





Table of Contents

Letter of Transmittal	2
About the College	4
Message from the Board Chair and President	5
Board of Governors' Report	8
Coalition Strategic Plan 2020-2025 Update	10
Merger Story	13
Operating Environment	15
Programs and Services	16
Scholarships	27
External Relations, International and Research	28
Human Resources	32
Key Performance Measures	35
Enrollment Charts	38
Financial Statements	46
Glossary	80





□ Nipawin
P.O. Box 2225
Nipawin SK
S0E 1E0
P 862-9833
F 862-4940

□ Melfort
P.O. Box 2320
Melfort SK
S0E 1A0
P 752-2786
F 752-3484

□ Tisdale
P.O. Box 967
Tisdale SK
S0E 1T0
P 873-2525
F 873-4450

November 24, 2023

Hon. Gordon Wyant K.C.
Minister of Advanced Education
Room 307, Legislative Building
2405 Legislative Drive
Regina SK S4S 0B3

Dear Minister Wyant:

In accordance with Section 16 of the ***Regional Colleges Act*** and Section 19 of the ***Regional Colleges Regulations***, I am pleased to submit the Cumberland College Annual Report for the year ending June 30, 2023.

Respectfully submitted,

Denis Caron
Cumberland College, Administrator

Cc: Alison Dubreuil, President & CEO
Corinna Stevenson, Board Chairperson

www.cumberlandcollege.sk.ca



Our Purpose

To provide education and training to address regional labour market needs, prepare learners for employment and further education, and support the sustainable social, environmental, and economic development of our employers and communities.

Our Vision

Our 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.

Our Mission

To enrich the lives and futures of our learners and communities in a blended learning and working environment.

Our Values

We are Catalytic

We lead change in our colleges and communities, resulting in rapid social, economic, and environmental advances.

We are Relevant

We offer programs, training and services that align with the current and future needs of our learners, staff, and partners.

We are Responsive

We address questions, challenges, and opportunities presented by our learners, staff, and partners in a timely and comprehensive manner.

We are Accountable

We fulfill our commitments to our learners, staff, and partners to use our resources responsibly to deliver high-quality blended learning and blended working experiences.

We are Innovative

We source, develop, and implement creative solutions to well-defined challenges, resulting in improved products, processes, and services that better meet learner, staff, and partner needs with reduced resource inputs.

We are Sustainable

We ensure the long-term viability of our social, economic, and environmental resources.

We are Inclusive

We treat all learners, staff, and partners with dignity and respect to empower them to achieve personal success and realize their goals.

We are pleased to share the progress made in this transformative year as we prepared for our merger of Parkland College and Cumberland College. Together, we have forged new connections, expanded opportunities, and strengthened our commitment to better serving our students, partners and communities. We want to express our deepest gratitude to all staff and every member who played a role in this historic endeavour.

This past year, we enriched our collective vision for the future. But what remained the same was our focus and priority on our mandate and our dedication to providing quality programs and services to our region.

Some of the highlights of the year were:

1. Continued focus on the Strategic Plan 2020-2025 Pillars of Student Success, Marketing Branding, Employer Focused and being Catalytic.
2. Yearend financial statements supporting a surplus at Cumberland College of \$225,000. Parkland College celebrates 50 years as we were one of four pilot projects in a provincial initiative to expand education in rural Saskatchewan.
3. Third year offering a joint program, Office Administration certificate, which was delivered remotely to students at Parkland College and Cumberland College. Learners continue to indicate that they would recommend this program to others.
4. 86% of Cumberland College students indicated they were satisfied with their overall college experience.
5. Additional English Language training programming was added to meet the surge in demand due to an influx of Ukrainian immigrants.
6. The second year of the “Saskatchewan Colleges” collaboration was a success as we boosted our global education and reputation by welcoming 21 international students into the College.
7. The Teaching & Learning Team hosted the first-ever conference focused on Cultivating Collaboration: Uniting to Strengthen the Teaching Community at our colleges.
8. The Human Resources team hosted renowned speaker Dr. Jodi Carrington, at the first ever coalition all staff event.
9. 76 students participated in the CIGan Supportive Care Assistance Program; a collaborative program funded by the federal government in partnership with CIGan to bridge the gap for long term care employment opportunities.
10. Announcement of two new programs, including Educational Assistant certificate starting in October 2023 and Primary Care Paramedic certificate in September 2023.
11. Three Business Certificate program students excelled at the Newsask Youth Business Excellence Awards (YBEX) competition, placing first, second, and third in their respective categories.

12. Collaboration with Little Red River First Nation and Kinistin Saulteaux Nation, providing Adult Education 12 programming within community resulting in their communities first ever Grade 12 graduating class.
13. AE programs (credit and non-credit) had a 78.8% Aboriginal participation rate with AE Aboriginal Graduates representing 54% of all AE Graduates. Institute Credit programs had 32.3% Aboriginal participation rate and University Studies had a 53.9% Aboriginal participation rate (the percentage of Aboriginal people within the Cumberland College region is 17%).
14. Successful partnership resulting with the National Indian Brotherhood allowing for increased educational opportunities to staff and students from the ReconciliAction, Inclusion, Diversity and Equity (RIDE) Committee.
15. \$117,000 in scholarships were awarded to students to support their educational journeys.
16. Cumberland College celebrated 96 students with a momentous ceremony, bidding farewell to our last graduating class.

As we move forward together, we embrace change with open hearts and minds, confident in our ability to shape a brighter future for our college, our students, our partners, and our communities.

The Board and staff are proud to present the College's 2022-2023 Annual Report as the pages demonstrate the highlights of our student, staff, and our community successes.

Join us in celebrating these accomplishments.

Alison Dubreuil
President and CEO



Corinna Stevenson
Chair, Board of Governors





Ray Sass
Yorkton



Corinna Stevenson
Melfort



Lori Kidney
Tisdale



Brian Hicke
Melville



Wendy Becenko
Kamsack

Thank you to our Board of Governors who are dedicated to serving Cumberland College.

Board Appointments

- 7 Regular Board Meetings
- 4 Governance and Risk Committee Meetings
- 4 Finance and HR Committee Meetings
- 2 Special Joint Board Meetings

Board Appointments

- Co-Chairperson: Corinna Stevenson
- Co-Chairperson: Ray Sass

Board Highlights/Activities

The Board maintained their focus on leading and strategically innovating the direction for the college including specific advocacy and guidance for the completion of the merger of Cumberland College and Parkland College on July 1, 2023. Throughout the year, the Board of Governors provided accountability for activities of the college to the public and the Ministry of Advanced Education in accordance with The Regional Colleges Act and Regulations.

Highlights of the year include:

- Advocacy and guidance of the Cumberland College and Parkland College merger;
- Establish and approve the governing principles, bylaws, charter, and policies for the new college;
- Approval and hiring of the President & CEO for the new college;
- Monitor the emerging merger risks and mitigation plans as managed by the interim President & CEO;
- Approve the new college name, Suncrest College;
- Recruit two additional Board members for the new college, ensuring essential and desired experiences and skills to enhance the existing board;
- Monitor and evaluate the results of the Coalition Strategic Plan: 2020-25;
- Monitor Employee Engagement Survey results and recommendations;
- Review and revise the Board of Governor Budget Principles to guide the 2023-24 Annual Budget;
- Support the re-organizations of Cumberland and Parkland and the creation of seconded out of scope management positions for the new college.

The 2022-2023 academic year included fulsome stakeholder engagement, ministerial advocacy, and ultimately, the approval of the Merger Business Case.

We have a bold vision and are proud of the leadership. We are continuing to ensure that we are catalytic, relevant, and sustainable for our learners and for our communities.



Goal 1

The Coalition will develop an educational, inclusive, and innovative ecosystem that engages all learners and staff, and creates abiding partnerships with employers, Indigenous peoples, and communities.

Objective 1	Create and implement a comprehensive employer engagement strategy that is mutually beneficial to learners, staff, and partners
Pillar	Employer-Focused
Steward	Vice President, Partnerships and Innovation
Initiatives	<ol style="list-style-type: none"> 1. Develop an employer engagement strategy 2. Establish advisory committees to engage employers in program selection, delivery, and graduate employability 3. Develop a Work-Integrated Learning (WIL) strategy 4. Create or enhance WIL opportunities in all academic programs.

Much work has been done to promote engagement with industry and increase experiential learning for our students. Fire Advisory Committees were established for the NFPA 1001 professional firefighting and for the Industrial Fire sector. We continued our participation in the Agriculture Advisory committee at Cumberland College. A survey was completed in the spring to explore local business labour market needs and gather interest in collaborating with the college and its students (classroom visits, work placements or internships, advisory committees, or recruitment opportunities).

Objective 2	Implement a partnership model that supports the mission of the Coalition while aligning with the needs of our employer, community, and Indigenous stakeholders
Pillar	Catalyst
Steward	Vice President, Partnerships and Innovation
Initiatives	<ol style="list-style-type: none"> 1. Publicize a Partnership Model Canvas internally and externally 2. Implement an internal framework for supporting the model. 3. Build partnerships with employers, associations, and communities.

During this academic year, the Partnership Model was adapted to focus on building strong and respectful relationships with our partners, including the purpose, guiding principles and the process of partnership development. The model is intended to guide all partner relationships and identify partnership activities. Significant partnerships with employers, associations, and communities developed over the 2022-23 year, including long-term collaboration with the the Health Foundation of East Central Saskatchewan and the Saskatchewan Public Safety Agency.

Goal 2

The Coalition will be an exemplar to rural and regional colleges on how the whole can be greater than the sum of the parts.

Objective 3	Contribute to building an innovation culture in learners, staff, and partners through training and practical experiences
Pillar	Catalyst
Steward	President and CEO
Initiatives	<ol style="list-style-type: none">1. Inspire a culture of innovation through experimentation in technology enabled teaching, learning, and working2. Develop and implement a robust Blended Working Strategy that supports innovation, training, and practical experiences

Consistent Applied Research policies for Cumberland and Parkland College were approved to establish principles for maintaining high standards for research to set out the authority, responsibilities, and procedures for employees engaged in research. Baseline data was collected on the capability of innovation in our culture through the annual Employee Engagement Survey, which indicated that 74 per cent of staff are innovative and seek ways to enhance and improve our programs and services for learners. The Human Resources team identified and supported physical and physiological employee needs in a blended working environment through a first ever all staff coalition event.

Objective 4	Use evidence-based decision making to drive decisions regarding programs, infrastructure, staffing, and training to ensure student success
Pillar	Student Success
Steward	Vice President, Finance and Facilities
Initiatives	<ol style="list-style-type: none">1. Develop methodology and costing models to inform decision making2. Develop a comprehensive data management strategy

The Evidence Based Decision Making Committee developed models. Program Proposals, Corporate Training, and Go – No – Go Program Decisions were used for the second year with success. The Academic Planning Council developed and guided the delivery of multiple new programs for both Cumberland and Parkland College to meet the demands of employers, students, and partners.

Goal 3

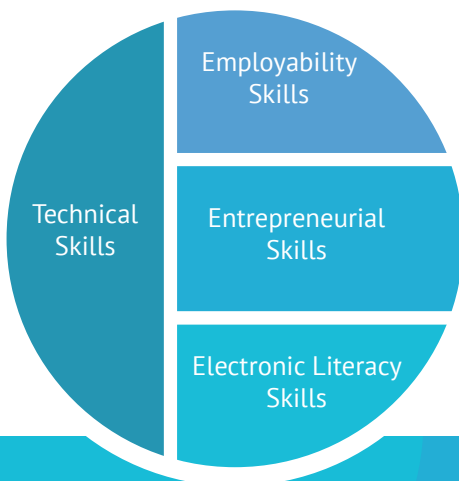
The Coalition will be recognized for significantly improving learner preparedness for employment through implementation of blended learning and the “E-Shaped Learner” model.

Objective 5	Create and implement programming, and services to develop “E-Shaped Learners”
Pillar	Student Success
Steward	Vice President, Programs, Students & Indigenous
Initiatives	<ol style="list-style-type: none"> 1. Provide Brightspace training to all instructional staff 2. Create Brightspace course standards to ensure all courses are created with minimum standards for consistent and high-quality programming in all classes. 3. Implement Brightspace in all post-secondary courses with cooperation from Sask Polytech.

New staff received Brightspace training in the fall of 2022 and spring of 2023 and were offered continued education and support by the Teaching and Learning department. The transition to Brightspace for all post-secondary instructors is complete. The College will continue to move towards full Brightspace programming in PSE and Adult Education.

Objective 6	Create and implement a comprehensive marketing, recruitment, and retention strategy that strengthens the Coalition brand and engages learners from prospective students to alumni
Pillar	Marketing and Branding
Steward	President & CEO
Initiatives	<ol style="list-style-type: none"> 1. Implement the strategy. 2. Increase post secondary enrollment numbers for 2022-23 and 2023-24. 3. Create a new brand for the merged college.

The priority for the Marketing and Branding pillar was focused on the merger including staff and stakeholder outreach sessions in Fall of 2022 and the rename and brand design for the new college. On June 5th, we proudly announced the brand and name of the new college, Suncrest College. Brand awareness campaigns and initiatives will continue in 2023-24.



