Canadian Digital Learning Research Association
Association canadienne de recherche sur la formation en ligne

# Tracking Online and Digital Education in Canadian Universities and Colleges: 2018

# WESTERN CANADA SUB-REPORT

In partnership with:

## CANADIAN NATIONAL SURVEY OF ONLINE AND DISTANCE EDUCATION

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As in 2017, the major part of the funding for the 2018 survey was provided by various provincial government organizations mandated to support online learning, plus lesser but significant contributions from the private sector. For 2018 the primary funding agencies were:

- eCampusOntario
- BCcampus
- Campus Manitoba
- Contact North
- OCAS
- Pearson Canada
- Government of Québec
- D2L

Also, in order to provide greater transparency in the management of funds, the survey team established itself in 2018 as a federally registered Canadian Not-for-Profit Corporation called the Canadian Digital Learning Research Association/ Association canadienne de recherche sur la formation en ligne (CDLRA/ACRFL). CDLRA/ACRFL was established to engage in research and publish information regarding online and digital learning in the Canadian education system. Dr. Tricia Donovan serves as the Executive Director, and Dr. Tony Bates and Dr. Denis Mayer serve as Directors of the Board.

Once again, the 2018 survey depended heavily on support from other organizations, including:

- Colleges and Institutes Canada (CICAN)
- Universities Canada
- Canadian Virtual University

Above all, though, this is a voluntary survey for institutions to complete. As in 2017, this year's survey required a good deal of work from many different people within the institutions to provide all the information requested. We are truly indebted to everyone who participated in the survey.

# DEFINING WESTERN CANADA

This sub-report focuses on the results from publicly funded post-secondary institutions in Manitoba, Saskatchewan, Alberta and British Columbia, in comparison with institutions in the rest of Canada.

The public report on the results of the 2018 Canadian National Survey of Online and Distance Education conducted in summer, 2018, covering the whole of Canada, is available at https://onlinelearningsurveycanada.ca/. This sub-report is a condensed version of the public report, focused on Western Canada.

Western Canada is a broad concept, with significant differences between each of the western provinces. For instance, both Alberta and British Columbia have significantly more post-secondary institutions than Manitoba or Saskatchewan.

In general, it has been necessary in this sub-report to look at institutional responses from each province separately to better ascertain differences. It should be noted too that the smaller the number of institutions in a province the more significance there is if just one responds differently from the others. With only six institutions responding to the survey in Saskatchewan, and eight in Manitoba, great care is needed in interpreting their results.

# RESPONSE TO THE SURVEY

The 2018 survey received an 80% response rate from across the country, which represents 187 responses out of our roster of 234 public institutions. Responses were highly representative of institution type, province, and size of institution. The responding institutions covered 92% of all students in post-secondary education in Canada. Non-responders tended to be smaller institutions.

The response rate from the 68 Western Canada institutions (29% of all institutions in the roster) was 76.5% (52 institutions). The response rates in Alberta and British Columbia were 81%. Eight of nine institutions in Manitoba responded and six of 12 institutions in Saskatchewan. Altogether 17 Alberta post-secondary institutions and 21 in British Columbia responded.

There was a lower response rate (six out of 12 institutions) from Saskatchewan. Both universities and the polytechnic responded, but only four out of nine regional colleges. We believe this is because some Saskatchewan regional colleges do not offer their own online or distance education courses.

# MAIN RESULTS

## EXTENT OF INSTITUTIONAL PARTICIPATION IN DE AND ONLINE LEARNING

Online learning and distance education is clearly alive and well in Canada, with 85% of all Canadian universities and colleges offering distance education and 83% offering online courses for credit in 2016-2017. In almost all cases, distance education is now synonymous in Canada with fully online learning.

All 17 responding institutions in Alberta, and all 21 responding institutions in British Columbia, offer distance education/fully online courses for credit. All eight responding institutions in Manitoba offer distance education courses and seven offer online courses for credit. Three of the six responding institutions in Saskatchewan offer distance education/online courses for credit.

Even assuming the worst-case scenario that all institutions that did not respond to the questionnaire do not offer online or distance education courses, nevertheless at a minimum 81% of all post-secondary institutions in Alberta and British Columbia, 89% in Manitoba, and 25% in Saskatchewan offer distance education/fully online courses for credit.

Online learning is a mature market in most of Western Canada. All responding institutions in Alberta and British Columbia have been offering online courses for at least 10 years.

## ONLINE COURSE ENROLMENTS

There are just over 2 million total students (2,072,368) enrolled across the 234 institutions in our roster, with a majority (1,309,185 or 63% of the total) studying at a Canadian university

The 2018 survey indicates that for the academic year 2016-2017:

- 17% of Canadian post-secondary students were taking at least one online course for credit; Western Canada has a slightly higher proportion of students, at 20%, taking at least one online course. This is mainly due to Athabasca University, which helps boost the Alberta figure to 28% of all student enrolments taking at least one online course for credit. British Columbia has 16%. Manitoba and Saskatchewan on the other hand are below the national average, at 11% and 12% respectively

- Of all credit course enrolments, about 8% were fully online, representing 1.36 million online course registrations. Western Canada is close to the national average. However, Alberta has one of the highest proportions of online course registrations, at 13%, no doubt again due to the influence of Athabasca University (which accounts for 80% of university online course registrations in Alberta), while Manitoba has a particularly low proportion at 4%. British Columbia has 9% of all course registrations in online courses, and Saskatchewan 7%.

