

Ministry of Advanced Education

Annual Report for 2019-20

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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, 2020.

This report summarizes Advanced Education's collaboration with our sector partners and across government to support an inclusive post-secondary sector where diverse students can succeed and prepare to compete in any market.

Much of this work focuses on creating pathways from school to a career for our students from all backgrounds including international and Indigenous students. Their success is our success.

In addition to an unwavering commitment to students, the Ministry is home to the Status of Women Office, an organization which partners with government ministries, Crown corporations, agencies and with community partners and service providers to lead gender equality work across the province.

A handwritten signature in black ink, appearing to be 'TBM' with a large flourish.

Tina Beaudry-Mellor
Minister of Advanced Education
Minister responsible for Status of Women Office



*Mark McLoughlin
Deputy Minister of
Advanced Education*

The Honourable Tina Beaudry-Mellor,
Minister of Advanced Education
Minister Responsible for the Status of Women Office

Dear Minister:

I have the honour of submitting the Annual Report of the Ministry of Advanced Education for the fiscal year ending March 31, 2020.

Our team continues to work with the province's post-secondary education institutions to ensure Saskatchewan students have the skills and training they need to support our growing economy.

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 black ink, appearing to be 'M McLoughlin' with a large flourish.

Mark McLoughlin
Deputy Minister of Advanced Education

Ministry Overview

This annual report for the Ministry of Advanced Education presents the Ministry's results for the fiscal year ending March 31, 2020. It provides results of publicly committed strategies, key actions and performance measures identified in the [Ministry of Advanced Education Plan for 2019-20](#). It also reflects progress toward commitments from the Government Direction for 2019-20, 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.

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.

About Us

The Ministry of Advanced Education's employees all work from the Ministry's Regina office. The total full-time equivalent count for the Ministry in 2019-20 was 122.9.

The Ministry is functionally designed so that all areas jointly contribute to its mission and strategic priorities.

- The Corporate and Student Services Division provides internal, sector, and student supports and services. The division includes:
 - the Business Systems and Information Management Branch;
 - the Corporate Finance Branch; and,
 - the Student and Support Services Branch.
- A number of branches report directly to the Deputy Minister and provide support to the Ministry and sector on day-to-day operations and key post-secondary education strategic initiatives. These include:
 - the Enterprise, Innovation and Culture Branch;
 - the International Education and Jurisdictional Initiatives Branch;
 - the Sector Management and Relations Branch;
 - the Strategic Communications Branch; and,
 - the Strategy, Planning and Sector Engagement 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, Sask Polytech and the U of R – supports research and development, an innovation agenda and related science and technology initiatives.

Associated Office

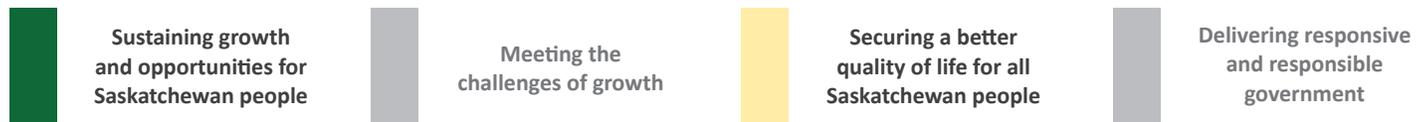
The Status of Women Office

The Status of Women Office raises awareness and coordinates 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 2019-20

Ministry of Advanced Education Goal 1

Government Goals



Ministry Goal

Students succeed in post-secondary education.

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 these 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.



Strategy

Provide supports to promote student success.

Key Actions

- Ensure that students have access to a variety of financial supports (loans, grants, scholarships) so that post-secondary education is accessible and affordable.
 - In 2019-20, over 18,600 loans and grants were issued to Saskatchewan students with a total value of \$88.3M.
 - The Saskatchewan Advantage Scholarship continues to support Saskatchewan post-secondary students with the greatest financial need. In 2019-20, approximately \$4.9M in scholarships were issued to 9,900 students.
 - The Scholarship of Honour was awarded to 14 recipients, totaling \$70,000. 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 \$1.2M to 232 recipients.

- o In 2019, almost 10,000 Graduate Retention Program (GRP) certificates worth a maximum tax credit of \$104.2M 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.
- Improve opportunities for students to succeed while transitioning into post-secondary education and during their studies by working with post-secondary institutions to:
 - o Share knowledge and promising practices with respect to mental health supports for students.
 - ◆ In May 2019, the Ministry hosted a Mental Health and Well-Being Symposium that provided an opportunity for post-secondary institution representatives to share best practices related to mental health and well-being and identify opportunities for collaboration.
 - ◆ Provided \$75,000 to post-secondary institutions to support mental health trainer certification in the Mental Health Commission of Canada's Mental Health First Aid, The Inquiring Mind, and The Working Mind programs.
 - ◆ The Ministry, in collaboration with the University of Saskatchewan, established a Community of Practice for mental health and well-being within the sector. This group will facilitate ongoing collaboration among institutions.
 - o Increase study abroad options.
 - ◆ Since 2012-13 there has been a 28 per cent increase in the number of domestic students studying abroad. In 2018-19 (the most recent data available), 980 Saskatchewan students participated in study abroad programs in 67 countries.

Strategy

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

Key Actions

- Increase the enrolment and educational attainment of First Nations and Métis students by:
 - o Providing targeted funding for SIIT for its Student Support Services Model.
 - ◆ The Ministry allocated \$356,200 to SIIT for its Student Support Services Model to support students from recruitment to employment.
 - SIIT uses a Wrap Around Student Support Model to offer a broad range of expertise, including access to Elders and a cultural coordinator, to help students achieve personal and academic growth. Opportunities for essential skill development, work integrated learning and access to a robust fund of scholarships enhance student retention and success.
 - o Providing targeted funding to Saskatchewan Polytech to support its Indigenous Student Success Strategy.
 - ◆ The Ministry allocated \$581,400 to Saskatchewan Polytech to support its Indigenous Student Success Strategy to address barriers to student completion.
 - Saskatchewan 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.

- o Creating opportunities for institutions to collaborate on leading practices.
 - ◆ This year, the Ministry's Senior Indigenous Advisor met with institutions across the sector to learn about Indigenization efforts and to identify opportunities for collaboration that could contribute to improving Indigenous educational outcomes.
 - ◆ The Ministry partnered with the First Nations University of Canada to host the Indigenous Post-Secondary Education Symposium in October 2019. The Symposium brought sector partners together to share information about leading practices in Indigenous education, to identify opportunities for collaboration, and to build stronger relationships through networking.
- Increase the enrolment and educational attainment of students with a disability by:
 - o Working with the post-secondary sector to implement aspects of the [Provincial Disability Strategy](#).
 - ◆ The Ministry is working with the Ministry of Education to improve transitions from high school to post-secondary education for students with disabilities. Through the joint efforts of government and its partners, important disability-related information was incorporated into an online portfolio, education and career/life planning tool to help students with disabilities create a plan and securely share information with family, high school student support services staff and post-secondary disability advisors. This will help students to receive services and supports efficiently when entering post-secondary education.
 - o Administering program supports for students with disabilities.
 - ◆ The Ministry continued to administer the Saskatchewan Grant for Services and Equipment to support students with disabilities.
- Increase the number of international students studying in Saskatchewan by:
 - o 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 65 per cent increase in the number of post-secondary international students studying in Saskatchewan since 2012-13.
 - In 2018-19 (the most recent data available), there were 8,500 international students in Saskatchewan, with India and China being the top source countries.
 - An increase in the number of international publications by institutions.
 - In 2017 (most recent data), international publications (published research co-authored with international researchers and/or published in an international publication) accounted for 60 per cent of all publications at the University of Regina and 50 per cent at the University of Saskatchewan. Approximately \$15.8M in research funding are associated with these research partnerships.
 - ◆ The Ministry, as a member of the Council of Ministers of Education, Canada (CMEC), led the development of the [CMEC International Education and Engagement Strategy 2019-22](#). This Strategy contributes to Saskatchewan's international education activities by strengthening our reputation as an education destination within Canada.

