

CUMBERLAND COLLEGE ANNUAL REPORT

2019-20



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.



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Letter of Transmittal

November 27, 2020

Honourable Gene Makowsky
Minister of Advanced Education
Room 307, Legislative Building
2405 Legislative Drive
Regina, SK S4S 0B3

Dear Minister Makowsky:

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, 2020.

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
Co-Chairperson, Board of Directors

Enclosure

Board of Directors



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

2019-20 Board of Directors

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

Board Activities

Regular Board Meetings: 11

Governance and Risk Committee Meetings: 5

Finance and HR Committee Meetings: 8

Special Board Meetings: 2 (MLA Engagement/ERM Training, Budget Scenario meeting)

Annual General Meeting: June 24, 2020

Board Appointments

Co-Chairperson - Corinna Stevenson

Co-Chairperson - Ray Sass

Board Highlights/Activities

2019-2020 was a year for the history books for Cumberland College. Beginning with the inception of the Coalition with Parkland College and the on-boarding of the new President and CEO, Dr. Mark Hoddenbagh, and ending with the COVID-19 pandemic, the Board provided timely, relevant and welcomed governance to the College and Coalition throughout the year.

The Cumberland Board of Governors governed the College as required by legislation and its fiduciary obligations, but its greatest accomplishment was its collaboration with the Parkland Board in a shared Coalition Board. Major governance successes included:

1. The development and approval of numerous governance policies that are applicable to each college but created using a Coalition lens,
2. Completing an Employer Agreement with Parkland which delineates the protocols related to sharing of the President and CEO,
3. Completion of the CEO Contract,
4. Participation in the Coalition Strategic Planning process,
5. Completing the Annual Board Evaluation and CEO mid-year and annual evaluations, and
6. Engagement of seven of the ten MLAs within the Coalition's region at a breakfast at the Legislature.

In addition, the Board Co-Chairs were leaders in re-establishing the Association of Regional Colleges of Saskatchewan and in collaborating with other Board Chairs on the development of a vision and potential model for a more efficient and effective regional college system.

We will continue to focus our energy on the success of the Coalition in collaboration with the Parkland College Board of Governors. Major governance issues to be addressed in 2020-2021 include preparing for a post-COVID world, approving the 2020-2025 Coalition Strategic Plan and making investments to enable to College to increase its alternative revenues.

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 President and Chairperson

2019-2020 was an exceptional year for Cumberland College. In addition to continuing to deliver on its mission of providing high quality education to its learners, training that is in demand by employers and supports desired by its communities, the College welcomed a new CEO, embarked on Year 1 of the Coalition with Parkland College and endured the COVID-19 pandemic.

As a publicly-funded institution, the College is committed to providing quality programs and services in north-east Saskatchewan that are accessible, affordable, responsive, relevant, and flexible, and that advance the socio-economic development in the region, province and nation.

Some highlights of the year are:

- Working collaboratively within the Coalition to develop and implement governance policies and Coalition teams, such as ReconciliAction for Indigenous engagement.
- Moving to online learning and online working from face-to-face education and in-person working within one week in mid-March.
- Completing all full-time (FT) and most part-time programs through online and face-to-face delivery despite COVID-19 limitations:
 - a. 90.3% of FT college and university students completed their programming despite COVID-19.
 - b. For ABE students registered on March, 13 2020, 98.6% completed the year (15.6% had course outcomes affected due to COVID-19 impacts).
- Signing a Program Delivery Agreement with Lakeland through 2022 for the General Agriculture Certificate which will be offered in 2020-21 for the first time.
- Student Satisfaction - 99% with advising services, 99% with friendly inclusive atmosphere, 99% with physical comfort, 99.5 % with non-instructional staff being helpful, respectful and friendly, 98.7% with community connections.
- Our first ABE dual credit attempt had 24 Sask Poly credits earned. With 4 students receiving their complete Level 1 ECE and 2 students returning in 2020-21 to complete the certificate.
- ABE credit programs had an 81.2% Aboriginal participation rate with ABE Aboriginal Graduates representing 54% of all ABE Graduates. Institute Credit programs had 33.8% Aboriginal participation rate and University Studies had a 36% 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 28,450 Learner Services Contacts, a year over year increase of 35%, reflecting the focus on student retention and success by holistically supporting students. This increase is partly due to COVID-19 and the heroic efforts of staff to support students during this stressful time.



The Board and College staff are proud to present the College's 2019-20 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,

Dr. J. Mark A. Hoddenbagh
President and CEO

Ms. Corinna Stevenson
Chairperson, Board of Directors

Operating Environment

2019-20 was a year filled with promise, anticipation and trepidation. Promise in the form of the newly-commenced Coalition and how working with Parkland College could benefit both colleges. Anticipation that the regional college system would continue to improve collaboration in light of the Task Force report. Trepidation arose in early March as the COVID-19 pandemic threatened our college's ability to deliver training and services to our learners.

Financially, the College was projecting a deficit, including \$143,000 that was to be put into reserves for the proposed Enterprise Resource Program. Although student numbers were somewhat lower than planned, through prudent planning and decision-making the actual deficit was lower than that projected.

Academic programming was delivered as expected, with college and university programs having solid learner numbers. Adult Basic Education (ABE) and Essential Skills for the Workplace programs had high participation rates. Offering ECE dual credits in Tisdale resulted in four students completing Level 1. The first year of the new two-year Business Diploma from Lakeland College was successfully completed.

Partnerships remained strong as the College continued delivering ABE and Essential Skills programming in First Nation communities and on campuses, with high indigenous student participation in these programs. International students continued to be attracted to the College.

The College offered the third 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. College programs offered varied in response to the labour market needs of the region. Learner services continued to grow with student supports increasing in all program areas.

Cumberland College embarked on the third year of its 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.

Renovation of the Le Strat building at Tisdale campus enabled the College to offer Sask Polytechnic's Office Administration and Lakeland College's Business Diploma in the same location. The Melfort 2018-19 renovations continued to be of real benefit as students and staff were able to use the common room/student lounge for academic and non-academic activities.

The Coalition focused on creating Board policies and establishing working relationships between the colleges. The COVID-19 pandemic provided a unique opportunity for the Coalition colleges to support each other and leverage their resources to address the substantial learner and staff issues arising from this event.

Provincially, the College continued to support the work of the various entities such as the Senior Academic Officer, Senior Business Officer and Human Resources tables. Initiatives related to assessing the impacts of COVID-19 on the regional college system were supported by College staff.





Primary Care Paramedic Student

Blended Learning

- Blended Learning refers to a mix of online instruction, face-to-face classes, experiential learning, and alternative delivery methods.



Online instruction may occur through a combination of synchronous (occurring at the same time) and asynchronous (not occurring at the same time) delivery methods. This can include video conferencing, live webcasts, and recorded lectures, modules, assignments, and other exercises accessible when it is convenient for students.



Face-to-face classes may be required for programs with substantial hands-on learning components which are not easily replicated in a virtual environment. In-person classes may also be scheduled if student enrollment and classroom sizes meet physical distancing requirements. As well, programs may be divided into cohorts with separate class schedules.



Experiential learning provides learners with opportunities to apply their knowledge and practice their skills in real-life situations, such as a clinical placement in a health care facility or work placement with a local company.



Alternative delivery methods, such as paper packages including instructions and assignments or non-traditional time periods may be used where required.

On March 17, 2020, classes at Cumberland College were abruptly suspended in an effort to reduce the risk of COVID-19 transmission. On March 23, programs officially shifted to online learning or alternative delivery methods. The move was made in partnership with Saskatchewan's other postsecondary educational institutions.

In a matter of days, instructors and students had to pivot to new methods of teaching and learning. Most employees were directed to work from home. Campuses were closed to students and the public, and all non-essential College events, including the annual graduation ceremonies were cancelled.

It was a very stressful development, just as most programs were winding down and approaching final exams. However, students and staff adapted incredibly well to ensure as many programs as possible could be completed before the end of the academic year, despite COVID-19 limitations.

In times of crisis, it is vital that organizations pull together. The College emerged from the initial shock of the pandemic stronger and better suited to cope with its ongoing impacts. It could not have been done without the perseverance and dedication of our students, employees, and partners.

Each program was affected differently by COVID-19, based on a number of factors:

- necessity of face-to-face instruction (e.g. hands-on labs and shop time required to complete a program);
- needs of students (e.g. lack of Internet access/unreliable connections off-campus);
- availability of space at our campuses; and
- physical distancing guidelines and building capacity limits.

Our initial response to address these factors was to work diligently in the early days of the pandemic to get as many students as possible online. For those with technology challenges we provided paper packages with learning and assessment materials. While doing this, we were also highly cognizant of the need to provide hands-on training in many of our programs to enable our students to complete their programs. Accordingly, we started laying the foundation for a Blended Learning environment.

Blended Learning gives us the flexibility to deliver programs while managing risks associated with COVID-19. Our top priority is to protect the health and safety of students and staff. In the event of a resurgence of the virus in our region or province, we are better positioned to transition to online-only instruction. However, we recognize that many of our programs contain a substantial amount of in-person and hands-on learning, so we want to ensure students receive the highest quality education possible given the current circumstances.

A second reason for moving to Blended Learning is that students will likely experience blended working environments in the workforce. Many organizations are highly digital, so it is imperative that our graduates are comfortable with technology. Also, many employers support employee development by providing access to training which can be delivered in face-to-face, blended, or fully online modalities. It is important that students have the skills to learn in all of these environments.

A third reason is that employers typically desire graduates with practical work experience, which is gained through experiential learning. We offer experiential learning opportunities in a number of programs and we are working to expand this to other programs.

Although the pandemic had a large negative impact on our institution, we were able to turn “Adversity into Advantage” by having all full-time programs complete their years. The foundation we laid for blended learning will continue to be developed in 2020-21 and beyond as we continue to adapt to meet the needs of our learners, employers and communities.



Strategic Plan

At the start of the 2019-20 academic year, Cumberland College entered into year three of its existing five-year strategic plan (2017-2022). As part of the Cumberland College and Parkland College shared coalition, the colleges embarked upon a strategic plan development process. With Parkland College concluding year five of Parkland College's five-year strategic plan (2015-20) and Cumberland College in its third-year of its five-year strategic plan (2017-2022), Cumberland College prepared for an early sunset of June 30, 2020. The shared coalition strategic planning development process involved both colleges hosting regional community engagement sessions to inform the shared strategic plan. Upon conclusion of the community engagement sessions, the coalition worked to develop overarching pillars to guide the coalition over the next five-years (2020-2025). Working with the overarching pillars, each college would work on strategic directives specific to the region and the communities each college serves. With Cumberland College's strategic plan set to sunset two years early, outcomes set for years four-and-five were flagged for roll-over consideration into the new shared coalition five-year strategic plan (2020-2025). Cumberland College's 2017-2022 strategic plan consisted of five innovative Strategic Directions:

Strategic Direction 1 – Offer a Signature Staff Experience

2019-20 Highlights:

- Increasing the annual budget for professional development and engaging staff from multiple areas/departments of the College to plan the all-staff meeting day.
- Promoted a friendly, team environment for staff by conducting a bi-annual staff survey and collecting monthly social fund dues from employees on payroll.
- Enhanced staff communication and sharing by providing ad hoc emails about College activities, opportunities and significant events.

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

2019-20 Highlights:

- Facilitated student focus groups to provide input on potential institutional barriers.
 - 99% of students reported they physical comfort satisfaction on the student exit survey.
- Ensured all programs offered and recommended by program planning council were based on regional needs, and were delivered with quality, innovation, accessibility and student employability at the forefront.
 - 100% of programs offered are reflected in data collected via student focus groups and exit surveys.
 - 100% of student feedback was considered in the program planning process.
- Provided opportunities for students to increase community connections in support of their personal, career and academic goals.
 - 100% of ESL and ABE learners were provided real-life opportunities during term 1, noting that term 2 was not tabulated due to the pandemic campus-wide closure.





Orange Shirt Round Dance

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

2019-20 Highlights:

- Researched best practices in developing and nurturing a culture that rewards risks and innovations by introducing Leadership Council to Enterprise Risk Management (ERM).
- Continued to build strategic alliances and partnerships recognizing regional needs for training in Business and Industry.
- Transformed programs to respond to learners, community needs and the regional needs assessment.

