



MEDICINE HAT
COLLEGE

ANNUAL REPORT

JUNE 30, 2020

MANDATE

Medicine Hat College is a public, board-governed college operating as a Comprehensive Community Institution under the authority of the Post-secondary Learning Act of Alberta.

As a learner-centred institution, Medicine Hat College serves a diverse range of students in major areas of study including: liberal arts; business/commerce; health and human services; visual and performing arts; science and technology; apprenticeship and pre-employment trades; foundational learning and academic upgrading; and non-credit, lifelong learning and continuing education programs.

Medicine Hat College focuses on five primary types of programming:

- University transfer programs that prepare learners for further study.
- Certificate, diploma, and applied degree programs that prepare learners for entry to careers and employment.
- Collaborative undergraduate degrees delivered in partnership with degree-granting institutions.
- College entrance programming that prepares learners for success in further post-secondary studies.
- Pre-employment and apprenticeship trades programming that prepares learners for trades employment and careers.

Programs and services at the college are learner-centred and provide graduates with opportunities to improve their lives and advance their careers. Medicine Hat College emphasizes small classes, high-quality instruction, and excellent student support.

Students at Medicine Hat College are supported by a range of services that contribute to academic, social, and personal development. Student supports include library services, academic advising, disabilities services, learning skills development, cultural activities, career services, residence services, daycare, counselling, and recreation and wellness programs. These services are designed to benefit students by increasing their opportunities for success.

Medicine Hat College encourages scholarly activity and applied research to enhance teaching excellence and quality programming. The college also conducts scholarly activity and applied research to foster innovation in support of industry sectors where our academic expertise can contribute to economic and community development.

Medicine Hat College is a proud member of Campus Alberta. Our commitment to the principles of Campus Alberta is demonstrated through collaboration and partnership within the Alberta post-secondary system. This collaboration strengthens programming and increases access to quality learning opportunities through initiatives such as transfer credit and program brokerage.

By incorporating a global focus in our programming, serving a diverse range of Canadian and international students, and providing opportunities for work and study abroad, the college aims to provide all learners with opportunities to develop the skills and attitudes required to function successfully in an interconnected global society.

As a Comprehensive Community Institution with regional stewardship responsibilities, Medicine Hat College works with community-based adult learning partners such as school jurisdictions; non-profit, educational, and governmental organizations; business; industry; and other community stakeholders to respond to learning needs in its geographic service area of southeastern Alberta. Medicine Hat College responds to regional needs by providing customized training, professional development, English as a Second Language training, community interest courses, and conservatory-style music and dance instruction. Through our facilities and services, the college also responds to the information, cultural, recreational, fitness, conferencing, and community event needs of the communities we serve.

With campuses in Medicine Hat and Brooks, the college offers credit and non-credit instruction on a full-time, part-time, and distributed learning basis to students across Alberta, Canada, and around the world. Medicine Hat College programs are also provided internationally on the campuses of partner institutions.

Medicine Hat College is dedicated to providing access to high-quality, responsive, lifelong learning opportunities and to the responsible educational, fiscal, and environmental stewardship of resources.

Approved by Alberta Advanced Education and Technology,
November 23, 2010

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ACCOUNTABILITY

STATEMENT OF BOARD ACCOUNTABILITY

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

On behalf of the Medicine Hat College Board of Governors,

[Original signed by Graham Kelly]
Chair, Medicine Hat College Board of Governors
November 17, 2020

MANAGEMENT'S RESPONSIBILITY FOR REPORTING

Medicine Hat 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 Board of Governors' Finance and Audit Committee, as well as approved by the Board of Governors and is prepared in accordance with the Fiscal Planning and Transparency Act and the 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 consolidated financial statements which are prepared in accordance with Canadian public sector accounting standards.

[Original signed by Kevin Shufflebotham]
President and CEO

[Original signed by Wayne Resch, CPA, CMA]
Vice-President,
Administration & Finance



PRESIDENT'S MESSAGE

VIBRANT FUTURE. LEARNERS. REGION.

These words are important. Drawn from the strategic plan we developed and launched in the past year, they are emblematic of the fresh strategic framework that will guide our decisions and actions for many years.

This annual report shares many accomplishments yet the most important steps were taken as we launched and completed the strategic planning process. Intriguingly, many aspects of our working environment have evolved in the year, but the premise of the strategic plan remains solid. Our plan is relevant because we have an authentic commitment to ensuring this college meets the expectations of people in our region while fully aligning to the needs of government.

As we worked with government through the early stages of the Alberta 2030 system review, for example, we compared the emerging expectations of the province against the intent expressed in our strategic plan. There is strong alignment. Even better, we know relevance and sustainability can be achieved by continuing to respond to our learners and our region, and adhering to the goals we have established.

In practice, the core goals embedded in the strategic plan -- providing access to education, helping learners realize their goals, contributing to the vitality of our province -- also proved to be helpful touchstones as Medicine Hat College (MHC) navigated a year of change.

Challenged to reduce expenses and increase revenue, we managed this budget process by ensuring alignment to our long-term goals.

Through this work we launched partnerships in the post-secondary system, and in our geographic region, that offer efficiencies and opportunities for learners. Key examples are an agreement with Northern Lakes College to expand access to learning, and a dynamic partnership with regional school boards that saw the creation of Coulee Collegiate to meet the needs of learners in the gap between traditional high school and post-secondary learning.

These projects, launched in a difficult year, show tremendous promise. I'm confident that our future is brighter because of this progress, even though the process of change presented difficult decisions that impacted people. There are many more examples of successes, big and small, from the past year. Equally, sustaining access to learning through the pandemic provided a test for each and every person connected to MHC.

It is almost impossible to express the admiration and respect I have for learners, faculty, and staff. Confronted with the enormous challenge of adapting to pandemic precautions, as a collective members of our community found the strength and commitment to not only adapt to the challenges but to thrive.

I need to offer a simple "thank you" for the contributions everyone made in the past year. There are many more words, but these are genuine and heartfelt.

Medicine Hat College has much to be proud of today and is well positioned for a vibrant future!

Sincerely,

[Original signed by Kevin Shufflebotham]
President & CEO



LEADERSHIP TEAM

BOARD OF GOVERNORS

Graham Kelly, Chair

Public Member [APPOINTED OCTOBER 18, 2017]

Mohammed Idriss, Vice-chair

Public Member

Shelley Beck

Public Member

Luke Day

Public Member

Diane Gall, PhD

Academic Member

Joshua Hirsch

Student Member

Jade Kent

Non-Academic Member

Sarah MacKenzie

Public Member

Yusuf Mohammed

Public Member

Kevin Shufflebotham

President and CEO

ex officio

Kent Smith

Public Member

Veronica Yeoman

Student Member

COLLEGE EXECUTIVE

Kevin Shufflebotham

President and CEO

Wayne Resch

Vice-President,
Administration & Finance

Vicky Roy, PhD

Vice-President, Academic and Provost



DISCLOSURES

PUBLIC INTEREST DISCLOSURE ACT

The Public Interest Disclosure (Whistleblower Protection) Act applies to provincial government departments, offices of the Legislature, and to public entities (which include any agency, board, commission, crown corporation, or other entity designated in the regulations).

The purposes of the Act are to:

- facilitate the disclosure and investigation of significant and serious matters an employee believes may be unlawful, dangerous, or injurious to the public interest;
- protect employees who make a disclosure;
- manage, investigate and make recommendations respecting disclosures or wrongdoings and reprisals; and
- promote public confidence in the administration of the departments, legislature offices, and public entities.

As per Section 32(1)(3) of the Act, the following is a report from Medicine Hat College on all disclosures that have been made during the 2019 – 2020 year:

1. The number of disclosures received, acted on, and not acted on.

There were 5 reports received.

2. The number of investigations commenced.

There were 3 investigations.

3. A description of any wrongdoing found and any recommendations made or corrective measures taken regarding the wrongdoing or reasons why no corrective measure was taken.

Human Resource policies were found to be applicable to two of the disclosure reports filed. There were two different incidents that occurred that would fall under the definition of wrongdoings as defined by the act. Both of these incidents were investigated and immediately concluded.

[Original signed by Kevin Shufflebotham]
President and CEO



OPERATIONAL OVERVIEW

In a year of tremendous change and challenge, the character and commitment of faculty and staff at Medicine Hat College endured and moved forward. Learners, faculty, and staff have proven the substance behind the words used in the newly developed strategic plan.

OUR LEARNING CULTURE IS THE FOUNDATION FOR OUR GOALS. [1]

We thrive in a learning culture, bringing passion to our purpose. Through teamwork and diversity in our perspectives, we share our expertise. We lift each other up and build on each other's strengths. We trust each other to always do our best.

Aligned to a common purpose, our culture is the foundation that allows us to achieve our goals.

Our guiding principles of authenticity, collaboration, and action have indeed helped MHC through what proved to be a year of ever-evolving operational context.

THE FIRST QUARTER – MHC'S ROLE IN THE REGION

With a new president and opportunity to establish a new strategic plan, MHC began the fiscal year seeking clarity of purpose and vision, while working to ensure ongoing activity is efficient and effective. Executive established three pillars of activity for the year as well as priorities for these areas:

1. Build internal & external community

This involved strengthening connections with each other and with the people and communities that we serve. Our priorities under this banner included:

- launching a consultation process leading to a refresh of the structure of our executive portfolio,
- focusing on employee engagement and actively pursuing partnerships with community stakeholders and other PSIs, and
- recruiting of key leadership positions, including the next Vice President Academic.

2. Create opportunity

This included reviewing existing programs and services, and how students and the community access them. At the same time, new process to gather and explore new programming possibilities was created, resourced, and launched.

3. Sustainability

This included critical work to continue to serve students in the best possible way and for us to achieve our mandate. Critical IT infrastructure work continued with the goal of implementing a new software solution that will improve the student experience, improve access to information and self-serve capabilities, and improve the integrity of our data.

THE SECOND QUARTER – MHC'S ROLE IN THE SYSTEM

Planning and action to guide MHC into the future was well-timed. Growing attention to the provincial review of public services and Alberta's post-secondary system was a strong signal that substantial change would affect the way MHC does business.

Government reports noted a gap between government investment and the outcomes provided to Albertans. It became evident that government wanted post-secondary to improve access, reduce duplication, focus on outcomes, increase efficiency, and be responsive.

MHC responded to the challenge to achieve greater alignment, especially as the prospect of revised financial investment and management practices were introduced. These factors were included as MHC began developing operational and budget plans for the future.

A new partnership with Northern Lakes College (NLC) emerged in this quarter. The NLC model – making all programs accessible across a large but sparsely populated geographic region – fit well with the needs of the region. The colleges established a formal partnership to increase learner access in southeastern Alberta.

THE THIRD QUARTER – ADAPTING TO CHANGE

January, February, and March 2020 marked a period a rapid change triggered by financial pressures and the pandemic.

Internally, MHC continued to focus on new program opportunities, developing a new process to move ideas to action. Agroecology – a new program that had been in development for some time –was approved by General Academic Council, the Board of Governors, and Alberta Advanced Education. Ultimately, budget restriction delayed planned implementation of this program until fall of 2021.

Financial management continued to be a strong focus of the college. Budget plans were coordinated within the context shared by the province, leading a drive to increase efficiencies across all facets of the institution. Ultimately, MHC developed a budget to meet the expected Investment Management Agreements and sustain college operations to the greatest extent possible.

Regrettably, the budget plan lead to the loss of 48 positions (41.2 FTE) through a combination of voluntary and involuntary severance. In addition, the college suspended intakes to several programs. At the same time, the college joined the community response to COVID-19. Within a span of about two weeks, all face-to-face learning and services were replaced with approaches that met the needs of students while enacting pandemic precautions. The exertion of energy and creativity from faculty and staff to achieve this transition was remarkable. This proved, in the most vivid way possible, that MHC is focused on meeting the needs of learners.

The drive to prepare MHC for the future continued as Dr. Vicky Roy joined in the role of Vice-President Academic & Provost, providing fresh leadership to the academic teams within the institution.

THE FOURTH QUARTER – REGROUPING FOR THE FUTURE

Change driven by the pandemic and budget continued to affect MHC through the fourth quarter. The resilience of faculty

and staff was proven again as it became increasingly clear that learning within a pandemic environment would continue into the fall 2020 semester. Work to ensure learners could meet their goals progressed through the quarter.

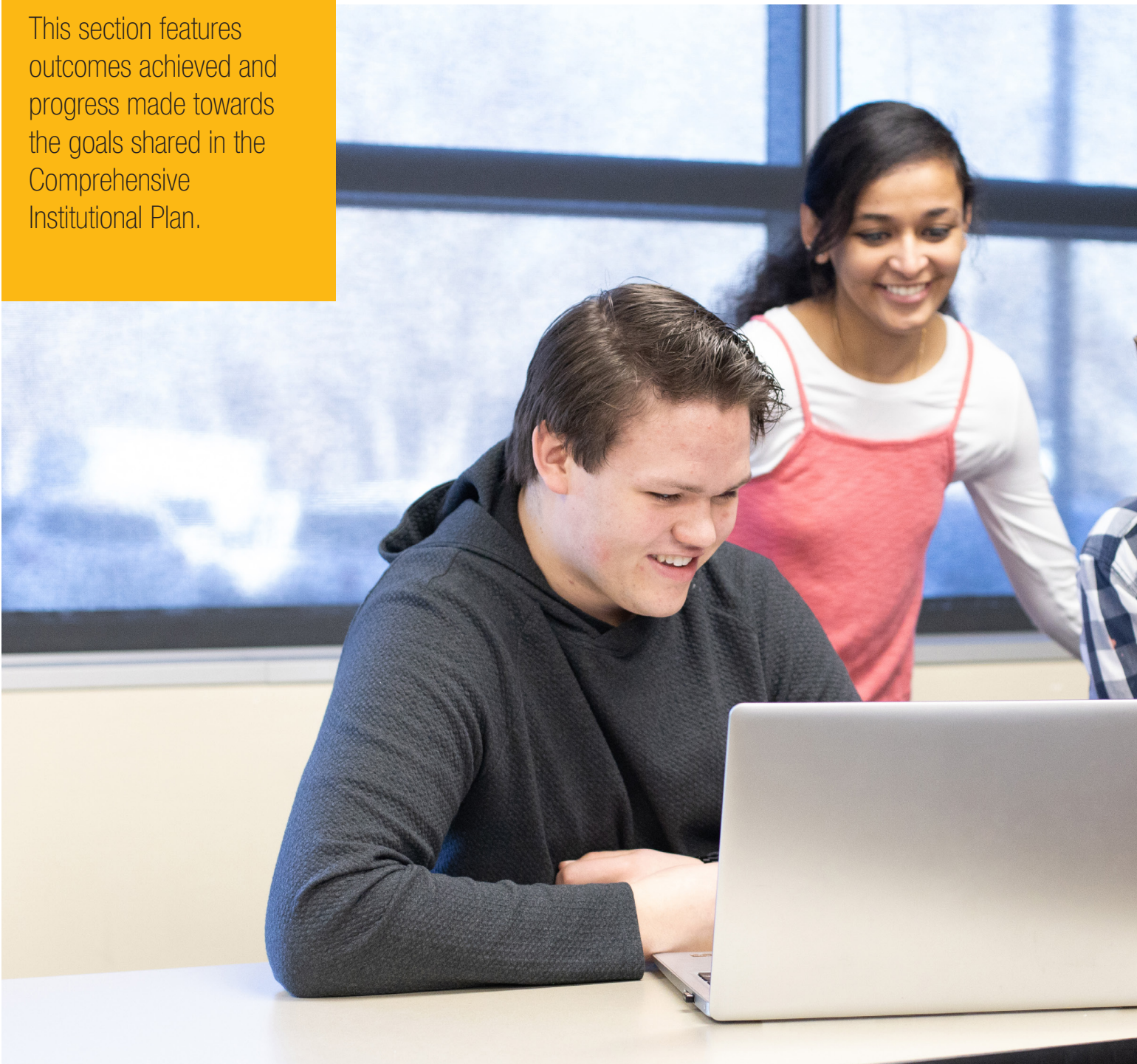
Again, progress toward future sustainability was continued with the advent of Coulee Collegiate, an innovative partnership between Prairie Rose School Division (PRSD), Medicine Hat Public School Division (MHPSD) and Medicine Hat College.

