

# Missing Pieces II

**AN ALTERNATIVE GUIDE TO CANADIAN POST-SECONDARY EDUCATION**

## **Provincial Rankings: Where Do the Provinces Stand on Education?**

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# Provincial Rankings: Where Do the Provinces Stand on Education?

## Introduction

In November 1999, the Canadian Centre for Policy Alternatives (CCPA) released **Missing Pieces: An Alternative Guide to Canadian Post-Secondary Education. Missing Pieces (I)** was designed as the inaugural report in a series that would attempt to redefine the way in which conventional ranking systems determined the state of higher education across Canada. Instead of reinforcing competition between individual institutions, the CCPA report ranked the provinces on their commitment to higher education, based on the most recent Statistics Canada data and information from students, activists, educators and researchers.

In this manner, the inaugural volume of **Missing Pieces** attempted to expose the roots, as well as the results, of the restructuring agenda sweeping post-secondary education in Canada in the 1990s and into the 21<sup>st</sup> century. We intended to document the impacts of these changes on students, faculty and support staff, and on the quality of the education provided by the institutions.

**Missing Pieces** was not intended to be an exhaustive study: many issues were be-

yond the scope of that initial report—issues that also require thorough examination. Consequently, an additional goal of **Missing Pieces** was to determine the research that had yet to be done on higher education, in order to provide the Canadian public with a more accurate picture of colleges and universities, the impact of federal and provincial restructuring and funding, and the role of private sector involvement.

Discontent has grown over the inadequacies inherent in conventional ranking reports—concern with the limited subject areas, with the ideological direction, and with the way in which these reports have been used to vilify or promote institutions, based on a narrow set of criteria and an even narrower philosophical premise. Schools are forced to compete against one another, without taking into consideration the fiscal restraints under which they are required to operate.

Concerns have been raised that the competitive model in fact further reduces access and leads to a destructive remodelling of the post-secondary system as a whole. Equally dismaying is that the popular ranking really only gives voice to senior administrators of the universities, while the voices

of students, faculty and support staff are largely marginalized, reduced to a side-bar of “what’s hot and what’s not on campus”—from the drinking and sexual habits of students to faculty strikes and the alleged abuses of tenure.

As the editors of **Missing Pieces**, we argue that, without examining the forces behind post-secondary restructuring, governance and funding, as well as its impact on both our public institutions and the wider society, it is impossible to recognize the full nature of the changes taking place. Financially and structurally, post-secondary institutions have undergone a series of profound changes—changes that, arguably, have made these institutions less accessible, less accountable, and of lesser quality: in short, less democratic.

We therefore call for a renewed commitment to the basic principles of higher education in Canada—equity, accessibility, quality, and accountability to the public—and attempt to uncover how these principles have been altered or diminished by an increasing emphasis on “standards,” “corporate involvement,” “efficiency,” and “global competitiveness.” In short, we need to re-examine the role of public education in Canadian society, and how it serves to change as well as reflect the society in which we live.

We selected the title **Missing Pieces** for two reasons: first, we felt there was a need to look at what was missing from the public debate over the state of higher education in Canada; and secondly, we wanted to help document what is increasingly missing from higher education policy: the elements required to achieve and maintain a

high quality of education—for the institutions, for student life, and for faculty research and scholarship.

Too much of the public analysis of post-secondary education has taken the form of simplistic rankings, devoid of context. Such methods serve only to reinforce the rhetoric of restructuring—rewarding institutions that move away from public accessibility and towards market accountability—without examining the source of this rhetoric and its harmful influence.

We are committed to ensuring that higher education in Canada remain true to the Canadian Charter of Rights and Freedoms, and to the United Nations’ Declaration of Human Rights; education at all levels is a right, not a privilege. But experience, compassion, and a democratic commitment to social development and justice tells us that there are no rights without means. Public education at all levels depends on establishing and enforcing the means to attend those public institutions; otherwise, they serve merely to reinforce existing socioeconomic inequities.

With this second edition of **Missing Pieces**, we have maintained an emphasis on the four principles of higher education, but have attempted to provide a broader analysis. This has included: private universities and colleges; the role of international trade deals and student reaction to them; international response to the ranking trend; analysis of college restructuring across Canada; and an attempt to look at the restructuring of universities and colleges within the broader context of educating for citizenship.