Strategic Direction 4 – Leveraging Resources

2019-20 Highlights:

- Maintained sources of funding for the College's Elder-in-Residence (EIR) program and in donations for student scholarships.
 - Over \$125,000 secured from the National Indian Brotherhood and the New Horizons for Seniors grants to deliver EIR programs in the upcoming academic year, 2020-21.
 - \$90, 800 scholarships awarded to Cumberland College students.
- Improve efficiencies by streamlining the internal processes with an efficiency lens and, explore provincial purchasing and tendering opportunities.
 - Revision of the ABE admission processes.

Strategic Direction 5 – Lead the Conversation around Inclusion

Cumberland College values inclusiveness, where equity is deeply embedded and diversity welcomed. Staff of Cumberland College reflect those values in their approaches to teaching, research and community engagement. 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.

2019-20 Highlights:

- Built Capacity to support equitable, diverse and inclusive organizational culture to recruit diverse students and support their success.
 - 98% of all staff attended the fall all staff meeting (focused 1 keynote and 4 sessions on equitable, diverse and inclusive practices).
 - 34% of University and 35% of technical program students self-declared as Indigenous.
 - 13 Elder-in-Residence major events, 1 international event took place in 2019-20.
 - 19 lunch and learn sessions took place in addition to the major events.
 - Hiring of Student Engagement Coordinator with funding secured by the generous continued support of the National Indian Brotherhood Grant, 2020-21.

*EIR initiatives would not be possible without the continued support from the National Indian Brotherhood and New Horizons for Seniors Grants)

Continued Commitment to Indigenous Education

CICan Indigenous Education Protocol

During the 2019-20 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.

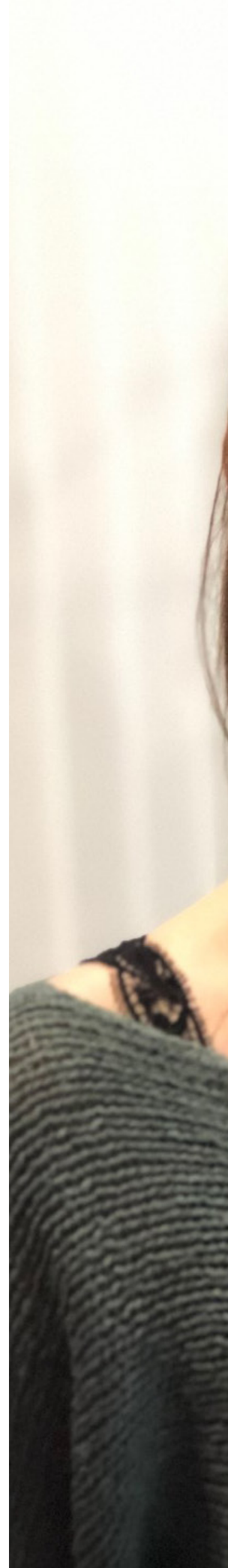
Cumberland College continues its commitment to:

- 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).





Jaime Black - REDress Project

The FNMAC is composed of representatives from each of the First Nation and Métis communities within the Cumberland College region. FNMAC meetings continued to be chaired by the Director of Programs and Services with additional College representation to include the Elders, the CEO and the Cultural Coordinator. In addition to the ten communities listed above, the FNMAC membership includes representatives from the Chakastaypasin Cree Nation, Gabriel Dumont Institute, the North East School Division, Peter Chapman Cree Nation, Yellow Quill First Nation and Eastside LIMB.

Elder-in-Residence Program

In 2019-20, Cumberland College began its third year of the Elder-in-Residence (EIR) program with funding support from the National Indian Brotherhood and the New Horizons for Seniors Grants. Under the advisement of the Elders and FNMAC and, with the support of the Cultural Coordinator and the Lead the Conversation around Inclusion (LCAI) strategic team, Leadership Council and the Board, Cumberland College continued with the four campus-wide seasonal events:

- Orange Shirt Day;
- Métis History;
- Family Literacy Day; and
- International Women's Day with a focus on Missing and Murdered Indigenous Women and Girls (MMIWG).

The Cumberland College Elder-in-Residence Elders, continued to guide us in the understanding of First Nation and Métis ways of knowing, nourishing the seeds of truth and reconciliation at Cumberland College and in the communities we serve. The Elders individual gifts and willingness to share their experiences, continues to live on in those who heard the Elders' stories. Through the Elders' words, we continue to understand the true history of Canada and work towards reconciliation, as treaty people of Saskatchewan, for as long as the sun shines, the grass grows and the river flows.

Students and staff surveyed at the end of the EIR program acknowledged what they learned and appreciated from the EIR program. The Elders commented on the impact the EIR program has had on their own life journeys to include purpose, passing down of oral history, truth and reconciliation and healing.

In the fall of 2019, ten Cumberland College staff attended the Indigenous Symposium in Saskatoon, Saskatchewan, a two-day event showcasing best practices in Indigenous education. Cumberland College was honored to receive the invitation to present on a small rural college's Elder-in-Residence program. Attendance at the conference and at the College's Elder-in Residence presentation included 100 participants from across Saskatchewan, the nation as well as international representation from the Pacific Alliance. Igniting a spark in those who were in attendance, an Indigenous Symposium shared coalition debriefing was organized for Coalition attendees. Wanting to keep the ignited spark going, the outcome of the shared coalition follow-up resulted in the recommendation for a coalition Reconcili-Action working group as part of the new strategic plan.





First Nation and Metis Advisory Committee

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 2019-20 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 (to include community engagement sessions with employers and community partners) for the region, Cumberland College continued to meet the needs of learners in northeast Saskatchewan. 2019-20 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 2019-20, 13 international students applied (9 visa refusals) with 4 international students successfully admitted into the Continuing Care Assistant program. During the 2019-20 academic year, Cumberland College continued to utilize the services of the educational marketing organization of M Square Media to recruit international students into College programs and entered into its second year of the College's international mentorship program with the goal of reaching out to former international learners to act in the role of mentors to incoming international learners.

In 2019-20, Cumberland College adopted and customized the Universities of Canada Inclusive Excellence Principles (October 2017) to reflect Cumberland College's strengthened commitment to the priorities of equity, diversity and inclusion. Embracing and reaffirming the importance of working together with community organizations, partners, businesses, leaders and government to reduce barriers to equity, diversity and inclusivity on campus and in society.

Register now for
fall classes:
Univ. of Regina
Univ. of Sask.

CUMBERLAND
COLLEGE



Learner Services – Creating Opportunities for Exceptional Learning Experiences

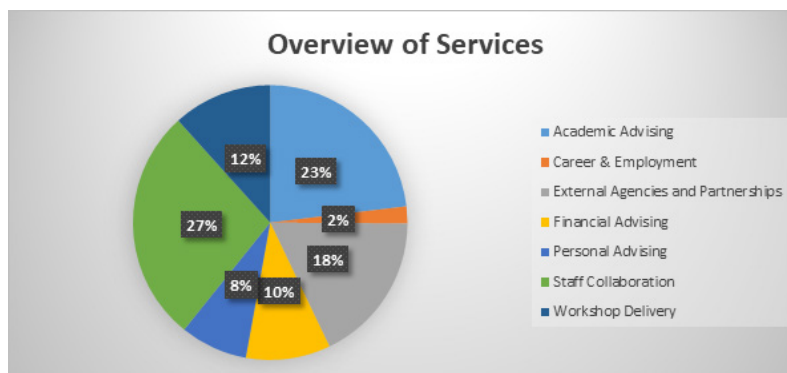
Cumberland College is a learner-centered institution and as such, the Department of Learner Services is invested in our students and committed to providing high quality, flexible support services that complement the role of faculty in helping students achieve their academic, career and personal goals. Learner Service programs are designed to foster student engagement, build campus community, and reduce barriers that impede well-being and opportunities for learning. Career, academic, employment and financial advising supports are focused on empowering students to develop the tools necessary for participation in society. Accessible services are designed to meet the student where they are at as they transition to school and then onto the world of work.

Total Contacts 28,450

100% of learners reported being satisfied with services.

Ensuring Accessibility and Advocacy

Staff are committed to providing equal opportunity for all students in an environment where people are comfortable to participate in all aspects of their education. Differentiated learning supports were delivered to those students with disabilities. Seventy-two students self-identified with a disability that would impact learning. Through a case management and advocacy approach with faculty, and external-agency specialists, advisors met with students to analyze their needs and develop a learning plan. Accommodations included special exam sittings, extended writing time, access to scribes, tutors, and readers, and arranging for specialized software and equipment. Over the past five years there has been a gradual increase of students requiring accommodations increasing to 9.3% of the overall student population from 6.7% in 2015-16.



Financial advising continued to be a critical facet of accessibility. The advisors worked with students to navigate the variety of financial aid programs such as the Provincial Training Allowance, student loans and the Canada-SK Grant for Equipment and Services for Students with Disabilities. 1793 student contacts were made in relation to financial support. In response to the COVID 19 pandemic, Cumberland College set aside \$25,000 of scholarship money from ICT to create an Emergency Funds Bursary program to support urgent financial needs for essentials such as food, shelter, medicine, childcare, transportation, or other unanticipated costs as a result of the COVID-19 pandemic. \$20,000 of Enhanced Learner Service funds were set aside to support students in the ABE program as they did not qualify for the Emergency Fund Bursary program. An emergency food program was also initiated for those students unable to access community food security programs.

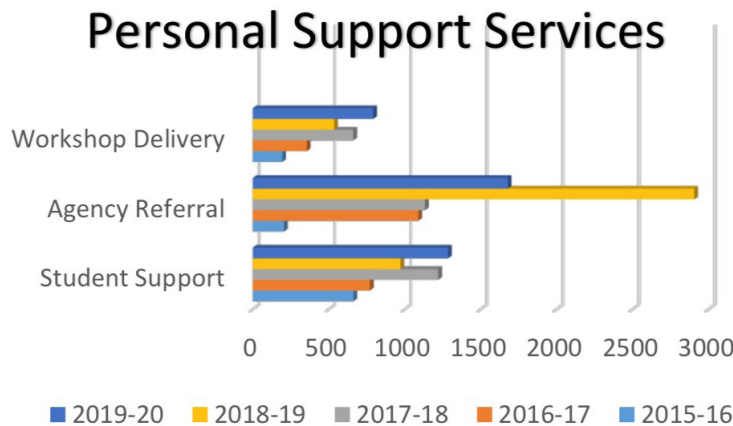


Retention and Success

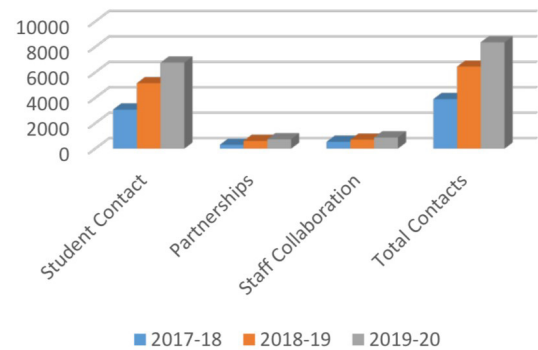
As an institution, Cumberland College has its own definition of student success but recognizes that students will also define success based on their life and school experiences. As such, Learner Services sought to provide experiences and opportunities that realized success for both institution and student.

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 and piloted a school-readiness workshop called *Rise and Shine*. The one-day program was successfully delivered to all students in both the ABE and STA funded program areas. Workshop modules focused on academic and personal readiness with tips and strategies to enhance opportunities for setting and meeting goals. Students were also provided with information on in-community and on-campus services and resources, communication strategies, student rights and responsibilities and resiliency. Post-workshop evaluations noted 100% of participants said they would recommend the workshop to fellow classmates.

Personal Support Services



Community Outreach Three-Year Growth



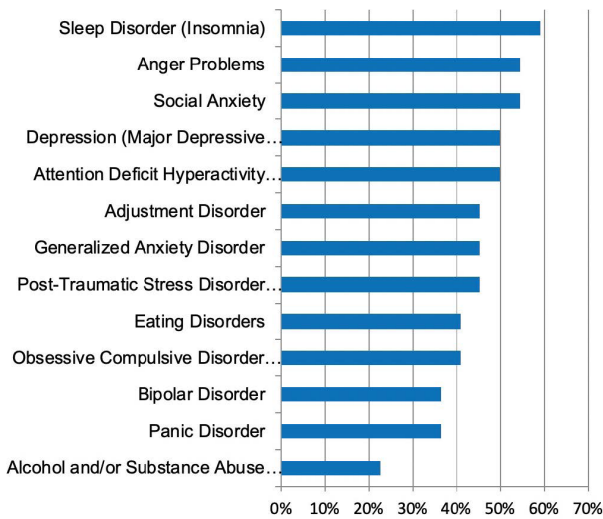
The outreach worker positions continued to be integral to early contact with Adult Basic Education (ABE) applicants. Focus was on helping students address potential barriers that could impact retention. Outreach workers connected with external community services to develop support networks for incoming students. They also facilitated information sessions on Provincial Training Allowance (PTA), Student Rights and Responsibilities, and Academic Expectations for all students on the waitlist. Significant growth was noted in the number of contacts, made by the Outreach staff, from the 2017-18 pilot year to the present academic year with total contacts exceeding 8000 students, staff, and community partners. Over 1,400 referrals were made to outside agencies. The challenges and impacts related to the social determinants of health continued to be reflected in the number of referrals and personal support sessions for students. The most significant contact hours were in support of students in Adult Basic Education. Group support via workshop delivery, individual advising sessions and referrals to community agencies as saw an increase over the past three years.

