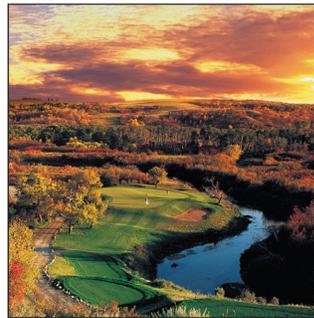


# Ministry of Advanced Education



## Annual Report for 2017-18

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# Letters of Transmittal



*The Honourable Tina Beaudry-Mellor  
Minister of Advanced Education*

His Honour, the Honourable W. Thomas Molloy,  
Lieutenant Governor of Saskatchewan

May it Please Your Honour:

I respectfully submit the Annual Report of the Ministry of Advanced Education for the fiscal year ending March 31, 2018.

The report highlights Advanced Education's ongoing commitment to supporting post-secondary students in Saskatchewan to gain the skills they need to succeed in our job market. The Ministry also supports post-secondary institutions in providing programs that meet the needs of our communities and economy. The Ministry is home to the Status of Women Office, which works to ensure gender equality in all Government programs and policies.

Advanced Education is committed to increased accountability, honouring government commitments and responsibly managing expenditures.



Tina Beaudry-Mellor  
Minister of Advanced Education



*Mark McLoughlin  
Deputy Minister of Advanced Education*

The Honourable Tina Beaudry-Mellor,  
Minister of Advanced Education

May it Please Your Honour:

I have the honour of submitting the Annual Report of the Ministry of Advanced Education for the fiscal year ending March 31, 2018.

Advanced Education has worked diligently over the past year to ensure Saskatchewan students have access to high quality educational programs and financial supports. In supporting our students, our Ministry supports Saskatchewan's economy. In 2017-18, Advanced Education introduced a new up-front student grant, targeted to those who need it most. The new transparent program replaced complicated grant and bursary programs that were applied at the end of the school year. Students enter the workforce with the skills needed to succeed. We have been pleased to add the Status of Women Office to our Ministry this year. We are looking forward to the important work the Office will do to improve gender equality and fairness across Government.

The information contained in this report is accurate, complete and reliable. It contains an accounting of the Ministry's revenues and expenses. I acknowledge my responsibility for the financial administration and management control of the Ministry of Advanced Education.



Mark McLoughlin  
Deputy Minister of Advanced Education

# Introduction

This annual report for the Ministry of Advanced Education presents the Ministry's results for the fiscal year ending March 31, 2018. It provides results of publicly committed strategies, key actions and performance measures identified in the *Ministry of Advanced Education Plan for 2017-18*. It also reflects progress toward commitments from the Government Direction for 2017-18, the *Saskatchewan Plan for Growth – Vision 2020 and Beyond*, throne speeches and the Ministry.

The annual report demonstrates the Ministry's commitment to effective public performance reporting, transparency and accountability to the public.

## Alignment with Government's Direction

The Ministry's activities in 2017-18 align with Government's vision and four goals:

### Saskatchewan's Vision

*".. to be the best place in Canada – to live, to work, to start a business, to get an education, to raise a family and to build a life."*

Sustaining growth and opportunities for Saskatchewan people

Meeting the challenges of growth

Securing a better quality of life for all Saskatchewan people

Delivering responsive and responsible government

Together, all ministries and agencies support the achievement of Saskatchewan's four goals and work towards a secure and prosperous Saskatchewan.

## Mandate Statement

The Ministry is responsible for the post-secondary education sector that supports a growing Saskatchewan and that leads to a higher quality of life. The Ministry places a high priority on meeting the needs of students by ensuring that our post-secondary sector is accessible, responsive, sustainable, accountable and provides quality education. Working with our post-secondary institutions, the Ministry is focused on providing opportunities for all students, especially First Nations and Métis people, to prepare them to live, work and learn in Saskatchewan.

## Mission Statement

The Ministry provides leadership and resources to foster a high quality advanced education and training system that responds to the needs of Saskatchewan's people and economy.

The Ministry is also home for the Status of Women Office.

# Ministry Overview

The Ministry of Advanced Education's employees all work out of the Ministry's Regina offices with the exception of one employee located at the University of Saskatchewan campus. The total full-time equivalent count for the Ministry in 2017-18 was 126.9.

The Ministry is divided into two divisions:

- ⇒ Sector Relations and Student Services division includes the Universities and Private Vocational Schools Branch, the Technical and Trades Branch and Capital Planning Unit. All branches work directly with Saskatchewan's post-secondary institutions. The division also includes the Student Services and Program Development Branch, which supports student financial assistance applicants and recipients through the student services call centre. They also work on aligning the post-secondary education sector to meet key labour market needs.
- ⇒ Corporate Services and Accountability division provides supports within the Ministry. The division includes the Corporate Finance Branch; the Planning, Strategy and Evaluation Branch; the Property Management and Support Services Branch; and, the Business Systems and Risk Management Branch.

The Ministry negotiates and maintains agreements with other provincial jurisdictions to support Saskatchewan students in specialized post-secondary education programs that are not delivered in Saskatchewan.

The Ministry builds collaborative partnerships to support effective delivery of programs and services for students and graduates in Saskatchewan. The Ministry is committed to continuous sector improvement through research, analysis, evaluation and policy development.

## Post-Secondary Education in Saskatchewan

The Government of Saskatchewan provides a variety of financial supports to students and graduates, as well as leadership and funding to post-secondary institutions to ensure they are responsive to labour market needs, accountable and effectively governed.

Post-secondary programs and services are delivered through partnerships with a diverse group of institutions and organizations. Our Ministry ensures strategic alignment and effective two-way information sharing between the Ministry and:

- ⇒ The University of Saskatchewan (U of S);
- ⇒ The University of Regina (U of R);
- ⇒ Saskatchewan Polytechnic (Sask Polytech);
- ⇒ federated and affiliated colleges;
- ⇒ regional colleges;
- ⇒ Lakeland College;
- ⇒ Saskatchewan Indian Institute of Technologies (SIIT);
- ⇒ Dumont Technical Institute; and,
- ⇒ Gabriel Dumont Institute.

The Ministry registers and monitors private vocational schools to ensure compliance with the legislation to protect student interests. It provides secretariat support to the Saskatchewan Higher Education Quality Assurance Board (SHEQAB), which oversees a quality assurance process that ensures degree programs meet high quality standards.

Saskatchewan's post-secondary sector provides support to develop the province's people, communities and economy, in particular by developing the labour force. Saskatchewan's advanced education sector – particularly the U of S and the U of R – supports research and development, an innovation agenda and related science and technology initiatives.

## Associated Office

### The Status of Women Office

The Status of Women Office raises awareness around issues affecting women. The Status of Women Office collaborates with government ministries, crown corporations, agencies and others to lead gender equality work across the province and to ensure gender considerations are included in government policy making, legislation and program development.

# Progress in 2017-18

## Government Goals



This Ministry goal supports the strategic priority from the *Saskatchewan Plan for Growth*: improving education outcomes.

The goal also supports the post-secondary sector expectation of accessibility. This expectation focuses on Saskatchewan's post-secondary sector offering qualified people the opportunity to attend and succeed.

## Ministry Goal

Students succeed in post-secondary education

## Strategy

Increase post-secondary attainment

## Key Actions and Results

Provide financial supports for current and future students.

### Support proactive savings for post-secondary education through the Saskatchewan Advantage Grant for Education Savings

- ⇒ The Saskatchewan Advantage Grant for Education Savings (SAGES) program provided a 10 per cent top-up to a Registered Education Savings Plan contribution up to a maximum of \$250 per child per year and a lifetime maximum of \$4.5K per child.
- ⇒ Approximately \$35M has been paid to over 72,500 Saskatchewan beneficiaries since SAGES was introduced in January 2013. In 2017-18, \$9.6M was invested in the SAGES program.
- ⇒ As part of the plan to address lower resource revenues, the SAGES program was suspended effective January 1, 2018.

### Provide students a revised suite of financial supports - Canada-Saskatchewan Integrated Student Loan, the Saskatchewan Student Bursary, Grants and Scholarships

- ⇒ The Canada-Saskatchewan Integrated Student Loan Program was transformed to make it simpler and more transparent, to align with changes made by the federal



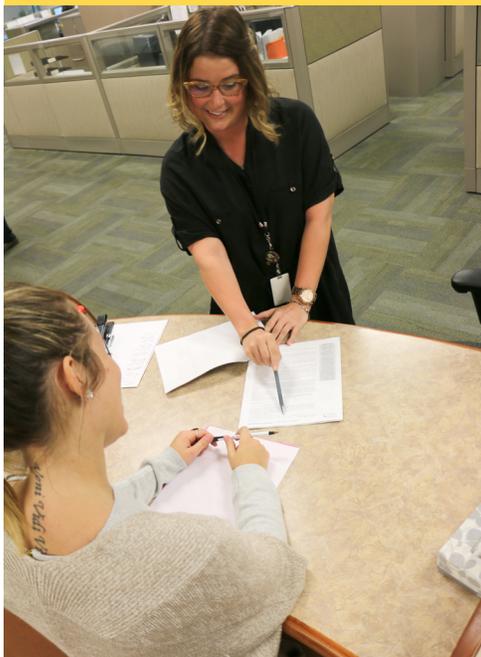
government and to reduce government's cost to deliver the program. As well, the program now has a flat-rate student contribution.