Under this agreement, high school courses are delivered at Medicine Hat College, bringing two outreach schools – Beyond Walls and Central High – together with academic upgrading under one roof. Not only does this initiative provide efficiencies for its education partners, it offers flexible distance and classroom learning options for outreach students and adult learners. While 2019-2020 was turbulent, MHC has achieved greater clarity or purpose, and demonstrated capacity to meet the needs of Albertans.



REPORT ON GOALS

This section features outcomes achieved and progress made towards the goals shared in the Comprehensive Institutional Plan.





ACCESSIBILITY

G1: Students receive personalized support to ensure their success
G2: Medicine Hat College actively participates in the economic and social life of our region

AFFORDABILITY

G3: Maximize affordability for students

COORDINATION

G4: Medicine Hat College collaborates with educational institutions, industry, and other community partners

QUALITY

G5: Students engage in rich learning experiences

ACCOUNTABILITY

G6: Medicine Hat College's practices are transparent and efficient

ACCESSIBILITY

MINISTERIAL PRIORITY: EVERY ALBERTAN SHOULD HAVE THE SAME OPPORTUNITY TO GET A POST-SECONDARY EDUCATION.

G1. STUDENTS RECEIVE PERSONALIZED SUPPORT TO ENSURE THEIR SUCCESS				
PRIORITY INITIATIVES	EXPECTED COMPLETION DATE	STATUS	PROGRESS MADE IN LAST 12 MONTHS	REVISED COMPLETION DATE
Through continued implementation of our strategic enrolment management plan, we are reviewing recruitment processes, with particular focus on inquiry generation through registrant stage.	June 30, 2020	Ongoing	<p>The college has reviewed student communications through the application to registration phase and is implementing changes to process and communications for the coming application cycle.</p> <p>Steps to integrate international and domestic recruitment strategies have been implemented to increase efficiency in inquiry tracking and communication, as well as reducing overall costs as of July 1, 2020. Letter review was completed ahead of schedule due to changes required for COVID-19 (April 2020).</p> <p>Impact will be monitored through the next cycle with additional revisions relevant to the impact of the changes made.</p>	September 2021
Development and implementation of an institutional Indigenization strategy and related supports, including Indigenous, mental health, and diversity support	June 30, 2020	Ongoing	<p>Stakeholder engagement related to the Health, Wellness, and Athletics Expansion (HWAE) project has generated stronger relationship with regional indigenous groups.</p> <p>Ongoing engagement with elders and knowledge keepers from the Blackfoot, Neekaneet, Pikani, Metis, and Siksika nations for ceremony and cultural supports.</p> <p>In addition, the college was able to double the small indigenous support team with external grant funding.</p> <p>Policy, procedure and protocol documents completed facilitating wider engagements with indigenous community. Commissioning of the HWAE late in 2021 and the provision of appropriate cultural spaces will denote significant progress in this goal.</p>	December 2021

MHC BOARD OF GOVERNORS ENDS

MHC STUDENTS REACH FULL POTENTIAL

GOALS

Medicine Hat College strives to ensure education is accessible to all people. Further, the college is committed to providing an inclusive and safe environment for all.

- G1 Students receive personalized support to ensure their success
- G2 Medicine Hat College actively participates in the economic and social life of our region

G1. STUDENTS RECEIVE PERSONALIZED SUPPORT TO ENSURE THEIR SUCCESS

Promotion of diversity and inclusion	June 30, 2020	Ongoing	<p>Through the development and promotion of intercultural learning opportunities, International Education supports students, faculty and staff in developing meaningful connections across cultures and building intercultural competencies to support personal and professional growth. These intercultural learning opportunities include varied education abroad programming as well as on-campus programming for students of all backgrounds to assess and develop their own intercultural competency. We also host multicultural learning events and celebrations to raise awareness of our culturally diverse student body and provide opportunities for meaningful engagement.</p> <p>The needs, complexity and supports for students living with disabilities continue to grow in the region. Through individualized accommodation plans, advocacy, collaboration, programing, and a welcoming environment, the college continues to respond and support each student on their academic aspirations and individual paths to eliminate potential barriers and to set them on a path to success. As well, the continued partnership between MHC and Inclusive Post-Secondary Education initiative, ensures students with intellectual disabilities are through innovative approaches and support through this collaboration can find their place in society.</p> <p>The sudden shift to online delivery has provided new sets of challenges on how to remotely support students with disabilities. This challenge has however provided an opportunity for the college to harness new forms of assistive technologies and to forge new collaborations to provide required accommodations.</p> <p>The college also acknowledges and supports students' spiritual development and provides avenues for community faith-based collaboration, safe interfaith events, and spaces at the college.</p>	June 30, 2021
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G1. STUDENTS RECEIVE PERSONALIZED SUPPORT TO ENSURE THEIR SUCCESS

Increased awareness of sexual violence through training and policy review.	June 30, 2020	Ongoing	MHC reviewed and approved an Updated Sexual Violence Policy in September 2019. MHC hosted a First Responder to Sexual Assault training session in October 2019 for 20 faculty, staff and students.	June 30, 2021
Identify potential opportunities to expand flexible, evening, and weekend learning opportunities	June 30, 2020	Ongoing	The college's response to COVID-19 increased the flexibility of almost all programs and services. As pandemic operations abate, the college will select programs and services to remain in flexible modes on a permanent basis.	June 30, 2021
Implement new enterprise resource planning software	June 30, 2020	Ongoing	The college is actively working to implement the ERP in two major stages. In the first stage, Human Resources and Finance modules will be launched. With these systems established and operating, the ERP team will begin implementation of the student module. The ERP is expected to increase flexibility and service capacity while reducing administrative costs.	June 30, 2021

EXPECTED OUTCOMES

RESULTS ACHIEVED

Increase in recruitment and retention, particularly among underrepresented groups	Applications sustained but enrolment trended downward.
Higher enrolment among FNMI learners	Achieved, ongoing
Increase the confidence of students, staff and faculty to appropriately respond to disclosure and provide support to those affected by sexual violence	Achieved, ongoing
Improved access and enrolment	Achieved, ongoing
A welcoming campus environment	Achieved, ongoing
Students have easy to access self-service options through ERP	Ongoing
Improved data accuracy through ERP	Ongoing

G1. PERFORMANCE MEASURES

CHART 1: TOTAL HEADCOUNT ENROLMENT

Data is presented in a control chart format: fluctuation between the red dashed lines is considered normal; when red lines shift this is an indication of a trend to note. Chart 1 shows headcount enrolment over time. MHC enrolment and program plans are focused on increasing headcount and FLE.

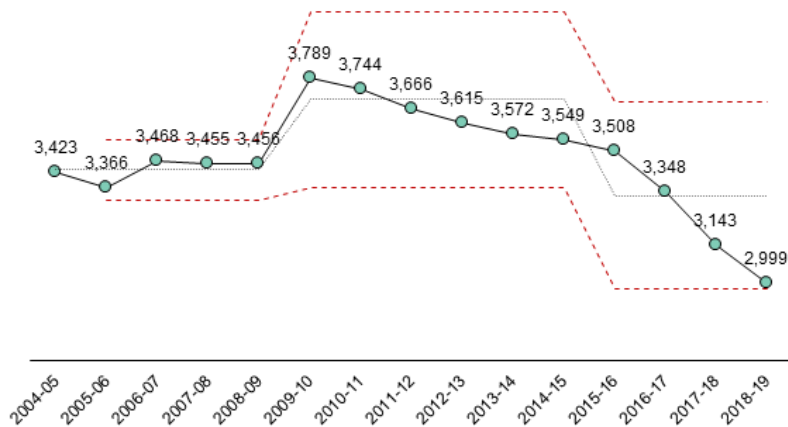


CHART 2: HEADCOUNT ENROLMENT: VISA STUDENTS

Data is presented in a control chart format: fluctuation between the red dashed lines is considered normal; when red lines shift this is an indication of a trend to note. Chart 1 shows headcount enrolment of visa students over time.

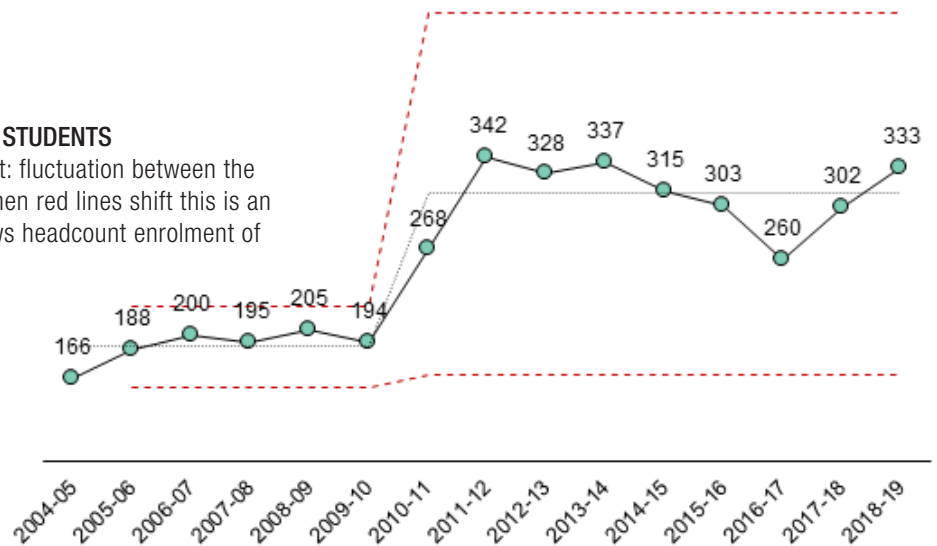
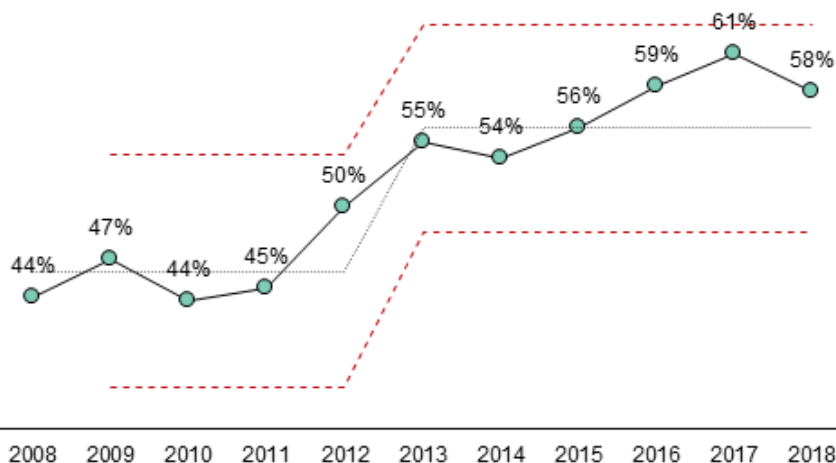


CHART 3: FIRST YEAR RETENTION RATE

Data is presented in a control chart format: fluctuation between the red dashed lines is considered normal; when red lines shift this is an indication of a trend to note. Chart 4 shows the percent of students retained after first year. Increasing retention may be due to college efforts to support students.



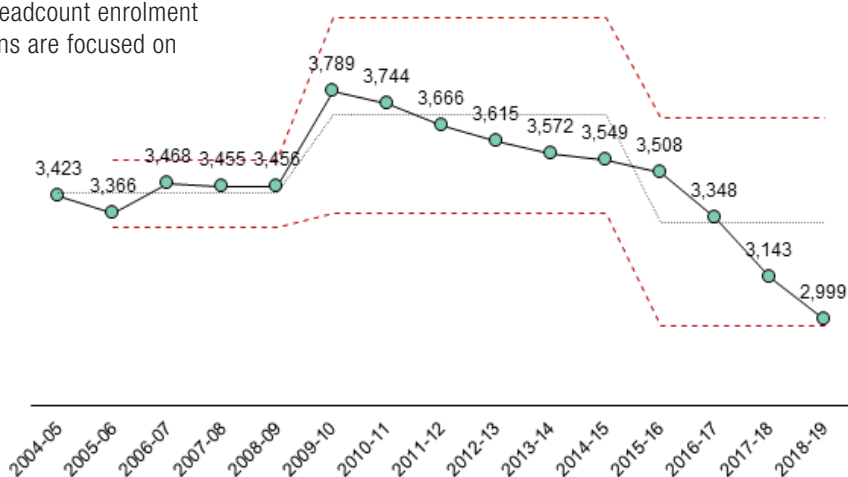
GOAL 2: MHC ACTIVELY PARTICIPATES IN THE ECONOMIC AND SOCIAL LIFE OF OUR REGION

PRIORITY INITIATIVES	EXPECTED COMPLETION DATE	STATUS	PROGRESS MADE IN LAST 12 MONTHS	REVISED COMPLETION DATE
Brooks Campus Revitalization	June 30, 2020	Ongoing	<p>The Brooks Campus continues to be a vital component of MHC's efforts to meet the needs of stakeholders across the region.</p> <p>Through the past year, the college developed a strategic partnership with Northern Lakes College (NLC) with the specific goal of increasing access to MHC and NLC programming at the Brooks Campus. This effort was successful in attracting and serving new students though the institution's pandemic response essentially made all programs available via flexible means.</p> <p>The college also met with regional stakeholders, including school divisions, to refresh the vision for a shared college/high school campus in Brooks. While this vision remains desirable, sustaining the viability of the Brooks Campus will continue regardless of progress made with the shared campus project.</p> <p>MHC negotiated a five-year contract for the provision of federally-funded LINC Intermediate English as a Second Language programming at the Brooks Campus. This service is critically important to the community which has one of the most culturally diverse populations in Alberta.</p>	N/A

■ G2. PERFORMANCE MEASURES

CHART 4: TOTAL HEADCOUNT ENROLMENT

Data is presented in a control chart format: fluctuation between the red dashed lines is considered normal; when red lines shift this is an indication of a trend to note. Chart 9 shows headcount enrolment over time at MHC. Enrolment and program plans are focused on increasing headcount and FLE.



GOAL 2: MHC ACTIVELY PARTICIPATES IN THE ECONOMIC AND SOCIAL LIFE OF OUR REGION

Program Development	June 30, 2020	Ongoing	<p>The presentation of credit and non-credit programs that align with labour market needs is the highest priority for MHC. In the past year, the executive launched a renewed approach that enabled over 40 program ideas to be brought forward for consideration. In addition, the institutional budget was adapted to ensure investment in new programming. In all four schools; including Continuing Studies, we created program development task forces composed mainly of faculty, responsible to analyze gaps in the educational market and to respond to the needs of the Southeastern region. They were able to find opportunities for new programs and course offerings that will be submitted to the Minister of Advanced Education this year.</p> <p>Several new program proposals will be submitted in the next fiscal year as the college adds innovative and competitive programming to grow its enrollment in the future.</p> <p>Furthermore, we will start an institutional self-study aligned with our Bachelor of Paramedicine proposal allowing our institution grant degrees. We also received the approval to launch our new Diploma in Agroecology program and a new Hospitality and Tourism Management Specialization within the existing Business Administration Diploma program for the fall of 2021.</p>	N/A
Corporate Training	June 30, 2020	Ongoing	<p>Prior to March, 2020, corporate training was showing significant gains in both enrollments and new contracts. Like many operations across the system, corporate training was deeply affected as the business community felt the impact of COVID-19. At the same time, MHC had no choice but to curtail training in the face-to-face style preferred by most corporate clients. Shifts to online delivery met the needs of some clients, while limited in person delivery began in June.</p>	N/A
EXPECTED OUTCOMES			RESULTS ACHIEVED	
Brooks Campus will become a hub for education, social services access, cultural development and training, and health and wellness, and be a driver for economic development, business, and innovation			Achieved, ongoing	
Program mix is aligned to the workforce requirements within the region			Achieved, ongoing	
Business and industry organizations have access to customized training solutions to enhance the skills of their workforce			<p>Achieved, ongoing</p> <p>The annual Partnership Satisfaction Survey is used to assess collaborative relationships with MHC's partner organizations. In 2019, over 100 of MHC's partners responded to the survey this year. Most partners felt positive about the degree of comfort and mutual trust established between organizations.</p>	

AFFORDABILITY

MINISTERIAL PRIORITY:

Every Albertan should have the same opportunity to get a post-secondary education, regardless of financial circumstance.