- o Maintaining the international reputation of Saskatchewan post-secondary institutions through monitoring and implementation of the federal government’s International Student Program designation standards.
 - ◆ 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 26 designated institutions in Saskatchewan.
 - ◆ The Ministry conducted a review of the Saskatchewan Designation Framework for the International Student Program and implemented changes in 2019-20.
- o Working with the post-secondary sector to implement the [Vision 2030](#) plan for French post-secondary education in Saskatchewan.
 - ◆ A new multi-year funding agreement for French post-secondary education was negotiated this year with the Government of Canada. The Canada-Saskatchewan Agreement on Minority-Language Education and Second Official-Language Instruction provides over \$1.7M 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

- Ensure technology and digital services continuously respond to client needs.
 - o The Saskatchewan Advantage Scholarship was redesigned as an upfront provincial grant administered through the student loans program. The redesigned system allows for a needs-based assessment, more effectively disburses funds to those in need and involves fewer manual processes.
 - o To reduce wait times and meet students’ expectations, the Ministry’s student loans portal was updated to send students instant feedback once a loan application is processed. A new document upload feature was also introduced to allow students to submit documents digitally to support their loan application.
- Solicit citizen input and feedback on programs, services and the technology used to deliver them and make adjustments based on the results.
 - o A new tracking tool was introduced to provide data and insights into the types and volume of phone calls coming into the Ministry’s Student Service Centre. This data will provide the business intelligence needed to improve client services.

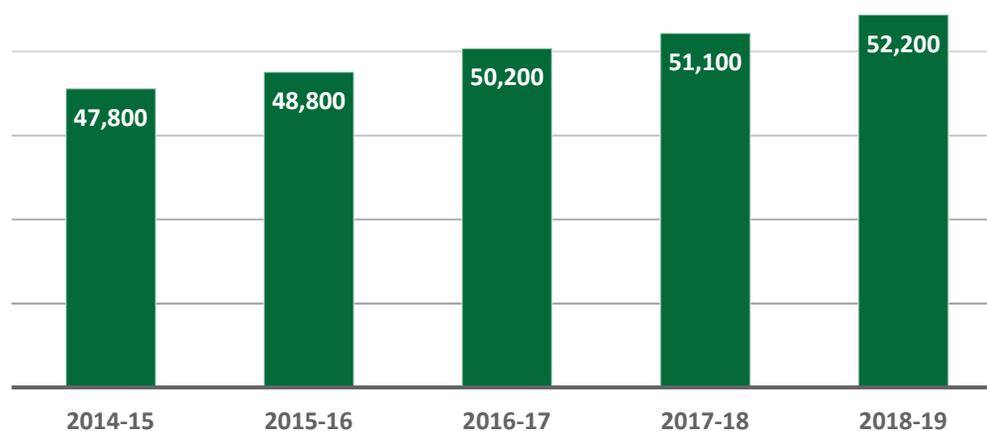
Performance Measure Results

Annual Student Enrolment in Credentialed Programs

Enrolment indicators demonstrate sector capacity and uptake. This data is used to monitor trends and inform planning for the sector. For Indigenous students, the target is to increase by 60 per cent by 2021 (baseline year is 2013). For international students, the target is to increase by 75 per cent by 2020 (baseline year is 2012). The travel impacts of the global COVID-19 health crisis are expected to negatively impact the 2020 target for international students.

- The number of students enrolled in credentialed programs at Saskatchewan’s institutions has increased by nine per cent since 2014-15 and by two per cent between 2017-18 and 2018-19.

Saskatchewan Annual Student Enrolment in Credentialed Programs



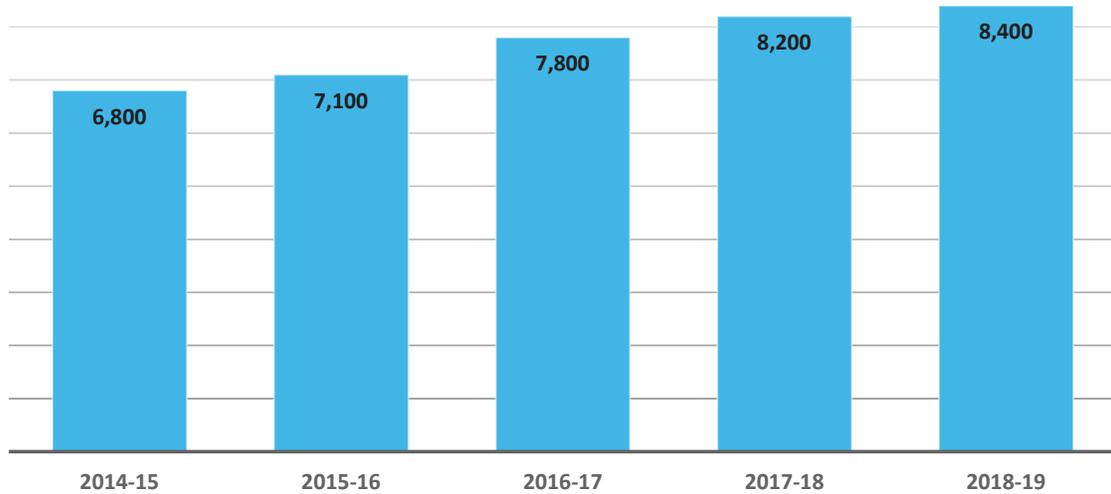
Source: Saskatchewan Post-Secondary Education Indicators Project

Note: Data from the Saskatchewan Post-Secondary Education Indicators Project is limited to students enrolled in credentialed programming (i.e. degree, diploma, or certificate programs) through Sask Polytech, the U of R, the U of S, and SIIT. While the majority of these students take their classes on the main campuses of these institutions, this data also includes students taking university, Sask Polytech, or SIIT 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. Figures from the project have been rounded to the nearest 100. SIIT figures are new this year and have been included in all of the years shown in the enrolment graphs.

Annual Indigenous Student Enrolment

The number of Indigenous students enrolled in credentialed programs at Saskatchewan's institutions has increased by 24 per cent since 2014-15 and by two per cent between 2017-18 and 2018-19. At the current rate of growth, the province will be close to meeting the goal of a 60 per cent increase by 2021.

