A World of Difference
Report to the Community 2006
nscc
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Cover: Lisa Lindo is a business administration student at NSCC’s Akerley Campus in Dartmouth, Nova Scotia. When she graduates next year, Lisa plans to take on opportunities in the business world with great energy.
Welcome to NSCC

We asked Nova Scotians what they want from their College. This is what you told us: A skilled workforce to help build Nova Scotia’s economy. Strong leaders for the future. Community-conscious citizens who care about being the best people they can be.

Our innovative partnerships with business and industry help ensure our graduates have the right skills to hit the ground running. We reach even more Nova Scotians through flexible learning plans. We use technology to bring education to rural and remote communities. We open our doors and eliminate barriers so every Nova Scotian has a chance.

This is education with a difference. And we don’t do it alone.

Within the pages of this report, you’ll read about community partners who share our vision. Dedicated students who volunteer their time with Ukraine’s orphans. A faculty member who forfeits his summer wages to fund an award for students. And a videoconferencing program that’s reaching out to the rural immigrants of our own province.

Bringing people together is our specialty. Business, industry, academia, community. We achieve more when we work collectively.

The result is a better Nova Scotia. Highly skilled workers, a more robust economy, and an improved quality of life.

Welcome to Nova Scotia’s College – a College committed to making a difference in people’s lives and having them make a difference in the world.
The Economist
An Independent Perspective of Nova Scotia’s Emerging Economy

“It’s a double whammy.”

Fred Morley is talking about the projected wave of employment growth combined with increased attrition, set to hit Nova Scotia in the next few years. New jobs plus baby boomer retirements equals skills shortages.

“By 2009, the total demand for labour is going to be up almost 50,000 people. Currently we only have 40,000 people unemployed in the province,” says Morley, the Senior Vice President and Chief Economist at the Greater Halifax Partnership. “All of us have to own those issues and take action in partnership.”

According to Morley, solutions to this problem are many-fold. Bring more people into the province, tap into the non-traditional work force, change the nature of training, and get academic institutions and employers talking.

“You just can’t throw your net out into the labour market anymore and expect to draw in an abundance of people. It’s not the way of the future,” says Morley. “Progressive companies are partnering with institutions and looking for opportunities to get a head start on that labour force crunch that we’re going to be facing.”
This picture of our shared future is why NSCC has been working hard to formulate a plan of action for the next five years. Our dynamic strategic plan, developed with input from business and the broader community, enables us to tackle the challenges ahead.

Join us. Together we’ll keep Nova Scotia vibrant and strong.

Quick Glance Facts:
• By 2007, one-third of jobs in Canada will require a skilled trade or college diploma. That’s 20,000 unfilled jobs. This number will grow to 50,000 by 2010. (Information Technology Association of Canada)

• In the past ten years approximately 87,000 jobs were created for workers with post secondary education in Canada; 18,000 jobs were eliminated for workers without it. (Labour Force Historical Review)

• 89% of all new jobs in NS in the next five years will require Post Secondary Education (COPS Projections for Nova Scotia, 2002-2007)

• 26 per cent of working age Nova Scotians have not completed high school (Statistics Canada)

• By 2021 there will be approximately 10,000 new workers in Nova Scotia each year, compared to 15,000 people who retire each year; that’s a deficit of 5,000 workers every year. (Statistics Canada)

• The population of Nova Scotians aged 15 to 39 is expected to decline from the current 319,000 to 275,000 in 2026. (Statistics Canada)

• By 2020 Canada could be short one million workers (Conference Board of Canada).
In Conversation with NSCC’s President and Chair

NSCC President, Dr. Joan McArthur-Blair, and Chair of NSCC’s Board of Governors, Rob Sobey, sit down and talk about NSCC today and in the future

Joan: I’m passionate about college education because it’s about doing the work that Canada needs. I’m passionate about NSCC because I believe we are one of the best in the country. In ten years we’ve gone an enormous distance to meet the needs of Nova Scotia and in the next ten years we’ll go that much farther. Change is embraced here. It makes it a very remarkable place to be a part of.

Rob: It’s great to be involved in an institution that’s always trying to improve upon everything it does, no matter how good it already is. It’s energizing to see how involved the Board is, how committed management, faculty, and staff are, how excited the learners are. It’s hard not to pick up that passion. Everyone wants to do the right thing – individually and collectively – and I find it very contagious.

Joan: Being a new President has been a remarkable journey, one of the most extraordinary professional years of my life. As I go into the second year, and I look back at the exceptional planning process we’ve just completed, there is a sense of a foundation laid and a cycle completed.

Now everything builds from that foundation. We are an organization doing remarkable work. The question is how do we push farther? How do we go deeper in our mission of supporting the economy and quality of life in Nova Scotia?

Rob: This is what we tried to address in the Strategic Plan. We didn’t want it to be staid. We wanted a balance of goals that were attainable and others we’d have to reach for. We wanted to push the boundaries out, push the horizons out. I think we’ve cracked a good balance on that and it’s going to serve us very well.

Joan: One of the things I was reminded of during the Strategic Planning process was the power of an organization like NSCC asking its communities and its business and industries where we should be going and why we should be going there. Forty percent of Nova Scotian families are touched by NSCC. The positive response that came from being asked for input into our Strategic Plan was extraordinary.
**Joan:** The vision that came out of the Strategic Plan, this idea of education without boundaries, means that the province is invited to engage with the College to create what the province needs. In our new vision we talk about combining work, community service, and learning. Those three words are the underpinnings of education without boundaries. This combination creates someone who is highly skilled and willing to help Nova Scotia by giving back to the communities in which they reside.

**Rob:** In the future, we can look forward to a robust economy, a robust society, and a higher quality of life. Our graduates are not just educated leaders, they are socially conscious leaders. They are making a difference.
Brain Repair

DAVID GRANT, MICHAEL DOYLE & PETER ALLEN
ENGINEERING

Linking college skills with industry needs

When the Brain Repair Centre needed to re-design the apparatus that injects stem cells into brain repair patients, they came to NSCC. The goal was to make the injector smaller, lighter, and easier to operate.

Two of the students hired – Peter Allen and Michael Doyle – are studying Mechanical Engineering Technology, and the third, David Grant, is in the Electrical Engineering Technology program. All three had just completed their first year at NSCC before spending their summer working on this historic research.

“It’s a phenomenal opportunity,” says David. “I’ll be able to tell a prospective employer that I’ve done design work on cutting edge medical technology, something that nobody else in the world is doing.”

The Brain Repair Centre (BRC), under the leadership of world-renowned researcher and neurosurgeon Dr. Ivar Mendez, is pioneering innovative solutions to diseases and injuries of the brain and spinal cord. The specialized piece of equipment that the NSCC students are working on is called a transplantation cannula and micro-injector device.

As Ron Hill, the Technology Coordinator at the BRC, reports – the clinical trials for their initial, unique prototype of the device have been most successful. Ron, an NSCC graduate, is the direct liaison between the BRC and the NSCC students and is supportive of the partnership. “It allows students to see what happens in the real world.”

