

Ministry of Advanced Education



Annual Report for 2018-19

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Letters of Transmittal



The Honourable Tina Beaudry-Mellor, Minister of Advanced Education

Office of the Lieutenant Governor of Saskatchewan

I respectfully submit the Annual Report of the Ministry of Advanced Education for the fiscal year ending March 31, 2019.

The report highlights Advanced Education's continuing support of the province's post-secondary students as they acquire the skills they need to contribute to our communities and our economy. The Ministry supports post-secondary institutions to ensure they provide high-quality programs that are accessible to students and are financially sustainable in the long-term. The Ministry is home to the Status of Women Office, which works to ensure women's economic security and personal safety.

Advanced Education responsibly manages expenditures while honouring government commitments and ensuring the post-secondary sector is accountable to the citizens it serves.

A handwritten signature in dark ink, appearing to read 'Tina Beaudry-Mellor'.

Tina Beaudry-Mellor
Minister of Advanced Education



*Mark McLoughlin
Deputy Minister of Advanced Education*

The Honourable Tina Beaudry-Mellor,
Minister of Advanced Education

Dear Minister Beaudry-Mellor:

I have the honour of submitting the Annual Report of the Ministry of Advanced Education for the fiscal year ending March 31, 2019.

This report highlights the efforts made over the past year with partners in the advanced education sector to ensure students have access to a wide range of high-quality programs that respond to our economic and community needs.

This report also contains an accounting of the Ministry's revenues and expenses. All of the information in the annual report is accurate, complete and reliable.

A handwritten signature in dark ink, appearing to read 'Mark McLoughlin'.

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, 2019. It provides results of publicly committed strategies, key actions and performance measures identified in the *Ministry of Advanced Education Plan for 2018-19*. It also reflects progress toward commitments from the Government Direction for 2018-19, 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 2018-19 align with Saskatchewan'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 Government'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 2018-19 was 128.7.

The Ministry is divided into two divisions and has three branches that report directly to the Deputy Minister:

- ⇒ Sector Relations and Student Services division includes the Universities and Private Vocational Schools Branch and the Technical and Trades Branch. These 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 Infrastructure Management and Support Services Branch; and, the Business Systems and Risk Management Branch.
- ⇒ The Enterprise, Innovation and Culture Branch; the Planning, Strategy and Evaluation Branch; and, the Communications Branch report directly to the Deputy Minister and provide support to the Ministry on key initiatives in the sector.
- ⇒ In August 2018, the Ministry hired a Senior Indigenous Advisor to advance the goals of fostering an inclusive post-secondary sector where a diversity of students can enroll and succeed and increasing the enrolment and educational attainment of First Nations and Métis students. This position is housed within the Enterprise, Innovation and Culture 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 the 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. The 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); and,
- ⇒ Gabriel Dumont Institute, including Dumont Technical 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.

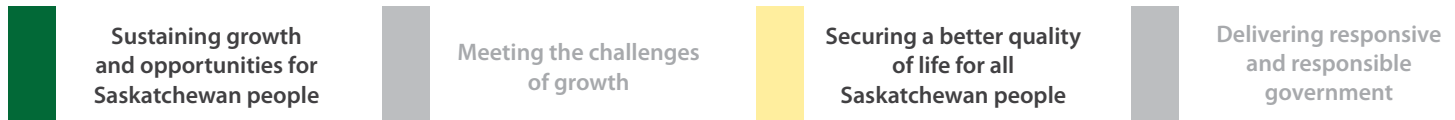
Associated Office

The Status of Women Office

The Status of Women Office raises awareness around issues affecting women and ensures gender considerations are integrated into government decision-making processes. The Status of Women Office collaborates with government ministries, Crown corporations, agencies and with community partners and service providers to lead gender equality work across the province.

Progress in 2018-19

Government Goals



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

This goal aligns with the Ministry's post-secondary sector expectations of accessibility, responsiveness and accountability. Meeting expectations means that the post-secondary sector is:

- ⇒ **accessible** because it offers qualified people the opportunity to attend and succeed;
- ⇒ **responsive** because it meets the needs of students, communities and the economy; and,
- ⇒ **accountable** because it achieves expected outcomes and is transparent.

Ministry Goal

Students succeed in post-secondary education.

Strategy

Provide supports to promote student success.

Key Actions and Results

Ensure that students have access to a variety of financial supports (loans, grants, scholarships) so that post-secondary education is accessible and affordable.

- ⇒ Over 17,400 loans and grants were issued to Saskatchewan students with a total value of \$81M.
- ⇒ Since 2012, the Saskatchewan Advantage Scholarship has provided 114,000 scholarships to 48,400 students, totaling \$56M. The Scholarship provides eligible Grade 12 graduates with up to \$500 per year towards their tuition to a maximum of \$2,000.
- ⇒ The Scholarship of Honour was awarded to 18 recipients, totaling \$90,000. The scholarship pays tribute to returning soldiers, as well as the spouses and children of injured or fallen members of the armed forces. Since its inception in 2009, the scholarship has provided over \$1M to 216 recipients.
- ⇒ In 2018, almost 10,000 Graduate Retention Program (GRP) certificates worth a maximum tax credit of \$110.2M were issued by government. The GRP provides income tax credits of up to \$20K over seven years for tuition fees paid by eligible graduates who have payable provincial income tax in Saskatchewan.

Provide financial support to post-secondary institutions for the development of free open education resources (open textbooks) for students.

- ⇒ The Ministry provided the U of S, the U of R and Sask Polytech a total of \$250,000 to create, adapt or adopt open education resources. Since 2015, the Ministry has invested \$1M to create open education resources which are

expected to save over 60,000 students a minimum of \$5.3M over five years.

- ⇒ At the U of S, 17 textbooks are being developed that are estimated to save approximately 4,000 students \$400,000 per year. The U of R is developing eight projects estimated to save approximately 3,600 students \$378,000 per year. At Sask Polytech 11 projects are currently underway that will provide open education resources for approximately 22,000 students and save at least \$1.3M over five years.

Improve opportunities for students to succeed while transitioning into post-secondary education and during their studies by working with post-secondary institutions to:

Enhance learner pathway opportunities, including dual credit options (credit awarded at both high school and post secondary levels) and credit transfer (granting credit to a student for educational courses taken at another institution).

- ⇒ Saskatchewan post-secondary institutions are working together to improve credit transfer options for students through the Saskatchewan Transfer Credit and Learner Pathway Council, which has moved forward in the following areas:
 - ⇒ Dual Credit – the Council is working on a provincial dual credit strategy to enhance and increase opportunities for learners to earn high school and post-secondary credits at the same time in the same course.
 - ⇒ Credit Inventory – the Council maintains an inventory of approximately 100 Saskatchewan Transfer Credit Agreements between institutions that is updated regularly on the [Saskatchewan.ca](https://www.saskatchewan.ca) website.

Increase study abroad options.

- ⇒ The Saskatchewan post-secondary sector is on track to increase the number of students studying abroad by 50 per cent by 2020, having increased by 41 per cent since 2012-13. In 2017-18, 1,080 Saskatchewan students participated in study abroad programs in over 70 countries.

Expand work-integrated learning opportunities.

- ⇒ The transition from education to the workplace can be strengthened by increased use of experiential learning opportunities (e.g., co-op programming, internships, practicums), which provide students with an opportunity to hone skills and abilities in a real-world work setting. Saskatchewan post-secondary institutions continue to work with industry and community partners to increase these experiential learning opportunities.
 - ⇒ In 2017-18, North West College incorporated experiential learning opportunities into 62 per cent of its Adult Basic Education and Institute Credit programs, primarily in the form of work placement or practicum experience longer than 12 hours. In 2018-19, the objective was to increase experiential learning opportunities to 70 per cent of programs.
 - ⇒ Sask Polytech has embedded work-integrated learning into 75 per cent of its programs.

Share knowledge and promising practices with respect to mental health supports for students.

- ⇒ The Ministry has established an inventory of mental health services and supports at publicly funded post-secondary institutions. It has also formed a network of post-secondary contacts to have ongoing discussion and share best practices on mental health and well-being initiatives. Further actions, based on this mental health inventory, are planned for 2019-20.

Provide financial support for Mitacs research internships, which equip Saskatchewan graduate students and post-doctoral fellows with work experience in Saskatchewan businesses.

- ⇒ The Ministry provided \$270,000 to place graduate students and postdoctoral fellows in approximately 68 research and development internships in Saskatchewan industries through the Mitacs Accelerate program, and \$130,000 to support approximately 33 international student research opportunities through the Mitacs Globalink program.

Strategy

Foster an inclusive post-secondary sector where a diversity of students can enroll and succeed.

Key Actions and Results

Increase the enrolment and educational attainment of First Nations and Métis students by:

Providing targeted funding for Saskatchewan Indian Institute of Technologies (SIIT) for its Student Support Services Model.

- ⇒ The Ministry allocated \$356,200 to SIIT for the Student Support Services Model. The Model supports students during recruitment to SIIT, applying for programs and when they seek employment upon completion of their program.
 - ↳ Recruitment initiatives helped increase applications to SIIT to 3,200 for the 2018-19 academic year, up from 3,000 applicants in 2017-18.
 - ↳ The most recent SIIT data available shows the retention rate of SIIT students increased from 73 per cent to 76 per cent between 2016-17 and 2017-18.
 - ↳ In a follow-up survey of 1,159 students from 2016-17 SIIT programs, 80 per cent of respondents were either working or enrolled in further education.

Providing targeted funding to Saskatchewan Polytechnic to support its Indigenous Student Success Strategy (formerly known as the Aboriginal Student Achievement Plan).