In this time of globalization and the influence of the World Bank, the World Trade Organization, and the International Monetary Fund, Canadian education must be reviewed in an international context. The similarities of many of the restructuring initiatives taking place across international borders must also be examined in order to underscore the fact that many of the efforts undertaken to redefine and reform higher education are anything but innovative.

For example, the majority of Canadians mistakenly believe that the American higher education system is more expensive than Canada's, and do not realize that many of our international trading partners charge no tuition fees for higher education.

As one of the fundamental cornerstones of a society dedicated to justice and equality, public education is founded on four major themes: equity, accessibility, quality, and accountability to the public. We have shown, through use of the most recent publicly-available statistical data, the level of commitment by the various provincial governments to upholding these principles of public education in their institutions.

As in the inaugural issue, **Missing Pieces II** provides an overview of the state of post-secondary education in each province (we were also able to include some limited in-

formation about the territories this year). And readers will also note that our statistical analysis is even more thorough than in the previous year, and covers a wider range of issues. In cases where the available information was no more current than the previous year, we attempted to explore other aspects of post-secondary education restructuring in order to provide as well-rounded an analysis as possible.

For this reason, we encourage readers to take both issues of **Missing Pieces** into consideration when determining the state of higher education on Canadian campuses, since we have tried to build on, not duplicate, the research in these reports.

As we stated in the previous issue of **Missing Pieces**, we encourage readers to continue to contribute to this ongoing research. Many of the comments we have received over the past year have helped us shape and redefine the parameters of this report, as well as to explore other aspects of post-secondary restructuring across the country and internationally.

We thank the individual and organizational contributors for their dedication and expertise, and are looking forward to a continued broadening of the debate and discussion about the state of higher education in Canada.

# Rankings

As in the first edition of **Missing Pieces**, we ranked the provinces from one to 10, with one being the province with the highest level of commitment to post-secondary education, and 10 indicating the lowest level. However, conferring the top ranking to a province by no means implies that this government's record is perfect; its superiority is assessed only on a comparative basis.

The four principles were examined separately, using a variety of indicators: the results are provided in a series of tables indicating how each province ranks in the four principles, according to qualitative and quantitative data.

Finally, we ranked each province overall to determine the government with the highest level of commitment to post-secondary education. Unless otherwise indicated, all data used are the most recent available from Statistics Canada.

## Equity

Equity is defined as those mechanisms in place at a provincial level to ensure that all students, regardless of gender, place of origin, or socioeconomic status, can make optimal use of higher education in whichever location and discipline they choose—and that those opportunities are not only protected but also reinforced and thoroughly

integrated into every aspect of higher education. It also refers to dealing fairly and equally with all members of the post-secondary community—students as well as faculty, support staff and administration.

We have again chosen to rank the provinces according to their equitable treatment of international students, including as one indicator the number of international students as a percentage of the overall student population. Although the evidence of hosting international students in Canada is limited, it does suggest that both the monetary and non-monetary benefits outweigh the costs. Therefore, provinces are ranked poorly if they have a low international student participation rate.

Tuition fees for international students are on average double those charged to Canadian students, up to a high of \$14,000 a year for university undergraduate programs and \$10,000 for community college fees. High international student tuition fees constitute one of the main factors for the steady decline in the number of international students studying at both the college and university level since 1992. If the Atlantic provinces are to improve their ability to attract students from abroad, they must review their tuition fee policies, in addition to bettering the student services offered.

Women represented at least half of all students in community colleges by the early 1970s, and in universities by 1990. While the number of women enrolled in higher education has increased, a marked imbalance persists in the presence of women amongst the tenured faculty. Women at most represent only one-quarter to one-third of the faculty. Nonetheless, Saskatchewan improved its ranking from last to fifth place and both Newfoundland and Ontario dropped in their standings.

Post-secondary education does not exist independent of society—and of the socioeconomic context. We have included (new this year) the incidence of poor households whose head of the family has completed post-secondary education as a measure of a province’s commitment to providing post-secondary education to all people regardless of income. Quebec and Manitoba, having made higher education more financially accessible, lead the country in

the number of highly educated poor people. At the same time, though, it is very troubling that so many families are living in poverty not because they are uneducated, but because they are unemployed or underemployed.

