



2019-2020

ANNUAL REPORT

Box 417, 9531 94 Avenue
Lac La Biche, Alberta
T0A 2T0

780-623-5580 • 1-866-623-5551
info@portagecollege.ca
portagecollege.ca

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Of the Portage College Licensed Practical Nurse students who wrote the Canadian Practical Nurse Registration Examination, 97% passed, 6% higher than the national average.

Executive Summary

Portage College is a public, board-governed college operating as a Comprehensive Community College under the authority of the Post-Secondary Learning Act. The College operated seven campuses in 2019-2020.

After undertaking a review of our strategic plan, we adopted new mission and vision statements for the College. Our new mission statement is “connecting people with knowledge, skills and opportunities” while our vision statement is “learners are empowered to transform and make a difference.” We adhere to the five Adult Learning System Principles of accessibility, affordability, quality, accountability, and coordination.

Accessibility

Portage provided continuing education, ad-hoc training, certificate, diploma, and degree opportunities to 2,687 students in 2019-2020; 47% of students in academic programs self-identified as Indigenous. We ensured that students were able to complete their programs on time after the onset of COVID-19 in March by providing online instruction and enhanced supports. We launched a Fine Arts Certificate program (which began accepting students in Fall 2020) and established new Community Adult Learning Programs (CALPs) in Cold Lake First Nations, Elk Point, Frog Lake First Nation, Kehewin Cree Nation, and Whitefish Lake First Nation #128. We continued to search for funding to expand the College’s Museum of Aboriginal Peoples’ Art and Artifacts (MOAPAA) and to establish a scholarly home of the world-renowned Professional Native Indian Artists Incorporated (PNIAI). MOAPAA is the only place in the world where works of all seven PNIAI artists are on permanent display. We explored avenues to expand our IT network capacity. We continued to partner and consult with industry, municipalities, students, and our Indigenous populations to ensure that our programs and services are meeting the needs of our region and the province.

Affordability

The College continues to ensure our programs are affordable while ensuring we remain financially sustainable. In 2019-2020, students were able to access \$630,000 in scholarships and bursaries to help support their education.

Quality

For the first time in seven years, enrolment shrank, decreasing from 952 full-load equivalents in 2018-2019 to 912 in 2019-2020. Student satisfaction reached a 15-year high, with 92% of our students indicating that they would recommend Portage College to others. A further 91% would recommend their program to others, 1% above our CIP target. Graduates continued to find

employment in a challenging economy, with 87% of the Class of 2018-2019 working (79% in training-related jobs). 95% of employers surveyed believe that Portage graduates are on equal or better footing than graduates from other post-secondary institutions.

Accountability

For the fiscal year ended June 30, 2020, the College posted an annual surplus of \$2.221 million, due mainly to cost-containment austerity measures and prudent financial management. From an audit of the 2019 financial statements, the Office of the Auditor General (OAG) awarded the College two “green lights” for the timeliness and accuracy of our financial statements while also issuing a new recommendation to implement processes for testing and monitoring the effectiveness of internal controls. The College also implemented numerous guidelines and procedures and received three disclosures of wrongdoing under Public Interest Disclosure (Whistleblower Protection). Corrective action was taken in two of the cases.

Coordination

As part of a Memorandum of Agreement with NAIT, the College offered the third year of NAIT’s Bachelor of Business Administration program at Portage College campuses. The fourth year will be offered in 2020-2021. Portage also hosted the University of Alberta’s Aboriginal Teacher Education Program at our Cold Lake, Lac La Biche and St. Paul campuses and signed an agreement to offer the program again in 2022. Portage also signed a Memorandum of Action with Athabasca University to explore new degree pathway options, research collaborations and sharing other expertise. The College continued to explore options to develop programs and to share an Enterprise Resource Planning (ERP) system in conjunction with other post-secondary institutions and continued to partner with other PSIs to conduct research. The College also continued to work to increase the transferability of our courses to other institutions and maintained and expanded our dual credit offerings with school divisions in our service region. Portage currently has formal transfer agreements with 17 post-secondaries in the province.

Accountability Statement

The Portage College Annual Report for the year ended June 30, 2020 was prepared under the Board's direction in accordance with the *Fiscal Planning and Transparency Act* and ministerial guidelines established pursuant to the *Post-Secondary Learning Act*. All material economic, environmental or fiscal implications of which we are aware have been considered in the preparation of this report.

[Original signed by Randolph Benson]

Chair, Board of Governors
Portage College

Mission Statement

Previous mission statement: Portage College provides education, training and services to facilitate learning and development of knowledgeable, skilled citizens in a caring, supportive and dynamic college environment.

As part of a new strategic plan developed during the 2019-2020 academic year, the College has a new mission statement which will guide Portage for the next several years:

Connecting people with knowledge, skills and opportunities.

Vision Statement

Previous vision statement: Building success by delivering exceptional learning experiences.

As part of a new strategic plan developed during the 2019-2020 academic year, the College has a new vision statement which will guide Portage for the next several years:

Learners are empowered to transform and make a difference.

Our Mandate

(Approved by Minister of Advanced Education June 12, 2014)

Portage College is a public, board-governed college operating as a Comprehensive Community Institution under the authority of the *Post-Secondary Learning Act*. Portage College has campus locations in Lac La Biche, Cold Lake, St. Paul, Bonnyville*, Frog Lake, Saddle Lake, Boyle, and Whitefish Lake.

In addition to delivering Apprenticeship Trades Training, Portage College offers certificate and diploma programs in diverse areas, including Forestry, Natural Resources, Business, Pre-Hospital Care, Health and Wellness, Culinary Arts, Human Services, Native Arts and Culture, University Studies, and Power Engineering. The College also offers academic upgrading, pre-employment trades training, continuing education credit and non-credit courses, and cost recovery customized training programs.

Portage College encourages applied research focusing on improvement of rural education and supports scholarly activity strengthening our understanding of rural communities. College personnel model established ethical principles guiding all research involving human subjects. College students' community-based and applied research practices adhere to the same code of respectful engagement. Portage College embraces every opportunity to collaborate with communities when conducting research identifying economic development and learning needs.

As a member of Campus Alberta, Portage College works with eCampusAlberta*, and Community Adult Learning Councils to make the broadest selection of education and training available in the region. Portage College expands its program offerings through articulation and transfer agreements, program delivery collaborations, brokering arrangements, and strategic partnerships.

As a Comprehensive Community Institution, Portage College stewards adult education and training offerings in its geographic service region in alignment with the strategic planning initiatives of the Government of Alberta. Portage College undertakes in-depth consultation with all of its community stakeholders, including community adult learning providers, school districts, current and past students, service and industry employers, Program Content Advisory Committees, and municipal and Aboriginal leaders.

Portage College excels in designing and delivering programs responding to the learning needs of students and local employers. Portage programs utilize leading-edge learning technologies and are offered in multiple instructional modalities, including traditional face-to-face, off-site video-conferencing, and distributed self-paced learning. The College's blended learning offerings, mobile trades training units, outreach programming, and service to small cohorts demonstrate its ability to make both instruction and learning supports readily available to students at times and places convenient to them. The College offers learning assistance programs and dedicated learner support services addressing the needs of disadvantaged learners.

Portage College works to maximize learning opportunities that support the economic growth and human development needs of diverse northeast communities. A focus on community-based learning enables the College to partner with municipalities, First Nations Reserves, Métis Settlements, and school divisions for the provision of access to learning and recreation facilities, counseling, and library services. Portage College values collaboration and community-based volunteerism supporting quality learning and life opportunities in rural Alberta.

Portage College provides education and employment training programs that instill a passion for lifelong learning, promote personal wellness, develop appreciation for cultural diversity, and inspire social engagement.

*NB Subsequent to this mandate being approved by the Minister of Advanced Education, the College closed its Bonnyville campus. eCampusAlberta was also discontinued after this mandate was approved. The College also began running several Community Adult Learning Programs after the approval of this mandate. In 2014, the ministry was known as Innovation and Advanced Education.

Campuses and Programs

Campuses Operated in 2019-2020

Boyle
Cold Lake
Frog Lake First Nation
Lac La Biche
Saddle Lake Cree Nation
St. Paul
Whitefish Lake First Nation #128

Programs Offered in 2019-2020

Academic Foundations
Accounting Technician
Ad-hoc Training (skills certification)
Advanced Care Paramedic
Apprenticeship Electrician
Apprenticeship Welding
Baking
Business Administration
College Preparation
Community Social Work
CTS
Culinary Arts
Early Learning and Child Care
Educational Assistant
Employability Skills
English as a Second Language
Fine Arts
Hairstyling
Heavy Equipment Operator
Indigenous Arts and Entrepreneurship
Institutional Cook
Natural Resources Technology
Office Administration
Open Studies
Power Engineering
Practical Nurse
Pre-Employment (Heavy Equipment Technician, Welding)
Primary Care Paramedic
SAG-D De-Oiling and Water Treatment
Truck Transport
University Transfer
Wildland Firefighter Type I Firetack



For the first time ever, students were able to take NAIT's Bachelor of Business Administration program at Portage College campuses in 2019-2020.

Management's Responsibility for Reporting

Portage College's management is responsible for the preparation, accuracy, objectivity and integrity of the information contained in the Annual Report including the financial statements, performance results and supporting management information. Systems of internal control are designed and maintained by management to produce reliable information to meet reporting requirements. The system is designed to provide management with reasonable assurance that transactions are properly authorized, are executed in accordance with all relevant legislation, regulations and policies, reliable financial records are maintained and assets are properly accounted for and safeguarded.

The Annual Report has been developed under the oversight of the Portage College Board of Governors' Finance, Infrastructure and Risk Committee, as well as approved by the Board of Governors and is prepared in accordance with the *Fiscal Planning and Transparency Act* and *Post-Secondary Learning Act*.

The Auditor General of the Province of Alberta, the institution's external auditor appointed under the *Post-Secondary Learning Act*, performs an annual independent audit of the financial statements which are prepared in accordance with Canadian public sector accounting standards.

[Original signed by Nancy Broadbent]

President and CEO

Board of Governors' Message

Portage College's 2019-2020 Annual Report captures the many accomplishments of our students, faculty, staff, and partners in the past academic year and highlights our institution's significant contributions to the region and province that we serve. It also highlights the College's continued progress towards achieving the goals outlined in the 2019-2022 Comprehensive Institutional Plan, progress achieved during an unprecedented time.

This past academic year brought its share of challenges. Nonetheless, in the face of COVID-19, government cutbacks and a sluggish economy, the Board of Governors, employees, and students of Portage College continued to thrive, achieve new firsts, and lay the foundation for future success. Initiated by the Board, the College developed new mission and vision statements and a new set of values as part of a year-long effort to renew Portage's strategic plan. Portage also received a couple of prestigious awards for work during 2019-2020: in conjunction with Vivo Team a Bronze award from the internationally-judged Brandon Hall Group award for excellence in learning, and the 2020 Council of the Federation Literacy Award for the College's Community Adult Learning Program (CALP). Faculty member Carmen Murphy was also recognized for her excellence in running the Bonnyville CALP. Graduates and employers continued to be impressed with Portage College. Surveyed six months after convocating, 87% of graduates indicated they were working, 79% in training-related jobs; 87% also indicated that they were satisfied with their overall College experience. Furthermore, 99% of employers would recommend our graduates to others while 95% of them indicated that Portage graduates were equal to or better than graduates from other post-secondary institutions.

I would like to thank my colleagues on the Board for their contributions this past year. The Board of Governors stands for the Portage Service Region as a whole. We strive for accountability, transparency and sound business-decision processes and are effective in shaping a long-term vision for the College. We are a financially well-managed institution, submitting balanced budgets while pursuing partnerships to help fund new programs and capital projects. The College received two "green lights" from the Office of the Auditor General (OAG) in December 2019 for the timeliness and accuracy of our 2019 financial statements. The OAG issued a new recommendation that Portage and several other institutions implement processes for testing and monitoring the effectiveness of internal controls. We also continued to receive strong support—financial and otherwise—from municipal governments, industry, businesses, community members and even our staff and students. We continue to honour our past, celebrate our present and plan for our future together with our valued partners and friends.

We are grateful for the support of the Government of Alberta, our valued donors and partners, and the continuing dedication of our employees and members of the Board of Governors. Working together, we are all helping to provide our students with top-quality training and support—even during a global pandemic—and ensuring our service region reaches its full potential. On behalf of my dedicated colleagues on the Board of Governors, it is my privilege to present Portage College's 2019-2020 Annual Report.

Sincerely yours,

[Original signed by Randolph Benson]

Chair, Board of Governors



Board of Governors

July 1, 2019 – June 30, 2020

Public Members



Board Chair
Randolph Benson



Public Member
Donna Webster



Deputy Chair
Michelle Wright



Public Member
Susan White



Public Member
Christopher Best
(First term began April 29, 2020)

Portage Members



Public Member
Ted Langford



Faculty Member
Lyla Allan



Public Member
Elizabeth Monroe
(Term finished March 20, 2020)



Staff Member
Doug Furgason



Public Member
John Orr



Student Member
Vicki Schaeffer



Public Member
Floyd Thompson



Student Member
Pamela Cameron
(First term began July 17, 2019)



Public Member
Parrish Tung



College President and CEO
Nancy Broadbent

President's Message

Last year, I began my President's Message by noting that it was not an exaggeration to say that 2018-2019 was a unique and memorable year. We had just finished celebrating our institution's 50th anniversary in style, with once-in-a-lifetime events, celebrating our past, our present and our future. A year later, I can once again write that the past academic year was a unique and memorable one – but for entirely different reasons.

I have worked at Portage College for the better part of 30 years and I can safely say that I have never experienced a year like 2019-2020. I can also safely say that I have never been prouder to work at the College. The first global pandemic in a century forced us to quickly move all courses online in mid-March, cancel or modify practicum placements, have most of our employees work from home and find new and inventive ways to offer supports for our students, staff and our communities. COVID-19 forced a lot of changes on all of us in the short period of time, but it also shone a light on the absolute best of our College:

- Faculty quickly adapted to the new landscape, finding new ways to deliver courses, and helping our students complete their programs on time.
- More than 800 staff and students signed on to the PortageAlert app, fortuitously launched a month before the pandemic, to keep abreast of the latest developments and to sign in and out of campus.
- Like other post-secondary institutions across the province, Portage College stepped up to offer help to frontline healthcare workers after the pandemic hit, loaning three ventilator units to Alberta Health Services and offering the use of College student housing to fire fighters and healthcare workers if needed.
- The College introduced an option for staff to buy new laptops through a payroll deduction program. Several staff members took the opportunity to buy laptops for Portage students so they would have access to the technology needed to complete their programs. Our IT department also lent out laptops and provided technical support for many staff and students.
- A team of dedicated employees helped organize our first "virtual convocation," a livestreamed ceremony with recorded videos from dignitaries and special guests. Graduates were pre-mailed a cap and other special gifts in advance of the ceremony, making this year's cap toss even more memorable! More than 350 people attended the special event in June, including one student in India.

Students took notice of everyone's efforts, given the College high marks on year-end surveys about how we handled the pandemic. In fact, 92% of them indicated they would recommend Portage College to others, the highest score in 15 years. It is a tribute to our dedicated faculty, staff, and management as well as our determined students that despite a myriad of obstacles that 2019-2020 ended up being such a successful year.

2019-2020 was about much more than COVID-19, however. Some noteworthy achievements during the past academic year are important to highlight:

- The College signed a Memorandum of Action with Athabasca University to explore new degree pathway options, possible research collaborations, and sharing other expertise.
- After signing a Memorandum of Agreement with NAIT, the College was able to offer Portage Business Diploma graduates an opportunity to stay at home to complete the third and fourth years of NAIT's Bachelor of Business Administration degree. The College also arranged for a fourth iteration of the University of Alberta's Aboriginal Teacher Education Program (ATEP) to be offered in the Portage service region, starting in 2022. Currently, our third cohort of students is taking the program at our Cold Lake, Lac La Biche, and St. Paul campuses.
- The Portage College Museum of Aboriginal Peoples' Art and Artifacts (MOAPAA) hosted a special event Oct. 3, 2019, welcoming four distinguished guests to celebrate the addition of three official public art commissions to the museum's collection. Chief Museum Curator Joseph Sanchez, one of the last two living members of the Professional Native Indian Artists Inc, moderated a panel featuring Jason Carter, Stewart Steinhauer and Order of Canada recipient Dr. Jane Ash Poitras. The commissions celebrate the rich Indigenous cultural and natural heritage that are at the roots of Portage College, our communities and province.
- Lac La Biche County, in partnership with Portage College, was awarded the 2021 Lieutenant Governor of Alberta Distinguished Artists Awards, to be hosted in the community on June 12, 2021.
- Former Edmonton Oiler and Stanley Cup champion Kevin McClelland joined the staff of the Portage College Men's Hockey Team, serving as associate coach for the 2019-2020 season.
- I had the privilege of sitting on an Economic Recovery Task Force comprised of leaders from all 11 of Alberta's Comprehensive Community Colleges. The Task Force released 15 recommendations in early July 2020, focusing on workforce data, micro-credentialing, work-integrated learning and innovation.

Our students continued to impress as well, scoring highly on exams and achieving provincial and national recognition for their accomplishments. A few are particularly worthy of mention:

- 100% of Primary Care Paramedic students passed the Alberta College of Paramedics exam. This is 20% higher than the provincial average.
- 97% of Licensed Practical Nurse students passed the Canadian Practical Nurse Registration Examination, 6% above the national average.

- Portage College student athletes continued to give back outside of the rink or the soccer pitch, volunteering more than 750 hours in the communities they play in, including numerous hours helping Lac La Biche host the World Archery 3D Championships in September 2019. Our student athletes have always been generous with their time in the communities. A shining example of this is Garry Mindus, a fifth-year forward on the Voyageurs in 2019-2020. During his time at Portage, Garry volunteered more than 300 hours in Lac La Biche and surrounding communities. He was honoured for his exemplary service by having his number 29 retired for 2020-21 at the team's final home game in March.

On the surface, 2019-2020 will go down in the history books as a challenging year for Portage College. Government cutbacks, a global pandemic and a slow economy made it more difficult to deliver the high-quality programs and services that our students and communities have become used to. However, I maintain that 2019-2020 should go down as one of the College's finest ever. From our students to our staff to our Board of Governors, everyone pulled together and showed once again that Portage College is, and will continue to be, a beacon of hope for our region, our province and our country. I am truly honoured to be a part of this exceptional College.

Sincerely yours,

[Original signed by Nancy Broadbent]

President and CEO



Executive Committee

July 1, 2019 – June 30, 2020

Nancy Broadbent

President and CEO

Guy Gervais

Vice President Academic

Bev Moghrabi

Vice President Student and College Services

Carrie Froehler

Vice President People, Planning and Public Relations

Cynthia Quintal

Finance Manager

Go Figure – Portage by the Numbers



Student Numbers

2,687

Number of students registered in credit, ad hoc or continuing education programming at Portage College in 2019-2020

1,726

Number of students attending full-time at Portage College in 2019-2020 (this represents 64% of all students, one of the highest percentages in several years)

1,633

Number of fall applications to Portage College in 2019-2020 (credit programs, not including apprenticeship trades)

961

Number of students attending part-time at Portage College in 2019-2020 (this represents 36% of all students)

646

Number of Indigenous students served on and off reserve by Portage College in 2019-2020 in credit programs (this represents 24% of all students)

100

Percentage of Primary Care Paramedic students who passed the Alberta College of Paramedics exam

97

Percentage of Practical Nurse Diploma graduates who wrote and passed the National Exam

92

Percentage of Portage College students who would recommend the College to others, the highest score in 15 years

79

Percentage of Portage College graduates working in training-related jobs six months after graduation



Financial Numbers (\$)

36.2 million

Portage College 2019-2020 operating budget

630,000

Amount of scholarship, bursary and award money
Portage College students availed themselves
of in 2019-2020



Operating Numbers

195

Number of industry, municipal, post-secondary
and governmental partnerships with the College
in 2019-2020

17

Number of Alberta communities where Portage
College provided ad hoc training in 2019-2020

7

Number of communities where Portage College
operated a campus in 2019-2020



Natural Resources Technology students hosted the annual Ducks Unlimited event again in 2020, using a share of the funds raised to attend a reclamation conference in Red Deer.

Public Interest Disclosure (Whistleblower Protection) Act

Under the *Public Interest Disclosure (Whistleblower Protection) Act*, public entities including post-secondary institutions are required to publish in their annual reports the number of disclosures received, acted or not acted upon, investigations started and any corrective actions taken. In 2019-2020, there were three disclosures received. The College investigated all three and took corrective actions on two of them. The third investigation was closed after the initial review and no further action was required.

The College is committed to maintaining the highest ethical standard in all its activities and to acting immediately on any reported wrongdoing. In addition, the College is committed to protecting all complainants for reporting a possible wrongdoing. Portage provides several options for anyone who wishes to report a possible wrongdoing, including a toll-free number, emails through Meyers Norris Penny (MNP), a text line, a fax line and a secure web portal. Complainants have the option to remain anonymous.

2018-2019 Reports	
General Inquiries	0
Disclosures of Wrongdoing	3
Investigations	3
Reports Written	3

Operational Overview

“The end of the pandemic will not be the end of the economic downturn, the likes of which we have not seen since the 1930s... But the crash in energy prices means that Alberta’s downturn will be deeper, and our recovery slower.”

— Premier Jason Kenney during a televised address to Albertans on April 7, 2020

The Economy and COVID-19

Alberta’s economy made history in 2019-2020—for all the wrong reasons. COVID-19 and at times historically low oil prices combined to slow an already sluggish economy and prompted both the provincial and federal governments to spend billions of dollars to support the health care system and ensure the economy continued to function. Daily Western Canada Select (WCS) prices fluctuated significantly during 2019-2020 but the average price was noticeably down compared to the previous academic year. For the first six months of 2020, the average price of Western Canada Select (WCS) oil was \$21.01 USD per barrel, down \$24.87 from the first six months of 2019. In mid-April, the price of oil even briefly hit negative figures before recovering into positive territory. Not surprisingly, the number of active drilling rigs decreased significantly during the fiscal year, to 11 in June 2020, 78% fewer than 12 months earlier. Overall oil production in the province continued to decline, dropping to a low of 14,253.0 (thousand cubic metres) in May 2020 before rebounding slightly to 14,824.6 (thousand cubic metres) in June 2020. This was still down 12% compared to June 2019 production¹. Pipeline projects remained stalled, either because of delayed regulatory approval or because of a lack of corporate investment.

