



University
of Regina

CENTRE FOR CONTINUING EDUCATION

ACADEMIC UNIT REVIEW SELF STUDY REPORT

2021 – 2022

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1. BACKGROUND

The Centre for Continuing Education (CCE) is an approved academic unit of the University of Regina. At CCE, we believe that learning is a lifelong experience and doesn't start or stop with a degree. To grow and thrive, both personally and professionally, each of us will continue building skills and knowledge across a career and a lifespan. CCE links the University's resources to our communities of individuals, employers and industry in Regina, across Saskatchewan, and beyond our borders, nationally and internationally. Our mission is to meet lifelong learning needs by offering high quality, accessible, innovative and responsive education and training programs to learners of all ages by building on the strengths of, and collaborating with, the resources of the University and community. CCE is located on the College Avenue Campus (CAC) of the University of Regina.

The Centre for Continuing Education (CCE) evolved from the former Department of Extension Services, originally established in 1965 at the University of Saskatchewan, Regina Campus. The new department was responsible for degree classes held off-campus and outside regular hours as well as for the expansion of certificate courses in administration. University Extension, as it became known in 1981, continued to fulfill its previous responsibilities and began offering non-credit programs designed for personal and professional development. In 1977-78, when the Seniors Education Centre was established, it was the only year-round centre for seniors on a Canadian university campus. Another aspect of Extension programming, English as a Second Language began in the mid-1970's. In 1986-87, University Extension was granted responsibility for the Conservatory of Music, which had been operating since **1909**.

In 1995, University Extension was dramatically downsized for financial reasons. All non-credit programming offerings were eliminated, but the Seniors Education Centre and the Conservatory of Music were retained. A review in 1999-2000 resulted in a name change to Centre for Continuing Education (CCE) to more accurately reflect contemporary operations and to allow Continuing Education to focus on its primary mandate of providing lifelong learning opportunities to the community. Over the past 20 years, CCE has re-established a strong foundation for its non-credit programming, increased its credit and non-credit programming in all areas, streamlined its operations, and achieved fiscal stability, thereby strengthening its contributions to both the University and the community. In addition, since 1995, CCE has served as the hub for online course development and delivery for the institution. Through partnerships with the Faculties, CCE's Flexible Learning Division has been recognized as playing a leadership role in creating flexible access to URegina courses and programs.

The structure of CCE is currently separated into seven different areas. The **Director's Office** represents the Centre on the University leadership teams and provides strategic planning as well as management oversight of financial, human resource and operational matters. **Integrated Central Services** provides centralized financial, human resource, marketing and Student and Instructor Services to the Centre. The **Flexible Learning Division** is a revenue generating unit and collaborates with University Faculties, Federated and Regional Colleges to deliver credit courses, including off-campus, face-to-face, live-streamed, online and blended classes offered outside the traditional Monday to Friday schedule, which carry credit toward a University degree. **Career and Professional Development (CPD)** offers Undergraduate certificates and bridging programs for adults seeking to upgrade their qualifications or pursue new career paths. Programs can normally be completed within one to five years. The non-credit area in CPD offers professional certificates, seminars, and microcredentials, supporting professionals in

their career and development goals, including URegina alumni. The **English as a Second Language (ESL)** program prepares students to meet the English Language Proficiency (ELP) requirements for admission to University certificate and degree programs. The ESL division also offers the Government of Canada's Language Instruction for Newcomers (LINC) program and customized Language and Culture programs. The **Conservatory of Performing Arts (CPA)** offers group classes and private instruction in music, dance, theatre, video, and dramatic arts for children and adults of all ages. Our **Lifelong Learning Centre (LLC)** provides personal development programs for adults, on- and off-campus, alongside applied research and outreach projects in Saskatchewan. Our staff support the registration and advising for almost 10,000¹ credit and non-credit enrolments each year (five year average) across the CPD, ESL, LLC, and CPA teams. In addition, we also oversee 36,000² course enrolments in partnership with URegina Faculties through CCE's Flexible Learning Division every year.

CCE's last academic unit review was conducted in 2005-06. With the 15 year span in reviews, we will be focusing on the last five years to remain more relevant to current operations.

¹ 2021-22: 9,387 enrolments

² 2021-22: 35,913 enrolments

2. STAFFING AND RESOURCES

2.1. Staffing: Faculty, instructors, lab instructors, technicians, and support staff

CCE currently has 74 staff members (not including students) and 68 Independent Contractors teaching private lessons through the Conservatory of the Performing Arts. A current organizational chart is attached as **Appendix A**.

Name	Position and Rank	Notes
Director's Office		
Schultz, Christie	Director	First (renewable for a 2nd term) 5-year term began in 2020
Cranston, Janet	Assistant Director	
Wall, Leanne	Executive Assistant	
Integrated Central Services		
Lehmond, Samantha	Marketing Manager	
Novitski, Connie	Marketing and Communications Specialist	
McDowell, Autumn	Digital Marketing Specialist	Term to August 23, 2022
Krasilowez, Mitzi	Manager, Finance & Administration Services	
Perez, Lindsay	Finance & Administrative Services	
Reimer, Dacey	Finance & Administrative Services	
Aviles, Ana	Finance & Administrative Services	
Morhart, Lisa	Manager, Student & Instructor Services (Credit)	
Grover, Lisa	Enrolment & Support Services Specialist	
Parisian, Melanie	Enrolment & Support Services Specialist	
Rostad, Kyla	Enrolment & Support Services Specialist	Term to September 30, 2022
Dahlstrom, Kylie	Manager, Student & Instructor Services (Non-Credit)	
Maldonado Rodriguez, Adriana	Support Services	
de Jesus Prieto Adrianza, Asnoldo	Support Services	
Zurbuchen Hill, Emma	Administrative Assistant	
Career and Professional Development		
Markel, Robin	Division Head	
Merz, Karen	Manager, Non-Credit Career & Professional Development	
Magdalwya, Rania	Program Coordinator (Credit)	

