

Nursing Education in Canada Statistics

2005-2006

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



CANADIAN NURSES ASSOCIATION
ASSOCIATION DES INFIRMIÈRES ET INFIRMIERS DU CANADA



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- CNA jurisdictional members
- College of Nurses of Ontario
- Ordre des infirmières et infirmiers du Québec

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Introduction

The Canadian Nurses Association (CNA), in collaboration with the Canadian Association of Schools of Nursing (CASN), is pleased to present *Nursing Education in Canada Statistics, 2005-2006*.

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

This is the first year that the data obtained from the annual National Student and Faculty Survey of Canadian Schools of Nursing (hereafter referred to as the survey) have been published in this format. In past years, the annual results were summarized in five quantitative reports posted on the CNA and CASN websites. This new publication includes the quantitative data of past years and then builds on the data, in combination with other information, to provide analysis of key findings and observations.

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

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

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

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

Included in this publication are:

- a snapshot of key findings that combines survey results with data obtained from Ordre des infirmières et infirmiers du Québec (OIIQ) to offset survey under-reporting of admission and graduate data for Quebec's diploma and basic baccalaureate programs;
- results of the National Student and Faculty Survey of Canadian Schools of Nursing 2005-2006; and
- the survey methodology.

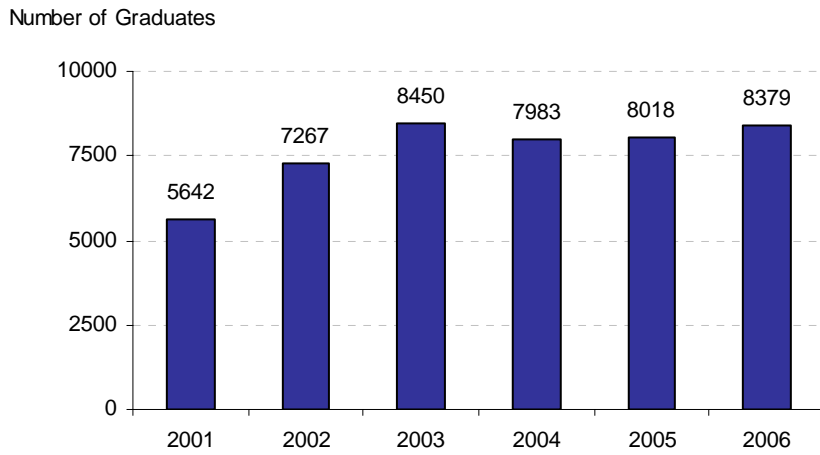
Registered Nursing Education in Canada: 2005-2006 Snapshot

Canada's nursing education system supplies the majority of the nurses who practise in this country.² Analysis of the 2005-2006 survey data reveals interesting trends related to this inflow of graduates and the faculty who educate them. The results indicate some progress, areas of concern and the potential of innovative nursing education programs.

Nurse Supply

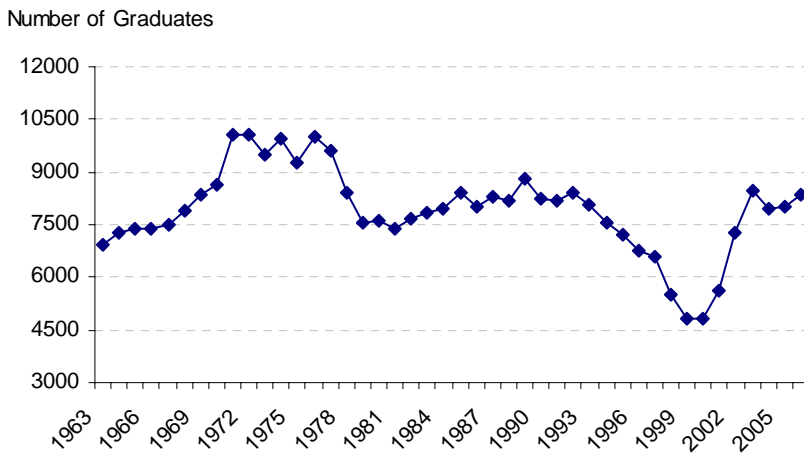
- Entry-to-practice (ETP) programs entitle the successful graduate to apply for initial RN licensure/registration. In 2005, 11,936 students were admitted to ETP programs, an increase of 2.4% from 2004 but a decrease of 8.7% from 2001.
- The data show a peak of 13,068 admissions to ETP programs in 2001 that has not been met since.
- In 2006, 8,379 students graduated from ETP programs, compared with 5,642 in 2001 – a 48.5% increase (Figure A). Research suggests that 12,000 graduates per year are needed to address the projected nursing shortage.³
- In 1999, the potential supply of new nurses (i.e., graduates eligible to apply for initial RN licensure/registration) was 4,833, a 29-year low.³ Seven years later, in 2006, the number of graduates from ETP programs had increased by 73.4%.
- The number of graduates from ETP programs in 2006 was the same as it had been during the years 1985 to 1993 (Figure B). However, the Canadian population has grown by 24.9% since 1986.⁴
- In 2005, Ontario and British Columbia had the lowest RN-to-population ratio. In 2006, these two provinces also had the fewest ETP graduates relative to population⁵ (Figure C).
- In 2006, 204 RNs completed their nurse practitioner (NP) education, a 191% increase from the 70 graduates in 2001.

