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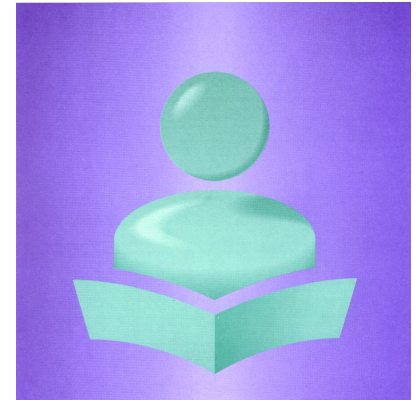
## Research Paper

Education, skills and learning – Research papers

# A new understanding of postsecondary education in Canada: A discussion paper

by Larry Orton

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*This paper represents the views of the authors and does not necessarily reflect the opinions of Statistics Canada.*



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**A new understanding of  
postsecondary education in Canada:  
A discussion paper**

**Larry Orton**  
*Statistics Canada*

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## Note of appreciation

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## Abstract

Over the years, Statistics Canada's Centre for Education Statistics has sought to conduct an annual census of all public postsecondary institutions in Canada. This approach has always presented certain problems, and those problems are growing more acute as the postsecondary environment becomes more complex. In particular, the distinction between universities and colleges is increasingly blurred and the demand for information on the private, for-profit institutions is growing.

This report presents a re-thinking of the fundamental concepts used to guide statistical work on postsecondary education. While the Centre for Education Statistics initiated this review, the paper owes a great deal to many groups in government and in postsecondary institutions and associations who have heard and commented on presentations over the past several months. Their input has helped to shape the proposal. Further comments are welcome.

The report also describes a project currently underway to develop and maintain a systematically classified list of all public and private postsecondary institutions in Canada and the programs they offer.

## I. Introduction

For many years, the Centre for Education Statistics<sup>1</sup> has undertaken the collection of administrative data<sup>2</sup> from all public postsecondary institutions in Canada. Student, finance and faculty data have been collected from and published for universities and colleges separately. The data are widely used by provincial and territorial governments, national associations, international bodies and federal government departments.

The Centre is examining the integrity and comprehensiveness of the list of institutions used to collect data. First, a rigorous definition of the term *public* has not generally been applied in selecting institutions, casting doubt on the accurate coverage of the universe of public institutions in the Centre's data. Second, the differences between *university* and *college* are no longer as clear as they may once have been because of the changes taking place in postsecondary education in Canada. Third, the policy interest in private for-profit education – not currently covered in the Centre's surveys — has become pressing.

For these reasons, the Centre has attempted to re-think the meaning of *university* and *college*, and of *public* versus *private*. We conclude that the terms are not so useful and that we need to start describing the postsecondary universe somewhat differently.

We have also attempted to be more precise about what is meant by a *postsecondary institution* so that we are able to respond in a more consistent way when asked, for example, how many colleges there are in Canada.

Alongside this re-thinking of fundamental concepts, we have begun a systematic review of the universe of postsecondary institutions in Canada, using the proposed criteria. Each institution identified to date has been classified using three concepts: *institution type*, *sector*, and *relationship type*. *Institution type* is a proposed new typology replacing the former *university* and *college* categories. *Sector* is a new typology replacing the former *public/private* distinction. *Relationship type* is a new variable to describe the relationship between “parent” institutions and their constituent parts and campuses. The early results of this work, outlined in this paper, present a new picture of Canadian postsecondary education.

## II. Definitional and measurement issues

### Counting the number of postsecondary institutions

The Centre is often asked how many universities or community colleges there are in Canada. Other organizations are asked the same questions.

There are two typical answers. Most commonly, one gives the number of members of the Association of Universities and Colleges of Canada (AUCC) or the Association of Canadian Community Colleges (ACCC). Both are membership organizations, so that the numbers are subject to change. Even if they did not change, the numbers need to be used with caution because organizations that are constituent parts of a “parent” sometimes hold membership in their own name. Some institutions are members of both the AUCC and the ACCC.

Another common answer is to give the number of institutions included in the Centre’s surveys. These numbers are generally larger than the membership of either the AUCC or the ACCC because the Centre has surveyed institutions that are not members of either organization. The Pan-Canadian Education Indicators report, jointly sponsored by the Centre and the Council of Ministers of Education, Canada (CMEC), published the numbers in Table 1.

Table 1

#### Number of postsecondary institutions in Canada: one common view<sup>3</sup>

	Main institutions only	All institutions
<b>Total</b>	<b>280</b>	<b>412</b>
Universities	76	135
Community colleges	204	277

In Table 1, *main institutions* refer to the highest level whereas *all institutions* also include constituent parts. For example, the University of Toronto is counted once under *main institutions*, but many times under *all institutions* because the University of Trinity College, Victoria University, University of St. Michael’s College, and other constituent parts are counted separately. Likewise, for community colleges, the Saskatchewan Institute of Applied Science and Technology can count just once or many times when Kelsey, Palliser, Wascana, and Woodland are counted separately.

Various other lists of postsecondary institutions exist. The National Association of Career Colleges (NACC) has a membership list. The Centre for Education Statistics maintains the list of public institutions that it surveys. Human Resources Development Canada (HRDC) maintains a list of institutions students can attend with support from the Canada Student Loans Program. The Canada Customs and Revenue Agency (CCRA) has a list (maintained by HRDC) for which



individual taxpayers can claim a tuition credit on their income tax. Another list is maintained by the Canadian Information Centre for International Credentials (CICIC) and includes institutions recognized by the provincial ministries of education.

The most comprehensive list is Statistics Canada's own Business Register, or BR. The BR includes every Canadian institution that either pays any tax, including GST, or has a payroll. Tax and payroll deduction records are the major source of BR data. Every institution on the BR is classified using the North American Industrial Classification System (NAICS), which makes it possible to identify businesses that claim to focus on 'education'.

Each of these lists has certain limitations, and none of them can be considered current, comprehensive, and accurate. Although it is the most comprehensive list, even the BR needs to be refined. The Centre for Education Statistics has been collaborating with the Business Register to this end.

Basic information on education, including counts of students enrolled in Canadian universities and colleges are reported to the Canadian public and are widely used for planning purposes by provincial governments and several federal departments and bodies. The data are also reported to and by the Organization for Economic Cooperation and Development (OECD) and the United Nations Educational, Scientific, and Cultural Organization (UNESCO), where they are used to make comparisons with other countries. The bottom line is that a rigorous and precise count of universities and colleges is an essential underpinning to accurate enrolment data.

The existence of a single, shared list of postsecondary institutions would save resources and avoid confusion. The same list would be used by, among others, the Canada Student Loan Program to report the loans issued by type of institution; by Statistics Canada to analyse and publish postsecondary statistics; by Citizenship and Immigration Canada (CIC) immigration officers in foreign countries to issue student visas to those wanting to enter Canada to study.

