

GREAT PLAINS COLLEGE



2021-22

Annual Report

great plains
college



MESSAGE FROM THE PRESIDENT

“Our proud history and past successes provide us with a strong foundation, and current challenges present us with opportunities to find solutions and move forward.”



*Brad Mahon - President & CEO
Great Plains College*

I am excited to have started my first year as President of Great Plains College in August 2022. I was attracted to the role because of the college's commitment to serving its unique stakeholder groups, offering distinctive value propositions to students, employees and the community.

Great Plains provides small class sizes, significant scholarship possibilities, excellent student support, programs connected to workforce demand and the opportunity to receive this training close to home. Great Plains also continues to be an employer of choice for staff and instructors throughout its service areas. For the broader region, the college is invested in its campus communities and aspires to remain a partner of choice, including an intentional alignment with the objectives outlined in the Saskatchewan Government's Growth Plan 2020-2030.

During my first months in the role, I have listened and learned. The 2021-22 year had its challenges; at Great Plains College and across the post-secondary sector, the impacts of the COVID-19 global pandemic continued to challenge usual operations, affecting Great Plains' enrolments and overall financial position. Thus, the year ahead will see the quest for renewed sustainability.

Still, the past year also witnessed successes. Notably, in the fall of 2021, Great Plains College, Cumberland College, and Parkland College collaborated to recruit international students under the umbrella of "Saskatchewan Colleges." The partnership's success has resulted in further cooperation and collegiality, seeing Northwest College and Southeast College join the consortium. Great Plains' excellent scholarship program also continued to present itself as a model for other institutions. Over the previous academic year, \$189,000 in scholarships and bursaries were distributed to students. This financial support created possibilities, removed barriers and ultimately offered students a pathway to the classroom.

In closing, I feel privileged to lead this organization. Our proud history and past successes provide us with a strong foundation, and current challenges present us with opportunities to find solutions and move forward. I will offer transparent and accountable leadership while prioritizing student success, aligning education and training programs to meet workforce needs and upholding our mandate to serve the communities of southwest Saskatchewan.

A handwritten signature in black ink, appearing to read "B. Mahon". The signature is fluid and cursive.

Brad Mahon

President & CEO,
Great Plains College

MESSAGE FROM THE BOARD



Cindy Lowe - Board Chair
Great Plains College

Through the 2021-22 academic year, Great Plains College fully opened its campuses to students and most employees returned to the workplace. On behalf of the Board of Governors, I commend senior leadership, faculty and staff for the extensive work done to ensure a safe, secure, high-quality learning experience for students through the COVID-19 pandemic.

We have proven to be resilient and student focused. The Board is proud of the work our staff undertook across all of our campuses to persevere through this past year, despite all the challenges.

Connecting in person in the fall of 2021, was a most welcome and visible reminder that the core of our strategic plan centres around our people, emphasizing student success and valuing our employees. Having great staff, students and partners allows us to continue to offer programming that meets an ever-changing labour market demand. In addition, we are very thankful for those who help support our generous scholarship program, allowing our students to continue to work, live and learn in our regions.

The 2021-22 Annual Report provides details on the accomplishments of the past year and the pride we have in our institution, our employees, our students, our stakeholders and the work we do together.

A handwritten signature in black ink that reads "Cindy Lowe".

Cindy Lowe

Chair
Great Plains College Board of Directors

"We have proven to be resilient and student focused."



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Letter of Transmittal

Honourable Gordon Wyant, K.C.
Minister of Advanced Education
Room 307, Legislative Building
2405 Legislative Drive
Regina, SK SKS 0B3

Dear Minister Wyant,

On behalf of Great Plains College Board of Governors and in accordance with Section 16 of the Regional Colleges Act and Section 14 of the Regional Colleges Regulations, I am pleased to submit the 2021-22 Annual Report for Great Plains College.

We continue to direct our daily activity toward meeting our ongoing mission: To build careers, partnerships, and communities in Saskatchewan. Through the support of the ministry, and in partnership with other stakeholders, Great Plains College will continue to offer reputable post-secondary programming in efforts to contribute to the economic recovery of the province.

Sincerely,



Cindy Lowe

Chair, Board of Governors
Great Plains College

Board Members & Meeting Dates

Cindy Lowe
Sask Landing, SK
Chair – Appointed February 2022

Donald (Donny) Duncan
Swift Current, SK
Vice-Chair

Clayton Thompson
Swift Current, SK
Board Member

Jeremy Roberts
Swift Current, SK
Board Member

Jeffrey Wheaton
Biggar, SK
Board Member

Liam Choo-Foo
Swift Current, SK
Board Member

Mehgin (Megz) Reynolds
Swift Current, SK
Board Member

Board of Governors Meeting Dates

September 28, 2021

October 28, 2021

December 2, 2021

February 3, 2022

March 17, 2022

April 21, 2022

May 26, 2022

June 23, 2022 (included AGM)

Strategic Directions

With a focus on people and programs, Great Plains College's strategic plan identified four main areas of emphasis, which continue to enable the college to:

VISION

Growth, prosperity and quality of life through education and training.

MISSION

To build careers, partnerships and communities in Saskatchewan.

VALUES

ACCESSIBLE

The college's programs and services are accessible to learners in ways that overcome barriers of time, location and personal circumstances.

COMMITTED TO EXCELLENCE

The college values excellence in service and quality learning experiences for students. The college strives to be known for excellence in programming that addresses the needs of industry and students. As part of its commitment to excellence, the college Board, management and staff strive to be transparent and accountable as a publicly funded institution.

COLLABORATIVE

The college supports and engages in authentic and innovative partnerships to advance the opportunities for the students, employers and communities it serves.

RESPONSIVE

The college responds to economic and social change and adapts its programs to meet the needs of employers, the labour market, individuals, communities and public policy direction throughout the region. The college is agile in its response to changing community, public policy and labour market needs.

SUPPORTIVE

The college recognizes and respects a diversity of needs, cultures, values and contributions in all of its stakeholder groups. It strives to provide a supportive and stimulating environment for students and employees.

OPTIMIZE STUDENT SUCCESS

DELIVER EDUCATION TO MEET LABOUR MARKET DEMAND

VALUE EMPLOYEES

BUILD AND ENHANCE PARTNERSHIPS

OPTIMIZE STUDENT SUCCESS

GREAT PLAINS COLLEGE'S STRATEGIC PLAN IDENTIFIES A STRATEGIC DIRECTION TO "OPTIMIZE STUDENT SUCCESS" WITH GOALS TO:

- 1 Improve pathways to meaningful employment or further education.
- 2 Enrich student learning experiences.
- 3 Enhance student life.
- 4 Inform prospective students of educational choices through marketing, communication and recruitment.

Each year, the college captures institutional performance data through student outcome and annual graduate surveys in order to gauge its performance in relation to learning outcomes and graduate employment.

BASED ON THE 2019-20 ANNUAL GRADUATE SURVEY (completed by Fast Consulting)

- 85% of post-secondary graduates are currently employed.
- 67% of Basic Education graduates are currently employed.
- 98% of graduates say Great Plains College prepared them to work in their field of study.
- 89% of graduates found employment within the Great Plains College region.

BASED ON THE 2020-21 UNIVERSITY STUDENT FOLLOW-UP SURVEY (completed by Fast Consulting)

- 100% of University students say one of the reasons they chose Great Plains College is that it allowed them to "Stay close to home".
- 70% of University students who received a scholarship say it influenced their decision to attend the college.
- 73% of University students would take subsequent years of their University program at Great Plains College if offered.

BASED ON THE 2020-21 STUDENT OUTCOME REPORT (completed by Fast Consulting)

- 83% of post-secondary students in 2020-21 had secured employment within 60-90 days of graduating and completing their programs.
- 67% of Basic Education students in 2020-21 had secured employment in their field within 60-90 days of graduating and completing their programs.
- 94% of employed students found employment within Saskatchewan.
- 95% of students would recommend Great Plains College to a friend, colleague or family member.
- 74% of post-secondary students and 90% of students felt Great Plains College's handling of the pandemic was above average or excellent.

Great Plains College strives to be a post-secondary institution that supports a growing Saskatchewan, and will continue to ensure high-quality education for its students. As demonstrated in the highlights provided, Great Plains College works to align itself with Ministry priorities and the economic interest of the province.

STUDENT SUCCESS BY PROGRAM GROUPS FOR GREAT PLAINS COLLEGE

Actuals - Average (past three years)

Program Groups	Total Students Completed			Total Students Graduated			Total Employed			Total Going to Further Training		
	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas
Skills Training												
Institute Credit:												
Sask Polytech	18.66	195.66	1	76.66	12.66	0	34.66	60.33	0.33	9	10.33	0
Other	9	36.66	0	13.33	15.33	0	4.66	10.66	0	2	4.33	0
Apprenticeship & Trade	1.33	2.33	0	0	0	0	0	0	0	0	0	0
Total Institute Credit	29	234.66	1.0	90	28	0	39.33	71	0.33	11	14.66	0
Industry Credit:												
Total Industry Credit	0	14.3	12.66	0	177.66	2486.33	0	0	0	0	0	0
Non-Credit (Industry Non-Credit, Community/ Individual Non-Credit, Personal Interest Non-Credit)												
Total Non-Credit	0	82	162.33	0	0	0	0	6.33	0	0	0	0
TOTAL SKILLS TRAINING	29	331.66	176	90	205.66	2486.33	39.33	77.33	0.33	11	14.66	0
Basic Education												
BE Credit:												
Adult 12	58	20.7	0	23	4.33	0	11	5	0	7.6	2.66	0
Adult 10	1.7	5	0	2	2	0.66	1	0	0	0	0	0
Academic GED	0	16.33	0	0	11	0	0	0	0	0	0	0
Total BE Credit	59.66	42	0	25	17.33	0	11.66	6	0	7.66	2.66	0
BE Non-Credit:												
Employability/Life Skills	28	6.7	0	0	0	0	4.3	0.66	0	0	0	0
English Language Training	0	112.66	0	0	0	0	0	0.66	0	0	1	0
General Academic Studies	18	6.33	0	0	0	0	3.33	1.66	0	1	0	0
Literacy	0	0	0	0	0	0	0	0	0	0	0	0
Total BE Non-Credit	46	125.66	0	0	0	0	7.66	3	0	1	1	0
TOTAL BASIC EDUCATION	105.66	167.66	0	25	17.33	0	19.33	9	0	8.66	3.66	0
University												
Total University	15.3	26.7	0	1	0	0	0	0	0	6.33	11	0
TOTAL ENROLMENT	150	526	176	116	223	2486.33	58.66	86.33	0.33	26	29.33	0

Actuals - 2021-22

Program Groups	Total Students Completed			Total Students Graduated			Total Employed			Total Going to Further Training		
	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas
Skills Training												
Institute Credit:												
Sask Polytech	30	161	1	74	47	0	27	44	0	9	2	0
Other	13	39	0	13	22	0	12	11	0	0	4	0
Apprenticeship & Trade	0	0	0	0	0	0	0	0	0	0	0	0
Total Institute Credit	43	200	1	87	69	0	39	55	0	9	6	0
Industry Credit:												
Total Industry Credit	0	0	0	0	196	2575	0	0	0	0	0	0
Non-Credit (Industry Non-Credit, Community/ Individual Non-Credit, Personal Interest Non-Credit)												
Total Non-Credit	0	62	54	0	0	0	0	3	0	0	0	0
TOTAL SKILLS TRAINING	43	262	55	87	265	2575	39	58	0	9	6	0
Basic Education												
BE Credit:												
Adult 12	40	20	0	13	5	0	10	2	0	6	9	0
Adult 10	1	1	0	0	2	0	0	0	0	0	0	0
Academic GED	0	11	0	0	12	0	0	0	0	0	0	0
Total BE Credit	41	32	0	13	19	0	10	2	0	6	9	0
BE Non-Credit:												
Employability/Life Skills	14	10	0	0	0	0	2	3	0	0	0	0
English Language Training	0	205	0	0	0	0	0	0	0	0	0	0
General Academic Studies	11	6	0	0	0	0	0	1	0	4	0	0
Literacy	0	0	0	0	0	0	0	0	0	0	0	0
Total BE Non-Credit	25	221	0	0	0	0	2	4	0	4	0	0
TOTAL BASIC EDUCATION	66	253	0	13	19	0	12	6	0	10	9	0
University												
Total University	8	10	0	0	0	0	0	0	0	6	5	0
TOTAL ENROLMENT	117	525	55	100	284	2575	51	64	0	25	20	0

Despite the challenges of a global pandemic, retention rates remained strong for programs, with 85 per cent of full and part-time institute credit students completing and/or graduating from their programs.

In 2021-22, 85 per cent of full and part-time students completed and/or graduated from Adult Basic Education programs, which includes Adult 12, upgrading and Pre-12 and Essential Skills programs.

CREATION OF STUDENT TRAINER POSITION

In August 2020, Great Plains College created a new Student Trainer position to address the temporary COVID-driven adjustment in program delivery, from in-person to blended. This individual is primarily responsible for training and supporting students to effectively use technology tools applied to facilitate

the learning process. We continue to invest in this position, promoting and supporting technology-enhanced learning for students in all modes of program delivery.

INDIGENOUS ENGAGEMENT COMMITTEE HIGHLIGHTS

The college’s Indigenous Engagement Committee continues to work with community groups and Indigenous peoples to push Truth and Reconciliation efforts forward and put relevant student supports in place. In 2020-21 funding was approved through Dakota Dunes Community Development Corporation to provide Warman Campus and Martensville Program Centre with an “Elder in Residence” program. This will allow for an Elder to be on campus and provide one-on-one support with learners and staff, along with educational sessions throughout the 2021-22 academic year.

Working closely with the Southwest Truth and Reconciliation Committee, Swift Current Campus hosted a two-day event called “Reconciliation – the Path Forward” in May to explore Truth and Reconciliation from both a historical perspective and the way forward. Speakers included Elders Dale Mosquito and Larry Oakes, Saskatchewan Lieutenant Governor Russ Mirasty and Royce Pettyjohn, a citizen of the Métis Nation of Saskatchewan. Swift Current Campus and Maple Creek Program Centre also played a key role in the historical Treaty 4 Flag Raising Ceremony in Swift Current on September 27, 2021, and in the tipi raising which took place on college grounds for National Indigenous Peoples Day on June 21, 2022.