Mental Health and Wellness

From September 2019 – May 2020 students accessed the MyWellness site as part of the Student Health and Dental Plan. Access to MyWellness was also free of charge to those students not covered under the health and dental plan. Gallivan and Associates tracked data on use, presenting issues and made recommendations for future support campaigns. There was an 81.1% increase of views to the MyWellness site from the previous year. 59% of users reported thoughts of self-harm at some point in their life and 50% reported a loss of productivity of 20% or greater.

In response to student needs and the increased contacts related to mental health, Learner Services provided opportunities for students to address issues related to personal well-being with community meet and greet sessions, lunch and learns on a variety of wellness topics such as Safe Talk, Inquiring Minds, Body Talk and Mindfulness. Campus Community Building events included community-wide meals, coffee breaks, Bell Let’s Talk event and “Meet the staff” activity. A Peer Mentorship Program, in partnership with the University of Saskatchewan, provided the opportunity to have students trained in the role of peer mentor and to have campus-wide activities on wellness topics. An International student mentorship program continued with International Alumni supporting new students from other countries.

High Risk Outcome Breakdown



Transition to the Workforce

Advisors continued to support students and alumni with making connections to career pathing and employment. Supports were provided via individual appointments, group workshops, classroom presentations and arranging connections to work-integrated learning. Opportunities for hands-on experiences helped students connect career and employment goals to practical applications. Advisors utilized a variety of tools such as Guiding Circles, Career Cruising, and Personality Dimensions, to help students identify interests, values, skills, and personal traits when defining their path.

Unfortunately, due to COVID-19, a Start SMART with Work Essential Skills Programs utilizing Workforce Development funds, had to be cancelled. Two Start SMART programs, requested by partnering First Nation communities, were also put on hold due to the pandemic. A proposal to deliver an eight-week work essential skill in a blended delivery format was approved for funding under the RBC Future Launch program. Plans are underway for a fall 2020 launch.

Blended Service Delivery Plan During COVID-19

During campus closure from March to August and moving forward to 2020-21, the Department of Learner Services will continue to utilize a blended delivery model for support services. Services delivery plans were developed with the ability to move from a face-to-face to an online or remote model as circumstance warrants. A variety of communication strategies were utilized to connect with students and to provide supports. Individual support sessions were provided by Zoom, Teams, Messenger, Skype and phone. Advisors encouraged student engagement via support groups, virtual coffee breaks and frequent touch points via Facebook groups, texting, E-mail and phone calls. Virtual support was challenged by several factors in the students' lives: lack of access to technology and/or the internet, lack of personal space at home for private consultation, small children at home requiring attention, need for services outside regular hours and lack of skills and attributes for at-home learning.



Language Instruction for Newcomers to Canada – helping to build strong communities and diversified economies

ENGLISH AS A SUBSEQUENT LANGUAGE (ESL) training was provided to 45 learners, in five different communities, during 2019-20. Twenty-five learners, representing over eight different communities, were assessed with 14 referred to either LINC Home Study or Online English. Students were from 10 different countries of origin including Ukraine, Philippines, Nicaragua, India, China, Moldova, Korea, Mexico, Russia, and Vietnam. English language proficiency, school experiences, cultural backgrounds, and pathways to Canada all differed. The college strived to respond to differing needs and circumstances, to provide flexible and accessible language programs that would accommodate varying work schedules and language abilities. All learners were assessed and consulted for appropriate placement levels. Part-time classes with daytime and evening hours, and referral to online programming were provided as options to address the unique needs of each learner. Program offerings included a mixture of face-to-face Portfolio Based Language Assessment (PBLA) classes, conversation circles and blended remote delivery classes. Enrolment levels were slightly lower than in previous years due to fewer newcomers moving into the northeast region of the province.

All ESL programs 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 six hours per week. Sixteen out of 21 learners advanced a minimum of one level in at least one skill. Eight learners received the necessary hours for certification. 100% of participants in both Tisdale and Melfort LINC classes reported that language training helped them meet their goals. 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). Conversation Circles in Nipawin and Hudson Bay concentrated on community connections with speaking and listening skill development through socialization. In all three programs, 100% of students surveyed said the classes were excellent and met their language training needs. The conversation circle in Nipawin replaced the existing program in Porcupine Plain, which was cancelled due to low enrollment. Any interested and



eligible learners were assessed and referred to English Online. New to both LINC classes and Conversation Circles was supplementary skill development provided by online programs IXL and ESL Library. The interactive programs provided online lessons at all CLB levels and had the ability to track student use and skill advancement. These two programs also eased the transition to online learning during campus closure caused by the pandemic.

Community Partnerships and Program Delivery

There is a strong sense of shared responsibility and collaboration in supporting newcomers in the Northeast. The College continued to network with community partners and organizations to understand barriers faced by newcomers. At the forefront of discussion, were the challenges created by large geographical areas, small pockets of learners, students who worked full-time, and lack of ability to travel to larger centres. Six part-time ESL staff, fulfilling eight part-time roles, worked closely with Northeast Newcomer Services, the Ministry of Immigration and Career Training (ICT), Immigration, Refugees and Citizenship Canada (IRCC), Saskatchewan Association of Immigrant Settlement and Integration Agencies (SAISIA), and community partners in Melfort, Tisdale, Nipawin, and Hudson Bay to deliver ESL programming within the region. In response to the small pockets of learners isolated by distance, the College applied for an itinerant tutor for those students unable to travel to larger centers or who were ineligible for English Online. The new position was presented in the Call for Proposals (CFP) 2019 with IRCC and approved for 6 hours per week beginning September 2020.

Practical Application Experiences

In 2019-20, commitment to developing reading, writing, listening, and speaking 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. Campus closures during the pandemic resulted in cancellation of all community connections March to June.

Program Delivery Adjustments Due to COVID-19

With the onset of COVID-19 and the resulting campus closures, face-to-face classes were replaced with a blended learning model. During the first week, priority was placed on ensuring student safety, and maintaining contact with each student to develop an individual learning plan. 100% of all students were contacted during this time and data gathered regarding their ability to access and use technology in an online platform. Staff partnered with the local Newcomer Centre and with College advisors to ensure on-going support networks were maintained for students during the long period of isolation. Within the first two weeks of campus closure, students were e-mailed or mailed lessons and activities. Assignments were discussed via phone and/or e-mail. Lessons were delivered and progress monitored via IXL and ESL Library. Synchronous virtual Conversation Circles were conducted weekly in Hudson Bay via a variety of platforms including Teams, Skype, FB Messenger and Zoom. In all locations, program delivery was flexible to meet the needs of individual learners. Lessons focused on the meaning of pandemic specifically COVID-19, and topics related to self-care and safety were incorporated into the learning packages. Government websites and apps with information regarding COVID-19 were shared with learners as well as documents specific to new Canadians. All learners but two chose to continue in their language programs and of those 100% participated until the end of the school year. Challenges faced by online learners varied. Access to technology, poor internet connections, limited language or digital literacy skills, lack of quiet workspace at home and reluctance toward online learning impeded success.

Staff participated in numerous webinars and online training programs related to the delivery of online learning. Topics included Moodle Basics, Engaging learners in an online environment, Teams, and Cyber Safety. New strategies for marketing and recruitment were formulated. Social media campaigns, and online communication plans to increase awareness of ESL programs were developed. The Lead ESL instructor modified all course content to reflect the new blended delivery options. All ESL curriculum, lesson's and activities were downloaded onto Moodle in preparation for online delivery. In addition, digital literacy modules will be delivered at the beginning of the school year to ensure all students feel prepared and comfortable working within an online environment as part of the new blended delivery model.

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

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.

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 the 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

Cumberland College maintains programming throughout the region to ensure accessibility to all learners. In 2019-20 ABE and literacy programming was situated at all three of our core campuses, in Melfort, Nipawin and Tisdale as well as within four First Nations communities, James Smith Cree Nation, Little Red River First Nation (Montreal Lake First Nation affiliated), Muskoday First Nation and Red Earth Cree Nation. The College also offered Essential Skills for the Workplace Programming in Melfort and Tisdale for learners.

Cumberland College was able to complete programming at all locations with a rate of 67%, even in the challenging environment of the COVID-19 shutdown. Our ABE teams moved quickly to ensure that learners had access to the necessary tools for completion and learner engagement in some programs was 100% right until the end of May 2020. The success of our move to a distance and alternate delivery can be attributed in part to the hard work done by our ABE teams to build community on each campus. Consistent community development activities helped learners develop trust and persistence that enabled them to work to maintain communication with their instructor teams and ABE supports.

In 2019-20, one ABE graduate received a scholarship to a Cumberland College post-secondary program, and twelve others were accepted to post-secondary programming at Cumberland College and other institutions in Saskatchewan for the fall and winter of 2020/21.

Following Best Practices in Adult Basic Education - Building a Sense of Belonging

In 2019-20, 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.

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 created retention plans for their campuses. 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

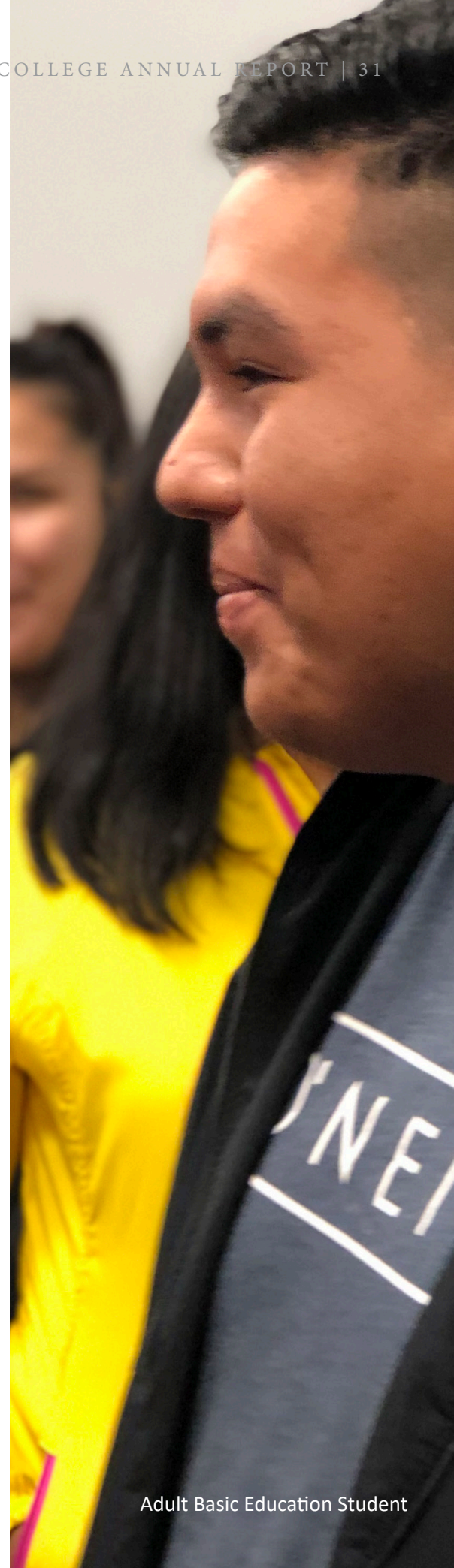
ABE continues to strive to create positive impacts on our learners, increasing self-efficacy, and improving their ability to connect with educational and employment opportunities in their home communities and in the province at large. Our ESWP programs in Melfort and Tisdale worked with learners, to provide them with soft skill development, employment readiness skills, academic upgrading, computer literacy development and job shadowing and work placements. All our learners were able to access job shadowing and work placement hours before the program ended. Learners were placed in local businesses in both the Melfort and Tisdale programs and several learners were able to access part-time work through these placements.