Other industries also experienced significant decreases in activity. Wholesale trade continued to decline, decreasing 13.2% from year over year. Manufacturing sales hit a low of \$4.62 billion in April 2020 and finished the academic year down 28% compared to June 2019. Conversely, natural gas prices rebounded significantly from the \$0.55 CDN/GJ rate at the end of 2018-2019, reaching a high of \$1.66 CDN/GJ in May 2020. Not surprisingly, the struggling economy had a major impact on Albertans. The provincial unemployment rate climbed to 15.5% by the end of the fiscal year, 8.4% higher than in July 2019. Even before the pandemic struck in March 2020, 8.9% more Albertans were collecting Employment Insurance than in June 2019.

The provincial and federal governments responded to the challenges presented by both the pandemic and the struggling energy sector by creating income supports for employees laid off

because of the pandemic, allowing residents to defer rent and income tax payments, and investing in capital projects to stimulate the economy. The Government of Alberta invested \$1.5 billion in the Keystone XL Pipeline, which will carry 830,000 barrels a day from Alberta to the Gulf Coast of the United States when completed. The government expects upwards of 2,000 construction workers will be hired during the next two years to help with the project. In mid-April, the federal government announced it would spend \$1.7 billion—including \$1 billion in Alberta—to clean up orphan wells in Alberta, British Columbia, and Saskatchewan. The initiative was expected to maintain 5,200 jobs in the energy sector.

The investments by both levels of government helped to offset some of the job losses caused by the pandemic and the sluggish economy but were not enough to spur substantial investment in the province. In February 2020, Teck Resources announced it would no longer pursue plans to build the \$20 billion Frontier oil sands project near Fort McMurray while pipeline projects, including Keystone XL, remain in limbo due to regulatory issues. Meanwhile, due to stimulus spending, the provincial deficit continued to grow. The government is now projecting a \$24.2 billion deficit by the end of 2020 (\$7.4 billion higher than projected in February 2020) which will have ramifications for years to come.

The Wood Buffalo-Cold Lake Region (which encompasses much of the Portage Service Region) continues to be particularly impacted by the ebbs and flows of the oil-and-gas-related economy. There are many contractors, suppliers, and service providers in the region whose livelihood is largely dependent on the oil and gas industry. The region’s unemployment rate trend line essentially mirrored the province’s, finishing the academic year at 12.0%, up 6.1% from July 2019. In the Portage Service Region, employment levels were stagnant, with four fewer jobs in the region in 2020 compared to 2019². By sector, the largest decrease was in construction while the largest increase was in health care and social assistance. Few businesses expanded their operations while several closed their doors or downsized.

The combination of a sluggish economy and the pandemic has

¹ Numbers obtained from the Alberta Economic Dashboard – Oil Production. Other industry figures also gleaned from wholesale trade and manufacturing dashboards on the same site.

² The numbers are generated using Emsi Analyst, factoring in subdivisions which include the Portage Service Region (Lac La Biche County, the M.D. of Bonnyville, the City of Cold Lake, the towns of St. Paul and Bonnyville, the Village of Boyle, and Indigenous communities in northeastern Alberta).

provided challenges for Portage College. For the first time in seven academic years, enrolment decreased, from 952 full-load equivalents in 2018-2019 to 912 in 2019-2020. The total is still 144 higher than in 2013-2014. Tuition and fee revenue was \$118,000 lower than originally budgeted.

The College provides continuing education, ad hoc training, dual credit, certificate, diploma, and degree opportunities to 3,000 to 4,000 students a year. Objectives continue to be to increase program attractiveness, provide small cohort delivery, design multiple entry, and exit opportunities to improve long-term program viability and opportunities for part-time learners. Portage continues to keep its programs affordable for students. Due to the uncertainty created by the pandemic and low oil prices, it is the College's position to institute the maximum tuition increase permitted by the government to help ensure the long-term financial sustainability of the institution, while still maintaining tuition rates and fees that are comparable to other post-secondaries in the province.

Even with the challenges caused by the pandemic, end-of-year student satisfaction levels reached new heights in 2019-2020. Most notably, 92% of students surveyed said they would recommend the College to others, the highest satisfaction level in 15 years. A further 91% would recommend their program to others. Despite facing a sometimes-tight job market, graduates continued to find employment, with 87% of the Class of 2018-2019 working six months after convocating (79% in training-related jobs). Reflecting the current state of the provincial economy and the increasing importance of academic credentials for many jobs, 32% indicated they were pursuing further education. This is the fifth survey in a row where the percentage continuing in post-secondary education has exceeded 30.

The economic downturn has made it difficult for Portage to find industry partners and sponsors for our programs and scholarships. While the College prioritized finding more sponsors for fundraising and community events and recorded a record fundraising net profit of \$185,418.56 the previous academic year, 2019-2020 was a different story. Gross fundraising revenues totaled \$19,464.16. This was partly due to the cancellation due to COVID-19 of the Student Scholarship Fundraising Dinner in March, the most significant annual fundraising event on the College calendar. With the economy still labouring and continued government cutbacks, the College will need to continue to find more sources of revenue to continue to offer the programs and services that we currently do. As a result, Portage changed its fundraising focus in 2020 to supporting programs, particularly focusing on developing experiential learning opportunities for students.

Pandemic Response

Like other post-secondary institutions, Portage College had to quickly pivot to online delivery for all programs after COVID-19 struck in March. Unlike some, the College was well set up to respond quickly, thanks to astute planning and the smaller size

of our institution. Within one week of the College shuttering on-campus instruction, most Portage students were attending classes online and were still able to access support services as needed.

While part of the reason the transition was relatively smooth is due to the College already offering certain programs either fully online (such as Early Learning and Child Care) or in a blended delivery format (such as Pre-Hospital Care programs), most of the credit goes to the College's resourceful and hard-working staff, faculty and students. Employees quickly adjusted to teaching or working from home while online supports were enhanced to ensure students were not left behind. Several of them took advantage of the College's payroll deduction program to buy new laptops for students while the IT department lent out laptops to students and provided technical support. The PortageAlert app, launched a month before the onset of the pandemic, proved to be an invaluable tool for updating students and staff about the pandemic, safety protocols, programming changes and signing in and out of campus. More than 800 staff and students signed up for the app. The academic year concluded with Portage's first-ever virtual convocation, a live-streamed event attended by more than 350 people. Students were pre-mailed special gifts along with their caps so they could turn the tassel to officially mark their graduation.

Students appreciated the College's efforts to finish the academic year on time, despite the mid-semester changes forced by the pandemic in the spring. Nearly three-quarters of them indicated that they were still able to learn the required course material despite the switch to online delivery while 84% indicated that they were given enough time to complete assignments and tests. As noted earlier, 92% indicated they would recommend Portage College to others, the highest score in 15 years.

Portage also responded to community health needs during the first months of the pandemic, loaning three ventilators from the College's nursing and pre-hospital care labs and offering the use of College student housing to frontline workers if needed.

Fiscal Situation

Despite revenues being \$525,000 lower than budgeted, the College finished the 2019-2020 fiscal year with an operating surplus of \$2.221 million, mostly due to cost-containment efforts in supplies and wages, travel restrictions, attrition in vacant positions, and prudent financial management.

It is important to elaborate that the College continued to take proactive measures to reduce expenditures and to find further operating efficiencies in 2019-2020, including travel restrictions and supply budget reductions. Portage employees once again exercised considerable restraint during the fiscal year. The measures were necessary due to a 1.2% cut in the Campus Alberta grant with a further 7.1% reduction for 2020-2021. For 2019-2020, Government of Alberta grants were \$452,000 less than originally budgeted for, mostly due to reductions

to the Campus Alberta grant and the Infrastructure Maintenance Program. The College has continued to submit balanced budgets despite inflation, the recent government cuts, and cumulative funding reductions prior to 2015-2016. As per government directive, the College also submitted a three-year plan which reduces spending by \$3.3 million. Portage continues to collaborate with other post-secondary institutions, communities, and industries to pool resources and find cost-effective ways to deliver new and quality programming, maintain facilities and update critical IT infrastructure.

Portage continues to face significant cost pressures now and into the coming years. The College has a balanced budget for 2019-2020 but no provision for wage re-openers with the AUPE or the Faculty Association. With decreased grant funding in 2019-2020, further cuts during the next two fiscal years and limited opportunities to find new revenue sources (particularly during a global pandemic and an economic downturn), it is imperative that the College remain fiscally prudent and introduce new programming that meets the needs of the students, communities and province that we serve. Partnerships with industry, high schools, post-secondary institutions, various levels of government, Indigenous communities and municipalities will remain critical to our success.

With infrastructure dollars at a premium for post-secondary institutions, the College has had to seek government grants and provide matching funds or largely self-fund major projects such as Portage's hairstyling salon or IT infrastructure in order to continue to offer new programs demanded by the communities we serve. The net result is the whittling away of the College's reserves. The College took the proactive step to move \$1 million of the \$2.146 million 2018-2019 operating surplus to restricted net assets but did not add any funds to the internally restricted surplus in 2019-2020. As a result, at the end of the fiscal year, the College's restricted net asset balance was \$2.967 million. This still leaves Portage without a contingency fund of any significance.

Student Foundational Learning Funding

Adult Foundation Learning grant funding has been of significant assistance in Portage College's ability to enable access to education for marginalized populations and at-risk learners. After a successful pilot in 2017-2018 of a new delivery structure, the grant was increased in 2018-2019, to allow more access for students. In 2019-2020, the College received an additional \$504,000 for Integrated Pathway training, in addition to foundational learning grants. Portage greatly appreciates Advanced Education's willingness to address issues and concerns and to help streamline the process for learners by removing barriers.

Campus Expansion

In 2019-2020, the College operated campuses in seven different communities while offering contract, Continuing Education

at several others. The College is faced with the challenge of providing services at these community locations, including student support, computer and library services, and facility and equipment maintenance, in a continually challenging fiscal environment.

While we continue to invest in our technology infrastructure to help provide those services, limited classroom, lab and most notably student and cultural space has become an issue at our Cold Lake Campus. We have outgrown our current space in the largest community in the College's service region. Congested hallways are common at our 29,062 square-foot facility where enrolment has nearly doubled since 2012-2013. A total of 375 students attended the Cold Lake campus in 2019-2020. Students currently sit in a stairwell between classes and only have access to a small library space to study and use computers. As a result, the College's top capital project priority remains a \$24.5 million expansion of the facility. The project would add much-needed student and cultural space as well as classrooms and lab space, allowing for expanded program offerings and an enhanced learning experience for our students. Background research and architectural drawings are complete and were revised into phases after meetings were held with Alberta Advanced Education and Alberta Infrastructure just prior to the start of the 2019-2020 academic year. The College continued to advocate for the project during the year, working closely with the provincial government and the City of Cold Lake.

The significant slowing of pipeline development and struggling economy also continued to affect plans to turn Portage's Boyle campus into Canada's first Pipeline Training Campus (PTC). The 93-acre site currently houses our Heavy Equipment Operator program and a 42-person camp. The College continued to work with Athabasca University and SAIT to develop pipeline-related programming and research. However, given the current economic climate, the College no longer lists the PTC in our three-to-five-year capital planning timeline.

Infrastructure Maintenance Challenges

While developing capital projects such as expanding our Cold Lake Campus are critical for program and community development, it is equally important that Portage College effectively utilize and sustain our existing infrastructure. Information technology (IT) maintenance is not part of Infrastructure planning and funding, which presents a challenge for the College. As the government builds a 20-year infrastructure vision, we are hopeful that there is some consideration of the significance of IT in infrastructure planning. The College continues to focus on updating our IT network, including improving security and wireless connectivity at all our campuses. In 2019-20 we also continued to enhance our ERP system and completed an ERP upgrade to Milestone 7.

The College still has \$20 million in deferred maintenance projects to address during the next few years but has traditionally received only a fraction of that total, making it difficult to undertake

essential upgrades. The situation has been exacerbated by Portage having to self-fund a number of major capital projects during the past few years, including the hairstyling salon in Lac La Biche, leaving the College with few reserves and a low net asset balance to address maintenance issues. With the Infrastructure Maintenance Program grant funding suspended in 2019-2020, Portage used some deferred money from the previous year's \$1.064 million IMP grant to fund a few small projects. The College still needs to address some critical infrastructure deficits, particularly at our ageing Lac La Biche Campus. Portage continued to work on a model to build net asset funds for long-term asset management. It is critical to work with government and community partners to plan, finance, and develop our infrastructure effectively and consider how IT fits as part of infrastructure renewal planning.

Another challenge is leased space. To effectively utilize and create cost-effective and sustainable infrastructure solutions, leasing in communities is an option. We currently lease space at Frog Lake First Nation. The main issue is a lack of control of basic building services such as cleaning, room temperature, ventilation and lighting maintenance. These are not always timely, when compared to owned facilities. As Portage plans our future sustainable infrastructure footprint for community programming, there needs to be some discussion about collaborative space use and lights on money for leased space to address facility operation issues while avoiding long-term deferred maintenance on owned space.

Indigenous Students

Indigenous engagement for the region is in decline in most program areas. This decline is traceable to federal and provincial funding policy changes, although increases in Adult Foundational Learning grants in the last couple of years and changes in how they are administered are encouraging. Adequate funding would see another 800-1,000 students return to full-time learning and subsequent employment. This is why we wholeheartedly endorse the Alberta Colleges Economic Recovery Task Force (of which Portage is a member) recommendation that colleges "work with Indigenous leaders, the Government of Canada and the new Alberta Indigenous Opportunities Corporation to design a student funding model that increases participation and success."³

During the past few years, the College has tried to access federal and provincial funding for programming for Indigenous people and in Indigenous communities. In many cases, the grants are the responsibility of several ministries, rendering it difficult and complex to obtain funding and offer programming in the communities we serve. This is particularly true of Continuing Education programming.

Auditor General Recommendation

The Office of the Auditor General (OAG) issued an unqualified opinion for the College's audited financial statements for the year ended June 30, 2020. In addition, the OAG awarded Portage two "green lights"⁴ citing the College for timeliness and accuracy of the 2019 financial statements. The OAG issued a new recommendation to Portage and several other post-secondary institutions to implement processes for testing and monitoring the effectiveness of internal controls.

Legislative Compliance, Guidelines, Procedures and the Investment Management Agreement

The College continued to dedicate considerable management, staff and faculty time and resources to develop and maintain a legislative compliance framework and a legislative and enterprise risk registry in 2019-2020. Portage also established a Strategic Investment Committee to provide oversight of IT and enterprise-level projects. Furthermore, the College also approved, updated, and implemented numerous guidelines and procedures including:

- Admission and Re-Admission
- Capital Assets – Acquisition and Disposition
- Cash Management and Banking
- Data Breach of Security
- Development and Fundraising
- Emergency Preparedness and Response
- Enterprise Risk Management Program
- Gift Cards
- Health and Safety
- Program Advisory Committees
- Program Audit Process
- Project Prioritization Methodology
- Revenue Contracts
- Security Services
- Strategic Investment Committee Terms of Reference
- Use of Facilities for External Users
- Volunteer Recognition

The College also formed a committee to plan and provide feedback on performance metric targets in the 2020-2023 Investment Management Agreement (IMA) between Portage College and Advanced Education. The IMA was subsequently delayed until 2021 due to COVID-19. The College appreciates the government's flexibility during these uncertain times.

³ *Alberta Colleges Economic Recovery Task Force – Final Recommendations*, October 2020, p. 5.

⁴ A "green light" indicates that the Auditor General has not "identified significant weaknesses in the institution's control environment." *Report of the Auditor General – December 2019*, p.3.

Goals, Priority Initiatives, Expected Outcomes and Performance Measures

In June 2020, the Portage College Board of Governors approved a new mission, vision, set of values and strategic goals, after a year-long review. The process included establishing a strategic review committee, and extensive consultations with staff, students, and the communities that the College serves. As a result, 2019-2020 was the last academic year that the College operated under the previous strategic plan. The plan's four strategic goals are listed below. The key Adult Learning System Principles that each goal meets are indicated in brackets.

1. Grow graduate and completion rates across all programs

(accessibility, quality, coordination)

2. Grow access to programs

(accessibility, affordability, coordination)

3. Develop effective and sustainable student supports

(accessibility, coordination)

4. Develop and implement centres of specialization

(accessibility, quality)

It is important to note that the College had three other goals which appeared in previous Annual Reports. They are:

1. Develop and implement a clearly identified brand and provincial assets
2. Build a clear sense of purpose, value and identity for College employees to engage in College success
3. Reduce dependency on Government of Alberta base funding

These goals were not included in the 2019-2022 Comprehensive Institutional Plan—and therefore the current Annual Report—as they are more operational than strategic and do not therefore fit the parameters of current ministry guidelines.

The following section outlines the results of the projects and initiatives undertaken to try to meet the strategic goals outlined above. The strategic projects/targets and many of the initiatives/results listed below each goal are the ones identified in the 2019-2022 Comprehensive Institutional Plan.

*NB All goals and priority initiatives are considered “ongoing” unless otherwise noted as they encompass the three-year timeframe of the 2019-2022 Comprehensive Institutional Plan. The Annual Report only covers the period between July 1, 2019 and June 30, 2020.

Goal: Grow graduate and completion rates across all programs

Priority Initiative: Student Retention

Description	Completion Date	Status	Progress Made in 2019-2020	Revised Completion Date
<p>Expected Outcome: Services for students with identified learning disabilities improved</p>	Ongoing	In Process	<ul style="list-style-type: none"> • Student Learning Services (SLS) staff continued to engage in professional development activities, including enhancing knowledge of providing online support/accommodation to students with disabilities. At the St. Paul campus, SLS staff worked collaboratively with Inclusion Alberta students and staff. • Upgraded student technical support tools. • Program areas worked closely with SLS to closely monitor students and provide early intervention to help with academic difficulties. This included areas such as Practical Nursing ensuring that assistive technology use by students in the classroom was in-line with technology used in a medical setting. • Increased communication with funders and continued to directly involve them when attendance, success rates, or behaviour issues arose to ensure increased student support. • Created program-level Moodle courses to increase student access to program documents and coordinators. • Provided Writing Centre support at Cold Lake campus. Expanded to Lac La Biche campus in March 2020. • Plagiarism 101 course made accessible to all students to help improve writing skills and knowledge. • Ensured consistent use of learning plans to increase student engagement in their own pathway to success. • SLS services moved online in March 2020 due to COVID-19, making a few accommodations for face-to-face delivery for students needing to write exams onsite due to limited internet options. Staff also ensured that students who were accessing SLS supports prior to the pandemic were still able to do so. 	Ongoing

Goal: Grow graduate and completion rates across all programs (cont.)

Priority Initiative: Student Retention (cont.)

Description	Completion Date	Status	Progress Made in 2019-2020	Revised Completion Date
Performance Measure: Student retention rate improves to 90%	June 2022	In Process	<ul style="list-style-type: none"> 2019-2020 Student Retention Rate: 82% 	June 2022

Priority Initiative: Academic Support

Description	Completion Date	Status	Progress Made in 2019-2020	Revised Completion Date
Expected Outcome: Course and program accessibility increased by: <ul style="list-style-type: none"> Enhancing the College tutoring services model by partnering with the North Eastern Alberta Apprenticeship Initiative and Community Adult Learning Programs 	September 2020	In Process	<ul style="list-style-type: none"> Established new CALPs in Cold Lake First Nations, Elk Point, Frog Lake First Nation, Kehewin Cree Nation, and Whitefish Lake First Nation #128. Held initial consultations with Beaver Lake Cree Nation regarding establishing a CALP there. Procured Advanced Education funding at Buffalo Lake Métis Settlement and Saddle Lake First Nation for the Integrated Training Pathway program, originally scheduled to start in March 2020. 	September 2021
Expected Outcome: Course and program accessibility increased by: <ul style="list-style-type: none"> Creating Professional Development strategy and orientation for all employees working in Indigenous communities 	June 2022	In Process	<ul style="list-style-type: none"> Implemented Restorative Practice strategies, including reconciliation training for faculty and staff (Voyage to Restorative Practice). Established mentorship program for new instructors to ensure they are fully prepared to work in Indigenous communities and/or with Indigenous students. Formed working group of members from President's Indigenous Advisory Committee, deans, and faculty to better define what it means to "indigenize the academy." Library staff created guide for faculty outlining materials to assist with indigenizing the academy. Had elders and knowledge keepers record videos and offer cultural teachings online. Faculty, management, and staff completed professional development leadership sessions. 	June 2022

Goal: Grow graduate and completion rates across all programs (cont.)

Priority Initiative: Academic Support (cont.)

Description	Completion Date	Status	Progress Made in 2019-2020	Revised Completion Date
<p>Expected Outcome: Course and program accessibility increased by:</p> <ul style="list-style-type: none"> Ensuring Student Learning Services and Library staff are connected with Academic Leadership plans 	Ongoing	In Process	<ul style="list-style-type: none"> Changed organizational structure to align academic programs and library services with the Vice President Academic's portfolio. Library staff created support materials for students and faculty to enhance teaching and learning (e.g. APA Guide and Library Guides by program). 	Ongoing
<p>Expected Outcome: Course and program accessibility increased by:</p> <ul style="list-style-type: none"> Undertaking a review of analytical tools in Moodle to identify students at risk 	Ongoing	In Process	<ul style="list-style-type: none"> Instructors monitored Moodle logins and would reach out to any students who did not log in to the course or course materials for an extended period. Explored option of adding a Moodle plug-in to automatically notify instructors regarding students at risk but it proved to be cost prohibitive. 	Ongoing
<p>Performance Measure: Student graduation rate improves to 70%</p>	June 2022	In Process	<ul style="list-style-type: none"> 2019-2020 Student Graduation Rate: 68% 	June 2022
<p>Performance Measure: Program completion rate improves to 75%</p>	June 2022	In Process	<ul style="list-style-type: none"> 2019-2020 Program Completion Rate: 77% 	June 2022

Goal: Grow graduate and completion rates across all programs (cont.)