Curtis, Danielle	Program Coordinator (Credit)	
Mikkelsen, Michelle	Program Coordinator (Non-Credit)	Term to November 30, 2022
Renshaw, Heather	Business Development Consultant (Customized)	
Schwartz, Janelle	Administrative Assistant	
Flexible Learning		
Garreck, Willadell	Division Head	
Allard, Terri	Academic Program Manager	
Cunningham, Trevor	Manager of Instructional Technologies	
Keys, Robert	Assistant Manager, Instructional Technologies	
Clary, Brooke	Instructional Technology Developer 2	
Dapiawen, Joel	Instructional Technology Developer 2	
Khan, Tanisha	Program Coordinator	Covering Maternity Leave
Nagy, Tehra	Program Analyst and Coordinator	
Lawlor, Darrel	Instructional Designer	
Bawden, Greg	Instructional Designer	
Van Ginneken, Michelle	Instructional Designer	
de la Rue, Kieren	Instructional Designer	
Moussa, Nataly	Instructional Designer	
Humeniuk, Kalyn	Instructional Designer	
Gaudet, David	Instructional Designer	0.5 FTE
Wihak, Stephen	Instructional Designer	
Hall, Laurie	Instructional Designer	
Carr, Daniel	Web Developer and Graphics Designer	
Coppens, Becca	Web Developer and Graphics Designer	
Donovan, Darcy	Web Developer and Graphics Designer	
Nicolas, Myla	Assistant Instructional Designer	
Duczek, Josh	Assistant Instructional Designer	
Hackl, Brenda	Assistant Instructional Designer	0.5 FTE
Danyluk, Rhett	Assistant Instructional Designer	
Niyoyita, Gilbert	Support Services Specialist	
Abdulkareem, Saba	Support Services Specialist	
Conservatory of Performing Arts		
Eidsness, Christa	Division Head	
Folnovic, Erika	Program Coordinator	
Bergstrom, Dawn	Darke Hall Curator & Manager	
Andrist, Rachel	Accompanist/Coach	Independent Contractor
Barrie, Karen	Private Lesson Instructor - Piano	Independent Contractor

Berthelet, Marie-Noelle	Private Lesson Instructor – Flute	Independent Contractor
Carey, Margaret	Private Lesson Instructor – Violin & Piano	Independent Contractor
Christoph, Cory	Private Lesson Instructor – Guitar	Independent Contractor
Clay, Robyn	Private Lesson Instructor – Piano	Independent Contractor
Coghill, Renée	Private Lesson Instructor – Guitar, Group Instructor – Campfire Guitar	Independent Contractor & Contract Employee
Constantinescu, Carmen	Private Lesson Instructor – Violin	Independent Contractor
de Jager, Ron	Private Lesson Instructor – Voice	Independent Contractor
Denis, Cecile	Private Lesson Instructor - Harp	Independent Contractor
Dick, David	Private Lesson Instructor – Trombone	Independent Contractor
Dyck, Bev	Private Lesson Instructor – Piano	Independent Contractor
Fries, Megan	Private Lesson Instructor – Piano & Voice, Group Instructor – Music for Young Children	Independent Contractor & Contract Employee
Gibson, Wayne	Accompanist/Coach	Independent Contractor
Gingras, Darcy	Private Lesson Instructor – Percussion	Independent Contractor
Hall, Valerie	Private Lesson Instructor – Voice & Organ	Independent Contractor
Hedlund, Andrea	Private Lesson Instructor – Violin	Independent Contractor
Johnston, Tamsin	Private Lesson Instructor – Oboe	Independent Contractor
Kim, Hyonsuk	Private Lesson Instructor – Clarinet	Independent Contractor
Lareau, Joel	Private Lesson Instructor – Trombone	Independent Contractor
Levesque, Judi	Private Lesson Instructor – Piano, Accompanist/Coach	Independent Contractor
Luff, Allison	Private Lesson Instructor – Piano & Group Instructor – Introduction to Music	Independent Contractor & Contract Employee
MacDonald, Iain	Private Lesson Instructor – Bagpipes & Group Instructor – Pipe & Drum Band, Bagpipe Studies	Independent Contractor & Contract Employee
MacDonald, Joel	Private Lesson Instructor – Cello & Group Instructor – Youth Strings	Independent Contractor & Contract Employee
Majewski, Alaina	Private Lesson Instructor – Cello	Independent Contractor
Newman, Miles	Private Lesson Instructor – Trumpet	Independent Contractor
Parovsky, Karley	Private Lesson Instructor – Violin & Group Instructor – Youth Strings	Independent Contractor & Contract Employee
Peyson Wahl, Cynthia	Private Lesson Instructor – Piano & Voice	Independent Contractor
Popa, Stela	Private Lesson Instructor – Piano	Independent Contractor
Popoff, David	Private Lesson Instructor – Flute	Independent Contractor
Potter, Lori	Private Lesson Instructor – Piano	Independent Contractor

Reschny, Trent	Private Lesson Instructor – Saxophone	Independent Contractor
Schaufele, Clark	Private Lesson Instructor – Piano, Accompanist/Coach	Independent Contractor
Sgrazzutti, William	Accompanist/Coach	Independent Contractor
Sternadel, Rudolf	Private Lesson Instructor – Violin, Group Instructor – Youth Strings	Independent Contractor & Contract Employee
Stubbe, Lee	Private Lesson Instructor – Piano	Independent Contractor
Tenford, Jennifer	Private Lesson Instructor – Saxophone	Independent Contractor
Van Betuw, Miranda	Private Lesson Instructor – Clarinet	Independent Contractor
Waite, Don	Private Lesson Instructor – Guitar	Independent Contractor
Ward, Jonathan	Private Lesson Instructor – Violin, Group Instructor – Youth Strings	Independent Contractor & Contract Employee
Weber, Paula	Private Lesson Instructor – Voice	Independent Contractor
Welder, Lisa	Private Lesson Instructor – Voice	Independent Contractor
Woolhether, Alyssa	Private Lesson Instructor – Voice	Independent Contractor
Achtzehner, Katherine	Group Instructor – Youth Strings	Contract Employee
Barbero, Gary	Group Instructor - Ukulele	Contract Employee
Casas Lupercio, Adrian	Group Instructor - Orchestra	Contract Employee
Dickof, Peter	Group Instructor - Flamenco	Contract Employee
Dupre, Coreen	Group Instructor - Flamenco	Contract Employee
Dymund, Michael	Group Instructor – Youth Strings	Contract Employee
Felstrom-Stenka, Cyrus	Group Instructor – Pipe & Drum Band	Contract Employee
Groff, Corinne	Group Instructor – Prairie Kids Chorus	Contract Employee
Hantelman-Stewart, Fallon	Group Instructor – Jr. Glee	Contract Employee
Hinz, Kirsten	Group Instructor – Advanced Glee	Contract Employee
Ironstar, Katlyn	Group Instructor - Beadwork	Contract Employee
Kusiak, Lilia	Group Instructor - Flamenco	Contract Employee
MacDonald, Barb	Group Instructor – Pipe & Drum Band	Contract Employee
MacDonald, Ruaridh	Group Instructor – Pipe & Drum Band	Contract Employee
McDaniel, Chip	Group Instructor – Sr Glee	Contract Employee
McWilliams, Allen	Group Instructor – Suzuki Trumpet	Contract Employee
Nadoroznick, Katie	Group Instructor – Broadway Genius	Contract Employee
Nezmloo, Vanessa	Group Instructor - Drama	Contract Employee
Park, Hyunju	Group Instructor – Prairie Kids Chorus Accompanist	Contract Employee
Rourke, Kayla	Group Instructor – Dungeons & Dragons	Contract Employee

