

# ***Nursing Education in Canada Statistics***

*2006-2007*

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**June 2008**



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- Members of CASN's Standing Committee on Information Management
- CNA jurisdictional members
- College of Nurses of Ontario
- Ordre des infirmières et infirmiers du Québec

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## Introduction

The Canadian Nurses Association (CNA), in collaboration with the Canadian Association of Schools of Nursing (CASN), is pleased to present *Nursing Education in Canada Statistics, 2006-2007*.

Since 1963, CNA has been collecting student and faculty data from Canadian schools offering education programs that entitle successful graduates to apply for initial licensure/registration as a registered nurse (RN) and graduate programs for RNs. CNA and CASN have collaborated to collect data from CASN member schools since 1985.

This publication includes quantitative data from the annual survey and then builds on the data, in combination with other information, to provide analysis of key findings and observations.

In 2007, CNA and CASN agreed to collect faculty data every second survey. The survey of 2006-2007 did not include questions regarding faculty, and thus the faculty data presented here are unchanged from 2005-2006. Faculty data will be collected once again in the 2007-2008 survey, and the results will be published in *Nursing Education in Canada Statistics, 2007-2008* in the spring of 2009.

Data from the survey support effective health human resources planning by providing:

- projections of the number of graduates eligible to apply for initial licensure/registration and enter the nursing workforce by a given date;
- details on the number of RNs obtaining graduate qualifications; and
- information on the composition of faculty delivering nursing education.

The survey is designed to capture the increasing variety and complexity of education programs, the proliferation of sites at which they are offered and the multiple entries into nursing.

The Canadian Institute for Health Information (CIHI) considers this survey one of three key sources of data to identify the number of nursing students entering the system.<sup>1</sup> It is the only pan-Canadian, longitudinal survey of Canadian nursing schools.

Included in this publication are:

- a snapshot of key findings that combines survey results with data obtained from Ordre des infirmières et infirmiers du Québec (OIIQ) to offset survey under-reporting of admission and graduate data for Quebec's diploma and basic baccalaureate programs;
- results of the National Student and Faculty Survey of Canadian Schools of Nursing 2006-2007; and
- the survey methodology.

## Registered Nursing Education in Canada: 2006-2007 Snapshot

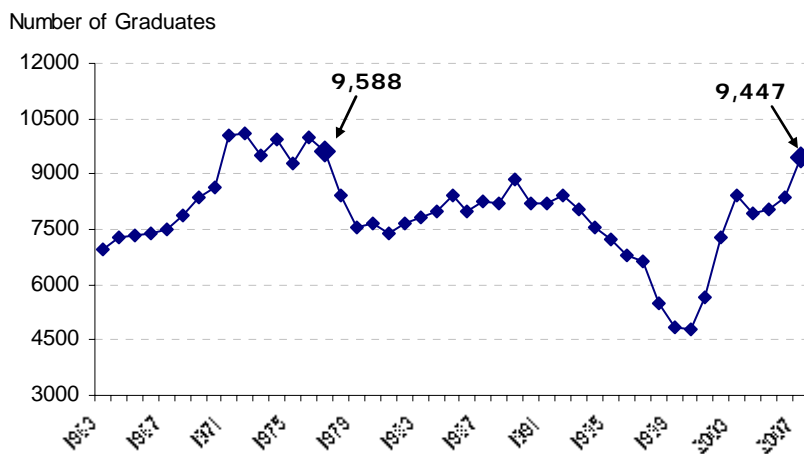
Canada's nursing education system supplies the majority of the nurses who practise in this country.<sup>2</sup> Analysis of the 2006-2007 survey data reveals trends related to the inflow of graduates. The results indicate continued progress, particularly in the number of innovative education programs, as well as areas of concern.

### Nurse Supply

Entry-to-practice (ETP) programs entitle the successful graduate to apply for initial RN licensure/registration.

- In 2006-2007, 12,877 students were admitted to ETP programs, an increase of 7.9% from the 11,936 admitted in 2005-2006.
- ETP admissions data for the period 2000 to 2007 show a high of 13,068 in 2001.
- In 2007, the number of ETP graduates reached 9,447. It was the first time in 30 years that this number exceeded 9,000 (Figure A); in the same 30-year span, the Canadian population has grown by approximately 39%.<sup>3</sup>
- Research suggests that 12,000 graduates per year are needed to address the projected nursing shortage.<sup>4</sup> To reach 12,000, the number of ETP graduates will have to increase by a further 27% beyond the results of 2007.
- The number of ETP graduates rose in all but four provinces/territories in 2007, for an overall increase of 12.7% from 2006 (Table A).
- In 1999, the potential supply of new nurses (i.e., graduates eligible to apply for initial RN licensure/registration) was 4,833, a 29-year low.<sup>5</sup> Eight years later, in 2007, the number of graduates from ETP programs had increased by 95.5% (Figure B).
- In 2006, Ontario and British Columbia had the lowest RN-to-population ratio. In 2007, these two provinces also had the fewest ETP graduates relative to population<sup>6</sup> (Figure C).
- In 2007, Canada graduated 330 nurse practitioners (NPs), a 61.7% increase over the 204 graduates in 2006.

Figure A: Graduates from Entry-to-Practice Programs, 1963-2007



Source: The National Student and Faculty Survey of Canadian Schools of Nursing; OIIQ

Table A: Percent Change of Graduates from Entry-to-Practice Programs by Jurisdiction, 2006 to 2007

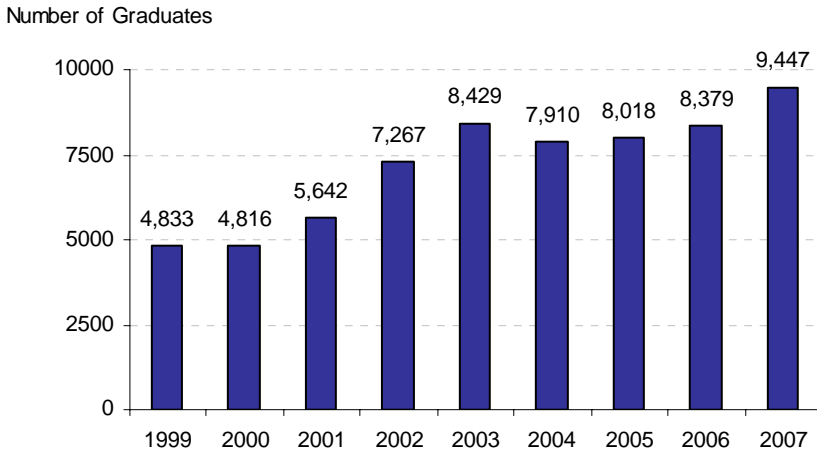
Jurisdiction	Number of ETP Graduates, 2006	Number of ETP Graduates, 2007	% Change
Newfoundland and Labrador	188	221	17.6
Prince Edward Island	56	56	0
Nova Scotia	257	283	10.1
New Brunswick	270	259	-4.0
Quebec	2,965	2,667	-10.0
Ontario	2,015	2,828	40.3
Manitoba	405	466	15.1
Saskatchewan	214	259	21.0
Alberta	1,130	1,248	10.4
British Columbia	854	1,132	32.6
Northwest Territories	**	13	-**
Nunavut	*	15	**
Yukon	No programs	No programs	-
<b>CANADA</b>	<b>8,379</b>	<b>9,447</b>	<b>12.7</b>

\* Value suppressed in accordance with CNA privacy policy; cell value is between 1 and 4

\*\* Value suppressed to ensure confidentiality; cell value is 5 or greater.

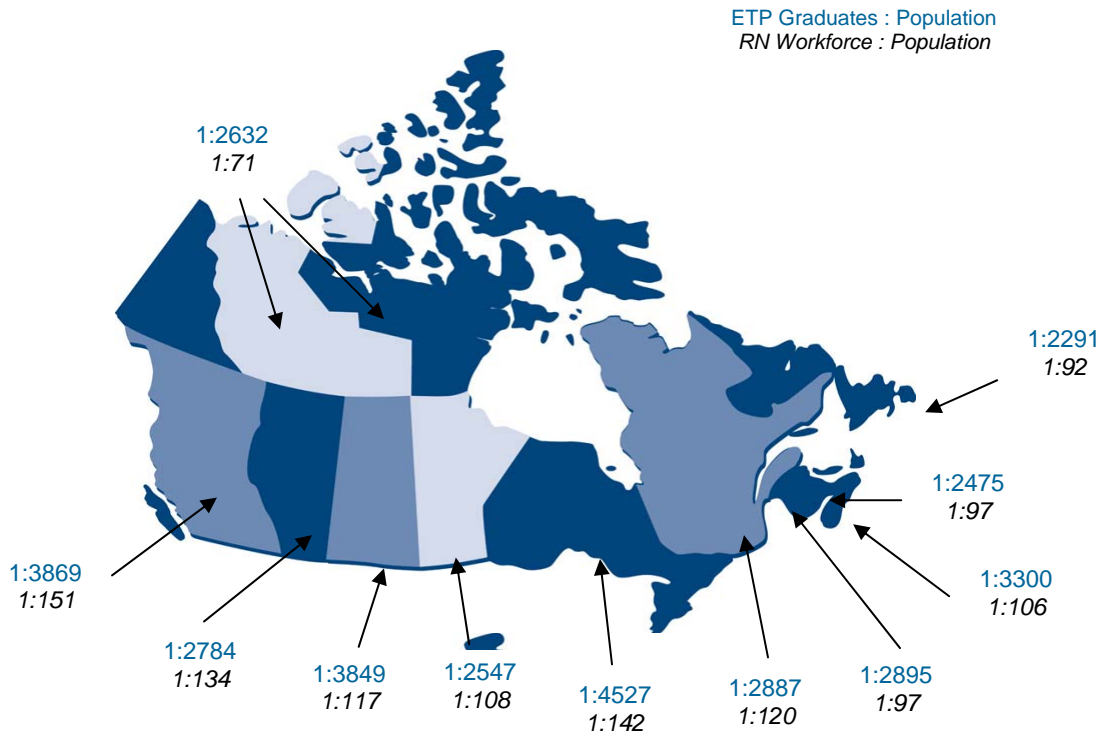
Source: The National Student and Faculty Survey of Canadian Schools of Nursing; OIIQ