G3. MAXIMIZE AFFORDABILITY FOR STUDENTS

PRIORITY INITIATIVES	EXPECTED COMPLETION DATE	STATUS	PROGRESS MADE IN LAST 12 MONTHS	REVISED COMPLETION DATE
Enhanced scholarship and bursary offerings to increase financial support for students	June 30, 2020	Ongoing	Substantial portions of the financial support provided to students via MHC is due to the generosity and vision of donors. Sadly, the business and financial impact of COVID-19 has reduced the ability of donors to sustain gifts. This will result in a reduction of direct student support over the short term. Conversely, new supports emerged to provide support students struggling to sustain their education in a pandemic environment. This included financial support, as well as access to technology to enable continuation in programs.	June 30, 2021 June 30, 2020
Review of textbook and learning resource utilization	June 30, 2020	Ongoing	<p>Significant increases to tuition and non-instructional fees make Open Education Resources a more important and valuable strategic initiative than ever before. OER can be an important recruitment and retention strategy as the money that students save on OER is often invested in tuition.</p> <p>Medicine Hat College (MHC) Library Services has supported the use of OER on campus for many years. Reducing potential barriers to accessing education in a time of fiscal uncertainty is an attractive promise of OER. The library is committed to taking the following actions to further support OER at MHC:</p> <ul style="list-style-type: none"> • Collect data on OER and/or free materials currently used by MHC faculty. • Update and enhance the resources available on the OER Library Guide. • Add OER currently in use by MHC faculty to the library catalogue for increased discoverability. <p>MHC's shift to online learning placed new demands on learning management systems. Unplanned investment in enhanced technology were made in the final quarter of the 2019-2020 fiscal year.</p>	N/A

■ MHC BOARD OF GOVERNORS ENDS

MHC PARTNERSHIPS ENHANCE
OPPORTUNITIES & RESOURCES

MHC IS PROACTIVE IN RESPONDING TO
NEW OPPORTUNITIES AND CHALLENGES

■ GOALS

Medicine Hat College monitors tuition and fees relative to other members of Campus Alberta to ensure that students in the region do not encounter excessive costs. Ongoing initiatives are designed to ensure the cost of post-secondary education is mediated and managed.

G3 Maximizes affordability for students

G3. MAXIMIZE AFFORDABILITY FOR STUDENTS

Maximize alternative funding sources for non-credit students	June 30, 2020	Ongoing	Non-credit programming is not eligible for student loan funding. This year, we secured a government contract for an integrated training program which paid the costs of tuition and materials for the students. As well, we are encouraging employers to apply for the Canada-Alberta job grant to offset the tuition costs for their employees to attend eligible non-credit training opportunities.	
EXPECTED OUTCOMES			RESULTS ACHIEVED	
Education is more affordable for students			Achieved, ongoing	
Learning resources potentially lower costs to students			Achieved, ongoing	
Potentially enhanced use of OERs and other low/no cost learning resources			Achieved, ongoing	

■ G3. PERFORMANCE MEASURES

2017-2018

Summer	906
Fall	699
Winter/Spring	1,079
Contract Training	108
Conservatory	538

2018-2019

Summer	1,118
Fall	713
Winter/Spring	1,055
Contract Training	375
Conservatory	582

2019-2020

Summer	1,147
Fall	618
Winter/Spring	385*
Contract Training	359
Conservatory	493

** Enrolment in this cycle was impacted by the pandemic.*

COORDINATION

MINISTERIAL PRIORITY: ALBERTANS SHOULD GET FULL ADVANTAGE FROM A DIVERSE POST-SECONDARY SYSTEM

G4. MEDICINE HAT COLLEGE COLLABORATES WITH EDUCATIONAL INSTITUTIONS, INDUSTRY, AND OTHER COMMUNITY PARTNERS

PRIORITY INITIATIVES	EXPECTED COMPLETION DATE	STATUS	PROGRESS MADE IN LAST 12 MONTHS	REVISED COMPLETION DATE
APEX Innovation project	June 30, 2020	Ongoing	<p>Sustained collaboration with the APEX Regional Innovation Network allowed MHC to complete several small-scale projects in the first half of the fiscal year. Notable projects included an extensive business retention, expansion, and workforce development project and survey in the fall. However, regional partners shifted to projects intended to support business through the economic impact of COVID-19. Activities shifted to online learning targeting information needed to cope with immediate business threats.</p> <p>Efforts to sustain engagement with the business community have been successful and the college continues to play a role in regional projects and growth. In particular, a private-sector partnership will ensure the continuation of 3D printing and prototyping services that were previously provided on campus in Medicine Hat.</p>	N/A



■ GOALS

Partnership and collaboration are hallmarks of Medicine Hat College's approach to serving the needs of the region. Academic partnerships enable degree completion locally, while collaboration with private and public sector organizations increases the range of opportunities and services the college provides.

G4 Medicine Hat College collaborates with educational institutions, industry, and other community partners

G4. MEDICINE HAT COLLEGE COLLABORATES WITH EDUCATIONAL INSTITUTIONS, INDUSTRY, AND OTHER COMMUNITY PARTNERS

Collaboration with schools districts on dual credit, CTS and CTF trades programming and entrepreneurial opportunities	June 30, 2019	Ongoing	Collaboration with regional school divisions is responsible for significant, student-focused projects that emerged in the past fiscal year.	N/A
	February 2020	Ongoing	In Medicine Hat and Brooks we continue to deliver trades training to junior and high school students (CTF & CTS) in a variety of trades' options. As well, the Conservatory is engaged with music programming in four elementary schools in Medicine Hat.	N/A
			<p>Coulee Collegiate Local learners looking for an alternate way to complete their high school education now have a new opportunity with Coulee Collegiate, a collaborative effort between Prairie Rose School Division (PRSD), Medicine Hat Public School Division (MHPSD) and Medicine Hat College (MHC). High school courses will be delivered at Medicine Hat College, bringing two outreach schools – Beyond Walls and Central High – together with academic upgrading under one roof. Not only does this initiative provide efficiencies for its education partners, it offers flexible distance and classroom learning options for outreach students and adult learners.</p> <p>Entrepreneurship The expansion of entrepreneurship programming to regional high schools and classrooms on campus, allowed more youth and students to experiment with, learn and try entrepreneurship to better prepare for a bright future. Before COVID-19 curtailed the program, over 350 rural high school students, MHC students, alumni and community took part in skill development, mentorship, coaching and hands-on startup training via EDC programming and supports</p>	

G4. MEDICINE HAT COLLEGE COLLABORATES WITH EDUCATIONAL INSTITUTIONS, INDUSTRY, AND OTHER COMMUNITY PARTNERS

Collaborative degree partnerships	June 30, 2020	Ongoing	<p>Collaboration with system partners continues to allow students to complete degrees on campus in Medicine Hat. This is a significant benefit to the region as the graduates of nursing, education, and business degrees programs offered through the college are more likely to value careers in rural locations.</p> <p>The difficult budget year, however, did lead to the conclusion of the collaborative Bachelor of Business Administration program. The college will seek all avenues to ensure regional students have access to the programs they need to build productive careers.</p>	N/A
Community-based adult learning partnerships		Ongoing	<p>MHC enjoys strong relationships with the Community Adult Learning Programs (CALPs) in our region. Like all learning, face-to-face tutor sessions and classes were curtailed due to COVID-19 though access continued using creative means and technology. Foundational learners and English language learning relevant to people in the region continues to be a priority.</p>	
EXPECTED OUTCOMES			RESULTS ACHIEVED	
Better student outcomes through creation of start-ups and jobs			Achieved, ongoing	
Strong community partnerships			Achieved, ongoing	
Additional funding opportunities			Achieved, ongoing	
More local high school students transitioning to college			Ongoing	
Increased enrolment			Ongoing	
Students are able to access degree programs in the region			Ongoing	
Community educational needs are met			Ongoing	
Students access an established pathway between informal and formal learning			Ongoing	

■ G4. PERFORMANCE MEASURES

CHART 6: HIGH SCHOOL TRANSITION

Data is presented in a control chart format: fluctuation between the red dashed lines is considered normal; when red lines shift this is an indication of a trend to note. Chart 12 shows the percentage of high school students that transition to post-secondary learning. Regional high school transition continues to be stable.

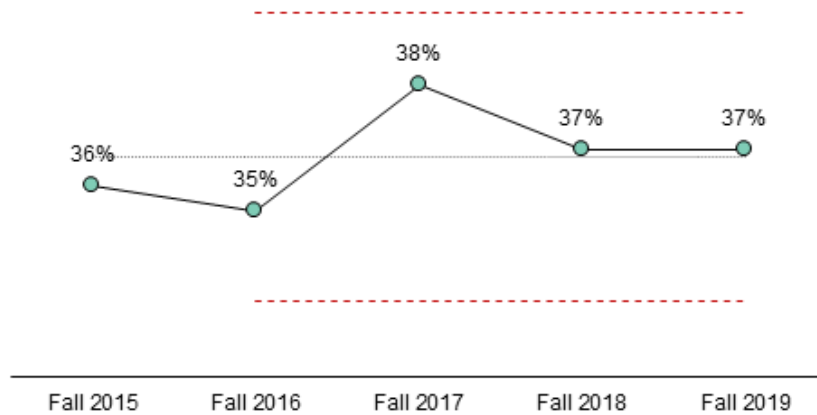
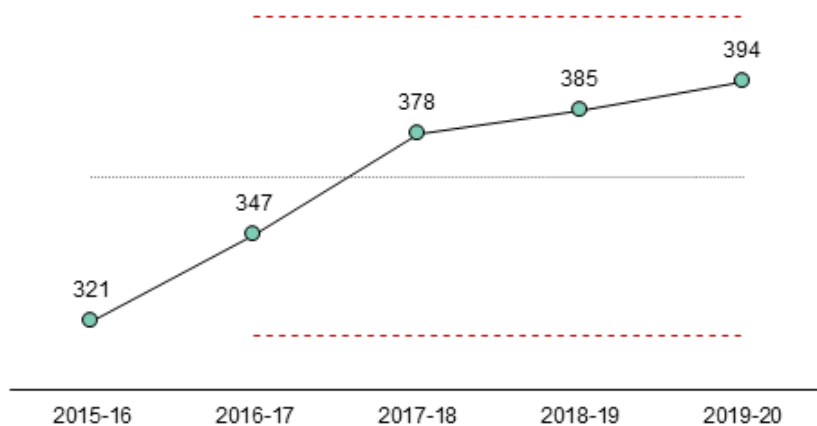


CHART 7: COLLABORATIVE ENROLMENT

Data is presented in a control chart format: fluctuation between the red dashed lines is considered normal; when red lines shift this is an indication of a trend to note. Chart 13 shows headcount enrolment in programs offered with partner institutions. MHC enrolment with partners continues to increase.



QUALITY

MINISTERIAL PRIORITY: ALBERTANS SHOULD GET THE BEST POSSIBLE EDUCATION HERE AT HOME.

G5. STUDENTS ENGAGE IN RICH LEARNING EXPERIENCES

PRIORITY INITIATIVES	EXPECTED COMPLETION DATE	STATUS	PROGRESS MADE IN LAST 12 MONTHS	REVISED COMPLETION DATE
Robust program review process with focus on continuous improvement	June 30, 2020	Ongoing	We continuously make improvements in providing experiential learning for our students through diverse pedagogic initiatives: apprenticeships, clinical experiences, field work, practicums and study abroad. Moreover, we are continually increasing Project Based Learning (PBL) and Work Integrated Learning initiatives (WIL) in our courses and programs. When students engage in experiential learning, they experience the sheer joy of learning. Many of the skills they develop through their education are transferable to a work environment and provide them with the opportunity to deepen their understanding of the concepts they have learned in the classroom.	June 30, 2020
		Ongoing		
		Complete	Students are able to hit a state of creative flow and learn that there's something deeply profound about creativity, innovation and critical thinking. They become self-directed, independent thinkers and develop an entrepreneurial mindset. Moreover, when our students engage in experiential learning, they have the opportunity to work with the community and different industries on collaborative projects, where they work interdependently to solve socio-economic problems and where they learn how to engage in meaningful collaboration.	
		Complete		
		Ongoing		

MHC BOARD OF GOVERNORS ENDS

MHC STUDENTS
REACH FULL POTENTIAL

MHC IS AN EMPLOYER
OF CHOICE

MHC PARTNERSHIPS ENHANCE
OPPORTUNITIES & RESOURCES

MHC IS PROACTIVE IN
RESPONDING TO NEW
OPPORTUNITIES & CHALLENGES

GOALS

The high quality of Medicine Hat College programs and services is sustained by many ongoing review processes including internal and external surveys.

G5 Students engage in rich learning experiences

G5. STUDENTS ENGAGE IN RICH LEARNING EXPERIENCES

Health, Wellness, and Athletics Expansion Project (formerly Generations East)	June 30, 2020	Ongoing	<p>The HWAE project will see investment in health and wellness facilities and simulation spaces in the east campus, as well as the creation of a cultural hub for the college and community with new, appropriately designed spaces dedicated to Indigenous learning and events.</p> <p>Highlights Access to the gym will be significantly improved with passenger and cargo elevators replacing the existing wheelchair lift. Health and wellness facilities will be enhanced and expanded. Advanced simulation spaces used in a variety of programs will see expansion and renovation. Cultural components of the project will support cross-curricular educational activity directly aligned to the Truth and Reconciliation Commission's Calls to Action and provide a unique venue to honour and celebrate Indigenous culture and history. With a total budget of \$8 million, funded by ICIP, a provincial grant and capital reserves, the design is well-suited to accommodate further expansion as needed in the future.</p>	December 2021
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G5. STUDENTS ENGAGE IN RICH LEARNING EXPERIENCES

Support a dynamic teaching and learning environment through further development of active learning classrooms	June 30, 2020	Ongoing	MHC's Teaching and Learning area played a pivotal role in business continuation during the pandemic disruption. MHC had little infrastructure and experience with online learning, but the Centre for Innovation and Teaching Excellence provided one-on-one support to 78% of MHC's faculty to make the transition to online instruction. On-demand workshops that modeled good online teaching practice attracted strong faculty participation, and CITE worked to update the technology infrastructure necessary to move to quality online instruction, including licensing Blackboard Collaborate for online instruction and Respondus Monitor for online proctored exams. Faculty training continues in good practice in hybrid and online education contexts. Library Services also evolved its service model by adding an academic integrity module, adopting contactless borrowing and controlled digital lending, and offering online instruction, e-reserves, and copyright assistance.	
Continuing Studies and Corporate Training	June 30, 2020	Ongoing	Prior to March 2020, corporate training was showing significant gains in both enrollments and new contracts. However, like many operations across the system, corporate training was deeply affected as the business community felt the impact of COVID-19. At the same time, MHC had no choice but to curtail training in the face-to-face style preferred by most corporate clients. Shifts to online delivery met the needs of some clients, while limited in person delivery began in June.	
EXPECTED OUTCOMES			RESULTS ACHIEVED	
Students are satisfied			Achieved, ongoing	
Students get jobs in their field when they graduate			Achieved, ongoing	
Students will have access to equipment, spaces, and health and wellness programs to help lead a balanced life, while accessing programming and simulation technology for advanced training			In Progress	
Better student engagement in learning			In Progress	
Students receive training locally that enhances their skills for the workplace and career advancement			Achieved, ongoing	

■ G5. PERFORMANCE MEASURES

CHART 8: STUDENT SATISFACTION WITH OVERALL EDUCATIONAL EXPERIENCE

Data is presented in a control chart format: fluctuation between the red dashed lines is considered normal; when red lines shift this is an indication of a trend to note. Chart 15 shows the percent of student satisfied or very satisfied with the college. MHC student satisfaction remains strong and consistent.

