

Ministry of Advanced Education

Annual Report for 2021-22

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Letters of Transmittal



*The Honourable
Gordon S. Wyant, Q.C.
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, 2022.

This report summarizes Advanced Education's collaboration with the post-secondary education sector and government partners to create pathways for all students to ensure they have the skills required to successfully transition to the workforce and support our province's growing economy.

Advanced Education has worked closely with the post-secondary education sector to implement the new multi-year funding investment which aims to provide funding certainty to publicly funded institutions until 2024-25. In addition, the new International Education Strategy will position post-secondary institutions and our province as a study destination of choice.

Together with our institutions we will continue to work to meet the targets outlined in the [Saskatchewan Growth Plan](#) to continue to build our province to be the best place to study, live, work, do business and raise a family.

A stylized, handwritten signature in black ink, consisting of several loops and a long horizontal stroke.

The Honourable Gordon S. Wyant, Q.C.
Minister of Advanced Education



*Denise Macza
Deputy Minister of
Advanced Education*

The Honourable Gordon S. Wyant, Q.C.
Minister of Advanced Education

Dear Minister:

I have the honour of submitting the Annual Report of the Ministry of Advanced Education for the fiscal year ending March 31, 2022.

Our team places a high priority on meeting the needs of all students. We are committed to ensuring our post-secondary education sector is accessible, responsive, sustainable, accountable and provides quality education. Students' success is our success.

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 blue ink, appearing to read 'Denise Macza' with a stylized flourish at the end.

Denise Macza
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, 2022. It provides results of publicly committed strategies, key actions and performance measures identified in the [Ministry of Advanced Education Plan for 2021-22](#). It also reflects progress toward commitments from government for 2021-22, the [Saskatchewan Growth Plan](#) and throne speeches.

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.

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 2021-22 was 114.2.

The ministry is functionally designed so 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 International Education and Jurisdictional Initiatives 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 Sector Management and Relations Branch;
 - the Strategic Communications Branch; and,
 - the Strategy, Planning and Sector Engagement Branch.

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;
 - Briercrest College and Seminary;
 - Champion College;
 - College of Emmanuel and St. Chad;
 - Horizon College and Seminary;
 - Luther College;
 - Lutheran Theological Seminary;
 - St. Andrew's College;
 - St. Peter's College;
 - St. Thomas More College; and,
 - The First Nations University of Canada (FNUiv)
- Regional colleges;
 - Carlton Trail College;
 - Northlands College;
 - Great Plains College;
 - Lakeland College;
 - Cumberland College;
 - Parkland College;
 - North West College; and,
 - Southeast College;
- Saskatchewan Indian Institute of Technologies (SIIT); and,
- Gabriel Dumont Institute [(GDI), including Dumont Technical Institute (DTI)].

The ministry registers and monitors private vocational schools to ensure compliance with legislation to protect student interests. In addition, the ministry provides secretariat support to the [Saskatchewan Higher Education Quality Assurance Board \(SHEQAB\)](#), which oversees a quality assurance process to ensure degree programs meet quality standards.

The ministry negotiates and maintains agreements with other provinces to support Saskatchewan students in specialized post-secondary education programs that are not delivered in the province.

The ministry builds collaborative partnerships to support the effective delivery of programs and services for students and graduates in Saskatchewan, and is committed to continuous sector improvement through research, analysis, evaluation and policy development. Saskatchewan's post-secondary education sector – particularly the U of S, U of R and Sask Polytech – support research and development, an innovation agenda and related science and technology initiatives.

Saskatchewan's post-secondary sector is responsible for providing students with the skills and training required to support the province's labour force and growing economy.

Legislation and regulations under the responsibility of the Minister of Advanced Education can be found in the appendix.

Progress in 2021-22:

Goal 1

Government Goals



Ministry Goal

Students succeed in post-secondary education.

This ministry goal supports the strategic priority from the *Saskatchewan Growth Plan*: 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

- Invested in supports to ensure post-secondary education is accessible and affordable to students.
 - The ministry funded a range of financial and non-financial supports including student loans, grants, scholarships and open education resources³.
 - In 2021-22, a total of 20,847 loans were issued to Saskatchewan students with a value of \$85.4M.

³Open education resources are digital teaching materials, including textbooks, workbooks, guides, manuals, as well as audio and visual products that are available online free of charge.

- A total of 19,548 students were provided with \$17.3M in grants.
- The [Saskatchewan Advantage Scholarship](#) increased from \$500 to \$750 per year. The lifetime maximum of this scholarship also increased from \$2,000 to \$3,000. The scholarship supported eligible Saskatchewan post-secondary students with the greatest financial need. The scholarship was awarded to 12,440 students for a total of \$9.2M.
- Approximately 9,000 [Graduate Retention Program](#) certificates worth a maximum tax credit of \$111M were issued.
- A total of \$3M was allocated to the [Saskatchewan Innovation and Opportunity Scholarship](#) program. Approximately 3,500 students benefited from the scholarship this year.
- Other scholarships provided included the [Scholarship of Honour](#), [Queen Elizabeth II Scholarships](#) and [French-language Scholarships](#) for a total of \$298,050.
- The ministry provided \$250,000 in grants for open education resources to the U of R, U of S and Sask Polytech. To date, 69 projects were completed or underway in these three institutions and more than 85,000 students have benefitted from government's \$1.75M investment in open education resources since 2015.
- Continued to support [Healthy Campus Saskatchewan](#) and its network of post-secondary partners as they advance the priority of student mental health and wellbeing.
 - The Ministries of Advanced Education and Health provided Healthy Campus Saskatchewan with \$245,000 to support the ongoing mental health challenges faced by Saskatchewan post-secondary education students.
 - Healthy Campus Saskatchewan continued to promote mental health training among its 19 post-secondary education institution members through its network of Mental Health Commission of Canada certified trainers in Saskatchewan. As of December 2021, a total of 30 of "The Inquiring Mind" sessions reached 405 students and 70 of "The Working Mind" sessions reached 923 faculty and staff members.
 - Healthy Campus Saskatchewan also supported its members with the implementation of the National Standard for Mental Health and Well-Being for Post-Secondary Students. The standard aims to raise mental health awareness, provide overall healthier and safer institutional environments, and promote life and resiliency skills for students.
- Supported students' access to seamless learner pathways and transitions.
 - Worked in partnership with the [Saskatchewan Transfer Credit and Learner Pathways Council \(STCLPC\)](#), a partnership between government and Saskatchewan post-secondary institutions, to encourage increased accessibility, mobility and academic success for students by promoting pathways within and outside the province.
 - One Saskatchewan post-secondary institution was granted membership with the Alberta Learner Pathways System this year. This brings the total number of Saskatchewan institutions utilizing the system to three. This interprovincial partnership will create more opportunities for students who want or require mobility options between Saskatchewan post-secondary institutions, the two provinces and beyond.

Strategy

Foster an inclusive post-secondary sector where a diversity of students (including youth, lifelong learners, Indigenous people, newcomers, international students and persons with disabilities) can enroll and succeed.

