



NORTHERN LAKES
COLLEGE



ANNUAL REPORT 2021-2022

NEW BEGINNINGS. ENDLESS POSSIBILITIES.

Northern Lakes College

has the singular *vision*

to provide the most *accessible*

educational *opportunities*.

No matter where you are,

you can *start here* and

go anywhere.

Let us inspire your *new*

beginnings and help create

your *endless possibilities*.



NORTHERN LAKES
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Northern Lakes College respectfully acknowledges that we are located on Treaty 8 territory and Métis Nation of Alberta Regions 4, 5, and 6, traditional lands of First Nations and Métis Peoples.



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Accountability Statement

The Northern Lakes College Annual Report for the year ended June 30, 2022 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.



Mr. Barry Sharkawi, Chair, Board of Governors

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 *Post-Secondary Learning Act*, performs an annual independent audit of the consolidated financial statements which are prepared in accordance with Canadian public sector accounting standards.



Dr. Glenn Mitchell, President & CEO



Board of Governors

Barry Sharkawi, Public Member (Chair)

Lana Daniels, Public Member (Vice Chair)

Dr. Glenn Mitchell, President & CEO

Barb Hatch, Public Member

Darrell Ghostkeeper, Public Member

Ivan Sawan, Public Member

Lucille Labrecque, Public Member

Treena Ward, Public Member

Nancy Giese, Faculty Member

Kyle Paulson, Staff Member

Crystal Cardinal, Student Member

Lynette Lambert, Student Member

Senior Leadership Team

Dr. Glenn Mitchell, President & CEO

Dr. Sandy Vanderburgh,
Vice-President, Academic

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

Sergey Semagin, Executive Director,
Finance Services

A full-page background image showing a sunset over a large body of water. The sky transitions from a deep blue at the top to a warm orange and yellow near the horizon. The water reflects these colors, creating a shimmering effect. In the foreground, a dark, silhouetted shoreline with some driftwood is visible. The overall mood is peaceful and contemplative.

MESSAGE from the BOARD CHAIR and PRESIDENT & CEO

Northern Lakes College continues to prioritize accessibility in order to meet the changing landscape of education, the needs of learners, the evolving economy, and the goals of Alberta 2030: Building Skills for Jobs.

Our vision is to be recognized as the first-choice, community-based college with the most accessible programs and services in Alberta. Our Strategic Plan, *One Student at a Time*, provides the roadmap to ensure we can reach each and every learner, no matter how remote or rural their location.

This past year, Northern Lakes College was able to offer programming to more credit program Full Load Equivalent (FLE) learners than ever before. We are excited that more students are choosing NLC as their educational partner. We experienced Full Load Equivalent growth of 5.9%, headcount growth of 6.1%, and achieved a retention rate of 86%. Through focused effort and consistent monitoring and reporting, Northern Lakes College operates with a solid financial position and meets all financial reporting requirements.

Our innovative Supported Distance Learning (SDL) model ensures programs and services are accessible to students everywhere. Our students do not have to relocate to pursue their post-secondary goals. They do not have to move away from familial or community support systems. For many students, this accessibility is the difference between participating in post-secondary education or not.

Northern Lakes College is committed to collaboration in order to increase opportunities for learners. A partnership with the University of Calgary's Werklund School of

Education ensures access to a Bachelor of Education, which supports the goal of increasing homegrown K-12 teachers in the north. We continue delivery of programs at CampusAlberta partner institutions and operate eight Community Adult Learning Programs (CALPs).

Our stewardship region includes four Métis Settlements and 15 First Nations. The College is committed to operations and programming grounded in deep respect for Indigenous learners and communities, and to providing opportunities that enable students to continue their education, improve their employment opportunities, and enhance their quality of life. Northern Lakes College is committed to providing opportunities to promote equity, diversity, and inclusion through the provision of educational opportunities to engage in learning and understanding.

Vibrant communities are key to a prosperous province, and Northern Lakes College contributes to community development through a unique partnership with a network of Community Education Committees (CECs) and their Council. CECs work to provide local residents with access to the education and training suitable to their needs and goals. Committee members serve as liaisons between the College, reserves, settlements, and communities. Together, we are able to meet the unique needs of our region and our learners.

With the most accessible programs in Alberta, Northern Lakes College is able to provide the training and educational opportunities Albertans need to participate in our growing provincial economy. At Northern Lakes College, we count our success one student at a time.



Barry Sharkawi
Board Chair



Dr. Glenn Mitchell
President & CEO

Mandate

Type of Institution, Sector, and Governance

Northern Lakes College is a board-governed public post-secondary institution operating in Alberta as a comprehensive community college under the authority of the PSLA.

Outcomes

Northern Lakes College provides access to students in rural and remote regions of Alberta through our Supported Distance Learning model that enables students to participate in post-secondary education regardless of their location. Northern Lakes College places a high value on collaboration with our Campus Alberta partners to ensure we are providing accessible programs and services to students. Northern Lakes College embraces dual credit programming and has numerous partnerships with School Boards throughout the province. The College also values our working relationship with Community Adult Learning Programs (CALP) to ensure we are working together to provide pathways for students into post-secondary programs.

Clients/Students

Northern Lakes College students are adult learners, lifelong learners, and dual credit students. The College has a mandate region that encompasses four Metis Settlements and 15 First Nations and the majority of our students are of Indigenous heritage. Northern Lakes College is committed to providing incremental educational opportunities enabling students to progress through all levels of the learning continuum.

Many students are not able to relocate to pursue their post-secondary goals. The ability to pursue learning in their home communities is key to being able to serve such a broad geographic region of the province. Northern Lakes College accepts students from across Alberta.

Geographic Service Area and Type of Delivery

Northern Lakes College serves a vast region of Northwestern Alberta and in 2019-2020 approximately 30% of our students originated external to our geographic stakeholder region. Currently, we have 25 campuses and Community Access Point (CAP) sites, and two additional sites where the College delivers programs at other institutions (Lakeland College and Medicine Hat College). Agreements are in place with Norquest College to offer programming in Drayton Valley and Whitecourt.

To ensure our students have access to a wide variety of programs, and understanding the difficulty of adult learners to relocate to pursue educational goals, Northern Lakes College has developed Supported Distance Learning and Supported Distance Teaching models that ensure our students have access to all programs offered regardless of their location. Our Supported Distance Learning model accompanied by local supports for students has proven to be effective and efficient in providing access to programs and services for the purpose of upskilling, re-skilling or pursuing further education without compromising on quality.

Program Mandates and Credentials Offering

Northern Lakes College offers Foundational programming including literacy and numeracy, Career Preparation programs, post-secondary certificates and diplomas in a range of Health Science programs, Human Service programs, Business, Administrative, and Technology programs, Resource Technology Programs, and Journeyman certificates in a number of trades, and various upskilling and reskilling opportunities. Northern Lakes College also provides access to two collaborative degree opportunities within our University Studies department, Bachelor of Education and the Bachelor of Social Work.

Northern Lakes College enjoys a proud history of collaboration and currently has numerous collaborative agreements with other Campus Alberta institutions, an active collaboration with the Woodland Operations Learning Foundation, 16 transfer agreements for degree or diploma completion with Campus Alberta institutions, active dual credit agreements with 24 School Boards throughout the province, and numerous collaborations with business, industry, and other entities.

Northern Lakes College actively collaborates with CALPs in our region, operating eight CALPs and hosting five CALPs on our campuses.

Northern Lakes College also offers programs at the Peace River Correctional Centre and partners with the Rupertsland Institute, the Alberta Rural Development Network, the Northern Alberta Development Council and our regional Economic Development Committees.

Northern Lakes College also provides access to non-credit programming through our Continuing Education and Corporate Training Department.

Special Program Areas/Areas of Specialization

Northern Lakes College offers a broad range of programming that is reflective of the employment opportunities and needs of our communities. Adult Basic Education, including literacy and numeracy, and High School (Academic Upgrading) are key program areas for our service region as they provide accessible pathways. We are seeing strong growth in our University Studies program and there is continued demand for health programming in the region, including the development of a Registered Nurse program. In addition, our Trades and Resource Technology programs are of key importance to our region. All of our programs are accessible throughout Alberta via our Supported Distance Learning model.

System Collaboration and Partnerships

Northern Lakes College has a long history of collaboration that is encouraged by our Board of Governors. Existing agreements enable the College to deliver programs in other regions and other institutions to deliver programming in our region. Many of these collaborative agreements have been long standing, some are new, while others are in development. The College continues to provide and enhance student accessibility to programs and services through collaborative partnerships.

Northern Lakes College has numerous partnerships with School Boards to offer a broad range of access to high school students to obtain dual credits. We partner with CAREERS: The Next Generation, the Rupertsland Institute, economic development groups, First Nations and Metis Settlements and our Community Education Committees to support the educational needs of their communities.

We have co-located one of our campuses with Athabasca University and we offer the Practical Nurse and Academic Upgrading programs at the Vermilion campus of Lakeland College. We partner with the Woodland Operations Learning Foundation to provide forestry related programming throughout the province. We share three of our facilities with Northlands School Division, Kee Tas Kee Now Tribal Council Education Authority, and Kapawe'no First Nation. We are collaborating with Norquest College to offer our programming in the Town of Drayton Valley and the Town of Whitecourt and also Grande Prairie Regional College to offer programming in the Town of Hinton.

Northern Lakes College is actively engaged in regional stewardship through a number of initiatives and innovations. We have an active Community Education Committee in every campus community. The Chairs of each of those Committees comprise the Council of Community Education Committees that meets regularly with our Board of Governors. We have

active and engaged partnerships with our CALPs and have initiatives intended to assist learners to achieve their goals.

The College meets with municipal councils, Chiefs and Chairpersons and their respective councils, and other key stakeholders in our service region providing information on the College and encouraging feedback related to community needs.

Research and Scholarly Activities

Northern Lakes College is not actively engaged in discovery research however, a number of our faculty and staff have undertaken research initiatives that focus on our model of teaching and learning specifically to provide insight into how we can better serve our students through active engagement in a distance-learning environment.

We have assisted a number of other institutions in their research endeavours.

System Mandate

Northern Lakes College region is geographically large and comprised of mostly small rural and remote communities. The College also provides access to programs and service to many students across Alberta. The impact that Northern Lakes College has on a community, and on students, can be profound. The social impact is significant, as many of our students would not have the opportunity to pursue an education if we did not make our programs accessible. The enrolment growth over the past several years is testament to the demand for accessible programs. Our Community Education Committees and our Municipal governments are continually requesting that new programs be added to meet employment demands in their region. In collaboration with CampusAlberta partners, Northern Lakes College is also servicing towns and communities outside of our service region at their request.

Our economic impact is also significant as our graduates have the opportunity to find employment in their communities without having to leave. This is particularly significant in that our University of Alberta Bachelor of Education graduates are employed in School Boards throughout our region, which are constantly challenged to find qualified teachers. The same is true for many of our graduates from other programs. We have recently expanded access to Bachelor of Education through a collaborative agreement with the University of Calgary. In one year, we have increased specializations/teachable areas to include, Early Childhood Education, and Revitalization of Indigenous Languages. Mathematics and sciences will start in the 2021-2022 academic year.



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.

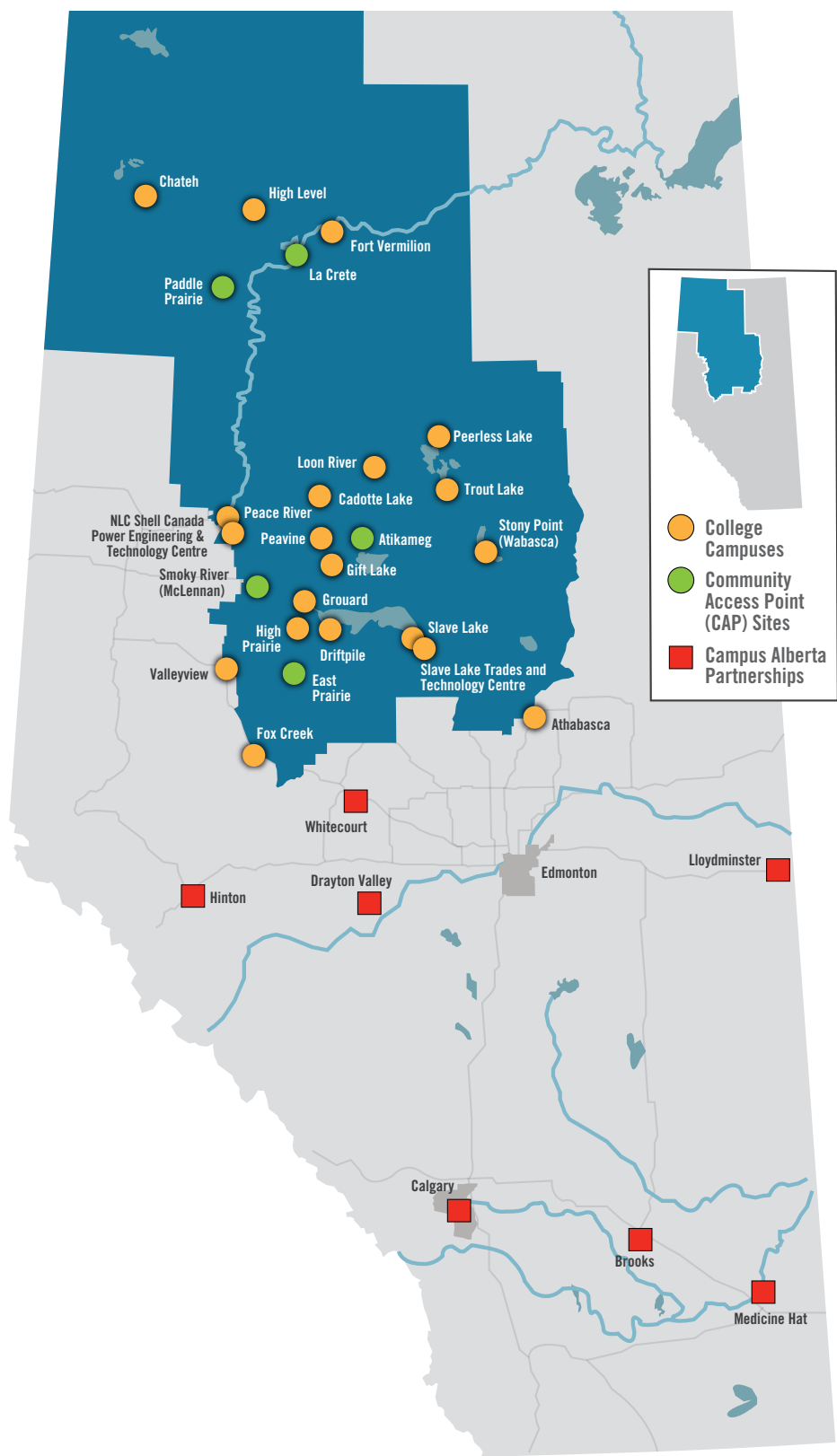
PUBLIC INTEREST DISCLOSURE (Whistleblower Protection) ACT

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 *Safe Disclosure Policy* was reviewed and reaffirmed by the Board of Governors in April 2020.

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 2021-2022 the College received one (1) safe disclosure policy complaint.

Campuses, Community Access Points, and CampusAlberta Partnerships



Programs Offered in 2021-2022

ACADEMIC UPGRADING	Adult Basic Education
	Academic Upgrading
BUSINESS and ADMINISTRATIVE STUDIES	Business Administration
	Computer Network Specialist
	Human Resource Management
	Office Administration
HEALTH CAREERS	Advanced Care Paramedic
	Advanced Care Paramedic – Upgrading
	Health Care Aide
	Practical Nurse
	Primary Care Paramedic
HUMAN SERVICE CAREERS	Primary Care Paramedic Upgrading
	Addictions Counselling
	Early Learning and Child Care
	Early Learning and Child Care Diploma
	Educational Assistant
TRADES and RESOURCE TECHNOLOGY	Social Work Diploma
	Carpenter Apprenticeship (1st, 2nd, 3rd, and 4th periods)
	Electrician Apprenticeship (1st, 2nd, 3rd, and 4th periods)
	Introduction to Surveying
	Oilfield Operator
	Power Engineering 3rd Class
	Power Engineering 4th Class
	Power Engineering 4th Class Lab Certification
	Pre-employment Carpenter
	Pre-employment Electrician
	Pre-employment Heavy Equipment Technician
	Pre-employment Industrial Mechanic (Millwright)
	Pre-employment Welder
	Survey Theory and Calculations
	Welder Apprenticeship (1st, 2nd, 3rd periods)
UNIVERSITY STUDIES	College and Career Preparation
	University of Calgary Community-Based Bachelor of Education
	University Studies

Accessible, Community-based Education with Northern Lakes College

Northern Lakes College is a community-based institution that recognizes the importance of providing accessibility for students. The College has developed its own innovative Supported Distance Learning (SDL) model specifically designed to meet the challenge of providing an array of post-secondary learning opportunities directly in communities, enabling students to live at home while furthering their education. Our SDL model ensures programs and services are accessible to students in rural and remote locations, and offers them the flexibility to learn from anywhere, including their own home or their home campus, as long as they are connected to the internet.