For NSCC, it’s a win-win. “We’ve been able to give these students a summer job, within their area of expertise and learning, and allow them to participate in something with groundbreaking ramifications,” says David Woolnough, NSCC’s Director of Applied Research. “It’s a classic case of linking college skills with industry needs and it works very well.”
Custom Building

MAURICE GUITTON
PLANES, BOATS AND OPPORTUNITIES

“I’d be very surprised if any graduate of this course isn’t snapped right up.”

Maurice Guitton is one step ahead of his competitors. He’s had to be to grow his company - Composites Atlantic Limited - from 10 employees in 1993 to over 300 today, a pace of about 35 per cent each year. The President and CEO has done it by having revolutionary ideas. And revolutionary ideas need partners. Enter NSCC.

Working together for the last three years to “custom” train employees, Maurice and NSCC have recently taken their relationship to a new level. The Composites Fabricator Technician Certificate Course, supported by the Atlantic Canada Opportunities Agency (ACOA) and Nova Scotia’s Department of Education, began this fall. It’s a co-op approach to training, where the student spends time in both the classroom and the workplace. They are paid for their work time and at the end of their 34 week program, students are guaranteed a job interview with Guitton’s company.

“This has never been done before in this industry,” says Maurice. “We’re creating a new concept of training that will help us meet our growing workforce demands. It’s really what employers need, and we need to be doing more and more of this in Nova Scotia.”

Composites Atlantic manufactures light-weight, strong, and corrosion-free composite parts which are increasingly replacing heavy metal in the aircraft, defense, and space industries. While composites are primarily intended for the Aerospace industry, other industries are also benefitting, including the boatbuilding sector.

According to Tim Edwards, the Executive Director of the Nova Scotia Boatbuilders Association, nearly all the boats built in the Maritimes use composites in one form or another. “Training is key to staying competitive, and we’re pleased to see this kind of program is happening,” says Tim. “I’d be very surprised if any graduate of this course isn’t snapped up right away.”
No Barriers

JILL PROVOE
TRANSFORMATIONAL CLASSROOMS

Would it make a difference for a Black student to have a Black teacher? Would a student’s school experience be enhanced if she saw pictures of Black people on her classroom walls? Would a student’s grades go up if he were learning local Black history?

NSCC and the African Canadian Services Division of the Department of Education think so. It’s why they’ve joined forces to launch a revolutionary new program. The African Canadian Transition Year Program is geared to students 19 or older who have not completed their high school diploma. The program directly addresses the barriers to the success of African Canadian students. “There are things in our education system that don’t work for Black students,” says Program Coordinator, Jill Provoe. “We’re trying to provide what they need in order to be successful.”

This year’s students will learn in a classroom adorned with African artifacts and African Nova Scotian art. They will be taught by Black instructors who employ teaching styles geared specifically to Black learners. And they will be learning about themselves and their own history. “The fact that NSCC and the Department of Education see Afrocentricity as important to the educational experiences of African Nova Scotians is very exciting and very innovative,” says Jill.

According to the Chief Curator at the Black Cultural Centre for Nova Scotia, this approach is desperately needed. “I see the program as a new vision toward improving our society,” says Dr. Henry Bishop. He also sees it as a positive solution to countering some of the direct and indirect racism that filters through our systems. “It can help African Nova Scotians feel empowered and write their own ticket. This is a hand-up, not a hand-out.”

Members of the Black community are invited to participate as mentors and guest speakers, and to provide valuable input into the program’s direction. “This is the community’s program in the truest sense of the word,” says Provoe. The African Canadian Transition Year is intended to be nothing short of transformational. “If we can do this successfully,” says Jill, “this really can change people’s lives.”
One of the best things for Margo Glennie is that she gets to choose when to do her homework. Not that she’s a slacker. In fact, her marks are excellent. It’s the flexibility she loves. “You have your deadline but whether you stay up all night or work all day, it’s up to you.”

Margo is one of hundreds of online students at NSCC and is two courses shy of her Office Information Technology diploma. As the mother of two young children, online learning was really her only option when she started studying six years ago. “When I first started looking into taking courses, actually having to travel to the campus in Springhill just wasn’t an option.”

Raising kids in a rural area may have limited Margo’s options but online learning has helped to expand them. “People who wouldn’t have the opportunity to attend every day aren’t missing out,” says Margo.

Most of the contact between student and teacher is through email. Although Margo has never met any of her instructors, this hasn’t limited her attachment. “The instructors are truly amazing. When you have a problem or a concern, they often respond within a few minutes.”

Margo has recently applied some of her new skills to a joint research position with the Cumberland African Nova Scotian Association and the Nova Scotia Advisory Council on the Status of Women. Before studying online, Margo had dreams but didn’t know how to reach them. “I didn’t know what means I could use to reach my goals,” she says. “The future is open and limitless now because of the option of online learning.”
Our Globe

Alaisdar Graham
Vice President, CGI

Globalization and the realization that the world is flat have significantly sped up changes in the IT industry over the past two years and it will continue to impact where IT work is done and by whom. CGI plans to be at the forefront of this global momentum and is planning for substantial growth in Atlantic Canada over the next few years. Being able to create and access a talent pool throughout our region is critical for these growth plans. NSCC can help us and our industry in two ways. One is to modify and manage curriculum on an ongoing basis to meet the needs of a rapidly changing industry. Hot technologies come and go but learning never stops. Training students in recent technologies is important but just as important for their future IT careers is the need for students to have a good foundation and love of learning. The second is to have the flexibility to build new programs and internships as our needs change. Flexibility is key in an industry that within a few years has moved from infancy to adulthood.

The Ukraine

THERESA BURKE & CAROL O’CONNELL

“Each student said they gained more then they gave.”

“Never underestimate the power of a student.” NSCC faculty Carol O’Connell lives by this sentiment. But last year, the Practical Nursing class she took to Odessa, Ukraine exceeded anything even she expected.

The seed of the Ukraine mission was planted in 2003 when Carol visited the country with a World Hope International delegation. As the only nurse in the group, she asked to tour a local hospital. “I recall standing there in the intensive care unit and wishing I could just encapsulate all I was experiencing and take it back to my students.”

So what did she do? “Last October, I walked into the classroom and said ‘Who wants to go to Ukraine?’ The rest is history.” The students raised a whopping $35,000 in 5 months for the trip and volunteered their time in hospitals, orphanages, and street clinics.

Ten outstanding students, 10 days in poverty ridden Ukraine, and gruelling 10-hour days, with 10 cheerful faces at the end of each day in spite of all they encountered. Tired, bewildered but still positive.

Carol based the content of the mission on NSCC’s values, the Practical Nursing curriculum, and the needs of the area they would be working in. Her students spent much of their time with Odessa’s countless orphans, creating games and crafts, singing, serving food, and performing medical checks.
“I thought that language would be a big barrier we would have to cross,” says Theresa Burke, who was a second year student at the time of the mission trip. “But all it took was a hug or a smile to communicate.” This experience has informed her work with patients unable to speak at the Pictou nursing home where she became employed after graduation.

The first hand learning experience was powerful, says Carol. “Our students learned how they can reach out to communities. Each student said that they gained far more than they gave.”

