Registered Nurses Education in Canada Statistics

2017–2018

Registered Nurse Workforce, Canadian Production: Potential New Supply

December 2019

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, 2017–2018 — 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)

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 2017-2018 data collected from the registered nurse (RN) and nurse practitioner portions of the NSFS. The key program findings are presented for 2017–2018, followed by the key RN faculty findings for 2018. The detailed 2017–2018 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.

Survey Distribution and Response

The 2017-2018 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, 97 schools completed the survey, including 91 of a possible 95 CASN members. Of the 97 schools, 3 were CÉGEPs. The overall survey response rate was 70.8%; the CASN member response rate was 95.8%. On average, 70.2% of schools responded to the faculty questions.

Data Comparison Timeframes

Program inventory, admission, and enrolment data were collected for the 2017-2018 academic year. Unless otherwise stated, increases or decreases noted in the report are in relation to 2016–2017 data.

Graduate data were collected for calendar year 2018. Unless otherwise stated, increases or decreased noted in the 2018 data are in relation to the 2017 survey data.

Faculty data were also collected for calendar year 2018. Unless otherwise stated, comparisons of faculty data with previous results are in relation to 2017 data.

Survey Methodology

See the Appendix for methodological information.

2017-2018 Key Program Findings

This section of the report highlights key findings regarding education programs in 2017–2018. 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

Program inventory and admissions are 2017–2018 data as compared with 2016–2017 data.

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

- 96 of the 97 schools (99.0%) offered an ETP program.
- 94 of the 97 schools (96.9%) 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.
- 40 colleges partnered with a university to deliver ETP baccalaureate programs; three colleges in British Columbia and one college in Manitoba granted ETP baccalaureate degrees autonomously.

ETP Admissions

- 16,178 students entered ETP programs in 2017–2018, an increase of 1.8% (from 15,888) (Figure A).

Figure A: Admissions to Entry-to-Practice Programs, 2001-2002 to 2017–2018
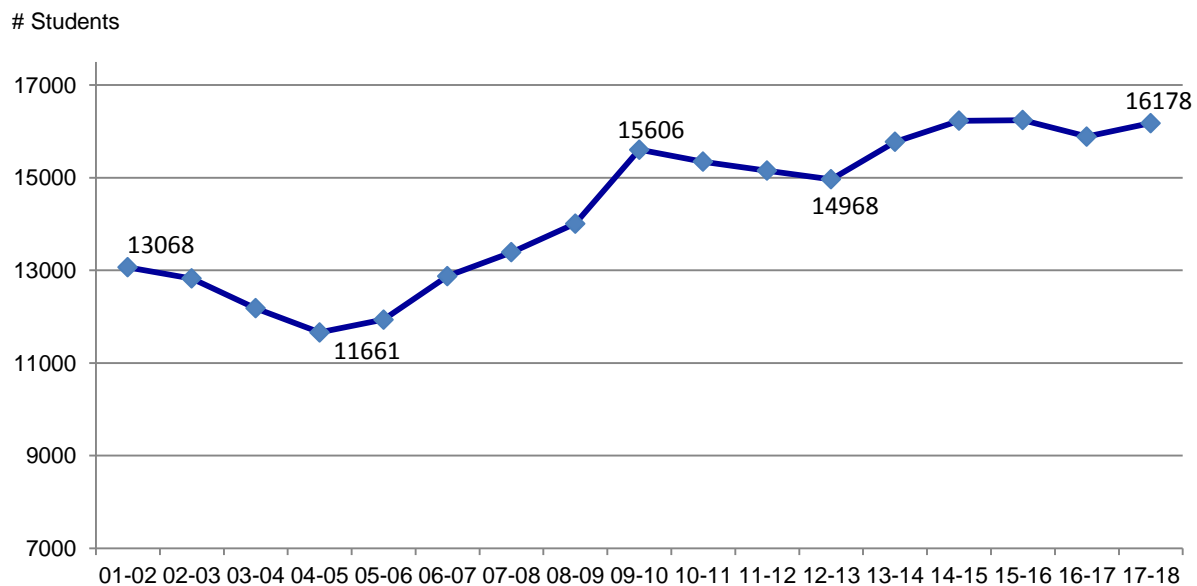
Sources: *National Student and Faculty Survey of Canadian Schools of Nursing*; *Ordre des infirmières et infirmiers du Québec*

ETP Graduates

- The number of graduates increased in 2018 to 12,837, a 5.0% increase compared with 2017 (12,227).
- The number of ETP graduates surpassed 11,000 for the seventh year in a row (Figure B).