We have provided provincial unemployment rates as an indication of the economic well-being of a province’s workforce and a reflection of the province’s ability to develop job creation programs. The Atlantic provinces continue to have high unemployment rates for all people—a problem that only political leadership and a commitment to job creation at both the federal and provincial levels can resolve.

It should be made clear at this point that we do not endorse the transformation of universities and colleges into job training centres, nor that funding for post-secondary education should be based on its perceived relevance to the market.

## Equity Rankings 2000-2001

Province	% of International Students (College 1995-1996)	% of International Students (University 1996-1997)	% of Women Faculty (1998)	% Poor Households with PSE (1997)	Unemployment rate (1999)	Equity Rank	Last Year's Equity Rank
NF	10	9	10	9	10	10	10
PEI	9	10	3	7	9	9	9
NS	7	3	1	4	7	3	2
NB	6	8	2	6	8	7	6
PQ	8	1	9	1	6	5	4
ON	2	7	8	8	1	6	4
MB	4	4	6	2	2	2	8
SK	5	7	5	10	4	8	7
AB	3	5	7	5	3	4	3
BC	1	2	4	3	5	1	1

## Accessibility, Affordability and Opportunity

We have defined accessibility (including affordability and opportunity) as the freedom to obtain and make use of a post-secondary education. The provinces are ranked on the financial measures in place to ensure that students are able to afford to attend the university or college of their choice, to complete their education, and have the opportunity to use that education upon graduation.

The accessibility ranking is determined largely by how the provinces have participated in eliminating—or at least mitigating—financial barriers to university and college. We have therefore provided information about college and university tuition, as well as the percentage change for both over the last 10 years.

Over the last decade, the average provincial tuition fees have increased from a low of only 46% in British Columbia to a high of 209% in Alberta for university fees, and from a low of 0% in Quebec to a high of 380% in New Brunswick for college fees. Correspondingly, students paid, in the fall

of 2000, \$1,900 in Quebec and up to \$4,400 in Nova Scotia for university, and from \$0 in Quebec to \$2,400 in New Brunswick for community college.

As federal and provincial funding has decreased, universities have made up the loss in revenue by increasing tuition fees. On a positive note, the national average for 2000-2001 university tuition fees rose only 3% over the fees charged last year, as some provinces—Newfoundland and Prince Edward Island—decided to freeze tuition fees, and Quebec and British Columbia have maintained their tuition fee freeze. Most notably, Manitoba actually **decreased** tuition fees.

The participation rate is the number of people enrolled full-time in post-secondary education, as compared to the entire Canadian population of 18-to-24-year-olds. It is a useful means of measuring the ability of young people to attend institutions of higher learning. Poor participation rates indicate that the province has done little to eliminate financial barriers (tuition fees, living costs, and foregone income), and/or promote the desirability of attending a university or college.

## Accessibility Rankings 2000-2001

Province	Avg. Undergrad University Tuition (2000-2001)	Avg. College Tuition (1999-2000)	% Change in University Tuition (90/91-99/00)	% Change in College Tuition (90/91-99/00)	Avg. % 18-24 Year Olds' Participation Rate (1998-1999)	Accessibility Rank	Last Year's Accessibility Rank
NF	4	4	9	9	4	7	5
PEI	6	8	3	4	8	5	8
NS	10	2	7	2	1	3	3
NB	7	10	2	10	2	8	7
PQ	1	1	5	1	7	1	1
ON	9	5	8	5	3	7	6
MB	3	3	4	6	6	3	4
SK	5	9	6	7	5	9	8
AB	8	6	10	8	9	10	10
BC	2	7	1	3	10	4	2

## Quality

We have defined quality as the degree of excellence of the entire educational experience. A high quality education depends on the provincial and federal governments' commitment to fostering a well-rounded educational experience and environment. In part, this includes: the quality of student life; the adequacy of university or college finances; the breadth of disciplines and modes of learning offered; and student access to tenured faculty.

