Nursing Education in Canada Statistics

2008-2009

Registered Nurse Workforce, Canadian Production: Potential New Supply

December 3, 2010

CANADIAN **NURSES** ASSOCIATION

CASN ACESI ≫ Canadian Association of Schools of Nursing
Association canadienne des écoles de sciences infirmières

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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 *Nursing Education in Canada Statistics, 2008-2009 – Registered Nurse Workforce, Canadian Production: Potential New Supply.*

This annual report is an important instrument for national human resources planning in both the nursing service and nursing education sectors. It represents the fruit of a strong partnership among national and provincial bodies and effective collaborative relationships with multiple stakeholders.

The data presented support effective health human resources planning by providing statistical analysis about:

- 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, recruitment and leaves of absence.

In reviewing this year's results, we were struck by the variety of education models reported by schools throughout Canada. Although graduates must demonstrate achievement of a common set of competencies to obtain licensure, there are many education models and paths by which to reach that objective. From the new entry-to-practice baccalaureate standard of British Columbia (three-year programs instead of the traditional four years) to the emergence of degree-granting autonomy for colleges in some provinces, the route to initial registration is a varied one. With findings reported on 111 schools, the landscape of nursing education is almost as diverse as our geographic landscape.

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 the following:

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

Contents

Introduction

The *National Student and Faculty Survey of Canadian Schools of Nursing* (NSFS) is the only longitudinal national collection of nursing education data in Canada. The survey includes entry-to-practice education programs, as well as graduate and post-graduate programs for the four regulated nurse occupations: registered nurse, nurse practitioner, psychiatric nurse and practical nurse.

The survey is led by the Canadian Nurses Association (CNA) in collaboration with a stakeholder group comprising education leads from each national nurse educator association. In 2001, the survey methodology and program questions 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, CASN and CASN's Standing Committee on Information Management have contributed changes to the survey, with a particular focus on more comprehensive faculty questions. All changes are tested at selected schools of nursing prior to adoption. CNA consults with stakeholders annually regarding survey changes and improvements.

Stakeholders	Role
Canadian Nurses Association (CNA)	Survey program lead
Canadian Association of Schools of Nursing (CASN)	Registered nursing education lead (includes nurse practitioner education)
Canadian Association of Registered Psychiatric Nurse Educators (CARPNE)	Psychiatric nursing education lead
Canadian Association of Practical Nurse Educators (CAPNE)	Practical nursing education lead

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 variety of programs available, including those that support lifelong learning; and innovative approaches to program delivery. Faculty elements include numbers of faculty, their roles and employment status, education levels attained and in progress, age cohorts, and 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 2008-2009 survey. CNA and CASN agreed to withhold comparative results until five years' worth of data are available. Consequently, yearly results for some questions are reported with no comparative data.

Appropriate planning and management of health human resources is key to ensuring that Canadians have access to the health providers they need, now and in the future.

2003 First Ministers' Accord on Health Care Renewal

In 2009, an online version of the survey was available to CASN members. Participating schools – more than 80% of CASN member schools – entered their survey responses directly into the database housed at CNA in Ottawa.

This publication is an analytical report about the 2008-2009 data collected from the registered nurse (RN) portion[1] of the NSFS. It includes quantitative data from the survey as well as data obtained from Ordre des infirmières et infirmiers du Québec (OIIQ), which is included to offset survey under-

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[1] For information about psychiatric nurse and practical nurse education programs, visit the CNA website at http://www.cna-aiic.ca/CNA/nursing/statistics/survey/default_e.aspx

reporting of admission and graduate data for Quebec's entry-to-practice diploma and baccalaureate programs. The inclusion of the OIIQ data in combination with the results of the NSFS permits pan-Canadian analysis.

Note: Use of OIIQ data is limited to the section "2008-2009 Key Program Findings."

Survey Distribution and Response

The joint CNA and CASN portion of the 2008-2009 survey was issued to all 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 and graduate RN education.

Of the 135 schools, 111 schools completed the survey, including 86 of a possible 91 CASN members.

The overall survey response rate was 82%; the CASN member response rate was 95%. See the tables starting on page 20 for more detailed information about omitted or unusable data. On average, 66.1% of schools responded to the faculty questions.

Data Comparison Timeframes

Program inventory, admission and enrolment data were collected for the 2008-2009 academic year. Unless otherwise stated, comparisons in this report concerning program inventory, admission and enrolment are 2008-2009 data as compared with 2007-2008 data.

Graduate data were collected for calendar year 2009. Unless otherwise stated, comparisons in this report concerning graduates are 2009 data as compared with 2008 data.

Faculty data were also collected for calendar year 2009. Unless otherwise stated, comparisons in this report concerning faculty are 2009 data as compared with 2008 data.

Survey Methodology

See Appendix A for methodological information.

2008-2009 Key Program Findings

Entry-to-Practice Programs

- Entry-to-practice (ETP) programs entitle the successful graduate to apply for initial licensure/ registration as an RN.
- 111 schools reported results for one or more ETP programs.
- 89 of the 111 schools (80.2%) offered ETP baccalaureate programs.
- ETP baccalaureate programs of various durations (4-year, 3.5-year, 3-year, 2-year, etc.) were available 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 2008-2009 data as compared with 2007-2008 data.

ETP Admissions

- Admissions reached a 10-year high in 2008-2009 (Figure A).
- 14,010 students entered ETP programs, an increase of 4.6% (from 13,392), continuing the upward trend of past years (Figure A).

Figure A: Admissions to Entry-to-Practice Programs, 1999 to 2000 and 2001-2002 to 2008-2009
(collection period changed from calendar year to academic year in 2001)
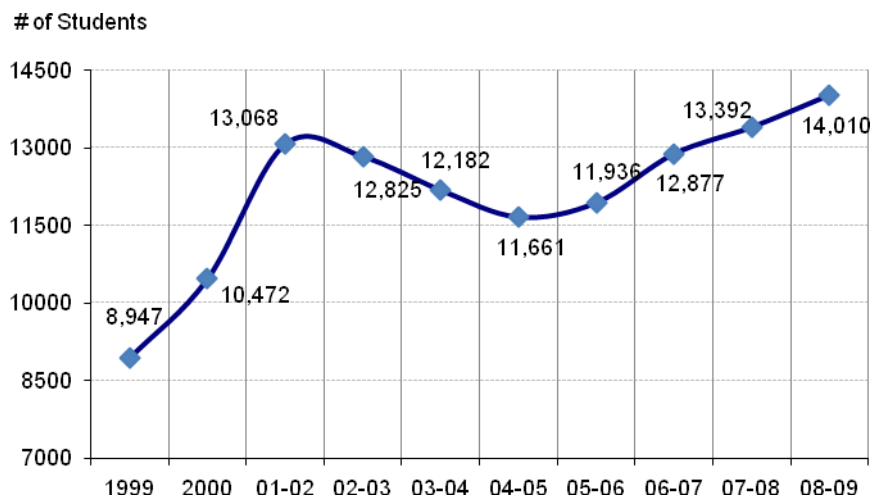
Sources: *National Student and Faculty Survey of Canadian Schools of Nursing*; Ordre des infirmières et infirmiers du Québec

ETP Graduates

- By and large, the number of graduates has been rising steadily over the past 10 years. Following a 3.5% drop in 2008, the number of graduates rose in 2009 to 9,662 – a 6.0% increase.
- The number of ETP graduates surpassed 9,000 for the third year in a row (Figure B).
- Ontario and Saskatchewan saw substantial increases (Table A).

Graduate data are 2009 data as compared with 2008 data.

