

# GREAT PLAINS COLLEGE



Annual Report  
**2016-17**

*great plains*  
college

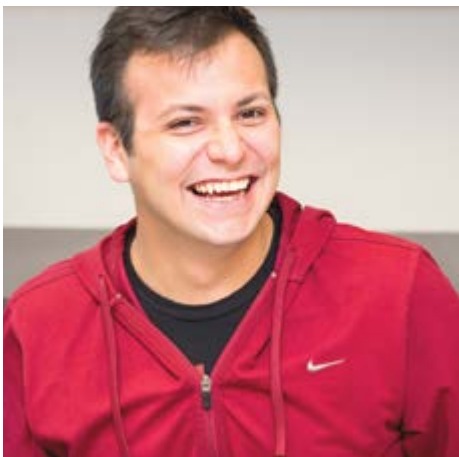


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# With a service region that includes more than 100,000 square kilometers and 115,000 potential students,

*Great Plains College is in a position to serve its learners effectively and efficiently through six locations found in Biggar, Kindersley, Maple Creek, Rosetown, Swift Current and Warman.*





## 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.



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# Message from the Board of Governors

“ *A renewed sense of motivation and a reputation for serving students will set the stage for the college’s future.*

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**The 2016-17 academic year was one of transition, change and budget restraint in which the institution continued to focus on building a strong foundation and moving into the next stage of strategic growth.**

With a new strategic plan completed and approved as of April 2016, the college will continue its process of renewal as it advances into a strategic phase of development.

As in previous years, I am pleased to report that the college continued to achieve success mainly through the hard work of administration, faculty and staff and a dedicated board. Our student satisfaction rates and graduate employment rates continue to be among the highest in the province with approximately 99 per cent of our graduates remaining in Saskatchewan to work.

With ongoing support from our ministries, and plans for expansion in programming and partnerships, I know that the next few years will be exciting and challenging for all of us here at Great Plains College. A renewed sense of motivation and a reputation for serving students will set the stage for the college's future. I look forward to being a part of this continuing effort.

**George Janzen, Chair**

Board of Governors

Great Plains College





# Message from the President

“ *Relationships with our communities are central to our mandate and critical to growth for a regional college.*



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**I am extremely pleased to have completed my fifth year as President of Great Plains College. I continue to be amazed at the college's ability to adapt to challenge and its commitment to student success. It is a privilege to steward the college into its next stage of growth and development.**

The previous five years have been ones of challenge and change, both for the college and for myself. An expansion in program offerings and reorganization of the development unit, responsible for donor stewardship and fundraising, were undertaken. These initiatives were moved forward in a context of economic downturn and provincial fiscal restraint. Such initiatives, along with the college's ability to adapt, will better position us for the challenges and opportunities ahead.

Over the last few years, the college's four strategic directions—optimizing student success, delivering education to meet labour market demand, valuing employees and building and enhancing partnerships—have focused on the college's functioning, priorities and resources. With a new strategic plan in place for 2016-17, we prepare for the next stage of renewal and re-positioning for future development.

In 2016-17 increased attention was given to expanding relationships with our external partners and defining a three-year program plan. Relationships with our communities are central to our mandate and critical to growth for a regional college. Increased attention to conditional and special project funding in essential skills and language training, combined with program and enrolment growth and an emphasis on new partnerships placed the college in a good financial position at the end of 2016-17. Within the context of fiscal restraint, the college will continue to look for ways to address the demands for growth emerging in the Saskatchewan Labour Market.

Overall, 2016-17 was a year of transition. Over the next few years, expanded programming through partnerships must continue to be a priority for the college if it is to realize the future that all of us here envision. It is my privilege to help lead the organization toward this future.

**David Keast**

President & CEO

Great Plains College



# Letter of Transmittal

“ *We continue to direct our daily activity toward meeting our ongoing mission: To build careers, partnerships, and communities in Saskatchewan.*

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Honorable Herb Cox  
Minister of Advanced Education  
Room 307, Legislative Building  
2405 Legislative Drive  
Regina, SK S4S 0B3

Dear Minister Cox,

In accordance with Section 16 of the Regional Colleges Act and Section 14 of the Regional Colleges Regulations, enclosed is the 2016-17 Annual Report for Great Plains College.

We continue to direct our daily activity toward meeting our ongoing mission: To build careers, partnerships, and communities in Saskatchewan. Our vision of growth, prosperity and quality of life through education and training is reflected throughout each element of our approach as we advance the goals and objectives of the college.

Through the support of the ministry, partnerships and internal efforts, Great Plains College will be able to continue offering reputable post-secondary certificates, diplomas and degrees from qualified and experienced instructional staff.

Sincerely,



George Janzen  
Chair, Board of Governors  
Great Plains College

# Board Members & Meeting Dates



George Janzen  
Osler, SK  
***Chairperson***



Ray Sadler  
Biggar, SK  
***Vice Chairperson***



Barbara Derbawka-Stevenson  
Richlea, SK  
***Board Member***



Marilyn Sawatzky  
Swift Current, SK  
***Board Member***



Michael (Butch) Gering  
Swift Current, SK  
***Board Member***



Lana Bavle  
Shaunavon, SK  
***Board Member***



# BOARD OF GOVERNORS MEETING DATES

September 15, 2016.....	Swift Current
October 27, 2016 .....	Kindersley
December 1, 2016.....	Swift Current
February 9, 2017 .....	Swift Current
April 27, 2017.....	Biggar
June 22, 2017 .....	Regular meeting and AGM in Swift Current



# Strategic Directions

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

- *Optimize student success*
- *Deliver education to meet labour market demand*
- *Value employees*
- *Build & enhance partnerships*



# OPTIMIZE STUDENT SUCCESS

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**Great Plains College's Strategic plan for 2016-19 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.*



# Meet Marlene Mosquito

**It was with trepidation that Marlene Mosquito enrolled in the Essential Skills for the Workplace program (ESWP) offered at Great Plains College Maple Creek Program Centre.**

At 58 years of age, when she learned about the distinctly First Nations-based program, she decided to give education another attempt. After all, her late father had told her it was never too late to go back to school.

When she was six years old, Mosquito was taken from her traditional home on Piapot First Nation, where she lived with her siblings—eight girls and two boys—and her cousins in a small home about the size of a red wooden granary. She was sent to a residential school in Lebret. It was there that her identity and confidence were stripped from her. She became regularly known by her assigned number, 138, and began to experience mental, physical and sexual abuse.

By the time she was 15 years old, she had turned from alcohol to solvents, a more affordable option, and had committed herself to an abusive relationship, which she stayed in for 20 years despite the abuse getting progressively worse.

More than 35 years later, after speaking with Kim Wellings, Great Plains College Maple Creek Program Centre ESWP facilitator and student adviser, at the local grocery store, Mosquito decided it was time to give her education another chance.

She had recently started to focus more time and energy on learning about her culture and healing. When she returned to the classroom in October 2016, something remarkable happened, the flashbacks didn't come back. She attributes much of that to her healing journey along with the safe and respectful learning environment that the program provides.

"It is the first time that we have had a program where all of our resources are First Nations-based. The focus isn't an afterthought, it is First Nations culture and identity first," explained Wellings.

Throughout the school year Mosquito's writing skills have improved three to four grade levels and she has a better understanding of current events, including the work of the Truth and Reconciliation Commission, due to a stronger vocabulary.

Mosquito has also discovered she is natural story teller thanks to a speech crafter class she attended. The class and coaching from Wellings gave her the vehicle to start telling her story with confidence. She is now described as a, "natural leader," a title that feels odd to Mosquito.

"I have never been praised, I was always put down ... I always felt so small, and being in an abusive relationship, I was put down again," she explained.

In late March 2017, Mosquito, Wellings and the ESWP students were invited to participate in a Women's Day celebration to speak about the strength and resilience of Indigenous women. Together they prepared a PowerPoint presentation and Mosquito—wearing a traditional ribbon skirt that she had made—took her story from the classroom to the public domain.

"Good evening! Tansi!" Mosquito began her speech, and described her home and how her two older sisters helped to raise the younger siblings along with their Kokum and Moshum. Her parents, residential school survivors, were often absent from the home drinking their troubles away.

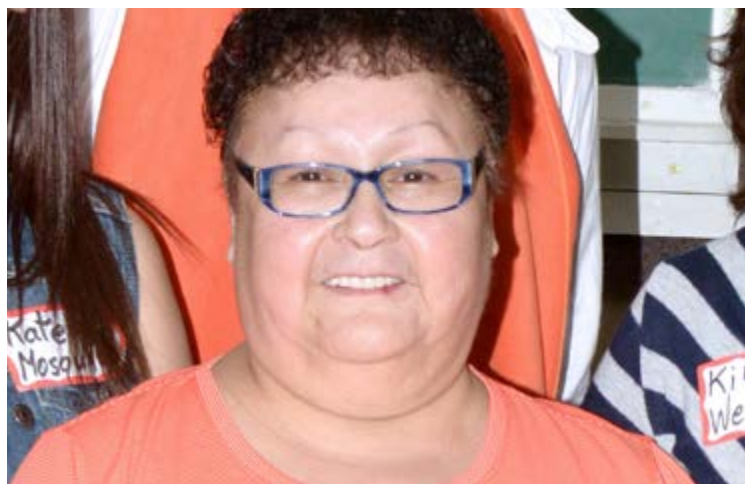
Five generations of Mosquito's family attended residential schools. Mosquito's children were the fifth. Of her 10 siblings, only five remain. Her two older sisters lost the battle to addiction in an attempt to mask the pain and committed suicide.

"I am a proud mother. I'm a proud Kokum. I'm a proud aunty. I'm a proud First Nations woman. I'm a proud treaty person. I'm a survivor. I'm a survivor because I am able to deal with my experiences and to talk about it and to teach about it. I am grateful for my healing journey. HIY-HIY," Mosquito concluded her presentation.

She hopes to continue down a path of rediscovery.

