



# The Daily

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## Releases

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### University enrolment

2004/2005

Enrolment in Canadian universities surpassed the one-million mark for the first time during the academic year 2004/2005, in the wake of Ontario's double cohort, rising numbers of foreign students and growing numbers of young adults.

In total, there were 1.01 million registrations in universities, the seventh consecutive year in which enrolment hit a record high. However, this was up only 2.1% from the previous academic year, the lowest growth rate this decade.

Most of the growth in 2004/2005 was fuelled by students aged 18 to 24, whose numbers increased 2.9% to just over 654,000. They accounted for 64% of total enrolment, up from 59% a decade earlier.

University enrolment was on the decline throughout the mid-1990s, but started to pickup late in the decade. This was largely due to higher numbers of students aged 18 to 24, whose rate of growth outpaced total enrolment.

Between 1998/1999 and 2004/2005, these young adults accounted for three-quarters of the growth in total enrolment, likely the result of the echo-boom generation, that is, children born between 1980 and 1995.

As well, a record 75,200 students from other countries enrolled in programs at Canadian universities in 2004/2005, up 7.3% from the previous year. International students represented 7.4% of the total registrations.

Half of foreign students were from Asia, and China accounted for 46.4% of these Asian students.

Also, the impact of Ontario's double cohort carried over from the 2003/2004 academic year, when it had a substantial impact on enrolment. Registrations at that time jumped 6.4%, the strongest increase in 28 years.

In 2002/2003, two cohorts of students graduated from Ontario secondary schools at the same time because of the elimination of Grade 13 Ontario Academic Courses from the Ontario curriculum.

#### **Women continue to outnumber men, especially as undergrads**

Women still vastly outnumbered men in Canadian universities in 2004/2005, even though their enrolment increased at a slightly slower pace.

A total of 585,200 women were registered, up 2.0% from the previous academic year, while 429,000 men were enrolled, a 2.3% increase. Women students

#### **Note to readers**

University enrolment data for 2004/2005 are obtained using information from the Enhanced Student Information System (ESIS) and the University Student Information System (USIS).

Data on the fields of study are coded according to the new Classification of Instructional Programs (CIP). Before ESIS was implemented, the USIS classification for the coding of university level fields of study was used. USIS-to-CIP and CIP-to-USIS conversion tables are available upon request.

Data on program levels, immigration status and country of citizenship were coded using the new ESIS classifications. Conversion tables are also available for these variables.

For the purposes of this release, a foreign student is defined as a non-Canadian student who does not have "permanent resident" status and has had to obtain the authorization of the Canadian government to enter Canada with the intention of pursuing an education.

Historical data on enrolments starting with 1992/1993 were converted using ESIS variable definitions and code sets, so as to maintain the historical continuity of the statistical series.

For Quebec and most of the Alberta institutions, the CIP codes assigned to programs are subject to review.

The data are subject to revision.

accounted for 58% of all registrations, compared with 56% in 1994/1995 and 51% in 1984/1985.

Total undergraduate enrolment hit 785,800, up 2.0% from the previous academic year, and a 19.4% increase from 1994/1995.

Undergraduate enrolment among men edged up 2.4% in 2004/2005, while the corresponding rise among women was 1.7%. Women accounted for nearly 59% of the total.

Some 92,100 students were enrolled in a master's program in 2004/2005, up 3.1% from the previous year and almost 33% higher than a decade earlier. Women accounted for about 53% of enrolment, a proportion that has remained relatively stable during the last decade.

At the doctorate level, enrolment climbed 7.9% to 34,500 in 2004/2005. This was the biggest increase compared to enrolment for all other degree programs, including the bachelor's and master's programs.

Men still outnumber women in doctorate programs, but their proportion has been declining because their growth rate in registrations has been slower. In 2004/2005, men accounted for 54% of doctorate registrations, compared with 61% in 1994/1995.

#### **Full-time university enrolment hits record high**

Full-time university enrolment increased 2.6% to a record high 757,000 in 2004/2005.

The number of full-time registrations rose in six provinces in the 2004/2005, with the biggest gains in Ontario, at 5.4%, and Manitoba at 4.3%. Other provinces registering growth in full-time enrolment were Newfoundland and Labrador, Prince Edward Island, Quebec and Alberta.

The provinces showing the largest declines in full-time registration were Saskatchewan, where full-time enrolment fell 6.4% and New Brunswick, where it dropped 3.3%.

Part-time university enrolment increased 0.9% to 257,500. The largest gains were in British Columbia (+14.1%) and Alberta (+6.2%).

