

Registered Nurses Education in Canada Statistics

2009-2010

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

January 2012



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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 *Registered Nurses Education in Canada Statistics, 2009-2010 — Registered Nurse Workforce, Canadian Production: Potential New Supply*.

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

The report provides data and statistical analysis of:

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

We extend our sincere thanks to the contributing faculty and staff of the schools of nursing for their effort, commitment and collaboration. Without their annual support, this collection could not exist. We would also like to thank CNA jurisdictional members, CASN members who contributed to question testing, the College of Nurses of Ontario; and the 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
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Canadian Nurses Association

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Introduction

The *Registered Nurses Education in Canada Statistics* report is a component of the *National Student and Faculty Survey of Canadian Schools of Nursing (NSFS)*, the only longitudinal national collection of nursing education data in Canada. The 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 Canadian Nurses Association (CNA) has collected data on RN students and faculty since 1963. This survey underwent a major revision in 2001 in response to changes in nursing education, including the introduction of the baccalaureate as the entry-to-practice requirement in many jurisdictions and the creation of collaborative nursing programs. The new survey was pilot-tested among CASN member schools prior to its initial distribution in 2002. In recent years CNA, CASN and a CASN Committee on Information Management have contributed changes to the survey, with a particular focus on more comprehensive faculty questions. All changes were tested at selected schools of nursing prior to adoption. Stakeholders are also consulted annually regarding improvements and the continued applicability of selected survey questions.

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

Stakeholders	Role
Canadian Nurses Association (CNA)	Survey program 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 *Registered Nurses Education in Canada Statistics* report of the NSFS focuses on two main elements: programs and faculty. Program elements provide data about the number of students admitted, enrolled and graduating from nursing programs; the types of programs offered, and the approaches to program delivery. Faculty elements include numbers of faculty, types of faculty, their employment status, level of education attained and in progress, age cohort, and information on recruitment and retirement. In the 2007-2008 survey, five new questions were added to the faculty section to gain a more comprehensive understanding of the nursing faculty workforce. These questions were repeated in the 2009-2010 survey. CNA and CASN agreed to wait until these data had been collected for five years before comparing year-over-year results. Consequently, for some questions, 2009-2010 data are provided with no reference to results from previous years.

In 2009, an online version of the survey was made available.

This publication provides an analytical report of the 2009-2010 data collected from the registered nurse (RN) portion¹ of the NSFS. The key program findings are presented for 2009-2010, followed by the key RN faculty findings for 2010. The detailed 2009-2010 results are then presented. The results include data from the survey as well as data obtained from the

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

Ordre des infirmières et infirmiers du Québec (OIIQ), added to offset survey under-reporting of admission and graduate data for Quebec's entry-to-practice diploma programs. The inclusion of the OIIQ data, in combination with the results of the NSFS, permits a pan-Canadian analysis.

Note: Use of OIIQ data is limited to the section "2009-2010 Key Program Findings."

Survey Distribution and Response

The joint CNA and CASN portion of the 2009-2010 NSFS survey was issued to all 135 schools of nursing in Canada offering: entry-to-practice (ETP) pre-licensure education entitling successful graduates to apply for initial licensure/registration as an RN, and/or; post-RN baccalaureate programs for nurses, and/or; graduate RN education.

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

The overall survey response rate was 82.2%; the CASN member response rate was 92%. See the tables starting on page 19 for more detailed information about omitted or unusable data. On average, 69.1% of schools responded to the faculty questions.

Data Comparison Timeframes

Program inventory, admission and enrolment data were collected for the 2009-2010 academic year. Unless otherwise stated, increases or decreases noted in the report are in relation to 2008-2009 data.

Graduate data were collected for calendar year 2010. Unless otherwise stated, increases or decreased noted in the 2010 data are in relation to the 2009 survey data.

Faculty data were also collected for calendar year 2010. Unless otherwise stated, comparisons of faculty data with previous results are in relation to 2009 data.

Survey Methodology

See Appendix A for methodological information.

2009-2010 Key Program Findings

This section of the report highlights key findings regarding education programs in 2009-2010. It reveals trends related to the numbers of new graduates being prepared to enter the workforce as well as the modalities and educational level of the program they are taking across the country.

Entry-to-Practice Programs

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

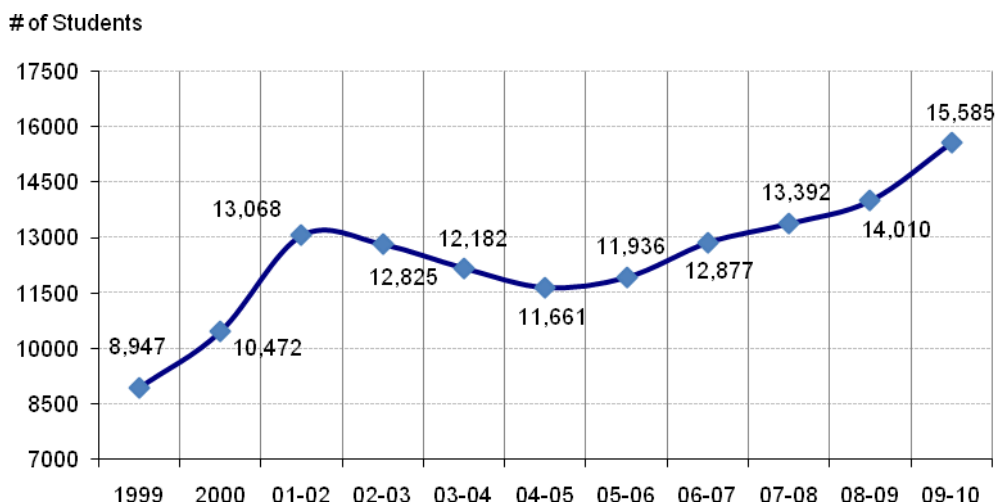
- 111 schools offered an ETP program.
- 89 of the 111 schools (80.2%) offered ETP baccalaureate programs.
- ETP baccalaureate programs were offered in every province and territory, except for the Yukon, where no nurse education programs exist.
- 41 colleges partnered with a university to deliver ETP baccalaureate programs; two colleges in British Columbia and one college in Alberta granted ETP baccalaureate degrees autonomously.

Program inventory and admissions are 2009-2010 data as compared with 2008-2009 data.

ETP Admissions

- 15,585 students entered ETP programs in 2009-2010, an increase of 11.2% (from 14,010), (Figure A).
- ETP admissions reached a 10-year high and continued the consistently upward trend that began in 2004-2005 (Figure A).

