Registered Nurses Education in Canada Statistics

2016–2017

Registered Nurse Workforce, Canadian Production: Potential New Supply

November 2018

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

casn.ca

Canadian Association of Schools of Nursing

1145 Hunt Club Road, Suite 450

Ottawa, ON K1V 0Y3
Tel.: 613-235-3150
Fax: 613-235-4476

Website: www.casn.ca

November 2018

Message from the Executive Director

The Canadian Association of Schools of Nursing (CASN) is pleased to present Registered Nurses Education in Canada Statistics, 2016–2017 — 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

Contents

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 it 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 practitioners (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 2016-2017 data collected from the registered nurse (RN) and nurse practitioner portions of the NSFS. The key program findings are presented for 2016–2017, followed by the key RN faculty findings for 2017. The detailed 2016–2017 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: **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 2016-2017 NSFS survey was issued to all 137 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 137 schools, 114 schools completed the survey, including 91 of a possible 94 CASN members. Of the 114 schools, 23 were CÉGEPs. The overall survey response rate was 83.2%; the CASN member response rate was 96.8%. See the tables starting on page 22 for more detailed information about omitted or unusable data. On average, 67.3% of schools responded to the faculty questions.

Data Comparison Timeframes

Program inventory, admission, and enrolment data were collected for the 2016-2017 academic year. Unless otherwise stated, increases or decreases noted in the report are in relation to 2015–2016 data.

Graduate data were collected for calendar year 2017. Unless otherwise stated, increases or decreased noted in the 2017 data are in relation to the 2016 survey data.

Faculty data were also collected for calendar year 2017. Unless otherwise stated, comparisons of faculty data with previous results are in relation to 2016 data.

Survey Methodology

See the Appendix for methodological information.

2016-2017 Key Program Findings

This section of the report highlights key findings regarding education programs in 2016–2017. 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 or initial licensure/ registration as an RN.

- 112 of the 114 schools (98.2%) offered an ETP program.
- 89 of the 114 schools (78.1%) 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; three colleges in British Columbia and 1 college in Manitoba granted ETP baccalaureate degrees autonomously.

ETP Admissions

- 16,260 students entered ETP programs in 2016–2017, an increase of 0.1% (from 16,244) (Figure A).

Figure A: Admissions to Entry-to-Practice Programs, 1999–2000 to 2016–2017

(Collection period changed from calendar year to academic year in 2001)
Sources: *National Student and Faculty Survey of Canadian Schools of Nursing*; *Ordre des infirmières et infirmiers du Québec*

ETP Graduates

- The number of graduates decreased in 2017 to 12,283, a 1.6% decrease compared with 2016 (12,484).
- The number of ETP graduates surpassed 10,000 for the eighth year in a row (Figure B).

Figure B: Graduates from Entry-to-Practice Programs, 1963-2017

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, 2013 to 2017

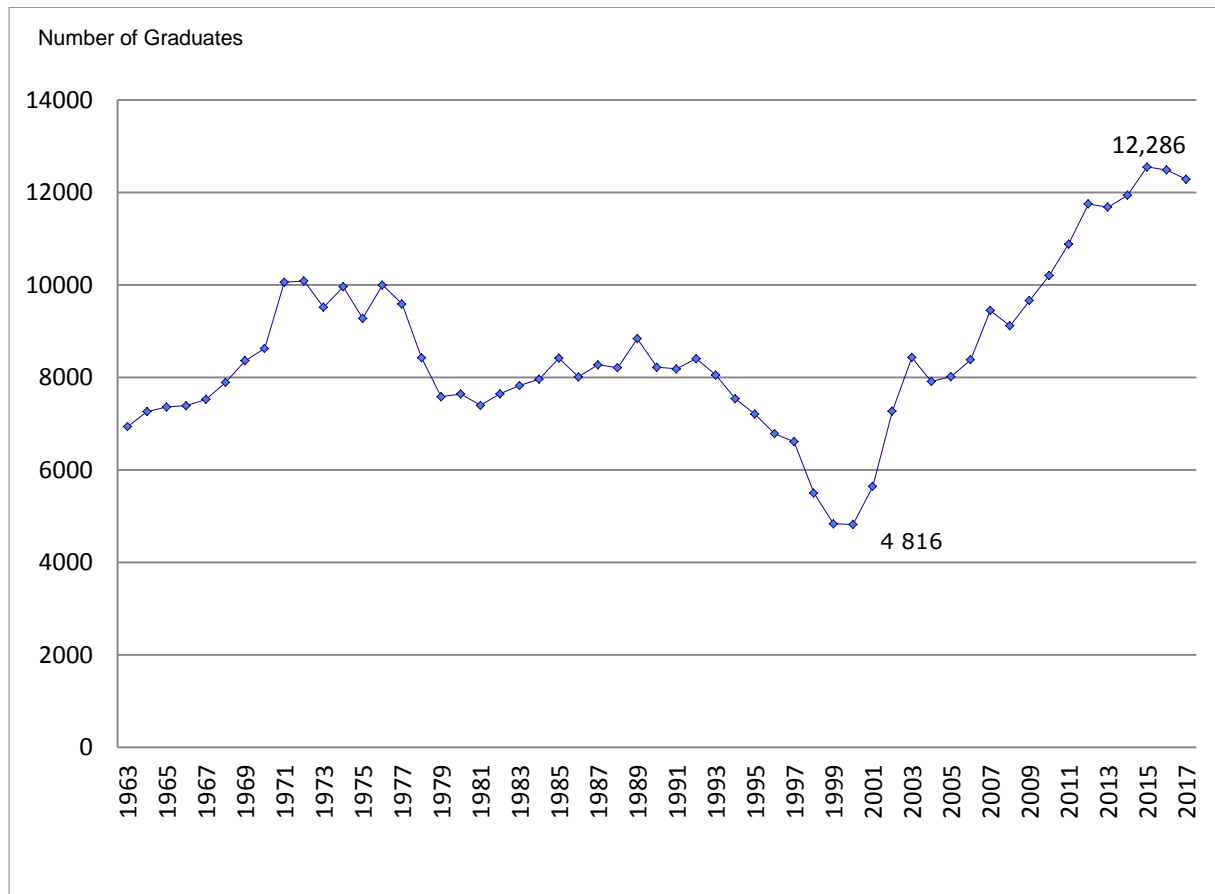| Jurisdiction	2013	% Change '12 to '13	2014	% Change '13 to '14	2015	% Change '14 to '15	2016	% Change '15 to '16	2017	% Change '16 to '17
Newfoundland and Labrador	237	-6.3	250	5.5	247	-1.2	228	-8	224	-1.8
Prince Edward Island	61	-0.2	73	19.7	63	-13.7	64	1.6	72	12.5
Nova Scotia	366	12.6	370	1.1	391	5.7	400	2.3	404	1.0
New Brunswick	235	-31.7	256	8.9	268	4.7	260	-3	202	-22.3
Quebec	3,084	9.9	3,330	8.0	3,297	-1	3,319	0.7	3,157	-4.9
Ontario	3,992	1.3	4,038	1.2	4,141	2.6	4,127	-0.3	4,265	303
Manitoba	492	40.2	437	-11.8	470	7.3	471	0.2	422	-10.4
Saskatchewan	407	-0.1	446	9.6	590	32.3	508	-14.9	591	16.3
Alberta	1,465	-13.3	1,383	-5.6	1,741	22.9	1,609	-6.1	1,465	-8.9
British Columbia	1,312	-14.5	1,404	7.0	1,352	-3.7	1,481	9.1	1,466	-1.0
Northwest Territories	26	100	13	-50	16	23.1	11	-37.0	12	9.1
Nunavut	6	100	*	-66.7	*	50	*	66.7	*	-50
Yukon (no programs)	…	…	…	…	…	…	…	…	…	…
CANADA	**11,683**	**-0.4**	**11,954**	**2.3**	**12,579**	**5.1**	**12,484**	**-0.8**	**12,283**	**-1.6**

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

Post-RN Programs

- 17.9% of schools (21 of 114 schools) offered one or more post-RN baccalaureate programs for diploma-trained nurses wishing to obtain a baccalaureate degree in nursing or nursing science.
- Post-RN programs were not reported by Prince Edward Island, Saskatchewan, the Northwest Territories, Nunavut, and the Yukon.
- 1,737 diploma-trained RNs graduated from post-RN baccalaureate programs in 2017, representing a 2.3% decrease from last year (Figure C).

