

Registered Nurses Education in Canada Statistics

2010-2011

*Registered Nurse Workforce, Canadian Production:
Potential New Supply*

November 2012



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Canadian Association of Schools of Nursing
Association canadienne des écoles de sciences infirmières

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Canadian Nurses Association

50 Driveway
Ottawa, ON K2P 1E2
Tel.: 613-237-2133
or 1-800-361-8404
Fax: 613-237-3520

Website: www.cna-aicc.ca

Canadian Association of
Schools of Nursing

99 Fifth Avenue, Suite 15
Ottawa, ON K1S 5K4
Tel.: 613-235-3150
Fax: 613-235-4476

Website: www.casn.ca

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Message from Chief Executive Officer and Executive Director

The Canadian Nurses Association (CNA) and the Canadian Association of Schools of Nursing (CASN) are pleased to present Registered Nurses Education in Canada Statistics, 2010-2011 — Registered Nurse Workforce, Canadian Production: Potential New Supply.

This annual report supports health human resources planning in both the nursing service and nursing education sectors. It represents the fruit of a strong partnership among national and provincial/territorial bodies and effective collaborative relationships with multiple stakeholders.

The report provides data and statistical analysis of:

- the number of pre-licensure graduates eligible to apply for initial licensure/registration and enter the registered nurse (RN) workforce;
- the number of RNs obtaining graduate qualifications;
- the number of nurse practitioner (NP) graduates;
- innovations in nursing education program access and delivery;
- the composition of faculty delivering nursing education; and
- faculty retention and recruitment.

We extend our sincere thanks to the contributing faculty and staff of the schools of nursing for their effort, commitment and collaboration. Without their annual support, this collection could not exist. We would also like to thank CNA jurisdictional members, CASN members, the College of Nurses of Ontario who contributed to question testing and the Ordre des infirmières et infirmiers du Québec who provide additional data for Québec.

We look forward to hearing your comments about the report.

Yours sincerely,

Rachel Bard, RN, M.A.Ed
Chief Executive Officer
Canadian Nurses Association

Cynthia Baker, RN, PhD
Executive Director
Canadian Association of Schools of Nursing

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Introduction

The *Registered Nurses Education in Canada Statistics* report is a product of the *National Student and Faculty Survey of Canadian Schools of Nursing* (NSFS), the only longitudinal national collection of nursing education data in Canada. The report includes entry-to-practice education programs for registered nurses, as well as masters, and doctoral nursing programs, and programs for nurse practitioner (NP). The Canadian Nurses Association (CNA) has collected data on RN students and faculty since 1963. In recent years CNA, CASN and a CASN Committee on Information Management have contributed changes to the survey, with a particular focus on more comprehensive faculty questions. All changes were tested at selected schools of nursing prior to adoption. Stakeholders are also consulted annually regarding improvements and the continued applicability of selected survey questions.

National Student and Faculty Survey of Canadian Schools of Nursing (NSFS)

Stakeholders	Role
Canadian Nurses Association (CNA)	Survey program support
Canadian Association of Schools of Nursing (CASN)	Survey program lead Registered nursing education lead (includes nurse practitioner education)

The *Registered Nurses Education in Canada Statistics* report of the NSFS focuses on two main elements: programs and faculty. Program elements provide data about the number of students admitted, enrolled and graduating from nursing programs; the types of programs offered, and the approaches to program delivery. Faculty elements include numbers of faculty, types of faculty, their employment status, level of education attained and in progress, age cohort, and information on recruitment and retirement. In the 2007-2008 survey, five new questions were added to the faculty section to gain a more comprehensive understanding of the nursing faculty workforce. These questions were repeated in the 2010-2011 survey. CNA and CASN agreed to wait until these data had been collected for five years before comparing year-over-year results. Consequently, for some questions, 2010-2011 data are provided with no reference to results from previous years.

This publication provides an analytical report of the 2010-2011 data collected from the registered nurse (RN) and Nurse Practitioner portions of the NSFS. The key program findings are presented for 2010-2011, followed by the key RN faculty findings for 2011. The detailed 2010-2011 results are then presented. The results include data from the survey as well as data obtained from the Ordre des infirmières et infirmiers du Québec (OIIQ), added to offset survey under-reporting of admission and graduate data for Quebec's entry-to-practice diploma programs. The inclusion of the OIIQ data, in combination with the results of the NSFS, permits a pan-Canadian analysis.

Note: Use of OIIQ data is limited to the section “2010-2011 Key Program Findings.”

Survey Distribution and Response

The joint CNA and CASN portion of the 2010-2011 NSFS survey was issued to all 135 schools of nursing in Canada offering: entry-to-practice (ETP) pre-licensure education entitling successful graduates to apply for initial licensure/registration as an RN, and/or; post-RN baccalaureate programs for nurses, NP and/or; graduate RN education.

Of the 135 schools, 111 schools completed the survey, including 84 of a possible 91 CASN members.

The overall survey response rate was 82.2%; the CASN member response rate was 92%. See the tables starting on page 22 for more detailed information about omitted or unusable data. On average, 66.0% of schools responded to the faculty questions.

Data Comparison Timeframes

Program inventory, admission and enrolment data were collected for the 2010-2011 academic year. Unless otherwise stated, increases or decreases noted in the report are in relation to 2009-2010 data.

Graduate data were collected for calendar year 2011. Unless otherwise stated, increases or decreased noted in the 2011 data are in relation to the 2010 survey data.

Faculty data were also collected for calendar year 2011. Unless otherwise stated, comparisons of faculty data with previous results are in relation to 2010 data.

Survey Methodology

See Appendix A for methodological information.

2010-2011 Key Program Findings

This section of the report highlights key findings regarding education programs in 2010-2011. It reveals trends related to the numbers of new graduates being prepared to enter the workforce as well as the modalities and educational level of the program they are taking across the country.

Entry-to-Practice Programs

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

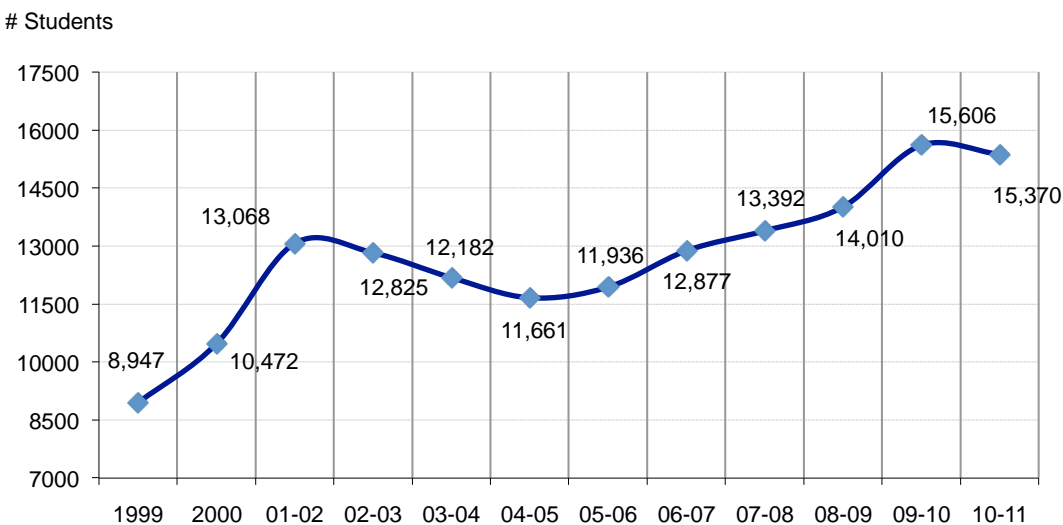
- 111 schools offered an ETP program.
- 90 of the 111 schools (81.0%) offered ETP baccalaureate programs.
- ETP baccalaureate programs were offered in every province and territory, except for the Yukon, where no nurse education programs exist.
- 41 colleges partnered with a university to deliver ETP baccalaureate programs; two colleges in British Columbia and one college in Alberta granted ETP baccalaureate degrees autonomously.

Program inventory and admissions are 2010-2011 data as compared with 2009-2010 data.

ETP Admissions

- 15,370 students entered ETP programs in 2010-2011, a decrease of 1.5% (from 15,606), (Figure A).
- ETP admissions have decreased for the first time in ten years (Figure A).

Figure A: Admissions to Entry-to-Practice Programs, 1999 to 2000 and 2001-2002 to 2010-2011 (collection period changed from calendar year to academic year in 2001)



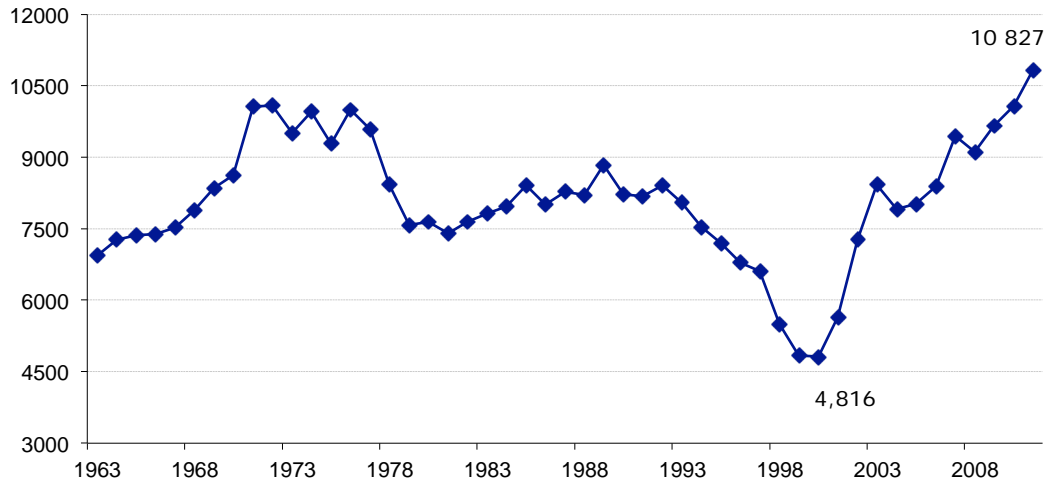
Sources: *National Student and Faculty Survey of Canadian Schools of Nursing*; *Ordre des infirmières et infirmiers du Québec*
Note: The 2009-2010 figure has been revised based on corrections provided by the schools, resulting in a change from 15,585 to 15,606.

ETP Graduates

- By and large, the number of graduates rose steadily between 2000 and 2011. Following a 3.5% drop in 2008, the number of graduates rose in 2011 to 10,827, a 6.9% increase compared with 2010.
- The number of ETP graduates surpassed 9,000 for the fifth year in a row (Figure B).

