



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.

Entrepreneurial Spirit – Cumberland College prides itself on having an entrepreneurial spirit. The College demonstrates five indicators to show its entrepreneurial spirit is alive and thriving: 1) the College is in-tune with its passion; 2) the College continually questions how things can be done better; 3) the College is optimistic about future possibilities; 4) the College takes calculated risks; and above all else, 5) the College executes its ideas.



Continuing Care Assistant 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
Continued Commitment to Indigenous Education	20
Learner Services	26
Language Instruction for Newcomers	30
Adult Basic Education	32
Technical Programs	34
University	36
Continuing Studies and Contract Training	38
Scholarships	40
Human Resources	42
Financial Performance	47
Audited Financial Report	50
Performance Measures	74
Glossary of Terms	83

Letter of Transmittal

December 1, 2019

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, 2019.

We are proud of our achievements during this past fiscal year, including the work on the shared leadership coalition between Cumberland and Parkland Colleges. 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



Back Row (l-r): Brian Hicke, Ray Sass and Marcel Head Front Row (l-r): Wendy Becenko, Corinna Stevenson and Lori Kidney

2018-19 Board of Directors

Corinna Stevenson (Board Chair), Marcel Head (Vice Chair), Sharon Meyer, Mike Botterill, Lori Kidney, Dave Trann, Kim Keller to April 30, 2019

Corinna Stevenson (Co-Chair), Ray Sass (Co-Chair), Lori Kidney, Marcel Head, Brian Hicke, Wendy Becenko appointed May 2, 2019

Board Appointments

Chairperson: Corinna Stevenson
Vice Chairperson: Marcel Head

2018-19 Board Activities

Regular Board Meetings: 8

Special Board Meetings: 4
(1 AGM + 1 MLA/Mayor/Chief Meeting + 1 Coalition Orientation Meeting + 1 Strategic Planning and Visioning)

Annual General Meeting: June 25, 2019

Board Highlights/Activities

Despite the strained fiscal environment, the College and all Saskatchewan Post-Secondary institutions continued to face in 2018-19, Cumberland College continued to offer quality education and training to meet the workforce, economic and lifelong learning needs of our communities with a balanced budget.

An area of strength for the College is an embedded culture of good governance. The Board's effectiveness stems not only from strong, qualified, and dedicated members, but also from a series of best practices that have been successfully implemented into our governance processes in recent years. This past year has introduced new and exciting challenges and opportunities with the implementation of a two-year pilot Shared Leadership and Governance Coalition initiative that came about from the Ministry of Advanced Education Task Force on Regional College Efficiencies. In the Fall, Cumberland and Parkland College Boards embarked upon a journey to form a coalition and lead the way for developing a model governance structure. The Spring brought about further changes when the Minister of Advanced Education combined the boundaries of the two colleges to share one region. With the development of the coalition, led by a Coalition Steering Committee, the governance structure for the expanded region changed where there are two separate colleges, two boards consisting of the same people, and one CEO shared by both colleges.

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

- Development of a coalition vision statement that involved facilitated consultation with the Parkland and Cumberland College Boards, Parkland and Cumberland Executive, and representatives from the Ministries of Advanced Education and Immigration and Career Training.
- Development of Coalition By-laws, Board Charter, Board Committees, and common governance policy work was initiated to provide structure for the pilot coalition.
- Successful recruitment of a shared President/CEO with Parkland College, who will commence employment July 1, 2019.

Looking ahead, we will continue to focus our energy on working together with Parkland College in our Shared Leadership and Governance Coalition, as we continue to develop shared governance policies and explore synergies between the two Colleges.

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

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 2018-19, Cumberland College strategic planning teams, each comprised of a cross-section of employees representing both faculty and administration, worked toward the actualization of tactical plans developed to guide the College's 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 entered into a Shared Leadership Coalition with Parkland College, where the Colleges will share a President and CEO, regional boundaries, and Board members. Lynn Verklan, the Director of Finance and Administration, took on the added role of Interim CEO/President for the year, until a new President is jointly hired with Parkland College.

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.
- Nine international students joined local students in Building Systems Technician and Continuing Care Assistant programs.
- The overall student satisfaction survey indicated that 99.5% of students rated their satisfaction as good to excellent.
- ABE credit programs had an 81.2% Aboriginal participation rate with ABE Aboriginal Graduates representing 78% of all ABE Graduates. Institute Credit programs had 33.9% Aboriginal participation rate and University Studies had a 38.8% Aboriginal participation rate (the percentage of Aboriginal people within the Cumberland College region is 17%).
- Learner Services saw a dramatic increase in student contacts with 21,109 Learner Services Contacts, a year over year increase of 12.5%, 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.



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

The Board and College staff are proud to present the College's 2018-19 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

In 2018-19, the College faced continued fiscal restraint. Diminutive provincial funding levels, coupled with a commitment to a balanced budget and the Ministry of Advanced Education mandate to halt the use of internally restricted operating reserves, Cumberland College's programs continued to be strong with the majority of programming near capacity enrolment in both Adult Basic Education (ABE) and Technical Programs. The demand for all programming continued to be high, highlighting the success of the College's responsiveness to the local Regional Needs Assessment.

Cumberland College continued to focus on programming partnerships with First Nations communities, and further enhanced student diversity with a growing number of international students. ABE and Essential Skills programs were offered at core campus locations and in five First Nation communities. The College offered the second year of the Bachelor of Education and a full complement of face-to-face first year arts and sciences university programming, supplemented with televised and online offerings. Skills training programming varied in response to the labour market needs of the region. The need for learner services continues to grow with students supports increased in all program areas.

Cumberland College embarked on the second year of its new five-year Strategic Plan. This Strategic Plan involves five significant Strategic Directives (these Strategic Directives are described in the following section). Through the five Strategic Directives, Cumberland College continued to meet the needs of learners in northeast Saskatchewan and maximize overall success through focused innovative and inclusive practices, strategic enrolment management, staff engagement, smart stewardship, and in putting students first.

With a continued commitment to innovative programming and strong 2018-19 enrolments, Cumberland College's Melfort, Nipawin and Tisdale campuses were fully utilized, with Start SMART and ESL daytime-and-nighttime-programming running out of the Julien Le Strat building. In actuality, to undertake community-based programming the College had to rent external facilities located off campus. The completed 2018-19 Melfort campus renovation will help to alleviate the shortage in classroom space.

The Board Chairs, Senior Academic Officers (SAO), Senior Business Officers (SBO), Human Resources (HR), Sector Planning, and Student Information System (SIS) committees continued to lead the provincial working groups in the development of Ministry of Advanced Education task force recommendations on Regional College efficiencies. Regional Colleges continued to work collaboratively in a number of areas to achieve efficiencies, avoid duplication, and implement best practices. Additionally, Cumberland College worked directly with Parkland College to plan and lay the groundwork for a Ministry-driven "voluntold with an open-heart" shared leadership coalition pilot in which both colleges will share one board and one Chief Executive Officer (CEO) for the duration of two years while maintaining each individual college's autonomy (Corinna Stevenson, 2019). The shared coalition pilot's board and CEO will work closely with the Ministries of Immigration and Career Training (ICT) and Advanced Education (AE) to inform the Minister on the results of the two-year pilot.





Primary Care Paramedic Student

Strategic Plan

During the 2018-19 academic year, Cumberland College entered into year two of its existing five-year strategic plan. The 2017-2022 Strategic Plan consists of five innovative Strategic Directions (in no order of priority) as follows:

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

Strategic Direction 1 – Offer a Signature Staff Experience

The *Offer a Signature Staff Experience* team met in May of 2019 to review the 2018-19 initiatives and to set goals and targets for the upcoming academic year.

2018-19 Initiatives:

- Supported staff in their pursuit of professional development by increasing the annual budget for professional development and engaging staff from multiple areas/departments of the College to plan the all-staff meeting day.
 - 100% of ABE instructors attended the SABEA conference and 95% of staff participated in the all staff meeting and professional development.
- Promoted a safe and healthy work environment by holding two noon-hour campus meetings at each campus where the Emergency Measures Plan (EMP) was on the agenda and by having the OH&S committee circulate a timely workplace and travel safety tips via email.
 - 96% of staff attended campus meetings where sections of the EMP were reviewed and the OH&S committee circulated 5 emails pertaining to a timely workplace and travel safety tips.
- Promoted a friendly, team environment for staff by conducting a bi-annual staff survey in 2018 and collecting monthly social fund dues from employees on payroll.
 - 81% of staff responded to the bi-annual staff survey in 2018 and 2 staff social events took place utilizing the monthly social fund dues.
- Enhanced staff communication and sharing by providing all staff with Leadership Council highlights at each meeting, sending ad hoc emails about College activities, opportunities and significant events and, providing an opportunity for staff to organize campus coffee breaks by providing funding and coordination time.
 - 100% of the eight Leadership Council meeting highlights were sent out to staff after each meeting and, 90% of staff participated in campus-wide events.
- Provided staff with leadership opportunities by encouraging leaders of strategic planning teams to expand membership to include a broader range of staff and by following the Program Planning Council's Terms of Reference to ensure full campus and department representation.
 - 87.5% (7 of 8) College-wide teams had representation from each campus or department with 98% College-wide/department representation at the 2018-19 Program Planning Council meetings.

2019-20 Goals:

- Support staff in their pursuit of professional development;
- Promote a safe and healthy work environment;
- Encourage a friendly, team environment for staff;
- Enhance staff communication and sharing;
- Provide leadership opportunities for staff.

Strategic Direction 2 – Students First – Make a Bold Promise to Students

The *Students First* Strategy team last convened on April 17, 2019 to review the 2018-19 strategic initiatives and to set goals and targets for the upcoming year.

2018-19 Initiatives:

- Created a staff photo directory that is available to all staff and students as a means to build campus community and to assist students with becoming acquainted with staff and their roles on campus.
 - Only three staff opted out of the directory. 85% of staff have photos submitted to date.
- Hosted two campus-wide community building activities—September Welcome BBQ and February Coffee Break.
 - Students and staff from all program areas attended. Staff introduced themselves to students and then everyone participated in a mingling activity. Attendance was taken by the local advisor to track participation rates. 90-100% participation rate on each campus.
- Gathered a list of community volunteer and engagement opportunities for each campus.
 - Directory was made available to students via the welcome orientation by advisors. Goal is to have the directory updated annually and placed on the student portal.
- Developed a plan to help staff be readily identifiable to students.
 - Starting September 2019, all College staff will wear photo ID with their name and position. Marketing will create the ID to be handed out at the fall staff meeting. On-going, each program area will make arrangements to have new staff photos taken for both the directory and name cards.
- Student focus groups were conducted on each campus location to gather data on current student perspective on experiences from first point of contact to program completion. Results were reviewed and used to create priorities for the 2019-20 program year.

2019-20 Goals:

- Ensure welcoming, student-friendly facilities and campus environments.
- Advocate for student-friendly technology and resources;
 - mobile friendly website applications
 - current and user-friendly information student portals
 - student-informed language in policies and documentation
- Continue to focus on best practices to improve student engagement in the classroom and on campus;
- Develop a yearly calendar of events based on a holistic approach to student support.



Orange Shirt Day Round Dance

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

The *Drive Innovation, Entrepreneurship, and Community Responsiveness* Strategy team followed the board's recommendation to park Strategic Direction 3 until such a time that the CEO/President was in place. The former CEO/President chaired this committee.

2018-19 Initiative:

- Researched best practices in developing and nurturing a culture that rewards risks and innovations by introducing Leadership Council to Enterprise Risk Management (ERM).
 - 100% of Leadership Council was introduced to ERM with plans to provide the training for implementation in the next academic year.
- Continued to build strategic alliances and partnerships recognizing regional needs for training in Business and Industry.
 - Worked with Lakeland College to develop and finalize a partnership agreement to offer Lakeland College's Business Diploma program in the fall of 2019 and started to explore additional opportunities (e.g. Lakeland College's Agricultural Sciences Crop Technology program) under the advisement of the Agricultural Advisory Council.
- Under the advisement of the Elders and the First Nation Métis Advisory Council (FNMAC) Cumberland College continued its commitment to work with First Nation and Métis communities to meet the programming and service needs of all students and communities within the region.
 - Attended the Rio Tinto Star Diamond Mine community meeting to express interest in providing training. Two members of the management team attended the Rio Tinto Star Diamond Mine community meeting with the goal of staying abreast of any new developments moving forward.
 - The FNMAC met four times during the 2018-19 academic year at 74% representation from the 18 representatives (see FNMAC membership list).
- Improved efficiencies and increase cost-saving measures.
 - Provided provincial leadership to other regional colleges by continuing the Sask. Polytechnic bookstore pilot, thereby paving the path for other regional colleges to benefit from the pilot. Cumberland College has seen a significant cost savings since the two-year bookstore pilot began; the benefits of this shift far outweigh the costs incurred by freeing up staff time to focus on value added tasks and student engagement rather than spending time on travel, physical hauling of materials etc.
- Explored efficiencies with the Parkland College and Cumberland College coalition. The Cumberland College and Parkland College shared coalition successfully hired a new CEO to oversee both colleges under the direction of one board, with each college maintaining its autonomy. Plans are underway for executive teams from both regional colleges to meet in August 2019.
- Continued to work closely with Strategy Team 2 - *Make a Bold Promise* to Students to research opportunities and, conduct a regional needs assessment inclusive of conversations with regional partners and local business and industry to transform programs in response to the needs of learners and the region.

2019-20 Goals:

- Develop and nurture a culture that rewards risks and innovation;
- Build strategic alliances and partnerships;
- In recognition of regional needs and strategic alliances and partnerships, provide business and industry training;
- Improve efficiencies and increase cost saving measures;
- Transform programs to respond to the regional needs assessment, learners, community needs, and
- Promote creativity, innovation and entrepreneurial activities on campus.