Priority Initiative: Program Quality Assurance

Description	Completion Date	Status	Progress Made in 2019-2020	Revised Completion Date
<p>Expected Outcome: Faculty Development plans include training and monitoring of revised Quality Assurance guidelines and processes</p>	June 2022	In Process	<ul style="list-style-type: none"> Completed update of all quality-assurance-related guidelines. Hosted virtual professional development day for faculty on May 29, 2020 with sessions focussing on ways to support teaching and learning (face to face and online). Established faculty mentorship program, lead by nine experienced faculty members, to provide support to new and existing instructors. Moved Foundations in Teaching (FiT) training for new faculty online due to the pandemic. Produced training videos, shared on College's YouTube channel. Worked with Program and Policy Review Committee to provide effective guidance and feedback to programs to improve student satisfaction. Created Leadership Moodle site for associate deans, coordinators, and lead instructors. Analyzed trends in Learning Evaluation student comments. 	June 2022
<p>Expected Outcome: Implementation of Worldwide Instructional Design Systems (WIDS) for storage and management of curriculum and program information</p>	Ongoing	In Process	<ul style="list-style-type: none"> Updated WIDS software after site administrator attended specific software upgrading sessions at WIDS conference. Completed training for all departments, including administrative support and faculty. Added WIDS app to One Drive to improve accessibility for faculty. Practical Nursing and Paramedicine first programs to be fully uploaded to WIDS. 	Ongoing

Goal: Grow graduate and completion rates across all programs (cont.)

Priority Initiative: Program Quality Assurance (cont.)

Description	Completion Date	Status	Progress Made in 2019-2020	Revised Completion Date
<p>Performance Measure: Student satisfaction with program rate improves to 90%</p>	June 2022	In Process	<ul style="list-style-type: none"> Satisfaction rate with program (from hybrid Point of Exit survey, administered the last two weeks of April 2020): 91%. The survey was modified to include questions about Portage's transition to fully online programming after the pandemic hit. A strong majority of students agreed that the quick transition to online instruction, while not perfect, was well handled by the College (including non-academic supports). Launched QR code feedback surveys in student service areas (counselling, housing, Student Learning Services, recreation, Registrar's office). 	June 2022

Goal: Grow access to programs

Priority Initiative: Program Expansion Plan

Description	Completion Date	Status	Progress Made in 2019-2020	Revised Completion Date
<p>Expected Outcome: Launch a Fine Arts Certificate at the Lac La Biche Campus</p>	September 2019	Completed	<ul style="list-style-type: none"> Program launched in January 2020 and began running in Fall 2020. Focused on increasing awareness of the program with the school divisions by holding art sessions in December 2019 and professional development for instructors from Northern Lights Public Schools in January 2020. Launched new marketing campaign to help promote the program. Developed new digital arts course to be integrated into the program curriculum in 2020-2021. 	Completed

Goal: Grow access to programs (cont.)

Priority Initiative: Program Expansion Plan (cont.)

Description	Completion Date	Status	Progress Made in 2019-2020	Revised Completion Date
<p>Expected Outcome: Strategic partnership with other post-secondary institutions to offer degree-completion options finalized</p>	June 2020	In Process	<ul style="list-style-type: none"> Signed Memorandum of Action with Athabasca University in October 2019, outlining agreement to pursue new degree pathway options, research collaborations, and sharing other expertise. Partnered with NAIT to offer Bachelor of Business Administration program at Portage College campuses. Discussed offering a Bachelor of Social Work program in the Portage region with the University of Regina and Keyano College. 	Ongoing
<p>Expected Outcome: Increased partnerships with Community Adult Learning Programs (CALPs) and regional organizations with mandates supporting adult learning in delivery of non-credit programming</p>	June 2020	Completed	<ul style="list-style-type: none"> Established new CALPs in Cold Lake First Nations, Elk Point, Frog Lake First Nation, Kehewin Cree Nation, and Whitefish Lake First Nation #128. Held initial consultations with Beaver Lake Cree Nation regarding establishing a CALP there. Reached agreement with Blue Quills University and Saddle Lake Boys and Girls Club to deliver CALP Family Literary programming at Saddle Lake Cree Nation. 	Completed
<p>Expected Outcome: Develop Cree and Dene language training</p>	June 2020	Completed	<ul style="list-style-type: none"> Secured funding from Advanced Education to develop and offer Introductory Cree Conversational Language course and the development of a course outline for an introductory Dene language course. Through CALPs, offered two sections of Conversational Cree course in Spring 2020; 77 students enrolled. 	Completed
<p>Expected Outcome: Secure funding for integrated learning programs</p>	Ongoing	In Process	<ul style="list-style-type: none"> Secured foundational learning funding to offer Integrated Training at Saddle Lake Cree Nation and Buffalo Lake Métis Settlement. Programs were slated to start on March 16, 2020 but were postponed due to COVID-19. 	Ongoing

Goal: Grow access to programs (cont.)

Priority Initiative: Program Expansion Plan (cont.)

Description	Completion Date	Status	Progress Made in 2019-2020	Revised Completion Date
<p>Expected Outcome: Develop experiential learning for all programs to improve job success and opportunities</p>	Ongoing	In Process	<ul style="list-style-type: none"> Continued to offer practicums as foundational part of Community Social Work, Early Learning and Child Care, Educational Assistant, Hairstyling, Health Care Aide, Natural Resources Technology and Practical Nurse programs. Signed MOU with Department of National Defence to allow Community Social Work students to complete practicum hours in the Canadian Forces Health Services Group. Natural Resources Technology students hosted annual Ducks Unlimited event, using share of funds raised to attend Reclamation conference in Red Deer. Community Social Work students focused on assisting Hearts for Health events in Cold Lake. The students—in conjunction with staff and students from the Practical Nurse and Culinary Arts programs—hosted a fundraising meal at the Cold Lake campus and raised \$2,500 for the charity. Human Resources continued to work with students in Community Social Work and Food Sciences programming to provide resume writing and interviewing training. Culinary Arts students hosted 10 community lunches and events in St. Paul, including a community spaghetti supper and a gingerbread house event in December 2019. Began working on re-design of Heavy Equipment Operator program to implement experiential learning experiences. 	Ongoing

Goal: Grow access to programs (cont.)

Priority Initiative: Program Expansion Plan (cont.)

Description	Completion Date	Status	Progress Made in 2019-2020	Revised Completion Date
<p>Expected Outcome: Contract training offered to businesses in addition to communities</p>	Ongoing	In Process	<ul style="list-style-type: none"> • Provided Chainsaw, ATV and Bear Awareness training to several communities and businesses. Spring offerings were cancelled due to COVID-19. • Offered air brakes programs to Lac La Biche County and Aspen View School Division. • Provided onsite Skidsteer training to Enbridge employees and S-Endorsement training to several bus companies. • Met with industry partners to discuss support for Pathways to Employment programs and to create training opportunities for their employees. • Formed partnership with Alberta Health Services, Frog Lake School Division, Lakeland Catholic School Division and Northern Lights Public Schools to deliver Portage’s human development course and a workshop series on human development to currently employed Educational Assistants. • Developed Leadership Series, in consultation with chambers of commerce, 4 Wing Cold Lake and the Rural Alberta Business Centre, offering micro-credentials and 10 sessions on leadership. Participants receive a non-credit certificate in leadership once they have achieved five micro-credentials. The program will be offered in the fall of 2020, in conjunction with Lac La Biche County. • Connected with County of St. Paul regarding certification of county-employed Heavy Equipment Operators. 	Ongoing

Goal: Grow access to programs (cont.)

Priority Initiative: Program Expansion Plan (cont.)

Description	Completion Date	Status	Progress Made in 2019-2020	Revised Completion Date
<p>Expected Outcome: Increase revenue generation from academic extension programs, commercialization and Continuing Education contracts to support for-credit programs and infrastructure needs</p>	Ongoing	In Process	<ul style="list-style-type: none"> Continuing Education gross revenue increased 13% over 2018-2019. Hired a journey person to work in the College's Hairstyling Salon in Lac La Biche. The goal is to increase salon exposure by increasing the hours of operation. Offered 16-week Barbering course in Frog Lake First Nation; graduates continued into the College's Hairstyling program. Provided Health Care Aide training in Cold Lake First Nations and Frog Lake First Nation. Completed Office Operations certificate training offered to Tribal Chiefs. Continued to provide foundational programs, trades exposure, employment-readiness and life skills training in several communities. Signed agreement to offer Early Learning and Child Care courses in Frog Lake First Nation, Kehewin Cree Nation, Wabasca and Westlock. Courses and programs, including fine arts youth program, postponed in Spring 2020 due to COVID-19. Conducted needs analysis regarding plans to offer micro-credentialing for social workers. The College is planning to partner with local agencies to deliver courses while Portage will offer the certificates. Launched online training opportunities on Portage's Continuing Education website with some free courses. 	Ongoing
<p>Performance Measure: Base-Funded FLE count by June 2022 = 1,005</p>	June 2022	In Process	<ul style="list-style-type: none"> Final 2019-2020 FLE count: 912 Sought approval from Advanced Education for new Integrated Training Pathway program to be eligible to count FLEs in 2020-2021. 	June 2022

Goal: Grow access to programs (cont.)

Priority Initiative: Indigenous Community Access Plan

Description	Completion Date	Status	Progress Made in 2019-2020	Revised Completion Date
<p>Expected Outcome: Open campus services continue to be offered at Whitefish Lake First Nation #128 in partnership with Indigenous and Northern Affairs Canada</p>	Ongoing	In Process	<ul style="list-style-type: none"> Renewed MOU for 2019-2020 fiscal year. 21 students attended during the academic year. 	Ongoing
<p>Expected Outcome: Create program plans for each Indigenous community in consultation with each community</p>	Ongoing	In Process	<ul style="list-style-type: none"> Created three-year Program Plan for each Indigenous community in the Portage service region. Worked with SAIT to develop questionnaire targeting water conservation and management needs in Portage service region's First Nations and Métis settlements. The survey process was not completed due to COVID-19, however; it will be continued in Fall 2020. The intention is to create training that will address water conservation and management needs in each community. Scheduled monthly meetings with Social Development and Employment and Training in Frog Lake First Nation to discuss student and programming needs. Similar arrangements made with other Indigenous communities. Planned to continue annual summer/early fall community BBQs and consultations in 2020 in every Indigenous community but events were postponed due to pandemic. Began planning virtual consultations for the fall. 	Ongoing
<p>Expected Outcome: Develop strategy with Indigenous communities to launch Community Adult Learning Programs</p>	Ongoing	In Process	<ul style="list-style-type: none"> Opened CALPs in Cold Lake First Nations, Frog Lake First Nation, Kehewin Cree Nation and Whitefish Lake First Nation #128. Offered programming in Saddle Lake First Nation through St. Paul CALP and Blue Quills University. Began CALP discussions with Beaver Lake Cree Nation (Amisk School). 	Ongoing

Goal: Grow access to programs (cont.)

Priority Initiative: Indigenous Community Access Plan (cont.)

Description	Completion Date	Status	Progress Made in 2019-2020	Revised Completion Date
<p>Expected Outcome: Actively share key messaging of Portage Community Engagement Strategy for purpose and priorities in each community in the region</p>	Ongoing	In Process	<ul style="list-style-type: none"> • Shared Community Engagement Strategy with funders. • Canadian Natural continued to sponsor community BBQs. Due to pandemic, Summer 2020 events were postponed. • Continued to actively visit First Nations and Métis Settlements working with relationship needs and developing an Elders' directory. • Produced a stakeholders' publication titled Voyage – Portaging Together, highlighting partnerships and collaborations. • Held Friendship and Education pipe ceremony to honour past 50 years and welcome the next 50 years of education. The event was well attended by leaders and councillors from First Nations and communities throughout the Portage service region. • Partnered with Métis Nation of Alberta to host Métis Week celebrations. • Provided space and set up a student lounge in Lac La Biche campus foyer with furnishings donated by the Lac La Biche Native Friendship Centre. The space pays tribute to College founders and provides agencies a place to meet with students. • Offered monthly drop-in Indigenous cultural activities in collaboration with Lac La Biche Native Friendship Centre. • Due to pandemic, began planning virtual events to remain engaged with communities. 	Ongoing

Goal: Grow access to programs (cont.)

Priority Initiative: Indigenous Community Access Plan (cont.)

Description	Completion Date	Status	Progress Made in 2019-2020	Revised Completion Date
<p>Expected Outcome: Roll out best practice handbook, supplemented by faculty training, to ensure all content and delivery aligns with the Call to Action as identified by the Truth and Reconciliation Commission of Canada and in keeping with the United Nations Declaration on the Rights of Indigenous Peoples</p>	June 2020	Completed	<ul style="list-style-type: none"> • Developed workload handbook for academics which included best practices to ensure Calls to Action are met. • Developed Indigenous protocol practices and Elders/Knowledge Keepers list for use by College staff. • Included Indigenizing the curriculum sessions as part of May 2020 Faculty Professional Development Day (offered online). • President attended College and Institutes of Canada Indigenous Education Symposium to learn best practices. • Offered six Voyage to Restorative Practice sessions to Portage College staff and students as well as the public. • Created reconciliation videos, to be rolled out to staff in the fall. • Had elders and knowledge keepers record videos and offer cultural teachings online. 	Completed
<p>Expected Outcome: Work with the President's Indigenous Advisory Committee to implement Indigenous curriculum across all program areas</p>	Ongoing	In Process	<ul style="list-style-type: none"> • Established sub-committee to focus on ways to support programs and faculty to integrate Indigenous ways of knowing into curriculum. Strategized with program areas on "Indigenizing the Academy." 	Ongoing
<p>Expected Outcome: Offer in-community admission services on a monthly basis at Indigenous communities in our service region</p>	Ongoing	In Process	<ul style="list-style-type: none"> • Set up in-community admission services on a scheduled basis in: Beaver Lake Cree Nation, Buffalo Lake Métis Settlement, Cold Lake First Nations, Elizabeth Métis Settlement, Fishing Lake Métis Settlement, Frog Lake First Nation, Heart Lake First Nation, Kehewin Cree Nation, Kikino Métis Settlement, Saddle Lake Cree Nation, and Whitefish Lake First Nation #128. Services include admission placement assessment, academic advising, career counselling and student funding. • Suspended face-to-face community services after COVID-19 hit. Implemented virtual placement assessment and learner grant funding. Community Relations worked with Public Legal Education on virtual ways to connect with communities. 	Ongoing

Goal: Grow access to programs (cont.)

Priority Initiative: Indigenous Community Access Plan (cont.)

Description	Completion Date	Status	Progress Made in 2019-2020	Revised Completion Date
Performance Measure: Six new access points established	June 2022	In Process	<ul style="list-style-type: none"> Launched CALPs in Cold Lake First Nations, Elk Point, Frog Lake First Nation, Kehewin Cree Nation and Whitefish Lake First Nation #128. St. Paul CALPs began working with Saddle Lake First Nation to deliver programming with Blue Quills University. 	June 2022
Performance Measure: Double the number of students accessing services to 180 by 2021-2022	June 2022	In Process	<ul style="list-style-type: none"> 2019-2020 total = 205 	June 2022

Priority Initiative: Dual Credit Plan

Description	Completion Date	Status	Progress Made in 2019-2020	Revised Completion Date
Expected Outcome: Dual credit agreements maintained	Ongoing	In Process	<ul style="list-style-type: none"> Signed MOUs with: Aspen View School Division, Black Gold School Division, East Central Francophone, Elk Island Public Schools, Frog Lake Education Authority, Lakeland Catholic, Northern Lights Public Schools and St. Paul Education Regional Division No. 1. 	Ongoing
Expected Outcome: Expand Dual Credit programming to Indigenous community high schools	June 2021	In Process	<ul style="list-style-type: none"> Signed dual credit MOU with Frog Lake Education Authority. Introduced six-week in-class welding dual credit program at Saddle Lake First Nation. Students can earn up to three high school welding credits through the program. Postponed meetings at other dual credit sites after COVID-19. 	June 2022

Goal: Grow access to programs (cont.)

Priority Initiative: Dual Credit Plan (cont.)

Description	Completion Date	Status	Progress Made in 2019-2020	Revised Completion Date
<p>Expected Outcome: Launch new programs funded by Alberta Education and promote expansion of these opportunities</p>	September 2020	In Process	<ul style="list-style-type: none"> • Vice President Academic met with Deputy Minister of Education and the Superintendent of Aspen View Public Schools to promote dual credit and other opportunities. • Applied for and received three dual credit start-up grants. • Received PSI Dual Credit Codes for PSYC 104, ORGB 193 and MATH 100 and applied for credit code for Cree Language course. • Held virtual Dual Credit meeting on May 28, 2020 to discuss trades sponsorship, approved dual credit grants, spring courses and future PSI code applications with guests from Careers Next Generation and Alberta Council on Admissions and Transfer. • Sent 2020-2021 Dual Credit MOU to nine partners for signing. 	Ongoing
<p>Expected Outcome: Financial incentives for students enrolled in the region's high schools and registered in College courses continued</p>	Ongoing	In Process	<ul style="list-style-type: none"> • Continued to offer free University Transfer courses to high school students (fall, winter, and spring sessions). • Organized but then cancelled Biology camps for high school students due to COVID-19. The camps, which include sessions on forensic fingerprinting, will be offered once pandemic restrictions are lifted. • Partnered with Lakeland Catholic schools to offer Class V Driving training, including a portion online. 	Ongoing
<p>Performance Measure: Two new Dual Credit agreements per year</p>	Ongoing	In Process	<ul style="list-style-type: none"> • Signed three additional Dual Credit agreements in 2019-2020 with the following school divisions: Black Gold, East Central Francophone, and Frog Lake. 	Ongoing
<p>Performance Measure: 2% increase per year of high school students accessing University Transfer courses</p>	Ongoing	In Process	<ul style="list-style-type: none"> • Working to update application form (by adding a checkbox) to make numbers of students accessing University Transfer courses traceable. 	Ongoing

Goal: Deliver Effective and Sustainable Student Supports

Priority Initiative: Student Information Portal

Description	Completion Date	Status	Progress Made in 2019-2020	Revised Completion Date
<p>Expected Outcome: System enhancements prioritized as part of Enterprise Resource Planning (ERP) system upgrades</p>	June 2021	In Process	<ul style="list-style-type: none"> Completed ERP upgrade, a necessary step in Student Information Portal process. Installed upgrades and security enhancements on Citrix Gateway (remote desktop access). Established Strategic Investment Committee, with representatives from all business areas of the College, to prioritize capital, IT and non-capital projects at the enterprise level, and address risk management issues. Also created enterprise project listing and centralized listing of College software product licensing costs and upgrading schedules. Created new Information Integration Analyst position in IT department. Developed emergency app—Portage Alert—providing students and staff emergency notifications and access to emergency plans and information. The app proved to be an especially useful communication tool after COVID-19 struck, reaching more than 800 users. Launched online payment functionality. 	June 2021
<p>Expected Outcome: Purchase and implement a new student information system jointly with Athabasca University and Northern Lakes College with a vision to allowing further small-to-medium-sized post-secondary institutions to join</p>	June 2020	In Process	<ul style="list-style-type: none"> Developed business case for the project, outlining options, costs, and timelines. Continued to work with Northern Lakes College on a joint strategic planning collaboration. 	June 2021
<p>Expected Outcome: Implement a new website which allows for self-registration and online payment</p>	June 2019	In Process	<ul style="list-style-type: none"> Conducted pilot of eCommerce website. Decision was made to focus on utilizing current College website and/or other options for collecting payments. Subsequently modified website to support Continuing Education course functionality and launch online payment option. 	June 2022

Goal: Deliver Effective and Sustainable Student Supports (cont.)

Priority Initiative: Student Information Portal (cont.)

Description	Completion Date	Status	Progress Made in 2019-2020	Revised Completion Date
<p>Expected Outcome: Investigate student service solutions that meet service needs but require limited investment of system development and/or IT resources and prioritize for system development</p>	June 2021	In Process	<ul style="list-style-type: none"> Implemented Ready Education app while continuing to explore functionality to enhance service to students. Launched E-book pilot project to assess feasibility. Launched online CampusTalk mental health support for students. Developed student online orientation. 	June 2022
<p>Expected Outcome: Conduct a three-year pilot to see if helps to improve the College's conversion rates and student engagement</p>	June 2021	In Process	<ul style="list-style-type: none"> Year 2 of pilot included implementation of Ready Education app. Instituted QR code surveys in student service areas, evaluating engagement and student satisfaction. 	June 2021
<p>Expected Outcome: Student information system pilot review; continue to collaborate with Athabasca University and Northern Lakes College</p>	Ongoing	In Process	<ul style="list-style-type: none"> Completed four-month collaborative SIS Prototype pilot. Project benefits were knowledge sharing between institutions and shared costs while challenges were alignment of common priorities, project pace and maintaining cohesion between PSIs. Continued to work with Northern Lakes College on a joint strategic planning collaboration. 	Ongoing
<p>Performance Measure: Fall Application to Enrolment Conversion Rate reaches 80%</p>	September 2022	In Process	<ul style="list-style-type: none"> Fall 2019 conversation rate: 70% Registrar's Office monitored application statistics and impact of COVID-19 on Fall 2020 admissions, and modified services to be "COVID-friendly" for applicants unable to use online services. 	September 2022

Goal: Deliver Effective and Sustainable Student Supports (cont.)

Priority Initiative: Student Life

Description	Completion Date	Status	Progress Made in 2019-2020	Revised Completion Date
<p>Expected Outcome: Create pan-campus strategy around social engagement and provide resources (Student Association, Student Life/ Ambassadors, Service Learning)</p>	June 2021	In Process	<ul style="list-style-type: none"> Hired Recreation Programmer. Reviewed 2019-2020 engagement activities and prepared student life engagement draft plan for 2020-2021, which will feature online student engagement activities. 	June 2022
<p>Expected Outcome: Reduce student stress and anxiety through specific College initiatives (e.g. online mental health tools, awareness tools for staff and students)</p>	Ongoing	In Process	<ul style="list-style-type: none"> Finalized and implemented quiet room space in Lac La Biche and St. Paul. Will create quiet room space in Cold Lake in 2020-2021. Space features relaxing activities such as crafting, comfy furniture and dimmable lighting for easing senses and de-stressing. Launched Campus Talk mental health app. Revised Mind, Body, Spirit program to online awareness campaigns and support. Created awareness of mental health for employees through LifeWorks. Promoted faculty and staff involvement in student mental health campaigns. Enhanced counselling services, providing virtual options and modified face-to-face (by appointment) due to COVID-19. 	Ongoing
<p>Expected Outcome: Enhance Indigenization of College Human Resources Practices and PD to meet Truth and Reconciliation Commission of Canada call to action and in keeping with the United Nations Declaration on the Rights of Indigenous Peoples</p>	Ongoing	In Process	<ul style="list-style-type: none"> Compiled directory of Elders with protocols and relaunched Virtual Elders Facebook page. Created dedicated space for students and staff to smudge. Opened student lounge in Lac La Biche displaying the Indigenous contribution to the history of the College. Prior to pandemic, hosted pipe ceremonies at several campuses, Métis Week events and planned annual round dance in Lac La Biche (subsequently cancelled due to COVID-19). Produced live videos and recordings of elders/knowledge keepers' teachings. 	Ongoing

Goal: Deliver Effective and Sustainable Student Supports (cont.)

