

CUMBERLAND COLLEGE ANNUAL REPORT

2017-18



# Vision

Dream, Believe, Achieve, and Inspire

# Mission

Cumberland College, in collaboration with partners, is committed to providing lifelong learning opportunities today, that prepare individuals and communities for tomorrow.

# Values

The following values support Cumberland College's work with students and communities. These values inform everything the college does.

**Accessibility** - Cumberland College believes accessibility is its core, fundamental value. For Cumberland College, accessibility means a number of things. It means having campuses in three communities throughout our region. It also means "reaching out" to other communities - and particularly First Nations and Métis communities - to offer programming on-site in a culturally-relevant manner (which ensures the accessibility of curriculum). Accessibility also means meeting students exactly where they are (in terms of their preparedness for post-secondary studies) - assessing their strengths, building upon these strengths, and moving students along toward their desired goals. In terms of accessibility, Cumberland College will strive to eliminate barriers to learners and to ensure all of our programs and services are as accessible as possible.

**Learning-Centered** - Cumberland College strives to be learner-centred, putting learners' needs first and foremost in everything we do. We are a learning organization wherein learning and the needs of the learner direct all College activities. All students, staff, and Board members are learners. We believe learning creates positive change and personal growth.

**Innovative and Continuous Improvement** - Cumberland College believes the spirit of innovation and continuous improvement is essential. Innovation is being open to and engaging in new ideas and ways of practice. Innovation is realized in the classroom through to the Boardroom resulting in learner success. Continuous improvement is realized through an ongoing engagement with Lean processes around excellence, efficiency, and quality.

**Collaboration** - Cumberland College is a collaborative organization and continually seeks to work in partnership and collaboration with other community groups and agencies, societies, and government departments to address the training and research needs in Northeast Saskatchewan. The College believes collaboration is a process of mutually respectful, shared decision-making.

**Ethical Stewardship** - Cumberland College practices ethical stewardship in the management of resources (human, physical, and financial) in a transparent, accountable manner in accordance with regulatory practices and the College's Code of Ethics.

**High Quality Teaching** - Cumberland College believes high quality teaching is central to the teaching and learning process and prides itself on providing high quality teaching to its learners. To facilitate high quality teaching, Cumberland College will support instructors in a variety of ways and encourage instructors to engage in professional development related to their instructional assignments.

**Healthy and Engaged Employees** - Healthy and engaged employees are critical to undertaking the core activities of Cumberland College. As such, Cumberland College believes in providing a healthy work environment which fosters creativity, happiness, and a general sense of satisfaction. Cumberland College also believes in promoting a strong sense of work-life balance.

**Learning Organization** - Cumberland College is a learning organization. As a learning organization Cumberland College is a place where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where employees are continually learning to see the whole together.



Indigenous Access Transition Certificate Student

## Table of Contents

Letter of Transmittal	5
Board of Directors	6
Message from the Chairperson and President	8
Operating Environment	10
Strategic Plan	12
First Nations and Métis Advisory Council	18
Elders in Residence	20
Inclusive Programming	22
Learner Services	24
Language Instruction for Newcomers	28
Adult Basic Education	30
Technical Programs	32
University	34
Continuing Studies and Contract Training	37
Scholarships	38
Human Resources	40
Financial Performance	45
Audited Financial Report	46
Performance Measures	72
Glossary of Terms	81

## Letter of Transmittal

December 1, 2018

Honourable Tina Beaudry-Mellor  
 Minister of Advanced Education  
 Room 307, Legislative Building  
 2405 Legislative Drive  
 Regina, SK S4S 0B3

Dear Minister Beaudry-Mellor:

On behalf of the Cumberland College Board of Directors, Management and Staff, and in accordance with Section 16 of the *Regional Colleges Act* and Section 19 of the *Regional Colleges Regulations*, I am pleased to present our Annual Report for the year ending June 30, 2018.

We are proud of our achievements during this past fiscal year. These achievements reflect our commitment to providing quality lifelong learning opportunities which prepare individuals and communities for tomorrow.

Respectfully submitted,

Corinna Stevenson  
 Chairperson, Board of Directors

Enclosure

# Board of Directors



## 2017-18 Board of Directors

Front Row: Corinna Stevenson, Marcel Head, Sharon Meyer, Mike Botterill  
Back Row: Tom Weegar

Missing: Joe Taylor

Incoming Members (June 2018): David Trann, Lori Kidney and Kim Keller

## Board Appointments

Chairperson: Corinna Stevenson  
Vice-Chairperson: Marcel Head

## 2017-18 Board Activities

Regular Board Meetings: 7  
Special Board Meetings: 4  
(1 AGM + 1 MLA Meeting + 1 Ministry Meeting  
+ 1 Strategic Planning)  
Annual General Meeting: June 4, 2018

## Board Highlights/Activities

Despite the strained financial context we and all Saskatchewan Post-Secondary institutions continued to face in 2017/2018, Cumberland College continued to offer quality education and training to meet the workforce, economic and lifelong learning needs of our communities.

An area of strength for our College is an embedded culture of good governance. Our Board's effectiveness stems not only from strong, qualified and dedicated members, but also from a series of best practices that we have successfully implemented into our governance processes in recent years. This past year, board renewal and succession planning was a key focus area. An intentional board renewal strategy is in place that includes continually refreshing the competency matrix profile of the entire Board, to identify strengths and gaps in competencies. This competency matrix is then used in the renewal process, specifically to search for ideal candidates with the skills and attributes to close the gap. An evergreen potential candidate list is now maintained utilizing a self-perpetuating approach (current Board members recommend new recruits). As of July 1, 2018 Cumberland College welcomes a full Board compliment for the first time in several years!

Three points of pride to highlight for our College, this past year, include:

- Development of a new vision statement that involved comprehensive consultations and feedback processes from all areas of the organization (Elders, Committees, staff and students). Dream, Believe, Achieve and Inspire-four words that capture the College's character and our aspirations for the future.
- Continuation on our indigenization journey through the implementation of an Elders-In-Residence program that saw both First Nations and Métis Elders on-site at all our campuses weekly, in a structured and active way.
- Development and achievement of a balanced budget, no easy feat in light of declining operating grant funding.

Looking ahead, we will continue to focus our energy on talent management strategies, in particular recruitment of a new President/CEO, financial sustainability and influencing an atmosphere of collaboration within our college and the advanced education system as a whole.

---

***Our Board's effectiveness stems not only from the strong, qualified and dedicated members, but also from a series of best practices that we have successfully implemented into our governance processes in recent years.***

---

# Message from the Chairperson and President

Cumberland College is a publicly-funded institution with a mission to provide, in collaboration with partners, quality lifelong learning opportunities today that prepare individuals and communities for tomorrow. As a college, we are committed to providing quality programs and services that are accessible, affordable, responsive, relevant, and flexible.

Education and training are fundamental to the advancement of individuals, communities, and society. Cumberland College plays a pivotal role in providing the education and training required by the citizens and communities in northeastern Saskatchewan and, consequently, the advancement of the socio-economic development in the region, province, and nation. This breadth and depth of involvement is a tribute to the faculty and staff of the College.

In 2017-18, Cumberland College strategic planning teams, each comprised of a cross-section of employees representing both faculty and administration, developed tactical plans to guide the College's new five-year strategic plan. The strategic directions of the Strategic Plan focus on offering a signature staff experience; placing students first and making a bold promise to students; driving innovation, entrepreneurship, and community responsiveness; leveraging resources to ensure smart stewardship and a truly sustainable college; and leading the conversation about inclusion (which includes our Indigenizing the College initiative).

The College continues to work collaboratively with other regional colleges in the province to increase efficiencies, reduce duplication of services, and share best practices in difficult fiscal times. The College also saw the departure of Dr. Thomas Weegar, President and CEO, at the end of March. Lynn Verklan, the Director of Finance and Administration, has taken on the added role of Interim CEO/President until a new President is hired.

Some highlights of the year are:

- All ABE and Technical Program students were offered practical application experiences to complement their studies and to increase their employability.
- The overall student satisfaction survey indicated that 100% of students rated their satisfaction as good to excellent.
- ABE credit programs had an 81.9% Indigenous participation rate and ABE Indigenous Graduates representing 68.9% of all ABE Graduates. Institute Credit programs had 32.2% Indigenous participation rate and University Studies had a 39.6% Indigenous participation rate (the percentage of Indigenous people within the Cumberland College region is 17%).
- Learner Services saw a dramatic increase in student contacts with 18,761 Learner Services Contacts, exceeding the three-year baseline by 45%, reflecting the focus on student retention and success by holistically supporting students. Typical student contact would revolve around issues impacting retention-financial, academic, and personal- and staff and external contacts focused on student case management, referrals, student follow-up, and community networking.
- The College continued to evolve the maturity of its risk management capabilities; the risk governance process remains a strategic initiative for Cumberland College. The established Risk Appetite was used to guide the College in strategic decision making. Management mitigated risk through operational evaluation and direction and reported progress quarterly to the Board of Directors.



Lynn Verklan (Interim CEO), Corinna Stevenson (Chairperson) & Marcel Head (Vice-Chairperson)

- Through the generous support of the RBC Foundation, Cumberland College continued with year two of the Elders-in-Residence initiative. First Nations and Métis Elders were available on each campus each week sharing knowledge with staff and students.
- Recognition of and successful events were planned around Orange Shirt Day in September and Missing and Murdered Indigenous Women/Red Dress Day in March on International Women's Day. These events engaged the communities and brought better understanding of indigenous history, in recognition of Truth and Reconciliation.

The Board and College staff are proud to present the College's 2017-18 Annual Report. The pages of this annual report tell the story of our student and community successes through pictures, graphics and numbers and we encourage you to read on and join us in celebrating our successes.

Sincerely,

Ms. Corinna Stevenson  
Chairperson, Board of Directors

Ms. Lynn Verklan  
Interim CEO/President

## Operating Environment

After a few years of negative growth in Saskatchewan, the provincial economy started to turn around in 2017-18; however, provincial funding levels and balancing the budget without accessing internally restricted operating reserves required tight fiscal management in College operations. Nevertheless, enrolment in Cumberland College's programs continued to be solid, and most programming ran at capacity in both Adult Basic Education (ABE) and Technical Programs. The demand for technical and skilled training programs continued to be high, highlighting the need for the programs which Cumberland College offered to its region.

Cumberland College continued to focus on programming partnerships with First Nations communities and addressing the ABE waitlist by leveraging funding available through First Nations resources. The College offered the First Nation University of Canada's IATEC (Indigenous Access Transition Education Certificate) with 17 full-time and 8 part-time students enrolled. In partnership with both the University of Regina and the North East School Division (NESD), the College started a second four-year Bachelor of Education program in September 2017 with 36 students. Skills training programming was varied and responsive to the labour market need of the region.

Cumberland College embarked on the first year of its new five-year Strategic Plan. This Strategic Plan involves five significant Strategic Directions (these Strategic Directions are described more fully in the following section). As a result of these five Strategic Directions, Cumberland College is meeting the needs of students and maximizing success in running innovative programming while meeting the needs of the region.

As a result of continued innovative programming and strong enrolment in 2017-18, the campuses at Melfort, Tisdale, and Nipawin were utilized to full capacity. In fact, in some instances, to undertake community-based programming we have had to rent facilities external from our campuses. Certainly expansion of future programming will require renting space in the various communities.

Regional Colleges continued to work collaboratively in a number of areas to achieve efficiencies, avoid duplication, and implement best practices. The provincial Human Resource Committee developed a provincial labour relations strategy that will provide a platform for further sharing. Cumberland participated on the provincial Sector Planning Committee that strives to ensure that program delivery is aligned with both regional and provincial labour market demand across the province. Colleges continued to explore joint tendering opportunities and work with the Ministries of Advanced Education and Immigration and Career Training (formerly Economy) on standardized reporting.



Practical Nursing Students

# Strategic Plan

Cumberland College concluded its 2014-2017 Strategic Plan and, early in 2017, began a comprehensive strategic planning process for its next Strategic Plan. Through a comprehensive consultation planning process, Cumberland College produced a new and exciting Strategic Plan, which began on July 1, 2017.

Through its current 2017-2022 Strategic Plan, Cumberland College has five innovative strategic directions. These five strategic directions (in no order of priority) are as follows:

- Offer a signature staff experience;
- Place students first and make a bold promise to students;
- Drive innovation, entrepreneurship, and community responsiveness;
- Leverage resources to ensure smart stewardship and a truly sustainable college; and
- Lead the conversation about inclusion.

As well, Cumberland College's First Nations and Métis Advisory Council (FNMAC) undertook a strategic planning process and developed a number of tactical initiatives. Rather than separate these initiatives into a separate FNMAC strategic plan, the College and FNMAC decided to integrate these initiatives into the College's overall strategic plan.

To move these strategic directions along, Cumberland College established "strategy teams" and "team leaders" to oversee each of these areas and to help implement our Strategic Plan. Each of Cumberland College's five strategic directions are described below, along with the strategic initiatives undertaken for each strategic direction.

## Strategic Direction #1 - Offer a Signature Staff Experience

Staff (Faculty, Support Staff, and Administrators) at Cumberland College are our greatest resource. Cumberland College staff are well-trained, dedicated to student success, and help to move along the College's strategic directions. Cumberland College staff are professionals, part of a professional learning community and passionate about the work they do. A progressive and innovative place to work, Cumberland College staff are involved and engaged in the College decision-making and activities through shared leadership. In addition, Cumberland College committed to supporting the health and well-being of our employees by investing in wellness strategies that include increased physical fitness opportunities, empowering staff to take charge of their personal health and wellness, and encouraging staff to challenge themselves and focus on personal growth. Priding ourselves on prevention of harassment and violence within the workplace, Cumberland College continues to improve our risk management capabilities and lead the College sector in Enterprise Risk Management (ERM); our goal is simple – ensure Cumberland College is a safe, engaging and fulfilling place to work.

During the 2017-18 academic year the Offer a Signature Staff Experience strategic direction committee focused on supporting the staff in their pursuit of professional development, promoting a safe and healthy work environment, promoting a friendly, team environment for staff, enhancing staff communication and, sharing and providing leadership opportunities for staff. Specifically in 2017-18, the College:

- Provided instructions staff with time and opportunity to formalize Professional Development Communities to share their knowledge and successes with peers. ABE instructional staff had voluntary PLC'S on math and technology.
- Delivered 'Lunch and Learns' at all campuses on a variety of topics, including computer 'hacks'/tips

and tricks, Indigenous teaching, etc. Over 40 Elder-in-Residence lunch and learns/events were held across all campuses.

- Established staff and student walking competitions to encourage exercise amongst staff and students. Inter-Campus competitions were held in spring 2018 with 125 walkers participating over 19 days.
- Used email tips and links to you-tube videos for short educational material around anti-harassment, anti-violent work place and inclusion. Videos on inclusion were shared with staff on May 1, 2018 and with the Board after a suggestion was received from a staff member.
- Reviewed and updated each campus's Emergency Management Plans with partners, where applicable.
- Conducted staff satisfaction surveys through bi-annual staff satisfaction surveys.
- Planned two staff potluck lunches at each campus to encourage staff to mingle and get to know one another as people.
- Explored budget availability for monthly staff coffee parties. Monthly staff coffee parties were held at all three core locations from February to May, 2018.

Note: Offer a Signature Staff Experience strategic direction is a new strategic direction for Cumberland College and was not mentioned in our previous Strategic Plan.

## Strategic Direction #2 – Place Students First and Make a BOLD Promise to Students

Cumberland College students take an active role to their postsecondary education and the College continues to establish new ways to gather their feedback. We actively use student input to enhance the quality and integrity of their experience throughout their engagement with the College (starting with our strategic planning processes). Student success and satisfaction lies at the heart of what we do at Cumberland College and, as such, we will continue to support and nurture teaching excellence, work directly with students to foster a sense of growth and development and develop our extremely successful Strategic Enrolment Management (SEM) initiative, with a focus on retention of students. Moreover, Cumberland College promises to assist students to transition either from the College to another institution or into the workforce. This is the third important facet of Strategic Enrolment Management (the first two being recruitment and retention).