Figure B: Graduates from Entry-to-Practice Programs, 1999-2007



Source: The National Student and Faculty Survey of Canadian Schools of Nursing; OIIQ

Figure C: Ratio of ETP Graduates to the Canadian Population in 2007 Compared with the Ratio of RNs in the Workforce in 2006 to the Canadian Population in 2007, by Jurisdiction



Source: The National Student and Faculty Survey of Canadian Schools of Nursing; OIIQ; Canadian Institute for Health Information. (2007). *Workforce trends of registered nurses in Canada, 2006*. Ottawa: Author; Statistics Canada. (2007). *Population by year, by province and territory, 2003-2007*. Retrieved May 14, 2008, from <http://www40.statcan.ca/101/cst01/demo02a.htm?sdi=population>



## **Program Innovations**

### **Fast Tracking**

Fast-track programs are becoming increasingly popular, as evidenced by a growth of 18.7% in their number in 2006-2007 from the previous academic year: 38 programs compared with 32 in 2005-2006. These programs allow students to complete their education in less time than traditional programs and include accelerated, fast-track, compressed, second-degree entry, advanced entry and bridging programs.

- All provinces, with the exception of Prince Edward Island, offered one or more fast-track ETP programs during the academic year 2006-2007.
- Ontario reported the highest number of fast-track ETP programs with 12. The next highest numbers were in Quebec with 7, Alberta with 6 and British Columbia with 5.

### **Distance Education**

Distance education programs facilitate access for students living outside urban centres and for working nurses seeking to upgrade academic credentials. In 2006-2007, 62 programs (37 baccalaureate, 19 master's and 6 PhD) were offered electronically in full or in part. There was no change from 2005-2006.

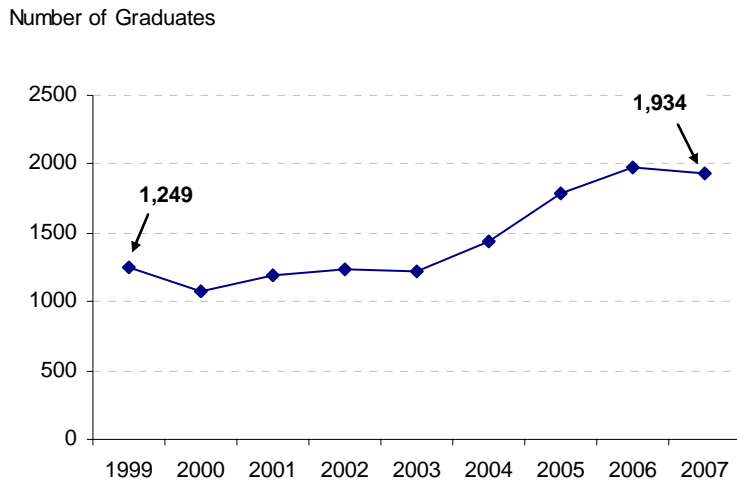
### **Continuing Education**

According to Statistics Canada, "the ability and willingness of adults to continue learning throughout their lives has been identified as a critical element in Canada's economic future."<sup>7</sup>

Economic imperative aside, continuing education is a significant factor influencing nurse retention.<sup>8</sup> Nurses seek continuous learning as well as credential upgrading to meet the demands of new knowledge, increasingly complex care and changing work environments.

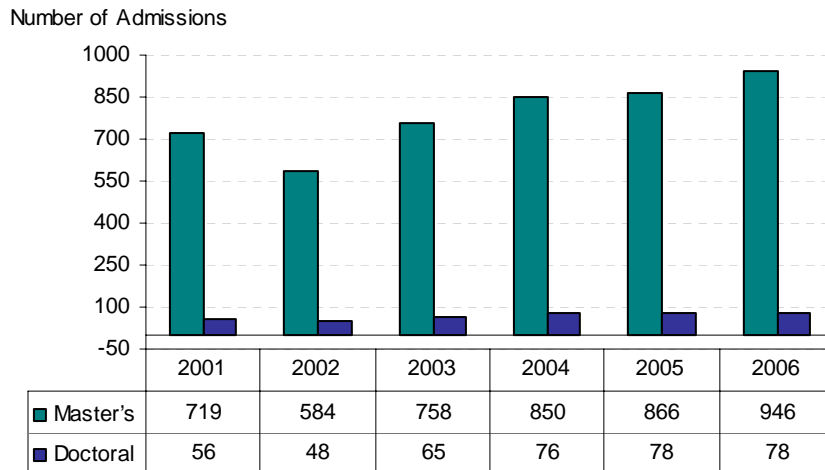
- In 2007, 1,934 RNs graduated from post-RN baccalaureate programs, a 54.8% increase over 1999 (Figure E).
- Admissions to master's programs continued a four-year rise in 2006-2007, reaching 946 (Figure F).
- Admissions to doctoral programs saw no increase or decrease compared with 2005-2006, continuing at 78 in 2006-2007 (Figure F).
- In 2007, 603 RNs graduated from master's programs and 44 RNs obtained PhD credentials, an 6.3% increase in master's graduates and a 12.8% increase in PhD graduates over 2006 (Figure G).

Figure E: Graduates from Post-RN Baccalaureate Programs, 1999-2007



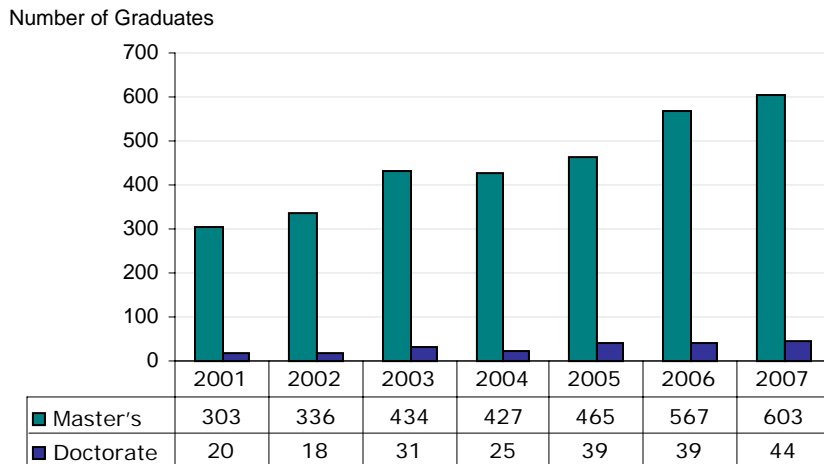
Source: The National Student and Faculty Survey of Canadian Schools of Nursing

Figure F: Admissions to Master's and Doctoral Programs, 2001-2006



Source: The National Student and Faculty Survey of Canadian Schools of Nursing

Figure G: Graduates from Master's and Doctoral Programs, 2001-2007



Source: The National Student and Faculty Survey of Canadian Schools of Nursing

## Nursing Faculty

Faculty data were not collected in the 2006-2007 survey. It will be collected once again in the 2007-2008 survey. However, because trends do not change substantively from one year to the next, the following observations from last year's report are worth restating.