Figure C: Graduates from Post-RN Baccalaureate Programs, 2005–2017

Number of Graduates

```
2000                1970                1936
                     ■                   ■
                           1934   1923
1900                        ■      ■
                                          1784
                                           ■
1800                                            1777
      1791                                  1729  ■
       ■                                          1720
1700                                         ■
                                        1621
1600                                     ■
                                              1737

1500                              1474
                                   ■
1400

1300                         1297
                              ■
1200
      2005 2006 2007 2008 2009 2010 2011 2012 2013 2014 2015 2016 2017
```
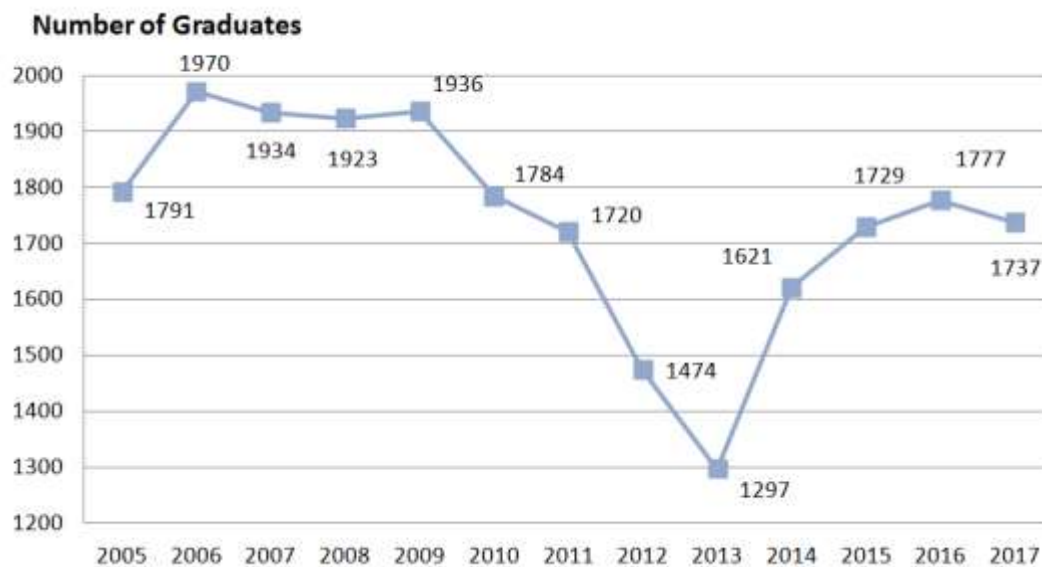
Source: *National Student and Faculty Survey of Canadian Schools of Nursing*

Master's and Doctoral Programs

Admissions to doctoral programs have remained fairly stable in the last five years.

- 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.
- 14.9% of schools (17 of 114 schools) offered doctoral programs in 2016–2017.
- 988 students were admitted to master's programs, a decrease of 4.7% since 2015–2016 (Figure D).
- 709 RNs graduated from master's programs, a 4.6% increase from the previous year (Figure E).
- Admissions to doctoral programs increased by 11.6% from the previous year (Figure D).
- Total number of graduates from doctoral programs was 64 graduates in 2017 as compared with 60 in 2016, an increase of 6.7% (Figure E).

Figure D: Admissions to Master's and Doctoral Programs, 2012–2013 to 2016–2017

Number of Admissions

	12-'13	13-'14	14-15	15-16	16-17
■ Master's	775	922	1002	1037	988
■ Doctoral	73	87	75	86	96
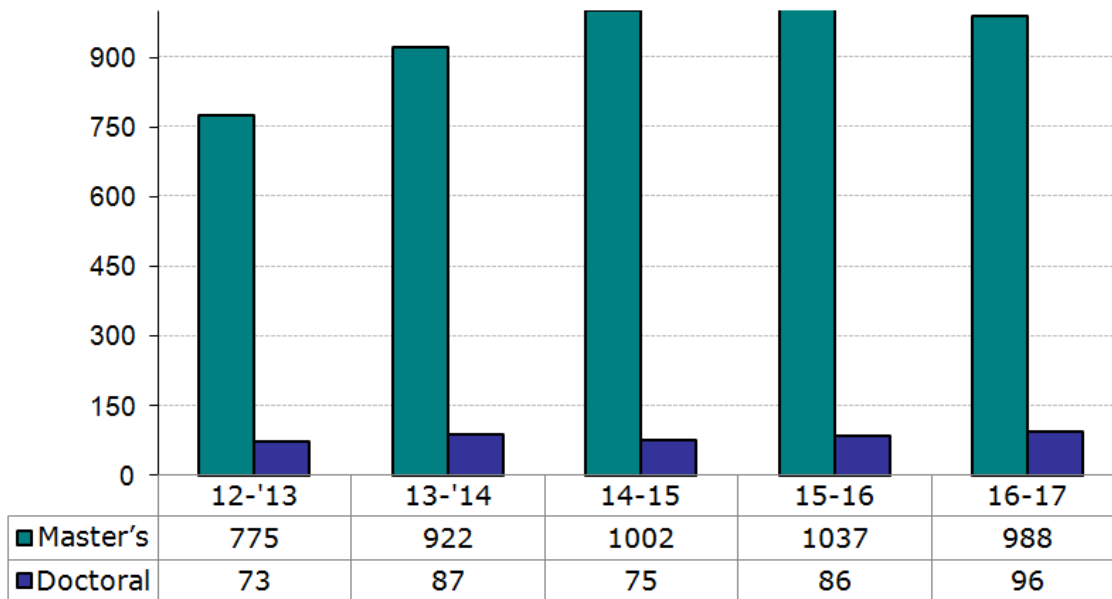
Source: *National Student and Faculty Survey of Canadian Schools of Nursing*

Figure E: Graduates from Master's and Doctoral Programs, 2013 to 2017

Number of Graduates

	2013	2014	2015	2016	2017
Master's	619	611	688	678	709
Doctoral	61	58	66	60	64

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

Nurse Practitioner Programs

Nurse practitioner (NP) programs are offered at three educational levels: post-RN, 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 the Northwest Territories, Nunavut, and the Yukon.
- The number of students admitted to NP programs increased in 2016–2017. It increased 3.0% in 2016-2017 over 2015–2016, with 720 students entering a variety of NP programs (Figure F).
- Graduate levels for NP programs increased by 0.4% in 2017 compared to 2016: 545 graduates in 2017 as compared with 543 in 2016. (Figure G).

Figure F: Admissions to Nurse Practitioner Programs 2012–2013 to 2016–2017

Numbers of Admissions

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

Figure G: Graduates from Nurse Practitioner Programs 2013-2017
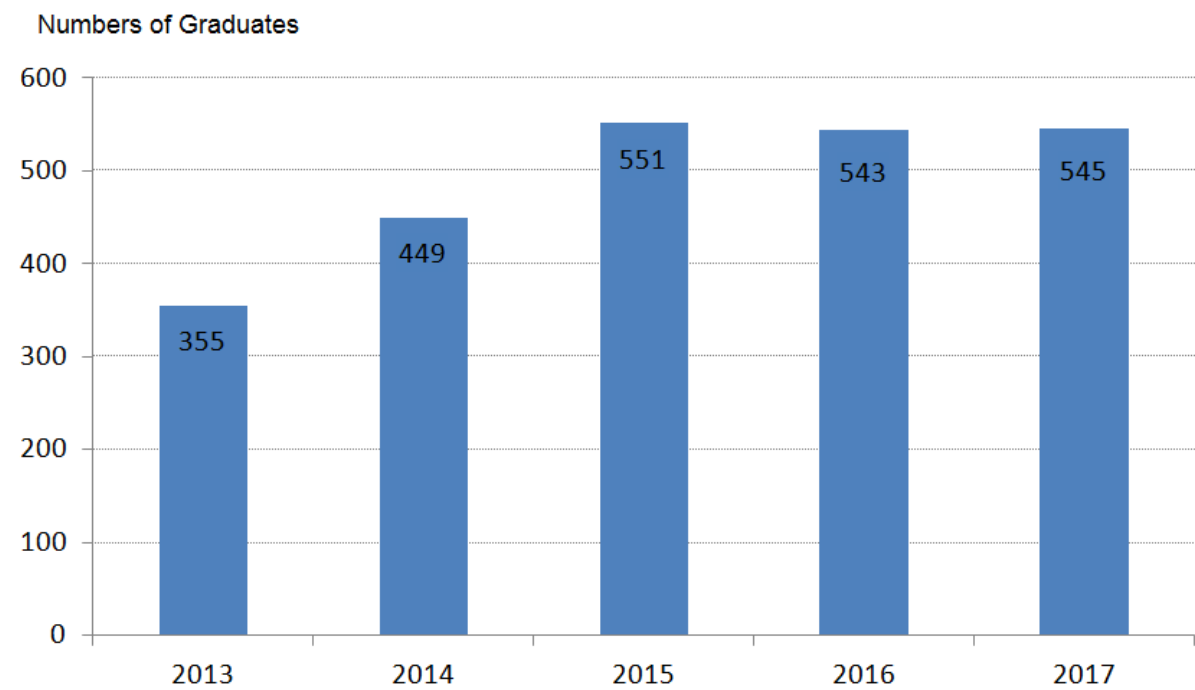
Numbers of Graduates