### **What is a public institution?**

For many years, the Centre for Education Statistics has set out to survey all public postsecondary institutions in Canada. However, the definition of *public* has not been applied systematically. Moreover, different lists are used for surveys of students, finance and faculty. In the absence of a rigorous definition, the Centre has included a few private for-profit institutions and some but not all denominational schools. Conversely, systematic procedures to apply a definition of *public* (even a restrictive one) would in all likelihood draw several institutions currently not covered into the survey universe.

Some of these anomalies have arisen because the Centre has relied on the provinces to identify institutions to be surveyed. Some jurisdictions allow private for-profit institutions to grant degrees. Some include in their provincial statistics institutions that others would consider private. In essence, inter-jurisdictional comparability has been compromised by the lack of standard criteria in assembling national data.

The distinction between *public* and *private* is not an easy one to make. All users would agree that an institution that is owned and operated by an individual for a profit is private. Beyond that, the distinction is often unclear because users apply different variables either separately or in combination. Sources of funding, who appoints the Board of Governors or Directors and the legal basis of incorporation are among the criteria sometimes cited, and there are different understandings of the importance of each criterion.

### Absence of information on for-profit institutions

The Centre does not include private for-profit institutions in its surveys. In fact, there is no reliable source of the number of these schools, and estimates vary widely depending on the source used. The NACC has approximately 420 members. The Canada Student Loan Program has almost 1,000 designated private institutions. Statistics Canada's Business Register identifies in the order of 10,000 private institutions.

Private institutions vary tremendously in size. They may be as large as some universities or very small, with just one program.

In recent years, some provincial governments have given limited authority to institutions in the college and private institutions sectors to grant degrees. This is the case in British Columbia, Alberta, and Ontario.

### Distinguishing between universities and colleges

As the postsecondary world evolves, the grey zone between universities and colleges grows. The advent of transfer programs has created bridges and symbiotic relationships between the two. Several institutions fall under the rubric of *university college* and may indeed be members of both the AUCC and the ACCC.

In some jurisdictions, school boards have a formal role in the delivery of education that in other provinces is delivered by colleges. Some school boards operate *adult high schools* and schools called *community colleges* that offer programs very similar to conventional community colleges. One such institution has applied for membership in the ACCC.

The classic typology of universities and colleges no longer captures the complexity of Canadian education. Universities include very large multi-faculty and multi-campus institutions that offer multiple doctoral and professional programs as well as very small institutions that offer a limited range of programs, such as in the arts or religion.

The college sector is equally diverse. It includes very large institutions that offer a range of diploma programs as well as institutions that specialize. Some institutions serve large metropolitan centres and others serve small rural populations. The college sector also includes institutions that serve very large geographic areas or just one or two small towns, and institutions that draw their students from the aboriginal community or disadvantaged groups. It includes institutions that specialize in adult upgrading programs and others that offer university transfer programs.

Over the last decade, some provincial governments have made it possible for ‘community colleges’ to grant degrees. This began in British Columbia, and some years later Alberta made it possible for institutions that operate under the province’s *Colleges Act* and the *Technical Institutes Act* to grant applied degrees in approved subjects. More recently, Ontario has made similar provisions for its Colleges of Applied Arts and Technology and has re-named three of those institutions as *Institutes for Technology and Advanced Learning*. In the existing typology, it is difficult to know whether these institutions are to be treated as colleges or universities.

### III. Proposals

To address these concerns, it is necessary to re-think the way in which institutions are classified and to clearly define the classification rules. It is also necessary to systematically review all postsecondary institutions and to classify them consistently by institution type, relationship type, and sector. Of course, a process is needed to keep this information up-to-date.

#### Definitions

The Centre for Education Statistics has developed an approach for classifying institutions. Several groups have been consulted and the proposal outlined here incorporates many useful thoughts and suggestions.

The definitions are presented in Appendix 1. They begin with the most basic concepts: *postsecondary*, *institution* and *degree*. The definition of *postsecondary* has been written very broadly so that completion of a secondary education is not strictly necessary. The definition of *institution* aligns with other Statistics Canada and international uses. For the term *degree*, if a government in Canada with authority to regulate the granting of degrees allows a parchment to be called a degree, then it is a degree. Appendix 1 then proposes definitions and typologies for *institution type*, *relationship type* and *sector*. A brief discussion is provided here.

#### Institution type and sub-type

For the purpose of publishing national statistics, we propose six main *types*, some of which have *sub-type* (Figure 1). The first three types correspond to common Canadian and international ways of looking at postsecondary education: *university and degree-granting*, *college and institute* and *career college*. The meaning of the first two categories has been expanded significantly, however, to accommodate the variety of institutions found in Canada.

Under this typology, all community colleges with degree-granting authority would be *degree-granting colleges and institutes*. They would be counted under *colleges and institutes* unless they met one of the following three conditions:

- 50% of the institution's enrolment is in degree programs requiring at least three years of study
- the institution is accepted as a member of the AUCC
- the institution is accredited by a recognized accreditation body.

If and when one of these conditions is met, the degree-granting college would be counted under *university and degree-granting* and in the appropriate sub-type.

Figure 1

**Proposed institution types and sub-types**

Type	Sub-type
University and degree-granting	Primarily undergraduate Comprehensive Medical doctoral First Nations and Metis Special purpose
Colleges and institutes	Degree-granting colleges and institutes Multi-purpose First Nations and Metis Special purpose
Career colleges	Multi-purpose Special purpose
School board adult education	
Government – direct	Apprenticeship Special purpose
Consortia	

The other sub-types given for *university and degree-granting* institutions include the three categories that *Maclean's* uses in its annual ranking of Canadian universities. *Maclean's*, in turn, adapted the Carnegie classification that has been in use in the United States for many years.<sup>4</sup> Since they are now generally accepted, the Centre is proposing to adopt the *Maclean's* classification. However, because Statistics Canada deals with a much larger number of institutions, the classification has been expanded.

**Relationship type**

Relationship type describes the way in which one institution is related to another. There can be many different relationships between educational institutions, and these relationships can be somewhat complicated. The most important concept is that of *institution*. As defined in Appendix 1, an *institution* has a separate legal existence and financial reporting and may be either a *parent* or a *constituent part*. A *campus* is a creature of an institution and has no separate legal existence.

In some cases, campuses are so prominent that in common usage they seem to have an independent existence, even though that is not the case in legal terms. Examples include the Fisheries and Marine Institute of Memorial University of Newfoundland, the Coady International Institute at St. Francis Xavier University, and the École polytechnique de Montréal at the Université de Montréal.

**Sector**

Given the need for standardization, the Centre for Education Statistics intends to apply Statistics Canada standards to define postsecondary institutions as either *public*, *private not-for-profit* or *private for profit*<sup>5</sup>. Four features will be considered in classifying institutions: ownership, funding, accountability, and operating activities.