NLC students do not have to relocate to pursue their post-secondary goals. They do not have to move away from family or community support systems. Even when learning from home, Northern Lakes College provides students with educational supports including access to counselling, library, and career services. High-speed internet connection is available on campus for those without access at home. SDL provides learners with instructor-led, online classrooms that enable live interaction with their instructor and other students. Alternatively, students can choose to listen to the recorded classes at a later time, if work or family commitments prevent them from participating in the live classes. Northern Lakes College is about more than online learning; it's about meeting the needs of students, wherever they are.

SDL enables Northern Lakes College to offer programming in small, rural communities where there may be only one or two students in a program. Our cohorts are built virtually, eliminating the need to have 12 to 15 students in a classroom at a specific location. Students participate in online classes with their peers from throughout the service

region, across the province, the country, and in various parts of the world. Providing access to education in our service region and throughout rural Alberta is particularly important in meeting rural labour force needs. Our model is designed to support students who need to balance school, work, family, and other components of their busy lives.

"Northern Lakes College is deeply committed to our stewardship region, and the long-standing relationships with the four Métis Settlements, 15 First Nations, and many municipalities in the region. The College is committed to operations and programming grounded in deep respect for Indigenous learners and communities, and to providing opportunities that enable all students to continue their education, improve their employment opportunities, and enhance their quality of life without having to leave the region," comments President & CEO, Dr. Glenn Mitchell.

Northern Lakes College contributes to community development, leadership capacity, and vibrant communities through a unique partnership with a network of local Community Education Committees (CECs) and their Council. Each community with an NLC campus has a CEC, and these committees ensure that local residents have access to the education and training suitable to their needs and goals. Committee members also promote and share College programs and news. The CECs and the College work together to meet the unique needs of communities and their learners.

NLC collaborates with business, industry, and other post-secondary institutions to help ensure the training needs of students and communities are met. This has resulted in a broad mix of programming including Academic Upgrading, Apprenticeship Trades, Business and Administrative Studies, Community Adult Learning Programs, Continuing

Education & Corporate Training, Dual Credit for high school students, Health and Human Service Careers, Pre-employment Trades, Resource Technology, and University Studies. NLC also works with the University of Calgary to provide the Bachelor of Social Work and Community-Based Bachelor of Education degrees to our region.

“All Albertans deserve access to high-quality post-secondary opportunities, regardless of the community in which they live. Through such access, students are empowered to acquire the skills, knowledge and competencies needed to succeed in their lifelong pursuits. That is why a key goal of the Alberta 2030: Building Skills for Jobs strategy is to improve access and student experience. Northern Lakes College is a vital partner in achieving this goal. As evidenced by the college’s Supported Distance Learning model and its work with Community Education Committees, the college’s contributions to relevant, community-based education are truly commendable. These efforts improve the lives and livelihoods of Albertans, and are foundational to an inclusive, prosperous province,” comments Demetrios Nicolaides, Minister of Advanced Education.

“NLC seeks to provide the most accessible, community-based learning opportunities and to find collaborative ways to support the provincial goal of increased participation in post-secondary education,” comments Dr. Mitchell. “This dedication to accessibility is why, at Northern Lakes College, we count our success one student at a time.”

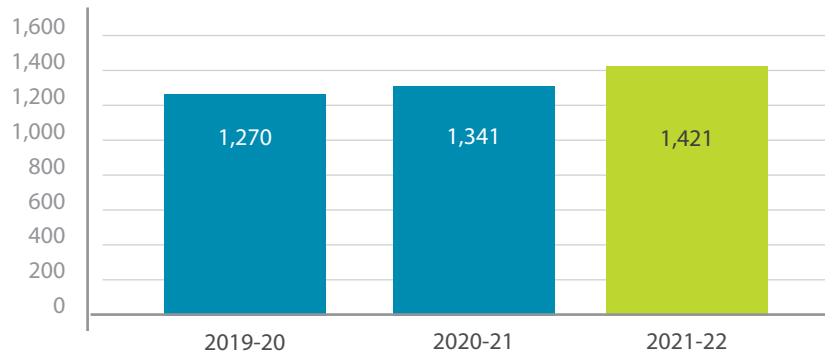


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– Demetrios Nicolaides, Minister of Advanced Education

Operational Overview

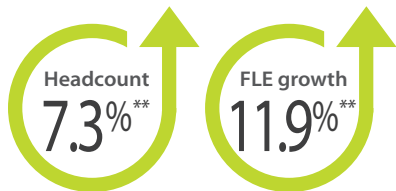
Full Load Equivalent (FLE)



From 2019-2020 to 2021-2022, the College increased FLEs by 11.9%.

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.

**Source: Advanced Education Data Collection and Reporting - LERS*



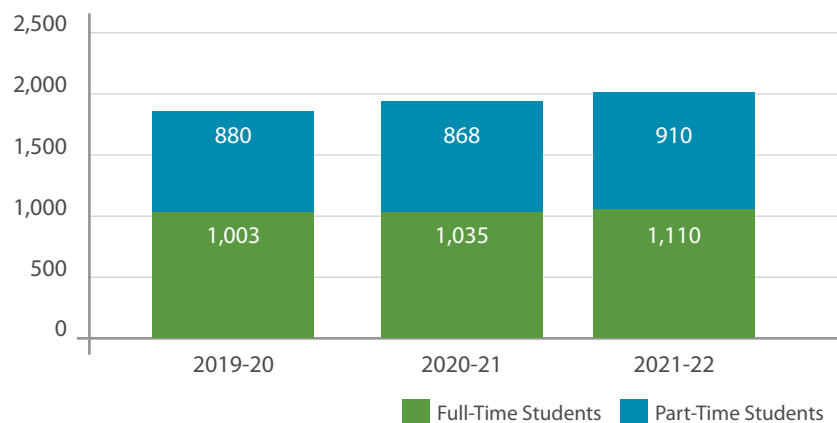
***Growth from 2019-2020 to 2021-2022*

	2019-20	2020-21	2021-22
FLE	1,270	1,341	1,421
Headcount	1,883	1,903	2,020



**Growth from 2020-2021 to 2021-2022*

Number of Students in Credit Programs (Unique Headcount)

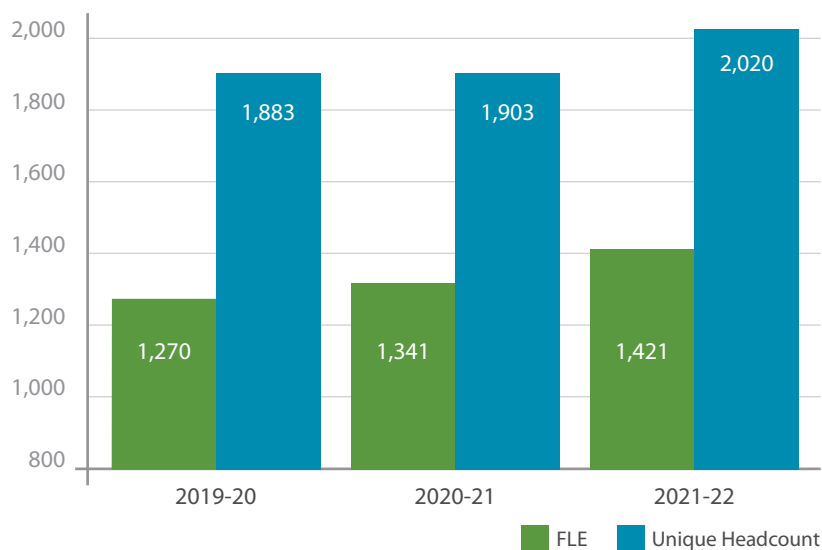


An increase in both full-time and part-time students was experienced from 2020-2021 to 2021-2022.

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

**Source: Advanced Education Data Collection and Reporting - LERS*

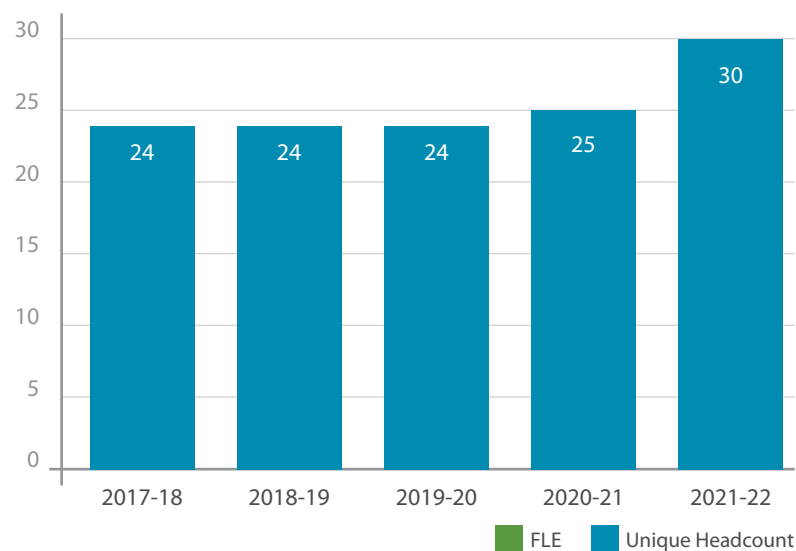
Student Enrolments - 3 Year (FLE vs Unique Headcount)



From 2019-2020 to 2021-2022, the College increased FLEs by 11.9%, and headcount by 7.3%.

**Source: Advanced Education Data Collection and Reporting - LERS*

Communities with Campuses, CAP Sites, and CampusAlberta Partnerships



Source: NLC Region Map (Nov 2021) on the internal file system

Full Load Equivalent by Program Category and Individual Program	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	Change in FLEs from 2020-21	% Change in FLEs from 2020-21
Basic and Preparatory / Foundational Learning					
Academic Upgrading (Adult High School/Adult Basic Education combined)	494.9	383.9	387.7	3.8	1.0%
Advanced Care Paramedic Upgrading	1.7	1.8	1.7	-0.1	-5.6%
Primary Care Paramedic Upgrading	1.6	1.9	0.4	-1.5	-78.9%
Basic and Preparatory / Foundational Learning Totals	498.2	387.6	389.8	2.2	0.6%
Business and Administrative					
Business Administration	23.4	25.8	23.5	-2.2	-8.7%
Business Administration - Accounting	2.5	N/A	N/A	N/A	N/A
Computer Network Specialist	N/A	12.7	10.1	-2.5	-20.0%
Human Resource Management	1.9	3.7	4.3	0.6	15.2%
Office Administration	13.2	23.6	23.0	-0.6	-2.4%
Business and Administrative Totals	41.0	65.7	61.0	-4.8	-7.3%
Health					
Advanced Care Paramedic	44.0	74.4	68.1	-6.4	-8.6%
Community Health Promotion	0.3	0.2	N/A	N/A	N/A
Health Care Aide	85.6	90.5	58.7	-31.7	-35.1%
Practical Nurse	219.1	267.8	236.4	-31.3	-11.7%
Primary Care Paramedic	22.8	29.2	33.9	4.7	15.9%
Health Totals	371.9	462.1	397.1	-65.0	-14.1%
Human Services					
Addictions Counselling	29.3	43.1	41.0	-2.1	-4.9%
Early Learning and Child Care Certificate	34.7	64.9	84.4	19.5	30.0%
Early Learning and Child Care Diploma	7.4	15.2	115.4	100.2	661.0%
Educational Assistant	43.2	31.2	29.5	-1.6	-5.2%
Social Work	79.3	105.5	132.0	26.6	25.2%
Human Services Totals	193.9	259.8	402.4	142.5	54.8%

Full Load Equivalent by Program Category and Individual Program	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	Change in FLEs from 2020-21	% Change in FLEs from 2020-21
Trades and Resource Technology					
Carpenter 1st, 2nd, 3rd, and 4th Year	4.5	3.7	3.5	-0.3	-7.1%
Electrician 1st, 2nd, 3rd, and 4th Year	3.6	4.3	7.3	3.1	71.8%
Introduction to Surveying	1.9	2.6	0.3	-2.3	-87.3%
Oilfield Operator Training	4.7	3.8	2.2	-1.6	-41.3%
Power Engineering 3rd, 4th, and 5th Class	52.8	43.8	20.0	-23.8	-54.3%
Pre-Employment: Carpenter, Electrician, Industrial Mechanic (Millwright), Welder, Heavy Equipment Technician	13.7	5.3	7.7	2.5	46.7%
Survey Theory and Calculations	8.0	7.1	8.4	1.2	17.2%
Welder 1st, 2nd, and 3rd Year	2.7	3.7	2.4	-1.3	-35.7%
Trades and Resource Technology Totals	91.8	74.3	51.9	-22.5	-30.2%
University Studies					
College and Career Preparation	7.3	7.7	6.4	-1.3	-16.9%
Open Studies	2.9	0.4	0.5	0.1	25.0%
University Studies	62.8	83.4	111.9	28.5	34.2%
University Studies Totals	73.0	91.5	118.8	27.3	29.8%
TOTAL OFFICIAL FULL LOAD EQUIVALENT (FLE)	1269.8	1341.1	1420.9	79.8	5.9%
International Students (Headcount)	8	14	13	-1	-7.1%

Source: Advanced Education Data Collection and Reporting – LERS. Columns have been rounded.




NORTHERN LAKES
COLLEGE

Enrolment Trends by Program Area and Key Changes to Enrolment

Over the past two academic years, from 2019-2020 to 2021-2022, the College increased FLEs by 11.9% and headcount by 7.3%. The College has experienced four consecutive years of growth in Full Load Equivalents, from 1268.5 in 2018-2019 to 1420.9 in 2021-2022. This past year, we offered programming to more credit program Full Load Equivalent (FLE) learners than ever before. During the same time period, we have also experienced growth in the ratio of the full-time student population to the part-time student population. Basic and Preparatory (i.e. Academic Upgrading), Human Services, and University Studies programming were growth areas for the College in 2021-2022. Programs experiencing the highest growth include Academic Upgrading, Early Learning & Child Care Certificate and Diploma, Social Work Diploma, and University Studies. International student enrolment remained stable. Most of our international students were in our service region and we were able to continue to support them through the COVID-19 pandemic. We were able to support those located outside of Canada through our Supported Distance Learning model. There was a decline in Dual Credit enrolments, primarily due to the change in funding available to schools participating in Dual Credit programming, the cancellation of some undersubscribed Pre-Employment offerings, and COVID-19 restrictions in schools. There was a slight increase in learners self-identifying as Indigenous, from 52% to 55% of our student body.

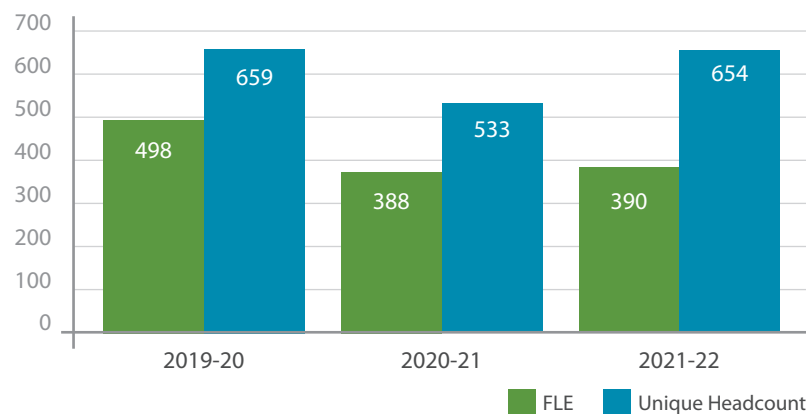
Fall enrolment estimates for 2021-2022 were projected to be *1,359 FLEs. We exceeded this with 1420.9 FLEs. This growth is attributed to several factors. University Studies (the individual program, not the overall program category) had an increase of 34.2% FLEs over the previous year. Early Learning & Child Care programs had a significant increase in FLEs of 30% in the certificate program and 661% in the diploma program. The Social Work Diploma program opened additional seats, enabling an increase of 25.2% FLEs over the previous year. Academic Upgrading had an increase in enrolment during the winter semester, resulting in a substantial increase in headcount of 24.1%, and also experienced an increase in part-time learners. In spite of significant delays for Learner Income Support Office (LISO) funding applications, many students in Academic Upgrading were processed in time to receive funding to complete their semester.