Figure B: Graduates from Entry-to-Practice Programs, 1963-2018

Number of Graduates

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, 2014 to 2018

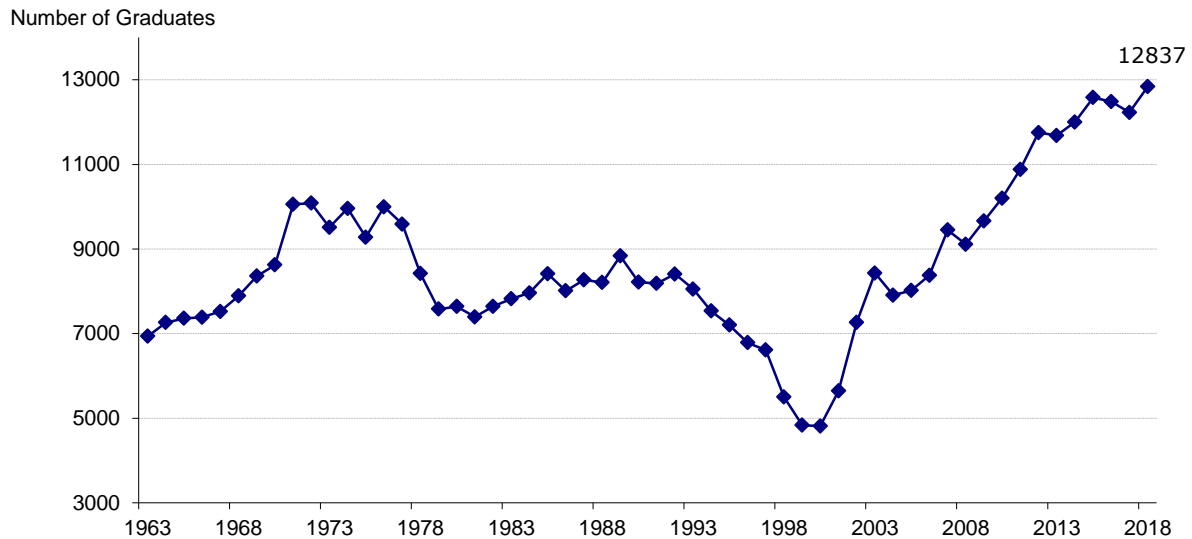| Jurisdiction	2014	% Change 2013 to 2014	2015	% Change 2014 to 2015	2016	% Change 2015 to 2016	2017	% Change 2016 to 2017	2018	% Change 2017 to 2018
Newfoundland and Labrador	250	5.5	247	-1.2	228	-8	224	-1.8	239	6.7
Prince Edward Island	73	19.7	63	-13.7	64	1.6	72	12.5	78	8.3
Nova Scotia	370	1.1	391	5.7	400	2.3	404	1.0	462	14.4
New Brunswick	256	8.9	268	4.7	260	-3	202	-22.3	144	-28.7
Quebec	3,330	8.0	3,297	-1	3,319	0.7	3,157	-4.9	3,251	3.0
Ontario	4,038	1.2	4,141	2.6	4,127	-0.3	4,265	303	4,676	9.6
Manitoba	437	-11.8	470	7.3	471	0.2	422	-10.4	392	-7.1
Saskatchewan	446	9.6	590	32.3	508	-14.9	591	16.3	550	-6.9
Alberta	1,383	-5.6	1,741	22.9	1,609	-6.1	1,465	-8.9	1,416	-3.3
British Columbia	1,404	7.0	1,352	-3.7	1,481	9.1	1,466	-1.0	1,614	10.1
Northwest Territories	*	-50	*	23.1	*	-37.0	*	9.1	*	-25
Nunavut	*	-66.7	*	50	*	100	*	-50	*	100
Yukon (no programs)	…	…	…	…	…	…	…	…	…	…
CANADA	11,954	2.3	12,579	5.1	12,484	-0.8	12,283	-1.6	12,837	4.5

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

- 18.6% of schools (18 of 97 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 Newfoundland and Labrador, Prince Edward Island, Saskatchewan, the Northwest Territories, Nunavut, and the Yukon.
- 1,919 diploma-trained RNs graduated from post-RN baccalaureate programs in 2018, representing a 10.5% increase from last year (Figure C).