Figure B: Graduates from Entry-to-Practice Programs, 1963-2010

Number of Graduates



Sources: *National Student and Faculty Survey of Canadian Schools of Nursing*; *Ordre des infirmières et infirmiers du Québec*

Table A: Percent Change of Number of Graduates from Entry-to-Practice Programs by Jurisdiction, 2007 to 2011

Jurisdiction	2007	% Change '06 to '07	2008	% Change '07 to '08	2009	% Change '08 to '09	2010	% Change '09 to '10	2011	% Change '10 to '11
Newfoundland and Labrador	221	17.6	201	-9	197	-2	166	-15.7	223	34.3
Prince Edward Island	56	0	55	-1.8	46	-16.4	54	17.4	67	24.1
Nova Scotia	283	10.1	287	1.4	302	5.2	302	0	265	-12.3
New Brunswick	259	-4.1	256	-1.2	263	2.7	303	15.2	291	-4
Quebec	2,667	-10.1	2,344	-12.1	2,307	-1.5	2,375	1.6	2689	13.2
Ontario	2,828	40.3	2,797	-1.1	3,407	21.9	3,571	5	3703	3.7
Manitoba	466	15.1	456	-2.1	450	-1.3	583	13.6	397	-31.9
Saskatchewan	259	21	319	23.2	355	11.3	315	-11.3	387	22.9
Alberta	1,248	10.4	1,328	6.4	1,227	-7.6	1,207	-3.9	1396	15.9
British Columbia	1,132	32.6	1,048	-7.4	1,087	3.7	1,307	17.3	1370	4.8
Northwest Territories	13	-35	17	30.8	12	-29.4	14	14.3	16	14.3
Nunavut (no programs)	15	200	5	-66.7	5	0	5	0	*	-80
Yukon	...	...	...	...	...	...	...	...	...	...
CANADA	9,447	12.7	9,113	-3.5	9,662	6	10,183	5.4	10,733	5.4

Sources: *National Student and Faculty Survey of Canadian Schools of Nursing*; *Ordre des infirmières et infirmiers du Québec*

.. Figure not available

... Figure not appropriate or not applicable

Note: The 2009-2010 Québec, Ontario, Manitoba and British Columbia figures have been revised based on corrected data provided by the schools and by OIIQ (Quebec: from 2,347 to 2,375, Ontario: from 3578 to 3571, Manitoba: from 511 to 583 and British Columbia from 1,275 to 1,307 respectively).

Post-RN Programs

The number of post-RN programs and enrolments have been declining since 2006.

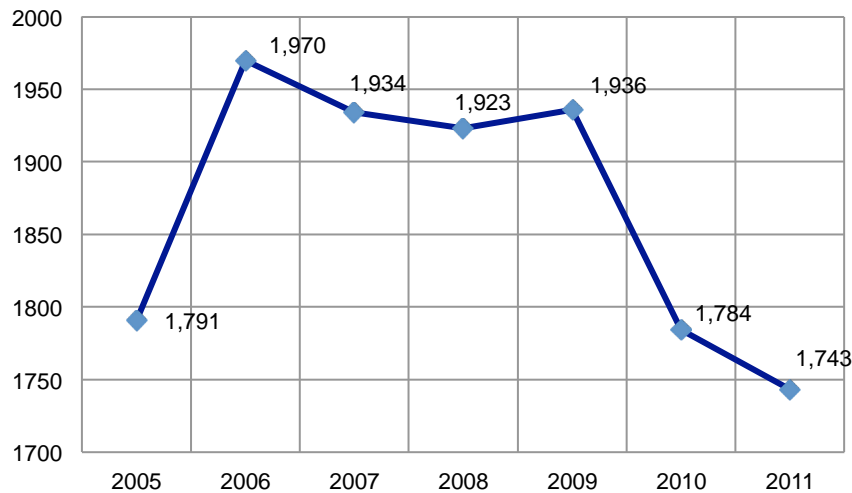
- 36.9% of schools (41 of 111 schools) offered one or more post-RN baccalaureate programs for diploma-trained nurses wishing to obtain a baccalaureate degree in nursing/nursing science.
- Post-RN programs were not reported by Saskatchewan, Prince Edward Island, the Northwest Territories, Nunavut or the Yukon.
- 1,743 diploma-trained RNs graduated from post-RN baccalaureate programs in 2011 representing a 2.3% decrease from last year (Figure C).

Program inventory data are 2010-2011 data as compared with 2009-2010 data.

Graduate data are 2011 data as compared with 2010 data.

Figure C: Graduates from Post-RN Baccalaureate Programs, 2005-2011

Number of Graduates



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

Note: The 2010 figure has been revised from 1,775 to 1,784.

Master's and Doctoral Programs

Overall admissions and graduates in master's programs have increased in the last 5 years, although there was a decrease in 2010-2011 compared with 2009-2010. Admissions to doctoral programs have remained fairly stable in the last five years but the number of graduates increased in 2009-2010 and again in 2010-2011.

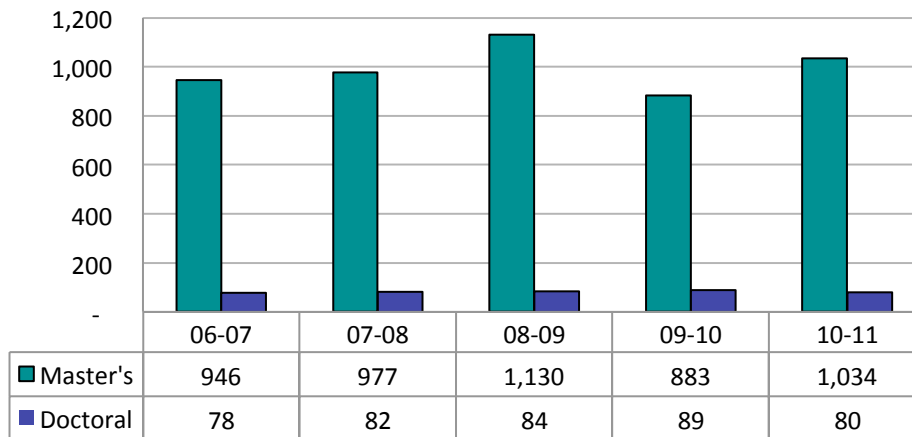
- 27% of schools (30 of 111 schools) offered one or more master's programs; master's programs were not available in Prince Edward Island, the Northwest Territories, Nunavut or the Yukon.
- 13.5% of schools (15 of 111 schools) offered doctoral programs in 2010-2011.
- 1,034 students were admitted to master's programs, an increase of 17.1% since 2009-2010 (Figure D).
- 644 RNs graduated from master's programs, a 6.1% increase over the previous year (Figure E).
- Admissions to doctoral programs decreased by 10.1 % from the previous year (Figure D).
- Graduate levels for doctoral programs was 89 graduates in 2011 as compared with 77 in 2010, an increase of 15.6 % (Figure E).

"Historically, recessions produce jumps in the enrolment of short-course programs. Enrolment jumps are therefore likeliest in two-year college programs and university graduate programs."

Usher, A., & Dunn, R. (2009).

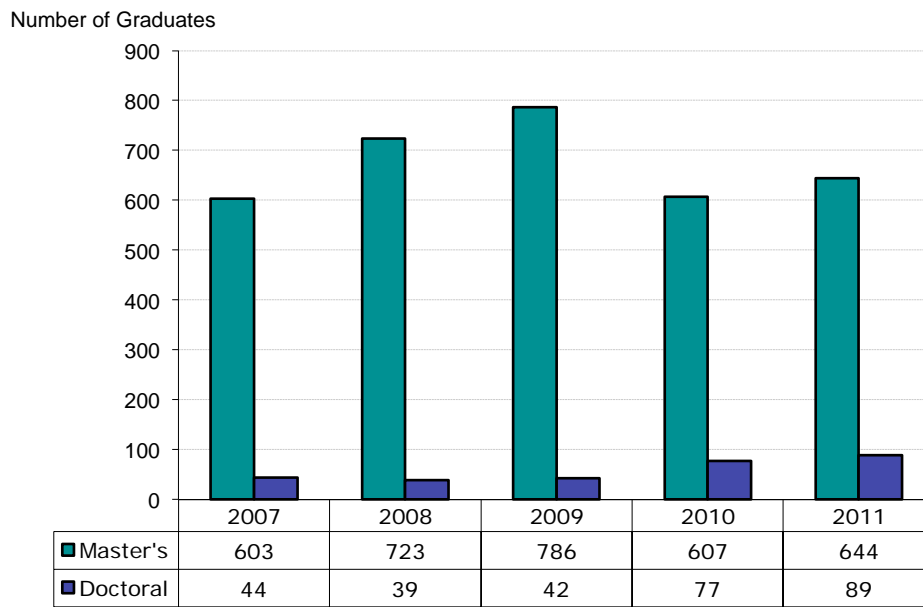
Figure D: Admissions to Master's and Doctoral Programs, 2006-2007 to 2010-2011

Number of Admissions



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

Figure E: Graduates from Master's and Doctoral Programs, 2007 to 2011



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

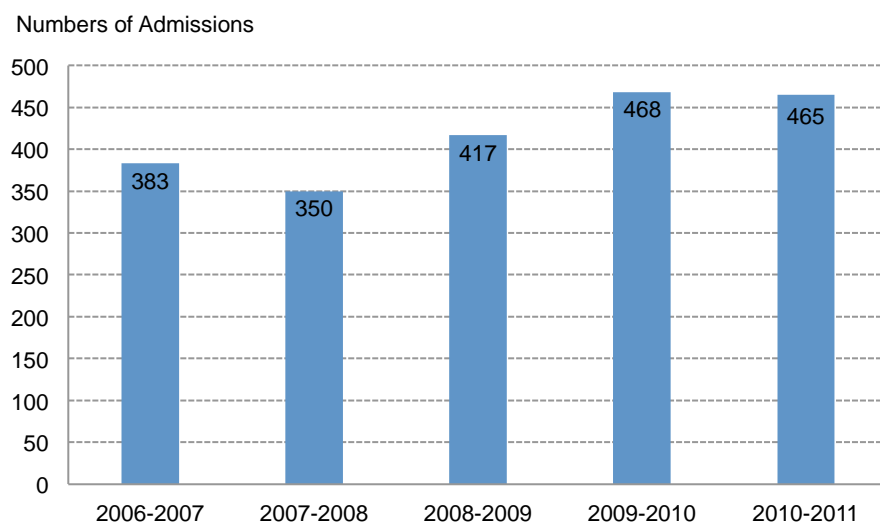
Note: The 2010 Doctoral figure has been changed from 69 to 77 based on corrections provided by the schools.

Nurse Practitioner Programs

Nurse practitioner (NP) programs are offered at three educational levels: post-RN, masters and post-master's.