**Source: Northern Lakes College Enrolment Estimates for Upcoming Years, September 2021*

Academic Upgrading

Academic Upgrading enrolments show an increase in headcount from 523 in 2020-2021 to 649 in 2021-2022, resulting in a substantial increase of 24.1%. This is encouraging and provides evidence that changes made to support home-based learners during pandemic restrictions are having a positive effect on learners' ability to access Foundational Learning programs. To support students utilizing the Foundational Learning Assistance Program, which now enables learners to attend from home, Northern Lakes College offers: remote placement assessments, virtual student advising, distribution of laptops with Open Educational Resources for learners, and attendance and progress monitoring and intervention strategies geared to identify learners needing supports. With health restrictions lifting in communities, learners were also able to access community campuses to print, pick up materials, or find quiet workspace when needed. Another trend experienced in Academic Upgrading is an increase in part-time learners, indicated by the significantly increased head count. This may be due to students adapting to post-pandemic life and work conditions with more flexible and less consuming part-time studies.

Basic and Preparatory Programs*

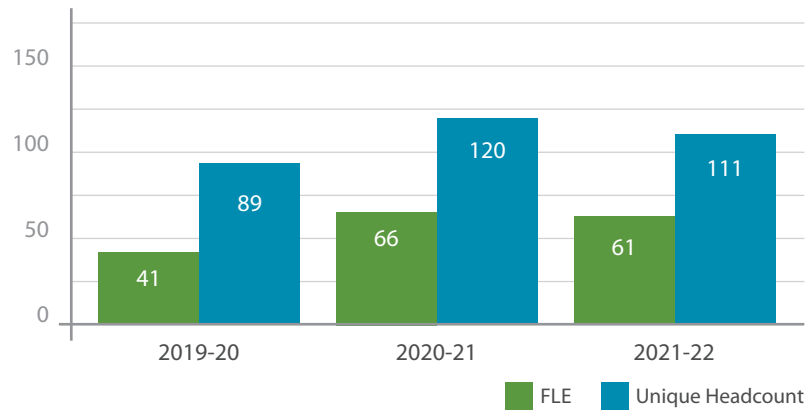


*These numbers include Academic Upgrading, Adult Basic Education, Advanced Care Paramedic Upgrading, and Primary Care Paramedic Upgrading.

Business and Administrative Studies

Business and Administrative programs saw a small decrease in overall enrolments, but still a demonstrated increase over that of two years' prior. Business and Administrative studies include the Business Administration Certificate, Office Administration Certificate, Computer Network Specialist Certificate, and Human Resource Management Diploma programs. The Computer Network Specialist and Business Administration programs had a slight decrease in enrolments from the prior year, with no significant changes in the other two programs. The College continues to partner with Portage College to offer students in the service region broader options for those interested in other business diploma specializations.

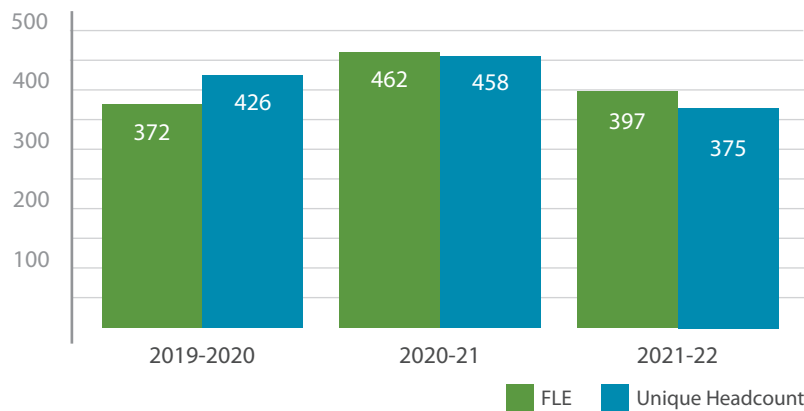
Business and Administrative Studies



Health Careers

Subsequent to changes in the Health Care Aide provincial curriculum, the College moved from multiple intakes to a single intake per year in this program, resulting in an overall reduction of Health Care Aide graduates and Health Careers FLEs. The new curriculum has reduced accessibility to the program, particularly for Dual Credit students, whose participation in the program prior to the changes contributed significantly to enrolment. Furthermore, with the change in the HCA program curriculum, the Health Care Aide – Prior Learning Assessment and Recognition (HCA – PLAR) program is no longer offered, and students now participate in Health Care Aide Employed Student Tutored Education Program (eSTEP).

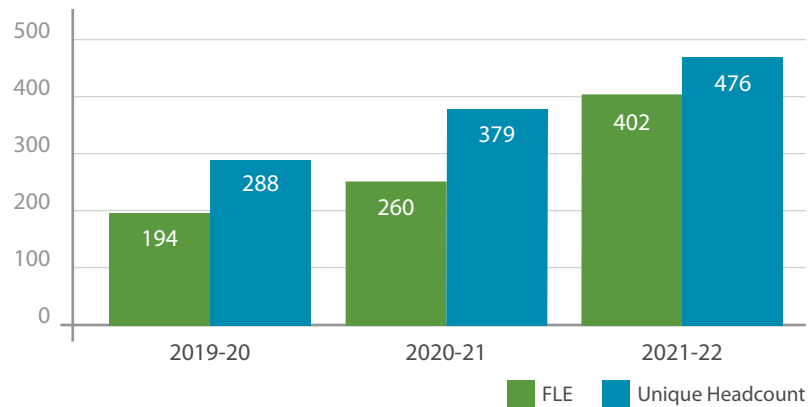
Health Career Programs



Human Services Careers

Driven by growth in the Early Learning and Child Care programs, Human Services experienced an overall FLE increase of 54.8%, with a 30% increase in the certificate program, and 661% increase in the diploma program. In 2020-2021, we experienced a surge in Early Learning and Child Care Certificate FLEs of 87%, which contributed to the increase in diploma participation in 2021-2022. The 2020-2021 increase was driven by a rise in urban enrolment in the certificate program, attesting to the accessibility provided via our Supported Distance Learning model. From 2019-2020 to 2020-2021 there was a 41% increase in enrolment of Edmonton and Calgary-based students in the certificate program. There was a further 5% increase from 2020-2021 to 2021-2022. The Social Work Diploma program also experienced FLE growth of 25.2% as a result of opening additional seats in the program to meet student demand.

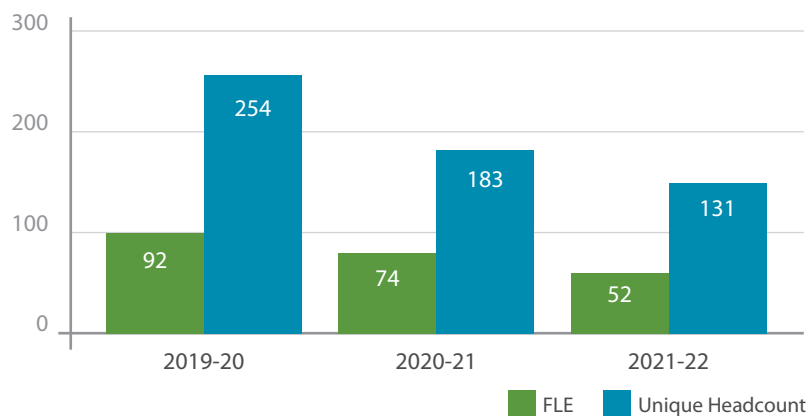
Human Service Programs



Trades and Resource Technology

The Trades and Resource Technology program category experienced an overall drop in FLE. Enrolments in Trades and Resource Technology programming have not yet recovered from the economic decline experienced at the onset of the pandemic, and is consistent with the experience of Trades programming across the province. Enrolments in the Electrician program increased, however the other Trades programs did not recover to pre-pandemic levels. Pre-Employment programs had additional components of Work Integrated Learning and a Workplace Communications course added resulting in a slightly higher FLE count with the same unique headcount. In Resource Technology programming, demand for Power Engineering has declined and demand for Introduction to Surveying and Oilfield Operator Training remains low overall. Survey Theory & Calculations saw a small bump but has also not recovered to pre-pandemic levels.

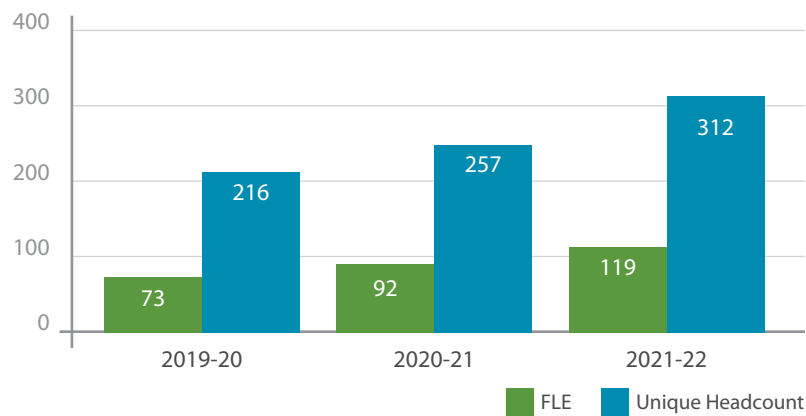
Trades and Resource Technology Programs



University Studies

Overall growth of 29.8% was experienced in the University Studies program category, largely driven by the University Studies program itself experiencing a 34.2% increase in FLEs. This marks consecutive years of University Studies program growth, from 50.8 FLEs in 2018-2019 to 111.9 FLEs in 2021-2022. The partnership with the University of Calgary to offer the Community-Based Bachelor of Education has propelled this growth. The partnership allows Northern Lakes College students to complete their degree while remaining in their home community. Specializations in Math and Science were added in 2021-2022, increasing the appeal of the program to an even larger audience. The University Studies program also provides elective courses for students in the College's Health and Human Services programs, so increasing enrolments experienced in those program categories can contribute to enrolment growth in University Studies.

University Studies Programs



Using our six institutional values as guideposts, Northern Lakes College will meet the requirements of the Investment Management Agreement.



Our Values

To achieve our mission and vision, we share values that guide our practices and behaviours.



Accessibility

Students and employees will succeed in their learning, employment, and personal endeavours when provided with accessible and effective educational services and supports.



Collaboration

Working together with community, business, and educational partners is fundamental to the success of our learners and our college.



Community

Students and the College receive support from the community. Community capacity grows from the success of students. Engagement with community stakeholders contributes to increased access, quality, and sustainability.



Excellence

Learners will participate and succeed if they receive fair, reliable services and relevant, timely, and credible programs.



Lifelong Learning

Lifelong learning is essential to the growth of students, employees, families, communities, and organizations.



Respect

Adults are entitled to learning services that respect their culture, abilities, and circumstances. Northern Lakes College celebrates diversity and values the celebration of Indigenous history, cultures, and languages.



Summary of Achievements Goals and Performance Measures

Accessibility Collaboration Community Excellence Lifelong Learning Respect



ACCESSIBILITY

GOAL

Northern Lakes College will increase access to programs and services via Supported Distance Learning.

Accessible, community-based learning opportunities will be inherent in the design of Northern Lakes College programs and services.

Initiatives

Our Supported Distance Learning (SDL) model will maximize accessibility for rural, remote, and underrepresented learners.

Achievements and Measures

Northern Lakes College programs and services are designed and delivered with accessibility in mind. This increases accessibility to traditionally underserved learners, contributing to equity in educational opportunities. In 2021-2022, 55% of NLC students self-reported as Indigenous. When reviewed against the *Government of Alberta list of urban and rural communities, 73% of NLC's Alberta-based students are from a rural area.

NLC Health programs are a prime example of design to increase accessibility. Students take the theory portion of health programs from their home communities via Supported Distance Learning, then attend a central campus for labs. Health labs are strategically scheduled throughout the service region so students can access them at a location close to their community.

The successful launch of our Open Educational Resources (OERs) and Mobile Device project in the Adult Basic Education program has provided over 100 Foundational Learning students with a laptop and digital textbooks, increasing access to our online programs both at home and on campus.

¹Alberta List of Urban and Rural Communities (2016 Census), Open Alberta, <https://open.alberta.ca/dataset/899c9cca-8ce7-40d2-8d2d-c9c369884d9a/resource/035d1e0d-595b-43aa-8d57-d7e3f7e11625/download/listofurbanandruralcommunitiesinalberta.pdf>

Student-centred services will be easily accessible to Northern Lakes College students.

Initiatives

Students will have access to library and student tutoring services, awards, learning accommodations and support, home-based placement testing, and wellness initiatives.

Achievements and Measures

Regardless of their location, Northern Lakes College students have equitable access to a range of supports and services.

As a member of the NEOS library consortium, Northern Lakes College students have access to physical collections across Alberta. Students can obtain materials from 16 academic libraries outside of NLC including universities, governmental bodies, and other colleges.

A full-time tutor provides online, one-on-one writing support to students, reviews assignments with students to assist with the writing process, and performs writing workshops. Through the Community Adult Learning Program (CALP), an Expanded Services grant was received, enabling the hiring of a math tutor for Foundational Learning in 2022-2023.

For many students, the ability to participate in post-secondary education is limited due to financial considerations. In order to reduce this barrier and increase equity of access, NLC disbursed a total of \$383,806.29 in awards. Students can submit award applications online, removing the barrier of completing paper-based applications.

Fostering an inclusive learning environment means ensuring students receive appropriate support for their particular learning needs. Accessibility Services provided learning accommodations for 65 students in the 2021-2022 academic year. Similarly, for those who are unable to provide a transcript for entry into a program, a placement test is available both on campus and remotely. Sixty-seven percent of the 387 tests conducted were completed online.

Student Wellness initiatives are purposefully created to meet the needs of our diverse student body, be they onsite or online students. Initiatives include: *100 KM in 100 Days Walking Challenge*, Student Wellness Kits distributed to all students, and access to *Campus Well*, the online magazine created for Canadian post-secondary students. Suicide prevention, self-care, and navigating grief and loss courses were offered.



Foundational Learning opportunities will be accessible to all those who seek them.

Initiatives

Northern Lakes College continues to expand Foundational Learning opportunities, including Academic Upgrading, Adult Basic Education, Community Adult Learning Program support, College and Career Preparation, Integrated Foundational Pathways – Stepping Forward, and Life Skills.

Achievements and Measures

Access to Foundational Learning opportunities is the basis to providing equitable and inclusive opportunity to upskilling and participation in post-secondary learning and, ultimately, the job market.

Academic Upgrading, including Adult Basic Education, had a modest FLE increase of 1%, but a substantial increase in headcount of 24.1%.

Northern Lakes College Community Adult Learning Programs provided 3,340 instructional hours in 81 ABE course enrolments for 60 learners and successfully developed and provided a new, online, two-week Life Skills program to a total of 32 participants.

College and Career Preparation was offered in all three semesters and assisted 53 students in acquiring the program prerequisites required to move on to post-secondary programs.

The Integrated Foundational Pathways – Stepping Forward program will be offered in fall 2022.



Northern Lakes College will ensure access to Indigenous content and learning opportunities.

Initiatives

Indigenous studies courses are included in University Studies, and culturally-relevant content is included in Academic Upgrading, Health Careers, and Human Service Careers. Relevant physical and digital library resources are available.

Achievements and Measures

Four new Indigenous Studies courses were developed in University Studies:

- INDG2010: Indigenous Law and Policy in Canada
- INDG2070: Place, Nation, Relations - Early Settler and Indigenous Writings
- INDG3000: Gender and Representation of Indigenous Women in Canada
- INDG3010: Politics and Processes of Reconciliation.

All courses in Human Services Career programs are taught from an Indigenous perspective. Students in the Social Work program attend an Indigenous Day where they are taught by an Elder about the history of residential schools and the impact on social work practice. Academic Upgrading continues to include culturally relevant Indigenous content in most courses.

The library provides access to, and information about, Indigenous resources through the creation and maintenance of a Library Guide on our website with links to and information regarding specific Indigenous resources and content. (<https://www.nlclibrary.ca/indigenous-resources>).

