



Athabasca
University

Factbook 2021-22

Institutional Data Analysis

Indigenous Land Acknowledgement



Athabasca University respectfully acknowledges that we live and work on the Traditional Lands of the Indigenous Peoples (First Nations, Inuit, Métis) of Canada. We honour the ancestry, heritage, and gifts of the Indigenous Peoples and give thanks to them.



History

- 1970 Established by Government of Alberta on June 25, 1970
- 1972 Pilot project as an open, distance university
- 1973 First course 'World Ecology'
- 1976 First degrees offered in Bachelor of Arts: Liberal Studies and Bachelor of General Studies
- 1978 Permanent self-governing status as Alberta's 4th public university
- 1984 Relocated to Athabasca
- 1994 Introduced world's first online MBA
- 2001 Established Centre for World Indigenous Knowledge and Research (renamed 'Nukskahtowin' in 2019)
- 2006 First Canadian public university regionally accredited in U.S.
- 2013 First doctorates awarded in Doctor of Education (Distance Education)
- 2019 PowerED™ launched
- 2020 AU celebrated 50 years
- 2022 Faculty of Business received AACSB accreditation as one of the world's best business schools



Mission

Athabasca University is dedicated to the removal of barriers that restrict access to and success in university-level study and to increasing equality of educational opportunity for adult learners worldwide.

Vision

Transforming Lives, Transforming Communities

ICARE Values

Integrity

Community

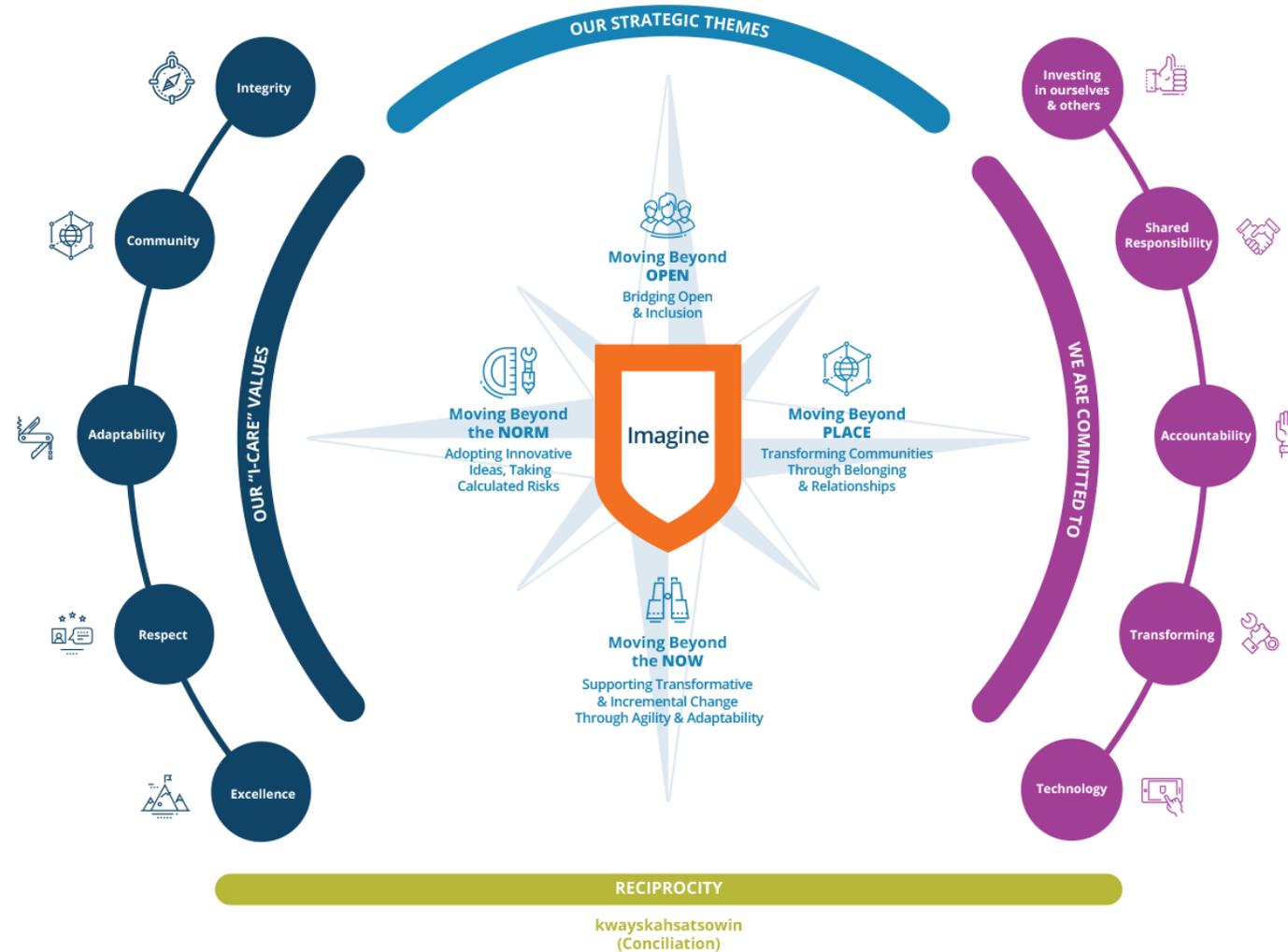
Adaptability

Respect

Excellence



Values, Commitments, and Strategic Themes



2021-22 Learners' Profile



- 38,102 learners (33,272 Undergraduate & 4,830 Graduate).
- Unlike traditional Universities where most learners pursue a credential, about 40% of AU's learners were Open Studies (Non-Program/General interest & Visiting learners) who do not receive an AU credential.
- Average age of learners was 33 years old (Undergraduate average age: 32 years old, Graduate average age: 38 years old).
- 68% of learners were women (66% of Undergraduate learners were women, and 78% of Graduate learners were women).
- 4.2% were self-identified Indigenous learners.
- 44% of learners resided in Alberta.
- 12% of Canadian learners resided in rural areas.
- 3.7% were international learners (on visas or offshore learners).



2021-22 Learners Worldwide





2021-22 Top 10 Cities/Towns

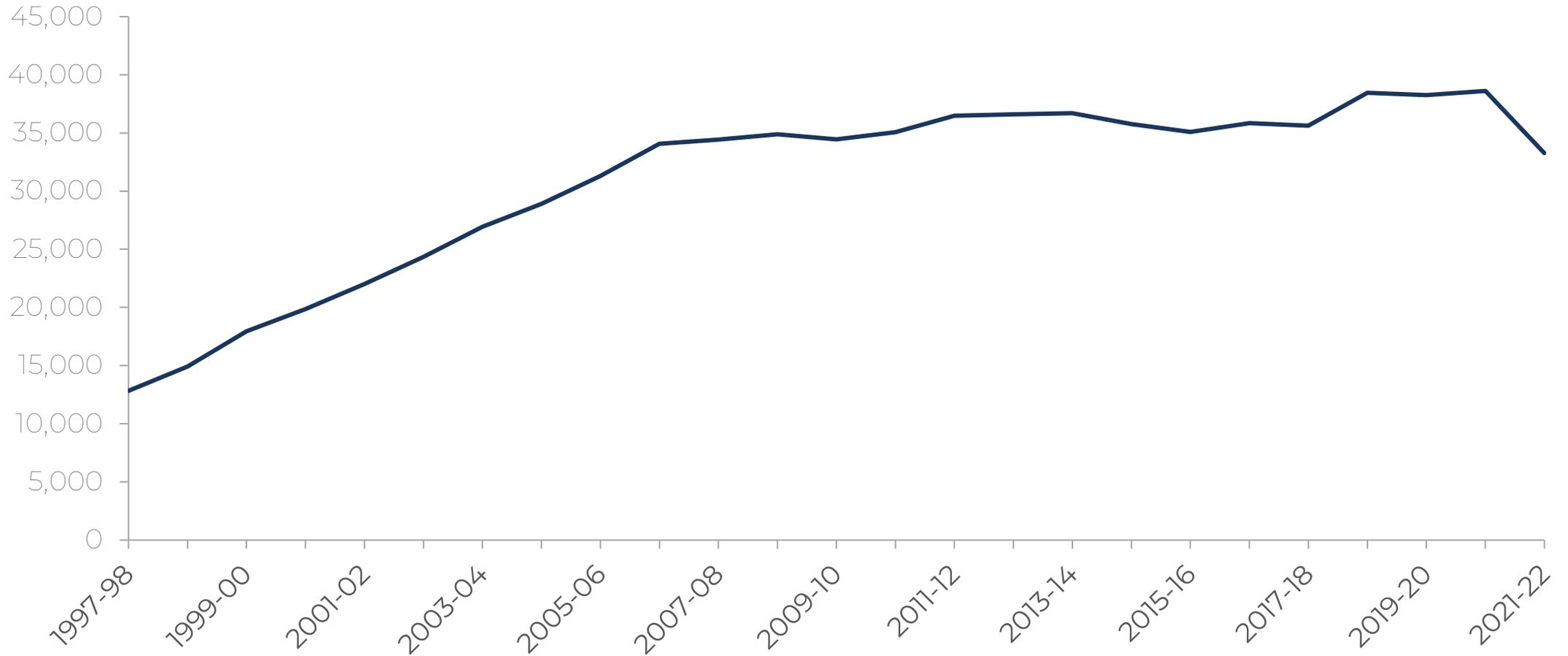
City/Town	Learners
Calgary	6,019
Edmonton	3,917
Toronto	1,099
Winnipeg	844
Ottawa	814
Vancouver	566
Surrey	508
Mississauga	472
Brampton	417
Red Deer	397