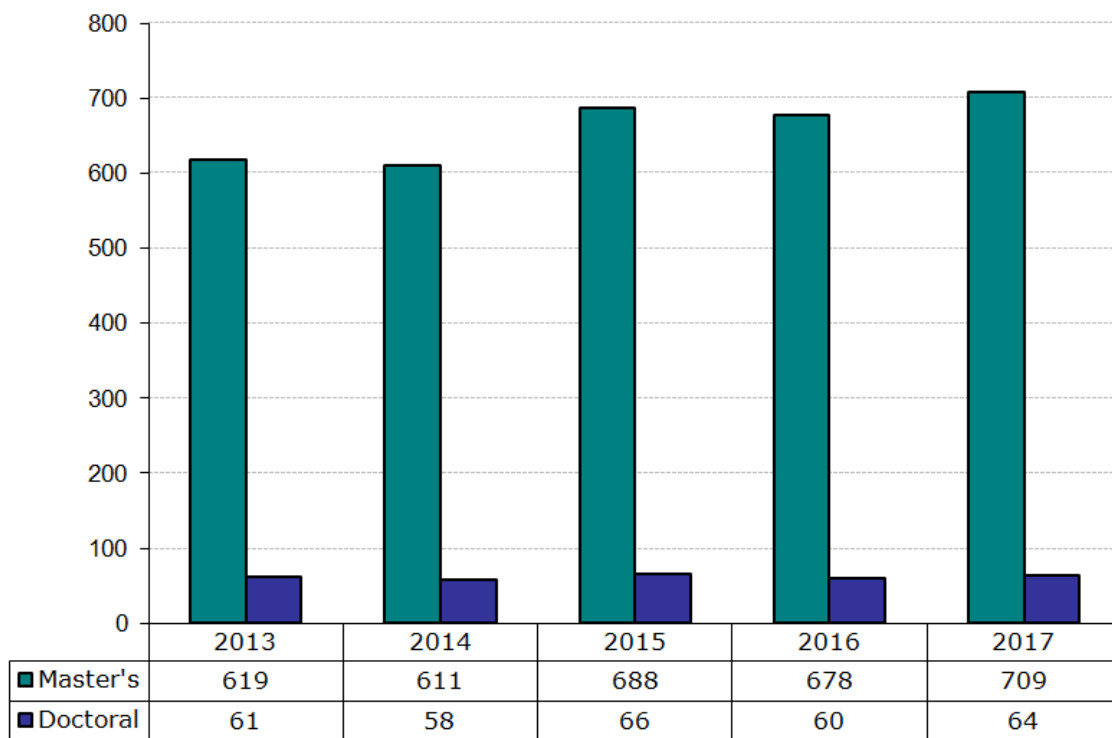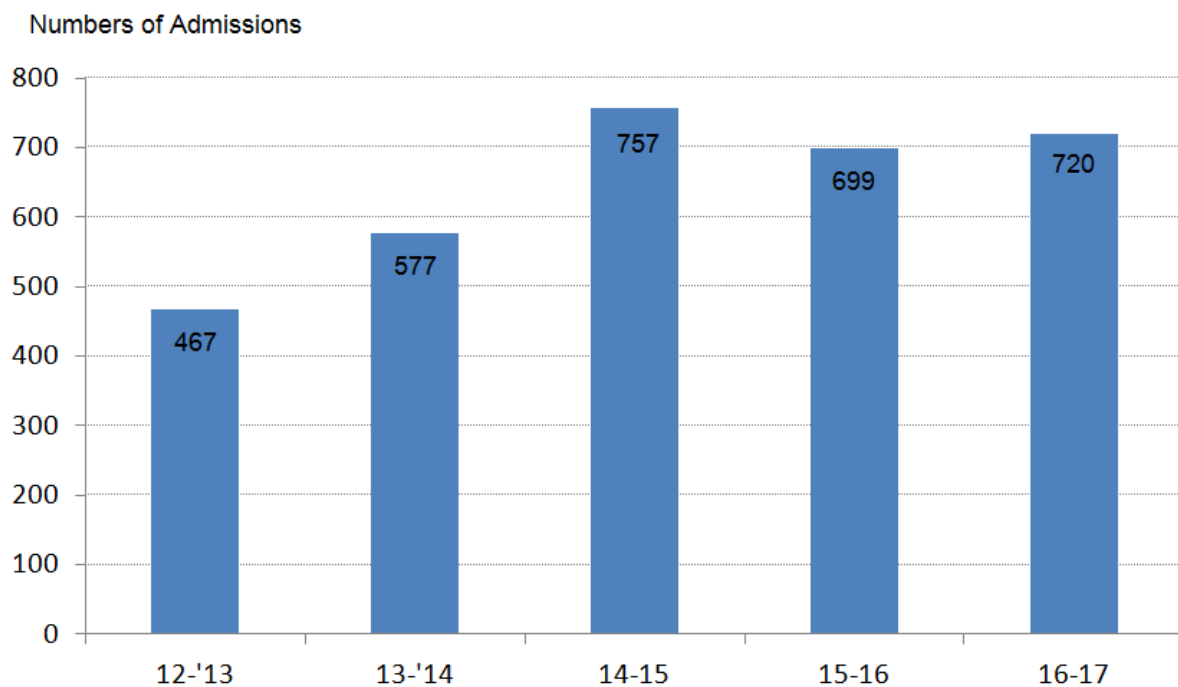Source: *National Student and Faculty Survey of Canadian Schools of Nursing*

Nursing Education Statistics 2016-2017

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.

- 40.4% of schools (46 of 114 schools) offered one or more ETP fast-track programs (Table B).
- Many of the 46 schools offered multiple fast-track program options (Table C).

Program inventory data are 2016–2017 data as compared with 2015–2016 data.

Table B: Number of Schools Offering Fast-Track Entry-to-Practice Programs by Jurisdiction, 2016–2017

	Canada	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
No. of Schools Offering Fast-Track ETP Programs	46	2	1	1	1	5	16	0	2	6	12	…	…	…

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, 2011–2012 to 2016-2017

	Canada	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
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	…	…	…
2014-2015	**44**	2	1	1	1	5	19	…	4	5	6	…	…	…
2015-2016	**68**	2	1	1	2	5	20	0	8	11	18	…	…	…
2016-2017	**71**	2	1	1	2	5	21	0	9	12	18	…	…	…

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

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.

- 56.2% of all programs (109 of 194 programs) used some form of DE (Table D).
- Some DE delivery is used in 88.9% of all nurse practitioner programs and in 61.8% of master's programs. Of Canada's 17 doctoral programs, 41.2% utilize some DE options.

Table D: Number and Types of Programs Utilizing some Distance Education by Jurisdiction, 2016–2017

Jurisdiction	ETP Baccalaureate	Post-RN Baccalaureate	Master's	Doctoral	Nurse Practitioner	Total All Programs
Newfoundland and Labrador	…	1	1	…	1	3
Prince Edward Island	…	…	…	…	…	…
Nova Scotia	…	2	1	…	1	4
New Brunswick	1	3	2	…	2	8
Quebec	3	3	5	3	4	18
Ontario	13	3	5	1	7	29
Manitoba	4	2	2	0	1	9
Saskatchewan	3	1	…	1	3	8
Alberta	3	2	1	1	1	8
British Columbia	8	6	3	1	3	21
Northwest Territories	…	…	…	…	1	1
Nunavut	…	…	…	…	…	…
Yukon (no programs)	…	…	…	…	…	…
DE Program Total	**35**	**22**	**20**	**7**	**24**	**109**
CANADA: Program Total (see Table 1 p. 20)	**94**	**22**	**34**	**17**	**27**	**194**
DE Programs as a % of Canada Program Total	*37.2%*	*100%*	*58.8%*	*41.2%*	*88.9%*	*56.2%*

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

2016 Key RN Faculty Findings

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

Faculty data are 2016 data as compared with 2015 data.