Constituting authority or ownership is the primary distinction between *public* and *private*. When ownership is not apparent, the involvement of government in the control of the institution is the most important distinction. Control is defined as the potential to affect the strategic decision-making process of the institution, either through funding or accountability requirements. Strategic decision-making refers to matters such as the acquisition or disposal of assets, the appointment of the chief executive officer, the allocation of resources and the diversification of activities.

Within the private sector, *for-profit* postsecondary institutions are motivated primarily by the intent to make a profit for the individuals or shareholders who control the institution. The profit may be paid to those individuals or shareholders in either regular or irregular payments and may be in the form of payments from operating income or as a capital gain. *Not-for-profit* postsecondary institutions are motivated primarily by the wish to provide a service. They may be wholly owned by another non-profit organization such as a church body.

The OECD has also grappled with the classification of educational institutions according to sector. The following excerpts are from their guidelines:

*Educational institutions are classified as either public or private according to whether a public agency or a private entity has the ultimate power to make decisions concerning the institution's affairs.*

*... An institution is classified as **public** if it is (1) controlled and managed directly by a public education authority or agency or, (2) is controlled and managed either by a government agency directly or by a governing body (Council, Committee etc.), most of whose members are appointed by a public authority or elected by public franchise.*

*... An institution is classified as **private** if it is controlled and managed by a non-governmental organisation (e.g. a Church, Trade Union or business enterprise), or if its Governing Board consists mostly of members not selected by a public agency.*

*... However, (this) is intended only as a practical guideline since in practice the management of schools may be shared between public and private bodies in such a way that composition of a school governing board may not be a critical factor. In general the question of who has the ultimate management control over an institution is decided with reference to the power to determine the general activity of the school and to appoint the officers managing the school.<sup>6</sup>*

## Developing a list of institutions

With support from Canada Student Loans Program at HRDC, the Centre has begun to develop and maintain a list of all public and private postsecondary institutions in Canada and the programs they offer.

Each institution on this *Registry of postsecondary institutions* will be classified by institution type, relationship type and sector. The Registry will provide the Centre with the frame from which it can sample institutions for educational surveys. Even if institutions are not asked to provide additional information, the Registry

will provide insights into the capacity of the country to deliver formal education; some such results appear in the following section of this paper. The Centre is seeking authorisation to share some of the information in the Registry with stakeholders.

### **Elements to describe the institutions**

A list of the institutional data elements is given in Appendix 2. Briefly, each institution can be described by its *institution type* and *sub-type*, *relationship type* and *sector*. Other variables are being added from various data sources. Program information for institutions will be consistently coded using the *Classification of Instructional Programs (CIP)*. CIP was originally developed by the National Center for Education Statistics in Washington. It has been adapted for use in Canada through a joint project between the CES and Statistics Canada's Standards Division, in cooperation with the U.S. CIP will also be used in all education surveys and in the Census. Information on CIP is available on the Statistics Canada website.

## IV. Implications

### What is counted as an institution?

The Centre for Education Statistics proposes to apply the definition of *institution* and *relationship type* to determine the number of institutions. Only *institutions* (as defined in Appendix 1) will be counted. *Campuses* are not institutions and will not be counted.

Institutions can be either *parents* or *constituent parts*. Parents will always be counted. Constituent parts can be seen either as part of the parent or as separate institutions. When the Centre is asked to report to an international body, it will count constituent parts as parts of the parents only, unless it is clear that international comparability demands the larger number. In that case, constituent parts will be counted in addition to the parent body. Consortia are counted separately. The conventions the Centre is proposing are summarized in Figure 2.

Figure 2

### What is counted as a postsecondary institution

Relationship type	Is it an institution?	Is it counted?	
		Highest level	Detailed level
Parent	Yes	Yes	Yes
Constituent part			
Federated			
Affiliated	Yes, except		
Associated	for school or	No	Yes
School or centre	centre		
Franchise			
Campus	No	No	No
Consortium	Yes or No	Yes	Yes

The examples given earlier in this paper for the University of Toronto and the Saskatchewan Institute of Applied Science (SIAS) and Technology apply here. In the case of the University of Toronto, the number could either be “one” or it could be much larger. In the case of SIAS the number would be “one” because campuses would not be counted.



## Type of institution

Table 2 presents the number of postsecondary institutions in Canada based on the proposed typology and counting conventions. Those new numbers are compared with the number of institutions included in one of our major surveys. The *evolving view* reflects the contents of the Institutions Registry as of September 2003. The numbers will change as work progresses.

Under the new typology, many institutions previously classified as *community colleges* emerge as *school board adult education*, largely because of the substantial involvement of school boards in providing adult education in Quebec. We also find that some private for-profit institutions have been included in our surveys in error.

Most importantly, the new typology provides more detail, and ultimately, this view of the postsecondary world will be applied to analyses of enrolments, graduates, faculty, and finance. This greater precision will increase the quality of trend data.

Using the broader definitions, this project has identified 73 degree-granting institutions and 139 colleges or institutes that have not been part of the Centre's surveys in the past. Most of these are special purpose institutions. Sub-type detail shows that large numbers of those are faith-related institutions.

Table 2

### Number of postsecondary institutions in Canada: an evolving view<sup>1</sup>

	Present view <sup>2</sup>	Evolving view <sup>3</sup>	Difference (number not surveyed)
<b>University and degree-granting</b>	<b>134</b>	<b>203</b>	<b>69</b>
Degree-granting college or institute	4	4	0
Primarily undergraduate	39	41	2
Comprehensive	15	15	0
Medical doctoral	15	15	0
First Nations and Metis	2	3	1
Special purpose	59	125	66
<b>Colleges and institutes</b>	<b>176</b>	<b>317</b>	<b>141</b>
Degree-granting college or institute	31	31	0
Multi-purpose	103	133	30
First Nations and Metis	6	10	4
Special purpose	36	142	106
<b>Career colleges</b>	<b>12</b>	<b>497</b>	<b>485</b>
Multi-purpose	5	137	132
Special purpose	7	360	353
<b>School board adult education</b>	<b>151</b>	<b>417</b>	<b>266</b>
<b>Government – direct</b>	<b>4</b>	<b>18</b>	<b>14</b>
Apprenticeship	1	13	12
Special purpose	1	1	0
<b>Consortia</b>	<b>0</b>	<b>2</b>	<b>2</b>

1 The numbers for a *type* may not equal the sum of the *sub-types* because classification work is still underway.

2 These numbers do not add up to the same total as in Table 1 because they refer to different years. Also, Table 2 data refer to institutions currently in ESIS or in one of the surveys that ESIS is replacing.

3 Preliminary data. Refers to institutions now in the Registry.

## Sector

Universities and degree-granting institutions can be either *public*, *not-for-profit*, or *for-profit*. Colleges and institutes can be either *public* or *not-for-profit* and career colleges are always *for-profit*. Table 3 shows the sector classification of universities and degree-granting institutions as well as colleges and institutes.

Large numbers of universities and degree-granting institutions are not-for-profit. The same is true for colleges and institutes. Historically, many have been treated as public and included in the Centre's surveys.

