



# GREAT PLAINS COLLEGE

Annual Report  
**2022-23**

*great plains*  
college





**Message**  
**from the**  
**President**

*Brad Mahon - President & CEO  
Great Plains College*

**THE 2022-2023 ACADEMIC YEAR WAS A TRANSITIONAL YEAR AT GREAT PLAINS COLLEGE. THE INSTITUTION WITNESSED SIGNIFICANT CHANGES, INCLUDING THE CREATION AND IMPLEMENTATION OF A NEW STRATEGIC PLAN.** There were notable alterations to our staff structure and a shifted emphasis on organizational culture. Additionally, considerable efforts were placed on external relations and reconnecting with the communities we serve across our entire service region. Despite many internal changes, the college continued to strive to meet its mission.

As a publicly funded post-secondary institution, our mandate is to provide access to relevant education and training in our service regions. To achieve this directive, we collaborated with other post-secondaries, the business sector, and community organizations, always aspiring to be a partner of choice. We proudly prioritized student success, aligned education and training programs to meet workforce needs, and upheld our mission to serve the communities of southwest and west-central Saskatchewan. Overall, we supported the economic sector by producing employment-ready graduates.

Great Plains offered a distinctive value proposition to its students. Inside the classroom, we offered small class sizes, excellent student supports, programs connected to workforce demand, and the opportunity to receive education and training close to home. Outside the classroom, many of our programs included a practicum component that gave students real-world experiences and connected them directly to industry.

At Great Plains, we also recognized that, for students, enrolling in any program is a big decision, and the cost of that education/training is part of that decision; thus, we continued to fundraise. Our exceptional scholarship program is a model for other institutions, having fostered considerable community engagement and investment through external donations and sponsorships. This financial support created possibilities, removed barriers, and ultimately offered students a pathway to the classroom.

Finally, Great Plains prioritized the student experience. We promoted a campus culture that valued inclusiveness, nurtured success, and celebrated excellence. Our campus community encouraged cultivating meaningful relationships that will serve students beyond their time in the classroom as peers became colleagues, instructors became mentors, and practicum partners became employers.

In summary, we remain committed to providing a transformational experience. Our intention is that the education and training students receive at Great Plains will impact their lives, helping them find pathways to employment or further training thanks to our relevant, in-demand programs.

As the 2022-2023 year saw the creation and implementation of a new strategic plan, this Annual Report looks back, addressing directives from the previous Great Plains' Strategic plan 2016-2022.



**Brad Mahon**  
President & CEO,  
Great Plains College

**“Nothing makes me feel more accomplished than seeing my students succeed. At GPC we want to see you leave with the skills and knowledge you need to land the career you want or to continue with your education.”**

**Jared McKenzie**

Welding Instructor



Cindy Lowe - Board Chair  
Great Plains College

# Message from the Board

**TANSI AND HELLO, I WOULD LIKE TO START THE MESSAGE FROM THE GREAT PLAINS COLLEGE BOARD OF GOVERNORS BY ACKNOWLEDGING THE HONOUR WE HAVE TO PROVIDE EDUCATIONAL ACTIVITIES TO OUR STUDENTS THROUGHOUT TREATY 4 AND 6 AND THE HOMELAND OF THE MÉTIS PEOPLE.** We recognize the importance education has and we are proud to provide learning opportunities to support Truth and Reconciliation throughout the areas we serve.

The Board of Governors would like to thank Dr. Brad Mahon for an excellent first year as our President. Brad has prioritized connections, communication and collaboration during this past year, working extensively with our board members, executive team, staff, government officials and students throughout our region and we are thankful for his extensive efforts to connect Great Plains College with our stakeholders.

The Board would like to celebrate our exceptional staff as we aim to be an employer of choice. We are proud of the work our staff does to create enriched experiences and valuable learning opportunities as evidenced in the positive results from our annual student surveys. Student success is a priority for the board, and we have identified the need for additional resources for our learners. We have recognized the importance of empowering our students and providing a safe environment to learn, through the creation of a new Equity, Diversity and Inclusion Policy for our college.

Being a partner of choice is also a priority for Great Plains College and collaboration across the sector has been extensive, with our staff working with our partners across the regional college system, including Saskatchewan Polytechnic, universities, community councils, municipalities, businesses and Chambers of Commerce to promote the education we provide our students. Additionally, the Board of Governors would like to thank the communities and donors for their generosity and trust placed in Great Plains College through their involvement in our events and scholarship

programs. These initiatives allow Great Plains College students to work, live and study near our campus locations in an affordable way, receiving high-quality education to create a future for themselves. We continue to see a high demand for our graduates and excellent transition to careers, and we are thankful for the extensive support.

Great Plains College continues to focus our work around our strategic goals of Optimising Student Success, Valuing our Employees, Delivering Education to Meet Labour Market Demand and Enhancing our Partnerships throughout our region and we are pleased to provide our 2022-23 Annual Report showcasing this work.

Respectfully submitted,

**Cindy Lowe**  
Board Chair,  
Great Plains College Board of Governors



**“The classes are small, the instructors are amazing and the campus is really easy to navigate. As someone who has taken a few programs here, I can confirm that the people at this campus are driven to help you reach your goals.”**

**Bobi Skerten**

Practical Nursing Alumna, 2022

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# Letter of Transmittal

The Honourable Gordon S. Wyant, K.C.  
Minister of Advanced Education  
Government of Saskatchewan  
Room 307, 2405 Legislative Drive  
Regina, SK S4S 0B3

Dear Minister Wyant,

On behalf of the Board of Governors of Great Plains College, 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 annual report and audited financial statements for Great Plains College, for the fiscal year ended June 30, 2023.

Through the support of the ministry and in partnership with our stakeholders, Great Plains College will continue to offer reputable post-secondary programming that contributes to the economic growth of the province.

Sincerely,



**Cindy Lowe**

Chair, Board of Governors  
Great Plains College

# Board Members & Meeting Dates

**Cindy Lowe**  
Kyle, SK  
Chair

**Jeremy Roberts**  
Swift Current, SK  
Vice-Chair

**Donald (Donny) Duncan**  
Swift Current, SK  
Board Member

**Clayton Thompson**  
Swift Current, SK  
Board Member

**Jeffrey Wheaton**  
Biggar, SK  
Board Member

**Icasiana de Gala**  
Swift Current, SK  
Board Member

**Irene Oakes**  
Whitecap, SK  
Board Member

## Board of Governors Meeting Dates

September 22, 2022

October 27, 2022

December 1, 2022

February 16, 2023

April 20, 2023

June 1, 2023 (included AGM)

# 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.

# 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:

**OPTIMIZE STUDENT SUCCESS**

**DELIVER EDUCATION TO MEET LABOUR MARKET DEMAND**

**VALUE EMPLOYEES**

**BUILD AND ENHANCE PARTNERSHIPS**

## **Strategic Planning**

**A major undertaking heading into the 2022-23 academic year was the renewed strategic planning process, involving consultations with numerous stakeholders including the Board, the Ministry of Advanced Education, senior management, college staff and a range of external stakeholders and partners. The consultation process was conducted through the use of a survey and multiple interviews to provide valuable input toward the future direction of the college.**

The resulting 2022-27 strategic plan combines all efforts, feedback and a shared vision for Great Plains College as a whole rather than focusing on individual campuses. This guiding document, under the new leadership of Dr. Brad Mahon, served as our foundation for the transformational efforts made in 2022-23. The 2022-23 annual report will bookend the last outcomes under the legacy strategic plan and in 2023-24, the annual report will reflect the adopted strategic plan and the directions.



# 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 2021-22 ANNUAL GRADUATE SURVEY**

(completed by Fast Consulting)

**84%** of post-secondary graduates are currently employed.

**79%** of Basic Education graduates are currently employed.

**97%** 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 2022-23 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".

**64%** of University students are planning to continue their University studies at GPC or at another institution the next academic year.

**67%** of University students would take subsequent years of their University program at Great Plains College if offered.

**BASED ON THE 2023-23 STUDENT OUTCOME REPORT**

(completed by Fast Consulting)

**87%** of post-secondary students in 2020-21 had secured employment within 60-90 days of graduating and completing their programs.

**97%** of employed students found employment within Saskatchewan.

**95%** of students would recommend Great Plains College to a friend, colleague or family member.

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 interests 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
<b>Skills Training</b>												
Institute Credit:												
Sask Polytech	23.33	180.66	1.3	72	24.66	0	34.33	61.33	0.33	9	9.33	0
Other	9.33	33.66	0	10.66	20.66	0	6.66	10.66	0	1.66	5.33	0
Apprenticeship & Trade	0	0	0	0	0	0	0	0	0	0	0	0
Total Institute Credit	32.66	214.33	1.3	82.66	45.33	0	36.66	72	0.33	10.66	14.66	0
Industry Credit:												
Total Industry Credit	0	8.7	10.66	0	169.66	2344.66	0	0	0	0	0	0
Non-Credit (Industry Non-Credit, Community/ Individual Non-Credit, Personal Interest Non-Credit)												
Total Non-Credit	0	51.33	138.66	0	0	0	0	4.66	0	0	0	0
<b>TOTAL SKILLS TRAINING</b>	<b>32.66</b>	<b>274.33</b>	<b>150.66</b>	<b>82.66</b>	<b>215</b>	<b>2344.66</b>	<b>36.66</b>	<b>76.66</b>	<b>0.33</b>	<b>10.66</b>	<b>14.66</b>	<b>0</b>
<b>Basic Education</b>												
BE Credit:												
Adult 12	54.33	21	0	18.66	5	0	12.66	4.6	0	9.33	5.33	0
Adult 10	1.7	2.33	0	1.66	1.33	0	0.66	0.66	0	0	0	0
Academic GED	0	15	0	0	12	0	0	0	0	0	0	0
Total BE Credit	56	38.33	0	20.33	18.33	0	13.33	5.33	0	9.33	5.33	0
BE Non-Credit:												
Employability/Life Skills	21	8.3	0	0	0	0	4	1.66	0	0	0	0
English Language Training	0	145.33	0	0	0	0	0	0.66	0	0	1	0
General Academic Studies	16.3	4.33	0	0	0	0	2	0.66	0	2.33	0	0
Literacy	0	0	0	0	0	0	0	0	0	0	0	0
Total BE Non-Credit	37.33	158	0	0	0	0	6	3	0	2.33	1	0
<b>TOTAL BASIC EDUCATION</b>	<b>93.33</b>	<b>196.33</b>	<b>0</b>	<b>20.33</b>	<b>18.33</b>	<b>0</b>	<b>19.33</b>	<b>8.33</b>	<b>0</b>	<b>11.66</b>	<b>6.33</b>	<b>0</b>
<b>University</b>												
Total University	12.33	20.7	0	0	0	0	0	0	0	5.66	9	0
<b>TOTAL ENROLMENT</b>	<b>138.33</b>	<b>491.33</b>	<b>150.66</b>	<b>103</b>	<b>223.33</b>	<b>2344.66</b>	<b>56</b>	<b>85</b>	<b>0.33</b>	<b>28</b>	<b>30</b>	<b>0</b>

Through focusing on student engagement and offering a suite of student supports, retention rates remained strong for programs, with 89% per cent of full and part-time institute credit students completing and/or graduating from their programs.

In 2022-23, 74% 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.

Actuals - 2022-23

Total Students Completed			Total Students Graduated			Total Employed			Total Going to Further Training		
FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	
37	176	0	94	53	0	28	51	0	7	6	0
4	41	0	6	23	0	5	17	0	0	3	0
0	0	0	0	0	0	0	0	0	0	0	0
41	217	0	100	76	0	33	68	0	7	9	0
0	20	1	0	183	2411	0	0	0	0	0	0
0	54	66	0	0	0	0	3	0	0	0	0
41	291	67	100	259	2411	33	71	0	7	9	0
23	37	0	19	10	0	3	7	0	11	3	0
0	3	0	0	3	0	0	1	0	0	1	0
0	12	0	0	4	0	0	0	0	0	0	0
23	52	0	19	17	0	3	8	0	11	4	0
19	7	0	0	0	0	4	1	0	1	1	0
3	282	0	0	0	0	0	0	0	0	0	0
5	5	0	0	0	0	0	2	0	4	0	0
0	0	0	0	0	0	0	0	0	0	0	0
27	294	0	0	0	0	4	3	0	1	1	0
50	346	0	19	17	0	7	11	0	12	5	0
12	10	0	0	0	0	0	2	0	6	4	0
103	647	67	119	276	2411	40	84	0	25	18	0

## STUDENT CONNECTIONS AND OPPORTUNITIES

Throughout the 2022-23 school year, students enjoyed the opportunity to return to in-person learning at all of our campuses and program centers. Part of the student experience at Great Plains College focuses on activities that take place outside of the classroom with fellow students, staff and community partners. Those shared experiences create trust, connections, relationships and memories. Each campus and program center works hard to create, organize and support these experiences for students in each of our communities. Some of these activities in 2022-23 included:

- The development of a Student Association in Warman
- The LPN students in Biggar supporting and participating in Sun West School Division's P.A.R.T.Y Program (Prevent Alcohol and Risk-Related Trauma in Youth)

- The first-ever Jazz Night in Swift Current
- Orange Shirt Day and Tipi Raising in Martensville
- Breaking Bread with students and staff at the Kindersley campus as the homemade soup and bread event was a hit
- The opportunity for students in Maple Creek to listen and engage in conversation with First Nations author Michelle Good

All of these events and experience demonstrate the commitment of students and staff to create a holistic learning experience at Great Plains College.

## INDIGENOUS ENGAGEMENT COMMITTEE HIGHLIGHTS

The college's Indigenous Engagement Committee continues to work with community groups and Indigenous peoples to advance Truth and Reconciliation efforts and put relevant student supports in place. In 2022-23, funding continued through Dakota Dunes Community Development Corporation to provide Warman Campus and Martensville Program Centre with an "Elder in Residence" program. Lyndon Linklater served in both our Martensville and Warman locations from September until mid-May, providing one-on-one support for students and staff, sharing circles and educational sessions including a Red Willow Basket Weaving Session, a Tipi Raising Ceremony and a Sweat Ceremony. He also worked with the Indigenous Engagement Committee to provide guidance to ensure we are building inclusive campus communities.

Several strides were made at advancing student and staff education through a combination of training opportunities and events. A total of 87 staff and students were trained through "Four Seasons of Reconciliation." Additional 2022-23 events included:

- Bi-Giwen: Coming Home Exhibit – Truth Telling from the Sixties Scoop – September 26, 2022 | Swift Current

- National Day of Truth and Reconciliation with Lyndon J. Linklater – September 29, 2022 | Online
- Tipi Raising – April 27, 2023 | Martensville
- Unity & Wellness Youth Cultural Symposium (participant and sponsor) – May 4 & 5, 2023 | Maple Creek
- Zoey Roy, keynote, and Walk for Truth and Reconciliation in partnership with the Chinook School Division (participant and sponsor) – June 13, 2023 | Swift Current
- Community Conversation on Truth and Reconciliation (participant and sponsor) – June 20, 2023 | Swift Current
- National Indigenous Peoples' Day (participant and sponsor) – June 21, 2023 | Swift Current

In early 2023, Great Plains College was also awarded funding through South West Community Foundation for the 'Circle of Knowledge' program. This funding will provide more direct student supports and guidance through a local knowledge keeper for Maple Creek and Swift Current campuses, following the same successful model seen in Martensville and Warman. This program will be implemented in 2023-24.



## ADVANCING EQUITY, DIVERSITY AND INCLUSION AT GPC

In 2022-23, Great Plains College made progress on its commitment to advancing equity, diversity and inclusion within the workplace by joining the 50-30 challenge as a member of Colleges and Institutes Canada (CICan). The goal is to increase the representation and inclusion of diverse groups within the sector, while highlighting the benefits of giving all Canadians a seat at the table. The college is proud to join 140 other institutions throughout the country to advance this initiative.