Strategic Direction 4 – Leveraging Resources

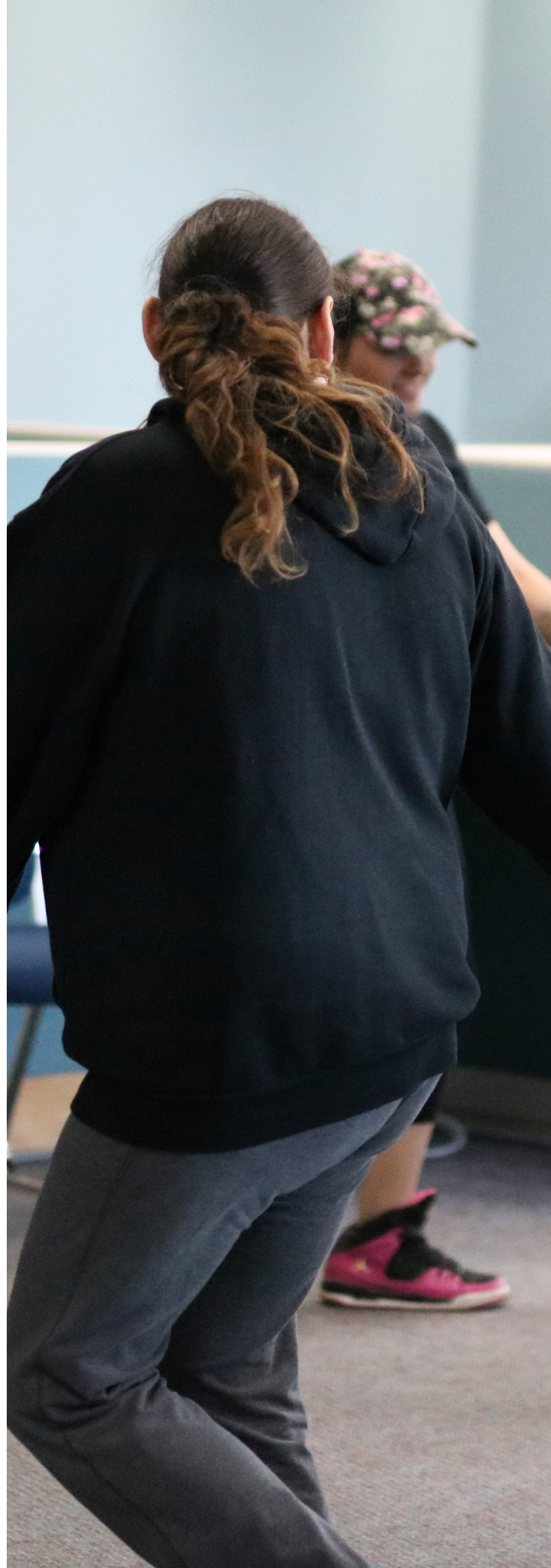
The *Leveraging Resources* committee met three times during 2018-19 to capture priorities achieved over the course of the academic year and, to set new priorities, goals and targets for 2019-20.

2018-19 Initiatives:

- New sources of funding continued to focus on Elder-in-Residence (EIR) programming and donations for student scholarships.
- Over \$103,000 secured from the *National Indian Brotherhood* and the *New Horizons for Seniors* grants to deliver EIR programs in the upcoming academic year, 2019-20.
- Close to \$90, 000 was awarded in scholarships to Cumberland College students, which, due to a number of factors, was a decrease from the last few previous years.
- Recruitment and retention of international students remained a priority with enrollment continuing to grow year over year. In June 2018, M Square Media was contracted to act as the College’s service provider to recruit students from India. During the 2018-19 year, 11 international students were admitted for full-time technical programs.
- A new student-mentoring program was highly successful in that it utilized former Cumberland College international students.
- The College continued to explore joint purchasing and tendering opportunities. A provincial tender for paper supplies was awarded however the successful vendor was unable to maintain pricing due to tariffs.
- A joint tender with the North East School Division was used to purchase new vehicles.

2019-20 Goals:

- Streamline the proposal process;
- Increase College programming and revenue through proposals;
- Engage in fundraising activities to raise targeted funds for the College;
- Pursue opportunities to expand international student revenue;
- Maintain the current level of scholarship funding; and
- Improve efficiencies by streamlining the internal processes with an efficiency lens.





Traditional Dancing Demonstration with Elders

Strategic Direction 5 – Lead the Conversation around Inclusion

Cumberland College values inclusiveness, where equity is deeply embedded and diversity welcomed. The College's identity is expressed in the shared values of openness, fairness and tolerance. Staff of Cumberland College reflect those values in their approaches to teaching, research and community engagement. Cumberland College recognizes the vital importance of a diversity of identity and thought, with room for a variety of ideas, geographies, cultures and views. While progress has been made over the past few decades, we recognize that there is more we can – and must – do to truly achieve inclusive excellence.

During the 2018-19 academic year, the *Lead the Conversation around Inclusion* (LACI) committee met four times to review the LACI tactical plan, reflect on current initiatives and develop a plan moving forward.

2018-19 Initiatives:

- Four seasonal events to include:
 - Orange Shirt Day (OSD) in Melfort and Nipawin. Over 500 people were in attendance at the Melfort OSD and over 300 at the Nipawin OSD. The mayors of Nipawin and Melfort officially declared September 28, 2019 Orange Shirt Day. Cumberland College plans to host Tisdale Campus' first annual OSD on September 30, 2019.
 - The Mock Trial of Louis Riel took place at all three of the College's main campuses. The University of Saskatchewan's Vice President of University Relations was in attendance at the Melfort campus and participated as a juror.
 - Family Literacy Day—Traditional Storytelling. Draws for a family literacy basket took place at each College campus, First Nation/Métis content and perspectives books and the Saskatchewan Literacy's 'Take 20' Literacy activities went home with each participant. The campus Elder presented on traditional storytelling and the importance of literacy.
 - International Women's Day—Missing and Murdered Indigenous Women and Girls (MMIWG). Additionally, Cumberland College's Nipawin campus worked with the newly formed Nipawin Reconciliation committee to host a Nipawin community event. All other campuses participated in the Marguerite Riel Centre International Women's Day—MMIWG conference.
- LACI committee member/staff attendance at *Lakeland District's Sport, Culture and Recreation* full day in-service attending three workshops on *Treaty Education and Cultural Awareness*, *New Citizens in our Communities* and, *LGBTQ2S 101*.
- Rainbow flag crosswalk painted at the Nipawin Campus in spring 2019.
- The sunset of the RBC funding for the Elder-in-Residence (EIR) program necessitated research to successfully secure funding opportunities to continue the EIR program beyond 2018-19 to include a Cultural Events Coordinator.
- Four international lunch and learn presentations took place in the full-time CCA classroom as part of their personal competency unit.
- Input was provided to the Ministry regarding the changes to the Disability Grant.
- Research best practice in *Inclusive Excellence Principles* to be adopted by Cumberland College in the fall of 2019.
- Secured Rita Bouvier and Marie Battiste for the September 16, 2019 all staff meeting keynote address on the *Introduction to Holistic Lifelong Learning Models* (Métis, First Nation, Inuit).
- Two presentations were made by the Office of the Treaty Commissioner (OTC) and a local 'in training' traditional knowledge keeper presentation on *James Smith: Traditional Ways of Knowing*.
- Cumberland College has two staff members sitting on the Nipawin Reconciliation Committee. The Nipawin Reconciliation Flag Raising in the community of Nipawin highlights the commitment to the Truth and Reconciliation Calls to Action.

2019-20 Goals:

- Build capacity to support equitable, diverse and inclusive organizational culture;
- Increase availability of results from equity, diversity and inclusion initiatives to inform College practices and policy development;
- Increase engagement in policy conversations to provide thought leadership on equity, diversity and inclusion; and
- Increase regional and provincial support to advance equity, diversity and inclusion at Cumberland College, Saskatchewan regional colleges and institutions.



Pride Sidewalk at the Nipawin Campus

Continued Commitment to Indigenous Education

CICan Indigenous Education Protocol

During the 2018-19 academic year, Cumberland College continued its commitment to the Indigenous Education Protocol for Colleges and Institutes, signed on December 3, 2014 by Cumberland College's President, First Nation and Métis partners in the region. Signees of support included Cumberland House Cree Nation, James Smith Cree Nation, Kinistin Saulteaux Nation, Little Red River First Nation, Métis Nation – Eastern Region I, Métis Nation – Eastern Region II, Métis Nation – Western Region I, Muskoday First Nation, Red Earth Cree Nation and Shoal Lake Cree Nation.

Cumberland College continues its commitment to:

- Making Indigenous education a priority;
- Ensuring governance structures recognize and respect Indigenous peoples;
- Implementing intellectual and cultural traditions of Indigenous peoples through curriculum and learning approaches relevant to learners and communities;
- Supporting students and employees to increase understanding and reciprocity among Indigenous and non-Indigenous peoples;
- Increasing the number of Indigenous employees with ongoing appointments, throughout the institution, including Indigenous senior administrators;
- Establishing Indigenous-centered holistic services and learning environments for success; and,
- Building relationships and being accountable to Indigenous communities in support of self-determination through education, training and applied research.

First Nation and Métis Advisory Council

To ensure Cumberland College actualizes its commitments to Indigenous Education in north-eastern Saskatchewan, the First Nation and Métis Advisory Council (FNMAC) met quarterly to:

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





Gilwednong (North)
Wingushk (Sweet Grass)
Mewa (Bear)
Bbawon (Winter)
Kwakshik (Evening)
Gashend (Elder)
Washokwas (White)
Kichwang (Spirit)

Washnong (East)
Semaa (Tobacco)
Mega (Eagle)
Mawadaka (Spring)
Gahab (Morning)
Bawagipin (Baby)
Washokwas (White)

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Murdered and Missing Indigenous Women and Girls Display & Smudge Kit

The FNMAC is composed of representatives from each of the First Nation and Métis communities within the Cumberland College region. In addition to the ten communities listed above as signees to the Indigenous Education Protocol, the FNMAC membership includes representatives from the following:

- Chakastaypasin Cree Nation
- Gabriel Dumont Institute
- North East School Division
- Peter Chapman Cree Nation
- Yellow Quill First Nation
- Eastside LIMB

In the absence of the President/CEO, the 2018-19 FNMAC meetings were chaired by the Director of Programs and Services with additional College representation to include the:

- Elder
- Board Chair
- Outreach Worker
- Manager of ABE/Literacy

Elder-in-Residence Program

In 2018-19, Cumberland College entered into its second year of the Elder-in-Residence (EIR) program with the Royal Bank of Canada agreeing to fund the EIR program for an additional year while the College researched additional sources of funding, resulting in a significant decrease in funding. Under the advisement of the Elders and FNMAC and, with the support of the Lead the Conversation around Inclusion (LCAI) strategic team, Leadership Council and the Board, Cumberland College continued with the four campus-wide seasonal events to include:

- Orange Shirt Day;
- The Mock Trial of Louis Riel;
- Family Literacy Day; and
- International Women's Day with a focus on Missing and Murdered Indigenous Women and Girls (MMIWG).

Hosts at the three main campuses continued to work with the First Nation and Métis campus Elders to coordinate:

- Elder attendance at the fall all staff meeting in Tisdale;
- Fall and spring Elder-in-Residence (EIR) planning meetings;
- Elder welcome at all graduation ceremonies and the scholarship tea;
- In-class EIR presentations and support; and
- Elder attendance at all four FNMAC meetings.

Students and staff surveyed at the end of the EIR program acknowledged what they learned and appreciated from the EIR program with individual students highlighting the Elder-in-Residence events as a fond memory of their educational experience during their 2019 Graduation ceremony. Grant funding for the 2019-20 academic year was secured by the National Indian Brotherhood and, the New Horizons for Seniors support.

Through the Elder-in-Residence program, Cumberland College Elders have continued to guide us in the understanding of First Nation and Métis ways of knowing, planting the seeds of truth and reconciliation at Cumberland College and in the communities we serve. Their individual gifts and shared experiences continue to live on in those that have had the privilege to hear the Elders' stories. Through those stories, we continue the journey, side-by-side down the river, in the spirit and intent of the treaties; as long as the sun shines, the grass grows and the river flows.



Cumberland College dedicates the Elder-in-Residence section of the Annual Report to the late Elder Evelyn Burns. Evelyn was resilient, passionate, caring and inspirational to all who had the privilege to know her and, learn from her lived experiences and wisdom. True to the words of the African Proverb, “When an Elder dies, a library burns to the ground”, our world is a little less bright without Elder Evelyn Burns in it. Evelyn will remain forever in our hearts.



Elders Riley and Evelyn Burns

“When an Elder dies, a library is burned to the ground.”

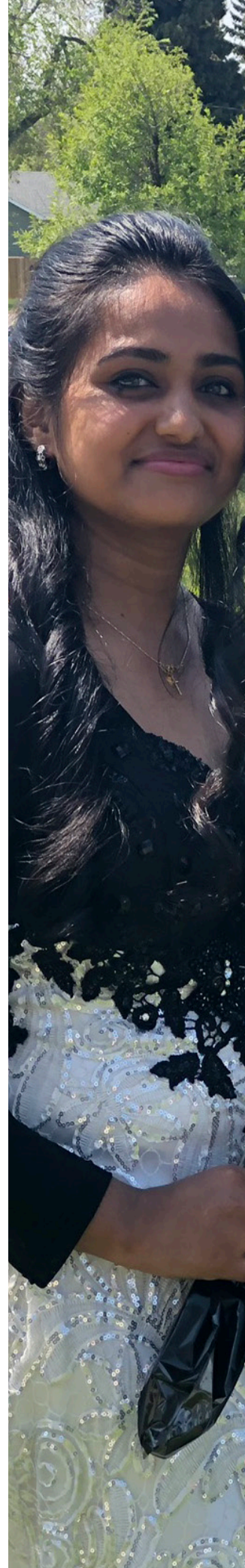
Inclusive Programming - A Welcoming Place for All

Cumberland College strives to provide an inclusive environment for all students, where equity is deeply embedded and diversity welcomed. During the 2018-19 academic year Cumberland College continued its commitments to:

- Indigenizing the College;
- Providing programming for newcomers; and
- Hosting international students.