UNDERGRADUATE



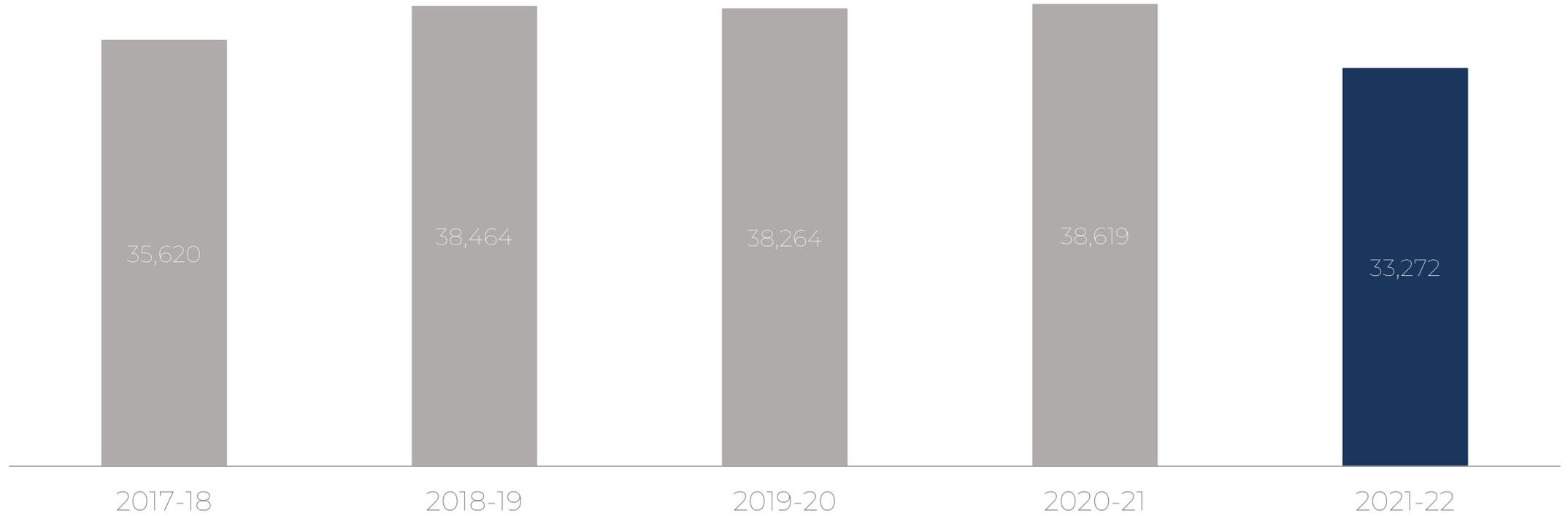


Undergraduate 25 Year Enrolment Trend



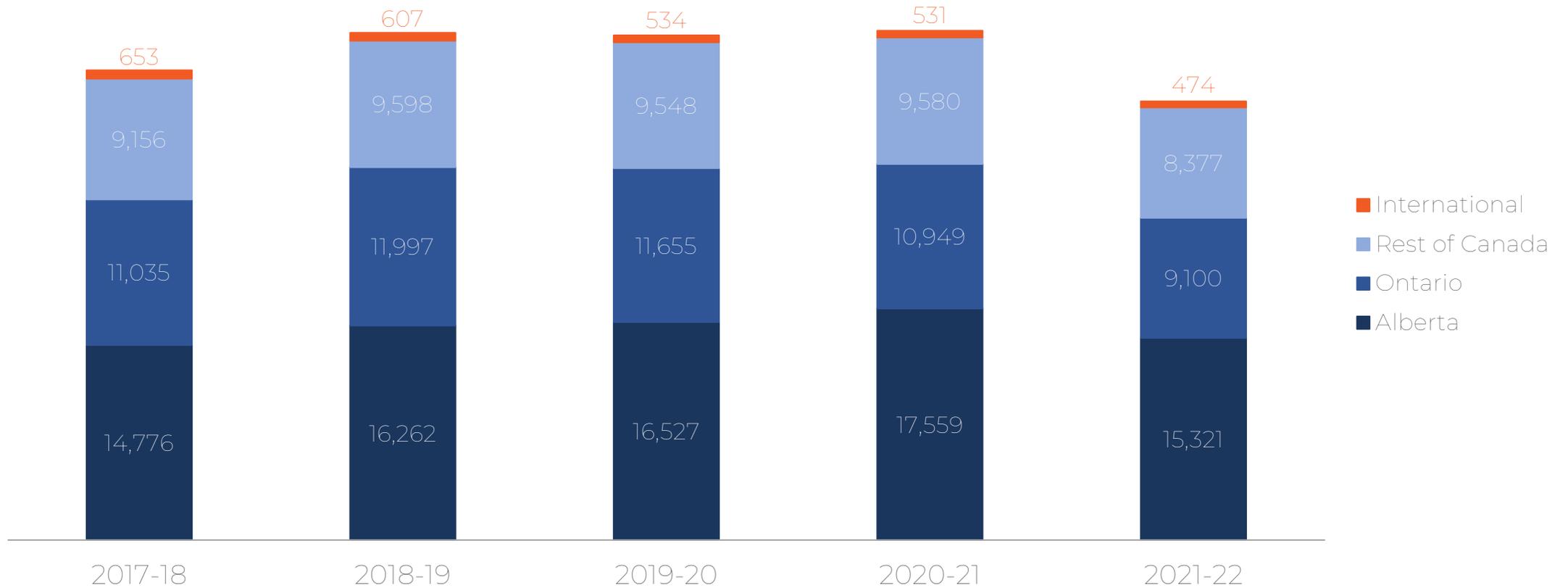


Undergraduate Learners





Undergraduate Location of Residence





2021-22 Undergraduate Rural Learners

8.2%

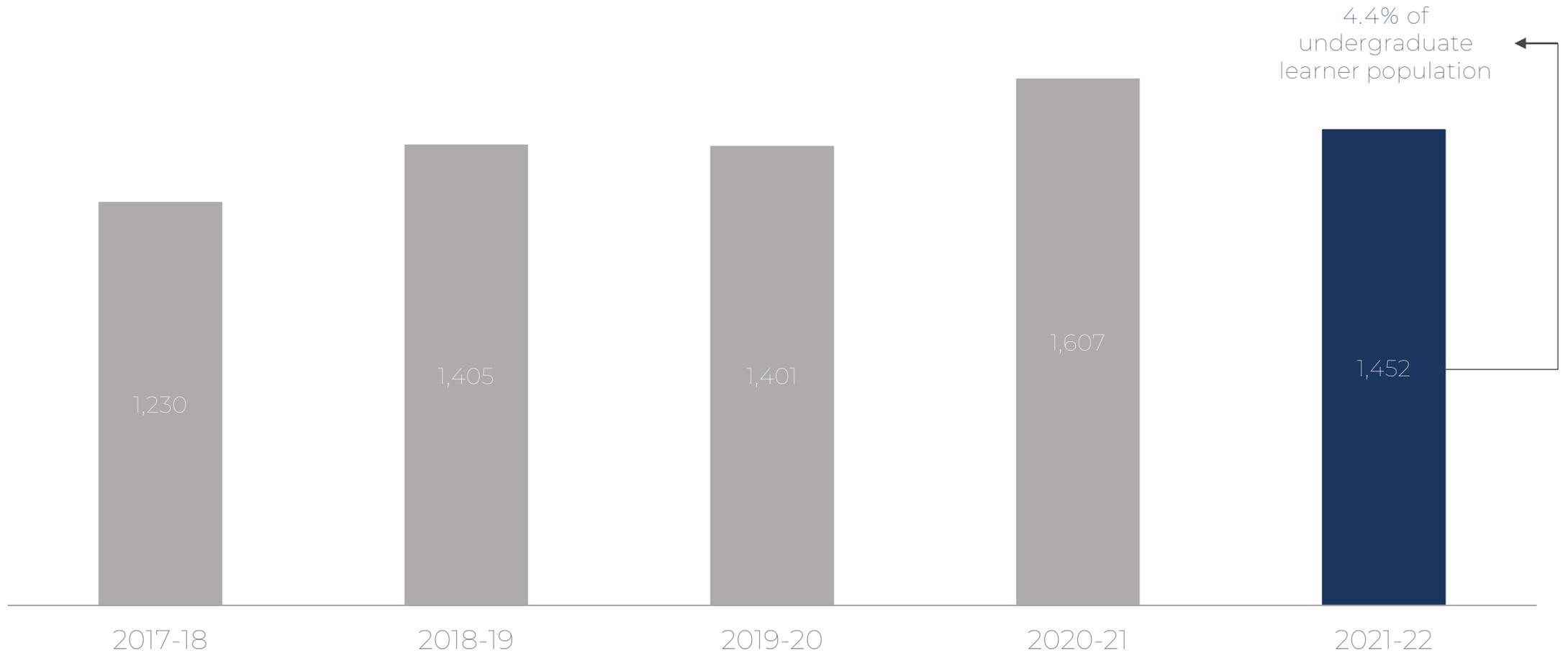
of undergraduate learners in Alberta reside in rural areas