The “E-Shaped Learner” model delineates the four areas in which the Coalition seeks to develop learners – this includes students, staff, employers and community members. This model is an integral part of the Coalition brand.

This is an interesting journey for our colleges, so let us tell you our merger story from the beginning.

In 2018, the Ministry of Advanced Education asked the regional colleges to identify transformational opportunities for the provincial college system that would ensure sustainable, efficient, and improved program delivery. In the Spring of 2018, both colleges were searching for a President and CEO and the Minister of Advanced Education paused the searches to explore alternative governance and leadership options while maintaining compliance with the *Regional Colleges Act*.

As such, effective July 2019, the Coalition of Cumberland College and Parkland College was established through the efforts of the Boards of Governors of the two Colleges, the Ministry of Advanced Education and with the support of the Board Chairs and CEOs of the five other Saskatchewan Regional Colleges. In July 2021, the colleges began their journey and operated with a shared President & CEO and Board of Governors.

The Coalition was set up as a pilot for a two-year term, July 2019 to June 2021 and was extended to May 2023. The Coalition pilot accomplished and identified several synergies, including:

- Enabling the colleges to pool their individual strengths and become more missional and fiscally responsible sharing of resources for the benefit of students and staff,
- Enabling the development of new and innovative programs and delivery by pooling resources, sharing best practices, and investing in common platforms,
- Enabling opportunities for shared leadership and initiatives that provide and leverage expertise and skills for the benefit of both institutions.

The Parkland and Cumberland College Coalition certainly had some organizational complexities but established positive momentum that identified the ideal future state. The Board of Governors identified the next logical business step was a successful merger and announced this in January 2022.

In the Fall of 2022, we completed a rigorous engagement process, soliciting feedback from staff, students and community stakeholders in the colleges' regions. Employees were offered the opportunity to attend and direct questions about the merger. Externally, the colleges engaged community leaders, mayors, school divisions, Indigenous partners, and business and industry representatives. Several dozen stakeholders from a variety of sectors attended in-person sessions, with others invited via email to complete online surveys. This feedback gauged support for the merger, the benefits of proceeding, and highlighted questions or challenges which needed to be addressed.

On January 19, 2023, we announced official approval from the Ministry of Advanced Education, Government of Saskatchewan, to merge Cumberland and Parkland Colleges on July 1, 2023. The vision was as follows:

- One single college,
- One single region,
- One single Board of Governors with representation across the region,
- One President and CEO and an Executive Team located across the region,
- Staff located across the region,
- Campus locations to include Canora, Esterhazy, Fort Qu'Appelle, Kamsack, Melfort, Melville, Nipawin, Tisdale, and Yorkton.

The decision to merge ensured we better positioned both colleges to serve our learners and communities through shared resources, increased partnership opportunities and the development of new programming. The merger would provide organizational sustainability, and more opportunities for staff and students.

On June 5, 2023, we announced our new name, Suncrest College. The name “Suncrest” is the combination of two words that hold significant meaning to each college. The sun represents new growth and beginning and symbolizes the commencement of the merged college. A crest signifies the top or the peak, representing the colleges’ shared vision to exceed the needs of our learners, partners and communities.



Suncrest College was established July 1, 2023 as a result of merging Parkland College and Cumberland College. Both colleges had a strong history with many achievements over the years.





Students from the Cumberland College region were given the opportunity to pursue a wide range of Applied Certificate, Certificate, and Diploma programs throughout the 2022-2023 academic year. Programs were provided throughout the region with a strong focus on responding to the unique needs of all stakeholders in the area. Cumberland continues to adapt to many demands and challenges, while strategically turning them into opportunities for our students. There to, an overall graduation rate of 65% for those eligible to do so was realized in 2022-2023.

Skills Training

Post-secondary Education programming at Cumberland College endeavors to meet the needs of employers, stakeholders, and students in the north east region of the province. Program planning is driven by information and feedback from a variety of sources, including the College's annually prepared Regional Needs Analysis, interest from potential students, advisory councils, and stakeholder feedback. We are proud of the diverse and pertinent programs that are offered at Cumberland College, and we strive to ascertain that we are addressing regional needs in a collaborative and innovative manner while continuing to ensure that a student-focused approach is at the forefront of our daily practice. We are acutely aware of the need to ensure programming is relevant, effective, and efficient.

University Training

Cumberland College students continue to have the opportunity to work toward a university degree while residing in their home communities. A wide range of first and upper-year classes are offered annually from the University of Saskatchewan (USask), the University of Regina (U of R), and First Nations University of Canada (FNUniv). 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, easy access to professors and advisors, plus additional services such as writing workshops and tutor support continue to be instrumental in our exceptional learning experience.

Undergraduate university total student enrollments for 2022-2023 included 22 students with 67 individual class registrations. A total of ten courses, five per semester, were delivered via blended/hybrid instruction. Offerings were designed to allow students to undertake undergraduate studies in a wide range of degree areas. The diverse course selection allowed students to pursue courses with numerous possible academic and career outcomes in mind.

In addition to the undergraduate numbers, in 2022-2023, Cumberland College delivered the second and final year of a Master of Education (M.Ed.) degree cohort program in Melfort. The intention of the program is to allow students in the region an opportunity to pursue a graduate degree close to home with like-minded classmates. Hosted in partnership with the University of Saskatchewan, the M.Ed. program was designed to address access to advanced teacher training and educational advancement for local school divisions' and First Nations' employees. 17 students graduated with their Master of Education Degree. This program continues to be of high interest to students in the regional area.

The Indigenous Access Transition Education Certificate (IATEC) was offered in partnership with First Nations University of Canada through a partnership with the James Smith Cree Nation and Eastside LIMB Outreach. This program is designed to prepare students for further post-secondary studies while receiving introductory university credits. Students who complete the IATEC program usually indicate plans to continue their post-secondary education journey in a wide range of areas, including social work and teaching.

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 the Practical Nursing Diploma and Continuing Care Assistant Certificate programs and the Health Care Cook certificate program. Cumberland's focus in this area was clearly based on stakeholder and employer demand, student interest, and diversity of opportunity. In response to Saskatchewan's four-point **Health Human Resources (HHR) Action Plan** to recruit, train, incentivize and retain health care providers, Cumberland College offered a second full-time Continuing Care assistant program in Melfort. This program welcomed students from Canada, India, Philippines, Nigeria, and South Africa. The diversity in the classroom led to a vibrant exchange of ideas, the sharing of cultural customs, and the opportunity for all students to learn from each other. After learning the theory portions of the CCA program, followed by practical application of those skills in long-term care facilities in north-east Saskatchewan, students are well-prepared to work, live and grow in our communities.

Cumberland College offered the Health Care Cook certificate program for the first time in 2022-2023. The Health Care Cook program is designed to prepare cooks for work in health care settings, such as hospitals, long-term care homes, personal care homes, and private care facilities.

Additionally, a program aimed at an ongoing call for strong family supports is provided by way of Early Childhood Education (ECE). We continue to be proud of the high level of health-related programming delivered at the College.

Trades

Specific, trades-based training was provided in the form of two separate iterations of Applied Certificate programs, one Carpentry Applied Certificate and one Industrial Mechanics Applied Certificate. This allowed the College to address the need for tradespeople in the region. Trades programming continues to be an area of strength at the College.

Business

The demand for trained employees with strong business knowledge was addressed through the Saskatchewan Polytechnic Office Administration Certificate program, through virtual delivery; and, the second year of the second consecutive offering of the Business Diploma program, through Lakeland College. A particular source of pride was the successful implementation and completion of shared programming in Office Administration with our coalition partners at Parkland College for the third straight year, which has forged a path for future shared programming opportunities in the coalition and across the province. This business programming 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 the College.





Other Industry Needs

Meeting the needs of the agricultural sector of the region and the province was addressed through the College's third offering of the Agriculture Sciences Certificate. The first of its kind, to be offered by a Saskatchewan Regional College, the program was realized through a continuing partnership with Lakeland College's Vermilion campus. The College expanded the program through a unique partnership with three other regional colleges, Parkland College; Carlton Trail College; and Great Plains College, starting in Fall 2022.

Cumberland College prides itself on providing varied, dynamic, relevant, and innovative post-secondary programming. The increasingly distinct needs of the north east region continue to motivate the organization to further expand our focus, with a growing list of unique opportunities being explored for the near future in partnership with our coalition partners at Parkland College and beyond.

Adult Education

The ability of the College to provide Adult Education (AE) is important to the educational needs of the population and to the economic and labour force needs of the region. The most recent Census Canada data shows that 22 percent of the expected population does not have a grade 12 or equivalent diploma or designation. The same census data shows that the median employment income for individuals without a grade 12 diploma or equivalent certification is only 47 percent of the median among those who do have grade 12 reporting income in the same region of Saskatchewan. AE and Essential Skills participants often identify their programming as being transformational. Their learning experiences provide them with the skills to enter the job market or post-secondary education and build self-efficacy and self-confidence, creating stronger opportunities for themselves and their families.

In 2022-23 Cumberland College ran AE programs in seven communities, James Smith Cree Nation, Kinistin Saulteaux Nation, Little Red River First Nation, Muskoday First Nation, Melfort, Nipawin, and Tisdale, serving the populations of communities across the Northeast, including Carrot River, Choiceland, Christopher Lake, Codette, Hudson Bay, Kinistin Saulteaux Nation, Kinistino, Pakwaw Lake, Porcupine Plain, Red Earth Cree Nation, Shoal Lake Cree Nation, Star City, St. Brieux, White Fox, Yellow Quill First Nation, and Zenon Park. There were just over 200 students who entered AE programming in 2022-23, with 104 students completing. From the post-programming surveys, over 43 percent of students were employed or entered into further training. Students leave AE for a wide variety of reasons, with most students identifying lack of childcare, transportation, and financial support as their reason for leaving. A program highlight, also illustrating the need for continued academic support in our region, is the Literacy program in Nipawin with an 86 percent completion rate.

The 2022-23 academic year saw us continue to provide high-quality programming to students who were not able to regularly attend programming face-to-face. The College will work to establish best practices in blended and virtual programming to build on our successes in facilitating student access, providing instruction and tutor support in an online environment, and searching out the perfect blend of online and face-to-face access.

The AE and Essential Skills department continues to provide opportunities for AE students, as well as the public, to upskill by facilitating standardized exams, such as the GED, SAT, and LPN exams. The College

had 51 individual GED writers in 2022-23. SAT exams were facilitated for 11 high school students and local athletes in the region applying to colleges in other provinces and countries.

The 2022-23 program year also saw the AE and Essential Skills department complete their work with CICAN on the Pathways to Supportive Care Assistant (SCA) Program. The need for more SCAs (equivalent to SK's Continuing Care Assistant) led CICAN and the Federal Government to develop this new program. Working with an online facilitator and CICAN support, our AE department was able to successfully provide programming to an additional 52 program completers. This brought our total of the program, including our Parkland College partnership, to 71 completers.

The Essential Skills department also worked in the community of Nipawin, in partnership with East Side LIMB, to provide training and work experience in our Pathways to Human Services program, with 75% of participants completing.

English as a Subsequent Language

English as a subsequent Language (ESL) training was provided to 53 learners, in four different communities, during 2022-23. Numbers gradually increased during the year, with immigration to the northeast improving with an influx of families from Ukraine. Twenty-five additional learners were assessed and referred to either LINC Home Study or Online English. Due to the flexibility of the assessor, the wait times for assessment were short. Countries of origin included China, India, Moldova, Nicaragua, Philippines, Russia, and Ukraine. English language proficiency, prior school experiences, cultural backgrounds, and pathways to Canada all differed. The College responded to differing needs by providing flexible and accessible language programs that accommodated 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 offered as options to address the unique needs of each learner. Blended program delivery included a mixture of face-to-face Portfolio Based Language Assessment (PBLA) classes, conversation circles and blended remote delivery classes utilizing Teams, and ESL Library. Staff received professional development in cyber security, Teams, and Office 365 to support the blended delivery model.

All ESL programs were designed to provide immigrants with the opportunity to learn English language skills necessary to achieve their personal goals, to participate in their communities and workplaces, and to contribute to the growth of the province. Commitment to utilizing real-life experiences and authentic documents, artifacts and materials were incorporated whenever possible. Participation in activities such as cultural and sporting events, visiting museums, attending virtual lectures, and business tours were all part of the program. LINC classes were offered six hours per week in Tisdale from September to June. 100% of participants 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 speaking following the Canadian Language Benchmarks (CLB). Conversation Circles in Hudson Bay, Melfort, and Tisdale concentrated on community connections with speaking and listening skill development through socialization and conversational English. An additional Conversation Circle was added in Carrot River in April of 2022, and it ran until June, to accommodate the large number of Ukrainians sponsored by a local couple. The class hired an experienced instructor and was successful. A summer conversation circle located in Tisdale was held in July and August to meet the language training needs of Ukrainian families moving into the region.





Melissa



The College continued to network with community partners and organizations to understand barriers faced by newcomers. Challenges continue because of large geographical areas, isolation, ability to fit in language classes with a full-time work schedule, lack of internet access in rural in remote areas, and cultural transitions. The itinerant tutor will continue to work with those students unable to travel to larger centers or qualify for online learning programs.