ON-SITE COUNSELLING SERVICES AT GPC LOCATIONS THROUGH THIRD PARTY PARTNERSHIP

While programming returned to in-person classes in 2021-22, the lingering effects of the pandemic restrictions and impacts resulted in an increased demand by students for additional in-person mental health support. Building on a past partnership, Great Plains College was able to establish weekly in-person on-campus counselling at all locations through an agreement with Fresh Start.

The partnership was built in a manner that saw a counsellor from Fresh Start (or their sub-contractors) attend college locations each week to meet with students. Students could either utilize walk-in appointments, book directly with the counsellor or book an appointment through a Student Adviser. This was a cost-effective way to supplement both

online counselling services and the support available through Student Services. Students were not charged for participating in counselling services.

The model also ensured that students were not left “alone” to navigate in between counselling sessions. Rather, the counsellor, student adviser and the student had consent to work together to support the plans developed between the counsellor and the student. This holistic approach ensured that students could continue to build on the positive activities within the sessions.

Uptake for the service was strong and plans are underway to ensure a continuation of the partnership and on-campus counselling service in 2022-23.

COMPREHENSIVE ENROLMENT BY PROGRAM GROUPS FOR GREAT PLAINS COLLEGE

Program Groups	Average (past three years)				2021-22			
	Student Enrol FT	Student Enrol PT	Student Enrol Casual	FLE's	Student Enrol FT	Student Enrol PT	Student Enrol Casual	FLE's
Skills Training								
Institute Credit:								
Sask Polytech	134	243.7	1.3	214.7	156	224	1	253.5
Other	25.3	62.7	0.0	52.3	26	61	0.0	55.2
Apprenticeship & Trade	1.3	2.3	0.0	0.9	0.0	0.0	0.0	0.0
Total Institute Credit	160.7	308.7	1.3	267.9	182	285	1	308.8
Industry Credit:								
Total Industry Credit	0.0	191	2495.7	61.3	0.0	196	2580	59.6
Non-Credit (Industry Non-Credit, Community/ Individual Non-Credit, Personal Interest Non-Credit)								
Total Non-Credit	0.0	69.3	180.7	11	0.0	64	64	12.6
TOTAL SKILLS TRAINING	160.7	569	2677.7	340.2	182	545	2645	381
Basic Education								
BE Credit:								
Adult 12	97	52	0.0	106	62	48	0.0	68.8
Adult 10	5	9.7	0.0	4.6	1	8	0.0	2.6
Academic GED	0.0	27.3	0.0	0.0	0.0	23	0.0	0.0
Total BE Credit	102	89	0.0	110.7	63	79	0.0	71.4
BE Non-Credit:								
Employability/Life Skills	35	16.7	0.0	24.1	14	15	0.0	13.9
English Language Training	0.0	179.3	0.0	13.2	0.0	286	0.0	10.3
General Academic Studies	26.7	18	0.0	19.4	16	13	0.0	13.5
Literacy	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Total BE Non-Credit	61.7	214	0.0	56.8	30	314	0.0	37.7
TOTAL BASIC EDUCATION	163.7	303	0.0	167.5	93	393	0.0	109.1
University								
Total University	22	24.7	0.0	23.7	8.0	9.0	0.0	8.3
TOTAL ENROLMENT	346.3	896.7	2677.7	531.3	283.0	947.0	2645.0	498.4

In 2021-22, total full and part-time enrolments for the college were 1,230 and remained stable from the three-year average of 1,243.

Institute Credit program enrolments were nearly identical to the three-year average with 467 full and part-time enrolments for the college compared to the three-year average of 469. University programming continues to struggle with enrolments, down significantly to 17 from the 3-year average of 47.

Industry Credit course enrolments rebounded in 2021-22 with a total of 2,776 enrolments which aligned closely with the three-year average of 2,687. Overall, industry credit and non-credit full load equivalents remain stable with 72.2 full load equivalents, mirroring the three-year average of 72.3 FLEs.

Adult Basic Education credit enrolments declined sharply from a three-year average of 191 to 142 in 2021-22. English Language Training and Adult Basic Education non-credit enrolments, including Essential Skills programming were strong in 2021-22 (486) mainly due to LINC Home Study increasing English Language Training enrolments.

DELIVER EDUCATION TO MEET LABOUR MARKET DEMAND

GREAT PLAINS COLLEGE'S STRATEGIC PLAN IDENTIFIES A STRATEGIC DIRECTION TO "DELIVER EDUCATION TO MEET LABOUR MARKET DEMAND" WITH GOALS TO:

- 1 Identify and deliver quality programs and training to meet regional needs.
- 2 Engage with external stakeholders to define labour market needs and trends.

Post-secondary programs and industry courses

A program plan has been established for Great Plains College directly correlating to labour market and client demand. This plan balances "a student-centric ethos with employer needs and support for economic growth within the province" (2022 Brokerage Collaboration Agreement).

Increased attention was given to expanding our relationships with external partners, including First Nations. Over the next few years, Essential Skills, industry-based training, growth in post-secondary programming and international education will continue to be a priority for the college.

GREAT PLAINS COLLEGE PARTNERS WITH EC-COUNCIL TO MEET GROWING DEMAND FOR CYBERSECURITY PROFESSIONALS

Great Plains College is pleased to announce the addition of Cybersecurity programming to its course offerings. The online courses will be delivered in partnership with International Council of E-Commerce Consultants (EC-Council), a global leader in cybersecurity education. The college is the first post-secondary institution in Saskatchewan to partner with EC-Council, making cybersecurity training more accessible, and ultimately helping Saskatchewan employers meet the need for highly trained professional in this field.

The course offerings range from novice to executive, allowing beginners and professionals of all levels an

opportunity to advance their careers and acquire industry-recognized certifications. The online format gives students the ability to start a course any time, and successful completion of the course and its corresponding exam will give the student the certification they need to immediately start working in any number of roles that correspond to their completed course.

Each certification is valid for three years. To maintain certifications, individuals must attend a set amount of professional development activities to ensure they are staying up-to-date on best practices in the rapidly changing cyber threat landscape.



GREAT PLAINS COLLEGE TO DEVELOP FIRST TSASK - APPROVED 5TH CLASS POWER ENGINEERING EXAM PREPARATION COURSE THROUGH INSTRUCTOR-FACILITATED DISTANCE EDUCATION

Students seeking 5th Class Power Engineering certification will soon have a new method to prepare for the provincial examination and gain a portion of their total required steam time.

With the challenges of ever-rising fuel prices, students from around the province who wish to take two to three-week long course to obtain a specific certification are often faced with additional costs like travel and accommodation. In response to these challenges, the college is working with the Saskatchewan Technical Authority, the regulatory body that oversees boiler and pressure vessels in Saskatchewan, to become the developer and provider of the first TSASK approved, instructor-facilitated, distance education course in 5th Class Power Engineering.

Not only will the course more accessible and affordable to students through the distance education model, but it will also count toward a portion of the total work experience hours required to qualify to write the provincial examination. The door will then be opened to the approval process in other provinces due to the standardization of 5th Class and higher Power Engineering education in Canada.

In June of 2022, Great Plains College was selected by one of Canada's largest energy corporations to provide a 60-hour version of this course as an exam preparation tutorial to employees that spanned across BC, Alberta, and Saskatchewan. This pilot project was hugely successful and inspired the team to seek approved status for those who still required work experience hours.

Great Plains College currently offers the following instructor-facilitated, distance education courses in:

- MELT (Mandatory Entry Level Training) Class 1A Driver Training
- Special Oilfield Boiler Operator Exam Preparation
- Refrigeration Plant Boiler Operator Exam Preparation
- Fireman's Level Boiler Operator Exam Preparation

RENEWED SASKATCHEWAN BROKERAGE COLLABORATION AGREEMENT

In January 2022, The Regional Colleges of Saskatchewan and Saskatchewan Polytechnic completed a rigorous review and renewal process of the Partnership Agreement between the previously named Saskatchewan Institute of Applied Science and Technology and the Regional Colleges of

Saskatchewan. The resulting collaboration agreement and newly written "Operations Guide for Saskatchewan Brokerage Partnership" will support and position Great Plains College to attain its goals and objectives as outlined in the Strategic Plan.

ADDRESSING SHORTAGES IN HEALTHCARE

Great Plains College successfully delivered and graduated students in an additional cohort of the Continuing Care Assistant full-time program as well as a Primary Care Paramedic part-time program.

These incremental certificate offerings were planned and delivered to support provincial and regional healthcare needs

GREAT PLAINS COLLEGE ANNOUNCES NEW PROGRAM - YOUTH CARE WORKER DIPLOMA

Great Plains College announced in December 2020 that a Youth Care Worker diploma option had been added to the list of full-time programs offered at the college's Warman Campus. The inaugural offering of the diploma program began September 2021. The campus is the only provincial institution offering the diploma in a face-to-face learning environment.

The Youth Care Worker diploma builds on the knowledge and information provided within the one-year certificate program that is currently offered. Students will increase their knowledge of agency administration and community development, conflict resolution and small group facilitation, conflict diversity

and family systems, sexual victimization, therapeutic intervention strategies and will also be able to receive hands-on experience by participating in two extended work-based practicums.

Youth Care Work diploma graduates have the educational option of advancing to a Bachelor of Social Work program by transferring to the Faculty of Social Work at the University of Regina or transferring to the third year of the Bachelor of Applied Arts in Justice Studies at Lethbridge College in Alberta.

FOUR SASKATCHEWAN REGIONAL COLLEGES ENTER PARTNERSHIP FOR AGRICULTURAL SCIENCE CERTIFICATE PROGRAM

In January 2022, Carlton Trail College, Cumberland College, Great Plains College and Parkland College announced a new partnership that allowed each institution to deliver the Agricultural Science Certificate program to students within their respective regions starting October 2022.

In this 8-month program, students will learn the fundamental skills necessary for modern agriculture operations with a specific focus on crop production. With courses ranging from record keeping and innovative technology, to practical field skills, graduates will be prepared for a career in the agriculture industry.

The program is brokered through Lakeland College and graduates may also choose to continue their education and transfer into the second year of the Crop Technology Diploma program at Lakeland College.

This program will be delivered in a blended delivery model, where all theory will be live streamed to each location from an instructor located at Cumberland College's Melfort Campus. All labs will take place in-person at each regional college.

Adult Basic Education (ABE)

A total of 93 full-time and 107 part-time enrolments resulted in 98.8 full-load equivalents (FLEs) for 2021-22 in the area of Adult Basic Education (ABE) and Essential Skills programming. Enrolments declined in 2021-22 as the impacts of the pandemic continued to affect Saskatchewan's most vulnerable citizens disproportionately.

ABE and Essential Skills staff did an excellent job trying to support students in navigating these challenges, including provision of access to on-campus and online counselling and provision of student referrals to specialized community services including Elder supports.

The success of students and staff during 2021-22 was well earned given that many of the adult learners within this program area come to the college with gaps in their previous academic experience, facing numerous barriers such as disabilities, addictions or mental health struggles, and bring with them the typical responsibilities of most adults—children to care for, households to manage and financial accountabilities. The pandemic umbrella saw increased pressures on many of the learner households and therefore, the dedication and perseverance required to be successful was larger than ever before.

Therefore, we couldn't be prouder to see the 32 graduates and 73 completers from our program this year with successful attainment of their Adult 12 and GED credentials. The resiliency shown by each of these students as well as staff members to result in learner success should be applauded.

We also work to ensure that ABE program completers and graduates have a pathway to post-secondary education and are pleased to see increasing transition to Great Plains College's post-secondary programs. For example, from Maple Creek programs alone, we saw 12 program completers and graduates enrol into Swift Current post-secondary programs in fall 2022.

RESPONDING TO HEALTHCARE CHALLENGES

Building off the success of our Early Childhood Education, Language and Essential Skills program we were able to launch an inaugural offering of Introduction to Health Care for newcomers at Martensville Program Centre.

This program saw incorporation of content that was developed by Norquest College to introduce newcomers to Canada to working within the healthcare field in a Canadian context. Following this foundation, the program then supported learners through

healthcare language development, fostering essential and employment skill development within a healthcare setting, and allowed students to also complete three courses from Saskatchewan Polytechnic's Continuing Care Assistant program.

A practicum was part of the benefit of program participation and gave learners a hands-on practical experience.

GREAT PLAINS COLLEGE POWER ENGINEERS HELP MEET SASKPOWER'S DEMAND

After two years of offering Class Five Power Engineering at Great Plains College Maple Creek Program Centre, six individuals completed the program and moved on to further educational and employment opportunities.

The college, SaskPower and Nekaneet First Nation signed a Memorandum of Understanding in 2019 that introduced a Class Five Power Engineering educational opportunity to the community. The new pathway program allowed students to complete their grade 12 education, while also completing the courses and steam-time requirements needed to write the Class Five Power Engineering exam and obtain a Fifth Class Power Engineering license.

Credit courses were delivered through a combination of online and in-class learning, safety ticket acquisition and 100 hours of hands-on experience: one in SaskPower's mobile power engineering lab and one at SaskPower's Chinook Power Station. The theory component was delivered through online modules along with a work-study to earn the TSASK recognized steam-time component.

Of the six that graduated from the program, all were employed for the summer and continued their Power Engineering education.

GREAT PLAINS COLLEGE ATTAINS NSERC AND SSHRC STATUS

Great Plains College achieved full Social Sciences and Humanities Research Council (SSHRC) and Natural Sciences and Engineering Research Council (NSERC) grant eligibility status. This means that the college has been approved by the federal government to pursue grants for applied research.

The achievement of grant eligibility status came with a rigorous application process and proof of compliance requirements. It will allow access to significant funding resources and partnership eligibility with other post-secondary institutions and organizations.

In partnership with Dr. Conor Barker, assistant professor with St. Francis Xavier University, a research study is

currently taking place at Great Plains College with students who have experienced academic trauma in K-12. The study is exploring the factors that could support students as they return to school as adults. The results of this study will aim to improve services, supports and outcomes for adult students as well as inform inclusive education content in teacher education programs. The college is collaborating with Dr. Barker to seek grant funding to build on this initial work through further research.

Great Plains College is one of two regional colleges in Saskatchewan with NSERC and SSHRC status.



English as a Subsequent Language (ESL) and International



SASKATCHEWAN COLLEGES INTERNATIONAL PARTNERSHIP

Regional colleges have a long history of working in partnership to enrich system capacity for mutually beneficial objectives. The 2021-22 year was no different and saw Great Plains, Cumberland and Parkland Colleges establishing a formal international recruitment and admissions partnership.

The two-year pilot saw one individual performing recruitment and admissions functions for all three organizations starting in October 2021. This cost-effective approach to international recruitment and admissions for the colleges will allow for diversity of applicants and build a strong foundation for future partnerships.