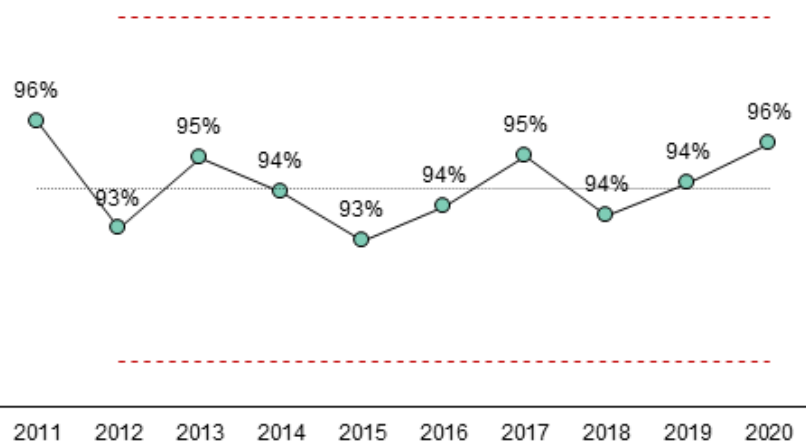


CHART 9: STUDENT SATISFACTION WITH QUALITY OF TEACHING

Data is presented in a control chart format: fluctuation between the red dashed lines is considered normal; when red lines shift this is an indication of a trend to note. MHC will monitor this measure though it remains strong and within expected performance targets.

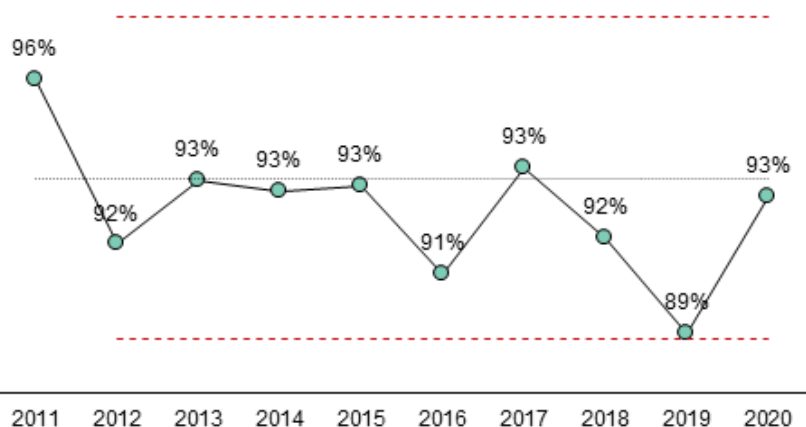
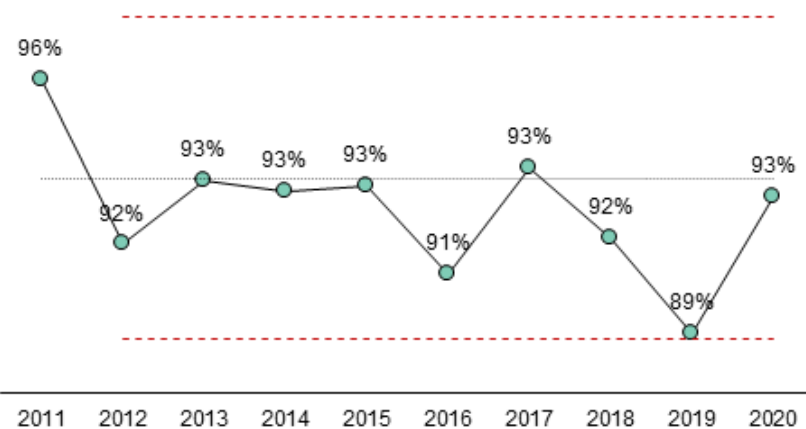


CHART 10: STUDENT SATISFACTION WITH COURSE RELEVANCE

Data is presented in a control chart format: fluctuation between the red dashed lines is considered normal; when red lines shift this is an indication of a trend to note. MHC will monitor this measure though it remains strong and within expected performance targets.



ACCOUNTABILITY

MINISTERIAL PRIORITY:

POST-SECONDARY EDUCATION PROVIDERS MUST BE ACCOUNTABLE TO STUDENTS, THE GOVERNMENT AND ALBERTANS

■ MHC BOARD OF GOVERNORS ENDS

STUDENTS REACH
FULL POTENTIAL

MHC PARTNERSHIPS ENHANCE
OPPORTUNITIES & RESOURCES

MHC IS PROACTIVE
IN RESPONDING TO NEW
OPPORTUNITIES & CHALLENGES

G6. MEDICINE HAT COLLEGE'S PRACTICES ARE TRANSPARENT AND EFFICIENT

PRIORITY INITIATIVES	PERFORMANCE MEASURES	EXPECTED COMPLETION DATE	STATUS	REVISED COMPLETION DATE
Integrated planning	Strategic Plan to be completed in 2020	June 30, 2020	Ongoing	June 30, 2021
Full compliance with all accounting standards	Clean audit by the Auditor General	June 30, 2020	Ongoing	June 30, 2021
Full compliance with government submissions / reporting	Submissions on time with no errors	June 30, 2020	Ongoing	June 30, 2021
Full compliance with all government statutes and regulations	Legislative compliance reporting forms	June 30, 2020	Ongoing	June 30, 2021
EXPECTED OUTCOMES				
Enhanced institutional alignment and efficiency				
Accounting transparency				
Reporting transparency				
Policies and procedures meet statutes and regulations				
Financial and Budget				

BUDGET OUTCOMES / TUITION REGULATION

ANNUAL REPORT BUDGET OUTCOMES

Due to the change in government leadership in the spring of 2019, which subsequently delayed the announcement of the provincial budget, the College prepared the 2019-2020 budget with several unknowns. As a result, Budget 2019-2020 was built on the assumption of a 0% increase in the Campus Alberta grant with no additional funding to subsidize the fifth year of the tuition freeze, enrolment targets of 2,116 full load equivalents and an overall credit tuition increase of 0%. A balanced budget was reached with revenues of \$58.29 million, expenses of \$58.28 million estimating a minimal surplus of \$2,150.

Overall results at June 30, 2020 were significantly below estimate with a deficit of \$2.97 million. The main variance was in revenue predictions with a budget to actual decrease of 5.0%. Some of the key drivers were lower than expected enrolment in domestic tuition and an overall decrease in all self-generating revenue areas mainly due to the effects of the COVID-19 pandemic in the last quarter of the fiscal year. Although a considerable part of the deficit is due to severance payments, this was offset by a savings in both unfilled positions as well as travel and supply costs, resulting in a 0.4% increase in actual over predicted expenditures.

TUITION FEES REGULATION

\$7,717,313	\$46,261,384	16.68%
Statement of total tuition fee revenue from programs under Tuition Fee Policy	Statement of net operating expenditures	Calculation of tuition fee revenue as a percentage of net operating expenditures

The Audited Financial Statements are attached starting on page 44.

FLE ENROLMENT

FLE ENROLMENT PLAN AND PROGRAM CHANGES

MHC's total FLE enrolment for 2019-2020 was lower than projected. While overall enrolment was generally lower than projected in many areas, specific programs had a significant influence on the decline. Apprenticeship enrolment saw a significant decline due to numerous class cancellations as a result of COVID-19. In addition, Health Care Aide enrolment was significantly lower due to the transition to a new provincial curriculum which did not allow for MHC to have a winter intake.

CERTIFICATE PROGRAM	2019-2020 (ESTIMATED FLE)	2019-2020 (ACTUAL FLE)
Administrative Office Professional Certificate	17.143	11.131
Apprenticeship	105.000	60.999
Apprenticeship	6.667	3.997
Computer Aided Drafting And Design Certificate	2.187	-
Early Learning And Child Care Certificate	24.00	24.869
Education Assistant Certificate	12.610	10.432
Health Care Aide Certificate	69.340	33.800
Pre-Employment	4.000	6.000
Travel Counsellor (suspended)	4.200	3.100
CERTIFICATE TOTAL	245.147	154.328

DIPLOMA PROGRAMS	2019-2020 (ESTIMATED FLE)	2019-2020 (ACTUAL FLE)
Addictions Counselling Diploma	19.304	18.927
Administrative Office Management Diploma	26.967	37.541
Built Environment Engineering Technology Diploma	31.260	37.679
Business Administration Diploma	151.900	174.100
Child And Youth Care Counsellor	35.948	35.460
Criminal Justice Diploma	92.660	83.549
Dual Social Work / Addictions Counselling Diploma *	15.330	-
Early Learning And Child Care Diploma	11.110	16.090
Environmental Reclamation Technician Diploma	46.610	41.316
Information Technology Diploma	63.467	64.383
Power Engineering Technology Diploma	72.240	63.854
Practical Nursing Diploma	70.000	56.601
Social Work Diploma	57.183	76.992
Therapist Assistant Diploma	77.807	83.546
DIPLOMA TOTAL	771.786	790.038

* Actual FLEs for Combined Addictions/Social Work Diploma reported under Social Work Diploma

DEGREE PROGRAM	2019-2020 (ESTIMATED FLE)	2019-2020 (ACTUAL FLE)
Bachelor of Applied Arts (Visual Communications)	89.960	94.028
Bachelor of Applied Health Sciences (Paramedic)	113.400	86.597
Bachelor of Business Administration (Collaborative with MRU)	56.000	57.795
Bachelor of Education (Collaborative with MRU)	62.900	63.800
DEGREE TOTAL	322.260	302.220

UNIVERSITY TRANSFER PROGRAM	2019-2020 (ESTIMATED FLE)	2019-2020 (ACTUAL FLE)
UT: Bachelor of Arts	58.300	52.710
UT: Bachelor of Commerce	20.330	21.696
UT: Bachelor of Education	122.010	110.087
UT: Bachelor of Nursing	119.286	127.145
UT: Bachelor of Science	122.600	92.597
UT: Bachelor of Science (Engineering)	20.773	14.869
UNIVERSITY TRANSFER TOTAL	463.299	419.104

NON-CREDIT	2019-2020 (ESTIMATED FLE)	2019-2020 (ACTUAL FLE)
English As A Second Language - General (Canadian)	30.500	20.612
English As A Second Language - International	34.300	42.383
Open Studies	128.200	105.812
Upgrading	120.400	110.540
NON-CREDIT TOTAL	313.400	279.347

GRAND TOTAL

2,115.892
2019-2020
(ESTIMATED FLE)

1,945.037
2019-2020
(ACTUAL FLE)

INTERNATIONAL STUDENT FLE (SUBSET OF GRAND TOTAL)

243.000
2019-2020
(ESTIMATED FLE)

284.048
2019-2020
(ACTUAL FLE)

SELF-GENERATED REVENUE

Self-generated revenue initiatives are for-profit activities undertaken by the College to help fund its core mandate. Such initiatives provide revenues that extend beyond traditional sources like government grants and student tuition and fees. They can provide an additional stream of revenue and enhance program quality and accessibility for students and increase the College's presence in the community.

Self-generated revenues can be categorized as Ancillary Services, Academic and Commercial Enterprise.

ANCILLARY SERVICES

Ancillary Services self-generated revenue includes income from the campus store, parking operations, food services and student residences. Other initiatives represent revenue generated from not-for-profit activities such as athletic team fees, examination fees, space rental and other miscellaneous fees. This revenue is classified under "Sale of Service and Products" on the statement of operations and is reflected below:

	Budget	2020	2019
<u>Self-generated revenue</u>			
Ancillary Services	\$ 4,479,250	\$ 3,607,127	\$ 4,188,225
Other initiatives	757,000	836,042	1,024,650
Sale of service and products	5,236,250	4,443,169	5,212,875

ACADEMIC ENTERPRISES

Academic Enterprises are an integral part of the college's educational, community service and campus support functions and include both Continuing Education and the Conservatory of Music and Dance. This revenue is included with "Student Tuition and Fees" on the statement of operations and is reflected below:

	Budget	2020	2019
<u>Self-generated revenue</u>			
Academic Enterprises	\$ 1,949,850	\$ 1,445,502	\$ 1,816,913
Student tuition and fees	10,481,000	9,321,870	9,802,424
Student tuition and fees	12,430,850	10,767,372	11,619,337

COMMERCIAL ENTERPRISES

Commercial Enterprises would be activities outside of the College's core mandate and exist for the purpose of revenue generation. Examples are commercial land development, real-estate deals, and overseas campuses. At this time, the College is not involved with any commercial enterprises.

PROFIT MARGINS ON SELF-GENERATED REVENUE

Self-generated revenue profits were significantly affected by the COVID-19 pandemic in the last quarter of the fiscal year. Following the pandemic declaration, the college limited access to the campus and began teaching remotely, refunds were provided on residences fees and continuing education program delivery was cancelled, all inhibiting the ability to generate revenue in the ancillary areas.

Profit and profit-margin on self-generated revenue is as follows:

	Budget	2020	2019
<u>Ancillary Services</u>			
Revenue	\$ 4,479,250	\$ 3,607,127	\$ 4,188,225
Expense	(4,210,450)	(3,582,026)	(3,969,754)
Profit (loss)	268,800	25,101	218,471
Profit Margin	6.0%	0.7%	5.2%
<u>Academic Enterprises</u>			
Revenue	\$ 1,949,850	\$ 1,445,502	\$ 1,816,913
Expense	(1,924,700)	(1,801,253)	(2,054,416)
Profit (loss)	25,150	(355,751)	(237,503)
Profit Margin	1.3%	-24.6%	-13.1%
<u>Self-Generated Operations</u>			
Revenue	\$ 6,429,100	\$ 5,052,629	\$ 6,005,138
Expense	(6,135,150)	(5,383,279)	(6,024,170)
Profit (loss)	293,950	(330,650)	(19,032)
Profit Margin	4.6%	-6.5%	-0.3%

Profit generated from Ancillary Services in 2020 amounted to \$25,101 (\$218,471 – 2019). While Academic Enterprises showed a loss of \$355,751 (\$237,503 – 2019), the Continuing Education and Conservatory departments are exploring new program development, including micro-credentials, that align with credit programs to provide opportunities to expand the College's market share across a diverse student demographic in the region.

There has been a significant decrease in profit on self-generated revenue on both Academic Enterprises and Ancillary Services from the prior year. Until there is an economic recovery from the pandemic, the College's ability into the future to maintain self-generated revenue at the current levels will be impacted.

CREDIT PROGRAMS

ADULT BASIC EDUCATION (ABE)	CRIMINAL JUSTICE	NUTRITION [UNIVERSITY STUDIES]
ACADEMIC TRANSITION PLAN	DENTAL HYGIENE [UNIVERSITY STUDIES]	OCCUPATIONAL/PHYSICAL
ADDICTIONS COUNSELLING	DENTISTRY [UNIVERSITY STUDIES]	THERAPIST ASSISTANT
ADDICTIONS COUNSELLING/ SOCIAL WORK	EARLY LEARNING AND CHILD CARE	PARAMEDIC
ADMINISTRATIVE OFFICE MANAGEMENT	EDUCATION	PHARMACY [UNIVERSITY STUDIES]
ADMINISTRATIVE OFFICE PROFESSIONAL	EDUCATION ASSISTANT	PLUMBER
ARTS [UNIVERSITY STUDIES]	ELECTRICIAN	POWER ENGINEERING
AUTOMOTIVE SERVICE TECHNICIAN	ENGINEERING [UNIVERSITY STUDIES]	TECHNOLOGY
BUILT ENVIRONMENT ENGINEERING TECHNOLOGY	ENGLISH AS A SECOND LANGUAGE	PRACTICAL NURSE
BUSINESS ADMINISTRATION	ENVIRONMENTAL RECLAMATION TECHNICIAN	SCIENCE [UNIVERSITY STUDIES]
CARPENTER	FINE ARTS [UNIVERSITY STUDIES]	SOCIAL WORK
CHILD AND YOUTH CARE COUNSELLOR	HEALTH CARE AIDE	SOCIAL WORK [UNIVERSITY STUDIES]
COLLEGE PREPARATION	HEAVY EQUIPMENT TECHNICIAN	SPEECH LANGUAGE
COMMERCE/MANAGEMENT	HUMAN SERVICES	PATHOLOGIST ASSISTANT
COMMUNICATION STUDIES	INFORMATION TECHNOLOGY	STEAMFITTER/PIPEFITTER
COMPUTER AIDED DRAFTING AND DESIGN (CADD)	JOURNALISM [UNIVERSITY STUDIES]	VETERINARY MEDICINE [UNIVERSITY STUDIES]
	KINESIOLOGY [UNIVERSITY STUDIES]	VISUAL COMMUNICATIONS
	MEDICAL LAB SCIENCE [UNIVERSITY STUDIES]	WELDER
	MEDICINE [UNIVERSITY STUDIES]	
	NURSING	

OTHER PROGRAMMING

CONSERVATORY OF MUSIC AND DANCE
CONTINUING STUDIES



REPORT ON ACTIVITY

This section features specific activity related to research and innovation, community outreach, internationalization, capital projects and information technology.





