

Registered Nurses Education in Canada Statistics

2013-2014

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

November 2015

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

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Message from the Executive Director

The Canadian Association of Schools of Nursing (CASN) is pleased to present Registered Nurses Education in Canada Statistics, 2013-2014 — Registered Nurse Workforce, Canadian Production: Potential New Supply.

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

The report provides data and statistical analysis of:

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

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

We look forward to hearing your comments about the report.

Yours sincerely,

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

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Introduction

The *Registered Nurses Education in Canada Statistics* report is a product of the *National Student and Faculty Survey of Canadian Schools of Nursing* (NSFS), and is the only longitudinal national collection of nursing education data in Canada. The report includes entry-to-practice education programs for registered nurses, as well as master's, and doctoral nursing programs, and programs for nurse practitioner (NP). Data has been collected on RN students and faculty since 1963. Stakeholders are consulted annually regarding improvements and the continued applicability of selected survey questions.

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

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

The *Registered Nurses Education in Canada Statistics* report of the NSFS focuses on two main elements: programs and faculty. Program elements provide data about the number of students admitted, enrolled and graduating from nursing programs, the types of programs offered, and the approaches to program delivery. Faculty elements include numbers of faculty, types of faculty, their employment status, level of education attained and in progress, age cohort, and information on recruitment and retirement.

This publication provides an analytical report of the 2013-2014 data collected from the registered nurse (RN) and nurse practitioner portions of the NSFS. The key program findings are presented for 2013-2014, followed by the key RN faculty findings for 2014. The detailed 2013-2014 results are then presented. The results include data from the survey as well as data obtained from the Ordre des infirmières et infirmiers du Québec (OIIQ), added to offset survey under-reporting of admission and graduate data for Quebec's entry-to-practice diploma programs. The inclusion of the OIIQ data, in combination with the results of the NSFS, permits a pan-Canadian analysis.

Note: New this year – In order to ensure clarity the OIIQ data is used for both the admissions and graduate data points for entry to practice in all sections of this report.

Previously the use of OIIQ data was limited to the section “Key Program Findings.”

Survey Distribution and Response

The 2013-2014 NSFS survey was issued to all 134 schools of nursing in Canada offering entry-to-practice (ETP) pre-licensure education entitling successful graduates to apply for initial licensure/registration as an RN, and/or post-RN baccalaureate programs for nurses, NP, and/or graduate RN education.

Of the 134 schools, 114 schools completed the survey, including 88 of a possible 93 CASN members. Of the 114 schools, 41 were Cégeps. The overall survey response rate was 85.1%; the CASN member response rate was 94.6%. See the tables starting on page 22 for more detailed information about omitted or unusable data. On average, 72.0% of schools responded to the faculty questions.

Data Comparison Timeframes

Program inventory, admission and enrolment data were collected for the 2013-2014 academic year. Unless otherwise stated, increases or decreases noted in the report are in relation to 2012-2013 data.

Graduate data were collected for calendar year 2014. Unless otherwise stated, increases or decreased noted in the 2014 data are in relation to the 2013 survey data.

Faculty data were also collected for calendar year 2014. Unless otherwise stated, comparisons of faculty data with previous results are in relation to 2013 data.

Survey Methodology

See Appendix A for methodological information.

2013-2014 Key Program Findings

This section of the report highlights key findings regarding education programs in 2013-2014. It reveals trends related to the numbers of new graduates being prepared to enter the workforce as well as the modalities and educational level of the program they are taking across the country.

Entry-to-Practice Programs

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

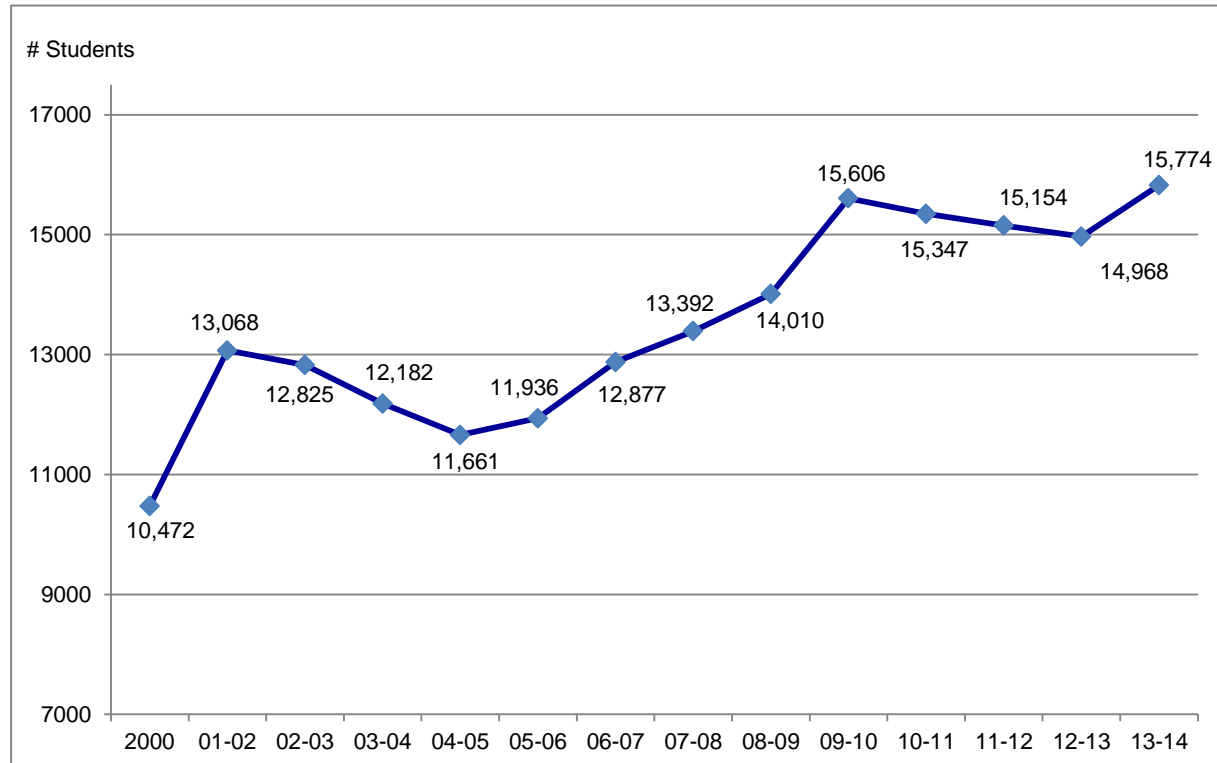
- 114 schools offered an ETP program.
- 88 of the 114 schools (77.2%) offered ETP baccalaureate programs.
- ETP baccalaureate programs were offered in every province and territory, except for the Yukon, where no registered nurse education programs exist.
- 41 colleges partnered with a university to deliver ETP baccalaureate programs; two colleges in British Columbia and one college in Alberta granted ETP baccalaureate degrees autonomously.

Program inventory and admissions are 2013-2014 data as compared with 2012-2013 data.

ETP Admissions

- 15,774 students entered ETP programs in 2013-2014, an increase of 5.4% (from 14,968) (Figure A).

Figure A: Admissions to Entry-to-Practice Programs, 1999-2000 to 2013-2014



(Collection period changed from calendar year to academic year in 2001)

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

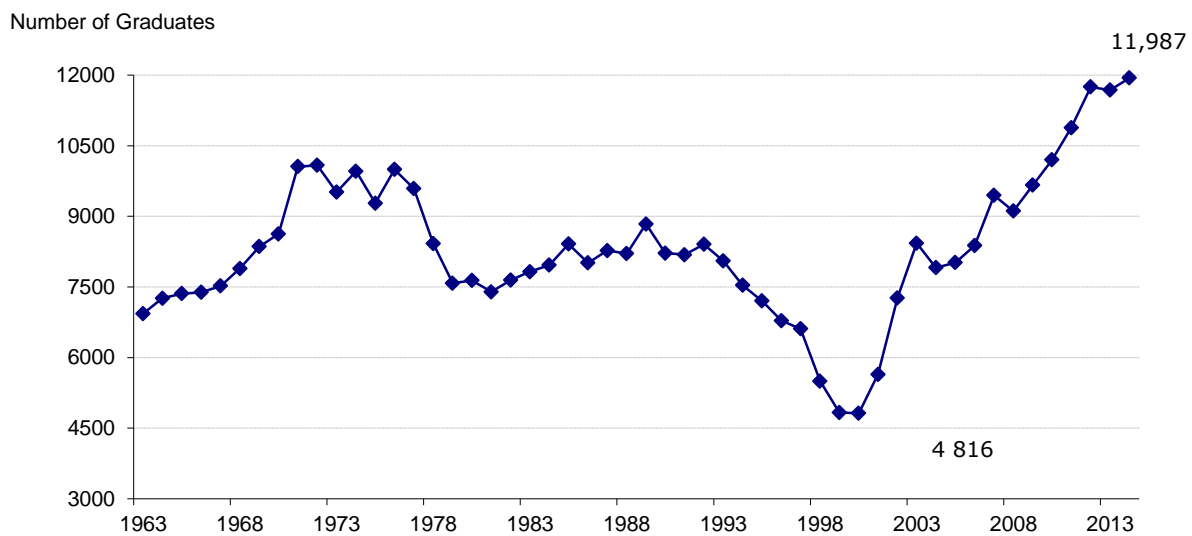
Note: The 2010-2011 figure has been revised based on corrections provided by the schools, resulting in a change from 15,370 to 15,347.

ETP Graduates

- By and large, the number of graduates rose steadily between 2000 and 2014. Following a 3.5% drop in 2008, the number of graduates rose in 2014 to 11,987, a 2.6% increase compared with 2013.
- The number of ETP graduates surpassed 9,000 for the eighth year in a row (Figure B).

Graduate data are 2014 data as compared with 2013 data.

