Committees. The Board recognizes the Council of Community Education Committees as the principal advisory body of the College through a Statement of Mutual Respect. The committees and their council identify program and service needs for their communities and regions, support individual students, and advise each other about best practices in community education. The College plays an important role in the communities by providing facilities, leadership, and activities that contribute to the educational, social, cultural, recreational, and economic development of the region.

The College offers certificates and diplomas leading to careers in health and human services, education, information technology, technical occupations, culinary arts, business, creative fine arts, and resource-based industries. The College also offers pre-employment programs and apprenticeship training. A University Studies diploma is offered which leads to degree completion opportunities in partnership with degree-granting institutions. Preparatory programs include second language instruction, adult basic education, adult high school, life management, and employability preparation. Preparatory programs are a key factor in preparing students for post-secondary education and long-term meaningful employment.

The College also responds to workforce development and cultural awareness needs. Non-credit offerings include supervisory and safety related certificates, contract and in-service training, and customized employability programs. The College sponsors Aboriginal cultural events and offers educational programming from the Native Cultural Arts Museum.

The College is committed to student support services that reflect the communities served and the needs of local students. Student success is encouraged by providing a supportive learning environment and strong counselling services in Community Learning Centres and regional campuses. All sites are equipped with technology for on-line learning and additional student support. Family support is available when the College delivers education close to home or in regional campuses where student housing is available.

As a Comprehensive Community Institution within the post-secondary system, Northern Lakes College is a regional steward with a defined role: to provide or facilitate access to a range of adult learning services and opportunities across the College's geographic service area. The College collaborates with industry, agencies, community groups, local governments, school divisions, and post-secondary institutions to provide access to quality programs, services, and courses. This collaboration includes post-secondary programs offered through Campus Alberta partners and high school courses offered jointly with public schools. The College is a member of the Woodland Operations Learning Foundation, an industry-driven partnership which aims to standardize quality training for forest occupations.

MISSION, VISION, VALUES

OUR MISSION

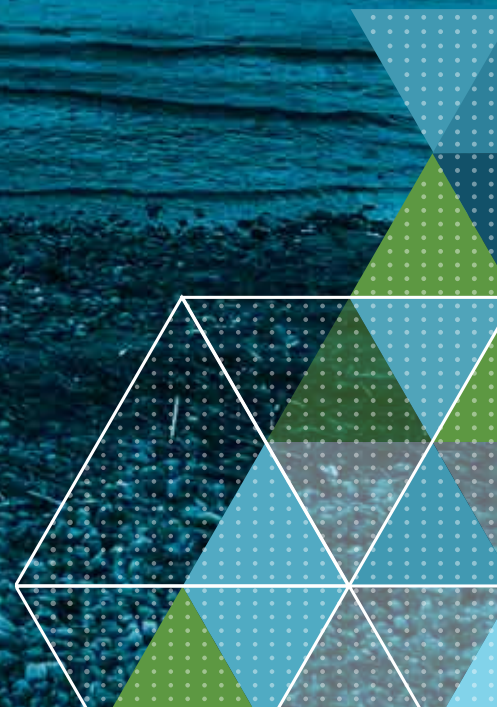
With respect for cultures and the needs of communities, Northern Lakes College provides quality educational programs and services which enable adults to continue their education, to improve their employment opportunities, and to enhance their quality of life.

OUR VISION

Northern Lakes College will be recognized as a first-choice community-based college with the most accessible programs and services in Alberta.

OUR VALUES

To achieve our mission and vision, we share values that guide our practices and behaviors. We value Community, Respect, Accessibility, Collaboration, Excellence, and Lifelong Learning.



APPLICABLE LEGISLATION AND REGULATIONS

The Board has responsibilities under, and is subject to, a number of statutes and regulations including the:

- Post-secondary Learning Act
- Alberta Public Agencies Governance Act
- Financial Administration Act
- Government Accountability Act
- Freedom of Information and Protection of Privacy Act
- Lobbyists Act
- Workers' Compensation Act
- Labour Relations Code
- Occupational Health and Safety Code
- Public Service Employee Relations Act
- Alberta Public Agencies Governance Act
- Results Based Budgeting Act
- Public Interest Disclosure (Whistleblower Protection) Act, and
- Canada Income Tax Act and Regulations.

The Post-Secondary Learning Act provides the primary legislation for public post-secondary institutions in the province of Alberta. Regulations enacted under the PSLA include:

- Alternative Academic Council Regulation
- Campus Alberta Sector Regulation
- Model Provisions Regulation
- Programs of Study Regulation, and
- Public Post-secondary Institutions' Tuition Fee Regulation.

PUBLIC INTEREST DISCLOSURE (Whistleblower Protection) ACT

The Board of Governors for Northern Lakes College originally approved the Safe Disclosure Policy (Whistleblower) in October 2014. In October 2018, a review of the Safe Disclosure Policy was performed and changes were made to meet recent legislative changes.

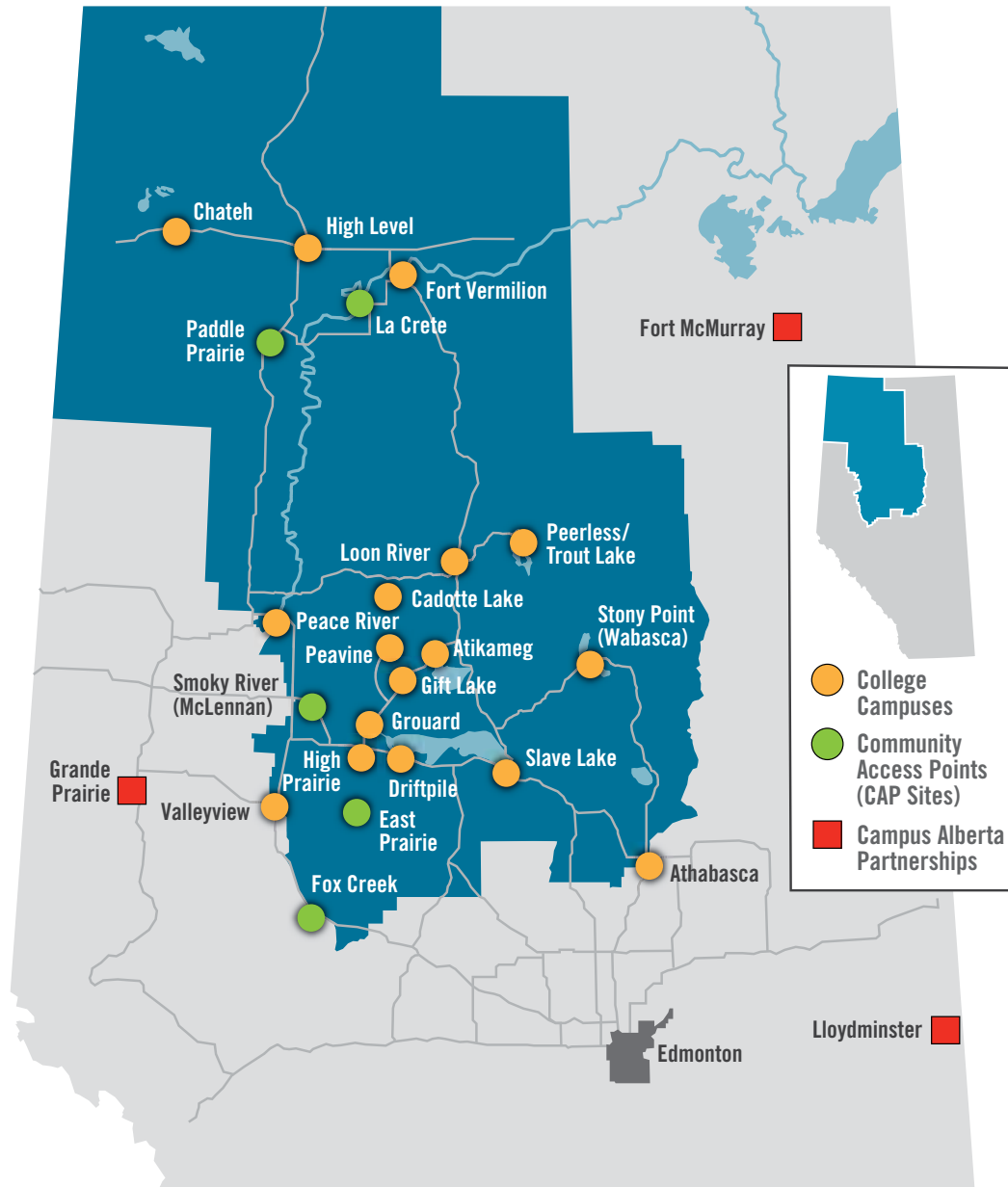
The goal of this policy is to make it the responsibility of all College community members to report concerns about violations of Northern Lakes College's governing policies, procedures, regulations, or suspected violations of laws that govern the College's operations. This policy fosters an environment where all members of the College community can report wrongdoings or suspected wrongdoings without reprisal. This policy has been communicated and made available to all employees on the Northern Lakes College website.

In fiscal year 2018-2019 the College received zero (0) safe disclosure policy complaints



NORTHERN LAKES COLLEGE

Campuses, Community Access Points, and Campus Alberta Partnerships



PROGRAMS AND COURSES

Academic Upgrading

Adult Basic Education

Academic Upgrading

Business & Administrative Studies

Business Administration

Business Administration - Accounting

Human Resource Management

Office Administration

Health Careers

Advanced Care Paramedic

Advanced Care Paramedic – Upgrading

Emergency Medical Responder

Health Care Aide

Practical Nurse

Primary Care Paramedic

Primary Care Paramedic Upgrading

Human Service Careers

Addictions Counselling

Early Learning and Child Care

Early Learning and Child Care Diploma

Educational Assistant

Social Worker Diploma

Trades & Resource Technology

Carpenter Apprenticeship (1st, 2nd, 3rd, and 4th periods)

Crane & Hoisting Equipment Operator
– Boom Truck Apprenticeship (1st period)

Crane & Hoisting Equipment Operator
– Mobile Crane Apprenticeship (1st and 3rd periods)

Electrician Apprenticeship (1st, 2nd, 3rd, and 4th periods)

Introduction to Surveying

Oilfield Operator Training

Power Engineering 3rd Class

Power Engineering 4th Class

Power Engineering 4th Class Lab Certification

Power Engineering 5th Class

Pre-employment Boom Truck

Pre-employment Carpenter

Pre-employment Electrician

Pre-employment Heavy Equipment Technician

Pre-employment Industrial Mechanic (Millwright)

Pre-employment Mobile Crane & Hoisting
Equipment Operator

Pre-employment Welder

Survey Theory & Calculations

Welder Apprenticeship (1st, 2nd, 3rd, periods)

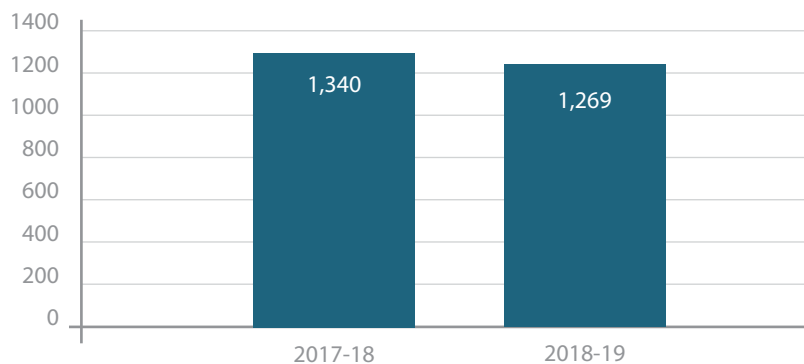
University Studies

College and Career Preparation

University Studies

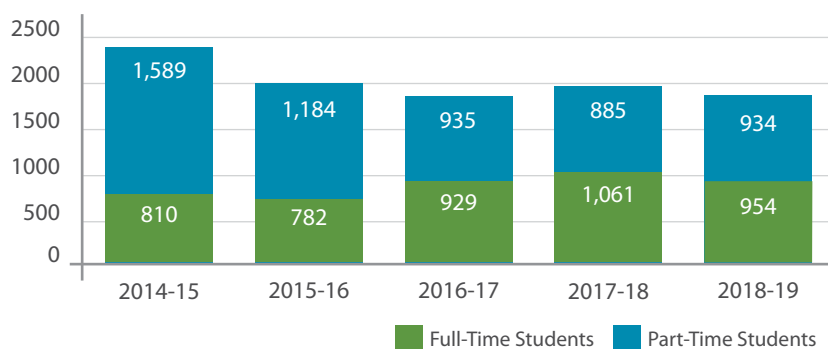
OPERATIONAL OVERVIEW

Full Load Equivalent (FLE)



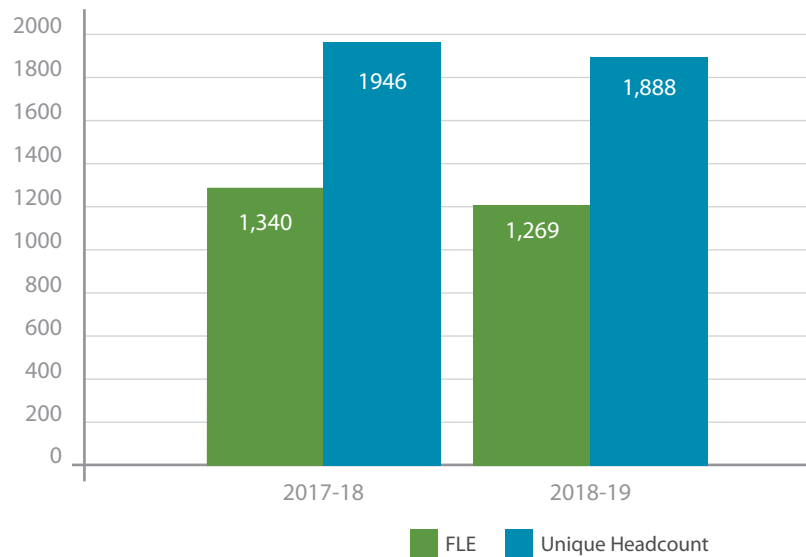
Note: From 2017-2018 to 2018-2019, the College experienced a 5% decrease in our FLEs.

Number of Students in Credit Programs (Unique Headcount)



Note: a decline was experienced in the 2015-2016 year due to economic conditions and prerequisite or requirement changes for some programs.

Student Enrolments (FLE vs Unique Headcount)



Full Load Equivalent (FLE): A measure of enrolment in which one FLE represents one student for a year of study taking a full course load.

Unique Headcount: A measurement of enrolment referring to the physical number of students registered at and attending an institution.

Employment Rate of Northern Lakes College Program Completers				
2013-14	2014-15	2015-16	2016-17	2017-18
90%	89%	91%	96%	95%

Program completers are defined to coincide with Alberta Advanced Education criteria and are reported annually through the provincial database - LERS. To be included in the Employment Outcomes Interviews, the student must be eligible for an academic credential recognizable in the labour market (i.e. certificate, diploma, or journeyman). The survey is conducted six months after graduation.