- ⇒ Over 15,800 student loans and grants were issued with a total value of \$193.7M, of that, \$73M came from the provincial government.
- ⇒ More than 21,000 students received nearly \$11M through the Saskatchewan Advantage Scholarship, which provides eligible Grade 12 graduates with up to \$500 per year towards their tuition to a maximum of \$2K.
- ⇒ In 2016-17, the Saskatchewan Innovation and Opportunity Scholarship provided over 4,300 scholarships for a total of \$4.85M. Government support is matched by funding raised by post-secondary institutions, the private sector and community-based partners. Institutions can target scholarships for students in areas that align with their strategic direction or to fields where innovative work is being done, including but not limited to: mining, energy, agriculture/biotechnology, environment, science, nuclear medicine, forestry, manufacturing and engineering.
- ⇒ A total of \$115K was awarded to 23 recipients through the Scholarship of Honour, which pays tribute to returning soldiers, as well as the spouses and children of injured or fallen members of the armed forces, by providing \$5K towards their post-secondary education.

### A Day in the life of a Student Service Representative

*Maureen Losie is a student service representative who serves students in the Ministry call centre. Here is her first-person account of one of the busiest days during the always-busy student loan season.*

It is September 5th, 2017 at 8:00 a.m. and the Student Services Centre is busy with the sounds of phones ringing, tapping keyboards and a chorus of "Good morning, Student Services. How may I help you?"



*Student Services Representative Maureen Louise*

The phone queue already shows 27 calls waiting and 807 voice mail messages and the day is just beginning. The first day of school is like this each year but soon the team will get to every call and respond to each message.

Over the last few months, we have been busy processing student loan and Provincial Training Allowance applications. We are assisting students to complete applications and reset their passwords. We are also answering hundreds of general inquiries about a variety of student financial assistance programs that we manage.

"I start school today but I didn't get my loan," says one student to a representative.

"Once your enrolment is confirmed, the first disbursement is sent to your school for tuition," is the reply. "If there are any funds leftover after your tuition is paid, they will be sent to your bank account in the next 5-7 business days."

This scenario is repeated over and over again, with brief breaks for lunch or coffee. And like Groundhog Day, it will be repeated until mid to late September when the student loan busy season slows down.

It's a challenging job helping students navigate the world of student financial assistance but we take great pride in our day-to-day duties and do our best to help students achieve their goals.

### Continue to support the development of free open education resources to reduce textbook costs for students

- ⇒ Open education resources are textbooks, workbooks and other materials that are available to students and teachers free through an open license. In 2017-18, a total of \$250K was provided to the U of S, U of R and Sask Polytech for open education resource projects. Since 2015, \$750K has been invested to create open resources expected to save approximately 45,000 students more than \$4M over five years.

## Support education pathways and transitions for students

- ⇒ Saskatchewan post-secondary institutions are working together to improve transfer credit options for students through the Saskatchewan Transfer Credit and Learner Pathway Council. Transfer credits are when an institution grants credit to a student for educational courses taken at another institution. The Council, which includes the Ministry, Sask Polytech, U of R, U of S, SIIT and Briercrest College and Seminary, has moved forward in the following areas:
  - ↳ Dual Credit – Dual credit is when credit is awarded at both high school and post-secondary levels. A working group has been established to develop a Dual Credit Strategy. It will create pathways to high school completion and into post-secondary studies and employment, with a focus on encouraging opportunities for Indigenous, first-generation post-secondary, non-traditional and at-risk high school students.
  - ↳ Student Pathways Promotion – updates have been made to the Government’s Transfer Credit webpage to improve the information available. The Council has started a long-term project to promote student mobility and various pathway opportunities to students both within and outside Saskatchewan.
  - ↳ Transfer Credit Inventory – the Council developed a transfer credit inventory that is published on [saskatchewan.ca](http://saskatchewan.ca) and updated regularly.
- ⇒ In June 2017, the provincial councils responsible for facilitating transfer credit activities across Canada signed an expanded Memorandum of Understanding to enhance student mobility across their jurisdictions and across Canada.

## Encourage more Saskatchewan students to study abroad

- ⇒ The post-secondary sector is on-track to increase the number of Saskatchewan students studying and working abroad by 50 per cent by 2020.
- ⇒ 1,083 post-secondary Saskatchewan students participated in a study abroad experience, a three per cent increase from 2015-16. These students travelled to over 70 countries with the United States and China being the most-visited locations.

Designated Institution(s)	Study Abroad Participants
Saskatchewan Polytechnic	21
Theological Colleges	35
University of Regina	237
University of Saskatchewan	790
<b>Total</b>	<b>1,083</b>

## Develop and encourage services to meet diverse needs of students

### Encourage institutions to increase the participation and success of Indigenous students

- ⇒ The Ministry’s direct investment in Indigenous post-secondary institutions and programs was \$17.2M.
- ⇒ Saskatchewan post-secondary institutions have had a 34 per cent increase in Indigenous enrolment since 2007-08.
- ⇒ Since 2007, there are 10,600 more Indigenous graduates with a post-secondary certificate, diploma or degree in the provincial labour market.
- ⇒ In 2017-18, the Ministry transitioned the Northern Teacher Education Program and the Northern Professional Access College to Northlands College.
- ⇒ Across the sector, institutions are working to support Indigenous students with institutional and student supports. Examples of initiatives include elders; indigenous advisory councils; indigenization of programming and curriculum; Truth and Reconciliation events; recruitment of Indigenous faculty; recruitment, retention and transition partnerships between institutions, bands and tribal councils; student and family busing services; increased targeted scholarship funding; and health supports.



- ⇒ The Ministry provided targeted funding to two institutions to help more Indigenous learners succeed.
- ⇒ SIIT received \$356K to increase student engagement, retention and achievement through their Student Support Services Model.
  - ↳ The most recent data available shows the retention rate of Indigenous students in non-Adult Basic Education programs in 2016 was 81 per cent, down slightly from 2015.
  - ↳ Recruitment and application initiatives helped to increase applications for SIIT programming to a new high for 2017-18 with over 3,000 applications. Further work on transitioning these applications into actual enrolments is currently underway.
- ⇒ Sask Polytech received \$581K to increase the recruitment, retention, and success of Indigenous students through their Indigenous Student Success Strategy.
  - ↳ Sask Polytech completed a review of its Aboriginal Student Achievement Plan and the findings formed the basis of a new five-year plan, renamed as the Indigenous Student Success Strategy.
  - ↳ The most recent data available (2016-17) shows the Indigenous graduate employment rate is strong at 85 per cent. Ninety-five per cent of employers were satisfied or very satisfied with the overall preparation of Indigenous graduates. Ninety-four per cent of graduates agreed that the overall environment at Sask Polytech is welcoming and friendly for Indigenous students.
- ⇒ To better understand the needs of Indigenous students, Ministry staff participated in Aboriginal Awareness training.

### Aboriginal Awareness Training

The Government of Saskatchewan has committed to provide professional development and training for all public service employees as part of meeting recommendations by the Truth and Reconciliation Commission. Reconciliation starts with knowledge, and Ministry staff were given the opportunity to participate in Aboriginal Awareness Training workshops held in October, November and January.



*John Lagimodiere of Aboriginal Consulting Services reminded participants there were two parties that signed the Treaties, and each has rights and obligations to uphold*

Over 111 Ministry staff participated in the workshops which addressed the importance of greater First Nations and Métis engagement in our economy and society. Workshop topics also examined how many myths, misconceptions and resentments have come to characterize the relationship between Aboriginal and non-Aboriginal people, and how this has hindered reconciliation.

The information was eye-opening. It was presented in a relaxed environment where people felt comfortable discussing Aboriginal issues relevant to them personally and professionally. Attendees learned about Saskatchewan's Aboriginal people and Treaties through interactive games, quizzes and the use of humour. The sessions reminded employees we have an obligation to learn about our past and our history, so we can build a better future together.



*Winston McLean from Aboriginal Consulting Services leads a discussion during Aboriginal Awareness Training at the Ministry of Advanced Education*

## Additional Information

### Enrolments at Saskatchewan Post-Secondary Institutions

- ⇒ Overall enrolments have remained stable for the sector over the past five years.
  - ↳ University enrolment has increased by seven per cent since fall 2013.
  - ↳ Since 2012-13, enrolments at Sask Polytech have increased by 11 per cent and at Dumont Technical Institute by 13 per cent.
  - ↳ Enrolments at regional colleges and private vocational schools have declined.
- ⇒ Indigenous student enrolment is increasing faster than the enrolment of non-Indigenous students at the U of R, U of S, Sask Polytech and SIIT.

Total Headcount Enrolment			Indigenous Headcount Enrolment		
Universities Fall Term Enrolment	% Change		Fall 2017	% Change	
	Fall 2017	2013 to 2017		Fall 2017	2013 to 2017
University of Regina	15,276	12%	1,943	31%	13%
University of Saskatchewan	21,852	4%	2,546	32%	12%

Total Headcount Enrolment			Indigenous Headcount Enrolment		
Other Post-Secondary Institutions Annual Enrolment	% Change		2016-17	% Change	
	2016-17	2012-13 to 2016/17		2016-17	2012-13 to 2016-17
Regional Colleges	17,885	-18%	2,565	-16%	14%
Saskatchewan Polytechnic	15,109	11%	2,427	24%	16%
Saskatchewan Indian Institute of Technologies	1,948	-12%	1,754	-13%	90%
Private Vocational Schools	1,492	-11%	n/a	n/a	n/a
Dumont Technical Institute	309	13%	309	13%	100%

Notes: The university counts reflect fall term enrolments. Counts for all other institutions are based on annual headcounts. There is a one-year lag time in reporting annualized headcounts because they are not available until after the close of the academic year. Adult Basic Education enrolments are not included in the above counts. Sask Polytech counts reflect program enrolments only; students taking courses outside of a program are not counted. Data reported for Private Vocational Schools only reflect Category I schools. Some double counting may occur across institutions resulting from students taking programs or courses at more than one institution, or in cases where more than one institution reports students in a brokered or collaborative program (such as the Saskatchewan Collaborative Bachelor of Science in nursing program that is offered jointly by the U of R and Sask Polytech).