Figure A: Admissions to Entry-to-Practice Programs, 1999 to 2000 and 2001-2002 to 2009-2010 (collection period changed from calendar year to academic year in 2001)

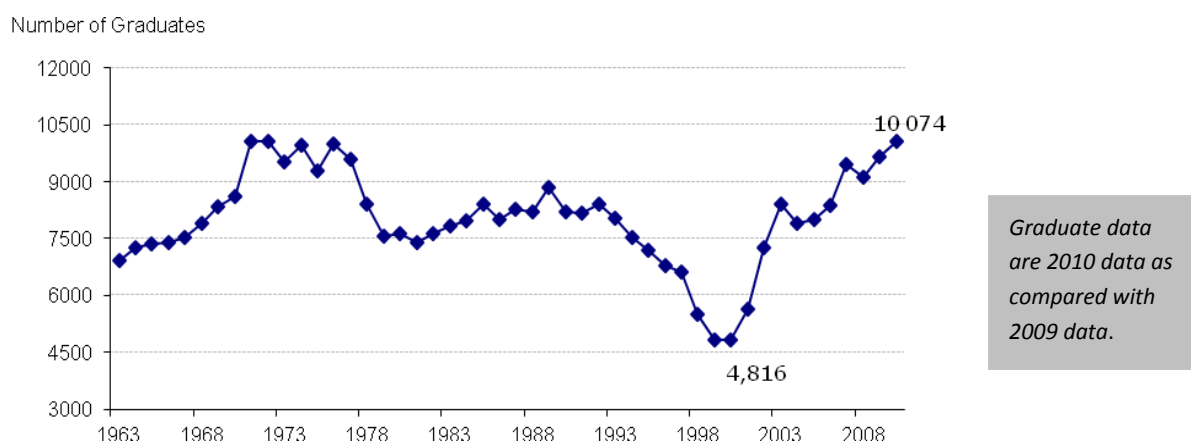


Sources: *National Student and Faculty Survey of Canadian Schools of Nursing*; *Ordre des infirmières et infirmiers du Québec*

ETP Graduates

- By and large, the number of graduates rose steadily between 2000 and 2010. Following a 3.5% drop in 2008, the number of graduates rose in 2010 to 10,074, a 5% increase since 2009.
- The number of ETP graduates surpassed 9,000 for the fourth year in a row (Figure B).

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



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 2010

Jurisdiction	2005	2006	% Change '05 to '06	2007	% Change '06 to '07	2008	% Change '07 to '08	2009	% Change '08 to '09	2010	% Change '09 to '10
Newfoundland and Labrador	197	188	-4.6	221	17.6	201	-9	197	-2	166	-15.7
Prince Edward Island	51	56	9.8	56	0	55	-1.8	46	-16.4	54	17.4
Nova Scotia	244	257	5.3	283	10.1	287	1.4	302	5.2	302	0
New Brunswick	276	270	-2.2	259	-4.1	256	-1.2	263	2.7	303	15.2
Quebec	3,003	2,965	-1.3	2,667	-10.1	2,344	-12.1	2,309	-1.5	2,347	1.6
Ontario	1,619	2,015	24.5	2,828	40.3	2,797	-1.1	3,409	21.9	3,578	5
Manitoba	430	405	-5.8	466	15.1	456	-2.1	450	-1.3	511	13.6
Saskatchewan	224	214	-4.5	259	21	319	23.2	355	11.3	315	-11.3
Alberta	1,077	1,130	4.9	1,248	10.4	1,328	6.4	1,227	-7.6	1,204	-3.9
British Columbia	892	854	-4.3	1,132	32.6	1,048	-7.4	1,087	3.7	1,275	17.3
Northwest Territories	..	20	..	13	-35	17	30.8	12	-29.4	14	14.3
Nunavut	..	5	..	15	200	5	-66.7	5	0	5	0
Yukon (no programs)	...	...	...	...	...	...	...	...	...	...	...
CANADA	8,013	8,379	4.6	9,447	12.7	9,113	-3.5	9,662	6	10,074	4.3

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

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Post-RN Programs

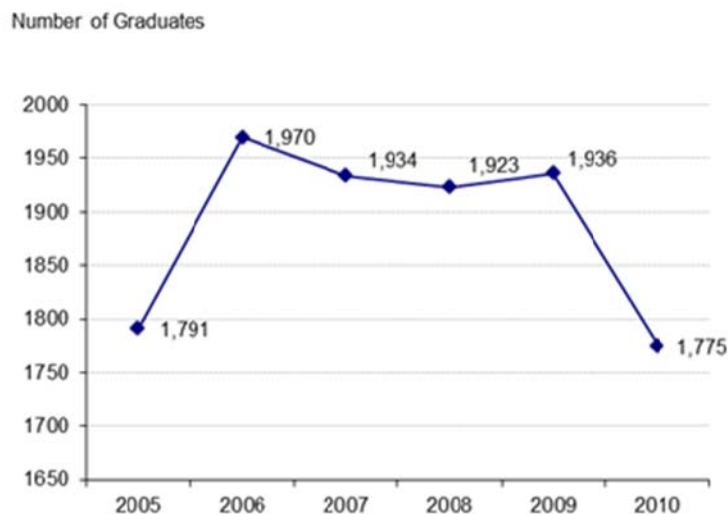
The number of post-RN programs and enrolments began to decline in jurisdictions where the baccalaureate has been the entry-to-practice requirement since 2000 or earlier.

- 33.3% of schools (37 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.
- 1,775 diploma-trained RNs graduated from post-RN baccalaureate programs, an 8.9% decrease from last year (Figure C).

Program inventory data are 2009-2010 data as compared with 2008-2009 data.

Graduate data are 2010 data as compared with 2009 data.

Figure C: Graduates from Post-RN Baccalaureate Programs, 2005-2010



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

Master's and Doctoral Programs

Overall admissions and graduates in master's programs have increased in the last 5 years, although there was a decrease in 2009-2010 compared with 2008-2009. Admissions to doctoral programs and the number of graduates increased in 2009-2010.

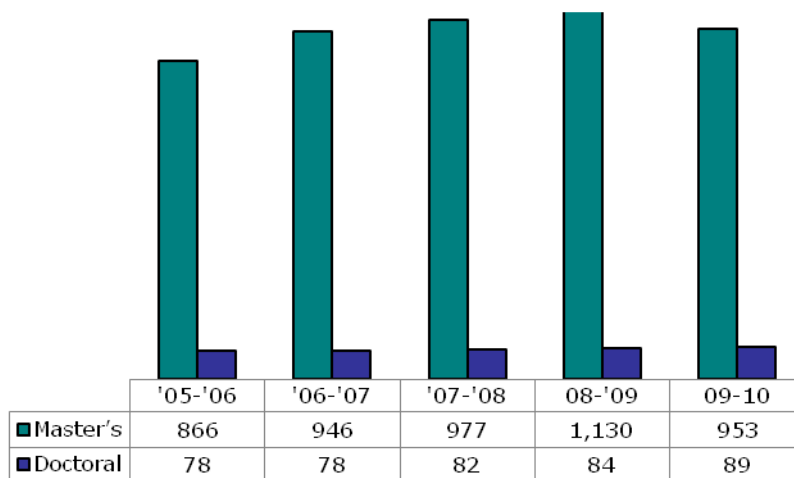
- 28.8% of schools (32 of 111 schools) offered one or more master's programs; master's programs were not available in Prince Edward Island, the Northwest Territories, Nunavut or the Yukon.
- 14.4% of schools (16 of 111 schools) offered doctoral programs.
- 953 students were admitted to master's programs, a decrease of 15.7% since 2008-2009 (Figure D).
- 602 RNs graduated from master's programs, a 22.9% decrease over the previous year (Figure E).
- Admissions to doctoral programs increased by 6% from the previous year (Figure D).
- Graduate levels for doctoral programs saw a substantial change — 69 graduates in 2010 as compared with 42 in 2009 — an increase of 64.3% (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).