Inclusive Programming

Cumberland College recognizes that our diversity adds value and makes us stronger. We embrace and appreciate the diversity within our institution and are committed to creating a campus community where all people feel valued and welcome. The RIDE Committees, in partnership with Learner Services and our coalition partners at Parkland College provided activities and initiatives throughout the year to ensure our community created and sustained an inclusive work and learning culture.

Visible Inclusion

- Ally Stickers, rainbow flags and sidewalks were made prominent on each campus;
- Virtual Pride backgrounds were used by staff for online meetings during Pride month;
- Pronouns were added to staff email signatures;
- Every Child Matters displays honoring those lives impacted by residential schools were created;
- Mental Health Awareness week saw multiple campus support walls with a collage of Bell Let's Talk bubbles speaking to stigma reduction and supporting those impacted by mental health;
- Treaty medals and a Medicine Wheel graphic incorporating Cumberland College's vision statement are displayed on each campus;
- Each month a new flag was displayed in honour of various diversity groups or in relation to days of remembrance. Educational materials were displayed to support awareness; and
- Missing and Murdered Indigenous Women, Girls and Two-Spirited outdoor displays were created at each campus to bring awareness and support to victims and their families.

Reconciliation, Inclusion and Diversity Education

- Queer Seniors of Saskatchewan gave a virtual presentation on their personal stories as members of the 2SLGBTQ community;
- Mental Health Awareness and Stigma Reduction—virtual training using The Inquiring Minds from the Canadian Mental Health Association; Presentation from the Talking Stick App;
- Not Myself Today Campaign—weekly virtual activities related to personal wellness;
- A Peer Mentorship Program was offered in partnership with Healthy Campus SK and U of S to deliver resources on mental health and well-being;
- All staff took Four Seasons of Reconciliation training as part of their orientation;
- Staff and students participated in an Every Child Matters event in Melfort which included a Round Dance, speaker Darryl Burns, drummers and a walk to spread awareness;
- Staff and students took part in land-based learning in First Nations communities, including rat root and sage picking; students also got the opportunity to learn how to make Bannock and stone soup;
- An ADHD panel offered education and awareness surrounding the disability, to staff and students;
- National Day for Truth and Reconciliation was marked by having a speaker give a virtual presentation to staff and students throughout our Coalition region. Georgina Musqua and additional speakers spoke about the significance of Truth and Reconciliation;
- Indigenous Veterans speaker, Metis Elder Joanna Potyondi, gave a virtual presentation to students;
- Moose hide campaign speakers, Raven Lacerte and Dom Paul, brought awareness to staff and students about gender-based violence in Canada in March;
- MMIWG2S awareness was raised by participating in local community walks and events and on May 9 a virtual presentation was shared with all staff and students from speaker Priscilla McNab;
- National Indigenous Peoples Day in June was celebrated by sharing community events to participate in and with a virtual coffee break with all staff as an opportunity to share issues of significance to Indigenous students and partners of the Coalition colleges;
- Students participated in traditional cultural learning, working with Elders and community members to create ribbon skirts, dreamcatchers, and beaded objects;
- All staff participated in workshops hosted by John Lagimodiere. John presented four workshops to all staff on the treaties, Metis history, the impact of the Indian Act, and Indigenous rights, reconciliation, and how to be an ally to Indigenous people.



Learner Services

Adaptability, resilience, and commitment are foundational to Learner Services. Staff are dedicated to increasing student engagement, retention, and satisfaction by providing quality, holistic, learner-centered support services that are responsive to student needs and empower the development of academic, career, and personal goals. Learner Service supports are designed to ensure all students have access to the tools they need to be a successful student. Supports are intended to foster student engagement, build campus community, and reduce barriers that impede well-being and learning. Accessible services are designed to meet the students where they are as they transition to school and then onto the world of work. Eight dedicated advisors and outreach workers support academic, career, financial, personal life management and employment readiness needs from initial contact through to alumni status.

Since the onset of the global pandemic, Learner Services has continued to adapt to the changing realities using a blended delivery model to optimize our connection to students. The model fostered safe and meaningful support services and access to student engagement activities vital to campus life. Advising services and workshops were offered face to face, by phone, and via video conferencing thus addressing barriers related to safety, access, large geographical distances, and the limitations of a one-size-fits-all service model. Adapted delivery also allowed for student support off campus and outside regular school hours. Challenges created by insufficient internet access and limited privacy in living environments, among others, negatively impacted

aspects of the virtual service delivery model. In response, Learner Services adopted a continuous improvement approach to service delivery using a data collection process to assess student demographics and to facilitate the necessary evolution of the service model. A student demographic survey was delivered to all students fall 2022 with the goal of capturing cohort and campus-wide levels of need in relation to accessibility, mental health, general health, financial and personal barriers impacting academic success and school satisfaction. Survey data was instrumental in creating a comprehensive student support plan.

Beyond our holistic approach to addressing all aspects of student well-being, Learner Services also made a firm commitment to integrate the principles of reconciliation, inclusion, equity, and diversity (RIDE) into all we do. Priority was placed on providing equal opportunity for all students in an environment where everyone felt comfortable participating in all aspects of their education. Central to the principles of RIDE was establishing early contact with students and ensuring multiple touch points throughout the application and registration process to support a positive transition to school. Best practices correlate student retention to connection with their campus community and with the opportunity to engage both inside and outside the classroom. A variety of activities and workshops were delivered virtually to all students to meet those needs. Wellness workshops, Indigenous cultural teachings and community engagement events all saw a significant rate of participation with the additional option for virtual delivery. 15+ workshops were delivered to over 400 participants on topics ranging from Developing Personal Safety Plans, Safe Talk, Gratitude, Personality Dimensions, Study

Skills, Rise and Shine to Guiding Circles and Career Planning. Differentiated learning supports were provided to those students with disabilities and/or accessibility concerns. Over 40 students self-identified with a disability that would impact learning. Accommodations for disabilities included special exam sittings, extended writing time, access to scribes, tutors, and readers, and arranging for specialized software and equipment.

The success of Learner Services has been in correlation to our relationships with community partners and external support agencies. Learner Services staff participated in case management processes and made referrals to outside agencies for long-term mental health and addictions support, thus extending the menu of support services. Grants and partnerships also increased student programming. Healthy Campus SK partnered in the delivery of the Peer Mentorship Program. The New Horizons for Seniors Program Grant funded numerous activities related to RIDE presentations and events. Partnership with Gallivan and Associates saw the continuation of a comprehensive student health and dental plan for post-secondary students and the My Wellness Plan for all college students.



Scholarship Program

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 scholarships and general awards. Up to twenty \$2,000 entrance scholarships are allocated each spring to students entering full-time College or University programming. General awards are allocated in February and are based on categories such as academic achievement, financial need, and community involvement.

With sincere gratitude, Cumberland College would like to acknowledge the generosity of the many businesses, organizations, service clubs, and individuals who contributed towards the 2022-23 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 several scholarships. The Scholarship and Awards program would not be possible without their support.

In 2022-23, 89 Cumberland College students received 108 awards totaling over \$117,000.

Matching Fund Donor

Ministry of Advanced Education via the Saskatchewan Innovation and Opportunity Fund

Platinum Level Donors (\$5000+)

- Chernoff Family Foundation
- Maurice Price Foundation
- Walker Wood

Gold Level Donors (\$1000 - \$4999)

- C & K Ekong Charitable Foundation Inc.
- City of Melfort
- Cornerstone Credit Union
- Melfort Family Physicians Group
- Melfort Rotary Club
- Melody Motors
- Nipawin Lions
- Prairie North Coop
- Yorkton Rotary Club
- The Allard Foundation
- Town of Kinistino

Silver Level Donors (\$500 - \$999)

- Beeland Coop
- Cumberland College Staff
- Diamond North Credit Union
- JBN Promotions
- Kinette Club of Melfort
- Kinette Club of Nipawin
- Lake Country Coop
- Lynn Verklan
- Melfort Family Physicians
- Newsask Community Futures Development Group
- R.M. of Kinistino No. 459
- R.M. of Flett's Springs No. 429
- R.M. of Star City No. 428
- Sarah Cochran Memorial

Friends of Cumberland Donors (up to \$499)

- Carson and Company Law Office
- Cumberland Cares Fundraising
- Melfort Knights of Columbus
- Suncrest Coalition Board
- Town of Tisdale
- Westand Insurance Group Ltd
- YBEX (Newsask Youth Business Excellence)

Corporate Training/Continuing Education

Our Corporate Training and Continuing Education team continued to be responsive to the community and industry demands in the region. Throughout the year, almost \$530,000 in revenue was generated in this department.

In Saskatchewan, the available trucking jobs per capita is one of the highest in any province. The severity of the labour shortage in the transportation sector in this province has significant impacts on the manufacturing, agriculture, and mining sectors. In response, legacy Cumberland College trained 14 students in the Truck Driver Training MELT program with 100% successful completion. The majority of these students moved to different positions in their farm operations as a result of earning a Class 1A license, while two students obtained the required skill enhancement under the provincial Training Voucher program.

There was a notable uptake in the newly established online Professional Development Certificates. Five students enrolled in the University of Regina Professional Certificates, including Professional Leadership, Professional Management, and Project Management. Twenty-seven students registered for the LERN Online Certificates, with the most popular being Bookkeeping, Accounting & Finance for Non-Financial Managers, and Mastering Excel. Data Analysis, SQL, Social Media for Business, and Digital Marketing received registrations as well.

The College delivered its first-ever Drone Training program in Spring of 2023 with a course in Transport Canada's Basic Operations Pilot Certificate. Twenty-two students participated in the pilot course, completing in-class and hands-on flight training, as well as the online exam for the Certificate. There has been ongoing interest in both Basic and Advanced Operations courses for 2023-24.

International

Cumberland College has welcomed international students since 2008. During the 2022-23 academic year, 21 international students were welcomed from 5 countries into CCA, Business Diploma, Health Care Cook, and Office Administration programs. Our college strives to ensure that our institution and communities have the capacity to support the students to succeed in academics and transition into the community. Training on "Preparing to Teach International Students" was provided at the annual instructor conference along with culture sheets for the countries of origin of our incoming students. An extensive international orientation was provided prior to the start of their programs, including alumni, staff, and community resources.

Along with Parkland College, Cumberland College participated in the Global Skills Opportunity study abroad tour for Indigenous and low-income students. Two students from Cumberland College and eight students from Parkland College along with two staff travelled to Merida, Mexico through this federally funded program. During their time there, students took part in language, history, and culture lessons at the Autonomous University of Yucatan. Other activities included guided tours, visiting Mayan communities, and a cultural exchange with students in the Bachelor of Tourism program.



Carolyn

Handwritten note on a white piece of paper, partially obscured by the woman's hands. The text is mostly illegible due to blurring and the angle of the paper.

EMERGENCY
EXIT
←

Please only use the main entrance of
the B&B Hall

The Human Resources department works collaboratively to provide effective services and support throughout the organization. Human Resources provides proactive advice and leadership in the areas of recruitment and selection, onboarding, training and development, employee engagement and recognition, and performance management.

Staffing

Cumberland College employed sixty (60) full-time equivalent (FTE) positions and one hundred twelve (112) employees in 2022-2023.

Cumberland College is committed to lifelong learning and the development and enrichment of employee knowledge, skills, and abilities. We know leadership development drives organizational results.

- The inaugural Instructor Conference was held at the Trades & Technology Centre in Yorkton August 17 – 18, 2022 with combined participation of over fifty (50) instructors from Cumberland College & Parkland College. The conference included sessions on “The Power of Building Relationships”, “Preparing to Instruct International Students”, “Increasing Student Engagement in Your Classes”, “Tips for Teaching in Blended Classrooms”, “Incorporating Elder Services in to the Classroom”, “Applied Research in (and out) of the Classroom”, and more. The conference brought in various presenters both internally and externally. The Instructor Conference was led by the Teaching & Learning team with the goal of providing support for Instructors by Instructors.
- As a first step in providing the foundation on the relationship between Canada, Indigenous Peoples, and the Truth and Reconciliation Commission of Canada (TRC), Cumberland College continues to ensure employees complete the 4 Seasons of Reconciliation training through the First Nations University of Canada as part of their new hire orientation. As of June 30, 2023, the training completion rate was one hundred (100) percent.
- The first ever in-person All Staff Event was held in Kelvington, SK, bringing approximately one hundred thirty (130) employees from Cumberland College and Parkland College together for a day of networking, recognition, and professional development. We welcomed Dr. Jody Carrington to the event who presented on our theme of “*Moving Forward Together*”.
- The Teaching and Learning department organized and facilitated nine *What’s Up Wednesday* sessions on a variety subjects as part of the change management process for the upcoming merger.

Professional Development

Employee Engagement

The annual Cumberland College & Parkland College joint Employee Engagement survey measures our employees’ positive emotional attachment to the College. This year’s results indicated that sixty-three (63) percent of employees feel positively engaged at work, up from fifty-eight (58) percent in 2021-22. We know the strength of our culture drives organizational results.