"I am going to try and bring this little girl out and discover what it means to be me all over again ... let's see how Marlene Mosquito can grow."\*

*\*Since completing the ESWP program in May 2017, Marlene has started a home-based business selling traditional ribbon skirts.*

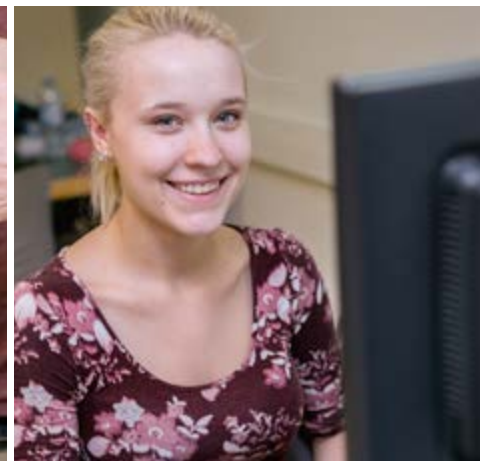


# GOAL 1

**Improve pathways to meaningful employment or further education.**

## SUCCESS LOOKS LIKE

*An increase in the number of students that ladder from their college program to other educational opportunities; continued growth in retention and graduation rates; and students attaining employment as a result of training and employer connections.*



# STUDENT SUCCESS BY PROGRAM GROUPS FOR GREAT PLAINS COLLEGE

Actuals  
Average (past three years)

	Total Students Completed			Total Students Graduated			Total Employed			Total Going to Further Training			
Program Groups	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	
Skills Training	Institute Credit:												
	Sask Polytech	15.7	184	7	109	13.7	0.333	50	58	0.7	5.3	14	1
	Other	11.3	21.7	0	39	14.3	0	18	10	0	2.3	6	0
	Apprenticeship & Trade	0	27.7	0	0	0	0	0	2	0	0	0.3	0
	Total Institute Credit	27	233.4	7	148	28	0.333	68	70	0.7	7.6	20.3	1
	Industry Credit:												
	Total Industry Credit	0	25	8.67	0	329	2610	0	1	0	0	0	0
	Non-Credit (Industry Non-Credit, Community/ Individual Non-Credit, Personal Interest Non-Credit)												
	Total Non-Credit	0	38.3	144	0	0	0	0	5	0	0	0.3	0
TOTAL SKILLS TRAINING	27	296.7	159.67	148	357	2610.33	68	76	0.7	7.6	20.6	1	
Basic Education	BE Credit:												
	Adult 12	44.3	25	0	15	2.33	0	8.7	4	0	16	10	0
	Adult 10	3.33	4.67	0	1	4.67	0	0.3	0.7	0	0	3	1.3 0
	Academic GED	11	16.3	0	8.3	6	0	4.7	2	0	1.3	3.3	0
	Total BE Credit	58.63	45.97	0	24.3	13	0	13.7	6.7	0	17.6	14.6	0
	BE Non-Credit:												
	Employability/Life Skills	4	20.7	0	0	0	0	0.3	3.7	0	0.3	3.3	0
	English Language Training	1	172	0	0	0	0	0	0	0	0	0	0
	General Academic Studies	0.67	1	0	0	0	0	0	0	0	0	0	0
	Literacy	0	2	0	0	0	0	0	0	0	0	0	0
Total BE Non-Credit	5.67	195.7	0	0	0	0	0.3	3.7	0	0.3	3.3	0	
TOTAL BASIC EDUCATION	64.3	241.67	0	24.3	13	0	14	10.4	0	17.9	17.9	0	
University	Total University	23.3	48.7	0	0	0	0	0	0	0	0	0	0
	TOTAL ENROLMENT	114.6	587.07	159.67	172.3	370	2610.33	82	86.4	0.7	25.5	38.5	1



**Actuals  
2016-17**

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
22	226	7	97	23	0	41	73	2	7	3	0
3	28	0	35	17	0	10	11	0	6	9	0
0	0	0	0	0	0	0	0	0	0	0	0
25	254	7	132	40	0	51	84	2	13	12	0
0	20	45	0	280	2616	0	3	0	0	0	0
0	132	230	0	0	0	0	4	0	0	0	0
25	406	282	132	320	2616	51	91	2	13	12	0
47	20	0	21	8	0	17	9	0	6	1	0
7	8	0	0	0	0	0	0	0	0	0	0
11	8	0	13	6	0	3	3	0	3	0	0
65	36	0	34	14	0	20	12	0	9	1	0
4	0	0	0	0	0	0	0	0	0	0	0
0	148	0	0	0	0	0	0	0	0	0	0
2	2	0	0	0	0	0	2	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0
6	150	0	0	0	0	0	2	0	0	0	0
71	186	0	34	14	0	20	14	0	9	1	0
43	48	0	0	0	0	0	0	0	0	0	0
139	640	282	166	334	2616	71	105	2	22	13	0

Retention rates remain strong for Institute Credit programs, with 84 per cent of full and part-time students completing and/or graduating from their programs.

In 2016-17, 23 per cent of full and part-time students graduated from basic Education Credit programs, which includes Adult 12, Adult 10 and Academic GED, compared to 18 per cent over the previous three-year average.

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

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

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## Based on the 2014-15 Annual Graduate Survey

[Completed by Fast Consulting in December 2016]:

81%

of graduates are currently employed

98%

of graduates say Great Plains College prepared them to work in their field of study

94%

of graduates found employment within the Great Plains College region

## Based on the 2015-16 University Student Follow-up Survey

[Completed by Fast Consulting in December 2016]:

100%

of University students say one of the reasons they chose Great Plains college is that it allowed them to “Stay close to home”

88%

of University students would take subsequent years of their University program at Great Plains College if offered, compared to 97% in 2014-15

81%

of University students would prefer to find employment in Southwest Saskatchewan upon completion of their studies, compared to 93% in 2014-15

## Based on the 2015-16 Student Outcome Report

[Completed by Fast Consulting in December 2016]:

80%

of post-secondary students in 2015-16 had secured full-time employment within 60-90 days of graduating and completing their programs

95%

would take another class and/or program at Great Plains College

98%

of students would recommend Great Plains College to a friend, colleague or family member

# GOAL 2

## Enrich student learning experiences.

### SUCCESS LOOKS LIKE

*Increased exposure to Indigenous learning opportunities; a learning environment that is oriented toward “deep learning”; and students and staff are provided with expertise and support when accommodating for barriers to success.*





Great Plains College has recently established its first-ever Indigenous Engagement Committee, a group of faculty, staff and community members who desire to support Indigenous students and increase awareness of common issues. This committee has received a blessing from two elders who have been active on Warman Campus.

This committee has been active in working with students, staff and community members in promoting cultural awareness, historical and contemporary awareness of treaties, and in inviting Indigenous elders and teachers to our campuses. Two particular highlights include welcoming Lyndon

Linklater from the Office of the Treaty Commissioner to each one of our campuses for a workshop on Indigenous teachings and knowledge. As Brian Gobbett, vice president academic, notes, "Lyndon's presentations provided meaningful opportunities to make space for Indigenous voices on our campus. We are hopeful that our learning environment will be one that empowers First Nation and Métis students, both in their studies and in supporting the holistic development of individuals. I'm excited about how this will change our learning culture."

In March, Swift Current Campus hosted "Truth and Reconciliation: Let's Walk the Talk," an event organized by the Southwest Multicultural Association and which featured Noel Starblanket, who discussed his experience growing up in a residential school. The event concluded with a luncheon of bison stew and bannock provided by Living Sky Casino/SIGA and other partners.

# GOAL 3

## Enhance student life.

### SUCCESS LOOKS LIKE

*Empowered students who are active leaders in the life of the college; a sustainable and successful varsity athletics program; and maintenance and renewal processes for facilities, equipment and technology.*



The Great Plains College SunDogs student-athletes are dedicated to success, leadership and teamwork, on and off the court. They are focused individuals who have the opportunity to grow together as a team and contribute to the communities which support them.

The varsity athletics teams have remained a competitive entity for the past 11 years within Southwest Saskatchewan and the Prairie Athletic Conference league. They have established a tradition of success with:

- Three provincial championships
- Nine league and provincial awards
- Six Coach of the Year awards
- Eight Battle of the Southwest championships
- Nineteen provincial All-Start Athlete awards





## Community Focus

The SunDogs welcome the opportunity to give back to the community that has been so supportive of them. In 2016-17 they volunteered for local initiatives including:

- Swift Current Comprehensive High School Career Fair
- The Special Olympics basketball program
- Coaching/assisting for the Jr. SunDogs Club (volleyball)
- Coaching/assisting for high school basketball teams



Great Plains College worked with Swift Current Comprehensive High School senior coaches to offer the “SunDogs Wooff Volleyball Camp”—a four-day skills development camp for student-athletes entering Grades 7-12 and/or attending Great Plains College.



Each year, junior club athletes transition from the club courts to the college courts with a level of confidence and comfort.

Great Plains College SunDogs are proud to be able to work with the Jr. SunDogs club executive, the families and most importantly, the athletes, and value the relationships built through this partnership.

## Gym Revitalization

The gymnasium at Swift Current Campus supports varsity athletics, scholarship and graduation ceremonies, as well as community partners. A restoration project was approved by the Ministry of Advanced Education through the Preventative Maintenance and Renewal Fund for the repair of cracked floor joists and deteriorating brick walls. It also included the addition of storage space, an HVAC system and new paint; contributing to a new, refreshed look for the gym.

# GOAL 4

**Inform prospective students of educational choices through marketing, communication and recruitment.**

## SUCCESS LOOKS LIKE

*Target enrolments are met; learners are able to register and pay for their programs and/or courses online; referral agencies are aware of college programs and are directing clients to the college.*



# COMPREHENSIVE ENROLMENT BY PROGRAM GROUPS FOR GREAT PLAINS COLLEGE

		Actuals						
		3 - year Average				2016-17		
	Program Groups	Student Enrol FT	Student Enrol PT	Student Enrol Casual	FLE's	Student Enrol FT	Student Enrol PT	Student Enrol Casual
Skills Training	Institute Credit:							
	Sask Polytech	157.67	217.67	7.3333	226.56	138	309	7
	Other	53.333	39.333	0	79.557	44	50	0
	Apprenticeship & Trade	0	27.667	0	5.4933	0	0	0
	Total Institute Credit	211.003	284.67	7.3333	311.6103	182	359	7
	Industry Credit:							
	Total Industry Credit	0	348.33	2620.3	74.87	0	295	2646
	Non-Credit (Industry Non-Credit, Community/ Individual Non-Credit, Personal Interest Non-Credit)							
	Total Non-Credit	0	43.333	153.67	11.43	0	132	241
	TOTAL SKILLS TRAINING	211.003	676.333	2781.3033	397.9103	182	786	2894
Basic Education	BE Credit:							
	Adult 12	71	49.667	0	72.553	80	50	0
	Adult 10	6.3333	16.333	0	10.41	10	19	0
	Academic GED	26.333	34.333	0	25.197	29	24	0
	Total BE Credit	103.6663	100.333	0	108.16	119	93	0
	BE Non-Credit:							
	Employability/Life Skills	5.333	24.333	0	9.3833	6	2	0
	English Language Training	1.6667	289.67	0	25.607	0	217	0
	General Academic Studies	0.6667	1.333	0	0.5133	2	3	0
	Literacy	0	2	0	0.0367	0	0	0
	Total BE Non-Credit	7.6664	317.336	0	35.5403	8	222	0
	TOTAL BASIC EDUCATION	111.3327	417.669	0	143.7003	127	315	0
University	Total University	40.667	48	0	46.3	73	22	0
	TOTAL ENROLMENT	363.0027	1142.002	2781.3033	587.9106	382	1123	2894

In 2016-17, total enrolments for the college were up 2.6 per cent from the three-year average. Enrolments for the Master of Business Administration in Community Economic Development were not included in this increase.

Distinctly, Institute Credit program enrolments were up 9 per cent, with part-time students increasing by 29 per cent above the three-year average.

Total University program enrolments were up 6.7 per cent. It is interesting to note that full-time University program enrolments were up 78 per cent from the three-year average.

Industry Credit course enrolments were down slightly by 1 per cent in 2016-17, in comparison to the three-year average.

However, Non-Credit course enrolments were up 89 per cent. In total, Industry Credit and Non-Credit course enrolments for 2016-17 were up 4.7 per cent over the three-year average.

Additionally, full-time Adult Basic Education program enrolments were up by 14 per cent.

Learners were able to inquire about and apply to the program of their choice via the college's website. A needs assessment was conducted to determine the scope of future, online payment options for application fees, deposits and tuition. Phase one of implementation is expected to occur in 2017-18.

# DELIVER EDUCATION TO MEET LABOUR MARKET DEMAND

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Great Plains College's Strategic plan for 2016-19 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.*



## Meet Mark Hildebrand

When Mark Hildebrand enrolled at Great Plains College, he knew two things for sure: he was interested in advancing his career and he was ready for a more people-oriented learning experience. After giving a big-city university a try, Mark realized he wanted a different kind of experience. What he learned during his time at Great Plains College were marketing skills that would launch him into a successful career closer to home.