Figure B: Graduates from Entry-to-Practice Programs, 1963-2009

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, 2005 to 2009

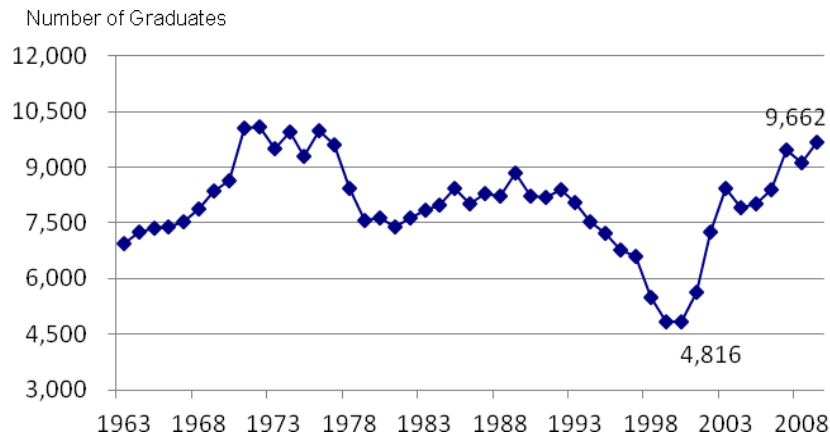| Jurisdiction	2005	2006	% Change '05 to '06	2007	% Change '06 to '07	2008	% Change '07 to '08	2009	% Change '08 to '09
Newfoundland and Labrador	197	188	-4.6	221	17.6	201	-9.0	197	-2.0
Prince Edward Island	51	56	9.8	56	0.0	55	-1.8	46	-16.4
Nova Scotia	244	257	5.3	283	10.1	287	1.4	302	5.2
New Brunswick	276	270	-2.2	259	-4.1	256	-1.2	263	2.7
Quebec	3,003	2,965	-1.3	2,667	-10.1	2,344	-12.1	2,309	-1.5
Ontario	1,619	2,015	24.5	2,828	40.3	2,797	-1.1	3,409	21.9
Manitoba	430	405	-5.8	466	15.1	456	-2.1	450	-1.3
Saskatchewan	224	214	-4.5	259	21.0	319	23.2	355	11.3
Alberta	1,077	1,130	4.9	1,248	10.4	1,328	6.4	1,227	-7.6
British Columbia	892	854	-4.3	1,132	32.6	1,048	-7.4	1,087	3.7
Northwest Territories	..	20	..	13	-35.0	17	30.8	12	-29.4
Nunavut	..	5	..	15	200.0	5	-66.7	5	0.0
Yukon (no programs)	…	…	…	…	…	…	…	…	…
CANADA	**8,013**	**8,379**	**4.6**	**9,447**	**12.7**	**9,113**	**-3.5**	**9,662**	**6.0**

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

Lifelong Learning (Continuing Education)

In its 2009 report about the state of post-secondary education in Canada, the Canadian Council on Learning highlights the importance of lifelong learning: "Individuals as well as communities benefit from higher levels of education: health, life satisfaction, volunteering, donating, employment stability and income all increase as levels of educational attainment increase."[1]

Like many other professions, nurses seek lifelong learning, as well as credential upgrading. In the nursing profession new knowledge is a constant to meet the demands of an ever-changing, increasingly complex work environment.[2]

Post-RN Programs

- 37.8% of schools (42 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 Prince Edward Island, the Northwest Territories, Nunavut or the Yukon.

- 1,936 diploma-trained RNs graduated from post-RN baccalaureate programs, just under a 1% increase (Figure C).

Program inventory data are 2008-2009 data as compared with 2007-2008 data.

Graduate data are 2009 data as compared with 2008 data.

Figure C: Graduates from Post-RN Baccalaureate Programs, 2005-2009

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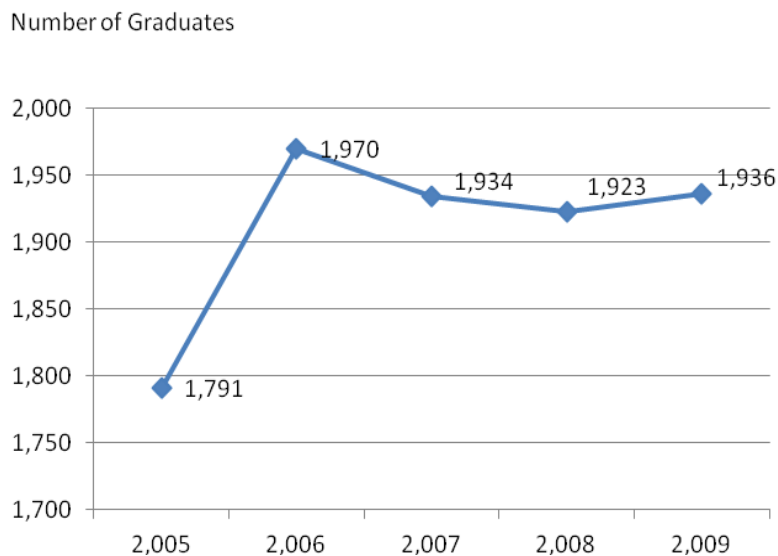
Source: *National Student and Faculty Survey of Canadian Schools of Nursing*

Master's and Doctoral Programs

- 29.7% of schools (33 of 111 schools) offered one or more master's programs; 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.

- 1,130 students were admitted to master's programs, an increase of 15.7% (Figure D). According to the Educational Policy Institute, two-year graduate programs typically see admissions increase during times of recession.[3]

- 786 RNs graduated from master's programs, an 8.7% increase over the previous year (Figure E).

- Admissions to doctoral programs changed very little – 84 admissions – a modest increase of 2.4% (Figure D).

- Graduate levels for doctoral programs also saw minimal change – 42 graduates in 2009 as compared with 39 in 2008 (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, 2004-2005 to 2008-2009

Number of Admissions

	'04-'05	'05-'06	'06-'07	'07-'08	'08-'09
Master's	850	866	946	977	1,130
Doctoral	76	78	78	82	84
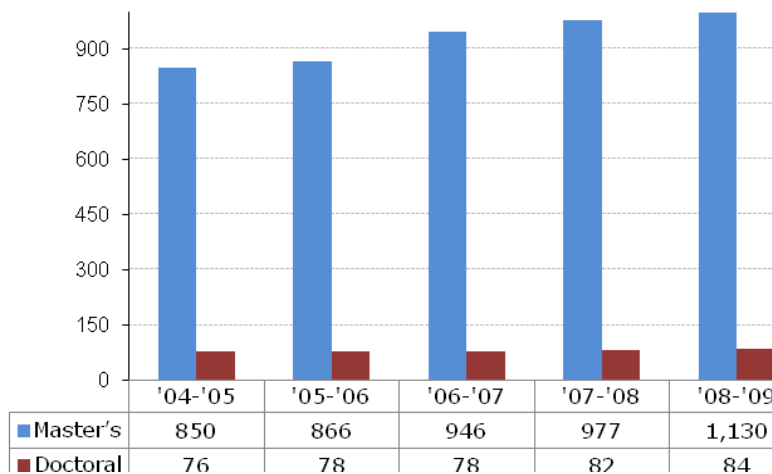
Source: *National Student and Faculty Survey of Canadian Schools of Nursing*

Figure E: Graduates from Master's and Doctoral Programs, 2005 to 2009

Number of Graduates

	2005	2006	2007	2008	2009
Master's	465	567	603	723	786
Doctoral	39	39	44	39	42
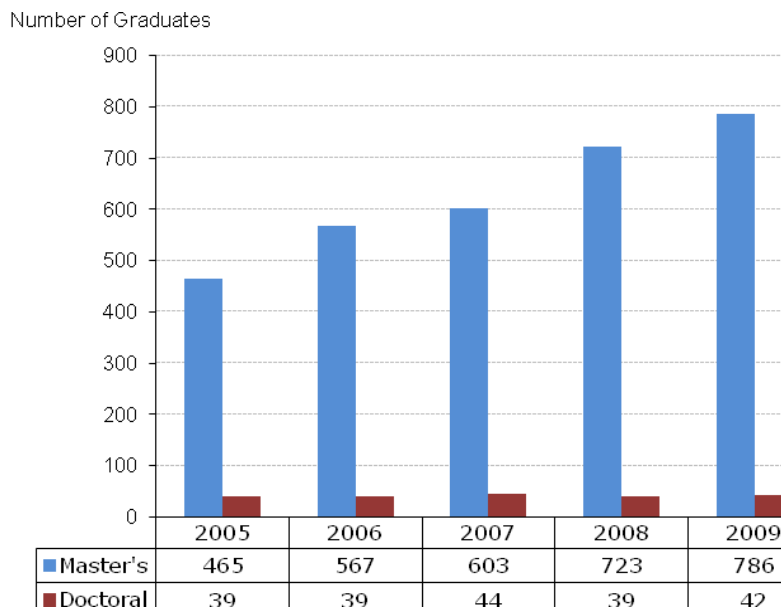
Source: *National Student and Faculty Survey of Canadian Schools of Nursing*

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 available in all provinces and territories, except for Prince Edward Island, Nunavut and the Yukon.
- Following a substantial drop in 2008, the number of students admitted to NP programs rose 19.1%, when 417 students entered a variety of NP programs (Figure F).
- Each province and territory offering NP programs increased its share of graduates. Ontario and Alberta increased their number of NP graduates by 35.8% and 70.9% respectively. The increase for Canada overall was 39.3% (Figure G).