Annual Indigenous Student Enrolment in Credentialed Programs

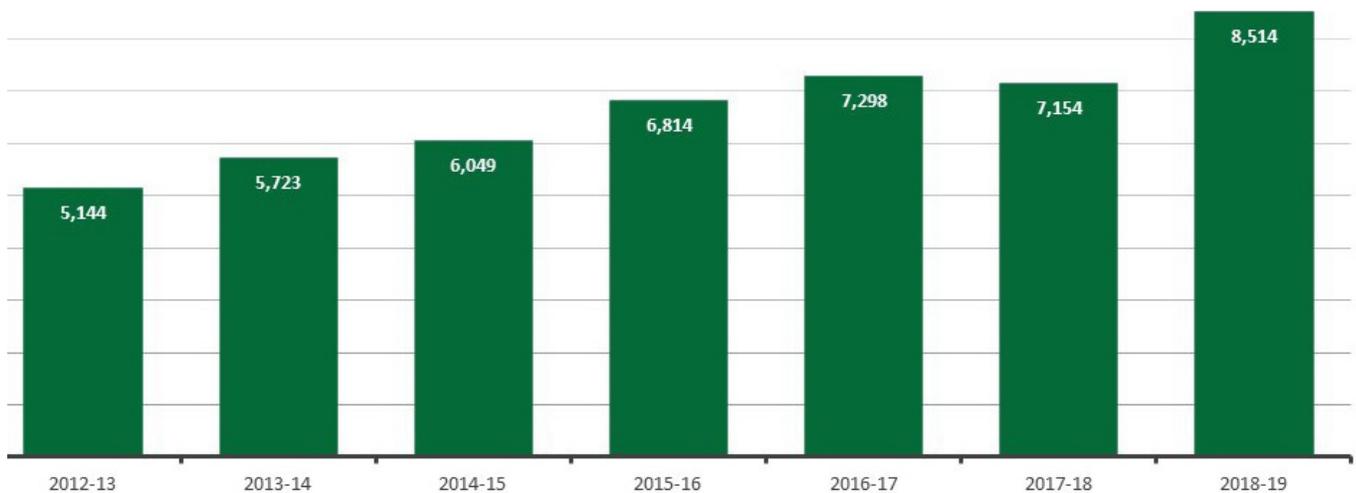


Source: Saskatchewan Post-Secondary Education Indicators Project

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 66 per cent since 2012-13. The travel impacts of the global COVID-19 health crisis are expected to negatively impact the province maintaining this number of international students in the short term.

International Student Enrolment

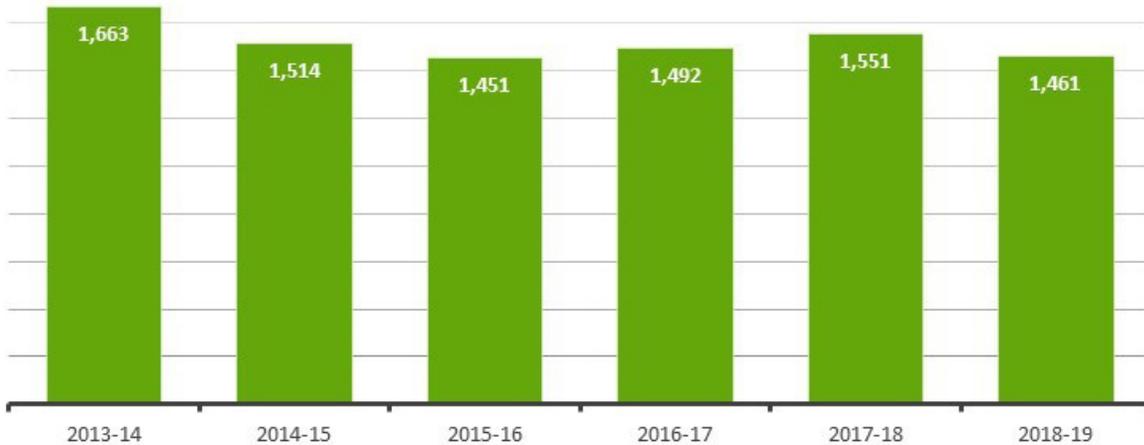


Source: Advanced Education administrative data

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 for the programs they offer. The level of enrolment at Saskatchewan's private vocational schools has remained stable.

Private Vocational School Enrolment (Category 1 Schools*), 2013-14 to 2018-19



*Category 1 schools offer vocational training to fee-paying students.

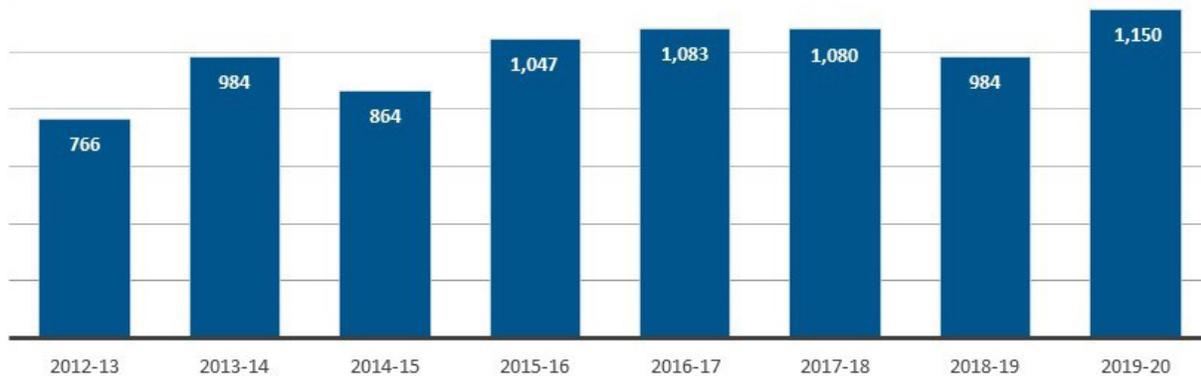
Source: Advanced Education administrative data

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 28 per cent since 2012-13. The number of Saskatchewan students that participated in a study abroad program fell slightly in 2018-19. The travel impacts of the global COVID-19 health crisis are expected to negatively impact the province meeting the 50 per cent goal.
- The United States, China, United Kingdom, Mexico, and France were the top five study abroad destinations for Saskatchewan students that participated in a study abroad program.

Saskatchewan Students Studying Abroad



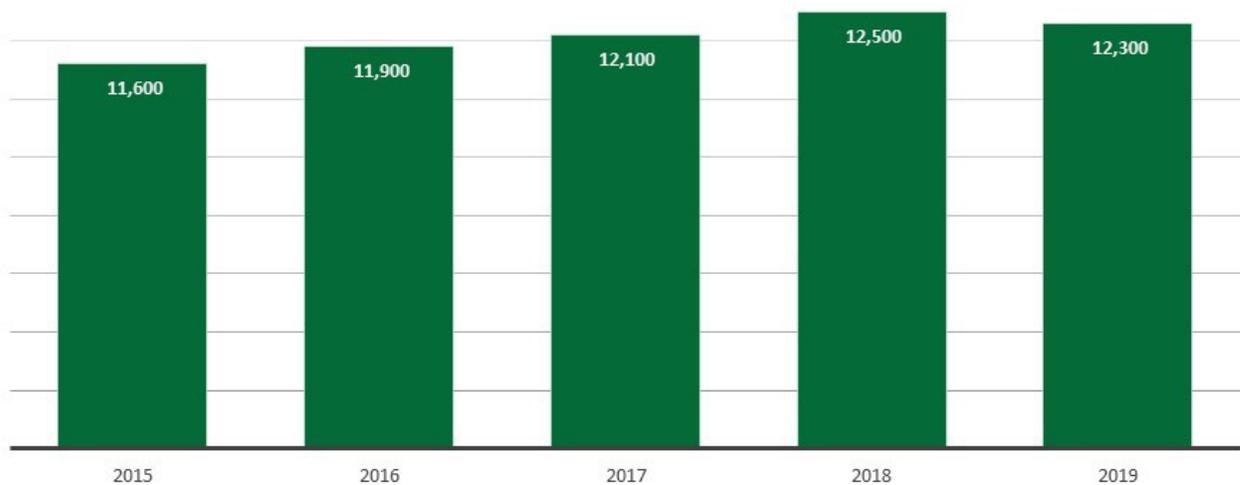
Source: Advanced Education administrative data

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 six per cent since 2015.
- The number of degrees (bachelor's, master's and doctoral) issued rose by three per cent, while the number of certificates awarded grew by 11 per cent and diplomas issued increased by seven per cent.
- The largest proportion of credentials awarded is bachelor's degrees, followed closely by certificates.