Russell, September	Group Instructor – Youth Strings	Contract Employee
Schmeling, Laura	Group Instructor – Pipe & Drum Band	Contract Employee
Stoudt, William	Group Instructor – Dungeons & Dragons	Contract Employee
Wheler, Ryan	Group Instructor – Youth Strings	Contract Employee
Wolbaum, Karen	Group Instructor – Contemporary Dance	Contract Employee
Lifelong Learning Centre		
Strathy, Kerrie	Division Head	
Tucker, Tamara	Program Coordinator	
Kay, Hertha	Secretary	
English as a Second Language		
Spalding, Jacqueline	Director, ESL	
Hulston, Deborah	ESL Academic Coordinator, Instructor III	
Park, Sunyung	Student Advisor/Counsellor	
Butler, Karlie	Customized Program Manager/Instructor III	
Ahmed, Asif	Administrative Assistant	
Bobbee, Alison	Administrative Assistant	
Wang, Jerry	LINC Administrative Assistant	Grant Funded Position
Khandehroo, Koroush	LINC Coordinator/Instructor III	Grant Funded Position
Tannouri, Fadi	Instructor III	
Jones, Lorinda	Instructor III	
Snider, Amy	Instructor III	
Hengen, Simone	Instructor III	
Theaker, Nicole	Instructor III	
Cetin, Halis (Steve)	Instructor III	
Schoch, Vicki	Instructor III	
Son, ellen	Instructor III	
Rutten-James, Myrina	Instructor III	
Vacant	Manager, Finance and Administration	
Vacant	Communications and Cultural Affairs	
Vacant	Homestay Coordinator	

2.2. Resources

2.2.1. Teaching Space

Room	Capacity	Function
College Avenue Campus		
CB 009	5	Private Lesson Studio
CB 010	5	Private Lesson Studio
CB 011	4	Private Lesson Studio
CB 012	5	Private Lesson Studio
CB 013	5	Private Lesson Studio
CB 014	8	Private Lesson Studio
CB 015	5	Private Lesson Studio
CB 016	5	Private Lesson Studio
CB 017	5	Private Lesson Studio
CB 018	5	Private Lesson Studio
CB 019	5	Private Lesson Studio
CB 020	5	Private Lesson Studio
CB 021	5	Private Lesson Studio
CB 022	8	Private Lesson Studio
CB 023	5	Private Lesson Studio
CB 024	5	Private Lesson Studio
CB 025	5	Private Lesson Studio
CB 028	50	Classroom
CB 029	5	Private Lesson Studio
CB 030	5	Private Lesson Studio
CB 031	5	Private Lesson Studio
CB 033	5	Private Lesson Studio
CB 034	10	Private Lesson Studio
CB 035	5	Private Lesson Studio
CB 036	10	Private Lesson Studio
CB 037	5	Private Lesson Studio
CB 041	8	Private Lesson Studio
CB 043	8	Private Lesson Studio
CB 108	35	Shared Classroom
CB 109	18	Shared Classroom
CB 110	24	Shared Classroom
CB 111	18	Shared Classroom
CB 112	80	Shared Classroom
CB 130	10	Breakout Room - Managed by Hospitality Services
CB 131	10	Breakout Room - Managed by Hospitality Services

CB 132	18	Classroom - Managed by Hospitality Services
CB 136	30	Classroom - Managed by Hospitality Services
CB 139	120	Multi-Purpose Room - Managed by Hospitality Services
CB 210	72	Lecture Theatre/Recital Hall
CB 229	28	Art/Multi-Purpose Classroom
CB 230	40	Movement Room
CB 232	36	Shared Classroom
CB 234	36	Shared Classroom
CB 247	12	Shared Classroom
CB 249	16	Shared Classroom
English as a Second Language Program - Located on Main Campus		
Nine designated ESL classrooms on Main Campus in the La Cite Building, other classrooms from scheduling	Room capacities may change after COVID	All courses being taught remotely as of March 2020
CT 110	26	SR Classroom
CT 111	22	Classroom
CT 115	38	SR Classroom
CT 116	24	Classroom
CT 117	24	Classroom
CT 118	20	Classroom
CT 119	28	SR Classroom
CT 120	34	SR Classroom
CT 121	28	SR Classroom
Computer Lab ED 440-ESL	25 computers - no specialized programs	Used by all ESL and LINC classes scheduled by ESL
CB 108	55	Used for LINC all day classes SR
CB 109	37	Used for LINC all day classes SR

2.2.2. Research Resources

CCE is engaged in research activities through the independent work of individual instructors and staff. CCE does not, however, have a mandate to conduct research requiring dedicated research space or significant resources. As such, a review of research spaces; research equipment and instrumentation; and research institutes, clusters, or specialized labs is not required at this time.

2.2.3. Specialized Teaching Equipment

Equipment/Instrumentation	Location	Notes
Upright Piano (28)	Various	Pianos are in private lesson studios and several classrooms
Grand Piano (17)	Various	Pianos are in private lesson studios and several classrooms
Concert Grand Piano (2)	Darke Hall	Fazioli & Yamaha – currently in temporary locations: CB 137 & CB 028
Pipe Organ (1)	CB 011	Casavant organ
Xylophone (1)	CB 034	
Marimba (1)	CB 034	
Drum set (2)	CB 034.2	
Timpani (3)	CB 034	
Violin (6)	CB 007	
Cello (5)	CB 007	1/8 to full-size
Double Bass (3)	CB 007	Full-size
Guitar (5)	CB 007	½ to full-size
Drumline Drums	CB 028	
Smart Technology with Lectern	CB 108	
Smart Technology with Lectern	CB 109	
Smart Technology with Lectern	CB 110	
Smart Technology with Lectern	CB 111	
Smart Technology with Lectern	CB 112	
Smart Technology with Lectern	CB 132	
Smart Technology with Lectern	CB 136	
Smart Technology with Lectern	CB 139	Smart Wall Panel with screen, mobile lectern and video conference capability
Smart Wall Panel with Screen	CB 229	
Smart Technology with Lectern	CB 232	



Smart Technology with Lectern	CB 234	
Smart Wall Panel with Screen	CB 247	
Smart Wall Panel with Screen	CB 249	Video conference capability

3. SCHOLARLY OUTPUT

3.1. Summary

CCE is engaged in research activities through the independent work of individual instructors and staff. CCE does not, however, have a mandate to conduct research requiring dedicated research space.

At present, our ESL instructors serve in tenured or tenure-track instructor (teaching-focused) positions; many are engaged in research activities. In addition, CCE's Director maintains an active research portfolio. Research activities are detailed in **Appendix B**.

3.2. Grants and Contracts

The grants and contracts outlined below are not research contracts, but are relevant for the purposes of this academic unit review.