Key Actions

- Increased the enrolment and educational attainment of Indigenous students.
 - The ministry provided targeted funding of \$360,000 to SIIT to deliver the Student Support Services Model to assist students from recruitment to employment. The Student Support Services Model was transformed to include the Student Support Hub, a digital resource to increase access to supports for students who study online or through a hybrid method.
 - Targeted funding of \$581,000 was provided to Sask Polytech to support its Miyo Wahkohtowin: Indigenous Student Success Strategy aimed at addressing barriers to student completion. Supports provided through the Indigenous Student Success Strategy included the implementation of a summer transition program, access to Indigenous student advisors and Elders, and policies that promote cultural safety.
 - Enhanced the operating grant for SIIT.
 - The ministry provided \$1M in new operating funding to SIIT to support education and employment outcomes of Indigenous students.
- Increased the enrolment and educational attainment of students with disabilities by administering program supports.
 - The ministry continued to administer the [Saskatchewan Grant for Equipment and Services](#) to support students with disabilities to purchase specialized education-related services and assistive equipment.
- Increased the enrolment and diversification of international students in Saskatchewan.
 - The ministry, in collaboration with sector partners, launched a [new international post secondary education strategy](#) aimed at positioning Saskatchewan as a destination of choice for international students and researchers.
 - The [Saskatchewan Agent Training Program](#) was launched in January 2022 to solidify partnerships with global recruitment agents who work with the post-secondary education sector to attract international students to study in the province.
 - The Minister of Advanced Education signed memoranda of understanding with the Shastri Indo Canadian Institute (India), the Republic of Senegal, Commissioner for Higher Education in the Philippines, and Potosino Council of Science and Technology (Mexico). These agreements will help strengthen ties between Saskatchewan post-secondary institutions to advance academic and global linkages in the areas of information and education exchange, promotion and research collaboration.
 - The [International Education Practitioner Program](#) was developed to build capacity in the post-secondary education sector as well as to strengthen international education in Saskatchewan.

Strategy

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

Key Actions

- Ensured technology and digital services continuously respond to client needs.
 - Worked with the regional colleges and DTI to better serve the needs of students by investing \$1.6M to develop a sector-wide enterprise resource and student information system. The system design specifications and components were developed this year.
 - Initiated a series of projects, under the 21st Century Learner Initiative to improve services for post-secondary learners and drive successful student outcomes.
 - This year, the ministry undertook design work for the digital transformation of its aging student financial aid system. The new learner support system will better meet student's expectations in a simple, convenient, and flexible manner.
- Solicited client input and feedback on programs, services and the technology used to deliver programs and services and make adjustments based on the results.
 - The ministry, in collaboration with post-secondary institutions and organizational partners, completed the fourth iteration of the [Saskatchewan Graduate Outcomes Survey](#) to collect information from graduates of the class of 2019. The survey collected information on graduates' level of satisfaction with their education, sources of financing for their education, level of education-related debt, pre-and post-graduate mobility, and educational and employment outcomes.
 - The ministry consulted with post-secondary sector partners on the Scholarship, Bursary and Loan Committee on the development and administration of student aid programs and service delivery.
 - In addition, a survey was conducted with students who applied for a student loan online. Overall results were positive as majority of respondents found the online application process satisfactory. Feedback received from the survey will be used to continuously improve the online application process.

Performance Measure Results

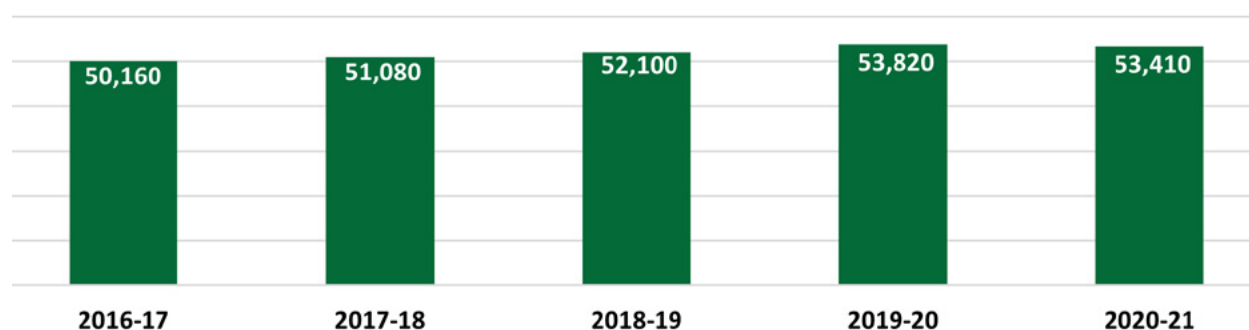
Enrolment

Enrolment indicators demonstrate sector capacity and uptake. This student head count data is used to monitor trends and inform planning for the sector.

Annual Student Enrolment in Credentialed Programs

- The number of students enrolled in credentialed programs at Saskatchewan's institutions declined slightly between 2019-20 and 2020-21, but has increased by six per cent since 2016-17.

Saskatchewan Annual Student Enrolment in Credentialed Programs



Source: [Saskatchewan Post-Secondary Education Indicators Project](#)

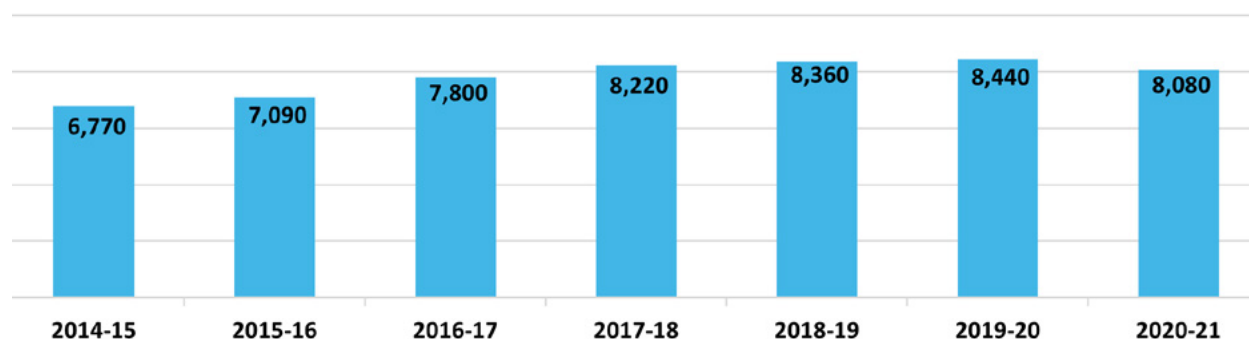
Note: Data from the [Saskatchewan Post-Secondary Education Indicators Project](#) is limited to students enrolled in credentialed programming (i.e. degree, diploma, or certificate programs) through Sask Polytech, the U of R, the U of S and SIIT. While the majority of these students take their classes at 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, DTI, colleges in Canada's northern territories, and across the country and abroad through online platforms. Figures are rounded to the nearest 10.

Annual Indigenous Student Enrolment

The target is to increase enrolment by 50 per cent by 2024-25 (baseline year is 2014-15).

- The number of Indigenous students enrolled in credentialed programs at Saskatchewan's institutions has increased by 19 per cent since 2014-15 despite a four per cent decrease in 2020-21. This decline is believed to be the result of disruptions caused by the COVID-19 pandemic.

Annual Indigenous Student Enrolment in Credentialed Programs



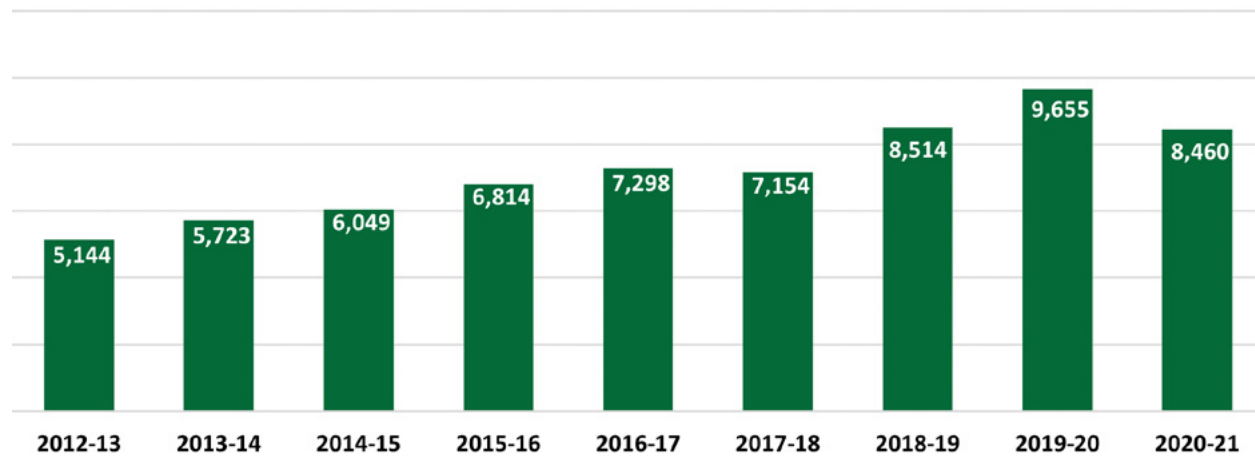
Source: [Saskatchewan Post-Secondary Education Indicators Project](#)

Note: Figures are rounded to the nearest 10.