Figure A: Graduates from Entry-to-Practice Programs, 2001-2006



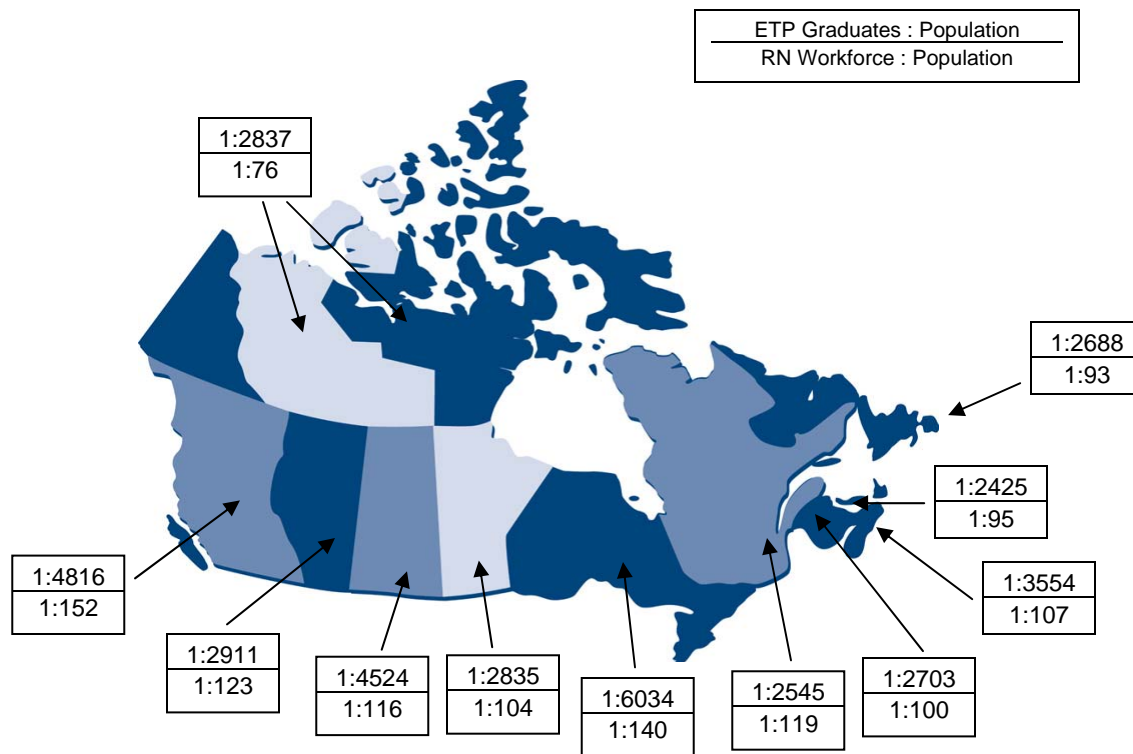
Source: The National Student and Faculty Survey of Canadian Schools of Nursing; OIIQ

Figure B: Graduates from Entry-to-Practice Programs, 1963-2006



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

Figure C: Ratio of ETP Graduates to Population in 2006 Compared With the Ratio of RNs to Population in 2005-2006 by Jurisdiction



Source: The National Student and Faculty Survey of Canadian Schools of Nursing; OIIQ; Canadian Institute for Health Information. (2006). *Workforce trends of registered nurses in Canada, 2005*. Ottawa: Author; Statistics Canada, 2006 Census, "Population and dwelling counts, for Canada, provinces and territories, 2006 and 2001 censuses – 100% data," retrieved August 31, 2007, from <http://www12.statcan.ca/english/census06/data/popdwel/Table.cfm?T=101>

Note: ETP graduate results have been adjusted to reflect out-of-province partnerships.

Program Innovations

Fast Tracking

Fast-track programs allow students to complete their education in less time than traditional programs and include accelerated, fast-track, compressed, second-degree entry, advanced entry and bridging programs. In 2005, 32 programs were available to fast-track nursing educational preparation – a 10% increase from 2004.

All provinces and territories offering nursing programs leading to initial RN licensure/registration now offer fast-track programs, with the exception of Prince Edward Island.

Distance Education

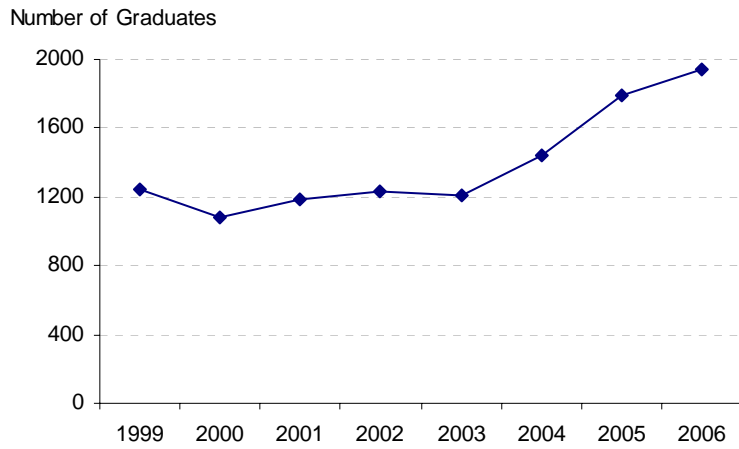
Distance education programs facilitate access for students living outside urban centres and for working nurses seeking to upgrade academic credentials. In 2005, 60 programs (34 baccalaureate, 20 master's and 6 PhD) were offered electronically in full or in part, a 46.3% increase over the 41 programs offered in 2004.