Figure B: Graduates from Entry-to-Practice Programs, 1963-2014



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

Table A: Percent Change of Number of Graduates from Entry-to-Practice Programs by Jurisdiction, 2010 to 2014

	2010	% Change '09 to '10	2011	% Change '10 to '11	2012	% Change '11 to '12	2013	% Change '12 to '13	2014	% Change '13 to '14
Jurisdiction										
Newfoundland and Labrador	166	-15.7	223	34.3	253	13.5	237	-6.3	250	5.5
Prince Edward Island	54	17.4	67	24.1	62	-0.7	61	-0.2	73	19.7
Nova Scotia	302	0	265	-12.3	325	22.6	366	12.6	370	1.1
New Brunswick	303	15.2	291	-4	344	18.2	235	-31.7	256	8.9
Quebec	2,375	1.6	2,637	11.0	2,805	6.4	3,084	9.9	3,330	8.0
Ontario	3,571	5	3,731	4.5	3,941	5.6	3,992	1.3	4,034	-3.9
Manitoba	583	13.6	498	-17.1	351	-41.9	492	40.2	426	-13.4
Saskatchewan	315	11.3	387	22.9	409	5.7	407	-0.1	446	9.6
Alberta	1,204	-3.9	1,396	15.9	1,689	22.0	1,465	-13.3	1,383	-5.6
British Columbia	1,307	17.3	1,370	4.8	1,534	12.0	1,312	-14.5	1,404	7.0
Northwest Territories	14	14.3	16	14.3	13	-23.1	26	100	13	-50
Nunavut	5	0	*	-80	*	100	6	100	*	-66.7
Yukon (no programs)	...	...	...	...	...	...	...	...	...	...
CANADA	10,199	5.6	10,882	6.7	11,728	7.2	11,683	-0.4	11,987	2.2

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

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

.. Figure not available

... Figure not appropriate or not applicable

Note: Data for 2012 for Saskatchewan have been revised based on corrected data provided by schools (390 to 409). Data for 2013 for Newfoundland and Labrador (238 to 237), Nova Scotia (411 to 366), Ontario (4,483 to 3,992), Alberta (1,136 to 1,465), and British Columbia (1,307 to 1,312) have been revised based on corrected data provided by schools. Quebec data for 2013 have been revised based on data received from OIIQ (3,266 to 3,084).

Post-RN Programs

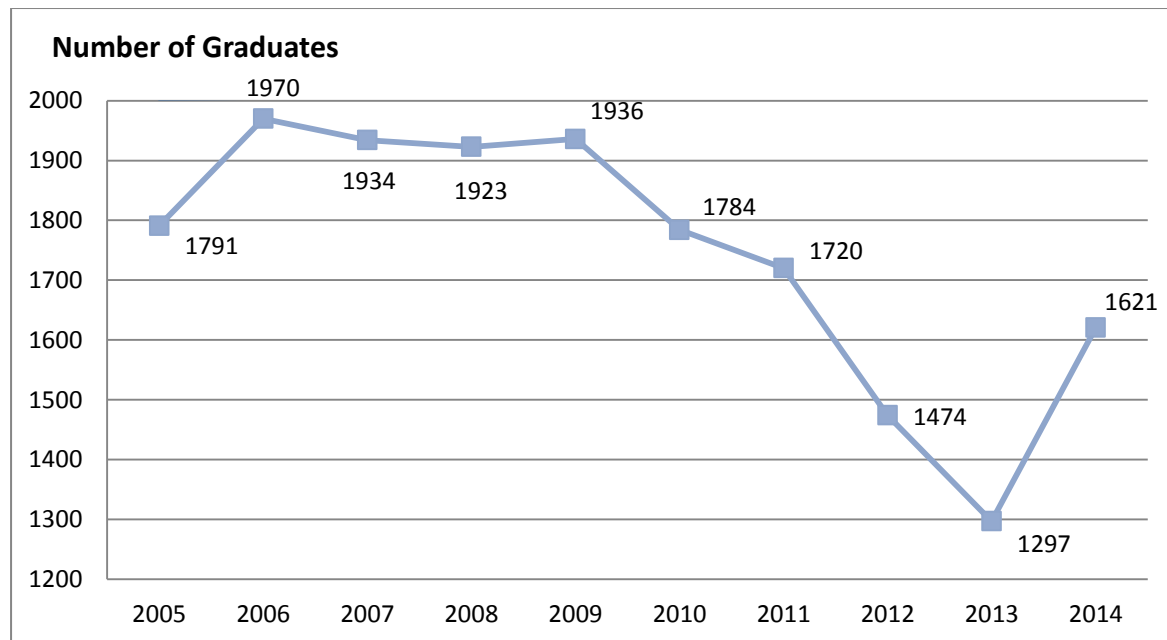
The number of post-RN programs and enrolments has been declining since 2006.

- 32.5% of schools (37 of 114 schools) offered one or more post-RN baccalaureate programs for diploma-trained nurses wishing to obtain a baccalaureate degree in nursing/nursing science.
- Post-RN programs were not reported by Prince Edward Island, the Northwest Territories, Nunavut, or the Yukon.
- 1,621 diploma-trained RNs graduated from post-RN baccalaureate programs in 2014 representing a 23.4% increase from last year (Figure C).

Program inventory data are 2013-2014 data as compared with 2012-2013 data.

Graduate data are 2014 data as compared with 2013 data.

Figure C: Graduates from Post-RN Baccalaureate Programs, 2005-2014



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

Note: Canada totals have been revised based on corrected data provided by schools. For 2010, data changed from 1,175 to 1,784; for 2011, data changed from 1,820 to 1,720; for 2012, data changed from 1,472 to 1,474, and for 2013, data changed from 1,314 to 1,297.

Master's and Doctoral Programs

Admissions to doctoral programs have remained fairly stable in the last five years but the number of graduates increased in 2009-2010 and again in 2010-2011.

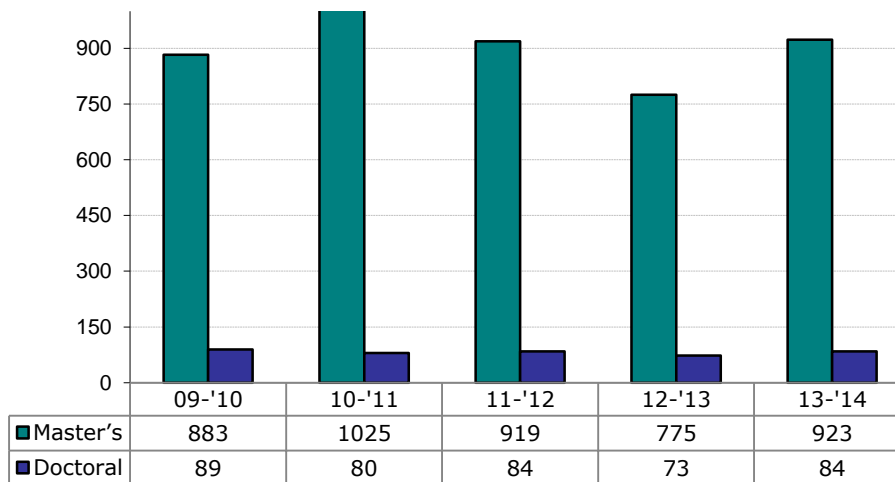
- 28.9% of schools (33 of 114 schools) offered one or more master's programs; master's programs were not available in the Northwest Territories, Nunavut or the Yukon.
- 14.0% of schools (16 of 114 schools) offered doctoral programs in 2013-2014.
- 923 students were admitted to master's programs, an increase of 19.1% since 2012-2013 (Figure D).
- 617 RNs graduated from master's programs, a 0.3% decrease from the previous year (Figure E).
- Admissions to doctoral programs increased by 15.1% from the previous year (Figure D).
- Graduates from doctoral programs was 58 graduates in 2014 as compared with 61 in 2013, a decrease of 4.9 % (Figure E).

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

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

Figure D: Admissions to Master's and Doctoral Programs, 2009-2010 to 2013-2014

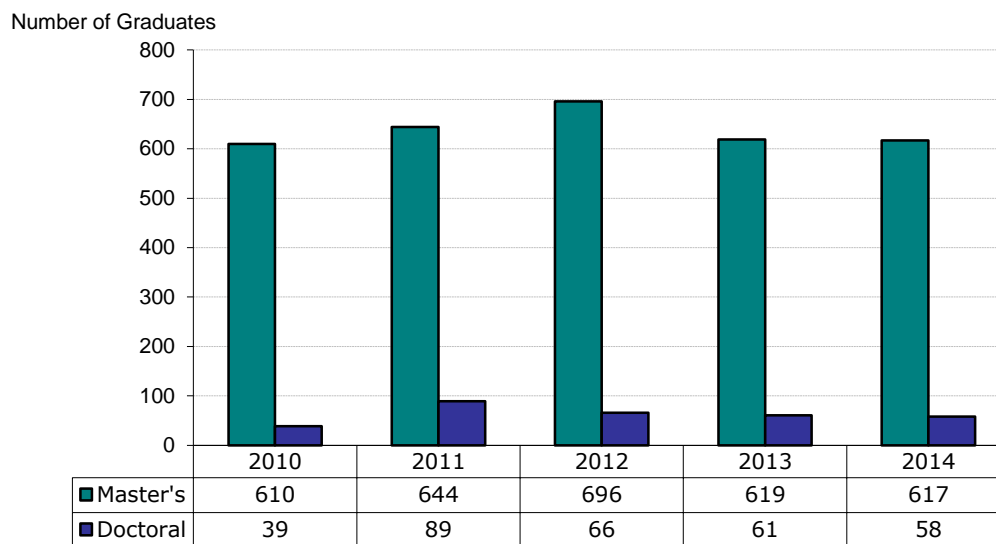
Number of Admissions



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

Note: The 2009-2010 master's figure has been revised from 991 to 883 based on corrections provided by the schools. The 2012-2013 master's figure has been revised from 839 to 775 based on corrections provided by the schools. The 2012-2013 PhD figure has been revised from 65 to 73 based on corrections provided by the schools.