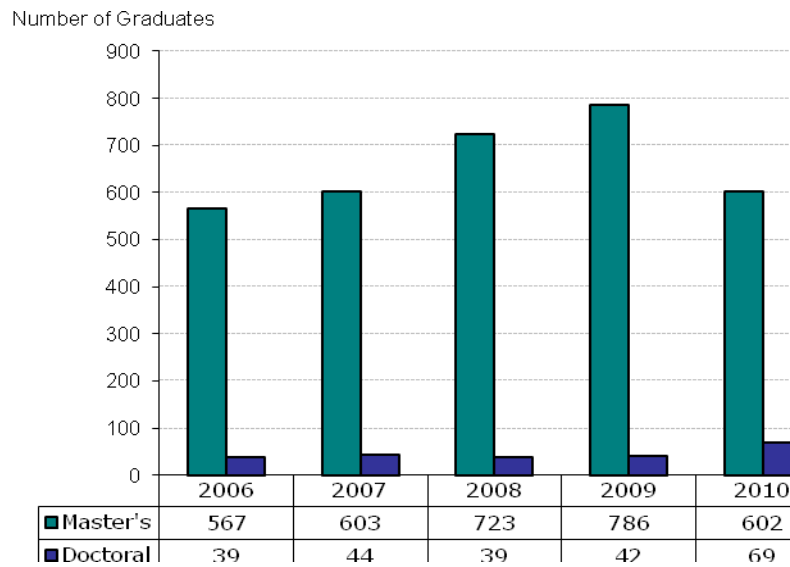
Figure D: Admissions to Master's and Doctoral Programs, 2005-2006 to 2009-2010

Number of Admissions



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

Figure E: Graduates from Master's and Doctoral Programs, 2006 to 2010



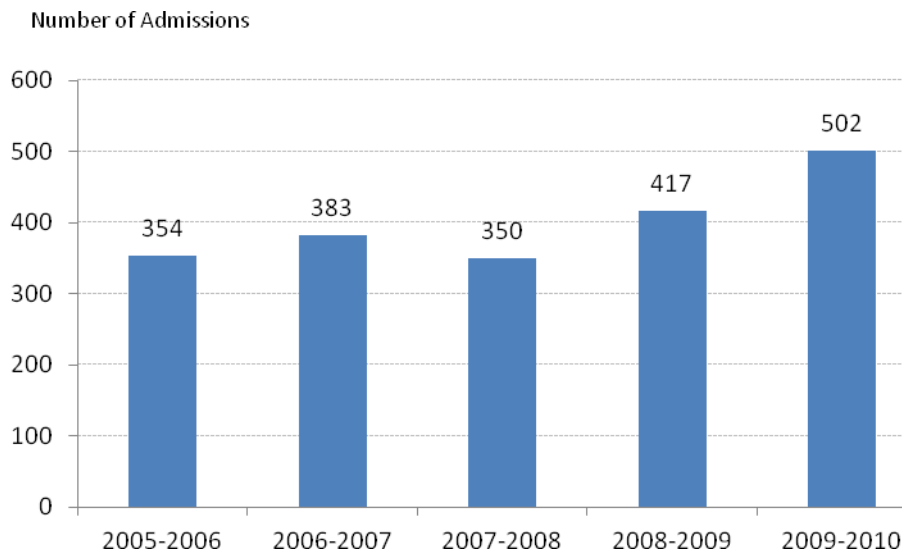
Source: *National Student and Faculty Survey of Canadian Schools of Nursing*

Nurse Practitioner Programs

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

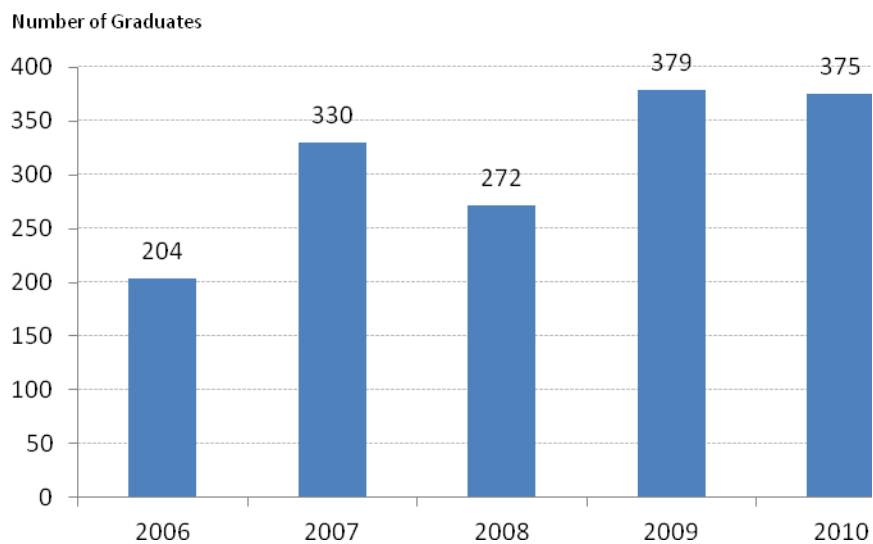
- 25.2% of schools (28 of 111 schools) offered one or more NP programs.
- NP programs were reported in all provinces and territories, except for Prince Edward Island, Nunavut and the Yukon.
- Following a substantial drop in 2008, the number of students admitted to NP programs rose 20.4% in 2009-2010, with 502 students entering a variety of NP programs (Figure F).

Figure F: Admissions to Nurse Practitioner Programs 2005-2006 to 2009-2010



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 2006-2010



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

Approaches to Program Delivery

Fast-Track ETP Programs

Fast-track ETP programs allow students to complete an entry-to-practice baccalaureate degree in less than four years. These programs achieve this by offering courses throughout the spring and summer months and by admitting students who have already completed some of the program requirements, typically some of the foundational non-nursing course requirements. A variety of fast-track ETP programs are being offered, including those identified as “accelerated,” “fast-track,” “compressed,” “second-degree entry,” “advanced entry” and “bridging” programs. The number of fast-track ETP 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).
- All provinces reported one or more fast-track ETP programs.
- Many of the 52 schools offered multiple fast-track program options (Table C).

Program inventory data are 2009-2010 data as compared with 2008-2009 data.

Table B: Number of Schools Offering Fast-Track Entry-to-Practice Programs by Jurisdiction, 2009-2010

	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	9	16	1	2	6	11	...	...	...

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, 2005-2006 to 2009-2010

	Canada	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
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	...	...	...
2009-2010	87	3	1	7	3	15	22	2	5	13	16	...	...	...

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

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

- 50.8% of all programs (100 programs) used some form of DE (Table D).
- Overall, the use of DE increased by 6.2 percentage points (44.6% in 2008-2009 and 50.8% in 2009-2010).
- Some DE delivery is used in 71.4% of all nurse practitioner programs, and in 66.7% of master's programs. Of Canada's 15 doctoral programs, 18.8% utilize some DE options.
- Ontario, British Columbia, Alberta and Quebec offer the most DE courses in nursing education programs.