Continuing Education

Continuing education is a significant factor influencing nurse retention.⁶ Nurses seek continuous learning as well as credential upgrading to meet the demands of new knowledge, increasingly complex care and changing work environments. A recent report from Statistics Canada reveals that 77 per cent of those employed in health occupations report improved job performance as a result of continuing education.⁷

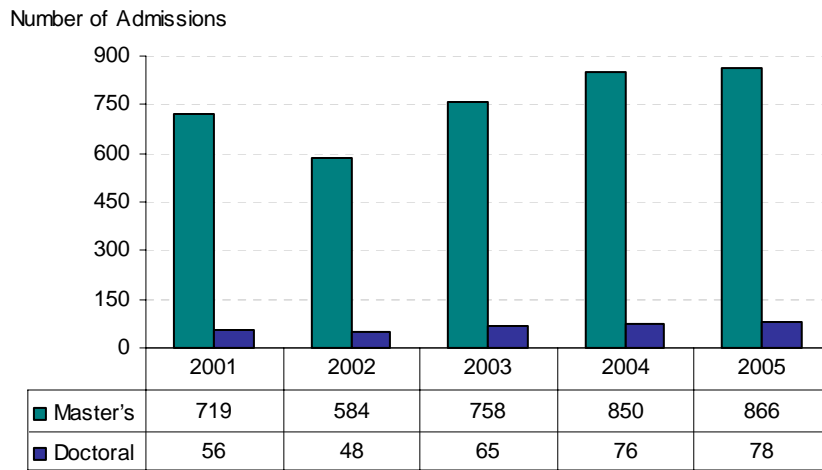
- From 1999 to 2003 post-RN baccalaureate programs consistently graduated 1,100-1,200 students (Figure D). The number of graduates has risen each year since 2004. In 2006, 1,942 RNs graduated from post-RN baccalaureate programs, a 63.4% increase over 2001.
- In 2005, 866 students were admitted to master's programs, an increase of 20.4% compared with the 719 admitted in 2001 (Figure E).
- In 2005, 78 students began doctoral studies (Figure E), a 39.2% increase over 2001.
- In 2006, 553 RNs graduated from master's programs and 38 RNs obtained PhD credentials, an 82.5% increase in master's graduates and a 90% increase in PhD graduates over 2001 (Figure F).

Figure D: Graduates from Post-RN Baccalaureate Programs, 1999-2006



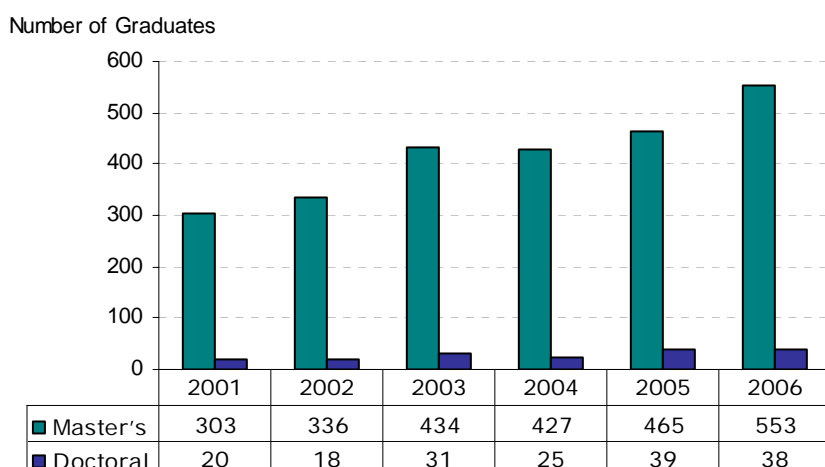
Source: The National Student and Faculty Survey of Canadian Schools of Nursing

Figure E: Admissions to Master's and Doctoral Programs, 2001-2005



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

Figure F: Graduates from Master's and Doctoral Programs, 2001-2006



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

Nursing Faculty

Nursing education programs are taught largely by RNs with master's or doctoral degrees. Unfortunately, according to Statistics Canada, nursing is one of the health-related subjects with the fewest full-time teachers with a doctorate.⁸

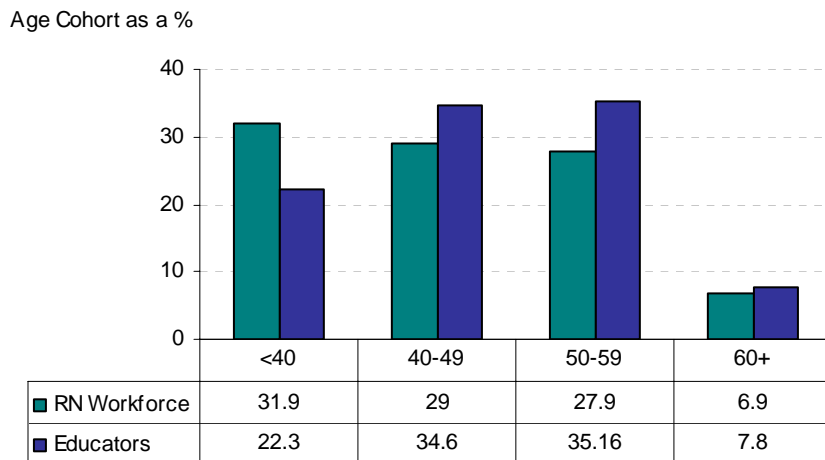
- In 2005, 72% of the schools surveyed reported data on the highest academic credential achieved among faculty. Of 4,205 faculty in schools of nursing, 42% (1,792) had master's degrees and 14% (591) had doctorates. Faculty data include full-time and part-time staff and do not include faculty from other departments (Table A).