Our Home

Mary Dempster
President, Tourism Human Resources Partnership
General Manager, Delta Halifax and Delta Barrington

In our province, tourism is an important industry with over 40,000 Nova Scotians employed. In 2005, the industry generated $1.29 billion dollars in revenue. To help grow the industry further, technical skills are very important, however the most urgent training and learning need for our sector is the ability to provide a professional and friendly experience. We must ensure that students are taught how to think, how to be compassionate to strangers, how to make decisions with little information, and how to be of service to all people. By instilling these values in the learning process, NSCC can help their students become stars of the tourism industry.
Bridging Distances

LECH KRZYWONOS
CAMERAS, CONFERENCING AND ESL

Reaching Rural Immigrants

“The goal is that you don’t notice the teacher isn’t actually there,” says Lech Krzywonos, NSCC’s School of Access Academic Chair. Say what? A college class without a teacher? You betcha. At three locations in Nova Scotia, students can study English as a Second Language via videoconferencing. It’s a pilot project and a partnership involving the Halifax Immigrant Learning Centre (HILC), the Metropolitan Immigrant Settlement Association (MISA), NSCC’s Information Technology department, and various NSCC campuses.

Cutting edge technology and specially designed classrooms allow the ESL instructor to teach from Halifax, but be seen at NSCC campuses in Truro and Kentville. Split screens show the teacher and each of the three classrooms. Cameras catch students asking questions and smart white boards are all interconnected.

Christian Deveau of the Truro Campus is the “techie” behind the video conferencing project. “Christian’s role is to respond to continuing feedback by researching, testing and implementing solutions to existing challenges,” says Lech. “Christian’s technical expertise, combined with his understanding of an effective learning environment, has helped make this project a real success.”

Technology aside, videoconferencing serves another purpose as well: reaching immigrants living in rural Nova Scotia. “Immigrants won’t come to rural areas unless the services are there,” says Lech.
Irin Arju understands this. When her family settled in Truro five years ago, there was only one ESL course available. It was too basic for Arju who had studied English in her home country of Bangladesh. “The NSCC course was just what she needed. “The best part of the ESL course was not only learning English, but also learning the culture of Canada.”

It’s a great partnership with the community, says Krzywonoś. “What better institution to deliver this kind of programming in the communities of rural Nova Scotia?”

The Reader

Anne Marie Downie
Executive Director, Literacy Nova Scotia

Nova Scotians have demonstrated over many generations that they are a strong, adaptable and talented people. Adults in Nova Scotia today need more opportunities to access formal learning. There are 212,670 Nova Scotians over 20 years of age without a high school diploma. Last year there were fewer than 5,000 adults enrolled in various programs that would help them attain a diploma. We cannot afford to leave such a significant portion of our citizens behind at a time when 70 per cent of new jobs require post secondary education.

Literacy is the foundation on which all other skills rest in our knowledge-based society and economy. We need investment in our people so that all may achieve their highest potential. NSCC’s School of Access is a key partner in this important work.
Training

TRAVIS PAUL
FRESH AIR, PEACE OF MIND

The entrepreneurial spirit came early to Travis Paul. At 18, he took over his father’s chimney sweep business in Membertou in Sydney, Nova Scotia. That was more than ten years ago, and since that first venture, Travis hasn’t looked back. The 29-year-old Mi’kmaq now owns a skate-sharpening business, a tobacco shop, and most recently became the proud captain and operator of The Crack Corn, a lobster fishing boat owned by Membertou Natural Resources.

Travis had been out on the water before, but starting out in the commercial fishery under new DFO regulations meant starting from scratch. In 2002, he enrolled in NSCC’s Deckhand Training program. Upon graduating, he was ready to hit the high seas. Fishing is dangerous, back-breaking work, but that didn’t seem to bother Travis. “There was lots of excitement.” With a few years of deckhand work under his belt, this past winter, Travis returned to NSCC to obtain his Fishing Master Class Four certification.

John G. Paul, the Executive Director for the Atlantic Policy Congress of First Nation Chiefs believes fisheries training will create new opportunity among First Nations communities. “The First Nation identifies needs and NSCC develops the necessary training to address each community in a timely manner.”

For Travis Paul, this new career is an opportunity to obtain peace of mind. “Life on the water is peaceful. There’s the fresh air, the freedom of the open water,” he says, “But more importantly, there is the knowing I’ve done something to secure my future, for me and my three kids.”

Values

LAIRD ALLEN & COLIN SILLIKER
TRADING VACATIONS, AWARDS AND THE LONG HAUL

“It makes our job of finding the right people easier.”

Have you ever heard of anyone who volunteered to work during their summer vacation and then donated the money they earned to create a student award for students in need?

It’s hard to believe, but that’s exactly what NSCC motor vehicle repair faculty Laird Allen did. He spent part of his summer working in Automotive Services at O’Regan’s in Halifax and then donated his summer earnings to the NSCC Foundation. Even better, O’Regan’s matched the amount to create an award fund for prospective motor vehicle repair students.
Laird is modest about his idea. “I was getting a pay cheque anyway and I felt that there must be students struggling with part time jobs, so I wanted to help them out,” says Laird. “It’s a way to open the door a little bit wider for some people. It’s also a great opportunity for me to not only give back, but to keep updated with my profession.”

“We try to project our needs for the future – we know it’s going to be difficult. Our goal is to recruit the best quality workers we can,” says Colin Silliker, Vice President of Service Operations at O’Regan’s. “NSCC serves as a springboard for developing employees. It makes our job of finding the right people easier.”

“NSCC’s values played a part in inspiring me to do this,” says Laird. “Everyone at the College cares about students, O’Regan’s equally cares about students, so I thought it would be a great match.”

Laird was right. O’Regan’s is in this for the long haul. “We had the pleasure of working with Laird for 13 plus years, and through this project we have the pleasure of working with him in a different way, says Colin. “It’s a positive outcome for us. As long as Laird is willing to do it, we’ll support it.”

The Employer

Sean O’Regan
Vice-President, Sales

The Automotive Service & Repair industry employs over 225,000 people in Canada, and it is the 5th largest revenue generating industry at $15 billion per year. The growth of the industry, and our business is the greatest factor affecting our recruitment needs. We want to grow our staff in a quality way, and that is why our relationship with NSCC is so important. Our success is totally based on our ability to recruit and develop staff. It’s our corporate philosophy of success.
The Robotics Club

AMANDA WISEMAN & GORD WILKIE
FREE TRIPS TO TEXAS

“It’s definitely opened new doors for me.”

Amanda Wiseman’s friends weren’t too keen on her being in the Robotics Club. “But then I told them I got a free trip to Texas!,” says the 16-year old Auburn Drive High School student. Add to that five days at the NASA Space Centre in Houston, taking part in an international ROV competition and winning an iPod. Never heard of an ROV? Don’t worry.

Before she got involved with NSCC mentors, Wiseman didn’t know what an ROV was either. Remotely operated vehicles (ROV) are underwater robots that are highly maneuverable, able to perform specific tasks, and are often used in the offshore industry.