Annual International Student Enrolment

The number of international students studying in Saskatchewan has increased by 64 per cent since 2012-13, but declined by 12 per cent between 2019-20 and 2020-21. This decline is believed to be the result of disruptions caused by the COVID-19 pandemic.

Annual International Student Enrolment



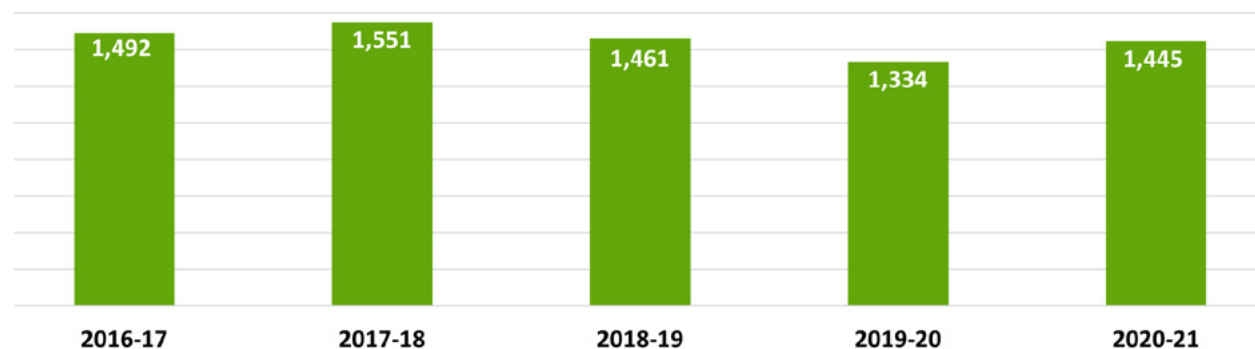
Source: Advanced Education administrative data

Private Vocational School 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 number of students enrolled at Saskatchewan's vocational schools has decreased by three per cent since 2016-17, but increased by eight per cent between 2019-20 and 2020-21.

Private Vocational School Enrolment (Category 1 Schools*), 2016-17 to 2020-21



*Category 1 schools offer vocational training to paying students

Source: Advanced Education administrative data

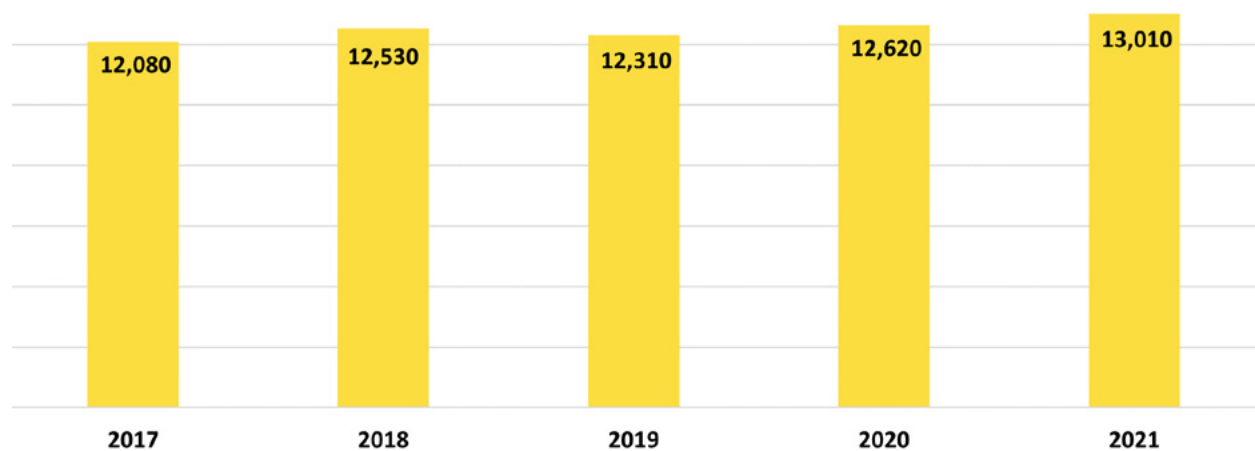
Credentials

Number of Credentials Awarded

The number of credentials awarded demonstrates student outcomes. This data is used to monitor trends, inform planning and support sector responsiveness.

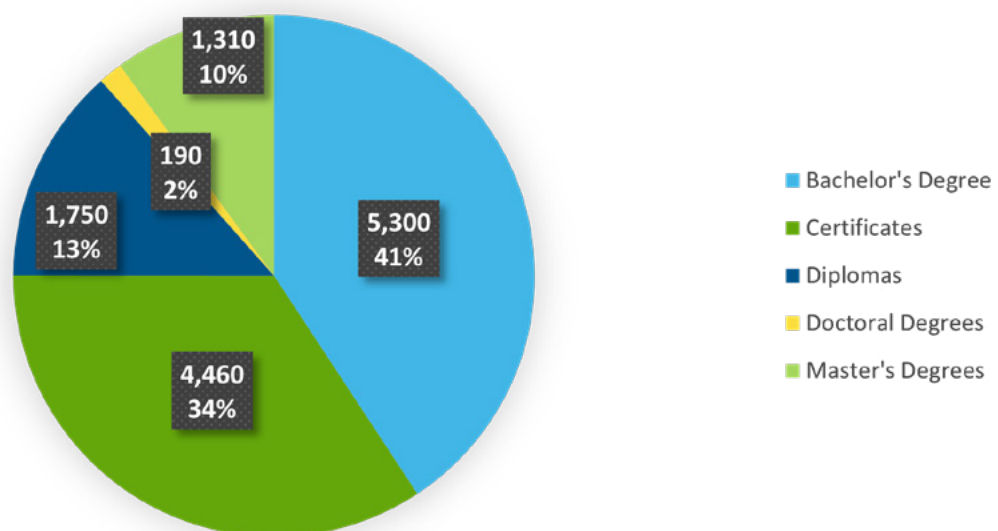
- The number of credentials (degrees, diplomas or certificates) awarded in Saskatchewan has increased by eight per cent since 2017. The largest proportion of credentials awarded is Bachelor's Degrees, followed closely by certificates.

Post-Secondary Credentials Awarded in Saskatchewan, 2017-2021



Source: [Saskatchewan Post-Secondary Education Indicators Project](#) Note: Figures are rounded to the nearest 10.