Part-time enrolment fell in three provinces, most significantly in Nova Scotia (-5.9%). Ontario and Saskatchewan had declines of less than 2.0%.

### **Foreign students accounted for one-quarter of growth in enrolment**

The increase of about 5,100 foreign registrations at Canadian universities in 2004/2005 represented about one-quarter of the growth in total university enrolment.

Foreign students accounted for just over 7.4% of total enrolment in 2004/2005, nearly double the proportion a decade earlier.

Several factors might explain this growth. These include strong economic growth in leading Asian countries, such as China; new university marketing strategies to counter competition from institutions in other countries; changes in immigration policies; and provincial agreements with other countries to attract foreign students.

Provincially, Ontario, British Columbia and Quebec attracted about 75% of international students. Ontario gained 2,700 international students from 2003/2004, and British Columbia 1,400, the largest increases, while Quebec remained unchanged.

Asian students accounted for the majority of the total increase in foreign students enrolled at Canadian universities. University registrants from China rose 60% to a record high 17,600.

Canadian universities also continued to register significant numbers of students from India, South Korea, Japan, and Hong Kong. The number of students from all these countries increased in 2004/2005.

Overall, some 17.0% of foreign students came from Europe and 18.5% from the Americas and the Caribbean. About one-half of the European students enrolled in Canada were from France. The United States held a majority of the students enrolled from the Americas with 56%.

The proportion of female foreign students is slowly increasing. In 2004/2005, 45% of international students

were female, while a decade ago this proportion was 40%.

Among foreign students, enrolments increased in every field of study, in particular in social and behavioral sciences, and law; and in business, management and public administration.

### **Majority of new enrolment from social and behavioral sciences, and law**

Nearly 18% of all enrolments in Canadian universities in 2004/2005 were in social and behavioural sciences, and law, the highest proportion for any field of study. This proportion has been rising since 2002.

A record 178,100 students were registered in this field, up 13,300 from the previous academic year, which was the highest increase for any field.

Enrolment in social and behavioral sciences, and law surpassed business, management and public administration, for the second time since 2002. Business, management and public administration accounted for 162,900 enrolments, rising by 2,400 from 2003/2004.

The three largest fields of study (social and behavioral sciences and law; business, management and public administration; and the humanities) continued to account for 48% of total enrolment.

Student counts in health, parks, recreation and fitness increased by 6,100, while physical and life sciences and technologies gained an additional 4,700.

Enrolments fell in three fields: education; mathematics, computer and information; and humanities. Education decreased the most with a 4,200 drop.

In the mathematics, computer and information field, the drop reflected the continued decline in enrolment in computer and information courses from the peak in 2001/2002. Between 2001/2002 and 2004/2005, overall enrolment in this field dropped by 22.8%

**Available on CANSIM: table 477-0013.**

**Definitions, data sources and methods: survey number 5017.**

Data tables are also available in the *Summary tables* module of our website.

For general information or to order data, contact Client Services (toll-free 1-800-307-3382; 613-951-7608; fax: 613-951-9040; [educationstats@statcan.ca](mailto:educationstats@statcan.ca)), Culture, Tourism and the Centre for Education Statistics Division.

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**University enrolment by registration status**