The provinces are ranked on their funding of the post-secondary education system—not just in overall dollar amounts, but in the areas where they have chosen to spend the money. This is illustrated by several indicators: the amount per capita spent on post-secondary education (PSE), the provincial expenditure of PSE, in addition to the per capita university operating grants. These, in part, indicate the degree to which provincial governments fund higher education, as well as the physical infrastructure of educational institutions.

In large part, funding determines an institution's ability to accommodate students, faculty and support staff, to provide students with an education, and to allow universities and colleges to fulfill their mandate to carry out research, teaching, and community service.

The role of the faculty is also significant; it is for this reason that we have included information on the percentage change in the number of faculty on campus, as well as the student/faculty ratio from province to province. The latter is an important indicator of education quality, since one of the surest measures of success is determined by face-to-face student/faculty contact. One cannot distinguish the working environment for faculty from the learning environment offered to students, as they are one and the same.

At the university level, Newfoundland, Manitoba and Ontario are strikingly negligent in their hiring and promotion of tenured faculty. Over the six years between 1992 and 1998, all three provinces have reduced their full-time tenured faculty by 19%, 17% and 12%, respectively. Only Prince Edward Island actually increased its number of faculty.

In the college sector, the pattern of understaffing is even more prominent. Saskatchewan reduced its teaching staff by 57%, Nova Scotia by 42%, and Newfoundland by 40%, while Quebec and British Columbia were the only provinces to increase their faculty, by 7% and 25%, respectively. The student/faculty ratio is available only for the universities, and it varies from a low of 14 students per faculty member in Prince Edward Island to a high of 20 students in both Ontario and Alberta.

### Quality Rankings 2000-2001

Province	% University Faculty Change (92/93 - 98/99)	% College Faculty Change (92/93 - 96/97)	Change in Prov. Expenditure on PSE (99/00)	Avg. Student / Faculty Ratio (1996-1999)	Per Capita University Operating Grants (1999-2000)	Quality Rank	Last Year Quality Rank
NF	10	8	7	2	1	6	8
PEI	1	6	10	1	7	5	8
NS	5	9	9	4	4	8	5
NB	3	1	4	5	2	1	3
PQ	7	3	1	8	5	3	1
ON	8	5	8	10	10	10	10
MB	9	4	6	3	3	5	7
SK	6	10	5	7	6	9	4
AB	4	7	2	10	8	8	6
BC	2	2	3	6	9	2	1



## Public Accountability

Accountability is defined as the degree to which provincial governments ensure that universities and colleges are in fact accountable to the public, and not to corporations or individual sponsors or clients. In addition, it means that universities and colleges, and their functions of teaching, research and community service remain in the public domain and are not privatized. This is determined largely by the amount of public funding dedicated to post-secondary education budgets, as compared to funding from private donations or student fees, which download the cost of education to individuals.

Unfortunately, tuition fees as a percentage of total university revenue is more than double the proportion it was a decade ago. We have ranked provinces poorly if they rely strongly on private donations or student fees, because universities and colleges are public institutions and should be funded from the provincial (and therefore federal) budget. The governments of Nova Scotia and Ontario have decidedly removed themselves as the major funder of higher education, since their public contributions remain below 50% and their university and college dependence on tuition fees ranks as the highest among the provinces.

We have also attempted to provide some indication of provincial governments' responsiveness to public concern about the

increasing inaccessibility of higher education. This has been accomplished by awarding provinces with points in the following areas: 1) if the province has frozen tuition fees; 2) if the province has decreased tuition fees; 3) if the province is using the federal grants (the Canadian Millennium Scholarship Fund) to increase student needs-based grants; and 4) if the province has an existing grants system. Merit-based scholarships (or grants) are not needs-based grants, which are given out solely on the basis of individual financial need.

The Canadian Millennium Scholarship Fund has been extremely ineffective in lowering student debt. Some provinces, such as Ontario and Nova Scotia, have almost treated the Fund as just another transfer payment, whereas the other provinces have at least used it to increase their provincial grants program. Quebec is one province which, by no means perfect, has shown consistently high levels of provincial funding for education. It has chosen not to sign the Canadian Millennium Scholarship Fund agreement, so we have rewarded Quebec for its decision to refuse to participate in a flawed system.

Because British Columbia's funding includes monies for both public and private institutions, and because Ontario has also opened the door to private for-profit colleges, additional research must be done to judge these private institutions in terms of their accountability.