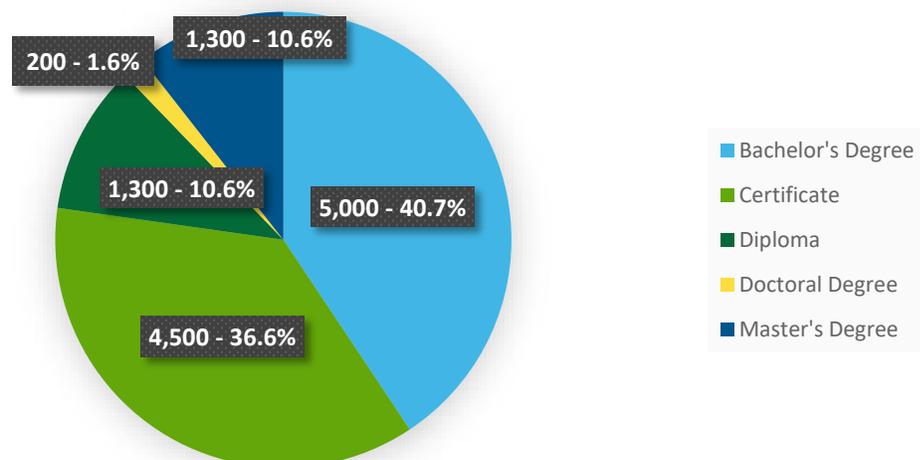
Post-Secondary Credentials Awarded in Saskatchewan



Credential figures from the project have been rounded to the nearest 100. SIIT figures are new this year and have been included in all of the years shown in the credentials graph.

Source: Saskatchewan Post-Secondary Education Indicators Project.

Post-Secondary Credentials Awarded, 2019

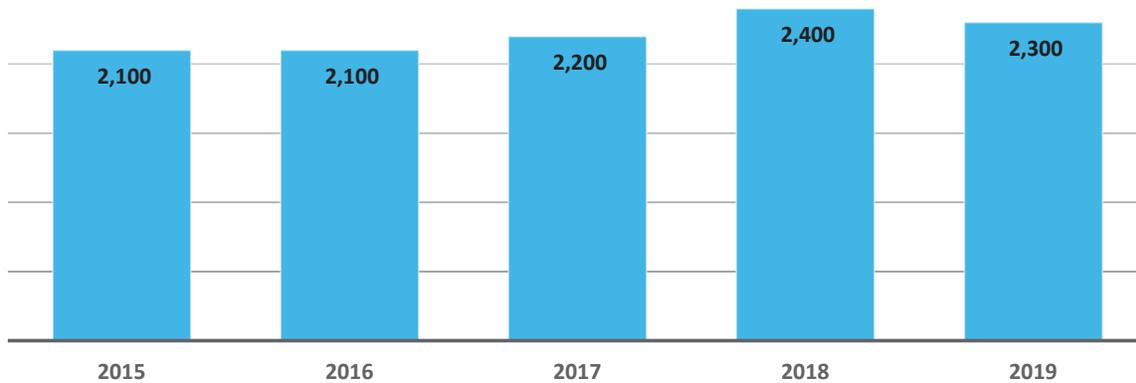


Source: Saskatchewan Post-Secondary Education Indicators Project

Credentials Awarded to Indigenous Students

- The number of credentials awarded to Indigenous students has increased by 10 per cent since 2015, compared to five per cent for non-Indigenous students.

Saskatchewan Post-Secondary Credentials Awarded to Indigenous Students



Source: Saskatchewan Post-Secondary Education Indicators Project

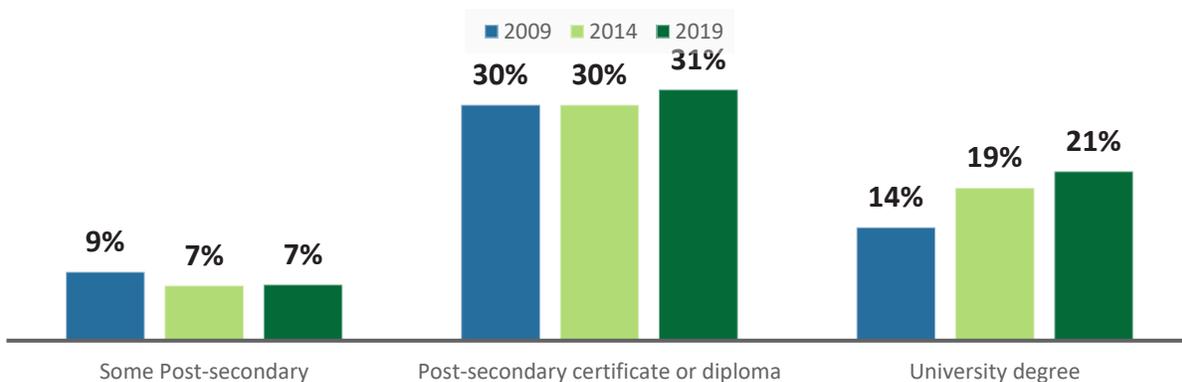
Post-secondary Educational Attainment of Population Aged 15 Years and Over

This measure changes slowly over time. The 2019-20 target is a 2 per cent annual increase in the number of Saskatchewan residents, 15 years and over, who have a post-secondary certificate, diploma, or university degree. The long term target is to match the national percentage of population with post-secondary education.

- Post-secondary attainment of the Saskatchewan population over 15 years of age has increased by 13 per cent since 2014. Just over half (53 per cent) of Saskatchewan's population aged 15 and over has completed a post-secondary program. This compares to 59 per cent nationally.
- The annual target, of a 2 per cent increase in the number of Saskatchewan residents, 15 years and over, who have a post-secondary certificate, diploma, or university degree, 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.

Rate of Post-Secondary Educational Attainment of Population Aged 15 Years and Over, by Credential



Source: Statistics Canada, Labour Force Survey

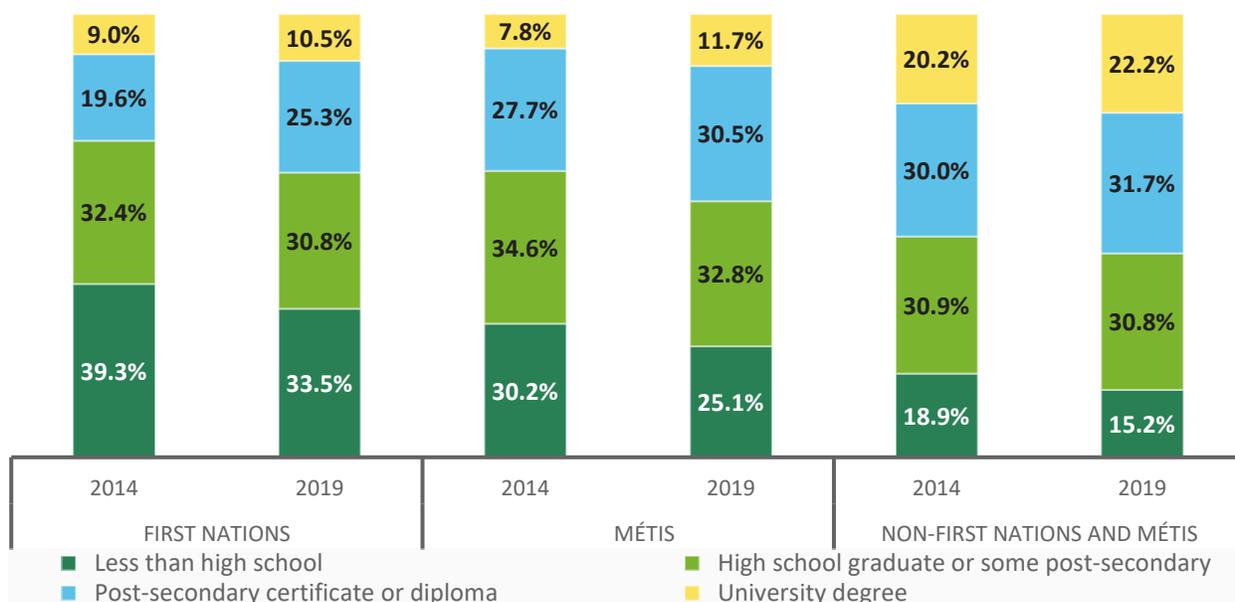
Post-secondary Educational Attainment of First Nations and Métis and non-First Nations and Métis Populations Aged 15 Years and Over by Credential