- 25.2% of schools (28 of 111 schools) offered one or more NP programs.
- NP programs were reported in all provinces and territories, except for Prince Edward Island, Nunavut and the Yukon (Nova Scotia has a program, but was unable to report in 2010-2011).
- Following a substantial drop in 2008, the number of students admitted to NP programs rose in 2008-2009 and in 2009-2010. It remained stable in 2010-2011, with 465 students entering a variety of NP programs (Figure F).
- Graduate levels for NP programs increased by 7.7% in 2011 over 2010, 408 graduates in 2011 as compared with 379 in 2010. (Figure G).

Figure F: Admissions to Nurse Practitioner Programs 2006-2007 to 2010-2011

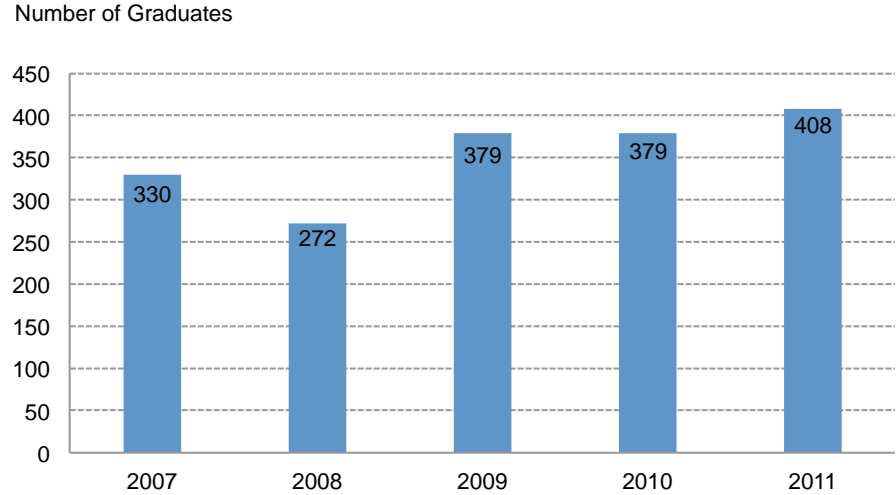


Source: *National Student and Faculty Survey of Canadian Schools of Nursing*

Note: The 2007-2008 figure has been revised from 353 to 350 based on corrections provided by the schools.

Note: The 2009-2010 figure has been revised from 502 to 468 based on corrections provided by the schools.

Figure G: Graduates from Nurse Practitioner Programs 2007-2011



Source: *National Student and Faculty Survey of Canadian Schools of Nursing*
Note: the 2010 figure has been changed from 378 to 379 based on corrections provided by the schools.

Approaches to Program Delivery

Fast-Track ETP Programs

Fast-track ETP programs allow students to complete an entry-to-practice baccalaureate degree in less than four years. These programs achieve this by offering courses throughout the spring and summer months and by admitting students who have already completed some of the program requirements, typically some of the foundational non-nursing course requirements. A variety of fast-track ETP programs are being offered, including those identified as “accelerated,” “fast-track,” “compressed,” “second-degree entry,” “advanced entry” and “bridging” programs. The number of fast-track ETP programs continues to grow.

Note: The usual ETP baccalaureate program duration of four years may not be the standard program length for all ETP baccalaureate programs in Quebec. As a result, Quebec ETP programs are not counted as fast-tracked unless the school identifies the program as such.

- 47.8% of schools (53 of 111 schools) offered one or more ETP fast-track programs (Table B).
- All provinces reported one or more fast-track ETP programs.
- Many of the 53 schools offered multiple fast-track program options (Table C).

Program inventory data are 2010-2011 data as compared with 2009-2010 data.

Table B: Number of Schools Offering Fast-Track Entry-to-Practice Programs by Jurisdiction, 2010-2011

	Canada	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
No. of Schools Offering Fast-Track ETP Programs	53	2	1	2	2	8	16	0	2	8	12	...	...	...

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

... Figure not appropriate or not applicable

Table C: Number of Fast-Track Entry-to-Practice Programs by Jurisdiction, 2006-2007 to 2010-2011

	Canada	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
2006-2007	38	2	0	3	..	7	12	1	2	6	5	...	...	...
2007-2008	39	2	1	4	1	5	11	1	1	7	6	...	...	...
2008-2009	71	2	1	5	3	12	15	2	4	15	12	...	...	...
2009-2010	87	3	1	7	3	15	22	2	5	13	16	...	...	...
2010-2011	82	3	1	6	2	14	22	0	3	15	16	...	...	...

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

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Distance Education Options

For the purposes of this report, distance education (DE) is used to describe programs offered wholly electronically or in a blended model that incorporates online and face-to-face delivery.

- 53.5% of all programs (108 programs) used some form of DE (Table D).
- Overall, the use of DE increased by 2.7 percentage points (50.8% in 2009-2010 and 53.5 in 2010-2011).
- Some DE delivery is used in 60.7% of all nurse practitioner programs, and in 68.8% of master's programs. Of Canada's 15 doctoral programs, 25.0% utilize some DE options.

Table D: Number and Types of Programs Utilizing some Distance Education by Jurisdiction, 2010-2011

Jurisdiction	ETP Baccalaureate	Post-RN Baccalaureate	Master's*	Doctoral	Nurse Practitioner*	Total All Programs*
Newfoundland and Labrador	1	1	1	...	1	4
Prince Edward Island	...	...	...	...	...	...
Nova Scotia	...	1	1	...	1	3
New Brunswick	...	2	2	...	2	6
Quebec	5	4	3	2	...	14
Ontario	12	6	6	...	7	31
Manitoba	5	3	1	...	1	10
Saskatchewan	1	1	...	...	2	4
Alberta	5	3	1	1	1	11
British Columbia	8	7	6	1	2	24
Northwest Territories	...	...	1	...	...	1
Nunavut	...	...	...	...	...	...
Yukon (no programs)	...	...	...	...	...	...
DE Program Total*	37	28	22	4	17	108
CANADA: Program Total* (see Table 1 p. 20)	89	37	32	16	28	202
DE Programs as a % of Canada Program Total	41.6%	75.7%	68.8%	25.0%	60.7%	53.5%

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

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2011 Key RN Faculty Findings

The supply of RN faculty is a major factor affecting the capacity of programs to educate nurses.¹ It is influenced by retirement of existing faculty, the inflow of newly prepared faculty, and variables such as the ability to attract and retain qualified faculty.ⁱⁱ

RN or nursing faculty encompasses different types of nursing educators. For the purposes of this report:

- “Permanent faculty” refers to tenured/tenurable faculty who teach nursing courses in a university and permanent full-time or permanent part-time faculty who teach nursing courses in a college.
- “Full-time faculty” refers to full-time permanent faculty who teach nursing courses plus full-time contract faculty (these are faculty who hold contracts of one academic year or longer) who teach nursing courses.
- “Contract faculty” refers to full-time contract faculty (these are faculty who hold contracts of one academic year or longer) who teach nursing courses plus part-time contract faculty (these are faculty who hold contracts of less than one academic year) who teach nursing courses.
- Clinical faculty are not included in faculty counts.
- “RN faculty” and “faculty” refer to all of the above.

RN Faculty Demographics

- 7,554 RN faculty members were employed by schools of nursing in 2011.
- Only 30.7% of faculty members are permanent — 2,317 of the 7,554 RN faculty (Table E).
- 56.5% of permanent faculty were 50 years of age or older; 38.4% of permanent faculty were 55 years or older (Table F) and 17.9% were 60 years or over.
- The RN faculty are older than the general RN workforce with the percentage of RN permanent faculty in the 50+ age cohort more than 12 percentage points higher than the percentage of 50+ in the RN workforceⁱⁱⁱ (Table F).
- An increasing percentage of RN permanent faculty were in the 50+ age cohort with the greatest percentage change in the 60+ age cohort (Table G).

Faculty data are 2011 data as compared with 2010 data.

The response rate for the question about age cohorts was 61.3 (68 schools). The response rate for the question about employment status was 78.4% (87 schools).

Table E: Number of Faculty by Employment Status, 2011

Faculty Category	Number of Faculty	% of Faculty Workforce
Permanent Faculty: permanent, full-time faculty	2,317*	30.7
Contract Full-Time Faculty: faculty fulfilling contracts of one academic year or longer	1,763*	22.4
Contract Part-Time Faculty: faculty fulfilling contracts of less than one academic year	3,474	45.9
Total Faculty Workforce:	7,554	100

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

*See tables 18 and 19 (p. 47 and p.49 respectively)

Table F: Age Category Percentages for 2010 RN Workforce compared to 2011 RN Permanent Faculty

Age Category	% of RN Workforce, 2010*	% of RN Permanent Faculty, 2011
<35	21.7	6.9
35-39	11.1	9.1
40-44	12.4	12.0
45-49	14.5	15.4
50-54	14.8	18.2
55+	25.5	38.3

Sources: *National Student and Faculty Survey of Canadian Schools of Nursing*; Canadian Institute for Health Information. (2010). *Regulated Nurses: Canadian Trends, 2006 to 2010*.

Note: RN Workforce percentages do not add to 100 due to 'unstated'.

* Data for the 2010 RN workforce were not available at the time of publication.

Table G: Comparison of RN Permanent Faculty Age Cohorts 2007, 2008, 2009, 2010 and 2011

Age Cohort	2007*	2008	2009	2010	2011	% Change '10 to '11
<40	..	19.3	17.5	18.9	16	-2.9
40-49	..	29.6	29.9	27.6	27.4	-0.2
50-59	..	39.1	38.9	38.6	38.7	0.1
60+	..	12	13.7	14.9	17.8	2.9

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

.. Figure not available

* Faculty age cohort data were not collected in 2007.

RN Faculty Recruitment and Retirement

- The data collected on questions concerning faculty recruitment and retirement have implications for future faculty supply, particularly when examined in relation to the numbers of current enrolments in graduate programs. They indicate an imminent shortage of qualified faculty if current entry-to-practice enrolments are maintained.
- 50 permanent RN faculty (senior faculty) retired in 2011.
- 22% (11 of the 50) were under 60.
- 17.8% (309 of 1729) permanent RN faculty aged 60 or more (Table E and Table G) were eligible to retire.
- Schools were unable to fill 76 full-time positions, representing a 3.3% vacancy rate. See Table E for full-time faculty count.
- Schools projected a need to hire 215 full-time faculty in 2012 (Table H).

Table H: Full-Time RN Faculty Hiring Projections, 2011

	Canada	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
Full-Time Permanent Faculty, # of Hires Projected	143	4	...	0	8	9	52	7	13	29	21	...	0	...
Full-Time Contract Faculty, # of Hires Projected	72	6	...	0	13	1	14	1	0	27	9	...	1	...