- 9,123 RN faculty members were employed by schools of nursing in 2017.
- Only 25.75% of faculty members are permanent: 2,349 of the 9,123 RN faculty (Table E).
- 58.0% of permanent faculty were 50 years of age or older; 41.1% of permanent faculty were 55 years or older (Table F) and 21.0% 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 almost 20 percentage points higher than the percentage of 50+ in the RN workforce[iii] (Table F).
- An increasing percentage of RN permanent faculty were in the 50+ age cohort (Table G).

The response rate for the question about age cohorts was 67.4% (66 of 91 schools). The response rate for the questions about employment status was 79.8% (91 of 114 schools).

Table E: Number of Faculty by Employment Status, 2017

Faculty Category	Number of Faculty	% of Faculty Workforce
Permanent Faculty: permanent, full-time faculty	2,349*	25.75
Contract Full-Time Faculty: faculty fulfilling contracts of one academic year or longer	944*	10.35
Contract Part-Time Faculty: faculty fulfilling contracts of less than one academic year	5,830	63.9
Total Faculty Workforce:	9,123	100

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

*See tables 10 and 14 (p. 41 and p. 45 respectively)

Table F: Age Category Percentages for 2017 RN Workforce compared to 2017 RN Permanent Faculty

Age Category	% of RN Workforce, 2017	% of RN Permanent Faculty, 2017
<35	29.5	6.5
35-39	12.2	12.3
40-44	11.3	12.6
45-49	11.7	16.0
50-54	12.5	16.0
55+	21.6	41.1

Sources: *National Student and Faculty Survey of Canadian Schools of Nursing;* Canadian Institute for Health Information. (2018). *Regulated nurses 2017 Report*.[iii]
Note: RN Workforce percentages do not add to 100 due to "unstated".

Table G: Comparison of RN Permanent Faculty Age Cohorts 2013, 2014, 2015, and 2016, and 2017

Age Cohort	2013	2014	2015	2016	2017	% Change '16 to '17
<40	14.5	14.6	16.2	15.7	18.8	3.1
40-49	25.3	25.2	25.6	27.3	28.6	1.3
50-59	40.2	40.2	36.5	35.3	37.1	1.8
60+	20.0	20.0	21.6	21.9	21.0	-0.9

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.
- 70 permanent RN faculty (senior faculty) retired in 2017.
- 21.4% (15 of the 70) were under 60.
- 53 permanent RN Faculty left for reasons other than retirement (2.3%).
- 21.4% of permanent RN faculty aged 60 or more (Table G) were eligible to retire.
- Schools were unable to fill 46 full-time positions, representing a 2.0% vacancy rate. See Table E for full-time faculty count.
- Schools projected a need to hire 177 full-time faculty in 2018 (Table H).

Table H: Full-Time RN Faculty Hiring Projections, 2018

	Canada	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
Full-Time Permanent Faculty, # of Hires Projected	117	13	0	0	6	2	21	7	18	21	28	1	…	…
Full-Time Contract Faculty, # of Hires Projected	60	0	0	0	1	0	7	6	3	29	12	1	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 68.1% (62 schools).

The response rate for the question about actual retirement of permanent faculty was 71.4% (65 schools).

Full-Time RN Faculty Academic Upgrading
- 9.6% of permanent full-time RN faculty (256 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 (38.2%) or doctoral programs (52.9%).

The response rate for the question about the number of full-time faculty engaged in academic upgrading was 64.8% (59 schools).

Table I: Full-Time Faculty Engaged in Academic Upgrading, 2017

	Full-Time Permanent		Full-Time Contract		
	In Canada	Outside Canada	In Canada	Outside Canada	Total
Canada Total	**160**	**11**	**52**	**3**	**225**
Baccalaureate degree in nursing	6	1	3	0	10
Baccalaureate degree in other discipline	0	1	0	0	0
Master's degree in nursing	31	3	22	2	58
Master's degree in other discipline	25	0	3	0	28
Doctoral degree in nursing	53	4	19	1	77
Doctoral degree in other discipline	36	2	4	0	42
NP other	0	0	0	0	0
NP post-master's	1	0	0	0	1
NP master's	2	0	0	0	2
Post-doctoral study in nursing	5	0	0	0	5
Post-doctoral study in other discipline	1	0	1	0	2
Other	0	0	0	0	0

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

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

- Schools employed 9,123faculty members (Table E).
- 25.8% of the faculty held full-time permanent positions (Table E).
- 10.4% of full-time faculty held full-time contracts of one academic year or longer (Table E).
- 63.9% 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 the two questions concerning the number of full-time and part-time contracts in place was 79.8% (91 of 114 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.

- 6.1% of permanent faculty (149) were on leave (Table J).
- Prince Edward Island, Nova Scotia, New Brunswick, Manitoba, Saskatchewan, Alberta, British Columbia, and the Newfoundland exceeded the Canada percentage of total faculty on leave.

The response rate for the question about number of permanent faculty on leave was 70.3% (64 schools).

Table J: Full-Time Permanent RN Faculty on Leave, 2017

	Canada	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
No. of Full-Time Permanent RN Faculty	2,349	88	14	29	38	555	519	101	201	291	522	11	1	...
No. of Full-Time Permanent RN Faculty on Leave	149	6	1	5	5	4	30	7	15	40	35	1	1	...
% on Leave	6.3	6.8	7.1	17.2	13.2	0.7	5.8	6.9	7.4	13.7	6.7	0	100	...

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

... Figure not appropriate or not applicable

Faculty Recruitment Factors

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

Factors in Northern and Rural Areas

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

- lack of nurse practitioner, master's, and doctorally prepared candidates;
- 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. The three main concerns are presented in Table K.

Table K: Recruitment Factors, 2017

Recruitment Factors	% of Respondents Reporting Factor
A shortage of nurse practitioner, master's, and doctorally prepared nurses seeking academic positions	51.9
Lower salaries and fewer benefits for master's and doctorally prepared faculty as compared with salaries available in practice settings	34.6
Budget cuts and lack of funding to create and sustain positions	38.5

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 57.1% (52 responses).

Summary of Key Program and RN Faculty Findings

- The number of graduates from entry-to-practice programs decreased slightly in 2017 to 12,283, a 1.6% decrease compared with 2016 (12,484).

- Admissions increased in 2016–2017; 16,260 students entered ETP programs, an increase of 0.1% from 16,244 the previous year.

- 56.2% 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:
    - 39.3% of faculty were in the 55+ age cohort
    - 21.9% of faculty were in the 60+ age cohort.
    - Currently, there are 509 students enrolled in PhD nursing programs in Canada, 119 of which are current faculty members.
    - The potential future supply of new faculty from current PhD enrolment in Canada is therefore 390.
    - In 2016–2017, master's admission decreased by 4.7% and doctoral admissions increased by 11.6%.
    - The replacement pool (master's and doctoral graduates) for retiring faculty is inadequate if enrolments in graduate programs remain at current levels.

2016-2017 Results

The 2016-2017 survey was issued to the 137 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 91 of a possible 94 CASN members.

The overall survey response rate was 83.2%; the CASN member response rate was 96.8%. See the tables starting on page 22 for more detailed information about omitted or unusable data. On average, 67.3% 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: **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 the Appendix.

Table 1: Education Programs by Province and Territory — Schools Offering Diploma, Undergraduate and Graduate Programs, 2016–2017, 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	✓					
Champlain, CEGEP	✓					
Chicoutimi, CEGEP	✓					
Dawson, CEGEP	✓					
Drummondville, CEGEP	✓					
Édouard-Montpetit, CEGEP	✓					
François-Xavier-Garneau, CEGEP	✓					
Gaspésie, CEGEP	✓					
Granby Haute-Yamaska, CEGEP	✓					
Heritage, CEGEP	✓					
John-Abbott, CEGEP	✓					
Jonquière, CEGEP	✓					
La Pocatière, CEGEP	✓					
Lévis-Lauzon, CEGEP	✓					
Limoilou, CEGEP	✓					
Maisonneuve, CEGEP	✓					
Matane, CEGEP	✓					
McGill University		✓	✓	✓	✓	✓
Montmorency, CEGEP	✓					
Outaouais, CEGEP	✓					
Régional de Lanaudière, CEGEP	✓					
Rimouski, CEGEP	✓					