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 2014, 9,800 more Indigenous people in Saskatchewan have attained a post-secondary certificate, diploma or degree. This represents a 55 per cent increase for First Nations people and a 30 per cent increase for Métis people. Non-Indigenous people experienced an 11 per cent increase in post-secondary credential attainment over the same period.
- The number of Indigenous people with less than high school education has decreased by 2 per cent since 2014.
- Non-Indigenous populations continue to have higher rates of post-secondary educational attainment than First Nations and Métis populations.
- 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 Educational Attainment of First Nations, Métis and Non-First Nations and Métis Populations, 15 Years and Over, 2014 and 2019



Source: Statistics Canada, Labour Force Survey

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. 2019 Labour Force Survey custom tabulation, estimates by Indigenous identity, educational attainment, age group, sex, Canada, province, annual average.

Progress in 2019-20

Ministry of Advanced Education Goal 2

Government Goals



Ministry Goal

Meet the post-secondary education needs of the province.

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.



Strategy

Ensure post-secondary funding supports Ministry and sector goals.

Key Actions

- Engage with post-secondary institutions on goals, strategies and financial requests to help inform decision-making and provide leadership and direction to the sector.
 - 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 Government priorities.
 - ◆ This year, post-secondary institutions focused on efforts to achieve efficiencies while maintaining quality, aligning programs with the needs of students and the labour market, and improving the participation and success of Indigenous students. Institutions were also encouraged to target efforts to improving student mental health and well-being.
- Work with post-secondary institutions to develop and annually update 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 and potential improvements are being discussed. The objective is to have major capital and preventative maintenance and renewal processes formalized between the Ministry and post-secondary institutions.
- The Ministry invested over \$22M in infrastructure maintenance, upgrades and planning. This investment will help ensure institutions continue to meet the challenges of growth and accommodate the needs of students.

Strategy

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

Key Actions

- Encourage post-secondary institutions to engage in education and research that generates innovative ideas and technologies that support Saskatchewan's future economic development.
 - In 2018-19 (the latest data available), the Saskatchewan Innovation and Opportunity Scholarship awarded a total of \$3M to nearly 3,500 students at an average award of \$2,000. Of the awards, 33 per cent were for new, emerging or innovative areas of study, 56 per cent for institutional priority areas, and 11 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.
 - Provided financial support for Mitacs research internships, which equip Saskatchewan graduate students and postdoctoral fellows with work experience in Saskatchewan businesses.
 - ◆ In 2019-20, the Ministry supported postdoctoral fellows in approximately 68 research and development internships in Saskatchewan industries through the Mitacs Accelerate program, and approximately 33 international student research opportunities through the Mitacs Globalink program.
 - ◆ In 2019-20, the Ministry also provided \$400,000 to support Mitacs Accelerate and Globalink programming in 2020-21, but due to the COVID-19 pandemic all of the funding will be redirected to the Accelerate program.
- 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.
 - ◆ Along with sector partners, the ministries are working to reshape the mandate of the Skills Training Sector Planning Committee to focus on a more strategic agenda that is action-oriented, collaborative and supports sector-wide decision-making.
 - ◆ The Committee will continue to focus on the alignment of programming with labour market demand, with specific attention to advancing the priorities identified in the Growth Plan.
 - ◆ A tri-chair model was approved by the Committee and will be implemented for 2020-21. This will include representation from the sector and the Ministries of Advanced Education and Immigration and Career Training.

- o Developing a framework for the use of micro-credentials in Saskatchewan.
 - ◆ The Ministry, in partnership with the Saskatchewan Higher Education Quality Assurance Board (SHEQAB), began work to develop a framework for the use of micro-credentials in Saskatchewan.
- Working with the Ministry of Health and the health sector to monitor and evaluate health occupation needs to inform provincial training, including working with the College of Medicine to support undergraduates and post-graduate residencies.
 - o In November 2019, the Ministry of Advanced Education, in collaboration with the Ministry of Health, the Saskatchewan Health Authority and post-secondary institutions, presented The Report on Health Human Resource Priorities V2.0 to the Saskatchewan Academic Health Sciences Network for endorsement. This report is presented annually and includes a priority ranking of key healthcare provider groups intended to inform strategic labour market strategies and system collaboration.
 - ◆ The Inter-Ministerial Working Group on Health Human Resources is a partnership between the Ministries of Advanced Education and Health that meets regularly on health human resource planning. The Group meets monthly to exchange information, achieve alignment, and develop strategies to address health human resource pressures across the province.
 - ◆ As part of academic health sciences education and health human resource planning, the Ministry works closely with the Saskatchewan Health Authority and post-secondary institutions on monitoring, identifying and advancing clinical placement issues and opportunities.
- Managing interprovincial agreements to meet current and projected health labour market demands in specialized areas.
 - o The Ministry invested \$1.9M in six interprovincial agreements that supported 90 Saskatchewan students to receive training in the critical health fields of Diagnostic Medical Sonography, Respiratory Therapy, Occupational Therapy, Magnetic Resonance Imaging, Electro-Neurophysiology, and Nuclear Medicine Technology.
 - ◆ The Ministry has two interprovincial agreements with the Government of British Columbia at the British Columbia Institute of Technology and four interprovincial agreements with Government of Alberta; one at the University of Alberta, two at the Southern Alberta Institute of Technology and one at the Northern Alberta Institute of Technology.
- Renewing the interprovincial funding agreement for the Western College of Veterinary Medicine.
 - o The Ministry, College representatives, and partner provinces have concluded negotiations on a new interprovincial agreement to ensure the Western College of Veterinary Medicine continues to operate sustainably and offer high-quality programming.
- Understanding student transitions from K-12 to Saskatchewan post-secondary institutions.
 - o The Ministries of Advanced Education, Immigration and Career Training, Central Services, and Education linked data together through a project called the Social Innovation Hub to determine the transition rate from K-12 to Saskatchewan post-secondary institutions. The results are expected to better inform decisions that will ultimately increase post-secondary transition rates and attachment to Saskatchewan's labour market.

Strategy

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

Key Actions

- Examine Ministry legislation, regulations and policies so that they align with program and service needs.
 - o Amend The Degree Authorization Regulations.
 - ◆ The Ministry completed a review of [The Degree Authorization Regulations](#), which came into force in 2012. The review resulted in [proposed amendments](#) that were shared with the sector for input in fall 2019. The Ministry anticipates that the proposed amendments will come into force in 2020-21. Further, a policy change emerging from the review of the Regulations was implemented to reduce red tape and lower costs by removing the requirement for periodic re-authorization of degrees. Ongoing quality assurance is maintained through the monitoring process.
 - o Ensure all new degree programs meet Saskatchewan's social, economic and quality standards according to The Degree Authorization Act.
 - ◆ SHEQAB was established in 2012 under [The Degree Authorization Act](#) to oversee a quality assurance process for new degree programs in the province. The SHEQAB undertook a quality assurance review of Saskatchewan Polytechnic's proposed new Bachelor of Applied Management degree program. Based on a positive recommendation from the SHEQAB, the Minister authorized the degree program in July 2019.
 - o Monitor post-secondary institutions' compliance with all legislative, regulatory and policy requirements.
 - ◆ The SHEQAB annually monitors all provincially-authorized degree programs to ensure that quality standards continue to be met and the terms and conditions of authorization are maintained.