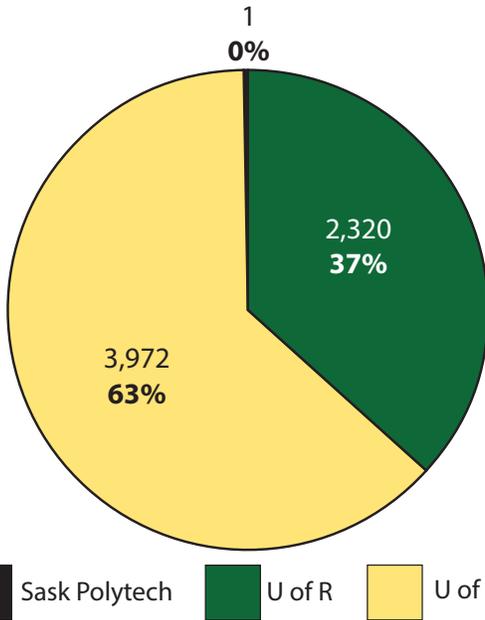
#### Sources:

- U of R Office of Resource Planning
- U of S Reporting and Data Services
- Sask Polytech Annual Reports, Sask Polytech 2016-17 Census Enrolment Statistics and Graduate Statistics
- SIIT Annual Report 2016-17
- Private Vocational School Student Statistics reported annually to the Ministry of Advanced Education, 2009-10 to 2016-17
- Regional College Annual Reports
- Gabriel Dumont Institute 2016-17 Annual Report (includes Dumont Technical Institute)

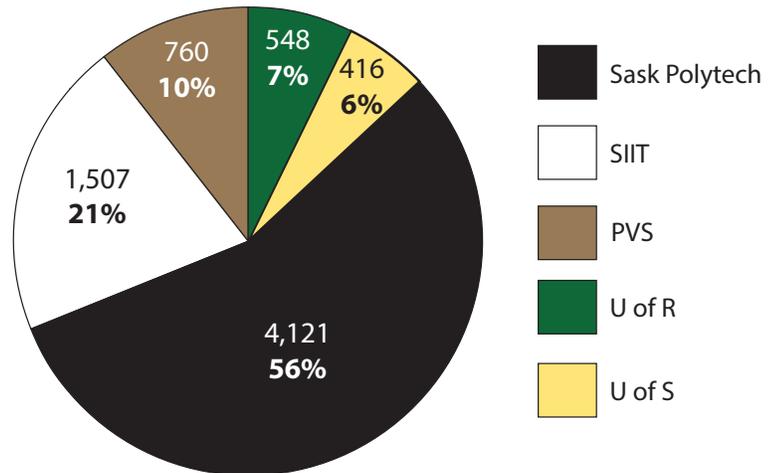
## Post-Secondary Credentials Awarded

- ⇒ The number of credentials issued by Saskatchewan post-secondary institutions has risen six per cent over the past five years. Credentials include certificates, diplomas and degrees.
- ↳ The number of degrees issued has risen by three per cent. The U of R saw a 15 per cent increase while the U of S experienced a two per cent decrease since 2013. Sask Polytech had its first graduate from a degree program in 2017.
- ↳ The number of certificates and diplomas issued in Saskatchewan has risen eight per cent. The U of S saw an increase of 37 per cent, U of R an increase of 27 per cent, Sask Polytech a 10 per cent increase, and SIIT rose by two per cent. The private vocational schools in the province saw a decline of 12 per cent in credentials awarded.
- ↳ Credentials awarded to Indigenous students has risen 22 per cent over the past five years, compared to three per cent for non-Indigenous students.

### Degrees Awarded, 2017



### Certificates and Diplomas Awarded, 2017



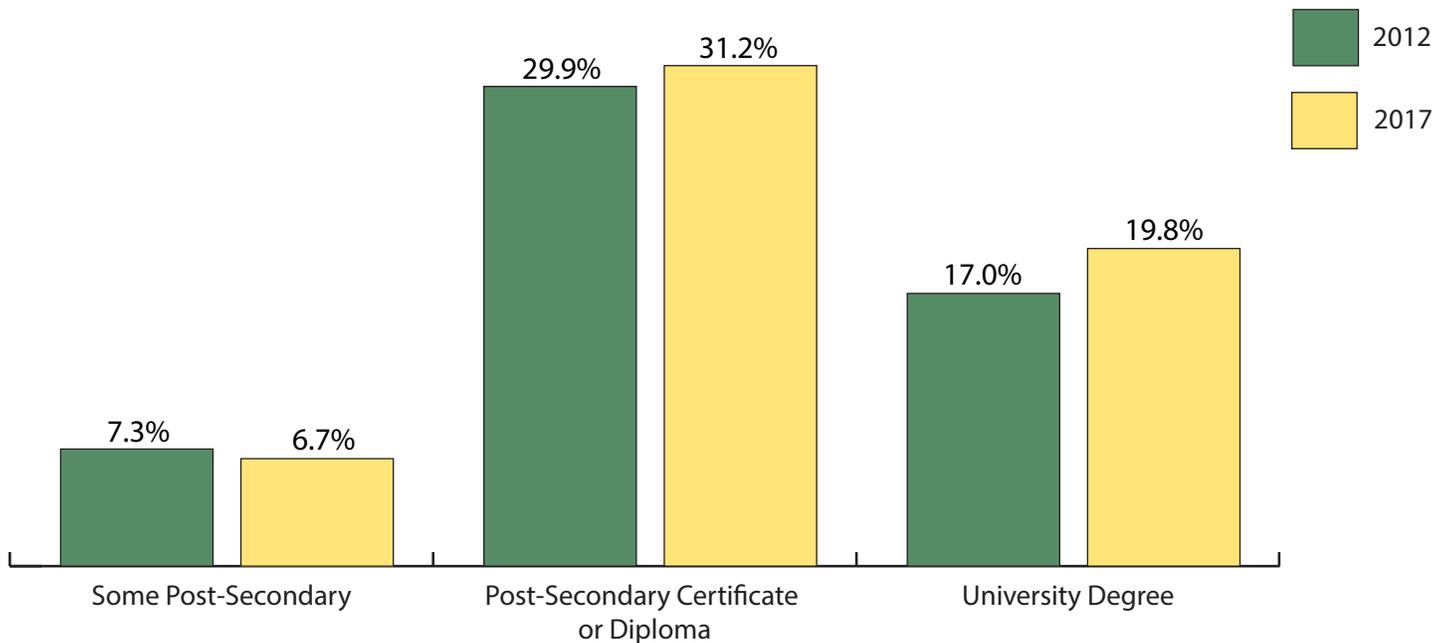
#### Sources:

- U of R Office of Resource Planning
- U of S Reporting and Data Services
- Sask Polytech Annual Reports, Sask Polytech 2016-17 Census Enrolment Statistics and Graduate Statistics, Sask Polytech Indigenous Strategy
- SIIT Annual Report 2016-17
- PVS – private vocational schools

## Performance Measures

Post-Secondary Educational Attainment of Population Aged 15 Years and Over

### Post-Secondary Educational Attainment of Saskatchewan Population, 15 Years and Over, 2012 and 2017



Source: Statistics Canada. Labour Force Survey custom tabulation, estimates by Indigenous identity, educational attainment, age group, sex, Canada, province, annual average.

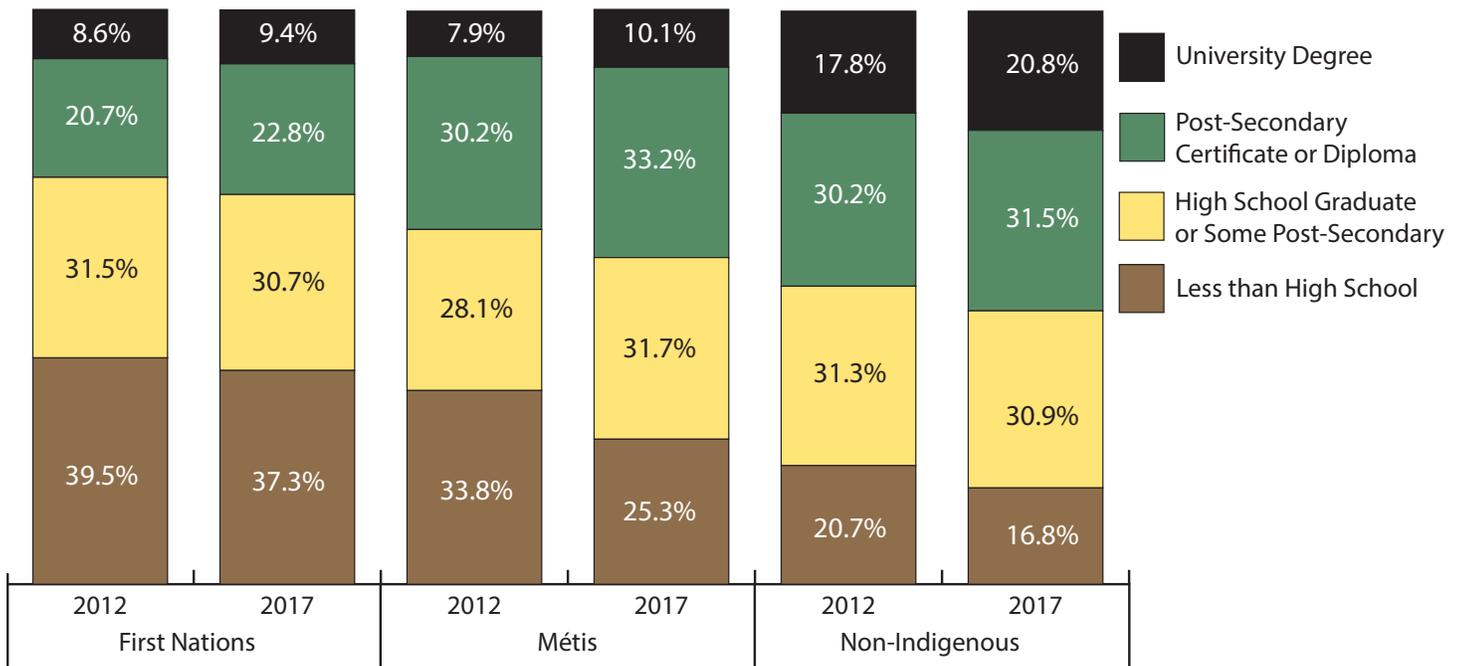
#### Results:

- ⇒ Post-secondary attainment of the Saskatchewan population over 15 years of age increased by 15 per cent since 2012. The greatest gains were in university degree attainment.
- ⇒ Just over half (51 per cent) of Saskatchewan's population aged 15 and over have completed a post-secondary program. This compares to 57 per cent nationally.
- ⇒ The annual target, which is to maintain the current level, has been met.

Although levels of educational attainment change slowly, it is critical that these levels continue to increase to support Saskatchewan's economic growth.

Government influences student attainment by supporting a post-secondary sector that enables students to get access to programs and then helps them succeed. An effective post-secondary sector has accessible, high-quality programs and services, as well as an array of support services and strategies to help graduates move into the labour force.

## Rate of Educational Attainment of First Nations, Métis, and Non-Indigenous Populations 15 Years and Over, 2012 and 2017



Note: Statistics Canada's Labour Force Survey includes information for off-reserve First Nations people only. The survey measures Indigenous populations based on self-identification with at least one Indigenous group (First Nations, Métis or Inuit). The non-Indigenous population reported above includes individuals that did not identify with an Indigenous group. The educational attainment of the non-Indigenous population is based on a larger sample size and; therefore, has a higher degree of statistical reliability than that for First Nations and Métis populations. Totals might not equal 100 per cent due to rounding errors.

Source: Statistics Canada. Labour Force Survey custom tabulation, estimates by Indigenous identity, educational attainment, age group, sex, Canada, province, annual average.

### Results:

- ⇒ Since 2012, 7,400 more Indigenous people in Saskatchewan have attained a post-secondary certificate, diploma or degree. This represents a 34 per cent increase for First Nations people, and a 27 per cent increase for Métis people. Non-Indigenous people experienced a more modest increase of 14 per cent in post-secondary credential attainment.
- ⇒ Non-Indigenous populations continue to have higher rates of post-secondary educational attainment than First Nations and Métis populations.
- ⇒ The annual target, which is to maintain the current level, has been met. More work is required to achieve the long-term target, which is to match the attainment level of the overall Saskatchewan population.

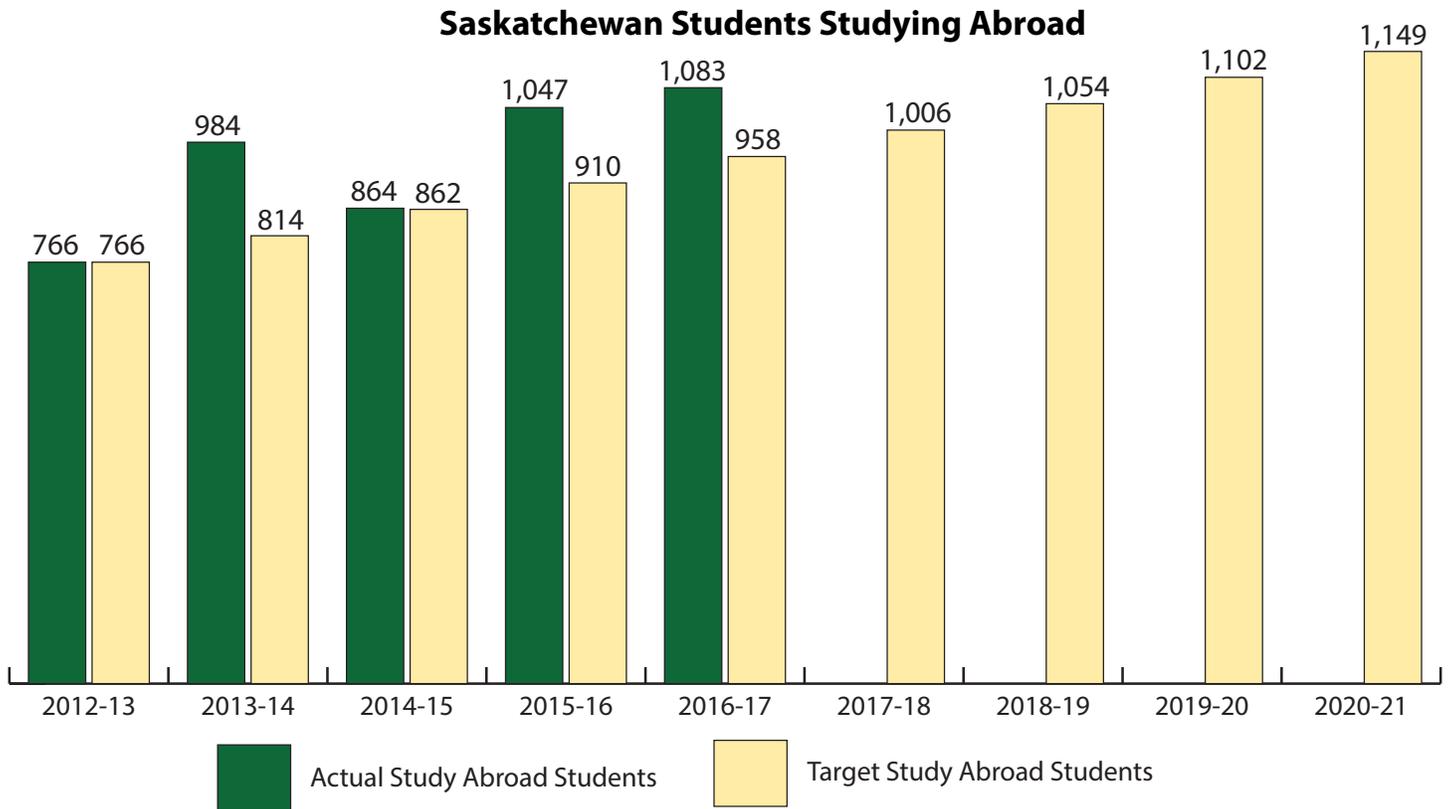
Saskatchewan has a young and growing Indigenous population. It is important to continue developing the supports necessary to ensure increasing numbers of Indigenous students complete high school, succeed in post-secondary studies and enter the workforce.

Federal, Indigenous and provincial governments, as well as employers and community-based organizations, can influence this measure by working with post-secondary partners and students to address factors impacting outcomes for Indigenous people. These include improving basic skills, establishing links to employment and providing necessary supports.

There is still more work needed to shrink and ultimately close the education gap between Indigenous and non-Indigenous people. Higher education is an important factor in gaining and maintaining employment and fostering growth and opportunity. People with higher levels of education are more likely to have higher wages, shorter periods of unemployment and better health.

## Number of Saskatchewan students studying abroad

By 2020, increase the number of Saskatchewan students studying abroad by 50 per cent over the 2011 baseline.



*Note: During the implementation of Saskatchewan's Post-Secondary International Education Strategy, there was a change in data available to the Ministry and the need for a change in methodology was identified. The Ministry is now collecting annualized data on the number of international students in the province and the number of Saskatchewan students who study abroad. This data is collected directly from institutions designated to host international students. This change has resulted in a new baseline using data from 2012-13. In 2014-15, changes were made to the definition of "study abroad" and numbers were restated to reflect the new definition.*

*Source: Fall (September-December) enrolment data is provided directly to the Ministry from Saskatchewan post-secondary institutions designated within the International Student Program.*

### Results:

- ⇒ The number of Saskatchewan students studying abroad has increased by nearly 41 per cent since 2012-13. We are on track to exceed our goal.
- ⇒ Most students are studying in the United States and China.

# Government Goals



This Ministry goal supports the strategic priorities from the Saskatchewan Plan for Growth: increasing Saskatchewan's competitiveness, improving education outcomes, connecting workers and employers and investing in skills training.

This Ministry goal supports the post-secondary sector expectations of responsiveness and quality. The responsiveness expectation focuses on Saskatchewan's post-secondary sector meeting the needs of students, communities and the economy. The quality expectation concentrates on Saskatchewan's post-secondary sector meeting required standards and maintaining public confidence in the programs and services provided.