## Public Accountability Rankings 2000-2001

Province	% of PSE funding from Gov't (1998-1999)	% of PSE funding from Student Fees (1998-1999)	% of PSE funding from Private Sources (1998-1999)	Needs Based Point System	Accountability Rank	Last Year's Accountability Rank
NF	2	6	1	8	3	7
PEI	3	7	2	6	5	4
NS	10	10	3	10	9	9
NB	8	8	5	6	8	3
PQ	1	1	8	6	2	1
ON	9	9	10	10	10	10
MB	4	4	9	1	5	6
SK	5	2	6	6	6	8
AB	7	5	7	8	8	5
BC	6	3	4	1	1	2

## Overall Ranking

The first edition of **Missing Pieces** (1999) ranked the provinces on their commitment to Equity, Quality, Accessibility, and Accountability in higher education. **Missing Pieces II** builds on this original framework. The definitions of the four measures have been refined, and new indicators have been used in addition to those used last year, thanks to the involvement of readers who have provided some much-needed feedback and excellent critique.

Yet, while the process has been enlightening, the final tabulations paint a disturbing picture of provincial neglect. The government of Ontario remains in last place in its commitment to post-secondary education. This is largely due to its poor performance in both its accountability to the people of Ontario and its lack of dedication to quality with grossly inadequate funding. While the institutions struggle to remain first-class sites of teaching and research, few teachers (and even fewer women teachers) have been hired, tuition fees remain high, and a high poverty rate persists among students and the wider population.

Saskatchewan slipped from seventh place last year to second-last this year, due in part to the lack of hiring of teachers for

the community colleges and the high fees charged to college students. Both New Brunswick and Alberta fell three spots, largely due to the decrease in their commitment to accountability, whereas Newfoundland and Prince Edward Island rose by two points due to their increased commitment to quality. Nova Scotia's overall rank remains relatively consistent but its decreased commitment to quality—specifically decreased expenditures on PSE per-capita—is significant.

While British Columbia and Quebec retain their first and second place positions (both have maintained tuition fee freezes and relatively high levels of public accountability), Manitoba has bettered its standings by three positions by taking the extraordinary step of reducing tuition fees and increasing its commitment to equity by working towards low unemployment and poverty rates.

**Missing Pieces** is not and was not ever intended to be used as a rewards system; provinces receiving high rankings do so only on a comparative basis. We do, however, hope that these rankings are used wisely by all stakeholders to review and address the state of higher education in Canada, and the extent to which it is—or is not—continuing to fulfill its mandate.

## Overall Rankings 2000-2001

Province	Equity Rank	Quality Rank	Accessibility Rank	Accountability Rank	Overall Rank	Last Year's Overall Rank
NF	10	6	7	3	<b>7</b>	9
PEI	9	5	5	5	<b>6</b>	8
NS	3	8	3	9	<b>4</b>	3
NB	7	1	8	8	<b>6</b>	3
PQ	5	3	1	2	<b>2</b>	2
ON	6	10	7	10	<b>10</b>	10
MB	2	5	3	5	<b>3</b>	6
SK	8	9	9	6	<b>9</b>	7
AB	4	8	10	8	<b>8</b>	5
BC	1	2	4	1	<b>1</b>	1

# **Appendix**

# Equity

## % of International College Students

Province	% of Students who are non-Canadian (1995-1996)	Rank	Last Year's Rank
NF	0.2	10	9
PEI	0.5	9	10
NS	0.7	7	4
NB	0.8	6	8
PQ	0.6	8	3
ON	4.9	2	5
MB	2.7	4	2
SK	1.6	5	7
AB	3.7	3	5
BC	14.7	1	1

## % of International University Students

Province	% of Students who are non-Canadian (1996-1997)	Rank	Last Year's Rank
NF	2.7	9	9
PEI	0.04	10	10
NS	5.3	3	4
NB	3.4	8	8
PQ	8.8	1	3
ON	4.0	7	5
MB	5.1	4	2
SK	4.0	7	7
AB	4.4	5	5
BC	7.8	2	1