	Diploma	Bacc.	Post-RN	Master's	Doctoral	NP
Rivière-du-Loup, CEGEP	✓					
Sainte-Foy, CEGEP	✓					
Saint-Félicien, CEGEP	✓					
Saint-Hyacinthe, CEGEP	✓					
Saint-Jean-sur-Richelieu, CEGEP	✓					
Saint-Jérome, CEGEP	✓					
Saint-Laurent, CEGEP	✓					
Sept- Îles, CEGEP	✓					
Shawinigan, CEGEP	✓					
Sherbrooke, CEGEP	✓					
Sorel-Tracy, CEGEP	✓					
Thetford, CEGEP	✓					
Trois-Rivières, CEGEP	✓					
Université Laval		✓	✓	✓	✓	✓
Université de Montréal		✓	✓	✓	✓	✓
Université de Sherbrooke		✓	✓	✓	✓	✓
Université du Québec à Chicoutimi		✓	✓	✓		
Université du Québec à Rimouski			✓	✓		
Université du Québec à Trois-Rivières		✓	✓	✓		
Université du Québec en Abitibi-Témiscamingue			✓			
Université du Québec en Outaouais	✓	✓	✓	✓		
Valleyfield, CEGEP	✓					
Vanier, CEGEP	✓					
Victoriaville, CEGEP	✓					
Ontario						
Brock University		✓				
Loyalist College		✓				
Humber College (partnered with University of 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		✓				

	Diploma	Bacc.	Post-RN	Master's	Doctoral	NP
University of Ontario Institute of Technology		✓				
Georgian College		✓				
Durham College		✓				
University of Ottawa / Université d'Ottawa		✓	✓	✓	✓	✓
Algonquin		✓				
Cité Collégiale, La		✓				
University of Toronto		✓		✓	✓	✓
University of Western Ontario		✓		✓	✓	✓
Fanshawe College		✓				
University of Windsor		✓		✓		✓
Lambton College		✓				
St. Clair College		✓				
York University, Atkinson College		✓		✓		✓
Georgian College		✓				
Seneca College		✓				
Manitoba						
Brandon University		✓				
Collège Universitaire de Saint-Boniface		✓				
Red River College		✓				
University of Manitoba		✓	✓	✓	✓	✓
University College of the North		✓				
Saskatchewan						
University of Saskatchewan		✓		✓	✓	✓
University of Regina		✓				✓
Saskatchewan Polytechnic (formerly Saskatchewan Institute of Applied Sciences and Technology)		✓				
Alberta						
Athabasca University		✓	✓	✓		✓
MacEwan University		✓				
Mount Royal University		✓				
University of Alberta		✓		✓	✓	✓
Grande Prairie College		✓				
Keyano College		✓				
Red Deer College		✓				
University of Calgary		✓		✓	✓	✓
Medicine Hat College		✓				
University of Lethbridge		✓		✓		
Lethbridge College		✓				
British Columbia						
British Columbia Institute of Technology		✓				
Douglas College		✓				
Kwantlen University College		✓	✓			
Langara Community College		✓				
Thompson Rivers University		✓	✓			
Trinity Western University		✓		✓		
University College of the Fraser Valley		✓				
University of British Columbia		✓		✓	✓	✓

	Diploma	Bacc.	Post-RN	Master's	Doctoral	NP
University of British Columbia — Okanagan		✓	✓	✓		
Okanagan College		✓				
University of Northern British Columbia		✓	✓	✓		✓
College of New Caledonia		✓				
Northwest Community College		✓				
University of Victoria		✓	✓	✓	✓	✓
Camosun College		✓				
College of the Rockies		✓				
Selkirk College		✓				
Vancouver Community College		✓				
Vancouver Island University		✓				
North Island College		✓				
Northwest Territories						
Aurora College (partnered with University of Victoria for the Baccalaureate)		✓				
Nunavut						
Nunavut Arctic College (partnered with Dalhousie University)		✓				
Yukon: No programs offered						
CANADA Total	43	94	22	34	17	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 the Appendix for details on methodology.

Table 2: Admission, Enrolment, and Graduate Data by Program, 2016–2017

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	4,136	…	…	…	…	4,136	…	…	…	…	…	…	…	…
Enrolment	6,277	…	…	…	…	6,277	…	…	…	…	…	…	…	…
Graduates, 2017	6,277	…	…	…	…	6,277	…	…	…	…	…	…	…	…
Graduates, 2017 as a percentage of total national graduates	100	…	…	…	…	100	…	…	…	…	…	…	…	…
BACCALAUREATE														
Admissions	12,098	291	76	333	165	764	5,657	780	705	1,876	1,420	25	6	…
Enrolment	42,891	1,007	277	1,312	668	2,224	19,159	1,927	2,243	8,019	5,945	88	22	…
Graduates, 2017	9,734	224	72	404	202	608	4,265	422	591	1,465	1,466	12	*	…
Graduates, 2017 as a percentage of total national graduates	100	2.3	0.7	4.1	2.1	6.2	43.8	4.3	6.1	15.1	15.1	0.1	0.03	…
POST-RN BACCALAUREATE														
Admissions	2,566	0	…	120	0	1,722	508	7	…	178	31	…	…	…
Enrolment	7,514	0	…	44	0	5,076	840	31	…	1,116	407	…	…	…
Graduates, 2017	1,737	13	…	41	0	1,207	239	12	…	101	124	…	…	…
Graduates, 2017 as a percentage of total national graduates	100	0.7	…	2.4	0	69.5	13.8	0.7	…	5.8	7.1	…	…	…
MASTER'S														
Admissions	998	14	*	9	6	228	281	23	32	333	70	…	…	…
Enrolment	3,109	52	17	21	41	785	689	91	76	1,048	289	…	…	…
Graduates, 2017	709	26	*	7	5	107	234	16	14	198	100	…	…	…
Graduates, 2017 as a percentage of total national graduates	100	3.7	0.3	1.0	0.7	15.1	33.0	2.3	2.0	27.9	14.1	…	…	…
DOCTORATE														
Admissions	96	0	…	0	…	26	29	*	6	14	171	…	…	…
Enrolment	509	7	…	6	…	129	162	16	28	102	64	…	…	…
Graduates, 2017	64	0	…	*	…	14	24	*	*	16	6	…	…	…
Graduates, 2017 as a percentage of total national graduates	100	0	…	1.6	…	21.9	37.5	1.6	3.1	25.0	9.4	…	…	…
NURSE PRACTITIONER														
Admissions	720	18	0	17	*	94	271	25	48	215	30	…	…	…
Enrolment	1,949	55	5	38	23	168	695	48	114	706	97	…	…	…
Graduates, 2017	553	11	0	10	10	98	249	14	26	100	37	…	…	…
Graduates, 2017 as a percentage of total national graduates	100	2.0	0	1.8	1.8	17.7	45.0	2.51	4.7	18.1	6.7	…	…	…

Notes

- OIIQ data 2016–2017: 4,136 students were admitted to diploma programs, and 790 to baccalaureate programs, 2,549 students graduated from diploma programs and 608 from baccalaureate programs. Enrolment data were not reported.
- As of 2013-2014, OIIQ data has been used for all Quebec admission and graduate numbers to ensure a complete and accurate picture.
- Enrolment numbers are supplied directly from the schools.
- Totals may not add up to 100 due to rounding.

Summary of omitted and unusable data:

Quebec

Diploma	20 schools' enrolment data
Baccalaureate	1 school's enrolment data
Post-RN Baccalaureate	1 school's enrolment data
Master's	1 school's enrolment data

Ontario

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

Symbols

..   Figure not available
…   Figure not appropriate or not applicable
*   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, 2012-2017

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														
2012-2013														
	4,609	...	...	...	...	4,609	...	...	...	...	...	...	...	...
2013-2014														
	4,580	...	...	...	...	4,580	...	...	...	...	...	...	...	...
2014-2015														
	4,299	...	...	...	...	4,299	...	...	...	...	...	...	...	...
2015-2016														
	4,323	...	...	...	...	4,323	...	...	...	...	...	...	...	...
2016-2017														
	4,136	...	...	...	...	4,136	...	...	...	...	...	...	...	...
ENROLMENT														
2012-2013														
	6,645	...	...	...	...	6,618	...	27	...	...	...	...	...	...
2013-2014														
	5,430	...	...	...	...	5,430	...	...	...	...	...	...	...	...
2014-2015														
	7,504	...	...	...	...	7,504	...	...	...	...	...	...	...	...
2015-2016														
	7,418	...	...	...	...	7,418	...	...	...	...	...	...	...	...
2016-2017														
	6,277	...	...	...	...	6,277	...	...	...	...	...	...	...	...
GRADUATES														
2013														
	2,732	...	...	...	...	2,708	...	24	...	...	...	...	...	...
2014														
	2,752	...	...	...	...	2,752	...	...	...	...	...	...	...	...
2015														
	2,735	...	...	...	...	2,735	...	...	...	...	...	...	...	...
2016														
	2,747	...	...	...	...	2,747	...	...	...	...	...	...	...	...
2017														
	2,549	...	...	...	...	2,549	...	...	...	...	...	...	...	...

Notes

Summary of omitted and unusable data:

2012-2013:   All data usable.