Collectively, we can advance our common goals by working together. Committing to this challenge has already paid dividends as Great Plains College has received significant support from CICan and its members to advance our inaugural equity, diversity and inclusion policy. The policy is set for adoption by the Board of Governors in early 2023-24, with an accompanying action plan to be developed and executed during the academic year.

# COMPREHENSIVE ENROLMENT BY PROGRAM GROUPS FOR GREAT PLAINS COLLEGE

		Average (past three years)				2022-23			
Program Groups		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	139.7	239	1.7	227.4	172	230	0.0	257.4
	Other	22.3	62	0.0	49.3	10	76	0.0	45.8
	Apprenticeship & Trade	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	Total Institute Credit	162	301	1.7	276.7	182	306	0.0	303.2
	Industry Credit:								
	Total Industry Credit	0.0	177.7	2353	57.2	0.0	201	2412	63.9
Non-Credit (Industry Non-Credit, Community/ Individual Non-Credit, Personal Interest Non-Credit)									
Total Non-Credit	0.0	59.3	150	10.6	0.0	55	66	8.5	
<b>TOTAL SKILLS TRAINING</b>		<b>162</b>	<b>538</b>	<b>2504.7</b>	<b>344.5</b>	<b>182</b>	<b>562</b>	<b>2478</b>	<b>375.6</b>
Basic Education	BE Credit:								
	Adult 12	86.7	52.3	0.0	97.1	47	70	0.0	60.4
	Adult 10	4.3	6.7	0.0	4.5	0.0	9	0.0	2.9
	Academic GED	0.0	27	0.0	0.0	0.0	16	0.0	0.0
	Total BE Credit	91	86	0.0	101.6	47	95	0.0	63.2
	BE Non-Credit:								
	Employability/Life Skills	26	16	0.0	19.5	23	12	0.0	18.5
	English Language Training	0.0	215	0.0	10.8	3	485	0.0	24.7
	General Academic Studies	25	14.3	0.0	19.2	9	14	0.0	8.7
	Literacy	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	Total BE Non-Credit	51	245.3	0.0	49.5	35	511	0.0	51.9
<b>TOTAL BASIC EDUCATION</b>	<b>142</b>	<b>331.3</b>	<b>0.0</b>	<b>151.1</b>	<b>82</b>	<b>606</b>	<b>0.0</b>	<b>115.1</b>	
University									
Total University	14	19	0.0	15.2	12	11	0.0	14	
<b>TOTAL ENROLMENT</b>		<b>318</b>	<b>888.3</b>	<b>2504.7</b>	<b>510.8</b>	<b>276.0</b>	<b>1179</b>	<b>2478</b>	<b>504.7</b>

In 2022-23, total full and part-time enrolments for the college were 1,455; a significant increase from our three-year average of 1,206.

Institute Credit program enrolments had a slight increase to the three-year average with 488 full and part-time enrolments for the college compared to the three-year average of 463. University programming continues to struggle with 23 enrolments, down from the 3-year average of 33 but up year over year by 6 enrolments (17 in 2021-22).

Industry Credit course enrolments remained steady in 2022-23 with a total of 2,613 course enrolments, up slightly from the three-year average of 2,531. Overall, industry credit and non-credit full load equivalents remain stable with 72.4 full load equivalents and surpassing the three-year average of 67.8 FLEs. It should be noted that the three-year average includes pandemic programming years and overall, this area of work remains steady year-over-year.

Adult Basic Education credit enrolments remained stable year-over-year with an identical 142 students participating in both 2022-23 as well as in 2021-22. English Language Training and Adult Basic Education non-credit enrolments, including Essential Skills programming were surged in 2022-23 with total enrolments being 546, far surpassing the three-year average of 296. This increase is reflective of the strong immigration to our region and the province, resulting in demand for language training-based programming.



# 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

**Great Plains College prides itself on the delivery of programs and related services that directly correlate to meeting the needs of the provincial labour market and student demand.**

Under the guidance of new leadership, increased attention has been given to ensuring that programming is built directly in consultation with external industry partners and ensuring the strength and longevity of these relationships. As such, the college continues to build in work-integrated learning components to programs and to focus on ensuring we acknowledge the changing learner profile.

In the coming years, under the guidance of our new strategic plan, Great Plains College plans to enhance and deliver programming that is industry responsive and meets the provincial labor needs. Continued collaboration and partnerships with key stakeholders will be essential to ensure graduates are equipped with the skills necessary to attain and retain meaningful employment.

## ADDRESSING SHORTAGES IN HEALTHCARE THROUGH THE HEALTH AND HUMAN RESOURCE STRATEGY

Great Plains College continues to provide high quality healthcare programming to help address provincial healthcare shortages. In 2022-23, both the full-time and part-time Continuing Care Assistant (CCA) program offerings saw significant uptake throughout our service regions.

As part of the new provincial Health and Human Resources Strategy, Great Plains College will continue its efforts to expand seats within the

full-time CCA program in Swift Current, while also adding a new part-time cohort starting in early 2024. In addition, the CCA program will expand to the Warman Campus, making it the first post-secondary healthcare program in Warman.

Great Plains College continues to strengthen its relationship with Saskatchewan Health Authority to ensure alignment between our training offerings and health care staffing needs.



## GREAT PLAINS COLLEGE ANNOUNCES NEW HOTEL & RESTAURANT MANAGEMENT PROGRAM

In late 2022, Great Plains College was pleased to announce the addition of a Hotel and Restaurant Management program to its Warman Campus offerings. The full-time diploma program began in September 2023.

The program provides a combination of classroom learning and applied practical experience. Students within the program will build core management skills needed for a leadership role, while also gaining extensive knowledge of overall hotel and restaurant operations.

The theoretical courses will include accounting, human resources, marketing, and hotel and restaurant planning and management, along with practical skill development such as cooking and food preparation, and beverage services.

The practical component includes experience within bistro, catering and fine dining settings, which will require access to a commercial kitchen. The college anticipates partnering with local businesses to offer these experiences to students and in turn, providing students with local connections and a pathway to employment within the region.

Within Saskatchewan and specifically, within the Warman-Martensville region, growth of the hospitality industry is accelerating at impressive rates. Skilled labour within the hospitality industry has been difficult to attain and as such, this program will provide graduates who are job ready.

It is anticipated that the program will include international students given that the domestic supply of workers in this industry has been challenged. The program is a great example of industry-responsive programming to serve the needs of the region.



## WORK INTEGRATED LEARNING BENEFICIAL FOR GPC GRADS

Great Plains College strives to have work integrated learning built into programming, helping equip graduates with the skills they need to attain meaningful employment upon graduation. This approach has been extraordinarily successful as Great Plains College continues to see exceptionally high employment rates post-graduation.



In recent years, the Administrative Assistant and Business certificate program have expanded to include practical components, and in 2023-24 there will be further expansion to introduce practicums for the second-year Business diploma students.

Derek Lewis, an alumnus of the Administrative Assistant program, speaks to the importance of the work integrated learning components of the program.

“This program is really optimized for student success—you can work at your own pace, taking extra time to work through the modules that were more challenging, while flying through the others that came more naturally. The staff helped put me in a good position to succeed in my practicum and all the training I received in the program has prepared me for a new career that I love.”

Derek completed his practicum with Heinricks Galey Law Office in Swift Current, and within the first week of the practicum he was offered a permanent receptionist position, which was followed by a promotion to a legal assistant position just three weeks later.

## GREAT PLAINS COLLEGE TO TRAIN IN-HOUSE FACILITATOR FOR MENTAL HEALTH COMMISSION OF CANADA'S MENTAL HEALTH FIRST AID COURSE

Mental health influences how we think and feel about ourselves and others and affects our capacity to learn, communicate, and form, sustain or end relationships. Good mental health buffers us from stresses and hardships that are part of life and can help reduce the risk of developing mental problems or disorders.

The Mental Health First Aid training course is designed to give members of the public the skills to help someone who is experiencing a decline in their mental well-being or a mental health crisis. Similar to a First Aid course for physical distress, this course empowers people to recognize the symptoms of mental health problems, provide initial help and administer mental health "first aid" to an individual until appropriate professional treatment is received or until the crisis is resolved. Learning these skills becomes more critical in our workplaces, classrooms and communities each year.

Mental Health First Aid course facilitators are notably short within the regions Great Plains College serves. Due to the demand for this course and these skills within the college regions, we are pleased to have approval for one of our qualified employees to become a certified course facilitator. This individual will be equipped to teach these valuable skills and serve our regions once training is complete in fall 2023. It is anticipated Mental Health First Aid training will be offered throughout our regions starting in early 2024.

## PARTNERING TO SUPPORT EARLY LEARNING DEVELOPMENT IN OUR COMMUNITIES

The Government of Saskatchewan and Government of Canada entered into the Early Learning and Childcare agreement in 2021 to create more public daycare spaces for families in Saskatchewan. Saskatchewan's strategy aims to add more than 28,000 subsidized daycare spaces by 2025-26 and as such, many of the communities in Great Plains College service regions have substantial daycare infrastructure expansion and workforce training planned.

Known daycare expansions/additions in our college regions include:

- Maple Creek – a local committee is working to establish the first subsidized daycare within the community
- Biggar – a seat expansion is being planning within their existing facility

- Warman Childcare Centre has been awarded new seats and is exploring a new facility
- Swift Current's largest childcare provider, Natural Wonders, has undertaken ownership of a large facility which is currently being renovated to support several hundred new spaces in the city

While Great Plains College has always offered Early Childhood Education (ECE) courses, the growth of these capital developments and their increased demand for trained early childhood educators has prompted the expansion of ECE seats starting in 2022-23 and continuing through 2023-24. The 2023-24 ECE seat expansion plan includes level one ECE training in Biggar, an additional level one training in Warman, and an additional level two and three training in Swift Current.

## Adult Basic Education (ABE)

**A total of 79 full-time and 121 part-time enrolments resulted in 90.4 full-load equivalents (FLEs) for 2022-23 in the area of Adult Basic Education (ABE) and Essential Skills programming. With limited financial training support for Adult Basic Education students and the steep cost of living increases affecting household sustainability, full-time enrolments continue to decline, while part-time enrolments are steadily increasing.**

ABE and Essential Skills staff did an excellent job trying to support students in navigating barriers to education, 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 2022-23 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. With increased pressures on many of the learner households, the dedication and perseverance required to be successful was larger than ever before.

Therefore, we couldn't be prouder to see the 36 graduates and 75 completers from our program this year with successful attainment of their Adult 12, Adult 10 and GED credentials. It should be noted that the distinct number of individuals graduating and completing their programs is up year-over-year in 2022-23. The resiliency shown by each of these students as well as staff members to result in learner success should be applauded.

## PROVIDING LABOUR MARKET PATHWAY WITHIN HEALTHCARE FOR NEWCOMERS

Great Plains College Martensville Program Centre partnered with Saskatoon Open Door Society (SODS) to provide opportunities for newcomers to gain credentials in Canada, while also acquiring language and essential workplace skills they will need as an entry point to the Canadian labour market.

In 2022-23, 8 newcomer students successfully completed the Essential Skills for Newcomers - Introduction to Healthcare program. These students were able to gain credits for three courses within the Saskatchewan Polytechnic Continuing Care Assistant (CCA) program. They also received an introduction to working within the healthcare field in Canada thanks to materials developed by Norquest College that were customized for newcomers.

A practical component occurred through partnership with Warman Mennonite Special Care Home, which provided hands-on learning in a healthcare setting. This experience was immensely valuable to the students and provided a network of potential employers to participating students.

Many of the students who completed the program are now employed and/or planning to continue their full Continuing Care Assistant (CCA) certification in the years ahead.

## ENGAGING UNDERREPRESENTED GROUPS IN EARLY LEARNING

The Government of Saskatchewan and Government of Canada entered into the Early Learning and Childcare agreement in 2021 to create more public daycare spaces for families in Saskatchewan. Saskatchewan's strategy aims to add more than 28,000 subsidized daycare spaces by 2025-26.

Great Plains College aims to be part of the training solution to provide a skilled workforce to this growing industry. With ambitious daycare space targets, filling the labour market requirements is top of mind. To meet targets, all unrepresented populations will need to be accessed and as such, Great Plains College has worked to reach these audiences with targeted programs and support.

Within Essential Skills programming, two offerings in Maple Creek and Martensville have aimed to provide Indigenous and newcomer learners with the opportunity to achieve their Early Childhood Education Level 1 as dual credit programming. In addition to

the academic classes, these offerings have included Canadian workplace certification, employment skill preparedness and industry specific language acquisition.

Practical experiences within childcare settings have also been provided with engagement from local early childhood education centres. In 2022-23, these unique programs resulted in a total of 9 students completing their level 1 certification.

In 2023-24, Great Plains College will expand its Maple Creek offering to include level two early childhood education training as a pathway for essential skills students to transition to post-secondary programming.

## GREAT PLAINS COLLEGE CONTINUES ADULT BASIC EDUCATION RESEARCH

In 2021, Great Plains College achieved full Social Sciences and Humanities Research Council (SSHRC) and Natural Sciences and Engineering Research Council (NSERC) grant eligibility status. The intention in the research sphere is to limit projects to areas in which the college has demonstrated capacity and success. In partnership with Dr. Conor Barker and St. Francis Xavier University, Great Plains College studied Adult Basic Education students who experienced academic trauma in K-12.

The study explored factors within Adult Basic Education that were different from their earlier educational experiences and in turn, provided a situation in which academic and educational success was more likely. The results identified foundational components of

adult education programming that were necessary and in turn, findings were used to improve services. Dr. Barker's team also used the research to support inclusive education content in teacher education programming.

Building on this initial study, Great Plains College is now working with Mount Saint Vincent University and Dr. Barker's team to pursue exploration of how adult basic education success should be defined and measured. To enhance study in this area across a broader spectrum, regional college partners have been engaged in the collective project.

## English as a Subsequent Language (ESL) and International

### SASKATCHEWAN COLLEGES INTERNATIONAL PARTNERSHIP EXPANSION

Regional colleges have a long history of working in partnership to enrich system capacity for mutual benefit. In October 2021, an International Recruitment and Admissions partnership, which includes Great Plains, Cumberland and Parkland Colleges, was established as a two-year pilot project. As a result of that partnership, over 140 international students were welcomed to their campuses in fall 2022.

Largely due to the success of the project, the partnership expanded to include Southeast and North West Colleges in October 2022. The colleges continued to work as a collective under the “Saskatchewan Colleges” banner in an effort to build the reputation of Saskatchewan regional colleges in the international education market.

The expanded partnership saw one individual performing recruitment and admissions functions for all five organizations starting in October 2022. This cost-effective approach to international recruitment and admissions for the colleges has led to diversification of the student body.

Enrolments from international students play a vital role in meeting the provincial labour market demands and ensure continued access to programming for domestic students at a reasonable cost for both students and taxpayers of Saskatchewan. Blended cohorts allow fixed program delivery costs to be spread beyond domestic students.

Fall 2023 enrolments throughout Saskatchewan Colleges partner institutions are anticipated to be strong for all five colleges.

### RENEWAL IN LANGUAGE PROGRAMMING

2022-23 saw the first full year of global migration since the COVID-19 pandemic. Aggressive Canadian and Saskatchewan immigration policy aimed to fill labor market needs have resulted in significant migration within our service region. Additionally, the war in Ukraine led to many Canadian-Ukraine Authorization for Emergency Travel (CUAET) visa holders settling with friends and relatives in Saskatchewan.

This resulted in exceptionally strong language training enrolments with 488 distinct students participating in programs throughout more than 12 communities in the region; 272 of these learners were within LINC Home Study programs, which were delivered by 17 instructors to students throughout rural Saskatchewan.

Additionally, 216 students were served throughout our service region through individual and small group tutoring, conversation classes and portfolio-based language assessment (PBLA) programming.