Figure F: Admissions to Nurse Practitioner Programs 2004-2005 to 2008-2009

Number of Admissions

Year	Admissions
2004-2005	273
2005-2006	354
2006-2007	383
2007-2008	350
2008-2009	417
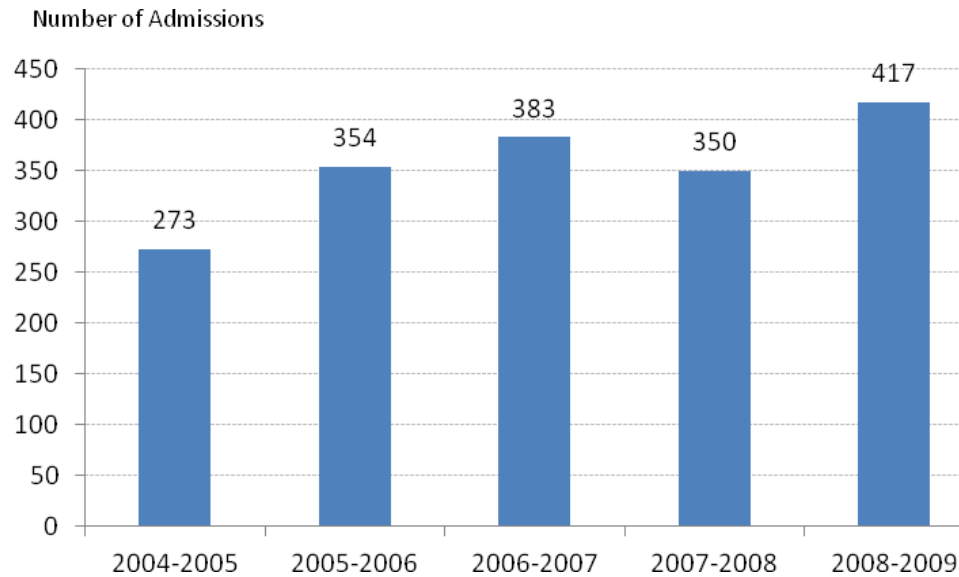
Source: *National Student and Faculty Survey of Canadian Schools of Nursing*
Note: The 2007-2008 figure has been revised from 353 to 350.

Figure G: Graduates from Nurse Practitioner Programs 2005-2009

Number of Graduates

Year	Graduates
2005	178
2006	204
2007	330
2008	272
2009	379
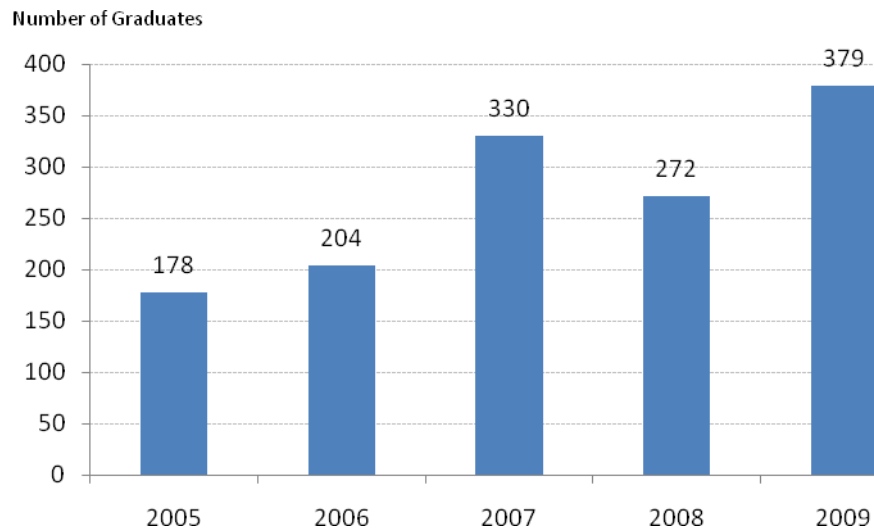
Source: *National Student and Faculty Survey of Canadian Schools of Nursing*

Program Delivery Innovations

Fast-Track ETP Programs

Fast-track ETP programs allow students to complete their education in less time than traditional programs (i.e., traditional diploma programs are three years' duration; baccalaureate programs are four years). Schools of nursing offer a variety of fast-track ETP programs, including those identified as "accelerated," "fast-track," "compressed," "second-degree entry," "advanced entry" and "bridging" programs. The number of fast-track ETP program options available throughout the country 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.

- 46.8% of schools (52 of 111 schools) offered one or more ETP fast-track programs (Table B), an increase of 67.7% (52 schools as compared with 31 schools the previous year).

- All provinces reported one or more fast-track ETP programs.

- Many of the 52 schools offered multiple fast-track program options (Table C).

- Ontario and Alberta each offered 15 fast-track ETP programs, followed by Quebec and British Columbia (12 each) and Nova Scotia (5).

Program inventory data are 2008-2009 data as compared with 2007-2008 data.

Table B: Number of Schools Offering Fast-Track Entry-to-Practice Programs by Jurisdiction, 2008-2009

	Canada	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
No. of Schools Offering Fast-Track ETP Programs	52	2	1	2	2	12	12	1	2	9	9	…	…	…

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, 2004-2005 to 2008-2009

	Canada	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
2004-2005	29	2	0	5	1	1	9	0	1	6	4	…	…	…
2005-2006	32	2	0	4	1	2	10	2	2	6	3	…	…	…
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	…	…	…

Source: *National Student and Faculty Survey of Canadian Schools of Nursing*
.. Figure not available
… Figure not appropriate or not applicable

Distributed Learning (Distance Education)

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

The number of nursing degree programs and advanced practice programs offered in modes other than the traditional face-to-face classroom mode provides opportunities, challenges[4] and increased student access. DL courses facilitate access for students living outside urban centres and for working nurses seeking to upgrade academic credentials.

- 44.6% of all programs (88 programs) used some form of DL (Table D).

- Use of DL increased by 3 percentage points (41.2% in 2007-2008 and 44.6% in 2008-2009).

- DL delivery is used in 75% of all nurse practitioner programs, and in 64% of master's programs. Of Canada's 15 doctoral programs, 27% utilize DL techniques.

- Ontario, British Columbia, Alberta and Quebec offer the most DL courses in nursing education programs.

"Changes in communication and information technology will present an increasing set of opportunities and challenges. The brick-and-mortar classroom will yield increasingly to the virtual classroom…"

Plant, G. (2007).

Table D: Number of Degree and Advanced Practice Programs Utilizing Distributed Learning, 2008-2009

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	2	2	3	2	1	10
Ontario	9	6	6	…	7	28
Manitoba	4	2	1	…	1	8
Saskatchewan	1	1	…	…	1	3
Alberta	4	3	1	1	2	11
British Columbia	8	5	5	1	4	23
Northwest Territories	…	…	1	…	1	2
Nunavut	…	…	…	…	…	…
Yukon (no programs)	…	…	…	…	…	…
DL Program Total*	**29**	**23**	**21**	**4**	**21**	**88**
CANADA: Program Total* (see Table 1 p. 23)	**89**	**42**	**33**	**15**	**28**	**197**
DL Programs as a % of Canada Program Total	*32.6%*	*54.8%*	*63.6%*	*26.6%*	*75.0%*	*44.6%*

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

… Figure not appropriate or not applicable

* The nurse practitioner program counts by jurisdiction include 10 programs that are master's stream options. The master's stream nurse practitioner option programs are also included in master's program counts. To adjust for double counting, the "DL Program" and "Canada" totals have been reduced by 10.