2013-2014:   Enrolment from 13 schools in Quebec.

2014-2015:   Enrolment from 16 schools in Quebec.

2015-2016:   Enrolment from 19 schools in Quebec.

2016-2017:   Enrolment from 20 schools in Quebec.

OIIQ reports the following for Quebec diploma programs:

2012-2013:   4,609 students were admitted to diploma programs, and 2,448 students graduated from diploma programs. Enrolment data were not reported.

2013-2014:   4,580 students were admitted to diploma programs, and 2,752 students graduated from diploma programs. Enrolment data were not reported.

2014-2015:   4,299 students were admitted to diploma programs, and 2,735 students graduated from diploma programs. Enrolment data were not reported.

2015-2016:   4,323 students were admitted to diploma programs, and 2,747 students graduated from diploma programs. Enrolment data were not reported.

2016-2017:   4,136 students were admitted to diploma programs, and 2,549 students graduated from diploma programs. Enrolment data were not reported.

Symbols

..   Figure not available

…   Figure not appropriate or not applicable

*   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 4: Baccalaureate Programs — Admission, Enrolment and Graduate Data, 2012-2017

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														
2012-2013	10,343	290	75	481	205	692	4,017	460	225	2,572	1,285	26	14	…
2013-2014	11,194	271	79	434	259	775	4,343	503	575	2,424	1,497	27	7	…
2014-2015	11,931	290	90	477	139	756	5,477	494	699	2,004	1,471	29	5	…
2015-2016	11,921	285	75	505	223	752	5,137	706	734	1,927	1,553	21	*	…
2016-2017	12,124	291	76	333	165	790	5,657	780	705	1,876	1,420	25	6	…
ENROLMENT														
2012-2013	36,566	956	254	1,557	934	1,786	14,254	1,724	1,799	7,389	5,787	99	27	…
2013-2014	39,112	1,048	259	1,583	1,157	2,041	15,829	1,638	2,130	7,378	5,955	70	24	…
2014-2015	42,810	995	260	1,640	931	2,008	19,203	1,707	2,603	7,544	5,827	68	24	…
2015-2016	42,378	978	268	1,548	861	2,119	18,621	1,950	2,232	7,726	5,990	63	22	…
2016-2017	40,964	1,007	277	1,312	668	2,224	19,159	1,927	2,243	8,019	5,945	88	22	…
GRADUATES														
2013	8,951	237	61	366	235	376	3,992	468	407	1,465	1,312	26	6	…
2014	9,202	250	73	370	256	530	4,038	437	446	1,383	1,404	13	*	…
2015	9,844	247	63	391	268	562	4,141	470	590	1,741	1,352	16	*	…
2016	9,737	228	64	400	260	572	4,127	471	508	1,609	1,481	11	6	…
2017	9,734	224	72	404	202	608	4,265	422	591	1,465	1,466	12	*	…

Symbols

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

Notes

Summary of omitted and unusable data:

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.

2014-2015:   Admission data from 2 schools in Quebec; 2 schools in Ontario; 1 school in Alberta.

Enrolment data from 2 schools in Quebec, 2 schools in Ontario; 1 school in Alberta.

Graduate data from 2 schools in Quebec; 1 school in Ontario; 1 school in Alberta.

2015-2016:   Admissions data from 1 school in Quebec; 1 school in Ontario.

Enrolment data from 1 school in Quebec; 1 school in Ontario.

Graduate data from 1 school in Quebec; 1 school in Ontario.

2016-2017:   Admissions data from 2 schools in Quebec; 1 school in Ontario.

Enrolment data from 2 schools in Quebec; 1 school in Ontario.

Graduate data from 2 schools in Quebec; 1 school in Ontario.

OIIQ reports the following for Quebec diploma and baccalaureate programs:

2012-2013:   708 students were admitted to baccalaureate programs, and 400 graduated from baccalaureate programs. Enrolment data were not reported.

2013-2014:   723 students were admitted to baccalaureate programs, and 578 graduated from baccalaureate programs. Enrolment data were not reported.

2014-2015   756 students were admitted to baccalaureate programs, and 562 graduated from baccalaureate programs. Enrolment data were not reported.

2015-2016:   752 students were admitted to baccalaureate programs, and 572 graduated from baccalaureate programs. Enrolment data were not reported.

2016-2017:   790 students were admitted to baccalaureate programs, and 608 graduated from baccalaureate programs. Enrolment data were not reported.

Table 5: Post-RN Baccalaureate Programs — Admission, Enrolment and Graduate Data, 2012-2017

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														
2012-2013	2,202	32	...	73	...	896	382	..	52	487	280	...	...	...
2013-2014	2,749	7	...	68	0	1,654	329	...	...	432	259	...	...	...
2014-2015	2,167	10	...	83	0	1,385	254	0	...	188	247	...	...	...
2015-2016	1,743	0	...	78	0	1,060	302	0	...	221	82	...	...	...
2016-2017	2,363	0	...	120	0	1,722	308	7	...	175	31	...	...	...
ENROLMENT														
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	...	...	...
2014-2015	7,416	40	...	319	13	4,400	1,001	60	...	1,239	344	...	...	...
2015-2016	7,668	27	...	323	1	4,931	789	48	...	1,265	284	...	...	...
2016-2017	7,891	0	...	421	0	5,076	840	31	...	1,116	407	...	...	...
GRADUATES														
2013	1,297	13	...	57	6	548	339	35	10	151	138	...	...	...
2014	1,621	8	...	40	*	993	312	25	*	110	126	...	...	...
2015	1,732	10	...	36	6	1,108	277	27	*	114	152	...	...	...
2016	1,777	18	...	45	*	1,266	214	19	0	106	108	...	...	...
2017	1,737	13	...	41	0	1,207	239	12	0	101	124	...	...	...

Notes

Summary of omitted and unusable data:

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.

2014-2015   Admissions data from 3 schools in Quebec, 1 school in Ontario.

Enrolment data from 3 schools in Quebec, 1 school in Ontario.

Graduate data from 3 schools in Quebec, 1 school in Ontario.

2015-2016:   Admissions data from 1 school in Quebec.

Enrolment data from 1 school in Quebec.

Graduate data from 1 school in Quebec.

2016-2017:   Admissions data from 1 school in Quebec.

Enrolment data from 1 school in Quebec.

Graduate data from 1 school in Quebec.

Symbols
..   Figure not available
…   Figure not appropriate or not applicable
*   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 6: Master's Programs — Admission, Enrolment and Graduate Data, 2012-2017

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														
2012-2013	775	23	*	…	23	127	270	7	16	214	85	7	…	…
2013-2014	922	20	5	6	8	195	289	19	21	265	94	…	…	…
2014-2015	1,002	20	*	23	19	220	324	22	20	265	87	…	…	…
2015-2016	1,037	19	7	9	*	217	278	26	25	347	105	…	…	…
2016-2017	988	14	*	9	6	228	281	23	32	333	70	…	…	…
ENROLMENT														
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	…	…	…
2014-2015	2,888	88	11	61	56	539	779	77	45	901	328	*	…	…
2015-2016	3,080	92	16	21	46	556	784	83	80	1,045	357	…	…	…
2016-2017	3,109	52	17	21	41	785	689	91	76	1,048	289	…	…	…
GRADUATES														
2013	619	15	…	22	10	80	283	18	17	101	73	…	…	…
2014	611	17	…	12	6	81	255	11	14	139	76	…	…	…
2015	685	18	*	13	9	101	260	12	5	162	101	*	…	…
2016	678	28	*	7	7	113	222	11	25	161	102	…	…	…
2017	709	26	*	7	5	107	234	16	14	198	100	…	…	…

Notes

Summary of omitted and unusable data:

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, 1 school in British Columbia.

2013-2014: Admissions data from 1 school in Quebec.
Enrolment data from 1 school in Quebec.
Graduate data from 1 school in Quebec.

2014-2015: Admissions data from 2 schools in Quebec.
Enrolment data from 2 schools in Quebec.
Graduate data from 2 schools in Quebec.

2015-2016: Admissions data from 1 school in Quebec.
Enrolment data from 1 school in Quebec.
Graduate data from 1 school in Quebec.

2016-2017: Admissions data from 1 school in Quebec.
Enrolment data from 1 school in Quebec.
Graduate data from 1 school in Quebec.

