



# STRONGER TOGETHER

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Coalition  
Strategic Plan  
2020 - 2025

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# MESSAGE FROM THE BOARD CHAIRS AND PRESIDENT

“Unprecedented” — “has never been experienced or happened before”.

We are living in unprecedented times. We are educating and training in unprecedented times. We are seeking to meet the needs of our employers in unprecedented times. We are working to meet the diverse needs of our learners in unprecedented times. We are introducing a significant shift in how we deliver programs and services in unprecedented times.

Although COVID-19 has had an unprecedented negative impact on our operations in many ways, it also produced some unprecedented positive results. The plan to transition to a blended learning and blended working environment was moved up by some three years as we had to adapt virtually instantaneously to a new reality. With substantive achievement of this goal, we now have the opportunity to focus time and resources on other goals that may not have been considered for years.

In this environment, on behalf of our Boards of Governors and our staff, we are pleased to present the 2020-2025 Coalition Strategic Plan. This plan incorporates a new model for developing our students and staff — the “E-Shaped Learner,” wherein we desire to develop Technical skills *and* Employability, Entrepreneurial, and Electronic Literacy skills. These are skills that employers are wanting in new hires and their existing staff. Colleges are good at developing technical skills in a learner’s chosen field. The Employability and Entrepreneurial skills address the so-called “soft skills” gap that employers often wish students could acquire prior to graduation. Electronic Literacy deals with the fact that many students use technology for entertainment and communication, but much less as a work or productivity tool.

As you read about our challenges and opportunities, you will be impressed with the magnitude of the task before us. As you delve into our strategy to address these, we trust you will be moved by our pluck, resilience, and vision, and be considering how you can collaborate with us on this magnificent journey!

As Treaty People, we look forward to working with our learners, staff, governments, employers, Indigenous Peoples, and communities to further develop our colleges, through the Coalition, to be relevant, agents for change, trendsetters, and stimulants for sustainable development in Northeast and East Central Saskatchewan, our great province, nationally, and around the world.

On behalf of the Boards of Governors  
of Cumberland College  
and Parkland College,

Ray Sass and Corinna Stevenson  
Co-Chairs, Boards of Governors

On behalf of  
our students and staff,

J. Mark A. Hoddenbagh, Ph.D.  
President and CEO  
Cumberland College & Parkland College

# INTRODUCTION

We are all Treaty People in the Northeast and East Central regions covered by Cumberland College and Parkland College. We acknowledge that the colleges are situated on Indigenous Peoples' territories that are covered by Treaties 4, 5 and 6, the homeland of the Métis People, and the adopted home of non-Indigenous Peoples from around the world. As Treaty People, we are committed to working with our learners, employers, governments, and communities to explore, develop, and implement initiatives that benefit all stakeholders.

The world drastically changed in 2020. The COVID-19 pandemic resulted in a financial crisis, a decrease in social activity, and an entirely new way of interaction. Life has become more complicated and people more hesitant. The way that we work, play, govern, and learn is not the same as it was even just a year ago.

The world of post-secondary education (PSE) has not been immune to these changes. PSE in Saskatchewan has never seen a more challenging time, but it has also never seen a time of such great potential and opportunity. Where some would see budget constraints, falling student numbers, and health-induced social restrictions as a problem, we see them as the catalyst for a leap into a sleek, modern, streamlined approach to education that will actually result in growth for colleges and success for students.

Where some would look back on a year no one could have predicted and claim that planning for the future at a time like this might be difficult, we believe that now is the perfect time to dream big, plan smart, and realize the goals we have as institutions of higher learning. We must be able to innovate, evolve, and adapt to anything that might come our way.

The Cumberland/Parkland Coalition Strategic Plan 2020-2025 sets the foundation for how we will move forward and how we will turn **adversity to advantage**.



## AT A GLANCE



- Campuses in Melfort, Tisdale, and Nipawin
- 75 employees
  - 52 FTE (full time equivalent) positions
- 963 individuals enrolled in 2019-20
  - 418 FLE (full load equivalent) students



\$7.4 million budget



- Specialized facilities:
  - Health care simulator
  - Multi-purpose trades

# THE COALITION

The Coalition was established in 2018-19 by the Boards of Cumberland College and Parkland College. The pilot partnership is exploring new ways for Saskatchewan regional colleges to work together to improve operational efficiencies in resource use and enhance organizational effectiveness in impacting students, employers, and communities.