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

... Figure not appropriate or not applicable

The response rate for the question about recruitment projections of full-time faculty was 58.6% (65 responses).

The response rate for the question about actual retirement of permanent faculty was 36.9% (41 responses).

Full-Time RN Faculty Academic Upgrading

- 18% of permanent full-time RN faculty (417 permanent full-time faculty) were engaged in academic upgrading programs ranging from baccalaureate to post-doctoral studies. These studies took place in schools in and outside of Canada (Table I).
- The majority of faculty who were upgrading educational qualifications were enrolled in master's (52.3%) or doctoral programs (41.0%).

The response rate for the question about the number of full-time faculty engaged in academic upgrading was 61.3% (68 responses).

Table I: Full-Time Faculty Engaged in Academic Upgrading, 2011

	Full-Time Permanent		Full-Time Contract		Total
	In Canada	Outside Canada	In Canada	Outside Canada	
Canada Total	296	3	115	3	417
Baccalaureate degree in nursing	10	0	0	0	10
Baccalaureate degree in other discipline	2	0	0	0	2
Master's degree in nursing	118	1	69	0	188
Master's degree in other discipline	15	2	12	1	30
Doctoral degree in nursing	88	0	20	2	110
Doctoral degree in other discipline	50	0	11	0	61
NP other	0	0	0	0	0
NP post-master's	0	0	0	0	0
NP master's	6	0	1	0	7
Post-doctoral study in nursing	5	0	2	0	7
Post-doctoral study in other discipline	2	0	0	0	2
Other	0	0	0	0	0

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

Number of RN Faculty and Type of RN Faculty Contracts in Place

This question about the number and type of the contracts in place was asked for the first time on the 2007-2008 survey and repeated in the subsequent 2008-2009, 2009-2010 and 2010-2011 surveys. However, as noted earlier, comparative results are being withheld until five years of data are available. Until then, only the yearly results are reported.

- Schools employed 7,554 faculty members (Table E).
- 30.7% of the faculty held full-time permanent positions (Table E).
- 23.3% of full-time faculty held full-time contracts of one academic year or longer (Table E).
- 45.9% of the faculty currently teaching in nursing programs were employed in a part-time contract capacity (Table E).

“Contract faculty” refers to full-time plus part-time contract faculty.

The response rate for each of the two questions concerning the number of full-time and part-time contracts in place was 71.2% (79 responses).

Number of RN Faculty on Leave

The survey question concerning faculty leave captures the number of permanent faculty on any school-approved leave of absence.^{iv} An approved leave includes, but is not restricted to, maternity/paternity leave, sick leave, compassionate leave and sabbatical leave.

- 6.0% of permanent faculty (140) were on leave (Table J).
- Nunavut, New Brunswick, Saskatchewan, Quebec, Alberta, Nova Scotia and British Columbia exceeded the Canada percentage of total faculty on leave.

The response rate for the question about number of permanent faculty on leave was 62.2% (69 responses).

Table J: Full-Time Permanent RN Faculty on Leave, 2011

	Canada	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
No. of Full-Time Permanent RN Faculty	2,317	97	12	59	70	244	629	143	175	318	550	17	3	...
No. of Full-Time Permanent RN Faculty on Leave	140	5	...	4	11	10	36	5	12	20	36	...	1	...
% on Leave	6.0	5.2	...	6.8	15.7	4.1	5.7	3.5	6.9	6.2	6.5	...	33.3	...

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

... Figure not appropriate or not applicable

Faculty Recruitment Factors

Schools were asked to identify factors that affect their ability to recruit full-time faculty. The data reveal many shared experiences across geographic location; when the data are broken down by region, however, similarities emerge in the factors reported in northern and rural areas.

Factors in Northern and Rural Areas

Schools in northern and rural areas reported that the biggest factors limiting their ability to recruit faculty were:

- low salaries;
- lack of sufficient numbers of faculty with the requisite qualifications; and
- location.

Pan-Canadian Recruitment Factors

Schools across Canada identified similar factors as a challenge limiting their ability to recruit new faculty. The four main issues are presented in Table K.

Table K: Recruitment Factors, 2011

Recruitment Factors	% of Respondents Reporting Factor
A shortage of nurse practitioner, master's and doctorally prepared nurses seeking academic positions	54.4
Lower salaries for master's and doctorally prepared faculty as compared with salaries available in practice settings	31.6
Lack of sustainable funding to create full-time positions	26.3

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

The response rate for the question about issues affecting the recruitment of full-time faculty was 51.4% (57 responses).

Summary of Key Program and RN Faculty Findings

- The number of new entry-to-practice registered nurses continued to increase in 2010-2011 as a result of the expansion of seats and program delivery models in the last decade.
- Although registered nurse graduates increased, admissions declined slightly for the first time in 10-years. 2010-2011; 15,370 students entered ETP programs, a decrease of 1.5% (from 15,606 the previous year);
- The number of fast-track programs continued to increase in 2010-2011.
- 53.5% of all programs now use some distance education delivery, which may be improving student access.
- Increased graduate program admissions need to be sustained to avoid a potential faculty shortage as the following data indicate:
 - 38.7% of faculty were in the 55+ age cohort
 - 17.9% of faculty were in the 60+ age cohort (309 of 1729).
 - Currently there are 480 students enrolled in PhD nursing programs in Canada, 110 of which are current faculty members.
 - The potential future supply of new faculty from current PhD enrolment in Canada is therefore 370.
 - While there has been some increase in Masters and Doctoral admissions and graduate rates, the replacement pool (master's and doctoral graduates) for retiring faculty is inadequate if enrolments in undergraduate programs remains at current levels.

2010-2011 Results

The joint CNA and CASN portion of the 2010-2011 survey was issued to the 135 schools of nursing offering entry-to-practice (ETP) pre-licensure education entitling successful graduates to apply for initial licensure/registration as an RN, or for post-RN, NP and graduate RN education. It was completed by 111 schools, including 84 of a possible 91 CASN members.

The overall survey response rate was 82.2%; the CASN member response rate was 92%. See the tables starting on page 22 for more detailed information about omitted or unusable data. On average, 66.0% of schools responded to the faculty questions.

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 data from the *National Student and Faculty Survey of Canadian Schools of Nursing*.

The following 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.

Note: Use of OIIQ data is limited to the section “2010-2011 Key Program Findings.”

It is important to read the notes that accompany each table as well as the section “Methodological Notes” on page 53, which contains information pertinent to all of the tables. The full survey methodology and definitions are in Appendix A.

Table 1: Education Programs by Province and Territory — Schools Offering Diploma, Undergraduate and Graduate Programs, 2010-2011, 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 and 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	√					
François-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	√					
McGill University		√	√	√	√	√
Montmorency, CEGEP	√					
Outaouais, CEGEP	√					
Régional de Lanaudière, CEGEP	..					
Rimouski, CEGEP	√					
Rivière-du-Loup, CEGEP	√					

	Diploma	Bacc.	Post-RN	Master's	Doctoral	NP
Sainte-Foy, CEGEP	..					
Saint-Félicien, CEGEP	..					
Saint-Hyacinthe, CEGEP	..					
Saint-Jean-sur-Richelieu, CEGEP	..					
Saint-Jérôme, CEGEP	..					
Saint-Laurent, CEGEP	√					
Sept-Îles, 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	√					
Vieux-Montréal, CEGEP	..					
Ontario						
Brock University		√	√			
Loyalist College		√				
Humber College (partnered with U. New Brunswick)		√				
Lakehead University		√	√	√		√
Confederation College		√				
Laurentian University / Université Laurentienne		√	√	√		√
Cambrian College		√				
Collège Boréal		√				
Northern College		√				
St. Lawrence College		√				
Sault College		..				
McMaster University		√	√	√	√	√
Conestoga College		√				
Mohawk College		√				
Nipissing University		√				
Canadore College		√				
Queen's University		√	√	√	√	√
Ryerson University		√	√	√		√
Centennial College		√				
George Brown College		√				
Trent University/Fleming College		√				
University of Ontario Institute of Technology		√	√			

	Diploma	Bacc.	Post-RN	Master's	Doctoral	NP
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		√				
Manitoba						
Brandon University		√	√			
College Universitaire de Saint-Boniface (partnered with University of Ottawa / Université d'Ottawa)	√	√				
University College of the North		√				
University of Manitoba		√	√	√	√	√
Red River College	√	√				
Saskatchewan						
University of Saskatchewan		√	√	√	√	√
First Nations University of Canada		√				
Saskatchewan Institute of Applied Sciences and Technology		√				√
Alberta						
Athabasca University		√	√	√		√
Mount Royal University		√				
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		√				
British Columbia						
British Columbia Institute of Technology		√	√			
Douglas College		√				
Kwantlen University College		√				
Langara Community College		√				
Thompson Rivers University		√	√			
Trinity Western University		√				
University College of the Fraser Valley		√				
University of British Columbia		√	√	√	√	√
University of British Columbia — Okanagan		√	√	√		

	Diploma	Bacc.	Post-RN	Master's	Doctoral	NP
University of Northern British Columbia		√	√	√		√
College of New Caledonia		..				
Northwest Community College		√				
University of Victoria		√	√	√	√	√
Camosun College		√				
College of the Rockies		√				
Selkirk College		√				
Vancouver Island University (formerly Malaspina University-College)		√	√			
North Island College		√	√			
Northwest Territories						
Aurora College (partnered with University of Victoria on Bacc, partnered with Dalhousie on Master's NP)	√	√		√		√
Nunavut						
Nunavut Arctic College (partnered with Dalhousie University)		√				
Yukon: No programs offered						
CANADA Total	46	89	37	32	16	28

Notes

The “Canada Total” counts include programs known to be offered by schools that did not respond to the survey. The symbol .. is used to identify these programs.

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

See Appendix A for details on methodology.