2009 Key RN Faculty Findings

Note: 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 2008-2009 survey. However, CNA and CASN have agreed to withhold comparative results until five years of data are available. Consequently, yearly results for some questions are reported with no comparative data.

The supply of RN faculty is one factor affecting the country's ability to increase its capacity to educate nurses.[5] That supply is influenced by retirement of existing faculty, the inflow of newly prepared faculty, and other factors such as human resources budgets and the challenges of retaining current faculty and recruiting new faculty.[6]

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

- 7,683 RN faculty members were employed by schools of nursing. (Note: The number of faculty reported in 2009 is far less than that reported in 2008. Some schools may have included clinical faculty in their 2008 counts and corrected that error in 2009.)

Faculty data are 2009 data as compared with 2008 data.

- Less than 30% of faculty are permanent – 2,259 of the 7,683 RN faculty (Table E).
- 52.6% of permanent faculty were 50 years of age or older; 34.2% of permanent faculty were 55 years or older (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).
- The percentage of RN permanent faculty in the 50+ age cohort is 15 percentage points higher than the percentage of 50+ in the RN workforce[7] (Table F).

The response rate for the question about age cohorts was 65.8% (73 schools). The response rate for the question about employment status was 90.1% (100 schools).

Table E: Number of Faculty by Employment Status, 2009

Faculty Category	Number of Faculty	% of Faculty Workforce
Permanent Faculty: permanent, full-time faculty	2,259*	29.4
Contract Full-Time Faculty: faculty fulfilling contracts of one academic year or longer	1,095*	14.3
Contract Part-Time Faculty: faculty fulfilling contracts of less than one academic year	4,329	56.3
Total Faculty Workforce:	7,683	100

Source: *National Student and Faculty Survey of Canadian Schools of Nursing*; Canadian Institute for Health Information. (2009). *Regulated Nurses: Canadian Trends, 2004 to 2008*.

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

Table F: Age Category Percentages for 2008 RN Workforce compared to 2009 RN Permanent Faculty

Age Category	% of RN Workforce, 2008*	% of RN Permanent Faculty, 2009
<35	20.1	6.9
35-39	10.8	10.6
40-44	12.9	12.4
45-49	14.2	17.5
50-54	15.5	18.4
55+	22.3	34.2

Sources: *National Student and Faculty Survey of Canadian Schools of Nursing*; Canadian Institute for Health Information. (2009). *Regulated Nurses: Canadian Trends, 2004 to 2008*.

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

* Data for the 2009 RN workforce were not available at the time of publication.

Table G: Comparison of RN Permanent Faculty Age Cohorts 2006, 2008 and 2009

Age Cohort	2006	2007*	2008	2009	*% Change '08 to '09*
<40	22.3	..	19.3	17.5	*-1.8*
40-49	34.6	..	29.6	29.9	*0.3*
50-59	35.2	..	39.1	38.9	*-0.2*
60+	7.8	..	12.0	13.7	*1.7*

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 information collected from recruitment and retirement questions revealed information with implications for faculty supply, including hiring challenges, ongoing recruitment loads, and concerns about the limited pool of master's and doctorally prepared nurses available to work in academic positions.

- 53 permanent RN faculty (senior faculty) retired in 2009.
- 13.7% (309 of 2,259) permanent RN faculty aged 60 or more (Table E and Table G) were eligible to retire.
- 61.6% of schools identified non-competitive salary ranges (when compared to salaries paid in practice settings) as a challenge when it comes to hiring faculty (Table I).
- Schools were unable to fill 95 full-time positions, representing a 4% vacancy rate. See Table E for full-time faculty count.
- Schools projected hiring requirements for more than 200 full-time positions for 2010 (Table H).

Table H: Full-Time RN Faculty Hiring Projections, 2010

	Canada	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
Full-Time Permanent Faculty, # of Hires Projected	124	6	0	6	10	8	16	8	9	37	21	0	3	…
Full-Time Contract Faculty, # of Hires Projected	108	7	0	2	10	1	17	10	3	33	25	0	0	…

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 58.5% (65 responses).

The response rate for the question about actual retirement of permanent faculty was 59.5% (66 responses).

Full-Time RN Faculty Academic Upgrading

- 20.8% of permanent full-time RN faculty (470 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 were undertaking master's programs (49.1%).

The response rate for the question about the number of full-time faculty engaged in academic upgrading was 64.9% (72 responses).

Table I: Full-Time Faculty Engaged in Academic Upgrading, 2009

	Full-Time Permanent		Full-Time Contract		
	In Canada	Outside Canada	In Canada	Outside Canada	Total
Canada Total					470
Baccalaureate degree in nursing	6	0	10	0	16
Baccalaureate degree in other discipline	2	0	0	0	2
Master's degree in nursing	96	14	77	2	189
Master's degree in other discipline	27	5	10	0	42
Doctoral degree in nursing	90	13	9	2	114
Doctoral degree in other discipline	66	8	11	2	87
NP other	2	0	0	0	2
NP post-master's	1	0	0	0	1
Post-doctoral study in nursing	7	1	4	3	15
Post-doctoral study in other discipline	1	1	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 on the 2008-2009 survey. However, the survey stakeholders have agreed to withhold comparative results until five years of data are available. Until then, yearly results will be reported.

> *"Contract faculty" refers to full-time plus part-time contract faculty.*

- Schools employed 7,683 faculty members (Table E).

- 29.4% of the faculty held full-time permanent positions (Table E).

- 14.3% of full-time faculty held full-time contracts of one academic year or longer (Table E).

- 56.3% of the faculty (i.e., part-time faculty) currently teaching in nursing programs were employed in a part-time contract capacity (Table E).

The response rate for each of the two questions concerning the number of full-time and part-time contracts in place was 74.7% (83 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. The question specified permanent faculty because they tend to be the senior members who carry the responsibility for curriculum planning, committee work[8] and graduate supervision.[9] An approved leave may include maternity/paternity leave, sick leave, compassionate leave, sabbatical leave and so on.

- 8.2% of permanent faculty (185) were on leave (Table J).

- Nunavut, New Brunswick, Quebec, Newfoundland and Labrador, 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 52.3% (58 responses).

Table J: Full-Time Permanent RN Faculty on Leave, 2009

	Canada	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
No. of Full-Time Permanent RN Faculty	2,259	90	41	112	82	135	628	141	152	339	519	13	7	0
No. of Full-Time Permanent RN Faculty on Leave	185	10	1	4	15	19	42	7	9	27	49	0	2	…
% on Leave	8.2	11.0	2.4	3.6	18.3	14.1	6.7	5.0	5.9	8.0	9.4	0	28.6	…

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

… Figure not appropriate or not applicable

Faculty Recruitment Factors

In 2009, schools were once again asked to identify factors that affect their ability to recruit full-time faculty. The data reveal many shared experiences regardless of 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 many of the same factors as impairing their ability to recruit faculty. The four main issues are presented in Table K.

Table K: Recruitment Factors, 2009

Recruitment Factors	% of Respondents Reporting Factor
A shortage of nurse practitioner, master's and doctorally prepared nurses seeking academic positions	63.0
Lower salaries for master's and doctorally prepared faculty as compared with salaries available in practice settings	27.4
Increasing demand for nurses in the community in concert with higher clinical salaries contributes to difficulty in recruiting nurses to faculty positions	61.6
Lack of sustainable funding to create full-time positions	13.6

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 63.1% (70 responses).

Summary

- Through the use of new program delivery methods, adoption of new technologies and seat investments, schools continue to respond to the demand for more nurses to support the health-care system.