Throughout the 2017-18 academic year, The Students First – Make a Bold Promise to Students committee:

- Continued to work on identifying and reducing institutional barriers to student recruitment, retention and employment by examining policies, procedures and language that potentially negatively impacts retention and recruitment. As a result, the student exit survey was modified to include questions regarding data sought. Cumberland College's Manager of ABE/Literacy made a commitment to reviewing policies for language that may negatively impact retention and recruitment and sharing those findings with the larger committee and the College Leadership Council. Additionally, ABE intake and registration policies were flagged as needing to go through an internal LEAN event.
- Ensured that program planning council offers programs based on regional needs and are delivered with quality, innovation, accessibility and student employability at the forefront. Cumberland College's Learner Services department continues to purchase the Sask. Trends Monitor to share with Managers and Program Planning Council. Trends were reviewed/continue to be reviewed and considered when making program plans. Students were and will continue to be asked to participate in Leadership Council Meetings to gather feedback regarding experiences at the College. Staff were/will continue to be surveyed at the fall General staff meeting regarding input into the Students First strategy team

and College program plans.

- Committed to creating consistency throughout all College programs and campuses in regard to staff and faculty accessibility, and procedures to ensure and enhance student retention. Staff were asked to sign consent to have their photo and job title available through an on-line directory for staff and student use. A campus-wide welcome orientation was held on September 19, 2017 for all staff and students with the goal of working together to build campus community. In June, Cumberland College's Manager of Learner Services presented data on 15 best practices for student retention and recruitment with the committee targeting three goals for the 2018-19 academic year. In addition, the committee made a commitment to reviewing other college and post-secondary websites to gauge best practices and, continue to research best practices in student engagement and enhancing student experiences.
- Continued to develop a consistent holistic approach to student support from very early inquiries to alumni support with an emphasis on increasing student satisfaction. Particular focused attention on the revision of the student satisfaction survey and exit survey to collect data needed to review student perceptions of the College, our student support services and our approach to providing a holistic educational experience.
- Focused on increasing and enhancing student's social networks and sense of community connections by planning a first and second semester welcome BBQ's for all staff and students. In addition, a list of potential on and off-campus community activities were created by the committee to be shared by the local advisor during orientation.
- Determined objectives to developing a comfortable, memorable and relevant learning experiences inside and outside the classroom. A plan to hold student focus groups was developed to take place in October 2018 to assist in the gathering of feedback on current practices and for enhancement moving forward. Options for managers to support opportunities for staff networking, sharing ideas and best practices were discussed with a plan to present at Leadership Council.
- Increased opportunities for student engagement by making plans to review the student exit survey and set real, realistic and relevant goals, moving forward.

Note: Cumberland College's previous strategic directions of Strategic Enrolment Management (SEM) and Undertaking New and Innovative Programs have both evolved into the Students First strategic direction.

### Strategic Direction #3 – Drive Innovation, Entrepreneurship, and Community Responsiveness

Cumberland College sees itself as an integral part of the communities it serves. As such, Cumberland College commits to taking an entrepreneurial approach to serving its communities, which means the College will listen and respond to the needs of its communities; it will actively look for opportunities, partnerships, and collaborations; and it will look for unique, innovative, niche ways to better serve its communities.

This strategic initiative recognizes that Cumberland College is an active, participating member of the communities it serves and has the potential to make an even greater contribution. This contribution recognizes Cumberland College as much more than simply a provider of high-quality educational programs and services. In addition to this key function, Cumberland College also serves roles in community, social, and economic development and, community capacity-building. As well, Cumberland College sees itself as a relationship-builder and a facilitator of dialogue and discourse in a respectful manner, always encouraging members and sectors of our community to collaboratively work together.

Cumberland College will identify and define those communities of interest (e.g. agriculture, beekeeping, mining industry, etc.) with which it interacts. Furthermore, in an entrepreneurial, responsive fashion we will develop and/or deliver new and innovative programs and services to meet the needs of these communities of interest.

Specifically, for the Drive Innovation, Entrepreneurship, and Community Responsiveness Strategic Direction, the College:

- Explored options for entrepreneurship with students by joining the provincial CEO AND SAO council for a joint meeting and tour of the Lakeland College campuses, specifically the student-led farm.

- Attended a meeting at the Nipawin Evergreen Centre to explore the possibility of Cumberland College tendering the Evergreen restaurant as part of a student-led food and beverage/food service cook student-led initiative.
- Partnered with Melfort Unit Comprehensive Collegiate (MUCC) and Sask. Polytechnic to offer the Food and Beverage and Food and Service Cook applied certificate programs.
- Developed an Agricultural Advisory Council terms of reference and committee composed of industry partners, local producers, Ministry of Agricultural representatives and members of the College Leadership Council. The committee met twice in the 2018 academic year.
- Attended a meeting to gain a more in-depth understanding of the funding opportunities that are available and currently exist in our First Nation communities throughout the region, specific to the North.
- Participated in the Akaménimōg 'Working Together' Committee at Kinistin Saulteaux Nation.
- Met with and established a Muskoday First Nation Transition Committee to discuss current and future programming needs in the community of Muskoday.
- Responded to the Prince Albert Grant Council, Eastern Region request to present at a fall meeting of the group to discuss programming needs to include the IATEC program.
- Participated in a meeting with representatives from East Side LIMB, the Town of Nipawin and the communities of Red Earth and Shoal Lake to discuss future programming needs with regards to the Highway 55 project.
- Invited community partners to take part in the College's first annual Orange Shirt Day Events that took place at the Nipawin and Melfort Campus with over 300 people in attendance.

Note: Cumberland College's previous strategic directions of Undertaking New and Innovative Programs and Building Community and Enhancing Community Capacity have both evolved into the Drive Innovation, Entrepreneurship, and Community Responsiveness strategic direction.

### Strategic Direction #4 – Leverage Resources to Ensure Smart Stewardship and a Truly Sustainable College

Cumberland College will continually leverage resources to ensure it continues to offer high-quality programming, much-needed services to communities, and smart stewardship of its assets (human and financial). In so doing, Cumberland College seeks to become a truly sustainable college and build its capacities to serve the peoples of the region.

This means the College will continue to seek new resources through partnerships and opportunities – including through fundraising, grant-writing, and scholarships – and will continue to introduce fiscally responsible programs. Furthermore, the College will develop innovation strategies to invest in research, consultation, and human resources to ensure Cumberland College is served by the most advanced technology possible.

Throughout 2017-18, the Leverage Resources to Ensure Smart Stewardship and a Truly Sustainable College Strategic Direction committee:

- Hosted staff File Management Workshops at all three main campuses.
- Examined the opportunities for technologies that are available to assist with Client Relational Management for both partners and students by participating in the summer 2018 Provincial Task Force Sub Committee on SIS evaluating Client Relational Management systems for provincial use.
- Identified processes within the College that can be streamlined for efficiency (i.e. proposal writing) by compiling a list of previous proposals and creating a draft spreadsheet template to track proposal writing efforts of all Cumberland College staff.



- Determined goals to increase scholarship donor support by submitting letters of inquiry to new potential donors and foundations.
- Established a process to maximize donor retention by revising letters to former donors.
- Participated in a free Fundraising Webinar to assist in future fundraising events.

Cumberland College's previous strategic directions of Fundraising and Finding New Resources has evolved into the Leverage Resources to Ensure Smart Stewardship strategic direction.

#### Strategic Direction #5 – Lead the Conversation Around Inclusion

Cumberland College is strongly recognized by its learners and communities to be a welcoming, safe, and inclusive college. Whether learners engage with Cumberland College as face-to-face learners or online learners, the College will continue to promote issues of inclusion for all members of its communities. This means continuing with the College's Indigenizing the College initiative, understanding issues of inclusion as they relate to other stakeholder groups, including newcomers and persons with disabilities, and being aware of, and responding to, community needs (both internal and external).

Specifically, under the Lead the Conversation Around Inclusion Strategic Direction, the College:

- Researched and identified best practices in implementing First Nation & Métis Holistic Lifelong Learning Models (Circle of Courage, Medicine Wheel Teachings, Tipi teachings, FN/Métis Holistic Lifelong Learning Model).
- Developed a First Nation/Métis resource list to be shared with Cumberland College staff (i.e. Framework for Language and Cultural Teachings).
- In collaboration with the Elder-in-Residence Elders, Cultural Coordinator and in reference to the FNMAC and Board Strategic Plan, developed and implemented four Cumberland College community engagement events in response to the TRC's call to action. Events/Activities included Orange Shirt Day, the Mock Trial of Louis Riel, International Women's Day (with a focus on Honouring Missing and Murdered Indigenous Women and Girls), and website advertisement of Indigenous Veteran's Day and Indigenous Day.
- Erected a red dress on each of our three main campuses in recognition of the Missing and Murdered Indigenous Women and Girls (MMIWG).
- Researched best practices in building a culturally responsive/inclusive learning environment for all learners by attending and sharing a webinar on Best Practice in Inclusion at Post-Secondary Institutes and Implementing Best Practice into our Cumberland College climate. Examples of best practice include Circle of Courage model implemented into the CCA classroom, posting of the different language words for 'hello' to honour the diversity of our campus family and the Elder-in-Residence program—bringing the Truth and Reconciliation calls to action to life).
- Researched OUT Saskatoon to identify LBGQTQIA terms used regionally, provincially and nationally, shared LBGQTQIA terms with the college staff, discussed the need for unisex bathrooms and ensuring forms included 'other' in addition to the male or female check box.

Note: Cumberland College's previous strategic directions of Indigenizing the College has evolved into the Lead the Conversation Around Inclusion strategic direction.



Orange Shirt Day Round Dance

# First Nations and Métis Advisory Council

During the 2017-2018 year, the Cumberland College First Nations and Métis Advisory Council (FNMAC) continued to provide guidance and cultural leadership to Cumberland College, undertaking a strategic planning process to develop a number of tactical initiatives that are integrated into the College's overall strategic plan. The purpose of the FNMAC is four-fold:

1. to provide guidance and direction on important college initiatives such as Indigenizing the College and Elders-in-Residence;
2. to provide feedback to Cumberland College as to how the College is perceived to be serving the communities it serves and how it may better serve these communities;
3. to encourage dialogue between First Nations and Métis communities about what's happening within their communities and how Cumberland College can support these initiatives; and
4. to allow Cumberland College information (about programs, services, news, etc.) to be distributed (through Advisory Council members) to the community (in this role, the Cumberland College First Nations and Métis Advisory Council members will serve as ambassadors for the College)

The FNMAC is composed of representatives from each of the First Nations and Métis communities within the Cumberland College region. These communities include the following:

- Red Earth Cree Nation
- Shoal Lake Cree Nation
- James Smith Cree Nation
- Chakastaypasin Cree Nation
- Peter Chapman Cree Nation
- Muskoday First Nation
- Little Red First Nation
- Kinistin Saulteaux First Nation
- Cumberland House Cree Nation
- Métis Eastern Region I
- Métis Eastern Region II
- Métis Western Region II
- Gabriel Dumont Institute
- East Side LIMB
- North East School Division

In 2017-18, the College representation on the FNMAC included the President/CEO, Director of Programs and Services, Board Chair, Executive Assistant (who is the Council's recorder), the Manager of ABE, and a College Board member. As a result, the FNMAC continued to be directly connected with both the President's office and the Board of Directors of Cumberland College. The Council met 4 times over the 2017-2018 fiscal year and provided a great deal of support and advice to Cumberland College. In particular, the FNMAC provided the following to Cumberland College:

- Knowledge around how to implement Indigenous components into Cumberland College campuses (major events, Elder-in-Residence lunch and learns, truth and reconciliation, Indigenous resources, experiential learning opportunities for staff, students and community partners).
- Knowledge around the implementation of the Royal Bank of Canada funded Elders-in-Residence Program at all campuses of Cumberland College.
- Guidance in how to embed the FNMAC tactical initiatives into the Cumberland College's 2017-2022 plan.

## CICan Indigenous Education Protocol

In 2017-2018, Cumberland College continued its commitment to the Colleges and Institutes Canada (CICan) Indigenous Education Protocol (Cumberland College originally signed the Protocol in Ottawa at a national ceremony on December 3, 2014. The College then hosted a public community signing on Sept. 24, 2015).

The Indigenous Education Protocol includes a number of aspirational statements which Cumberland College supports and upholds strongly. These statements are as follows:

1. Commit to making Indigenous education a priority.
2. Ensure governance structures recognize and respect Indigenous peoples.
3. Implement intellectual and cultural traditions of Indigenous peoples through curriculum and learning approaches relevant to learners and communities.
4. Support students and employees to increase understanding and reciprocity among Indigenous and non-Indigenous peoples.
5. Commit to increasing the number of Indigenous employees with ongoing appointments, throughout the institution, including Indigenous senior administrators.
6. Establish Indigenous-centred holistic services and learning environments for learner success.
7. Build relationships and be accountable to Indigenous communities in support of self-determination through education, training, and applied research.



# Elders-In-Residence

Cumberland College began to build its capacity to implement an Elders-in-Residence initiative in 2016-17 program year. In spring of 2017, College staff and board met with local First Nation and Métis Elders to discuss strategies to support our students. Feedback was utilized to develop the EIR program and the Terms of Reference which was reviewed by the First Nation and Métis Advisory Council and College staff. An Elder-in-Residence Team was established with a First Nation and Métis Elder, a part-time Cultural Coordinator and an Elder Host on each of the three main campuses. The team was to monitor the program and adjust strategies, as needed, to ensure access and meeting the needs of the college students and staff. Students were also surveyed to gather data on needs and to determine activities and topics most relevant to their needs. In September 2017, the Elder-in-Residence Program was launched and throughout the 2017-18 program year it made a significant impact in our campus communities by building a strong foundation toward understanding how traditional ways and cultural practices support on-going student retention and success. A terms of reference was developed to help guide five key areas:

1. Student support
2. Enhancing Indigenous culture in our campus community
3. Staff and faculty mentorship around Indigenous culture
4. Leading Indigenous teachings and ceremonies
5. Strengthening relationship with Indigenous communities

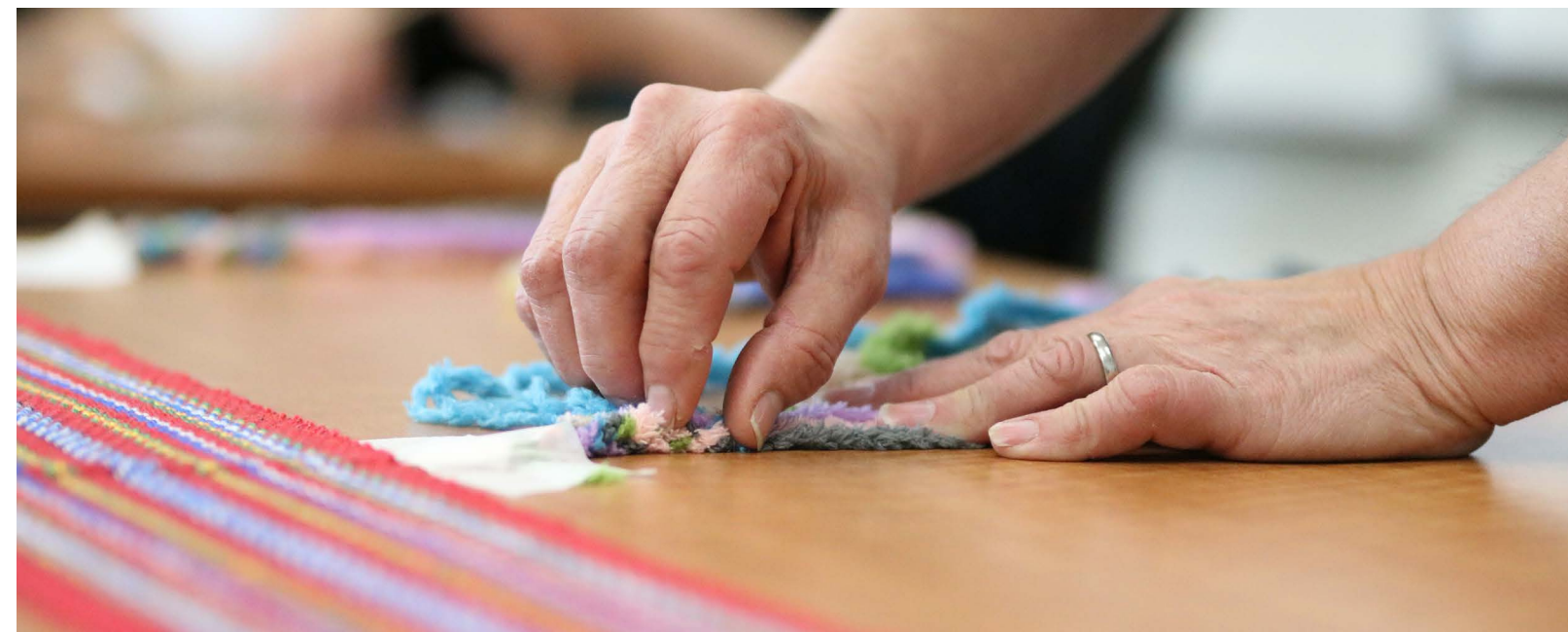
From September 1, 2017 to June 1, 2018, the Elder-in-Residence program recorded over 1500 contacts with students, staff and community members across all three campuses. Seven Elders, representing four First Nations and the Métis Nation of Saskatchewan were part of Cumberland College's Elder-in-Residence program. Elders came on campus two times per week and as needed for special events and meetings. Elders were available for individual student support, as guest presenters during class time, to lead cultural events and ceremonies and to share knowledge on various topics during lunch and learn sessions. 41 Lunch and Learn sessions were offered to both students and staff. Some sessions were delivered in a presentation-style format while others involved hands-on activities like making bannock and dream catchers and learning the Métis Jig. In addition, the Nipawin campus conducted a weekly traditional craft group where students learned to bead and make traditional bonnets. In Tisdale, the FN Elder held a weekly smudge for staff and students. Three College-wide events, focusing on important events in the Indigenous calendar were planned during the program year. Students, staff, community members and partners such as the local school division and the Marguerite Riel Centre, were invited to participate in several of the events. Orange Shirt Day was celebrated September 29th on the Melfort and Nipawin Campuses. 309 people participated in a round dance honoring residential school victims and survivors. On November 16th, students and staff on the Tisdale Campus participated in the reenactment of the trial of Louis Riel. As part of International Women's Day, the College arranged for a guest speaker to present on Missing and Murdered Indigenous Women. Elders joined the staff in meetings providing input to future plans and the development of the College Mission and Value statements. Elders and First Nation Drummers also participated in the graduation ceremonies at each campus.