The Coalition is guided by five principles:

1. Strong connections to regional learners and industry maintained;
2. Transformation should position college sector to achieve benefits;
3. Transformational change is a journey not a destination;
4. Attrition will be primary means to achieve organizational change; and
5. Changes to the system will be assessed and adapted continuously.

The first year (2019-20) was used to establish solid working relationships, governance structures, and organizational alignment. The Coalition took time to listen to the voices of our internal and external stakeholders with the goal of satisfying a major deliverable of the Coalition: the creation of a five-year strategic plan.

Based on the five principles above, feedback from learners, staff, employers, and community representatives, and input from the Boards, the 2020-2025 Strategic Plan has been shaped.



## AT A GLANCE



- Campuses in Yorkton (4), Melville (2), Esterhazy, Fort Qu'Appelle, Canora, and Kamsack
- 199 employees
  - 95 FTE (full time equivalent) positions
- 3,698 individuals enrolled in 2019-20
  - 736 FLE (full load equivalent) students



\$15 million budget



- Specialized facilities:
  - Emergency Services Training Site
  - Agriculture research farm
  - Power boiler
  - Health care simulator
  - Multi-purpose trades

# POST- SECONDARY EDUCATION LANDSCAPE

## National Landscape

In Canada, post-secondary education (PSE) is facing many challenges.

External challenges include funding pressures as provincial governments seek to balance budgets through cuts, employer expectations that have evolved to require graduates with critical thinking and innovation skills in addition to technical skills, and the building of collaborative relationships with communities. These are exacerbated by COVID-19 concerns such as potential student apprehension over attending a physical PSE location, uncertainty regarding the length of COVID-19 restrictions, and the unknown impact on long term budgets.

Internal challenges include helping students and staff navigate mental health concerns, grappling with the precarious work situations of many employees, physical and technology infrastructure renewal, addressing the recommendations of the Truth and Reconciliation Commission, expanding revenue sources, and maintaining or growing domestic and International student numbers.

COVID-19 has introduced new challenges such as social distancing regulations and the move to blended learning and blended working environments, which have greatly affected both students and staff and will impact institutions into the foreseeable future.

The Canadian economy is in a transition necessitated by the pandemic, and colleges must determine how to best respond to the needs of students and employers and positively impact their communities.

# POST-SECONDARY EDUCATION LANDSCAPE

## Provincial Landscape

Saskatchewan and its PSE institutions are uniquely positioned to thrive in this uncertain time.

Budget cuts have come to our schools as they have in many places across Canada: Saskatchewan regional colleges experienced a \$1 million decrease in funding in the 2019-20 year, and though there will be a slight increase for 2020-21 to cover Collective Bargaining increases, there will be no increases for either operations or programming. This will force our schools to innovate and seek to expand other sources of revenue while modernizing the delivery of education at a lower cost.

We believe we have the personnel to achieve this, in both our boardrooms and our classrooms. Indigenous learners, along with marginalized learners, form the majority of students in many rural and remote areas of Saskatchewan, and PSE designed to support the success of these students will result in growth and development for the province as a whole. The potential of our entire student body and workforce is our greatest resource.

Small and medium enterprises make up the majority of the employer community in these same rural areas, and PSE that addresses their needs in a cost-effective and engaging way will keep Saskatchewan at work and financially stable.

Rural depopulation is a longstanding problem that PSE institutions can help to address by providing training and supporting jobs that keep graduates in, and attract immigrants to, these regions. Modern and innovative methods for delivering this training will show both students and employers the value of PSE and the advantages of studying in, living in, and working across Saskatchewan.

# POST-SECONDARY EDUCATION LANDSCAPE

“People without jobs and jobs without people” is another concern in our province. Cutting-edge sectors that are experiencing a growth in demand do not always have the necessary supply of workers to fill that demand. The information technology sector in particular is on the rise in Saskatchewan (currently 5% of the GDP), but a lack of people with technology skills is hindering growth. This is something that regional colleges will be able to address with proper planning and investment.

Any plan that Saskatchewan PSE institutions form must take into consideration the accountability guidelines and expectations set forth in the *Saskatchewan Growth Plan 2020-2030*. This seminal document outlines the government’s 10-year goals in the areas of the economy, education, workforce development, and social development. With a focus on sustainability in all areas, the plan identifies many opportunities for PSE participation and leadership.