Saskatchewan Post-Secondary Credentials Awarded in 2021



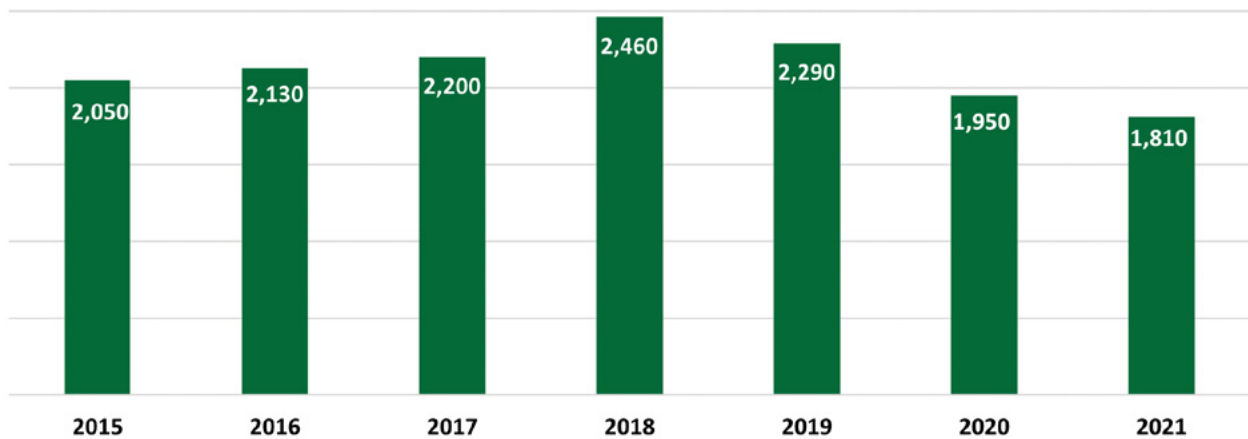
Source: [Saskatchewan Post-Secondary Education Indicators Project](#) Note: Figures are rounded to the nearest 10.

Credentials Awarded to Indigenous Graduates

The target is to increase the number of credentials awarded to Indigenous graduates by 25 per cent by 2025 (baseline year is 2015).

- The number of credentials awarded to Indigenous graduates decreased by seven per cent between 2020 and 2021, and has decreased overall by 12 per cent since 2015.

Saskatchewan Post-Secondary Credentials Awarded to Indigenous Graduates

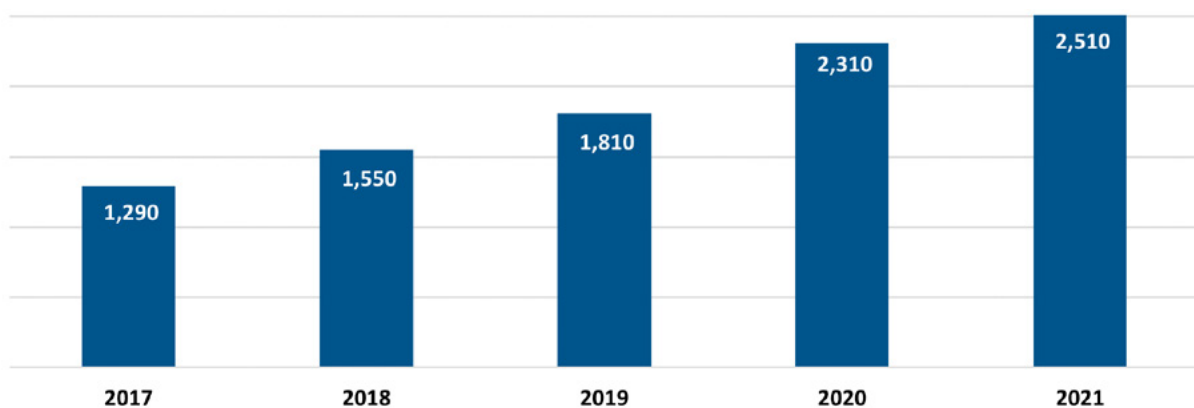


Source: [Saskatchewan Post-Secondary Education Indicators Project](#) Note: Figures are rounded to the nearest 10.

Credentials Awarded to International Students

The number of credentials awarded to international graduates has increased by 95 per cent over the past five years, and by nine per cent between 2020 and 2021.

Saskatchewan Post-Secondary Credentials Awarded to International Graduates



Source: [Saskatchewan Post-Secondary Education Indicators Project](#) Note: Figures are rounded to the nearest 10.

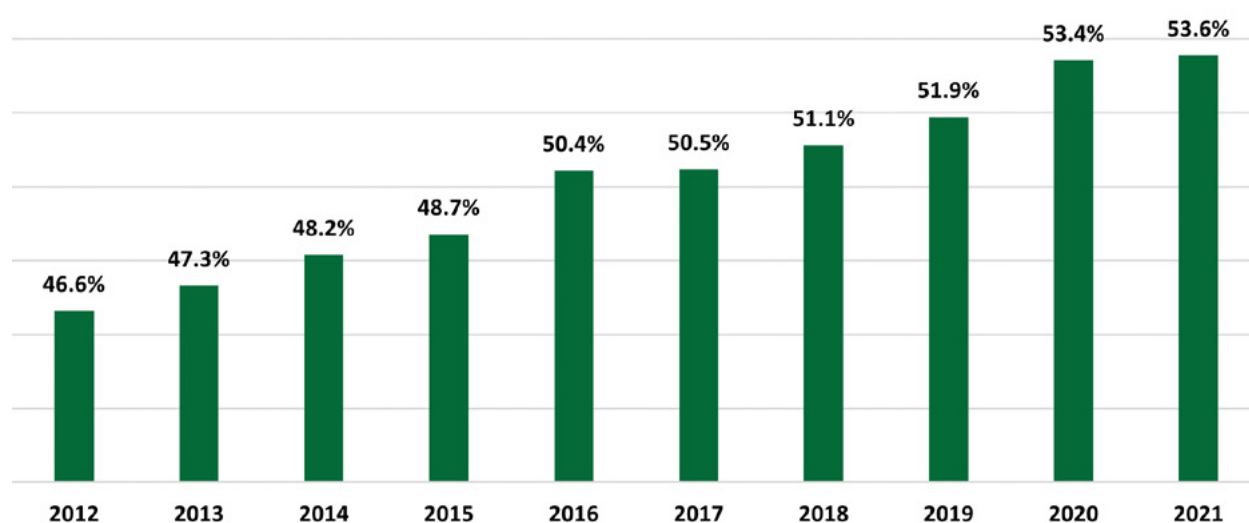
Educational Attainment

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

This measure changes slowly over time. The 2021-22 target is a one percentage point 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 the population with a post-secondary education.

- Overall, post-secondary attainment of the Saskatchewan population over 15 years of age has increased from 46.6 per cent in 2012 to 53.6 per cent in 2021.
- Over half (53.6 per cent) of Saskatchewan's population aged 15 and over has completed a post-secondary program compared to 60 per cent nationally. Although the annual target noted above has not been met, there was a slight increase of 0.2 percentage points overall.