## Ministry Goal

Meet the advanced education needs of the province

## Strategy

Provide education and training to meet the diverse needs of Saskatchewan's labour market

## Key Actions and Results

### Encourage alignment of programs with labour market demand

- ⇒ In order to support graduate employment and to provide employers with access to qualified applicants, post-secondary institutions provide programming that meets labour market demand.
- ⇒ The Saskatchewan Skills Training Sector Program Planning Committee (Sask Polytech, Dumont Technical Institute, Saskatchewan Apprenticeship and Trade Certification Commission, SIIT, the Ministries of Advanced Education and Immigration and Career Training, the seven regional colleges and Lakeland College) ensures training is provided efficiently and effectively.
  - ⇒ The Committee established working groups on labour market information and program prioritization that will explore how the skills training sector responds to provincial and local labour market needs.
- ⇒ Students interested in health-related programming not offered in Saskatchewan are supported through interprovincial agreements that secure training for learners in key program areas not available in the province. Through these agreements, Saskatchewan purchases a specific number of training seats designated for Saskatchewan applicants.
  - ⇒ The Ministry currently has six interprovincial agreements valid until 2020 to support students training in the fields of Electro-Neurophysiology, Occupational Therapy, Nuclear Medicine Technology, Diagnostic Medical Sonography, Respiratory Therapy and Magnetic Resonance Imaging.
  - ⇒ The Ministry's interprovincial agreement for Denturist Technology ended in 2017-18.
  - ⇒ The interprovincial agreement for Optometry is winding down and will end in 2018-19.
- ⇒ The International Minerals Innovation Institute is a partnership made up of mining companies, government ministries and agencies, as well as post-secondary and research institutions. The Institute has been active in supporting mining programming at Saskatchewan post-secondary institutions. Government funding for the Institute is provided through Innovation Saskatchewan (\$1.2M).
  - ⇒ The Institute approved five new education and training projects and three new research and development projects.
  - ⇒ Since 2012, the Institute's mining-related education and training projects have seen 274 students enrolled, including 53 women and 139 Indigenous people.
  - ⇒ Cumberland College had 24 students, including four women and eight Indigenous people, enrolled in two Institute supported programs. The College also started a new Industrial Mechanics Applied Certificate program.
  - ⇒ Northlands College opened a Mine School in Air Ronge. A Pre-Engineering and Science program between the College and the U of S was established to expand offerings available to residents of Saskatchewan's North.
  - ⇒ During 2017-18 International Minerals Innovation Institute and the U of S reached a key benchmark with 50 students enrolled in the College of Engineering Mining Options program. The program had 12 graduates, including the first Indigenous graduate.

## Encourage post-secondary institutions and employers to implement additional experiential learning opportunities

- ⇒ As part of their education, many students participate in learning opportunities that provide practical and relevant work experiences. Saskatchewan post-secondary institutions work with industry and community partners to increase these experiential learning opportunities. A wide range of experiential learning opportunities are offered across the sector. These include cooperative education programs, cultural events, practicums, internships, field experiences, study abroad programs, clinical learning, community service learning, volunteer service, work placements, job shadowing, cultural camps and other active experiential learning components.
- ⇒ Over 90 internships were supported through a Ministry investment of \$400K in Mitacs programs. Mitacs is a national not-for-profit research and development organization focused on driving Canadian innovation through research and skills training for Canada's top students.
  - ⇒ \$270K supported internships in the Mitacs Accelerate program. This program gives Saskatchewan graduate students and post-doctoral fellows experience through research internships with Saskatchewan businesses.
  - ⇒ \$130K supported internships in the Mitacs Globalink program. This program enables placement of Saskatchewan students in foreign universities and companies to gain international research and work experience, and enables Saskatchewan to recruit top international students and researchers from rapidly developing countries to work with Saskatchewan researchers. This program strengthens research ties and promotes Saskatchewan as a top research and education destination, while creating pathways to innovators and entrepreneurs to settle in Saskatchewan.
- ⇒ The most recent [Graduate Outcomes Survey](#) showed that half of respondents participated in some kind of experiential learning over the course of their post-secondary program. Two-thirds of respondents indicated it benefited them to a great extent and nearly all found the experience beneficial.

## Increase the number of international students studying in Saskatchewan

- ⇒ In the 2016-17 academic year (the most recent data available), there were 7,296 international students with a study permit enrolled in post-secondary programming in Saskatchewan, seven per cent more than in 2015-16.
  - ⇒ 22 per cent in non-degree programming;
  - ⇒ 47 per cent in undergraduate degree programming;
  - ⇒ 31 per cent in graduate degree programming; and,
  - ⇒ under one per cent in post-graduate degree programming.
- ⇒ Twenty-seven post-secondary institutions have been designated for the International Student Program, which provides authorization to enrol international students.
- ⇒ Approximately one-third of Saskatchewan international students are from China. Representation is also strong from India, Nigeria, Saudi Arabia and Pakistan.

## Provide operational support for the Provincial Training Allowance (in collaboration with the Ministry of Immigration and Career Training) and the Graduate Retention Program (in collaboration with the Ministry of Finance)

- ⇒ The Ministry delivers the Provincial Training Allowance program on behalf of the Ministry of Immigration and Career Training. All program operations occur through the Ministry including application and assessment support through the Student Service Centre. The Provincial Training Allowance provides a living allowance for low-income adult students enrolled full-time in basic education, workforce development programs or quick skills training.
- ⇒ The Ministry administers the Graduate Retention Program (GRP) on behalf of the Ministry of Finance. This program gives



graduates (both from Saskatchewan and elsewhere) a tax credit to work and build their futures in the province. Post-secondary graduates who live in Saskatchewan for seven years after they graduate receive a tax credit of up to \$20,000 for tuition fees paid.

↳ For the 2017 tax year, over 10,000 certificates worth a maximum tax credit of \$111.9M were issued.

## Strategy

Ensure technology supports the delivery of services to clients

### Key Actions and Results

#### Continue to update elements of the Ministry's client service database software

- ⇒ The One Client Service Model (OCSM) system delivers services and funding to citizens for education and training to support the growth of the province.
- ↳ OCSM system software was updated to remain current. This work will continue into 2018-19.

#### Improve online client services through a student portal

- ⇒ The Ministry's Student Web Portal lets students apply online for student loans and the Provincial Training Allowance. Updates to the portal provide students with their information in a timely, convenient and secure method. These improvements have also created cost savings for the Ministry.
- ↳ Student loan and Provincial Training Allowance applicants now have secure online access to their assessment letters. Previously, assessments were only available through Canada Post mail-outs.
- ↳ Student grant recipients now have secure online access to their T4A tax slips.

## Strategy

Ensure required program and service standards are met

### Key Actions and Results

#### Ensure new degree program applications undergo the quality assurance process

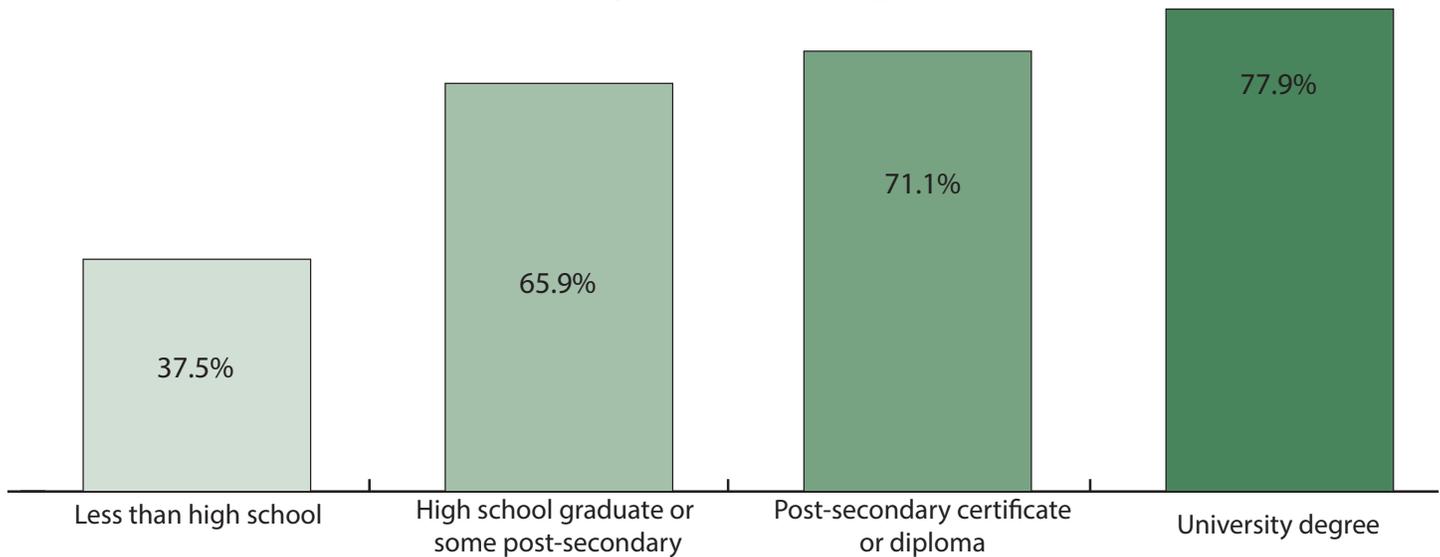
- ⇒ A primary responsibility of the SHEQAB is to review applications for new degrees at institutions other than the two universities.
- ↳ The Board recommended authorization of Briercrest's Bachelor of Arts in Psychology, with conditions. The Minister accepted the Board's recommendation and authorized the degree with conditions.
- ⇒ The SHEQAB reviewed annual monitoring reports for the following programs:
  - ↳ Bachelor of Psychiatric Nursing, fourth year, at Sask Polytech;
  - ↳ Bachelor of Arts in Humanities, fourth year, at Briercrest; and,
  - ↳ Bachelor of Arts in English/English (Honours), second year, at Briercrest.