RESEARCH, APPLIED RESEARCH, AND SCHOLARLY ACTIVITY

MHC takes a "learning first" approach to research and scholarly activity, striving to enhance the student experience as a the first priority. Medicine Hat College also supports faculty-led research to support the quality of university studies and collaborative degree programs. Contacts with partner institutions like the University of Calgary and Mount Royal University, and other organizations, plays a vital role in the development of the institution.

MHC is committed to developing and promoting research activity in our four schools. Applied research, being an essential academic activity, is an integral part of the college's mandate. Research and advancement of knowledge as intellectual activities, are also an integral part of an educational environment that fosters innovation and enthusiasm for excellence. Research is concentrated in the areas of Humanities and Social Sciences, Sciences, Health, Arts and Business.

These examples show the breadth of engagement throughout MHC.

SCHOOL OF ARTS, SCIENCE AND EDUCATION

Craig Cote presented his work "Salvage" at the Trianon Gallery in Lethbridge from April 27 to June 8, 2020. That show consisted of watercolor and mixed media works on paper. The images related to construction and contained reference to things like boards, tarps, ropes, pulleys etc. The images were invented and dealt with a compressed sense of space.

Deborah Forbes (2020). *Boro*, Susan Sakamoto. Exhibition catalogue; Esplanade Art Gallery. Medicine Hat, AB.

Deborah Forbes (2020). "overandunderandoverandunder ... *Three Contemporary Canadian Tapestry Artists; Jane Kidd, Murray Gibson, and Ann Newdigate*" American Tapestry Alliance Journal

Mark Kaethler and Janelle Jenstad presented a project "*Map of Early Modern London*," hosted at UVic on two major grant projects: SSHRC Insight Grant (2018-2022): Walking Texts and the SSHRC Partnership Development Grant (2020-2022): Linked Early Modern Drama Online (LEMDO).

Mark Kaethler (2020). "Shakespeare and Cognition: Scientism, Theory, and Discovery." *Literature Compass*, vol. 17, no. 3-4, 2020, pp. 1-13. <https://doi.org/10.1111/lic3.12571>

Mark Kaethler and Janelle Jenstad (2020). "Building a Digital Geospatial Anthology of the Mayoral Shows," *Civic Performance: Pageantry and Entertainments in Early Modern London*, edited by J. Caitlin Finlayson and Amrita Sen. Routledge, 2020. pp. 217-36.

Navneet Kumar presented a paper "*Religious Nationalism and Xenophobia*," at the *3rd Racism, Nationalism and Xenophobia International Interdisciplinary Conference* (online) 8-9 June, 2020.

Jason McLester (2020) "*Why HPE? Vision and Advocacy for Health and Physical Education*" in the *Runner*, The Journal of the Health and Physical Education Council of the Alberta Teachers', Volume 51, Number 1.

Elizabeth Pennefather-O'Brien published an Appendix: Osteological report on skeletal remains from the graves mentioned. Appendix to J. Rossiter and E. Pennefather- From bathhouse to cemetery: the transformation of suburban space at Bir el Jebbana, Cathage. In *For the Love of Carthage. Cemeteries, a Bath and the Circus in the Southwest Part of the City; Pottery, Brickstamps and Lamps from Several Sites; the Presence of Saints, & Urban Development in the Pertica Region*, edited by J. Humphrey, pp 36-38 (2020). *Journal of Roman Archaeology Supplement* S109.

Elizabeth Pennefather-O'Brien and Jeremy Rossiter published a paper "From

bathhouse to cemetery: the transformation of suburban space at Bir el Jebbana, Cathage In For the Love of Carthage.” Cemeteries, a Bath and the Circus in the Southwest Part of the City; Pottery, Brickstamps and Lamps from Several Sites; the Presence of Saints, & Urban Development in the Pertica Region, edited by J. Humphrey, pp 28-36 (2020). *Journal of Roman Archaeology Supplement* S109.

Colleen Whidden (2020). Philosophical viewpoints in music education: Part One. *British Columbia Music Educators' Journal*, 59(1), 15-20.

Colleen Whidden, Kristin von Ranson, Melanie Boyd and Nina Frampton published a paper (2020) on “Short-term effects on group singing versus listening on mood and state self-esteem. *Psychomusicology: Music, Mind, and Brain*, 1-11.

SCHOOL OF BUSINESS

Darren Howes completed a poster presentation at the Enactus World Cup in San Jose California on “*Social Enterprise: Perceptions of Students and Faculty on the Benefits of Experiential Learning*” in the spring 2020.

Darren Howes wrote a chapter titled “*International Undergraduate Student Choice of Alberta for Post-Secondary Education*” published in the textbook “*Multidisciplinary Perspectives on International Student Experience in Canadian Higher Education*” through IGI Global.

Rick Robinson and Jason Openo presented a phenomenological study on faculty emotions as they relate to reporting instances of academic violations to the International Centre for Academic Integrity in Portland, in March 2020.

Rick Robinson and Jason Openo submitted a paper in the winter 2020, “Emotional Labour of Academic Integrity – How does it feel?” to the journal, *Canadian Perspectives on Academic Integrity*.

SCHOOL OF HEALTH AND COMMUNITY SERVICES

Torill Hutchinson and Una Weich published a research project of three years initiative that explore psychological wellness in nursing faculty, staff and students and ways to improve mental health & wellness across curriculum, programs and policies.

Torill Hutchinson and JoDee Wentzel published a research project on “The Impact of COVID-19 Knowledge Support on Rural and Remote Saskatchewan Nurses' Mental Health.” The purpose of this study is to explore the impact of COVID-19 on the mental health of rural and remote Saskatchewan nurses.

Sandra Fritz published a research project in collaboration of other researchers at the University of Calgary ‘Evaluating Fundamental Care Knowledge in Undergraduate Nursing Students’.





REGIONAL ACCESS, LEARNING & STEWARDSHIP

REGIONAL STEWARDSHIP

The new strategic plan has reinforced the college's regional mandate. Much of our activity is integrated throughout this report. Of special note, Medicine Hat College signed a five-year contribution agreement with Immigration Refugee Citizenship Canada (IRCC) to deliver LINC Intermediate English language instruction at Brooks Campus beginning in April, 2020. Due to the onset of the COVID-19 pandemic, the first intake of students was postponed to September, 2020. This grant is significant for Brooks Campus and the Brooks community providing 225 seats for students annually at levels 5 – 8. Once a student has completed levels 7/8, the student will be eligible to transition to upgrading at the college.

REGIONAL ACCESS

MHC partnered with Northern Lakes College (NLC) to expand access to education and opportunities for learners across the region. A Memorandum of Agreement (MOA) was signed by both institutions to signify their commitment to increasing regional access and delivering programming by Fall 2020. Furthermore, this collaborative effort supports the provincial government's desire for change within the post-secondary system.

Working within NLC's proven Supported Distance Learning (SDL) model, MHC increases accessibility and offered flexible learning opportunities to students in southeast Alberta by supporting the delivery of NLC programs. As the strategy progresses, the partnership will be reciprocated so that MHC programs will be offered via distance to students in NLC's service region. The Brooks Campus served

as the first physical hub and support centre for students in the region, with expansion into other rural communities based on demand and available resources.

COMMUNITY ADULT LEARNING PROGRAM CONNECTIONS

Community Adult Learning Programs (CALPs) are an important pathway to education for foundational learners. The college continued to support CALPs directly, through administrative roles with three regional CALPs, or indirectly by sustaining partnerships and 'next steps' for foundational learners. Existing partnership agreements have been signed and updated between Adult Basic Literacy Education, Brooks Community Adult Learning Council, and Newell Further Education.

ADULT BASIC EDUCATION AND COLLEGE PREPARATION

Medicine Hat College offers classes within its Adult Basic Education and College Preparation programs. Students may choose to take their coursework via traditional classroom, or in some cases, via our Open Learning Centre or through online learning. It is our goal to afford our students with opportunity to choose those courses that best fit their program plans and by means that best suit their personal circumstances. We also offer tutorial support, in addition to class hours, so that students may seek additional assistance.

Medicine Hat College instructors who hold Alberta Education teaching certificates, offer a Basic High School Drop-In service twice weekly for two hours each day. We service regional junior and high school students in all the core subject areas, including all three of the sciences as well

as study skills in general. We find this service to be an invaluable link between the college and our local schools and helps ease the transition for graduating high school students registering in our college programs.

HIGH SCHOOL CONNECTIONS – DUAL CREDIT, CAREER AND TECHNOLOGY STUDIES AND CAREER AND TECHNOLOGY FOUNDATIONS

Currently, Medicine Hat College has agreements with the Medicine Hat Public School Division, Medicine Hat Catholic School Division, Prairie Rose School Division, Grasslands School Division, and Christ the Redeemer Catholic Schools offering a number of dual credit programming and offering space for junior and senior high school students to use labs and trades shops for their education. Some of the dual credit programming are: Health Care Aide, Trades (welding, electrical), university transfer courses (business, criminal justice and social sciences), and Education Assistant. In addition, we also have an agreement with the Dynamite Academy in Brooks, which operates a licensed and accredited childcare program, providing early learning and child care programming.

ECONOMIC DEVELOPMENT

Medicine Hat College continues to focus on economic and workforce development by aligning innovation and entrepreneurship to business needs and emerging industries in the region. Activity in the previous year shows continued growth in this aspect of the college.

The college is a collaborative partner in regional economic development activity.

Notable activity focuses on business retention and expansion, as well as workforce development. Known as BREWD, this project will help understand business needs, and is designed to engage employers in solutions to understand and address workforce needs.

ENTREPRENEURSHIP

The Entrepreneur Development Centre (EDC) has been helping students and alumni to startup a business through one-on-one entrepreneurship coaching, training, mentorship and grants at Medicine Hat College since 2010.

An RBC Foundation seed funding investment in support of entrepreneurial students and alumni launched the EDC program. This valued contribution funding, expertise, and mentorship has been an important part of helping students and alumni bring their entrepreneurship dreams to life.

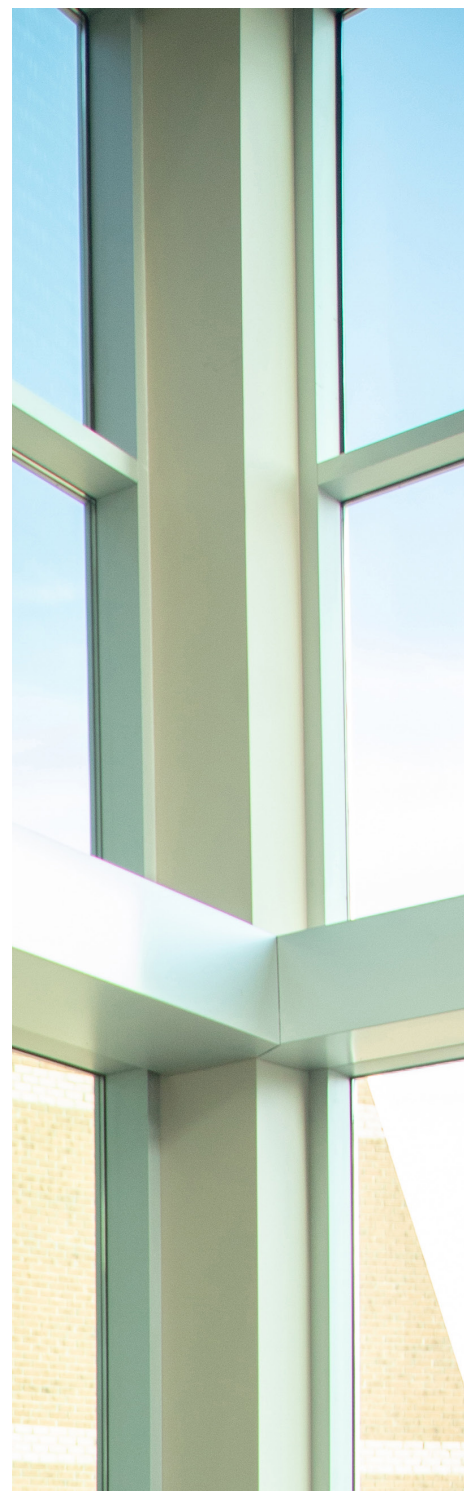
Over the term of the program, RBC and many other program supporters have been integral to creating a startup environment where entrepreneurs have access to the support, funding and expertise needed to succeed in business. To this end, the EDC has produced 36 MHC startup companies to date.

College is more than books and tests for students engaged with the Entrepreneur Development Centre at MHC. The EDC empowers students and alumni to start a business through hands-on entrepreneurship education, mentorship and funding. This exclusive learning experience helps prepare students for career, life and future successes while bringing a

business idea to life. On-and-off campus entrepreneurship education, supports and outreach has resulted in these positive impacts this calendar year:

- Created six starts ups with MHC students, alumni and a high school through the “MHC Start Up Company Program.”
- Generated entrepreneurship work term placements via PRSD8 Badlands Cre8tions Learning Store, Kinetisense and Community Foundation of SE Alberta.
- 258 rural high school students received weekly entrepreneurship education and local professional mentorship in their rural classrooms
- 89 MHC students received enhanced entrepreneurship learning immersed in their program
- Regional high school and industry collaborators supported EDC program delivery - PRSD8, Grasslands School Division, MHPSPD, Prairieland School Division, RBC Foundation, Medicine Hat and District Chamber of Commerce, MNP and AB Innovates.
- 48 community mentors, speakers, judges, coaches, teachers and faculty volunteered time & expertise in classrooms and virtually.

EDC entrepreneurship education and outreach continue to impact the regional community. In the 2019/20 school year, over \$40,000 in cash plus countless commitments of in-kind services and mentorship were awarded to aspiring entrepreneurs thanks to the RBC Foundation, EDC program partners and volunteers.





INTERNATIONALIZATION

At Medicine Hat College, we aim to provide and support opportunities for students, faculty and staff to take part in rich international and intercultural learning experiences. We host approximately 300 international students each year and are committed to providing them an exceptional learning environment. In our internationalization efforts, we embrace diversity, emphasize learner success and strive to cultivate an environment of sustainability and transparency, while building strong internal, community-based and international partnerships.

Our internationalization efforts focus on three primary goals and we assess progress toward these goals annually.

STUDENTS ENGAGE ACROSS CULTURES ON CAMPUS AND HAVE OPPORTUNITIES FOR EXPOSURE TO VARYING CULTURAL PERSPECTIVES

- Meaningful connections across cultures help our students, faculty and staff build the intercultural competencies needed for responsible, engaged citizenship and personal and professional success. We aim to build these competencies through the development and promotion of global and intercultural learning opportunities in the classroom, campus, community and internationally.
- Cultural awareness amongst Medicine Hat College students is measured as the proportion of student satisfaction respondents who felt their post-secondary education greatly added to their appreciation of other cultures. This measure increased to 73% in 2020 after remaining relatively stable at around 70% for the previous four years.
- One Medicine Hat College student took part in education abroad programming in 2019-2020. All study abroad activities were suspended in 2020 due to the COVID-19 pandemic.
- We saw an increase (from 54% to 58%) from 2018-2019 in the extent and quality of interaction that international

students have with other students, faculty and staff, as measured by the Collaborative Learning Average for international students on Medicine Hat College's Student Learning and Engagement survey. However, this measure of 58% remains below that of previously available measures (66% in 2017 and 61% in 2016).

