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encouraged.

**GREAT PLAINS  
COLLEGE**

**2020-21 ANNUAL REPORT**

*great plains*  
college





**I am confident that the college will continue to be successful as we move forward into the future."**

– David Keast  
President & CEO, Great Plains College

## **MESSAGE FROM THE PRESIDENT**



David Keast - President & CEO, Great Plains College

**I am extremely pleased to have completed my ninth 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. During this fiscal year, the college was again 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 nine years have been ones of challenge and change, both for the college and for me. An expansion in business, health and human services program offerings as well as in language and employability training was undertaken 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 2020-21 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 post-secondary program growth and international students, placed the college in a good financial position at the end of fiscal year 2021. 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 2020-21 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





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# LETTER OF TRANSMITTAL

Honourable 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 2020-21 Annual Report for Great Plains College.

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

Sincerely,



**Cindy Lowe**  
Acting 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

Stewart Valley, SK  
Board Member

## BOARD OF GOVERNORS MEETING DATES

September 24, 2020

October 29, 2020

December 3, 2020

February 25, 2021

April 29, 2021

June 24, 2021 (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**

## COVID-19 RESPONSE

**In an effort to reduce the risk of COVID-19 transmission, Great Plains College welcomed students into a blended learning environment in fall 2020. Students were offered a combination of in-person and distance/online learning environments, with the delivery model varying between specific programs and courses.**

In conjunction with the Ministry of Advanced Education and other provincial post-secondary educational institutions, the college developed contingency plans in the event that COVID-19 challenges re-appeared and it was required to quickly pivot to alternative delivery mediums.

All of the college's locations remained open, which maximized the on-campus learning experience for students. Staff were assigned to work on campus if their presence was required to implement programming, services or safety protocols as outlined within the college's Re-open Plan.

The college invested in two positions to train and support students and faculty to integrate and use technology in remote learning environments. In addition to these initiatives, Great Plains College received funding from Government of Canada's Emergency Community Support Fund, United Way Regina and United Way of Saskatoon and area that benefitted nearly 150 students and their families with the provision of laptops to overcome technological barriers to learning.

Our COVID-19 protocols, contingency plans and additional supports proved effective, allowing students to achieve their educational goals in a safe environment.

The college recognizes that COVID continues to create unforeseen challenges. As such, free counselling services have been and will continue to be 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.

Great Plains College continues to work with the Ministry of Advanced Education and the Ministry of health to ensure that necessary protections are in place to keep students and staff safe. Health and safety protocols have been regularly reviewed and adapted to achieve our goal of delivering programming in an effective way and providing a positive and successful on-campus/alternative learning experience for our students and staff.



# VISION

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

# MISSION

To build careers, partnerships and communities in Saskatchewan.

# VALUES

## ACCESSIBLE

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

## COMMITTED TO EXCELLENCE

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

## COLLABORATIVE

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

## RESPONSIVE

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

## SUPPORTIVE

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





# OPTIMIZE STUDENT SUCCESS

Great Plains College's strategic plan identifies a strategic direction to "Optimize Student Success" with goals to:

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

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

**BASED ON THE 2018-19 ANNUAL GRADUATE SURVEY**  
(completed by Fast Consulting)

- 84%** of post-secondary graduates are currently employed
- 98%** of graduates say Great Plains College prepared them to work in their field of study
- 89%** of graduates found employment within the Great Plains College region

**BASED ON THE 2019-20 UNIVERSITY STUDENT FOLLOW-UP SURVEY**  
(completed by Fast Consulting)

- 90%** of University students say one of the reasons they chose Great Plains College is that it allowed them to "Stay close to home"
- 90%** of University students are highly likely to recommend attending Great Plains College to family or friends
- 76%** of University students would take subsequent years of their University program at Great Plains College if offered

**BASED ON THE 2019-20 STUDENT OUTCOME**  
(completed by Fast Consulting)

- 75%** of post-secondary students had secured employment within 60-90 days of graduating and completing their programs
- 75%** of Basic Education students who completed their program intended to continue with their education plans and of these, 42% were continuing this education with Great Plains College.
- 97%** of employed students found employment within Saskatchewan
- 98%** of students would recommend Great Plains College to a friend, colleague or family member
- 88%** of graduates and completers would take another class or program with Great Plains College

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

# Student Success by Program Groups for Great Plains College

Actuals - Average (past three years)

Program Groups	Total Students Completed			Total Students Graduated			Total Employed			Total Going to Further Training		
	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas
<b>Skills Training</b>												
Institute Credit:												
Sask Polytech	15.66	204.66	0.33	87.33	17.33	0.7	39.33	74	0.33	10.33	10.66	0.33
Other	9	35.66	0	18	19.33	0	7.66	15	0	3.66	5.33	0
Apprenticeship & Trade	1.33	2.3	0	0	0	0	0	0	0	0	0	0
Total Institute Credit	26	242.66	0.33	105.33	36.66	0.7	47	89	0.33	14	16	0.33
Industry Credit:												
Total Industry Credit	0	24.66	13.33	0	206.66	2693	0	0	0	0	0	0
Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)												
Total Non-Credit	0	122.33	189	0	0	0	0	6.66	0	0	0	0
<b>TOTAL SKILLS TRAINING</b>	<b>26</b>	<b>389.66</b>	<b>202.66</b>	<b>105.33</b>	<b>243.33</b>	<b>2693.66</b>	<b>47</b>	<b>95.66</b>	<b>0.33</b>	<b>14</b>	<b>16</b>	<b>0.33</b>
<b>Basic Education</b>												
BE Credit:												
Adult 12	60.33	25.33	0	23	3.66	0	10.33	8	0	5.66	1.66	0
Adult 10	4.33	5	0	1.66	2.66	0	1	2.33	0	0	0	0
Academic GED	0	16.33	0	0	12.66	0	0	0	0	1	0	0
Total BE Credit	64.66	46.66	0	24.66	19	0	11.33	10.33	0	5.66	1.66	0
BE Non-Credit:												
Employability/Life Skills	22	5.0	0	0	0	0	2	0.33	0	0	0	0
English Language Training	0	102	0	0	0	0	0	0.66	0	0	1	0
General Academic Studies	18	9.33	0	0	0	0	3.66	2.66	0	0.66	0.33	0
Literacy	0	1	0	0	0	0	0	0	0	0	0	0
Total BE Non-Credit	40	117.33	0	0	0	0	5.66	3.66	0	0.66	1.33	0
<b>TOTAL BASIC EDUCATION</b>	<b>104.66</b>	<b>164</b>	<b>0</b>	<b>24.66</b>	<b>19</b>	<b>0</b>	<b>17</b>	<b>14</b>	<b>0</b>	<b>6.33</b>	<b>3</b>	<b>0</b>
<b>University</b>												
Total University	21	28.3	0	3	0	0	0	0	0	4.66	8	0
<b>TOTAL ENROLMENT</b>	<b>151</b>	<b>582</b>	<b>202.66</b>	<b>133</b>	<b>262.33</b>	<b>2693.66</b>	<b>64</b>	<b>109.66</b>	<b>0.33</b>	<b>25</b>	<b>27</b>	<b>0.33</b>

Actuals - 2020-21

Program Groups	Total Students Completed			Total Students Graduated			Total Employed			Total Going to Further Training		
	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas
<b>Skills Training</b>												
Institute Credit:												
Sask Polytech	16	187	2	63	21	0	25	64	0	4	9	0
Other	8	32	0	9	14	0	4	8	0	1	0	0
Apprenticeship & Trade	0	0	0	0	0	0	0	0	0	0	0	0
Total Institute Credit	24	219	2	72	35	0	29	72	0	5	9	0
Industry Credit:												
Total Industry Credit	0	15	22	0	182	2487	0	0	0	0	0	0
Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)												
Total Non-Credit	0	37	45	0	0	0	0	7	0	0	0	0
<b>TOTAL SKILLS TRAINING</b>	<b>24</b>	<b>271</b>	<b>69</b>	<b>72</b>	<b>217</b>	<b>2487</b>	<b>29</b>	<b>79</b>	<b>0</b>	<b>5</b>	<b>9</b>	<b>0</b>
<b>Basic Education</b>												
BE Credit:												
Adult 12	48	20	0	20	6	0	12	3	0	12	4	0
Adult 10	0	4	0	3	2	0	1	0	0	0	0	0
Academic GED	0	12	0	0	8	0	0	0	0	0	0	0
Total BE Credit	48	36	0	23	16	0	13	3	0	12	4	0
BE Non-Credit:												
Employability/Life Skills	18	10	0	0	0	0	7	1	0	0	0	0
English Language Training	0	154	0	0	0	0	0	0	0	0	0	0
General Academic Studies	10	4	0	0	0	0	0	0	0	1	0	0
Literacy	0	0	0	0	0	0	0	0	0	0	0	0
Total BE Non-Credit	28	168	0	0	0	0	7	1	0	1	0	0
<b>TOTAL BASIC EDUCATION</b>	<b>76</b>	<b>204</b>	<b>0</b>	<b>23</b>	<b>16</b>	<b>0</b>	<b>20</b>	<b>4</b>	<b>0</b>	<b>13</b>	<b>4</b>	<b>0</b>
<b>University</b>												
Total University	9	19	0	0	0	0	0	0	0	5	9	0
<b>TOTAL ENROLMENT</b>	<b>109</b>	<b>494</b>	<b>69</b>	<b>95</b>	<b>233</b>	<b>2487</b>	<b>49</b>	<b>83</b>	<b>0</b>	<b>23</b>	<b>22</b>	<b>0</b>

With the challenges of a global pandemic, retention rates for full and part-time institute credit students completing and/or graduating from their programs dropped to 74 per cent. This is down 12 per cent from the three-year average.

In 2020-21, 65 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 71 per cent over the three-year average.



### Technology and Learning Supports for Students

Reflecting on the early days of the pandemic, Great Plains College identified a need for student access to technology and support services in order to continue to access programming in a blended environment.

Through support from Government of Canada's Emergency Community Support Fund, United Way Regina and the United Way of Saskatoon and Area, Great Plains College received \$74,200 in one-time funding to provide laptops to students to support their educational goals.

Accessing the technology infrastructure was only one aspect of the approach. A second was the investment in a Student Trainer position. This position ensured students were provided with the tools to successfully navigate our platforms as well as providing support while learning within an online environment.

This proved to be instrumental in student retention and success as many students throughout 2020-21 participated in blended programs or had periods of time in which self-isolation was required.

### Promoting Mental Health and Wellness

Great Plains College was one of 19 post-secondary institutions partners across the province who joined the Healthy Campus Saskatchewan (HCSK) network. This network was established to equip institutions with the knowledge, tools and support resources they need to support students in meeting their personal and academic goals.

The main areas of focus for Healthy Campus Saskatchewan include mental health, suicide awareness and prevention, sexual violence prevention, substance use, pandemic responses and inclusive environments. As a first initiative, it was important to have a provincial baseline for the state of student health and wellness.

Great Plains College worked together with other post-secondary institutions to participate in the Canadian Campus Wellbeing Survey (CCWS) and complete our own internal survey to measure mental

health and academic support success. These results provided a baseline for the college to build upon when it comes to improving the learning experience for students.

As we built from the baseline information within the continuance of the pandemic, it was important to ensure access to current supports was made available. Free online counselling was provided via inkblot during 2020-21 and online appointment booking with Student Advisers was also introduced to enhance accessibility.

The results of these efforts identified a growing need for enhancement of on-campus face-to-face counselling services. Therefore, within the business planning and budgeting process for the 2021-22 academic year a priority was established to provide on-site counselling in 2021-22. We look forward to implementing that additional support for our students.



### Great Plains College announces new Student Pathways Award

Great Plains College was proud to announce the creation of the Great Plains College Student Pathways Award in partnership with the University of Regina. The new award supports a Great Plains College University program student who will be transferring from Great Plains College to the University of Regina.

Each year, the University of Regina (U of R) will present the \$1,500 award to an undergraduate

student who is transferring from Great Plains College directly into their second or third year of any faculty at the U of R. The student must also demonstrate their commitment to community involvement through the submission of a 250-word written statement.

Great Plains College has committed to providing \$7,500 toward this award over a five-year period, resulting in an annual scholarship of \$1,500. The first Student Pathways Award will be awarded this fall to a current University program student that will be transferring to the U of R in September.

### Indigenous Engagement

Great Plains College has established an Indigenous Engagement Committee comprised of both Indigenous and non-Indigenous individuals, including community representatives. This committee operates as an advisory board for the benefit of administration, faculty and students and in support of the strategic mission of the institution.

A Knowledge Keeper/Indigenous Engagement Adviser works with the Indigenous Engagement Committee by being a key member and providing guidance and direction on the college's terms of reference and committee's strategic plans. He also helps to build inclusive, respectful campuses and provides support for students at the Warman and Martensville locations.

The incorporation of essential and employment skill components alongside academics has been extremely beneficial when working with First Nations students. The college's partnership with SaskPower and Nekaneet First Nation is evidence of success. By having a pathway to a career (in this case, power engineering), with a focus on academics, personal employment and essential skills (at a slower pace with high levels of supports), small successes are celebrated and built onto one another. After 18 months, three students successfully graduated from the program and were in a position to write their PE05 exams and attain well-paying summer jobs.



