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November 24, 2023

Hon. Gordon Wyant K.C.  
Minister of Advanced Education  
Room 307, Legislative Building  
2405 Legislative Drive  
Regina SK S4S 0B3

Dear Minister Wyant:

In accordance with Section 16 of the Regional Colleges Act and Section 19 of the Regional Colleges Regulations, I am pleased to submit the Parkland College Annual Report for the year ending June 30, 2023.

Respectfully submitted,

Denis Caron  
Parkland College, Administrator

Cc: Alison Dubreuil, President & CEO  
Corinna Stevenson, Board Chairperson

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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 both 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	<p><b>We are Catalytic</b> We lead change in our colleges and communities resulting in rapid social, economic and environmental advances.</p>
	<p><b>We are Relevant</b> We offer programs, training and services that align with the current and future needs of our learners, staff, and partners.</p>
	<p><b>We are Responsive</b> We address questions, challenges, and opportunities presented by our learners, staff, and partners in a timely and comprehensive manner.</p>
	<p><b>We are Accountable</b> We fulfill our commitments to our learners, staff, and partners to use our resources responsibly to deliver high-quality blended learning along with blended working experiences.</p>
	<p><b>We are Innovative</b> 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.</p>
	<p><b>We are Sustainable</b> We manage to ensure the long-term viability of our social, economic, and environmental resources.</p>
<p><b>We are Inclusive</b> We treat all learners, staff, and partners with dignity and respect to empower them to achieve personal success and realize their goals.</p>	

## Message from the Board Chair and President

We are pleased to share the progress made in this transformative year as we prepared for our merger of Parkland College and Cumberland College. Together, we have forged new connections, expanded opportunities, and strengthened our commitment to better serving our students, partners and communities. We want to express our deepest gratitude to all staff and every member who played a role in this historic endeavor.

This past year, we enriched our collective vision for the future. What remained the same was our focus and priority of our mandate and our dedication to providing quality programs and services to our region.

Some of the highlights of the year were:

1. Continued focus on the Strategic Plan 2020-2025 Pillars of: Student Success, Marketing Branding, Employer Focused and being Catalytic,
2. Year-end financial statements supporting a surplus at Parkland College of \$378, 000,
3. Parkland College celebrates 50 years as we were one of four pilot projects in a provincial initiative to expand education in rural Saskatchewan.
4. Third year offering a joint program, Office Administration certificate, which was delivered remotely to students at Parkland College and Cumberland College. Learners continue to indicate that they would recommend this program to others.
5. Additional English Language training programming was added to meet the surge in demand, which served over 150 newcomers throughout the year.
6. The second year of the “Saskatchewan Colleges” collaboration was a success as we boosted our global education and reputation welcoming 68 international students into the college.
7. The Teaching & Learning Team hosted the first ever conference focused on Cultivating Collaboration: Uniting to Strengthen the Teaching Community at our colleges.
8. The Human Resources team hosted renowned speaker, Dr. Jodi Carrington, at the first ever coalition all staff event.
9. East Central Research Foundation (ECRF) and Parkland College annual Crop Plot Tour was held at the Parkland College Research Farm hosting industry and public representatives and sharing crop and equipment trials geared to assist the advancement of the Agriculture sector.
10. The commencement of the Agricultural Sciences Certificate program, which was delivered collaboratively, with students from Cumberland, Great Plains and Carlton Trail Colleges.
11. Announcement of a new program, Medical Laboratory Assistant Certificate which started in September 2023 and the relaunch of the Firefighter training program in July 2023.
12. Additional cohorts added of the Primary Care Paramedic certificate program in September 2023 and Continuing Care Assistant certificate program in October 2023.
13. Partnership with four local businesses in Yorkton to offer Mitacs Business Strategy internships, allowing Business certificate students to assist with a strategic business objective.
14. Students from the International Indigenous Youth Internship Program travel to Newfoundland as part of a partnership with Memorial University.



15. Enrollment was the highest ever for women enrolled in trades programs, accounting for 22 per cent of the skilled trades and technology student demographics.
16. Staff travel to Belize as part of the Skills to Access the Green Economy international program in partnership with the University of Belize to deliver training on applied research and student support services.
17. Eight students participated in a Global Skills Opportunity Trip to Yucatan, Mexico taking part in language, history, and culture lessons at the Autonomous University of Yucatan.
18. ABE credit programs had an 73.9 per cent Aboriginal participation rate with ABE Aboriginal Graduates representing 57 per cent of all ABE Graduates.
19. Successful partnership resulting with the National Indian Brotherhood allowing for increased educational opportunities to staff and students from the ReconciliAction, Inclusion, Diversity and Equity (RIDE) Committee.
20. \$79,000 in scholarships were awarded to students to support their educational journeys.
21. Parkland College celebrates 220 graduates with a momentous ceremony, bidding farewell to our last graduating class.

As we move forward together, we embrace change with open hearts and minds, confident in our ability to shape a brighter future for our college, our students, our partners, and our communities.

The Board and staff are proud to present the College's 2022-2023 Annual Report as the pages demonstrate the highlights of our student, staff, and our community successes.

Join us in celebrating these accomplishments.

Alison Dubreuil  
President and CEO



Ray Sass  
Chair, Board of Governors





Ray Sass  
Yorkton



Corinna Stevenson  
Melfort



Lori Kidney  
Tisdale



Brian Hicke  
Melville



Wendy Becenko  
Kamsack

Thank you to our Board of Governors who are dedicated to serving Parkland College.

## Board Meetings

- 7 Regular Board meetings
- 4 Governance and Risk Committee meetings
- 4 Finance and HR Committee meetings:
- 2 Special Joint Board meetings

## Board Appointments

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

## Board Highlights/Activities

The Board maintained its focus on leading and strategically innovating the direction of the college, providing specific advocacy and guidance for the completion of the merger between Cumberland College and Parkland College on July 1, 2023. Throughout the year, the Board of Governors ensured accountability for the college's activities, both to the public and to the Ministry of Advanced Education, in accordance with *The Regional Colleges Act and Regulations*.

### Highlights of the year include:

- Advocacy and guidance of the Cumberland College and Parkland College merger;
- Establish and approve the governing principles, bylaws, charter, and policies for the new college;
- Approval and hiring of the President & CEO for the new college;
- Monitor the emerging merger risks and mitigation plans as managed by the interim President & CEO;
- Approve the new college name, Suncrest College;
- Recruit two additional Board members for the new college, ensuring essential and desired experiences and skills to enhance the existing board;
- Monitor and evaluate the results of the Coalition Strategic Plan: 2020-25;
- Monitor Employee Engagement Survey results and recommendations;
- Review and revise the Board of Governor Budget Principles to guide the 2023-24 Annual Budget;
- Support the re-organizations of Cumberland and Parkland and the creation of seconded out of scope management positions for the new college.

The 2022-2023 academic year included fulsome stakeholder engagement, ministerial advocacy, and ultimately, the approval of the Merger Business Case.

We have a bold vision and are proud of our leadership and for our communities. We are continuing to ensure that we are catalytic, relevant and sustainable for our learners and communities.



## 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.

<b>Objective 1</b>	Create and implement a comprehensive employer engagement strategy that is mutually beneficial to learners, staff, and partners
<b>Pillar</b>	Employer-Focused
<b>Steward</b>	Vice President, External Relations
<b>Initiatives</b>	<ol style="list-style-type: none"><li>1. Develop an employer engagement strategy</li><li>2. Establish advisory committees to engage employers in program selection, delivery, and graduate employability</li><li>3. Develop a Work-Integrated Learning (WIL) strategy</li><li>4. Create or enhance WIL opportunities in all academic programs.</li></ol>

Much work has been done to promote engagement with industry and increase experiential learning for our students. Fire Advisory Committees were established for the NFPA 1001 professional firefighting and for the Industrial Fire sector. We continued our participation in the Agriculture Advisory committee at Cumberland College. A survey was completed in the spring to explore local business labour market needs and gather interest in collaborating with the college and its students (classroom visits, work placements or internships, advisory committees, or recruitment opportunities).

<b>Objective 2</b>	Implement a partnership model that supports the mission of the Coalition while aligning with the needs of our employer, community, and Indigenous stakeholders
<b>Pillar</b>	Catalyst
<b>Steward</b>	Vice President, External Relations
<b>Initiatives</b>	<ol style="list-style-type: none"><li>1. Publicize a Partnership Model Canvas internally and externally</li><li>2. Implement an internal framework for supporting the model.</li><li>3. Build partnerships with employers, associations, and communities.</li></ol>

During this academic year, the Partnership Model was adapted to focus on building strong and respectful relationships with our partners, including the purpose, guiding principles and the process of partnership development. The model is intended to guide all partner relationships and identify partnership activities. Significant partnerships with employers, associations, and communities developed over the 2022-23 year, including long-term collaboration with the Health Foundation of East Central Saskatchewan and the Saskatchewan Public Safety Agency.

## 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.

<b>Objective 3</b>	Contribute to building an innovation culture in learners, staff, and partners through training and practical experiences
<b>Pillar</b>	Catalyst
<b>Steward</b>	President and CEO
<b>Initiatives</b>	<ol style="list-style-type: none"><li>1. Inspire a culture of innovation through experimentation in technology enabled teaching, learning, and working</li><li>2. Develop and implement a robust Blended Working Strategy that supports innovation, training, and practical experiences</li></ol>

Consistent Applied Research policies for Cumberland and Parkland College were approved to establish principles for maintaining high standards for research to set out the authority, responsibilities, and procedures for employees engaged in research. Baseline data was collected on the capability of innovation in our culture through the annual Employee Engagement Survey indicating 74 per cent of staff are innovative and seek ways to enhance and improve our programs and services for learners. The Human Resources team identified and supported physical and physiological employee needs in a blended working environment through a first ever all staff coalition event.

<b>Objective 4</b>	Use evidence-based decision making to drive decisions regarding programs, infrastructure, staffing, and training to ensure student success
<b>Pillar</b>	Student Success
<b>Steward</b>	Vice President, Finance and Facilities
<b>Initiatives</b>	<ol style="list-style-type: none"><li>1. Develop methodology and costing models to inform decision making</li><li>2. Develop a comprehensive data management strategy</li></ol>

The Evidence Based Decision Making Committee developed models. Program Proposals, Corporate Training, and Go – No – Go Program Decisions were used for the second year with success. The Academic Planning Council developed and guided the delivery of multiple new programs for both Cumberland and Parkland College to meet the demands of employers, students, and partners.

## Goal 3

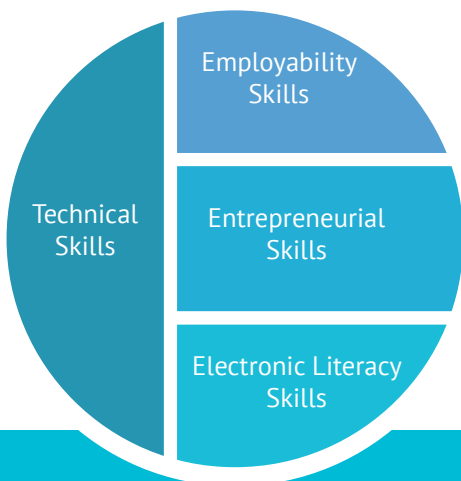
The Coalition will be recognized for significantly improving learner preparedness for employment through implementation of blended learning and the “E-Shaped Learner” model.

<b>Objective 5</b>	Create and implement programming programming, as well as services, to develop “E-Shaped Learners”
<b>Pillar</b>	Student Success
<b>Steward</b>	Vice President, Programs, Students & Indigenous
<b>Initiatives</b>	<ol style="list-style-type: none"> <li>1. Provide Brightspace training to all instructional staff</li> <li>2. Create Brightspace course standards to ensure all courses are created with minimum standards for consistent and high-quality programming in all classes.</li> <li>3. Implement Brightspace in all post-secondary courses with cooperation from Sask Polytech.</li> </ol>

New staff received Brightspace training in the fall of 2022 and spring of 2023 and were offered continued education and support by the Teaching and Learning department. The transition to Brightspace for all post-secondary instructors is complete. The College will continue to move towards full Brightspace programming in PSE and Adult Education.

<b>Objective 6</b>	Create and implement a comprehensive marketing, recruitment, and retention strategy that strengthens the Coalition brand and engages learners from prospective students to alumni
<b>Pillar</b>	Marketing and Branding
<b>Steward</b>	President & CEO
<b>Initiatives</b>	<ol style="list-style-type: none"> <li>1. Implement the strategy.</li> <li>2. Increase post secondary enrollment numbers for 2022-23 and 2023-24.</li> <li>3. Create a new brand for the merged college.</li> </ol>

The priority for the Marketing and Branding pillar was focused on the merger including staff and stakeholder outreach sessions in Fall of 2022 and the rename and brand design for the new college. On June 5th, we proudly announced the brand and name of the new college, Suncrest College. Brand awareness campaigns and initiatives will continue in 2023-24.



The “E-Shaped Learner” model 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.

This is an interesting journey for our colleges, so let us tell you our merger story from the beginning.

In 2018, the Ministry of Advanced Education asked the regional colleges to identify transformational opportunities for the provincial college system that would ensure sustainable, efficient, and improved program delivery. In the Spring of 2018, both colleges were searching for a President and CEO and the Minister of Advanced Education paused the searches to explore alternative governance and leadership options while maintaining compliance with the *Regional Colleges Act*.

As such, effective July 2019, the Coalition of Cumberland College and Parkland College was established through the efforts of the Boards of Governors of the two Colleges, the Ministry of Advanced Education and with the support of the Board Chairs and CEOs of the five other Saskatchewan Regional Colleges. In July 2021, the colleges began their journey and operated with a shared President & CEO and Board of Governors.

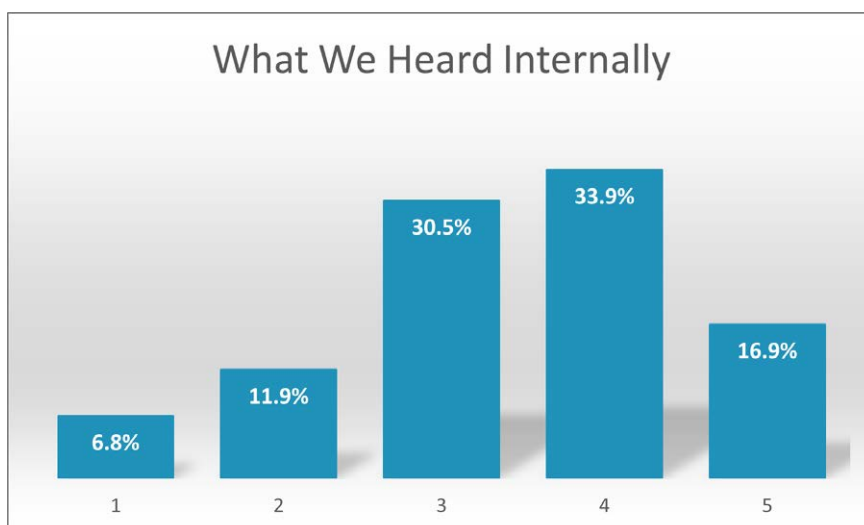
The Coalition was set up as a pilot for a two-year term, July 2019 to June 2021 and was extended to May 2023. The Coalition pilot accomplished and identified several synergies, including:

- Enabling the colleges to pool their individual strengths and become more missional and fiscally responsible sharing of resources for the benefit of students and staff,
- Enabling the development of new and innovative programs and delivery by pooling resources, sharing best practices, and investing in common platforms,
- Enabling opportunities for shared leadership and initiatives that provide and leverage expertise and skills for the benefit of both institutions.

The Parkland and Cumberland College Coalition certainly had some organizational complexities but established positive momentum that identified the ideal future state. The Board of Governors identified the next logical business step was a successful merger and announced this in January 2022.

In the Fall of 2022, we completed a rigorous engagement process, soliciting feedback from staff, students and community stakeholders in the colleges' regions. Employees were offered the opportunity to attend and direct questions about the merger.

Externally, the colleges engaged community leaders, mayors, school divisions, Indigenous partners, and business and industry representatives. Several dozen stakeholders from a variety of sectors attended in-person sessions, with others invited via email to complete online surveys. This feedback gauged support for the merger, the benefits of proceeding, and highlighted questions or challenges which needed to be addressed.



On a scale of 1 to 5, how supportive are you of a merger between Cumberland College and Parkland College?