International enrolments did rebound slightly in 2021-22, with 57 international students at Great Plains College campuses. These enrolments played a key role in meeting the local labour market demands and ensured the cost per student domestically was within reason. It also allowed fixed costs to be spread beyond domestic students.

Fall 2022 enrolments are anticipated to see further rebounding with global travel restrictions lifted and the fruits of the partnerships labor being realized at all three colleges involved.

LANGUAGE INSTRUCTION FOR NEWCOMERS TO CANADA (LINC) HOME STUDY COORDINATION

As the coordinator of language referrals, Great Plains College saw its first full year of operations successfully achieving many of the goals that were set out in the initial collaboration, including assurance that learners in rural Saskatchewan were supported by instructors who understood their rural context.

Secondly, we successfully moved 16 instructors, throughout the greater college system, to fuller

employment by supplementing their local part-time language training delivery work with LINC Home Study instructional contracts.

Over the course of 2021-22, over 200 learners participated in LINC Home Study throughout Saskatchewan.

ONE-ON-ONE AND SMALL GROUP TUTORING

With global travel limited during the pandemic, new arrivals slowed in much of the service region, therefore limiting the ability to have the critical mass necessary to launch new classroom-based programs. Instead, individuals or small groups of learners would arrive to live and work within our communities and we were able to respond through provision of individual or small group tutoring.

This was highly effective during the pandemic in advancing the language acquisition for these learners. It also ensured there was connection to the broader community for these learners to combat isolation.

S3 GROUP LTD. LANGUAGE & ESSENTIAL SKILLS PARTNERSHIP

Great Plains College was able to successfully partner with S3 Group Ltd. to deliver a custom Essential Skills and English language training to newcomer staff in S3's Wireform Division. Between April and June 2022, 22 training sessions took place at the work site.

The training aimed to provide 14 newcomer staff with workplace language, culture and essential skills training that would grow their confidence and the employee's

confidence in their abilities, help them communicate more effectively and prepare for future advancement and leadership opportunities within the company.

Participants indicated they enjoyed being a part of the training and felt more confident in their abilities at the workplace as a result of their enrolment in the program.

PRAIRIE SKY CHAMBER ENGLISH PROGRAM FOR ENTREPRENEURS

Great Plains College and Prairie Sky Chamber partnered to provide English language training to entrepreneurs and business owners in Warman with over 15 participants in the program. The program ran in two sessions: summer 2021 and fall 2021.

The intent of the program was to support local Chinese and Vietnamese entrepreneurs and business owners with the language required to help run their businesses and interact more regularly with the broader

business community including the Chamber. All who participated felt they gained valuable knowledge and skills as they pursue their entrepreneurial activity in the region.

Prairie Sky Chamber actively supported the program by making presentations to the participants and through offering incentives including membership for the local chamber for no cost for a period.

VALUE EMPLOYEES

GREAT PLAINS COLLEGE'S STRATEGIC PLAN OUTLINES OUR STRATEGIC DIRECTION TO "VALUE EMPLOYEES" WITH SPECIFIC GOALS TO:

- 1 Promote a safe, collaborative and respectful work environment.
- 2 Encourage professional growth to build organizational capacity.
- 3 Recognize employee contributions.
- 4 Improve internal communications.



GREAT PLAINS COLLEGE STAFF

The college employed 131 in-contract staff in 2021-22 (87.89 full-time equivalents or FTE's) and 14 out-of-scope management staff (13.35 full-time equivalents or FTE's). Additionally, a total of 8.59 FTEs in casual instructors and other temporary staff were employed in 2021-22. Salaries and benefits paid out to Great Plains College staff members totaled \$9,040,064.

STAFF ORGANIZATIONS

The college staff working north of the South Saskatchewan River is unionized and staff in Swift Current and south of the South Saskatchewan River is non-unionized but negotiates through a staff association. All indications are that these arrangements are stable, so they will not be altered in the immediate future. With both agreements expiring in August 2022, bargaining preparation has begun and will continue in the next fiscal year.

Currently, all employees share a common job classification plan, compensation system and similar non-monetary benefits. The college continues to communicate and build positive relationships with the local union, staff negotiating committee and employee groups.

VALUE EMPLOYEES Staff Listing

- Aguirre, Arlene - Custodian
- Akre, Emily - Accounts Payable Clerk
- Alix, Maureen - Administrative Assistant
- Amundson, Sibrena - Practical Nursing Instructor
- Anderson, Chandra - Tutor
- Anderson, Nicole - Administrative Assistant
- Andreas, Mark - Facility Coordinator
- Anton, Darlene - Program Coordinator
- Antonini, Claire - Business Instructor
- Armstrong, Pat - Essential Skills Instructor
- Avis, Kyla - Continuing Care Assistant Instructor
- Baergen, April - Youth Care Worker Instructor
- Bairos, Gabrielle - Exam Invigilator | Reader
- Beechinor, Linda - Administrative Assistant Instructor
- Behari, Rishi - Business Instructor
- Belyk, Vanessa - Student Adviser
- Bendig, Robin - Program Coordinator
- Benesh, Mary Jane - Student Adviser
- Benson, Cassandra - Interational Student Transport
- Bergen, Lara - Program Coordinator | Essential Skills & ECE Instructor
- Bergsma, Tim - Business Instructor
- Biesenthal, Rana - Essential Skills Instructor
- Bilinski, Gord - Heavy Equipment Operator Instructor
- Blair, Christine - ESL Instructor
- Borden, Sharon - Custodian
- Bosch, Charissa - Educational Assistant
- Bott, Craig - LINC Home Study Instructor
- Brabender, Terry - ESL Instructor | ESL Assessor
- Bradshaw, Crystal - Administrative Assistant | Educational Assistant
- Bray, Tammie - Administrative Assistant
- Briggs, Myrna - Essential Skills Instructor
- Burham, Katie - LINC Home Study Instructor
- Cameron, Rhonda - Payroll Officer
- Casavant, Tessica - Program Coordinator
- Chartier, Camille - Business Instructor
- Cheriyan, Shauna - Educational Assistant
- Chipley, Duane - Power Engineering Instructor
- Choi, Sarah - Accounting Manager
- Chorneyko, Lisa - Administrative Assistant
- Cole, Kerri-Lynn - Power Engineering Instructor
- Cook, Harrison - Exam Invigilator
- Cooper, Lyla - Exam Invigilator | Campus Attendant
- Cooper-Black, Glenice - Adult Basic Education (ABE) Instructor
- Cossette, Kimberley - Primary Care Paramedic Instructor
- Court, Lori - Administrative Assistant
- Craig, Deidre - Early Childhood Education Instructor
- Crouch, Wendy - Practical Nursing Instructor
- Culter, Kylie - Continuing Care Assistant Instructor | Educational Assistant
- Dakinewich, Scot - Youth Care Worker Instructor
- Dales, Jean - LINC Home Study Instructor
- Davidson, Kelvin - International Student Transport
- de Gala, Emmanuel - International Student Transport | Campus Attendant
- DeLury, Daniel - LINC Home Study Instructor | ESL Assessor
- Demchuk-Kosolofski, Carol - Educational Assistant | Essential Skills Instructor | Student Adviser
- deMoissac, Lorraine - Practical Nursing Instructor
- Dowkes, MistyAnn - Educational Assistant
- Dulfo, Jacob - Custodian
- Duncan, Leeann - Campus Attendant
- Dunn, Bonnie - Continuing Care Assistant Instructor
- Dunn, Noel - Primary Care Paramedic Instructor
- Dunnington, Shannon - Trades Math Instructor
- Dyck, Garnet - Adult Basic Education (ABE) Instructor
- Eckstein, Fritz - Region Manager
- Emery, David - Electrician Instructor
- Evenson, Cassidy - Practical Nursing Instructor
- Falk, Alysha - Continuing Care Assistant & Practical Nursing Instructor
- Fallon, Alex - Business Instructor
- Farber, Monique - Youth Care Worker & ECE Instructor
- Fenner, Robert - Primary Care Paramedic Instructor
- Finley, Krista - Continuing Care Assistant Instructor
- Fortin, Coralee - Continuing Care Assistant Instructor
- Frank, Rene - Educational Assistant
- Friesen, Nicole - Business Instructor
- Funk, Candace - IT Assistant
- Geldart, Andrew - LINC Home Study Instructor | Educational Assistant
- Gendreau, Roginne - Educational Assistant | Site Facilitator
- Gfeller, Cady - LINC Home Study Instructor
- Ghosh, Bula - Program Coordinator
- Goebel, Leea - Trades, Business & Administrative Assistant Instructor
- Goldie, Colleen - Educational Assistant | Reader-Scribe
- Green, Stephanie - Continuing Care Assistant & Practical Nursing Instructor
- Greenley, Kalena - Administrative Assistant
- Guntenson, Ryan - Business Instructor
- Haichert, Teejay - Practical Nursing Instructor
- Hammel, Lissa - Chief Financial Officer (CFO)
- Handstede, Michele - Early Childhood Education Instructor
- Harmsworth, Cheryl - LINC Home Study Instructor
- Harrison, Rita - Student Adviser
- Haughian, Shane - Digital Media & Design Coordinator
- Hazzard, Brandy - Primary Care Paramedic Instructor
- Heatcoat, Elizabeth - Educational Assistant
- Heinbigner, Kristy - Adult Basic Education (ABE) Instructor
- Heinrichs, Louise - Adult Basic Education (ABE) & Business Instructor
- Hennig, Leslie - Administrative Assistant
- Hornung, Candace - ESL Instructor
- Hovdestad, Renee - Continuing Care Assistant Instructor
- Huff, Vicky - Executive Coordinator
- Hughes, Wyatt - Information Systems Administrator
- James, Tara - Exam Invigilator
- Janzen, Crystal - Custodian
- Janzen, Melissa - Custodian
- Janzen, Patricia - Program Coordinator
- Jenkins, Jill - Region Manager
- Juneke, Brandy - Educational Assistant | Exam Invigilator
- Jurgens, Victoria - Business Instructor
- Kazakoff, Angela - Program Coordinator
- Keast, David - CEO
- Keenleyside, Faye - Adult Basic Education (ABE) Instructor
- King, Delaney - LINC Home Study, Youth Care Worker, Business & ESL Instructor
- Kissick, Nancy - Reader
- Kreiter, Monica - Program Coordinator
- Kristmanson, Kevyn - Practical Nursing Instructor
- Kristmanson, Melanie - Program Coordinator
- Kylvuik, Shana - Youth Care Worker Instructor
- Lambe, Kim - Director of Programs
- Laroche, Sheila - Educational Assistant
- LeBlanc, Krystal - ESL Instructor
- LeBlanc, Natalie - Primary Care Paramedic Instructor
- Lee, Dori - Continuing Care Assistant Instructor
- Leifson, Pam - Practical Nursing Instructor
- Leisle, Kirby - Campus Attendant
- Listoe, Janet - LINC Home Study Instructor
- Litzberger, Paul - Primary Care Paramedic Instructor
- Long, Roberta - Accounting Clerk
- Louma, Jessie - Practical Nursing Instructor
- Lwanga, Eric - Recruitment & Events Coordinator
- MacDonald, Regan - Tutor
- MacDonell, Kayla - Administrative Assistant
- MacRoberts, Heidi - Administrative Assistant | Exam Invigilator | Campus Attendant
- Martin, Bryce - Donor Services Coordinator
- Martin, Victoria - Literacy Instructor
- Masse, Amy - Communications & Marketing Coordinator
- Matthies, Jenelle - Administrative Assistant
- McCormick, Ann - Continuing Care Assistant Instructor
- McDonald, Sarah - Early Childhood Education Instructor
- McGonigal, Tina - Family Literacy Coordinator
- McInnes, Breena - Recruitment & Events Assistant | Administrative Assistant | Exam Invigilator
- McKenzie, Jared - Welding Instructor
- McManus, Keri-Anne - Continuing Care Assistant Instructor
- Mielke, Colleen - Administrative Assistant
- Miller, Lauren - Continuing Care Assistant & Practical Nursing Instructor
- Miller, Palma - ESL Instructor
- Mitchell, Shannon - Program Coordinator
- Molyneux, Diana - Student Adviser
- Monteith, Brigitte - Program Coordinator
- Morris, Heather - Continuing Care Assistant & Practical Nursing Instructor | Lab Assistant
- Mueller, Werner - Business Instructor
- Mulder, Mavis - Adult Basic Education (ABE) & LINC Home Study Instructor | ESL Assessor
- Munn, Christopher - Primary Care Paramedic Instructor
- Nagel, Nancy - Lab Assistant
- Nagy, Shaun - Adult Basic Education (ABE) & Power Engineering Instructor
- Ndirangu, Karugia - Adult Basic Education (ABE) Instructor
- Newton, Margie - Accounting Clerk
- Nilsson, Linda - Educational Assistant | LINC Home Study & ESL Instructor | Exam Invigilator
- Ocampo, Melaine - Custodian
- Ochs, Kate - Campus Attendant
- Okraincee, Lenea - Practical Nursing Instructor
- Oosterlaken, Janine - GED Exam Invigilator | Custodian
- Ostrander, Keleah - Director of Learner Services & ABE
- Papa Jericho So, Ateneo - Custodian
- Patel, Rushi - Power Engineering Instructor
- Paul, Leona - Practical Nursing Instructor
- Penpena, Farrah - Early Childhood Education Instructor
- Peters, Lisa - Business Instructor
- Petersen, Shanna - Student Adviser | GED Exam Invigilator
- Powell, Ron - Power Engineering Instructor
- Prescesky, Trevor - Skills and Safety Training Instructor
- Regehr, Eva - Educational Assistant
- Reimer-Jones, Jenna - HR Assistant
- Rhodes, Lana - Program Coordinator
- Rivet, Norman - Business Instructor
- Samuels-Houston, Saudia - Early Childhood Education Instructor
- Sauder, Kim - Admissions & Registration Officer
- Schafer, Margaret - Program Coordinator
- Seidler, Jody - Faculty Trainer
- Shatosky, Jody - Administrative Assistant
- Siermachesky-Proctor, Jennifer - Administrative Assistant Instructor | Student Adviser
- Silvernagle, Genny - Continuing Care Assistant Instructor
- Skazyk, Jennifer - Student Adviser | Job Coach | Essential Skills Instructor
- Slabik, Alison - Tutor
- Slater, Mike - Primary Care Paramedic Instructor
- Sletten, Dianne - Donor Services Coordinator
- Sletten, Kristy - Manager of Admissions and International
- Smith, Bonnie - Information Systems Administrator
- Smith, Rick - Primary Care Paramedic Instructor
- Smith, Ryan - Program Coordinator | Exam Invigilator | Business Instructor
- Smuk, Shawna - Region Manager
- Sollid, Lowell - Business Instructor
- Solomon, Keith - ESL & LINC Home Study Instructor | Student Trainer
- Spelay, Tanya - Adult Basic Education (ABE) Instructor
- Spence, Ryan - Student Adviser
- Spencer, Shaylee - Youth Care Worker Instructor
- Steier, Angeliq - Continuing Care Assistant Instructor
- Stevens, Lisa - Continuing Care Assistant Instructor
- Stevenson, Rebecca - ESL & LINC Home Study Instructor
- Stewart, Sheri - Administrative Assistant | Essential Skills Facilitator | Educational Assistant | GED Exam Invigilator
- Sto Domingo, Earniest - Custodian
- Stobbs, Sharla - Payroll Officer
- Strachan, Bailey - Youth Care Worker Instructor
- Stringer, Gloria - Educational Assistant
- Stubbins, Tanya - HR Associate
- Suter, Richelle - Primary Care Paramedic Instructor
- Sveinbjornson, Janice - Administrative Assistant
- Swan, Prudence - LINC Home Study Instructor
- Tait, Lloyd - Heavy Equipment Operator Instructor
- Tan, Claudine - Recruitment & Events Assistant | Program Coordinator
- Thomson, Scot - Primary Care Paramedic Instructor
- Trew, Brandie - Program Coordinator
- VanStone, Mike - Primary Care Paramedic Instructor
- Vesey, Orla - Program Coordinator
- Vielhauer, Gloria - Administrative Assistant Instructor | Educational Assistant
- Volk, Noreen - Director of Human Resources
- Voysey, Carrie - Director of Communications & Development | Continuing Care Assistant & Business Instructor
- Walters, Angela - Adult Basic Education (ABE) Instructor
- Wellings, Kim - Student Adviser | Program Coordinator | LINC Home Study Instructor
- Wentworth, John - Administrative Assistant Instructor
- Wiebe, Natasha - Practical Nursing Instructor
- Wood, Debbie - Tutor
- Wood, Kelli - Custodian
- Wright, Darcy - Power Engineering Instructor
- Young, Jessie - LINC Home Study Instructor