Figure C: Graduates from Post-RN Baccalaureate Programs, 2008–2018

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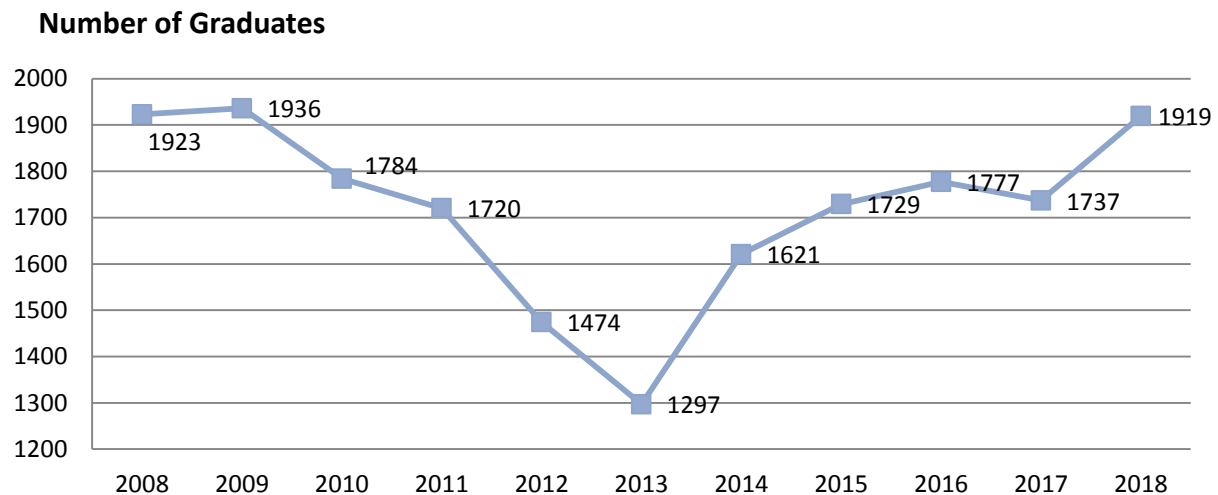
Source: *National Student and Faculty Survey of Canadian Schools of Nursing*

Master's and Doctoral Programs

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

- 33.0% of schools (32 of 97 schools) offered one or more master's programs; master's programs were not available in the Northwest Territories, Nunavut, or the Yukon.
- 18.6% of schools (18 of 97 schools) offered doctoral programs in 2017–2018.
- 1,111 students were admitted to master's programs, an increase of 11.7% since 2016–2017 (Figure D).
- 642 RNs graduated from master's programs, a 9.9% decrease from the previous year (Figure E).
- Admissions to doctoral programs decreased by 1.0% from the previous year (Figure D).
- Total number of graduates from doctoral programs was 46 graduates in 2018 as compared with 64 in 2017, a decrease of 32.7% (Figure E).

Figure D: Admissions to Master's and Doctoral Programs, 2013–2014 to 2017–2018

Number of Admissions

	13-14	14-15	15-16	16-17	17-18
■Master's	922	1002	1037	988	1111
■Doctoral	87	75	86	96	95
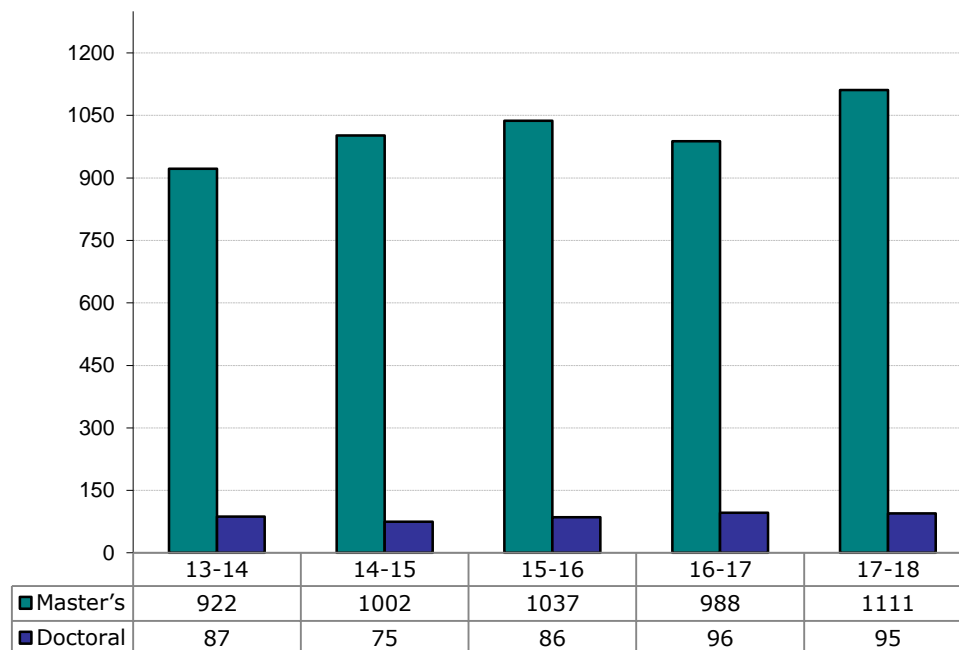
Source: *National Student and Faculty Survey of Canadian Schools of Nursing*