- ⇒ The Ministry allocated \$581,400 to Sask Polytech to support its Indigenous Student Success Strategy to address barriers to student completion.
 - ↳ Sask Polytech has created Indigenous Students' Centres, hired Indigenous student advisors, engaged knowledge keepers and Elders, offered a summer transition program and provided financial support through scholarships and bursaries.
 - ↳ Sask Polytech's data shows there were a total of 3,578 Indigenous students enrolled at Saskatchewan Polytechnic in 2017-18. Indigenous students represented 19.4 per cent of the student body in 2017-18, compared to 19.1 per cent in 2016-17. This data includes all certificate, diploma and degree students, as well as those enrolled in Adult Basic Education, apprenticeship and continuing education programs.
 - ↳ Data indicates a strong Indigenous graduate employment rate of 88 per cent.

Creating opportunities for institutions to collaborate on promising practices.

- ⇒ In August 2018, the Ministry filled a new position of Senior Indigenous Advisor. The Advisor has met with institutions across the sector to learn about Indigenization efforts and to identify opportunities for collaboration that will improve Indigenous educational outcomes.

Increase the enrolment and educational attainment of students with a disability by:

Working with the post-secondary sector to implement aspects of the Provincial Disability Strategy.

- ⇒ A working group led by the Ministry completed an inventory and gap analysis of services and supports accessed through disability offices at post-secondary institutions. As a result of this analysis, work is now underway with the Ministry of Education to improve transitions from elementary/secondary to post-secondary education for students with disabilities and to facilitate the information sharing and leading practices among front-line school and institution disability support workers.

Administering program supports for students with disabilities.

- ⇒ The Ministry led a review of student financial assistance programs that resulted in one point of contact and a streamlined process for students with disabilities applying for the Canada-Saskatchewan Grant for Services and Equipment. This change reduced processing time for faster distribution of funding.
- ⇒ The Saskatchewan Grant for Services and Equipment for students with disabilities provided \$51,864 to 48 students.

Increase the number of international students studying in Saskatchewan by:

Working with the post-secondary sector to implement the Post-Secondary International Education Strategy.

- ⇒ Progress has been made on the goals of the Saskatchewan Post-secondary International Education Strategy, including:
 - ⇒ A 75 per cent increase in the number of post-secondary international students studying in Saskatchewan.
 - » In 2017-18 (the most recent data available), there were 7,154 international students in Saskatchewan, with China and India being the top source countries. Since 2012-13, there has been a 39.1 per cent increase in the number of international students studying in the province.
 - ⇒ An increase in the number and value of international research partnerships.
 - » In 2016, international publications (published research co-authored with international researchers and/or published in an international publication) accounted for 58.9 per cent of all publications by researchers at the U of R and 46.7 per cent at the U of S. Approximately \$31.3M in research funding is associated with these research partnerships.

Facilitating the process for Saskatchewan institutions to become designated by the federal government's International Student Program to host international students.

- ⇒ Through a Memorandum of Understanding between the Province of Saskatchewan and Immigration, Refugees and Citizenship Canada, Saskatchewan designates which institutions can accept international students. There are 27 designated institutions in Saskatchewan.

Work with the post-secondary sector to implement the Vision 2030 plan for French post-secondary education in Saskatchewan.

- ⇒ There are ongoing negotiations on a new multi-year Canada-Saskatchewan Agreement on Minority-Language Education and Second Official-Language Instruction as well as a 2018-19 Agreement extension to ensure ongoing funding for French post-secondary education. The funding from this agreement provides \$1.47M for French-language scholarships and French-language programming at College Mathieu in Gravelbourg, La Cité and Le Bac at the University of Regina.

Strategy

Provide programs, services and technology that evolve in response to client needs.

Key Actions and Results

Ensure technology and digital services continuously respond to client needs.

- ⇒ The Ministry implemented an electronic student loan application process, which includes cyber authentication. This change resulted in a reduction in processing time, cost savings, and improved student satisfaction.
- ⇒ Further updates were made to the ministry's [Student Portal](#) to allow Graduate Retention Program (GRP) recipients to view and print their certificates online, rather than receiving them by mail. This update provides recipients with their information sooner, reduces the risk of mailing material to out-of-date addresses and creates cost savings for the Ministry.

Solicit citizen input and feedback on programs, services and the technology used to deliver them and make adjustments based on the results.

Conduct research to determine the reasons why post-secondary students leave their programs prior to getting a credential.

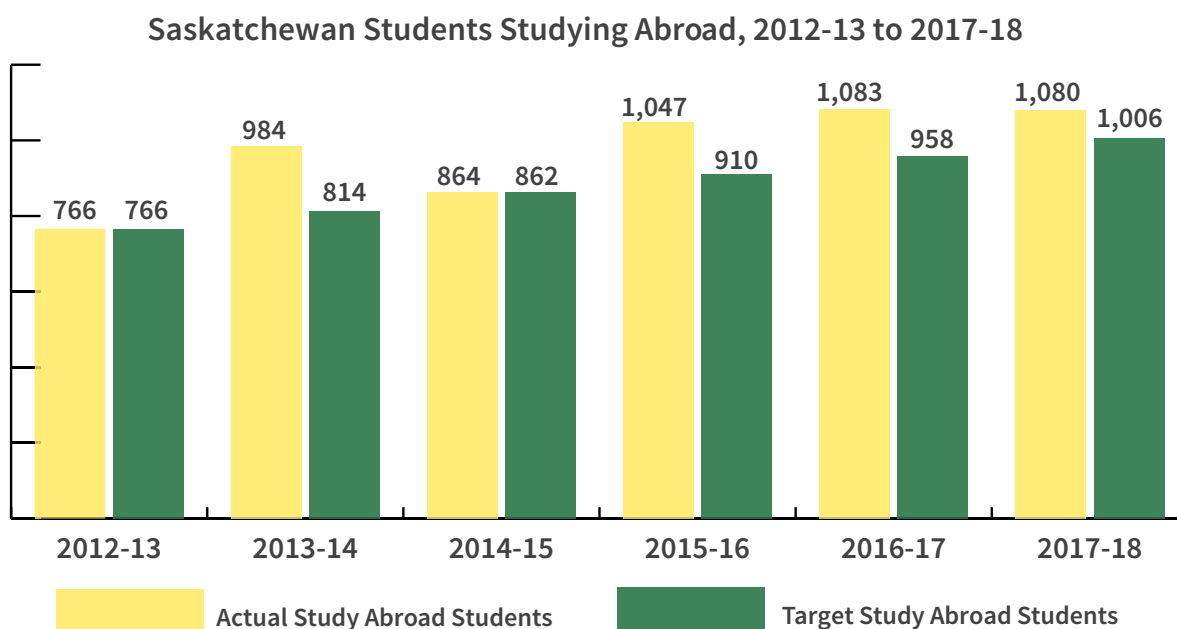
- ⇒ The Ministry, with its post-secondary institutions and organizational partners, undertook a survey of individuals who left a Saskatchewan post-secondary institution prior to completing their program.
- ⇒ The survey focused on labour market and additional post-secondary education outcomes for these individuals and gathered information related to the challenges students faced during their program, overall program satisfaction and reasons for leaving. The survey will be finalized in 2019-20.

Performance Measures

Number of Saskatchewan Students Studying Abroad

The target is to increase the number of Saskatchewan students studying abroad by 50 per cent (over 2012-13 baseline) by 2020.

- ⇒ The number of Saskatchewan students studying abroad has increased by 41 per cent since 2012-13. The number of Saskatchewan students that participated in a study abroad program fell slightly in 2017-18 when compared to 2016-17, however, the province is still on track to exceed the goal of a 50 per cent increase between 2012-13 and 2020-21.
- ⇒ The United States, China, France, United Kingdom and Australia were the top five study abroad destinations for Saskatchewan students that participated in a study abroad program.



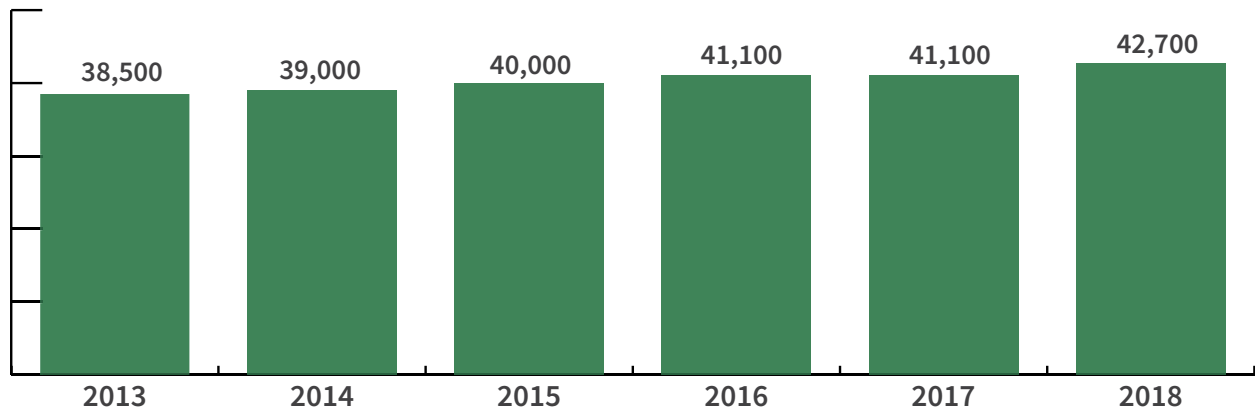
Source: The enrolment data for the 2018-19 academic year is provided directly to the Ministry from Saskatchewan post-secondary institutions designated within the International Student Program.

Fall Term Student Head Count in Credentialed Programs

Enrolment indicators demonstrate system capacity and uptake. This data is used to monitor trends and inform planning for the sector. For international students, the target is to increase by 75 per cent by 2020 (baseline year is 2012). For Indigenous students, the target is to increase by 60 per cent by 2021 (baseline year is 2013).

- ⇒ The number of students enrolled in credentialed programs at Saskatchewan's institutions has increased by 11 per cent since 2013 and by nearly four per cent between 2017 and 2018.