Priority Initiative: Student Life (cont.)

Description	Completion Date	Status	Progress Made in 2019-2020	Revised Completion Date
Expected Outcome: Restorative practice incorporated into guidelines and procedures	Ongoing	In Process	<ul style="list-style-type: none"> Incorporated restorative practice ideas and techniques into supervisor and regional staff meetings, including circle conversations. Identified action items for operational plan. 	Ongoing
Expected Outcome: Continue to provide training to all staff and students that brings awareness of Canada's true history and its impacts on Indigenous peoples	Ongoing	In Process	<ul style="list-style-type: none"> Presented six Voyage to Restorative Practice workshops to staff, students, and community members. Began planning how to offer the workshops online, particularly given COVID-19. Offered Indigenous craft-making sessions in Student Lounge in Lac La Biche. Provided cultural awareness activities such as smudging, hand games and pipe ceremonies, and brought in Elders to explain ceremonies. Provided training sessions in Indigenous learnings to Portage College Board of Governors. 	Ongoing
Performance Measure: Student Point of Exit satisfaction rate reaches 90%	June 2022	In Process	<ul style="list-style-type: none"> Satisfaction with College (2020 hybrid Point of Exit Survey, administered last two weeks of April 2020): 92%. Considering the sudden transition to 100% online delivery in March 2020, the results are encouraging and show that program areas efforts to ensure student success and satisfaction—along with program integrity—paid off. 	June 2022

Goal: Deliver Effective and Sustainable Student Supports (cont.)

Priority Initiative: Sexual Violence Prevention Strategy

Description	Completion Date	Status	Progress Made in 2019-2020	Revised Completion Date
<p>Expected Outcome: Online awareness training module for consistency in messaging between campuses developed</p>	June 2021	In Process	<ul style="list-style-type: none"> Sexual violence support resources added to PortageAlert app. Conducted drop-in session to promote app across all campuses. Reviewed existing online awareness training to assess if it could be used instead of developing new training. 	June 2022
<p>Expected Outcome: First Responder training and dialogue sessions and focus groups continue to be offered to students</p>	Ongoing	In Process	<ul style="list-style-type: none"> First Responder to Sexual Violence training continued to be offered to staff through HR professional development. Training was also offered to Community Social Work students and Community Helpers. A course scheduled for May 2020 had to be cancelled due to the pandemic. 	Ongoing
<p>Expected Outcome: In-class presentations offered; College participates or creates community campaigns</p>	June 2021	In Process	<ul style="list-style-type: none"> Participated in annual Make Some Noise for Mental Health and Bell Let's Talk campaigns. Included awareness (as well as consent awareness) sessions as part of student orientation. 	June 2022
<p>Expected Outcome: Working with communities to do gap analyses and address gaps (e.g. Sexual Assault Response Team)</p>	June 2022	In Process	<ul style="list-style-type: none"> Developed a community Sexual Assault Response Team in conjunction with community advisory committee. Hosted two-day Community Strong Empowering Together Conference in October 2019. Conference was for students, staff and community agencies and focused on developing wellness toolkits and resiliency. Participated in Safe Place collaborative community initiative pilot with Lac La Biche County. Continued to work with community partners to identify opportunities for increased awareness and supports. 	June 2022
<p>Performance Measure: Online training modules developed</p>	June 2022	Under Review	<ul style="list-style-type: none"> Online training modules have not yet been developed. Existing online awareness training is being reviewed to assess if it could be used instead of developing new training modules. 	TBD

Goal: Develop Centres of Specialization

Priority Initiative: Food Sciences Centre – St. Paul

Description	Completion Date	Status	Progress Made in 2019-2020	Revised Completion Date
Expected Outcome: Increase provincial participation at the Entrepreneurial Incubation and Production Facility as well as the Food Processing Laboratory	June 2020	In Process	<ul style="list-style-type: none"> Attended Food Innovation conference in November 2019. Received two inquiries to lease kitchens, with one applicant cancelling due to COVID-19. As communities have received funding to set up industrial kitchens, inquiries have lessened. Leduc now has capacity to help small and medium-size producers, for example. 	June 2022
Expected Outcome: Examine the model for program offering to determine co-op or other unique programming opportunities	June 2020	In Process	<ul style="list-style-type: none"> Investigated need for Weekly Apprenticeship Training System (WATS) program in Culinary Arts. Subsequently decided not to pursue as there is little industry support for the program. 	June 2022
Performance Measure: Fill five more incubator spots by 2022 (there are currently five filled out of 12 available spots)	December 2022	In Process	<ul style="list-style-type: none"> One new tenant began renting space in May 2020; however, one tenant opted not to continue renting space as her business cannot operate due to COVID-19 restrictions. Total number of filled incubator spots remains at five. 	December 2022

Priority Initiative: Pipeline Training Centre – Boyle

Description	Completion Date	Status	Progress Made in 2019-2020	Revised Completion Date
Expected Outcome: Partner with Athabasca University to increase awareness of the necessity of constructing the Pipeline Training Centre in support of training and research	June 2022	In Process	<ul style="list-style-type: none"> Signed Memorandum of Action with Athabasca University to find programming and research opportunities at Boyle campus. 	June 2022
Expected Outcome: Develop and deliver pipe coating and pipeline safety training courses through Continuing Education	June 2020	In Process	<ul style="list-style-type: none"> Discussed delivering related training with SAIT, however pandemic prevented completing program development. 	June 2022

Goal: Develop Centres of Specialization (cont.)

Priority Initiative: Pipeline Training Centre – Boyle (cont.)

Description	Completion Date	Status	Progress Made in 2019-2020	Revised Completion Date
Expected Outcome: Pipeline Inspection programming developed with SAIT	June 2020	In Process	<ul style="list-style-type: none"> Continued to develop training but COVID-19 prevented completion. 	June 2022
Expected Outcome: Receive provincial approval for apprenticeship HEO program with AIT (grader, excavator, dozer)	June 2020	In Process	<ul style="list-style-type: none"> Submitted application to province to administer program. HEO provisional committee acknowledged that submission met minimum competencies. Now awaiting HEO designation approval from Minister of Advanced Education. 	June 2021
Performance Measure: Pilot of one program completed	June 2022	In Process	<ul style="list-style-type: none"> Due to COVID-19 pandemic, program pilot was not completed. 	June 2022

Priority Initiative: Indigenous Arts Centre – Lac La Biche

Description	Completion Date	Status	Progress Made in 2019-2020	Revised Completion Date
Expected Outcome: Nationally-recognized Artist in Residence to deliver workshops in three schools within the Portage College service region	Ongoing	In Process	<ul style="list-style-type: none"> Planned workshops in Spring 2020 with Artist in Residence and Museum of Aboriginal Peoples' Art and Artifacts curator Joseph Sanchez. Workshops were subsequently cancelled as he was not able to return for his spring residency due to COVID-19. 	Ongoing
Expected Outcome: In partnership with Lac La Biche County, host Lieutenant Governor of Alberta Art Awards in 2021	June 2021	In Process	<ul style="list-style-type: none"> Approved as host site for LGAA Awards, scheduled for June 12, 2021. 	June 2021

Goal: Develop Centres of Specialization (cont.)

Priority Initiative: Indigenous Arts Centre – Lac La Biche (cont.)

Description	Completion Date	Status	Progress Made in 2019-2020	Revised Completion Date
<p>Expected Outcome: Enhance College's Museum of Aboriginal Peoples' Art and Artifacts in order to increase access to unique art and artifacts, as well as the scholarly collection of the Professional Native Indian Artists Incorporated for our students and the public (the Seven Gallery proposal)</p>	Ongoing	In Process	<ul style="list-style-type: none"> • Hosted Art Unveil events, including a public event of Artist Talks and a VIP Art Unveil Tour with artists. • Received Canada Council for the Arts grant to procure archives for the Seven Gallery and set up meetings for Fall 2020 with estate of Daphne Odjig and Norval Morrisseau. The museum has secured archives from other five PNIAl group member families. • Purchased Alex Janvier artwork to support LGAA Awards. • Secured loaner agreement with Royal Alberta Museum for numerous display units sitting in a warehouse in Edmonton. • Began looking at other funding options after grant application for museum expansion was rejected. • Worked with Alberta Craft Council to plan hosting organization's AGM at the museum and for College to run workshops for members. 	Ongoing
<p>Expected Outcome: Seek funding for the development of indoor and outdoor Cultural and Learning spaces at our Lac La Biche Campus (also part of the Seven Gallery proposal)</p>	June 2021	In Process	<ul style="list-style-type: none"> • Developed strategic plan to secure alternate funding sources after Seven Gallery proposal rejected by Government of Alberta. • Received grant to create dedicate space for smudging; grant submission for expansion of Museum of Aboriginal Peoples' Art and Artifacts was rejected. 	June 2022
<p>Expected Outcome: Investigate opportunities to establish a cooperative for Indigenous Artisans in Northern Alberta to supply provincial demand of authentic Indigenous Art authentication process</p>	June 2019	Completed	<ul style="list-style-type: none"> • Established Indigenous Artisans in Northern Alberta cooperative, formed board and became incorporated. 	Completed

Goal: Develop Centres of Specialization (cont.)

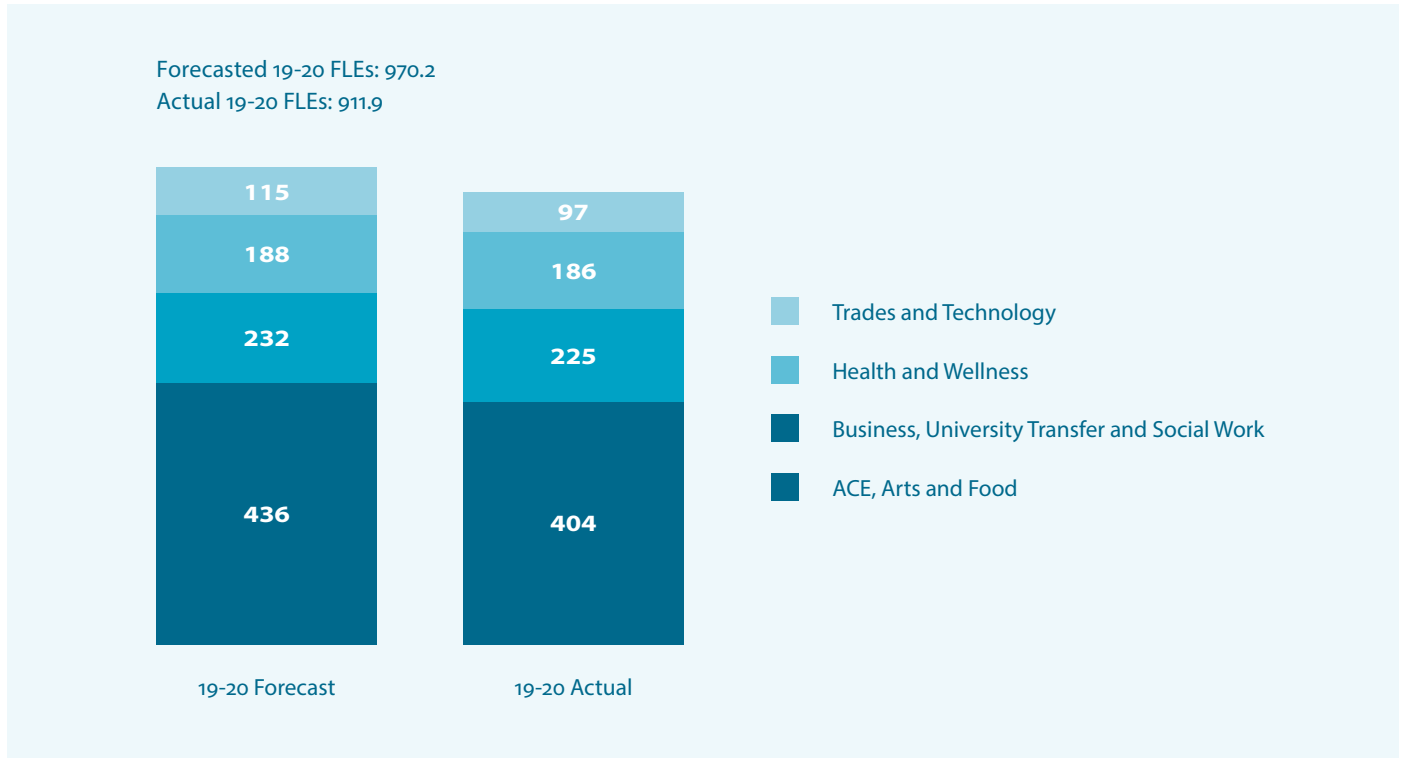
Priority Initiative: Indigenous Arts Centre – Lac La Biche (cont.)

Description	Completion Date	Status	Progress Made in 2019-2020	Revised Completion Date
Expected Outcome: Develop a model with Continuing Education to increase outreach of arts and culture program	June 2021	In Process	<ul style="list-style-type: none"> Continued consultations with Indigenous communities regarding required programming within their communities. 	June 2022
Performance Measure: Cultural and Learning spaces developed as part of Seven Gallery Proposal	June 2020	In Process	<ul style="list-style-type: none"> Stantec developed preliminary plans but grant proposal was denied. 	Ongoing



Portage developed a fine arts program (which began accepting students in Fall 2020) to complement our Aboriginal Art Certificate and Artisan Entrepreneurship Diploma programs.

Enrolment Plan (in FLEs)



*NB 19-20 FLE forecast taken from 2019-22 Comprehensive Institutional Plan (CIP). Totals may vary slightly due to rounding.
ACE = "Academics for Career and Education"

The lower than forecasted enrolment is due to a few factors:

1. Business programs (Accounting Technician, Business Administration, Office Administration) produced 21.5 FLE fewer than forecasted.
2. After a significant increase in 2018-2019, Academic Foundations and College Preparation FLE totals declined by only 2.2. However, this was 15.4 FLE lower than forecasted in the CIP.
3. Due to the pandemic, the spring intake of Heavy Equipment Operator was delayed until the Fall of 2020, resulting in 6.5 FLE fewer than forecasted for 2019-2020.

It is important to note that Early Learning and Child Care and Educational Assistant programs continued to exceed CIP projections and now account for 15% of Portage's FLE total.

Enrolment Breakdown – Program by Program

Program	FLE Forecast	FLE Actual	Actual vs. Forecast
Aboriginal Art Certificate	13.9	12.3	-1.6
Academic Foundations and College Preparation	217.4	202.0	-15.4
Accounting Technician	9.9	3.5	-6.4
Advanced Care Paramedic	56.0	48.5	-7.5
Apprenticeship Electrician	11.7	7.2	-4.5
Apprenticeship Welding	5.3	2.9	-2.4
Artisan Entrepreneurship Diploma	7.2	5.4	-1.8
Baking Certificate	5.0	7.0	+2.0
Business Administration Certificate	39.0	30.9	-8.1
Business Administration Diplomas	21.0	18.0	-3.0
Community Social Work Diploma	59.2	58.6	-0.6
Culinary Arts Diploma	31.2	27.1	-4.1
Early Learning and Child Care Certificate	56.0	69.3	+13.3
Early Learning and Child Care Diploma	30.0	35.3	+5.3
Educational Assistant Certificate	26.0	23.5	-2.5
Educational Assistant Diploma	5.0	8.5	+3.5
Emergency Medical Responder	2.5	3.0	+0.5
Employability Skills	20.0	12.2	-7.8
Fine Arts Certificate	2.1	0.0	-2.1
General Studies/Open Studies	17.8	24.9	+7.1
Hairstyling	10.5	10.5	0.0
Health Care Aide	0.0	11.3	+11.3
Heavy Equipment Operator	10.7	4.2	-6.5
Institutional Cook	4.5	0.9	-3.6
Natural Resources Technology Diploma	32.0	35.9	+3.9
Office Administration	12.5	8.5	-4.0
Power Engineering 3rd Class	31.4	30.2	-1.2
Power Engineering 4th Class	38.0	34.8	-3.2
Practical Nurse Diploma	109.5	101.9	-7.6
Pre-Employment Heavy Equipment Technician	4.3	2.7	-1.6
Pre-Employment Welding	2.7	4.3	+1.6
Primary Care Paramedic	20.0	21.6	+1.6
University Transfer	58.0	45.1	-12.9
Total	970.2	911.9	-58.3

*NB FLE = "Full Load Equivalent." "Business Administration Diplomas" combine both the Accounting and Management specializations.

Research, Applied Research, and Scholarly Activities

As noted in our 2019-2022 Comprehensive Institutional Plan, Portage College is committed to applied research but is impeded by a lack of available dollars as most grants only provide 50% of the funding. Nonetheless, the College continued to take proactive steps towards establishing more of an applied research culture in 2019-2020.

Initiatives such as working to build a scholarly home for the Professional Native Indian Artists Incorporated (PNIAI) are a case in point. Joseph Sanchez and Alex Janvier, the two surviving members of the world-famous group of Indigenous artists, both want to ensure that the importance of the group is not forgotten, that scholarly research regarding the PNIAI is possible and that their work is accessible to the young Indigenous artists they have sought to support through their Incorporation. Both artists believe that the College's Museum of Aboriginal Peoples' Art and Artifacts (MOAPAA) is the appropriate location to be the scholarly home of the group. Sanchez is so committed to the project that he became the museum's curator in 2018. This past academic year, the College applied for and received a \$40,000 Canada Council grant to continue to collect archival data. Sanchez met with several families and the estates of the original PNIAI artists, collecting letters, articles, and other materials to be permanently housed at the museum.

Portage College believes that this project is of significant cultural importance to both the province and the country. As Sanchez himself notes in a video about the MOAPAA, the museum is "the only place in the world where you can visit the whole group in a permanent exhibition of paintings and prints." Finding opportunities to honour Indigenous role models is a responsibility of the College and a legitimate response to the Call to Action from the Truth and Reconciliation Commission of Canada and the United Nations Declaration of Rights of Indigenous Peoples.

To help foster a research culture, the College created a research group in 2019, tasked with exploring possible research projects and partnerships. The five-member panel, with three PhDs and two Masters graduates, explored several avenues of possible research, starting with environmental sciences. Through the province's environmental legislation, the courts have the option of imposing a creative sentencing order on offenders, which includes clean-up, community service, and paying fines. The money collected is then made available through environmental research grants. The research group determined that Portage College is eligible to apply for these grants and began to discuss possible projects.

The group also continued to study the feasibility of setting up a researcher-in-residence program, although the initiative was subsequently delayed due to COVID-19. The College believes it is important to do more than to simply clear hurdles for established researchers to work in the region. It is equally if not more important to partner with researchers and allow Portage faculty to work with them. As a result, the College signed partnership agreements with the University of Alberta and Athabasca University, and signed a Memorandum of Understanding with SAIT and First Nations' communities to conduct water-related research. The College also began discussing paramedicine research possibilities with Charles Sturt University in Australia.

As noted above, research dollars are not always readily available, particularly for colleges and polytechnics. Donna Feledichuk, dean of several programs and responsible for the College's research portfolio, represented Portage on a couple of committees looking to remedy this. The Tri-Agency Grants Management Solution Initiative, comprised of the three federal granting agencies⁵, is focused on streamlining the grant management lifecycle and to better support applicants. Currently, a disproportionate amount of grant funding is made available to universities, to the detriment of colleges and polytechnics. Portage joined other institutions in pushing for this to change. Feledichuk was also one of 30 international representatives on a committee of the World Federation of Colleges and Polytechnics, charged with forging partnerships and forming an international definition of applied research. Portage will continue to participate on the committee in 2020-2021.

The College continued to be an active partner in Labour Education Applied Research North (LEARN) in 2019-2020. The AR group is facilitated by the Northern Alberta Development Council (NADC) and includes representatives from Grande Prairie Regional College, Keyano College and Northern Lakes College. Athabasca University was also considering becoming a member of the group and acted in an advisory capacity (AU has subsequently officially signed on). LEARN funds Northern-Alberta-specific research on community and post-secondary topics such as skill shortages, information technology, student recruitment and innovation. LEARN, which has produced 127 labour-market research reports since 1995, completed a research project in 2019-2020 focusing on Information-Technology-related skills and training needs in Northern Alberta. The LEARN partnership represents effective management of resources and is an example of post-secondary institutions collaborating with the NADC to find solutions to common challenges.

⁵ Canadian Institutes of Health Research (CIHR), Natural Sciences and Engineering Research Council (NSERC), and the Social Sciences and Humanities Research Council (SSHRC).

Regional Stewardship, Foundational Learning, Underrepresented Learners

There are many potential post-secondary students in Northeastern Alberta who are not being adequately served at the moment. These students face many barriers, including financial concerns, mobility issues, and family challenges. However, with our local campuses, community-based programming, and wrap-around services, Portage College is uniquely positioned to serve these underrepresented learners. The College has always been connected to the students and communities we serve, and this continued in a significant way in 2019-2020.