12%

of undergraduate learners in Canada reside in rural areas

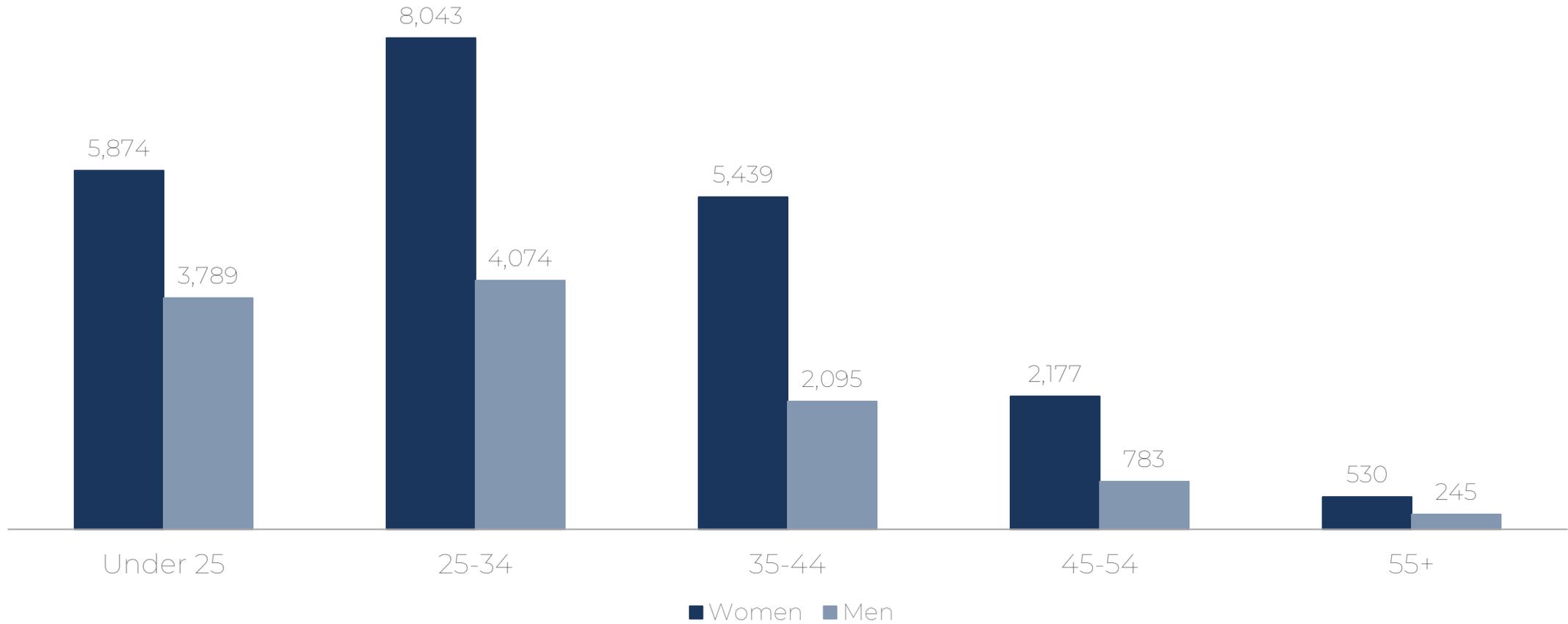


Undergraduate Indigenous Learners



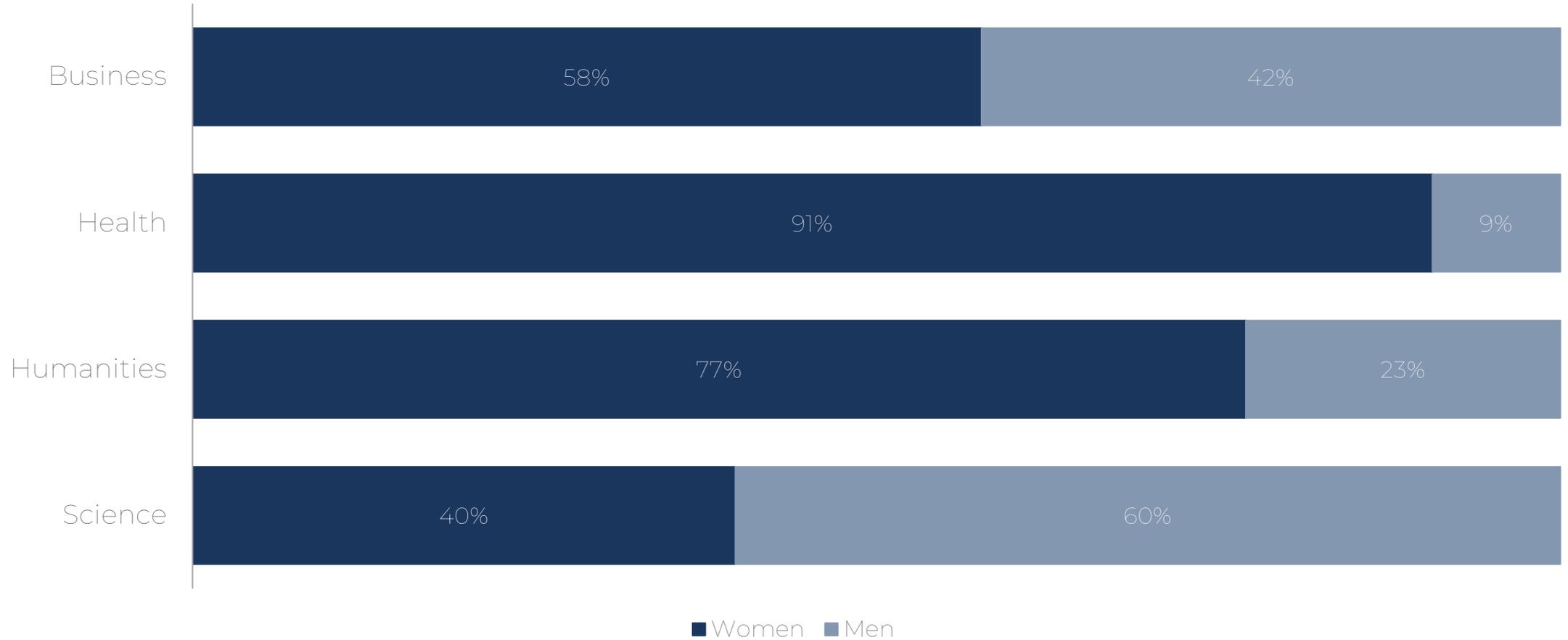


2021-22 Undergraduate Age & Gender



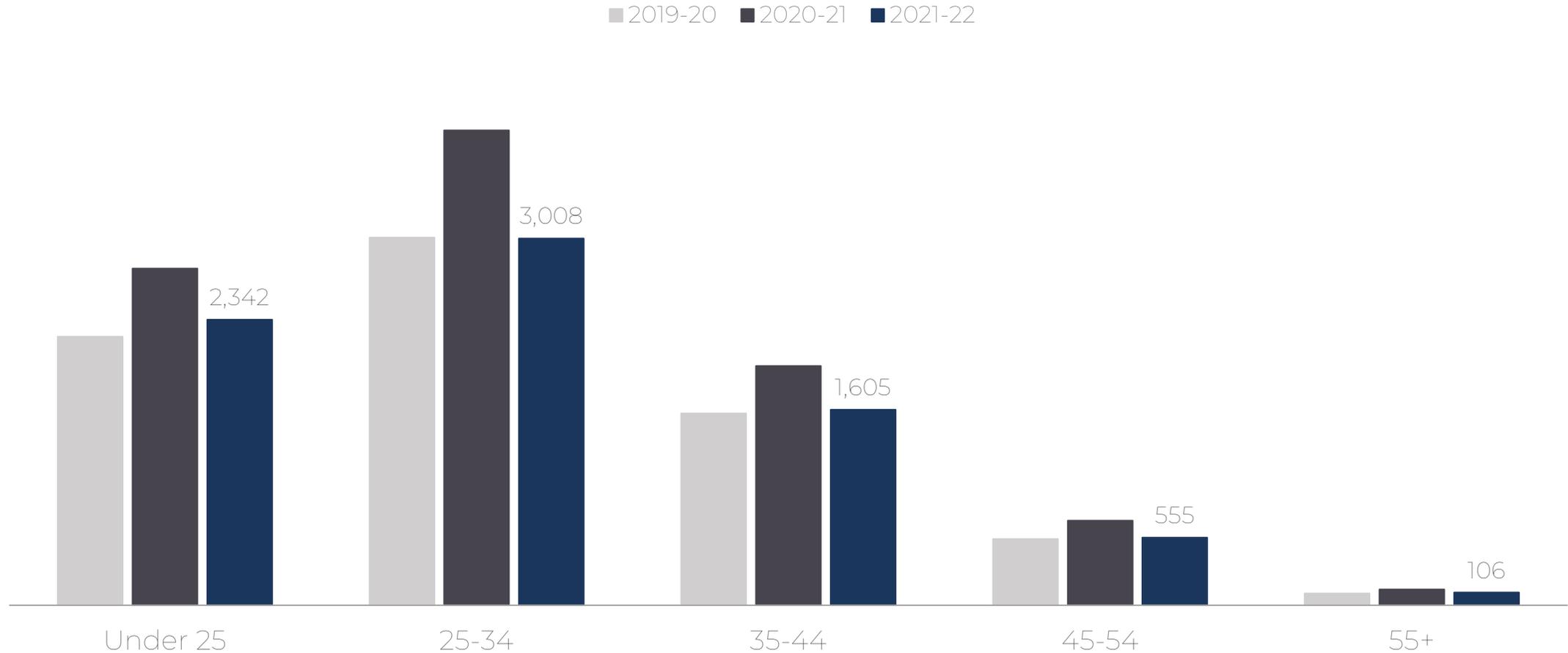


2021-22 Undergraduate Gender Distribution by Faculty





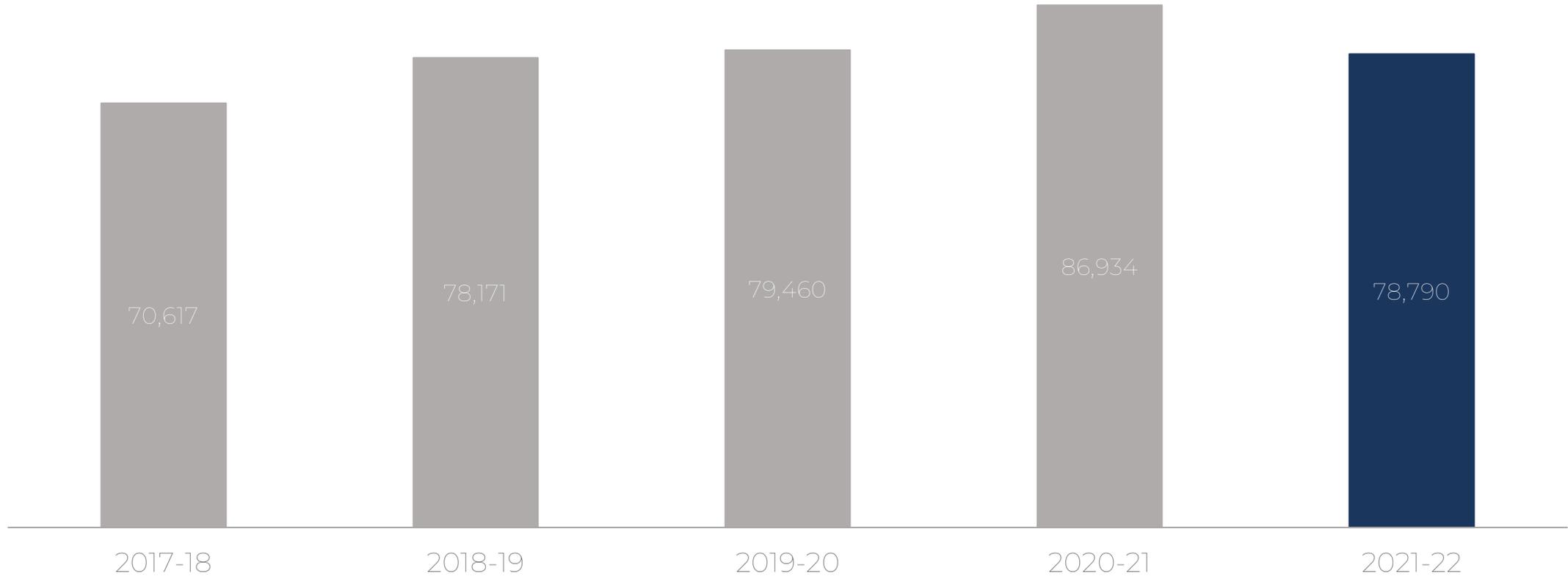
First-Time Undergraduate Learners (Age at first Undergraduate Program Enrollment Date)



Note: First-time enrollments at the undergraduate level, excluding learners in Open Studies



Undergraduate Course Registrations (3 credit equivalents)





2021-22 Top 10 Undergraduate Courses

Course	Registrations
ENGL255	2,596
MATH215	2,072
BIOL235	1,990
PSYC290	1,418
PSYC289	1,318
ADMN232	1,312
ACCT253	1,233
CMIS245	1,154
ADMN233	1,135
ECON247	902