The Elders and Campus Elder Hosts continued to work closely with the First Nations and Métis Advisory Council (FNMAC) to ensure that the Elders represented their respective communities well, and that the Elder-in-Residence initiative was properly constituted.

Funding for the Elders-in-Residence initiative was made possible through a generous grant from the RBC Foundation. An extensive EIR Memory Book was created as part of the final report for the RBC Foundation. The report and memory book were shared with community partners, FNMAC, Board and Elders.

## Overview of Elder-in-Residence Activities:

1. Lunch and Learn topics:
  - a. Meaning of the Métis National Anthem
  - b. Symbolism of the Métis Sash
  - c. Teachings of the Medicine Wheel
  - d. History of Kinistin Saulteaux Nation
  - e. Traditional ways of parenting in the Métis and First Nation culture
  - f. The impact of residential schools
  - g. Traditional Saulteaux Ceremonies
  - h. Demonstration of the Moss bag, bonnet, and cradle board
  - i. Making bannock
  - j. Meaning of the Dream Catcher
  - k. Traditional Métis Clothing
  - l. Understanding Grief
  - m. Treaties
  - n. Métis Jigging
  - o. Batoche
2. Weekly smudge on the Tisdale Campus
3. Weekly traditional beading lessons on the Nipawin Campus
4. Exploration of various cultures, including Cree on the Melfort Campus
5. Indigenous Activities and Practical Applications
  - a. Bannock Making
  - b. Métis and First Nation Dream Catchers
  - c. Traditional Clothing for First Nation Dance
  - d. Mock Trial of Louis Riel
6. Campus-wide Events
  - a. Orange Shirt Day in honour of Residential School Survivors
  - b. REDress Campaign in honour of Missing and Murdered Indigenous Women and Girls
  - c. Louis Riel Day Mock Trial
7. Field Trip to First Nation Community to attend a Pipe Ceremony



## Inclusive Programming A Welcoming Place for All

Cumberland College strives to provide a welcoming environment for all students. With the Indigenizing the College initiative, programming for newcomers, and an expansion of international students, Cumberland College endeavors to be known for providing a welcoming, inclusive environment.

Central to Cumberland College's efforts toward inclusion is our partnership with our First Nation and Métis Communities. In 2016 the Akaménimōg Committee was developed in response to the needs of students from nearby Kinistin Saulteaux Nation (KSN). Discussion and case management with Cumberland, KSN and Saskatoon Tribal Council frontline support workers focused on prevention and transition strategies that would provide students with a support network both on and off campus. From this committee stemmed the idea of Outreach Workers who could work collaboratively with services within a student's home community. In 2017-2018, Cumberland College, Muskoday First Nation and Saskatoon Tribal Council formed the Muskoday Transitions Team. Discussions began regarding potential partnerships to support students from the community of Muskoday. Inclusion of Indigenous staff and students continued to be supported by the First Nation and Metis Advisory Council (FNMAC) and the Elder-in-Residence Program (EIR). Both the FNMAC and the EIR Program enhanced campus community by improving dialogue and understanding about what it means to Indigenize as a College and how to respect traditional ways of being.

The English as a Second Language Program at Cumberland College is devoted to improving the opportunities for newcomers in our region by providing them with a safe and welcoming environment to develop English language skills that will help them advance their education, employment and personal goals. Inclusion is at the centre of programming with intent to provide cultural interactions and promote cross-cultural understanding via social interaction and language development activities.

In 2015, Cumberland College was granted designation status by the Ministry of Advanced Education to host international students. Since that time, Cumberland College has established an International Education Committee to determine the recruitment strategy and support services required for international students. During the 2017-18 year, six international students were admitted to the Continuing Care Assistant program. Plans are underway to expand international enrollments, initially from India, by utilizing the services of an educational marketing organization.

***37% of Cumberland College's student  
body self-declared as being of  
Indigenous ancestry.***



# Learner Services – Laying the Foundation for Exceptional Student Experiences

Cumberland College is a learner-centered institution and as such, the Department of Learner Services is dedicated to listening to our student body and responding to their needs. Learner Services delivers a wide array of supports, educational programs and services that complement the role of faculty in helping students achieve their academic, career and personal goals. We strive to support Cumberland College's retention efforts through enhanced student experiences that are relevant, empowering, and accessible. At Cumberland College, we believe student success and positive outcomes are enhanced by an inclusive learning environment rich in academic support with links to community and social opportunities. Much effort is made to meet the student where they are at, foster community partnerships, and support a smooth transition to school. In the 2017-18, Learner Services added two Community Outreach Worker positions to the team. The Outreach Workers (ORW) were to help identify and respond to students, in the Adult Basic Education Program, who were at risk for early withdrawal.

To anticipate and respond to learner needs in an effective and timely manner, Learner Services, as part of the Student First Strategy Team, continued to follow our Strategic Enrollment Management plan. Since effective communication is integral to student success, development of communication strategies with staff, students and community partners was at the forefront of the Student First Strategy team. Evaluation of communication practices with the goal of developing clear and consistent messaging was central to learner services commitment. Processes were put in place to ensure communication with students throughout their experience at Cumberland College. Internal collaboration, as well as a case-management approach with external organizations and Indigenous partners, were also crucial to maintaining quality support services. Advisors and the new Outreach Workers responded to both the individual and collective needs of students by implementing a holistic approach to services that recognized the value of addressing both academic and personal barriers impacting goal attainment. Career, academic, employment and financial advising focused on helping students develop the tools necessary for participation in society. Academic supports, via Employment Assistance for Persons with Disabilities/Work Force Development (EAPD/WFD) funding were delivered to 30 students with disabilities. Other learning supports, outside the Labour Market Services (LMS) administered funding were arranged on 113 occasions.

During the 2017-18 program year, Learner Services continued to arrange practical application experiences focused on providing opportunities for students to grow and succeed. As an institution, Cumberland College has its own definition of student success but recognizes that students will also have their own definition of what it means to be successful based on their life and school experiences. As such, Learner Services sought to provide experiences and opportunities for students for both institutional and student definitions of success to be realized.

Five areas of support were targeted during 2017-18:

## Increase Retention and Success

- Best practices correlate student retention to connection with their campus community and with the opportunity to engage both within and outside the classroom. Priority was given to creating early contact and ensuring multiple touch points with students throughout the application and registration process. The addition of Outreach Worker positions added an additional opportunity for the College to

meet with students during the early stages of academic planning. Outreach focus was on prevention, helping students address potential barriers that could impact retention. Outreach Workers logged 3069 contacts with students, staff and external partners during this pilot year. Plans to continue with outreach support will continue in 2018-19. In addition to outreach support, on campus advisors also logged over 6100 student contacts on the three main campuses.

- Students provided feedback, via the Student Satisfaction Survey, to direct enhancements to the existing Learner Services directives.
- Career Planning and Learning Strategy workshops continued to be offered earlier in the program year to assist students with goal setting and academic planning as research links both to student retention and success. Advisors and outreach workers facilitated workshops to 1979 students throughout the year.

## Improve Student Wellness and Inclusion

- Special activities that provided campus and program orientation, fostered inclusion, and promoted school-life balance were offered throughout the year. 41 Lunch and Learn sessions, on various Indigenous topics, were delivered throughout the year via the Elder-in-Residence program. In addition, Advisors arranged a variety of other wellness sessions for students with topics such as mental health first aid, safe talk, mindfulness, study skills and job search.
- Physical Activity events such as volleyball, yoga, curling, and walking groups were scheduled at lunch time to provide students an opportunity to socialize and participate in practices of healthy living.
- Cultural and fine art activities such as craft days, traditional beading, and painting were also made available at lunch for students.
- A Nutrition Program was offered at each campus ensuring students had basic nutrition during the day. A student at each campus location was employed to oversee the daily logistics of the Nutrition Program and as such was provided the opportunity to gain work essential skills.
- The Elder-in-Residence program, which was launched spring 2017, completed the first year on each campus. Learner Services staff were highly involved in supporting the EIR program with advisors on two campuses-filling the role of Elder Host.

## Support Transition to the Workforce

- Advisors continued to support students and alumni with making connections to employment opportunities. With the abolishment of the Employment advisor positions, this area of support service was significantly impacted. Every effort was made to refer students to local LMS offices and to support employment focus within the classroom curriculum.
- Advisors arranged field trips for students to attend employment fairs and to participate in job-site tours specific to their career plan.
- Each student in Adult Basic Education was provided with a minimum of one practical application experience such as a work placement, job shadow, or volunteer opportunity relevant to his/her career plan.
- Two Start SMART with Work Essential Skills Programs were delivered targeting adults, with multi barriers, who were seeking entry-level employment. Both programs were in response to local employers' concerns with vacancies and high turn-over.

### Improve Community Connections

- It is recognized that students learn and grow from participating in community-life experiences. As members of both the campus and external communities, students were provided with opportunities to foster connectedness, develop leadership skills, become ambassadors of the College, enhance awareness of community services, and network with potential employers.
- The #Cumberlandcares Volunteer program moved into year three. Students volunteered in a variety of community events such as the Good Food Box, Habitat for Humanity, Partners to End Poverty Project, the Northeast Outreach Walk a Mile in Her Shoes event, the RedDress Project, Orange Shirt Day, National Anti-Bully Day, and Suicide Awareness Coalition.
- The Akaménimōg Committee, which means “working together” in Saulteaux continued to meet quarterly. Cumberland College Outreach Workers joined the committee of support workers from Kinistin Saulteaux Nation, Saskatoon Tribal Council, and Cumberland College. A list of priorities for the 2018-19 year has been developed with continued partnership to support students from Kinistin Saulteaux Nation. The foundation has been laid for similar working teams with Yellow Quill First Nation, Muskoday First Nation and Shoal Lake Cree Nation.
- One of the priorities of the new outreach positions was to enhance working relationships with our First Nation Partners. Outreach Workers developed a network of supports on each First Nation and created a directory for student and staff use. A case management process to support students both on and off campus has begun with plans for continued growth in 2018-19. ORW delivered workshops on reserve and extended support services to students who were unable to travel to the main campus location. There were over 3000 contacts made by two outreach staff.
- Learner Services and Outreach Workers made 1,679 contacts with, and referrals to, outside agencies and 4,453 contacts with internal staff in support of student retention and success.
- Contacts with, and referrals to, outside agencies and 4,438 contacts with internal staff in support of student retention and success.

### Alumni Development

- The Alumni Success Stories Program continues to be showcased on Cumberland’s website.
- The Student First Strategy Team developed a process to engage alumni and to solicit feedback regarding support services, recruitment and retention. The student exit survey was modified to gather data on best practices to engage former students. A focus group of alumni is planned for the 2018-19 program year.
- Alumni are mentors, role models, and College ambassadors. Whenever possible, Advisors invited former students into the Adult Basic Education classes to share success stories and discuss strategies to overcome barriers.



***Learner Services Staff made 20,340 contacts during the 2017-18 Program year***

# Language Instruction for Newcomers

## – Developing language skills and making community connections to support a future in Saskatchewan

Cumberland College is the only agency that offers English as a Second Language training and assessment to adult immigrants in North Eastern Saskatchewan. In the 2017-18 program year, Cumberland College registered 70 ESL learners in our LINC classes and conversation circle. 21 learners were assessed with 11 referred to LINC Home study and 9 to Online English. 20 learners, who were assessed in previous years, continue to participate in the online language programs.

Northeast Saskatchewan ESL learners are from diverse backgrounds, including immigrants from Ukraine, Philippines, Nicaragua, Japan, Africa, India, China, Moldova and Nepal. The majority of newcomers in the ESL programs were employed, purchased homes and were raising families in the communities where they live and take classes. To accommodate the variety of needs, classes were offered on a part-time basis during evening hours. Every effort was made to consult with learners to discuss various delivery strategies that would enhance access. The part-time ESL programs at Cumberland College are designed to provide immigrants with the opportunity to learn English language skills necessary to achieve their goals, participate in their communities and workplaces, and contribute to the growth of the province. LINC classes were offered in both Melfort and Tisdale 6 hours per week. New in 2017-18 was the addition of a conversation circle offered 3 hours per week in the community of Porcupine Plain. Attempts were made to start conversation circles in Melfort, Nipawin and Hudson Bay. Due to learner work commitments and rotating shift work schedules, we were unable to sustain a viable number of learners. As a result, most participants chose to take on-line options. Efforts continued throughout the program year to identify other communities in the region where there was need for services.

LINC classes focused on the academic, social and cultural aspects of the English language development through Portfolio-Based Language Assessment (PBLA) in reading, writing, listening and conversation following the Canadian Language Benchmarks (CLB). In 2017-18, 16 learners in the two LINC classes increased a minimum of one level in at least one skill area. The Conversation Circle concentrated on community connections and language development through socialization. In all three programs, 100% of students surveyed said the classes met their language training needs.

The College continued to collaborate and network with community partners and organizations to understand and support challenges faced by newcomers. At the forefront of discussion was the reality of a working population and the small pockets of learners unable to travel to larger centres. Five part-time ESL staff worked closely with Northeast Newcomer Services, community members in Melfort, Tisdale, Nipawin and Porcupine Plain, the Ministry of the Economy, and Immigration, Refugees and Citizenship Canada to deliver ESL programming within our region.

In 2017-18 emphasis continued on developing language skills through real-life experiences. The LINC classes were designed to assist newcomers with language development in a variety of contexts. All ESL learners were given the opportunity to participate in several practical experiences intended to make community connections, increase awareness of Canadian culture, and enhance awareness of the local labour market. Students participated in community cultural and sporting events, visited museums and other historic sites, attended lectures from guest speakers on various topics including Indigenous culture, and used real-life documents or artifacts as part of the learning process. Students were also invited to participate in Indigenous events via the Elder-in-Residence Program. In the spring, learners travelled to Regina to visit the legislative building and the Royal SK Museum. Prior to the field trip lessons built upon understanding our political system and our province's history.

Staff met at the end of the program year to review the realities of our ESL demographics. As such, new blended learning and alternate delivery times and formats, as well as new program locations, were considered for the upcoming year. New strategies for marketing and recruitment will be piloted. Social media campaigns, attending community events for newcomers, and partnering with the local school division events will be utilized to increase awareness of ESL programs. ESL Alumni will continue to be featured on our College website.



## Adult Basic Education (ABE) – Providing the foundation for future growth and development

Cumberland College provides Adult Basic Education within the region based on need, as defined by our student waitlists, application numbers and community input. There are four levels of Adult Basic Education (ABE) as defined by the Ministry of Immigration and Career Training, Levels 1 and 2 or Literacy, Level 3 or Adult 10 and Level 4 or Adult 12 and GED. In our Literacy programs we use the Circle of Learning curriculum developed by the Saskatchewan Literacy Network, in our Level 3 program we use curriculum prescribed by the Ministry of Immigration and Career Training, and our Adult 12 graduates follow the same curriculums as high school students around the province.