Between February and June last year, Amanda and 11 of her classmates spent 10 hours a week building an ROV from scratch. The student’s efforts were sponsored by the Nova Scotia Department of Energy, Environment Canada, Canadian Superior Energy, and Auburn Drive High School. “It was all new for me,” says Wiseman who became the team’s electrical expert and built the ROV’s circuit board. “It took a lot of problem solving and detail work, but the mentors helped us out if things weren’t going well.”
One mentor was NSCC Instructor Gord Wilkie. He says that potential future employment is only part of the value of the kid’s experience. Lives have been changed. “These kids learned to work as a team, they had fun, and they worked hard.” Wilkie says he saw shy students become extroverts overnight. “It was amazing to watch.”

The team’s ROV, nicknamed “ACE” (Atlantic Canadians Eh!), placed seventh out of 25 in Houston. “It’s impressive that the team placed so well in an international competition,” says Wilkie.

Amanda Wiseman has already decided to do it again next year. “I gained a lot of knowledge and skills that I wouldn’t have had the opportunity to learn,” she says. “It’s definitely opened new doors for me.”

The Market

Ken Cartmill, Human Resources Manager C-Vision

Like many other businesses, we are facing global competition in manufacturing, and we are facing a looming skills shortage. As competition becomes an even greater focus on small and medium enterprise (SME) markets in Canada, we must focus on innovation and stay ahead of the curve. To be innovative, we must have a well educated workforce with the skills and cultural mindset required to be innovative every day. The best solution to support growth in our sector is education. C-Vision hopes to partner with NSCC on the training of future Electronic Technicians. This will ensure our people have the highest quality and currency of skills that will be required for our company to thrive in the increasingly competitive present and future markets.
The Builder

Carol MacCulloch
President, Construction Association of Nova Scotia

We have really been experiencing a skills shortage, not a labour shortage. Over the long term our aging workforce is our greatest challenge. Replacement demand across a wide range of occupations is approximately four to five per cent per year for each of the next 10 years. The reality of the industry means that employers need to take more responsibility to provide workplace skills and to support upgrading of existing skills. We are going to need to structure our work in a way that is attractive for young people and supports their personal growth and development. We will be looking to NSCC and the apprenticeship system to increase enrolments by as much as one-third.

Rotational Trades

JEFF ATKINSON
SWAPPING CAMPUSES

“It’s just done a wealth of good for these communities.”

Mothers really do know best. After reading an ad in the Shelburne paper for NSCC’s Electrical Program, Jeff Atkinson’s mother encouraged him to apply. It was one of the best moves of his life. In addition to acquiring new skills and a career, Jeff was chosen to represent his graduating class as Valedictorian. “I didn’t expect it, that’s for sure. It was a confidence booster.”

The electrical program isn’t usually offered at the Shelburne campus. It’s part of NSCC’s Rotational Trades initiative. “We work with the community to try and identify what the specific needs are for trades people,” says Ron Farrell, Dean of Trades and Technology. The program, complete with multi-purpose shop and instructors, is moved to the local NSCC campus. “We keep monitoring the needs of the community and as we move a program out, we’ll put another one back in,” says Ron. “It’s just done a wealth of good things for these communities.”

For the past two years Shelburne has been providing much needed electricians to that region while Springhill’s campus is graduating plumbers. These two communities are set to swap programs next year, with Lunenburg and Pictou waiting in the wings for phase two of the project.
Jeff thrived in the hands-on environment at NSCC. “My electrical instructor was excellent. He taught us what to do and then let us try it on our own.” Jeff enjoyed NSCC so much he did his work placement right in the shop, getting it ready for this year’s students.

“It was hard to let go of that school,” says Jeff. “It would be a dream job to come back every year and go to that school for the rest of my life.”
Strategic Plan

After months of consultation with over 2,000 people, NSCC introduces its second strategic plan. The mission stays the same, but a new vision is launched: Education Without Boundaries.

During various conversations and meetings about the type of education and innovation needed to continue building our province’s economy and quality of life, it became clear that NSCC needed to continue delivering high-quality career education. It was also clear that NSCC needed to be flexible, ever-changing, and responsive to business and industry. Throughout the consultations we heard that NSCC must create a new workforce for the skills shortage, new leaders and citizens to drive Nova Scotia and its increasingly globalized economy, and new graduates with strong personal visions of what they might accomplish in their lives.

We are committed to realizing our vision, Education Without Boundaries. Our strategic plan will guide us there through three specific clusters of goals we plan to deliver for Nova Scotia:

Learning

Learning is at the core of what we do at NSCC. We create environments that foster possibility and imagination, prepare people for work, and give them the ability to acquire new knowledge when they need it. NSCC will blend learning, community service, and work in ways that put learners at the innovative edge of what employers and the economy need.

Capacity

Capacity is the basis on which NSCC will be able to deliver education without boundaries. NSCC will continue to build capacity in the College to ensure our ability to sustain our promise to Nova Scotians, while growing to meet the evolving demands of the market. We will focus our capacity building on people and partnerships.

Future

Learning and capacity building form a natural platform from which to look to the future. We will ignite passion for the future of Nova Scotia inside NSCC and with our partners.

The spirit of these goals, and the new vision they lead to, are represented in the stories in this report. And, this is only the beginning.

We invite you to join us in building a bright, innovative future for Nova Scotia. To learn more about the plan, go to:

welcometourfuture.nscc.ca
Mission
Building Nova Scotia’s economy and quality of life through education and innovation.

Vision
NSCC learners will blend learning, community service, and work in ways that put them at the innovative edge of the global economy, where the world places a premium on knowledge, imagination and skill. In essence, education without boundaries.

Values
Student Success
Accessibility
Service
Respect
Collaboration
Diversity
Innovation
Public Accountability
An Alumni Point of View

Ashley Power was an alumni representative on the strategic planning steering committee. This is a letter she wrote about her experience.

While most of my friends were graduating from university in need of further training, I walked across the convocation stage for my third time. I enrolled at NSCC in 2000 at the age of 17. Five years later, I completed what I considered my customized learning plan. With training in Graphic Design, Radio/Television and Public Relations, I entered the workforce confident and prepared.

At the peak of change for an institution that guided me from teenager to young professional, I knew the strategic planning process was going to be one of my proudest accomplishments.

As a committee member, I had the pleasure of working with an amazing group of people. Every aspect of the new strategic plan belongs there, every word has meaning and to be a part of something so significant has been a truly gratifying experience.

Through this process, I learned that a true pioneer does not ask how one can be better than others, but rather aims to be the best. For the future, I see NSCC as a first choice educational institution that continues to support the needs of Nova Scotians. In a way, I think the new strategic plan is a call for action and in my opinion, we've redefined education.

A Staff Perspective

NSCC invited employees to apply to serve on the steering committee for the strategic plan – almost 100 applications were received. Tom Gunn, Academic Chair for Health and Human Services and Business programs at NSCC’s Strait Area Campus was one of the employees selected.

The Strategic Planning Process was excellent; well planned and well managed with great input from the college community. The process was open and transparent and provided a lot of opportunity for internal and external people to express their opinions. I felt that this was a real process, looking for real advice and real direction from the college community and I appreciated being part of that. I was encouraged to see the college move forward with our diversity mandate, to be more open and flexible and to think more globally, in essence education without boundaries.