The Gouldtown native attended Great Plains College alongside his fiancée and mother, and graduated from the Business Certificate program in 2016. The location, personal approach and affordability of Great Plains

College were important contributors to his success as a student and a new inductee into the business work force.

"Great Plains College was close to home and it was affordable. That's what got me into it at the start," Mark explained. "I loved it. I thought the teachers were the best part—they know you by name and you can talk to them. They were definitely a lot more helpful and that made it easier. It's a nice transition into a degree. If I could do it again, I would probably go to school here first and then go off to Regina after."

Mark is now employed as a salesman at Fastenal, where his newly acquired marketing skills challenge him to be a successful addition to the Fastenal team.

"Going to college was a factor in getting the job at Fastenal. When I applied for the job, they said 'Oh good, you went to college and got your Business Certificate.' I think it helped," he said with a smile.

# GOAL 1

**Identify and deliver quality programs and training to meet regional needs.**

## SUCCESS LOOKS LIKE

*Development of an Academic Plan that exhibits innovative thinking, consultation with industry and stakeholders and a firm commitment to core principles as the college develops and delivers new programs; and the development of college-wide and program-specific quality assurance procedures.*



# Academic Planning

An Academic Plan has been established for Great Plains College, that exhibits innovative thinking, outlines a requirement to consult with industry and stakeholders and displays a firm commitment to core principles as the college develops and delivers new programs.

**The main principles to guide program planning, as per the Academic Plan are to broker and deliver programs that:**

- Embrace and enhance the stated mission and mandate of the college;
- Are strategic in their appeal to (a) student market and (b) employability;
- Demonstrate regional awareness with regard to each of its campuses; that is, Great Plains College will offer programs that are uniquely sensitive to the principal regions that they serve;
- Demonstrate excellence as measured by provincial, national, and international standards; that is, although Great Plains College will deliver programs that address a regional constituency, these programs will adhere to or exceed normative standards as established by industry, post-secondary institutions, and accrediting bodies;
- Are able to draw upon resources and synergies already in place;
- Are deemed strategic, including ones that develop partnerships with colleges, universities, institutions, organizations, and minority populations; and
- Complement and support the Saskatchewan Plan for Growth: Vision 2020 and Beyond.

# Quality Assurance

Great Plains College has undertaken a serious initiative to ensure that quality assurance mechanisms are in place in order to ensure the delivery of high caliber programs. This initiative has several key facets:

- The student body produced a Statement of Student Responsibilities describing their commitment to academic integrity and achievement to the best of their ability;
- A Systematic Program Review process has been developed by which each program will periodically undergo a quality assurance review, including an external review by industry and/or academic experts;
- Together with Saskatchewan Polytechnic, Great Plains College has undertaken a pilot project in which aspects of quality control and quality assurance are clarified and developed; and
- The college has committed to recognizing excellence in the classroom, including an award for teaching excellence to be awarded each year.

# GOAL 2

**Engage with external stakeholders to define labour market needs and trends.**

## SUCCESS LOOKS LIKE

*The college's knowledge of industry needs remains current and informs program planning and strategic decision making; and additional training initiatives emerge from partnerships with business and industry.*

# Partnering to provide Continuing Care Assistants

Great Plains College is committed to working with partners in order to provide outstanding education and training in response to community and labour market needs.

In 2016, the completion of The Meadows—an award-winning long-term care project built and staffed by the Cypress Health Region—meant that a significant number of new Continuing Care Assistants would need to be trained. Building upon the ongoing partnership between the college and the health region, over 100 Continuing Care Assistants received their certificates at graduation in 2017, a good number of whom found employment in the new facility. Other graduates found employment in the Heartland Health region or through private long-term care facilities.

In addition to providing qualified employees that attend to the health care needs of communities, the Continuing Care Assistant program also entered into an exciting partnership with the Sun West Distance Learning Centre, the Heartland Health Region and Saskatchewan Polytechnic to offer a dual credit stream in which Grade 11 and 12 students can take four Continuing Care courses for both high school and college credit. This dual credit initiative allows students to explore Continuing Care as a career choice and, as they so desire, fast-track their education in an affordable and timely fashion.

While dual credit initiatives are relatively new in Saskatchewan, they hold great promise. Aaron Biberdorf, vice principal for the Distance Learning Centre, notes that “We are excited to be able to connect learners to dual credits, especially when they can expedite the path towards long-term employment in our province. The earlier we can expose learners to the realities of a potential field or workplace, the better prepared they are to make solid career decisions.”

## Creating business partnerships

Together with Saskatchewan Polytechnic, Great Plains College has developed an innovative Business diploma that allows individuals to pursue one of three specializations: Management, Human Resources or Accountancy.

The Swift Current Chamber of Commerce hosted the official launch of this program in late January 2017, with alumni and representatives from local business and Saskatchewan Polytechnic in attendance. The unique nature of this program allow students to take the Management specialization in face-to-face format, with the Accountancy and Human Resource specializations offered in a blended format of face-to-face and online delivery.

“The building of the diploma program is going to be a catalyst for further connection to the needs of the business community. Already we can point to an increased level of support from the Chamber of Commerce and engagement from local businesses,” says Karen Richmond, region manager of the Swift Current Campus.



# VALUE EMPLOYEES

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**Great Plains College's Strategic plan for 2016-19 identifies a strategic direction to "Value Employees" with 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.*



## Meet Karugia Ndirangu

From Kenya to Maple Creek, Karugia Ndirangu has had quite the journey.

“I’m not very new in Canada, but I’m very new in Saskatchewan. I moved from Kenya in Winter 2003 and came to Canada,” said Ndirangu.

“When I left Nairobi, it was 28 degrees Celsius and then when I landed in Toronto, it was -28. So I had to do a transition of 56 degrees all in one day.”

Despite the temperature shock, Karugia stuck it out in Canada. He eventually moved west to join the instructional staff at Maple Creek Program Centre in September 2015.

“At first it was scary because I’d never been beyond Ontario. I had to start by driving 2,700 kilometers over three days. I’d been in Ontario for ten years, so I was getting to know the prairies, and then it was scary being in a new place. How would the people be and how would they accept me? But what I found is that Maple Creek is a small community—the college is nice, my work mentor is good, and everyone is very welcoming.”

Karugia has become popular with the students in Maple Creek because of his dedication, explained Great Plains College student Samantha Richardson.

“He really helps with math no matter how hard you get stuck, or how wrong you are on a subject, one single subject, he will spend forever on that with you, all day ... until you’re done and you perfectly get it,” said Richardson.

It’s the challenge of getting the students to think positively about themselves that Karugia enjoys.

“Normally the nature of the students that we deal with are Adult Education students that, for one reason or the other, dropped out of the mainstream. And some have various challenges that maybe we don’t know about.”

As someone who’s newer to Canada, Karugia says he relates well to the struggles of some students at the Maple Creek Program Centre.

“Quite a high percentage of my students are First Nations students. I’m from Africa. We do share some of the common history, things and events, so I can relate to what they’ve been going through. I went through a type of a schooling system where only a few were expected to make it. So I can relate to them—I can understand their experiences and what they’ve been going through, as they try to make sense of this world.”

The most fun part of Karugia’s position in Maple Creek?

“That is helping students,” he commented. “Helping students to learn, and think and make sense of their experiences, positively ... that’s the most rewarding thing.”



# GOAL 1

## Promote a safe, collaborative and respectful work environment.

### SUCCESS LOOKS LIKE

*Management structure and supports are aligned with the college's strategic directions; working groups that promote interaction and engagement are supported; Violence Threat Risk Assessment (VTRA) and Occupational Health and Safety (OH&S) procedures are implemented in all college locations.*

### Great Plains College staff

The college employed 99 in-contract staff in 2016-17 (76.05 full-time equivalents or FTE's) and 12 out-of-scope staff (11.13 full-time equivalents). Additionally, a total of 6.17 FTE's in casual instructors and other temporary staff were employed in 2016-17. Salaries and benefits paid out to Great Plains College staff members totaled \$7,534,314.