Staff Recognition

Cumberland College proudly recognized seven employees for staff service awards and one retiree award at the Annual Staff Recognition event. The event recognizes employees for their dedication, commitment and service to adult education and our organization. We know showing appreciation and recognition to our most valuable assets drives results.

Retention

Cumberland College retained ninety-five (95) percent of our employees. This reflects a positive work environment and culture and is consistent with our model whereby we want our employees to join, stay, perform, and adapt.

Position and Classification	# of Employees	Full time Equivalents
Executive		
President	1	0.5
VP, Academics	1	0.5
VP, External Relations	1	0.5
VP, Finance	1	0.5
VP, Human Resources	0	0.0
Director, Finance	1	0.8
Chair, Adult Basic Education & Essential Skills	1	0.5
Chair, Post-Secondary Education	1	1.0
Chair, Teaching & Learning	1	0.5
Manager, Human Resources	1	0.5
Manager, Institutional Strategy & Safety	1	1.0
Manager, Learner Services & ESL	1	0.5
Manager, Public Relations	1	0.5
Manager, Technology & Security	1	0.5
Controller	1	0.5
Human Resources Assistant	1	0.9
Executive Assistant	1	0.8
Position and Classification	# of Employees	Full time Equivalents
Employees		
Controller Level 8	1	0.1
IT Analyst Level 7	1	1.0
Coordinator Level 7	1	0.7
Advisor Level 7	3	3.3
Coordinator Level 6	6	4.3
Accounting Technician Level 6	1	0.6
Advisor Level 6	8	2.2
Outreach Worker Level 6	2	0.9
Registrar Level 6	1	1.0
Accounting Clerk Level 5	1	1.0
Accounting Technician Level 5	1	0.7
Coordinator Level 5	2	1.6
IT Assistant Level 4	1	0.8
Program Assistant Level 4	2	2.0
Accounting Clerk Level 4	2	0.6
Receptionist Level 3	3	3.0
Facility Maintenance Level 3	1	0.4
Janitor Level 1	1	0.9
Site Attendant Level 1	2	0.1
Student Intern	1	0.4
Instructors	37	21.0
Tutors/Aides	15	3.7
Invigilators	4	0.1
Totals	112	60.0

Administration

Mark Hoddenbagh/ Alison Dubreuil	President/CEO
Lynn Verklan	Director of Finance
Bobbi Gray/Teri Thompson	Vice President of Academics
Kami DePape	Vice President External Relations
Patsy Gilchrist	Vice President Finance & Facilities
Beverly Lonsdale	Vice President Finance, Facilities & IT
Alison Dubreuil	Vice President People & Culture
Mandi Kobylko	Manager, Human Resources
Jennifer Youzwa	Executive Assistant/Corporate Secretary
Catharine Lamy	Human Resources Assistant
Amanda Scott/ Sandy Peterson	Controller
Dione Bansley	Senior Accounting Technician/ Accounting Technician
Denise Blomquist	Accounting Clerk
Carla Teichreb	Accounts Payable/Receivable Clerk/Accounting Technician
Norine Little	Accounting Clerk

Program Staff

Teri Thompson	Chair, Adult Basic Education & Essential Skills
Tim Verklan	Coordinator, Adult Basic Education
Heidi Groat	Program Assistant, AE
Alannah Cotterill/ Lori Fettes/Tim Verklan	Economic Recovery Coordinator and Job Coach
Jeff Fisher	Chair, Post-Secondary Education (Trades & Business)
Malena Vroom	Chair, Post-Secondary Education (University & Health)
Rebecca Bryson	Coordinator, Post-Secondary Education
Sabrina McNevin	Coordinator, Post-Secondary Education
Marie Crozon	Program Assistant, Post-Secondary Education
Corinne Lam Ma/ Brenda Mellon	Manager, Learner Services & ESL
Gene Mak	Advisor
Brandy Wicks/ Tianna Schmultz	Advisor
Lindsey Moskal	Advisor
Tara Nelson	Advisor
Tara Larsen	Advisor
Amy Constant	Advisor
Bruce Clements	Advisor
Julie Cassidy	Advisor – Pathways to Human Services (ESWP)
Brenda Hadland	Advisor
Sally Kahnpace	Advisor
Tara Nelson	Outreach Worker
Julie Cassidy	Outreach Worker
Lynda McPhee	Coordinator, LINC/ESL
Sherilyn Coates/ Danae Carson	Student Engagement Coordinator

Danae Carson/ Alexis Gerski	Student Intern	Lanny Baerwald Heather Wagner Karen Grenier Lynda McPhee Valeria Ghein Valeria Ghein	Conversation Circle Facilitator Conversation Circle Facilitator Conversation Circle Facilitator Conversation Circle Facilitator Conversation Circle Facilitator Itinerant Language Tutor
Deneen Scheper	Site Attendant	Amy Constant	IATEC Tutor
Jenna Niebergall Lynette Gerski Trudi Webster/ Selene Weisberg Chris Filbey	Manager, Public Relations & Marketing Marketing Coordinator Recruitment and Development Coordinator Corporate Training Coordinator	Bridget Cain	Literacy Program Facilitator
Norine Little/ Jennifer Serrana Brenda Nakonieczny Remelyn Mendoza	Receptionist Receptionist Receptionist	Jeannine Hinrichsen/ Pam Wassill/Aaron Mayerle/ Ashley Smith	Practical Nursing Instructor
Rebecca Cross	Manager, Institutional Strategy & Safety	Leah Kirzinger	Practical Nursing Adjunct Clinical Instructor
Sarah Haidey Nathan Penner Cory Teale Troy Curtis	Registrar Manager, Technology & Security Information Technology Analyst Information Technology Assistant	Dawn Schumilas/ Victoria Jurgens/Kris Little	Business Diploma Instructor
Doug Smith/ Marilou Aquino	Facility Maintenance	Courtney Tremblay Tutor	Business Diploma & Office Administration
Marilou Aquino Juvy Aquino	Janitor	Daniel Ferre	Agriculture Certificate Instructor
Callie Blomquist Wilda Mariano/ Linda Bird Stacey Lutz	SAT Hall Monitor Exam Invigilator Exam Reader	Jen Zentner/ Selene Weisberg	Office Administration Instructor
		Carroll Joyes/ Norma Stephanson Anne Boxall/Norma Clinical Supervisor Stephanson/Elaine Hulse Sherry Dahl/Norma Stephanson/Elaine Hulse	Continuing Care Assistant Instructor Continuing Care Assistant Instructor/CCA Continuing Care Assistant Instructor

Instructional Staff

Brittany Frick Kara Lengyel	Chair, Teaching & Learning Instructional Designer	Russ Case/Selene Weisberg/Alaric Frecon	Carpentry Instructor
Carolyn Stailing Aaron Muenchow Mackenzie Kleiboer Tania Figurski Nancy Graham Lori Constant Lynn Case Eric Adair Cheryl Piprell Betty Reiter Linda Bird	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 Adult Basic Education Instructor/ AE Boot Camp Instructor	Kaegan Curtis	Early Childhood Education Instructor, Working Towards Your Diploma
Stacey Lutz Bridget Cain Ronda McQuarrie Bruce Clements Betty Reiter Cheryl Sproule	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 Adult Basic Education Student Tutor	Nicole Gilberston/ Victoria Jurgens/ Elaine Hulse	Health Care Cook Instructor
Lynda McPhee	LINC Instructor	Kaegan Curtis	Early Childhood Education Instructor, Certificate of Achievement
		Norma Stephanson	Early Childhood Education Instructor, Certificate of Achievement
		Scott Debiegne/Shaua Ratzlaff	Red Cross Standard First Aid/CPR/AED
		Carroll Joyes	CCA Instructor Aide and Work Placement Supervisor
		Marc Caron	GED & Employability Instructor/Work Essential Skills Instructor
		Stacey Lutz	ESWP Facilitator

Adult Education Credit

Performance Measure	3 Yr. Avg. Baseline*	2022-23 Target	2022-23 Actuals
Total Enrollment (includes casual: distinct bodies)	219	223	168
Student Enrollment (expressed in Full Load Equivalents)	158.6	161.0	96.6
Participation Rate (% of total College enrollment)	40.0%	40.0%	42.2%
Aboriginal Participation Enrollment Rate (% of Aboriginals enrolled in programs)	81.0%	82.2%	74.4%
Graduates (full-time and part-time: Casual not included)	52.7	53.5	26.0
Graduates (full-time)	53.0	53.8	24.0
Graduates (part-time)	2.0	2.0	2.0
Graduation Rate (% of those graduated, part-time and full-time only casual not included)**	24.0%	24.4%	15.5%
Graduation Rate (% of full-time students graduated)	36.0%	36.5%	25.3%
Graduation Rate (% of part-time students graduated)	5.0%	5.1%	2.7%
Proportion of Aboriginal Graduates (among all graduates)	22.0%	22.3%	11.2%
Aboriginal Graduation Rate (among aboriginal enrolments)	72.0%	73.1%	53.9%
Completers (full-time and part-time only, casual not included)	68.0	69.0	46.0
Completion Rate (% of those completed; casual not included)	31.0%	31.5%	27.4%
Employment Rate (% of graduates contacted who were employed; does not include those in further training)	55.0%	55.8%	53.9%
Aboriginal Employment Rate (among aboriginals only)	51.0%	51.8%	42.9%
Pursuing Further Training (based on number contacted)	21.0	21.3	4.0
Pursuing Further Training (% of those contacted)	76.0%	77.1%	40.0%
Pursuing Further Training Among Aboriginal Grads Rate (among aboriginals only)	71.0%	72.1%	33.3%

*3 Year Baseline includes program years: 2019-20, 2020-21, 2021-22

Adult Education Non-Credit

Performance Measure	3 Yr. Avg. Baseline*	2022-23 Target	2022-23 Actuals
Total Enrollment (includes casual: distinct bodies)	145	147.2	183
Student Enrollment (expressed in Full Load Equivalents)	39.6	40.2	50.4
Completers (Full and Part time only: Casual not included)	59.0	56.1	151.0
Completion Rate (% of those completed, casual not included)	64.0%	60.8%	82.5%

*3 Year Baseline includes program years: 2019-20, 2020-21, 2021-22

University

Performance Measure	3 Yr. Avg. Baseline*	2022-23 Target	2022-23 Actuals
Total Enrollment	111.0	103.0	52.0
Participation Rate % of Total College Enrollment	20.0%	20.0%	13.1%
Student Enrollment (Expressed in FLE's)	52.0	52.0	16.8
Aboriginal Participation Enrollment Rate (% of Aboriginals enrolled in University courses)	32.0%	32.5%	53.9%

*3 Year Baseline includes program years: 2019-20, 2020-21, 2021-22

Industry Credit

Performance Measure	3 Yr. Avg. Baseline*	2022-23 Target	2022-23 Actuals
Total Enrollment (distinct bodies)	237	240.6	266
Full-Time and Part-Time Enrollment	27.3	27.7	23.0
Casual Enrollment	239.0	242.6	243.0
Student Enrollment (expressed in Full Load Equivalent)	7.4	7.5	8.6
Participation Rate (% of total College Enrollment)	5.0%	5.1%	5.8%
Aboriginal Participation Enrollment Rate (% of aboriginals enrolled in programs)	35.0%	35.5%	0.0%
Graduates (full-time and part-time)	23.0	23.3	16.0
Graduation Rate (% of those graduated, casual not included)	94.0%	95.4%	69.6%
Proportion of Aboriginal Graduates (among all graduates)	37.0%	37.6%	0.0%
Aboriginal Graduation Rate (% of Aboriginal graduates calculated among aboriginal enrollments)	100.0%	100.0%	0.0%
Completers (full-time and part-time)	1.7	1.6	7.0
Completion Rate (% of those completed; casual not included)	8.0%	7.6%	30.4%

*3 Year Baseline includes program years: 2019-20, 2020-21, 2021-22

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

Skills Training Non-Credit

Performance Measure	3 Yr. Avg. Baseline*	2022-23 Target	2022-23 Actuals
Total Enrollment (includes casual: distinct bodies)	40.3	42	60
Student Enrollment (expressed in Full Load Equivalents)	3.7	3.9	4.0

*3 Year Baseline includes program years: 2019-20, 2020-21, 2021-22

Learner Services

Performance Measure	3 Yr. Avg. Baseline*	2022-23 Target	2022-23 Actuals
Student Satisfaction Surveys (very good to Excellent)**	95.2%	96.1%	86%**
Number of Scholarships and Bursaries (actual number awarded)	89.0	89.9	111.0
Value of Scholarships and Bursaries (actual amount awarded)	\$ 97,950.00	\$ 98,930	\$ 115,980

*3 Year Baseline includes program years: 2019-20, 2020-21, 2021-22

** New survey with different ratings and questions

Key Performance Measures

Institute Credit

Performance Measure	3 Yr. Avg. Baseline*	2022-23 Target	2022-23 Actuals
Total Enrollment (includes casual: distinct bodies)	90	165	95
Student Enrollment (expressed in Full Load Equivalents)**	90.41	91.77	94.6
Participation Rate (% of total College enrollment)	35.0%	35.5%	3894.00%
Aboriginal Participation Enrollment Rate (% of aboriginals enrolled in programs)	40.0%	40.6%	32.30%
Graduates (full-time and part-time: casual not included)	49.0	49.7	52
Graduation Rate (% of those graduated, full time and part time only casual not included)**	26.0%	26.4%	33.50%
Graduation Rate of those eligible to graduate	70.0%	71.1%	57.80%
Graduation Rate (Full-time students only)	54.0%	54.8%	45.60%
Graduation Rate of those eligible to graduate (full-time students only)	68.0%	69.0%	48.60%
Graduation Rate (Part-time students only)***	7.0%	7.1%	21.10%
Graduation Rate of those eligible to graduate (part-time students only)	92.0%	93.4%	100.00%
Proportion of Aboriginal Graduates (among all graduates)	14.0%	14.2%	11.50%
Aboriginal Graduation Rate (% of Aboriginal graduates calculated among Aboriginal enrollments)	10.0%	10.2%	12.00%
Completers (full-time and part time only, casual not included)	72.0	62.7	42
Completion Rate (% of those completed; casual not included)	38.0%	38.6%	100.00%
Employment Rate (% of graduates contacted who were employed; does not include those in further training)	88%	89.3%	81.00%
Aboriginal Employment Rate (% of Aboriginal graduates contacted who were employed; does not include those in further training)	78.0%	79.2%	80.00%
Pursuing Further Training (based on number contacted)	3.0	3.05	5
Pursuing Further Education (% of those contacted)	6.0%	6.1%	20.00%
Rate of Aboriginal Graduates Going on to Further Training (% calculated among Aboriginal Graduates)	0.0%	0.0%	50.00%

*3 Year Baseline includes program years: 2019-20, 2020-21, 2021-22

**The graduation rate decreased this year with a number of carryover programs and even more programs where students complete, not graduate.