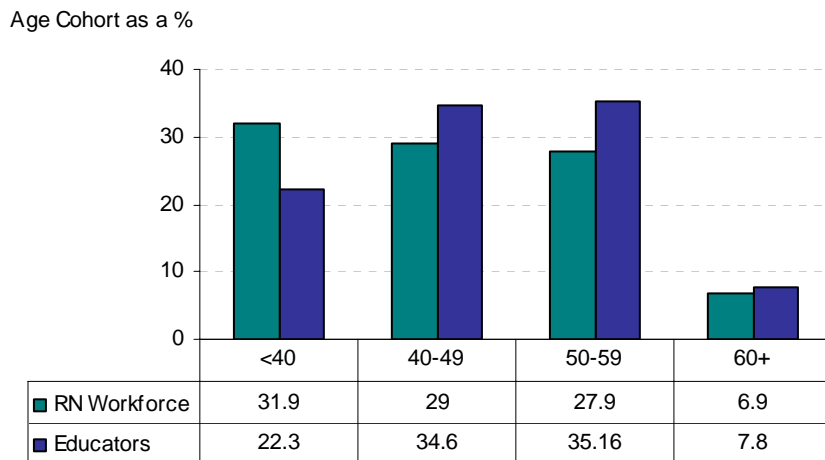
The supply of faculty is one factor affecting the country's ability to increase its educational capacity for nurses. That supply is affected by retirement of existing faculty, the inflow of newly prepared faculty and other factors.

Nursing faculty are nearing retirement in increasing numbers, and they are doing so at a rate that may limit student enrolment.

- In 2005, 43% of nursing faculty (or 1,459 of 3,393 faculty who provided age cohort data) were 50 years of age or older.
- In the age group 40 years and older, the proportion of nurse educators exceeds that of the total RN workforce<sup>9</sup> (Figure H).
- In 2005, nursing schools recruited more than 400 full-time and part-time faculty. Projections showed an estimated further 350 full-time and part-time vacancies in 2006.
- According to CASN,<sup>10</sup> faculty retirement projections, considered in conjunction with current staffing challenges and staffing requirements of other sectors besides education, indicate a need for 3,673 nurses with master's degrees and 650 nurses with doctoral degrees annually.

The number of graduates from master's and PhD programs is significantly less than CASN projections. In 2007, 603 RNs graduated from master's programs, only 16.4% of the 3,673 required, and the 44 RNs graduating from PhD programs constituted only 6.8% of the 650 required.

Figure H: Proportion of RN Workforce and Nursing Faculty by Age Cohort, 2005



Source: The National Student and Faculty Survey of Canadian Schools of Nursing; Canadian Institute for Health Information. (2006). *Workforce trends of registered nurses in Canada, 2005*. Ottawa: Author

## Summary

The push to admit and graduate more nursing students is evident in most provinces and territories. Technology adoption, innovative program delivery methods and new approaches to learning are being embraced by educators and welcomed by students.

The results of the 2006-2007 survey indicate progress. However, the gap between the output of Canada's education institutions in 2007 and the recommended 12,000 graduates per year is still high – nearly 30%.

To achieve the level of nurse supply needed and a health-care system that is able to serve the needs of the population, it will be important to maintain this momentum by continuing to focus on new program delivery methods, the use of new technologies and on investments that increase the number of nursing seats and the supply of faculty.

## Results of the National Student and Faculty Survey of Canadian Schools of Nursing, 2006-2007

In October 2007, the annual survey was distributed to 136 nursing schools across Canada. A total of 118 schools participated, for an overall response rate of 87%. Survey results from 17 CEGEP diploma programs, one baccalaureate program, one post-RN baccalaureate program, and one master's program in the province of Quebec, are missing, which resulted in a 65% response rate in that province. In all other provinces and territories, 100% participation was achieved.

Different collection periods and methodologies and under-reporting from a small proportion of schools may result in differences between the records of a provincial or territorial government or regulatory body and the National Student and Faculty data.

The tables represent data as reported by each of the participating schools and do not include data from other sources. Neither CNA nor CASN is responsible for errors in data reported by schools. The 2006-2007 results tables include:

Table 1: Education Programs by Province/Territory – Schools Offering Diploma, Undergraduate and Graduate Programs, 2006-2007, by Program Category

Table 2: Admission, Enrolment and Graduate Data by Program, 2006-2007

Table 3: Diploma Programs – Admission, Enrolment and Graduate Data, 2002-2007

Table 4: Baccalaureate Programs – Admission, Enrolment and Graduate Data, 2002-2007

Table 5: Post-RN Baccalaureate Programs – Admission, Enrolment and Graduate Data, 2002-2007

Table 6: Master's Programs – Admission, Enrolment and Graduate Data, 2002-2007

Table 7: Doctoral Programs – Admission, Enrolment and Graduate Data, 2002-2007

Table 8: Nurse Practitioner Programs – Admission, Enrolment and Graduate Data, 2002-2007

Table 9: Faculty Data – Highest Academic Credential Reported by Nursing Faculty, 2002-2005

Table 10: Faculty Data – Numbers of Nursing Faculty by Age Cohort, 2002-2005

It is important to read the notes that accompany each table as well as the section “Methodological Notes,” which contains information pertinent to all of the tables and which is found on page 30. The full survey methodology and definitions are found in Appendix A.

### Symbols

- .. Figure not available
- ... Figure not appropriate or not applicable
- R Revised data
- \* Value suppressed in accordance with CNA privacy policy; cell value is between 1 and 4
- \*\* Value suppressed to ensure confidentiality; cell value is 5 or greater.

## *Methodology Overview*

The data and information presented in this publication are derived from the annual National Student and Faculty Survey of Canadian Schools of Nursing survey and database. The database is maintained by CNA.

The survey is divided into three sections:

1. The first focuses on elements that describe the education programs, program quotas, applications and enrolment. The data include results from each campus location for all education programs offered in either French or English regardless of delivery type (on-site or distance).
2. The second section details the number of students who graduate from each education program and the qualification earned.
3. The third section captures data on the number of faculty members teaching in education programs, their credentials, and information related to recruitment and retirement.

The survey is designed to prompt schools to include all education programs offered at all campus sites. Schools are asked to report programs exactly as they are known at the school. Programs are then classified according to a standard data code and grouped by program category.

The survey data are completed by the appropriate designate at each school and reviewed and approved by the dean, director, program head or equivalent. The data are then subjected to a quality assurance process by CNA. CNA's quality assurance process includes:

- Comparisons to program inventories from previous years as well as program data listed on each school website to ensure data are representative of all programs offered by the school
- Assessment of completeness of survey to ensure that all programs, sites, partners and data elements have been included
- Survey and data entry review by CASN
- Review of annual results by CNA jurisdictions
- Review of annual results by the CASN Standing Committee on Information Management

Questions pertaining to the data provided by the schools are resolved by CNA and the faculty members responsible for the data compiled. The dean, director or program head attests to the data's accuracy and completeness and approves the use of the data to prepare reports and to support research and policy decisions affecting the future supply of nurses in Canada.

In the event that data are not reported, the omitted data are sorted by data type and captured in one of two categories: (1) not available, or (2) not appropriate or applicable. Omitted data are identified in the reports.

In accordance with CNA's privacy policy, small cell entries between 1 and 4 are not reported. Some cell values of 5 or greater have been suppressed to protect privacy.<sup>11</sup>

For more details on the survey methodology, see Appendix A.

## 2006-2007 RESULTS

Table 1: Education Programs by Province/Territory – Schools Offering Diploma, Undergraduate and Graduate Programs, 2006-2007, by Program Category

Baccalaureate Collaborative Partnerships are shown by indenting the name of the partner school under that of the degree-granting institution.

	Diploma	Bacc.	Post-RN	Master's	Doctoral	NP
Newfoundland & Labrador						
Memorial University of Newfoundland		√	√	√		√
Centre for Nursing Studies		√				√
Western Regional School of Nursing		√				
Prince Edward Island						
University of Prince Edward Island		√				
Nova Scotia						
Cape Breton University		√				
Dalhousie University		√	√	√	√	√
St. Francis Xavier University		√	√			
New Brunswick						
Université de Moncton		√	√	√		√
University of New Brunswick		√	√	√		√
Quebec						
Abitibi-Témiscamingue, CEGEP	..					
Alma, CEGEP	..					
André-Laurendeau, CEGEP	..					
Baie-Comeau, CEGEP	√					
Beauce Appalaches, CEGEP	√					
Bois-de-Boulogne, CEGEP	..					
Chicoutimi, CEGEP	√					
Dawson, CEGEP	√					
Drummondville, CEGEP	√					
Édouard-Montpetit, CEGEP	√					
Francois-Xavier-Garneau, CEGEP	..					
Gaspésie, CEGEP	√					
Granby Haute-Yamaska, CEGEP	..					
Heritage, CEGEP	√					
John-Abbott, CEGEP	√					
Jonquière, CEGEP	√					
La Pocatière, CEGEP	..					
Lévis-Lauzon, CEGEP	√					
Limoilou, CEGEP	√					
Maisonneuve, CEGEP	√					
Matane, CEGEP	√					