	1999/2000 <sup>r</sup>	2002/2003 <sup>r</sup>	2003/2004 <sup>r</sup>	2004/2005	1999/2000 to 2004/2005 % change	actual change
<b>Total<sup>1</sup></b>	<b>847,500</b>	<b>933,900</b>	<b>993,200</b>	<b>1,014,500</b>	<b>19.7</b>	<b>167,000</b>
Male	363,800	397,200	419,500	429,000	17.9	65,200
Female	483,600	536,600	573,500	585,200	21.0	101,600
<b>Full-time<sup>1</sup></b>	<b>592,700</b>	<b>675,500</b>	<b>738,000</b>	<b>757,000</b>	<b>27.7</b>	<b>164,300</b>
Male	262,600	294,200	319,300	327,700	24.8	65,100
Female	330,100	381,300	418,600	429,200	30.0	99,100
<b>Part-time<sup>1</sup></b>	<b>254,800</b>	<b>258,400</b>	<b>255,300</b>	<b>257,500</b>	<b>1.1</b>	<b>2,700</b>
Male	101,200	103,000	100,200	101,300	0.1	100
Female	153,500	155,400	154,900	156,100	1.7	2,600
<b>Undergraduate level<sup>1</sup></b>	<b>650,400</b>	<b>719,100</b>	<b>770,400</b>	<b>785,800</b>	<b>20.8</b>	<b>135,400</b>
<b>Full-time<sup>1</sup></b>	<b>495,100</b>	<b>563,600</b>	<b>617,500</b>	<b>632,000</b>	<b>27.7</b>	<b>136,900</b>
Male	213,600	238,300	258,900	265,600	24.3	52,000
Female	281,500	325,200	358,500	366,300	30.1	84,800
<b>Part-time<sup>1</sup></b>	<b>155,300</b>	<b>155,500</b>	<b>152,900</b>	<b>153,800</b>	<b>-1.0</b>	<b>-1,500</b>
Male	60,300	60,800	58,800	59,800	-0.8	-500
Female	94,900	94,700	94,100	94,000	-0.9	-900
<b>Graduate<sup>1</sup></b>	<b>116,300</b>	<b>135,000</b>	<b>142,600</b>	<b>148,800</b>	<b>27.9</b>	<b>32,500</b>
<b>Full-time<sup>1</sup></b>	<b>80,200</b>	<b>92,600</b>	<b>101,100</b>	<b>105,600</b>	<b>31.7</b>	<b>25,400</b>
Male	41,100	47,300	51,800	53,400	29.9	12,300
Female	39,200	45,300	49,300	52,200	33.2	13,000
<b>Part-time<sup>1</sup></b>	<b>36,100</b>	<b>42,400</b>	<b>41,500</b>	<b>43,100</b>	<b>19.4</b>	<b>7,000</b>
Male	16,600	19,300	18,600	19,100	15.1	2,500
Female	19,500	23,100	22,900	24,100	23.6	4,600

<sup>r</sup> revised

1. Enrolment figures may not add up due to the exclusion of the unknown sex category, the other program level category or because of the rounding to the nearest 100.

University enrolment by field of study and sex

	1999/2000 <sup>r</sup>	2003/2004 <sup>r</sup>	2004/2005	1999/2000 to 2004/2005 % change	2003/2004 to 2004/2005
<b>Total<sup>1</sup></b>	<b>847,500</b>	<b>993,200</b>	<b>1,014,500</b>	<b>19.7</b>	<b>2.1</b>
Male	363,800	419,500	429,000	17.9	2.3
Female	483,600	573,500	585,200	21.0	2.0
<b>Personal improvement and leisure<sup>1</sup></b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>...</b>	<b>-100.0</b>
Male	0	0	0	...	...
Female	0	0	0	...	...
<b>Education<sup>1</sup></b>	<b>66,300</b>	<b>76,800</b>	<b>72,600</b>	<b>9.5</b>	<b>-5.5</b>
Male	16,800	18,600	17,400	3.6	-6.5
Female	49,400	58,200	55,100	11.5	-5.3
<b>Visual and performing arts, and communications technologies<sup>1</sup></b>	<b>25,400</b>	<b>34,000</b>	<b>35,500</b>	<b>39.8</b>	<b>4.4</b>
Male	8,700	11,500	12,000	37.9	4.3
Female	16,800	22,400	23,500	39.9	4.9
<b>Humanities<sup>1</sup></b>	<b>119,400</b>	<b>147,900</b>	<b>145,100</b>	<b>21.5</b>	<b>-1.9</b>
Male	45,100	54,500	54,900	21.7	0.7
Female	74,300	93,400	90,300	21.5	-3.3
<b>Social and behavioural sciences, and law<sup>1</sup></b>	<b>132,500</b>	<b>164,800</b>	<b>178,100</b>	<b>34.4</b>	<b>8.1</b>
Male	47,600	56,900	61,300	28.8	7.7
Female	84,900	107,900	116,900	37.7	8.3
<b>Business, management and public administration<sup>1</sup></b>	<b>134,400</b>	<b>160,500</b>	<b>162,900</b>	<b>21.2</b>	<b>1.5</b>
Male	60,300	73,400	75,500	25.2	2.9
Female	74,100	87,200	87,300	17.8	0.1
<b>Physical and life sciences, and technologies<sup>1</sup></b>	<b>79,300</b>	<b>91,700</b>	<b>96,400</b>	<b>21.6</b>	<b>5.1</b>
Male	36,700	40,700	42,700	16.3	4.9
Female	42,600	51,000	53,700	26.1	5.3
<b>Mathematics, computer and information sciences<sup>1</sup></b>	<b>41,600</b>	<b>44,200</b>	<b>40,900</b>	<b>-1.7</b>	<b>-7.5</b>
Male	29,400	32,300	29,900	1.7	-7.4
Female	12,100	11,900	11,000	-9.1	-7.6
<b>Architecture, engineering and related technologies<sup>1</sup></b>	<b>67,400</b>	<b>85,800</b>	<b>86,500</b>	<b>28.3</b>	<b>0.8</b>
Male	52,000	66,500	67,300	29.4	1.2
Female	15,400	19,200	19,100	24.0	-0.5
<b>Agriculture, natural resources and conservation<sup>1</sup></b>	<b>16,400</b>	<b>14,600</b>	<b>14,600</b>	<b>-11.0</b>	<b>0.0</b>
Male	8,100	6,600	6,600	-18.5	0.0
Female	8,300	8,000	8,100	-2.4	1.3
<b>Health, parks, recreation and fitness<sup>1</sup></b>	<b>74,800</b>	<b>91,900</b>	<b>98,000</b>	<b>31.0</b>	<b>6.6</b>
Male	24,200	26,200	27,900	15.3	6.5
Female	50,700	65,700	70,000	38.1	6.5
<b>Personal, protective and transportation services</b>	<b>400</b>	<b>1,300</b>	<b>1,700</b>	<b>325.0</b>	<b>30.8</b>
Male	300	800	1,000	233.3	25.0
Female	100	500	700	600.0	40.0
<b>Other<sup>1</sup></b>	<b>89,700</b>	<b>79,600</b>	<b>82,200</b>	<b>-8.4</b>	<b>3.3</b>
Male	34,700	31,400	32,500	-6.3	3.5
Female	54,900	48,200	49,700	-9.5	3.1