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

Participant Hours

Performance Measure	3 Yr. Avg. Baseline*	2022-23 Target	2022-23 Actuals
Participant Hours	228897	231185	182000
Number of Youth (30 years of age and under) enrolled	553	558	451
Number of Learners enrolled in skills training programs	472	477	482
Exam invigilations (distance learning)	194	196	157
Total Exam invigilations (ACUPLACER, GED & SAT's)	161	163	86
Total Learner Services Contacts	27388	27662	18972

*3 Year Baseline includes program years: 2019-20, 2020-21, 2021-22

TABLE 1

Total Student Enrollment									
Program Groups		Number of Students Enrolled							
		2022-23				2021-22			
		FT	PT	Casual	FLEs	FT	PT	Casual	FLEs
SKILLS TRAINING	Institute Credit								
	Institute Credit - Sask Polytech	66	76	1	87.46	74	95	1	91.19
	Institute Credit - Lakeland	13	0	0.0	7.15	22	0	0	11.73
	Total Institute Credit	79	76	1	94.61	96	95	1	102.92
	Industry Credit	0	23	243	8.55	0	36	197	7.90
	Non-Credit	1	29	30	4.30	0	27	32	3.43
	TOTAL SKILLS TRAINING	80	128	274	107.46	96	158	230	114.25
ADULT BASIC EDUCATION	BE Credit								
	Adult 12	64	48	0.0	65.89	116	34	0	113.82
	BE 10	31	25	0.0	30.66	46	23	0	38.40
	Total BE Credit	95	73	0	96.55	162	57	0	152.22
	BE Non-Credit								
	Employability/Life Skills	53	39	0.0	15.54	11	22	0	15.48
	English Language Training	0	52	0.0	11.47	0	33	0	11.63
	General Academic Studies	35	4	0.0	23.41	32	6	0	18.09
	Total BE Non-Credit	88	95	0	50.42	43	61	0	45.20
	TOTAL ADULT BASIC EDUCATION	183	168	0	146.97	205	118	0	197.42
UNIVERSITY									
	TOTAL UNIVERSITY	14	38	0	14.83	34	61	0	38.62
TOTAL ENROLLMENT		277	334	274	269.3	335	337	230	350.3

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

Student Enrollment: Melfort Campus									
Program Groups		Number of Students Enrolled							
		2022-23				2021-22			
		FT	PT	Casual	FLEs	FT	PT	Casual	FLEs
SKILLS TRAINING	Institute Credit								
	Sask Polytech	37	53	1	48.96	30	74		48.50
	Lakeland	3	0	0.0	2.00	5	0	0.0	3.33
	Total Institute Credit	40	53	1	50.96	35	74	0	51.83
	Industry Credit	0	20	86	5.01	0	17	83	3.86
	Non-Credit	0	2	15	0.40				
	TOTAL SKILLS TRAINING	80	128	103	107.33	70	165	83	107.52
ADULT BASIC EDUCATION	ABE Credit								
	Adult 12	22	10	0	23.98	28	4	0	27.08
	BE 10	4	2	0	2.65	4	2	0	2.48
	Total ABE Credit	26	12	0	26.63	32	6	0	29.56
	ABE Non-Credit								
	Employability/Life Skills	43	37	0	5.33	7	17	0	12.25
	English Language Training	0	15	0	4.17	4	0	0	1.24
	Total ABE Non-Credit	0	15	0	4.17	11	17	0	13.49
	TOTAL ADULT BASIC EDUCATION	26	27	0	30.80	43	23	0	43.05
UNIVERSITY									
	TOTAL UNIVERSITY	14	38	0	16.83	34	61		38.62
TOTAL ENROLLMENT		120	193	103	154.96	147	249	83	189.19

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

Student Enrollment: Tisdale Campus									
Program Groups		Number of Students Enrolled							
		2022-23				2021-22			
		FT	PT	Casual	FLEs	FT	PT	Casual	FLEs
SKILLS TRAINING	Institute Credit								
	Sask Polytech	20	24	0	31.25	11	14	0	16.22
	Lakeland	0	10	0	5.15	17	0	0	8.40
	Total Institute Credit	20	34	0	36.40	28	14	0	24.62
	Industry Credit	0	3	51	1.18	0	0	71	1.61
	Non-Credit	0	0	10	0.14	0	9	0	0.44
TOTAL SKILLS TRAINING	20	37	61	37.72	28	23	71	26.67	
ADULT BASIC EDUCATION	ABE Credit								
	Adult 12	7	4	0	8.84	17	7	0	18.96
	BE 10	10	3	0	9.75	9	3	0	7.97
	Total ABE Credit	17	7	0	18.59	26	10	0	26.93
	ABE Non-Credit								
	Employability/Life Skills	0	0	0	0.00	4	5	0	3.23
	English Language Training	0	35	0	6.47	0	29	0	10.38
Total ABE Non-Credit	0	35	0	6.47	4	34	0	13.61	
TOTAL ADULT BASIC EDUCATION	17	42	0	25.06	30	44	0	40.54	
TOTAL ENROLLMENT		37	79	61	62.78	58	67	71	67.21

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

Enrollment By Campus

Student Enrollment: Nipawin Campus									
Program Groups		Number of Students Enrolled							
		2022-23				2021-22			
		FT	PT	Casual	FLEs	FT	PT	Casual	FLEs
SKILLS TRAINING	Institute Credit - Sask Polytech	9	0	0	7.20	33	8	0	26.44
	Industry Credit	0	0	112	2.36	17	0	51	2.43
	Non-Credit	1	27	6	3.72	0	16	31	2.38
	TOTAL SKILLS TRAINING	10	27	118	13.28	50	24	82	31.25
ADULT BASIC EDUCATION	ABE Credit								
	Adult 12	35	37	0	33.07	77	24	0	67.78
	BE 10	17	20	0	18.25	33	18	0	27.96
	Total ABE Credit	52	57	0	51.32	110	42	0	95.74
	ABE Non-Credit								
	Employability/Life Skills	10	2	0	0.83	0	0	0	0.00
	English Language Training	0	5	0	10.21	0	0	0	0.00
	General Academic Studies	35	4	0	23.40	32	6		18.08
Total ABE Non-Credit	45	11	0	34.44	32	6	0	18.08	
TOTAL ADULT BASIC EDUCATION	97	68	0	85.76	142	48	0	113.82	
TOTAL ENROLLMENT		107	95	118	99.04	192	72	82	145.07

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

TABLE 2

Program Groups		Equity Participation Enrollments																							
		Number of Students Enrolled																							
		2022-23												2021-22											
Program Groups		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
Institute Credit		26	23	0	7	7	0	4	8	0	66	79	1	35	30	0	9	8	0	8	3	0	74	97	1
Sask Polytech		0	9	0	0	0	0	3	0	0	20	0	10	0	0	0	0	0	0	0	3	0	0	22	0
Lakeland		26	32	0	7	7	0	4	11	0	66	99	1	45	30	0	9	8	0	8	6	0	74	119	1
Total Institute Credit		0	0	66	0	1	14	0	0	14	0	23	243	0	19	32	0	0	0	8	1	6	0	36	197
Industry Credit		0	4	2	0	0	0	2	1	1	1	29	30	0	2	18	0	0	0	0	1	1	0	27	32
Skills Training Non-Credit		26	36	68	7	8	14	4	13	15	67	151	274	45	51	50	9	8	8	8	8	7	74	182	230
TOTAL SKILLS TRAINING		44	37	0	1	1	0	10	1	0	64	48	0	85	29	0	3	0	0	4	1	0	116	34	0
ABE Credit:		23	21	0	0	0	0	4	2	0	31	25	0	41	22	0	0	0	0	4	0	0	46	23	0
Adult 12		67	58	0	1	1	0	14	3	0	95	73	0	126	51	0	3	0	0	8	1	0	162	57	0
Adult 10		19	10	0	10	1	0	1	3	0	53	39	0	11	22	0	0	0	0	1	0	0	11	22	0
Total ABE Credit:		0	0	0	2	0	0	0	0	0	50	2	0	0	0	0	1	0	0	0	0	0	28	5	0
Employability/Life Skills		28	4	0	1	0	0	2	0	0	35	4	0	25	5	0	0	0	0	5	1	0	32	6	0
English Language Training		47	14	0	13	1	0	3	3	0	138	45	0	36	27	0	1	0	0	6	1	0	71	33	0
General Academic Studies		114	72	0	14	2	0	17	6	0	233	118	0	162	78	0	4	0	0	14	2	0	233	90	0
Total ABE Non-Credit		8	20	0	0	1	0	0	4	0	14	38	0	15	11	0	3	3	0	2	10	0	34	61	0
TOTAL ADULT BASIC EDUCATION		148	128	68	21	11	14	21	23	15	314	307	274	222	140	50	16	11	8	24	20	7	341	333	230
UNIVERSITY																									
TOTAL ENROLLMENT																									

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

TABLE 3

Program Groups	Student Success																																														
	2022-23												2021-22																																		
	Total Students Completed						Total Students Graduated						Total Employed						Total Going to Further Training						Total Students Completed						Total Students Graduated						Total Employed						Total Going to Further Training				
Institute Credit		Sask Polytech Lakeland		Total Institute Credit		Industry Credit		Total Non-Credit		TOTAL SKILLS TRAINING		ABE Credit:		Adult 12		Adult 10		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													
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	FT	PT	Cas	FT	PT	Cas															
6	33	0	29	16	0	22	0	22	0	32	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0														
0	3	0	0	7	0	0	0	0	0	7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0														
6	36	0	29	23	0	22	0	22	0	39	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0													
0	9	225	0	16	22	0	8	0	0	8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0													
1	29	30	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0													
7	74	255	29	39	22	22	47	0	1	1	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0													
17	7	0	24	2	0	10	1	0	7	1	0	7	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0													
22	0	0	0	0	0	4	0	0	7	0	0	7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0													
39	7	0	24	2	0	14	1	0	14	1	0	14	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0													
47	22	0	0	0	0	3	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0													
50	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0													
30	0	0	0	0	0	3	0	0	3	0	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0													
127	24	0	0	0	0	6	0	0	4	0	0	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0													
166	31	0	24	2	0	20	1	0	18	1	0	18	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0													
14	21	0	0	17	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0													
187	126	255	53	58	22	42	48	0	19	2	0	128	163	95	84	54	144	62	48	0	27	1	0	28	2	0	0	0	0	0	0	0	0														