- The average course load for students taking online courses was between 3 and 4 online courses a year. Overall course loads ranged from 7-8 courses a year in universities to around 10 courses a year in colleges.

- 1.36 million online course registrations in terms of full-time equivalent students are equal to four universities each of 27,500 students, four colleges of 12,000 students and one Cégep of 3,500 students.

Details of how these figures were calculated are given in the main public report. However, they take into account non-responding institutions and institutions without online or distance education courses. We are confident that these figures accurately represent the state of online learning in Canada in 2016-2017.

## TRENDS IN ONLINE ENROLMENTS

Almost two thirds of institutions in Canada reported a growth in online enrolments from 2015-2016 to 2016-2017, with less than a quarter reporting a decline. Just over a third reported modest growth (up between 1-10%) and almost a third reported fast growth (more than 10% from last year). Three quarters of all Canadian post-secondary institutions anticipated increases in enrolments from 2016-2017 to 2017-2018.

In Alberta, 75% of institutions reported increases from the previous year and 78% anticipated increases in the coming year. In Saskatchewan, only three institutions responded, but all three reported increases from the previous year and anticipated increases in the coming year.

However, online enrolments are growing at a slower rate than in the rest of the country in British Columbia and Manitoba. In British Columbia, eight out of 19 institutions (42%) reported a decrease in online enrolments in 2016-2017, and four institutions (the only ones out of 184 institutions in the whole of Canada that responded to this question) predicted a decrease in online enrolments in the coming year. In Manitoba, enrolments were down from the previous year in three of the six institutions that responded to this question, and three expected the same number in the coming year.

## BLENDED/HYBRID LEARNING

The 2018 survey responses indicate that all types of institutions are experimenting with blended/hybrid learning.

- Blended/hybrid course offerings constitute more than 10% of all course offerings in 22% of all post-secondary institutions in Canada
- Over 80% of universities and colleges outside of Québec have integrated blended/hybrid technologies in their offerings
- Between 43-58% of CEGEPs and private subsidized colleges in Québec report some use of blended/hybrid activity
- A number of institutions are using quality assurance models and support their faculty in preparing to teach in blended/hybrid courses.

In Alberta, eight of the 16 responding institutions reported that 10% or more of their courses are now blended/hybrid and in British Columbia six out of 20 institutions reported the same,

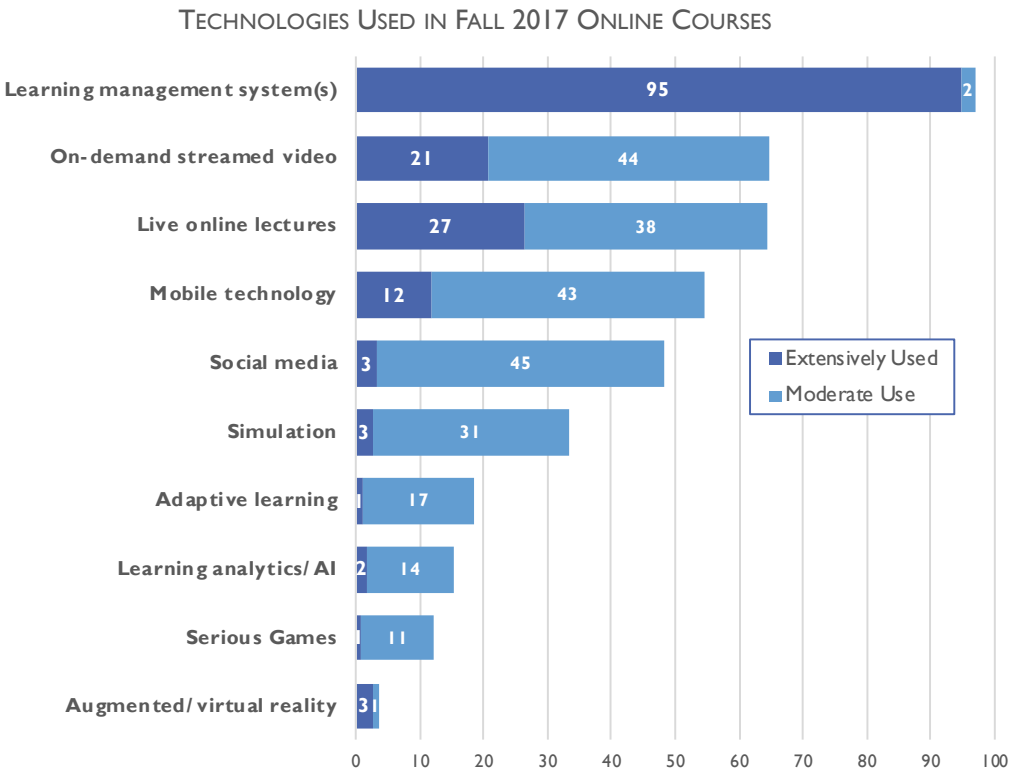
The 2018 results reinforce the conclusions from the 2017 report that more than three quarters of Canadian institutions are now integrating online with classroom teaching, but only just over one in five have a significant number of courses in this format. In other words, blended/hybrid learning is wide but not deep.