## EMERGENCY BURSARY FOR THOSE AFFECTED BY THE WAR ON UKRAINE

As part of the provincial response to support those affected by the war in Ukraine, Great Plains College was pleased to provide a Ukrainian Student Emergency Relief Bursary to Ukrainian students whose continued education was at risk due to unexpected financial challenges during the war. Ukrainian students who arrived in Canada between September 2020 and September 2022, were eligible for bursaries of \$500 to support their transition and settlement in Canada. The program was a large success with 45 GPC students receiving a total of \$22,500 in funding in 2022-23.

As part of the college's ongoing commitment to providing financial support for students experiencing emergent situations, GPC is working toward establishing a permanent emergency bursary program for students. It is anticipated this program will be implemented in 2023-24.

## PROVINCIAL ONLINE MODEL PROGRAM

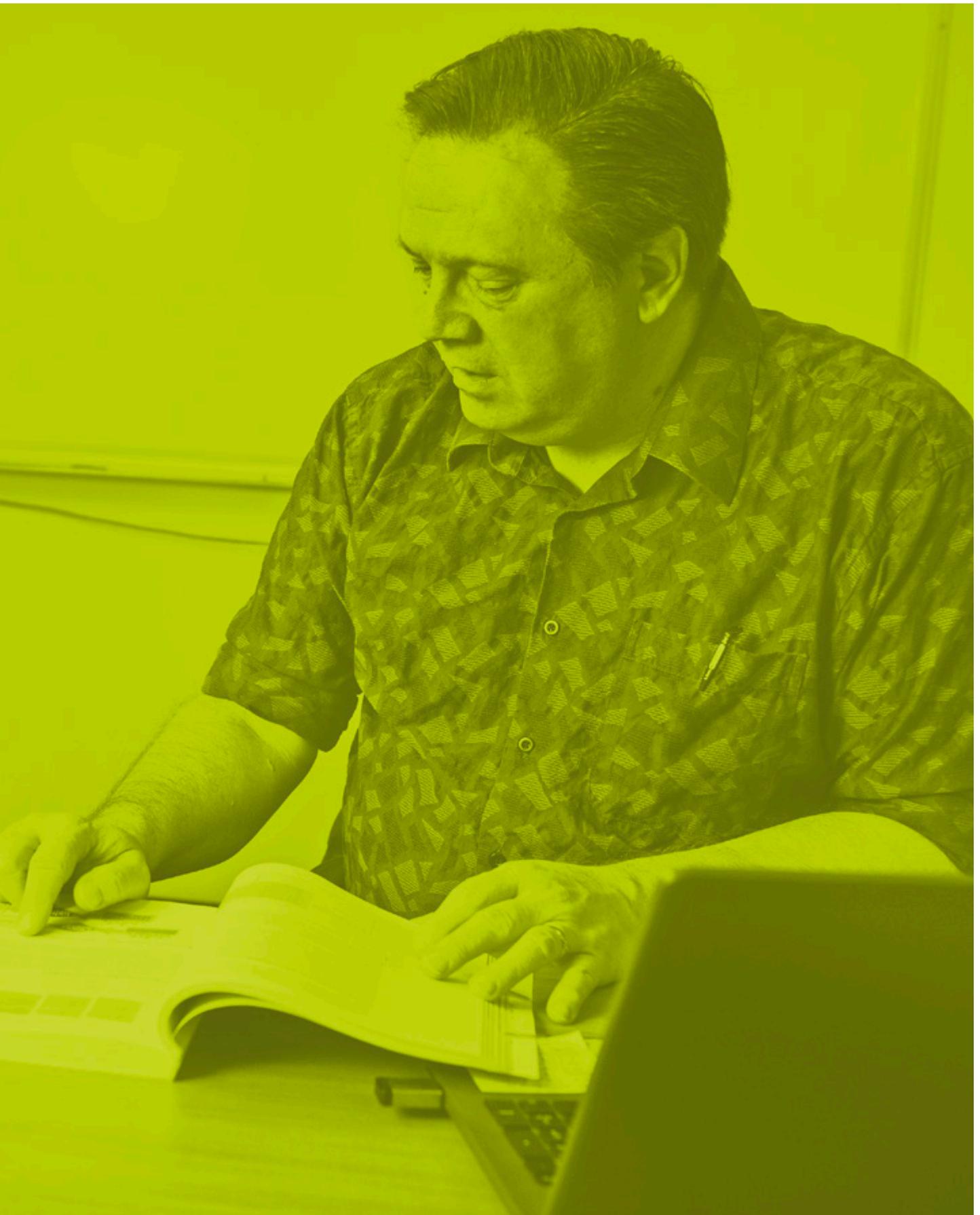
Learners now have multiple delivery modes for pursuit of language acquisition. In 2022-23, Great Plains College was pleased to be one of the service providers chosen to deliver synchronous online Canadian Language Benchmark Level 5/6 programs by Immigration Refugee Citizenship Canada.

Working in collaboration with provincial partner service providers, including other regional colleges, a menu of online offerings was able to be provided to learners throughout the province.

The program ran for six hours per week during the day, and an online platform was used to provide learners with resources for the work expected to be completed outside of the classroom hours. A total of 24 learners were actively engaged in this program and it is anticipated that this offering will continue in 2023-24.



# 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 149 in-contract staff in 2022-23 (96.39 full-time equivalents or FTE's) and 14 out-of-scope management staff (13.60 full-time equivalents or FTE's). Additionally, a total of 8.35 FTEs in casual instructors and other temporary staff were employed in 2022-23. Salaries and benefits paid out to Great Plains College staff members totaled \$8,975,254.

## STAFF ORGANIZATIONS

The college staff working north of the South Saskatchewan River are unionized and staff in Swift Current and south of the South Saskatchewan River are 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.

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.

## INTERNAL COMMUNICATIONS

In an effort to improve internal communications, Great Plains College began holding regular town-hall style meetings with all staff. The virtual gatherings were hosted by President, Brad Mahon, and included additional participation from other senior leaders. Time was also allotted for general questions and open dialogue. Staff was encouraged to join live, but recordings were made available for anyone with conflicting schedules.



**Join Brad for a brew via Teams to discuss the college's Business Plan initiatives, including the Employee Engagement Action plan.**

**DATE AND TIMES**

**May 25, 2023  
12 – 12:45 PM**

## VALUE EMPLOYEES

- 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
- Beechinor, Linda - Administrative Assistant Instructor | Exam Invigilator
- Bechtel, Burkert - Power Engineering Instructor
- Benesh, Mary Jane - Student Adviser
- Bergen, Lara - Program Coordinator | Essentiak 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 Assessor
- Bradshaw, Crystal - Administrative Assistant | Educational Assistant
- Bray, Tammie - Administrative Assistant
- Briggs, Myrna - Essential Skills Instructor
- Burham, Katie - LINC Home Study Instructor
- Cadrain, Beth - ECE Instructor
- Campbell, Deanne - CCA Instructor
- Campbell, Lisa - Business Instructor
- Chalk, Keely - Recruitment & Events Coordinator
- Chalk, Tracy - Conversation Class Facilitator | Educational Assistant
- Chartier, Camille - Business Instructor
- Choi, Sarah - Accounting Manager
- Chorneyko, Lisa - Administrative Assistant
- Cole, Kerri-Lynn - Power Engineering Instructor
- Cooper-Black, Glenice - Adult Basic Education (ABE) Instructor
- Court, Lori - Administrative Assistant
- Craig, Deidre - Early Childhood Education Instructor
- Culter, Kylie - Continuing Care Assistant & Practical Nursing Instructor
- Dakiniewich, Scott - Youth Care Worker Instructor
- Dales, Jean - LINC Home Study Instructor
- de Gala, Emmanuel - Campus Attendant
- DeLury, Daniel - LINC Home Study Instructor | ESL Assessor
- Demchuk-Kosolofski, Carol - Educational Assistant | Essential Skills Instructor
- Dowkes, MistyAnn - Educational Assistant | Essentiak Skills Facilitator | Adult Basic Education Instructor
- Duncan, Leeann - Campus Attendant
- Dunn, Bonnie - Continuing Care Assistant Instructor
- Dunnington, Shannon - Trades Math Instructor
- Emery, David - Electrician Instructor
- Evenson, Cassidy - Practical Nursing Instructor
- Fahselt, Sherri - Business Instructor
- Falk, Alysha - Continuing Care Assistant & Practical Nursing Instructor
- Farber, Monique - Youth Care Worker & ECE Instructor
- Finley, Krista - Continuing Care Assistant Instructor
- Flores, Jonathan - Custodian
- Fortin, Coralee - Continuing Care Assistant Instructor
- Foster, Roxanne - Adult Basic Education (ABE) Instructor | Educational Assistant
- Frank, Rene - Educational Assistant
- Frey, Kara - Adult Basic Education (ABE) Instructor
- Funk, Candace - IT Assistant
- Geldart, Andrew - LINC Home Study Instructor
- Gendreau, Roginne - Campus Attendant | Educational Assistant
- Gfeller, Cady - LINC Home Study Instructor
- Ghosh, Bula - Program Coordinator | LINC Instructor | ESL Assessor
- Goebel, Leea - Business Instructor
- Green, Stephanie - Continuing Care Assistant Instructor
- Greenley, Kalena - Executive Coordinator
- Guntenson, Ryan - Business Instructor
- Guenther, Bruce - Information Systems Administrator
- Guest, Vanessa - Educational Assistant
- Haichert, Teejay - Continuing Care Assistant & Practical Nursing Instructor
- Hammel, Lissa - Chief Financial Officer (CFO)
- Harmsworth, Cheryl - LINC Home Study Instructor
- Haughian, Shane - Digital Media & Design Coordinator
- Heatcoat, Elizabeth - Educational Assistant
- Hebbler, Deanna - Program Coordinator
- Heinbigner, Kristy - Adult Basic Education (ABE) Instructor
- Heinrichs, Louise - Adult Basic Education (ABE) Instructor
- Hennig, Leslie - Administrative Assistant
- Hornung, Candace - ESL Instructor
- Hovdestad, Renee - Continuing Care Assistant Instructor
- Hughes, Wyatt - Information Systems Administrator
- James, Tara - Exam Invigilator
- Junek, Brandy - Educational Assistant | Exam Invigilator
- Kazakoff, Angela - Program Coordinator
- Keenleyside, Faye - Adult Basic Education (ABE) Instructor
- Kielo, Larry - Region Manager
- King, Delaney - Youth Care Worker & Business Instructor
- Kreiter, Monica - Program Coordinator
- Kristmanson, Kevyn - Practical Nursing Instructor

- Kristmanson, Melanie - Program Coordinator
- Kohls, Deana - Business Instructor
- Kyluik, Shana - Youth Care Worker Instructor
- LeBlanc, Krystal - ESL Instructor
- Lee, Dori - Continuing Care Assistant Instructor
- Leisle, Kirby - Campus Attendant
- Listoe, Janet - LINC Home Study Instructor
- Long, Roberta - Accounting Clerk
- Lorán, Dawn - ECE Instructor
- Louma, Jessie - Practical Nursing Instructor
- MacDonell, Kayla - Administrative Assistant
- MacRoberts, Heidi - Administrative Assistant | Exam Invigilator | Campus Attendant
- Martin, Bryce - Donor Services Coordinator
- Masse, Amy - Communications & Marketing Coordinator
- Massey, Delia - CCA Instructor
- Matthies, Jenelle - Administrative Assistant
- McGonigal, Tina - Family Literacy Coordinator
- McInnes, Breena - Recruitment & Events Assistant | Administrative Assistant | Exam Invigilator
- McKenzie, Jared - Welding Instructor
- McNabb, Garry - Power Engineering Instructor
- Mielke, Colleen - Administrative Assistant
- Miller, Lauren - Continuing Care Assistant & Practical Nursing Instructor
- Mitchell, Shannon - Program Coordinator
- Molyneux, Diana - Student Adviser
- 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
- Nagel, Nancy - Lab Assistant
- Nagy, Shaun - Adult Basic Education (ABE) Instructor
- Ndirangu, Karugia - Adult Basic Education (ABE) Instructor
- Negraeff, Ron - Business Instructor
- Nilsson, Linda - ESL Instructor
- Ocampo, Melaine - Custodian
- Okraincee, Lenea - Practical Nursing Instructor
- Ostrander, Keleah - Director of Learner Services & ABE
- O'Leary, Lori - ECE Instructor
- Paul, Leona - Practical Nursing Instructor
- Penpena, Farrah - Early Childhood Education Instructor
- Peters, Lisa - Business Instructor
- Petersen, Shanna - Student Adviser
- Regehr, Eva - Educational Assistant
- Reimer-Jones, Jenna - HR Administrative 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
- Schultz, Carrie - Exam Invigilator | Campus Attendant
- Schultz, Carriane - CCA & Practical Nursing Instructor
- Seidler, Jody - Faculty Trainer
- Shatosky, Jody - Administrative Assistant
- Siermachesky-Proctor, Jennifer - Administrative Assistant Instructor | Student Adviser
- Skazyk, Jennifer - Student Adviser | Job Coach | Essential Skills Instructor
- Slabik, Alison - Tutor
- Sletten, Kristy - Manager of Admissions and International
- 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
- Stan, Ashley - Practical Nursing Instructor
- Stevens, Lisa - Continuing Care Assistant Instructor
- Stewart, Sheri - Administrative Assistant | Essential Skills Facilitator | GED Exam Invigilator
- Stobbs, Sharla - Payroll Officer
- Strachan, Bailey - Youth Care Worker Instructor
- Stubbins, Tanya - HR Associate
- Sveinbjornson, Janice - Administrative Assistant
- Swan, Prudence - LINC Home Study Instructor
- Tait, Lloyd - Heavy Equipment Operator Instructor
- Tan, Claudine - Program Coordinator
- Thibault, Laura - 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 - Educational Assistant
- Wellings, Kim - Student Adviser | Program Coordinator | LINC Home Study Instructor
- Wentworth, John - Administrative Assistant Instructor
- Wiebe, Natasha - Practical Nursing Instructor
- Wieggers, Robin - Program Coordinator
- Wiens, Karla - Agriculture Instructor
- Wood, Debbie - Tutor
- Wright, Darcy - Power Engineering Instructor
- Zerr, Kari - CCA Instructor

## COMMITTED TO VIOLENCE THREAT RISK ASSESSMENT (VTRA)

Great Plains College and its 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 behavior 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 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 2022-23 fiscal year, 95.65 per cent of staff have successfully completed internal VTRA training. This is a three-year average of 93.03 per cent.

## 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 staff to access a wide range of benefits for themselves and their families.

## PROFESSIONAL DEVELOPMENT

Great Plains College continued to invest in college-wide in-service initiatives during the 2022-23 year. In total, 45.16 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 some of the supported trainings. In-service training initiatives specifically focused on staff and student

safety included Applied Suicide Intervention Skills, Violence Threat Risk Assessment and First Aid/CPR. AED, Occupational Health and Safety. The college continued the 4 Seasons of Reconciliation online training offered through First Nations University. This training was very well received with 16 individuals completing the training. In addition, 80 per cent of the college's in-scope and management staff completed Respect in the Workplace training.

## 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 points higher 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.

## ANNUAL STAFF GATHERING

The annual Staff Gathering was hosted December 1-2, 2022 in Swift Current. Operationalizing the Strategic Plan was the key topic of this event. Staff attending this event indicated that they appreciated having time to hear about the direction of the college and meet new staff.

## LONG-SERVICE AWARDS

The annual Long-Service Awards event was held on the evening of December 1, 2022 at the Lyric Theatre. 20 awards were presented to staff ranging from 5 to 35 years of service. In total, we celebrated 240 years of dedicated service to the college. This event provides an opportunity to honor staff with well-deserved recognition as they celebrate these significant milestones.