The results of these reviews will be reported to the Minister in the spring of 2018.

# Performance Measures

## Employment Rate by Credential

### Saskatchewan Employment Rate Ages 15+, 2017



Source: Statistics Canada. Labour Force Survey custom tabulation, estimates by Indigenous identity, educational attainment, age group, sex, Canada, province, annual average.

#### Results:

- ⇒ Higher levels of educational attainment lead to higher rates of employment.
- ⇒ The annual target, which was to maintain the employment rate by credential, was not met. The employment rate for each educational attainment group has declined slightly since 2016. This parallels a decline in the overall employment rate of the population during the same time period.

This chart demonstrates the critical impact education has on employment outcomes. As the educational attainment rate of individuals increases, so does their employment rate.

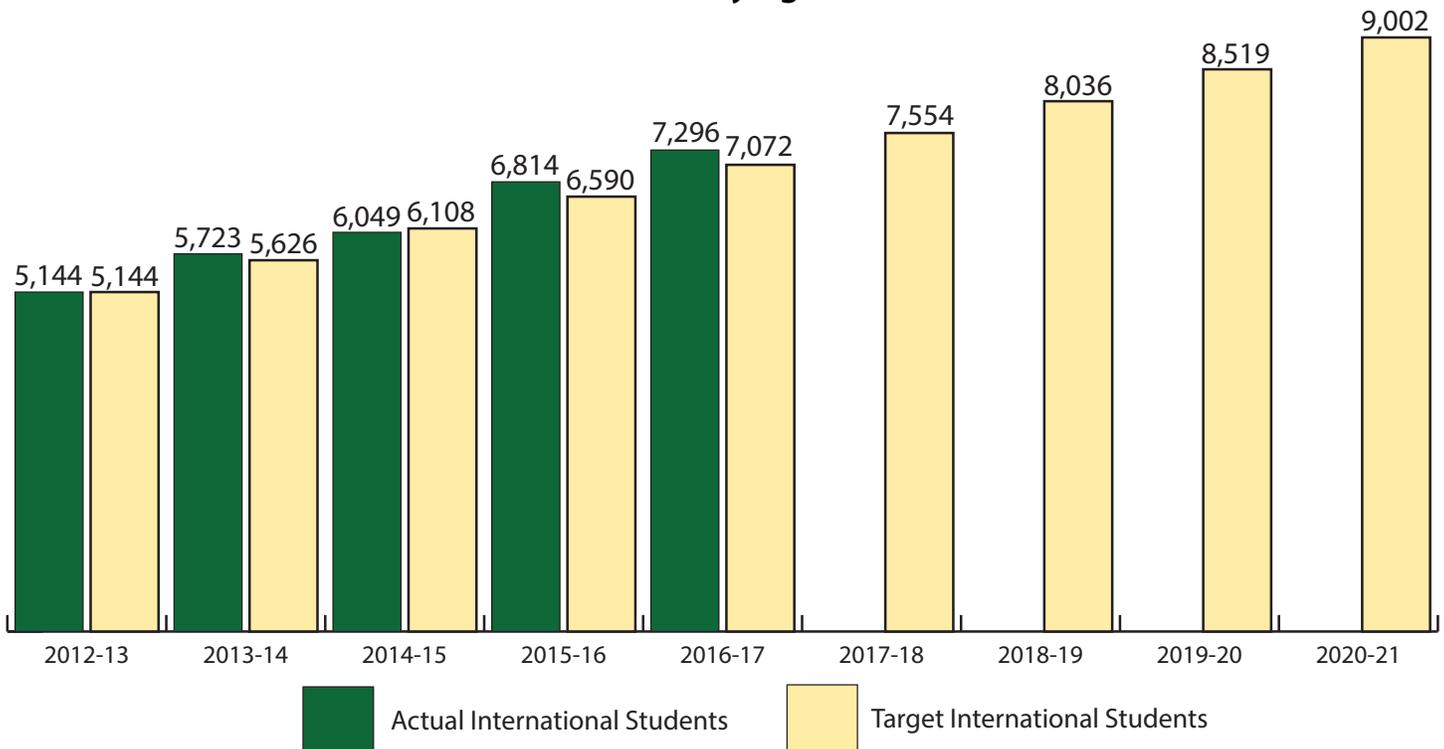
Research indicates people with higher levels of education are more likely to have higher wages, higher rates of employment, shorter periods of unemployment and better health. Education is a key component of productivity growth, which results in a higher standard of living and supports the Government goal of growth and opportunity.

Although levels of educational attainment change slowly, it is important these levels continue to increase for Saskatchewan to maintain a skilled and knowledgeable labour force. These numbers can be influenced through an array of support services and strategies to help graduates move into the labour force.

## Number of international students studying in Saskatchewan

By 2020, increase the number of international students studying in Saskatchewan by 75 per cent over the 2011 baseline.

### International Students Studying in Saskatchewan



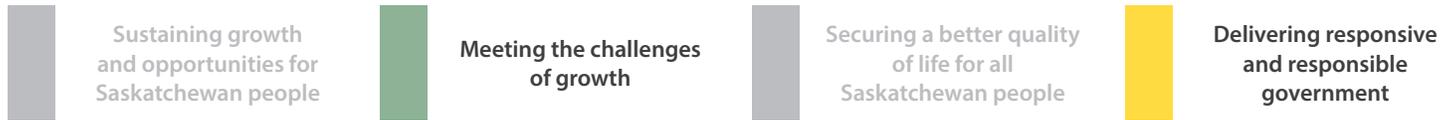
*Note: During the implementation of Saskatchewan's Post-Secondary International Education Strategy, there was a change in data available to the Ministry and the need for a change in methodology was identified. The Ministry is now collecting annualized data on the number of international students in the province and the number of Saskatchewan students who study abroad. This data is collected directly from institutions designated to host international students. This change has resulted in a new baseline using data from 2012-13.*

*Source: Fall (September-December) enrolment data provided directly from Saskatchewan post-secondary institutions designated within the International Student Program.*

#### Results:

- ⇒ International student enrolment has been increasing steadily, with a 42 per cent increase since 2012-13. We are on target to meet our goal.
- ⇒ Nearly half (47 per cent) of international students were enrolled in an undergraduate program.

# Government Goals



This Ministry goal supports the strategic priority from the Saskatchewan Plan for Growth: delivering responsive and responsible government.

This Ministry goal supports the post-secondary sector expectations of sustainability and accountability. Meeting these expectations means that the post-secondary sector is sustainable because it operates within available resources and accountable because it achieves expected outcomes and is transparent.

## Ministry Goal

Saskatchewan's post-secondary sector is sustainable

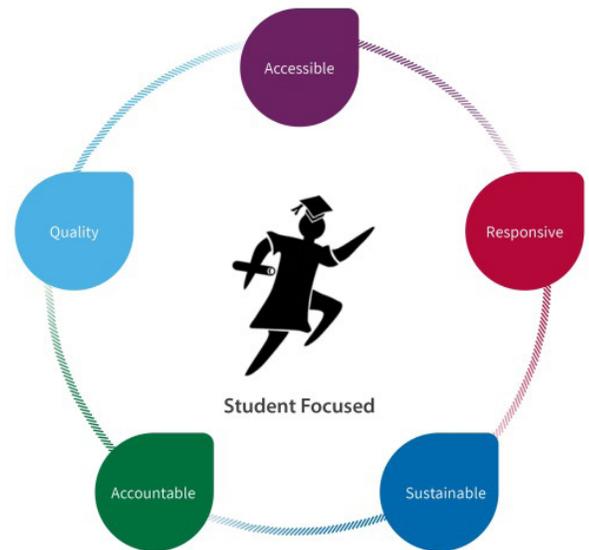
## Strategy

Enhance accountability mechanisms

## Key Actions and Results

### Provide leadership and financial oversight to the post-secondary sector

- ⇒ To ensure the post-secondary sector is working toward common outcomes, the Ministry has five expectations for itself and its post-secondary partners. The Ministry expects that our student-focused sector is accessible, responsive, sustainable, accountable and high quality. The annual priorities for all institutions are framed using these expectations.
- ⇒ The Ministry continues to invest in post-secondary students and the sector while controlling costs. Regular discussions between the Ministry and post-secondary institutions provide the opportunity to assess the financial pressures facing institutions and consider strategies to ensure institutions are able to continue to deliver high quality programs within available resources.



### Expand the number of post-secondary indicators in the pilot project

- ⇒ Launched in 2015, the Post-Secondary Education Indicators Project is a joint initiative between the Ministry and post-secondary institutions that will provide consistent, comparable data on Saskatchewan's post-secondary sector. The data will be used to support improvements, develop policy and make decisions.
- ⇒ Work continued on the pilot project involving the Ministry, the U of S, the U of R and Sask Polytech. It is focused on data related to credentialed post-secondary activity – degrees, diplomas and certificates. Fourteen indicators have been developed and approved and 10 new indicators are in development.
  - ↳ Initial data has been collected and is being analyzed. A report will be released in Spring 2018.

