

A young man with light brown hair, wearing a dark blue hoodie with "Great Plains College" printed on it, is smiling and looking towards the camera. The background is a blurred indoor setting with blue lighting. A large white circle is positioned to the left of the text "Be".

Beimpressed.

GREAT PLAINS COLLEGE

2019-20 ANNUAL REPORT



“

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

— **David Keast**
President & CEO,
Great Plains College

MESSAGE FROM THE PRESIDENT

I am extremely pleased to have completed my eighth year as President of Great Plains College. I continue to be amazed at the college’s ability to adapt to change and its commitment to student success. At the end of this fiscal year, the college was faced with the additional challenge of operating under protocols and restrictions of the COVID-19 global pandemic. Even under such conditions, I am confident that the college will continue to be successful as we move forward into the future.

The previous eight years have been ones of challenge and change, both for the college and for me. An expansion in program offerings was undertaken and moved forward in the context of continued economic downturn and provincial fiscal restraint. These 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 continued to help us focus on college priorities and allocate resources effectively.

In 2019-20 increased attention was given to expanding relationships with our external partners including industry, First Nations, and newcomers to Canada. 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 growth and the intake of international students, placed the college in a good financial position at the end of 2019-20. Within the context of fiscal restraint, and the global pandemic, the college will continue to look for ways to address the demands for economic recovery in the Saskatchewan labour market.

The 2019-20 academic year was one of change. Over the next few years, basic skills training, expanded post-secondary programming and international education must continue to be a priority for the college if it is to realize the future that all of us here envision. It has been my privilege to help lead the organization toward this future.

David Keast

President & CEO,
Great Plains College



David Keast - President & CEO, Great Plains College



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LETTER OF TRANSMITTAL

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

Dear Minister Makowsky,

On behalf of Great Plains College Board of Governors and in accordance with Section 16 of the Regional Colleges Act and Section 14 of the Regional Colleges Regulations, I am pleased to submit the 2019-20 Annual Report for Great Plains College.

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

Sincerely,



Barbara (Barb) Derbawka-Stevenson
Chair, Board of Governors
Great Plains College

BOARD MEMBERS & MEETING DATES

BARBARA (BARB) DERBAWKA-STEVENSON

Richlea, SK
Chair

CINDY LOWE

Sask Landing, SK
Vice Chair

CLAY THOMPSON

Swift Current, SK
Board Member

DONALD (DONNY) DUNCAN

Swift Current, SK
Board Member

JEFFREY WHEATON

Biggar, SK
Board Member

LIAM CHOO-FOO

Swift Current, SK
Board Member

MEHGIN (MEGZ) REYNOLDS

Swift Current, SK
Board Member

BOARD OF GOVERNORS MEETINGS

September 23, 2019

October 17, 2019

December 5, 2019

February 27, 2020

April 23, 2020

June 18, 2020 (includes AGM)

STRATEGIC DIRECTIONS

With a focus on people and programs, Great Plains College's strategic plan identifies four main areas of emphasis.

Optimize student success

Deliver education to meet labour market demand

Value employees

Build & enhance partnerships



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.

COVID-19 RESPONSE

In an effort to reduce the risk of COVID-19 transmission, Great Plains College suspended all classes and programming for a short duration of time in March 2020 and then quickly pivoted to an alternative delivery and blended learning format which enabled staff to work from home and students to complete and graduate from their programs.

In June 2020 Great Plains College developed a plan to address student and community needs during the summer months as part of the Re-Open Saskatchewan Post-Secondary Sector strategy. The college's proposal was approved by the Ministry of Advanced Education and Ministry of Health, with its strategies coordinated to meet public health safety guidelines and the larger Re-Open Saskatchewan plan.

The college's strategies during the two-month summer timeline included the provision of quality customer service to existing and prospective students, safety-specific industry training to communities, preparation for the delivery of fall programming and assurance that incoming students are retained and supported.

In conjunction with the Ministry of Advanced Education and other provincial post-secondary educational institutions, the college continued to finalize the details of Fall 2020 program delivery as well.

Preparations for the Fall 2020 semester welcomed students into a blended learning environment and included the development of contingency plans in the event that COVID-19 challenges re-appeared. Students have been offered a combination of in-person and distance/online learning environments, with the delivery model varied between specific programs and courses.

The college recognizes that COVID has created, and will continue to create, unforeseen

challenges; some of which relate to student finances, mental health (staff and students), and access to technology. To that end, the college has imposed a 'freeze' on all tuition, ancillary

and other student fees for the 2020-21 school year. Additionally, free counselling services are offered to all Great Plains College students via the myWellness program – an award-winning student mental health and wellness program through which students can access support resources, an anonymous mental health assessment and a toolbox full of mental health solutions. Great Plains College staff also have 24/7 access to a confidential employee assistance program called LifeWorks. This program is a work-life/well-being resource that actively supports the mental, physical, social and financial well-being of employees.

On the technology front, Great Plains College's IT Department moved the institution over to Office 365 in record time to accommodate the switch to alternative program delivery and working from home. In August 2020, the college received \$74,200 in one-time federal funding that benefited nearly 150 students and their families with the provision of laptops to support their educational goals. This program was funded by the Government of Canada's Emergency Community Support Fund in partnership with the United Way Regina and the United Way of Saskatoon and Area.

Great Plains College is committed to making sure that the health and safety of its students and staff are protected. As such, provincial health and safety guidelines and protocols have been put in place and continue to be adapted in consultation with the Saskatchewan Health Authority, and the college community is encouraged to follow them as closely as possible. By doing this, we hope to continue to be able to deliver programming in an effective way and provide a positive and successful on-campus/alternative learning experience for our students and staff.

OPTIMIZE STUDENT SUCCESS

Great Plains College’s strategic plan identifies a strategic direction to “Optimize Student Success” with goals to:

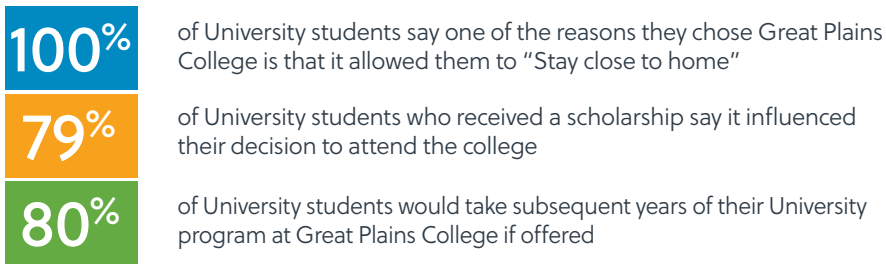
- 1 Improve pathways to meaningful employment or further education.
- 2 Enrich student learning experiences.
- 3 Enhance student life.
- 4 Inform prospective students of educational choices through marketing, communication and recruitment.

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

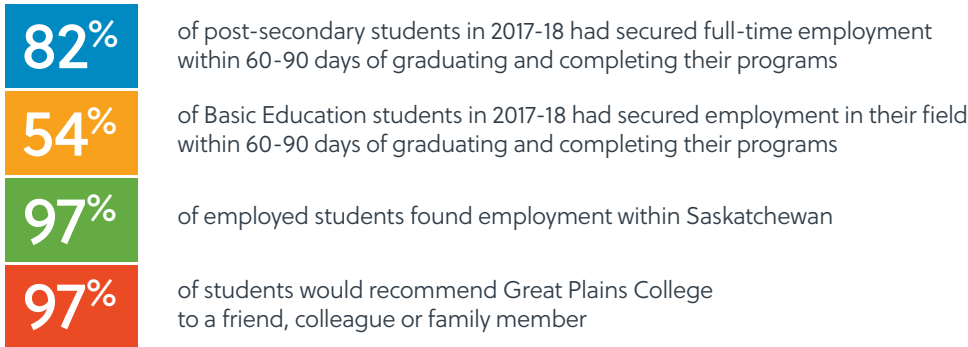
BASED ON THE 2017-18 ANNUAL GRADUATE SURVEY
(completed by Fast Consulting)



BASED ON THE 2018-19 UNIVERSITY STUDENT FOLLOW-UP SURVEY
(completed by Fast Consulting)



BASED ON THE 2018-19 STUDENT OUTCOME REPORT
(completed by Fast Consulting)



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

Student Success by Program Groups for Great Plains College

		Actuals - Average (past three years)											
		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	215.33	2.3	99.33	23	0.7	40	73	0.66	8	6	0.33
	Other	7.66	35	0	26.33	16.33	0	10	14.33	0	4.33	4.33	0
	Apprenticeship & Trade	1.3	2.3	0	0	0	0	0	0	0	0	0	0
	Total Institute Credit	24	252.66	2.3	119.66	39.33	0.7	50	87.33	0.66	12.33	10.33	0.33
	Industry Credit:												
	Total Industry Credit	0	27.7	25	0	256.33	2907.66	0	1	0	0	0	0
	Non-Credit (Industry												
	Non-Credit, Community/ Individual Non-Credit, Personal Interest Non-Credit)												
Total Non-Credit	0	148	160	0	0	0	0	6.66	0	0	0	0	
TOTAL SKILLS TRAINING		24	428.33	187.33	119.66	295.66	2908.33	50	95	0.66	12.33	10.33	0.33
Basic Education	BE Credit:												
	Adult 12	51	24.3	0	22.33	5	0	10.66	8	0	4.33	1	0
	Adult 10	5.3	7	0	1	2.66	0	0.66	1.66	0	0	0	0
	Academic GED	3.7	11.7	0	4.33	9.33	0	1	1	0	1	0	0
	Total BE Credit	60	43	0	27.66	17	0	12.33	10.66	0	5.33	1	0
	BE Non-Credit:												
	Employability/Life Skills	13	3.3	0	0	0	0	1	0	0	0	0	0
	English Language Training	0	125.66	0	0	0	0	0	0	0	0	0	0
	General Academic Studies	9.3	9	0	0	0	0	1.66	3	0	0	0.33	0
	Literacy	0	1	0	0	0	0	0	0	0	0	0	0
	Total BE Non-Credit	22.33	139	0	0	0	0	2.66	3	0	0	0.33	0
TOTAL BASIC EDUCATION	28.66	182	0	27.66	17	0	15	13.66	0	5.33	1.33	0	
University	Total University	28.66	33.3	0	3	0	0	0	0	0	2.66	3.66	0
	TOTAL ENROLMENT	135	643.66	187.33	150.33	312.66	2908.33	65	108.66	0.66	22.33	15.33	0.33

Despite the challenges of a global pandemic, retention rates remained strong for programs, with 97 per cent of full and part-time institute credit students completing and/or graduating from their programs. This is up 12 per cent from the three-year average. Of the full-time enrolments, 67 per cent graduated, which is consistent with the three-year average.

In 2019-20, 82 per cent of full and part-time students completed and/or graduated from Adult Basic Education Credit programs, which includes Adult 12, upgrading and Pre-12, as compared to 75 per cent over the three-year average.

Actuals - 2019-20												
Program Groups	Total Students Completed			Total Students Graduated			Total Employed			Total Going to Further Training		
	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas
Skills Training	24	194	1	79	6	0	39	76	1	14	17	0
	7	30	0	10	26	0	3	13	0	4	12	0
	0	0	0	0	0	0	0	0	0	0	0	0
	31	224	1	89	32	0	42	89	1	18	29	0
	0	11	10	0	131	1972	0	0	0	0	0	0
	0	55	317	0	0	0	0	4	0	0	0	0
	31	290	328	89	163	1972	42	93	1	18	29	0
	75	23	0	23	4	0	16	9	0	10	3	0
	4	2	0	2	0	0	1	2	0	0	0	0
	0	22	0	0	16	0	0	0	0	0	0	0
Basic Education	79	47	0	25	20	0	17	11	0	10	3	0
	31	5	0	0	0	0	3	1	0	0	0	0
	0	77	0	0	0	0	0	2	0	0	3	0
	28	3	0	0	0	0	6	1	0	2	0	0
	0	0	0	0	0	0	0	0	0	0	0	0
	59	85	0	0	0	0	9	4	0	2	3	0
	138	132	0	25	20	0	26	15	0	12	6	0
	20	33	0	3	0	0	0	0	0	6	13	0
	189	455	328	114	183	1972	68	108	1	36	48	0

Completed = the total number of students who completed course requirements or remained to the end of the program.

Graduated = the number of students who successfully completed all course requirements resulting in achievement of certification by a recognized credit granting institution or recognized by industry.

GREAT PLAINS COLLEGE SUNDOGS

SUNDOGS STUDENT-ATHLETES ARE DEDICATED TO SUCCESS 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 14 years within Southwest Saskatchewan and the Prairie Athletic Conference league.

A Historical Volleyball Season



The Great Plains College SunDogs wrapped up a dominant 2019 volleyball season, earning the Provincial Championship title for women's volleyball in the Prairie Athletic Conference (PAC) league. The 2019-20 season marked the second time in SunDogs history that a women's team won the provincial title.

Maintaining Important Partnerships

The SunDogs maintain an important partnership with the Jr. SunDogs Volleyball Club—an organization that directly affects approximately 180 athletes (ages 8-18) and 120 families in the community. Over the past five years, about 50 per cent of the college's student-athletes have been directly recruited from the Club.

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



Walk-in counselling services enhancement in Maple Creek through partnership

Fresh Start and Great Plains College created a partnership to formally introduce a walk-in mental health counselling service to the community of Maple Creek. An official opening event was held at Great Plains College’s Program Centre in Maple Creek on March 6, 2020.

