

Nursing Education in Canada Statistics

2007-2008

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

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

 **CANADIAN
NURSES
ASSOCIATION**



This report has been prepared by CNA and CASN
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Introduction

The Canadian Association of Schools of Nursing (CASN) and the Canadian Nurses Association (CNA) are pleased to present *Nursing Education in Canada Statistics, 2007-2008*.

This report supports effective health human resources planning by providing statistical analysis about:

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

The National Student and Faculty Survey of Canadian Schools of Nursing as one of three key sources of data to identify the number of nursing students entering the system.

This publication includes quantitative data from the *National Student and Faculty Survey of Canadian Schools of Nursing, 2007-2008* as well as data obtained from Ordre des infirmières et infirmiers du Québec (OIIQ). It also includes 20 tables tabulating the results of the *National Student and Faculty Survey of Canadian Schools of Nursing 2007-2008*.

Note: Use of OIIQ data is limited to the section titled '2007-2008 Key Program Findings.' These data offset survey under-reporting of admission and graduate data for Quebec's diploma and basic baccalaureate programs. The inclusion of the OIIQ data in combination with the results of the National Student and Faculty Survey of Canadian Schools of Nursing permits pan-Canadian analysis.

The National Student and Faculty Survey of Canadian Schools of Nursing

Since 1963, CNA has been collecting student and faculty data from Canadian schools offering nursing programs that entitle successful graduates to apply for initial licensure/registration, post-RN and graduate RN programs. CASN and CNA have collaborated to collect data from CASN member schools since 1985.

The *National Student and Faculty Survey of Canadian Schools of Nursing* (NSFS) is the only longitudinal national collection of nursing education data in Canada. According to the Canadian Institute for Health Information,¹ there are three key sources of data to identify the number of nursing students entering the system. The *National Student and Faculty Survey of Canadian Schools of Nursing* is one of these sources.

The NSFS focuses on two main elements: programs and faculty. Program elements provide data about the number of students admitted, enrolled and graduating from nursing programs; the variety of programs available, including those that support lifelong learning; and innovative approaches to program delivery. Faculty elements include numbers of faculty, their roles and employment status, education levels attained and in progress, age cohorts, and recruitment and retirement. In 2008, five new questions were added to the faculty section to gain a more comprehensive understanding of the nursing faculty workforce.

Survey Distribution and Response

The joint CNA and CASN portion of the 2007-2008 survey was issued to 135 schools of nursing offering entry-to-practice (ETP) education entitling successful graduates to apply for initial licensure/registration as an RN, post-RN and graduate RN education.

One CASN member school suspended their baccalaureate program in 2007-2008, reducing possible respondents to 134 schools. One hundred and eighteen of 134 schools completed the survey, including 88 of a possible 90 CASN members.

The overall survey response rate was 88%; the CASN member response rate was 98%. See Table details starting on page 19 for information about omitted or unusable data. On average, 61% of schools responded to the faculty questions.

Data Comparison Timeframes

Program inventory, admissions, and enrolment data were collected for the 2007-2008 academic year. Unless otherwise stated, comparisons in this report concerning program inventory, admission and enrolment are 2007-2008 data as compared with 2006-2007 data.

Graduate data were collected for calendar year 2008. Unless otherwise stated, comparisons in this report concerning graduates are 2008 data as compared with 2007 data.

Faculty data were collected for calendar year 2008. Unless otherwise stated, comparisons in this report concerning graduates are 2008 data as compared with 2007 data.

Survey Methodology

See Appendix A, Survey Methodology, for methodological information.

2007-2008 Key Program Findings

Entry-to-Practice Programs

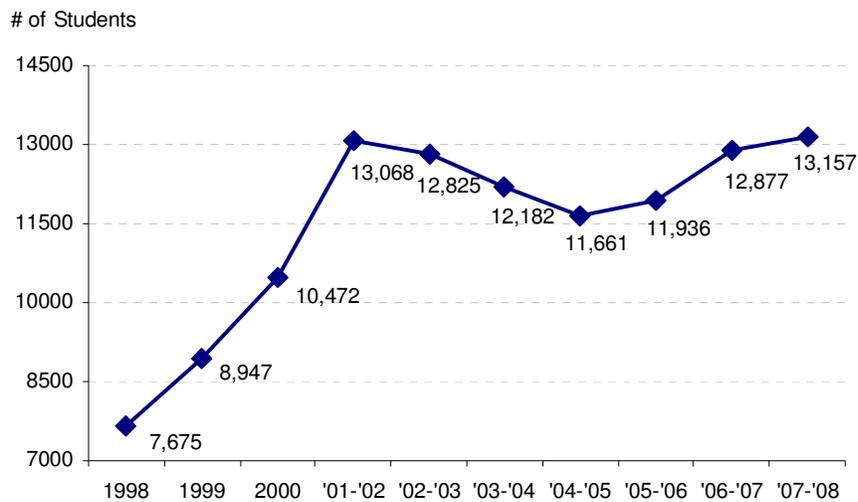
Entry-to-practice (ETP) programs entitle the successful graduate to apply for initial licensure/registration as an RN.

- 118 schools reported one or more ETP programs.
- 87 schools offered ETP baccalaureate programs.
- ETP baccalaureate programs of various durations (4-year, 3.5-year, 3-year, 2-year etc.), were available in every province and territory, except for the Yukon.
- 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.

ETP Admissions

- 13,157 students were admitted to ETP programs, an increase of 2.2% (from 12,877), continuing the upward trend of past years (Figure A).
- 2007-2008 represented a new high in admissions numbers (Figure A).

Figure A: Admissions to Entry-to-Practice Programs, 1998-2000 and 2001-2002 to 2007-2008
(collection period changed from calendar year to academic year in 2001)

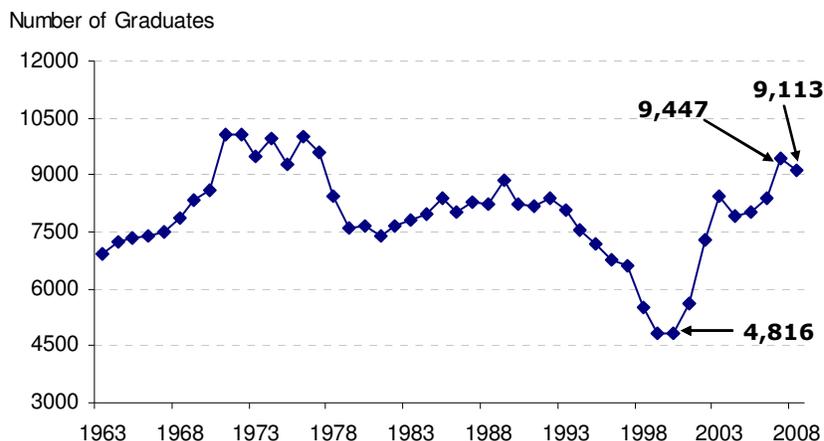


Sources: The National Student and Faculty Survey of Canadian Schools of Nursing; OIIQ

ETP Graduates

- Fewer than 5,000 nursing students graduated from ETP programs in 2002. (Figure B).
- Six years later, the number of ETP graduates increased by 89.2% (9,113) (Figure B).
- During the period 2004 to 2008, the largest increase in number of ETP graduates occurred in 2007, rising 12.7% over the previous year (Figure B and Table A).
- The number of ETP graduates fell 3.5% as a result of decreases in all but four provinces and territories (Table A).