Through the guidance and support of the College's Elder-in-Residence program (EIR), First Nation and Métis Advisory Council (FNMAC), First Nation and Métis partnerships and, in response to the regional needs assessment for the region, Cumberland College continued to meet the needs of learners in northeast Saskatchewan. 2018-19 examples included the continuation of the:

- Akaménimōg (Working Together) Committee composed of members from Saskatoon Tribal Council, Kinistin Saulteaux Nation and Cumberland College continued to focus on prevention and transition strategies to provide learners with both on and off campus networks. Additionally, Cumberland College's outreach workers continued to work collaboratively with services within the learners' home communities.
- Muskoday First Nation Transitions Team continued to meet to discuss potential partnerships to support learners from Muskoday and, included members from Saskatoon Tribal Council, Muskoday First Nation and Cumberland College.
- EIR program and the FNMAC enhanced campus community by offering guidance and direction into Cumberland College's Indigenizing the College initiatives through lived experience, knowledge and understanding of cultural and traditional ways of knowing.
- English as a Second Language (ESL) program at Cumberland College remained devoted to improving opportunities for newcomers in the region by providing learners with a safe and welcoming environment to enhance language skills that will help ESL learners in advancing their education, employment and personal goals. With inclusion at the center of the ESL programming, the College provided cultural interactions and promoted cross-cultural understanding through social interaction and language development activities.
- Increased efforts to host international students with the College's international committee meeting on a regular basis to review and update the College's international recruitment strategy and, to determine the support services required of international students.
- In 2018-19, 10 international students were admitted to the College with eight in the Continuing Care Assistant program, one in the Building Systems Technician program, and one in the Business Certificate program. During the 2018-19 year, Cumberland College utilized the services of the educational marketing organization of M Square Media to recruit international students, initially from India, into College programs, and created an international mentorship program with the goal of reaching out to former international learners to act in the role of mentors to incoming international learners.





International Continuing Care Assistant Students

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 students and responding to their needs. Learner Services delivers high quality, flexible support services, and educational programs that complement the role of faculty in helping students achieve their academic, career and personal goals. The Department of Learner Services supports 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 and links to community and social opportunities. Much effort is made to meet the student where they are at as they transition to school.

Students First

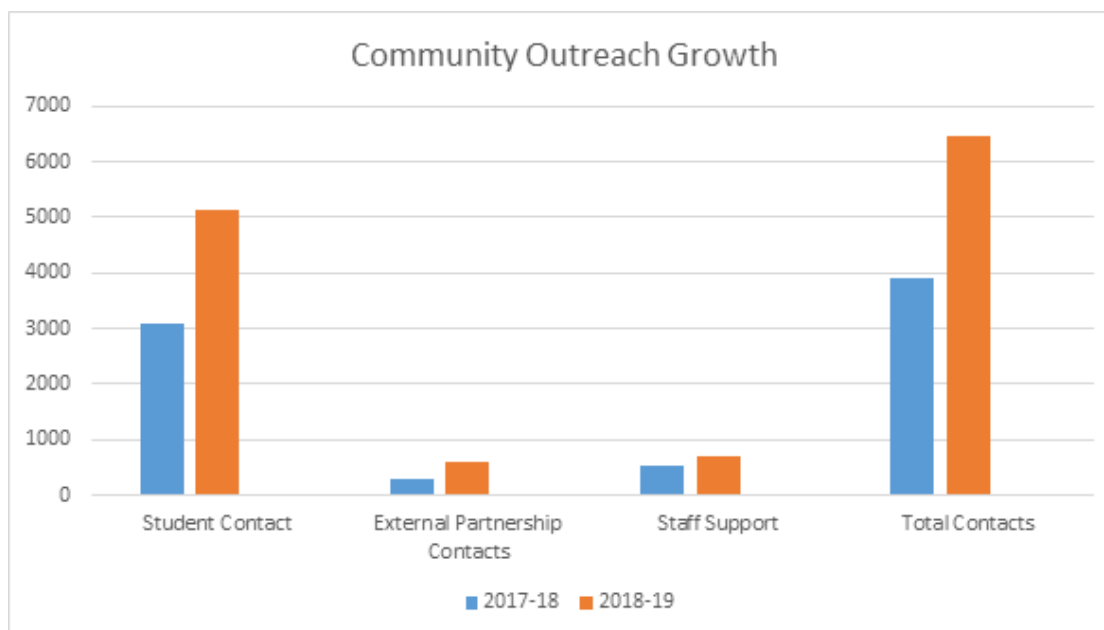
Learner Services, as part of the Students First Strategy Team, continued to follow Cumberland's Strategic Enrollment Management plan to support student retention and satisfaction. Student focus groups were conducted on each campus to engage students in conversations regarding best practices and potential areas of growth related to student experiences from initial intake to program completion. Building Campus Community was at the forefront for students. As a result, a staff photo directory was added to the student portal allowing students the opportunity to identify staff and connect faces to positions and job duties. Campus community building activities were offered each semester providing an opportunity for students and staff to interact. Attendance at each event exceeded 90%. Effective communication was also deemed integral to student success, and, as such, the development of communication strategies with staff, students and community partners was placed at the forefront of the Student First Strategy and Learner Services teams. Evaluation of current communication practices with the goal of developing clear and consistent messaging was central to Learner Services' commitment. In 2018-19, processes were put in place to ensure timely, clear communication with all students throughout their experience at Cumberland College. A yearly calendar of events was developed for implementation Fall 2019. The calendar will include monthly themes, bi-weekly community meet and greet sessions, details on student training opportunities and campus community events. Internal collaboration, as well as a case-management approach with external organizations and Indigenous partners, were also identified as crucial to maintaining quality support services. Advisors and 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. Whenever possible, Learner Services continued to arrange practical application experiences for students focused on connecting career and employment goals to real-life. Differentiated learning supports were delivered to those students with disabilities. One hundred and five students self-identified with a disability that would impact learning. Two thousand nine hundred forty-four contacts were made with students to support academic progress.

As an institution, Cumberland College has its own definition of student success but recognizes that students will also define success 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.

Four areas of support were targeted during 2018-19:

Increase Retention and Success

Best practices correlate student retention to connection with their campus community and with the opportunity to engage both inside and outside the classroom. Priority was given to creating early contact and ensuring multiple touch points with students throughout the application and registration process. Learner Services developed a transition to school workshop called Rise and Shine. The pilot program was successfully delivered to students in two technical programs and, as such, will now be included in the orientation process for all students attending Cumberland College beginning Fall 2019. The outreach worker positions continued to be integral to early contact with Adult Basic Education (ABE) applicants. They conducted information sessions on Provincial Training Allowance (PTA), Student Rights and Responsibilities, and Academic Expectations for all students on the waitlist. In addition, outreach focus was on prevention, helping students address potential barriers that could impact retention; as part of this role, outreach workers connected with external community services to develop support plans for incoming students. Significant growth was noted in the number of student contacts from the 2017-18 pilot year with plans to continue with outreach support in 2019-20.



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. Advisors presented workshops at the ABE wellness conference, arranged a variety of wellness sessions for students with topics such as mental health first aid, safe talk, mindfulness, grieving, and healthy relationships.

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, Ukrainian Easter egg dying, and painting were also made available for students. Learner Services staff were also highly involved in supporting the EIR program.

A nutrition program was offered at each campus ensuring students had basic nutrition during the day. A student was employed, at each campus location, to oversee the daily logistics of the nutrition program and, as such, was provided the opportunity to gain work essential skills. In addition to the regular nutrition program, students were given special snacks and lunches during exam week to ensure they had the nutritional fuel to do well on exams.

Support Transition to the Workforce

Advisors continued to support students and alumni with making connections to employment. Opportunities for hands-on experiences helped students connect career and employment goals to practical applications. Job shadows, career and employment fairs, employer panels, spend-a-day programs, work-site tours and volunteerism within the community all contributed to students' knowledge base and skill set.

Over 50 people were connected to the labour market via four Start SMART with Work Essential Skills Programs. The programs targeted adults, with multi barriers, who were seeking entry-level employment. Two programs were offered in partnership with First Nations communities. An eleven-week program focused on academic and employment readiness was offered Fall 2018 on Muskoday First Nation in partnership with the ABE department. In Spring 2019, a seven-week program was offered in Yellow Quill First Nation focused on life skills and work readiness. Both programs were in response to a request from the First Nation to address skill levels in their communities. One Start SMART with Work Essential Skills was offered in partnership with Labour Market Services (LMS) in Melfort, and one was offered in partnership with the Sask Health Authority who provided work placement opportunities for the participants. This program was funded by the Royal Bank of Canada Future Launch Grant. This highly successful initiative had over 50 applicants for 12 seats. A four-week work placement was provided for each of the 12 students in a health-care facility within the region. Students were given an opportunity to complete a work placement in one or more of four entry-level positions in housekeeping, maintenance, laundry and kitchen.

Enhance 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 four. Students volunteered in a variety of community events such as the Good Food Box, Habitat for Humanity, the Northeast Outreach Walk a Mile in Her Shoes event, the REDress Project, Orange Shirt Day, National Anti-Bully Day, and Suicide Awareness Coalition.

The Akaménimōg Committee continued to meet quarterly with the College outreach workers joining. A key success in 2018-19 was the delivery of Safe Talk to all ABE students on the Tisdale Campus with plans to expand the training to all campuses and students. Workers from KSN and Yellow Quill First Nation provided the training free of charge to their respective community members. Cumberland College paid a small fee to have other students also receive this valuable training on suicide prevention and awareness.

Outreach workers continued to enhance working relationships with First Nation and external community partners. Arrangements were made for community service providers to come onto campus to meet with students and to explain their support services. A variety of service providers from Northeast Victim Services, Northeast Outreach, AA and Al-Anon, Kidsfirst, Kidsport, Justice, and Mental Health participated in the community meet and greets throughout the year. Learner Services staff made over 1,400 connections and referrals to outside agencies.

***Learner Services Staff made 21,800 contacts during the
2018-19 Program year***



Student with an Advisor

Language Instruction for Newcomers to Canada – Making Community and Employment Connections

Cumberland College is the only agency, in Northeastern Saskatchewan, that offers English Language training and assessment to adult immigrants. In the 2018-19 program year, Cumberland College registered 67 English as a Second Language (ESL) learners in the College's LINC classes and conversation circle. Twenty-one learners were assessed with 10 referred to either LINC Home Study or Online English.

Northeast Saskatchewan received newcomers from a variety of countries including Ukraine, Philippines, Nicaragua, Japan, Africa, India, China, Moldova, Korea, Russia and Nepal. The majority of those arriving had employment prior to relocation. To accommodate varying work schedules, classes were offered on a part-time basis during both daytime and 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 were designed to provide immigrants with the opportunity to learn English language skills necessary to achieve their personal 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. A daytime option was added in Tisdale to accommodate those learners who worked evenings. A volunteer tutor was added to help with several learners who spoke no English. New in 2018-19 was the addition of two conversation circles in Hudson Bay. One three-hour session was offered in the daytime and one three-hour sessions was opened in the evening. A third conversation circle continued to be offered 3 hours per week in the community of Porcupine Plain. Efforts continued throughout the program year to identify other communities in the region where there was need for services. It quickly became evident that small pockets of learners throughout the Northeast warranted the need of itinerant tutors who could travel to those locations to provide language training services. This request was proposed in the Call for Proposals (CFP) 2019 with Immigration, Refugees and Citizenship Canada (IRCC). Whenever possible, learners in the smaller communities, who had appropriate language skills, were assessed and referred to Online English.



Networking with Community Partners and Organizations

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. Six part-time ESL staff, fulfilling eight part-time roles, worked closely with Northeast Newcomer Services, the Ministry of the Immigration and Career Training (ICT), IRCC and community partners in Melfort, Tisdale, Nipawin, Hudson Bay and Porcupine Plain, to deliver ESL programming within the region.

In 2018-19, there was significant increase in the number of learners in the Melfort LINC class. Twenty-one registered learners participated in a multi-level class. Nineteen learners completed the year and increased a minimum of one level in at least one skill area. 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). One hundred percent of participants in both Tisdale and Melfort LINC classes reported that language training helped them meet their goals. The Conversation Circles concentrated on community connections and language development through socialization. In all three programs, 100% of students surveyed said the classes were excellent and met their language training needs. New to both LINC classes and Conversation Circles was the addition of language support via an online program IXL. All learners were provided access to an online account where they could practice language skills at home or during seat work in class. Hours were logged for each participant and class reports given to each instructor so progress could be monitored.

LINC Classes

In 2018-19, commitment to developing language skills through real-life experiences continued. The LINC classes and conversation circles incorporated language development in a variety of contexts. Whenever possible, authentic documents, artifacts and materials were used. All ESL learners were given the opportunity to participate in activities 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 toured local businesses as part of the learning process. Students were also invited to participate in Indigenous events via the Elder-in-Residence Program at Cumberland College. In the spring, learners travelled to Saskatoon to visit the Western Development Museum and the Forestry Farm. Prior to the field trip lessons built upon understanding our province's history and animal population.

Staff Planning and Training

Staff met face-to-face two times during the year to review the realities of the ESL demographics and to discuss best practices in language training delivery. The lead instructor provided training for staff and all took training on using technology and the SMART Board to enhance program delivery. As a result, the staff formulated a plan to incorporate blended learning and alternate delivery times and formats for the upcoming year. New strategies for marketing and recruitment were piloted. This resulted in the addition of two conversation circles in Hudson Bay. Social media campaigns, and attending community events for newcomers, were utilized to increase awareness of ESL programs. The College website continues to feature ESL Alumni.

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

Cumberland College provides ABE in the northeast region of Saskatchewan based on need, as defined by the College's student waitlists, application numbers, and community input. There are four levels of ABE, as defined by the Ministry of ICT: Levels 1 and 2 or Literacy; Level 3 or Adult 10; Level 4 or Adult 12; and, General Education Diploma (GED). In the Literacy programs, the College uses the Saskatchewan Literacy Network's Circle of Learning curriculum. Level 3 programming is prescribed by the Ministry of ICT, and the Adult 12 programs utilize the same curriculums as high school students around the province.