ABE programs in Tisdale and Melfort also work to create connections to the larger community through volunteering and increased community information and access. Learners in Tisdale all become members of the local branch of the provincial library system, opening up access to their families to library programming and resources. Programs in Tisdale also volunteer with the Tisdale & Area Community Action Cooperative Ltd, working with the Good Food Box program monthly, in a partnership that benefits both groups. Melfort learners have volunteered with the Communities in Bloom organization as well as connecting with local agencies such as the Marguerite Riel Center to support their lunches and attend workshops and programs. This has led to many of our learners being more engaged with local support activities and services, as well as increasing the esteem of our learners in the eyes of the community as they engage with them in new ways.

GED, LPN certification and SAT testing

Cumberland College as part of our ABE program supports learners in accessing GED and LPN certification testing and SAT services. As part of our GED testing services, we also help connect registrants to resources to help them study and prepare for the exams. The College works with local high schools, as well as local major junior hockey teams to ensure that students in their programs have access to the SAT exams. Our exam service extends to our Practical Nurse graduates, and to PN graduates throughout the province because we also administer the Practical Nurse Licensing exam.

ABE Learners completed ABE programming with a satisfaction rate of over 98% and over 70% of ABE completers and graduates are pursuing further training.



Technical Programs - Adapting to Adversity to Meet and Exceed the Skills Training Needs of Saskatchewan

The 2019-2020 academic year saw Cumberland College provide a number of diverse technical programs to the Northeast region of the province; this was accomplished in spite of the unprecedented challenges presented by the COVID-19 pandemic. 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. Cumberland adapted to the many demands and obstacles presented by Coronavirus and successfully completed ALL full-time programs and minimal disruption to part-time programming; in fact, we were able to maintain contact with 97% of our full-time students and 100% of part-time students. These programming needs were primarily met through campuses focused primarily on health care (Melfort), trades (Nipawin), and business (Tisdale). Additionally, Cumberland College was able to successfully broker a new partnership with Lakeland College to deliver the province's only regional college Agricultural Sciences' certificate program, beginning in the Fall of 2020.

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 three Early Childhood Education (ECE) Level 1 programs, one ECE Level II program, and a Youth Care Worker program. The Victim Services Certificate program, aimed at providing advocacy training, was successfully completed through the second year of a blended-delivery model as well, bringing this program to a successful close. We continue to be proud of the high level of health programming delivered at the College.

Trades

Specific, trades-based training was provided in the form of Applied Certificate programs in Carpentry and Industrial Mechanics. This allowed the College to address the need for tradespeople with a variety of vocational backgrounds in the region. Trades programming continues to be an area of strength at Cumberland.

Business

The demand for trained employees with strong business knowledge was addressed through the Office Administration program; the first year of a Business Diploma program, as a result of a new partnership with Lakeland College, was also provided to our students. This furnished a variety of employers and other stakeholders throughout the area with work-ready employees, equipped to take on the challenges presented in this diverse and demanding workforce. A strong focus on business-related programming continues to be a source of pride for our organization.

Cumberland College prides itself on providing varied, 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.



Practical Nursing Student

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 remained steady with 108 students registered along with a 36% Aboriginal participation rate. Twelve courses were delivered via face-to-face instruction at the Melfort Campus with nine connected via videoconference to Nipawin and Tisdale in order 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. The College continued to partner with other regional colleges to expand course offerings by jointly delivering videoconference courses throughout the province. Offerings 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 2019-20, Cumberland College delivered the third year of the 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 local school divisions and First Nations.

The Indigenous Access Transition Education Certificate (IATEC) was offered in partnership with First Nations University of Canada at the Nipawin Campus. Thirteen students prepared for further post-secondary studies while receiving introductory university credits.

All university programs pivoted to online delivery during the COVID-19 shutdown so students were able to complete courses remotely.







1A Truck Driver Training Student



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 2019-20 academic year, Cumberland College provided a wide variety of training initiatives through Continuing Studies. Several part-time credit programs were offered including: Continuing Care Assistant (2 programs), Early Childhood Education Level I (3 programs), Early Childhood Education Level II, and Youth Care Worker. Additional training included: IA Truck Driver, safety training (H2S Alive, Fall Protection, Confined Space, and Ground Disturbance), First Aid and CPR, Professional Assault Response (PART), Transferring, Lifting Repositioning (TLR), Food Safe, Workplace Etiquette, Service First, 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 Training Voucher Pilot for Unemployed Workers. Continuing Care Assistant modules, Early Childhood Education Level I, Drive Education, and safety training courses were popular for LMS clients.

When the campuses were closed during the pandemic, all efforts were made to ensure students completed their programs whenever possible. While the majority of programs finished remotely, a couple modules were postponed until fall to provide necessary practical skills and accommodate students unable to access online delivery.

Cumberland College plans to build upon its tradition of providing a wide assortment of customized training for business by increasing employer engagement in the coming year.

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. Up to 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.



Through the generous support of donors and the Saskatchewan Innovation and Opportunity Scholarship program, \$90,800 in scholarships and awards were presented to Cumberland College University and Technical 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 2019-20 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 2019-20, 75 Cumberland College students received 82 awards totaling \$90,800.

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 Fundraising
Melfort Physicians Group
Jim Pattison Broadcasting Group
The Rotary Club of Melfort
Nipawin Lions
Nipawin Royal Purple Lodge No. 67
Pineland Coop
Town of Kinistino

Silver Level Donors

(\$500 - \$999)

Beeland Coop
City of Melfort
Cumberland College Staff
Diamond North Credit Union
JBN Promotions
Lynn Verklan
Melfort Kinettes
Melody Motors
Nipawin Kinettes
Prairie North Coop
R.M. of Flett's Springs No. 429
R.M. of Kinistino No. 459
R.M. of Star City No. 428
Sarah Cochran Memorial
Tisdale Kinsmen
Tisdale Lion L's
Town of Tisdale

Friends of Cumberland Donors

(up to \$499)

Carson and Company Law Offices
Charlie's Charters
Ferne Warner Memorial
Gus' Greek Ribs Family Restaurant
Melfort Knights of Columbus
Neupath Group, Chartered Professional Accountants
Newsask Community Futures Development Group
SGEU Education Sector
Smith Agencies Ltd.
Tisdale Eye Care Centre
YBEX (Newsask Youth Business Excellence)

Human Resources

Human Resources

Human resource levels for 2019-20 were 51.82 FTEs (7.9 out-of-scope and 43.92 in-scope), up slightly from 2018-2019 (51.45 FTEs). This slight increase is attributed to a different complement of programming and hiring of a new CEO, a position that was shared with Parkland College as part of the Coalition initiative.

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 2019-20, the Aboriginal employment rate at the College was 14.74%, which is an increase from the previous three-year (2016-17 to 2018-19) baseline average of 13.87%.



Employee retention is important at Cumberland College and each year staff – both administrative and instructional – receive recognition through long-term service awards. In 2019-20, nine staff received long-term service awards, two staff for 5 years, four staff for 10 years, and three for 15 years.

Professional Development

During the 2019-20 fiscal year, Cumberland College had \$40,000 budgeted for professional development that were spread across multiple departments and staff members. All ABE Instructors had the opportunity to attend SABEA, Advisors and Managers attended VTRA Level 1 Training, staff attended and presented at the CIGan Indigenous Symposium, Executive attended Governance Training, and various staff received training and attended events around mental health, personality dimensions, and other job related courses and conferences.



Cumberland College Staff 2019-20

Administration

Mark Hoddenbagh	President/CEO
Lynn Verklan	Director of Finance and Administration
Bobbi Gray	Director of Program and Services
Jennifer Youzwa	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/ Lynette Gerski/ Rene McKay	Program Assistant, ABE
Jeff Fisher	Manager, Technical Programs
Rebecca Bryson	Coordinator, Technical Programs
Sarah Haidey/ Marie Crozon	Program Assistant, Technical Programs
Corinne Lam Ma	Manager, Learner Services
Brandie Trew	Advisor
Brandy Wicks	Advisor
Lindsey Moskal	Advisor
Tara Nelson	Advisor
Gene Mak	Advisor
Zoe Bordeleau-Cass	Advisor
Bruce Clements	Advisor
Tara Nelson	Outreach Worker
Gene Mak	Outreach Worker
Lynda McPhee	Coordinator, LINC/ESL
Sherilyn Coates	Cultural Events Coordinator
Brenda Mellon	Manager, Marketing & Con't Studies
Lynette Gerski	Program Assistant, Marketing & Con't Studies
Trudi Webster	Recruitment and Development Coordinator
Chris Filbey	Programmer
Ashlyn Weisberg	Programmer
Remelyn Mendoza	Site Attendant
Lisa Neufeld/ Donn Ritthaler	Site Attendant
Stacey Lutz	Site Attendant
Norine Little	Receptionist
Brenda Nakonieczny	Receptionist
Heidi Groat	Receptionist

Rebecca Cross Sarah Haidey	SIS/OSCM Applications Coordinator Registrar	Angela Turton/ Instructor Leah Kirzinger	Practical Nursing Adjunct Clinical
Cory Teale Troy Curtis	Information Technology Analyst Information Technology Assistant	Dawn Schumilas Adam Merkosky Selene Weisberg/ Jen Zentner	Business Certificate Instructor Industrial Mechanics Instructor Office Administration Instructor
Evelyn Schellenberg	Job Coach	Carroll Joyes Anne Boxall Kim Garchinski Russ Case Aaron Muenchow	Continuing Care Assistant Instructor Continuing Care Assistant Instructor Continuing Care Assistant Instructor Carpentry Instructor Early Childhood Education Instructor, Level II Early Childhood Educator Youth Care Worker Instructor
Doug Smith Marilou Aquino	Facility Maintenance Janitor	Irene Bird Norma Stephanson	
Instructional Staff			
Carolyn Stailing/ Ivan Yackel	Adult Basic Education Instructor	Stacey Lutz	Start Smart Instructor
Mackenzie Kleiboer Tania Figurski Kathie Jones Lori Constant Lynn Case Eric Adair Nancy Graham Betty Reiter Barry Shefernack/ Cheryl Piprell	Adult Basic Education Instructor Adult Basic Education Instructor Adult Basic Education Instructor Adult Basic Education Instructor Adult Basic Education Instructor Adult Basic Education Instructor Adult Basic Education Instructor Adult Basic Education Instructor Adult Basic Education Instructor		
Marc Caron Kara Lengyel Cheryl Sproule	Adult Basic Education Instructor Adult Basic Education Instructor Adult Basic Education Instructor		
Lynda McPhee Grace Thomson Sherilyn Coates	LINC Instructor LINC Instructor Conversation Circle Facilitator		
Caroline Lindman/ Tim Verklan Elaine Gallo Crystal Gagnon Ronda McQuarrie Bruce Clements Aaron Muenchow Tania Figurski Zoe Bordeleau-Cass Bruce Daniels Jeannine Hinrichsen/ Ashley Smith/ Brandy Wicks	Instructor Aide, Adult Basic Education Instructor Aide, Adult Basic Education Instructor Aide, Adult Basic Education Instructor Aide, Adult Basic Education Instructor Aide, Adult Basic Education Instructor Aide, Adult Basic Education Instructor Aide, Adult Basic Education Instructor Aide, Adult Basic Education Literacy Program Facilitator Practical Nursing Instructor		

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

MY BACKGROUND

- 10 years at pulp mill, Meadow Lake, SK
- Business development, Alberta Research Council, Edmonton
- Logen Corporation (BioTechnology), Ottawa