Figure B: Graduates from Entry-to-Practice Programs, 1963-2008



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

Table A: Percent Change of Number of Graduates from Entry-to-Practice Programs by Jurisdiction, 2004 to 2008

Jurisdiction	2004	2005	% Change 04 to 05	2006	% Change 05 to 06	2007	% Change 06 to 07	2008	% Change 07 to 08
Newfoundland and Labrador	223	197	-11.7	188	-4.6	221	17.6	201	-9.0
Prince Edward Island	51	51	0.0	56	9.8	56	0.0	55	-1.8
Nova Scotia	254	244	-3.9	257	5.3	283	10.1	287	1.4
New Brunswick	282	276	-2.1	270	-2.2	259	-4.1	256	-1.2
Quebec	2,713	3,003	10.7	2,965	-1.3	2,667	-10.1	2,344	-12.1
Ontario	1,786	1,619	-9.4	2,015	24.5	2,828	40.3	2,797	-1.1
Manitoba	419	430	2.6	405	-5.8	466	15.1	456	-2.1
Saskatchewan	227	224	-1.3	214	-4.5	259	21.0	319	23.2
Alberta	1,154	1,077	-6.7	1,130	4.9	1,248	10.4	1,328	6.4
British Columbia	797	892	11.9	854	-4.3	1,132	32.6	1,048	-7.4
Northwest Territories	..	..	..	20	..	13	-35.0	17	30.8
Nunavut	..	..	..	5	..	15	200.0	5	-66.7
Yukon (no programs)	...	...	...	...	...	...	...	...	...
CANADA	7,906	8,013	1.4	8,379	4.6	9,447	12.7	9,113	-3.5

.. Figure not available

... Figure not appropriate or not applicable

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

Lifelong Learning (Continuing Education)

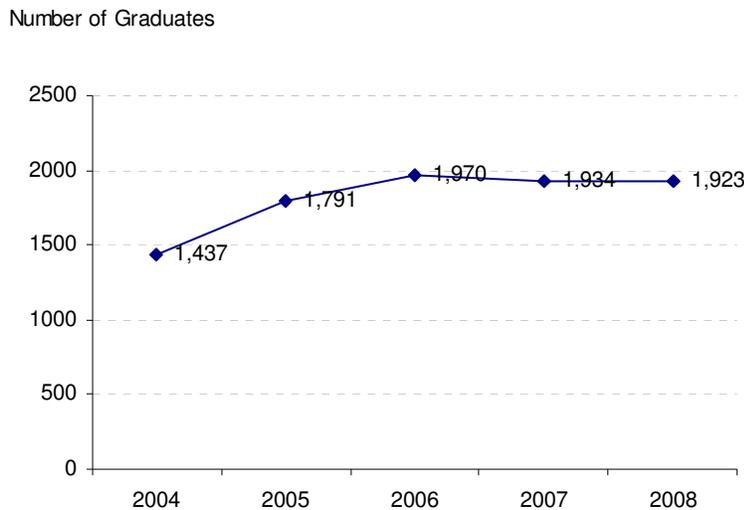
Opportunities for continuing education are a significant factor influencing nurse retention. Nurses seek lifelong learning, as well as credential upgrading, to acquire new knowledge needed to meet the demands of an ever-changing, increasingly complex, work environment.ⁱⁱ

According to Statistics Canada, “the ability and willingness of adults to continue learning throughout their lives has been identified as a critical element in Canada’s economic future. The need for new skills in the economy has had a profound impact on jobs, in most, if not all, industries and occupations.”ⁱⁱⁱ

Post-RN Programs

- 34.7% of schools (41 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 available in Prince Edward Island, the Northwest Territories, Nunavut or the Yukon.
- 1,923 RNs graduated from post-RN baccalaureate programs, a 33.8% increase from a low of 1,437 in 2004 (Figure C).
- Post-RN graduate results have remained steady at approximately 1,900 since 2006.

Figure C: Graduates from Post-RN Baccalaureate Programs, 2004-2008



“The ability and willingness of adults to continue learning throughout their lives has been identified as a critical element in Canada’s economic future.”

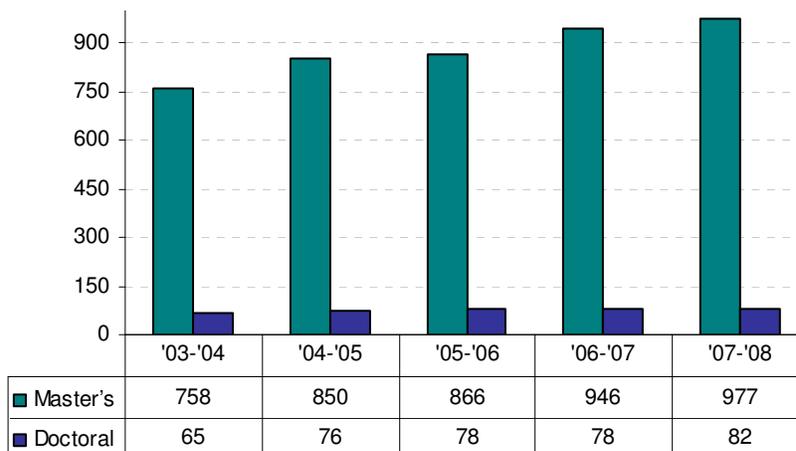
Source: The National Student and Faculty Survey of Canadian Schools of Nursing

Master's and Doctoral Programs

- 26.3% of schools (31 schools) offered one or more master's program; programs were not available in Prince Edward Island, the Northwest Territories, Nunavut or the Yukon.
- Admissions to master's programs continued to rise, reaching 977, a 3.2% increase (Figure D).
- 723 RNs graduated from master's programs, a 19.9% increase over the previous year (Figure E).
- 11.0% of schools (13 schools) offered doctoral programs.
- Admissions to doctoral programs increased 5.1% (Figure D).
- Graduates from doctoral programs decreased 11.4% (Figure E).

Figure D: Admissions to Master's and Doctoral Programs, 2003-2004 to 2007-2008

Number of Admissions



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

Figure E: Graduates from Master's and Doctoral Programs, 2004 to 2008

Number of Graduates



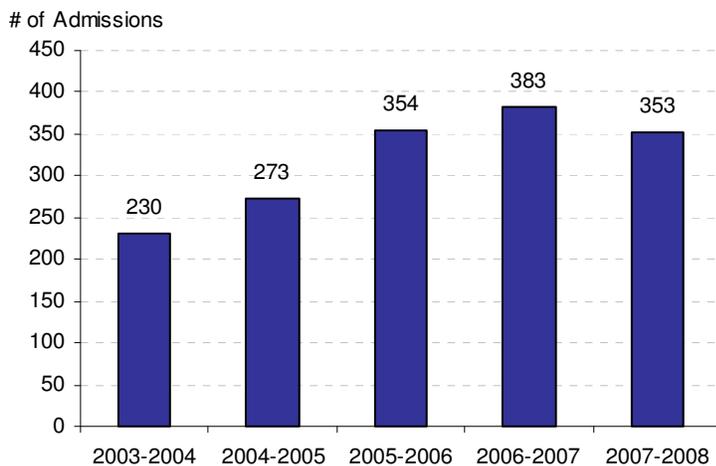
Source: The National Student and Faculty Survey of Canadian Schools of Nursing

Nurse Practitioner Programs

- 24.6% of schools (29 schools) offered one or more nurse practitioner (NP) programs.
- NP programs were available in all provinces and territories, except for Prince Edward Island, Nunavut and the Yukon.
- Admissions to NP programs decreased in every province and territory except for Nova Scotia and Ontario; total admissions were down 7.8% (Figure F).
- Ontario and British Columbia each graduated one more NP in 2008 than in 2007; all other provinces and territories experienced a decrease in graduates.
- The number of NP graduates reported* fell 17.8% (Figure G).

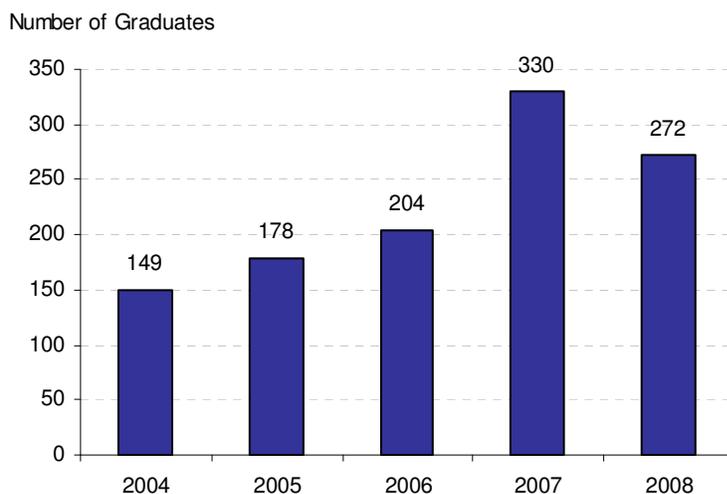
* Manitoba was unable to provide NP graduate results. See Table 8 Notes, page 36, for details.