# Comprehensive enrolment by program groups for Great Plains College

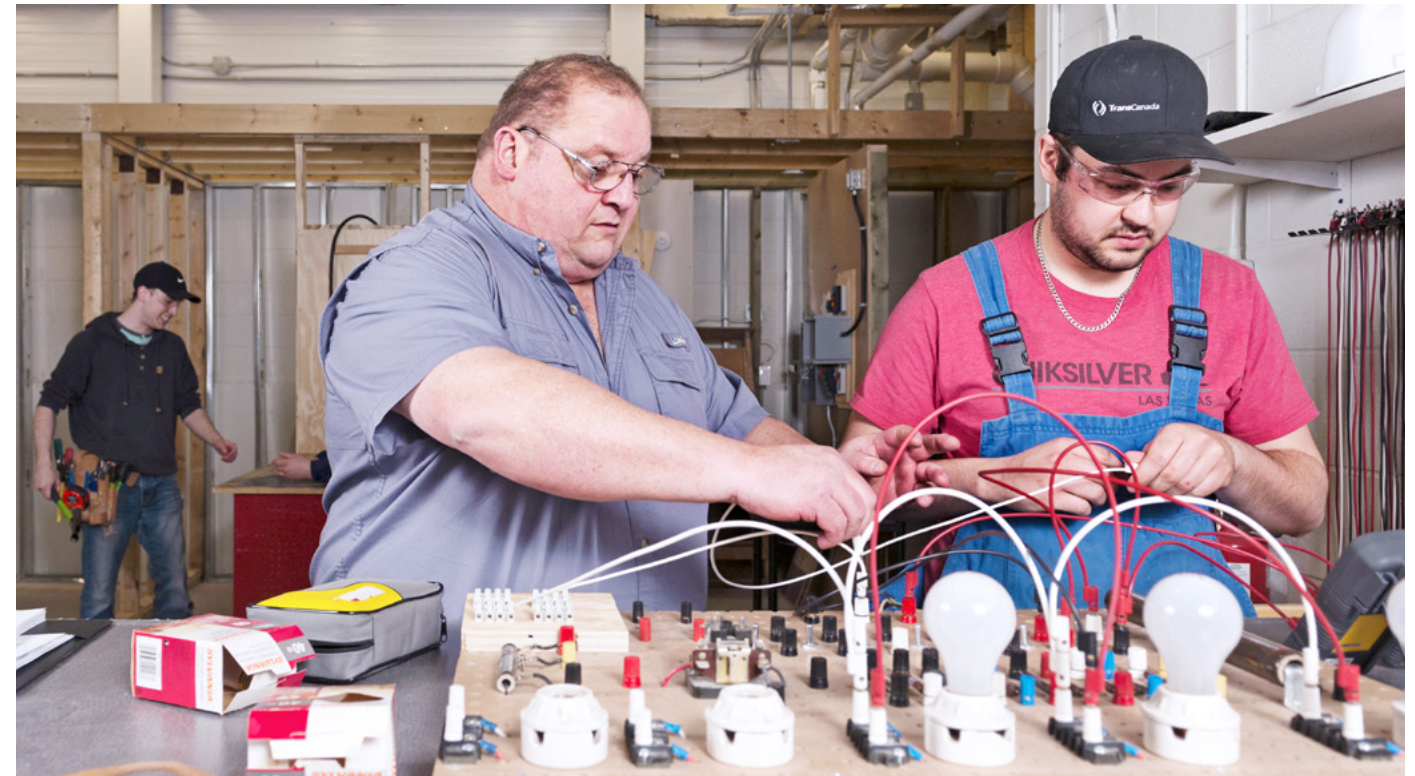
Program Groups	3-year Average				2020-21			
	Student Enrol FT	Student Enrol PT	Student Enrol Casual	FLE's	Student Enrol FT	Student Enrol PT	Student Enrol Casual	FLE's
<b>Skills Training</b>								
Institute Credit:								
Sask Polytech	136	242	1	213.12	130	261	3	212.04
Other	29.66	63	0.0	58	22	58	0.0	46.23
Apprenticeship & Trade	1.3	2.3	0.0	0.9	0.0	0.0	0.0	0.0
Total Institute Credit	167	307.33	1.0	272	152	319	3.0	258.3
Industry Credit:								
Total Industry Credit	0.0	227.7	2702.7	66.3	0.0	195	2502	59.7
Non-Credit (Industry Non-Credit, Community/ Individual Non-Credit, Personal Interest Non-Credit)								
Total Non-Credit	0.0	111	202	14.3	0.0	40	64	8.4
<b>TOTAL SKILLS TRAINING</b>	167	646	2905.7	352.7	152.0	554	2569.0	326.4
<b>Basic Education</b>								
BE Credit:								
Adult 12	95.7	51.7	0.0	102.5	88.0	57.0	0.0	103.6
Adult 10	8.3	12.0	0.0	5.9	5.0	10.0	0.0	6.6
Academic GED	0.0	29.0	0.0	0.0	0.0	20.0	0.0	0.0
Total BE Credit	104.0	92.7	0.0	108.4	93.0	87.0	0.0	110.2
BE Non-Credit:								
Employability/Life Skills	28	12.3	0.0	19.2	23.0	19.0	0.0	16.3
English Language Training	0.0	162.3	0.0	17.1	0.0	229.0	0.0	8.3
General Academic Studies	24.7	17.7	0.0	18.7	20.0	19.0	0.0	17.0
Literacy	0.0	1.7	0.0	0.3	0.0	0.0	0.0	0.0
Total BE Non-Credit	52.7	194.0	0.0	55.3	43.0	267.0	0.0	41.6
<b>TOTAL BASIC EDUCATION</b>	156.7	286.7	0.0	163.7	136.0	354.0	0.0	151.8
<b>University</b>								
Total University	36.0	27.0	0.0	36.2	12.0	17.0	0.0	13.4
<b>TOTAL ENROLMENT</b>	359.7	959.7	2905.7	552.6	300.0	925.0	2569.0	491.5

In 2020-21, total full and part-time enrolments for the college were down 8 per cent from the three-year average with a total of 1,225.

Institute Credit full and part-time program enrolments fell in line with the three-year average at 471, with University program enrolments down 54 per cent.

Industry Credit course enrolments were down 9 per cent in 2020-21, in comparison to the three-year average. In total, Industry Credit and Non-Credit course enrolments for 2020-21 were down 16 per cent over the three-year average.

Despite these general downturns, Adult Basic Education Credit and Non-Credit program enrolments increased by 11 per cent over the three-year average.





# 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 2020-21, 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.

## PRIMARY CARE PARAMEDIC PROGRAM RETURNS TO GREAT PLAINS COLLEGE

**Great Plains College has supported the Saskatchewan Health Authority in meeting their employment needs for decades, by delivering the Continuing Care Assistant Certificate as well as the Practical Nursing Diploma. In 2020-21, we also delivered the first year of a two-year part-time Primary Care Paramedic Certificate program.**

In this 18-month program, students will gain the skills they need to deliver pre-hospital emergency care under high-pressure situations as a Primary

Care Paramedic. Hands-on training and hospital and ambulance practicums will be an essential part of the program. Upon graduation, students will be eligible to write the provincial licensing exam for registration with the Saskatchewan College of Paramedics.

The Primary Care Paramedic program is brokered from Saskatchewan Polytechnic and Saskatchewan's regional colleges are eligible to offer the certificate on a scheduled rotation. Great Plains College last offered the Primary Care Paramedic program at its Rosetown Program Centre in 2015.



## GREAT PLAINS COLLEGE ENHANCES PROGRAMMING WITH MICRO-CREDENTIALS AND SHORT-TERM TRAINING OPTIONS

**Great Plains College has partnered with two external providers of continuing education programs that will offer 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 micro-credentials 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 enhance their resumes with field-specific skills. These web-based courses are interactive and provide access to affordable learning options to be taken at the students own pace. Courses are designed for flexible enrolment year-round.

Both UGotClass and Ed2go offer an array of options in high-demand fields such as business, management, digital marketing, social media, computer applications, law office management, professional sales, healthcare and many others.



## GREAT PLAINS COLLEGE FIRST TO OFFER INSTRUCTOR-FACILITATED 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 SGI-accredited curriculum standard that is available to students attending the in-classroom theory training.**

Drivers seeking a Class 1 commercial license in Saskatchewan are required to undergo a minimum standardized 121.5 hours of training (in-classroom, in-yard and behind the wheel). 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 now has the option to deliver the theory segment in either the instructor-facilitated distance learning format or the traditional face-to-face format.”

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 certificate 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 facilitated 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.

## OUT-OF-PROVINCE FALL PROTECTION AND RESCUE TRAINING

**Great Plains College continues to be a trusted partner to deliver out-of-province Fall Protection and Rescue training utilizing the college’s mobile Fall Protection and Rescue simulator.**

An average of four full cohorts are delivered out of the province each year. “We take pride in our partnerships and relationships that extend beyond our borders into neighboring provinces. The ability to be mobile with our specialized equipment allows learners to receive the important practical training that replicates a real-world working environment,” says Fritz Eckstein, region manager of Great Plains College.



## GREAT PLAINS COLLEGE FIRST TO OFFER INSTRUCTOR-FACILITATED DISTANCE LEARNING FOR PROVINCIAL EXAMINATION PREPARATION

**In Saskatchewan, those operating lower-capacity pressure vessels and mobile boiler units are required to carry provincial certification through the Technical Authority of Saskatchewan.**

The certification is obtained by successfully writing a provincial exam. Due to the technical knowledge required for successful exam outcomes, provincial exam preparation is often necessary. Traditionally offered in a face-to-face format, Great Plains College has evolved to offer both the 40-hour Fireman's Level Boiler Operator Exam Prep and the 30-hour Special Oilfield Boiler Operator Exam Prep courses in a new, instructor-led distance learning format. This initiative incorporates

interactive live lectures, assignments, instantly graded quizzes, videos, demonstrations, and study groups to assist the student's understanding of the material.

"This is truly a case of the pandemic creating opportunities for positive evolution," says Fritz Eckstein, region manager of Great Plains College. "The technology that enabled us to stay connected and engaged in the workplace during times of lockdown are now being utilized to remove barriers to education by remotely delivering technical courses to students in an environment very similar to a real classroom," he adds.

Great Plains College began offering instructor-led, Provincial Exam Preparation courses in March of 2021 and hopes to expand the breadth of courses offered in this format in the future.

## 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 system- 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 136 full-time and 354 part-time enrolments were achieved in 2020-21 resulting in full-load equivalents (FLE's) of 152 in the area of Adult Basic Education and Essential Skills programming. Successful programs ran in four locations: Maple Creek, Martensville, Swift Current and Warman.**

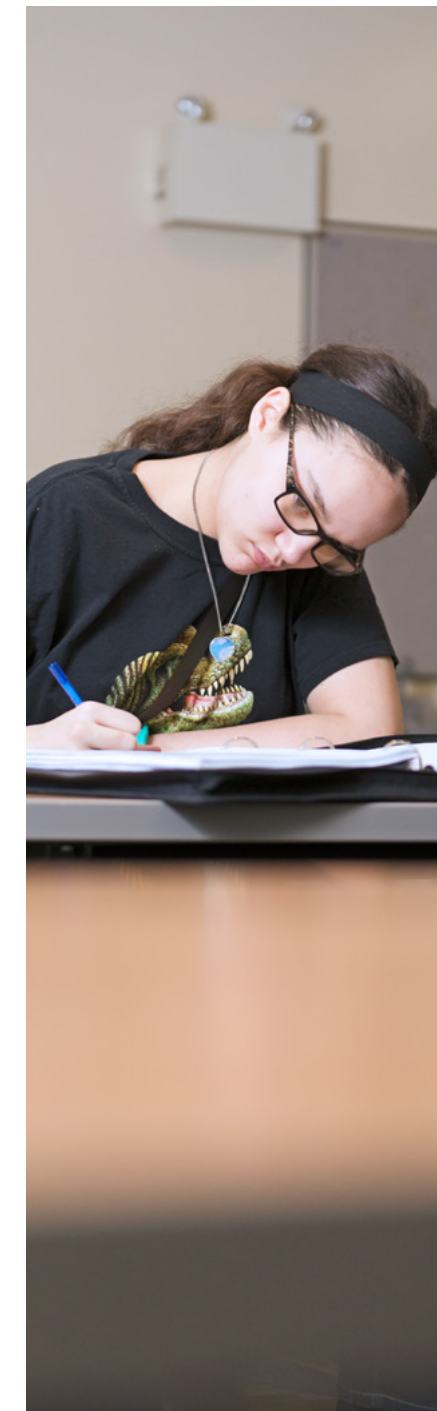
Planning for 2020-21 academic year was no small feat, given that Adult Basic Education learners often have substantial gaps in their previous academic experience and face numerous barriers such as disabilities, addictions and mental health struggles. Typically, the retention of students is dependent on the relationship and connection building that occurs in person and on campus between their ABE staffing team and them as an individual learner.

Therefore, for all Pre-12 and Essential Skills programs, the decision was made to limit enrolments to the number of seats available within the rules of social distancing in a classroom. This limited the number of learners we were able to serve, but allowed for early connections to be built. Beyond building trusting relationships our early focus within these programs was also to equip students with the skills and equipment they would require to be successful during periods of remote learning including provision of laptops, digital literacy skills and tips/tools for acquiring skill in a remote environment.

We are glad we made this decision as not unlike most other adults, their typical responsibilities including care of children, households to manage and financial accountabilities often were impacted and resulted in period of self-isolation that required the learners to navigate remote learning. Overall, the number of completers from these programs declined as for some, their responsibilities were just too overwhelming during this pandemic period to continue with their studies. The overall experience they had was positive. We believe it will result in their return to Great Plains College to continue their journey.

Our approach to Adult 12 programs varied from location to location. In Swift Current, a quad system was put into place to allow students to focus on only two classes in a condensed period of time. This helped some students to be engaged in an intensive manner so that they could tackle their other responsibilities outside of their class time.

In other locations, a blended environment was provided which included 50 per cent on-campus time and 50 per cent remote learning. Staff did an excellent job of providing resources to allow for students to navigate this challenging environment effectively with many students attaining the credits required to establish a pathway to post-secondary education.



## FIRST GRADUATES FROM SASKPOWER AND NEKANEET PARTNERSHIP

**The 2020-21 academic year brought the first graduates from our Maple Creek Campus SaskPower and Nekaneet partnership.**

Staff worked with the students to see them complete essential skills programming as well as their high school credits and lab time within the approved high school credit courses in order to be positioned to write their Class 5 Power Engineering exams.