In 2019, the Government of Saskatchewan made a commitment to address the mounting issues relating to mental health across the province. A major financial commitment was made to establish and implement a series of walk-in counselling clinics that would provide additional programming to the existing continuum of services available. Fresh Start has partnered with the Ministry of Health in this initiative and in Fall 2019, the successful launch of the ‘EnRoute ...Walk-In Counselling Clinic’ was initiated in Swift Current.

A long-term commitment to reconciliation and education – Prairie Rivers Reconciliation Committee

On February 6, 2020, we celebrated the work of the Prairie Rivers Reconciliation Committee (PRRC) by publicly demonstrating our long-term commitment to reconciliation, with 22 leaders and representatives from local and First Nations governments, schools, businesses, and financial institutions, all committed to walking on a path to reconciliation by putting ink to paper, signing the Reconciliation Declaration.

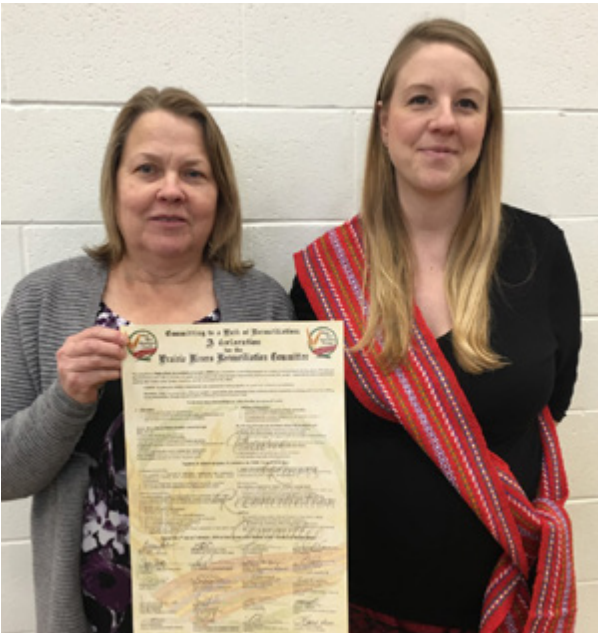
It was a privilege to have His Honour the Honourable Russ Mirasty, Lieutenant Governor of Saskatchewan, and Her Honour Donna Mirasty, bring meaningful words to share for this occasion.

The PRRC is a partnership of diverse people, organizations and communities from different cultures committed to creating inclusivity by building strong relationships through education and by relearning our shared historical truth. Great Plains College is proud to be one of the 22 signatories of this declaration.

Fresh Start and Great Plains College have formed a partnership that has resulted in an extension of this walk-in counselling service to the community of Maple Creek. The clinic will operate on a walk-in, first-come, first-served basis. There are no fees associated with the walk-in counselling service and individuals do not require a referral from a physician, nurse practitioner or other health provider to access the service.

As part of the official opening event agenda, officials from Fresh Start and Great Plains College signed a Memorandum of Understanding that establishes the parameters of the partnership between the two organizations. Following a pilot phase timeline, the organizations will evaluate the program offering at the College’s Program Centre and anticipate moving toward a new longer-term agreement.

The Prairie Rivers Reconciliation Committee developed in response to the reconciliation movement in Saskatchewan, and is one of many reconciliation committees that have formed across the province. The main objectives for this committee are building strong relationships for a long-term commitment to reconciliation and education – for the committee, its organizations and their communities.



COMPREHENSIVE ENROLMENT BY PROGRAM GROUPS FOR GREAT PLAINS COLLEGE

		3-year Average				2019-20			
Program Groups		Student Enrol FT	Student Enrol PT	Student Enrol Casual	FLE's	Student Enrol FT	Student Enrol PT	Student Enrol Casual	FLE's
Skills Training	Institute Credit:								
	Sask Polytech	137.7	267.7	3.0	223.5	133.0	232.0	1.0	216.6
	Other	38.0	57.3	0.0	69.4	19.0	67.0	0.0	46.4
	Apprenticeship & Trade	1.3	2.3	0.0	0.9	0.0	0.0	0.0	0.0
	Total Institute Credit	177.0	327.3	3.0	293.7	152.0	299.0	1.0	263.0
	Industry Credit:								
	Total Industry Credit	0.0	278.7	2925.7	72.9	0.0	142.0	1977.0	52.4
	Non-Credit (Industry Non-Credit, Community/ Individual Non-Credit, Personal Interest Non-Credit)								
Basic Education	Total Non-Credit	0.0	130.3	175.0	15.7	0.0	74.0	322.0	11.0
	TOTAL SKILLS TRAINING	177.0	736.3	3103.7	382.3	152.0	515.0	2300.0	326.3
	BE Credit:								
	Adult 12	85.7	51.0	0.0	92.6	110.0	52.0	0.0	118.8
	Adult 10	9.3	17.7	0.0	8.1	7.0	2.0	0.0	4.4
	Academic GED	9.7	24.3	0.0	6.9	0.0	38.0	0.0	0.0
	Total BE Credit	104.7	93.0	0.0	107.6	117.0	92.0	0.0	123.3
	BE Non-Credit:								
University	Employability/Life Skills	16.3	8.3	0.0	12.0	41.0	14.0	0.0	28.3
	English Language Training	0.0	191.3	0.0	17.8	0.0	130.0	0.0	13.7
	General Academic Studies	12.3	15.0	0.0	10.6	39.0	11.0	0.0	27.1
	Literacy	0.0	1.7	0.0	0.3	0.0	0.0	0.0	0.0
	Total BE Non-Credit	28.7	216.3	0.0	40.7	80.0	155.0	0.0	69.1
	TOTAL BASIC EDUCATION	133.3	309.3	0.0	148.3	197.0	247.0	0.0	192.4
	Total University	53.0	24.0	0.0	52.2	22.0	31.0	0.0	23.8
	TOTAL ENROLMENT	363.3	1069.7	3103.7	582.8	371.0	793.0	2300.0	542.4

In 2019-20, total full and part-time enrolments for the college were down 23 per cent from the three-year average with a total of 1,164.

Institute Credit program enrolments were down 12 per cent, with University program enrolments down 45 per cent from the three-year average.

Industry Credit course enrolments were down 51 per cent in 2019-20, in comparison to the three-year average. In total, Industry Credit and Non-Credit course enrolments for 2018-19 were down 36 per cent over the three-year average.

Despite these general downturns, Adult Basic Education Credit program enrolments increased by five per cent over the three-year average and Non-Credit Basic Education program enrolments increased by four per cent.

DELIVER EDUCATION TO MEET LABOUR MARKET DEMAND

Great Plains College's strategic plan identifies a strategic direction to "Deliver Education to Meet Labour Market Demand" with goals to:

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

POST-SECONDARY PROGRAMS AND INDUSTRY COURSES

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.

In 2019-20, increased attention was given to expanding our relationships with external partners, including First Nations. Over the next few years, Essential Skills, industry-based training, growth in post-secondary programming and international education will continue to be a priority for the college.

GREAT PLAINS COLLEGE RENEWS STRATEGIC ALLIANCE WITH OFFICE OF THE TREATY COMMISSIONER

Great Plains College is proud to renew a strategic alliance with the Office of the Treaty Commissioner (OTC) that promises the two will continue to work together to educate on Treaties and Indigenous knowledge, and to promote an Indigenous-inclusive learning environment.

The original two-year partnership was made official in 2017, and in that time, the college and OTC have worked together to incorporate Indigenous perspectives, knowledge and reconciliation into the college's six locations for both students and staff.

"The decision to formally partner with OTC has brought more awareness and greater educational opportunities to our college community; our staff are more educated, our students more aware and our communities more involved," said David Keast, President & CEO at Great Plains College. "We look forward to building upon the foundation that has been set over the past two years to ensure all those connected to our college have a good understanding of treaties, the treaty relationship and reconciliation."

Since 2017, OTC has provided presentations directly to Great Plains College students, delivered training sessions to staff at multiple locations and at an annual staff gathering, and supported the college in establishing an Indigenous Engagement Committee. OTC has also supported the college in

hosting a number of reconciliation events, including the Walk for Reconciliation in Swift Current and a Rural Reconciliation event in Warman.

"Great Plains College has shown a commitment to including Indigenous perspectives and knowledge in their college culture, and we look forward to continuing our work together to promote reconciliation through education," said Mary Culbertson, Treaty Commissioner of Saskatchewan.

OTC and Great Plains College will continue to work together to provide staff training sessions, student presentations and community events to promote dialogue, education and understanding of Treaties, the Treaty relationship and Reconciliation.





GREAT PLAINS COLLEGE ENHANCES PROGRAMMING WITH MICROCREDENTIALS AND SHORT-TERM TRAINING OPTIONS

Great Plains College has partnered with two external providers of continuing education programs that will provide the public with additional short-term training options. These partnerships will allow individuals the opportunity to access even more online learning options where one can gain practical skills and certificates to advance one’s career or employment readiness.

The college has consulted with two leading educational organizations that specialize in microcredentials and other short-term training opportunities. Ed2go and The Learning Network (LERN) provide a variety of professional development and personal special-interest courses which allow students and working professionals a way to bulk up their resumes with field-specific skills. The courses are highly interactive, delivered entirely over the Internet, led by expert instructors and allow access to affordable learning options to be taken at your own pace. Courses are designed for flexible enrolment year-round.

As part of the recent programming enhancement, the college partnered with UGotClass (a division of LERN) to offer a variety of non-credit professional development courses and certificate programs (microcredentials). UGotClass provides a variety of options in high-demand fields such as business, management, digital marketing, social media, law office management, professional sales, healthcare and many others.

Ed2go offers a wide range of highly interactive courses that are designed to help participants learn new personal and professional skills or enhance existing skillsets. Ed2go can provide instructor-led courses which start each month and allow students to study and interact with a cohort over a six-week period. More geared to the independent learner, the self-paced course option provides access to all lessons immediately and allows the student up to three months to complete it. Their variety of courses and programs include personal development, business, personal care, leisure activities, finance, computer applications, information technology, academic upgrading, arts and design, hospitality and many others.

GREAT PLAINS COLLEGE FIRST TO OFFER DISTANCE LEARNING OPTION FOR COMMERCIAL SEMI-DRIVERS

Great Plains College was the first educational provider to offer a distance learning option for Saskatchewan drivers to obtain the mandatory standardized training requirements to acquire a Class 1 commercial license. The distance learning option provides the same curriculum standard that is available for those students attending the in-classroom theory training.

Drivers seeking a Class 1 commercial license in Saskatchewan to drive semi-trucks are required to undergo a minimum standardized 121.5 hours of training (in-classroom, in-yard and behind the wheel) focusing on priority curriculum areas including basic driving techniques, professional driving habits, vehicle inspections and air brakes. Since May 2019, the college has provided the 47 theory hours of in-class training that is required as a prerequisite to receiving the remaining 74.5 hours of in-yard and behind the wheel instruction.

“With the challenges presented by COVID-19, our in-class theory training sessions were temporarily unavailable to the public,” stated Fritz Eckstein, region manager of Great Plains College. “In response to these challenges, the college provides the theory segment in a distance learning format which would meet the ongoing needs of the population looking to achieve their Class 1 commercial license.”

“We are excited to be the first Saskatchewan educational provider to offer this option to future semi-truck drivers in our province,” added Eckstein. “The distance learning platform meets the curriculum standards developed by SGI to meet the legislated Mandatory Entry-Level Training program.”

Once meeting and completing the theory requirements of the training, the students have the ability to contact a driving school of their choice to complete the practical components of the training. The college’s certification of completion for the theory segment does not have an expiry date which allows the learners flexibility to take the practical training as they see fit.

The distance learning delivery option will be presented by experienced instructor Bill Martens who also provides the in-class theory sessions to students. Martens is a certified SGI instructor with a wealth of knowledge as an experienced truck driver, trainer and licensed examiner. Students will also benefit from a series of electronic presentations and resources, videos and interactive training software during the learning process.

The first distance learning course option began on June 15, 2020.





CERTIFICATE IN OCCUPATIONAL HEALTH, SAFETY AND ENVIRONMENTAL SYSTEMS

In partnership with University of Fredericton, the Certificate in Occupational Health, Safety and Environmental Systems (COHSES) program was launched in June 2020 as a new learning initiative that focuses on a systems- and process-based approach to Occupational Health and Safety (OHS) concerns and solutions.

The COHSES program is part of the progression of becoming an established OHS practitioner or professional. It focuses on improving the ability to identify, prioritize and manage workplace hazards and risks, and provide students with necessary communication considerations to provide leadership guidance on safety, health and environment management issues in a variety of work environments.

The new course content has been mapped to various frameworks, blueprints and body of knowledge documents, using the International Network of Safety and Health Practitioner Organizations’ (INSHPO) Global Framework as its foundation. The curriculum is aligned with many external designation bodies such as the National Examination Board in Occupational Health and Safety (NEBOSH – UK) and includes materials that were mapped to the blueprints from the Board of Canadian Registered Safety Professionals (BCRSP) and the Board of Certified Safety Professionals (BCSP), as well as the Australian Institute of Safety and Health’s (AISH) body of knowledge documents. The range of skills and knowledge provided in the online COHSES program will effectively equip today’s OHS practitioners with the necessary and relevant competencies they require. Depending on a student’s career pathway goals, this program provides the basis and educational requirements for various certification and designation pathways, including Canada’s CRSP.