Fall Term Student Head Count in Credentialed Programs, 2013-2018

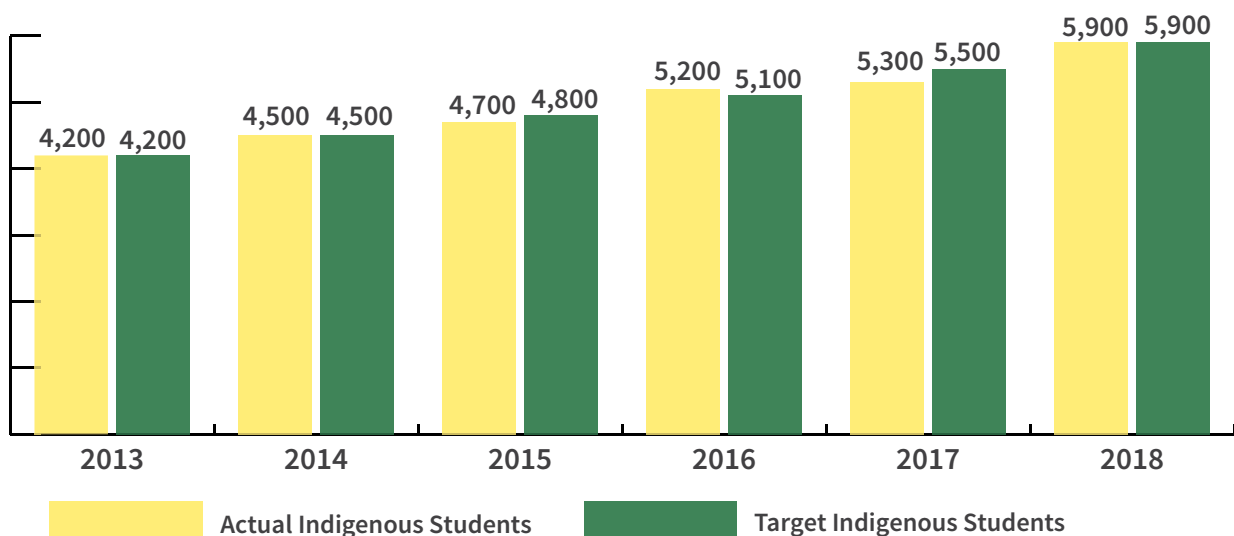


Source: Saskatchewan Post-Secondary Education Indicators Project. Data from this source is limited to students enrolled in credentialed programming (i.e. degree, diploma, or certificate programs) through the project's three pilot institutions – Sask Polytech, the U of R, and the U of S. While the majority of these students take their classes on the main campuses of the pilot institutions, this data also includes students taking university or Sask Polytech programming offered at Saskatchewan's federated and regional colleges, at Dumont Technical Institute, at colleges in Canada's northern territories, and across the country and abroad through online platforms. Head counts from SIIT are not included in this source and will be included in the future. Figures from the project have been rounded to the nearest 100.

Fall Term Indigenous Student Head Count

The number of Indigenous students enrolled in credentialed programs at Saskatchewan's institutions has increased by 40 per cent since 2013 and by over 11 per cent between 2017 and 2018. At the current rate of growth, the province is on track to meet the goal of a 60 per cent increase between 2013 and 2020.

Fall Term Indigenous Student Head Count in Credentialed Programs, 2013-2018

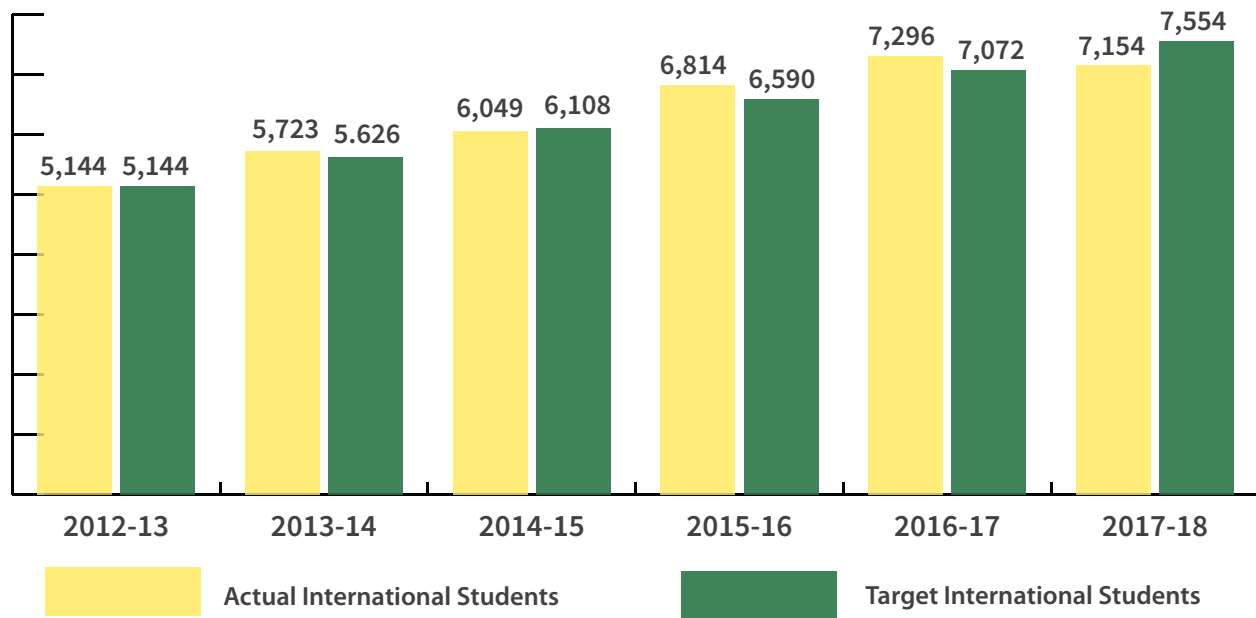


Source: Saskatchewan Post-Secondary Education Indicators Project.

International Student Enrolment

The target is to increase the number of international students studying in Saskatchewan by 75 per cent (over 2012-13 baseline) by 2020. The number of international students studying in Saskatchewan has increased by 39 per cent since 2012-13.

International Student Enrolment, 2012-13 to 2017-18

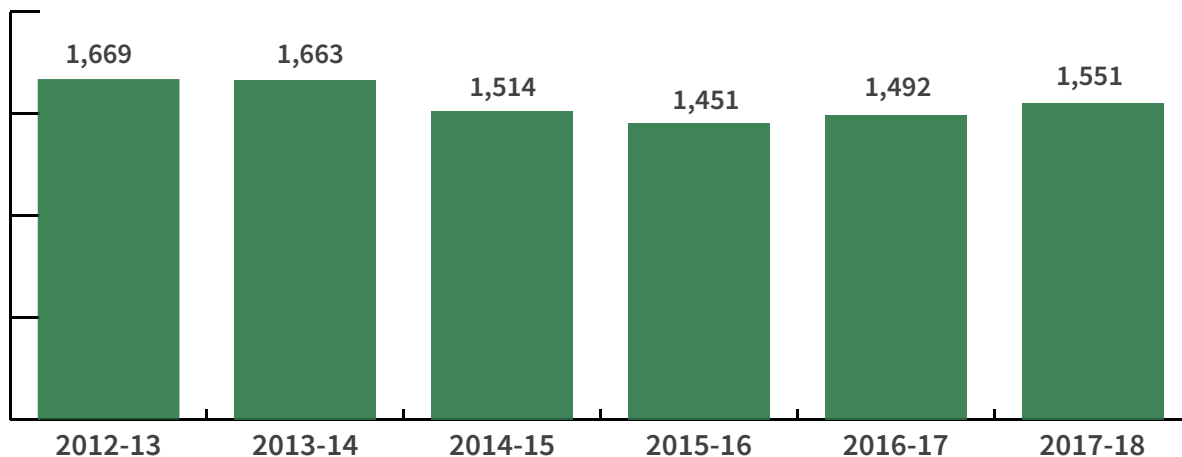


Source: Fall (September-December) enrolment data provided directly by Saskatchewan post-secondary institutions designated with the International Student Program.

Private Vocational Schools Enrolment

Private vocational schools, also known as career colleges, offer vocational courses and programs in Saskatchewan to prepare students for employment in a specific occupation such as business, health services, fashion, esthetics, hairstyling, and more. These schools are privately owned and operated, but must be registered with the Ministry of Advanced Education and have approval of the programs they offer. The level of private vocational schools enrolment has remained constant since 2012-13.

Private Vocational School Enrolment, 2012-13 to 2017-18

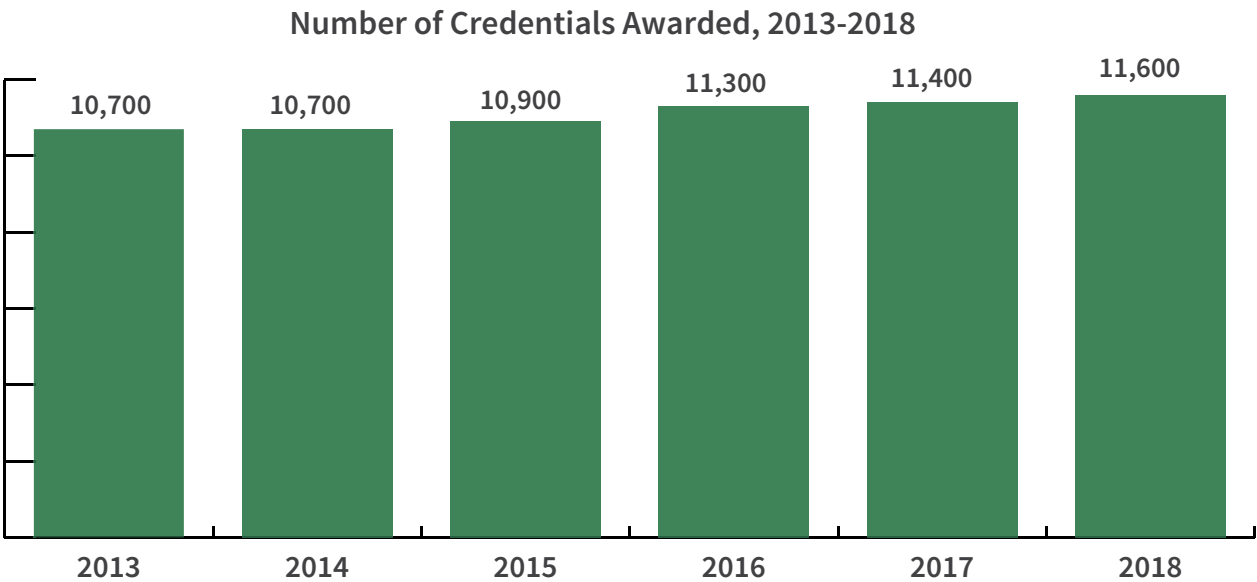


Source: Private Vocational School Statistics reported annually to the Ministry of Advanced Education, 2009-10 to 2017-18