Three indigenous students successfully completed this endeavour including attaining their Class 5 power engineering in June 2021. Of these students, two have gone into the Power Engineering Class 04 technician program starting at SIIT and Saskatchewan Polytechnic this fall where their academic journey creating a pathway to employment with SaskPower will continue. The third student is working toward a career in Aboriginal policing.

Based on this success, an additional intake of learners for this program has been accepted and have started their academic journeys in fall 2021.

## INCORPORATION OF LANGUAGE TRAINING INTO ESSENTIAL SKILLS OFFERINGS MADE FOR NEWCOMERS

**Traditionally, language training is co-funded between federal and provincial jurisdictions within our province. Upon the establishment of our new five-year agreement with the federal department of Immigration, Refugees and Citizenship Canada (IRCC), we were successfully able to receive permission to build programs that incorporated language, industry skills and essential skills into our programs with full support from both funding partners.**

This has led to excellent outcomes in our pilot project within Early Childhood Level 1 certification program in Martensville as well as within our Essential Skills for Newcomer program in Swift Current even during a pandemic. Participants in this program, felt the tools they were provided equipped them to navigate the changing labor markets caused by the pandemic more effectively. As a result, we have continued to enhance our offerings in this regard and have built a new program set to launch in 2021-22 that responds to current needs within health care through provision of Essential Skills, Language and an introduction to the Continuing Care Assistant program in Martensville.

## ENGLISH AS A SUBSEQUENT LANGUAGE (ESL) AND INTERNATIONAL

### GREAT PLAINS COLLEGE INTERNATIONAL

**Applications to Great Plains College International had strong momentum in winter and spring 2020 as hope rose that global travel would resume by fall 2020. As we entered summer 2020 it became clear that September recruitment from abroad was unlikely, thus deferring many prospective students to future intakes.**

Efforts shifted to seek international students who were in-country and looking for new academic options. We were successfully able to pivot to attract four students of this nature.

In 2019 Global Affairs Canada offered a scholarship to students from various obscure markets to assist in providing opportunity for students from those countries to study in Canada. The Study in Canada scholarship was granted to students who were able to secure the cooperation of a Canadian institution to

complete the application on their behalf. Great Plains College supported three applicants for this scholarship and one of those applicants, Yusup Amanov, a student from Turkmenistan, was chosen to receive nearly \$78,000 to fully support all aspects of his study experience for a period of two years, as he works to complete his Business Diploma.

All was not lost within 2020-21, as our collective work alongside our Ministry and post-secondary partners led to the creation of institutional readiness plans that would satisfy border requirements for January arrival. The work of the Ministry of Advanced Education to create tables around international recruitment and student supports led to collaboration allowing for a quarantine partnership between Regional Colleges and the University of Regina. January intake saw the arrival of 13 students, resulting in an overall number of 17 new international students participating in our programs during the 2020-21 academic year hailing from India, Philippines, Bangladesh, Turkmenistan and the United States.







## GREAT PLAINS, CUMBERLAND AND PARKLAND COLLEGES ANNOUNCE INTERNATIONAL RECRUITMENT PARTNERSHIP

**Regional Colleges play an instrumental role in the sustainability of the communities we serve. Our ability to access all prospective labor pools given our aging demographics and industry vacancies are both wanted and needed to sustain local industry and make our communities viable.**

As such, Great Plains, Cumberland and Parkland Colleges established an International Recruitment and Admissions partnership heading into the 2021-22 academic year. A two-year pilot project in which one individual, Kristy Sletten (former Manager of

Admissions and International for Great Plains College), will recruit for all three organizations solely on the international file will begin in October 2021.

The two-year pilot will enable the colleges to become more independent in terms of reliance on external agencies for student recruitment and efficiencies including, but not limited to, cost savings. With Kristy dedicated to this file, we are also excited to utilize the revenue received from the partnership to enhance our local international student support. We are bringing on board an international student adviser in Swift Current for the 2021-22 academic year that will add capacity to the student services team in navigating day to day support for international students within the institution.

## ENGLISH AS A SUBSEQUENT LANGUAGE (ESL)

**With international travel grounded within the spreading global pandemic, few arrivals occurred for a second straight year and for those that were here, fear of the virus impaired learner attendance.**

This resulted in a decline of traditional language training offerings with a total of 229 learners in 2020-21.

Many learners participated in blended programs that had a language component combined with essential and academic skills.

Traditional language offerings included face-to-face Portfolio-Based Language Assessment (PBLA) offerings, conversation circles and a return to tutoring services for learners in remote areas. Despite this limited audience, a rich programming experience was provided to these learners with a few key highlights.





## REMOTE CONVERSATION CLASS

**Many communities had individual learners or small pockets of learners that were unprepared to attend in-person programming but wanted the experience of a classroom rather than the individual study nature of LINC Home Study or English Online.**

We decided to try and reach these learners as a collective by offering a conversation class once a week virtually. With our technologically savvy facilitator, we managed to engage many learners through this class which resulted in language progress. In addition to the language acquisition that occurred, we were also able to provide an escape from the rural isolation that many of these learners were experiencing and connect them to individuals in similar situations.

## BUSINESS ENGLISH PRAIRIE SKY CHAMBER

**Great Plains College and Prairie Sky Chamber partnered to provide English language training to entrepreneurs and business owners in Warman. The program began May 31 and concluded successfully on July 28 with over 12 participants of the program.**

“Our language training unit worked with Prairie Sky Chamber to establish a business English program at our Warman Campus. The intent of the program was to assist local Chinese and Vietnamese entrepreneurs and business owners with the language required to help run their businesses,” explained English language training coordinator Bula Ghosh. “This partnership came to fruition after several months of work and negotiation and I am pleased to report that it was a success.”

Prairie Sky Chamber supported the program by making presentations to the participants. They also provided some incentives, such as a chamber 6-month membership for active participation in the program and business community. “The feedback from participants has been overwhelmingly positive,” says Prairie Sky Chamber, Executive Director, Debbie Brown. “It’s a great opportunity for business owners to network and build on their existing skill sets.”

Instructor Delaney King was key in delivering the successful program. With a background in curriculum development, King was able to assess the learner and partner goals in order to develop content for the program to strengthen the learners’ confidence and business skills.

Building on this momentum, Great Plains College and Prairie Sky Chamber offered more English language training in fall 2021.

## LINC HOME STUDY IMPLEMENTATION

**Great Plains College assumed the coordination of the Saskatchewan referrals for the Language Instructor for Newcomers to Canada (LINC) program with the signing of a five-year agreement with the federal government (Immigration, Refugees and Citizenship Canada) and The Centre for Education and Training (TCET) in spring 2020.**

The program provides free distance education to eligible newcomers to Canada who are unable to attend LINC classes in person. The 2020-21 academic year was the first year of implementation to the Saskatchewan-based model.

We couldn’t be more pleased with how this initiative has rolled out as many of the identified goals have been achieved. At the forefront of those goals was the provision of more opportunities for employment for college language training staff whose in-person opportunities were often limited to part-time work.

After the first year of implementation, we have achieved a staffing complement of 14 instructors and 1 coordinator of whom almost all were from within the Regional College system. This is a great example of collaboration within our system benefiting Saskatchewan economy.

Secondary to this, we have successfully onboarded almost 100 learners to the program both through referral agencies and through transitioning learners from Ontario-based instructors to Saskatchewan. This shift has greatly benefited these learners as their instructors who are also based in Saskatchewan can understand the day to day context and appropriately tailor lessons to the learners’ experience. We are also able to provide better support services and guidance to these learners as a result.

The remaining transition will occur in fall 2021 and it is expected that a total of 150 learners will be regularly supported in this program by the end of the 2021-22 academic year.

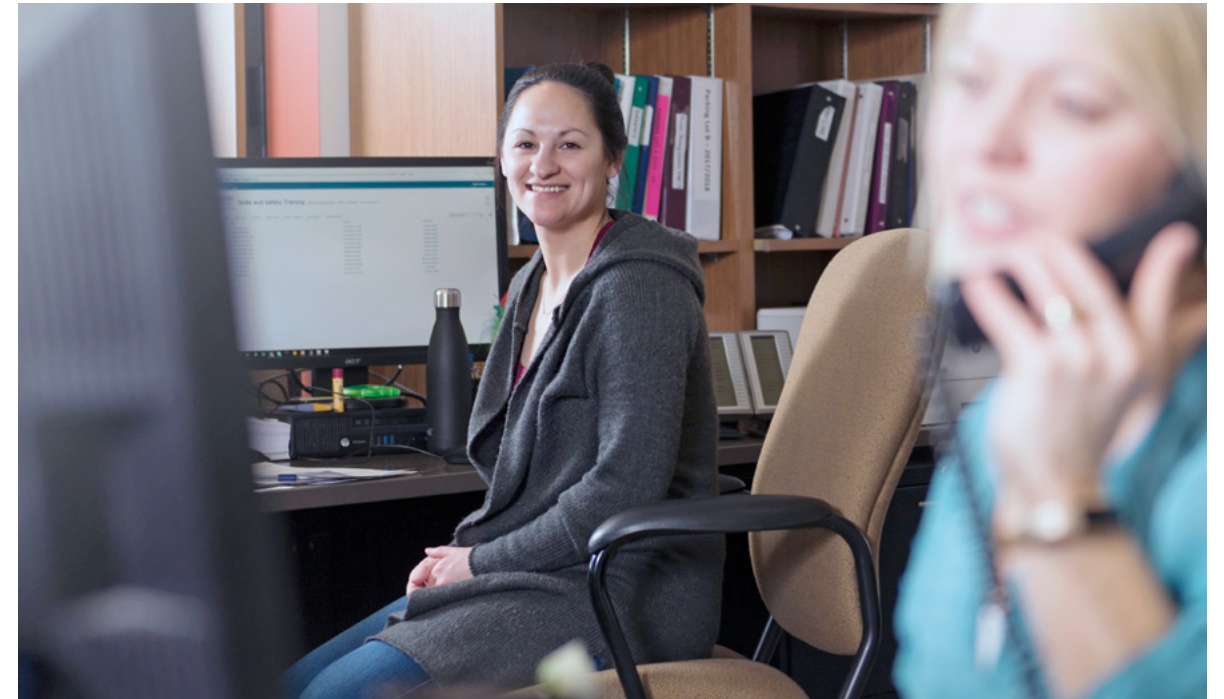




# VALUE EMPLOYEES

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 119 in-contract staff in 2020-21 (83.72 full-time equivalents or FTE's) and 13 out-of-scope management staff (13 full-time equivalents or FTE's).**

Additionally, a total of 6.96 FTE's in casual instructors and other temporary staff were employed in 2020-21. Salaries and benefits paid out to Great Plains College staff members totaled \$8,566,613.