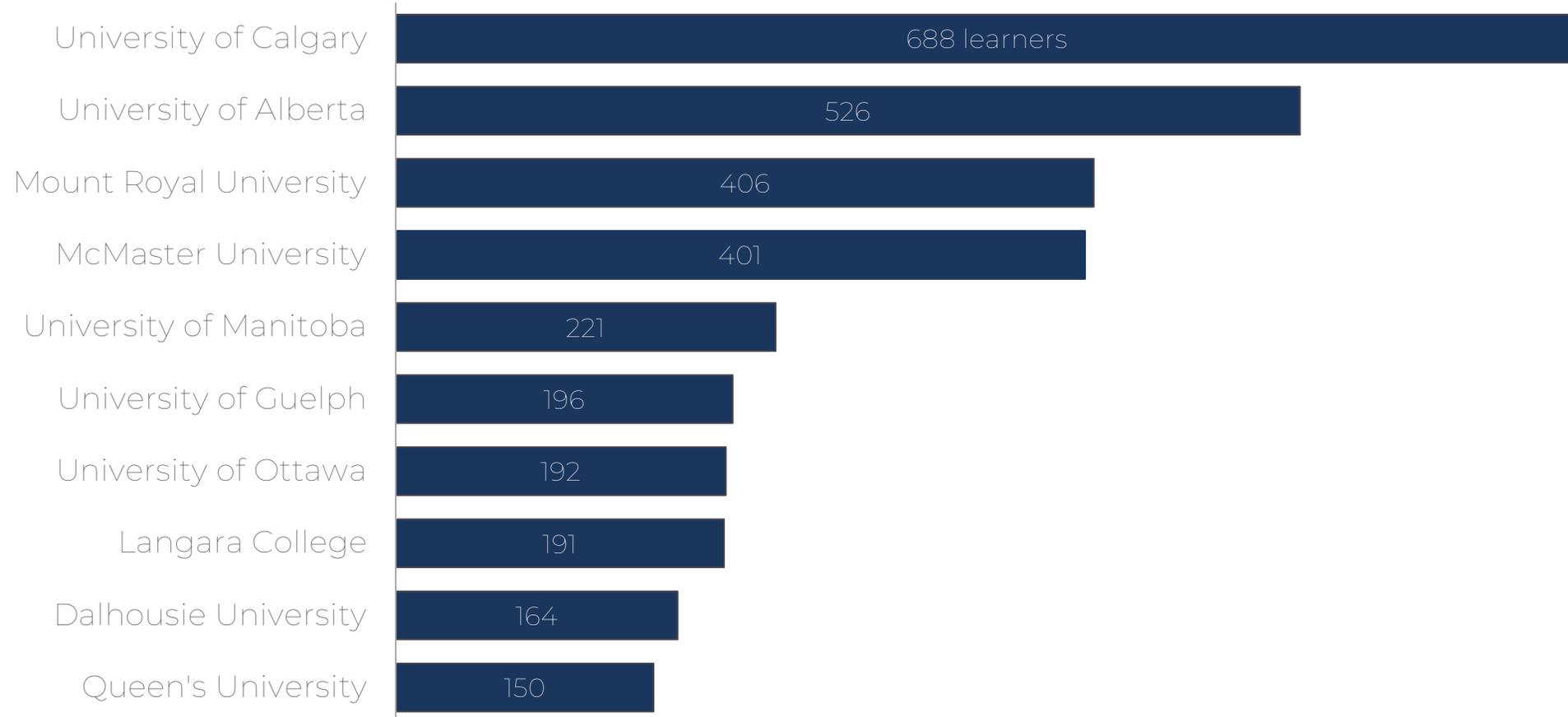


2021-22 Undergraduate Credit Course Distribution

Faculty	Number of Courses	Course Registrations
Business	92	17,609
Health Disciplines	32	4,811
Humanities & Social Sciences	400	36,430
Science & Technology	132	16,723
Total	656	75,573



2021-22 Top 10 Visiting Institutions





2021-22 Undergraduate Program Learners

Faculty	Program	Learners
Business	Bachelor of Commerce	3,035
	Bachelor of Management	277
	Bachelor of Management (3 Year)	1,151
	Certificates & Diplomas	714
Health Disciplines	Bachelor of Health Administration	511
	Bachelor of Nursing	2,635



2021-22 Undergraduate Program Learners

Faculty	Program	Learners
Humanities and Social Sciences	Bachelor of Arts	2,691
	Bachelor of Arts (3 Year)	1,201
	Bachelor of General Studies	850
	Bachelor of Human Resources and Labour Relations	729
	Bachelor of Professional Arts	1,210
	Certificates & Diplomas	625
Science and Technology	Bachelor of Science	2,280
	Certificates & Diplomas	209



2021-22 Undergraduate Degrees Awarded

Faculty	Program	Degrees Awarded	Average Time-to-Degree (Years)
Business	Bachelor of Commerce	82	6.2
	Bachelor of Management	23	5.4
	Bachelor of Management (3 Year)	102	5.7
Health Disciplines	Bachelor of Health Administration	16	6.2
	Bachelor of Nursing	168	6.5

* Time-to-Degree (T2D): Time in years; Degree date less Minimum Program Enrollment date



2021-22 Undergraduate Degrees Awarded

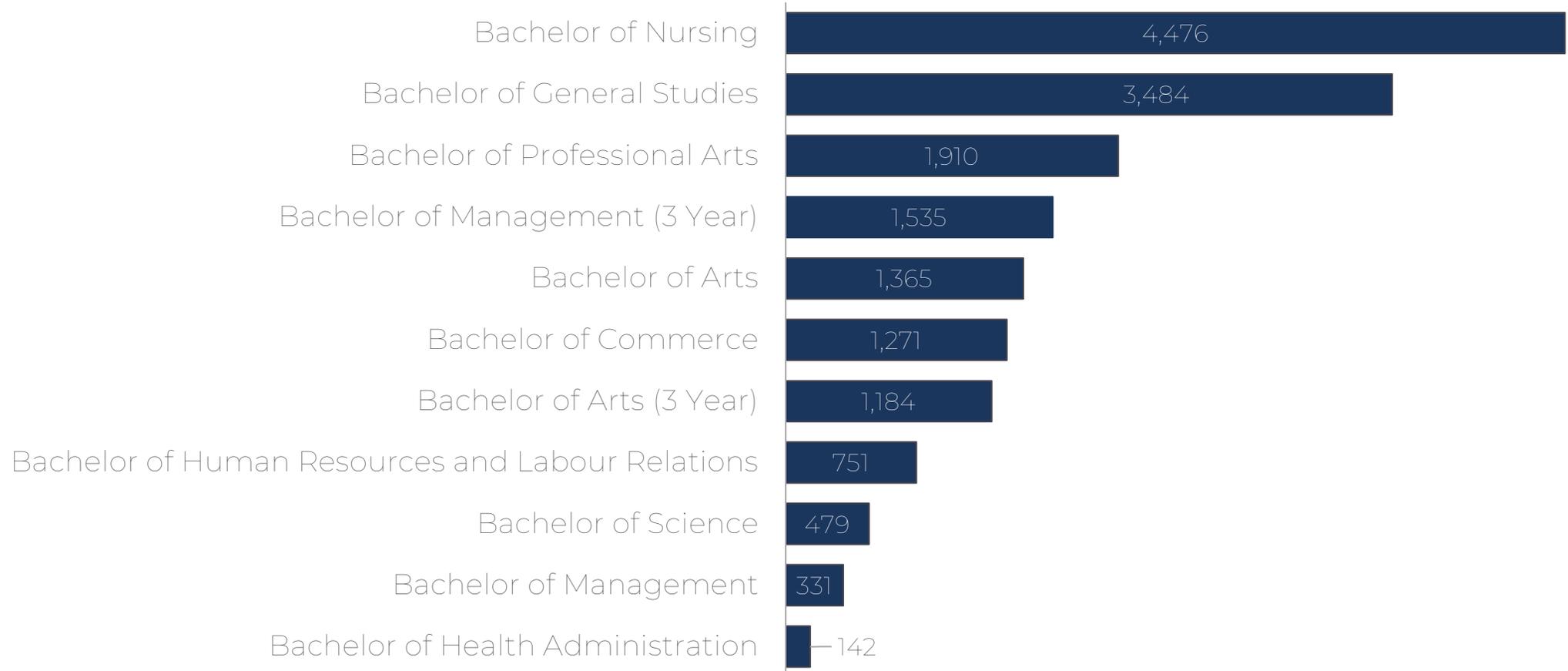
Faculty	Program	Degrees Awarded	Average Time-to-Degree (Years)
Humanities and Social Sciences	Bachelor of Arts	72	6.0
	Bachelor of Arts (3 Year)	61	5.9
	Bachelor of General Studies	112	4.8
	Bachelor of Human Resources and Labour Relations	64	5.8
	Bachelor of Professional Arts	115	6.4
Science and Technology	Bachelor of Science	45	6.6

* Time-to-Degree (T2D): Time in years; Degree date less Minimum Program Enrollment date



Total Undergraduate Degrees Awarded

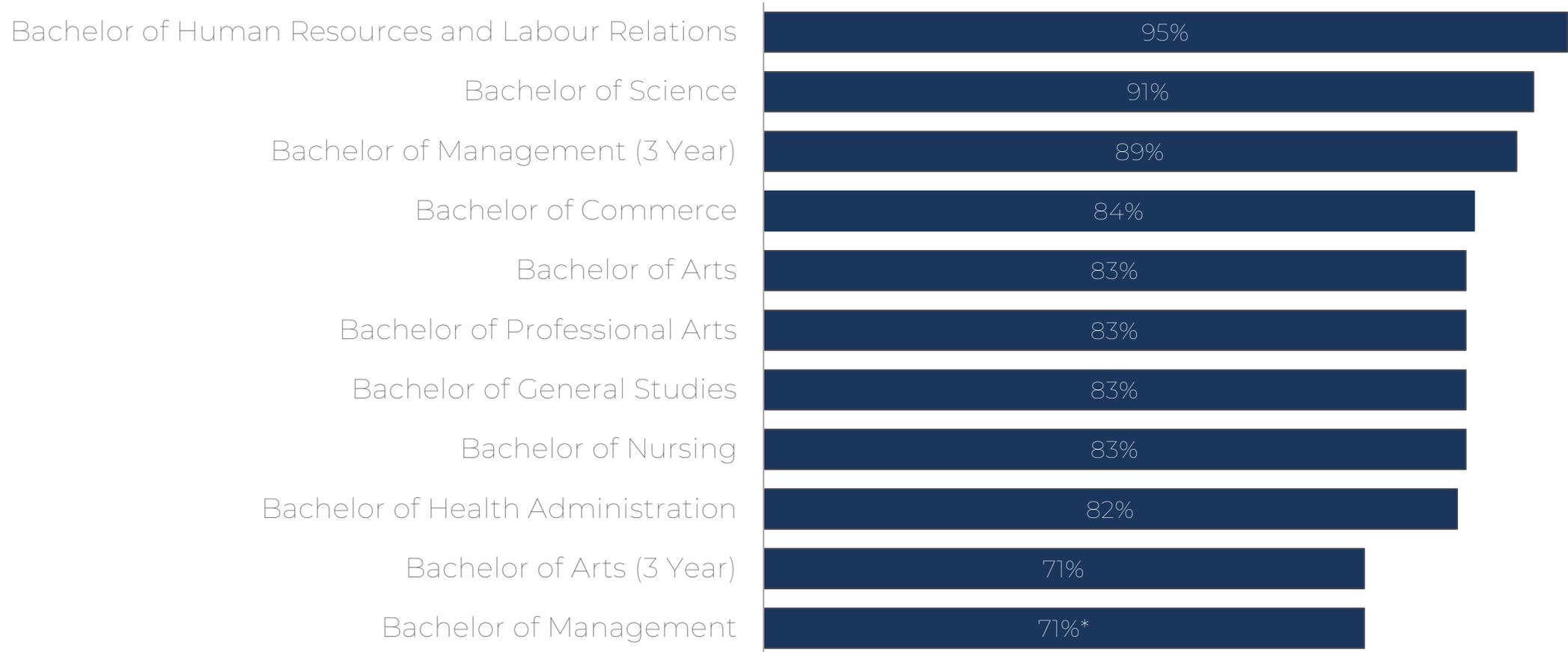
(as of March 31, 2022)