Table D: Number and Types of Programs Utilizing some Distance Education by Jurisdiction, 2009-2010

Jurisdiction	ETP Baccalaureate	Post-RN Baccalaureate	Master's*	Doctoral	Nurse Practitioner*	Total All Programs*
Newfoundland and Labrador	1	1	1	...	1	4
Prince Edward Island	...	...	...	...	...	...
Nova Scotia	...	1	1	...	1	3
New Brunswick	...	2	2	...	2	6
Quebec	5	2	3	1	1	12
Ontario	9	7	6	...	7	29
Manitoba	4	2	1	...	1	8
Saskatchewan	1	1	...	...	1	3
Alberta	4	3	1	1	1	10
British Columbia	7	5	6	1	5	24
Northwest Territories	...	...	1	...	...	1
Nunavut	...	...	...	...	...	...
Yukon (no programs)	...	...	...	...	...	...
DE Program Total*	31	24	22	3	20	100
CANADA: Program Total* (see Table 1 p. 20)	89	42	33	16	28	197
DE Programs as a % of Canada Program Total	34.8%	57.1%	66.7%	18.8%	71.4%	50.8%

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

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2010 Key RN Faculty Findings

The supply of RN faculty is a major factor affecting the capacity of programs to educate nurses.¹ It is influenced by retirement of existing faculty, the inflow of newly prepared faculty, and variables such as the ability to attract and retain qualified faculty.²

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

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

RN Faculty Demographics

- 7,663 RN faculty members were employed by schools of nursing in 2010. (Note: The number of faculty reported in 2009 was considerably less than the number reported in 2008. Some schools may have included clinical faculty in their 2008 counts and corrected that error in 2009 and again in 2010.)
- Only 32.4% of faculty are permanent — 2,484 of the 7,663 RN faculty (Table E).
- 53.5% of permanent faculty were 50 years of age or older; 34.7% of permanent faculty were 55 years or older (Table F) and 14.9% were 60 years or over.
- 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 10 percentage points higher than the percentage of 50+ in the RN workforce³ (Table F).

Faculty data are 2010 data as compared with 2009 data.

The response rate for the question about age cohorts was 70.3 (78 schools). The response rate for the question about employment status was 81.1% (90 schools).

Table E: Number of Faculty by Employment Status, 2010

Faculty Category	Number of Faculty	% of Faculty Workforce
Permanent Faculty: permanent, full-time faculty	2,484*	32.4
Contract Full-Time Faculty: faculty fulfilling contracts of one academic year or longer	1,221*	15.9
Contract Part-Time Faculty: faculty fulfilling contracts of less than one academic year	3,958	51.7
Total Faculty Workforce:	7,663	100

Source: *National Student and Faculty Survey of Canadian Schools of Nursing*; Canadian Institute for Health Information. (2010). *Regulated Nurses: Canadian Trends, 2005 to 2009*.

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

Table F: Age Category Percentages for 2009 RN Workforce compared to 2010 RN Permanent Faculty

Age Category	% of RN Workforce, 2009*	% of RN Permanent Faculty, 2010
<35	21.3	7.8
35-39	11.2	11.1
40-44	12.8	11.6
45-49	14.9	16
50-54	15.4	18.8
55+	24.5	34.7

Sources: *National Student and Faculty Survey of Canadian Schools of Nursing*; Canadian Institute for Health Information. (2010). *Regulated Nurses: Canadian Trends, 2005 to 2009*.

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

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

Table G: Comparison of RN Permanent Faculty Age Cohorts 2006, 2008, 2009, and 2010

Age Cohort	2006	2007*	2008	2009	2010	% Change '09 to '10
<40	22.3	..	19.3	17.5	18.9	1.4
40-49	34.6	..	29.6	29.9	27.6	-2.3
50-59	35.2	..	39.1	38.9	38.6	-0.7
60+	7.8	..	12	13.7	14.9	1.2

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

.. Figure not available

* Faculty age cohort data were not collected in 2007.

RN Faculty Recruitment and Retirement

- The data collected on questions concerning faculty recruitment and retirement have implications for future faculty supply, particularly when examined in relation to the numbers of current enrolments in graduate programs. They indicate an imminent shortage of qualified faculty if current entry-to-practice enrolments are maintained.
- 62 permanent RN faculty (senior faculty) retired in 2010.
- 13% (8 of the 62) were under 60.
- 14.9% (370 of 2,484) permanent RN faculty aged 60 or more (Table E and Table G) were eligible to retire.
- 70.7% of schools identified non-competitive salary ranges (when compared to salaries paid in practice settings) as a challenge when it comes to hiring new faculty (Table I).
- Schools were unable to fill 101 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 2011 (Table H).

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

	Canada	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
Full-Time Permanent Faculty, # of Hires Projected	137	3	2	0	0	10	54	5	15	31	17	...	...	...
Full-Time Contract Faculty, # of Hires Projected	108	11	0	0	0	6	22	18	6	44	1	...	...	...

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

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The response rate for the question about recruitment projections of full-time faculty was 62.2% (69 responses).

The response rate for the question about actual retirement of permanent faculty was 45.9% (51 responses).

Full-Time RN Faculty Academic Upgrading

- 18% of permanent full-time RN faculty (447 permanent full-time faculty) were engaged in academic upgrading programs ranging from baccalaureate to post-doctoral studies. These studies took place in schools in and outside of Canada (Table I).
- The majority of faculty who were upgrading educational qualifications were enrolled in master's (45.4%) or doctoral programs (44.3%).

The response rate for the question about the number of full-time faculty engaged in academic upgrading was 68.5% (76 responses).

Table I: Full-Time Faculty Engaged in Academic Upgrading, 2010

	Full-Time Permanent		Full-Time Contract		Total
	In Canada	Outside Canada	In Canada	Outside Canada	
Canada Total	269	41	128	9	447
Baccalaureate degree in nursing	6	0	4	0	10
Baccalaureate degree in other discipline	2	0	0	0	2
Master's degree in nursing	78	12	82	1	173
Master's degree in other discipline	19	4	5	2	30
Doctoral degree in nursing	87	13	17	4	121
Doctoral degree in other discipline	56	9	11	1	77
NP other	0	0	0	1	1
NP post-master's	0	0	0	0	0
NP master's	8	0	1	0	9
Post-doctoral study in nursing	9	3	4	0	16
Post-doctoral study in other discipline	1	0	3	0	4
Other	3	0	1	0	4

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, as noted earlier, comparative results are being withheld until five years of data are available. Until then, yearly results will be reported.

- Schools employed 7,663 faculty members (Table E).
- 32.4% of the faculty held full-time permanent positions (Table E).
- 15.9% of full-time faculty held full-time contracts of one academic year or longer (Table E).
- 51.7% of the faculty currently teaching in nursing programs were employed in a part-time contract capacity (Table E).

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

The response rate for each of the two questions concerning the number of full-time and part-time contracts in place was 79.3% (88 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.⁴ An approved leave includes, but is not restricted to, maternity/paternity leave, sick leave, compassionate leave and sabbatical leave.

- 6.6% of permanent faculty (165) were on leave (Table J).
- Nunavut, New Brunswick, Quebec, Alberta, 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, 2010

	Canada	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
No. of Full-Time Permanent RN Faculty	2,484	97	34	79	72	188	830	136	167	313	547	15	6	...
No. of Full-Time Permanent RN Faculty on Leave	165	2	1	4	6	19	42	7	11	25	44	1	1	...
% on Leave	6.6	2.1	2.9	5.1	8.3	10.1	5.1	5.1	6.6	8	8	6.7	16.7	...

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

... Figure not appropriate or not applicable

Faculty Recruitment Factors

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

Factors in Northern and Rural Areas

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

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

Pan-Canadian Recruitment Factors

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

Table K: Recruitment Factors, 2010

Recruitment Factors	% of Respondents Reporting Factor
A shortage of nurse practitioner, master's and doctorally prepared nurses seeking academic positions	62.1
Lower salaries for master's and doctorally prepared faculty as compared with salaries available in practice settings	29.3
Increasing demand for nurses in the community in concert with higher clinical salaries contributes to difficulty in recruiting nurses to faculty positions	41.4
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 55% (61 responses).