Adult Basic Education is an integral step towards increased employability, household income, and community engagement for many of our learners. ABE provides the education and skill development necessary for learners to complete academic upgrading and increase personal confidence and self-efficacy. ABE graduates often describe ABE programming as transformational, creating opportunities and building confidence to help them achieve goals they previously did not feel were attainable. Improving the lives and opportunities for ABE graduates can improve the lives of their families and communities. In 2017-2018 alone, seven ABE graduates received entrance scholarships to Cumberland College post-secondary programs, and a minimum of eight others are entering post-secondary programming at other institutions in Saskatchewan in the fall of 2018.

In 2017-2018, our ABE Adult 10 class in Tisdale organized and hosted a Family Literacy Day in April of 2018. The ABE class hosted over 120 children at this one-day event that included children, parents, daycare providers, and teachers from Kinistin Saulteaux Nation, Tisdale and Yellow Quill First Nation. With funding provided through an Saskatchewan Community Literacy Fund (SCLF) grant and in partnership with Northeast Newcomer Services and North East Early Childhood Intervention Program (NEECIP), the class of 15 students gained valuable skills in communication and organization, as well as providing a valuable service to their communities. It was an amazing opportunity for ABE learners to increase employability skills and self-efficacy. It was also an invaluable experience to highlight the importance of family literacy, improving the family literacy skills of the class and the lives of their families.

As part of our commitment to accessible educational programming, in 2017-2018 Cumberland College provided ABE programming on our three core campuses, as well as within two First Nation communities. In Melfort, Nipawin and Tisdale programming at the Level 2, 3 and 4 levels was available; in Muskoday First Nation a Level 4 program was completed and in James Smith Cree Nation a combined Level 2/3 program was completed.

---

***ABE Credit Programs had a 81.9% Indigenous  
student participation enrollment rate***

---



Adult Basic Education Student



## Technical Programs – Meeting the skills needs of Saskatchewan

Cumberland College provided a number of Technical Programs to meet the emerging needs of Saskatchewan, to address the province's skills shortage, and to actively meet the training needs of the region. Programs were provided throughout the region in partnership with local employers. These programs included two Early Childhood Education (ECE) Level 1 programs and one ECE Level II program for daycare employees throughout the region. In partnership with the Saskatchewan Health Authority (former Kelsey Trail Health Region), one full-time and two part-time Continuing Care Assistant (CCA) programs were offered to their employees and the general public. New programs included the Food and Beverage Service Applied Certificate, Food Service Cook Applied Certificate, and the Production Line Welding Applied Certificate, all offered at the Melfort Campus in partnership with the North East School Division.

As well, the College provided a number of additional Technical Programs throughout the region including the Office Administration and Recreation and Community Development programs in our Business Center in Tisdale, Industrial Mechanics and Electrician Applied Certificate programs (in partnership with International Minerals Innovative Institute [IMI]) in our Trades Center in Nipawin, and the Continuing Care Assistant Certificate and Practical Nurse Diploma Programs at our Health Center in Melfort.

---

***85.2% of Technical graduates  
found employment.***

---



Food Service Cook Student

## Bachelor of Education and University Studies – Access to university at your doorstep!

Cumberland College students have the advantage of working toward a university degree while residing in their home community. A wide range of first- and upper-year classes are offered annually from the University of Saskatchewan and the University of Regina. First-year students often find the transition to university-level studies much easier with the numerous support services provided at Cumberland College. The smaller class sizes, access to professors and advisors, plus additional services such as writing workshops help explain our completion rate of over 95%.

University enrollments were at an all-time high in 2017-18 with 111 students registered. Ten courses are delivered annually via face-to-face instruction at the Melfort Campus with six connected via videoconference to Nipawin and Tisdale in an effort to improve access throughout the region. Several additional U of S and U of R courses are offered via videoconference, online, and televised delivery at all three campuses. These courses are designed to allow students to undertake first-year courses locally in Arts and Science, Agriculture, Education, and fulfill the entry requirements for Medicine, Law, Nursing, Nutrition, Pharmacy, and several other degrees. In some cases, student can even complete full degrees in their home community.

In 2017-18, Cumberland College delivered the first year of Bachelor of Education degree program in Melfort. Hosted in partnership with the University of Regina, the B.Ed. program was designed to address access to teacher-training for local students and the recruitment and hiring needs of the North East School Division (NESD).

A new program offering was the Indigenous Access Transition Education Certificate (IATEC) offered in partnership with First Nations University of Canada. In total, 14 full-time and 7 part-time students prepared for further post-secondary studies while receiving introductory university credits.

---

*University enrollments were at an all-time high in 2017-18*

---



University Biology Students

## Continuing Studies and Contract Training – Responding to the local needs of industry and employers

Cumberland College's Continuing Studies and Contract Training is designed to be relevant and responsive to the emerging training needs of industry and employers in the region. A variety of short-term training programs are delivered to ensure our local workforce is safe, current, and professional.

During the 2017-18 academic year, Cumberland College provided a number of training initiatives through Continuing Studies including two Continuing Care Assistant programs (one specifically for Saskatchewan Health Authority employees), Early Childhood Education Level I (3 programs), Early Childhood Education Level II, IA Truck Driver Training (6 programs), First Aid and CPR (27 courses), Fall Protection, WHMIS, Confined Space, H2S Alive, Transportation of Dangerous Goods, PART, TLR, Food Safe (7 courses), Pesticide Applicators, plus other courses.

Fundamental workplace skills were also provided for Canada-Saskatchewan Labour Market Services (LMS) clients through a Workforce Development Agreement. Besides a variety of safety training, Early Childhood Education Level I, Food Safe, and online Ed2Go courses were popular for LMS clients.

---

***100% of students rated their satisfaction with the quality of instruction as either satisfied or very satisfied.***

---

# Scholarships – Investing in student success

Cumberland College is proud to offer a generous scholarship and awards program. As part of our commitment to student success, over \$110,000 is awarded annually. Students pursuing post-secondary training at Cumberland College are eligible to apply for two categories of awards: entrance awards and general awards. Twenty \$2,000 entrance awards are allocated each spring to students entering full-time Technical or University programming. General awards are allocated in February for students attending Adult Basic Education, Technical, or University programs and are based on categories such as academic achievement, financial need, and community involvement.

With sincere gratitude, Cumberland College would like to acknowledge the generosity of the many businesses, organizations, service clubs, and individuals who contributed towards the 2017-18 Awards Programs. A special thanks to the generous support of the Ministry of Advanced Education's Saskatchewan Innovation and Opportunity Scholarship Fund for providing matching funds for a number of our scholarships. Our Scholarship and Awards program would not be possible without their support.

In 2017-18, 90 Cumberland College students received 110 awards totalling over \$129,150.

## Matching Fund Donor

Ministry of Advanced Education who provides matching funds to all non-crown corporation donations.

## Platinum Level Donors

(\$5000 +)

Chernoff Family Foundation  
Walker Wood Foundation  
Viterra

## Gold Level Donors

(\$1000 - \$4999)

Fabmar Communications  
John Barron Community Trust  
Katherine Montgomery Community Trust  
Kelsey Trail Health Authority  
Melfort Physicians Group  
Melfort Rotary Club  
Nipawin Lions  
Nipawin Royal Purple Lodge No. 67

## Silver Level Donors

(\$500 - \$999)

City of Melfort  
Cornerstone Credit Union  
Cumberland College Staff  
Cumberland Cares Fundraising  
Diamond North Credit Union  
JBN Promotions  
John Bob Farm Equipment  
Kinette Club of Nipawin  
Lynn Verklan  
Melody Motors  
Pineland Co-op  
Prairie North Coop  
R.M. of Flett's Springs No. 429  
R.M. of Kinistino No. 459  
R.M. of Star City No. 428  
Tisdale Kinsmen  
Tisdale Lion L's  
Town of Kinistino  
Town of Tisdale  
Wayne Cochran

## Friends of Cumberland Donors

(up to \$499)

Beeland Coop  
Carson and Company Law Offices  
Charlie's Charters  
Community Futures Newsask  
Ferne Warner Memorial  
Gus' Greek Ribs  
John Bob Farm Equipment  
Mary Ellen Davis  
Melfort Knights of Columbus  
SGEU Education Sector  
Smith Agencies Ltd.  
Tisdale Eye Care Centre  
Tisdale Lanes  
Winmar Property Restoration Specialists



***Through the generous support of donors and the Saskatchewan Innovation and Opportunities Fund, \$129,150 in scholarships were awarded to Cumberland College University, Technical, and Adult Basic Education students.***

# Human Resources

## Human Resources

Human resource levels for 2017-2018 were 50.70 FTEs (8.64 out-of-scope and 42.06 in-scope), down slightly from 2016-17 (52.20 FTEs). The reduced FTEs were a result of budgetary reductions and different complement of program offerings than the previous year. To satisfy the supervisory and managerial function requirements in “The Saskatchewan Employment Act,” four managers transitioned from in-scope to out-of-scope on July 1, 2016.

Recruitment of qualified employees to fill positions, including instructors for Technical Programs, continues to be a challenge as most candidates seek ongoing employment opportunities, not short-term and part-time contract positions. As well, candidates tend to prefer positions in close proximity to larger communities.

Cumberland College continually works toward a representative workforce. In 2017-18, the Indigenous employment rate at the College was 14.29%, which is a decline from the previous three-year (2014-15 to 2016-17) baseline average of 14.79%.

Employee retention is important at Cumberland College and each year staff – both administrative and instructional – receive recognition through long-term service awards. In 2017-18, seven staff received long-term service awards, two staff for 5 years, one staff for 10 years, one staff for 15 years, one staff for 20 years, and two staff for 25 years.

## Professional Development

During the 2017-18 fiscal year, as part of Cumberland College’s deficit reduction plan, the College continued the freeze on both faculty and staff Professional Development. While this was a necessity to balance the budget, Cumberland College believes that regional colleges, as the epitome of a “learning organization,” should honour and reward professional development for all of its faculty and staff.



# Cumberland College Staff 2017-18

## Administration

Tom Weegar	President & Chief Executive Officer
Lynn Verklan	Director of Finance and Administration
Bobbi Gray	Director of Program and Services
Jennifer Youzwa/ Leah Terry	Executive Assistant
Catharine Lamy	Human Resources Assistant
Amanda Scott	Accounting Technician
Denise Blomquist	Accounting Clerk
Carla Teichreb	Accounts Payable/Receivable Clerk
<b>Program Staff</b>	
Teri Thompson	Manager, Adult Basic Education
Rebecca Bryson	Coordinator, ABE
Marie Crozon	Program Assistant, ABE
Joy Solsten	Manager, Technical Programs
Debbie Grassing	Coordinator, Technical Programs
Sarah Haidey	Program Assistant, Technical Programs
Brenda Mellon	Manager, Marketing and Continuing Studies
Lynette Gerski	Program Assistant, Marketing and Continuing Studies
Corinne Lam Ma	Manager, Learner Services and ESL
Brenda Ives	Advisor
Sherilyn Coates	Advisor
Brandy Wicks/ Lindsey Moskal	Advisor
Tara Nelson	Community Outreach Worker
Gene Mak	Community Outreach Worker
Stacey Lutz	Start Smart Job Coach/Coordinator
Gwen Pearce	ESWP Coordinator/Job Coach
Lynda McPhee	Coordinator, LINC/ESL
Trudi Webster	Recruitment and Development Coordinator
Chris Filbey	Programmer
Lindsey Moskal/ Gwen Pearce	Programmer
Gwen Pearce	Site Attendant
Lisa Neufeld	Site Attendant
Stacey Lutz	Site Attendant
Norine Little	Receptionist
Brenda Nakonieczny	Receptionist
Heidi Groat	Receptionist
Rebecca Cross	Registrar and SIS/OSCM Applications Coordinator
Cory Teale	Information Technology Analyst
Troy Curtis	Information Technology Assistant

Doug Smith  
Marilou Aquino

Facility Maintenance  
Janitor

## Instructional Staff

Carolyn Stailing	Adult Basic Education Instructor
MacKenzie Kleiboer	Adult Basic Education Instructor
Brandie Trew	Adult Basic Education Instructor
Kathie Jones	Adult Basic Education Instructor
Lori Constant	Adult Basic Education Instructor
Lynn Case	Adult Basic Education Instructor
Eric Adair	Adult Basic Education Instructor
Cheryl Sproule	Adult Basic Education Instructor
Betty Reiter	Adult Basic Education Instructor
Debbie Zazelenchuk	Adult Basic Education Instructor
Marc Caron	Adult Basic Education Instructor
Lynda McPhee	LINC Instructor
Grace Thomson	LINC Instructor
Shirley Mandin	Instructor Aide, Adult Basic Education
Elaine Gallo	Instructor Aide, Adult Basic Education
Lindsey Moskal	Instructor Aide, Adult Basic Education
Tara Nelson/ Ariel Brown	Instructor Aide, Adult Basic Education
Tim Verklan	Instructor Aide, Adult Basic Education
Barry Shefernack	Instructor Aide, Adult Basic Education
Andrea Staples/ Jeannine Hinrichsen	Practical Nursing Instructor
Angela MacNaughton	Practical Nursing Adjunct Clinical Instructor
Nancy Graham	Office Administration Instructor
Stacey Assie/ Candice Hesje-Luchinski	Recreation and Community Development Instructor
Carroll Joyes	Continuing Care Assistant Instructor
Anne Boxall	Continuing Care Assistant Instructor
Christie Anderson	Continuing Care Assistant Instructor
Wayne Leschyshyn/ Russ Case	Industrial Mechanics Instructor
Greg Doucette	Food Service Cook Instructor
Torin Locke	Food & Beverage Service Instructor
Dion Rondeau	Production Line Welding Instructor
Aaron Muenchow	Early Childhood Education Instructor, Level II
Norma Stephanson	Early Childhood Education Instructor, Level I

Note: A contract wherein individuals are employed for less than 240 hours or 25 occasions are not included.

# Financial Performance

In fiscal year 2017-18, Cumberland College experienced a surplus of revenues in excess of expenditures of \$491,697. This surplus is calculated using a Public Sector Accounting Board (PSAB) standard which is the format in which the financial statements have been prepared. The surplus includes program revenues exceeding budgeted amounts, new revenue contracts, vacancy management, and the continuation of deficit management initiatives. The budget for the College was completed and submitted to the Ministry of Advanced Education and was projected as a \$162,824 deficit, including \$165,213 amortization.

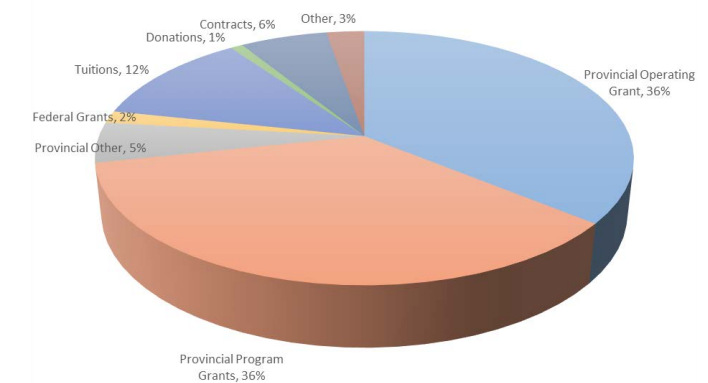
Internally restricted reserves have been increased from 2016-17 by \$616,151, which included ABE On Reserve and ESWP revenue not used in 2017-18, replacement of Melfort Campus reserves to be expended in the 2018-19 renovations, Operations, and Professional Development. The internally restricted reserves is shown in Note 15 of the financial statements.

A surplus budget has been approved for 2018-19 of \$75,005, including \$163,148 for amortization and \$250,000 Preventative Maintenance and Renewal funding for leasehold improvements at the Melfort Campus. The College maintains unrestricted reserves of 3% of total budgeted operating revenues which currently sit at \$200,000.

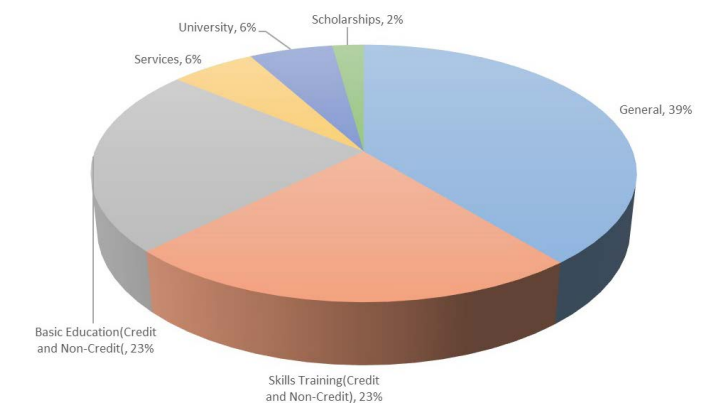


Continuing Care Assistant Students

2017-18 Revenues



2017-18 Expenses by Department



---

**CUMBERLAND COLLEGE**  
**Financial Statements**  
**Year ended June 30, 2018**

---

#### Management's Responsibility for Financial Reporting

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

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

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

The financial statements have been audited on behalf of the College by NeuPath Group Chartered Professional Accountants in accordance with Canadian generally accepted auditing standards.