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

Increasing numbers of nursing faculty are nearing retirement, and they are doing so at a rate that may limit student enrolment.

- In 2005, 43% of nursing faculty (or 1,459 of 3,393 faculty who provided age cohort data) were 50 years of age or older.
- In the age group 40 years and older, the proportion of nurse educators exceeds that of the total RN workforce⁹ (Figure G).
- In 2005, nursing schools recruited more than 400 full-time and part-time faculty. Projections showed an estimated further 350 full-time and part-time vacancies in 2006.
- According to CASN,¹⁰ faculty retirement projections, considered in conjunction with current staffing challenges and staffing requirements of other sectors besides education, indicate a need for 3,673 nurses with master's degrees and 650 nurses with doctoral degrees annually.
- The number of graduates from master's and PhD programs is significantly less than CASN projections. In 2006, 553 RNs graduated from master's programs, only 15% of the 3,673 required, and the 38 RNs graduating from PhD programs constituted only 5.8% of the 650 required.

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



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

Table A: Highest Academic Credential Reported by Nursing Faculty, Nurse Education Programs, 2005

Post	Doctorate	Doctorate	Master's	Nurse Practitioner	Baccalaureate	Other	Total
	57	534	1792	93	1596	133	4205

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

Summary

The results of the 2005-2006 survey indicate that although the number of RNs educated in Canada has increased since the record low of 1999, levels remain well below projected requirements to keep pace with population growth, an upsurge in chronic disease and an increasing number of older nurses in the workforce. Further investment in nursing education seats is called for, along with continued innovation in program delivery and action to address the supply of faculty.

Pockets of innovation in nursing program delivery exist across Canada. Several nursing schools are adopting new technologies and approaches, such as simulation laboratories, interprofessional education and fast track programs that prepare nurses in the less than the traditional four years. These innovations are aimed at ensuring enough nurses are provided the skills and knowledge to meet future needs for nursing services. Such innovation must continue to expand and grow, and become a cultural norm of our education system – a system that is pivotal to ensuring that Canada can meet its future health needs.

Results of the National Student and Faculty Survey of Canadian Schools of Nursing, 2005-2006

In December 2006, the annual survey was distributed to 134 nursing schools across Canada. A total of 119 schools participated, for an overall response rate of 89%. Survey results from 15 CEGEP diploma programs in the province of Quebec are missing, which resulted in a 70% response rate in that province. In all other provinces and territories, 100% participation was achieved.

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

The tables represent data as reported by each of the participating schools and do not include data from other sources. Neither CNA nor CASN is responsible for errors in data reported by schools. The 2005-2006 results tables include:

Table 1: Education Programs by Province/Territory – Schools Offering Diploma, Undergraduate and Graduate Programs, 2005-2006, by Program Category

Table 2: Admission, Enrolment and Graduate Data by Program, 2005-2006

Table 3: Diploma Programs – Admission, Enrolment and Graduate Data, 2001-2006

Table 4: Baccalaureate Programs – Admission, Enrolment and Graduate Data, 2001-2006

Table 5: Post-RN Baccalaureate Programs – Admission, Enrolment and Graduate Data, 2001-2006

Table 6: Master's Programs – Admission, Enrolment and Graduate Data, 2001-2006

Table 7: Doctoral Programs – Admission, Enrolment and Graduate Data, 2001-2006

Table 8: Nurse Practitioner Programs – Admission, Enrolment and Graduate Data, 2001-2006

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

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

It is important to read the notes that accompany each table as well as the section “Methodological Notes,” which contains information pertinent to all of the tables and is found on page 29. The full survey methodology and definitions are found in Appendix A.

Symbols

- .. Figure not available
- ... Figure not appropriate or not applicable
- ^C Data affected by out-of-province delivery partnership
- ^R Revised data
- * Value suppressed in accordance with CNA privacy policy; cell value is between 1 and 4
- ** Value suppressed to ensure confidentiality; cell value is 5 or greater.

Methodology Overview

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

The survey is divided into three sections:

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

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

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

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

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

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

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

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

2005-2006 RESULTS

Table 1: Education Programs by Province/Territory – Schools Offering Diploma, Undergraduate and Graduate Programs, 2005-2006, by Program Category

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

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

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

	Diploma	Bacc.	Post-RN	Master's	Doctoral	NP
Canadore College		√				
Queen's University		√	√	√		√
Ryerson University		√	√			√
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		√	√			
College Universitaire Saint-Boniface (partnered with University of Ottawa / Université d'Ottawa)		√				
University of Manitoba		√	√	√	√	√
Red River College	√	√				
University College of the North		√				
Saskatchewan						
University of Saskatchewan		√	√	√		
First Nations University of Canada		√				
Saskatchewan Institute of Applied Sciences & Technology		√				√
Alberta						
Athabasca University		√	√	√	√	√
Mount Royal College		√				
University of Alberta		√	√	√	√	√
Grande Prairie College		√				
Grant MacEwan College	√	√				
Keyano College		√				
Red Deer College		√				
University of Calgary		√	√	√	√	√
Medicine Hat College	√	√				
University of Lethbridge		√	√	√		
Lethbridge College	√	√				

	Diploma	Bacc.	Post-RN	Master's	Doctoral	NP
British Columbia						
British Columbia Institute of Technology		√	√			√
College of the Rockies		√				
Kwantlen University College		√	√			
Douglas College		√				
Trinity Western University		√				
University College of the Fraser Valley		√	√			
University of British Columbia		√	√	√	√	√
University of British Columbia-Okanagan		√	√			
University of Northern British Columbia		√	√	√		√
College of New Caledonia		√				
University of Victoria		√	√	√	√	√
Aurora College (see entry under N.W.T)						
Camosun College		√				
Langara Community College		√				
Malaspina University-College		√	√			
North Island College		√	√			
Selkirk College		√				
Thompson Rivers University		√	√			
Northwest Territories						
Aurora College (partnered with University of Victoria)		√				√
Nunavut						
Nunavut Arctic College (partnered with Dalhousie University)		√				
Yukon: No programs offered.						
Canada Total	32	88	41	30	15	28

Notes

The diploma programs shown include diploma programs that are being phased out.