Figure E: Graduates from Master's and Doctoral Programs, 2010 to 2014



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

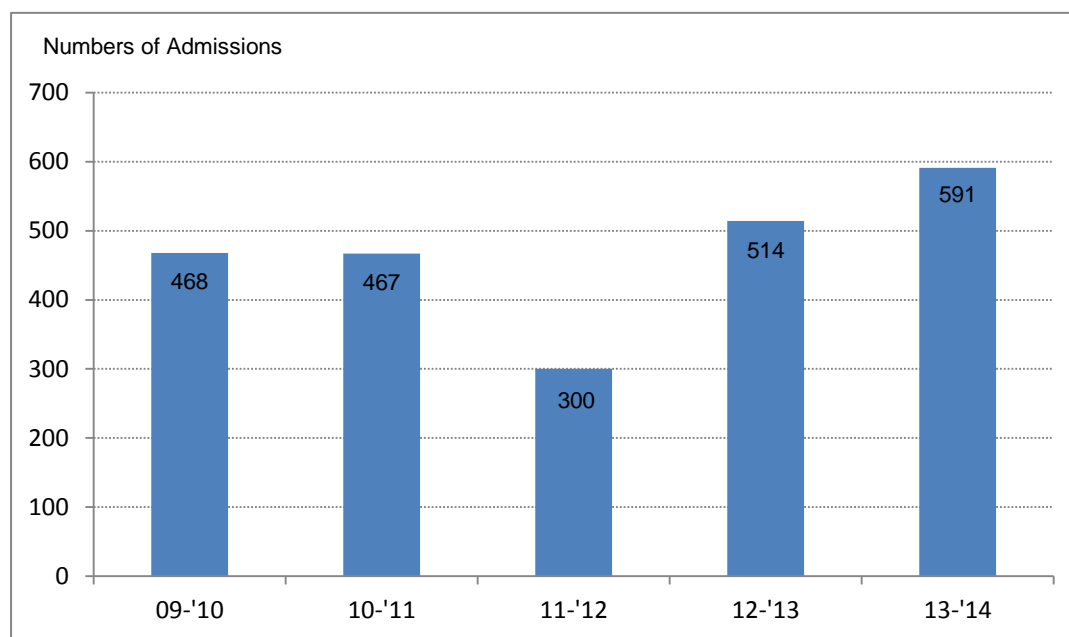
Note: The 2010 master's figure has been revised from 607 to 610 based on corrections provided by the schools. The 2013 master's figure has been revised from 689 to 619 based on corrections provided by the schools. The 2010 PhD figure has been revised from 77 to 39 based on corrections provided by the schools. The 2013 PhD figure has been revised from 63 to 61 based on corrections provided by the schools.

Nurse Practitioner Programs

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

- 24.6% of schools (28 of 114 schools) offered one or more NP programs.
- NP programs were reported in all provinces and territories, except for Prince Edward Island, Nunavut, and the Yukon.
- Following a substantial drop in 2011-2012, the number of students admitted to NP programs rose in 2012-2013. It increased 15.0% in 2013-2014 over 2012-2013, with 591 students entering a variety of NP programs (Figure F).
- Graduate levels for NP programs increased by 26.5% in 2014 compared to 2013: 449 graduates in 2014 as compared with 355 in 2013. (Figure G).

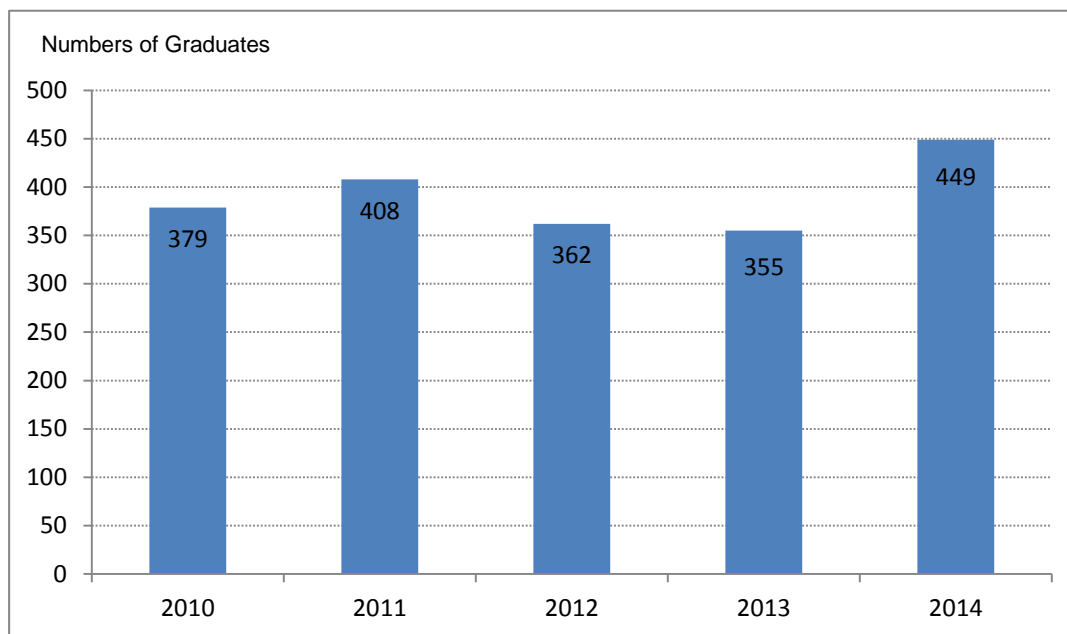
Figure F: Admissions to Nurse Practitioner Programs 2009-2010 to 2013-2014



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

Note: The 2009-2010 figure has been revised from 417 to 468 based on corrections provided by the schools. The 2012-2013 figure has been revised from 568 to 514 based on corrections provided by the schools.

Figure G: Graduates from Nurse Practitioner Programs 2010-2014



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

Note: The 2012-2013 figure has been revised from 318 to 355 based on corrections provided by the schools.

Approaches to Program Delivery

Fast-Track ETP Programs

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

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

- 37.7% of schools (43 of 114 schools) offered one or more ETP fast-track programs (Table B).
- All provinces reported one or more fast-track ETP programs.
- Many of the 43 schools offered multiple fast-track program options (Table C).

Program inventory data are 2013-2014 data as compared with 2012-2013 data.

Table B: Number of Schools Offering Fast-Track Entry-to-Practice Programs by Jurisdiction, 2013-2014

	Canada	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
No. of Schools Offering Fast-Track ETP Programs	43	2	1	1	1	6	14	2	2	5	9	...	...	...

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

... Figure not appropriate or not applicable

Table C: Number of Fast-Track Entry-to-Practice Programs by Jurisdiction, 2009-2010 to 2013-2014

	Canada	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
2009-2010	87	3	1	7	3	15	22	2	5	13	16	...	...	...
2010-2011	82	3	1	6	2	14	22	0	3	15	16	...	...	...
2011-2012	93	3	1	6	4	9	28	2	2	17	18	...	...	...
2012-2013	87	3	1	4	2	11	27	2	3	15	18	...	...	...
2013-2014	72	2	1	1	1	11	17	4	5	14	16	...	...	...

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

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Note: The 2011-2012 Saskatchewan figure has been revised from 5 to 2 based on corrections provided by the schools. The 2012-2013 Saskatchewan figure has been revised from 4 to 3 based on corrections provided by the schools.

Distance Education Options

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

- 46.4% of all programs (96 programs) used some form of DE (Table D).
- Some DE delivery is used in 60.7% of all nurse practitioner programs and in 78.8% of master's programs. Of Canada's 16 doctoral programs, 37.5% utilize some DE options.

Table D: Number and Types of Programs Utilizing some Distance Education by Jurisdiction, 2013-2014

Jurisdiction	ETP Baccalaureate	Post-RN Baccalaureate	Master's*	Doctoral	Nurse Practitioner*	Total All Programs*
Newfoundland and Labrador	1	1	1	...	1	4
Prince Edward Island	...	...	...	...	...	...
Nova Scotia	...	1	1	...	1	3
New Brunswick	...	2	2	...	1	5
Quebec	...	3	5	3	4	15
Ontario	4	6	8	...	5	23
Manitoba	4	2	2	1	...	9
Saskatchewan	2	1	...	...	2	5
Alberta	4	2	1	1	1	9
British Columbia	8	6	5	1	1	21
Northwest Territories	...	...	1	...	...	1
Nunavut	...	...	...	...	1	1
Yukon (no programs)	...	...	...	...	...	...
DE Program Total*	23	24	26	6	17	96
CANADA: Program Total* (see Table 1 p. 20)	91	39	33	16	28	207
DE Programs as a % of Canada Program Total	25.3%	61.5%	78.8%	37.5%	60.7%	46.4%

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

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2014 Key RN Faculty Findings

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

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

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

RN Faculty Demographics

- 9,001 RN faculty members were employed by schools of nursing in 2014.
- Only 25.4% of faculty members are permanent—2,284 of the 9,001 RN faculty (Table E).
- 60.2% of permanent faculty were 50 years of age or older; 40.0% of permanent faculty were 55 years or older (Table F) and 20.0% were 60 years or over.
- The RN faculty are older than the general RN workforce with the percentage of RN permanent faculty in the 50+ age cohort more than 10 percentage points higher than the percentage of 50+ in the RN workforceⁱⁱⁱ (Table F).
- An increasing percentage of RN permanent faculty were in the 50+ age cohort with the greatest percentage change in the 60+ age cohort (Table G).

Faculty data are 2014 data as compared with 2013 data.

The response rate for the question about age cohorts was 68.8% (64 schools). The response rate for the questions about employment status was 94.7% (108 schools).

Table E: Number of Faculty by Employment Status, 2014

Faculty Category	Number of Faculty	% of Faculty Workforce
Permanent Faculty: permanent, full-time faculty	2,284*	25.4
Contract Full-Time Faculty: faculty fulfilling contracts of one academic year or longer	840*	9.3
Contract Part-Time Faculty: faculty fulfilling contracts of less than one academic year	5,877	65.3
Total Faculty Workforce:	9,001	100

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

*See tables 18 and 19 (p. 51 and p. 52 respectively)

Table F: Age Category Percentages for 2014 RN Workforce compared to 2014 RN Permanent Faculty

Age Category	% of RN Workforce, 2014	% of RN Permanent Faculty, 2014
<35	25.2	5.3
35-39	10.8	9.3
40-44	11.8	13.5
45-49	12.6	11.7
50-54	14.1	20.2
55+	25.6	40.0

Sources: *National Student and Faculty Survey of Canadian Schools of Nursing*; Canadian Institute for Health Information. (2014). *Regulated nurses 2014 Report*.ⁱⁱⁱ

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

Table G: Comparison of RN Permanent Faculty Age Cohorts 2010, 2011, 2012, 2013 and 2014

Age Cohort	2010	2011	2012	2013	2014	% Change '13 to '14
<40	18.9	16	15.5	14.5	14.6	0.1
40-49	27.6	27.4	26.0	25.3	25.2	-0.1
50-59	38.6	38.7	39.7	40.2	40.2	0.0
60+	14.9	17.8	18.8	20.0	20.0	0.0

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

RN Faculty Recruitment and Retirement

- The data collected on questions concerning faculty recruitment and retirement have implications for future faculty supply, particularly when examined in relation to the numbers of current enrolments in graduate programs. They indicate an imminent shortage of qualified faculty if current entry-to-practice enrolments are maintained.
- 100 permanent RN faculty (senior faculty) retired in 2014.
- 31.0% (31 of the 100) were under 60.
- 20.0% of permanent RN faculty aged 60 or more (Table G) were eligible to retire.
- Schools were unable to fill 83 full-time positions, representing a 2.6% vacancy rate. See Table E for full-time faculty count.
- Schools projected a need to hire 205 full-time faculty in 2015 (Table H).