OPERATIONAL OVERVIEW

FULL LOAD EQUIVALENT BY PROGRAM

	2016-17 Actuals	2017-18 Actuals	2018-19 Projected	2018-19 Actuals	Change in FLEs from 2017-18	Change in FLEs from 2017-18
Basic and Preparatory Programs						
Academic Upgrading (HS and ABE Combined)	439.2	549.6	510.2	502.7	-46.9	-9%
Advanced Care Paramedic Upgrading ¹	N/A	N/A	2.0	2.0	N/A	N/A
Primary Care Paramedic Upgrading ²	N/A	N/A	2.5	1.9	N/A	N/A
Basic and Preparatory Programs Totals	439.2	549.6	514.7	506.6	-43.0	-8%
Business and Administrative						
Business Administration	34.9	25.6	22.0	21.5	-4.1	-16%
Business Administration - Accounting	N/A	3.8	5.6	5.6	1.8	47%
Human Resource Management	5.5	13.1	4.2	4.5	-8.6	-66%
Office Administration	30.2	24.9	28.0	25.9	1.0	4%
	70.5	67.3	59.8	57.5	-9.9	-15%
Health						
Advanced Care Paramedic	19.6	37.5	47.2	46.4	8.9	24%
Community Health Promotion	7.0	6.4	1.7	1.4	-5.0	-78%
Emergency Medical Responder	4.6	1.3	3.2	2.8	1.5	121%
Health Care Aide	107.3	87.4	113.2	89.2	1.8	2%
Practical Nurse	110.8	209.2	182.6	180.0	-29.2	-14%
Primary Care Paramedic	28.9	25.2	60.0	49.0	23.8	94%
	278.2	367.0	407.8	368.8	1.8	0%
Human Services						
Addiction Services Worker	25.4	5.7	1.6	1.3	-4.3	-76%
Addictions Counselling	N/A	13.7	18.7	17.8	4.1	30%
Early Learning and Child Care Certificate	34.0	22.4	30.7	29.3	6.9	31%
Early Learning and Child Care Diploma	12.0	11.3	23.0	21.8	10.5	93%
Educational Assistant	15.2	25.3	30.5	28.8	3.5	14%
Social Work	45.8	53.4	58.9	57.5	4.1	8%
	132.4	131.7	163.3	156.6	24.9	19%

OPERATIONAL OVERVIEW

FULL LOAD EQUIVALENT BY PROGRAM

	2016-17 Actuals	2017-18 Actuals	2018-19 Projected	2018-19 Actuals	Change in FLEs from 2017-18	Change in FLEs from 2017-18
Trades and Resource Technology						
Boom Truck	3.8	6.3	7.5	6.4	0.1	1%
Carpenter 1st, 2nd, 3rd, and 4th Year	5.1	5.3	2.4	2.4	-2.9	-55%
Electrician 1st, 2nd, 3rd, and 4th Year	12.1	9.6	5.3	5.1	-4.5	-47%
Introduction to Surveying	N/A	1.3	0.3	0.3	-1.0	-79%
Mobile Crane	8.8	6.6	1.5	1.6	-5.0	-76%
Oilfield Operator Training	5.6	3.7	3.5	3.3	-0.4	-12%
Power Engineering 3rd, 4th, and 5th Class	126.6	83.8	78.7	60.2	-23.6	-28%
Pre-Employment: Carpentry, Electrician, Industrial Mechanic (Millwright), Welder, Heavy Equipment Technician ³	10.2	5.2	11.8	11.5	6.3	122%
Survey Theory and Calculations	21.8	18.1	15.3	13.2	-5.0	-27%
Welder 1st, 2nd, and 3rd Year	6.1	8.0	8.0	8.5	0.5	7%
	200.2	148.0	134.3	112.4	-35.6	-24%
University Studies						
College and Career Preparation	13.7	11.3	13.6	13.3	2.0	18%
Open Studies	2.5	2.3	2.0	2.5	0.2	7%
University Studies	56.7	62.3	52.6	50.8	-11.5	-18%
	72.9	75.9	68.2	66.6	-9.3	-12%
Total Official Full Load Equivalent (FLE)	1193.5	1339.6	1348.2	1268.5	-71.1	-5%
International Students (Headcount)	10.0	3.0	3.0	5.0	2.0	67%

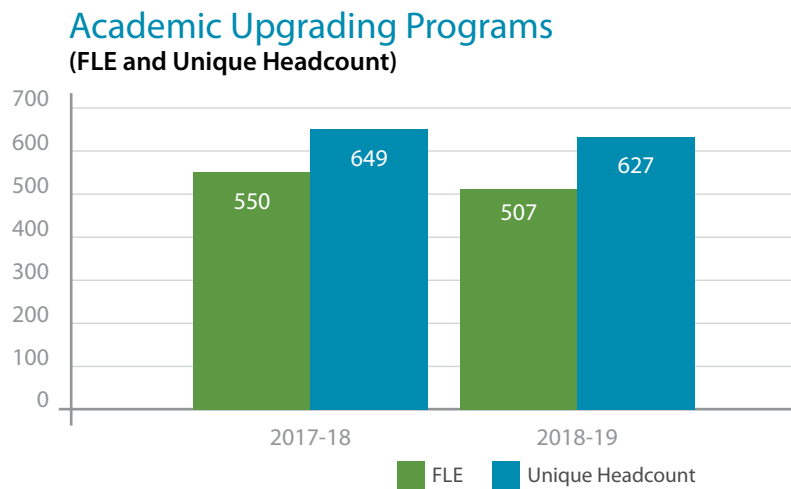
^{1,2,3} New programs introduced for the 2018-19 academic year

ENROLMENT TRENDS BY PROGRAM AREA AND KEY CHANGES TO ENROLMENT

Overall, NLC's enrolment experienced a small decrease from 2018-2019 by 71.1 FLEs and is reflective of significant shifts in the economy and labour market demands. Several programs experienced higher enrolments while trades programming experienced a decrease, indicative of the reduced demand for industry-based programs across the province. The College experienced a decrease in the full-time student population, however saw a rise in part-time student enrolment as evidenced with the rise in unique head count. There is strong demand for the Practical Nurse program and, although the College would like to expand the program, it is not possible due to lack of clinical placement facilities in the north. Collaborative partnerships with other institutions have allowed the College to graduate students across the province, completing both certificate and diploma programs.

Academic Upgrading

Academic Upgrading and Adult Basic Education enrolments have increased each year since 2014-2015. In fact, from 2014 to 2017, FLEs in this area have grown by approximately 165, to peak at 549.6 in 2017-2018. While that rate of increase is not sustainable long term, total FLE count in 2018-2019 was 502.7, still almost 118 more FLEs than in 2014-2015, and only 7.47 FLEs lower than projected.

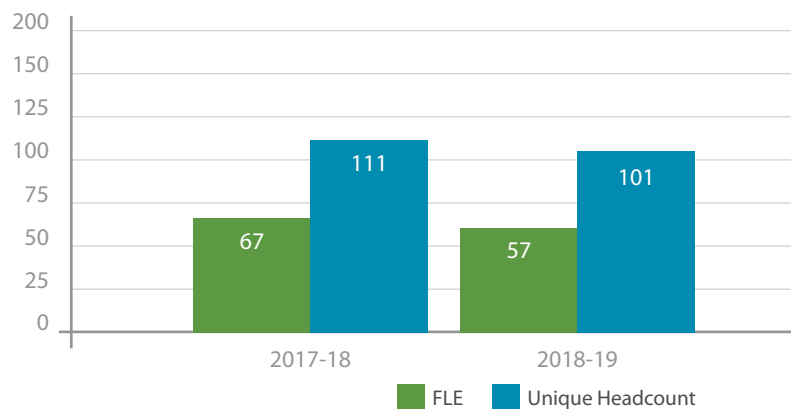




Business and Administrative Studies

While FLEs in this program have met projections, they are low as a program area overall. The programs will continue to work on a marketing plan, which involves collaboration with local business and industry to promote and strengthen this program complement. At 21.5 FLEs, Business Administration Certificate FLEs were as projected. Both diplomas were reduced to part time offerings in 2018-2019, and FLEs were accurately projected for both Business Administration – Accounting and Human Resource Management. The FLEs in the Office Administration program were very close to projected with a difference of only 2.5.

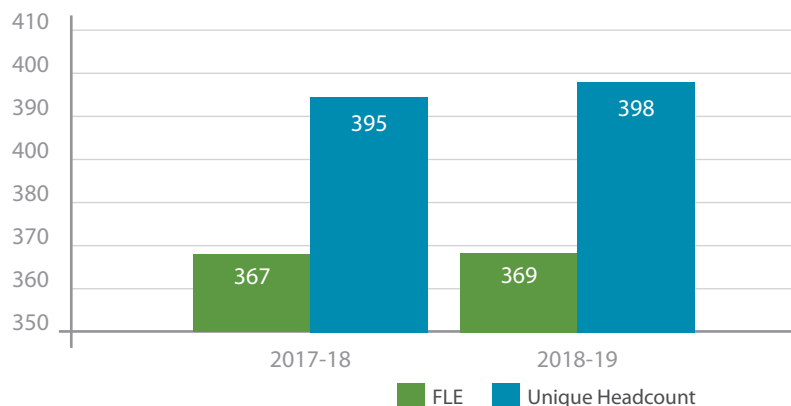
Business Programs (FLE and Unique Headcount)



Health Careers

Health program FLEs remain strong overall, with a slight increase of 1.8 from 2017-2018 to 2018-2019. Advanced Care Paramedic FLEs are as projected at 46.4, while Primary Care Paramedic FLEs were lower than projected at 48.9. However, due to an unexpected cohort of students in Newfoundland, Primary Care Paramedic FLEs are significantly higher than 2017-2018 at 23.7. Due to a lack of student funding availability, the Health Care Aide total of 89.2 FLEs is significantly lower than projected, but on par with 2017-2018 FLE numbers. Additionally, the Practical Nurse FLEs were as projected with a minor decrease of 2.5. Similarly, a lack of funding led to minimal uptake in Community Health Promotion at 1.4 FLEs, while regulatory changes and a downturn in the economy led to a significant decline in Emergency Medical Responder at 2.7 FLEs. These two programs have been terminated.

Health Career Programs (FLE and Unique Headcount)

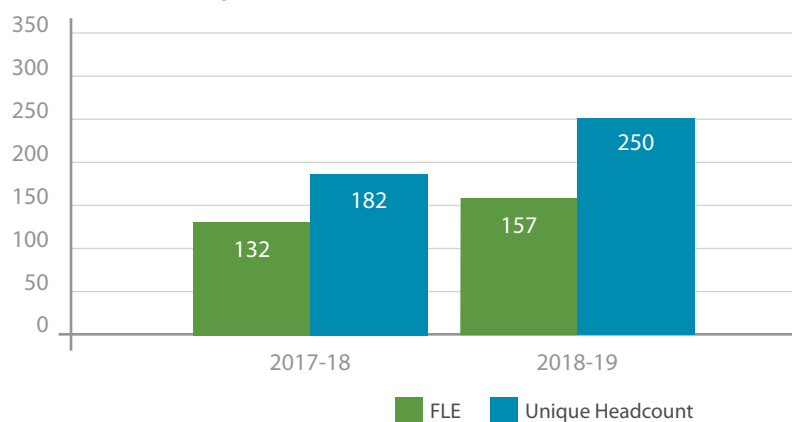




Human Services

Enrolments across Human Services programs were stable with a modest decrease of 5.0 FLEs. This decrease in enrolment is across four programs. Increased awareness of programs through the use of social media targeted campaigns will be enhanced to ensure NLC's vast service region is aware of the programs.

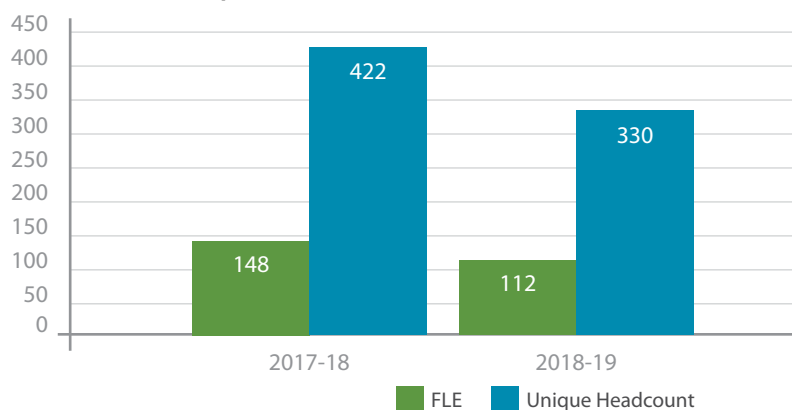
Human Services Programs
(FLE and Unique Headcount)



Trades and Resource Technology

Trades and resource technology programs are still feeling the impact of the economic conditions in the province. While there is some positive movement on the economic horizon, the existing supply of skilled workers is more than adequate and continues to suppress interest in industry-related training. A comparison of 2018-2019 Trades and Resource Technology programs to 2017-2018, indicates enrollments continue to trend downwards, with pre-employment trades and apprenticeship welder programs being notable exceptions. Increases in pre-employment trades numbers can be attributed to an increased number of offerings made possible through use of specific grant funding for mobile trades delivery. The modest recovery in Welder Apprenticeship enrollment was expected, as that trade is compulsory and more closely follows the economic cycle. In general, the sustained, reduced demand for industry based programs is evident across the province.

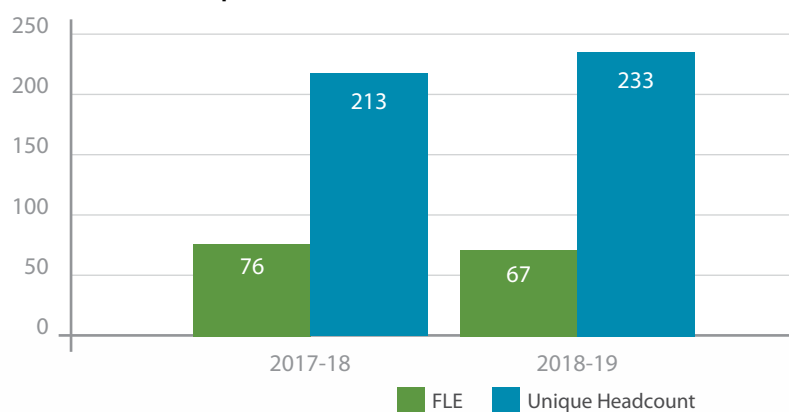
Trades and Resource Technology Programs
(FLE and Unique Headcount)



University Studies

University Studies enrolments were stable with a modest increase of 1.0 FLE. Enrolment is subject to demand for service courses from other College programming areas, as well as the Aboriginal Teacher Education Program. An increase in enrolment is anticipated due to new partnerships, such as the Community-Based Bachelor of Education Degree at the University of Calgary, commencing July 2020.

University Studies Programs
(FLE and Unique Headcount)



GOAL 01 Enhance our learners' experience through relevant, *high quality* and *affordable* distance delivery programs and *learner support services*.

Priority Initiatives	Status	Expected Completion Date (CIP)	Progress made in the last 12 months	Revised Expected Completion Date
Integrate new programs to meet regional demand including Information Technology, non-credit allied health.	Achieved	2020	Collaborated with surveying professionals to refine content of Survey Theory and Calculations curriculum and identified desirable worker skills and knowledge for entrants into the profession.	2019
	Achieved		Developed non-credit and credit courses for Health Care Aide and Practical Nurse.	2019
	Achieved		Aligned resources to integrate new programming in appropriate regions based on economic development plans and forecasts.	2019
Launch renewable energy program in 2019.	Achieved	2019	Developed and launched programs.	2019
Investigate and implement tutoring services for students.	Achieved	2019	Developed the Introduction to Foundational Learning course, offered by the provincial Community Learning Network, focused on working with adult foundational learners and how to tutor and support them in their learning.	2019
	Achieved		Signed agreements with Community Adult Learning Program agencies to provide several hours of tutoring per week for NLC students.	2019
Pilot and implement a faculty mentorship program to support faculty with the transition to post-secondary teaching and to teaching online.	In Progress	2020	Continued development of the mentorship program. The pilot will begin January 2020.	2020
Enhance in-house faculty and staff professional development opportunities.	Achieved	2019	Offered <i>Education Talk</i> sessions three times per month, and <i>Coffee Shop</i> sessions six times per year. This resulted in a 50% increase in the number of sessions offered on online pedagogy.	2019
	Achieved		Approved 281 professional development applications.	2019
Acquire and mobilize interdisciplinary mobile and high-fidelity simulation training trailers for Health programs.	Achieved	2019	Collaborated with other educators on in-unit teaching practices. An agreement is in place with Portage College for ambulance and driving simulation support for the Paramedic program.	2019

GOALS, PRIORITY INITIATIVES, EXPECTED OUTCOMES, AND PERFORMANCE MEASURES

Priority Initiatives	Status	Expected Completion Date (CIP)	Progress made in the last 12 months	Revised Expected Completion Date
Increase assistive technology and supports for students with disabilities.	Achieved	2019	Enhanced coordination between Counselling and Learner Accommodation Services through the development of a regular, interdepartmental consultation process.	2019
	Achieved		Increased staff capacity to identify, assess, and support students with learning accommodation needs with the addition of a contracted assessment coordinator.	2019
	Achieved		Began development of a College-wide Student Incident Report Form that includes an option for referral to Counselling and/or Learner Accommodation Services.	2019
	Achieved		Collaborated with Alberta Apprenticeship & Industry Training to assist the transition of students with learning accommodation needs from the College to their trade regulatory body including support for students requiring testing accommodations for AIT exams. Established working relationships with the College of Licensed Practical Nurses of Alberta, Pearson VUE, and the Alberta College of Paramedics to support students requiring accommodated regulatory exams.	2019
Provide integrated accommodation which utilizes universal design for learning to benefit all students.	Achieved	2021	Referred students to Alberta Human Services for educational and neuropsychological testing, which included identifying accommodation needs in the learning environment.	2019
	In Progress		Supported and encouraged Universal Design for learning principles in master Moodle shells.	2021
	Achieved	2021	Incorporated professional development sessions on Universal Design for Learning in the Instructional Skills Workshop so all new faculty are familiar, trained, and able to utilize Universal Design for Learning in their instructional practice.	2019



GOALS, PRIORITY INITIATIVES, EXPECTED OUTCOMES, AND PERFORMANCE MEASURES

Priority Initiatives	Status	Expected Completion Date (CIP)	Progress made in the last 12 months	Revised Expected Completion Date
Create a centralized Student Service Hub for student engagement, including financial support and access to student wellness programs and resources.	Achieved	2019	Delivered free, interactive, online financial presentations in partnership with ATB Financial. Additionally, debt-management resources for students were provided on the College website.	2019
	Achieved		Streamlined interdepartmental processes to improve student access to funding information.	2019
	Achieved		Developed the new Student Awards Program Guide to Bursaries & Scholarships. This guide is available to students online.	2019
	Extended		Began development on the new Essential Guide to Student Services and an online student services orientation module for January 2020 launch. This guide will serve as a central point of access to information for students regarding support services available at the College, including information and links to resources for sexual assault and sexual violence support services.	2020
	Extended		Delayed Registrar Office restructuring until 2020 to align with the College's Student Information System project.	2020
	Extended		Developed initial plans for the creation of an online Student Services Hub as well as a student safety orientation module.	2020
	Extended		Utilized the NLC Connect App as the primary delivery model for wellness programs and information services.	2020
Expand the comprehensive "student care" framework to ensure students at risk are identified and supported.	Extended	2020	Began development of a student care model to be implemented in the 2020-2021 academic year.	2021
Review all course delivery methodology to ensure enhanced engagement and retention.	Achieved	2021	Conducted yearly program reviews. Processes are in place for yearly program reviews.	2019