Figure F: Admissions to Nurse Practitioner Programs 2004-2005 to 2007-2008



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

Figure G: Graduates from Nurse Practitioner Programs 2004-2008



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

Program Delivery Innovations

Fast-Track ETP Programs

Fast-track ETP programs allow students to complete their education in less time than traditional programs. Schools of nursing offer a variety of fast-track ETP programs, including those identified as “accelerated,” “fast-track,” “compressed,” “second-degree entry,” “advanced entry,” and “bridging” programs. The number of fast-track ETP program options available throughout the country continues to grow.

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

- 26.3% of schools (31 schools) offered one or more ETP fast-track program for a total of 39 ETP fast-track programs; this was a 2.6% increase as compared with the previous year and a 21.8% increase as compared with 2005-2006 (Table B).
- With the introduction of a fast-track ETP program in Prince Edward Island, all provinces reported one or more fast-track ETP program.
- Ontario offered the highest number of fast-track ETP programs (11), followed by Alberta (7), British Columbia (6) and Quebec (5).

Table B: Number of Fast-Track Entry-to-Practice Programs by Jurisdiction, 2003-2004 to 2007-2008

Jurisdiction	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
NL	2	2	2	2	2
PEI	0	0	0	0	1
NS	5	5	4	3	4
NB	1	1	1	..	1
QC	1	1	2	7	5
ON	9	9	10	12	11
MB	0	0	2	1	1
SK	0	1	2	2	1
AB	3	6	6	6	7
BC	5	4	3	5	6
Northwest Territories	..	..	..	..	..
Nunavut	..	..	..	..	..
Yukon (no programs)	n/a	n/a	n/a	n/a	n/a
CANADA	26	29	32	38	39

.. Figure not available

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

Distributed Learning (Distance Education)

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

The number of nursing degree programs and advanced practice programs offered in modes other than the traditional face-to-face classroom mode is increasing. Distributed learning courses facilitate access for students living outside urban centres and for working nurses seeking to upgrade academic credentials.

- 41.2% of degree programs (82 programs) or advanced programs utilized DL (Table C).
- The majority of DL programs were nurse practitioner programs (65.5%) followed by master's (59.3%) and post-RN Baccalaureate (45.2%).
- DL was least used in doctoral (30.7%) and ETP baccalaureate (30.3%) programs.
- Ontario and British Columbia offered the greatest number of DL programs.

Table C: Number of Degree and Advanced Practice Programs Utilizing Distance Learning, 2007-2008

Jurisdiction	ETP	Post-RN	Master's	Doctoral	Nurse	Total All Programs
	Baccalaureate	Baccalaureate			Practitioner	
NL	1	1	1	...	1	4
PEI	0	...	...	...	0	0
NS	...	1	1	...	1	3
NB	1	1	2	...	1	5
QC	2		3	2	1	8
ON	9	5	6	...	8	28
MB	4	2	1	...	1	8
SK	1	1	...	...	1	3
AB	3	3	1	1	1	9
BC	6	5	4	1	4	20
Northwest Territories	0	...	...	...	...	0
Nunavut	0	...	...	...	...	0
Yukon (no programs)	...	...	...	...	...	...
DL Programs	27	19	19	4	19	82
CANADA	89	42	32	13	29	199
DL Programs as a % of Canada						
Total	30.3%	45.2%	59.3%	30.7%	65.5%	41.2%

The nurse practitioner program counts by jurisdiction include six programs that are master's stream options. The master's stream nurse practitioner option programs are also included in master's program counts. To adjust for double counting, the "DL Programs" and "Canada" totals have been reduced by 6.

... Figure not appropriate or not applicable

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

2008 Key RN Faculty Findings

The supply of RN faculty is one factor affecting the country's ability to increase its capacity to educate nurses.^{iv} That supply is influenced by retirement of existing faculty, the inflow of newly prepared faculty, and other factors such as human resource budgets and the challenges of retaining current faculty and recruiting new faculty.^v

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.

“RN Faculty” and “Faculty” refer to all of the above.

RN Faculty Demographics

- 9,771 RN faculty were employed by schools of nursing.
- 2,427 of the 9,771 were permanent faculty (Table D).
- 51% of the 9,771 were 50 years of age or older (Table E).
- Fewer than 25% of faculty are permanent (Table D).
- 30.9% of permanent faculty were 55 years or older (Table E).
- An increasing percentage of RN permanent faculty were in the 50+ age cohort (Table F).
- The percentage of RN permanent faculty in the 50+ age cohort is 12.2% greater than in the RN workforce (Table E).
- An increasing percentage of RN permanent faculty were 50 or older (Table F) with the greatest percentage change in the 60+ age cohort.

The response rate for the question about age cohorts was 69.6% (94 schools). The response rate for the question about employment status was 74.1% (100 schools).

Table D: Number of Faculty by Employment Status, 2008

Faculty Category	Number of Faculty	% of Faculty Workforce
Permanent Faculty: permanent, full-time faculty	2,427	24.4
Contract Full-Time Faculty: faculty fulfilling contracts of one academic year or longer	1,032	10.6
Contract Part-Time Faculty: faculty fulfilling contracts of less than one academic year	6,312	64.9
Total Faculty Workforce:	9,771	99.9

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

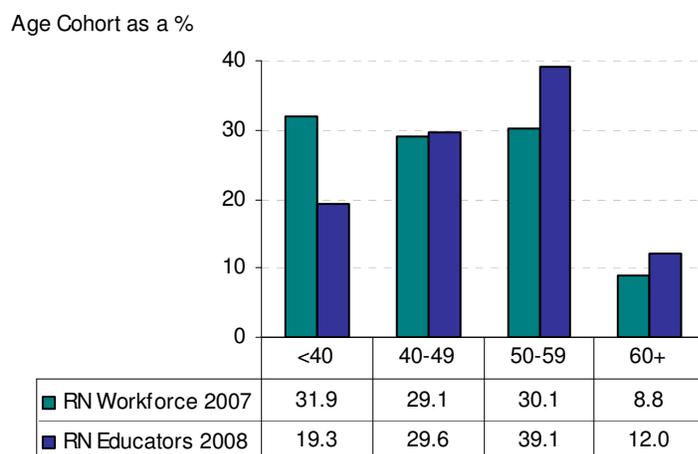
Table E: RN Workforce Age Category Percentages 2007 Compared with RN Permanent Faculty Age Category Percentages 2008

Age Category	% of RN Workforce	% of RN Faculty
	2007	2008
45+	53.9	66.5
50+	38.9	51.1
55+	22.0	30.9

Sources: The National Student and Faculty Survey of Canadian Schools of Nursing; Canadian Institute for Health Information. (2008). *Workforce trends of registered nurses in Canada, 2007*. Ottawa: Author

Age cohort data for 57 full-time faculty were not reported.

Figure H: Proportion of RN Workforce and RN Permanent Faculty by Age Cohort, 2007-2008



Sources: The National Student and Faculty Survey of Canadian Schools of Nursing; Canadian Institute for Health Information. (2008). *Workforce trends of registered nurses in Canada, 2007*. Ottawa: Author

Table F: Comparison of RN Permanent Faculty Age Cohorts 2006 and 2008

Age Cohort	% of RN Faculty	% of RN Faculty	% Change
	2006	2008	
<40	22.3	19.3	-13.5
40-49	34.6	29.6	-14.5
50-59	35.2	39.1	11.1
60+	7.8	12.0	53.8

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

RN Faculty Recruitment and Retirement

The information collected from recruitment and retirement questions revealed new information with implications for faculty supply, including hiring challenges, ongoing recruitment loads, and

concerns about the limited pool of master's and doctorally prepared nurses available to work in academic positions.

- 65 permanent RN faculty (senior faculty) retired in 2008 and 734 permanent RN faculty aged 55 or more (Table D and Table E) were eligible to retire.
- 51% of schools identified non-competitive salary ranges compared with practice settings as a challenge when it comes to hiring faculty.
- Schools were unable to fill 70 full-time positions, representing a 2.0% vacancy rate. See Table D for full-time faculty count.
- Schools projected hiring requirements in excess of 350 full-time positions for 2009.