Table H: Full-Time RN Faculty Hiring Projections, 2015

	Canada	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
Full-Time Permanent Faculty, # of Hires Projected	116	4	0	0	3	5	15	5	28	13	41	2	0	...
Full-Time Contract Faculty, # of Hires Projected	89	4	0	9	0	4	23	3	0	32	10	3	1	...

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

... Figure not appropriate or not applicable

The response rate for the question about recruitment projections of full-time faculty was 68.8% (64 schools).

The response rate for the question about actual retirement of permanent faculty was 66.7% (62 schools).

Full-Time RN Faculty Academic Upgrading

- 13.1% of permanent full-time RN faculty (408 permanent full-time faculty) were engaged in academic upgrading programs ranging from baccalaureate to post-doctoral studies. These studies took place in schools in and outside of Canada (Table I).
- The majority of faculty who were upgrading educational qualifications were enrolled in master's (41.7%) or doctoral programs (40.7%).

The response rate for the question about the number of full-time faculty engaged in academic upgrading was 70.1% (66 schools).

Table I: Full-Time Faculty Engaged in Academic Upgrading, 2014

	Full-Time Permanent		Full-Time Contract		Total
	In Canada	Outside Canada	In Canada	Outside Canada	
Canada Total	205	28	168	7	408
Baccalaureate degree in nursing	0	...	11	...	11
Baccalaureate degree in other discipline	2	...	...	...	2
Master's degree in nursing	38	2	103	2	145
Master's degree in other discipline	6	1	15	2	25
Doctoral degree in nursing	79	10	15	3	107
Doctoral degree in other discipline	43	10	6	0	59
NP other	2	...	3	...	5
NP post-master's	...	...	1	...	1
NP master's	12	2	10	...	24
Post-doctoral study in nursing	17	1	3	...	21
Post-doctoral study in other discipline	6	2	1	...	9
Other	...	...	...	...	...

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

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

- Schools employed 9,001 faculty members (Table E).
- 25.4% of the faculty held full-time permanent positions (Table E).
- 9.3% of full-time faculty held full-time contracts of one academic year or longer (Table E).
- 65.3% of the faculty currently teaching in nursing programs were employed in a part-time contract capacity (Table E).

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

The response rate for each of the two questions concerning the number of full-time and part-time contracts in place was 93.9% (107 schools).

Number of RN Faculty on Leave

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

- 6.2% of permanent faculty (142) were on leave (Table J).
- Prince Edward Island, Nova Scotia, Manitoba, Alberta, British Columbia and the North West Territories exceeded the Canada percentage of total faculty on leave.

The response rate for the question about number of permanent faculty on leave was 67.7% (63 schools).

Table J: Full-Time Permanent RN Faculty on Leave, 2014

	Canada	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
No. of Full-Time Permanent RN Faculty	2284	88	9	39	70	315	621	103	147	327	513	14	2	...
No. of Full-Time Permanent RN Faculty on Leave	142	2	1	3	2	15	27	7	6	21	55	3	0	...
% on Leave	6.2	2.3	11.1	7.7	2.9	4.8	4.3	6.8	4.1	6.4	10.7	21.4	0	...

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

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Faculty Recruitment Factors

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

Factors in Northern and Rural Areas

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

- lack of nurse practitioner, master's and doctorally prepared;
- lower salaries and fewer benefits; and
- remote location and small community size.

Pan-Canadian Recruitment Factors

Schools across Canada identified similar factors as a challenge limiting their ability to recruit new faculty. 54 schools responded to this question (58.1%). The four main concerns are presented in Table K.

Table K: Recruitment Factors, 2014

Recruitment Factors	% of Respondents Reporting Factor
A shortage of nurse practitioner, master's and doctorally prepared nurses seeking academic positions	50
Lower salaries and fewer benefits for master's and doctorally prepared faculty as compared with salaries available in practice settings	29.6
Budget cuts and lack of funding to create and sustain positions	25.9
Workload	7.4

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

The response rate for the question about issues affecting the recruitment of full-time faculty was 58.1% (54 responses).

Summary of Key Program and RN Faculty Findings

- The number of graduates from entry-to-practice programs continued to increase in 2013-2014 as a result of the expansion of seats and program delivery models in the last decade (11,987 in 2014, a 2.4% increase compared with 2013).
- Admissions increased in 2013-2014; 15,774 students entered ETP programs, an increase of 5.4% from 14,968 the previous year.
- 46.4% of all programs now use some distance education delivery, which may be improving student access.
- Increased graduate program admissions need to be sustained to avoid a potential faculty shortage as the following data indicate:
 - 40.2% of faculty were in the 55+ age cohort
 - 20.0% of faculty were in the 60+ age cohort.
 - Currently there are 395 students enrolled in PhD nursing programs in Canada, 89 of which are current faculty members.
 - The potential future supply of new faculty from current PhD enrolment in Canada is therefore 306.
 - In 2013-2014, master's and doctoral admissions increased by 19.1% and 15.1%, respectively. However, the number of graduates from master's and doctoral programs decreased slightly.
 - The replacement pool (master's and doctoral graduates) for retiring faculty is inadequate if enrolments in graduate programs remain at current levels.

2013-2014 Results

The 2013-2014 survey was issued to the 134 schools of nursing offering entry-to-practice (ETP) pre-licensure education entitling successful graduates to apply for initial licensure/registration as an RN, or for post-RN, NP and graduate RN education. It was completed by 114 schools, including 88 of a possible 94 CASN members.

The overall survey response rate was 85.1%; the CASN member response rate was 94.6%. See the tables starting on page 22 for more detailed information about omitted or unusable data. On average, 72.0% of schools responded to the faculty questions.

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

The following tables represent data as reported by each of the participating schools and do not include data from other sources. CASN is not responsible for errors in data reported by schools.

Note: New this year – In order to ensure clarity the OIIQ data is used for both the admissions and graduate data points for entry to practice in all sections of this report.

Previously the use of OIIQ data was limited to the section “Key Program Findings.”

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

Table 1: Education Programs by Province and Territory — Schools Offering Diploma, Undergraduate and Graduate Programs, 2013-2014, by Program Category

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

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

	Diploma	Bacc.	Post-RN	Master's	Doctoral	NP
Sainte-Foy, CEGEP	✓					
Saint-Félicien, CEGEP	✓					
Saint-Hyacinthe, CEGEP	✓					
Saint-Jean-sur-Richelieu, CEGEP	✓					
Saint-Jérôme, CEGEP	✓					
Saint-Laurent, CEGEP	✓					
Sept- Îles, CEGEP	✓					
Shawinigan, CEGEP	✓					
Sherbrooke, CEGEP	✓					
Sorel-Tracy, CEGEP	✓					
Thetford, CEGEP	✓					
Trois-Rivières, CEGEP	✓					
Université Laval		✓	✓	✓	✓	✓
Université de Montréal		✓	✓	✓	✓	✓
Université de Sherbrooke			✓	✓	✓	
Université du Québec à Chicoutimi		✓	✓	✓		
Université du Québec à Rimouski			✓	✓		
Université du Québec à Trois-Rivières		✓	✓	✓		
Université du Québec en Abitibi-Témiscamingue			✓			
Université du Québec en Outaouais		✓	✓	✓		
Valleyfield, CEGEP	✓					
Vanier, CEGEP	✓					
Victoriaville, CEGEP	✓					
Ontario						
Brock University		✓	✓			
Loyalist College		✓				
Humber College (partnered with U. New Brunswick)		✓				
Lakehead University		✓	✓	✓		✓
Confederation College		✓				
Laurentian University / Université Laurentienne		✓	✓	✓		✓
Cambrian College		✓				
Collège Boréal		✓				
Northern College		✓				
St. Lawrence College		✓				
Sault College		✓				
McMaster University		✓	✓	✓	✓	✓
Conestoga College		✓				
Mohawk College		✓				
Nipissing University		✓	✓			
Canadore College		✓				
Queen's University		✓		✓	✓	✓
Ryerson University		✓	✓	✓		✓
Centennial College		✓				
George Brown College		✓				
Trent University/Fleming College		✓				
University of Ontario Institute of Technology		✓	✓			
Durham College		✓				

	Diploma	Bacc.	Post-RN	Master's	Doctoral	NP
University of Ottawa / Université d'Ottawa		✓	✓	✓	✓	✓
Algonquin		✓				
Cité Collégiale, La		✓				
University of Toronto		✓		✓	✓	✓
University of Western Ontario		✓		✓	✓	✓
Fanshawe College		✓				
University of Windsor		✓	✓	✓		✓
Lambton College		✓				
St. Clair College		✓				
York University, Atkinson College		✓	✓	✓		✓
Georgian College		✓				
Seneca College		✓				
Manitoba						
Brandon University		✓	✓			
Collège Universitaire de Saint-Boniface (partnered with University of Ottawa / Université d'Ottawa)		✓				
University College of the North		✓				
University of Manitoba		✓	✓	✓	✓	✓
Red River College		✓				
Saskatchewan						
University of Saskatchewan		✓	✓	✓	✓	✓
University of Regina		✓				
Saskatchewan Polytechnic (formerly Saskatchewan Institute of Applied Sciences and Technology)		✓				✓
Alberta						
Athabasca University		✓	✓	✓		✓
Mount Royal University		✓				
University of Alberta		✓	✓	✓	✓	✓
Grande Prairie College		✓				
MacEwan University		✓				
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		✓	✓	✓		
University of Northern British Columbia		✓	✓	✓		✓

	Diploma	Bacc.	Post-RN	Master's	Doctoral	NP
College of New Caledonia		√				
Northwest Community College		√				
University of Victoria		√	√	√	√	√
Camosun College		√				
College of the Rockies		√				
Selkirk College		√				
Vancouver Community College		√				
Vancouver Island University (formerly Malaspina University-College)		√	√			
North Island College		√	√			
Okanagan College		√				
Northwest Territories						
Aurora College (partnered with University of Victoria on Bacc, partnered with Dalhousie on Master's NP)		√				√
Nunavut						
Nunavut Arctic College (partnered with Dalhousie University)		√				
Yukon: No programs offered						
CANADA Total	41	91	39	33	16	28

Notes

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

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

See Appendix A for details on methodology.