## 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.

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

- Alix, Maureen - Administrative Assistant
- Almario, Fando - Custodian
- Alrahhal, Yousef - Custodian
- Amundson, Sibrena - Practical Nursing Instructor
- Anderson, Chandra - ESL Instructor
- Andreas, Mark - Facility Coordinator
- Anton, Darlene - Program Coordinator
- Armstrong, Pat - Essential Skills Facilitator
- Ash, Destin - Primary Care Paramedic Instructor
- Baergen, April - Youth Care Worker Instructor
- Beechinor, Linda - Administrative Assistant Instructor
- Belyk, Vanessa - Student Adviser | Program Coordinator
- Benesh, Mary Jane - Student Adviser
- Bergen, Lara - Program Coordinator | ABE & Business Instructor
- Bergsma, Tim - Business Instructor
- Biesenthal, Rana - Essential Skills Facilitator
- Blair, Christine - ESL Instructor
- Blake-Nongauza, Nickel - Program Coordinator
- Boisvert, Elyett - Educational Assistant
- Borden, Sharon - Custodian
- Bott, Craig - LINC Home Study Instructor
- Boutilier, Melissa - Educational Assistant
- Brabender, Terry - ESL Assessor | ESL Instructor
- Bradshaw, Crystal - Administrative Assistant | Essential Skills Facilitator | Educational Assistant
- Bray, Tammie - Administrative Assistant
- Briggs, Myrna - Educational Assistant
- Burham, Katie - LINC Home Study Instructor
- Cameron, Rhonda - Payroll Officer
- Casavant, Tessica - Program Coordinator
- Chartier, Camille - Business Instructor
- Chipley, Duane - Power Engineering Instructor
- Choi, Sarah - Accounting Manager
- Chorneyko, Lisa - Administrative Assistant
- Cole, Kerri-Lynn - Power Engineering Instructor
- Cooper, Lyla - Exam Invigilator | Campus Attendant
- Cooper-Black, Glenice - Adult Basic Education Instructor
- Cossette, Kimberley - Primary Care Paramedic Instructor
- Court, Lori - Administrative Assistant
- Craig, Deidre - Early Childhood Education Instructor
- Crouch, Wendy - Practical Nursing Instructor
- Dakiniewich, Scott - Youth Care Worker Instructor
- Dales, Jean - LINC Home Study Instructor
- DeLury, Daniel - LINC Home Study Instructor | ESL Assessor
- deMoissac, Lorraine - Practical Nursing Instructor
- Dickie, Matthew - Business Instructor
- Dowkes, MistyAnn - Educational Assistant
- Dulfo, Jacob - Custodian
- Duncan, Leeann - Campus Attendant
- Dunnington, Shannon - Trades Math Instructor
- Eckstein, Fritz - Region Manager
- Emery, David - Electrician Instructor
- Evenson, Cassidy - Practical Nursing Instructor
- Falk, Alysha - Continuing Care Assistant & Practical Nursing Instructor
- Finley, Krista - Continuing Care Assistant Instructor
- Fortin, Coralee - Practical Nursing & Continuing Care Assistant Instructor
- Frank, Rene - Educational Assistant
- Funk, Candace - IT Assistant | Exam Invigilator
- Geldart, Andrew - LINC Home Study Instructor | Educational Assistant
- Gendreau, Roginne - Educational Assistant
- Gfeller, Cady - LINC Home Study Instructor
- Ghosh, Bula - Program Coordinator
- Goebel, Leea - Trades, Business and Administrative Assistant Instructor
- Greenley, Kalena - Administrative Assistant
- Guntenson, Ryan - Business Instructor
- Haichert, Teejay - Practical Nursing Instructor
- Hammel, Lissa - Chief Financial Officer
- Handstede, Michele - Early Childhood Education Instructor
- Harmsworth, Cheryl - LINC Home Study Instructor
- Harrison, Rita - Student Adviser
- Haughian, Shane - Digital Media & Design Coordinator
- Haung, Simon - Educational Assistant
- Heatcoat, Elizabeth - Conversation Class Facilitator
- Heggested, Christine - Educational Assistant
- Heinbigner, Kristy - Adult Basic Education Instructor
- Heinrichs, Louise - Adult Basic Education & Business Instructor
- Hennig, Leslie - Administrative Assistant
- Herman, Lisa - Educational Assistant
- Hornung, Candace - ESL Instructor
- Hough, Tanya - Educational Assistant
- Hovdestad, Renee - Continuing Care Assistant Instructor
- Huff, Vicky - Executive Coordinator
- Hughes, Wyatt - Information Systems Administrator
- Jadischke, Sangeeta - Custodian
- Jenkins, Jill - Region Manager
- Junek, Brandy - Educational Assistant
- Kazakoff, Angela - Program Coordinator
- Keast, David - CEO
- Keith, Cindy - Program Coordinator
- King, Delaney - LINC Home Study & ESL Instructor
- Kreiter, Monica - Program Coordinator
- Kristmanson, Kevyn - Practical Nursing Instructor
- Kristmanson, Melanie - Program Coordinator
- Lambe, Kim - Director of Programs
- Lange, Tanner - Program Coordinator
- Larochelle, Sheila - Educational Assistant
- Lazar, Bev - Campus Attendant
- LeBlanc, Krystal - ESL Instructor
- LeBlanc, Natalie - Primary Care Paramedic Instructor
- Ledding, Carmen - Family Literacy Coordinator
- Lee, Dori - Continuing Care Assistant Instructor
- Leifson, Pam - Practical Nursing Instructor
- Leisle, Kirby - Campus Attendant
- Ljunggren, Crystal - Essential Skills Facilitator
- Long, Roberta - Accounting Clerk
- Louma, Jessie - Practical Nursing Instructor
- Lwanga, Eric - Recruitment & Events Coordinator
- MacRoberts, Heidi - Administrative Assistant, Exam Invigilator | Campus Attendant
- Maluleke, Oscar - International Student Transport
- Martens, Bill - MELT Instructor
- Martin, Bryce - Communications & Marketing Coordinator
- Masse, Amy - Communications & Marketing Coordinator
- Matthies, Jenelle - Administrative Assistant
- McCormick, Ann - Continuing Care Assistant Instructor
- McDonald, Sarah - Early Childhood Education Instructor
- McDougall, Chantal - Conversation Class Facilitator
- McInnes, Breena - Exam Invigilator | Campus Attendant
- McKenzie, Jared - Welding Instructor
- McManus, Keri-Anne - Continuing Care Assistant Instructor
- Mielke, Colleen - Administrative Assistant
- Miller, Lauren - Continuing Care Assistant & Practical Nursing Instructor
- Millman, Wayne - Skills and Safety Training Instructor
- Mitchell, Shannon - Adult Basic Education Instructor
- Molyneux, Diana - Student Adviser
- Monteith, Brigitte - Program Coordinator
- Morris, Heather - Practical Nursing & Continuing Care Assistant Instructor
- Mueller, Werner - Business Instructor
- Mulder, Mavis - Adult Basic Education & LINC Instructor | ESL Assessor
- Munn, Christopher - Primary Care Paramedic Instructor
- Nagel, Nancy - Lab Assistant
- Nagy, Shaun - Adult Basic Education & Business Instructor
- Ndirangu, Karugia - Adult Basic Education Instructor
- Newton, Margie - Accounting Clerk
- Nilsson, Linda - ESL Instructor | Educational Assistant | Exam Invigilator
- Okraincee, Lenea - Practical Nursing Instructor
- Oosterlaken, Janine - Exam Invigilator | Custodian
- Ostrander, Keleah - Director of Learner Services & ABE
- Papa Jericho so, Ateneo - Custodian
- Patel, Rushi - Power Engineering Instructor
- Paul, Leona - Practical Nursing Instructor
- Penpena, Farrah - Early Childhood Education Instructor
- Peters, Lisa - Business Instructor
- Petersen, Shanna - Student Adviser
- Powell, Ron - Power Engineering Instructor
- Prescesky, Trevor - Skills and Safety Training Instructor
- Regehr, Eva - Educational Assistant
- Rhodes, Lana - Program Coordinator
- Rose, Alan - Skills and Safety Training Instructor
- Samuels-Houston, Saudia - Early Childhood Education Instructor
- Sauder, Kim - Admissions & Registration Officer
- Schafer, Margaret - Program Coordinator
- Schultz, Carrienne - Practical Nursing Instructor
- Seidler, Jody - Faculty Trainer
- Shatosky, Jody - Administrative Assistant
- Siermachesky-Proctor, Jennifer - Administrative Assistant Instructor
- Silvernagle, Genny - Continuing Care Assistant Instructor
- Skazyk, Jennifer - Essential Skills Facilitator | Job Coach
- Skorupan, Anika - Custodian
- Slater, Mike - Primary Care Paramedic Instructor
- Sletten, Dianne - Donor Services Coordinator
- Sletten, Kristy - Manager of Admissions and International
- Smith, Alice - Administrative Assistant Instructor
- Smith, Bonnie - Information Systems Administrator
- Smith, Rick - Primary Care Paramedic Instructor
- Smuk, Corrie - Power Engineering Instructor
- Smuk, Greg - Power Engineering Instructor
- Smuk, Shawna - Region Manager
- Sollid, Lowell - Business Instructor
- Solomon, Keith - ESL & LINC Home Study Instructor | Student Trainer
- Spelay, Tanya - Adult Basic Education Instructor
- Spence, Ryan - Student Adviser
- Spencer, Shaylee - Youth Care Worker Instructor
- Steier, Angelique - Continuing Care Assistant Instructor
- Stevens, Lisa - Continuing Care Assistant Instructor
- Stevenson, Rebecca - ESL & LINC Home Study Instructor
- Stewart, Sheri - Administrative Assistant | Essential Skills Facilitator | Educational Assistant
- Sto Domingo, Earniest - Custodian
- Strachan, Bailey - Youth Care Worker Instructor
- Stubbins, Tanya - HR Associate
- Sundquist, Cindy - Administrative Assistant
- Suter, Richelle - Primary Care Paramedic Instructor
- Sveinbjornson, Janice - Administrative Assistant
- Tacholsky, Cherise - First Aid Instructor
- Tait, Lloyd - HEO Instructor
- Tan, Claudine - Recruitment & Events Assistant | Administrative Assistant | Educational Assistant
- Thomson, Scott - Primary Care Paramedic Instructor
- Volk, Noreen - Manager of Human Resources
- Voysey, Carrie - Director of Communications & Development | Continunig Care Assistant Instructor
- Walters, Angela - Adult Basic Education Instructor | Educational Assistant
- Wellings, Kim - Student Adviser | Program Coordinator | LINC Home Study Instructor
- Wentworth, John - Administrative Assistant Instructor
- Wiebe, Natasha - Practical Nursing Instructor
- Wong, Kayla - Administrative Assistant
- Young, Jessie - LINC Home Study Instructor



## GREAT PLAINS COLLEGE EMBRACES STEP 3 OF RE-OPEN SASKATCHEWAN PLAN

**As the province rolled out Step 3 of the Re-Open Saskatchewan Plan, Great Plains College was set to lift most COVID-19 restrictions in tandem with Public Health recommendations.**

"We've updated our Re-Open plan to reflect the new Public Health requirements" said director of human resources Noreen Volk. "Our goal is to maximize the on-campus experience for students and return to 100 per cent in-person program delivery, with the exception of programs designed to be delivered in a blended format."

Throughout the COVID-19 pandemic, Great Plains College has developed and implemented plans to continue their programming while supporting the health and safety of their campus communities. "Health and safety are paramount," explains Volk. "The college will continue to follow all mandatory Public Health orders and occupational health and safety guidelines. However, it will be important to remain flexible as the COVID-19 situation in Saskatchewan fluctuates."

Great Plains College continues to work with the Ministry of Advanced Education and the Ministry of Health to ensure that necessary protections are in place to keep people safe.

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## 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 2020-21 fiscal year, 93.4 per cent of our staff have successfully completed our internal VTRA training.

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## SUICIDE INTERVENTION INITIATIVES (ASIST)

**Great Plains College continues to implement suicide and self-harm prevention strategies to enhance our ability to maintain a safe learning and working environment.**

The college is committed to providing the Applied Suicide Intervention Skills Training (ASIST) training to our Student Advisers, Region Managers, Human Resources personnel and other staff assigned to the role of VTRA Lead or Backup. ASIST equips our staff to recognize signs of potential self-harm and/or support someone if they experience suicidal thoughts. At the completion of 2020-21, 100 per cent of these staff were trained in ASIST.

## HEALTH BENEFITS RECOGNIZED

**Great Plains College continues to provide a comprehensive employee benefits program to staff.**

A robust extended health care benefit plan and an employee family assistance program with personalized wellness resources enable our staff to

access a wide range of benefits for themselves and their families whenever they need it. Great Plains College implemented a structured communication plan promoting Employee Family Assistance Program services throughout the 2020-21 fiscal year. These services have been instrumental in supporting staff health and wellness during this COVID-19 pandemic.

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## PROFESSIONAL DEVELOPMENT

**Great Plains College continued to invest in college-wide in-service initiatives during the 2020-21 year.**

Training focused on health and safety of staff and students (Applied Suicide Intervention Skills Training,

Violence Threat Risk Assessment and Occupational Health and Safety) was central to our in-service plan. In addition, the college maximized our participation in the virtual CiCan Conference and also supported training related to fireman's prep, essential skills assessments, labour legislation and respect in the workplace.

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## POLICIES AND PROCEDURES

**Human Resource efforts focused on ensuring the College's Pandemic Plan and protocols were reviewed, updated and implemented to adapt to the regularly changing COVID-19 environment.**

## ANNUAL STAFF GATHERING & LONG-SERVICE EVENT

Despite the fact that we were unable to host our annual face-to-face Staff Gathering due to the COVID-19 pandemic, we were pleased to celebrate our long-service staff in a virtual forum on December 3, 2020.

We presented 14 awards to staff ranging from 5 to 35 years of service. In total, we celebrated over 135 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.



## 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.

<b>Louise Heinrichs</b>	35 Years	<b>Nancy Nagel</b>	5 Years	<b>Karugia Ndirangu</b>	5 Years
<b>Brigitte Monteith</b>	20 Years	<b>Sibrena Amundson</b>	5 Years	<b>Alysha Falk</b>	5 Years
<b>Melanie Kristmanson</b>	15 Years	<b>Teejay Haichert</b>	5 Years	<b>Deidre Craig</b>	5 Years
<b>Janine Oosterlaken</b>	10 Years	<b>Lowell Sollid</b>	5 Years	<b>Tessica Casavant</b>	5 Years
<b>Sarah McDonald</b>	10 Years	<b>Keith Solomon</b>	5 Years		

## EMPLOYEE ENGAGEMENT

In order to accurately assess staff engagement, the Great Plains College Employee Engagement Committee decided to postpone the employee engagement survey that was scheduled for March 2021.

The committee agreed that delaying the survey was necessary due to the focus of staff at that time. Staff were maximizing efforts to foster a successful academic year in an uncertain, pandemic environment. As such, a reflective analysis on employee engagement was not likely to be their top priority. The employee engagement survey is currently planned for March 2022.



# 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 \$120,818 was raised for scholarships and programming in 2020-21. This was matched (up to \$72,800) by the Saskatchewan Innovation and Opportunity Scholarship (SIOS) program. Donations made up \$82,176, with an additional \$12,100 generated from existing endowments. While the 9th annual Carhartts and Caviar Welding Showcase and Auction event looked a little different this year, the COVID-friendly raffle format yielded the same strong support for the college's Welding program and Entrance Scholarship fund, raising \$21,022. The Dr. Noble Irwin Regional Healthcare Foundation and Great Plains College also worked collaboratively in the "Chase the Ace in Support

of Health and Education" joint fundraiser which brought an additional \$1,882 to scholarship funding and Student Association events brought in \$3,638 as well.

Your generosity enabled us to provide funds to 159 students through numerous scholarships and awards, including: Entrance Scholarships, Grade 11 Early Entrance Scholarships, Adult Basic Education Persistence Awards, 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.



# 2020-21 DONORS & SPONSORS

## ENDOWMENTS

Anthea & Ralph Loran Family  
Loretta and Alfred Romankewicz  
Endowment Fund  
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## 2020-21 DONORS: \$5,000 AND OVER

Canadian Scholarship  
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MNP Vern Neustaeter Memorial  
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## 2020-21 DONORS: \$1,000 TO \$4,999

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Warman Community Association

## 2020-21 DONORS: UP TO \$1,000

Acklands Grainger  
AGI BATCO-REM  
Central Plains Co-operative  
City of Swift Current  
Employee Sunshine Club  
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Elviss Family Fund  
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Chamber of Commerce  
Town of Herbert  
Town of Maple Creek  
Town of Ponteix  
Travis Cuthbert  
Village of Marengo  
Village of Webb





## HIGHER EDUCATION SIS-ERP SYSTEM PROJECT

**It is widely acknowledged within the regional college system and government that its One Client Service Model (OCSM) is fully dated and will phase out.**

Corresponding to this, the regional colleges have long advocated for a new Student Information System (SIS) and Enterprise Resource Planning (ERP) integrated software system that could be used for the regional colleges throughout the province.