- The proportion of students reporting in the Student Satisfaction Survey to have a friend from another culture remained relatively steady from 2019 to 2020 with a small increase for domestic students from 73% to 75% and a decrease for international students from 96% to 94%.

INTERNATIONAL STUDENTS FEEL VALUED AND SUPPORTED ON CAMPUS

- We strive to provide a welcoming, equitable, and inclusive student experience across all programs and services, with targeted support programming to help international students reach their goals. This includes orientation programming, immigration advising, mental health programming and academic advising supports for our growing international student body. This also includes newer efforts and programming to assess international students' preparedness for study at Medicine Hat College and to proactively identify and work with students at risk.
- In 2019, 24 staff and faculty, 85

students and 13 student employees took part in intercultural awareness training, with a focus on improving the ability to shift cultural perspective and engage comfortably across cultures.

- International Student Satisfaction with the Overall Quality of Education as measured by Medicine Hat College's Student Satisfaction survey was 98% in 2020 and has remained over 90% since 2011.
- The proportion of international students on academic probation decreased in 2019-2020, compared to the previous year, from 12% to 6% for the fall semester and 7% to 4% for the winter semester.
- The Supportive Environment Average for international students, as measured by the Student Learning and Engagement survey, refers to the student's perception of the degree to which the college is committed to supporting their success. The Supportive Environment Average for 2019 (65%) decreased from 2018 (67%) and 2017 (65%) but remained above previous available measures of 63% (2015) and 61% (2013).

WE HAVE MORE SUCCESSFUL INTERNATIONAL STUDENTS AT MEDICINE HAT COLLEGE

International student recruitment activities at Medicine Hat College aim to support overall College enrolment goals. Our efforts focus primarily on recruiting for undersubscribed and new programs and

for diversity, student success and best fit across Medicine Hat College's programs. Toward these aims, we engage in digital marketing activities and participate in select recruitment events in target markets and are continually diversifying our recruitment markets and partnership networks. To support student success and fit, we have improved our processes for new applicants, expanded advising for prospective international students, and are providing enhanced supports to our contracted international representatives.

International Student Enrolment in English for Academic Purposes was stable for 2019 at approximately 34 students (FLE). International Student Enrolment in Credit Programming (excluding English for Academic Purposes) by FLE increased in 2018 – 2019 from 180 to 213 students. The average GPA for international students increased for 2019-2020 to 2.87 for the fall semester (from 2.54 the previous year) and 3.0 for the winter semester (from 2.54 the previous year).

First-year international student retention remains strong and was at 69% 2018-2019.

OFF-SHORE DELIVERY

Medicine Hat College is not engaged in or pursuing off-shore or cross-border delivery of College programming or credentials.



CAPITAL PLAN

PRIORITY PROJECTS (TOP 2 CAPITAL PRIORITIES)

Type	Description	Total Cost	Funding Sources	Funding Received to date and Source	Revised Funding
New	Health, Wellness and Athletics Expansion Phase 1 Please see Update #1	\$8 million	Government of Canada, Government of Alberta, Medicine Hat College reserves	Government of Canada \$1.56 million, Government of Alberta \$4.3 Million, MHC \$2.14 million	MHC received federal funding – project is now fully funded and in progress.
New	Brooks Campus “Brooks Community Commons” Please see Update #2	\$8 million	100% Government of Alberta	No funds received to date	No change

OTHER PROJECTS

Type	Description	Total Cost	Funding Sources	Funding Received to date and Source	Revised Funding
New	Soccer Pavilion Please see Update #4	\$500,000	100% donation	No funds received to date	No change
Maintenance (Preservation)	T-Wing Second Floor Link Please see Update #5	\$950,000	100% Government of Alberta	No funds received to date	No change
Maintenance (Preservation)	Sanitary Sewer Renewal/ Replacement Please see Update #6	\$1 million	100% GoA	No funds received to date	No change

PROJECT TIMELINES and status					
Project Description	Project Timelines	Expected Start Date	Expected Project Completion	Project Status	Progress Made in Last 12 Months
Health, Wellness and Athletics Expansion - Phase 1	May 2020 – January 2022	November 2020 (construction work)	Estimated January 2022	In Progress (Phase 1)	<p>This project has been renamed the Health, Wellness and Athletics Expansion (HWAEE) project to more accurately reflect its scope. It has also been separated into 2 phases.</p> <p>The first phase is now in progress with the inclusion of funding from the federal Investing in Canada Infrastructure Program (ICIP).</p> <p>The second phase comprises a design for expanded athletic facilities and new gymnasium at an estimated \$16 million and remains at the planning phase with funding TBD.</p>
Brooks Campus “Brooks Community Commons”	To be determined	To be determined	To be determined	Project pending approval and funding.	<p>Medicine Hat College recognizes the challenge of sustaining relevant programs and services at Brooks Campus. The community presents unique cultural, social, and economic attributes – not just compared to Medicine Hat – but in relation to almost any community in Alberta.</p> <p>Recognizing this, Medicine Hat College is proposing an equally unique approach as it strives for a vital and vigorous service model in Brooks. The vision, known as the Brooks Teaching and Community Campus, is a fresh, dynamic approach to community engagement and sustainability. This project continued to be the focal point for community and stakeholder engagement through the past year.</p>
Sports Pavilion	To be determined	To be determined	To be determined	Project pending approval and funding	This project was in the preliminary stages of conceptual planning in 2018-2019.
T-Wing Second Floor Link	To be determined	To be determined	To be determined	Project pending funding	This project is in the planning phase. A conceptual plan to replace the Trades handicap lift with a 2nd floor connecting link was developed in 2015 – 2016 and updated in 2016 – 2017. The conceptual design includes the elimination of the handicap lift with an elevated corridor that links the second floors of the T Wing along with the reconfiguration of the plumbing lab mezzanine and some classrooms impacted by the addition of the corridor.
Sanitary Sewer Renewal/ Replacement	2019 – 2020	2019 – 2020	To be determined	Project pending funding	In 2015 – 2016, a conceptual design for development of the east campus in Medicine Hat was undertaken and included in the project is consideration for upgrade of the clay sanitary sewer line that is located that area. Due to the high risk of failure, an IMP project to replace a section of the east sanitary sewer line was undertaken in the summer of 2017. Replacement of old clay infrastructure throughout the campus continues as resources are available.

**UPDATE #1:
HEALTH, WELLNESS AND ATHLETICS
EXPANSION PHASE 1 (G WING)**

The provision of modern and accessible community and wellness facilities is an ongoing aspiration for MHC. The original “Generations East” concept project was re-envisioned in a manner that would capitalize on existing funding, and take advantage of opportunities presented by the Investing in Canada Infrastructure Program (ICIP). The resulting “Health, Wellness and Athletics Expansion” (HWAE) project comprises two phases, the first phase improves accessibility of the existing gymnasium, renews deep utility infrastructure in the area, and adds new space for health, wellness facilities and simulation spaces in the east campus. It also includes the creation of a cultural hub for the college and community with new purpose designed spaces dedicated to Indigenous learning and events. The first phase is now funded and in progress.

Expected Start Date: End of 2020

Expected Completion: January 2022

Project Status: In progress

Phase 2:

The second phase seeks to provide renewed athletic facilities including a gymnasium and is not funded. The expected start date is dependent on funding.

**UPDATE #2: BROOKS CAMPUS
“BROOKS COMMUNITY COMMONS”**

Medicine Hat College recognizes the challenge of sustaining relevant programs and services at Brooks Campus. The community presents unique cultural, social, and economic attributes – not just compared to Medicine Hat – but in relation to almost any community in Alberta.

Expected Start Date: Dependent on community engagement/funding

Project Status: Ongoing consultation

**UPDATE #3:
COMMUNITY RENEWABLE ENERGY
MICROGRID DEMONSTRATION PROJECT**

With funding from Western Diversification and Community and Regional Economic Support, the construction of a Community Renewable Energy Microgrid Demonstration Project (CREMDP) commenced in 2018 – 2019. A parking lot solar canopy and two, electric vehicle charging stations were ready for operation June 2019.

This project is now complete.

UPDATE #4: SPORTS PAVILION

This aspirational project was in the preliminary stages of conceptual planning in 2018 – 2019. Students in the Built Environment Engineering Technology (BEET) program provided several unique concepts for the project and efforts to secure external funding continued.

Expected Start Date:
Dependent on
community engagement/funding

Project Status: Ongoing consultation

UPDATE #5: T-WING SECOND FLOOR LINK

This project is in the planning phase. A conceptual plan to replace the Trades handicap lift with a 2nd floor connecting link was developed in 2015 – 2016 and updated in 2016 – 2017. The conceptual design includes the elimination of the handicap lift with an elevated corridor that links the second floors of the T Wing along with the reconfiguration of the plumbing lab mezzanine and some classrooms impacted by the addition of the corridor.

Expected Start Date: Dependent on funding

UPDATE #6 SANITARY SEWER RENEWAL / REPLACEMENT

In 2015 – 2016, a conceptual design for development of the east campus in Medicine Hat was undertaken and included in the project is consideration for upgrade of the clay sanitary sewer line that is located that area. Due to the high risk of failure, an IMP project to replace a section of the east sanitary sewer line was undertaken in the summer of 2017. The reminder of the repairs and replacement of this infrastructure remains unfunded.

Expected Start Date:
Dependent on funding



PHOTO:
ARCHITECTURAL RENDERING OF
INDIGENOUS CULTURAL SPACE



INFORMATION TECHNOLOGY

INSTITUTION'S INFORMATION SECURITY POLICY AND FRAMEWORK

Medicine Hat College's Information Technology (IT) security framework continues to mature as we ensure that it is aligned with the college's overall enterprise risk management strategy. The policy and process elements of our information security risk management framework are reviewed and renewed on a set cycle, as is our enterprise risk management strategy.

In 2018 Medicine Hat College began to develop a new security incident response process that was completed in the past year, and is in the process of being implemented.

A critical element of Medicine Hat College's IT security strategy is to continue to expand cybersecurity awareness and training across the college. A focus on cybersecurity awareness will remain for the foreseeable future.

For a number of years, the college has recognized that significant student service improvements along with significant process and operational improvements will result from a replacement of some of our business software support systems. The student facing facets of our current student information system are poor and not conducive to the use of the range of modern, mobile, adaptive devices. In addition, Medicine Hat College has a number of data disparate business software support systems that make it difficult to efficiently use these products, and present challenges in associated database and data management. Service delivery, functional effectiveness, end-user training and support, data management and security, and support processes across our disparate systems are currently difficult, costly and inefficient.

In 2017 – 2018 the college completed an analysis and began vetting systems and vendors to identify new enterprise resource planning software for the college. After much investigation and deliberation, Medicine Hat College selected Unit4 as our integrated ERP and student information systems. The contract between Medicine Hat College and Unit4 was signed in December of 2018.

Implementation of the Unit4 ERP (formerly called Business World) software suite began in August of 2019, and is in progress, with the Payroll system scheduled to go live in January 2021, followed by HR and Finance later in the year.

Student information systems are scheduled to be implemented in 2023.

We have a reserved amount of \$2 million which should take us through the analysis and implementation of financial, payroll, and HR systems. We expect implementation of the components of student information systems will require another \$2 million for a project total of \$4 million over four to five years.



CONSOLIDATED FINANCIAL STATEMENTS

JUNE 30, 2020

**MEDICINE HAT COLLEGE
CONSOLIDATED FINANCIAL STATEMENTS
JUNE 30, 2020**

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Independent Auditor's Report

To the Board of Governors of Medicine Hat College

Report on the Consolidated Financial Statements

Opinion

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

In my opinion, the accompanying consolidated financial statements present fairly, in all material respects, the consolidated financial position of the Group 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 Consolidated Financial Statements* section of my report. I am independent of the Group in accordance with the ethical requirements that are relevant to my audit of the consolidated 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 consolidated 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 consolidated 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 consolidated 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 consolidated 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 consolidated financial statements

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

In preparing the consolidated financial statements, management is responsible for assessing the Group'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 Group's financial reporting process.

Auditor's responsibilities for the audit of the consolidated financial statements

My objectives are to obtain reasonable assurance about whether the consolidated financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes 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 consolidated 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 consolidated financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for 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 Group'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 Group'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 consolidated 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 Group to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the consolidated financial statements, including the disclosures, and whether the consolidated financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

- Obtain sufficient appropriate audit evidence regarding the financial information of the entities or business activities within the Group to express an opinion on the consolidated financial statements. I am responsible for the direction, supervision and performance of the group audit. I remain solely responsible for my audit opinion.

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

October 20, 2020
Edmonton, Alberta

MEDICINE HAT COLLEGE
STATEMENT OF MANAGEMENT RESPONSIBILITY
YEAR ENDED JUNE 30, 2020

The consolidated financial statements of Medicine Hat College have been prepared by management in accordance with the Canadian public sector accounting standards. The consolidated 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 consolidated financial statements.

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

The Board of Governors carries out its responsibility for review of the consolidated financial statements principally through its Finance and Audit Committee. With the exception of the President and CEO and Vice-President, Administration and Finance (both are non-voting members), all members of the Finance and Audit Committee are not employees of the college. The Finance and Audit 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 and Audit Committee, with and without the presence of management.

These consolidated 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 consolidated financial statements.

Original copy signed

Kevin Shufflebotham,
President and Chief Executive Officer

Original copy signed

Wayne Resch,
Vice-President, Administration and Finance

MEDICINE HAT COLLEGE
CONSOLIDATED STATEMENT OF FINANCIAL POSITION
AS AT JUNE 30, 2020

	<u>2020</u>	<u>2019</u>
Financial assets excluding portfolio investments restricted for endowments		
Cash and cash equivalents (Note 4)	\$ 3,913,466	\$ 1,595,032
Portfolio investments - non-endowment (Note 5)	22,214,175	26,000,749
Accounts receivable	888,671	1,285,475
Inventories held for sale	496,009	346,411
	<u>27,512,321</u>	<u>29,227,667</u>
Liabilities		
Accounts payable and accrued liabilities	4,543,198	3,600,356
Debt (Note 8)	1,772,691	1,969,948
Deferred revenue (Note 9)	10,248,089	10,265,968
	<u>16,563,978</u>	<u>15,836,272</u>
Net financial assets excluding portfolio investments restricted for endowments	<u>10,948,343</u>	<u>13,391,395</u>
Portfolio investments - restricted for endowments (Note 5)	9,661,378	9,769,854
	<u>20,609,721</u>	<u>23,161,249</u>
NET FINANCIAL ASSETS	<u>\$ 20,609,721</u>	<u>\$ 23,161,249</u>
Non-financial assets		
Tangible capital assets (Note 11)	63,943,636	67,918,551
Prepaid expenses	1,395,753	763,430
	<u>65,339,389</u>	<u>68,681,981</u>
Net assets before spent deferred capital contributions	<u>85,949,110</u>	<u>91,843,230</u>
Spent deferred capital contributions (Note 10)	41,663,659	44,174,169
	<u>44,285,451</u>	<u>47,669,061</u>
NET ASSETS (Note 12)	<u>\$ 44,285,451</u>	<u>\$ 47,669,061</u>
Net assets is comprised of:		
Accumulated surplus	43,581,403	46,485,032
Accumulated remeasurement gains	704,048	1,184,029
	<u>\$ 44,285,451</u>	<u>\$ 47,669,061</u>
Contractual rights (Note 14)		
Contingent liabilities and contractual obligations (Note 13 and 15)		