Table 2: Admission, Enrolment and Graduate Data by Program, 2013-2014

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	4,580	...	...	...	...	4,580	...	0	...	...	...	...	...	...
Enrolment	5,430	...	...	...	...	5,430	...	0	...	...	...	...	...	...
Graduates, 2014	2,752	...	...	...	...	2,752	...	0	...	...	...	...	...	...
Graduates, 2014 as a percentage of total national graduates	100	...	...	...	...	100	...	0	...	...	...	...	...	...
BACCALAUREATE														
Admissions	11,194	271	79	434	274	723	4,380	503	575	2,424	1,497	27	7	...
Enrolment	38,634	1,048	259	1,583	1,157	2,041	15,194	1,638	2,130	7,378	6,112	70	24	...
Graduates, 2014	9,235	250	73	370	256	578	4,034	426	446	1,383	1,404	13	*	...
Graduates, 2014 as a percentage of total national graduates	100	2.7	0.8	4.0	2.8	6.3	43.7	4.6	4.8	15.0	15.2	0.1	*	...
POST BACCALAUREATE														
Admissions	2,749	7	...	68	0	1,654	329	...	0	432	259	...	...	...
Enrolment	7,514	47	...	304	18	4,354	862	86	6	1,351	486	...	...	...
Graduates, 2014	1,621	8	...	40	*	993	312	25	*	110	126	...	...	...
Graduates, 2014 as a percentage of total national graduates	100	0.5	...	2.5	0.2	61.3	19.2	1.5	0.2	6.8	7.8	...	...	...
MASTER'S														
Admissions	923	20	5	6	8	195	289	19	21	265	95	...	...	...
Enrolment	2,929	96	9	31	49	568	763	113	56	863	381	...	...	...
Graduates, 2014	617	17	...	12	6	81	261	11	14	139	76	...	...	...
Graduates, 2014 as a percentage of total national graduates	100	2.8	...	1.9	1.0	13.1	42.3	1.8	2.3	22.5	12.3	...	...	...
DOCTORATE														
Admissions	84	...	...	...	...	30	20	*	*	19	9	...	...	...
Enrolment	395	...	...	11	...	114	104	10	14	94	48	...	...	...
Graduates, 2014	58	...	...	*	...	14	21	...	*	13	6	...	...	...
Graduates, 2014 as a percentage of total national graduates	100	...	...	5.2	...	24.1	36.2	...	1.7	22.4	10.3	...	...	...
NURSE PRACTITIONER														
Admissions	577	16	*	16	12	54	252	...	30	165	29	...	...	...
Enrolment	1,487	35	*	42	36	143	503	...	71	540	114	...	...	...
Graduates, 2014	449	8	...	12	*	52	239	...	13	91	31	...	...	...
Graduates, 2014 as a percentage of total national graduates	100	1.8	...	2.7	0.7	11.6	53.2	...	2.9	20.3	6.9	...	...	...

Notes

- OIIQ data 2013-2014: 4,580 students were admitted to diploma programs and 723 students to baccalaureate programs; 2,752 students graduated from diploma programs and 578 from baccalaureate programs. Enrolment data were not reported.
- As of 2013-2014, OIIQ data is used for all Quebec admission and graduate numbers to ensure a complete and accurate picture.
- Totals may not sum to 100% due to rounding.

Summary of omitted and unusable data:

Newfoundland and Labrador

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

New Brunswick

Nurse Practitioner 1 school's graduate data

Prince Edward Island

Master's 1 school's graduate data

Quebec

Baccalaureate 1 school's admission data; 1 school's enrolment data; 1 school's graduate 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 enrolment data; 1 school's graduate data

Ontario

Baccalaureate 3 schools' admission data; 3 schools' enrolment data; 3 school's graduate data

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

Manitoba

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

Nurse Practitioner 1 school's admission data

Doctoral 1 school's graduate data

Alberta

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

British Columbia

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

Master's 1 school's graduate data

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* Value suppressed in accordance with CASN 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, 2009-2014

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														
2009-2010	4,675	...	...	...	...	4,522	...	153	...	...	...	..	...	...
2010-2011	4,929	...	...	...	...	4,898	...	31	...	...	...	..	...	...
2011-2012	4,590	...	...	...	...	4,579	...	11	...	...	...	..	...	...
2012-2013	4,609	...	...	...	...	4,609	...	...	...	...	...	...	...	...
2013-2014	4,580	...	...	...	...	4,580	...	...	...	...	...	...	...	...
ENROLMENT														
2009- 2010	5,355	...	...	...	...	4,997	...	358	...	**	...	...	...	...
2010-2011	5,390	...	...	...	...	5,205	...	185	...	...	...	..	...	...
2011-2012	6,334	...	...	...	...	6,207	...	127	...	...	...	..	...	...
2012-2013	6,645	...	...	...	...	6,618	...	27	...	...	...	...	...	...
2013-2014	5,430	...	...	...	...	5,430	...	...	...	...	...	...	...	...
GRADUATES														
2010	2,189	...	...	...	...	2,019	...	170	...	...	...	*	...	...
2011	2,428	...	...	...	...	2,327	...	101	...	...	...	..	...	...
2012	2,477	...	...	...	...	2,448	...	29	...	...	...	..	...	...
2013	2,732	...	...	...	...	2,708	...	24	...	...	...	...	...	...
2014	2,752	...	...	...	...	2,752	...	...	...	...	...	...	...	...

Notes

Summary of omitted and unusable data:

- 2009-2010: All data usable.
- 2010-2011: All data usable.
- 2011-2012: All data usable.
- 2012-2013: All data usable.
- 2013-2014: All data usable.

OIIQ reports the following for Quebec diploma programs:

- 2009-2010: 4,522 students were admitted to diploma programs and 522 students to baccalaureate programs; 2,019 students graduated from diploma programs and 356 from baccalaureate programs. Enrolment data were not reported.
(Note: Data corrected by OIIQ in 2011. Previous reporting for 2009-2010: OIIQ reported 4,522 students were admitted to diploma programs and 522 students to baccalaureate programs; 2,508 students graduated from diploma programs and 495 from baccalaureate programs. Enrolment data were not reported.)
- 2010-2011: 4,898 students were admitted to diploma programs and 547 students to baccalaureate programs; 2,327 students graduated from diploma programs and 362 from baccalaureate programs. Enrolment data were not reported.
- 2011-2012: 4,579 students were admitted to diploma programs and 718 students to baccalaureate programs; 2,448 students graduated from diploma programs and 400 from baccalaureate programs. Enrolment data were not reported.
- 2012-2013: 4,609 students were admitted to diploma programs and 708 students to baccalaureate programs; 2,448 students graduated from diploma programs and 400 from baccalaureate programs. Enrolment data were not reported.
- 2013-2014: 4,580 students were admitted to diploma programs; 2,752 students graduated from diploma programs. Enrolment data were not reported.

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Table 4: Baccalaureate Programs — Admission, Enrolment and Graduate Data, 2009-2014

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														
2009-2010	10,931	267	89	375	354	522	4,704	395	505	2,322	1,353	30	15	...
2010-2011	10,418	282	75	471	324	532	4,210	465	526	2,090	1,404	31	8	...
2011-2012	10,564	292	62	499	410	744	4,170	351	399	2,235	1,352	32	18	...
2012-2013	10,359	290	75	481	205	692	4,017	460	225	2,572	1,301	26	14	...
2013-2014	11,194	271	79	434	274	723	4,380	503	575	2,424	1,497	27	7	...
ENROLMENT														
2009-2010	37,061	991	262	1,321	1,376	1,874	15,412	1,687	1,712	6,519	5,788	93	26	...
2010-2011	37,145	991	271	1,426	1,338	1,457	15,257	1,669	1,544	6,998	6,078	95	21	...
2011-2012	37,495	1,029	242	1,498	1,466	1,849	14,812	1,654	1,797	7,138	5,895	93	22	...
2012-2013	36,671	956	254	1,557	934	1,786	14,254	1,724	1,799	7,389	5,892	99	27	...
2013-2014	38,634	1,048	259	1,583	1,157	2,041	15,194	1,638	2,130	7,378	6,112	70	24	...
GRADUATES														
2010	8,010	166	54	302	303	356	3,571	413	315	1,204	1,275	14	5	...
2011	8,454	223	67	265	291	310	3,731	397	387	1,396	1,370	**	*	...
2012	9,273	253	84	325	344	357	3,941	322	409	1,689	1,534	**	*	...
2013	8,951	237	61	366	235	376	3,992	468	407	1,465	1,312	26	6	...
2014	9,235	250	73	370	256	578	4,034	426	446	1,383	1,404	13	*	...

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Notes

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

Summary of omitted and unusable data:

- 2009-2010: Admissions data from 2 schools in Ontario, and 1 school in British Columbia.
- 2010-2011: Admissions data from 2 schools in British Columbia, 1 school in Manitoba.
Enrolment data from 1 school in British Columbia.
- 2011-2012: Admissions data from 1 school in British Columbia, 2 schools in Ontario, 1 school in Manitoba. Enrolment data from 1 school in British Columbia.
- 2012-2013: Admissions data from 5 schools in Ontario, 1 school in Quebec, 1 school in Alberta, 1 school in Saskatchewan, 1 school in Manitoba
Enrolment data from 1 school in Ontario, 1 school in Quebec, 1 school in Saskatchewan
Graduate data from 5 schools in Ontario, 1 school in Quebec, 1 school in Saskatchewan.
- 2013-2014: Admissions data from 1 school in Quebec; 3 schools in Ontario; 1 school in Manitoba.
Enrolment data from 1 school in Quebec; 3 schools in Ontario; 1 school in Manitoba.
Graduate data from 1 school in Quebec; 3 schools in Ontario; 1 school in Manitoba.