Summary of Key Program and RN Faculty Findings

- Schools continued to respond to the demand for more entry-to-practice nursing graduates to support the health-care system by expanding the number of seats available, offering more of the new program delivery models, and using new technologies
- Admissions reached a 10-year high in 2009-2010; 15,585 students entered ETP programs, an increase of 11.2% (from 14,010 the previous year);
- The number of fast-track programs continued to increase in 2009-2010.
- 50.8% of all programs now use some distance education delivery, which may be improving student access.
- A serious, looming faculty shortage needs to be addressed, as the following data indicate:
 - 34.7% of faculty were in the 55+ age cohort.
 - 14.9% of faculty were in the 60+ age cohort (284 of 1900).
 - Currently there are 443 students enrolled in PhD nursing programs in Canada, 121 of which are current faculty members.
 - The potential future supply of new faculty from current PhD enrolment in Canada is therefore 322.
 - The replacement pool (master's and doctoral graduates) for retiring faculty is inadequate.

2009-2010 Results

The joint CNA and CASN portion of the 2009-2010 surveyⁱⁱ 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. It was completed by 111 schools, including 84 of a possible 91 CASN members.

The overall survey response rate was 82%; the CASN member response rate was 92%. See the tables starting on page 19 for more detailed information about omitted or unusable data. On average, 69.1% 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 52, which contains information pertinent to all of the tables. The full survey methodology and definitions are in Appendix A.

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

Table 1: Education Programs by Province and Territory — Schools Offering Diploma, Undergraduate and Graduate Programs, 2009-2010, 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	..					

	Diploma	Bacc.	Post-RN	Master's	Doctoral	NP
Rimouski, CEGEP	✓					
Rivière-du-Loup, CEGEP	✓					
Sainte-Foy, CEGEP	..					
Saint-Félicien, CEGEP	..					
Saint-Hyacinthe, CEGEP	..					
Saint-Jean-sur-Richelieu, CEGEP	..					
Saint-Jérôme, CEGEP	..					
Saint-Laurent, CEGEP	✓					
Sept-Îles, CEGEP	..					
Shawinigan, CEGEP	..					
Sherbrooke, CEGEP	✓					
Sorel-Tracy, CEGEP	..					
Thelford, 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		✓	✓	✓		✓

	Diploma	Bacc.	Post-RN	Master's	Doctoral	NP
Centennial College		√				
George Brown College		√				
Trent University/Fleming College		√				
University of Ontario Institute of Technology		√	√			
Durham College		√				
University of Ottawa / Université d'Ottawa		√	√	√	√	√
Algonquin		√				
Cité Collégiale, La		√				
University of Toronto		√		√	√	√
University of Western Ontario		√		√	√	√
Fanshawe College		√				
University of Windsor		√	√	√		√
Lambton College		√				
St. Clair College		√				
York University, Atkinson College		√	√	√		√
Georgian College		√				
Seneca College		√				
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 University		√				
University of Alberta		√	√	√	√	√
Grande Prairie College		√				
Grant MacEwan College	√	√				
Keyano College		√				
Red Deer College		√				
University of Calgary		√	√	√	√	√
Medicine Hat College		√				
University of Lethbridge		√	√	√		
Lethbridge College		√				
British Columbia						
British Columbia Institute of Technology		√	√			
Douglas College		√				
Kwantlen University College		√				

	Diploma	Bacc.	Post-RN	Master's	Doctoral	NP
Langara Community College		√				
Thompson Rivers University		√	√			
Trinity Western University		√				
University College of the Fraser Valley		√				
University of British Columbia		√	√	√	√	√
University of British Columbia — Okanagan		√	√	√		
University of Northern British Columbia		√	√	√		√
College of New Caledonia		..				
Northwest Community College		√				
University of Victoria		√	√	√	√	√
Camosun College		√				
College of the Rockies		√				
Selkirk College		√				
Vancouver Island University (formerly Malaspina University-College)		√	√			
North Island College		√	√			
Northwest Territories						
Aurora College (partnered with University of Victoria on Bacc, partnered with Dalhousie on Master's NP)	√	√		√		√
Nunavut						
Nunavut Arctic College (partnered with Dalhousie University)		√				
Yukon: No programs offered						
CANADA Total	46	89	37	32	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, 2009-2010

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	...	...	...	...	1,812	...	153	...	...	...	..	...	...
Enrolment	4,968	...	...	...	...	4,997	...	358	...	...	...	...	...	...
Graduates, 2010	925	...	...	...	...	774	...	98	...	...	...	...	...	...
Graduates, 2010 as a percentage of total national graduates	100%	...	...	...	...	88.8	...	11.2	...	...	...	...	...	...
BACCALAUREATE														
Admissions	10,874	251	89	375	290	486	4,704	395	505	2,382	1,344	38	15	...
Enrolment	37,065	991	262	1,321	1,376	1874	15,417	1,687	1,712	6,519	5,813	93	26	...
Graduates, 2010	7,918	166	54	302	303	289	3,578	413	315	1,204	1,275	14	5	...
Graduates, 2010 as a percentage of total national graduates	100%	2.1	0.1	3.8	3.8	3.6	45.2	5.2	4	15.2	16.1	0.02	0.01	...
POST BACCALAUREATE														
Admissions	2,837	40	...	74	5	1,287	661	..	...	522	248	...	...	...
Enrolment	9,270	143	...	369	126	4,158	1,860	146	167	1,547	754	...	...	...
Graduates, 2010	1,775	9	...	44	38	746	513	35	57	163	170	...	...	...
Graduates, 2010 as a percentage of total national graduates	100%	0.5	...	2.5	2.1	42	28.9	2	3.2	9.2	9.6	...	...	...
MASTER'S														
Admissions	953	30	...	14	13	214	396	...	15	178	93	...	...	...
Enrolment	2,348	85	...	56	60	422	700	60	53	635	277	...	...	...
Graduates, 2010	602	8	...	10	11	109	258	7	13	108	78	...	...	...
Graduates, 2010 as a percentage of total national graduates	100%	1.1	...	1.4	1.5	15.1	35.6	1	1.8	14.9	27.6	...	...	...
DOCTORATE														
Admissions	89	*	...	*	...	19	31	...	9	17	10	...	...	...
Enrolment	443	20	...	18	...	100	155	...	9	112	47	...	...	...
Graduates, 2010	69	*	...	...	...	12	14	...	*	*	35	...	...	...
Graduates, 2010 as a percentage of total national graduates	100%	...	...	0	...	17.4	20.3	...	1.4	5.8	50.7	...	...	...
NURSE PRACTITIONER														
Admissions	502	21	...	20	10	47	197	...	20	154	26	7	...	...
Enrolment	1,197	33	...	54	41	150	319	20	26	458	89	7	...	...
Graduates, 2010	375	6	...	9	5	40	135	14	6	105	48	7	...	...
Graduates, 2010 as a percentage of total national graduates	100%	1.6	...	2.4	1.3	10.6	36.3	3.7	1.6	27.9	12.7	1.9	...	...

Notes

- OIIQ reported that 4,522 students were admitted to diploma programs and 522 students to baccalaureate programs; 2,508 students graduated from diploma programs and 495 from baccalaureate programs. Enrolment data were not reported.
- Totals may not sum to 100% due to rounding.