Original signed by

\_\_\_\_\_  
Lynn Verklan, Interim President and CEO

Original signed by

\_\_\_\_\_  
Corinna Stevenson, Chairperson

Nipawin, Saskatchewan  
September 25, 2018





**INDEPENDENT AUDITOR'S REPORT**

To the Members of Cumberland College

We have audited the accompanying financial statements of Cumberland College, which comprise the statement of financial position as at June 30, 2018 and the statements of operations and accumulated surplus, changes in net financial assets and cash flows for the year then ended, and a summary of significant accounting policies and other explanatory information.

**Management's Responsibility for the Financial Statements**

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

**Auditor's Responsibility**

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements 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 entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

**Opinion**

In our opinion, the financial statements present fairly, in all material respects, the financial position of Cumberland College as at June 30, 2018 and the results of its operations and its cash flows for the year then ended in accordance with Canadian public sector accounting standards.

Nipawin, Saskatchewan  
September 25, 2018

(signature on file)  
Chartered Professional Accountants

**Statement 1**  
**Cumberland College**  
**Statement of Financial Position**  
**as at June 30, 2018**

	June 30 2018	June 30 2017
<b>Financial Assets</b>		
Cash and cash equivalents (Note 4)	\$ 3,741,766	\$ 3,147,723
Accounts receivable (Note 5)	83,827	71,606
<b>Total Financial Assets</b>	<b>3,825,593</b>	<b>3,219,329</b>
<b>Liabilities</b>		
Accounts payable and accrued liabilities (Note 7)	191,235	148,940
Accrued salaries and benefits (Note 8)	165,163	173,842
Deferred revenue (Note 9)	17,945	60,733
Liability for employee future benefits (Note 10)	129,900	128,500
<b>Total Liabilities</b>	<b>504,243</b>	<b>512,015</b>
<b>Net Financial Assets</b>	<b>3,321,351</b>	<b>2,707,314</b>
<b>Non-Financial Assets</b>		
Tangible capital assets (Note 11)	5,131,270	5,255,724
Prepaid expenses	29,576	27,461
<b>Total Non-Financial Assets</b>	<b>5,160,846</b>	<b>5,283,185</b>
<b>Accumulated Surplus (Note 15)</b>	<b>\$ 8,482,196</b>	<b>\$ 7,990,499</b>

Contractual Rights (Note 17)  
Contingent Liability (Note 18)

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

Approved on Behalf of the Board

Original Signed by \_\_\_\_\_ Director

Original Signed by \_\_\_\_\_ Director

**Statement 2**

**Cumberland College  
Statement of Operations and Accumulated Surplus (Deficit)  
for the year ended June 30, 2018**

	2018 Budget	2018	2017
<b>Revenues (Schedule 2)</b>			
Provincial government			
Grants	\$ 4,695,113	\$ 4,824,800	\$4,888,368
Other	157,973	344,870	113,680
Federal government			
Grants	117,076	105,730	100,273
Other revenue			
Administrative recoveries	-	4,784	9,871
Contracts	267,100	416,939	326,770
Interest	36,000	61,303	34,199
Rents	26,450	2,685	1,675
Resale items	30,149	44,688	108,514
Tuition	673,989	802,216	660,396
Donations	48,000	58,623	70,473
Other	61,800	67,445	38,415
Total revenues	6,113,651	6,734,083	6,352,634
<b>Expenses (Schedule 3)</b>			
General	2,633,522	2,439,043	2,463,437
Skills training	1,323,424	1,466,095	1,263,587
Basic education	1,370,277	1,464,328	1,673,694
Services	384,713	370,635	292,738
University	468,539	365,341	376,811
Scholarships	96,000	136,945	109,874
Total expenses	6,276,475	6,242,386	6,180,141
Surplus (Deficit) for the Year from Operations	(162,824)	491,697	172,493
Accumulated Surplus, Beginning of Year	7,990,499	7,990,499	7,818,006
Accumulated Surplus, End of Year	\$ 7,827,675	\$ 8,482,196	\$7,990,499

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

**Statement 3**

**Cumberland College  
Statement of Changes in Net Financial Assets (Net Debt)  
as at June 30, 2018**

	2018 Budget	2018	2017
<b>Net Financial Assets (Net Debt), Beginning of Year</b>	\$ 2,707,314	\$ 2,707,314	\$ 2,382,595
<b>Surplus (Deficit) for the Year from Operations</b>	(162,824)	491,697	172,493
Acquisition of tangible capital assets		(36,574)	(16,815)
Amortization of tangible capital assets	165,213	161,028	169,274
Acquisition of prepaid expenses	-	(2,115)	(233)
<b>Change in Net Financial Assets (Net Debt)</b>	2,389	614,037	324,719
<b>Net Financial Assets (Net Debt), End of Year</b>	\$ 2,709,703	\$ 3,321,351	\$ 2,707,314

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

CUMBERLAND COLLEGE  
Notes to Financial Statements  
Year Ended June 30, 2018

## Statement 4

Cumberland College  
Statement of Cash Flows  
for the year ended June 30, 2018

	2018	2017
<b>Operating Activities</b>		
Surplus (deficit) for the year from operations	491,697	\$ 172,493
Non-cash items included in surplus (deficit)		
Amortization of tangible capital assets	161,028	169,274
Changes in non-cash working capital		
Decrease (increase) in accounts receivable	(12,221)	31,389
Increase (decrease) in accrued salaries and benefits	(8,679)	(3,275)
Increase (decrease) in accounts payable and accrued liabilities	42,295	44,785
Increase (decrease) in deferred revenue	(42,788)	(20,336)
Increase (Decrease) in Liability for Employee Future Benefits	1,400	700
Decrease (increase) in prepaid expenses	(2,115)	(233)
<b>Cash Provided (Used) by Operating Activities</b>	<b>630,617</b>	<b>394,797</b>
<b>Capital Activities</b>		
Cash used to acquire tangible capital assets	(36,574)	(16,815)
<b>Cash Provided (Used) by Capital Activities</b>	<b>(36,574)</b>	<b>(16,815)</b>
<b>Increase (Decrease) in Cash and Cash equivalents</b>	<b>594,043</b>	<b>377,982</b>
<b>Cash and Cash Equivalents, Beginning of Year</b>	<b>3,147,723</b>	<b>2,769,741</b>
<b>Cash and Cash Equivalents, End of Year</b>	<b>\$ 3,741,766</b>	<b>\$ 3,147,723</b>

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

## 1. PURPOSE AND AUTHORITY

Cumberland College (formerly Cumberland Regional College) (the College) was established by Saskatchewan Order in Council #34/75 dated January 14, 1974.

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

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

## 2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

As a government not-for-profit organization, the College prepared these financial statements in accordance with Canadian public sector accounting standards for government reporting entities. The accounting standards followed for government not-for-profit organizations is the CPA Canada Public Sector Accounting (PSA) Handbook.

Measurement Uncertainty and the Use of Estimates

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

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

- the liability for employee future benefits of \$129,900 (2017 - \$128,500) because actual experience may differ significantly from actuarial or historical estimations and assumptions;
- useful lives of tangible capital assets and related amortization for buildings, leasehold improvements, furniture and equipment and vehicles because actual experience may differ from historical estimations and assumptions;
- allowance for doubtful accounts of \$1,445 (2017 - \$7,576) because actual collections of accounts receivable may differ from estimated collections.

These estimates and assumptions are reviewed periodically and, as adjustments become necessary, they are reported in earnings in the periods in which they become known. While best estimates are used for reporting items subject to measurement uncertainty, it is reasonably possible that changes in future

CUMBERLAND COLLEGE  
Notes to Financial Statements  
Year Ended June 30, 2018

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

conditions, occurring within one fiscal year, could require a material change in the amounts recognized or disclosed.

Financial Instruments

Financial instruments create rights and obligations to receive or deliver economic benefits. Financial instruments include cash and cash equivalents, accounts receivable, accrued salaries and benefits and accounts payable and accrued liabilities.

Financial instruments are assigned to one of two measurement categories: fair value, or cost or amortized cost.

i) **Fair Value**

Fair value measurement applies to portfolio investments in equity instruments that are quoted in an active market.

As at June 30, 2018 and June 30, 2017 the College did not own any portfolio investments in equity instruments.

ii) **Cost or Amortized Cost**

All other financial assets and financial liabilities are measured at cost or amortized cost. Transaction costs are a component of cost for financial instruments measured using cost or amortized cost. Receivables are measured at amortized cost. Due to their short-term nature, the amortized cost of these instruments approximates their fair value.

Financial Assets

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

**Cash and Cash Equivalents** consist of cash and bank deposits.

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

Liabilities

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

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

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

CUMBERLAND COLLEGE  
Notes to Financial Statements  
Year Ended June 30, 2018

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

**Deferred revenue** from government transfers represents restricted grants with stipulations that give rise to a liability for which the stipulations have not yet been fulfilled. The revenue is recognized as the stipulation liabilities are settled. Deferred revenue from non-government sources represents revenue related to fees or services received in advance of the fee being earned or the services being performed, and other contributions for which the contributor has placed restrictions on the use of the resources. Tuition and fee revenue is recognized as the course is delivered, revenue from contractual services is recognized as the services are delivered, and revenue from other contributions is recognized in the fiscal year in which the resources are used for the purpose specified.

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

Non-Financial Assets

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

**Tangible Capital Assets** have useful lives extending beyond the accounting period, are used by the College to provide services to the public and are not intended for sale in the ordinary course of operations. Tangible capital assets are recorded at cost and include all costs directly attributable to the acquisition, design, construction, development, installation and betterment of the tangible capital asset. The College does not capitalize interest incurred while a tangible capital asset is under construction. Contributed tangible capital assets are recorded at their fair value at the date of receipt.

The cost of depreciable tangible capital assets, net of any residual value, is amortized on a straight line basis over their estimated useful lives as follows:

Buildings	20 to 50 years
Leasehold improvements	20 years
Furniture, equipment and computers	3 to 10 years
Automotive equipment	5 years
System development	3 years

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

Assets that have a historical or cultural significance, such as works of art and other cultural artifacts, are not recognized as tangible capital assets because a reasonable estimate of future benefits associated with these properties cannot be made.

**Prepaid Expenses** are prepaid amounts for goods or services such as insurance premiums, membership fees, Workers' Compensation premiums, advertising, rent etc., which will provide economic benefits in one or more future periods. The prepaid amount is recognized as an expense in the year the goods or services are consumed.

## 2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Employee Pension Plans**Multi-Employer Defined Benefit Plans**

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

- i) Teachers and other employees holding a teaching certificate participate in the Saskatchewan Teachers' Retirement Plan (STRP). The College's obligation for this plan is limited to collecting and remitting contributions of the employees at rates determined by the plan.
- ii) Other employees participate in the Municipal Employees' Pension Plan (MEPP). In accordance with PSA standards, the plan is accounted for as a defined contribution plan whereby the College's contributions are expensed when due.

Revenue Recognition

Revenues are recorded on the accrual basis. Revenues are recognized in the period in which the transactions or events occurred that gave rise to the revenues, provided the amount to be received can be reasonably estimated and collection is reasonably assured.

The College's major sources of revenue include the following:

- i) **Government Transfers (Grants)**  
Grants from governments are considered to be government transfers. Government transfers are recognized as revenues when the transfer is authorized, all eligibility criteria have been met, the amount can be estimated and collection is reasonably assured except when, and to the extent, stipulations by the transferor give rise to an obligation that meets the definition of a liability.
- ii) **Fees and Services**  
Revenues from tuition fees and other services are recognized in the year they are earned. Amounts that are restricted pursuant to legislation, regulation or agreements with external parties that may only be used in the conduct of certain programs or in the delivery of specific services and transactions are initially recorded as deferred revenue and subsequently recognized as revenue in the fiscal year the related expenses are incurred or services are performed.
- iii) **Interest Income**  
Interest is recognized on an accrual basis when it is earned.
- iv) **Other (Non-Government Transfer) Contributions**  
Unrestricted contributions are recognized as revenue in the year received or in the year the funds are committed to the College if the amount can be reasonably estimated and collection is reasonably assured. Externally restricted contributions are contributions for which the contributor has placed restrictions on the use of the resources. Externally restricted contributions that are to be held in perpetuity are recognized as revenue in the year in which they are received or committed if the amount can be reasonably estimated and collection is reasonably assured. Externally restricted contributions that are not held in perpetuity are deferred until the resources are used for the purpose specified, at which time the contributions are recognized as revenue. In-kind contributions are recorded at their fair value when they are received.

## 2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Expenses

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

Contingent Liabilities

Contingent liabilities are potential liabilities which may become actual liabilities when one or more future events occur or fail to occur. To the extent that the future event is likely to occur or fail to occur, and a reasonable estimate of the loss can be made, an estimated liability is accrued and an expense recorded. If the likelihood is not determinable or an amount cannot be reasonably estimated, the contingency is disclosed in the notes to the financial statements.

## 3. CHANGE IN ACCOUNTING POLICY

Effective April 1, 2017, the College adopted the recommendations relating to the following sections, as set out in the Canadian public sector accounting standards:

- *PS 2200 Related Party Disclosures*, a new standard defining related parties and establishing guidance on disclosure requirements for related party transactions.
- *PS 3210 Assets*, a new standard providing guidance for applying the definition of assets and establishing disclosure requirements for assets.
- *PS 3320 Contingent Assets*, a new standard defining and establishing guidance on disclosure requirements for contingent assets.
- *PS 3380 Contractual Rights*, a new standard defining and establishing guidance on disclosure requirements for contractual rights.
- *PS 3420 Inter-entity Transactions*, a new standard defining how to account for and report transactions between public sector entities that comprise a government's reporting entity from provider and recipient perspectives.

Pursuant to the recommendations, the changes were applied prospectively, and prior periods have not been restated. There was no material impact on the financial statements of adopting the new sections except for Note 17.

## 4. CASH AND CASH EQUIVALENTS

Due to the short-term nature of the investments, market value of cash and cash equivalents approximates costs. The College's cash and cash equivalents consist solely of cash and bank deposits.

## 5. ACCOUNTS RECEIVABLE

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

CUMBERLAND COLLEGE  
Notes to Financial Statements  
Year Ended June 30, 2018

## 5. ACCOUNTS RECEIVABLE (continued)

	2018	2017
Provincial government:		
Advanced Education/Immigration and Career Training	\$ 9,378	\$ 9,070
Federal government	37,097	34,986
Other receivables	38,797	35,126
	<b>85,272</b>	79,182
Allowance for Doubtful Accounts	<b>(1,445)</b>	(7,576)
	<b>\$ 83,827</b>	\$ 71,606

## 6. BANK INDEBTEDNESS

Bank indebtedness consists of a demand operating line of credit with a maximum borrowing limit of \$100,000 that bears interest at bank prime less 0.5% per annum. This line of credit is authorized by a borrowing resolution by the Board and is secured by a general security agreement. The balance drawn on the line of credit at June 30, 2018 was \$nil (2017 - \$nil).

## 7. ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

	2018	2017
Trade payables and accrued liabilities	\$ 156,185	\$ 136,665
Deposits	35,050	12,275
	<b>\$ 191,235</b>	\$ 148,940

## 8. ACCRUED SALARIES AND BENEFITS

	2018	2017
Accrued vacation salaries	\$ 165,163	\$ 173,842

## 9. DEFERRED REVENUE

	June 30, 2017	Additions during the year	Revenue recognized in the year	June 30, 2018
International Minerals Innovation Institute	\$ 39,379	-	\$ 24,480	<b>\$ 14,899</b>
Minister of Immigration and Career Training	2,021	10,000	11,230	<b>791</b>
RBC Grant	19,333	-	17,078	<b>2,255</b>
	<b>\$ 60,733</b>	<b>\$ 10,000</b>	<b>\$ 52,788</b>	<b>\$ 17,945</b>

CUMBERLAND COLLEGE  
Notes to Financial Statements  
Year Ended June 30, 2018

## 10. LIABILITY FOR FUTURE BENEFITS

The College provides accumulating non-vested sick leave benefits to its employees. Significant assumptions include an estimate of inflation, discount rate, employee demographics and sick leave usage of active employees. The liability associated with these benefits is calculated as the present value of expected future payments pro-rated for service and is recorded as Liability for Employee Future Benefits in the statement of financial position.