CUMBERLAND
COLLEGE
educating above + beyond



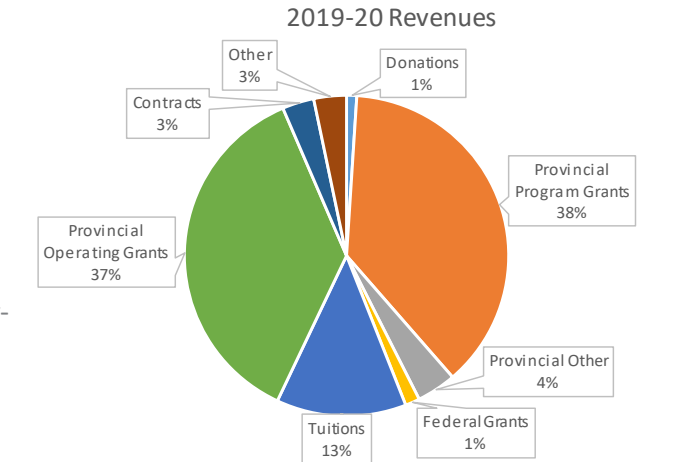
PARK
COLLEGE



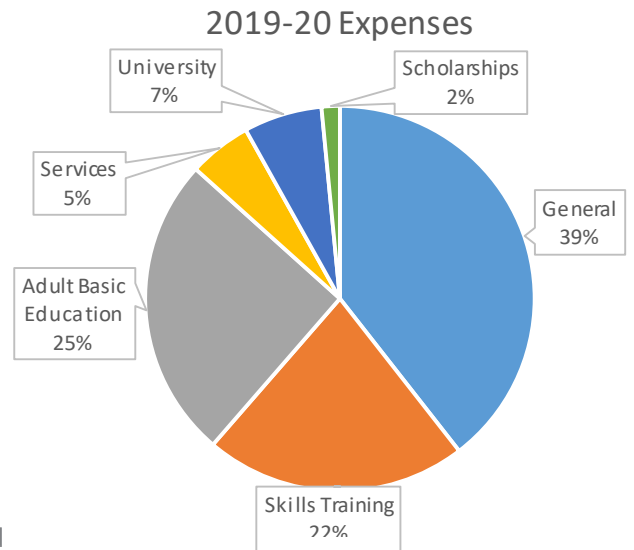


Financial Performance

In fiscal year 2019-20, Cumberland College experienced a deficit of expenditures in excess of revenues of (\$33,680). This deficit is calculated using a Public Sector Accounting Board (PSAB) standard which is the format in which the financial statements have been prepared. The deficit is a result of program expenditures exceeding actual program revenues for all ABE programs, unbudgeted collective bargaining retroactive salary adjustments, reduced travel during the pandemic, additional operating grant and repurposed scholarship funding received, and strong fiscal management. The budget for the College was completed and submitted to the Ministry of AE and was projected as a (\$262,210) deficit including \$195,000 amortization.



Internally restricted reserves have been increased from 2018-19 by \$101,473, which included Skills Training revenue not used in 2019-20, strategic initiatives, technology, and coalition initiatives. The internally restricted reserves are shown in Note 15 of the financial statements.



A deficit budget for 2020-21 of (\$790,573), including \$205,000 for amortization has been conditionally approved as the magnitude and duration of COVID-19 is uncertain. 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, 2020

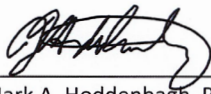
Management's Responsibility for Financial Reporting

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.

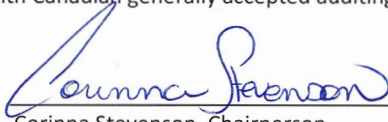
The integrity and reliability of Cumberland College's reporting systems are achieved through the use of formal policies and procedures, the careful selection of employees, and an appropriate division of responsibilities. These systems are designed to provide reasonable assurance that the financial information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

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

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



J. Mark A. Hoddenbagn, President



Corinna Stevenson, Chairperson

Nipawin, Saskatchewan
September 30, 2020

**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, 2020, 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, 2020, 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

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

includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements. As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional 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 30, 2020


Chartered Professional Accountants

Statement 1

Cumberland College
Statement of Financial Position
as at June 30, 2020

	June 30 2020	June 30 2019
Financial Assets		
Cash and cash equivalents (<i>Note 4</i>)	\$ 4,218,916	\$ 4,214,584
Accounts receivable (<i>Note 5</i>)	136,623	118,076
Total Financial Assets	4,355,539	4,332,660
Liabilities		
Accounts payable and accrued liabilities (<i>Note 7</i>)	225,344	221,344
Accrued salaries and benefits (<i>Note 8</i>)	209,823	170,171
Deferred revenue (<i>Note 9</i>)	940	81,408
Liability for employee future benefits (<i>Note 10</i>)	131,200	127,500
Total Liabilities	567,307	600,423
Net Financial Assets	3,788,232	3,732,237
Non-Financial Assets		
Tangible capital assets (<i>Note 11</i>)	5,315,075	5,450,228
Prepaid expenses	73,496	28,019
Total Non-Financial Assets	5,388,571	5,478,246
Accumulated Surplus (<i>Note 15</i>)	\$ 9,176,803	\$ 9,210,483
Accumulated Surplus is comprised of:		
Accumulated surplus from operations (<i>Note 15</i>)	\$ 9,176,803	\$ 9,210,483
Total Accumulated Surplus	\$ 9,176,803	\$ 9,210,483
Contractual Rights (<i>Note 16</i>)		

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

Approved on Behalf of the Board

original signed by: Corinna Stevenson, Board Co-Chair

Director

original signed by: Raymond Sass, Board Co-Chair

Director

Statement 2

Cumberland College
Statement of Operations and Accumulated Surplus
for the year ended June 30, 2020

	2020 Budget	2020	2019
Revenues (Schedule 2)			
Provincial government			
Grants	\$ 4,898,341	\$ 4,998,600	\$ 5,316,500
Other	-	197,401	226,499
Federal government			
Grants	130,556	95,704	103,861
Other revenue			
Administrative recoveries	-	2,250	4,937
Contracts	321,852	209,752	197,967
Interest	90,000	100,825	109,617
Rents	26,200	2,400	2,135
Resale items	15,750	23,749	31,574
Tuition	890,008	859,435	738,277
Donations	46,000	47,110	44,707
Other	103,332	86,659	156,493
Total revenues	<u>6,522,039</u>	<u>6,623,886</u>	<u>6,932,567</u>
Expenses (Schedule 3)			
General	2,671,915	2,630,454	2,452,127
Skills training	1,449,164	1,451,152	1,441,615
Basic education	1,723,792	1,692,820	1,542,173
Services	364,710	348,700	348,639
University	482,668	433,640	330,077
Scholarships	92,000	100,800	89,650
Total expenses	<u>6,784,249</u>	<u>6,657,566</u>	<u>6,204,280</u>
(Deficit) Surplus for the Year from Operations	<u>(262,210)</u>	<u>(33,680)</u>	<u>728,287</u>
Accumulated Surplus, Beginning of Year	<u>9,210,483</u>	<u>9,210,483</u>	<u>8,482,196</u>
Accumulated Surplus, End of Year	<u>\$ 8,948,273</u>	<u>\$ 9,176,803</u>	<u>\$ 9,210,483</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, 2020

	2020 Budget	2020	2019
Net Financial Assets, Beginning of Year	\$ 3,732,237	\$ 3,732,237	\$ 3,321,351
Surplus (Deficit) for the Year from Operations	(262,210)	(33,680)	728,287
Acquisition of tangible capital assets	(135,000)	(70,993)	(519,414)
Amortization of tangible capital assets	195,000	206,145	200,456
Use (Acquisition) of prepaid expenses	-	(45,477)	1,557
Change in Net Financial Assets	(202,210)	55,995	410,886
Net Financial Assets, End of Year	\$ 3,530,027	\$ 3,788,232	\$ 3,732,237

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, 2020

	2020	2019
Operating Activities		
Surplus (deficit) for the year from operations	(33,680)	\$ 728,287
Non-cash items included in surplus (deficit)		
Amortization of tangible capital assets	206,145	200,456
Changes in non-cash working capital		
Decrease (increase) in accounts receivable	(18,547)	(34,249)
Increase (decrease) in accrued salaries and benefits	39,652	5,008
Increase (decrease) in accounts payable and accrued liabilities	4,000	30,110
Increase (decrease) in deferred revenue	(80,468)	63,463
Increase (Decrease) in Liability for Employee Future Benefits	3,700	(2,400)
Decrease (increase) in prepaid expenses	(45,477)	1,557
Cash Provided (Used) by Operating Activities	75,325	992,231
Capital Activities		
Cash used to acquire tangible capital assets	(70,993)	(519,414)
Cash Provided (Used) by Capital Activities	(70,993)	(519,414)
Increase in Cash and Cash equivalents	4,332	472,818
Cash and Cash Equivalents, Beginning of Year	4,214,584	3,741,766
Cash and Cash Equivalents, End of Year	\$ 4,218,916	\$ 4,214,584
Represented on the Financial Statements as:		
Cash and cash equivalents	\$ 4,218,916	\$ 4,214,584
Bank indebtedness	-	-
Cash and Cash Equivalents, End of Year	\$ 4,218,916	\$ 4,214,584

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 \$131,200 (2019 - \$127,500) because actual experience may differ significantly from actuarial or historical estimations and assumptions;
- useful lives of tangible capital assets and related amortization for buildings, leasehold improvements, furniture and equipment and vehicles because actual experience may differ from historical estimations and assumptions;
- allowance for doubtful accounts of \$4,932 (2019 - \$1,879) 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, 2020

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, 2020 and June 30, 2019 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)

the contributions are recognized as revenue. In-kind contributions are recorded at their fair value when they are received.

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

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, 2022), a new standard establishing guidance on the recognition, measurement, presentation and disclosure of a liability for retirement of a tangible capital asset.
- ii) PS 3400 Revenue (effective July 1, 2023), a new standard establishing guidance on how to account for and report on revenue. Specifically, it addresses revenue arising from exchange transactions and unilateral transactions.

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, 2020

5. ACCOUNTS RECEIVABLE

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

	2020	2019
Provincial government:		
Advanced Education/Immigration and Career Training	\$ 6,736	\$ 3,000
Federal government	48,244	48,975
Other receivables	86,575	67,980
	141,555	119,955
Allowance for Doubtful Accounts	(4,932)	(1,879)
	\$ 136,623	\$ 118,076

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, 2020 was \$nil (2019 - \$nil).

7. ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

	2020	2019
Trade payables and accrued liabilities	\$ 199,644	\$ 96,024
Deposits	25,700	125,320
	\$ 225,344	\$ 221,344

8. ACCRUED SALARIES AND BENEFITS

	2020	2019
Accrued vacation salaries	\$ 209,823	\$ 170,171

9. DEFERRED REVENUE

	June 30, 2019	Additions during the year	Revenue recognized in the year	June 30, 2020
Minister of Immigration and Career Training	\$ 16,002	\$ 32,134	\$ 48,136	\$ -

CUMBERLAND COLLEGE
Notes to Financial Statements
Year Ended June 30, 2020

9. DEFERRED REVENUE (continued)

National Indian Brotherhood Trust Fund	36,887	-	36,887	-
New Horizons for Seniors Program	25,000	25,000	50,000	-
RBC Grant	3,519	-	2,579	940
	\$ 81,408	\$ 57,134	\$137,602	\$ 940

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, 2020	June 30, 2019
Actuarial valuation (extrapolation) date	June 30, 2018	June 30, 2018
Long-term assumptions used:		
Salary escalation rate	1.50%	1.50%
Discount Rate	2.10%	2.10%
Expected average remaining service life (years)	11.0	11.0
	2020	2019
Liability for Employee Future Benefits		
Accrued Benefit Obligation – beginning of year	\$ 149,300	\$ 118,300
Current period benefit cost	20,700	20,600
Valuation effect	-	33,700
Interest cost	3,100	2,900
Benefits payments	(21,600)	(24,500)
Actuarial (gains) losses	-	(1,700)
Actuarial Benefit Obligation – end of the year	151,500	149,300
Unamortized Net Actuarial Gains (Losses)	(20,300)	(21,800)
Liability for Employee Future Benefits	\$ 131,200	\$ 127,500
	2020	2019
Employee Future Benefits Expense		
Current period benefit cost	\$ 20,700	\$ 20,600
Amortization of net actuarial (gain) loss	1,500	(1,400)
Benefit cost	22,200	19,200
Interest cost on unfunded employee future benefit obligation	3,100	2,900
Total Employee Future Benefit Expense	\$ 25,300	\$ 22,100