- Admissions reached a 10-year high in 2008-2009; 14,010 students entered ETP programs, an increase of 4.6% (from 13,392 the previous year);

- The number of fast-track programs increased 67.7% in 2009.

- 44.6% of all programs now use one form or another of distributed learning delivery, which improves student access.

- The survey identified serious, looming faculty issues that must be addressed:

- 34.2% of faculty were in the 55+ age cohort.

- 13.7% of faculty were in the 60+ age cohort.

- The replacement pool (master's and doctoral graduates) for retiring faculty is inadequate.

- Schools face considerable recruitment challenges.

2008-2009 Results

The joint CNA and CASN portion of the 2008-2009 survey[2] 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 and graduate RN education.

Of the 135 schools, 111 schools completed the survey, including 86 of a possible 91 CASN members.

The overall survey response rate was 82%; the CASN member response rate was 95%. See the tables starting on page 20 for more detailed information about omitted or unusable data. On average, 68% 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.

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.

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[2] For information about psychiatric nurse and practical nurse education programs, visit the CNA website at http://www.cna-aiic.ca/CNA/nursing/statistics/survey/default_e.aspx

Table 1: Education Programs by Province and Territory – Schools Offering Diploma, Undergraduate and Graduate Programs, 2008-2009, 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-Jérome, 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		√	√			
Collège 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 College		√				
University of Alberta		√	√	√	√	√
Grande Prairie College		√				
Grant MacEwan College	√	√				
Keyano College		√				
Red Deer College		√				
University of Calgary		√	√	√	√	√
Medicine Hat College		√				
University of Lethbridge		√	√	√		
Lethbridge College		√				
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)	√	√		√		√
Nunavut						
Nunavut Arctic College (partnered with Dalhousie University)		√				
Yukon: No programs offered						
CANADA Total	46	89	42	33	15	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, 2008-2009

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	2,063	...	...	...	...	1,863	...	127	...	73	...	..	...	...
Enrolment	4,968	...	...	...	...	4,568	...	308	...	**	...	*	...	...
Graduates, 2009	925	...	...	...	...	741	...	**	...	92	...	*	...	...
Graduates, 2009 as a percentage of total national graduates	100%	...	...	...	...	80.1	...	**	...	9.9	...	*	...	...
BACCALAUREATE														
Admissions	9,644	279	79	469	318	296	3,743	481	488	2,103	1,352	29	7	...
Enrolment	34,037	1,057	252	1,275	1,488	837	13,587	1,767	1,527	6,283	5,868	74	22	...
Graduates, 2009	7,330	197	46	302	263	161	3,409	361	355	1,135	1,087	9	5	...
Graduates, 2009 as a percentage of total national graduates	100%	2.7	0.6	4.1	3.6	2.2	46.5	4.9	4.8	15.5	14.8	0.1	0.1	...
POST-RN BACCALAUREATE														
Admissions	2,079	15	...	81	12	634	584	..	72	499	182	...	...	...
Enrolment	8,619	135	...	446	182	3,524	1,742	143	207	1,729	511	...	...	...
Graduates, 2009	1,936	21	...	62	37	657	728	38	59	170	164	...	...	...
Graduates, 2009 as a percentage of total national graduates	100%	1.1	...	3.2	1.9	33.9	37.6	2.0	3.0	8.8	8.5	...	...	...
MASTER'S														
Admissions	1,130	25	...	26	37	171	421	22	28	258	142	...	...	...
Enrolment	3,416	75	...	149	95	558	907	90	54	1067	421	...	...	...
Graduates, 2009	786	15	...	28	14	102	302	18	15	196	96	...	...	...
Graduates, 2009 as a percentage of total national graduates	100%	1.9	...	3.6	1.8	13.0	38.4	2.3	1.9	24.9	12.2	...	...	...
DOCTORATE														
Admissions	84	...	...	*	...	10	42	...	*	15	10	...	...	...
Enrolment	401	...	...	18	...	50	163	...	6	120	44	...	...	...
Graduates, 2009	42	...	...	0	...	8	21	...	*	10	*	...	...	...
Graduates, 2009 as a percentage of total national graduates	100%	...	...	0.0	...	19.0	50.0	...	*	23.8	*	...	...	...
NURSE PRACTITIONER														
Admissions	417	26	...	14	5	26	165	10	12	114	45	0	...	...
Enrolment	1,133	39	...	23	42	51	342	27	24	483	102	0	...	...
Graduates, 2009	379	0	...	10	7	5	216	6	8	94	33	0	...	...
Graduates, 2009 as a percentage of total national graduates	100%	0.0	...	2.6	1.8	1.3	57.0	1.6	2.1	24.8	8.7	0.0	...	...

Notes

- OIIQ reports the following for Quebec diploma and baccalaureate programs: 3,993 students were admitted to diploma programs and 469 students to baccalaureate programs; 1,996 students graduated from diploma programs and 313 from baccalaureate programs. Enrolment data were not reported.

- Totals may not sum to 100% due to rounding.

Summary of omitted and unusable data:

New Brunswick

Post-RN Baccalaureate	1 school's admission data

Quebec

Baccalaureate	1 school's admission data
Post-RN Baccalaureate	2 schools' admission data
Master's	2 schools' admission data

Ontario

Baccalaureate	3 schools' admission data
Post-RN Baccalaureate	2 schools' admission data
Nurse Practitioner	2 schools' admission data

Manitoba

Post-RN Baccalaureate	2 schools' admission data

Alberta

Post-RN Baccalaureate	1 school's admission data

British Columbia

Baccalaureate	2 schools' admission data
Post-RN Baccalaureate	6 schools' admission data; 2 schools' enrolment data; 1 school's graduate data
Master's	1 school's admission data

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

Table 3: Diploma Programs – Admission, Enrolment and Graduate Data, 2004-2009

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														
2004-2005	2,171	...	...	...	...	1,862	...	102	...	207	...	..	...	...
2005-2006	2,202	...	...	...	...	1,873	...	124	...	205	...	..	...	...
2006-2007	1,984	...	...	...	...	1,821	...	102	...	61	...	..	...	...
2007-2008	2,497	...	...	...	...	2,395	...	102	...	..	...	..	...	...
2008-2009	2,063	...	...	...	...	1,863	...	127	...	73	...	..	...	...
ENROLMENT														
2004-2005	7,727	...	...	...	...	6,811	**	242	...	655	...	*	...	...
2005-2006	6,081	...	...	...	...	5,284	...	**	...	528	...	*	...	...
2006-2007	6,299	...	...	...	...	5,709	...	**	...	330	...	*	...	...
2007-2008	7,570	...	...	...	...	6,998	...	**	...	311	...	*	...	...
2008-2009	4,968	...	...	...	...	4,568	...	308	...	**	...	*	...	...
GRADUATES														
2005	1,767	...	...	...	...	1,345	...	**	...	235	100	*	...	...
2006	1,374	...	...	...	...	1,063	...	**	...	193	...	*	...	...
2007	1,280	...	...	...	...	963	...	**	...	217	...	*	...	...
2008	1,624	...	...	...	...	1,335	...	104	...	180	...	5	...	...
2009	925	...	...	...	...	741	...	**	...	92	...	*	...	...

Notes

Summary of omitted and unusable data:

2004-2005: 7 schools did not report admission data; 1 school did not report enrolment data; 1 school did not report graduate data.

2005-2006: In Quebec, 4 schools did not report admission data; 2 schools did not report enrolment data; and 2 diploma programs did not report graduate 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.

OIIQ reports the following for Quebec diploma programs:

2004-2005: 3,650 students were admitted to diploma programs in 2004-2005, and 2,508 students graduated from diploma programs in 2005. Enrolment data were not available.

2005-2006: 3,415 students were admitted to diploma programs in 2005-2006, and 2,457 students graduated from diploma programs in 2006. Enrolment data were not available.

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.