MEDICINE HAT COLLEGE
CONSOLIDATED STATEMENT OF OPERATIONS
YEAR ENDED JUNE 30, 2020

	2020		2019
	Budget	Actual	Actual
	(Note 21)		
Revenues			
Government of Alberta grants (Note 19)	\$ 38,851,900	\$ 38,596,845	\$ 39,727,295
Federal and other government grants (Note 19)	197,300	203,652	158,668
Sales of services and products	5,236,250	4,443,169	5,212,875
Student tuition and fees	12,430,850	10,767,372	11,619,337
Donations and other grants	410,300	341,242	324,947
Investment income	1,160,000	1,177,182	1,222,094
	<u>58,286,600</u>	<u>55,529,462</u>	<u>58,265,216</u>
Expenses (Note 16)			
Instruction general	20,449,200	19,054,142	19,906,579
Instruction collaborative degrees	2,578,600	2,435,239	2,370,229
Academic support	5,000,100	4,314,006	4,306,880
Student support	6,559,100	6,519,555	6,826,474
Institutional support	4,769,650	8,580,280	5,513,840
Facility operations and maintenance	10,888,750	10,568,718	11,671,956
Ancillary services	4,210,450	3,582,026	3,969,754
Computing services	3,676,300	3,395,641	2,888,939
Sponsored research	152,300	47,536	91,218
	<u>58,284,450</u>	<u>58,497,143</u>	<u>57,545,869</u>
Annual operating (deficit) surplus	\$ 2,150	\$ (2,967,681)	\$ 719,347
Endowment contributions (Note 12)	<u>-</u>	<u>64,052</u>	<u>353,327</u>
Annual surplus (deficit)	2,150	(2,903,629)	1,072,674
Accumulated surplus at beginning of year	<u>46,485,032</u>	<u>46,485,032</u>	<u>45,412,358</u>
Accumulated surplus at end of year	\$ <u><u>46,487,182</u></u>	\$ <u><u>43,581,403</u></u>	\$ <u><u>46,485,032</u></u>

MEDICINE HAT COLLEGE
CONSOLIDATED STATEMENT OF CHANGE IN NET FINANCIAL ASSETS
YEAR ENDED JUNE 30, 2020

	2020		2019
	<u>Budget</u>	<u>Actual</u>	<u>Actual</u>
	(Note 21)		
Annual (deficit) surplus	\$ 2,200	\$ (2,903,629)	\$ 1,072,674
Acquisition of tangible capital assets	(3,198,200)	(2,027,902)	(3,103,111)
Amortization of tangible capital assets	5,623,900	5,492,488	5,570,222
Loss on sale of tangible capital assets	50,000	510,327	36,900
Change in prepaid expenses	45,000	(632,322)	106,954
Change in spent deferred capital contributions	(2,953,100)	(2,510,510)	(2,178,088)
Change in accumulated remeasurement losses	(262,300)	(479,981)	(44,640)
(Decrease) increase in net financial assets	<u>(692,500)</u>	<u>(2,551,529)</u>	<u>1,460,911</u>
Net financial assets, beginning of year		23,161,249	21,700,338
Net financial assets, end of year		<u><u>\$ 20,609,721</u></u>	<u><u>\$ 23,161,249</u></u>

MEDICINE HAT COLLEGE
CONSOLIDATED STATEMENT OF REMEASUREMENT GAINS AND LOSSES
YEAR ENDED JUNE 30, 2020

	<u>2020</u>	<u>2019</u>
Accumulated remeasurement gains at beginning of year	\$ 1,184,029	\$ 1,228,669
Unrealized losses attributable to:		
Portfolio investments	(338,151)	(160,206)
Amounts reclassified to consolidated statement of operations:		
Portfolio investments	<u>(141,830)</u>	<u>115,566</u>
Accumulated remeasurement gains at end of year	<u><u>\$ 704,048</u></u>	<u><u>\$ 1,184,029</u></u>

MEDICINE HAT COLLEGE
CONSOLIDATED STATEMENT OF CASH FLOWS
YEAR ENDED JUNE 30, 2020

	<u>2020</u>	<u>2019</u>
Operating transactions		
Annual (deficit) surplus	\$ (2,903,629)	\$ 1,072,674
Add (deduct) non-cash items:		
Amortization of tangible capital assets	5,492,488	5,570,222
Loss on disposal of tangible capital assets	510,327	36,900
Expended capital recognized as revenue	(2,927,704)	(2,906,564)
Decrease in employee future benefit liabilities	-	(8,150)
Change in non-cash items	3,075,111	2,692,408
Decrease in accounts receivable	396,804	2,014
(Increase) decrease in inventories held for sale	(149,598)	16,286
Increase (decrease) in accounts payable and accrued liabilities	942,842	(410,530)
Increase in deferred revenue	255,435	3,754,120
(Increase) decrease in prepaid expenses	(632,322)	106,954
Cash provided by operating transactions	<u>984,643</u>	<u>7,233,926</u>
Capital transactions		
Acquisition of tangible capital assets, less in-kind donations	<u>(2,027,902)</u>	<u>(3,103,111)</u>
Cash applied to capital transactions	<u>(2,027,902)</u>	<u>(3,103,111)</u>
Investing transactions		
Purchase of portfolio investments	(1,617,467)	(3,954,954)
Proceeds on sale of investments	<u>4,759,222</u>	<u>64,122</u>
Cash provided by (applied to) investing transactions	<u>3,141,755</u>	<u>(3,890,832)</u>
Financing transactions		
Repayment of debt	(197,257)	(185,653)
Increase in spent deferred capital contributions	<u>417,194</u>	<u>728,476</u>
Cash provided by financing transactions	<u>219,937</u>	<u>542,823</u>
Increase in cash and cash equivalents	2,318,433	782,806
Cash and cash equivalents at beginning of year	<u>1,595,032</u>	<u>812,226</u>
Cash and cash equivalents at end of year (Note 4)	<u>\$ 3,913,466</u>	<u>\$ 1,595,032</u>

Note 1 Authority and Purpose

The Board of Governors of Medicine Hat College is a corporation which manages and operates Medicine Hat 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 payment of income tax.

Note 2 Summary of Significant Accounting Policies and Reporting Practices

(a) General – Canadian Public Sector Accounting Standards (PSAS) and Use of Estimates

These consolidated financial statements have been prepared in accordance with Canadian public sector accounting standards.

The measurement of certain assets and liabilities is contingent upon future events; therefore, the preparation of these consolidated financial statements requires the use of estimates, which may vary from actual results. The College's management uses judgment 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 consolidated financial statements and, together with the following notes, should be considered an integral part of the consolidated financial statements.

(b) Valuation of Financial Assets and Liabilities

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

<u>Financial Statement Component</u>	<u>Measurement</u>
Cash and cash equivalents	Cost
Fixed income investments	Amortized cost
Portfolio investments	Fair value and amortized cost
Inventories held for resale	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

Note 2 Summary of Significant Accounting Policies and Reporting Practices (continued)

(b) Valuation of Financial Assets and Liabilities (continued)

Unrealized gains and losses from changes in the fair value of unrestricted financial assets and liabilities are recognized in the consolidated statement of remeasurement gains and losses. Upon settlement, the cumulative gain or loss is reclassified from the consolidated statement of remeasurement gains and losses and recognized in the consolidated statement of operations. 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 recorded in the consolidated 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 cash equivalents and portfolio investments are accounted for using trade-date accounting.

(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 recorded as deferred revenue.

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 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 asset.

Government grants without terms for the use of the grant are recorded 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 a fair value can be reasonably determined. Transfers of capital assets from related parties are recorded at the carrying value.

Note 2 Summary of Significant Accounting Policies and Reporting Practices (continued)

(c) Revenue Recognition (continued)

While volunteers contribute a significant amount of time each year to assist the College, the value of their services is not recognized as revenue and expenses in the consolidated financial statements because fair value cannot be reasonably determined.

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 records such in-kind contributions at nominal value.

Endowment donations

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

Investment income

Investment income includes dividends, interest income and realized gains or losses on the sale of portfolio investments. 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.

(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 (excluding unrealized income) 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.

Note 2 Summary of Significant Accounting Policies and Reporting Practices (continued)

(d) Endowments (continued)

- 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.

(e) Inventories Held for Sale

Inventories held for resale are valued at the lower of cost and expected net realizable value and are determined using the weighted average method.

(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.

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.

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 and renovations	40 years
Site improvements	25 years
Furniture and equipment	4 to 25 years
Systems planning and development	10 years
Library acquisitions	10 years

Tangible capital asset write-downs are recognized when conditions indicate 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.

Note 2 Summary of Significant Accounting Policies and Reporting Practices (continued)

(g) Asset Retirement Obligations

Asset retirement obligations are recognized for statutory, contractual or legal obligations, associated with 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) Employee Future Benefits

Pension

The College participates with other employers in the Local Authorities Pension Plan (LAPP). This pension plan is a multi-employer defined benefit pension plan that provides pensions for the College's participating employees based on years of service and earnings.

The College does not have sufficient plan information on the LAPP to follow the standards for defined benefit accounting, and therefore follows the standards for defined contribution accounting. Accordingly, pension expense recorded for the LAPP 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.

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 actuarially determined using the accumulated benefit method, a market interest rate and administration's best estimate of the retirement ages of employees, expected health care costs and the period of employee disability. Actuarial gains or losses on the accrued benefit obligation are amortized over the average expected period the benefits will be paid.

Leave plan

The College has a leave plan available to any eligible employee called the Deferred Salary Leave Program. As of June 30, 2020 there were no employees participating in this program.

Note 2 Summary of Significant Accounting Policies and Reporting Practices (continued)

(i) Basis of Consolidation

The financial statements are prepared on a line-by-line consolidated basis and include the results of the controlled entity, Medicine Hat College Foundation.

(j) Expense by Function

The College uses the following categories of functions on its consolidated statement of operations.

Instruction and academic, student and institutional support

Expenses relating to 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 and by institutional wide administrative services. Additionally, expenses for student awards and bursaries and other programs involving teaching and learning, and community service specifically funded by restricted grants and donations.

Facility 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.

Ancillary services

Expenses relating to services and products provided to the college community and to external individuals and organizations. Services include the college bookstore, parking services, food services and student residences.

Computing services

Expenses relating to services and products provided to the college community in relation to information technology and communication services.

Sponsored research

Expenses for all sponsored research activities specifically funded by restricted grants and donations.

Note 2 Summary of Significant Accounting Policies and Reporting Practices (continued)

(k) Funds and Reserves

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

(l) Future Accounting Changes

In August 2018, the Public Sector Accounting Board issued PS 3280 Asset Retirement Obligations. This accounting standard is effective for fiscal years starting on or after April 1, 2022. PS 3280 Asset Retirement Obligations provides guidance on how to account for and report a liability for retirement of a tangible capital asset.

In November 2018, the Public Sector Accounting Board approved PS 3400 Revenue. This accounting standard is effective for fiscal years starting on or after April 1, 2023 and provides guidance on how to account for and report on revenue, specifically addressing revenue arising from exchange transactions and unilateral transactions.

Management is currently assessing the impact of these new standards on the consolidated financial statements.

Note 3 Changes in Accounting Policy

Capitalization Threshold Change

In previous years, Medicine Hat College accounted for its tangible capital assets based on an accounting policy of recording only those assets with a cost greater than \$1,000. Effective July 1, 2019, the College increased its capital threshold for recording tangible capital assets to \$2,500 based on a cost/benefit analysis of the administrative costs of recording, tracking and replacing capital assets.

As per PS2120, this change in accounting policy should be applied retroactively with restatement of comparative numbers. As the adjustments are not material, management has chosen to apply the new policy to events and transactions from the date of origin of such items and a cumulative adjustment representing the effect of the change on prior periods was reflected in the current year. This change resulted in decreases to tangible capital assets of \$440,931, deferred revenue of \$72,993 and annual operating surplus of \$367,938.

MEDICINE HAT COLLEGE
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2020

Note 4 Cash and Cash Equivalents

	<u>2020</u>	<u>2019</u>
Cash on hand	\$ 1,840	\$ 13,140
Bank balances	3,911,626	1,581,892
	<u>\$ 3,913,466</u>	<u>\$ 1,595,032</u>

Note 5 Portfolio Investments

	<u>2020</u>	<u>2019</u>
Portfolio investments - non-endowment	\$ 22,214,175	\$ 26,000,749
Portfolio investments - restricted for endowments	9,661,378	9,769,854
	<u>\$ 31,875,553</u>	<u>\$ 35,770,603</u>

The composition of portfolio investments is as follows:

	<u>2020</u>			
	<u>Level 1</u>	<u>Level 2</u>	<u>Level 3</u>	<u>Total</u>
Portfolio investments at fair value				
Canadian equity fund	\$ -	\$ 5,654,941	\$ -	\$ 5,654,941
Foreign equity fund	-	8,893,710	-	8,893,710
Bond fund	-	7,036,741	-	7,036,741
Portfolio investments at cost or amortized cost				
Bank balances	\$ 90,140	\$ -	\$ -	\$ 90,140
Money market	200,021	-	-	200,021
Short-term GIC's	10,000,000	-	-	10,000,000
	<u>\$ 10,290,161</u>	<u>\$ 21,585,392</u>	<u>\$ -</u>	<u>\$ 31,875,553</u>
	<u>32%</u>	<u>68%</u>	<u>0%</u>	<u>100%</u>

MEDICINE HAT COLLEGE
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2020

Note 5 Portfolio Investments (continued)

		2019			
		Level 1	Level 2	Level 3	Total
Portfolio investments at fair value					
Canadian equity fund	\$	-	\$ 6,148,291	\$ -	\$ 6,148,291
Foreign equity fund		-	8,173,556	-	8,173,556
Bond fund		-	6,408,874	-	6,408,874
Portfolio investments at cost or amortized cost					
Bank balances	\$	80,639	\$ -	\$ -	\$ 80,639
Money market		959,243	-	-	959,243
Short-term GIC's		14,000,000	-	-	14,000,000
	\$	<u>15,039,882</u>	\$ <u>20,730,721</u>	\$ <u>-</u>	\$ <u>35,770,603</u>
		<u>42%</u>	<u>58%</u>	<u>0%</u>	<u>100%</u>

Short-term GIC's held at June 30, 2020 were earning 2.20% (2019 – 2.53%). The average days to maturity were 364 days (2019 – 364 days).

The effective annual rate of earnings on portfolio investments at June 30, 2020 was 3.76% (2019 4.01%) determined on a weighted average basis.

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 in 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).

Note 6 Financial Risk Management

The College is exposed to a variety of financial risks, including market risks (price risk, currency risk and interest rate risk), credit risk, and liquidity risk. To manage these risks, the College invests in a diversified portfolio of investments that is guided by established investment policies that outline risk and return objectives. The long term objective of the College's investment policies is to achieve a long term real rate of return in excess of fees and expenses and maintain the real value of the fund.

The College is exposed to the following risks:

Market price risk

Market price risk is 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 the market prices. The sensitivity rate is determined using the historical annualized standard deviation for the total fund as determined by the investment advisor. At June 30, 2020, if market prices had a 1% (2019 – 1%) increase or decrease, with all other variables held constant, the increase or decrease in the market value of the investment portfolio for the year would have been a total of \$206,277 (2019 - \$202,456).

Foreign currency risk

The College does not hold investments denominated in foreign currency. The College does maintain a foreign bank account to pay invoices in foreign currency; however, the risk exposure to foreign currency fluctuations is minimal.

Credit risk

Counterparty credit risk is the risk of loss arising from the failure of a counterparty to fully honor 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 relatively low as the majority of balances are due from government agencies and corporate sponsors. Credit risk from tuition is managed through restricted enrolment activities for students with delinquent balances and maintaining standard collection procedures.

Note 6 Financial Risk Management (continued)

The credit risk on investments held are as follows:

	2020		2019	
	Money Market	Bond Fund	Money Market	Bond Fund
Credit rating				
AAA	0.0%	6.1%	57.3%	1.0%
AA	34.1%	52.5%	0.0%	53.5%
A	38.3%	33.5%	42.7%	45.5%
BBB	27.6%	7.9%	0.0%	0.0%
Not rated	0.0%	0.0%	0.0%	0.0%
Balance, end of year	100.0%	100.0%	100.0%	100.0%

Liquidity risk

Liquidity risk is the risk that the College will encounter difficulty in meeting obligations associated with its financial liabilities. The College maintains a short-term line of credit to ensure that funds are available to meet current and forecasted financial requirements in the most cost effective manner.

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. Interest risk on the College's debt is managed through fixed-risk agreements with Alberta Capital Finance Authority (Note 8).