	Diploma	Bacc.	Post-RN	Master's	Doctoral	NP
McGill University		√	√	√	√	√
Montmorency, CEGEP	√					
Outaouais, CEGEP	√					
Régional de Lanaudière, CEGEP	√					
Rimouski, CEGEP	√					
Rivière-du-Loup, CEGEP	√					
Saint-Foy, CEGEP	√					
Saint-Félicien, CEGEP	√					
Saint-Hyacinthe, CEGEP	√					
Saint-Jean-sur-Richelieu, CEGEP	..					
Saint-Jérôme, CEGEP	√					
Sept-Iles, CEGEP	..					
Saint-Laurent, CEGEP	..					
Shawinigan, CEGEP	..					
Sherbrooke, CEGEP	..					
Sorel-Tracy, CEGEP	√					
Thetford, CEGEP	√					
Trois-Rivières, CEGEP	√					
Université Laval		√	√	√	√	√
Université de Montréal		√	√	√	√	√
Université de Sherbrooke			√	√	√	
Université du Québec à Chicoutimi		√	√	√		
Université du Québec à Rimouski			√	√		
Université du Québec à Trois Rivières		..	..	..		
Université du Québec en Abitibi-Témiscamingue			√			
Université du Québec en Outaouais		√	√	√		
Valleyfield, CEGEP	√					
Vanier, CEGEP	√					
Victoriaville, CEGEP	..					
Viewx-Montréal, CEGEP	..					
<b>Ontario</b>						
Brock University		√	√			
Loyalist College		√				
Humber College (partnered with U. New Brunswick)		√				
Lakehead University		√	√	√		√
Confederation College		√				
Laurentian University / Université Laurentienne		√	√	√		√
Collège Boréal		√				
Cambrian College		√				
Northern College		√				
St. Lawrence College		√				
Sault College		√				
McMaster University		√	√	√	√	√
Conestoga College		√				
Mohawk College		√				



	Diploma	Bacc.	Post-RN	Master's	Doctoral	NP
Nipissing University		√				
Canadore College		√				
Queen's University		√	√	√		√
Ryerson University		√	√	√		√
Centennial College		√				
George Brown College		√				
Trent University/Fleming College		√				
Sir Sandford Fleming College		√				
University of Ontario Institute of Technology		√	√			
Durham College		√				
University of Ottawa / Université d'Ottawa		√	√	√	√	√
Algonquin		√				
Cité Collégiale, La		√				
University of Toronto		√		√	√	√
University of Western Ontario		√	√	√	√	√
Fanshawe College.		√				
University of Windsor		√	√	√		√
Lambton College		√				
St. Clair College		√				
York University, Atkinson College		√	√	√		√
Georgian College		√				
Seneca College		√				
<b>Manitoba</b>						
Brandon University		√	√			
College Universitaire Saint-Boniface (partnered with University of Ottawa / Université d'Ottawa)	√	√				
University of Manitoba		√	√	√	√	√
Red River College	√	√				
University College of the North		√				
<b>Saskatchewan</b>						
University of Saskatchewan		√	√	√		√
First Nations University of Canada		√				
Saskatchewan Institute of Applied Sciences & Technology		√				√
<b>Alberta</b>						
Athabasca University		√	√	√		√
Mount Royal College		√				
University of Alberta		√	√	√	√	√
Grande Prairie College		√				
Grant MacEwan College	√	√				
Keyano College		√				
Red Deer College		√				
University of Calgary		√	√	√	√	√
Medicine Hat College		√				
University of Lethbridge		√	√	√	√	
Lethbridge College	√	√				

	Diploma	Bacc.	Post-RN	Master's	Doctoral	NP
<b>British Columbia</b>						
British Columbia Institute of Technology		√	√			√
Kwantlen University College		√	√			
Douglas College		√				
Langara Community College		√				
Malaspina University-College		√	√			
North Island College		√	√			
Trinity Western University		√				
University College of the Fraser Valley		√	√			
University of British Columbia		√	√	√	√	√
University of British Columbia-Okanagan		√	√	√		
University of Northern British Columbia		√	√	√		√
College of New Caledonia		√				
Northwest Community College		√				
University of Victoria		√	√	√	√	√
Camosun College		√				
College of the Rockies		√				
Selkirk College		√				
Thompson Rivers University		√	√			
<b>Northwest Territories</b>						
Aurora College (partnered with University of Victoria)	√	√				√
<b>Nunavut</b>						
Nunavut Arctic College (partnered with Dalhousie University)		√				
Yukon: No programs offered.						
<b>Canada Total</b>	<b>47</b>	<b>89</b>	<b>42</b>	<b>32</b>	<b>15</b>	<b>29</b>

## Notes

In this table, “Bacc.” refers to basic baccalaureate programs.

Consult Appendix A for details.

Table 2: Admission, Enrolment and Graduate Data by Program, 2006-2007

Admission and enrolment data are reported by academic year. Graduate data are reported by calendar year.

	CANADA	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
<b>DIPLOMA</b>														
Admissions, 2006-2007	1,984	...	...	...	...	*1,821	...	102	...	61	...	..	...	...
Enrolment, 2006-2007	6,299	...	...	...	...	*5,709	...	**	...	330	...	*	...	...
Graduates, 2007	1,280	...	...	...	...	*963	...	**	...	217	...	*	...	...
Graduates, 2007 as a percentage of the total	100%	...	...	...	...	75.2%	...	**	...	16.9%	...	*	...	...
<b>BACCALAUREATE</b>														
Admissions, 2006-2007	9,278	262	59	379	435	*405	3,629	451	348	1,777	1,494	27	12	...
Enrolment, 2006-2007	32,385	897	228	1,239	1,272	*1,929	13,202	1,864	1,290	5,117	5,269	48	30	...
Graduates, 2007	6,843	221	56	283	259	*380	2,828	369	259	1,031	1,132	10	15	...
Graduates, 2007 as a percentage of the total	100%	3.2%	0.8%	4.1%	3.8%	5.5%	41.3%	5.4%	3.8%	15.1%	16.5%	0.1%	0.2%	...
<b>POST-RN BACCALAUREATE</b>														
Admissions, 2006-2007	2,438	36	...	97	108	1,011	737	50	167	157	75	...	...	...
Enrolment, 2006-2007	8,031	188	...	610	255	2,319	1,870	164	325	1,371	929	...	...	...
Graduates, 2007	1,934	12	...	39	41	833	486	36	51	170	266	...	...	...
Graduates, 2007 as a percentage of the total	100%	0.6%	...	2.0%	2.1%	43.1%	25.1%	1.9%	2.6%	8.8%	13.7%	...	...	...
<b>MASTER'S</b>														
Admissions, 2006-2007	946	20	...	16	18	171	306	19	21	259	116	...	...	...
Enrolment, 2006-2007	2,981	75	...	93	141	528	694	59	50	933	408	...	...	...
Graduates, 2007	603	21	...	9	21	108	199	15	18	131	81	...	...	...
Graduates, 2007 as a percentage of the total	100%	3.5%	...	1.5%	3.5%	17.9%	33.0%	2.5%	2.9%	21.7%	13.4%	...	...	...
<b>DOCTORATE</b>														
Admissions, 2006-2007	78	...	...	**	...	17	41	..	..	*	9	...	...	...
Enrolment, 2006-2007	358	...	...	10	...	95	139	..	..	84	30	...	...	...
Graduates, 2007	44	...	...	..	...	8	12	..	*	18	**	...	...	...
Graduates, 2007 as a percentage of the total	100%	...	...	...	...	18.2%	27.3%	..	*	40.9%	**	...	...	...
<b>NURSE PRACTITIONER</b>														
Admissions, 2006-2007	383	10	...	7	5	6	181	13	19	104	38	..	...	...
Enrolment, 2006-2007	899	13	...	**	44	11	324	30	34	334	97	*	...	...
Graduates, 2007	330	13	...	**	14	15	158	12	13	66	28	*	...	...
Graduates, 2007 as a percentage of the total	100%	3.9%	...	**	4.2%	4.5%	47.9%	3.6%	3.9%	20.0%	8.5%	*	...	...

## Notes

In 2007, the treatment of graduate data from program delivery partnerships that cross provincial/territorial boundaries was changed so that graduates from these partnerships are now recorded under the home province/territory as follows:

- 10 students from Aurora College, N.W.T., received baccalaureate degrees from the University of Victoria, B.C. These graduates are recorded under N.W.T.
- 20 students from College Universitaire Saint-Boniface, Man., received baccalaureate degrees from University of Ottawa / Université d'Ottawa, Ont. These graduates are recorded under Manitoba.
- 15 students from Nunavut Arctic College, Nunavut, received baccalaureate degrees from Dalhousie University, N.S. These graduates are recorded under Nunavut.
- 176 students from Humber College, Ont., received baccalaureate degrees from the University of New Brunswick, N.B. These graduates are recorded under Ontario.

\* OIIQ reports the following for Quebec diploma and baccalaureate programs: 3,473 students were admitted to diploma programs and 368 students to baccalaureate programs; 2,242 students graduated from diploma programs and 425 from baccalaureate programs. Enrolment data were not provided.