Amundson, Sibrena - Instructor	Friesen, Don - Instructor	Ledding, Carmen - Family Literacy Coordinator	Schaitel, Jennifer - Public Relations Coordinator
Andreas, Mark - Facility Coordinator	Funk, Candace - IT Assistant	Leisle, Kirby - Recruitment Coordinator	Schapansky, Carrie - Exam Invigilator / Campus Attendant
Annis, Raelene - Educational Assistant	George, Harmony - Instructor	Long, Roberta - Accounting Clerk	Schindel, Angela - Administrative Assistant / Instructor / Educational Assistant
Anton, Darlene - Program Coordinator	Gfeller, Cady - Instructor	Louma, Jessie - Instructor	Severson, Robin - Educational Assistant
Beechinor, Linda - Instructor	Ghosh, Bula - Program Coordinator / Instructor	Lussier, Susan - Student Adviser	Shatosky, Jody - Administrative Assistant
Bendig, Robin - Program Coordinator / Instructor	Gillard, Julie - Exam Invigilator / Campus Attendant / Administrative Assistant	Masse, Amy - Communications Coordinator	Sherbino, Joyce - Administrative Assistant
Benesh, Mary Jane - Program Coordinator	Gizen, Angela - Educational Assistant	McConnell, Andrea - Instructor	Silvernagle, Genny - Instructor
Blair, Christine - Instructor	Gobbett, Brian - VP Academic	McCormick, Ann - Instructor	Smith, Bonnie - Information Systems Administrator
Blaschuck, Jody - Annual Giving & Special Events Coordinator	Gordon, Peggy - Educational Assistant	McDonald, Sarah - Instructor	Smuk, Shawna - Program Coordinator
Blohm, Doug - Instructor	Gross, Judy - Administrative Assistant	McKay, Patti - GED Exam Invigilator / Exam Invigilator	Sollid, Lowell - Instructor
Boisvert, Erin - Educational Assistant / Accounting Clerk / Administrative Assistant / Instructor	Haichert, Teejay - Instructor	McKenzie, Jared - Instructor	Solomon, Keith - Instructor
Brabender, Terry - Instructor / ESL Assessor	Hamilton, Maureen - Administrative Assistant	McNabb, Garry - Instructor	Spelay, Tanya - Instructor
Bray, Tammie - Administrative Assistant	Hammel, Lissa - Chief Financial Officer (CFO)	McPhail, John - ESL Facilitator	Spence, Ryan - Student Adviser / Instructor
Briggs, Myrna - Instructor	Hapke, Deborah - Instructor	Meginbir, Carolyn - Educational Assistant	Spetz, Sherri - Payroll Clerk
Cameron, Rhonda - Accounting Technician / Payroll Officer	Heatcoat, Elizabeth - Communications Coordinator	Miller, Lauren - Instructor	Spychaj, Sheila - Campus Attendant / Educational Assistant
Carrick, Thomas - Instructor	Heinbigner, Kristy - Instructor	Millman, Wayne - Instructor	Steckler, Joan - Educational Assistant
Casavant, Tessica - Recruitment Assistant / Student Adviser	Heinrichs, Louise - Instructor	Molyneux, Diana - Student Adviser	Steinley, Adeline - Instructor
Chartier, Camille - Instructor	Helgason, Tami - Administrative Assistant	Monteith, Brigitte - Program Coordinator / Instructor	Stewart, Sheri - Administrative Assistant / Educational Assistant
Choi, Sarah - Accounting Manager	Hennig, Leslie - Administrative Assistant	Mulder, Mavis - Instructor / ESL Assessor	Stilgoe, Simon - Instructor
Chorneyko, Lisa - Administrative Assistant	Herman, Lisa - Educational Assistant	Nagel, Nancy - Lab Assistant	Stubbins, Tanya - HR Associate
Coburn, Sharon - Campus Attendant	Hildebrand, Wayne - Instructor	Nagy, Shaun - Instructor	Summach, Emily - Administrative Assistant
Cole, Kerri-Lynn - Instructor	Hornung, Jolene - Educational Assistant	Ndirangu, Karugia - Instructor	Sundquist, Cindy - Administrative Assistant
Cook, Denise - Educational Assistant	Hounjet, Angela - Student Adviser	Neufeld, Robert - Region Manager	Tacholsky, Cherise - Instructor
Cooper, Lyla - Program Coordinator	Huff, Vicky - Executive Coordinator	Newton, Margie - Accounting Clerk	Tait, Lloyd - Instructor
Cooper-Black, Glenice - Instructor	Hughes, Wyatt - Information Systems Administrator	Nilsen, Penny - Instructor	Tangen, Dawson - Site Facilitator
Court, Lori - Administrative Assistant / Exam Invigilator / Educational Assistant	Inverarity, Janet - Office Administration Subject Matter Expert	Okraincee, Lenea - Instructor	Taylor, Jaime - Administrative Assistant / Exam Invigilator
Cowie, Tessa - Instructor	Irvine, Cheryl - Accounting Clerk / Administrative Assistant	Oosterlaken, Janine - Custodian / GED Exam Invigilator / Exam Invigilator	Ternes, Dale - Instructor
Craig, Deidre - Instructor	Jackson, Christine - Educational Assistant	Ostrander, Keleah - Director of Planning	Tollin, Danielle - Instructor
Crouch, Wendy - Instructor	Kazakoff, Angela - Administrative Assistant	Patel, Sheel - Educational Assistant	van der Velde-Weber, Jason - Instructor
Currah, Anne - GED Exam Invigilator	Keast, David - CEO	Patterson, Mona - SunDogs Athletics & Recreation Coordinator / Exam Invigilator	Volk, Noreen - Manager of Human Resources
deHaan, Barb - Instructor	Kehler, Lorraine - Instructor	Paul, Leona - Instructor	Voysey, Carrie - Director of Communications
DeLury, Daniel - Instructor / ESL Assessor	Keith, Cindy - Program Coordinator	Penner, Susan - Custodian	Walters, Angela - Instructor
deMoissac, Lorraine - Instructor	Kennon, Rhonda - Information Officer	Perrot, Adrienne - Instructor	Wasko-Lacey, Linda - Instructor
Denning, Joel - Custodian	Kissick, Nancy - Educational Assistant	Peters, Lisa - Instructor	Watt, Tracey - Educational Assistant
Dopko, Amy - Campus Attendant	Kopp, Sharon - Educational Assistant	Petersen, Shanna - Student Adviser	Wellings, Kim - Student Adviser / Instructor / Educational Assistant
Dubreuil, Doreen - GED Exam Invigilator / Instructor / Educational Assistant	Kreiter, Monica - Program Coordinator	Phillips, Jan - Instructor	Wentworth, John - Instructor
Duncan, Leeann - Custodian	Kristmanson, Melanie - Program Coordinator	Prescesky, Trevor - Instructor	Weselowski, Daniel - Educational Assistant
Eckstein, Fritz - Region Manager	Kruger, Ockert - ESL Facilitator	Ransome, Telford - Instructor	Wiebe, Annie - Administrative Assistant / Campus Attendant
Emery, David - Instructor	Lambe, Kim - Program Coordinator	Regehr, Eva - Educational Assistant / Site Facilitator	Wiebe, John - Custodian - Casual
Falk, Alysha - Instructor	Lawrence, Karla - Campus Attendant	Rhodes, Lana - Program Coordinator	
Fischer, Janice - Educational Assistant	Lazar, Beverly - Campus Attendant	Richmond, Karen - Region Manager	
Frank, Rene - Educational Assistant / Exam Invigilator	Leblanc, Krystal - Educational Assistant	Robert, Charlene - Instructor	
		Sabin, Joy - Instructor	
		Sakhawat, Sultan - Custodian	
		Schafer, Margaret - Student Adviser	

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**Great Plains College is committed to responding to student and employee behaviours that may pose a potential risk for violence to students, staff and members of the community.**

## Committed to Violence Threat Risk Assessment & Occupational Health and Safety

Great Plains College and their community partners are committed to making schools and communities safe through the Violence Threat Risk Assessment process identified by the Canadian Centre for Threat Assessment and Trauma Response.

As such, Great Plains College is committed to responding to student and employee behaviours that may pose a potential risk for violence to students, staff and members of the community. The goal of early intervention by the college and community partners is to reduce and manage school violence.

The college is currently a part of the Community Violence Threat Assessment & Support Protocols for Southwest and West Central regions of Saskatchewan and will be joining the protocol for Saskatoon and area in 2017-18.

Occupational Health & Safety committees exist and meet regularly at each college location. Emergency procedures are reviewed and drills are executed accordingly.

## Health benefits recognized

Great Plains College implemented a robust Employee Family Assistance program in December 2016. This very well-received program provides voluntary, confidential supports for work, health and life issues that employees and their families face. The response from employees has been very positive.

Tendering health and dental benefits for Staff Association employees and management occurred during the 2016-17 fiscal year. As a result, Great Plains College shifted to a benefit provider that offers equivalent benefits, with a few enhancements.

# GOAL 2

**Encourage professional growth to build organizational capacity.**

## SUCCESS LOOKS LIKE

*Increased formal and informal opportunities for professional development that are designed to enhance the college's mission; and the establishment of a Technology in Teaching and Learning plan.*



## Professional development

**The participation rate for professional development and in-service initiatives attended by college employees and management was 55 per cent in 2016-17.**

The college was able to support a variety of initiatives despite the reduction in funding and an enhanced focus was placed on the provision of in-service professional development for staff.

In-service events were organized to provide training on Fireman's Prep, Living Life to the Full, eTapestry, Benchmarks, Occupational Health and Safety committees, WHMIS 2015 upgrading and Violence Threat Risk Assessment training (Level 1 and 2).

## Teaching and learning

**The promotion of excellent instruction stands, of course, at the heart of Great Plains College's mission.**

The college has a long history and there are numerous examples of such excellence, including the Colleges and Institutes of Canada Gold Medal for Excellence in Teaching received by Jared McKenzie in 2016.

In recent years the college has expanded its efforts to encourage reflection on best practices on the teaching

profession. In 2016-17 faculty in several campuses met monthly over lunch to discuss Ken Bain's acclaimed *What the Best College Teachers Do*. These occasions were welcome events where faculty from various areas including trades, health care, business, university and adult basic education met together, both to refresh one another as colleagues and to discuss how to promote what Bain calls the building of "a natural critical learning environment."

Likewise, the college held a series of Lunch and Learns in which instructors watched a short video on a specialized topic—which have been developed by faculty members Linda Beechinor and John Wentworth—and then discussed the application of that topic in the classroom.

Finally, amongst other initiatives focused on pedagogy, the college continued the delivery of the Instructional Skills Workshop, a four-day orientation to the teaching profession specifically designed for faculty who do not have a teaching background.

"I've had numerous faculty comment to me on the value and encouragement that these sorts of initiatives have had on their professional lives," noted Brian Gobbett, vice president academic. "Of course, I am so grateful for the commitment of our faculty toward their students and to improving their instructional practice. We are well known as an excellent teaching institution and I often hear comments of appreciation from students and alumni on this front."



# GOAL 3

## Recognize employee contributions.

### SUCCESS LOOKS LIKE

*Staff achievements are highlighted in college publications and media; and investment in staff recognition events is continued.*

## The annual Staff Gathering was held in Rosetown on December 2, 2016.

Long-Service awards were presented to seven staff members ranging from five to 35 years of service. This event is a great opportunity to recognize staff celebrating a milestone year as well as to engage in collaboration and training. In 2016-17, 87 per cent of staff were able to attend this event.

Seven Long-Service awards were presented:

### 5 YEARS OF SERVICE

Carrie Voysey  
Mavis Mulder  
Candace Funk  
Tammie Bray  
Mark Andreas

### 35 YEARS OF SERVICE

Diana Molyneux  
Lorraine Kehler



# GOAL 4

## Improve internal communications.

### SUCCESS LOOKS LIKE

*Efficient methods of communication are identified and utilized; and SharePoint is further developed as an effective source of internal communication.*

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# The development of annual work plans and execution of annual reviews are meaningful and efficient means of communication with employees.

*In 2016-17, 70 per cent of staff completed work plans and 75 per cent were reviewed on job performance.*

*Additionally, Human Resources worked on developing and updating a few policies and procedures in 2016-17. Specifically, those related to student conduct, performance management and video surveillance.*

# BUILD & ENHANCE PARTNERSHIPS

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**Great Plains College's Strategic plan for 2016-19 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.*





## Meet Sharon Fehr

**Over the course of her 24-year tenure with Great Plains College, Sharon Fehr and her husband have remained steadfast supporters of the college. The popular and humble program coordinator and student adviser was loved by staff and students for her upbeat positive attitude, genuine care and concern for people and her above-average work ethic.**

Avidly counselling students in career planning, Sharon nurtured budding entrepreneurs, nurses, welders and more as they found their way on their career path. Understanding the needs and challenges of students, Sharon assisted students by setting them on the path to a successful career through Great Plains College.

"My husband and I worked to provide opportunity for our family. I felt blessed to have a position at the college and the years just went by. The college is deep inside

my heart," Fehr said. "I always loved reading, learning and researching and was able to assist students. Hearing students' hopes and dreams and researching with them was very exciting.

The 63-year old is still continuing to learn. "I have taken courses over the last couple of years and still see myself as continuing to learn," she said.

Losing their 38-year old daughter to cancer in 2012, Sharon and her husband were inspired to cope with their devastating loss by helping someone else through their financial support of the Great Plains College Scholarship program. "You can become bitter or you can become better," said Fehr. "And that's what we are striving for," she said.

Sharon and her husband value education and believe that it is important to give back. They are especially enthusiastic about helping students cover college tuition costs so they can give opportunities to those who may not otherwise have had the chance to pursue their dreams.

# GOAL 1

**Increase external funding to assist with institutional operations and programming.**

## SUCCESS LOOKS LIKE

*Funding is accessed to support programming to meet labour market demand; donor support and fundraising goals are attained; and stakeholders are connected and involved with the college's development and fundraising initiatives.*

# 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 and the effective delivery of our programming.

Since 2009, more than \$2 million has been distributed to Great Plains College students enrolled in full-time student loan-eligible programs through the scholarship program. Thanks to your contributions, approximately \$138,469 was raised in 2016-17. This was matched (up to \$117,000) by the Saskatchewan Innovation and Opportunity Scholarship program.

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.



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**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.**



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Royal Bank of Canada  
S3 Enterprises  
Sandhills Welding  
Shop Easy Foods  
Silver Eagle Excavating  
Small Stuff Upholstery  
Viterra  
Voth's BrandSource Home Furnishings  
Western Sales  
Westwinds Motor Hotel  
Wheatland Machine Shop

# GOAL 2

**Provide input to all levels of government on college growth and accountability.**

## SUCCESS LOOKS LIKE

*An effective Student Information System is sourced and an implementation plan is in place; and government policy and funding aligns more effectively with college programming and labour market demand.*



## **Senior leadership has made substantive efforts in 2016-17 to work in collaboration with the post-secondary system and government to ensure policy and funding is provided in a fair and equitable manner.**

Because of this ongoing dialogue, significant gains have been made with regards to the Skills Training Allocation policy manual and funding eligibility, as well as the eligible use of Adult Basic Education funding. In an environment of fiscal restraint, these gains are categorical as they will allow the college system to do more with less, resulting in high-quality programming that is accessible to students in the region.