Performance Measure Results

Employment Rate by Credential

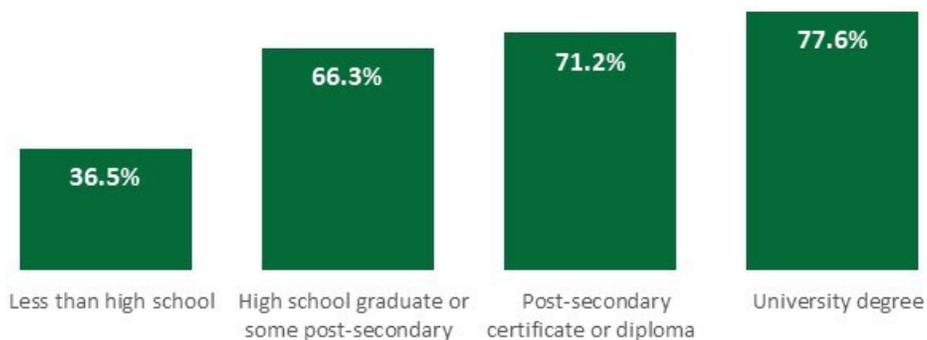
This measure changes slowly over time and is reflective of the economy and labour market. The 2019-20 target is for Saskatchewan's employment rate to remain higher than the national average.

- 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 2019 employment rate was 65.3 per cent, while the national average was 61.9 per cent.

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.

Saskatchewan Employment Rate by Educational Attainment, 15 Years and Over, 2019



Source: Statistics Canada, Labour Force Survey

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.

Relatedness of Program to Current Job

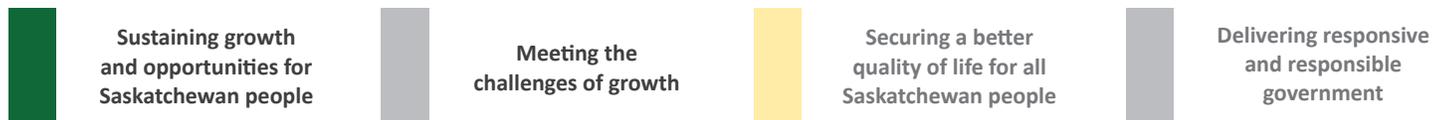
This measure demonstrates the relatedness of the post-secondary program to the current job for recent graduates. It is collected every five years in the Ministry of Advanced Education Post-Secondary Graduate Outcomes Study.

- Among those who were employed at the time of the survey, half worked in a field that they considered to be very related to their program. This percentage jumps to 83 per cent when the relatedness is considered to be at least somewhat related to their program.

Progress in 2019-20

Ministry of Advanced Education Goal 3

Government Goals



Ministry Goal

Saskatchewan's post-secondary sector is accountable and sustainable.

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.



Strategy

Encourage Saskatchewan post-secondary institutions to operate efficiently.

Key Actions

- Identify opportunities to encourage collaboration and manage costs.
 - o Lead efforts to encourage collaboration and manage costs, including implementation of the approved recommendations of the Task Force on Regional College Efficiency.
 - ◆ 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.
 - ◆ As part of this work, the Ministry and the regional colleges developed proposals for a shared enterprise system that may include human resource, finance, and student information system modules.
 - ◆ Cumberland and Parkland Colleges continue to pilot a shared leadership project where both colleges share a single CEO, six individuals simultaneously serve on both of the colleges' boards, and the colleges jointly serve the combined Cumberland-Parkland region.

- o Engage the universities and Saskatchewan Polytechnic in joint efficiency and cost saving initiatives.
 - ◆ In October 2019 the Ministry, U of S, U of R and Sask Polytech held a joint education promotional event at the Canadian Embassy in Seoul to promote Saskatchewan post-secondary education where multiple agreements were signed with Korean universities.
- o Support continuous improvement efforts across the post-secondary sector.
 - ◆ The Ministry worked with the University of Regina and First Nations University of Canada on improvement efforts within their institutions.
 - ◆ Representatives from U of R, Sask Polytech, SIIT, 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

- Promote government’s five student-focused expectations for the post-secondary sector and monitor institutional progress toward meeting the five expectations.
 - o 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 these five student-focused sector expectations annually as part of budget reporting.
 - o The Ministry has begun work on a post-secondary performance framework based on the five student-focused expectations. The framework will use sector and institution-level data to measure progress towards meeting the five expectations. Consultations on the framework will continue with the sector in 2020-21.
- Advance the Post-Secondary Education Indicators Project to ensure consistent, comparable, sector-wide data is collected and available to inform planning, monitoring and reporting.
 - o The Post-Secondary Education Indicators Project is a joint initiative between the Ministry and post-secondary institutions to collect and report consistent and comparable data from post-secondary institutions in Saskatchewan. It began as a pilot project involving the Ministry, Sask Polytech, the U of R and the U of S, and in March 2019, SIIT joined the project and will be included in all future reports.
 - ◆ Currently, the project is collecting data on 19 indicators.
 - ◆ The project released its first two reports in 2018, one on enrolments and credentials awarded by the province’s institutions and another on accessibility, participation and value derived from post-secondary education in Saskatchewan.
 - ◆ In 2019-20, two more reports were released, one on the financial sustainability of the post-secondary sector and a second on the numbers and demographic details of students enrolled in post-secondary education in Saskatchewan. All of the project’s reports are published on Saskatchewan.ca.

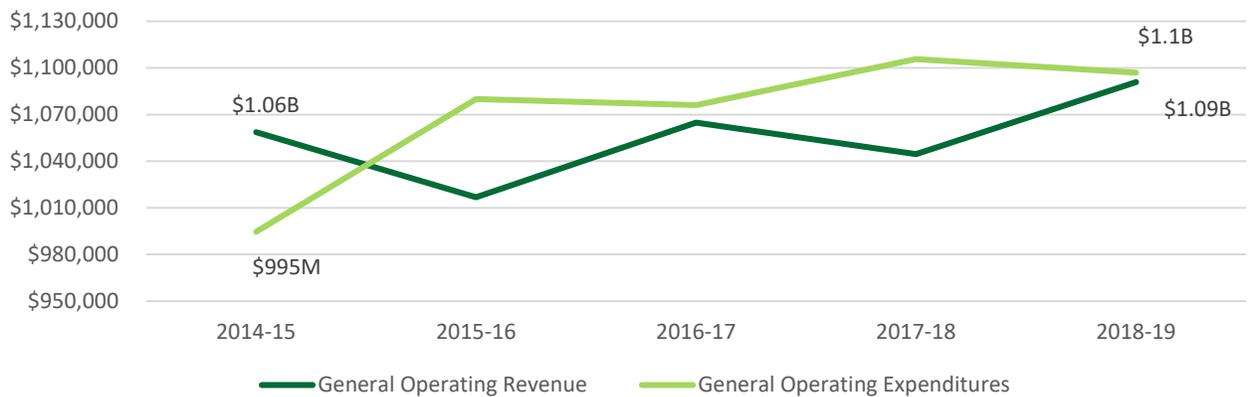
Performance Measure Results

Expenditure to Revenue Comparison

The expenditures to revenue comparison 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 2014-15 and 2018-19, and since 2015-16, costs have exceeded income in Saskatchewan's post-secondary sector.