The response rate to the question about actual recruitment and recruitment projections of full-time faculty was 61.8% (73 responses). The response rate for the question about actual retirement of permanent faculty was 62.7% (74 responses). The response rate for the question about retirement projections for 2009 of permanent faculty was 36.4% (43 responses)

Full-Time RN Faculty Academic Upgrading

- 16.6% of full-time RN faculty (573 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 G).
- The majority of faculty were undertaking master's programs (53.2%).

The response rate for the question about the number of full-time faculty engaged in academic upgrading was 64.4% (76 responses).

“Full-time faculty” refers to full-time permanent faculty plus full-time contract faculty.

Table G Full-Time Faculty Engaged in Academic Upgrading, 2008

	Full-Time Permanent		Full-Time Contract		Total
	In Canada	Outside Canada	In Canada	Outside Canada	
Canada Total					573
Diploma in nursing	0	0	0	0	0
Diploma in other discipline	0	0	0	0	0
Baccalaureate degree in nursing	13	0	17	0	30
Baccalaureate degree in other discipline	0	0	0	0	0
Master's degree in nursing	149	15	69	3	236
Master's degree in other discipline	47	9	12	1	69
Doctoral degree in nursing	91	10	36	4	141
Doctoral degree in other discipline	55	5	14	2	76
NP other	7	0	0	0	7
NP post master's	1	0	1	0	2
Post-doctoral study in nursing	5	1	0	0	6
Post-doctoral study in other discipline	0	0	0	0	0
Other	3	0	3	0	6

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

Number and Type of RN Faculty Contracts in Place

This new question for calendar year 2008 asked about the number and type of the contracts in place.

- Schools employed 9,771 faculty (Table D).
- 24.8% of the faculty held full-time permanent positions (Table H).
- 10.6% of full-time faculty held full-time contracts of one academic year or longer (Table D).
- 64.9% of the faculty (i.e., part time faculty) currently teaching in nursing programs were employed in a part-time contract capacity (Table D).

“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 55.9% (66 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. An approved leave may include maternity/paternity leave, sick leave, compassionate leave, sabbatical leave, etc.

- Permanent faculty tend to be the senior members who carry the responsibility for curriculum planning, committee work^{vi} and graduate supervision.^{vii}
- 7.1% of permanent faculty (172) were on leave (Table H).
- British Columbia, New Brunswick, Newfoundland and Labrador, and the Northwest Territories exceeded the Canada total of 7.1%.
- Saskatchewan reported the fewest number of faculty on leave at 2.7%.

Response rate for the question about number of permanent faculty on leave was 55.9% (66 responses).

Table H: Full-Time Permanent RN Faculty on Leave, 2008

	Canada	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
F-T Permanent Faculty, # of	2,427	90	45	65	82	331	578	154	188	320	559	15	..	...
F-T Permanent Faculty on Leave, # of	172	6	2	4	13	24	33	8	5	24	50	3	..	...
% on Leave	7.1	6.6	4.4	6.2	15.9	7.3	5.7	5.2	2.7	7.5	8.9	20.0	..	...

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

Faculty Recruitment Factors

Schools were asked to identify factors that affect their ability to recruit full-time faculty. Of particular interest are the unique nature of regional issues and the commonality of pan-Canadian factors.

Regional Factors (Northern/Rural)

At the regional level, northern and rural areas reported low salaries and lack of sufficient numbers of faculty with the requisite qualifications as the biggest factors limiting their ability to recruit faculty.

Pan-Canadian Recruitment Factors

Schools across Canada identified many of the same factors as negatively affecting their ability to recruit (qualified) faculty. These factors included lack of sufficient numbers of faculty with requisite qualifications, non-competitive salaries, shortages of available resources and school funding limitations (Table I).

Table I: Recruitment Factors, 2008

Regional	% of Respondents Reporting Factor
Lower salaries, limited employment opportunities for partners, and a relatively high cost of living tend to make it difficult to attract faculty.	26
Pan-Canadian	% of Respondents Reporting Factor
A shortage of nurse practitioner, master's and doctorally prepared nurses seeking academic positions.	31
Lower salaries for master's and doctorally prepared faculty as compared with salaries available in practice settings.	51
Increasing demand for nurses in the community in concert with higher clinical salaries contributes to difficulty in recruiting nurses to faculty positions.	26
Lack of sustainable funding to create full-time positions.	10

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

Response rate for the question issues affecting the recruitment of full-time faculty was 51.7% (61 responses)

Summary

- Lower admissions in 2004-2005 resulted in a slight drop in graduates in 2008 after a consistent rise over the past three years.
- Schools responded to the demand for nurses by increasing the number of fast-track programs and expanding the use of distributed learning delivery models.
- Findings point to a potential crisis in nursing education over the next 10 years as faculty retire, particularly given the low numbers of doctoral graduates and widespread recruitment challenges.

The results of the 2007-2008 survey indicate continued progress. However, it will be important to maintain momentum by continuing to focus on new program delivery methods, the use of new technologies, school capacity, seat investment, and investment in factors that affect the supply of faculty. A long-term strategy is required to educate more doctoral graduates, and retain and recruit nursing faculty.

2007-2008 Results

The joint CNA and CASN portion of the 2007-2008 survey was issued to 135 schools of nursing offering entry-to-practice (ETP) education entitling successful graduates to apply for initial licensure/registration as an RN, post-RN and graduate RN education.

One CASN member school suspended their baccalaureate program in 2007-2008, reducing possible respondents to 134 schools. One hundred and eighteen of 134 schools completed the survey, including 88 of a possible 90 CASN members.

The overall survey response rate was 88%; the CASN member response rate was 98%. See Table details starting on page 19 for information about omitted or unusable data. On average, 61% 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 National Student and Faculty data.

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, as it contains information pertinent to all of the tables. The full survey methodology and definitions are in Appendix A.

Table 1: Education Programs by Province/Territory – Schools Offering Diploma, Undergraduate and Graduate Programs, 2007-2008, 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		√	√	√	√	√
Montmorency, CEGEP	√					
Outaouais, CEGEP	√					
Régional de Lanaudière, CEGEP	..					
Rimouski, CEGEP	√					
Rivière-du-Loup, CEGEP	√					

	Diploma	Bacc.	Post-RN	Master's	Doctoral	NP
Saint-Foy, CEGEP	..					
Saint-Félicien, CEGEP	..					
Saint-Hyacinthe, CEGEP	√					
Saint-Jean-sur-Richelieu, CEGEP	√					
Saint-Jérôme, CEGEP	..					
Sept-Iles, CEGEP	..					
Saint-Laurent, CEGEP	..					
Shawinigan, CEGEP	..					
Sherbrooke, CEGEP	√					
Sorel-Tracy, CEGEP	√					
Thetford, CEGEP	√					
Trois-Rivières, CEGEP	√					
Université Laval		√	√	√	√	√
Université de Montréal		√	√	√	√	√
Université de Sherbrooke			√	√	√	
Université du Québec à Chicoutimi		√	√	√		
Université du Québec à Rimouski			√	√		
Université du Québec à Trois Rivières			
Université du Québec en Abitibi-Témiscamingue			√			
Université du Québec en Outaouais		√	√	√		
Valleyfield, CEGEP	√					
Vanier, CEGEP	√					
Victoriaville, CEGEP	..					
Viewx-Montréal, CEGEP	..					
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		√				
Canadore College		√				
Queen's University		√	√	√		√
Ryerson University		√	√	√		√
Centennial College		..				
George Brown College		√				
Trent University/Fleming College		√				
University of Ontario Institute of Technology		√	√			

	Diploma	Bacc.	Post-RN	Master's	Doctoral	NP
Durham College		√				
University of Ottawa / Université d'Ottawa		√	√	√	√	√
Algonquin		√				
Cité Collégiale, La		√				
University of Toronto		√		√	√	√
University of Western Ontario		√	√	√	√	√
Fanshawe College.		√				
University of Windsor		√	√	√		√
Lambton College		√				
St. Clair College		√				
York University, Atkinson College		√	√	√		√
Georgian College		√				
Seneca College		√				
Manitoba						
Brandon University		√	√			
College Universitaire 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		√				
British Columbia						
British Columbia Institute of Technology		√	√			√
Douglas College		√				
Kwantlen University College		√	√			
Langara Community College		√				
Thompson Rivers University		√	√			
Trinity Western University		√				
University College of the Fraser Valley		√	√			
University of British Columbia		√	√	√	√	√
University of British Columbia-Okanagan		√	√	√		

	Diploma	Bacc.	Post-RN	Master's	Doctoral	NP
University of Northern British Columbia		√	√	√		√
College of New Caledonia		√				
Northwest Community College		√				
University of Victoria		√	√	√	√	√
Camosun College		√				
College of the Rockies		√				
Selkirk College		√				
Vancouver Island University(formerly Malaspina University-College)		√	√			
North Island College		√	√			
Northwest Territories						
Aurora College (partnered with University of Victoria)	√	√				√
Nunavut						
Nunavut Arctic College (partnered with Dalhousie University)		√				
Yukon: No programs offered.						
Canada Total	46	87	41	31	13	29

Notes

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

Consult Appendix A for details.