Details of the employee future benefits are as follows:

	June 30, 2018	June 30, 2017
Actuarial valuation (extrapolation) date	June 30, 2017	June 30, 2017
Long-term assumptions used:		
Salary escalation rate	1.50%	1.50%
Discount Rate	1.9%	1.9%
Expected average remaining service life (years)	10.7	10.7
	<b>2018</b>	2017
Liability for Employee Future Benefits		
Accrued Benefit Obligation – beginning of year	\$ 115,500	\$ 113,400
Current period benefit cost	17,800	17,500
Valuation effect	-	-
Interest cost	2,200	2,200
Benefits payments	(17,200)	(17,600)
Actuarial (gains) losses	-	-
Actuarial Benefit Obligation – end of the year	<b>118,300</b>	115,500
Unamortized Net Actuarial Gains (Losses)	<b>11,600</b>	13,000
Liability for Employee Future Benefits	<b>\$ 129,900</b>	\$ 128,500
	<b>2018</b>	2017
Employee Future Benefits Expense		
Current period benefit cost	\$ 17,800	\$ 17,500
Amortization of net actuarial (gain) loss	(1,400)	(1,400)
Benefit cost	<b>16,400</b>	16,100
Interest cost on unfunded employee future benefit obligation	<b>2,200</b>	2,200
Total Employee Future Benefit Expense	<b>\$ 18,600</b>	\$ 18,300

CUMBERLAND COLLEGE  
Notes to Financial Statements  
Year Ended June 30, 2018

CUMBERLAND COLLEGE  
Notes to Financial Statements  
Year Ended June 30, 2018

11. TANGIBLE CAPITAL ASSETS

	Buildings	Leasehold Improvements	Furniture, Equipment and computers	Automotive Equipment	System Development	Total 2018	Total 2017
<b>Tangible Capital Assets - at Cost:</b>							
Opening Balance at Start of Year	\$8,176,278	\$ 66,425	\$ 971,058	\$ 37,726	\$ 32,384	\$ 9,283,871	\$ 9,267,056
Additions/Purchases	-	-	11,233	25,341	-	36,574	16,815
Disposals	-	-	-	-	-	-	-
Closing Balance at End of Year	\$8,176,278	\$ 66,425	\$ 982,291	\$ 63,067	\$ 32,384	\$ 9,320,445	\$ 9,283,871
<b>Tangible Capital Assets - Amortization</b>							
Opening Balance at Start of Year	\$2,990,574	\$ 20,015	\$ 962,086	\$ 23,088	\$ 32,384	\$ 4,028,147	\$ 3,858,873
Amortization of the period	135,044	3,321	12,716	9,947	-	161,028	169,274
Disposals	-	-	-	-	-	-	-
Closing Balance at End of Year	\$3,125,618	\$ 23,336	\$ 974,802	\$ 33,035	\$ 32,384	\$ 4,189,175	\$ 4,028,147
<b>Net Book Value:</b>							
Opening Balance at Start of Year	\$5,185,704	\$ 46,410	\$ 8,972	\$ 14,638	\$ -	\$ 5,255,724	\$ 5,408,183
Closing Balance at End of Year	5,050,660	43,089	7,489	30,032	-	5,131,270	5,255,724
Change in Net Book Value	\$ 135,044	\$ 3,321	\$ 1,483	\$ (15,394)	\$ -	\$ 124,454	\$ 152,459

12. EMPLOYEE PENSION PLANS

**Multi-Employer Defined Benefit Plans**

i) Saskatchewan Teachers' Retirement Plan (STRP):

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

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

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

	2018	2017
Number of active College members	13	16
Member contribution rate (percentage of salary)		
Integrated rate	11.3%	11.3%
Non-integrated rate	13.5%	13.5%
Member contributions for the year	\$110,533	\$119,725

ii) Municipal Employee's Pension Plan (MEPP)

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

12. EMPLOYEE PENSION PLANS (continued)

The MEPP is funded by employer and employee contributions at rates set by the Municipal Employees' Pension Commission. The contribution rate for both employees and employers will be increasing to from 8.15% to 9.0% on July 1, 2018.

Every three years, an actuarial valuation is performed to assess the financial position of the plan and the adequacy of plan funding. Any actuarially determined deficiency is the responsibility of the participating employers and employees which could affect future contribution rates and/or benefits.

The contributions to the MEPP by the participating employers are not segregated in separate accounts or restricted to provide benefits to the employees of a particular employer. As a result, individual employers are not able to identify their share of the underlying assets and liabilities, and the net pension assets or liabilities for this plan are not recognized in these financial statements. In accordance with PSA standards, the plan is accounted for as a defined contribution plan whereby the College's contributions are expensed when due.

Details of the MEPP are as follows:

	2018	2017
Number of active College members	45	41
Member contribution rate (percentage of salary)	8.15%	8.15%
College contribution rate (percentage of salary)	8.15%	8.15%
Member contributions for the year	\$188,095	\$187,344
College contributions for the year	\$188,095	\$187,344

13. RISK MANAGEMENT

The College is exposed to financial risks from its financial assets and liabilities. These risks include credit risk, liquidity risk and market risk (consisting of interest rate risk).

i) **Credit Risk**

Credit risk is the risk to the College from potential non-payment of accounts receivable. The credit risk related to the College's receivables from the provincial government, federal government and their agencies are considered to be minimal. For other receivables, the College has adopted credit policies which includes close monitoring of overdue accounts. The College does not have a significant exposure to any individual customer. Management reviews accounts receivable on a case by case basis to determine if a valuation allowance is necessary to reflect an impairment in collectability.

CUMBERLAND COLLEGE  
Notes to Financial Statements  
Year Ended June 30, 2018

## 13. RISK MANAGEMENT (continued)

The aging of accounts receivable at June 30, 2018 and June 30, 2017 was:

	June 30, 2018		June 30, 2017	
	Accounts Receivable	Allowance of Doubtful Accounts	Accounts Receivable	Allowance of Doubtful Accounts
Current	\$ 31,054	\$ -	\$ 19,979	\$ -
30-60 Days	-	-	121	-
60-90 Days	1,850	-	6,184	-
Over 90 Days	5,893	1,445	8,842	7,576
Government receivables	46,475	-	44,056	-
Total	<u>\$ 85,272</u>	<u>\$ 1,445</u>	<u>\$ 79,182</u>	<u>\$ 7,576</u>
Net		<u>\$ 83,827</u>		<u>\$ 71,606</u>

The College is also exposed to credit risk from cash and cash equivalents. The College manages this credit risk by dealing solely with reputable banks and financial institutions. The College invests surplus funds to earn investment income with the objective of maintaining safety of principal and providing liquidity to meet cash flow requirements.

**ii) Liquidity Risk**

Liquidity risk is the risk that the College will not be able to meet its financial obligations as they come due. The College manages liquidity risk by continually monitoring actual and forecasted cash flows from operations and anticipated investing and financing activities.

The following table sets out the contractual maturities of the College's financial liabilities:

	June 30, 2018			
	Within 6 months	6 months to 1 year	1 to 5 years	> 5 years
Accrued salaries and benefits	\$ 82,582	\$ 82,581	\$ -	\$ -
Accounts payable and accrued liabilities	191,235	-	-	-
Total	<u>\$ 273,817</u>	<u>\$ 82,581</u>	<u>\$ -</u>	<u>\$ -</u>

**iii) Interest Rate Risk**

Interest rate risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in market interest rates. The College's interest rate exposure is limited to cash and cash equivalents. The College also has an authorized bank line of credit of \$100,000 with interest payable monthly at a rate of prime less 0.5%. Changes in the bank's prime rate can cause

CUMBERLAND COLLEGE  
Notes to Financial Statements  
Year Ended June 30, 2018

## 13. RISK MANAGEMENT (continued)

fluctuation in interest payments and cash flows. There was no balance outstanding on this credit facility as of June 30, 2018 or June 30, 2017.

The College minimizes these risks by:

- holding cash in an account at a Canadian financial institution, denominated in Canadian currency
- investing surplus cash in variable rate savings accounts
- managing cash flows to minimize utilization of its bank line of credit

## 14. BUDGET FIGURES

Budget figures included in the financial statements have been derived from the budget approved by the Board of Directors on April 25, 2017 and the Minister of Advanced Education on July 4, 2017. The budget figures are unaudited.

## 15. ACCUMULATED SURPLUS

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

Certain amounts of the accumulated operating surplus, as approved by the Board, have been designated for specific future purposes such as for program development, human resources, capital reserves, etc. These internally restricted amounts are included in the accumulated surplus presented in the statement of financial position.

The College does not maintain separate bank accounts for the internally restricted amounts.

Details of accumulated surplus are as follows:



CUMBERLAND COLLEGE  
Notes to Financial Statements  
Year Ended June 30, 2018

CUMBERLAND COLLEGE  
Notes to Financial Statements  
Year Ended June 30, 2018

## 15. ACCUMULATED SURPLUS (continued)

**Cumberland College**  
**Schedule of Accumulated Surplus**  
**for the year ended June 30, 2018**

	June 30 2017	Additions During the Year	Reductions During the Year	June 30 2018
<b>Invested in Tangible Capital Assets</b>				
Net Book Value of Tangible Capital Assets	\$ 5,255,724	\$ 36,574	\$ (161,028)	<b>\$ 5,131,270</b>
Less: Debt owing on Tangible Capital Assets	-	-	-	-
	<u>5,255,724</u>	<u>36,574</u>	<u>(161,028)</u>	<u><b>5,131,270</b></u>
<b>Internally Restricted Operating Surplus</b>				
Capital Projects:				
Melfort campus development	246,500	-	-	<b>246,500</b>
Melfort campus	342,420	150,000	-	<b>492,420</b>
Nipawin facility	180,759	-	-	<b>180,759</b>
	<u>769,679</u>	<u>150,000</u>	<u>-</u>	<u><b>919,679</b></u>
Other:				
Operations	121,415	292,927	-	<b>414,342</b>
Programs and Services	454,695	-	-	<b>454,695</b>
ABE	213,200	-	(3,635)	<b>209,565</b>
ABE on reserve	116,680	91,332	-	<b>208,012</b>
ESL	10,450	-	(5,709)	<b>4,741</b>
ESWP	-	51,000	-	<b>51,000</b>
Skills Training	101,395	-	(862)	<b>100,533</b>
Learner support	378,494	-	-	<b>378,494</b>
Scholarships-ministry	22,525	-	(21,950)	<b>575</b>
Scholarships-donors	29,362	-	(9,577)	<b>19,785</b>
Building operating maintenance	100,000	-	-	<b>100,000</b>
Professional development	2,375	75,000	(2,375)	<b>75,000</b>
Initiatives	214,505	-	-	<b>214,505</b>
	<u>1,765,096</u>	<u>510,259</u>	<u>(44,108)</u>	<u><b>2,231,247</b></u>
Total	<u>2,534,775</u>	<u>660,259</u>	<u>(44,108)</u>	<u><b>3,150,926</b></u>
<b>Unrestricted Operating Surplus</b>	<u>200,000</u>	<u>696,833</u>	<u>(696,833)</u>	<u><b>200,000</b></u>
<b>Total Accumulated Surplus from Operations</b>	<u>\$ 7,990,499</u>	<u>\$ 1,393,666</u>	<u>\$ (901,969)</u>	<u><b>\$ 8,482,196</b></u>

## 16. RELATED PARTIES

These financial statements include transactions with related parties. The College is related to all Saskatchewan Crown Agencies such as ministries, corporations, boards, and commissions under the common control of the Government of Saskatchewan, as well as its key management personnel and their close family members. Additionally, The College is related to organizations where they have key management personnel and/or their close family members in common.

## Related Party Transactions:

Transactions with these related parties are in the normal course of operations. Amounts due to or from and the recorded amounts of transactions resulting from these transactions are included in the financial statements and the table below. They are recorded at the exchange amounts with approximate prevailing market rates charged by those organizations and are settled on normal trade terms.

	2018	2017
<b>Revenues:</b>		
Ministry of Central Services	<b>132,348</b>	52,470
Ministry of Economy/Advanced Education	<b>5,064,814</b>	5,004,098
North East School Division	<b>231,477</b>	231,325
Other Regional Colleges	<b>64,986</b>	-
Sask Apprenticeship and Trade Certification Commission	<b>20</b>	60
Saskatchewan Health Authority	<b>1,000</b>	20,515
Saskatchewan Polytechnic	<b>14,952</b>	16,164
Sask Workers Compensation Board	<b>8,145</b>	17,502
	<u><b>\$ 5,517,742</b></u>	<u>\$ 5,342,135</u>

CUMBERLAND COLLEGE  
Notes to Financial Statements  
Year Ended June 30, 2018

## 16. RELATED PARTIES (continued)

	2018	2017
<b>Expenses:</b>		
Ministry of Central Services	21,140	31,896
Ministry of Finance	10,618	1,412
Municipal Employees Pension Plan	376,190	385,112
North East School Division	143,058	129,637
Other Regional Colleges	13,256	24,682
Sask Energy	11,900	12,362
Sask Power	33,005	33,931
SGI	2,307	2,184
Saskatchewan Health Authority	2,556	440
Saskatchewan Polytechnic	288,780	321,728
Saskatchewan Teachers Superannuation Commission	2,036	3,736
Sask Workers Compensation Board	10,731	13,002
Sask Tel/Sask Tel Mobility	54,024	45,027
Saskatchewan Transportation Company	-	119
Saskatchewan Tourism	3,521	1,995
Sun West School Division	2,500	1,500
Technical Safety Authority of Saskatchewan	183	183
	<b>\$ 975,805</b>	<b>\$ 1,008,946</b>

	2018	2017
<b>Accounts Receivable:</b>		
Ministry of Advanced Education/Economy	\$ 9,378	\$ 6,070
Other Regional Colleges	1,633	-
Sask Polytechnic	14,070	14,785
	<b>\$ 25,081</b>	<b>\$ 20,855</b>

	2018	2017
<b>Accounts Payable and Accrued Liabilities:</b>		
Ministry of Central Services	1,204	1,664
North East School Division	-	12,570
Other Regional Colleges	6,227	146
Sask Tel	3,615	-
Sask Polytechnic	-	705
	<b>\$ 11,045</b>	<b>\$ 15,085</b>

## 16. RELATED PARTIES (continued)

In addition, the College pays Provincial Sales Tax to the Saskatchewan Ministry of Finance on all its taxable purchases and customer sales on items that are deemed taxable. Taxes paid are recorded as part of the cost of those purchases.

The College received long distance telephone services between major centres from SaskTel, a related party, at reduced rates available to Government agencies.

Other transactions with related parties and amounts due to/from them are described separately in the financial statements or notes thereto.

## 17. CONTRACTUAL RIGHTS

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

The College has the following contractual rights:

	2019	2020	Total
Program Delivery	\$ 111,421	\$ 105,556	\$ 216,977
<b>Total Contractual Rights</b>	<b>\$ 111,421</b>	<b>\$ 105,556</b>	<b>\$ 216,977</b>

## 18. CONTINGENT LIABILITY

A union representing employees of an employer unrelated to the College has applied by Notice of Motion for an order quashing purported decisions of the Municipal Employees Pension Plan, relating to the application of actuarial surplus in the fund, as well as other relief. Several participating employers, including the College have been named. The outcome of this action is not determinable as at the date of reporting and, accordingly, no provision has been made in these financial statements for any liability that may result.