In this table, "Bacc." refers to basic baccalaureate programs.

Consult Appendix A for details.

Table 2: Admission, Enrolment and Graduate Data by Program, 2005-2006

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. 2005-2006	2,202	...	...	...	...	*1,873	...	124	...	205	...	..	...	...
Enrolment. 2005-2006	6,081	...	...	...	...	*5,284	...	269	...	528	...	...	...	...
Graduates. 2005	1,767	...	...	...	...	*1,345	...	84	...	235	100	*	...	...
Graduates. 2006	1,374	...	...	...	...	*1,063	...	114	...	193	...	*	...	...
BACCALAUREATE														
Admissions. 2005-2006	8,200	246	60	335	406	372	3,428	241	404	1,449	1,220	30	9	...
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	...
Graduates. 2005	5,080	197	51	^c 246	^c 328	487	^c 1,575	338	224	842	^c 792	^c ...	^c ...	...
Graduates. 2006	5,605	188	56	^c 262	^c 375	502	^c 1,919	282	214	937	^c 870	^c ...	^c ...	...
POST-RN BACCALAUREATE														
Admissions. 2005-2006	2,493	20	...	153	70	1,121	689	..	130	203	107	...	...	...
Enrolment. 2005-2006	9,123	385	...	580	276	3,265	1,876	201	201	1,408	931	...	...	...
Graduates. 2005	1,791	17	...	83	54	504	644	48	54	147	240	...	...	...
Graduates. 2006	1,942	14	...	74	50	749	595	49	26	145	240	...	...	...
MASTER'S														
Admissions. 2005-2006	866	15	...	20	23	204	221	13	21	266	83	...	...	...
Enrolment. 2005-2006	2,706	95	...	91	113	552	606	46	45	820	338	...	...	...
Graduates. 2005	465	7	...	32	16	81	169	11	17	76	56	...	...	...
Graduates. 2006	553	32	...	20	19	110	141	10	15	131	75	...	...	...
DOCTORATE														
Admissions. 2005-2006	78	...	...	*	...	19	32	..	*	20	*	...	...	...
Enrolment. 2005-2006	390	...	...	6	...	96	124	..	*	131	30	...	...	...
Graduates. 2005	39	...	...	0	...	7	8	..	0	13	11	...	...	...
Graduates. 2006	38	...	...	0	...	*	10	..	0	19	**	...	...	...
NURSE PRACTITIONER														
Admissions. 2005-2006	354	10	...	*	7	*	161	9	15	113	30	*	...	...
Enrolment. 2005-2006	879	25	...	**	37	20	317	26	28	351	66	*	...	...
Graduates. 2005	178	*	...	16	6	8	76	9	9	25	25	*	...	...
Graduates. 2006	204	14	...	**	6	8	88	8	11	30	31	*	...	...

Notes

The symbol ^c identifies graduate results affected by program delivery partnerships that cross provincial/territorial boundaries. Details are as follows:

2005:

- 8 students from College Universitaire Saint-Boniface, Man., received baccalaureate degrees from University of Ottawa / Université d'Ottawa, Ont.
- Fewer than 5* students from Nunavut Arctic College, Nunavut, received baccalaureate degrees from Dalhousie University, N.S.
* Value suppressed in accordance with CNA privacy policy; cell value is between 1 and 4.
- 52 students from Humber College, Ont., received baccalaureate degrees from the University of New Brunswick, N.B.

2006:

- 16 students from Aurora College, N.W.T., received baccalaureate degrees from the University of Victoria, B.C.
- 9 students from College Universitaire Saint-Boniface, Man., received baccalaureate degrees from University of Ottawa / Université d'Ottawa, Ont.
- 5 students from Nunavut Arctic College, Nunavut, received baccalaureate degrees from Dalhousie University, N.S.
- 105 students from Humber College, Ont., received baccalaureate degrees from the University of New Brunswick, N.B.

Summary of omitted and unusable data:

Quebec

Diploma	2005-2006: 4 schools' admission data; 2 schools' enrolment data. 2006: 2 schools' graduate data.
Baccalaureate	2005-2006: 2 schools' admission data.
Post-RN Baccalaureate	2005-2006: 3 schools' admission data; 2 schools' enrolment data.
Doctoral	2005-2006: 1 school's admission data.

Ontario

Post-RN Baccalaureate	2005-2006: 3 schools' admission data; 1 school's enrolment data.
Master's	2005-2006: 2 school's admission data.
Nurse Practitioner	2005-2006: 1 school's admission data.

Manitoba

Baccalaureate

2005-2006: 1 school's admission data.

Doctoral

2005-2006: 1 school's admission and enrolment data;

2005: 1 school's graduate data;

2006: 1 school's graduate data.

Alberta

Baccalaureate

2005-2006: 1 school's admission data.

British Columbia

Baccalaureate

2005-2006: 1 school's admission data.

Post-RN Baccalaureate

2005-2006: 4 school's admission data; 3 schools' enrolment data.