Summary of omitted and unusable data:

### Quebec

Diploma	2 schools' admission data
Post-RN Baccalaureate	1 school's admission data; 1 school's enrolment data 1 school's graduate data
Master's	1 school's admission data; 1 school's enrolment data 1 school's graduate data
Doctoral	1 school's admission data; 1 school's graduate data

### Ontario

Baccalaureate	1 school's admission data
Masters'	1 school's admission data

### Alberta

Master's	1 school's admission data
Doctoral	1 school's admissions data

### British Columbia

Post-RN Baccalaureate	4 schools' admission data data; 1 school's enrolment and gradate data
Master's	1 school's admission data

Table 3: Diploma Programs – Admission, Enrolment and Graduate Data, 2002-2007

Admission and enrolment data are reported by academic year. Graduate data are reported by calendar year.

	CANADA	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
<b>ADMISSIONS:</b>														
2002-2003	1,792	...	...	...	...	1,247	329	95	...	121	...	..	...	...
2003-2004	2,064	...	...	...	...	1,835	...	100	...	129	...	..	...	...
2004-2005	2,171	...	...	...	...	1,862	...	102	...	207	...	..	...	...
2005-2006	2,202	...	...	...	...	1,873	...	124	...	205	...	..	...	...
2006-2007	1,984	...	...	...	...	*1,821	...	102	...	61	...	..	...	...
<b>ENROLMENT:</b>														
2002-2003	7,256	...	...	...	...	3,255	3,496	199	...	255	...	51	...	...
2003-2004	8,326	...	...	...	...	6,228	1,356	**	...	548	...	*	...	...
2004-2005	7,727	...	...	...	...	6,811	**	242	...	655	...	*	...	...
2005-2006	6,081	...	...	...	...	5,284	...	**	...	528	...	*	...	...
2006-2007	6,299	...	...	...	...	*5,709	...	**	...	330	...	*	...	...
<b>GRADUATES:</b>														
2003	4,478	...	...	...	...	1,092	2,905	70	...	256	128	27	...	...
2004	2,686	...	...	...	...	1,272	895	**	...	271	163	*	...	...
2005	1,767	...	...	...	...	1,345	...	**	...	235	100	*	...	...
2006	1,374	...	...	...	...	1,063	...	**	...	193	...	*	...	...
2007	1,280	...	...	...	...	*963	...	**	...	217	...	*	...	...

### Notes

Revisions to 2003 and 2004 graduate data reflect new data received in 2008 from some Ontario schools.

Summary of omitted and unusable data:

- 2002-2003: 1 school did not report admission, enrolment or graduate data.
- 2003-2004: 5 schools did not report admission data; 4 schools did not report graduate data.
- 2004-2005: 7 schools did not report admission data; 1 school did not report enrolment data; 1 school did not report graduate data.
- 2005-2006: In Quebec, 4 schools did not report admission data and 2 schools did not report enrolment data.  
In Quebec, 2 diploma programs did not provide graduate data.
- 2006-2007: In Quebec, 2 diploma programs did not provide admissions data.

\* OIIQ reports the following for Quebec diploma programs: 3,473 students were admitted to diploma programs in 2006-2007, and 2,242 students graduated from diploma programs in 2007. Enrolment data were not provided.

Table 4: Baccalaureate Programs – Admission, Enrolment and Graduate Data, 2002-2007

Admission and enrolment data are reported by academic year. Graduate data are reported by calendar year.

	CANADA	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
<b>ADMISSIONS:</b>														
2002-2003	8,177	244	59	315	585	564	2,600	582	314	1,324	1,590	...	...	...
2003-2004	7,767	260	..	369	238	632	2,712	459	296	1,609	1,150	34	8	...
2004-2005	7,638	255	57	334	297	390	2,845	256	380	1,388	1,390	33	13	...
2005-2006	8,200	246	60	335	406	372	3,428	241	404	1,449	1,220	30	9	...
2006-2007	9,278	262	59	379	435	*405	3,629	451	348	1,777	1,494	27	12	...
<b>ENROLMENT:</b>														
2002-2003	23,333	826	185	1,014	1,611	1,374	5,866	1,891	934	3,947	5,685	...	...	...
2003-2004	25,612	871	..	1,103	1,266	2,612	8,564	1,879	911	4,310	3,998	79	19	...
2004-2005	27,457	864	225	1,171	1,244	1,712	9,877	1,433	1,111	4,527	5,188	79	26	...
2005-2006	29,748	879	225	1,198	1,273	1,639	11,727	1,605	1,172	4,649	5,270	83	28	...
2006-2007	32,385	897	228	1,239	1,272	*1,929	13,202	1,864	1,290	5,117	5,269	48	30	...
<b>GRADUATES:</b>														
2003	3,601	191	39	200	226	463	753	357	192	561	619	...	...	...
2004	4,255	223	51	254	282	472	891	338	227	883	634	...	...	...
2005	5,080	197	51	244	276	487	1,619	346	224	842	792	*	**	...
2006	5,614	188	56	257	270	511	2,015	291	214	937	854	**	*	...
2007	6,843	221	56	283	259	*380	2,828	369	259	1,031	1,132	10	15	...

## Notes

In 2007 the treatment of graduate data from program delivery partnerships that cross provincial/territorial boundaries was changed so that graduate results from these partnerships are recorded under the student's home province/territory. In 2007:

- 10 students from Aurora College, N.W.T., received baccalaureate degrees from the University of Victoria, B.C. These graduates are recorded under N.W.T.
- 20 students from College Universitaire Saint-Boniface, Man., received baccalaureate degrees from University of Ottawa / Université d'Ottawa, Ont. These graduates are recorded under Manitoba.
- 15 students from Nunavut Arctic College, Nunavut, received baccalaureate degrees from Dalhousie University, N.S. These graduates are recorded under Nunavut.
- 176 students from Humber College, Ont., received baccalaureate degrees from the University of New Brunswick, N.B. These graduates are recorded under Ontario.

- Historical data for years 2004, 2005 and 2006 have been amended accordingly.

Summary of omitted and unusable data:

- 2002-2003: 1 university did not report admission data.
- 2003-2004: 7 schools did not report admission data; 1 school did not report enrolment data.
- 2004-2005: 1 school did not report admission data.
- 2005-2006: In Quebec, admission data provided by 2 universities was not usable;  
In Manitoba, admission data provided by 1 university was not usable;  
In Alberta, 1 school did not provide admission data;  
In British Columbia, 1 school did not provide admission data.
- 2006-2007: In Ontario, 1 school did not provide admission data.

\* OIIQ reports the following for Quebec baccalaureate programs: 368 students to baccalaureate programs in 2006-2007, and 425 graduated from from baccalaureate programs in 2007. Enrolment data were not provided.



Table 5: Post-RN Baccalaureate Programs – Admission, Enrolment and Graduate Data, 2002-2007

Admission and enrolment data are reported by academic year. Graduate data are reported by calendar year.

	CANADA	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
<b>ADMISSIONS:</b>														
2002-2003	2,409	..	...	9	56	150	730	96	189	629	550	...	...	...
2003-2004	1,918	52	...	**	45	376	669	*	92	574	89	...	...	...
2004-2005	2,539	28	...	99	58	965	379	124	100	282	504	...	...	...
2005-2006	2,493	20	...	153	70	1,121	689	..	130	203	107	...	...	...
2006-2007	2,438	36	...	97	108	1,011	737	50	167	157	75	...	...	...
<b>ENROLMENT:</b>														
2002-2003	5,150	..	...	28	320	372	1,561	191	189	1,500	989	...	...	...
2003-2004	6,047	361	...	37	211	1,039	1,625	..	276	1,662	836	...	...	...
2004-2005	7,754	384	...	451	247	1,985	1,782	192	290	1,361	1,062	...	...	...
2005-2006	9,123	385	...	580	276	3,265	1,876	201	201	1,408	931	...	...	...
2006-2007	8,031	188	...	610	255	2,319	1,870	164	325	1,371	929	...	...	...
<b>GRADUATES:</b>														
2003	1,214	8	...	41	44	115	588	53	43	123	199	...	...	...
2004	1,437	15	...	40	68	357	474	46	44	132	261	...	...	...
2005	1,791	17	...	83	54	504	644	48	54	147	240	...	...	...
2006	<sup>R</sup> 1,970	14	...	74	50	<sup>R</sup> 777	595	49	26	145	240	...	...	...
2007	1,934	12	...	39	41	833	486	36	51	170	266	...	...	...

## Notes

Summary of omitted and unusable data:

2002-2003: 4 schools did not report admission data; 5 schools did not report enrolment data; 2 schools did not report graduate data.

2003-2004: 9 schools did not report admission data; 7 schools did not report enrolment data.

2004-2005: 3 schools did not report admission data; 1 school did not report enrolment data.

2005-2006 In Quebec, 3 schools did not provide admission and 2 schools did not provide enrolment data;

In Ontario, 3 schools did not provide admission data and 1 school did not provide enrolment data;

In British Columbia, 4 schools did not provide admission data and 1 school did not provide enrolment data.