On January 19, 2023, we announced official approval from the Ministry of Advanced Education, the Government of Saskatchewan, to merge Cumberland and Parkland Colleges on July 1, 2023. The vision

was as follows:

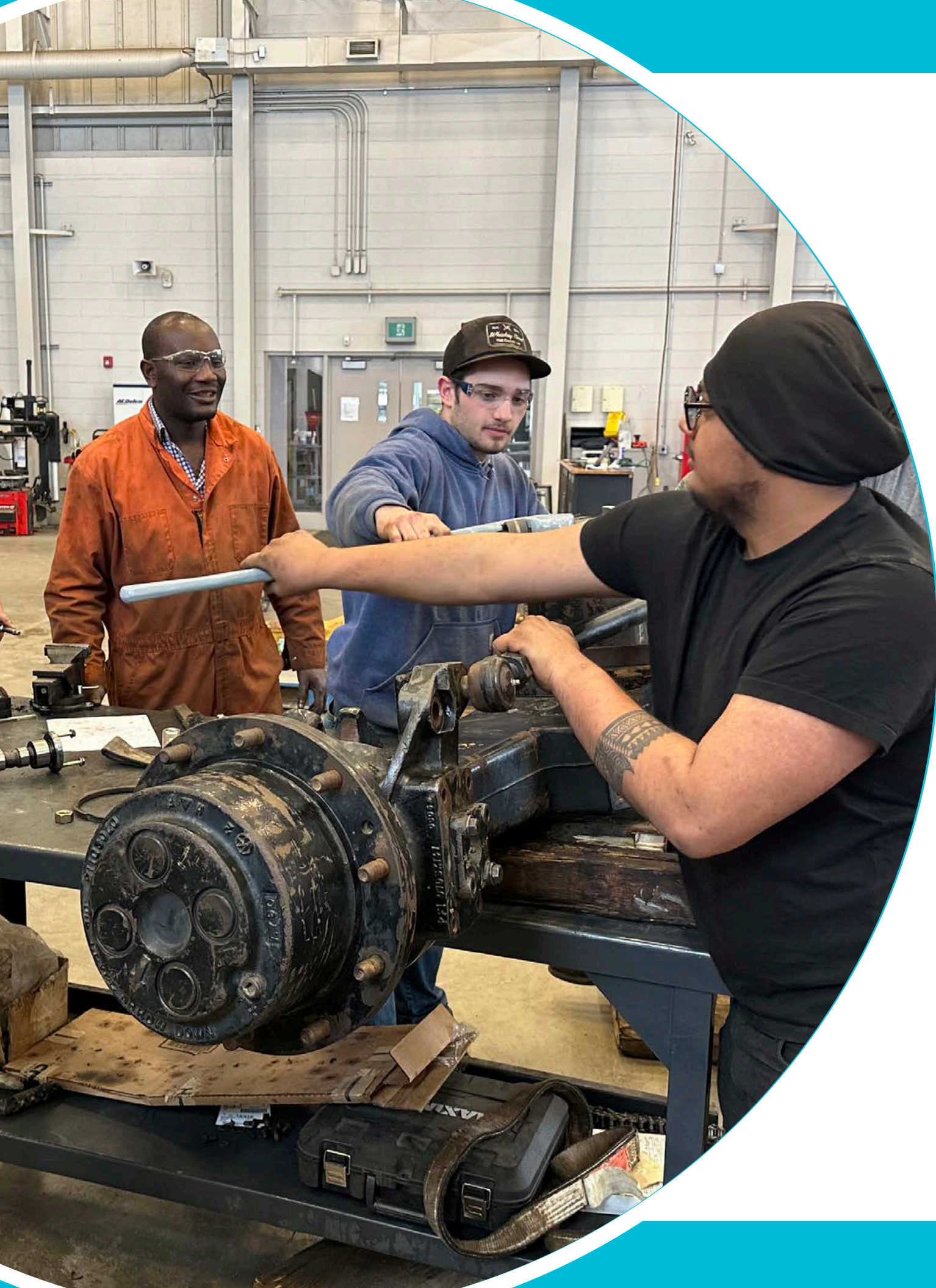
- One single college,
- One single region,
- One single Board of Governors with representation across the region,
- One President and CEO and an Executive Team located across the region,
- Staff located across the region,
- Campus locations to include Canora, Esterhazy, Fort Qu'Appelle, Kamsack, Melfort, Melville, Nipawin, Tisdale, and Yorkton.

The decision to merge ensured we better positioned both colleges to serve our learners and communities through shared resources, increased partnership opportunities and the development of new programming. The merger would provide organizational sustainability, and more opportunities for staff and students.

On June 5, 2023, we announced our new name, Suncrest College. The name “Suncrest” is the combination of two words that hold significant meaning to each college. The sun represents new growth and beginning and symbolizes the commencement of the merged college. A crest signifies the top or the peak, representing the colleges’ shared vision to exceed the needs of our learners, partners and communities.

Suncrest College was established July 1, 2023 as a result of merging Parkland College and Cumberland College. Both colleges had a strong history with many achievements over the years.





Students from the Parkland College region were given the opportunity to pursue a wide range of Certificate and Diploma programs throughout the 2022-2023 academic year. Programs were provided throughout the region with a strong focus on responding to the unique needs of all stakeholders in the area. Parkland continues to adapt to many demands and challenges while strategically turning them into opportunities for our students. There to, an overall graduation rate of 65% for those eligible to do so was realized in 2022-2023.

### Skills Training

Post-secondary Education programming at Parkland College endeavours to meet the needs of employers, stakeholders, and students in the east-central region of the province. Program planning is driven by information and feedback from various sources, including the College's annually prepared Regional Needs Analysis, interest from potential students, advisory councils, and stakeholder feedback. We are proud of the diverse and pertinent programs that are offered at Parkland College, and we strive to ascertain that we are addressing regional needs collaboratively and innovatively while continuing to ensure that a student-focused approach is at the forefront of our daily practice. We are acutely aware of the need to ensure programming is relevant, effective, and efficient.

### University Programming

Parkland College students continue to have the opportunity to work toward a university degree while residing in their home communities. A wide range of first and upper-year classes are offered annually from the University of Saskatchewan (USask), the University of Regina (U of R), and First Nations University of Canada (FNUUniv). First-year students often find the transition to university-level studies much easier with the numerous support services provided at Parkland College. The smaller class sizes, easy access to professors and advisors, plus additional services such as writing workshops and tutor support continue to be instrumental in our exceptional learning experience.

Parkland College had 38 University Graduates in 2022-23. These students graduated from a 3-4 year degree program locally. The USask Bachelor of Science in Nursing had 19 graduates, U of R Social Work had seven graduates, U of R Bachelor of Sociology had one graduate, and the FNU Bachelor of Indigenous Education had 11 graduates.

University total student enrollments for 2022-2023 included 127 student registrations, 64 new students enrolled and 63 returning University students, along with an Indigenous participation rate of 20 per cent. Twenty-one courses were delivered via blended/hybrid instruction. Offerings were designed to allow students to undertake undergraduate studies in a wide range of degree areas. The diverse course selection allowed students to pursue courses with numerous possible academic and career outcomes in mind.

## Health Care

Health care training needs of the region were met through programming designed to maintain and replenish the demanding role of employees in this field. These programs included the Practical Nursing Diploma and Continuing Care Assistant Certificate programs. Parkland's focus in this area was clearly based on stakeholder and employer demand, student interest, and diversity of opportunity. Additionally, programs aimed at an ongoing call for strong family support were provided by way of Early Childhood Education (ECE).

To address the needs of the emergency services sector of the community and the province, the Primary Care Paramedic certificate program continues to be offered by the College. With program delivery focused on using industry-relevant course materials, hands-on training, and extensive practicum exposure, it continues to be one of the most sought-after programs offered in the College, and additionally, with a high success rate. This program has provided stakeholders and industry employers with competent employees prepared to handle the high demands of the job.

We continue to be proud of the high level of health-related programming delivered at the College.

## Trades

Specific, trades-based training is provided in the form of multiple Certificate programs: Heavy Equipment Truck Transport, Welding, Power Engineering Technician, and Agriculture Equipment Technician. In addition, our Esterhazy campus location hosts the Sask Apprenticeship Industrial Mechanics training for levels one through four. This allowed the College to address the need for tradespeople in the region. A state-of-the-art power lab, as well as modern shop space, allow the college to offer high quality hands-on educational experience. Strong connections with local industry partners ensured students had excellent opportunities for employment after graduation. Trades programming continues to be an area of strength at the College.

## Business

The demand for trained employees with solid business knowledge was addressed through the Saskatchewan Polytechnic Office Administration Certificate program, through virtual delivery, the Business Certificate, as well as the Business Diploma as a second-year extended study opportunity. A particular source of pride was the successful implementation and completion of shared programming in Office Administration with our coalition partners at Cumberland College for the third straight year, which has forged a path for future shared programming opportunities in the coalition and across the province. This business programming furnished a variety of employers and other stakeholders throughout the area with work-ready employees, equipped to take on the challenges presented in this diverse and demanding workforce. A strong focus on business-related programming continues to be a source of pride for the College.





## Other Industry Needs

Meeting the needs of the agricultural sector of the region and the province was addressed through the College's third offering of the Agriculture Sciences Certificate. The first of its kind to be offered by a Saskatchewan Regional College, the program was realized through a continuing partnership with Lakeland College's Vermilion campus. The College expanded the program through a unique partnership with three other regional colleges, Cumberland College, Carlton Trail College, and Great Plains College, starting in the fall of 2022.

Parkland College prides itself on providing varied, dynamic, relevant, and innovative post-secondary programming. The increasingly distinct needs of the east-central region continue to motivate the organization to further expand our focus, with a growing list of unique opportunities being explored for the near future in partnership with our coalition partners at Parkland College and beyond.

## Adult Education

The ability of the College to provide Adult Education is essential to the educational needs of the population and the economic and labour force needs of the region. The most recent Census Canada data shows that 21 per cent of the expected population does not have a grade 12 or equivalent diploma or designation. The same census data shows that with a grade 12 diploma or equivalent certificate, the median employment income for individuals with a grade 12 or equivalent is at most 50 per cent of the income in the same region of Saskatchewan. ABE and Essential Skills participants often identify their programming as being transformational. Their learning experiences provide them with the skills to enter the job market or post-secondary education and build self-efficacy and self-confidence, creating more robust opportunities for themselves and their families.

In 2022-23, Parkland College ran AE programs in four communities: Fort Qu'Appelle, Kamsack, Melville, and Yorkton. There were just over 120 students who entered AE programming in 2022-23, with 64 students completing. From the post-programming surveys, over 78 per cent of students who responded were employed or in further training. Students leave AE for various reasons, with most identifying a lack of childcare, transportation, and financial support as their reason for leaving.

## Essential Skills

Parkland College offered 11 community programs, 3 ESWP programs, and 3 YESS federally funded programs. Working in response to labour market needs through the Saskatchewan Regional Labour Demand Dashboard, our programs targeted job sectors where workers were needed, and we successfully enrolled 160 students. Of the equity-seeking groups, 139 of these students self-declared as First Nation or Métis, and 73 declared Female.

Community partner highlights included building a Tiny House where we partnered with Yorkton Tribal Council and their member nation, Kahkewistahaw First Nation, with a grant from SATCC, to introduce the trades of carpentry, plumbing, electrical and solar to 10 students. The Tiny House was completed over five months and was given to an Elder in the community as a home. This program increased community pride and enabled a few students to obtain jobs with their member nation after completing it. The Introduction to Welding program, again partnering with Yorkton Tribal Council, was held in Melville in the spring over

three months, where five member nations sent students for the training. Using the Melville Comprehensive Welding Lab after regular school hours enabled these students to have extensive hands-on experience. Most of these students will be able to find employment with Kihew Fab-Co Ltd., a manufacturing company in Melville which is First Nations owned.

Our most impactful ESWP program was the introduction of the Skills for Success for Newcomers program, where our department partnered with the ESL department. The increase in newcomers to our area indicated a need for a program that combined Skills for Success employability skills as well as English language skills to help students obtain or upgrade their jobs. The improvements that Instructors reported in the students English speaking ability after spending all day in class for a few months were phenomenal. Students who lacked confidence were able to gain confidence through workplace experiences.

Parkland College received funding from the federal government to run three YESS programs in 2022-23. YESS is a 12-week program that allows students to gain industry tickets, update their employability skills, and complete a work placement to gain employment. Elders were invited to class to share their teachings. Establishing business partners who employ our YESS students has been highly successful. Some of our business partners have been McMunn and Yates, Good Spirit School Division, Co-op, and the Painted Hand Casino.

### English as a Subsequent Language (ESL)

ESL training was provided to 85 individual learners, 18 of which were enrolled in more than one ESL class, bringing total enrollment in all classes to 103 for 2022-23. Training was provided primarily out of the Yorkton campus, with one class hosted remotely. Students in the remote delivery class attended from five different communities in southeast Saskatchewan. Twenty-six additional clients were assessed and referred to LINC Home Study or Online English. We started the academic year at capacity, and demand for English language instruction increased throughout the year. Continued migration of newcomers from Ukraine, as well as an unexpected increase in newcomers from Vietnam, created constant demand and pressure for English language instruction services. Countries of origin included China, Ukraine, Vietnam, Philippines, Korea, India, Russia, Mexico, Romania, Albania, Nicaragua, Eritrea, Greece, Nigeria, Pakistan, and Tunisia. English language proficiency, prior school experiences, cultural backgrounds, and pathways to Canada varied widely.

All ESL programs were designed to provide newcomers with the opportunity to learn the English language skills necessary to achieve their personal goals, to participate in their communities and workplaces, and to contribute to the province's economy. 11 LINC students completed a CLB level in at least one skill during the year. All students progressed in their English language skills through formal and informal assessments. Real-life experiences and authentic documents, artifacts, and materials were regularly incorporated into lessons. Opportunities to involve community members in language learning or for learners to participate in community activities as a class have become limited in our post-pandemic world.

The College communicated with the East Central Newcomers Welcome Centre (ECNWC) to help meet the language learning needs of newcomers to the area. Over half of the clients we received were through ECNWC. In late spring, we hosted two community information sessions – one in Canora and one in Yorkton. Attendance at both sessions exceeded expectations, resulting in the need for two additional Conversation Circles. We also had several clients on the waiting list for a class, and these additional Conversation Circles met the increased demand for language instruction, at least temporarily.







Parkland College recognizes that our diversity adds value and makes us stronger. We embrace and appreciate the diversity within our institution and are committed to creating a campus community where all people feel valued and welcome. The RIDE Committee, in partnership with Learner Services and our coalition partners at Cumberland College, provided activities and initiatives throughout the year to ensure our community created and sustained an inclusive work and learning culture.

### Visible Inclusion

- Ally Stickers and rainbow flags were made prominent on each campus;
- Pronouns were added to staff email signatures;
- Every Child Matters displays honouring those lives impacted by residential schools were created;
- Mental Health Awareness week saw multiple campus support walls with a collage of Bell Let's Talk bubbles speaking to stigma reduction and supporting those impacted by mental health;
- Each month various diversity groups or days of remembrance were shared and educational materials were displayed to support awareness; and
- Missing and Murdered Indigenous Women, Girls and Two-Spirited outdoor displays were created at each campus to bring awareness and support to victims and their families.

## Reconciliation, Inclusion and Diversity Education

- Queer Seniors of Saskatchewan gave a virtual presentation on their personal stories as members of the 2SLGBTQ community;
- Mental Health Awareness and Stigma Reduction—virtual training using The Inquiring Minds from the Canadian Mental Health Association; Presentation from the Talking Stick App;
- A Peer Mentorship Program was offered in partnership with Healthy Campus SK and U of S to deliver resources on mental health and well-being;
- Reconciliation - All staff took Four Seasons of Reconciliation training as part of their orientation;
- Staff and students participated in the Every Child Matters event in Yorkton, which included speakers, drummers, and a walk to spread awareness;
- An ADHD panel offered education and awareness surrounding the disability to staff and students;
- Students got to listen to Elder's speak about their culture during presentations;
- National Day for Truth and Reconciliation was marked by having a speaker give a virtual presentation to staff and students throughout our Coalition region. Georgina Musqua and additional speakers spoke about the significance of Truth and Reconciliation;
- Indigenous Veterans speaker, Métis Elder Joanna Potyondi, gave a virtual presentation to students;
- Moose Hide campaign speakers Raven Lacerte and Dom Paul brought awareness to staff and students about gender-based violence in Canada in March;
- MMIWG2S awareness was raised by participating in local community walks and events, and on May 9 a virtual presentation was shared with all staff and students from speaker Priscilla McNab;
- National Indigenous Peoples Day in June was celebrated by sharing community events to participate in and a virtual coffee break for staff to share issues of significance to Indigenous students and partners of the Coalition colleges;
- Students participated in traditional cultural learning, working with Elders and community members to create ribbon skirts, dream-catchers, and beaded objects;
- All staff participated in workshops hosted by John Lagimodiere. John presented four workshops to all staff on the treaties, Metis history, the impact of the Indian Act, Indigenous rights, reconciliation, and how to be an ally to Indigenous people.