Master's

2005-2006: 1 school's admission data.

Doctoral

2005-2006: 1 school's admission data.

Table 3: Diploma Programs – Admission, Enrolment and Graduate Data, 2001-2006

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:														
2001-2002	6,470	...	...	...	...	3,744	2,578	92	...	16	16	24	...	...
2002-2003	1,792	...	...	...	...	1,247	329	95	...	121	0	..	...	...
2003-2004	2,064	...	...	...	...	1,835	...	100	...	129	...	..	...	...
2004-2005	2,171	...	...	...	...	1,862	...	102	...	207	...	..	...	...
2005-2006	2,202	...	...	...	...	1,873	...	124	...	205	...	..	...	...
ENROLMENT:														
2001-2002	15,788	...	...	...	...	8,720	6,689	183	*	115	**	62	...	...
2002-2003	7,256	...	...	...	...	3,255	3,496	199	...	255	0	51	...	...
2003-2004	^R 8,326	...	...	...	...	6,228	1,356	194	...	^R 548	...	...	...	...
2004-2005	7,727	...	...	...	...	6,811	**	242	...	655	...	*	...	...
2005-2006	6,081	...	...	...	...	5,284	...	269	...	528	...	...	...	...
GRADUATES:														
2001	3,093	...	...	...	...	1,234	1,576	0	*	142	128	**	...	...
2002	2,820	...	...	...	...	^R 551	1,904	72	...	135	133	25	...	...
2003	^R 4,478	...	...	...	...	1,092	^R 2,905	70	...	256	128	27	...	...
2004	^R 2,686	...	...	...	...	1,272	^R 895	81	...	271	163	*	...	...
2005	1,767	...	...	...	...	1,345	...	84	...	235	100	*	...	...
2006	1,374	...	...	...	...	1,063	...	114	...	193	...	*	...	...

Notes

Revisions to 2003 and 2004 graduate data reflect new data received in 2007 from some Ontario schools.

Summary of omitted and unusable data:

2001-2002: ..

2002-2003: 1 school did not report admission, enrolment or graduate data.

2003-2004: 5 schools did not report admission data; 4 schools did not report graduate data.

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

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

2006: In Quebec, 2 diploma programs did not provide graduate data.

Table 4: Baccalaureate Programs – Admission, Enrolment and Graduate Data, 2001- 2006

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:														
2001-2002	6,598	238	61	275	464	787	1,863	306	250	1,215	1,139	...	...	...
2002-2003	8,177	244	59	315	585	564	2,600	582	314	1,324	1,590	...	...	...
2003-2004	^R 7,767	^r 260	..	369	238	632	^R 2,712	459	296	^R 1,609	1,150	34	8	...
2004-2005	^R 7,638	255	57	334	297	^R 390	2,845	256	380	1,388	1,390	33	13	...
2005-2006	8,200	246	60	335	406	372	3,428	241	404	1,449	1,220	30	9	...
ENROLMENT:														
2001-2002	19,126	839	160	859	1,226	2,053	3,836	1,672	820	3,430	4,231	...	...	...
2002-2003	23,333	826	185	1,014	1,611	1,374	5,866	1,891	934	3,947	5,685	...	...	...
2003-2004	^R 25,612	871	..	1,103	1,266	^R 2,612	8,564	1,879	911	4,310	3,998	79	19	...
2004-2005	^R 27,457	864	225	1,171	1,244	^R 1,712	9,877	1,433	1,111	4,527	5,188	79	26	...
2005-2006	29,748	879	225	1,198	1,273	1,639	11,727	1,605	1,172	4,649	5,270	83	28	...
GRADUATES:														
2001	2,549	176	25	148	181	285	515	205	147	469	398	...	...	...
2002	2,835	165	59	141	200	191	674	257	206	575	367	...	...	...
2003	3,601	191	39	200	226	463	753	357	192	561	619	...	...	...
2004	^R 4,255	223	51	254	282	^R 472	891	338	227	883	634	...	...	...
2005	5,080	197	51	^c 246	^c 328	487	^c 1,575	338	224	842	^c 792	^c ...	^c...	...
2006	5,605	188	56	^c 262	^c 375	502	^c 1,919	282	214	937	^c 870	^c ...	^c...	...

Notes

The symbol ^c identifies graduate results affected by program delivery partnerships that cross provincial/territorial boundaries. Details as follows:

2005:

- 8 students from College Universitaire Saint-Boniface, Man., received baccalaureate degrees from University of Ottawa / Université d'Ottawa, Ont.
- Fewer than 5* students from Nunavut Arctic College, Nunavut, received baccalaureate degrees from Dalhousie University, N.S.
* Value suppressed in accordance with CNA privacy policy; cell value is between 1 and 4.
- 52 students from Humber College, Ont., received baccalaureate degrees from the University of New Brunswick, N.B.

2006:

- 16 students from Aurora College, N.W.T., received baccalaureate degrees from the University of Victoria, B.C.
- 9 students from College Universitaire Saint-Boniface, Man., received baccalaureate degrees from University of Ottawa / Université d'Ottawa, Ont.
- 5 students from Nunavut Arctic College, Nunavut, received baccalaureate degrees from Dalhousie University, N.S.
- 105 students from Humber College, Ont., received baccalaureate degrees from the University of New Brunswick, N.B.

Summary of omitted and unusable data:

2001-2002: ..

2002-2003: 1 university did not report admission data.

2003-2004: 7 schools did not report admission data; 1 school did not report enrolment data.