TABLE 4

Program Groups		Student Success by Equity Participation																																				
		Number of Students Enrolled																																				
		2022-23												2021-22																								
SKILLS TRAINING	UNIVERSITY	Aboriginal						Visible Minority						Disability						Aboriginal						Visible Minority						Disability						
		E	C	G	E	C	G	E	C	G	E	C	G	E	C	G	E	C	G	E	C	G	E	C	G	E	C	G	E	C	G							
Institute Credit		49	16	15	14	2	3	12	4	3	65	13	20	17	8	6	11	2	4	3	66	58	9	15	13	4	14	12	2	51	18	42	8	1	8	7	3	3
Institute Credit - Sask Polytech		9	1	1	0	0	0	3	1	0	10	0	1	0	0	0	3	0	0	9	6	0	0	0	0	3	3	0	20	0	0	0	0	0	2	2	0	
Institute Credit - Lakeland		58	17	16	14	2	3	15	5	3	75	13	21	17	8	6	14	2	4	66	58	9	15	13	4	14	12	2	51	18	42	8	1	8	7	3	3	
Total Institute Credit		66	58	9	15	13	4	14	12	2	51	18	42	8	1	8	7	3	66	58	9	15	13	4	14	12	2	51	18	42	8	1	8	7	3	3		
Industry Credit		6	6	0	0	0	0	3	3	0	20	0	0	0	0	2	2	0	6	6	0	0	0	0	3	3	0	20	0	0	0	0	2	2	0	0		
Total Non-Credit		130	81	25	29	15	7	32	20	5	146	51	63	25	9	14	23	7	130	81	25	29	15	7	32	20	5	146	51	63	25	9	14	23	7	7		
TOTAL SKILLS TRAINING		186	75	14	16	11	1	23	12	3	240	71	28	4	2	16	7	1	186	75	14	16	11	1	23	12	3	240	71	28	4	2	16	7	1	1		
ABE Credit:		81	14	14	2	0	1	11	3	3	114	26	20	3	1	0	5	2	1	81	14	14	2	0	1	11	3	3	114	26	20	3	1	0	5	2	1	
Adult 12		44	16	0	0	0	0	6	4	0	63	20	8	0	0	0	4	3	0	44	16	0	0	0	0	6	4	0	63	20	8	0	0	0	4	3	0	
Adult 10		125	30	14	2	0	1	17	7	3	177	46	28	3	1	0	9	5	1	125	30	14	2	0	1	17	7	3	177	46	28	3	1	0	9	5	1	
Total ABE Credit		29	22	0	11	8	0	4	4	0	33	11	0	0	0	0	1	0	0	29	22	0	11	8	0	4	4	0	33	11	0	0	0	0	1	0	0	
ABE Non-Credit:		0	0	0	2	2	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	2	2	0	0	0	0	0	0	1	1	0	0	0	0	0	
Employability/Life Skills		32	23	0	1	1	0	2	1	0	30	14	0	0	0	0	6	2	0	32	23	0	1	1	0	2	1	0	30	14	0	0	0	0	6	2	0	
English Language Training		61	45	0	14	11	0	6	5	0	63	25	0	1	1	0	7	2	0	61	45	0	14	11	0	6	5	0	63	25	0	1	1	0	7	2	0	
General Academic Studies		186	75	14	16	11	1	23	12	3	240	71	28	4	2	16	7	1	186	75	14	16	11	1	23	12	3	240	71	28	4	2	16	7	1	1		
Total ABE Non-Credit		28	20	8	1	0	1	4	3	1	26	17	0	6	5	0	12	10	0	28	20	8	1	0	1	4	3	1	26	17	0	6	5	0	12	10	0	
TOTAL ADULT BASIC EDUCATION		344	176	39	46	26	8	59	35	8	412	139	91	35	16	14	51	24	8	344	176	39	46	26	8	59	35	8	412	139	91	35	16	14	51	24	8	
TOTAL UNIVERSITY		344	176	39	46	26	8	59	35	8	412	139	91	35	16	14	51	24	8	344	176	39	46	26	8	59	35	8	412	139	91	35	16	14	51	24	8	
TOTAL ENROLLMENT		344	176	39	46	26	8	59	35	8	412	139	91	35	16	14	51	24	8	344	176	39	46	26	8	59	35	8	412	139	91	35	16	14	51	24	8	

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



Financial Overview	47
Statement of Management Responsibility	49
Independent Auditor's Report	50
Statement of Financial Position	52
Statement of Operations and Accumulated Surplus	53
Statement of Changes in Net Financial Assets	54
Statement of Cash Flows	55
Notes to the Financial Statements	56
Schedule of Revenues and Expenses by Function	76
Schedule of Revenues by Function	77
Schedule of Expenses by Function	78
Schedule of General Expenses by Functional Area	79

Cumberland College uses Public Sector Accounting Standards (PSAS) to prepare the financial statements.

Annual Operations

For the year ended June 30, 2023, Cumberland College recorded an operating surplus of \$225k compared to last year's operating deficit of \$94k and 2022-23 budgeted deficit of \$204k.

Revenues

Total revenues for the current year were \$7.4 million. This was an increase of \$480k compared to the previous fiscal year and \$550k higher than the 2022-23 budget. Higher contract revenue and interest revenue were the main contributors.

Expenses

Total expenses for the current year were \$7.2 million compared to both last year's total and 2022-23 budget of \$7.1 million. The slight increase is attributable to the increase in instructor salaries required to deliver the additional revenue contracts.

Capital

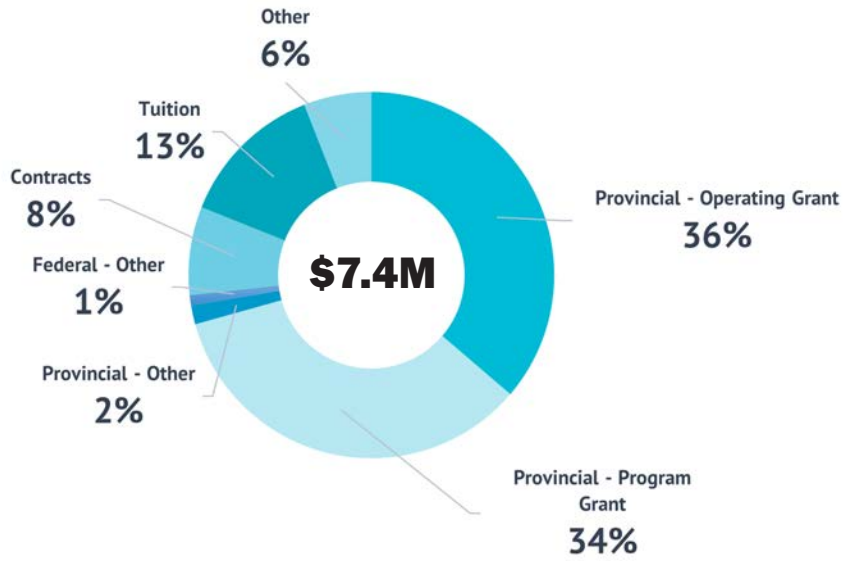
Tangible capital assets for the year ended June 30, 2023 were \$4.9 million compared to \$5.1 million at June 30, 2022. The reduction of \$100k is the result of current year amortization, net of additions of \$50k. Additional details are provided in Note 10 of the financial statements.

Accumulated Surplus

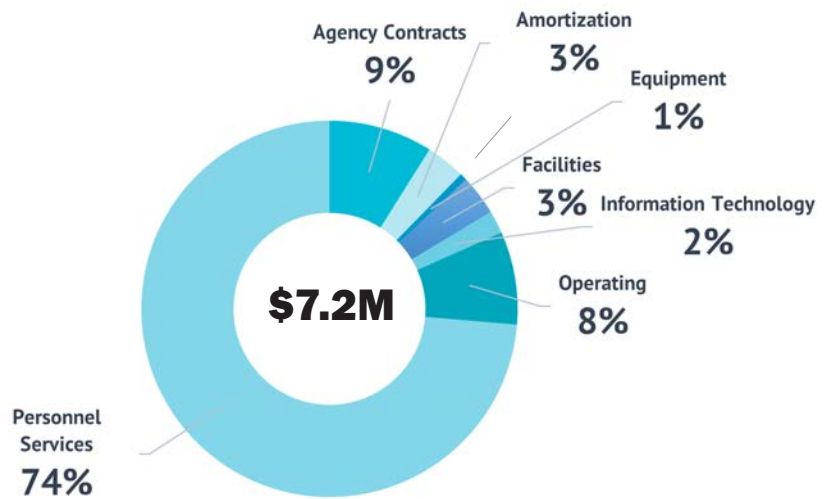
The accumulated surplus as of June 30, 2023 was \$9.1 million compared to \$8.9 million at June 30, 2022. The increase is the result of the current year operating surplus.

The accumulated surplus includes operating and capital funds. The amount relating to investment in capital assets is \$4.9 million. The remainder of \$4.2 million consists of a combination of restricted and unrestricted operating surplus. Further details of the components and activities for the year are provided in Note 17 of the financial statements.

Revenues



Expenses



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 MNP in accordance with Canadian generally accepted auditing standards.

original signed by

Alison Dubreuil, Suncrest College
President & CEO – Former Interim
President & CEO of legacy Cumberland
College

original signed by

Patsy Gilchrist, Suncrest College VP Finance & Facilities
- Former VP Finance & Facilities of legacy Cumberland
College

Melfort, Saskatchewan
September 28, 2023

Independent Auditor's Report

To the Board of Directors 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, 2023, and the statements of operations and accumulated surplus, changes in net financial assets, cash flows and the related schedules 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, 2023, 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 the financial statements in Canada, and we have fulfilled our other ethical responsibilities in accordance with these 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 related to going concern and using the going concern basis of accounting unless management either intends to liquidate the College or to cease operations, or has no realistic alternative but to do so.

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

Auditor's Responsibilities for the Audit of the Financial Statements

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

Prince Albert, Saskatchewan

September 28, 2023

MNP LLP

Chartered Professional Accountants

Cumberland College
Statement of Financial Position
as at June 30th, 2023

	June 30 2023	June 30 2022
Financial Assets		
Cash and cash equivalents <i>(Note 3)</i>	\$ 5,181,822	\$ 4,587,779
Accounts receivable <i>(Note 4)</i>	297,485	114,464
Total Financial Assets	5,479,307	4,702,243
Liabilities		
Accounts payable and accrued liabilities <i>(Note 6)</i>	489,929	228,334
Accrued salaries and benefits <i>(Note 7)</i>	277,404	278,217
Deferred revenue <i>(Note 8)</i>	403,326	337,610
Liability for employee future benefits <i>(Note 9)</i>	144,600	138,200
Total Financial Assets	1,315,259	982,361
Net Financial Assets (Net Debt)	4,164,048	3,719,882
Non-Financial Assets		
Tangible capital assets <i>(Note 10)</i>	4,900,461	5,095,010
Prepaid expenses	27,683	52,728
Total Non-Financial Assets	4,928,144	5,147,738
Accumulated Surplus	\$ 9,092,192	\$ 8,867,620
Accumulated Surplus is comprised of:		
Accumulated surplus from operations <i>(Note 14)</i>	\$ 9,092,192	\$ 8,867,620
Total Accumulated Surplus	\$ 9,092,192	\$ 8,867,620
Contractual Rights <i>(Note 15)</i>		
Contractual Obligations <i>(Note 16)</i>		

original signed by _____
 Alison Dubreuil, Suncrest College
 President & CEO – Former Interim
 President & CEO of legacy Cumberland
 College

original signed by _____
 Denis Caron, Administrator

Cumberland College Statement 2
Statement of Operations and Accumulated Surplus
for the year ended June 30th, 2023

	2023		
	Budget	2023	2022
Revenues (Schedule 2)			
Provincial government			
Grants	\$ 5,215,400	\$ 5,264,210	\$ 5,219,400
Other	125,000	124,640	227,520
Federal government			
Grants	113,870	67,715	93,956
Other revenue			
Administrative recoveries	65,572	6,085	10,914
Contracts	198,334	580,307	277,810
Interest	60,000	239,964	62,946
Rents	10,280	-	-
Resale items	19,000	49,067	22,607
Tuition	986,211	966,600	898,440
Donations	46,000	85,477	96,216
Other	58,333	64,736	55,554
Total revenues	6,898,000	7,448,801	6,965,363
Expenses (Schedule 3)			
General	3,153,706	3,272,196	3,033,798
Skills training	1,870,558	1,496,761	1,529,654
Basic education	1,489,849	1,701,240	1,779,552
Services	298,539	282,027	415,623
University	196,897	356,025	193,392
Scholarships	92,000	115,980	107,200
Total expenses	7,101,549	7,224,229	7,059,219
Surplus for the Year from Operations	(203,549)	224,572	(93,856)
Accumulated Surplus, Beginning of Year	8,867,620	8,867,620	8,961,476
Accumulated Surplus, End of Year	\$ 8,664,071	\$ 9,092,192	\$ 8,867,620

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

Cumberland College
Statement of Changes in Net Financial Assets
as at June 30th, 2023

	2023 Budget	2023	2022
Net Financial Assets, Beginning of Year	\$ 3,719,882	\$ 3,719,882	\$ 3,724,647
Surplus (Deficit) for the Year from Operations	(203,549)	224,572	(93,856)
Acquisition of tangible capital assets	(50,000)	(49,473)	(116,816)
Proceeds on disposals of tangible capital assets	-	-	-
Net loss (gain) on disposals of tangible capital assets	-	-	-
Amortization of tangible capital assets	211,423	244,022	225,925
Use (Acquisition) of prepaid expense	-	25,045	(20,018)
Change in Net Financial Assets	(42,126)	444,166	(4,765)
Net Financial Assets, End of Year	\$ 3,677,756	\$ 4,164,048	\$ 3,719,882