<sup>r</sup> revised

... not applicable

1. Enrolment figures may not add up due to the exclusion of the unknown sex category and rounding to the nearest 100.

## University enrolment by province

	1999/2000 <sup>r</sup>	2003/2004 <sup>r</sup>	2004/2005	1999/2000 to 2004/2005 % change	2003/2004 to 2004/2005
<b>Canada<sup>1</sup></b>	<b>847,500</b>	<b>993,200</b>	<b>1,014,500</b>	<b>19.7</b>	<b>2.1</b>
Newfoundland and Labrador	16,300	17,600	18,000	10.4	2.3
Prince Edward Island	3,100	3,900	4,000	29.0	2.6
Nova Scotia	37,600	44,800	43,500	15.7	-2.9
New Brunswick	22,400	25,600	24,900	11.2	-2.7
Quebec	237,900	260,100	263,400	10.7	1.3
Ontario	312,300	397,800	413,400	32.4	3.9
Manitoba	30,700	38,000	39,300	28.0	3.4
Saskatchewan	31,500	34,600	32,800	4.1	-5.2
Alberta	81,600	86,100	88,100	8.0	2.3
British Columbia	74,300	85,000	87,000	17.1	2.4
<b>Full-time student</b>					
<b>Canada</b>	<b>592,700</b>	<b>738,000</b>	<b>757,000</b>	<b>27.7</b>	<b>2.6</b>
Newfoundland and Labrador	13,500	14,400	14,900	10.4	3.5
Prince Edward Island	2,600	3,300	3,400	30.8	3.0
Nova Scotia	30,000	36,200	35,600	18.7	-1.7
New Brunswick	18,200	21,100	20,400	12.1	-3.3
Quebec	137,700	161,800	164,900	19.8	1.9
Ontario	237,200	316,100	333,200	40.5	5.4
Manitoba	20,900	27,800	29,000	38.8	4.3
Saskatchewan	23,900	26,500	24,800	3.8	-6.4
Alberta	55,500	65,000	65,700	18.4	1.1
British Columbia	53,100	65,800	65,100	22.6	-1.1
<b>Part-time student</b>					
<b>Canada</b>	<b>254,800</b>	<b>255,300</b>	<b>257,500</b>	<b>1.1</b>	<b>0.9</b>
Newfoundland and Labrador	2,800	3,100	3,200	14.3	3.2
Prince Edward Island	500	600	600	20.0	0.0
Nova Scotia	7,600	8,500	8,000	5.3	-5.9
New Brunswick	4,100	4,400	4,500	9.8	2.3
Quebec	100,100	98,300	98,500	-1.6	0.2
Ontario	75,100	81,700	80,200	6.8	-1.8
Manitoba	9,800	10,200	10,300	5.1	1.0
Saskatchewan	7,500	8,100	8,000	6.7	-1.2
Alberta	26,000	21,100	22,400	-13.8	6.2
British Columbia	21,200	19,200	21,900	3.3	14.1

<sup>r</sup> revised

1. Enrolment figures may not add up due to rounding to the nearest 100.



## Study: How workers perceive their daily commute to work

2005

The daily commute to work for most workers is at best a necessary evil, at worst a daily nightmare, right? Not necessarily, according to a new study.