Saskatchewan Post-Secondary Attainment Rates, 15 years and Older, 2012-2021



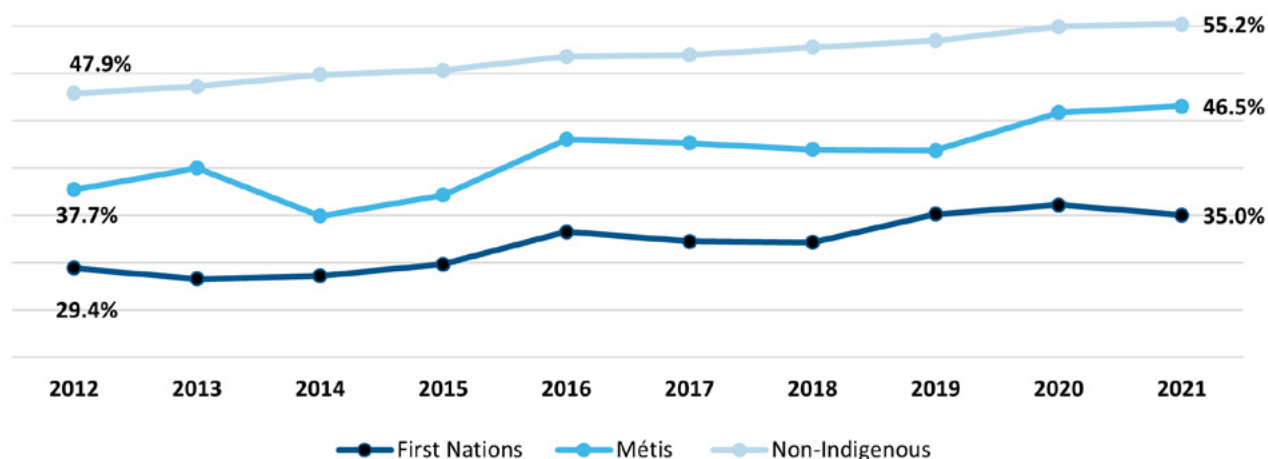
Source: Statistics Canada Labour Force Survey

Educational Attainment of Indigenous and non-Indigenous Populations Aged 15 Years and Over by Credential

Educational attainment measures change slowly over time. The long-term target is to match the attainment level of the Indigenous population with the attainment rate of the overall Saskatchewan population.

- The post-secondary attainment of First Nations and Métis people in Saskatchewan has increased over the past decade. The proportion of First Nations people with a post-secondary certificate, diploma or degree rose from 29.4% in 2012 to 35.0% in 2021. Post-secondary attainment for Métis people rose from 37.7% in 2012 to 46.5% in 2021.
- The Non-Indigenous population continues to have a higher rate of post-secondary educational attainment than First Nations and Métis populations.
- Additional work is required to achieve the long-term target noted above.

Rate of Educational Attainment of First Nations, Métis and Non-Indigenous Populations, 15 Years and Over, 2016 and 2021



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.

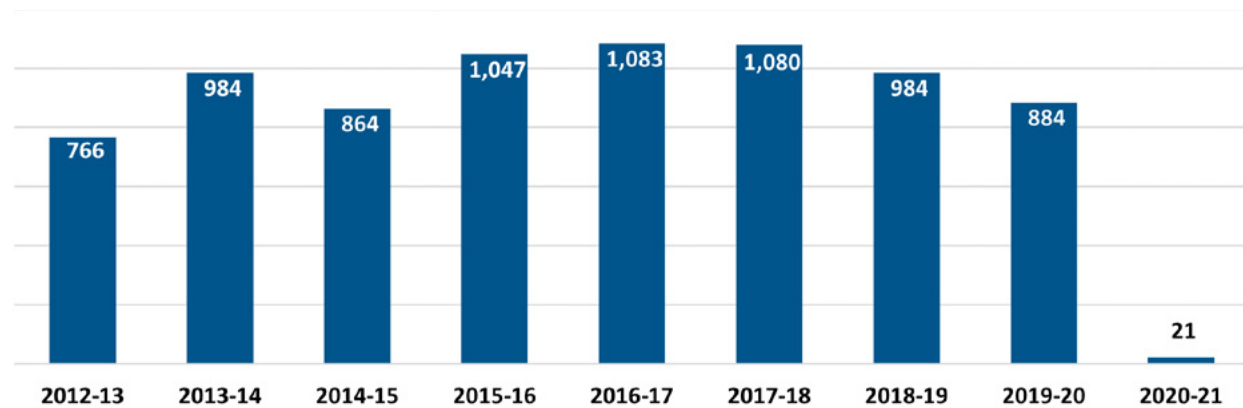
Source: Statistics Canada. 2021 Labour Force Survey custom tabulation, estimates by Indigenous identity, educational attainment, age group, sex, Canada, province, annual average.

International

Number of Saskatchewan Students Studying Abroad

- Due to the COVID-19 pandemic which prevented travel abroad, the number of Saskatchewan students who participated in a study abroad program decreased significantly between 2019-20 and 2020-21.
- During 2020-21, only 21 students participated in study abroad programs. These students took virtual study abroad programs offered by some Saskatchewan institutions.

Saskatchewan Students Studying Abroad



Source: Advanced Education administrative data

Goal 2

Government Goals



**A Strong
Economy**



**Strong
Communities**



**Strong
Families**

Ministry Goal

Meet the post-secondary education needs of the province.

This ministry goal supports the strategic priorities from the *Saskatchewan Growth Plan*: 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

- Implemented a [multi-year funding strategy](#) to help the post-secondary education sector respond to the COVID-19 pandemic and improve financial sustainability.
 - In partnership with post-secondary institutions, the ministry developed a multi-year funding investment aimed at providing funding certainty to the sector from 2021-22 to 2024-25. The ministry committed to stable base funding at 2020-21 levels for the duration of the agreement, along with an additional \$60 million increase beyond annual operating funding over the first two years.
 - As part of the commitment, every publicly funded post-secondary education institution in Saskatchewan signed a Memorandum of Understanding which outlines the shared priority areas where the additional \$60 million will be targeted to promote financial sustainability over the long-term including: COVID-19 recovery, revenue generation, sector collaboration and achieving the strategic initiatives set out in the *Saskatchewan Growth Plan*.

- This was the first year of the agreement and institutions received a combined total of \$30M to address priorities included in the Memorandum of Understanding.
- Worked with post-secondary institutions to develop and update capital plans to inform government investments in infrastructure.
 - Government invested \$28.4M in infrastructure maintenance, upgrades and planning.
 - The ministry continued to work with public post-secondary institutions in the development of their capital plans.

Strategy

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

Key Actions

- Encouraged post-secondary institutions to engage in education and research that generates innovative ideas and technologies that support Saskatchewan's future economic development.
 - In collaboration with Innovation Saskatchewan, engaged and supported post-secondary institutions in their research and development functions to advance the province's innovation and sustainability goals.
 - The ministry collaborated with post-secondary education institutions on the development of the [International Research Partnership Framework](#). The framework is aimed at helping Saskatchewan post-secondary institutions mitigate the risks associated with international research and innovation activities.
- Supported training programs that align with the economy and labour market trends.
 - Worked with sector partners to advance micro-credential³ activity across the post-secondary sector to support labour market demand.
 - The ministry continued to work with sector partners to advance the recognition and utility of micro-credentials across the post-secondary education sector.
 - [Saskatchewan's Guide to Micro-credentials](#), a document designed to support learners, post-secondary institutions, employers and industry groups engagement with micro-credentials, was published. As of March 31, 27 micro-credentials were offered by five post-secondary institutions across Saskatchewan.
 - o The ministry provided \$10,000 to the FNUUniv to support their adaptation of "The 4 Seasons of Reconciliation" into micro-credential programming.
 - o As Chair of the Council of Ministers of Education, Canada Working Group on Micro credentials, the ministry led an initiative that shared best practices on micro-credential policies. The intent of the interprovincial working group is to collaborate on improving the recognition and alignment of micro-credential programming across Canada.