CUMBERLAND COLLEGE
Notes to Financial Statements
Year Ended June 30, 2020

11. TANGIBLE CAPITAL ASSETS

	Buildings	Leasehold Improvements	Furniture, Equipment and computers	Automotive Equipment	System Development	Total 2020	Total 2019
Tangible Capital Assets - at Cost:							
Opening Balance at Start of Year	\$ 8,176,278	\$ 455,363	\$ 1,007,473	\$ 168,360	\$ 32,384	\$ 9,839,859	\$ 9,320,445
Additions/Purchases	43,364	18,518	9,110	-	-	70,993	519,414
Disposals	-	-	-	-	-	-	-
Closing Balance at End of Year	<u>\$ 8,219,643</u>	<u>\$ 473,881</u>	<u>\$ 1,016,583</u>	<u>\$ 168,360</u>	<u>\$ 32,384</u>	<u>\$ 9,910,851</u>	<u>\$ 9,839,859</u>
Tangible Capital Assets - Amortization							
Opening Balance at Start of Year	\$ 3,260,162	\$ 46,104	\$ 986,940	\$ 64,041	\$ 32,384	\$ 4,389,631	\$ 4,189,175
Amortization of the period	136,712	23,694	14,733	31,006	-	206,145	200,456
Disposals	-	-	-	-	-	-	-
Closing Balance at End of Year	<u>\$ 3,396,874</u>	<u>\$ 69,798</u>	<u>\$ 1,001,673</u>	<u>\$ 95,047</u>	<u>\$ 32,384</u>	<u>\$ 4,595,776</u>	<u>\$ 4,389,631</u>
Net Book Value:							
Opening Balance at Start of Year	\$ 4,916,116	\$ 409,259	\$ 20,533	\$ 104,319	\$ -	\$ 5,450,228	\$ 5,131,270
Closing Balance at End of Year	<u>4,822,769</u>	<u>404,083</u>	<u>14,910</u>	<u>73,313</u>	<u>-</u>	<u>5,315,075</u>	<u>5,450,228</u>
Change in Net Book Value	<u>\$ 93,348</u>	<u>\$ 5,176</u>	<u>\$ 5,623</u>	<u>\$ 31,006</u>	<u>\$ -</u>	<u>\$ 135,152</u>	<u>\$ (318,958)</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:

	2020	2019
Number of active College members	13	12
Member contribution rate (percentage of salary)		
Integrated rate	9.5%	9.5%
Non-integrated rate	11.7%	11.7%
Member contributions for the year	\$92,784	\$78,788

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:

	2020	2019
Number of active College members	42	45
Member contribution rate (percentage of salary)	9.0%	9.0%
College contribution rate (percentage of salary)	9.0%	9.0%
Member contributions for the year	\$209,005	\$193,993
College contributions for the year	\$209,005	\$193,993

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, 2020

13. RISK MANAGEMENT (continued)

The aging of accounts receivable at June 30, 2020 and June 30, 2019 was:

	June 30, 2020		June 30, 2019	
	Accounts Receivable	Allowance of Doubtful Accounts	Accounts Receivable	Allowance of Doubtful Accounts
Current	\$ 55,038	\$ -	\$ 60,479	\$ -
30-60 Days	8,571	-	587	-
60-90 Days	1,528	-	680	-
Over 90 Days	21,438	4,932	6,233	1,879
Government receivables	54,980	-	51,976	-
Total	<u>\$ 141,555</u>	<u>\$ 4,932</u>	<u>\$ 119,955</u>	<u>\$ 1,879</u>
Net		<u>\$ 136,623</u>		<u>\$ 118,076</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, 2020			
	Within 6 months	6 months to 1 year	1 to 5 years	> 5 years
Accrued salaries and benefits	\$ 104,912	\$ 104,911	\$ -	\$ -
Accounts payable and accrued liabilities	225,344	-	-	-
Total	<u>\$ 330,256</u>	<u>\$ 104,911</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

13. RISK MANAGEMENT (continued)

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, 2020 or June 30, 2019.

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, 2020

15. ACCUMULATED SURPLUS (continued)

**Cumberland College
Schedule of Accumulated Surplus
for the year ended June 30, 2020**

	June 30 2019	Additions During the Year	Reductions During the Year	June 30 2020
Invested in Tangible Capital Assets				
Net Book Value of Tangible Capital Assets	\$ 5,450,228	\$ 70,993	\$ (206,145)	\$ 5,315,075
Less: Debt owing on Tangible Capital Assets	-	-	-	-
	<u>5,450,228</u>	<u>70,993</u>	<u>(206,145)</u>	<u>5,315,075</u>
Designated Assets				
Capital Projects:				
Melfort campus development	246,500	-	-	246,500
Melfort campus	359,982	-	(18,518)	341,463
Nipawin facility	180,759	-	-	180,759
Preventative Maintenance and Renewal	-	14,993	-	14,993
	<u>787,241</u>	<u>14,993</u>	<u>(18,518)</u>	<u>783,715</u>
Other:				
Operations	414,342	-	-	414,342
Vehicles	-	70,000	-	70,000
Enterprise Resource Planning System	-	143,000	-	143,000
Technology	-	120,000	-	120,000
Programs and Services	641,123	-	(333,000)	308,123
ABE	135,553	-	(3,360)	132,193
ABE on reserve	448,816	-	(111,148)	337,668
ESWP	47,663	-	(47,663)	0
ESL	4,053	-	(4,053)	0
Skills Training	292,047	127,374	-	419,421
Learner support	378,494	-	(3,500)	374,994
Scholarships-ministry	2,725	18,100	-	20,825
Scholarships-donors	18,692	709	-	19,401
Building operating maintenance	100,000	-	-	100,000
Professional development	75,000	-	-	75,000
Elder in Residence- New Horizons	-	24,888	-	24,888
Strategic Initiatives	-	128,157	-	128,157
Coalition Initiatives	182,312	33,479	(25,791)	190,000
Staff Contingency	32,193	-	(32,193)	-
	<u>2,773,014</u>	<u>665,707</u>	<u>(560,708)</u>	<u>2,878,013</u>
Total	<u>3,560,255</u>	<u>680,699</u>	<u>(579,226)</u>	<u>3,661,728</u>
Unrestricted Operating Surplus	<u>200,000</u>	<u>751,691</u>	<u>(751,692)</u>	<u>200,000</u>
Total Accumulated Surplus from Operations	<u>\$ 9,210,483</u>	<u>\$ 1,503,383</u>	<u>\$ (1,537,063)</u>	<u>\$ 9,176,803</u>

CUMBERLAND COLLEGE
Notes to Financial Statements
Year Ended June 30, 2020

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:

	2021	2022	2023	2024	2025	Total
Program Delivery	\$110,004	\$110,817	\$113,488	\$115,016	\$116,443	\$565,768
Total Contractual Rights	\$110,004	\$110,817	\$113,488	\$115,016	\$116,443	\$565,768

17. COVID-19 DISCLOSURE

The COVID-19 pandemic is complex and rapidly evolving. It has caused material disruption to businesses and has resulted in an economic slowdown. Cumberland College continues to assess and monitor the impact of COVID-19 on its financial condition. The magnitude and duration of COVID-19 is uncertain and, accordingly, it is difficult to reliably measure the impact on Cumberland College's financial position and operations.

CUMBERLAND COLLEGE
Notes to Financial Statements
Year Ended June 30, 2020

Cumberland College
Schedule of Revenues and Expenses by Function (Schedule 1)
for the year ended June 30, 2020

	2020 Actual										2020	2019
	Skills Training		Basic Education		Learner Services		University Scholarships	Development	Student Housing	2020 Actual	2020 Budget	2019 Actual
	Credit	Non-credit	Credit	Non-credit	Support	Counsel						
Revenues (Schedule 2)												
Provincial government	\$2,525,100	\$ 901,626	\$ 98,374	\$ 1,400,000	\$ 4,500	\$ 197,401	\$ -	\$ -	\$ -	\$ 5,196,001	\$ 4,898,341	\$ 5,542,999
Federal government	-	-	-	-	95,704	-	-	-	-	95,704	130,556	103,861
Other	325,369	295,319	289,160	225	5,373	35,769	-	333,856	47,110	1,332,180	1,493,142	1,285,707
Total Revenues	2,850,469	1,196,945	387,534	1,400,225	105,577	233,170	-	333,856	116,110	6,623,886	6,522,039	6,932,567
Expenses (Schedule 3)												
Agency contracts	-	335,710	131,308	2,629	-	1,605	-	199,775	-	671,027	644,664	618,902
Amortization	206,145	-	-	-	-	-	-	-	-	206,145	195,000	200,456
Equipment	58,767	711	707	2,501	156	1,018	-	660	-	65,209	121,131	80,118
Facilities	178,824	19,756	3,126	13,198	1,665	-	-	4,801	-	221,369	256,348	224,925
Information technology	101,207	1,697	-	31,821	103	54	-	-	-	134,882	166,610	118,968
Operating	316,785	75,614	31,057	62,566	4,243	27,875	-	68,596	-	588,028	676,990	617,803
Personal services	1,768,725	665,263	186,204	1,449,681	124,257	233,454	-	159,808	100,800	4,770,906	4,723,505	4,343,110
Total Expenses	2,630,454	1,098,750	352,402	1,562,396	130,424	264,005	-	433,640	100,800	6,657,566	6,784,249	6,204,280
Surplus (Deficit) for the year	\$ 220,016	\$ 98,194	\$ 35,132	\$ (162,171)	\$ (24,847)	\$ (30,835)	\$ (84,695)	\$ (99,784)	\$ 15,310	\$ (33,680)	\$ (262,210)	\$ 728,287

CUMBERLAND COLLEGE
Notes to Financial Statements
Year Ended June 30, 2020

Cumberland College
Schedule of Revenues by Function (Schedule 2)
for the year ended June 30, 2020

	2020 Revenues Actual										2020 Total Revenues Actual	2020 Total Revenues Budget	2019 Total Revenues Actual
	Skills Training		Basic Education		Learner Services		University		Scholarships Development	Student Housing			
	Credit	Non-credit	Credit	Non-credit	Support	Counsel	Credit	Credit					
Provincial Government													
Advanced Education/ Economy													
Operating grants	\$ 2,438,100	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,365,000	\$ 2,453,000
Program grants	22,000	98,374	1,400,000	4,500	-	-	-	69,000	-	-	-	2,495,500	2,607,000
Capital grants	65,000	-	-	-	-	-	-	-	-	-	-	65,000	256,500
2,525,100	901,626	98,374	1,400,000	4,500	-	-	-	69,000	-	-	-	4,998,600	5,316,500
Contracts	-	-	-	-	197,401	-	-	-	-	-	-	197,401	226,499
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
2,525,100	901,626	98,374	1,400,000	4,500	197,401	-	-	69,000	-	-	-	5,196,001	5,542,999
Other provincial	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Provincial	2,525,100	98,374	1,400,000	4,500	197,401	-	-	69,000	-	-	-	5,196,001	5,542,999
Federal Government													
Program grants	-	-	-	95,704	-	-	-	-	-	-	-	95,704	130,556
100,825	-	-	-	95,704	-	-	-	-	-	-	-	95,704	130,556
Other Federal	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Federal	-	-	-	95,704	-	-	-	-	-	-	-	95,704	130,556
Other Revenue													
Admin recovery	2,250	-	-	-	-	-	-	-	-	-	-	2,250	4,937
Contracts	166,842	-	-	-	297	-	-	-	-	-	-	209,752	197,967
Interest	100,825	-	-	5,181	-	-	-	-	-	-	-	100,825	90,000
Rents	2,400	-	-	-	-	-	-	-	-	-	-	2,400	26,200
Resale items	1,960	7,913	2,056	192	128	-	11,500	-	-	-	-	23,749	15,750
Tuitions	-	287,406	249,673	-	-	-	322,356	-	-	-	-	859,435	890,008
Donations	-	-	-	-	-	-	-	47,110	-	-	-	47,110	46,000
Other	51,091	-	-	225	-	35,343	-	-	-	-	-	86,659	103,332
Total Other	325,369	295,319	289,160	225	35,769	-	333,856	47,110	-	-	-	1,332,180	1,493,142
Total Revenues	\$ 2,850,469	\$ 1,196,945	\$ 387,534	\$ 1,400,225	\$ 105,577	\$ 233,170	\$ -	\$ 333,856	\$ 116,110	\$ -	\$ -	\$ 6,623,886	\$ 6,522,039
													\$ 6,932,567

CUMBERLAND COLLEGE
Notes to Financial Statements
Year Ended June 30, 2020

Cumberland College
Schedule of Expenses by Function (Schedule 3)
for the year ended June 30, 2020