The study, published today in *Canadian Social Trends*, used data from the 2005 General Social Survey on time use to determine whether commuting is, in fact, an unpleasant experience, and to identify the factors that might make it pleasant.

It found that the proportion of workers who reported that they liked their commute to and from work (38%) was actually higher than the percentage who were negative about it (30%).

One out of every six workers, about 16%, even said they liked commuting a great deal. About 3% of all workers said the time they spent commuting was their favourite activity of the day. For many, the time they spent commuting was one of the few times in the day they had to themselves.

Commuting was not the most unpleasant activity for many people. A higher proportion of workers said they disliked any number of activities, such as cleaning the house and doing grocery shopping, more than they do commuting.

The study also found that workers who get to work by public transit are more likely to dislike their commute than those who commute by car.

In addition, the more you like your job, the more likely you will enjoy your daily commute and be willing to put up with the frustrations. This correlation was one of the strongest found by the study.

The workers who are really most likely to enjoy commuting are those who bicycle to work, the study found.

In 2005, 19% of workers who rode their bicycles to work reported that their commute was the most pleasant activity of their day. This was true of just 2% of workers who drove to work. However, 2001 Census data showed that only about 1% of commuters rode a bicycle to work, whereas 81% used a car, truck or van.

### Commuting time and place of residence both factors in level of enjoyment

The two major factors associated with the level of enjoyment of commuting were commuting time and place of residence, according to the study.

For example, workers who took 120 minutes or more for their round trip were only half as likely to enjoy their commute as those who took less than 30 minutes.

Workers who lived in larger cities were less likely to enjoy commuting than workers who resided in smaller

#### Note to readers

*This report is based on data from Cycle 19 of the General Social Survey conducted in 2005.*

*Nearly 20,000 individuals aged 15 and over were asked to report in a daily journal details on the time they participated in various activities on a given day. The survey covered 10 provinces.*

*The people selected for inclusion in this study were all those who traveled between home and work the day before the telephone interview for the survey, or two days before in some cases.*

centers. This may be because workers in larger cities are more likely than others to do their commuting under more stressful conditions. In general, the larger the city, the heavier the traffic.

The study also found that workers who liked their paid job a lot were six times more likely to enjoy commuting than those who disliked their paid work.

This may suggest that if these workers are more keen to get to work, they might also be more willing to put up with some of the unpleasant aspects of commuting, such as road congestion.

### Public transit users less likely to enjoy commute than drivers

The study's results showed that on the whole, workers have a relatively positive attitude toward commuting. However, some important differences were found based on factors such as mode of transportation, age group, place of residence, and so on.

Users of public transit were less likely to enjoy commuting than drivers. In 2005, less than one-quarter (23%) of people who traveled between home and work on mass transit said they liked commuting. This compares with 39% of commuters using cars.

However, this is a complex situation, in which a number of factors appear to interact with one another.

Previous research has shown that the time it takes to commute has the biggest influence on the stress of commuters using a suburban train. The longer the trip, the greater the stress.

This study showed that this difference in the level of enjoyment between drivers and public transit users can be explained mainly by the fact that public transit users take on average a longer time to get to work and back than car users.

When the two groups were compared on the basis of equal commuting times, public transport users were just as likely to enjoy commuting as automobile users.

However, this was not the case for workers who had to use both their car and public transit to get to work. Taking travel time into account did not eliminate the statistical correlation. When compared to car users,

given an equal commuting time, they were still less likely to enjoy their commute.

As a result, of all commuters, the people who have to take both the car and public transit are the ones for whom commuting is most unpleasant.

The fact that the majority of these commuters have to transfer from one mode of transportation to another, and therefore, endure additional waits or the frustration of missing a connection, may account for the difference.

**Definitions, data sources and methods: survey number 4503.**

The study "Like commuting? Workers perceptions of their daily commute" is now available in the November 2006 issue of *Canadian Social Trends*, Vol. 82 (11-008-XWE, free) from the *Publications* module of our website.

For more information, or to enquire about the concepts, methods or data quality of this release, contact Client Services (613-951-5979; [sasd-dssea@statcan.ca](mailto:sasd-dssea@statcan.ca)), Social and Aboriginal Statistics Division. ■



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## University degrees, diplomas and certificates awarded

2004

University students received a record number of bachelor's and master's degrees in 2004, as the overall number of degrees, certificates and diplomas rose for the sixth straight year.