## Learner Services

Adaptability, resilience, and commitment are foundational to Learner Services. Staff are dedicated to increasing student engagement, retention, and satisfaction by providing quality, holistic, learner-centered support services that are responsive to student needs and empower the development of academic, career, and personal goals. Learner Service programs are designed to ensure all students have access to the tools they need to be a successful student. Supports are intended to foster student engagement, build campus community, and reduce barriers that impede well-being and learning. Accessible services are designed to meet the students where they are as they transition to school and then onto work.

The Learner Services team provides program support as well as academic, career, financial, employment, and personal and mental health support to students. Appointments are offered with flexibility via virtual, phone, and in-person options. Working with students from career exploration to application to program completion, the learner services team is dedicated to ensuring success. The Learner Services team supports programs offered by providing individualized supports and workshops, depending on program needs. Regular workshops offered were Personality Dimensions, Career Cruising, STRONGS, Fear of Change, Inquiring Mind, and Mental Health First Aid. Additional workshops in the areas of depression and anxiety as well as exam prep, study habits, learning styles, and time management.

University e-news was sent out to students on a weekly basis to ensure students were up to date with information and events happening around campus. Tech support, writing workshops, virtual study groups as well as tutorials were also offered.

A student demographic survey was delivered to all students fall 2022 with the goal of capturing cohort and campus-wide levels of need in relation to accessibility, mental health, general health, financial, and personal barriers impacting academic success and school satisfaction. Survey data was instrumental in creating a comprehensive student support plan.

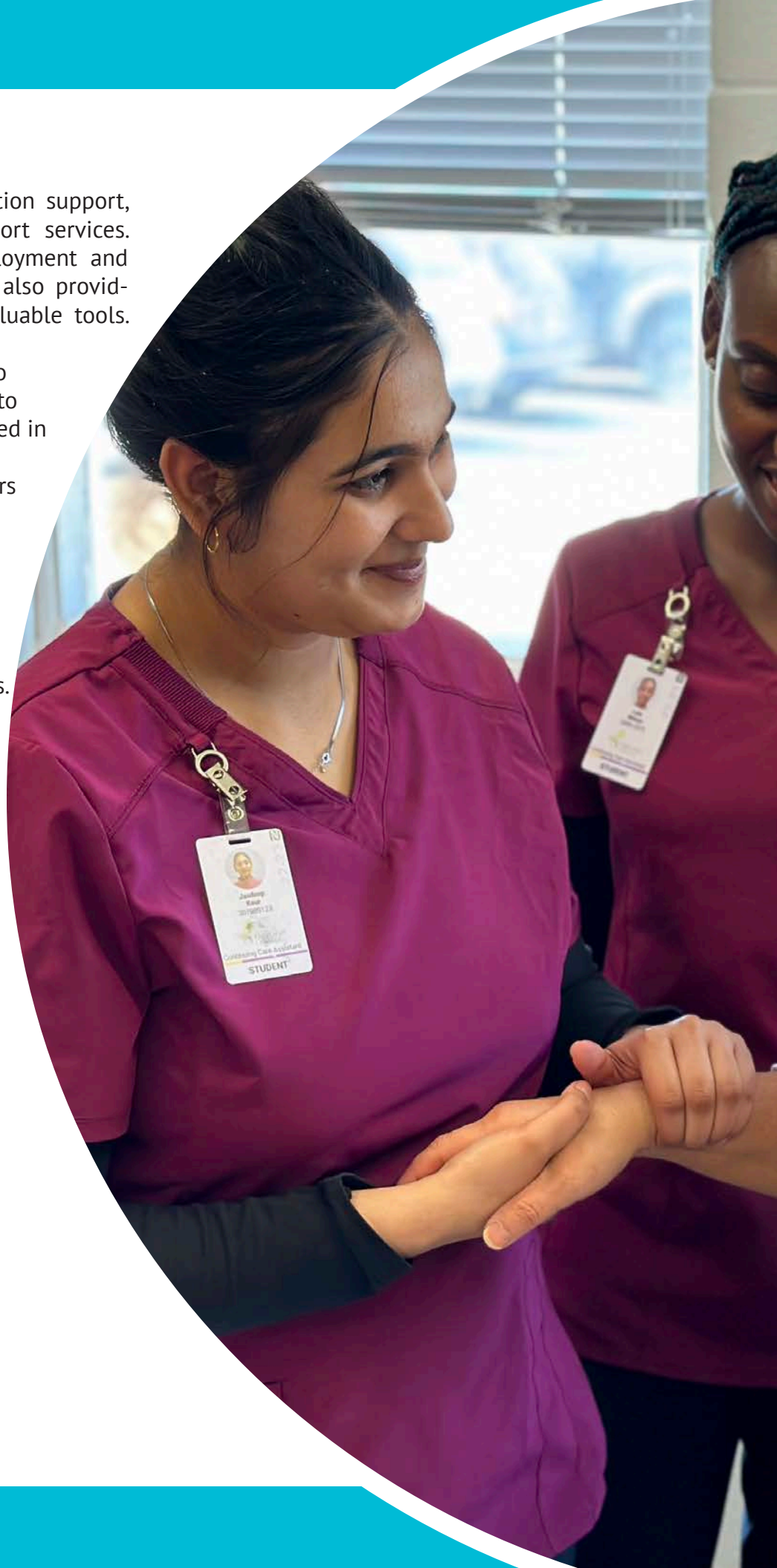
Learner Services supported the RIDE Advisor in the areas of Reconciliation, Inclusion, Equity, and Diversity. A variety of activities took place to raise awareness and share knowledge around Orange Shirt Day, Missing and Murdered Indigenous Women, Pride Awareness, Veteran's Day, and Disability Awareness. Events took place on campus at Thanksgiving, Christmas, and Easter to bring students together.

Priority was placed on providing equal opportunity for all students in an environment where everyone felt comfortable participating in all aspects of their education. Central to the principles of RIDE was establishing early contact with students and ensuring multiple touch points throughout the application and registration process to support a positive transition to school. Best practices correlate student retention to connection with their campus community and the opportunity to engage both inside and outside the classroom. Elder Services and Senior Services connected with students and engaged in various workshops and opportunities.

Differentiated learning support was provided to those students with disabilities and/or accessibility concerns. Fifty-one students self-identified with a disability that would impact learning. Accommodations included special exam sittings, extended writing time, access to scribes, tutors, and readers, and arranging for specialized software and equipment. The success of Learner Services is in correlation to our relationships with community partners and external support agencies. Learner Services staff participated in case management processes and made referrals to outside agencies for

long-term mental health and addiction support, thus extending the menu of support services. Partnerships with Partners in Employment and the Saskatchewan Health Authority also provided students with education and valuable tools.

Grants and partnerships allowed us to increase support programs available to students. Healthy Campus SK partnered in the delivery of the Peer Mentorship Program. The New Horizons for Seniors Program Grant funded numerous activities related to RIDE. Partnership with Gallivan and Associates saw the continuation of a comprehensive student health and dental plan for post-secondary students and the My Wellness Plan for all College students.



## Scholarship Program

As part of Parkland College's commitment to student success, the College is proud to offer a generous scholarship program. Students pursuing post-secondary training at Parkland College are eligible to apply for two categories of awards: entrance scholarships and internal scholarships.

With sincere gratitude, Parkland College would like to acknowledge the generosity of the many businesses, organizations, service clubs, and individuals who contributed towards the 2022-23 Scholarship Program. A special thanks to the generous support of the Ministry of Advanced Education's Saskatchewan Innovation and Opportunity Scholarship Fund for providing matching funds for several scholarships. The Scholarship program would not be possible without their support.

*“Through the generous support of donors and the Saskatchewan Innovation and Opportunity Scholarship program, over \$81,000 in scholarships were presented to Parkland College University and College students”*

In 2022-23, 65 Parkland College students received awards totaling over \$81,000.

### Matching Fund Donor

Ministry of Advanced Education via the Saskatchewan Innovation and Opportunity Fund

#### Platinum Level Donors (\$5000+)

- Dollars for Scholars
- Walker Wood

#### Gold Level Donors (\$1000 - \$4999)

- Town of Kamsack
- Bruce Thurston
- Yorkton Lions Club
- Parkland College Staff
- Town of Canora
- Kahkewistahaw Gas & Convenience Store
- Mosaic Company
- Dr. Elaine Hulse
- Yorkton Rotary Club
- Gordy Rox
- Legacy Private Trust
- Canadian Federation of University Women
- CUPE Local 5430
- Yorkton Chamber of Commerce
- File Hills Qu'Appelle Development

#### Silver Level Donors (\$500 - \$999)

- Richardson
- Dr. Gwen Machnee
- Mayor Mitch Hipplesley
- Ray Sass
- Boehmer Family
- Kinette Club of Yorkton
- GX94/Fox FM
- Cornerstone Credit Union
- R.G. Combe V.C. Royal Canadian Legion #61 Melville
- Yorkton Antique Auto Club

#### Friends of Parkland Donors (up to \$499)

- Dr. Bree Rogoza
- Leippi Family

### Corporate Training/ Continuing Education

Our Corporate Training and Continuing Education team continued to be responsive to the community and industry demands in the region. Throughout the year, \$915,000 in revenue was generated in this department. In Saskatchewan, the available trucking jobs per capita is one of the highest in any province. The severity of the labour shortage in the transportation sector in this province has significant impacts on the manufacturing, agriculture, and mining sectors. In response, Parkland College introduced three Class 1A Truck Driver Training (MELT) programs to meet local and provincial need. 20 students completed their classroom and in-cab training and successfully passed their road test.

In partnership with ATAP Infrastructure Management Ltd. and Yorkton Tribal Council, Parkland College designed a blended training Water/ Wastewater Management program that was designed to increase work integrated learning, reduce transportation barriers, and provide adequate support for the academic portions with face-to-face math upgrading. Six students from different First Nations Communities completed the 15-week program. These 15 weeks include safety training, and 10 weeks of online technical instruction in Water Treatment, Water Distribution, Wastewater Treatment, and Wastewater Collection. A work experience was also part of the program in order for the students to apply the theory to the water plant in their own communities.

Throughout the year, the Corporate Training team provided mental health first aid, safety training, leadership training, and many customized services to businesses and industry. We continued our partnership with Mosaic to deliver 119 Contractor Orientation sessions throughout the year. A total of 2,044 participants were served in these sessions at the Esterhazy campus in 2022-23.

### Saskatchewan Emergency Response Institute (SERI)

2022-23 was an extraordinary year in our emergency services division. In the March provincial budget announcement, Parkland College's professional firefighter training received \$1.8M in support from the Saskatchewan Public Safety Agency (SPSA), the Ministry of Advanced Education and the Ministry of Immigration and Career Training. Extensive equipment and training site upgrades were quickly undertaken to ensure our relaunched NFPA 1001 program was ready to provide superior firefighter training.

A Partnership MOU was signed with SPSA to develop a coordinated and high-quality training and evaluation system for the province for professional firefighting, volunteer services, and industrial training. This partnership will be a collaboration of the SPSA's knowledge and expertise in emergency response and Suncrest's knowledge and expertise in program development, delivery, and student records. In response, the fire training facility was renamed the Saskatchewan Emergency Response Institute. The new name is reflective of the provincial scope and endorsement from the government, the nature of the work and potential expansion to other emergency response training, and the level of professionalism and quality associated with an institute.

In addition, SPSA and Parkland began reconnecting with industry partners to ensure planning and preparation was responsive to their diverse needs. Advisory committees were established for the NFPA Professional Firefighter training consisting of representatives from Regina, Moose Jaw, Yorkton, and Prince Albert, and for Industrial Fire Training with representatives from several mining and energy companies. We are committed to continuous improvement in delivery methods, program offerings, and certification.





## Applied Research

The 2022-23 year was a successful one for our Applied Research team. There are several highlights, including the return to the in-person Field Day at the ECRF/Parkland Research Farm with over 100 people in attendance. It was a valuable opportunity to showcase the extensive work of the research team and to provide a networking opportunity for agriculture industry professionals and producers in the region. In other agriculture-related highlights, we hired a new, skilled research coordinator to work closely with Keeseekoose First Nation to develop the Keeseekoose Smart Farm. We also planted a small food forest at the Trades and Technology Centre with grant money the college received.

We supported seven internships in local businesses with funding from Mitacs. Three of the four businesses and organizations renewed their internship agreement for a second term. Two students who had completed their programs were offered full-time permanent employment with the business where they completed their internship(s). The businesses and organizations served were Deneschuk Homes, Cornerstone Credit Union, Royal Auto Group, and the Yorkton Brick Mill Heritage Society. In other projects, a total of 15 students were employed as student research assistants, working at the research farm, Smart Farm, and Land-Based Learning project with Yorkton Tribal Council.

In total, the Applied Research department conducted research projects with seven private sector businesses and 25 not-for-profit organizations. 22 students received paid work-integrated learning opportunities from Applied Research projects, up from 13 in 2021-22. Parkland College received \$559,718 in funding from granting agencies to conduct the research, an increase of around \$90,000 from the previous year.

## International

Parkland College has welcomed international students since 2008. During the 2022-23 academic year, 68 international students were welcomed from six countries into Business Certificate, Business Diploma, CCA, GBM, AET, HETT, and PE4 programs. Our college strives to ensure that our institution and communities have the capacity to support the students to succeed in academics and transition into the community. Training on “Preparing to Teach International Students” was provided at the annual instructor conference along with culture sheets for the countries of origin of our incoming students. An extensive international orientation was provided prior to the start of their programs, including alumni, staff, and community resources.

International Development has been supported by Parkland College since 2006, involving projects in Jamaica, Tanzania, Kenya, and Belize. As a result, intercultural learning has benefited staff and students alike. Our current project, the Skills to Access the Green Economy SAGE-01 project in Belize, began in 2020. This year, four staff members travelled to Belize in August 2022; 4 staff members provided virtual training in March 2023; and eight staff were involved in other support activities throughout the year. The project funded salary costs for dedicated staff time.

Our commitment to providing Global Skills Opportunity study abroad tours for Indigenous and low-income students continued in the 2022-23 year. Eight students from Parkland College and two from Cumberland College, along with two staff, travelled to Merida, Mexico, through this federally funded program. During their time there, students took part in language, history, and culture lessons at the Autonomous University of Yucatan. Other activities included guided tours, visiting Mayan communities, and a cultural exchange with students in the Bachelor of Tourism program.



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 eighty-three (83) full-time equivalent (FTE) positions and two hundred eight (208) employees in 2022-2023.

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.

- The inaugural Instructor Conference was held at the Trades & Technology Centre in Yorkton August 17 – 18, 2022 with combined participation of approximately fifty (50) instructors from Parkland College & Cumberland College. The conference included sessions on “The Power of Building Relationships”, “Preparing to Instruct International Students”, “Increasing Student Engagement in Your Classes”, “Tips for Teaching in Blended Classrooms”, “Incorporating Elder Services in to the Classroom”, “Applied Research in (and out) of the Classroom”, and more. The conference brought in various presenters both internally and externally. The Instructor Conference was led by the Teaching & Learning team with the goal of providing support for Instructors by Instructors.
- As a first step in providing the foundation on the relationship between Canada, Indigenous Peoples, and the Truth and Reconciliation Commission of Canada (TRC), Parkland College continues to ensure employees complete the 4 Seasons of Reconciliation training through the First Nations University of Canada as part of their new hire orientation. As of June 30, 2023, the training completion rate was ninety-one (91) per cent.
- The first ever in-person All Staff Event was held in Kelvington, SK, bringing approximately one hundred thirty (130) employees from Parkland College and Cumberland College together for a day of networking, recognition, and professional development. We welcomed Dr. Jody Carrington to the event who presented on our theme of “Moving Forward Together”.
- The Teaching and Learning department organized and facilitated nine What’s Up Wednesday sessions on a variety subjects as part of the change management process for the upcoming merger.

## Professional Development

## Employee Engagement

The annual Parkland College & Cumberland College joint Employee Engagement survey measures our employees’ positive emotional attachment to the College. This year’s results indicated that sixty-three (63) per cent of employees feel positively engaged at work. We know the strength of our culture drives organizational results.

## Staff Recognition

Parkland College proudly recognized ten (10) employees for staff service awards and six retiree awards 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 assets drives results.