CUMBERLAND COLLEGE  
Notes to Financial Statements  
Year Ended June 30, 2018

Cumberland College  
Projected Schedule of Revenues and Expenses by Function (Schedule 1)  
for the year ended June 30, 2018

	2018 Actual				2018		2017		
	Skills Training		Basic Education		Services		Student Housing		
	Credit	Non-credit	Credit	Non-credit	Learner Support	Counsel	Credit	Actual	
<b>Revenues (Schedule 2)</b>									
Provincial government	\$ 2,431,121	\$ 796,508	\$ 203,492	\$ 1,277,200	\$ 201,746	\$ 211,602	\$ -	\$ 48,000	\$ 5,002,049
Federal government	-	-	-	105,730	-	-	-	-	100,273
Other	207,676	386,265	207,534	150	1,616	271,668	324,491	59,281	1,250,312
<b>Total Revenues</b>	<b>2,638,797</b>	<b>1,182,773</b>	<b>411,027</b>	<b>1,277,350</b>	<b>309,093</b>	<b>483,270</b>	<b>324,491</b>	<b>107,281</b>	<b>6,352,634</b>
<b>Expenses (Schedule 3)</b>									
Agency contracts	342	227,904	236,474	995	18,248	4,855	-	-	697,773
Amortization	161,028	-	-	-	-	-	219,559	-	165,213
Equipment	52,575	6,495	884	6,951	1,024	2,022	624	-	130,740
Facilities	202,762	22,041	1,620	16,795	3,283	140	3,357	-	271,694
Information technology	65,237	54,725	-	39,199	477	1,662	1,086	-	227,853
Operating	253,333	130,445	24,387	49,167	33,847	27,425	1,892	795	167,941
Personal services	1,703,766	654,219	106,902	1,059,539	234,903	254,702	77,313	136,150	620,280
<b>Total Expenses</b>	<b>2,439,043</b>	<b>1,095,829</b>	<b>370,266</b>	<b>1,172,546</b>	<b>291,782</b>	<b>290,805</b>	<b>365,341</b>	<b>136,945</b>	<b>6,276,475</b>
<b>Surplus (Deficit) for the year</b>	<b>\$ 199,754</b>	<b>\$ 86,944</b>	<b>\$ 40,761</b>	<b>\$ 104,804</b>	<b>\$ 17,311</b>	<b>\$ 192,465</b>	<b>\$ (79,830)</b>	<b>\$ (29,663)</b>	<b>\$ (162,824)</b>

2018		2018		2017	
Actual	Budget	Actual	Budget	Actual	Actual
\$ 5,169,670	\$ 4,853,086	\$ 5,169,670	\$ 4,853,086	\$ 5,002,049	\$ 5,002,049
105,730	117,076	105,730	117,076	100,273	100,273
1,458,683	1,143,488	1,458,683	1,143,488	1,250,312	1,250,312
6,734,083	6,113,651	6,734,083	6,113,651	6,352,634	6,352,634
708,377	697,773	708,377	697,773	843,209	843,209
161,028	165,213	161,028	165,213	169,274	169,274
71,618	130,740	71,618	130,740	77,094	77,094
249,997	271,694	249,997	271,694	227,853	227,853
162,386	167,941	162,386	167,941	43,323	43,323
544,674	620,280	544,674	620,280	567,549	567,549
4,344,306	4,222,834	4,344,306	4,222,834	4,251,839	4,251,839
6,242,386	6,276,475	6,242,386	6,276,475	6,180,141	6,180,141

Cumberland College  
Projected Schedule of Revenues by Function (Schedule 2)  
for the year ended June 30, 2018

	2018 Revenues Actual				2018		2017		
	Skills Training		Basic Education		Services		Student Housing		
	Credit	Non-credit	Credit	Non-credit	Learner Support	Counsel	Credit	Actual	
<b>Provincial Government/Advanced Education/Economy</b>									
Operating grants	\$ 2,236,398	\$ -	\$ -	\$ -	\$ 181,602	\$ -	\$ -	\$ 2,418,000	
Program grants	63,800	796,508	203,492	44,000	-	48,000	-	2,277,113	
Contracts	2,300,198	796,508	203,492	1,251,000	44,000	181,602	-	4,695,113	
Other	-	-	-	26,200	157,746	-	-	-	4,888,368
<b>Total Provincial</b>	<b>2,300,198</b>	<b>796,508</b>	<b>203,492</b>	<b>1,277,200</b>	<b>201,746</b>	<b>211,602</b>	<b>48,000</b>	<b>5,038,746</b>	
Other provincial	130,923	-	-	-	-	-	-	130,923	
<b>Federal Government</b>	<b>2,431,121</b>	<b>796,508</b>	<b>203,492</b>	<b>1,277,200</b>	<b>201,746</b>	<b>211,602</b>	<b>48,000</b>	<b>5,169,670</b>	
Program grants	-	-	-	-	105,730	-	-	105,730	
Other Federal	-	-	-	-	-	-	-	-	
<b>Total Federal</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>105,730</b>	<b>-</b>	<b>-</b>	<b>105,730</b>	
<b>Other Revenue</b>									
Admin recovery	4,784	-	-	-	-	-	-	4,784	
Contracts	106,224	58,500	2,315	-	235,914	-	13,987	416,939	
Interest	61,303	-	-	-	-	-	-	61,303	
Rents	2,685	-	-	-	-	-	-	2,685	
R resale items	1,798	17,848	9,413	479	-	15,150	-	44,688	
Tuition	-	309,917	195,806	1,137	-	295,355	-	802,216	
Donations	-	-	-	-	-	-	58,623	58,623	
Other	30,882	-	-	150	35,754	-	658	67,445	
<b>Total Other</b>	<b>207,676</b>	<b>386,265</b>	<b>207,534</b>	<b>150</b>	<b>271,668</b>	<b>324,491</b>	<b>59,281</b>	<b>1,458,683</b>	
<b>Total Revenues</b>	<b>\$ 2,638,797</b>	<b>\$ 1,182,773</b>	<b>\$ 411,027</b>	<b>\$ 1,277,350</b>	<b>\$ 309,093</b>	<b>\$ 483,270</b>	<b>\$ 107,281</b>	<b>\$ 6,734,083</b>	

2018		2018		2017	
Total Revenues Actual	Total Budget	Total Revenues Actual	Total Budget	Total Revenues Actual	Total Actual
\$ 2,418,000	\$ 2,418,000	\$ 2,418,000	\$ 2,418,000	\$ 2,489,756	\$ 2,489,756
2,406,800	2,277,113	2,406,800	2,277,113	2,398,612	2,398,612
4,824,800	4,695,113	4,824,800	4,695,113	4,888,368	4,888,368
183,946	-	183,946	-	48,826	48,826
30,000	30,000	30,000	30,000	30,000	30,000
5,038,746	4,725,113	5,038,746	4,725,113	4,965,194	4,965,194
130,923	127,973	130,923	127,973	36,855	36,855
5,169,670	4,853,086	5,169,670	4,853,086	5,002,049	5,002,049
105,730	117,076	105,730	117,076	100,273	100,273
105,730	117,076	105,730	117,076	100,273	100,273
105,730	117,076	105,730	117,076	100,273	100,273
4,784	-	4,784	-	9,871	9,871
416,939	267,100	416,939	267,100	326,770	326,770
61,303	36,000	61,303	36,000	34,199	34,199
2,685	26,450	2,685	26,450	1,675	1,675
44,688	30,149	44,688	30,149	108,514	108,514
802,216	673,989	802,216	673,989	660,396	660,396
58,623	48,000	58,623	48,000	70,473	70,473
67,445	61,800	67,445	61,800	38,415	38,415
1,458,683	1,143,488	1,458,683	1,143,488	1,250,312	1,250,312
\$ 6,734,083	\$ 6,113,651	\$ 6,734,083	\$ 6,113,651	\$ 6,352,634	\$ 6,352,634



# Performance Measures

## University

Performance Measure	3 Yr. Avg. Baseline*	2017-18 Target	2017-18 Actuals
Total Enrollment	75.3	98.0	111.0
Participation Rate % of Total College Enrollment	38.8%	22.3%	18.4%
Student Enrollment (Expressed in FLE's)	49.6	60.0	70.0
Aboriginal Participation Enrollment Rate (% of Aboriginals enrolled in University courses)	26.5%	28.0%	38.7%

\*3 Year Baseline includes program years: 2014-15, 2015-16, 2016-17

## ABE Non-credit

Performance Measure	3 Yr. Avg. Baseline*	2017-18 Target	2017-18 Actuals
Total Enrollment (includes casual: distinct bodies)	152	147.0	127
Student Enrollment (expressed in Full Load Equivalents)	55.3	43.6	45.3
Completers (Full and Part time only: Casual not included)	79.3	81.0	79.0
Completion Rate (% of those completed, casual not included)	52.2%	55.1%	62.2%

\*3 Year Baseline includes program years: 2014-15, 2015-16, 2016-17

## ABE Credit

Performance Measure	3 Yr. Avg. Baseline*	2017-18 Target	2017-18 Actuals
Total Enrollment (includes casual: distinct bodies)	235	160	243
Student Enrollment (expressed in Full Load Equivalents)	196.3	127.1	205.1
Participation Rate (% of total College enrollment)	38.8%	47.3%	40.2%
Aboriginal Participation Enrollment Rate (% of Aboriginals enrolled in programs)	79.4%	80.2%	81.1%
Graduates (full-time and part-time: Casual not included)	72.0	62.00	76.00
Graduates (full-time)	68.3	68.98	74.00
Graduates (part-time)	3.7	3.74	2.0
Graduation Rate (% of those graduated, part-time and full-time only casual not included)	31.0%	31.3%	31.3%
Graduation Rate (% of full-time students graduated)	44.0%	44.4%	40.2%
Graduation Rate (% of part-time students graduated)	7.0%	7.1%	3.4%
Proportion of Aboriginal Graduates (among all graduates)	78.1%	78.9%	68.9%
Aboriginal Graduation Rate (among aboriginal enrolments)	30.7%	33.8%	25.6%
Completers (full-time and part-time only, casual not included)	54.7	62.0	54.0
Completion Rate (% of those completed; casual not included)	23.5%	38.8%	22.2%
Employment Rate (% of graduates contacted who were employed; does not include those in further training)	69.1%	70.8%	44.4%
Aboriginal Employment Rate (among aboriginals only)	61.1%	61.7%	27.3%
Pursuing Further Training (based on number contacted)	32.3	32.62	29.0
Pursuing Further Training (% of those contacted)	84.7%	85.5%	74.4%
Pursuing Further Training Among Abor Grads Rate (among aboriginals only)	83.8%	84.6%	68.0%

\*3 Year Baseline includes program years: 2014-15, 2015-16, 2016-17

## Skills Training Non-Credit

Performance Measure	3 Yr. Avg. Baseline*	2017-18 Target	2017-18 Actuals
Total Enrollment (includes casual: distinct bodies)	162.0	64	98
Student Enrollment (expressed in Full Load Equivalents)	6.5	1.7	7.0

\*3 Year Baseline includes program years: 2014-15, 2015-16, 2016-17

## Institute Credit

Performance Measure	3 Yr. Avg. Baseline*	2017-18 Target	2017-18 Actuals
Total Enrollment (includes casual: distinct bodies)	242	216.0	199
Student Enrollment (expressed in Full Load Equivalents)**	113.36	117.3	101.2
Participation Rate (% of total College enrollment)	39.6%	43.7%	33.0%
Aboriginal Participation Enrollment Rate (% of aboriginals enrolled in programs)	35.7%	36.0%	32.8%
Graduates (full-time and part-time: casual not included)	59.0	65.0	59.00
Graduation Rate (% of those graduated, full time and part time only casual not included)	25.7%	30.1%	28.6%
Graduation Rate of those eligible to graduate	65.2%	65.9%	59.6%
Graduation Rate (Full-time students only)	56.5%	57.1%	60.8%
Graduation Rate of those eligible to graduate (full-time students only)	63.2%	63.9%	60.8%
Graduation Rate (Part-time students only)***	2.9%	2.9%	12.4%
Graduation Rate of those eligible to graduate (part-time students only)	73.3%	74.0%	56.0%
Proportion of Aboriginal Graduates (among all graduates)	23.8%	24.1%	12.3%
Aboriginal Graduation Rate (% of Aboriginal graduates calculated among Aboriginal enrollments)	18.7%	18.9%	10.9%
Completers (full-time and part time only, casual not included)	111.7	128.4	80.0
Completion Rate (% of those completed; casual not included)	47.5%	59.4%	40.2%
Employment Rate (% of graduates contacted who were employed; does not include those in further training)	84%	85.3%	85.2%
Aboriginal Employment Rate (% of Aboriginal graduates contacted who were employed; does not include those in further training)	74.9%	75.6%	71.4%
Pursuing Further Training (based on number contacted)	8.3	8.38	2.00
Pursuing Further Education (% of those contacted)	43.1%	43.5%	33.3%
Rate of Aboriginal Graduates Going on to Further Training (% calculated among Aboriginal Graduates)	25.0%	25.3%	0.0%

\*3 Year Baseline includes program years: 2014-15, 2015-16, 2016-17

\*\* Sask Polytech Distance FLEs are not being included as of 2015-16

\*\*\*The part time graduation rate is low because very few of the part-time students were eligible to graduate.

**Industry Credit**

Performance Measure	3 Yr. Avg. Baseline*	2017-18 Target	2017-18 Actuals
Total Enrollment (distinct bodies)	369	352	340
Full-Time and Part-Time Enrollment	42.3	24.0	51.0
Casual Enrollment	326.3	328.0	289.0
Student Enrollment (expressed in Full Load Equivalent)	11.3	9.0	11.3
Participation Rate (% of total College Enrollment)	7.3%	3.4%	8.4%
Aboriginal Participation Enrollment Rate (% of aboriginals enrolled in programs)**	23.3%	23.5%	21.6%
Graduates (full-time and part-time)	39.0	23.0	45.0
Graduation Rate (% of those graduated, casual not included)	92.8%	93.7%	88.2%
Proportion of Aboriginal Graduates (among all graduates)**	24.4%	24.6%	24.4%
Aboriginal Graduation Rate (% of Aboriginal graduates calculated among aboriginal enrollments)	97.4%	100.0%	100.0%
Completers (full-time and part-time)	3.0	1.0	10.0
Completion Rate (% of those completed; casual not included)	7.2%	4.2%	19.6%

\*3 Year Baseline includes program years: 2014-15, 2015-16, 2016-17

**Learner Services**

Performance Measure	3 Yr. Avg. Baseline*	2017-18 Target	2017-18 Actuals
Student Satisfaction Surveys (very good to Excellent)	93.7%	96.0%	100.0%
Number of Scholarships and Bursaries (actual number awarded)	106.7	100	110.0
Value of Scholarships and Bursaries (actual amount awarded)	\$ 109,784.67	\$ 110,000	\$ 129,150

\*3 Year Baseline includes program years: 2014-15, 2015-16, 2016-17

**Participant Hours**

Performance Measure	3 Yr. Avg. Baseline*	2017-18 Target	2017-18 Actuals
Participant Hours	280116	288216	283138
Number of Youth (30 years of age and under) enrolled	633	639	767
Number of Learners enrolled in skills training programs	786	622	637
Exam invigilations (distance learning)	431	435	453
Total Exam invigilations (CAAT, ACUPLACER, GED & Distance)	796	804	749
Total Learner Services Contacts	12959	13089	20340

\*3 Year Baseline includes program years: 2014-15, 2015-16, 2016-17

**Cumberland College Student Enrollments 2017-2018**

Program Groups		Total Student Enrollment									
		2017-18					% change in FLEs	2016-17			
		FT	PT	Casual	FLEs	FT		PT	Casual	FLEs	
SKILLS TRAINING	<b>Institute Credit</b>										
	Institute Credit - Sask Polytech	81	118	0	101.23	6.8%	93	88*	0.0	94.74	
	Institute Credit - Other						0	8	13.0	1.02	
	<b>Total Institute Credit</b>	81	118	0	101.23	5.7%	93	96	13	95.76	
	Industry Credit	0	51	289	11.28	9.1%	0	55	239	10.33	
	Non-Credit	0	38	60	6.90	16.9%	0	39	102	5.90	
	<b>TOTAL SKILLS TRAINING</b>	81	207	349	119.41	6.6%	93	190	354	111.99	
ADULT BASIC EDUCATION	<b>BE Credit</b>										
	Adult 12	98	31	0.0	107.16	-1.9%	93	47	0.0	109.22	
	BE 10	88	26	0.0	97.90	37.6%	56	32	0.0	71.2	
	Academic GED						6	6	0.0	7.72	
	<b>Total BE Credit</b>	186	57	0	205.06	9.0%	155	85	0	188.10	
	<b>BE Non-Credit</b>										
	Employability/Life Skills	8	4	0.0	8.25						
English Language Training	48	12	0.0	9.79	3.2%	37	12	0.0	9.5		
General Academic Studies	23	32	0.0	27.23	-4.7%	18	53	0.0	28.6		
	<b>Total BE Non-Credit</b>	79	48	0	45.27	18.9%	55	65	0	38.07	
	<b>TOTAL ADULT BASIC EDUCATION</b>	265	105	0	250.33	10.7%	210	150	0	226.17	
UNIVERSITY											
	<b>TOTAL UNIVERSITY</b>	60	51	0	70.01	49.2%	41	44	0	46.94	
<b>TOTAL ENROLLMENT</b>		406	363	349	439.75	14.2%	344	384	354	385.10	

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

\* decrease in numbers because 2015-16 year has numbers from both ABE transitions programs, also an additional PCP, esthetician, youth care worker, and electrical program.

