



PARKLAND COLLEGE ANNUAL REPORT

2020-21



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Shaping the future

Parkland College has advocated for life-long learning in the Parkland region for almost 50 years. While the world rapidly changes, our mission is steadfast: to develop and deliver programs in response to the needs of our communities.

Guided by our Vision and rooted in our Values. We are Parkland College.

Our Purpose

To provide education and training to address regional labour market needs, prepare learners for employment and further education, and support the sustainable social, environmental, and economic development of our employers and communities.

Our Vision

Our Colleges are stronger together. We will work to shape the future of rural, northern, and remote communities by providing top notch learning opportunities that will lead to local and global employment and growth.

Our Mission

To enrich the lives and futures of our learners and communities in a blended learning and working environment.

Our Values

We are Catalytic

We lead change in our colleges and communities resulting in rapid social, economic and environmental advances.

We are Relevant

We offer programs, training and services that align with the current and future needs of our learners, staff and partners.

We are Responsive

We address questions, challenges and opportunities presented by our learners, staff, and partners in a timely and comprehensive manner.

We are Accountable

We fulfill our commitments to our learners, staff, and partners to use our resources responsibly to deliver high-quality blended learning and blended working experiences.

We are Innovative

We source, develop, and implement creative solutions to well-defined challenges, resulting in improved products, processes, and services that better meet learner, staff, and partner needs with reduced resource inputs.

We are Sustainable

We manage to ensure the long-term viability of our social, economic, and environmental resources.

We are Inclusive

We treat all learners, staff, and partners with dignity and respect to empower them to achieve personal success and realize their goals.

Enriching lives

2020-21 was another exceptional year for Parkland College as it successfully dealt with the COVID-19 pandemic, strengthened its collaboration with Cumberland College through the Coalition, effected a re-organization, and launched the Coalition Strategic Plan 2020-25.

Parkland College is a publicly-supported regional college that leads change in its region to enhance the social, economic and environmental sustainability of its communities, employers, students, staff and other stakeholders. As a college that is catalytic, relevant, responsive, accountable, innovative, sustainable and inclusive, the College continued its mission “To enrich the lives and futures of our learners and communities in a blended learning and working environment.”

As a publicly-funded institution, the College is committed to providing quality programs and services in east central Saskatchewan that are accessible, affordable, responsive, relevant, and flexible, and that advance the socio-economic development in the region, province and nation.

Highlights

- Supporting continued growth of the Coalition through launching the Coalition Strategic Plan 2020-25 and establishing strategic plan implementation teams.
- Ending the year below budget, despite COVID-19 expenses and lower tuition revenues.
- The first joint Coalition program, Office Administration, was delivered in blended format to students at Parkland and Cumberland, with instructors shared as well.
- Student Satisfaction — 92% with our COVID-19 Response Plan; 84% with program delivery during COVID; 66% said they are most thankful for access to face-to-face instruction.
- ABE credit programs had an 78% Aboriginal participation rate with ABE Aboriginal Graduates representing 81% of all ABE Graduates. Institute Credit programs had 17% Aboriginal participation rate and University Studies had a 19% Aboriginal participation rate.
- Learner Services saw a dramatic increase in student contacts (15 minutes or more). Mental Health continues to be one of the biggest impacts of COVID-19. Even with significantly lower student numbers, there was a 24% increase in personal counselling in ABE and 35% increase in post-secondary counselling, compared to pre-COVID demand. However, our dedicated staff provided a level of support that resulted in a positive retention rate for PSE students.
- Signing an agreement with ATAP Infrastructure Management Ltd. to convert its Water Treatment, Water Distribution, Wastewater Treatment, Wastewater Collection courses to an online format and for the College to be the exclusive delivery agent of these courses in Saskatchewan and Manitoba.

The Board and College staff are proud to present the College’s 2020-21 Annual Report. The pages of this annual report provide highlights of our student and community successes and we encourage you to read on and join us in celebrating these successes.

Mr. Ray Sass
Chair, Board of Governors

Dr. J. Mark A. Hoddenbagh
President and CEO

Principled leadership

Parkland College Board of Governors



Marcel Head, Lori Kidney, Brian Hicke
Ray Sass (Co-Chair), Corinna Stevenson (Co-Chair), Wendy Becenko

The 2020-21 business year started and ended with the presence of the COVID pandemic. The Board continued to provide consistent, principled and far-sighted leadership to Management while entrusting Management with the responsibility of managing through COVID.

The Parkland Board of Governors governed the College as required by legislation and its fiduciary obligations, and continued to collaborate closely with the Cumberland Board to guide the two colleges to develop common vision, mission, values, and strategic goals and objectives.

Board Highlights/Activities

- Approval, and attending the launch, of the Coalition Strategic Plan 2020-25.
- Re-signing the President to a second two-year term.
- Re-signing the Employer Agreement with Cumberland which delineates the protocols related to sharing of the President and CEO.
- Developing Budget Principles to guide development of the 2021-22 annual budget.
- Supporting the re-organizations of Cumberland and Parkland and the creation of Chief “X” Officers.
- The election of Marcel Head as Chief of Shoal Lake First Nation, which unfortunately led to him resigning from the Board due to time constraints.
- Significant development of a robust Enterprise Risk Management framework, including Risk Appetite statements, with Coalition executives and managers.

- 8 Regular Board Meetings
- 4 Governance and Risk Committee Meetings
- 2 Special Board Meetings
- 4 Finance and HR Committee Meetings

Board Appointments

Co-Chairperson: Corinna Stevenson
Co-Chairperson: Ray Sass

June 9, 2021 Annual General Meeting

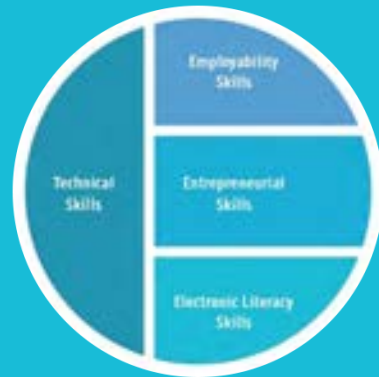
The Board Co-Chairs continued their advocacy work on creating a more efficient and effective regional college system with the Association of Saskatchewan Regional Colleges. Discussions were held with a number of colleges interested in exploring options.

In 2021-22 the Board will continue providing governance guidance as the colleges transition to a post-COVID world. It will also monitor progress on the Coalition Strategic Plan 2020-25 and continue to advocate for closer relationships with likeminded colleges.

Stronger together

The Strategic Plan was publicly launched on March 1, 2021 through a virtual event attended by some 250 participants. The plan was developed through consultations in 16 communities across our combined region, with Indigenous representatives and with internal stakeholders, including students and staff.

The plan introduced the “E-Shaped Learner” model, which delineates the four areas in which the Coalition seeks to develop learners – this includes students, staff, employers and community members. This model is an integral part of the Coalition brand.



The plan includes three Goals with six supporting Objectives covering four pillars. An update on each Objective is given below, along with the Chief “X” Officer stewarding each Objective.

Goal 1

The Coalition will develop an educational, inclusive and innovative ecosystem that engages all learners and staff, and creates abiding partnerships with employers, Indigenous peoples and communities.

Objective 1	Pillar	Steward	Initiatives
Create and implement a comprehensive employer engagement strategy that is mutually beneficial to learners, staff and partners	Employer-Focused	Chief Post-Secondary Education and International Officer	<ol style="list-style-type: none"> 1. Develop an Employer Engagement (EE) strategy 2. Establish advisory committees to engage employers in program selection, delivery, and graduate employability 3. Develop a Work Integrated Learning (WIL) Strategy

The Employer Engagement Objective Steering Committee worked on the above three initiatives during the year. Research was completed to explore EE and WIL models within national and international post-secondary systems. WIL categories were established to guide and define our framework. Baseline data was collected throughout academic programs to assess the coalition’s current levels of employer engagement and work integrated learning opportunities. A Terms of Reference was also established for the upcoming Sector Advisory Councils.

Objective 2	Pillar	Steward	Initiatives
Implement a partnership model that supports the mission of the Coalition while aligning with the needs of our employer, community, and Indigenous stakeholders	Catalyst	Chief Partnerships and Business Development Officer	<ol style="list-style-type: none"> 1. Complete a Partnership Model Canvas 2. Develop a Partnership Model that will include an Indigenous Engagement and Employer Engagement Strategy

The Partnership Model Objective Steering Committee worked on the first initiative, completing a partnership model canvas that is aligned with developing an innovation ecosystem. Further work on the model will occur next year. The Indigenous and Employer engagement strategies will be folded into the model when that work is completed.

Goal 2

The Coalition will be an exemplar to rural and regional colleges on how the whole can be greater than the sum of the parts.

Objective 3	Pillar	Steward	Initiatives
Contribute to building an innovation culture in learners, staff, and partners through training and practical experiences	Catalyst	Chief Human Resources and Facilities Officer	<ol style="list-style-type: none">1. Inspire a culture of innovation through experimentation in technology enabled teaching, learning, and working2. Develop and implement a robust Blended Working Strategy that supports innovation, training and practical experiences

The Objective Steering Committee began gathering data through the Coalition Employee Engagement survey to support the following initiatives; defining an Innovation Strategy, increasing applied research opportunities for staff and learners, and supporting staff physical and physiological needs. We completed preliminary work to develop a Blended Working Strategy that will support learner success.

Objective 4	Pillar	Steward	Initiatives
Use evidence-based decision making to drive decisions regarding programs, infrastructure, staffing, and training to ensure student success	Student Success	Chief Finance and Technology Officer	<ol style="list-style-type: none">1. Develop methodology and costing models to inform decision making2. Develop a comprehensive data management strategy

The Objective Steering Committee commenced work on two initiatives in Year One of the five-year strategic plan with data collection, data evaluation, gap analysis, and research. Through the research, the Committee has prioritized the development of models for program selection and cancellations and evaluation of revenue streams and grant submission vetting. This work will also inform the development of a comprehensive data management strategy, including data storage and retention.

Goal 3

The Coalition will be recognized for significantly improving learner preparedness for employment through implementation of blended learning and the “E-Shaped Learner” model.

Objective 5	Pillar	Steward	Initiatives
Create and implement programming and services to develop “E-Shaped Learners”	Student Success	Chief Foundational Skills and Learner Services Officer	<ol style="list-style-type: none">1. Collect baseline data on types of programs and services and current “E-Shaped Learners” programs and services in each category2. Gather baseline data on current blended learning initiatives3. Collect data on current employer satisfaction with skill level of graduates

The Objective Steering Committee collected baseline data on the types of “E-Shaped Learner” and blended learning opportunities currently available to learners. The “E-Shaped Learner” model and blended learning was successfully rolled out across the Coalition. The development of an Employer Satisfaction with the Skill Level of Graduates Survey to inform future programs and services blended learning and “E-Shaped Learner” opportunities, will be deployed across the Coalition in the fall of 2021.

Objective 6	Pillar	Steward	Initiatives
Create and implement a comprehensive marketing, recruitment, and retention strategy that strengthens the Coalition brand and engages learners from prospective students to alumni	Marketing and Branding	Chief Partnerships and Business Development Officer	<ol style="list-style-type: none">1. Increase the number of enrollments in Post Secondary Education2. Create the Coalition Brand3. Create a comprehensive marketing, recruitment, retention and alumni engagement strategy

The Objective Steering Committee began and developed a Coalition Recruitment Strikeforce that was successful in working together to develop strategies and marketing campaigns to address the low application number. This Strikeforce will continue to meet at strategic times throughout the academic year. The Objective Steering Committee will pull together two Initiative Working Groups consisting of Coalition staff to serve as focus groups as the Coalition Brand is developed and to assist in the development of the comprehensive marketing, recruitment and retention strategy.

Innovating through adversity

The 2020-21 business year started with a whimper due to COVID-19 stopping almost all on-campus activity. It ended with a mild fizz as some on-campus activity had resumed, but not nearly at the same level as pre-COVID.

Parkland College's budget projection was that it would operate at a significant deficit due to the impact of increased operational costs because of COVID protocols and reduced student numbers, especially tuition-paying students, arising from COVID. Through prudent fiscal management, the College recorded an actual deficit of \$1,474,738, or \$316,495 after removal of amortization. This is a testament to the dedication of our staff to monitoring revenues and expenses.

Academic program numbers were reduced to allow programs to operate in a blended modality with enhanced COVID-19 safety measures. Many students enjoyed the additional flexibility the blended delivery provided. University student enrolments in Parkland course sections were high as the universities sought to balance class sizes as all students studied remotely. Despite the pandemic, Parkland was still able to provide education to 46 International students.

With COVID restrictions in many of our partnering Indigenous communities, on-reserve delivery was curtailed; however, we were still able to offer programming as the College was able to provide students with laptops so that they could study remotely. Most programs were offered in a blended modality; face-to-face instruction was delivered in classrooms set up to facilitate social distancing.