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 30th, 2023

	2023	2022
Operating Activities		
Surplus (Deficit) for the Year from Operations	\$ 224,572	\$ (93,856)
Non-cash items included in surplus		
Amortization of tangible capital assets	244,022	225,924
Change in non-cash working capital		
Decrease (increase) in accounts receivable	(183,021)	44,074
Increase (decrease) in accounts payable and accrued liabilities	261,595	25,720
Increase (decrease) in accrued salaries and benefits	(813)	(6,167)
Increase (decrease) in liability for employee future benefits	6,400	140,538
Increase (decrease) in deferred revenue	65,716	2,700
Increase (decrease) in prepaid expenses	25,045	(20,017)
Cash provided by operating activities	643,516	318,916
Capital Activities		
Cash used to acquire tangible capital assets	(49,473)	(116,816)
Cash used by Capital Activities	(49,473)	(116,816)
Increase in Cash and Cash equivalents	594,043	202,100
Cash and Cash Equivalents, Beginning of Year	4,587,779	4,385,679
Cash and Cash Equivalents, End of Year	\$5,181,822	\$ 4,587,779

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. 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 \$144,600 (2022 - \$138,200) 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 \$698 (2022 - \$211) 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 conditions, occurring within one fiscal year, could require a material change in the amounts recognized or disclosed.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

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, 2023 and June 30, 2022 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 pro-rated 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.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Employee Pension Plans

Multi-Employer Defined Benefit Plans

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

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

Revenue Recognition

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

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

- i) **Government Transfers (Grants)**
Grants from governments are considered to be government transfers. Government transfers are recognized as revenues when the transfer is authorized, all eligibility criteria have been met, the amount can be estimated and collection is reasonably assured except when, and to the extent, stipulations by the transferor give rise to an obligation that meets the definition of a liability.
- ii) **Fees and Services**
Revenues from tuition fees and other services are recognized in the year they are earned. Amounts that are restricted pursuant to legislation, regulation or agreements with external parties that may only be used in the conduct of certain programs or in the delivery of specific services and transactions are initially recorded as deferred revenue and subsequently recognized as revenue in the fiscal year the related expenses are incurred, or services are performed.
- iii) **Interest Income**
Interest is recognized on an accrual basis when it is earned.
- iv) **Other (Non-Government Transfer) Contributions**
Unrestricted contributions are recognized as revenue in the year received or in the year the funds are committed to the College if the amount can be reasonably estimated, and collection is reasonably assured. Externally restricted contributions are contributions for which the contributor has placed restrictions on the use of the resources. Externally restricted contributions are deferred until the resources are used for the purpose specified, at which time the contributions are recognized as revenue. In-kind contributions are recorded at their fair value when they are received.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Expenses

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

Contingent Liabilities

Contingent liabilities are potential liabilities which may become actual liabilities when one or more future events occur or fail to occur. To the extent that a 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.

Accounting Standards 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 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 the new and amended standard on the effective date and is currently analyzing the impact this will have on these financial statements.

3. 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.

	June 30 2023		June 30 2022	
Cash and bank deposits	\$	5,181,822	\$	4,587,779
Cash and cash equivalents	\$	5,181,822	\$	4,587,779

4. ACCOUNTS RECEIVABLE

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

	June 30 2023	June 30 2022
Provincial government:		
Advanced Education/Immigration and Career Training	\$ 14,090	\$ 3,962
Federal government	5,949	33,009
Other receivables	278,144	77,704
	298,183	114,675
Less: Allowance for doubtful accounts	(698)	(211)
Accounts receivable, net of allowances	\$ 297,485	\$ 114,464

5. 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 on June 30, 2023 was \$nil (2021 - \$nil).

6. ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

	2023	2022
Trade payable and accrued liabilities	\$ 489,929	\$ 228,334

7. ACCRUED SALARIES AND BENEFITS

	2023	2022
Accrued salaries and benefits	\$ 277,404	\$ 278,217

8. DEFERRED REVENUE

	June 30 2022	Addition during the year	Revenue recognized in the year	June 30 2023
East Side Limb	\$ 115,361	\$ -	\$ 115,361	\$ -
Minister of Immigration and Career Training	7,196	-	7,196	-
RBC Grant	844	-	844	-
Red Earth First Nation	7,500	-	5,591	1,909
IATEC	-	41,247	-	41,247
Minister of Immigration and Career Training - Training Voucher	-	44,090	43,082	1,008
Minister of Immigration and Career Training - Umbrella Contract	-	15,000	5,538	9,462
Tuition Deposits	206,709	349,700	206,709	349,700
Deferred revenue	\$ 337,610	\$ 450,037	\$ 384,321	\$ 403,326

9. 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 2023	June 30 2022
Actuarial valuation (extrapolation) date	(30-Jun-23)	30-Jun-22
Long-term assumptions used:		
Salary escalation rate (percentage)	2.50%	2.50%
Discount rate (percentage)	3.90%	3.90%
Expected average remaining service life (years)	10.8	10.8

	June 30 2023	June 30 2022
Liability for Employee Future Benefits		
Accrued Benefit Obligation - beginning of year	\$ 166,400	\$ 154,300
Current period benefit cost	22,500	24,100
Valuation effect	-	27,600
Interest cost	6,400	3,800
Benefit payments	(25,300)	(26,700)
Actuarial (gains) losses	-	(16,700)
Accrued Benefit Obligation - end of year	170,000	166,400
Unamortized Net Actuarial Gains / Losses	(25,400)	(28,200)
Liability for Employee Future Benefits	\$ 144,600	\$ 138,200
	June 30 2023	June 30 2022
Employee Future Expense		
Current period benefit cost	\$ 22,500	\$ 24,100
Amortization of net actuarial gain / loss	2,800	1,500
Benefit cost	25,300	25,600
Interest cost on unfunded employee future benefits obligation	6,400	3,800
Total Employee Future Benefits Expense	\$ 31,700	\$ 29,400

10. TANGIBLE CAPITAL ASSETS

	Furniture						2023	2022
	Buildings	Leasehold Improvements	Equipment Computers	Automotive Equipment	System Development	Work in Progress		
Tangible Capital Assets - at Cost:								
Opening Balance at Start of Year	8,219,643	488,212	1,093,579	207,100	32,384	73,611	10,114,529	9,997,713
Additions/Purchases	-	-	-	-	75,292	47,791	123,083	116,816
Disposals	-	-	-	-	-	-	-	-
Transfers to (from)	-	-	-	-	-	(73,611)	(73,611)	-
Closing Balance at End of Year	8,219,643	488,212	1,093,579	207,100	107,676	47,791	10,164,001	10,114,529
Tangible Capital Assets - Amortization:								
Opening Balance at Start of Year	3,670,298	117,903	1,048,558	150,376	32,384	-	5,019,519	4,793,595
Amortization for the Period	136,712	24,410	26,329	31,473	25,098	-	244,022	225,924
Disposals	-	-	-	-	-	-	-	-
Closing Balance at End of Year	3,807,010	142,313	1,074,887	181,849	57,482	-	5,263,540	5,019,519
Net Book Value:								
Opening Balance at Start of Year	4,549,344	370,310	45,021	56,724	-	73,611	5,095,010	5,204,118
Closing Balance at End of Year	4,412,633	345,899	18,692	25,252	50,194	47,791	4,900,461	5,095,010
Change in Net Book Value	136,711	24,411	26,329	31,473	(50,194)	25,820	194,549	109,108

11. 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:

	2023	2022
Number of active College members	14	16
Member contribution rate (percentage of salary)		
Integrated rate	9.5%	9.5%
Non-integrated rate	11.7%	11.7%
Member contributions for the year	\$97,583	\$120,527

ii) Municipal Employee’s Pension Plan (MEPP)

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

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:

	2023	2022
Number of active College members	53	56
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	\$236,644	\$254,431
College contributions for the year	\$236,644	\$254,431

12. 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.

The aging of accounts receivable at June 30, 2023 and June 30, 2022 was:

	June 30, 2023		June 30, 2022	
	Accounts Receivable	Allowance of Doubtful Accounts	Accounts Receivable	Allowance of Doubtful Accounts
Current	\$ 275,176	\$ -	\$ 71,558	\$ -
30-60 days	12,511	-	600	-
60-90 days	1,231	-	5,260	-
Over 90 days	3,316	698	286	211
Government Receivable:	5,949	-	36,971	-
Total	\$ 298,183	\$ 698	\$ 114,675	\$ 211
Net		\$ 297,485		\$ 114,464

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, 2023		
	Within 6 months	6 months to 1 year	1 to 5 years
Accrued salaries and benefits	\$ 138,702	\$ 138,702	\$ -
Accounts payable and accrued liabilities	489,929	-	-
Total	\$ 628,631	\$ 138,702	\$ -

iii) Interest Rate Risk

Interest rate risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in market interest rates. The College's interest rate exposure is limited to cash and cash equivalents. The College also has an authorized bank line of credit of \$100,000 with interest payable monthly at a rate of prime less 0.5%. Changes in the bank's prime rate can cause fluctuation in interest payments and cash flows. There was no balance outstanding on this credit facility as of June 30, 2023 or June 30, 2022.

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

13. BUDGET FIGURES

Budget figures included in the financial statements have been derived from the budget approved by the Board of Directors on April 28, 2022 and the Minister of Advanced Education on July 20, 2022. The budget figures are unaudited.

14. 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
Schedule of Accumulated Surplus
for the year ended June 30, 2023

	June 30 2022	Additions During the Year	Reductions During the Year	June 30 2023
Invested in Tangible Capital Assets				
Net Book Value of Tangible Capital Assets	\$ 5,095,010	\$ 49,474	\$ (244,022)	4,900,461
Less: Debt owing on Tangible Capital Assets	-	-	-	-
	<u>5,095,010</u>	<u>49,474</u>	<u>(244,022)</u>	<u>4,900,461</u>
Designated Assets				
Capital Projects:				
Melfort campus development	246,500	-	-	246,500
Melfort campus	341,463	-	-	341,463
Nipawin facility	180,759	-	-	180,759
Preventative Maintenance and Renewal	23,581	62,000	(47,791)	37,790
	<u>792,303</u>	<u>62,000</u>	<u>(47,791)</u>	<u>806,512</u>
Other:				
Operations	182,686	-	-	182,686
Vehicles	17,928	-	-	17,928
Enterprise Resource Planning System	286,000	143,000	-	429,000
Technology	113,948	-	-	113,948
Programs and Services	308,123	-	-	308,123
ABE	48,867	-	(8,443)	40,424
ABE on reserve	27,803	-	(20,447)	7,356
ESWP	144,220	110,589	-	254,809
Skills Training	741,126	134,197	-	875,323
Learner support	376,518	-	-	376,518
Scholarships-donors	65,805	15,497	-	81,302
Building operating maintenance	100,000	-	-	100,000
Professional development	75,000	-	(75,000)	-
Elder in Residence- New Horizons	26,229	-	-	26,229
Economic Recovery Program	68,964	-	(68,964)	-
Strategic Initiatives	128,157	-	-	128,157
Coalition Initiatives	68,925	-	-	68,925
	<u>2,780,299</u>	<u>403,283</u>	<u>(172,855)</u>	<u>3,010,728</u>
Total	<u>3,572,602</u>	<u>465,283</u>	<u>(220,646)</u>	<u>3,817,240</u>
Unrestricted Operating Surplus	<u>200,009</u>	<u>689,235</u>	<u>(514,755)</u>	<u>374,491</u>
Total Accumulated Surplus from Operations	<u>\$ 8,867,620</u>	<u>\$ 1,203,992</u>	<u>\$ (979,423)</u>	<u>\$ 9,092,192</u>

15. 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:

	2024	2025	2026	Total
Program Delivery - Immigration, Refugees and Citizenship Canada	\$116,526	\$117,979	\$ -	\$ 234,505
Total Contractual Rights	\$116,526	\$117,979	\$ -	\$ 234,505

16. CONTRACTUAL OBLIGATIONS AND COMMITMENTS

	2024	2025	2026	Total
Melfort Lease	\$95,781	\$99,601	-	\$195,382
Total Contractual Obligations and Commitments	\$95,781	\$99,601	-	\$195,382

17. MERGER DISCLOSURE

Effective July 1, 2023, Cumberland College will amalgamate with Parkland College and the amalgamated entity will carry on operations under the name Suncrest College. Upon amalgamation, the assets and liabilities of Parkland College and Cumberland College will become the assets and liabilities of the amalgamated entity at carrying value.

18. RELATED PARTIES

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

(a) Related Party Transactions:

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

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

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

19. STATEMENT OF REMEASUREMENT GAINS AND LOSSES

The financial statements do not include a Statement of Remeasurement Gains and Losses since there were no unrealized changes in fair value.