Core and In-Community Programming

As part of the College's commitment to accessible educational programming, in 2018-2019 Cumberland College provided ABE programming on the three core campuses, as well as within four First Nation communities. In Melfort, Nipawin, and Tisdale, programming at the Level 2, 3, and 4 levels was available; in Muskoday First Nation, a combined Start SMART and GED program was completed; and, at James Smith Cree Nation and Little Red Reserve, Essential Skills for the Workplace (ESWP) programs were completed. For the first time in recent years, literacy programs were included in College programming. Cumberland College worked on basic literacy skills with community members in James Smith and Shoal Lake Cree Nations.

ABE 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 2018-19, three ABE graduates received entrance scholarships to Cumberland College post-secondary programs, and 12 others were accepted to post-secondary programming at Cumberland College and other institutions in Saskatchewan for the fall of 2019.

Student Conference

In 2018-2019, as part of the Students First Initiative and in response to best practices research indicating that learners are more likely to be committed to programs when they have a higher level of comfort with staff and other learners, we started the academic year with a two-day student conference. The conference provided all ABE learners throughout the region the opportunity to meet and to attend informational sessions pertinent to ABE, PTA; student rights and responsibilities; stress, anxiety and resilience; College harassment policies and expectations; as well as in-services provided on banking, budgeting, child safety and injury prevention, mental health, and sexual health. Learners' satisfaction with the initial student conference was positive, with 95% of respondents saying they believe the conference was valuable and 88% stated the College should host one every year.

Building a Sense of Belonging

Best practices in Adult Education also indicate that learners are more likely to persist and complete programming when there is a sense of belonging within the campus community and the broader local community; ABE instructors and support teams began to develop retention plans for their campuses. Retention activities included noon hour sports activities; local art and cultural activities, such as beading, visual art production, and pottery; potluck lunches; and bridging to community developed programs, such as the incorporation of the Balanced Lifestyles Program, a seven-week program offered by the health authority dieticians to improve and maintain personal health and well-being. These activities contributed to creating campus communities as well as creating connections for ABE learners to supports and activities in their wider communities.

Connection to Education and Employment

ABE continues to strive to create positive impacts on our learners, increasing self-efficacy, and improving their ability to connect with educational and employment opportunities in their home communities and in the province at large.



Technical Programs - Meeting and Exceeding the Skills Training Needs of Saskatchewan

The 2018-2019 academic year saw Cumberland College provide a number of diverse technical programs to the Northeast region of the province. These programs met the emerging needs of Saskatchewan, addressed the province's documented skills shortage, and actively concentrated on the training needs of the region. Programs were provided throughout the region with a strong focus on responding to the unique needs of stakeholders in the region. These needs were primarily met through the training centers of excellence focused on health care (Melfort), trades (Nipawin), and business (Tisdale).

Health Care

Health care training needs of the region were met through programming designed to maintain and replenish the demanding role of employees in this field. These programs included a Practical Nursing Diploma, Continuing Care Assistant Certificate (both full-time and part-time), and Primary Care Paramedic Certificate. Cumberland's focus in this area was clearly based on stakeholder demand, student interest, and diversity of opportunity. Additionally, programs aimed at an ongoing call for strong family supports were provided by way of two Early Childhood Education (ECE) Level 1 programs and one ECE Level II program for child care employees across the region. The Victim Services Certificate program, aimed at providing advocacy training, enjoyed a successful first year of blended-delivery instruction as well.

Trades

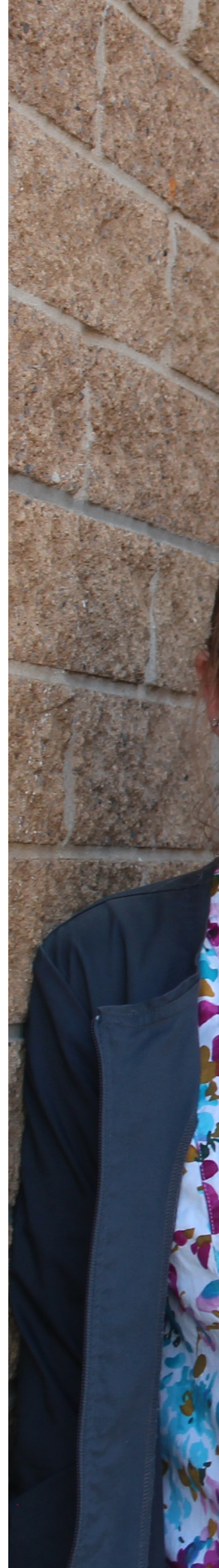
Specific, trades-based training was provided in the form of Applied Certificate programs in Carpentry, Electrical, and Building Systems Technician courses. This allowed the College to address the need for tradespeople with a variety of vocational backgrounds in the region.

Business

The demand for trained employees with strong business knowledge was addressed through the Business Certificate program. This provided a variety of employers and other stakeholders throughout the area with work-ready employees, equipped to take on the challenges presented in this diverse workforce.

Cumberland College prides itself on providing strong, dynamic, relevant, and innovative programming to our students. The increasingly distinct needs of the Northeast region continue to motivate the organization to further expand our focus, with an increased list of unique opportunities being explored for the near future.

***226 students enrolled in Institute Credit
programs during 2018-19.***





Practical Nursing Students



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 (USask) and the University of Regina (U of R). 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 the completion rate of over 95%.

University enrollments were at an all-time high in 2018-19 with 116 students registered. Twelve courses were delivered via face-to-face instruction at the Melfort Campus with eight connected via videoconference to Nipawin and Tisdale in an effort to improve access throughout the region. Several additional USask and U of R courses were offered via videoconference, online, and televised delivery at all three campuses. These courses were designed to allow students to undertake first-year courses locally in Arts and Sciences, Agriculture, Business, Education, and fulfill the entry requirements for Medicine, Law, Nursing, Nutrition, Pharmacy, and several other degrees. In some cases, students completed full degrees in their home communities.

In 2018-19, Cumberland College delivered the second year of Bachelor of Education (B.Ed) degree program in Melfort with 26 students registered. Hosted in partnership with the U of R, 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).

The Indigenous Access Transition Education Certificate (IATEC), offered in partnership with First Nations University of Canada, concluded the summer of 2018. In total, 14 full-time and seven part-time students prepared for further post-secondary studies while receiving introductory university credits.

*University enrollments were at an
all-time high in 2018-19*





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. Short-term training programs were delivered to ensure the local workforce was safe, current, and professional.

During the 2018-19 academic year, Cumberland College provided a wide variety of training initiatives through Continuing Studies. A number of part-time credit programs were offered including: Continuing Care Assistant (2 programs), Early Childhood Education Level I (2 programs), Early Childhood Education Level II, and Youth Care Worker. Additional training included: IA Truck Driver Training, First Aid and CPR, PART, TLR, Food Safe, Fireman's Power Engineering, customized computer training, plus other courses.

Fundamental workplace skills were also provided for Canada-Saskatchewan Labour Market Services (LMS) clients through a Workforce Development Agreement and a new Training Voucher Pilot for Unemployed Workers. Continuing Care Assistant modules, Early Childhood Education Level I, Fireman's Power Engineering, and safety training courses were popular for LMS clients.

98.3% of students rated their satisfaction with the quality of instruction as either very good to excellent.





Safety Training Student

Scholarships – Investing in student success

As part of Cumberland College’s commitment to student success, the College is proud to offer a generous scholarship and awards program. 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.



2018-19 Award Recipients

Through the generous support of donors and the Saskatchewan Innovation and Opportunities Fund, \$90,350 in scholarships were awarded to Cumberland College University, Technical, and Adult Basic Education students.

With sincere gratitude, Cumberland College would like to acknowledge the generosity of the many businesses, organizations, service clubs, and individuals who contributed towards the 2018-19 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 scholarships. The Scholarship and Awards program would not be possible without their support.

In 2018-19, 66 Cumberland College students received 79 awards totaling \$90,350.

Matching Fund Donor

Ministry of Advanced Education via the Saskatchewan Innovation and Opportunity Fund

Platinum Level Donors

(\$5000 +)

Walker Wood Foundation
Chernoff Family Foundation

Gold Level Donors

(\$1000 - \$4999)

Cornerstone Credit Union
Cumberland College Staff
Cumberland College Fundraising
Dr's Wingate, Steffen, Stoll and Strydom
Fabmar Communications
John Barron Community Trust
Katherine Montgomery Community Trust
Melfort Rotary Club
Nipawin Lions
Nipawin Royal Purple Lodge No. 67
Pineland Coop
Town of Kinistino

Silver Level Donors

(\$500 - \$999)

Beeland Coop
City of Melfort
Diamond North Credit Union
JBN Promotions
Kinette Club of Melfort
Kinette Club of Nipawin
Lynn Verklan
Melody Motors
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 Tisdale
Wayne Cochran

Friends of Cumberland Donors

(up to \$499)

Carson and Company Law Offices
Charlie's Charters
Community Futures Newsask
Ferne Warner Memorial
Gus' Greek Ribs Family Restaurant
Mary Ellen Davis
Melfort Knights of Columbus
SGEU Education Sector
Smith Agencies Ltd.
Tisdale Eye Care Centre
Tisdale Lanes

Human Resources

Human Resources

Human resource levels for 2018-2019 were 51.45 FTEs (7.45 out-of-scope and 44 in-scope), up slightly from 2017-2018 (50.70 FTEs). This slight increase is attributed to a different complement of programming and staffing of long-term sick leave replacement. Recruitment for a shared CEO with Parkland College was successful and the incumbent starts July 1st.

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 2018-19, the Aboriginal employment rate at the College was 13.64%, which is a decline from the previous three-year (2015-16 to 2017-18) baseline average of 14.56%.



Employee retention is important at Cumberland College and each year staff – both administrative and instructional – receive recognition through long-term service awards. In 2018-19, six staff received long-term service awards, one staff for 5 years, two staff for 10 years, one staff for 15 years, one staff for 20 years, and one staff for 25 years.

Professional Development

During the 2018-19 fiscal year, Cumberland College had limited funds budgeted for professional development that were spread across multiple departments and staff members. All ABE Instructors had the opportunity to attend SABEA, Advisors received training to deliver Personal Dimensions and the Circle of Learning, and staff members were provided in-house basic and advanced word and excel training.



2018-19 Cumberland College Staff

Cumberland College Staff 2018-19

Administration

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

Program Staff

Teri Thompson	Manager, Adult Basic Education
Tim Verklan	Coordinator, ABE
Marie Crozon	Program Assistant, ABE
Lynette Gerski	Program Assistant, ABE On Reserve
Joy Solsten/Jeff Fisher	Manager, Technical Programs
Debbie Grassing/ Rebecca Bryson	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
Brenda Ives/ Brandie Trew	Advisor
Sherilyn Coates	Advisor
Brandy Wicks	Advisor
Trevor Dubois	Advisor
Tara Nelson	Advisor
Gene Mak	Advisor
Tara Nelson	Outreach Worker
Gene Mak	Outreach Worker
Stacey Lutz/Gwen Pearce	Start Smart Job Coach/Coordinator
Lynda McPhee	Coordinator, LINC/ESL
Trudi Webster	Recruitment and Development Coordinator
Chris Filbey	Programmer
Lindsey Moskal	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
Troy Curtis

Information Technology Analyst
Information Technology Assistant

Doug Smith
Marilou Aquino/
Jennifer Pagcaliwangan

Facility Maintenance
Janitor

Instructional Staff

Cheryl Sproule

GED Prep and Start Smart Facilitator

Lynda McPhee
Grace Thomson

LINC Instructor
LINC Instructor

Caroline Lindman/
Tim Verklan

Instructor Aide, Adult Basic Education

Elaine Gallo

Instructor Aide, Adult Basic Education

Lindsey Moskal

Instructor Aide, Adult Basic Education

Cheryl Piprell

Instructor Aide, Adult Basic Education

Aaron Muenchow

Instructor Aide, Adult Basic Education

Betty Reiter

Instructor Aide, Adult Basic Education

Cherie Whitecap

Literacy Program Facilitator

Andrea Staples/
Jeannine Hinrichsen/
Ashley Smith/
Brandy Wicks
Angela Turton

Practical Nursing Instructor

Practical Nursing Adjunct Clinical Instructor

Dawn Schumilas

Business Certificate Instructor

Ravi Inder Singh Jassar

Building Systems Technician Instructor

Darren Wheeler

Electrical Instructor

Carroll Joyes
Anne Boxall
Christie Anderson/
Kim Garchinski

Continuing Care Assistant Instructor
Continuing Care Assistant Instructor
Continuing Care Assistant Instructor

Russ Case

Carpentry Instructor

Aaron Muenchow

Early Childhood Education Instructor, Level II

Norma Stephanson

Youth Care Worker Instructor

Stacey Lutz

Start Smart Instructor

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



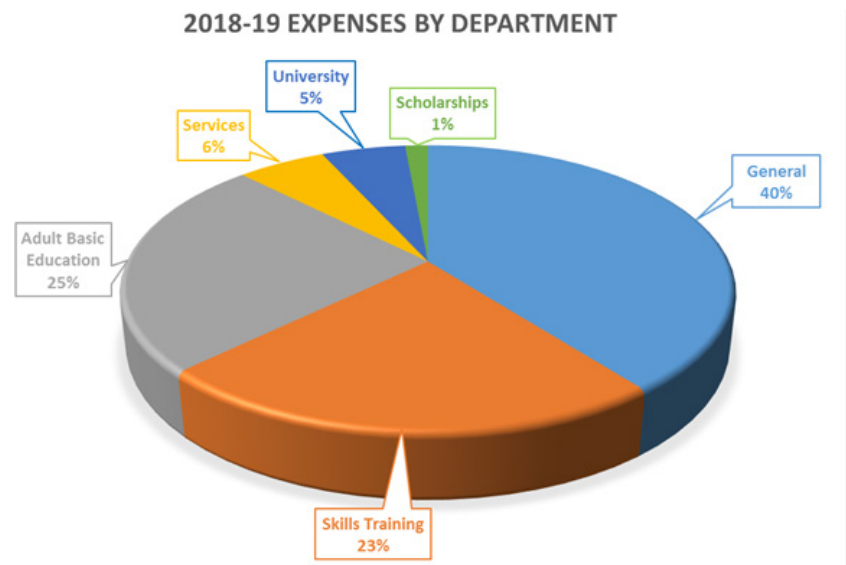
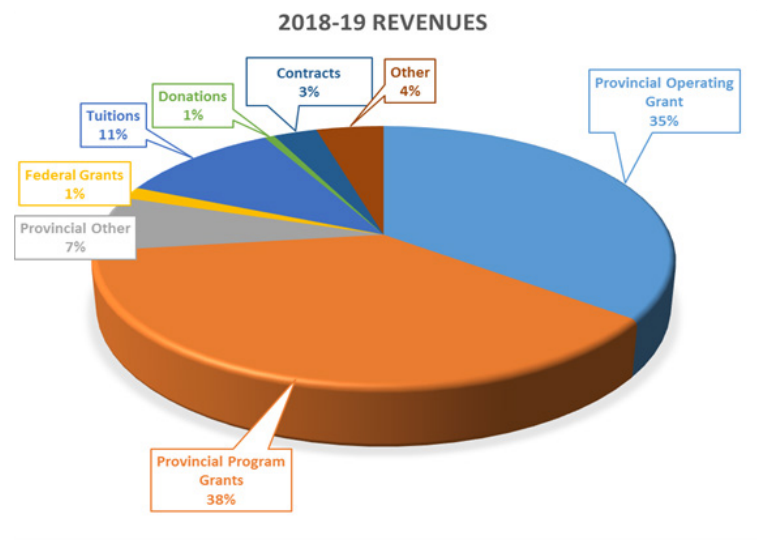
Campus-wide Potluck

Financial Performance

In fiscal year 2018-19, Cumberland College experienced a surplus of revenues in excess of expenditures of \$728,287. 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 actual program expenditures, preventative and maintenance renewal funding for renovations that were capitalized, and ongoing fiscal restraint initiatives. The budget for the College was completed and submitted to the Ministry of AE and was projected as a \$75,005 surplus, including \$163,148 amortization.