Cost Benefits Bachelor's Degree

Percent Agree & Strongly Agree Worth the Cost



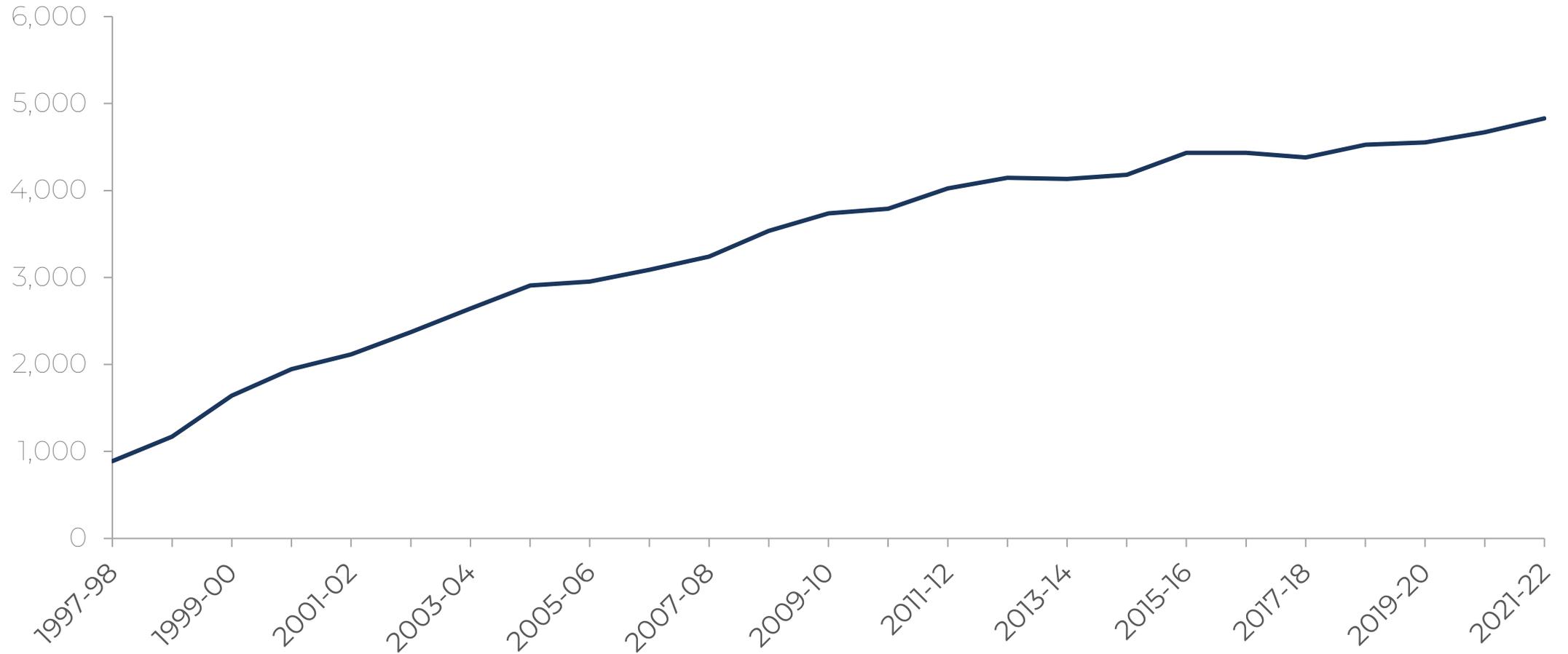
(* indicates less than 10 respondents)