GOALS, PRIORITY INITIATIVES, EXPECTED OUTCOMES, AND PERFORMANCE MEASURES

Priority Initiatives	Status	Expected Completion Date (CIP)	Progress made in the last 12 months	Revised Expected Completion Date
<p>Provide effective prevention education and outreach services for enhanced intervention, which contributes to a reduction in sexual violence and access to supports, with the following tactics:</p> <ul style="list-style-type: none"> - Develop and adopt resources to increase awareness for sexual violence prevention and to address the stigma associated with reporting sexual violence 	In Progress	2020	Commenced development of services and resources focused on sexual violence education, prevention, and support for students and staff.	2020
<ul style="list-style-type: none"> - Provide enhanced support for students addressing sexual violence through improved access to local and regional organizational resources 	In Progress	2020	Began preliminary work on this initiative. We expect a significant portion completed in 2019-2020 year.	2020
<ul style="list-style-type: none"> - Enhance current counselling resources and practices to improve student access and help in dealing with sexual violence. 	In Progress	2020	Began preliminary work on this initiative. We expect a significant portion completed in 2019-2020 year.	2020



GOALS, PRIORITY INITIATIVES, EXPECTED OUTCOMES, AND PERFORMANCE MEASURES

Priority Initiatives	Status	Expected Completion Date (CIP)	Progress made in the last 12 months	Revised Expected Completion Date
Implement the Student Engagement Plan to enhance student retention and perseverance with the following tactics: - Provide academic tutoring in writing and math	In Progress	2021	Employed e-learning specialists to deliver online, student-focused sessions on writing and basic math skills. Provided access to WriteAway tutoring services for students.	2021
- Implement an early intervention program through the first four weeks of term start to address student early withdrawals	In Progress		Began development of the Strategic Enrolment Management Plan, which includes a student engagement component.	2021
- Integrate an Enrolment Advisor to engage with students through their transitions from prospective to on-going and from on-going through to completion	In Progress		Added an Educational Support position to assist students from prospective to completion.	2021
- Establish the role of Academic Upgrading Mentors to optimize academic upgrading program enrolment and enhance persistence rates	In Progress		Began discussions regarding a mentorship program in Academic Upgrading.	2021
- Expand the hours for enrolment advising to the evenings	In Progress		This initiative is a component of the Registrar Office restructuring, which was delayed until 2020.	2021
- Expand collaboration between high school counselors with an additional recruitment officer to address the enrolment gap and transitions for High School students.	In Progress		Development of a student recruitment strategy will begin in the 2019-2020 academic year and is expected to be implemented in 2021.	2021

GOALS, PRIORITY INITIATIVES, EXPECTED OUTCOMES, AND PERFORMANCE MEASURES

Priority Initiatives	Status	Expected Completion Date (CIP)	Progress made in the last 12 months	Revised Expected Completion Date
Develop a Strategic College Indigenization Plan to include - Creating an Elder's program	In Progress	2021	Established Elders-in-Residence program in multiple campuses. The Elder provides teaching about Indigenous culture and spirituality, advises students and staff, as well as delivering class presentations when invited.	2021
- Offering Indigenous language programming	Achieved		Added Conversational Cree and Cree 10 to academic offerings.	2019
- Providing staff and students with information sessions on the TRC's Calls to Action	In Progress		Planned training opportunities such as Blanket Exercises and a College-wide professional development opportunity for faculty and staff regarding the Truth and Reconciliation Commission of Canada's Calls to Action.	2021
- Providing access to relevant Indigenous learning resources	In Progress		Embedded in the Elders-in-Residence program is access to Indigenous learning resources on topics such as traditional artwork, medicine, and identification of plant species. <i>Developed Engaging Indigenous Learners</i> , a course for educators and Community Adult Learning Programs.	2021
- Integrating Indigenous topics into curricula where appropriate	Achieved		Incorporated Indigenous methodologies into instruction and curriculum.	2019
- Providing professional development opportunities in intercultural competency, conflict resolution, human rights, and anti-racism.	Achieved		Provided staff and faculty with the opportunity to take professional development training to enrich their knowledge of Indigenous cultures, residential schools, and skill development. These opportunities will continue to be offered.	2019



GOALS, PRIORITY INITIATIVES, EXPECTED OUTCOMES, AND PERFORMANCE MEASURES

Expected Outcomes	Status	Expected Completion Date (CIP)	Progress made in the last 12 months	Revised Expected Completion Date
New Programs developed and offered with in the service region.	In Progress	2021	Submitted program proposal for Computer Network Specialist program. Planning to offer starting January 2020. Developed the online Apprenticeship Welder Period 1. Continued development of the Advanced Emergency Transport Medicine program. The first intake is scheduled for September 2020.	2021
Enhanced access to programs in rural and remote communities.	In Progress	2021	Partnered with Atoske Action Group, MD of Opportunity, and Bigstone First Nation to offer a face to face, five- month Health Care Aide program to help supply qualified workers for the new seniors facility due to open in February 2020. Partnered with CALPS to expand access to Adult Basic Education opportunities.	2021
Increased student perseverance in term and in progression through programs.	In Progress	2021	Developed mental health module to be integrated into programming in 2019-2020. Hired a Student Tutor to support students in English and writing skills. Maintained membership with WriteAway tutoring services. Introduced a centralized appointment booking line for students seeking Counselling support services. Enhanced distanced-based access to Counselling support, which resulted in a 30% increase in students accessing Counselling support services by distance. Added additional resources to enhance the provision of individual student learning strategies and accommodation support services.	2021
Decreased attrition in first month and last month of program	In Progress	2021	Began development of the Student Enrolment Management plan.	
Increased Indigenous content integrated into curricula.	Achieved	2021	Integrated Indigenous content into curricula.	2019
Increased capacity to respond to student services' needs.	In Progress	2021	Developed a new referral process.	2021

GOALS, PRIORITY INITIATIVES, EXPECTED OUTCOMES, AND PERFORMANCE MEASURES

Performance Measures (CIP)	Status	Expected Completion Date (CIP)	Progress made in the last 12 months	Revised Expected Completion Date
5% Increase in Conversion Rate	In Progress	2021	Experienced a decrease from 68% in 2017-2018 to 57% in 2018-2019.	2021
5% Increase in Retention	In Progress	2021	Experienced a 3% decrease from 85% in 2017-2018 to 82% in 2018-2019.	2021
4% Increase in enrolment per year	In Progress	2021	Total unique headcount for 2018-2019 is 1888. This is a 3% decrease when compared to 2017-2018's unique headcount of 1946.	2021
Addition of two new programs	Achieved	2021	Added Advanced Care Paramedic Upgrading, Primary Care Paramedic Upgrading, and Pre-Employment Heavy Equipment Technician.	2019

Note: A number of students were impacted by the Wildfires and subsequent evacuations experienced throughout NLC's service region. Specifically, nine campuses were impacted by fire between May – June 2019. All of these events have impacted NLC's conversion and retention rates.



Northern Lakes College Offers *Primary Care Paramedic* and *Advanced Care Paramedic Upgrading* Programs

Northern Lakes College has launched innovative upgrading programs to support Primary Care Paramedic (PCP) and Advanced Care Paramedic (ACP) graduates across Canada.

The programs are designed to help prepare practitioners for the Alberta College of Paramedics' Provincial Registration Examination. Eligible for the program are graduates of any Canadian Medical Association (CMA) or Accreditation Canada (AC)-accredited program who did not write, or were unsuccessful in writing, the Alberta College of Paramedics' registration exam, or those whose licenses have lapsed. Participation in this upgrading program may increase the chances of success on the provincial licensure exam.

The upgrading programs are also open for enrolment to out-of-province candidates who have completed a CMA or AC-accredited program, or those who have had an upgrading program completion identified as a requirement by the Alberta College of Paramedics Substantial Equivalency Review process. "Because our upgrading programs are Accreditation Canada-accredited, any graduate across Canada can enrol," says Kathy Reid-Soucy, Dean of Health Programs at NLC.

The PCP and ACP Upgrading programs provide 12 weeks of access to online resources. Learners will review clinical treatment guidelines, skills checklists, and quizzes with instructor facilitation. In addition, students will access pre-

reading material for skill upgrades. The theory portion of the program provides flexibility to accommodate life and work schedules.

Upon completion of the online portion, learners will be required to attend NLC's five-day, face-to-face classroom session with scenario and skills practice. During the instructor-led onsite days, students will review, practice, and upgrade their skills, as well as undergo skills evaluation. The face-to-face sessions will occur at the College's Slave Lake Campus, located in northcentral Alberta. These sessions include the use of state-of-the-art, high-fidelity simulation mannequins.

Recognition of the adverse effects of exam anxiety prompted Northern Lakes College to include unique elements in the ACP and PCP Upgrading programs such as recognizing exam anxiety, exam preparation techniques, and exam-taking strategies. Equipped with this knowledge and tools, students can work toward managing exam anxiety effectively and perform well under pressure.

The Health programs are led by Reid-Soucy, Dean of Health Programs at Northern Lakes College. The 2018 recipient of the prestigious Paramedic Association of Canada Awards of Excellence in Education and Training, Reid-Soucy provides stellar leadership to all health programs at the College.





NLC LIVE Online™ Makes all the Difference

When Erin Mitchell had to spend a month in Newfoundland due to a family illness in the fall of 2018, the Northern Lakes College University Studies student did not miss a beat when it came to her studies. Thanks to the College's unique NLC LIVE Online delivery model, Erin was able to attend her classes, submit her assignments, and keep on track. "I would have likely had to withdraw for the term had I been studying at a school with traditional face-to-face classes," she comments.

The online delivery model allowed Erin to continue her studies while in Newfoundland spending quality time with her gravely ill grandmother. Her instructors were aware of the situation with which she and her family were dealing and offered to extend the due dates of assignments to allow her to have time with family. Erin was able to maintain the schedule of assignments, but knowing this flexibility was available reduced the stress in an emotional and difficult situation.

Erin feels that the amount of flexibility extended to her during this time would not have been available at a larger institution.

The benefits of small class sizes and the personal touch at a community institution such as Northern Lakes College made it possible for her to balance her schooling and personal life and to spend time with family when it mattered.

Born and raised in Slave Lake, Erin graduated from Roland Michener Secondary School in June 2018. She elected to enrol in the University Studies program at Northern Lakes College because she wanted to stay in her home community, close to the support of her family and friends. Erin says that she would have found moving away from home, family, and her community too difficult.

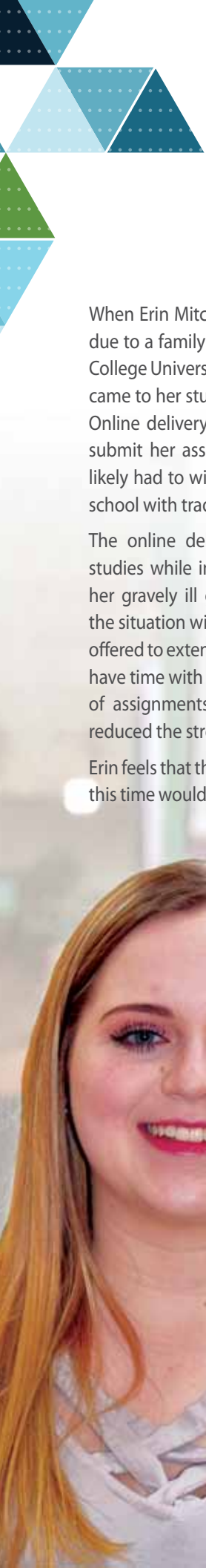
Erin, whose long-term goal is to be an elementary teacher, has worked part-time at the local day care since eleventh grade. She has maintained her part-time job and is managing to save money while attending university. Erin's goal is to finish her degree with little to no student debt.

Of her choice to study at Northern Lakes College, Erin says, "I did not have to move or change my lifestyle. I am happy that I am not facing some of the challenges that my friends who did move away from home are now facing." Erin would absolutely make the same decision today. If anything, as she goes along she is more convinced that she made the absolute right decision by staying home and studying locally at Northern Lakes College.



I did not have to move or change my lifestyle. I am happy that I am not facing some of the challenges that my friends who did move away from home are now facing."

– Erin Mitchell





GOAL 02 *Coordinate* with Campus Alberta and other regional learning organizations to promote *access* and *learning pathways* for dual credit and adult learners.

Priority Initiatives	Status	Expected Completion Date (CIP)	Progress made in the last 12 months	Revised Expected Completion Date
Collaborate with Campus Alberta partners on a new delivery model to enhance access to programs, including	Achieved	2021	Promoted NLC's Early Learning and Child Care Diploma program to Keyano College students. Students are enrolled into the program.	2019
- NLC's Early Learning and Child Care Diploma program to Keyano College students				
- NLC's Foundational Learning and Academic Upgrading program to partner institutions	In Progress		Pursued partnerships for the purpose of providing Foundational Learning/Academic Upgrading to at least one new group for each of the next three years. In 2019, a partnership with Lakeland College commenced.	2021
- Lakeland College's Environmental Sciences programs in NLC's service region	Out-standing		Resources were not available for curriculum conversion to online delivery. When resources are available, work will begin on the collaborative partnership to bring this program into NLC's service region.	2021
- A broader range of degree-completion opportunities through partnerships with Athabasca University and other degree-granting institutions.	Achieved		Updated all existing transfer agreements and acquired one new transfer agreement.	2019
	In Progress		Drafted an agreement in partnership with the University of Calgary to offer the Community Based Bachelor of Education degree to NLC students.	2020
	In Progress		Participated in an advisory body for Health Care Aide Curriculum Update Steering Committee with Alberta Health. Started license application for HCA curriculum to Alberta Health.	2021
	In Progress		Planned meetings with Lethbridge College and Red Deer College to discuss learner pathways for a Bachelor of Nursing Degree.	2021
Develop online delivery of additional apprenticeship trades to enable students to continue working while attending NLC.	In Progress	2021	Developed and offered First Period Welder training online.	2021

SECTION HEADER

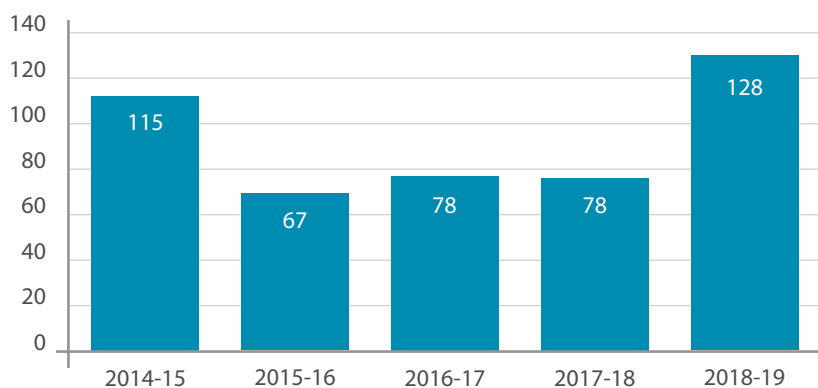
Priority Initiatives	Status	Expected Completion Date (CIP)	Progress made in the last 12 months	Revised Expected Completion Date
Expand dual credit offerings to include all relevant programs as dual credit, and provide offerings to five new school divisions, to increase student transition from high school to post-secondary.	Achieved	2020	Expanded Dual Credit programming to include Educational Assistant, Business Administration, Office Administration, as well as HCA, EMR, PCP and Practical Nurse courses. Offered Pre-Employment Electrician, Pre-Employment Welder, Pre-Employment Industrial Mechanic, Pre-Employment Heavy Equipment Technician, and Introduction to Surveying.	2019
	In Progress		Partnered with three additional school divisions and one education authority to offer dual credit opportunities to students in high school.	2020
Provide career and post-secondary experiential learning opportunities for youth.	In Progress	2020	Developed a youth Robotics Camp to run in July and August 2019.	2020
	In Progress		Partnered with Shell Canada and the CWB Welding Foundation to offer the Mind over Metal Camp in July 2019.	2020
	In Progress		Planned participation in the Outland Youth Employment Program Camp through hosting participants to learn about Trades and Health programs in July 2019.	2020



GOALS, PRIORITY INITIATIVES, EXPECTED OUTCOMES, AND PERFORMANCE MEASURES

Expected Outcomes	Status	Expected Completion Date (CIP)	Progress made in the last 12 months	Revised Expected Completion Date
Enhanced access to literacy and foundational skills learning opportunities.	In Progress	2021	Added three new Community Adult Learning Programs. This expanded access to literacy and foundational skills in NLC's region.	2021
Increased awareness of NLC and mobility of high school students to the College.	In Progress	2021	Dual Credit expansion increased by 64% in unique dual credit enrolment. NLC is offering the ANPY 1000 and PATH 1000 science courses as Dual Credit to high school students. Both of these courses will ladder into the Practical Nurse and Primary Care Paramedic programs.	2021
A wider variety of NLC programs available and increased enrolment in dual credit.	Achieved	2021	Offered 16 Dual Credit programs.	2019
Increased collaborative partnerships through Campus Alberta.	Achieved	2021	Increased partnership by licensing Essential Skills for Supervisors extension certificate to Athabasca University to offer and remarket to their students and community. Partnership with Lakeland College in offering NLC's Academic Upgrading began 2018-2019 year.	2019
Career exploration opportunities available for students.	In Progress	2021	Developed summer Robotics camp programs to run July 2019. Offered Mind Over Metal Summer Camps 2018 and ran again in 2019. Dual credit opportunities expanded by adding new courses.	2021
Performance Measures (CIP)	Status	Expected Completion Date (CIP)	Progress made in the last 12 months	Revised Expected Completion Date
5% Increase in dual credit enrolment.	Achieved	2019	Experienced a 64% increase in unique Dual Credit enrolment.	2019
5% increase in retention rates.	In Progress	2021	Experienced a 3% decrease from 85% in 2017-2018 to 82% in 2018-2019.	2021
Two additional degree completion opportunities over the next three years.	In Progress	2021	Completed discussions with the University of Calgary for a Bachelor of Education to be offered in 2019-2020. Exploration of additional partnerships for degree completion opportunities will occur in 2019-2020.	2021
Five new collaborative agreements with Campus Alberta partners.	In Progress	2021	There are a number of other collaborative discussions underway.	2021

Dual Credit Students (Unique Headcount – 5 year Trend)



Dual Credit Programs for 2018-2019

Business Administration	Pre-Employment Carpenter
Early Learning and Child Care	Pre-Employment Electrician
Educational Assistant	Pre-Employment Heavy Equipment Technician
Emergency Medical Responder	Pre-Employment Industrial Mechanic (Millwright)
Health Care Aide	Pre-Employment Welder
Introduction to Surveying	University Studies
Office Administration	Water and Wastewater Operator Preparation Program
Oilfield Operator Training	
Power Engineering 4th Class	
Power Engineering 5th Class	

NLC Partnership Creates *Homegrown Workforce* with Dual Credit Programming

Through an innovative partnership with the Fort Vermilion School Division and Alberta Health Services, Northern Lakes College is ensuring that communities in the Mackenzie Region have qualified Health Care Aides (HCA). Says Kathy Reid-Soucy, Dean, Health programs at the College, "The partnership is entering its fourth year this September of 2019. We've had three cohorts of high school students take the Dual Credit HCA program. We are proud to be part of a collaboration that ensures local and qualified staff for regional care centres." Students from high schools in Fort Vermilion, High Level, La Crete, and Rocky Lane have completed the program.