Summary of omitted and unusable data:

Ontario

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

Manitoba

Master's	1 school's admission data
----------	---------------------------

Alberta

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

British Columbia

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

Newfoundland

Nurse Practitioner	1 school's admissions data, 1 school's enrolment data, 1 school's graduate data
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Northwest Territories

Nurse Practitioner	1 school's admissions data, 1 school's enrolment 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, 2005-2010

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														
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	...	..	...	...
2009-2010	1,965	...	...	...	...	1,812	...	153	...	...	...	..	...	...
ENROLMENT														
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	...	**	...	*	...	...
2009- 201	5,355	...	...	...	...	4,997	...	358	...	**	...	...	...	...
GRADUATES														
2006	1,374	...	...	...	...	1,063	...	**	...	193	...	*	...	...
2007	1,280	...	...	...	...	963	...	**	...	217	...	*	...	...
2008	1,624	...	...	...	...	1,335	...	104	...	180	...	5	...	...
2009	925	...	...	...	...	741	...	**	...	92	...	*	...	...
2010	872	...	...	...	...	774	...	170	...	...	...	*	...	...

Notes

Summary of omitted and unusable 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.
- 2009-2010: All data usable.

OIIQ reports the following for Quebec diploma programs:

- 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.
- 2009-2010: 4,522 students were admitted to diploma programs and 522 students to baccalaureate programs; 2,508 students graduated from diploma programs and 495 from baccalaureate programs. Enrolment data were not reported.

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
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Table 4: Baccalaureate Programs — Admission, Enrolment and Graduate Data, 2005-2010

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														
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	...
2009-2010	10,874	251	89	375	290	486	4,704	395	505	2,382	1,344	38	15	...
ENROLMENT														
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	...
2009-2010	37,065	991	262	1,321	1,376	1,874	15,417	1,687	1,712	6,519	5,813	93	26	...
GRADUATES														
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	...
2010	7,918	166	54	302	303	289	3,578	413	315	1,204	1,275	14	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:

- 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.
- 2009-2010: Admissions data from 2 schools in Ontario, and 1 school in British Columbia.

OIIQ reports the following for Quebec diploma programs:

- 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.
- 2009-2010: 4,522 students were admitted to diploma programs and 522 students to baccalaureate programs; 2,508 students graduated from diploma programs and 495 from baccalaureate programs. Enrolment data were not reported.

Symbols

- .. Figure not available
- ... Figure not appropriate or not applicable
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Table 5: Post-RN Baccalaureate Programs — Admission, Enrolment and Graduate Data, 2005-2010
 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														
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	...	...	...
2009-	2,837	40	...	74	5	1,287	661	..	...	522	248	...	...	...
ENROLMENT														
2005-2006	9,123	385	...	580	276	3,265	1,87	201	201	1,408	931	...	...	...
2006-2007	8,031	188	...	610	255	2,319	1,87	164	325	1,371	929	...	...	...
2007-2008	8,765	373	...	621	247	2,223	2,62	159	325	1,363	827	...	...	...
2008-2009	8,619	135	...	446	182	3,524	1,74	143	207	1,729	511	...	...	...
2009-	9,270	143	...	369	126	4,158	1,86	146	167	1,547	754	...	...	...
GRADUATES														
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	...	...	...
2010	1,775	9	...	44	38	746	513	35	57	163	170	...	...	...

Notes

Summary of omitted and unusable 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.
- 2009-2010: Admissions data from 2 schools in Ontario, 1 school in Alberta, 5 schools in British Columbia.
Enrolment data from 2 schools in British Columbia.
Graduate data from 2 schools in British Columbia.

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, 2005-2010

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														
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	...	...	...
2009-	953	30		14	13	214	396	...	15	178	93	...	...	...
ENROLMENT														
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	...	...	...
2009-2010	2,348	85		56	60	422	700	60	53	635	277	...	...	...
GRADUATES														
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	...	...	...
2010	602	8		10	11	109	258	7	13	108	78	...	...	...

Notes

Summary of omitted and unusable 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.
- 2009-2010: Admissions data from 1 school in Ontario, 1 school in Manitoba, 1 school in Alberta, and 2 schools in British Columbia. Graduate data from 1 school in Alberta, 2 schools in British Columbia, 1 school in Ontario, and 2 schools in Quebec.

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Table 7: Doctoral Programs — Admission, Enrolment and Graduate Data, 2005-2010

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														
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	...	...	...
2009-2010	89	...	...	*	...	19	31	...	9	17	10	...	...	...
ENROLMENT														
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	...	...	...
2009-2010	443	...	...	20	...	100	155	...	54	112	47	...	...	...
GRADUATES														
2006	39	...	...	*	...	5	10	...	*	19	**	...	...	...
2007	44	...	...	*	...	8	12	...	*	18	**	...	...	...
2008	39	...	...	0	...	10	6	...	*	18	*	...	...	...
2009	42	...	...	0	...	8	21	...	*	10	*	...	...	...
2010	69	...	...	*	...	12	14	...	*	*	35	...	...	...

Notes

Summary of omitted and unusable 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.
- 2009-2010: Admissions data for 1 school in Ontario.

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Table 8: Nurse Practitioner Programs — Admission, Enrolment and Graduate Data, 2005-2010

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														
2005-2006	354	10	...	4	7	*	161	9	15	113	30	*	...	...
2006-2007	383	10	...	7	**	**	181	13	19	104	38	..	...	...
2007-2008	350 ^c	0	...	13	17	24	191	..	**	68	30	7	...	...
2008-2009	417	26	...	14	5	26	165	10	12	114	45	0	...	...
2009-2010	502	21	...	20	10	47	197	...	20	154	26	7	...	...
ENROLMENT														
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	...	...
2009-2010	1,197	33	...	54	41	150	319	20	26	458	89	7	...	...
GRADUATES														
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	...	...
2010	375	6	...	9	5	40	135	14	6	105	48	7	...	...

Notes

Summary of omitted and unusable 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.
- 2009-2010: Admissions data from 1 school in Newfoundland, 1 school in the Northwest Territories.
Enrolment data from 1 school in Newfoundland, 1 school in the Northwest Territories.
Graduate data from 1 school in Newfoundland.

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Table 9: Full-Time Faculty by Age Cohort, 2010

	2010
Age Cohort	
<35	148
35-39	211
40-44	220
45-49	304
50-54	357
55-59	376
60+	284
Total	1,900

Notes

The overall response rate to this question was 71.2%.

Summary of omitted and unusable data:

- 1 school in Newfoundland and Labrador
- 1 school in New Brunswick
- 28 schools in Quebec
- 1 school in Nova Scotia
- 11 schools in Ontario
- 3 schools in British Columbia

The number of full-time permanent faculty (1,900) in this table is less than the number of full-time permanent faculty reported in Table 10 (2,484) as age cohort results were not available for all faculties.

Table 10: Number of Full-Time Faculty, 2010

FACULTY EMPLOYMENT STATUS	CANADA	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
Full-time permanent	2,484	97	34	79	72	188	830	136	167	313	547	15	6	...
Full-time contract	1,221	52	0	35	47	60	469	71	8	196	56	*	*	...
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 82%

Summary of omitted and unusable data:

- 15 schools in Quebec
- 3 schools in Ontario

The number of full-time permanent faculty in this table (2,484) is greater than the number of full-time permanent faculty reported in Table 9 (1,900) as age cohort results were not available for all faculties.

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- * Value suppressed in accordance with CNA privacy policy; cell value is between 1 and 4
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Table 11: Retirement-Age Cohorts — Full-Time Permanent Faculty, 2010

AGE COHORT	CANADA	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
50-54	*	...	...	...	...	...	...	...	...	...	*	..	..	...
55-59	31	...	...	...	*	*	16	*	*	...	10	..	..	...
60+	28	*	...	*	*	5	12	...	*	*	*	..	..	...
Total	60	*	...	*	*	6	28	*	*	*	12	..	..	...

Notes

The overall response rate to this question was 50.5%.