GRADUATE



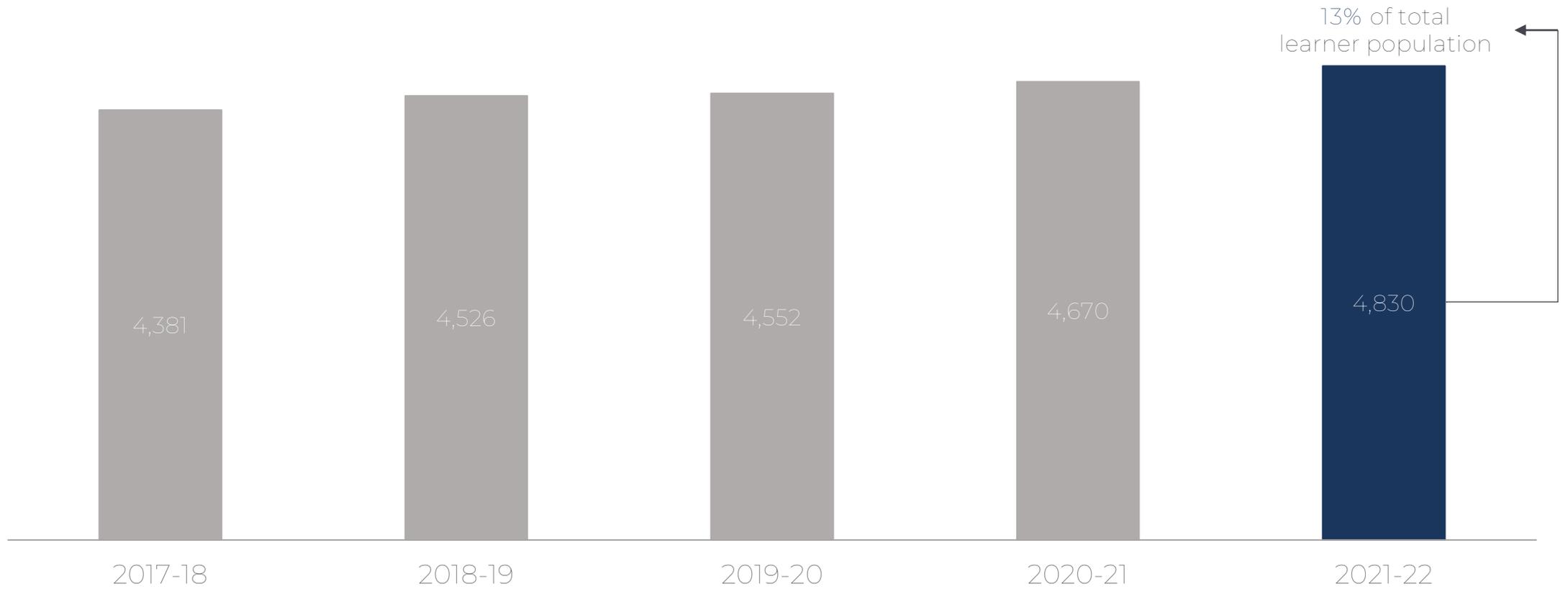


Graduate 25 Year Enrolment Trend



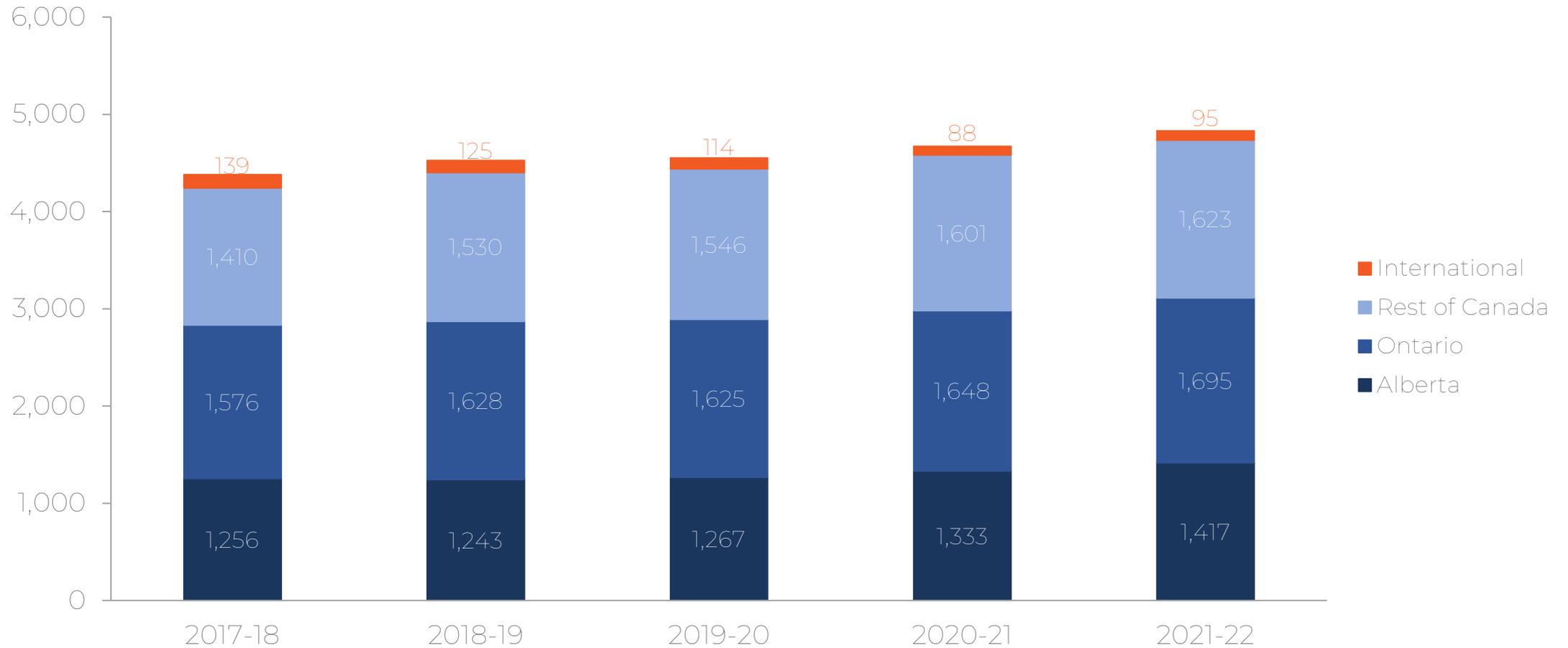


Graduate Learners





Graduate Location of Residence





2021-22 Graduate Rural Learners

9.0%

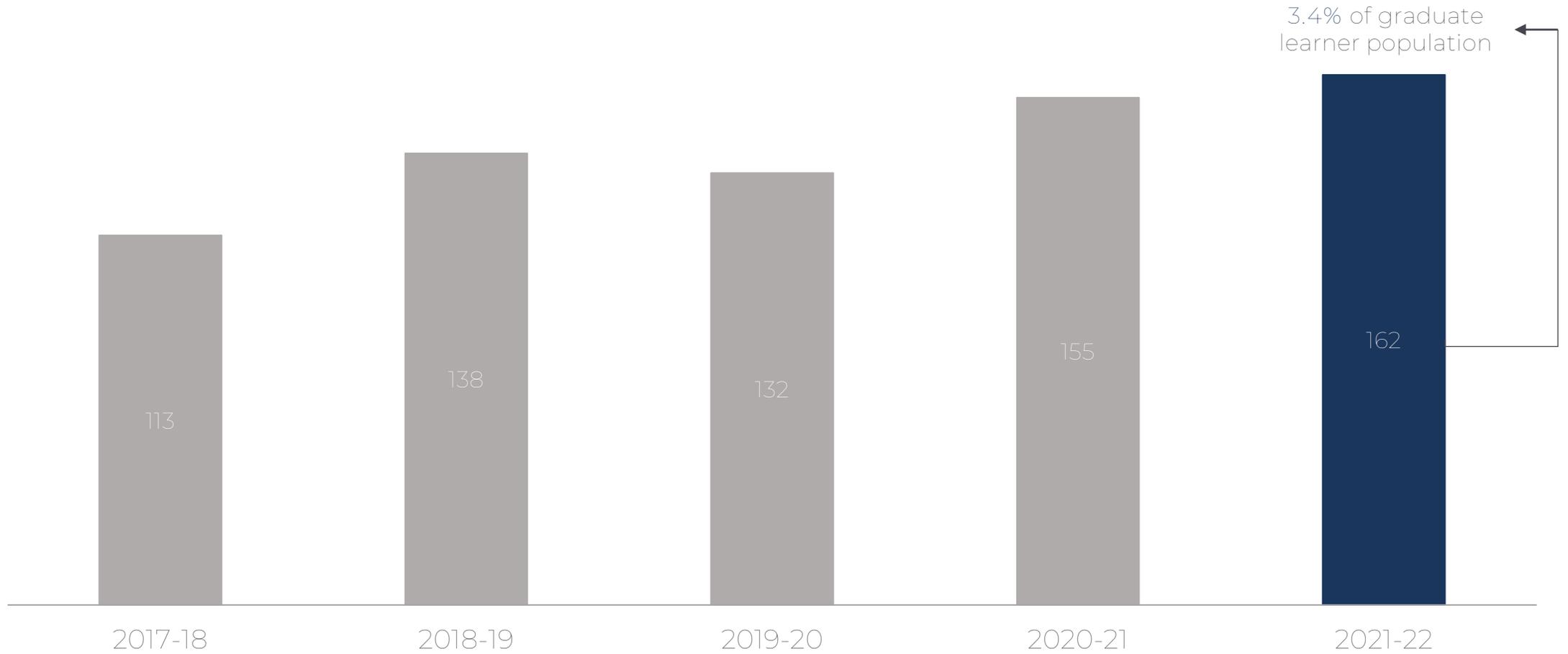
of graduate learners in Alberta reside in rural areas

14%

of graduate learners in Canada reside in rural areas

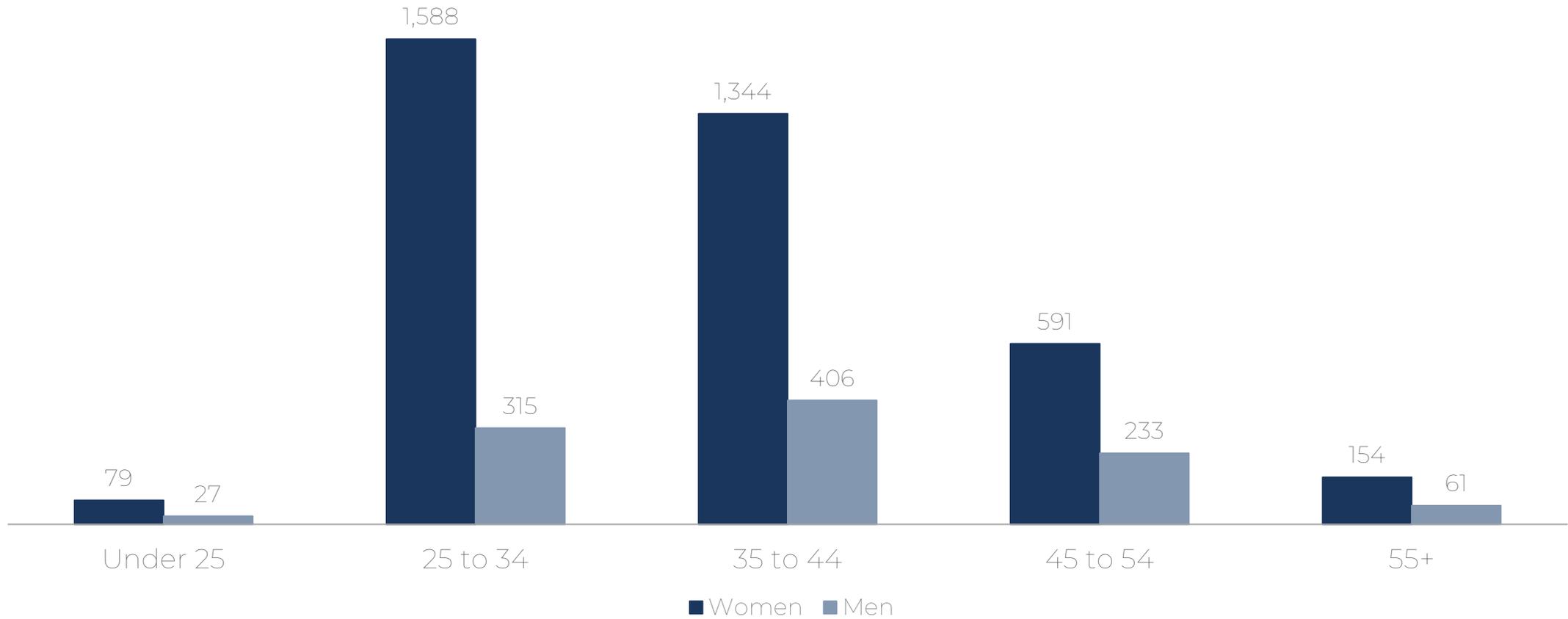


Graduate Indigenous Learners



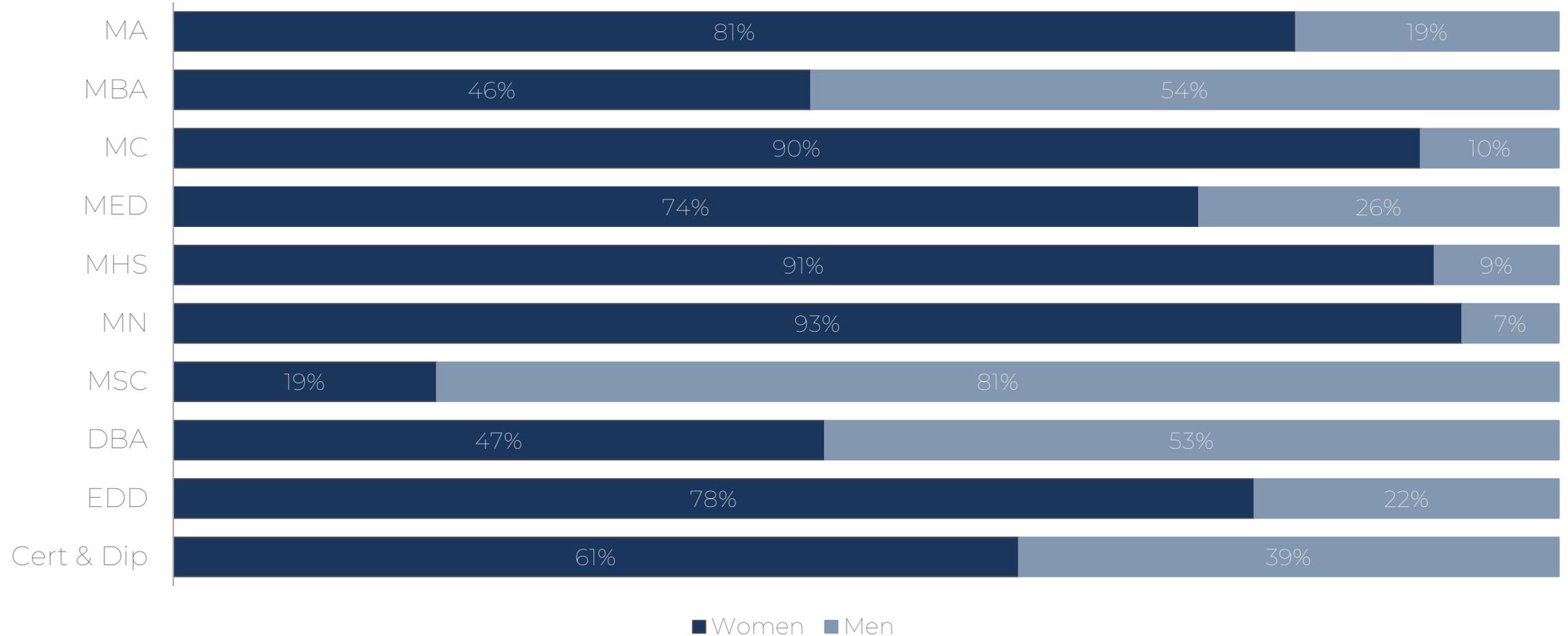


2021-22 Graduate Learner Age & Gender





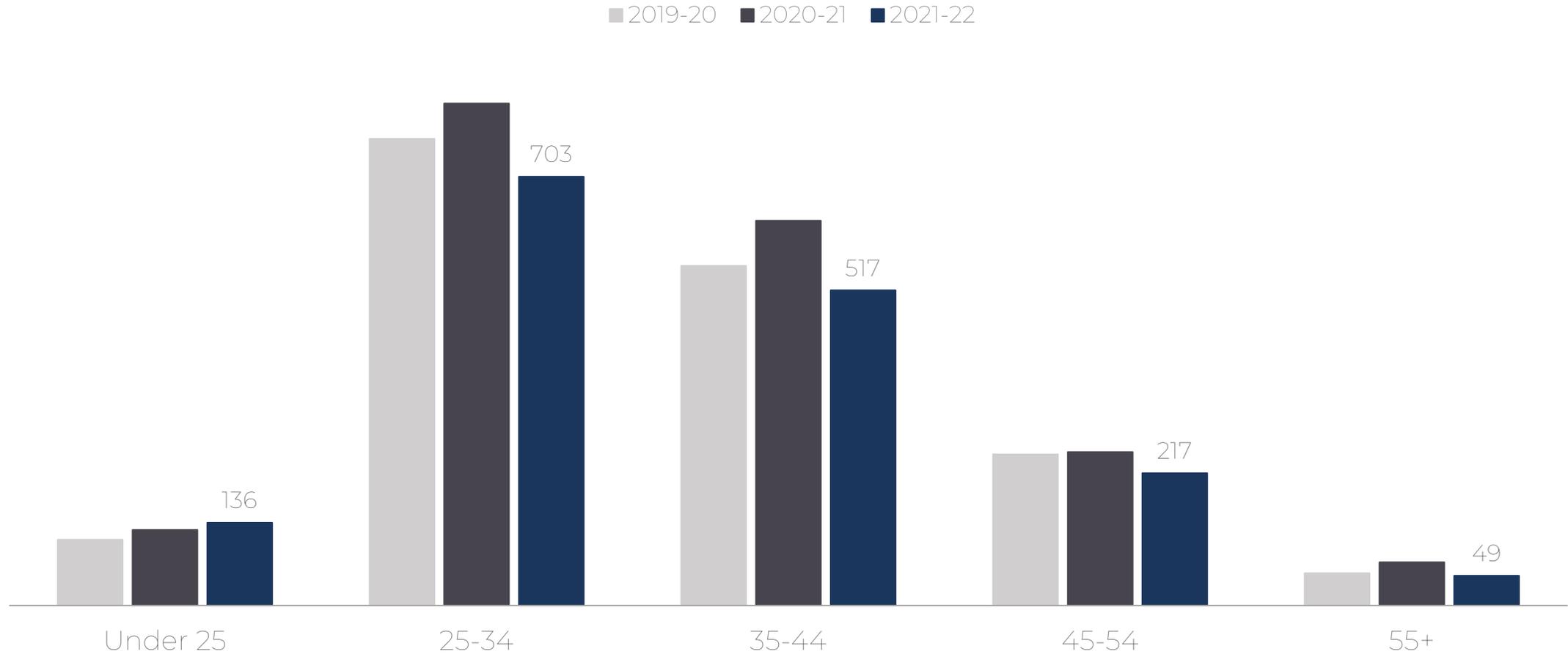
2021-22 Graduate Gender Distribution by Program