³Micro-credentials are short programs that focus on specific knowledge, skills and/or competencies that address specific needs in Saskatchewan labour market. These programs are often developed collaboratively between post-secondary education institutions and employers or industry groups in response to rapidly changing demands in the labour force. [See Saskatchewan's Guide to Micro-credentials for details.](#)

- Provided financial support for Mitacs research internships, which equip Saskatchewan graduate students and postdoctoral fellows with work experience in Saskatchewan businesses.
 - The ministry invested \$550,000 in Mitacs, a national not-for-profit research and development organization dedicated to driving innovation in Canada. This funding supported 138 student internships in Mitacs' Accelerate and Globalink programs which leverage provincial, federal and industry funds to connect Saskatchewan and international interns who have research and technological expertise with Saskatchewan companies and post-secondary institutions.
- Facilitated partnerships between employers, post-secondary institutions, and community organizations to incorporate work-integrated learning opportunities for students.
 - The post-secondary education sector continued to offer a wide range of work-integrated and experiential learning opportunities, including cooperative education programs, cultural events, practicums, internships, field experiences, clinical learning, community service learning, volunteer service, work placements, job shadowing, cultural camps and other experiential learning components.
 - The ministry provided a grant of approximately \$67,000 to support the Saskatchewan Health Authority's Learner Placement Unit. This investment supported the provision of clinical practice education administration and, coordination and oversight by the Learner Placement Unit. This investment provided students with the opportunity to practice the required skills of their occupation safely and effectively.
 - The ministry continued to work with the Workers' Compensation Board (WCB) and post-secondary education institutions to provide worker's compensation coverage to students undertaking unpaid work placements as part of their studies. A renewed agreement between WCB and the Ministry of Advanced Education was signed and came into effect on July 1, 2021.
- Improved connections between post-secondary international education and the economy.
 - Worked with government partners and post-secondary education institutions to identify opportunities in existing international trade relationships to promote Saskatchewan post-secondary programming.
 - To improve international connections, the ministry met with more than 40 trade commissioners, represented Saskatchewan in over 10 recruitment fairs and international events, and spoke directly to more than 13,000 students.

Strategy

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

Key Actions

- Examined ministry legislation, regulations and policies so that they align with program and service needs.
 - The [ministry introduced](#) Bill No. 61, *The Post-Secondary Education and Skills Training Act*, 2021 during the fall 2021 legislative session to better support the post-secondary education and skills training sector.
 - Bill No. 61, developed in collaboration with the post-secondary education sector, will update existing legislation to create a more consistent level of oversight and accountability across publicly funded post-secondary education institutions.
 - The [Second Reading stage](#) was completed in March 2022, and Bill No. 61 was referred to the Standing Committee on Human Services for detailed examination. The new legislation is expected to come into force in 2022-23.
 - The ministry undertook extensive review and consultations on *The Private Vocational Schools Regulations, 2014*, in an effort to modernize the regulatory framework governing the operation of private vocational schools. This work proposed changes to the regulations which will better support the continued success of students, school operators and industry. The new regulations are expected in 2022-23.
- Ensured all new degree programs met Saskatchewan's social, economic and quality standards according to *The Degree Authorization Act*.
 - The Minister authorized three degree programs in July 2021, which brings the number of authorized degrees to a total of 13. Authorization was supported by the [Saskatchewan Higher Education Quality Assurance Board](#) through quality assurance reviews. All degrees authorized by the Saskatchewan Higher Education Quality Assurance Board are monitored annually to ensure adherence with approved quality assurance standards and criteria.
- Monitored post-secondary institutions' compliance with all legislative, regulatory and policy requirements.
 - The Saskatchewan Higher Education Quality Assurance Board continued to monitor all provincially-authorized degree programs to ensure quality standards continue to be met and that the terms and conditions of authorization are maintained.
- Streamlined and enhanced reporting from the post-secondary institutions.
 - The ministry's performance framework for post-secondary institutions and the multi-year funding memorandum of understanding accountability requirements were implemented to enhance reporting across Saskatchewan's post-secondary education sector. With the enhanced reporting requirements, institutions are expected to demonstrate the impact and results achieved from government investments in the post-secondary education sector.
 - The ministry streamlined the reporting requirements for post-secondary institutions required to submit a multi-year business plan and a multi-year funding report by integrating the requirements for both documents into a single request.

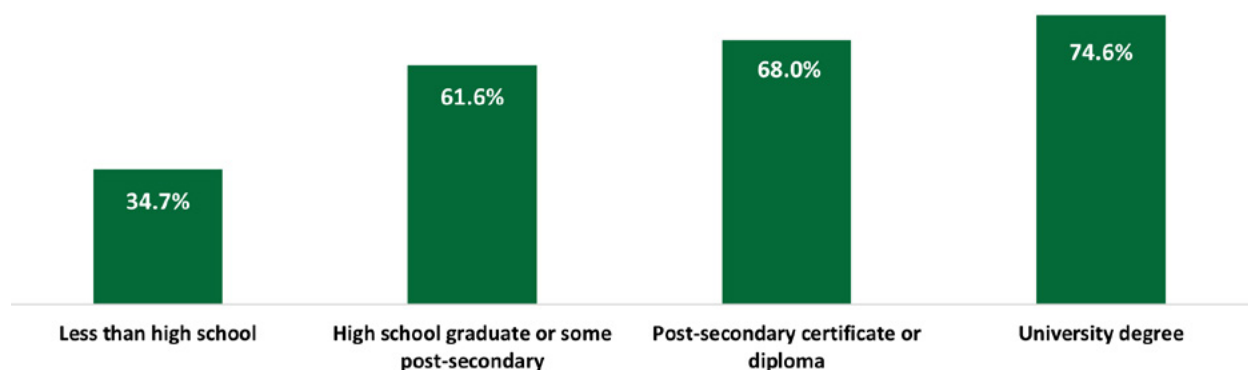
Performance Measure Results

Employment Rate by Credential

This measure changes slowly over time and is reflective of the economy and labour market. It measures Saskatchewan's employment rate by educational attainment (credential received). The 2021-22 target was 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 overall 2021 employment rate was 62.3 per cent, while the national average was 60.1 per cent.
- The chart below 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's goal of growth and opportunity.

2021 Saskatchewan Employment Rate by Educational Attainment, 15 years and Over



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's [Post-Secondary Education Graduate Outcomes Survey](#).

- The most recent Graduate Outcomes Survey was conducted between October 2021 and January 2022. It surveyed individuals who successfully completed a post-secondary education program and received a formal credential including a degree, diploma or certificate, or achieved journey person status within the 2019 calendar year (July 2019 to June 2020 for private vocational schools).
- The data showed high satisfaction levels amongst Saskatchewan graduates.
 - 91 per cent of graduates indicated they were satisfied or very satisfied with the overall quality of their educational experience.
- Graduates also indicated high levels of satisfaction (satisfied or very satisfied) with a range of components in their post-secondary experience:
 - quality of teaching in their program (89 per cent);
 - program's content (90 per cent);
 - location of their program (92 per cent);
 - program delivery (89 per cent);
 - quality of the buildings (87 per cent); and
 - lab, technology, or equipment (79 per cent).

Relatedness of Program to Current Job

This measure demonstrates the relatedness of the post-secondary program to the current job held by recent graduates. This information is collected every five years in the ministry's [Post-Secondary Education Graduate Outcomes Survey](#).

- Eighty-six per cent of graduates were employed at the time of the survey. Among graduates who were employed, 80 per cent worked in a field that they considered to be somewhat related to their program.

Goal 3

Government Goals



**A Strong
Economy**



**Strong
Communities**



**Strong
Families**

Ministry Goal

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

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

This goal aligns with the ministry's post-secondary education 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 demonstrate efficiencies that ensure the long-term sustainability of the post-secondary sector.

Key Actions

- Promoted collaboration among post-secondary institutions to implement sector-wide initiatives.
 - Increased engagement and communication throughout the pandemic strengthened the relationship between the ministry and the sector, and between institutions.
 - Worked with post-secondary institutions to renew and enhance the [Cooperation Agreement with the SaskAlliance](#). The SaskAlliance, which includes representatives from the U of S, U of R, Sask Polytech and the regional colleges, will work to advance the province's [new International Education Strategy](#) and meet the commitments outlined in the Growth Plan to position Saskatchewan as a destination of choice for research, education, innovation, sustainability, immigration and trade.
- Supported improvement and innovation efforts across the post-secondary sector.
 - Over the last year, the ministry's improvement and innovation plan supported the post-secondary education sector and ministry efforts to be efficient, streamlined and adaptable.