Parkland and Cumberland completed and launched the Coalition Strategic Plan 2020-25 that introduced our E-Shaped Learner model which focuses on helping students develop technical, employability, entrepreneurial and electronic literacy skills. A major thrust is to move beyond preparing students for graduation to preparing them for employment or further education.

Facilities efforts were concentrated on implementing COVID protocols and preparing classrooms, offices and common spaces for use by students and staff. Custodial staff did a phenomenal job in carrying out enhanced cleaning protocols. Information Technology made seminal contributions to our success in navigating COVID by providing laptops to every student who needed one, boosting the usability of our Learning Management System, and supporting the move to a web conference way of learning and working.

The Coalition had a successful second year with great collaboration between the colleges in responding to COVID through the development of common documents, templates and protocols. Coalition staff focused on student recruitment and creating Evidenced-Based Decision-Making models and protocols.

The Coalition contributed greatly to the regional college system. Staff lead or participated in various tables and working groups including CEO Council, Senior Academic Officers, Senior Business Officers, Human Resources Committee, COVID Scenario Planning and Brokerage renewal.

Learning while teaching

As a commitment to quality instruction, the College created a unique set of Instructional Standards in Engagement, Planning, Assessment, Technology, and Professionalism to assess and facilitate instructor growth. After two years of piloting the process, the 2020-2021 academic year marked the first time that Instructional Standards were implemented across all programs throughout Parkland College.

In September 2020, the Teaching and Learning team was established to provide professional development opportunities in these areas to support new instructors, as well as assist experienced instructors in advancing their skills. While the primary goal of the Teaching and Learning area was to assist in ensuring that a fast and quality transition to Blended Learning occurred across all programs, the Teaching and Learning team, our goals, and our menu of support offerings continue to grow.

In Spring of 2020, our focus was to ensure all students were able to access online content. By Fall 2020, we were proud of and confident in our instructors' ability to move to online instruction quickly in the event that we were forced to pivot back to fully remote delivery because of COVID-19. Thus, our focus for the 2020-21 academic year shifted to ensuring quality instruction, ease of access to training materials for learners and instructors, and support in applying wise practices using our Learning Management System, Brightspace.



Our support strategy was to offer instructor mentorship: an opportunity for colleagues to support colleagues. Support was the result of a successful, ongoing partnership between the Teaching and Learning area and our IT department. It ranged from providing Brightspace how-to videos for learners to extensive training for staff new to the platform, reviewing Brightspace courses and offering feedback based on our newly established

Parkland College Course Recommendation Guide, providing 1:1 assistance to instructors who were presented with challenges using the platform, and ongoing opportunities for staff to engage in professional development opportunities to enhance their skills in blended delivery.

Professional Development was offered in two different formats: an online Brightspace 101 course available to all staff, and through our live, targeted sessions which took place over the lunch hour. Over the course of the 2020-21 academic year, the Teaching and Learning Team, along with guest presenters, hosted 25 Lunch and Learns on a variety of topics including those that supported the



skilled use of Brightspace and Webex, formative and summative assessment strategies, engagement, stress management, copyright, learner supports, Truth and Reconciliation, and a virtual “party” at the end of the academic year for staff to share their own personal tips, tricks, and successes in relation to blended delivery. Staff who were unable to attend the lunch time training sessions were given access to recordings which are still housed and available on our staff training page.

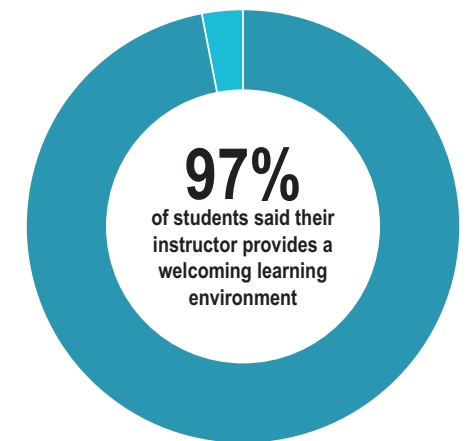
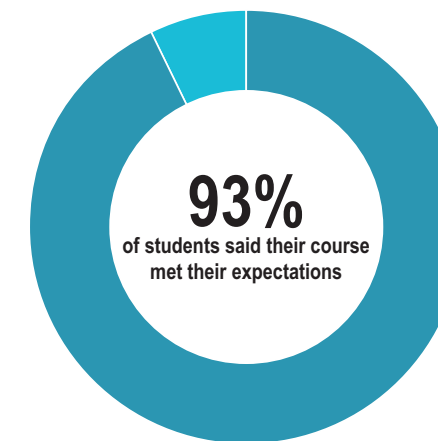
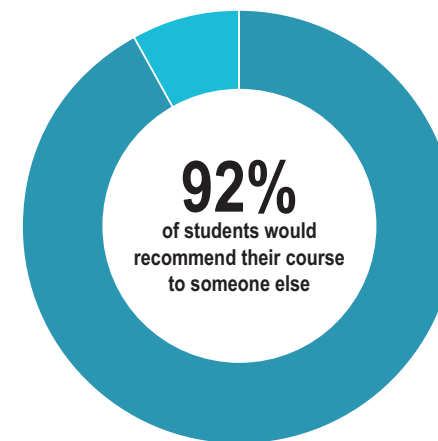
With the benefits of blended learning top of mind, a majority of our programs have continued to ensure that at least 20% of their course offerings are delivered online.

As technology evolves, the way we deliver course content may continue to transform. Without a doubt, the way our learners learn will continue to change. Luckily, Parkland College’s commitment to student success and the support and growth of our staff will continue to be a top priority.

Feedback

96% of survey respondents noted that the Brightspace support they received last year added good or great value to their or their team’s instructional practice. Examples of what participants valued most about the mentorship program were:

- “the nearly immediate support from a mentor”
- “having a mentor was like having a helper/friend”
- “understanding that everyone is catching on at a different level”
- “the mentorship program helped me settle in faster, ease into my role, and provided support for my questions”



The year in numbers

Parkland College System-Wide Key Performance Measures

KEY PERFORMANCE INDICATOR #1			
Number of Student Enrolments - expressed in terms of full load equivalents (FLE) for all credit and non-credit programs	2020-2021 Baseline (FLE's)	2020-2021 Target (FLE's)	2020-2021 Results (FLE's)
1a) Skills Training - Institute Credit (Includes SK Polytech, Other, Apprenticeship)	365	350	239
b) Skills Training - Industry Credit	20	17	32
c) Skills Training - Non-Credit	28	20	20
d) Adult Basic Education - Credit	195	130	113
e) Adult Basic Education - Non-Credit	98	73	51
f) University - Credit	146	131	89

FLE = Full Load Equivalent

- The total participant hours divided by the accepted full load factor (FLE divisor) for a program group.
(Basic Education - Credit – 131,139.49 participant hours / 700 = 187.34 FLE)

KEY PERFORMANCE INDICATOR #2			
Participation, Employment, and Continued to Take Further Training Rates for Aboriginal Students (in %'s, Credit Programs Only)	Baseline (%)	2020-2021 Target (%)	2020-2021 Results (%)
2A. Aboriginal Participation (Enrolment) Rate (Full time/Part time)			
a) Skills Training - Institute Credit	16	16	17
b) Skills Training - Industry Credit	16	15	25
c) Adult Basic Education - Credit	75	60	78
d) University - Credit	27	30	19
2B. Graduation Rates of Aboriginal Persons (Full time only)			
a) Skills Training - Institute Credit			
i) As % of Graduates	8	11	17
ii) As % of Aboriginal Enrolments	45	50	60
b) Skills Training - Industry Credit			
i) As % of Graduates	n/a*	-	13
ii) As % of Aboriginal Enrolments	n/a*	-	100
c) Adult Basic Education – Credit			
i) As % of Graduates	78	80	81
ii) As % of Aboriginal Enrolments	48	41	48
2C. Aboriginal Employment Rate			
a) Skills Training - Institute Credit (Full Time)	69	76	93
b) Skills Training - Industry Credit (Full Time)	n/a*	-	6
c) Adult Basic Education - Credit (Full Time)	59	44	57
2D. Aboriginal Continued to Further Training			
a) Skills Training - Institute Credit (Full Time)	35	33	0
b) Skills Training - Industry Credit (Full Time)	n/a*	-	6
c) Adult Basic Education - Credit (Full Time)	80	79	71

*prior to 20-21 we had no FT Industry Credit students – now includes Firefighter program

KEY PERFORMANCE INDICATOR #3			
Number of Graduates/Completers for all Credit Programs (In #'s of students)	2020-2021 Baseline (# of students)	2020-2021 Target (# of students)	2020-2021 Results (# of students)
3A. Number of Graduates			
a) Skills Training - Institute Credit (Full Time/Part Time)	221	246	126
b) Skills Training - Industry Credit (Full Time/Part Time) <i>not casual</i>	83	100	65
c) Adult Basic Education - Credit (Full Time/Part Time)	102	106	65
3B. Number of Completers			
a) Skills Training - Institute Credit (Full Time/Part Time)	285	300	149
b) Skills Training - Industry Credit (Full Time/Part Time) <i>not casual</i>	7	3	14
c) Adult Basic Education - Credit (Full Time/Part Time)	119	110	67

Completer: Participant who successfully completes course requirements or remains to the end of the program

Graduate: Participant who successfully completes all course requirements resulting in achievement of certification by a recognized credit granting institution

KEY PERFORMANCE INDICATOR #4			
Participation, Employment, and Continued to Take Further Training Rates for All Students (in %'s, for Credit Programs Only)	Baseline (%)	2020-2021 Target (%)	2020-2021 Results (%)
4A. Participation (Enrolment) Rate (Full time/Part time)			
a) Skills Training - Institute Credit	45	45	41
b) Skills Training - Industry Credit	7	8	9
c) Adult Basic Education - Credit	26	27	23
d) University - Credit	22	20	27
4B. Graduation Rates of Students (Full time only)			
a) Skills Training - Institute Credit			
i) As % of Enrolments	71	75	59
b) Skills Training - Industry Credit			
i) As % of Enrolments	n/a*	-	89
c) Adult Basic Education – Credit			
i) As % of Enrolments	50	45	46
4C. Employment Rate			
a) Skills Training - Institute Credit (Full Time)	90	90	81
b) Skills Training - Industry Credit (Full Time)	n/a*	-	6
c) Adult Basic Education - Credit (Full Time)	64	56	20
4D. Continued to Further Training Rates			
a) Skills Training - Institute Credit (Full Time)	61	65	13
b) Skills Training - Industry Credit (Full Time)	n/a*	-	6
c) Adult Basic Education - Credit (Full Time)	81	75	62

*prior to 20-21 we had no FT Industry Credit students – now includes Firefighter program

KEY PERFORMANCE INDICATOR #5			
	2020-2021 Baseline (\$'s)	2020-2021 Target (\$'s)	2020-2021 Results (\$'s)
Total Contractual Revenue (In Contract \$ Received)	\$1,454,866	\$1,412,288	\$1,053,793

Baseline

- The new Baseline is an average of Actual Results from the last three years of data

Note: KPI and Enrolment Charts #1 to 4 are for the 2020-2021 program year (Jul 1, 2020 to Jun 30, 2021). All report results as of October 12, 2021

CHARTS FOR PARKLAND COLLEGE ANNUAL REPORT

**TABLE 1:
Comprehensive Enrollment by Program Groups for the Whole College**

	Program Groups	Actuals							
		2019-2020				2020-2021			
		Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs
SKILLS TRAINING	Institute Credit:								
	Sask Polytech	122	185	3	218.25	166	116	1	213.88
	Other Suppliers	50	48	9	59.25	21	12	-	16.61
	Apprenticeship & Trade	24	-	-	8.53	23	-	-	8.22
	Total Institute Credit	196	233	12	286.03	210	128	1	238.71
	Industry Credit:								
	Total Industry Credit	-	70	513	14.61	18	58	686	31.75
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)								
	Total Non-Credit	-	125	1665	25.12	-	61	1978	19.65
	TOTAL SKILLS TRAINING	196	428	2190	325.76	228	247	2665	290.11
ADULT BASIC EDUCATION	ABE Credit:								
	Adult 12	113	92	-	126.43	92	36	-	82.20
	Adult 10	73	22	-	60.92	43	18	-	30.43
	Academic GED								
	Total ABE Credit	186	114	-	187.43	135	54	-	112.63
	ABE Non-Credit:								
	Employability/Life Skills	83	145	-	76.20	42	107	-	42.55
	English Language Training	-	57	-	9.76	-	35	-	6.61
	General Academic Studies								
	Literacy	-	47	-	3.55	-	27	-	2.16
Total ABE Non-Credit	83	249	-	89.51	42	169	-	51.31	
TOTAL ADULT BASIC EDUCATION	269	363	-	276.85	177	223	-	163.95	
UNIVERSITY	Total University	110	142	-	133.17	61	161	-	88.63
TOTAL ENROLLMENT		575	933	2190	735.77	466	631	2665	542.69