Figure E: Graduates from Master's and Doctoral Programs, 2014 to 2018

Number of Graduates

	2014	2015	2016	2017	2018
Master's	611	688	678	709	642
Doctoral	58	66	60	64	46
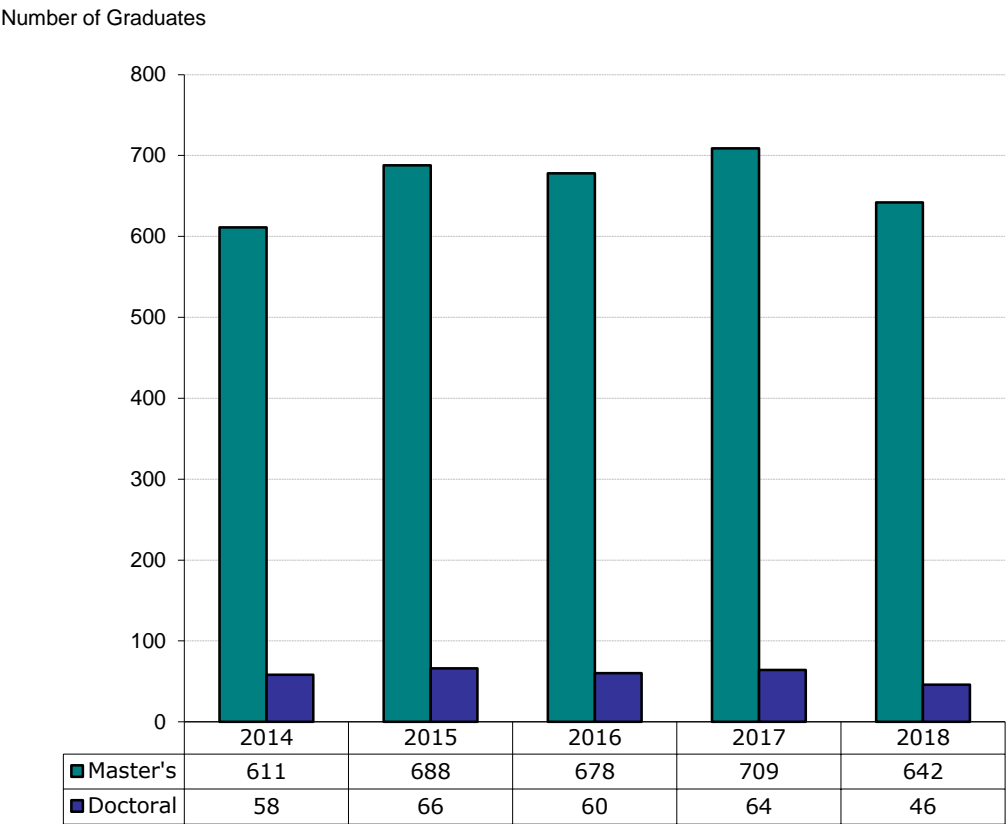
Source: *National Student and Faculty Survey of Canadian Schools of Nursing*

Nurse Practitioner Programs

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

- 28.9% of schools (28 of 97 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 2017–2018. It increased 1.8% in 2017-2018 over 2016–2017, with 733 students entering a variety of NP programs (Figure F).
- Graduate levels for NP programs increased by 1.6% in 2018 compared to 2017: 564 graduates in 2018 as compared with 555 in 2017. (Figure G).