Internally restricted reserves have been increased from 2017-18 by \$409,329, which included ABE On-Reserve and Skills Training revenue not used in 2018-19, programs and services, and coalition initiatives. The internally restricted reserves are shown in Note 15 of the financial statements.

A deficit budget has been approved for 2019-20 of (\$262,210), including \$195,000 for amortization. The College maintains unrestricted reserves of 3% of total budgeted operating revenues which currently sit at \$200,000.



CUMBERLAND COLLEGE

Financial Statements

Year ended June 30, 2019

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

Mark Hoddenbagh, President

Original signed by

Corinna Stevenson, Chairperson

Nipawin, Saskatchewan
September 25, 2019

**NEUPATH
GROUP**CHARTERED
PROFESSIONAL
ACCOUNTANTS

INDEPENDENT AUDITOR'S REPORT

To the Members of Cumberland College

Opinion

We have audited the financial statements of Cumberland College (the "College"), which comprise the statement of financial position as at June 30, 2019, and the statements of operations and accumulated surplus, changes in net financial assets and cash flows for the year then ended, and notes to the financial statements, including a summary of significant accounting policies.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of the College as at June 30, 2019, and the results of its operations and its cash flows for the year then ended in accordance with Canadian public sector accounting standards.

Basis for Opinion

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

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

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

In preparing the financial statements, management is responsible for assessing the College's ability to continue as a going concern, disclosing, as applicable, matters relating to going concern and using the going concern basis of accounting unless management either intends to liquidate the College or to cease operations, or has no realistic alternative but to do so.

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

Auditor's Responsibilities for the Audit of the Financial Statements

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

Independent Auditor's Report to the Members of Cumberland College *(Continued)*

material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements. As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgement and maintain professional skepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the College's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the College's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the College to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Nipawin, Saskatchewan
September 25, 2019

Chartered Professional Accountants
(signature on file)

Statement 1

Cumberland College
Statement of Financial Position
as at June 30, 2019

	June 30 2019	June 30 2018
Financial Assets		
Cash and cash equivalents (Note 4)	\$ 4,214,584	\$ 3,741,766
Accounts receivable (Note 5)	118,076	83,827
Total Financial Assets	4,332,660	3,825,593
Liabilities		
Accounts payable and accrued liabilities (Note 7)	221,344	191,235
Accrued salaries and benefits (Note 8)	170,171	165,163
Deferred revenue (Note 9)	81,408	17,945
Liability for employee future benefits (Note 10)	127,500	129,900
Total Liabilities	600,423	504,243
Net Financial Assets	3,732,237	3,321,351
Non-Financial Assets		
Tangible capital assets (Note 11)	5,450,228	5,131,270
Prepaid expenses	28,019	29,576
Total Non-Financial Assets	5,478,246	5,160,846
Accumulated Surplus (Note 15)	\$ 9,210,483	\$ 8,482,196
Accumulated Surplus is comprised of:		
Accumulated surplus from operations (Note 15)	\$ 9,210,483	\$ 8,482,196
Total Accumulated Surplus	\$ 9,210,483	\$ 8,482,196
Contractual Rights (Note 16)		

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
for the year ended June 30, 2019

	2019 Budget	2019	2018
Revenues (Schedule 2)			
Provincial government			
Grants	\$ 5,310,908	\$ 5,316,500	\$4,824,800
Other	-	226,499	344,870
Federal government			
Grants	111,418	103,861	105,730
Other revenue			
Administrative recoveries	-	4,937	4,784
Contracts	297,500	197,967	416,939
Interest	48,000	109,617	61,303
Rents	27,050	2,135	2,685
Resale items	10,050	31,574	44,688
Tuitions	649,439	738,277	802,216
Donations	46,000	44,707	58,623
Other	61,550	156,493	67,445
Total revenues	<u>6,561,915</u>	<u>6,932,567</u>	<u>6,734,083</u>
Expenses (Schedule 3)			
General	2,477,452	2,452,127	2,439,043
Skills training	1,565,267	1,441,615	1,466,095
Basic education	1,569,206	1,542,173	1,464,328
Services	421,322	348,639	370,635
University	361,664	330,077	365,341
Scholarships	92,000	89,650	136,945
Total expenses	<u>6,486,910</u>	<u>6,204,280</u>	<u>6,242,386</u>
Surplus for the Year from Operations	<u>75,005</u>	<u>728,287</u>	<u>491,697</u>
Accumulated Surplus, Beginning of Year	<u>8,482,196</u>	<u>8,482,196</u>	<u>7,990,499</u>
Accumulated Surplus, End of Year	<u>\$ 8,557,201</u>	<u>\$ 9,210,483</u>	<u>\$8,482,196</u>

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

Statement 3

Cumberland College
Statement of Changes in Net Financial Assets
as at June 30, 2019

	2019 Budget	2019	2018
Net Financial Assets, Beginning of Year	\$ 3,321,351	\$ 3,321,351	\$ 2,707,314
Surplus (Deficit) for the Year from Operations	75,005	728,287	491,697
Acquisition of tangible capital assets	(500,484)	(519,414)	(36,574)
Amortization of tangible capital assets	163,148	200,456	161,028
Use (Acquisition) of prepaid expenses	-	1,557	(2,115)
Change in Net Financial Assets	(262,331)	410,886	614,037
Net Financial Assets, End of Year	\$ 3,059,019	\$ 3,732,237	\$ 3,321,351

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

Statement 4

Cumberland College
Statement of Cash Flows
for the year ended June 30, 2019

	2019	2018
Operating Activities		
Surplus (deficit) for the year from operations	728,287	\$ 491,697
Non-cash items included in surplus (deficit)		
Amortization of tangible capital assets	200,456	161,028
Changes in non-cash working capital		
Decrease (increase) in accounts receivable	(34,249)	(12,221)
Increase (decrease) in accrued salaries and benefits	5,008	(8,679)
Increase (decrease) in accounts payable and accrued liabilities	30,110	42,295
Increase (decrease) in deferred revenue	63,463	(42,788)
Increase (Decrease) in Liability for Employee Future Benefits	(2,400)	1,400
Decrease (increase) in prepaid expenses	1,557	(2,115)
Cash Provided (Used) by Operating Activities	992,231	630,617
Capital Activities		
Cash used to acquire tangible capital assets	(519,414)	(36,574)
Cash Provided (Used) by Capital Activities	(519,414)	(36,574)
Increase (Decrease) in Cash and Cash equivalents	472,818	594,043
Cash and Cash Equivalents, Beginning of Year	3,741,766	3,147,723
Cash and Cash Equivalents, End of Year	\$ 4,214,584	\$ 3,741,766

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 \$127,500 (2018 - \$129,900) 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 \$1,879 (2018 - \$1,445) 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, 2019

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, 2019 and June 30, 2018 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.

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 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, 2018, the College adopted the recommendations relating to the following section, as set out in the Canadian public sector accounting standards:

- *PS 3430 Restructuring Transactions*, a new standard defining a restructuring transaction and establishing standards for recognizing and measuring assets and liabilities transferred in a restructuring transaction.

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 section.

Not Yet in Effect

A number of new standards and amendments to standards have not been applied in preparing these financial statements. The following standards will become effective as follows:

- i) PS 3280 Asset Retirement Obligations (effective July 1, 2021), replaces PS 3270 with revised guidance on accounting for, and presentation and disclosure of, solid waste landfill closure and post-closure liability.
- ii) PS 3400 Revenue (effective July 1, 2022), a new standard establishing guidance on how to account for and report on revenue. Specifically, it addresses revenue arising from exchange transactions and unilateral transactions.

The College plans to adopt these new and amended standards on the effective date and is currently analyzing the impact this will have on these financial statements.

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.

CUMBERLAND COLLEGE
Notes to Financial Statements
Year Ended June 30, 2019

5. ACCOUNTS RECEIVABLE

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

	2019		2018
Provincial government:			
Advanced Education/Immigration and Career Training	\$ 3,000	\$	9,378
Federal government	48,975		37,097
Other receivables	67,980		38,797
	119,955		85,272
Allowance for Doubtful Accounts	(1,879)		(1,445)
	\$ 118,076	\$	83,827

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, 2019 was \$nil (2018 - \$nil).

7. ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

	2019		2018
Trade payables and accrued liabilities	\$ 96,024	\$	156,185
Deposits	125,320		35,050
	\$ 221,344	\$	191,235

8. ACCRUED SALARIES AND BENEFITS

	2019		2018
Accrued vacation salaries	\$ 170,171	\$	165,163

9. DEFERRED REVENUE

	June 30, 2018	Additions during the year	Revenue recognized in the year	June 30, 2019
International Minerals Innovation Institute	\$ 14,899	\$ -	\$ 14,899	\$ -
Minister of Immigration and Career Training	791	53,123	37,912	16,002

CUMBERLAND COLLEGE
Notes to Financial Statements
Year Ended June 30, 2019

9. DEFERRED REVENUE (continued)

National Indian Brotherhood Trust Fund	-	36,887	-	36,887
New Horizons for Seniors Program	-	25,000	-	25,000
RBC Grant	2,255	25,000	23,736	3,519
	\$ 17,945	\$ 140,010	\$ 76,547	\$ 81,408

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, 2019	June 30, 2018
Actuarial valuation (extrapolation) date	June 30, 2019	June 30, 2017
Long-term assumptions used:		
Salary escalation rate	1.50%	1.50%
Discount Rate	2.10%	1.9%
Expected average remaining service life (years)	11.0	10.7
	2019	2018
Liability for Employee Future Benefits		
Accrued Benefit Obligation – beginning of year	\$ 118,300	\$ 115,500
Current period benefit cost	20,600	17,800
Valuation effect	33,700	-
Interest cost	2,900	2,200
Benefits payments	(24,500)	(17,200)
Actuarial (gains) losses	(1,700)	-
Actuarial Benefit Obligation – end of the year	149,300	118,300
Unamortized Net Actuarial Gains (Losses)	(21,800)	11,600
Liability for Employee Future Benefits	\$ 127,500	\$ 129,900
	2019	2018
Employee Future Benefits Expense		
Current period benefit cost	\$ 20,600	\$ 17,800
Amortization of net actuarial (gain) loss	(1,400)	(1,400)
Benefit cost	19,200	16,400
Interest cost on unfunded employee future benefit obligation	2,900	2,200
Total Employee Future Benefit Expense	\$ 22,100	\$ 18,600

CUMBERLAND COLLEGE
Notes to Financial Statements
Year Ended June 30, 2019

11. TANGIBLE CAPITAL ASSETS

	Buildings	Leasehold Improvements	Furniture, Equipment and computers	Automotive Equipment	System Development	Total 2019	Total 2018
Tangible Capital Assets - at Cost:							
Opening Balance at Start of Year	\$8,176,278	\$ 66,425	\$ 982,291	\$ 63,067	\$ 32,384	\$ 9,320,445	\$ 9,283,871
Additions/Purchases	-	388,938	25,182	105,293	-	519,414	36,574
Disposals	-	-	-	-	-	-	-
Closing Balance at End of Year	<u>\$8,176,278</u>	<u>\$ 455,363</u>	<u>\$ 1,007,473</u>	<u>\$ 168,360</u>	<u>\$ 32,384</u>	<u>\$ 9,839,859</u>	<u>\$ 9,320,445</u>
Tangible Capital Assets - Amortization							
Opening Balance at Start of Year	\$3,125,618	\$ 23,336	\$ 974,802	\$ 33,035	\$ 32,384	\$ 4,189,175	\$ 4,028,147
Amortization of the period	134,544	22,768	12,138	31,006	-	200,456	161,028
Disposals	-	-	-	-	-	-	-
Closing Balance at End of Year	<u>\$3,260,162</u>	<u>\$ 46,104</u>	<u>\$ 986,940</u>	<u>\$ 64,041</u>	<u>\$ 32,384</u>	<u>\$ 4,389,631</u>	<u>\$ 4,189,175</u>
Net Book Value:							
Opening Balance at Start of Year	\$5,050,660	\$ 43,089	\$ 7,489	\$ 30,032	\$ -	\$ 5,131,270	\$ 5,255,724
Closing Balance at End of Year	4,916,116	409,259	20,533	104,319	-	5,450,228	5,131,270
Change in Net Book Value	<u>\$ 134,544</u>	<u>\$ (366,170)</u>	<u>\$ (13,044)</u>	<u>\$ (74,287)</u>	<u>\$ -</u>	<u>\$ (318,958)</u>	<u>\$ 124,454</u>

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:

	2019	2018
Number of active College members	12	13
Member contribution rate (percentage of salary)		
Integrated rate	9.5%	11.3%
Non-integrated rate	11.7%	13.5%
Member contributions for the year	\$78,788	\$110,533

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 increased 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:

	2019	2018
Number of active College members	46	45
Member contribution rate (percentage of salary)	9.0%	8.15%
College contribution rate (percentage of salary)	9.0%	8.15%
Member contributions for the year	\$193,993	\$188,095
College contributions for the year	\$193,993	\$188,095

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, 2019

13. RISK MANAGEMENT (continued)

The aging of accounts receivable at June 30, 2019 and June 30, 2018 was:

	June 30, 2019		June 30, 2018	
	Accounts Receivable	Allowance of Doubtful Accounts	Accounts Receivable	Allowance of Doubtful Accounts
Current	\$ 60,479	\$ -	\$ 31,054	\$ -
30-60 Days	587	-	-	-
60-90 Days	680	-	1,850	-
Over 90 Days	6,233	1,879	5,893	1,445
Government receivables	51,976	-	46,475	-
Total	<u>\$ 119,955</u>	<u>\$ 1,879</u>	<u>\$ 85,272</u>	<u>\$ 1,445</u>
Net		<u>\$ 118,076</u>		<u>\$ 83,827</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, 2019			
	Within 6 months	6 months to 1 year	1 to 5 years	> 5 years
Accrued salaries and benefits	\$ 85,086	\$ 85,085	\$ -	\$ -
Accounts payable and accrued liabilities	221,344	-	-	-
Total	<u>\$ 306,430</u>	<u>\$ 85,085</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 fluctuation in interest payments and cash flows. There was no balance outstanding on this credit facility as of June 30, 2019 or June 30, 2018.