OIIQ reports the following for Quebec diploma and baccalaureate programs:

- 2009-2010: 4,522 students were admitted to diploma programs and 522 students to baccalaureate programs; 2,019 students graduated from diploma programs and 356 from baccalaureate programs. Enrolment data were not reported.
(Note: Data corrected by OIIQ in 2011. Previous reporting for 2009-2010: OIIQ reported 4,522 students were admitted to diploma programs and 522 students to baccalaureate programs; 2,508 students graduated from diploma programs and 495 from baccalaureate programs. Enrolment data were not reported.)
- 2010-2011: 4,898 students were admitted to diploma programs and 547 students to baccalaureate programs; 2,327 students graduated from diploma programs and 362 from baccalaureate programs. Enrolment data were not reported.
- 2011-2012: 4,579 students were admitted to diploma programs and 718 students to baccalaureate programs; 2,448 students graduated from diploma programs and 400 from baccalaureate programs. Enrolment data were not reported.
- 2012-2013: 4,609 students were admitted to diploma programs and 708 students to baccalaureate programs; 2,448 students graduated from diploma programs and 400 from baccalaureate programs. Enrolment data were not reported.
- 2013-2014: 723 students were admitted to baccalaureate programs; 578 graduated from baccalaureate programs. Enrolment data were not reported.

Table 5: Post-RN Baccalaureate Programs — Admission, Enrolment and Graduate Data, 2009-2014

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														
2009-2010	2,530	40	...	74	5	1,287	354	..	...	522	248	...	...	...
2010-2011	2,298	43	...	83	*	1,173	285	..	...	470	240	...	...	...
2011-2012	2,269	54	...	77	*	1,198	367	..	...	388	185	...	...	...
2012-2013	2,202	32	...	73	...	896	382	..	52	487	280	...	...	...
2013-2014	2,749	7	...	68	...	1,654	329	...	...	432	259	...	...	...
ENROLMENT														
2009-2010	8,985	143	...	369	126	4,158	1,860	146	167	1,547	469	...	...	...
2010-2011	7,499	111	...	450	111	3,553	1,189	128	...	1,552	405	...	...	...
2011-2012	6,596	188	...	347	69	2,827	1,136	117	23	1,529	360	...	...	...
2012-2013	6,659	115	...	332	21	2,979	987	89	136	1,505	495	...	...	...
2013-2014	7,514	47	...	304	18	4,354	862	86	6	1,351	486	...	...	...
GRADUATES														
2010	1,784	9	...	44	38	746	522	35	57	163	170	...	...	...
2011	1,720	11	...	41	41	769	534	28	...	134	162	...	...	...
2012	1,474	13	...	45	38	636	410	35	19	160	118	...	...	...
2013	1,297	13	...	57	6	548	339	35	10	151	138	...	...	...
2014	1,621	8	...	40	*	993	312	25	*	110	126	...	...	...

Notes

Summary of omitted and unusable data:

- 2009-2010: Admissions data from 2 schools in Ontario, 1 school in Alberta, 5 schools in British Columbia.
Enrolment data from 2 schools in British Columbia.
Graduate data from 2 schools in British Columbia.
- 2010-2011: Admissions data from 1 school in Alberta, 5 schools in British Columbia, 2 schools in Manitoba, 3 schools in Ontario, 1 school in New Brunswick, 1 school in Saskatchewan.
Enrolment data from 1 school in British Columbia, 1 school in Saskatchewan, 1 school in Ontario.
Graduate data from 2 schools in British Columbia, 1 school in Saskatchewan.
- 2011-2012: Admissions data from 5 schools in British Columbia, 1 school in Manitoba, 3 schools in Ontario, 1 school in New Brunswick, 1 school in Saskatchewan.
Enrolment data from 2 school in British Columbia, 1 school in New Brunswick, 1 school in Saskatchewan, 3 school in Ontario.
Graduate data from 2 schools in British Columbia, 1 school in Saskatchewan, 1 school in New Brunswick.
- 2012-2013: Admissions data from 2 schools in Ontario, 2 schools in Alberta, 2 schools in British Columbia
Enrolment data from 2 schools in Saskatchewan
Graduate data from 1 school in Alberta
- 2013-2014: Admissions data from 1 school in Quebec, 2 schools in Ontario, 2 schools in British Columbia.
Enrolment data from 1 school in Quebec, 2 schools in Ontario, 2 schools in British Columbia.
Graduate data from 1 school in Quebec, 2 schools in Ontario, 2 schools in British Columbia.

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Table 6: Master's Programs — Admission, Enrolment and Graduate Data, 2009-2014

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														
2009-2010	883	30	...	14	13	214	326	...	15	178	93	...	...	...
2010-2011	1,025	27	...	21	17	179	374	...	...	270	137	...	...	...
2011-2012	919	22	...	14	8	155	374	...	14	221	101	...	...	...
2012-2013	775	23	*	...	23	127	270	7	16	214	85	7	...	...
2013-2014	923	20	5	6	8	195	289	19	21	265	95	...	...	...
ENROLMENT														
2009-2010	2,420	85	...	56	60	422	772	60	53	635	277	...	...	...
2010-2011	2,580	103	...	83	61	505	740	66	...	680	342	...	...	...
2011-2012	2,776	95	6	48	60	424	846	59	38	829	371	...	...	...
2012-2013	2,607	76	6	46	57	354	778	103	45	774	361	7	...	...
2013-2014	2,929	96	9	31	49	568	763	113	56	863	381	...	...	...
GRADUATES														
2010	610	8	...	10	11	109	258	7	13	108	86	...	...	...
2011	644	13	...	11	7	115	304	17	...	115	62	...	...	...
2012	696	10	6	9	12	104	311	11	20	141	72	...	...	...
2013	619	15	...	22	10	80	283	18	17	101	73	...	...	...
2014	617	17	...	12	6	81	261	11	14	139	76	...	...	...

Notes

Summary of omitted and unusable data:

- 2009-2010: Admissions data from 1 school in Ontario, 1 school in Manitoba, 1 school in Alberta, and 2 schools in British Columbia.
Graduate data from 1 school in Alberta, 2 schools in British Columbia, 1 school in Ontario, and 2 schools in Quebec.
- 2010-2011: Admissions data from 1 school in Alberta, 1 school in British Columbia, 1 school in Manitoba, 1 school in Quebec, and 1 school in Saskatchewan.
Enrolment data from 1 school in Saskatchewan.
Graduate data from 1 school in Saskatchewan, 1 school in Alberta, 1 school in Manitoba, 1 school in Ontario, 1 school in Quebec, and 1 school in Prince Edward Island.
- 2011-2012: Admissions data from 2 schools in British Columbia, 1 school in Manitoba, and 2 schools in Quebec.
Enrolment data from 1 school in Quebec
Graduate data from 1 school in Quebec
- 2012-2013: Admissions data from 1 school in Quebec, 1 school in British Columbia
Enrolment data from 1 school in Quebec, 1 school in British Columbia
Graduate data from 1 school in Quebec
- 2013-2014: Admissions data from 1 school in Quebec, 1 school in Manitoba.
Enrolment data from 1 school in Quebec, 1 school in Manitoba.
Graduate data from 1 school in Prince Edward Island, 1 school in Quebec, 1 school in British Columbia.

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Table 7: Doctoral Programs — Admission, Enrolment and Graduate Data, 2009-2014

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														
2009-2010	89	...	...	*	...	19	31	...	9	17	10	...	...	...
2010-2011	80	...	...	*	...	18	21	...	...	21	16	...	...	...
2011-2012	84	...	...	*	...	19	30	...	*	15	16	...	...	...
2012-2013	73	...	...	...	...	14	33	...	*	14	8	...	...	...
2013-2014	84	...	...	...	...	30	20	*	*	19	9	...	...	...
ENROLMENT														
2009-2010	488	...	...	20	...	100	155	...	54	112	47	...	...	...
2010-2011	480	...	...	21	...	92	178	...	...	125	64	...	...	...
2011-2012	447	...	...	18	...	92	155	...	9	101	72	...	...	...
2012-2013	445	...	...	16	...	88	171	6	14	91	59	...	...	...
2013-2014	395	...	...	11	...	114	104	10	14	94	48	...	...	...
GRADUATES														
2010	39	...	...	*	...	12	14	...	*	8	*	...	...	...
2011	89	...	...	*	...	12	51	...	...	19	6	...	...	...
2012	66	...	...	*	...	11	25	...	9	14	6	...	...	...
2013	61	...	...	*	...	10	26	...	...	11	10	...	...	...
2014	58	...	...	*	...	14	21	...	*	13	6	...	...	...

Notes

Summary of omitted and unusable data:

- 2009-2010: Admissions data from 1 school in Ontario.
- 2010-2011: Admissions data from 1 school in Saskatchewan.
Enrolment data from 1 school in Saskatchewan.
Graduate data from 1 school in Saskatchewan, 1 school in Manitoba, 1 school in Quebec.
- 2011-2012: Admissions data from 1 school in Quebec.
Enrolment data from 1 school in Quebec.
Graduate data from 1 school in Quebec.
- 2012-2013: Admissions data from 1 school in Manitoba.
Graduate data from 1 school in Saskatchewan.
- 2013-2014: Admissions data from 1 school in Quebec.
Enrolment data from 1 school in Quebec.
Graduate data from 1 school in Quebec and 1 school in Manitoba.

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- * Value suppressed in accordance with CASN privacy policy; cell value is between 1 and 4
- ** Value suppressed to ensure confidentiality; cell value is 5 or greater

Table 8: Nurse Practitioner Programs — Admission, Enrolment and Graduate Data, 2009-2014

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														
2009-2010	468	21	...	20	10	47	163	...	20	154	26	7	...	...
2010-2011	467	...	...	...	12	50	178	...	11	182	30	*	...	...
2011-2012	300	...	...	14	16	20	177	...	22	25	26	*	...	...
2012-2013	514	6	...	20	6	44	214	...	33	164	27	...	...	...
2013-2014	577	16	*	16	12	54	252	...	30	165	29	...	...	...
ENROLMENT														
2009-2010	1,131	33	...	54	41	84	319	20	26	458	89	7	...	...
2010-2011	1,117	10	...	...	41	75	425	11	22	455	70	8	...	...
2011-2012	999	11	...	47	57	32	387	23	61	280	94	7	...	...
2012-2013	1,216	25	...	90	27	107	385	...	67	453	62	...	...	...
2013-2014	1,487	35	*	42	36	143	503	...	71	540	114	...	...	...
GRADUATES														
2010	379	6	...	9	5	40	135	14	6	105	52	7	...	...
2011	408	10	...	...	8	30	249	5	*	72	26	*	...	...
2012	362	5	...	16	14	15	197	7	9	71	24	*	...	...
2013	355	6	...	15	*	41	185	...	18	53	33	...	...	...
2014	449	8	...	12	*	52	239	...	13	91	31	...	...	...