Strategy

Strengthen mechanisms that demonstrate accountability for public investments.

Key Actions

- Enhanced accountability through a performance framework for the post-secondary sector that demonstrates institutional progress toward meeting the government's five student-focused expectations.
 - The ministry worked with 16 Saskatchewan post-secondary institutions to develop and refine the reporting requirements for the post-secondary sector performance framework.
 - During the year, each institution reported twice on their progress for up to 10 metrics that demonstrated how they were meeting government's expectations and strategic priorities for the sector.
- Demonstrated sector-wide efforts aimed at ensuring the post-secondary sector is financially sustainable and operates in line with the province's fiscal capacity.
 - As part of the multi-year funding commitment, post-secondary education institutions submitted bi-annual accountability reports outlining how they are targeting their portion of government's two-year \$60M investment (\$30M in 2021-22) to support long-term sustainability.
 - To date, the funding has been allocated towards initiatives that align with the multi-year funding priorities, particularly in the areas of revenue generation, recovery and transition from COVID-19, and expense reduction.
 - Nearly half of all initiatives focused on revenue generating activities, including international and domestic student enrolment growth, micro-credentials and continuing education program development, and fundraising.
 - Post-secondary institutions also submitted quarterly fiscal forecasts to report variances from budget. This supported the monitoring of the financial impact of the pandemic, including declining enrolments for some segments of the post-secondary education sector.
- Maintained and enhanced the [Post-Secondary Education Indicators Project](#) to ensure consistent, comparable, sector-wide data is collected and available to inform planning, monitoring and reporting.
 - Reports on enrolments at post-secondary institutions, credentials awarded, and the financial sustainability of the sector are published annually on [Saskatchewan.ca](#).
 - In April 2021, data from the project began being published on [Saskatchewan's Dashboard](#). All available years of enrolment and credentials awarded data are published on the site, with breakdowns by total students, Indigenous students, and international students.

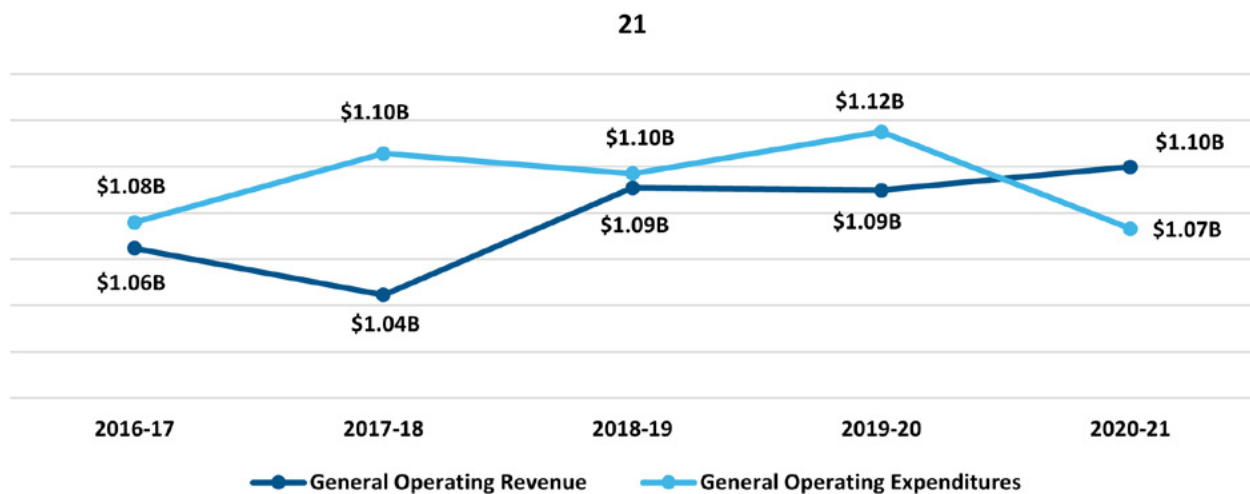
Performance Measure Results

Expenditure to Revenue Comparison

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

- Operating expenditures had exceeded revenues in Saskatchewan's post-secondary sector between 2016-17 and 2019-20; however, in 2020-21, due to an increase in operating revenues and a decrease in expenditures, revenue exceeded expenditures for the first time in five years.

Post-secondary Institutions Operating Revenue and Expenditures, 2016-17 to 2020-21



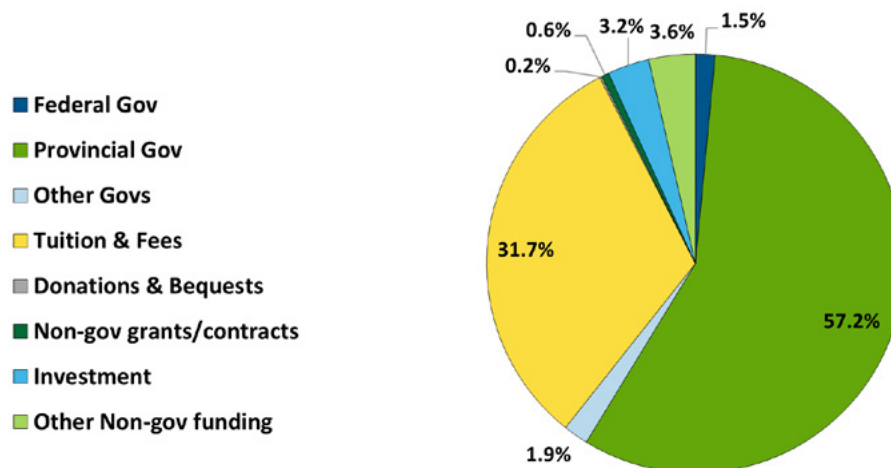
Source: [Saskatchewan Post-Secondary Education Indicators Project](#). The data is drawn from financial information submitted by Sask Polytech, U of R, U of S, Luther College, Campion College, First Nations University of Canada, St. Thomas More College, and St. Peter's College.

Reliance on Revenue Source Comparison

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.

- Just over 60 per cent of operating revenue came from government sources³ in 2020-21 while the remainder is derived from non-government revenue sources.

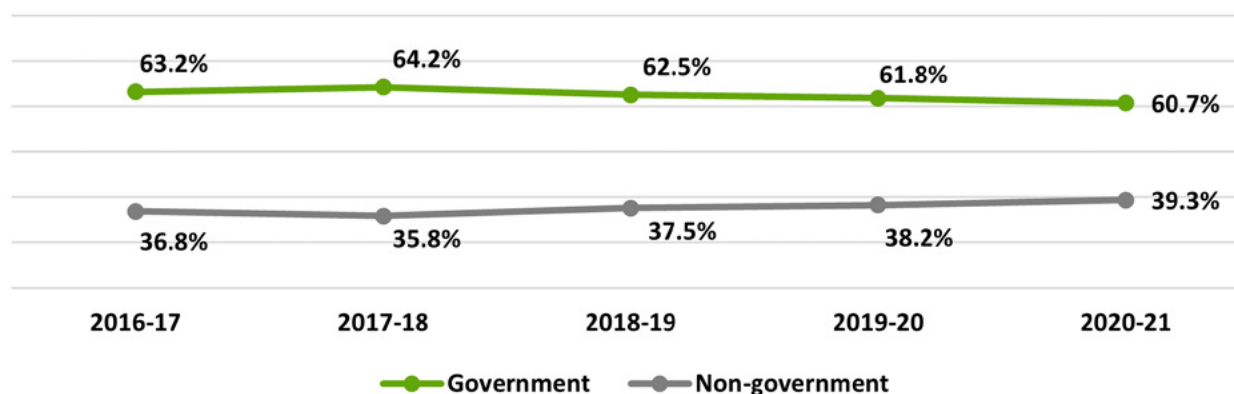
Post-secondary Institutions Operating Revenue and Expenditures, 2020-21



Source: [Saskatchewan Post-Secondary Education Indicators Project](#). The data is drawn from financial information submitted by Sask Polytech, U of R, U of S, Luther College, Campion College, First Nations University of Canada, St. Thomas More College, and St. Peter's College.