## THE USE OF TECHNOLOGY IN ONLINE AND BLENDED/HYBRID LEARNING

Learning Management Systems (LMS) continue to be the backbone technology used by institutions for their online and blended/hybrid courses. Nearly all institutions are combining various web-based video technologies to augment the LMS and support increased interaction and engagement in their courses.

Responses from Western Canada institutions to the question of which technologies are used in their online or blended/hybrid courses show no major differences with the rest of Canada, except that institutions in British Columbia and Manitoba were slightly less likely to use synchronous live online lectures than elsewhere in the country.

CHART A: Technologies used in online courses: Canada



# DEFINITIONS

A critical finding from the 2017 report was the level of disagreement on definitions of the terms used to describe courses that are offered as 'distance education', 'online' or 'blended/hybrid'. Because of this issue, the 2018 data collection approach was modified to include a pre-survey to get feedback on the ability of institutions to map their internal definitions to those we could use in the survey, and included a refinement of the survey definitions to more broadly capture the variety of activities that may be labeled in another way locally, but do not differ in how the course is conducted.

As a further test of the reliability of the questionnaire definitions, institutions were specifically asked to compare their internal definitions of distance education, online courses, and blended/hybrid courses to those presented in the survey. Institutions were then requested to share their definition if it didn't match the one provided.

For each of the definitions provided (distance education, online and blended/hybrid), a majority of institutions indicated that their institution definitions match.

*Distance education*: *Distance education courses are those where no classes are held on campus – all instruction is conducted at a distance*.
Slightly more than half (54%) of the respondents found that the survey definition matched their institutional definition. Just under a quarter of responding institutions (22%) indicated they have no definition of a distance education course. A small group (12% of responders) reported that they have more than one definition at their institution, which could be an issue especially for larger institutions. An additional 12% reported that the survey and institutional definitions do not match.

In general, the response from institutions in Western Canada was largely similar to the rest of Canada in terms of matching the definition of distance education. The main difference was that about a third of the institutions in both Alberta and Saskatchewan did not have a definition of distance education, compared with about one in five nationally, and only a third of the institutions in Saskatchewan agreed with the survey definition, lower than any other province in Canada.

*Online learning: A form of distance education where the primary delivery mechanism is via the Internet. These could be delivered synchronously or asynchronously. All instruction is conducted at a distance.*
Nearly two-thirds of the responding institutions (65%) used the same definition as the one provided. A further 6% used more than one definition, 19% had no definition and 10% had a different definition from the one provided.

A slightly higher proportion of institutions (69%) in Western Canada agreed with the survey definition of online learning. There were some differences between the provinces, with 81% in British Columbia agreeing with the survey definition of online learning, but only 53% in Alberta.

*Blended/hybrid learning: A blended/hybrid course is: designed to combine both online and face-to-face teaching in any combination. For the purposes of this questionnaire, we are interested in those courses where some, but not all, of the face-to-face teaching has been replaced by online study*.

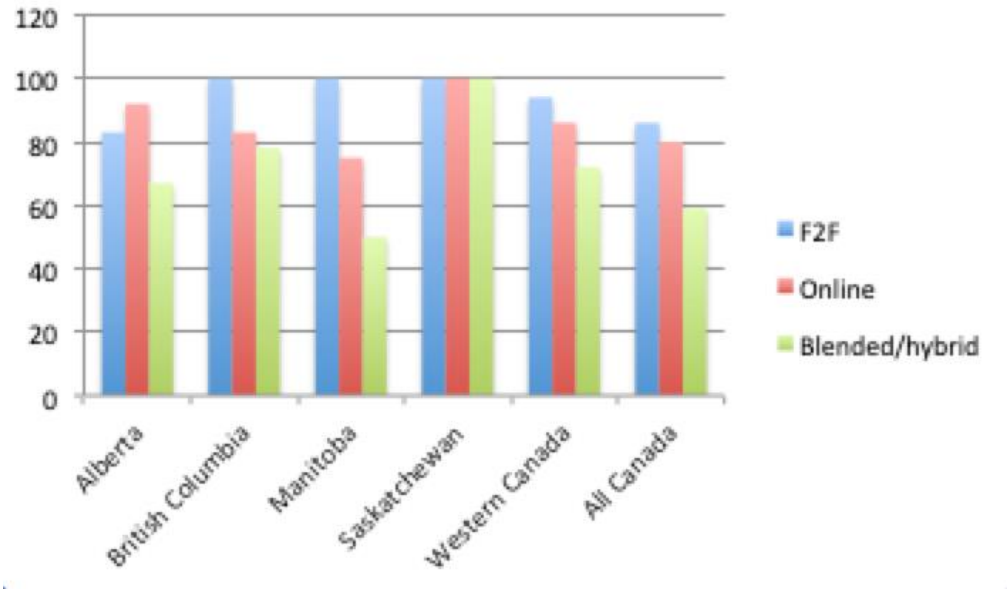
More respondents agreed (59%) with the blended/hybrid definition than was found with the distance definition, but not quite as many as found a match with the online definition. A quarter (25%) of all reporting institutions do not have a definition, which may be due to this form of teaching being the most recent.