Schedule of Revenues and Expenses by Function

Cumberland College
Schedule of Revenues and Expenses by Function (Schedule 1)
for the period ended June 30th, 2023

	2023 Actual										2023		2023		2022		
	Skills Training		Basic Education		Education		Services		University	Scholarships	Actual	Budget	Actual	Actual			
	Credit	Non-credit	Credit	Non-credit	Non-credit	Support	Counsel	Credit							Budget	Actual	
Revenues (Schedule 2)																	
Provincial Government	\$ 2,763,500	\$ 899,876	\$ 119,324	\$ 1,399,600	\$ 35,910	\$ 124,640	\$ -	\$ -	\$ -	\$ 46,000	\$ 5,388,850	\$ 5,340,400	\$ 5,446,920				
Federal Government	-	-	-	-	67,715	-	-	-	-	-	67,715	113,870	93,956				
Other	621,353	318,068	378,595	412,877	-	45,121	-	-	130,745	85,477	1,992,236	1,443,730	1,424,487				
Total Revenues	3,384,853	1,217,944	497,919	1,812,477	103,625	169,761	-	-	130,745	131,477	7,448,801	6,898,000	6,965,363				
Expenses (Schedule 3)																	
Agency Contracts	53,790	60,678	261,753	1,136	-	230	-	-	267,372	-	644,959	474,162	472,896				
Amortization	244,022	-	-	-	-	-	-	-	-	-	244,022	211,423	225,924				
Equipment	31,788	3,670	3,148	2,659	-	3,228	959	-	159	-	45,611	108,180	43,040				
Facilities	205,519	22,075	-	15,676	1,580	-	-	-	5,011	-	249,861	260,560	205,549				
Information Technology	138,020	55	409	2,910	-	-	-	-	-	-	141,394	178,537	126,381				
Operating	341,424	119,713	24,544	45,964	14,587	22,735	2,020	-	6,626	-	577,613	568,772	491,806				
Personal Services	2,257,634	856,188	144,528	1,500,557	116,171	206,578	46,277	-	76,857	115,980	5,320,770	5,299,915	5,493,622				
Total Expenses	3,272,196	1,062,379	434,382	1,568,902	132,338	232,771	49,256	-	356,025	115,980	7,224,229	7,101,549	7,059,218				
Surplus (Deficit) for the year	\$ 112,657	\$ 155,565	\$ 63,537	\$ 243,575	\$ (28,713)	\$ (63,010)	\$ (49,256)	\$ -	\$ (225,280)	\$ 15,497	\$ 224,572	\$ (203,549)	\$ (93,855)				

Schedule of Revenues by Function

Cumberland College
Schedule of Revenues by Function (Schedule 2)
for the period ended June 30th, 2023

	2023 Revenues Actual										2023 Total Revenues Actual	2023 Total Revenues Budget	2022 Total Revenues Actual			
	Skills Training		Non-credit		Credit		Basic Education		Non-credit					Credit		
	Credit	Non-credit	Credit	Non-credit	Credit	Non-credit	Credit	Non-credit	Credit	Non-credit				Credit		
Provincial Government																
Advanced Education/ Economy																
Operating grants																
Program grants																
Capital grants																
Contracts																
Other																
Other provincial																
Total Provincial																
Federal Government																
Program grants																
Other Federal																
Total Federal																
Other Revenue																
Admin recovery																
Contracts																
Interest																
Rents																
Resale items																
Tuitions																
Donations																
Other																
Total Other																
Total Revenues																

Schedule of Expenses by Function

Cumberland College
 Schedule of Expenses by Function (Schedule 3)
 for the period ended June 30th, 2023

	2023 Expenses Actual										2023 Total Expenses Actual	2023 Total Expenses Budget	2022 Total Expenses Actual				
	General (Schedule 4)		Skills Training		Basic Education		Services		University					Scholarships			
	Credit	Non-credit	Credit	Non-credit	Credit	Non-credit	Learner Support	Counsel	Credit	Non-credit							
Agency Contracts																	
Contracts	\$ 53,790	\$ 60,678	\$ 261,753	\$ 1,136	\$ -	\$ 230	\$ -	\$ 267,372	\$ -	\$ 474,162	\$ -	\$ 474,162	\$ -	\$ 472,896	\$ -	\$ 472,896	\$ -
Amortization	244,022	-	-	-	-	-	-	-	-	-	-	-	-	244,022	-	244,022	-
Equipment																	
Equipment (non-capital)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Rental	31,744	3,670	3,148	2,659	-	3,228	-	959	159	-	-	-	-	45,567	-	45,567	-
Repairs and maintenance	44	-	-	-	-	-	-	-	-	-	-	-	-	44	-	44	-
Facilities	31,788	3,670	3,148	2,659	-	3,228	-	959	159	-	-	-	-	45,611	-	45,611	-
Building supplies	21,244	-	-	-	-	-	-	-	-	-	-	-	-	21,244	-	21,244	-
Grounds	6,642	-	-	-	-	-	-	-	-	-	-	-	-	6,642	-	6,642	-
Janitorial	21,624	-	-	50	-	-	-	-	-	-	-	-	-	21,674	-	21,674	-
Rental	70,108	22,075	-	15,626	1,580	-	-	-	5,011	-	-	-	-	114,400	-	114,400	-
Repairs and maintenance buildings	21,368	-	-	-	-	-	-	-	-	-	-	-	-	21,368	-	21,368	-
Utilities	64,533	-	-	-	-	-	-	-	-	-	-	-	-	64,533	-	64,533	-
	205,519	22,075	-	15,676	1,580	-	-	-	5,011	-	-	-	-	249,861	-	249,861	-
Information Technology																	
Computer services	23,869	-	-	2,910	-	-	-	-	-	-	-	-	-	26,779	-	26,779	-
Equipment (non-capital)	4,840	55	-	-	-	-	-	-	-	-	-	-	-	4,895	-	4,895	-
Materials & supplies	3,682	-	409	-	-	-	-	-	-	-	-	-	-	3,991	-	3,991	-
Repairs & maintenance	105,729	-	-	-	-	-	-	-	-	-	-	-	-	105,729	-	105,729	-
Software (non-capital)	138,020	55	409	2,910	-	-	-	-	-	-	-	-	-	141,394	-	141,394	-
Operating	16,890	51,528	14,315	1,530	268	-	-	-	3,300	-	-	-	-	87,831	-	87,831	-
Advertising	5,428	1,214	-	797	-	-	-	86	-	-	-	-	-	7,825	-	7,825	-
Association fees & dues	698	-	-	-	-	-	-	-	-	-	-	-	-	698	-	698	-
Bad debts	26,669	-	-	-	-	-	-	5	-	-	-	-	-	26,674	-	26,674	-
Financial services	1,799	-	-	-	-	-	-	-	-	-	-	-	-	1,799	-	1,799	-
In-service (includes PD)	48,003	646	-	-	-	-	-	-	-	-	-	-	-	48,649	-	48,649	-
Insurance	35,633	24,067	3,671	12,021	10,703	10,584	-	22	1,144	-	-	-	-	97,845	-	97,845	-
Materials & supplies	8,700	740	-	-	-	-	-	-	-	-	-	-	-	9,440	-	9,440	-
Postage, freight & courier	1,429	367	110	-	-	-	-	-	37	-	-	-	-	1,943	-	1,943	-
Printing & copying	87,246	-	-	25,566	-	-	-	-	-	-	-	-	-	112,812	-	112,812	-
Professional services	3,958	36,418	3,113	-	-	-	-	-	-	-	-	-	-	39,531	-	39,531	-
Resale items	54,530	-	-	-	-	-	-	-	-	-	-	-	-	54,530	-	54,530	-
Subscriptions	39,029	4,733	3,335	2,504	-	-	-	583	1,819	-	-	-	-	60,734	-	60,734	-
Telephone & fax	1,871,770	768,123	136,019	3,344	2,679	3,900	1,324	326	-	-	-	-	-	58,670	-	58,670	-
Travel	1,141	-	-	989	140	-	-	-	-	-	-	-	-	19,203	-	19,203	-
Other	34,1424	119,713	24,544	45,964	14,587	22,735	2,020	6,626	-	-	-	-	-	577,613	-	577,613	-
Personal Services																	
Employee benefits	352,163	87,990	8,509	148,906	4,555	48,822	11,016	12,590	-	-	-	-	-	674,551	-	674,551	-
Honoraria	11,910	75	-	-	-	3,091	-	-	-	115,980	-	-	-	131,056	-	131,056	-
Salaries	1,871,770	768,123	136,019	1,345,731	111,616	153,165	35,261	64,267	-	-	-	-	-	4,485,952	-	4,485,952	-
Other	21,791	-	-	5,920	-	1,500	-	-	-	-	-	-	-	29,211	-	29,211	-
	2,257,634	856,168	144,528	1,500,557	116,171	208,578	46,277	76,857	115,980	-	-	-	-	5,320,770	-	5,320,770	-
Total Expenses	\$ 3,272,196	\$ 1,062,379	\$ 434,382	\$ 1,568,902	\$ 132,338	\$ 232,771	\$ 49,256	\$ 356,025	\$ 115,980	\$ 7,224,229	\$ -	\$ 7,224,229	\$ -	\$ 7,101,549	\$ -	\$ 7,101,549	\$ -

Expenses by Function

Cumberland College
Schedule of General Expenses by Functional Area (Schedule 4)
for the period ended June 30th, 2023

	2023 General Actual				2023	2023	2022
	Governance	Operating and Administration	Facilities and Equipment	Information Technology	Total General Actual	Total General Budget	Total General Actual
Agency Contracts							
Contracts	\$ -	\$ 53,790	\$ -	\$ -	\$ 53,790	\$ 25,000	\$ 23,201
	-	53,790	-	-	53,790	25,000	23,201
Amortization	-	244,022	-	-	244,022	211,423	225,924
Equipment							
Equipment (non-capital)	-	-	-	-	-	12,500	-
Rental	-	-	29,362	2,382	31,744	43,550	31,553
Repairs and maintenance	-	-	44	-	44	7,550	9
	-	-	29,406	2,382	31,788	63,600	31,562
Facilities							
Building supplies	-	-	21,244	-	21,244	21,650	7,672
Grounds	-	-	6,642	-	6,642	7,400	8,369
Janitorial	-	-	21,624	-	21,624	22,500	21,624
Rental	-	-	70,108	-	70,108	66,200	56,346
Repairs & maintenance buildings	-	-	21,368	-	21,368	19,000	17,337
Utilities	-	-	64,533	-	64,533	66,500	52,158
	-	-	205,519	-	205,519	203,250	163,506
Information Technology							
Computer services	-	-	-	23,869	23,869	15,357	18,498
Equipment (non-capital)	-	-	-	4,840	4,840	31,000	50,163
Materials & supplies	540	-	-	3,042	3,582	10,690	5,072
Repairs & maintenance	-	-	-	-	-	3,000	-
Software (non-capital)	2,246	1,918	-	101,565	105,729	80,220	34,445
	2,786	1,918	-	133,316	138,020	140,267	108,178
Operating							
Advertising	-	16,890	-	-	16,890	15,592	16,820
Association fees & dues	3,663	1,765	-	-	5,428	6,409	7,247
Bad debts	-	698	-	-	698	-	211
Financial services	-	26,669	-	-	26,669	24,960	24,306
In-service (includes PD)	-	1,799	-	-	1,799	7,500	903
Insurance	8,171	39,832	-	-	48,003	40,160	36,165
Materials & supplies	4	35,616	-	13	35,633	37,790	48,282
Postage, freight & courier	-	8,700	-	-	8,700	7,700	8,866
Printing & copying	-	1,429	-	-	1,429	2,950	9,695
Professional services	-	87,246	-	-	87,246	46,011	78,063
Resale items	-	-	-	-	-	2,000	130
Subscriptions	-	3,958	-	-	3,958	3,000	3,403
Telephone & fax	-	53,918	-	612	54,530	47,749	43,538
Travel	4,241	33,422	-	1,366	39,029	30,080	25,213
Other	279	11,132	-	-	11,411	8,100	2,442
	16,358	323,074	-	1,992	341,424	280,001	305,284
Personal Services							
Employee benefits	507	325,568	-	26,088	352,163	357,086	383,149
Honoraria	9,510	2,400	-	-	11,910	16,175	15,585
Salaries	-	1,673,552	-	198,218	1,871,770	1,794,174	1,720,460
Other	-	21,791	-	-	21,791	62,730	56,949
	10,017	2,023,311	-	224,306	2,257,634	2,230,165	2,176,143
Total General Expenses	\$ 29,161	\$ 2,646,115	\$ 234,925	\$ 361,995	\$ 3,272,196	\$ 3,153,706	\$ 3,033,798

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

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

Blended Learning: Practice of using electronic and online media as well as traditional face-to-face instruction in teaching students

Blended Working: Way of working that combines on- and off-site working, as well as flexibility in when, and for how long, workers engage in work-related tasks

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

CCA: Continuing Care Assistant

CCLB: Center for Canadian Language Benchmarks

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

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

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

FNUniv: First Nations University of Canada

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

HHR: Health Human Resources Action Plan

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
IATEC: Indigenous Access Transition Education Certificate

LERN: Learning Resources Network

LINC: Language Instruction for Newcomers to Canada

LPN: Licensed Practical Nurse

MELT: Mandatory Entry Level Training

M. Ed.: Master of Education

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

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

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

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)

RIDE: ReconciliAction, Inclusion, Diversity, and Equity

SAT: Scholastic Assessment Test

SQL: Structured Query Language

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.

TESL: Teaching English as a Second Language

U of R: University of Regina

U of S/USask: University of Saskatchewan

Melfort Campus

400 Burns Avenue East
Box 2320
Melfort, SK S0E 1A0
306.752.2786

Nipawin Campus

503 - 2nd Street East
Box 2225
Nipawin, SK S0E 1E0
306.862.9833

Tisdale Campus

800 - 101 Street
Box 967
Tisdale, SK S0E 1T0
306.873.2525

www.cumberlandcollege.sk.ca