Symbols

.. Figure not available

... Figure not appropriate or not applicable

Table 2: Admission, Enrolment and Graduate Data by Program, 2007-2008

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.	2,497	...	...	...	...	2,395	...	102	...	..	...	..	...	...
Enrolment.	7,570	...	...	...	...	6,998	...	**	...	311	...	*	...	...
Graduates, 2008	1,624	...	...	...	...	1,335	...	104	...	180	...	5	...	...
Graduates, 2008 as a percentage of the total	100%	...	...	...	...	82.2	...	6.4	...	11.1	...	0.3	...	...
BACCALAUREATE														
Admissions.	9,632	257	61	361	492	418	4,212	253	429	1,874	1,237	28	10	...
Enrolment.	33,687	921	233	1,204	1,446	1,701	14,362	1,537	1,434	5,699	5,048	77	25	...
Graduates, 2008	6,632	201	55	287	256	152	2,797	352	319	1,148	1,048	12	5	...
Graduates, 2008 as a percentage of the total	100%	3.0	0.8	4.3	4.4	2.3	41.9	5.3	4.8	17.2	15.7	0.2	0.1	...
POST-RN BACCALAUREATE														
Admissions.	2,171	62	...	92	39	937	689	106	95	142	9	...	...	...
Enrolment.	8,765	373	...	621	247	2,223	2,627	159	325	1,363	827	...	...	...
Graduates, 2008	1,923	*	...	**	47	766	599	44	49	153	227	...	...	...
Graduates, 2008 as a percentage of the total	100%	*	...	**	2.4	39.8	31.1	2.3	2.5	8.0	11.8	...	...	...
MASTER'S														
Admissions.	977	17	...	20	34	232	287	..	18	270	99	...	...	...
Enrolment.	3,303	79	...	95	105	556	790	90	51	926	611	...	...	...
Graduates, 2008	723	14	...	15	15	128	243	22	12	167	107	...	...	...
Graduates, 2008 as a percentage of the total	100%	1.9	...	2.1	2.1	17.7	33.6	3.0	1.7	23.1	14.8	...	...	...
DOCTORATE														
Admissions.	82	...	...	*	...	11	32	..	*	21	12	...	...	...
Enrolment.	380	...	...	14	...	93	142	..	7	85	39	...	...	...
Graduates, 2008	39	...	...	0	...	10	6	..	*	18	*	...	...	...
Graduates, 2008 as a percentage of the total	100%	...	...	0.0	...	25.6	15.4	..	*	46.2	*	...	...	...
NURSE PRACTITIONER														
Admissions.	353	0	...	13	17	24	191	..	**	68	30	*	...	...
Enrolment.	934	10	...	24	42	40	424	..	**	260	108	*	...	...
Graduates, 2008	272	10	...	*	*	5	159	..	6	55	29	0	...	...
Graduates, 2008 as a percentage of the total	100%	3.7	...	*	*	1.8	58.5	..	2.2	20.2	10.7	0.0	...	...

Notes

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

Summary of omitted and unusable data:

Quebec

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

Ontario

Baccalaureate	1 school's admission data
Master's	1 school's admission data

Alberta

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

British Columbia

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

Symbols

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

Table 3: Diploma Programs – Admission, Enrolment and Graduate Data, 2003-2008

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:														
2003-2004	2,064	...	...	...	...	1,835	...	100	...	129	...	..	...	...
2004-2005	2,171	...	...	...	...	1,862	...	102	...	207	...	..	...	...
2005-2006	2,202	...	...	...	...	1,873	...	124	...	205	...	..	...	...
2006-2007	1,984	...	...	...	...	1,821	...	102	...	61	...	..	...	...
2007-2008	2,497	...	...	...	...	2,395	...	102	...	..	...	..	...	...
ENROLMENT:														
2003-2004	8,326	...	...	...	...	6,228	1,356	**	...	548	...	*	...	...
2004-2005	7,727	...	...	...	...	6,811	**	242	...	655	...	*	...	...
2005-2006	6,081	...	...	...	...	5,284	...	**	...	528	...	*	...	...
2006-2007	6,299	...	...	...	...	5,709	...	**	...	330	...	*	...	...
2007-2008	7,570	...	...	...	...	6998	...	**	...	311	...	*	...	...
GRADUATES:														
2004	2,686	...	...	...	...	1,272	895	**	...	271	163	*	...	...
2005	1,767	...	...	...	...	1,345	...	**	...	235	100	*	...	...
2006	1,374	...	...	...	...	1,063	...	**	...	193	...	*	...	...
2007	1,280	...	...	...	...	963	...	**	...	217	...	*	...	...
2008	1,624	...	...	...	...	1,335	...	104	...	180	...	5	...	...

Notes

Summary of omitted and unusable data:

- 2003-2004: 5 schools did not report admission data; 4 schools did not report graduate data.
- 2004-2005: 7 schools did not report admission data; 1 school did not report enrolment data; 1 school did not report graduate data.
- 2005-2006: In Quebec, 4 schools did not report admission data and 2 schools did not report enrolment data.
In Quebec, 2 diploma programs did not provide graduate data.
- 2006-2007: In Quebec, 2 diploma programs did not provide admissions data.
- 2007-2008: Admissions data for 2 schools in Quebec.
Enrolment data for 1 school in Alberta.

OIIQ reports the following for Quebec diploma programs:

- 2006-2007: 3,473 students were admitted to diploma programs in 2006-2007, and 2,242 students graduated from diploma programs in 2007. Enrolment data were not available.
- 2007-2008: 3,615 students were admitted to diploma programs in 2007-2008, and 2,046 students graduated from diploma programs in 2008. Enrolment data were not available.

Symbols

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

Table 4: Baccalaureate Programs – Admission, Enrolment and Graduate Data, 2003-2008

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:														
2003-2004	7,767	260	..	369	238	632	2,712	459	296	1,609	1,150	34	8	...
2004-2005	7,638	255	57	334	297	390	2,845	256	380	1,388	1,390	33	13	...
2005-2006	8,200	246	60	335	406	372	3,428	241	404	1,449	1,220	30	9	...
2006-2007	9,278	262	59	379	435	405	3,629	451	348	1,777	1,494	27	12	...
2007-2008	9,632	257	61	361	492	418	4,212	253	429	1,874	1,237	28	10	...
ENROLMENT:														
2003-2004	25,612	871	..	1,103	1,266	2,612	8,564	1,879	911	4,310	3,998	79	19	...
2004-2005	27,457	864	225	1,171	1,244	1,712	9,877	1,433	1,111	4,527	5,188	79	26	...
2005-2006	29,748	879	225	1,198	1,273	1,639	11,727	1,605	1,172	4,649	5,270	83	28	...
2006-2007	32,385	897	228	1,239	1,272	1,929	13,202	1,864	1,290	5,117	5,269	48	30	...
2007-2008	33,687	921	233	1,204	1,446	1,701	14,362	1,537	1,434	5,699	5,048	77	25	...
GRADUATES:														
2004	4,255	223	51	254	282	472	891	338	227	883	634	...	...	...
2005	5,080	197	51	244	276	487	1,619	346	224	842	792	*	**	...
2006	5,614	188	56	257	270	511	2,015	291	214	937	854	**	*	...
2007	6,843	221	56	283	259	380	2,828	369	259	1,031	1,132	10	15	...
2008	6,632	201	55	287	256	152	2,797	352	319	1,148	1,048	12	5	...

Notes

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

Summary of omitted and unusable data:

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

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

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

2006-2007: In Ontario, 1 school did not provide admission data.

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.