Symbols

.. Figure not available

... Figure not appropriate or not applicable

Table 2: Admission, Enrolment and Graduate Data by Program, 2010-2011

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
DIPLOMA														
Admissions	2,339	...	...	...	...	2,308	...	31	...	...	...	...	...	...
Enrolment	5,390	...	...	...	...	5,205	...	185	...	...	...	...	...	...
Graduates, 2011	960	...	...	...	...	859	...	101	...	...	...	...	...	...
Graduates, 2011 as a percentage of total national graduates	100%	...	...	...	...	89.5	...	10.5	...	...	...	...	...	...
BACCALAUREATE														
Admissions	10,426	282	75	417	324	532	4,182	517	526	2,090	1,404	31	8	...
Enrolment	37,469	991	271	1,426	1,338	1,457	15,581	1,669	1,544	6,998	6,078	95	21	...
Graduates, 2011	8,426	223	67	265	291	310	3,703	397	387	1,396	1,370	16	*	...
Graduates, 2011 as a percentage of total national graduates	100%	2.6	0.7	3.1	3.5	3.7	43.9	4.7	4.7	16.6	16.3	0.1	0.01	...
POST BACCALAUREATE														
Admissions	2,325	43	...	83	*	1,173	312	..	...	470	240	...	...	...
Enrolment	8,215	111	...	450	111	3,553	1,905	128	...	1,552	405	...	...	...
Graduates, 2011	1,743	11	...	41	41	769	534	28	...	134	162	...	...	...
Graduates, 2011 as a percentage of total national graduates	100%	0.6	...	2.3	2.3	43.3	30.1	1.6	...	7.5	9.1	...	...	...
MASTER'S														
Admissions	1,034	27	...	21	17	179	383	...	...	270	137	...	...	...
Enrolment	2,620	103	...	83	61	505	749	66	...	680	342	...	...	...
Graduates, 2011	644	13	...	11	7	115	304	17	...	115	62	...	...	...
Graduates, 2011 as a percentage of total national graduates	100%	2.0	...	1.7	1.1	17.9	47.2	2.6	...	17.9	9.6	...	...	...
DOCTORATE														
Admissions	80	...	...	*	...	18	21	...	...	21	16	...	...	...
Enrolment	480	...	...	21	...	92	178	...	...	125	64	...	...	...
Graduates, 2011	89	...	...	*	...	12	51	...	...	19	6	...	...	...
Graduates, 2011 as a percentage of total national graduates	100%	...	...	1.1	...	13.5	57.3	...	...	21.3	6.7	...	...	...
NURSE PRACTITIONER														
Admissions	465	...	...	...	12	50	176	...	11	182	30	*	...	...
Enrolment	1,115	10	...	...	41	75	423	11	22	455	70	8	...	...
Graduates, 2011	408	10	...	...	8	30	249	5	*	72	26	*	...	...
Graduates, 2011 as a percentage of total national graduates	100%	2.5	...	...	2.0	7.4	61.0	1.2	1.0	17.4	6.4	1.0	...	...

Notes

- OIIQ data 2010-2011: 4,898 students were admitted to diploma programs and 547 students to baccalaureate programs; 2,327 students graduated from diploma programs and 362 from baccalaureate programs. Enrolment data were not reported.
- Totals may not sum to 100% due to rounding.

Summary of omitted and unusable data:

Ontario

Post-RN Baccalaureate 3 schools' admission data; 1 schools' enrolment data

Manitoba

Baccalaureate 1 school's admission data

Post-RN Baccalaureate 2 school's admission data

Master's 1 school's admission data; 1 schools' graduate data

Doctoral 1 schools' graduate data

Saskatchewan

Post-RN Baccalaureate 1 schools' admission data; 1schools' enrolment data; 1 school's graduate data

Nurse Practitioner 1 schools' admission data; 1schools' enrolment data; 1 school's graduate data

Master's 1 schools' admission data; 1schools' enrolment data; 1 school's graduate data

Doctoral 1 schools' admission data; 1schools' enrolment data; 1 school's graduate data

Alberta

Post-RN Baccalaureate 1 school's admission data

Master's 1 school's admission data; 1 schools' graduate data

British Columbia

Baccalaureate 2 school's admission data

1 schools' enrolment data

Post-RN Baccalaureate 5 schools' admission data; 1schools' enrolment data; 2 school's graduate data

Master's 1 schools' admission data

Nurse Practitioner 1 schools' admission data

Prince Edward Island

Master's 1 schools' graduate data

Quebec

Master's 1 school's admission data; 1 schools' graduate data

Doctoral 1 schools' graduate data

Symbols

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... Figure not appropriate or not applicable

* 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

Table 3: Diploma Programs — Admission, Enrolment and Graduate Data, 2006-2011

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
ADMISSIONS														
2006-2007	1,984	...	...	...	...	1,821	...	102	...	61	...	..	...	...
2007-2008	2,497	...	...	...	...	2,395	...	102	...	..	...	..	...	...
2008-2009	2,063	...	...	...	...	1,863	...	127	...	73	...	..	...	...
2009-2010	1,965	...	...	...	...	1,812	...	153	...	...	...	..	...	...
2010-2011	2,339	...	...	...	...	2,308	...	31	...	...	...	..	...	...
ENROLMENT														
2006-2007	6,299	...	...	...	...	5,709	...	**	...	330	...	*	...	...
2007-2008	7,570	...	...	...	...	6,998	...	**	...	311	...	*	...	...
2008-2009	4,968	...	...	...	...	4,568	...	308	...	**	...	*	...	...
2009-2010	5,355	...	...	...	...	4,997	...	358	...	**	...	...	...	...
2010-2011	5,390	...	...	...	...	5,205	...	185	...	...	...	..	...	...
GRADUATES														
2007	1,280	...	...	...	...	963	...	**	...	217	...	*	...	...
2008	1,624	...	...	...	...	1,335	...	104	...	180	...	5	...	...
2009	925	...	...	...	...	741	...	**	...	92	...	*	...	...
2010	872	...	...	...	...	774	...	170	...	...	...	*	...	...
2011	960	...	...	...	...	859	...	101	...	...	...	..	...	...

Notes

Summary of omitted and unusable data:

- 2006-2007: 2 diploma programs in Quebec did not report admission data.
- 2007-2008: Admission data for 2 schools in Quebec.
Enrolment data for 1 school in Alberta.
- 2008-2009: All data usable.
- 2009-2010: All data usable.
- 2010-2011: All data usable.

OIIQ reports the following for Quebec diploma programs:

- 2006-2007: 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 available.
- 2007-2008: 3,615 students were admitted to diploma programs in 2007-2008, and 2,046 students graduated from diploma programs in 2008. Enrolment data were not available.
- 2008-2009: 3,993 students were admitted to diploma programs in 2008-2009, and 1,996 students graduated from diploma programs in 2009. Enrolment data were not available.
- 2009-2010: 4,522 students were admitted to diploma programs and 522 students to baccalaureate programs; 2,019 students graduated from diploma programs and 356 from baccalaureate programs. Enrolment data were not reported.
(Note: Data corrected by OIIQ in 2011. Previous reporting for 2009-2010 : OIIQ reported 4,522 students were admitted to diploma programs and 522 students to baccalaureate programs; 2,508 students graduated from diploma programs and 495 from baccalaureate programs. Enrolment data were not reported.)
- 2010-2011: 4,898 students were admitted to diploma programs and 547 students to baccalaureate programs; 2,327 students graduated from diploma programs and 362 from baccalaureate programs. Enrolment data were not reported.

Symbols

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- ... Figure not appropriate or not applicable
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Table 4: Baccalaureate Programs — Admission, Enrolment and Graduate Data, 2006-2011

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
ADMISSIONS														
2006-2007	9,278	262	59	379	435	405	3,629	451	348	1,777	1,494	27	12	...
2007-2008	9,632	257	61	361	492	418	4,212	253	429	1,874	1,237	28	10	...
2008-2009	9,644	279	79	469	318	296	3,743	481	488	2,103	1,352	29	7	...
2009-2010	10,874	251	89	375	290	486	4,704	395	505	2,382	1,344	38	15	...
2010-2011	10,426	282	75	417	324	532	4,182	517	564	2,090	1,404	31	8	...
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	...
2007-2008	33,687	921	233	1,204	1,446	1,701	14,362	1,537	1,434	5,699	5,048	77	25	...
2008-2009	34,037	1057	252	1,275	1,488	837	13,587	1,767	1,527	6,283	5,868	74	22	...
2009-2010	37,065	991	262	1,321	1,376	1,874	15,417	1,687	1,712	6,519	5,813	93	26	...
2010-2011	37,469	991	271	1,426	1,338	1,457	15,581	1,669	1,544	6,998	6,078	95	21	...
GRADUATES														
2007	6,843	221	56	283	259	380	2,828	369	259	1,031	1,132	10	15	...
2008	6,632	201	55	287	256	152	2,797	352	319	1,148	1,048	12	5	...
2009	7,330	197	46	302	263	161	3,409	361	355	1,135	1,087	9	5	...
2010	7,918	166	54	302	303	289	3,578	413	315	1,204	1,275	14	5	...
2011	8,426	223	67	265	291	310	3,703	397	387	1,396	1,370	16	*	...

Notes

As of 2007, the treatment of graduate data from program delivery partnerships that cross provincial or territorial boundaries was changed so that graduate results from these partnerships would be recorded under the student's home province or territory. Historical data have been amended accordingly.

Summary of omitted and unusable data:

- 2006-2007: 1 school in Ontario did not report admission data.
- 2007-2008: Admission data from 2 schools in British Columbia, 1 school in Manitoba and 2 schools in Ontario.
Enrolment data from 1 school in British Columbia.
- 2008-2009: Admission data from 1 school in Quebec, 3 schools in Ontario and 2 schools in British Columbia.
- 2009-2010: Admissions data from 2 schools in Ontario, and 1 school in British Columbia.
- 2010-2011: Admissions data from 2 schools in British Columbia, 1 school in Manitoba.
Enrolment data from 1 school in British Columbia.

OIIQ reports the following for Quebec diploma programs:

- 2006-2007: 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 available.
- 2007-2008: 3,615 students were admitted to diploma programs in 2007-2008, and 2,046 students graduated from diploma programs in 2008. Enrolment data were not available.
- 2008-2009: 3,993 students were admitted to diploma programs in 2008-2009, and 1,996 students graduated from diploma programs in 2009. Enrolment data were not available.
- 2009-2010: 4,522 students were admitted to diploma programs and 522 students to baccalaureate programs; 2,019 students graduated from diploma programs and 356 from baccalaureate programs. Enrolment data were not reported.
(Note: Data corrected by OIIQ in 2011. Previous reporting for 2009-2010: OIIQ reported 4,522 students were admitted to diploma programs and 522 students to baccalaureate programs; 2,508 students graduated from diploma programs and 495 from baccalaureate programs. Enrolment data were not reported.)
- 2010-2011: 4,898 students were admitted to diploma programs and 547 students to baccalaureate programs; 2,327 students graduated from diploma programs and 362 from baccalaureate programs. Enrolment data were not reported.