General (Schedule 4)	2020 Expenses Actual				2020 Total Expenses Actual	2020 Total Expenses Budget	2019 Total Expenses Actual						
	Skills Training	Basic Education	Services	University									
	Credit	Non-credit	Credit	Non-credit	Leamer Support	Counsel	Scholarships	Development	Student Housing				
Agency Contracts													
Contracts	\$ -	\$ 335,710	\$ 131,308	\$ 2,629	\$ -	\$ 1,605	\$ -	\$ 199,775	\$ -	\$ -	\$ 671,027	\$ 644,564	\$ 618,902
Amortization													
206,145	-	-	-	-	-	-	-	-	-	-	206,145	195,000	200,456
Equipment (non-capital)													
Rental	14,417	711	707	2,501	156	1,018	689	660	-	-	14,417	36,050	28,448
Repairs and maintenance	44,350	-	-	-	-	-	-	-	-	-	50,791	81,981	51,456
	58,767	711	707	2,501	156	1,018	689	660	-	-	65,209	121,131	80,118
Facilities													
Building supplies	14,153	2,050	-	-	-	-	-	-	-	-	16,203	18,650	23,212
Grounds	6,644	-	-	2,500	-	-	-	-	-	-	6,644	6,200	5,496
Janitorial	21,624	-	-	2,500	-	-	-	-	-	-	24,124	23,720	22,384
Rental	55,273	17,706	3,126	10,698	1,665	-	4,801	-	-	-	93,268	115,239	97,294
Repairs & maintenance buildings	19,145	-	-	-	-	-	-	-	-	-	19,145	23,887	16,048
Utilities	61,985	-	-	-	-	-	-	-	-	-	61,985	68,583	60,491
	178,824	19,756	3,126	13,198	1,665	-	4,801	-	-	-	221,369	255,348	224,925
Information Technology													
Computer services	5,741	-	-	1,350	-	-	-	-	-	-	7,091	8,525	9,388
Equipment (non-capital)	59,030	1,697	-	29,647	-	-	-	-	-	-	90,375	115,560	73,896
Materials & supplies	14,399	-	-	824	103	54	-	-	-	-	15,380	3,810	14,419
Repairs & maintenance	-	-	-	-	-	-	-	-	-	-	-	3,375	-
Software (non-capital)	22,037	-	-	-	-	-	-	-	-	-	22,037	35,350	21,264
	101,207	1,697	-	31,821	103	54	-	-	-	-	134,882	166,610	118,968
Operating													
Advertising	11,945	45,022	11,180	1,856	202	186	-	5,518	-	-	75,909	107,153	132,836
Association fees & dues	6,182	887	-	500	463	325	150	100	-	-	8,607	6,956	6,679
Bad debts	4,667	-	-	-	-	-	-	-	-	-	4,667	-	6,642
Financial services	18,252	33	-	18	-	2,564	-	-	-	-	18,304	13,215	17,260
In-service (includes PD)	735	575	-	4,060	-	-	-	-	-	-	7,934	18,430	12,476
Insurance	34,574	617	-	-	-	-	-	-	-	-	35,191	35,026	33,969
Materials & supplies	50,435	15,664	6,263	31,107	2,300	20,923	-	1,754	-	-	128,446	148,531	136,396
Postage, freight & courier	6,723	120	88	28	-	38	-	1,543	-	-	8,540	7,170	11,588
Printing & copying	608	-	-	-	-	54	-	-	-	-	662	4,900	2,588
Professional services	60,313	-	987	9,784	-	-	-	15,000	-	-	86,084	83,486	59,053
Resale items	1,872	6,862	11,001	-	-	204	-	11,282	-	-	31,224	15,996	34,946
Subscriptions	372	-	-	521	342	-	-	-	-	-	1,234	2,100	6,289
Telephone & fax	45,617	(12)	-	5,284	-	619	586	2,907	-	-	55,212	51,240	50,892
Travel	66,377	5,845	1,538	4,362	937	1,574	546	30,492	-	-	111,671	115,689	85,233
Other	8,112	-	-	5,045	-	1,189	-	-	-	-	14,346	67,098	20,954
	316,785	75,614	31,057	62,566	4,243	27,875	1,232	68,596	-	-	588,028	676,990	617,803
Personal Services													
Employee benefits	285,622	93,714	22,118	135,380	6,697	41,750	8,181	19,823	-	-	613,286	641,191	561,795
Honoraria	18,148	1,200	-	-	-	1,355	-	-	-	-	121,503	124,875	113,533
Salaries	1,434,759	570,348	164,086	1,308,599	117,560	190,350	74,532	139,985	-	-	4,000,220	3,911,654	3,654,903
Other	30,196	-	-	5,702	-	-	-	-	-	-	35,898	45,785	12,879
	1,768,725	665,263	186,204	1,449,681	124,257	233,454	82,714	159,808	100,800	-	4,770,906	4,723,505	4,343,110
Total Expenses	\$ 2,630,454	\$ 1,098,750	\$ 352,402	\$ 1,562,395	\$ 130,424	\$ 264,005	\$ 84,695	\$ 433,640	\$ 100,800	\$ -	\$ 6,657,566	\$ 6,784,249	\$ 6,204,280

CUMBERLAND COLLEGE
Notes to Financial Statements
Year Ended June 30, 2020

Cumberland College
Schedule of General Expenses by Functional Area (Schedule 4)
for the year ended June 30, 2020

	2020 General Actual				2020	2020	2019
	Governance	Operating and Administration	Facilities and Equipment	Information Technology	Total General Actual	Total General Budget	Total General Actual
Agency Contracts							
Contracts	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Amortization	-	206,145	-	-	206,145	195,000	200,456
Equipment							
Equipment (non-capital)	-	-	14,417	-	14,417	20,000	18,422
Rental	-	-	42,587	1,763	44,350	46,764	41,087
Repairs and maintenance	-	-	-	-	-	1,600	213
	-	-	57,004	1,763	58,767	68,364	59,723
Facilities							
Building supplies	-	-	14,153	-	14,153	18,600	23,212
Grounds	-	-	6,644	-	6,644	6,200	5,496
Janitorial	-	-	21,624	-	21,624	21,520	21,034
Rental	-	-	55,273	-	55,273	54,396	66,158
Repairs & maintenance building	-	-	19,145	-	19,145	20,147	16,048
Utilities	-	-	61,985	-	61,985	68,583	60,491
	-	-	178,824	-	178,824	189,446	192,439
Information Technology							
Computer services	-	37	-	5,704	5,741	5,000	6,250
Equipment (non-capital)	-	1,734	-	57,297	59,030	46,850	45,450
Materials & supplies	810	189	-	13,400	14,399	3,310	12,493
Repairs & maintenance	-	-	-	-	-	2,000	-
Software (non-capital)	-	2,202	-	19,835	22,037	27,750	20,703
	810	4,161	-	96,236	101,207	84,910	84,896
Operating							
Advertising	-	11,945	-	-	11,945	15,800	60,087
Association fees & dues	3,618	2,564	-	-	6,182	6,046	4,801
Bad debts	-	4,667	-	-	4,667	-	6,642
Financial services	-	18,247	-	5	18,252	12,840	17,223
In-service (includes PD)	-	735	-	-	735	4,730	101
Insurance	1,903	32,672	-	-	34,574	35,026	33,320
Materials & supplies	-	50,298	-	136	50,435	47,370	32,649
Postage, freight & courier	-	6,723	-	-	6,723	5,620	9,427
Printing & copying	-	608	-	-	608	2,400	833
Professional services	22,199	38,114	-	-	60,313	36,120	31,859
Resale items	-	1,872	-	-	1,872	1,800	1,001
Subscriptions	-	372	-	-	372	350	4,762
Telephone & fax	-	44,897	-	721	45,617	42,690	44,381
Travel	6,451	58,312	-	1,613	66,377	72,985	44,780
Other	497	7,615	-	-	8,112	35,698	4,198
	34,668	279,642	-	2,476	316,785	319,475	296,061
Personal Services							
Employee benefits	408	260,531	-	24,684	285,622	317,158	285,531
Honoraria	10,648	7,500	-	-	18,148	31,875	18,338
Salaries	-	1,298,932	-	135,827	1,434,759	1,425,687	1,301,831
Other	-	30,196	-	-	30,196	40,000	12,853
	11,055	1,597,159	-	160,511	1,768,725	1,814,720	1,618,552
Total General Expenses	\$ 46,533	\$ 2,087,107	\$ 235,828	\$ 260,986	\$ 2,630,454	\$ 2,671,915	\$ 2,452,127

Performance Measures

University

Performance Measure	3 Yr. Avg. Baseline*	2019-20 Target	2019-20 Actuals
Total Enrollment	104.0	95.0	108.0
Participation Rate % of Total College Enrollment	18.0%	18.3%	18.5%
Student Enrollment (Expressed in FLE's)	56.1	60.0	71.6
Aboriginal Participation Enrollment Rate (% of Aboriginals enrolled in University courses)	36.0%	36.5%	36%

*3 Year Baseline includes program years: 2016-17, 2017-18, 2018-19

ABE Credit

Performance Measure	3 Yr. Avg. Baseline*	2019-20 Target	2019-20 Actuals
Total Enrollment (includes casual: distinct bodies)	227	237	249
Student Enrollment (expressed in Full Load Equivalents)	169.8	152.8	182.4
Participation Rate (% of total College enrollment)	39.0%	39.6%	42.6%
Aboriginal Participation Enrollment Rate (% of Aboriginals enrolled in programs)	79.6%	80.8%	84.3%
Graduates (full-time and part-time: Casual not included)	59.0	59.9	74.00
Graduates (full-time)	54.0	54.8	73.00
Graduates (part-time)	3.0	3.0	1.0
Graduation Rate (% of those graduated, part-time and full-time only casual not included)**	39.0%	39.6%	29.7%
Graduation Rate (% of full-time students graduated)	35.0%	35.5%	42.0%
Graduation Rate (% of part-time students graduated)	4.0%	4.1%	1.3%
Proportion of Aboriginal Graduates (among all graduates)	67.0%	68.0%	72.9%
Aboriginal Graduation Rate (among aboriginal enrolments)	22.0%	22.3%	25.7%
Completers (full-time and part-time only, casual not included)	59.0	59.9	93.0
Completion Rate (% of those completed; casual not included)	27.0%	27.4%	37.3%
Employment Rate (% of graduates contacted who were employed; does not include those in further training)	68.0%	69.0%	50.0%
Aboriginal Employment Rate (among aboriginals only)	49.0%	49.7%	50.0%
Pursuing Further Training (based on number contacted)	32.0	32.5	35.0
Pursuing Further Training (% of those contacted)	83.0%	84.2%	87.5%
Pursuing Further Training Among Abor Grads Rate (among aboriginals only)	77.0%	78.2%	93.8%

*3 Year Baseline includes program years: 2016-17, 2017-18, 2018-19

** As K-12 courses are being added into ABE level 3 there are fewer students eligible to graduate.

ABE Non-credit

Performance Measure	3 Yr. Avg. Baseline*	2019-20 Target	2019-20 Actuals
Total Enrollment (includes casual: distinct bodies)	145	204	121
Student Enrollment (expressed in Full Load Equivalents)	50.8	63.3	51.7
Completers (Full and Part time only: Casual not included)	90.0	91.4	71.0
Completion Rate (% of those completed, casual not included)	62.0%	62.9%	58.7%

*3 Year Baseline includes program years: 2016-17, 2017-18, 2018-19

Skills Training Non-Credit

Performance Measure	3 Yr. Avg. Baseline*	2019-20 Target	2019-20 Actuals
Total Enrollment (includes casual: distinct bodies)	197.0	35	125
Student Enrollment (expressed in Full Load Equivalents)	7.6	1.1	1.0

*3 Year Baseline includes program years: 2016-17, 2017-18, 2018-19

Industry Credit

Performance Measure	3 Yr. Avg. Baseline*	2019-20 Target	2019-20 Actuals
Total Enrollment (distinct bodies)	315	288	238
Full-Time and Part-Time Enrollment	44.0	8.0	15.0
Casual Enrollment	271.0	275.1	223.0
Student Enrollment (expressed in Full Load Equivalent)	9.6	9.7	6.0
Participation Rate (% of total College Enrollment)	8.0%	8.1%	2.6%
Aboriginal Participation Enrollment Rate (% of aboriginals enrolled in programs)**	32.0%	32.5%	33.3%
Graduates (full-time and part-time)	40.0	40.6	14.0
Graduation Rate (% of those graduated, casual not included)	91.0%	92.4%	93.3%
Proportion of Aboriginal Graduates (among all graduates)**	34.0%	34.5%	35.7%
Aboriginal Graduation Rate (% of Aboriginal graduates calculated among aboriginal enrollments)	97.0%	98.5%	100.0%
Completers (full-time and part-time)	13.0	13.2	33.0
Completion Rate (% of those completed; casual not included)	11.0%	11.2%	13.3%

*3 Year Baseline includes program years: 2016-17, 2017-18, 2018-19

** COVID -19 Pandemic affected all industry credit courses from March 2020. All courses were cancelled leading to lower numbers