Recent efforts by the regional colleges and government beginning in late 2020 have resulted in consolidation and approval for a new SIS-ERP integrated system that will serve all regional colleges in the province as well

as the Gabriel Dumont Institute (GDI). The Ministry of Advanced Education has provided \$1.6M for the start-up and implementation costs for 2021-22. Following this budgetary announcement, a negotiated request for proposals was released with prospective vendors responding to the request. It is expected that a vendor will be selected by late 2021 with implementation planning starting in early 2022.

This long-awaited system will manage student, human resource, and financial data from one central source, streamline data entry and eliminate duplication and address the Saskatchewan 2030 Growth Plan by providing enhanced access for students to post-secondary learning opportunities and the provincial labour market.

## MULTI-YEAR FUNDING AND ACCOUNTABILITY REPORTING

**The global pandemic has at times, either directly or indirectly, given rise to effective and creative responses and solutions to ongoing challenges.**

In early 2021, after a brief consultation period, the Ministry of Advanced Education struck a multi-year funding agreement with all public post-secondary institutions in the province. This agreement provides defined and secure operating funding over a four-year

period starting in 2021-22, and reaching to 2024-25. The benefit to post-secondary institutions is predictable operating funding, albeit somewhat reduced in the final two years, allowing for more accurate budget projections to fiscal year 2024-25. Slightly increased funding in 2021-22 has allowed Great Plains College to significantly reduce its operating deficit. The multi-year funding agreement has, however, come with an increased requirement for institutional performance reporting.

## ACCOUNTABILITY REPORTING

Great Plains College will be required to shift its financial focus even more to long-term sustainability initiatives and measures. This will require provision of data in six key sustainability areas: COVID-19 recovery and transition; innovation; revenue generation and expense reduction; collaboration; and government priorities in the Saskatchewan Growth Plan. Great Plains College continues to strive to define how it will use additional funding from the multi-year agreement to promote long-term sustainability for the organization

## PERFORMANCE FRAMEWORK\REPORTING

Great Plains College worked with the Ministry of Advanced Education to develop and refine its key performance measures (KPMs) for enhanced reporting in 2021-22 and beyond. These KPMs are reported in the college's annual business plan and are used to demonstrate the college's overall performance in serving students in the province's postsecondary system and beyond. Our KPMs have been defined and revised around the Ministry of Advanced Education's five key expectations: accessible, responsive, high-quality, sustainable, and accountable. Great Plains College scores high marks on student satisfaction with programs, comprehensive student services, and graduate employment rates, and reports institutional performance data results to government twice yearly.

# Appendix & Financial Statements

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

Program Groups	Actuals																									
	Average (past three years)									2020-21																
	Aboriginal			Visible Minority			Disability			Total Enrolment			Aboriginal			Visible Minority			Disability			Total Enrolment				
	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas		
<b>SKILLS TRAINING</b>																										
Institute Credit:																										
Sask Polytech	14.3	21.7	0.0	20.7	21.7	0.0	10.3	17.7	0.0	137.7	246.0	1.0	12.0	17.0	0.0	30.0	46.0	0.0	10.0	20.0	1.0	132.0	263.0	3.0		
Other	1.3	5.3	0.0	8.7	6.3	0.0	1.3	2.0	0.0	29.7	63.3	0.0	1.0	8.0	0.0	4.0	10.0	0.0	1.0	4.0	0.0	22.0	58.0	0.0		
Apprenticeship & Trade	0.0	0.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.3	2.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
<b>Total Institute Credit</b>	15.7	27.3	0.0	29.3	28.0	0.0	11.7	19.7	0.0	168.7	311.7	1.0	13.0	25.0	0.0	34.0	56.0	0.0	11.0	24.0	1.0	154.0	321.0	3.0		
Industry Credit:																										
<b>Total Industry Credit</b>	0.0	9.3	69.7	0.0	3.0	37.0	0.0	5.0	47.7	0.0	228.3	2702.7	0.0	10.0	53.0	0.0	6.0	38.0	0.0	5.0	40.0	0.0	195.0	2503.0		
<b>Non-Credit (Industry Non-Credit, Community/Individual Interest Non-Credit)</b>																										
<b>Total Non-Credit</b>	0.0	5.3	1.7	0.0	5.3	6.3	0.0	1.3	3.3	0.0	111.0	202.0	0.0	10.0	1.0	0.0	4.0	3.0	0.0	2.0	2.0	0.0	40.0	67.0		
<b>TOTAL SKILLS TRAINING CREDIT</b>	15.7	42.0	71.3	29.3	36.3	43.3	11.7	26.0	51.0	168.7	651.0	2905.7	13.0	45.0	54.0	34.0	66.0	41.0	11.0	31.0	43.0	154.0	566.0	2573.0		
<b>BASIC EDUCATION</b>																										
Basic Education Credit:																										
Adult 12	34.3	13.0	0.0	13.0	2.0	0.0	9.0	4.3	0.0	95.7	51.7	0.0	25.0	20.0	0.0	15.0	6.0	0.0	13.0	6.0	0.0	88.0	57.0	0.0		
Adult 10	5.7	7.0	0.0	0.0	1.0	0.0	1.0	2.0	0.0	8.3	12.0	0.0	2.0	6.0	0.0	0.0	0.0	0.0	2.0	0.0	0.0	5.0	10.0	0.0		
Academic GED	0.0	10.7	0.0	0.0	2.3	0.0	0.0	5.7	0.0	0.0	29.0	0.0	0.0	6.0	0.0	0.0	0.0	1.0	0.0	0.0	6.0	0.0	20.0	0.0		
<b>Total BE Credit</b>	40.0	30.7	0.0	13.0	5.3	0.0	10.0	12.0	0.0	104.0	92.7	0.0	27.0	32.0	0.0	15.0	7.0	0.0	15.0	12.0	0.0	93.0	87.0	0.0		
<b>Basic Education Non-Credit:</b>																										
Employability/Life Skills	9.0	6.0	0.0	6.3	1.7	0.0	3.0	3.7	0.0	28.0	12.3	0.0	2.0	15.0	0.0	10.0	2.0	0.0	6.0	2.0	0.0	23.0	19.0	0.0		
English Language Training	0.0	1.0	0.0	0.0	20.3	0.0	0.0	0.7	0.0	0.0	162.3	0.0	0.0	2.0	0.0	0.0	33.0	0.0	0.0	2.0	0.0	0.0	229.0	0.0		
General Academic Studies	9.0	4.3	0.0	1.7	1.7	0.0	7.3	2.7	0.0	24.7	17.7	0.0	6.0	4.0	0.0	1.0	3.0	0.0	7.0	0.0	0.0	20.0	19.0	0.0		
Literacy	0.0	0.7	0.0	0.0	0.0	0.0	0.0	1.0	0.0	0.0	1.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0		
<b>Total BE Non-Credit</b>	18.0	12.0	0.0	7.0	23.7	0.0	10.3	8.0	0.0	52.7	194.0	0.0	8.0	21.0	0.0	11.0	38.0	0.0	13.0	4.0	0.0	43.0	267.0	0.0		
<b>TOTAL BASIC EDUCATION</b>	58.0	42.7	0.0	20.0	29.0	0.0	20.3	20.0	0.0	156.7	286.7	0.0	35.0	53.0	0.0	26.0	45.0	0.0	28.0	16.0	0.0	136.0	354.0	0.0		
<b>UNIVERSITY</b>	2.0	1.7	0.0	1.3	1.0	0.0	2.0	1.0	0.0	36.0	27.0	0.0	0.0	2.0	0.0	1.0	1.0	0.0	1.0	0.0	0.0	12.0	17.0	0.0		
<b>TOTAL ENROLMENT</b>	75.7	86.3	71.3	50.7	66.3	43.3	34.0	47.0	51.0	361.3	964.7	2905.7	48.0	100.0	54.0	61.0	112.0	41.0	39.0	48.0	43.0	302.0	927.0	2573.0		

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

Program Groups	Actuals																							
	Average (past three years)												2020-21											
	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	E	C	G			
<b>SKILLS TRAINING</b>																								
Institute Credit:																								
Sask Polytech	34.3	15.0	8.3	33.3	21.0	6.7	31.0	13.7	11.3	29.0	13.0	7.0	76.0	40.0	7.0	31.0	14.0	6.0						
Other:	8.7	3.0	5.7	12.3	4.3	6.7	3.3	2.3	0.3	9.0	6.0	0.0	14.0	6.0	6.0	5.0	2.0	2.0						
Apprenticeship & Trade	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0						
<b>Total Institute Credit</b>	43.0	18.0	14.0	45.7	25.3	13.3	34.3	16.0	11.7	38.0	19.0	7.0	90.0	46.0	13.0	36.0	16.0	8.0						
Industry Credit:																								
Total Industry Credit	78.0	3.7	73.7	33.7	2.3	32.7	51.7	1.0	50.0	63.0	3.0	61.0	44.0	1.0	43.0	45.0	2.0	45.0						
Non-Credit (Industry Non-Credit, Community/ Individual Non-Credit, Personal Interest Non-Credit)																								
Total Non Credit	8.3	8.3	0.0	14.0	13.0	0.0	5.7	5.3	0.0	11.0	10.0	0.0	7.0	4.0	0.0	4.0	3.0	0.0						
<b>TOTAL SKILLS TRAINING CREDIT</b>	129.3	30.0	87.7	93.3	40.7	46.0	91.7	22.3	61.7	112.0	32.0	68.0	141.0	51.0	56.0	85.0	21.0	53.0						
<b>BASIC EDUCATION</b>																								
Basic Education Credit:																								
Adult 12	47.3	26.0	6.0	15.0	10.3	3.7	13.3	7.7	3.0	45.0	14.0	11.0	21.0	13.0	3.0	19.0	8.0	4.0						
Adult 10	12.7	4.0	3.3	1.0	0.0	0.7	3.0	0.7	1.3	8.0	3.0	1.0	0.0	0.0	0.0	2.0	0.0	1.0						
Academic GED	10.7	8.7	2.0	2.3	1.7	0.7	5.7	3.7	2.0	6.0	4.0	2.0	1.0	1.0	0.0	6.0	4.0	2.0						
<b>Total BE Credit</b>	70.7	38.7	11.3	18.3	12.0	5.0	22.0	12.0	6.3	59.0	21.0	14.0	22.0	14.0	3.0	27.0	12.0	7.0						
Basic Education Non-Credit:																								
Employability/Life Skills	15.0	8.0	0.0	7.0	6.7	0.0	6.7	3.3	0.0	17.0	10.0	0.0	12.0	10.0	0.0	8.0	4.0	0.0						
English Language Training	1.0	0.3	0.0	20.3	11.3	0.0	0.7	0.3	0.0	2.0	1.0	0.0	33.0	22.0	0.0	2.0	1.0	0.0						
General Academic Studies	11.7	6.3	0.0	4.0	3.0	0.0	7.3	4.7	0.0	10.0	3.0	0.0	4.0	1.0	0.0	7.0	5.0	0.0						
Literacy	1.3	0.7	0.0	0.0	0.0	0.0	2.0	1.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0						
<b>Total BE Non-Credit</b>	29.0	15.3	0.0	31.3	21.0	0.0	16.7	9.7	0.0	29.0	14.0	0.0	49.0	33.0	0.0	17.0	10.0	0.0						
<b>TOTAL BASIC EDUCATION</b>	99.7	54.0	11.3	49.7	33.0	5.0	38.7	21.7	6.3	88.0	35.0	14.0	71.0	47.0	3.0	44.0	22.0	7.0						
Total University	5.0	3.0	0.0	2.7	1.3	0.0	3.7	2.3	0.0	2.0	2.0	0.0	2.0	2.0	0.0	1.0	1.0	0.0						
<b>TOTAL ENROLLMENT</b>	234.0	87.0	99.0	145.7	75.0	51.0	134.0	46.3	68.0	202.0	69.0	82.0	214.0	100.0	59.0	130.0	44.0	60.0						

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

E = total enrollment

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

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

**Table 5** | Comprehensive enrolment by Kindersley program region

Program Groups	Actuals												
	Average (past three years)						2020-21						
	Student Enrol FT	Student Enrol PT	Student Enrol Casual	FLE's	Student Enrol FT	Student Enrol PT	Student Enrol Casual	FLE's	Student Enrol FT	Student Enrol PT	Student Enrol Casual	FLE's	
<b>SKILLS TRAINING</b>													
Institute Credit:													
Sask Polytech	3.3	24.3	0.7	8.9	19.0	21.0	2.0	15.5					
Other	7.7	17.3	0.0	14.9	9.0	13.0	0.0	14.3					
Apprenticeship & Trade	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0					
<b>Total Institute Credit</b>	11.0	41.7	0.7	23.8	28.0	34.0	2.0	29.8					
Industry Credit:													
Total Industry Credit	0.0	88.7	1151.3	29.0	0.0	73.0	1112.0	22.9					
Non-Credit (Industry Non-Credit, Community/ Individual Non-Credit, Personal Interest Non-Credit)													
Total Non-Credit	0.0	6.0	78.0	0.9	0.0	15.0	10.0	0.9					
<b>TOTAL SKILLS TRAINING</b>	11.0	136.3	1230.0	53.6	28.0	122.0	1124.0	53.5					
<b>BASIC EDUCATION</b>													
BE Credit:													
Adult 12	9.3	5.0	0.0	9.3	6.0	7.0	0.0	8.4					
Adult 10	1.0	3.3	0.0	1.0	2.0	3.0	0.0	2.4					
Academic GED	0.0	4.7	0.0	0.0	0.0	2.0	0.0	0.0					
<b>Total BE Credit</b>	10.3	13.0	0.0	10.2	8.0	12.0	0.0	10.7					
BE Non-Credit:													
Employability/Life Skills	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0					
English Language Training	0.0	11.3	0.0	1.1	0.0	0.0	0.0	0.0					
General Academic Studies	0.0	0.3	0.0	0.1	1.0	1.0	0.0	0.6					
Literacy	0.0	0.3	0.0	0.0	0.0	0.0	0.0	0.0					
<b>Total BE Non-Credit</b>	0.0	12.0	0.0	1.2	1.0	1.0	0.0	0.6					
<b>TOTAL BASIC EDUCATION</b>	10.3	25.0	0.0	11.5	9.0	13.0	0.0	11.3					
Total University	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0					
<b>TOTAL ENROLLMENT</b>	21.3	161.3	1230.0	65.1	37.0	135.0	1124.0	64.8					