The College continued to proactively seek to partner with community and industry partners, to provide students with a breadth of learning experiences. Portage strongly believes that we thrive from the diversity of our partnerships and initiatives and actively seeks out and welcomes partnering opportunities. In 2019-2020, Portage College continued to grow foundational training opportunities across the region, with a focus on our Indigenous Communities. Of note, nearly half (47%) of Portage College learners self-identify as Indigenous and 16% are single parents. Collaborative initiatives included:

1. Frog Lake Partnership/Training: During the past few years, the College has partnered with Frog Lake First Nation to offer a variety of Foundational and Career programs. In 2019-2020, Portage provided three unique foundational education programs which focused on general employment skills, trades readiness, and resiliency. In addition, Portage offered Barbering and Medical First Responder training in-community, as well as providing community-specific training for Educational Assistants and childcare providers.
2. Whitefish Lake Open Campus: The Open Campus is a seamless operation of High School completion, and entry-level career preparation. The focus is on providing individualized education and removing barriers to education. The model in Whitefish Lake First Nation #128 has increased student retention and provided strong evidence of student empowerment and success. In 2019-2020, 21 students enrolled in the program.
3. Cold Lake First Nations Partnership/Training: In 2019/2020 Portage College partnered with Cold Lake First Nations to offer more in-community programming. In October, Portage College began their Employment Readiness and Foundational Skills Training program, and later a Health Care Aide program. This has led to discussions of ongoing partnerships and planned in-community programming for 2020/2021.
4. The College secured an agreement with the University of Alberta to offer the Aboriginal Teacher Education Program to the region in 2022 through 2024 as part of a cyclical plan. The College hosted two successful iterations of the program in 2010 and 2014 and offered the 4th year of ATEP to students in Cold Lake, Lac La Biche, and St. Paul in 2019-2020. Having the next offering negotiated ahead of time allows for a better lead time on marketing and the ability to get more students through their first two years of University Transfer.
5. Expanding our Museum: Portage College is home to the Museum of Aboriginal Peoples' Art & Artifacts (MOAPAA), a unique museum that has one of the largest collections of Indigenous Art outside of Federal Government holdings. In addition to displaying Indigenous art from across the country, the Museum houses the only permanent exhibit in the world featuring works from all the artists of the Professional Native Indian Artist Incorporated (PNIAI). Today, the works of Alex Janvier, Daphne Odjig, Norwal Morrisseau, Eddy Cobiness, Carl Ray, Jackson Beardy and Joseph Sanchez adorn the hallways of Portage College in Lac La Biche. The College submitted a \$4.1 million grant application to the provincial and federal governments in 2019 to transform surplus space at the campus into a proper museum space to share the works of such renowned artists. Janvier and Sanchez, the surviving members of the PNIAI, both believe that MOAPAA is the right place for the scholarly home of the group. In fact, Sanchez is so committed to the project and the College's Native Arts and Culture program that he became the museum curator and continued to seek opportunities to share his knowledge and expertise with the student artists in the program. The grant proposal was rejected; however, the College did receive a grant to create dedicated space for smudging ceremonies.
6. Buffalo Lake Métis Settlement Entrepreneurial Incubator Partnership: The College continued to explore ways to make training available in Buffalo Lake and contributed \$50,000 to furnish and equip the Community Learning Centre in the community.
7. Portage College secured funding to offer Integrated Training at Saddle Lake Cree Nation and Buffalo Lake Métis Settlement. Programs were scheduled to start in March 2020, however due to the sudden onset of COVID-19 programming was delayed. Programming is expected to commence in 2020-2021, with the addition of Cold Lake First Nations as a third site.

Every year, the College makes more than \$279,000 in scholarships and bursaries specifically available to First Nation, Métis, and Inuit students. This is in addition to the \$351,000 in scholarships and bursaries available to all Portage students. In 2019-2020, students availed themselves of \$630,000 in scholarships and bursaries.

While Portage College has a long-standing history of working with Indigenous people, we continue to actively work to ensure we achieve the outcomes reflected in the spirit and facts of the Truth and Reconciliation Commission of Canada: Call to Action. The President's Indigenous Advisory Committee continued to be

active in developing a connection with Elders and setting some broad direction for the College as well as overseeing cultural ceremonies and programming.

Using an inclusive campus model, Portage College offers many supports to learners with disabilities. Through Student Learning Services (SLS), students are able to access a wide variety of services including individual learning assessments, instruction in effective learning strategies, reading and writing enhancement programs, individual educational assistance, innovative learning technology and equipment, classroom supports and accommodations, exam accommodations, alternate formatting of materials, reduced course load and assistance for students with English as an additional language. In 2019-2020, SLS helped 119 students. The College expanded the SLS department in Lac La Biche and completed a successful pilot in Cold Lake and worked on creating writing centre services for students of all programs. The College also continued to partner with Inclusive Education Alberta to offer a Kitchen Worker non-credit certificate for persons with disabilities at our St. Paul Campus. Funding for Mental Health counselling at the Lac La Biche and Cold Lake campuses allowed the College to increase services in the region.

Portage continued to face hurdles as we worked to make strides in providing access to post-secondary education to underrepresented learners. Student enrolments in our foundational and career-entry programming decreased from 2001-2002 (801 students) through 2017-2018 (243 students) as a direct result of declining Alberta Works grant funding. Eligibility criteria was adjusted throughout these years, and each time, the number of students declined. 2018-2019 was the first year that the trend was reversed, with 307 students enrolling in Academic Upgrading programming. The increase not coincidentally coincided with an increase in the Adult Foundation Learning grant. In 2019-2020, 306 students enrolled in upgrading. First Nations and Métis communities want their learners to engage in post-secondary learning but are unable to fund all of those interested. As shown by several of our initiatives listed above, the College is cognizant of the fact that outreach, community-based programs are necessary to bring training as close to the learner as possible. However, these programs are currently not sustainable and cannot be expanded as they rely on cost-recovery funding by third parties.

With regards to regional stewardship, College initiatives included:

1. Continued implementation of the College's Community Engagement Plan, structured to ensure stakeholders in our region not only have input into the future strategic directions of the College but also have an ability to design how Portage College interacts with their particular community on operational activities.
2. Contract Training and Continuing Education in Indigenous Communities: The College's Continuing Education Department began to work more strategically with Indigenous communities with whom we have had historically high levels of engagement. The College's Dean structure was

changed prior to the start of 2019-2020 to ensure all academic departments focused on outreaching our programs and services.

3. General interest engagement and access to College facilities: The College continued to build relationships with community organizations to host general interest and family-oriented events at all College locations. We had tremendous success with the Northeast Alberta Information Hub, the Northern Alberta Development Council, Parent Link and Family and Community Support Services (FCSS). We wish to create more opportunities for community organizations to use College facilities once the pandemic subsides. In the interim, the College has developed a guide outlining protocols to follow to host an event on site during COVID-19. A specific strategy aimed at increasing interest includes making Portage College's Museum of Aboriginal People's Arts and Artifacts a place of engagement and celebration of Indigenous Art and the permanent home of the works of the Professional Native Indian Artists Incorporated (PNIAI). With support from government grants, the College unveiled three pieces of additional artwork in 2019-2020 and submitted a proposal to become the scholarly home of the PNIAI.

In addition, the College continued to lead Voyage into Restorative Practice workshops as a strategy to raise sensitivity regarding the historic trauma and lateral violence issues impacting Indigenous mental health. In 2019-2020, staff, students and community members attended six workshops at the College's campuses and online. While the Indigenous Mental Health funding was one time, we secured an anti-racism grant which permitted the College to continue the program in 2019-2020, including offering it to the public.

The College also continued to partner with Dragonfly Counselling and Support Centre, a non-profit organization based in Bonnyville that provides sexual assault services and support to those impacted by sexual violence. Portage provided space at our Lac La Biche campus for Dragonfly to offer outreach services to staff, students and community members.

The College continued to increase our connection with Community Adult Learning Programs (CALPs), including offering facility space to the CALPs in St Paul and Lac La Biche. We partnered on a referral basis students with CALPs—especially ESL and basic-foundational-level students who achieve success—to our Academic Upgrading programs. In addition, the College secured three years of funding to operate the CALP in Bonnyville, which started in 2018-2019. Through the Family Literacy Initiative, we operated as a CALP at our St. Paul campus and worked closely with the St. Paul Municipal Library, Parent Link, Mannawanis Friendship Centre, Franco-accueil, FCSS, Alberta Health Services and Alberta Works to provide programming. Furthermore, we delivered programs at the Elk Point Municipal Library, Adult Learning Centre, and Elk Point Heritage Lodge to provide opportunities for families to meet their Literacy needs. During the 2019-2020 academic year, Portage College secured additional

funding to operate another CALP in Elk Point as well. We also received a grant to run CALPs in the Indigenous communities in Portage's service region. In 2019-2020, the College began CALP programming in Cold Lake First Nation, Kehewin Cree Nation, Whitefish Lake First Nation #128, and Frog Lake First Nation. These programs are operated in partnership with community and have allowed the College to provide foundational learners additional access points in community. The College also continued to meet with the Saddle Lake Adult and Literacy Program to work on providing parenting and literacy programming.

Portage College's Community Adult Learning Programming has been viewed highly across the province, and other community and college programs have reached out to connect and build on Portage's model. This was highlighted when both the Portage College CALP program and Bonnyville's CALP Coordinator Carmen Murphy were recognized for their excellence at the provincial level. Portage's programming received the Council of the Federation Literacy Award from Premier Jason Kenney, and Murphy received the Outstanding Contribution to Community Adult Learning award from the Community Learning Network.

Portage continued to provide space at our Lac La Biche campus to the Learning Network Educational Services, which offers professional development and training to staff, administrators and parent councils at K-12 schools in northeastern Alberta.

Memoranda of Understanding (MOUs) were renewed for Dual Credit with the following school divisions: Aspen View Public Schools (AVPS), Lakeland Catholic Schools (LCS), Elk Island Public Schools (EIPS), Northern Lights Public Schools (NLPS), and St Paul Education Regional Division 1 (SPERD). These memoranda explain how the College and the school divisions will partner to expand opportunities to high school students including allowing any registered high school student to take one University Transfer course per semester. The College also signed new dual-credit MOUs with the Black Gold School Division, the East Central Francophone School Board and the Frog Lake Education Authority and introduced a six-week in-class welding dual credit program at Saddle Lake First Nation.

The College published a catalogue in 2018 titled "Portage College Opportunities for High School Students" to which was still used in 2019-2020 to promote the variety of courses and camps available to students while they are still enrolled in high school. This catalogue includes a variety of training programs covering the range of faculties in the College. Dual Credit options are also highlighted.

Prior to the pandemic, the College continued to deliver Practical Nurse, Primary Care Paramedic, Advanced Care Paramedic, University Transfer, College Preparation, Educational Assistant, Early Learning and Child Care, Third Class Power Engineering and Pre-employment Heavy Equipment Technician programs using a blended format. Depending on the program, the students can take portions or in some cases full training from anywhere.

Internationalization

As in past years, Portage College continued to explore capstone project opportunities for international students at all campuses and discussed international student recruitment with other post-secondary institutions in Alberta. Fruitful discussions with Lakeland College were underway when COVID-19 hit, delaying the process. The College made the decision to not accept any international students in 2020-21 due to the restrictions and additional expenses imposed by the COVID-19 pandemic.

In 2014, Portage College became a Designation Institution with Citizenship and Immigration Canada International Student Program. Since that time, we have seen a significant increase in the number of inquiries from international students (most notably in the health field), although the numbers remain low. For the Fall of 2019, the College received applications from 55 international applicants. Of those, only six students ended up enrolling at Portage.

In November 2017, the College applied to the Alberta College Athletic Conference (ACAC) to offer men's and women's soccer, starting in the fall of 2018. The application was approved, and the College hired a head coach and played an exhibition futsal schedule in 2018-2019. In 2019-2020, Portage began fielding outdoor ACAC soccer teams and continued to recruit athletes from across Canada and outside of the country (although as noted above, no international students were accepted for the 2020-2021 academic year due to the pandemic). Portage has an approved tuition reduction in place for hockey players and soccer players (approved in June 2018) which reduces the triple tuition rate for international students to normal domestic tuition for athletes.

While continuing to explore possibilities of attracting more international students, Portage remains focused on attracting and serving students from within the College's service region and within Alberta for specific program clusters.



More than 300 people attended the College's first-ever virtual Convocation on June 5, 2020, including one student from India.

Capital Plan

Critical to Portage’s new programming initiatives to meet the needs of the communities and province that we serve are new facility construction, expansion and renovation. The projects listed below include those listed in the 2019- 2022 Comprehensive Institutional Plan (CIP).

Priority Projects

Type	Project Description	Total Project Cost	Funding Sources	Funding Received to Date and Source	Revised Funding Sources
Expansion	Cold Lake Campus Expansion and Renovation	\$24,500,000	99% Government of Alberta, 1% Government of Canada	\$1.08 million from provincial government for feasibility study and drawings	No change.
Expansion	Portage College Museum of Aboriginal Peoples’ Art and Artifacts (Seven Gallery and Cultural Spaces)	\$4,100,000	60% Government of Canada, 40% other	No funds received to date.	No change.

Other

Type	Project Description	Total Project Cost	Funding Sources	Funding Received to Date and Source	Revised Funding Sources
Maintenance	Curbs, sidewalks and driveways – LLB campus	\$2,500,000	Government of Alberta through BLIMS	No funds received to date.	No change.
Maintenance	Asphalt overlay and line painting – LLB campus	\$2,649,000	Government of Alberta through BLIMS	No funds received to date.	No change.
Maintenance	Replace low-pressure steamheating piping – LLB campus	\$1,400,000	Government of Alberta through BLIMS	No funds received to date.	No change.
Maintenance	St. Paul Campus Renewal – gymnasium ceiling, washrooms, exterior cladding	\$1,367,000	Government of Alberta through BLIMS	No funds received to date.	No change.

Project Timelines and Status

Project Description	Project Timelines	Expected Project Start	Estimated Project Completion	Project Status	Progress Made in Last 12 Months
Cold Lake Campus Expansion	June 2020 – December 2022 (assuming approval)	Estimated June 2020	Estimated December 2022	Project pending funding approval.	Market research, drawings and business case completed.
Portage College Museum of Aboriginal Peoples' Art and Artifacts	April 30, 2020 – December 12, 2021	Estimated April 30, 2020	Estimated December 12, 2021	Project pending funding approval.	Submitted grant application to federal government
Curbs, sidewalks and driveways – LLB campus	July 1 – August 16, 2019 (assuming approval)	Estimated July 1, 2019	Estimated August 16, 2019	Project pending funding approval.	Project pending funding approval.
Asphalt overlay and line painting – LLB campus	July 1 – August 16, 2019 (assuming approval)	Estimated July 1, 2019	Estimated August 16, 2019	Project pending funding approval.	Project pending funding approval
Replace low-pressure steamheating piping – LLB campus	July 1 – August 14, 2020 (assuming approval)	Estimated July 1, 2020	Estimated August 14, 2020	Project pending funding approval	Project pending funding approval
St. Paul Campus Renewal – gymnasium ceiling, washrooms, exterior cladding	July 1, 2020 – September 30, 2020 (assuming approval)	Estimated July 1, 2020	Estimated September 30, 2020	Project pending funding approval	Project pending funding approval

Portage College's top priority capital project remains the expansion of our Cold Lake Campus. To meet the growing demand for programs and services and to address the increasing student numbers, the College is proposing to expand our 29,062 square-foot facility by 16,727 square-feet. The \$24.5 million expansion would not only create more space for students and cultural activities, but also allow the College to expand our program offerings in a region where enrolment has increased substantially during the past five years. The College has developed architectural drawings of the proposed expansion project and conducted research examining regional demographics, student and employer demand, labour market analysis, military programming, partnership possibilities, competitor benchmarking and best practices in facility planning. After meeting with representatives from Advanced Education and Alberta Infrastructure in May 2019, the expansion phases were reversed to alleviate long-term space issues and disruptions to campus operations. The College expects to have a draft proposal before the provincial government by the end of the year, with the Infrastructure Needs Assessment scheduled to be completed by December 2020.

The College's other major capital project is the expansion of the Portage College Museum of Aboriginal Peoples' Art and Artifacts

(MOAPAA). The museum houses one of the largest collections of Indigenous Art outside of Federal Government holdings. MOAPAA is the only place in the world where works from all seven world-renowned artists of the Professional Native Indian Artists Incorporated (PNIAI) are on exhibit on a permanent basis. The project offers the opportunity to re-purpose unused space at the College's Lac La Biche Campus to provide a more suitable and secure home for the Museum than campus hallways.

The \$4.1 million project also includes a plan to create a forum for scholarly research, opportunities for academics and artists worldwide to study the works of the PNIAI artists and to learn of the history of the group and Indigenous Art. Both Alex Janvier and Museum Curator Joseph Sanchez, the two surviving members of the group, are committed to their scholarly collection being housed in a rural location in an area easily accessed by Indigenous people. This project directly aligns with the preservation of Indigenous Culture as outlined in the Truth and Reconciliation Commission recommendations. After the College's grant proposal was rejected, the College began looking at other funding options. Portage did receive a grant to create dedicated space for smudging ceremonies.

Also in 2019-2020, the College's Finance and Infrastructure and Information Technology departments continued a thorough review of the College's long-term capital financing needs under the Strategic Investment Committee, focusing on strategic needs of the Enterprise and specifically on how to finance future capital projects. Portage also continued to build up capital reserves to help support the projects listed above.



There are 48 dormitory rooms with two beds and 66 townhouses (two-, three- and four-bedroom) at the Lac La Biche campus. There are also 12 two-bedroom units at our St. Paul campus.

Information Technology

All Portage College’s programs are now offered using a blended-delivery or fully-online model due to the pandemic. Even courses and programs delivered face to face in a traditional classroom setting have Moodle companion sites and available online resources and supports. Labs are still delivered face-to-face with all COVID-19 protocols in place. Students now expect immediate,

individualized service and support, making it essential for the College to continue to upgrade and expand our IT infrastructure, including classroom technology, library services and information portals. The table below summarizes efforts undertaken in 2019-2020 to address this critical and ongoing need.

Type	Description	Status	Expected Completion Date	Progress Made in 2018-2019
Upgrading	ERP Renewal – Student Information System Component	On hold for 2 years due to Vendor issues	June 2024	<ul style="list-style-type: none"> The project is on hold as of Oct. 2020, due to vendor readiness. Portage College will continue to use our current on-premise system and continue as well to assess moving our Student Information System Component to the cloud.
Upgrading	ERP Renewal	On hold for 2 years due to Vendor issues	June 2024	<ul style="list-style-type: none"> Upgrade to on-premise ERP from Milestone 7 was completed successfully. Partnership with Northern Lakes College and Lakeland College is strong, completed joint IT Strategic Planning and identified area for collaboration. Vendor readiness is an issue therefore Portage opting to continue to use current on-premise ERP for two more years.
Upgrading	Network Infrastructure Renewal	Scope of work underway	June 30, 2020	<ul style="list-style-type: none"> Once scope of work confirmed, work will be completed as planned.
Upgrading	Security Systems Upgrade	Scope of work underway	June 30, 2020	<ul style="list-style-type: none"> Once scope of work confirmed, work will be completed as planned.

Portage College implemented Information and Technology Governance framework during the academic year, using the ITM Governance and Control Framework System. Our former ITM Steering Committee was disbanded and a new committee was formed: the Strategic Investment Committee, which provides enterprise level project planning recommendations to the Executive Committee and will in the future also incorporate the

Capital Steering Committee. Portfolio representation includes all College departments to ensure we have balanced weighting and strategic growth focused at the Enterprise level. New processes, flowcharts and ranking charts have been implemented to ensure a consistent, more strategic methodology is applied to new projects, IT implementations and capital expenditures.

Our Valued Partners

We are grateful to the following agencies, companies, municipalities, organizations and individuals for their ongoing support of our College. Their support has proven essential to ensuring that the College delivers on its promise to provide exceptional learning experiences for its students.

A

A&T Construction Ltd.
A/Vian Ecological Consulting Inc.
Alberta Aboriginal Women's Society
Alberta Arts Foundation
Alberta Agriculture and Forestry
Alberta Apprenticeship and Industry Training
Alberta Biodiversity Monitoring Institute
Alberta Chapter of the Wildlife Society
Alberta College of Paramedics
Alberta College of Social Workers
Alberta Colleges Athletics Conference
Alberta Community and Social Services
Alberta Conservation Association
Alberta Construction Safety Association
Alberta Craft Council
Alberta Culture and Tourism
Alberta Employment and Immigration
Alberta Energy Regulator
Alberta Environment and Parks
Alberta Fish and Game Association
Alberta Health
Alberta Human Services
Alberta Lakeland Direct Marketing: Lakeland Heritage Partners
Alberta Law Foundation
Alberta Museums Association
Alberta Mycological Society
Alberta Pacific Forest Industries
Alberta Rural Development Network
Alberta Safety Council
Alberta Snowmobile Association
Alberta Solicitor General
Alberta Sport, Recreation and Wildlife Foundation
Alberta Sustainable Resource Development
Alberta Transportation
Aspen View Public Schools
ATCO Energy
Athabasca County

Athabasca Oil Corporation
Athabasca University
Aurora Middle School

B

BCMIInns
Beaver Lake Cree Nation
Bigstone Lake Cree Nation
Bird Studies Canada
Black Gold School Division
Blue Quills University
Bobocel
Boreal Centre for Bird Conservation
Boom 103.5 (Lac La Biche)
Boston Pizza Lac La Biche
Britton's Your Independent Grocer
Buffalo Lake Métis Settlement
BuildForce Canada

C

Calliou Oilfield Clearing Ltd.
Campus Alberta
Canada Safety Council
Canadian Imperial Bank of Commerce
Canadian Land Reclamation Society
Canadian Medical Association
Canadian Natural Resources Limited
Canadian Red Cross
Canadian Wildlife Service
Cenovus FCCL Ltd.
Chipewyan Prairie
Chwedoruk Trucking
City of Cold Lake
CleanHarbors
Coffee News
Cold Lake First Nations
Cold Lake Hatchery
College of Licensed Practical Nurses of Alberta

Community Adult Learning Councils

- Bonnyville Community Learning Council
- Cold Lake Community Learning Council
- Elk Point & District Further Education
- Lac La Biche Community Learning for Adult Student Society
- Lac La Biche Program for Adult Learning
- Smoky Lake County Community Learning Council
- St. Paul Community Learning Association
- VegMin Learning Society (Vegreville)

Community Futures Lac La Biche

Community Programs Branch of Alberta Advanced Education

County of St. Paul

D

Daninject Canada

Department of National Defence

Ducks Unlimited Canada

E

East Central Francophone School Division

École Plamondon School

Edcon Power Tongs

Edmonton Oilers Community Foundation

Elizabeth Métis Settlement

Elk Island Public Schools

Energy Safety Canada

F

Fatal Light Awareness Program Canada

Fort McMurray First Nation

Frog Lake Education Authority

Frog Lake First Nation

G

Game Day Grill Cold Lake

Goodfish Lake Development Corp.