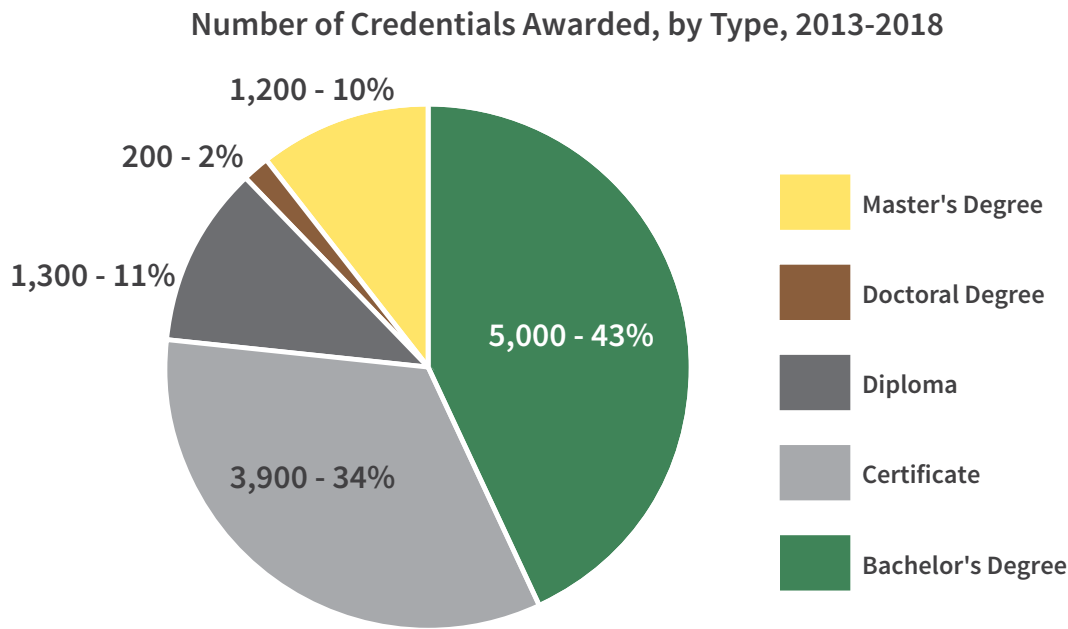
Number of Credentials Awarded

This indicator demonstrates student outcomes. This data is used to monitor trends, inform planning and support system responsiveness. For Indigenous students, the target is to increase by 80 per cent by 2021 (baseline year is 2013).

- ⇒ The number of credentials (degrees, diplomas or certificates) awarded in Saskatchewan has increased by more than eight per cent since 2013.
- ⇒ The number of degrees (bachelor’s, master’s and doctoral) issued rose by six per cent, while the number of certificates awarded grew by 14 per cent and diplomas issued increased by seven per cent.
- ⇒ The largest proportion of credentials awarded is bachelor’s degrees, followed closely by certificates.



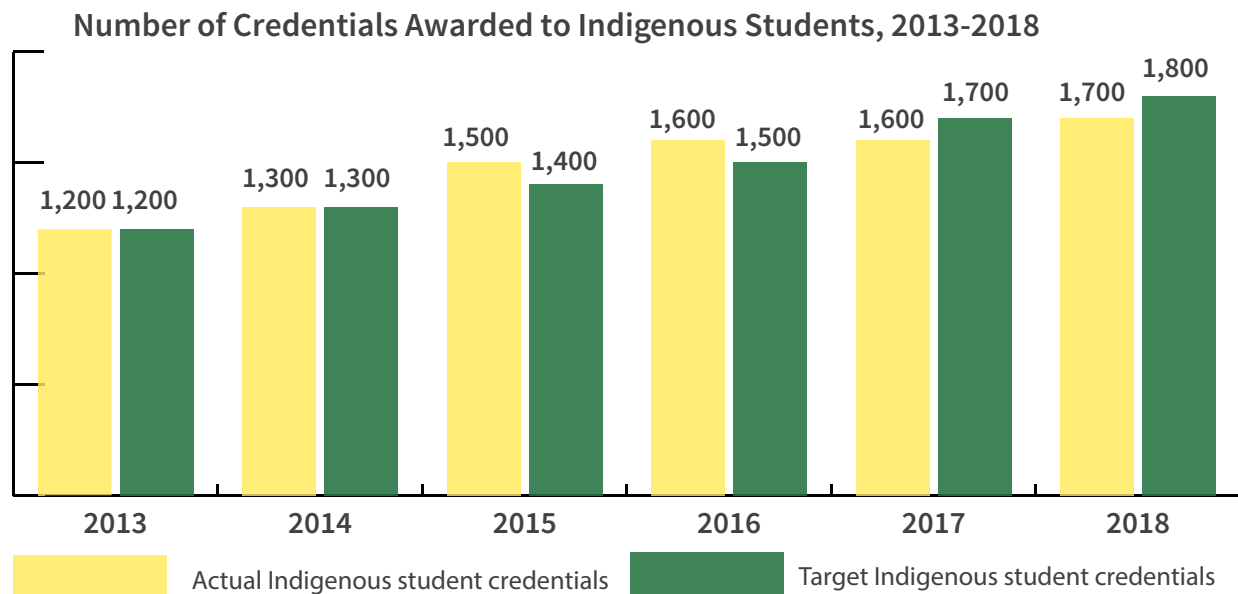
Source: Saskatchewan Post-Secondary Education Indicators Project.



Source: Saskatchewan Post-Secondary Education Indicators Project.

Credentials Awarded to Indigenous Students

- ⇒ The number of credentials awarded to Indigenous students by Sask Polytech and the universities has increased by 42 per cent since 2013, compared to five per cent for non-Indigenous students.

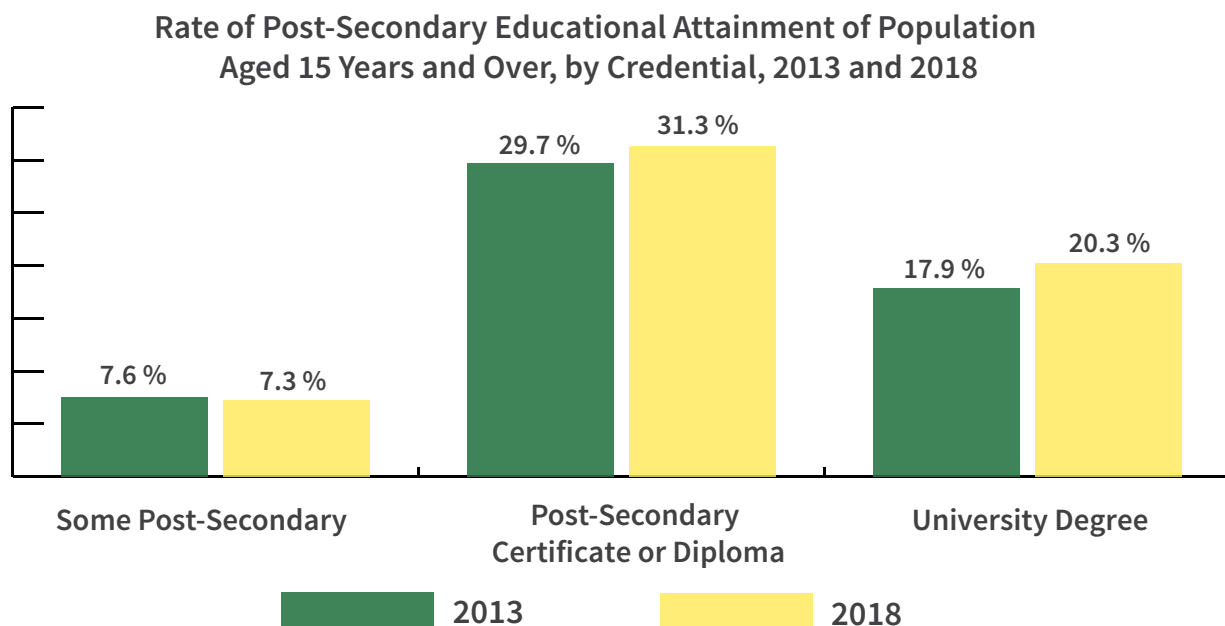


Post-secondary Educational Attainment of Population Aged 15 Years and Over

This measure changes slowly over time. The 2018-19 target is to maintain the current growth rate.

- ⇒ Post-secondary attainment of the Saskatchewan population over 15 years of age has increased by 14 per cent since 2013. The greatest gains were in university degree attainment. Just over half (52 per cent) of Saskatchewan's population aged 15 and over has completed a post-secondary program. This compares to 58 per cent nationally.
- ⇒ The annual target, which is to maintain the current level of educational attainment, has been met.