13. RISK MANAGEMENT (continued)

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 30, 2019 and the Minister of Advanced Education on July 4, 2019. 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, or designated assets, are included in the accumulated surplus presented in the statement of financial position.

The College does not maintain separate bank accounts for the designated assets.

Details of accumulated surplus are as follows:

CUMBERLAND COLLEGE
Notes to Financial Statements
Year Ended June 30, 2019

15. ACCUMULATED SURPLUS (continued)

Cumberland College
Schedule of Accumulated Surplus
for the year ended June 30, 2019

	June 30 2018	Additions During the Year	Reductions During the Year	June 30 2019
Invested in Tangible Capital Assets				
Net Book Value of Tangible Capital Assets	\$ 5,131,270	\$ 519,414	\$ (200,456)	\$ 5,450,228
Less: Debt owing on Tangible Capital Assets	-	-	-	-
	<u>5,131,270</u>	<u>519,414</u>	<u>(200,456)</u>	<u>5,450,228</u>
Designated Assets				
Capital Projects:				
Melfort campus development	246,500	-	-	246,500
Melfort campus	492,420	256,500	(388,938)	359,982
Nipawin facility	180,759	-	-	180,759
	<u>919,679</u>	<u>256,500</u>	<u>(388,938)</u>	<u>787,241</u>
Other:				
Operations	414,342	-	-	414,342
Programs and Services	454,695	186,428	-	641,123
ABE	209,565	-	(74,012)	135,553
ABE on reserve	208,012	240,804	-	448,816
ESWP	51,000	-	(3,337)	47,663
ESL	4,741	-	(688)	4,053
Skills Training	100,533	191,514	-	292,047
Learner support	378,494	-	-	378,494
Scholarships-ministry	575	2,150	-	2,725
Scholarships-donors	19,785	-	(1,093)	18,692
Building operating maintenance	100,000	-	-	100,000
Professional development	75,000	-	-	75,000
Initiatives	214,505	-	(214,505)	-
Coalition Initiatives	-	182,312	-	182,312
Staff Contingency	-	32,193	-	32,193
	<u>2,231,247</u>	<u>835,401</u>	<u>(293,634)</u>	<u>2,773,014</u>
Total	<u>3,150,926</u>	<u>1,091,901</u>	<u>(682,573)</u>	<u>3,560,255</u>
Unrestricted Operating Surplus	<u>200,000</u>	<u>1,611,315</u>	<u>(1,611,315)</u>	<u>200,000</u>
Total Accumulated Surplus from Operations	<u>\$ 8,482,196</u>	<u>\$ 3,222,630</u>	<u>\$ (2,494,343)</u>	<u>\$ 9,210,483</u>

16. CONTRACTUAL RIGHTS

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

The College has the following contractual rights:

	2020	2021	Total
Program Delivery	\$ 105,556	\$ -	\$ 105,556
Total Contractual Rights	\$ 105,556	\$ -	\$ 105,556

17. COLLECTIVE BARGAINING AGREEMENT

The current Collective Agreement between the Saskatchewan Colleges and the Saskatchewan Government and General Employees' Union expired on August 31, 2016. Both parties will resume negotiations Fall 2019. Any impacts as a result of the negotiations will be reflected in the year the agreement is ratified.

Cumberland College
Schedule of Revenues by Function (Schedule 2)
for the year ended June 30, 2019

	2019 Revenues Actual										2019		2018		
	Skills Training		Basic Education		Learner Services		University		Scholarships Development		Student Housing		Total Revenues		
	Credit	Non-credit	Credit	Non-credit	Support	Counsel	Credit	Credit	Credit	Credit	Actual	Budget	Actual	Actual	
General															
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Operating grants	912,104	87,896	1,500,000	39,000	-	-	-	-	-	-	2,453,000	2,418,000	2,418,000	2,418,000	2,418,000
Program grants	-	-	-	-	-	-	-	-	-	-	2,607,000	2,642,908	2,406,800	2,406,800	2,406,800
Capital grants	-	-	-	-	-	-	-	-	-	-	256,500	250,000	-	-	-
	2,731,500	87,896	1,500,000	39,000	-	-	-	-	-	-	5,316,500	5,310,908	4,824,800	4,824,800	4,824,800
Contracts	-	-	-	17,332	209,167	-	-	-	-	-	226,499	-	-	183,946	183,946
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	30,000	30,000
	2,731,500	87,896	1,500,000	56,332	209,167	-	-	-	-	-	5,542,999	5,310,908	5,038,746	5,038,746	5,038,746
Other provincial	-	-	-	-	-	-	-	-	-	-	-	-	-	130,923	130,923
Total Provincial	912,104	87,896	1,500,000	56,332	209,167	-	-	-	-	-	5,542,999	5,310,908	5,169,670	5,169,670	5,169,670
Federal Government															
Program grants	-	-	-	103,861	-	-	-	-	-	-	103,861	111,418	105,730	105,730	105,730
Other Federal	-	-	-	103,861	-	-	-	-	-	-	103,861	111,418	105,730	105,730	105,730
Total Federal	-	-	-	103,861	-	-	-	-	-	-	103,861	111,418	105,730	105,730	105,730
Other Revenue															
Admin recovery	4,937	-	-	-	-	-	-	-	-	-	4,937	-	-	4,784	4,784
Contracts	75,391	47,846	-	63,812	1,509	-	-	-	-	-	197,967	297,500	416,939	416,939	416,939
Interest	109,617	-	-	-	-	-	-	9,408	-	-	109,617	48,000	61,303	61,303	61,303
Rents	2,135	-	-	-	-	-	-	-	-	-	2,135	27,050	2,685	2,685	2,685
Resale items	462	11,895	17,937	455	-	-	-	825	-	-	31,574	10,050	44,688	44,688	44,688
Tuitions	-	346,748	238,572	2,700	-	-	-	150,258	-	-	738,277	649,439	802,216	802,216	802,216
Donations	-	-	-	-	-	-	-	-	-	-	44,707	46,000	58,623	58,623	58,623
Other	115,743	-	-	-	40,750	-	-	-	-	-	156,493	61,550	67,445	67,445	67,445
	308,286	406,489	256,509	66,967	42,259	-	-	160,491	-	-	1,285,707	1,139,589	1,458,683	1,458,683	1,458,683
Total Other	406,489	256,509	66,967	42,259	44,707	-	-	160,491	-	-	1,285,707	1,139,589	1,458,683	1,458,683	1,458,683
Total Revenues	\$ 1,318,592	\$ 344,405	\$ 1,500,000	\$ 227,160	\$ 251,427	\$ -	\$ -	\$ 160,491	\$ 90,707	\$ -	\$ 6,932,567	\$ 6,561,915	\$ 6,734,083	\$ 6,734,083	\$ 6,734,083

Cumberland College
 Schedule of Expenses by Function (Schedule 3)
 for the year ended June 30, 2019

General (Schedule 4)	2019 Expenses Actual										2019 Total Expenses Actual	2019 Total Expenses Budget	2018 Total Expenses Actual			
	Skills Training		Basic Education		Services		University	Scholarships	Development	Student Housing						
	Credit	Non-credit	Credit	Non-credit	Learner Support	Counsel								Credit		
Agency Contracts																
Contracts	\$ -	\$ 336,600	\$ 102,723	\$ 50	\$ 10,226	\$ 3,900	\$ -	\$ 165,403	\$ -	\$ -	\$ -	\$ -	\$ 618,902	\$ 785,791	\$ 708,377	
	-	336,600	102,723	50	10,226	3,900	-	165,403	-	-	-	-	618,902	785,791	708,377	
Amortization	200,456	-	-	-	-	-	-	-	-	-	-	-	200,456	183,148	161,028	
Equipment																
Equipment (non-capital)	18,422	10,026	-	-	-	-	-	-	-	-	-	-	28,448	13,880	11,652	
Rental	41,087	1,712	790	3,883	568	2,152	695	568	-	-	-	51,456	100,600	53,416		
Repairs and maintenance	213	-	-	-	-	-	-	-	-	-	-	213	2,040	6,550		
	59,723	11,739	790	3,883	568	2,152	695	568	-	-	-	80,118	116,520	71,618		
Facilities																
Building supplies	23,212	-	-	-	-	-	-	-	-	-	-	23,212	6,300	26,877		
Grounds	5,496	-	-	-	-	-	-	-	-	-	-	5,496	1,960	9,577		
Janitorial	21,034	180	-	670	500	-	-	-	-	-	-	22,384	6,865	20,984		
Rental	66,158	16,120	2,767	8,331	3,212	105	-	600	-	-	-	97,294	188,911	115,335		
Repairs & maintenance buildings	16,048	-	-	-	-	-	-	-	-	-	-	16,048	14,160	18,562		
Utilities	60,491	-	-	-	-	-	-	-	-	-	-	60,491	32,058	58,712		
	192,439	16,300	2,767	9,001	3,712	105	-	600	-	-	-	224,925	220,254	249,997		
Information Technology																
Computer services	6,250	-	463	2,179	496	-	-	-	-	-	-	9,388	9,425	8,350		
Equipment (non-capital)	45,450	-	-	26,728	1,318	-	-	400	-	-	-	73,896	102,850	130,852		
Materials & supplies	12,493	689	-	678	110	-	-	450	-	-	-	14,419	4,700	3,211		
Repairs & maintenance	20,703	15	-	547	-	-	-	-	-	-	-	21,264	2,750	-		
Software (non-capital)	84,896	704	463	30,132	1,923	-	-	850	-	-	-	118,968	149,175	162,386		
	60,087	37,954	10,874	2,700	1,742	1,156	-	18,322	-	-	-	132,836	153,153	76,185		
Advertising	4,801	1,380	-	-	373	125	-	-	-	-	-	6,679	6,971	9,336		
Association fees & dues	-	-	-	-	-	-	-	-	-	-	-	-	-	-	(5,577)	
Bad debts	17,223	-	-	-	-	-	-	-	-	-	-	17,223	10,500	10,540		
Financial services	101	1,440	-	6,183	630	4,122	25	13	-	-	-	12,476	18,682	6,221		
In-service (includes PD)	33,320	650	-	-	-	-	-	-	-	-	-	33,969	31,734	31,140		
Insurance	32,649	22,925	6,947	40,864	12,201	20,073	-	738	-	-	-	136,398	129,185	154,494		
Materials & supplies	9,427	173	228	97	140	23	-	1,500	-	-	-	11,588	9,195	11,360		
Postage, freight & courier	833	1,511	114	54	-	54	-	23	-	-	-	2,588	5,798	4,423		
Printing & copying	31,859	127	2,730	14,316	-	-	21	10,000	-	-	-	59,053	84,335	40,423		
Professional services	1,001	10,487	21,840	-	-	569	-	1,050	-	-	-	34,946	18,796	36,081		
Resale items	4,762	104	-	1,368	-	55	-	-	-	-	-	6,289	2,038	4,453		
Subscriptions	44,381	180	-	2,895	-	-	604	2,833	-	-	-	50,892	57,511	54,282		
Telephone & fax	44,780	10,015	3,561	5,732	5,460	3,244	1,528	10,911	-	-	-	85,233	104,010	91,751		
Travel	4,198	-	-	6,195	330	10,231	-	-	-	-	-	20,954	42,246	18,186		
Other	296,061	86,947	46,294	80,403	20,876	39,653	2,178	45,389	-	-	-	617,803	674,307	544,674		
	285,531	70,690	19,370	110,703	10,604	41,717	6,042	17,137	-	-	-	561,795	590,907	558,654		
Employee benefits	18,338	3,000	-	350	1,145	1,050	-	-	-	-	-	113,533	103,160	157,787		
Honoraria	1,301,831	585,790	157,439	1,101,995	156,574	180,995	70,151	100,129	-	-	-	3,654,903	3,663,290	3,622,175		
Salaries	12,853	-	-	26	-	-	-	-	-	-	-	12,879	20,356	5,690		
Other	1,618,552	659,479	176,809	1,213,074	168,323	223,762	76,193	117,267	-	-	-	4,343,110	4,377,714	4,344,306		
	\$ 2,452,127	\$ 1,111,769	\$ 329,845	\$ 1,336,545	\$ 205,629	\$ 269,572	\$ 79,067	\$ 330,077	\$ 89,650	\$ -	\$ -	\$ 6,204,280	\$ 6,486,910	\$ 6,242,386		
Total Expenses																