## Retention

Parkland College retained ninety-four (94) per cent 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.

# Human Resources Report

Position and Classification	# of Employees	Full Time Equivalents
<b>Executive</b>		
President	1	0.5
VP, Academics	1	0.5
VP, People & Culture	0	0
VP, External Relations	1	0.5
VP, Finance & Facilities	1	0.68
Manager, Business Development	1	0.5
Chair, Teaching & Learning	1	0.5
Chair, Post-Secondary Education	1	1
Chair, Adult Basic Education & Essential Skills	1	0.5
Manager, Learner Services & International Services	1	0.63
Manager, Technology & Security	1	0.5
Director, Finance & Corporate Services	0	0
Controller	1	0.49
Manager, Public Relations & Marketing	1	0.5
Manager, Facilities	1	0.52
Director, Facilities & Safety	0	0
Manager, Human Resources	1	0.5
Human Resources Generalist	1	0.8
Executive Assistant	1	0.85

Position and Classification	# of Employees	Full Time Equivalents
<b>Employees</b>		
Coordinator Level 8	4	4
Coordinator Level 7	12	8.59
Counsellor Level 7	8	5.06
Coordinator Level 6	6	1.35
Facilitator Level 6	11	1.84
Systems Administrator Level 6	1	1
Senior Admissions Officer Level 6	1	0.17
Job Coach Level 6	1	0.03
Admissions Registrar	1	1
Business & Training Rep	1	0.07
Payroll Technician Level 5	1	1
Network Administrator Level 5	1	1
Coordinator Level 5	1	0.53
Accounting Technician	1	1
Accounting Clerk Level 4	1	0.97
Payroll & Accounting Clerk Level 4	1	0.98
Program Assistant Level 4	11	8.91
Research Assistant Level 4	2	1.18
Receptionist Level 3	3	1.52
Caretaker Level 3	1	1
Clerical Level 2	3	0.2
Janitor Level 2	5	2.88
Research Student Level 1	12	2.17
Site Attendant	1	0.06
Instructors	83	25.73
Tutors/Aides	10	0.89
Invigilators	9	0.22
<b>Totals</b>	<b>208</b>	<b>82.82</b>

## Employees

Aarrestad, Crystal	Manager, Learner Services
Adams, Paul	Caretaker
Alberts, Madison	Counsellor
Allard, Shanley	Coordinator
Alstad, Roxanne	Program Assistant
Banga, Linda	Instructor
Beddome, George	Instructor
Berard, Rhonda	Instructor
Binkley, Darryl	Instructor
Biro, Tracy	Sub Instructor
Bletsy, Laurie	Instructor
Bobowski, Carol	Invigilator
Bontao, Loreben	Coordinator
Boychuk, Pattie	Admissions Registrar
Boychuk, Lisa	Instructor / Instructor Aide
Brooks, Curtis	Instructor
Brouillard, Venessa	Finance & Payroll Analyst
Brown, Connie	Manager, Business Development
Cadioux De Larios, Lisa	Program Head, ABE
Catton, Kenneth	Instructor
Clark, Wayne	Instructor
Clarke, Debbie	Clerical
Code, Erin	Instructor
Cote, Teddy	Research Student
Da Costa, Christina	Research Student
Dacallos Romero, Ethel	Site Attendant
Dale, Jean	Instructor Aide / Invigilator
Danyluk, Brenda	Janitor
Dawson, Justin	Instructor
Dedman, David	Facilitator
DePape, Kami	Vice President, External Relations
Desnomie, Darren	Instructor
Desroches, Joel	Instructor
Dietrich, Lisa	Executive Assistant
Dubreuil, Alison	Interim President & CEO
Duncalfe, Roger	Instructor
Dutchak, Monica	Instructor
Dutka, Shirley	Janitor
Dzuba, Michelle	Instructor / Instructor Aide
East, Kevin	Instructor
Ecklund, Katie	Senior Admissions Officer
Erhaze, Eunice	Instructor
Evanik, Jennifer	Program Assistant
Evans, Sharon	Program Assistant
Evans, Barbara	Instructor
Fish, Michelle	Instructor Aide / Invigilator
Fisher, Jeffrey	Chair, Trades & Business
Frankfurt, Shawn	Instructor
Franklin Roxanne	Instructor
Frick, Brittany	Chair, Teaching & Learning
Galli, Ronny	Instructor
Gilchrist, Patsy	VP, Finance & Facilities
Glowa, Rosemarie	Counsellor
Gorchynski, Gail	Non-Credit Instructor
Gray, Bobbi	VP, Programs
Gross, Leesa	Instructor
Gulash, Shayla	Invigilator

# Human Resources Report

Guspodaryk, Angela	Instructor	Pascua, Maebelline	Senior Coordinator
Hall, Michael	Coordinator	Patterson, Rebecca	Receptionist
Harris, Andre	Controller	Patzwald, Garth	Instructor
Haymore, Cheyenne	Clerical / Non-Credit Instructor	Peleshytyk, Shayla	Research Student
Heinmiller, Laura	Instructor	Penner, Nathaniel	Manager, Technology & Security
Hermanson, David	Instructor	Perkins, Alisa	Counsellor
Hoddenbagh, Mark	President/CEO	Peterson, Sandra	Controller
Holstein, Dale	Coordinator	Prokop, Patricia	Instructor
Hope, Tiffany	Human Resources Generalist	Puritch, Mel	Instructor
Hourd, John Edward	Business & Training Rep.	Quinto, Mitchelle	Instructor
Hulse, Elaine	Instructor / Coordinator	Raina, Anshu	Instructor
Hutfloetz, Paul	Instructor	Rhinas, Curtis	Instructor
Jasan, Cindy	Instructor Aide	Ritchie-McInnes, Lauretta	Receptionist / Invigilator
Johnson, Jaime	Instructor	Rokosh, Sharon	Accounting Clerk
Jones, Robyn	Research Student	Rose, Dawn	Facilitator
Just, Jeffrey	Instructor	Rurak, Sharon	Accounting Technician
Kaeding, Michelle	Payroll & Accounting Clerk	Rurak, Chance	Research Student
Karcha, Kurt	Network Administrator	Ryder, Kenneth	Program Assistant
Kawa, Sharon	Invigilator	Sass, Raymond	Board of Governor
Keinick, Cecilia	Counsellor	Sauser, Tamara	Instructor
Kennedy, Tashina	Research Student	Scheffler, Jacqueline	Instructor / Instructor Aide / CLB Assessor
Kobylko, Mandi	Manager, Human Resources	Schmidt, Kent	Manager, Facilities
Kostyshyn, Sheldon	System Administrator	Scutchings, Richard	Instructor
Kowalchuk, Darcy	Instructor	Senchuk, Stacey	Lead Counsellor
Kowalyshyn, Brittany	Coordinator	Sereda, John	Instructor
Kraynick, Carmen	Coordinator	Shah, Sunil	Instructor
Lacroix, Herb	Instructor	Sharp, Mildred	Instructor
Lepitzki, Sharon	Invigilator	Sharpe, Scott	Coordinator
LeSarge, Gail	Facilitator	Shields, Sylvie	Program Assistant
Lipoth, Sarah	Instructor Aide	Skurat, Jacqueline	Facilitator
Lizotte, Lisa	Instructor Sub	Sobkow, Erin	Senior Coordinator
Lonsdale, Beverly	VP, Finance, Facilities & IT	Sorestad, Heather	Research Assistant
Lowe, Jacy	Coordinator / Counsellor	Springford, Katherine	Instructor
Machnee, Gwen	Applied Research Lead	Stamatinos, Barbara	Instructor
MacKay, Dale	Manager, Facilities & Maintenance	Starr, Gail	Counsellor
Maddaford, Russell	Instructor	Steciuk, Carla	Instructor
Makkaparambil, Amal	Payroll Technician	Stoppler, Jenna	Program Assistant
Malec, Alesia	Coordinator / Instructor	Strelieff, Phyllis	Instructor Aide
Martinuik, Rachel	Coordinator	Swanson, Benjamin	Coordinator
Mathewson, Derek	Instructor	Swidzinski, Thad	Instructor Sub
McDill, Taylor	Counsellor	Templeton, Elaine	Program Assistant
McDonald, Kathleen	Instructor Aide /Clerical /Facilitator	Thomas, Sophia	Advisor
McKay-Carriere, Lily	Coordinator	Thompson, Teri	Vice President, Academics
McMillen, Paul	Non-Credit Instructor	Tilley, Meghan	Facilitator
Meberg, Alynn	Instructor	Tomcala, Greg	Instructor / Coordinator
Mellon, Brenda	Manager, Learner Services	Trebish, Katherine	Instructor
Miller, Blaine	Instructor	Ullrich, Landon	Instructor
Mitchell, Theresa	Instructor Sub	Usenkova, Eleonora	Instructor
Moore, Britney	Instructor	Variyan, Steven	Instructor
Mushka, Kenneth	Instructor	Vaslyuk, Tereza	Program Assistant
Muzyka, Dennis	Instructor	Vranai, Donna	Coordinator
Nagy, Fallon	Research Assistant	Vroom, Malena	Chair, University & Health
Napoleoni, Twila	Instructor	Wark, Cal	Instructor
Niebergall, Jenna	Manager, Public Relations & Marketing	Wasylyniuk, Karrie	Receptionist
Noah, Kevin	Janitor	Weir, Thomas	Instructor
Ogrodnick, Nancy	Instructor	Wilson, Wendy Lee	Coordinator
Oleynik, Christina	Research Student	Wolkowski, Cynthia	Program Assistant
Olynyk, Phyllis	Facilitator	Yeadon, Lisa	Facilitator
Omiiecinski, Brian	Instructor	Yurchuk, Julie	Janitor
Pascoe, Marie	Program Assistant	Zurburg, Richard	Instructor

# 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	3 Yr. Avg. Baseline*	2022-23 Target	2022-23 Actuals
<b>Student Enrollment (expressed in Full Load Equivalents)</b>			
Skills Training - Institute Credit	257	261	235
Skills Training - Industry Credit	25	26	17
Skills Training - Non-credit	21	22	18
Basic Education - Credit	138	140	97
Basic Education - Non-credit	66	67	72
University - Credit	112	114	120

FLE = The total participant hours divided by the accepted full load factor (FLE divisor) for a program group.

## Key Performance Indicator #2

Participation, Employment, and Continued to Take Further Training Rates for Aboriginal Students	3 Yr. Avg. Baseline*	2022-23 Target	2022-23 Actuals
<b>Aboriginal Participation (Enrolment) Rate (Full time/Part time)</b>			
Skills Training - Institute Credit	18%	19%	17%
Skills Training - Industry Credit	19%	20%	16%
Basic Education - Credit	76%	80%	76%
Univeristy - Credit	24%	25%	17%
<b>Graduation Rates of Aboriginal Persons (Full time only)</b>			
Skills Training - Institute Credit			
As % of Graduates	11%	11%	15%
As % of Aboriginal Enrolments	45%	46%	58%
Basic Education - Credit			
As % of Graduates	77%	79%	73%
As % of Aboriginal Enrolments	50%	51%	37%
<b>Aboriginal Employment Rate</b>			
Skills Training - Institute Credit	83%	87%	78%
Basic Education - Credit	59%	62%	40%
<b>Aboriginal Continued to Further Training</b>			
Skills Training - Institute Credit	17%	18%	60%
Basic Education - Credit	75%	75%	14%

# Key Performance Measures

## Key Performance Indicator #3

Number of Graduates/Completers for all Credit Programs (In #'s of students)	3 Yr. Avg. Baseline*	2022-23 Target	2022-23 Actuals
<b>Number of Graduates</b>			
Skills Training - Institute Credit	156	158	167
Skills Training - Industry Credit	653	686	673
Basic Education - Credit	74	75	27
<b>Number of Completers</b>			
Skills Training - Institute Credit	171	168	125
Skills Training - Industry Credit	43	42	24
Basic Education - Credit	91	90	37

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)	3 Yr. Avg. Baseline*	2022-23 Target	2022-23 Actuals
<b>Participation (Enrolment) Rate (Full time/Part time)</b>			
Skills Training - Institute Credit	39%	39%	44%
Skills Training - Industry Credit	8%	8%	7%
Basic Education - Credit	25%	25%	16%
University - Credit	26%	26%	32%
<b>Graduation Rates of Students (Full time only)</b>			
Skills Training - Institute Credit	67%	68%	67%
Basic Education - Credit	50%	51%	36%
<b>Employment Rate</b>			
Skills Training - Institute Credit	90%	91%	94%
Basic Education - Credit	65%	66%	43%
<b>Continued to Further Training Rates</b>			
Skills Training - Institute Credit	48%	48%	80%
Basic Education - Credit	79%	80%	38%

## Key Performance Indicator #5

Total Contractual Revenue (In Contract \$ Received)	3 Yr. Avg. Baseline*	2022-23 Target	2022-23 Actuals
Total Contractual Revenue (In Contract \$ Received)	\$ 1,245,300.00	\$ 1,264,000.00	\$ 1,094,299.00

\*3 Year Baseline includes program years: 2019-20, 2020-21, 2021-22



PARKLAND  
COLLEGE



*Class of*  
**2023**





TABLE 1

Total Student Enrollment									
Program Groups		Number of Students Enrolled							
		2022-23				2021-22			
		FT	PT	Casual	FLEs	FT	PT	Casual	FLEs
SKILLS TRAINING	<b>Institute Credit</b>								
	Institute Credit - Sask Polytech	26	10	2.0	36.799	131	131	0	196.87
	Institute Credit - Other	148	126	2.0	185.9	25	27	0	37.97
	Apprenticeship & Trade	34	0	0.0	12.4	35	0	0	12.53
	<b>Total Institute Credit</b>	208	136	4	235.10	191	158	0	247.37
	Industry Credit	0	58	641	16.63	15	51	643	30.05
	Non-Credit	0	33	2064	18.23	0	22	1975	17.10
<b>TOTAL SKILLS TRAINING</b>	208	227	2709	269.97	206	231	2618	294.52	
ADULT BASIC EDUCATION	<b>BE Credit</b>								
	Adult 12	56	55	0.0	59.96	74	59	0	86.56
	BE 10	5	5	0.0	4.11	29	22	0	26.53
	<b>Total BE Credit</b>	61	60	0	64.06	103	81	0	113.09
	<b>BE Non-Credit</b>								
	Employability/Life Skills	59	94	0.0	60.95	59	112	0	49.59
	English Language Training	0	76	0.0	10.59	0	41	0	6.92
<b>Total BE Non-Credit</b>	59	170	0	71.54	59	153	0	56.51	
<b>TOTAL ADULT BASIC EDUCATION</b>	120	230	0	135.60	162	234	0	169.60	
UNIVERSITY									
	<b>TOTAL UNIVERSITY</b>	100	151	0	119.55	84	130	0	114.42
<b>TOTAL ENROLLMENT</b>		<b>428</b>	<b>608</b>	<b>2709</b>	<b>525.1</b>	<b>452</b>	<b>595</b>	<b>2618</b>	<b>578.5</b>

Key: FT = Full Time; PT = Part Time; FLE = Full Load Equivalent

# Enrollment By Campus

Student Enrollment: Canora Campus									
Program Groups		Number of Students Enrolled							
		2022-23				2021-22			
		FT	PT	Casual	FLEs	FT	PT	Casual	FLEs
SKILLS TRAINING	Institute Credit - Sask Polytech	0	35	3	5.82	0	40	0	6.82
	Industry Credit	0	0	20	0.20	0	0	30	0.67
	Non-Credit	0	0			0	0	5	0.08
	<b>TOTAL SKILLS TRAINING</b>	<b>0</b>	<b>35</b>	<b>23</b>	<b>6.02</b>	<b>0</b>	<b>40</b>	<b>35</b>	<b>7.57</b>
ADULT BASIC EDUCATION	<b>ABE Credit</b>								
	Adult 12	8	22	0	11.27	20	30	0	24.40
	BE 10	5	5	0	4.11	12	10	0	10.71
	<b>Total ABE Credit</b>	<b>13</b>	<b>27</b>	<b>0</b>	<b>15.38</b>	<b>32</b>	<b>40</b>	<b>0</b>	<b>35.11</b>
	<b>ABE Non-Credit</b>								
	Employability/Life Skills	21	19	0	9.81	15	27	0	18.82
	English Language Training	0	10	0	0.20				
<b>Total ABE Non-Credit</b>	<b>21</b>	<b>29</b>	<b>0</b>	<b>10.01</b>	<b>15</b>	<b>27</b>	<b>0</b>	<b>18.82</b>	
<b>TOTAL ADULT BASIC EDUCATION</b>	<b>34</b>	<b>56</b>	<b>0</b>	<b>25.39</b>	<b>47</b>	<b>67</b>	<b>0</b>	<b>53.93</b>	
<b>TOTAL ENROLLMENT</b>		<b>34</b>	<b>91</b>	<b>23</b>	<b>31.41</b>	<b>47</b>	<b>107</b>	<b>35</b>	<b>61.50</b>