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



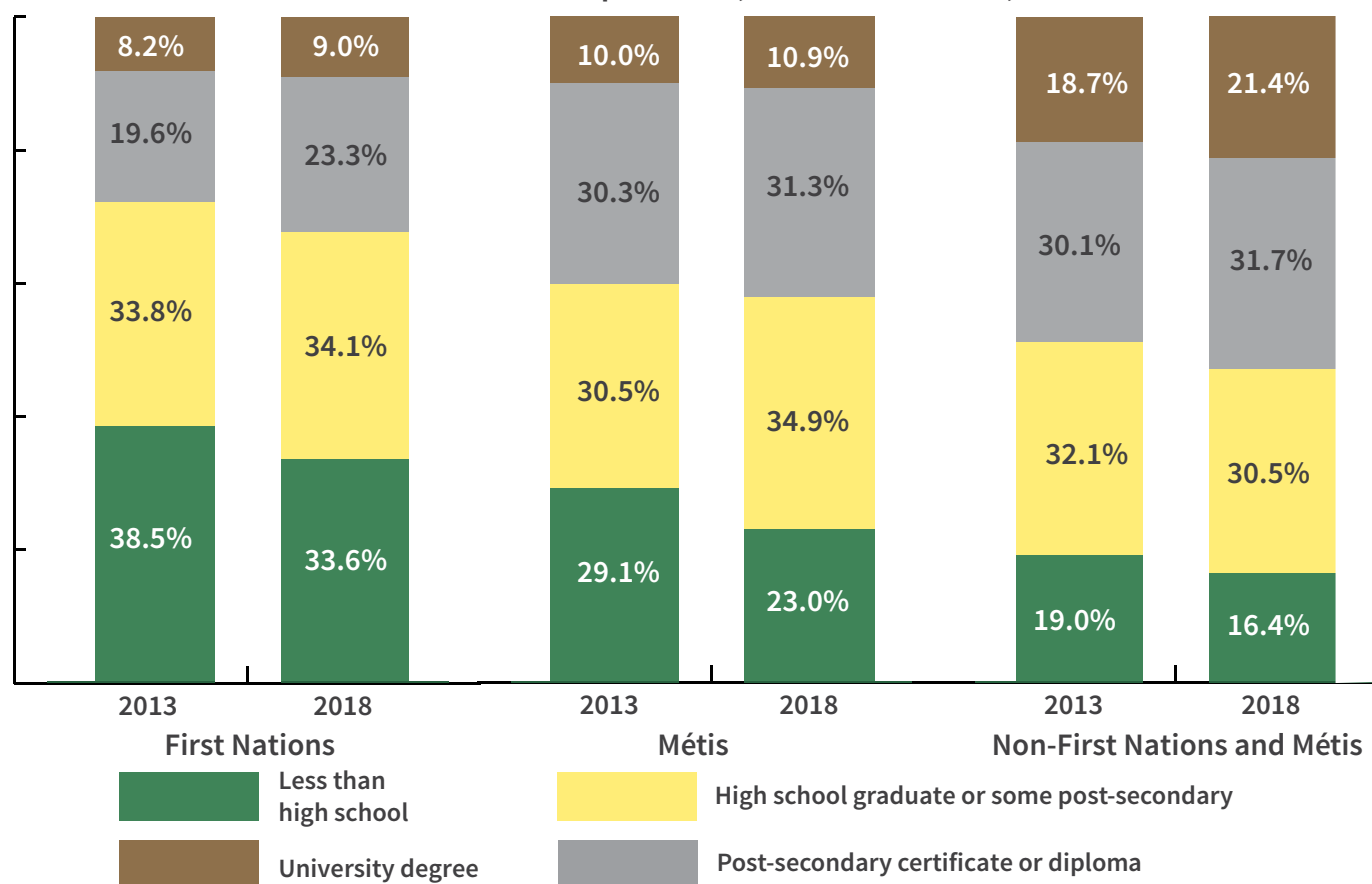
Post-secondary Educational Attainment of First Nations and Métis and non-First Nations and Métis Populations Aged 15 Years and Over by Credential

Post-secondary educational attainment measures change slowly over time. The long-term target is to match the attainment level of the First Nations and Métis population with the attainment rate of the overall Saskatchewan population.

- ⇒ Since 2013, 6,200 more Indigenous people in Saskatchewan have attained a post-secondary certificate, diploma or degree. This represents a 42 per cent increase for First Nations people and a 15 per cent increase for Métis people. Non-Indigenous people experienced a 7.5 per cent increase in post-secondary credential attainment.
- ⇒ The number of Indigenous people with less than high school education has decreased by 3.6 per cent since 2013.
- ⇒ 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 of educational attainment, has been met. Additional work is required to achieve the long-term target, which is to match the Indigenous educational attainment level with the overall Saskatchewan population.

Saskatchewan has a young and growing Indigenous population. It is important to continue to support increasing numbers of Indigenous students in completing high school, succeeding in post-secondary studies and entering the workforce.


Rate of Post-Secondary Educational Attainment of First Nations, Métis and Non-First Nations and Métis Populations, 15 Years and Over, 2013 and 2018




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.

Source: Statistics Canada. 2018 Labour Force Survey custom tabulation, estimates by Indigenous identity, educational attainment, age group, sex, Canada, province, annual average.


Government Goals



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

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

This goal aligns with the Ministry's post-secondary sector expectations of responsiveness, quality and accountability. Meeting these expectations means that the post-secondary sector is:

- ⇒ responsive because it meets the needs of students, communities and the economy;
- ⇒ high quality because it meets required standards and maintains public confidence in the programs and services provided; and,
- ⇒ accountable because it achieves expected outcomes and is transparent.

Ministry Goal

Meet the post-secondary education needs of the province.

Strategy

Ensure post-secondary funding supports Ministry and sector goals.

Key Actions and Results

Engage with post-secondary institutions on goals, strategies and financial requests to inform decision-making and provide direction

- ⇒ Annually, the Ministry provides [budget letters](#) to all post-secondary institutions to ensure that institutions' strategic plans, goals, key actions and measures are aligned with the Government priorities. This year, post-secondary institutions focused on efforts to achieve efficiencies while maintaining high quality, aligning programs with the needs of the labour market, and improving the participation and success of Indigenous students.

Work with post-secondary institutions to develop capital plans to inform government investments in infrastructure.

- ⇒ The Ministry's infrastructure planning efforts ensure institutions follow legislative requirements.
 - ⇒ A continuous improvement project supported the development of policies where current gaps exist. Draft policies were shared with institutions with the objective of having Major Capital and Preventative Maintenance and Renewal processes formalized between the Ministry and post-secondary institutions.
- ⇒ The Ministry invested \$22.4M in infrastructure maintenance, upgrades and planning.

Strategy

Support post-secondary institutions to provide education, training and research to meet the needs of Saskatchewan communities and labour markets.

Key Actions and Results

Encourage post-secondary institutions to engage in education and research that generates innovative ideas and technologies that support Saskatchewan's future economic development.

- ⇒ In 2017-18 (the latest data available), the Saskatchewan Innovation and Opportunity Scholarship awarded a total of \$3M to approximately 3,400 students at an average award of \$2,000. Of the awards, 48 per cent were for new, emerging or innovative areas of study, 38 per cent for institutional priority areas, and 14 per cent were awarded for Canadian students studying out of country or foreign students studying in Saskatchewan. Post-secondary institutions match the government's investment to provide over \$6M in total awards.

Identify training needs and support programs that align with the labour market including:

Ensuring that the training system serves provincial labour market needs by working with the Ministry of Immigration and Career Training to support the Skills Training Sector Program Planning Committee.

- ⇒ Occupational Profiles on four in-demand professions (Licensed Practical Nurse, Electrician, Power Engineer and Welder) have been developed and will be used to inform program planning decisions.

Working with the health sector to monitor and evaluate health occupation needs to inform provincial training.

- ⇒ The Ministry, in collaboration with the Nursing Deans' Forum, completed a review of the province's two-provider Registered Nursing education model and developed a two-year work plan based on the review's findings. The review concluded that the two-provider model has contributed to stabilization of the registered nursing workforce; greater flexibility and choice for students; increased post-secondary accessibility to rural, remote and Indigenous communities; and, collaboration and creativity by the institutions in delivering educational opportunities and securing clinical placements across Saskatchewan.
- ⇒ In response to the labour market demand for Registered Psychiatric Nurses at the new Saskatchewan Hospital North Battleford, the Ministry led a clinical mapping exercise and supported a new brokerage agreement between North West College and Saskatchewan Polytech for the delivery of the Registered Psychiatric Nurses program. The program is scheduled to commence in the fall of 2019.

Managing interprovincial agreements to meet current and projected health labour market demands in specialized areas.

- ⇒ The Ministry currently has six interprovincial agreements valid until March 2020 to support students training in the fields of Electro-Neurophysiology, Magnetic Resonance Imaging, Respiratory Therapy, Nuclear Medicine Technology, Diagnostic Medical Sonography and Occupational Therapy. This year, \$1.9M was allocated to all interprovincial agreements to support 92 students.

Re-negotiating the interprovincial agreement with British Columbia, Alberta and Manitoba for the Western College of Veterinary Medicine.

- ⇒ The Ministry, College representatives, and partner provinces have begun negotiating a new interprovincial agreement to ensure the Western College of Veterinary Medicine continues to operate sustainably and offer high-quality programming.

Strategy

Strengthen program quality and responsiveness to Saskatchewan's economic and social needs.

Key Actions and Results

Examine Ministry legislation, regulations and policies so that they align with program and service needs.

Review *The Degree Authorization Act* to inform potential legislative and regulatory amendments.

- ⇒ The Ministry launched a review of the degree authorization regulatory framework to assess how [The Degree Authorization Act](#) and [The Degree Authorization Regulations](#), which came into force in 2012, are meeting the needs of Government, the [Saskatchewan Higher Education Quality Assurance Board](#) (SHEQAB), and stakeholders. Next steps related to the review will be considered in 2019-20.

Ensure all new degree programs meet Saskatchewan's social, economic and quality standards according to *The Degree Authorization Act*.

- ⇒ The Saskatchewan Higher Education Quality Assurance Board (SHEQAB) was established in 2012 in accordance with *The Degree Authorization Act* to oversee a quality assurance process for new degree programs in the province. In 2018-19, Saskatchewan Polytechnic's application for a Bachelor of Applied Management degree was referred to SHEQAB for review. This review will conclude in 2019-20.

Monitor post-secondary institutions' compliance with all legislative, regulatory and policy requirements.