There was little difference between Western Canada as a whole and the rest of Canada in terms of the definition of blended learning, with 58% agreeing with the survey definition. The main difference was the relatively high proportion of institutions in Alberta that did not have a definition of blended/hybrid learning (41% compared with the national average of 27%).

## OPEN EDUCATIONAL RESOURCES

A substantial number of Canadian post-secondary institutions (just over half) are using open textbooks and a further fifth are exploring their use. Approximately 60% of universities use them, while colleges in Québec have a lower rate of utilization (just over a third of institutions). A further 19% of institutions are exploring their use, particularly in colleges outside Québec (27%).

Chart B: Use of open textbooks in Western Canada: modes of use




Western Canada is the region with the highest percentage of institutions using open textbooks (75% of institutions). The highest proportions of institutions using open textbooks were in British Columbia (90%) and Alberta (78%). This reflects the impact of the BC Open Textbook project that has now been running for five years. Open textbooks are being used extensively in face-to-face, online, and blended/hybrid courses (Chart B).

## MOOCs

There is no MOOC mania in Canada. Only a few post-secondary institutions in Canada (18%) offered MOOCs in the previous 12 months. Of the institutions responding to this question, 14% indicated they offered between one and five MOOCs; while 3% indicated they offered six or more MOOCs in the last year. Universities (29%) were more likely to offer MOOCs than colleges outside Québec (13%) or CEGEPs (7%).

There appears to be little future interest in offering MOOCs, with 40% unsure of their future plans for MOOCs, and 36% indicating they have no interest in offering MOOCs in the future. The remaining 25% were split, with 13% willing to support the increased use of MOOCs in future, and 11% leaving it to individual faculty to decide without necessarily providing institutional support.

A slightly higher proportion of institutions in Western Canada offered MOOCs than in the rest of Canada (22% compared to 18%), with two institutions in Alberta, five in British Columbia, one in Manitoba and three in Saskatchewan offering MOOCs.

Four institutions in Western Canada (8%) will support the use of MOOCs in future, and ten institutions (20%) will leave it to faculty to decide, again, slightly higher than the national figures.

## STRATEGIES AND PLANS

Most responding institutions either had or were developing a plan or strategy for e-learning:

- 65% either had a plan or were developing one;
- Just under a third (30%) did not have a plan, but reported that they needed one;
- Only 5% reported that a plan or strategy was not needed;

Very small institutions (fewer than 1,000 students) were most likely to report that they did not need a strategy.

A slightly higher percentage of institutions in Western Canada than the average for Canada as a whole reported that they did not have a plan but needed one, mainly in Alberta (37%) and British Columbia (38%).

Online learning is very or extremely important for the institution's long-term strategic or academic plan in 68% of responding institutions across Canada. Less than 12% of all responding institutions reported that it was slightly or not at all important.

An even higher percentage of responding institutions in Alberta (75%) and British Columbia (76%) considered a strategic plan for e-learning to be extremely or very important. However, in Manitoba only three out of eight institutions and in Saskatchewan three out of six responding institutions reflected this view.