Cumberland College
 Schedule of Expenses by Function (Schedule 3)
 for the year ended June 30, 2019

General (Schedule 4)	2019 Expenses Actual										2019 Total Expenses Actual	2019 Total Expenses Budget	2018 Total Expenses Actual		
	Skills Training		Basic Education		Learner Services		University Scholarships	Development	Student Housing	2019 Total Expenses Actual					
	Credit	Non-credit	Credit	Non-credit	Support	Counsel								Credit	
Agency Contracts															
Contracts	\$ -	\$ 336,600	\$ 102,723	\$ 50	\$ 10,226	\$ 3,900	\$ -	\$ 165,403	\$ -	\$ -	\$ 618,902	\$ 785,791	\$ 708,377		
	-	336,600	102,723	50	10,226	3,900	-	165,403	-	-	618,902	785,791	708,377		
Amortization	200,456	-	-	-	-	-	-	-	-	-	200,456	163,148	161,028		
Equipment															
Equipment (non-capital)	18,422	10,026	-	-	-	-	-	-	-	-	28,448	13,880	11,652		
Rental	41,087	1,712	790	3,883	568	2,152	695	568	-	-	51,456	100,600	53,416		
Repairs and maintenance	213	-	-	-	-	-	-	-	-	-	213	2,040	6,550		
	59,723	11,739	790	3,883	568	2,152	695	568	-	-	80,118	116,520	71,618		
Facilities															
Building supplies	23,212	-	-	-	-	-	-	-	-	-	23,212	6,300	26,877		
Grounds	5,496	-	-	-	-	-	-	-	-	-	5,496	1,960	9,577		
Janitorial	21,034	180	-	670	500	-	-	-	-	-	22,384	6,865	20,934		
Rental	66,158	16,120	2,767	8,331	3,212	105	-	600	-	-	97,294	158,911	115,335		
Repairs & maintenance buildings	16,048	-	-	-	-	-	-	-	-	-	16,048	14,160	18,562		
Utilities	60,491	-	-	-	-	-	-	-	-	-	60,491	32,058	58,712		
	192,439	16,300	2,767	9,001	3,712	105	-	600	-	-	224,925	220,254	249,997		
Information Technology															
Computer services	6,250	-	463	2,179	496	-	-	-	-	-	9,388	9,425	8,350		
Equipment (non-capital)	45,450	-	-	26,728	1,318	-	-	400	-	-	73,896	102,850	130,852		
Materials & supplies	12,493	689	-	678	110	-	-	450	-	-	14,419	4,700	3,211		
Repairs & maintenance	-	-	-	-	-	-	-	-	-	-	-	2,750	-	-	
Software (non-capital)	20,703	15	-	547	-	-	-	-	-	-	21,264	29,450	19,973		
	84,896	704	463	30,132	1,923	-	-	850	-	-	118,968	149,175	162,386		
Operating															
Advertising	60,087	37,954	10,874	2,700	1,742	1,156	-	18,322	-	-	132,836	153,153	76,185		
Association fees & dues	4,801	1,380	-	-	373	125	-	-	-	-	6,679	6,971	9,336		
Bad debts	6,642	-	-	-	-	-	-	-	-	-	6,642	-	(5,577)		
Financial services	17,223	-	-	-	-	-	25	13	-	-	17,260	10,500	10,540		
In-service (includes PD)	101	1,440	-	6,183	630	4,122	-	-	-	-	12,476	18,682	6,221		
Insurance	33,320	650	-	-	-	-	-	-	-	-	33,969	31,734	31,140		
Materials & supplies	32,649	22,925	6,947	40,864	12,201	20,073	-	738	-	-	136,398	129,185	154,494		
Postage, freight & courier	9,427	173	228	97	140	23	-	1,500	-	-	11,588	9,195	11,360		
Printing & copying	833	1,511	114	54	-	54	-	23	-	-	2,588	5,950	5,798		
Professional services	31,859	127	2,730	14,316	-	-	21	10,000	-	-	59,053	84,335	40,423		
Resale items	1,001	10,487	21,840	-	-	569	-	1,050	-	-	34,946	18,796	36,081		
Subscriptions	4,762	104	-	1,368	-	55	-	-	-	-	6,289	2,038	4,453		
Telephone & fax	44,381	180	-	2,895	-	-	604	2,833	-	-	50,892	57,511	54,282		
Travel	44,780	10,015	3,561	5,732	5,460	3,244	1,528	10,911	-	-	85,233	104,010	91,751		
Other	4,198	-	-	6,195	330	10,231	-	-	-	-	20,954	42,246	18,186		
	296,061	86,947	46,294	80,403	20,876	39,653	2,178	45,389	-	-	617,803	674,307	544,674		
Personal Services															
Employee benefits	285,531	70,690	19,370	110,703	10,604	41,717	6,042	17,137	-	-	561,795	590,907	558,654		
Honoraria	18,338	3,000	-	350	1,145	1,050	-	-	-	-	113,533	103,160	157,787		
Salaries	1,301,831	585,790	157,439	1,101,995	156,574	180,995	70,151	100,129	-	-	3,663,290	3,622,175	3,622,175		
Other	12,853	-	-	26	-	-	-	-	-	-	12,879	20,356	5,690		

Cumberland College
Schedule of General Expenses by Functional Area (Schedule 4)
for the year ended June 30, 2019

	2019 General Actual				2019	2019	2018
	Governance	Operating and Administration	Facilities and Equipment	Information Technology	Total General Actual	Total General Budget	Total General Actual
Agency Contracts							
Contracts	\$ -		\$ -	\$ -	\$ -	\$ -	\$ 342
	-	-	-	-	-	-	342
Amortization	-	200,456			200,456	163,148	161,028
Equipment							
Equipment (non-capital)	-	-	18,422	-	18,422	6,000	9,386
Rental	176	-	39,274	1,637	41,087	46,974	37,057
Repairs and maintenance	-	-	213	-	213	1,830	6,132
	176	-	57,909	1,637	59,723	54,804	52,575
Facilities							
Building supplies	-	-	23,212	-	23,212	6,250	26,777
Grounds	-	-	5,496	-	5,496	1,960	9,577
Janitorial	-	-	21,034	-	21,034	5,000	18,914
Rental	242	-	65,916	-	66,158	69,453	70,220
Repairs & maintenance building	-	-	16,048	-	16,048	12,900	18,562
Utilities	-	-	60,491	-	60,491	32,058	58,712
	242	-	192,197	-	192,439	127,621	202,762
Information Technology							
Computer services	-	-	-	6,250	6,250	6,250	6,250
Equipment (non-capital)	-	-	-	45,450	45,450	49,900	40,513
Materials & supplies	-	-	465	12,028	12,493	2,500	1,773
Repairs & maintenance	-	-	-	-	-	2,000	-
Software (non-capital)	-	-	18	20,685	20,703	22,750	16,701
	-	-	482	84,413	84,896	83,400	65,237
Operating							
Advertising	-	60,087	-	-	60,087	40,800	16,849
Association fees & dues	3,424	1,377	-	-	4,801	5,986	7,342
Bad debts	-	6,642	-	-	6,642	-	(5,577)
Financial services	-	17,223	-	-	17,223	10,225	10,477
In-service (includes PD)	-	101	-	-	101	4,682	683
Insurance	2,333	30,987	-	-	33,320	31,734	30,428
Materials & supplies	838	31,787	-	25	32,649	34,090	38,872
Postage, freight & courier	-	9,427	-	-	9,427	7,520	9,828
Printing & copying	-	833	-	-	833	2,400	650
Professional services	4,241	27,618	-	-	31,859	37,160	35,938
Resale items	-	1,001	-	-	1,001	10,000	1,940
Subscriptions	-	1,938	-	2,824	4,762	497	2,622
Telephone & fax	-	43,782	-	599	44,381	43,626	47,070
Travel	8,772	33,471	-	2,538	44,780	48,280	54,403
Other	727	3,470	-	-	4,198	10,180	1,807
	20,335	269,741	-	5,985	296,061	287,180	253,333
Personal Services							
Employee benefits	571	259,203	-	25,757	285,531	291,412	270,303
Honoraria	15,548	2,790	-	-	18,338	10,060	18,798
Salaries	-	1,173,217	-	128,613	1,301,831	1,443,070	1,408,975
Other	-	12,853	-	-	12,853	16,756	5,690
	16,118	1,448,064	-	154,370	1,618,552	1,761,298	1,703,766
Total General Expenses	\$ 36,872	\$ 1,918,261	\$ 250,589	\$ 246,406	\$ 2,452,127	\$ 2,477,452	\$ 2,439,043

Performance Measures

University

Performance Measure	3 Yr. Avg. Baseline*	2018-19 Target	2018-19 Actuals
Total Enrollment	88.0	95.0	116.0
Participation Rate % of Total College Enrollment	38.8%	22.3%	20.6%
Student Enrollment (Expressed in FLE's)	54.8	60.0	51.4
Aboriginal Participation Enrollment Rate (% of Aboriginals enrolled in University courses)	31.6%	27.2%	40.5%

*3 Year Baseline includes program years: 2015-16, 2016-17, 2017-18

ABE Non-credit

Performance Measure	3 Yr. Avg. Baseline*	2018-19 Target	2018-19 Actuals
Total Enrollment (includes casual: distinct bodies)	152	145	187
Student Enrollment (expressed in Full Load Equivalents)	55.3	76.7	69.2
Completers (Full and Part time only: Casual not included)	75.0	76.4	117.0
Completion Rate (% of those completed, casual not included)	60.0%	52.7%	62.6%

ABE Credit

Performance Measure	3 Yr. Avg. Baseline*	2018-19 Target	2018-19 Actuals
Total Enrollment (includes casual: distinct bodies)	235	138	197
Student Enrollment (expressed in Full Load Equivalents)	196.3	98.0	116.2
Participation Rate (% of total College enrollment)	38.8%	36.5%	34.9%
Aboriginal Participation Enrollment Rate (% of Aboriginals enrolled in programs)	79.6%	80.2%	81.2%
Graduates (full-time and part-time: Casual not included)	71.0	42.7	38.00
Graduates (full-time)	69.0	40.5	36.00
Graduates (part-time)	3.0	2.2	2.0
Graduation Rate (% of those graduated, part-time and full-time only casual not included)	31.0%	30.9%	19.3%
Graduation Rate (% of full-time students graduated)	41.0%	44.4%	27.5%
Graduation Rate (% of part-time students graduated)	4.0%	7.1%	3.0%
Proportion of Aboriginal Graduates (among all graduates)	71.4%	78.9%	65.8%
Aboriginal Graduation Rate (among aboriginal enrolments)	27.1%	35.3%	15.6%
Completers (full-time and part-time only, casual not included)	54.0	32.8	69.0
Completion Rate (% of those completed; casual not included)	23.0%	23.7%	35.0%
Employment Rate (% of graduates contacted who were employed; does not include those in further training)	64.0%	72.6%	58.3%
Aboriginal Employment Rate (among aboriginals only)	53.5%	61.7%	20.0%
Pursuing Further Training (based on number contacted)	32.0	32.6	13.0
Pursuing Further Training (% of those contacted)	83.0%	85.5%	72.2%
Pursuing Further Training Among Abor Grads Rate (among aboriginals only)	81.5%	84.6%	63.6%

*3 Year Baseline includes program years: 2015-16, 2016-17, 2017-18

Skills Training Non-Credit

Performance Measure	3 Yr. Avg. Baseline*	2018-19 Target	2018-19 Actuals
Total Enrollment (includes casual: distinct bodies)	184.3	52	265
Student Enrollment (expressed in Full Load Equivalents)	5.9	1.4	10.0

*3 Year Baseline includes program years: 2015-16, 2016-17, 2017-18

Institute Credit

Performance Measure	3 Yr. Avg. Baseline*	2018-19 Target	2018-19 Actuals
Total Enrollment (includes casual: distinct bodies)	226	168	226
Student Enrollment (expressed in Full Load Equivalents)**	107.57	102.60	111.4
Participation Rate (% of total College enrollment)	36.9%	38.2%	39.9%
Aboriginal Participation Enrollment Rate (% of aboriginals enrolled in programs)	35.0%	36.0%	33.8%
Graduates (full-time and part-time: casual not included)	57.0	41.4	56.00
Graduation Rate (% of those graduated, full time and part time only casual not included)	27.0%	24.6%	24.9%
Graduation Rate of those eligible to graduate	61.8%	65.9%	68.3%
Graduation Rate (Full-time students only)	56.6%	57.1%	48.8%
Graduation Rate of those eligible to graduate (full-time students only)	63.6%	63.9%	63.5%
Graduation Rate (Part-time students only)***	2.9%	2.9%	10.5%
Graduation Rate of those eligible to graduate (part-time students only)	73.3%	74.0%	84.2%
Proportion of Aboriginal Graduates (among all graduates)	27.0%	24.1%	8.9%
Aboriginal Graduation Rate (% of Aboriginal graduates calculated among Aboriginal enrollments)	22.0%	18.9%	6.6%
Completers (full-time and part time only, casual not included)	103.0	107.6	91.0
Completion Rate (% of those completed; casual not included)	47.5%	64.1%	40.4%
Employment Rate (% of graduates contacted who were employed; does not include those in further training)	84%	85.3%	71.4%
Aboriginal Employment Rate (% of Aboriginal graduates contacted who were employed; does not include those in further training)	70.0%	75.6%	44.4%
Pursuing Further Training (based on number contacted)	8.3	8.38	2.00
Pursuing Further Education (% of those contacted)	46.0%	43.5%	25.0%
Rate of Aboriginal Graduates Going on to Further Training (% calculated among Aboriginal Graduates)	25.0%	25.3%	16.7%