<b>Monica Kreiter</b>	35 Years
<b>Lisa Chorneyko</b>	25Years
<b>Margaret Schafer</b>	25 Years
<b>Lorraine deMoissac</b>	15 Years
<b>Maureen Alix</b>	15 Years
<b>Kim Lambe</b>	15 Years
<b>Shaun Nagy</b>	15 Years

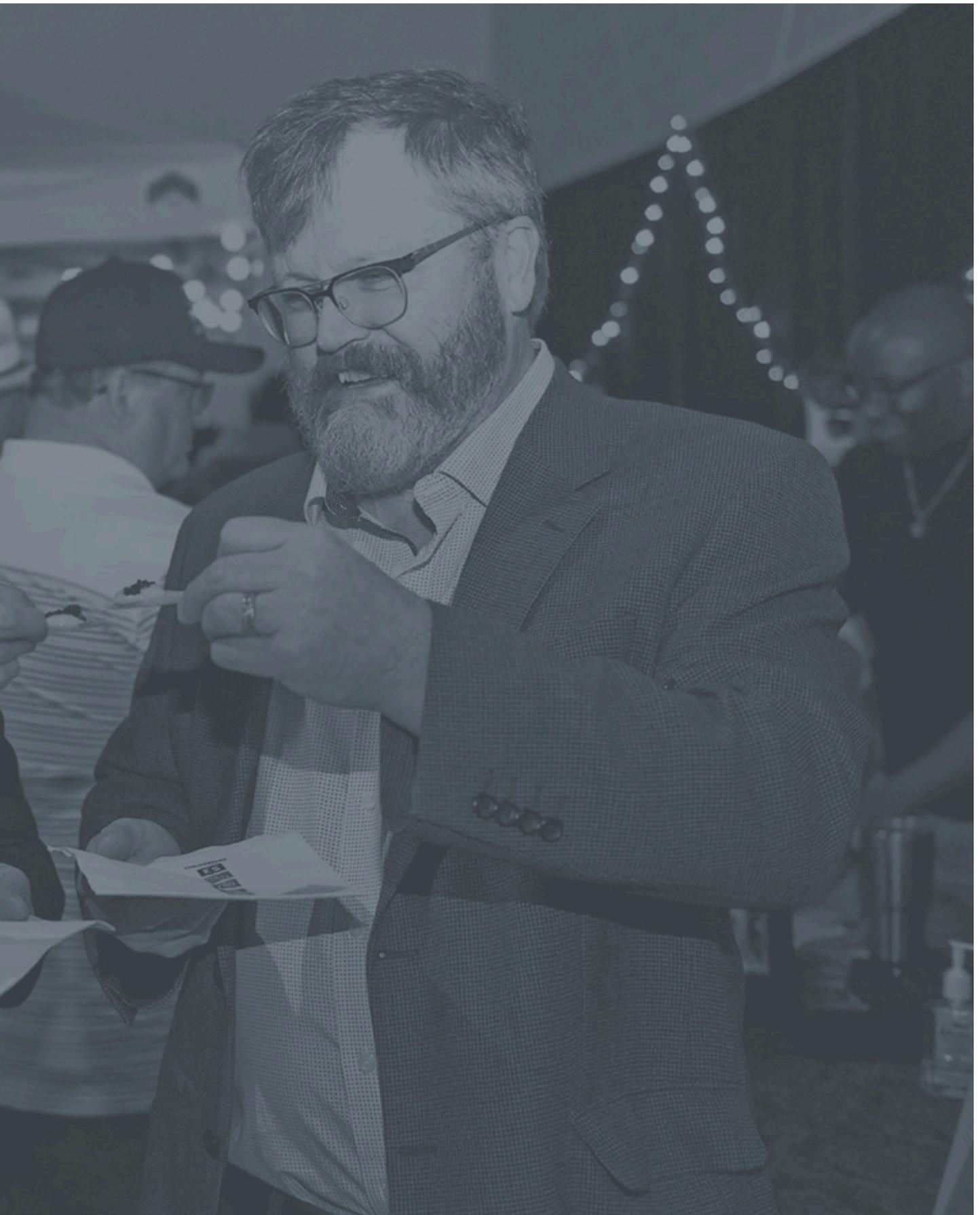
<b>Noreen Volk</b>	15 Years
<b>Christine Blair</b>	10 Years
<b>Fritz Eckstein</b>	10 Years
<b>Jody Shatosky</b>	10 Years
<b>Kim Wellings</b>	10 Years
<b>Leona Paul</b>	5 Years
<b>Breena McInnes</b>	5 Years

<b>Sarah Choi</b>	5 Years
<b>Jill Jenkins</b>	5 Years
<b>Krystal LeBlanc</b>	5 Years
<b>Heather Morris</b>	5 Years
<b>Camille Chartier</b>	5 Years
<b>Pat Armstrong</b>	5 Years



# Build and 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 \$138,542 was raised for scholarships and programming during the 2022-23 academic year. The Saskatchewan Innovation and Opportunity Scholarships (SIOS) program provided matching funds of \$72,800 to the college. An amount of \$78,030 was received in donations, \$14,500 was generated from existing donor endowment funds, and \$4,140 was generated from other internal sources. The 11th Annual Carhartts & Caviar Welding Showcase and Auction continued to prove successful, generating over \$42,000 toward the Welding program and scholarship fund.

As a result of the tremendous support and generosity from our donors and partners, the

college was able to provide funding assistance to 176 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, Living Sky Casino/SIGA Indigenous Adult Basic Education Persistence Awards, Saskatoon Regional Economic Development Authority Indigenous Economic Development Scholarship (SIEDS) and Ukrainian Student Emergency Bursary Fund Awards.

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

### DONORS: \$5,000 AND OVER

- Great Plains College Staff, President and Board
- MNP Vern Neustaeter Memorial Entrance Scholarship
- South West Terminal (SWT)
- Stark & Marsh CPA LLP

### DONORS: \$1,000 TO \$4,999

- ACT/UCT Dominion Council #1032
- Adeline Steinley Memorial Fund
- Basanti Ghosh Memorial Fund
- Biggar & District Credit Union
- Biggar & District Health Services Foundation
- 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
- Living Sky Casino/SIGA

- Melhoff Electric
- RM of Antelope Park No. 322
- RM of White Valley No. 49
- Rotary Club of Swift Current
- Saskatoon Regional Economic Development Authority (SREDA)
- Sharon and Leslie Fehr
- Swift Current & District Chamber of Commerce
- Synergy Credit Union
- Town of Biggar
- Town of Kindersley
- W.W. Smith Insurance Ltd.
- Warman Community Association
- Warman Home Centre

### DONORS: UP TO \$1,000

- Biggar Freshmart
- City of Martensville
- City of Swift Current Employee Sunshine Club
- Community Futures Southwest
- Elviss Family Fund
- Kelly Insurance Brokers Ltd.
- Kessler Insurance
- LUK Plumbing Heating & Electric Ltd.
- Nutrien Ag Solutions (Biggar)
- Prairie Sky Chamber of Commerce
- 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 Little Theatre
- Town of Herbert
- Town of Maple Creek
- Town of Ponteix
- Village of Marengo
- Village of Webb

### Carhartts & Caviar Welding Showcase and Auction Sponsors

- S3 Group Ltd.
- City of Swift Current
- Plewis Automotive Group
- Mercator Financial
- Bumper to Bumper/Great West Auto Electric
- Anderson & Company
- Optical Image
- Wheatland Machine Shop
- Nodge Manufacturing
- Honey Bee Manufacturing
- Sandhills Welding Ltd.
- Riley Hughes (alumnus)
- Eric Cooper (alumnus)
- C&D Machine & Welding
- Brandsource/Voth's Home Furnishings
- DLO Metal Works
- S3 Group Wireform & Manufacturing Divisions
- PDQ Autobody
- Living Sky Casino
- MacMor Industries
- Nutrien Ag Solutions
- Diamond Energy Services
- AGI Swift Current
- Winmar Property Restoration Specialists
- Wallace Construction
- Wildflower Florists
- Grainger Canada
- CWB Welding Foundation



# Appendix & Financial Statements

## Goal: Optimize Student Success

### Saskatchewan's Growth Plan | 2020-2030

[www.saskatchewan.ca/government/budget-planning-and-reporting/plan-for-growth](http://www.saskatchewan.ca/government/budget-planning-and-reporting/plan-for-growth)

**Goal:** Developing an Agile and Integrated Education and Training System

- “Ensure institutions work with Saskatchewan employers to define skills and competencies ...” (p. 31)
- “Improve career planning supports for post-secondary students ...” (p. 31)
- “Extend Saskatchewan’s post-secondary footprint into global markets ...” (p. 31)

### Ministry of Advanced Education Plan for 2022-23

**Goal:** Students succeed in post-secondary education.

**Expectations:** Accessible, Responsive, Accountable

**Strategies:**

- Provide supports to promote student success
- Foster an inclusive post-secondary sector where a diversity of students (including youth, lifelong learners, Indigenous people, newcomers, international students and persons with disabilities) can enrol and succeed.

**Actions:**

- Increase the enrolment and diversification of international students in Saskatchewan.
- Increase the enrolment and educational attainment of Indigenous students and students with disabilities.

### Ministry of Immigration and Career Training Plan for 2022-23

**Goals:** Develop skills for in-demand jobs and attract a stable labour supply.

**Strategies:**

- Training programs and services support transitions to employment.
- Connect more newcomers to employment opportunities.

**Actions:**

- Work with training partners to deliver in-demand programs and services and expand training options.
- Expand experiential and work-integrated training opportunities, including for under-represented groups and immigrants.
- Link newcomers to careers that align with their current education and skills.

Objective	2022-23 Key Performance Measurements
<p>1. <i>Improve pathways to meaningful employment or further education.</i></p>	<p><b>KPM:</b> Employment rate of completers and graduates of post-secondary programming one year after program end.  <b>Post-Secondary Target:</b> 85%  <b>3-year baseline average (2017-20):</b> 86%  <i>(Source: Annual Graduate Follow-up Fast Consulting)</i>  <b>RESULT: 84%</b></p> <p><b>KPM:</b> Employment rate of completers and graduates of Adult Basic Education programming one year after program end.  <b>Adult Basic Education Target:</b> 60%  <b>3-year baseline average (2017-20):</b> 57%  <i>(Source: Annual Graduate Follow-up Fast Consulting)</i>  <b>RESULT: 79%</b></p> <p><b>KPM:</b> Employment rate of completers and graduates of institute credit programming 60-90 days after program completion or graduation.</p>

<p>2. <i>Enrich student learning experiences.</i></p>	<p><b>Target:</b> 80%  <b>3-year baseline average (2018-21):</b> 79%  <i>(Source: 60-90 Day Follow-up Fast Consulting)</i>  <b>RESULT: 87%</b></p> <p><b>KPM:</b> Percentage of post-secondary and Adult Basic Education completers and graduates considering further education one year after program end.  <b>Target:</b> 70%  <b>3-year baseline average (2017-20):</b> 65%  <i>(Source: Annual Graduate Follow-up Fast Consulting)</i> <b>RESULT: 52% (Responded Yes) or 78% (Responded Yes or Maybe)</b></p> <p><b>KPM:</b> Percentage of institute credit completers and graduates that have taken or are currently enrolled in further education 60-90 days after program completion or graduation.  <b>Target:</b> 45%  <b>3-year baseline average (2018-21):</b> 43%  <i>(Source: 60-90 Day Follow-up Fast Consulting)</i>  <b>RESULT: 41%</b></p> <p><b>KPM:</b> Percentage of institute credit and Adult Basic Education completers and graduates that would recommend GPC to a friend, colleague or family member as reported 60-90 days after program completion.  <b>Target:</b> 98%  <b>3-year baseline (2018-21):</b> 97%  <i>(Source: 60-90 Day Follow-up Fast Consulting)</i>  <b>RESULT: 98%</b></p> <p><b>KPM:</b> Percentage of graduates stating that GPC prepared them for work in their field of study.  <b>Target:</b> 98%  <b>3-year baseline (2017-20):</b> 97%  <i>(Source: Fast Consulting Annual Graduate Follow-up Survey)</i>  <b>RESULT: 97%</b></p> <p><b>KPM:</b> Percentage of Institute Credit students satisfied with the quality of instruction at Great Plains College.  <b>Target:</b> 87%  <b>3-year baseline (2018-21):</b> 87%  <i>(Source: GPC Course and Instructor Evaluation)</i>  <b>RESULT: 97%</b></p> <p><b>KPM:</b> Percentage of Adult Basic Education students satisfied with the quality of instruction at Great Plains College.  <b>Target:</b> 87%  <b>3-year baseline (2018-21):</b> 87%  <i>(Source: GPC Course and Instructor Evaluation)</i>  <b>RESULT: 100%*</b>  <u>*Please note: Limited sample size</u></p>
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<p>3. <i>Enhance student life.</i></p>	<p><b>KPM:</b> Number of distinct international students graduating and completing their programs.  <b>Target:</b> 75%  <b>3-year baseline (2018-21):</b> 74% of those eligible to graduate or complete  <b>RESULT: 82% (69/84)</b></p> <p><b>KPM:</b> Number of distinct graduates and completers from institute credit distinct enrolments.  <b>Target:</b> 400  <b>3-year baseline (2018-21):</b> 383  <i>(Source: GPC Student Information System Key Performance Indicators)</i>  <b>RESULT: 434</b></p> <p><b>KPM:</b> Number of distinct graduates and completers from Adult Basic Education credit enrolments.  <b>Target:</b> 130  <b>3-year baseline (2018-21):</b> 144  <i>(Source: GPC Student Information System Key Performance Indicators)</i>  <b>RESULT: 111</b></p> <p><b>KPM:</b> Number of distinct completers from Essential Skills for the Workplace programs.  <b>Target:</b> 40  <b>3-year baseline (2018-21):</b> 35  <b>RESULT: 26</b></p> <p><b>KPM:</b> Percentage institute credit students retained until completion or graduation.  <b>Target:</b> 85%  <b>3-year baseline (2018-21):</b> 81%  <i>(Source: GPC Student Information System Key Performance Indicators)</i>  <b>RESULT: 89% (434/488)</b></p> <p><b>KPM:</b> Percentage of Adult Basic Education students (credit programs) retained until completion or graduation.  <b>Target:</b> 75%  <b>3-year baseline (2018-21):</b> 75%  <i>(Source: GPC Student Information System Key Performance Indicators)</i>  <b>RESULT: 78% (111/142)</b></p> <p><b>KPM:</b> Percentage of Essential Skills for the Workplace students retained until completion.  <b>Target:</b> 70%  <b>3-year baseline (2018-21):</b> 69%  <b>RESULT: 74% (26/35)</b></p>
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<p>4. <i>Inform prospective students of educational choices through marketing, communication and recruitment.</i></p>	<p><b>KPM:</b> Percentage of program target enrolments met or exceeded in full-time Institute Credit programming.  <b>Target:</b> 75%  <b>3-year baseline (2018-21)</b> 73% (166/226) <b>September Seats Only</b>  <i>(Source: GPC Enrolment Management Template, OCSM)</i>  <b>RESULT: 81% (225/278) Fall 2022 seats only</b></p> <p><b>KPM:</b> Percentage of program target enrolments met or exceeded in Adult Basic Education programming.  <b>Target:</b> 85%  <b>3-year baseline (2018-21):</b> 85% (137/162)  <i>(Source: GPC Enrolment Management Template, OCSM)</i>  <b>RESULT: 75% (119/158) Fall 2022 seats only</b></p> <p><b>KPM:</b> Number of new visitors to the website:  <b>Target:</b> 72,593 (5% increase over 3-year baseline)  <b>3-year baseline (2018-21):</b> 69,136  <i>(Source: Google Analytics)</i>  <b>RESULT: 109,485</b></p>
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**Goal: Deliver Education to Meet Labour Market Demand**

**Saskatchewan's Growth Plan | 2020-2030**

[www.saskatchewan.ca/government/budget-planning-and-reporting/plan-for-growth](http://www.saskatchewan.ca/government/budget-planning-and-reporting/plan-for-growth)

**Goal:** Developing an Agile and Integrated Education and Training System

**Goal:** Developing the Potential of a Diverse Population that Requires Labour Market Supports to Succeed

- “Ensure skills training programs ... have common standards and quality assurance.” (p. 31)
- “Ensure institutions work with Saskatchewan employers to define skills and competencies ...” (p. 31)
- “Improve career planning supports for post-secondary students ...” (p. 31)
- “Support partnerships between employers, post-secondary institutions and community organizations ...” (p. 33)
- “Improve outcomes for job seekers through career services ...” (p. 33)

**Ministry of Advanced Education Plan for 2022-23**

**Goal:** Meet the post-secondary education needs of the province.

**Expectations:** Responsive, Accountable, High Quality

**Strategies:**

- Support post-secondary institutions to provide education, training and research to meet the needs of Saskatchewan’s economy and communities.
- Strengthen program quality and responsiveness to Saskatchewan’s economic and social needs.