Fort Vermilion School Division (FVSD) supports Dual Credit programs that lead directly into the workforce. "The HCA program fits perfectly with our philosophy because there is a definite need for Health Care Aides in our region," states Karen Smith, Supervisor of Learning Services with FVSD. "Having the support of Alberta Health Services (AHS) has been crucial in the success of this program. AHS has provided students with clinical skills instruction, practicum placements, plus hiring information and support," comments Smith.

Angie Mann, Director of Clinical Operations Area 1 for AHS is equally enthusiastic about the success of the partnership. "We need to sustain local health services. This is an innovative way to 'grow our own.'" Mann explains that AHS faces recruitment challenges in the north. Recruitment of professionals from the south or out of province is a temporary solution as they do not have a connection to the communities and often leave. "We need to build capacity locally with people who grow up in, and know, the north. Because we recruit these students in their hometowns, they are 'culturally competent'. They can work with clients in long-term care and there is no cultural gap or language barrier. For some, HCA is the beginning of a career in health. Some decide they want to pursue nursing. This is the local, homegrown workforce that we need."

AHS supports students' practical hours, so many graduates will have already worked in the long-term care, acute care, and emergency facilities of the local health centres. The students are familiar with the organization, so it is a seamless transition into the workplace upon graduation.

Concludes Mann, "Other communities ask us how this works. It is based on excellent relationships with both internal and external stakeholders. Relationships create opportunities."





GOAL 03 Update and enhance our Student Information System and Learning Management Systems to ensure *quality* program and *service delivery*.

Priority Initiatives	Status	Expected Completion Date (CIP)	Progress made in the last 12 months	Revised Expected Completion Date
Implement a new enterprise resource management system.	In Progress	2021	Explored various platforms. Determined D2L Brightspace as the new Learning Management System. Completed exploratory reviews and joint prototyping with Athabasca University and Portage College.	2021
Explore and implement a new Learning Management System to enhance student engagement, communication, and academic quality.	In Progress	2021	Planned and scheduled pilot transition of Learning Management Systems to begin in September 2019 with University Studies courses.	2021
Launch a Student Portal to enhance the student experience and staff efficiency through service excellence in online self-service and the digital learning experience.	In Progress	2021	Completed exploratory analysis and staging of prototype.	2021
Explore and integrate the use of mobile technologies to increase student access to online programming.	In Progress	2020	Researched methods of utilizing Collaborate, NLC Connect, and D2L Brightspace's new mobile interface.	2020



GOALS, PRIORITY INITIATIVES, EXPECTED OUTCOMES, AND PERFORMANCE MEASURES

Expected Outcomes	Status	Expected Completion Date (CIP)	Progress made in the last 12 months	Revised Expected Completion Date
Improved learner experience that meets learners' educational needs. With a new learning management system communication and engagement with students and faculty are improved.	In Progress	2021	Began implementation of the prototype phase of the Student Information System project, to be completed in September 2019. Phase II of the project will begin in 2020.	2021
Enhanced quality of programs and course delivery, and students are able to use any device with consistent quality.	In Progress	2021	Researched LMS platforms and signed a five-year agreement with D2L Brightspace. D2L Brightspace is accessible and fully functional on any device to ensure increased access and quality online programming.	2021
Performance Measures (CIP)	Status	Expected Completion Date (CIP)	Progress made in the last 12 months	Revised Expected Completion Date
Continued increase in Student Satisfaction	Achieved	2021	Student Satisfaction increased from 96% in 2017-2018 to 97% in 2018-2019.	2019
5% Increase in Conversion Rate	In Progress	2021	Experienced a decrease from 68% to 57%.	2021
5% Increase in Retention	In Progress	2021	Experienced a 3% decrease.	2021



GOAL 04 Enhance community and industry partnerships throughout our service region to ensure *accessibility* to *quality* post-secondary education.

Priority Initiatives	Status	Expected Completion Date (CIP)	Progress made in the last 12 months	Revised Expected Completion Date
Implement the NLC/Community Adult Learning Program (CALP) Partnership Plan to provide additional learner supports.	Achieved	2021	Partnered with Community Adult Learning Programs (CALPs) to provide additional learner supports such as computer skills.	2019
			Supported and promoted CALPs in NLC's catalogues, website, and social media posts.	2019
			Invited CALPs to participate on NLC's Community Education Committees.	2019
Support Community Education Committees to identify and promote educational opportunities needed in their communities.	Achieved	2021	Held regular meetings with local Community Education Committee's (CEC) and the Council of Community Education Committees. Structured meetings to include a community roundtable where training needs and economic development opportunities are shared. Partnered with Continuing Education and other training providers to deliver training initiatives reflective of community needs.	2019
	In Progress		Developed a consultation plan to identify educational opportunities to meet regional employment gaps.	2020
	In Progress		Reviewed CEC Terms of Reference and updated membership information to ensure CEC's are engaged and members are primary College stakeholders.	2021
Identify economic development and labour market trends through participation in economic development organizations and Chambers of Commerce throughout the service region.	Achieved	2021	Formed partnerships with local businesses and industries by participating and holding executive positions on eleven Economic Alliances and Chambers of Commerce throughout the service region.	2019
Collaborate with regional economic development alliances to support local entrepreneurs and small and medium-sized enterprise.	Achieved	2019	Collaborated with multiple organizations to fund "Business Bootcamp" courses across the NLC region. These courses were offered face to face and online.	2019
Provide experiential training through partnerships with schools, First Nations, Métis Settlements, and industry.	In Progress	2021	Provided experiential training through partnerships with local municipalities and organizations securing apprenticeships for students. Mobile trades labs provided exposure to trades in two communities as well as the Mind over Metal summer camps.	2021

GOALS, PRIORITY INITIATIVES, EXPECTED OUTCOMES, AND PERFORMANCE MEASURES

Expected Outcomes	Status	Expected Completion Date (CIP)	Progress made in the last 12 months	Revised Expected Completion Date
Increased services and support for students through community partnerships.	Achieved	2019	Successful partnerships with REDI, Community Futures Northwest Alberta, Alberta Innovates, CARES, and the Council of Community Education Committees allowed for over 30 online and face-to-face, non-credit subsidized courses for students and residents across the NLC service region.	2019
Enhanced access to foundational learning and academic upgrading.	Achieved	2019	Local CALPs operated by NLC provided access to Employability Programming free of charge to residents in five First Nation communities; Basic Education Level programming in Communications, Social Studies, Math, and Science was also offered to eight First Nation and Métis communities.	2019
Strengthened relationship with local CALP Coordinators and enhanced access to foundational learning programming.	In Progress	2021	By working closely with NLC and CEC's, residents experienced enhanced access to foundational learning. CALP Coordinators are also key members of local Community Education Committees, which allow for partnership opportunities on local training initiatives, stretching limited budgets.	2021
Local students and rural residents have access to non-credit programming like Chain Saw safety subsidized by CEC.	Achieved	2021	Local Community Education Committees identified and offered relevant educational courses and training needed by local residents to assist with finding employment.	2019
Enhanced relationships with business and potential customized training opportunities are identified.	In Progress	2021	Worked with the Atoske Action Group in delivering a six-week Camp Cooking program in Wabasca where jobs were available for successful completers. Also partnered with Atoske Action Group, MD of Opportunity, and Bigstone Cree Nation on offering a face-to-face, five-month Health Care Aide program to help supply qualified workers for the new seniors facility due to open in February 2020.	2020
Performance Measures (CIP)	Status	Expected Completion Date (CIP)	Progress made in the last 12 months	Revised Expected Completion Date
Continued increase in graduate employment rates	In Progress	2021	Experienced a 1% decrease (from 96%-95%) in graduate employment rates.	2021

NLC Partnership Leads to *Homegrown Workforce* in Wabasca-Desmarais

With M.D. of Opportunity plans underway to build a senior's care facility in the community of Wabasca-Desmarais, the M.D., Atoske Action Group, and Bigstone Cree Nation formed a partnership with Northern Lakes College to ensure a local workforce would be available to staff the facility. In June of 2019, this collaboration resulted in the graduation of 14 students from the community of Wabasca-Desmarais from the Northern Lakes College Health Care Aide program.

The partners provided students with support on a variety of fronts. Atoske Action Group covered the cost of tuition, while the M.D. of Opportunity and Bigstone Cree Nation provided the students with a living allowance. Northern Lakes College hired a dedicated instructor to work with the cohort at the Wabasca Campus and provided instructor-led clinical placements.

Kathy Reid-Soucy, Dean, Health Programs at Northern Lakes College is excited about the success of this partnership. "There are so many wins that have been created through this partnership. These students were able to study in their home community, allowing them to balance their family and school obligations. The new seniors' care centre will have the homegrown workforce it needs to operate successfully. Finally, this new facility will provide practicum sites, which

has been a barrier until now. Students in health programs will no longer need to leave the community to complete their practical experiences."

The opening of the Wabasca Seniors' Complex will create much-needed capacity to host practicum opportunities for students in health programs, which will be great news for upcoming health students. For this cohort of Health Care Aide students, Northern Lakes College was able to secure practicum placements at facilities in Camrose, the Louise Jensen Care Centre and Bethany Meadows, hiring a preceptor to work alongside the students at that site.

Halena Szmata with the M.D. of Opportunity states, "We appreciate that there are now 14 Health Care Aides in the community available for employment opportunities. Working with Northern Lakes College has a number of benefits, not least of which is their understanding of challenges faced by rural communities. The College was able to create an offering that worked for this community, which is not a cookie-cutter community. Due to the excellent working relationship between the four partners, we were able to meet the challenges that inevitably arose. Ultimately, everyone was committed to the success of the students."

The Wabasca Seniors' Complex is slated to open in early 2020.



GOAL 05

Ensure **accountability, fiscal prudence,** and **organizational sustainability** by exploring strategic collaborative initiatives.

Priority Initiatives	Status	Expected Completion Date (CIP)	Progress made in the last 12 months	Revised Expected Completion Date
Maintain effective and efficient financial processes with controls to generate timely, accurate reporting.	Achieved	2021	Received the highest score attainable for timeliness, accuracy, and recommendation by the Office of the Auditor General's report on Post-Secondary Institutions.	2019
	Achieved		Began implementation of new budgeting and planning system with expected completion date in 2020.	2019
Build additional revenue through entrepreneurial activities and fundraising events.	Achieved	2021	Held the first annual College Gala fundraiser to raise funds for student awards.	2019
	In Progress		Signed a Memorandum of Understanding with the government of Newfoundland and Labrador for Allied Health training. Students will complete in December 2019.	2020
	In Progress		Enhanced student awards through private donors and continued development of the staff giving program.	2021
	In Progress		Launched the High Prairie Capital Campaign and built partnerships with local industry.	2021
Ensure timeliness and accuracy of Facilities Asset Reporting.	Achieved	2021	Utilized contract services to verify and update all current data in Building Lands Information System (BLIMS). Ongoing annual updates to reflect new work performed on assets.	2019
Ensure facilities are safe and regularly maintained and teaching and learning equipment	Achieved	2021	Implemented an Occupational Health and Safety (OHS) monitoring system that records and monitors inspections, incidents, and hazards.	2019
	Achieved		Established a new OHS Committee to align with new legislation.	2019
	Achieved		Updated OHS policies and procedures, orientation for staff, and WHIMIS training that aligns with the College.	2019

GOALS, PRIORITY INITIATIVES, EXPECTED OUTCOMES, AND PERFORMANCE MEASURES

Expected Outcomes	Status	Expected Completion Date (CIP)	Progress made in the last 12 months	Revised Expected Completion Date
Annual audits completed on time and all Office of the Auditor General recommendations implemented.	Achieved	2019	Office of the Auditor General provided exit document at the October 24 Audit and Finance meeting of the Board of Governors, confirming their office identified NLC's only recommendation as implemented.	2019
Appropriate due diligence in evaluating business decisions is conducted.	Achieved	2019	No serious decisions were made without Senior Leadership Team or Board of Governors review of discussion.	2019
Clean report from the Auditor General.	Achieved	2019	Office of the Auditor General report had no new recommendations, and no errors identified in their summary of unadjusted differences.	2019
Consolidated statement of operations is balanced or in surplus.	Achieved	2019	2018-2019 Statement of Operations had a surplus.	2019
Performance Measures (CIP)	Status	Expected Completion Date (CIP)	Progress made in the last 12 months	Revised Expected Completion Date
On-time completion of audit, statements, and recommendations.	Achieved	2019	Completed 2018-2019 statements by the Office of the Auditor General's deadline of August 12.	2019
No recommendations from Auditor General.	Achieved	2019	Received no new Office of the Auditor General recommendations.	2019



Regional Stewardship, Foundational Learning, Underrepresented Learners

Community Education Committees

An integral part of Northern Lakes College is the Council of Community Education Committees (CCEC). This unique, public advisory body is comprised of 17 members who represent their local Community Education Committee (CEC). The CCEC meets quarterly with the Board of Governors, President, Senior Management, and Regional Managers to discuss local business opportunities, educational training needs, regional trends, and to have open dialogue with the Board Chair and President.

Each CEC is comprised of members who are nominated by local organizations such as municipal councils, First Nation councils, Métis Settlement councils, educational coordinators, Community Adult Learning Program Coordinators, and business representatives. The committees and their Council identify program and service needs for their communities and regions, support individual learners, and advise each other about best practices in community education. Local decision-making is enabled through Community Program Funds provided to each CEC. These funds are utilized to enhance student success through activities such as community education, student awards, student recruitment, and retention initiatives.

In the 2018-2019 year, the CCEC partnered with five organizations to host the Business Bootcamp series. Over 20 Business Bootcamp courses were sponsored and available to students and residents across the NLC service region at a minimal cost. A wide variety of courses were offered, such as basic bookkeeping, customer service, and website design, which focused on providing skills to employees in small businesses. Another successful initiative hosted by the CCEC was the Lunch Hour Speaker Series offered to College students and CEC members. Utilizing NLC's distance learning technology, two motivational speakers spoke about small business entrepreneurship and managers from ATB delivered a five-week financial literacy series.

Partnership with Community Adult Learning Programs

The College works collaboratively with Community Adult Learning Programs (CALPs), and CALP coordinators often serve as CEC members. NLC provides CALPs with space for literacy and adult learning programming, sometimes in return for student tutoring hours. The collaboratively-developed NLC/CALP Partnership Plan outlines initiatives intended to enhance literacy, computer literacy, and foundational skills. The College and its CALP partners met twice in 2018-2019 to review accomplishments and modify the plan. The College received a grant to open CALPs on reserves and settlements where no CALPs existed, and successfully operated in five locations.

Community Engagement

The College consults with municipal councils and districts, counties, Métis Settlements, and First Nation councils within the service region. The consultations provide an overview of key accomplishments and the strategic direction of the College, and council members are able to provide feedback.

NLC regularly engages in community consultation with a broad set of stakeholders including school divisions, Community Adult Learning Programs, Chambers of Commerce, business, and industry. College personnel represent the College on a variety of community organizations, which currently includes the Peace Region Economic Development Alliance, the Rural Economic Development Initiative, and multiple Chambers of Commerce.