### Solicit citizen input and feedback on the Ministry's priority front-line programs and services and the technology used to deliver them

- ⇒ An online exit survey was conducted with students who applied for a student loan using the student loan web applications. Overall results were positive and show that 94 per cent of respondents found that the online application process was satisfactory. Feedback received from the survey will be used to continuously improve the process.

## The Saskatchewan Post-Secondary Education Indicators Project hits milestone

The Saskatchewan Post-Secondary Education Indicators Project was introduced in 2015, with a goal of all post-secondary institutions reporting key information about our sector by 2020. "This project helps the Ministry and our institutions to report consistent and comparable sector-wide data about post-secondary education in the province," said Jan Gray, the Ministry's project lead. "With access to this information the Ministry and the public will better understand how investments in post-secondary are making a difference for students."

In 2017-18, the project met a major milestone with the first submission of data from three institutions – the University of Saskatchewan, University of Regina and Saskatchewan Polytechnic – that are participating in a pilot phase of the project. Information gathered focuses on the profile of students in our sector and the number and type of credentials students are earning.

To make the project possible, representatives from across the post-secondary sector are involved in developing indicators and creating consensus on information gathered. These representatives meet every two weeks and, despite a demanding schedule and many other responsibilities, they remain committed to the project.



Photo caption: The Post-Secondary Education Indicators Working Group meets every two weeks. (L to R) Andrew Lawn, Advanced Education; Miranda Pearson, University of Regina; Jan Gray, Advanced Education; and Kathy Larsen, Saskatchewan Polytechnic.

"We have been committed to and focused on the project from a sectoral viewpoint, at the same time appreciating and respecting each institution's viewpoint," said Kathy Larsen, a member of the project team from Saskatchewan Polytechnic.

Miranda Pearson, from the University of Regina agreed, adding, "I leave every meeting feeling like we have accomplished something."

Spending so much time working together toward a common goal has had an added benefit. Lucy Pereira from Saskatchewan Polytechnic stated, "The regular meetings have resulted in relationship building and information sharing beyond the scope of the project."

The project began reporting results to the public in 2018-19.

## Continue to implement the Action Plan on Accountability and Governance

- ⇒ In 2017-18, the Ministry supported the Action Plan on Accountability and Governance by: communicating with post-secondary institution boards, monitoring progress on the Current State Inventory Reports and sharing information on the Governance Access site.

## Strategy

Physical infrastructure supports Ministry and sector goals

### Key Actions and Results

#### Provide operational funding for post-secondary institutions

- ⇒ Total operational funding of almost \$642M was provided to:
  - ↳ Universities, federated and affiliated colleges (\$463M);
  - ↳ Technical institutes (\$150M); and
  - ↳ Regional colleges (\$29M).

#### Provide capital funding for repairs and maintenance

- ⇒ A total of \$20.6M in preventative maintenance and renewal funding was provided for post-secondary education infrastructure in 2017-18:
  - ↳ \$13.2M to the U of S;
  - ↳ \$5.1M to the U of R;
  - ↳ \$444K to the federated and affiliated colleges;
  - ↳ \$1.2M to Sask Polytech; and,
  - ↳ \$762K to the regional colleges.
- ⇒ A total investment of \$815K was provided to post-secondary institutions for major capital projects:
  - ↳ \$107K to the U of R;
  - ↳ \$85K to the federated and affiliated colleges;
  - ↳ \$600K to Sask Polytech, Gabriel Dumont Institute and SIIT; and,
  - ↳ \$23K to the regional colleges.
- ⇒ The Ministry continues to manage the federal funding under the Strategic Investment Fund program to enhance research and innovation capacity at post-secondary institutions. These are multi-year projects.

#### Develop and implement a sector-wide capital plan

- ⇒ The Ministry continues to work with public post-secondary institutions to develop their capital plans and capital planning strategies. The Ministry also evaluates and prioritizes their capital projects.

#### Work with the public post-secondary institutions to inventory the deferred maintenance backlog

- ⇒ Post-secondary institutions vary in their use of asset management systems. Options are being explored for more consistent reporting of the deferred maintenance backlog.

## Four Winds Learning Centre

When Carlton Trail College purchased a church in the Village of Punnichy to establish a training centre, top of mind was creating connection between the facility and the four surrounding First Nations communities. On May 23, 2018, one of the pieces critical to that goal – a large hand-painted mural in the student lounge – was unveiled to the public.

The May event featured an Elder blessing, description of the mural's symbolism, artists' recognition and an overview of the project. But the story of how the mural came to life at the Four Winds Learning Centre which serves the education, training and student services needs of adult learners in Punnichy and the surrounding area is a lesson in itself.

The entire project was handled through an educational approach, marrying the values of Carlton Trail College with those of the four indigenous communities surrounding the Punnichy facility. Every aspect of the process involved the exchange of information and most importantly, listening and respect.

"Our goal was to ensure local indigenous heritage and spiritual beliefs were portrayed in a way that would inspire our learners," said Shelley Romanyszyn-Cross, Carlton Trail College president and chief executive officer. "Our College staff worked closely with local Elders, Knowledge Keepers and representatives from George Gordon, Kawacatoose, Day Star and Muskowekwan First Nations, the Touchwood Agency Tribal Council and the Village of Punnichy on this project."

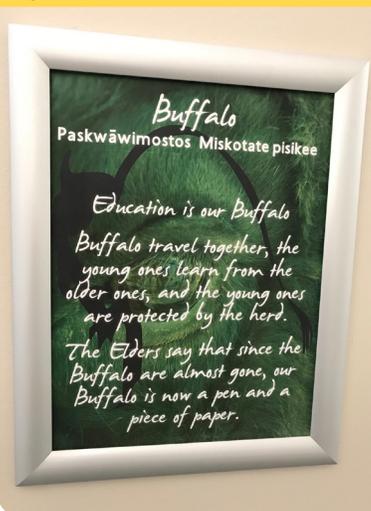
Elder Irvin Buffalo, who blessed the mural, the Four Winds Learning Centre, the students and staff and asked for wonderful summer in his traditional language, was part of the focus group. Elder Shirley McNabb also participated and was in attendance at the unveiling and said, "What I like about what's happening here is that students can connect with their culture."

To start, a call for lead artists went out with one condition attached: the chosen candidate must go out into each of the communities and workshop with local amateur artists about their culture.

The group ultimately selected two artists, Joseph Pelletier and Brent Fisher, both accomplished artists from George Gordon First Nation. Nicola Finsson, Carlton Trail College program facilitator, recognized the contribution of Pelletier and Fisher at the unveiling. "They facilitated a series of workshops with local amateur artists to gather ideas for the project and designed and painted the mural. They did an amazing job."



The centre medallion represents education and shows an Elder teaching a young one. The eagle represents pride, courage and truth. The bear represents bravery, the wolf, teamwork. The buffalo symbolizes strength and the ability to survive. The four seasons, four colours, four directions, four winds and the four surrounding First Nation communities are also represented.



"It's an honour having this here," said Elder McNabb. "We usually rush into town, do our business and go home. I will tell people now – stop in and see the school, the mural." In fact, Elder McNabb was so moved by the culmination of the project that she presented Four Winds with an Eagle feather artifact now displayed in one of the classrooms.

The community was further included in the process through a naming contest, for both the facility and the two classrooms and again, suggestions in hand, the focus group went to work. Four Winds represents the surrounding First Nations communities and the group chose Eagle and Buffalo as classroom names. Plaques explaining their importance and symbolism as related to education hang on the wall just outside the respective doors.

Renovations for the Punnichy facility were supported by the Post-Secondary Institutions Strategic Investment Fund (SIF) through the Ministry of Advanced Education and shared by Carlton Trail College. Funding from the Saskatchewan Arts Board made the mural project possible. The fully renovated Four Winds Learning Centre officially opened December 2017.

## Strategy

Saskatchewan post-secondary institutions collaborate to serve students and operate efficiently

### Key Actions and Results

#### Encourage post-secondary sector collaboration

- ⇒ Saskatchewan institutions work together to ensure the post-secondary sector supports learners. Institutions are improving collaboration, finding efficiencies and minimizing duplication. Sector groups meet regularly to share information, best practices and identify collaborative opportunities. Projects focus on content, technological, student services and administrative collaboration. Examples include:
  - ↪ *Content collaboration* - program brokering with other institutions, joint programming, transfer credit agreements, program laddering opportunities, co-location of programs and collaboration on program offerings.
  - ↪ *Technological collaboration* - enhanced joint library collections and joint fibre optic network installation. All regional colleges manage the shared student information system.
  - ↪ *Student Services collaboration* - joint student housing promotion, international promotion and student recruitment, shared student advisors and a joint conference on institutional safety.
  - ↪ *Administrative collaboration* - joint negotiation of health and dental benefits, joint procurement projects, shared legal costs and joint human resource contracts.

#### Encourage efficiencies within the sector

- ⇒ Institutions across the post-secondary sector increased efficiencies and reduced costs within their institutions, while making every effort to mitigate the impact on students. These activities generally focused around four main themes – technological, organizational, financial and structural efficiencies. Examples of institutional actions include:
  - ↪ *Technological efficiencies* - new electronic filing software, increased use of video conferencing, improvements to online application processes, and access to a secure data repository for researchers and graduate students at no additional cost as a result of a library partnership.
  - ↪ *Organizational efficiencies* - organizational restructuring, reduction in staff travel, and reaching out to community organizations to find alternative sources of support for students.
  - ↪ *Financial efficiencies* - joint procurement between institutions, improvements to tuition collection processes, electronic fund transfers for scholarships and bursaries, and streamlined payment functions for finance, accounting and fundraising.
  - ↪ *Structural efficiencies* - enhanced facilities planning, realignment of work schedules, and increased after hours classes.