Summary of omitted and unusable data:

- 1 school in Newfoundland and Labrador
- 1 school in New Brunswick
- 1 school in Nunavut
- 1 school in the Northwest Territories
- 3 school in Nova Scotia
- 21 schools in Quebec
- 7 schools in Ontario
- 1 school in Manitoba
- 4 schools in Alberta
- 5 schools in British Columbia

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- * Value suppressed in accordance with CNA privacy policy; cell value is between 1 and 4
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Table 12: 2011 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	0	0	...	0	0	*	*	0	0	0	...	...	...	...
55-59	19	6	*	0	0	*	*	*	*	*	*	...	...	...
60+	76	*	*	0	0	4	27	10	2	7	23	...	...	...
Total	95	9	*	0	0	5	31	11	*	9	26	...	...	...

Notes

The overall response rate to this question was 50.5%.

Summary of omitted and unusable data:

- 1 school in Newfoundland and Labrador
- 1 school in New Brunswick
- 1 school in Nunavut
- 1 school in the Northwest Territories
- 3 school in Nova Scotia
- 21 schools in Quebec
- 7 schools in Ontario
- 1 school in Manitoba
- 4 schools in Alberta
- 5 schools in British Columbia

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

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Table 13: Academic Upgrading Underway — Full-Time Faculty, 2010

	CANADA	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
AGE COHORT														
	10	...	...	...	...	...	*	6	...	...	*	*	*	...
Baccalaureate, other	*	...	...	...	...	...	*	...	...	...	...	...	...	...
Master's, nursing	173	20	...	*	20	5	9	15	23	50	29	*	...	...
Master's, other	30	...	*	...	*	*	*	5	9	*	5	...	*	...
Doctoral, nursing	121	*	*	5	5	16	36	6	9	19	20	...	...	...
Doctoral, other	77	*	*	...	*	19	17	*	12	8	11	...	...	...
Post-doctoral, nursing	16	...	...	*	...	*	12	...	...	...	...	...	...	...
Post-doctoral, other	*	*	...	...	*	...	*	...	...	...	...	...	...	...
Nurse practitioner, level not stated	*	...	...	...	...	...	*	...	...	...	...	...	...	...
Nurse practitioner, master's level	9	...	...	...	*	...	*	...	...	...	6	...	*	...
Nurse practitioner, post-master's level	...	...	...	...	...	...	...	...	...	...	...	...	...	...

Notes

The overall response rate to this question was 68.5%.

Summary of omitted and unusable data:

- 1 school in Nova Scotia
- 21 schools in Quebec
- 13 schools in Ontario
- 4 schools in British Columbia
- 1 school in Alberta

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

Table 14: Full-Time Faculty Positions Reported as Filled, 2010, and Full-Time Faculty Positions Reported as Approved to be Filled, 2011

	CANADA	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
Positions filled in 2010	305	17	2	2	2	7	106	17	38	84	27	2	1	...
Positions to be filled in 2011	243	14	...	...	...	16	76	23	21	75	18	...	...	...
Total	548	31	2	2	31	23	67	40	59	159	45	2	1	...

Notes

The overall response rate to this question was 68.5%.

Summary of omitted and unusable data:

- 1 school in Alberta
- 2 school in Nova Scotia
- 22 schools in Quebec
- 7 schools in Ontario
- 2 schools in Manitoba
- 6 schools in British Columbia

Value suppression is not applicable to these results.

Symbols

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Table 15: Full-Time Faculty Positions, Approved and Unable to Fill, 2010

	CANADA	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
Full-time permanent	61	...	2	...	...	5	10	5	9	16	12	2	..	...
Full-time contract	38	1	...	2	4	...	7	2	...	20	2	...	..	...
Total	99	1	2	2	4	5	17	7	9	36	14	2	..	...

Notes

The overall response rate to this question was 54.1%.

Summary of omitted and unusable data:

- 3 schools in Alberta
- 5 school in British Columbia
- 2 schools in Manitoba
- 1 school in Newfoundland and Labrador
- 2 schools in Nova Scotia
- 25 schools in Quebec
- 12 schools in Ontario

Value suppression is not applicable to these results.

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Table 16: Full-Time and Part-Time Faculty Contracts, 2010

CANADA	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
3,958	21	...	69	133	500	1,964	103	...	749	419	*	*	...

Notes

The overall response rate to this question was 73%.

Summary of omitted and unusable data:

- 1 school in Newfoundland and Labrador
- 21 schools in Quebec
- 7 schools in Ontario
- 2 schools in Manitoba
- 1 school in Saskatchewan
- 1 school in Alberta
- 2 schools in British Columbia
- 1 school in the Northwest Territories

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

Table 17: Full-Time Permanent Faculty on Leave, 2010

CANADA	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
165	*	*	*	6	19	42	7	11	28	44	*	..	...

Notes

The overall response rate to this question was 62.2%.

Summary of omitted and unusable data:

- 1 school in Newfoundland and Labrador
- 1 schools in Nova Scotia
- 22 schools in Quebec
- 12 schools in Ontario
- 1 school in Manitoba
- 1 schools in Alberta
- 3 schools in British Columbia

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* 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, 2010

	CANADA	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
FULL-TIME, PERMANENT														
Full professor	239	8	*	*	18	52	38	6	12	26	72	...	...	...
Associate professor	337	10	6	20	16	53	110	13	11	52	49	...	...	...
Assistant professor	305	9	*	27	*	42	85	14	29	59	34	...	...	...
Nurse educator	117	...	*	7	*	14	...	5	...	...	89	...	...	...
Classroom (theory) instructor or lecturer	121	...	...	...	7	0	23	8	...	53	30	...	...	...
Clinical Instructor	114	...	21	21	10	*	34	*	...	*	18	...	...	...
Nursing skills laboratory instructor	18	...	*	...	...	...	5	*	...	*	8	...	...	...
Teaching assistant	6	...	...	...	...	...	*	...	...	...	*	...	...	...
Technologist	12	...	...	...	...	...	5	*	...	*	*	...	...	...
Other	220	...	*	...	15	7	16	19	...	31	131	...	...	...
Total	1,490	27	34	79	70	171	319	73	52	229	436	...	...	...
FULL-TIME, CONTRACT														
Full professor	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Associate professor	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Assistant professor	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Nurse educator	11	...	...	...	...	...	...	...	...	...	11	...	...	...
Classroom (theory) instructor or lecturer	226	...	...	...	...	124	25	25	18	9	24	...	*	...
Clinical instructor	543	...	...	20	...	407	55	6	16	23	16	...	...	...
Nursing skills laboratory instructor	102	...	...	...	...	69	9	*	7	12	*	...	...	...
Teaching assistant	21	...	...	...	...	17	...	...	...	...	*	...	...	...
Technologist	*	...	...	...	...	*	...	...	...	...	...	...	...	...
Other	116	...	...	*	22	*	24	...	*	55	*	...	...	...
Total	1,012	...	...	21	22	622	113	34	42	99	58	...	*	...

Notes

The overall response rate to this question was 81.1%.

The British Columbia total includes results from three degree-granting colleges (55 full-time permanent professors, 2 nursing skills laboratory instructors, 1 technologist, 41 other and 52 full-time permanent nurse educators).