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

Table 4: Baccalaureate Programs – Admission, Enrolment and Graduate Data, 2004-2009

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														
2004-2005	7,638	255	57	334	297	390	2,845	256	380	1,388	1,390	33	13	…
2005-2006	8,200	246	60	335	406	372	3,428	241	404	1,449	1,220	30	9	…
2006-2007	9,278	262	59	379	435	405	3,629	451	348	1,777	1,494	27	12	…
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	…
ENROLMENT														
2004-2005	27,457	864	225	1,171	1,244	1,712	9,877	1,433	1,111	4,527	5,188	79	26	…
2005-2006	29,748	879	225	1,198	1,273	1,639	11,727	1,605	1,172	4,649	5,270	83	28	…
2006-2007	32,385	897	228	1,239	1,272	1,929	13,202	1,864	1,290	5,117	5,269	48	30	…
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	…
GRADUATES														
2005	5,080	197	51	244	276	487	1,619	346	224	842	792	*	**	…
2006	5,614	188	56	257	270	511	2,015	291	214	937	854	**	*	…
2007	6,843	221	56	283	259	380	2,828	369	259	1,031	1,132	10	15	…
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	…

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:

2004-2005:	1 school did not report admission data.
2005-2006:	Admission data provided by 2 universities in Quebec was not usable.
	Admission data provided by 1 university in Manitoba was not usable.
	1 school in Alberta did not report admission data.
	1 school in British Columbia did not report admission 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.

OIIQ reports the following for Quebec baccalaureate programs:

2004-2005:	394 students were admitted to baccalaureate programs in 2004-2005 and 495 graduated from baccalaureate programs in 2005. Enrolment data were not available.
2005-2006:	364 students were admitted to baccalaureate programs in 2005-2006 and 508 graduated from baccalaureate programs in 2006. Enrolment data were not available.
2006-2007:	368 students were admitted to baccalaureate programs in 2006-2007 and 425 graduated from baccalaureate programs in 2007. Enrolment data were not available.
2007-2008:	461 students were admitted to baccalaureate programs in 2007-2008 and 298 graduated from baccalaureate programs in 2008. Enrolment data were not available.
2008-2009:	469 students were admitted to baccalaureate programs in 2008-2009 and 313 graduated from baccalaureate programs in 2009. Enrolment data were not available.

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

Table 5: Post-RN Baccalaureate Programs – Admission, Enrolment and Graduate Data, 2004-2009

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														
2004-2005														
	2,539	28	…	99	58	965	379	124	100	282	504	…	…	…
2005-2006														
	2,493	20	…	153	70	1,121	689	..	130	203	107	…	…	…
2006-2007														
	2,438	36	…	97	108	1,011	737	50	167	157	75	…	…	…
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	…	…	…
ENROLMENT														
2004-2005														
	7,754	384	…	451	247	1,985	1,782	192	290	1,361	1,062	…	…	…
2005-2006														
	9,123	385	…	580	276	3,265	1,876	201	201	1,408	931	…	…	…
2006-2007														
	8,031	188	…	610	255	2,319	1,870	164	325	1,371	929	…	…	…
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	…	…	…
GRADUATES														
2005														
	1,791	17	…	83	54	504	644	48	54	147	240	…	…	…
2006														
	1,970	14	…	74	50	777	595	49	26	145	240	…	…	…
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	…	…	…

Notes

Summary of omitted and unusable data:

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

2005-2006: In Quebec, 3 schools did not report admission data and 2 schools did not report enrolment data.

In Ontario, 3 schools did not report admission data and 1 school did not report enrolment data.

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

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

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

Table 6: Master's Programs – Admission, Enrolment and Graduate Data, 2004-2009

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														
2004-2005														
	850	16	…	19	28	220	140	14	16	283	114	…	…	…
2005-2006														
	866	15	…	20	23	204	221	13	21	266	83	…	…	…
2006-2007														
	946	20	…	16	18	171	306	19	21	259	116	…	…	…
2007-2008														
	977	17	…	20	34	232	287	..	18	270	99	…	…	…
2008-2009														
	1,130	25	…	26	37	171	421	22	28	258	142	…	…	…
ENROLMENT														
2004-2005														
	2,476	114	…	97	125	525	497	43	35	680	360	…	…	…
2005-2006														
	2,706	95	…	91	113	552	606	46	45	820	338	…	…	…
2006-2007														
	2,981	75	…	93	141	528	694	59	50	933	408	…	…	…
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	…	…	…
GRADUATES														
2005														
	465	7	…	32	16	81	169	11	17	76	56	…	…	…
2006														
	567	32	…	20	28	115	141	10	15	131	75	…	…	…
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	…	…	…

Notes

Summary of omitted and unusable data:

2004-2005:   All schools reported all data.

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

Symbols

..   Figure not available

…   Figure not appropriate or not applicable

Table 7: Doctoral Programs – Admission, Enrolment and Graduate Data, 2004-2009

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														
2004-2005	76	...	...	*	...	24	20	...	*	25	*	...	...	...
2005-2006	78	...	...	*	...	19	32	...	*	20	*	...	...	...
2006-2007	78	...	...	**	...	17	41	...	..	*	9	...	...	...
2007-2008	82	...	...	*	...	11	32	...	*	21	12	...	...	...
2008-2009	84	...	...	*	...	10	42	...	*	15	10	...	...	...
ENROLMENT														
2004-2005	327	...	...	*	...	86	99	...	*	98	39	...	...	...
2005-2006	390	...	...	**	...	96	124	...	*	131	30	...	...	...
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	...	...	...
GRADUATES														
2005	39	...	...	*	...	**	8	...	*	13	11	...	...	...
2006	39	...	...	*	...	5	10	...	*	19	**	...	...	...
2007	44	...	...	*	...	8	12	...	*	18	**	...	...	...
2008	39	...	...	0	...	10	6	...	*	18	*	...	...	...
2009	42	...	...	0	...	8	21	...	*	10	*	...	...	...

Notes

Summary of omitted and unusable data:

2004-2005:   All schools reported all data.

2005-2006:   In Quebec, 1 school did not report admission data.

In Manitoba, no doctoral data were reported.

In British Columbia, 1 school did not report admission 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.

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

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

Table 8: Nurse Practitioner Programs – Admission, Enrolment and Graduate Data, 2004-2009

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														
2004-2005	273	7	...	11	11	11	65	*	20	112	30	*	...	...
2005-2006	354	10	...	4	7	*	161	9	15	113	30	*	...	...
2006-2007	383	10	...	7	**	**	181	13	19	104	38	..	...	...
2007-2008	350r	0	...	13	17	24	191	..	**	68	30	*r	...	...
2008-2009	417	26	...	14	5	26	165	10	12	114	45	0	...	...
ENROLMENT														
2004-2005	669	24	...	31	36	25	138	24	50	279	56	6	...	...
2005-2006	879	25	...	**	37	20	317	26	28	351	66	*	...	...
2006-2007	899	13	...	**	44	11	324	30	34	334	97	*	...	...
2007-2008	934	**	...	24	42	40	424	..	23	260	108	*	...	...
2008-2009	1,133	39	...	23	42	51	342	27	24	483	102	0	...	...
GRADUATES														
2005	178	*	...	16	6	8	76	9	9	25	25	*	...	...
2006	204	14	...	**	6	8	88	8	11	30	31	*	...	...
2007	330	13	...	**	14	15	158	12	13	66	28	*	...	...
2008	272	10	...	*	*	5	159	..	6	55	29	0	...	...
2009	379	0	...	10	7	5	216	6	8	94	33	0	...	...

Notes

Summary of omitted and unusable data:

2004-2005: 4 schools did not report admission data.

2005-2006: 1 school in Ontario did not report admission 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.

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
**	Value suppressed to ensure confidentiality; cell value is 5 or greater
r	Revised figures

Table 9: Full-Time Faculty by Age Cohort, 2009

Age Cohort	2009
<35	146
35-39	224
40-44	262
45-49	370
50-54	389
55-59	435
60+	289
Total	2,115

Notes

The overall response rate to this question was 65.8%.

Summary of omitted and unusable data:

- 1 school in Newfoundland and Labrador
- 23 schools in Quebec
- 11 schools in Ontario
- 3 schools in British Columbia

The number of full-time permanent faculty (2,115) in this table is less than the number of full-time permanent faculty reported in Table 10 (2,259) as age cohort results were not available for all faculties.