## Opportunities for PSE Identified in the *Saskatchewan Growth Plan 2020-2030*

Supporting Learners	Supporting the Economy	Supporting Employers	Supporting Workers & Communities
Offering dual credit courses in cooperation with the K-12 sector	Offering new programs that align with areas of economic growth	Leveraging federal workforce development programs together	Collaboration to enhance the quality of life for residents
Expanding Work-Integrated Learning/ Experiential Learning	Conducting research in areas of importance to the province	Developing training and research partnerships with employers	Supporting the health care system through training and research
Helping unemployed people navigate the path from education and training to employment	Establishing business incubators to assist entrepreneurs and SMEs	Working together to define skills, competencies, and labour market needs	Advancing micro-credential recognition to support career development
Supporting at-risk and underserved learners from all communities	Engaging Indigenous business in supplying goods and services to the public sector	Collaborating on research focused on their challenges	Upskilling employed workers seeking to improve their skills
Updating apprenticeship legislation	Supporting International students and immigrants	Supporting Indigenous employers through workforce development	Collaborating on research to address needs

In addition, the Ministry of Advanced Education has five expectations of PSE institutions in Saskatchewan:

1. Be accessible to learners;
2. Be responsive to stakeholders;
3. Be accountable for use of resources and outcomes;
4. Be sustainable; and
5. Be providers of a quality education.

The Ministry is also looking at a performance- and outcomes-based funding framework that could impact PSE budgets and operations in the future.

# POST- SECONDARY EDUCATION LANDSCAPE

## Regional Landscape

The regional perspective was obtained through some 20 internal and external engagement sessions held throughout the Parkland and Cumberland regions. Participants included students, staff, employers, community members, and elected officials.

These stakeholders identified many areas of concern in their communities: poverty, lack of job opportunities, depopulation of rural areas, unemployment, affordable housing, mental health supports, more acceptance of diversity, and public transportation. Additionally, concerns noted for Indigenous communities included sub-standard infrastructure, poor water quality, social issues, access to technology, and connectivity to the internet.

Participants shared compelling visions for their communities. They envision population growth, better integration of immigrants, increased opportunities for young people to remain in or return to the region, improved infrastructure, decreased rates of violence and suicides, improved mental health, better and higher paying jobs, greater sustainability, and stronger partnerships within and between communities. They desire mutually beneficial relationships with Indigenous communities that are focused on reconciliation and working together to meet our collective challenges.

A major theme was foreseeing the colleges play a much larger role in North-east and East Central Saskatchewan through new programs, deeper partnerships, collaborations with employers to grow their organizations, and working with communities to address challenges and opportunities. Program areas of particular interest included Tourism & Hospitality, Environment, IT, Agriculture, and more Trades. It was noted that improving program delivery to address the needs of learners would be welcomed.

### Who are our students?

There is no typical Coalition student.

Students range from those coming straight from high school to grandparents. Close to half of our students declare Indigenous ancestry. Some learners have minimal literacy and numeracy skills, others have Masters degrees. We educate junior hockey players, at-risk youth, underserved learners, parents, students with addictions and mental health issues, those who have experienced traumas, International students, new immigrants, and those still living at home.

What our learners have in common is that they want to improve their lives and prospects for the future.

The question is, "How can we help each of them achieve this?"

# POST- SECONDARY EDUCATION LANDSCAPE

## Coalition Landscape

The regional engagement sessions provided attendees with an opportunity to provide feedback on the colleges and their future.

Major strengths of the colleges were recognised:

- adapt to changes quickly
- provide training locally to those unable to move to other places to further their education
- caring and intelligent staff
- visibility in communities
- good reputations
- a focus on student success
- connections to local employers
- robust IT infrastructure
- sense of community
- small class sizes
- safe atmospheres
- relevant training

Conversely, weaknesses were also flagged:

- dependence on brokering institutions
- communication between departments
- mental health and wellness services
- website not user friendly
- lack of student housing
- day care
- responsiveness to industry
- relevant programming
- limited programming in rural areas
- antiquated administrative processes and systems
- space constraints
- efficient use of space
- extracurricular activities
- attracting qualified candidates for senior positions
- pay disparity with other sectors
- awareness in our communities of what colleges offer
- being seen as an extension of high school
- dependence on government funding
- internal resistance to change