Key: FT = Full Time; PT = Part Time; FLE = Full Load Equivalent

Student Enrollment: Esterhazy Campus									
Program Groups		Number of Students Enrolled							
		2022-23				2021-22			
		FT	PT	Casual	FLEs	FT	PT	Casual	FLEs
SKILLS TRAINING	Apprenticeship & Trade	34	0	0	12.44	35	0	0	12.53
	Industry Credit	0	12	247	5.09	0	1	213	4.71
	Non-Credit	0	33	1989	17.18	0	16	1906	14.65
	<b>TOTAL SKILLS TRAINING</b>	<b>34</b>	<b>45</b>	<b>2236</b>	<b>34.71</b>	<b>35</b>	<b>17</b>	<b>2119</b>	<b>31.89</b>
ADULT BASIC EDUCATION	<b>ABE Non-Credit</b>								
	English Language Training					0	6	0	1.42
	<b>Total ABE Non-Credit</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0.00</b>	<b>0</b>	<b>6</b>	<b>0</b>	<b>1.42</b>
	<b>TOTAL ADULT BASIC EDUCATION</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0.00</b>	<b>0</b>	<b>6</b>	<b>0</b>	<b>1.42</b>
<b>TOTAL ENROLLMENT</b>		<b>34</b>	<b>45</b>	<b>2236</b>	<b>34.71</b>	<b>35</b>	<b>23</b>	<b>2119</b>	<b>33.31</b>

Key: FT = Full Time; PT = Part Time; FLE = Full Load Equivalent

# Enrollment By Campus

Student Enrollment: Fort Qu'Appelle Campus									
Program Groups		Number of Students Enrolled							
		2022-23				2021-22			
		FT	PT	Casual	FLEs	FT	PT	Casual	FLEs
SKILLS TRAINING	Institute Credit - Sask	0	30	0	6.27	0	38	0	7.76
	Polytech Institute Credit -					0	11	0	5.67
	Other Industry Credit	0	0	13	0.25	0	0	24	0.53
	Non-Credit	0	0	14	0.21	0	0	10	0.12
	<b>TOTAL SKILLS TRAINING</b>	<b>0</b>	<b>30</b>	<b>27</b>	<b>6.73</b>	<b>0</b>	<b>49</b>	<b>34</b>	<b>14.08</b>
ADULT BASIC EDUCATION	<b>ABE Credit</b>								
	Adult 12	12	13	0	12.26	20	9	0	18.87
	<b>Total ABE Credit</b>	<b>12</b>	<b>13</b>	<b>0</b>	<b>12.26</b>	<b>20</b>	<b>9</b>	<b>0</b>	<b>18.87</b>
	<b>ABE Non-Credit</b>								
	Employability/Life Skills	5	33	0	17.47	27	26	0	21.14
	<b>Total ABE Non-Credit</b>	<b>5</b>	<b>33</b>	<b>0</b>	<b>17.47</b>	<b>27</b>	<b>26</b>	<b>0</b>	<b>21.14</b>
<b>TOTAL ADULT BASIC EDUCATION</b>	<b>17</b>	<b>46</b>	<b>0</b>	<b>29.73</b>	<b>47</b>	<b>35</b>	<b>0</b>	<b>40.01</b>	
<b>TOTAL ENROLLMENT</b>		<b>17</b>	<b>76</b>	<b>27</b>	<b>36.46</b>	<b>47</b>	<b>84</b>	<b>34</b>	<b>54.09</b>

Key: FT = Full Time; PT = Part Time; FLE = Full Load Equivalent

Student Enrollment: Melville Campus									
Program Groups		Number of Students Enrolled							
		2022-23				2021-22			
		FT	PT	Casual	FLEs	FT	PT	Casual	FLEs
SKILLS TRAINING	Institute Credit - Sask Polytech	24	0	0	18.10	0	11	0	17.61
	Industry Credit	0	0	7	0.17	15	17	37	15.44
	Non-Credit					0	9	0	0.59
	<b>TOTAL SKILLS TRAINING</b>	<b>24</b>	<b>0</b>	<b>7</b>	<b>18.27</b>	<b>15</b>	<b>37</b>	<b>37</b>	<b>33.64</b>
ADULT BASIC EDUCATION	<b>ABE Credit</b>								
	Adult 12	6	5	0	6.87	9	11	0	10.12
	<b>Total ABE Credit</b>	<b>6</b>	<b>5</b>	<b>0</b>	<b>6.87</b>	<b>9</b>	<b>11</b>	<b>0</b>	<b>10.12</b>
	<b>ABE Non-Credit</b>								
	Employability/Life Skills	0	13	0	5.05				
	<b>Total ABE Non-Credit</b>	<b>0</b>	<b>13</b>	<b>0</b>	<b>5.05</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0.00</b>
<b>TOTAL ADULT BASIC EDUCATION</b>	<b>6</b>	<b>18</b>	<b>0</b>	<b>11.92</b>	<b>9</b>	<b>11</b>	<b>0</b>	<b>10.12</b>	
<b>TOTAL ENROLLMENT</b>		<b>30</b>	<b>18</b>	<b>7</b>	<b>30.19</b>	<b>24</b>	<b>48</b>	<b>37</b>	<b>43.76</b>

Key: FT = Full Time; PT = Part Time; FLE = Full Load Equivalent

# Enrollment By Campus

Student Enrollment: Yorkton Campuses									
Program Groups		Number of Students Enrolled							
		2022-23				2021-22			
		FT	PT	Casual	FLEs	FT	PT	Casual	FLEs
<b>SKILLS TRAINING</b>	Institute Credit - Sask Polytech	124	64	0	155.67	131	43	1	164.67
	Institute Credit - Other	26	10	2	36.80	25	16	0	32.30
	Industry Credit	0	43	375	10.93	0	32	379	8.70
	Non-Credit	0	0	62	0.83	0	8	60	1.67
	<b>TOTAL SKILLS TRAINING</b>	<b>150</b>	<b>117</b>	<b>439</b>	<b>204.23</b>	<b>156</b>	<b>99</b>	<b>440</b>	<b>207.34</b>
<b>ADULT BASIC EDUCATION</b>	<b>ABE Credit</b>								
	Adult 12	30	15	0	29.56	25	30	0	33.17
	BE 10					17	12	0	15.82
	<b>Total ABE Credit</b>	<b>30</b>	<b>15</b>	<b>0</b>	<b>29.56</b>	<b>42</b>	<b>42</b>	<b>0</b>	<b>48.99</b>
	<b>ABE Non-Credit</b>								
	Employability/Life Skills	33	31	0	28.62	17	59	0	9.63
	English Language Training	0	67	0	10.38	0	35	0	5.50
<b>Total ABE Non-Credit</b>	<b>33</b>	<b>98</b>	<b>0</b>	<b>39.00</b>	<b>17</b>	<b>94</b>	<b>0</b>	<b>15</b>	
<b>TOTAL ADULT BASIC EDUCATION</b>	<b>63</b>	<b>113</b>	<b>0</b>	<b>68.56</b>	<b>59</b>	<b>136</b>	<b>0</b>	<b>64.12</b>	
<b>UNIVERSITY</b>									
	<b>TOTAL UNIVERSITY</b>	<b>100</b>	<b>151</b>	<b>0</b>	<b>119.55</b>	<b>84</b>	<b>130</b>	<b>0</b>	<b>114.42</b>
<b>TOTAL ENROLLMENT</b>		<b>313</b>	<b>381</b>	<b>439</b>	<b>392.34</b>	<b>299</b>	<b>365</b>	<b>440</b>	<b>385.88</b>

TABLE 2

Program Groups	Number of Students Enrolled																											
	2022-23												2021-22															
	Aboriginal			Visible Minority			Disability			Total Enrollment			Aboriginal			Visible Minority			Disability			Total Enrollment						
	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas				
<b>Institute Credit</b>	33	25	0	7	16	0	7	16	0	7	9	0	148	133	2	35	27	0	7	15	0	10	9	0	133	134	0	
Sask Polytech	0	0	0	0	0	0	0	0	0	0	0	0	26	10	2	0	11	0	0	1	0	0	1	0	0	25	33	0
Other	3	0	0	0	0	0	0	0	0	0	0	0	34	0	0	3	0	0	0	0	0	0	0	0	35	0	0	
Apprenticeship & Trade	36	25	0	7	16	0	7	16	0	7	9	0	208	143	4	38	38	0	7	16	0	10	10	0	193	167	0	
<b>Total Institute Credit</b>	0	9	64	0	4	23	0	2	12	0	2	12	0	58	642	3	7	88	0	0	0	0	0	7	15	51	644	
Industry Credit	0	5	207	0	2	90	0	1	30	0	1	30	0	33	2064	0	4	216	0	3	100	0	2	37	0	33	1975	
Skills Training Non-Credit	36	39	271	7	22	113	7	12	42	208	234	2710	41	49	304	7	19	122	10	12	44	208	251	2619				
<b>TOTAL SKILLS TRAINING</b>	38	44	0	3	4	0	5	7	0	56	55	0	50	41	0	50	41	0	7	5	0	8	6	0	74	59	0	
<b>ABE Credit:</b>	5	5	0	0	0	0	1	0	0	5	5	0	24	19	0	24	19	0	0	0	0	2	4	0	29	22	0	
Adult 12	43	49	0	3	4	0	6	7	0	61	60	0	74	60	0	74	60	0	7	5	0	10	10	0	103	81	0	
Adult 10	50	91	0	2	1	0	2	4	0	59	94	0	53	66	0	53	66	0	2	6	0	0	4	0	59	112	0	
<b>Total ABE Credit</b>	0	1	0	0	2	0	0	0	0	0	76	0	0	0	0	0	0	0	0	7	0	0	0	0	0	41	0	
<b>ABE Non-Credit:</b>	50	92	0	2	3	0	2	4	0	59	170	0	53	66	0	53	66	0	2	13	0	0	4	0	59	153	0	
Employability/Life Skills	93	141	0	5	7	0	8	11	0	120	230	0	127	126	0	127	126	0	9	18	0	10	14	0	162	234	0	
English Language Training																												
<b>Total ABE Non-Credit</b>	13	29	0	15	22	0	7	15	0	100	151	0	15	33	0	15	33	0	15	13	0	3	16	0	84	130	0	
<b>TOTAL ADULT BASIC EDUCATION</b>	142	209	271	27	51	113	22	38	42	428	615	2710	183	208	304	31	50	122	23	42	44	454	615	2619				
<b>TOTAL ENROLLMENT</b>																												

Key: FT = Full Time; PT = Part Time; FLE = Full Load Equivalent

TABLE 3

Program Groups		Student Success																												
		2022-23												2021-22																
		Total Students Completed						Total Students Graduated						Total Employed						Total Going to Further Training						Total Students Enrolled				
		FT	PT	Cas		FT	PT	Cas		FT	PT	Cas		FT	PT	Cas		FT	PT	Cas		FT	PT	Cas		FT	PT	Cas		
SKILLS TRAINING	Institute Credit	20	99	2	83	18	0	47	30	2	22	65	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	Sask Polytech																													
	Other	3	1	0	23	9	0	18	4	0	3	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	Apprenticeship & Trade	0	0	0	34	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	<b>Total Institute Credit</b>	23	100	2	106	27	0	65	34	2	25	66	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
ADULT BASIC EDUCATION	Industry Credit	0	1	23	0	56	617	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	Total Non-Credit	0	26	2062	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	<b>TOTAL SKILLS TRAINING</b>	23	127	2087	106	83	617	65	34	2	25	66	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	ABE Credit:																													
	Adult 12	22	14	0	20	5	0	9	7	0	17	11	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ADULT BASIC EDUCATION	Adult 10	1	0	0	2	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	<b>Total ABE Credit</b>	23	14	0	22	5	0	9	7	0	19	11	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	Basic Education Non-Credit:																													
	Employability/Life Skills	59	43	0	0	0	0	9	14	0	10	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	English Language Training	0	47	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Total ABE Non-Credit</b>	59	90	0	0	0	0	9	14	0	10	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
<b>TOTAL ADULT BASIC EDUCATION</b>	82	104	0	22	5	0	18	21	0	29	13	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
UNIVERSITY																														
	<b>TOTAL UNIVERSITY</b>	93	186	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	<b>TOTAL ENROLLMENT</b>	198	417	2087	128	88	617	83	55	2	54	79	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

Key: FT = Full Time; PT = Part Time; FLE = Full Load Equivalent

**TABLE 4**

Program Groups		Student Success by Equity Participation																																					
		Number of Students Enrolled												2021-22																									
		2022-23						2021-22						2021-22						2021-22																			
		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	E	C	G											
<b>SKILLS TRAINING</b>	<b>Institute Credit</b>	58	21	18	23	15	2	16	7	4	4	62	31	13	22	13	5	19	7	5	61	21	21	23	15	2	16	7	4	76	31	27	23	13	6	20	7	6	
	Sask Polytech																																						
	Other	0	0	0	0	0	0	0	0	0	0	11	0	11	1	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	Apprenticeship & Trade	3	0	3	0	0	0	0	0	0	0	3	0	3	0	0	0	0	0	0	3	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	<b>Total Institute Credit</b>	61	21	21	23	15	2	16	7	4	4	76	31	27	23	13	5	19	7	5	61	21	21	23	15	2	16	7	4	76	31	27	23	13	6	20	7	6	
<b>ADULT BASIC EDUCATION</b>	<b>ABE Credit:</b>	82	27	14	7	3	2	12	5	3	3	91	34	31	12	6	3	14	5	7	82	27	14	7	3	2	12	5	3	91	34	31	12	6	3	14	5	7	
	Adult 12																																						
	Adult 10	10	1	2	0	0	0	1	0	0	0	43	17	10	0	0	0	6	3	1	10	1	2	0	0	0	43	17	10	0	0	0	0	0	0	0	0	0	0
	<b>Total ABE Credit</b>	92	28	16	7	3	2	13	5	3	3	134	51	41	12	6	3	20	8	8	92	28	16	7	3	2	13	5	3	134	51	41	12	6	3	20	8	8	
	<b>ABE Non-Credit:</b>	141	93	0	3	3	0	6	4	0	0	119	82	0	8	6	0	4	2	0	141	93	0	3	3	0	119	82	0	8	6	0	4	2	0	0	0	0	0
Employability/Life Skills																																							
English Language Training	1	1	0	2	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	2	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Total ABE Non-Credit</b>	142	94	0	5	5	0	6	4	0	0	119	82	0	15	8	0	4	2	0	142	94	0	5	5	0	119	82	0	15	8	0	4	2	0	0	0	0	0	0
<b>TOTAL ADULT BASIC EDUCATION</b>	234	122	16	12	8	2	19	9	3	3	253	133	41	27	14	3	24	10	8	234	122	16	12	8	2	19	9	3	253	133	41	27	14	3	24	10	8		
<b>UNIVERSITY</b>																																							
	<b>TOTAL UNIVERSITY</b>	42	41	0	37	37	0	22	22	0	48	48	0	28	28	0	19	19	0	42	41	0	37	37	0	48	48	0	28	28	0	19	19	0	0	0	0		
	<b>TOTAL ENROLLMENT</b>	622	398	107	191	153	30	102	68	21	695	441	157	203	158	31	109	75	21	622	398	107	191	153	30	102	68	21	695	441	157	203	158	31	109	75	21		

Key: E = Enrollment; C = Completers; G = Graduates



# PARKLAND COLLEGE





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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 and Technology Institute (WTTI).

## Annual Operations

For the year ended June 30, 2023, Parkland College recorded an operating surplus of \$378k compared to an operating deficit of \$417k last year and a 2022-23 budgeted deficit of \$680k.

## Accumulated Surplus

The accumulated surplus as of June 30, 2023 was \$19.9 million compared to \$19.6 million at June 30, 2022. The increase is the result of the current year operating surplus. The accumulated surplus includes operating and capital funds. The amount relating to investment in capital assets is \$16.4 million. The remainder of \$3.5 million consists of a combination of restricted and unrestricted operating surplus. Further details of the components and activities for the year are provided in Note 17 of the financial statements.