2006-2007: In Quebec, 1 school did not provide admission data; 1 school did not provide enrolment data and 1 school did not provide graduate data  
In British Columbia, 4 schools did not provide admission data; 1 school did not provide enrolment or graduate data.

**Table 6: Master's Programs – Admission, Enrolment and Graduate Data, 2002-2007**

Admission and enrolment data are reported by academic year. Graduate data are reported by calendar year.

	CANADA	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
<b>ADMISSIONS:</b>														
2002-2003	584	...	...	29	28	148	125	21	16	211	6	...	...	...
2003-2004	758	32	...	17	23	203	244	22	13	169	35	...	...	...
2004-2005	850	16	...	19	28	220	140	14	16	283	114	...	...	...
2005-2006	866	15	...	20	23	204	221	13	21	266	83	...	...	...
2006-2007	946	20	...	16	18	171	306	19	21	259	116	...	...	...
<b>ENROLMENT:</b>														
2002-2003	1,706	..	...	93	133	259	472	98	45	394	212	...	...	...
2003-2004	2,494	99	...	96	138	599	666	75	48	466	307	...	...	...
2004-2005	2,476	114	...	97	125	525	497	43	35	680	360	...	...	...
2005-2006	2,706	95	...	91	113	552	606	46	45	820	338	...	...	...
2006-2007	2,981	75	...	93	141	528	694	59	50	933	408	...	...	...
<b>GRADUATES:</b>														
2003	434	11	...	14	11	45	215	14	9	82	33	...	...	...
2004	427	11	...	12	7	75	159	16	20	92	35	...	...	...
2005	465	7	...	32	16	81	169	11	17	76	56	...	...	...
2006	<sup>R</sup> 567	32	...	20	<sup>R</sup> 28	<sup>R</sup> 115	141	10	15	131	75	...	...	...
2007	603	21	...	9	21	108	199	15	18	131	81	...	...	...

## Notes

Summary of omitted and unusable data:

2002-2003: 2 schools did not report admission or graduate data; 4 schools did not report enrolment data.

2003-2004: 1 school did not report admission data.

2004-2005: All schools reported all data.

2005-2006: In Ontario, 2 schools did not provide admission data.  
In British Columbia, 1 school did not provide admission data.

2006-2007: In Quebec, 1 school did not provide admission data; 1 school did not provide enrolment data and 1 school did not provide graduate data.

In Ontario, 1 school did not provide admission data.

In Alberta, 1 school did not provide admission data.

In British Columbia, 1 school did not provide admission data.

Table 7: Doctoral Programs – Admission, Enrolment and Graduate Data, 2002-2007

Admission and enrolment data are reported by academic year. Graduate data are reported by calendar year.

	CANADA	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
<b>ADMISSIONS:</b>														
2002-2003	48	...	...	...	...	10	**	...	...	25	*	...	...	...
2003-2004	65	...	...	...	...	15	24	...	*	22	*	...	...	...
2004-2005	76	...	...	*	...	24	20	...	*	25	*	...	...	...
2005-2006	78	...	...	*	...	19	32	..	*	20	*	...	...	...
2006-2007	78	...	...	8	...	17	41	..	..	3	9	...	...	...
<b>ENROLMENT:</b>														
2002-2003	271	...	...	...	...	44	83	...	...	98	46	...	...	...
2003-2004	289	...	...	...	...	80	90	...	*	107	**	...	...	...
2004-2005	327	...	...	*	...	86	99	...	*	98	39	...	...	...
2005-2006	390	...	...	**	...	96	124	..	*	131	30	...	...	...
2006-2007	358	...	...	10	...	95	139	..	..	84	30	...	...	...
<b>GRADUATES:</b>														
2003	31	...	...	...	...	**	9	...	...	14	*	...	...	...
2004	25	...	...	...	...	*	12	...	...	7	*	...	...	...
2005	39	...	...	*	...	**	8	..	*	13	11	...	...	...
2006	R39	...	...	*	...	R5	10	..	*	19	**	...	...	...
2007	44	...	...	*	...	8	12	..	*	18	**	...	...	...

## Notes

Summary of omitted and unusable data:

2002-2003: 2 schools did not report admission or graduate data.  
4 schools did not report enrolment data.

2003-2004: 1 school did not report admission data.

2004-2005: All schools reported all data.

2005-2006: In Quebec, 1 school did not provide admission data.  
In Manitoba, no doctoral data was provided.  
In British Columbia, 1 school did not provide admission data.

2006-2007: In Quebec, 1 school did not provide admissions data and 1 school did not provide graduate data.

In Alberta, 1 school did not provide admissions data.

Table 8: Nurse Practitioner Programs – Admission, Enrolment and Graduate Data, 2002-2007

Admission and enrolment data are reported by academic year. Graduate data are reported by calendar year.

	CANADA	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
<b>ADMISSIONS:</b>														
2002-2003	155	..	...	11	...	...	77	...	...	67	...	..	...	...
2003-2004	230	25	...	12	15	13	81	**	41	..	30	*	...	...
2004-2005	273	7	...	11	11	11	65	*	20	112	30	*	...	...
2005-2006	354	10	...	4	7	*	161	9	15	113	30	*	...	...
2007	383	10	...	7	**	**	181	13	19	104	38	..	...	...
<b>ENROLMENT:</b>														
2002-2003	248	..	...	13	...	...	158	...	...	77	...	..	...	...
2003-2004	691	25	...	46	30	39	151	29	156	167	42	6	...	...
2004-2005	669	24	...	31	36	25	138	24	50	279	56	6	...	...
2005-2006	879	25	...	**	37	20	317	26	28	351	66	*	...	...
2006-2007	899	13	...	**	44	11	324	30	34	334	97	*	...	...
<b>GRADUATES:</b>														
2003	231	13	...	10	8	5	155	*	9	22	0	**	...	...
2004	149	16	...	20	..	..	46	*	9	55	..	*	...	...
2005	178	*	...	16	6	8	76	9	9	25	25	*	...	...
2006	204	14	...	**	6	8	88	8	11	30	31	*	...	...
2007	330	13	...	**	14	15	158	12	13	66	28	*	...	...

## Notes

Summary of omitted and unusable data:

- 2002-2003: 1 university did not report admission data.  
5 universities did not report enrolment data.  
2 universities did not report graduate data.
- 2003-2004: 3 schools did not report admission data.  
2 schools did not report enrolment data.
- 2004-2005: 4 schools did not report admission data.
- 2005-2006: In Ontario, 1 school did not provide admission data.
- 2006-2007: All schools reported all data.

**Table 9: Highest Academic Credential Reported by Nursing Faculty, 2002-2005**

	2002	2003	2004	2005
<b>Credential</b>				
Post Doctoral in Nursing	21	44	32	38
Post Doctoral in Other Discipline	15	44	20	19
Doctoral in Nursing	221	272	259	256
Doctoral in Other Discipline	251	290	311	278
Master's in Nursing	812	996	1,056	1,157
Master's in Other Discipline	622	627	694	635
Nurse Practitioner	55	69	74	93
Baccalaureate in Nursing	1,177	1,224	1,240	1,454
Baccalaureate in Other Discipline	75	94	84	142
Not Stated/Other	111	160	128	133
<b>Canada Total</b>	<b>3,350</b>	<b>3,820</b>	<b>3,898</b>	<b>4,205</b>

## Notes

Summary of omitted and unusable data:

2002: 4 schools did not report highest academic credential data.

2003: 7 schools did not report highest academic credential data.

2004: 1 school did not report highest academic credential data.

2005: 23 schools did not report highest academic credential data.

Table 10: Faculty Data – Numbers of Nursing Faculty by Age Cohort, 2002-2005

	2002	2003	2004	2005
Age Cohort				
<35	308	401	354	429
35-39	311	365	347	330
40-44	427	502	494	542
45-49	569	703	592	633
50-54	566	697	661	703
55-59	458	509	467	490
60-64	146	190	213	228
≥65	25	29	43	38

### Notes

Summary of omitted and unusable data:

2002: 18 schools did not submit age cohort data.

2003: 21 schools did not submit age cohort data.

2004: 15 schools did not submit age cohort data.

2005: 23 schools did not submit age cohort data.

## Methodological Notes – Survey Tables

### Classification of nursing programs

Programs are identified by a standard data code, which allows the data to be attributed to one of six program categories.

Diploma	Diploma, Diploma Exit option, PN to RN, LPN to RN, DEC
Baccalaureate:	Standard, Generic, Collaborative, Accelerated, Fast Track, Advanced, Second Degree Entry, Compressed, Technology in Nursing, and Psychiatric Nurse to RN Baccalaureate
Post-RN Baccalaureate:	Post-RN Baccalaureate, DEC-BACC
Master's:	Master's in Nursing, DESS
Doctoral:	Doctorate in Nursing
Nurse Practitioner:*	Nurse Practitioner, NP, integrated with a degree program, e.g., MN/NP

\*NP programs may be combined with or integrated into master's degree programs, and schools may or may not report separate data for these integrated programs. Where the data is reported separately it is recorded under the NP program and the master's program.