# POST-SECONDARY EDUCATION LANDSCAPE

Many opportunities were identified:

- enhance marketing and recruitment
- year-around programming and utilization of infrastructure
- increase staff capacity through training
- expand partnerships
- develop student housing
- provide day care services
- improve administrative processes and services
- develop online instructional capacity
- expand programming to other economic sectors
- offer general interest courses
- grow partnerships with First Nations and employers
- explore alternative program delivery modalities
- international student growth
- expand experiential learning opportunities

The National, Provincial, Regional, and Coalition Landscapes all have similar yet distinct challenges during this period and beyond.

How do we take “Adversity” and create “Advantage” as a Coalition in our communities?

## Blended Learning and Blended Working

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

- Online instruction may occur through a combination of synchronous and asynchronous delivery methods. This may include scheduled video conferencing, live webcasts, and recorded lectures, modules, assignments, and other exercises accessible when it is convenient for students.
- Face-to-face classes may be required for programs with substantial hands-on learning components which are not easily replicated in a virtual environment.
- Experiential learning provides learners with opportunities to apply their knowledge and practice their skills in real-life situations, such as a clinical placement in a health care facility or work placement with a local company.
- Alternative delivery methods include block programming (a course given over a few weeks versus a semester), non-traditional start and end dates, microcredentials, and other modalities that meet the needs of employers and learners even if not generally accepted within academia.

**Blended Working** refers to staff working from anywhere. Ensuring staff have the technology, objectives, and protocols to support robust connectivity, work productivity, and effective communications are the keys to success.

# POST-SECONDARY EDUCATION LANDSCAPE

## What programs and services do we / could we offer?

We offer Adult Basic Education (ABE) to help learners achieve their Grade 12 equivalency. We also develop and deliver Essential Workplace Skills training to prepare learners for the workforce. These programs are offered on and off reserve. Inclusion of dual credit courses would greatly benefit learners by exposing them to career options and easing their transition to PSE.

We offer English as a Second Language (ESL) training to assist newcomers with integrating into Canadian society. Classes focus on communication skills for everyday life and work life and are an important requirement in the journey to Canadian citizenship.

College level programming, brokered from other institutions, includes health care, business and trades programming. Employers and communities to see these expanded to include training in sectors of importance to the regional economy, such as tourism and hospitality, agricultural, information technology and additional trades and apprenticeship training.

We support universities in their delivery of programming that includes Bachelor programs in Nursing, Social Work and Indigenous Education, as well as numerous individual courses in various disciplines. Opportunities to offer additional courses and programs could be considered if demand warrants.

We offer corporate and contract training and plan to work with employers and communities to determine how to expand our programming to better meet their needs.

The ability for the Coalition to develop college level programs and credentials, on their own or in conjunction with other colleges, would support the creation of programs with higher relevance to our regions and more attractive to learners and employers.

The colleges provide some WIL for students in health care programs and would like to expand this to all programs. We provide applied research services in agriculture and likewise see great opportunities to extend this to all program areas as well as our own operations.



# STRATEGIC PLAN

The context presented in the Landscapes, the direction from the provincial government, the feedback from learners, staff, employers and communities, and guidance of the Boards have been collated, analyzed, and synthesized to develop the plan which we are excited to share with you.

We believe this plan sets the Coalition on a bold trajectory that will transform the delivery of post-secondary education in our regions, resulting in better prepared graduates, a more innovative, engaged, and entrepreneurial staff, and supportive and involved employers and communities.

## **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
- Relevant
- Responsive
- Accountable
- Innovative
- Sustainable
- Inclusive

# OUR VALUES

## We are CATALYTIC

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

We engage our learners, staff and partners in timely and meaningful ways to ensure that we are able to quickly understand their needs and address them. We use all available resources to evaluate needs and plan responses to achieve the best outcomes. We collaboratively create solutions that foster growth while not negatively impacting stakeholders or the Coalition.

## We are RELEVANT

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

We cultivate strong partnerships with our communities and employers to ensure that we are delivering the programs, training and services most needed now and in the future. We are proactive and committed to continuous research, planning and collaboration. We not only offer the right programs, training, and services, but also deliver them in the best possible modality, utilizing the most up-to-date curricula that are socially, culturally, and technologically responsive.