Post-Secondary Institutions Operating Revenue and Expenditures, 2014-15 to 2018-19



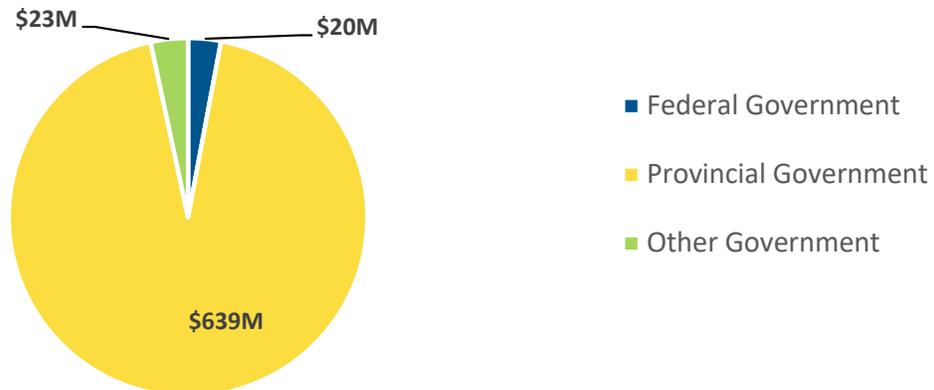
Source: Saskatchewan Post-Secondary Education Indicators Project. The data is drawn from financial information submitted by Saskatchewan Polytechnic, the University of Regina, the University of Saskatchewan, Luther College, Campion College, First Nations University of Canada St. Thomas More College,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

Reliance on Revenue Source Comparison

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 cent¹.

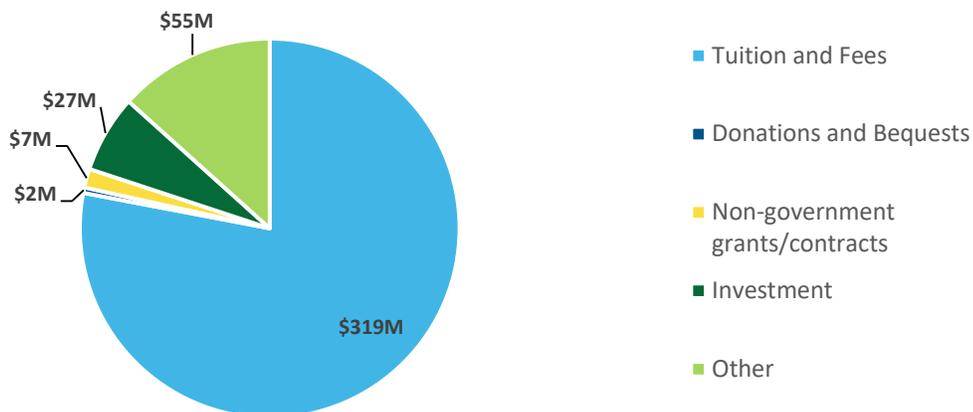
Government Sources of Operating Revenue at Post-Secondary Institutions, 2018-19



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%².

Non-Government Sources of Operating Revenue at Post-Secondary Institutions, 2018-19

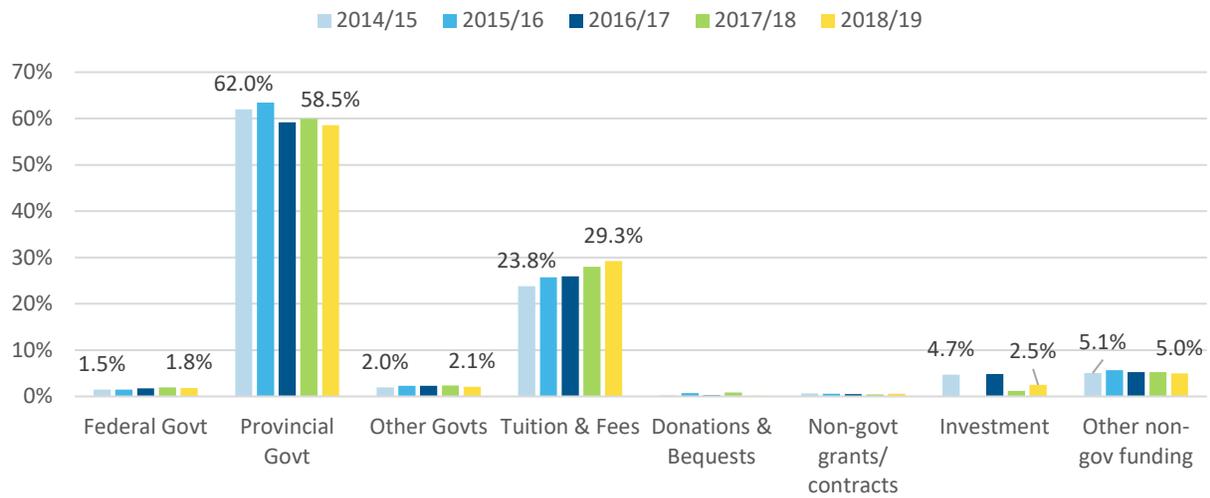


Source: Saskatchewan Post-Secondary Education Indicators Project. The data is drawn from financial information submitted by Saskatchewan Polytechnic, the University of Regina, the University of Saskatchewan, Luther College, Campion College, First Nations University of Canada, St. Thomas More College,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

¹The “Other Governments” category includes municipal governments, other provincial governments in Canada, and foreign governments.

²The “Other” category of non-government revenue includes sales of services and products and miscellaneous income.

Operating Revenue Sources of Saskatchewan Public Post-Secondary Institutions



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.

Progress in 2019-20

Status of Women Office Goal 1

Government Goals



Office Goal

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

The Status of Women Office is the sole branch in government that reports on the status of women. The Office acts as a catalyst within government to raise awareness of issues affecting women and girls and to ensure gender considerations are integrated into government policy-making, legislation and program development activities.

Strategy

The Status of Women Office does not directly deliver programs and services to Saskatchewan residents. Instead, the Office works within government and with partners across the province to identify and address gender equality gaps.

Key Actions

- Work with internal and external stakeholders to ensure gender considerations and gender-based analysis are integrated into government decision-making.
 - The Office developed and released a provincial approach for interpersonal violence and abuse which included working with stakeholders to develop a plan that lays out common priorities for all partners to implement. In 2019-20, actions taken by the Office outlined in this plan included:
 - ◆ Investing in a multi-year public awareness campaign, in collaboration with the Ministry of Justice, to address the root causes of interpersonal violence and abuse; and,
 - ◆ Investing in the pilot and evaluation of the Philadelphia Model (Victim Advocate Case Reviews) in Regina, to ensure that unfounded sexual assault cases have been classified appropriately.
 - The Office is supporting the Women Entrepreneurs of Saskatchewan Advisory Committee to address issues related to economic prosperity and participation by women entrepreneurs in Saskatchewan in order to better understand the economic and entrepreneurial gender gap in Saskatchewan.

- 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 and testing solutions for women across Saskatchewan. Progress in this area included:
 - ◆ Investing in a research project focused on women in STEM fields in Saskatchewan; and,
 - ◆ Increases in identifying research indicators and gathering and analyzing data 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.
 - ◆ In 2019-20, the Office partnered with the Ministry of Justice to create a public awareness campaign focused on addressing interpersonal violence and abuse in Saskatchewan.

Performance Measure Results

Economic Prosperity

These three measures capture the change in representation and women in leadership positions.