## Strategy

Focus on improvement and innovation

### Key Actions and Results

#### Undertake continuous improvement and innovation initiatives

- ⇒ The Ministry undertook various continuous improvement activities including:
  - ↪ A Ministry improvement priority session that reviewed service lines and identified priorities.
  - ↪ Sector improvement priority session that worked with many of the institutions to understand student needs and identify common priority areas for improvement.
  - ↪ An Executive Leadership Improvement Training pilot that trained four Ministry and two sector executive leaders.
  - ↪ Workspace improvement campaigns resulting in administrative and space savings.
- ⇒ Review of web traffic using analytics available through [saskatchewan.ca](http://saskatchewan.ca).
- ⇒ This past year the Advanced Education website saw a total of 928,838 views, a 6.2 per cent decrease from 2016-17.
  - ↪ The student loan homepage ([saskatchewan.ca/residents/education-and-learning/student-loans](http://saskatchewan.ca/residents/education-and-learning/student-loans)) was the most visited government page with 161,108 page views.
  - ↪ The Ministry has two of the top five links on [saskatchewan.ca](http://saskatchewan.ca) – Graduate Retention Program and student loans.
  - ↪ Seventy-nine per cent of the visitors to our website were new and 21 per cent were returning visitors.

# Website Analytics



Top Five Pages	
Site	Pageviews
1 Student Loan - Homepage	161,108
2 Student Loan - Apply	155,977
3 GRP - Apply	87,747
4 GRP - Homepage	27,854
5 Student Loan - Printable Applications	25,711

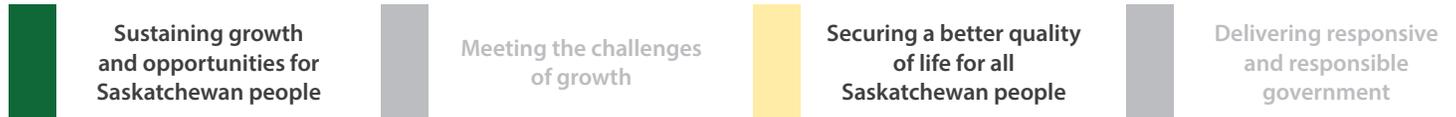
Top Five Cities	
Saskatoon	23.19%
Regina	18.82%
Calgary	4.82%
Prince Albert	2.95%
Toronto	2.32%

Top Five Countries	
 Canada	78.48%
 India	2.79%
 United States	2.79%
 Mexico	1.76%
 Brazil	1.73%

## Conduct and implement the recommendations from core program reviews and evaluations

- ⇒ Changes to the Canada-Saskatchewan Integrated Student Loan Program were the result of a student loan core program review that occurred in 2016-17. Student loan eligibility was simplified by setting a fixed amount of money students are expected to contribute toward the cost of their education. This flat rate assessment makes financial assistance more transparent and understandable. An up-front provincial grant is also now available to those who need it most.
- ⇒ Other changes to student supports include direct deposits for students receiving the Canada-Saskatchewan Student Grant for Equipment and Services for Persons with Permanent Disabilities as well as for students receiving the French Language Scholarship and Scholarship of Honour. This is a faster, more secure and convenient way to provide funding to students.

# Status of Women



## Government Goals

- ⇒ In 2017-18, the Status of Women Office was relocated to the Ministry of Advanced Education.
- ⇒ Over \$40K in grants were issued.
  - ↳ Twenty-seven grants were provided for International Women’s Day events.
  - ↳ Five partnership grants were provided to community-based organizations and professional women’s groups for building community capacity through events and initiatives.

# 2017-18 Financial Overview

In 2017-18, the Ministry of Advanced Education had expenses of \$735.7M, an increase of \$19.3M from the Budget Estimate of \$716.4M. Higher expenditures related to increased operating grants to the University of Saskatchewan and greater demand for student supports were partially offset by various internal savings.

The following table outlines information on actual and budgeted expenditures by subvote and sub-program. Explanations are provided for all variances that are \$500K or greater.

## Financial Statements

### Expense Actuals

	(thousands of dollars)		
	2017-18 Budget	2017-18 Actuals	Variance Over/(Under)
<b>Subvote/Subprogram</b>			
<b>Central Management and Services (AE01)</b>			
Minister's Salary	49	47	(2)
Executive Management	1,611	1,718	107
Central Services	9,397	7,392	(2,005) <sup>1</sup>
Accommodation Services	3,603	3,593	(10)
<b>Subvote Total</b>	<b>14,660</b>	<b>12,750</b>	<b>(1,910)</b>
<b>Post-Secondary Education (AE02)</b>			
Operational Support	2,964	2,478	(486)
Universities, Federated and Affiliated Colleges	450,071	465,807	15,736 <sup>2</sup>
Technical Institutes	149,990	149,990	0
Regional Colleges	27,316	29,253	1,937 <sup>3</sup>
Post-Secondary Capital Transfers	21,500	21,415	(85)
<b>Subvote Total</b>	<b>651,841</b>	<b>668,943</b>	<b>17,102</b>
<b>Student Supports (AE03)</b>			
Operational Support	3,040	2,512	(528) <sup>4</sup>
Saskatchewan Student Aid Fund	26,200	27,700	1,500 <sup>5</sup>
Scholarships	12,495	14,059	1,564 <sup>6</sup>
Saskatchewan Advantage Grant for Education Savings	8,000	9,606	1,606 <sup>7</sup>
<b>Subvote Total</b>	<b>49,735</b>	<b>53,877</b>	<b>4,142</b>
<b>Total Expenditure</b>	<b>716,236</b>	<b>735,570</b>	<b>19,334</b>
<b>Capital Asset Acquisitions</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Capital Asset Amortization</b>	<b>167</b>	<b>166</b>	<b>(1)</b>
<b>Total Advanced Education Expense</b>	<b>716,403</b>	<b>735,736</b>	<b>19,333</b>

## Supplementary Estimates/Special Warrants:

- ⇒ Supplementary funding of \$20.0M was approved in December 2017 for the College of Medicine at the University of Saskatchewan to ensure a successful college that provides quality medical education.

## Explanations of Major Variances

1. The majority of the savings in Central Services was a result of various information technology projects not proceeding. Other savings were realized due to reduced salary and administrative spending.
2. The majority of the increase in Universities, Federated and Affiliated Colleges was a result of providing additional in-year funding to the College of Medicine at the University of Saskatchewan, which was partially offset by Ministry savings primarily in post-secondary projects and reviews that did not proceed and the reallocation of funding for the Northern Teacher Education Program to Northlands College.
3. The increase in Regional Colleges is due to the reallocation of funding for Northern Teacher Education Program to Northlands College, effective August 1, 2017.
4. The variance in Operational Support is due to salary and administrative savings.
5. The increase in the Saskatchewan Student Aid Fund is due to larger than budgeted student participation and loan disbursements.
6. The increase in Scholarships is due to increased uptake in the Saskatchewan Advantage Scholarship.
7. The increase in the SAGES program is due to increased participation.

## Summary of Revenues

The majority of the revenue for Advanced Education is directly tied to agreements with the federal government. All revenue collected is deposited into the General Revenue Fund.

For 2017-18, actual revenue was \$9.9M, an increase of \$0.8M from the \$9.1M budget.

The following table outlines information on actual and budgeted revenues. Explanations are provided for all variances that are \$100K or greater.

## Revenue Actuals

Revenue Category	(thousands of dollars)		
	Budget	Actual Revenue	Variance Over/(Under)
<b>Privileges, Licences and Permits</b>			
Other Miscellaneous Services	0	0	-
Property and Building Rentals	115	137	22
<b>Subtotal</b>	<b>115</b>	<b>137</b>	<b>22</b>
<b>Sales, Services and Service Fee</b>			
Other Registration Fees	21	20	(1)
<b>Subtotal</b>	<b>21</b>	<b>20</b>	<b>(1)</b>
Federal-Provincial Cost Sharing Programs	8,972	9,745	773 <sup>1</sup>
<b>Subtotal</b>	<b>8,972</b>	<b>9,745</b>	<b>773</b>
<b>Other Revenue</b>			
Casual Revenue	5	12	7
Cash Refunds of Previous Year's Expenditures	10	16	6
Change in Previous Years' Estimates	-	1	<sup>1</sup>
<b>Subtotal</b>	<b>15</b>	<b>29</b>	<b>14</b>
<b>Total Revenue</b>	<b>9,123</b>	<b>9,931</b>	<b>808</b>

## Explanations of Major Variances

1. The increase is due to the redistribution of federal funding in 2017-18 to existing projects through the Post-Secondary Strategic Investment Fund.

# For More Information

If you have any questions or comments we invite you to call 1-800-597-8278 or contact:

Ministry of Advanced Education  
1120 - 2010 12th Avenue  
Regina, Saskatchewan S4P 0M3

The Ministry of Advanced Education produces three annual reports:

- ⇒ The Ministry of Advanced Education Annual Report 2017-18
- ⇒ Student Aid Fund Annual Report 2017-18
- ⇒ Training Completion Fund Financial Statements 2017-18

To obtain more information about the programs and services contained in this Annual Report or to view other annual reports visit our website at [saskatchewan.ca](http://saskatchewan.ca).

# Appendices

## Appendix A: Ministry of Advanced Education Executive Organization