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

Program Groups	Actuals												
	Average (past three years)						2020-21						
	Student Enrol FT	Student Enrol PT	Student Enrol Casual	FLEs	Student Enrol FT	Student Enrol PT	Student Enrol Casual	FLEs	Student Enrol FT	Student Enrol PT	Student Enrol Casual	FLEs	
<b>SKILLS TRAINING</b>													
<b>Institute Credit:</b>													
Sask Polytech	95.3	142.3	0.0	144.1	71.0	160.0	0.0	138.3					
Other	18.3	27.3	0.0	32.2	11.0	26.0	0.0	23.7					
Apprenticeship & Trade	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0					
<b>Total Institute Credit</b>	113.7	169.7	0.0	176.3	82.0	186.0	0.0	162.0					
<b>Industry Credit:</b>													
<b>Total Industry Credit</b>	0.0	121.0	1434.7	33.8	0.0	107.0	1319.0	34.5					
<b>Non-Credit (Industry Non-Credit, Community/ Individual Non-Credit, Personal Interest Non-Credit)</b>													
<b>Total Non-Credit</b>	0.0	92.0	108.7	8.7	0.0	12.0	53.0	2.9					
<b>TOTAL SKILLS TRAINING</b>	113.7	382.7	1543.3	218.8	82.0	305.0	1372.0	199.4					
<b>BASIC EDUCATION</b>													
<b>BE Credit:</b>													
Adult 12	41.0	25.0	0.0	46.6	54.0	26.0	0.0	57.5					
Adult 10	3.3	3.0	0.0	2.2	1.0	7.0	0.0	2.4					
Academic GED	0.0	22.7	0.0	0.0	0.0	15.0	0.0	0.0					
<b>Total BE Credit</b>	44.3	50.7	0.0	48.8	55.0	48.0	0.0	59.8					
<b>BE Non-Credit:</b>													
Employability/Life Skills	16.0	9.0	0.0	10.8	17.0	19.0	0.0	11.8					
English Language Training	0.0	113.3	0.0	12.5	0.0	205.0	0.0	6.7					
General Academic Studies	19.0	12.7	0.0	13.5	17.0	11.0	0.0	13.3					
Literacy	0.0	1.3	0.0	0.3	0.0	0.0	0.0	0.0					
<b>Total BE Non-Credit</b>	35.0	136.3	0.0	37.2	34.0	235.0	0.0	31.8					
<b>TOTAL BASIC EDUCATION</b>	79.3	187.0	0.0	86.0	89.0	283.0	0.0	91.6					
<b>UNIVERSITY</b>													
<b>Total University</b>	36.0	27.0	0.0	36.2	12.0	17.0	0.0	13.4					
<b>TOTAL ENROLMENT</b>	229.0	596.7	1543.3	340.9	183.0	605.0	1372.0	304.5					

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

Program Groups	Actuals												
	Average (past three years)						2020-21						
	Student Enrol FT	Student Enrol PT	Student Enrol Casual	FLEs	Student Enrol FT	Student Enrol PT	Student Enrol Casual	FLEs	Student Enrol FT	Student Enrol PT	Student Enrol Casual	FLEs	
<b>SKILLS TRAINING</b>													
<b>Institute Credit:</b>													
Sask Polytech	37.3	76.7	0.3	60.1	40.0	80.0	1.0	58.2					
Other	3.7	18.7	0.0	11.0	2.0	19.0	0.0	8.3					
Apprenticeship & Trade	1.3	2.3	0.0	0.9	0.0	0.0	0.0	0.0					
<b>Total Institute Credit</b>	42.3	97.7	0.3	72.0	42.0	99.0	1.0	66.5					
<b>Industry Credit:</b>													
<b>Total Industry Credit</b>	0.0	14.0	146.3	3.5	0.0	14.0	93.0	2.4					
<b>Non-Credit (Industry Non-Credit, Community/ Individual Non-Credit, Personal Interest Non-Credit)</b>													
<b>Total Non-Credit</b>	0.0	13.0	15.3	4.8	0.0	13.0	1.0	4.6					
<b>TOTAL SKILLS TRAINING</b>	42.3	124.7	162.0	80.3	42.0	126.0	95.0	73.4					
<b>BASIC EDUCATION</b>													
<b>BE Credit:</b>													
Adult 12	45.3	21.7	0.0	46.6	28.0	24.0	0.0	37.8					
Adult 10	4.0	5.7	0.0	2.8	2.0	0.0	0.0	1.8					
Academic GED	0.0	1.7	0.0	0.0	0.0	3.0	0.0	0.0					
<b>Total BE Credit</b>	49.3	29.0	0.0	49.3	30.0	27.0	0.0	39.6					
<b>BE Non-Credit:</b>													
Employability/Life Skills	12.0	17.3	0.0	9.7	6.0	0.0	0.0	4.5					
English Language Training	0.0	24.0	0.0	2.0	0.0	24.0	0.0	1.7					
General Academic Studies	5.7	4.7	0.0	5.1	2.0	7.0	0.0	3.1					
Literacy	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0					
<b>Total BE Non-Credit</b>	17.7	46.0	0.0	16.9	8.0	31.0	0.0	9.3					
<b>TOTAL BASIC EDUCATION</b>	67.0	75.0	0.0	66.2	38.0	58.0	0.0	48.9					
<b>UNIVERSITY</b>													
<b>Total University</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0					
<b>TOTAL ENROLMENT</b>	109.3	199.7	162.0	146.5	80.0	184.0	95.0	122.3					





## 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, 2021, 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, 2021, 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.

## INDEPENDENT AUDITOR'S REPORT (continued)

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

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the organization's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the organization's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the organization to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

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

  
CPA LLP  
Chartered Professional Accountants

Swift Current, Saskatchewan  
September 28, 2021

**Statement 1**

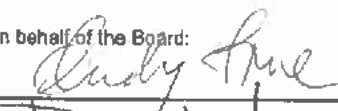
**Great Plains College**  
**Statement of Financial Position**  
**as at June 30, 2021**


	<u>2021</u>	<u>2020</u>
<b>Financial Assets</b>		
Cash and cash equivalents (Note 3)	\$ 1,069,521	\$ 477,513
Accounts receivable (Note 4)	841,611	847,257
Inventories for resale (Note 5)	50,616	77,264
Portfolio investments (Note 6)	<u>2,517,099</u>	<u>2,428,232</u>
<b>Total Financial Assets</b>	<u>4,478,847</u>	<u>3,830,266</u>
<b>Liabilities</b>		
Accrued salaries and benefits (Note 7)	757,882	661,845
Accounts payable and accrued liabilities (Note 8)	183,048	168,333
Deferred revenue (Note 9)	1,419,966	841,091
Liability for employee future benefits (Note 10)	<u>225,300</u>	<u>219,800</u>
<b>Total Financial Liabilities</b>	<u>2,586,196</u>	<u>1,891,069</u>
<b>Net Financial Assets</b>	<u>1,892,651</u>	<u>1,939,197</u>
<b>Non-Financial Assets</b>		
Tangible capital assets (Note 11)	11,030,813	11,510,587
Prepaid expenses (Note 12)	<u>26,559</u>	<u>16,396</u>
<b>Accumulated Surplus</b>	<u>11,057,372</u>	<u>11,526,983</u>
<b>Total Accumulated Surplus</b>	<u>\$ 12,950,023</u>	<u>\$ 13,466,180</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

**Statement 2**

**Great Plains College**  
**Statement of Operations and Accumulated Surplus**  
**for the year ended June 30, 2021**

	<u>2021 Budget (Note 15)</u>	<u>2021 Actual</u>	<u>2020 Actual</u>
<b>Revenues (Schedule 2)</b>			
Provincial government			
Grants	\$ 7,551,872	\$ 7,662,827	\$ 7,552,236
Other	43,324	84,157	54,749
Federal government			
Grants	535,854	485,654	411,151
Other revenue			
Contracts	603,400	627,735	656,439
Interest	75,000	40,029	90,106
Rents	80,348	68,998	54,485
Resale items	8,000	12,059	10,106
Tuitions	2,639,052	2,318,048	2,116,609
Donations	132,200	108,717	70,973
Other	<u>360,730</u>	<u>400,073</u>	<u>346,858</u>
Total revenues	<u>12,029,780</u>	<u>11,808,297</u>	<u>11,363,712</u>
<b>Expenses (Schedule 3)</b>			
General	6,451,947	6,408,691	6,447,542
Skills training	3,177,708	2,744,111	2,588,842
Basic education	2,060,854	1,855,397	2,013,454
University	286,777	181,544	173,301
Services	804,771	751,772	798,494
Scholarships	217,000	209,250	262,250
Development	<u>88,273</u>	<u>173,689</u>	<u>104,180</u>
Total expenses	<u>13,087,330</u>	<u>12,324,454</u>	<u>12,388,063</u>
(Deficit) Surplus for the Year from Operations	<u>(1,057,550)</u>	<u>(516,157)</u>	<u>(1,024,351)</u>
Accumulated Operating Surplus, Beginning of Year	<u>13,466,180</u>	<u>13,466,180</u>	<u>14,490,531</u>
Accumulated Operating Surplus, End of Year	<u>\$ 12,408,630</u>	<u>\$ 12,950,023</u>	<u>\$ 13,466,180</u>

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



<b>Statement 3</b>			
<b>Great Plains College</b>			
<b>Statement of Changes in Net Financial Assets</b>			
<b>as at June 30, 2021</b>			
	<b>2021</b>	<b>2021</b>	<b>2020</b>
	<b>Budget</b>	<b>Actual</b>	<b>Actual</b>
	(Note 15)		
<b>Net Financial Assets, Beginning of Year</b>	\$ 1,939,197	\$ 1,939,197	\$ 2,765,350
<b>(Deficit) for the Year from Operations</b>	(1,057,550)	(516,157)	(1,024,351)
Acquisition of tangible capital assets	(229,500)	(233,120)	(359,977)
Proceeds on disposal of tangible capital assets		233,328	
Net (gain) on disposal of tangible capital assets		(78,628)	
Amortization of tangible capital assets	594,915	558,194	569,807
Use of prepaid expenses	-	(10,163)	(11,632)
Change in Net Financial Assets	<u>(692,135)</u>	<u>(46,546)</u>	<u>(826,153)</u>
<b>Net Financial Assets, End of Year</b>	<u>\$ 1,247,062</u>	<u>\$ 1,892,651</u>	<u>\$ 1,939,197</u>

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

<b>Statement 4</b>		
<b>Great Plains College</b>		
<b>Statement of Cash Flows</b>		
<b>for the year ended June 30, 2021</b>		
	<b>2021</b>	<b>2020</b>
<b>Operating Activities</b>		
(Deficit) for the year from operations	\$ (516,157)	\$ (1,024,351)
Non-cash items included in (deficit)/surplus		
Amortization of tangible capital assets	558,194	569,807
Net (gain) on disposal of tangible capital assets	(78,628)	-
Changes in non-cash working capital		
Decrease (Increase) in accounts receivable	5,646	(75,032)
Decrease (Increase) in inventories for resale	26,648	(117)
Increase in accrued salaries and benefits	96,037	102,118
Increase (Decrease) in accounts payable and accrued liabilities	14,715	(51,774)
Increase in deferred revenue	578,875	190,312
Increase in employee future benefits	5,500	6,100
(Increase) in prepaid expenses	(10,163)	(11,632)
<b>Cash Provided (Used) by Operating Activities</b>	<u>680,667</u>	<u>(294,569)</u>
<b>Capital Activities</b>		
Cash used to acquire tangible capital assets	(233,120)	(359,977)
Proceeds on disposal of tangible capital assets	233,328	-
<b>Cash (Used) by Operating Activities</b>	<u>208</u>	<u>(359,977)</u>
<b>Investing Activities</b>		
Cash used to acquire portfolio investments	(88,867)	(76,178)
<b>Cash (Used) by Investing Activities</b>	<u>(88,867)</u>	<u>(76,178)</u>
<b>Increase (Decrease) in Cash and Cash Equivalents</b>	592,008	(730,724)
<b>Cash and Cash Equivalents, Beginning of Year</b>	<u>477,513</u>	<u>1,208,237</u>
<b>Cash and Cash Equivalents, End of Year</b>	<u>\$ 1,069,521</u>	<u>\$ 477,513</u>

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

**GREAT PLAINS COLLEGE**  
**Notes to the Financial Statements**  
**For the year ended June 30, 2021**

**1. PURPOSE AND AUTHORITY**

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

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

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

**2. SIGNIFICANT ACCOUNTING POLICIES**

**Public Sector Accounting (PSA) Standards**

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

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

**(a) Measurement Uncertainty and the Use of Estimates**

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

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

- the liability for employee future benefits of \$225,300 (June 30, 2020 - \$219,800) 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**

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

- i)** PS 3280 Asset Retirement Obligation (effective for July 1, 2022), a new standard establishing guidance on the recognition, measurement, presentation and disclosure of a liability for retirement of a tangible capital asset.

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

The college plans to adopt PS 3280 Asset Retirement Obligations on July 1, 2021 and PS 3400 Revenue when effective and is currently analyzing the impact this will have on these financial statements.