Table 3

### Postsecondary institutions by type and sector: an evolving view

	Public	Not-for-profit	For-profit
<b>University and degree-granting</b>	<b>108</b>	<b>91</b>	<b>3</b>
Degree-granting colleges and institutes	4	0	0
Primarily undergraduate	32	9	0
Comprehensive	15	0	0
Medical doctoral	15	0	0
First Nations and Metis	3	0	0
Special purpose	39	82	3
<b>Colleges and institutes</b>	<b>215</b>	<b>101</b>	<b>...</b>
Degree-granting college or institute	31	0	...
Multi-purpose	109	23	...
First Nations and Metis	7	3	...
Special purpose	68	74	...

## The potential for expanding the target population

The Centre has historically sought to conduct an annual census of all public postsecondary institutions in Canada. There have been two stumbling blocks to expanding the target population to include private sector institutions. The first is the cost of undertaking such a survey. The second is the cost of developing and maintaining a list of institutions from which a sample could be taken. When the Registry is expanded, it will be possible to select a sample of all postsecondary institutions, regardless of sector.

Not all postsecondary institutions could be surveyed as the costs would be prohibitive. However, a set of objective criteria could be used to determine which institutions to survey. The following criteria are proposed here for discussion purposes.

### Size

For five consecutive years, the institution or the affiliate maintains an enrolment of at least 100 and has at least 20 graduates annually.

### Ability to report

The institution must be able to provide individual student record data in electronic form.

### **Recognition**

The institution must offer a program normally considered 'postsecondary' in Canada, as defined in Appendix 2.

### **Audience**

The institution must offer programs that are available to the general public. More specifically, it must advertise its programs to the general public. This would exclude, for example, businesses or hospitals that offer training exclusively to their own staff.

### **Length of operation**

In operation for five continuous years, or have the prospect of secure ongoing operating support for that period of time.

### **Representation**

If the institution does not meet these criteria, it might still be surveyed if national statistics would not be representative without that institution.

These ideas for selecting institutions were well received when they were discussed with representatives of the provincial ministries of education in February 2001.

## V. Conclusion

The conceptual and definitional underpinnings of the postsecondary surveys are crucial to the accuracy and relevance of the data. Good data are needed for a sound understanding of postsecondary education in Canada, which is in turn the foundation of policy development.

The ideas in this report are still at the proposal stage. Feedback would be greatly appreciated. Comments on this proposal can be directed to

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# Appendix 1

## Definitions

### Basic definitions, institution type and sub-type

#### Postsecondary

All formal educational activities offered to people normally considered “adults” or for which the normal entrance requirement is either high school completion or reaching adulthood.

Postsecondary education is diverse. There are degree-granting universities and colleges and there are community and career colleges, institutes, and schools that offer one-, two- and three-year programs and specific vocational training and upgrading. Some of these institutions are funded by provincial governments; some are funded by professional groups or religious denominations; and others are operated as for profit businesses.

With very limited exceptions, the Royal Military College for example, postsecondary institutions derive their authority to function and grant degrees from the province in which they are located.

#### Institution

The Centre is guided by the Public Institutions Division (PID) at Statistics Canada. PID defines an institution as a unit that

- maintains a complete set of accounts separate from its parent
- is entitled to own assets in its own right
- is able to incur liabilities, enter into contracts, and accept obligations on its own behalf
- is able to make economic decisions and engage in economic activities for which it can be held directly responsible and accountable by law.

This standard adheres to international conventions, including those applied by the OECD.

#### Postsecondary institution

A *postsecondary* institution is one that has been created under provincial or federal statute and that has as one of its major aims the development and delivery of postsecondary programs, including the awarding of academic credentials. Postsecondary institutions must be recognized as such. Recognition involves these factors:

- The institution offers courses leading to degrees, diplomas, or certificates that are recognized by the academic community in Canada, by similar institutions, by provincial or territorial governments, or by appropriate professional or business organizations.
- The institution is a member of, or recognized by, a national accreditation or professional organization that is recognized by provincial or territorial governments. While institutional accreditation is not a major feature of postsecondary education in Canada, membership in or recognition by organizations such as the following will be considered: AUCC, ACCC, NACC, CAUBO, Canadian Association of Theological Colleges, Canadian Association of Bible Colleges, Canadian Council of Professional Engineers, Architectural Association of Canada, Canadian Medical Association. Recognition by major accreditation bodies in other countries will be considered.
- The institution may be affiliated, associated or federated with a recognized institution. It may also be owned by a recognized institution.
- Recognition by a province or by the Canada Student Loans program or other federally funded program for supporting postsecondary programs.

## Degree

The ability to offer a “degree” is one of the characteristics used to classify an institution into the appropriate type and sub-type. A degree is a document that is called a degree by an institution that government has authorized to offer that degree. A degree is awarded upon successful completion of a program of study, usually 3 or 4 years in length for a first degree and between 1 and 4 or 5 at the graduate level. Nomenclature varies, but includes Applied, Bachelors, Masters, and Doctorate.

Associate degrees are relatively uncommon in Canada and they are a special case. Associate degrees are awarded by colleges and institutes to recognize the work a student has completed (usually two years) in a formal transfer program before the student goes to a university. While they are ‘degrees’ since they are awarded with the appropriate authority, they will not be counted in two important respects. First, they will not be considered in deciding whether an institution is to be considered in the classification of institutions described here. Second, they will not be considered when the Centre for Education Statistics is asked to report the number of degrees awarded by Canadian institutions.

## Institution type

The six institution types are

- University and degree-granting
- College and institute
- Career college
- School board adult education
- Government – Direct
- Consortium

Whether an institution is a university, community college or institute, or a career college depends on legal basis, mission and control, primary purpose, academic authority, research, recognition or accreditation, field of instruction, sector, and various operational characteristics.

### University or degree-granting institution

Institutions created under the authority of a province's *Universities Act* or the equivalent, or under a *Societies Act* or equivalent with education as a primary purpose. These institutions are created primarily for the purposes of offering degree programs and to conduct research. They generally have complete authority to set their own academic standards and priorities. Within the institution, the supreme authority over all academic policy is held by a body on which faculty predominate. Their mission statements generally emphasize non-economic goals. Universities are created to contribute to knowledge through research, which is part of universities' mandate and is expected of all faculty. Academic freedom is a cornerstone of the universities operation. Membership in the AUCC will be taken as a definitive indication that the institution is a university or degree-granting institution. Either the whole institution or certain parts of it may also be recognized by a regional or specialized accreditation body either in Canada or elsewhere. A university or degree-granting institution may operate as either a public, not-for-profit, or for-profit institution and generally requires high school completion for admissions.

A province may effectively exempt denominational institutions from any degree-granting restrictions of its Universities Act or equivalent. Institutions that offer degrees under such an exemption will be classified as university or degree-granting institutions.