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

	Less than 1 year	1 to 5 years	Greater than 5 years	Average effective market yield
Short-term GIC's	100.0%			2.20%
Money market	100.0%			0.91%
Long-term investments		41.2%	58.8%	1.41%

Note 7 Employee Future Benefit Liabilities

Leave Plan

The College has a leave plan available to any eligible employee called the Deferred Salary Leave Program (DSLPP). The DSLPP allows an employee to defer a specified monthly amount, or an annual percentage of annual regular gross salary up to a maximum of 33 1/3 percent. The total period of the deferral cannot exceed a maximum of six years. As of June 30, 2020 there were no employees participating in this program.

Multi-Employer Pension Plans

The Local Authority Pension Plan (LAPP) is a multi-employer contributory defined benefit pension plan for support staff members and is accounted for on a defined contribution basis. At December 31, 2019, the LAPP reported an actuarial surplus of \$7,913,261,000 (2018 - \$3,469,347,000). An actuarial valuation of the LAPP was carried out as at December 31, 2018 and was then extrapolated to December 31, 2019. The pension expense recorded in these consolidated financial statements is \$2,563,217 (2019 - \$2,747,764).

MEDICINE HAT COLLEGE
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2020

Note 8 Debt

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

			2020	2019
	Maturity	Interest Rate	Amortized Cost	Amortized Cost
Debentures payable to Alberta Capital Finance Authority:				
Student residences	May 2027	6.25%	\$ 1,772,691	\$ 1,969,948

Principal and interest repayments in each of the next five years and thereafter are as follows:

		Principal	Interest		Total
2021	\$	209,585	110,793	\$	320,378
2022		222,684	97,694		320,378
2023		236,603	83,776		320,379
2024		251,390	68,988		320,378
2025		267,102	53,277		320,378
Thereafter		585,327	55,429		640,756
	\$	1,772,691	\$ 469,957	\$	2,242,647

Collateral for all long-term debt is the title to student residence land and buildings.

Interest expense on debt is \$121,096 (2019 - \$132,817) and is included in the consolidated statement of operations.

MEDICINE HAT COLLEGE
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2020

Note 9 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	\$ 8,671,449	\$ 1,594,519	\$ 10,265,968	\$ 6,319,952
Grants, tuition, donations received	5,012,142	1,218,621	6,230,763	11,341,280
Restricted investment income	514,134	-	514,134	570,132
Transfers	-	-	-	-
Unrealized (losses) gains on restricted grants and donations	(273,314)	-	(273,314)	191,896
Transferred to endowments	(39,666)	-	(39,666)	(100,638)
Transferred to spent deferred capital contributions	(417,194)	-	(417,194)	(728,476)
Recognized as revenue	(4,438,083)	(1,594,519)	(6,032,602)	(7,328,178)
Balance, end of year	<u>\$ 9,029,468</u>	<u>\$ 1,218,621</u>	<u>\$ 10,248,089</u>	<u>\$ 10,265,968</u>

Note 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	\$ 44,174,169	\$ 46,352,257
Transfers from unspent externally restricted grants and donations	417,194	728,476
Expended capital recognized as revenue	(2,927,704)	(2,906,564)
Spent deferred capital contributions, end of year	<u>\$ 41,663,659</u>	<u>\$ 44,174,169</u>

MEDICINE HAT COLLEGE
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2020

Note 11 Tangible Capital Assets

		2020						
		Land	Buildings and renovations	Site improvements	Furniture and equipment	Systems planning and development	Library acquisitions	Total
Cost								
Beginning of year	\$	1,553,000	\$ 111,362,104	\$ 15,350,746	\$ 21,621,277	\$ 1,677,665	\$ 6,423,311	\$ 157,988,103
Additions		-	489,171	954,996	1,447,800	213,872	74,107	3,179,947
Disposals, including write-downs and transfers		-	(1,152,044)	-	(3,027,112)	-	(27,697)	(4,206,853)
		<u>1,553,000</u>	<u>110,699,231</u>	<u>16,305,742</u>	<u>20,041,965</u>	<u>1,891,537</u>	<u>6,469,721</u>	<u>156,961,197</u>
Accumulated Amortization								
Beginning of year		-	57,589,616	10,426,800	14,903,656	1,451,029	5,698,452	90,069,553
Amortization expense		-	3,129,082	360,827	1,766,372	42,169	194,039	5,492,489
Effect of disposals		-	-	-	(2,516,784)	-	(27,697)	(2,544,481)
		<u>-</u>	<u>60,718,698</u>	<u>10,787,627</u>	<u>14,153,244</u>	<u>1,493,198</u>	<u>5,864,794</u>	<u>93,017,561</u>
Net book value at June 30, 2020	\$	<u>1,553,000</u>	<u>\$ 49,980,533</u>	<u>\$ 5,518,115</u>	<u>\$ 5,888,721</u>	<u>\$ 398,339</u>	<u>\$ 604,927</u>	<u>\$ 63,943,636</u>
		2019						
		Land	Buildings and renovations	Site improvements	Furniture and equipment	Systems planning and development	Library acquisitions	Total
Cost								
Beginning of year	\$	1,553,000	\$ 110,341,503	\$ 15,350,746	\$ 20,850,544	\$ 1,580,696	\$ 6,458,675	\$ 156,135,164
Additions		-	1,020,601	-	1,896,117	136,049	89,423	3,142,191
Disposals, including write-downs and transfers		-	-	-	(1,125,384)	(39,080)	(124,787)	(1,289,250)
		<u>1,553,000</u>	<u>111,362,104</u>	<u>15,350,746</u>	<u>21,621,277</u>	<u>1,677,665</u>	<u>6,423,311</u>	<u>157,988,104</u>
Accumulated Amortization								
Beginning of year		-	54,490,682	10,102,573	14,103,259	1,427,863	5,588,225	85,712,602
Amortization expense		-	3,098,934	324,227	1,888,881	23,166	235,014	5,570,222
Effect of disposals		-	-	-	(1,088,484)	-	(124,787)	(1,213,271)
		<u>-</u>	<u>57,589,616</u>	<u>10,426,800</u>	<u>14,903,656</u>	<u>1,451,029</u>	<u>5,698,452</u>	<u>90,069,553</u>
Net book value at June 30, 2019	\$	<u>1,553,000</u>	<u>\$ 53,772,488</u>	<u>\$ 4,923,946</u>	<u>\$ 6,717,621</u>	<u>\$ 226,636</u>	<u>\$ 724,859</u>	<u>\$ 67,918,551</u>

No interest was capitalized by the College in 2020 (2019 – nil).

Included in buildings and renovations is \$1,013,944 (2019 - \$1,840,793) recorded as construction in progress which is not amortized as the assets are not in service.

MEDICINE HAT COLLEGE
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2020

Note 12 Net Assets

	Accumulated surplus (deficit) from operations	Internally restricted surplus	Investment in tangible capital assets	Endowments	Total
Net assets, at June 30, 2018	\$ 4,149,649	\$ 11,681,000	\$ 21,914,704	\$ 8,895,675	\$ 46,641,027
Annual operating surplus	719,347	-	-	-	719,347
Transfer to endowments	-	-	-	123,915	123,915
Gifts of endowment principal	-	-	-	229,412	229,412
Net transfers	170,000	(170,000)	-	-	-
Internally funded acquisition of capital assets	(2,374,635)	-	2,374,635	-	-
Debt - repayment	(185,653)	-	185,653	-	-
Net book value of asset disposals	36,900	-	(36,900)	-	-
Amortization of internally funded capital assets	2,663,658	-	(2,663,658)	-	-
Change in accumulated remeasurement gains	(44,640)	-	-	-	(44,640)
Net assets, at June 30, 2019	<u>\$ 5,134,626</u>	<u>\$ 11,511,000</u>	<u>\$ 21,774,434</u>	<u>\$ 9,249,001</u>	<u>\$ 47,669,061</u>
Annual operating surplus (deficit)	(2,967,681)	-	-	-	(2,967,681)
Transfer to endowments	-	-	-	16,068	16,068
Gifts of endowment principal	-	-	-	47,984	47,984
Net transfers	109,000	(109,000)	-	-	-
Internally funded acquisition of capital assets	(1,610,708)	-	1,610,708	-	-
Debt - repayment	(197,257)	-	197,257	-	-
Net book value of asset disposals	510,327	-	(510,327)	-	-
Amortization of internally funded capital assets	2,564,784	-	(2,564,784)	-	-
Change in accumulated remeasurement gains	(479,981)	-	-	-	(479,981)
Net assets, at June 30, 2020	<u>\$ 3,063,110</u>	<u>\$ 11,402,000</u>	<u>\$ 20,507,288</u>	<u>\$ 9,313,053</u>	<u>\$ 44,285,451</u>
Net assets is comprised of:					
Accumulated surplus	2,359,062	11,402,000	20,507,288	9,313,053	43,581,403
Accumulated remeasurement gains	704,048	-	-	-	704,048
	<u>\$ 3,063,110</u>	<u>\$ 11,402,000</u>	<u>\$ 20,507,288</u>	<u>\$ 9,313,053</u>	<u>\$ 44,285,451</u>

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

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 and do not have interest allocated to them.

MEDICINE HAT COLLEGE
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2020

Note 12 Net Assets (continued)

Internally restricted net assets with significant balances include:

	<u>2020</u>	<u>2019</u>
Non-Capital:		
Contingency	\$ 2,500,000	\$ 2,500,000
Degree Completion	<u>451,000</u>	<u>500,000</u>
	2,951,000	3,000,000
Capital:		
Generations	6,000,000	6,000,000
Enterprise Resource Planning Software	2,000,000	2,000,000
Ancillary services - student residence and related parking	266,000	266,000
Ancillary services - parking	<u>185,000</u>	<u>245,000</u>
	<u>8,451,000</u>	<u>8,511,000</u>
	<u>\$ 11,402,000</u>	<u>\$ 11,511,000</u>

Note 13 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 recorded 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.

MEDICINE HAT COLLEGE
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2020

Note 14 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.

Estimated amounts that will be received or receivable for each of the next five years and thereafter are as follows:

	2020		
	Operating Leases	Other Contracts	Total
2021	\$ 98,190	\$ 78,300	\$ 176,490
2022	31,984	64,300	96,284
2023	25,000	33,800	58,800
2024	-	27,300	27,300
2025	-	10,000	10,000
	<u>\$ 155,174</u>	<u>\$ 213,700</u>	<u>\$ 368,874</u>

Note 15 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 amounts payable for the unexpired terms of these contractual obligations are as follows:

	2020		
	Service Contracts	Capital Contracts	Total
2021	\$ 2,630,343	\$ -	\$ 2,630,343
2022	1,736,153	-	1,736,153
2023	1,157,070	-	1,157,070
2024	474,243	-	474,243
2025	1,364,767	-	1,364,767
	<u>\$ 7,362,576</u>	<u>\$ -</u>	<u>\$ 7,362,576</u>

MEDICINE HAT COLLEGE
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2020

Note 16 Expense by Object

The following is a summary of expense by object.

	2020		2019
	Budget	Actual	Actual
(Note 21)			
Salaries and benefits	\$ 37,766,450	\$ 39,500,568	\$ 36,233,933
Supplies and services	9,678,950	8,498,190	9,620,651
Maintenance and repairs	2,046,900	1,469,918	2,846,745
Utilities	1,085,500	1,041,259	1,231,247
Scholarships and bursaries	620,500	830,747	617,823
Interest on long-term liabilities	123,200	121,096	132,817
Cost of goods sold	1,439,050	1,032,551	1,255,532
Amortization of capital assets, including loss on disposals	5,523,900	6,002,815	5,607,122
	<u>\$ 58,284,450</u>	<u>\$ 58,497,143</u>	<u>\$ 57,545,869</u>

Note 17 Funds Held on Behalf of Others

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

	2020	2019
Further Education Council	\$ 39,794	\$ 20,004
Alberta Student Services Conference	-	93
Students' Association	-	827,597
Faculty Association	(1,564)	10,987
Conservatory Groups	70,718	69,097
French Language Coordinator	-	(637)
Association of Continuing Care Educators	45,177	45,177
Thrive	-	-
College Players	-	1,644
Rattler Athletic Academies	-	(9,053)
	<u>\$ 154,125</u>	<u>\$ 964,909</u>

MEDICINE HAT COLLEGE
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2020

Note 18 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 transactions with these entities and individuals in the normal course of operations and on normal terms.

During the year, the College's key management personnel and their close family members did not have any material transactions with either Medicine Hat College, the Medicine Hat College Foundation or other Government of Alberta reporting entities that occurred at a value that was different from that which would have been arrived at if the parties were unrelated.

During the year, the College conducted business transactions with related parties, including Ministries of the Province of Alberta and other Alberta post-secondary institutions. The revenues and expenses incurred for these have been included in the consolidated statement of operations but have not been separately quantified. These transactions were entered into on the same business terms as with non-related parties and are recorded at fair market value.

The College has long-term liabilities with Alberta Capital Finance Authority as described in Note 8.

Note 19 Government transfers

	<u>2020</u>	<u>2019</u>
Grants from Government of Alberta		
Advanced Education:		
Operating	\$ 34,448,533	\$ 34,310,876
Capital	1,528,508	6,217,993
Total Advanced Education	<u>35,977,041</u>	<u>40,528,869</u>
Other post-secondary Institutions	<u>430,924</u>	<u>440,611</u>
Other Government of Alberta departments and agencies:		
Environment and Parks	-	25,000
Economic Development and Trade	64,000	-
Culture and Tourism	205,537	200,128
Other	59,933	106,413
Total other Government of Alberta departments and agencies	<u>329,470</u>	<u>331,542</u>
Total contributions received	36,737,434	41,301,022
Add: restricted expended capital recognized as revenue	2,743,188	2,715,266
Add (less): deferred contributions	<u>(883,777)</u>	<u>(4,288,992)</u>
	<u>\$ 38,596,845</u>	<u>\$ 39,727,295</u>
Federal and other government grants:		
Contributions received	26,137	321,739
Add: restricted expended capital recognized as revenue	136,132	139,022
Add (less): deferred contributions	<u>41,384</u>	<u>(302,093)</u>
	<u>\$ 203,652</u>	<u>\$ 158,668</u>

MEDICINE HAT COLLEGE
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2020

Note 20 Salary and Employee Benefits

	2020				2019
	Base Salary ⁽¹⁾	Other Cash Benefits ⁽²⁾	Other Non-cash Benefits ⁽³⁾	Total	Total
Governance ⁽⁴⁾					
Chairman of Board	\$ -	\$ 4,050	\$ 92	\$ 4,142	\$ 4,528
Board (10 members)	-	17,700	458	18,158	20,826
Executive					
President/CEO	218,500	-	37,975	256,474	233,833
Vice Presidents:					
Vice-President, Academic ⁽⁵⁾	210,941	37,287	17,010	265,239	165,865
Vice-President, Advancement & Community Relations ⁽⁶⁾	-	-	-	-	397,626
Vice-President, Administration & Finance	181,807	-	31,640	213,447	182,940
Associate Vice-President, Student Development ⁽⁶⁾	-	-	-	-	179,944

1) Base Salary includes pensionable base pay.

2) Other Cash Benefits include vacation payouts, cell phone allowances, honoraria where applicable and other lump sum payments.

3) Other Non-cash Benefits include the employer's share of all other employee benefits and contributions or payments made on behalf of employees including pension, health care, dental, group life insurance, employment insurance and remission of tuition fees.

4) The chair and members of the Board of Governors receive no remuneration for participation on the board. Other cash benefits consist only of honorariums.

5) Two individuals occupied this position in the current fiscal year.

6) Positions have been eliminated.

Note 21 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.

Note 22 Approval of Consolidated Financial Statements

These consolidated financial statements were approved by the Board of Governors of Medicine Hat College.

Note 23 Comparative Figures

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

Note 24 Impact of COVID-19 Pandemic

The COVID-19 pandemic is complex and rapidly evolving and has created an overall economic slowdown across Alberta and the rest of the world and caused material disruption to Medicine Hat College. 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 financial position and operations.



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