Symbols

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- * Value suppressed in accordance with CNA privacy policy; cell value is between 1 and 4
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Table 5: Post-RN Baccalaureate Programs — Admission, Enrolment and Graduate Data, 2006-2011

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
ADMISSIONS														
2006-2007	2,438	36	...	97	108	1,011	737	50	167	157	75	...	...	...
2007-2008	2,171	62	...	92	39	937	689	106	95	142	9	...	...	...
2008-2009	2,079	15	...	81	12	634	584	..	72	499	182	...	...	...
2009-2010	2,530	40	...	74	5	1,287	354	..	...	522	248	...	...	...
2010-2011	2,325	43	...	83	*	1,173	312	..	...	470	240	...	...	...
ENROLMENT														
2006-2007	8,031	188	...	610	255	2,319	1,870	164	325	1,371	929	...	...	...
2007-2008	8,765	373	...	621	247	2,223	2,627	159	325	1,363	827	...	...	...
2008-2009	8,619	135	...	446	182	3,524	1,742	143	207	1,729	511	...	...	...
2009-2010	8,985	143	...	369	126	4,158	1,860	146	167	1,547	469	...	...	...
2010-2011	8,215	111	...	450	111	3,553	1,905	128	...	1,552	405	...	...	...
GRADUATES														
2007	1,934	12	...	39	41	833	486	36	51	170	266	...	...	...
2008	1,923	*	...	**	47	766	599	44	49	153	227	...	...	...
2009	1,936	21	...	62	37	657	728	38	59	170	164	...	...	...
2010	1,775	9	...	44	38	746	513	35	57	163	170	...	...	...
2011	1,743	111	...	41	41	769	534	28	...	134	162	...	...	...

Notes

Summary of omitted and unusable data:

- 2006-2007: In Quebec, 1 school did not report admission data, 1 school did not report enrolment data and 1 school did not report graduate data
In British Columbia, 4 schools did not report admission data and 1 school did not report enrolment or graduate data.
- 2007-2008: Admission data from 4 schools in British Columbia, 1 school in Alberta, 1 school in Manitoba and 1 school in New Brunswick.
Enrolment data from 2 schools in British Columbia and 1 school in Ontario.
Graduate data from 1 school in British Columbia and 1 school in Ontario.
- 2008-2009: Admission data from 1 school in New Brunswick, 2 schools in Quebec, 2 schools in Ontario, 2 schools in Manitoba, 1 school in Alberta and 6 schools in British Columbia.
Enrolment data from 2 schools in British Columbia.
Graduate data from 1 school in British Columbia.
- 2009-2010: Admissions data from 2 schools in Ontario, 1 school in Alberta, 5 schools in British Columbia.
Enrolment data from 2 schools in British Columbia.
Graduate data from 2 schools in British Columbia.
- 2010-2011: Admissions data from 1 school in Alberta, 5 schools in British Columbia, 2 schools in Manitoba, 3 schools in Ontario, 1 school in New Brunswick, 1 school in Saskatchewan.
Enrolment data from 1 school in British Columbia, 1 school in Saskatchewan, 1 school in Ontario.
Graduate data from 2 schools in British Columbia, 1 school in Saskatchewan.

Symbols

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- * Value suppressed in accordance with CNA privacy policy; cell value is between 1 and 4
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Table 6: Master's Programs — Admission, Enrolment and Graduate Data, 2006-2011

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
ADMISSIONS														
2006-2007	946	20	...	16	18	171	306	19	21	259	116	...	...	...
2007-2008	977	17	...	20	34	232	287	..	18	270	99	...	...	...
2008-2009	1,130	25	...	26	37	171	421	22	28	258	142	...	...	...
2009-2010	883	30	...	14	13	214	326	...	15	178	93	...	...	...
2010-2011	1,034	27	...	21	17	179	383	...	...	270	137	...	...	...
ENROLMENT														
2006-2007	2,981	75	...	93	141	528	694	59	50	933	408	...	...	...
2007-2008	3,303	79	...	95	105	556	790	90	51	926	611	...	...	...
2008-2009	3,416	75	...	149	95	558	907	90	54	1067	421	...	...	...
2009-2010	2,420	85	...	56	60	422	772	60	53	635	277	...	...	...
2010-2011	2,620	103	...	83	61	505	749	66	...	680	342	...	...	...
GRADUATES														
2007	603	21	...	9	21	108	199	15	18	131	81	...	...	...
2008	723	14	...	15	15	128	243	22	12	167	107	...	...	...
2009	786	15	...	28	14	102	302	18	15	196	96	...	...	...
2010	607	8	...	10	11	109	258	7	13	108	86	...	...	...
2011	644	13	...	11	7	115	304	17	...	115	62	...	...	...

Notes

Summary of omitted and unusable data:

- 2006-2007: In Quebec, 1 school did not report admission data, 1 school did not report enrolment data and 1 school did not report graduate data.
In Ontario, 1 school did not report admission data.
In Alberta, 1 school did not report admission data.
In British Columbia, 1 school did not report admission data.
- 2007-2008: Admission data from 1 school in British Columbia, 1 school in Manitoba and 1 school in Ontario.
- 2008-2009: Admission data from 2 schools in Quebec and 1 school in British Columbia.
- 2009-2010: Admissions data from 1 school in Ontario, 1 school in Manitoba, 1 school in Alberta, and 2 schools in British Columbia. Graduate data from 1 school in Alberta, 2 schools in British Columbia, 1 school in Ontario, and 2 schools in Quebec.
- 2010-2011: Admissions data from 1 school in Alberta, 1 school in British Columbia, 1 school in Manitoba, 1 school in Quebec, and 1 school in Saskatchewan.
Enrolment data from 1 school in Saskatchewan.
Graduate data from 1 school in Saskatchewan, 1 school in Alberta, 1 school in Manitoba, 1 school in Ontario, 1 school in Quebec, and 1 school in Prince Edward Island.

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Table 7: Doctoral Programs — Admission, Enrolment and Graduate Data, 2006-2011

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
ADMISSIONS														
2006-2007	78	...	...	**	...	17	41	...	..	*	9	...	...	...
2007-2008	82	...	...	*	...	11	32	...	*	21	12	...	...	...
2008-2009	84	...	...	*	...	10	42	...	*	15	10	...	...	...
2009-2010	89	...	...	*	...	19	31	...	9	17	10	...	...	...
2010-2011	80	...	...	*	...	18	21	...	...	21	16	...	...	...
ENROLMENT														
2006-2007	358	...	...	10	...	95	139	...	..	84	30	...	...	...
2007-2008	380	...	...	14	...	93	142	...	7	85	39	...	...	...
2008-2009	401	...	...	18	...	50	163	...	6	120	44	...	...	...
2009-2010	488	...	...	20	...	100	155	...	54	112	47	...	...	...
2010-2011	480	...	...	21	...	92	178	...	...	125	64	...	...	...
GRADUATES														
2007	44	...	...	*	...	8	12	...	*	18	**	...	...	...
2008	39	...	...	0	...	10	6	...	*	18	*	...	...	...
2009	42	...	...	0	...	8	21	...	*	10	*	...	...	...
2010	77	...	...	*	...	12	14	...	*	*	39	...	...	...
2011	89	...	...	*	...	12	51	...	...	19	6	...	...	...

Notes

Summary of omitted and unusable data:

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

In Alberta, 1 school did not report admission data.

2007-2008: Admission data from 1 school in Quebec.

2008-2009: All schools reported all data.

2009-2010: Admissions data for 1 school in Ontario.

2010-2011: Admissions data from 1 school in Saskatchewan.

Enrolment data from 1 school in Saskatchewan.

Graduate data from 1 school in Saskatchewan, 1 school in Manitoba, 1 school in Quebec.

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* 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

Table 8: Nurse Practitioner Programs — Admission, Enrolment and Graduate Data, 2006-2011

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
ADMISSIONS														
2006-2007	383	10	...	7	**	**	181	13	19	104	38	..	...	...
2007-2008	350	0	...	13	17	24	191	..	**	68	30	7	...	...
2008-2009	417	26	...	14	5	26	165	10	12	114	45	0	...	...
2009-2010	468	21	...	20	10	47	163	...	20	154	26	7	...	...
2010-2011	465	...	...	...	12	50	176	...	11	182	30	*	...	...
ENROLMENT														
2006-2007	899	13	...	**	44	11	324	30	34	334	97	*	...	...
2007-2008	934	**	...	24	42	40	424	..	23	260	108	*	...	...
2008-2009	1,133	39	...	23	42	51	342	27	24	483	102	0	...	...
2009-2010	1,131	33	...	54	41	84	319	20	26	458	89	7	...	...
2010-2011	1,115	10	...	...	41	75	423	11	22	455	70	8	...	...
GRADUATES														
2007	330	13	...	**	14	15	158	12	13	66	28	*	...	...
2008	272	10	...	*	*	5	159	..	6	55	29	0	...	...
2009	379	0	...	10	7	5	216	6	8	94	33	0	...	...
2010	379	6	...	9	5	40	135	14	6	105	52	7	...	...
2011	408	10	...	...	8	30	249	5	*	72	26	*	...	...

Notes

Summary of omitted and unusable data:

2006-2007: All schools reported all data.

2007-2008: Admission data from 2 schools in Alberta, 1 school in Manitoba and 1 school in Newfoundland and Labrador.

Enrolment data from 2 schools in Alberta and 1 school in Manitoba.

Graduate data from 1 school in Alberta, 1 school in Manitoba and 1 school in the Northwest Territories.

2008-2009: Admission data from 2 schools in Ontario.

2009-2010: Admissions data from 1 school in Newfoundland, 1 school in the Northwest Territories.

Enrolment data from 1 school in Newfoundland, 1 school in the Northwest Territories.

Graduate data from 1 school in Newfoundland.

2010-2011: Admissions data from 1 school in British Columbia, 1 school in Manitoba, 1 school in Saskatchewan.

Enrolment data from 1 school in Saskatchewan.

Graduate data from 1 school in Saskatchewan.

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* 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

r Revised figures

Table 9: Full-Time Faculty by Age Cohort, 2011

Age Cohort	2011
<35	120
35-39	157
40-44	207
45-49	267
50-54	314
55-59	355
60+	309
Total	1,729

Notes

The overall response rate to this question was 67.6%.

Summary of omitted and unusable data:

- 1 school in Newfoundland and Labrador
- 1 school in Nova Scotia
- 24 schools in Quebec
- 2 schools in Alberta
- 1 school in Saskatchewan
- 1 school in Manitoba
- 7 schools in Ontario
- 2 schools in British Columbia

The number of full-time permanent faculty (1,729) in this table is less than the number of full-time permanent faculty reported in Table 10 (2,317) as age cohort results were not available for all faculties.

Table 10: Number of Full-Time Faculty, 2011

FACULTY EMPLOYMENT STATUS	CANADA	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
Full-time permanent	2,317	97	12	59	70	244	629	143	175	318	550	17	*	...
Full-time contract	1,763	77	24	...	32	678	406	71	10	355	107	...	*	...
Total	4,080	174	36	59	102	922	1,035	214	185	673	657	17	6	...