The library subscribes and links to several Indigenous databases including *Bibliography of Native North Americans*, *Indigenous Peoples: North America*, and *Indigenous Studies Portal Research Tool* (iPortal), and the University of Saskatchewan. The library collects Indigenous-focused physical resources and eBooks, paying particular attention to resources from our geographic region. Recent examples include: *A History of My Brief Body*, by Billy-Ray Belcourt from Driftpile Cree Nation, *The Education of Augie Merasty: A Residential School Memoir*, by Joseph Auguste Merasty, and *Genocidal Love: A Life After Residential School*, by Bevann Fox.

New programs will be delivered or existing programming expanded to meet the emerging needs of the economy.

Initiatives

Northern Lakes College is developing a Medical Administration certificate, Indigenous Administration extension certificate, cooking, pre-employment programming, and expanded apprenticeship training, which provide upskilling opportunities.

Achievements and Measures

We have been approved for the development of the Indigenous Administration micro-credential, with courses to be offered in spring 2023, and we continue to pursue a Medical Administration certificate.

Evening cooking classes were offered in spring 2022 and a private training offering of Camp Cook is planned for fall 2022.

The Pre-Employment Carpenter and Welder programs were expanded to include Workplace Communications and Work Integrated Learning. Both were offered successfully in winter and spring 2022.

The University Studies program added 3000 and 4000-level courses to its offerings. This is the first time the College has offered courses at this level.





Increasing Access to Post-Secondary Education in Rural Alberta

Northern Lakes College signed a multi-year lease for space at Drayton Valley's Clean Energy Technology Centre (CETC) in September 2021. This agreement brings Northern Lakes College Supported Distance Learning (SDL) programming to the CETC, continuing the College's pursuit of accessible education for rural Albertans.

Dedicated classroom space has been allocated for students at the CETC, including those enrolled in Northern Lakes College programs. Offering classroom space for distance learning students increases equitable and reliable access to the internet and support for rural students, who may not otherwise have the option to pursue online education. This arrangement also provides more opportunities for students who wish to stay in the community while pursuing post-secondary education.

As of April 1, 2022, there were 45 students registered in 11 different Northern Lakes College programs studying at the CETC, seven of whom were being sponsored by the Town's Zero Fee Tuition Program. The College's SDL model ensures

access for those who are upskilling or reskilling, and allows students to pursue their post-secondary goals while remaining in the community, saving students and families money and making education more accessible.

"The numbers speak for themselves in telling the NLC accessibility story. Our Supported Distance Learning model means that we don't need a full cohort of students in any specific program, or any specific location, to make it accessible in a community. Drayton Valley students participate in classes with students from throughout Alberta. This dedication to accessibility is why, at Northern Lakes College, we count our success one student at a time," comments Dr. Glenn Mitchell, President & CEO.





COLLABORATION

GOAL

NLC will collaborate with CampusAlberta partners, Community Adult Learning Programs, and other organizations to enhance access to programs.

Through CampusAlberta partnerships, Northern Lakes College will offer programs to meet labour market demand.

Initiatives

Northern Lakes College partners with the University of Calgary to offer the Community-Based Bachelor of Education to students in northern, rural locations. We offer Academic Upgrading and Practical Nurse to communities served by Lakeland College, and we partner with Portage College to expand pathways for Business diplomas. We offer access to our programming in communities such as Drayton Valley, Hinton, and Whitecourt, and we are exploring opportunities to offer a Bachelor of Arts, Registered Nurse, and Paramedicine degree.

Achievements and Measures

In the first graduation year, five students who started the program with Northern Lakes College graduated from the Community-Based Bachelor of Education partnership with the University of Calgary and ten more students were accepted into the program for fall 2022.

Through an agreement with Lakeland College, we offer Academic Upgrading and Practical Nurse to students in the Lloydminster area, with 32 students in Academic Upgrading and 63 in Practical Nurse in 2021-2022.

Through our partnership with Portage College, expanded Business diploma pathways continue to be offered, increasing access for students from both institutions' service regions.

Through our CampusAlberta partnership, we served over 40 students in the community of Drayton Valley, who together participated in 11 programs of study.

We continue to explore a Registered Nurse degree partnership with a university and to pursue degrees in Arts and Paramedicine.

Northern Lakes College will offer cohort-based offerings of Early Learning programs to local community childcare centres.

Initiatives

Early Learning & Child Care offerings to Slave Lake Daycare and Sucker Creek First Nation.

Achievements and Measures

The Slave Lake Daycare cohort completed their studies with ten students participating. Five students participated in the Sucker Creek First Nation cohort. There are also healthy groupings of Early Learning and Child Care certificate and diploma students throughout the province.

Accessibility to Community Adult Learning Programs.

Initiatives

Northern Lakes College operates Community Adult Learning Programs (CALPs) in underserved locations, provides space for other CALPs within campuses, and also partners with CALPs to offer Life Skills programming.

Achievements and Measures

Northern Lakes College operates eight approved CALP locations in Cadotte Lake, Chateh, Driftpile, Grouard, High Level, Loon River, Peerless Lake, and Stony Point. We also provide space on campus for non-NLC CALPs in High Prairie, Slave Lake, Smoky River, and Valleyview.

We partnered with four non-NLC CALPs to offer Life Skills programs in their communities. These include Northwest Peace Community Adult Learning Council (Fairview), Prairie River Community Education Council (High Prairie), Smoky River Adult Learning (Falher/McLennan), and South Peace Rural Community Learning Association (Hythe).

Access to industry-specific training will be secured through partnerships with industry-based organizations.

Initiatives

Northern Lakes College partners with Woodland Operations Learning Foundation (WOLF) for forestry-related training, with PEMAC (Plant Engineering and Maintenance Association of Canada) Asset Management Association of Canada for asset and maintenance management training, and with Fleet Safety International for the development of Class 1 driver training.

Achievements and Measures

In partnership with WOLF and West Fraser, Northern Lakes College began the Forest Operations Technician Program in the community of Hinton in June.

NLC partnered with Fleet Safety International to develop MELT (Mandatory Entry-Level Training) theory courses for online delivery of the Class 1 driver training. Northern Lakes College is the only provider of online MELT training and received approval from the Ministry of Transportation to do so. Program delivery begins in 2022-2023, barring equipment supply chain delays.

The Maintenance Management Professional program had 454 students and 833 enrolments, and Asset Management Professional (AMP) had 274 students and 443 enrolments. Alongside regular offerings, NLC is also delivering further AMP training, as PEMAC received a third round of funding from the Federation of Canadian Municipalities to provide municipalities across Canada with the AMP program. These offerings started in June and run through to November 2023, with seats for 80 participants from 30 different municipalities in all courses with potential for 50 more participants enrolled in specific courses.

Partnering with Rupertsland Institute, NLC provided contract training including Bookkeeping, Job Readiness, and Admin Upskilling.





COMMUNITY

GOAL

The College will strengthen community, business, and industry partnerships to ensure programs and services support the labour market.

Northern Lakes College will support Community Education Committees.

Initiatives

Assist Community Education Committees (CECs) to identify educational needs in communities and increase access to non-credit programming in order to increase employability and build community capacity.

Achievements and Measures

The Council of Community Education Committees and the 17 Community Education Committees (CECs) provided sponsorship for 233 courses, to 20 groups and 240 individuals. In order to increase student access to local financial support, individual CECs sponsor student awards for students attending their respective campuses. In 2021-2022, 337 CEC student awards, totaling \$34,021, were provided to support students and their achievements.

Through engaged regional stewardship, relationships, and partnerships, customized training opportunities will be identified.

Initiatives

Targeted safety training through Creative Sentencing funds is offered in eligible communities within the College service region and Pre-Employment training opportunities are offered in High Prairie and Slave Lake.

Achievements and Measures

Funded through Creative Sentencing, we provided safety training, free of charge, to 42 participants between March and June in eligible communities. These funds will provide continued training in the upcoming academic year.

Provided one offering each of Pre-Employment Carpenter, Electrician, and Welder programs in Slave Lake, with offerings scheduled in other communities in 2022-2023.

Program Advisory Committees (PACs) will ensure program content aligns with current labour market requirements.

Initiatives

Active engagement of PACs in all Business, Health Careers, and Human Service Careers programs, and establishment of a PAC for Pre-Employment programs.

Achievements and Measures

PAC meetings were held in the spring in all Business, Health Careers, and Human Services Careers programs.

PACs are composed of representatives from various aspects of the economy, including business, industry, and sectors such as health and education. They help ensure College programming meets the needs of the changing labour market.

The College worked with provincial PACs to obtain approvals for Pre-Employment program changes to include Work Integrated Learning. Northern Lakes College also intends to establish a local PAC to provide guidance on future Pre-Employment programming provided by the College.

Northern Lakes College will renew or replace facilities to provide learners with access to the appropriate learning environment to develop the skills required for the labour market.

Initiatives

Trout Lake Campus replacement and various new campus and facility renewal projects.

Achievements and Measures

New facilities opened in High Prairie and Trout Lake and a new location was established in Fox Creek. We acquired an interim location in Driftpile Cree Nation from which to operate until the new campus is constructed.

Land leases for both the new Driftpile and Peavine campus locations are being finalized and geotechnical consultants are being sourced. Tender for construction is planned for early 2023 with construction to commence spring 2023 for both campuses.



CELEBRATING NEW CAMPUSES AND LOCATIONS

Northern Lakes College values accessibility and community, and is thrilled to have had the opportunity to celebrate the grand opening of two new facilities in High Prairie and Trout Lake, and a new location in Fox Creek.

The High Prairie grand opening took place on August 16 with special guest remarks provided by Deputy Mayor James Waikle, Town of High Prairie; Reeve Robert Nygaard, Big Lakes County; Ms. Lynette Lambert, Student Member, Northern Lakes College Board of Governors; Mr. Daniel Vandermeulen; Lesser Slave Lake MLA Pat Rehn, Government of Alberta; Mr. Barry Sharkawi, Chair, Northern Lakes College Board of Governors; and Dr. Glenn Mitchell, President & CEO.

“The High Prairie Campus is a unique building, with many environmentally-sustainable innovations, technologies, and features and is constructed for the specific teaching and learning needs of the College and our students. This facility, in concert with our Supported Distance Learning delivery model, ensures equitable access to appropriate learning and support resources for students. Our SDL model allows students from High Prairie and the surrounding area to connect virtually with students across the province and become a learning cohort. This means students can continue to live right here, in their home community, while getting a post-secondary education that will allow them to further their education, improve their employment opportunities, and enhance their quality of life,” comments Dr. Glenn Mitchell, President & CEO.

Following the ribbon-cutting, attendees were invited to participate in guided campus tours which highlighted the LEED Silver and net-zero features, including the newly-installed photovoltaic solar array. Northern Lakes College opened the doors of the new campus in the fall of 2021. The grand opening event was postponed to a time when the community could attend.

The Fox Creek grand opening and open house celebration occurred on August 24. The College began operations in Fox Creek in January 2021 and was happy to have the

opportunity to host a celebratory event. Special guest remarks were provided by Mr. Arnold Viersen, Member of Parliament for Peace River – Westlock; Mayor Sheila Gilmour, Town of Fox Creek; Councillor Ryan Ratzlaff, MD of Greenview; Ms. Elizabeth Gedcke, President, Northern Lakes College Students’ Association; and Dr. Glenn Mitchell, President & CEO.

“We are excited to partner with the Town of Fox Creek to increase access to post-secondary education in the community. The NLC model provides opportunities for community members to engage in training and further their education at home, so that they do not need to leave the community. If citizens can train close to home, they are more likely to work close to home and contribute to the local economy. We are eager to grow existing and new partnerships with community organizations, business, and industry. We look forward to meeting your particular training needs, so that your organizations and your community can thrive,” comments Dr. Glenn Mitchell, President & CEO.

The grand opening of the new Trout Lake Campus was celebrated in the community on September 29. Following the ribbon-cutting, attendees enjoyed refreshments and an opportunity to visit the campus and familiarize themselves with College programs and services. Northern Lakes College began offering classes in the new campus in the spring.

The event opened with special guest remarks provided by Mr. Gord Atkinson, Kee Tas Kee Now Tribal Council Education Authority; Ms. Treena Ward, Northern Lakes College Board of Governors; and Dr. Glenn Mitchell, President & CEO.

“The College has been committed to this region for more than 50 years, and that includes a long history with Peerless Trout First Nation. These communities built campuses in the early 1970s to house the Community Vocational Centres. From day one, the relationship between the College and the communities of Peerless Lake and Trout Lake has been a true partnership. I am proud to say that this continues today,” comments Dr. Glenn Mitchell, President & CEO.





EXCELLENCE

GOAL

NLC will enhance learner experiences through quality academic programs and services.

The student experience and quality of service will be enhanced through the work of the President's Advisory Team, Deans' Council, Educational Technology Committee, and the Strategic Enrolment Management Committee.

Initiatives

Provision of courses and sessions to assist students to develop the skills and knowledge to be successful online learners. Opportunities to develop proficiency in test-taking, use of technology, citations, etc. Provide assistive technology and support for students who require learning accommodations. Recognize and respond to needs of at-risk students and support program referrals of at-risk students to Student Success for support. Provide specific support for success to home-based Foundational Learning students.

Achievements and Measures

Through the work of the President's Advisory Team, Deans' Council, Educational Technology Committee, and the Strategic Enrolment Management Committee, the student experience is at the core of our decisions.

The Strategic Enrolment Management Committee focused on the student experience and quality of service in regard to changes in funding for Foundational Learning students due to the Foundational Learning Assistance program. The Committee also focused on the 2020-2021 Student Satisfaction Survey and the review of institutional strategic goals.

The Centre for Teaching and Learning facilitated eight, student-focused sessions in the effective use of the College's various Learning Management System platforms to increase student proficiency and success in online learning. The Student Tutor facilitated six workshop sessions on APA and MLA citations, as well as one-on-one sessions with students.

The Student Success department received 255 student referrals for support throughout the academic year.

Foundational Learning programs updated their attendance and progress benchmarks and processes to identify at-risk, home-based students for early interventions to help ensure their success.

Establishment of a new Academic Plan and Strategic Enrolment Plan.

Initiatives

To guide the development of quality academic programs and services to meet the needs of learners.

Achievements and Measures

Updated Academic and Strategic Enrolment Plans are in development, with a focus on the review of our enrolment processes to ensure applicants experience an excellent quality of service.

The new Academic and Strategic Enrolment plans will enhance the student experience in a variety of ways. It will further improve our ability to develop quality academic programs and enhanced services that meet the needs of our evolving economy, and the upskilling or reskilling training required by students to participate in it. For example, in the fall of 2022, we launched a new in-class video technology that will enhance the learning environment and experience of students and faculty through advanced video assignments, virtual classrooms, and advanced feedback capabilities. The purpose of the Academic and Strategic Enrolment plans is to ensure:

- operational activities are data informed and efficient
- effective use of resources for programming and enrolment management
- further development of our organizational culture of engagement.

Work Integrated Learning (WIL) opportunities will be available.

Initiatives

All new programs will include WIL opportunities, if appropriate. Business, Health Careers, and Human Service Careers programs include required practical elements. WIL opportunities will be added to Pre-Employment programs.

Achievements and Measures

Business, Health Careers, and Human Services Careers programs include practical elements, such as practicums and work placements.

Work Integrated Learning was added to Pre-Employment Welder and Carpenter, including work placements with industry partners to enhance students' experiential learning opportunities in a workplace setting.

NLC will maintain effective and efficient processes with controls to generate timely and accurate reporting.

Initiatives

Timely and accurate financial, facility, enrolment, and health & safety reporting.

Achievements and Measures

Achieved an unqualified auditor's report and met internal key budget submission, forecasting, and reporting dates.

Completed Facilities project data entry by March 30, 2021. Deferred maintenance remains at manageable levels. Successful project completion and updating of the Voluntary Framework of Accountability (VFA) database has had a positive effect on reducing the institutional average Facility Condition Index (FCI). This metric provides an overall rating of general building condition and indicates a desired downward trend.

Due to improvements in the enrolment process, students are now granted access to their classes two weeks prior to term start, thereby increasing their likelihood for success.

As part of the Strategic Enrolment Planning process, the committee is examining best practices for the content and provision of timely and accurate enrolment reports. The information will be used to create an enrolment report that is unique to NLC. The report will allow us to be better prepared for enrolment decision-making and future planning and it will enhance our ability to attract, enrol, and retain students, and provide for their success.

Occupational Health and Safety software ensures timely and accurate reporting of incidents, inspections, and hazards. Employees receive Occupational Health and Safety and WHMIS training customized to the College environment. The Occupational Health and Safety Committee meets monthly to review all reports and ensures all safety measures are addressed.

Northern Lakes College will ensure relevant and robust curriculum in all programs.