### College or institute

Institution created under the authority either of a province's *Colleges Act* or equivalent, or under a *Societies Act* or equivalent with education as a primary purpose. These institutions are created primarily to offer certificate, diploma, and transfer or continuing education and professional development programs three years or less in length. They are often circumscribed by government and often need to seek government approval to introduce new programs, especially degree programs. Their mission statements almost always emphasize economic goals. Research may be part of the college and institute's work but is rarely expected of faculty; any research is usually of an applied nature. There is no generally accepted institution-level accreditation of colleges and institutes, yet either the whole institution or certain parts of it may be recognized by a regional or specialized accreditation body either in Canada or elsewhere. Academic freedom is not part of colleges' and institutes' tradition and is tenuous and uncertain. A community college may be a member of the ACCC. It is always either a public or a not-for-profit institution and generally requires high school completion for admissions.

### Career college

Institutions created under the authority of a province's *Business Corporations Act* or equivalent with education as a primary purpose. These institutions are created primarily to offer certificate, diploma, and transfer or continuing education and professional development programs three years or less in length. Career colleges have complete autonomy within the business acts under which they are created and, although the Board or owner has the authority to authorize the offering of certificate or diploma programs, some or all of these programs must be authorized under a province's private vocational school act or the equivalent. In some provinces,

private for-profit institutions may obtain the authority to offer degrees, but in these cases the institution must seek approval from government or a government-appointed body for the authority to offer a degree program. Career colleges' mission statements always emphasize economic goals. There is no generally accepted institution-level accreditation of career colleges, yet either the whole institution or certain parts of it may be recognized by a regional or specialized accreditation body either in Canada or elsewhere. A career college may be a member of NACC. It is always a for-profit institution and generally requires high school completion for admissions.

The major differences between *community colleges* and *career colleges* are legal status and sector.

### School board adult education

Many school jurisdictions whose primary mandate is elementary and secondary education also offer a broad range of programs directed at adults. These are typically offered as night school or weekend school activities in high schools, but they may be offered in elementary schools. Very often, they are offered at facilities specifically designated as *adult high schools* or, in a few cases, *colleges* or *community colleges*. The programs offered may be credit-free/non-credit in nature or they may be academic upgrading or vocational in nature.

The Institutions Registry sets out to include all facilities owned and operated by school jurisdictions that are directed exclusively or primarily at adult students, who are defined as those beyond the normal age of leaving school. A "facility" is one that has its own administration; the physical facility is usually stand-alone but it may be part of another physical facility owned by the school jurisdiction. This definition includes adult high schools such as the Adult High School operated by the Ottawa Board of Education, and Metro Community College operated by the Edmonton Public School Board. It also includes a large number of institutions in Quebec, where school boards are formally part of the government's strategy for delivering postsecondary education of the sort that many other provinces deliver through community colleges. Centres de formation professionnelle (CFP), Carrefour d'intégration (formerly Centres d'orientations et formations des immigrants, or COFI), Centre d'éducation des adultes and the Écoles des métiers are included.

The table on the following page presents a summary of the differences between the three types of institutions.



**Differences between *university and degree-granting, college and institute, career college***<sup>7</sup>

	<b>University &amp; degree-granting</b>	<b>College &amp; institute</b>	<b>Career college</b>
Legal basis	Constituted by a province's <i>Universities Act</i> or equivalent OR  a <i>Societies Act</i> or equivalent, with education as a primary purpose.  Degree-granting authority may be exempted.	Constituted by a province's <i>Colleges Act</i> or equivalent OR  a <i>Societies Act</i> or equivalent, with education as a primary purpose	Constituted as a business, generally with education as a primary purpose
Mission & control	High degree of autonomy and ability to establish own institutional missions and priorities. Mission statements generally emphasize non-economic objectives.	Autonomy, and especially control over their missions, is circumscribed by government. Mission statements almost always emphasize economic objectives.	Autonomy is complete within the Business Acts under which they are created. Mission statements always emphasize economic objectives.
Primary purpose	To offer degree programs (baccalaureate, masters, doctoral or post graduate) and to engage in research.	To offer certificate, diploma, and transfer or continuing education & professional development programs three years or less in length.	
Academic authority	University Senate or equivalent body on which faculty predominate is the supreme authority on all academic policy and determines what degrees are to be offered.	Government authorizes degrees, if any.	
		Board/Owner authorizes certificates & diplomas.	
		Where they exist, faculty councils generally have advisory role.	Faculty councils rarely exist.
Research	Research that is curiosity-based is part of institutions' mandate and is expected of all faculty and advancement of knowledge" is part of all universities' raison d'être.	Research of an applied nature may be part of institutions' work but is generally not expected of faculty.	Research is not expected
Recognition or accreditation	Member of the AUCC  Regional or specialized accreditation association recognized by the U.S. Department of Education.	Programs may be accredited by specific accreditation bodies.	Programs are authorized under Private Trade Schools Act or equivalent & may be accredited by specific accreditation bodies.
Fields of instruction	Disciplines in the arts and sciences and major professions.	Either the lower levels (first two or three years) in the same disciplines offered by universities, or in applied fields not covered by universities.	
	Most programs not highly job-specific.	Programs are oriented to the labour market.	Programs are very job-specific.
Sector	Public, not-for-profit, or for-profit	Public, Not-for-profit	For-profit
Possible Operational Characteristics	Academic freedom is a cornerstone.	Academic freedom is tenuous and uncertain.	Academic freedom is virtually non-existent.
	AUCC member	ACCC member	NACC member
	Admissions: Normally, high school completion for all programs.	Admissions: High school usual for most programs.	
	Response to need for new programs is generally slow.	Response is generally rapid.	Response is very rapid.

## Government – Direct

In some cases a government department offers an educational service directly. Historically, these services have included agricultural and nursing schools. Government is still involved in the delivery of certain health-care training as well; examples include radiological technicians, radiation therapy, respiratory therapy, and ultrasound diagnosis. Apprenticeship training is another example.

## Consortium

A consortium involves two or more independent institutions working together to deliver an educational service, such as administration, library, admissions or counselling. The independent institutions may be related to a parent institution in the ways described below under *relationship type*. A consortium might offer courses in its own name, although its primary purpose is to offer an education service to its member institutions.

Consortia have limited or no independent authority for making academic decisions. These decisions are made either by the individual member of the consortium or by members jointly. Consortia generally obtain their funding from member institutions. Students are admitted to programs offered by a member institution, so that admissions are normally handled by the member institutions.

Often, consortia are formed to serve an area or a community that does not have its own postsecondary institution. Although this category will be used to track the number of such consortia, the students and graduates are ordinarily associated with an institution that is a member of the consortium.

In Statistics Canada usage, a consortium would be classified as an institution if and when it offers academic awards in its own name.

To distinguish between institutions and consortia the Centre for Education Statistics considers authority, administration, funding, and admissions. This is discussed further in the section dealing with *relationship types*.

## Institution sub-type

The definitions proposed here are general in nature. In most cases, a more precise operational definition is needed. In the case of university and degree-granting institutions, the definitions borrow from *Maclean's*, which in turn borrowed from the Carnegie Classification which has been in common use in the United States and in academic research since the mid-1970s.