Student Enrollment: Melfort Campus										
Program Groups		Number of Students Enrolled								
		2017-18				% change in FLEs	2016-17			
		FT	PT	Casual	FLEs		FT	PT	Casual	FLEs
SKILLS TRAINING	Institute Credit - Sask Polytech	43	80	0	66.87	37.6%	44	62	0	48.61
	Industry Credit	0	34	118	5.99	0.5%	0	30	136	5.96
	Non-Credit	0	0	19	0.34	-57.9%	0	6	37	0.80
	<b>TOTAL SKILLS TRAINING</b>	<b>43</b>	<b>114</b>	<b>137</b>	<b>73.20</b>	<b>32.2%</b>	<b>44</b>	<b>98</b>	<b>173</b>	<b>55.37</b>
ADULT BASIC EDUCATION	<b>ABE Credit</b>									
	Adult 12	43	9	0	50.08	11.1%	38	14	0	45.08
	BE 10	31	11	0	33.08	-12.8%	27	14	0	37.94
	<b>Total ABE Credit</b>	<b>74</b>	<b>20</b>	<b>0</b>	<b>83.17</b>	<b>0.2%</b>	<b>65</b>	<b>28</b>	<b>0</b>	<b>83.02</b>
	<b>ABE Non-Credit</b>									
	English Language Training	15	9	0	3.88	-28.8%	22	9	0	5.44
General Academic Studies	2	18	0	6.67	99.7%	0	27	0	3.34	
<b>Total ABE Non-Credit</b>	<b>17</b>	<b>27</b>	<b>0</b>	<b>10.55</b>	<b>20.1%</b>	<b>22</b>	<b>36</b>	<b>0</b>	<b>8.78</b>	
<b>TOTAL ADULT BASIC EDUCATION</b>	<b>91</b>	<b>47</b>	<b>0</b>	<b>93.71</b>	<b>2.1%</b>	<b>87</b>	<b>64</b>	<b>0</b>	<b>91.80</b>	
UNIVERSITY										
	<b>TOTAL UNIVERSITY</b>	<b>51</b>	<b>31</b>	<b>0</b>	<b>53.30</b>	<b>186.6%</b>	<b>17</b>	<b>21</b>	<b>0</b>	<b>18.60</b>
<b>TOTAL ENROLLMENT</b>		<b>185</b>	<b>192</b>	<b>137</b>	<b>220.21</b>	<b>32.8%</b>	<b>148</b>	<b>183</b>	<b>173</b>	<b>165.78</b>

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

Student Enrollment: Tisdale Campus										
Program Groups		Number of Students Enrolled								
		2017-18				% change in FLEs	2016-17			
		FT	PT	Casual	FLEs		FT	PT	Casual	FLEs
SKILLS TRAINING	<b>Institute Credit</b>									
	Sask Polytech	20	14	0	18.84	-28.3%	26	4	0	26.26
	Other					-100.0%	0	8	13	1.02
	<b>Total Institute Credit</b>	<b>20</b>	<b>14</b>	<b>0</b>	<b>18.84</b>	<b>-30.9%</b>	<b>26</b>	<b>12</b>	<b>13</b>	<b>27.28</b>
	Industry Credit	0	14	102	2.09	71.1%	0	0	48	1.22
ADULT BASIC EDUCATION	<b>ABE Credit</b>									
	Adult 12	28	6	0	27.53	40.6%	17	13	0	19.58
	BE 10	14	9	0	20.21	116.1%	11	9	0	9.35
	<b>Total ABE Credit</b>	<b>42</b>	<b>15</b>	<b>0</b>	<b>47.74</b>	<b>65.0%</b>	<b>28</b>	<b>22</b>	<b>0</b>	<b>28.94</b>
	<b>ABE Non-Credit</b>									
	Employability/Life Skills	8	4	0	8.25					
English Language Training	33	3	0	5.91	46.3%	15	3	0	4.04	
General Academic Studies	3	12	0	3.73	366.8%	0	13	0	0.80	
<b>Total ABE Non-Credit</b>	<b>44</b>	<b>19</b>	<b>0</b>	<b>17.90</b>	<b>269.8%</b>	<b>15</b>	<b>16</b>	<b>0</b>	<b>4.84</b>	
<b>TOTAL ADULT BASIC EDUCATION</b>	<b>86</b>	<b>34</b>	<b>0</b>	<b>65.64</b>	<b>94.3%</b>	<b>43</b>	<b>38</b>	<b>0</b>	<b>33.78</b>	
UNIVERSITY										
	<b>TOTAL UNIVERSITY</b>	<b>0</b>	<b>6</b>	<b>0</b>	<b>1.00</b>	<b>150.0%</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>0.40</b>
<b>TOTAL ENROLLMENT</b>		<b>106</b>	<b>90</b>	<b>137</b>	<b>92.14</b>	<b>39.2%</b>	<b>69</b>	<b>80</b>	<b>95</b>	<b>66.19</b>

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

Student Enrollment: Nipawin Campus										
Program Groups		Number of Students Enrolled								
		2017-18				% change in FLEs	2016-17			
		FT	PT	Casual	FLEs		FT	PT	Casual	FLEs
SKILLS TRAINING	Institute Credit - Sask Polytech	18	24	0	15.52	-21.9%	23	22	0	19.87
	Industry Credit	0	1	117	3.20	1.5%	0	24	64	3.15
	Non-Credit	0	16	8	1.99	25.4%	0	6	35	1.58
	<b>TOTAL SKILLS TRAINING</b>	<b>18</b>	<b>41</b>	<b>125</b>	<b>20.70</b>	<b>-15.9%</b>	<b>23</b>	<b>52</b>	<b>99</b>	<b>24.60</b>
ADULT BASIC EDUCATION	<b>ABE Credit</b>									
	Adult 12	27	16	0	29.55	-33.7%	40	23	0	44.55
	BE 10	43	6	0	44.61	86.9%	18	10	0	23.87
	Academic GED					-100.0%	6	6	0	7.72
	<b>Total ABE Credit</b>	<b>70</b>	<b>22</b>	<b>0</b>	<b>74.15</b>	<b>-2.6%</b>	<b>64</b>	<b>39</b>	<b>0</b>	<b>76.14</b>
	<b>ABE Non-Credit</b>									
General Academic Studies	18	2	0	16.83	-31.2%	18	13	0	24.45	
<b>Total ABE Non-Credit</b>	<b>18</b>	<b>2</b>	<b>0</b>	<b>16.83</b>	<b>-31.2%</b>	<b>18</b>	<b>13</b>	<b>0</b>	<b>24.45</b>	
<b>TOTAL ADULT BASIC EDUCATION</b>	<b>88</b>	<b>24</b>	<b>0</b>	<b>90.98</b>	<b>-9.6%</b>	<b>82</b>	<b>52</b>	<b>0</b>	<b>100.59</b>	
UNIVERSITY										
	<b>TOTAL UNIVERSITY</b>	<b>8</b>	<b>20</b>	<b>0</b>	<b>15.71</b>	<b>-43.8%</b>	<b>24</b>	<b>21</b>	<b>0</b>	<b>27.94</b>
<b>TOTAL ENROLLMENT</b>		<b>114</b>	<b>85</b>	<b>125</b>	<b>127.40</b>	<b>-16.8%</b>	<b>129</b>	<b>125</b>	<b>99</b>	<b>153.13</b>

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

Program Groups		Equity Participation Enrollments																							
		2017-18												2016-17											
		Aboriginal						Visible Minority						Disability						Total Enrollment					
		FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas
SKILLS TRAINING	Institute Credit	36	30	0	1	2	0	9	8	0	82	119	0	37	23	0	4	4	0	4	2	0	96	89	0
	Sask Polytech																								
	Other																								
	<b>Total Institute Credit</b>	36	30	0	1	2	0	9	8	0	82	119	0	37	24	1	4	4	0	4	2	0	96	97	13
	Industry Credit	0	11	68	0	1	5	0	2	17	0	51	289	0	13	33	0	0	5	0	3	8	0	55	239
ADULT BASIC EDUCATION	Total Non-Credit	0	20	1	0	1	0	0	3	0	0	38	60	0	14	9	0	0	1	0	1	0	39	102	
	<b>TOTAL SKILLS TRAINING</b>	36	61	69	1	4	5	9	13	17	82	208	349	37	51	43	4	4	6	4	6	9	191	354	
	ABE Credit:																								
	Adult 12	74	24	0	3	1	0	13	8	0	98	31	0	64	39	0	2	1	0	13	8	0	93	47	0
	Adult 10	77	22	0	5	1	0	16	7	0	88	26	0	47	26	0	1	1	0	6	5	0	56	32	0
UNIVERSITY	Academic GED																								
	<b>Total ABE Credit</b>	151	46	0	8	2	0	29	15	0	186	57	0	117	70	0	3	2	0	19	13	0	155	85	0
	ABE Non-Credit:																								
	Employability/Life Skills	6	4	0	1	0	0	1	0	0	8	4	0												
	English Language Training	0	0	0	1	1	0	0	0	0	48	12	0	0	0	0	3	1	0	0	0	0	37	12	0
TOTAL ENROLLMENT	General Academic Studies	22	18	0	0	2	0	5	11	0	23	32	0	17	43	0	0	1	0	0	8	0	18	53	0
	<b>Total ABE Non-Credit</b>	28	22	0	2	3	0	6	11	0	79	48	0	17	43	0	3	2	0	0	8	0	55	65	0
	<b>TOTAL ADULT BASIC EDUCATION</b>	179	68	0	10	5	0	35	26	0	265	105	0	134	113	0	6	4	0	19	21	0	210	150	0
	<b>TOTAL UNIVERSITY</b>	20	23	0	5	1	0	1	3	0	60	51	0	6	18	0	5	2	0	0	1	0	41	44	0
	<b>TOTAL ENROLLMENT</b>	235	152	69	16	10	5	45	42	17	407	364	349	177	182	43	15	10	6	23	28	9	347	385	354

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

Program Groups		Student Success																								
		2017-18												2016-17												
		Total Students Completed						Total Students Graduated						Total Employed						Total Going to Further Training						
		FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	
SKILLS TRAINING	Institute Credit	9	73	0	44	15	0	24	27	0	4	7	0	13	56	0	50	3	0	26	23	0	3	5	0	
	Sask Polytech																									
	Other																									
	<b>Total Institute Credit</b>	9	73	0	44	15	0	24	27	0	4	7	0	13	64	13	50	3	0	26	23	0	3	5	0	
	Industry Credit	0	10	16	0	45	276	0	12	0	0	0	0	0	2	3	0	0	49	230	0	8	0	0	0	
ADULT BASIC EDUCATION	Total Non-Credit	0	30	60	na	na	na	na	na	na	na	na	na	0	31	101	na	na	na	na	na	na	na	na	na	
	<b>TOTAL SKILLS TRAINING</b>	9	113	76	44	60	276	24	39	0	4	7	0	13	97	117	50	52	230	26	31	0	3	5	0	
	ABE Credit:																									
	Adult 12	21	6	0	49	1	0	7	3	0	22	3	0	32	6	0	33	2	0	4	1	0	31	4	0	
	Adult 10	22	5	0	25	1	0	1	0	0	30	2	0	7	4	0	26	2	0	0	0	0	27	2	0	
UNIVERSITY	Academic GED																									
	<b>Total ABE Credit</b>	43	11	0	74	2	0	8	3	0	52	5	0	43	13	0	59	5	0	4	1	0	59	6	0	
	Basic Education Non-Credit:																									
	Employability/Life Skills	6	0	0	0	0	0	2	0	0	0	0	0													
	English Language Training	36	0	0	0	0	0	0	0	0	0	0	0	20	2	0	na	na	na	na	na	na	na	na	na	
TOTAL ENROLLMENT	General Academic Studies	18	19	0	0	0	0	0	4	0	11	8	0	12	41	0	0	0	0	0	1	0	10	22	0	
	<b>Total ABE Non-Credit</b>	60	19	0	0	0	0	2	4	0	11	8	0	32	43	0	0	0	0	0	1	0	10	22	0	
	<b>TOTAL ADULT BASIC EDUCATION</b>	103	30	0	74	2	0	10	7	0	63	13	0	75	56	0	59	5	0	4	2	0	69	28	0	
	<b>TOTAL UNIVERSITY</b>	26	46	0	0	0	0	na	na	na	na	na	na	21	41	0	16	8	0	na	na	na	na	na	na	
	<b>TOTAL ENROLLMENT</b>	145	189	76	135	62	276	34	46	0	67	20	0	145	194	117	135	57	230	30	33	0	72	33	0	

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



Program Groups	Student Success by Equity Participation												
	2017-18						2016-17						
	Aboriginal		Visible Minority		Disability		Aboriginal		Visible Minority		Disability		
	E	C	G	E	C	G	E	C	G	E	C	G	
SKILLS TRAINING	Institute Credit	66	14	21	3	17	6	7	15	8	2	2	0
	Institute Credit - Sask Polytech												
	Institute Credit - Other												
	<b>Total Institute Credit</b>	66	14	21	3	17	6	7	15	8	2	2	0
	Industry Credit	79	11	70	6	19	3	16	43	5	0	5	11
Total Non-Credit	21	15	0	1	0	3	1	0	na	1	1	2	na
<b>TOTAL SKILLS TRAINING</b>	166	40	91	10	39	10	23	58	14	3	7	19	10
ADULT BASIC EDUCATION	<b>ABE Credit:</b>												
	Adult 12	98	22	31	4	21	5	4	19	3	0	21	2
	Adult 10	99	25	20	6	23	4	3	24	2	1	11	1
	Academic GED												
	<b>Total ABE Credit</b>	197	47	51	10	44	9	7	44	5	1	32	3
UNIVERSITY	<b>ABE Non-Credit:</b>												
	Employability/Life Skills	10	4	0	1	1	1	0					
	English Language Training	0	0	0	2	0	0	0	na	4	2	0	0
	General Academic Studies	40	26	0	2	16	9	0	na	1	1	8	7
	<b>Total ABE Non-Credit</b>	50	30	0	5	17	10	0	0	5	3	8	7
<b>TOTAL ADULT BASIC EDUCATION</b>	247	77	51	15	61	19	7	44	10	4	2	40	10
<b>TOTAL UNIVERSITY</b>	43	20	0	6	4	3	0	7	7	6	1	1	0
<b>TOTAL ENROLLMENT</b>	456	137	142	31	104	32	30	102	31	13	9	60	16

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

# Glossary of Terms

**Academic GED:** Academic skills development that prepares individuals to write the GED exams

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

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

**B. Ed.:** Bachelor of Education

**CMHC:** Canadian Mortgage and Housing Corporation

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

**CICan:** Colleges and Institutes Canada

**CCA:** Community Care Aide

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

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

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

**Credit:** Learning which is certified by a recognized body

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

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

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

**FNMAC:** First Nations and Métis Advisory Council

**FTE:** Full time equivalency for staff

**Full-Time Learner:** A person taking courses that collectively require a minimum of 18 hours of scheduled class time per week, for a minimum period of 12 weeks. There are two exceptions to this definition:

- a) For Apprenticeship and Trade: a complete level (the length depends on the trade) is required; and
- b) For university courses: a minimum of 216 hours of scheduled class time for the academic year.

**GED:** General Education Development: A series of exams that are written to determine grade 12 equivalency

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

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

**IMII:** International Minerals Innovative Institute

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

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

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

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

**Part-Time Learner:** A person taking courses of less than 12 weeks duration, even if they collectively require more than 18 hours of scheduled class time per week; or one who is taking courses that are at least 12 weeks in duration but collectively require less than 18 hours of scheduled class time per week

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

**PSAB:** Public Sector Accounting Benchmark

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

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

**U of R:** University of Regina

**U of S:** University of Saskatchewan

**WED:** Western Economic Diversification



Nipawin Campus  
P.O. Box 2225  
Nipawin, SK S0E 1E0  
Tel: 306-862-9833  
Fax: 306-862-4940



Melfort Campus  
P.O. Box 2320  
Melfort, SK S0E 1A0  
Tel: 306-752-2786  
Fax: 306-752-3484



Tisdale Campus  
P.O. Box 967  
Tisdale, SK S0E 1T0  
Tel: 306-873-2525  
Fax: 306-873-4450