Initiatives

Regularly-scheduled review of program courses to ensure adherence to quality standards and regular curriculum development, redesign, and revision.

Achievements and Measures

The Centre for Teaching and Learning developed 52 new courses to expand course offerings and reviewed 28 existing courses to ensure relevance and adherence to quality standards.

Regular program evaluations ensure the quality of curriculum, instruction, and support services and provide a mechanism through which a better understanding of the program's contributions and needs can be assessed. Each program develops a set of actions for improvement. All programs are committed to this annual, internal review process of continuous quality improvement and external program reviews may be initiated by the Vice President, Academic, as deemed necessary.

The College will regularly review its learning management systems and platforms.

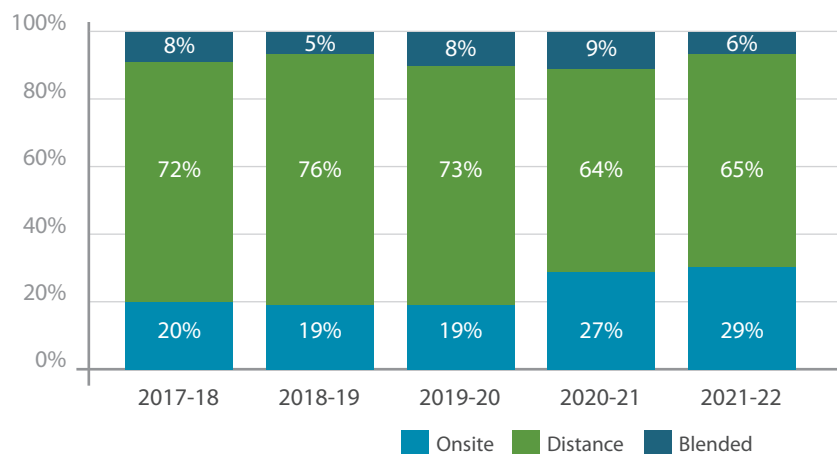
Initiatives

The Education Technology Committee will guide the review and selection of learning management systems and platforms to ensure they meet learning and teaching needs.

Achievements and Measures

To maintain a high standard of course delivery at Northern Lakes College, the Education Technology Committee (ETC) makes decisions on the utilization and integration of new educational technology and assists with its development and implementation. The ETC provides a forum where members disseminate information and identify ways to improve College programs and services through educational technology, and identifies professional development and training needs relative to new educational technologies. Through the work of the ETC, a new synchronous platform pilot started in spring 2022, with a launch planned for fall 2023.

Percent of Student Contact Hours by Delivery Method



There is a slight increase for onsite delivery for 2021-2022. Some programs with onsite requirements experienced higher enrolment in 2021-2022, resulting in more onsite practicums.

Source: Northern Lakes College's Student Information System

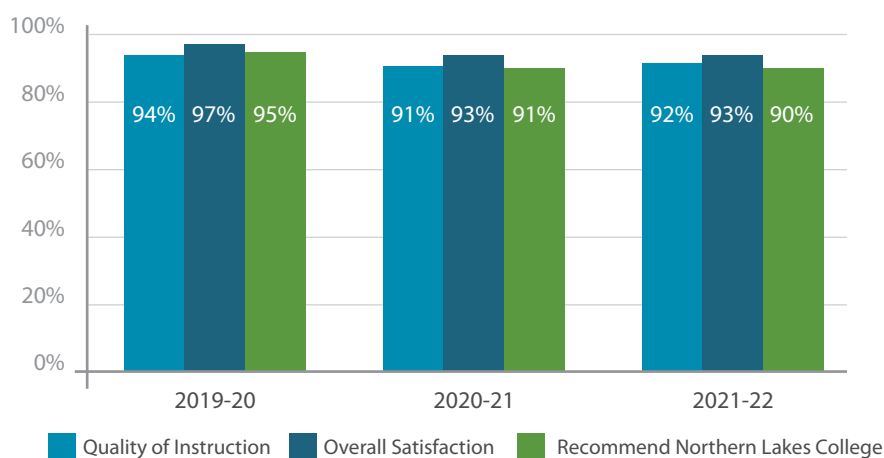
Employment Rate of Northern Lakes College Program Completers

	2016-17	2017-18	2018-19	2019-20	2020-21
Employment Rate	96%	95%	97%	98%	95%

Program completers are defined according to Alberta Advanced Education criteria and are reported annually through Alberta's Learner and Enrolment Reporting System (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 (6) months after graduation.

Source: Northern Lakes College Employment Outcomes Interviews 2020-2021

Student Satisfaction Survey



Conversion Rates	2017-18	2018-19	2019-20	2020-21	2021-22
Acceptance Rate	51%	54%	51%	56%	65%
Registration Rate	68%	57%	55%	64%	65%

Acceptance Rate: number of acceptances / number of applications.

Registration (Conversion) Rate: number of registrations / number of acceptances.

Retention Rate	2017-18	2018-19	2019-20	2020-21	2021-22
Retention Rate (year to year)	85%	82%	87%	86%	86%

Retention Rate: (total registrations - withdrawals) / total registrations.

Source: Northern Lakes College Student Information System



LIFELONG LEARNING

GOAL

The College will provide opportunities throughout the learning continuum for students, employees, and community members.

Northern Lakes College will provide comprehensive, community-based learning opportunities.

Initiatives

Offer access to a comprehensive menu of programming, from a spectrum of Foundational Learning programs to opportunities to engage in certificate and diploma-granting programs, continuing education and corporate training, and access to degrees through CampusAlberta partnerships.

Achievements and Measures

Northern Lakes College offers 12 certificates, six diplomas, one partnership degree, three apprenticeships, five pre-employment programs, and six non-credential programs, including Foundational Learning, Open Studies, and University Studies.

Foundational Learning offerings include Academic Upgrading (Adult Basic Education and Adult High School), Community Adult Learning Programs, and Life Skills.

Continuing Education and Corporate Training offers a wide range of courses and certificate programs providing upskilling, reskilling, and skill development for career enhancement.

NLC will enhance employee professional development opportunities.

Initiatives

Ed Talks, *Coffee Shop* sessions, *Instructional Skills Workshop*, the Centre for Teaching and Learning Newsletter, and online teaching and learning courses are offered. Live helpdesk support and training in educational technology and best practices in teaching and learning are available to faculty.

Achievements and Measures

Ed Talks occur three times per month and cover topics such as *Supporting English-language Learners*, *Outlook*, *Engaging Learners Online*, and *Beyond the Basics of PowerPoint*.

Coffee Shop sessions occur every second month and include topics such as *Assessment in Online Learning*, *Adult Education and Online Learning and Assessment*, *Beliefs about Teaching and Learning Online*, and *Quality in Assessment*.

The *Instructional Skills Workshop* (ISW) is a participatory workshop designed to improve teaching and learning and is mandatory for all new faculty. The ISW is facilitated by people who teach, for people who teach. Participants review basic ideas about teaching, check current practices, and are encouraged to try new instructional strategies and techniques within the safe environment of the group. The ISW also includes sessions about teaching skills, learner needs, and other learning themes that arise in learning environments. Further, through its design, the ISW supports collaboration between facilitators and participants that is grounded in active, experiential learning and based on principles of learning-centred instruction. Due to the COVID-19 pandemic, an online Instructional Skills Workshop was offered to all new faculty in 2021, with a return to an in-person workshop in August 2022.

The Centre for Teaching and Learning offers five online, self-paced courses to support faculty, including *EDTECH101*, *Brightspace Instructor Training*, *Timesheet Training*, *OH&S* and *WHMIS*, and *Engaging Indigenous Learners*. The Centre completed 1217 educational technology-related helpdesk tickets and distributed two editions of the *CTL Newsletter*.

The College will provide mental health and wellness courses and opportunities.

Initiatives

Student and employee opportunities to participate in mental health and wellness.

Achievements and Measures

Offerings and resources available to students and employees include:

- Suicide prevention course "START" - 100 employee and student participants.
- Indigenous guest speaker, Jordin Tootoo, *Aiming for Wellness Together* - 64 employee and student participants.
- *CampusWell* magazine is a specialized publication created for Canadian post-secondary students that provides information, stories, and strategies in areas of mental health and wellness. Available to employees and students; 2,700 unique visitors viewed the magazine.
- QMUNITY LGBTQ2SAI+ training for Student Success employees.
- Student Wellness Kits distributed to over 1,300 students.
- Mental Health Week initiatives included movie streaming via the Library and discussion kits distributed to 174 students.
- Red Cross *Psychological First Aid - Self Care* course - 97 student participants.
- *Navigating Grief* self-paced course – 39 student participants.

The Employee Assistance Program is available to employees and their families, free of charge, along with access to LifeWorks and the Heartbeat newsletter.

The College will seek opportunities to engage with secondary school-aged learners.

Initiatives

Dual Credit opportunities are available in Business, Health Careers, Human Service Careers, Pre-Employment and University Studies.

Achievements and Measures

Dual Credit provides high school students with the opportunity to participate in apprenticeship training or get a head start on their post-secondary education by taking a course that earns them both high school and post-secondary credits at the same time. The program helps high school students prepare for the post-secondary environment and eases the transition from high school to college. Thirty unique students participated in Dual Credit programming. The decrease in students from the previous year was due to the ongoing impacts of the global pandemic and funding availability. There were Dual Credit enrolments in 11 NLC programs from ten different school divisions and 16 high schools.

JORDIN TOOTOO SPEAKS TO NLC STUDENTS ABOUT AIMING for *Wellness Together*



National Hockey League legend Jordin Tootoo spoke to Northern Lakes College students on April 6, 2022, bringing them his message of inclusivity, resilience, and the importance of teamwork in both the workplace and social communities. Jordin is of Inuit and Ukrainian descent, and he was not only the first Inuk player in the NHL - he was the first player raised in Nunavut to play in the NHL.

One of Jordin's biggest priorities is giving back to Indigenous communities. In his presentations, Jordin promotes the creation of inclusive communities that destigmatize mental illness and addiction, creating an environment in which asking for help isn't considered a weakness.

"These are times of great uncertainty and we are looking to young people to lead us to a better tomorrow. This will only be accomplished if we are true to ourselves, communicate with one another and recognize that everyone is fighting a fight no one else knows about. I am pleased to spend time with all of you at Northern Lakes College to share my story," comments Jordin.

Jordin is also the author of *All the Way: My Life on Ice* as well as the founder of the Team Tootoo Foundation. He established the foundation in honour of his late brother, Terence, who took his own life. The foundation aims to raise awareness about addiction, youth at risk, and suicide prevention. Growing up in Canada's north, Jordin is all too familiar with the legacy of mental illness and addiction that can impact both families and communities.

Jordin was drafted by the Nashville Predators in 2001, and went on to play with the Detroit Red Wings, New Jersey Devils, and Chicago Blackhawks. He played 723 career games, accumulating 161 points, including 65 goals. Prior to his NHL career, he played in the Western Hockey League from 1999 to 2003 for the Brandon Wheat Kings. Jordin retired from the NHL in 2018. He devotes his time to his family, his foundation, and his work, bringing his message to Indigenous communities throughout Canada.



Student wellness is a priority at Northern Lakes College, and Jordin's message of wellness as a journey we take together is inspiring. We thank Jordin for sharing his story with our students.

– Dr. Glenn Mitchell,
President & CEO



RESPECT

GOAL

Northern Lakes College will celebrate and increase cultural awareness through College programs and services.

Northern Lakes College will engage in learning and celebrating culture.

Initiatives

Métis Week and National Day for Truth & Reconciliation initiatives, Elders-in-Residence program, and employee engagement in learning about cultures, diversity, inclusivity, and sensitivity.

Achievements and Measures

Respect for cultures is foundational at Northern Lakes College and is imbedded in our mission statement: *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.*

Northern Lakes College provides opportunities for the entire College community to learn about diversity, to understand and develop an inclusive work and learning environment, and to promote equity to learning opportunities and services.

Northern Lakes College marked National Day for Truth & Reconciliation with an Orange Shirt campaign for both staff & students; flying the Every Child Matters flag; website and social media posts; and additions to our permanent list of resources on our [Learn About Truth & Reconciliation](#) webpage.

Métis Week was celebrated from November 15 – 19, 2021. NLC offered students, employees, and community members the virtual opportunity to engage, learn, and participate in activities during Métis Week. The NLC Library also featured five books by Métis authors.

The Elder-In-Residence supported students at the Stony Point Campus both in-person and by phone. She pursued a crafting program with students, which included custom beading of graduation caps. With the return to in-person services, additional Elders-In-Residence are planned for the Grouard, High Level, Peace River, and Slave Lake campuses.

Engaging Indigenous Learners is an in-house, custom course designed to help those in the educational field to work effectively with Indigenous learners. Northern Lakes College created the course in response to the *Truth and Reconciliation Commission of Canada's Calls to Action* for post-secondary institutions. All faculty and staff are required to complete this course, which includes five learning modules and four case studies. All new hires also complete the course as part of their orientation and onboarding. Course modules include the *NLC Context*, *Becoming Aware*, *Building Trust*, *Embracing Diversity*, and *Indigenous Arts & Design*. The case studies include topics such as unconscious bias, learner preconceptions, community involvement, culturally inclusive learning environments, assessing barriers, cultural relatability, and inclusiveness.

We are also committed to the importance of Equity, Diversity, and Inclusion (EDI). All employees participate in *Respect in the Workplace*, a custom training program developed for Northern Lakes College. We continue to invest in the growth and development of our employees, and are working in collaboration with NorQuest College to create a custom program that speaks to equity, diversity, and inclusion, which will support our growing and diverse institution. This training will provide employees with the knowledge and strategies to build awareness of equity, diversity, and inclusion across the organization. The program will be offered in 2022-2023 and employees will receive an *Inclusion at Work* digital badge upon completion of the program.

NLC will ensure access to Indigenous learning resources and language programming and integration of Indigenous topics into curricula.

Initiatives

Culturally relevant content in Academic Upgrading, Business, Health Careers, Human Service Careers, University Studies, and other program areas, and inclusion of Indigenous Days in the Social Work Diploma. Indigenous Studies specialization offered in University Studies and introduction of Indigenous Administration credential.

Achievements and Measures

Where appropriate, NLC ensures the integration of Indigenous topics in Academic Upgrading, Business, Health Careers, Human Service Careers, University Studies, and other program areas.

Year one Social Work Diploma students participate in an Indigenous Day workshop, focused on incorporating the Calls to Action and includes Indigenous ways of knowing and the history and the trauma endured by Indigenous Peoples.

Four courses are offered as part of an Indigenous Studies specialization in University Studies, two Indigenous Language courses are offered in University Studies, and a specialization in Revitalization of Indigenous Languages is offered as part of our partnership with the University of Calgary.

A grant application to develop an Indigenous Administration micro-credential was submitted to the Government of Alberta and funded for development. Offerings will begin in 2022-2023.

The Basic Education Level (BEL) 301 Cree Language course is on hold due to the lack of qualified instructors available. We hope to offer in winter term 2023.

The College will maintain an Indigenous Advisory Council.

Initiatives

To foster equity, diversity, and inclusion, and in support of reconciliation, the Indigenous Advisory Council works toward implementation of the *Truth and Reconciliation Commission of Canada: Calls to Action* relevant to post-secondary institutions.

Achievements and Measures

The NLC Indigenous Advisory Council met in 2021-2022 and regular meetings are scheduled for 2022-2023. The Council is a standing committee which contributes to developing opportunities to incorporate the Truth & Reconciliation Commissions' Call to Action to the College's programs and services.



Regional Stewardship, Foundational Learning, and Underrepresented Learners

COMMUNITY EDUCATION COMMITTEES AND COMMUNITY ENGAGEMENT

For over 50 years, the Council of Community Education Committees (CCEC) has been the principal public advisory body to Northern Lakes College. Meeting with the President, Senior Management, and Board representatives on a regular basis, the Council advises on the learning needs of communities to increase educational attainment and community capacity. Local Community Education Committee members are nominated by local organizations and appointed by the President & CEO. Members are nominated by communities and organizations including, First Nations, Métis Settlements, municipalities, counties, business, industry, and health. The local NLC Students' Union also nominates a student representative.

In 2021-2022, the CCEC hosted a series of online workshops and training opportunities, free of charge, to community members throughout the Northern Lakes College service region. Responding to the unique needs of the region, the CCEC sponsored many learning opportunities, including ten courses, two speakers, and one on-demand webinar. The topics of leadership, economic development, and mental health were selected based on needs expressed by CCEC representatives throughout the region. Featured speakers included Lieutenant-General (ret'd) The Honorable Roméo A. Dallaire and Marie-Claude Michaud.