The NLC Open House Roadshow series continued into 2018-2019 and visited nine campuses. Each community was invited to enjoy a barbecue, participate in wellness activities, learn about programs, and tour the campus. The Open House Roadshow attracted hundreds of community members throughout the service region. Other local organizations took advantage of the opportunity to showcase their services at the NLC barbecue event.

Dual Credit

Over 130 students were involved in dual credit programming during the 2018-2019 year at Northern Lakes College. This is a 64% increase over 2017-2018 enrolment figures. These enrolments generated over \$200,000 in revenue with students from 38 different high schools across 12 different school divisions. Further, the mobile trades trailers offered dual credit trades programming in High Prairie and Peace River.

Indigenous Learners

College programming and operations are grounded in profound respect for diverse cultures. In 2018-2019, 53% of Northern Lakes College students self-declared as Indigenous. The NLC Indigenous Advisory Council has developed strategic initiatives in response to the Truth and Reconciliation Commission of Canada's Calls to Action for post-secondary institutions. 2018-2019 accomplishments include the Elders-in-Residence Program in Wabasca, High Level, Slave Lake, and Grouard; Cree language training for staff and students; cultural awareness educational training for staff; and revising the native Cultural Arts Museum's Mandate to focus on the Calls to Action.

Cultural Learning and Celebration

NLC demonstrated a commitment to local Indigenous cultures through the ongoing operation of the Native Cultural Arts Museum located at the Grouard Campus. The museum educates school groups, local residents, and tourists to the area. Additionally, NLC hosted two major cultural events – Métis Week celebrations and a Round Dance. Across the NLC service region, Métis Week was celebrated with various events held in six different communities. A Round Dance in Slave Lake brought over 300 people from across the province to celebrate Indigenous cultures and recognize the significant role of Indigenous peoples in the area.

Rural Learners

Northern Lakes College serves a vast rural region in north central Alberta comprised of over 165,000 square kilometers. NLC maintains campuses in these rural communities to ensure quality post-secondary education is accessible. Many students in the rural communities do not have access to internet connectivity or it is very poor service; these students can go to the local campus to access online classes, counselling, and other learner supports. Access for rural learners is essential in ensuring quality education is available to all.

Academic Upgrading and Adult Basic Education

Academic Upgrading and Adult Basic Education are fundamental components of NLC's programming. Often, a complexity of social and systemic dynamics in northern communities creates barriers for adolescents in the K-12 system. NLC is committed to filling this gap and laddering programming to provide opportunities at all levels of the learning continuum.





Information Technology Report

COLLABORATIVE APPROACH TO SYSTEM ENHANCEMENT

A focus on collaboration continues to underpin Northern Lakes College Information Technology strategy, as the College enhances its services and offerings.

In 2019, Northern Lakes College led a joint initiative with Portage College and Athabasca University to prototype and model many aspects of an updated student experience on a new Student Information System. Besides providing a preview of new online business workflows and processes, project activities brought together a team of 26 cross-functional personnel from all three institutions to share and develop best practices. The College aims to build on the knowledge and experience gained from this successful collaboration as it transitions to a new Student Information System through 2019-2020.

The College is progressing rapidly with the deployment of its new Brightspace Learning Management System from D2L Brightspace, with initial courses being rolled out in September 2019 and additional course migrations anticipated through 2020. The College has introduced text-to-speech and accessibility functions on its website and is introducing a student services chatbot. Other improvements over the next few months will continue to enhance online services and further improve support for our Supported Distance Learning model.

The Northern Lakes College *NLC Connect* mobile application, launched in 2018, has grown in popularity with students and staff, with over 2200 downloads. The application has supported thousands of student interactions, messages, and posts since its launch. The application is also helping simplify staff and student onboarding across mobile devices, and allows convenient tracking of important activities, classes, deadlines, and College news.

A new Occupational Health and Safety system has been implemented to allow better reporting and tracking of hazards, incidents, inspections, corrective measures, and audits. The new system will also help better manage safety training, meetings, and related documentation. A new financial planning and forecasting module has also been deployed to reduce manual effort and improve the effectiveness of the College's budgeting workflows. Training of Budget Officers and transition to the new workflows is scheduled to occur before planning starts for the next fiscal year.

UPDATES TO NETWORK INFRASTRUCTURE

An external review of the College's Information Technology Disaster Recovery Plan has been completed, the results of which are being used to guide infrastructure and information security improvements. An increase in dynamic multimedia content in online learning, the shift to new cloud-based services, increased wireless usage, and a proliferation of new communication and collaboration services have placed many new demands on the College's information technology and security infrastructure. Many of the College's students live in remote locations without reliable broadband access and rely on the College's own wireless network to complete their courses. A phased upgrade of the networking and service infrastructure has been ongoing across the College's 23+ campus locations and the new updates provide many performance and service management improvements that address the College's evolving needs. In support of improving broadband services in the region, the College is also working with Cybera on the western Canada-wide ConnectIN broadband capacity testing project.

REINFORCED CYBERSECURITY CAPABILITIES

Northern Lakes College has seen a significant increase in targeted phishing, vishing, and other forms of electronic attacks over the last couple of years. In 2018, a centralized Identity Governance and Administration system was implemented along with new electronic forms and other enhancements to the College's analytics systems to support the timely maintenance of information technology access controls and user accounts.

Cybersecurity awareness campaigns and online user training are now a standard part of the College's onboarding procedure. A collaborative information security audit initiative that was carried out with Portage College helped achieve related cost savings for both institutions, and the College recently participated in a joint security benchmarking project involving 47 universities and ten colleges led by Ryerson University.

INFORMATION TECHNOLOGY SERVICE DELIVERY IMPROVEMENTS

In late 2018, the College signed a new lease agreement that updates its printing equipment across all campuses, and much of the transition has already been completed. Other campus-related activity has included the preparation and move into the new, shared campus facility with Athabasca University, and the temporary relocation of the College's High Prairie Campus while the new High Prairie complex is being constructed.

The Information Technology team has deployed approximately 850 computing devices since the start of a transition to smaller footprint, eco-friendly desktop and portable systems in 2015. Given positive results from an earlier pilot, the College has also continued a program started two years ago to provide cost effective laptops as a learning resource for Academic Upgrading students. The College continues to take advantage of collaborative purchase agreements through Alberta Association in Higher Education for Information Technology (AAHEIT) and the Government of Alberta, wherever feasible.

The total number of tickets received by Information Technology Services increased by 7% from the prior year to approximately 8,500 tickets due to a combination of growth, campus moves, and new systems being deployed. Overall, Information Technology Service Desk productivity has improved by 6% in comparison with the prior year through the creation of additional service capacity and some internal reorganization.

Development of Information Technology capabilities remains a strategic priority as the College transitions to new systems, and significant changes must be managed without compromising user productivity and operational continuity. The College has invested in training and development for Information Technology personnel to address these needs. As part of an innovative project to develop staff skills and support local communities in parallel, staff from the department planned a Robotics Camp for the summer of 2019. The camp aims to provide a hands-on learning opportunity to approximately 30 students between the ages of 12 to 15 on robotics, 3D printing, and virtual reality. Further, this will provide the College with useful insights into the use of such technologies in the learning environment.



CAPITAL REPORT

Type: Proposed New Expansion Maintenance	Project Description	Total Project Cost	Funding Sources: % GoA % GoC % PSI funds % Donation % Foundation % Industry	Funding Received to Date and Source	Revised Funding Sources
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Priority Projects (Top 3 Capital Priorities)

Expansion	High Prairie Campus	\$ 24,000,000	90% GoA 10% PSI	Government of Alberta provided \$882,000 for planning. \$6 million provided for construction. July 2019 College received an additional \$10.5 million. College restricted accumulated surplus \$2.4 million.	No change
New	Peerless Trout Community Learning Centre Replacement	\$2,700,000	63% GoA 37% PSI	\$1.7 million from Government of Alberta received. \$1.0 million in restricted accumulated surplus from Northern Lakes College.	No change
New	Information Technology Upgrades	\$270,961	100% PSI	Board of Governors restricted funds.	No change

Other

New	Community Learning Centre Replacements Phase 2	\$127,558	100% PSI	Assigned to the Government of Alberta's unfunded capital list. Funding not yet available.	No change
Expansion	Slave Lake Trades and Resource Technology Facility	\$68,000,000	TBA	College has applied for Government of Alberta funding. NLC Board has allocated \$1 million in restricted accumulated surplus. This project has been tabled pending change in scope.	\$1,000,000 PSI has been withdrawn
New	Peace River Campus	\$1,500,000	100% PSI	College \$1.5 million in restricted accumulated surplus has been repurposed. Project is on hold.	\$1,500,000 PSI has been withdrawn
New	Museum/Historic Village	\$83,545	100% PSI	All Funds received.	No change
New	College Facilities	\$ 351,293	100% PSI	All funds received.	No change
New	Practical Nursing, Primary Care Paramedic, Advance Care Paramedic	\$80,516	100% PSI	All funds received.	No change
New	Transportation Capital	\$122,413	100% PSI	All funds received.	No change
New	Apprenticeship and Trades	\$126,630	100% PSI	All funds received.	No change
New	Computer Purchase	\$247,690	100% PSI	All funds received.	No change
Renewal	Renovations of Buildings	\$333,870	100% PSI	All funds received.	No change
Maintenance	Upgrades to Infrastructure Renewal	\$1,432,678	100% GoA	Government of Alberta IMP funds received \$2,017,000 available.	No change
Renewal	Electrical Preservation Grant	\$2,700,000	100% GoA	Government of Alberta grant \$2.7 million (received in 2017).	No change
Renewal	Building Envelope	\$428,541	100% GoA	Government of Alberta \$3,000,000 grant received.	No change

CAPITAL REPORT

Project Timelines and Status

Project Description	Project Timelines	Expected Project Start	Expected Project Completion	Project Status	Progress Made in Lasts 12 Months
High Prairie Campus	Spring 2017 – November 2020	2017	November 2020	Project under construction. Expected completion November 2020.	\$2,286,208 spent. Completed planning and design. Began construction.
Peerless Trout Community Learning Centre Replacement	Fall 2016 – November 2019	Fall 2016	December 2019	In progress	\$7,900 spent in legal agreements. Project is proceeding as co-build with Peerless Trout First Nation. College financial contribution will occur with signing of agreements.
Community Learning Centre Replacements Phase 2	July 2018 – December 2020	July 2018	December 2020	In progress	After coming to agreement, NLC co-located with Athabasca University in January 2019. \$127,558 spent on planning and design for modular campus in Driftpile Cree Nation. Signed a Memorandum of Understanding for land for the new campus.
Slave Lake Trades and Resource Technology Facility	Undetermined	Undetermined	Undetermined	On hold	This project was tabled pending change in scope. The board-allocated \$1 million has been repurposed.
Information Technology Upgrades	July 2018 – June 2019	July 2018	June 2019	In Progress (Board of Governors restricted Funds)	\$270,961 spent on ERP Enhancement, which includes Planner and Student Information System.
Peace River Campus	_____	_____	Project suspended	This project has been suspended. Previously restricted funds have been repurposed.	This project has been suspended. Previously restricted funds have been repurposed.
Museum/Historic Village	July 2018- June 2019	July 2018	June 2019	Completed	\$83,545 spent. Purchased exhibit cases.
College Facilities	July 2018 – June 2019	July 2018	June 2019	Completed	\$351,293 spent. Gym drapes, intrusion alarms, bobcats, tool cat heavy equipment, microrider.
Practical Nursing, Primary Care Paramedic, Advance Care Paramedic	July 2018 – June 2019	July 2018	June 2019	Completed	\$80,516 spent. Med. fidelity nursing simulators, Ferno power cart, chest pump, scanners, ventilator.
Transportation Capital	July 2018 – June 2019	July 2018	June 2019	Completed	\$122,413 spent. Passenger vehicles, cargo van.



High Prairie Campus Rendering

CAPITAL REPORT

Project Timelines and Status					
Project Description	Project Timelines	Expected Project Start	Expected Project Completion	Project Status	Progress Made in Lasts 12 Months
Apprenticeship and Trades	July 2018 – June 2019	July 2018	June 2019	Completed	\$126,630 spent. CNC router tables, refrigeration training unit, bobcat, trailer upgrades.
Computer Purchase	July 2018 – June 2019	July 2018	June 2019	Completed	\$247,690 spent. IT access, network switches, wireless access, servers.
Renovations of Buildings	July 2018 – June 2019	July 2018	June 2019	Completed	\$333,870 spent. Buildings Slave Lake, Gift Lake, Police Point, Wabasca, Fort Vermilion.
Upgrades to Infrastructure Renewal	July 2018 – June 2019	July 2018	June 2019	Completed	\$1,432,678 spent.
Electrical Preservation Grant	April 2017 – March 2019	April 2017	March 2019	Completed	\$1,437,773 spent. Grouard electrical upgrades, intrusions, emergency generator, boiler, and BMS upgrade. Wabasca lighting, controls, and damper upgrade. Slave Lake intrusion, access, NVR, UPS battery expansion, LED upgrades. Cadotte Lake LED upgrade.
Building Envelope	April 2018 – March 2020	April 2018	March 2020	In progress	\$428,541 spent. Grouard site drainage, Peace River drainage, High Level portables move, Valleyview drainage.

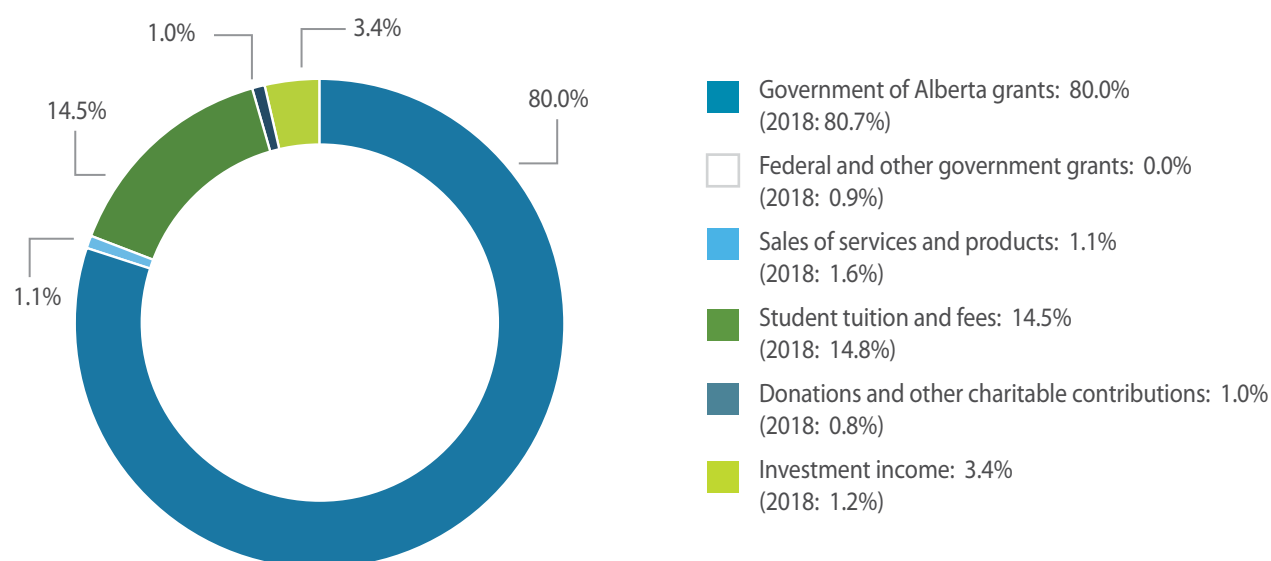


FINANCIAL RESULTS

1. Revenue (in 000's)

Total revenue increased by \$1,348 (3.0%) from \$45,026 in 2018 to \$46,374 in 2019.

The distribution of total revenue between revenue sources for the 2019 fiscal year is presented in the chart below. A comparative percentage for the previous year is also shown.



	Revenue		
	Budget	2019	2018
Government of Alberta grants	\$ 36,365	\$ 37,110	\$ 36,369
Federal and other government grants	0	4	403
Sales of services and products	833	506	714
Student tuitions and fees	6,662	6,723	6,658
Donations and other contributions	649	473	347
Investment income	593	1,558	535
Total	\$ 45,102	\$ 46,374	\$ 45,026

Government of Alberta grants (GoA) represent the College's single largest source of funding for College activities. The GoA has increased the Campus Alberta (base operating) grant by 2%. Government of Alberta revenue was greater than budgeted mainly due to higher than expected Campus Alberta grant and Infrastructure Maintenance Program grant.

Federal and other government grants were not materially different than the budget. The College does not receive a large number of federally-funded grants.

Sales of services and products are generated by Ancillary Services. In providing services to the communities, students, and staff, the College continued to develop funding for College operations and strategic initiatives. Sales of services were less than the budget due to loss from disposal of capital assets.

Donations and other contributions support many College activities. Donations and other contribution revenue were less than the budget due to less than expected disbursement of deferred awards.