**Actions:**

- Support training programs that align with the economy and labour market needs.
- Improve connections between post-secondary international education and the economy.

**Ministry of Immigration and Career Training Plan for 2022-23**

**Goals:** Meet employer demand for a skilled work force, develop skills for in-demand jobs and attract a stable labour supply.

**Strategies:**

- Training programs and services support transitions to employment.
- Connect more newcomers to employment opportunities.

**Actions:**

- Work with training partners to deliver in-demand programs and services and expand training options.
- Expand experiential and work-integrated training opportunities, including for under-represented groups and immigrants.
- Link newcomers to careers that align with their current education and skills.

Objective	2022-23 Key Performance Measures
<p>1. <i>Identify and deliver quality programs and training to meet regional industry needs.</i></p>	<p><b>KPM:</b> Employment rate of completers and graduates of post-secondary programming one year after program end.  <b>Post-Secondary Target:</b> 85%  <b>3-year baseline average (2017-20):</b> 86%  <i>(Source: Annual Graduate Follow-up Fast Consulting)</i>  <b>RESULT: 84%</b></p> <p><b>KPM:</b> Employment rate of completers and graduates of Adult Basic Education programming one year after program end.  <b>Adult Basic Education Target:</b> 60%  <b>3-year baseline average (2017-20):</b> 57%  <i>(Source: Annual Graduate Follow-up Fast Consulting)</i>  <b>RESULT: 79%</b></p> <p><b>KPM:</b> Employment rate of completers and graduates of institute credit programming 60-90 days after program completion or graduation.  <b>Target:</b> 80%  <b>3-year baseline average (2018-21):</b> 79%  <i>(Source: 60-90 Day Follow-up Fast Consulting)</i>  <b>RESULT: 87%</b></p> <p><b>KPM:</b> Percentage of graduates stating that GPC prepared them for work in their field of study.  <b>Target:</b> 98%  <b>3-year baseline (2017-20):</b> 97%  <i>(Source: Fast Consulting Annual Graduate Follow-up Survey)</i>  <b>RESULT: 97%</b></p> <p><b>KPM:</b> Percentage of Institute Credit students satisfied with the quality of instruction at Great Plains College.  <b>Target:</b> 87%  <b>3-year baseline (2018-21):</b> 87%  <i>(Source: GPC Course and Instructor Evaluation)</i>  <b>RESULT: 97%</b></p> <p><b>KPM:</b> Percentage of Adult Basic Education students satisfied with the quality of instruction at Great Plains College.  <b>Target:</b> 87%  <b>2-year baseline (2018-21):</b> 87%  <i>(Source: GPC Course and Instructor Evaluation)</i></p>

<p>2. <i>Engage with external stakeholders to define labour market needs and trends.</i></p>	<p><b><u>RESULT: 100%*</u></b>  <b>*Please note: Limited Sample Size</b></p> <p><b>KPM:</b> Number of partnerships that contribute to business development and program delivery*  <b>Target: 123</b> (increase of 5%)  <b>3-year baseline (2018-21): 117</b>  <i>*Partnerships include brokering institutions, donors, ministry contracts and MOU agreements.</i>  <b><u>RESULT: 125</u></b></p>

<b>Goal: Value Employees</b>	
<p><b>Saskatchewan's Growth Plan   2020-2030</b>  <a href="http://www.saskatchewan.ca/government/budget-planning-and-reporting/plan-for-growth">www.saskatchewan.ca/government/budget-planning-and-reporting/plan-for-growth</a>  <b>Goal:</b> Creating safer workplaces</p>	
<b>Objective</b>	<b>2022-23 Key Performance Measures</b>
<p>1. <i>Promote a safe, collaborative and respectful work environment.</i></p> <p>2. <i>Encourage professional growth to build organizational capacity.</i></p> <p>3. <i>Recognize employee's contributions.</i></p>	<p><b>KPM:</b> Percentage of in-scope staff trained in Violence Risk and Threat Assessment (VTRA).  <b>Target: 95%</b>  <b>3-year baseline (2018-21): 91%</b>            (Source: GPC HR records)  <b><u>RESULT: 96%</u></b></p> <p><b>KPM:</b> Percentage of in-scope and management trained in Respect in the Workplace  <b>Target: 92%</b>  <b>2-year baseline (2018-21): 89%</b>  <b><u>RESULT: 86%</u></b></p> <p><b>KPM:</b> Percentage of eligible staff and out-of-scope management who access professional development opportunities  <b>Target: 55%</b>  <b>2-year baseline (2018-20)*: 52%</b>  <i>*No PD in 2020-21</i>            (Source: GPC HR records)  <b><u>RESULT: 45%</u></b></p> <p><b>KPM:</b> Participation in annual staff gathering and long-service awards.  <b>Target: 90%</b>  <b>3-year baseline (2017-20)*: 89%</b>            (Source: GPC Staff Gathering records)  <b><u>RESULT: 70%</u></b></p>

4. <i>Improve Internal Communications</i>	<p><b>KPM:</b> Response rate of eligible participants to employee engagement survey*</p> <p><b>Target:</b> 80%</p> <p><b>Result (2018-19): 75%</b></p> <p><b><u>RESULT SPRING 2022: 64%</u></b></p> <p><i>*Occurs only every few years</i></p>
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**Goal: Build & Enhance Partnerships**

**Saskatchewan's Growth Plan | 2020-2030**  
[www.saskatchewan.ca/government/budget-planning-and-reporting/plan-for-growth](http://www.saskatchewan.ca/government/budget-planning-and-reporting/plan-for-growth)  
**Goal:** Developing the Potential of a Diverse Population that Requires Labour Market Supports to Succeed

- “Support partnerships between employers, post-secondary institutions and community organizations ...” (p. 33)

**Ministry of Advanced Education, Plan for 2022-23**  
**Goal:** Saskatchewan’s post-secondary sector is accountable and sustainable.  
**Expectations:** Sustainable, Accountable  
**Strategies:** Encourage Saskatchewan post-secondary institutions to demonstrate efficiencies that ensure the long-term sustainability of the postsecondary sector.  
**Action:** Promote collaboration among postsecondary institutions to implement sector-wide initiatives.

<b>Objective</b>	<b>GPC 2022-23 Key Performance Measures</b>
<p>1. <i>Increase external funding to assist with institutional operations and programming.</i></p>	<p><b>KPM:</b> % of non-base funded revenue to total revenue*  <b>Target:</b> 35%  <b>3-year baseline</b> 2018-21: 35%            *Base-funded includes all funding allocations which are identified in the annual budget letter.  <i>(Source: GPC financial records)</i>  <b><u>RESULT: 38%</u></b></p> <p><b>KPM:</b> Annual revenue from donations and fundraising activities.  <b>Target:</b> \$145,000            *Please note: This does not include matching dollars provided by the Government of Saskatchewan)  <b>3-year baseline (2018-21):</b> 129,122  <i>(Source: GPC financial records)</i>  <b><u>RESULT: \$136,292</u></b></p>
<p>2. <i>Provide input to all levels of government on college growth and accountability.</i></p>	<p><b>KPM:</b> Industry Credit (number of student enrolments)  <b>Target:</b> 3,600  <b>3-year baseline (2018-21):</b> 2,687 (includes one partial COVID year 2019-20)  <i>(Source: GPC Student Information System Key Performance Indicators)</i></p>

	<p><b><u>RESULT: 2613</u></b></p> <p><b>KPM:</b> Institute credit enrolment (distinct FT and PT enrolments)  <b>Target:</b> 475  <b>3-year Baseline (2018-21):</b> 471  <i>(Source: GPC Student Information System Key Performance Indicators)</i>  <b><u>RESULT: 488</u></b></p> <p><b>KPM:</b> Adult Basic Education–ABE credit enrolment (distinct total FT and PT enrolments)  <b>Target:</b> 175  <b>3-year Baseline (2018-21):</b> 191  <i>(Source: GPC Student Information System Key Performance Indicators)</i>  <b><u>RESULT: 142</u></b></p> <p><b>KPM:</b> Adult Basic Education–Essential Skills enrolment (distinct total FT and PT enrolments)  <b>Target:</b> 50  <b>3-year baseline (2018-21):</b> 50  <i>(Source: GPC Student Information System Key Performance Indicators)</i>  <b><u>RESULT: 35</u></b></p> <p><b>KPM:</b> University enrolment (distinct FT and PT enrolments)  <b>Target:</b> 40  <b>3-year Baseline (2018-21):</b> 47  <i>(Source: GPC Student Information System Key Performance Indicators)</i>  <b><u>RESULT: 23</u></b></p> <p><b>KPM:</b> Number of distinct graduates and completers from institute credit distinct enrolments.  <b>Target:</b> 400  <b>3-year baseline (2018-21):</b> 383  <i>(Source: GPC Student Information System Key Performance Indicators)</i>  <b><u>RESULT: 434</u></b></p> <p><b>KPM:</b> Number of distinct graduates and completers from Adult Basic Education credit enrolments.  <b>Target:</b> 130  <b>3-year baseline (2018-21):</b> 144  <i>(Source: GPC Student Information System Key Performance Indicators)</i>  <b><u>RESULT: 111</u></b></p> <p><b>KPM:</b> Number of distinct completers from Essential Skills for the Workplace programs.  <b>Target:</b> 40  <b>3-year baseline (2018-21):</b> 35  <b><u>RESULT: 26</u></b></p>
	<p><b>KPM:</b> Percentage of institute credit and Adult Basic Education completers and graduates that would recommend GPC to a friend, colleague or family member as reported 60-90 days after program completion.  <b>Target:</b> 98%  <b>3-year baseline (2018-21):</b> 97%  <i>(Source: 60-90 Day Follow-up Fast Consulting)</i>  <b><u>RESULT: 98%</u></b></p>

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

Program Groups		Actuals																							
		Average (past three years)									2022-23														
		Aboriginal			Visible Minority			Disability			Total Enrolment			Aboriginal			Visible Minority			Disability			Total Enrolment		
FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas		
SKILLS TRAINING	Institute Credit:																								
	Sask Polytech	15.7	17.0	0.0	39.7	47.7	0.0	9.0	18.7	0.3	141.7	241.7	1.7	17.0	12.0	0.0	76.0	95.0	0.0	17.0	16.0	0.0	173.0	234.0	0.0
	Other	1.0	6.3	0.0	10.3	9.0	0.0	1.0	5.0	0.0	22.3	62.0	0.0	0.0	5.0	0.0	6.0	23.0	0.0	2.0	8.0	0.0	10.0	76.0	0.0
	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	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	<b>Total Institute Credit</b>	16.7	23.3	0.0	50.0	56.7	0.0	10.0	23.7	0.3	164.0	303.7	1.7	17.0	17.0	0.0	82.0	118.0	0.0	19.0	24.0	0.0	183.0	310.0	0.0
	<b>Industry Credit:</b>																								
	<b>Total Industry Credit</b>	0.0	9.3	62.7	0.0	3.7	47.7	0.0	3.7	50.0	0.0	177.7	2353.3	0.0	13.0	94.0	0.0	4.0	63.0	0.0	2.0	56.0	0.0	201.0	2412.0
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)																								
	<b>Total Non-Credit</b>	0.0	10.7	1.7	0.0	4.7	4.7	0.0	2.7	3.3	0.0	59.3	151.0	0.0	12.0	2.0	0.0	1.0	1.0	0.0	0.0	1.0	0.0	55.0	66.0
	<b>TOTAL SKILLS TRAINING CREDIT</b>	16.7	43.3	64.3	50.0	65.0	52.3	10.0	30.0	33.7	164.0	340.7	2506.0	17.0	42.0	96.0	82.0	123.0	64.0	19.0	27.0	57.0	183.0	566.0	2478.0
BASIC EDUCATION	<b>Basic Education Credit:</b>																								
	Adult 12	24.7	14.3	0.0	16.3	4.3	0.0	9.7	4.7	0.0	86.7	52.3	0.0	8.0	12.0	0.0	12.0	7.0	0.0	5.0	5.0	0.0	47.0	70.0	0.0
	Adult 10	2.3	3.3	0.0	0.0	0.3	0.0	1.0	0.3	0.0	4.3	6.7	0.0	0.0	5.0	0.0	0.0	0.0	0.0	0.0	2.0	0.0	0.0	9.0	0.0
	Academic GED	0.0	8.7	0.0	0.0	1.7	0.0	0.0	5.0	0.0	27.0	0.0	0.0	0.0	6.0	0.0	0.0	1.0	0.0	0.0	0.0	0.0	0.0	16.0	0.0
	<b>Total BE Credit</b>	27.0	26.3	0.0	16.3	6.3	0.0	10.7	10.0	0.0	91.0	86.0	0.0	8.0	23.0	0.0	12.0	8.0	0.0	5.0	7.0	0.0	47.0	95.0	0.0
	<b>Basic Education Non-Credit:</b>																								
	Employability/Life Skills	5.0	9.7	0.0	7.3	1.7	0.0	3.7	2.0	0.0	26.0	16.0	0.0	4.0	7.0	0.0	10.0	0.0	0.0	2.0	2.0	0.0	23.0	12.0	0.0
	English Language Training	0.0	0.7	0.0	0.0	29.0	0.0	0.0	1.0	0.0	0.0	215.0	0.0	0.0	1.0	0.0	0.0	28.0	0.0	0.0	3.0	0.0	3.0	485.0	0.0
	General Academic Studies	7.3	4.3	0.0	2.0	1.7	0.0	5.3	1.3	0.0	25.0	14.3	0.0	5.0	4.0	0.0	1.0	0.0	0.0	0.0	0.0	0.0	9.0	14.0	0.0
	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	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
<b>Total BE Non-Credit</b>	12.3	14.7	0.0	9.3	32.3	0.0	9.0	4.3	0.0	51.0	245.3	0.0	9.0	12.0	0.0	11.0	28.0	0.0	2.0	5.0	0.0	35.0	511.0	0.0	
<b>TOTAL BASIC EDUCATION</b>	39.3	41.0	0.0	25.7	38.7	0.0	19.7	14.3	0.0	142.0	331.3	0.0	17.0	35.0	0.0	23.0	36.0	0.0	7.0	12.0	0.0	82.0	606.0	0.0	
<b>UNIVERSITY</b>	0.7	1.7	0.0	0.7	1.7	0.0	1.0	1.7	0.0	14.0	19.0	0.0	2.0	0.0	0.0	0.0	0.0	0.0	1.0	2.0	0.0	12.0	11.0	0.0	
<b>TOTAL ENROLLMENT</b>	56.7	86.0	64.3	76.3	105.3	52.3	30.7	46.0	33.7	320.0	891.0	2506.0	36.0	77.0	96.0	105.0	159.0	64.0	27.0	41.0	57.0	277.0	1183.0	2478.0	

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".