Individual Community Education Committees also requested and sponsored private Continuing Education & Corporate Training (CE&CT) opportunities to meet the specific training needs of their community, including Basic Security Guard, Safe Food Handling, and Mental Health. Many CECs provided the opportunity for individual community members to enrol in the CE&CT courses they needed for professional or personal development. In total, 99 people were provided support for these individual CE&CT training opportunities. CECs also delivered 20 group training opportunities and distributed 337 student awards.

Further to the comprehensive community engagement through the College's unique CCEC/CEC model, Northern Lakes College also participates in organizations such as the Peace Region Economic Development Alliance (PREDA), the Rural Economic Development Initiative (REDI), Wabasca & Region Atoske Action Group, and multiple Chambers of Commerce. The College is also a partner in LEARN (Labour Education Applied Research North).



Council of Community Education Committees, Northern Lakes College, 2022

PARTNERSHIP WITH COMMUNITY ADULT LEARNING PROGRAMS (CALPs)

The partnership with Community Adult Learning Programs at Northern Lakes College includes a variety of strategies, from operating CALPs, to hosting CALPs in our campuses and providing them with space for literacy and adult learning programming and inviting CALP coordinators to serve as Community Education Committee members, to recommending CALP opportunities to applicants who may not qualify for NLC programming. In 2021-2022, Northern Lakes College operated CALPs in the communities of Cadotte Lake, Chateh, Driftpile, Grouard, Loon River, Peerless Lake, and Wabasca, as well as in High Level. The Northern Lakes College CALP Partnership Plan provides inclusive initiatives to assist adults to enhance their literacy, computer literacy, and foundational skills in order to develop skills that will allow them to participate in the Alberta economy. The College has a three-year grant (2021-2024) to operate eight existing CALPs. Through the grant, in 2021-2022, the College provided 3,340 instructional hours to 60 unique learners, 52 of whom self-identified as Indigenous. The College also offered eight Life Skills programs, partnering for four of those with external CALPs to offer Life Skills in their communities including Northwest Peace Community Adult Learning Council (Fairview), Prairie River Community Education Council (High Prairie), Smoky River Adult Learning (Falher/McLennan), and South Peace Rural Community Learning Association (Hythe).

DUAL CREDIT

Northern Lakes College has a wide reach when it comes to Dual Credit offerings. In 2021-2022, ten school divisions and 16 high schools sent their students to 11 different programs at the College. The College has Dual Credit agreements with 24 school divisions across the province. Dual Credit programming provides an excellent opportunity to work with high schools and their students to ease the transition from high school to college and to ensure students are focused on and ready for higher learning and the workforce, supporting the Alberta 2030: Building Skills for Jobs initiative to develop a skilled and competitive workforce.

Northern Lakes College had 30 students involved in dual credit programming during the 2021-2022 academic year, down from the previous year, and likely the result of the pandemic and a change in the Dual Credit funding structure to school divisions. In May and June of 2021, when high school students typically set their schedules for the next year, pandemic restrictions had the students at home. This made timetabling for Dual Credit more challenging.

INDIGENOUS LEARNERS

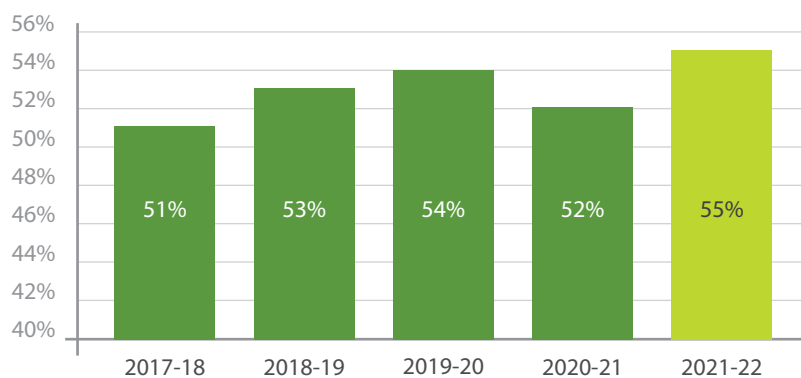
Indigenous students represent the majority of the student body at Northern Lakes College, with many of our locations on or adjacent to, First Nations and Métis Settlements. In 2021-2022, 55% of the Northern Lakes College student body self-declared as Indigenous. Serving four Métis Settlements and 15 First Nations, NLC is committed to programming and operations grounded in respect and regard for Indigenous learners, communities, and cultures. To promote inclusion and appreciation of diversity, the College created a custom-designed course, *Engaging Indigenous Learners*, in response to the *Truth and Reconciliation Commission of Canada's Calls to Action* for post-secondary institutions. All ongoing College employees are required to complete the course, and all new employees must complete as part of the onboarding process.

Programming initiatives to promote equity, inclusion, and appreciation of diversity include the Indigenous Day workshop in year one of the Social Work Diploma program, four courses offered as part of an Indigenous Studies specialization in University Studies, two Indigenous Language courses offered in University Studies, and a specialization in Revitalization of Indigenous Languages offered as part of our partnership with the University of Calgary.

The NLC Library has a large collection of resources by Indigenous authors. Available in print, as well as virtually through Indigenous-specific databases, students can access a variety of information in many formats. The Library continuously seeks to diversify its collection and services and continues to maintain a well-developed section of their website, dedicated to Indigenous resources, with a focus on Truth and Reconciliation, Canadian Treaties, The Métis, and Indigenous Women. Northern Lakes College strongly believes that providing access to literature that increases knowledge and promotes understanding is a foundation to promoting equity, diversity, and inclusion.

In 2021-2022, the Student Success department welcomed back the Elder-In-Residence at the Stony Point Campus to support students both in-person and via telephone. She engaged students in cultural programming, including a beadwork session where students customized their graduation caps. The department also hosted speaker Jordin Tootoo, who brought his message of inclusivity and resilience, and the importance of teamwork in both the workplace and social communities, to ensure all community members receive the support they need. He promotes the creation of inclusive communities that destigmatize mental illness and addiction, creating an environment conducive to asking for help.

Indigenous Student Population



CULTURAL LEARNING AND CELEBRATION

Northern Lakes College acknowledges that we are on Treaty 8 territory and the lands of Métis Nation of Alberta Regions 4, 5, and 6. In the spirit of reconciliation, and to promote inclusion and appreciation of diversity, this land acknowledgement is included on the College website, in publications, and at the beginning of events. In 2021-2022, Northern Lakes College recognized the inaugural National Day for Truth and Reconciliation during the week of September 30, through social media, a short video, and the creation of a resource webpage to help the NLC community learn about truth and reconciliation. The resource page includes videos, podcasts, articles, and stories from organizations such as the United Nations, CBC, National Film Board, Canadian Museum for Human Rights, and the National Centre for Truth & Reconciliation. In the spirit of reconciliation, we invited our students, staff, faculty, and community members to view, listen, and share at <https://www.northernlakescollege.ca/about-us/truth-and-reconciliation>. Staff and students wore Orange Shirts the week of September 30 to recognize the experiences of children who were taken from their families and placed in residential schools. Métis Week was celebrated from November 15 – 19, 2021. The Métis Nation of Alberta has declared the week surrounding November 16, which is the date of The Right Honourable Louis Riel's death, as Métis Week. NLC offered students, employees, and community members the virtual opportunity to engage, learn, and participate in activities during Métis Week. The NLC Library also featured five books by Métis authors. Northern Lakes College is committed to providing opportunities to promote equity, diversity, and inclusion through the provision of educational opportunities to engage in learning and understanding.

RURAL AND REMOTE LEARNERS

As a provider of community-based education, Northern Lakes College understands the importance of reaching each and every individual, no matter how remote or rural their location. With the most accessible programs in Alberta, we are positioned to support the Alberta 2030: Building Skills for Jobs initiative to provide the training required for Albertans to participate in the province's economic future.

Accessibility is achieved through our Supported Distance Learning and Supported Distance Teaching models, and by extending services to new communities. In the fall of 2021, NLC began offering programming to the Town of Whitecourt. This followed the addition of service to the Town of Drayton Valley and the Town of Hinton and opening a campus in the Town of Fox Creek in early 2021. The opening of new facilities was also celebrated, with the new High Prairie Campus grand opening in August 2022 and Trout Lake Campus in September 2022. Northern Lakes College began offering classes at the new campuses in September 2021 and spring 2022, respectively.

Northern Lake College is committed to enhancing access to post-secondary education in rural and remote communities in Alberta and has a proven model that works. With accessibility as a cornerstone value, the College provides flexible, quality educational programs and services that allow learners to access educational opportunities from their home community. Whether they are coming to us directly from high school, or returning to reskill or upskill, our focus on accessibility helps us to meet the changing landscape of education and the evolving needs of students.

FOUNDATIONAL LEARNING

Foundational Learning programs are a cornerstone to equitable access to higher education. Without Foundational Learning, students cannot access post-secondary opportunities and participate meaningfully in the province's economic future. The realization of Alberta 2030: Building Skills for Jobs is supported by ensuring accessibility to the Foundational Learning opportunities necessary to train, reskill, and upskill. Academic Upgrading, including Adult High School and Adult Basic Education, are fundamental components of the College's programming. Students can experience barriers in their K-12 educational years. The College is committed to provide incremental educational opportunities supporting students to progress through all levels of the learning continuum.

Supported Distance Learning provides access to Foundational Learning programming in rural and remote communities, throughout the Northern Lakes College service region and beyond. Increasing equitable access to Foundational Learning is supported through partnerships with Community Adult Learning Programs (CALPs), the Inmate Education Program at the Peace River Correctional Centre, and the CampusAlberta partnership with Lakeland College. Additionally, through its CALP grant, the College provides sessions of a two-week, online Life Skills program, free of charge, with the intention of providing essential skills and an introduction to online learning to assist learners to smoothly transition into Foundational Learning programs. Last year, the College offered eight sessions of the Life Skills program.

Support service departments at Northern Lakes College work closely with Foundational Learning students to provide guidance and assistance in the transition, or continuation, to higher academic studies. Educational Counsellors are available to support Foundational Learning students in assessing readiness, determining future career goals, navigating rights and responsibilities as a Northern Lakes College student, providing support throughout the application process, and directing students to community-based supports, as needed. Student Success provides accessibility services and support to Foundational Learning students to meet their diverse learning needs, including learning accommodations for diagnosed disabilities and learning support strategies. All students have access to online workshops on a variety of educational supports including test taking strategies, learning how to effectively read a textbook, study skills, and tips on managing exam stress. The Northern Lakes College Library also offers support, including help with navigating the library system to access resources for classwork, assistance in using College technology, and online sessions that provide information literacy skills. Finally, the Student Wellness department offers support to Foundational Learning students, providing information, tools, and activities positioned toward the eight dimensions of wellness. This includes information on making healthy eating choices, exercising, managing stress by using mindfulness techniques, guest speakers on various wellness topics, and providing wellness kits with items to promote health and wellness.

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)

New	Community Learning Centre Replacements Phase 1	\$5,000,000	100% PSI	Board of Governors restricted funds.	No change
New	Information Technology Upgrades	\$2,500,000	100% PSI	Board of Governors restricted funds.	No change
New	Canada Infrastructure Program	\$6,800,000	50% GoC 50% PSI	GoC funding will be provided on a reimbursement basis. The College's portion is restricted by the Board of Governors.	No change

Other

Maintenance	HVAC replacement - Slave Lake Campus	\$1,000,000	100% GoA	Capital Maintenance Renewal grant (CMR).	CMR funding approved
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CAPITAL REPORT

Project Timelines and Status

Project Description	Project Timelines	Expected Project Start	Expected Project Completion	Project Status	Progress Made in Last 12 Months
Community Learning Centre Replacements Phase 1	July 2018 – March 2025	July 2018	March 2025	In progress	Driftpile site is subject to Government of Canada land lease approval. Band Council resolution in place to commence geotechnical work. Peavine site selection completed. Lease in progress.
Information Technology Upgrades	July 2018 – TBD	July 2018	TBD	Paused	The implementation of this project was paused and is expected to resume in 2023.
Canada Infrastructure Program	October 2021 - March 2025	October 2021	March 2025	In progress	The College entered into a cost sharing grant agreement with the Government of Canada to complete work in various locations. High Prairie location completed.
HVAC replacement in Slave Lake	July 2022 - September 2024	March 2023	September 2024	In progress	Consultant preparing scope of work and tender specifications.

Financial Results

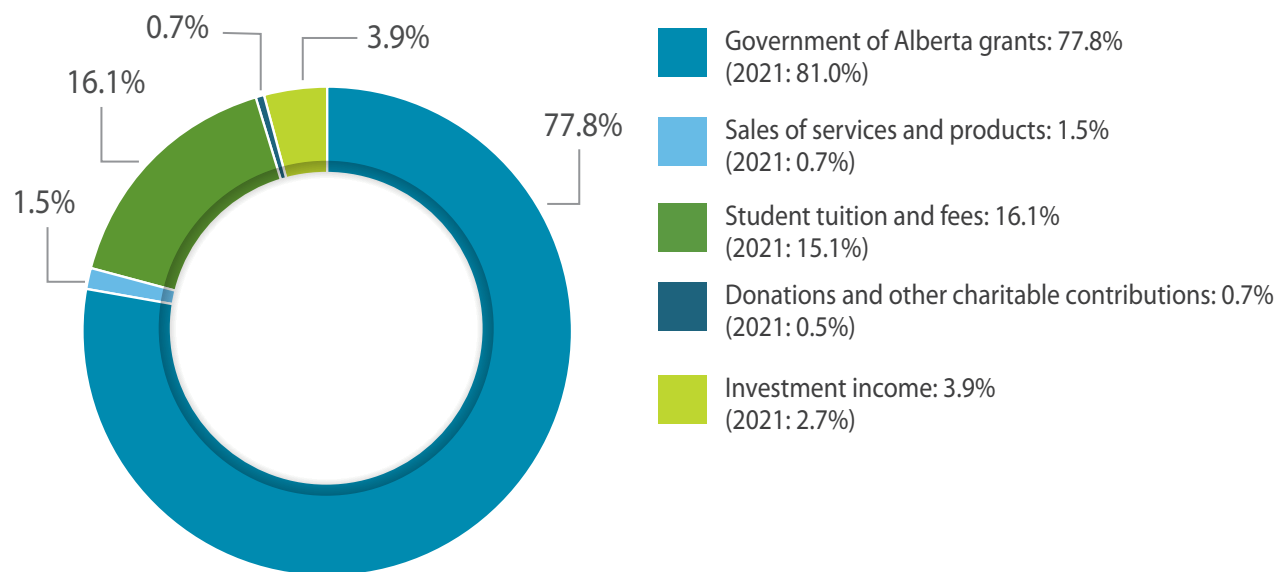
1. Overview

For the year ended June 30, 2022, the College's operating surplus was generated predominantly due to a few, major extraordinary factors which cannot be attributed to normal operations, including an ongoing worldwide pandemic, disposition of externally funded equipment and recognition of related funding, vacant positions, and recruitment challenges.

2. Revenue (in 000's)

Total revenue increased by \$3,707 (9.1%) from \$40,771 in 2021 to \$44,478 in 2022.

The distribution of total revenue between revenue sources for the 2022 fiscal year is presented in the chart below. A comparative percentage for the previous year is also shown.



	REVENUE		
	Budget	2022	2021
Government of Alberta grants	\$ 32,814	\$ 34,615	\$ 33,029
Federal and other government grants	14	-	5
Sales of services and products	480	667	273
Student tuition and fees	6,270	7,166	6,144
Donations and other contributions	225	306	207
Investment income	1,822	1,724	1,113
Total	\$ 41,625	\$ 44,478	\$ 40,771

2. Revenue (in 000's) (continued)

Government of Alberta grants (GoA) represent the College's single largest source of funding for College activities. GOA revenue increased by \$1,586 or 4.8% from \$33,029 in 2021 to \$34,615 in 2022. This increase is not related to the changes in any GOA grant funding. It is solely attributed to selling equipment and recognizing the unamortized portion of the GOA funding provided in the prior years.

Federal and other government grants were not materially different than budget. The College did not recognize any revenue from federal grants in 2022.

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 and products increased from \$273 in 2021 to \$667 in 2022. The increase from the prior year is mainly due to a new building lease in Grouard and higher housing rent due to the removed COVID-19 restrictions.

Student tuition and fees. Revenue from tuition and fees of \$7,166 was \$1,022 higher than the prior year. The main reason for that is higher than anticipated enrolment in University Studies and a related increase in revenue of \$896.