See Glossary for definition of terms

PT – Part-time
FT- Full-time
FLE – Full Load Equivalent

TABLE 1A:
Enrollment by Program Groups for CANORA Campus

		Actuals							
		2019-2020				2020-2021			
		Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs
	Institute Credit:								
	Sask Polytech	-	45	2	6.79	-	49	-	6.83
	Other	-	12	-	6.88	-	-	-	-
	Apprenticeship & Trade	-	-	-	-	-	-	-	-
	Total Institute Credit	-	57	2	13.67	-	49	-	6.83
	Industry Credit:								
	Total Industry Credit	-	-	46	.45	-	-	11	.28
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)								
	Total Non-Credit	-	-	19	.37	-	-	1	.01
TOTAL SKILLS TRAINING		-	57	67	14.49	-	49	12	7.13
ADULT BASIC EDUCATION	ABE Credit:								
	Adult 12	21	22	-	24.54	19	12	-	17.43
	Adult 10	21	4	-	15.14	14	4	-	8.95
	Academic GED								
	Total ABE Credit	42	26	-	39.68	33	16	-	26.38
	ABE Non-Credit:								
	Employability/Life Skills	18	24	-	12.08	9	38	-	11.92
	English Language Training	-	-	-	-	-	-	-	-
	General Academic Studies								
	Literacy	-	25	-	1.86	-	10	-	.72
Total ABE Non-Credit	18	49	-	13.94	9	48	-	12.64	
TOTAL ADULT BASIC EDUCATION		60	75	-	53.62	42	64	-	39.02
UNIVERSITY	Total University	-	-	-	-	-	-	-	-
TOTAL ENROLLMENT		60	132	67	68.10	42	113	12	46.14

Note: Canora Campus includes Kamsack & area

PT – Part-time
FT- Full-time
FLE – Full Load Equivalent

TABLE 1B:
Enrollment by Program Groups for ESTERHAZY Campus

		Actuals							
		2019-2020				2020-2021			
		Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs
	Institute Credit:								
	Sask Polytech	-	-	-	-	-	-	-	-
	Other	-	-	-	-	-	-	-	-
	Apprenticeship & Trade	24	-	-	8.53	23	-	-	8.22
	Total Institute Credit	24	-	-	8.53	23	-	-	8.22
	Industry Credit:								
	Total Industry Credit	-	1	164	3.14	-	2	303	5.53
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)								
	Total Non-Credit	-	96	1531	20.92	-	34	1859	16.27
TOTAL SKILLS TRAINING		24	97	1695	32.59	23	36	2162	32.32
ADULT BASIC EDUCATION	ABE Credit:								
	Adult 12	-	-	-	-	-	-	-	-
	Adult 10	-	-	-	-	-	-	-	-
	Academic GED	-	-	-	-	-	-	-	-
	Total ABE Credit	-	-	-	-	-	-	-	-
	ABE Non-Credit:								
	Employability/Life Skills	-	11	-	3.30	-	-	-	-
	English Language Training	-	20	-	3.88	-	10	-	2.29
	General Academic Studies	-	-	-	-	-	-	-	-
	Literacy	-	-	-	-	-	-	-	-
Total ABE Non-Credit	-	31	-	7.18	-	10	-	2.29	
TOTAL ADULT BASIC EDUCATION		-	31	-	7.18	-	10	-	2.29
UNIVERSITY	Total University	-	-	-	-	-	-	-	-
TOTAL ENROLLMENT		24	128	1695	39.77	23	46	2162	32.32

PT – Part-time
FT- Full-time
FLE – Full Load Equivalent

TABLE 1C:
Enrollment by Program Groups for FORT QU'APPELLE Campus

		Actuals							
		2019-2020				2020-2021			
		Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs
SKILLS TRAINING	Institute Credit:								
	Sask Polytech	-	27	-	6.25	-	38	2	8.66
	Other	-	-	-	-	-	-	-	-
	Apprenticeship & Trade	-	-	-	-	-	-	-	-
	Total Institute Credit	-	27	-	6.25	-	38	2	8.66
	Industry Credit:								
	Total Industry Credit	-	-	12	.21	-	13	31	1.53
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)								
Total Non-Credit	-	-	-	-	-	-	11	.19	
TOTAL SKILLS TRAINING		-	27	12	6.47	-	51	44	47.29
ADULT BASIC EDUCATION	ABE Credit:								
	Adult 12	19	21	-	22.98	15	8	-	14.64
	Adult 10	13	3	-	11.84	13	3	-	7.64
	Academic GED								
	Total ABE Credit	32	24	-	34.81	28	11	-	22.29
	ABE Non-Credit:								
	Employability/Life Skills	31	30	-	30.01	17	32	-	14.61
	English Language Training	-	-	-	-	-	-	-	-
	General Academic Studies	-	-	-	-	-	-	-	-
	Literacy	-	-	-	-	-	-	-	-
Total ABE Non-Credit	31	30	-	30.01	17	32	-	14.61	
TOTAL ADULT BASIC EDUCATION		63	54	-	64.82	45	43	-	36.90
UNIVERSITY	Total University	6	2	-	7.02	-	-	-	-
TOTAL ENROLLMENT		69	83	12	78.31	45	94	44	47.29

PT – Part-time
FT- Full-time
FLE – Full Load Equivalent

TABLE 1D:
Enrollment by Program Groups for MELVILLE Campus

		Actuals							
		2019-2020				2020-2021			
		Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs
SKILLS TRAINING	Institute Credit:								
	Sask Polytech	11	2	-	13.15	13	-	-	13.79
	Other	22	35	9	20.86	-	12	-	.85
	Apprenticeship & Trade	-	-	-	-	-	-	-	-
	Total Institute Credit	33	37	9	34.01	13	12	-	14.64
	Industry Credit:								
	Total Industry Credit	-	21	10	2.60	18	19	33	16.79
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)								
Total Non-Credit	-	7	-	.31	-	9	-	.41	
TOTAL SKILLS TRAINING		33	65	19	36.92	31	40	33	31.84
ADULT BASIC EDUCATION	ABE Credit:								
	Adult 12	8	9	-	9.32	15	5	-	9.67
	Adult 10	9	1	-	6.40	2	3	-	1.74
	Academic GED								
	Total ABE Credit	17	10	-	15.72	17	8	-	11.42
	ABE Non-Credit:								
	Employability/Life Skills	-	-	-	-	-	-	-	-
	English Language Training	-	-	-	-	-	-	-	-
	General Academic Studies	-	-	-	-	-	-	-	-
	Literacy	-	10	-	1.28	-	7	-	.28
Total ABE Non-Credit	-	10	-	1.28	-	7	-	.28	
TOTAL ADULT BASIC EDUCATION		17	20	-	17.00	17	15	-	11.70
UNIVERSITY	Total University	-	-	-	-	-	-	-	-
TOTAL ENROLLMENT		50	85	19	53.92	48	55	33	43.54

PT – Part-time
FT- Full-time
FLE – Full Load Equivalent

TABLE 1E:
Enrollment by Program Groups for YORKTON Campus

Program Groups		Actuals							
		2019-2020				2020-2021			
		Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs
Institute Credit:									
Sask Polytech		111	111	2	192.06	153	31	-	184.60
Other		28	1	-	31.51	21	-	-	15.76
Apprenticeship & Trade		-	-	-	-	-	-	-	-
Total Institute Credit		139	112	2	223.57	174	31	-	200.36
Industry Credit:									
Total Industry Credit		-	48	311	8.20	-	17	339	7.61
Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)									
Total Non-Credit		-	23	121	3.53	-	15	118	2.75
TOTAL SKILLS TRAINING		139	183	434	235.29	174	63	457	210.72
ADULT BASIC EDUCATION	ABE Credit:								
	Adult 12	65	41	-	69.59	43	12	-	40.45
	Adult 10	30	14	-	27.54	14	8	-	12.10
	Academic GED								
	Total ABE Credit	95	55	-	97.13	57	20	-	52.55
	ABE Non-Credit:								
	Employability/Life Skills	34	80	-	30.81	16	37	-	16.01
	English Language Training	-	37	-	5.88	-	25	-	4.31
	General Academic Studies								
	Literacy	-	12	-	4.1	-	10	-	1.17
Total ABE Non-Credit	34	129	-	37.10	16	72	-	21.49	
TOTAL ADULT BASIC EDUCATION	129	184	-	134.23	73	92	-	74.04	
UNIVERSITY	Total University	102	144	-	126.15	61	161	-	88.63
TOTAL ENROLLMENT		370	511	434	495.67	308	316	457	373.40

Note: Yorkton Campus includes both the Main campus and the Trades & Technology Centre for both years.

PT – Part-time
FT- Full-time
FLE – Full Load Equivalent

TABLE 2:
Equity Participation Enrollments by Program Groups for the Whole College

Program Groups	Actuals																								
	2019-2020						2020-2021																		
	Aboriginal		Visible Minority		Disability		Total Enrollment		Aboriginal		Visible Minority		Disability		Total Enrollment										
FT	Cas	FT	Cas	FT	Cas	FT	Cas	FT	Cas	FT	Cas	FT	Cas	FT	Cas										
SKILLS TRAINING																									
Institute Credit:																									
Sask Polytech	24	28	-	16	21	1	9	5	-	122	188	3	34	18	-	13	17	-	9	3	-	170	116	1	
Other Suppliers:	-	16	-	3	1	-	1	1	-	50	48	9	-	6	-	-	-	-	-	-	-	21	12	-	
Apprenticeship & Trade	1	-	-	-	-	-	-	-	-	24	-	-	1	-	-	-	-	-	-	-	-	23	-	-	
Total Institute Credit	25	44	-	19	22	1	10	6	-	196	236	12	35	24	-	13	17	-	9	3	-	214	128	1	
Industry Credit:																									
Total Industry Credit	-	12	63	-	3	12	-	4	8	-	70	513	2	17	83	-	4	34	-	2	2	15	18	58	686
Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest, Non-Credit)																									
Total Non-Credit	-	17	179	-	7	45	-	1	33	-	125	1665	-	9	238	-	7	83	-	6	6	39	-	61	1978
TOTAL SKILLS TRAINING	25	73	242	19	32	58	10	41	196	431	2190	37	50	321	11	11	117	11	11	11	54	232	247	2665	
ADULT BASIC EDUCATION																									
Adult Basic Education Credit:																									
Adult 12	83	69	-	4	3	-	11	9	-	113	92	-	67	29	-	5	5	-	15	4	-	92	36	-	
Adult 10	57	17	-	2	1	-	11	5	-	73	22	-	37	15	-	2	2	-	3	5	-	43	18	-	
Academic GED																									
Total ABE Credit	140	86	-	6	4	-	22	14	-	186	114	-	104	44	-	7	7	-	18	9	-	135	54	-	
Non-Credit:																									
Employability /Life Skills	76	84	-	2	14	-	8	10	-	83	145	-	34	89	-	-	5	-	2	9	-	42	107	-	
English Language Training	-	-	-	-	-	-	-	-	-	-	57	-	-	-	-	-	6	-	-	-	-	-	35	-	
General Academic Studies																									
Literacy	-	31	-	-	-	-	-	9	-	-	47	-	-	18	-	-	1	-	-	6	-	-	27	-	
Total ABE Non-Credit	76	115	-	2	25	-	8	19	-	83	249	-	34	107	-	-	12	-	2	15	-	42	169	-	
TOTAL ADULT BASIC EDUCATION	216	201	-	8	29	-	30	33	-	269	363	-	138	151	-	7	19	-	20	24	-	177	223	-	
UNIVERSITY	Total University	28	37	-	12	7	-	4	9	-	110	142	-	9	34	-	6	13	-	1	8	-	61	161	-
TOTAL ENROLLMENT	269	311	242	39	68	58	44	53	41	575	936	2190	184	235	321	26	60	117	32	43	54	470	631	2665	

Note for Table 2 & 4:

- Equity statistics are voluntary and only students willing to declare were reported.