### Collection Period

Program inventory, admissions, enrolment and faculty data are collected on the academic year. This year's collection is for the 2006-2007 academic year.

Graduate data is collected on the calendar year. This year's collection captures graduates for calendar year 2007.

### Data Collection Terms

Admission:	Admission results are calculated by totalling the number of first-time nursing students admitted to Year 1 of the program plus the number of advanced entrant students admitted in any year of the program. Admission results include data for each intake offered throughout the course of an academic year. Schools are asked to report admission results <i>after the allowed withdrawal</i> date of their institution.
Enrolment:	Enrolment results are a count of the number of students enrolled in each year of study. Enrolment results include data for each intake offered throughout the course of an academic year. Schools are asked to report enrolment results <i>after the allowed withdrawal</i> date of their institution.



### Entry-to-practice

**Programs:** Entry-to-practice (ETP) programs entitle the successful graduate to apply for licensure/registration. ETP programs include diploma, generic baccalaureate and entry-to-practice master's.

**Graduates:** Graduate results are calculated by totalling the number of degrees awarded by each institution throughout a calendar year.

See Appendix A for a list of the definitions provided to all schools.

### Data Limitations

Data included in the survey tables are as reported by the schools who responded to the survey. See "Survey Response" below for details on annual response rates.

Schools sometimes provide data that is unusable or fail to report requested data. Each table is accompanied by a summary of omitted data.

### Out-Of-Province/Territory Partnerships

Colleges and universities may establish program delivery partnerships that cross provincial/territorial boundaries. In 2007, the treatment of graduate data from program delivery partnerships that cross provincial/territorial boundaries was amended so that graduate results are recorded in the home province/territory. Admission and enrolment data continue to be recorded according to the program delivery responsibility of each partner. The handling of admissions and enrolment data did not change. Historical graduate data have been adjusted accordingly. Please consult the Survey Methodology for additional details.

Out-of-province/territory baccalaureate collaborative partnerships as of 2006-2007 include: Aurora College, N.W.T., partnered with the University of Victoria, B.C.; College Universitaire Saint-Boniface, M.B., partnered with University of Ottawa / Université d'Ottawa, Ont.; Nunavut Arctic College, Nunavut, partnered with Dalhousie University, N.S.; and Humber College, Ont., partnered with the University of New Brunswick, N.B.

### Survey Response

**2002-2003:** The 2002-2003 survey was sent to 134 schools offering nursing programs; 101 schools completed the survey; 29 CEGEPs and 4 Quebec universities did not complete the survey. The overall **response rate was 75%**. Quebec's response rate was 65%. Ontario's response rate was 98%. In the remaining provinces and territories, 100% participation was achieved.

**2003-2004:** The 2003-2004 survey was sent to 134 schools offering nursing programs; 117 schools completed the survey; 15 CEGEPs, 1 Ontario college and 1 Quebec university did not complete the survey. The overall **response rate was 87%**. Quebec's response rate was 69%. Ontario's response rate was 97%. In the remaining provinces and territories, 100% participation was achieved.

**2004-2005:** The 2004-2005 survey was sent to 134 schools offering nursing programs; 120 schools completed the survey; 13 Quebec CEGEPs (13 diploma programs) and 1 Ontario college (1 baccalaureate program) did not complete the survey. The overall *response rate was 90%*. Quebec's response rate was 75%. Ontario's response rate was 97%. In the remaining provinces and territories, 100% participation was achieved.

**2005-2006:** The 2005-2006 survey was sent to 134 schools offering nursing programs; 119 schools completed the survey; 15 Quebec CEGEPs (15 diploma programs) did not. The overall *response rate was 89%*. Quebec's response rate was 70%. In all other provinces and territories, 100% participation was achieved.

**2006-2007:** The 2006-2007 survey was sent to 136 schools offering nursing programs; 118 schools completed the survey; 1 Quebec university (1 baccalaureate program, 1 post-RN baccalaureate program, 1 master's program) and 17 Quebec CEGEPs (17 diploma programs) did not report. The overall *response rate was 87%*.

### **Privacy and Confidentiality**

In accordance with CNA's privacy policy, small cell entries between 1 and 4 are not reported. Some cell values of 5 or greater have been suppressed to protect privacy.<sup>11</sup>

## APPENDIX A

### The National Student and Faculty Survey of Canadian Schools of Nursing 2006-2007: Survey Methodology

Registered nurses (RNs) are the backbone of the health care system. Ensuring an adequate supply of RNs is of critical importance to the system's smooth functioning. The annual output of new nurse supply from nursing education programs (programs entitling successful graduates to apply for RN licensure) is the principal source of new additions to the Canadian RN workforce.

CNA, in collaboration with CASN, has been collecting student and faculty data for the last two decades. In the summer of 2002, CNA contracted Dr. Eva Ryten to review its data collection methods and the statistical results of the annual survey of schools of nursing. One outcome of Dr. Ryten's work was a suggestion to redesign the student and faculty survey methodology and format to ensure the accurate capture of the increasing complexity and variety of nursing education programs, the proliferation of sites at which they are offered and the multiple entry points into nursing, with a particular focus on qualification earned. A collaborative project was therefore undertaken by CASN and CNA to redesign the survey forms both to solve the problems encountered with the data collected in recent years and to ensure that counting was complete and reflective of the new realities of nursing education in the 21st century.

The data from this survey support accurate projections of the number of graduates eligible to enter the nursing workforce by a given date, detail the number of nurses obtaining graduate and postgraduate qualifications and provide important information on the composition of faculty required to deliver nursing education.

#### *General Methodology*

##### **Background**

A few years after CNA adopted a policy of baccalaureate education for new RNs, provinces and territories moved to phase out community college diploma programs and convert all new nurse supply education programs to undergraduate university degree programs. Conversion to degree programs is complete in all the Atlantic provinces and in Saskatchewan. A few diploma programs remain in Manitoba. Alberta converted to degree programs with a diploma exit option for some students and has proposed that the transition to baccalaureate be complete by the end of December 2009. British Columbia completed the transition at the end of 2005. Ontario adopted the baccalaureate degree as of January 2005. The Registered Nurses Association of the Northwest Territories and Nunavut holds the position that the baccalaureate should be required. Quebec continues to provide diploma programs while supporting the development of baccalaureate partnerships between CEGEPs and universities. The Yukon has no entry-level educational programs.

Additional information about provincial positions on the adoption of baccalaureate education for new RNs is available in the CNA fact sheet *Nursing in Canada* in the section "The Transition Process."

The conversion from diploma to degree programs brought in its wake many statistical complications. The mechanism adopted to convert from diploma to degree programs was the introduction of collaborative degree programs. "Collaborative" refers to a relationship of cooperation between a university and one or more college-level institutions. The extent and type of collaboration existing between a university and its collaborating partner or partners varies greatly. At one extreme, the university may be responsible only for ensuring that the curriculum meets university degree standards,

and the college may deliver the entire curriculum on its sites. At the other extreme, the university may be heavily involved not only in approving academic standards but also in delivering sizable amounts of the curriculum on its campuses.

In light of the trend toward baccalaureate education, CNA, with CASN's agreement, adopted a data record linking process. The process links college admission and enrolment data for diploma exit and collaborative degree programs to the corresponding baccalaureate program enrolment and graduate data of the university partner. This approach allows for the statistical tracking of nursing students by qualification earned from the point of admission, by each year of enrolment, through to graduation.

## Data Collection

The survey requests information on the following:

- Program Inventory – covers all nursing programs leading to initial licensure (e.g., diploma, diploma exit, baccalaureate, collaborative baccalaureate) as well as formal programs furthering an RN's education (e.g., post-RN, master's, doctorate, nurse practitioner); includes programs offered via distance, multiple language offerings and multiple partnership arrangements. Collection period: academic year.
- Quota, Admission and Enrolment – for each of the programs listed in the program inventory, by partner, by site, where available. Collection period: academic year.
- Graduates – by qualification earned, graduates by gender for each program listed in the program inventory, by partner, by site, where available. Collection period: calendar year.
- Faculty Demographics – details on faculty responsible for the delivery of programs listed in the program inventory, by gender, rank and status; these data include components such as highest academic credential, age cohorts and average age of retirement. Collection period: academic year.

Admission and enrolment data are collected for the previous academic year to ensure that fall, winter and summer intake data are gathered. Graduate data are collected for the calendar year to align with annual licensing examination practices and health human resources planning. Faculty data are collected during the academic year to allow for comparisons to student admission and enrolment data.

The data are completed by the appropriate designate at each school and are reviewed and approved by the dean, director, program head or equivalent. On receipt, the data are reviewed by CNA and CASN to ensure that all programs, sites, partners and data elements have been included. Comparisons are made to program inventories from previous years as well as program data listed on each school website to ensure that data are representative of all programs offered by the school.