## Revenues

Total revenues for the current year were \$13.3 million. This was an increase of \$200k compared to the previous fiscal year, due mainly to higher contract revenue and interest. Current year revenue was \$1.1 million higher compared to budgeted revenue due mainly to higher contract and interest revenue, and \$500k of applied research grants received in the last quarter.

## Expenses

Total expenses for the current year were \$12.9 million compared to last year's total of \$13.5 million. The most significant reduction in expenses was in salaries as a result of shared management positions with Cumberland College. Current year expenses were very close to budget.

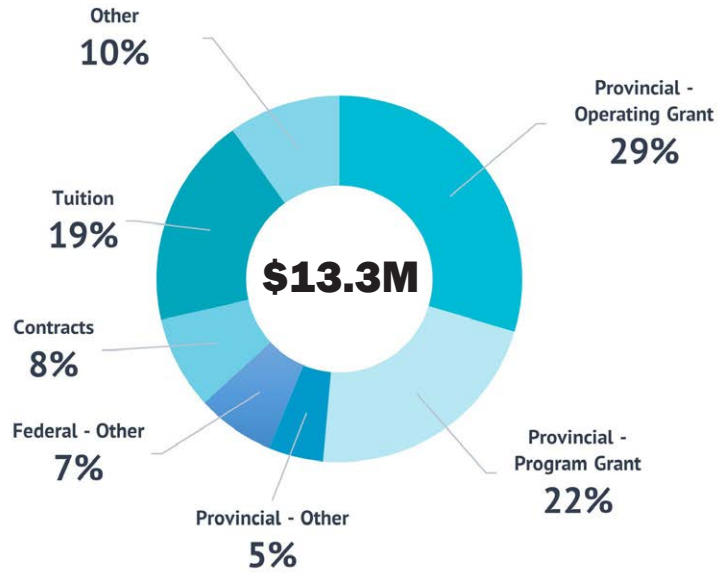
## Capital

Tangible capital assets for the year ended June 30, 2023 were \$17.3 million compared to \$18.2 million at June 30, 2022. The reduction of \$900k is the result of current year amortization, net of additions of \$193k. Additional details are provided in Note 12 of the financial statements.

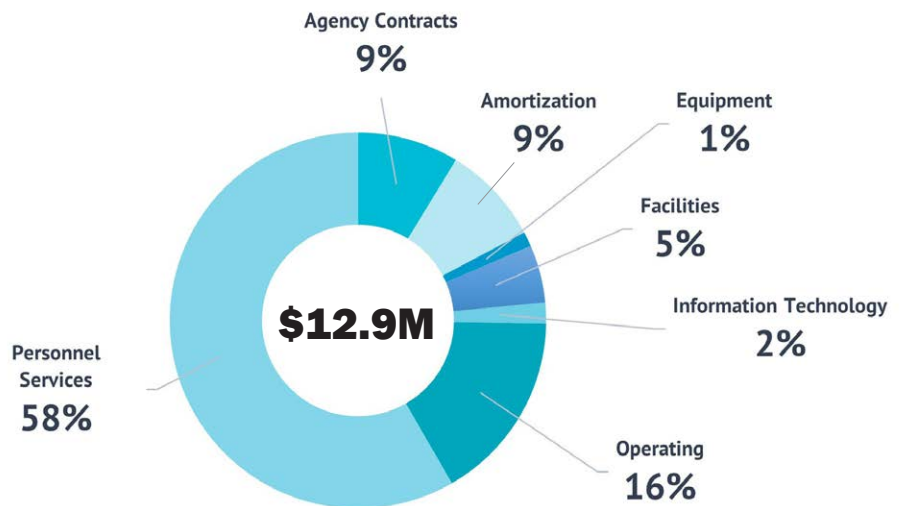
## Debt

Long-term debt in 2022-23 totalled \$842K compared to \$875k in 2021-22. This is related to the Trades and Technology Centre. Further details are provided in Note 11 to the financial statements.

## Revenues



## Expenses



## Management's Responsibility for Financial Reporting

The financial statements of Parkland College have been prepared in accordance with Canadian public sector accounting standards. When alternative accounting methods exist, management has chosen those it deems most appropriate in the circumstances. These statements include certain amounts based on management's estimates and judgements. Management has determined such amounts based on a reasonable basis in order to ensure that the financial statements are presented fairly in all material respects.

The integrity and reliability of Parkland College's reporting systems are achieved through the use of formal policies and procedures, the careful selection of employees, and an appropriate division of responsibilities. These systems are designed to provide reasonable assurance that the financial information is reliable and accurate.

The Board of Directors is responsible for ensuring that management fulfills its responsibility for financial reporting and is ultimately responsible for reviewing and approving the financial statements. The Board meets periodically with management and the College's auditors to review significant accounting, reporting, and internal control matters. Following its review of the financial statements and discussions with the auditors, the Board approves the financial statements. The Board also reviews the engagement or authorizes the re-appointment of the external auditors.

The financial statements have been audited on behalf of the College by MNP in accordance with Canadian generally accepted auditing standards.

Original signed by \_\_\_\_\_

Alison Dubreuil, President & CEO  
Former, President & CEO  
of legacy Parkland College

Original signed by \_\_\_\_\_

Patsy Gilchrist, Suncrest College VP Finance & Facilities–  
Former VP Finance & Facilities of legacy Parkland College

Melfort, Saskatchewan

September 28, 2023

## Independent Auditor's Report

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To the Board of Directors of Parkland College:

### Opinion

We have audited the financial statements of Parkland College (the "College"), which comprise the consolidated statement financial position as at June 30, 2023 and the consolidated statements of operations, accumulated operating surplus, changes in net financial assets, cash flows and the related schedules for the year then ended, and notes to the financial statements, including a summary of significant accounting policies.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of the College as at June 30, 2023, 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.

### Emphasis of Matter - Subsequent Event

As disclosed in note 21 of the financial statements, Parkland College and Cumberland College amalgamated into one entity, being Suncrest College, on July 1, 2023.

### 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 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 financial statements or our knowledge obtained in the audit or otherwise appears to be materially misstated. We obtained the Annual Report prior to the date of this auditor's report. 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.

MNP LLP

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

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

In preparing the 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 Financial Statements

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

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

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- 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 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 financial statements, including the disclosures, and whether the 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 28, 2023

The logo for MNP LLP, featuring the letters 'MNP' in a large, bold, sans-serif font, followed by 'LLP' in a smaller, all-caps, sans-serif font.

Chartered Professional Accountants

**Parkland College**  
**Consolidated Statement of Financial Position**  
**as at June 30, 2023**

	30-Jun 2023	30-Jun 2022
<b>Financial Assets</b>		
Cash and cash equivalents (Note 3)	\$ 5,441,271	\$ 4,344,572
Accounts receivable (Note 4)	801,491	638,142
Portfolio investments (Note 5)	5	5
<b>Total Financial Assets</b>	6,242,767	4,982,719
<b>Liabilities</b>		
Accrued salaries and benefits (Note 7)	427,779	501,313
Accounts payable and accrued liabilities (Note 8)	614,259	428,092
Deferred revenue (Note 9)	1,809,556	1,803,344
Liability for employee future benefits (Note 10)	301,100	287,900
Long-term debt (Note 11)	842,057	874,757
<b>Total Financial Liabilities</b>	3,994,751	3,895,406
<b>Net Financial Assets</b>	2,248,016	1,087,313
<b>Non-Financial Assets</b>		
Tangible capital assets (Note 12)	17,253,871	18,161,351
Prepaid expenses (Note 13)	441,382	316,993
<b>Total Non-Financial Assets</b>	17,695,253	18,478,344
<b>Accumulated Surplus (Note 17)</b>	\$ 19,943,269	\$ 19,565,657
<b>Accumulated Surplus is comprised of:</b>		
Accumulated surplus from operations	19,943,269	19,565,657
<b>Total Accumulated Surplus</b>	\$ 19,943,269	\$ 19,565,657

Contractual Obligations and Commitments (Note 18)  
 Contractual Rights (Note 20)  
 Subsequent Event (Note 21)

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

On behalf of the Board:

Original signed by \_\_\_\_\_

Denis Caron, Administrator

Original signed by \_\_\_\_\_

Alison Dubreuil, Suncrest President &  
 CEO - Former Interim President &  
 CEO of legacy Parkland College

### Parkland College Consolidated Statement of Operations and Accumulated Surplus for the year ended June 30, 2023

	2023 Budget (Note 16)	2023 Actual	2022 Actual
<b>Revenues (Schedule 2)</b>			
Provincial government			
Grants	\$ 6,963,602	\$ 6,953,000	\$ 6,751,200
Other	212,789	521,485	625,374
Federal government			
Other	428,780	918,172	847,284
Other revenue			
Contracts	659,620	1,094,299	1,278,093
Interest	25,240	202,113	27,485
Rents	112,144	3,280	2,410
Resale items	170,163	215,503	165,857
Tuitions	2,667,100	2,478,594	2,565,689
Donations	116,241	49,792	72,182
Other	821,029	844,886	730,529
Total revenues	<u>12,176,708</u>	<u>13,281,124</u>	<u>13,066,105</u>
<b>Expenses (Schedule 3)</b>			
General	5,390,599	5,515,048	6,007,467
Skills training	3,899,771	3,786,143	3,855,555
Basic education	2,228,506	2,194,784	2,112,181
University	596,063	368,064	578,177
Services	396,865	566,730	489,473
Scholarships	78,200	78,200	82,200
Applied Research	266,975	394,543	358,285
Total expenses	<u>12,856,979</u>	<u>12,903,512</u>	<u>13,483,335</u>
Surplus (Deficit) for the Year from Operations	<u>\$ (680,271)</u>	<u>\$ 377,612</u>	<u>\$ (417,230)</u>
Accumulated Surplus, Beginning of Year	<u>\$ 19,565,657</u>	<u>\$ 19,565,657</u>	<u>19,982,887</u>
Accumulated Surplus, End of Year	<u>\$ 18,885,386</u>	<u>\$ 19,943,269</u>	<u>\$ 19,565,657</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, 2023**

	2023 Budget <u>(Note 16)</u>	2023 Actual	2022 Actual
<b>Net Financial Assets, Beginning of Year</b>	\$ 1,087,313	\$ 1,087,313	\$ 350,845
<b>Surplus (Deficit) for the Year from Operations</b>	(680,271)	377,612	(417,230)
Acquisition of tangible capital assets	-	(192,552)	(147,368)
Loss on disposal of tangible capital assets	-	-	-
Amortization of tangible capital assets	1,158,243	1,100,031	1,119,024
(Acquisition) use of prepaid expenses	-	(124,389)	182,045
<b>Change in Net Financial Assets</b>	<u>477,972</u>	<u>1,160,703</u>	<u>736,470</u>
<b>Net Financial Assets, End of Year</b>	<u>\$ 1,565,285</u>	<u>\$ 2,248,016</u>	<u>\$ 1,087,313</u>

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

**Parkland College  
Consolidated Statement of Cash Flows  
for the year ended June 30, 2023**

	2023	2022
<b>Operating Activities</b>		
Surplus (Deficit) for the year from operations	\$ 377,612	\$ (417,230)
Non-cash items included in surplus		
Amortization of tangible capital assets	1,100,031	1,119,024
Changes in non-cash working capital		
Decrease (increase) in accounts receivable	(163,349)	(433,998)
Increase (decrease) in accrued salaries and benefits	(73,534)	(8,475)
Increase (decrease) in accounts payable and accrued liabilities	186,168	(280,388)
Increase (decrease) in liability for employee future benefits	13,200	15,200
Increase (decrease) in deferred revenue	6,211	417,552
Increase (decrease) in prepaid expenses	(124,390)	182,041
<b>Cash Provided by Operating Activities</b>	1,321,951	593,726
<b>Capital Activities</b>		
Cash used to acquire tangible capital assets	(192,552)	(147,368)
<b>Cash used by Capital Activities</b>	(192,552)	(147,368)
<b>Financing Activities</b>		
Repayment of long-term debt	(32,700)	(21,516)
<b>Cash used by Financing Activities</b>	(32,700)	(21,516)
<b>Increase in Cash and Cash equivalents</b>	1,096,699	424,842
<b>Cash and Cash Equivalents, Beginning of Year</b>	4,344,572	3,919,730
<b>Cash and Cash Equivalents, End of Year</b>	\$ 5,441,271	\$ 4,344,572

*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, 2023**

## **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, 2023**

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

- the liability for employee future benefits of \$301,100 (June 30, 2022 - \$287,900) 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, 2023**

**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, 2023**

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.

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.

**PARKLAND COLLEGE**  
**Notes to the Consolidated Financial Statements**  
**for the year ended June 30, 2023**

**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 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.

**PARKLAND COLLEGE**  
**Notes to the Consolidated Financial Statements**  
**for the year ended June 30, 2023**

**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.

**(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.

**(k) Accounting Standards Not Yet in Effect**

The College plans to adopt the new and amended standard PS 3400 Revenue (effective July 1, 2023), a new standard establishing guidance on how to account for and report on revenue, specifically, it addresses revenue arising from exchange transactions and unilateral transactions.



**PARKLAND COLLEGE**  
**Notes to the Consolidated Financial Statements**  
**for the year ended June 30, 2023**

**(I) Asset Retirement Obligation**

Effective July 1, 2021 the college adopted PS 3280 Asset Retirement Obligation, a new standard establishing guidance on the recognition, measurement, presentation and disclosure of a liability for retirement of a tangible capital asset.

The adoption of the new standard has not had a significant impact on the financial statements.

**3. CASH AND CASH EQUIVALENTS**

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

	<b>June 30 2023</b>	<b>June 30 2022</b>
Cash and bank deposits	\$ 5,441,271	\$ 4,344,572
<b>Cash and cash equivalents</b>	<b>\$ 5,441,271</b>	<b>\$ 4,344,572</b>

**4. ACCOUNTS RECEIVABLE**

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

	<b>June 30 2023</b>	<b>June 30 2022</b>
Provincial government:		
Advanced Education/Immigration and Career Training	\$ -	\$ -
Other	31,990	185,065
Federal government	126,958	79,593
Other receivables	671,513	374,717
	830,462	639,375
Less: Allowance for doubtful accounts	(28,971)	(1,233)
<b>Accounts receivable, net of allowances</b>	<b>\$ 801,491</b>	<b>\$ 638,142</b>

**PARKLAND COLLEGE**  
**Notes to the Consolidated Financial Statements**  
**for the year ended June 30, 2023**

## 5. PORTFOLIO INVESTMENTS

	June 30 2023		June 30 2022	
	<u>Cost</u>	<u>Fair Value</u>	<u>Cost</u>	<u>Fair Value</u>
Portfolio Investments in the cost or amortized cost category:				
<i>Credit Union Shares</i>	\$ 5	\$ 5	\$ 5	\$ 5
<b>Total portfolio investments reported at cost or amortized cost</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>

## 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, 2023 was Nil (June 30, 2022 – Nil).

## 7. ACCRUED SALARIES AND BENEFITS

	June 30 2023		June 30 2022	
	\$		\$	
Accrued Salaries	\$ 190,670		\$ 192,718	
Accrued Vacation and Benefits		237,109		308,595
<b>Accrued salaries and benefits</b>	<b>\$ 427,779</b>		<b>\$ 501,313</b>	

## 8. ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

	June 30 2023		June 30 2022	
	\$		\$	
Accounts payable	\$ 580,305		\$ 414,295	
Scholarships		10,945		10,945
Other		23,009		2,852
<b>Accounts payable and accrued liabilities</b>	<b>\$ 614,259</b>		<b>\$ 428,092</b>	

**PARKLAND COLLEGE**  
**Notes to the Consolidated Financial Statements**  
**for the year ended June 30, 2023**

**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 2022-23 fiscal year.

	June 30 2022	Addition during the year	Revenue recognized in the year	June 30 2023
<b>Other deferred revenue:</b>				
<i>Student tuitions</i>	\$ 1,729,322	\$ 1,740,158	\$ 1,729,322	\$ 1,740,158
<i>Other</i>	74,022	69,398	74,022	69,398
<b>Deferred revenue</b>	<b>\$ 1,803,344</b>	<b>\$ 1,809,556</b>	<b>\$ 1,803,344</b>	<b>\$ 1,809,556</b>

**10. LIABILITY FOR EMPLOYEE FUTURE BENEFITS**

The College provides certain post-employment, compensated absence and termination benefits to its employees. These benefits include accumulating non-vested sick leave. 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:

**PARKLAND COLLEGE**  
**Notes to the Consolidated Financial Statements**  
**for the year ended June 30, 2023**

	<b>June 30</b>	<b>June 30</b>
	<b>2023</b>	<b>2022</b>
Actuarial valuation (extrapolation) date	(30-Jun-23)	(30-Jun-22)
Long-term assumptions used:		
Salary escalation rate (percentage)	2.50%	1.50%
Discount rate (percentage)	3.90%	2.10%
Inflation rate (percentage)	Nil	Nil
Expected average remaining service life (years)	10.6	10.6

	<b>June 30</b>	<b>June 30</b>
	<b>2023</b>	<b>2022</b>
<b>Liability for Employee Future Benefits</b>		
<b>Accrued Benefit Obligation - beginning of year</b>	<b>\$ 267,400</b>	<b>\$ 297,200</b>
Current period benefit cost	51,600	55,000
Interest cost	10,500	6,000
Benefit payments	(45,800)	(47,300)
Loss on accrued benefit obligation	-	(43,500)
<b>Accrued Benefit Obligation - end of year</b>	<b>283,700</b>	<b>267,400</b>
<b>Unamortized Net Actuarial Gains / Losses</b>	<b>17,400</b>	<b>20,500</b>
<b>Liability for Employee Future Benefits</b>	<b>\$ 301,100</b>	<b>\$ 287,900</b>

	<b>June 30</b>	<b>June 30</b>
	<b>2023</b>	<b>2022</b>
<b>Employee Future Expense</b>		
Current period benefit cost	\$ 51,600	\$ 55,000
Amortization of net actuarial gain / loss	(3,100)	1,500
<b>Benefit cost</b>	<b>48,500</b>	<b>56,500</b>
<b>Interest cost on unfunded employee future benefits obligation</b>	<b>10,500</b>	<b>6,000</b>
<b>Total Employee Future Benefits Expense</b>	<b>\$ 59,000</b>	<b>\$ 62,500</b>

**PARKLAND COLLEGE**  
**Notes to the Consolidated Financial Statements**  
**for the year ended June 30, 2023**

## 11. LONG-TERM DEBT

On May 4, 2022 the College amended its credit facility to include a term loan renewal of \$896,273, at a fixed rate of 4.17%. This loan has a 24 month term and all outstanding principal and interest is payable in full April 30, 2024. As at June 30, 2023, \$842,057 remains as outstanding on the term loan.