Universities granted a record high 209,100 degrees, diplomas and certificates in 2004, up 5.3% from 2003, and an increase of more than 30,000 over the last three years.

An all-time high of 168,700 students received an undergraduate degree, a 4.7% gain from 2003 and the sixth consecutive annual increase.

Just over 31,600 students received a master's level qualification in 2004, up 9.0% from the previous year and the seventh annual increase in a row. For the first time, master's level qualifications represented more than 15% of all qualifications awarded.

The number of doctorates granted reached a record 4,200, up 7.7% from 2003. These account for 2.0% of all qualifications awarded.

Between 1996 and 2004, the number of bachelor's and other undergraduate degrees rose 15.8%, offsetting an overall decline in undergraduate diplomas and certificates of 6.4% for the same period.

Women continue to outnumber men at graduation ceremonies. About 124,800 women received some form of qualification in 2004, making up about 60% of the total number of graduates for the third year in row.

However, a record 57,400 men received a bachelor's and other undergraduate degree in 2004, a 4.7% gain from the previous year. Despite this increase, they represented almost 40% of all bachelors and other undergrad degrees.

In 2004, universities awarded master's degrees to 15,200 men, up 9.4% from 2003, and to 16,300 women, a 7.9% increase.

The number of degrees, diplomas and certificates rose in all fields of study in 2004, except one: agriculture,

natural resources and conservation. Qualifications awarded in this field declined 5.3%, returning its share of the total to 1.7% where it was in 1996.

The largest gains occurred in health, parks, recreation and fitness, where qualifications rose 11.0%, and in visual and performing arts, and communications technologies, where they rose 9.0%.

For the first time, qualifications awarded in the social and behavioural sciences, and law field surpassed the 40,000-mark, reaching 41,800. This was a 6.9% increase from 2003.

For the third year in a row, the business, management and public administration field ranked above all others, with 43,200 qualifications awarded in 2004. They accounted for 20.6% of all qualifications.

**Note:** For Quebec and most of Alberta institutions, the Classification of Instructional Programs codes assigned to programs are under review. In addition, qualifications awarded in Quebec do not include microprogrammes and attestations.

The data are subject to revision.

Data on immigration status, country of citizenship and age should be used with caution due to a high level of non-response.

**Available on CANSIM: table 477-0014.**

**Definitions, data sources and methods: survey number 5017.**

Data tables are also available in the *Summary tables* module of our website

For general information, to order data, or to enquire about the concepts, methods or data quality of this release, contact Client Services (toll-free 1-800-307-3382; 613-951-7608; fax: 613-951-9040; [educationstats@statcan.ca](mailto:educationstats@statcan.ca)), Culture, Tourism and the Centre for Education Statistics Division. □

**University qualifications awarded by program level and gender**

	1996	2002 <sup>r</sup>	2003 <sup>r</sup>	2004	1996 to 2004 % change	2003 to 2004
<b>Total qualifications<sup>1,2</sup></b>	<b>178,100</b>	<b>186,200</b>	<b>198,500</b>	<b>209,100</b>	<b>17.4</b>	<b>5.3</b>
Male	75,100	75,100	80,000	84,200	12.1	5.3
Female	103,000	111,000	118,500	124,800	21.2	5.3
<b>Undergraduate level</b>						
<b>Total degree, certificate and diploma<sup>1</sup></b>	<b>149,700</b>	<b>152,300</b>	<b>161,200</b>	<b>168,700</b>	<b>12.7</b>	<b>4.7</b>
Male	60,600	58,700	61,900	64,700	6.8	4.5
Female	89,100	93,600	99,200	104,000	16.7	4.8
<b>Bachelor's, first professional and applied degree<sup>1</sup></b>	<b>128,000</b>	<b>134,000</b>	<b>140,900</b>	<b>148,200</b>	<b>15.8</b>	<b>5.2</b>
Male	53,000	52,300	54,800	57,400	8.3	4.7
Female	74,900	81,800	86,100	90,800	21.2	5.5
<b>Undergraduate certificate and diploma<sup>1</sup></b>	<b>21,800</b>	<b>18,300</b>	<b>20,300</b>	<b>20,400</b>	<b>-6.4</b>	<b>0.5</b>
Male	7,600	6,400	7,100	7,300	-3.9	2.8
Female	14,200	11,900	13,100	13,200	-7.0	0.8
<b>Graduate level</b>						
<b>Total degree, certificate and diploma<sup>1</sup></b>	<b>27,800</b>	<b>33,100</b>	<b>36,700</b>	<b>39,500</b>	<b>42.1</b>	<b>7.6</b>
Male	14,200	16,100	17,800	19,100	34.5	7.3
Female	13,600	17,000	18,900	20,400	50.0	7.9
<b>Master's degree<sup>1</sup></b>	<b>21,600</b>	<b>26,300</b>	<b>29,000</b>	<b>31,600</b>	<b>46.3</b>	<b>9.0</b>
Male	10,600	12,500	13,900	15,200	43.4	9.4
Female	11,000	13,800	15,100	16,300	48.2	7.9
<b>Earned doctorate</b>	<b>3,900</b>	<b>3,700</b>	<b>3,900</b>	<b>4,200</b>	<b>7.7</b>	<b>7.7</b>
Male	2,600	2,100	2,200	2,300	-11.5	4.5
Female	1,300	1,600	1,600	1,800	38.5	12.5
<b>Graduate certificate and diploma</b>	<b>2,300</b>	<b>3,100</b>	<b>3,800</b>	<b>3,800</b>	<b>65.2</b>	<b>0.0</b>
Male	1,000	1,500	1,700	1,500	50.0	-11.8
Female	1,300	1,600	2,200	2,200	69.2	0.0
<b>Non-university level</b>						
<b>500</b>	<b>700</b>	<b>600</b>	<b>900</b>	<b>80.0</b>	<b>50.0</b>	
Male	300	300	300	400	33.3	33.3
Female	300	300	300	500	66.7	66.7