Table 10: Number of Full-Time Faculty, 2009

FACULTY EMPLOYMENT STATUS	CANADA	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
Full-time permanent	2,259	90	41	112	82	135	628	141	152	339	519	13	7	…
Full-time contract	1,095	45	…	**	39	144	435	102	17	166	129	*	..	…
Total	3,354	135	41	126	121	279	1,063	243	169	505	648	17	7	…

Notes

The overall response rate to this question was 90%.

Summary of omitted and unusable data:

- 6 schools in Quebec
- 5 schools in Ontario

The number of full-time permanent faculty in this table (2,259) is greater than the number of full-time permanent faculty reported in Table 9 (2,115) as age cohort results were not available for all faculties.

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

Table 11: Retirement-Age Cohorts – Full-Time Permanent Faculty, 2009

AGE COHORT	CANADA	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
50-54	10	…	…	…	…	*	*	*	…	*	…	..	..	…
55-59	24	*	*	*	*	*	5	…	*	5	5	..	..	…
60+	19	…	*	*	*	*	5	…	*	*	5	..	..	…
Total	53	*	*	*	*	7	12	*	*	9	10	..	..	…

Notes

The overall response rate to this question was 59.5%.

Summary of omitted and unusable data:

- 2 schools in Newfoundland and Labrador
- 24 schools in Quebec
- 12 schools in Ontario
- 1 school in Manitoba
- 1 school in Saskatchewan
- 1 school in Alberta
- 4 schools in British Columbia

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

Table 12: 2010 Projected Retirement – Full-Time Permanent Faculty by Age-Cohort

AGE COHORT	CANADA	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
50-54	10	…	…	…	…	*	*	*	…	*	…	…	…	…
55-59	28	*	*	*	*	*	7	…	…	*	8	…	…	…
60+	46	*	*	*	6	*	18	*	*	*	8	…	…	…
Total	84	6	*	*	7	8	27	*	*	8	16	…	…	…

Notes

The overall response rate to this question was 58.5%.

Summary of omitted and unusable data:

- 1 school in Newfoundland and Labrador
- 1 school in Nova Scotia
- 23 schools in Quebec
- 12 schools in Ontario
- 1 school in Manitoba
- 2 schools in Saskatchewan
- 2 schools in Alberta
- 4 schools in British Columbia

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

AGE COHORT	CANADA	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
...............Baccalaureate, nursing	16	...	...	...	...	...	8	*	...	*	*	*	...	...
Baccalaureate, other	*	...	...	...	...	*	*	...	...	...	...	...	...	...
Master's, nursing	196	16	*	*	16	...	26	8	23	46	53	...	*	...
Master's, other	42	...	*	*	5	*	*	10	10	*	7	...	*	...
Doctoral, nursing	114	*	*	6	*	15	40	*	7	18	17	...	...	...
Doctoral, other	87	7	*	...	5	16	18	5	16	6	12	...	...	...
Post-doctoral, nursing	15	*	...	*	*	*	10	...	...	...	...	...	...	...
Post-doctoral, other	*	...	...	...	...	*	...	...	...	...	...	...	...	...
Nurse practitioner, level not stated	*	...	...	...	...	...	...	...	*	...	*	...	...	...
Nurse practitioner, post-master's level	*	...	...	...	...	...	...	...	...	...	*	...	...	...

Notes

The overall response rate to this question was 64.9%.

Summary of omitted and unusable data:

- 2 schools in Nova Scotia
- 23 schools in Quebec
- 12 schools in Ontario
- 3 schools in British Columbia

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 14: Full-Time Faculty Positions Reported as Filled, 2009, and Full-Time Faculty Positions Reported as Approved to be Filled, 2010

	CANADA	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
Positions filled in 2009	224	8	2	2	11	14	34	9	19	61	61	2	1	...
Positions to be filled in 2010	232	13	...	8	20	9	33	18	12	70	46	...	3	...
Total	456	21	2	10	31	23	67	27	31	131	107	2	4	...

Notes

The overall response rate to this question was 58.5%.

Summary of omitted and unusable data:

- 1 school in Nova Scotia
- 24 schools in Quebec
- 16 schools in Ontario
- 2 schools in Manitoba
- 3 schools in British Columbia

Value suppression is not applicable to these results.

Symbols

..   Figure not available
…   Figure not appropriate or not applicable

Table 15: Full-Time Faculty Positions, Approved and Unable to Fill, 2009

	CANADA	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
Full-time permanent	83	2	...	6	3	5	10	5	16	29	7	...	..	...
Full-time contract	12	...	...	...	2	...	3	2	...	3	1	1	..	...
Total	95	2	...	6	5	5	13	7	16	32	8	1	..	...

Notes

The overall response rate to this question was 63.9%.

Summary of omitted and unusable data:

- 1 school in Newfoundland and Labrador
- 1 school in Nova Scotia
- 24 schools in Quebec
- 12 schools in Ontario
- 1 school in British Columbia
- 1 school in Nunavut

Value suppression is not applicable to these results.

Symbols
.. Figure not available
… Figure not appropriate or not applicable

Table 16: Full-Time and Part-Time Faculty Contracts, 2009

CANADA	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
4,782	20	40	*	282	1,221	1,387	173	165	1,028	464	*	..	…

Notes

The overall response rate to this question was 74.7%.

Summary of omitted and unusable data:

- 2 schools in Newfoundland and Labrador
- 8 schools in Quebec
- 9 schools in Ontario
- 1 school in Manitoba
- 1 school in Saskatchewan
- 1 school in Alberta
- 4 schools in British Columbia
- 1 school in Nunavut

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 17: Full-Time Permanent Faculty on Leave, 2009

CANADA	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
185	10	*	*	15	19	42	7	9	27	49	...	*	...

Notes

The overall response rate to this question was 52.3%.

Summary of omitted and unusable data:

1 school in Newfoundland and Labrador

- 2 schools in Nova Scotia
- 23 schools in Quebec
- 19 schools in Ontario
- 1 school in Manitoba
- 4 schools in Alberta
- 2 schools in British Columbia
- 1 school in the Northwest Territories

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 18: Faculty Category, Degree-Granting Schools – Full-Time Faculty, 2009

	CANADA	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
FULL-TIME, PERMANENT														
Full professor	320	7	*	**	23	40	44	7	14	30	149	...	...	...
Associate professor	310	11	6	16	20	43	97	13	10	45	49	...	...	...
Assistant professor	281	6	*	44	**	39	84	9	19	33	39	...	...	...
Nurse educator	88	...	*	9	...	...	...	**	...	...	73	...	...	...
Classroom (theory) instructor or lecturer	141	...	...	14	**	*	40	11	...	20	44	...	...	...
Clinical Instructor	52	...	22	18	...	*	...	7	...	...	*	...	...	...
Nursing skills laboratory instructor	34	...	6	**	...	...	9	6	...	...	**	...	...	...
Teaching assistant	60	...	...	...	...	...	60	...	...	...	...	...	...	...
Technologist	13	...	...	...	...	...	8	*	...	*	...	...	...	...
Other	228	0	12	...	26	**	19	20		73	82	...	...	...
Total	1,527	24	46	112	82	135	361	81	43	203	445	...	...	...
FULL-TIME, CONTRACT														
Full professor	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Associate professor	12	...	...	...	*	*	**	...	*	...	...	...	...	...
Assistant professor	62	5	...	6	5	5	33	...	5	*	*	...	...	...
Nurse educator	**	...	...	...	...	...	...	...	...	...	**	...	...	...
Classroom (theory) instructor or lecturer	249	9	...	...	9	104	50	25	10	12	30	...	...	...
Clinical instructor	305	...	...	8	...	5	231	**	...	36	10	...	...	...
Nursing skills laboratory instructor	23	*	...	...	*	*	*	*	...	**	*	...	...	...
Teaching assistant	42	...	...	...	...	8	...	34	...	...	...	...	...	...
Technologist	*	...	...	...	...	...	...	...	...	...	*	...	...	...
Other	116	...	...	...	21	17	17	...	*	57	*	...	...	...
Total	817	17	...	14	39	144	339	77	17	115	55	...	...	...