2004-2005: 1 school did not report admission data.

2005-2006: In Quebec admission data provided by 2 universities was not usable;
In Manitoba admission data provided by 1 university was not usable;
In Alberta, 1 school did not provide admission data;
In British Columbia, 1 school did not provide admission data.

Table 5: Post-RN Baccalaureate Programs – Admission, Enrolment and Graduate Data, 2001-2006

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:														
2001-2002	2,455	**	...	110	..	133	1,114	*	36	521	514	...	...	...
2002-2003	R2,409	..	...	R9	56	150	730	96	189	629	550	...	...	...
2003-2004	R1,918	52	...	16	45	R376	669	5	92	574	89	...	...	...
2004-2005	R2,539	28	...	99	58	R965	R379	124	100	282	504	...	...	...
2005-2006	2,493	20	...	153	70	1,121	689	..	130	203	107	...	...	...
ENROLMENT:														
2001-2002	5,993	321	...	450	*	568	2,071	**	110	1,567	864	...	...	...
2002-2003	5,150	..	...	28	320	372	1,561	191	189	1,500	989	...	...	...
2003-2004	R6,047	361	...	37	211	R1,039	1,625	..	276	1,662	836	...	...	...
2004-2005	R7,754	384	...	451	247	R1,985	1,782	192	290	1,361	1,062	...	...	...
2005-2006	9,123	385	...	580	276	3,265	1,876	201	201	1,408	931	...	...	...
GRADUATES:														
2001	1,188	20	...	68	24	224	485	39	22	88	218	...	...	...
2002	1,236	17	...	85	29	140	524	46	21	147	227	...	...	...
2003	R1,214	8	...	41	44	R115	588	53	43	123	199	...	...	...
2004	R1,437	15	...	40	68	R357	474	46	44	132	261	...	...	...
2005	1,791	17	...	83	54	504	644	48	54	147	240	...	...	...
2006	1,942	14	...	74	50	749	595	49	26	145	240	...	...	...

Notes

Summary of omitted and unusable data:

2001-2002: ..

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

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

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

2005-2006: In Quebec, 3 schools did not provide admission and 2 schools did not provide enrolment data;
In Ontario, 3 schools did not provide admission data and 1 school did not provide enrolment data;

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

Table 6: Master's Programs – Admission, Enrolment and Graduate Data, 2001-2006

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:														
2001-2002	719	82	...	20	6	48	200	27	10	130	196	...	...	...
2002-2003	584	...	...	29	28	148	125	21	16	211	6	...	...	...
2003-2004	758	32	...	17	23	203	244	22	13	169	35	...	...	...
2004-2005	850	16	...	19	28	220	140	14	16	283	114	...	...	...
2005-2006	866	15	...	20	23	204	221	13	21	266	83	...	...	...
ENROLMENT:														
2001-2002	1,802	82	...	77	16	415	494	97	35	378	208	...	...	...
2002-2003	1,706	..	...	93	133	259	472	98	45	394	212	...	...	...
2003-2004	2,494	99	...	96	138	599	666	75	48	466	307	...	...	...
2004-2005	2,476	114	...	97	125	525	497	43	35	680	360	...	...	...
2005-2006	2,706	95	...	91	113	552	606	46	45	820	338	...	...	...
GRADUATES:														
2001	303	12	...	14	10	55	124	13	9	33	33	...	...	...
2002	336	16	...	18	6	41	143	13	10	65	24	...	...	...
2003	434	11	...	14	11	45	215	14	9	82	33	...	...	...
2004	427	11	...	12	7	75	159	16	20	92	35	...	...	...
2005	465	7	...	32	16	81	169	11	17	76	56	...	...	...
2006	553	32	...	20	19	110	141	10	15	131	75	...	...	...

Notes

Summary of omitted and unusable data:

2001-2002: ..

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

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

2004-2005: All schools reported all data.

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

Table 7: Doctoral Programs – Admission, Enrolment and Graduate Data, 2001-2006

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:														
2001-2002	56	...	...	...	...	12	25	...	...	9	10	...	...	...
2002-2003	48	...	...	...	...	**	10	...	...	25	*	...	...	...
2003-2004	65	...	...	...	...	15	24	...	*	22	*	...	...	...
2004-2005	76	...	...	*	...	24	20	...	*	25	*	...	...	...
2005-2006	78	...	...	*	...	19	32	..	*	20	*	...	...	...
ENROLMENT:														
2001-2002	161	...	...	...	...	37	63	...	...	26	35	...	...	...
2002-2003	271	...	...	...	...	44	83	...	...	98	46	...	...	...
2003-2004	289	...	...	...	...	80	90	...	*	107	**	...	...	...
2004-2005	327	...	...	*	...	86	99	...	*	98	39	...	...	...
2005-2006	390	...	...	**	...	96	124	..	*	131	30	...	...	...
GRADUATES:														
2001	20	...	...	...	...	7	*	...	...	6	*	...	...	...
2002	18	...	...	...	...	*	*	...	...	8	*	...	...	...
2003	31	...	...	...	...	**	9	...	...	14	*	...	...	...
2004	25	...	...	...	...	*	12	...	...	7	*	...	...	...
2005	39	...	...	0	...	7	8	..	0	13	11	...	...	...
2006	38	...	...	0	...	*	10	..	0	19	**	...	...	...

Notes

Summary of omitted and unusable data:

2001-2002: ..