- Between 2016-17 and 2020-21, government funding decreased as a percentage of total operating revenue by 2.5 percentage points while revenue from non-government sources correspondingly increased by the same amount.

Post-secondary Institutions Operating Revenue and Expenditures, 2016-17 to 2020-21



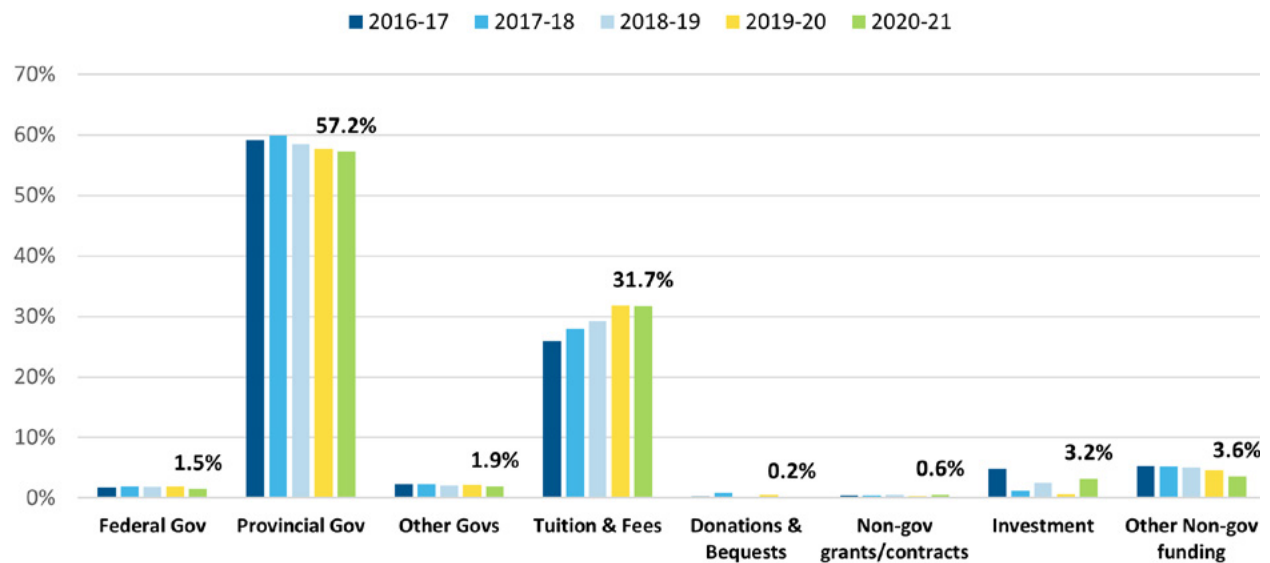
Source: [Saskatchewan Post-Secondary Education Indicators Project](#). The data is drawn from financial information submitted by Sask Polytech, U of R, U of S, Luther College, Campion College, First Nations University of Canada, St. Thomas More College, and St. Peter's College.

³The "Other Governments" category includes municipal governments, other provincial governments in Canada, and foreign governments.

Operating Revenue from All Sources

- The majority of revenues (61 per cent) at publicly funded post-secondary institutions in Saskatchewan are from public sources.

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 Sask Polytech, U of R, U of S, Luther College, Campion College, First Nations University of Canada, St. Thomas More College, and St. Peter's College.

Financial Summary

In 2021-22, the Ministry of Advanced Education had expenses of \$733M, a decrease of \$2.1M from the Budget Estimate of \$735.1M. Lower expenditures resulted from delays on the new student financial assistance information technology system project, decreased capital funding and various internal administrative savings. These decreases were partially offset by a greater demand for student supports.

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>		
	2021-22 Budget	2021-22 Actual	Variance Over/(Under)
Subvote/Subprogram			
Central Management and Services (AE01)			
Minister's Salary	51	51	0
Executive Management	1,803	1,675	(128)
Central Services	11,193	7,349	(3,844) ¹
Accommodation Services	3,574	3,572	(2)
Subvote Total	16,621	12,647	(3,974)
Post-Secondary Education (AE02)			
Operational Support	3,770	3,389	(381)
Universities, Federated and Affiliated Colleges	447,441	447,030	(411)
Technical Institutes	164,429	164,674	245
Regional Colleges	33,502	33,420	(82)
Post-Secondary Capital Transfers	29,400	28,400	(1,000) ²
Subvote Total	678,542	676,913	(1,629)
Student Supports (AE03)			
Operational Support	1,620	1,587	(33)
Saskatchewan Student Aid Fund	27,000	29,000	2,000 ³
Scholarships	10,620	12,924	2,304 ⁴
Saskatchewan Advantage Grant for Education Savings	600	591	(9)
Subvote Total	39,840	44,102	4,262
Total Expenditure	735,003	733,662	(1,341)
Capital Asset Acquisitions	0	(780)	(780) ⁵
Capital Asset Amortization	138	139	1
Total Expense	735,141	733,021	(2,120)

Explanations of Major Variances

1. The majority of savings in Central Services resulted from delays in the work to develop a new student financial assistance information technology system. Other savings were realized due to reduced salary and administrative spending.
2. The decrease is due to capital funding for the Saskatoon Campus Renewal Project at Saskatchewan Polytechnic not being required.
3. The increase in the Saskatchewan Student Aid Fund is due to more students participating in the Student Loan Program.
4. The increase in Scholarships is due to increased program utilization for the Saskatchewan Advantage Scholarship.
5. Capitalization of the completed portion of the new student financial assistance information technology system was not originally budgeted.

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 2021-22, actual revenue was \$4.1 million, an increase of \$1.8 million from the \$2.4 million budget.

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

Revenues Actuals

<i>(in thousands of dollars)</i>			
Revenue Category	2021-22 Budget	2021-22 Actual	Variance Over/(Under)
Privileges, Licenses and Permits			
Admin/Application/Inspection Fees	-	-	-
Property and Building Rentals	110	112	2
Subtotal	110	112	2
Sales, Services and Service Fees			
Other Registration Fees	19	19	-
Subtotal	19	19	-
Federal-Provincial Cost Sharing Programs	1,700	1,909	209 ¹
Subtotal	1,700	1,909	209
Other Revenue			
Casual Revenue	520	419	(101) ²
Cash Refunds of Previous Year's Expenditures	1	-	(1)
Change in Previous Years' Estimates	-	1,644	1,644 ³
Salary Overpayment Refunds	-	0	-
Subtotal	521	2,063	1,542
Total Revenue	\$2,350	\$4,103	\$1,753

Explanations of Major Variances

1. This increase was mainly due to increased federal funding for administering the Canada Student Loan program. The increase was a result of completing more student assessments than expected due to increased program demand.
2. The decrease was mainly the result of a revised shared service agreement with Innovation Saskatchewan, and lower than expected reimbursements from the federal government related to the Saskatchewan Advantage Grant for Education Savings program.
3. The increase was a result of an adjustment to the accrual established for the refundable portion of the Graduate Retention Program.

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 SK S4P 0M3

The Ministry of Advanced Education produces three annual reports:

- The Ministry of Advanced Education Annual Report 2021-22
- The Student Aid Fund Annual Report 2021-22
- The Training Completion Fund Financial Statements 2021-22

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

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*

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