An Education Partner Perspective

Norm Dray is the Superintendent of the Annapolis Valley Regional School Board. He attended a strategic planning session earlier this year.

As a post-secondary institution that receives our students, it is important that we ensure a smooth transition from high school to NSCC so that our students have the optimum opportunity to be successful in their careers and thus their lives. Being involved in NSCC’s strategic plan consultations was an important symbol of our partnership. Through the process, I learned more about the history and direction of the College, and I had the opportunity to establish ongoing working relationships with some key people. By working together we can help our P-12 students see what NSCC has to offer. It is also my hope that NSCC faculty and facilities are seen as important resources by our staff, students, and the community.
A Community Perspective

Chief Sandy Googoo is the Chief of Waycobah First Nations near Weycobah First, Cape Breton. He was one of several First Nations Chiefs to attend a NSCC strategic planning session in Truro earlier this year. He wanted to share his thoughts on the process.

NSCC: What is your relationship with NSCC?

Chief Googoo: It all depends on what we’re doing with the college. We send some students to promote their careers, to help them get the skills they need to bring back to their community. The community has invested in them, I want them to bring back what they have learned.

NSCC: How do you feel about being involved in NSCC’s strategic planning process?

Chief Googoo: Honoured to say the least. Its good having that hands-on approach to see what’s possible. What we need from NSCC is more programs that my people have access to. NSCC is hands-on, a place where you can learn the skills that you need. In my community, we need flexibility for what you learn and NSCC gives us that.

NSCC: Based on your involvement in the process, what do you think should be NSCC’s priorities in the coming years?

Chief Googoo: Together with NSCC we can make opportunities for our people. I am hoping that we will be able to enhance many more programs to accommodate the needs of our community. That is our number one need from NSCC.

A Student Perspective on Our Future

Neil Noseworthy is a second year Electro Mechanical Technician student at NSCC, Pictou Campus in Stellarton. He was one of the hundreds of students to participate in the strategic planning consultation sessions.

I would like for the future NSCC to be a true community. A place where people come to live, work and learn – a place that supports the whole person. Students who are a part of this community work to provide needed services for the community as they obtain a learning experience. Imagine a community where people who are studying automotive repair learn with people who are studying business models, information technology, accounting, and maintenance. I dream of a community where every person is welcome no matter their physical, monetary, social, or mental abilities. NSCC will be a place to learn, to teach, to experience, and to grow as individuals and as a community.
Stewardship

As a chartered accountant, Sue Payne takes accountability and results seriously. She is Chair of NSCC’s Finance and Audit Committee and for her day job, she is President and CEO of ACA Co-operative Limited in the Annapolis Valley. “Volunteering with the college is an important commitment for me,” says Sue. “We serve Nova Scotians. We want to do so with excellence and results in mind.”

It is that commitment to public accountability that led NSCC to become the first college in Canada to voluntarily adopt a ‘balanced scorecard’ system. It measures how well the College is doing in the areas of financial accountability, provincial impact, learning outcomes and employee learning and growth. The results have been overwhelmingly positive for Nova Scotia. Ninety per cent of NSCC graduates are employed and 81% of those graduates are employed in their field of study. And in the ten years that the College has been around, the budget has always been balanced.

The big picture for the Board of Governors is to enhance the social and economic well-being of all Nova Scotians. “Creating a wide variety of relevant, employment-focused, and flexible educational options for learners, and solutions for employers, is our role,” says Payne. “We want to support the people of Nova Scotia to thrive now, and in the future.”

Pictured in photos counter-clockwise from top:

Left to right: Jennifer Down, NSCC student representative; Dawn Gould, NSCC staff representative; Sandy Dyke, NSCC staff representative; and Irving Schwartz, Schwartz and Company.

Left to right: Chris Huskilson, Emera; Ashley Anderson, NSCC student representative; Rob Sobey, Lawtons Inc.; Rustum Southwell, Black Business Initiative. In front: Sandra Greer, AMIRIX.

Left to right: George Moody, Berwick Heights Golf Course; David Saxton, Grant Thornton LLP; Margaret Brigley, Corporate Research Associates; and Sue Payne, ACA Cooperative.

Left to right: David MacDonald, Director, South Shore District Health Authority; Dr. Joan McArthur-Blair, NSCC President; Michael Kontak, The Shaw Group; Dan Christmas, Senior Advisor to the Chief of Membertou.

Missing from the Board photos are: Chuck Hartlen, Aliant; Libby Levitte, NSCC staff representative; and Fred Chalmers, Wilson’s Fuel Ltd.
Balanced Scorecard

Financial Accountability

• In each of the last ten years the College has been Board-governed, NSCC has achieved a balanced budget.
• 73 per cent of NSCC’s operating budget is devoted to academic programs and services to students.

Provincial Impact

• 90 per cent of NSCC graduates are employed; 81 per cent in their field of choice.
• 29 per cent of NSCC graduates volunteer in the community.

Learning Outcomes

• 95 per cent of graduates are satisfied with their learning experience at NSCC.
• 94 per cent of employed graduates are living and working in Nova Scotia.

Employee Learning and Growth

• 85 per cent of employees are satisfied with NSCC as a place to work.
Auditors' Report

TO THE BOARD OF GOVERNORS
OF THE NOVA SCOTIA COMMUNITY COLLEGE

We have audited the statement of financial position of the Nova Scotia Community College as at March 31, 2006 and the statements of revenue and expenditures, cash flows and changes in net assets for the year then ended. These financial statements are the responsibility of the College’s management. Our responsibility is to express an opinion on these financial statements based on our audit.

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

In our opinion, these financial statements present fairly, in all material respects, the financial position of the College as at March 31, 2006 and the results of its operations and its cash flows for the year then ended in accordance with Canadian generally accepted accounting principles.

Deloitte & Touche L.P.
Chartered Accountants
June 2, 2006
## NOVA SCOTIA COMMUNITY COLLEGE
### Statement of Financial Position
**March 31, 2006**

<table>
<thead>
<tr>
<th>NET ASSETS</th>
<th>2006</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Invested in capital assets (Note 8)</td>
<td>1,408,455</td>
<td>1,449,495</td>
</tr>
<tr>
<td>Unrestricted</td>
<td>3,289,343</td>
<td>3,027,542</td>
</tr>
<tr>
<td>Restricted for Foundation purposes (Note 5)</td>
<td>1,556,674</td>
<td>1,094,297</td>
</tr>
<tr>
<td>Restricted for College development (Note 12)</td>
<td>4,722,923</td>
<td>4,722,923</td>
</tr>
<tr>
<td><strong>Total NET ASSETS</strong></td>
<td><strong>10,977,395</strong></td>
<td><strong>10,294,257</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LIABILITIES</th>
<th>2006</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounts payable and accrued liabilities</td>
<td>$ 17,852,826</td>
<td>$ 19,311,274</td>
</tr>
<tr>
<td>Deferred revenue (Note 6)</td>
<td>6,010,890</td>
<td>6,099,049</td>
</tr>
<tr>
<td><strong>Total LIABILITIES</strong></td>
<td><strong>23,863,716</strong></td>
<td><strong>25,410,323</strong></td>
</tr>
</tbody>
</table>