*3 Year Baseline includes program years: 2015-16, 2016-17, 2017-18

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

***The part time graduation rate is low because very few part-time students are eligible to graduate.

Learner Services

Performance Measure	3 Yr. Avg. Baseline*	2018-19 Target	2018-19 Actuals
Student Satisfaction Surveys (very good to Excellent)	96.3%	98.3%	99.5%
Number of Scholarships and Bursaries (actual number awarded)	105.0	106.1	79.0
Value of Scholarships and Bursaries (actual amount awarded)	\$116,438	\$ 117,602	\$ 90,350

*3 Year Baseline includes program years: 2015-16, 2016-17, 2017-18

Participant Hours

Performance Measure	3 Yr. Avg. Baseline*	2018-19 Target	2018-19 Actuals
Participant Hours	273383	199310	235399
Number of Youth (30 years of age and under) enrolled	672	678	667
Number of Learners enrolled in skills training programs	681	508	632
Exam invigilations (distance learning)	483	488	489
Total Exam invigilations (CAAT, ACUPLACER, GED & Distance)	806	814	749
Total Learner Services Contacts	16675	16842	23944

Cumberland College Student Enrollments 2018-2019

Total Student Enrollment									
Program Groups		Number of Students Enrolled							
		2018-19				2017-18			
		FT	PT	Casual	FLEs	FT	PT	Casual	FLEs
SKILLS TRAINING	Institute Credit								
	Institute Credit - Sask Polytech	72	153	1	111.42	81	118	0	101.23
	Institute Credit - Other								
	Total Institute Credit	72	153	1	111.42	81	118	0	101.23
	Industry Credit	0	26	285	7.16	0	51	289	11.28
	Non-Credit	0	77	15	10.19	0	38	60	6.90
	TOTAL SKILLS TRAINING	72	256	301	128.77	81	207	349	119.41
ADULT BASIC EDUCATION	BE Credit								
	Adult 12	88	35	0.0	78.46	98	31	0.0	107.16
	BE 10	43	31	0.0	37.78	88	26	0.0	97.90
	Academic GED								
	Total BE Credit	131	66	0	116.24	186	57	0	205.06
	BE Non-Credit								
	Employability/Life Skills					8	4	0.0	8.25
	English Language Training	61	5	0.0	15.32	48	12	0.0	9.79
General Academic Studies	61	60	0.0	53.86	23	32	0.0	27.23	
	Total BE Non-Credit	122	65	0	69.18	79	48	0	45.27
	TOTAL ADULT BASIC EDUCATION	253	131	0	185.42	265	105	0	250.33
UNIVERSITY									
	TOTAL UNIVERSITY	47	69	0	51.39	60	51	0	70.01
TOTAL ENROLLMENT		372	456	301	365.6	406	363	349	439.8

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

Student Enrollment: Melfort Campus									
Program Groups		Number of Students Enrolled							
		2018-19				2017-18			
		FT	PT	Casual	FLEs	FT	PT	Casual	FLEs
SKILLS TRAINING	Institute Credit - Sask Polytech	43	74	1	63.30	43	80	0	66.87
	Industry Credit	0	12	154	2.73	0	34	118	5.99
	Non-Credit	0	12	5	1.19	0	0	19	0.34
	TOTAL SKILLS TRAINING	43	98	160	67.21	43	114	137	73.20
ADULT BASIC EDUCATION	ABE Credit								
	Adult 12	48	16	0	41.10	43	9	0	50.08
	BE 10	13	6	0	8.25	31	11	0	33.08
	Total ABE Credit	61	22	0	49.35	74	20	0	83.17
	ABE Non-Credit								
	English Language Training	20	1	0	6.41	15	9	0	3.88
	General Academic Studies	21	29	0	21.51	2	18	0	6.67
Total ABE Non-Credit	41	30	0	27.93	17	27	0	10.55	
TOTAL ADULT BASIC EDUCATION	102	52	0	77.28	91	47	0	93.71	
UNIVERSITY									
	TOTAL UNIVERSITY	38	40	0	38.25	51	31	0	53.30
TOTAL ENROLLMENT		183	190	160	182.74	185	192	137	220.21

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

Student Enrollment: Nipawin Campus									
Program Groups		Number of Students Enrolled							
		2018-19				2017-18			
		FT	PT	Casual	FLEs	FT	PT	Casual	FLEs
SKILLS TRAINING	Institute Credit - Sask Polytech	19	59	0	33.42	18	24	0	15.52
	Industry Credit	0	8	116	3.04	0	1	117	3.20
	Non-Credit	0	15	6	1.21	0	16	8	1.99
	TOTAL SKILLS TRAINING	19	82	122	37.67	18	41	125	20.70
ADULT BASIC EDUCATION	ABE Credit								
	Adult 12	20	7	0	20.28	27	16	0	29.55
	BE 10	21	11	0	17.28	43	6	0	44.61
	Academic GED								
	Total ABE Credit	41	18	0	37.56	70	22	0	74.15
	ABE Non-Credit								
	General Academic Studies	32	12	0	27.29	18	2	0	16.83
Total ABE Non-Credit	32	12	0	27.29	18	2	0	16.83	
TOTAL ADULT BASIC EDUCATION	73	30	0	64.85	88	24	0	90.98	
UNIVERSITY									
	TOTAL UNIVERSITY	7	30	0	11.73	8	20	0	15.71
TOTAL ENROLLMENT		99	142	122	114.25	114	85	125	127.40

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

Student Enrollment: Tisdale Campus									
Program Groups		Number of Students Enrolled							
		2018-19				2017-18			
		FT	PT	Casual	FLEs	FT	PT	Casual	FLEs
SKILLS TRAINING	Institute Credit								
	Sask Polytech	10	22	0	14.70	20	14	0	18.84
	Other								
	Total Institute Credit	10	22	0	14.70	20	14	0	18.84
	Industry Credit	0	4	47	1.50	0	14	102	2.09
	Non-Credit	0	50	4	7.79	0	22	35	4.58
	TOTAL SKILLS TRAINING	10	76	51	24.00	20	50	137	25.51
ADULT BASIC EDUCATION	ABE Credit								
	Adult 12	20	13	0	17.08	28	6	0	27.53
	BE 10	9	14	0	12.25	14	9	0	20.21
	Total ABE Credit	29	27	0	29.33	42	15	0	47.74
	ABE Non-Credit								
	Employability/Life Skills					8	4	0	8.25
	English Language Training	41	4	0	8.90	33	3	0	5.91
	General Academic Studies	8	20	0	5.06	3	12	0	3.73
	Total ABE Non-Credit	49	24	0	13.96	44	19	0	17.90
	TOTAL ADULT BASIC EDUCATION	78	51	0	43.29	86	34	0	65.64
UNIVERSITY									
	TOTAL UNIVERSITY	0	6	0	1.40	0	6	0	1.00
TOTAL ENROLLMENT		88	133	51	68.69	106	90	137	92.14

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

Program Groups		Equity Participation Enrollments																															
		2017-18												2018-19																			
		Number of Students Enrolled																															
		Aboriginal				Visible Minority				Disability				Total Enrollment				Aboriginal				Visible Minority				Disability				Total Enrollment			
		FT	PT	Cas		FT	PT	Cas		FT	PT	Cas		FT	PT	Cas		FT	PT	Cas		FT	PT	Cas		FT	PT	Cas					
SKILLS TRAINING	Institute Credit	27	49	0	3	8	0	5	4	0	72	159	1	36	30	0	1	2	0	9	8	0	82	119	0								
	Sask Polytech																																
	Other																																
	Total Institute Credit	27	49	0	3	8	0	5	4	0	72	159	1	36	30	0	1	2	0	9	8	0	82	119	0								
	Industry Credit	0	13	61	0	0	12	0	1	9	0	26	285	0	11	11	68	0	1	5	0	2	17	0	51	289							
ADULT BASIC EDUCATION	Skills Training Non-Credit	0	36	1	0	3	0	0	4	1	0	77	15	0	20	1	0	1	0	0	3	0	0	38	60								
	TOTAL SKILLS TRAINING	27	98	62	3	11	12	5	9	10	72	262	301	36	61	69	1	4	5	9	13	17	82	208	349								
	ABE Credit:																																
	Adult 12	63	32	0	5	2	0	13	6	0	88	35	0	74	24	0	3	1	0	13	8	0	98	31	0								
	Adult 10	39	26	0	2	0	0	2	2	0	43	31	0	77	22	0	5	1	0	16	7	0	88	26	0								
ADULT BASIC EDUCATION	Academic GED																																
	Total ABE Credit	102	58	0	7	2	0	15	8	0	131	66	0	151	46	0	8	2	0	29	15	0	186	57	0								
	ABE Non-Credit:																																
	Employability/Life Skills																																
	English Language Training	0	0	0	8	1	0	0	0	0	61	5	0	0	0	0	1	0	0	1	0	0	8	4	0								
UNIVERSITY	General Academic Studies	56	57	0	4	5	0	4	5	0	61	60	0	22	18	0	0	2	0	5	11	0	23	32	0								
	Total ABE Non-Credit	56	57	0	12	6	0	4	5	0	122	65	0	28	22	0	2	3	0	6	11	0	79	48	0								
	TOTAL ADULT BASIC EDUCATION	158	115	0	19	8	0	19	13	0	253	131	0	179	68	0	10	5	0	35	26	0	265	105	0								
	TOTAL UNIVERSITY	15	32	0	4	2	0	4	5	0	47	69	0	20	23	0	5	1	0	1	3	0	60	51	0								
TOTAL ENROLLMENT	200	245	62	26	21	12	28	27	10	372	462	301	235	152	69	16	10	5	45	42	17	407	364	349									

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

Program Groups		Student Success																							
		2018-19												2017-18											
		Total Students Enrolled												Total Students Enrolled											
Program Groups		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	10	80	1	40	16	0	15	44	0	8	27	0	9	73	0	44	15	0	24	27	0	4	7	0
	Sask Polytech																								
	Other																								
	Total Institute Credit	10	80	1	40	16	0	15	44	0	8	27	0	9	73	0	44	15	0	24	27	0	4	7	0
	Industry Credit	0	6	2	0	25	282	0	2	0	0	0	0	0	10	16	0	0	45	276	0	12	0	0	0
ADULT BASIC EDUCATION	Total Non-Credit	0	68	15	0	0	0	7	0	0	5	0	0	30	60	na	na	na	na	na	na	na	na	na	na
	TOTAL SKILLS TRAINING	10	154	18	40	41	282	15	53	0	8	32	0	9	113	76	44	60	276	24	39	0	4	7	0
	ABE Credit:																								
	Adult 12	35	8	0	28	1	0	9	1	0	24	5	0	21	6	0	49	1	0	7	3	0	22	3	0
	Adult 10	18	8	0	8	1	0	0	2	0	17	5	0	22	5	0	25	1	0	1	0	0	30	2	0
UNIVERSITY	Academic GED																								
	Total ABE Credit	53	16	0	36	2	0	9	3	0	41	10	0	43	11	0	74	2	0	8	3	0	52	5	0
	Basic Education Non-Credit:																								
	Employability/Life Skills																								
	English Language Training	51	0	0	na	na	na	na	na	na	na	na	na	6	0	0	0	0	0	2	0	0	0	0	0
TOTAL ENROLLMENT	General Academic Studies	42	24	0	0	0	0	2	0	24	1	0	18	19	0	0	0	0	0	0	4	0	11	8	0
	Total ABE Non-Credit	93	24	0	0	0	0	2	0	24	1	0	60	19	0	0	2	4	0	2	4	0	11	8	0
	TOTAL ADULT BASIC EDUCATION	146	40	0	36	2	0	9	5	0	65	11	0	103	30	0	74	2	0	10	7	0	63	13	0
TOTAL UNIVERSITY		17	79	0	0	0	0	na	na	na	na	na	26	46	0	0	0	0	0	na	na	na	na	na	na
		173	273	18	76	43	282	24	58	0	73	43	0	138	189	76	118	62	276	34	46	0	67	20	0
	TOTAL ENROLLMENT	173	273	18	76	43	282	24	58	0	73	43	0	138	189	76	118	62	276	34	46	0	67	20	0

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

Student Success by Equity Participation												
Program Groups	Number of Students Enrolled											
	2018-19						2017-18					
	Aboriginal		Visible Minority		Disability		Aboriginal		Visible Minority		Disability	
	E	C	G	E	C	G	E	C	G	E	C	G
Institute Credit	76	22	21	11	1	4	66	14	21	3	2	1
Institute Credit - Sask Polytech					1	4						
Institute Credit - Other												
Total Institute Credit	76	22	21	11	1	4	66	14	21	3	2	1
Industry Credit	74	7	71	12	10	9	79	11	70	6	0	6
Total Non-Credit	37	29	0	3	5	0	21	15	0	1	0	0
TOTAL SKILLS TRAINING	187	58	92	26	24	13	166	40	91	10	2	7
ABE Credit:												
Adult 12	95	34	17	7	19	4	98	22	31	4	2	1
Adult 10	65	23	8	2	4	1	99	25	20	6	0	4
Academic GED												
Total ABE Credit	160	57	25	9	23	5	197	47	51	10	2	5
ABE Non-Credit:												
Employability/Life Skills							10	4	0	1	1	0
English Language Training	0	0	0	9	0	0	0	0	0	2	0	0
General Academic Studies	113	62	0	9	3	0	40	26	0	2	1	0
Total ABE Non-Credit	113	62	0	18	3	0	50	30	0	5	2	0
TOTAL ADULT BASIC EDUCATION	273	119	25	27	32	11	247	77	51	15	4	5
TOTAL UNIVERSITY	47	37	0	6	9	8	43	20	0	6	5	0
TOTAL ENROLLMENT	507	214	117	59	65	18	456	137	142	31	11	12

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

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

ECE: Early Childhood Education

EMP: Emergency Measures Plan

ESL: English as a Second Language

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

LINC: Language Instruction for Newcomers to Canada

MMIWG: Missing and Murdered Indigenous Women

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

OSD: Orange Shirt Day

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

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

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

PSAB: Public Sector Accounting Benchmark

PTA: Provincial Training Allowance

SAO: Senior Academic Officer

SBO: Senior Business Officer

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



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