PT – Part-time
FT- Full-time
Cas – Casual

TABLE 3:
Student Success by Program Groups for the Whole College

SKILLS TRAINING	Actuals																							
	2019-2020						2020-2021																	
	Total Students Completed		Total Students Graduated		Total Employed		Total Going to Further Training		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	FT	PT	Cas	FT	PT	Cas						
Institute Credit:																								
Sask Polytech	31	149	3	75	17	-	50	76	-	27	83	2	32	105	1	100	3	-	59	57	-	12	49	1
Other Supplier	4	34	9	44	14	-	31	17	9	8	1	-	-	12	-	-	-	-	-	-	-	-	-	-
Apprenticeship & Trade	-	-	-	24	-	-	22	-	-	2	-	-	-	-	-	23	-	-	22	-	-	-	1	-
Total Institute Credit	35	183	12	143	31	-	103	93	9	37	84	2	32	117	1	123	3	-	81	57	-	13	49	1
Industry Credit:																								
Total Industry Credit	-	19	37	-	58	490	-	10	-	-	6	7	1	13	19	16	49	670	6	-	-	6	-	-
Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit																								
Total Non-Credit	-	124	1662	-	-	-	-	-	-	-	-	-	-	59	1977	-	-	-	-	-	-	-	-	-
TOTAL SKILLS TRAINING	35	326	1711	143	89	490	103	103	9	37	90	9	33	130	20	139	52	670	87	57	-	19	49	1
ADULT BASIC EDUCATION																								
Adult Basic Education Credit:																								
Adult 12	56	48	-	52	6	-	25	12	-	40	37	-	34	16	-	41	1	-	19	1	-	33	14	-
Adult 10	27	2	-	41	1	-	1	1	-	59	1	-	15	2	-	21	2	-	1	-	-	29	2	-
Academic GED	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total ABE Credit	83	50	-	93	7	-	26	13	-	99	38	-	49	18	-	62	3	-	20	1	-	62	16	-
Adult Basic Education Non-Credit:																								
Employability / Life Skills	90	122	-	-	-	-	16	16	-	17	10	-	39	75	-	-	-	-	8	11	-	4	7	-
English Language Training	-	39	-	-	-	-	-	-	-	-	-	-	-	26	-	-	-	-	-	-	-	-	-	-
General Academic Studies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Literacy	-	41	-	-	-	-	-	-	-	-	-	-	-	23	-	-	-	-	-	-	-	-	-	-
Total ABE Non-Credit	90	202	-	-	-	-	16	16	-	17	10	-	39	124	-	-	-	-	8	11	-	4	7	-
TOTAL ADULT BASIC EDUCATION	166	252	-	93	7	-	42	29	-	116	48	-	88	142	-	62	3	-	28	12	-	66	23	-
UNIVERSITY	67	217	-	-	-	-	-	-	-	-	-	-	30	197	-	2	10	-	-	-	-	-	-	-
TOTAL ENROLLMENT	268	795	1711	236	96	490	145	132	9	153	138	9	151	528	1997	203	65	670	115	69	-	85	72	1

Completed = the total number of students who completed course requirements or remained to the end of the program.
 Graduated = the number of students who successfully completed all course requirements resulting in achievement of certification by a recognized credit granting institution or recognized by industry.
Notes for Tables 3 & 4

- o We do not 'Graduate' University and part-time institute credit programs, all are under completed columns for both academic years. Non-credit programs do not graduate students.
- o We do not do follow-up for University, EAL (language training), industry credit and skills training non-credit programs.
- o When program sessions are scheduled over two program years, the student success is reported in the year the program session ends.
- o If more than one type of follow-up is reported for an individual in a program group, enrollment is counted once and they are counted once under each type of follow-up.

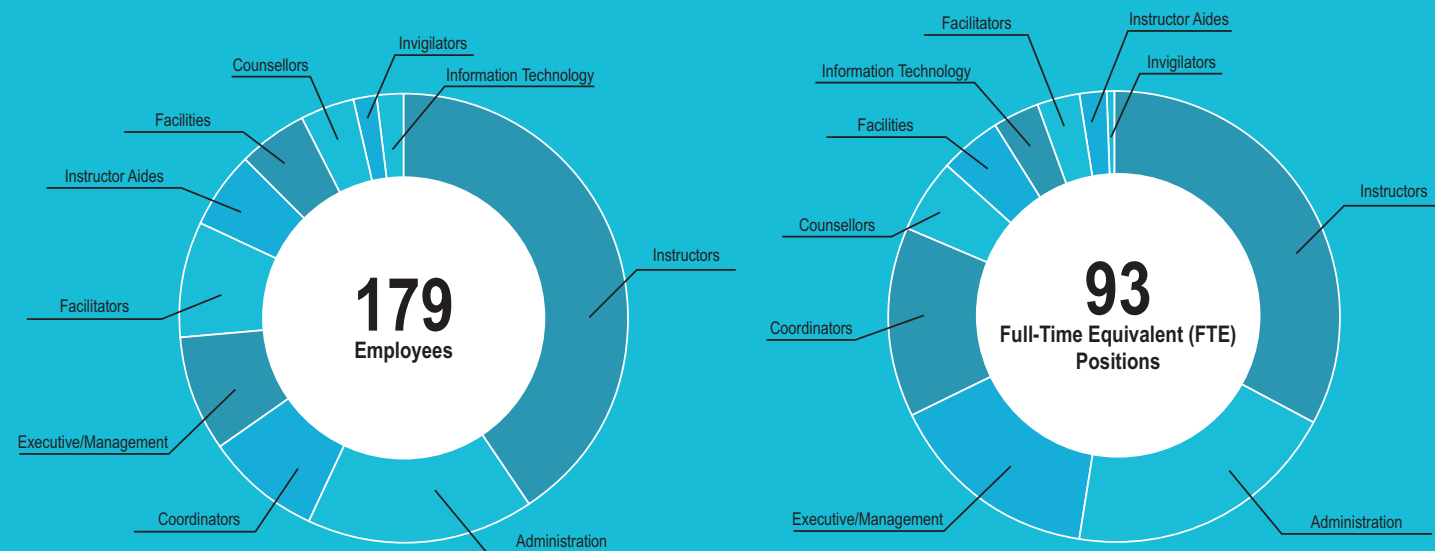
TABLE 4:
Equity Participation Completers and Graduates by Program Groups for the Whole College

SKILLS TRAINING	Actuals																								
	2019-2020												2020-2021												
	Aboriginal		Visible Minority		Disability		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	E	C	G	
Institute Credit:																									
Sask Polytech	52	27	15	38	21	15	14	8	4	51	17	20	30	17	7	12	5	5							
Other Supplier	16	4	12	4	-	4	2	1	1	6	6	-	-	-	-	-	-	-							
Apprenticeship & Trade	1	-	1	-	-	-	-	-	-	1	-	1	-	-	-	-	-	-							
Total Institute Credit	69	31	28	42	21	19	16	9	5	58	23	21	30	17	7	12	5	5							
Industry Credit:																									
Total Industry Credit	75	5	72	15	1	14	12	1	11	102	9	96	38	3	35	19	1	18							
Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit																									
Total Non-Credit	196	196	-	52	52	-	34	32	-	247	247	-	90	90	-	45	45	-							
TOTAL SKILLS TRAINING	340	232	100	109	74	33	62	42	16	407	279	117	158	110	42	76	51	23							
ADULT BASIC EDUCATION																									
Adult Basic Education Credit:																									
Adult 12	152	77	40	7	4	2	20	9	5	96	35	31	10	6	1	19	6	6							
Adult 10	74	24	30	3	2	1	16	3	9	52	13	19	4	-	3	8	3	2							
Academic GED	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-							
Total ABE Credit	226	101	70	10	6	3	36	12	14	148	48	50	14	6	4	27	9	8							
Adult Basic Education Non-Credit:																									
Employability/Life Skills	160	142	-	16	13	-	18	14	-	123	92	-	5	3	-	11	10	-							
English Language Training	-	-	-	8	7	-	-	-	-	-	-	-	6	5	-	-	-	-							
General Academic Studies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-							
Literacy	31	26	-	3	3	-	9	9	-	18	14	-	1	1	-	6	4	-							
Total ABE Non-Credit	191	168	-	27	23	-	27	23	-	141	106	-	12	9	-	17	14	-							
TOTAL ADULT BASIC EDUCATION	417	269	70	37	29	3	63	35	14	289	154	50	26	15	4	44	23	8							
UNIVERSITY	65	64	-	19	19	-	13	13	-	43	41	1	19	19	-	9	9	-							
TOTAL ENROLLMENT	822	565	170	165	122	36	138	90	30	739	474	168	203	144	46	129	83	31							

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)

Our people. Our strength.

The Human Resources department works collaboratively to provide effective services and support throughout the organization. Human Resources provides proactive advice and leadership in the areas of recruitment and selection, onboarding, training and development, employee engagement and recognition, and performance management.



Staffing

Parkland College employed 93 full-time equivalent (FTE) positions and 179 employees in 2020-2021.

Retention

Parkland College retained 99% of our employees. This reflects a positive work environment and culture and is consistent with our model whereby we want our employees to join, stay, perform, and adapt.

Employee Engagement

The annual Employee Engagement survey measures our employees' positive emotional attachment to the College. This year's survey indicated that 64% of employees feel positively engaged at work. We know the strength of our culture drives organizational results.

Staff Recognition

Parkland College proudly recognized 36 employees for staff service awards, with 320 cumulative years of service, and five retirees at the Annual Staff Recognition event. The event recognizes employees for their dedication, commitment and service to adult education and our organization. We know showing appreciation and recognition to our most valuable asset drives results.

Professional Development

Parkland College is committed to lifelong learning and the development and enrichment of employee knowledge, skills, and abilities. We know leadership development drives organizational results.

- A virtual orientation training program was held in August with over 175 employees participating. Training opportunities included sessions on Mental Health Awareness, Technology, Pandemic Health and Safety, Instructional Engagement Strategies, and Violence Threat Risk Assessment (VTRA).
- Three significant all staff professional development opportunities were held regarding Embracing Change and Positivity in the Workplace, Trending issues in post-secondary education, and Purposeful influential communication.
- The Teaching and Learning department organized and facilitated 25 Lunch & Learn training sessions on a variety of subject matters.

Position & Classification	No. of Employees	Full Time Equivalents
Executive		
President	1	0.5
VP, Academics	1	1.0
VP, Administration & Operations	1	1.0
VP, Partnerships & Business Development	1	1.0
Manager, Business Development	1	1.0
Chair, Teaching & Learning	1	1.0
Chair, Post-Secondary Education	1	1.0
Chair, Adult Basic Education & Essential Skills	1	1.0
Manager, Learner Services & International Services	1	1.0
Director, Finance & Corporate Services	1	1.0
Controller	1	1.0
Manager, Facilities	0	0.0
Director, Facilities & Safety	1	1.0
Manager, Human Resources	1	1.0
Human Resources Generalist	1	0.8
Executive Assistant	1	0.9

Position & Classification	No. of Employees	Full Time Equivalents
Employees		
IT Manager Level 7	1	1.0
Coordinator Level 7	11	8.7
Counsellor Level 7	7	4.9
Coordinator Level 6	4	4.0
Facilitator Level 6	15	2.9
Systems Administrator Level 6	1	1.0
Senior Admissions Officer Level 6	1	1.0
Payroll Technician Level 5	1	1.0
Network Administrator Level 5	1	1.0
Registration Clerk Level 5	1	1.0
Research Assistant Level 5	1	1.0
Accounting Clerk Level 4	2	1.9
Payroll Clerk Level 4	1	0.7
Program Assistant Level 4	11	8.9
Clerical Level 3	6	2.4
Janitor Level 3	1	1.0
Clerical Level 2	3	0.1
Janitor Level 2	6	2.9
Fire Site Technician Level 2	2	0.3
Research Student Level 1	2	0.5
Instructors	73	30.4
Tutors/Aides	10	1.7
Invigilators	3	0.5
TOTALS	179	93

CRYSTAL AARRESTAD	Manager, Learner & Int'l Services
PAUL ADAMS	Caretaker
ROXANNE ALSTAD	Program Assistant
DARREN ARSENEAULT	Instructor
COLETTE BABYAK	Clerical Support
LINDA BANGA	Instructor
GEORGE BEDDOME	Instructor (on Leave)
RHONDA BERARD	Instructor
RANDY BERG	Facilities Manager
MIKE BEWCYK	Instructor
DARRYL BINKLEY	Instructor
TRACY BIRO	Instructor
MARLENE BLATTER	Instructor
CAROL BOBOWSKI	Invigilator
ROXANNE BOEKELDER	Counsellor
PATTIE BOYCHUK	Registration Clerk
LISA BOYCHUK	Instructor
CURTIS BROOKS	Instructor
VENESSA BROUILLARD	Payroll Technician
CONNIE BROWN	Manager, Business Development
LISA CADIEUX DE LARIOS	Instructor
KENNETH CATTON	Instructor
WAYNE CLARK	Instructor
JEAN DALES	Facilitator
BRENDA DANYLUK	Janitor
DAVID DEDMAN	Instructor
CATHERINE DEGRYSE	Instructor
KAMI DEPAPE	Vice President, Academics
DARREN DESNOMIE	Instructor
MARLENE DESNOYERS	Instructor Aide
JOEL DESROCHES	Instructor
LISA DIETRICH	Executive Assistant
SHANE DROSKY	Instructor
ALISON DUBREUIL	Vice President, Administration
ROGER DUNCALFE	Instructor
MONICA DUTCHAK	Instructor
SHIRLEY DUTKA	Janitor
MICHELLE DZUBA	Instructor
CARLA DZUBA	Instructor Aide
KATIE ECKLUND	Senior Admissions Officer
DOROTHY ELLIOTT	Instructor
JENNIFER EVANIK	Program Assistant
SHARON EVANS	Program Assistant
BARBARA EVANS	Instructor
SHAWN FRANKFURT	Instructor
ROXANNE FRANKLIN	Instructor
KATHERINE FRASER-BAILEY	Janitor
BRITTANY FRICK	Chair, Teaching & Learning
TRICIA FRIESEN-REED	Instructor Aide
ALEXANDRA GALLI	Instructor
RYAN GILBERT	Instructor
ROSEMARIE GLOWA	Counsellor
GAIL GORCHYNSKI	Coordinator
ANGELA GUSPODARYK	Instructor
MICHAEL HALL	Coordinator, Research
JACE HANSEN	Research Student
ANDRE HARRIS	Controller
RONALD HASKELL	Instructor
LAURA HEINMILLER	Instructor
SANDRA HNATIUK	Program Assistant
MARK HODDENBAGH	President & CEO