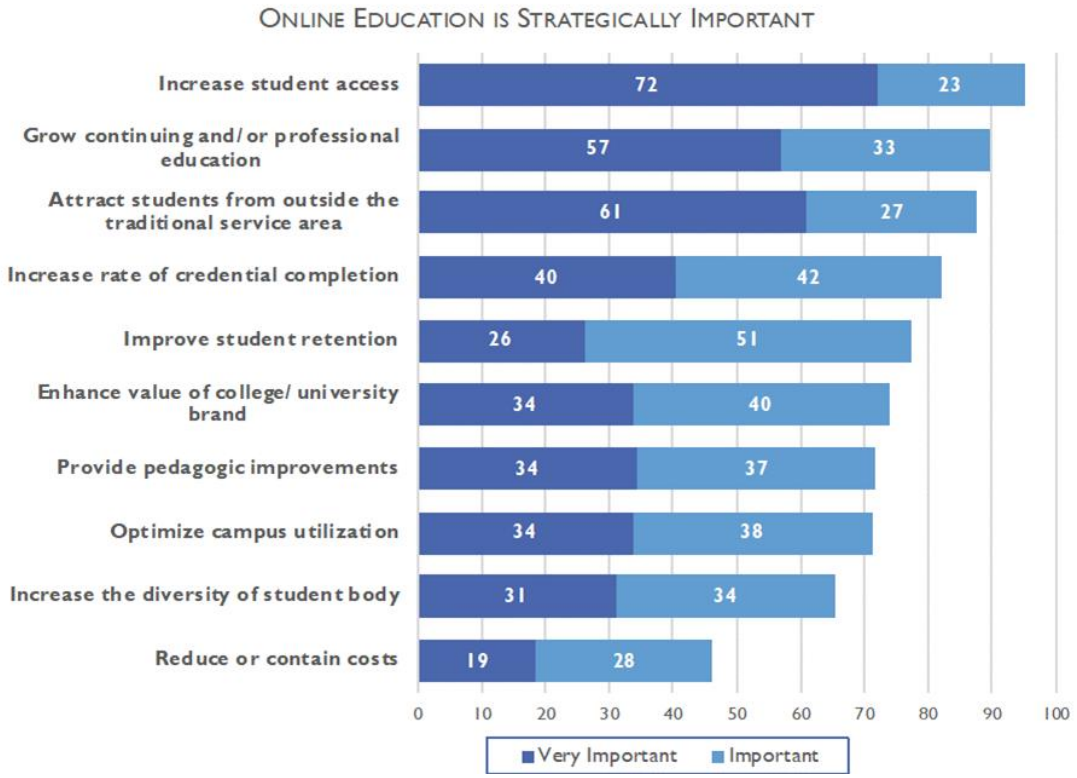
## REASONS FOR IMPLEMENTING ONLINE LEARNING

Institutions were asked about the reasons why they considered online learning strategically important.

The most important reason for online learning for most institutions was to increase student access, with 95% of institutions rating it as either important (23%) or very important (72%), with a high proportion of institutions in Alberta in particular (81%) rating online learning as being very important for student access.

Closely linked in second place was the opportunity to access students from outside the regular catchment area. For 61% of institutions, this was very important and for another 27%, it was important. This was particularly so for institutions in the Maritime provinces, where 93% of the institutions rated this as important or very important. In Western Canada, the proportion of institutions rating this reason as important or vey important was lower than the national average, at 79%, but still high overall.

Chart C: Why online is strategically important: Canada

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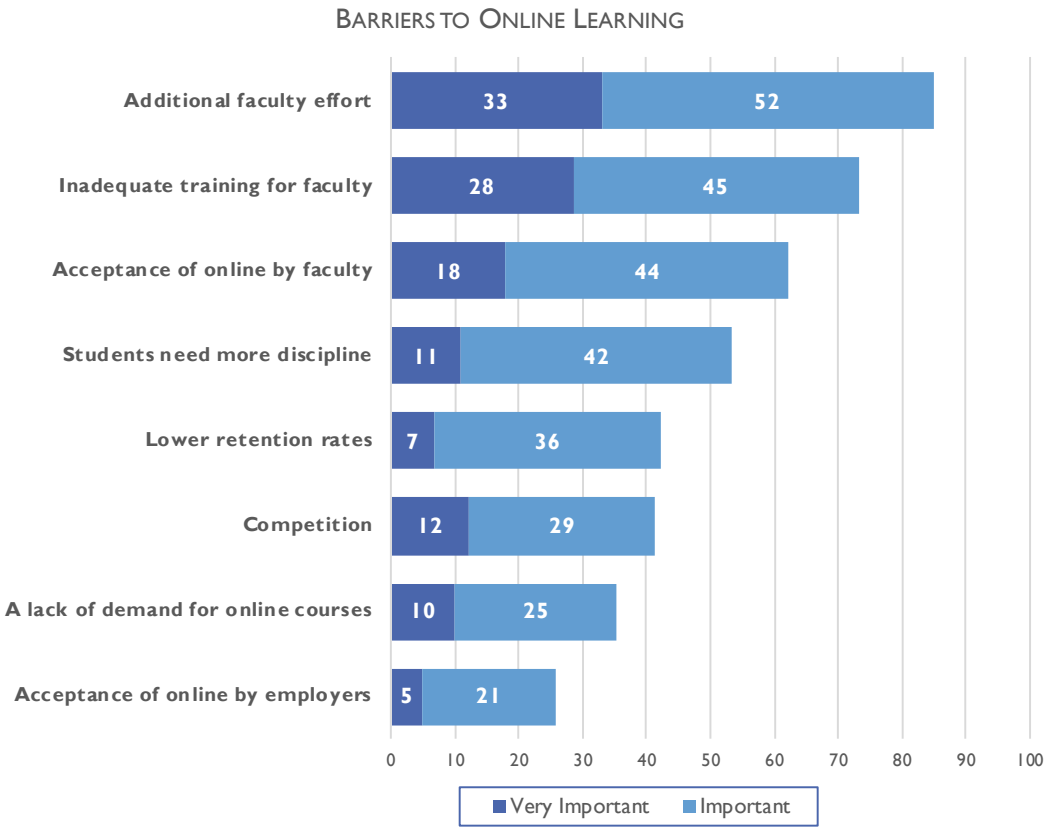
For most institutions, using online education to contain or reduce costs was not considered as important as the other reasons, with only 19% rating it as very important.