**3. CASH AND CASH EQUIVALENTS**

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

	June 30 2021	June 30 2020
<b>Cash and cash equivalents</b>	<b>\$ 1,069,521</b>	<b>\$ 477,513</b>

**4. ACCOUNTS RECEIVABLE**

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

	June 30 2021	June 30 2020
Provincial government		
Other	\$ 566,566	\$ 552,718
Federal government	119,506	95,449
Other receivables	155,539	199,090
<b>Accounts receivable, net of allowances</b>	<b>\$ 841,611</b>	<b>\$ 847,257</b>

**5. INVENTORIES FOR RESALE**

	June 30 2021	June 30 2020
<b>Books and materials for resale</b>	<b>\$ 50,616</b>	<b>\$ 77,264</b>

**6. PORTFOLIO INVESTMENTS**

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



	June 30 2021		June 30 2020	
	Cost	Fair Value	Cost	Fair Value
<b>Portfolio investments in the cost category:</b>				
Term Deposits - Innovation Credit Union				
12 Month Non-Redeemable, 0.6% Expires Dec 13, 2021	\$ 1,052,663	\$ 1,052,663	\$ -	\$ -
12 Month Redeemable, 0.5% Expires May 10, 2022	1,060,121	1,060,121	-	-
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
	<b>\$ 2,112,785</b>	<b>\$ 2,112,785</b>	<b>\$ 2,079,643</b>	<b>\$ 2,079,643</b>
<b>Portfolio investments in the fair value category:</b>				
Mutual Funds - Loran Endowment Fund	\$ 92,195		\$ 92,195	
Manulife Strategic Income Fund		\$ 14,735		\$ 14,450
PIMCO Monthly Income Fund		15,629		15,069
EDG Global Portfolio		27,727		21,206
Manulife Bk ISAMS Promo		550		-
Manulife Dividend Income		29,668		23,953
CI Signature High Income Fund		14,153		12,306
Manulife Bk Inv Savings		3,751		5,209
Cash and Cash Equivalents		189		179
	<b>\$ 92,195</b>	<b>\$ 106,402</b>	<b>\$ 92,195</b>	<b>\$ 92,372</b>
Mutual Funds - Blanchard Endowment Fund	\$ 200,000		\$ 200,000	
Manulife Strategic Income Fund		\$ 32,142		\$ 31,520
PIMCO Monthly Income Fund		25,257		24,352
EDG Global Portfolio		61,119		46,745
Manulife Bk ISAMS Promo		1,144		-
Manulife Dividend Income		67,201		54,255
CI Signature High Income Fund		31,675		27,543
Manulife Bk Inv Savings		14,637		16,661
Cash and Cash Equivalents		394		372
	<b>\$ 200,000</b>	<b>\$ 233,569</b>	<b>\$ 200,000</b>	<b>\$ 201,448</b>
Mutual Funds - West Central REDA Endowment Fund	\$ 14,349		\$ 14,349	
Manulife Strategic Income Fund		\$ 2,244		\$ 2,200
PIMCO Monthly Income Fund		2,414		2,328
EDG Global Portfolio		4,504		3,444
Manulife Bk ISAMS Promo		85		-
Manulife Dividend Income		4,512		3,643
CI Signature High Income Fund		2,194		1,908
Manulife Bk Inv Savings		1,713		1,921
Cash and Cash Equivalents		29		28
	<b>\$ 14,349</b>	<b>\$ 17,695</b>	<b>\$ 14,349</b>	<b>\$ 15,472</b>
Mutual Funds - Alfred Romankewicz	\$ 40,000		\$ 40,000	
Manulife Strategic Income Fund		\$ 6,024		\$ 5,907
PIMCO Monthly Income Fund		6,576		6,340
EDG Global Portfolio		11,249		8,604
Manulife Bk ISAMS Promo		226		-
Manulife Dividend Income		12,060		9,737
CI Signature High Income Fund		5,765		5,013
Manulife Bk Inv Savings		4,670		3,623
Cash and Cash Equivalents		78		73
	<b>\$ 40,000</b>	<b>\$ 46,648</b>	<b>\$ 40,000</b>	<b>\$ 39,297</b>
<b>Total portfolio investments reported at fair value</b>	<b>\$ 2,459,329</b>	<b>\$ 2,517,099</b>	<b>\$ 2,426,187</b>	<b>\$ 2,428,232</b>

## 7. ACCRUED SALARIES AND BENEFITS

	June 30 2021	June 30 2020
Accrued salaries & vacation pay	\$ 757,684	\$ 661,509
Accrued employee benefits	198	336
<b>Accrued salaries and benefits</b>	<b>\$ 757,882</b>	<b>\$ 661,845</b>

## 8. ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

	June 30 2021	June 30 2020
Other Provincial	\$ 37,011	\$ 17,778
Sask Polytechnic	38,385	300
School Divisions	17,900	8,080
Regional Colleges	-	3,117
Trade	89,752	139,058
<b>Accounts payable and accrued liabilities</b>	<b>\$ 183,048</b>	<b>\$ 168,333</b>

## 9. DEFERRED REVENUE

	June 30 2021	June 30 2020
Tuitions & deposits	\$ 1,015,652	\$ 492,502
Endowment Liability	404,314	348,589
<b>Deferred revenue</b>	<b>\$ 1,419,966</b>	<b>\$ 841,091</b>

## 10. LIABILITY FOR EMPLOYEE FUTURE BENEFITS

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

Details of the employee future benefits are as follows:

	June 30 2021	June 30 2020
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 2021	June 30 2020
<b>Liability for Employee Future Benefits</b>		
<b>Accrued Benefit Obligation - beginning of year</b>	<b>\$ 255,100</b>	<b>\$ 251,900</b>
Current period benefit cost	38,500	37,700
Interest cost	5,300	5,300
Benefit payments	(41,200)	(39,800)
Actuarial gains / losses		
<b>Accrued Benefit Obligation - end of year</b>	<b>257,700</b>	<b>255,100</b>
<b>Unamortized Net Actuarial Gains / Losses</b>	<b>(32,400)</b>	<b>(35,300)</b>
<b>Liability for Employee Future Benefits</b>	<b>\$ 225,300</b>	<b>\$ 219,800</b>
<b>Employee Future Benefits Expense</b>		
Current period benefit cost	<b>\$ 38,500</b>	<b>\$ 37,700</b>
Amortization of net actuarial gain / loss	2,900	2,900
<b>Benefit cost</b>	<b>41,400</b>	<b>40,600</b>
<b>Interest cost on unfunded employee future benefits oblig</b>	<b>5,300</b>	<b>5,300</b>
<b>Total Employee Future Benefits Expense</b>	<b>\$ 46,700</b>	<b>\$ 45,900</b>

## 11. TANGIBLE CAPITAL ASSETS

	Land	Buildings	Paving Lot	Leasehold Improv	Office Furniture	Office Equip	Computer Equip	Machinery	System Develop	2021	2020
<b>Tangible Capital Assets - at Cost:</b>											
Opening Balance at Start of Year	\$ 168,550	\$ 19,870,472	\$ 482,422	\$ 1,055,881	\$ 174,581	\$ 219,715	\$ 147,555	\$ 878,393	\$ 303,721	<b>\$ 23,301,290</b>	<b>\$ 23,477,220</b>
Additions/Purchases	-	104,366	-	79,873	-	34,553	14,328	-	-	233,120	359,977
Disposals	-	(312,201)	-	(337,694)	-	-	(4,854)	-	-	(654,749)	(535,907)
Write-Downs	-	-	-	-	-	-	-	-	-	-	-
<b>Closing Balance at End of Year</b>	<b>168,550</b>	<b>19,662,637</b>	<b>482,422</b>	<b>798,060</b>	<b>174,581</b>	<b>254,268</b>	<b>157,029</b>	<b>878,393</b>	<b>303,721</b>	<b>22,879,661</b>	<b>23,301,290</b>
<b>Tangible Capital Assets - Amortization:</b>											
Opening Balance at Start of Year	-	8,903,723	482,422	831,309	161,813	156,674	128,939	822,102	303,721	<b>11,790,703</b>	<b>11,756,803</b>
Amortization of the Period	-	449,663	-	33,577	6,767	28,587	18,570	21,030	-	558,194	569,807
Disposals	-	(157,501)	-	(337,694)	-	-	(4,854)	-	-	(500,049)	(535,907)
Write-Downs	-	-	-	-	-	-	-	-	-	-	-
<b>Closing Balance at End of Year</b>	<b>-</b>	<b>9,195,885</b>	<b>482,422</b>	<b>527,192</b>	<b>168,580</b>	<b>185,261</b>	<b>142,655</b>	<b>843,132</b>	<b>303,721</b>	<b>11,848,848</b>	<b>11,790,703</b>
<b>Net Book Value:</b>											
Opening Balance at Start of Year	168,550	10,966,749	-	224,572	12,768	63,041	18,616	56,291	-	<b>11,510,587</b>	<b>11,720,417</b>
Closing Balance at End of Year	168,550	10,466,752	-	270,868	6,001	69,007	14,374	35,261	-	<b>11,030,813</b>	<b>11,510,587</b>
<b>Change in Net Book Value</b>	<b>\$ -</b>	<b>\$ (499,997)</b>	<b>\$ -</b>	<b>\$ 46,296</b>	<b>(6,767)</b>	<b>\$ 5,966</b>	<b>\$ (4,242)</b>	<b>\$ (21,030)</b>	<b>\$ -</b>	<b>\$ (479,774)</b>	<b>\$ (209,830)</b>

## 12. PREPAID EXPENSES

	June 30 2021	June 30 2020
Employee Benefits	\$ 10,137	\$ 16,396
Facility leases	10,188	-
Other	6,234	-
<b>Total Prepaid expenses</b>	<b>\$ 26,559</b>	<b>\$ 16,396</b>

## 13. EMPLOYEE PENSION PLANS

### Multi-Employer Defined Benefit Plans

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

#### i) Saskatchewan Teachers' Retirement Plan (STRP):

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

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

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

	2021	2020
Number of active College members	13	13
STRP Member contribution rate (percentage of salary)	10.13%	10.16%
Member contributions for the year	\$ 87,436	\$ 94,535

#### 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:



	2021	2020
Number of active College members	90	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	\$ 477,360	\$ 497,334
College contributions for the year	\$ 477,360	\$ 497,334

#### 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, 2021 and June 30, 2020 was:

	June 30, 2021	June 30, 2020
Current	\$ 828,203	\$ 834,697
61-90 days	6,580	1,831
91-120 days	4,144	493
Over 121 days	2,684	10,236
<b>Total</b>	<b>\$ 841,611</b>	<b>\$ 847,257</b>

##### ii) Liquidity Risk

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

	June 30, 2021			
	Within 6 months	6 months to 1 year	1 to 5 years	> 5 years
Accrued salaries and benefits	\$ 151,945	\$ 605,937	\$ -	\$ -
Accounts payable and accrued liabilities	183,048	-	-	-
<b>Total</b>	<b>\$ 334,993</b>	<b>\$ 605,937</b>	<b>\$ -</b>	<b>\$ -</b>

##### iii) Market Risk

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

##### Interest Rate Risk:

Interest rate risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in market interest rates. The College's interest rate exposure relates to cash and cash equivalents. The College also has an authorized bank line of credit of \$400,000 with interest payable at the Credit Union Central Prime Rate. Changes in the bank's prime rate can cause fluctuation in interest payments and cash flows. There was no balance outstanding on this credit facility as of June 30, 2021.

##### 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, 2021 or June 30, 2020.

#### 15. BUDGET FIGURES

Due to the COVID pandemic, the budget figures included in the financial statements were approved by the Board via email, the last approval was received on July 5, 2020. The Minister of Advanced Education granted conditional approval on September 10, 2020.

#### 16. CONTRACTUAL OBLIGATIONS AND COMMITMENTS

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

	2022	2023	2024	2025	2026
Office Equip Maint & Rental Contracts	\$ 134,300	\$ 135,643	\$ 136,999	\$ 138,369	\$ 139,753
Facility Rentals & Cleaning	90,860	92,060	93,260	94,460	95,660
Website Hosting	36,000	36,360	36,724	37,091	37,462
<b>Total Contractual Obligations</b>	<b>\$ 261,160</b>	<b>\$ 264,063</b>	<b>\$ 266,983</b>	<b>\$ 269,920</b>	<b>\$ 272,875</b>

#### 17. CONTRACTUAL RIGHTS

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

The College has the following contractual rights:

	2022	2023	2024	2025	2026
CIC - English as a Second Language Programming	\$ 442,737	\$ 443,574	\$ 443,012	\$ 443,820	\$ -
Minister of Education - Family Literacy Programming	18,123	-	-	-	-
<b>Total Contractual Rights</b>	<b>\$ 460,860</b>	<b>\$ 443,574</b>	<b>\$ 443,012</b>	<b>\$ 443,820</b>	<b>\$ -</b>

## 18. ACCUMULATED SURPLUS

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

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

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

Details of accumulated surplus are as follows:

	June 30 2020	Additions during the year	Reductions during the year	June 30 2021
<b>Invested in Tangible Capital Assets:</b>				
Net Book Value of Tangible Capital Assets	\$ 11,510,587	\$ 233,120	\$ (712,894)	\$ 11,030,813
<b>Designated Assets:</b>				
<b>Capital:</b>				
Capital Contingency	387,775	-	(172,876)	214,899
<b>Scholarships:</b>	99,362	-	(52,033)	47,329
<b>Other:</b>				
Student Health & Dental Reserve	39,127	4,891	-	44,018
Program Development, Technology & Innovation	303,647	-	-	303,647
Enterprise Risk Management	-	-	-	-
Deficit Management Fund	-	50,000	-	50,000
Fundraising for Equipment & Other Initiatives	63,592	-	(7,929)	55,663
<b>Programming:</b>				
Skills Training Allocation	459,628	-	(145,418)	314,210
Adult Basic Education	154,118	18,498	(50,000)	122,616
Essential Skills in the Workplace	69,940	68,731	-	138,671
ABE - On Reserve	84,715	11,443	-	96,158
English as a Subsequent Language	-	63,703	-	63,703
Literacy Hubs	-	32,031	-	32,031
	<b>1,661,904</b>	<b>249,297</b>	<b>(428,256)</b>	<b>1,482,945</b>
<b>Unrestricted Operating Surplus</b>	<b>293,689</b>	<b>237,525</b>	<b>(94,949)</b>	<b>436,265</b>
<b>Total Accumulated Surplus</b>	<b>\$ 13,466,180</b>	<b>\$ 719,942</b>	<b>\$ (1,236,099)</b>	<b>\$ 12,950,023</b>