In summary, these sub-types have been identified:

Type	Sub-type
University and degree-granting	Primarily undergraduate Comprehensive Medical doctoral First Nations and Metis Special purpose
Colleges and institutes	Degree-granting colleges and institutes Multi-purpose First Nations and Metis Special purpose
Career colleges	Multi-purpose Special purpose
School board adult education	
Government – direct	Apprenticeship Special purpose
Consortia	

## University and degree-granting sub-types

### Primarily undergraduate

Primarily undergraduate institutions focus on first degrees, usually BA and BSc; they have relatively few graduate programs. This group includes all of those institutions that are classified as such in the *Macleans* survey. Examples are Mount Allison University and Brock University.

### Comprehensive

Comprehensive institutions have a significant amount of research activity and a wide range of programs at the undergraduate and graduate levels, including professional degrees. This group includes all of those institutions that are classified as such in the *Macleans* survey. Examples are Memorial University and the University of Guelph.

### Medical doctoral

Medical doctoral universities are those with a broad range of PhD programs and research, as well as medical schools. This group includes all of those institutions that are classified as such in the *Macleans* survey. Examples are the University of Toronto and Laval University.

### First Nations and Metis

First Nations and Metis institution are either controlled by one or more of the First Nations or Metis groups, receive at least 25% of their funding from one of these groups or from funds that either the federal or a provincial government has set aside for First Nations and Metis programs, are located on a reserve, or whose mission or mandate is to serve First Nations and Metis peoples. An example is the First Nations University of Canada.

## Special purpose

Special purpose university and degree-granting institutions are those whose programs or mandate make clear that they deal with a specific field of study or are intended for a special clientele. These institutions typically award a majority of degrees in a single field. Examples are the Nova Scotia College of Art and Design, the Royal Military College, DeVry Institute in Calgary, and Tyndale Bible College and Seminary (formerly Ontario Bible College). The following special purpose areas have been identified: agriculture, art, business, distance education, medical/health, music, religious and theological, technical, and other.

## College and institute sub-types

### Degree-granting college or institute

An increasing number of institutions that were created as either community colleges or technical institutes are gaining the authority to grant degrees. A college or institute that is given the authority to grant degrees will be classified as a “degree-granting college or institute”. Using this definition, degree-granting colleges and institutes operate in many parts of Canada, including British Columbia, Alberta and Ontario. Examples are Mount Royal College and the Northern Alberta Institute of Technology in Alberta, and Mohawk College and Centennial College in Ontario.

Even though this authority is often limited to some extent, the degree programs are becoming so significant in some institutions that they need to be re-classified as *university and degree-granting* rather than as *college and institute*. A degree-granting college or institute will be re-classified when 50% of its enrolment is in degree programs requiring at least three years of study, when the institution is accepted as a member of the AUCC, or when the institution is accredited by a recognized accreditation body. When a degree-granting college or institute is re-classified as a “university and degree-granting” institution, it will be placed in the appropriate sub-type, usually either “primarily undergraduate” or “special purpose”.

Note that the degree-granting college and institute sub-type does not include primarily undergraduate universities that may use the expression *university college* in their name or that receive their degree-granting authority under a universities act or the equivalent. These institutions and others that are commonly referred to as a *university college* but that have a somewhat different full legal name (for example, the University of King’s College in Halifax is sometimes referred to as King’s University College) are classified as *university and degree granting*.

### Multi-purpose

These are colleges or institutes with a very broad range of one-, two-, and three-year programs. Examples include George Brown College, the College of the North Atlantic, and Vancouver Community College.

### First Nations and Metis

See definition above. Examples are the Saskatchewan Indian Institute of Technologies and the Six Nations Polytechnical.

### **Special purpose**

Special purpose colleges and institutes are those whose programs or mandate make clear that they deal with a specific field of study or are intended for a special clientele. These institutions typically award a majority of certificates and/or diplomas in a single field. Examples include Nova Scotia Agricultural College, the Maritime Forest Ranger School, Olds College, Conservatoire Lassalle, and École de musique Vincent-d'Indy. The following special purpose areas have been identified: agriculture, art, business, distance education, education, flight, language, marine and fisheries, medical/health, music, protection, religious and theological, trade, university transfer, upgrading and literacy, and other.

### **Career college sub-types**

#### **Multi-purpose**

These are career colleges with a very broad range of one- and two-year programs. An example would be DeVry Institute in Toronto.

#### **Special purpose**

Special purpose career colleges are those whose programs or mandate make clear that they deal with a specific field of study or are intended for a special clientele. These institutions may offer any credential type or program level, but they typically award a majority of certificates and/or diplomas in a single field. The majority of Career Colleges specialize in particular subject areas, ranging from personal care, through computing services, flight schools, and driver training to protection services. The following special purpose areas have been identified: art, business, computer related, distance education, driver training, flight, language, medical/health, music, personal care, protection, trade, upgrading and literacy, and other.

### **Government – Direct sub-types**

#### **Apprenticeship**

All provincial and territorial governments have identified staff who are responsible for an apprenticeship program. Usually, these staff members form an Apprenticeship Branch that is part of a department of education, labour, or the equivalent. The Apprenticeship branches register students, monitor their progress through the prescribed program, provide counselling and advice to the apprentice, award the certificate upon successful completion of the apprenticeship, and maintain comprehensive records. In all jurisdictions but Quebec, these branches assign apprentices to the in-school portion of their training, usually undertaken at a college or technical institute.

## Special purpose

There are in Canada specialized schools operated either by the federal or provincial governments to provide training for police, fire prevention officers, those who work in the forestry industry, and coast guard officers. The Institution Registry is interested in these institutions only if they offer educational services – courses or entire programs – to the general public.

## Relationship type

Relationship type describes the way one institution is related to another. This relationship often takes the form of a formal agreement related to the admission of students, the awarding of degrees or funding.

The Centre for Education Statistics attempts to identify all institutions, constituent parts (such as federated, affiliated, or associated colleges in the case of universities). The Centre does not attempt to identify as separate entities all campuses. Nonetheless, these are usually included when the campus has some prominence. In some cases, campuses are so prominent that in common usage they seem to have an independent existence, even though that is not the case in legal terms; examples would be the Fisheries and Marine Institute of Memorial University of Newfoundland, the Coady International Institute at St. Francis Xavier University, and the École polytechnique de Montréal at the Université de Montréal.

There can be many different relationships between educational institutions, and these relationships can be somewhat complicated. The four major categories are *parent*, *constituent part*, *campus* and *consortium*. The *constituent part* category is subdivided into *federated*, *affiliated*, *associated*, *school or centre* and *franchise*.

To distinguish among parents, constituent parts, campuses, and consortia the Centre for Education Statistics considers Authority, Administration, Funding, and Admissions. The matrix below summarizes how the criteria are used.