ADULT BASIC EDUCATION (ABE)

A total of 192 full-time and 117 part-time enrolments was achieved in 2019-20 resulting in full-load equivalents (FLE’s) of 178.7 in the area of Adult Basic Education and Essential Skills programming. This far surpasses the three-year average of 130.5 FLE’s. Successful programs ran in six locations: Biggar, Kindersley, Maple Creek, Swift Current, Martensville and Whitecap Dakota First Nation.

The success of students and staff during 2019-20 was well earned given the challenging teaching and learning environment in the latter half of the year with the COVID-19 pandemic starting in early March. In a typical year, each of the adult learners within this program area come to the college with gaps in their previous academic experience, facing numerous barriers such as disabilities, addictions or mental health struggles, and bring with them the typical responsibilities of most adults—children to care for, households to manage and financial accountabilities. With the addition of program delivery occurring within a pandemic umbrella, the dedication and perseverance required to be successful was larger than ever before—a pandemic creates challenges for everyone but is inherently more difficult for marginalized populations.

Therefore, we couldn’t be prouder to see the 45 graduates from our program this year with successful attainment of their Adult 12 and GED credentials. In addition to these graduates, we saw many individuals successfully complete their program plans for the year including 36 students out of Essential Skills programs. The resiliency shown by each of these students as well as staff members to quickly adapt to a remote learning environment was amazing. While this was less than an ideal teaching and learning environment for Adult Basic Education and Essential Skills programming, the hard work and determined effort of students and staff resulted in these successes.

The 2019-20 academic year will likely be referred to and remembered by the pandemic, but we would be remiss not to highlight several other major accomplishments that occurred.



ADDITION OF MARTENSVILLE PROGRAM CENTRE

With a burgeoning Adult Basic Education and Essential Skills program out of our Warman region, Great Plains College endeavored to explore additional facility space options for several years in a challenging commercial market.

Working with partners in the City of Martensville, we were able to successfully secure space within the Martensville Events Centre for the 2019-20 academic year. With a small investment in renovations, the facility became home to all of our Adult Basic Education and Essential Skills programming.

Community partners such as the Wheatland Library, Martensville Free Pantry and Preschool made this a welcoming environment that Great Plains College student and staff were pleased to call home. Near the conclusion of the 2019-20 academic year, a long-term lease was secured which will ensure the ability of our programs to flourish in this community for years to come.

GREAT PLAINS COLLEGE PARTNERS WITH SASKPOWER AND NEKANEET FIRST NATION TO DELIVER NEW EDUCATIONAL OPPORTUNITY

In 2019-20, our Adult Basic Education and Essential Skills programming had 65 full-time enrolments and 38 part-time enrolments who self-declared as Aboriginal.

In an effort to create a pathway to labor market for some of these students, we worked diligently out of Maple Creek Program Centre to create a partnership with Nekaneet First Nation and SaskPower, given the recent opening of the Chinook Power Plant in Swift Current.

SaskPower has identified a lack of Aboriginal participation in their labour force as well as an aging workforce in the area of power engineering. On October 18, 2019, Great Plains College, SaskPower and Nekaneet First Nation were proud to sign a Memorandum of Understanding that promises a partnership that will bring a new Class Five Power Engineering educational opportunity to students at Great Plains College Maple Creek Program Centre.

The agreement marked the start of the process to add Class 5 Power Engineering courses to the college's current Adult Basic Education offerings. The new pathway program will allow students to complete their Grade 12 education, while also completing the courses and steam-time requirements needed to write the Class Five Power Engineering exam and obtain a Fifth Class Power Engineering license.

Six Aboriginal Adult Basic Education students started the program in January 2020 with an expected Adult Basic Education completion date of June 2021. The program includes two credit courses delivered through a combination of online and in-class learning, safety ticket acquisition and two weekends of hands-on experience: one in SaskPower's mobile power engineering lab and one at SaskPower's Chinook Power Station. Opportunities for student summer employment will also be available through SaskPower before students transition into post-secondary programming in the area of power engineering in Swift Current.



SASKATOON OPEN DOOR SOCIETY DIVERSITY AWARD GALA

In the 2018-19 and 2019-20 academic years, Great Plains College was pleased to partner with Saskatoon Open Door Society to provide newcomers with a fantastic learning opportunity with direct linkages to employment.

Students enrolled in this program were provided a combination of Essential and Employment Skill Development specific to the Canadian employment context, English Language Training and Early Childhood Level 1 certification.

The program saw over 20 students complete with almost 100% successful employment attainment. Many program participants were newcomer mothers and therefore, entry into the grossly understaffed ECE market assisted with labour market shortages but also in some cases childcare needs for themselves as well as other newcomer families.

In late 2019, we were most pleased to be advised that Great Plains College had been nominated within the Partner of the Year category at the Annual Saskatoon Open Door Society Diversity Awards Gala. A great evening celebrating inclusivity in Saskatchewan was held in February 2020 and was attended by program staff involved in this fantastic program as well as a couple of our graduates.

While 2019-20 was a year like no other, including ending the year in virtual celebrations of accomplishments, Great Plains College is pleased with the outcomes for the year. Beyond the credentials achieved, many stories of personal triumphs took place, including those that achieved assistance with their addictions and mental health struggles, those who attained employment for the first time and those, for the first time in their lives, could read to their children. While credential is important, we cannot underestimate the positive impact these milestones and confidence boosters will have within the lives of our learners. As we enter 2020-21 under a pandemic umbrella these accomplishments and building of resilience will be of the utmost importance as our learners and their families navigate these most challenging of times in recent history.



ENGLISH AS A SUBSEQUENT LANGUAGE (ESL) AND INTERNATIONAL

GREAT PLAINS COLLEGE INTERNATIONAL



Our investment in contributing to Saskatchewan’s International Education Strategy and Plan for Growth through the attraction and retention of international students to our campuses continued in 2019-20.

Having undertaken a large intake of students predominantly residing from India in 2018-19, an organizational commitment to diversifying our international student composition resulted in arrivals for Fall 2019 programs from countries including Philippines and China, as well as India.

While international enrolment declined year over year due to multiple factors, we utilized the opportunity to enrich the student experience in our programs and communities. The staff of Great Plains College continued to make great progress in our ability to settle and support international students into our classrooms and communities. This maturation of our organizational approach benefits all students and led to strong satisfaction rates from international students with their experience at Great Plains College. Many indicated a desire to work and live in our college region and Saskatchewan as a whole, after graduation.

We continue to build capacity to ensure long-term sustainability in the international sector, including strengthening partnerships domestically and abroad. This will be important as we try to provide a more robust, global experience for both international students arriving and for our domestic students to be enriched from global experience

ENGLISH AS A SUBSEQUENT LANGUAGE (ESL)

With changing immigration policy and the spread of a global pandemic, less arrivals to Canada occurred which translated into a decline in sole language training to 130 learners in 2019-20.

An additional 20 learners participated in blended programs that had a language component combined with essential and academic skills such as Essential Skills for Newcomers and overall enrolments were

approximately 150 for the 2019-20 year. Program offerings included a mixture of face-to-face Portfolio Based Language Assessment (PBLA) offerings, conversation circles and blended IT2Teach classrooms. Despite this decline in numbers, a rich programming experience was provided to these learners with a few key highlights

GREAT PLAINS COLLEGE TO COORDINATE ENGLISH LANGUAGE TRAINING PROGRAM FOR NEWCOMERS TO CANADA

Great Plains College has assumed the coordination of the Saskatchewan referrals for a home-based English language training program that provides an essential learning experience for newcomers to Canada.

The college has entered into a five-year agreement with the federal government (Immigration, Refugees and Citizenship Canada) and The Centre for Education & Training (TCET) to manage this essential service in the province of Saskatchewan.

The Language Instruction for Newcomers to Canada (LINC) program is a language training program funded by Immigration, Refugees and Citizenship Canada. Based in Ontario, TCET has developed the LINC Home Study program which provides free distance education for eligible newcomers to Canada who are unable to attend LINC classes in

person. The program provides English language training to assist Canadian newcomers with social, cultural and economic education in their new home and country.

In the past, the Saskatchewan learner’s online language experience was managed and instructed completely by TCET staff in Ontario. With the new agreement in place, the college will manage all of the Saskatchewan referrals and match those individuals to qualified Saskatchewan instructors who will support the students’ online learning experience using the TCET curriculum, learning management system and supports.

While the transition will take some time, it is anticipated that between 150 and 200 learners will be supported by the end of 2021 through LINC Home Study program. We continue to advocate for the same model for the provincially funded program; English Online.

FIVE-YEAR FUNDING AGREEMENT WITH FEDERAL GOVERNMENT

The long-standing funding relationship was renewed with Immigration Refugees and Citizenship Canada starting April 1, 2020. This agreement ensures our commitment to serve language learners in the upcoming five years.

New approvals were achieved within the agreement to support individual learners in remote areas with individual tutoring services, provision of transportation in urban programs,

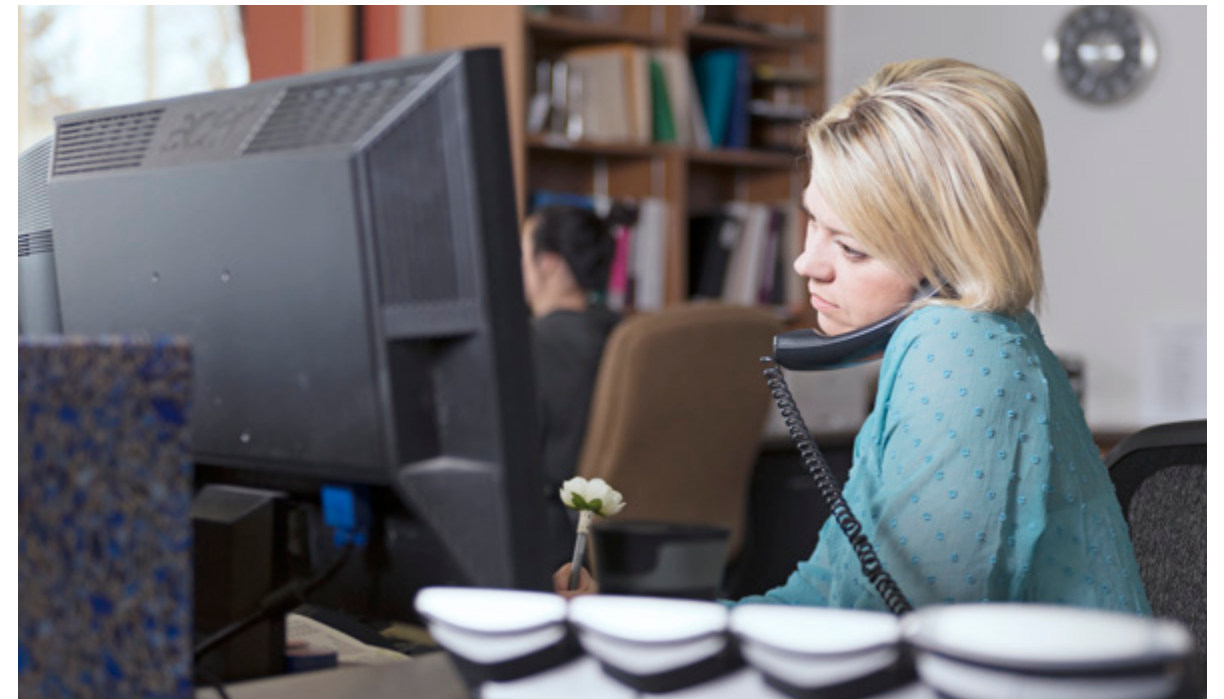
childcare availability for daytime language training programs, the ability to support Stage 2 learners for both language programming and essential skills components and finally, ability to add digital literacy components into programs. The successful negotiation of these elements will result in responding to the needs identified by learners and staff through more robust programs and services in the upcoming five years.

ESL programming continues to evolve with further exploration to meet the needs of learners and to ensure attraction and retention to the labor market and Saskatchewan as a whole.

VALUE EMPLOYEES

Great Plains College's strategic plan outlines our strategic direction to "Value Employees" with specific goals to:

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



GREAT PLAINS COLLEGE STAFF

The college employed 131 in-contract staff in 2019-20 (84.30 full-time equivalents or FTE's) and 13 out-of-scope management staff (13 full-time equivalents or FTE's).

Additionally, a total of 5.71 FTE's in casual instructors and other temporary staff were employed in 2019-20. Salaries and benefits paid out to Great Plains College staff members totaled \$8,585,420.

STAFF ORGANIZATIONS

The college staff working north of the South Saskatchewan River is unionized and staff in Swift Current and south of the South Saskatchewan River is non-unionized but negotiates through a staff association. All indications are that these arrangements are stable, so they will not be altered in the immediate future. Both agreements were renegotiated and were ratified in early 2020.