DAVID HOEFT	Instructor
DALE HOLSTEIN	Coordinator, Post-Secondary
TIFFANY HOPE	Human Resources Generalist
ERIN HOSALUK	Instructor
JOHN EDWARD HOURD	Facilitator
ANTHONY HUCKABAY	Instructor
PAUL HUTFLOETZ	Instructor
PATRICIA IVES	Instructor
ALMA JENSEN	Program Assistant
JAIME JOHNSON	Instructor
JEFFREY JUST	Instructor
EMMA JUST	Research Student
MICHELLE KAEDING	Program Assistant
KURT KARCHA	Network Administrator
CECILIA KEINICK	Counsellor
NEIL KERR	Instructor
DEBORAH KEYOWSKI	Receptionist
MANDI KOBYLKO	Manager, Human Resources
SHELDON KOSTYSHYN	System Administrator
CARMEN KRAYNICK	Program Assistant
HERB LACROIX	Instructor
SHARON LEPITZKI	Invigilator
SHAWNA LESON	Instructor
CHERYL LINDEN	Accounting Clerk
SARAH LIPOTH	Instructor
DONAVAN LJUBIC	Instructor
BEVERLY LONSDALE	Director, Finance & Corporate Services
GORDON MACDONALD	Instructor
GWEN MACHNEE	Coordinator, Applied Research
RACHAEL MACHNEE	Instructor Aide
GARRET MACLEOD	Fire Technician
RUSSELL MADDAFORD	Instructor
ALESIA MALEC	Instructor
RACHEL MARTINUJK	Coordinator, Post-Secondary
DEREK MATHEWSON	Instructor
TAYLOR MCDILL	Counsellor (on leave)
KATHLEEN MCDONALD	Instructor
CHRISTOPHER MCKAY	Instructor
ALYNN MEBERG	Instructor
BLAINE MILLER	Instructor
STACEY MINKEN	Counsellor
TYRONE MOGENSON	Instructor
KRISTA MONTBRIAND	Facilitator
CHARLOTTE MORRIS	Program Assistant
JAMES MORTON	Instructor
DENNIS MUZYKA	Instructor
SHANE NEUDORF	Janitor
JENNA NIEBERGALL	Chair, Post-Secondary Education
ZACKERY NIXEY	Fire Site Technician
KEVIN NOAH	Janitor
ROBERT NORDIN	Instructor
RACHEL NUSSBAUMER	Instructor
NANCY OGDONICK	Instructor
ANNE OLAFSON	Coordinator, Recruitment
MELANIE OLSON	Controller
PHYLLIS OLYNYK	Facilitator
STACEY OWEN	Program Assistant
NATASHA PALMER	Instructor
MAEBELLINE PASCUA	Coordinator, Corporate Training & Business Development
REBECCA PATTERSON	Receptionist

GARTH PATZWALD	Instructor
NATHANIEL PENNER	Manager, Information Technology
AMY POOLE	Payroll Clerk
PATRICIA PROKOP	Instructor
MEL PURITCH	Instructor
DESTINY READER	Instructor
AMANDA REEVE	Coordinator, Essential Skills
JO-ANNE REID	Clerical
RILEY RICE	Coordinator, Health and Safety
LAURETTA RITCHIE-MCINNES	Clerical
JACKIE ROHATENSKY	Instructor
SHARON ROKOSH	Accounting Clerk
DAWN ROSE	Facilitator
BRAD ROSE	Coordinator, Adult Basic Education
CHANTEL RUF	Instructor
SHARON RURAK	Accounting Clerk
KENNETH RYDER	Program Assistant
THOMAS SANGSTER	Instructor
TAMARA SAUSER	Instructor
JACQUELINE SCHEFFLER	Facilitator
JOHN SEREDA	Instructor
MILDRED SHARP	Instructor
JAMES SHAW	Instructor Aide
SYLVIE SHIELDS	Receptionist
HEATHER SORESTAD	Research Assistant
JOSE WELLINGTON SOUSA	Instructor
KATHERINE SPRINGFORD	Coordinator, Academics & Student Services
GAIL STARR	Counsellor
CARLA STECIUK	Instructor
JENNA STOPPLER	Coordinator, Essential Skills (on leave)
PHYLLIS STRELIOFF	Instructor Aide
AMY SVEINBJORNSON	Invigilator
SHANNEEN TATARYN	Facilitator
ELAINE TEMPLETON	Program Assistant
SOPHIA THOMAS	Counsellor
SHARON THOMPSON	Receptionist
JOE TOMOLAK	Instructor
TREENA TOUCHETTE	Janitor
KATHERINE TREBISH	Instructor (on leave)
LONDON ULLRICH	Instructor
ELEONORA USENKOVA	Instructor
STACEY VANGEN	Instructor
STEVEN VARIYAN	Instructor
ANITA VINCENT	Chair, Adult Basic Education & Essential Skills
DONNA VRANAI	Coordinator, Emergency Services
MALENA VROOM	Director, Safety & Facilities Management
BRENDAN WAGNER	Coordinator, Marketing
CAL WARK	Instructor
GAYLE WASACASE	Facilitator
KARRIE WASYLYNIUK	Receptionist
THOMAS WEIR	Instructor
SCOTT WESTON	Instructor
JILL WHITING	Clerical
DANA WILKINS	Vice President, Partnerships & Business Development
WENDYLEE WILSON	Coordinator, Trades
CYNTHIA WOLKOWSKI	Program Assistant
JULIE YURCHUK	Janitor
JENNIFER ZENTNER	Instructor Aide
CAROLEE ZORN	Instructor
RICHARD ZURBURG	Instructor

Financial performance

Parkland College uses Public Sector Accounting Standards (PSAS) to prepare the financial statements. These statements are prepared on a consolidated basis and include Western Trade Training Institute (WTTI).

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Annual Operations

For the year ended June 30, 2021, Parkland College recorded a consolidated deficit of \$1,474,738 compared to a deficit of \$1,229,226 as of June 30, 2020.

Accumulated Surplus

The accumulated surplus includes the operating and capital funds. The accumulated surplus as of June 30, 2021 was \$19,982,887 compared to \$21,457,625 as of June 30, 2020. This includes assets which were purchased by the college. Designated assets totalled \$19,133,005 as at June 30, 2021 compared to \$19,794,312 as at June 30, 2020.

Internally restricted reserves have decreased from 2019-20 by \$102,165, and externally restricted have increased from 2019-20 by \$191,861 due to program cancellation during COVID. The internally and externally restricted reserves are shown in Note 17 of the financial statements.

Revenues

During the 2020-21 fiscal year, total revenues recorded were \$11,810,215. Revenues in 2019-20 were \$12,724,290. The 2020-21 revenue has decreased \$914,075 (7.2%) over 2019-20. The majority of the decrease was in interest, rents, resale items and tuition.

Expenses

During the 2020-21 fiscal year, total expenses recorded were \$13,284,953. Expenses in 2019-20 were \$13,953,516. The 2020-21 expenses have decreased \$668,563 (4.8%) over 2019-20. The majority of the decrease was in equipment and operating expenses.

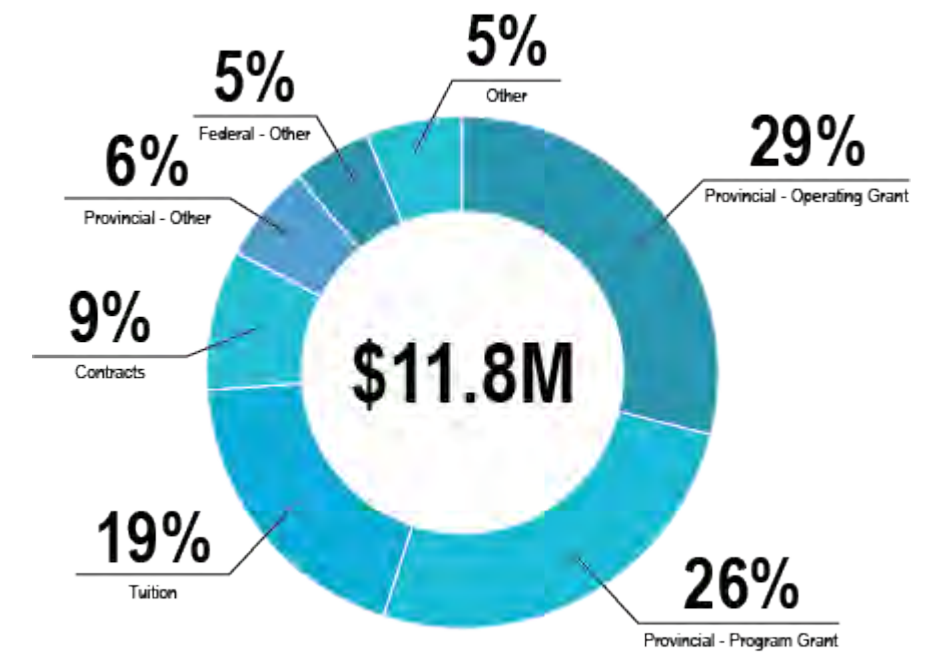
Capital

Capital investment for 2020-21 totalled \$496,936 compared to \$587,049 in 2019-20. Amortization expense in 2020-21 was \$1,158,243 and in 2019-20 was \$1,133,628.

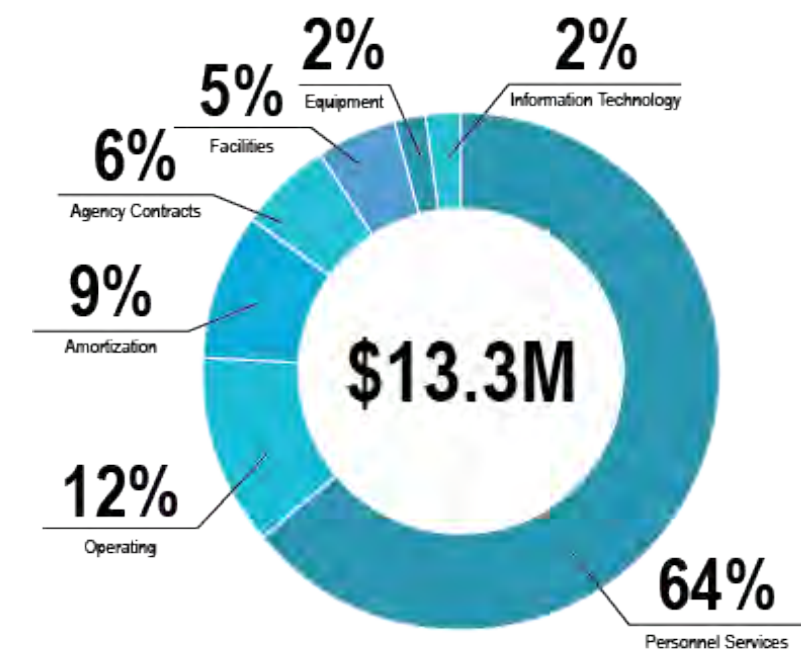
Debt

Long-term debt in 2020-21 totalled \$896,273. This is related to the Trades and Technology Centre. Further information regarding this debt can be found in Note 11 of the financial statements.

Revenues (2020-21)



Expenses (2020-21)





Melville Administration
Box 790, 200 Block, 9th Avenue East
Melville, SK, S0A 2P0
Ph: (306) 728-4471 Fax: (306) 728-2576

September 23, 2021

Statement of Management Responsibility

The consolidated financial statements have been prepared by management in accordance with Canadian public sector accounting standards and the format specified in the Regional Colleges Accounting and Reporting Manual issued by the Ministry of Advanced Education, and are in compliance with the provisions of legislation and related authorities. When alternative accounting methods exist, management has chosen those it deems most appropriate in the circumstances. Financial statements are not precise because they include certain amounts based on estimates and judgements.

In fulfilling its responsibilities and recognizing the limits inherent in all systems, the management has developed and maintains a system of internal control designed to provide reasonable assurance that College assets are safeguarded from loss and that the accounting records are a reliable basis for the preparation of financial statements.

The Board of Directors of the College is responsible for the review and approval of the consolidated financial statements, and ensures management fulfils its financial reporting responsibilities. The Board meets with management and, as required, with the external auditors to discuss the results of audit examinations and financial reporting matters. The external auditors have full access to the Board with and without the presence of management.