COMMITTED TO VIOLENCE THREAT RISK ASSESSMENT (VTRA)

Great Plains College and their community partners are committed to making schools and communities safe through the VTRA process identified by the North American Center for Threat Assessment and Trauma Response. As such, Great Plains College is committed to responding to student and employee behaviours that may pose a potential risk for violence to students, staff and members of the community. The goal of early intervention by the college and community partners is to reduce and manage school violence.

The college is currently a part of the Community Threat Assessment and Support Protocols for Southwest and West Central regions of Saskatchewan and Saskatoon and area. At the completion of the 2021-22 fiscal year, 99.12 per cent of our staff have successfully completed our internal VTRA training.

PROFESSIONAL DEVELOPMENT

Great Plains College continued to invest in college-wide in-service initiatives during the 2021-22 year. In total, 42 per cent of in-scope and management staff participated in professional development and in-service events.

Control theory, crucial conversations, essential skills assessments and labour legislation training initiatives were supported. In-service training initiatives specifically focused on staff and student safety included Applied

Suicide Intervention Skills, Violence Threat Risk Assessment, First Aid/CPR/AED and Occupational Health and Safety. Related to diversity and inclusion, the college piloted the 4 Seasons of Reconciliation online training offered through First Nations University. This training was very well received with 30 individuals completing the training. In addition, 80 per cent of the college's in-scope and management staff completed Respect in the Workplace training.

SUICIDE INTERVENTION INITIATIVES (ASIST)

Great Plains College continues to implement suicide and self-harm prevention procedures to enhance our ability to maintain a safe learning and working environment. The college is committed to providing the Applied Suicide Intervention Skills Training (ASIST) training to our Student Advisers, Region Managers, Human

Resources personnel and other staff assigned to the role of VTRA Lead or Backup. ASIST equips our staff to recognize signs of potential self-harm and/or support someone if they experience suicidal thoughts. At the completion of 2021-22, 86.67 percent of these staff were trained in ASIST.

HEALTH BENEFITS RECOGNIZED

Great Plains College continues to provide a comprehensive employee benefits program to staff. A robust extended health care benefit plan and an employee family assistance program with personalized wellness resources enable our staff to access a wide range of benefits for themselves and

their families whenever they need it. In November 2021, Great Plains College, in collaboration with the other Saskatchewan Regional Colleges, became members of the Saskatchewan Retirees Association which provides college retirees an additional health and dental plan option upon retirement.



ANNUAL STAFF GATHERING

Our annual Staff Gathering was hosted virtually on December 3, 2021. Finding empowerment during times of uncertainty and enhancing our perspective on leadership were the key topics of our event. The 74 per cent of our staff attending this event indicated that these topics were exactly what they needed given everything we had experienced through the pandemic.

LONG-SERVICE AWARDS

Our annual Long-Service Awards event was also held virtually on December 3, 2021. We presented 10 awards to staff ranging from 5 to 40 years of service. In total, we celebrated over 110 years of dedicated service to the college. This event provides us with an opportunity to honor our staff with well-deserved recognition as they celebrate these significant milestones.

Diana Molyneux	40 Years	Mavis Mulder	10 Years	Amy Masse	5 Years
Mark Andreas	10 Years	Carrie Voysey	10 Years	Lori Court	5 Years
Tammie Bray	10 Years	Glenice Cooper		Sheri Stewart	5 Years
Candace Funk	10 Years	-Black	5 Years		

EMPLOYEE ENGAGEMENT

As part of an ongoing effort to create an engaging workplace, Great Plains College launched an employee engagement survey in the spring of 2022. The completion rate for this survey was 64 per cent. The overall engagement score of 77 was four points above the industry benchmark and two point more than the last engagement survey completed, so this is very positive. The college will be reviewing these results and developing an action plan to respond to the staff feedback.



BUILD & ENHANCE PARTNERSHIPS

GREAT PLAINS COLLEGE'S STRATEGIC PLAN IDENTIFIES A STRATEGIC DIRECTION TO "BUILD AND ENHANCE PARTNERSHIPS" WITH GOALS TO:

- 1 Increase external funding to assist with institutional operations and programming
- 2 Provide input to all levels of government on college growth and accountability.

BUSINESS SYSTEMS PROJECT COLLABORATION

All regional colleges and Dumont Technical Institute (DTI) worked in partnership to issue a Ministry-endorsed Request for Proposals to achieve a vendor in order to have a common HR, finance, payroll and Student Information System (SIS). This common system will allow for internal efficiencies, a modern platform for students and employees to access their information as well as seamless transition from one institution to the other.

Unit 4, Thesis and Team ISM was chosen as the successful vendor in early 2022 and the planning and implementation phase of the project started in Spring 2022 with full implementation expected by 2025.

THANK YOU

To all of our donors, sponsors and partners, thank you. Your commitment to post-secondary education in our region has a positive impact on the lives of students and contributes significantly to their success, the effective delivery of our programming and to the economic development of the region.

Thanks to the contributions of our donors, sponsors and those that participate in our fundraising events, approximately \$162,942 was raised for scholarships and programming during the 2021-22 academic year. The Saskatchewan Innovation and Opportunity Scholarships (SIOS) program provided matching funds of \$72,800 to the college. An amount of \$99,640 was received in donations, \$13,600 generated from existing donor endowment funds, and \$3,614 generated from other internal sources. The 10th Annual Carhartts and Caviar Welding Showcase and Auction returned to an in-person event and generated a record fundraising amount of \$43,625. The Chase the Ace Health & Education project raised \$2,463 for the college.

As a result of the tremendous support and generosity from our donors and partners, the college was able to provide funding assistance to 171 students at our campus and program centre locations. These students received various scholarships and awards including: Entrance Scholarships, Grade 11 Early Entrance Scholarships, Adult Basic Education Persistence Awards, Saskatoon Regional Economic Development Authority Indigenous Economic Development Scholarship (SIEDS) and the Innovation Credit Union Building Leaders Award.

Giving the gift of education is a contribution that lasts a lifetime in the form of learning, opportunity and success. Scholarships enable and encourage students in our community to pursue higher learning and position themselves for a brighter future. Tuition costs are rising and students are facing increasing financial obstacles to pursuing higher education. With your support, Great Plains College will continue to provide entrance scholarships to ease the monetary burden of deserving students.

2021-22 DONORS & SPONSORS

ENDOWMENTS

- Anthea & Ralph Loran Family Endowment Fund
- Loretta and Alfred Romankewicz Endowment Fund
- Roy Blanchard Estate Endowment Fund
- West Central Regional Economic Development Authority Endowment

2021-22 DONORS: \$5,000 AND OVER

- Canadian Scholarship Trust Foundation
- Great Plains College Staff, President and Board
- MNP Vern Neustaeter Memorial Entrance Scholarship
- Stark & Marsh CPA LLP

2021-22 DONORS: \$1,000 TO \$4,999

- ACT/UCT Dominion Council #1032
- Adeline Steinley Memorial Fund
- Basanti Ghosh Memorial Fund
- Biggar & District Credit Union
- Bob Armstrong & Sharon Lang
- Brett and Donna Wellsch
- City of Swift Current
- City of Warman
- Community Futures Mid-Sask

- Dr. Noble Irwin Regional Healthcare Foundation Inc.
- EECOL Electric
- Great Plains College Student Association (Swift Current)
- Innovation Credit Union
- Kee Sheet Metal Plumbing & Heating Ltd.
- Kindersley and District Co-op
- Melhoff Electric
- RM of Antelope Park No. 322
- RM of Bone Creek No. 108
- RM of White Valley No. 49
- Rotary Club of Kindersley
- Rotary Club of Swift Current
- Saskatoon Regional Economic Development Authority (SREDA)
- Sharon and Leslie Fehr
- Synergy Credit Union
- Town of Biggar
- Town of Kindersley
- W.W. Smith Insurance Ltd.
- Warman Community Association
- Warman Home Centre

2021-22 DONORS: UP TO \$1,000

- Central Plains Cooperative
- City of Swift Current Employee Sunshine Club
- Community Futures Southwest

- Elviss Family Fund
- Gallivan & Associates
- John and Cathy McPhail
- Kelly Insurance Brokers Ltd.
- Kessler Insurance
- LUK Plumbing Heating & Electric Ltd.
- Nutrien Ag Solutions (Biggar)
- RM of Enterprise No. 142
- RM of Gull Lake No. 139
- RM of Kindersley No. 290
- RM of Mariposa No. 350
- RM of Swift Current No. 137
- RM of Webb No. 138
- RM of Winslow No. 319
- Ron Toles
- Sandra and Larry Hill
- SaskTel Pioneers
- SGEU Education Sector
- Swift Current & District Chamber of Commerce
- Swift Current Regional Safety Committee
- Town of Herbert
- Town of Maple Creek
- Town of Ponteix
- Village of Marengo
- Village of Webb



Appendix & Financial Statements

Table 3 | Equity participation enrolments by program groups for Great Plains College

Program Groups	Actuals															
	Average (past three years)						2021-22									
	Aboriginal		Visible		Disability		Aboriginal		Visible		Disability		Total			
FT	Cas	FT	Cas	FT	Cas	FT	Cas	FT	Cas	FT	Cas	FT	Cas	FT	Cas	
SKILLS TRAINING																
Institute Credit:																
Sask Polytech	14.3	21.0	0.0	28.7	30.7	0.0	9.0	17.3	n	15.0	13.0	0.0	63.0	73.0	0.0	158.0
Other	n	5.3	0.0	9.3	7.7	0.0	n	n	0.0	23.3	62.7	0.0	15.0	8.0	0.0	26.0
Apprenticeship & Trade	0.0	n	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Total Institute Credit	14.7	26.7	0.0	38.0	38.3	0.0	10.0	20.3	n	15.0	22.0	0.0	78.0	81.0	0.0	184.0
Industry Credit:																
Total Industry Credit	0.0	8.7	62.3	0.0	n	39.3	0.0	n	45.7	0.0	191.0	2496.0	0.0	84.0	0.0	196.0
Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)																
Total Non-Credit	0.0	6.7	n	0.0	n	5.0	0.0	n	0.0	44.3	69.3	181.7	0.0	17.0	n	63.0
TOTAL SKILLS TRAINING CREDIT	14.7	42.0	63.3	38.0	46.7	44.3	10.0	26.0	49.0	162.3	569.7	2679.0	15.0	48.0	77.0	63.0
BASIC EDUCATION																
Basic Education Credit:																
Adult 12	31.7	15.3	0.0	16.3	n	0.0	10.3	n	0.0	97.0	52.0	0.0	13.0	11.0	0.0	62.0
Adult 10	n	5.3	0.0	0.0	n	0.0	n	n	0.0	5.0	9.7	0.0	0.0	0.0	0.0	8.0
Academic CEED	0.0	10.3	0.0	0.0	0.0	0.0	6.0	0.0	0.0	27.3	0.0	0.0	0.0	5.0	0.0	23.0
Total BE Credit	34.7	31.0	0.0	16.3	5.3	0.0	11.3	11.7	0.0	102.0	89.0	0.0	13.0	16.0	0.0	79.0
Basic Education Non-Credit:																
Employability/Life Skills	9.3	9.7	0.0	8.7	n	0.0	4.7	n	0.0	35.0	16.7	0.0	0.0	7.0	0.0	14.0
English Language Training	0.0	n	0.0	0.0	24.7	0.0	0.0	n	0.0	0.0	179.3	0.0	0.0	0.0	0.0	286.0
General Academic Studies	9.0	4.3	0.0	n	2.0	0.0	8.3	n	0.0	26.7	18.0	0.0	5.0	5.0	0.0	16.0
Literacy	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Total BE Non-Credit	18.3	15.3	0.0	10.0	29.0	0.0	13.0	6.0	0.0	61.7	214.0	0.0	5.0	12.0	0.0	30.0
TOTAL BASIC EDUCATION	53.0	46.3	0.0	26.3	34.3	0.0	24.3	17.7	0.0	163.7	303.0	0.0	18.0	28.0	0.0	92.0
UNIVERSITY																
Total University	68.3	90.0	63.3	65.3	82.3	44.3	35.3	45.0	49.0	348.0	897.3	2679.0	33.0	76.0	17.0	284.0
TOTAL ENROLMENT																

Note: The minimum count reported for student confidentiality is 5. This standard shall be used for all data collections that include any factual or subjective data collected on a student when the reporting of such data could focus on a specific identifiable. If this criterion is not met, then the classification and subclassification is reported as "n".