## 19. COVID-19 PANDEMIC

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



Schedule 1

Great Plains College  
Schedule of Revenues and Expenses by Function  
for the year ended June 30, 2021

General	2021 Actual										2021		2020		
	Skills Training		Basic Education		Services		University		Scholarships		Development		Total Actual	Budget	Actual
	Credit	Non-credit	Credit	Non-credit	Learner Support	Counsel	Credit	Credit	Credit	Credit					
<b>Revenues (Schedule 2)</b>	\$ 4,690,500	\$ 1,705,000	\$ -	\$ 800,000	\$ 465,157	\$ 49,927	\$ -	\$ -	\$ 36,400	\$ -	\$ 7,746,984	\$ 7,595,196	\$ 7,606,985		
Provincial government	-	-	-	-	485,654	-	-	-	-	-	485,654	535,654	411,151		
Federal government	338,902	2,143,714	22,372	534,140	1,060	24,644	-	315,810	120,817	74,200	3,575,659	3,898,730	3,345,576		
Other	5,029,402	3,848,714	22,372	1,334,140	951,871	74,571	-	315,810	157,217	74,200	11,906,297	12,029,780	11,363,712		
<b>Total Revenues</b>															
<b>Expenses (Schedule 3)</b>															
Agency contracts	-	606,445	8,964	42,151	27,728	32,190	-	168,546	-	1,500	887,524	1,230,992	807,186		
Amortization	568,194	-	-	-	-	-	-	-	-	-	558,194	594,915	569,807		
Equipment	181,913	84,279	-	-	14,494	-	-	-	-	7,929	288,615	367,900	239,973		
Facilities	402,791	774	-	40,396	9,699	-	-	-	-	-	453,660	515,910	505,245		
Information technology	262,146	705	-	40	40	-	-	-	-	74,091	328,982	313,200	265,432		
Operating	699,978	196,847	332	43,482	56,342	9,183	28,412	12,998	-	2,864	1,219,688	1,346,980	1,386,352		
Personal services	4,353,669	1,840,679	5,086	1,000,188	620,877	166,435	515,652	-	-	87,305	8,589,791	8,717,433	8,612,068		
<b>Total Expenses</b>	6,408,691	2,729,729	14,382	1,126,217	729,180	207,808	543,964	181,544	209,250	173,689	12,324,454	13,087,330	12,388,063		
<b>Surplus (Deficit) for the year</b>	<b>\$ (1,379,289)</b>	<b>\$ 1,118,985</b>	<b>\$ 7,990</b>	<b>\$ 207,923</b>	<b>\$ 222,691</b>	<b>\$ (133,237)</b>	<b>\$ (543,964)</b>	<b>\$ 134,266</b>	<b>\$ (62,033)</b>	<b>\$ (99,489)</b>	<b>\$ (616,157)</b>	<b>\$ (1,057,550)</b>	<b>\$ (1,024,351)</b>		

Schedule 2

Great Plains College  
Schedule of Revenues by Function  
for the year ended June 30, 2021

General	2021 Revenues Actual										2021		2020		
	Skills Training		Basic Education		Services		University		Scholarships		Development		Total Revenues	Total Budget	Total Revenues Actual
	Credit	Non-credit	Credit	Non-credit	Learner Support	Counsel	Credit	Credit	Credit	Credit					
<b>Provincial Government</b>	\$ 4,635,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 4,635,000	\$ 4,544,772	\$ 4,462,000	
Advanced Education/Immigration & Career Training	-	1,705,000	-	800,000	381,000	-	-	-	-	-	-	2,886,000	2,835,200	2,802,650	
Operating grants	55,500	-	-	-	-	-	-	-	-	-	55,500	55,500	103,000		
Program grants	4,690,500	1,705,000	-	800,000	381,000	-	-	-	-	-	7,576,500	7,435,472	7,367,650		
Capital grants	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other	4,690,500	1,705,000	-	800,000	381,000	49,927	-	36,400	-	-	86,327	116,400	184,586		
Other provincial	-	-	-	-	84,157	-	-	-	-	-	84,157	43,324	7,652,236		
<b>Total Provincial</b>	4,690,500	1,705,000	-	800,000	465,157	49,927	-	36,400	-	-	7,746,984	7,595,196	7,606,985		
<b>Federal Government</b>															
Program grants	-	-	-	-	485,654	-	-	-	-	-	485,654	535,654	411,151		
<b>Other Revenue</b>															
Contracts	-	95,085	-	532,650	-	-	-	-	-	-	627,735	603,400	656,439		
Interest	27,929	-	-	-	-	-	-	-	-	-	40,029	75,000	90,106		
Rents	68,998	-	-	-	-	-	-	-	12,100	-	68,998	80,348	54,485		
Resale items	12,059	-	-	-	-	-	-	-	-	-	12,059	8,000	10,106		
Tuition	-	2,001,666	22,252	-	-	-	294,140	-	-	-	2,318,048	2,639,052	2,116,609		
Donations	-	46,973	120	1,490	1,060	24,644	-	108,717	-	-	108,717	132,200	70,973		
Other	229,916	-	-	-	-	-	-	21,670	-	74,200	400,073	360,730	346,858		
<b>Total Other</b>	338,902	2,143,714	22,372	534,140	1,060	24,644	-	315,810	120,817	74,200	3,575,659	3,898,730	3,345,576		
<b>Total Revenues</b>	<b>\$ 5,029,402</b>	<b>\$ 3,848,714</b>	<b>\$ 22,372</b>	<b>\$ 1,334,140</b>	<b>\$ 951,871</b>	<b>\$ 74,571</b>	<b>\$ -</b>	<b>\$ 315,810</b>	<b>\$ 157,217</b>	<b>\$ 74,200</b>	<b>\$ 11,808,297</b>	<b>\$ 12,029,780</b>	<b>\$ 11,363,712</b>		

Schedule 3

Great Plains College  
Schedule of Expenses by Function  
for the year ended June 30, 2021

	2021 Expenses Actual										2021 Total Expenses Actual (Note 15)	2020 Total Expenses Actual
	General (Schedule 4)		Skills Training		Basic Education		Services		University			
	Credit	Non-credit	Credit	Non-credit	Learner Support	Counsel	Credit					
<b>Agency Contracts</b>												
Contracts	\$ 451,667	\$ 8,960	\$ 42,151	\$ 27,728	\$ 32,190	\$ 1,500	\$ 168,546				\$ 732,742	\$ 696,993
Instructors	154,778	8,964	42,151	27,728	32,190	1,500	168,546				154,782	110,193
	606,445	8,964	42,151	27,728	32,190	1,500	168,546				887,524	807,186
<b>Amortization</b>												
Equipment (non-capital)	2,406				14,494						568,194	569,807
Rental	153,521										43,304	5,903
Repairs and maintenance	1,988										234,885	276,200
	181,915				14,494						10,426	214,006
	181,915				14,494						367,900	20,064
	181,915				14,494						288,615	239,975
<b>Facilities</b>												
Building supplies	1,722										1,722	6,231
Grounds	14,889										14,889	13,412
Janitorial	78,128										78,128	76,000
Rental	13,894										64,763	72,710
Repairs & maintenance buildings	774										78,384	79,085
Utilities	215,774										215,774	101,505
	402,791										453,660	253,600
	402,791										515,910	505,245
<b>Information Technology</b>												
Computer services	74,791										74,791	93,800
Data communications	1,884										1,884	68,693
Equipment (non-capital)	89,181										157,350	3,239
Materials & supplies	15,713										21,675	86,100
Repairs & maintenance	547										5,000	19,533
Software (non-capital)	70,030										70,735	454
	252,146										313,200	87,413
	252,146										326,982	265,432
<b>Operating</b>												
Advertising	125,158										139,527	129,148
Association fees & dues	23,794										37,922	42,667
Bad debts	1,522										1,522	54,662
Financial services	30,222										25,000	2,500
In-service (includes PD)	17,957										30,222	25,000
Insurance	84,515										20,397	29,500
Materials & supplies	64,624										84,925	90,843
Postage, freight & courier	19,268										285,361	338,694
Printing & copying	17,772										23,284	77,490
Professional services	6,640										18,309	36,520
Subscriptions	140,953										148,865	22,506
Telephone & fax	88,531										12,707	14,411
Travel	39,911										102,324	81,500
Other	11										195	5,995
	659,976										209,250	113,650
	659,976										209,261	95,720
	659,976										177,767	153,888
	659,976										217,000	266,300
	659,976										1,219,688	1,388,352
<b>Personal Services</b>												
Employee benefits	647,743										1,202,723	1,229,168
Honoraria	17,679										17,679	20,548
Salaries	3,682,747										7,363,889	7,366,252
Other	5,500										5,500	6,100
	4,353,669										8,589,791	8,612,068
	4,353,669										8,717,433	8,612,068
<b>Total Expenses</b>	<b>\$ 6,408,691</b>	<b>\$ 14,382</b>	<b>\$ 1,126,217</b>	<b>\$ 729,180</b>	<b>\$ 207,808</b>	<b>\$ 543,964</b>	<b>\$ 181,544</b>	<b>\$ 209,250</b>	<b>\$ 173,689</b>	<b>\$ 12,324,454</b>	<b>\$ 13,087,330</b>	<b>\$ 12,388,063</b>

Schedule 4

Great Plains College  
Schedule of General Expenses by Functional Area  
for the year ended June 30, 2021

	2021 General Actual				2021 Total General Actual	2021 Total General Budget (Note 15)	2020 Total General Actual
	Governance	Operating and Administration	Facilities and Equipment	Information Technology			
<b>Agency Contracts</b>							
Contracts	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,000	\$ 2,105
Instructors	-	-	-	-	-	-	-
	-	-	-	-	-	1,000	2,105
<b>Amortization</b>							
	-	558,194	-	-	558,194	594,915	569,807
<b>Equipment</b>							
Equipment (non-capital)	-	-	26,404	-	26,404	35,000	5,424
Rental	-	70,299	83,222	-	153,521	198,200	177,395
Repairs and maintenance	-	1,988	-	-	1,988	30,600	11,751
	-	72,287	109,626	-	181,913	263,800	194,570
<b>Facilities</b>							
Building supplies	-	-	1,722	-	1,722	5,900	6,231
Grounds	-	-	14,889	-	14,889	12,500	13,412
Janitorial	-	-	78,128	-	78,128	76,000	61,450
Rental	-	1,418	12,476	-	13,894	18,800	18,800
Repairs & maintenance	-	-	78,384	-	78,384	95,200	101,505
Utilities	-	-	215,774	-	215,774	253,600	243,562
	-	1,418	401,373	-	402,791	462,000	444,960
<b>Information Technology</b>							
Computer services	-	46,901	-	27,890	74,791	93,800	68,693
Data communications	-	-	-	1,884	1,884	-	3,239
Equipment (non-capital)	-	-	-	89,181	89,181	102,400	86,100
Materials & supplies	-	-	-	15,713	15,713	18,000	19,533
Repairs & maintenance	-	-	-	547	547	5,000	454
Software (non-capital)	-	-	-	70,030	70,030	77,200	69,681
	-	46,901	-	205,245	252,146	296,400	247,700
<b>Operating</b>							
Advertising	-	125,158	-	-	125,158	163,000	114,010
Association fees & dues	11,071	9,598	-	3,125	23,794	38,450	26,363
Bad debts	1,522	-	-	-	1,522	2,500	934
Financial services	-	30,222	-	-	30,222	25,000	24,582
In-service (includes PD)	1,318	16,639	-	-	17,957	26,000	80,484
Insurance	9,130	4,303	63,450	7,632	84,515	76,590	73,985
Materials & supplies	1,154	52,791	10,679	-	64,624	100,878	102,907
Postage, freight & courier	-	19,268	-	-	19,268	27,200	18,535
Printing & copying	-	17,772	-	-	17,772	20,300	13,684
Professional services	7,725	133,228	-	-	140,953	81,500	139,483
Subscriptions	-	6,640	-	-	6,640	4,390	1,954
Telephone & fax	-	19,378	67,282	1,871	88,531	88,920	99,231
Travel	1,031	36,855	185	940	39,011	97,320	95,914
Other	-	11	-	-	11	-	4,051
	32,951	471,863	141,596	13,568	659,978	752,048	796,117
<b>Personal Services</b>							
Employee benefits	537	548,900	59,794	38,512	647,743	667,849	647,877
Honoraria	17,679	-	-	-	17,679	17,000	20,548
Salaries	-	3,204,294	262,541	215,912	3,682,747	3,391,435	3,517,758
Other	-	5,500	-	-	5,500	5,500	6,100
	18,216	3,758,694	322,335	254,424	4,353,669	4,081,784	4,192,283
<b>Total General Expenses</b>	<b>\$ 51,167</b>	<b>\$ 4,909,357</b>	<b>\$ 974,930</b>	<b>\$ 473,237</b>	<b>\$ 6,408,691</b>	<b>\$ 6,451,947</b>	<b>\$ 6,447,542</b>





# GLOSSARY OF TERMS

**ABE** – Adult Basic Education

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

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

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

**ESL** – English as a 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**

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

**SWIFT CURRENT CAMPUS**

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