First-Time Graduate Learners

(Age at first Graduate Program Enrollment Date)



Note: First-time enrollments at the graduate level



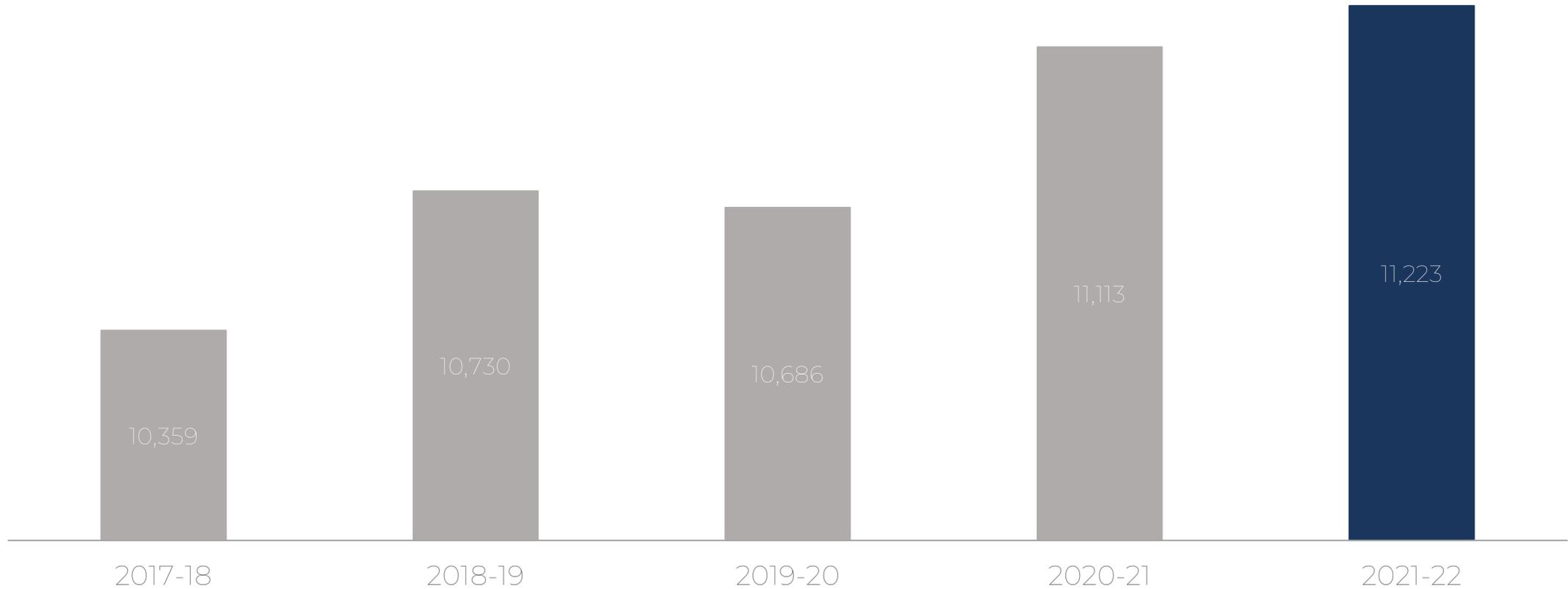
2021-22 Top Graduate Visiting Institutions

(Western Deans' Agreement)

Institution	Number of Learners
University of British Columbia	29
University of Saskatchewan	18
Thompson Rivers University	10
University of Victoria	8
Simon Fraser University	7
University of Calgary	6
University of Northern British Columbia	6
University of Alberta	4
University of British Columbia (Okanagan)	2
University of Manitoba	1



Graduate Course Registrations (3 credit equivalents)



Note: Doctoral students are not enrolled in proposal or dissertation course until they pass.



2021-22 Graduate Program Learners

Faculty	Program	Learners
Business	Doctor of Business Administration	30
	Master of Business Administration	647
	Certificates & Diplomas	108
Health Disciplines	Master of Health Studies	518
	Master of Nursing	1,795
	Master of Counselling	401
	Certificates & Diplomas	88



2021-22 Graduate Program Learners

Faculty	Program	Learners
Humanities and Social Sciences	Master of Arts Interdisciplinary Studies	542
	Doctor of Education	60
	Master of Education	290
	Certificates & Diplomas	110
Science and Technology	Master of Science	139
	Certificates & Diplomas	102



2021-22 Graduate Degrees Awarded

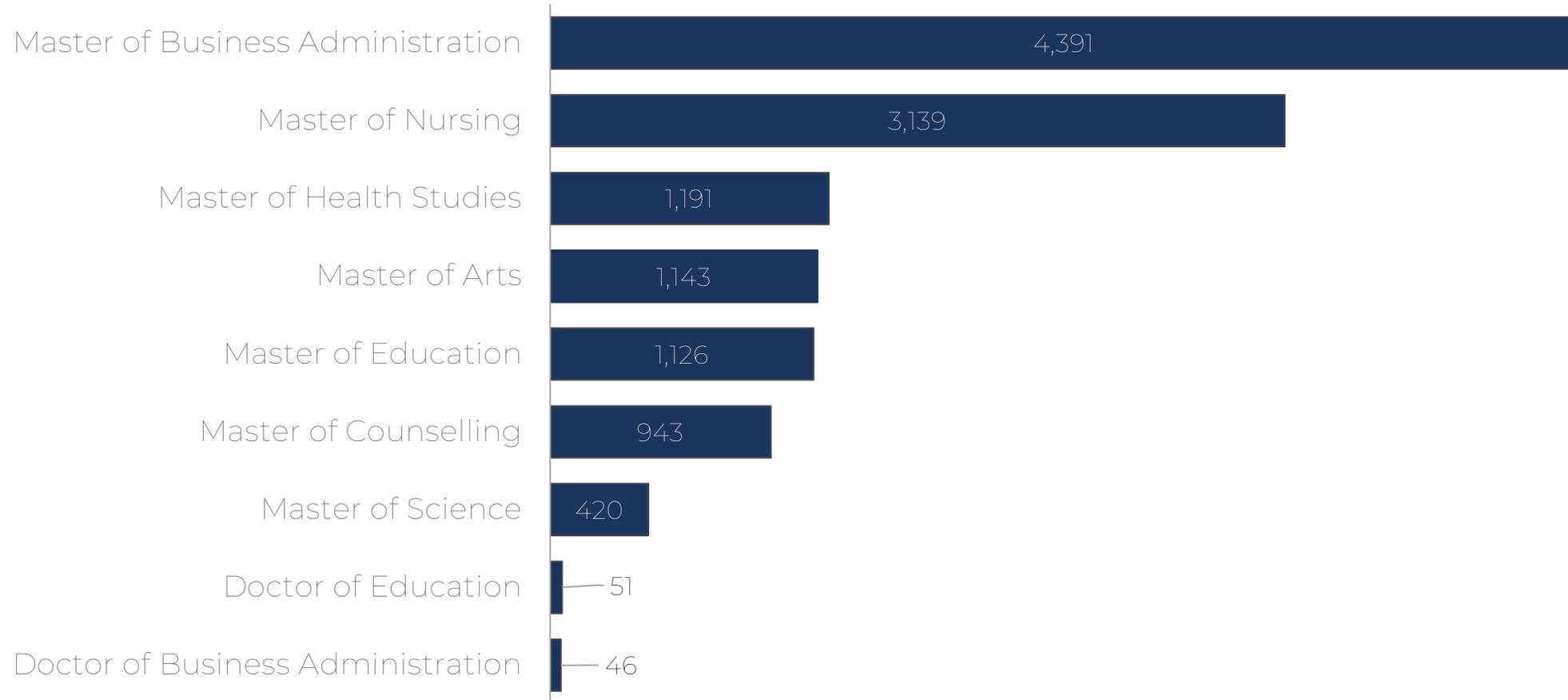
Faculty	Program	Degrees Awarded	Average Time-to-Degree (Years)
Business	Master of Business Administration	145	3.3
	Doctor of Business Administration	5	8.2
Health Disciplines	Master of Counselling	79	3.8
	Master of Health Studies	51	4.4
	Master of Nursing	347	4.1
Humanities and Social Sciences	Master of Arts	57	6.1
	Master of Education	54	4.3
	Doctor of Education	8	7.1
Science and Technology	Master of Science	23	5.8

* Time-to-Degree (T2D): Time in years; Degree date less Minimum Program Enrollment date