Table 4 | Equity participation completes and graduates by program groups for Great Plains College

Program Groups		Actuals													
		Average (past three years)						2021-22							
		Aboriginal		Visible Minority		Disability		Aboriginal		Visible Minority		Disability			
E	C	G	E	C	G	E	C	G	E	C	G	E	C	G	
SKILLS TRAINING															
Institute Credit:															
Sask Polytech	33.7	13.3	8.7	50.3	28.3	7.7	29.7	13.7	8.3	28.0	8.0	11.0	136.0	78.0	33.0
Other:	7.7	n	n	14.3	5.3	7.0	n	n	n	11.0	8.0	n	23.0	15.0	8.0
Apprenticeship & Trade	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Total Institute Credit	41.3	17.0	11.7	64.7	33.7	14.7	33.7	15.7	9.3	39.0	16.0	11.0	159.0	93.0	41.0
Industry Credit:															
Total Industry Credit	70.0	n	67.0	36.7	n	35.7	49.3	n	48.3	93.0	0.0	93.0	79.0	0.0	79.0
Non-Credit (Industry Non-Credit, Community/ Individual Non-Credit, Personal Interest Non-Credit)															
Total Non-Credit	9.0	8.7	0.0	12.0	10.3	0.0	5.0	n	0.0	19.0	17.0	0.0	5.0	n	0.0
TOTAL SKILLS TRAINING CREDIT	120.3	28.7	78.7	113.3	45.7	50.3	88.0	21.3	57.7	151.0	33.0	104.0	243.0	93.0	120.0
BASIC EDUCATION															
Basic Education Credit:															
Adult 12	47.0	21.7	7.7	19.3	12.3	4.7	15.0	7.3	n	24.0	10.0	n	22.0	16.0	5.0
Adult 10	8.3	n	n	n	0.0	n	n	n	n	n	n	n	n	0.0	0.0
Academic GED	10.3	8.0	n	n	n	n	6.0	n	n	5.0	n	n	2.0	n	0.0
Total BE Credit	65.7	32.7	12.3	21.7	14.0	5.3	23.0	12.0	5.3	29.0	10.0	0.0	24.0	16.0	5.0
Basic Education Non-Credit:															
Employability/Life Skills	19.0	10.3	0.0	11.0	10.0	0.0	7.3	n	0.0	7.0	n	0.0	8.0	8.0	0.0
English Language Training	n	n	0.0	24.7	14.3	0.0	n	n	0.0	0.0	0.0	0.0	36.0	26.0	0.0
General Academic Studies	11.7	5.7	0.0	0.0	n	0.0	8.0	5.0	0.0	10.0	6.0	0.0	0.0	n	0.0
Literacy	n	n	0.0	0.0	0.0	0.0	n	n	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Total BE Non-Credit	32.7	16.7	0.0	39.7	26.7	0.0	17.3	9.3	0.0	17.0	6.0	0.0	44.0	34.0	0.0
TOTAL BASIC EDUCATION	98.3	49.3	12.3	61.3	40.7	5.3	40.3	21.3	5.3	46.0	16.0	0.0	68.0	50.0	5.0
Total University	n	n	0.0	n	n	n	n	n	0.0	n	n	n	n	n	0.0
TOTAL ENROLMENT	222.3	80.7	91.0	177.3	88.3	55.7	131.3	45.0	63.0	197.0	49.0	104.0	311.0	143.0	125.0

Note: The minimum count reported for student confidentiality is 5. This standard shall be used for all data collections that include any factual or subjective data collected on a student when the reporting of such data could focus on a specific identifiable. If this criterion is not met, then the classification and sub-classification is reported as “n”.

E = total enrollment

C = completers (the total number of students who completed course requirements or remained to the end of the program).

G = graduates (the total number of students who successfully completed all course requirements resulting in achievement of certification by a recognized credit-granting institution or recognized by industry).

Table 5 | Comprehensive enrolment by Kindersley program region

Program Groups		Actuals							
		Average (past three years)				2021-22			
		Student Enrol FT	Student Enrol PT	Student Enrol Casual	FLEs	Student Enrol FT	Student Enrol PT	Student Enrol Casual	FLEs
SKILLS TRAINING									
Institute Credit:									
Sask Polytech	8.3	24.3	0.7	10.2	21.0	39.0	1.0	35.0	
Other	6.3	15.3	0.0	13.0	2.0	22.0	0.0	11.1	
Apprenticeship & Trade	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
Total Institute Credit	14.7	39.7	0.7	23.2	23.0	61.0	1.0	46.1	
Industry Credit:									
Total Industry Credit	0.0	77.7	1087.0	25.9	0.0	84.0	1095.0	24.9	
Non-Credit (Industry Non-Credit, Community/ Individual Non-Credit, Personal Interest Non-Credit)									
Total Non-Credit	0.0	7.3	69.0	0.8	0.0	31.0	38.0	2.8	
TOTAL SKILLS TRAINING	14.7	124.7	1156.7	49.8	23.0	176.0	1134.0	73.8	
BASIC EDUCATION									
BE Credit:									
Adult 12	9.3	6.0	0.0	10.2	9.0	1.0	0.0	8.3	
Adult 10	1.0	3.7	0.0	1.3	1.0	2.0	0.0	0.9	
Academic GED	0.0	4.0	0.0	0.0	0.0	2.0	0.0	0.0	
Total BE Credit	10.3	13.7	0.0	11.5	10.0	5.0	0.0	9.2	
BE Non-Credit:									
Employability/Life Skills	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
English Language Training	0.0	5.3	0.0	0.6	0.0	0.0	0.0	0.0	
General Academic Studies	0.3	0.3	0.0	0.2	0.0	0.0	0.0	0.0	
Literacy	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
Total BE Non-Credit	0.3	5.7	0.0	0.8	0.0	0.0	0.0	0.0	
TOTAL BASIC EDUCATION	10.7	19.3	0.0	12.3	10.0	5.0	0.0	9.2	
UNIVERSITY									
Total University	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
TOTAL ENROLMENT	25.3	144.0	1156.7	62.1	33.0	181.0	1134.0	83.0	

Note: Increase in Institute Credit FLEs is due to Biggar Program Centre moving from Warman region to Kindersley region in 2021-22

Table 6 | Comprehensive enrolment by Swift Current program region

Program Groups		Actuals							
		Average (past three years)				2021-22			
		Student Enrol FT	Student Enrol PT	Student Enrol Casual	FLEs	Student Enrol FT	Student Enrol PT	Student Enrol Casual	FLEs
SKILLS TRAINING	Institute Credit:								
	Sask Polytech	89.0	141.7	0.0	146.0	91.0	142.0	0.0	153.7
	Other	17.7	27.7	0.0	31.0	22.0	19.0	0.0	36.3
	Apprenticeship & Trade	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	Total Institute Credit	106.7	169.3	0.0	177.1	113.0	161.0	0.0	190.0
	Industry Credit:								
	Total Industry Credit	0.0	102.0	1321.3	32.9	0.0	112.0	1429.0	33.4
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)								
	Total Non-Credit	0.0	50.0	105.3	5.8	0.0	8.0	28.0	1.5
	TOTAL SKILLS TRAINING		106.7	321.3	1426.7	215.7	113.0	281.0	1457.0
BASIC EDUCATION	BE Credit:								
	Adult 12	48.7	23.0	0.0	52.3	32.0	36.0	0.0	39.9
	Adult 10	2.3	4.3	0.0	2.2	0.0	5.0	0.0	1.5
	Academic GED	0.0	21.7	0.0	0.0	0.0	20.0	0.0	0.0
	Total BE Credit	51.0	49.0	0.0	54.6	32.0	61.0	0.0	41.4
	BE Non-Credit:								
	Employability/Life Skills	21.0	13.3	0.0	14.3	1.0	13.0	0.0	3.0
	English Language Training	0.0	142.3	0.0	10.0	0.0	258.0	0.0	8.4
	General Academic Studies	21.0	13.0	0.0	14.3	14.0	12.0	0.0	11.6
	Literacy	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Total BE Non-Credit	42.0	168.7	0.0	38.7	15.0	283.0	0.0	23.0	
TOTAL BASIC EDUCATION		93.0	217.7	0.0	93.3	47.0	344.0	0.0	64.4
UNIVERSITY	Total University	22.0	24.7	0.0	23.7	8.0	9.0	0.0	8.3
TOTAL ENROLMENT		221.7	563.7	1426.7	332.8	168.0	634.0	1457.0	297.6

Table 7 | Comprehensive enrolment by Warman program region

Program Groups		Actuals							
		Average (past three years)				2021-22			
		Student Enrol FT	Student Enrol PT	Student Enrol Casual	FLEs	Student Enrol FT	Student Enrol PT	Student Enrol Casual	FLEs
SKILLS TRAINING	Institute Credit:								
	Sask Polytech	36.7	78.3	0.7	58.4	44.0	43.0	0.0	64.8
	Other	1.3	20.0	0.0	8.3	2.0	20.0	0.0	7.9
	Apprenticeship & Trade	1.3	2.3	0.0	0.9	0.0	0.0	0.0	0.0
	Total Institute Credit	39.3	100.7	0.7	67.6	46.0	63.0	0.0	72.6
	Industry Credit:								
	Total Industry Credit	0.0	8.3	111.0	2.6	0.0	0.0	79.0	1.4
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)								
	Total Non-Credit	0.0	12.0	6.3	4.4	0.0	24.0	0.0	8.3
	TOTAL SKILLS TRAINING		39.3	121.0	118.0	74.5	46.0	87.0	79.0
BASIC EDUCATION	BE Credit:								
	Adult 12	39.0	23.0	0.0	43.5	21.0	11.0	0.0	20.6
	Adult 10	1.7	1.7	0.0	1.1	0.0	1.0	0.0	0.2
	Academic GED	0.0	1.7	0.0	0.0	0.0	1.0	0.0	0.0
	Total BE Credit	40.7	26.3	0.0	44.6	21.0	13.0	0.0	20.8
	BE Non-Credit:								
	Employability/Life Skills	14.0	3.3	0.0	9.8	13.0	2.0	0.0	10.8
	English Language Training	0.0	32.0	0.0	2.6	0.0	30.0	0.0	1.9
	General Academic Studies	5.3	4.7	0.0	4.9	2.0	1.0	0.0	1.9
	Literacy	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Total BE Non-Credit	19.3	40.0	0.0	17.3	15.0	33.0	0.0	14.7	
TOTAL BASIC EDUCATION		60.0	66.3	0.0	61.9	36.0	46.0	0.0	35.5
UNIVERSITY	Total University	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
TOTAL ENROLMENT		99.3	187.3	118.0	136.4	82.0	133.0	79.0	117.8



INDEPENDENT AUDITOR'S REPORT

To Directors of Great Plains College:

Opinion

We have audited the financial statements of Great Plains College, which comprise the statement of financial position as at June 30, 2022, and the statements of operations and accumulated surplus, changes in net financial assets and cash flows for the year then ended, and notes to the financial statements, including a summary of significant accounting policies.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of the organization as at June 30, 2022, and its results of operations and its cash flows for the year then ended in accordance with Canadian public sector accounting standards.

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the "Auditor's Responsibilities for the Audit of the Financial Statements" section of our report. We are independent of the organization in accordance with the ethical requirements that are relevant to our audit of the financial statements in Canada, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Responsibilities of Management and Those Charged with Governance for the Financial Statements

Management is responsible for the preparation and fair presentation of these 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 financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing the organization'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 management either intends to liquidate the organization or to cease operations, or has no realistic alternative but to do so.

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

Auditor's Responsibility for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

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

INDEPENDENT AUDITOR'S REPORT (continued)

Auditor's Responsibility for the Audit of the Financial Statements (continued)

- Identify and assess the risks of material misstatement of the 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 our 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 organization'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 organization's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the organization to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

We 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 we identify during our audit.

CPA LLP
Chartered Professional Accountants

Swift Current, Saskatchewan
September 22, 2022

Great Plains College
Statement of Financial Position
as at June 30, 2022


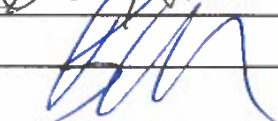
Statement 1

	<u>2022</u>	<u>2021</u>
Financial Assets		
Cash and cash equivalents (Note 3)	\$ 1,360,999	\$ 1,069,521
Accounts receivable (Note 4)	720,884	841,611
Inventories for resale (Note 5)	46,463	50,616
Portfolio investments (Note 6)	2,493,078	2,517,099
Total Financial Assets	<u>4,621,424</u>	<u>4,478,847</u>
Liabilities		
Accrued salaries and benefits (Note 7)	760,399	757,882
Accounts payable and accrued liabilities (Note 8)	127,677	183,048
Deferred revenue (Note 9)	1,850,869	1,419,966
Liability for employee future benefits (Note 10)	235,400	225,300
Total Financial Liabilities	<u>2,974,345</u>	<u>2,586,196</u>
Net Financial Assets	<u>1,647,079</u>	<u>1,892,651</u>
Non-Financial Assets		
Tangible capital assets (Note 11)	10,556,744	11,030,813
Prepaid expenses (Note 12)	7,268	26,559
Accumulated Surplus	<u>10,564,012</u>	<u>11,057,372</u>
Total Accumulated Surplus	<u>\$ 12,211,091</u>	<u>\$ 12,950,023</u>

Contractual obligations and commitments (Note 16)
 Contractual rights (Note 17)

The accompanying notes and schedules are an integral part of these financial statements

On behalf of the Board:


 _____ Board

 _____ President

Great Plains College
Statement of Operations and Accumulated Surplus
for the year ended June 30, 2022