Programming Unit	Funding Agency	Total Amount (% Assigned To Unit)	Dates
Flexible Learning	Canadian Institute for Public Safety Research and Treatment (CIPSRT)	100%	March 2019
Flexible Learning	Canadian Institute for Public Safety Research and Treatment (CIPSRT)	100%	2020
Flexible Learning	Canadian Institutes for Health Research (CIHR)	100%	March 2019 and March to September 2020
Flexible Learning	Canadian Institute for Public Safety Research and Treatment (CIPSRT)	100%	February to March 022
Flexible Learning	Canadian Institute for Public Safety Research and Treatment (CIPSRT)	100%	March 2022 to March 2023
Flexible Learning	Public Safety Personnel	100%	March 2022 to March 2023
ESL - LINC	Immigration Refugees Citizenship Canada	100%	2020 - 2025
ESL - Explore	Council of Ministers, Education Canada	100%	Ongoing every spring and summer for more than 20 years
ESL - MOU's (Contracts with Partner Institutions)	List of International Partners in Appendix C	100%	Usually March and August Short Term

ESL - Proyecta	Mexican Federal Government and Institutions		Varied since 2016. Usually for 1 month programs. July – December 2019. Cancelled 2020 due to COVID. 2 remote programs 2020 - 2021
CPA	Community Investment Fund	100%	Summer, annually
CPA	Canada Summer Jobs Grant	100%	Summer, annually
CPA	Saskatchewan Orchestral Association	100%	Annual
CPA	Saskatchewan Band Association	100%	Annual
CPA	Saskatchewan Arts Board	100%	Project based

Contracts in ESL are usually Memorandum of Understanding between the University of Regina, ESL and International Partners.

The terms vary depending on the components of the program. Some are strictly for teaching hours while others involve accommodation and food, excursions, activities and other services. Many partners have been sending students for more than 10 years, and we continually look to develop more partnerships. ESL also works closely with UR International, Global Training Initiatives to provide Language and Culture programs as part of a larger contract. The Proyecta programs are an example of that type of cooperation.

Short Term programs are mainly through contracts with international partners or agents. The length can vary from two weeks to a full semester, or more.

The Lifelong Learning Centre is not eligible to apply for research funding. The LLC has applied for project funds to do needs assessments and to carry out outreach programs. Please refer to **Appendix I** for project funding received for the last 10 years with amounts listed being 100% assigned to LLC.

3.3. Community Service Initiatives

English as a Second Language Program

In the past five years, ESL faculty have engaged in a number of research projects related to language acquisition, equity, diversity, and inclusion. There has been attention given to include indigenous focussed materials in all programs and a number of activities and excursions have involved members of the indigenous community such as having ESL students participate in Blanket Exercises to increase awareness.

Members of ESL have contributed to the University of Regina community by serving on a number of

committees and by increasing awareness of the needs of international students through presentations on topics such as second language speakers' writing and culture shock.

Career and Professional Development

CPD, in partnership with Flexible Learning and the Regina District Industry Education Council (RDIEC), offers the High School Accelerated (HSXL) program to high school students across the province. In addition, CPD facilitates the University's applications for dual credit opportunities for Saskatchewan students. As part of the HSXL program, we work with organizations such as the Gabriel Dumont Institute and Treaty Education Alliance to bring this kind of programming to students who are often first-generation university students with built-in support in their own communities.

CPD also provides administrative support and guidance for best practices for Prior Learning Recognition and Assessment. CPD works with faculties, departments and students to have students create portfolios for assessment of their prior experiential learning and works with the academic units and the Registrar's Office to facilitate the assessment and award credit to students who demonstrate extensive, appropriate prior experiential learning.

Conservatory of Performing Arts

As a non-credit unit that works with students of all ages, most CPA programming could be considered community outreach when compared to University credit programming. The Conservatory can act as an introduction to the University for students coming to day camps, group programs, and music lessons. Below are some of the highlights of Conservatory programming that have a direct impact on the community around us.

Partnerships (incl. with URegina's Music Department)

- The Conservatory works with a variety of arts organizations to provide performance and rehearsal space, support for their programming, creative opportunities for Conservatory students, and more. These organizations include: the Regina Music Festival, the Regina Symphony Orchestra (RSO), the Regina Community Orchestra, Flamenco Regina, CJTR Community Radio, the Regina Musical Club, and the Cecilian Chamber Series.
- As part of the partnership with the RSO, Conservatory students are regularly invited to perform in the lobby of the Conexus Arts Centre in pre-performance concerts. The students gain valuable performance experience and are offered a free ticket to the symphony on the night they perform.

Day Camps

- The Conservatory offers day camps for students during school breaks. These day camps are grounded in arts disciplines and offer students the opportunity to explore the arts in a welcoming and inclusive environment. This is particularly important at a time when arts funding and programming in schools tends to be limited and may be the first thing to be cut when budgets are tight. As well, the day camps provide an easy and convenient way for working parents to arrange child-care for school aged children during school breaks.

Darke Hall

- Over the past five years the Conservatory has been instrumental in assisting with the design and renewal of Darke Hall. While the expectation was that the Conservatory would oversee the administration for Darke Hall once the theatre reopens, a change in governance plans means that the Conservatory is now working with the non-profit corporation that will run Darke Hall to make the transition of care for the building and programming as smooth as possible.
- Part of building the excitement for Darke Hall has been the “Out of the Darke” project which was funded by the Saskatchewan Arts Board and will be a multimedia presentation of Regina’s history and experience with Darke Hall.

Lifelong Learning Centre

One of the major strengths of the Lifelong Learning Centre is its service to the community of older adults, their families, and those who work with them. This includes many LLC presentations offered to the community at no charge and presentations made in response to requests from UR faculty, community organizations and professional associations including:

- Monthly Wellness Wednesday presentations with SHA Staff and others at no charge
- Fraud and Scam Prevention presentation held annually with Regina Police Service staff
- Cyber Security presentation held annually with UR Information Services staff
- Open Houses held 2-3 times per year with three or more free presentations
- Indigenous History Month presentations
- Older Adult Abuse Awareness & Prevention presentations to community groups, older adults, professional associations and students at the University (Social Work) and Sask Polytech (Nursing), etc. These also include frequent presentations to RCMP Cadets that reach 200-300 cadets at the Training Academy each year.
- Aboriginal Grandmothers Caring for Grandchildren Support Network brings together older women who are caring for kids to celebrate their strengths, share their experiences and learn about issues of concern including child welfare. LLC staff facilitated members of this group to make presentations that led to the establishment of the SK Advocate for Children and Youth in 2012.
- Intercultural Grandmothers Uniting, a group of older Aboriginal, Métis and other women meet monthly to build bridges of understanding, respect, friendship and trust between races and generations. Some members have made presentations to students and other groups.

4. PROGRAMS OFFERED

4.1. Credit Programs

The **Career and Professional Development (CPD) Division** provides undergraduate level courses and programs in flexible formats for those who wish to pursue their academic and personal career goals. The CPD Division offers programs with non-traditional learners in mind. Undergraduate level certificates offer students an opportunity to pursue a program that can ladder into an undergraduate diploma or degree. Courses are scheduled at a variety of times and a variety of locations. Most credit certificate programs require no minimum educational background for admission for students age 21 and over. On average, students studying part-time complete a certificate program within 2.5 to 5 years.