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

VALUE EMPLOYEES

- Abdelkader, Abdel - Custodian & Campus Attendant
- Alix, Maureen - Administrative Assistant
- Alrahhal, Yousef - Custodian
- Amundson, Sibrena - Practical Nursing Instructor
- Anderson, Iola - English as a Secondary Language (ESL) Educational Assistant
- Andreas, Mark - Facility Coordinator
- Anton, Darlene - Program Coordinator
- Armstrong, Pat - Adult Basic Education (ABE) Educational Assistant & Essential Skills Facilitator
- Baergen, April - Youth Care Worker Instructor
- Beechinor, Linda - Administrative Assistant - FT Program Instructor
- Belyk, Vanessa - Student Adviser, Program Coordinator, Youth Care Worker Instructor
- Bendig, Robin - Program Coordinator
- Benesh, Mary Jane - Student Adviser
- Bergen, Lara - Adult Basic Education, Early Childhood Education, LINC, Business Certificate Instructor
- Biesenenthal, Rana - Essential Skills Facilitator
- Blair, Christine - English as a Secondary Language (ESL) Instructor
- Blake-Nonguaza, Nickel - Program Coordinator
- Blohm, Doug - Power Engineering Instructor
- Boisvert, Erin - Educational Assistant & Administrative Assistant
- Borden, Sharon - Custodian
- Boutilier, Melissa - Educational Assistant
- Brabender, Terry - ESL Assessor & English as a Second Language (ESL) & LINC Instructor
- Bradshaw, Crystal - Educational Assistant & Administrative Assistant
- Bray, Tammie - Administrative Assistant
- Briggs, Myrna - Adult Basic Education (ABE) Instructor & Essential Skills Facilitator
- Bryant, Cassidy - Practical Nursing Instructor
- Cameron, Rhonda - Payroll Officer
- Casavant, Tessica - Recruitment & Events Assistant & Program Coordinator
- Chalk, Tracy - English as a Secondary Language (ESL) Instructor
- Chartier, Camille - Business Certificate & Youth Care Worker Instructor
- Choi, Sarah - Accounting Manager
- Chorneyko, Lisa - Administrative Assistant
- Choudhary, Shiney - Educational Assistant
- Cole, Kerri-Lynn - Power Engineering & Industry Credit Instructor
- Cooper, Lyla - Program Coordinator & Campus Attendant
- Cooper-Black, Glenice - Adult Basic Education (ABE) Instructor
- Court, Lori - Administrative Assistant
- Craig, Deidre - Early Childhood Education Instructor
- Crouch, Wendy - Practical Nursing & Continuing Care Instructor
- Cruz, Aaron - Youth Care Worker Instructor
- Dakinewich, Scott - Youth Care Worker Instructor
- DeLury, Daniel - ESL Assessor
- deMoissac, Lorraine - Practical Nursing Instructor
- Dickie, Matthew - Business Certificate Instructor & Educational Assistant
- Dowkes, MistyAnn - Adult Basic Education (ABE) Educational Assistant
- Dubreuil, Doreen - GED Exam Invigilator
- Duncan, Leeann - Campus Attendant
- Eckstein, Fritz - Region Manager
- Emery, David - Electrician & Power Engineering Instructor
- Falk, Alysha - Practical Nursing Instructor
- Finley, Krista - Continuing Care Instructor
- Fortin, Coralee - Continuing Care Instructor
- Frank, Rene - Educational Assistant
- Friesen, Don - Adult Basic Education (ABE) Instructor
- Friesen, Nicole - Business Instructor
- Funk, Candace - IT Assistant
- Garthus, Aimee - English as a Secondary Language (ESL) Educational Assistant
- Gfeller, Cady - English as a Secondary Language (ESL) & LINC Instructor
- Ghosh, Bula - Program Coordinator
- Goebel, Leea - Business Instructor
- Green, Stephanie - Practical Nursing Instructor
- Greenley, Kalena - Administrative Assistant
- Gross, Judy - Administrative Assistant
- Gunstenson, Ryan - Business Certificate Instructor
- Haichert, Teejay - Practical Nursing Instructor
- Hammel, Lissa - Chief Financial Officer (CFO)
- Harrison, Rita - Educational Assistant
- Haughian, Shane - Digital Media & Design Coordinator
- Heatcoat, Elizabeth - English as a Secondary Language (ESL) Educational Assistant
- Heinbigner, Kristy - Adult Basic Education (ABE) Instructor
- Heinrichs, Louise - Adult Basic Education (ABE) / Business Instructor
- Hennig, Leslie - Administrative Assistant
- Hildebrand, Wayne - Youth Care Worker Instructor
- Hornung, Candace - English as a Secondary Language (ESL) Educational Assistant
- Hough, Tanya - Student Adviser
- Huff, Vicky - Executive Coordinator
- Hughes, Wyatt - Information Systems Administrator
- Jadischke, Sangeeta - Custodian
- Jenkins, Jill - Region Manager
- Junek, Brandy - English as a Secondary Language (ESL) Educational Assistant
- Kazakoff, Angela - Program Coordinator & Administrative Assistant
- Keast, David - CEO
- Keith, Cindy - Program Coordinator
- Kennon, Rhonda - Information Officer
- Kissick, Nancy - Adult Basic Education (ABE) Educational Assistant
- Kreiter, Monica - Program Coordinator
- Kristmanson, Melanie - Program Coordinator
- Lambe, Kim - Director of Programs
- Lange, Tanner - Program Coordinator
- Larochelle, Sheila - English as a Secondary Language (ESL) Educational Assistant
- Lazar, Beverly - Campus Attendant
- LeBlanc, Krystal - English as a Secondary Language (ESL) Educational Assistant
- Ledding, Carmen - Family Literacy Coordinator
- Lee, Dori - Continuing Care Instructor
- Leifson, Pam - Practical Nursing Instructor
- Leisle, Kirby - Recruitment & Events Coordinator
- Ljunggren, Crystal - English as a Secondary Language (ESL) Educational Assistant & Administrative Assistant
- Long, Roberta - Accounting Clerk
- Louma, Jessie - Practical Nursing & Continuing Care Instructor
- Lwanga, Eric - Recruitment & Events Coordinator
- MacDonald, Tawnya - Exam Invigilator
- MacRoberts, Heidi - Administrative Assistant & Campus Attendant
- Malakhail, Izhar - English as a Secondary Language (ESL) & LINC Instructor
- Malakhail, Nida - English as a Secondary Language (ESL) Educational Assistant
- Martin, Bryce - Communications & Marketing Coordinator
- Martin, Leslie - Business Certificate Instructor
- Masse, Amy - Communications & Marketing Coordinator
- Matthies, Jenelle - Administrative Assistant
- McCormick, Ann - Continuing Care Instructor
- McDonald, Sarah - Early Childhood Education Instructor
- McDougall, Chantall - English as a Secondary Language (ESL) Educational Assistant
- McInnes, Breena - Recruitment & Events Assistant & Administrative Assistant
- McKenzie, Jared - Welding Instructor
- McManus, Keri-Anne - Continuing Care Instructor
- McNabb, Garry - Power Engineering Instructor
- Meinert, Martin - Business Instructor
- Miller, Lauren - Practical Nursing & Continuing Care Instructor
- Molyneux, Diana - Student Adviser
- Monteith, Brigitte - Program Coordinator
- Morris, Heather - Continuing Care Instructor
- Mueller, Werner - Business Certificate Instructor
- Mulder, Mavis - Adult Basic Education (ABE) Instructor & ESL Assessor
- Munro, Bonnie - English as a Secondary Language (ESL) Instructor
- Nagel, Nancy - Lab Assistant
- Nagy, Shaun - Adult Basic Education (ABE) & Business & Math Instructor
- Ndirangu, Karugia - Adult Basic Education (ABE) Instructor
- Newton, Margie - Accounting Clerk
- Nilsson, Linda - English as a Secondary Language (ESL) Instructor
- Okraincee, Lenea - Practical Nursing Instructor
- Oosterlaken, Janine - Exam Invigilator
- Ostrander, Keleah - Director of Learner Services & ABE
- Parsonage, Tanya - Student Adviser
- Patterson, Mona - SunDogs Athletics & Recreation Coordinator
- Paul, Leona - Practical Nursing Instructor
- Penpena, Farrah - English as a Secondary Language (ESL) Educational Assistant
- Perpetua, Guiao - Custodian
- Peters, Lisa - Business Instructor
- Petersen, Shanna - Student Adviser
- Phillips, Jan - Adult Basic Education (ABE) Instructor
- Pilgrim, Rhonda - English as a Secondary Language (ESL) Educational Assistant
- Powell, Ron - Power Engineering Instructor
- Prescesky, Trevor - Skills and Safety Training Instructor
- Regehr, Eva - Adult Basic Education (ABE) Educational Assistant
- Rhodes, Lana - Program Coordinator
- Robinet, Lindsay - Early Childhood Education Instructor
- Sauder, Kim - Admissions & Registration Officer
- Savsani, Manojkumar - Custodian
- Schafer, Margaret - Program Coordinator
- Schwartz, Stacey - Essential Skills Facilitator
- Shatosky, Jody - Administrative Assistant
- Siermachesky-Proctor, Jennifer - Administrative Assistant & Business Instructor
- Silvernagle, Genny - Continuing Care Instructor
- Singbeil, Jenna - Continuing Care Instructor
- Skazyk, Jennifer - Essential Skills Facilitator
- Skerten, Trudy - Custodian
- Sletten, Dianne - Donor Services Coordinator
- Sletten, Kristy - Manager of Admissions and International
- Smith, Alice - Administrative Assistant Instructor
- Smith, Bailey - Youth Care Worker Instructor
- Smith, Bonnie - Information Systems Administrator
- Smuk, Corrie - Power Engineering Instructor
- Smuk, Greg - Power Engineering Instructor
- Smuk, Shawna - Region Manager
- Sollid, Lowell - Business Certificate Instructor
- Solomon, Keith - Adult Basic Education (ABE) & English as a Second Language (ESL) Instructor
- Spelay, Tanya - Adult Basic Education (ABE) Instructor
- Spence, Ryan - Student Adviser
- Spencer, Shaylee - Youth Care Worker Instructor
- Steier, Angelique - Continuing Care Instructor
- Stevens, Lisa - Continuing Care Instructor
- Stevenson, Rebecca - English as a Secondary Language (ESL) & Communications Instructor
- Stewart, Sheri - Educational Assistant & Administrative Assistant & Essential Skills Facilitator
- Sto Domingo, Earniest - Custodian
- Stranden, Suzette (Aurea) - English as a Secondary Language (ESL) Educational Assistant
- Stubbins, Tanya - HR Associate
- Sundquist, Cindy - Administrative Assistant
- Sveinbjornson, Janice - Administrative Assistant
- Tait, Lloyd - HEO Instructor
- Tan, Claudine - Administrative Assistant & Campus Attendant
- Volk, Noreen - Manager of Human Resources
- Voysey, Carrie - Director of Communications & Development
- Wagner, Kristin - Power Engineering Instructor
- Walters, Angela - Adult Basic Education (ABE) Instructor
- Wellings, Kim - Adult Basic Education (ABE) • Instructor & Student Adviser & Program Coordinator
- Wentworth, John - Administrative Assistant Instructor
- Wilson, Kendal - Business Certificate Instructor
- Wong, Kayla - Administrative Assistant
- Zhao, Renee - Early Childhood Education Instructor

COMMITTED TO VIOLENCE THREAT RISK ASSESSMENT (VTRA)

Great Plains College and their community partners are committed to making schools and communities safe through the VTRA process identified by the North American Center for Threat Assessment and Trauma Response.

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

The college is currently a part of the Community Threat Assessment and Support Protocols for Southwest and West Central regions of Saskatchewan and Saskatoon and area. At the completion of the 2019-20 fiscal year, 86.5 per cent of our staff have successfully completed our internal VTRA training.

SUICIDE INTERVENTION INITIATIVES (ASIST)

Great Plains College developed and adopted suicide and self-harm prevention procedures to enhance our ability to maintain a safe learning and working environment.

The college has trained over 16 staff in the Applied Suicide Intervention Skills Training (ASIST) program. ASIST equips our staff to recognize signs of potential self-harm and/or support someone if they experience suicidal thoughts. We have trained Student Advisers, Region Managers and Human Resources personnel to ensure students and staff will be assisted in these situations.

HEALTH BENEFITS RECOGNIZED

Great Plains College continues to offer our staff a comprehensive employee benefits program.

Ranging from health and dental benefits to employee family assistance programs, our staff have the ability to access benefits where and when they need them. Great Plains College enhanced our Employee Family Assistance Program toward the end of the 2019-20 fiscal year. These services are integral for staff health and wellness as we navigate these unprecedented COVID circumstances.

ANNUAL STAFF GATHERING

Our annual Staff Gathering was hosted by Swift Current Campus on December 6, 2019.

Training facilitated at this event included self-care, best practices in the classroom and coaching others. Further to this, we awarded our second annual Teaching Excellence Award to Lauren Miller. Over one hundred staff participated in our staff gathering this year, which is just over 86 per cent of our staff population.



LONG SERVICE AWARDS

Our annual long-service event was held in Swift Current on December 5, 2019.

We presented 20 awards to staff ranging from 5 to 25 years of service. In total, we celebrated over 215 years of dedicated service to the college! This event provides us with an opportunity to honor our staff with well-deserved recognition as they celebrate these significant milestones.

Darlene Anton	25 Years	Lissa Hammel	10 Years	Leeann Duncan	5 Years
Roberta Long	20 Years	Leslie Hennig	10 Years	Jessie Louma	5 Years
Mary Jane Benesh	20 Years	Kirby Leisle	10 Years	Tanya Spelay	5 Years
Bula Ghosh	20 Years	John Wentworth	10 Years	Angela Walters	5 Years
Linda Beechinor	15 Years	Angela Kazakoff	10 Years	Kristy Heinbigner	5 Years
Wyatt Hughes	15 Years	Doug Blohm	10 Years	Lauren Miller	5 Years
Eva Regehr	15 Years			Robin Bendig	5 Years

PROFESSIONAL DEVELOPMENT

Great Plains College is proud of our 2019-20 investment in staff professional development and in-service.