While there were some variations on the other reasons between institutions in Western Canada and the rest of Canada, these were not very significant.

## BARRIERS TO THE ADOPTION OF ONLINE LEARNING

Institutions were asked about the barriers to online learning (Chart 26 below).

Chart D: Barriers to online learning: Canada




Institutions reported that the most significant barrier to the adoption of online learning was the additional faculty effort required to develop or deliver online courses. This was considered important or very important by 85% of responding institutions, including those in Western Canada.

This was followed closely by inadequate training/pedagogical knowledge available for faculty in online learning, rated important or very important by 73% of institutions. This was even more pronounced in Western Canada, where 82% of the institutions reported this as a barrier (12 out of 16 institutions in Alberta, 19 out of 21 in British Columbia, 7 out of 8 in Manitoba, and 4 out of 6 in Saskatchewan).

The third most significant barrier was also related, lack of acceptance of online instruction by faculty (62% of institutions Canada-wide, but only by 48% of the institutions in Western Canada).

The least significant barriers identified were lack of acceptance of online learning by employers (59% did not think this was an important reason) and lack of demand for online courses (54%).

## INSTITUTIONAL PRERCEPTIONS OF ONLINE LEARNING

Canadian public post-secondary institutions generally hold positive views on online learning:

- Institutions reported that faculty on balance accepted the value and legitimacy of online learning; acceptance was greatest in the colleges outside Québec, then in universities, but less in the CEGEPs, tending towards rejection. In general, there was faculty acceptance in a higher proportion of Western Canada institutions (38%) than nationally (32%). A greater proportion of institutions in Alberta (56%), British Columbia (53%), and Manitoba (50%) reported faculty acceptance, while Saskatchewan was close to the Canada average.
- Online credentials are as respected as face-to-face credentials; There was more support for online credentials in Alberta (56% of institutions), British Columbia (53%) and Manitoba (50%) than in Saskatchewan.
- A clear majority of responding institutions (61%) reported that students were at least as satisfied with online courses as with face-to-face courses; This question resulted in one of the biggest differences between Western Canada and the rest of the country, in that only 32% agreed with this statement. Only four of 16 responding institutions in Alberta, two out of eight in Manitoba, and two out of six in Saskatchewan agreed with this statement. Institutions in British Columbia were closer to the national average with eight out of 20 responding institutions agreeing (40%). However, the remaining institutions in Western Canada tended to be neutral rather than disagree with this statement.
- Online course learning outcomes are considered by most institutions to be the same as for face-to-face courses, although a few institutions (11%) thought online were inferior. The response from institutions across Western Canada was very similar.
- Blended/hybrid learning outcomes are considered by most institutions to be the same as for face-to-face courses, although a few institutions (19%) thought blended/hybrid were superior. There was a slightly higher proportion of institutions in Western Canada compared with Canada as a whole that rated blended/hybrid somewhat superior to face-to-face teaching (25% to 17%), mainly due to institutions in Alberta, where six out of 16 institutions that responded to this question rated blended/hybrid somewhat superior, while the other 10 rated it the same.
- Respondents share a belief that online and/or blended/hybrid learning can lead to and influence innovative teaching practices.

However, institutions also indicated that:

- A majority of institutions (55%) agreed that retaining students is a greater problem than it is for face-to-face students; this feeling was strongest in CEGEPs, where 79% of CEGEPs agreed with the statement; Slightly more institutions in Alberta (36%) and British Columbia (31%) reported that retention rates for online students are a problem than the Canada average. Institutions in Saskatchewan were mainly neutral and three of the seven institutions in Manitoba that responded disagreed (the others were neutral).

- There was general agreement that students need more discipline to succeed in online courses. There were no significant differences between institutions in Western Canada and the national average on this question.

## CANADA AND U.S. COMPARISON

Distance education is more firmly established in the United States than it is in Canada. The latest data for U.S. higher education institutions shows that 33 percent of all students took at least one distance course as of fall 2017, a rate double that of Canada (17 per cent).

The policy and practice portions of the 2018 Canadian survey was administered to a representative sample of chief academic officers (the highest-ranking individual responsible for the academic programs, typical titles are provost, academic vice president, etc.) in the United States. The objective was to compare the experiences and opinions of those at institutions with for-credit distance course offering.