Symbols

..   Figure not available
…   Figure not appropriate or not applicable
*   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 7: Doctoral Programs — Admission, Enrolment and Graduate Data, 2012-2017

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														
2012-2013	73	…	…	0	…	14	33	…	*	14	8	…	…	…
2013-2014	87	…	…	0	…	30	23	*	*	19	9	…	…	…
2014-2015	75	0	…	*	…	20	24	0	*	20	6	…	…	…
2015-2016	86	*	…	0	…	18	31	*	5	23	*	…	…	…
2016-2017	96	0	…	0	…	26	29	*	6	14	17	…	…	…
ENROLMENT														
2012-2013	445	…	…	16	…	88	171	6	14	91	59	…	…	…
2013-2014	398	*	…	11	…	114	104	10	14	94	48	…	…	…
2014-2015	455	*	…	10	…	100	151	9	14	102	66	…	…	…
2015-2016	456	7	…	7	…	96	144	15	21	102	64	…	…	…
2016-2017	509	7	…	6	…	129	162	16	28	102	64	…	…	…
GRADUATES														
2013	61	…	…	*	…	10	26	…	…	11	10	…	…	…
2014	58	0	…	*	…	14	21	0	*	13	6	…	…	…
2015	66	0	…	*	…	11	27	0	0	17	8	…	…	…
2016	60	0	…	*	…	14	17	0	*	14	8	…	…	…
2017	64	0	…	*	…	14	24	*	*	16	6	…	…	…

Notes

Summary of omitted and unusable data:

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.

2014-2015:   All data were usable.

2015-2016:   All data were usable.

2016-2017:   All data were usable.

Symbols

..   Figure not available

…   Figure not appropriate or not applicable

*   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, 2012-2017

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														
2012-2013	514	6	…	20	6	44	214	…	33	164	27	0	…	…
2013-2014	577	16	*	16	12	54	252	0	30	165	29	0	…	…
2014-2015	757	*	…	10	0	53	279	19	41	331	30	0	…	…
2015-2016	699	15	*	10	12	77	263	15	43	228	32	…	…	…
2016-2017	720	18	0	17	*	94	221	25	48	215	30	…	…	…
ENROLMENT														
2012-2013	1,216	25	…	90	27	107	385	…	67	453	62	…	…	…
2013-2014	1,487	35	*	42	36	143	503	…	71	540	114	…	…	…
2014-2015	1,676	5	*	41	13	110	596	30	81	695	102	*	…	…
2015-2016	1,794	51	16	40	33	145	594	35	102	706	72	0	…	…
2016-2017	1,949	55	5	38	23	168	695	48	114	706	97	0	…	…
GRADUATES														
2013	373	6	…	15	*	59	185	…	18	53	33	…	…	…
2014	449	8	…	12	*	52	239	…	13	91	31	…	…	…
2015	551	5	*	16	11	76	273	11	20	97	36	*	…	…
2016	543	11	*	19	14	69	246	16	31	102	31	0		
2017	545	11	0	10	10	98	249	14	26	100	37	0		

Note: The 2016 figure for graduates in Quebec have been revised based on corrections provided by OIIQ, changing from 46 to 69.

Notes

Summary of omitted and unusable data:

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.

2014-2015:   All data were usable.

2015-2016:   All data were usable.

2016-2017:   All data were usable.

Symbols

..   Figure not available

…   Figure not appropriate or not applicable

*   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 9: Full-Time Faculty by Age Cohort, 2017

Age Cohort	2017
<35	100
35-39	190
40-44	195
45-49	247
50-54	246
55-59	325
60+	322
Total	1,543

Notes

The overall response rate to this question was 70.3%.

Summary of omitted and unusable data:

- 8 school in Quebec
- 14 schools in Ontario
- 4 schools in Alberta
- 3 schools in British Columbia

The number of full-time permanent faculty (1,543) in this table is less than the number of full-time permanent faculty reported in Table 10 (2,349) as age cohort results were not available for all faculties.

Table 10: Number of Full-Time Faculty, 2017

FACULTY EMPLOYMENT STATUS	CANADA	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
Full-time permanent	2,349	88	14	29	38	535	519	101	201	291	522	11	0	…
Full-time contract	944	11	9	12	*	147	491	57	8	111	91	*	0	…
Total	3,293	99	23	41	43	682	1010	158	175	402	613	13	0	…

Notes

The overall response rate to this question was 79.8%.

Summary of omitted and unusable data:

- 27 schools in Quebec
- 12 schools in Ontario
- 2 schools in Alberta
- 2 schools in British Columbia

The number of full-time permanent faculty in this table (2,349) is greater than the number of full-time permanent faculty reported in Table 9 (1,543) as age cohort results were not available for all faculties.

Symbols

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

Table 11: Academic Upgrading Underway — Full-Time Faculty, 2017

	CANADA	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
Baccalaureate, nursing	10	…	…	…	…	…	…	3	…	*	6	…	…	…
Baccalaureate, other	*	…	…	…	…	…	…	…	…	*	…	…	…	…
Master's, nursing	58	*	*	…	*	…	*	6	11	11	19	*	*	…
Master's, other	28	…	…	…	…	…	*	*	11	…	13	…	…	…
Doctoral, nursing	77	6	*	*	*	…	20	5	9	19	10	*	…	…
Doctoral, other	42	*	*	*	…	…	22	…	10	…	6	…	…	…
Post-doctoral, nursing	5	…	…	…	…	*	*	…	…	…	*	…	…	…
Post-doctoral, other	*	…	…	…	…	…	…	…	…	…	*	…	…	…
Nurse practitioner, level not stated	…	…	…	…	…	…	…	…	…	…	…	…	…	…
Nurse practitioner, master's level	*	…	…	…	…	…	…	…	…	…	*	…	…	…
Nurse practitioner, post-master's level	*	…	…	…	…	…	…	…	…	*	…	…	…	…
Total	230	10	6	*	*	*	47	17	41	33	64	*	*	…

Notes

The overall response rate to this question was 64.8%.

Summary of omitted and unusable data:
- 8 school in Quebec
- 20 schools in Ontario
- 3 schools in Alberta
- 4 schools in British Columbia

Symbols
.. Figure not available
… Figure not appropriate or not applicable
* Value suppressed in accordance with CASN privacy policy; cell value is between 1 and 4

Table 12: Full-Time Faculty Positions Reported as Filled, 2017, and Full-Time Faculty Positions Reported as Approved to be Filled, 2018

	CANADA	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
Positions filled in 2017	192	14	...	...	8	2	28	15	19	58	44	2	2	...
Positions to be filled in 2018	176	6	4	4	4	2	46	10	7	50	39	3	1	...
Total	368	20	4	4	12	4	74	25	26	108	83	5	3	...

Notes

The overall response rate to this question was 70.3%.

Summary of omitted and unusable data:

- 8 school in Quebec
- 15 schools in Ontario
- 3 schools in Alberta
- 5 schools in British Columbia

Value suppression is not applicable to these results.

Symbols

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

Table 13: Full-Time Faculty Positions, Approved and Unable to Fill, 2017

	CANADA	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
Full-time permanent	43	1	3	1	0	3	7	4	7	17	3	0	0	...
Full-time contract	3	0	0	0	0	0	1	0	0	0	1	0	1	...
Total	49	1	3	1	1	3	8	4	7	17	4	0	1	...

Notes

The overall response rate to this question was 61.5%.

Summary of omitted and unusable data:

- 8 schools in Quebec
- 16 schools in Ontario
- 1 school in Saskatchewan
- 4 schools in Alberta
- 8 schools in British Columbia
- 1 school in the North-West Territories

Value suppression is not applicable to these results.

Symbols

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

Table 14: Part-Time Faculty Contracts, 2017

CANADA	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
5,830	135	36	38	50	1,106	2,549	115	664	564	569	2	2	…

Notes

The overall response rate to this question was 76.8%

Summary of omitted and unusable data:
- 8 schools in Quebec
- 12 schools in Ontario
- 2 schools in Alberta
- 2 schools in British Columbia

Value suppression is not applicable to these results.

Symbols
..   Figure not available
…   Figure not appropriate or not applicable
*   Value suppressed in accordance with CASN privacy policy; cell value is between 1 and 4

Table 15: Full-Time Permanent Faculty on Leave, 2017

CANADA	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
149	6	1	5	5	4	30	7	15	40	35	0	1	...

Notes

The overall response rate to this question was 83.2%.

Summary of omitted and unusable data:

- 1 school in Quebec
- 16 schools in Ontario
- 1 school in Manitoba
- 3 schools in Alberta
- 2 schools in British Columbia

Value suppression is not applicable to these results.