Over \$90,000 was spent training 69 employees (50 per cent of eligible staff). In addition to supporting staff to attend professional development, college-wide in-service initiatives were offered. These opportunities focused on enhancing instructional skills as well as ensuring safety of staff and students (Applied Suicide Intervention Skills Training, Violence Threat Risk Assessment and Occupational Health and Safety).

POLICIES AND PROCEDURES

Human Resources updated its Long-Service Recognition policy to extend the recognition to out-of-scope employees who have been working for the college for extended periods of time, even if at a reduced level.

Human Resources also lead the development of the Pandemic Plan, facility re-open plans and protocols, site-specific implementation plans and multiple frequently asked question documents to support staff within this challenging environment.

EMPLOYEE ENGAGEMENT

In 2019-20, Great Plains College’s Employee Engagement Committee developed an action plan to respond to feedback provided by staff through the 2018-19 Employee Engagement Survey.

Objectives were established to augment internal communications and to review current practices for connecting students to employment, thus determining how we can improve these services. Specifically, CEO, David Keast has held Zoom meetings to engage all staff in dialog and open the lines of communication. These Zoom calls have been very well attended and overall feedback has been positive.

BUILD AND ENHANCE PARTNERSHIPS

Great Plains College’s strategic plan identifies a strategic direction to “Build and Enhance Partnerships” with goals to:

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



THANK YOU

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

Thanks to your contributions, approximately \$129,921 was raised for scholarships and programming in 2019-20. This was matched (up to \$72,800) by the Saskatchewan Innovation and Opportunity Scholarship (SIOS) program. Donations made up \$70,973, with an additional \$11,500 generated from existing endowments. Our annual Carhartts and Caviar Welding Showcase and the SunDogs Raffle and Pup Rally raised \$33,033 and \$14,415 respectively. The college also established the Loretta and Alfred Romankewicz Endowment with a generous donation of \$40,000 from the couple.

Your generosity enabled us to provide funds to 168 students through numerous scholarships and awards, including: Entrance Scholarships, Grade 11 Early Entrance Scholarships, Adult Basic Education Persistence Awards, Living Sky Casino Indigenous Adult Basic Education Persistence Award, Saskatoon Regional Economic Development Authority Indigenous Economic Development Scholarship and the Innovation Credit Union Building Leaders Award.

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

In addition to the annual scholarships and awards provided to students, the college recognized the financial challenges associated with the COVID-19 pandemic. In Spring 2020, the college provided \$97,750 in emergency funding assistance (including \$36,400 provided by SIOS) to 163 students whose continued education was at risk due to unexpected financial issues during the early stages of the pandemic.

2019-20 DONORS & SPONSORS

ENDOWMENTS

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

2019-20 DONORS:
\$5,000 AND OVER

Great Plains College Staff,
President & Board
MNP Vern Neutstaeter Memorial
Entrance Scholarship
Stark & Marsh CPA LLP

2019-20 DONORS:
\$1,000 TO \$4,999

ACT/UCT Dominion Council # 1032
Adeline Steinley Memorial Fund
Basanti Ghosh Memorial Fund
Biggar & District Credit Union
Bob Armstrong & Sharon Lang
City of Swift Current
City of Warman
Dr. Noble Irwin Regional
Healthcare Foundation Inc.
EECOL Electric
Evolve Fitness
Great Plains College Student
Association (Swift Current)
Innovation Credit Union

Kanuka Thuringer LLP
Kee Sheet Metal
Plumbing & Heating Ltd.
Knight Automotive Group
Living Sky Casino/SIGA
Melhoff Electric
Prairie Centre Credit Union
RM of Antelope Park No. 322
RM of Bone Creek No. 108
RM of White Valley No. 49
Rotary Club of Kindersley
Rotary Club of Swift Current
Saskatoon Regional Economic
Development Authority (SREDA)
Sharon and Leslie Fehr
Swift Current Lions Club
Swift Current Regional
Safety Committee
Synergy Credit Union
Town of Biggar
Town of Kindersley
W.W. Smith Insurance Ltd.
Warman Community Association
Warman Home Centre

2019-20 DONORS:
UP TO \$1,000

City of Swift Current
Employee Sunshine Club
Community Futures Southwest

Crescent Point Energy
Elviss Family Fund
John McPhail
Kelly Insurance Brokers Ltd.
Kessler Insurance
RE/MAX North Country Bill Spezowka
RE/MAX North Country Ryan Tomy
RM of Enterprise No. 142
RM of Gull Lake No. 139
RM of Kindersley No. 290
RM of Mariposa No. 350
RM of Swift Current No. 137
RM of Webb No. 138
RM of Winslow No. 319
Ron Toles
Sandra and Larry Hill
SaskTel Pioneers
SGEU Education Sector
Southwest Newcomer
Welcome Centre
Swift Current & District
Chamber of Commerce
Swift Current Little Theatre
Town of Herbert
Town of Maple Creek
Town of Ponteix
Village of Marengo
Village of Webb



Great Plains College also wishes to thank all of our contributors for sponsoring the following events in 2019-20:

Carhartts and Caviar Welding and Showcase Auction
SunDogs Raffle and Pup Rally

APPENDIX
& FINANCIAL
STATEMENTS

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

		Actuals																	
		Average (past three years)									2019-20								
Program Groups		Aboriginal			Visible Minority			Disability			Aboriginal			Visible Minority			Disability		
		FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas
SKILLS TRAINING	Institute Credit																		
	Sask Polytech	13.3	21.7	0.0	14.3	22.7	0.0	10.3	19.7	0.0	139.0	273.0	n	20.0	21.0	0.0	26.0	24.0	0.0
	Other	n	7.0	0.0	7.0	n	0.0	n	n	0.0	38.0	57.7	n	0.0	n	0.0	12.0	9.0	0.0
	Apprenticeship & Trade	0.0	n	0.0	0.0	0.0	0.0	0.0	0.0	0.0	n	n	n	0.0	0.0	0.0	0.0	0.0	0.0
	Total Institute Credit	17.3	29.0	0.0	21.3	26.7	0.0	11.0	21.7	0.0	178.3	333.0	n	20.0	21.0	0.0	38.0	33.0	0.0
Industry Credit:																			
Total Industry Credit		0.0	11.3	80.7	0.0	2.7	37.0	0.0	5.3	45.0	0.0	280.3	2927.0	0.0	9.0	51.0	0.0	3.0	28.0
Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)																			
Total Non-Credit		0.0	5.7	6.0	0.0	6.3	n	0.0	n	n	0.0	130.3	175.0	0.0	5.0	n	0.0	8.0	8.0
BASIC EDUCATION	TOTAL SKILLS TRAINING CREDIT	17.3	46.0	86.7	21.3	35.7	41.3	11.0	28.3	48.0	176.3	743.7	3105.0	20.0	35.0	51.0	38.0	44.0	36.0
	Basic Education Credit:																		
	Adult 12	33.3	137	0.0	8.3	27	0.0	9.0	5.7	0.0	85.7	51.0	0.0	36.0	12.0	0.0	15.0	n	0.0
	Adult 10	6.3	11.0	0.0	n	n	0.0	n	n	0.0	9.3	17.7	0.0	5.0	0.0	0.0	0.0	0.0	0.0
	Academic GED	n	11.0	0.0	n	n	0.0	n	n	0.0	9.7	24.3	0.0	0.0	15.0	0.0	0.0	n	0.0
	Total BE Credit	42.7	357	0.0	9.3	57	0.0	12.3	13.0	0.0	104.7	93.0	0.0	41.0	27.0	0.0	15.0	0.0	0.0
	Basic Education Non-Credit:																		
	Employability/Life Skills	6.7	n	0.0	n	n	0.0	n	n	0.0	16.3	8.3	0.0	13.0	7.0	0.0	6.0	n	0.0
	English Language Training	0.0	n	0.0	0.0	24.3	0.0	0.0	n	0.0	0.0	191.3	0.0	0.0	0.0	0.0	0.0	18.0	0.0
	General Academic Studies	5.7	n	0.0	n	n	0.0	5.0	n	0.0	12.3	15.0	0.0	11.0	n	0.0	n	n	0.0
Total BE Non-Credit		12.3	9.0	0.0	n	27.0	0.0	6.7	6.7	0.0	28.7	216.3	0.0	24.0	7.0	0.0	6.0	18.0	0.0
TOTAL BASIC EDUCATION		55.0	44.7	0.0	13.3	32.7	0.0	19.0	19.7	0.0	133.3	309.3	0.0	65.0	34.0	0.0	24.0	18.0	0.0
UNIVERSITY		n	n	0.0	n	n	0.0	n	0.0	0.0	53.0	24.0	0.0	n	n	0.0	n	n	0.0
TOTAL ENROLMENT		75.7	93.0	86.7	37.3	68.7	41.3	32.7	48.0	48.0	364.7	1077.0	3105.0	85.0	89.0	51.0	62.0	62.0	36.0

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

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

		Actuals																	
		Average (past three years)									2019-20								
		Aboriginal			Visible Minority			Disability			Aboriginal			Visible Minority			Disability		
		E	C	G	E	C	G	E	C	G	E	C	G	E	C	G	E	C	G
SKILLS TRAINING	Institute Credit																		
	Sask Polytech	33.3	18.7	9.3	28.0	19.3	n	33.0	15.7	12.3	41.0	9.0	13.0	50.0	27.0	12.0	23.0	13.0	n
	Other:	13.0	n	8.0	8.3	n	5.3	n	n	n	n	n	n	21.0	7.0	10.0	n	n	n
	Apprenticeship & Trade	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	Total Institute Credit	46.3	22.3	17.3	36.3	21.7	9.3	35.7	18.0	12.7	41.0	9.0	13.0	71.0	34.0	22.0	23.0	13.0	0.0
	Industry Credit:																		
	Total Industry Credit	91.0	n	87.0	33.3	n	32.3	49.3	n	47.7	60.0	n	59.0	31.0	n	30.0	51.0	n	50.0
	Non-Credit (Industry Non-Credit, Community/ Individual Non-Credit, Personal Interest Non-Credit)																		
	Total Non Credit	13.0	12.0	0.0	13.0	12.0	0.0	5.3	5.0	0.0	7.0	7.0	0.0	16.0	15.0	0.0	5.0	4.0	0.0
	TOTAL SKILLS TRAINING CREDIT	150.3	35.0	104.3	82.7	36.0	41.7	90.3	24.0	60.3	108.0	16.0	72.0	118.0	49.0	52.0	79.0	17.0	50.0
BASIC EDUCATION	Basic Education Credit:																		
	Adult 12	47.0	21.3	10.0	11.0	7.0	n	14.7	7.7	n	48.0	30.0	n	19.0	13.0	n	11.0	6.0	4.0
	Adult 10	17.3	5.7	n	n	n	n	5.0	n	n	5.0	n	n	0.0	0.0	0.0	n	n	0.0
	Academic GED	14.0	8.0	n	n	n	n	5.7	n	n	15.0	11.0	n	n	n	n	8.0	7.0	n
	Total BE Credit	78.3	35.0	15.0	15.0	9.3	n	25.3	11.3	6.7	68.0	41.0	0.0	19.0	13.0	0.0	19.0	13.0	4.0
	Basic Education Non-Credit:																		
	Employability/Life Skills	11.0	5.7	0.0	n	n	0.0	n	n	0.0	20.0	11.0	0.0	7.0	6.0	0.0	9.0	5.0	0.0
	English Language Training	n	n	0.0	24.3	14.0	0.0	n	n	0.0	0.0	0.0	0.0	18.0	12.0	0.0	0.0	0.0	0.0
	General Academic Studies	7.0	n	0.0	n	n	0.0	n	n	0.0	15.0	9.0	0.0	n	n	0.0	12.0	6.0	0.0
	Literacy	n	n	0.0	0.0	0.0	0.0	n	n	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
UNIVERSITY	Total BE Non-Credit	20.3	10.3	0.0	31.7	20.7	0.0	11.7	7.0	0.0	35.0	20.0	0.0	25.0	18.0	0.0	21.0	11.0	0.0
	TOTAL BASIC EDUCATION	98.7	45.3	15.0	46.7	30.0	n	37.0	18.3	6.7	103.0	61.0	0.0	44.0	31.0	0.0	40.0	24.0	4.0
	Total University	7.0	n	0.0	n	n	0.0	n	n	0.0	n	n	0.0	n	n	0.0	5.0	5.0	0.0
TOTAL ENROLLMENT		256.0	87.3	119.3	132.7	67.3	46.3	130.7	43.3	67.0	211.0	77.0	72.0	162.0	80.0	52.0	124.0	46.0	54.0

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

E = total 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).