Three-credit-hour courses include 39 hours of instruction and require an average of 4 to 8 hours of study per week outside the classroom. The CPD Division also offers credit programs in partnership with First Nations University of Canada and Luther College. A list of Undergraduate Certificate Programs are attached as **Appendix G**.

Flexible Learning works closely with the University of Regina academic faculties and support institutions to provide flexible learning options to students in Regina, across Saskatchewan and beyond. Classes are delivered using the following modes: Face- to-face, Online, LIVE-streamed, Video-conferenced and Blended. Flexible Learning offers a large selection of on-campus courses with flexible class times from early morning to evenings, on Saturdays and in the spring and summer (May, June, July, and August). Flexible Learning delivers many courses each year on a face-to-face basis through regional colleges and the Faculty of Social Work Saskatoon Campus. Full-time first- and second-year University of Regina studies are offered at most college locations.

Flexible Learning is responsible for both the development and delivery of courses. On the development side of the Division, Flexible Learning has two teams:

1. Instructional Design Team –which consists of Instructional Designers, Assistant Instructional Designers, Graphics and Multimedia Specialists
2. Instructional Technologies Team – which consists of a Manager, Assistant Manager, and 2 Instructional Technologists

The Instructional Design Team is responsible for the development and revision of online and blended courses. There have been approximately 150 courses that the team has managed over the past five years. The decision making regarding which courses to develop is determined by the University-wide Distance and Distributed Learning Committee. Once the funding is allocated, the Instructional Design Team manages the course development project from inception to completion.

The Instructional Technologies Team is responsible for the University’s Learning Management System, Moodle, and referred to as URCourses. Additionally, it has responsibility for other instructional and academic technology services provided by Flexible Learning for the University of Regina and its federated colleges. The work of the team crosses both credit and non-credit programming.

4.2. Non-Credit Programs

The **Career and Professional Development (CPD) Division** also offers a wide range of non-credit professional development certificates and seminars that provide training for busy professionals who want to stay competitive in our ever-changing economy. Emphasis is on real-world expertise, ensuring a stimulating balance between theoretical and practical information in every seminar. Professional development certificates include business analysis, project management, leadership, advanced leadership, organizational innovation and management. CPD Division also offers a variety of professional seminars and corporate training. New this year are our professional microcredentials, each made up of three digital badges (mini-courses of three hours each). A list of our Non-Credit Programs are attached as **Appendix G**.

The **English for Academic Purposes (EAP) Program** provides English language study and academic preparation for English as additional language (EAL) students to enter credit post-secondary undergraduate and graduate studies. Completion of this program satisfies the English Language Proficiency requirement for entry to credit studies at the University of Regina. There are six levels and students can enter the two last levels directly based on their international language test scores such as IELTS. The ESL+1 Program enables students to take a credit class while studying at the Advanced EAP level. In 2022, ESL has a proposal to have students receive credits for EAP 100 and EAP 101. It is hoped that a bridging ESL program at the University of Regina would attract well-qualified international students to the university.

The current **Language Instruction for Newcomers to Canada (LINC)** program contract Agreement (CA) is to provide Stage 1 Language training – Canadian Language Benchmarks 1-4, for Permanent Residents and Refugees in Regina.

There are customized and short-term programs from three weeks to three months. They include: English Language and Culture Programs (2 – 4 weeks) which are designed for students from International Partner Institutions or groups recommended by Educational Agents. These are designed for students to become more comfortable using English while experiencing Canada and learning about its culture and history. A number of partners from Japan and Korea have long histories with the University of Regina. ESL offered two small online Language and Culture Programs in 2021 for partner institutions that were very well-received. Customized Programs can be organized for any length of time, and at any time of the year to suit the client's interests. The Proyecta Program, in cooperation with Global Training Initiatives, UR International, is an example.

The Explore Program is a federally-funded program that provides opportunities for Canadian students to study one of Canada's official languages and learn about another area of Canada. The U of Regina has taken part in Explore for at least 30 years. The University of Regina, ESL unit has a Spring and Summer Explore program. The federal government subsidizes the salary for a student assistant for this program who works to find part-time work for Explore students who are interested under the Students at Work program. One advantage of having the Explore Program is that international students welcome the opportunity to study with Francophone Canadian students in these programs.

The **Lifelong Learning Centre (LLC)** was established in 1977 to provide lifelong learning opportunities for adults in partnership with the Seniors University Group. Courses are offered during the day for older

adults but were expanded to include evening and Saturday courses for the benefit of adults of all ages. No prior formal education is required for the approximately 150 courses offered at the Centre each year and many public presentations. Most LLC courses have no assignments or homework.

LLC also has outreach programs including the Aboriginal Grandmothers Caring for Grandchildren Support Network, Elder Abuse Awareness, Intercultural Grandmothers Uniting, Retirement Planning, and professional development opportunities for those who work with older adults. These programs were developed in response to research and community needs assessment conducted by LLC staff and volunteers, including practicum and fieldwork placement students from UR. The Lifelong Learning Centre works with a wide range of other community organizations to achieve its mission and goals.

The **Conservatory of Performing Arts** offers three categories of group programs: general programs, ensembles, and private lessons plus. These programs are taught in a group format on a weekly basis to students of all ages and skill levels and there are no auditions required. The most successful type of program at the Conservatory over the past five years has been musical theatre classes: what started as a week-long summer day camp experience has grown into a multi-level introduction to musical theatre program. The Conservatory also has classes in ukulele, guitar, drama, role-playing games, First Nations beadwork, and adult dance. The importance of developing an abiding love of the arts and teaching early years music skills are found in two programs at the Conservatory: Music For Young Children, a Canadian keyboard-based program, and Introduction to Music, a Kodaly based program.

Through a partnership with the Regina Community Orchestra (RCO), the Conservatory has become the home of the RCO and is working on rebuilding its youth orchestra program. Through a partnership with the City of Regina Pipe Band, the Conservatory is also the home of the Conservatory Pipe and Drum Band. The Conservatory has 2 choirs: the Prairie Kids Chorus and an adult choir.

Several of the Conservatory group programs are extensions of private lessons: Youth Strings is a Suzuki based string program and Suzuki trumpet both teach music skills to the Conservatory's youngest students and Chamber Music Coaching for students wanting to work in small ensembles. Along with group instruction, the Conservatory also teaches performance skills and the Conservatory recital program, with more than 40 recitals per year allows Conservatory students to hone their performance skills as a natural part of their lessons.

During school breaks, day camps provide intensive, short-term performing arts experiences for students as well as offering a fun and viable option for parents looking for childcare. Camps allow the Conservatory to test student interest in group programs and have become feeders for a number of the Conservatory's core group programs.