The consolidated financial statements have been audited by Meyers Norris Penny, Chartered Professional Accountants. The external auditors conduct an independent examination in accordance with Canadian auditing standards and express their opinion on the consolidated financial statements. The accompanying Auditors' Report outlines their responsibilities, the scope of their examination and provides their opinion on the fairness of the presentation of the information in the consolidated financial statements.



President & CEO



Director of Finance

Independent Auditor's Report

To the Board of Directors of Parkland College:

Opinion

We have audited the consolidated financial statements of Parkland College (the "College"), which comprise the consolidated statement of financial position as at June 30, 2021, and the consolidated statements of operations and accumulated surplus, changes in net financial assets and cash flows for the year then ended, and notes to the consolidated financial statements, including a summary of significant accounting policies.

In our opinion, the accompanying consolidated financial statements present fairly, in all material respects, the financial position of the College as at June 30, 2021, and the results of its operations, changes in its net financial assets and its cash flows for the year then ended in accordance with Canadian public sector accounting standards.

Basis for Opinion

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Consolidated Financial Statements section of our report. We are independent of the College in accordance with the ethical requirements that are relevant to our audit of the consolidated 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.

Other Matter

The consolidated financial statements of the College for the year ended June 30, 2020 were audited by another auditor who expressed an unmodified opinion on those financial statements on September 30, 2020.

Other Information

Management is responsible for the other information. The other information comprises the information included in the annual report, but does not include the consolidated financial statements and our auditor's report thereon.

Our opinion on the consolidated financial statements does not cover the other information and we do not express any form of assurance conclusion thereon.

In connection with our audit of the consolidated financial statements, our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the consolidated financial statements or our knowledge obtained in the audit or otherwise appears to be materially misstated. If, based on the work we have performed on this other information, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

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

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

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

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

Auditor's Responsibilities for the Audit of the Consolidated Financial Statements

Our objectives are to obtain reasonable assurance about whether the consolidated 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 consolidated financial statements.

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

- Identify and assess the risks of material misstatement of the consolidated 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 College'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 College'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 consolidated 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 College to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the consolidated financial statements, including the disclosures, and whether the consolidated financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- Obtain sufficient appropriate audit evidence regarding the financial information of the entities or business activities within the College to express an opinion on the consolidated financial statements. We are responsible for the direction, supervision and performance of the group audit. We remain solely responsible for our audit opinion.

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.

Regina, Saskatchewan
September 23, 2021

MNP LLP
Chartered Professional Accountants

Statement 1
Parkland College
Consolidated Statement of Financial Position
as at June 30, 2021

	30-Jun 2021	30-Jun 2020
Financial Assets		
Cash and cash equivalents (Note 3)	\$ 3,919,729	\$ 4,104,101
Accounts receivable (Note 4)	204,144	227,042
Portfolio investments (Note 5)	5	5
Total Financial Assets	<u>4,123,878</u>	<u>4,331,148</u>
Liabilities		
Accrued salaries and benefits (Note 7)	509,788	424,824
Accounts payable and accrued liabilities (Note 8)	708,480	583,916
Deferred revenue (Note 9)	1,385,792	722,026
Liability for employee future benefits (Note 10)	272,700	265,300
Long-term debt (Note 11)	896,273	917,390
Total Financial Liabilities	<u>3,773,033</u>	<u>2,913,456</u>
Net Financial Assets	<u>350,845</u>	<u>1,417,692</u>
Non-Financial Assets		
Tangible capital assets (Note 12)	19,133,005	19,794,312
Prepaid expenses (Note 13)	499,037	245,621
Total Non-Financial Assets	<u>19,632,042</u>	<u>20,039,933</u>
Accumulated Surplus (Note 17)	<u>\$ 19,982,887</u>	<u>\$ 21,457,625</u>
Accumulated Surplus is comprised of:		
Accumulated surplus from operations	\$ 19,982,887	\$ 21,457,625
Total Accumulated Surplus	<u>\$ 19,982,887</u>	<u>\$ 21,457,625</u>

Contractual Obligations and Commitments (Note 18)
Contractual Rights (Note 20)

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

On behalf of the Board



Director



President & CEO

Parkland College
Consolidated Statement of Operations and Accumulated Surplus
for the year ended June 30, 2021

Statement 2

	2021 Budget (Note 16)	2021 Actual	2020 Actual
Revenues (Schedule 2)			
Provincial government			
Grants	\$ 6,678,922	\$ 6,671,800	\$ 6,657,436
Other	384,863	557,015	563,688
Federal government			
Other	489,786	535,697	457,046
Other revenue			
Administrative recoveries	-	-	-
Contracts	1,412,288	1,053,793	994,003
Interest	80,040	25,791	105,101
Rents	36,250	7,000	32,320
Resale items	125,770	152,191	246,540
Tuitions	2,571,825	2,280,733	2,964,305
Donations	80,300	87,996	118,425
Other	564,978	438,199	585,426
Total revenues	<u>12,425,022</u>	<u>11,810,215</u>	<u>12,724,290</u>
Expenses (Schedule 3)			
General	5,873,648	6,288,315	6,029,676
Skills training	4,919,919	3,833,385	4,061,785
Basic education	3,122,302	2,303,409	2,737,131
University	808,727	671,703	874,060
Services	61,139	107,705	148,781
Scholarships	82,000	80,436	102,083
Development	-	-	-
Total expenses	<u>14,867,735</u>	<u>13,284,953</u>	<u>13,953,516</u>
Surplus (Deficit) for the Year from Operations	<u>(2,442,713)</u>	<u>(1,474,738)</u>	<u>(1,229,226)</u>
Accumulated Surplus, Beginning of Year	<u>21,457,625</u>	<u>21,457,625</u>	<u>22,686,851</u>
Accumulated Surplus, End of Year	<u>\$ 19,014,912</u>	<u>\$ 19,982,887</u>	<u>\$ 21,457,625</u>

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

Parkland College
Consolidated Statement of Changes in Net Financial Assets
as at June 30, 2021

Statement 3

	2021 Budget (Note 16)	2021 Actual	2020 Actual
Net Financial Assets, Beginning of Year	\$ 1,417,692	\$ 1,417,692	\$ 2,084,795
Surplus (Deficit) for the Year from Operations	(2,442,713)	(1,474,738)	(1,229,226)
Acquisition of tangible capital assets	-	(496,936)	(587,050)
Amortization of tangible capital assets	1,025,000	1,158,243	1,133,628
(Acquisition) use of prepaid expenses	-	(253,416)	15,545
Change in Net Financial Assets	<u>(1,417,713)</u>	<u>(1,066,847)</u>	<u>(667,103)</u>
Net Financial Assets (Liability), End of Year	<u>\$ (21)</u>	<u>\$ 350,845</u>	<u>\$ 1,417,692</u>

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

PARKLAND COLLEGE
Notes to the Consolidated Financial Statements
for the year ended June 30, 2021

Statement 4

Parkland College
Consolidated Statement of Cash Flows
for the year ended June 30, 2021

	2021	2020
Operating Activities		
Surplus (Deficit) for the year from operations	\$ (1,474,738)	\$ (1,229,226)
Non-cash items included in surplus		
Amortization of tangible capital assets	1,158,243	1,133,628
Changes in non-cash working capital		
Decrease in accounts receivable	22,898	260,551
Increase (decrease) in accrued salaries and benefits	84,964	53,907
Increase (decrease) in accounts payable and accrued liabilities	124,564	96,764
Increase (decrease) in liability for employee future benefits	7,400	6,100
Increase (decrease) in deferred revenue	663,766	154,628
Increase in prepaid expenses	(253,416)	15,545
Cash Provided by Operating Activities	<u>333,681</u>	<u>491,897</u>
Capital Activities		
Cash used to acquire tangible capital assets	(496,936)	(587,049)
Cash used by Capital Activities	<u>(496,936)</u>	<u>(587,049)</u>
Investing Activities		
Proceeds from disposal of portfolio investments	-	500,000
Cash used by Investing Activities	<u>-</u>	<u>500,000</u>
Financing Activities		
Repayment of long-term debt	(21,117)	(1,091,305)
Cash used by Financing Activities	<u>(21,117)</u>	<u>(1,091,305)</u>
Increase (Decrease) in Cash and Cash equivalents	(184,372)	(686,458)
Cash and Cash Equivalents, Beginning of Year	<u>4,104,101</u>	<u>4,790,558</u>
Cash and Cash Equivalents, End of Year	<u>\$ 3,919,729</u>	<u>\$ 4,104,101</u>

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

1. PURPOSE AND AUTHORITY

Parkland College (College) offers educational services and programs under the authority of Section 14 of *The Regional Colleges Act*.

The Board of the Parkland College is responsible for administering and managing the educational affairs of the College in accordance with the intent of *The Regional Colleges Act* and its regulations.

The College's objectives are to promote the social, economic and cultural development of the Parkland region of Saskatchewan by facilitating learning options and participating in community groups.

The College is exempt from the payment of income tax.

2. SIGNIFICANT ACCOUNTING POLICIES

The College prepared these financial statements in accordance with Canadian public sector accounting standards (PSAS).

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

(a) College Reporting Entity

The consolidated financial statements include all of the assets, liabilities, revenues and expenses of the College reporting entity. The College reporting entity is comprised of the Parkland College and 580673 Saskatchewan Ltd., operating as Western Trade Training Institute (WTTI). All intercompany transactions have been eliminated.

(b) Measurement Uncertainty and the Use of Estimates

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

PARKLAND COLLEGE
Notes to the Consolidated Financial Statements
for the year ended June 30, 2021

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

- the liability for employee future benefits of \$272,700 (June 30, 2020 - \$265,300) because actual experience may differ significantly from actuarial or historical estimations and assumptions;

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 material changes in the amounts recognized or disclosed.

(c) Financial Instruments

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

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 and debt instruments that are quoted in an active market. Transaction costs and financing fees are added to the carrying amount for those financial instruments subsequently measured at cost or amortized cost.
- 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. Loans and receivables are measured at amortized cost. Due to their short-term nature, the amortized cost of these instruments approximates their fair value.

(d) Financial Assets

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

PARKLAND COLLEGE
Notes to the Consolidated Financial Statements
for the year ended June 30, 2021

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

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

Portfolio Investments consist of debt investments reported at fair value. Portfolio investments that are reported at fair value or amortized cost includes associated transaction costs 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 fair value or amortized cost are recognized in the statement of operations in the period the gain or loss occurs.

(e) Liabilities

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

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

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

Deferred Revenue from government transfers represents restricted grants with stipulations that give rise to a liability for which the stipulations have not yet been fulfilled. 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

PARKLAND COLLEGE
Notes to the Consolidated Financial Statements
for the year ended June 30, 2021

is recognized in the fiscal year in which the resources are used for the purpose specified.

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

Long-Term Debt is comprised of capital loans and other long-term debt with initial maturities of more than one year.

(f) Non-Financial Assets

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

Tangible Capital Assets have useful lives extending beyond the accounting period, are used by the College to provide services to the public and are not intended for sale in the ordinary course of operations. Tangible capital assets are recorded at cost and include all costs directly attributable to the acquisition, design, construction, development, installation and betterment of the tangible capital asset.

PARKLAND COLLEGE
Notes to the Consolidated Financial Statements
for the year ended June 30, 2021

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:

Leasehold Improvements	10 years
Land Improvements	40 years
Buildings	20 - 50 years
Machinery and Equipment	5 - 10 years
Office Furnishings/equipment	10 years
Computer hardware	3 years
Vehicles	5 years
Leased capital assets	3 years
System Development	3 years

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

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

(g) Employee Pension Plans

Employees of the College participate in the following pension plans:

Multi-Employer Defined Benefit Plans

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

- i) Teachers who hold a valid certificate of qualifications or other authorization from the Ministry of Education participate in either the retirement plan of the Saskatchewan Teachers' Retirement Plan (STRP) or Saskatchewan Teachers' Superannuation Plan (STSP). The College's obligation for these plans is limited to collecting and remitting contributions of the employees at rates determined by the plans.
- ii) Other employees participate in the Municipal Employees' Pension Plan (MEPP). In accordance with PSA standards, the plan is accounted for as a defined contribution plan whereby the College's contributions are expensed when due.

(h) Revenue Recognition

Revenues are recorded on the accrual basis. Revenues are recognized in the period in which the transactions or events occurred that gave rise to the

PARKLAND COLLEGE
Notes to the Consolidated Financial Statements
for the year ended June 30, 2021

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.

(i) Expenses

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

PARKLAND COLLEGE
Notes to the Consolidated Financial Statements
for the year ended June 30, 2021

(j) Re-measurement Gains and Losses

In accordance with Canadian public sector accounting standards issued by the Public Sector Accounting Board. A consolidated statement of re-measurement gains and losses has been omitted as there were no relevant transactions to report.