<b>Details of Long-Term Debt:</b>	<b>June 30 2023</b>	<b>June 30 2022</b>
Other Long-Term Debt:		
Capital Loan      RBC - Term Loan	842,057	874,757
<b>Total Long Term Debt</b>	<b>\$ 842,057</b>	<b>\$ 874,757</b>

<b>Principal and Interest repayments over the next year is estimated as follows:</b>		
	<b>Capital Loan</b>	<b>Total</b>
2024 - Payment at Loan Maturity	871,383	871,383
<b>Total</b>	<b>\$ 871,383</b>	<b>\$ 871,383</b>

<b>Principal and interest payments on the long-term debt are as follows:</b>			
	<b>Capital Loan</b>	<b>2023</b>	<b>2022</b>
Principal	\$ 32,700	\$ 32,700	\$ 21,516
Interest	36,577	36,577	22,169
<b>Total</b>	<b>\$ 69,277</b>	<b>\$ 69,277</b>	<b>\$ 43,685</b>

**PARKLAND COLLEGE**  
**Notes to the Consolidated Financial Statements**  
**for the year ended June 30, 2023**

## 12. TANGIBLE CAPITAL ASSETS

	Land	Land Improv	Buildings	Machinery and Equipment	Furniture and Equipment	Computer Hardware	System Development	Vehicles	Leasehold Improv	Work in Progress	2023	2022
<b>Tangible Capital Assets - at Cost:</b>												
Opening Balance at Start of Year	\$2,261,815	\$674,310	\$22,303,810	\$2,082,238	\$804,116	\$1,723,055	\$517,723	\$120,351	\$466,120	\$72,033	\$31,025,571	\$30,878,203
Additions/Purchases	-	-	11,448	98,103	-	38,531	-	-	-	44,470	192,552	147,368
Disposals	-	-	-	-	-	-	-	-	-	-	-	-
Transfers to (from)	-	-	-	-	-	-	75,293	-	-	(75,293)	-	-
<b>Closing Balance at End of Year</b>	<b>2,261,815</b>	<b>674,310</b>	<b>22,315,258</b>	<b>2,180,341</b>	<b>804,116</b>	<b>1,761,586</b>	<b>593,016</b>	<b>120,351</b>	<b>466,120</b>	<b>41,210</b>	<b>31,218,123</b>	<b>31,025,571</b>
<b>Tangible Capital Assets - Amortization:</b>												
Opening Balance at Start of Year	-	114,185	8,307,953	1,332,181	695,947	1,577,496	485,257	103,106	248,096	-	12,864,221	11,745,197
Amortization for the Period	-	16,858	608,369	218,034	31,807	129,716	45,363	5,748	44,136	-	1,100,031	1,119,024
Disposals	-	-	-	-	-	-	-	-	-	-	-	-
<b>Closing Balance at End of Year</b>	<b>-</b>	<b>131,044</b>	<b>8,916,322</b>	<b>1,550,215</b>	<b>727,754</b>	<b>1,707,212</b>	<b>530,620</b>	<b>108,854</b>	<b>292,232</b>	<b>-</b>	<b>13,964,252</b>	<b>12,864,221</b>
<b>Net Book Value:</b>												
Opening Balance at Start of Year	2,261,815	560,124	13,995,858	750,057	108,169	145,559	32,467	17,245	218,024	72,033	18,161,349	19,133,005
Closing Balance at End of Year	2,261,815	543,266	13,398,937	630,126	76,361	54,374	62,397	11,497	173,889	41,210	17,253,871	18,161,351
<b>Change in Net Book Value</b>	<b>\$ 0</b>	<b>\$(16,858)</b>	<b>\$(596,921)</b>	<b>\$(119,931)</b>	<b>\$(31,808)</b>	<b>\$(91,185)</b>	<b>\$ 29,930</b>	<b>\$(5,748)</b>	<b>\$(44,135)</b>	<b>\$(30,823)</b>	<b>\$(907,478)</b>	<b>\$(971,654)</b>

## 13. PREPAID EXPENSES

	June 30 2023	June 30 2022
Insurance	\$ 7,287	\$ 1,069
Rent	17,412	18,537
Program Costs	206,081	81,995
Development Charges	192,000	192,000
Equipment	9,986	13,886
WCB	8,616	9,506
<b>Prepaid expenses</b>	<b>\$ 441,382</b>	<b>\$ 316,993</b>

**PARKLAND COLLEGE**  
**Notes to the Consolidated Financial Statements**  
**for the year ended June 30, 2023**

## 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:

	2023			2022
	STRP	STSP	TOTAL	TOTAL
Number of active College members	11	0	11	14
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	<b>\$ 79,564</b>	—	<b>\$ 79,564</b>	<b>\$ 82,442</b>

- 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.

**PARKLAND COLLEGE**  
**Notes to the Consolidated Financial Statements**  
**for the year ended June 30, 2023**

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:

	<b>2023</b>	<b>2022</b>
Number of active College members	96	102
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	\$423,904	\$445,920
College contributions for the year	\$423,904	\$445,920

## 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.



**PARKLAND COLLEGE**  
**Notes to the Consolidated Financial Statements**  
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The aging of accounts receivable at June 30, 2023 and June 30, 2022 was:

	June 30, 2023		June 30, 2022	
	Accounts Receivable	Allowance of Doubtful Accounts	Accounts Receivable	Allowance of Doubtful Accounts
0-30 days	\$ 563,177	\$ -	\$ 316,077	\$ -
30-60 days	65,113	-	201,722	-
60-90 days	21,942	-	(14,695)	-
Over 90 days	180,230	28,971	136,270	1,233
<b>Total</b>	<b>\$ 830,462</b>	<b>\$ 28,971</b>	<b>\$ 639,374</b>	<b>\$ 1,233</b>
<b>Net</b>		<b>\$ 801,491</b>		<b>\$ 638,142</b>

ii) **Liquidity Risk**

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

	June 30, 2023		
	Within 6 months	6 months to 1 year	1 to 5 years
Accrued salaries and benefits	\$ 190,670	\$ 237,109	\$ -
Accounts payable and accrued liabilities	614,259	-	-
Long-term debt	-	842,057	-
<b>Total</b>	<b>\$ 804,929</b>	<b>\$ 1,079,166</b>	<b>\$ -</b>

**PARKLAND COLLEGE**  
**Notes to the Consolidated Financial Statements**  
**for the year ended June 30, 2023**

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 \$842,057 repayable by consecutive annual blended payments of \$69,277 including interest, based on a remaining 216 month amortization. This loan has a 24 month term and all outstanding principal and interest is payable in full April 30, 2024. Interest rate: 4.17% per annum. Amount eligible for prepayment is NIL. There was no balance outstanding on the revolving lease line of credit as of June 30, 2023 (June 30, 2022 – Nil). There was \$842,057 outstanding on the term loan (see Note 11 – Long-Term Debt) as of June 30, 2023 (June 30, 2022 - \$874,757).

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 April 28, 2022 and the Minister of Advanced Education on July 20, 2022.

## 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.

## PARKLAND COLLEGE Notes to the Consolidated Financial Statements for the year ended June 30, 2023

The College does not maintain separate bank accounts for the designated assets. Details of accumulated surplus are as follows:

	June 30 2022	Additions during the year	Reductions during the year	June 30 2023
<b>Invested in Tangible Capital Assets - 290010:</b>				
Net Book Value of Tangible Capital Assets	18,161,349	\$ 267,845	\$ 1,175,323	\$ 17,253,871
Less: Debt owing on Tangible Capital Assets	874,757	-	32,700	842,057
	<b>17,286,592</b>	<b>267,845</b>	<b>1,142,623</b>	<b>16,411,814</b>
<b>Internally Restricted Operating Surplus - 290020</b>				
<b>Future Facility &amp; Program Development</b>	37,223	-	-	37,223
<b>Coalition Initiatives</b>	27,471	-	27,471	-
<b>Systems Upgrade</b>	286,000	143,000	-	429,000
<b>Early Childhood Education - FHQTC</b>	6,633	-	6,633	-
<b>Student Events</b>	92,618	23,936	-	116,554
<b>Student Health &amp; Dental</b>	42,664	10,606	-	53,270
<b>Scholarship Funds:</b>				
Good Spirit REDA Scholarship Fund	168	-	-	168
Entrance Scholarship Fund	64,669	18,349	19,831	63,187
Staff Scholarship Fund	7,392	16,697	3,000	21,089
Golf Tournament Scholarship Fund	17,054	-	5,000	12,054
Clay Serby Scholarship Fund	214	-	-	214
Internal Scholarship Fund	10,027	14,473	14,300	10,200
TD Bank Scholarship	-	-	-	-
SIOS Fund	-	5,030	-	5,030
Emergency Bursary Program	26,600	-	-	26,600
<b>Total Restricted Scholarship Funds</b>	126,124	54,549	42,131	138,542
<b>Total Internally Restricted Funds</b>	<b>618,733</b>	<b>232,091</b>	<b>76,235</b>	<b>774,589</b>
<b>Externally Restricted Funds by Government of Saskatchewan</b>				
Preventive Maintenance and Renewal (PMR)	130,321	124,000	150,761	103,560
NIB Grant	42,299	49,952	92,251	-
NHSP Grant	24,045	-	20,483	3,562
Mitac Grant	37,005	45,000	70,005	12,000
NSERC Grant	77,730	2,880	20,287	60,323
ARTP NSERC Grant	185,706	220,000	90,123	315,583
SSHRC	-	239,524	32,394	207,130
ABE On-Reserve Carryforward	588,798	296,000	443,521	441,277
EAL Carryforward	4,648	45,000	40,254	9,394
ESWP Carryforward	185,064	200,000	196,656	188,408
YESS Carryforward	134,179	275,626	229,070	180,735
Bell Canada Carryforward	-	-	-	-
Under 22 Funding Carryforward	106,533	256,560	113,342	249,751
Industrial Mechanics Level 2 Carryforward	-	-	-	-
ABE Carryforward	364,734	844,000	794,465	414,269
Skills Training Carryforward	900,443	1,480,000	1,300,069	1,080,374
<b>Total Externally Restricted Funds by Government of Saskatchewan</b>	<b>2,781,505</b>	<b>4,078,542</b>	<b>3,593,680</b>	<b>3,266,367</b>
<b>Total Restricted Funds</b>	<b>3,400,238</b>	<b>4,310,633</b>	<b>3,669,915</b>	<b>4,040,956</b>
<b>Unrestricted Operating Surplus</b>	<b>(1,121,173)</b>	<b>1,836,498</b>	<b>1,224,826</b>	<b>(509,501)</b>
<b>Total Accumulated Surplus from Operations</b>	<b>19,565,657</b>	<b>6,414,977</b>	<b>6,037,365</b>	<b>19,943,269</b>
<b>Total Accumulated Surplus</b>	<b>19,565,657</b>	<b>\$ 6,414,977</b>	<b>\$ 6,037,365</b>	<b>\$ 19,943,269</b>

**PARKLAND COLLEGE**  
**Notes to the Consolidated Financial Statements**  
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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.

**PARKLAND COLLEGE**  
**Notes to the Consolidated Financial Statements**  
**for the year ended June 30, 2023**

- 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, 2027. Terms of the lease provide for monthly rental of \$4,091.

	Operating Leases		Capital Leases	
	Office Rental	Total Operating	RCAP Leasing VOIP	Total Capital
<b>Future minimum lease payments:</b>				
2024	\$ 195,754	<b>195,754</b>	-	-
2025	\$ 197,602	<b>197,602</b>	-	-
Thereafter	166,127	<b>166,127</b>	-	-
<b>Total Lease Obligations</b>	<b>\$ 559,483</b>	<b>\$ 559,483</b>	<b>\$ -</b>	<b>\$ -</b>

- 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 2022-23 were \$122,566, 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 expired on August 31, 2022.

**PARKLAND COLLEGE**  
**Notes to the Consolidated Financial Statements**  
**for the year ended June 30, 2023**

## 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:

	June 30, 2023						Total
	2024	2025	2026	2027	2028	Thereafter	
Program Delivery - YESS Contract	\$257,114	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 257,114
Program Delivery - IRCC (EAL)	\$209,681	\$210,166	\$ -	\$ -	\$ -	\$ -	\$ 419,847
<b>Total Contractual Rights</b>	<b>\$466,795</b>	<b>\$210,166</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 676,961</b>

## 21. SUBSEQUENT EVENT

Effective July 1, 2023, Parkland College will amalgamate with Cumberland College, and the amalgamated entity will carry on operations under the name Suncrest College. Upon amalgamation, the assets and liabilities of Parkland College and Cumberland College will become the assets and liabilities of the amalgamated entity at carrying value.