Grande Prairie Regional College

Greenlee

H

Harvest Energy

Heart Lake Construction

Heart Lake First Nation

Husky Energy

I

Imperial Oil Resources

Inside Education

Integrated Environments

J

Jackson Events

J.A. Williams High School

JHL Forestry

Johnson Incorporated

Joseph Sanchez

Junior Forest Rangers

K

Kehewin First Nation

Keyano College

Kihew Asiniy Education Centre

Kikino Métis Settlement

L

Lac La Biche Animal Care Group

Lac La Biche Birding Society

Lac La Biche Canadian Native Friendship Centre

Lac La Biche & District Chamber of Commerce

Lac La Biche County

Lac La Biche IGA

Lac La Biche Post

Lac La Biche Pow Wow & Fish Derby Association

Lac La Biche Region Watershed Stewardship Society

Lac La Biche Sporting Goods

Lac La Biche Stationers

Lac La Biche Transport

Lakeland Catholic School District

Lakeland College

Lesser Slave Lake Bird Observatory

LiftTruck

M

MEG Energy Corp.

Métis Nation of Alberta

Mikisew Cree First Nation

Minor Sports (Lac La Biche)

Municipal District of Bonnyville

N

National Food Safe
Nexen Incorporation
North Star Science & Technology Ltd.
Northern Alberta Development Council
Northern Alberta Institute of Technology (NAIT)
Northern Lakes College
Northern Lights Public Schools

O

Oil Sands Discovery Centre
OSUM

P

Pembina Pipeline Corporation
Piikani Nation
Portage College Faculty Association
Prestosports

Q

Questfire Energy

R

Ramada Hotels
Randolph Benson Professional Corp
RDK Electric
Royal Alberta Museum
Royal Canadian Legion
Rupertsland Institute

S

Saddle Lake Cree Nation
Samson Cree Nation
Seven Lakes – Primco Dene
Skills Alberta Canada
Smiley's Furniture and Electronics
Smoky Lake Nursery
SMR Diesel Trucks
St. Paul Champions for Change Society
St. Paul Education Regional Division
St. Paul Municipal Seed Cleaning Association Ltd.
Stantec Consulting
Stingray Radio
STRIX Ecological
Students' Association of Portage College

T

Tervita Corporation
The Stitchin' Man
Thurber Engineering
Town of Bonnyville
Town of Elk Point
Town of St. Paul
TransCanada Corporation

U

University of Alberta
University of Calgary

V

Venture Building Supplies
Village of Boyle
Vivo Team

W

Waschuk Pipeline
Western Air Rescue
Western Economic Diversification Canada
Whitefish Lake First Nation #128
Wolf Midstream
Woodland Trainers Association
Women Building Futures
WSP Canada Ltd.

X

Xerox Canada

Portage College would also like to acknowledge the tremendous support received from residents of our service region for our annual fundraisers and events, student scholarships and bursaries, and Voyageurs Athletics. Thank you.

2019-2020 Supporters and Friends of Portage College

Portage College greatly values the donations made by individuals, businesses, organizations, and industry. We responsibly steward and allocate all contributions. Please note that the list represents donation revenue earned during the reporting period.

Thank you to the following –

\$30,000 – \$149,999

Lac La Biche County

\$10,000 – \$29,999

C.S.T. Consultants

Obsidian Energy

\$5,000 – \$9,999

Access Pipeline Inc.

BearClaw Gallery

Britton's Your Independent Grocer

Pembina Pipeline Corporation

\$1,000 – \$4,999

Alberta Pacific Forest Industries

Estate of Eddy Cobiness

Royal Canadian Legion

RBC Foundation

\$500 – \$999

Dave Holmberg

Lakeland Brewing Company

Servus Credit Union

\$100 – \$499

Christine Tredger

Community Learning for Adults Society

CSI Global Education Inc.

Eleisa Anderson

Mike and Nancy Broadbent

\$50 – \$99

Geoff and Karen Hibbs

Geraldine Hagen

Guy Gervais

Jaime Davies

Janice Cooley

Karen Perry

Ken and Bernadette Kaufman

Lisa Beniuk

Mark and Shelley Doyle

Nadia Abougoush

Shun Li

We have made every effort to ensure all our contributors to our 2019-2020 fiscal year are correctly recognized in the Annual Report. We apologize if an error or an omission has occurred. The timing of your donation can also determine the year in which it is acknowledged. The College wishes to gratefully acknowledge various anonymous donations totaling \$5,154.46.

Management’s Discussion and Analysis of the Financial Statements

(Thousands of dollars)

Introduction

This Management Discussion and Analysis (MD&A) should be read in conjunction with the Portage College financial statements and accompanying notes. The MD&A and financial statements are reviewed and approved by the Portage College Board of Governors and President/CEO on the recommendation of the Portage College Board Finance, Infrastructure and Risk Committee. The financial statements represent the financial position and results of operations of Portage College. The College’s financial statements have been prepared in accordance with Canadian Public Sector Accounting Standards and are expressed in Canadian dollars.

The MD&A is an overview of the financial results Portage College achieved in the fiscal year ended June 30, 2020 and offers a detailed discussion and analysis of the following:

1. Operating Environment
2. Financial Results
3. Net Assets
4. Capital Spending
5. Institutional Self-Generated Revenues
6. Areas of Significant Financial Risk

1. Operating Environment

In 2019-20, the provincial government announced a reduction of 1.2% (\$291) to our Campus Alberta Grant funding. Further reductions were experienced in 2020-21 of 7.1% (\$1,667). Beginning in fiscal 2021-22, the provincial government will be introducing Investment Management Agreements for all institutions.

Through these agreements, the province plans to build a stronger connection between education and jobs. These agreements will emphasize bringing costs down and will introduce performance-based funding. A portion of the Campus Alberta grant funding will be awarded based on these performance metrics.

Faced with these operational budget challenges, the College evoked spending restrictions on non-essential costs such as travel and hosting in 2019-20. Further cost containment strategies included attrition in vacant positions, and a reduction in supply costs. Because of these cost containment efforts and prudent financial management resulted in a surplus of \$2,221 on June 30, 2020.

The College will commence bargaining with Staff Association in December, as their collective agreement expired June 30, 2020.

In March 2016, the College received a letter from Advanced Education recommending a two-year freeze to Management and Excluded employee salaries effective April 1, 2016 through to March 31, 2019, GOA has extended the freeze through to December 2020; which the College implemented.



Hairstyling students were still able to complete their training in 2020, despite the pandemic, using videos to demonstrate their prowess to their instructors.

2. Financial Results

From total revenues of \$35,695 for the fiscal year ended June 30, 2020, the College incurred an annual surplus of \$2,221. The operating surplus is primarily a result of a reduction in supplies, and wages from budget. The College has approved the transfer of \$396 of the current year surplus to increase the endowment fund.

Revenues

The College revenues for 2020 were \$35,695, a decrease (\$3,247) from prior year. Revenues were lower than budgeted by 1.4% or (\$525). The main source of revenue for the College are grants from the Government of Alberta which totaled \$27.4M, representing 77% of total revenues. Advanced Education is the primary funder of the College.

	2020 Budget	2020 Actual	2019 Actual
Government of Alberta grants	\$27,876	\$27,424	\$29,773
Federal and other government grants	449	436	439
Sales of services and products	3,595	3,571	4,002
Student tuition and fees	3,878	3,760	4,092
Donations and other grants	179	204	329
Investment income	243	300	307
Total	\$36,220	\$35,695	\$38,942

Capital Revenue Earned

Tangible capital assets purchased with externally restricted funds results in an obligation to the external funding agency to use the purchased assets over their useful lives in the provision of services. Under Public Sector Accounting (PSA) standards deferred capital revenue when earned must be attributed to the primary revenue source in the statement of operations. The following schedule depicts operating and deferred capital revenue earned by source for the year ended June 30, 2020.

	Actual June 30, 2020		
	Operating	Capital	Total
Government of Alberta Grants	\$25,255	\$2,169	\$27,424
Federal and other government grants	62	374	436
Sales of services and products	3,571	-	3,571
Student tuition and fees	3,760	-	3,760
Donations and other contributions	153	51	204
Investment income	300	-	300
Total revenue	\$33,101	\$2,594	\$35,695

Government of Alberta Grants

Revenues from the Government of Alberta represent the College's single largest source of income and play a key role in the ability to fund College activities. Government of Alberta grants decreased by (\$2,349) over the prior year. Also, GOA grants were (\$452) lower than budget. The decrease consisted of various changes in government funded projects and initiatives such as: new funding for Student Mental Health initiatives \$159, additional Community Adult Literacy funding \$270, Alberta Athletic and Indigenous Career scholarship funding \$253, expenditure of Electrical Distribution Renewal and Needs Assessment grants \$164, offset by a reduction in Campus Alberta Grant funding of (\$781), reduction in Infrastructure Maintenance Program grant funding (\$526), and various other decreases of (\$9).

Federal and Other Government Grants

Revenues from federal and other government grants decreased by (\$3) over the prior year and were (\$13) lower than budget. Conditional grants will have a corresponding equal expenditure offset.

Sales of Services and Products

Revenues from sales of services and products decreased by (\$431) from the prior-year and were (\$24) lower than budget. The decrease from budget was due to decreased ancillary revenue and contract revenue in Continuing Education.

Student Tuition and Fees

Tuition fees are regulated by Advanced Education under Tuition Regulation Policy. Tuition fees remained frozen at the 2014-15 rates under the direction from the Provincial Government of Alberta.

Revenues from student tuition and fees were (\$118) lower than budget. The student full load equivalents (FLE) were 911.9, compared to the budget of 954 FLE. The 2020 FLE's decreased by 23.7 from the prior year of 935.6.

In the past, the College provided compliance reporting to the department. The tuition policy stipulated that tuition revenue and fees could not exceed 30% of the College's net operating expenditure. Although, this is no longer mandated the current year rate has been provided for your reference.

Tuition revenue and fees as a % of net operating expenditure

	2019-2020	2018-2019
Tuition and Related fees revenue	\$3,760	\$4,092
Net Operating Expenditure	31,700	34,961
%	11.86%	11.70%

Donations and Other Contributions

Donations and contributions were \$25 higher than budget due to a slight increase in donations, fundraising activities and capital revenue earned.

Investment Income

Revenue from investment income decreased by (\$7) over prior year, and was \$57 higher than budget due to higher returns in the financial markets than anticipated, and a transfer into the endowment fund.

Expenses by Function

For the year ended June 30, 2020 the College recorded \$33,591 in operating expenses representing a decrease of (\$3,399) (9%) from the prior year and (\$2,629) (7%) lower than budget.

Instruction

Instruction represents the single largest function at the College, representing teaching for all credit and non-credit programming. This category also includes non-sponsored research and scholarly activity undertaken by faculty and within College departments. Instruction accounted for 31% of total expenditures for the year ended June 30, 2020. With this function representing such a significant component of the College's activity, the (\$101) decrease in costs over the prior year represents the function's proportionate share of the College's salary and benefits and material, supplies and services.

In comparison to the 2020 budget, instructional costs were (\$44) lower than expected.

Academic and Student Support

Academic and student support is the third largest function at the College. This category includes Student Services, Student Recruitment, Student Records and Admissions, Counseling, Social Development, Scholarships and other student related support. Academic and student support accounted for 21% of total expenditures for the year ended June 30, 2020.

Expenses decreased by (\$597) from the prior year and represent the function's proportionate share of the College's salary and benefits and material, supplies and services decrease. In comparison to budget, academic and student support costs were \$331 higher than expected.

Institutional Support

Institutional Support is the fourth largest function at the College. This category represents activities for Executive and Corporate Management, Public Relations, Corporate Finance, Human Resources and other corporate administrative activities. Institutional support accounted for 12% of total expenditures for the year ended June 30, 2020.

Expenses decreased by (\$89) from prior year, analysis is provided further in the report under the administrative as a percentage of operating expenditures section. In comparison to the 2020 budget, Institutional support costs were (\$6,387) lower than budget. This variance is largely due to a reclass of amortization costs to facilities.

Information Technology

Information Technology represents activities for Computing Services, Network and Data Communication. Information Technology accounted for 6% of total expenditures for the year ended June 30, 2020.

Expenses decreased by (\$270) from prior year and were (\$44) lower than budget.

Facilities Operations and Maintenance

This function represents all expenditures associated with facility operations and maintenance of buildings, grounds and equipment. Due to our business model of bringing learning closest to the learner it is in fact the second largest expense category. It also includes all utility costs and rent of leased facilities, and capital amortization. This function accounted for 24% of total expenditures for the year ended June 30, 2020.

Expenses decreased by (\$2,126) from the prior year and were (\$3,451) higher than budget. The variance consists of decreased infrastructure maintenance grant and costs associated with conditional grants.

Ancillary Services

Ancillary Services represents operating activities that are not grant funded which support students. It includes the College Bookstore, Cafeteria, Salon, Conference Centre and Student Residences and Housing. Ancillary services accounted for 6% of total expenditures for the year ended June 30, 2020.

Expenses decreased by (\$138) from prior year and were (\$96) lower than budget.

Special Purpose Trust

Special Purpose Trust represents costs for fundraising activities and other programs specifically funded from restricted grants and donations. Special purpose trust accounted for 1% of total expenditures for the year ended June 30, 2020. Expenses decreased by (\$78) from the prior year and were \$160 higher than budget.

Sponsored Research

Sponsored research represents expenditures for all sponsored research activities specifically funded through restricted grants and donations. There were no expenditures in sponsored research for the year ended June 30, 2020.

Institutional Support as a Percentage of Total Operating Expenditures

Advanced Education tracks the efficiency of post-secondary institutions by monitoring an institution's administrative expenditures as a percentage of total operating expenditures. This percentage was calculated by taking Institutional Support function category expenditures and dividing it by total expenditures (minus ancillary services). The table below shows the College's performance on this measure.

Institutional Support as a Percentage of Total Operating Expenditures Less Ancillary		
	2019-2020	2018-2019
Institutional Support	\$3,979	\$4,068
Total Operating	\$33,591	\$36,990
Less Ancillary Services	(\$1,891)	(\$2,029)
Net Operating Expenditures	\$31,700	\$34,961
Institutional Support/ Net Total Operating	12.55%	11.64%

The decrease in institutional support from 2019 was (\$89). This decrease is due to the organizational restructuring of the College's management structure aimed directly at reducing these costs.

3. Net Assets

The College's net asset balance is an important indicator of the financial health for the institution. It is comprised of Accumulated Surplus and Accumulated Re-measurement Gains and Losses.

Accumulated surplus from operations increased by \$2,686 over the prior year due to an operating surplus of \$2,221 to partially

fund self-funded capital expenditures and replenish net asset reserves. This has resulted in an accumulated surplus from operations of \$6,245 versus \$3,559 in the prior year. Internally restricted funds balance remains unchanged from 2018-2019 at \$2,967.

Accumulated surplus	Accumulated surplus from operations	Internally restricted surplus	Invested in capital assets	Endowments	Total
Balance as at June 30, 2019	3,559	2,967	8,698	2,369	17,593
Balance as at June 30, 2020	6,245	2,967	7,744	2,882	19,838
Change +/-	2,686	0	(954)	513	2,245



Pre-Hospital Care students have access to state-of-the-art simulation labs for their onsite weeks.

4. Capital Spending

Capital expenditures were \$508 (2019 – \$2,261). Capital expenditures consisted of \$5 in contributed capital and \$504 in self-funded capital.

Acquisitions were made in the following asset categories:

- Land \$nil (2019 – \$101)
- Building, trailers and improvements \$116 (2019 – \$1,024)
- Equipment \$349 (2019 – \$649)
- Computer hardware and software \$43 (2019 – \$487)

Project	Contributed	Self-funded	Total
Program equipment	0	165	165
Vehicle evergreening	0	114	114
Siding for townhouses	0	87	87
Various equipment – non-program	0	70	70
Testing room	0	31	31
Various IT projects	0	23	23
Storage evergreening	0	14	14
Supernet upgrade	0	12	12
Unit 4 upgrade	0	8	8
APAS upgrade	5	0	5
Re-class capital to expense	0	-21	-21
Total	5	503	508

5. Institutional Self-Generated Revenues

In the face of increasing budgetary pressures, post-secondary institutions are increasingly looking to self-generating revenue enterprises. These enterprises are also known as alternative revenue sources. Such enterprises provide revenues that extend beyond traditional sources like government grants and student tuition and fees. If done appropriately, they can provide an additional stream of revenue to the institution and enhance program quality and accessibility for students. Self-generated revenue enterprises can also enhance an institution's reputation and give it a greater presence in the community.

Institutional self-generated revenue enterprises can be categorized as:

Auxiliary/Ancillary Services: An auxiliary or ancillary enterprise furnishes a service to students, faculty, or staff,

and charges a fee at a minimum of cost recovery to ensure the cost is not subsidized by other sources such as government grants. The public may be served incidentally by some auxiliary/ancillary enterprises including bookstores, student residences, parking lots, salon operations, institutional catering services, and cafeterias.

Academic Enterprises: The activity is deemed to be an integral part of the post-secondary institution's educational, research, public service, and campus support functions, as well as other educational and support activities. Profit is not the primary motivator. Examples are continuing education, culinary school restaurants, agricultural operations, and breweries.

Commercial Enterprises: The activity or enterprise is outside an institution's primary education and research mandate and exists for the purpose of revenue generation. The institution's

domestic students, faculty and staff are not directly served by, nor do they derive direct benefit from, the activity or enterprise. Examples are commercial land development, real-estate deals, and overseas campuses.

For fiscal 2019-20, the College had the following self-generating revenue enterprises:

Ancillary Services (in thousands)

Service	2019-2020			2018-2019
	Gross Revenues	Expenditures	Net Profit/(Loss)	Net Profit/(Loss)
Student Residences and Housing (three campus locations)	836	817	19	159
College Bookstore	755	640	115	82
College Cafeteria	240	331	(91)	(24)
St. Paul Market and Catering	52	77	(25)	-
Hairstyling Salon Sales and Service	28	23	5	(1)
Exam Invigilation	15	-	15	30
St. Paul Incubator and Labs	10	3	7	27
Conferencing	6	-	6	21
Art Sales	1	-	1	-
Total	1,943	1,891	52	294

The COVID-19 pandemic is complex and rapidly evolving. It has caused material disruption to business and has resulted in an economic slowdown. The College continues to assess and monitor the impact of COVID-19 on its financial condition, including the likelihood of decreased revenues and increased expenses as a direct result of this crisis. The magnitude and duration of COVID-19 is uncertain and, accordingly, it is difficult to reliably measure the potential future impact on the College's ability to generate higher net returns of self-generating revenues.

The College has no commercial or academic enterprises to report for fiscal 2019-20.

6. Areas of Significant Financial Risk

Net Assets

The College has an accumulated surplus of \$19,838 in net assets, which includes endowment principle of \$2,882 and invested in capital assets of \$7,744.

Accumulated surplus from operations and internally restricted surplus in net assets is \$9,212 or 26% of total revenues. College management is taking steps to replenish College reserves in net assets to provide funds to meet capital investment requirements and for future program growth and expansion. If these reserves continue to deteriorate, the College will be limited to address deteriorating capital infrastructure or provide non-operating funds for future program growth and expansion. The College has increased these reserves by \$2,245 (13%) in 2020.

Unfunded Deferred Maintenance

The College directs a significant amount of resources towards renewing existing facilities to ensure that these facilities are updated with relevant technology and operate efficiently. A reduction in provincial funding for Infrastructure Maintenance, an aging infrastructure and a shortage of skilled facility maintenance workers has created a backlog of unfunded deferred maintenance more than \$20M.

Budgetary Pressure

Although the College has a balanced budget for 2020-21, the College is facing several risk factors. The College has reduced its operating budget over the past several years from reductions in government funding and declining enrolments.

In the 2020-23 institutional plan the College has projected a decrease in the Campus Alberta Grant funding for 2020-21, and subsequent years. The provincial government has deferred the implementation of the Investment Management Agreements (IMA) to fiscal 2021-22.

In lieu of an IMA agreement; the provincial government requested a three-year savings plan demonstrating how the College plans to address a multi-year reduction in funding. The College has prepared a three-year savings plan to reduce spending by \$3.3M. Although the IMA's have been delayed due to the current global pandemic, College management felt it prudent to maintain the targets provided by the provincial government.

The provincial government has lifted the mandatory tuition freeze effective 2020-21, permitting Post-Secondary Institutions to increase tuition and mandatory fees up to 7%. The College has increased tuition fees effective 2020-21 academic year within the permissible limits.

Budgetary pressure is further compounded by limited opportunities to find new revenue sources. The College will continue with prudent financial management, introduce new

programming, and seek collaborative opportunities within the post-secondary sector to maintain a sustainable future.

Enterprise Resource Planning System (ERP)

The College operates an Enterprise Resource Planning System that is limited in meeting current demands of a contemporary post-secondary institution. The capital investment required to bring the existing ERP system to a level of acceptable functionality is beyond the financial means of the College. The College is collaborating with other Post-Secondaries who use the Unit 4 ERP system to jointly pursue system enhancements.

Appendix: Portage College Audited Financial Statements





Financial Statements
June 30, 2020

Portage College

Financial Statements
Year Ended June 30, 2020

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Independent Auditor's Report

To the Board of Governors of Portage College

Report on the Financial Statements

Opinion

I have audited the financial statements of Portage College (the College), which comprise the statement of financial position as at June 30, 2020, and the statements of operations, remeasurement gains and losses, change in net financial assets, and cash flows for the year then ended, and notes to the financial statements, including a summary of significant accounting policies.

In my opinion, the accompanying financial statements present fairly, in all material respects, the financial position of the College as at June 30, 2020, and the results of its operations, its remeasurement gains and losses, its changes in net financial assets, and its cash flows for the year then ended in accordance with Canadian public sector accounting standards.

Basis for opinion

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

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 financial statements and my auditor's report thereon. The *Annual Report* is expected to be made available to me after the date of this auditor's report.

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

In connection with my audit of the financial statements, my responsibility is to read the other information identified above and, in doing so, consider whether the other information is materially inconsistent with the financial statements or my knowledge obtained in the audit, or otherwise appears to be materially misstated.