Table 5 | Comprehensive enrolment by Kindersley program region

		Actuals											
		Average (past three years)						2019-20					
		Program Groups			Student Enrol FT			Student Enrol PT			Student Enrol Casual		
SKILLS TRAINING	Institute Credit												
	Sask Polytech				1.3	26.3	2.0	10.1	6.0	21.0	0.0	0.0	10.5
	Other				16.7	17.7	0.0	27.2	0.0	13.0	0.0	0.0	5.6
	Apprenticeship & Trade				0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	Total Institute Credit				18.0	44.0	2.0	37.3	6.0	34.0	0.0	0.0	16.1
	Industry Credit												
	Total Industry Credit				0.0	109.7	1285.3	32.1	0.0	59.0	841.0	21.9	
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)												
	Total Non-Credit				0.0	8.3	26.7	0.9	0.0	0.0	163.0	0.4	
	TOTAL SKILLS TRAINING				18.0	162.0	1314.0	70.3	6.0	93.0	1004.0	38.3	
BASIC EDUCATION	BE Credit												
	Adult 12				7.0	5.0	0.0	6.9	11.0	6.0	0.0	0.0	11.9
	Adult 10				0.7	3.0	0.0	0.5	1.0	2.0	0.0	0.0	1.4
	Academic GED				0.7	3.3	0.0	0.7	0.0	5.0	0.0	0.0	0.0
	Total BE Credit				8.3	11.3	0.0	8.1	12.0	13.0	0.0	0.0	13.2
	BE Non-Credit												
	Employability/Life Skills				0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	English Language Training				0.0	22.3	0.0	1.9	0.0	5.0	0.0	0.0	0.5
	General Academic Studies				0.3	0.3	0.0	0.4	0.0	0.0	0.0	0.0	0.0
	Literacy				0.0	0.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0
UNIVERSITY	Total BE Non-Credit				0.3	23.0	0.0	2.4	0.0	5.0	0.0	0.0	0.5
	TOTAL BASIC EDUCATION				8.7	34.3	0.0	10.5	12.0	18.0	0.0	0.0	13.7
	Total University				0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
TOTAL ENROLLMENT					26.7	196.3	1314.0	80.8	18.0	111.0	1004.0	52.0	

Table 6 | Comprehensive enrolment
by Swift Current program region

Program Groups		Actuals						
		Average (past three years)				2019-20		
		Student Enrol FT	Student Enrol PT	Student Enrol Casual	FLE's	Student Enrol FT	Student Enrol PT	Student Enrol Casual FLE's
SKILLS TRAINING	Institute Credit							
	Sask Polytech	100.3	167.0	2.0	153.6	99.0	140.0	0.0 148.5
	Other	14.3	22.0	0.0	27.3	19.0	32.0	0.0 32.9
	Apprenticeship & Trade	0.0	4.3	0.0	1.3	0.0	0.0	0.0 0.0
	Total Institute Credit	114.7	193.3	2.0	182.2	118.0	172.0	0.0 181.4
	Industry Credit							
	Total Industry Credit	0.0	150.0	1398.3	33.2	0.0	81.0	1051.0 28.7
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)							
	Total Non-Credit	0.0	90.0	130.3	9.6	0.0	66.0	141.0 7.3
	TOTAL SKILLS TRAINING	114.7	433.3	1530.7	225.0	118.0	319.0	1192.0 217.4
BASIC EDUCATION	BE Credit							
	Adult 12	41.3	25.3	0.0	43.9	53.0	25.0	0.0 57.9
	Adult 10	5.3	5.3	0.0	4.9	4.0	0.0	0.0 2.4
	Academic GED	10.0	14.7	0.0	7.9	0.0	31.0	0.0 0.0
	Total BE Credit	56.7	45.3	0.0	56.6	57.0	56.0	0.0 60.3
	BE Non-Credit							
	Employability/Life Skills	2.7	2.7	0.0	2.7	24.0	11.0	0.0 18.0
	English Language Training	0.0	148.3	0.0	13.4	0.0	90.0	0.0 10.3
	General Academic Studies	4.0	4.3	0.0	4.1	30.0	8.0	0.0 18.9
	Literacy	0.0	1.3	0.0	0.3	0.0	0.0	0.0 0.0
UNIVERSITY	Total BE Non-Credit	6.7	156.7	0.0	20.4	54.0	109.0	0.0 47.2
	TOTAL BASIC EDUCATION	63.3	202.0	0.0	77.1	111.0	165.0	0.0 107.5
	Total University	56.0	25.3	0.0	55.5	22.0	31.0	0.0 23.8
	TOTAL ENROLMENT	234.0	660.7	1530.7	357.6	251.0	515.0	1192.0 348.7

Table 7 | Comprehensive enrolment
by Warman program region

Program Groups		Actuals						
		Average (past three years)				2019-20		
		Student Enrol FT	Student Enrol PT	Student Enrol Casual	FLE's	Student Enrol FT	Student Enrol PT	Student Enrol Casual FLE's
SKILLS TRAINING	Institute Credit							
	Sask Polytech	45.3	70.0	0.3	64.7	28.0	71.0	1.0 57.7
	Other	7.7	14.7	0.0	15.1	0.0	22.0	0.0 7.8
	Apprenticeship & Trade	0.0	0.0	0.0	0.0	0.0	0.0	0.0 0.0
	Total Institute Credit	53.0	84.7	0.3	79.8	28.0	93.0	1.0 65.5
	Industry Credit							
	Total Industry Credit	0.0	23.3	160.3	6.5	0.0	0.0	101.0 1.8
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)							
	Total Non-Credit	0.0	24.3	12.0	6.8	0.0	8.0	18.0 3.3
	TOTAL SKILLS TRAINING	53.0	132.3	172.7	93.1	28.0	101.0	120.0 70.5
BASIC EDUCATION	BE Credit							
	Adult 12	34.3	22.7	0.0	37.5	46.0	21.0	0.0 49.1
	Adult 10	7.0	12.3	0.0	7.5	2.0	0.0	0.0 0.7
	Academic GED	7.3	11.0	0.0	6.1	0.0	2.0	0.0 0.0
	Total BE Credit	48.7	46.0	0.0	51.1	48.0	23.0	0.0 49.8
	BE Non-Credit							
	Employability/Life Skills	0.0	14.0	0.0	1.4	17.0	3.0	0.0 10.3
	English Language Training	0.0	27.3	0.0	2.6	0.0	35.0	0.0 2.8
	General Academic Studies	1.7	3.7	0.0	1.9	9.0	3.0	0.0 8.2
	Literacy	0.0	0.0	0.0	0.0	0.0	0.0	0.0 0.0
UNIVERSITY	Total BE Non-Credit	1.7	45.0	0.0	5.9	26.0	41.0	0.0 21.4
	TOTAL BASIC EDUCATION	50.3	91.0	0.0	57.0	74.0	64.0	0.0 71.2
	Total University	0.0	3.3	0.0	0.6	0.0	0.0	0.0 0.0
	TOTAL ENROLMENT	103.3	226.7	172.7	150.7	102.0	165.0	120.0 141.7

INDEPENDENT AUDITOR'S REPORT

To the Directors of Great Plains College:

Opinion

We have audited the financial statements of Great Plains College, which comprise the statement of financial position as at June 30, 2020, and the statements of operations and accumulated surplus, changes in net financial assets and cash flows for the year then ended and notes to the financial statements, including a summary of significant accounting policies.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of the organization as at June 30, 2020, and its results of operations and its cash flows for the year then ended in accordance with Canadian public sector accounting standards.

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

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

Management is responsible for the preparation and fair presentation of these financial statements in accordance with Canadian public sector accounting standards, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing the organization's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the organization or to cease operations, or has no realistic alternative but to do so.

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

Auditor's Responsibility for the Audit of the Financial Statements

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

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

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations or the override of internal control.

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INDEPENDENT AUDITOR'S REPORT (continued)

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

- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the organization's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the organization's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the organization to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.


CPA LLP
Chartered Professional Accountants

Swift Current, Saskatchewan
September 24, 2020

Great Plains College
Statement of Financial Position
as at June 30, 2020


Statement 1

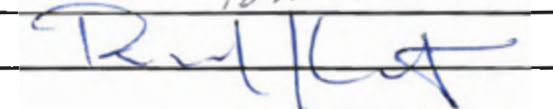
	<u>2020</u>	<u>2019</u> (Restated Note 19)
Financial Assets		
Cash and cash equivalents (Note 3)	\$ 477,513	\$ 1,208,237
Accounts receivable (Note 4)	847,257	772,225
Inventories for resale (Note 5)	77,264	77,147
Portfolio investments (Note 6)	2,428,232	2,352,054
Total Financial Assets	<u>3,830,266</u>	<u>4,409,663</u>
Liabilities		
Accrued salaries and benefits (Note 7)	661,845	559,727
Accounts payable and accrued liabilities (Note 8)	168,333	220,107
Deferred revenue (Note 9)	841,091	650,779
Liability for employee future benefits (Note 10)	219,800	213,700
Total Financial Liabilities	<u>1,891,069</u>	<u>1,644,313</u>
Net Financial Assets	<u>1,939,197</u>	<u>2,765,350</u>
Non-Financial Assets		
Tangible capital assets (Note 11)	11,510,587	11,720,417
Prepaid expenses (Note 12)	16,396	4,764
Accumulated Surplus	<u>11,526,983</u>	<u>11,725,181</u>
Total Accumulated Surplus	<u>\$ 13,466,180</u>	<u>\$ 14,490,531</u>

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

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

On behalf of the Board:



Board


President

Great Plains College
Statement of Operations and Accumulated Surplus
for the year ended June 30, 2020

Statement 2

	<u>2020 Budget (Note 15)</u>	<u>2020 Actual</u>	<u>2019 Actual (Restated Note 19)</u>
Revenues (Schedule 2)			
Provincial government			
Grants	\$ 7,390,100	\$ 7,552,236	\$ 7,770,511
Other	43,324	54,749	210,143
Federal government			
Grants	395,854	411,151	375,901
Other revenue			
Contracts	512,750	656,439	597,969
Interest	109,000	90,106	94,471
Rents	80,500	54,485	71,529
Resale items	8,000	10,106	9,018
Tuition	3,040,136	2,116,609	2,373,764
Donations	89,500	70,973	92,327
Other	268,700	346,858	368,429
Total revenues	<u>11,937,864</u>	<u>11,363,712</u>	<u>11,964,062</u>
Expenses (Schedule 3)			
General	6,585,924	6,447,542	6,290,739
Skills training	3,200,584	2,588,842	2,784,779
Basic education	1,892,457	2,013,454	1,794,050
University	169,840	173,301	79,131
Services	816,254	798,494	672,428
Scholarships	194,500	262,250	130,575
Development	86,306	104,180	91,799
Total expenses	<u>12,945,865</u>	<u>12,388,063</u>	<u>11,843,501</u>
(Deficit) Surplus for the Year from Operations	<u>(1,008,001)</u>	<u>(1,024,351)</u>	<u>120,561</u>
Accumulated Operating Surplus, Beginning of Year	<u>14,490,531</u>	<u>14,490,531</u>	<u>14,369,970</u>
Accumulated Operating Surplus, End of Year	<u>\$ 13,482,530</u>	<u>\$ 13,466,180</u>	<u>\$ 14,490,531</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, 2020				Statement 3
	2020 Budget (Note 15)	2020 Actual	2019 Actual (Restated Note 19)	
Net Financial Assets, Beginning of Year	\$ 2,765,350	\$ 2,765,350	\$ 2,348,795	
(Deficit) Surplus for the Year from Operations	(1,008,001)	(1,024,351)	120,561	
Acquisition of tangible capital assets	(395,000)	(359,977)	(266,054)	
Amortization of tangible capital assets	558,067	569,807	552,926	
Use of prepaid expenses	-	(11,632)	9,122	
Change in Net Financial Assets	(844,934)	(826,153)	416,555	
Net Financial Assets, End of Year	\$ 1,920,416	\$ 1,939,197	\$ 2,765,350	

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, 2020			Statement 4
	2020	2019 (Restated Note 19)	
Operating Activities			
(Deficit) Surplus for the year from operations	\$ (1,024,351)	\$ 120,561	
Non-cash items included in (deficit)/surplus			
Amortization of tangible capital assets	569,807	552,926	
Changes in non-cash working capital			
Increase in accounts receivable	(75,032)	(33,860)	
Increase in inventories for resale	(117)	(34,952)	
Increase in accrued salaries and benefits	102,118	17,673	
(Decrease) Increase in accounts payable and accrued liabilities	(51,774)	2,313	
Increase (Decrease) in deferred revenue	190,312	(233,377)	
Increase (Decrease) in employee future benefits	6,100	(2,200)	
Decrease (Increase) in prepaid expenses	(11,632)	9,122	
Cash (Used) Provided by Operating Activities	(294,569)	398,206	
Capital Activities			
Cash used to acquire tangible capital assets	(359,977)	(266,054)	
Investing Activities			
Cash used to acquire portfolio investments	(76,178)	(1,146,552)	
Cash (Used) Provided by Investing Activities	(76,178)	(1,146,552)	
Decrease in Cash and Cash Equivalents	(730,724)	(1,014,400)	
Cash and Cash Equivalents, Beginning of Year	1,208,237	2,222,637	
Cash and Cash Equivalents, End of Year	\$ 477,513	\$ 1,208,237	

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, 2020

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) 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 \$219,800 (June 30, 2019 - \$213,700) because actual experience may differ significantly from actuarial or historical estimations and assumptions and
- other significant areas requiring the use of estimates includes the determination of the collectible amount of accounts receivable, the useful lives of tangible capital assets for amortization purposes, and the amounts recorded as accrued liabilities.