# Revenues and Expenses By Function

## Schedule 1

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

	Skills Training		Basic Education		Services		University		2023		2023		2022	
	Non-credit		Non-credit		Leamer Support		Credit		Total		Budget		Actual	
	Credit	Non-credit	Credit	Non-credit	Leamer Support	Counsel	Credit	Scholarships	Applied Research	Total	Budget	Actual		
<b>Revenues (Schedule 2)</b>														
Provincial government	\$ 4,252,433	\$ -	\$ 1,283,806	\$ 199,600	\$ 44,700	\$ -	\$ -	\$ 41,100	\$ -	\$ 7,474,485	\$ 7,176,390	\$ 7,376,573		
Federal government	9,952	-	(39,900)	275,626	197,970	-	-	-	474,524	918,172	428,780	847,284		
Other	1,387,152	685,697	557,500	38,543	67,132	7,772	334,976	49,792	172,328	4,888,467	4,571,537	4,842,248		
<b>Total Revenues</b>	<b>5,649,537</b>	<b>3,240,421</b>	<b>1,801,406</b>	<b>513,769</b>	<b>309,802</b>	<b>7,772</b>	<b>334,976</b>	<b>90,892</b>	<b>646,852</b>	<b>13,281,124</b>	<b>12,176,707</b>	<b>13,066,105</b>		
<b>Expenses (Schedule 3)</b>														
Agency contracts	159,208	259,747	-	54,000	-	686	168,492	-	-	1,125,319	1,109,363	1,004,943		
Amortization	1,100,031	-	-	-	-	-	-	-	-	1,100,031	1,158,243	1,119,024		
Equipment	64,189	94,445	2,084	961	-	-	-	-	1,296	162,975	224,250	218,732		
Facilities	580,373	2,788	50,601	3,695	3,487	-	-	-	-	640,944	747,772	739,285		
Information technology	131,026	80,908	11,211	226	8,184	-	-	-	-	231,858	205,350	210,379		
Operating	1,170,464	327,410	41,133	98,808	38,620	3,072	1,004	78,200	20,057	2,118,014	1,617,501	2,001,800		
Personal services	2,309,757	2,186,921	309,302	324,824	406,108	106,573	198,568	-	373,190	7,524,371	7,794,500	8,189,172		
<b>Total Expenses</b>	<b>5,515,048</b>	<b>2,952,219</b>	<b>833,924</b>	<b>482,514</b>	<b>456,399</b>	<b>110,331</b>	<b>363,064</b>	<b>78,200</b>	<b>394,543</b>	<b>12,903,512</b>	<b>12,856,979</b>	<b>13,483,335</b>		
<b>Surplus (Deficit) for the year</b>	<b>\$ 134,489</b>	<b>\$ 288,202</b>	<b>\$ (148,227)</b>	<b>\$ 89,136</b>	<b>\$ 31,255</b>	<b>\$ (146,597)</b>	<b>\$ (33,088)</b>	<b>\$ 12,692</b>	<b>\$ 252,309</b>	<b>\$ 377,612</b>	<b>\$ (680,272)</b>	<b>\$ (417,230)</b>		

# Revenues By Function

## Schedule 2

### Parkland College Schedule of Revenues by Function for the year ended June 30, 2023

	Skills Training		Basic Education		Services		University	Scholarships	Applied Research	2023		2022			
	Credit	Non-credit	Credit	Non-credit	Leamer Support					Total Revenues	Actual	Total Revenues	Budget	Total Revenues	Actual
					Counsel	Support									
<b>Provincial Government</b>															
Advanced Education/ Immigration & Career Training															
Operating grants	\$ 3,939,200	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 3,939,200	\$ 3,891,200	\$ 3,830,200			
Program grants	-	1,506,700	-	1,138,800	-	44,700	-	-	-	2,889,800	2,948,402	2,865,000			
Capital grants	124,000	-	-	-	-	-	-	-	-	124,000	124,000	56,000			
	4,063,200	1,506,700	1,138,800	199,600	199,600	44,700	-	-	-	6,953,000	6,963,602	6,751,200			
Contracts	189,233	146,146	-	145,006	-	-	-	-	-	480,385	197,789	487,696			
Other	-	-	-	-	-	-	-	-	-	-	15,000	84,939			
	4,252,433	1,652,846	1,283,806	199,600	199,600	44,700	-	-	-	7,433,385	7,176,391	7,323,835			
Other provincial	-	-	-	-	-	-	-	41,100	-	41,100	-	52,738			
<b>Total Provincial</b>	<b>4,252,433</b>	<b>1,652,846</b>	<b>1,283,806</b>	<b>199,600</b>	<b>199,600</b>	<b>44,700</b>	<b>-</b>	<b>41,100</b>	<b>-</b>	<b>7,474,485</b>	<b>7,176,391</b>	<b>7,376,573</b>			
<b>Federal Government</b>															
Other Federal	9,952	-	(39,900)	275,626	-	197,970	-	-	474,524	918,172	428,780	847,284			
	9,952	-	(39,900)	275,626	-	197,970	-	-	474,524	918,172	428,780	847,284			
<b>Total Federal</b>	<b>9,952</b>	<b>-</b>	<b>(39,900)</b>	<b>275,626</b>	<b>-</b>	<b>197,970</b>	<b>-</b>	<b>-</b>	<b>474,524</b>	<b>918,172</b>	<b>428,780</b>	<b>847,284</b>			
<b>Other Revenue</b>															
Contracts	166,621	-	578,404	30,000	-	-	-	-	36,620	1,094,299	659,620	1,278,093			
Interest	202,113	-	-	-	-	-	-	-	-	202,113	25,240	27,489			
Rents	3,280	-	-	-	-	-	-	-	-	3,280	112,144	2,410			
Resale items	4,190	195,726	1,600	-	-	-	1,032	-	-	215,503	170,163	165,856			
Tuitions	522,814	1,278,622	362,185	8,855	-	-	306,118	-	-	2,478,594	2,667,100	2,565,889			
Donations	-	-	-	-	-	-	-	49,792	-	49,792	116,241	72,182			
Other	488,134	113,227	27,903	8,543	8,543	67,132	27,826	-	135,708	844,886	821,029	730,530			
	1,387,152	1,687,575	685,697	38,543	38,543	67,132	334,976	49,792	172,328	4,888,467	4,571,537	4,842,248			
<b>Total Other</b>	<b>1,387,152</b>	<b>1,687,575</b>	<b>685,697</b>	<b>38,543</b>	<b>38,543</b>	<b>67,132</b>	<b>334,976</b>	<b>49,792</b>	<b>172,328</b>	<b>4,888,467</b>	<b>4,571,537</b>	<b>4,842,248</b>			
<b>Total Revenues</b>	<b>\$ 5,649,537</b>	<b>\$ 3,240,421</b>	<b>\$ 685,697</b>	<b>\$ 1,801,406</b>	<b>\$ 513,769</b>	<b>\$ 309,802</b>	<b>\$ 7,772</b>	<b>\$ 90,892</b>	<b>\$ 646,852</b>	<b>\$ 13,281,124</b>	<b>\$ 12,176,707</b>	<b>\$ 13,066,105</b>			



# Expenses By Function

Schedule 3

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

	General (Schedule 4)	Skills Training		Basic Education		Services		University	Scholarships	Applied Research	2023	2023	2022	
		Credit	Non-credit	Credit	Non-credit	Learner Support	Counsel				Credit	Total Expenses Actual	Total Expenses Budget	Total Expenses Actual
<b>Agency Contracts</b>														
Contracts	\$ 159,208	\$ 259,747	\$ 483,186	\$ -	\$ 54,000	\$ -	\$ 686	\$ 168,492	\$ -	\$ -	\$ 1,125,319	\$ 1,109,363	\$ 1,004,943	
	159,208	259,747	483,186	-	54,000	-	686	168,492	-	-	1,125,319	1,109,363	1,004,943	
<b>Amortization</b>	1,100,031	-	-	-	-	-	-	-	-	-	1,100,031	1,158,243	1,119,024	
<b>Write-down tangible capital assets</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	
<b>Equipment</b>														
Equipment (non-capital)	4,091	63,085	-	-	961	-	-	-	-	1,296	69,433	85,000	32,703	
Rental	45,917	-	-	2,084	-	-	-	-	-	-	48,001	69,100	157,023	
Repairs and maintenance	14,181	31,360	-	-	-	-	-	-	-	-	45,541	70,150	29,006	
	64,189	94,445	-	2,084	961	-	-	-	-	1,296	162,975	224,250	218,732	
<b>Facilities</b>														
Building supplies	8,263	-	-	-	-	-	-	-	-	-	8,263	23,000	33,318	
Grounds	42,246	-	-	-	-	-	-	-	-	-	42,246	39,750	111,644	
Janitorial	22,714	-	-	-	-	-	-	-	-	-	22,714	46,000	26,731	
Rental	310,702	2,788	-	50,601	3,695	3,487	-	-	-	-	371,273	451,897	384,070	
Repairs & maintenance buildings	69,130	-	-	-	-	-	-	-	-	-	69,130	79,500	58,813	
Utilities	127,318	-	-	-	-	-	-	-	-	-	127,318	107,625	124,708	
	580,373	2,788	-	50,601	3,695	3,487	-	-	-	-	640,944	747,772	739,285	
<b>Information Technology</b>														
Computer services	4,168	-	-	-	-	-	-	-	-	-	4,168	6,000	5,719	
Data communications	-	-	-	-	-	-	-	-	-	-	-	-	4,626	
Equipment (non-capital)	3,084	2,016	-	-	201	3,051	-	-	-	-	8,352	6,403	3,009	
Rental	-	-	-	-	-	-	-	-	-	-	-	-	2,500	
Software (non-capital)	123,774	78,892	303	11,211	25	5,133	-	-	-	-	219,338	190,447	197,026	
	131,026	80,908	303	11,211	226	8,184	-	-	-	-	231,858	205,350	210,379	
<b>Operating</b>														
Advertising	133,856	25,000	4,123	280	-	-	-	-	-	-	163,259	159,931	118,683	
Association fees & dues	17,683	380	-	-	-	426	-	-	-	-	18,489	30,300	21,912	
Bad debts	28,936	-	-	-	-	-	-	-	-	-	28,936	-	1,293	
Financial services	81,822	-	-	-	-	-	-	-	-	-	81,822	68,288	63,727	
In-service (includes PD)	46,100	-	-	-	-	362	-	-	-	-	46,462	36,873	37,066	
Insurance	158,026	2,321	-	-	-	-	-	-	-	1,560	161,907	141,383	146,559	
Materials & supplies	129,208	124,655	10,798	107,792	13,149	1,270	141	503	-	6,429	393,945	325,893	535,173	
Postage, freight & courier	5,741	1,619	314	73	-	-	-	-	-	-	7,747	15,275	28,348	
Printing & copying	36,411	-	-	-	-	-	-	-	-	-	36,411	24,100	37,691	
Professional services	361,944	1,040	7,169	205,614	82,999	26,668	-	100	-	8,930	694,464	396,594	631,390	
Resale items	2,947	153,972	16,668	-	-	-	-	401	-	-	173,988	140,564	134,308	
Subscriptions	9,341	-	-	-	-	1,555	-	-	-	-	10,896	16,750	30,510	
Telephone & fax	43,848	3,075	955	2,571	804	301	1,206	-	-	158	52,918	69,996	55,474	
Travel	114,601	15,348	1,106	22,916	1,856	8,038	1,725	-	-	2,980	168,570	80,085	77,465	
Other	-	-	-	-	-	-	-	-	78,200	-	78,200	111,469	82,200	
	1,170,464	327,410	41,133	339,246	98,808	38,620	3,072	1,004	78,200	20,057	2,118,014	1,617,501	2,001,800	
<b>Personal Services</b>														
Employee benefits	277,216	289,130	41,910	132,232	32,168	40,460	10,259	34,608	-	50,242	908,225	1,093,354	1,085,364	
Honoraria	38,575	-	-	450	91,287	1,434	-	-	-	387	132,133	148,151	101,538	
Salaries	1,988,862	1,897,490	257,392	1,060,312	201,234	312,992	96,314	163,960	-	322,561	6,301,117	6,434,664	6,971,134	
Other	5,104	301	10,000	116,134	135	51,222	-	-	-	-	182,896	118,331	31,140	
	2,309,757	2,186,921	309,302	1,309,128	324,824	406,108	106,573	198,568	-	373,190	7,524,371	7,794,500	8,189,172	
<b>Total Expenses</b>	<b>\$ 5,515,048</b>	<b>\$ 2,952,219</b>	<b>\$ 833,924</b>	<b>\$ 1,712,270</b>	<b>\$ 482,514</b>	<b>\$ 456,399</b>	<b>\$ 110,331</b>	<b>\$ 368,064</b>	<b>\$ 78,200</b>	<b>\$ 394,543</b>	<b>\$ 12,903,512</b>	<b>\$ 12,856,979</b>	<b>\$ 13,483,335</b>	

# Schedule of Expenses By Function

## Schedule 4

### Parkland College Schedule of General Expenses by Functional Area for the year ended June 30, 2023

	Governance	Operating and Administration	Facilities and Equipment	Information Technology	2023 Total General Actual	2023 Total General Budget	2022 Total General Actual
<b>Agency Contracts</b>							
Contracts	-	\$ 159,208	-	\$ -	\$ 159,208	\$ 193,292	\$ 147,413
	-	159,208	-	-	159,208	193,292	147,413
<b>Amortization</b>							
	-	1,100,031	-	-	1,100,031	1,158,243	1,119,024
<b>Equipment</b>							
Equipment (non-capital)	-	4,091	-	-	4,091	-	-
Rental	-	2,023	43,894	-	45,917	68,600	54,885
Repairs and maintenance	-	3,661	10,520	-	14,181	38,150	10,698
	-	9,775	54,414	-	64,189	106,750	65,583
<b>Facilities</b>							
Building supplies	-	-	8,263	-	8,263	23,000	33,318
Grounds	-	-	42,246	-	42,246	39,750	111,644
Janitorial	-	-	22,714	-	22,714	46,000	26,731
Rental	-	24,452	286,250	-	310,702	286,890	292,203
Repairs & maintenance buildings	-	-	69,130	-	69,130	79,500	58,813
Utilities	-	-	127,318	-	127,318	107,625	124,385
	-	24,452	555,921	-	580,373	582,765	647,095
<b>Information Technology</b>							
Computer services	-	4,168	-	-	4,168	5,000	5,719
Data communications	-	-	-	-	-	-	4,626
Equipment (non-capital)	-	775	-	2,309	3,084	1,200	3,009
Software (non-capital)	2,246	3,751	5,249	112,528	123,774	82,500	111,498
	2,246	8,694	5,249	114,837	131,026	88,700	124,851
<b>Operating</b>							
Advertising	-	133,856	-	-	133,856	115,700	113,736
Association fees & dues	8,960	8,723	-	-	17,683	29,800	21,652
Bad debts	-	28,936	-	-	28,936	-	1,233
Financial services	-	81,822	-	-	81,822	68,288	63,727
In-service (includes PD)	-	45,785	-	315	46,100	35,003	36,828
Insurance	22,260	6,800	121,328	7,638	158,026	139,020	146,073
Materials & supplies	-	71,042	46,985	11,181	129,208	88,800	113,847
Postage, freight & courier	-	324	5,100	317	5,741	8,100	6,738
Printing & copying	-	5,844	-	30,567	36,411	24,000	37,691
Professional services	11,056	347,717	-	3,171	361,944	178,850	322,830
Resale items	-	2,947	-	-	2,947	2,500	3,995
Subscriptions	-	9,341	-	-	9,341	9,650	26,244
Telephone & fax	-	10,450	1,965	31,433	43,848	35,700	47,121
Travel	8,347	104,607	751	896	114,601	20,660	35,403
	50,623	858,194	176,129	85,518	1,170,464	756,071	977,119
<b>Personal Services</b>							
Employee benefits	462	170,049	78,148	28,557	277,216	359,048	411,872
Honoraria	810	37,765	-	-	38,575	3,500	2,910
Salaries	12,813	1,368,194	409,509	198,346	1,988,862	2,124,730	2,505,670
Other	-	4,900	204	-	5,104	17,500	5,930
	14,085	1,580,908	487,861	226,903	2,309,757	2,504,778	2,926,382
<b>Total General Expenses</b>	\$ 66,954	\$ 3,741,262	\$ 1,279,574	\$ 427,258	\$ 5,515,048	\$ 5,390,599	\$ 6,007,467

**ABE:** Adult Basic Education- Academic skills development that leads to certification at a grade 10 or grade 12

**AET:** Agriculture Equipment Technician

**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

**CICan:** Colleges and Institutes Canada

**CCA:** Continuing Care Assistant

**CCLB:** Center for Canadian Language Benchmarks

**Community/Individual Non-Credit:** Education and training that leads to or enhances a person's employability or enhances community and/or social development but does not result in credentials or certification recognized by an industry, association, sector, regulatory body, or licensing agency

**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:** An individual participating, over a program year, in one or more program sessions within a program group

**ECE:** Early Childhood Education

**ECNWC:** East Central Newcomers Welcome Center

**ECRF:** East Central Research Foundation Ltd.

**ESL:** English as a Subsequent Language

**ESWP:** Essential Skills for the Work Place

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

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

**FNUniv:** First Nations University of Canada

**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 216 hours of scheduled class time for the academic year.

**GBM:** Global Business Management

**GED:** General Education Development: A series of exams that are written to determine 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

**HETT:** Heavy Equipment and Truck and Transport Technician

**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

**LINC:** Language Instruction for Newcomers to Canada

**MELT:** Mandatory Entry Level Training

**MOU:** Memorandum of Understanding

**NFPA:** National Fire Protection Association

**Non-Credit:** Learning which may include some form of evaluation but does not result in certification by a recognized body

**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

**PBLA:** Portfolio Based Language Assessment

**PE4:** Power Engineering – Fourth Class

**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)

**RIDE:** ReconciliAction, Inclusion, Diversity, and Equity

**SATCC:** Saskatchewan Apprenticeship and Trade Certification Commission

**SERI:** Saskatchewan Emergency Response Institute

**SPSA:** Saskatchewan Public Safety Agency

**Services:** The formal act (activities which are tracked) of helping, providing assistance, and/or advice

**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.

**TESL:** Teaching English as a Second Language

**U of R:** University of Regina

**U of S/USask:** University of Saskatchewan

**YESS:** Youth Employment and Skills Strategy





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