OIIQ reports the following for Quebec baccalaureate programs:

2006-2007: 368 students we admitted to baccalaureate programs in 2006-2007 and 425 graduated from baccalaureate programs in 2007. Enrolment data were not available.

2007-2008: 461 students we admitted to baccalaureate programs in 2007-2008 and 298 graduated from baccalaureate programs in 2008. Enrolment data were not available.

Symbols

.. Figure not available

... Figure not appropriate or not applicable

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

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

Table 5: Post-RN Baccalaureate Programs – Admission, Enrolment and Graduate Data, 2003-2008

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:														
2003-2004	1,918	52	...	**	45	376	669	*	92	574	89	...	...	...
2004-2005	2,539	28	...	99	58	965	379	124	100	282	504	...	...	...
2005-2006	2,493	20	...	153	70	1,121	689	..	130	203	107	...	...	...
2006-2007	2,438	36	...	97	108	1,011	737	50	167	157	75	...	...	...
2007-2008	2,171	62	...	92	39	937	689	106	95	142	9	...	...	...
ENROLMENT:														
2003-2004	6,047	361	...	37	211	1,039	1,625	..	276	1,662	836	...	...	...
2004-2005	7,754	384	...	451	247	1,985	1,782	192	290	1,361	1,062	...	...	...
2005-2006	9,123	385	...	580	276	3,265	1,876	201	201	1,408	931	...	...	...
2006-2007	8,031	188	...	610	255	2,319	1,870	164	325	1,371	929	...	...	...
2007-2008	8,765	373	...	621	247	2,223	2,627	159	325	1,363	827	...	...	...
GRADUATES:														
2004	1,437	15	...	40	68	357	474	46	44	132	261	...	...	...
2005	1,791	17	...	83	54	504	644	48	54	147	240	...	...	...
2006	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	...	...	...

Notes

Summary of omitted and unusable data:

- 2003-2004: 9 schools did not report admission data; 7 schools did not report enrolment data.
- 2004-2005: 3 schools did not report admission data; 1 school did not report enrolment data.
- 2005-2006: In Quebec, 3 schools did not provide admission and 2 schools did not provide enrolment data;
In Ontario, 3 schools did not provide admission data and 1 school did not provide enrolment data;
In British Columbia, 4 schools did not provide admission data and 1 school did not provide enrolment data.
- 2006-2007: In Quebec, 1 school did not provide admission data; 1 school did not provide enrolment data and 1 school did not provide graduate data
In British Columbia, 4 schools did not provide admission data; 1 school did not provide enrolment or graduate data.
- 2007-2008: Admissions 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.

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, 2003-2008

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:														
2003-2004	758	32	...	17	23	203	244	22	13	169	35	...	...	...
2004-2005	850	16	...	19	28	220	140	14	16	283	114	...	...	...
2005-2006	866	15	...	20	23	204	221	13	21	266	83	...	...	...
2006-2007	946	20	...	16	18	171	306	19	21	259	116	...	...	...
2007-2008	977	17	...	20	34	232	287	..	18	270	99	...	...	...
ENROLMENT:														
2003-2004	2,494	99	...	96	138	599	666	75	48	466	307	...	...	...
2004-2005	2,476	114	...	97	125	525	497	43	35	680	360	...	...	...
2005-2006	2,706	95	...	91	113	552	606	46	45	820	338	...	...	...
2006-2007	2,981	75	...	93	141	528	694	59	50	933	408	...	...	...
2007-2008	3,303	79	...	95	105	556	790	90	51	926	611	...	...	...
GRADUATES:														
2004	427	11	...	12	7	75	159	16	20	92	35	...	...	...
2005	465	7	...	32	16	81	169	11	17	76	56	...	...	...
2006	567	32	...	20	28	115	141	10	15	131	75	...	...	...
2007	603	21	...	9	21	108	199	15	18	131	81	...	...	...
2008	723	14	...	15	15	128	243	22	12	167	107	...	...	...

Notes

Summary of omitted and unusable data:

- 2003-2004: 1 school did not report admission data.
- 2004-2005: All schools reported all data.
- 2005-2006: In Ontario, 2 schools did not provide admission data.
In British Columbia, 1 school did not provide admission data.
- 2006-2007: In Quebec, 1 school did not provide admission data; 1 school did not provide enrolment data and 1 school did not provide graduate data.
In Ontario, 1 school did not provide admission data.
In Alberta, 1 school did not provide admission data.
In British Columbia, 1 school did not provide admission data.
- 2007-2008: Admissions data from 1 school in British Columbia, 1 school in Manitoba and 1 school in Ontario.

Symbols

- .. Figure not available
- ... Figure not appropriate or not applicable

Table 7: Doctoral Programs – Admission, Enrolment and Graduate Data, 2003-2008

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:														
2003-2004	65	...	...	...	...	15	24	...	*	22	*	...	...	...
2004-2005	76	...	...	*	...	24	20	...	*	25	*	...	...	...
2005-2006	78	...	...	*	...	19	32	...	*	20	*	...	...	...
2006-2007	78	...	...	8	...	17	41	...	..	3	9	...	...	...
2007-2008	82	...	...	*	...	11	32	...	*	21	12	...	...	...
ENROLMENT:														
2003-2004	289	...	...	...	...	80	90	...	*	107	**	...	...	...
2004-2005	327	...	...	*	...	86	99	...	*	98	39	...	...	...
2005-2006	390	...	...	**	...	96	124	...	*	131	30	...	...	...
2006-2007	358	...	...	10	...	95	139	...	..	84	30	...	...	...
2007-2008	380	...	...	14	...	93	142	...	7	85	39	...	...	...
GRADUATES:														
2004	25	...	...	...	...	*	12	...	...	7	*	...	...	...
2005	39	...	...	*	...	**	8	...	*	13	11	...	...	...
2006	39	...	...	*	...	5	10	...	*	19	**	...	...	...
2007	44	...	...	*	...	8	12	...	*	18	**	...	...	...
2008	39	...	...	0	...	10	6	...	*	18	*	...	...	...

Notes

Summary of omitted and unusable 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 were provided.
In British Columbia, 1 school did not provide admission data.
- 2006-2007: In Quebec, 1 school did not provide admissions data and 1 school did not provide graduate data.
In Alberta, 1 school did not provide admissions data.
- 2007-2008: Admissions data from 1 school in in Quebec.

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 8: Nurse Practitioner Programs – Admission, Enrolment and Graduate Data, 2003-2008

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:														
2003-2004	230	25	...	12	15	13	81	**	41	..	30	*	...	...
2004-2005	273	7	...	11	11	11	65	*	20	112	30	*	...	...
2005-2006	354	10	...	4	7	*	161	9	15	113	30	*	...	...
2006-2007	383	10	...	7	**	**	181	13	19	104	38	..	...	...
2007-2008	353	0	...	13	17	24	191	..	**	68	30	*	...	...
ENROLMENT:														
2003-2004	691	25	...	46	30	39	151	29	156	167	42	6	...	...
2004-2005	669	24	...	31	36	25	138	24	50	279	56	6	...	...
2005-2006	879	25	...	**	37	20	317	26	28	351	66	*	...	...
2006-2007	899	13	...	**	44	11	324	30	34	334	97	*	...	...
2007-2008	934	**	...	24	42	40	424	..	23	260	108	*	...	...
GRADUATES:														
2004	149	16	...	20	..	..	46	*	9	55	..	*	...	...
2005	178	*	...	16	6	8	76	9	9	25	25	*	...	...
2006	204	14	...	**	6	8	88	8	11	30	31	*	...	...
2007	330	13	...	**	14	15	158	12	13	66	28	*	...	...
2008	272	10	...	*	*	5	159	..	6	55	29	0	...	...

Notes

Summary of omitted and unusable data:

- 2003-2004: 3 schools did not report admission data.
2 schools did not report enrolment data.
- 2004-2005: 4 schools did not report admission data.
- 2005-2006: In Ontario, 1 school did not provide admission data.
- 2006-2007: All schools reported all data.
- 2007-2008: Admissions 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.

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 9: Full-Time Faculty by Age Cohort, 2008

	2008
Age Cohort	
<35	203
35-39	254
40-44	334
45-49	368
50-54	477
55-59	449
60+	285

Notes

The overall response rate to this question was 69.6%.