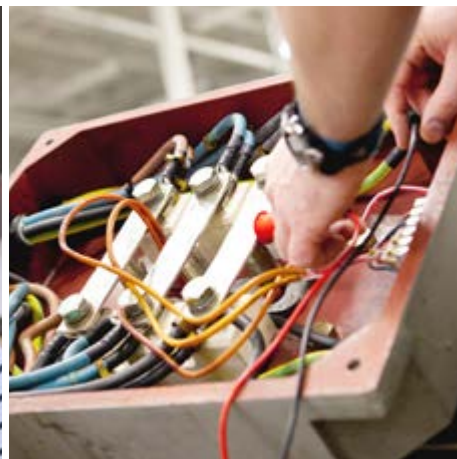
While in-roads were achieved on the preceding files, the lack of provincial funding available has resulted in a stalemate on the Student Information System. In partnership with Ministry, the regional colleges and First Nations institutions in Saskatchewan have developed a strong business case showing the need for replacement of the current, archaic Student Information System. Great Plains College participated extensively in this process and will continue to advocate for the replacement of the outmoded system.

Building relationships is fundamental to the successful enhancement of partnerships. Our partnership activity ranges from external investment in equipment and technology, working with sector groups such as health regions, school districts and trades associations to offer training of mutual interest, to enhancing the transition to employment for students.

Our most pressing challenge going forward will be sustaining core operations and services in the context of fiscal restraint. At this juncture, without additional funding, our ability to effectively work with partners, implement programs and ensure that students have the supports required to be successful, will be compromised. Aggressive measures will need to be employed to control the college budget, which will most likely include a reduction of programming and services.

# APPENDIX & FINANCIAL STATEMENTS

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**Table 3 Equity Participation Enrolments by Program Groups for Great Plains College**

		Actuals																							
		Average (past three years)												2016-17											
Program Groups		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	19	25	0	6	16	n	12	12	n	160	217.7	n	17	21	0	7	27	0	7	22	0	139	313	7
	Other	6.3	n	0	n	n	0	5	n	0	53	39.33	0	8	7	0	7	n	0	0	n	0	44	50	0
	Apprenticeship & Trade	0	n	0	0	n	0	0	n	0	0	27.67	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total Institute Credit	26	32	0	8	18	n	17	15	n	213	284.7	7.33	25	28	0	14	27	0	7	22	0	183	363	7
	Industry Credit:																								
	Total Industry Credit	0	18	66	0	n	17	0	7.7	40	0	348.3	2621	0	15	84	0	n	28	0	5	39	0	298	2650
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)																								
	Total Non-Credit	0	11	n	0	n	n	0	n	n	0	43.33	154	0	6	15	0	11	n	0	0	0	0	132	241
	TOTAL SKILLS TRAINING CREDIT	26	61	66	8	18	17	17	22.7	40	213	676.33	2782.33	25	49	99	14	38	28	7	27	39	183	793	2898
BASIC EDUCATION	Basic Education Credit:																								
	Adult 12	24	15	0	n	n	0	6.7	n	0	71	49.67	0	33	14	0	n	n	0	9	6	0	80	50	0
	Adult 10	n	11	0	n	n	0	n	n	0	6.3	16.33	0	7	12	0	n	0	0	n	6	0	10	19	0
	Academic GED	16	14	0	n	n	0	n	n	0	26	34.33	0	9	16	0	n	n	0	7	n	0	29	24	0
	Total BE Credit	40	40	0	0	0	0	6.7	0	0	103.3	100.33	0	49	42	0	0	0	0	16	12	0	119	93	0
	Basic Education Non-Credit:																								
	Employability/Life Skills	n	11	0	0	n	0	n	n	0	5.3	24.33	0	6	n	0	0	0	0	n	n	0	6	n	0
	English Language Training	0	n	0	n	69	0	0	n	0	n	289.7	0	0	0	0	0	30	0	0	0	0	0	217	0
	General Academic Studies	0	n	0	0	0	0	0	0	0	n	n	0	n	0	0	0	0	0	n	n	0	n	n	0
	Literacy	0	0	0	0	0	0	0	0	0	0	0	n	0	0	0	0	0	0	0	0	0	0	0	0
Total BE Non-Credit	0	11	0	0	69	0	0	0	0	5.3	314.03	0	6	0	0	0	30	0	0	0	0	6	217	0	
TOTAL BASIC EDUCATION	40	51	0	0	69	0	6.7	0	0	108.6	414.36	0	55	42	0	0	30	0	16	12	0	125	310	0	
UNIVERSITY	Total University	n	n	0	n	n	0	n	n	0	41	48	0	6	n	0	5	n	0	n	0	0	73	22	0
TOTAL ENROLMENT		66	112	66	8	87	17	23.7	22.7	40	362.6	1138.69	2782.33	86	91	99	19	68	28	23	39	39	381	1125	2898

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 Completers and Graduates by Program Groups for Great Plains College**

			Actuals																
			Average (past three years)										2016-17						
Program Groups		Aboriginal			Visible Minority			Disability			Aboriginal			Visible Minority			Disability		
SKILLS TRAINING		E	C	G	E	C	G	E	C	G	E	C	G	E	C	G	E	C	G
	Institute Credit:																		
	Sask Polytech	44	24.3	14.3	22.3	13.7	n	24.7	11.7	7.33	38	20	16	34	22	n	29	19	7
	Other:	10	n	6	n	n	n	7	n	n	15	n	8	9	n	6	n	n	n
	Apprenticeship & Trade	n	n	0	n	n	0	n	n	0	0	0	0	0	0	0	0	0	0
	Total Institute Credit	54	24.3	20.3	22.3	13.7	0	31.7	11.7	7.33	53	20	24	43	22	6	29	19	7
	Industry Credit:																		
	Total Industry Credit	84.3	n	81.3	21	n	20.7	47.3	n	46	99	n	99	30	n	29	44	n	43
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)																		
	Total Non Credit	15	14	0	5	5	0	n	n	0	21	18	0	13	12	0	n	n	0
	TOTAL SKILLS TRAINING CREDIT	153.3	38.3	101.6	48.3	18.7	20.7	79	11.7	53.33	173	38	123	86	34	35	73	19	50
BASIC EDUCATION	Basic Education Credit:																		
	Adult 12	38.7	21	5.67	6	n	n	9.67	5.33	n	47	16	14	7	n	n	15	6	n
	Adult 10	15.3	5.67	n	n	0	0	6.33	n	n	19	7	0	n	n	0	7	n	0
	Academic GED	29.3	12.3	7	n	0	0	8.33	n	n	25	9	5	n	n	n	8	n	n
	Total BE Credit	83.3	38.97	12.67	6	0	0	24.33	5.33	0	91	32	19	7	0	0	30	6	0
	Basic Education Non-Credit:																		
	Employability/Life Skills	14.3	12	0	n	n	0	6.33	6	0	8	n	0	0	0	0	n	n	0
	English Language Training	n	n	0	70	44.3	0	n	n	0	0	0	0	30	20	0	n	0	0
	General Academic Studies	n	n	0	0	0	0	0	0	0	n	n	0	0	0	0	n	n	0
	Literacy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total BE Non-Credit	14.3	12	0	70	44.3	0	6.33	6	0	8	0	0	30	20	0	0	0	0
	TOTAL BASIC EDUCATION	97.6	50.97	12.67	76	44.3	0	30.66	11.33	0	99	32	19	37	20	0	30	6	0
UNIVERSITY	Total University	7	5	0	n	n	0	n	n	0	9	6	0	6	n	0	n	n	0
	TOTAL ENROLMENT	257.9	94.27	114.27	124.3	63	20.7	109.66	23.03	53.33	281	76	142	129	54	35	103	25	50

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 enrolment

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).



## INDEPENDENT AUDITOR'S REPORT

To the Directors of Great Plains College:

We have audited the accompanying financial statements of Great Plains College, which comprise the statement of financial position as at June 30, 2017, and the statements of operations and accumulated surplus, remeasurement gains and losses, changes in net financial assets and cash flows for the year then ended, and a summary of significant accounting policies and other explanatory information.

### Management's Responsibility 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.

### Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the organization's preparation and fair presentation of the financial statements 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. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

### Opinion

In our opinion, the financial statements present fairly, in all material respects, the financial position of Great Plains College as at June 30, 2017, and the results of its operations and accumulated surplus, remeasurement gains and losses, changes in net financial assets and cash flows for the year then ended in accordance with Canadian public sector accounting standards for government not-for-profit organizations.

A handwritten signature in dark ink, appearing to read 'Stark &amp; Marsh', is written over a horizontal line.

CPA LLP

Chartered Professional Accountants  
Licensed Professional Accountants

Swift Current, Saskatchewan  
September 28, 2017

-1-

[starkmarsh.com](http://starkmarsh.com)



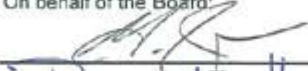

**Great Plains College**  
**Statement of Financial Position**  
**as at June 30, 2017**

Statement 1

	<u>2017</u>	<u>2016</u>
<b>Financial Assets</b>		
Cash and cash equivalents (Note 3)	\$ 2,397,265	\$ 1,862,775
Accounts receivable (Note 4)	866,900	835,654
Inventories for resale (Note 5)	72,807	88,414
Portfolio Investments (Note 6)	<u>212,227</u>	<u>207,392</u>
<b>Total Financial Assets</b>	<u>3,549,199</u>	<u>2,994,235</u>
<b>Liabilities</b>		
Accrued salaries and benefits (Note 7)	495,407	466,740
Accounts payable and accrued liabilities (Note 8)	340,921	283,990
Deferred revenue (Note 9)	119,212	214,710
Liability for employee future benefits (Note 10)	<u>212,400</u>	<u>210,100</u>
<b>Total Financial Liabilities</b>	<u>1,167,940</u>	<u>1,175,540</u>
<b>Net Financial Assets</b>	<u>2,381,259</u>	<u>1,818,695</u>
<b>Non-Financial Assets</b>		
Tangible capital assets (Note 11)	12,339,030	12,655,226
Prepaid expenses (Note 12)	<u>4,833</u>	<u>13,533</u>
<b>Total Non-Financial Assets</b>	<u>12,343,863</u>	<u>12,668,759</u>
<b>Accumulated Surplus</b>	<u>\$ 14,725,122</u>	<u>\$ 14,487,454</u>
<b>Accumulated Surplus is comprised of:</b>		
Accumulated operating surplus	14,705,090	\$ 14,472,257
Accumulated remeasurement gains	<u>20,032</u>	<u>15,197</u>
<b>Total Accumulated Surplus</b>	<u>\$ 14,725,122</u>	<u>\$ 14,487,454</u>
<b>Contractual obligations and commitments (Note 17)</b>		