Notes

Summary of omitted and unusable data:

- 2009-2010: Admissions data from 1 school in Newfoundland, 1 school in the Northwest Territories.
Enrolment data from 1 school in Newfoundland, 1 school in the Northwest Territories.
Graduate data from 1 school in Newfoundland.
- 2010-2011: Admissions data from 1 school in British Columbia, 1 school in Manitoba, 1 school in Saskatchewan.
Enrolment data from 1 school in Saskatchewan.
Graduate data from 1 school in Saskatchewan.
- 2011-2012: Admissions data from 1 school in British Columbia, 1 school in Alberta, 1 school in Manitoba, 1 school in Ontario, and 2 school in Nova Scotia.
Enrolment data from 1 school in Nova Scotia, and 1 school in British Columbia.
Graduate data from 1 school in Nova Scotia.
- 2012-2013: Admissions data from 1 school in Manitoba, 1 school in British Columbia
Enrolment data from 1 school in British Columbia.
- 2013-2014: Admissions data from 1 school in Newfoundland and Labrador and 1 school in Manitoba.
Enrolment data from 1 school in Newfoundland and Labrador.
Graduate data from 1 school in New Brunswick and 1 school in Newfoundland and Labrador.

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Table 9: Full-Time Faculty by Age Cohort, 2014

	2014
Age Cohort	
<35	82
35-39	145
40-44	211
45-49	183
50-54	314
55-59	311
60+	312
Total	1,872

Notes

The overall response rate to this question was 68.8%.

Summary of omitted and unusable data:

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

The number of full-time permanent faculty (1,872) in this table is less than the number of full-time permanent faculty reported in Table 10 (3,124) as age cohort results were not available for all faculties.

Table 10: Number of Full-Time Faculty, 2014

FACULTY EMPLOYMENT STATUS	CANADA	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
Full-time permanent	2,284	88	9	39	70	315	621	103	147	327	513	14	*	...
Full-time contract	840	15	22	13	40	73	209	134	12	167	122	*	*	...
Total	3,124	103	31	52	110	388	830	237	159	494	635	18	6	...

Notes

The overall response rate to this question was 96.5%

Summary of omitted and unusable data:

- 15 schools in Quebec
- 6 schools in Ontario

The number of full-time permanent faculty in this table (3,124) is greater than the number of full-time permanent faculty reported in Table 9 (1,872) as age cohort results were not available for all faculties.

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

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Table 11: Academic Upgrading Underway — Full-Time Faculty, 2014

	CANADA	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
Baccalaureate, nursing	11	...	...	11	...	...	...	...	...	...	...	...	...	...
Baccalaureate, other	*	...	...	...	...	...	*	...	...	...	...	...	...	...
Master's, nursing	145	5	*	18	25	*	6	*	*	54	23	...	*	...
Master's, other	24	...	...	...	...	*	*	...	*	18	*	...	...	...
Doctoral, nursing	107	*	5	10	*	11	34	*	*	27	11	...	...	...
Doctoral, other	59	*	*	0	*	6	16	...	14	19	10	...	...	...
Post-doctoral, nursing	21	...	...	*	*	*	*	...	...	9	*	...	...	...
Post-doctoral, other	9	...	...	...	...	*	*	...	...	5	...	...	...	...
Nurse practitioner, level not stated	5	...	...	...	...	5	...	...	...	...	...	...	...	...
Nurse practitioner, master's level	23	...	...	*	*	...	6	*	...	*	11	*	...	...
Nurse practitioner, post-master's level	*	...	...	...	...	...	...	...	...	...	*	...	...	...
Total	407	9	10	42	31	31	71	4	22	135	59	1	3	...

Notes

The overall response rate to this question was 71.0%.

Summary of omitted and unusable data:

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

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

Table 12: Full-Time Faculty Positions Reported as Filled, 2014, and Full-Time Faculty Positions Reported as Approved to be Filled, 2015

	CANADA	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
Positions filled in 2014	187	12	2	5	7	25	44	11	3	41	31	3	3	...
Positions to be filled in 2015	205	8	0	9	3	9	38	8	28	45	51	5	1	...
Total	392	20	2	14	10	34	82	19	31	86	82	8	4	...

Notes

The overall response rate to this question was 68.8%.

Summary of omitted and unusable data:

- 1 school in Nova Scotia
- 3 schools in Quebec
- 15 schools in Ontario
- 2 schools in Manitoba
- 1 school in Saskatchewan
- 4 schools in Alberta
- 3 schools in British Columbia

Value suppression is not applicable to these results.

Symbols

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Table 13: Full-Time Faculty Positions, Approved and Unable to Fill, 2014

	CANADA	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
Full-time permanent	33	1	...	...	...	3	12	1	...	9	7	...	...	...
Full-time contract	13	1	...	4	...	...	...	1	...	6	1	...	...	...
Total	46	2	...	4	...	3	12	2	...	15	8	...	...	...

Notes

Notes

The overall response rate to this question was 68.8%.

Summary of omitted and unusable data:

- 1 school in Nova Scotia
- 3 schools in Quebec
- 15 schools in Ontario
- 2 schools in Manitoba
- 1 school in Saskatchewan
- 4 schools in Alberta
- 3 schools in British Columbia

Value suppression is not applicable to these results.

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Table 14: Part-Time Faculty Contracts, 2014

CANADA	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
5,877	38	*	10	115	1,781	2,081	177	255	937	480	...	...	...

Notes

The overall response rate to this question was 93.9%

Summary of omitted and unusable data:

- 15 schools in Quebec
- 7 schools in Ontario
- 1 school in Manitoba
- 1 school in Alberta
- 3 schools in British Columbia

Value suppression is not applicable to these results.

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

Table 15: Full-Time Permanent Faculty on Leave, 2014

CANADA	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
142	*	*	*	*	15	27	7	6	21	55	*	...	...

Notes

The overall response rate to this question was 67.7%.

Summary of omitted and unusable data:

- 1 school in Nova Scotia
- 3 schools in Quebec
- 16 schools in Ontario
- 2 schools in Manitoba
- 1 school in Saskatchewan
- 4 schools in Alberta
- 3 schools in British Columbia

Value suppression is not applicable to these results.

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

Table 16: Faculty Category, Degree-Granting Schools — Full-Time Faculty, 2014

	CANADA	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
FULL-TIME, PERMANENT														
Full professor	395	6	...	16	16	100	101	7	44	53	52	...	...	...
Associate professor	295	8	*	21	8	44	80	*	*	69	56	...	...	...
Assistant professor	218	7	5	9	11	29	61	15	6	38	37	...	...	...
Nurse educator	77	...	...	29	...	...	32	...	...	11	5	...	...	...
Classroom (theory) instructor or lecturer	74	...	...	...	*	*	*	6	8	40	13	...	...	...
Clinical Instructor	57	...	...	...	24	...	...	*	...	...	30	...	...	...
Nursing skills laboratory instructor	9	...	...	...	*	*	*	*	*	*	...	...	...	...
Teaching assistant	*	...	...	...	...	...	...	...	...	*	...	...	...	...
Technologist	*	...	...	...	...	...	*	...	...	...	...	...	...	...
Other	104	*	...	...	15	11	20	...	...	24	34	...	...	...
Total	1,234	21	9	75	79	188	480	35	62	239	227	...	...	...
FULL-TIME, CONTRACT														
Full professor	62	...	...	...	*	16	20	...	12	13	...	...	...	...
Associate professor	12	...	...	*	*	6	*	...	...	...	...	...	...	...
Assistant professor	42	6	*	13	...	5	8	...	...	5	*	...	...	...
Nurse educator	64	...	...	11	...	6	...	...	...	47	...	...	...	...
Classroom (theory) instructor or lecturer	142	8	...	5	11	19	29	31	6	*	31	...	...	...
Clinical instructor	200	...	16	*	22	...	...	98	...	43	19	...	...	...
Nursing skills laboratory instructor	14	...	*	...	...	*	...	*	...	*	*	...	...	...
Teaching assistant	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Technologist	7	...	...	...	...	...	...	*	...	...	*	...	...	...
Other	95	...	*	...	11	14	13	*	...	54	...	...	...	...
Total	638	14	22	32	46	70	74	135	18	166	61	...	...	...

Notes

The overall response rate to this question was 96.5%

Summary of omitted and unusable data:

- 6 schools in Quebec
- 6 schools in Ontario
- 1 school in Manitoba
- 2 schools in British Columbia

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Table 17: Faculty Category, Non-Degree-Granting Schools — Full-Time Faculty, 2014

	CANADA	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
FULL-TIME, PERMANENT														
Full professor	613	...	...	...	6	127	249	60	81	73	17	14	...	...
Associate professor	*	...	...	...	...	...	*	...	...	...	...	...	...	...
Assistant professor	*	...	...	...	...	...	*	...	...	...	...	...	...	...
Nurse educator	175	39	...	...	...	...	...	...	...	15	121	...	...	...
Classroom (theory) instructor or lecturer	52	...	...	...	...	...	11	...	...	...	41	...	...	...
Clinical instructor	55	...	...	...	...	...	19	...	...	...	36	...	...	...
Nursing skills laboratory instructor	28	...	...	...	...	...	14	...	...	...	14	...	...	...
Teaching assistant	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Technologist	14	...	...	...	...	...	14	...	...	...	...	...	...	...
Other	48	6	...	...	...	...	...	...	...	...	41	...	...	...
Total	992	45	...	...	6	127	314	60	81	88	271	14	...	...
FULL-TIME, CONTRACT														
Full professor	32	...	...	...	...	*	*	...	23	*	*	...	...	...
Associate professor	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Assistant professor	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Nurse educator	29	*	...	...	...	...	...	...	...	...	28	...	...	...
Classroom (theory) instructor or lecturer	23	...	...	...	...	...	14	...	...	...	9	...	...	...
Clinical instructor	128	...	...	...	...	...	116	...	...	...	12	...	...	...
Nursing skills laboratory instructor	6	...	...	...	...	...	*	...	...	...	*	...	...	...
Teaching assistant	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Technologist	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other	*	...	...	...	...	...	...	...	...	...	*	...	...	...
Total	222	*	...	...	...	*	132	...	23	*	62	14	...	...