Note that a constituent part may be assigned a different institution type or sub-type from its parent. For example, a *medical doctoral* or *comprehensive* university may have constituent parts or campuses that are special purpose (for example, religious or agricultural).

## Parent institution

Many institutions – both public and private – operate out of more than one location. In fact, many institutions are often formal associations of legally independent institutions. In all these cases, the *parent* institution is the one to which the constituent parts and campuses report for one or more purposes. For most institutions, the parent operates out of the main campus. In some multi-campus institutions, the CEO and/or Board of Governors operate out of a site that is not on any of the campuses. In this case, that site is considered the parent.

### **Constituent Part**

Constituent parts of an institution have significant independence in their academic (program and admissions requirements) and financial affairs. In many cases this independence has historic roots, as when the constituent institution began life as an independent institution before surrendering some of its power to another institution. In other cases, the constituent institution was originally created by another institution but has since gained some independence.

Statistics Canada has adapted common academic usage to describe the various relationships that these constituent parts have with their parent:

### **Constituent, Federated**

A federated institution is responsible for its own administration and has the power to grant degrees, but that has deferred some or all of the powers to the parent institution.

### **Constituent, Affiliated**

An affiliated institution retains its administrative independence but not the power to grant degrees, which remains with the parent. The parent supervises instruction in the programs and grants degrees to graduating students.

### **Constituent, Associated**

An associated institution is a legal entity separate from a parent institution. It is neither federated nor affiliated with the parent, but has academic, research, or administrative ties to its parent institution.

### **School or Centre**

In the case of *school board adult education*, the parent is the school jurisdiction. Each school with a principal as its head is a *school*. Thus, for example, the Edmonton Public School Board and the Ottawa-Carleton District School Board are *parents* and Metro Community College and the Adult High School are *schools*.

### **Constituent, Franchise**

In business terms, a franchise is a right to engage in a business in which one party (the franchisee) is required to make payments to the other (the franchisor) as a condition of acquiring the business (or franchise) and:

the franchisor gives the franchisee the right to sell its goods under the franchisor's trademark, and asserts significant control over the franchisee's business

OR

the franchisor gives the franchisee the rights to distribute the franchisor's goods and the franchisor (or a third party designated by the franchisor) provides local assistance.

The Centre for Education Statistics might classify a franchised institution as either a *constituent part*, *franchise* or a *campus*. If the franchise holder is free to change both program and admission requirements to a significant extent then the franchise will be classified as a “constituent part”. If the franchise holder does not have that freedom, then it will be classified as a campus.

## Campus

A campus is a part of an institution established by the institution to help it achieve its objectives by delivering instruction, an educational support service, or research. A campus is not an institution in its own right, as defined earlier.

The exception to this is in the case of a franchise of a for-profit institution. If a franchise holder does not have the freedom to change program and admission requirements to any significant degree, then it is classified as a campus, even though the franchise holder might be an institution as defined earlier.

The campus usually has an administrative head called a *principal* or *dean*. Many institutions identify a *main campus*.

## Main campus

The main campus houses the permanent office of either the Chair of the Board of Governors, the meeting place of the CEO, or the meeting place of the Board of Governors. If these are different, or if any of them rotate from one to another campus, then main campus will be taken to mean the site of the permanent office or the campus that the institution considers *main*. The main campus is typically the largest campus or that has the longest history.

## Consortium

As noted above, a Consortium is defined as a special type of institution which may have a separate legal existence. The institutions that are a member of a consortium can be shown to have a “consortium relationship”.



	<b>Institution</b>	<b>Constituent part</b>	<b>Campus</b>	<b>Consortium or consortium relationship</b>
<b>Authority</b>	The institution is the final authority (apart from political approval) in funding and academic decisions.	Some questions regarding academic matters and funding are referred to a more senior, non-political body.		Consortium has limited or no independent authority for making academic decisions. These decisions are made either by one or more members of the consortium or by the members jointly.
<b>Administration</b>	Headed by a president or principal (CEO) who reports to a board or political body. The CEO is the most senior non-political administrator.	The administrative head (principal or dean) reports to a CEO and not to an independent board or political body.		Administrative reporting may be either to a formal body of the member institutions, to one of the member institutions acting on behalf of the group or even to a government department.
<b>Funding</b>	Obtains funding directly from government (in the case of public institutions) or private sources (in the case of private institutions).	Obtains funding through a central administrative office and may raise money privately. It may deal with government. There is an attempt or requirement to coordinate funding and government relations with the parent institution.	Obtains funding through a central administrative office and has no dealings with government or private sources.	Generally obtains funding from member institutions. Any third-party funding, such as from government, usually flows through one of the member institutions.
<b>Admissions</b>	The institution is the final authority in decision on admissions policies and individual student admissions.	May have responsibility for admissions and its own registrar but admissions policies are generally set by the parent institution. A <i>college</i> may set policies with respect to a single program.		Students are normally admitted to programs offered by a member institution.

## Sector

The Centre for Education Statistics intends to apply Statistics Canada standards to define postsecondary institutions as *public*, *private not-for-profit* or *private for profit*. Four features are considered: ownership, funding, accountability, and operating activities. Ownership is the primary distinction between *public* and *private*. When ownership is not apparent, control – reflected in funding and accountability together – is the most important distinction.

For-profit postsecondary institutions are motivated primarily by the intent to make a profit for the individuals or shareholders who control the institution. The profit may be paid to those individuals or shareholders in either regular or irregular payments and may be in the form of payments from operating income or as a capital gain. Not-for-profit postsecondary institutions are motivated primarily by the wish to provide a service. They may be wholly owned by another non-profit organization such as a church body.

## Ownership

Ownership indicates to whom the assets would revert in the event of liquidation and is usually associated with the name and the legal deed to the property.

## Control

Control normally consists of funding and accountability, but there are other considerations. Control also involves the potential to affect the strategic decision-making process of the institution. Such strategic decisions include the acquisition or disposal of assets, the appointment of the chief executive officer, the allocation of resources, or the diversification of activities.

### Control through funding

Funding may be provided by any level of government, whether federal, provincial, or municipal. The funding might also be provided by a body created by government, as would be the case with an institution operated by a School Board. The funding does not include loan guarantees; tax breaks; or student loans, grants, and sponsorships.

### Control through accountability

An accountability relationship exists if one institution is responsible to another for financial and related matters. The Public Institutions Division at Statistics Canada assumes that a postsecondary institution is accountable to government if any one of the following conditions is met:

- its budget is approved by a government or one of its institutions
- it must undergo official audits and report to a government
- the result of its operations and its use of resources are reflected in the government's financial accounts
- its financial accounts are subject to examination by the auditor general
- its employees negotiate collective agreements with a government.