4.3. Service and supports for other academic units

Through its Flexible Learning Division, CCE operates online teaching and learning—as well as early morning, evening, weekend, and Spring/Summer sessions—on behalf of the institution. **Appendix H** includes the number of courses administered as well as enrolment numbers for these courses. The Flexible Learning Division is also responsible for the maintenance and management of the institution's Learning Management System, with support from the university's Information Services unit.

Within its CPD portfolio, CCE supports the university’s High School Accelerated Program, PLAR administration, and admission/convocation support for several credit certificate programs offered by other Faculties and Federated Colleges within the university.

The LLC, in collaboration with the university’s advancement and communications team, runs the *Research with Impact* series.

While the above initiatives do not constitute “service teaching” in the traditional sense, CCE’s services to the university as a whole are a substantial part of our operations.

4.4. Enrolment trends

Credit and ESL Programs Enrolment Overview

Credit registration and records are managed through our Student and Instructor Services (Credit) Team. As a service unit who supports the admission and registration of programming offered by CCE, SIS (Credit) has seen a steady increase over the years of applicants to our CCE programs and external funded programs. Student and Instructor Services handles all admission for the Centre of Continuing Education as well as First Nations University programs that have funding arrangements with Continuing Education. The statistics provided below give insight on the total annual applicants, admissions, and student registration for our programs and additional First Nation University programs that have funding arrangements. Over the past three years we have seen an average of 1.3 % increase in accepted admissions through our Student Service area.

CCE Credit and FUniv Admission and Registration Statistics

Annual Total	2013	2014	2015	2016	2017	2018	2019	2020	2021
Applicants	740	656	828	945	1137	1251	1436	1611	1630
Admits	694	608	770	886	1014	1074	1160	1282	1359
Registered	487	453	557	590	735	693	816	902	940

ESL’s admission and registration statistics work slightly differently than what is provided above. ESL admission and registration numbers are one in the same. Each semester is considered a different programming term so the total numbers provided are composed of both new and returning students that have progressed through the levels. ESL has seen a decrease in admission and registration numbers since 2015 with substantial losses since the onset of the global pandemic.

ESL Admission and Registration Statistics by Term

Annual Total	2015	2016	2017	2018	2019	2020	2021
Winter	278	245	215	243	242	159	24
Spring/Summer	193	170	163	192	178	47	37
Fall	327	276	298	344	251	55	35
Total	798	691	676	779	671	261	96

Career and Professional Development (Non-Credit)

Career and Professional Development (non-credit) has continued to experience growth in professional certificate programs and corporate training. Most noteworthy is the growth since 2014 in the corporate training portfolio, when a dedicated position was allocated to grow the portfolio. This growth is best captured through the increased revenue.

Project Management and Leadership are still the strongest areas of enrolment and growth, with most enrolments resulting in certificate completion.

The addition of microcredentials in 2021-22 is projected to see additional growth by offering shorter, skills-based credentials in Business Communication, Management, Leadership and Project Management.

Due to the pandemic, CPD non-credit experienced fewer certificate graduates and less corporate training offerings. It is expected these numbers will return and grow with the addition of face-to-face courses in the future.

Career and Professional Development (Credit)

CPD credit experienced rapid and significant enrolment increases after seeing international enrolment in certificates beginning in 2014-15. Prior to that international students had not been eligible to enrol in short programs. The highest growth was seen in the Certificate in Administration Level I and Level II. Before 2017, students were not required to declare their certificate program if they were taking the certificate concurrently with their degree. Therefore, admission statistics will not accurately illustrate the growth we have seen over the last 10 years. Graduation statistics, however, paint a more accurate picture, showing more than triple the grads than we were seeing 10 years ago.

Spring 2021: 313	Fall 2021: 194
Spring 2020: 311	Fall 2020: 115
Spring 2019: 206	Fall 2019: 120
Spring 2018: 227	Fall 2018: 99
Spring 2017: 190	Fall 2017: 117
Spring 2016: 181	Fall 2016: 131
Spring 2015: 137	Fall 2015: 107
Spring 2014: 137	Fall 2014: 119
Spring 2013: 111	Fall 2013: 86
Spring 2012: 105	Fall 2012: 94

These numbers will see a downward trend going forward as global events have not allowed for normal levels of international student travel since the pandemic began in late 2019.

English as a Second Language

The first graph (**Appendix D - Graph 1**) indicates the number of students in the academic program 2015 – 2020 showing the usual pattern of enrolments. There were 1,862 unique students and 3,913 registrations in the academic program during this time.

The second graph (**Appendix D - Graph 2**) contains information about the progression of students with U of Regina Letters of Invitation that began in the ESL Academic Program. It also shows the home countries and chosen faculties of the ESL students.

The document Graduates from ESL 050 Spring 2015 – winter 2020 (**Appendix D - Table 1**) lists the number of students who completed the final level of the academic program and would be eligible to enter credit studies: 672.

From the data received from the Registrar’s Office, we can see that 819 ESL students continued into credit studies.

This data also shows the students by level: Graduate and Undergraduate studies. The year of studies shows that in 2021 there were still 419 former ESL students at the U of Regina. There is also data for the number of credit hours. The student faculties listed show that ESL students pursue degrees in all areas of the university with a concentration in Business, Sciences and Engineering. It would be helpful to look at the Registrar Office’s data in detail.

There is also a dashboard for Customized Statistics (**Appendix D - Graph 3**). This indicates the usual pattern of participation by partner institution students. There was a dramatic increase in the number of Mexican students in 2019. The 4 types of customized programs welcomed 1,843 unique students during these years.

The LINC Dashboard (Graph 4) indicates that 685 unique students with 2,364 registrations have attended LINC classes at the University of Regina since spring 2017.

Conservatory of Performing Arts

Pre-Pandemic (2016-2019)

Conservatory enrolment in 2016-2019 remained relatively stable, which was the goal during the two years of temporary re-location (2016-2018) while the College Avenue Campus underwent reconstruction. A return to the renewed facilities in 2018 saw a solid rise in registrations and the Conservatory was poised to build on that trend heading into 2019-2020.

Pandemic (2020-present)

The need to move to remote teaching and follow University health and safety policies in response to COVID put stress on the Conservatory. Many Conservatory students (those aged 5 - 11) were not eligible to be vaccinated until November 2021 and parents were cautious to return to lessons and group classes.

While the Conservatory has expanded into remote teaching and performances, many arts disciplines are much better suited to in-person teaching

Season	Private Lessons	Day Camps	Programs	TOTAL STUDENTS
2016-2017	771	597	637	2005
2017-2018	649	629	684	1962
2018-2019	698	767	854	2319
2019-2020	640	382	453	1475
2020-2021	175	247	493	915

Lifelong Learning Centre

Enrolment trends for the Lifelong Learning Centre over the past five years were forged in a context of continual change. Data to support this discussion can be found in **Appendix F**. From the summer of 2016 until fall of 2018 LLC was relocated for the College Avenue Campus Revitalization Project. This resulted in fewer classrooms for programming and downtown parking challenges for students. The return to the College Building in Fall 2018 brought renewed energy, but also meant more change for students as they reoriented to the new College Avenue Campus, complete with elevators and other features that made it more accessible. Spring of 2020 brought the COVID-19 pandemic and subsequent switch to remote delivery for all courses. Using Zoom was a steep learning curve for students and instructors with some opting to wait until courses could be held in-person. In Fall 2021, a few courses were offered safely in-person, and some F2F classes are planned for Winter 2022, but most are still delivered remotely. The resilience and adaptability of our students and instructors in the face of so much change is commendable.