Notes

The overall response rate to this question was 96.5%

Summary of omitted and unusable data:

- 6 schools in Quebec
- 6 schools in Ontario
- 1 school in Manitoba
- 2 schools in British Columbia

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Table 18: Highest Academic Credential — Full-Time Faculty, 2014

CREDENTIAL	CANADA	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
Diploma, nursing	*	...	...	...	...	...	...	*	...	...	...	...	...	...
Diploma, other	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Baccalaureate, nursing	341	10	15	22	33	10	30	11	14	93	97	8	6	...
Baccalaureate, other	6	...	...	...	...	*	...	*	*	*	*	...	...	...
Master's, nursing	888	61	10	25	31	56	263	7	53	141	242	7	*	...
Master's, other	336	8	...	*	9	6	113	*	32	60	102	*	...	...
Doctoral, nursing	334	8	5	22	13	47	97	13	...	64	64	*	...	...
Doctoral, other	265	11	...	6	14	61	91	20	*	33	24	...	*	...
Post-doctoral, nursing	48	...	...	6	*	8	12	...	...	13	7	...	...	...
Post-doctoral, other	26	...	...	*	...	12	*	...	...	6	*	...	...	...

Notes

The overall response rate to this question was 71.0%.

Summary of omitted and unusable data:

- 1 school in Nova Scotia
- 3 schools in Quebec
- 12 schools in Ontario
- 1 school in Manitoba
- 1 school in Saskatchewan
- 4 schools in Alberta
- 4 schools in British Columbia

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- * Value suppressed in accordance with CASN privacy policy; cell value is between 1 and 4
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Table 19: Nurse Practitioner Credentials — Full-Time Faculty, 2014

CREDENTIAL	CANADA	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
Nurse practitioner, post-baccalaureate level	4	...	...	...	*	...	*	...	...	...	...	...	...	...
Nurse practitioner, master's level	20	*	...	...	*	*	*	5	...	*	*	*	...	...
Nurse practitioner, post-master's level	21	*	...	*	...	...	14	...	...	*	*	...	...	...
Nurse practitioner, other level	3	...	...	...	...	...	*	*	...	*	*	...	...	...

Notes

The overall response rate to this question was 69.9%.

Summary of omitted and unusable data:

- 1 school in Nova Scotia
- 3 schools in Quebec
- 13 schools in Ontario
- 2 schools in Manitoba
- 1 school in Saskatchewan
- 4 schools in Alberta
- 4 schools in British Columbia

Symbols

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Methodological Notes — Survey Tables

Classification of nursing programs

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

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

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

Collection Period

Program inventory, admission and enrolment data are collected on the academic year. This year's collection is for the 2013-2014 academic year.

Graduate and faculty data are collected on the calendar year. This year's collection captures these data for calendar year 2014.

Data Collection Terms

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

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

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

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

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

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

Entry-to-Practice

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

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

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

Data Limitations

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

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

Out-of-Province/Territory Partnerships

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

Out-of-province/territory baccalaureate collaborative partnerships as of 2013-2014 include: Aurora College, N.W.T., partnered with the University of Victoria, B.C.; Université de Saint-Boniface, M.B., partnered with University of Ottawa / Université d'Ottawa, Ont.; Nunavut Arctic College, Nunavut, partnered with Dalhousie University, N.S.; and Humber College, Ont., partnered with the University of New Brunswick, N.B.

Out-of-province/territory master's NP stream collaborative partnerships as of 2013-2014 include: Aurora College, N.W.T., partnered with Dalhousie, N.S.

Survey Response

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

2010-2011: The survey was issued to all 135 schools offering nursing programs; 111 schools completed the survey; 1 Ontario university (1 ETP baccalaureate program, 1 post RN Baccalaureate program, 1 master's program, and 1 NP program), 2 Ontario colleges (2 ETP baccalaureate programs) and 1 Quebec university (1 ETP baccalaureate programs, 1 post-RN baccalaureate program, and 1 master's program) and 20 Quebec CEGEPs/colleges (20 ETP diploma programs) did not complete the survey. ***The overall survey response rate was 82%;***

the CASN member response rate was 92%. See the tables starting on page 20 for more detailed information about omitted or unusable data. On average, 66.0% of schools responded to the faculty questions.

2011-2012: The survey was issued to all 135 schools offering nursing programs; 111 schools completed the survey; 4 Ontario colleges (4 ETP baccalaureate programs) and 1 Quebec university (1 ETP baccalaureate programs, 1 post-RN baccalaureate program, and 1 master's program) and 17 Quebec CEGEPs/colleges (17 ETP diploma programs), 2 British Columbia colleges (2 ETP baccalaureate programs, 1 post-RN baccalaureate program) did not complete the survey. ***The overall survey response rate was 82%;*** the CASN member response rate was 93%. See the tables starting on page 20 for more detailed information about omitted or unusable data. On average, 74.9% of schools responded to the faculty questions.

2012-2013: The survey was issued to the 135 schools of nursing offering programs; 114 schools completed the survey; ***The overall survey response rate was 84.4%;*** the CASN member response rate was 91.4%. See the tables starting on page 22 for more detailed information about omitted or unusable data. On average, 72.3% of schools responded to the faculty questions.

2013-2014: The survey was issued to the 134 schools of nursing offering programs; 114 schools completed the survey; ***The overall survey response rate was 85.1%;*** the CASN member response rate was 94.6%. See the tables starting on page 22 for more detailed information about omitted or unusable data. On average, 72.0% of schools responded to the faculty questions.

Privacy and Confidentiality

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

APPENDIX A

National Student and Faculty Survey of Canadian Schools of Nursing 2013-2014: Survey Methodology

Registered nurses (RNs) represented 72.1% of the total regulated nurse workforce in 2014.^v

General Methodology

Background

CNA began administering an annual survey on nursing students and faculty in 1963. In 2001, a new survey and methodology were developed for CNA by well-known statistician Eva Ryten. The Canadian Association of Schools of Nursing (CASN) led the development of the faculty questions that same year. CASN member schools tested the new survey prior to its initial distribution in 2002. In recent years, CNA and CASN have introduced changes to the survey to reflect changes in program delivery and to increase data related to faculty. All changes are tested at selected schools of nursing prior to adoption. CASN took over full administration of the survey in 2013.

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

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

Entry-to-Practice Education Requirements for Registered Nurses

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

Source: Canadian Nurses Association

The conversion from diploma to degree programs brought in its wake many statistical complications. The mechanism adopted to convert from diploma to degree programs was the introduction of collaborative degree programs. “Collaborative” refers to a relationship of cooperation between a university and one or more college-level institutions. The extent and type of collaboration models existing between a university and its collaborating partner or partners vary greatly. For example, at one extreme, the university may be responsible only for ensuring that the curriculum meets university degree standards, and the college may deliver the entire curriculum on its sites. At the other extreme, the university may be heavily involved not only in approving academic standards but also in delivering sizable amounts of the curriculum on its campuses.

A data record linking process permits admission and enrolment data of programs delivered under a collaborative model to be linked to the graduate program data of the degree-granting partner. This approach allows for the statistical tracking of nursing students by qualification earned from the point of admission, by each year of enrolment, through to graduation. It also accommodates recent changes whereby some colleges now award baccalaureate degrees or have changed their institution type from college to university. Historical results have not been affected by these changes.

Data Collection

The survey requests information on the following:

- Program inventory — covers all nursing programs leading to initial licensure (e.g., diploma, diploma exit, baccalaureate, collaborative baccalaureate) as well as formal programs furthering an RN’s education (e.g., post-RN, master’s, doctorate, nurse practitioner); includes distance education programs, multiple language offerings and multiple partnership arrangements. Collection period: academic year.
- Graduates — by qualification earned, graduates by gender for each program listed in the program inventory, by partner, by site, where available. Collection period: calendar year.
- Faculty demographics — details on faculty responsible for the delivery of programs listed in the program inventory, by gender, contract type, rank and status; these data include components such as highest academic credential, age cohorts, faculty on leave, average age of retirement, attrition other than retirement, and additional information on classroom ratios. Collection period: calendar year.

Admission and enrolment data are collected for the previous academic year to ensure that fall, winter and summer intake data are gathered. Graduate data are collected for the calendar year to align with annual licensing examination practices and health human resources planning. Admission and enrolment data are counted only after the school’s allowed withdrawal date.

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

Disparities are resolved by the CASN program lead and the faculty member(s) responsible for the data compiled. The dean, director, program head or equivalent validates the data’s accuracy and completeness, and approves the use of the data to prepare reports and to support research and policy decisions affecting the future supply of nurses in Canada.

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

In 2009, an online version of the survey was available to CASN members. In 2013-2014, the online survey was available to all schools of nursing along with online school-level reports.

Data Organization

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

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

Links are established between partners offering collaborative baccalaureate programs such that admission, enrolment and graduate data records mirror the delivery of each partner. A baccalaureate program is attributed to each partner offering a part of the baccalaureate program. This approach allows for the statistical tracking of nursing students by qualification earned from the point of admission, by each year of enrolment, at each partner site through to graduation. It also accommodates recent changes whereby some colleges now award baccalaureate degrees or have changed their institution type from college to university. Historical results have not been affected by these changes.

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

Tables

The survey data are summarized in 19 tables for distribution to schools of nursing and interested parties (e.g., CASN member schools, researchers, government departments). Each table contains important notes covering data scope, updates to previous years' data, omissions and acknowledgments.

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

Data Confidentiality and Privacy

As part of the 2013-2014 survey submission procedures, each school completed a confidentiality and approval release form authorizing CASN to release the data for purposes of research, policy-making, advocacy, etc.

CASN staff adheres to CASN's privacy policy, available on the CASN website.

Definitions Used in the Survey

Advanced Entrants (counted as of the school's allowed withdrawal date)

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

Advanced entrants include:

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

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

Baccalaureate Program Collaborative Delivery

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

Baccalaureate Program University Delivery

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

Campus Site

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

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

Continuing students include:

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

Employment Status

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

Enrolment (counted as of the school's allowed withdrawal date)

The number of students enrolled in each year of study.

Enrolment Status

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

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

Faculty Categories

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

F1 Category

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

F2 Category

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

F3 Category

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

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

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

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

Intake

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

Program Category

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

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

Program Duration

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

Qualification

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

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

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

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

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

Roll-up Results

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

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

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

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

Transfer-In External Students (counted as of the school's allowed withdrawal date)

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

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

Endnotes

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

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

ⁱⁱⁱ Canadian Institute for Health Information. (2014). *Regulated nurses 2014 Report*. Ottawa: Author.

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

^v Canadian Institute for Health Information. (2014). *Regulated nurses 2014 Report*. Ottawa: Author.