	<b>Public</b>	<b>Not-for Profit</b>	<b>For-Profit</b>
<b>Constituting authority or Ownership</b>	Public institutions are established or acquired by government.	Not-for-profit private institutions are established or acquired by a body normally established as a non-profit corporation or as a charity.	For-profit private institutions are established or acquired by individuals or shareholders under a Corporations Act with the intention of making a profit.
<b>Control through Funding</b>	Fifty percent (50%) or more of an institution's operating or capital funding is provided by government or a government body.	Forty-nine (49%) or less of an institution's operating or capital funding is provided by government or a government body.	Government funding is rarely involved except to purchase a service or to provide support to students.
<b>Control through Accountability</b>	The institution is accountable to government, usually annually, especially for funding.	The institution is accountable to a non-profit organization.	The institution is accountable to the owner(s).
<b>Operating Activities</b>	The institution does not operate for a profit.		The institution operates for a profit
	Borrowing requires government approval.	Borrowing does not require government approval.	
	It may be seen as providing programs as an agent of government or as implementing government policy by providing services for a collective benefit.	It provides programs for a collective benefit. Normally, a non-profit institution is legally constituted as non-profit organization or charity and is exempt from income tax.	The institution sells goods and/or services to the public; is legally constituted as a business; pays income tax; and remits operating surplus to owner or shareholders.

## Appendix 2

### Data elements that will be used to describe institutions

This is a summary of the data elements that are being collected. The Centre needs to be certain that these elements will meet the needs of various users. Readers' comments are welcome. For technical details and for the coding to be used for each element, contact the Postsecondary Section, Centre for Education Statistics.

Field Name	Field Description
Legal name of institution	The most recent legal name of this institution
Common name of institution	The name by which the institution is commonly known.
Address of institution	Institution's mailing address
Membership status	Membership in all national associations will be stored, where those organizations are willing to share their membership lists: Association of Universities and Colleges of Canada Association of Canadian Community Colleges National Association of Career Colleges Association of Canadian Bible Colleges Canadian Association of Private Language Schools Private English Language Schools Association
Institution type	A standard categorization of institutions will be derived by CES using other elements.
Sector	The public, not-for-profit or for-profit distinction will be derived by STC using other elements.
Relationship type	Describes how the institution is funded / reports to its parent institution
Province's operating support to the institution	Categorization of operating financial support provided by the province.
Province's capital support to the institution	Categorization of capital financial support provided by the province – that is, support to construct buildings etc.
Federal program status	Recognition of institution's status in specific federal departments, agencies, or programs, such as Canada Student Loans.
Legal basis of incorporation	Legal basis of incorporation
Provincial recognition of the institution's mandate	Provincial recognition of the institution's mandate (such as public university, public college with degree-granting status, public community college, private for-profit, private not-for-profit)
Degree-granting status	Provincial recognition of degree-granting status
Size	Institution's revenue and/or number of staff
Official language of institution	Official language of institution
NAICS code	North American Industrial Classification System code.
Program information	Program information would include the names of the programs offered, along with information about the qualifications offered.
Course information	As for program information

## Endnotes

- 1 The Centre for Education Statistics is referred to as “the Centre” or “CES” in this paper.
- 2 Statistics Canada differentiates between an *administrative data collection* and a *survey*, although in common usage the former is often referred to as a *survey* and that word is used throughout this paper. An *administrative data collection* involves asking an institution for a copy of specific data held in its administrative records.
- 3 Canadian Education Statistics Council, **Education Indicators in Canada, Report of the Pan-Canadian Education Indicators Program, 1999**. Appendix 2 of that report lists colleges and universities by province.
- 4 The Carnegie Foundation for the Advancement of Teaching. **The Carnegie Classification of Institutions of Higher Education**, 2000 edition, with a Foreword by Lee S. Shulman. Menlo Park, California: Carnegie Publications, The Carnegie Foundation for the Advancement of Teaching.
- 5 The Statistics Canada typology also defines a *Public – Government Business Enterprise* category that is not used to apply to postsecondary institutions. Statistics Canada’s Public Institutions Division (PID) uses government control as the key criterion for inclusion in the public sector. For a discussion of the way the public sector is defined at Statistics Canada, see **Guide to the Public Sector of Canada**, available from the Public Institutions Division, Statistics Canada.
- 6 **2001 Data Collection on Education Systems, Definitions, Explanations, and Instructions**, Paris: OECD, 2001. p. 49
- 7 Some of the ideas in this table have been adopted from an unpublished paper by Michael L. Skolnik: **The Relationship of the Community College to the University and Other Providers of Postsecondary and Adult Education in Canada**, prepared for Human Resources Development Canada, June, 2003. The views expressed in that paper are those of the author, not necessarily of HRDC.

# Culture, Tourism and the Centre for Education Statistics

## Research Papers

### Cumulative Index

Statistics Canada's **Division of Culture, Tourism and the Centre for Education Statistics** develops surveys, provides statistics and conducts research and analysis relevant to current issues in its three areas of responsibility.

The **Culture Statistics Program** creates and disseminates timely and comprehensive information on the culture sector in Canada. The program manages a dozen regular census surveys and databanks to produce data that support policy decision and program management requirements. Issues include the economic impact of culture, the consumption of culture goods and services, government, personal and corporate spending on culture, the culture labour market, and international trade of culture goods and services. Its analytical output appears in the flagship publication *Focus on Culture* ([www.statcan.ca/english/IPS/Data/87-004-XIE.htm](http://www.statcan.ca/english/IPS/Data/87-004-XIE.htm)) and in *Arts, culture and recreation – Research papers*.

The **Tourism Statistics Program** provides information on domestic and international tourism. The program covers the Canadian Travel Survey and the International Travel Survey. Together, these surveys shed light on the volume and characteristics of trips and travellers to, from and within Canada. Its analytical output appears in the flagship publication *Travel-log* ([www.statcan.ca/english/IPS/Data/87-003-XIE.htm](http://www.statcan.ca/english/IPS/Data/87-003-XIE.htm)) and in *Travel and tourism – Research papers*.

The **Centre for Education Statistics** develops and delivers a comprehensive program of pan-Canadian education statistics and analysis in order to support policy decisions and program management, and to ensure that accurate and relevant information concerning education is available to the Canadian public and to other educational stakeholders. The Centre conducts fifteen institutional and over ten household education surveys. Its analytical output appears in the flagship publication *Education quarterly review* ([www.statcan.ca/english/IPS/Data/81-003-XIE.htm](http://www.statcan.ca/english/IPS/Data/81-003-XIE.htm)), in various monographs and in *Education, skills and learning – Research papers* ([www.statcan.ca/english/IPS/Data/81-595-MIE.htm](http://www.statcan.ca/english/IPS/Data/81-595-MIE.htm)).

**Following is a cumulative index of Culture, Tourism and Education research papers published to date**

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**Arts, culture and recreation – Research papers**

*Forthcoming*

**Travel and tourism – Research papers**

*Forthcoming*

**Education, skills and learning – Research papers**

81-595-MIE2002001	Understanding the rural-urban reading gap
81-595-MIE2003002	Canadian education and training services abroad: the role of contracts funded by international financial institution
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