Since 2016 we have seen enrolments rise and fall but overall registrations have remained fairly constant with an average of 775 per term in 2017-18 and an average of 874 per term in 2020-21. Registration for forums is harder to compare because prior to the pandemic students could register in advance or drop-in as many did consequently total registrations were not captured in ActiveNet. Since summer 2020 all forum registrations were done in advance to receive the Zoom link to participate and as such they are captured in ActiveNet. We saw a slight decline in 2021 with feedback from students indicating “zoom fatigue” may be a factor. Price increase for Thursday Noon Forums in Fall 2021 may be another possible contributor. Course registrations in Fall 2021 appear to be dramatically lower than Spring 2021, however it is actually close to other terms. Spring 2021 registration data includes registrations for a very successful Indigenous History Month Celebration that drew 315 participants and the Research with Impact series.

4.5. Successes

English as a Second Language

In the previous section, it was noted that 819 ESL students continued to credit studies during the time under review and that they are enrolled in courses in all subject areas. The data from the registrar’s office can indicate the financial benefit of these students to the university as well as their importance in the internationalization of the campus.

Success in an English as a Second Language Program can perhaps be indicated by the number of its

graduates who continue to credit studies and eventually graduate with degrees or certificates. How can we measure the success of those who do not pursue higher degrees, but who benefit from increased facilitation in English and the intercultural experience of living in Regina? Our Short-Term partners have marvelled at the increased confidence their students gain through even a 3-week program with ESL. Many students relate that this is the first time they have had an opportunity to meet people from other parts of the world, not just Canada. The friendships that begin in the ESL classroom often last a lifetime, and some Regina Homestay families have remained in contact with their students for decades.

For students who return to their home countries, greater fluency in English can increase their earning potential in jobs that require international communications. Perhaps equal to the language knowledge they gain is the personal growth that comes from living, and working with a variety of people in another country.

Internationalization does not just occur for the visiting student. Canadian student experience is also enhanced by the involvement with the variety of cultures on campus and within the community. There is also a large financial benefit felt by the wider community from international students.

In recent years, there has been more attention paid to encouraging international graduates to immigrate to Canada. This shift can be seen when you study the number of former ESL students who are now listed as permanent residents or Canadian citizens. The positive experiences begun in the language programs form a base from which the newcomers can integrate into the wider community.

This is clearly seen in the experiences of the LINC students, new permanent residents and refugees who need clear communication in order to live and work in their new surroundings.

Career and Professional Development

For decades, Career & Professional Development has been focused on the needs of adult learners and those students transitioning to university-level study and/or new career paths. CPD Credit has seen many adult learners enroll in our programs to get their first experience as a university student, or to complete a credential after stopping out of a program in the past. For these students, our programs have often been a stepping stone to a diploma or Bachelor's degree, or even straight to a graduate program. For some, it has meant the confidence to continue studying or to secure new employment.

CPD Credit programs have seen a notable increase in international student admissions over the past several years. Many international students have come to Saskatchewan through these programs to become permanent residents and Canadian citizens working in our communities.

The High School Accelerated program has grown as well, most notably in terms of the dual credit offerings available to students across the province. Dual credit courses allow high school students to take a UofR course and obtain credit for the appropriate course at the secondary level. Since 2017, the University of Regina has been granted approval by the Ministry of Education for four dual credit courses, with more on the way.

Over the past 15 years CPD NonCredit has seen many professionals go through our programs at various stages of their careers. For those starting out, engaging in a career change, mid-career or later, our programs have given many learners the confidence and ability to develop authenticity in their leadership, hone their emotional intelligence, communicate and better manage their teams, effectively manage projects, and more. Similarly, over the past 5 years CPD has worked with over 25 organizations around the province to customize training for the unique needs of their employees. CPD has worked with clients such as the City of Regina, the Public Service Commission, Metis Nation Saskatchewan, Hillberg and Berk, and the Association of Professional Engineers and Geoscientists of Saskatchewan, to name just a few.

More recently, CPD has developed a series of professional microcredentials to address the quickly-changing needs of industry and employers across Saskatchewan as learners need to upskill and reskill to adapt to the changing employment landscape. In 2021 we launched four new microcredentials: Business Communications, High Impact Leadership, Project Compliance, and Responsive Management. We have also created a new digital badge in Business Essentials. The programs have been well received and we look forward to continued work in the microcredentialing space.

Conservatory of Performing Arts

Over the past five years there are three areas to highlight as successes for the Conservatory.

Musical Theatre

The Conservatory's musical theatre offerings have expanded from being offered as 1 week intensive day camps in 2012 to a full suite of offerings that introduces students to the experience of musical theatre and builds on skills as students get older. In Mini and Jr. Glee students ages 5-9 are introduced to the concept of singing and dancing at the same time, building essential skills that will be used in later classes. Sr. Glee, for ages 8-12, and Advanced Glee, for ages 12-17, both draw on Musical Theatre International's Broadway Junior resources to create full-scale musical productions each term. For students who also want to add writing to their repertoire Broadway Genius offers students ages 12-17 the opportunity to work together to create their own musical.

The Conservatory runs its musical theatre program as a non-auditioned introduction to musical theatre. All students who want to take classes are welcome and productions are put together in 2 hours a week, so students can continue to explore sports, music lessons, or other extra-curricular activities.

Recitals

The continued success of the Conservatory's recital series is fundamental to enriching the private lesson experience. Students at the Conservatory have the opportunity to take part in up to 2 recitals per month and are offered up to an hour of coaching time with an accompanist, as needed, at no extra cost to them. This allows accessibility for students from lower-income families who may not be able to afford to join in other performance opportunities due to the additional cost of accompanists and/or entry fees.

Camps

Between 2015 and 2021 the Conservatory expanded the camps it offers from one week of spring camp and three weeks of summer camp annually to one week of winter camp, one week of spring camp, and

eight weeks of summer camp. This has greatly increased the reach of the Conservatory camps and has allowed the Conservatory to offer a wider variety of programming. The increased availability of Conservatory Creative Camps has been a welcome change for parents and students as well – each year the Conservatory sees a number of families who register children for multiple weeks of camp.

Conservatory Creative Camps allow students to explore a variety of art strands in one week experiences, meet peers who have similar interests, and form new friendships in a safe, inclusive, and inviting environment. Camps also offer the opportunity for Arts Education and Media Arts Performance students to gain valuable experience working with children in an educational environment.