Learner Services

Performance Measure	3 Yr. Avg. Baseline*	2019-20 Target	2019-20 Actuals
Student Satisfaction Surveys (very good to Excellent)	99.5%	100.0%	99.5%
Number of Scholarships and Bursaries (actual number awarded)	94.3	95.3	82.0
Value of Scholarships and Bursaries (actual amount awarded)	\$107,483	\$ 108,558	\$ 92,800

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

Participant Hours

Performance Measure	3 Yr. Avg. Baseline*	2019-20 Target	2019-20 Actuals
Participant Hours	256919	259488	267461
Number of Youth (30 years of age and under) enrolled	626	632	579
Number of Learners enrolled in skills training programs	635	508	482
Exam invigilations (distance learning)	474	478	346
Total Exam invigilations (CAAT, ACUPLACER, GED & SAT's)	805	813	188
Total Learner Services Contacts	20800	21008	28450

*3 Year Baseline includes program years: 2016-17, 2017-18, 2018-19

Cumberland College Student Enrollments 2019-20

Program Groups		Total Student Enrollment							
		Number of Students Enrolled							
		2019-20				2018-19			
		FT	PT	Casual	FLEs	FT	PT	Casual	FLEs
SKILLS TRAINING	Institute Credit								
	Institute Credit - Sask Polytech	70	146	2	97.73	72	153	1	111.42
	Institute Credit - Lakeland	14			7.47				
	Total Institute Credit	84	146	2	105.20	72	153	1	111.42
	Industry Credit	0	15	223	5.99	0	26	285	7.16
	Non-Credit	0	3	12	0.74	0	77	15	10.19
	TOTAL SKILLS TRAINING	84	164	237	111.93	72	256	301	128.77
ADULT BASIC EDUCATION	BE Credit								
	Adult 12	129	67	0.0	134.68	88	35	0.0	78.46
	BE 10	45	8	0.0	47.68	43	31	0.0	37.78
	Academic GED								
	Total BE Credit	174	75	0	182.36	131	66	0	116.24
	BE Non-Credit								
	Employability/Life Skills								
	English Language Training	37	7	0.0	8.58	61	5	0.0	15.32
General Academic Studies	61	16	0.0	43.33	61	60	0.0	53.86	
	Total BE Non-Credit	98	23	0	51.91	122	65	0	69.18
	TOTAL ADULT BASIC EDUCATION	272	98	0	234.27	253	131	0	185.42
UNIVERSITY									
	TOTAL UNIVERSITY	62	46	0	71.60	47	69	0	51.39
TOTAL ENROLLMENT		418	308	237	417.8	372	456	301	365.6

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

Student Enrollment: Melfort Campus									
Program Groups		Number of Students Enrolled							
		2019-20				2018-19			
		FT	PT	Casual	FLEs	FT	PT	Casual	FLEs
SKILLS TRAINING	Institute Credit - Sask Polytech	44	50	2	58.34	43	74	1	63.30
	Institute Credit - Lakeland	14			7.47				
	Industry Credit	0	11	120	3.25	0	12	154	2.73
	Non-Credit	0	1	3	0.18	0	12	5	1.19
	TOTAL SKILLS TRAINING	58	62	125	69.24	43	98	160	67.21
ADULT BASIC EDUCATION	ABE Credit								
	Adult 12	68	17	0	70.64	48	16	0	41.10
	BE 10	3	0	0	1.76	13	6	0	8.25
	Total ABE Credit	71	17	0	72.40	61	22	0	49.35
	ABE Non-Credit								
	English Language Training	11	0	0	3.46	20	1	0	6.41
	General Academic Studies	19	0	0	16.30	21	29	0	21.51
	Total ABE Non-Credit	30	0	0	19.76	41	30	0	27.93
TOTAL ADULT BASIC EDUCATION	101	17	0	92.16	102	52	0	77.28	
UNIVERSITY									
	TOTAL UNIVERSITY	46	35	0	56.70	38	40	0	38.25

Student Enrollment: Nipawin Campus									
Program Groups		Number of Students Enrolled							
		2019-20				2018-19			
		FT	PT	Casual	FLEs	FT	PT	Casual	FLEs
SKILLS TRAINING	Institute Credit - Sask Polytech	19	56	0	24.36	19	59	0	33.42
	Industry Credit	0	0	73	1.73	0	8	116	3.04
	Non-Credit	0	2	8	0.50	0	15	6	1.21
	TOTAL SKILLS TRAINING	19	58	81	26.58	19	82	122	37.67
ADULT BASIC EDUCATION	ABE Credit								
	Adult 12	37	48	0	39.46	20	7	0	20.28
	BE 10	38	8	0	43.58	21	11	0	17.28
	Academic GED								
	Total ABE Credit	75	56	0	83.04	41	18	0	37.56
	ABE Non-Credit								
	English Language Training	7	3	0	0.55	NA	NA	NA	NA
	General Academic Studies	31	13	0	15.92	32	12	0	27.29
Total ABE Non-Credit	31	13	0	15.92	32	12	0	27.29	
TOTAL ADULT BASIC EDUCATION	106	69	0	98.96	73	30	0	64.85	
UNIVERSITY									
	TOTAL UNIVERSITY	13	15	0	13.60	7	30	0	11.73
TOTAL ENROLLMENT		138	142	81	139.15	99	142	122	114.25

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

Student Enrollment: Tisdale Campus									
Program Groups		Number of Students Enrolled							
		2019-20				2018-19			
		FT	PT	Casual	FLEs	FT	PT	Casual	FLEs
SKILLS TRAINING	Institute Credit								
	Sask Polytech	7	41	0	15.03	10	22	0	14.70
	Other								
	Total Institute Credit	7	41	0	15.03	10	22	0	14.70
	Industry Credit	0	3	45	1.01	0	4	47	1.50
	Non-Credit	0	0	1	0.07	0	50	4	7.79
	TOTAL SKILLS TRAINING	7	44	46	16.11	10	76	51	24.00
ADULT BASIC EDUCATION	ABE Credit								
	Adult 12	24	2	0	24.58	20	13	0	17.08
	BE 10	4	0	0	2.34	9	14	0	12.25
	Total ABE Credit	28	2	0	26.92	29	27	0	29.33
	ABE Non-Credit								
	Employability/Life Skills								
	English Language Training	19	6	0	4.56	41	4	0	8.90
General Academic Studies	11	3	0	11.11	8	20	0	5.06	
	Total ABE Non-Credit	30	9	0	15.68	49	24	0	13.96
	TOTAL ADULT BASIC EDUCATION	58	11	0	42.60	78	51	0	43.29
UNIVERSITY									
	TOTAL UNIVERSITY	1	4	0	1.30	0	6	0	1.40
TOTAL ENROLLMENT		66	59	46	60.00	88	133	51	68.69

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

Program Groups		Equity Participation Enrollments																									
		Number of Students Enrolled																									
		2019-20						2018-19						2019-20						2018-19							
		Aboriginal			Visible Minority			Disability			Total Enrollment			Aboriginal			Visible Minority			Disability			Total Enrollment				
FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	
SKILLS TRAINING	Institute Credit		30	59	0	4	5	0	3	6	0	73	151	2	27	49	0	3	8	0	5	4	0	72	159	1	
	Sask Polytech																										
	Lakeland		7	0	0	0	0	0	0	0	0	14	0	0	0	27	49	0	3	8	0	5	4	0	72	159	1
	Total Institute Credit		37	59	0	4	5	0	3	6	0	87	151	2	27	49	0	3	8	0	5	4	0	72	159	1	
	Industry Credit		0	5	50	0	1	10	0	1	15	0	15	223	0	13	61	0	0	0	12	0	1	9	0	26	285
Skills Training Non-Credit		0	0	1	0	0	0	0	0	0	0	3	12	0	36	1	0	3	0	0	0	4	1	0	77	15	
TOTAL SKILLS TRAINING		37	64	51	4	6	10	3	7	15	87	169	237	27	98	62	3	11	12	5	9	10	72	262	301		
ABE Credit:																											
Adult 12		96	63	0	0	1	0	6	3	0	129	67	0	63	32	0	5	2	0	13	6	0	88	35	0		
Adult 10		43	8	0	0	0	0	3	0	0	45	8	0	39	26	0	2	0	0	2	2	0	43	31	0		
Academic GED																											
Total ABE Credit		139	71	0	0	1	0	9	3	0	174	75	0	102	58	0	7	2	0	15	8	0	131	66	0		
ABE Non-Credit:																											
Employability/Life Skills																											
English Language Training		0	0	0	3	0	0	0	0	0	37	7	0	0	0	0	8	1	0	0	0	0	61	5	0		
General Academic Studies		58	16	0	1	0	0	9	1	0	61	16	0	56	57	0	4	5	0	4	5	0	61	60	0		
Total ABE Non-Credit		58	16	0	4	0	0	9	1	0	98	23	0	56	57	0	12	6	0	4	5	0	122	65	0		
TOTAL ADULT BASIC EDUCATION		197	87	0	4	1	0	18	4	0	272	98	0	158	115	0	19	8	0	19	13	0	253	131	0		
UNIVERSITY																											
TOTAL UNIVERSITY		21	18	0	3	0	0	3	3	0	62	46	0	15	32	0	4	2	0	4	5	0	47	69	0		
TOTAL ENROLLMENT		255	169	51	11	7	10	24	14	15	421	313	237	200	245	62	26	21	12	28	27	10	372	462	301		

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

Program Groups	Student Success																							
	2019-20												2018-19											
	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																							
	Sask Polytech																							
	Other																							
	Total Institute Credit																							
ADULT BASIC EDUCATION	Industry Credit																							
	Total Non-Credit																							
	TOTAL SKILLS TRAINING																							
	ABE Credit:																							
UNIVERSITY	Adult 12																							
	Adult 10																							
	Academic GED																							
	Total ABE Credit																							
	Basic Education Non-Credit:																							
	Employability/Life Skills																							
	English Language Training																							
	General Academic Studies																							
	Total ABE Non-Credit																							
	TOTAL ADULT BASIC EDUCATION																							
TOTAL UNIVERSITY																								
TOTAL ENROLLMENT																								

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

Student Success by Equity Participation																		
Number of Students Enrolled																		
Program Groups	2019-20						2018-19											
	Aboriginal		Visible Minority		Disability		Aboriginal		Visible Minority		Disability							
	E	C	G	E	C	G	E	C	G	E	C	G	E	C	G			
SKILLS TRAINING	Institute Credit																	
	Institute Credit - Sask Polytech	89	43	15	9	5	0	9	6	1	1	21	11	3	1	9	1	4
	Institute Credit - Other	89	43	15	9	5	0	9	6	1	1	21	11	3	1	9	1	4
	Total Institute Credit	178	86	30	18	10	0	18	12	2	2	42	22	6	2	18	2	8
	Industry Credit	55	3	51	11	1	10	16	1	15	0	71	12	0	12	10	1	9
Total Non-Credit	1	1	0	0	0	0	0	0	0	0	0	3	3	0	5	4	0	
TOTAL SKILLS TRAINING	145	47	66	20	6	10	25	7	16	16	187	26	6	13	24	6	13	
ADULT BASIC EDUCATION	ABE Credit:																	
	Adult 12	159	66	32	1	0	0	9	4	3	95	7	0	2	19	7	4	
	Adult 10	51	14	22	0	0	0	3	0	2	65	2	1	0	4	1	1	
	Academic GED																	
	Total ABE Credit	210	80	54	1	0	0	12	4	5	160	9	1	2	23	8	5	
UNIVERSITY	ABE Non-Credit:																	
	Employability/Life Skills	0	0	0	3	2	0	0	0	0	0	0	9	7	0	0	0	0
	English Language Training	74	39	0	1	1	0	10	5	0	113	9	2	0	9	3	0	
	General Academic Studies	74	39	0	4	3	0	10	5	0	113	18	9	0	9	3	0	
	Total ABE Non-Credit	284	119	54	5	3	0	22	9	5	273	27	10	2	32	11	5	
TOTAL ADULT BASIC EDUCATION	494	199	108	13	3	0	34	13	10	333	34	11	4	55	19	10		
TOTAL UNIVERSITY	39	28	0	3	2	0	6	4	0	47	6	5	0	9	8	0		
TOTAL ENROLLMENT	468	194	120	28	11	10	53	20	21	507	59	21	15	65	25	18		

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 Subsequent 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

PBLA: Portfolio Based Language Assessment

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

USask: University of Saskatchewan

WED: Western Economic Diversification



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