- ⇒ The Minister amended the authorizations of Saskatchewan Polytechnic's Bachelor of Psychiatric Nursing and Briercrest's Bachelor of Arts in Humanities (both of which were due to expire on June 30, 2020) to remove the authorization end date. The SHEQAB will continue to monitor both degree programs to ensure that quality standards continue to be met and the terms and conditions of authorization are maintained.

Performance Measures

Employment Rate by Credential

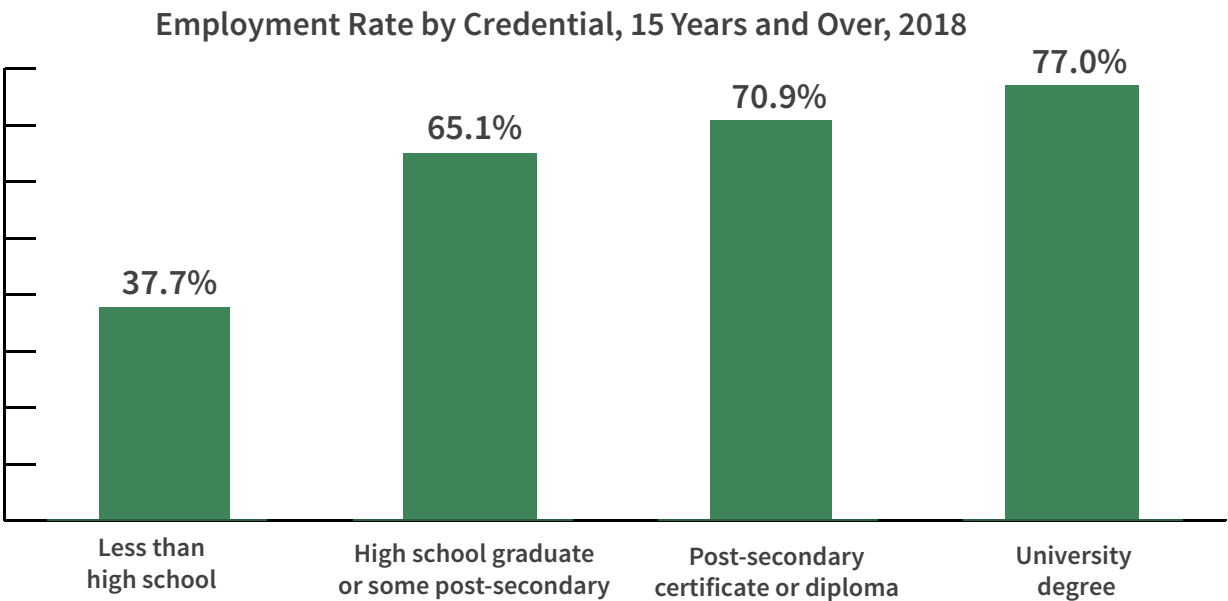
This measure changes slowly over time and is reflective of the economy and labour market. The 2018-19 target is for Saskatchewan's employment rate to remain higher than the national average.

- ⇒ Higher rates of employment are associated with higher levels of educational attainment.
- ⇒ The annual target, which is to ensure that Saskatchewan's employment rate remains higher than the national average, was met. Saskatchewan's 2018 employment rate was 64.5 per cent, while the national average was 61.6 per cent¹.

¹Statistics Canada. Labour force data characteristics by sex, age group, Canada, seasonally adjusted and trend-cycle, monthly, January 2018- December 2018.

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.



Source: Statistics Canada. 2018 Labour Force Survey custom tabulation, estimates by Indigenous identity, educational attainment, age group, sex, Canada, province, annual average.

Quality of Educational Experience

This measure demonstrates levels of graduate satisfaction with the overall quality of their educational experience. It is collected every five years in the Ministry of Advanced Education Post-Secondary Graduate Outcomes Study.

- ⇒ The [2014 Graduate Outcomes Study \(March 2017\)](#) showed high satisfaction levels amongst graduates.
 - ↳ Of study respondents, 93 per cent indicated they were satisfied or very satisfied with the overall quality of their educational experience; and
 - ↳ A large majority (85 per cent) of graduates said they would recommend their program to others.
- ⇒ Graduates also indicated high levels of satisfaction with a number of components in their post-secondary experience.
 - ↳ 89 per cent were satisfied with the quality of teaching in their program;
 - ↳ 90 per cent were satisfied with the program’s content;
 - ↳ 92 per cent were satisfied with the geographic location of their program;
 - ↳ 87 per cent were satisfied with the quality of the buildings; and,
 - ↳ 80 per cent were satisfied with the lab or technology equipment.

Government Goals



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

This goal aligns with the Ministry's 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 accountable and sustainable.

Strategy

Encourage Saskatchewan post-secondary institutions to operate efficiently.

Key Actions and Results

Identify opportunities to encourage collaboration and manage costs.

Lead efforts to increase efficiencies in the regional college system.

- ⇒ Supported by the Ministry, and led by regional college Chief Executive Officers, the Task Force on Regional College Efficiency developed recommendations for potential joint efficiencies in back-office functions, human resources and related services, information technology and program delivery. The Task Force achieved savings of \$360,000 with options identified for additional future savings.
- ⇒ As part of the Task Force, Cumberland and Parkland Colleges agreed to pilot a shared leadership project where both colleges share a single CEO, the same six individuals are simultaneously appointed to the two colleges' boards and the colleges jointly serve the combined Cumberland-Parkland region.

Lead the Action Team on Growth and Sustainability.

- ⇒ Led by the Ministry, the Action Team on Growth and Sustainability was active from 2013-14 to 2017-18 and included presidents of the U of S, U of R and Sask Polytech. The group initiated a common library card for students and continues to collaborate on joint purchasing of lab products, vehicle rentals, and other services.

Support continuous improvement efforts across the post-secondary sector.

- ⇒ The Ministry worked with the First Nations University of Canada to identify improvements for students' first-year university experience.
- ⇒ Representatives from SIIT, First Nations University of Canada, Carlton Trail Regional College and St. Thomas More College participated in Executive Leadership Improvement Training that is administered by the Ministry. The training provides sector leaders with skills and tools to support improvement work within their institutions.

Strategy

Strengthen mechanisms that demonstrate accountability for public investments.

Key Actions and Results

Promote government's five student-focused expectations for the post-secondary sector and monitor institutional progress toward meeting the five expectations.

- ⇒ The Ministry continues to work with institutions to ensure that the post-secondary education sector in Saskatchewan is accessible, responsive, sustainable, accountable and offers quality education to students. Monitoring is ongoing and institutions report on efforts to meet the five student-focused sector expectations annually as part of budget reporting.

Advance the Post-Secondary Education Indicators Project to ensure consistent, comparable, sector-wide data is collected and available to inform planning, monitoring and reporting.

- ⇒ The Post-Secondary Education Indicators Project is a joint initiative between the Ministry and post-secondary institutions. At full implementation, the Post-Secondary Indicators Project will collect and report consistent and comparable data from all post-secondary institutions in Saskatchewan.
 - ↳ Currently, the U of S, the U of R and Sask Polytech are providing data on 19 indicators.
 - ↳ The project's first [report](#) was released in Spring 2018 and focused on enrolments and credentials of degree, diploma and certificate programs at Sask Polytech, the U of R and the U of S including those students taking university and/or Sask Polytech programming offered at Saskatchewan's federated colleges, regional colleges and at Dumont Technical Institute.
 - ↳ A second [report](#) that provided data on accessibility, participation by age group and value derived from post-secondary education in Saskatchewan was released in fall 2018.

Examine current post-secondary institution funding policies and practices.

- ⇒ To facilitate planning and enhance accountability in the post-secondary education sector, the Ministry conducted an internal review of the funding provided to Briercrest College and Seminary, College of Emmanuel & St. Chad, Horizon College & Seminary, Lutheran Theological Seminary, St. Andrew's College and St. Peter's College. This review did not lead to changes to existing funding policies and practices.

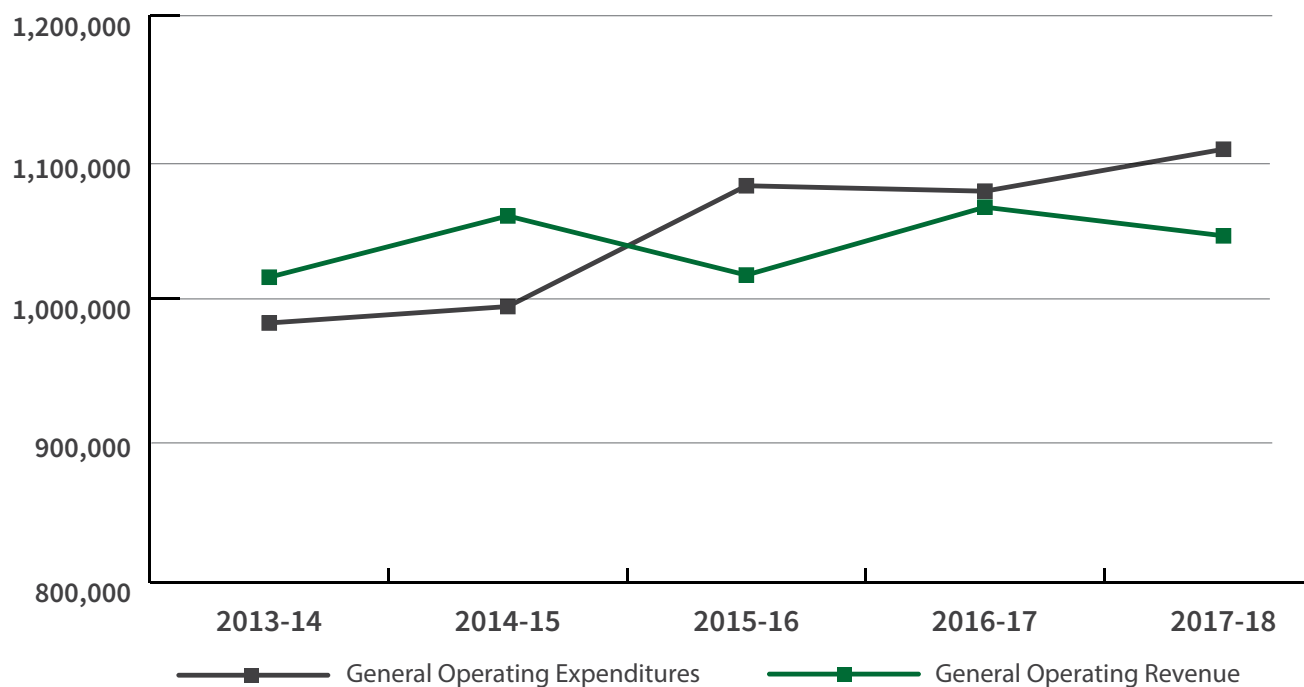
Performance Measures

Expenditure to Revenue Ratios

The expenditures to revenue ratio demonstrates the efficiency and long-term sustainability of post-secondary institutions. It is used to inform planning for the sector, compare with other jurisdictions and review trends.