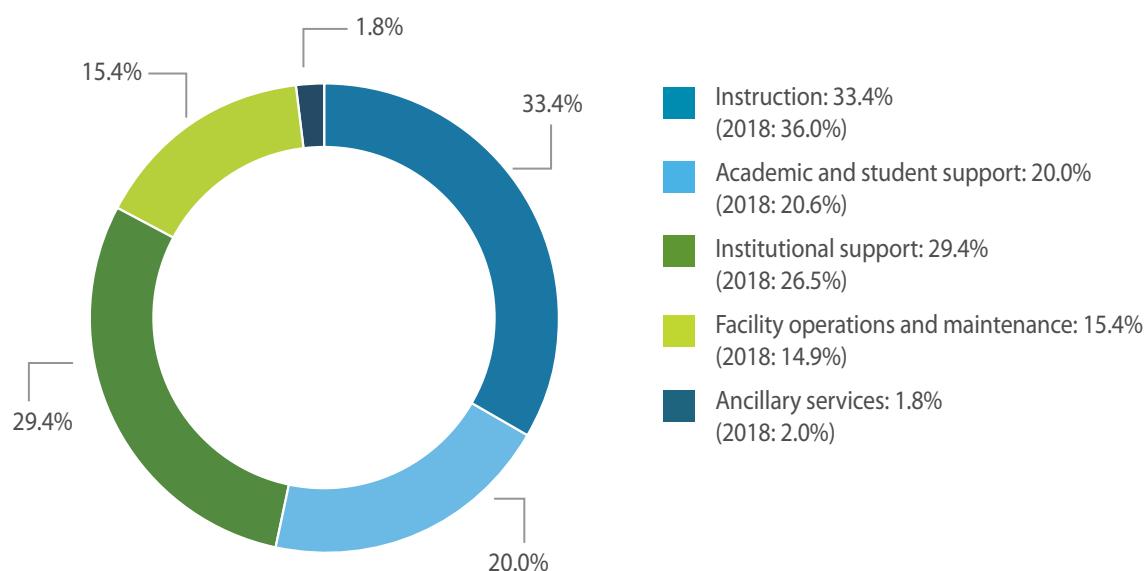
Investment income is more than the budget due to significant realized gains. These gains are the result of switching the investment portfolio from mainly mutual funds to bonds. This income does not include the accumulated remeasurement gain in net assets.

2. Expenses (in 000's)

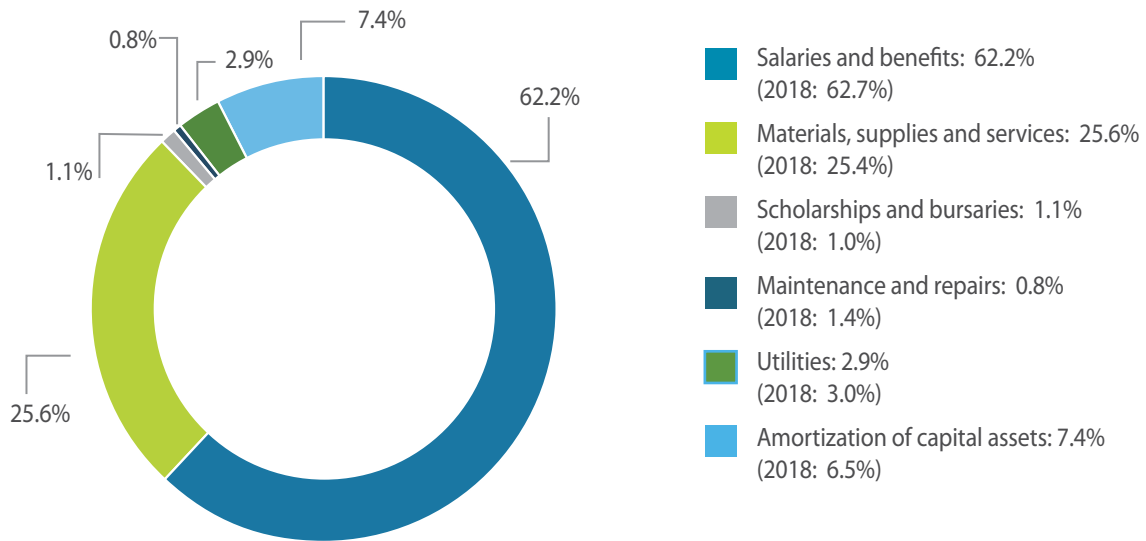
Total actual expenses decreased by \$540 (1.2%), from \$43,751 in 2018 to \$43,211 in 2019.

The distribution of total expenses for the 2018-19 fiscal year is presented in the following two charts.

Expense by Function



Expense by Object



	Expenses		
	Budget	2019	2018
Salaries and benefits	\$ 28,249	\$ 26,906	\$ 27,408
Materials, supplies, and services	11,944	11,043	11,104
Scholarships and bursaries	400	461	423
Maintenance and repairs	203	337	624
Utilities	1,256	1,252	1,329
Amortization of capital assets	3,050	3,212	2,863
Total	\$ 45,102	\$ 43,211	\$ 43,751

The key expense highlights are:

Salaries and benefits are less than the budget mainly due to conservative budgeting.

Materials, supplies, and services are less than the budget mainly due to smaller than expected expenditures related to curriculum development, accounts receivable collections efforts and reduced related amount of bad debt, and less expenses related to insurance.

Other remaining expenses are comparable to the budget.

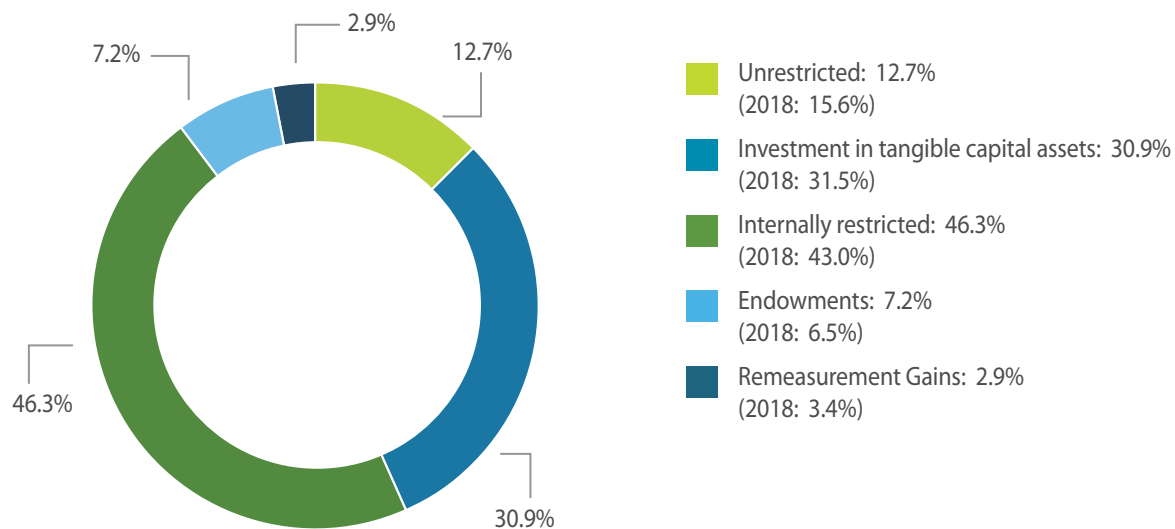
3. Net Assets (in 000's)

The increase in total net assets occurred as a result of changes in the following:

	Net Assets		
	2018	Change	2019
Accumulated operating surplus	\$ 4,363	\$ (351)	\$ 4,012
Investment in tangible capital assets	8,776	926	9,702
Internally restricted surplus	12,000	2,588	14,588
Endowments	1,802	481	2,283
Total accumulated surplus	26,941	3,644	30,585
Accumulated remeasurement gains	950	(26)	924
Total net assets	\$ 27,891	\$ 3,618	\$ 31,509

Net assets are more fully described in Note 11 to the Consolidated Financial Statements.

Net Assets



4. Net Financial Assets (in 000's)

The College's liquidity needs are met primarily through operating cash flows, working capital balances, and capital expansion funding received through grants or long-term debt. Net financial assets is a measure of an organization's ability to use its financial assets to cover liabilities and fund future operations. The College presents the net financial assets indicator as directed by the Controller of the Province of Alberta.

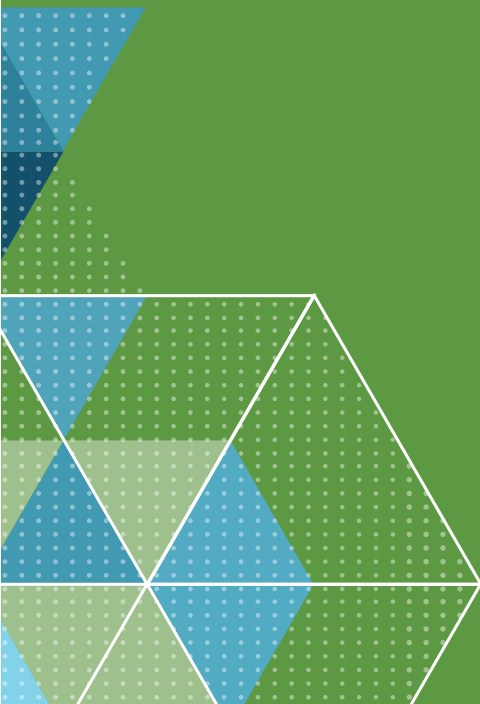
The College's presentation of net financial assets includes \$2,716 of portfolio investments that are restricted for endowments. Endowment restricted investments represent contributions from donors that are required to be maintained intact in perpetuity, as well as capitalized investment income that is also required to be maintained in perpetuity to protect the economic value of the endowment. Therefore these investments cannot be used to pay for liabilities or future operating or capital purchases. As a result, College management also monitors an adjusted indicator, which management believes is important in evaluating the assets the College has available for future spending.

	Net Financial Assets	
	2019	2018
Net financial assets (as presented in the consolidated statement of financial position)	\$ 20,945	\$ 18,501
Less portfolio investments - restricted for endowments	(2,716)	(2,265)
Adjusted net financial assets	\$ 18,229	\$ 16,236

During the year the Adjusted Net Financial Asset balance increased by \$1,993. The College continues to have sufficient positive Adjusted Net Financial Assets, demonstrating financial strength and commitment to managing the College's financial position.

CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2019



STATEMENT OF MANAGEMENT RESPONSIBILITY

The consolidated financial statements of Northern Lakes College have been prepared by management in accordance with Canadian public sector accounting standards. The consolidated financial statements present fairly the financial position of the college as at June 30, 2019 and the results of its operations, remeasurement gains and losses, changes in net financial assets and cash flows for the year then ended.

In fulfilling its responsibilities and recognizing the limits inherent in all systems, management has developed and maintains a system of internal control designed to provide reasonable assurance that college assets are safeguarded from loss and that the accounting records are a reliable basis for the preparation of the consolidated financial statements.

The Board of Governors is responsible for reviewing and approving the consolidated financial statements, and overseeing management's performance of its financial reporting responsibilities.

The Board of Governors carries out its responsibility for review of the consolidated financial statements principally through its Audit and Finance Committee. More than half the members of the Audit and Finance Committee are not employees of the college. The Audit and Finance Committee meets with management and the external auditor to discuss the results of audit examinations and financial reporting matters. The external auditor has full access to the Audit and Finance Committee, with and without the presence of management.

These consolidated financial statements have been reported on by the Auditor General of Alberta, the auditor appointed under the Post-secondary Learning Act. The Independent Auditor's Report outlines the scope of the audit and provides the audit opinion on the fairness of presentation of the information in the consolidated financial statements.

[Original signed by Ann Everatt]

President and CEO

[Original signed by Robert LeSage]

Vice-President and CFO (Corporate Services)



Independent Auditor's Report

To the Board of Governors of Northern Lakes College

Report on the Consolidated Financial Statements

Opinion

I have audited the consolidated financial statements of Northern Lakes College (the Group), which comprise the consolidated statement of financial position as at June 30, 2019, and the consolidated statements of operations, remeasurement gains and losses, change in net financial assets, and cash flows for the year then ended, and notes to the consolidated financial statements, including a summary of significant accounting policies.

In my opinion, the accompanying consolidated financial statements present fairly, in all material respects, the consolidated financial position of the Group as at June 30, 2019, and the results of its operations, its remeasurement gains and losses, its changes in net financial assets, and its cash flows for the year then ended in accordance with Canadian public sector accounting standards.

Basis for opinion

I conducted my audit in accordance with Canadian generally accepted auditing standards. My responsibilities under those standards are further described in the *Auditor's Responsibilities for the Audit of the Consolidated Financial Statements* section of my report. I am independent of the Group in accordance with the ethical requirements that are relevant to my audit of the consolidated financial statements in Canada, and I have fulfilled my other ethical responsibilities in accordance with these requirements. I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my opinion.

Other information

Management is responsible for the other information. The other information comprises the information included in the *Annual Report*, but does not include the consolidated financial statements and my auditor's report thereon. The *Annual Report* is expected to be made available to me after the date of this auditor's report.

My opinion on the consolidated financial statements does not cover the other information and I do not express any form of assurance conclusion thereon.

In connection with my audit of the consolidated financial statements, my responsibility is to read the other information identified above and, in doing so, consider whether the other information is materially inconsistent with the consolidated financial statements or my knowledge obtained in the audit, or otherwise appears to be materially misstated.

If, based on the work I will perform on this other information, I conclude that there is a material misstatement of this other information, I am required to communicate the matter to those charged with governance.

Responsibilities of management and those charged with governance for the consolidated financial statements

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

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

Those charged with governance are responsible for overseeing the Group's financial reporting process.

Auditor's responsibilities for the audit of the consolidated financial statements

My objectives are to obtain reasonable assurance about whether the consolidated financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes my opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists.

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

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

- Identify and assess the risks of material misstatement of the consolidated financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for my opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Group's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Group's ability to continue as a going concern. If I conclude that a material uncertainty exists, I am required to draw attention in my auditor's report to the related disclosures in the consolidated financial statements or, if such disclosures are inadequate, to modify my opinion. My conclusions are based on the audit evidence obtained up to the date of my auditor's report. However, future events or conditions may cause the Group to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the consolidated financial statements, including the disclosures, and whether the consolidated financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- Obtain sufficient appropriate audit evidence regarding the financial information of the entities or business activities within the Group to express an opinion on the consolidated financial statements. I am responsible for the direction, supervision and performance of the group audit. I remain solely responsible for my audit opinion.

I communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that I identify during my audit.

[Original signed by W. Doug Wylie FCPA, FCMA, ICD.D]

Auditor General

October 24, 2019

Edmonton, Alberta

Consolidated Statement of Financial Position

As at June 30, 2019

(thousands of dollars)

	2019	2018
Financial assets excluding portfolio investments restricted for endowments		
Cash and cash equivalents (Note 4)	\$ 10,385	\$ 11,816
Portfolio investments - non-endowment (Note 5)	27,400	20,810
Accounts receivable	724	2,081
Inventories held for sale	19	33
	38,528	34,740
Liabilities		
Accounts payable and accrued liabilities	4,940	4,429
Employee future benefits liabilities (Note 7)	430	407
Debt	-	931
Deferred revenue (Note 8)	14,929	12,737
	20,299	18,504
Net financial assets excluding portfolio investments restricted for endowments	18,229	16,236
Portfolio investments - restricted for endowments (Note 5)	2,716	2,265
Net financial assets	20,945	18,501
Non-financial assets		
Tangible capital assets (Note 9)	40,689	37,004
Inventories of supplies	773	414
Prepaid expenses	88	199
	41,550	37,617
Net assets before spent deferred capital contributions	62,495	56,118
Spent deferred capital contributions (Note 10)	30,986	28,227
Net assets (Note 11)	\$ 31,509	\$ 27,891
Net assets comprised of:		
Accumulated surplus	30,585	26,941
Accumulated remeasurement gains	924	950
	\$ 31,509	\$ 27,891

Contingent liabilities and contractual obligations (Notes 12 and 13)

Approved by the Board of Governors[Original signed by Daniel Vandermeulen]

Chair, Board of Governors

[Original signed by Marie Dyck]

Chair, Audit and Finance Committee

The accompanying notes are an integral part of these consolidated financial statements.

Consolidated Statement of Operations

For the year ended June 30, 2019

(thousands of dollars)

	Budget	2019	2018
Revenues			
Government of Alberta grants (Note 17)	\$ 36,365	\$ 37,110	\$ 36,369
Federal and other government grants (Note 17)	-	4	403
Sales of services and products	833	506	714
Student tuition and fees	6,662	6,723	6,658
Donations and other contributions	649	473	347
Investment income	593	1,558	535
	45,102	46,374	45,026
Expenses			
Instruction	14,738	14,413	15,720
Academic and student support	9,433	8,651	9,030
Institutional support	14,118	12,710	11,591
Facility operations and maintenance	6,034	6,675	6,523
Ancillary services	779	762	887
	45,102	43,211	43,751
Annual operating surplus	-	3,163	1,275
Endowment capitalized investment income (Note 11)		106	77
Endowment contribution	-	375	-
Annual surplus	-	3,644	1,352
Accumulated surplus, beginning of year	-	26,941	25,589
Accumulated surplus, end of year	\$ -	\$ 30,585	\$ 26,941

The accompanying notes are an integral part of these consolidated financial statements.