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

(b) Financial Instruments

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

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

i) Fair Value

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

ii) Cost or Amortized Cost

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

(c) Financial Assets

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

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

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

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

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

(d) Liabilities

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

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

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

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

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

(e) Non-Financial Assets

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

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

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

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

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

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

(f) Employee Pension Plans

Multi-Employer Defined Benefit Plans

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

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

(g) Revenue Recognition

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

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

- i) **Government Transfers (Grants)**
Grants from governments are considered to be government transfers. Government transfers are recognized as revenues when the transfer is authorized, all eligibility criteria have been met, the amount can be estimated, and collection is reasonably assured except when, and to the extent, stipulations by the transferor give rise to an obligation that meets the definition of a liability.
- ii) **Fees and Services**
Revenues from tuition fees and other services are recognized in the year they are earned. Amounts that are restricted pursuant to legislation, regulation or agreements with external parties that may only be used in the conduct of certain programs or in the delivery of specific services and transactions are initially recorded as deferred revenue and subsequently recognized as revenue in the fiscal year the related expenses are incurred or services are performed.
- iii) **Interest Income**
Interest is recognized on an accrual basis when it is earned.
- iv) **Other (Non-Government Transfer) Contributions**
Unrestricted contributions are recognized as revenue in the year received or in the year the funds are committed to the College if the amount can be reasonably estimated and collection is reasonably assured. Externally restricted contributions are contributions for which the contributor has placed restrictions on the use of the resources. Externally restricted contributions are deferred until the resources are used for the purpose specified, at which time the contributions are recognized as revenue. In-kind contributions are recorded at their fair value when they are received.
- v) **Expenses**
Expenses are reported on an accrual basis. The cost of all goods consumed and services received during the year is expensed.

(h) New Accounting Standards Not Yet in Effect

The following are new Canadian public sector accounting standards that are not yet effective for governments and have not been applied in preparing these financial statements. The following standards will become effective as follows:

- i) PS 3280 Asset Retirement Obligation (effective for July 1, 2021), a new standard defining how to account for and report a liability for asset retirement obligations.

- ii) PS 3400 Revenue (effective for July 1, 2022), a new standard that establishes how to account for and report revenue.

The college plans to adopt these standards on the effective date and is currently analyzing the impact this will have on these financial statements.

3. CASH AND CASH EQUIVALENTS

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

	June 30 2020	June 30 2019
Cash and cash equivalents	\$ 477,513	\$ 1,208,237

4. ACCOUNTS RECEIVABLE

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

	June 30 2020	June 30 2019
Provincial government:		
Advanced Education / Immigration & Career Training	\$ -	\$ 7,211
Other	552,718	479,148
Federal government	95,449	99,352
Other receivables	199,090	186,514
Accounts receivable, net of allowances	\$ 847,257	\$ 772,225

5. INVENTORIES FOR RESALE

	June 30 2020	June 30 2019
Books and materials for resale	\$ 77,264	\$ 77,147

6. PORTFOLIO INVESTMENTS

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

	June 30 2020		June 30 2019	
Portfolio investments in the cost category:	Cost	Fair Value	Cost	Fair Value
Term Deposits - Innovation Credit Union				
12 Month Non-Redeemable, 2.2% Expires Dec 13, 2020	\$ 1,030,000	\$ 1,030,000	\$ -	\$ -
12 Month Redeemable, 1% Expires May 10, 2021	1,049,643	1,049,643	-	-
12 Month Non-Redeemable, 2.4% Expires May 10, 2020	-	-	1,025,000	1,025,000
12 Month Non-Redeemable, 3% Expires Dec 13, 2019	-	-	1,000,000	1,000,000
	\$ 2,079,643	\$ 2,079,643	\$ 2,025,000	\$ 2,025,000
Portfolio investments in the fair value category:				
Mutual Funds - Loran Endowment Fund	\$ 92,195		\$ 92,195	
Manulife Strategic Income Fund		\$ 14,450		\$ 14,188
PIMCO Monthly Income Fund		15,069		15,839
EDG Global Portfolio		21,206		23,305
Manulife Dividend Income		23,953		23,662
CI Signature High Income Fund		12,306		13,845
Manulife Bk Inv Savings		5,209		-
Cash and Cash Equivalents		179		7,441
	\$ 92,195	\$ 92,372	\$ 92,195	\$ 98,280
Mutual Funds - Blanchard Endowment Fund	\$ 200,000		\$ 200,000	
Manulife Strategic Income Fund		\$ 31,520		\$ 30,950
PIMCO Monthly Income Fund		24,352		25,597
EDG Global Portfolio		46,745		51,785
Manulife Dividend Income		54,255		53,250
CI Signature High Income Fund		27,543		30,985
Manulife Bk Inv Savings		16,661		-
Cash and Cash Equivalents		372		20,456
	\$ 200,000	\$ 201,448	\$ 200,000	\$ 213,023
Mutual Funds - West Central REDA Endowment Fund	\$ 14,349		\$ 14,349	
Manulife Strategic Income Fund		\$ 2,200		\$ 2,161
PIMCO Monthly Income Fund		2,328		2,447
EDG Global Portfolio		3,444		3,529
Manulife Dividend Income		3,643		3,822
CI Signature High Income Fund		1,908		2,146
Manulife Bk Inv Savings		1,921		-
Cash and Cash Equivalents		28		1,646
	\$ 14,349	\$ 15,472	\$ 14,349	\$ 15,751
Mutual Funds - Alfred Romankewicz	\$ 40,000		\$ -	
Manulife Strategic Income Fund		\$ 5,907		\$ -
PIMCO Monthly Income Fund		6,340		-
EDG Global Portfolio		8,604		-
Manulife Dividend Income		9,737		-
CI Signature High Income Fund		5,013		-
Manulife Bk Inv Savings		3,623		-
Cash and Cash Equivalents		73		-
	\$ 40,000	\$ 39,297	\$ -	\$ -
Total portfolio investments reported at fair value	\$ 2,426,187	\$ 2,428,232	\$ 2,331,544	\$ 2,352,054

7. ACCRUED SALARIES AND BENEFITS

	June 30 2020	June 30 2019
Accrued salaries & vacation pay	\$ 661,509	\$ 557,769
Accrued employee benefits	336	1,958
Accrued salaries and benefits	\$ 661,845	\$ 559,727

8. ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

	June 30 2020	June 30 2019
Other Provincial	\$ 17,778	\$ 31,258
School Divisions	8,080	10,989
Regional Colleges	3,117	10,036
Sask Polytechnic	300	400
Trade	139,058	167,424
Accounts payable and accrued liabilities	\$ 168,333	\$ 220,107

9. DEFERRED REVENUE

	June 30 2020	June 30 2019
Tuitions & deposits	\$ 492,502	\$ 299,465
Endowment Liability	348,589	327,054
Minister of Education Family Literacy	-	24,260
Deferred revenue	\$ 841,091	\$ 650,779

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 2020	June 30 2019
Actuarial valuation date (extrapolation)	30-Jun-19	30-Jun-19
Long-term assumptions used:		
Salary escalation rate (percentage)	1.50%	1.50%
Discount rate (percentage)	2.10%	2.10%
Expected average remaining service life (years)	10.5	10.5

	June 30 2020	June 30 2019
Liability for Employee Future Benefits		
Accrued Benefit Obligation - beginning of year	\$ 251,900	\$ 179,700
Current period benefit cost	37,700	37,400
Interest cost	5,300	4,800
Benefit payments	(39,800)	(40,600)
Actuarial gains / losses		70,600
Accrued Benefit Obligation - end of year	255,100	251,900
Unamortized Net Actuarial Gains / Losses	(35,300)	(38,200)
Liability for Employee Future Benefits	\$ 219,800	\$ 213,700

	June 30 2020	June 30 2019
Employee Future Benefits Expense		
Current period benefit cost	\$ 37,700	\$ 37,400
Amortization of net actuarial gain / loss	2,900	(3,800)
Benefit cost	40,600	33,600
Interest cost on unfunded employee future benefits obli	5,300	4,800
Total Employee Future Benefits Expense	\$ 45,900	\$ 38,400

11. TANGIBLE CAPITAL ASSETS

	Land	Buildings	Paving Lot	Leasehold Improv	Office Furniture	Office Equip	Computer Equip	Machinery	System Develop	2020	2019
Tangible Capital Assets - at Cost:											
Opening Balance at Start of Year	\$ 168,550	\$ 19,761,378	\$ 482,422	\$ 860,695	\$ 324,818	\$ 253,764	\$ 449,787	\$ 872,085	\$ 303,721	\$ 23,477,220	\$ 23,211,166
Additions/Purchases	-	109,094	-	195,186	-	34,926	14,463	6,308	-	359,977	266,054
Disposals	-	-	-	-	(150,237)	(68,975)	(316,695)	-	-	(535,907)	-
Write-Downs	-	-	-	-	-	-	-	-	-	-	-
Closing Balance at End of Year	168,550	19,870,472	482,422	1,055,881	174,581	219,715	147,555	878,393	303,721	23,301,290	23,477,220
Tangible Capital Assets - Amortization:											
Opening Balance at Start of Year	-	8,443,667	482,422	805,720	295,398	202,865	421,938	801,072	303,721	11,756,803	11,203,877
Amortization of the Period	-	460,056	-	25,589	16,652	22,784	23,696	21,030	-	569,807	552,926
Disposals	-	-	-	-	(150,237)	(68,975)	(316,695)	-	-	(535,907)	-
Write-Downs	-	-	-	-	-	-	-	-	-	-	-
Closing Balance at End of Year	-	8,903,723	482,422	831,309	161,813	156,674	128,939	822,102	303,721	11,790,703	11,756,803
Net Book Value:											
Opening Balance at Start of Year	168,550	11,675,316	-	25,788	46,744	21,491	28,910	40,490	-	11,720,417	12,007,289
Closing Balance at End of Year	168,550	10,966,749	-	224,572	12,768	63,041	18,616	56,291	-	11,510,587	11,720,417
Change in Net Book Value	\$ -	\$ (708,567)	\$ -	\$ 198,784	\$ (33,976)	\$ 41,550	\$ (10,294)	\$ 15,801	\$ -	\$ (209,830)	\$ (286,872)

12. PREPAID EXPENSES

	June 30 2020	June 30 2019
Employee Benefits	\$ 16,396	\$ -
Facility leases	-	3,276
Other	-	1,488
Total Prepaid expenses	\$ 16,396	\$ 4,764

13. EMPLOYEE PENSION PLANS

Multi-Employer Defined Benefit Plans

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

i) Saskatchewan Teachers’ Retirement Plan (STRP):

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

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

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

	2020	2019
Number of active College members	13	13
STRP Member contribution rate (percentage of salary)	10.16%	10.12%
Member contributions for the year	\$ 94,535	\$ 90,654

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:

	2020	2019
Number of active College members	95	95
Member contribution rate (percentage of salary)	9.00%	9.00%
College contribution rate (percentage of salary)	9.00%	9.00%
Member contributions for the year	\$ 497,334	\$ 448,814
College contributions for the year	\$ 497,334	\$ 448,814

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, 2020 and June 30, 2019 was:

	June 30, 2020	June 30, 2019
Current	\$ 834,697	\$ 736,219
61-90 days	1,831	21,208
91-120 days	493	5,311
Over 121 days	10,236	9,487
Total	\$ 847,257	\$ 772,225

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, 2020			
	Within 6 months	6 months to 1 year	1 to 5 years	> 5 years
Accrued salaries and benefits	\$ 153,243	\$ 508,602	\$ -	\$ -
Accounts payable and accrued liabilities	168,333	-	-	-
Total	\$ 321,576	\$ 508,602	\$ -	\$ -

iii) Market Risk

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

Interest Rate Risk:

Interest rate risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in market interest rates. The College's interest rate exposure relates to cash and cash equivalents. The College also has an authorized bank line of credit of \$400,000 with interest payable at the Credit Union Central Prime Rate. Changes in the bank's prime rate can cause fluctuation in interest payments and cash flows. There was no balance outstanding on this credit facility as of June 30, 2020.

Foreign Currency Risk:

Foreign currency risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in foreign exchange rates. The College is exposed to currency risk on purchases and denominated in U.S. dollars for which the related accounts payable balances are subject to exchange rate fluctuations; however, this risk is minimal as the College does not make a significant amount of purchases denominated on a foreign currency. The College did not have any financial instruments denominated in foreign currency outstanding at June 30, 2020 or June 30, 2019.

15. BUDGET FIGURES

Budget figures included in the financial statements were approved by the Board of Governors on April 24, 2019 and the Minister of Advanced Education on July 4, 2019.

16. CONTRACTUAL OBLIGATIONS AND COMMITMENTS

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

	2021	2022	2023	2024	2025
Office Equip Maint & Rental Contracts	\$ 160,000	\$ 163,200	\$ 166,464	\$ 169,793	\$ 173,189
Facility Rentals & Cleaning	58,000	47,200	48,400	49,600	50,800
Website Hosting	36,000	36,720	37,454	38,203	38,968
Total Contractual Obligations	\$ 254,000	\$ 247,120	\$ 252,318	\$ 257,597	\$ 262,957

17. CONTRACTUAL RIGHTS

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

The College has the following contractual rights:

	2021	2022	2023	2024	2025
CIC - English as a Second Language Programming	\$ 440,158	\$ 442,737	\$ 443,574	\$ 443,012	\$ 443,820
Minister of Education - Family Literacy Programming	50,500	-	-	-	-
Total Contractual Rights	\$ 490,658	\$ 442,737	\$ 443,574	\$ 443,012	\$ 443,820

18. ACCUMULATED SURPLUS

Accumulated surplus represents the financial assets and non-financial assets of the College less liabilities. This represents the accumulated balance of net surplus arising from the operations of the College 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, or designated assets, are included in the accumulated surplus presented in the statement of financial position.