Total Graduate Degrees Awarded

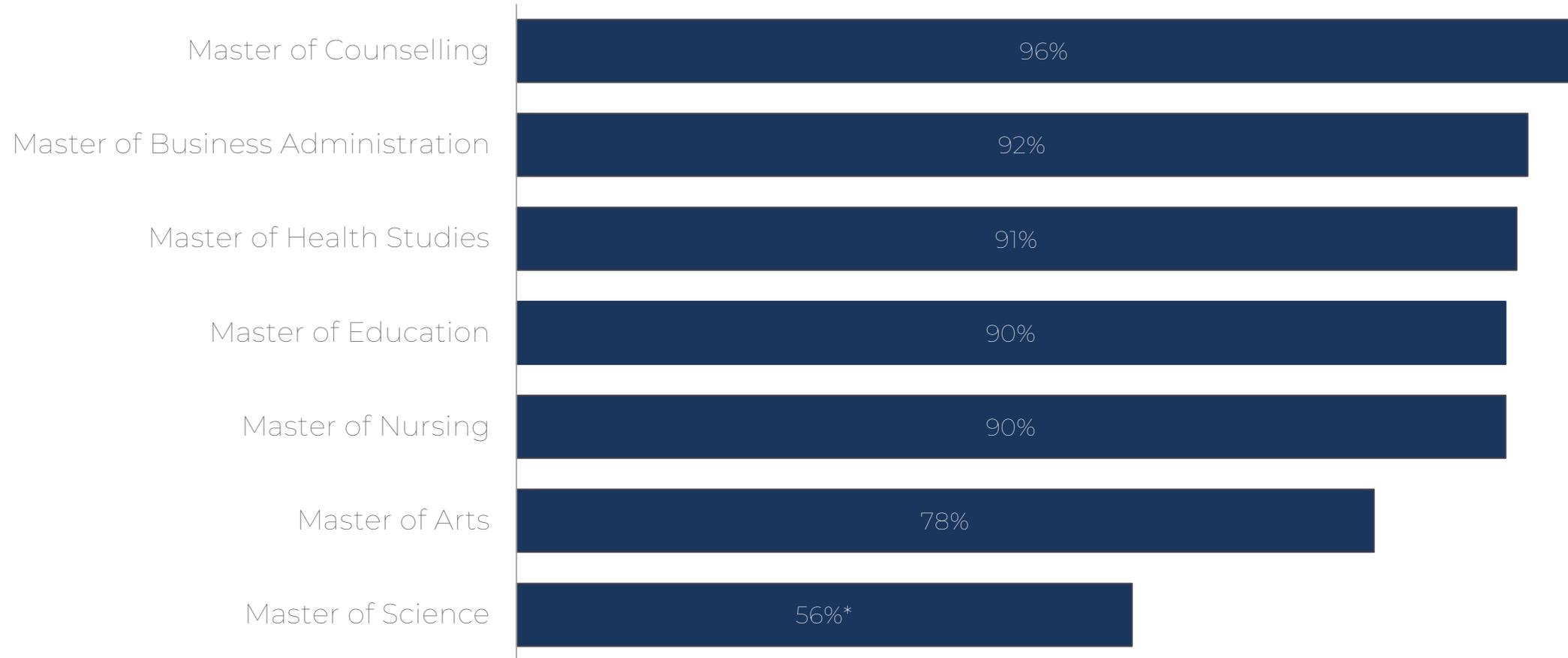
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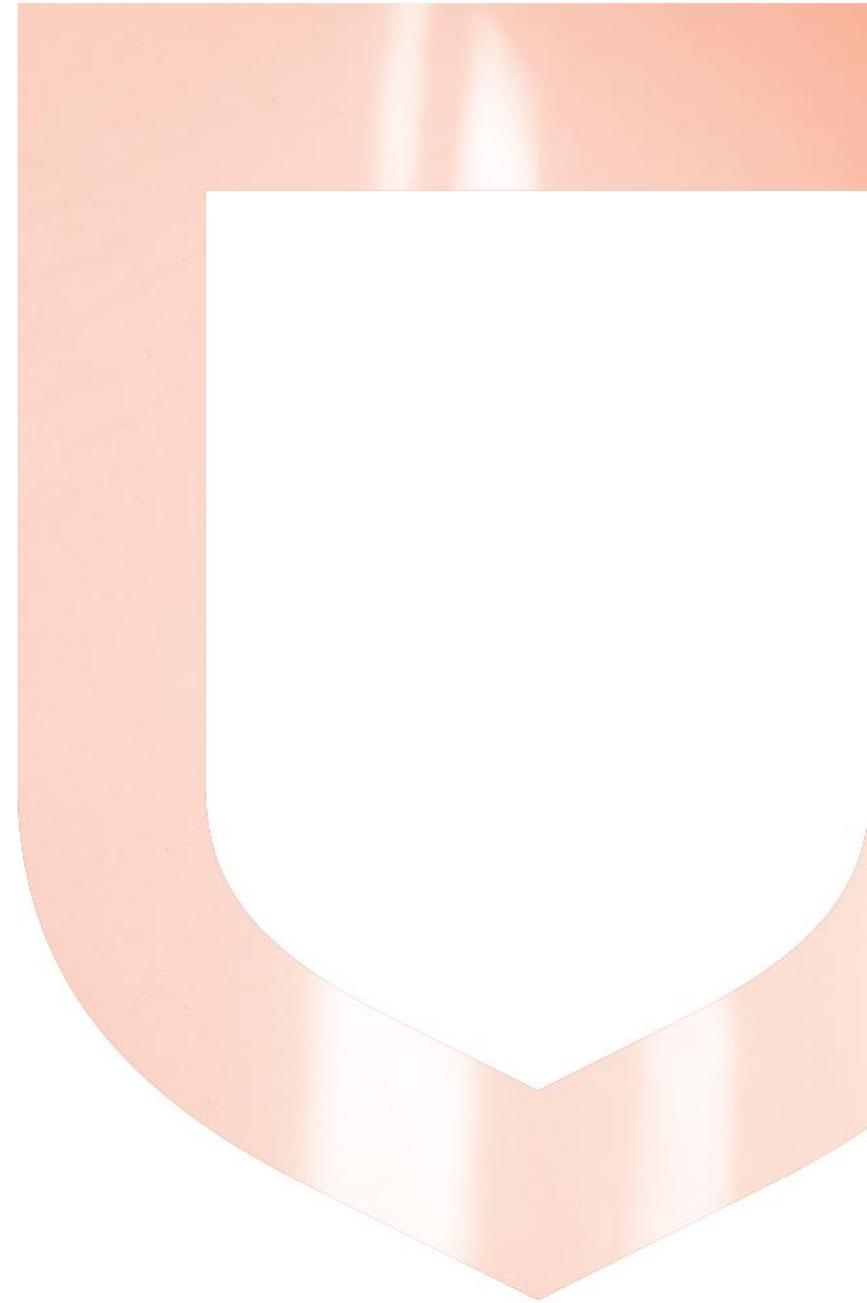
Cost Benefits Master's Degree

Percent Agree & Strongly Agree Worth the Cost



(*) indicates less than 10 respondents

RESEARCH





Research Funding for Graduate Students

Athabasca University financially supports the research of our graduate students through the Graduate Student Research Fund (GSRF), the Access to Data Management Analysis Software Fund and other research awards.

The [Graduate Student Research Fund \(GSRF\)](#) is intended to:

- enhance the research experience of award recipients
- foster research creativity and innovation
- support graduate students' research-focused endeavors
- encourage dissemination of master's or doctoral research
- acknowledge graduate students' contributions to AU's research climate

The fund provides awards to both master's and doctoral students.

Visit [Graduate Student Research Fund](#) for information on how to apply, application deadlines and guidelines.



Research Funding for Graduate Students

Access to Data Management Analysis Software Fund

Students who need to buy data management/analysis software for their research may have some of their costs covered by the Access to Data Management Analysis Software Fund. The funding can be used to buy licenses or upgrades for statistical software such as:

- SPSS
- [NVIVO](#)
- ATLAS.ti

Students are eligible to receive up to \$250 per year from this fund.

Visit [Access to Data Management Analysis Software Fund](#) for information on how to apply, application deadlines and guidelines.



Research Funding for Graduate Students

Other funding sources

AU also provides or administers a number of graduate scholarships and awards to help students conduct and disseminate research.

- [Faculty of Graduate Studies – Graduate funding](#)
- [Office of the Registrar – Awards for Graduate students](#)

External funding

The Research Centre maintains a [calendar of external funding opportunities for graduate students](#) and will help you apply for these awards.

Research Institute



Athabasca River Basin Research Institute (ARBRI)

The Athabasca River Basin Research Institute (ARBRI) leads in research related to the environment to the environment, ecosystems, and communities of northern Alberta.



Canada Research Chairs



Canada Research Chair in Digital Disruption and Organizational Transformation

Dr. Joe Cox, Faculty of Business

Dr. Cox's research focuses on the digital economy and will investigate a range of disruptive technologies, including crowdfunding, video games and digital piracy, with a view to examining their impact upon organizations. The outcomes of this research will have significant commercial and policy relevance for digital consumers, platforms and regulators.



Canada Research Chair in Hydrological Sustainability

Dr. Scott Ketcheson, Faculty of Science & Technology

As a field hydrologist, Dr. Ketcheson studies the movement of water between forests, wetlands, and streams in northern Alberta. His research program uses both traditional hydrological techniques and innovative sensor networks to gain a direct process-based understanding of the hydrological function and importance of headwater catchments for generating freshwater in tributary river networks within the Athabasca River Basin.



Canada Research Chairs



Canada Research Chair in Sound Studies

Dr. Mickey Vallee, Faculty of Humanities and Social Sciences

Dr. Vallee's interdisciplinary research focuses on innovation in sound-based technologies and how new local and global research communities can be built around these innovations. By building an understanding of the personal and collective experiences that people have with emerging sound technologies, Dr. Vallee will investigate how the sciences, the social sciences and the arts and humanities engage with technological innovation.



Canada Research Chair in Health Promotion and Chronic Disease Management

Dr. Jeff Vallance, Faculty of Health Disciplines

Dr. Vallance's research explores the role that physical activity programs can play in improving the health of cancer survivors and the negative impact of sedentary behaviour. Given that cancer survivors and the general population spend most of their waking hours in sedentary behaviour like sitting, Vallance believes it is critical to understand the health implications of sedentary lifestyles after a cancer diagnosis. Vallance aims to develop practical and sustainable health promotion programs that will facilitate physical activity, reduce sedentary behavior and improve physical and psychosocial health outcomes for cancer survivors. He hopes to apply these behavioural change programs to primary care networks to ensure their sustainability. Vallance's research will help develop a physically active population of cancer survivors that translates into fewer cancer recurrences, longer and healthier lives and reduced burdens on the health-care system.



Campus Alberta Innovation Program Chair



CAIP Chair in Hydroecology and Environmental Health

Dr. Chris Glover, Faculty of Science and Technology

Dr. Glover's research examines how contaminants (e.g., chemicals) and stressors (e.g., changing temperatures and water flows) affect the quality of the Athabasca River, as well as the organisms that live in the river basin.



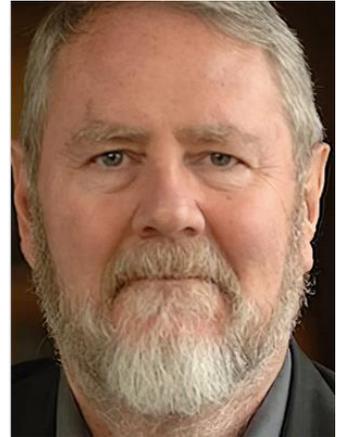
Athabasca University Chairs



UNESCO/ICDE Chairholder in Open Educational Resources (OER)

Dr. Rory McGreal, Centre for Distance Education

Dr. McGreal is responsible for promoting the use and reuse of free, openly licensed educational content institutionally, nationally and internationally, with a particular focus on developing countries. Both UNESCO and the International Council for Open and Distance Education (ICDE) support the use of open educational resources (OER) as being essential for the achievement of the UNESCO Sustainable Development Goal 4: Education for All. He has delivered OER seminars, keynote presentations and conducted workshops in more than 60 countries.



Commonwealth of Learning Chairholder in Emerging Technologies in Open and Distance Learning

Dr. Mohamed Ally, Faculty of Humanities and Social Sciences

Dr. Ally is conducting research that will impact both developed and developing countries. He is currently a Canadian expert on Information technology for learning, education and training (ISO/IEC JTC 1/SC 36) (Information technology for learning, education and training) to set international standards for mobile learning, online learning, virtual reality, and augmented reality. Professor Ally has edited/co-edited 15 books on the use of emerging technologies in education and presented speeches at many national and international conferences. He is a Founding Director of the International Mobile Learning Association and the International Association for Blended Learning.





OAU

Canada's
Open
University