<sup>r</sup> revised

1. Total includes sex unknown.

2. Qualifications figures may not add-up because of rounding to the nearest 100.

## University qualifications awarded by field of study

	1996	2002 <sup>r</sup>	2003 <sup>r</sup>	2004	1996 to 2004 % change	2003 to 2004
<b>Total qualifications<sup>1,2</sup></b>	<b>178,100</b>	<b>186,200</b>	<b>198,500</b>	<b>209,100</b>	<b>17.4</b>	<b>5.3</b>
Male	75,100	75,100	80,000	84,200	12.1	5.3
Female	103,000	111,000	118,500	124,800	21.2	5.3
<b>Education<sup>1</sup></b>	<b>25,700</b>	<b>23,800</b>	<b>24,900</b>	<b>25,400</b>	<b>-1.2</b>	<b>2.0</b>
Male	6,800	5,800	6,100	6,100	-10.3	0.0
Female	19,000	18,000	18,900	19,300	1.6	2.1
<b>Visual and performing arts, and communications technologies</b>	<b>5,200</b>	<b>5,900</b>	<b>6,700</b>	<b>7,300</b>	<b>40.4</b>	<b>9.0</b>
Male	1,800	2,000	2,100	2,500	38.9	19.0
Female	3,400	3,900	4,500	4,900	44.1	8.9
<b>Humanities<sup>1</sup></b>	<b>22,400</b>	<b>20,500</b>	<b>22,100</b>	<b>22,400</b>	<b>0.0</b>	<b>1.4</b>
Male	8,300	7,000	7,700	7,800	-6.0	1.3
Female	14,100	13,500	14,400	14,500	2.8	0.7
<b>Social and behavioural sciences, and law<sup>1</sup></b>	<b>39,000</b>	<b>37,400</b>	<b>39,100</b>	<b>41,800</b>	<b>7.2</b>	<b>6.9</b>
Male	14,600	12,700	13,000	13,800	-5.5	6.2
Female	24,400	24,700	26,100	27,900	14.3	6.9
<b>Business, management and public administration<sup>1</sup></b>	<b>30,100</b>	<b>37,500</b>	<b>40,800</b>	<b>43,200</b>	<b>43.5</b>	<b>5.9</b>
Male	14,300	16,800	18,500	19,500	36.4	5.4
Female	15,800	20,700	22,300	23,700	50.0	6.3
<b>Physical and life sciences, and technologies<sup>1</sup></b>	<b>14,600</b>	<b>14,300</b>	<b>14,700</b>	<b>15,200</b>	<b>4.1</b>	<b>3.4</b>
Male	7,100	6,100	6,200	6,400	-9.9	3.2
Female	7,500	8,100	8,500	8,700	16.0	2.4
<b>Mathematics, computer and information sciences<sup>1</sup></b>	<b>7,000</b>	<b>10,000</b>	<b>10,600</b>	<b>11,100</b>	<b>58.6</b>	<b>4.7</b>
Male	4,700	6,900	7,400	7,700	63.8	4.1
Female	2,300	3,100	3,300	3,300	43.5	0.0
<b>Architecture, engineering and related technologies<sup>1</sup></b>	<b>13,300</b>	<b>14,800</b>	<b>16,400</b>	<b>17,500</b>	<b>31.6</b>	<b>6.7</b>
Male	10,500	11,200	12,200	13,100	24.8	7.4
Female	2,900	3,600	4,100	4,400	51.7	7.3
<b>Agriculture, natural resources and conservation</b>	<b>3,000</b>	<b>3,700</b>	<b>3,800</b>	<b>3,600</b>	<b>20.0</b>	<b>-5.3</b>
Male	1,700	1,700	1,700	1,700	0.0	0.0
Female	1,300	1,900	2,000	1,900	46.2	-5.0
<b>Health, parks, recreation and fitness<sup>1</sup></b>	<b>16,700</b>	<b>17,200</b>	<b>18,100</b>	<b>20,100</b>	<b>20.4</b>	<b>11.0</b>
Male	5,100	4,500	4,600	4,900	-3.9	6.5
Female	11,600	12,700	13,500	15,200	31.0	12.6
<b>Personal, protective and transportation services</b>	<b>100</b>	<b>300</b>	<b>300</b>	<b>400</b>	<b>300.0</b>	<b>33.3</b>
Male	100	200	200	200	100.0	0.0
Female	0	100	100	100	...	0.0
<b>Other</b>	<b>1,000</b>	<b>900</b>	<b>1,100</b>	<b>1,300</b>	<b>30.0</b>	<b>18.2</b>
Male	300	200	300	400	33.3	33.3
Female	700	700	700	900	28.6	28.6