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

SKILLS TRAINING	Program Groups	Actuals																	
		Average (past three years)									2022-23								
		Aboriginal			Visible Minority			Disability			Aboriginal			Visible Minority			Disability		
E	C	G	E	C	G	E	C	G	E	C	G	E	C	G	E	C	G		
	<b>Institute Credit:</b>																		
	Sask Polytech	32.7	10.0	10.3	87.3	48.3	17.3	28.0	14.0	5.7	29.0	10.0	13.0	171.0	81.0	75.0	33.0	14.0	9.0
	Other:	7.3	5.0	1.3	19.3	9.3	8.0	6.0	3.7	1.3	5.0	2.0	3.0	29.0	14.0	13.0	10.0	9.0	1.0
	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	0.0	0.0	0.0
	<b>Total Institute Credit</b>	40.0	15.0	11.7	106.7	57.7	25.3	34.0	17.7	7.0	34.0	12.0	16.0	200.0	95.0	88.0	43.0	23.0	10.0
	<b>Industry Credit:</b>																		
	<b>Total Industry Credit</b>	72.0	1.3	71.0	51.3	0.7	50.7	53.7	1.0	53.3	107.0	9.0	98.0	67.0	0.0	67.0	58.0	1.0	57.0
	<b>Non-Credit (Industry Non-Credit, Community/ Individual Non-Credit, Personal Interest Non-Credit)</b>																		
	<b>Total Non Credit</b>	12.3	11.3	0.0	9.3	7.3	0.0	6.0	4.7	0.0	14.0	14.0	0.0	2.0	2.0	0.0	2.0	2.0	0.0
	<b>TOTAL SKILLS TRAINING CREDIT</b>	124.3	27.7	82.7	167.3	65.7	76.0	93.7	23.3	60.3	155.0	35.0	114.0	269.0	97.0	155.0	103.0	26.0	67.0
	<b>BASIC EDUCATION</b>																		
	<b>Basic Education Credit:</b>																		
	Adult 12	39.0	18.0	5.7	20.7	14.0	4.0	14.3	6.7	3.7	20.0	7.0	5.0	19.0	12.0	3.0	10.0	6.0	2.0
	Adult 10	5.7	2.0	1.3	0.3	0.0	0.0	1.3	0.3	0.3	5.0	1.0	3.0	0.0	0.0	0.0	2.0	2.0	0.0
	Academic GED	8.7	6.3	2.3	1.7	1.3	0.3	5.0	3.7	1.3	6.0	6.0	0.0	1.0	1.0	0.0	0.0	0.0	0.0
	<b>Total BE Credit</b>	53.3	26.3	9.3	22.7	15.3	4.3	20.7	10.7	5.3	31.0	14.0	8.0	20.0	13.0	3.0	12.0	8.0	2.0
	<b>Basic Education Non-Credit:</b>																		
	Employability/Life Skills	14.7	8.0	0.0	9.0	8.0	0.0	5.7	3.0	0.0	11.0	4.0	0.0	10.0	9.0	0.0	4.0	3.0	0.0
	English Language Training	0.7	0.3	0.0	29.0	20.0	0.0	1.0	0.7	0.0	1.0	0.0	0.0	28.0	15.0	0.0	3.0	2.0	0.0
	General Academic Studies	11.7	6.0	0.0	3.7	2.0	0.0	6.7	4.0	0.0	9.0	2.0	0.0	1.0	0.0	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	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	<b>Total BE Non-Credit</b>	27.0	14.3	0.0	41.7	30.0	0.0	13.3	7.7	0.0	21.0	6.0	0.0	39.0	24.0	0.0	7.0	5.0	0.0
	<b>TOTAL BASIC EDUCATION</b>	80.3	40.7	9.3	64.3	45.3	4.3	34.0	18.3	5.3	52.0	20.0	8.0	59.0	37.0	3.0	19.0	13.0	2.0
	<b>Total University</b>	2.3	2.3	0.0	2.3	2.3	0.0	2.7	2.7	0.0	2.0	2.0	0.0	0.0	0.0	0.0	3.0	2.0	0.0
	<b>TOTAL ENROLLMENT</b>	207.0	70.7	92.0	234.0	113.3	80.3	130.3	44.3	65.7	209.0	57.0	122.0	328.0	134.0	158.0	125.0	41.0	69.0

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)				2022-23			
		Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs
<b>SKILLS TRAINING</b>	<b>Institute Credit:</b>								
	Sask Polytech	15.3	27.0	1.0	20.3	23.0	50.0	0.0	38.6
	Other	3.7	16.0	0.0	10.3	1.0	22.0	0.0	6.9
	Apprenticeship & Trade	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	<b>Total Institute Credit</b>	19.0	43.0	1.0	30.7	24.0	72.0	0.0	45.5
	<b>Industry Credit:</b>								
	<b>Total Industry Credit</b>	0.0	72.0	1016.0	23.2	0.0	65.0	979.0	23.9
	<b>Non-Credit (Industry Non-Credit, Community/ Individual Non-Credit, Personal Interest Non-Credit)</b>								
<b>Total Non-Credit</b>	0.0	15.3	70.3	1.4	0.0	38.0	24.0	2.6	
<b>TOTAL SKILLS TRAINING</b>		19.0	130.3	1087.3	55.2	24.0	175.0	1003.0	71.9
<b>BASIC EDUCATION</b>	<b>BE Credit:</b>								
	Adult 12	8.7	4.7	0.0	9.5	3.0	7.0	0.0	4.1
	Adult 10	1.3	2.3	0.0	1.5	0.0	3.0	0.0	0.5
	Academic GED	0.0	3.0	0.0	0.0	0.0	1.0	0.0	0.0
	<b>Total BE Credit</b>	10.0	10.0	0.0	11.0	3.0	11.0	0.0	4.6
	<b>BE Non-Credit:</b>								
	Employability/Life Skills	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	English Language Training	0.0	1.7	0.0	0.2	0.0	1.0	0.0	0.4
	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
	<b>Total BE Non-Credit</b>	0.3	2.0	0.0	0.4	0.0	1.0	0.0	0.4
<b>TOTAL BASIC EDUCATION</b>		10.3	12.0	0.0	11.4	3.0	12.0	0.0	5.0
<b>UNIVERSITY</b>	<b>Total University</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
<b>TOTAL ENROLLMENT</b>		29.3	142.3	1087.3	66.6	27.0	187.0	1003.0	76.9

**Table 6** | Comprehensive enrolment  
by Swift Current program region

Program Groups		Actuals							
		Average (past three years)				2022-23			
		Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs
<b>SKILLS TRAINING</b>	<b>Institute Credit:</b>								
	Sask Polytech	87.0	147.3	0.0	146.8	121.0	103.0	0.0	167.0
	Other	17.3	25.7	0.0	31.0	9.0	34.0	0.0	31.4
	Apprenticeship & Trade	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	<b>Total Institute Credit</b>	104.3	173.0	0.0	177.8	130.0	137.0	0.0	198.4
	<b>Industry Credit:</b>								
	<b>Total Industry Credit</b>	0.0	100.0	1266.3	32.2	0.0	122.0	1434.0	36.5
	<b>Non-Credit (Industry Non-Credit, Community/ Individual Non-Credit, Personal Interest Non-Credit)</b>								
<b>Total Non-Credit</b>	0.0	28.7	74.0	3.9	0.0	3.0	44.0	1.7	
<b>TOTAL SKILLS TRAINING</b>		104.3	301.7	1340.3	213.9	130.0	262.0	1478.0	236.6
<b>BASIC EDUCATION</b>	<b>BE Credit:</b>								
	Adult 12	46.3	29.0	0.0	51.7	17.0	43.0	0.0	24.1
	Adult 10	1.7	4.0	0.0	2.1	0.0	6.0	0.0	2.4
	Academic GED	0.0	22.0	0.0	0.0	0.0	14.0	0.0	0.0
	<b>Total BE Credit</b>	48.0	55.0	0.0	53.8	17.0	63.0	0.0	26.5
	<b>BE Non-Credit:</b>								
	Employability/Life Skills	14.0	14.3	0.0	10.9	7.0	11.0	0.0	5.7
	English Language Training	0.0	184.3	0.0	8.5	2.0	384.0	0.0	13.7
	General Academic Studies	20.3	10.3	0.0	14.6	9.0	11.0	0.0	7.6
	Literacy	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
<b>Total BE Non-Credit</b>	34.3	209.0	0.0	34.0	18.0	406.0	0.0	27.0	
<b>TOTAL BASIC EDUCATION</b>		82.3	264.0	0.0	87.8	35.0	469.0	0.0	53.5
<b>UNIVERSITY</b>	<b>Total University</b>	14.0	19.0	0.0	15.2	12.0	11.0	0.0	14.0
<b>TOTAL ENROLLMENT</b>		200.7	584.7	1340.3	316.9	177.0	742.0	1478.0	304.1

**Table 7** | Comprehensive enrolment  
by Warman program region

Program Groups		Actuals							
		Average (past three years)				2022-23			
		Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs
<b>SKILLS TRAINING</b>	<b>Institute Credit:</b>								
	Sask Polytech	37.3	64.7	0.7	60.2	27.0	79.0	0.0	51.8
	Other	1.3	20.3	0.0	8.0	0.0	20.0	0.0	7.5
	Apprenticeship & Trade	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	<b>Total Institute Credit</b>	38.7	85.0	0.7	68.2	27.0	99.0	0.0	59.4
	<b>Industry Credit:</b>								
	<b>Total Industry Credit</b>	0.0	4.7	91.0	1.9	0.0	13.0	10.0	3.5
	<b>Non-Credit (Industry Non-Credit, Community/ Individual Non-Credit, Personal Interest Non-Credit)</b>								
<b>Total Non-Credit</b>	0.0	15.0	6.3	5.4	0.0	13.0	0.0	4.2	
<b>TOTAL SKILLS TRAINING</b>		38.7	104.7	98.0	75.5	27.0	125.0	10.0	67.1
<b>BASIC EDUCATION</b>	<b>BE Credit:</b>								
	Adult 12	31.7	18.7	0.0	35.8	27.0	20.0	0.0	32.1
	Adult 10	1.3	0.3	0.0	0.9	0.0	0.0	0.0	0.0
	Academic GED	0.0	2.0	0.0	0.0	0.0	1.0	0.0	0.0
	<b>Total BE Credit</b>	33.0	21.0	0.0	36.7	27.0	21.0	0.0	32.1
	<b>BE Non-Credit:</b>								
	Employability/Life Skills	12.0	1.7	0.0	8.5	16.0	1.0	0.0	12.8
	English Language Training	0.0	29.7	0.0	2.1	1.0	103.0	0.0	10.6
	General Academic Studies	4.3	3.7	0.0	4.4	0.0	3.0	0.0	1.1
	Literacy	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
<b>Total BE Non-Credit</b>	16.3	35.0	0.0	15.1	17.0	107.0	0.0	24.5	
<b>TOTAL BASIC EDUCATION</b>		49.3	56.0	0.0	51.8	44.0	128.0	0.0	56.6
<b>UNIVERSITY</b>	<b>Total University</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
<b>TOTAL ENROLLMENT</b>		88.0	160.7	98.0	127.3	71.0	253.0	10.0	123.7



## 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, 2023, 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, 2023, and its results of operations and its cash flows for the year then ended in accordance with Canadian public sector accounting standards.

### **Basis for Opinion**

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.

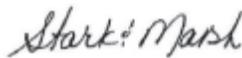
## INDEPENDENT AUDITOR'S REPORT (continued)

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

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:

- 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 26, 2023

**Great Plains College  
Statement of Financial Position  
as at June 30, 2023**

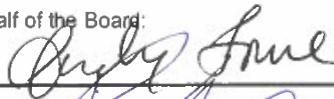
**Statement 1**

	<b>2023</b>	<b>2022</b>
<b>Financial Assets</b>		
Cash and cash equivalents (Note 3)	\$ 2,245,491	\$ 1,360,999
Accounts receivable (Note 4)	797,030	720,884
Inventories for resale (Note 5)	51,554	46,463
Portfolio investments (Note 6)	2,541,294	2,493,078
<b>Total Financial Assets</b>	<b>5,635,369</b>	<b>4,621,424</b>
<b>Liabilities</b>		
Accrued salaries and benefits (Note 7)	828,156	760,399
Accounts payable and accrued liabilities (Note 8)	119,266	127,677
Deferred revenue (Note 9)	2,062,209	1,850,869
Liability for employee future benefits (Note 10)	248,100	235,400
<b>Total Financial Liabilities</b>	<b>3,257,731</b>	<b>2,974,345</b>
<b>Net Financial Assets</b>	<b>2,377,638</b>	<b>1,647,079</b>
<b>Non-Financial Assets</b>		
Tangible capital assets (Note 11)	10,153,133	10,556,744
Prepaid expenses (Note 12)	22,721	7,268
<b>Accumulated Surplus</b>	<b>10,175,854</b>	<b>10,564,012</b>
<b>Total Accumulated Surplus</b>	<b>\$ 12,553,492</b>	<b>\$ 12,211,091</b>

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, 2023**

**Statement 2**

	<b>2023 Budget</b>	<b>2023 Actual</b>	<b>2022 Actual</b>
	(Note 15)		
<b>Revenues</b> (Schedule 2)			
Provincial government			
Grants	\$ 8,067,450	\$ 8,113,474	\$ 7,857,917
Other	52,000	63,780	18,123
Federal government			
Grants	598,937	643,288	528,603
Other revenue			
Contracts	589,150	715,332	608,338
Interest	33,500	172,383	40,244
Rents	104,472	100,116	92,530
Resale items	5,000	3,444	5,733
Tuition	3,334,257	3,298,756	2,873,522
Donations	146,000	121,792	149,343
Other	267,108	399,590	304,406
Total revenues	<u>13,197,874</u>	<u>13,631,955</u>	<u>12,478,759</u>
<b>Expenses</b> (Schedule 3)			
General	6,743,412	6,865,509	6,746,367
Skills training	3,332,986	3,138,805	3,245,493
Basic education	1,963,102	1,909,498	1,926,028
University	307,515	217,095	118,574
Services	928,957	876,360	885,025
Scholarships	215,000	180,250	188,250
Development	99,640	102,037	107,954
Total expenses	<u>13,590,612</u>	<u>13,289,554</u>	<u>13,217,691</u>
(Deficit) Surplus for the Year from Operations	<u>(392,738)</u>	<u>342,401</u>	<u>(738,932)</u>
Accumulated Operating Surplus, Beginning of Year	<u>12,211,091</u>	<u>12,211,091</u>	<u>12,950,023</u>
Accumulated Operating Surplus, End of Year	<u>\$ 11,818,353</u>	<u>\$ 12,553,492</u>	<u>\$ 12,211,091</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, 2023**

	<b>2023 Budget</b>	<b>2023 Actual</b>	<b>2022 Actual</b>
	(Note 15)		
<b>Net Financial Assets, Beginning of Year</b>	\$ 1,647,079	\$ 1,647,079	\$ 1,892,651
<b>(Deficit) Surplus for the Year from Operations</b>	(392,738)	342,401	(738,932)
Acquisition of tangible capital assets	(296,005)	(115,009)	(72,191)
Amortization of tangible capital assets	530,783	518,620	546,260
(Acquisition) use of prepaid expenses	-	(15,453)	19,291
Change in Net Financial Assets	<u>(157,960)</u>	<u>730,559</u>	<u>(245,572)</u>
<b>Net Financial Assets, End of Year</b>	<u>\$ 1,489,119</u>	<u>\$ 2,377,638</u>	<u>\$ 1,647,079</u>