Summary of omitted and unusable data:

1 school in Newfoundland and Labrador

1 school in Nova Scotia

26 schools in Quebec

11 schools in Ontario

1 school in British Columbia

1 school in Nunavut

The number of full-time permanent faculty (2,370) in this report is greater than the number of full-time permanent faculty reported in Table 10 (2,427) as age cohort results were not available for all faculty.

Table 10: Number of Full-Time Faculty, 2008

FACULTY EMPLOYMENT STATUS	CANADA	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
Full-time permanent	2,427	90	45	65	82	331	578	154	188	320	559	15	..	...
Full-time contract	1,032	41	0	7	58	113	459	63	12	137	126	16	..	...
Total	3,459	131	45	72	140	444	1,037	217	200	457	685	31	..	...

Notes

The overall response rate to this question was 73.9%.

Summary of omitted and unusable data:

1 school in Nova Scotia

25 schools in Quebec

8 schools in Ontario

1 school in Nunavut

The number of full-time permanent faculty in this report (2,427) is greater than the number of full-time permanent faculty (2,370) reported in Table 9 as age cohort results were not available for all faculty.

Symbols

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Table 11: Retirement Age-Cohorts - Full-Time Permanent Faculty, 2008

AGE COHORT	CANADA	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
50-54	11	*	..	...	...	6	...	...	...	...	*	..	..	...
55-59	21	...	..	...	...	11	*	*	*	*	5	..	..	...
60+	33	...	..	*	...	*	8	...	*	5	11	..	..	...
Total	65	*	..	*	...	*	*	*	**	*	*	..	..	...

Notes

The overall response rate to this question was 67.2%.

Summary of omitted and unusable data:

1 school in Nova Scotia

13 schools in Quebec

10 schools in Ontario

1 school in Manitoba

1 school in Nunavut

Symbols

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... Figure not appropriate or not applicable

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

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

Table 12: 2009 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	13	*	..	...	...	6	...	...	...	*	5	..	..	...
55-59	25	*	..	...	...	8	6	*	*	*	*	..	..	...
60+	22	*	..	...	...	*	7	*	*	5	*	..	..	...
Total	60	**	..	...	...	*	...	**	**	**	**	..	..	...

Notes

The overall response rate to this question was 44%.

Summary of omitted and unusable data:

1 school in Prince Edward Island

2 schools in Newfoundland and Labrador

1 school in Nova Scotia

1 school in New Brunswick

33 schools in Quebec

21 schools in Ontario

3 schools in Manitoba

1 school in Saskatchewan

3 schools in Alberta

7 schools in British Columbia

1 school in Northwest Territories

1 school in Nunavut

Symbols

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... Figure not appropriate or not applicable

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

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

Table 13: Academic Upgrading Underway – Full-Time Faculty, 2008

AGE COHORT	CANADA	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
Baccalaureate, nursing	13	...	...	...	...	6	..	*	..	..	*	*	..	...
Baccalaureate, other	...	...	...	...	...	...	...	...	...	...	...	...	..	...
Master's, nursing	164	*	*	9	*	*	27	7	28	17	64	*	..	...
Master's, other	56	...	...	*	*	8	5	10	17	...	13	*	..	...
Doctoral, nursing	101	*	*	9	*	6	35	*	8	11	18	*	..	...
Doctoral, other	60	*	0	0	7	13	11	*	10	*	10	...	..	...
Post-doctoral, nursing	6	...	...	...	...	*	...	*	...	*	...	...	..	...
Post-doctoral, other	6	...	...	...	...	...	...	*	...	...	...	*	..	...
Nurse practitioner, level not stated	7	...	...	...	...	*	...	...	*	*	*	...	..	...
Nurse practitioner, post master's level	*	...	...	...	...	...	...	...	*	...	...	...	..	...

Notes

The overall response rate to this question was 68.7%.

Summary of omitted and unusable data:

1 school in Nova Scotia

29 schools in Quebec

9 schools in Ontario

1 school in Alberta

1 school in Nunavut

Symbols

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... Figure not appropriate or not applicable

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

Table 14: Full-Time Faculty Positions Reported as Filled, 2008, and Full-Time Faculty Positions Reported as Approved to be Filled, 2009

	CANADA	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
Positions filled in 2008	439	14	..	*	16	82	91	20	24	79	106	*	..	...
Positions to be filled in 2009	351	*	..	*	16	44	80	18	22	88	78	*	..	...
Total	790	*	..	**	32	126	171	38	46	167	184	**	..	...

Notes

The overall response rate to this question was 65.7%.

Summary of omitted and unusable data:

1 school in Nova Scotia

33 schools in Quebec

11 schools in Ontario

1 school in Nunavut

Symbols

.. Figure not available

... Figure not appropriate or not applicable

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

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

Table 15: Full-Time Faculty Positions, Approved and Unable to Fill, 2008

	CANADA	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
Full-time permanent	52	1	0	..	2	5	6	6	3	25	4	..	..	...
Full-time contract	18	0	0	..	1	1	3	1	3	4	5	..	..	...
Total	70	1	0	..	3	6	9	7	6	29	9	..	..	...

Notes

The overall response rate to this question was 66.7%.

Summary of omitted and unusable data:

1 school in Nova Scotia

32 schools in Quebec

11 schools in Ontario

1 school in Nunavut

Symbols

.. Figure not available

... Figure not appropriate or not applicable

Table 16: Full-Time and Part-Time Faculty Contracts, 2008

CANADA	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
7,344	51	..	*	187	1,754	2,203	251	147	1,616	1,132	..	..	...

Notes

The overall response rate to this question was 61.2%.

Summary of omitted and unusable data:

1 school in Prince Edward Island

1 school in Nova Scotia

33 schools in Quebec

11 schools in Ontario

2 schools in Manitoba

1 school in Saskatchewan

1 school in Alberta

1 school in British Columbia

1 school in Nunavut

Symbols

.. Figure not available

... Figure not appropriate or not applicable

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

Table 17: Full-Time Permanent Faculty on Leave, 2008

CANADA	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
172	6	*	*	13	24	33	8	5	24	50	*	0	...

Notes

The overall response rate to this question was 61.2%.

Summary of omitted and unusable data:

1 school in Nova Scotia

32 schools in Quebec

12 schools in Ontario

1 school in Manitoba

1 school in Saskatchewan

1 school in Alberta

3 schools in British Columbia

1 school in Nunavut

Symbols

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... Figure not appropriate or not applicable

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

Table 18: Faculty Category, Degree-Granting Schools – Full-Time Faculty, 2008

	CANADA	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
FULL-TIME, PERMANENT														
Full professor	299	*	*	*	22	29	39	6	13	28	156	...	...	...
Associate professor	316	12	5	11	20	45	104	17	11	45	46	...	...	...
Assistant professor	244	6	6	20	7	42	61	7	18	32	45	...	...	...
Nurse educator	86	...	...	...	...	...	6	5	...	...	75	...	...	...
Classroom (theory) instructor or lecturer	125	...	...	...	...	57	14	7	...	17	30	...	...	...
Clinical Instructor	51	...	16	14	*	*	...	11	...	...	5	...	...	...
Nursing skills laboratory instructor	25	...	5	...	...	...	*	9	...	*	7	...	...	...
Teaching assistant	*	...	...	...	...	*	...	...	...	...	...	...	...	...
Technologist	5	...	...	...	...	...	...	*	...	*	...	...	...	...
Other	233	...	12	19	32	14	16	29	...	26	85	...	...	...
Total	1,388	**	**	**	**	195	**	94	42	151	449	...	...	...
FULL-TIME, CONTRACT														
Full professor	48	...	...	...	...	...	*	...	...	...	47	...	...	...
Associate professor	19	...	...	...	*	*	15	...	*	...	...	...	...	...
Assistant professor	156	...	...	*	5	5	142	...	*	...	...	...	...	...
Nurse educator	*	...	...	...	...	...	...	...	...	...	*	...	...	...
Classroom (theory) instructor or lecturer	138	13	...	...	**	23	33	23	*	15	18	...	...	...
Clinical instructor	76	...	...	*	24	...	**	...	...	18	23	...	...	...
Nursing skills laboratory instructor	22	*	...	...	*	*	*	*	...	*	6	...	...	...
Teaching assistant	11	...	...	...	...	...	...	11	...	...	...	...	...	...
Technologist	*	...	...	...	*	...	...	...	...	...	*	...	...	...
Other	217	...	...	5	15	22	103	...	*	63	8	...	...	...
Total	693	15	...	7	58	53	307	**	8	**	107	...	...	...