Measure	2018-19	2019-20
The number of women Saskatchewan Public Service staff holding senior leadership positions.	Women in Middle Management 53.6 per cent* Women in Senior Management 44 per cent*	Women in Middle Management 55.2 per cent* Women in Senior Management 47 per cent*
The number of women on Government of Saskatchewan Agencies, Boards and Commissions.	53 per cent of CIC board members are women. 7 of 8 Crown boards have 50 per cent or greater female representation.	49 per cent of CIC board members are women. 5 of 8 crown boards have 50 per cent or greater female representation.
The percentage of board members for Saskatchewan TSX traded companies who are women.	11 board members are women on the 6 TSX traded companies.	11 board members are women on the 5 TSX traded companies.

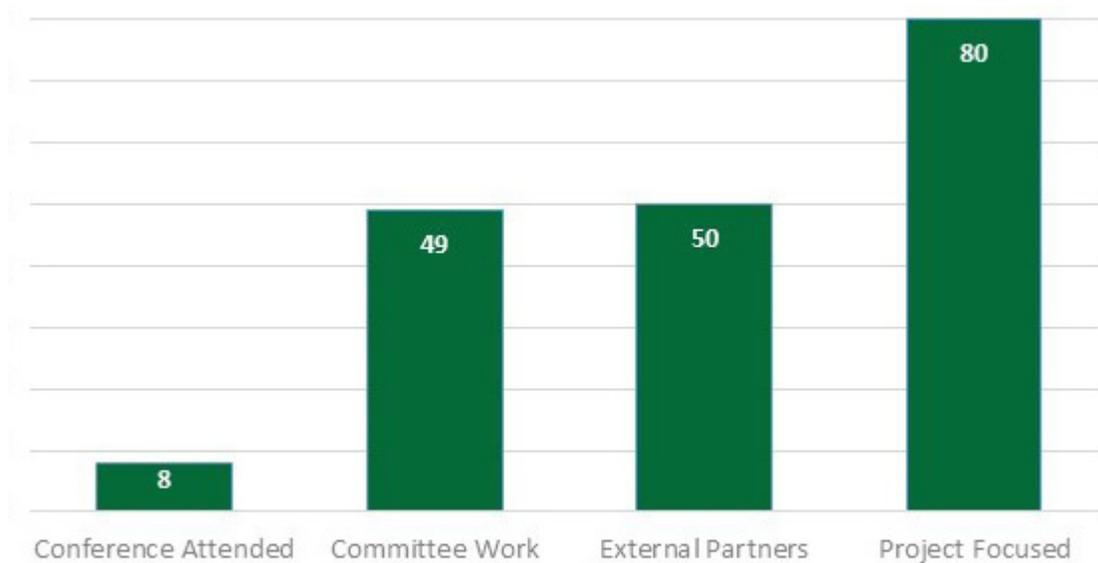
* Government of Saskatchewan data

Engagement with Stakeholders

This measure holds the Status of Women Office accountable in a responsive and responsible manner by measuring the number of interactions the Office has with internal and external stakeholders over the course of the year.

- This year, the Status of Women Office participated in 187 engagement activities. These activities included:
 - Internal and external project-focused engagements related to research and policy-development activities of the Office;
 - Committee engagements including chairing the Inter-Ministerial Committee of Advisors of Women’s Policy, co-chairing the Inter-Ministerial Committee on Interpersonal Violence and Abuse, and participating on stakeholder committees as an advisory function;
 - External partnership engagements with community stakeholders, agencies, and provincial oversight bodies; and,
 - Attended conferences that focused on current trends and best practice approaches that enhance the work of the Office.

Status of Women Office Stakeholder Engagement 2019-20



Source: Status of Women Office internal administrative data.

Financial Summary

In 2019-20, the Ministry of Advanced Education had expenses of \$735.5 million, an increase of \$7.7 million from the Budget Estimate of \$727.8 million. Higher expenditures related to greater demand for student supports, increased operating funding for Briercrest College and Seminary, and increased utilization of the Graduate Retention Program. 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

	<i>(in thousands of dollars)</i>		
	2019-20 Budget	Actual Revenue	Variance Over/(Under)
Subvote/Subprogram			
Central Management and Services (AE01)			
Minister's Salary	50	50	0
Executive Management	1,633	2,119	486
Central Services	9,602	7,441	(2,161) ¹
Accommodation Services	3,639	3,623	(16)
Status of Women	375	366	(9)
Subvote Total	15,299	13,599	(1,700)
Post-Secondary Education (AE02)			
Operational Support	2,621	2,098	(523) ²
Universities, Federated and Affiliated Colleges	469,399	472,075	2,676 ³
Technical Institutes	152,001	152,001	0
Regional Colleges	28,996	28,773	(223)
Post-Secondary Capital Transfers	22,400	22,400	0
Subvote Total	675,417	677,347	1,930
Student Supports (AE03)			
Operational Support	3,057	2,466	(591) ⁴
Saskatchewan Student Aid Fund	26,250	30,800	4,550 ⁵
Scholarships	6,995	10,519	3,524 ⁶
Saskatchewan Advantage Grant for Education Savings	600	571	(29)
Subvote Total	36,902	44,356	7,454
Total Expenditure	727,618	735,302	7,684
Capital Asset Acquisitions	0	0	0
Capital Asset Amortization	167	166	(1)
Total Expense	\$ 727,785	\$ 735,468	\$ 7,683

Special Warrants

An additional \$8.0M in appropriation was provided by special warrant in February 2020 for increased utilization of the Saskatchewan Student Aid Fund, Saskatchewan Advantage Scholarship, and for Briercrest College and Seminary.

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 decreases are due to reduced salary and administrative spending.
3. The increases are due to providing additional in-year funding to Briercrest College and Seminary and an increase in French language program funding. These increases were partially offset by savings in post-secondary projects.
4. The decreases are due to reduced salary and administrative spending.
5. The increase in the Saskatchewan Student Aid Fund is due to increased demand in the student loan program.
6. The increase in Scholarships is due to higher than expected tax re-assessments claiming the Graduate Retention Tax credit and 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 2019-20, actual revenue was \$2.4 million, an increase of \$0.8 million from the \$1.6 million 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

<i>(in thousands of dollars)</i>			
Revenue Category	2019-20 Budget	Actual Revenue	Variance Over/(Under)
Privileges, Licenses and Permits			
Admin/Application/Inspection Fees	0	5	5
Property and Building Rentals	125	130	5
Subtotal	125	135	10
Sales, Services and Service Fees			
Other Registration Fees	19	22	3
Subtotal	19	22	3
Federal-Provincial Cost Sharing Programs	1,150	1,813	663 ¹
Subtotal	1,150	1,813	663
Other Revenue			
Casual Revenue	330	481	151 ²
Cash Refunds of Previous Years' Estimates	15	7	(8)
Change in Previous Years' Estimates	-	0	-
Salary Overpayment Refunds	-	0	-
Subtotal	345	488	143
Total Revenue	\$ 1,639	\$ 2,458	\$ 819

Explanations of Major Variances

1. This increase is due to federal funding related to administering the Canada Student Loan program and the Strategic Infrastructure Fund.
2. The increase is due to funding received through a shared service arrangement with Innovation Saskatchewan.

Additional financial information can be found in the Government of Saskatchewan Public Accounts located at <https://publications.saskatchewan.ca/#/categories/893>

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 Technologist 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
 - o Jointly assigned to the Minister of Advanced Education and the Minister of Immigration and Career Training
- *The Training Allowance Regulations*
 - o Jointly assigned to the Minister of Advanced Education and the Minister of Immigration and Career Training

For More Information

For additional information on the Ministry or 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 2019-20
- Student Aid Fund Annual Report 2019-20
- Training Completion Fund Financial Statements 2019-20

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.