## We are RESPONSIVE

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

We address opportunities and challenges in a timely fashion. We collaborate with employers to help them articulate their needs and to develop solutions to meet those needs. We anticipate change and prepare learners, employers, and communities for such change.

## 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 embrace a way of thinking and acting that celebrates diversity and cultivates an educational community which is responsive, informed, accepting, respectful, and supportive. We ensure equal opportunities and access to quality, representative education and support services that diminish barriers and challenges that may lead to exclusion. Regardless of gender, ethnicity, language, health status, economic status, religion, disability, lifestyle, and other forms of difference, all are welcome to contribute to and participate in every aspect of learning together.

## 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 have been entrusted with the hopes and dreams of stakeholders and utilize resources received from governments, learners, staff, and partners in a way that provides the outcomes desired by these stakeholders. The Coalition pledges to steward the resources so that the promises made to stakeholders are realized. It recognizes that it is responsible to provide high-quality education to learners, working environments for staff, and engagements for partners.

## We are SUSTAINABLE

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

We seek to meet the social needs of our regions by helping learners develop knowledge and skills that will enable them to move to more independence through meaningful employment or further education. We are fiscally responsible and seek to increase alternative revenues to enable us to increase our impact. We seek to minimize our environmental impact by being responsible stewards of the land, water, and air.

## 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.

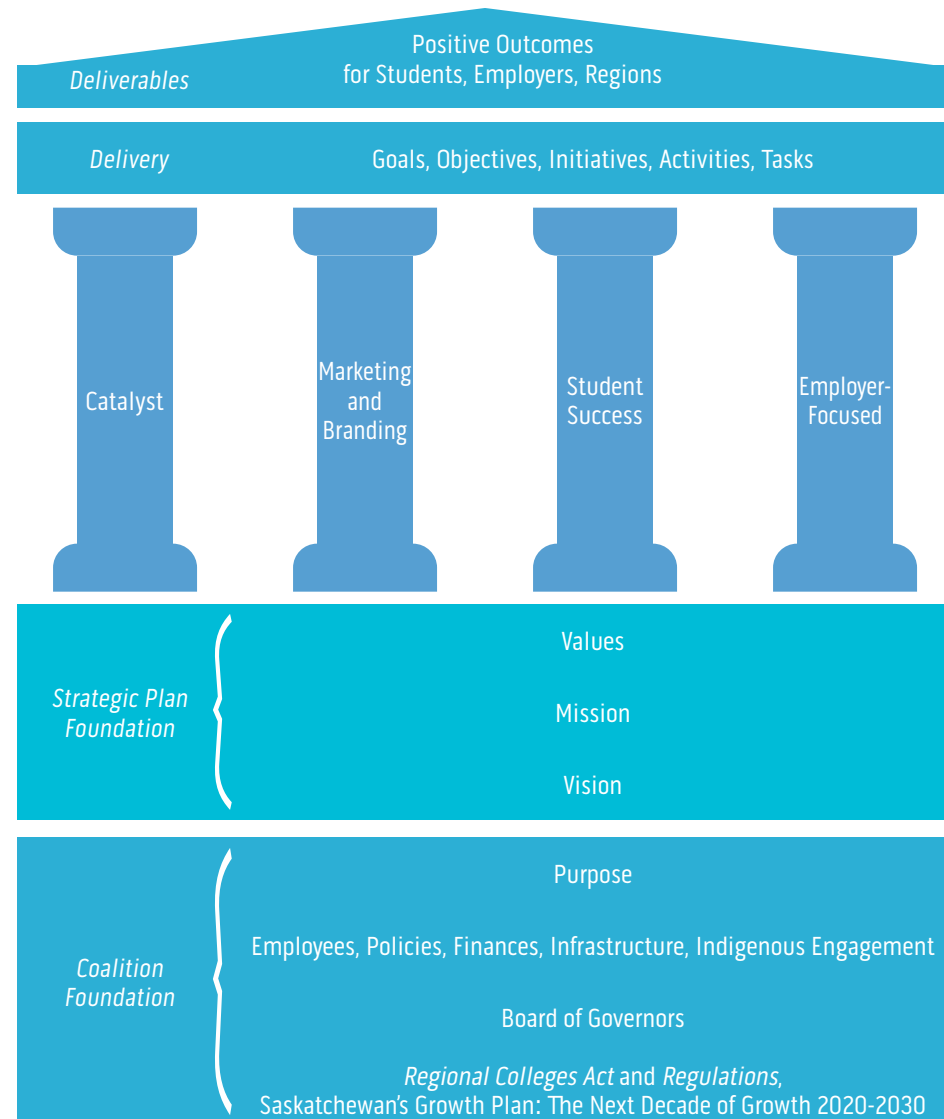
We seek to understand challenges by engaging with learners, staff, and partners to identify root causes of challenges. Staff take initiative to collaborate with subject matter experts to research and brainstorm creative, efficient, and effective solutions. Novel results are attained that meet stakeholder goals, adhere to Coalition protocols, and are mutually beneficial to stakeholders and the Coalition.