Statement 2

	<u>2022 Budget (Note 15)</u>	<u>2022 Actual</u>	<u>2021 Actual</u>
Revenues (Schedule 2)			
Provincial government			
Grants	\$ 7,781,800	\$ 7,857,917	\$ 7,662,827
Other	36,824	18,123	84,157
Federal government			
Grants	562,000	528,603	485,654
Other revenue			
Contracts	633,975	608,338	627,735
Interest	31,100	40,244	40,029
Rents	56,000	92,530	68,998
Resale items	5,000	5,733	12,059
Tuitions	3,563,768	2,873,522	2,318,048
Donations	119,000	149,343	108,717
Other	215,360	304,406	400,073
Total revenues	<u>13,004,827</u>	<u>12,478,759</u>	<u>11,808,297</u>
Expenses (Schedule 3)			
General	6,631,932	6,746,367	6,408,691
Skills training	3,635,697	3,245,493	2,744,111
Basic education	1,979,156	1,926,028	1,855,397
University	233,885	118,574	181,544
Services	945,501	885,025	751,772
Scholarships	199,100	188,250	209,250
Development	95,133	107,954	173,689
Total expenses	<u>13,720,404</u>	<u>13,217,691</u>	<u>12,324,454</u>
(Deficit) for the Year from Operations	<u>(715,577)</u>	<u>(738,932)</u>	<u>(516,157)</u>
Accumulated Operating Surplus, Beginning of Year	<u>12,950,023</u>	<u>12,950,023</u>	<u>13,466,180</u>
Accumulated Operating Surplus, End of Year	<u>\$ 12,234,446</u>	<u>\$ 12,211,091</u>	<u>\$ 12,950,023</u>

The accompanying notes and schedules are an integral part of these financial statements

Statement 3

Great Plains College
Statement of Changes in Net Financial Assets
as at June 30, 2022

	<u>2022 Budget</u> <small>(Note 15)</small>	<u>2022 Actual</u>	<u>2021 Actual</u>
Net Financial Assets, Beginning of Year	\$ 1,892,651	\$ 1,892,651	\$ 1,939,197
(Deficit) for the Year from Operations	(715,577)	(738,932)	(516,157)
Acquisition of tangible capital assets	(76,000)	(72,191)	(233,120)
Proceeds on disposal of tangible capital assets	-	-	233,328
Net (gain) on disposal of tangible capital assets	-	-	(78,628)
Amortization of tangible capital assets	548,818	546,260	558,194
Use (acquisition) of prepaid expenses	-	19,291	(10,163)
Change in Net Financial Assets	<u>(242,759)</u>	<u>(245,572)</u>	<u>(46,546)</u>
Net Financial Assets, End of Year	<u>\$ 1,649,892</u>	<u>\$ 1,647,079</u>	<u>\$ 1,892,651</u>

The accompanying notes and schedules are an integral part of these financial statements

Statement 4

Great Plains College
Statement of Cash Flows
for the year ended June 30, 2022

	<u>2022</u>	<u>2021</u>
Operating Activities		
(Deficit) for the year from operations	\$ (738,932)	\$ (516,157)
Non-cash items included in (deficit)		
Amortization of tangible capital assets	546,260	558,194
Net (gain) on disposal of tangible capital assets	-	(78,628)
Changes in non-cash working capital		
Decrease in accounts receivable	120,727	5,646
Decrease in inventories for resale	4,153	26,648
Increase in accrued salaries and benefits	2,517	96,037
(Decrease) Increase in accounts payable and accrued liabilities	(55,371)	14,715
Increase in deferred revenue	430,903	578,875
Increase in employee future benefits	10,100	5,500
Decrease (Increase) in prepaid expenses	19,291	(10,163)
Cash Provided by Operating Activities	<u>339,648</u>	<u>680,667</u>
Capital Activities		
Cash used to acquire tangible capital assets	(72,191)	(233,120)
Proceeds on disposal of tangible capital assets	-	233,328
Cash (Used) Provided by Operating Activities	<u>(72,191)</u>	<u>208</u>
Investing Activities		
Cash provided to acquire portfolio investments	24,021	-
Cash used by investing activities	-	(88,867)
Cash Provided (Used) by Investing Activities	<u>24,021</u>	<u>(88,867)</u>
Increase in Cash and Cash Equivalents	291,478	592,008
Cash and Cash Equivalents, Beginning of Year	<u>1,069,521</u>	<u>477,513</u>
Cash and Cash Equivalents, End of Year	<u>\$ 1,360,999</u>	<u>\$ 1,069,521</u>

The accompanying notes and schedules are an integral part of these financial statements

GREAT PLAINS COLLEGE
Notes to the Financial Statements
For the year ended June 30, 2022

1. PURPOSE AND AUTHORITY

Great Plains College (the College) was established by Saskatchewan Order-in-Council 465/2008 and 466/2008 dated June 27, 2008. It was created as a merger of Cypress Hills Regional College and Prairie West Regional College and included all liabilities and assets of the two former Colleges as of July 1, 2008.

The College offers educational services and programs under the authority of Section 14 of *The Regional Colleges Act*. The College Board of Governors plays an integral part in strategic direction and management guidance.

The purpose of the College is to provide credit and non-credit classroom and vocational training to meet the needs of regional constituents and industry. The College is exempt from the payment of income tax.

2. SIGNIFICANT ACCOUNTING POLICIES

Public Sector Accounting (PSA) Standards

As a government non-for-profit organization, the College prepared these financial statements in accordance with CPA Canada Public Sector Accounting (PSA) standards. A statement of remeasurement gains and losses has been omitted as there were no relevant transactions to report.

Significant aspects of the accounting policies adopted by the College are as follows:

(a) Measurement Uncertainty and the Use of Estimates

The preparation of financial statements in conformity with PSA standards requires management to make estimates and assumptions that affect the reported amount of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements, and the reported amounts of revenues and expenses during the year. Uncertainty in the determination of the amount at which an item is recognized or disclosed in financial statements is known as measurement uncertainty. Such uncertainty exists when there is a variance between the recognized or disclosed amount and another reasonably possible amount.

Measurement uncertainty that may be material to these financial statements exists for:

- the liability for employee future benefits of \$235,400 (June 30, 2021 - \$225,300) because actual experience may differ significantly from actuarial or historical estimations and assumptions and
- other significant areas requiring the use of estimates includes the determination of the collectible amount of accounts receivable, the useful lives of tangible capital assets for amortization purposes, and the amounts recorded as accrued liabilities.

These estimates and assumptions are reviewed periodically and, as adjustments become necessary, they are reported in earnings in the periods in which they become known. While best estimates are used for reporting items subject to measurement uncertainty, it is reasonably possible that changes in future conditions, occurring within one fiscal year, could require a material change in the amounts recognized or disclosed.

(b) Financial Instruments

Financial instruments create rights and obligations to receive or deliver economic benefits. Financial instruments include cash and cash equivalents, portfolio investments, accounts receivable, accrued salaries and benefits and accounts payable and accrued liabilities.

Financial instruments are assigned to one of two measurement categories: fair value, or cost or amortized cost.

i) Fair Value

Fair value measurement applies to portfolio investments in equity instruments that are quoted in an active market.

ii) Cost or Amortized Cost

All other financial assets and financial liabilities are measured at cost or amortized cost. Transaction costs are a component of cost for financial instruments measured using cost or amortized cost. Receivables are measured at amortized costs. Due to their short-term nature, the amortized cost of these instruments approximates their fair value.

(c) Financial Assets

Financial assets are assets that could be used to discharge existing liabilities or finance future operations and are not for consumption in the normal course of operations. Valuation allowances are used where considered necessary to reduce the amounts reported for financial assets to their net realizable value.

Cash and Cash Equivalents consist of cash, term deposits and highly liquid investments with initial maturity terms of three months or less and held for the purpose of meeting short-term operating cash commitments rather than for investing purposes.

Accounts Receivable are shown net of allowance for doubtful accounts to reflect their expected net recoverable value. Valuation allowances are recorded where recovery is considered uncertain. Changes in valuation allowances are recorded in the statement of operations.

Inventories for Resale consist of books and materials which are held for sale in the ordinary course of operations and are valued at the lower of cost and net realizable value. Cost is determined by the average cost method. Net realizable value is the estimated selling price in the ordinary course of business.

Portfolio Investments consist of term deposits and mutual funds. Equity investments quoted in an active market are reported at fair value, and any associated transaction costs are expensed upon initial recognition. Gains and losses on portfolio investments measured at fair value and held for endowments are recorded in deferred revenue until realized. All other portfolio investments are reported at cost or amortized, which includes the associated transaction cost upon initial recognition, less any write-downs for a loss in value that is other than a temporary decline. Gains and losses on financial instruments measured at cost or amortized cost are recognized in the consolidated statement of operations in the period the gain or loss occurs.

(d) Liabilities

Liabilities are present obligations arising from transactions and events occurring prior to year-end, which will be satisfied in the future through the use of assets or another form of economic settlement.

Accrued Salaries and Benefits represents salaries and benefits owing to or on behalf of work performed by employees, but not yet paid, at the end of the fiscal period. Amounts are payable within one year.

Accounts Payable and Accrued Liabilities include accounts payable and accrued liabilities owing to third parties for goods supplied and services rendered, but not yet paid, at the end of the fiscal period. Amounts are payable within one year.

Deferred Revenue from government transfers represents restricted grants with stipulations that give rise to a liability. The revenue is recognized as the stipulation liabilities are settled. Deferred revenue from non-government sources represents revenue related to fees or services received in advance of the fee being earned or the services being performed, and other contributions for which the contributor has placed restrictions on the use of the resources. Tuition and fee revenue is recognized as the course is delivered, revenue from contractual services is recognized as the services are delivered, and revenue from other contributions is recognized in the fiscal year in which the resources are used for the purpose specified. Deferred revenue also includes endowment funds received where an external restriction has been imposed. Externally restricted contributions are deferred until the resources are used for the purpose specified, at which time the contributions are recognized as revenue.

Liability for Employee Future Benefits represents non-vesting sick leave benefits that accrue to the College's employees. The cost of these benefits is recorded as the benefits are earned by employees. The liability relating to these benefits is actuarially determined using the projected benefit method pro-rated on service and management's best estimate of expected sick leave usage, discount rate, inflation, salary escalation, termination and retirement rates and mortality. Actuarial gains and losses are amortized on a straight-line basis over the expected average remaining service life of the related employee groups. Actuarial valuations are performed periodically. Extrapolations of these valuations are made when a valuation is not done in the current fiscal year.

(e) Non-Financial Assets

Non-financial assets are assets held for consumption in the provision of services. These assets do not normally provide resources to discharge the liabilities of the College unless they are sold.

Tangible Capital Assets have useful lives extending beyond the accounting period, are used by the College to provide services to the public and are not intended for sale in the ordinary course of operations. Tangible capital assets are recorded at cost and include all costs directly attributable to the acquisition, design, construction, development, installation and betterment of the tangible capital asset. The College does not capitalize interest incurred while a tangible capital asset is under construction. Contributed tangible capital assets are recorded at their fair value at the date of receipt.

The cost of depreciable tangible capital assets, net of any residual value, is amortized on a straight-line basis over their estimated useful lives as follows:

Buildings	20 – 50 years
Office Furniture	10 years
Paving Lots	5 years
Office Equipment	5 years
Machinery	5 years
Computer Equipment	3 years
Leasehold Improvements	Term of lease
System Development	5 years

Write-downs are accounted for as expenses in the statement of operations and accumulated surplus.

Prepaid Expenses are prepaid amounts for goods or services and include prepaid facility leases which will provide economic benefits in one or more future periods. The prepaid amount is recognized as an expense in the year the goods or services are consumed.

(f) Employee Pension Plans

Multi-Employer Defined Benefit Plans

The College's employees participate in one of the following multi-employer defined benefit plans:

- i) Teachers and other employees holding a teaching certificate participate in the retirement plan of the Saskatchewan Teachers' Retirement Plan (STRP). The College's obligation for this plan is limited to collecting and remitting contributions of the employees at rates determined by the plan.
- ii) All other employees participate in the Municipal Employees' Pension Plan (MEPP). In accordance with PSA standards, the plan is accounted for as a defined contribution plan whereby the College's contributions are expensed when due.

(g) Revenue Recognition

Revenues are recorded on the accrual basis. Revenues are recognized in the period in which the transactions or events occurred that gave rise to the revenues, provided the amount to be received can be reasonably estimated and collection is reasonably assured.

The College's major sources of revenue include the following:

i) Government Transfers (Grants)

Grants from governments are considered to be government transfers. Government transfers are recognized as revenues when the transfer is authorized, all eligibility criteria have been met, the amount can be estimated, and collection is reasonably assured except when, and to the extent, stipulations by the transferor give rise to an obligation that meets the definition of a liability.

ii) Fees and Services

Revenues from tuition fees and other services are recognized in the year they are earned. Amounts that are restricted pursuant to legislation, regulation or agreements with external parties that may only be used in the conduct of certain programs or in the delivery of specific services and transactions are initially recorded as deferred revenue and subsequently recognized as revenue in the fiscal year the related expenses are incurred or services are performed.

iii) Interest Income

Interest is recognized on an accrual basis when it is earned.

iv) Other (Non-Government Transfer) Contributions

Unrestricted contributions 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. Externally restricted contributions are contributions for which the contributor has placed restrictions on the use of the resources. Externally restricted contributions are deferred until the resources are used for the purpose specified, at which time the contributions are recognized as revenue. In-kind contributions are recorded at their fair value when they are received.

v) Expenses

Expenses are reported on an accrual basis. The cost of all goods consumed and services received during the year is expensed.

(h) Accounting Changes

On July 1, 2022, the college adopted the following new standard:

- PS 3280 Asset Retirement Obligation, a new standard establishing guidance on the recognition, measurement, presentation and disclosure of a liability for retirement of a tangible capital asset.

The adoption of the new standard has been on a prospective basis, without restatement of prior period comparative amounts. During the year, the college did not have any asset retirement obligations to report.

(i) New Accounting Standards Not Yet in Effect

A new and amended Canadian public sector accounting standard has been issued but not applied in preparing these financial statements. The following standard will become effective as follows:

- PS 3400 Revenue (effective for July 1, 2023), a new standard establishing guidance on how to account for and report on revenue. Specifically, it addresses revenue arising from exchange transactions and unilateral transactions.

The college plans to adopt PS 3400 Revenue when effective and is currently analyzing the impact this will have on these financial statements.

3. CASH AND CASH EQUIVALENTS

Due to the short-term nature of the investments, market value of cash and cash equivalents approximates cost.

	June 30 2022	June 30 2021
Cash and cash equivalents	\$ 1,360,999	\$ 1,069,521

4. ACCOUNTS RECEIVABLE

All accounts receivable presented on the statement of financial position are net of any valuation allowances for doubtful accounts.