If, based on the work I will perform on this other information, I conclude that there is a material misstatement of this other information, I am required to communicate the matter to those charged with governance.

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 the financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing the 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 an intention exists to liquidate or to cease operations, or there is 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

My 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 my 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, I exercise professional judgment and maintain professional skepticism throughout the audit. I 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 my 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 I conclude that a material uncertainty exists, I am required to draw attention in my auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify my opinion. My conclusions are based on the audit evidence obtained up to the date of my 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.

I 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 I identify during my audit.

[Original signed by W. Doug Wylie FCPA, FCMA, ICD.D]
Auditor General

November 2, 2020
Edmonton, Alberta

Portage College

Financial Statements

Year Ended June 30, 2020

Statement of Management Responsibility

The financial statements of Portage College ("the College") have been prepared by management in accordance with Canadian public sector accounting standards. The financial statements present fairly the financial position of the College as at June 30, 2020, and the results of its operations, remeasurement gains and losses, changes in net financial assets and cash flows for the year then ended.

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

The Board of Governors is responsible for reviewing and approving the financial statements, and overseeing management's performance of its financial reporting responsibilities.

The Board of Governors carries out its responsibility for review of the financial statements principally through its Finance, Infrastructure and Risk Committee. With the exception of the President, all members of the Finance, Infrastructure and Risk Committee are not employees of the College. The Finance, Infrastructure and Risk Committee meets with management and the external auditors to discuss the results of audit examinations and financial reporting matters. The external auditors have full access to the Finance, Infrastructure and Risk Committee, with and without presence of management.

These financial statements have been reported on by the Auditor General of Alberta, the auditor appointed under the *Post-Secondary Learning Act*. The Independent Auditor's Report outlines the scope of the audit and provides the audit opinion on the fairness of presentation of the information in the financial statements.

[Original signed by Nancy Broadbent]
President & CEO

[Original signed by Cynthia Quintal]
Finance Manager

Portage College
Statement of Financial Position
As at June 30, 2020
(thousands of dollars)

	2020	2019
Financial assets excluding portfolio investments restricted for endowments		
Cash (Note 3)	\$ 12,777	\$ 9,250
Portfolio investments - non-endowment (Note 4)	1,904	1,811
Accounts receivable	398	671
Inventories held for sale	247	194
	15,326	11,926
Liabilities		
Accounts payable and accrued liabilities	2,199	2,763
Employee future benefits liabilities (Note 6)	185	121
Debt (Note 7)	185	230
Deferred revenue (Note 8)	4,255	3,203
	6,824	6,317
Net financial assets excluding portfolio investments restricted for endowment	\$ 8,502	\$ 5,609
Portfolio investments - restricted for endowments (Note 4)	2,821	2,593
Net financial assets	\$ 11,323	\$ 8,202
Non-financial assets		
Tangible capital assets (Note 9)	47,569	51,112
Inventories of supplies	57	43
Prepaid supplies	640	581
	48,266	51,736
Net assets before spent deferred capital contributions	\$ 59,589	\$ 59,938
Spent deferred capital contributions (Note 10)	39,751	42,345
Net assets (Note 11)	\$ 19,838	\$ 17,593
Net assets is comprised of:		
Accumulated surplus	19,693	17,472
Accumulated remeasurement gains	145	121
	\$ 19,838	\$ 17,593
Contingent assets and contractual rights (Note 13 and Note 15)		
Contingent liabilities and contractual obligations (Note 14 and Note 16)		

Approved by the Board of Governors:

[Original signed by Randolph Benson]
Chair, Board of Governors

[Original signed by Nancy Broadbent]
President & CEO

The accompanying notes are an integral part of these financial statements.

Portage College

Statement of Operations
Year Ended June 30, 2020
(thousands of dollars)

	Budget (Note 22)	2020	2019
Revenues			
Government of Alberta grants (Note 20)	\$ 27,876	\$ 27,424	\$ 29,773
Federal and other government grants (Note 20)	449	436	439
Sales of services and products	3,595	3,571	4,002
Student tuition and fees	3,878	3,760	4,092
Donations and other grants	179	204	329
Investment income	243	300	307
	36,220	35,695	38,942
Expenses (Note 17)			
Instruction	10,569	10,525	10,626
Facilities operations and maintenance	4,624	8,075	10,201
Institutional support	10,366	3,979	4,068
Academic and student support	6,666	6,997	7,594
Ancillary services	1,987	1,891	2,029
Information technology	1,990	1,946	2,216
Special purpose and trust	18	178	256
	36,220	33,591	36,990
Annual operating surplus	-	2,104	1,952
Endowment contributions (Note 11)		103	183
Endowment capitalized investment income (Note 11)		14	11
Annual surplus	-	2,221	2,146
Accumulated surplus, beginning of year	17,472	17,472	15,326
Accumulated surplus, end of year	\$ 17,472	\$ 19,693	\$ 17,472

The accompanying notes are an integral part of these financial statements.

Portage College

Statement of Change in Net Financial Assets Year Ended June 30, 2020 (thousands of dollars)

	Budget (Note 22)	2020	2019
Annual surplus	\$ -	\$ 2,221	\$ 2,146
Acquisition of tangible capital assets	(1,177)	(508)	(2,261)
Proceeds from sale of tangible capital assets		8	179
Amortization of tangible capital assets	4,181	3,951	4,240
Loss (gain) on disposal of tangible capital assets		93	(42)
Change in inventories of supplies	(1)	(14)	22
Change in prepaid expenses	(13)	(59)	63
Change in spent deferred capital contributions	(2,648)	(2,594)	(1,855)
Change in accumulated remeasurement gains (losses)		24	(7)
Increase in net financial assets		3,122	2,485
Net financial assets, beginning of year		8,202	5,715
Net financial assets, end of year		\$ 11,323	\$ 8,202

The accompanying notes are an integral part of these financial statements.

Portage College

Statement of Remeasurement Gains and Losses

Year Ended June 30, 2020

(thousands of dollars)

	<u>2020</u>	<u>2019</u>
Accumulated remeasurement gains, beginning of year	\$ 121	\$ 128
Unrealized gains attributable to:		
Quoted in active market financial instruments		
Portfolio investments - non-endowment	49	42
Amounts reclassified to the statement of operations:		
Quoted in active market financial instruments		
Portfolio investments - non-endowment	(25)	(49)
Accumulated remeasurement gains, end of year	\$ 145	\$ 121

The accompanying notes are an integral part of these financial statements.

Portage College

Statement of Cash Flows Year Ended June 30, 2020 (thousands of dollars)

	2020	2019
OPERATING TRANSACTIONS		
Annual surplus	\$ 2,221	\$ 2,146
Add (deduct) non-cash items:		
Amortization of tangible capital assets	3,951	4,240
Gain on sale of portfolio investments	(42)	(49)
Loss (gain) on disposal of tangible capital assets	93	(42)
Recapture of lease liability	-	(66)
Expended capital recognized as revenue	(2,594)	(2,678)
Increase (decrease) in employee future benefit liabilities	64	(13)
Change in non-cash items	3,693	3,538
Decrease in accounts receivable	273	675
Increase in inventories held for sale	(53)	(21)
Decrease in accounts payable and accrued liabilities	(564)	(440)
Increase (decrease) in deferred revenue	1,012	(1,980)
(Increase) decrease in inventory for supplies	(14)	22
(Increase) decrease in prepaid expenses	(59)	63
Cash provided by operating transactions	4,288	1,857
CAPITAL TRANSACTIONS		
Acquisition of tangible capital assets	(508)	(2,261)
Proceeds on sale of tangible capital assets	8	179
Cash applied to capital transactions	(500)	(2,082)
INVESTING TRANSACTIONS		
Purchase of portfolio investments	(2,505)	(3,060)
Proceeds on sale of portfolio investments	2,290	2,881
Cash applied to investing transactions	(215)	(179)
FINANCING TRANSACTIONS		
Debt - repayment	(45)	(41)
Debt - new financing	-	259
Increase in spent deferred capital contributions, less expended capital recognized as revenue, less in kind donations	-	823
Cash (applied to) provided by financing transactions	(45)	1,041
Increase in cash	3,527	637
Cash at beginning of year	9,250	8,613
Cash end of year	12,777	9,250

The accompanying notes are an integral part of these financial statements.

Portage College

Notes to the Financial Statements

Year Ended June 30, 2020

(thousands of dollars)

1. Authority and Purpose

The Board of Governors of Portage College is a corporation that manages and operates Portage College ("the College") under the *Post-Secondary Learning Act* (Alberta). All members of the Board of Governors are appointed by either the Lieutenant Governor in Council or the Minister of Advanced Education, with the exception of the President, who is an *ex officio* member. Under the *Post-Secondary Learning Act*, Campus Alberta Sector Regulation, the College is a comprehensive community institution offering diploma and certificate programs as well as a full range of continuing education programs and activities. The College is a registered charity, and under section 149 of the *Income Tax Act* (Canada), is exempt from the payment of income tax.

2. Summary of Significant Accounting Policies and Reporting Practices

a. General - Public Sector Accounting Standards (PSAS) and Use of Estimates

These financial statements have been prepared in accordance with Canadian public sector accounting standards (PSAS).

The measurement of certain assets and liabilities is contingent upon future events; therefore, the preparation of these financial statements requires the use of estimates, which may vary from actual results. The College's management uses judgement to determine such estimates. Employee future benefit liabilities, amortization of tangible capital assets and the revenue recognition for expended capital are the most significant items based on estimates. In management's opinion, the resulting estimates are within reasonable limits of materiality and are in accordance with the significant accounting policies summarized below. These significant accounting policies are presented to assist the reader in evaluating these financial statements, and together with the following notes, should be considered an integral part of the financial statements.

b. Valuation of Financial Assets and Liabilities

The College's financial assets and liabilities are generally measured as follows:

Financial Statement Component	Measurement
Cash	Cost
Portfolio investments	Fair value and amortized cost
Inventories held for sale	Lower of cost or net realizable value
Accounts receivable	Lower of cost or net recoverable value
Accounts payable and accrued liabilities	Cost
Debt	Amortized cost

Unrealized gains and losses from changes in the fair value of financial assets and liabilities are recognized in the statement of remeasurement gains and losses. When the restricted nature of a financial instrument and any related changes in fair value create a liability, unrealized gains and losses are recognized as deferred revenue.

All financial assets are tested annually for impairment. When financial assets are impaired, impairment losses are recognized in the statement of operations. A write-down of a portfolio investment to reflect a loss in value is not reversed for a subsequent increase in value.

For financial assets and liabilities measured using amortized cost, the effective interest rate method is used to determine interest revenue or expense. Transaction costs are a component of cost for financial instruments measured using cost or amortized cost. Transaction costs are expensed for financial instruments measured at fair value. Investment management fees are expensed as incurred. The purchase and sale of cash and portfolio investments are accounted for using trade-date accounting.

The College does not use foreign currency contracts or any other type of derivative financial instruments for trading or speculative purposes.

Management evaluates contractual obligations for the existence of embedded derivatives and elects to either designate the entire contract for fair value measurement or separately measure the value of the derivative component when characteristics of the derivative are not closely related to the economic characteristics and risks of the contract itself. Contracts to buy or sell non-financial items for the College's normal purchase, sale or usage requirements are not recognized as financial assets or liabilities. The College does not have any embedded derivatives.

Portage College

Notes to the Financial Statements Year Ended June 30, 2020 (thousands of dollars)

2. Summary of Significant Accounting Policies and Reporting Practices continued

c. Revenue Recognition

All revenues are reported on the accrual basis of accounting. Cash received for which goods or services have not been provided by year end is recognized as deferred revenue.

i. Government grants, non-government grants and donations

Government transfers are referred to as government grants.

Restricted grants and donations are recognized as deferred revenue if the terms for the use, or the terms along with the College's actions and communications as to the use, create a liability. These grants and donations are recognized as revenue as the terms are met. If the grants and donations are used to acquire or construct tangible capital assets, revenue will be recognized over the useful life of the tangible capital assets.

Government grants without terms for the use of the grant are recognized as revenue when the College is eligible to receive the funds. Unrestricted non-government grants and donations 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.

In-kind donations of services, materials and tangible capital assets are recognized at fair value when such value can reasonably be determined. Transfers of tangible capital assets from related parties are recognized at the carrying value.

ii. Grants and donations related to land

Grants and donations for the purchase of land are recognized as deferred revenue when received, and recognized as revenue when the land is purchased.

The College recognizes in-kind contributions of land as revenue at the fair value of the land when a fair value can be reasonably determined. When the College cannot determine the fair value, it recognizes such in-kind contributions at nominal value.

iii. Endowment donations

Endowment donations are recognized as revenue in the statement of operations in the year in which they are received, and are required by donors to be maintained intact in perpetuity.

iv. Investment income

Investment income includes dividends, interest income and realized gains or losses on the sale of portfolio investments and interest earned on deposit accounts. Investment income from restricted grants and donations is recognized as deferred revenue when the terms for use create a liability, and is recognized as investment income when the terms of the grant or donation are met.

The endowment spending allocation portion of investment income earned by endowments is recognized as deferred revenue when the terms for the use by the endowment create a liability. Realized investment income allocated to endowment balances for the preservation of endowment capital purchasing power is recognized in the statement of operations.

d. Endowments

Endowments consist of externally restricted donations received by the College and internal allocations by the College's Board of Governors, the principal of which is required to be maintained intact in perpetuity.

Investment income earned on endowments must be used in accordance with the various purposes established by the donors or the Board of Governors. Benefactors as well as College policy stipulate that the economic value of the endowments must be protected by limiting the amount of income that may be expended and reinvesting unexpended income.

Under the *Post-Secondary Learning Act*, the College has the authority to alter the terms and conditions of endowments to enable:

- Income earned by the endowment to be withheld from distribution to avoid fluctuations in the amounts distributed and generally to regulate the distribution of income earned by the endowment.
- Encroachment on the capital of the endowment to avoid fluctuations in the amounts distributed and generally to regulate the distribution of income earned by the endowment if, in the opinion of the Board of Governors, the encroachment benefits the College and does not impair the long-term value of the fund.

The spending allocation is funded from the cumulative investment income and spending will not exceed the amount available.

e. Inventories

Inventories for resale are valued at the lower of cost and expected net realizable value and are determined using the first-in, first-out method. Inventories of supplies are valued at cost.

Portage College

Notes to the Financial Statements

Year Ended June 30, 2020

(thousands of dollars)

2. Summary of Significant Accounting Policies and Reporting Practices continued

f. Tangible Capital Assets

Tangible capital assets are recognized at cost, which includes amounts that are directly related to the acquisition, design, construction, development, improvement or betterment of the assets, and costs associated with asset retirement obligations. Cost includes overhead directly attributable to construction and development, as well as interest costs that are directly attributable to the acquisition or construction of the asset.

Work in progress, which includes facilities and improvement projects and development of information systems, is not amortized until after the project is complete and the asset is in service. Assets or disposal groups that are classified as held-for-sale are measured at the lower of carrying amount and fair value less costs to sell.

Leases of tangible capital assets which transfer substantially all the benefits and risks of ownership are accounted for as leased tangible capital assets. Capital lease liabilities are recognized at the present value of the future minimum lease payments at the inception of the lease, excluding executor costs (e.g. insurance, maintenance costs, etc.). The discount rate used to determine the present value of the lease payments is the lower of the College's rate for incremental borrowing or the interest rate implicit in the lease. Note 7 provides a schedule of repayments and amount of interest on the leases.

The cost, less residual value, of the tangible capital assets, excluding land, is amortized on a straight-line basis over the estimated useful lives as follows:

Buildings, trailers & site improvements ⁽¹⁾	20 - 40 years
Equipment	5 - 10 years
Computer hardware & software	4 - 5 years
Learning resources & other assets	2 - 10 years

⁽¹⁾ Leasehold improvements are amortized on a straight-line basis over the life of the lease.

Tangible capital asset write-downs are recognized when conditions indicate that they no longer contribute to the College's ability to provide services, or when the value of future economic benefits associated with the tangible capital assets are less than their net book value. Net write-downs are recognized as expense.

Intangible assets, works of art, historical treasures and collections are expensed when acquired and not recognized as tangible capital assets because a reasonable estimate of the future benefits associated with such property cannot be made.

g. Asset Retirement Obligations

Asset retirement obligations are recognized for statutory, contractual or legal obligations associated with the retirement of tangible capital assets when those obligations result from the acquisition, construction, development or normal operation of the assets. The obligations are measured initially at fair value, determined using present value methodology, and the resulting costs capitalized into the carrying amount of the related asset. In subsequent periods, the liability is adjusted for the accretion of discount and any changes in the amount or timing of the underlying future cash flows. The capitalized asset retirement cost is amortized on the same basis as the related asset and the discount accretion is included in determining the results of operations.

h. Foreign Currency Translation

Transaction amounts denominated in foreign currencies are translated into their Canadian dollar equivalents at exchange rates prevailing at the transaction dates. Carrying values of monetary assets and liabilities and non-monetary items included in the fair value category reflect the exchange rates at the statement of financial position date. Unrealized foreign exchange gains and losses are recognized in the statement of remeasurement gains and losses.

In the period of settlement, foreign exchange gains and losses are reclassified to the statement of operations, and the cumulative amount of remeasurement gains and losses is reversed in the statement of remeasurement gains and losses.

i. Employee Future Benefits

i. Pension

The College participates with other employers in the Public Service Pension Plan (PSPP) and Management Employees Pension Plan (MEPP). These pension plans are multi-employer defined benefit pension plans that provide pensions for the College's participating employees based on years of service and earnings.

The College does not have sufficient plan information on the PSPP or the MEPP to follow the standards for defined benefit accounting, and therefore, follows the standards for defined contribution accounting. Accordingly, pension expense recognized for the PSPP and MEPP is comprised of employer contributions to the plan that are required for its employees during the year, which are calculated based on actuarially pre-determined amounts that are expected to provide the plan's future benefits.

Portage College

Notes to the Financial Statements

Year Ended June 30, 2020

(thousands of dollars)

2. Summary of Significant Accounting Policies and Reporting Practices continued

i. Employee Future Benefits continued

ii. Long-term disability

The cost of providing non-vesting and non-accumulating employee future benefits for compensated absences under the College's long-term disability plans is charged to expense in full when the event occurs which obligates the College to provide the benefits. The cost of these benefits is estimated using the accumulated benefit method, a market interest rate and administration's best estimate of the retirement ages of employees (if applicable), expected health care costs and the period of employee disability. Any changes to the estimates that affect the accrued benefit obligation are amortized over the expected period the benefits will be paid for each employee.

iii. Professional leave

Under the collective agreements, the College may approve unpaid administrative, professional or faculty leave which is fully funded by the employee. As a result, the College incurs no liability and therefore, no actuarial valuations are required.

j. Investment in Government Partnerships

Portage College, in partnership with the City of Cold Lake, completed construction of the Cold Lake Energy Centre, a joint use facility commissioned in August 2008 which includes a 2,700 square metre college campus. Funding for the College campus was provided by Advanced Education, in the amount of \$12,340. The College related construction costs for the project totaled \$12,650 (2019 - \$12,650) of which \$nil (2019 - \$nil) was incurred in the current period. Proportionate consolidation is used to recognize the College's share of this government partnership.

k. Liability for Contaminated Sites

Contaminated sites are a result of contamination of a chemical, organic or radioactive material or live organism that exceeds an environmental standard being introduced into soil, water or sediment. Contaminated sites occur when an environmental standard exists and contamination exceeds the environmental standard.

Contaminated sites in productive use:

A liability for remediation of contaminated sites from an operations(s) that is in productive use is recognized net of any expected recoveries when all of the following criteria are met:

- i. College has a duty or responsibility to others, leaving little or no discretion to avoid the obligation;
- ii. the duty or responsibility to others entails settlement by future transfer or use of assets, or a provision of services at a specified or determinable date, or on demand; and
- iii. the transaction or events obligating the College have already occurred.

Contaminated sites no longer in productive use:

A liability for remediation of contaminated sites from an operation(s) no longer in productive use, and/or an unexpected event occurs resulting in contamination, is recognized net of any expected recoveries when all of the following criteria are met:

- i. College is directly responsible or accepts responsibility;
- ii. it is expected that future economic benefits will be given up; and
- iii. a reasonable estimate of the amount can be made.

As of June 30, 2020, the College had no environmental liabilities to report.

I. Expense by Function

The College uses the following categories of functions in its statement of operations:

Instruction

Expenses directly related to the support for the academic functions of the College both directly and indirectly. This function includes expenses incurred by faculties for their scholarly and non-sponsored research activities.

Academic and student support

Expenses relating to activities directly supporting the academic functions of the College. This includes items such as program deans, student services, student recruitment, student records and admissions, counselling, social development, scholarships and alumni relations.

Portage College

Notes to the Financial Statements

Year Ended June 30, 2020

(thousands of dollars)

2. Summary of Significant Accounting Policies and Reporting Practices continued

I. Expense by Function continued

Facilities operations and maintenance

Expenses relating to maintenance and renewal of facilities that house the teaching, research and administrative activities within the College. These include utilities, facilities administration, building maintenance, custodial services, landscaping and grounds keeping, as well as major repairs and renovations. Also includes amortization expense (except for ancillary services).

Institutional support

Includes expenses for centralized College-wide administration including executive management, public relations, corporate finance and human resources.

Ancillary services

Expenses relating to the College's business enterprises that provide services and products to the College community and to external individuals and organizations. Services include bookstore, student residences, food services and conferencing.

Special purpose and trust

Expenses for fundraising activities and other programs specifically funded by restricted grants and donations.

Information Technology

Expenses relating to activities for computing services, network and data communication.

m. Funds and Reserves

Certain amounts, as approved by the Board of Governors, are set aside in accumulated operating surplus for future operating and capital purposes. Transfers to / from funds and reserves are an adjustment to the respective fund when approved.

n. Future Accounting Changes

The Public Sector Accounting Board has extended the effective dates for the adoption of the accounting standards in response to the COVID-19 pandemic. The effective date of PS 3280 Asset Retirement Obligations has been extended to April 1, 2022, and the effective date of PS 3400 Revenue has been extended to April 1, 2023. The College has not yet adopted these standards. Management is currently assessing the impact of these standards on the financial statements

PS 3280 Asset Retirement Obligations

This standard provides guidance on how to account for and report liabilities for retirement of tangible capital assets.