---

Commitments (Note 14)

ON BEHALF OF THE BOARD

[Signatures]

Rob Sobey, Chair

Sue Payne, Finance and Audit Committee Chair
## NOVA SCOTIA COMMUNITY COLLEGE
### Statement of Revenue and Expenditures
#### Year ended March 31, 2006

<table>
<thead>
<tr>
<th>Revenue</th>
<th>2006</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Province of Nova Scotia (Note 9)</td>
<td>$83,967,000</td>
<td>$75,656,000</td>
</tr>
<tr>
<td>Government of Canada</td>
<td>9,050,000</td>
<td>8,926,750</td>
</tr>
<tr>
<td>Tuition and fees</td>
<td>18,190,350</td>
<td>16,746,631</td>
</tr>
<tr>
<td>Customized training</td>
<td>12,227,354</td>
<td>10,414,658</td>
</tr>
<tr>
<td>Amortization of deferred revenue related to capital assets</td>
<td>2,211,607</td>
<td>1,873,351</td>
</tr>
<tr>
<td>Other (Note 10)</td>
<td>18,795,823</td>
<td>16,543,192</td>
</tr>
</tbody>
</table>

| Total Revenue                       | 144,442,134 | 130,160,582 |

### Expenditures

<table>
<thead>
<tr>
<th>Expenditures</th>
<th>2006</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries and benefits</td>
<td>94,244,685</td>
<td>86,361,441</td>
</tr>
<tr>
<td>Operating supplies and services</td>
<td>26,345,037</td>
<td>22,237,872</td>
</tr>
<tr>
<td>Equipment, rentals and other administration</td>
<td>10,920,853</td>
<td>9,331,859</td>
</tr>
<tr>
<td>Utilities and maintenance</td>
<td>8,831,635</td>
<td>8,308,057</td>
</tr>
<tr>
<td>Amortization</td>
<td>3,879,163</td>
<td>3,768,394</td>
</tr>
</tbody>
</table>

| Total Expenditures                    | 144,221,373 | 130,007,623 |

### Net Excess (Over) of Revenue over Expenditures

| Net Excess of Revenue over Expenditures | $220,761 | $152,959 |

## NOVA SCOTIA COMMUNITY COLLEGE
### Statement of Cash Flows
#### Year ended March 31, 2006

<table>
<thead>
<tr>
<th>NET INFLOW (OUTFLOW) OF CASH RELATED TO THE FOLLOWING ACTIVITIES</th>
<th>2006</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operating</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Excess of revenue over expenditures</td>
<td>$220,761</td>
<td>$152,959</td>
</tr>
<tr>
<td>Items not affecting cash</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Amortization of deferred revenue related to capital assets</td>
<td>(2,211,607)</td>
<td>(1,873,351)</td>
</tr>
<tr>
<td>Amortization</td>
<td>3,879,163</td>
<td>3,768,394</td>
</tr>
<tr>
<td>Employee future benefit obligation</td>
<td>896,000</td>
<td>777,010</td>
</tr>
<tr>
<td>Changes in non-cash working capital items (Note 11)</td>
<td>(3,420,050)</td>
<td>2,927,339</td>
</tr>
<tr>
<td>Hold in non-cash working capital items</td>
<td>(635,733)</td>
<td>5,752,351</td>
</tr>
</tbody>
</table>

| Investing                                                        |            |            |
| Purchase of capital assets                                       | (3,414,505)| (3,330,584)|

| Financing                                                       |            |            |
| Pensionable advance                                             | 27,284     | 63,033     |
| Contributions related to capital assets                          | 1,787,989  | 2,755,277  |

| NET CASH (OUTFLOW) INFLOW CASH POSITION,                        |            |            |
| BEGINNING OF YEAR                                               | (2,234,965)| 5,240,077  |
| CASH POSITION, END OF YEAR                                      | $17,791,972|$20,026,937 |

|                                                                 | 2006       | 2005       |
|                                                                 |            |            |
### NOVA SCOTIA COMMUNITY COLLEGE

**Statement of Changes in Net Assets**

**Year ended March 31, 2006**

<table>
<thead>
<tr>
<th></th>
<th>Invested in Capital Assets</th>
<th>Unrestricted</th>
<th>Restricted for Foundation Purposes (Note 5)</th>
<th>Restricted for College Development (Note 12)</th>
<th>2006 Total</th>
<th>2005 Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance, beginning year</td>
<td>$ 1,449,495</td>
<td>$ 3,027,542</td>
<td>$ 1,094,297</td>
<td>$ 4,722,923</td>
<td>$ 10,294,257</td>
<td>$ 9,863,829</td>
</tr>
<tr>
<td>Excess (deficiency) of revenue over expenditures</td>
<td>(1,667,556)</td>
<td>1,888,317</td>
<td>-</td>
<td>-</td>
<td>220,761</td>
<td>152,959</td>
</tr>
<tr>
<td>Investment in capital assets</td>
<td>1,626,516</td>
<td>(1,626,516)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Endowment contributions and interest</td>
<td>-</td>
<td>-</td>
<td>1,226,520</td>
<td>-</td>
<td>1,226,520</td>
<td>795,586</td>
</tr>
<tr>
<td>Endowment disbursements</td>
<td>-</td>
<td>-</td>
<td>(764,143)</td>
<td>-</td>
<td>(764,143)</td>
<td>(518,117)</td>
</tr>
<tr>
<td>Balance, end of year</td>
<td>$ 1,408,455</td>
<td>$ 3,289,343</td>
<td>$ 1,556,674</td>
<td>$ 4,722,923</td>
<td>$ 10,977,395</td>
<td>$ 10,294,257</td>
</tr>
</tbody>
</table>
1. OVERVIEW OF OPERATIONS

The Nova Scotia Community College (the “College”) was established as a post-secondary public education corporation under the authority of the Community College Act of Nova Scotia effective April 1, 1996.

The College, with thirteen campuses across the Province of Nova Scotia (the “Province”), is responsible for enhancing the economic and social well being of Nova Scotia by meeting the occupational training requirements of the population and the labour market.

The College has entered into a consent agreement with the Province that allows the College to construct facilities on land owned by the Province pursuant to the $123 million multi-year infrastructure investment announced by the Province on March 28, 2003. The investment will provide newer facilities, more space and revamped learning and student life areas across the Province. Ownership of the buildings, including the new Metro Campus, will remain with the Province. Costs associated with the project will be managed by the College and flow through a liability account, which is subsequently reimbursed by the Province. The expenditures are netted against the funds receivable from the Province and have no effect on the statement of revenue and expenditures.

2. SIGNIFICANT ACCOUNTING POLICIES

The financial statements were prepared in accordance with Canadian generally accepted accounting principles and include the following significant accounting policies:

Use of estimates

The preparation of financial information requires management to make estimates and assumptions that affect reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements as well as revenue and expenditures during the year. The accounts most subject to estimation and judgment include the allowance for doubtful accounts and accrued liabilities. Actual results may differ from those estimates.