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

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

2004-2005: All schools reported all data;

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

Table 8: Nurse Practitioner Programs – Admission, Enrolment and Graduate Data, 2001-2006

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:														
2001-2002	170	**	...	...	...	...	105	...	...	50	...	*	...	...
2002-2003	R155	..	...	11	...	...	R77	...	...	R67	...	..	...	...
2003-2004	R230	25	...	12	15	13	R81	**	41	..	30	*	...	...
2004-2005	273	7	...	11	11	11	65	*	20	112	30	*	...	...
2005-2006	354	10	...	*	7	*	161	9	15	113	30	*	...	...
ENROLMENT:														
2001-2002	332	**	...	...	...	...	215	...	...	102	...	*	...	...
2002-2003	R248	..	...	13	...	...	R158	...	...	R77	...	..	...	...
2003-2004	R691	25	...	46	30	39	151	29	156	R167	42	6	...	...
2004-2005	669	24	...	31	36	25	138	24	50	279	56	6	...	...
2005-2006	879	25	...	**	37	20	317	26	28	351	66	*	...	...
GRADUATES:														
2001	70	11	...	*	...	*	45	...	...	11	...	0	...	...
2002	168	9	...	11	...	41	87	...	...	20	...	..	...	...
2003	R231	13	...	10	8	R**	155	*	9	22	0	6	...	...
2004	149	16	...	20	..	..	46	*	**	55	..	0	...	...
2005	178	4	...	16	6	8	76	9	9	25	25	0	...	...
2006	204	14	...	**	6	8	88	8	11	30	31	*	...	...

Notes

Summary of omitted and unusable data:

2001-2002: ..

2002-2003: 1 university did not report admission data;
5 universities did not report enrolment data;
2 universities did not report graduate data

2003-2004: 3 schools did not report admission data;
2 schools did not report enrolment data;

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

2005-2006: In Ontario, 1 school did not provide admission data.

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

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

Notes

Summary of omitted and unusable data:

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

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

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

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

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

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

Notes

Summary of omitted and unusable data:

2002: 18 schools did not submit age cohort data;

2003: 21 schools did not submit age cohort data;

2004: 15 schools did not submit age cohort data;

2005: 23 schools did not submit age cohort data.

Methodological Notes – Survey Tables

Classification of nursing programs

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

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

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

Collection Period

Program inventory, admissions, enrolment and faculty data are collected on the academic year. This year's collection is for the 2005-2006 academic year.

Graduate data is collected on the calendar year. This year's collection captures graduates for calendar years 2005 and 2006.

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

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

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

Data Limitations

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

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

Out-Of-Province/Territory Partnerships

Colleges and universities may establish program delivery partnerships that cross provincial/territorial boundaries. Where these partnerships exist, data are treated as follows: admission and enrolment data are recorded according to the program delivery responsibility of each partner. Graduates are captured in the graduate data of the university partner because the university awards the program degree. Please consult the Survey Methodology for additional details.

Out-of-province/territory baccalaureate collaborative partnerships as of 2005-2006 include: Aurora College, N.W.T., partnered with the University of Victoria, B.C.; College Universitaire Saint-Boniface, M.B., partnered with University of Ottawa / Université d'Ottawa. Ont.; Nunavut Arctic College, Nunavut, partnered with Dalhousie University, N.S.; and Humber College, Ont., partnered with the University of New Brunswick, N.B.

The symbol ^{co} identifies graduate results affected by program delivery partnerships that cross provincial/territorial boundaries.

Survey Response

2001-2002: The 2001-2002 survey was sent to 134 schools offering nursing programs; 118 schools completed the survey; 15 CEGEPs and 1 Quebec university did not complete the survey. The overall *response rate was 88%*. Quebec's response rate was 69%. In all other provinces and territories, 100% participation was achieved.

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

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

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

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

Privacy and Confidentiality

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

APPENDIX A

The National Student and Faculty Survey of Canadian Schools of Nursing 2005-2006: Survey Methodology

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

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

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

General Methodology

Background

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

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

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

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

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

Data Collection

The survey requests information on the following:

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

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

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

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

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

Data Organization

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

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

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

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

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

Collaborative partnerships exist across provincial/territorial boundaries. Data records identify these out-of-province/territory partnerships while handling admission, enrolment and graduate data as previously detailed.

During the survey period 2005–2006, there were four out-of-province/territory baccalaureate collaborative partnerships: Aurora College, N.W.T., partnered with University of Victoria, B.C.; College Universitaire Saint-Boniface, M.B., partnered with University of Ottawa / Université d'Ottawa, Ont.; Nunavut Arctic College, N.T., partnered with Dalhousie University, N.S.; and Humber College, Ont., partnered with the University of New Brunswick, N.B.

Tables

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

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

Data Confidentiality and Privacy

As part of the 2005-2006 survey submission procedures, each school completes a confidentiality and approval release form authorizing CNA and CASN to release the data for purposes of research, policy-making, advocacy, etc.

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

Definitions Used in the Survey

Advanced Entrants

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

Advanced entrants include:

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

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

Baccalaureate Program Collaborative Delivery

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

Baccalaureate Program University Delivery

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

Campus Site

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

Continuing Students

Continuing students include:

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

Employment Status

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

Enrolment

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

Enrolment Status

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

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

Faculty Category

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

First-Time Students

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

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

Intake

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

Number of application received

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

Number of admissions offered to students

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

Number of qualified applications unable to accommodate

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

Program Category

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

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

Program Duration

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

Qualification

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

Quota

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

Repeater Students

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

Returnee LOA Students

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

Roll-up Results

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

Total quota all sites, all intakes

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

Transfer-In Internal Students

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

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

Transfer-In External Students

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

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

Notes

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