In general, the pattern of responses between the two countries is very similar, and where there are differences, it is the Canadian respondents that are the more positive towards online education. The main differences are as follows:

- While Canadian academic leaders are slightly more likely to believe that online learning has a high degree of importance for their institution, leaders in the U.S. appear to be further along in actually implementing their strategic plan incorporating "e-learning, hybrid learning and/or online learning."
- Only 21% of the U.S. respondents believe that online credentials have the same level of respect as face-to-face credentials, compared to over one-half (54%) of the Canadian respondents
- Canadian academic leaders are twice as likely to report that students are at least as satisfied with an online course as they are with a face-to-face course (50% compared to only 27% among U.S. leaders).
- U.S. leaders are more likely to believe that students need more discipline to succeed in an online course (65% compared to 52% for Canadian leaders).
- U.S. leaders are more likely to believe that retaining students in online courses is harder (43% for the U.S., 25% for Canada).
- there is a big difference in those who believe learning outcomes in online courses to be inferior - only 6% of the Canadian respondents reported this, while over a quarter (26%) of U.S. leaders thought that this was true.

More details can be found in the public report.

# CONCLUSIONS

## IS WESTERN CANADA FALLING BEHIND IN ONLINE LEARNING?

Alberta established Athabasca University in the 1970's, and British Columbia established the Open Learning Agency, Thompson Rivers Open University, Royal Roads University and BCcampus over the next 20-25 years. UBC offered the first fully online graduate programs in 2003. There was a big expansion of online learning in BC between 2006-2011, partly due to targeted funding through BCcampus. Thus, Western Canada has in the past been leaders in Canada in open, distance, and online education.

This no longer appears to be the case. British Columbia is still leading in open educational resources through its highly successful open textbook project, and Athabasca University still enables Alberta to boast the highest proportion of online enrolments in the country.

However, in terms of the actual delivery of online courses, Western Canada is at best in the middle of the pack. More significantly, there is evidence from this survey that Western Canada is falling behind in the growth of online learning. BC was the only province in Canada where some institutions believe that online enrolments will decline in the coming year. Manitoba and Saskatchewan appear to be well below the national average in online enrolments.

At the same time, Ontario has been rapidly increasing its online enrolments through funding from eCampus Ontario. Almost all conventional institutions in Ontario now have substantial online enrolments. Laval University on Québec has almost as many online course registrations as Athabasca.

There could be numerous explanations for this. Western Canada is a more mature market and growth in mature markets is always more difficult. It is clearly a policy decision to invest more in open textbooks than in online courses and it could be argued that this has more direct impact on student access.

Nevertheless, there are good reasons why enrolments in fully online and especially blended/hybrid learning continue to grow in the rest of Canada. The obvious one is still the increased access and flexibility that online learning provides. The need for flexibility in particular will become even more important as the student demographic changes towards more part-time students and lifelong learners. Perhaps though a more important reason is that many institutional leaders in both Canada and the USA see online learning as providing the context for innovation in teaching that will help develop the knowledge and skills needed in the future.

## THE NEED FOR BETTER FACULTY DEVELOPMENT AND TRAINING

Inadequate training/pedagogical knowledge available for faculty in online learning was reported by 82% of the institutions in Western Canada, compared to 73% in the rest of the country. It should be noted that this comes from institutional leaders, which suggests there are systemic issues in providing this training, i.e. there are factors beyond the power of Provosts/Vice-Presidents Education that prevent better training for faculty.

This challenge is likely to increase rather than decrease over time as more and more instructors move into blended learning, and suggests the need for system-wide approaches to providing

training and support for instructors. This is as much an economic as an educational issue, because without instructors that are comfortable in using digital technologies, it is less likely that they will be able to help students to develop the knowledge and skills needed in an advanced digital economy. This is an issue this should be on the top of any Ministry of Advanced Education's agenda.

# ROSTER AND RESPONSE RATES

## CANADA

This report represents the results from the second annual survey of distance and digital learning among publicly funded post-secondary institutions in Canada.

This survey began with the construction of a comprehensive roster of 234 publicly funded post-secondary institutions, which for 2018 includes[i]:

- 82 universities and Francophone colleges of Anglophone universities
- 80 colleges outside Québec
- 51 CÉGEPs
- 21 private subsidised colleges in Québec.

In 2018, the Survey treated some affiliated institutions as separate institutions in order to facilitate responses from these institutions. Thus, for instance francophone colleges of Anglophone universities, which received a questionnaire in French, were counted separately from the main institution. In general, though most affiliated colleges were included within the main institution.

The 2018 questionnaire was based on prior work of the Babson Survey Research Group in the U.S. and the 2017 Canadian survey and report. All institutions on the roster were invited to participate, with invitations going to the Provost/VP Academic or Vice-President Education/Directeur général at each institution, with copies to other institutional contacts. Responses were initially submitted online using a unique link for each institution, and later also using a shareable PDF. Members of the project team actively followed up with institutions to address their questions and encourage them to participate.

Overall, the responses provide an excellent, representative sample of colleges and universities across all provinces, and across all sizes of institution, representing 80% of all institutions and 92% of all students studying for institutional credit at Canadian public post-secondary institutions.