Consolidated Statement of Change in Net Financial Assets

For the Year Ended June 30, 2019

(thousands of dollars)

	2019	2018
Annual surplus	\$ 3,644	\$ 1,352
Acquisition of tangible capital assets	(7,330)	(3,838)
Proceeds from sale of tangible capital assets	240	357
Amortization of tangible capital assets	3,212	2,863
Loss (gain) on disposal of tangible capital assets	193	(100)
Change in inventories of supplies	(359)	(22)
Change in prepaid expenses	111	54
Change in spent deferred capital contributions	2,759	141
Change in accumulated remeasurement gains (losses)	(26)	107
Increase in net financial assets	2,444	914
Net financial assets, beginning of year	18,501	17,587
Net financial assets, end of year	\$ 20,945	\$ 18,501

Consolidated Statement of Remeasurement Gains and Losses

For the Year Ended June 30, 2019

(thousands of dollars)

	2019	2018
Accumulated remeasurement gains at beginning of year	\$ 950	\$ 843
Unrealized gains (losses) attributable to:		
Quoted in active market financial instruments:		
Portfolio investments - non-endowment	(774)	164
Designated fair value financial instruments:		
Portfolio investments - non-endowment	(99)	73
Amounts reclassified to the consolidated statement of operations:		
Quoted in active market financial instruments:		
Portfolio investments - non-endowment	438	19
Designated fair value financial instruments:		
Portfolio investments - non-endowment	409	(149)
Accumulated remeasurement gains at end of year	<u>\$ 924</u>	<u>\$ 950</u>

The accompanying notes are an integral part of these consolidated financial statements.

Consolidated Statement of Cash Flows

For the Year Ended June 30, 2019

(thousands of dollars)

	2019	2018
OPERATING TRANSACTIONS		
Operating surplus	\$ 3,644	\$ 1,352
Add (deduct) non-cash items:		
Amortization of tangible capital assets	3,212	2,863
Loss (gain) on disposal of tangible capital assets	193	(100)
Expended capital recognized as revenue	(2,307)	(2,066)
Increase (decrease) in employee future benefit liabilities	23	(88)
Decrease in accounts receivable	1,357	417
Decrease (increase) in inventories held for resale	14	(3)
Increase in accounts payable and accrued liabilities	511	338
Increase in deferred revenue	2,192	3,432
(Increase) in inventory of supplies	(359)	(22)
Decrease in prepaid expenses	111	54
Cash provided by operating transactions	8,591	6,177
INVESTING TRANSACTIONS		
Purchases of portfolio investments	(38,870)	(13,653)
Proceeds on sale of portfolio investments	31,803	12,952
Cash applied to investing transactions	(7,067)	(701)
FINANCING TRANSACTIONS		
Debt repayment	(931)	(1,089)
Increase in spent deferred capital contributions, less expended capital recognized as revenue	5,066	2,207
Cash provided by (applied to) financing transactions	4,135	1,118
CAPITAL TRANSACTIONS		
Acquisition of tangible capital assets, less in-kind donations	(7,330)	(3,838)
Proceeds on sale of tangible capital assets	240	357
Cash applied to capital transactions	(7,090)	(3,481)
Increase (decrease) in cash and cash equivalents	(1,431)	3,113
Cash and cash equivalents at beginning of year	11,816	8,703
Cash and cash equivalents at end of year	\$ 10,385	\$ 11,816

The accompanying notes are an integral part of these consolidated financial statements.

Notes to the Consolidated Financial Statements

June 30, 2019

(thousands of dollars)

1. Authority and Purpose

The Board of Governors of Northern Lakes College is a corporation which manages and operates Northern Lakes College ("the College") under the *Post-Secondary Learning Act (Alberta)*. All members of the Board of Governors are appointed by either the Lieutenant Governor in Council or the Minister of Advanced Education, with the exception of the President, who is an ex officio member. Under the *Post-Secondary Learning Act*, Campus Alberta Sector Regulation, the College is a comprehensive community institution offering diploma and certificate programs as well as a full range of continuing education programs and activities. The College is a registered charity, and under section 149 of the Income Tax Act (Canada), is exempt from the payment of income tax.

2. Summary of Significant Accounting Policies and Reporting Practices

a General - Public Sector Accounting Standards and Use of Estimates

These consolidated financial statements have been prepared in accordance with Canadian public sector accounting standards (PSAS).

The measurement of certain assets and liabilities is contingent upon future events; therefore, the preparation of these consolidated financial statements requires the use of estimates, which may vary from actual results. The College's management uses judgment to determine such estimates. Employee future benefit liabilities, amortization of capital assets and the revenue recognition for expended capital are the most significant items based on estimates. In management's opinion, the resulting estimates are within reasonable limits of materiality and are in accordance with the significant accounting policies summarized below. These significant accounting policies are presented to assist the reader in evaluating these consolidated financial statements and, together with the following notes, should be considered an integral part of the consolidated financial statements.

b. Valuation of Financial Assets and Liabilities

The College's financial assets and liabilities are generally measured as follows:

Financial Statement Component	Measurement
Cash and cash equivalents	Amortized cost
Portfolio investments	Fair value and amortized cost
Inventories held for resale	Lower of cost or net realizable value
Accounts receivable	Amortized cost
Accounts payable and accrued liabilities	Amortized cost
Debt	Amortized cost

Unrealized gains and losses from changes in the fair value of financial assets and liabilities are recognized in the consolidated statement of remeasurement gains and losses. When the restricted nature of a financial instrument and any related changes in fair value create a liability, unrealized gains and losses are recognized as deferred revenue.

All financial assets are tested annually for impairment. When financial assets are impaired, impairment losses are recognized in the consolidated statement of operations. A write-down of a portfolio investment to reflect a loss in value is not reversed for a subsequent increase in value.

For financial assets and liabilities measured using amortized cost, the effective interest rate method is used to determine interest revenue or expense. Transaction costs are a component of cost for financial instruments measured using cost or amortized cost. Transaction costs are expensed for financial instruments measured at fair value. Investment management fees are expensed as incurred. The purchase and sale of cash and cash equivalents and portfolio investments are accounted for using trade-date accounting.

The College does not use foreign currency contracts or any other type of derivative financial instruments for trading or speculative purposes.

Management evaluates contractual obligations for the existence of embedded derivatives and elects to either designate the entire contract for fair value measurement or separately measure the value of the derivative component when characteristics of the derivative are not closely related to the economic characteristics and risks of the contract itself. Contracts to buy or sell non-financial items for the College's normal purchase, sale or usage requirements are not recognized as financial assets or liabilities. The College does not have any embedded derivatives.

Notes to the Consolidated Financial Statements

June 30, 2019

(thousands of dollars)

2. Summary of Significant Accounting Policies and Reporting Practices (continued)

c. Revenue Recognition

All revenues are reported on the accrual basis of accounting. Cash received for which goods or services have not been provided by year end is recognized as deferred revenue.

i. Government grants, non-government grants and donations

Government transfers are referred to as government grants.

Restricted grants and donations are recognized as deferred revenue if the terms for the use, or the terms along with the College's actions and communication as to the use, create a liability. These grants and donations are recognized as revenue as the terms are met. If the grants and donations are used to acquire or construct tangible capital assets, revenue will be recognized over the useful life of the tangible capital asset.

Government grants without terms for the use for the grant are recognized as revenue when the College is eligible to receive the funds. Unrestricted non-government grants and donations are recognized as revenue in the year received or in the year the funds are committed to the College if the amount can be reasonably estimated and collection is reasonably assured.

In kind donations of services, materials and tangible capital assets are recorded at fair value when such value can reasonably be determined. Transfers of tangible capital assets from related parties are recorded at the carrying value. While volunteers as well as College staff contribute a significant amount of time each year to assist the College in carrying out its mission, the value of their services are not recognized in the consolidated financial statements because fair value cannot be reasonably determined.

ii. Grants and donations related to land

Grants and donations for the purchase of land are recognized as deferred revenue when received and recognized as revenue when the land is purchased.

The College recognizes in kind contributions of land as revenue at the fair value of the land when a fair value can be reasonably determined. When the College cannot determine the fair value, it records such in-kind contributions at nominal value.

iii. Endowment donations

Endowment donations are recognized as revenue in the consolidated statement of operations in the year in which they are received and are required by donors to be maintained intact in perpetuity.

Investment income earned on endowments must be used in accordance with the various purposes established by the donors or the Board of Governors. Benefactors may stipulate that the economic value of the endowments must be protected by limiting the amount of income that may be expended and reinvesting unexpended income.

Under the *Post-secondary Learning Act*, the College has the authority to alter the terms and conditions of endowments to enable:

- income earned by the endowment to be withheld from distribution to avoid fluctuations in the amounts distributed and generally to regulate the distribution of income earned by the endowment.
- encroachment on the capital of the endowment to avoid fluctuations in the amounts distributed and generally to regulate the distribution of income earned by the endowment if, in the opinion of the Board of Governors, the encroachment benefits the Institution and does not impair the long-term value of the fund.

In any year, if the investment income earned on endowments is insufficient to fund the spending allocation, the spending allocation is funded from the accumulated capitalized investment income. However, for individual endowment funds without sufficient accumulated capitalized income, unrestricted accumulated operating surplus is used in that year. This amount is expected to be recovered by future investment income.

Endowment contributions, matching contributions and associated investment income allocated for the preservation of endowment capital purchasing power are recognized in the Consolidated Statement of Operations in the period in which they are received.

Notes to the Consolidated Financial Statements

June 30, 2019

(thousands of dollars)

2. Summary of Significant Accounting Policies and Reporting Practices (continued)

iv. Investment income

Investment income includes dividends, interest income and realized gains or losses on the sale of portfolio investments. Investment income from restricted grants and donations is recognized as deferred revenue when the terms for use create a liability, and is recognized as investment income when the terms of the grant or donation are met.

The endowment spending allocation portion of investment income earned by endowments is recognized as deferred revenue when the terms for the use by the endowment create a liability. Realized investment income allocated to endowment balances for the preservation of endowment capital purchasing power is recognized in the Consolidated Statement of Operations.

d. Inventories Held for Sale

Inventories for resale are valued at the lower of cost and expected net realizable value and are determined using the weighted average method. Inventories of supplies are valued at cost.

e. Tangible Capital Assets

Tangible capital assets are recorded at cost, which includes amounts that are directly related to the acquisition, design, construction, development, improvement or betterment of the assets. Cost includes overhead directly attributable to construction and development, as well as interest costs that are directly attributable to the acquisition or construction of the asset. Work in progress, which includes facilities and improvement projects and development of information systems, is not amortized until after the project is complete and the asset is in service. Assets or disposal groups that are classified as held for sale are measured at the lower of carrying amount and fair value less costs to sell.

Capital lease liabilities are recorded at the present value of the future minimum lease payments at the inception of the lease, excluding executor costs (e.g. insurance, maintenance costs, etc.). The discount rate used to determine the present value of the lease payments is the lower of the College's rate for incremental borrowing or the interest rate implicit in the lease.

The cost, less residual value, of the tangible capital assets, excluding land, is amortized on a straight-line basis over the estimated useful lives as follows:

Buildings	10 - 40 years
Land improvements	10 - 40 years
Furniture and equipment	5 - 10 years
Computer hardware and software	4 - 5 years

Tangible capital assets are written down when conditions indicate that they no longer contribute to the College's ability to provide goods and services, or when the value of future economic benefits associated with the tangible capital assets are less than their net book value. The net write-downs are accounted for as expenses in the consolidated statement of operations.

Intangible assets are expensed when acquired and not recognized as tangible capital assets because a reasonable estimate of the future benefits associated with such property cannot be made.

f. Asset Retirement Obligations

Asset retirement obligations are recognized for statutory, contractual or legal obligations, associated with the retirement of tangible capital assets when those obligations result from the acquisition, construction, development or normal operation of the assets. The obligations are measured initially at fair value, determined using present value methodology, and the resulting costs capitalized into the carrying amount of the related asset. In subsequent periods, the liability is adjusted for the accretion of discount and any changes in the amount or timing of the underlying future cash flows. The capitalized asset retirement cost is amortized on the same basis as the related asset and the discount accretion is included in determining the results of operations.

Notes to the Consolidated Financial Statements

June 30, 2019

(thousands of dollars)

2. Summary of Significant Accounting Policies and Reporting Practices (continued)

g. Employee Future Benefits

i. Pension

The College participates with other employers in the Public Service Pension Plan (PSPP) and the Management Employees Pension Plan (MEPP). These pension plans are multi-employer defined benefit pension plans that provide pensions for the College's participating employees based on years of service and earnings.

The College does not have sufficient plan information on the PSPP or MEPP to follow the standards for defined benefit accounting, and therefore follows the standards for defined contribution accounting. Accordingly, pension expense recognized for the PSPP or MEPP is comprised of employer contributions to the plan that are required for its employees during the year, which are calculated based on actuarially pre-determined amounts that are expected to provide the plan's future benefits.

ii. Long-term disability

The cost of providing non-vesting and non-accumulating employee future benefits for compensated absences under the College's long-term disability plans is charged to expense in full when the event occurs which obligates the College to provide the benefits. The cost of these benefits is actuarially determined using the accumulated benefit method, a market interest rate and administration's best estimate of the retirement ages of employees, expected health care costs and the period of employee disability. Actuarial gains or losses on the accrued benefit obligation are amortized over the average expected period the benefits will be paid.

h. Basis of Consolidation

These consolidated financial statements use the line-by-line method to record the accounts of the controlled entity, Council of Community Education Committees Society of Northern Lakes College ("the CCEC"). The CCEC is incorporated under the Societies Act of Alberta and is a registered charity under the Income Tax Act.

i. Expense by Function

The College uses the following categories of functions on its consolidated statement of operations

Instruction

Expenses directly relating to the delivery of programming and training within the College, whether for credit or non-credit programs.

Academic and student support

Expenses relating to activities directly supporting the academic functions of the College. This includes items such as libraries and expenses for Deans. Academic and student support also includes expenses for centralized functions that support individual students or groups of students.

Institutional support

Includes expenses for centralized College-wide administration including executive management, external relations, corporate insurance premiums, corporate finance, human resources and network and data communications.

Facility operations and maintenance

Expenses relating to maintenance and renewal of facilities that house the teaching, research and administrative activities within the College. These include utilities, facilities administration, building maintenance, custodial services, landscaping and grounds keeping, as well as major repairs and renovations.

Ancillary services

Expenses relating to services and products provided to the College community and to external individuals and organizations. Services include the staff and student residences.

Notes to the Consolidated Financial Statements

June 30, 2019

(thousands of dollars)

2. Summary of Significant Accounting Policies and Reporting Practices (continued)**j. Funds and Reserves**

Certain amounts, as approved by the Board of Governors, are set aside in accumulated surplus for future operating and capital purposes. Transfers to / from funds and reserves are an adjustment to the respective fund when approved.

k. Future Accounting Changes

In August 2018, the Public Sector Accounting Board issued PS 3280 Asset retirement obligations. This accounting standard is effective for fiscal years starting on or after April 1, 2021. Asset retirement obligations provides guidance on how to account for and report a liability for retirement of a tangible capital asset.

In November 2018, the Public Sector Accounting Board approved PS 3400 Revenue. This accounting standard is effective for fiscal years starting on or after April 1, 2022 and provides guidance on how to account for and report on revenue, specifically addressing revenue arising from exchange transactions and unilateral transactions.

Management is currently assessing the impact of this new standard on the consolidated financial statements.

3. Adoption of New Accounting Standards

The institution has prospectively adopted PS 3430 Restructuring transactions. This accounting standard is effective for fiscal years starting on or after April 1, 2018. Restructuring transactions defines and establishes disclosure standards for restructuring transactions. The adoption of this standard did not affect the consolidated financial statements.

4. Cash and Cash Equivalents

	2019	2018
Cash	\$ 8,077	\$ 3,958
Money market funds, short-term notes and treasury bills	2,308	7,858
	<u>\$ 10,385</u>	<u>\$ 11,816</u>

Cash equivalents include highly liquid short term investments with a short maturity less than three months from the date of acquisition.

Notes to the Consolidated Financial Statements

June 30, 2019

(thousands of dollars)

5. Portfolio Investments

	2019	2018
Portfolio investments - non-endowment	\$ 27,400	\$ 20,810
Portfolio investments - restricted for endowments	2,716	2,265
	<u>\$ 30,116</u>	<u>\$ 23,075</u>

The composition of portfolio investments measured at fair value is as follows:

	2019			
	Level 1	Level 2	Level 3	Total
Portfolio investments at fair value				
Bonds				
Canadian Bonds	\$ -	\$ 21,990	\$ -	\$ 21,990
Equities				
Mutual funds	8,039	87	-	8,126
Total portfolio investments	<u>\$ 8,039</u>	<u>\$ 22,077</u>	<u>\$ -</u>	<u>\$ 30,116</u>
	<u>27%</u>	<u>73%</u>	<u>-%</u>	<u>100%</u>

	2018			
	Level 1	Level 2	Level 3	Total
Portfolio investments at fair value				
Bonds				
Canadian Bonds	\$ -	\$ 6,677	\$ -	\$ 6,677
Equities				
Mutual funds	6,808	9,533	57	16,398
Total portfolio investments	<u>\$ 6,808</u>	<u>\$ 16,210</u>	<u>\$ 57</u>	<u>\$ 23,075</u>
	<u>30%</u>	<u>70%</u>	<u>-%</u>	<u>100%</u>

The fair value measurements are those derived from:

Level 1 – Quoted prices in active markets for identical assets;

Level 2 – Fair value measurements are those derived from inputs other than quoted prices included with level 1 that are observable for the assets, either directly (i.e. as prices) or indirectly (i.e. derived from prices);

Level 3 – Fair value measurements are those derived from valuation techniques that include inputs for the assets that are not based on observable market data (unobservable inputs).