Summary of omitted and unusable data:

- 16 schools in Quebec
- 5 schools in Ontario

Symbols

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

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

Table 19: Faculty Category, Non-Degree-Granting Schools — Full-Time Faculty, 2010

	CANADA	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
FULL-TIME, PERMANENT														
Full professor	418	...	...	...	...	...	237	62	115	18	...	14	...	...
Associate professor	*	...	...	...	...	...	*	...	...	...	...	...	...	...
Assistant professor	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Nurse educator	178	60	...	...	...	...	...	...	...	37	81	...	...	...
Classroom (theory) instructor or lecturer	38	*	...	...	...	...	*	...	...	14	15	...	6	...
Clinical instructor	177	...	...	...	...	...	164	...	...	...	13	...	...	...
Nursing skills laboratory instructor	14	6	...	...	...	...	7	*	...	...	...	*	...	...
Teaching assistant	*	...	...	...	...	...	...	...	...	...	*	...	...	...
Technologist	12	...	...	...	...	...	12	...	...	...	...	...	...	...
Other	83	*	...	...	...	...	80	...	...	...	...	...	...	...
Total	923	70	...	...	...	...	468	63	115	69	110	15	6	...
FULL-TIME, CONTRACT														
Full professor	...	...	...	...	...	...	...	...	...	...	...	*	...	...
Associate professor	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Assistant professor	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Nurse educator	29	...	...	...	...	...	...	...	...	35	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 81.1%.

Summary of omitted and unusable data:

- 16 schools in Quebec
- 5 schools in Ontario

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

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

Table 20: Highest Academic Credential — Full-Time Faculty, 2010

CREDENTIAL	CANADA	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
Diploma, nursing	42	...	...	...	...	...	21	7	...	...	6	*	...	...
Diploma, other	...	...	...	...	...	...	*	...	...	...	0	...	...	...
Baccalaureate, nursing	619	32	24	10	36	10	79	52	10	11	10	7	*	...
Baccalaureate, other	29	...	...	...	...	*	6	6	*	*	7	...	*	...
Master's, nursing	1,005	53	10	49	44	57	284	47	68	17	21	5	*	...
Master's, other	454	15	...	7	7	19	130	32	31	84	11	*	*	...
Doctoral, nursing	317	*	*	26	14	40	104	11	14	74	59	*	...	...
Doctoral, other	297	*	*	*	14	55	114	25	17	38	27	...	...	...
Post-doctoral, nursing	42	*	...	*	*	7	24	*	...	16	*	...	...	...
Post-doctoral, other	19	...	...	...	*	14	6	*	...	*	*	...	...	...

Notes

The overall response rate to this question was 77.5%.

Summary of omitted and unusable data:

- 22 schools in Quebec
- 6 schools in Ontario
- 2 schools in British Columbia

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

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

Table 21: Nurse Practitioner Credentials — Full-Time Faculty, 2010

	CANADA	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
CREDENTIAL														
Nurse practitioner, post-baccalaureate level	8	*	...	...	...	...	6	*	...	*	...	...	..	...
Nurse practitioner, master's level	60	6	...	...	*	*	26	8	*	13	*	*	*	...
Nurse practitioner, post-master's level	14	...	...	...	*	...	9	...	*	9	5	...	..	...
Nurse practitioner, other level	10	...	...	...	...	...	*	*	...	*	*	...	..	...

Notes

The overall response rate to this question was 77.5%.

Summary of omitted and unusable data:

- 22 schools in Quebec
- 6 schools in Ontario
- 2 schools in British Columbia

Symbols

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* 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 2009-2010 academic year.

Graduate and faculty data are collected on the calendar year. This year's collection captures these data for calendar year 2010.

Data Collection Terms

Admission: Admission results are calculated by totalling the number of first-time nursing students admitted to Year 1 of the program plus the number of advanced entrant students admitted in any year of the program.

Admission results include data for each intake offered throughout the course of an academic year.

Schools are asked to report admission results *after the allowed withdrawal date* of their institution.

Enrolment: Enrolment results are a count of the number of students enrolled in each year of study.

Enrolment results include data for each intake offered throughout the course of an academic year.

Schools are asked to report enrolment results *after the allowed withdrawal date* of their institution.

Entry-to-Practice

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

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

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

Data Limitations

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

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

Out-of-Province/Territory Partnerships

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

Out-of-province/territory baccalaureate collaborative partnerships as of 2009-2010 include: Aurora College, N.W.T., partnered with the University of Victoria, B.C.; Université de Saint-Boniface, M.B., partnered with University of Ottawa / Université d'Ottawa, Ont.; Nunavut Arctic College, Nunavut, partnered with Dalhousie University, N.S.; and Humber College, Ont., partnered with the University of New Brunswick, N.B.

Out-of-province/territory masters NP stream collaborative partnerships as of 2009-2010 include; Aurora College, N.W.T., partnered with Dalhousie, N.S.

Survey Response

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%.

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

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.ⁱⁱⁱ

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

APPENDIX A

National Student and Faculty Survey of Canadian Schools of Nursing 2009-2010: Survey Methodology

Registered nurses (RNs) represented 76.4% of the total regulated nurse workforce in 2009.⁵

General Methodology

Background

CNA has administered an annual survey on nursing students and faculty since 1963. In 2001, a new survey and methodology were developed for CNA by well-known statistician Eva Ryten. The Canadian Association of Schools of Nursing (CASN) led the development of the faculty questions that same year. CASN member schools tested the new survey prior to its initial distribution in 2002. In recent years, CNA, 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.

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

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

Entry-to-Practice Education Requirements for Registered Nurses

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

Source: Canadian Nurses Association

The conversion from diploma to degree programs brought in its wake many statistical complications. The mechanism adopted to convert from diploma to degree programs was the introduction of collaborative degree programs. “Collaborative” refers to a relationship of cooperation between a university and one or more college-level institutions. The extent and type of collaboration models existing between a university and its collaborating partner or partners vary greatly. For example, at one extreme, the university may be responsible only for ensuring that the curriculum meets university degree standards, and the college may deliver the entire curriculum on its sites. At the other extreme, the university may be heavily involved not only in approving academic standards but also in delivering sizable amounts of the curriculum on its campuses. A data record linking process permits admission and enrolment data of programs delivered under a collaborative model to be linked to the graduate program data of the degree-granting partner. This approach allows for the statistical tracking of nursing students by qualification earned from the point of admission, by each year of enrolment, through to graduation. It also accommodates recent changes whereby some colleges now award baccalaureate degrees or have changed their institution type from college to university. Historical results have not been affected by these changes.

Data Collection

The survey requests information on the following:

- Program inventory — covers all nursing programs leading to initial licensure (e.g., diploma, diploma exit, baccalaureate, collaborative baccalaureate) as well as formal programs furthering an RN’s education (e.g., post-RN, master’s, doctorate, nurse practitioner); includes distance education programs, multiple language offerings and multiple partnership arrangements. Collection period: academic year.
- 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 was available to all schools of nursing along with online school-level reports.

Data Organization

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

Another component of data organization accommodates the increasing variety of nurse practitioner (NP) programs. NP programs may be combined with or integrated into master's degree programs, and schools may report separate data for these integrated programs. In these instances, data are recorded under the NP program 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 2009-2010 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

¹Med-Emerg Inc. (2006). *Building the future: An integrated strategy for nursing human resources in Canada. Phase II final report*. Ottawa: Nursing Sector Study Corporation.

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

³ Canadian Institute for Health Information. (2010). *Regulated nurses: Canadian trends, 2005 to 2009*. Ottawa: Author.

⁴ National Education Association: Higher Education Research Center. (2007). *Part-time faculty: A look at data and issues*, 11(3), 1-12.

⁵ Canadian Institute for Health Information. (2010). *Regulated nurses: Canadian trends, 2005 to 2009*. Ottawa: Author.