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

**Great Plains College**  
**Statement of Cash Flows**  
for the year ended June 30, 2023

**Statement 4**

	<b>2023</b>	<b>2022</b>
<b>Operating Activities</b>		
Surplus (Deficit) for the year from operations	\$ 342,401	\$ (738,932)
Non-cash items included in surplus (deficit)		
Amortization of tangible capital assets	518,620	546,260
Changes in non-cash working capital		
(Increase) Decrease in accounts receivable	(76,146)	120,727
(Increase) Decrease in inventories for resale	(5,091)	4,153
(Decrease) Increase in accrued salaries and benefits	67,757	2,517
Increase (Decrease) in accounts payable and accrued liabilities	(8,411)	(55,371)
Increase in deferred revenue	211,340	430,903
Increase in employee future benefits	12,700	10,100
(Increase) Decrease in prepaid expenses	(15,453)	19,291
<b>Cash Provided by Operating Activities</b>	<b>1,047,717</b>	<b>339,648</b>
<b>Capital Activities</b>		
Cash used to acquire tangible capital assets	(115,009)	(72,191)
<b>Cash Used by Operating Activities</b>	<b>(115,009)</b>	<b>(72,191)</b>
<b>Investing Activities</b>		
Cash (used) provided to acquire portfolio investments	(48,216)	24,021
<b>Cash (Used) Provided by Investing Activities</b>	<b>(48,216)</b>	<b>24,021</b>
<b>Increase in Cash and Cash Equivalents</b>	884,492	291,478
<b>Cash and Cash Equivalents, Beginning of Year</b>	<b>1,360,999</b>	<b>1,069,521</b>
<b>Cash and Cash Equivalents, End of Year</b>	<b>\$ 2,245,491</b>	<b>\$ 1,360,999</b>

*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, 2023**

**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 \$248,100 (June 30, 2022 - \$235,400) 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 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 2023	June 30 2022
<b>Cash and cash equivalents</b>	<b>\$ 2,245,491</b>	<b>\$ 1,360,999</b>

**4. ACCOUNTS RECEIVABLE**

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

	June 30 2023	June 30 2022
Provincial government:		
Advanced Education / Immigration & Career	\$ 748	\$ -
Other	343,701	414,797
Federal government	193,529	145,247
Other receivables	259,052	160,840
<b>Accounts receivable, net of allowances</b>	<b>\$ 797,030</b>	<b>\$ 720,884</b>

**5. INVENTORIES FOR RESALE**

	June 30 2023	June 30 2022
<b>Books and materials for resale</b>	<b>\$ 51,554</b>	<b>\$ 46,463</b>

## 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 2023		June 30 2022	
	Cost	Fair Value	Cost	Fair Value
<b>Portfolio investments in the cost category:</b>				
Term Deposits - Innovation Credit Union				
12 Month Non-Redeemable, 4.65% Expires Dec 13, 2023	\$ 1,064,803	\$ 1,064,803	\$ -	\$ -
12 Month Non-Redeemable, 4.60% Expires May 10, 2024	1,092,590	1,092,590	-	-
12 Month Non-Redeemable, 0.55% Expired Dec 13, 2022	-	-	1,058,978	1,058,978
12 Month Non-Redeemable, 2.55% Expired May 10, 2023	-	-	1,065,422	1,065,422
	<u>\$ 2,157,393</u>	<u>\$ 2,157,393</u>	<u>\$ 2,124,400</u>	<u>\$ 2,124,400</u>
<b>Portfolio investments in the fair value category:</b>				
Mutual Funds - Loran Endowment Fund				
Manulife Strategic Income Fund	\$ 92,195	\$ 14,193	\$ 92,195	\$ 14,135
PIMCO Monthly Income Fund		16,923		19,827
EDG Global Portfolio		24,581		20,693
Manulife Dividend Income		22,081		17,716
CI Signature High Income Fund		10,935		11,538
Manulife Bk Inv Savings		8,831		10,557
Cash and Cash Equivalents		261		373
	<u>\$ 92,195</u>	<u>\$ 97,805</u>	<u>\$ 92,195</u>	<u>\$ 94,839</u>
Mutual Funds - Blanchard Endowment Fund				
Manulife Strategic Income Fund	\$ 200,000	\$ 30,912	\$ 200,000	\$ 30,786
PIMCO Monthly Income Fund		32,237		32,052
EDG Global Portfolio		61,226		45,618
Manulife Dividend Income		48,067		40,089
CI Signature High Income Fund		24,447		25,794
Manulife Bk Inv Savings		22,430		35,441
Cash and Cash Equivalents		557		751
	<u>\$ 200,000</u>	<u>\$ 219,876</u>	<u>\$ 200,000</u>	<u>\$ 210,531</u>
Mutual Funds - West Central REDA Endowment Fund				
Manulife Strategic Income Fund	\$ 14,349	\$ 2,150	\$ 14,349	\$ 2,141
PIMCO Monthly Income Fund		2,076		3,062
EDG Global Portfolio		4,003		3,370
Manulife Dividend Income		5,006		2,691
CI Signature High Income Fund		1,695		1,789
Manulife Bk Inv Savings		1,758		2,805
Cash and Cash Equivalents		41		58
	<u>\$ 14,349</u>	<u>\$ 16,729</u>	<u>\$ 14,349</u>	<u>\$ 15,916</u>
Mutual Funds - Alfred Romanekwicz				
Manulife Strategic Income Fund	\$ 40,000	\$ 6,850	\$ 40,000	\$ 6,821
PIMCO Monthly Income Fund		9,460		9,406
EDG Global Portfolio		11,121		9,362
Manulife Dividend Income		10,677		8,020
CI Signature High Income Fund		4,962		5,235
Manulife Bk Inv Savings		6,293		8,374
Cash and Cash Equivalents		128		174
	<u>\$ 40,000</u>	<u>\$ 49,491</u>	<u>\$ 40,000</u>	<u>\$ 47,392</u>
<b>Total portfolio investments reported at fair value</b>	<b>\$ 2,503,937</b>	<b>\$ 2,541,294</b>	<b>\$ 2,470,944</b>	<b>\$ 2,493,078</b>

## 7. ACCRUED SALARIES AND BENEFITS

	June 30 2023	June 30 2022
Accrued salaries & vacation pay	\$ 607,678	\$ 759,881
Accrued employee benefits	220,478	518
<b>Accrued salaries and benefits</b>	<b>\$ 828,156</b>	<b>\$ 760,399</b>

## 8. ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

	June 30 2023	June 30 2022
School Divisions	\$ 18,241	\$ 35,186
Other Provincial	10,149	2,369
Regional Colleges	2,385	2,850
Sask Polytechnic	38	26,976
Trade	88,453	60,296
<b>Accounts payable and accrued liabilities</b>	<b>\$ 119,266</b>	<b>\$ 127,677</b>

## 9. DEFERRED REVENUE

	June 30 2023	June 30 2022
Tuitions & deposits	\$ 1,678,308	\$ 1,482,191
Endowment Liability	383,901	368,678
<b>Deferred revenue</b>	<b>\$ 2,062,209</b>	<b>\$ 1,850,869</b>

## 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 2023	June 30 2022
Actuarial valuation date (extrapolation)	30-Jun-21	30-Jun-21
Long-term assumptions used:		
Salary escalation rate (percentage)	2.50%	2.50%
Discount rate (percentage)	3.90%	2.10%
Expected average remaining service life (years)	10.9	10.9

	June 30 2023	June 30 2022
<b>Liability for Employee Future Benefits</b>		
<b>Accrued Benefit Obligation - beginning of year</b>	<b>\$ 266,800</b>	<b>\$ 257,700</b>
Current period benefit cost	44,900	48,000
Interest cost	10,400	6,000
Benefit payments	(45,700)	(46,800)
Actuarial gains / losses	-	1,900
<b>Accrued Benefit Obligation - end of year</b>	<b>276,400</b>	<b>266,800</b>
<b>Unamortized Net Actuarial Gains / Losses</b>	<b>(28,300)</b>	<b>(31,400)</b>
<b>Liability for Employee Future Benefits</b>	<b>\$ 248,100</b>	<b>\$ 235,400</b>

	June 30 2023	June 30 2022
<b>Employee Future Benefits Expense</b>		
Current period benefit cost	\$ 44,900	\$ 48,000
Amortization of net actuarial gain / loss	3,100	2,900
<b>Benefit cost</b>	<b>48,000</b>	<b>50,900</b>
<b>Interest cost on unfunded employee future benefits obligation</b>	<b>10,400</b>	<b>6,000</b>
<b>Total Employee Future Benefits Expense</b>	<b>\$ 58,400</b>	<b>\$ 56,900</b>

## 11. TANGIBLE CAPITAL ASSETS

	Land	Buildings	Paving Lot	Leasehold Improv	Office Furniture	Office Equip	Computer Equip	Machinery	System Develop	2023	2022
<b>Tangible Capital Assets - at Cost:</b>											
Opening Balance at Start 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
Additions/Purchases	-	69,590	-	-	-	30,812	14,607	-	-	115,009	72,191
Disposals	-	-	-	-	(4,198)	-	-	-	-	(4,198)	-
Write-Downs	-	-	-	-	-	-	-	-	-	-	-
<b>Closing Balance at End of Year</b>	<b>168,550</b>	<b>19,732,227</b>	<b>482,422</b>	<b>846,259</b>	<b>170,383</b>	<b>309,072</b>	<b>171,636</b>	<b>878,393</b>	<b>303,721</b>	<b>23,062,663</b>	<b>22,951,852</b>
<b>Tangible Capital Assets - Amortization:</b>											
Opening Balance at Start 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
Amortization of the Period	-	421,445	-	38,396	1,000	33,898	9,644	14,237	-	518,620	546,260
Disposals	-	-	-	-	(4,198)	-	-	-	-	(4,198)	-
Write-Downs	-	-	-	-	-	-	-	-	-	-	-
<b>Closing Balance at End of Year</b>	<b>-</b>	<b>10,064,770</b>	<b>482,422</b>	<b>603,985</b>	<b>166,383</b>	<b>249,221</b>	<b>161,897</b>	<b>877,131</b>	<b>303,721</b>	<b>12,909,530</b>	<b>12,395,108</b>
<b>Net Book Value:</b>											
Opening Balance at Start of Year	168,550	10,019,312	-	280,670	5,000	62,937	4,776	15,499	-	10,556,744	11,030,813
Closing Balance at End of Year	168,550	9,667,457	-	242,274	4,000	59,851	9,739	1,262	-	10,153,133	10,556,744
<b>Change in Net Book Value</b>	<b>\$ -</b>	<b>\$ (351,855)</b>	<b>\$ -</b>	<b>\$ (38,396)</b>	<b>\$ (1,000)</b>	<b>\$ (3,086)</b>	<b>\$ 4,963</b>	<b>\$ (14,237)</b>	<b>\$ -</b>	<b>\$ (403,611)</b>	<b>\$ (474,069)</b>

## 12. PREPAID EXPENSES

	June 30 2023	June 30 2022
Employee Benefits	\$ 22,721	\$ 7,268
<b>Total Prepaid expenses</b>	<b>\$ 22,721</b>	<b>\$ 7,268</b>

### 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:

	<u>2023</u>	<u>2022</u>
Number of active College members	13	11
Average STRP Member contribution rate (percentage of salary)	10.00%	10.12%
Member contributions for the year	\$ 72,207	\$ 86,555

**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:

	<u>2023</u>	<u>2022</u>
Number of active College members	116	93
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	\$ 526,540	\$ 513,695
College contributions for the year	\$ 526,540	\$ 513,695

#### 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, 2023 and June 30, 2022 was:

	<u>June 30, 2023</u>	<u>June 30, 2022</u>
Current	\$ 711,874	\$ 699,404
61-90 days	68,346	16,640
91-120 days	1,126	3,494
Over 121 days	15,684	1,346
<b>Total</b>	<b>\$ 797,030</b>	<b>\$ 720,884</b>

##### 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:

	<u>June 30, 2023</u>			
	<u>Within</u>	<u>6 months</u>		
	<u>6 months</u>	<u>to 1 year</u>	<u>1 to 5 years</u>	<u>&gt; 5 years</u>
Accrued salaries and benefits	\$ 218,486	\$ 390,065	\$ -	\$ -
Accounts payable and accrued liabilities	338,871	-	-	-
<b>Total</b>	<b>\$ 557,357</b>	<b>\$ 390,065</b>	<b>\$ -</b>	<b>\$ -</b>

### 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, 2023.

#### 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, 2023 or June 30, 2022.

## 15. BUDGET FIGURES

Budget figures included in the financial statements were approved by the Board of Governors on April 21, 2022. The Minister of Advanced Education granted approval on July 20, 2022.

## 16. CONTRACTUAL OBLIGATIONS AND COMMITMENTS

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

	2024	2025	2026	2027	2028
Office Equip Maint & Rental Contracts	\$ 153,150	\$ 154,682	\$ 156,228	\$ 157,791	\$ 159,369
Facility Rentals & Cleaning	106,780	108,708	110,651	112,608	114,581
Website Hosting	43,000	43,430	43,864	44,303	44,746
ERPx/SIS Consulting	19,760	-	-	-	-
<b>Total Contractual Obligations</b>	<b>\$ 322,690</b>	<b>\$ 306,820</b>	<b>\$ 310,743</b>	<b>\$ 314,702</b>	<b>\$ 318,696</b>

## 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:

	2024	2025	2026	2027	2028
CIC - English as a Second Language Programming	\$ 671,977	\$ 655,496	\$ -	\$ -	\$ -
Ministry of Immigration and Career Training - Training Voucher Program	150,000				
Minister of Education - Early Years	293,560				
Minister of Education - Family Literacy Programming	57,180	-	-	-	-
<b>Total Contractual Rights</b>	<b>\$ 1,172,717</b>	<b>\$ 655,496</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>

## 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 2022	Additions during the year	Reductions during the year	June 30 2023
<b>Invested in Tangible Capital Assets:</b>				
Net Book Value of Tangible Capital Assets	\$ 10,556,744	\$ 115,009	\$ (518,620)	\$ 10,153,133
<b>Designated Assets:</b>				
<b>Capital:</b>				
Capital Contingency	195,700	100,000	(19,075)	276,625
Gym Project	-	162,487	-	162,487
<b>Scholarships:</b>	94,822	28,843	-	123,665
<b>Other:</b>				
Program Development, Technology & Innovation	292,349	-	(5,299)	287,050
Deficit Management Fund	200,000	-	-	200,000
International Student Supports	-	100,000	-	100,000
HHR Action Plan	-	73,050	-	73,050
Fundraising for Equipment & Other Initiatives	49,834	-	(1,500)	48,334
Student Health & Dental Reserve	27,081	15,954	-	43,035
Sask Colleges	-	3,476	-	3,476
<b>Programming:</b>				
Skills Training Allocation	206,604	242,575	-	449,179
Adult Basic Education	74,106	8,814	-	82,920
ABE - On Reserve	37,843	-	(29,131)	8,712
Essential Skills in the Workplace	123,681	-	(14,482)	109,199
English as a Subsequent Language	68,610	14,998	-	83,608
Disability Grant	-	11,333	-	11,333
Literacy Hubs	-	4,609	-	4,609
South Sask Community Foundation	-	7,950	-	7,950
	<b>1,370,630</b>	<b>774,089</b>	<b>(69,487)</b>	<b>2,075,232</b>
<b>Unrestricted Operating Surplus</b>	<b>283,717</b>	<b>647,588</b>	<b>(606,178)</b>	<b>325,127</b>
<b>Total Accumulated Surplus</b>	<b>\$ 12,211,091</b>	<b>\$ 1,536,686</b>	<b>\$ (1,194,285)</b>	<b>\$ 12,553,492</b>

Schedule 1

Great Plains College  
Schedule of Revenues and Expenses by Function  
for the year ended June 30, 2023