Notes

The overall response rate to this question was 82%

Summary of omitted and unusable data:

- 15 schools in Quebec
- 5 schools in Ontario

The number of full-time permanent faculty in this table (2,317) is greater than the number of full-time permanent faculty reported in Table 9 (1,729) as age cohort results were not available for all faculties.

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- * 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

Table 11: Academic Upgrading Underway — Full-Time Faculty, 2011

	CANADA	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
Baccalaureate, nursing	10	...	...	...	...	...	...	8	...	...	*	...	...	...
Baccalaureate, other	2	...	...	...	...	...	*	...	...	...	...	...	...	...
Master's, nursing	188	7	...	*	22	*	27	26	16	37	46	*	...	...
Master's, other	30	...	...	...	*	*	7	...	5	7	6	...	...	...
Doctoral, nursing	110	9	...	10	5	13	34	*	*	20	16	...	...	...
Doctoral, other	61	...	...	...	5	14	11	*	11	7	9	...	...	...
Post-doctoral, nursing	7	...	...	...	...	*	*	...	...	*	...	...	...	...
Post-doctoral, other	*	...	...	...	*	...	...	...	...	*	...	...	...	...
Nurse practitioner, level not stated	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Nurse practitioner, master's level	7	...	...	...	*	...	*	...	...	...	*	...	...	...
Nurse practitioner, post-master's level	...	...	...	...	...	...	...	...	...	...	...	...	...	...

Notes

The overall response rate to this question was 65.8%.

Summary of omitted and unusable data:

- 1 school in Nova Scotia
- 23 schools in Quebec
- 9 schools in Ontario
- 4 schools in British Columbia
- 1 school in Saskatchewan

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

Table 12: Full-Time Faculty Positions Reported as Filled, 2011, and Full-Time Faculty Positions Reported as Approved to be Filled, 2012

	CANADA	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
Positions filled in 2011	208	11	0	1	14	9	53	4	12	66	35	...	3	...
Positions to be filled in 2012	215	10	0	0	21	10	66	8	13	56	30	...	1	...
Total	423	21	0	1	35	19	119	12	25	122	65	...	4	...

Notes

The overall response rate to this question was 58.6%.

Summary of omitted and unusable data:

- 1 school in Alberta
- 2 school in Nova Scotia
- 24 schools in Quebec
- 7 schools in Ontario
- 1 school in Manitoba
- 4 schools in British Columbia

Value suppression is not applicable to these results.

Symbols

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- ... Figure not appropriate or not applicable

Table 13: Full-Time Faculty Positions, Approved and Unable to Fill, 2011

	CANADA	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
Full-time permanent	53	0	...	0	0	10	13	3	2	12	13	0	..	...
Full-time contract	23	0	...	5	2	1	3	0	0	10	2	0	..	...
Total	76	0	...	5	2	11	16	3	2	22	15	0	..	...

Notes

The overall response rate to this question was 48.6%.

Summary of omitted and unusable data:

- 4 schools in Alberta
- 4 school in British Columbia
- 2 schools in Manitoba
- 2 schools in Saskatchewan
- 1 school in Newfoundland and Labrador
- 1 school in Prince Edward Island
- 1 school in Nova Scotia
- 25 schools in Quebec
- 16 schools in Ontario

Value suppression is not applicable to these results.

Symbols

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Table 14: Full-Time and Part-Time Faculty Contracts, 2011

CANADA	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
3,474	29	6	..	186	330	1,860	147	141	430	343	..	2	...

Notes

The overall response rate to this question was 67.6%.

Summary of omitted and unusable data:

- 3 schools in Nova Scotia
- 20 schools in Quebec
- 9 schools in Ontario
- 1 school in Saskatchewan
- 2 schools in British Columbia
- 1 school in the Northwest Territories

Symbols

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

Table 15: Full-Time Permanent Faculty on Leave, 2011

CANADA	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
140	5	..	*	11	10	36	5	12	20	36	..	*	...

Notes

The overall response rate to this question was 63.1%.

Summary of omitted and unusable data:

- 1 school in Northwest Territories
- 1 schools in Nova Scotia
- 25 schools in Quebec
- 7 schools in Ontario
- 2 school in Manitoba
- 1 school in Saskatchewan
- 1 schools in Alberta
- 3 schools in British Columbia

Symbols

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

Table 16: Faculty Category, Degree-Granting Schools — Full-Time Faculty, 2011

	CANADA	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
FULL-TIME, PERMANENT														
Full professor	189	8	12	*	15	42	46	7	0	38	20	...	...	...
Associate professor	306	9	0	14	14	57	90	13	*	61	45	...	...	...
Assistant professor	207	8	0	15	7	22	63	11	0	48	33	...	...	...
Nurse educator	108	...	...	7	0	0	5	*	0	27	65	...	...	...
Classroom (theory) instructor or lecturer	186	0	0	0	10	72	20	11	0	21	52	...	...	...
Clinical Instructor	50	0	0	22	0	6	0	11	0	*	9	...	...	...
Nursing skills laboratory instructor	12	0	0	0	0	*	*	*	0	0	9	...	...	...
Teaching assistant	0	0	0	0	0	0	0	0	0	0	0	...	...	...
Technologist	2	0	0	0	0	0	0	*	0	0	*	...	...	...
Other	195	0	0	0	5	0	18	21	47	25	79	...	...	...
Total	1,255	25	12	60	46	199	244	80	50	222	313	...	...	...
FULL-TIME, CONTRACT														
Full professor	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Associate professor	25	...	...	...	...	...	25	...	...	...	...	...	...	...
Assistant professor	65	5	...	...	*	...	53	...	...	*	*	...	...	...
Nurse educator	6	...	...	...	...	...	...	*	...	...	5	...	...	...
Classroom (theory) instructor or lecturer	337	8	...	...	...	72	42	24	*	156	32	...	...	...
Clinical instructor	664	...	...	...	...	490	15	...	...	119	40	...	...	...
Nursing skills laboratory instructor	84	...	...	...	...	62	7	*	...	11	*	...	...	...
Teaching assistant	44	...	...	...	...	19	25	...	...	...	...	...	...	...
Technologist	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other	137	...	24	*	31	*	*	...	7	60	7	...	...	...
Total	1362	13	24	*	32	660	168	27	10	350	88	...	...	...

Notes

The overall response rate to this question was 81.9%.

Summary of omitted and unusable data:

- 16 schools in Quebec
- 4 schools in Ontario

Symbols

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- * 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

Table 17: Faculty Category, Non-Degree-Granting Schools — Full-Time Faculty, 2011

	CANADA	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
FULL-TIME, PERMANENT														
Full professor	493	...	...	...	...	...	253	...	125	20	69	17	*	...
Associate professor	12	...	...	...	...	...	12	...	...	...	...	...	...	...
Assistant professor	19	...	...	...	...	...	19	...	...	...	...	...	...	...
Nurse educator	233	56	...	...	...	...	...	...	...	40	137	...	...	...
Classroom (theory) instructor or lecturer	*	*	...	...	...	...	...	...	...	...	...	...	...	...
Clinical instructor	55	...	...	...	10	...	42	...	...	...	*	...	...	...
Nursing skills laboratory instructor	12	8	...	...	...	...	*	...	...	...	*	...	...	...
Teaching assistant	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Technologist	10	...	...	...	...	...	8	...	...	...	**	...	...	...
Other	227	7	...	...	...	93	37	62	...	*	24	...	...	...
Total	1062	72	...	...	10	14	374	62	125	64	237	17	*	...
FULL-TIME, CONTRACT														
Full professor	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Associate professor	29	...	...	...	...	...	26	...	...	...	...	...	*	...
Assistant professor	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Nurse educator	17	...	...	...	...	...	...	...	...	5	12	...	...	...
Classroom (theory) instructor or lecturer	16	...	...	...	...	...	13	...	...	...	*	...	...	...
Clinical instructor	263	40	...	...	...	...	203	...	...	...	20	...	...	...
Nursing skills laboratory instructor	14	14	...	...	...	...	...	...	...	...	...	...	...	...
Teaching assistant	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Technologist	...	...	...	...	...	...	*	...	...	...	...	...	...	...
Other	...	...	...	...	...	18	...	42	...	...	6	...	...	...
Total	401	54	...	...	...	18	243	42	...	...	41	...	*	...

Notes

The overall response rate to this question was 81.9%.

Summary of omitted and unusable data:

- 16 schools in Quebec
- 4 schools in Ontario

Symbols

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* 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

Table 18: Highest Academic Credential — Full-Time Faculty, 2011

CREDENTIAL	CANADA	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
Diploma, nursing	40	...	...	...	...	...	19	13	...	...	8	...	...	...
Diploma, other	...	...	...	...	...	...	...	*	...	...	0	...	...	...
Baccalaureate, nursing	496	14	...	10	38	*	45	115	37	114	108	9	*	...
Baccalaureate, other	23	...	...	...	...	...	5	*	*	*	12	...	...	...
Master's, nursing	962	70	...	26	39	50	235	70	60	187	219	5	*	...
Master's, other	419	25	...	5	10	11	73	36	29	87	139	*	*	...
Doctoral, nursing	306	9	...	*	14	44	98	12	...	60	65	*	...	...
Doctoral, other	264	9	...	...	17	48	102	22	*	41	23	...	...	...
Post-doctoral, nursing	51	...	...	*	...	9	18	...	13	8	...	...	...	...
Post-doctoral, other	39	*	...	...	*	9	12	...	...	7	9	...	...	...

Notes

The overall response rate to this question was 78.3%.

Summary of omitted and unusable data:

- 22 schools in Quebec
- 5 schools in Ontario
- 1 school in Alberta
- 1 school in Saskatchewan
- 1 school in Prince Edward Island
- 1 school in Nova Scotia

Symbols

- .. Figure not available
- ... Figure not appropriate or not applicable
- * Value suppressed in accordance with CNA privacy policy; cell value is between 1 and 4

Table 19: Nurse Practitioner Credentials — Full-Time Faculty, 2011

CREDENTIAL	CANADA	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
Nurse practitioner, post-baccalaureate level	14	*	...	...	*	...	10	*	...	...	...	...	..	...
Nurse practitioner, master's level	64	*	...	...	*	*	25	5	*	7	15	6	...	...
Nurse practitioner, post-master's level	27	*	...	...	...	*	8	...	...	6	7	...	..	...
Nurse practitioner, other level	6	...	...	...	*	*	*	...	...	...	*	...	..	...

Notes

The overall response rate to this question was 78.3%.