Responses were highest from universities (92%) and lowest from the 21 private subsidised colleges in Québec, which were added to the roster this year (38%). If the 21 private subsidised colleges in Québec are excluded, the response rate is 84%, compared with 69% for last year's similar roster base.

Table 1: Response rate nationally by type of institution response

| | 2017 | | | 2018 | | |
|---|---|---|---|---|---|---|
| | Resp. | Pop. | % | Resp. | Pop. | % |
| Universities | 56 | 72 | 77% | 75 | 82 | 92% |
| Colleges (except Quebec) | 55 | 81 | 68% | 64 | 80 | 80% |
| CÉGEPs (Québec) | 29 | 50 | 58% | 40 | 51 | 78% |
| Private subsidised (Québec) | n/a | n/a | n/a | 8 | 21 | 38% |
| Total | 140 | 203 | 69 | 187 | 234 | 80% |

Resp. = responding institutions; Pop. = all institutions in roster

# WESTERN CANADA

A total of 68 institutions in Western Canada (29% of the roster) were included in the roster and invited to respond:

- 24 universities: 6 in Alberta + 11 in BC + 5 in Manitoba + 2 in Saskatchewan
- 2 affiliated institutions (Campus St.-Jean, Alberta and La Cité Universitaire Francophone, Saskatchewan): treated as separate roster institutions
- 1 university college in Manitoba; included in the university category
- 41 colleges (including polytechnics and institutes of technology): 14 in Alberta; 15 in BC; 3 in Manitoba; 9 in Saskatchewan

for a total of 27 university institutions and 41 colleges.

Table 2: Response rate by type of institution: Western Canada compared with rest of Canada.

| | Colleges | | | Universities | | | Total | | |
|---|---|---|---|---|---|---|---|---|---|
| | Roster | Resp. inst. | Resp. rate | Roster | Resp. inst. | Resp. rate | Roster | Resp. inst. | Resp. rate |
| Alberta | 14 | 12 | 86% | 7 | 5 | 71% | 21 | 17 | 81% |
| British Columbia | 15 | 11 | 73% | 11 | 10 | 91% | 26 | 21 | 81% |
| Manitoba | 3 | 2 | 67% | 6 | 6 | 100% | 9 | 8 | 89% |
| Saskatchewan | 9 | 4 | 44% | 3 | 2 | 67% | 12 | 6 | 50% |
| **Total W. Can.** | **41** | **29** | **71%** | **27** | **23** | **85%** | **68** | **52** | **76%** |
| Total All Canada | 152 | 112 | 74% | 82 | 75 | 92% | 234 | 187 | 80% |

The overall response rate from Western Canada was slightly less than for the whole country (76% compared to 80). This was due to a lower response rate from Saskatchewan regional colleges.

# WESTERN CANADA ROSTER

The institutions listed below constituted the population base of institutions that were invited to participate in the survey. Note: francophone units received a separate questionnaire from the central unit.

| UNIVERSITIES | COLLEGES |
|---|---|
| **Alberta** | **Alberta** |
| Athabasca University | Alberta College of Art & Design |
| MacEwan University | Bow Valley College |
| Mount Royal University | Grande Prairie Regional College |
| University of Alberta | Keyano College |
| Campus Saint-Jean | Lakeland College |
| University of Calgary | Lethbridge College |
| University of Lethbridge | Medicine Hat College |
| | Norquest College |
| **British Columbia** | Northern Alberta Institute of Technology |
| Capilano University | Northern Lakes College |
| Emily Carr University of Art + Design | Olds College |
| Kwantlen Polytechnic University | Portage College |
| Royal Roads University | Red Deer College |
| Simon Fraser University | SAIT Polytechnic |
| Thompson Rivers University | |
| The University of British Columbia | **British Columbia** |
| University of Northern British Columbia | British Columbia Institute of Technology |
| University of the Fraser Valley | Camosun College |
| University of Victoria | Collège Éducacentre |
| Vancouver Island University | College of New Caledonia |
| | College of the Rockies |
| **Manitoba** | Douglas College |
| Brandon University | Justice Institute of British Columbia |
| Canadian Mennonite University | Langara College |
| University College of the North | Nicola Valley Institute of Technology |
| The University of Winnipeg | North Island College |
| University of Manitoba | Northern Lights College |
| Université de Saint-Boniface | Northwest Community College |
| | Okanagan College |
| **Saskatchewan** | Selkirk College |
| University of Regina | Vancouver Community College |
| La Cité Universitaire francophone de l'Université de Régina | |
| University of Saskatchewan | **Manitoba** |
| | Assiniboine Community College |

| | |
|---|---|
| | Manitoba Institute of Trades and Technology |
| | Red River College |
| | |
| | **Saskatchewan** |
| | Carlton Trail College |
| | Collège Mathieu - Saskatchewan |
| | Cumberland College |
| | Great Plains College |
| | North West Regional College |
| | Northlands College |
| | Parkland College |
| | Saskatchewan Polytechnic |