Notes to the Consolidated Financial Statements

June 30, 2019

(thousands of dollars)

6. Financial risk management

The College is exposed to the following risks:

Market price risk

The College is exposed to market price risk - the risk that the value of a financial instrument will fluctuate as a result of changes in market prices, whether those changes are caused by factors specific to the individual security, its issuer or general market factors affected all securities. To manage this risk, the College has established an investment policy with a target mix that is diversified by asset class with individual issuer limits and is designed to achieve a long-term rate of return that in real terms equals or exceeds total endowment expenditures with an acceptable level of risk.

The College assesses its portfolio sensitivity to a percentage increase or decrease in the market prices. The sensitivity is determined by the College's investment advisor using the historical annualized standard deviation for the entire portfolio over a three year period. At June 30, 2019, if the market prices had a 4.74% (2018 - 4.42%) increase or decrease with all other variable held constant, the increase or decrease in remeasurement gain and losses and endowment net assets for the year would have been increase or decrease of \$1,297 (2018 - \$1,127).

Foreign currency risk

Foreign currency risk is the risk that the fair value of future cash flows of a financial instrument will fluctuate because of changes in foreign exchange rates. The College is exposed to foreign exchange risk on investments that are denominated in foreign currencies. The College does not use foreign currency forward contracts or any other type of derivative financial instruments for trading or speculative purposes. The College's exposure to foreign exchange risk is very low due to minimal business activities conducted in a foreign currency.

Liquidity risk

Liquidity risk is the risk that the College will encounter difficulty meeting obligations associated with its financial liabilities. The College maintains a short-term line of credit that is designed to ensure that funds are available to meet current and forecasted financial requirements in the most cost effective manner. This short-term line of credit has a \$2,000 (2018 - \$2,000) limit with interest paid monthly at an interest rate of Prime plus 0.3% (2018 - Prime plus 0.3%). As at June 30, 2019, no draws (2018 - no draws) have been made from this available line of credit.

Credit risk

Counterparty credit risk is the risk of loss arising from the failure of a counterparty to fully honour its financial obligations with the College. The College is exposed to credit risk on investments and has established an investment policy with required minimum credit quality standards and issuer limits. The credit risk from accounts receivable is low as the majority of balances are due from government agencies and corporate sponsors.

The credit risks on investments held as a percentage of total bond portfolio are as follows:

Credit Rating	2019	2018
Bonds		
AAA	31.00 %	48.30 %
AA	24.20 %	26.90 %
A	44.80 %	16.30 %
BBB	- %	8.10 %
Below BBB	- %	0.40 %
	100.00 %	100.00 %

Interest rate risk

Interest rate risk is the risk to the College's earnings that arise from the fluctuations in interest rates and the degree of volatility of these rates. This risk is managed by investment policies that limit the term to maturity of certain fixed income securities that the College holds. If interest rates increased by 1.0%, and all other variables are held constant, the potential loss in fair value to the College would be approximately \$787 of total fixed income portfolio (2018: \$763).

Notes to the Consolidated Financial Statements

June 30, 2019

(thousands of dollars)

6. Financial risk management (continued)

The maturity and effective market yield of interest bearing investments are as follows:

	Less than 1 year	1 to 5 years	Greater than 5 years	Average effective market yield
Money market funds and GICs	100.00 %	- %	- %	2.17 %
Canadian corporate bonds	- %	50.15 %	49.85 %	2.16 %
Canadian government bonds	25.13 %	49.95 %	24.92 %	1.71 %
Provincial government bonds	- %	33.35 %	66.65 %	1.92 %

7. Employee Future Benefit Liabilities

Employee future benefit liabilities are comprised of the following:

	2019	2018
Long term disability	\$ 430	\$ 407

A. Defined benefit plan accounted for on a defined benefit basis**Long term disability (LTD) benefits**

The College provides long-term disability defined benefits to its employees. The most recent actuarial valuation for these benefits was at June 30, 2018.

The long-term disability plan provides pension and non-pension benefits after employment, but not before the employee's normal retirement date.

	2019	2018
Accrued benefit obligation:		
Balance, beginning	\$ 407	\$ 495
Interest cost	9	12
Benefits paid	(58)	(52)
Actuarial (gain) loss	79	(57)
Change in actuarial assumptions	(7)	9
	<u>\$ 430</u>	<u>\$ 407</u>

The significant actuarial assumptions used to measure the LTD accrued benefit obligation are as follows:

	2019	2018
Accrued benefit obligation:		
Discount rate	2.5 %	2.5 %
Long-term average compensation increase	- %	- %
Estimated average remaining service life (years)	6.6	8.0

Notes to the Consolidated Financial Statements

June 30, 2019

(thousands of dollars)

7. Employee Future Benefit Liabilities (continued)

B. Defined benefit accounted for on a defined contribution basis

Management Employees Pension Plan (MEPP)

The MEPP is a multi-employer contributory defined benefit pension plan for managers at the College and is accounted for on a defined contribution basis. At December 31, 2018, the MEPP reported an actuarial surplus of \$670,700 (2017 - \$866,006). An actuarial valuation of the MEPP was carried out as at December 31, 2017 and was then extrapolated to December 31, 2018. The pension expense recorded in these financial statements is \$340 (2018 - \$321).

Public Service Pension Plan (PSPP)

The PSPP is a multi-employer contributory defined benefit pension plan for support staff members and is accounted for on a defined contribution basis. The pension expense recorded in these consolidated financial statements is \$2,039 (2018 - \$2,314).

An actuarial valuation of the PSPP was carried out as at December 31, 2017 and was then extrapolated to December 31, 2018. At December 31, 2018, the PSPP reported an actuarial surplus of \$519,218 (2017 - \$1,275,843). For the year ended December 31, 2018, PSPP reported employer contributions of \$337,390 (2017 - \$363,748) and employee contributions of \$338,742 (2017 - \$366,706). Other than the requirement to make additional contributions, the College does not bear any risk related to the PSPP deficiency.

8. Deferred Revenue

Deferred revenues are set aside for specific purposes as required either by legislation, regulation or agreement:

	2019				2018
	Unspent externally restricted grants and donations	Unspent deferred capital contributions	Tuition and other fees	Total	Total
Balance, beginning of year	\$ 10,263	\$ 2,159	\$ 315	\$ 12,737	\$ 9,306
Grants, tuition, donations received during the year	6,158	6,000	6,691	18,849	17,749
Restricted investment income	167	40	-	207	181
Unrealized gains (losses)	(18)	-	-	(18)	(63)
Transfers to spent deferred capital contributions	(3,300)	(1,766)	-	(5,066)	(2,207)
Recognized as revenue	(5,057)	-	(6,723)	(11,780)	(12,229)
Balance, end of year	\$ 8,213	\$ 6,433	\$ 283	\$ 14,929	\$ 12,737

Notes to the Consolidated Financial Statements

June 30, 2019

(thousands of dollars)

9. Tangible capital assets

	2019						2018
	Land	Buildings	Land Improvements	Equipment ⁽¹⁾	Computer Hardware & Software	Total	Total
Cost							
Beginning of year	\$ 1,263	\$ 48,672	\$ 720	\$ 13,912	\$ 2,283	\$ 66,850	\$ 63,876
Acquisitions	-	5,951	129	702	548	7,330	3,838
Disposals	-	(600)	-	(685)	(362)	(1,647)	(864)
	1,263	54,023	849	13,929	2,469	72,533	66,850
Accumulated Amortization							
Beginning of year	\$ -	\$ 21,827	\$ 351	\$ 6,269	\$ 1,399	\$ 29,846	\$ 27,590
Amortization expense	-	1,584	30	1,376	222	3,212	2,863
Effects on disposals	-	(363)	-	(502)	(349)	(1,214)	(607)
	-	23,048	381	7,143	1,272	31,844	29,846
Net book value at June 30, 2019	\$ 1,263	\$ 30,975	\$ 468	\$ 6,786	\$ 1,197	\$ 40,689	\$ -
Net book value at June 30, 2018	\$ 1,263	\$ 26,845	\$ 369	\$ 7,643	\$ 884	\$ -	\$ 37,004

Cost include work-in-progress at June 30, 2019 totaling \$3,666 (2018 - \$1,266) comprised of buildings \$3,405 (2018 - \$678), computer hardware and software \$254 (2018 - \$469) and equipment \$7 (2018 - \$119), which are not amortized as the assets are not in service.

No interest was capitalized by the College in 2019 (2018 - nil).

(1) Equipment includes vehicles, equipment, office equipment and furniture.

10. Spent deferred capital contributions

Spent deferred capital contributions is comprised of restricted grants and donations spent on tangible capital acquisitions (not yet recognized as revenue).

	2019	2018
Spent Deferred Capital Contributions		
Spent deferred capital contributions, beginning of year	\$ 28,227	\$ 28,086
Transfers from unspent deferred capital contributions	1,766	485
Transfers from unspent externally restricted grants and donations	3,300	1,722
Expended capital recognized as revenue	(2,307)	(2,066)
Spent deferred capital contributions, end of year	\$ 30,986	\$ 28,227

Notes to the Consolidated Financial Statements

June 30, 2019

(thousands of dollars)

11. Net assets

The composition of accumulated operating surplus is as follows:

	Accumulated surplus (deficit) from operations	Investment in tangible capital assets	Internally restricted surplus	Endowments	Total accumulated surplus
Net assets as at June 30, 2018	\$ 6,407	\$ 8,200	\$ 10,100	\$ 1,725	\$ 26,432
Operating surplus	1,275	-	-	-	1,275
Capitalized investment income	-	-	-	77	77
Acquisition of capital assets	(1,631)	1,631	-	-	-
Amortization of internally funded tangible capital assets	877	(877)	-	-	-
Net book value of tangible capital assets disposals	178	(178)	-	-	-
Net Board appropriation to internally restricted surplus	(1,900)	-	1,900	-	-
Change in accumulated remeasurement gains	107	-	-	-	107
Net assets, beginning of year	\$ 5,313	\$ 8,776	\$ 12,000	\$ 1,802	\$ 27,891
Operating surplus	3,163	-	-	-	3,163
New endowments	-	-	-	375	375
Capitalized investment income	-	-	-	106	106
Acquisition of capital assets	(2,265)	2,265	-	-	-
Net book value of tangible capital assets disposals	350	(350)	-	-	-
Amortization of internally funded capital assets	989	(989)	-	-	-
Net Board appropriation to internally restricted surplus	(3,400)	-	3,400	-	-
Operating expenses funded from internally restricted surplus	812	-	(812)	-	-
Change in accumulated remeasurement gains	(26)	-	-	-	(26)
Net assets, end of year	\$ 4,936	\$ 9,702	\$ 14,588	\$ 2,283	\$ 31,509
Net assets is comprised of:					
Accumulated surplus	4,012	9,702	14,588	2,283	30,585
Accumulated remeasurement gains	924	-	-	-	924
	\$ 4,936	\$ 9,702	\$ 14,588	\$ 2,283	\$ 31,509

Investment in tangible capital assets represents the amount of the institution's accumulated operating surplus that has been invested in the institution's capital assets.

Notes to the Consolidated Financial Statements

June 30, 2019

(thousands of dollars)

11. Net assets (continued)

Internally restricted accumulated surplus represent amounts set aside by the Institution's Board of Governors for specific purposes. Those amounts are not available for other purposes without the approval of the Board and do not have interest allocated to them. Internally restricted net assets include:

	Balance at beginning of year	Changes to restricted surplus	Spent during the years	Balance at end of the year
Campus replacements	\$ 3,000	\$ 2,000	\$ (11)	\$ 4,989
Investing in Canada Infrastructure Program	-	3,400	-	3,400
High Prairie Campus Consolidation	3,000	-	(530)	2,470
Enterprise Information System	2,500	-	(271)	2,229
Trout/Peerless Campus	1,000	-	-	1,000
New Program Development	-	500	-	500
Peace River Student Residences	1,000	(1,000)	-	-
Peace River Land	500	(500)	-	-
Slave Lake Trades Center	1,000	(1,000)	-	-
	<u>\$ 12,000</u>	<u>\$ 3,400</u>	<u>\$ (812)</u>	<u>\$ 14,588</u>

12. Contingent Liabilities

The College has identified potential asset retirement obligations related to the existence of asbestos in a number of its facilities. Although not a current health hazard, upon renovation or demolition of these facilities, the Institution may be required to take appropriate remediation procedures to remove the asbestos. As the Institution has no legal obligation to remove the asbestos in these facilities as long as the asbestos is contained and does not pose a public health risk, the fair value of the obligation cannot be reasonably estimated due to the indeterminate timing and scope of the removal. The asset retirement obligations for these assets will be recorded in the period in which there is certainty that the capital project will proceed and there is sufficient information to estimate fair value of the obligation.

Notes to the Consolidated Financial Statements

June 30, 2019

(thousands of dollars)

13. Contractual Obligations

The College has contractual obligations which are commitments that will become liabilities in the future when the terms of the contracts or agreements are met.

The estimated aggregate amount payable for the unexpired terms of these contractual obligations are as follows:

	Other Contracts	Information Systems and Technology	Long-term Leases	Total
2020	\$ 387	\$ 200	\$ 67	\$ 654
2021	137	175	17	329
2022	91	30	9	130
2023	-	-	9	9
2024	-	-	2	2
	615	405	104	1,124
Total at June 30, 2018	\$ 587	\$ 71	\$ 263	\$ 921

14. Expense by Object

The following is a summary of expense by object.

	2019		2018
	Budget	Actual	Actual
Salaries and benefits	\$ 28,249	\$ 26,906	\$ 27,408
Materials, supplies and services	11,944	11,043	11,104
Scholarships and bursaries	400	461	423
Maintenance and repairs	203	337	624
Utilities	1,256	1,252	1,329
Amortization of capital assets	3,050	\$ 3,212	\$ 2,863
	\$ 45,102	\$ 43,211	\$ 43,751

15. Funds Held on Behalf of Others

The College holds the following funds on behalf of others over which the Board has no power of appropriation. Accordingly, these funds are not included in the consolidated financial statements.

	2019	2018
Northern Alberta Development Council	\$ 85	\$ 58
	\$ 85	\$ 58

Notes to the Consolidated Financial Statements

June 30, 2019

(thousands of dollars)

16. Related Parties

The College is a related party with organizations within the Government of Alberta reporting entity. Key management personnel of the institution and their close family members are also considered related parties. The institution may enter into transactions with these entities and individuals in the normal course of operations and on normal terms.

17. Government Transfers

The College operates under the authority and statutes of the Province of Alberta. Transactions and balances between the College and the Government of Alberta (GOA) are measured at the exchange amount and summarized below.

	2019	2018
Grants from Government of Alberta		
Advanced Education:		
Operating	\$ 30,052	\$ 29,387
Other	12,088	10,743
Total Advanced Education	\$ 42,140	\$ 40,130
Other Post-secondary Institutions	\$ -	\$ 25
	\$ 42,140	\$ 40,155
Other Government of Alberta departments and agencies	37	17
Total contributions received	42,177	40,172
Restricted expended capital recognized as revenue	2,261	2,024
Less: deferred contributions	(7,328)	(5,827)
	37,110	36,369
Federal and other government grants		
Contributions received	4	372
Previously deferred revenue	-	31
Revenue	\$ 4	\$ 403

Notes to the Consolidated Financial Statements

June 30, 2019

(thousands of dollars)

18. Salary and Employee Benefits

Under the authority of the *Fiscal Planning and Transparency Act*, the President of Treasury Board and Minister of Finance requires the disclosure of certain salary and employee benefits information.

	2019				2018
	Base salary ⁽²⁾	Other cash benefits ⁽³⁾	Other non-cash benefits ⁽⁴⁾	Total	Total
Governance⁽¹⁾					
Chair of the Board of Governors	\$ -	\$ 10	\$ -	\$ 10	\$ 12
Members of the Board of Governors	-	27	-	27	29
Executive					
President	224	6	31	261	263
Vice-President Academic	171	2	31	204	224
Vice-President Corporate Services	167	-	33	200	199
Chief Information Officer	175	-	33	208	208
Executive Director, Human Resources	150	1	33	184	183
Executive Director, Human Resources ⁽⁵⁾	57	-	15	72	-

- (1) The Chair and Members of Board of Governors receive stipends for their participation on the Board. Board members also receive honoraria for participation in Board meetings.
- (2) Base salary includes pensionable base pay.
- (3) Other cash benefits include wellness pay-outs, health spending accounts, vacation payments, car allowances, honoraria and other lump sum payments, including severance. No bonuses were paid in 2019.
- (4) Other non-cash benefits include the College's share of all employee benefits including Canada Pension Plan, Employment Insurance, pensions, supplementary health care, dental plan, group life insurance, accidental death and dismemberment insurance and long-term disability plans.
- (5) The Executive Director Student Services commenced February 11, 2019.

19. Budget Figures

Budgeted figures have been provided for comparison purposes and have been derived from the College's Comprehensive Institutional Plan as approved by the Board of Governors.

20. Approval of Financial Statements

The consolidated financial statements were approved by the Board of Governors of Northern Lakes College.

21. Comparative Figures

Certain comparative figures have been reclassified where necessary to conform with current period presentation.



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