Revenue recognition

The College follows the deferral method of accounting for revenue. Tuition fees, residence fees and sales are recognized when the services are provided or the goods are sold. Funding for expenditures of future periods are deferred and recognized as revenue in the year in which the related expenditure is incurred. Funding received for capital assets are deferred and recognized as revenue on the same basis as the acquired capital assets are amortized.

Cash

Cash consists of cash on hand and amounts held by financial institutions, upon which interest is paid at commercial rates.

Capital assets

Purchased capital assets are recorded at cost. Capital assets are amortized on a straight-line basis over the following estimated useful life:

- Computer equipment: 3 years
- Furniture and equipment: 5 years
- Leasehold improvements: 2 to 5 years
- Management Information System: 5 years

Land and buildings that are owned by the Province are not reflected in the assets of the College. Improvements made to these buildings are therefore expensed in the year. Improvements made to buildings with leases in place are capitalized and amortized over their useful life or the term of the lease, whichever is less.

Contributed services

The Province provides the College with buildings at thirteen campuses (in excess of two million square feet) and is responsible for the maintenance of the physical plant and building infrastructure, the benefit of which is not reflected in these financial statements because of the difficulty in determining the value.
Inventory

Inventory consists of merchandise and supplies held for resale and are valued at the lower of cost and net realizable value. Administrative and program supplies and library periodicals are not inventoried.

3. ACCOUNTS RECEIVABLE

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organizations</td>
<td>$2,335,765</td>
<td>$2,319,329</td>
</tr>
<tr>
<td>Student fees</td>
<td>$2,635,699</td>
<td>$2,426,943</td>
</tr>
<tr>
<td>Government funding</td>
<td>$6,306,125</td>
<td>$3,997,750</td>
</tr>
<tr>
<td>Development Project</td>
<td>$2,595,514</td>
<td>$3,006,650</td>
</tr>
<tr>
<td>Other</td>
<td>$1,653,200</td>
<td>$2,248,064</td>
</tr>
<tr>
<td>Harmonized Sales Tax</td>
<td>$1,008,218</td>
<td>$1,056,310</td>
</tr>
<tr>
<td>Allowance for doubtful accounts</td>
<td>$(926,121)</td>
<td>$(943,422)</td>
</tr>
</tbody>
</table>

$15,608,400 $14,111,624

4. CAPITAL ASSETS

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cost</td>
<td>Accumulated Amortization</td>
<td>Net Book Value</td>
</tr>
<tr>
<td>Computer equipment</td>
<td>$8,270,207</td>
<td>$7,745,065</td>
</tr>
<tr>
<td>Furniture and equipment</td>
<td>$12,517,681</td>
<td>$9,026,881</td>
</tr>
<tr>
<td>Leasehold improvements</td>
<td>$2,069,978</td>
<td>$989,027</td>
</tr>
<tr>
<td>Information System</td>
<td>$6,197,789</td>
<td>$6,197,789</td>
</tr>
</tbody>
</table>

$29,055,655 $23,958,762 $5,096,893 $5,561,551

5. FOUNDATION ASSETS

The Nova Scotia Community College Foundation (the “Foundation”) is a non-profit organization controlled by the College. The assets represent donations and related interest restricted for scholarships, awards and other specified purposes. The Foundation works collaboratively with the College and the community to enhance the student experience by developing and implementing a framework to nurture support for current and future needs of the College.

The Foundation has not been consolidated in the College’s financial statements. Financial statements of the Foundation are available upon request. Financial summaries as at March 31 and for the years then ended are as follows:

Nova Scotia Community College Foundation

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial position</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total assets</td>
<td>$1,645,741</td>
<td>$1,269,247</td>
</tr>
<tr>
<td>Total liabilities</td>
<td>89,067</td>
<td>174,950</td>
</tr>
<tr>
<td>Total net assets</td>
<td>$1,556,674</td>
<td>$1,094,297</td>
</tr>
</tbody>
</table>

$1,645,741 $1,269,247

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Results of operations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total revenue</td>
<td>$1,226,520</td>
<td>$795,586</td>
</tr>
<tr>
<td>Total expenditures</td>
<td>764,143</td>
<td>518,117</td>
</tr>
<tr>
<td>Excess of revenue over expenditures</td>
<td>$462,377</td>
<td>$277,469</td>
</tr>
</tbody>
</table>

The Foundation uses fund accounting and follows the restricted fund method of accounting for contributions.
6. DEFERRED REVENUE

Deferred revenue represents the unearned portion of amounts received for specific purposes and is summarized as follows:

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apprenticeship</td>
<td>$ 554,682</td>
<td>$ 1,097,144</td>
</tr>
<tr>
<td>Offshore operation</td>
<td>571,655</td>
<td>673,655</td>
</tr>
<tr>
<td>Skills development</td>
<td>720,000</td>
<td>-</td>
</tr>
<tr>
<td>Applied research</td>
<td>463,002</td>
<td>578,968</td>
</tr>
<tr>
<td>Customized training</td>
<td>2,134,591</td>
<td>1,975,536</td>
</tr>
<tr>
<td>Other</td>
<td>1,566,960</td>
<td>1,773,746</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$ 6,010,890</strong></td>
<td><strong>$ 6,099,049</strong></td>
</tr>
</tbody>
</table>

7. DEFERRED REVENUE RELATED TO CAPITAL ASSETS

Deferred revenue related to capital assets represents the unamortized portion of funding received from the Province of Nova Scotia and other sources for capital asset additions. The deferred revenue is amortized into revenue at a rate corresponding with the amortization rate for the related capital asset. The changes in the deferred balance are as follows:

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning balance</td>
<td>$ 4,112,056</td>
<td>$ 3,230,130</td>
</tr>
<tr>
<td>Contributions received</td>
<td>1,787,989</td>
<td>2,755,277</td>
</tr>
<tr>
<td>Amortization of deferred revenue related to capital assets</td>
<td>(2,211,607)</td>
<td>(1,873,351)</td>
</tr>
<tr>
<td><strong>Ending balance</strong></td>
<td><strong>$ 3,688,438</strong></td>
<td><strong>$ 4,112,056</strong></td>
</tr>
</tbody>
</table>

8. NET ASSETS INVESTED IN CAPITAL ASSETS

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital assets, net of amortization</td>
<td>$ 5,096,893</td>
<td>$ 5,561,551</td>
</tr>
<tr>
<td>Deferred revenue related to capital assets</td>
<td>(3,688,438)</td>
<td>(4,112,056)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$ 1,408,455</strong></td>
<td><strong>$ 1,449,495</strong></td>
</tr>
</tbody>
</table>

9. REVENUE – PROVINCE OF NOVA SCOTIA

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Funding received</td>
<td>$ 84,967,000</td>
<td>$ 76,656,000</td>
</tr>
<tr>
<td>Portion related to capital assets</td>
<td>(1,000,000)</td>
<td>(1,000,000)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$ 83,967,000</strong></td>
<td><strong>$ 75,656,000</strong></td>
</tr>
</tbody>
</table>