- ⇒ Operating expenditures increased at a faster pace than operating revenues between 2013-14 and 2017-18, and since 2015-16, costs have exceeded income in Saskatchewan’s post-secondary sector.

Post-secondary Institutions Operating Revenue and Expenditures, 2013-14 to 2017-18



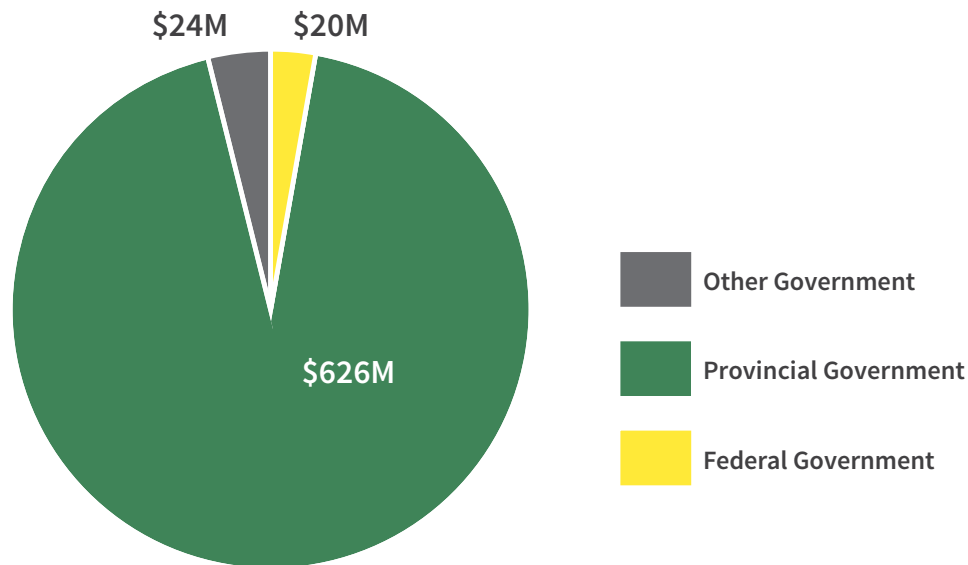
Source: Saskatchewan Post-Secondary Education Indicators Project. The data is drawn from financial information submitted by Saskatchewan Polytechnic, the University of Regina, the University of Saskatchewan, Luther College, Campion College, First Nations University of Canada, St. Thomas More College, and St. Peter’s College.

Reliance on Revenue Source

This indicator measures the composition of the sector's revenue sources and provides a measure for assessing the sustainability of the sector if the proportion or distribution of revenue sources changes.

- ⇒ The majority of revenues at publicly funded post-secondary institutions in Saskatchewan are from public sources. Among government sources, the provincial government is the largest contributor to operating revenue at 94 per cent².

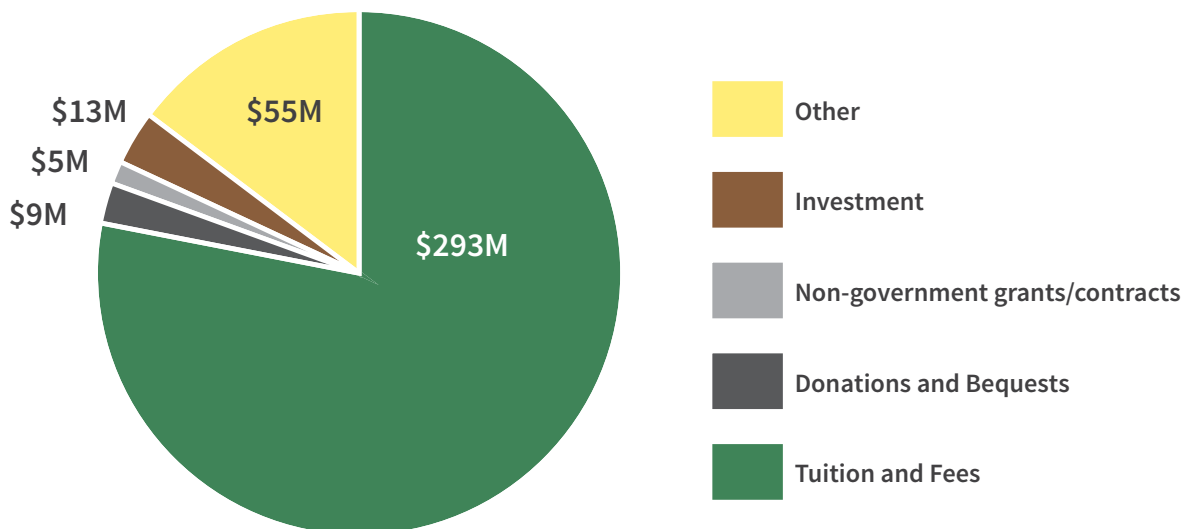
Government Sources of Operating Revenue at Post-secondary Institutions, 2017-18



Source: Saskatchewan Post-Secondary Education Indicators Project. The data is drawn from financial information submitted by Saskatchewan Polytechnic, the University of Regina, the University of Saskatchewan, Luther College, Campion College, First Nations University of Canada, St. Thomas More College, and St. Peter's College.

- ⇒ Among non-government sources, tuition and student fees constitute the largest source of operating revenue at 78 per cent³.

Non-government Sources of Operating Revenue at Post-secondary Institutions, 2017-18



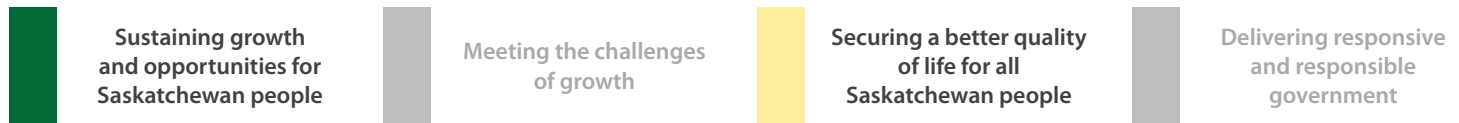
Source: Saskatchewan Post-Secondary Education Indicators Project. The data is drawn from financial information submitted by Saskatchewan Polytechnic, the University of Regina, the University of Saskatchewan, Luther College, Campion College, First Nations University of Canada, St. Thomas More College, and St. Peter's College.

² The "Other Governments" category includes municipal governments, other provincial governments in Canada, and foreign governments.

³ The "Other" category of non-government revenue includes sales of services and products and miscellaneous income.

Status of Women Office

Government Goals



The Status of Women Office is the sole branch in government that reports on the status of women. It is responsible for conducting gender-based-analysis, developing and reporting on equality indicators, and collaborating with government and community-based stakeholders to monitor the impact of programs, services and initiatives of the Government of Saskatchewan on women. This goal supports government's goal of securing a better quality of life for all Saskatchewan people.

Goal

Raise awareness of issues affecting women and ensure gender considerations are integrated into government decision making processes.

Strategy

Work within government and with partners across the province to identify and address gender equality gaps.

Key Actions and Results

Evaluate the operations and activities of the Status of Women Office to identify areas of strength and opportunities for improvement.

- ⇒ An evaluation of the operations and activities of the Status of Women Office occurred in 2017-18. Following the evaluation, a new operational plan was drafted to include performance measures that reflect a new direction for 2019-20.
- ⇒ The Office continues to work with internal and external stakeholders to ensure gender considerations are integrated into government decision-making. This includes working with stakeholders to develop an interpersonal violence and abuse plan that lays out common priorities for all partners to action.
- ⇒ Additionally, the Office continues to focus on training and education, research and equality indicators and on testing solutions for Saskatchewan women.

Work with internal and external stakeholders to ensure gender considerations and gender-based analysis are integrated into government decision-making.

- ⇒ The Office is using a gender-based analysis (GBA) approach to assess the Saskatchewan Technology Start-up Incentive (STSI) Program, in partnership with Innovation Saskatchewan.
- ⇒ The Office developed and released a provincial approach for interpersonal violence and abuse.

Conduct research and report on equality indicators.

- ⇒ The Office continues to research the status of women in Saskatchewan through the Gender Equity Indicators Project, which includes an expanded list of indicators and provides baseline information to better inform policy that impacts women across the province. The Status of Women Office updates these indicators using Statistics Canada census data as it becomes available.

Identify priority areas of concern and test solutions for Saskatchewan women.

- ⇒ The Office continues to focus on research, education and training, and testing solutions for women across Saskatchewan. Progress in this area includes:
 - ↳ Development of a gender-based analysis training toolkit; and
 - ↳ Increase in research indicators for the Gender Equality Indicators Project.

Focus training and awareness activities in targeted areas.

- ⇒ The Office continues to focus on women's economic prosperity and participation with the additional focus on interpersonal violence and abuse across the province.

2018-19 Financial Overview

In 2018-19, the Ministry of Advanced Education had expenses of \$745.3 million, an increase of \$16.1 million from the Budget Estimate of \$729.2 million. Higher expenditures related to increased operating grants to the University of Saskatchewan and greater demand for student supports. These increases were partially offset by various internal savings.