Donations and other contributions support many College activities. Donations and other contribution revenue of \$207 was comparable to the prior year. However, they were much lower than the budget. The main reason for this is less than the expected disbursement of deferred awards, mainly due to COVID-19.

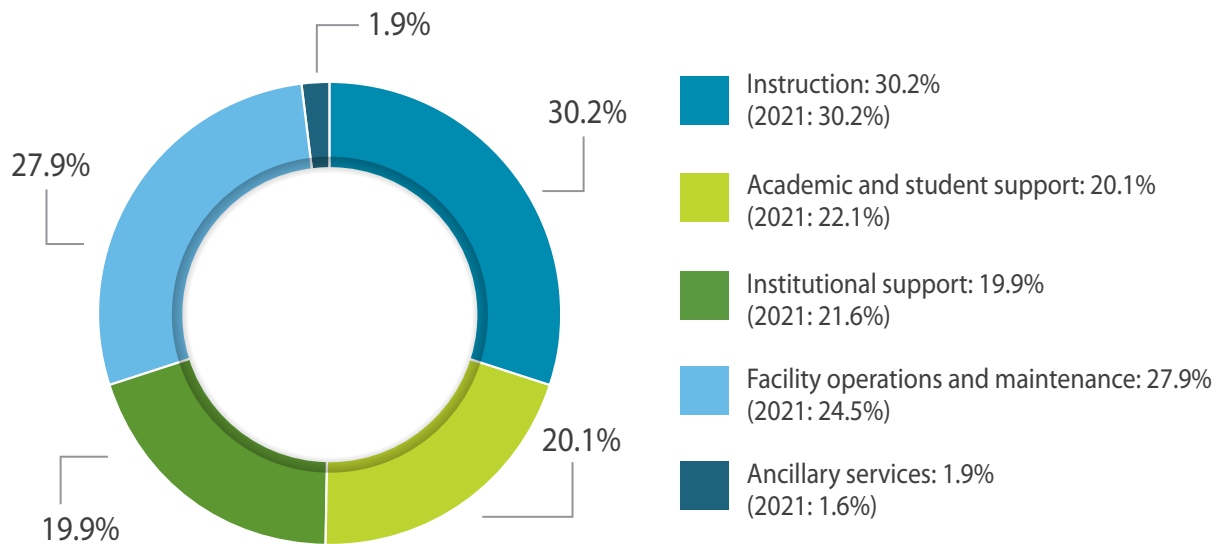
Investment income of \$1,724 was not materially different than the budget and \$611 higher than the prior year. The increase in comparison to the prior year is mainly due to higher than expected income from bond dividends.

3. Expenses (in 000's)

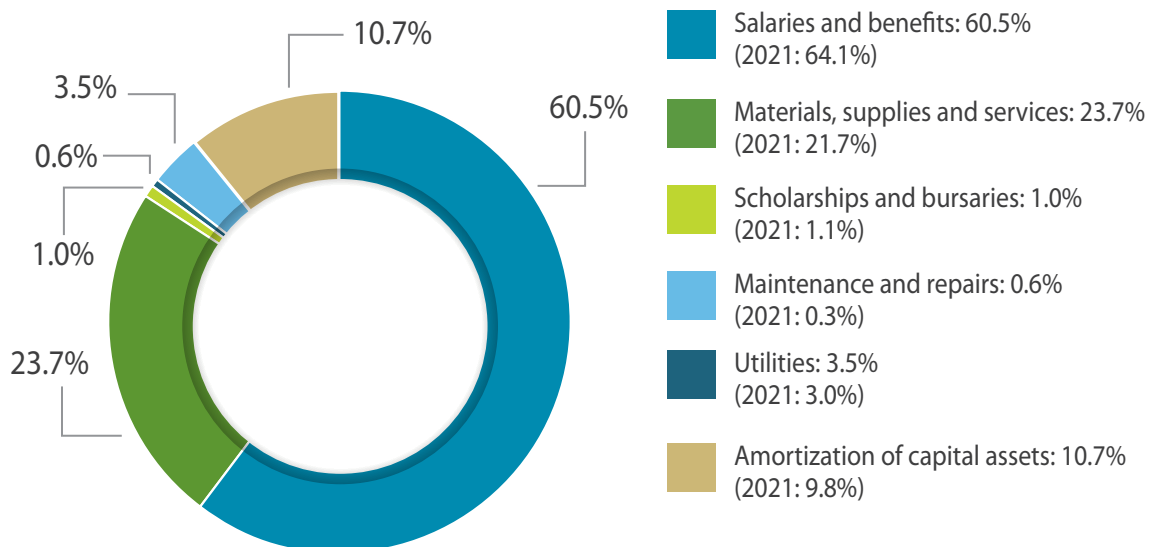
Total actual expenses increased by \$1,588 (4.3%), from \$37,003 in 2021 to \$38,591 in 2022.

The distribution of total expenses for the 2021-2022 fiscal year is presented in the following two charts.

Expense by Function



Expense by Object



3. Expenses (in 000's) (continued)

	EXPENSES		
	Budget	2022	2021
Salaries and benefits	\$ 25,982	\$ 23,347	\$ 23,723
Materials, supplies, and services	9,874	9,138	8,014
Scholarships and bursaries	412	385	403
Maintenance and repairs	110	232	113
Utilities	1,247	1,362	1,119
Amortization of capital assets	4,000	4,127	3,631
Total	\$ 41,625	\$ 38,591	\$ 37,003

Salaries and benefits of \$23,347 were \$376 lower than the prior year and \$2,625 lower than the budget. The main reason for that is various vacancies throughout the year, and recruitment challenges.

Materials, supplies, and services represent the second largest expense component. The current year expense of \$9,138 is \$1,124 higher than the prior year and \$736 lower than the budget. The increase in comparison with the prior year is mainly due to asbestos remediation. Less than budgeted expenses are due to COVID-19 restrictions for nine out of twelve months in 2022.

Amortization of capital assets of \$4,127 is comparable to the budget and \$496 higher than the prior year. The main reason for that is the new High Prairie Campus, which was put into service in the 2021-2022 fiscal year.

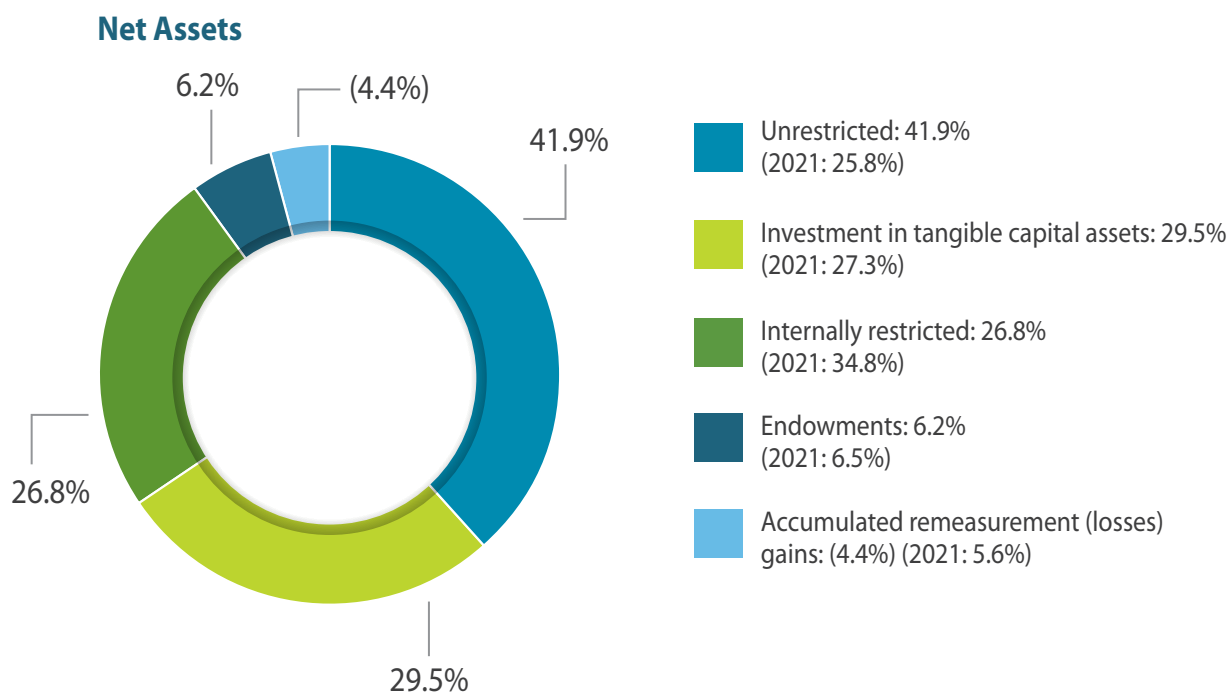
Other remaining expenses are comparable to the prior year actuals and budget.

4. Net Assets (in 000's)

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

	NET ASSETS		
	2021	Change	2022
Accumulated operating surplus	\$ 9,690	\$ 6,904	\$ 16,594
Investment in tangible capital assets	10,275	1,423	11,698
Internally restricted surplus	13,095	(2,440)	10,655
Endowments	2,452	23	2,475
Total accumulated surplus	35,512	5,910	41,422
Accumulated remeasurement gains (losses)	2,118	(3,854)	(1,736)
Total net assets	\$ 37,630	\$ 2,056	\$ 39,686

Net assets are more fully described in Note 10 of the Consolidated Financial Statements.



5. 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 \$2,837 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		
	2022	2021
Net financial assets (as presented in the consolidated statement of financial position)	\$ 27,328	\$ 26,764
Less portfolio investments - restricted for endowments	(2,837)	(3,130)
Adjusted net financial assets	\$ 24,491	\$ 23,634

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, 2022

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 as described in note 2 to the consolidated financial statements. The consolidated financial statements present fairly the financial position of the college as at June 30, 2022 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. With the exception of the President and CEO, all 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 Dr. Glenn Mitchell]
President & CEO

[Original signed by Sergey Semagin]
Executive Director, Finance Services



Independent Auditor's Report

To the Audit and Finance Committee 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, 2022, 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, 2022, 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

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 19, 2022

Edmonton, Alberta

Consolidated Statement of Financial Position

As at June 30, 2022

(thousands of dollars)

	2022	2021
Financial assets excluding portfolio investments restricted for endowments		
Cash and cash equivalents (Note 3)	\$ 6,719	\$ 6,395
Portfolio investments - non-endowment (Note 4)	27,993	30,180
Accounts receivable	2,624	856
Inventories held for sale	-	11
	37,336	37,442
Liabilities		
Accounts payable and accrued liabilities	4,573	4,180
Employee future benefits liabilities (Note 6)	328	381
Deferred revenue (Note 7)	7,944	9,247
	12,845	13,808
Net financial assets excluding portfolio investments restricted for endowments	24,491	23,634
Portfolio investments - restricted for endowments (Note 4)	2,837	3,130
Net financial assets	27,328	26,764
Non-financial assets		
Tangible capital assets (Note 8)	59,930	59,650
Inventories of supplies	344	280
Prepaid expenses	316	311
	60,590	60,241
Net assets before spent deferred capital contributions	87,918	87,005
Spent deferred capital contributions (Note 9)	48,232	49,375
Net assets (Note 10)	\$ 39,686	\$ 37,630
Net assets comprised of:		
Accumulated surplus	41,422	35,512
Accumulated remeasurement (losses) gains	(1,736)	2,118
	\$ 39,686	\$ 37,630
Contingent liabilities and contractual obligations (Notes 11 and 13)		
Contractual rights (Note 12)		

Approved by the Board of Governors

[Original signed by Barry Sharkawi]

Chair, Board of Governors

[Original signed by Lana Daniels]

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, 2022
(thousands of dollars)

	Budget (Note 19)	2022	2021
Revenues			
Government of Alberta grants (Note 17)	\$ 32,814	\$ 34,615	\$ 33,029
Federal and other government grants (Note 17)	14	-	5
Sales of services and products	480	667	273
Student tuition and fees	6,270	7,166	6,144
Donations and other contributions	225	306	207
Investment income	1,822	1,724	1,113
	41,625	44,478	40,771
Expenses			
Instruction	12,529	11,674	11,201
Academic and student support	8,849	7,738	8,235
Institutional support	10,116	7,662	7,921
Facility operations and maintenance	9,467	10,771	9,066
Ancillary services	664	746	580
	41,625	38,591	37,003
Annual operating surplus	-	5,887	3,768
Endowment contributions and capitalized investment income			
Endowment contribution (Note 10)		-	51
Endowment capitalized investment income (Note 10)		23	21
Annual surplus		5,910	3,840
Accumulated surplus, beginning of year		35,512	31,672
Accumulated surplus, end of year (Note 10)		\$ 41,422	\$ 35,512

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, 2022

(thousands of dollars)

	Budget (Note 19)	2022	2021
Annual surplus	\$ -	\$ 5,910	\$ 3,840
Acquisition of tangible capital assets	(8,618)	(5,936)	(10,158)
Proceeds from sale of tangible capital assets		1,394	179
Amortization of tangible capital assets	4,000	4,127	3,631
Loss on disposal of tangible capital assets		135	93
(Increase) decrease in inventories of supplies		(64)	42
Increase in prepaid expenses		(5)	(182)
(Decrease) increase in spent deferred capital contributions		(1,143)	5,225
(Decrease) increase in accumulated remeasurement (losses) gains		(3,854)	1,240
Increase in net financial assets		564	3,910
Net financial assets, beginning of year		26,764	22,854
Net financial assets, end of year		\$ 27,328	\$ 26,764

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

Consolidated Statement of Remeasurement Gains and Losses

For the Year Ended June 30, 2022

(thousands of dollars)

	2022	2021
Accumulated remeasurement gains at beginning of year	\$ 2,118	\$ 878
Unrealized (losses) gains attributable to:		
Quoted in active market financial instruments:		
Portfolio investments - non-endowment	(2,143)	1,486
Designated fair value financial instruments:		
Portfolio investments - non-endowment	(2,227)	(515)
Amounts reclassified to the consolidated statement of operations:		
Quoted in active market financial instruments:		
Portfolio investments - non-endowment	516	290
Designated fair value financial instruments:		
Portfolio investments - non-endowment	-	(21)
Accumulated remeasurement (losses) gains at end of year	\$ (1,736)	\$ 2,118

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

Consolidated Statement of Cash Flows

For the Year Ended June 30, 2022

(thousands of dollars)

	2022	2021
Operating transactions		
Annual surplus	\$ 5,910	\$ 3,840
Add (deduct) non-cash items:		
Amortization of tangible capital assets	4,127	3,631
Loss on disposal of tangible capital assets	135	93
Expended capital contributions recognized as revenue	(4,439)	(2,469)
(Decrease) increase in employee future benefit liabilities	(53)	23
Change in non-cash items	(230)	1,278
(Increase) decrease in accounts receivable	(1,768)	333
Decrease in inventories held for resale	11	2
Increase (decrease) in accounts payable and accrued liabilities	393	(2,604)
Decrease in deferred revenue	(1,303)	(5,912)
(Increase) decrease in inventories of supplies	(64)	42
Increase in prepaid expenses	(5)	(182)
Cash provided by (applied to) operating transactions	2,944	(3,203)
Capital transactions		
Acquisition of tangible capital assets, less in-kind donations	(5,936)	(10,158)
Proceeds on sale of tangible capital assets	1,394	179
Cash applied to capital transactions	(4,542)	(9,979)
Investing transactions		
Purchases of portfolio investments	(11,090)	(12,744)
Proceeds on sale of portfolio investments	9,716	12,900
Cash (applied to) provided by investing transactions	(1,374)	156
Financing transactions		
Increase in spent deferred capital contributions, less expended capital recognized as revenue	3,296	7,694
Cash provided by financing transactions	3,296	7,694
Increase (decrease) in cash and cash equivalents	324	(5,332)
Cash and cash equivalents at beginning of year	6,395	11,727
Cash and cash equivalents at end of year	\$ 6,719	\$ 6,395

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

Notes to the Consolidated Financial Statements

June 30, 2022

(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 - Canadian 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, liabilities, revenues and expenses 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 tangible 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:

<u>Financial Statement Component</u>	<u>Measurement</u>
Cash and cash equivalents	Cost
Portfolio investments	Fair value and amortized cost
Inventories held for resale	Lower of cost or net realizable value
Accounts receivable	Lower of cost or net recoverable value
Accounts payable and accrued liabilities	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 that is other than temporary 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, 2022

(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 contributions

Endowment contributions 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.

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.