## % of Women Faculty

Province	% of Women Faculty 1998	Rank	Last Year's Rank
NF	25.1	10	5
PEI	30.7	3	2
NS	34.4	1	1
NB	32.9	2	3
PQ	25.3	9	8
ON	26.0	8	4
MB	27.3	6	8
SK	29.7	5	10
AB	27.0	7	7
BC	29.8	4	6

## % of Poor Households with Completed PSE

Province	% Poor Households with Completed PSE (1997)	Rank	Last Year's Rank
NF	12.8	9	n/a
PEI	13.6	7	n/a
NS	16.1	4	n/a
NB	14.1	6	n/a
PQ	18.1	1	n/a
ON	13.3	8	n/a
MB	18.0	2	n/a
SK	12.7	10	n/a
AB	15.1	5	n/a
BC	16.7	3	n/a

## Unemployment Rate (% 1999)

Province	Unemployment Rate	Rank	Last Year's Rank
NF	16.9	10	n/a
PEI	14.4	9	n/a
NS	9.6	7	n/a
NB	10.2	8	n/a
PQ	9.3	6	n/a
ON	5.3	1	n/a
MB	5.6	2	n/a
SK	6.1	4	n/a
AB	5.7	3	n/a
BC	8.3	5	n/a

# Quality

## % University Faculty Change

Province	Percentage Faculty Change - Univ 1992/93-1998/99	Rank	Last Year's Rank
NF	-18.6	10	10
PEI	0.6	1	1
NS	-7.2	5	5
NB	-5.2	3	4
PQ	-9.8	7	3
ON	-11.7	8	7
MB	-15.9	9	8
SK	-7.9	6	6
AB	-7.0	4	9
BC	-1.6	2	2

## % College Faculty Change

Province	Percentage Faculty Change - College 1992/93 - 1996/97	Rank	Last Year's Rank
NF	-39.9	8	10
PEI	-31.7	6	1
NS	-42.3	9	5
NB	37.2	1	4
PQ	7.1	3	3
ON	-24.1	5	7
MB	-3.9	4	8
SK	-57.3	10	6
AB	-33.9	7	9
BC	25.4	2	2

## Provincial Expenditure on PSE Per Capita

Province	Provincial Expenditure on PSE \$ per Capita (1999-2000)	Rank	Last Year's Rank
NF	\$314	7	7
PEI	\$269	10	10
NS	\$277	9	5
NB	\$329	4	3
PQ	\$418	1	1
ON	\$286	8	9
MB	\$316	6	8
SK	\$320	5	6
AB	\$349	2	4
BC	\$347	3	2

## Per Capita University Operating Grants

Province	University Operating Grants - \$ per Capita (1999-2000)	Rank	Last Year's Rank
NF	\$220.63	1	n/a
PEI	\$169.77	7	n/a
NS	\$200.84	4	n/a
NB	\$203.52	2	n/a
PQ	\$198.69	5	n/a
ON	\$138.72	10	n/a
MB	\$201.57	3	n/a
SK	\$179.78	6	n/a
AB	\$166.25	8	n/a
BC	\$165.91	9	n/a

## Student/Faculty Ratio

Province	Avg. Number of Students per Faculty Member 1996-1999	Trend	Rank	Last Year's Rank
NF	16.1	Increasing	2	1
PEI	13.9	Increasing	1	5
NS	16.5	Increasing	4	7
NB	17.1	Decreasing	5	1
PQ	19.3	Increasing	8	7
ON	20.0	No Change	10	10
MB	16.2	Increasing	3	1
SK	18.6	Increasing	7	1
AB	20.0	Increasing	10	9
BC	18.4	Increasing	6	5

# Accessibility, Affordability, Opportunity

## Average Undergrad. University Tuition

Province	Avg. Undergrad Tuition Cost (2000-2001)	Rank	Last Year's Rank
NF	\$3,300	4	5
PEI	\$3,480	6	7
NS	\$4,408	10	10
NB	\$3,519	7	6
PQ	\$1,898	1	1
ON	\$3,971	9	9
MB	\$2,873	3	3
SK	\$3,304	5	4
AB	\$3,841	8	8
BC	\$2,520	2	2