Notes

The overall response rate to this question was 90.9%.

The British Columbia total includes results from two degree-granting colleges (40 full-time permanent professors, 11 classroom theory instructors, 4 nursing skills laboratory instructors and 49 full-time permanent nurse educators).

Summary of omitted and unusable data:

- 6 schools in Quebec
- 5 schools in Ontario

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

Table 19: Faculty Category, Non-Degree-Granting Schools – Full-Time Faculty, 2009

	CANADA	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
FULL-TIME, PERMANENT														
Full professor	344	...	...	...	...	...	237	59	...	35	...	**	...	...
Associate professor	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Assistant professor	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Nurse educator	152	63	...	...	...	...	...	...	...	55	34	...	...	...
Classroom (theory) instructor or lecturer	62	...	...	...	...	...	5	...	...	34	23	...	...	...
Clinical instructor	20	...	...	...	...	...	...	...	...	6	14	...	...	...
Nursing skills laboratory instructor	13	...	...	...	...	...	8	...	...	*	*	...	...	...
Teaching assistant	2	...	...	...	...	...	...	*	...	...	*	...	...	...
Technologist	17	...	...	...	...	...	17	...	...	...	*	...	...	...
Other	115	*	...	...	...	...	...	...	109	*	...	...	...	...
Total	725	66	...	...	...	...	267	60	109	136	74	**	...	...
FULL-TIME, CONTRACT														
Full professor	70	...	...	...	...	...	41	**	...	...	...	*	...	...
Associate professor	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Assistant professor	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Nurse educator	41	...	...	...	...	...	...	...	...	36	5	...	...	...
Classroom (theory) instructor or lecturer	79	...	...	...	...	...	16	...	...	*	60	...	...	...
Clinical instructor	73	23	...	...	...	...	322	...	...	12	6	...	...	...
Nursing skills laboratory instructor	11	5	...	...	...	...	*	...	...	...	*	...	...	...
Teaching assistant	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Technologist	*	...	...	...	...	...	*	...	...	...	*	...	...	...
Other	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	278	28	...	...	...	...	96	**	...	51	74	*	...	...

Notes

The overall response rate to this question was 73.9%.

Summary of omitted and unusable data:

- 1 school in Nova Scotia
- 25 schools in Quebec
- 8 schools in Ontario
- 1 school in Nunavut

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

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

Table 20: Highest Academic Credential – Full-Time Faculty, 2009

CREDENTIAL	CANADA	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
Diploma, nursing	42	...	...	...	...	...	17	15	...	*	8	*	...	...
Diploma, other	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Baccalaureate, nursing	619	24	27	67	52	*	54	101	38	96	153	*	*	...
Baccalaureate, other	29	...	...	...	...	*	5	12	*	*	*	...	*	...
Master's, nursing	1,005	70	**	16	51	55	239	64	58	166	267	9	*	...
Master's, other	454	18	...	*	7	19	107	42	43	78	133	*	*	...
Doctoral, nursing	317	57	*	21	9	33	95	12	8	61	69	*	...	...
Doctoral, other	297	14	*	*	24	39	99	32	14	49	23	...	...	...
Post-doctoral, nursing	42	...	...	*	*	9	8	...	...	17	5	...	...	...
Post-doctoral, other	19	...	...	*	...	11	5	*	...	...	*	...	...	...

Notes

The overall response rate to this question was 68.5%.

Summary of omitted and unusable data:

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

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

Table 21: Nurse Practitioner Credentials – Full-Time Faculty, 2008

CREDENTIAL	CANADA	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
Nurse practitioner, post-baccalaureate level	8	*	...	...	...	...	*	*	...	*	*	...	..	...
Nurse practitioner, master's level	60	6	...	*	*	*	18	6	*	9	8	*	..	...
Nurse practitioner, post-master's level	14	...	...	...	*	...	5	...	...	*	5	...	..	...
Nurse practitioner, post-master's level	5	...	...	...	...	...	*	...	...	*	...	...	..	...

Notes

The overall response rate to this question was 68.5%.

Summary of omitted and unusable data:

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

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 2008-2009 academic year.

Graduate and faculty data are collected on the calendar year. This year's collection captures these data for calendar year 2009.

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
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 2008-2009 include: Aurora
College, N.W.T., partnered with the University of Victoria, B.C.; Collège Universitaire 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.

Survey Response

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

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

2006-2007: The 2006-2007 survey was sent to 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%. See the tables starting on page 22 for more detailed information about omitted or unusable data. On average, 66.1% of schools responded to the faculty questions.

Privacy and Confidentiality

In accordance with CNA's privacy policy, small cell entries between 1 and 4 are not reported. Some cell values of 5 or greater have also been suppressed to protect confidentiality.[3]

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[3] Canadian Nurses Association. (2004). *Protection of personal information*. Ottawa: Author.

APPENDIX A

National Student and Faculty Survey of Canadian Schools of Nursing 2008-2009: Survey Methodology

Registered nurses (RNs) represented 76.7% of the total regulated nurse workforce in 2008.[10]

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

The *National Student and Faculty Survey of Canadian Schools of Nursing* (NSFS) is the only longitudinal national collection of nursing education data in Canada. The survey includes entry-to-practice education programs, as well as graduate and post-graduate programs for the four regulated nurse occupations: registered nurse, nurse practitioner, psychiatric nurse and practical nurse.

The survey is led by the Canadian Nurses Association (CNA) in collaboration with a stakeholder group comprising education leads from each national nurse educator association. In 2001, the survey methodology and program questions 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, CASN and CASN's Standing Committee on Information Management have contributed changes to the survey, with a particular focus on more comprehensive faculty questions. All changes are tested at selected schools of nursing prior to adoption. CNA consults with stakeholders annually regarding survey changes and improvements.

Stakeholders	Role
Canadian Nurses Association (CNA)	Survey program lead
Canadian Association of Schools of Nursing (CASN)	Registered nursing education lead (includes nurse practitioner education)
Canadian Association of Registered Psychiatric Nurse Educators (CAPNE)	Psychiatric nursing education lead
Canadian Association of Practical Nurse Educators (CARPNE)	Practical nursing education lead

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 variety of programs available, including those that support lifelong learning; and innovative approaches to program delivery. Faculty elements include numbers of faculty, their roles and employment status, education levels attained and in progress, age cohorts, and 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 2008-2009 survey. CASN and CNA agreed to withhold comparative results until five years' worth of data are available. Consequently, yearly results for some questions are reported with no comparative data.

In 2009, an online version of the survey was available to CASN members. Participating schools – more than 80% of CASN member schools – entered their survey responses directly into the database housed at CNA in Ottawa.

The data from this survey support accurate projections of the number of graduates eligible to enter the nursing workforce by a given date, detail the number of nurses obtaining graduate and post-graduate

qualifications, and provide important information on the composition of faculty required to deliver nursing education.

General Methodology

Background

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 distributed learning programs, multiple language offerings and multiple partnership arrangements. Collection period: academic year.

- Quotas, admissions and enrolment – for each of the programs listed in the program inventory, by partner, by site, where available. Collection period: academic year.

- Graduates – by qualification earned, graduates by gender for each program listed in the program inventory, by partner, by site, where available. Collection period: calendar year.

- Faculty demographics – details on faculty responsible for the delivery of programs listed in the program inventory, by gender, 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. Faculty data are collected for the calendar year.

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 CNA 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 will be 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 and under the corresponding master's 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 2008-2009 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 and so on.

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.

Number of Applications Received

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

Number of Admissions Offered to Students

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

Number of Qualified Applications Unable to Accommodate

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

Program Category

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

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

Program Duration

The expected number of years/semesters required to complete the entire program based on full-time program delivery.

Qualification

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

Quota

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

Repeater Students *(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.

Total Quota All Sites, All Intakes

The total of all individual quotas for a given 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

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