	June 30 2022	June 30 2021
Provincial government:		
Other	\$414,797	\$566,566
Federal government	145,247	119,506
Other receivables	160,840	155,539
Accounts receivable, net of allowances	\$720,884	\$841,611

5. INVENTORIES FOR RESALE

	June 30 2022	June 30 2021
Books and materials for resale	\$46,463	\$50,616

6. PORTFOLIO INVESTMENTS

The portfolio investments held at cost consist of term deposits held at Innovation Credit Union. The portfolio investments held in the fair value category consist of endowment funds which are externally restricted for a specified purpose.

	June 30 2022		June 30 2021	
	Cost	Fair Value	Cost	Fair Value
Portfolio investments in the cost category:				
Term Deposits - Innovation Credit Union				
12 Month Non-Redeemable, 0.55% Expires Dec 13, 2022	\$ 1,058,978	\$ 1,058,978	\$ -	\$ -
12 Month Non-Redeemable, 2.55% Expires May 10, 2023	1,065,422	1,065,422	-	-
12 Month Non-Redeemable, 0.6% Expired Dec 13, 2021	-	-	1,052,863	1,052,863
12 Month Redeemable, 0.5% Expired May 10, 2022	-	-	1,060,121	1,060,121
	<u>\$ 2,124,400</u>	<u>\$ 2,124,400</u>	<u>\$ 2,112,785</u>	<u>\$ 2,112,785</u>
Portfolio investments in the fair value category:				
Mutual Funds - Loran Endowment Fund	\$ 92,195		\$ 92,195	
Manulife Strategic Income Fund		\$ 14,135		\$ 14,735
PIMCO Monthly Income Fund		19,827		15,629
EDG Global Portfolio		20,693		27,727
Manulife Bk ISAMS Promo		-		550
Manulife Dividend Income		17,716		29,688
CI Signature High Income Fund		11,538		14,153
Manulife Bk Inv Savings		10,557		3,751
Cash and Cash Equivalents		373		189
	<u>\$ 92,195</u>	<u>\$ 94,839</u>	<u>\$ 92,195</u>	<u>\$ 106,402</u>
Mutual Funds - Blanchard Endowment Fund	\$ 200,000		\$ 200,000	
Manulife Strategic Income Fund		\$ 30,786		\$ 32,142
PIMCO Monthly Income Fund		32,052		25,257
EDG Global Portfolio		45,618		61,119
Manulife Bk ISAMS Promo		-		1,144
Manulife Dividend Income		40,089		67,201
CI Signature High Income Fund		25,794		31,675
Manulife Bk Inv Savings		35,441		14,637
Cash and Cash Equivalents		751		394
	<u>\$ 200,000</u>	<u>\$ 210,531</u>	<u>\$ 200,000</u>	<u>\$ 233,569</u>
Mutual Funds - West Central REDA Endowment Fund	\$ 14,349		\$ 14,349	
Manulife Strategic Income Fund		\$ 2,141		\$ 2,244
PIMCO Monthly Income Fund		3,062		2,414
EDG Global Portfolio		3,370		4,504
Manulife Bk ISAMS Promo		-		85
Manulife Dividend Income		2,691		4,512
CI Signature High Income Fund		1,789		2,194
Manulife Bk Inv Savings		2,805		1,713
Cash and Cash Equivalents		58		29
	<u>\$ 14,349</u>	<u>\$ 15,916</u>	<u>\$ 14,349</u>	<u>\$ 17,695</u>
Mutual Funds - Alfred Romankewicz	\$ 40,000		\$ 40,000	
Manulife Strategic Income Fund		\$ 6,821		\$ 6,024
PIMCO Monthly Income Fund		9,406		6,576
EDG Global Portfolio		9,362		11,249
Manulife Bk ISAMS Promo		-		226
Manulife Dividend Income		8,020		12,060
CI Signature High Income Fund		5,235		5,765
Manulife Bk Inv Savings		8,374		4,670
Cash and Cash Equivalents		174		78
	<u>\$ 40,000</u>	<u>\$ 47,392</u>	<u>\$ 40,000</u>	<u>\$ 46,648</u>
Total portfolio investments reported at fair value	\$ 2,470,944	\$ 2,493,078	\$ 2,459,329	\$ 2,517,099

7. ACCRUED SALARIES AND BENEFITS

	June 30 2022	June 30 2021
Accrued salaries & vacation pay	\$ 759,881	\$ 757,684
Accrued employee benefits	518	198
Accrued salaries and benefits	\$ 760,399	\$ 757,882

8. ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

	June 30 2022	June 30 2021
Other Provincial	\$ 2,369	\$ 37,011
Sask Polytechnic	26,976	38,385
School Divisions	35,186	17,900
Regional Colleges	2,850	-
Trade	60,296	89,752
Accounts payable and accrued liabilities	\$ 127,677	\$ 183,048

9. DEFERRED REVENUE

	June 30 2022	June 30 2021
Tuitions & deposits	\$ 1,482,191	\$ 1,015,652
Endowment Liability	368,678	404,314
Deferred revenue	\$ 1,850,869	\$ 1,419,966

10. LIABILITY FOR EMPLOYEE FUTURE BENEFITS

The College provides certain post-employment, compensated absence and termination benefits to its employees. These benefits include accumulating non-vested sick leave. The liability associated with these benefits is calculated as the present value of expected future payments pro-rated for service and is recorded as Liability for Employee Future Benefits in the statement of financial position.

Details of the employee future benefits are as follows:

	June 30 2022	June 30 2021
Actuarial valuation date (extrapolation)	30-Jun-21	30-Jun-19
Long-term assumptions used:		
Salary escalation rate (percentage)	2.50%	1.50%
Discount rate (percentage)	2.10%	2.10%
Expected average remaining service life (years)	10.9	10.5

	June 30 2022	June 30 2021
Liability for Employee Future Benefits		
Accrued Benefit Obligation - beginning of year	\$ 257,700	\$ 255,100
Current period benefit cost	48,000	38,500
Interest cost	6,000	5,300
Benefit payments	(46,800)	(41,200)
Actuarial gains / losses	1,900	
Accrued Benefit Obligation - end of year	266,800	257,700
Unamortized Net Actuarial Gains / Losses	(31,400)	(32,400)
Liability for Employee Future Benefits	\$ 235,400	\$ 225,300

	June 30 2022	June 30 2021
Employee Future Benefits Expense		
Current period benefit cost	\$ 48,000	\$ 38,500
Amortization of net actuarial gain / loss	2,900	2,900
Benefit cost	50,900	41,400
Interest cost on unfunded employee future benefits obligation	6,000	5,300
Total Employee Future Benefits Expense	\$ 56,900	\$ 46,700

11. TANGIBLE CAPITAL ASSETS

	Land	Buildings	Paving Lot	Leasehold Improv	Office Furniture	Office Equip	Computer Equip	Machinery	System Develop	2022	2021
Tangible Capital Assets - at Cost:											
Opening Balance at Start of Year	\$ 168,550	\$ 19,662,637	\$ 482,422	\$ 798,060	\$ 174,581	\$ 254,268	\$ 157,029	\$ 878,393	\$ 303,721	\$ 22,879,661	\$ 23,301,290
Additions/Purchases	-	-	-	48,199	-	23,992	-	-	-	72,191	233,120
Disposals	-	-	-	-	-	-	-	-	-	-	(654,749)
Write-Downs	-	-	-	-	-	-	-	-	-	-	-
Closing Balance at End of Year	168,550	19,662,637	482,422	846,259	174,581	278,260	157,029	878,393	303,721	22,951,852	22,879,661
Tangible Capital Assets - Amortization:											
Opening Balance at Start of Year	-	9,195,885	482,422	527,192	168,580	185,261	142,655	843,132	303,721	11,848,848	11,790,703
Amortization of the Period	-	447,440	-	38,397	1,001	30,062	9,598	19,762	-	546,260	558,194
Disposals	-	-	-	-	-	-	-	-	-	-	(500,049)
Write-Downs	-	-	-	-	-	-	-	-	-	-	-
Closing Balance at End of Year	-	9,643,325	482,422	565,589	169,581	215,323	152,253	862,894	303,721	12,395,108	11,848,848
Net Book Value:											
Opening Balance at Start of Year	168,550	10,466,752	-	270,868	6,001	69,007	14,374	35,261	-	11,030,813	11,510,587
Closing Balance at End of Year	168,550	10,019,312	-	280,670	5,000	62,937	4,776	15,499	-	10,556,744	11,030,813
Change in Net Book Value	\$ -	\$ (447,440)	\$ -	\$ 9,802	\$ (1,001)	\$ (6,070)	\$ (9,598)	\$ (19,762)	\$ -	\$ (474,069)	\$ (479,774)

12. PREPAID EXPENSES

	June 30 2022	June 30 2021
Employee Benefits	\$ 7,268	\$ 10,137
Facility leases	-	10,188
Other	-	6,234
Total Prepaid expenses	\$ 7,268	\$ 26,559

13. EMPLOYEE PENSION PLANS

Multi-Employer Defined Benefit Plans

Information on the multi-employer pension plans to which the College contributes is as follows:

i) Saskatchewan Teachers' Retirement Plan (STRP):

The STRP provides retirement benefits based on length of service and pensionable earnings.

The STRP is funded by contributions by the participating employee members and with the Government of Saskatchewan. The College's obligation to the STRP is limited to collecting and remitting contributions of the employees at rates determined by the plan. Accordingly, these financial statements do not include any expense for employer contributions to the plan. Net pension assets or liabilities for the plan is not reflected in these financial statements as ultimate responsibility for retirement benefits rests with the Saskatchewan Teachers' Federation for the STRP.

Details of the contributions to the plan for the College's employees are as follows:

	2022	2021
Number of active College members	11	13
STRP Member contribution rate (percentage of salary)	10.12%	10.13%
Member contributions for the year	\$ 86,555	\$ 87,436

ii) Municipal Employees' Pension Plan (MEPP)

The MEPP provides retirement benefits based on length of service and pensionable earnings.

The MEPP is funded by employer and employee contributions at rates set by the Municipal Employees' Pension Commission.

Every three years, an actuarial valuation is performed to assess the financial position of the plan and the adequacy of plan funding. Any actuarially determined deficiency is the responsibility of the participating employers and employees which could affect future contribution rates and/or benefits.

The contributions to the MEPP by the participating employers are not segregated in separate accounts or restricted to provide benefits to the employees of a particular employer. As a result, individual employers are not able to identify their share of the underlying assets and liabilities, and the net pension assets or liabilities for this plan are not recognized in these financial statements. In accordance with PSA standards, the plan is accounted for as a defined contribution plan whereby the College's contributions are expensed when due.

Details of the MEPP are as follows:

	2022	2021
Number of active College members	93	90
Member contribution rate (percentage of salary)	9.00%	9.00%
College contribution rate (percentage of salary)	9.00%	9.00%
Member contributions for the year	\$ 513,695	\$ 477,360
College contributions for the year	\$ 513,695	\$ 477,360

14. RISK MANAGEMENT

The College is exposed to financial risks from its financial assets and liabilities. These risks include credit risk, liquidity risk and market risk (consisting of interest rate risk and foreign exchange risk).

i) Credit Risk

Credit risk is the risk to the College from potential non-payment of accounts receivable. The credit risk related to the College's receivables from the provincial government, federal government and their agencies are considered to be minimal. The College does not have a significant exposure to any individual customer. Management reviews accounts receivable on a case-by-case basis to determine if a valuation allowance is necessary to reflect impairment in collectability.

The aging of accounts receivable at June 30, 2022 and June 30, 2021 was:

	June 30, 2022	June 30, 2021
Current	\$ 699,404	\$ 828,203
61-90 days	16,640	6,580
91-120 days	3,494	4,144
Over 121 days	1,346	2,684
Total	\$ 720,884	\$ 841,611

ii) Liquidity Risk

Liquidity risk is the risk that the College will not be able to meet its financial obligations as they come due. The College manages liquidity risk by maintaining adequate cash balances and continual monitoring of annual budgeting and trimester forecasting. The following table sets out the contractual maturities of the College's financial liabilities:

	June 30, 2022			
	Within 6 months		6 months to 1 year	
	6 months	to 1 year	1 to 5 years	> 5 years
Accrued salaries and benefits	\$ 223,365	\$ 537,034	\$ -	\$ -
Accounts payable and accrued liabilities	127,677	-	-	-
Total	\$ 351,042	\$ 537,034	\$ -	\$ -

iii) Market Risk

The College is exposed to market risks with respect to interest rates and foreign currency exchange rates, as follows:

Interest Rate Risk:

Interest rate risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in market interest rates. The College's interest rate exposure relates to cash and cash equivalents. The College also has an authorized bank line of credit of \$400,000 with interest payable at the Credit Union Central Prime Rate. Changes in the bank's prime rate can cause fluctuation in interest payments and cash flows. There was no balance outstanding on this credit facility as of June 30, 2022.

Foreign Currency Risk:

Foreign currency risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in foreign exchange rates. The College is exposed to currency risk on purchases and denominated in U.S. dollars for which the related accounts payable balances are subject to exchange rate fluctuations; however, this risk is minimal as the College does not make a significant amount of purchases denominated on a foreign currency. The College did not have any financial instruments denominated in foreign currency outstanding at June 30, 2022 or June 30, 2021.

15. BUDGET FIGURES

Budget figures included in the financial statements were approved by the Board of Governors on April 29, 2021. The Minister of Advanced Education granted approval on August 25, 2021.

16. CONTRACTUAL OBLIGATIONS AND COMMITMENTS

Significant contractual obligations and commitments of the College are as follows:

	2023	2024	2025	2026	2027
Office Equip Maint & Rental Contracts	\$ 149,024	\$ 150,514	\$ 152,019	\$ 153,540	\$ 155,075
Facility Rentals & Cleaning	104,400	106,320	108,254	110,203	110,968
Website Hosting	33,924	34,263	34,606	34,952	35,301
Total Contractual Obligations	\$ 287,348	\$ 291,097	\$ 294,879	\$ 298,695	\$ 301,344

17. CONTRACTUAL RIGHTS

Contractual rights are rights to economic resources arising from contracts or agreements that will result in both an asset and a revenue in the future.

The College has the following contractual rights:

	2023	2024	2025	2026	2027
CIC - English as a Second Language Programming	\$ 443,574	\$ 443,012	\$ 443,820	\$ -	\$ -
Minister of Education - Family Literacy Programming	53,780	-	-	-	-
Total Contractual Rights	\$ 497,354	\$ 443,012	\$ 443,820	\$ -	\$ -

18. ACCUMULATED SURPLUS

Accumulated surplus represents the financial assets and non-financial assets of the College less liabilities. This represents the accumulated balance of net surplus arising from the operations of the College.