## Average College Tuition

Province	Avg. College Tuition Cost (1999-2000)	Rank	Last Year's Rank
NF	\$1,452	4	2
PEI	\$2,000	8	10
NS	\$1,200	2	3
NB	\$2,400	10	8
PQ	FREE	1	1
ON	\$1,684	5	5
MB	\$1,432	3	4
SK	\$2,005	9	9
AB	\$1,689	6	7
BC	\$1,750	7	6

## % Change in University Tuition

Province	% Change in Undergrad University Tuition (90/91-99/00)	Rank	Last Year's Rank
NF	145.5	9	8
PEI	89.1	3	3
NS	126.9	7	6
NB	85.4	2	2
PQ	110.4	5	9
ON	140.2	8	7
MB	103.0	4	4
SK	116.6	6	4
AB	208.8	10	10
BC	45.9	1	1

## % Change in College Tuition

Province	% Change in College Tuition (90/91-99/00)	Rank	Last Year's Rank
NF	200.0	9	7
PEI	79.0	4	4
NS	57.0	2	2
NB	380.0	10	10
PQ	n/a	1	1
ON	128.0	5	5
MB	137.0	6	6
SK	178.0	7	8
AB	195.0	8	9
BC	65.0	3	3

## 18-24 Year Old Participation Rate

Province	18-24 Year Olds, Participation Rate %	Rank	Last Year's Rank
NF	19.4	4	6
PEI	15.4	8	8
NS	29.3	1	2
NB	22.3	2	4
PQ	16.4	7	1
ON	19.5	3	3
MB	18.7	6	10
SK	19.1	5	7
AB	15.3	9	5
BC	13.2	10	9

# Accountability

## % of Total PSE Budget Received from Gov't Funding

Province	% of Total PSE Budget Received from Gov't Funding (1998-1999)	Rank	Last Year's Rank
NF	63.0	2	2
PEI	62.7	3	3
NS	46.6	10	10
NB	52.6	8	7
PQ	67.7	1	1
ON	47.2	9	9
MB	61.4	4	4
SK	56.9	5	6
AB	55.5	7	8
BC	56.1	6	5

## % of Total PSE Budget Received from Student Fees

Province	% of Total PSE Budget Received from Student Fees (1998-1999)	Rank	Last Year's Rank
NF	21.6	6	n/a
PEI	21.9	7	n/a
NS	28.5	10	n/a
NB	22.6	8	n/a
PQ	13.1	1	n/a
ON	25.3	9	n/a
MB	18.2	4	n/a
SK	16.8	2	n/a
AB	19.7	5	n/a
BC	17.1	3	n/a

## % of Total PSE Budget Received from Private Sources

Province	% of Total PSE Budget Received from Private Sources (1998-1999)	Rank	Last Year's Rank
NF	3.7	1	2
PEI	3.8	2	1
NS	5.6	3	3
NB	6.4	5	4
PQ	9.8	8	7
ON	12.2	10	10
MB	9.9	9	8
SK	7.5	6	6
AB	9.2	7	9
BC	6.2	4	5

## Needs-Based Point System

Province	Points Total	Rank	Last Year's Rank
NF	2	8	n/a
PEI	3	6	n/a
NS	0	10	n/a
NB	3	6	n/a
PQ	3	6	n/a
ON	0	10	n/a
MB	4	1	n/a
SK	3	6	n/a
AB	2	8	n/a
BC	4	1	n/a

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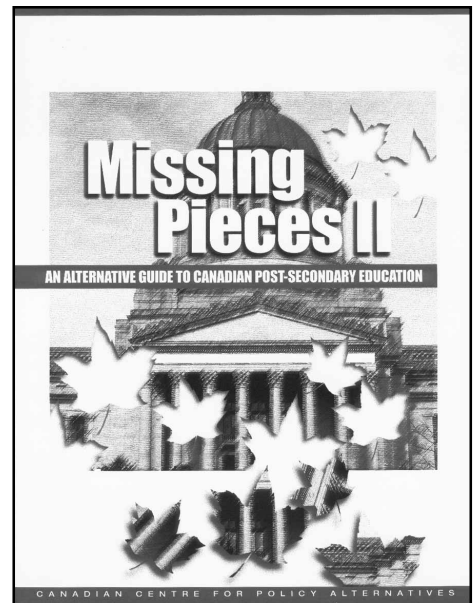
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