# FOUNDATION AND PILLARS

This strategic plan is built on the strong foundation the colleges have in regulations, governance, employees, policies, resources and infrastructure, and Indigenous Engagement.

Building on this foundation, four pillars have been identified as areas that require significant advancement and where the Coalition must focus its efforts in order to achieve the Vision and Mission.

Delivery over the five-year time horizon will produce the Deliverables.



# STRATEGIC PILLARS

## CATALYST

A catalyst is an agent that participates in a reaction, making it go more quickly while not being consumed by its participation.

This pillar represents the desire of the Coalition to stimulate growth in its regions in a number of areas, such as programming, economic development, social development, environmental responsibility, innovation, and entrepreneurship.

As a catalyst, the colleges will collaborate with governments, community organizations, and employers to identify opportunities and develop and implement plans to effect change.

## MARKETING AND BRANDING

The colleges have solid reputations in their communities. However, they are not necessarily viewed as destination colleges by many students in the regions, those from other parts of the province and the country, or international students.

Determining the Coalition's brand, the approach to marketing the brand, and leveraging the brand to enhance recruitment are integral components of the strategy.

## STUDENT SUCCESS

The Coalition colleges have well-deserved reputations for caring for students and supporting them as they move through their programs, with a focus on helping them graduate.

Extending the approach to student success to include preparing students and graduates for the workforce by providing relevant programming and building into them skills desired by employers, such as communication, innovation, and entrepreneurial and work skills, are major thrusts of the strategy.

## EMPLOYER-FOCUSED

Building on the colleges' reputations for producing graduates that meet the needs of employers in current programming areas, the strategy will focus on developing stronger partnerships with employers.

Elements to be addressed include:

- developing robust and relevant programming for other sectors of the economy, such as Immigration and Career Training, hospitality and tourism, and agriculture
- collaboration with employers on applied research projects focused on their ideas and addressed through the Coalition's students and staff
- creating a model that enables partners to work with the colleges in a multiplicity of ways

Interwoven through these four pillars are areas of incredible importance in which the Coalition colleges have had good success, but where continuing development is still needed. These areas include employee development, Indigenous education, and facility and IT infrastructure.

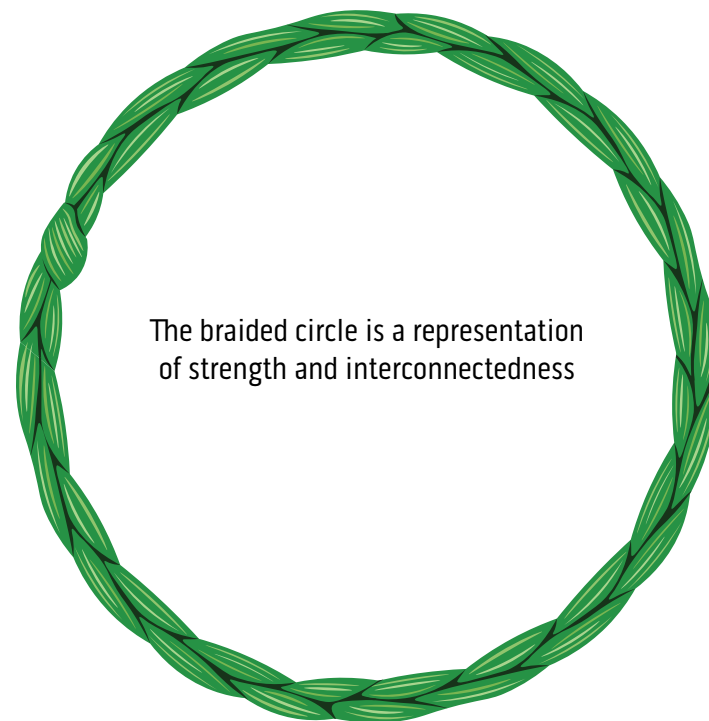
# INDIGENOUS ENGAGEMENT

As Treaty People, we take action for truth and reconciliation in honour of our treaty relationships as First Peoples, Métis, and non-Indigenous Peoples.