*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, 2017**

**Statement 2**

	<b>2017 Budget</b>	<b>2017 Actual</b>	<b>2016 Actual</b>
	(Note 15)		
<b>Revenues (Schedule 2)</b>			
Provincial government			
Grants	\$ 7,961,450	\$ 7,902,609	\$ 7,927,210
Other	279,191	109,230	143,708
Federal government			
Grants	270,810	237,466	281,510
Other revenue			
Contracts	467,750	597,268	543,394
Interest	16,500	17,446	18,574
Rents	75,223	78,182	79,219
Resale items	8,500	8,338	8,558
Tuition	2,309,267	2,365,163	2,328,184
Donations	94,000	131,969	117,400
Other	326,767	387,750	478,366
Total revenues	<u>11,809,458</u>	<u>11,835,421</u>	<u>11,926,123</u>
<b>Expenses (Schedule 3)</b>			
General	7,486,737	6,401,517	7,354,695
Skills training	3,180,783	2,872,637	3,441,976
Basic education	1,193,483	1,145,265	1,206,857
University	192,619	180,296	154,034
Services	779,039	701,693	801,352
Scholarships	196,500	193,000	198,900
Development	207,420	108,180	266,325
Total expenses	<u>13,236,581</u>	<u>11,602,588</u>	<u>13,424,139</u>
Surplus (Deficit) for the Year from Operations	<u>(1,427,123)</u>	<u>232,833</u>	<u>(1,498,016)</u>
Accumulated Operating Surplus, Beginning of Year	<u>14,472,257</u>	<u>14,472,257</u>	<u>15,970,273</u>
Accumulated Operating Surplus, End of Year	<u>\$ 13,045,134</u>	<u>\$ 14,705,090</u>	<u>\$ 14,472,257</u>

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

**Great Plains College**  
**Statement of Remeasurement Gains and Losses**  
**for the year ended June 30, 2017**

**Statement 3**

	<u>2017 Actual</u>	<u>2016 Actual</u>
<b>Accumulated Remeasurement Gains, Beginning of Year</b>	\$ 15,197	\$ 21,392
Unrealized gains (losses) attributable to:		
Portfolio investments	11,335	(695)
Amounts reclassified to the statement of operations:		
Portfolio investments	<u>(6,500)</u>	<u>(5,500)</u>
Net remeasurement gains (losses) for the year	<u>4,835</u>	<u>(6,195)</u>
<b>Accumulated Remeasurement Gains, End of Year</b>	<u>\$ 20,032</u>	<u>\$ 15,197</u>

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

**Great Plains College**  
**Statement of Changes in Net Financial Assets**  
**as at June 30, 2017**

**Statement 4**

	<b>2017 Budget (Note 15)</b>	<b>2017 Actual</b>	<b>2016 Actual</b>
<b>Net Financial Assets, Beginning of Year</b>	\$ 1,818,695	\$ 1,818,695	\$ 2,326,761
<b>Gain (Deficit) for the Year from Operations</b>	(1,427,123)	232,833	(1,498,016)
Acquisition of tangible capital assets	(390,534)	(259,987)	(216,464)
Amortization of tangible capital assets	1,058,540	576,183	1,192,289
Use of prepaid expenses	9,000	8,700	20,320
	<u>(750,117)</u>	<u>557,729</u>	<u>(501,871)</u>
<b>Net Remeasurement Gains (Losses)</b>	<u>1,360</u>	<u>4,835</u>	<u>(6,195)</u>
<b>Change in Net Financial Assets</b>	<u>(748,757)</u>	<u>562,564</u>	<u>(508,066)</u>
<b>Net Financial Assets, End of Year</b>	<u>\$ 1,069,938</u>	<u>\$ 2,381,259</u>	<u>\$ 1,818,695</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, 2017**

**Statement 5**

	<u>2017</u>	<u>2016</u>
<b>Operating Activities</b>		
Gain (deficit) for the year from operations	\$ 232,833	\$ (1,498,016)
Non-cash items included in deficit		
Amortization of tangible capital assets	576,183	1,192,289
Changes in non-cash working capital		
Increase in accounts receivable	(31,246)	(47,785)
Decrease (increase) in inventories for resale	15,607	(2,854)
Increase in accrued salaries and benefits	28,667	70,059
Increase in accounts payable and accrued liabilities	56,931	87,567
(Decrease) increase in deferred revenue	(95,498)	79,145
Increase in employee future benefits	2,300	5,300
Decrease in prepaid expenses	8,700	20,320
<b>Cash (Used) Provided by Operating Activities</b>	<u>794,477</u>	<u>(93,975)</u>
<b>Capital Activities</b>		
Cash used to acquire tangible capital assets	259,987	216,464
<b>Investing Activities</b>		
Cash used to acquire portfolio investments	-	-
<b>Increase (decrease) in Cash and Cash Equivalents</b>	534,490	(310,439)
<b>Cash and Cash Equivalents, Beginning of Year</b>	<u>1,862,775</u>	<u>2,173,214</u>
<b>Cash and Cash Equivalents, End of Year</b>	<u><u>\$ 2,397,265</u></u>	<u><u>\$ 1,862,775</u></u>

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



**GREAT PLAINS COLLEGE**  
**Notes to the Financial Statements**  
**For the year ended June 30, 2017**

**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.

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

**(a) College Reporting Entity**

The financial statements include all of the assets, liabilities, revenues and expenses of the College reporting entity.

**(b) 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 \$212,400 (June 30, 2016 - \$210,100) 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.

#### **(c) 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.

#### **(d) 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, bank 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 mutual funds held for endowment purposes. 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 are recorded in accumulated surplus as remeasurement gains and losses until realized. Upon disposition of the investments, the cumulative remeasurement gains and losses are reclassified to the statement of operations.

#### **(e) 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.

**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.

**(f) Non-Financial Assets**

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

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

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

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

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

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

#### **(g) 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 either the retirement plan of the Saskatchewan Teachers' Retirement Plan (STRP) or Saskatchewan Teachers' Superannuation Plan (STSP). The College's obligation for these plans is limited to collecting and remitting contributions of the employees at rates determined by the plans.
- 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.

#### **(h) 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.

**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 2017	June 30 2016
Cash and bank deposits	\$ 2,397,265	\$ 1,862,775
<b>Cash and cash equivalents</b>	<b>\$ 2,397,265</b>	<b>\$ 1,862,775</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 2017	June 30 2016
Provincial government:		
Advanced Education/Economy/Central Services	\$ 18,110	\$ 34,140
Other	474,845	424,517
Federal government	142,181	104,130
Other receivables	231,764	272,867
<b>Accounts receivable, net of allowances</b>	<b>\$ 866,900</b>	<b>\$ 835,654</b>

**5. INVENTORIES FOR RESALE**

	June 30 2017	June 30 2016
<b>Book and materials for resale</b>	<b>\$ 72,807</b>	<b>\$ 88,414</b>



## 6. PORTFOLIO INVESTMENTS

Endowment funds are permanently restricted assets, the principal of which is protected, and the income from which is restricted by the Board of Governors. Unrealized gains and losses are recognized in the statement of remeasurement gains and losses. Upon settlement, the cumulative gain or loss is reclassified from the statement of remeasurement gains and losses and recognized in the statement of operations and accumulated surplus.

	June 30 2017		June 30 2016	
Portfolio investments in the fair value category:	Cost	Fair Value	Cost	Fair Value
Mutual Funds - Loran Endowment Fund	\$ 92,195		\$ 92,195	
Signature Diversified Yield II Fund Class A		\$ 21,273		\$ 19,801
CI Signature High Income Fund		33,023		30,921
Portfolio Series Income Fund		19,771		19,057
Sentry Conservative Balanced Income Fund		17,699		17,405
Cash		8,374		10,523
	<u>\$ 92,195</u>	<u>\$ 100,140</u>	<u>\$ 92,195</u>	<u>\$ 97,708</u>
Mutual Funds - Blanchard Endowment Fund	\$ 100,000		\$ 100,000	
Signature Diversified Yield II Fund Class A		\$ 22,913		\$ 21,328
CI Signature High Income Fund		35,407		33,154
Portfolio Series Income Fund		21,794		21,007
Sentry Conservative Balanced Income Fund		19,385		19,063
Cash		12,588		15,133
	<u>\$ 100,000</u>	<u>\$ 112,087</u>	<u>\$ 100,000</u>	<u>\$ 109,684</u>
<b>Total portfolio investments reported at fair value</b>	<b>\$ 192,195</b>	<b>\$ 212,227</b>	<b>\$ 192,195</b>	<b>\$ 207,392</b>

## 7. ACCRUED SALARIES AND BENEFITS

	June 30 2017	June 30 2016
Accrued salaries & vacation pay	\$ 422,420	\$ 464,359
Accrued employee benefits	72,987	2,381
<b>Accrued salaries and benefits</b>	<b>\$ 495,407</b>	<b>\$ 466,740</b>

## 8. ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

	June 30 2017	June 30 2016
Ministries of Advanced Education/Economy/Central Services	\$ 18,112	\$ 6,874
Sask Polytechnic	20,686	22,784
School Divisions	18,400	8,877
Regional Colleges	430	9,986
Other Provincial	30,238	26,621
Other	253,055	208,848
<b>Accounts payable and accrued liabilities</b>	<b>\$ 340,921</b>	<b>\$ 283,990</b>

## 9. DEFERRED REVENUE

	June 30 2017	June 30 2016
Tuitions & deposits	\$ 118,962	\$ 209,510
Other	250	5,200
<b>Deferred revenue</b>	<b>\$ 119,212</b>	<b>\$ 214,710</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 2017	June 30 2016
Actuarial valuation date	30-Jun-16	30-Jun-15
Long-term assumptions used:		
Salary escalation rate (percentage)	1.50%	1.50%
Discount rate (percentage)	1.90%	1.90%
Expected average remaining service life (years)	11.3	11.3

	June 30 2017	June 30 2016
<b>Liability for Employee Future Benefits</b>		
<b>Accrued Benefit Obligation - beginning of year</b>	<b>\$ 210,100</b>	<b>\$ 204,800</b>
Current period benefit cost	28,600	27,200
Interest cost	3,200	3,600
Benefit payments	(25,700)	(26,100)
Actuarial gains / losses	(43,800)	(43,200)
<b>Accrued Benefit Obligation - end of year</b>	<b>172,400</b>	<b>166,300</b>
<b>Unamortized Net Actuarial Gains / Losses</b>	<b>40,000</b>	<b>43,800</b>
<b>Liability for Employee Future Benefits</b>	<b>\$ 212,400</b>	<b>\$ 210,100</b>

	June 30 2017	June 30 2016
<b>Employee Future Benefits Expense</b>		
Current period benefit cost	\$ 28,600	\$ 27,200
Amortization of net actuarial gain / loss	(3,800)	600
<b>Benefit cost</b>	<b>24,800</b>	<b>27,800</b>
Interest cost on unfunded employee future benefits obligation	3,200	3,600
<b>Total Employee Future Benefits Expense</b>	<b>\$ 28,000</b>	<b>\$ 31,400</b>

## 11. TANGIBLE CAPITAL ASSETS

During the year, a change in estimated useful life of buildings from 20 years to 50 years occurred. The change is more representative of the useful life estimates that are used by other government agencies and is more reflective of the useful life of new construction. This change affected two buildings and was treated as a change in estimate. The change was made prospectively as of July 1, 2016.