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
Cash and bank deposits	\$ 3,919,729	\$ 4,104,101
Cash and cash equivalents	\$ 3,919,729	\$ 4,104,101

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:		
Advanced Education/Immigration and Career Training	\$ 28,932	\$ -
Other	36,837	4,435
Federal government	76,172	83,416
Other receivables	62,203	139,191
	204,144	227,042
Less: Allowance for doubtful accounts	-	-
Accounts receivable, net of allowances	\$ 204,144	\$ 227,042

PARKLAND COLLEGE
Notes to the Consolidated Financial Statements
for the year ended June 30, 2021

5. PORTFOLIO INVESTMENTS

	June 30 2021		June 30 2020	
	Cost	Fair Value	Cost	Fair Value
Portfolio Investments in the cost or amortized cost category:				
Credit Union Shares	\$ 5	\$ 5	\$ 5	\$ 5
Total portfolio investments reported at cost or amortized cost	\$ 5	\$ 5	\$ 5	\$ 5

6. BANK INDEBTEDNESS

Bank indebtedness consists of a revolving lease line of credit with a maximum borrowing limit of \$140,000 with interest and repayment terms to be established at the time of drawdown. The balance drawn on the revolving lease line of credit at June 30, 2021 was Nil (June 30, 2020 – Nil).

7. ACCRUED SALARIES AND BENEFITS

	June 30 2021	June 30 2020
Accrued Salaries	\$ 183,668	\$ 152,374
Accrued Vacation	326,120	272,450
Accrued salaries and benefits	\$ 509,788	\$ 424,824

8. ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

	June 30 2021	June 30 2020
Accounts payable	\$ 695,087	\$ 557,451
Scholarships	10,945	27,995
Other	2,448	(1,530)
Accounts payable and accrued liabilities	\$ 708,480	\$ 583,916

9. DEFERRED REVENUE

Deferred revenue amounts classified as other relate to amounts received for training contracts and applied research projects to be delivered in the 2021-22 fiscal year.

PARKLAND COLLEGE
Notes to the Consolidated Financial Statements
for the year ended June 30, 2021

	June 30 2020	Addition during the year	Revenue recognized in the year	June 30 2021
Other deferred revenue:				
Student tuitions	\$ 582,066	\$ 1,289,816	\$ 582,066	\$ 1,289,816
Other	139,960	95,976	139,960	95,976
Deferred revenue	\$ 722,026	\$ 1,385,792	\$ 722,026	\$ 1,385,792

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. Significant assumptions include the discount rates based on the Saskatchewan provincial bond yields with similar maturities at the respective disclosure dates. 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 (30-Jun-21)	June 30 2020 (30-Jun-20)
Actuarial valuation (extrapolation) date		
Long-term assumptions used:		
Salary escalation rate (percentage)	1.50%	1.50%
Discount rate (percentage)	2.10%	2.10%
Inflation rate (percentage)	Nil	Nil
Expected average remaining service life (years)	10.1	10.1

	June 30 2021	June 30 2020
Liability for Employee Future Benefits		
Accrued Benefit Obligation - beginning of year	\$ 291,300	\$ 286,700
Current period benefit cost	48,000	47,000
Interest cost	6,100	6,000
Benefit payments	(48,200)	(48,400)
Loss on accrued benefit obligation	-	-
Accrued Benefit Obligation - end of year	297,200	291,300
Unamortized Net Actuarial Gains / Losses	(24,500)	(26,000)
Liability for Employee Future Benefits	\$ 272,700	\$ 265,300

	June 30 2021	June 30 2020
Employee Future Expense		
Current period benefit cost	\$ 48,000	\$ 47,000
Amortization of net actuarial gain / loss	1,500	1,500
Benefit cost	49,500	48,500
Interest cost on unfunded employee future benefits obligation	6,100	6,000
Total Employee Future Benefits Expense	\$ 55,600	\$ 54,500

PARKLAND COLLEGE
Notes to the Consolidated Financial Statements
for the year ended June 30, 2021

11. LONG-TERM DEBT

On May 01, 2020 the College amended its credit facility to include a term loan renewal of \$917,390, at a fixed rate of 2.46%. This loan has a 24 month term and all outstanding principal and interest is payable in full April 20, 2022. As at June 30, 2021, \$896,273 remains as outstanding on the term loan.

Details of Long-Term Debt:		June 30 2021	June 30 2020
Other Long-Term Debt:			
Capital Loan	RBC - Term Loan	896,273	917,390
Total Long Term Debt		\$ 896,273	\$ 917,390

Principal and Interest repayments over the next year is estimated as follows:		
	Capital Loan	Total
2022	43,685	43,685
2022 - Payment at Loan Maturity	874,606	874,606
Total	\$ 918,291	\$ 918,291

Principal and interest payments on the long-term debt are as follows:			
	Capital Loan	2021	2020
Principal	\$ 21,117	\$ 21,117	\$ 1,091,305
Interest	22,568	22,568	43,435
Total	\$ 43,685	\$ 43,685	\$ 1,134,740

12. TANGIBLE CAPITAL ASSETS

	Land	Land Improv	Buildings	Machinery and Equipment	Furniture and Equipment	Computer Hardware	System Development	Vehicles	Leasehold Improv	Work in Progress	2021	2020
Tangible Capital Assets - at Cost:												
Opening Balance at Start of Year	\$ 2,261,815	\$ 674,310	\$ 21,900,693	\$ 1,965,343	\$ 804,116	\$ 1,372,438	\$ 456,928	\$ 91,609	\$ 466,120	\$ 387,895	\$ 30,380,267	\$ 29,794,217
Additions/Purchases	-	-	-	116,895	-	264,556	24,195	28,741	-	62,549	496,936	587,049
Disposals	-	-	-	-	-	-	-	-	-	-	-	-
Transfers to (from)	-	-	403,117	-	-	-	-	-	-	(403,117)	-	-
Closing Balance at End of Year	2,261,815	674,310	22,303,810	2,082,238	804,116	1,636,994	481,123	120,350	466,120	47,327	30,878,203	30,381,267
Tangible Capital Assets - Amortization:												
Opening Balance at Start of Year	-	80,470	7,088,280	935,733	629,574	1,167,625	454,054	91,609	359,830	-	10,586,955	9,453,327
Amortization for the Period	-	16,859	609,837	208,274	34,108	238,288	30,938	5,748	44,241	-	1,158,243	1,133,629
Disposals	-	-	-	-	-	-	-	-	-	-	-	-
Closing Balance at End of Year	-	97,329	7,698,117	1,143,957	663,682	1,395,913	484,992	97,357	204,071	-	11,745,198	10,586,955
Net Book Value:												
Opening Balance at Start of Year	2,261,815	593,840	14,812,413	1,049,610	174,541	204,813	2,873	-	306,511	387,895	19,794,312	20,340,890
Closing Balance at End of Year	2,261,815	577,981	14,605,693	938,281	140,434	241,081	36,131	22,993	262,269	47,327	19,133,005	19,794,312
Change in Net Book Value	\$ -	\$(16,859)	\$(206,720)	\$(91,329)	\$(34,107)	\$ 36,268	\$ 33,258	\$ 22,993	\$(44,242)	\$(140,569)	\$(61,307)	\$(546,580)

PARKLAND COLLEGE
Notes to the Consolidated Financial Statements
for the year ended June 30, 2021

13. PREPAID EXPENSES

	June 30 2021	June 30 2020
Insurance	\$ 147,086	\$ 28,641
Rent	26,851	-
Program Costs	103,521	22,036
Development Charges	192,000	192,000
Equipment	14,301	2,943
WCB	15,278	-
Prepaid expenses	\$ 499,037	\$ 245,621

14. EMPLOYEE PENSION PLANS

Multi-Employer Defined Benefit Plans

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

- i) Saskatchewan Teachers' Retirement Plan (STRP) or Saskatchewan Teachers' Superannuation Plan (STSP):

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

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

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

PARKLAND COLLEGE
Notes to the Consolidated Financial Statements
for the year ended June 30, 2021

	2021			2020
	STRP	STSP	TOTAL	TOTAL
Number of active College members	15	0	15	18
Member contribution rate (percentage of salary)				
Integrated rate	9.50%	6.05%		9.5% / 6.05%
Non-integrated rate	11.70%	7.85%		11.70% / 7.85%
Member contributions for the year	\$ 104,546	\$ -	\$ 104,546	\$ 94,701

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	89	107
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	\$ 453,036	\$ 407,631
College contributions for the year	\$ 453,036	\$ 407,631

PARKLAND COLLEGE
Notes to the Consolidated Financial Statements
for the year ended June 30, 2021

15. 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.

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. For other receivables, the College has adopted credit policies which include the analysis of the financial position of its customers and the regular review of their credit limits in order to reduce its credit risk and close monitoring of overdue accounts. The College does not have 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 an impairment in collectability.

The aging of accounts receivable at June 30, 2021 and June 30, 2020 was:

	June 30, 2021		June 30, 2020	
	Accounts Receivable	Allowance of Doubtful Accounts	Accounts Receivable	Allowance of Doubtful Accounts
0-30 days	\$ 235,517	\$ -	\$ 103,985	\$ -
30-60 days	25,212	-	9,310	-
60-90 days	3,592	-	10,563	-
Over 90 days	(60,177)	-	103,185	-
Total	\$ 204,144	\$ -	\$ 227,042	\$ -
Net		\$ 204,144		\$ 227,042

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, budget practices and monitoring and forecasts. The following table sets out the contractual maturities of the College's financial liabilities:

PARKLAND COLLEGE
Notes to the Consolidated Financial Statements
for the year ended June 30, 2021

	June 30, 2021		
	Within 6 months	6 months to 1 year	1 to 5 years
Accrued salaries and benefits	\$ 183,668	\$ 326,120	\$ -
Accounts payable and accrued liabilities	708,480	-	-
Long-term debt	-	896,273	-
Total	\$ 892,148	\$ 1,222,393	\$ -

iii) **Market Risk**

The College is exposed to market risks with respect to interest 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, and bank indebtedness. The College also has an authorized revolving lease line of credit of \$140,000 with interest and repayment terms to be established at time of drawdown, and an authorized term loan of \$917,390 repayable by consecutive annual blended payments of \$43,685 including interest, based on a remaining 252 month amortization. First payment was due April 30, 2021. This loan has a 24 month term and all outstanding principal and interest is payable in full April 20, 2022. Interest rate: 2.46% per annum. Amount eligible for prepayment is NIL. There was no balance outstanding on the revolving lease line of credit as of June 30, 2021 (June 30, 2020 – Nil). There was \$896,273 outstanding on the term loan (see Note 11 – Long-Term Debt) as of June 30, 2021 (June 30, 2020 - \$917,390).

The College minimizes these risks by:

- holding cash in an account at a Canadian bank, denominated in Canadian currency
- investing in mutual funds where interest rates minimally fluctuate
- managing cash flows to minimize utilization of its bank line of credit

16. BUDGET FIGURES

Budget figures included in the financial statements were approved by the Board on July 24, 2020 and the Minister of Advanced Education on September 1, 2020.

PARKLAND COLLEGE
Notes to the Consolidated Financial Statements
for the year ended June 30, 2021

17. 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, have been designated for specific future purposes including capital projects, student health & dental, and student events. 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:

PARKLAND COLLEGE
Notes to the Consolidated Financial Statements
for the year ended June 30, 2021

	June 30 2020	Additions during the year	Reductions during the year	June 30 2021
Invested in Tangible Capital Assets				
Net Book Value of Tangible Capital Assets	\$ 19,794,313	\$ 900,053	\$ 1,561,360	\$ 19,133,005
Less: Debt owing on Tangible Capital Assets	917,390	-	21,117	896,273
	<u>18,876,923</u>	<u>900,053</u>	<u>1,540,243</u>	<u>18,236,732</u>
Internally Restricted Operating Surplus				
Capital projects:				
Designated to tangible capital asset expenditures:				
Trades & Technology Centre	-	42,074	42,074	-
Trades & Technology Centre - site development	3,058	-	3,058	-
Technology Purchases - capital	1,361	-	1,361	-
Future Facility & Program Development	200,000	-	162,777	37,223
Coalition Initiatives	190,000	-	113,601	76,399
Systems Upgrade	143,000	143,000	-	286,000
Early Childhood Education - FHQTC	10,320	-	-	10,320
Student Events	46,348	21,137	-	67,485
Student Health & Dental	36,425	10,997	-	47,422
Scholarship Funds:				
Good Spirit REDA Scholarship Fund	2,168	-	1,000	1,168
Entrance Scholarship Fund	24,692	25,850	15,500	35,042
Staff Scholarship Fund	9,465	1,347	3,000	7,812
Golf Tournament Scholarship Fund	27,054	-	5,000	22,054
Clay Serby Scholarship Fund	214	-	-	214
Internal Scholarship Fund	8,352	16,900	16,100	9,152
Emergency Bursary Program	26,600	-	-	26,600
Total Restricted Scholarship Funds	<u>98,545</u>	<u>44,097</u>	<u>40,600</u>	<u>102,042</u>
Total Internally Restricted Funds	<u>729,057</u>	<u>261,305</u>	<u>363,470</u>	<u>626,892</u>
Externally Restricted Fund				
Preventive Maintenance and Renewal (PMR)	92,364	154,000	172,043	74,321
NSERC Carryforward	98,185	100,000	41,797	156,389
ABE On-Reserve Carryforward	343,234	75,000	5,990	412,244
Older Worker Program Carryforward	39,746	-	39,746	-
EAL Carryforward	3,283	31,752	-	35,035
ESWP Carryforward	-	133,455	-	133,455
Skills Link Carryforward	7,000	-	7,000	-
YESS Carryforward	-	57,698	-	57,698
Bell Canada Carryforward	-	25,000	-	25,000
Under 22 Funding Carryforward	-	35,393	-	35,393
Industrial Mechanics Level 2 Carryforward	-	6,613	-	6,613
ABE On-Reserve Funding	75,000	-	75,000	-
ABE Funding	213,000	-	-	213,000
EAL Funding	12,000	-	12,000	-
ESWP Funding	51,000	-	51,000	-
Skills Training Carryforward	330,757	372,000	22,473	680,284
Skills Training Funding	372,000	-	372,000	-
Total Externally Restricted Fund	<u>1,637,570</u>	<u>990,911</u>	<u>799,048</u>	<u>1,829,431</u>
Total Restricted Funds	<u>2,366,626</u>	<u>1,252,216</u>	<u>1,162,518</u>	<u>2,456,323</u>
Unrestricted Operating Surplus/(Deficit)	<u>214,076</u>	<u>(126,081)</u>	<u>798,162</u>	<u>(710,167)</u>
Total Accumulated Surplus from Operations	<u>21,457,625</u>	<u>2,026,188</u>	<u>3,500,924</u>	<u>19,982,887</u>
Total Accumulated Surplus	<u>\$ 21,457,625</u>	<u>\$ 2,026,188</u>	<u>\$ 3,500,924</u>	<u>\$ 19,982,887</u>