	2023 Actual										2023		2022		
	Skills Training		Basic Education		Services		University		Scholarships		Development		Total		
	Credit	Non-credit	Credit	Non-credit	Learner Support	Counsel	Credit	Credit			Actual	Budget	Actual	Actual	
<b>Revenues (Schedule 2)</b>															
Provincial government	\$ 5,147,500	\$ -	\$ 799,600	\$ 408,480	\$ 16,274	\$ -	\$ -	\$ -	\$ 72,800	\$ -	\$ 8,177,284	\$ 8,119,450	\$ 7,676,040		
Federal government	688,373	3,265,715	35,156	643,288	67,869	100	263,044	-	136,292	-	643,288	596,937	526,603		
Other	5,815,873	4,995,315	1,172,124	1,054,108	84,143	100	263,044	-	209,092	-	4,811,413	4,479,487	4,074,116		
<b>Total Revenues</b>															
	11,651,746	8,260,025	1,966,880	2,505,876	150,276	200	526,088	-	417,984	-	13,631,955	13,197,874	12,278,769		
<b>Expenses (Schedule 3)</b>															
Agency contracts	53,145	794,799	14,020	72,024	2,470	47,390	201,457	-	-	1,500	1,205,856	1,335,584	1,067,275		
Amortization	518,620	-	-	-	-	-	-	-	-	-	518,620	530,783	546,260		
Equipment	200,326	107,594	-	-	-	-	-	-	-	-	307,920	318,440	338,824		
Facilities	540,119	13,184	125	8,666	-	-	-	-	-	-	562,244	537,984	549,618		
Information technology	269,234	-	-	9,636	-	-	-	-	-	-	278,870	274,950	215,752		
Operating	934,638	177,547	298	31,780	4,067	32,651	13,022	180,250	-	3,725	1,440,790	1,463,816	1,430,019		
Personal services	4,349,427	2,020,142	11,070	919,680	175,425	614,357	2,616	-	-	96,812	8,975,254	9,139,055	9,069,943		
<b>Total Expenses</b>															
	6,865,509	3,113,266	25,539	938,852	181,962	694,388	217,095	-	180,250	102,037	13,289,554	13,590,612	13,277,691		
<b>Surplus (Deficit) for the year</b>															
	\$ (1,049,636)	\$ 1,885,049	\$ 9,617	\$ 201,478	\$ 115,256	\$ (97,819)	\$ (694,288)	\$ 45,949	\$ 28,842	\$ (102,037)	\$ 342,401	\$ (392,738)	\$ (738,932)		

Schedule 2

Great Plains College  
Schedule of Revenues by Function  
for the year ended June 30, 2023

	2023 Revenues Actual										2023 Total Revenues Actual	2023 Total Revenues Budget	2022 Total Revenues Actual	
	Skills Training		Basic Education		Learner Services		University	Scholarships	Development	2023 Total Revenues Actual				
	Credit	Non-credit	Credit	Non-credit	Support	Counsel								Credit
<b>General</b>														
	\$ 4,912,500	\$ -	\$ -	\$ -	\$ 344,700	\$ 12,700	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 4,925,200	\$ 4,829,650	\$ 4,835,500
Advanced Education/ Immigration & Career Training	-	1,732,600	-	799,600	-	-	-	-	-	-	-	2,876,900	2,850,000	2,850,000
Operating grants	235,000	-	-	-	-	-	-	-	-	-	-	235,000	235,000	41,000
Capital grants	5,147,500	1,732,600	-	799,600	344,700	12,700	-	-	-	-	-	7,914,650	7,914,650	7,726,500
Other	-	-	-	-	-	3,574	-	72,800	-	-	-	8,037,100	8,037,100	8,037,100
Other provincial	5,147,500	1,732,600	-	799,600	344,700	16,274	-	72,800	-	-	-	8,113,474	8,067,450	7,857,917
	-	-	-	-	63,780	-	-	-	-	-	-	63,780	52,000	18,123
<b>Total Provincial</b>	5,147,500	1,732,600	-	799,600	408,480	16,274	-	72,800	-	-	-	8,177,254	8,119,450	7,876,040
<b>Federal Government</b>														
Program grants	-	-	-	-	643,288	-	-	-	-	-	-	643,288	598,937	528,603
<b>Other Revenue</b>														
Contracts	164,914	178,947	-	371,471	-	-	-	-	-	-	-	715,332	589,150	608,338
Interest	157,883	-	-	-	-	-	-	-	-	-	-	172,383	33,500	40,244
Rents	100,116	-	-	-	-	-	-	-	-	-	-	100,116	104,472	92,530
Resale items	3,444	-	-	-	-	-	-	-	-	-	-	3,444	5,000	5,733
Tuitions	-	3,048,079	35,156	-	-	-	215,521	-	-	-	-	3,298,756	3,334,257	2,873,522
Donations	-	-	-	-	-	-	-	121,792	-	-	-	121,792	146,000	149,343
Other	242,016	38,689	-	1,053	2,340	67,869	100	47,523	-	-	-	399,590	267,108	304,406
<b>Total Other</b>	688,373	3,265,715	35,156	372,524	2,340	67,869	100	283,044	136,292	-	-	4,811,413	4,479,487	4,074,116
<b>Total Revenues</b>	<b>\$ 5,815,873</b>	<b>\$ 4,998,315</b>	<b>\$ 35,156</b>	<b>\$ 1,172,124</b>	<b>\$ 1,054,108</b>	<b>\$ 84,143</b>	<b>\$ 100</b>	<b>\$ 263,044</b>	<b>\$ 209,092</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 13,631,955</b>	<b>\$ 13,197,874</b>	<b>\$ 12,478,759</b>

Schedule 3

Great Plains College  
Schedule of Expenses by Function  
for the year ended June 30, 2023

	2023 Expenses Actual										2023		2022				
	General (Schedule 4)		Skills Training		Basic Education		Services		University		Scholarships		Development		Total		
	Credit	Non-credit	Credit	Non-credit	Credit	Non-credit	Learner Support	Counsel	Credit	Credit	Actual	Budget	Actual	Budget	Actual	Budget	
<b>Agency Contracts</b>	\$ 53,145	\$ 14,020	\$ 19,051	\$ 72,024	\$ 2,470	\$ 47,390			\$ 201,457	\$ 1,500	\$ 892,745	\$ 1,199,441	\$ 862,661	\$ 1,199,441	\$ 862,661	\$ 1,199,441	
Contracts	313,111	-	-	-	-	-	-	-	-	-	313,111	196,143	204,614	196,143	204,614	196,143	
Instructors	794,799	14,020	19,051	72,024	2,470	47,390	-	-	201,457	1,500	1,205,856	1,335,584	1,067,275	1,335,584	1,067,275	1,335,584	
<b>Amortization Equipment</b>	518,620	-	-	-	-	-	-	-	-	-	518,620	530,783	546,260	530,783	546,260	530,783	
Equipment (non-capital)	13,936	-	-	-	-	-	-	-	-	-	24,568	35,000	26,406	35,000	26,406	35,000	
Rental	175,441	90,323	-	-	-	-	-	-	-	-	265,764	265,764	303,283	265,764	303,283	265,764	
Repairs and maintenance	10,949	6,639	-	-	-	-	-	-	-	-	17,588	18,000	9,135	18,000	9,135	18,000	
	200,326	107,984	-	-	-	-	-	-	-	-	307,920	318,440	338,824	318,440	338,824	318,440	
<b>Facilities</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Building supplies	25,124	-	-	-	-	-	-	-	-	-	25,124	5,400	1,535	5,400	1,535	5,400	
Grounds	84,321	-	-	-	-	-	-	-	-	-	17,750	17,750	17,763	17,750	17,763	17,750	
Janitorial	45,581	150	125	8,666	-	-	-	-	-	-	84,321	92,500	90,978	92,500	90,978	92,500	
Rental	109,347	-	-	-	-	-	-	-	-	-	67,706	70,534	71,027	70,534	71,027	70,534	
Repairs & maintenance buildings	275,746	-	-	-	-	-	-	-	-	-	109,347	98,300	99,200	98,300	99,200	98,300	
Utilities	540,119	150	125	8,666	-	-	-	-	-	-	275,746	253,500	269,115	253,500	269,115	253,500	
	13,184	150	125	8,666	-	-	-	-	-	-	562,244	537,984	549,618	537,984	549,618	537,984	
<b>Information Technology</b>	93,346	-	-	-	-	-	-	-	-	-	93,346	94,800	73,870	94,800	73,870	94,800	
Computer services	2,195	-	-	-	-	-	-	-	-	-	2,195	1,000	5,955	1,000	5,955	1,000	
Data communications	78,663	-	-	-	-	-	-	-	-	-	88,289	75,950	49,396	75,950	49,396	75,950	
Equipment (non-capital)	20,375	-	-	9,636	-	-	-	-	-	-	20,375	18,000	16,835	18,000	16,835	18,000	
Materials & supplies	318	-	-	-	-	-	-	-	-	-	318	3,000	3,817	3,000	3,817	3,000	
Repairs & maintenance	74,347	-	-	-	-	-	-	-	-	-	74,347	82,200	65,877	82,200	65,877	82,200	
Software (non-capital)	269,234	-	-	9,636	-	-	-	-	-	-	278,870	274,950	215,752	274,950	215,752	274,950	
<b>Operating</b>	141,193	339	821	5,029	4,067	32,651	4,067	32,651	13,022	180,250	1,440,792	1,453,816	1,430,019	1,440,792	1,430,019	1,453,816	
Advertising	33,646	3,438	5,029	5,065	-	-	-	-	11,506	-	153,859	159,750	166,063	159,750	166,063	159,750	
Association fees & dues	585	-	-	-	-	-	-	-	-	-	47,178	52,531	50,500	52,531	50,500	52,531	
Bad debts	52,483	-	-	-	-	-	-	-	-	-	585	2,500	1,351	2,500	1,351	2,500	
Financial services	102,832	-	1,000	253	-	-	-	-	-	-	52,483	30,000	39,599	30,000	39,599	30,000	
In-service (includes PD)	107,619	1,540	-	-	-	-	-	-	-	-	104,085	96,000	77,652	96,000	77,652	96,000	
Insurance	93,009	115,156	299	13,497	40,407	11,524	3,617	11,524	1,516	-	109,159	100,497	96,804	100,497	96,804	100,497	
Materials & supplies	24,906	47	-	-	-	-	-	-	-	180	279,205	290,217	266,100	290,217	266,100	290,217	
Postage, freight & courier	36,614	-	-	-	62	-	-	-	-	-	24,953	28,700	36,270	28,700	36,270	28,700	
Printing & copying	126,989	-	-	-	-	16,906	-	-	-	-	36,676	21,500	16,671	21,500	16,671	21,500	
Professional services	2,738	354	2,820	-	-	-	-	-	-	2,054	143,895	147,000	167,052	147,000	167,052	147,000	
Subscriptions	97,700	100	1,299	7,246	450	3,725	600	3,725	891	600	111,120	104,550	116,161	104,550	116,161	104,550	
Telephone & fax	107,072	56,573	8,135	8,957	-	496	-	496	-	-	182,124	172,621	159,432	172,621	159,432	172,621	
Travel	7,252	-	-	-	-	-	-	-	-	-	187,502	240,000	227,331	240,000	227,331	240,000	
Other	934,638	177,547	299	31,780	62,811	4,067	32,651	4,067	32,651	13,022	1,440,792	1,453,816	1,430,019	1,440,792	1,430,019	1,453,816	
<b>Personal Services</b>	697,683	284,686	820	109,182	92,776	110,836	30,717	110,836	323	16,472	1,343,495	1,378,189	1,346,266	1,378,189	1,346,266	1,378,189	
Employee benefits	11,280	-	-	-	-	-	-	-	-	-	11,280	20,000	19,778	20,000	19,778	20,000	
Honoraria	3,627,784	1,735,456	810,508	692,939	144,708	503,521	144,708	503,521	2,293	80,340	7,607,799	7,734,866	7,693,779	7,734,866	7,693,779	7,734,866	
Salaries	12,700	-	-	-	-	-	-	-	-	-	12,700	6,000	10,100	6,000	10,100	6,000	
Other	4,349,427	2,020,142	11,070	919,690	785,715	175,425	614,357	175,425	2,616	96,812	8,975,254	9,139,055	9,069,943	9,139,055	9,069,943	9,139,055	
<b>Total Expenses</b>	<b>\$ 6,865,509</b>	<b>\$ 3,113,266</b>	<b>\$ 25,539</b>	<b>\$ 970,646</b>	<b>\$ 938,852</b>	<b>\$ 181,962</b>	<b>\$ 694,398</b>	<b>\$ 181,962</b>	<b>\$ 217,095</b>	<b>\$ 180,250</b>	<b>\$ 13,289,554</b>	<b>\$ 13,590,612</b>	<b>\$ 13,217,691</b>	<b>\$ 13,590,612</b>	<b>\$ 13,217,691</b>	<b>\$ 13,590,612</b>	

**Great Plains College**  
**Schedule of General Expenses by Functional Area**  
**for the year ended June 30, 2023**

Schedule 4

	2023 General Actual				2023	2023	2022
	Governance	Operating and Administration	Facilities and Equipment	Information Technology	Total General Actual	Total General Budget	Total General Actual
						(Note 15)	
<b>Agency Contracts</b>							
Contracts	\$ -	\$ 44,828	\$ 8,317	\$ -	\$ 53,145	\$ 1,000	\$ 10
Instructors	-	-	-	-	-	-	-
	-	44,828	8,317	-	53,145	1,000	10
<b>Amortization</b>	-	518,620	-	-	518,620	530,783	546,260
<b>Equipment</b>							
Equipment (non-capital)	-	-	13,936	-	13,936	27,000	23,645
Rental	-	69,044	106,397	-	175,441	168,440	169,503
Repairs and maintenance	-	4,787	6,162	-	10,949	8,000	6,868
	-	73,831	126,495	-	200,326	203,440	200,016
<b>Facilities</b>							
Building supplies	-	-	-	-	-	5,400	1,535
Grounds	-	-	25,124	-	25,124	17,750	17,763
Janitorial	-	-	84,321	-	84,321	92,500	90,978
Rental	-	6,547	39,034	-	45,581	48,800	44,015
Repairs & maintenance	-	-	109,347	-	109,347	98,300	94,871
Utilities	-	-	275,746	-	275,746	253,500	269,115
	-	6,547	533,572	-	540,119	516,250	518,277
<b>Information Technology</b>							
Computer services	-	62,575	-	30,771	93,346	94,800	73,870
Data communications	-	-	-	2,195	2,195	1,000	5,955
Equipment (non-capital)	-	-	-	78,653	78,653	75,950	49,398
Materials & supplies	-	-	-	20,375	20,375	18,000	16,081
Repairs & maintenance	-	-	-	318	318	3,000	3,817
Software (non-capital)	-	-	-	74,347	74,347	82,200	65,877
	-	62,575	-	206,659	269,234	274,950	214,998
<b>Operating</b>							
Advertising	-	141,193	-	-	141,193	141,100	150,800
Association fees & dues	11,645	18,876	-	3,125	33,646	33,225	33,826
Bad debts	585	-	-	-	585	2,500	1,351
Financial services	-	52,483	-	-	52,483	30,000	39,599
In-service (includes PD)	8,968	93,864	-	-	102,832	94,000	73,980
Insurance	12,872	2,966	81,483	10,298	107,619	99,597	96,329
Materials & supplies	5,810	73,813	13,386	-	93,009	92,150	76,676
Postage, freight & courier	-	24,711	195	-	24,906	19,500	21,107
Printing & copying	-	36,614	-	-	36,614	20,000	16,137
Professional services	-	126,989	-	-	126,989	142,000	158,266
Subscriptions	-	2,041	-	697	2,738	2,050	1,226
Telephone & fax	-	14,772	81,050	1,878	97,700	87,950	102,200
Travel	5,574	98,506	208	2,784	107,072	88,900	74,883
Other	-	7,252	-	-	7,252	25,000	39,081
	45,454	694,080	176,322	18,782	934,638	877,972	885,461
<b>Personal Services</b>							
Employee benefits	425	597,207	52,313	47,738	697,683	731,646	728,596
Honoraria	11,260	-	-	-	11,260	20,000	19,778
Salaries	-	3,184,156	204,639	238,989	3,627,784	3,581,371	3,622,871
Other	-	12,700	-	-	12,700	6,000	10,100
	11,685	3,794,063	256,952	286,727	4,349,427	4,339,017	4,381,345
<b>Total General Expenses</b>	<b>\$ 57,139</b>	<b>\$ 5,194,544</b>	<b>\$ 1,101,658</b>	<b>\$ 512,168</b>	<b>\$ 6,865,509</b>	<b>\$ 6,743,412</b>	<b>\$ 6,746,367</b>

# 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**  
Box 2066, 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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