	Land	Buildings	Paving Lot	Leasehold Improv	Office Furniture	Office Equip	Computer Equip	Machinery	System Develop	2017	2016
<b>Tangible Capital Assets - at Cost:</b>											
Opening Balance at Start of Year	\$ 168,550	\$ 19,301,516	\$ 482,422	\$ 799,989	\$ 314,818	\$ 180,307	\$ 365,850	\$ 773,244	\$ 303,721	\$ 22,690,417	\$ 22,473,953
Additions/Purchases	-	209,722	-	-	-	16,615	27,312	6,338	-	259,987	216,464
Closing Balance at End of Year	168,550	19,511,238	482,422	799,989	314,818	196,922	393,162	779,582	303,721	22,950,404	22,690,417
<b>Tangible Capital Assets - Amortization:</b>											
Opening Balance at Start of Year	-	7,076,631	482,422	799,989	236,095	172,049	344,620	619,664	303,721	10,035,191	8,842,902
Amortization of the Period	-	452,389	-	-	24,521	6,345	22,165	70,763	-	576,183	1,192,289
Closing Balance at End of Year	-	7,529,020	482,422	799,989	260,616	178,394	366,785	690,427	303,721	10,611,374	10,035,191
<b>Net Book Value:</b>											
Opening Balance at Start of Year	168,550	12,224,885	-	-	78,723	8,258	21,230	153,580	-	12,655,226	13,631,051
Closing Balance at End of Year	168,550	11,982,218	-	-	54,202	18,528	26,377	89,155	-	12,339,030	12,655,226
Change in Net Book Value	\$ -	\$ (242,667)	\$ -	\$ -	\$ (24,521)	\$ 10,270	\$ 5,147	\$ (64,425)	\$ -	\$ (316,196)	\$ (975,825)

## 12. PREPAID EXPENSES

	June 30 2017	June 30 2016
Facility leases	\$ 1,071	\$ 11,422
Equipment leases	3,762	2,111
<b>Total Prepaid expenses</b>	<b>\$ 4,833</b>	<b>\$ 13,533</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) or Saskatchewan Teachers' Superannuation Plan (STSP):

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

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

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

	2017		2016	
	STRP	STSP	TOTAL	TOTAL
Number of active College members	11	1	12	12
STRP Member contribution rate (percentage of salary)	11.96%	-%	11.96%	11.00%
STSP Member contribution rate (percentage of salary)	-%	6.68%	6.68%	6.70%
Member contributions for the year	\$ 87,388	\$ 5,321	\$ 92,709	\$ 79,804

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:

	2017	2016
Number of active College members	92	85
Member contribution rate (percentage of salary)	8.15%	8.15%
College contribution rate (percentage of salary)	8.15%	8.15%
Member contributions for the year	\$ 407,083	\$ 411,222
College contributions for the year	\$ 407,083	\$ 411,222

## 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, 2017 and June 30, 2016 was:

	June 30, 2017	June 30, 2016
Current	\$ 806,930	\$ 786,632
61-90 days	14,068	21,598
91-120 days	7,450	4,318
Over 121 days	38,452	23,106
<b>Total</b>	<b>\$ 866,900</b>	<b>\$ 835,654</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:

	June 30, 2017			
	Within 6 months	6 months to 1 year	1 to 5 years	> 5 years
Accrued salaries and benefits	\$ 180,061	\$ 315,346	\$ -	\$ -
Accounts payable and accrued liabilities	421,777	-	-	-
<b>Total</b>	<b>\$ 601,838</b>	<b>\$ 315,346</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:

### iv) 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 monthly at a rate of prime minus 0.60%. 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, 2017.

**v) 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 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, 2017 or June 30, 2016.

**15. BUDGET FIGURES**

Budget figures included in the financial statements were approved by the Board of Governors on June 23, 2016 and the Minister of Advanced Education on July 28, 2016. The budget figures are unaudited.

**16. RELATED PARTIES**

These financial statements include transactions with related parties. The College is related to all Government of Saskatchewan ministries, agencies, boards, school divisions, health authorities, colleges and crown corporations under the common control of the Government of Saskatchewan. The College is also related to non-Crown enterprises that the Government jointly controls or significantly influences. In addition, the College is related to other non-Government organizations by virtue of its economic interest in these organizations. Related Party Transactions:

Transactions with these related parties are in the normal course of operations. The recorded amounts resulting from these transactions are included in the financial statements and the table below.

	June 30 2017	June 30 2016
<b>Revenues:</b>		
Ministry of Advanced Education/Economy/Finance	\$ 8,205,689	\$ 8,051,276
School Divisions	479,309	289,542
Regional Health Authorities	211,974	175,344
Universities of Regina & Saskatchewan	69,237	29,922
CEO Council (formerly ASRC)	62,022	93,653
Saskatchewan Polytechnic	52,007	66,807
Regional Colleges	8,737	5,249
Other Government Organizations	52,521	64,153
	<b>\$ 9,141,496</b>	<b>\$ 8,775,946</b>
<b>Expenses:</b>		
Saskatchewan Polytechnic	\$ 609,977	\$ 1,054,723
Ministry of Central Services	96,603	105,279
Regional Health Authorities	92,405	55,831
School Divisions	46,723	75,630
Western Trade Training Institute	35,598	44,600
Regional Colleges	4,707	15,088
University of Regina	-	116,992
Other Government Organizations	208,767	176,862
	<b>\$ 1,094,780</b>	<b>\$ 1,645,005</b>



In addition, the College pays Provincial Sales Tax to the Saskatchewan Ministry of Finance on all its taxable purchases and customer sales on items that are deemed taxable. Taxes paid are recorded as part of the cost of those purchases.

The College receives long distance telephone service between major centres from SaskTel, a related party, at reduced rates available to Government agencies.

## **17. CONTRACTUAL OBLIGATIONS AND COMMITMENTS**

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

- The College holds various small leases for facilities and cleaning with durations of one year or less.
- The College also holds other small leases for office equipment.

## **18. TRUST FUNDS**

The College administers trust funds on behalf of the Southwest Mentorship Program. These funds and matching liabilities are not reflected on the Balance Sheet. Money paid to the College is held in trust until it is paid to the clients of the program. At June 30, 2017, total funds held in trust amount to \$80,856.

## **19. 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 and accumulated net remeasurement gains and losses.

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 are included in the accumulated surplus presented in the statement of financial position.

The College does not maintain separate bank accounts for the internally restricted amounts.

Details of accumulated surplus are as follows:

<b>Invested in Tangible Capital Assets:</b>					
Net Book Value of Tangible Capital Assets					
	June 30 2016	Additions during the year	Reductions during the year	June 30 2017	
	\$ 12,655,226	\$ 259,988	\$ (576,184)	\$ 12,339,030	
<b>Internally Restricted Operating Surplus:</b>					
<b>Contributions to be Held in Perpetuity - Endowment Funds</b>					
<b>Capital:</b>					
Building Renovations - GPC North	192,000	-	-	192,000	
Capital Contingency	188,576	-	(153,610)	34,966	
Scholarships:	150,000	75,000	(56,112)	168,888	
Other:	25,978	62,469	-	88,447	
Prepaid Operating Lease - Warman	9,000	-	(9,000)	-	
Student Health & Dental Reserve	36,840	-	(1,142)	35,698	
Legal Contingency	100,000	-	(100,000)	-	
Program Development	167,247	-	(19,531)	147,716	
Enterprise Risk Management	59,501	-	-	59,501	
<b>Programming:</b>					
Skills Training Allocation	-	219,004	-	219,004	
Adult Basic Education	175,196	134,808	-	310,004	
ABE - On Reserve	77,054	-	(17,835)	59,219	
English as a Second Language	35,666	1,613	-	37,279	
	<b>1,217,058</b>	<b>492,894</b>	<b>(357,230)</b>	<b>1,352,722</b>	
<b>Unrestricted Operating Surplus</b>	<b>599,973</b>	<b>876,220</b>	<b>(462,855)</b>	<b>1,013,338</b>	
<b>Accumulated Operating Surplus</b>	<b>\$ 14,472,257</b>	<b>\$ 1,629,102</b>	<b>\$ (1,396,269)</b>	<b>\$ 14,705,090</b>	
<b>Accumulated Remeasurement Gains</b>	<b>15,197</b>	<b>4,835</b>	<b>-</b>	<b>20,032</b>	
<b>Total Accumulated Surplus</b>	<b>\$ 14,487,454</b>	<b>\$ 1,633,937</b>	<b>\$ (1,396,269)</b>	<b>\$ 14,725,122</b>	

## Schedule 1

Great Plains College  
Schedule of Revenues and Expenses by Function  
for the year ended June 30, 2017

	General	Skills Training				Basic Education		2017 Actual		Services		University		Scholarships		2017		2016
		Credit		Non-credit		Credit	Non-credit	Learner Support	Counsel	Credit		Credit		Total Actual	Budget (Note 15)	Actual		
Revenues (Schedule 2)																		
	Provincial government	\$ 4,969,700	\$ 1,704,076	\$ -	\$ 714,730	\$ 429,107	\$ -	\$ 77,226	\$ -	\$ -	\$ -	\$ 117,000	\$ -	\$ 8,011,839	\$ 8,240,641	\$ 8,070,918		
	Federal government	-	-	-	-	237,466	-	-	-	-	-	-	-	-	237,466	270,810	281,510	
	Other	232,703	2,171,201	227,819	471,491	1,756	80,139	-	262,538	-	138,469	-	-	3,586,116	3,298,007	3,573,695		
	Total Revenues	5,202,403	3,875,277	227,819	1,186,221	668,329	-	157,365	-	-	262,538	255,469	-	11,835,421	11,809,458	11,926,123		
Expenses (Schedule 3)																		
	Agency contracts	10,165	1,005,690	14,191	1,910	25,411	-	8,530	-	157,430	-	-	16,748	1,240,075	1,140,876	1,492,680		
	Amortization	576,183	-	-	-	-	-	-	-	-	-	-	-	576,183	1,058,540	1,192,289		
	Equipment	196,451	1,767	56,035	180	1,000	-	-	-	-	-	-	-	255,433	418,772	372,129		
	Facilities	439,291	11,535	300	-	19,332	-	-	-	2,155	-	-	-	472,613	487,760	560,358		
	Information technology	188,693	2,442	-	-	7,331	-	-	-	-	-	-	-	196,666	223,950	273,234		
	Operating	832,673	119,885	7,218	20,111	63,597	-	4,139	4,033	17,087	-	193,000	63,560	1,325,303	1,771,447	1,534,212		
	Personal services	4,157,861	1,599,141	54,433	661,163	345,230	210,832	474,159	3,624	-	27,872	7,534,315	108,180	8,135,236	7,999,237	13,424,139		
	Total Expenses	6,401,517	2,740,460	132,177	683,364	461,901	-	223,501	478,192	180,296	-	193,000	-	11,602,588	13,236,581			
	Surplus (Deficit) for the year	\$ (1,199,114)	\$ 1,134,817	\$ 95,642	\$ 502,857	\$ 206,428	\$ (66,136)	\$ (478,192)	\$ 82,242	\$ 62,469	\$ (108,180)	\$ 232,833	\$ (1,427,123)	\$ (1,498,016)				

## Schedule 2

Great Plains College  
Schedule of Revenues by Function  
for the year ended June 30, 2017