<sup>r</sup> revised

... not applicable

1. Total includes sex unknown.

2. Qualifications figures may not add-up because of rounding to the nearest 100.

## Commercialization of intellectual property in the higher education sector 2005 (preliminary)

Universities and research hospitals recorded moderate gains in commercializing inventions between 2004 and 2005.

The number of inventions entering the commercialization pipeline increased in 2005, according to preliminary data from the Survey of Intellectual Property Commercialization in the Higher Education Sector.

Researchers reported 1,475 inventions to Canadian universities and research hospitals, up 3% from 2004.

In the same period, these institutions filed 1,427 patent applications, a 13% increase, and received \$55 million in income from intellectual property commercialization, up 8%.

To date, universities and research hospitals have created 1,026 spin-off companies to commercialize their technologies. In 2004 and 2005, 45 new spin-off companies were formed in total.

These institutions are doing more than just starting companies, however. In 2005, 30 institutions provided space to 66 start-ups.

Universities and their affiliated research hospitals make an important contribution to innovation in Canada's economy. Besides generating new knowledge and training highly qualified graduates, some of the technology they produce is patented and licensed to companies for incorporation into commercial products. Some of these companies are spin-offs, that is, they are uniquely created to license and commercialize technology developed at the institution.

**Available on CANSIM: table 358-0025.**

**Definitions, data sources and methods: survey number 4222.**

For further information, or to enquire about the concepts, methods or data quality of this release, contact Cathy Read (613-951-3838; fax: 613-951-9920;

*cathy.read@statcan.ca*), Science, Innovation and Electronic Information Division. ■

## **Cancer survival statistics**

1992 to 1998

Five-year relative survival estimates for an extensive list of cancer sites are now available for cancer cases diagnosed in Canada (excluding Quebec) from 1992 to 1998 (mortality follow-up until 2003).

**Definitions, data sources and methods: survey number 3207.**

The CANSIM tables provide annual and grouped (three years of data) cancer survival statistics and are supplemented by background methodology, general interpretation and complementary information. These tables can be accessed in the online publication *Cancer Survival Statistics* (82-226-XIE, free). From the *Publications* module of our website choose *Free internet publications*, then *Health*.

To order data and obtain additional information, please contact Data Access and Information Services (613-951-1746; *hd-ds@statcan.ca*). To enquire about the concepts, methods or data quality of this release, contact Larry Ellison (613-951-5244; *larry.ellison@statcan.ca*), Health Statistics Division. ■

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**Canadian Social Trends**, no. 82  
**Catalogue number 11-008-XWE**  
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**Cancer Survival Statistics, 1992 to 1998**  
**Catalogue number 82-226-XIE**  
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**Building Permits**, September 2006, Vol. 50, no. 9  
**Catalogue number 64-001-XIE**  
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**All prices are in Canadian dollars and exclude sales tax. Additional shipping charges apply for delivery outside Canada.**

**The Integrated Approach to Economic Surveys in Canada, 2006**  
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