Certain amounts of the accumulated operating surplus, as approved by the Board of Governors, have been designated for specific future purposes. These internally restricted amounts, or designated assets, are included in the accumulated surplus presented in the statement of financial position.

The College does not maintain separate bank accounts for the designated assets.

Details of accumulated surplus are as follows:

	June 2021	Additions during the year	Reductions during the year	June 30 2022
Invested in Tangible Capital Assets:				
Net Book Value of Tangible Capital Assets	\$ 11,030,813	\$ 72,191	\$ (546,260)	\$ 10,556,744
Designated Assets:				
Capital:				
Capital Contingency	214,899	-	(19,199)	195,700
Scholarships:	47,329	47,493	-	94,822
Other:				
Student Health & Dental Reserve	44,018	3,063	(20,000)	27,081
Program Development, Technology & Innovation	303,647	-	(11,298)	292,349
Enterprise Risk Management	-	-	-	-
Deficit Management Fund	50,000	150,000	-	200,000
Fundraising for Equipment & Other Initiatives	55,663	-	(5,829)	49,834
Programming:				
Skills Training Allocation	314,210	-	(107,606)	206,604
Adult Basic Education	122,616	-	(48,510)	74,106
Essential Skills in the Workplace	138,671	-	(14,990)	123,681
ABE - On Reserve	96,158	-	(58,315)	37,843
English as a Subsequent Language	63,703	4,907	-	68,610
Literacy Hubs	32,031	-	(32,031)	-
	1,482,945	205,463	(317,778)	1,370,630
Unrestricted Operating Surplus	436,265	262,374	(414,922)	283,717
Total Accumulated Surplus	\$ 12,950,023	\$ 540,028	\$ (1,278,960)	\$ 12,211,091

19. COVID-19 PANDEMIC

The Covid-19 pandemic is complex and rapidly evolving. It has caused material disruption to businesses and has resulted in an economic slowdown. Great Plains College continues to assess and monitor the impact of Covid-19 on its financial condition. The magnitude and duration of Covid-19 is uncertain and, accordingly, it is difficult to reliably measure the potential impact on Great Plains College's financial position and operations.

Schedule 1

Great Plains College
Schedule of Revenues and Expenses by Function
for the year ended June 30, 2022

	2022 Actual										2022		2021			
	Skills Training		Basic Education		Services		University		Scholarships		Development		Total Actual	Budget	Actual	
	Credit	Non-credit	Credit	Non-credit	Learner Support	Counsel	Credit	Credit	Credit	Credit						
Revenues (Schedule 2)																
Provincial government	\$ 4,876,500	\$ 1,705,000	\$ -	\$ 800,000	\$ 363,123	\$ 58,617	\$ -	\$ -	\$ 72,800	\$ -	\$ -	\$ 7,876,040	\$ 7,818,624	\$ 7,746,984		
Federal government	-	-	-	-	528,603	-	-	-	-	-	-	528,603	562,000	485,654		
Other	392,223	2,904,514	35,727	406,387	16,390	16,918	139,014	139,014	162,943	-	-	4,074,116	4,624,203	3,575,659		
Total Revenues	5,268,723	4,609,514	35,727	1,206,387	908,116	75,535	139,014	139,014	235,743	-	-	12,478,759	13,004,827	11,808,297		
Expenses (Schedule 3)																
Agency contracts	10	760,752	13,186	32,858	64,501	19,650	69,629	105,189	-	-	1,500	1,067,275	1,328,346	887,524		
Amortization	546,260	-	-	-	-	-	-	-	-	-	-	546,260	548,818	558,194		
Equipment	200,016	138,268	-	540	-	-	-	-	-	-	-	338,824	375,100	288,615		
Facilities	518,277	12,708	150	692	13,462	-	-	-	-	4,329	-	549,618	518,710	453,660		
Information technology	214,998	754	-	-	-	-	-	-	-	-	-	215,752	252,194	326,982		
Operating	885,481	201,488	1,047	35,596	73,732	513	26,256	13,385	188,250	4,291	1,430,019	1,373,133	1,219,688			
Personal services	4,381,345	2,103,350	13,790	944,106	760,541	185,807	583,170	-	97,834	97,834	9,069,943	9,324,103	8,589,791			
Total Expenses	6,746,387	3,217,320	28,173	1,013,792	912,236	205,970	679,055	118,574	188,250	107,954	13,211,691	13,720,404	12,324,454			
Surplus (Deficit) for the year	\$ (1,477,644)	\$ 1,392,194	\$ 7,554	\$ 192,695	\$ (4,120)	\$ (130,435)	\$ (679,055)	\$ 20,440	\$ 47,493	\$ (107,954)	\$ (738,932)	\$ (716,577)	\$ (516,157)			

Schedule 2

Great Plains College
Schedule of Revenues by Function
for the year ended June 30, 2022

	2022 Revenues Actual										2022		2021			
	Skills Training		Basic Education		Services		University		Scholarships		Development		Total Revenues Actual	Total Revenues Budget	Actual	
	Credit	Non-credit	Credit	Non-credit	Learner Support	Counsel	Credit	Credit	Credit	Credit						
Provincial Government																
Advanced Education/Immigration & Career Training	\$ 4,835,500	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 4,835,500	\$ 4,738,000	\$ 4,635,000		
Operating grants	41,000	1,705,000	-	800,000	345,000	-	-	-	-	-	-	2,850,000	2,850,000	2,886,000		
Program grants	-	-	-	-	-	-	-	-	-	-	-	41,000	41,000	55,500		
Capital grants	4,876,500	1,705,000	-	800,000	345,000	-	-	-	-	-	-	7,626,500	7,629,000	7,576,500		
Other	-	-	-	-	-	58,617	-	-	72,800	-	-	131,417	132,800	86,327		
Other provincial	4,876,500	1,705,000	-	800,000	345,000	58,617	-	-	72,800	-	-	7,657,917	7,781,800	7,662,827		
Total Provincial	4,876,500	1,705,000	-	800,000	363,123	58,617	-	18,123	72,800	-	-	7,876,040	7,818,624	7,746,984		
Federal Government																
Program grants	-	-	-	-	528,603	-	-	-	-	-	-	528,603	562,000	485,654		
Other Revenue																
Contracts	71,058	124,653	2,030	404,283	6,314	-	-	-	13,600	-	-	608,338	633,975	627,735		
Interest	26,644	-	-	-	-	-	-	-	-	-	-	40,244	31,100	40,029		
Rents	92,530	-	-	-	-	-	-	-	-	-	-	92,530	56,000	68,998		
Resale items	5,733	-	-	-	-	70	-	126,904	-	-	-	5,733	5,000	12,059		
Tuitions	-	2,713,022	33,526	-	-	-	-	-	-	-	-	2,873,522	3,563,768	2,318,048		
Donations	-	66,839	171	2,104	10,076	16,848	-	12,110	149,343	-	-	149,343	119,000	108,717		
Other	196,258	66,839	171	2,104	10,076	16,848	-	12,110	149,343	-	-	304,406	215,360	400,073		
Total Other	392,223	2,904,514	35,727	406,387	16,390	16,918	-	139,014	162,943	-	-	4,074,116	4,624,203	3,575,659		
Total Revenues	\$ 5,268,723	\$ 4,609,514	\$ 35,727	\$ 1,206,387	\$ 908,116	\$ 75,535	\$ -	\$ 139,014	\$ 235,743	\$ -	\$ -	\$ 12,478,759	\$ 13,004,827	\$ 11,808,297		

Schedule 3

Great Plains College
Schedule of Expenses by Function
for the year ended June 30, 2022

General (Schedule 4)	Scholarships		Development		University		Counsel		2022 Expenses Actual		2022 Total Expenses Budget (Note 15)	2021 Total Expenses Actual
	Credit	Non-credit	Credit	Non-credit	Credit	Non-credit	Leamer Support	Counsel	Basic Education	Services		
Agency Contracts												
Contracts												
Instructors												
Amortization												
Equipment												
Equipment (non-capital)												
Rental												
Repairs and maintenance												
Facilities												
Building supplies												
Grounds												
Janitorial												
Rental												
Repairs & maintenance buildings												
Utilities												
Information Technology												
Computer services												
Data communications												
Equipment (non-capital)												
Materials & supplies												
Repairs & maintenance												
Software (non-capital)												
Operating												
Advertising												
Association fees & dues												
Bad debts												
Financial services												
In-service (includes PD)												
Insurance												
Materials & supplies												
Postage, freight & courier												
Printing & copying												
Professional services												
Subscriptions												
Telephone & fax												
Travel												
Other												
Personal Services												
Employee benefits												
Honoraria												
Salaries												
Other												
Total Expenses												

Great Plains College
Schedule of General Expenses by Functional Area
for the year ended June 30, 2022

Schedule 4

	2022 General Actual				2022 Total General Actual	2022 Total General Budget (Note 15)	2021 Total General Actual
	Governance	Operating and Administration	Facilities and Equipment	Information Technology			
Agency Contracts							
Contracts	\$ -	\$ 10	\$ -	\$ -	\$ 10	\$ 1,000	\$ -
Instructors	-	-	-	-	-	-	-
		10			10	1,000	
Amortization		546,260			546,260	548,818	558,194
Equipment							
Equipment (non-capital)	-	1,901	21,744	-	23,645	31,000	26,404
Rental	-	76,652	92,851	-	169,503	198,500	153,521
Repairs and maintenance	-	1,965	4,903	-	6,868	30,000	1,988
		80,518	119,498		200,016	259,500	181,913
Facilities							
Building supplies	-	-	1,535	-	1,535	6,500	1,722
Grounds	-	-	17,763	-	17,763	12,750	14,889
Janitorial	-	-	90,978	-	90,978	94,500	78,128
Rental	-	4,982	39,033	-	44,015	48,420	13,894
Repairs & maintenance	-	-	94,871	-	94,871	94,500	78,384
Utilities	-	-	269,115	-	269,115	249,100	215,774
		4,982	513,295		518,277	505,770	402,791
Information Technology							
Computer services	-	45,913	-	27,957	73,870	94,800	74,791
Data communications	-	-	-	5,955	5,955	5,744	1,884
Equipment (non-capital)	-	-	-	49,398	49,398	49,950	89,181
Materials & supplies	-	-	-	16,081	16,081	18,000	15,713
Repairs & maintenance	-	-	-	3,817	3,817	3,000	547
Software (non-capital)	-	-	-	65,877	65,877	73,100	70,030
		45,913		169,085	214,998	244,594	252,146
Operating							
Advertising	-	150,800	-	-	150,800	133,500	125,158
Association fees & dues	11,229	19,472	-	3,125	33,826	36,750	23,794
Bad debts	1,351	-	-	-	1,351	2,500	1,522
Financial services	-	39,599	-	-	39,599	25,000	30,222
In-service (includes PD)	9,229	64,751	-	-	73,980	52,800	17,957
Insurance	11,172	3,032	73,518	8,607	96,329	85,500	84,515
Materials & supplies	3,338	62,643	10,695	-	76,676	102,895	64,624
Postage, freight & courier	-	21,107	-	-	21,107	20,700	19,268
Printing & copying	-	16,137	-	-	16,137	20,000	17,772
Professional services	-	158,266	-	-	158,266	135,000	140,953
Subscriptions	-	1,226	-	-	1,226	1,788	6,640
Telephone & fax	-	16,286	84,243	1,671	102,200	90,750	88,531
Travel	2,549	70,670	196	1,468	74,883	49,700	39,011
Other	-	39,081	-	-	39,081	10,000	11
	38,868	663,070	168,652	14,871	885,461	766,883	659,978
Personal Services							
Employee benefits	630	620,553	61,840	45,573	728,596	722,071	647,743
Honoraria	19,778	-	-	-	19,778	17,000	17,679
Salaries	-	3,147,072	247,562	228,237	3,622,871	3,560,296	3,682,747
Other	-	10,100	-	-	10,100	6,000	5,500
	20,408	3,777,725	309,402	273,810	4,381,345	4,305,367	4,353,669
Total General Expenses	\$ 59,276	\$ 5,118,478	\$ 1,110,847	\$ 457,766	\$ 6,746,367	\$ 6,631,932	\$ 6,408,691



Glossary of terms

ABE – Adult Basic Education

Casual student – One who is taking courses within a program group that collectively total less than 30 hours of scheduled class time.

Completer – A student who has completed the time requirement of a course or all courses within a program session.

Donor – A person or group that gives something (such as money) in order to help a person or organization.

ESL – English as a Subsequent Language

FLE – Full-Load Equivalent: Total participant hours divided by the generally accepted full-load equivalent factor (as noted below) for a program group to which the program has been assigned.

- Skills Training: 675 hours
- Basic Education: Adult 10, Adult 12, Academic GED, Non-Credit (EAL and Literacy): 700 hours
- University: 390 hours

FTE – Full-Time Equivalent (measure of staff employment engagement)

Full-time student – One who is taking courses that collectively require a minimum of 18 hours of scheduled class time per week for a minimum period of 12 weeks. There are two exceptions to this definition:

1. For Apprenticeship and Trade: A complete level (the length depends on the trade) is required; and
2. For university courses: A minimum of 216 hours of scheduled class time for the academic year.

Graduate – A student who has successfully completed all program requirements and attained a level of standing resulting in credit recognition from an accrediting institution, industry and/or regulatory body.

Part-time student – a) One who is taking courses of less than 12 weeks in duration, even if they collectively require more than 18 hours of scheduled class time per week; or b) one who is taking courses that are at least 12 weeks in duration but collectively require less than 18 hours of scheduled class time per week.

Partnerships - An association with another group that results in mutual benefit for the group and Great Plains College.

Sponsor - A person or organization that pays the cost of an activity or event (such as a fundraising event, sports event, concert, etc.) in return for the right to advertise during the activity or event.

Stakeholder - A person or group that has an investment or interest in the operations or impact of Great Plains College.

BIGGAR PROGRAM CENTRE

Box 700, 701 Dominion Street, Biggar, SK S0K 0M0
Phone: (306) 948-3363

KINDERSLEY CAMPUS

Box 488, 514 Main Street, Kindersley, SK S0L 1S0
Phone: (306) 463-6431

MAPLE CREEK PROGRAM CENTRE

Box 1738, 20 Pacific Avenue, Maple Creek, SK S0N 1N0
Phone: (306) 662-3829

MARTENSVILLE PROGRAM CENTRE

66 Main Street, Martensville, SK S0K 2T0
Phone: (306) 651-1510

SWIFT CURRENT CAMPUS

129 2nd Avenue NE, Swift Current, SK S9H 2C6
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