PARKLAND COLLEGE
Notes to the Consolidated Financial Statements
for the year ended June 30, 2021

The purpose and nature of each category of Designated Assets is as follows:

- Capital projects include future funds for the development of the Trades & Technology Centre, site development.
- Technology purchases includes funds designated for information technology and related capital items.
- Future Facility and Program Development includes future funds for the development of instructional facilities
- System Upgrades includes funds designated for future upgrades to finance, payroll, HR systems
- Coalition Initiatives includes funds designated for joint initiatives related to the coalition with Cumberland College
- Early Childhood Education (ECE)– FHQTC includes funds designated for future ECE programming for File Hills Qu'Appelle Tribal Council
- Student Events includes funds designated for student activities.
- Student Health & Dental include funds designated for future use of premium increases.
- Scholarships include funds designated for the purpose of awarding scholarships to students of the College.

18. CONTRACTUAL OBLIGATIONS AND COMMITMENTS

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

- Operating and capital lease obligations, as follows:
- Instructional Facilities
 - Treaty Four Governance Centre, Fort Qu'Appelle, Saskatchewan, under a five year agreement which expires on January 01, 2026. The agreement covers use of the facility and grounds with annual rental of \$146,742 plus applicable taxes. The agreement contains an option to renew at the end of the initial lease term.
- Offices
 - Branch office and classrooms, Canora, Saskatchewan, located in the Canora Town Office, under a yearly agreement. Terms of the lease provide for annual payment of \$12,000 plus applicable taxes.
 - Branch office and two classrooms, Kamsack, Saskatchewan, located in the Kamsack Mall, under a lease agreement that expires January 31, 2022. Terms of the lease provide for monthly rental of \$4,021.

PARKLAND COLLEGE
Notes to the Consolidated Financial Statements
for the year ended June 30, 2021

	Operating Leases	
	Office Rental	Total Operating
Future minimum lease payments:		
2022	\$ 174,891	174,891
2023	\$ 146,742	146,742
2024	\$ 146,742	146,742
Thereafter	232,341	232,341
Total Lease Obligations	\$ 700,716	\$ 700,716

- Good Spirit School Division
 - The College has negotiated a 10-year operating agreement with the Good Spirit School Division. The agreement specifies the cost-sharing of utility, insurance and maintenance costs, based on square footage occupied by the College. The agreement, effective September 1, 2013, is reviewed annually, and adjusted for increases/decreases in costs, square footage, and services provided. Costs for 2020-21 were \$178,022, and fluctuate annually. After five (5) years the school division reserves the right to withdraw the division-owned space from the agreement, with one year's notice, if operational needs require.
- Open Door Technology Inc.
 - Annual maintenance on Navision Software at approximately \$3,000 including taxes.

19. COLLECTIVE AGREEMENT

The current Collective Agreement between the Saskatchewan Regional Colleges and the Saskatchewan Government and General Employees' Union expires on August 31, 2022.

20. CONTRACTUAL RIGHTS

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

The College has the following contractual rights:

PARKLAND COLLEGE
Notes to the Consolidated Financial Statements
for the year ended June 30, 2021

	June 30, 2021					
	2022	2023	2024	2025	2026	Thereafter
Colleges and Institutes Canada	\$ 72,000	\$ -	\$ -	\$ -	\$ -	\$ -
Program Delivery - YESS Contract	\$ 229,938	\$ 229,938	\$ -	\$ -	\$ -	\$ -
Program Delivery - IRCC (EAL)	\$ 206,406	\$ 209,035	\$ 209,681	\$ 210,166	\$ -	\$ -
Total Contractual Rights	\$ 508,344	\$ 438,973	\$ 209,681	\$ 210,166	\$ -	\$ -

21. COVID-19 DISCLOSURE

The COVID-19 pandemic is complex and rapidly evolving. It has caused material disruption to businesses and has resulted in an economic slowdown. Parkland 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 Parkland College's financial position and operations.

22. COMPARATIVE FIGURES

Certain comparative figures have been reclassified to conform to current year presentation. The prior year figures were prepared by another accountant.

Schedule 1

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

	2021 Actual		2021		2021		2020	
	General	Skills Training	Basic Education	Services	University	Scholarships	Development	Actual
	Credit	Non-credit	Credit	Non-credit	Support	Counsel	Credit	Budget
Revenues (Schedule 2)								
Provincial government	\$ 3,723,231	\$ 1,634,588	\$ 1,195,256	\$ 301,405	\$ 246,735	\$ -	\$ 37,600	\$ 7,228,815
Federal government	390	5,592	-	427,715	-	102,000	-	\$ 7,063,785
Other	529,345	1,515,990	473,001	20,544	640	835,700	46,336	489,786
Total Revenues	4,252,966	3,156,170	1,752,329	639,663	247,375	25,000	83,936	12,425,022
Expenses (Schedule 2)								
Agency contracts	111,239	264,642	177,405	500	-	286,707	-	\$ 1,030,578
Amortization	1,158,243	-	-	-	-	-	-	1,025,000
Equipment	116,067	101,893	-	-	-	-	-	1,133,628
Facilities	608,839	40,319	43,373	7,500	-	12,706	-	429,878
Information technology	90,583	59,128	32,657	19,979	482	224	-	806,763
Operating	798,343	475,068	22,804	57,960	-	46,988	80,436	270,583
Personal services	3,403,001	2,458,360	233,089	586,197	1,148	104,329	325,302	2,439,681
Total Expenses	6,288,315	3,399,430	433,065	672,136	1,630	106,075	80,436	8,865,952
Surplus (Deficit) for the year	\$ (2,035,349)	\$ (35,046)	\$ (121,050)	\$ (167,528)	\$ (245,745)	\$ (81,075)	\$ (3,500)	\$ (2,448,710)

Schedule 2

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

	2021 Revenues Actual		2021		2021		2020	
	General	Skills Training	Basic Education	Services	University	Scholarships	Development	Actual
	Credit	Non-credit	Credit	Non-credit	Support	Counsel	Credit	Budget
Provincial Government								
Advanced Education/								
Immigration & Career Training	\$ 3,394,065	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 3,226,965
Operating grants	154,000	1,480,000	1,140,000	297,000	246,735	-	-	2,831,922
Program grants	3,548,065	1,480,000	1,140,000	297,000	246,735	-	-	3,151,971
Capital grants	175,166	154,588	55,256	116,751	-	-	-	70,000
Contracts	3,723,231	1,634,588	1,195,256	391,405	246,735	-	-	6,878,922
Other	-	-	-	17,654	-	-	-	279,816
Total provincial	3,723,231	1,634,588	1,195,256	391,405	246,735	-	17,654	7,063,785
Federal Government								
Other Federal	390	5,592	-	427,715	-	-	102,000	489,786
Total Federal	390	5,592	-	427,715	-	-	102,000	489,786
Other Revenue								
Admin recovery	84,500	4,537	309,273	4,800	-	-	71,129	1,412,388
Contracts	25,377	-	-	-	-	-	-	80,040
Interest	7,000	-	-	-	-	-	-	36,250
Rents	1,363	140,935	9,480	319	-	-	-	125,770
Resale items	243,241	1,278,348	151,901	-	-	-	607,183	2,571,825
Tuition	-	-	-	-	640	25,000	46,336	80,300
Donations	187,864	92,170	2,287	15,425	-	-	157,388	564,978
Other	529,345	1,515,990	473,001	20,544	640	25,000	835,700	4,871,451
Total Other	1,877,664	1,752,329	1,752,329	639,664	640	25,000	835,700	11,810,215
Total Revenues	\$ 4,252,966	\$ 3,156,170	\$ 1,752,329	\$ 639,664	\$ 247,375	\$ 25,000	\$ 83,936	\$ 12,425,022

Words that define us

Glossary of Terms

ABE: Adult Basic Education – Academic skills development that leads to certification at a Grade 10 (Adult 10) or Grade 12 (Adult 12) level

Adult Basic Education Credit: Learning that is certified by the Ministry of Education/Advanced Education

Blended Learning: Practice of using electronic and online media as well as traditional face-to-face instruction in teaching students

Blended Working: Way of working that combines on- and off-site working, as well as flexibility in when, and for how long, workers engage in work-related tasks

Casual Learner: A person taking courses within a program group that collectively totals less than 30 hours of scheduled time

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

Completed Successfully: A student who has successfully completed all requirements of a non-credit program

Credit: Learning which is certified by a recognized body

Distinct Learner: A person participating, over a program year, in one or more program sessions within a program group

Employability/Life Skills: Scheduled program-based activities with an emphasis on the development of personal and life skills necessary for employment

FLE (Full Load Equivalent): The total participant hours divided by the generally accepted full-load equivalent factor for a program group

FTE: Full time equivalency for staff

Full-Time Learner: A person 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: a) For Apprenticeship and Trade: a complete level (the length depends on the trade) is required; and b) For university courses: a minimum of 234 hours (6 courses at 39 hours) of scheduled class time for the academic year.

GED: General Education Development is a series of exams that are written for Grade 12 equivalency

General Academic Studies: Academic skill development that prepares individuals to meet Adult 10 pre-requisites

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

Industry Credit: Education and training which leads to a credential that is recognized by an industry association, sector, regulatory body, or licensing agency

Institute Credit: Education and training which leads to a credential (certificate, diploma, degree) from a recognized credit-granting agency

Non-Credit: Education and training that enhances a person's skill set but does not result in credentials or certification recognized by an industry, association, sector, regulatory body, or licensing agency

Participant Hours: The total time (in hours) that a student is actively involved in a program (course) session

Part-Time Learner: A person taking courses of less than 12 weeks duration, even if they collectively require more than 18 hours of scheduled class time per week; or 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

Program: A course of study based on a curriculum, plan, or system of academic and related activities that have a definite duration (hours/credit hours)

PSAB: Public Sector Accounting Benchmark

PTA: Provincial Training Allowance is a provincially funded monthly student allowance for eligible participants in ABE, Essential Skills, and short-term Skills Training (ineligible for student loans)

Remote Learning: Learning where the student and the educator, or information source, are not physically present in a traditional classroom environment and most activity is online or in an alternate format. Remote Learning can occur synchronously with real-time interaction and collaboration, or asynchronously, with self-paced learning activities that take place independently of the instructor.

SAO: Senior Academic Officer

SBO: Senior Business Officer

STA: Skills Training Allowance is funding provided to institutions by the provincial government for the delivery of Skills Training programs

SIS: Student Information System – A computerized system used by the Regional Colleges for all student enrollment information. This system is also referred to as OCSM, or One Client Service Model. This system is also used by a number of other partners.

U of R: University of Regina

U of S: University of Saskatchewan

WTTI: Western Trade Training Institute, a private vocational school owned by Parkland College but operating separately with its own board and employees

Canora Campus

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Canora, SK S0A 0L0
306.563.6808

Esterhazy Campus

501 Kennedy Drive
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Esterhazy, SK S0A 0X0
306.745.2878

Fort Qu'Appelle Campus

740 Sioux Avenue
Box 398
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306.332.5416

Kamsack Campus

427 1st Street
Box 1690
Kamsack, SK S0A 1S0
306.542.4268

Melville Campus

200 Block 9th Avenue East
Box 790
Melville, SK S0A 2P0
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Yorkton Main Campus

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Yorkton

Trades & Technology Centre

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