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

Details of accumulated surplus are as follows:

	June 30 2019	Additions during the year	Reductions during the year	June 30 2020
Invested in Tangible Capital Assets:				
Net Book Value of Tangible Capital Assets	\$ 11,720,417	\$ 359,977	\$ (569,807)	\$ 11,510,587
Designated Assets:				
Capital:				
Capital Contingency	689,351	-	(301,576)	387,775
Scholarships:	149,939	20,000	(70,577)	99,362
Other:				
Student Health & Dental Reserve	50,602	13,525	(25,000)	39,127
Program Development, Technology & Innovation	339,579	-	(35,932)	303,647
Enterprise Risk Management	24,612	-	(24,612)	-
Deficit Management Fund	200,000	-	(200,000)	-
Fundraising for Equipment & Other Initiatives	22,452	47,448	(6,308)	63,592
Programming:				
Skills Training Allocation	388,412	71,216	-	459,628
Adult Basic Education	172,642	-	(18,524)	154,118
Essential Skills in the Workplace	123,380	-	(53,440)	69,940
ABE - On Reserve	98,688	-	(13,973)	84,715
English as a Second Language	45,730	-	(45,730)	-
	2,305,387	152,189	(795,672)	1,661,904
Unrestricted Operating Surplus	464,727	315,929	(486,967)	293,689
Total Accumulated Surplus	\$ 14,490,531	\$ 828,095	\$ (1,852,446)	\$ 13,466,180

19. CHANGE IN ACCOUNTING POLICY

The accounting policy for endowment funds was changed in the current year to record the initial endowment inflows as deferred revenue rather than as designated assets within Accumulated Operating Surplus. The endowment fund was determined to be externally restricted in accordance with PS 3100 and recorded as a liability until the resources are used in accordance with the purpose specified. The accounting policy change was applied retrospectively. The impact on the financial statements reduced 2019 Accumulated Operating Surplus by \$312,705, reduced Donation revenue by \$14,349 and increased Deferred revenue by \$327,054.

20. COVID-19 PANDEMIC

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

Great Plains College
Schedule of Revenues and Expenses by Function
for the year ended June 30, 2020

Great Plains College
Schedule of Revenues by Function
for the year ended June 30, 2020

Schedule 3

Great Plains College
Schedule of Expenses by Function
for the year ended June 30, 2020

	General (Schedule 4)	Skills Training		2019 Expenses Actual				University		Scholarships		Development		2020		2019	
		Credit	Non-credit	Basic Education		Services		Credit	Debit	Total	Total	Total	Total	Total	Total		
				Credit	Non-credit	Learner Support	Counsel										
Agency Contracts																	
Contracts	\$ 2,105	\$ 417,633	\$ 5,305	\$ 13,551	\$ 72,483	\$ 29,274	\$ -	\$ 156,642	\$ -	\$ -	\$ -	\$ 696,993	\$ 781,308	\$ 949,455	\$ 949,455	\$ 781,308	\$ 781,308
Instructors		108,329	1,864									110,193	245,292	196,778	196,778	196,778	196,778
	2,105	525,962	7,169	13,551	72,483	29,274	-	156,642	-	-	-	807,186	1,026,600	1,146,233	1,146,233	1,026,600	1,026,600
Amortization																	
Equipment	569,807	-	-	-	-	-	-	-	-	-	-	569,807	552,926	558,067	558,067	552,926	552,926
Equipment (non-capital)	5,424	123	-	-	-	-	-	-	-	-	-	5,903	32,233	62,100	62,100	32,233	32,233
Rental	177,395	36,168	-	443	-	-	-	-	-	-	356	214,006	229,428	266,372	266,372	229,428	229,428
Repairs and maintenance	11,751	8,313	-	-	-	-	-	-	-	-	-	20,064	23,203	16,600	16,600	23,203	23,203
	194,570	44,604	-	443	-	-	-	-	-	-	356	239,973	284,864	345,072	345,072	284,864	284,864
Facilities																	
Building supplies	6,231	-	-	-	-	-	-	-	-	-	-	6,231	1,986	5,550	5,550	1,986	1,986
Grounds	13,412	-	-	-	-	-	-	-	-	-	-	13,412	16,814	13,500	13,500	16,814	16,814
Janitorial	61,450	-	-	-	-	-	-	-	-	-	-	61,450	56,082	59,700	59,700	56,082	56,082
Rental	18,800	9,934	-	29,430	20,128	-	-	793	-	-	-	79,085	88,747	80,000	80,000	88,747	88,747
Repairs & maintenance buildings	101,505	-	-	-	-	-	-	-	-	-	-	101,505	106,782	94,200	94,200	106,782	106,782
Utilities	243,562	-	-	-	-	-	-	-	-	-	-	243,562	260,224	221,600	221,600	260,224	260,224
	444,960	9,934	-	29,430	20,128	-	-	793	-	-	-	505,245	500,635	474,550	474,550	500,635	500,635
Information Technology																	
Computer services	68,693	-	-	-	-	-	-	-	-	-	-	68,693	86,877	106,300	106,300	86,877	86,877
Data communications	3,239	-	-	-	-	-	-	-	-	-	-	3,239	3,829	3,000	3,000	3,829	3,829
Equipment (non-capital)	86,100	-	-	-	-	-	-	-	-	-	-	86,100	75,980	66,800	66,800	75,980	75,980
Materials & supplies	19,533	-	-	-	-	-	-	-	-	-	-	19,533	18,467	18,000	18,000	18,467	18,467
Repairs & maintenance	454	-	-	-	-	-	-	-	-	-	-	454	1,529	4,000	4,000	1,529	1,529
Software (non-capital)	69,681	17,732	-	-	-	-	-	-	-	-	-	87,413	40,859	53,900	53,900	40,859	40,859
	247,700	17,732	-	-	-	-	-	-	-	-	-	265,432	227,541	252,000	252,000	227,541	227,541
Operating																	
Advertising	114,010	475	-	5,298	1,016	-	-	13,647	-	-	-	129,148	170,192	196,612	196,612	170,192	170,192
Association fees & dues	26,363	5,571	-	-	5,435	-	-	-	-	-	-	42,667	36,267	47,525	47,525	36,267	36,267
Bad debts	934	-	-	-	-	-	-	-	-	-	-	934	7,701	2,500	2,500	7,701	7,701
Financial services	24,582	-	-	-	-	-	-	-	-	-	-	24,582	21,840	25,000	25,000	21,840	21,840
In-service (includes PD)	80,484	7,069	-	952	2,338	-	-	-	-	-	-	90,843	121,500	121,500	121,500	130,466	130,466
Insurance	73,985	875	-	-	-	-	-	-	-	-	-	74,860	71,087	73,460	73,460	71,087	71,087
Materials & supplies	102,907	87,255	2,002	24,579	45,232	6,316	19,642	1,868	-	-	20,861	310,662	324,120	325,183	325,183	324,120	324,120
Postage, freight & courier	18,535	3,971	-	-	-	-	-	-	-	-	-	22,506	31,906	33,050	33,050	31,906	31,906
Printing & copying	13,684	-	-	-	727	-	-	-	-	-	-	14,411	23,300	23,300	23,300	21,505	21,505
Professional services	139,483	-	-	-	-	-	848	-	-	-	-	140,331	154,043	200,000	200,000	154,043	154,043
Subscriptions	1,954	48	-	1,150	408	-	-	-	-	-	-	3,560	7,985	9,120	9,120	7,985	7,985
Telephone & fax	99,231	3,552	-	5,380	2,138	473	2,565	-	-	-	540	113,659	120,548	138,888	138,888	120,548	120,548
Travel	95,914	32,661	868	10,519	11,567	310	1,099	351	-	-	599	163,888	153,516	208,150	208,150	153,516	153,516
Other	4,051	-	-	-	-	-	-	-	-	-	-	266,301	199,500	199,500	199,500	130,575	130,575
	796,117	141,277	2,870	47,858	68,861	7,099	24,154	15,866	262,250	22,000	1,388,352	1,554,885	1,331,352	1,554,885	1,331,352	1,331,352	1,331,352
Personal Services																	
Employee benefits	647,877	245,304	464	115,634	86,416	34,759	83,937	-	-	-	14,577	1,283,939	1,142,239	1,283,939	1,283,939	1,142,239	1,142,239
Honoraria	20,548	-	-	-	-	-	-	-	-	-	-	20,548	23,048	23,048	23,048	17,878	17,878
Salaries	3,517,758	1,586,390	7,136	989,000	569,450	168,673	450,598	-	67,247	-	7,356,252	7,298,619	6,761,666	7,298,619	6,761,666	6,761,666	6,761,666
Other	6,100	-	-	-	-	-	-	-	-	-	-	6,100	3,500	3,500	3,500	(2,200)	(2,200)
	4,192,283	1,831,694	7,600	1,104,634	655,866	203,432	534,535	-	81,824	-	8,612,068	8,615,058	7,919,583	8,615,058	7,919,583	7,919,583	7,919,583
Total Expenses	\$ 6,447,542	\$ 2,871,203	\$ 17,639	\$ 1,196,116	\$ 817,338	\$ 239,805	\$ 568,689	\$ 173,301	\$ 262,250	\$ 22,000	\$ 104,180	\$ 12,388,063	\$ 11,843,501	\$ 12,945,865	\$ 12,945,865	\$ 11,843,501	\$ 11,843,501

Schedule 4

Great Plains College
Schedule of General Expenses by Functional Area
for the year ended June 30, 2020

	2020 General Actual				2020	2020	2019
	Governance	Operating and Administration	Facilities and Equipment	Information Technology	Total General Actual	Total General Budget (Note 15)	Total General Actual
Agency Contracts							
Contracts	\$ -	\$ 2,105	\$ -	\$ -	\$ 2,105	\$ 1,000	\$ 1,017
Instructors	-	-	-	-	-	-	-
	-	2,105	-	-	2,105	1,000	1,017
Amortization	-	569,807	-	-	569,807	558,067	552,926
Equipment							
Equipment (non-capital)	-	-	5,424	-	5,424	28,500	15,507
Rental	-	73,559	103,836	-	177,395	175,167	185,334
Repairs and maintenance	-	799	10,952	-	11,751	15,100	12,754
	-	74,358	120,212	-	194,570	218,767	213,595
Facilities							
Building supplies	-	-	6,231	-	6,231	5,550	1,986
Grounds	-	-	13,412	-	13,412	13,500	16,814
Janitorial	-	-	61,450	-	61,450	59,700	56,082
Rental	-	6,169	12,631	-	18,800	18,500	17,195
Repairs & maintenance	-	215	101,290	-	101,505	94,200	106,782
Utilities	-	-	243,562	-	243,562	221,600	260,224
	-	6,384	438,576	-	444,960	413,050	459,083
Information Technology							
Computer services	-	40,247	-	28,446	68,693	106,300	86,877
Data communications	-	-	-	3,239	3,239	3,000	3,829
Equipment (non-capital)	-	937	-	85,163	86,100	66,800	65,193
Materials & supplies	-	-	-	19,533	19,533	18,000	18,467
Repairs & maintenance	-	-	-	454	454	4,000	1,529
Software (non-capital)	-	-	-	69,681	69,681	37,100	40,859
	-	41,184	-	206,516	247,700	235,200	216,754
Operating							
Advertising	-	114,010	-	-	114,010	178,300	154,445
Association fees & dues	11,357	10,318	-	4,688	26,363	32,855	27,349
Bad debts	934	-	-	-	934	2,500	7,701
Financial services	-	24,582	-	-	24,582	25,000	21,840
In-service (includes PD)	517	79,967	-	-	80,484	118,000	102,080
Insurance	9,710	3,572	58,159	2,544	73,985	72,560	70,227
Materials & supplies	2,900	93,718	6,289	-	102,907	114,800	123,520
Postage, freight & courier	-	18,535	-	-	18,535	32,250	31,806
Printing & copying	-	13,684	-	-	13,684	20,300	19,840
Professional services	4	139,479	-	-	139,483	200,000	154,043
Subscriptions	-	1,954	-	-	1,954	6,140	583
Telephone & fax	-	15,639	81,858	1,734	99,231	86,820	72,500
Travel	5,315	87,881	109	2,609	95,914	119,150	86,274
Other	-	4,051	-	-	4,051	5,000	-
	30,737	607,390	146,415	11,575	796,117	1,013,675	872,208
Personal Services							
Employee benefits	309	563,046	42,317	42,205	647,877	674,004	614,066
Honoraria	11,763	8,785	-	-	20,548	29,000	17,878
Salaries	-	3,094,149	191,608	232,001	3,517,758	3,439,661	3,345,412
Other	-	6,100	-	-	6,100	3,500	(2,200)
	12,072	3,672,080	233,925	274,206	4,192,283	4,146,165	3,975,156
Total General Expenses	\$ 42,809	\$ 4,973,308	\$ 939,128	\$ 492,297	\$ 6,447,542	\$ 6,585,924	\$ 6,290,739

GLOSSARY OF TERMS

ABE – Adult Basic Education

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

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

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

ESL – English as a 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.

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

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

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

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

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



BIGGAR PROGRAM CENTRE

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

KINDERSLEY CAMPUS

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

MAPLE CREEK PROGRAM CENTRE

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

MARTENSVILLE PROGRAM CENTRE

37 Centennial Drive S, Martensville, SK S0K 2T0
Phone: (306) 651-1510

ROSETOWN PROGRAM CENTRE

Box 610, 1005 Main Street, Rosetown, SK S0L 2V0
Phone: (306) 882-4236

SWIFT CURRENT CAMPUS

129 2nd Avenue NE, Swift Current, SK S9H 2C6
Phone: (306) 773-1531

WARMAN CAMPUS

Box 1001, 201 Central Street, Warman, SK S0K 4S0
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