Summary of omitted and unusable data:

- 22 schools in Quebec
- 5 schools in Ontario
- 1 school in Alberta
- 1 school in Saskatchewan
- 1 school in Prince Edward Island
- 1 school in Nova Scotia

Symbols

- .. Figure not available
- ... Figure not appropriate or not applicable
- * Value suppressed in accordance with CNA privacy policy; cell value is between 1 and 4

Methodological Notes — Survey Tables

Classification of nursing programs

Programs are identified by a standard data code, which allows the RN education 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, LPN to RN and RPN 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 are reported separately it is recorded under both the NP program and the master's program.

Collection Period

Program inventory, admission and enrolment data are collected on the academic year. This year's collection is for the 2010-2011 academic year.

Graduate and faculty data are collected on the calendar year. This year's collection captures these data for calendar year 2011.

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 *after the allowed withdrawal 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 *after the allowed withdrawal date* of their institution.

Entry-to-Practice

Programs: Entry-to-practice (RN-ETP) programs entitle the successful graduate to apply for licensure/registration. RN-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 that responded to the survey. See "Survey Response" below for details on annual response rates.

Schools sometimes provide data that are 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 or territorial boundaries. In 2007, the treatment of graduate data from program delivery partnerships that cross provincial or territorial boundaries was amended so that graduate results would be recorded in the student's home province or territory. Admission and enrolment data continue to be recorded according to the program delivery responsibility of each partner. The handling of admission and enrolment data did not change. Historical graduate data have been adjusted accordingly. Please see "Survey Methodology" for additional details.

Out-of-province/territory baccalaureate collaborative partnerships as of 2010-2011 include: Aurora College, N.W.T., partnered with the University of Victoria, B.C.; Université de 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.

Out-of-province/territory masters NP stream collaborative partnerships as of 2010-2011 include; Aurora College, N.W.T., partnered with Dalhousie, N.S.

Survey Response

2006-2007: The 2006-2007 survey was sent to all 135 schools offering nursing programs; 118 schools completed the survey; 1 Quebec university (1 ETP baccalaureate program, 1 post-RN baccalaureate program, 1 master's program) and 17 Quebec CEGEPs/colleges (17 ETP diploma programs) did not report. The overall **response rate was 87%**.

2007-2008: The 2007-2008 survey was sent to all 135 schools offering nursing programs. One school suspended its baccalaureate program in 2007-2008, reducing eligible respondents to 134 schools; 118 schools completed the survey; 1 Quebec university (1 ETP baccalaureate program, 1 post-RN baccalaureate program, 1 master's program), 1 Ontario college (1 ETP baccalaureate program) and 14 CEGEPs/colleges (14 ETP diploma programs) did not complete the survey. **The overall response rate was 88%**. CASN member response rate was 98%; 88 of 90 eligible member schools completed the survey.

2008-2009: The survey was issued to all 135 schools offering nursing programs; 111 schools completed the survey; 3 Ontario colleges (3 ETP baccalaureate programs) and 2 Quebec

universities (2 ETP baccalaureate programs, 2 post-RN baccalaureate programs, 2 master's programs, 1 doctoral program and 1 nurse practitioner program) and 19 Quebec CEGEPs/colleges (19 ETP diploma programs) did not complete the survey. ***The overall survey response rate was 82%***; the CASN member response rate was 95%.

2009-2010: The survey was issued to all 135 schools offering nursing programs; 111 schools completed the survey; 1 Ontario college (1 ETP baccalaureate programs) and 1 Quebec university (1 ETP baccalaureate programs, 1 post-RN baccalaureate program, and 1 master's program) and 21 Quebec CEGEPs/colleges (21 ETP diploma programs) did not complete the survey. ***The overall survey response rate was 82%***; the CASN member response rate was 92%. See the tables starting on page 20 for more detailed information about omitted or unusable data. On average, 69.1% of schools responded to the faculty questions.

2010-2011: The survey was issued to all 135 schools offering nursing programs; 111 schools completed the survey; 1 Ontario university (1 ETP baccalaureate program, 1 post RN Baccalaureate program, 1 master's program, and 1 NP program), 2 Ontario colleges (2 ETP baccalaureate programs) and 1 Quebec university (1 ETP baccalaureate programs, 1 post-RN baccalaureate program, and 1 master's program) and 20 Quebec CEGEPs/colleges (20 ETP diploma programs) did not complete the survey. ***The overall survey response rate was 82%***; the CASN member response rate was 92%. See the tables starting on page 20 for more detailed information about omitted or unusable data. On average, 66.0% of schools responded to the faculty questions.

Privacy and Confidentiality-

In accordance with CAN and CASN's privacy policies, small cell entries between 1 and 4 are not reported. Some cell values of 5 or greater have also been suppressed to protect confidentiality.¹

¹ Canadian Nurses Association. (2004). *Protection of personal information*. Ottawa: Author.

APPENDIX A

National Student and Faculty Survey of Canadian Schools of Nursing 2010-2011: Survey Methodology

Registered nurses (RNs) represented 75.7% of the total regulated nurse workforce in 2010.⁵

General Methodology

Background

CNA began administering an annual survey on nursing students and faculty in 1963. In 2001, a new survey and methodology were developed for CNA by well-known statistician Eva Ryten. The Canadian Association of Schools of Nursing (CASN) led the development of the faculty questions that same year. CASN member schools tested the new survey prior to its initial distribution in 2002. In recent years, CNA and CASN have introduced changes to the survey to reflect changes in program delivery and to increase data related to faculty. All changes are tested at selected schools of nursing prior to adoption

An important area of revision was a result of changes in entry-to-practice requirements. In the mid-1990s, provinces and territories moved to phase out community college diploma programs and convert all new nurse supply education programs to undergraduate degree programs. Conversion to degree programs is complete in all provinces and territories except for Manitoba and Quebec. In 2010, a final intake of diploma students took place at two schools in Manitoba. The Northwest Territories and Nunavut converted to degree programs in 2010. Quebec continues to provide diploma programs while supporting the development of baccalaureate partnerships between CEGEPs/colleges and universities. The Yukon has no entry-level educational programs.

The following table shows the different stages of the transition from diploma entry-level to baccalaureate entry-level education.

Entry-to-Practice Education Requirements for Registered Nurses

Jurisdiction	Target Year and Status
Atlantic provinces (Prince Edward Island, Newfoundland and Labrador, New Brunswick, Nova Scotia)	1998 completed
Saskatchewan	2000 completed
Ontario	2005 completed
British Columbia	2006 completed
Alberta	2009 completed
Northwest Territories and Nunavut	2010 completed
Manitoba	In progress: the final intake of diploma students at two schools took place in 2010. Transition will be completed in 2013.
Quebec	Quebec continues to offer diploma programs while supporting the development of baccalaureate partnerships between Collèges d'enseignement général et professionnel (CEGEPs) and universities.
Yukon	The Yukon has no entry-level educational programs.

Source: Canadian Nurses Association

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 models existing between a university and its collaborating partner or partners vary greatly. For example, 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.

A data record linking process permits admission and enrolment data of programs delivered under a collaborative model to be linked to the graduate program data of the degree-granting 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. It also accommodates recent changes whereby some colleges now award baccalaureate degrees or have changed their institution type from college to university. Historical results have not been affected by these changes.

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 distance education programs, multiple language offerings and multiple partnership arrangements. 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, contract type, rank and status; these data include components such as highest academic credential, age cohorts, faculty on leave, average age of retirement, attrition other than retirement, and additional information on classroom ratios. Collection period: calendar 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. Admission and enrolment data are counted only after the school’s allowed withdrawal date.

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.

Disparities are resolved by the CASN program lead and the faculty member(s) responsible for the data compiled. The dean, director, program head or equivalent validates 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.

When 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 2009, an online version of the survey was available to CASN members. Participating schools entered their survey responses directly into the database housed at CNA in Ottawa. In 2010-2011, the online survey was available to all schools of nursing along with online school-level reports.

Data Organization

As mentioned earlier, the data derived from the survey accommodate the increasing variety and complexity of nursing education models in Canada, including NP education models. 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. 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.

Links are established between 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. It also accommodates recent changes whereby some colleges now award baccalaureate degrees or have changed their institution type from college to university. Historical results have not been affected by these changes.

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

Tables

The survey data are summarized in 21 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.

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 or 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 2010-2011 survey submission procedures, each school completed 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 policy on *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 (counted as of the school's allowed withdrawal date)

Students previously enrolled in a non-nursing program (e.g., bachelor of arts, physiotherapy, and 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, and so on. 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; and
- 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 solely by a university; no partners are involved.

Campus Site

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

Continuing Students (**counted as of the school's allowed withdrawal date**)

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; and
- 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 (counted as of the school's allowed withdrawal date)

The number of students enrolled in each year of study.

Enrolment Status

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

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

Faculty Categories

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.

F1 Category

Within a university, these people are **tenured/tenurable** faculty who teach nursing courses. Within a college, these people are **permanent full-time or permanent part-time** faculty who teach nursing courses.

F2 Category

Within a university, these people are **non-tenurable** faculty fulfilling time-limited **contracts of one full academic year or longer** who teach nursing courses. Within a college, these people are **contract/non-permanent faculty** fulfilling time-limited **contracts of one full academic year or longer** who teach nursing courses.

F3 Category

Within a university, these people are **non-tenurable** faculty fulfilling time-limited **contracts of less than one full academic year** who teach nursing courses. Within a college, these people are **contract/non-permanent faculty** fulfilling time-limited **contracts of less than one full academic year** who teach nursing courses.

First-Time Students (counted as of the school's allowed withdrawal date)

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 number of times in an academic year when students enter programs. Sometimes *intake* is confused with the number of students admitted.

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 based on full-time program delivery.

Qualification

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

Repeater Students (counted as of the school’s allowed withdrawal date)

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 Leave of Absence (LOA) Students (counted as of the school’s allowed withdrawal date)

Students 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.

Transfer-In Internal Students (counted as of the school’s allowed withdrawal date)

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 schools 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 (counted as of the school’s allowed withdrawal date)

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.

Endnotes

ⁱMed-Emerg Inc. (2006). *Building the future: An integrated strategy for nursing human resources in Canada. Phase II final report*. Ottawa: Nursing Sector Study Corporation.

ⁱⁱ Regan, S., Thorne, S., & Mildon, B. (2009). Uncovering blind spots in education and practice leadership: Towards a collaborative response to the nurse shortage. *Canadian Journal of Nursing Leadership*, 22(2), 30-40.

ⁱⁱⁱ Canadian Institute for Health Information. (2010). *Regulated nurses: Canadian trends, 2005 to 2009*. Ottawa: Author.

^{iv} National Education Association: Higher Education Research Center. (2007). *Part-time faculty: A look at data and issues*, 11(3), 1-12.

^v Canadian Institute for Health Information. (2011). *Regulated nurses: Canadian trends, 2006 to 2010*. Ottawa: Author.