Symbols

..   Figure not available

…   Figure not appropriate or not applicable

*   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, 2017

	CANADA	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
FULL-TIME, PERMANENT														
Full professor	219	*	*	10	8	16	55	9	12	54	51	…	…	…
Associate professor	343	6	*	26	5	11	132	18	15	81	45	…	…	…
Assistant professor	240	10	5	13	*	14	70	11	32	50	31	…	…	…
Nurse educator	107	58	…	22	…	…	…	*	…	15	9	…	…	…
Classroom (theory) instructor or lecturer	114	…	…	…	…	…	6	5	19	19	65	…	…	…
Clinical Instructor	44	6	…	…	8	…	…	*	…	…	27	…	…	…
Nursing skills laboratory instructor	18	5	…	…	…	5	*	*	…	…	*	…	…	…
Teaching assistant	…	…	…	…	…	…	…	…	…	…	…	…	…	…
Technologist	3	…	…	…	…	…	*	…	…	*	…	…	…	…
Other	112	…	*	…	13	…	21	…	…	20	54	…	…	…
Total	1,200	88	14	71	38	46	288	51	78	241	285	…	…	…
FULL-TIME, CONTRACT														
Full professor	3	…	…	…	…	…	*	…	…	…	…	…	…	…
Associate professor	14	…	…	*	…	…	8	…	…	5	…	…	…	…
Assistant professor	30	*	…	12	…	…	11	…	…	*	*	…	…	…
Nurse educator	62	9	…	…	…	…	…	…	…	53	…	…	…	…
Classroom (theory) instructor or lecturer	202	…	*	6	…	…	76	27	7	76	9	…	…	…
Clinical instructor	160	…	22	22	*	…	44	14	…	38	19	…	…	…
Nursing skills laboratory instructor	17	…	*	…	…	…	9	*	…	…	5	…	…	…
Teaching assistant	5	…	…	…	…	…	5	…	…	…	…	…	…	…
Technologist	*	…	…	…	…	…	*	…	…	…	…	…	…	…
Other	77	…	…	…	*	…	*	*	…	53	16	…	…	…
Total	571	11	24	41	5	…	158	48	7	227	52	…	…	…

Notes

The overall response rate to this question was 79.8%.

Summary of omitted and unusable data:

- 8 schools in Quebec
- 12 schools in Ontario
- 2 schools in Alberta
- 2 schools in British Columbia

Symbols

..	Figure not available
…	Figure not appropriate or not applicable
*	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 17: Faculty Category, Non-Degree-Granting Schools — Full-Time Faculty, 2017

	CANADA	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
FULL-TIME, PERMANENT														
Full professor	922	...	...	...	...	489	251	...	123	18	30	11	...	...
Associate professor	*	...	...	...	...	...	...	...	...	...	*	...	...	...
Assistant professor	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Nurse educator	128	...	...	...	...	...	...	...	...	16	112	...	...	...
Classroom (theory) instructor or lecturer	119	...	...	33	...	...	...	37	...	16	33	...	...	...
Clinical instructor	83	...	...	47	...	...	*	5	...	...	27	...	...	...
Nursing skills laboratory instructor	18	3	...	...	...	...	...	*	...	...	13	...	...	...
Teaching assistant	*	...	...	...	...	...	...	*	...	...	...	...	...	...
Technologist	12	...	...	...	...	...	12	...	...	...	...	...	...	...
Other	218	...	...	*	...	...	*	5	...	...	210	...	...	...
Total	1,502	*	...	82	...	489	268	50	...	32	426	11	...	...
FULL-TIME, CONTRACT														
Full professor	5	...	...	...	...	...	...	...	...	*	*	*	...	...
Associate professor	147	...	...	...	...	147	...	...	...	...	...	...	...	...
Assistant professor	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Nurse educator	47	*	...	...	...	...	...	...	...	13	31	...	...	...
Classroom (theory) instructor or lecturer	*	...	...	...	...	...	...	...	...	...	*	...	...	...
Clinical instructor	65	...	...	...	...	...	...	65	...	...	...	...	...	...
Nursing skills laboratory instructor	8	...	...	...	...	...	...	8	...	...	...	...	...	...
Teaching assistant	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Technologist	*	...	...	...	...	...	*	...	...	...	...	...	...	...
Other	6	...	...	...	...	...	...	...	...	...	...	...	6	...
Total	281	*	...	...	...	147	*	73	...	13	32	*	6	...

Notes

The overall response rate to this question was 79.8%.

Summary of omitted and unusable data:

- 8 schools in Quebec
- 12 schools in Ontario
- 2 schools in Alberta
- 2 schools in British Columbia

Symbols

..   Figure not available

…   Figure not appropriate or not applicable

*   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 18: Highest Academic Credential — Full-Time Faculty, 2017

CREDENTIAL	CANADA	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
Diploma, nursing	29	…	…	…	…	…	…	24	…	*	*	…	…	…
Diploma, other	15	…	…	…	…	…	…	2	0	13	…	…	…	…
Baccalaureate, nursing	203	9	15	…	*	…	6	81	27	128	87	7	*	…
Baccalaureate, other	7	…	…	…	…	…	*	*	*	…	*	…	…	…
Master's, nursing	966	62	9	*	17	8	250	55	87	205	263	5	*	…
Master's, other	241	*	…	…	*	…	59	24	33	40	78	…	*	…
Doctoral, nursing	386	10	6	10	10	7	130	28	45	77	62	*	…	…
Doctoral, other	225	11	*	…	5	*	85	7	16	78	19	…	…	…
Post-doctoral, nursing	60	…	…	…	*	14	23	*	*	20	6	…	…	…
Post-doctoral, other	40	…	…	…	…	14	18	…	…	*	5	…	…	…

Notes

The overall response rate to this question was 74.7%.

Summary of omitted and unusable data:

- 8 schools in Quebec
- 13 schools in Ontario
- 3 schools in Alberta
- 2 schools in British Columbia

Symbols

..	Figure not available
…	Figure not appropriate or not applicable
*	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 19: Nurse Practitioner Credentials — Full-Time Faculty, 2017

CREDENTIAL	CANADA	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
Nurse practitioner, post-baccalaureate level	…	…	…	…	…	…	…	…	…	…	…	…	…	…
Nurse practitioner, master's level	98	5	*	…	*	…	32	10	10	21	14	…	…	…
Nurse practitioner, post-master's level	25	*	…	…	…	…	12	…	*	6	*	…	…	…
Nurse practitioner, other level	*	…	*	…	…	…	…	…	…	*	…	…	…	…

Notes

The overall response rate to this question was 68.1%.

Summary of omitted and unusable data:

- 9 schools in Quebec
- 14 schools in Ontario
- 1 school in Manitoba
- 3 schools in Alberta
- 2 schools in British Columbia
- 1 school in the Northwest Territories

Symbols

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

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, and DEC
Baccalaureate:	Standard, Generic, Collaborative, Accelerated, Fast Track, Advanced, Second Degree Entry, Compressed, LPN to RN and RPN to RN
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 the NP program.

Collection Period

Program inventory, admission, and enrolment data are collected on the academic year. This year's collection is for the 2016-2017academic year.

Graduate and faculty data are collected on the calendar year. This year's collection captures these data for calendar year 2017.

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 the Appendix 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 2016-2017 include: Aurora College, N.W.T., partnered with the University of Victoria, B.C.; Nunavut Arctic College, Nunavut, partnered with Dalhousie University, N.S.; and Humber College, Ont., partnered with the University of New Brunswick, N.B.

Survey Response

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%. 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%. On average, 72.0% of schools responded to the faculty questions.

2014–2015: The survey was issued to the 137 schools of nursing offering programs; 115 schools completed the survey; *The overall survey response rate was 84.6%*; 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, 79.2% of schools responded to the faculty questions.

2015–2016: The survey was issued to the 137 schools of nursing offering programs; 117 schools completed the survey; *The overall survey response rate was 85.4%*; the CASN member response rate was 97.9%. See the tables starting on page 22 for more detailed

information about omitted or unusable data. On average, 80.6% of schools responded to the faculty questions.

2016–2017: The survey was issued to the 137 schools of nursing offering programs; 114 schools completed the survey; *The overall survey response rate was 83.2%*; the CASN member response rate was 96.8%. See the tables starting on page 22 for more detailed information about omitted or unusable data. On average, 67.3% 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

National Student and Faculty Survey of Canadian Schools of Nursing 2016–2017: Survey Methodology

Registered nurses (RNs) represented 70.7% of the total regulated nurse workforce in 2017.[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. Throughout the partnership, 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.

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 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.

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, 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. Alternatively, 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 made available to CASN members. In 2015–2016, the online survey was available to all schools.

Data Organization

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 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 2016-2017survey 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. (2017). *Regulated nurses 2017 Report*. Ottawa, ON: 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. (2017). *Regulated nurses 2016 Report*. Ottawa, ON: Author.