Notes to the Consolidated Financial Statements

June 30, 2022

(thousands of dollars)

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

d. Endowments

Endowments consist of externally restricted donations received by the College and internal allocations by the College's Board of Governors, the principal of which is required 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.

e. Inventories Held for Sale

Inventories for sale 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.

f. 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.

Leases of tangible capital assets which transfer substantially all the benefits and risks of ownership are accounted for as leased tangible capital assets. 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 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 expense.

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.

Notes to the Consolidated Financial Statements

June 30, 2022

(thousands of dollars)

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

g. 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.

h. Foreign Currency Translation

Transaction amounts denominated in foreign currencies are translated into their Canadian dollar equivalents at exchange rates prevailing at the transaction dates. Carrying values of monetary assets and liabilities and non-monetary items included in the fair value category reflect the exchange rates at the consolidated statement of financial position date. Unrealized foreign exchange gains and losses are recognized in the consolidated statement of remeasurement gains and losses.

In the period of settlement, foreign exchange gains and losses are reclassified to the consolidated statement of operations, and the cumulative amount of remeasurement gains and losses is reversed in the consolidated statement of remeasurement gains and losses.

i. 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.

j. 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"). All inter-entity accounts and transactions between the College and CCEC are eliminated upon consolidation. The CCEC is incorporated under the *Societies Act* of Alberta and is a registered charity under the *Income Tax Act*.

Notes to the Consolidated Financial Statements

June 30, 2022

(thousands of dollars)

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

k. 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, amortization, 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.

l. Funds and Reserves

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

m. Future Changes in Accounting Standards

In August 2018, the Public Sector Accounting Board (PSAB) issued PS 3280 Asset retirement obligations. This accounting standard has been deferred by PSAB, and is effective for fiscal years starting on or after April 1, 2022. Asset retirement obligations provides guidance on how to account for and report a liability for retirement of a tangible capital asset.

In November 2018, PSAB issued PS 3400 Revenue. This accounting standard has been deferred by PSAB, and is effective for fiscal years starting on or after April 1, 2023. Revenue provides guidance on how to account for and report on revenue, specifically addressing revenue arising from exchange transactions and unilateral transactions.

Management has not yet adopted these standards, and is currently assessing the impact of this new standard on the consolidated financial statements.

3. Cash and Cash Equivalents

	2022	2021
Cash	\$ 5,692	\$ 2,040
Money market funds, short-term notes and treasury bills	1,027	4,355
	<u>\$ 6,719</u>	<u>\$ 6,395</u>

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

Notes to the Consolidated Financial Statements

June 30, 2022

(thousands of dollars)

4. Portfolio Investments

	2022	2021
Portfolio investments - non-endowment	\$ 27,993	\$ 30,180
Portfolio investments - restricted for endowments	2,837	3,130
	\$ 30,830	\$ 33,310

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

	2022			
	Level 1	Level 2	Level 3	Total
Bonds				
Canadian Bonds	\$ -	\$ 15,003	\$ -	\$ 15,003
Equities				
Mutual funds	10,870	4,957	-	15,827
Total portfolio investments	\$ 10,870	\$ 19,960	\$ -	\$ 30,830
	35 %	65 %	- %	100 %

	2021			
	Level 1	Level 2	Level 3	Total
Bonds				
Canadian Bonds	\$ -	\$ 18,123	\$ -	\$ 18,123
Equities				
Mutual funds	10,888	4,299	-	15,187
Total portfolio investments	\$ 10,888	\$ 22,422	\$ -	\$ 33,310
	33 %	67 %	- %	100 %

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, 2022

(thousands of dollars)

5. 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 affecting all securities. To manage this risk, the College has established an investment policy with a target asset 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, 2022, if the market prices had a 14.68% (2021 - 7.81%) increase or decrease with all other variables held constant, the increase or decrease in accumulated remeasurement gain and losses and endowment net assets for the year would be \$4,689 (2021 - \$2,948).

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.

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 to manage this risk. 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	2022	2021
Bonds		
AAA	15.80 %	13.00 %
AA	56.20 %	63.70 %
A	25.20 %	20.70 %
BBB	2.70 %	2.60 %
BB	0.10 %	- %
	100.00 %	100.00 %

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. At June 30, 2022, the College has committed a borrowing facility of \$2,000 (2021 - \$2,000) none of which has been drawn.

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 \$1,002 of total fixed income portfolio (2021: \$1,193)

Notes to the Consolidated Financial Statements

June 30, 2022

(thousands of dollars)

5. 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 %	- %	- %	1.40 %
Canadian corporate bonds	11.00 %	41.30 %	47.70 %	2.20 %
Canadian government bonds	- %	100.00 %	- %	1.80 %
Provincial government bonds	13.70 %	25.70 %	60.60 %	2.00 %
Bond Pool	7.90 %	43.50 %	48.60 %	2.70 %

6. Employee Future Benefit Liabilities

Employee future benefit liabilities are comprised of the following:

	2022	2021
Long term disability	\$ 328	\$ 381

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, 2022.

The long-term disability plan provides pension and non-pension benefits after employment, but before the employee's normal retirement date.

	2022	2021
Accrued benefit obligation:		
Balance, beginning	\$ 381	\$ 358
Interest cost	9	8
Benefits paid	(72)	(55)
Actuarial (gain) loss	10	70
	<u>\$ 328</u>	<u>\$ 381</u>

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

	2022	2021
Accrued benefit obligation:		
Discount rate	4.0 %	2.8 %
Long-term average compensation increase	- %	- %
Estimated average remaining service life (years)	5.1	5.7

Notes to the Consolidated Financial Statements

June 30, 2022

(thousands of dollars)

6. 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. As the College does not have sufficient information to follow the accounting standards for defined benefit plans, it is accounted for on a defined contribution basis. The pension expense recorded in these financial statements is \$164 (2021 - \$191).

At December 31, 2021, the MEPP reported an actuarial surplus of \$1,348,160 (2020 - \$809,850). An actuarial valuation of the MEPP was carried out as at December 31, 2020 and was then extrapolated to December 31, 2021. For the year ended December 31, 2021, MEPP reported employer contributions of \$76,674 (2020 - \$78,167) and employee contributions of \$73,075 (2020 - \$76,747). For the 2021 calendar year, the College's employer contributions were \$172 (2020 - \$201). Other than the requirement to make additional contributions, the College does not bear any risk.

Public Service Pension Plan (PSPP)

The PSPP is a multi-employer contributory defined benefit pension plan for support staff members. As the College does not have sufficient information to follow the accounting standards for defined benefit plans, it is accounted for on a defined contribution basis. The pension expense recorded in these consolidated financial statements is \$1,771 (2021 - \$1,829).

An actuarial valuation of the PSPP was carried out as at December 31, 2020 and was then extrapolated to December 31, 2021. At December 31, 2021, the PSPP reported an actuarial surplus of \$4,588,479 (2020 - \$2,223,582). For the year ended December 31, 2021, PSPP reported employer contributions of \$310,371 (2020 - \$323,497) and employee contributions of \$299,408 (2020 - \$323,832). For the 2021 calendar year, the College's employer contributions were \$1,842 (2020 - \$1,874). Other than the requirement to make additional contributions, the College does not bear any risk.

7. Deferred Revenue

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

	2022			2021
	Unspent externally restricted grants and donations	Tuition and other fees	Total	Total
Balance, beginning of year	\$ 8,966	\$ 281	\$ 9,247	\$ 15,159
Grants, tuition, and donations	5,024	7,100	12,124	10,550
Restricted investment income	215	-	215	126
Unrealized (losses) gains	(514)	-	(514)	293
Transfers to spent deferred capital contributions	(2,253)	-	(2,253)	(7,694)
Recognized as revenue	(3,709)	(7,166)	(10,875)	(9,187)
Balance, end of year	\$ 7,729	\$ 215	\$ 7,944	\$ 9,247

Notes to the Consolidated Financial Statements

June 30, 2022

(thousands of dollars)

8. Tangible capital assets

	2022					2021
	Land	Buildings	Land Improvements	Equipment ⁽¹⁾	Computer Hardware & Software	Total
Cost						
Beginning of year	\$ 1,504	\$ 78,803	\$ 669	\$ 14,596	\$ 2,691	\$ 98,263
Acquisitions	-	5,192	204	508	32	5,936
Disposals	-	-	(22)	(3,721)	-	(3,743)
	1,504	83,995	851	11,383	2,723	100,456
Accumulated Amortization						
Beginning of year	\$ -	\$ 28,810	\$ 320	\$ 9,576	\$ 1,907	\$ 38,613
Amortization expense	-	2,705	62	1,064	296	4,127
Effects on disposals	-	-	(17)	(2,197)	-	(2,214)
	-	29,515	365	8,443	2,203	40,526
Net book value at June 30, 2022	\$ 1,504	\$ 54,480	\$ 486	\$ 2,940	\$ 520	\$ 59,930
Net book value at June 30, 2021	\$ 1,504	\$ 51,993	\$ 349	\$ 5,020	\$ 784	\$ 59,650

Cost include work-in-progress at June 30, 2022 totaling \$2,489 (2021 - \$24,667) comprised of buildings \$2,348 (2021 - \$23,839), computer hardware and software \$126 (2021 - \$100) and equipment \$15 (2021 - \$729), which are not amortized as the assets are not in service.

No interest was capitalized by the College in 2022 (2021 - nil).

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

9. 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).

	2022	2021
Spent Deferred Capital Contributions		
Spent deferred capital contributions, beginning of year	\$ 49,375	\$ 44,150
Transfers from unspent externally restricted grants and donations	2,253	7,694
Reimbursed restricted capital funding	1,043	-
Expended capital contributions recognized as revenue	(4,439)	(2,469)
Spent deferred capital contributions, end of year	\$ 48,232	\$ 49,375

Notes to the Consolidated Financial Statements

June 30, 2022

(thousands of dollars)

10. 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
Net assets as at June 30, 2021	\$ 6,769	\$ 9,223	\$ 14,178	\$ 2,380	\$ 32,550
Annual operating surplus	3,768	-	-	-	3,768
Endowments					
New donations	-	-	-	51	51
Capitalized investment income	-	-	-	21	21
Tangible capital assets					
Amortization of tangible capital assets	1,142	(1,142)	-	-	-
Acquisition of capital assets	(2,388)	2,388	-	-	-
Net book value of tangible capital asset disposals	194	(194)	-	-	-
Operating expenses funded from internally restricted surplus	1,083	-	(1,083)	-	-
Change in accumulated remeasurement gains	1,240	-	-	-	1,240
Net assets, beginning of year	\$ 11,808	\$ 10,275	\$ 13,095	\$ 2,452	\$ 37,630
Annual operating surplus	5,887	-	-	-	5,887
Endowments					
Capitalized investment income	-	-	-	23	23
Tangible capital assets					
Amortization of tangible capital assets	1,186	(1,186)	-	-	-
Acquisition of capital assets	(2,640)	2,640	-	-	-
Net book value of tangible capital asset disposals	31	(31)	-	-	-
Operating expenses funded from internally restricted surplus	2,105	-	(2,105)	-	-
Return internally restricted surplus	335	-	(335)	-	-
Change in accumulated remeasurement (losses)	(3,854)	-	-	-	(3,854)
Net assets, end of year	\$ 14,858	\$ 11,698	\$ 10,655	\$ 2,475	\$ 39,686
Net assets is comprised of:					
Accumulated surplus	16,594	11,698	10,655	2,475	41,422
Accumulated remeasurement (losses)	(1,736)	-	-	-	(1,736)
	\$ 14,858	\$ 11,698	\$ 10,655	\$ 2,475	\$ 39,686

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

Notes to the Consolidated Financial Statements

June 30, 2022

(thousands of dollars)

10. Net assets (continued)

Internally restricted accumulated surplus represent amounts set aside by the College'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	\$ 4,897	\$ -	\$ (16)	\$ 4,881
Investing in Canada Infrastructure Program	3,331	-	(969)	2,362
High Prairie Campus Consolidation	1,478	-	(455)	1,023
Enterprise Information System	1,889	-	-	1,889
Trout/Peerless Campus	1,000	(335)	(665)	-
New Program Development	500	-	-	500
	\$ 13,095	\$ (335)	\$ (2,105)	\$ 10,655

11. 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 College may be required to take appropriate remediation procedures to remove the asbestos. As the College 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.

12. Contractual Rights

Contractual rights are right of the College to economic resources arising from contracts or agreements that will result in both assets and revenues in the future when the terms of those contracts or agreements are met.

Estimated amounts that will be received or receivable for each of the next four years are as follows:

	Operating Leases	Capital Leases	Other Contracts	Total
2023	\$ 183	\$ -	\$ -	\$ 183
2024	166	-	-	166
2025	27	-	-	27
2026	13	-	-	13
Total at June 30, 2022	\$ 389	\$ -	\$ -	\$ 389
Total at June 30, 2021	\$ 69	\$ -	\$ -	\$ 69

Notes to the Consolidated Financial Statements

June 30, 2022

(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:

	Service and other Contracts	Information Systems and Technology	Long-term Leases	Total
2023	\$ 796	\$ 368	\$ 149	\$ 1,313
2024	295	363	139	797
2025	61	223	117	401
2026	-	198	112	310
2027	-	-	22	22
Thereafter	-	-	1	1
Total at June 30, 2022	\$ 1,152	\$ 1,152	\$ 540	\$ 2,844
Total at June 30, 2021	\$ 793	\$ 1,227	\$ 147	\$ 2,167

14. Expense by Object

The following is a summary of expense by object.

	2022		2021
	Budget (Note 19)	Actual	Actual
Salaries and benefits	\$ 25,982	\$ 23,347	\$ 23,723
Materials, supplies and services	9,874	9,138	8,014
Scholarships and bursaries	412	385	403
Maintenance and repairs	110	232	113
Utilities	1,247	1,362	1,119
Amortization of capital assets	4,000	4,127	3,631
	\$ 41,625	\$ 38,591	\$ 37,003

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.

	2022	2021
Northern Alberta Development Council	\$ 80	\$ 79
	\$ 80	\$ 79

Notes to the Consolidated Financial Statements

June 30, 2022

(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 College and their close family members are also considered related parties. The College may enter into arm's length transactions with these entities and individuals.

The College did not have any material transactions with any related parties that would have taken place at a value different than that would have been arrived at if the parties were unrelated. The transactions with related parties were entered into on the same business terms as with non-related parties and have been incorporated into the College's consolidated financial statements.

17. Government Transfers

	2022	2021
Grants from Government of Alberta		
Advanced Education:		
Operating	\$ 30,317	\$ 30,234
Capital	-	2,174
Total Advanced Education	\$ 30,317	\$ 32,408
Other Government of Alberta departments and agencies	-	45
Total contributions received	30,317	32,453
Expended capital contributions recognized as revenue	4,439	2,545
Less: deferred revenue	(141)	(1,969)
	34,615	33,029
Federal and other government grants		
Contributions received	247	5
Transferred to spent deferred capital contributions	(247)	-
Revenue	\$ -	\$ 5

Notes to the Consolidated Financial Statements

June 30, 2022

(thousands of dollars)

18. Salary and Employee Benefits

	2022				2021
	Base salary ⁽²⁾	Other cash benefits ⁽³⁾	Other non-cash benefits ⁽⁴⁾	Total	Total
Governance ⁽¹⁾					
Chair of the Board of Governors ⁽⁵⁾	\$ -	\$ 6	\$ -	\$ 6	\$ 9
Members of the Board of Governors	-	21	-	21	15
Executive					
President ⁽⁶⁾	207	1	31	239	320
Vice-President Academic ⁽⁷⁾	29	-	7	36	130
Executive Director, Human Resources	151	-	29	180	179
Executive Director, Finance Services	143	2	24	169	168
Chief Information Officer ⁽⁸⁾	-	-	-	-	282
Executive Director, Student Services ⁽⁹⁾	-	-	-	-	84

(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 2022.

(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 position was occupied by two individuals during the year. The first incumbent occupied the position until April 5, 2022, while the second incumbent was appointed on April 6, 2022.

(6) The position was occupied by two individuals during the 2020/2021 fiscal year, including the same period of time from September 1, 2020 to December 18, 2020.

(7) The position was occupied by two individuals at different times during the 2020/2021 fiscal year. The new Vice-President Academic was appointed on May 2, 2022.

(8) The Chief Information Officer departed on February 18, 2021.

(9) The Executive Director Student Services departed on November 27, 2020.

19. Budget Figures

The College's 2021-22 budget was approved by the Board of Governors and submitted to the Minister of Advanced Education.

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.



NEW BEGINNINGS. ENDLESS POSSIBILITIES.

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