5. UNIT BUDGET

CENTRE FOR CONTINUING EDUCATION

Five-Year Financial Performance

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
	<i>Actuals</i>	<i>Actuals</i>	<i>Actuals</i>	<i>Actuals</i>	<i>6-month projection</i>	<i>Budget</i>
CREDIT PROGRAMS						
FLEXIBLE LEARNING						
Admin Costs	(1,553,794)	(1,558,265)	(1,741,249)	(2,257,840)	(2,220,674)	(2,830,231)
Operating revenues/recoveries	24,368,504	28,544,641	33,382,556	38,911,880	36,677,640	41,395,619
Operating costs	(6,975,205)	(7,364,007)	(7,852,089)	(8,879,225)	(10,363,634)	(9,827,237)
Revenue Sharing	(2,273,482)	(2,856,822)	(3,537,406)	(4,232,916)	(3,824,676)	(4,090,484)
Net surplus (deficit)	13,566,024	16,765,547	20,251,813	23,541,899	20,268,656	24,647,668
CAREER & PROFESSIONAL DEVELOPMENT						
Admin Costs	(277,232)	(291,676)	(323,615)	(289,980)	(299,890)	(308,741)
Operating revenues/recoveries	1,687,445	2,880,356	3,597,698	2,792,233	2,010,398	2,997,222
Operating costs	(473,026)	(602,114)	(862,180)	(819,256)	(956,361)	(968,042)
Revenue Sharing	(114,597)	(221,121)	(211,045)	(178,867)	(63,915)	(177,592)
Net surplus (deficit)	822,590	1,765,446	2,200,857	1,504,131	690,233	1,542,847
Total Credit Programs	14,388,615	18,530,993	22,452,670	25,046,031	20,958,889	26,190,515
NON-CREDIT PROGRAMS						
CAREER & PROFESSIONAL DEVELOPMENT						
Admin Costs	(277,232)	(291,676)	(323,615)	(289,980)	(299,890)	(308,741)
Operating revenues/recoveries	1,027,768	1,036,070	885,965.05	861,448	916,516	1,300,945
Operating costs	(409,689)	(315,400)	(315,304)	(254,390)	(217,408)	(450,911)
Net surplus (deficit)	340,847	428,994	247,046	317,078	399,218	541,293
LIFELONG LEARNING CENTRE						
Admin Costs	(261,469)	(262,193)	(239,761)	(272,239)	(272,876)	(280,365)
Operating revenues/recoveries	334,565	338,181	310,154	299,076	308,711	304,844
Operating costs	(63,998)	(67,727)	(71,177)	(32,222)	(36,048)	(21,598)
Net surplus (deficit)	9,097	8,261	(785)	(5,384)	(213)	2,881
CONSERVATORY OF PERFORMING ARTS						
Admin Costs	(187,525)	(206,125)	(214,256)	(236,161)	(257,579)	(234,632)
Operating revenues/recoveries	1,038,942	1,058,849	962,792	308,302	559,383	759,676
Operating costs	(860,151)	(841,645)	(826,715)	(292,070)	(475,744)	(609,114)
Net surplus (deficit)	(8,734)	11,079	(78,180)	(219,929)	(173,940)	(84,071)
ENGLISH AS A SECOND LANGUAGE						
Admin Costs	(554,158)	(528,776)	(406,113)	(336,684)	(281,959)	(245,618)
Operating revenues/recoveries	3,298,764	3,591,442	3,771,386	737,601	725,349	938,575
Operating costs	(2,023,202)	(2,221,764)	(2,808,595)	(1,244,772)	(1,370,441)	(1,230,454)
Net surplus (deficit)	721,403	840,902	556,678	(843,855)	(927,051)	(537,497)
DARKE HALL						
Operating revenues/recoveries	-	-	-	-	-	-
Operating costs	-	-	-	-	(50,869)	(82,600)
Net surplus (deficit)	-	-	-	-	(50,869)	(82,600)
Total Non-Credit Programs	1,062,613	1,289,237	724,759	(752,091)	(752,855)	(159,994)
INTEGRATED CENTRAL SERVICES						
Admin costs: Director's Office, Central Business Services, Marketing and Student Services (Credit & Non-Credit)	(1,891,060)	(2,156,645)	(2,125,511)	(2,087,161)	(2,385,214)	(2,753,590)
Carry-forward	-	-	(100,000)	(450,000)	-	-
DDLC Transfer	(110,000)	(300,000)	(300,000)	(200,000)	(200,000)	(200,000)
CAC Revitalization Fund	(580,000)	(68,604)	-	-	-	-
CCE Mortgage	-	(1,000,000)	(1,000,000)	(1,000,000)	(1,000,000)	(1,000,000)
Total	(2,581,060)	(3,525,249)	(3,525,511)	(3,737,161)	(3,585,214)	(3,953,590)
CCE SURPLUS	12,870,167	16,294,980	19,651,918	20,556,778	16,620,821	22,076,931

6. SWOT ANALYSIS

Strengths

- Partnerships with internal and external stakeholders
- U of R brand recognition and reputation in the community
- The reputation of the Conservatory
- Centralized service areas to support CCE and the U of R
- Quality of instructors and their connection to the community
- Beautifully renovated historical building
- Excellent service we provide to our students and stakeholders
- Connection to the Federated Colleges, Regional Colleges, First Nations University and the northern and Indigenous communities
- Efficiencies with processes
- Knowledgeable and skilled team
- Support from the community – business, students, volunteers, etc
- Outreach programs

Weaknesses

- Design of the College Avenue Campus does not allow for good staff integration and units are often working in silos, sometimes leading to poor communication
- Limited resource of instructors due to small Regina populations
- Some outdated computer software systems at U of R
- U of R and CCE's dependence on international students
- Challenge of hiring contract staff for projects due to union restrictions
- Lack of CRM at U of R
- Outdated U of R website – no mobile site
- Limited ability to adjust ESL instructional capacity in times of demand declines
- Data collection to inform decisions: Determining data to collect consistently and over time

Opportunities

- Partnership opportunities with U of R faculties
- Partnership opportunities with business and community
- Expanded market with online learning opportunities
- Increased number of adults reskilling and retraining
- Increased number of new immigrants requiring certification
- Microcredentials and badges are becoming more popular
- New non-credit registration system is currently being purchased and implemented
- U of R has released phase one of the new website
- U of R has committed to purchasing a CRM
- ESL for credit – top level
- Continue to improve processes and improve inter-unit communication and student service
- Utilize metrics to make data informed decisions

Threats

- Increased competition
- World events affect international student numbers
- COVID
- Reliance on Federal and Provincial training funding
- U of R community does not fully understand the breadth and knowledge of CCE staff
- CRM will not be implemented until 2023-24
- Slow roll out of U of R website
- Zoom fatigue
- Economic recovery