Notes

The overall response rate to this question was 73.9%.

The BC total includes results from two degree-granting colleges (61 full-time permanent professors and 50 full-time permanent nurse educators).

Summary of omitted and unusable data:

1 school in Nova Scotia

25 schools in Quebec

8 schools in Ontario

1 school in Nunavut

Symbols

.. Figure not available

... Figure not appropriate or not applicable

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

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

Table 19: Faculty Category, Non-Degree-Granting Schools – Full-Time Faculty, 2008

	CANADA	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
FULL-TIME, PERMANENT														
Full professor	564	...	...	...	...	37	284	59	144	34	...	6	...	...
Associate professor	7	...	...	...	...	...	...	...	...	...	...	7	...	...
Assistant professor	37	...	...	...	...	...	...	...	*	**	...	...	...	...
Nurse educator	255	60	...	...	...	67	...	...	...	35	93	...	...	...
Classroom (theory) instructor or lecturer	31	...	...	...	...	...	*	...	...	**	16	...	...	...
Clinical instructor	50	...	...	...	...	26	**	...	...	...	...	*	...	...
Nursing skills laboratory instructor	9	*	...	...	...	*	*	...	...	...	...	...	...	...
Teaching assistant	4	...	...	...	...	*	*	*	...	...	...	...	...	...
Technologist	10	...	...	...	...	...	**	...	...	...	*	...	...	...
Other	72	**	...	...	...	*	11	...	...	53	...	...	...	...
Total	1,039	**	...	...	...	136	335	**	**	169	**	**	...	...
FULL-TIME, CONTRACT														
Full professor	47	...	...	...	...	15	...	25	...	...	...	7	...	...
Associate professor	7	...	...	...	...	...	...	...	...	...	...	7	...	...
Assistant professor	5	...	...	...	...	...	...	...	*	*	...	...	...	...
Nurse educator	47	...	...	...	...	19	...	...	...	14	14	...	...	...
Classroom (theory) instructor or lecturer	11	...	...	...	...	*	7	...	...	...	*	...	...	...
Clinical instructor	187	21	...	...	...	19	142	...	...	...	*	*	...	...
Nursing skills laboratory instructor	10	5	...	...	...	*	*	...	...	...	...	...	...	...
Teaching assistant	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Technologist	*	...	...	...	...	*	...	...	...	...	...	...	...	...
Other	23	...	...	...	...	*	...	...	*	20	...	...	...	...
Total	339	26	...	...	...	60	**	25	4	37	19	**	...	...

Notes

The overall response rate to this question was 73.9%.

Summary of omitted and unusable data:

1 school in Nova Scotia

25 schools in Quebec

8 schools in Ontario

1 school in Nunavut

Symbols

.. Figure not available

... Figure not appropriate or not applicable

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

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

Table 20: Highest Academic Credential – Full-Time Faculty, 2008

CREDENTIAL	CANADA	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
Diploma, nursing	93	...	...	*	*	24	30	17	...	6	6	6	..	...
Diploma, other	...	...	...	...	...	...	...	...	...	...	...	...	..	...
Baccalaureate, nursing	817	24	27	12	37	188	191	99	24	80	123	12	..	...
Baccalaureate, other	48	...	...	...	...	6	11	15	3	9	4	...	..	...
Master's, nursing	584	73	...	...	62	...	...	65	...	151	233	...	..	...
Master's, other	284	17	...	...	8	...	...	47	...	85	127	...	..	...
Doctoral, nursing	281	7	*	*	9	52	68	9	8	61	58	*	..	...
Doctoral, other	310	9	*	...	18	50	98	35	18	48	32	...	..	...
Post doctoral, nursing	25	...	...	...	*	...	...	...	...	17	6	...	..	...
Post doctoral, other	4	...	...	...	*	...	...	...	...	...	*	...	..	...

Notes

The overall response rate to this question was 71.6%.

Summary of omitted and unusable data:

1 school in Nova Scotia

26 schools in Quebec

10 schools in Ontario

1 school in Nunavut

Symbols

.. Figure not available

... Figure not appropriate or not applicable

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

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

CREDENTIAL	CANADA	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
Nurse practitioner, post baccalaureate level	7	*	...	...	*	...	...	...	...	*	*	...	..	...
Nurse practitioner, master's level	45	6	...	...	*	...	...	6	...	7	23	...	..	...
Nurse practitioner, post master's level	9	...	...	...	*	...	...	...	...	*	*	...	..	...
Nurse practitioner, post master's level	9	...	...	...	*	...	...	...	...	*	*	...	..	...

Notes

The overall response rate to this question was 71.6%.

Summary of omitted and unusable data:

1 school in Nova Scotia

26 schools in Quebec

10 schools in Ontario

1 school in Nunavut

Symbols

.. Figure not available

... Figure not appropriate or not applicable

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

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 are reported separately it is recorded under the NP program and the master's program.

Collection Period

Program inventory, admissions and enrolment data are collected on the academic year. This year's collection is for the 2007-2008 academic year.

Graduate and faculty data are collected on the calendar year. This year's collection captures graduates for calendar year 2008.

Data Collection Terms

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

Entry-to-practice

Programs: Entry-to-practice (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 who responded to the survey. See “Survey Response” below for details on annual response rates.

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

Out-Of-Province/Territory Partnerships

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

Out-of-province/territory baccalaureate collaborative partnerships as of 2007-2008 include: Aurora College, N.W.T., partnered with the University of Victoria, B.C.; College Universitaire Saint-Boniface, M.B., partnered with University of Ottawa / Université d'Ottawa, Ont.; Nunavut Arctic College, Nunavut, partnered with Dalhousie University, N.S.; and Humber College, Ont., partnered with the University of New Brunswick, N.B.

Survey Response

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

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

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

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

2007-2008: The 2007-2008 survey was sent to 135 schools offering nursing programs. One school suspended their baccalaureate program in 2007-2008, reducing eligible respondents to 134 schools. One hundred and eighteen schools completed the survey; 1 Quebec university (1 baccalaureate program, 1 post-RN baccalaureate program, 1 master's program), 1 Ontario college (1 baccalaureate program) and 14 CEGEPs/Colleges (14 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.

Privacy and Confidentiality

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

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

APPENDIX A

The National Student and Faculty Survey of Canadian Schools of Nursing 2007-2008: 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. 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 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 degree be complete by 2010. British Columbia completed the transition at the end of 2005. Conversion to degree programs will be complete in the Northwest Territories and Nunavut by 2010. 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 response to collaborative program delivery, CNA, with CASN's agreement, adopted a data record linking process. The process links the admission and enrolment data of programs delivered under a collaborative model to the corresponding graduate program data of partner awarding the degree. 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, 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. 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.

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.

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.

Program delivery partnerships may be established that cross provincial/territorial boundaries. Admission and enrolment data are recorded according to the program delivery responsibility of each partner. Graduate results are recorded in the home province/territory.

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/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 2007-2008 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, 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, 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.

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 1 full academic year or longer* who teach nursing courses. Within a college, these people are *contract/non-permanent faculty* fulfilling time-limited *contracts of 1 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 1 full academic year* who teach nursing courses. Within a college, these people are *contract/non-permanent faculty* fulfilling time-limited *contracts of less than 1 full academic year* who teach nursing courses.

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 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

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

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

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.

ⁱ Sajan, P., & Roy, F. (2006). Nursing human resources: What do we know? *Nursing Leadership*, 19(1), 31.

ⁱⁱ Statistics Canada. (2008). *Educating health workers: A statistical portrait*. Ottawa: Author.

ⁱⁱⁱ Ibid.

^{iv} The Nursing Sector Study Corporation. (2006). *Building the future: An integrated strategy for nursing human resources in Canada. Phase II final report*. Ottawa: Author

^v 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.

^{vi} Jones, D., Caton, B., DeWitt, J., Stubbs, N., & Conner, E. Student-to-faculty ratios, teaching loads, and salaries in associate degree nursing programs in the central United States. *Teaching and Learning in Nursing*, 2(1), 17-21.

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