The following table outlines information on actual and budgeted expenditures by subvote and subprogram. Explanations are provided for all variances that are \$500,000 or greater.

Financial Statements

Expense Actuals

	(in thousands of dollars)		
	2018-19 Budget	2018-19 Actual	Variance Over/(Under)
Subvote/Subprogram			
Central Management and Services (AE01)			
Minister's Salary	49	49	0
Executive Management	1,611	1,829	218
Central Services	9,117	7,278	(1,839) ¹
Accommodation Services	3,673	3,625	(48)
Status of Women	256	247	(9)
Subvote Total	14,706	13,028	(1,678)
Post-Secondary Education (AE02)			
Operational Support	2,938	2,317	(321) ²
Universities, Federated and Affiliated Colleges	469,786	480,512	10,726 ³
Technical Institutes	151,426	151,428	2
Regional Colleges	30,089	29,897	(192)
Post-Secondary Capital Transfers	22,400	22,400	0
Subvote Total	676,639	686,554	9,915
Student Supports (AE03)			
Operational Support	3,013	2,527	(486)
Saskatchewan Student Aid Fund	21,534	27,034	5,500 ⁴
Scholarships	12,495	15,407	2,912 ⁵
Saskatchewan Advantage Grant for Education Savings	600	545	(55)
Subvote Total	37,642	45,513	7,871
Total Expenditure	728,987	745,095	16,108
Capital Asset Aquisitions	0	0	0
Capital Asset Amortization	167	166	(1)
Total Expense	729,154	745,261	16,107

Supplementary Estimates/Special Warrants

- ⇒ Supplementary estimates funding of \$4.5M was approved in November 2018 to address increased demand for the Saskatchewan Student Loan Program.
- ⇒ Special Warrant funding of \$12.0M was approved in February 2019 to support the University of Saskatchewan and to address the increased demand for the Saskatchewan Advantage Scholarship.

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 decrease is due to reduced salary and administrative spending and a realignment of salaries within the Ministry.
3. The majority of the increase in Universities, Federated and Affiliated Colleges was a result of providing additional in-year funding to the University of Saskatchewan.
4. The increase in the Saskatchewan Student Aid Fund is due to increased demand in the student loan program.
5. The increase in Scholarships is due to increased uptake in the Saskatchewan Advantage Scholarship.

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 2018-19, actual revenue was \$1.5M, an increase of \$0.1M from the \$1.4M budget.

The following table outlines information on actual and budgeted revenues. Explanations are provided for all variances that are \$100,000 or greater.

Revenue Actuals

Revenue Category	(in thousands of dollars)		
	2018-19 Budget	Actual Revenues	Variance Over/(Under)
Privileges, Licences and Permits			
Admin/Application/Inspection Fees	0	30	30
Property and Building Rentals	125	128	3
Subtotal	125	158	33
Sales, Services and Service Fees			
Other Registration Fees	21	19	(2)
Subtotal	21	19	(2)
Federal-Provincial Cost Sharing Programs	1,250	577	(673) ¹
Subtotal	1,250	577	(673)
Other Revenue			
Casual Revenue	10	438	428 ²
Cash Refunds of Previous Year's Expenditures	15	22	7
Change in Previous Years' Estimates	—	305	305 ³
Salary Overpayment Refunds	—	8	8
Subtotal	25	773	748
Total Revenue	1,421	1,527	106

Explanations of Major Variances

1. The decrease is due to an adjustment to reflect a change in the accounts receivable from the Federal Government related to the funding for French language initiatives and funding for the Strategic Investment Fund Program.
2. The increase is due funding received through a shared service arrangement with Innovation Saskatchewan combined with Saskatchewan Advantage Grant for Education Savings (SAGES) repayments.
3. The increase is due to an adjustment to reflect a change in the accounts payable to institutions related to funding for the Strategic Investment Fund Program.

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

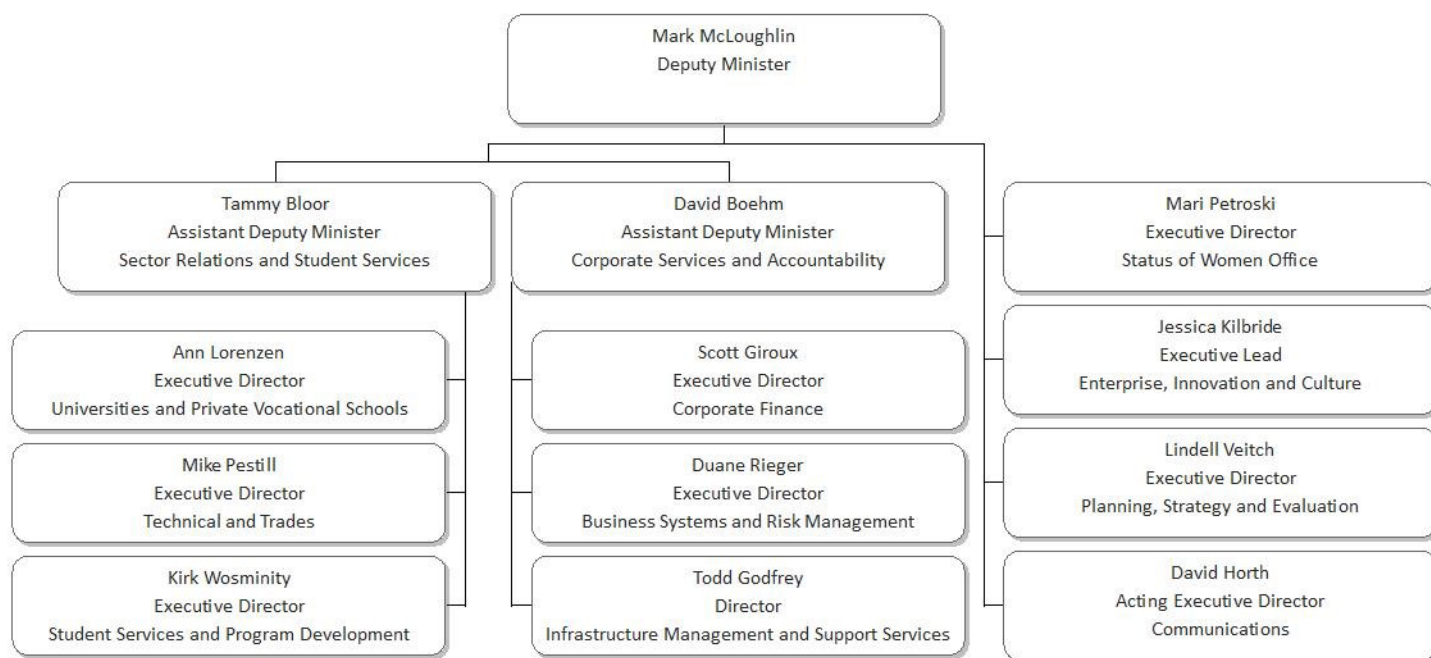
The Ministry of Advanced Education produces three annual reports:

- ⇒ The Ministry of Advanced Education Annual Report 2018-19
- ⇒ Student Aid Fund Annual Report 2018-19
- ⇒ Training Completion Fund Financial Statements 2018-19

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.

Appendix 1

Ministry of Advanced Education Executive Organization



Appendix 2

Legislation and Regulations under the Responsibility of the Minister of Advanced Education

The Degree Authorization Act

- ⇒ The Degree Authorization Regulations

The Education Act, 1995

- ⇒ But only with respect to subsection 3(1) which is jointly assigned to the Minister of Advanced Education, the Minister of Education and the Minister of Immigration and Career Training

The Graduate Retention Program Act

- ⇒ The Graduate Retention Program Regulations
- ⇒ The Post-Secondary Graduate Tax Credit Regulations

The Post-Secondary Education and Skills Training Act

- ⇒ Jointly assigned to the Minister of Immigration and Career Training and the Minister of Advanced Education, except section 5, clauses 15(2)(a), (c), (d), (e), (i) and (j) and section 17 which are jointly assigned to the Minister of Immigration and Career Training, the Minister of Advanced Education and the Minister of Education
- ⇒ Except The Training Program Regulations which are jointly assigned to the Minister of Immigration and Career Training and the Minister of Education, but with respect to the Minister of Education, only as those regulations relate to literacy programs

The Private Vocational Schools Regulation Act, 1995

- ⇒ The Private Vocational Schools Regulations, 2014

The Regional Colleges Act

- ⇒ The Regional Colleges Regulations
- ⇒ The Regional Colleges Program Designation Regulations
- ⇒ The Regional Colleges Programs and Services Regulations, 1997

The Saskatchewan Advantage Grant for Education Savings (SAGES) Act

- ⇒ The Saskatchewan Advantage Grant for Education Savings (SAGES) Regulations

The Saskatchewan Applied Science and Technologists and Technicians Act

The Saskatchewan Indian Institute of Technologies Act

The Saskatchewan Polytechnic Act

- ⇒ The Saskatchewan Polytechnic Regulations

The Student Assistance and Student Aid Fund Act, 1985

- ⇒ The Saskatchewan Student Direct Loans Regulations
- ⇒ The Lender-financed Saskatchewan Student Loans Regulations
- ⇒ The Student Assistance and Student Aid Fund Regulations, 2001

The University of Regina Act

The University of Saskatchewan Act, 1995

- ⇒ The University of Saskatchewan Regulations, Order in Council 109/76
- ⇒ Superannuation, reciprocal agreements, S.R. 212/75

The Women's Affairs Act

Under ***The Executive Government Administration Act***, Advanced Education is responsible for the following regulations:

- ⇒ The Ministry of Advanced Education Regulations
- ⇒ The Saskatchewan-China Exchange of Scholars Regulations
- ⇒ The Skills Training Benefit Regulations
 - ↳ Jointly assigned to the Minister of Advanced Education and the Minister of Immigration and Career Training
- ⇒ The Training Allowance Regulations
 - ↳ Jointly assigned to the Minister of Advanced Education and the Minister of Immigration and Career Training