PS 3400 Revenue

This standard provides guidance on how to account for and report on revenue, and specifically, it differentiates between revenue arising from exchange and non-exchange transactions.

3. Cash

	2020	2019
Cash ⁽¹⁾	\$ 12,777	\$ 9,250
	<u>\$ 12,777</u>	<u>\$ 9,250</u>

Cash also includes deposits in the Consolidated Cash Investment Trust Fund (CCITF).

⁽¹⁾ Cash includes restricted capital funds of \$1,222 (2019 - \$1,221).

4. Portfolio Investments

	2020	2019
Portfolio investments - non-endowment	\$ 1,904	\$ 1,811

Portage College

Notes to the Financial Statements

Year Ended June 30, 2020

(thousands of dollars)

4. Portfolio Investments continued

	2020	2019
Portfolio investments - restricted for endowments	2,821	2,593
	\$ 4,725	\$ 4,404

The composition of portfolio investments measured at fair value is as follows:

	2020			
	Level 1	Level 2	Level 3	Total
Portfolio investments at fair value				
Bonds				
Canadian Bonds	\$ 2,817	\$ -	\$ -	\$ 2,817
Equities				
Canadian Equities	847	-	-	847
Foreign Equities	888	-	-	888
Other				
Money market, short-term notes and treasury bills	173	-	-	173
Total portfolio investments	\$ 4,725	\$ -	\$ -	\$ 4,725
	100 %	0 %	0 %	100 %
	2019			
	Level 1	Level 2	Level 3	Total
Portfolio investments at fair value				
Bonds				
Canadian Bonds	\$ 2,837	\$ -	\$ -	\$ 2,837
Equities				
Canadian Equities	717	-	-	717
Foreign Equities	612	-	-	612
Other				
Money market, short-term notes and treasury bills ⁽¹⁾	238	-	-	238
Total portfolio investments	\$ 4,404	\$ -	\$ -	\$ 4,404
	100 %	0 %	0 %	100 %

The fair value measurements are those derived from:

Level 1 – Quoted prices in active markets for identical assets.

Level 2 – Fair value measurements are those derived from inputs other than quoted prices included within level 1 that are observable for the assets, either directly (i.e. as prices) or indirectly (i.e. derived from prices).

Level 3 – Fair value measurements are those derived from valuation techniques that include inputs for the assets that are not based on observable market data (unobservable inputs).

⁽¹⁾ All mature in three months or greater from date of acquisition.

Portage College

Notes to the Financial Statements

Year Ended June 30, 2020

(thousands of dollars)

5. Financial Risk Management

The College is exposed to the following risks:

Market price risk

The College is exposed to market price risk - the risk that the value of a financial instrument will fluctuate as a result of changes in market prices, whether those changes are caused by factors specific to the individual security, its issuer or general market factors affecting all securities. To manage this risk, the College has established an investment policy with a target asset mix that is diversified by asset class with individual issuer limits and is designed to achieve a long-term rate of return that in real terms equals or exceeds total endowment expenditures with an acceptable level of risk.

The College assesses its portfolio sensitivity to a percentage increase or decrease in market prices. The sensitivity rate is determined using the historical annualized standard deviation for portfolio investments over ten years, as determined by the College's investment fund manager's reports.

At June 30, 2020, the impact of a change in return on portfolio investments would be as follows:

Endowment Portfolio

A one standard deviation change in bonds would result in an increase (decrease) in bonds of \$44 (2019 - \$47).

A one standard deviation change in equities would result in an increase (decrease) in equities of \$106 (2019 - \$93).

Non Endowment Portfolio

A one standard deviation change in bonds would result in an increase (decrease) in bonds of \$38 (2019 - \$35).

A one standard deviation change in equities would result in an increase (decrease) in equities of \$47 (2019 - \$49).

The standard deviations of the bond and equity segments at June 30, 2020 were; bonds 2.92% (2019 - 2.88%), and equities 8.78% (2019 - 10.62%).

Credit risk

Counterparty credit risk is the risk of loss arising from the failure of a counterparty to fully honour its financial obligations with the College. The College is exposed to credit risk on investments and has established an investment policy with required minimum credit quality standards and issuer limits to manage this risk. The credit risk from accounts receivable is low as the majority of balances are due from government agencies and corporate sponsors. Credit risk from tuition receivables is managed through restricted enrolment activities and managed collection procedures for students with delinquent accounts.

The credit risks on investments held are as follows:

	2020	2019
Money market funds		
R-1 (high)	100.0 %	100.0 %
Bonds		
AAA	35.6 %	34.3 %
AA	34.1 %	29.9 %
A	19.2 %	29.9 %
BBB	11.1 %	5.9 %
	<u>100.0 %</u>	<u>100.0 %</u>

Portage College

Notes to the Financial Statements Year Ended June 30, 2020 (thousands of dollars)

5. Financial Risk Management continued

Interest rate risk

Interest rate risk is the risk to the College's earnings that arise from the fluctuations in interest rates and the degree of volatility of these rates. This risk is managed by investment policies that limit the term to maturity of certain fixed income securities that the College holds. A 1% change in interest rates on bonds would result in a \$28 increase or decrease (2019 - \$28) in interest income.

The maturity and effective market yield of interest bearing investments are as follows:

	< 1 year	1 - 5 years	> 5 years	Average effective market yield
Money market, short-term notes and treasury bills	100.00 %	- %	- %	0.25 %
Canadian government and corporate bonds	9.69 %	21.20 %	69.11 %	2.97 %

Foreign currency risk

Foreign currency risk is the risk that the fair value of future cash flows of a financial instrument will fluctuate because of changes in foreign exchange rates. The College is exposed to foreign exchange risk on portfolio investments that are denominated in foreign currencies, specifically U.S. dollars. The College does not hedge its foreign currency exposure with currency forward contracts or any other type of derivative financial instruments. The College's exposure to foreign exchange risk is very low due to minimal business activities conducted in a foreign currency.

6. Employee Future Benefit Liabilities

Pension

The College participates in multi-employer pensions plans and has insufficient information to follow the standards for defined benefit accounting, and therefore, follows the standards for defined contribution accounting. No employee future benefit liability is reported.

The expense for these plans is \$1,827 (2019 - \$1,904).

At December 31, 2019 the MEPP reported a surplus of \$1,008,135 (2018 - surplus of \$670,700). Also, at December 31, 2019 the PSPP reported a surplus of \$2,759,320 (2018 - surplus of \$519,218).

Long-term disability

The College's employment benefit plan includes the contribution of extended health care, dental, health spending account and pension contributions for employees on long-term disability (LTD).

The employees future benefit liability for employer paid contributions for staff on LTD was \$185 (2019 - \$121). The amortization of the employee future benefit liability was \$107 (2019 - \$13). An actuarial valuation report was prepared as of June 30, 2015. An updated accrued benefit obligation was prepared as of June 30, 2017 by an external actuarial service. An updated accrued benefit obligation was prepared as of June 30, 2020 by the College.

7. Debt

Debt is measured at amortized cost and is comprised of the following:

		2020	2020	2019
	Collateral ⁽¹⁾	Maturity	Fixed Interest Rate %	Amortized Cost
Liabilities under capital leases				
Lease 527-261-200	1	Apr 17, 2024	2.765 %	\$ 185
				\$ 230
				\$ 185
				\$ 230

⁽¹⁾Collateral – (1) leased Xerox equipment.

In November 2018, leased capital assets were exchanged for new equipment under a new agreement. Interest expense on debt is \$6 (2019 - \$6) and is included in the statement of operations.

Portage College

Notes to the Financial Statements Year Ended June 30, 2020 (thousands of dollars)

7. Debt continued

Principal and interest repayments are as follows:

	Principal	Interest	Total
2021	\$ 46	\$ 5	\$ 51
2022	48	3	51
2023	49	2	51
2024	42	-	42
	<u>\$ 185</u>	<u>\$ 10</u>	<u>\$ 195</u>

8. Deferred Revenue

Deferred revenues are set aside for specific purposes as required either by legislation, regulation or agreement:

	2020		2019	
	Unspent externally restricted grants and donations	Tuition and other fees	Total	Total
Balance, beginning of year	\$ 2,851	\$ 352	\$ 3,203	\$ 5,128
Grants, tuition, and donations	3,315	411	3,726	3,092
Investment income	117	-	117	125
Unrealized gains	40	-	40	58
Transfers to spent deferred capital contributions	-	-	-	(823)
Recognized as revenue	(2,480)	(352)	(2,832)	(4,377)
Balance, end of year	<u>\$ 3,844</u>	<u>\$ 411</u>	<u>\$ 4,255</u>	<u>\$ 3,203</u>

Portage College

Notes to the Financial Statements

Year Ended June 30, 2020

(thousands of dollars)

9. Tangible capital assets

The composition of tangible capital assets are as follows:

	2020					2019	
	Land	Buildings, trailers & site improvements	Equipment ⁽¹⁾	Computer hardware & software	Learning resources & other assets	Total	Total
Cost							
Balance, beginning of year	\$ 1,883	\$ 74,729	\$ 10,766	\$ 14,251	\$ 926	\$ 102,555	\$ 101,161
Acquisitions	-	116	349	43	-	508	2,261
Disposals, including write-downs	-	-	(62)	(117)	-	(179)	(867)
	1,883	74,845	11,053	14,177	926	102,884	102,555
Accumulated Amortization							
Balance, beginning of year	\$ -	\$ 29,299	\$ 8,574	\$ 12,644	\$ 926	\$ 51,443	\$ 47,932
Amortization expense	-	2,499	730	722	-	3,951	4,240
Effects on disposals, including write-downs	-	-	(62)	(16)	-	(78)	(730)
	-	31,798	9,242	13,350	926	55,316	51,443
Net book value at June 30, 2020	\$ 1,883	\$ 43,047	\$ 1,811	\$ 827	\$ -	\$ 47,569	
Net book value at June 30, 2019	\$ 1,883	\$ 45,430	\$ 2,192	\$ 1,607	\$ -		\$ 51,112

No interest was capitalized by the College in 2020.

Historic cost includes work-in-progress at June 30, 2020 totaling \$nil (2019 - \$136) comprised of buildings \$nil (2019 - \$nil), and computer hardware and software \$nil (2019 - \$136).

(1) Equipment includes vehicles, heavy equipment, office equipment and furniture and other equipment.

The College holds library permanent collections and other permanent collections which include works of art, museum specimens, archival material and maps. These collections are not included in tangible capital assets.

Portage College

Notes to the Financial Statements Year Ended June 30, 2020 (thousands of dollars)

10. Spent Deferred Capital Contributions

Spent deferred capital contributions is comprised of externally restricted grants and donations spent on tangible capital acquisitions (not yet recognized as revenue).

	2020	2019
Spent deferred capital contributions, beginning of year	\$ 42,345	\$ 44,200
Transfers from unspent externally restricted grants and donations	-	823
Expended capital recognized as revenue	(2,594)	(2,678)
Spent deferred capital contributions, end of year	<u>\$ 39,751</u>	<u>\$ 42,345</u>

Portage College

Notes to the Financial Statements

Year Ended June 30, 2020

(thousands of dollars)

11. Net Assets

	Accumulated surplus from operations	Investment in tangible capital assets ⁽¹⁾	Internally restricted surplus	Endowments	Total
Net assets, as at June 30, 2018	\$ 2,356	\$ 8,956	\$ 1,967	\$ 2,175	\$ 15,454
Annual operating surplus	1,952	-	-	-	1,952
Endowments					
New donations	-	-	-	183	183
Capitalized investment income	-	-	-	11	11
Tangible capital assets					
Amortization of tangible capital assets	1,562	(1,562)	-	-	-
Acquisition of tangible capital assets	(1,437)	1,437	-	-	-
Net book value of leased capital assets returned	66	(66)	-	-	-
Net book value of tangible capital asset disposals	67	(67)	-	-	-
Net Board appropriation to internally restricted surplus	(1,000)	-	1,000	-	-
Change in accumulated remeasurement gains	(7)	-	-	-	(7)
Net assets, beginning of year	3,559	8,698	2,967	2,369	17,593
Annual operating surplus	2,104	-	-	-	2,104
Endowments					
New donations	-	-	-	103	103
Capitalized investment income	-	-	-	14	14
Transfer to endowments	(396)	-	-	396	-
Tangible capital assets					
Amortization of tangible capital assets	1,357	(1,357)	-	-	-
Acquisition of tangible capital assets	(504)	504	-	-	-
Net book value of tangible capital asset disposals	101	(101)	-	-	-
Change in accumulated remeasurement gains	24	-	-	-	24
Net assets, end of year	\$ 6,245	\$ 7,744	\$ 2,967	\$ 2,882	\$ 19,838

(1) Investment in tangible capital assets represents the amount of the College's accumulated surplus that has been invested in the College's tangible capital assets.

Net assets is comprised of:

Accumulated surplus	\$ 6,100	\$ 7,744	\$ 2,967	\$ 2,882	\$ 19,693
Accumulated remeasurement gains and losses	145	-	-	-	145
	\$ 6,245	\$ 7,744	\$ 2,967	\$ 2,882	\$ 19,838

Portage College

Notes to the Financial Statements

Year Ended June 30, 2020

(thousands of dollars)

12. Internally Restricted Surplus

Internally restricted surplus represent amounts set aside by the College's Board of Governors for specific purposes. Those amounts are not available for other purposes without the approval of the Board of Governors and do not have interest allocated to them.

The composition of internally restricted surplus is as follows:

	Balance at beginning of year	Appropriations	Distributions	Balance at end of year
Appropriations for Capital Activities				
Campus development fund	\$ 117	\$ -	\$ -	\$ 117
Housing development fund	250	-	-	250
Furnishings, equipment and renovations	272	-	-	272
Facility development fund	512	-	-	512
Capital equipment replacement fund - HEO	7	-	-	7
	<u>1,158</u>	<u>-</u>	<u>-</u>	<u>1,158</u>
Appropriations for Operating Activities				
E-learning technology	150	-	-	150
Program development	193	-	-	193
Student scholarship and bursary investment fund	350	-	-	350
Program enhancement fund	87	-	-	87
Professional services - transition fund	334	-	-	334
Financially assisted educational leave	63	-	-	63
Emergency facility repair	78	-	-	78
Operating contingency	521	-	-	521
College rebranding initiatives	33	-	-	33
	<u>1,809</u>	<u>-</u>	<u>-</u>	<u>1,809</u>
Total	<u>\$ 2,967</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 2,967</u>

13. Contingent Assets

The College has conducted a review to determine if any contingent assets exist. There are no contingent assets to report.

14. Contingent Liabilities

The College has identified potential asset retirement obligations related to the existence of asbestos in a number of its facilities. Although not a current health hazard, upon renovation or demolition of these facilities, the College may be required to take appropriate remediation procedures to remove the asbestos. As the College has no legal obligation to remove the asbestos in these facilities as long as the asbestos is contained and does not pose a public health risk, the fair value of the obligation cannot be reasonably estimated due to the indeterminate timing and scope of the removal. The asset retirement obligations for these assets will be recognized in the period in which there is certainty that the capital project will proceed and there is sufficient information to estimate fair value of the obligation.

Portage College

Notes to the Financial Statements Year Ended June 30, 2020 (thousands of dollars)

15. Contractual Rights

Contractual rights are rights of the College to economic resources arising from contracts or agreements that will result in both assets and revenues in the future when the terms of those contracts or agreements are met.

	Contracts	Total
2021	\$ 221	\$ 221
Total at June 30, 2020	<u>\$ 221</u>	<u>\$ 221</u>
Total at June 30, 2019	<u>\$ 410</u>	<u>\$ 410</u>

There are no contractual rights to report beyond 2021.

16. Contractual Obligations

The College has contractual obligations which are commitments that will become liabilities in the future when the terms of the contracts or agreements are met.

The estimated aggregate amount payable for the unexpired terms of these contractual obligations are as follows:

	Service Contracts	Long-term Leases	Total
2021	\$ 513	\$ 206	\$ 719
2022	107	206	313
2023	38	155	193
2024	21	-	21
2025	3	-	3
Total at June 30, 2020	<u>\$ 682</u>	<u>\$ 567</u>	<u>\$ 1,249</u>
Total at June 30, 2019	<u>\$ 846</u>	<u>\$ 774</u>	<u>\$ 1,620</u>

17. Expense by Object

The following is a summary of expense by object:

	2020		2019
	Budget	Actual	Actual
	(Note 22)		
Salaries and benefits	\$ 21,924	\$ 21,024	\$ 21,297
Materials, supplies and services	6,706	5,695	7,513
Amortization of tangible capital assets	4,181	3,951	4,240
Maintenance and repairs	2,281	1,600	2,538
Utilities	834	691	878
Scholarships and bursaries	294	630	524
	<u>\$ 36,220</u>	<u>\$ 33,591</u>	<u>\$ 36,990</u>

Portage College

Notes to the Financial Statements

Year Ended June 30, 2020

(thousands of dollars)

18. Funds Held on Behalf of Others

The College holds the following funds on behalf of others over which the Board of Governors has no power of appropriation. Accordingly, these funds are not included in the financial statements.

	2020	2019
Faculty Association	\$ 100	\$ 99
Other funds held	217	215
Security deposits held	16	20
	<u>\$ 333</u>	<u>\$ 334</u>

19. Related Parties

The College is a related party with organizations within the Government of Alberta reporting entity. Key management personnel of the College and their close family members are also considered related parties. The College may enter into arm's length transactions with these entities and individuals. All transactions with related parties were recorded at arm's length and at fair market value.

Portage College

Notes to the Financial Statements Year Ended June 30, 2020 (thousands of dollars)

20. Government Transfers

The College operates under the authority and statutes of the Province of Alberta. Transactions and balances between the College and the Government of Alberta (GOA) are measured at the exchange amount and summarized below.

	2020	2019
Grants from Government of Alberta		
Advanced Education:		
Operating	\$ 23,192	\$ 24,172
Capital	1	5
Other	2,933	2,194
Total Advanced Education	<u>\$ 26,126</u>	<u>\$ 26,371</u>
Other Post-Secondary Institutions	<u>\$ -</u>	<u>\$ 1</u>
Other Government of Alberta departments and agencies		
Culture, Multiculturalism, and Status of Women	84	74
Alberta Arts Foundation	29	28
Labour and Immigration	-	72
Total other Government of Alberta departments and agencies	<u>113</u>	<u>174</u>
Total contributions received	<u>26,239</u>	<u>26,546</u>
Expended capital recognized as revenue	<u>2,169</u>	<u>2,255</u>
Transfers (to) from deferred revenue	<u>(984)</u>	<u>972</u>
	<u><u>\$ 27,424</u></u>	<u><u>\$ 29,773</u></u>
Federal and other government grants		
Contributions received	481	439
Transfers to deferred revenue	<u>\$ (45)</u>	<u>-</u>
Revenue	<u>\$ 436</u>	<u>\$ 439</u>

Portage College

Notes to the Financial Statements

Year Ended June 30, 2020

(thousands of dollars)

21. Salary and Employee Benefits

	2020			2019	
	Base salary ⁽²⁾	Other cash benefits ⁽³⁾	Other non-cash benefits ⁽⁴⁾	Total	Total
Governance⁽¹⁾					
Chair of the Board of Governors	\$ -	\$ 7	\$ -	\$ 7	12
Members of the Board of Governors	-	18	-	18	23
Executive					
President and CEO ⁽⁵⁾	204	-	31	235	231
Vice-President Academic	162	2	28	192	194
Vice-President Infrastructure & Information Technology ⁽⁶⁾	-	-	-	-	195
Vice-President, Student & College Services ⁽⁷⁾	162	-	31	193	-
Associate Vice-President Student Services / Registrar ⁽⁷⁾	-	-	-	-	195
Vice-President, People, Planning & Public Relations ⁽⁸⁾	162	-	31	193	-
Director, Human Resources ⁽⁸⁾	-	-	-	-	196
Manager, Finance ⁽⁹⁾	119	-	25	144	-

(1) The Chair and Members of the Board of Governors receive no remuneration for participation on the Board other than honoraria for participation in board meetings.

(2) Base salary includes pensionable base pay.

(3) Other cash benefits include earnings such as flex cash, employee long service recognition and administrative honorarium.

(4) Other non-cash benefits include the College's share of all employee benefits and contributions or payments made on behalf of employees including pension, group life insurance, health care, short and long term disability plans, vision coverage, dental plan, accidental disability and dismemberment insurance and out of country medical insurance.

(5) The Executive Vice-President was given acting incumbency as Interim President & CEO beginning May 2018. Effective May 2019 the acting incumbent was appointed President & CEO.

(6) The position of Vice-President Infrastructure & Information Technology became vacant in April 2019 and the position was eliminated in July 2019.

(7) Effective July 2019 the position of Associate Vice-President, Student Services/Registrar was appointed to Vice-President, Student & College Services and the Associate Vice-President, Student Services/Registrar position was eliminated.

(8) Effective July 2019 the position of Director, Human Resources was appointed to Vice-President, People, Planning & Public Relations and the Director, Human Resources position was eliminated.

(9) Effective July 2019 the Manager, Finance was appointed a member of Executive.

22. Budget Figures

Budgeted figures have been provided for comparison purposes and have been derived from the College's Comprehensive Institutional Plan as approved by the Board of Governors.

23. Approval of Financial Statements

The financial statements were approved by the Board of Governors of Portage College.

24. Change in Operations

The COVID-19 pandemic is complex and rapidly evolving. It has caused material disruption to business and has resulted in an economic slow down. The magnitude and duration of COVID-19 is uncertain and, accordingly, it is difficult to reliably measure the potential future impact on the College's financial position and operations.

25. Comparative Figures

Certain comparative figures have been reclassified to conform to current presentation.

Portage College works to maximize local learning opportunities that support economic growth and human development. We influence student success and bring opportunities to our region that would not otherwise exist in rural Alberta. We provide community-based outreach programs to many other communities in our region.

Portage College has seven campus locations spread across northeast Alberta: Lac La Biche, Cold Lake, St. Paul, Boyle, Frog Lake First Nation, Saddle Lake Cree Nation and Whitefish Lake First Nation #128.



Box 417, 9531 94 Avenue
Lac La Biche, Alberta
T0A 2T0

780-623-5580 • 1-866-623-5551
info@portagecollege.ca
portagecollege.ca