	2017 Revenues Actual										2017 Total Revenues Actual	2017 Total Revenues Budget (Note 15)	2016 Total Revenues Actual
	Skills Training		Basic Education		Learner Services		University		Scholarships				
	Credit	Non-credit	Credit	Non-credit	Support	Counsel	Credit						
General													
Provincial Government/ Advanced Education/ Economy													
Operating grants	\$ 4,963,200	\$ -	\$ -	\$ -	\$ -	\$ 50,296	-	\$ -	\$ -	\$ -	\$ 4,963,200	\$ 5,077,000	\$ 5,051,500
Program grants	-	1,704,076	-	714,730	326,377	-	-	-	-	-	2,795,479	2,792,450	2,695,603
Capital grants	-	-	-	-	-	-	-	-	-	-	-	92,000	108,000
	4,963,200	1,704,076	-	714,730	326,377	50,296	-	-	-	-	7,758,679	7,961,450	7,855,103
Other	-	-	-	-	-	26,930	-	-	117,000	-	143,930	152,416	72,107
	4,963,200	1,704,076	-	714,730	326,377	77,226	-	-	117,000	-	7,902,609	8,113,866	7,927,210
Other provincial	6,500	-	-	-	102,730	-	-	-	-	-	109,230	126,775	143,708
	4,969,700	1,704,076	-	714,730	429,107	77,226	-	-	117,000	-	8,011,839	8,240,641	8,070,918
Total Provincial													
	-	-	-	-	237,466	-	-	-	-	-	237,466	270,810	281,510
Federal Government Program grants													
	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Revenue													
Contracts	-	110,422	19,732	467,114	-	-	-	-	-	-	597,268	467,750	543,394
Interest	10,946	-	-	-	-	-	-	-	-	-	17,446	16,500	18,574
Rents	78,182	-	-	-	-	-	-	-	6,500	-	78,182	75,223	79,219
Retail items	8,338	-	-	-	-	-	-	-	-	-	8,338	8,500	8,558
Tuition	-	1,999,106	185,557	-	-	-	-	180,500	-	-	2,365,163	2,309,267	2,328,184
Donations	-	-	-	-	-	-	-	-	131,969	-	131,969	94,000	117,400
Other	135,237	61,673	22,530	4,377	1,756	80,139	-	82,038	-	-	387,750	326,767	478,366
	232,703	2,171,201	227,819	471,491	1,756	80,139	-	262,538	138,469	-	3,586,116	3,298,007	3,573,695
Total Other													
	\$ 5,202,403	\$ 3,875,277	\$ 227,819	\$ 1,186,221	\$ 668,329	\$ 157,365	\$ -	\$ 262,538	\$ 255,469	\$ -	\$ 11,835,421	\$ 11,809,458	\$ 11,926,123
Total Revenues													

## Schedule 3

Great Plains College  
Schedule of Expenses by Function  
for the year ended June 30, 2017

	2017 Expenses Actual				2017		2017		2016	
	General (Schedule 4)	Skills Training	Basic Education	Services	University	Scholarships	Development	Total Expenses Actual	Total Expenses Budget (Note 15)	Total Expenses Actual
		Credit	Non-credit	Credit	Non-credit	Learner Support	Counsel			
<b>Agency Contracts</b>										
Contracts	\$ 10,165	\$ 820,618	\$ 3,177	\$ 1,910	\$ 25,411	\$ 8,530	\$ -	\$ 156,913	\$ 938,024	\$ 1,324,189
Instructors	-	185,072	11,014	-	-	-	-	517	196,603	168,491
	10,165	1,005,690	14,191	1,910	25,411	8,530	-	157,430	1,140,876	1,492,680
<b>Amortization</b>										
<b>Equipment</b>										
Equipment (non-capital)	576,183	-	-	-	-	-	-	576,183	1,058,540	1,192,289
Rental	15,107	988	-	180	1,000	-	-	17,275	22,000	31,942
Repairs and maintenance	73,494	504	50,837	-	-	-	-	24,835	205,291	190,307
Vehicle Lease	19,179	275	5,198	-	-	-	-	24,652	96,008	56,799
	88,671	-	-	-	-	-	-	88,671	95,473	93,081
<b>Facilities</b>										
Building supplies	17,566	-	-	-	-	-	-	-	-	-
Grounds	4,401	-	-	-	-	-	-	17,566	10,500	4,384
Janitorial	56,909	-	-	-	-	-	-	4,401	6,300	965
Rental	52,595	-	-	-	-	-	-	56,909	55,730	89,476
Repairs & maintenance buildings	96,122	11,535	300	-	16,675	-	-	83,260	84,426	98,537
Utilities	211,688	-	-	-	-	-	-	96,122	112,172	133,311
	439,291	11,535	300	-	2,657	-	-	214,355	218,632	233,685
								472,613	487,760	560,358
<b>Information Technology</b>										
Computer services	106,350	-	-	-	-	-	-	106,350	117,800	91,773
Data communications	5,596	-	-	-	-	-	-	5,596	7,200	6,957
Equipment (non-capital)	29,876	-	-	-	7,331	-	-	37,207	49,750	124,302
Materials & supplies	18,075	-	-	-	-	-	-	18,075	18,000	19,106
Repairs & maintenance	2,188	-	-	-	-	-	-	2,188	3,000	1,788
Software (non-capital)	26,808	2,442	-	-	-	-	-	29,250	28,200	29,308
	188,893	2,442	-	-	7,331	-	-	198,666	223,950	273,234
<b>Operating</b>										
Advertising	131,502	339	-	-	-	-	-	131,502	222,155	151,793
Association fees & dues	39,309	2,260	-	-	1,551	-	-	42,249	58,325	48,722
Bad debts	2,808	-	-	-	680	-	-	2,808	5,000	1,022
Financial services	38,062	-	-	-	-	-	-	38,062	35,000	40,185
In-service (includes PD)	55,870	-	-	-	2,980	-	-	58,850	128,660	123,643
Insurance	67,833	-	351	-	71	-	-	68,255	71,000	62,914
Materials & supplies	100,567	90,766	5,450	16,590	47,524	1,039	25	273,073	346,402	298,777
Postage, freight & courier	29,680	101	-	-	24	-	-	29,819	38,673	30,093
Printing & copying	31,475	-	-	-	706	3,000	-	35,181	25,503	23,193
Professional services	167,858	-	-	-	-	-	-	212,189	341,000	303,813
Subscriptions	3,484	95	-	305	-	-	-	3,884	8,688	8,009
Telephone & fax	72,906	-	90	-	568	-	1,685	75,443	96,175	83,834
Travel	89,960	26,324	1,327	3,216	9,493	100	2,343	137,520	188,386	148,250
Other	1,359	-	-	-	-	-	-	194,359	206,500	209,964
	832,673	119,885	7,218	20,111	63,597	4,139	4,033	1,325,303	1,771,447	1,534,212
<b>Personal Services</b>										
Employee benefits	660,782	224,386	4,379	66,533	41,393	38,964	78,004	1,120,140	1,203,134	1,159,628
Honoraria	23,575	-	-	-	-	-	-	23,575	28,000	26,500
Salaries	3,467,584	1,374,755	50,054	594,630	303,837	171,868	396,155	6,384,680	6,893,102	6,807,809
Other	5,920	-	-	-	-	-	-	5,920	11,000	5,300
	4,157,861	1,599,141	54,433	661,163	345,230	210,832	474,159	7,534,315	8,135,236	7,990,237
<b>Total Expenses</b>	<b>\$ 6,401,517</b>	<b>\$ 2,740,460</b>	<b>\$ 132,177</b>	<b>\$ 683,364</b>	<b>\$ 461,901</b>	<b>\$ 223,501</b>	<b>\$ 476,192</b>	<b>\$ 180,286</b>	<b>\$ 13,236,581</b>	<b>\$ 13,424,139</b>

## Schedule 4

**Great Plains College**  
**Schedule of General Expenses by Functional Area**  
**for the year ended June 30, 2017**

	2017 General Actual				2017	2017	2016
	Governance	Operating and Administration	Facilities and Equipment	Information Technology	Total General Actual	Total General Budget (Note 15)	Total General Actual
<b>Agency Contracts</b>							
Contracts	\$ -	\$ 10,165	\$ -	\$ -	\$ 10,165	\$ 17,500	\$ 18,944
Instructors	-	-	-	-	-	-	-
	-	10,165	-	-	10,165	17,500	18,944
<b>Amortization</b>	-	576,183	-	-	576,183	1,058,540	1,192,289
<b>Equipment</b>							
Equipment (non-capital)	-	1,574	13,533	-	15,107	19,500	23,561
Rental	-	73,289	88,876	-	162,165	171,764	171,888
Repairs and maintenance	-	13,517	5,662	-	19,179	16,008	13,870
	-	88,380	108,071	-	196,451	207,272	209,319
<b>Facilities</b>							
Building supplies	-	-	17,566	-	17,566	10,500	4,384
Grounds	-	-	4,401	-	4,401	6,300	965
Janitorial	-	-	56,909	-	56,909	55,730	89,476
Rental	-	5,055	47,540	-	52,595	53,364	71,732
Repairs & maintenance	-	-	96,122	-	96,122	112,172	131,306
Utilities	-	-	211,698	-	211,698	218,632	233,685
	-	5,055	434,236	-	439,291	456,698	531,548
<b>Information Technology</b>							
Computer services	-	78,884	-	27,466	106,350	114,500	88,406
Data communications	-	-	-	5,596	5,596	7,200	6,957
Equipment (non-capital)	-	-	-	29,876	29,876	48,250	112,709
Materials & supplies	-	-	-	18,075	18,075	18,000	18,929
Repairs & maintenance	-	-	-	2,188	2,188	3,000	1,788
Software (non-capital)	-	-	-	26,808	26,808	28,200	29,041
	-	78,884	-	110,009	188,893	219,150	257,830
<b>Operating</b>							
Advertising	-	131,502	-	-	131,502	206,530	138,807
Association fees & dues	7,410	22,302	108	9,489	39,309	52,835	44,038
Bad debts	2,808	-	-	-	2,808	5,000	1,022
Financial services	-	38,062	-	-	38,062	35,000	40,185
In-service (includes PD)	5,216	50,654	-	-	55,870	117,500	117,117
Insurance	9,806	551	57,476	-	67,833	69,500	61,640
Materials & supplies	4,150	92,774	3,643	-	100,567	139,670	114,882
Postage, freight & courier	-	29,680	-	-	29,680	33,823	27,622
Printing & copying	-	31,208	267	-	31,475	25,503	20,848
Professional services	13,561	154,297	-	-	167,858	336,000	257,399
Subscriptions	-	3,484	-	-	3,484	8,338	7,466
Telephone & fax	-	13,082	57,855	1,969	72,906	93,115	81,416
Travel	11,885	75,028	1,386	1,661	89,960	105,036	82,280
Other	-	1,359	-	-	1,359	10,000	11,064
	54,836	643,983	120,735	13,119	832,673	1,237,850	1,005,786
<b>Personal Services</b>							
Employee benefits	306	577,228	45,546	37,702	660,782	712,336	644,153
Honoraria	13,825	9,750	-	-	23,575	28,000	26,500
Salaries	-	3,058,820	200,424	208,340	3,467,584	3,538,391	3,463,026
Other	-	5,920	-	-	5,920	11,000	5,300
	14,131	3,651,718	245,970	246,042	4,157,861	4,289,727	4,138,979
<b>Total General Expenses</b>	<b>\$ 68,967</b>	<b>\$ 5,054,368</b>	<b>\$ 909,012</b>	<b>\$ 369,170</b>	<b>\$ 6,401,517</b>	<b>\$ 7,486,737</b>	<b>\$ 7,354,695</b>



# GLOSSARY OF TERMS

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**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.

**EA** – Educational Assistant

**ESL** – English as a Second 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.

**GED** – General Educational Development

**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.

**Investment** – Contribution of money or in kind contribution such as equipment or expertise to gain profitable returns, as interest, income or appreciation in value.

**Part-time student** – a) One who is taking courses of less than 12 weeks 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.

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### **Warman Campus**

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### **Rosetown Program Centre**

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