We seek to create mutual understanding, respect, and learning between Indigenous and non-Indigenous people.

We are committed to bridging education gaps and improving Indigenous education attainment levels by implementing effective strategies to increase retention and the success of Indigenous students.

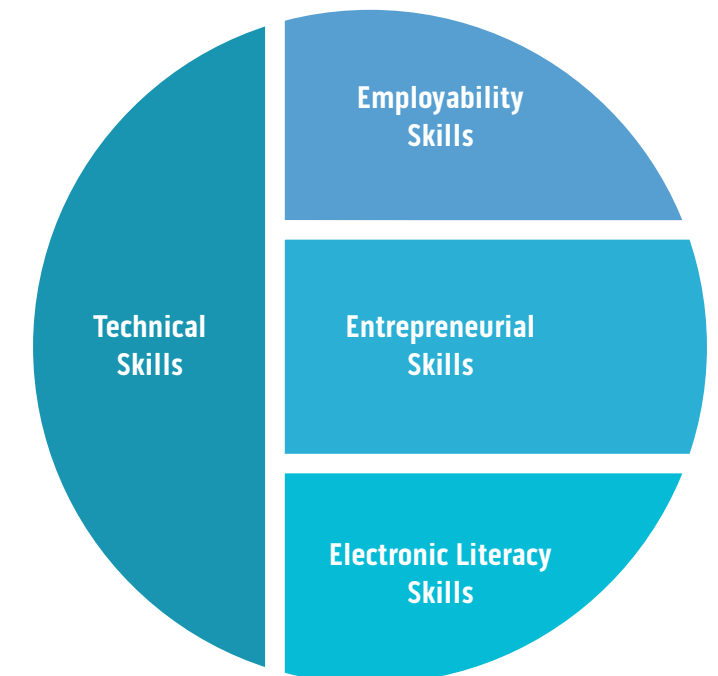
We commit to continuously learn and integrate Indigenous and non-Indigenous ways of knowing within curricula, while focusing on engaging Indigenous and non-Indigenous students, staff, and partners alike to ensure student success and create employment opportunities.



# THE E-SHAPED LEARNER AND THE LEARNING ORGANIZATION

The Coalition aims to produce the best learners and graduates in Canada by ensuring they develop the skills desired by employers, obtain real-life experience in their chosen field before graduation, and are taught and served by top notch instructors and staff who are learners themselves.

Our mandate from the *Regional Colleges Act* is to prepare learners for the workforce. We believe this includes ensuring learners have deep technical skills in their chosen discipline, essential employability skills desired by employers, entrepreneurial and innovation skills so needed in our province and country, and electronic literacy skills to be able to study and work in an increasingly digital world. Extending the concept of the “T-Shaped Learner,” the Coalition has developed the “E-Shaped Learner” model that it will apply to all learners in its sphere of influence, including its own employees.



Colleges like ours excel at developing deep Technical Skills in learners (represented by the vertical stem in the “E”). In this model, these skills are augmented by Employability, Entrepreneurial, and Electronic Literacy Skills (the horizontal bars in the “E”). These additional skills are applicable, useful, and desirable in almost any job.

Employability Skills include literacy, numeracy, resilience, punctuality, communication, and working with others. Entrepreneurial Skills focus on critical thinking, problem-solving, applied research, and entrepreneurship and intrapreneurship. Electronic literacy will enable learners to use technology as a tool rather than solely as an entertainment medium and prepare them to be able to thrive in the blended learning and working environments they will encounter post-graduation.

Implementation of the “E-Shaped Learner” model will cut across all four pillars and require a concerted effort by learners, staff, and partners to work collaboratively to ensure success.