Questions that arise before or after data entry are resolved by CNA and the faculty members responsible for the data compiled. That person attests to the data's accuracy and completeness and approves the use of the data to prepare reports and to support research and policy decisions affecting the future supply of nurses in Canada.

In the event that data are not reported, the omitted data are sorted by data type and captured in one of two categories: (1) not available, or (2) not appropriate or applicable. Omitted data are identified in the reports.

## Data Organization

As mentioned earlier, the data derived from the survey accommodate the increasing variety and complexity of nursing education in Canada. The data are organized to allow for statistical trends to be tracked at provincial/territorial and national levels by qualification earned.

Another component of data organization accommodates the increasing variety of nurse practitioner (NP) programs. NP programs may be combined with or integrated into master's degree programs, and schools may report separate data for these integrated programs. In these instances, data are recorded under the NP program and the corresponding degree program. If the school is unable to provide the data separately (e.g., some integrated programs are reported such that all admission, enrolment and/or graduate data are included in the master's program), then all the data are included under the master's program.

Many schools are in the process of phasing out diploma programs or have introduced collaborative baccalaureate programs that may include a diploma exit option. The data for these programs are handled as follows:

- If a college is no longer accepting new diploma students but continues to educate Year 2 or Year 3 students, a diploma program is attributed to this school. The admission, enrolment and graduate data are recorded in the college's data.
- If a college offers a collaborative baccalaureate program with a diploma exit option in partnership with a degree-granting institution, a diploma program and a collaborative baccalaureate program are attributed to the college. The college admission and enrolment data are linked to the degree-granting institution's corresponding enrolment and graduate data. Graduates exiting with a diploma are recorded in the graduate data of the college awarding the diploma. Graduate data for students electing to pursue a baccalaureate degree are included in the graduate data reported by the degree-granting institution.

Links are established between college and university partners offering collaborative baccalaureate programs such that admission, enrolment and graduate data records mirror the delivery of each partner. A baccalaureate program is attributed to each partner offering a part of the baccalaureate program. This approach allows for the statistical tracking of nursing students by qualification earned from the point of admission, by each year of enrolment, at each partner site through to graduation.

Colleges and universities may establish program delivery partnerships that cross provincial/territorial boundaries. In 2007, the treatment of graduate data from program delivery partnerships that cross provincial/territorial boundaries was amended so that graduate results are recorded in the home province/territory. Admission and enrolment data continue to be recorded according to the program delivery responsibility of each partner. The handling of admissions and enrolment data did not change. Historical graduate data have been adjusted accordingly.

During the survey period 2006–2007, there were four out-of-province/territory baccalaureate collaborative partnerships: Aurora College, N.W.T., partnered with University of Victoria, B.C.; College Universitaire Saint-Boniface, M.B., partnered with University of Ottawa / Université d'Ottawa, Ont.; Nunavut Arctic College, N.T., partnered with Dalhousie University, N.S.; and Humber College, Ont., partnered with the University of New Brunswick, N.B.

## Tables

The survey data are summarized in 10 tables for distribution to schools of nursing and interested parties (e.g., CNA jurisdiction members, CASN member schools, researchers, government departments). Each table contains important notes covering data scope, updates to previous years' data, omissions and acknowledgments. The reports are posted to the CNA and CASN websites.

It is important to review the program names included in each of the program categories listed in the various tables. Equally important is an understanding of the approach taken to collaborative baccalaureate programs, data pertaining to NP programs and partnerships outside provincial/territorial boundaries. See the section "Background," above, for information on this point as well as "Data Organization." A review of the definitions used in the survey, in the next section, is also recommended.

## Data Confidentiality and Privacy

As part of the 2006-2007 survey submission procedures, each school completes a confidentiality and approval release form authorizing CNA and CASN to release the data for purposes of research, policy-making, advocacy, etc.

CNA staff adheres to CNA's *Protection of Personal Information*, available on the CNA website, and CASN staff adheres to CASN's privacy policy, available on the CASN website.

## Definitions Used in the Survey

### *Advanced Entrants*

Students previously enrolled in non-nursing program (e.g., Bachelor of Arts, Physiotherapy, Bachelor of Science) who transfer to an RN education program. These students have already completed some of the program's required courses. As a result, they may be approved to join an existing student cohort in Year 2 or Year 3, etc. Data reported in this selection are included in the calculation of admissions.

Advanced entrants include:

- students previously enrolled in school X in a non-nursing program who transfer to an RN education program in school X;
- students previously enrolled in school Y in a non-nursing program who transfer to an RN education program at school X;
- students with a degree from a non-nursing program who enter an RN education program.

Note: Advanced entrants differ from first-time students. See the definition for first-time students.

### *Baccalaureate Program Collaborative Delivery*

A baccalaureate program offered in partnership between a university and another institution. Program partners may also belong to a consortium.

### *Baccalaureate Program University Delivery*

A baccalaureate program offered by a university; no partners are involved.

### *Campus Site*

The school site (campus) where a program is offered.

### ***Continuing Students***

Continuing students include:

- full-time students who progress to the next year of study without interruption, remaining with the same student cohort from one year of study to the next;
- part-time students who require more than one academic year to complete all required courses;
- students who fail a course in a particular year of an RN education program but are permitted to move to Year 2 (policy may vary from one school to another).

### ***Employment Status***

A description of the employment status of faculty members. Includes tenured/tenure-track (permanent), non-tenured (non-permanent), full-time and part-time status.

### ***Enrolment***

The number of students enrolled in each year of study. Enrolment data reflects the number of students enrolled following the allowed withdrawal date.

### ***Enrolment Status***

The type of student enrolled in a given program. Student enrolment status options are:

- first time;
- continuing;
- advanced entrants;
- repeater;
- returnee leave of absence;
- transfer-in internal; and
- transfer-in external.

### ***Faculty Category***

The categories (i.e., faculty titles) provided may not apply to each school. Schools are encouraged to enter faculty titles in use at their school.

### ***First-Time Students***

New entrants to Year 1 of an RN education program. First-time students are found only in Year 1 data. Nursing students who are in Year 2 for the first time are not considered first-time students. Data reported in this selection are included in the calculation of admissions.

Note: First-time students differ from advanced entrants. See the definition of advanced entrants.

### ***Intake***

The time of year when students enter programs. Sometimes *intake* is confused with the number of students admitted. The intake information expected is fall (F), winter (W), summer (S) or in the case of programs offered via distance, ongoing (O).

### ***Number of application received***

The number of applications received by a school for a given program. These applications have not yet been reviewed (no decision made).

### ***Number of admissions offered to students***

This number is usually different from the total quota number; it represents all offers made to students whether accepted or not.

### ***Number of qualified applications unable to accommodate***

The number of qualified applications the program is unable to accommodate when the program is oversubscribed.

### ***Program Category***

Data are recorded in the database according to the following program categories: baccalaureate programs university delivery, baccalaureate program collaborative delivery, post-RN, master's, doctoral, nurse practitioner. Each program category may contain multiple programs.

Example: Program category "post-RN" – the school may offer a post-RN program on-site as well as a post-RN program via distance. Both programs are listed under program category "post-RN."

### ***Program Duration***

The expected number of years/semesters required to complete the entire program.

### ***Qualification***

The name of the credential awarded upon successful completion of a program (e.g., BN, BScN, MN).

### ***Quota***

The number of seats funded by the provincial/territorial governments for new first-year entrants and/or the school's own quota for the program

### ***Repeater Students***

Students who must repeat an entire year of study because they failed to meet their RN education program requirements in a given year (policy may vary from one school to another). However, students who are allowed to move on to the next year of the program while at the same time repeating a course from a previous year of study are not to be included in this enrolment status option. See "continuing students."

### ***Returnee LOA Students***

Student who return to an RN education program following a school-sanctioned leave of absence (LOA) (e.g., maternity leave). The school policy regarding the amount of time a student may be absent dictates which students are included in this enrolment status option.

### ***Roll-up Results***

The combined total of program results where the programs belong to the same program category.



### *Total quota all sites, all intakes*

The total of all individual quotas for a given program category.

### *Transfer-In Internal Students*

These students continue in an RN education program without interruption but transfer to a different campus of the same school to do so. These students have previously been counted in the program data of the original campus. This new enrolment status option permits school with multiple campuses to better track the flow of nursing students across their various campus locations.

Note: In past years, some schools reported these students as “continuing students.” If possible, please specify transfer-in internal students.

### *Transfer-In External Students*

Students who started an RN education program at one school and transferred to a second school to continue their studies while remaining in the same program category. These students have previously been included in the program data of the original school. This new enrolment status option allows the receiving school to differentiate between transfers who are nursing students from other institutions and non-nursing students (see related information under “advanced entrants”).

Note: In past years, some schools reported these students as “continuing students,” while others chose “first time” in Year 2, etc. Transfer-in external students should be identified where possible.

## Notes

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