10. OTHER REVENUE

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other revenue is summarized as follows:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bookstore revenue</td>
<td>$ 3,977,034</td>
<td>$ 3,732,747</td>
</tr>
<tr>
<td>Food sales</td>
<td>1,674,132</td>
<td>1,506,781</td>
</tr>
<tr>
<td>Apprenticeship/Shop</td>
<td>3,441,832</td>
<td>2,633,657</td>
</tr>
<tr>
<td>Interest</td>
<td>659,518</td>
<td>443,488</td>
</tr>
<tr>
<td>Recoveries</td>
<td>3,317,961</td>
<td>3,503,073</td>
</tr>
<tr>
<td>Applied research</td>
<td>1,285,212</td>
<td>817,426</td>
</tr>
<tr>
<td>Lodging, rent and miscellaneous</td>
<td>4,440,134</td>
<td>3,906,020</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$18,795,823</strong></td>
<td><strong>$16,543,192</strong></td>
</tr>
</tbody>
</table>
11. CHANGES IN NON-CASH WORKING CAPITAL

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounts receivable</td>
<td>$ (1,496,776)</td>
<td>$ 4,887,973</td>
</tr>
<tr>
<td>Inventory</td>
<td>(62,836)</td>
<td>62,692</td>
</tr>
<tr>
<td>Prepaids</td>
<td>(313,831)</td>
<td>(135,619)</td>
</tr>
<tr>
<td>Accounts payable and accrued liabilities</td>
<td>(1,458,448)</td>
<td>(1,723,987)</td>
</tr>
<tr>
<td>Deferred revenue</td>
<td>(88,159)</td>
<td>(163,720)</td>
</tr>
<tr>
<td></td>
<td>$ (3,420,050)</td>
<td>$ 2,927,339</td>
</tr>
</tbody>
</table>

12. RESTRICTED FOR COLLEGE DEVELOPMENT

These funds have been internally restricted by the Board to ensure that the funds are used solely for College development projects.

13. PENSIONABLE ADVANCE

When the College took over the payroll function from the Province, it had to book a receivable, which represented a pay advance to staff. This was to account for the move from "paid to date" to "paid in arrears". This receivable was formerly held by the Province.

14. COMMITMENTS

The College is committed to the following lease and maintenance agreement payments over the next five years.

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>$1,441,912</td>
</tr>
<tr>
<td>2008</td>
<td>870,715</td>
</tr>
<tr>
<td>2009</td>
<td>663,815</td>
</tr>
<tr>
<td>2010</td>
<td>345,229</td>
</tr>
<tr>
<td>2011</td>
<td>14,665</td>
</tr>
<tr>
<td></td>
<td>$3,336,336</td>
</tr>
</tbody>
</table>

15. PENSION PLAN

The Nova Scotia Community College contributes to two defined benefit pension plans administered by the Province of Nova Scotia. The Province of Nova Scotia assumes the actuarial and investment risk associated with these plans. Accordingly, the College accounts for these pensions as defined contribution plans.

The College matches employees’ contributions calculated as follows for the Nova Scotia Public Service Superannuation Plan: 6.4% (2005 – 6.4%) on the part of their salary that is equal to or less than the "year’s Maximum Pensionable Earnings" (YMPE) under the Canada Pension Plan (CPP) and 8% (2005 – 8%) on the part of their salary that is excess of YMPE. Under this plan, the College has recognized contributions of $4,318,647 (2005 – $3,774,702) for the year.

The College matches employees’ contributions calculated as follows for the Nova Scotia Teachers’ Union Pension Plan: 8.3% (2005 – 8.3%) on the part of their salary that is equal to or less than the YMPE under the CPP and 9.9% (2005 – 9.9%) on the part of their salary that is excess of YMPE. Under this plan, the College has recognized contributions of $7,241,040 (2005 – $6,739,408) for the year.

16. EMPLOYEE FUTURE BENEFIT OBLIGATION

An employee hired on or after August 1, 1998 who retires because of age or mental or physical incapacity shall be granted a College Service Award (CSA) equal to 1% of the employee’s annual salary for each year of continuous service to a maximum of 25 years. There are no employee contributions in respect of the plan. There is no distinct fund held in respect of the CSA benefits. The benefits are paid from unrestricted cash.

An actuarial evaluation was completed as of March 31, 2006 and the College’s obligation relating to these benefits was approximately $3,677,000 (2005 – $2,781,000). The benefit expense was $888,308 (2005 – $644,000). The benefits paid were $3,067 (2005 – $Nil). The next actuarial evaluation is scheduled for March 31, 2007.
The significant actuarial assumptions adopted in estimating the College’s obligation are as follows:

Future salary increase  6% per annum  
Expected rate of return  0% per annum  
Discount rate  0% per annum  
Retirement age  20% upon attainment of age 55 and 80 points (age plus service); the remainder at 35 years of service or age 60, whichever is earlier

17. **FINANCIAL INSTRUMENTS**

*Fair value*

The College evaluated the fair values of its financial instruments based on the current interest rate environment, related market values and current pricing of financial instruments with comparable terms. The carrying values are considered to approximate fair values.

*Credit risk*

The College performs a continuous evaluation of its accounts receivable and records an allowance for doubtful accounts as required. Management considers there is no significant credit risk as at March 31, 2006.
One College. Thirteen Campuses.

www.nscc.ca

NSCC Admissions:
1-866-679-6722
(902) 491-4911 (Metro Halifax)

feedback@nscc.ca
The Designer

How can you make a living trying to change the world?

“Having people who believe in you gives you the extra bit of drive to succeed that an entrepreneur needs to be successful. No instructor ever told me what I wanted to do was impossible, idealistic or naive. They said it would be hard, but also said it was important,” says Aaron Harpell, the graphic designer who created this year’s Report to the Community.

After graduating from the Applied Communication Arts and Graphic Design programs at NSCC, Aaron started his own company, Hammerhead Design, which works exclusively for progressive non-profits, forward-thinking organizations and green businesses. “I couldn’t work for companies I didn’t believe in. Some people do it, but I believe we have a responsibility to make the world a better place. You can’t just do a little pro-bono work once a year to keep from getting an ulcer. Nothing changes that way.”

Hammerhead Design has worked on design projects that raised money to bring African refugees safely to Halifax, advocated for changes to our healthcare system, and educated people on ecology issues. “As you read through this document, it will become obvious that NSCC is a progressive organization. I am proud to work with them.”

The Photographer

“Community College opened the door to my future.”

“Some people come to Community College with a clear of idea of what they want to do and some people discover what they want in the process of being at college. I fit in the latter group.”

At age 45, Catherine Neily enrolled in the Nova Scotia Community College in the Applied Communications Arts program intending to take Public Relations in her second year. After seeing her work her instructors encouraged her to forget Public Relations and pick either Photography or Graphic Design. “I took their advice and spent the next two years at Halifax Campus learning photography.”

“I loved my time at the college – whenever I wanted to learn more, or do more, or push boundaries, my instructors were there to guide me.”

Catherine is a graduate of the Halifax Campus of the Nova Scotia Community College with an Honours Advanced Diploma in Photography. She was the recipient of the Highest Achievement Award for two of her three years at the college. “I am honoured to have the opportunity to do the photography for our Report to the Community. It has been a pleasure to travel to the different campuses and get to know the people who make up the college.”