# GOALS AND OBJECTIVES

## GOVERNANCE BALANCED SCORECARD

Three goals have been created which incorporate all four pillars and guide the development of objectives in each pillar.

Derived from the Coalition Strategic Goals, these Objectives provide clarity on the major efforts to be undertaken in the pillar over the next five years.

PILLAR	EMPLOYER-FOCUSED	CATALYST		STUDENT SUCCESS		MARKETING AND BRANDING
GOAL	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		The Coalition will be an exemplar to rural and regional colleges on how the whole can be greater than the sum of the parts		The Coalition will be recognized for significantly improving learner preparedness for employment through implementation of blended learning and the "E-Shaped Learner" model	
MEASURE	Alternative revenues as % of total revenues		Number of joint non-strategic priorities completed		% Employer Satisfaction with students/graduates	
OBJECTIVE	Create and implement a comprehensive employer engagement strategy that is mutually beneficial to learners, staff and partners	Implement a partnership model that supports the mission of the Coalition while aligning with the needs of our employer, community, and Indigenous stakeholders	Contribute to building an innovation culture in learners, staff, and partners through training and practical experiences	Use evidence-based decision making to drive decisions regarding programs, infrastructure, staffing, and training, to ensure student success	Create and implement programming and services to develop "E-Shaped Learners"	Create and implement a comprehensive marketing, recruitment, and retention strategy that strengthens the Coalition brand and engages learners from prospective students to alumni
MEASURE	Number of employer/partner engagements	Number of partnerships	Number of applied research projects	Number of data-driven models implemented	Student satisfaction	Retention rate at 50% of program

# CONCLUSION

As the Cumberland College and Parkland College Coalition...

**WE ARE:** passionate about the success of our learners

**WE ARE:** dedicated to ensuring we are in tune with our communities

**WE ARE:** excited to engage our staff in this transformational journey

**WE ARE:** inviting YOU to join us as we work to create the bright future we envision for our region

**WE ARE:** STRONGER TOGETHER

# GLOSSARY

## Electronic Literacy

Understanding program design; familiarity with common productivity and work tools; able to adapt to new technologies; sourcing and archiving information.

## Employability Skills

Basic and foundational skills that are required for almost any job in Canada. These include:

1. Personal – managing oneself, resilience, taking personal responsibility
2. Interpersonal – team work, managing relationships, conflict resolution, respect for others
3. Literacy – reading, writing, visual
4. Numeracy – understanding mathematical concepts, reasoning, collecting and analyzing numerical data, conceptualization
5. Communication – listening, speaking, presenting
6. Work readiness - punctuality, appropriate attire, supporting inclusivity and diversity

## Entrepreneurial Skills

Critical thinking; problem solving; applied research; innovation; creativity; client relations; networking; leadership; understanding user experience design.

## Learners

All of us.

## Partners

Individuals and organizations who engage with the colleges through formalized relationships and in a multiplicity of modalities.

## Stakeholders

Those who influence or are influenced by the Coalition, including learners, staff, partners, employers, governments, and communities.

## Technical Skills

Discipline- or sector-specific skills that are typically not transferable to a large variety of positions.



**Canora Campus**

418 Main Street  
Box 776  
Canora, SK S0A 0L0  
306.563.6808

**Esterhazy Campus**

501 Kennedy Drive  
Box 850  
Esterhazy, SK S0A 0X0  
306.745.2878

**Fort Qu'Appelle Campus**

740 Sioux Avenue  
Box 398  
Fort Qu'Appelle, SK S0G 1S0  
306.332.5416

**Kamsack Campus**

427 1st Street  
Box 1690  
Kamsack, SK S0A 1S0  
306.542.4268

**Melville Campus**

200 Block 9th Avenue East  
Box 790  
Melville, SK S0A 2P0  
306.728.4471

**Yorkton Main Campus**

200 Prystai Way  
Yorkton, SK S3N 4G4  
306.783.6566

**Yorkton Trades & Technology Centre**

273 Dracup Avenue North  
Yorkton, SK S3N 4H8  
306.786.2760

[www.parklandcollege.sk.ca](http://www.parklandcollege.sk.ca)



**Nipawin Campus**

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

**Melfort Campus**

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

**Tisdale Campus**

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

[www.cumberlandcollege.sk.ca](http://www.cumberlandcollege.sk.ca)