Figure F: Admissions to Nurse Practitioner Programs 2013–2014 to 2017–2018

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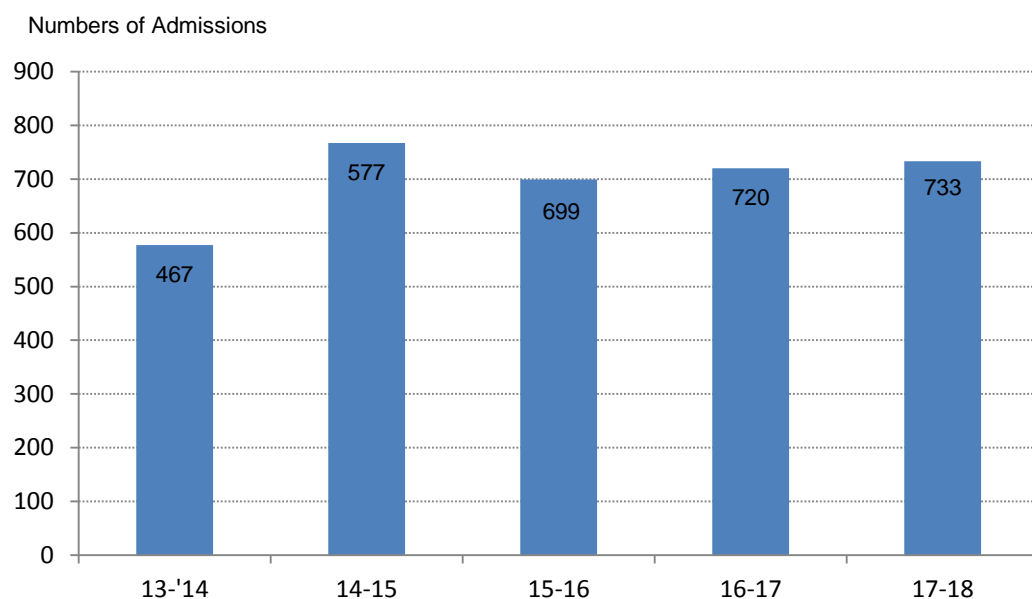
Source: *National Student and Faculty Survey of Canadian Schools of Nursing*

Figure G: Graduates from Nurse Practitioner Programs 2014-2018

Numbers of Graduates

Year	Graduates
2014	449
2015	551
2016	543
2017	555
2018	564
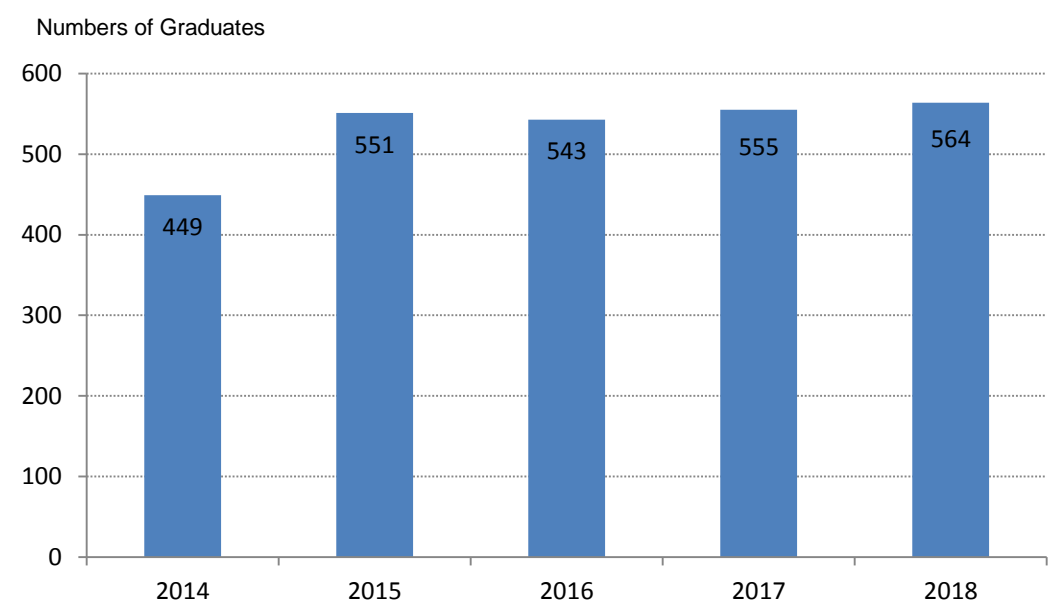
Source: *National Student and Faculty Survey of Canadian Schools of Nursing*

Approaches to Program Delivery

Fast-Track ETP Programs

Fast-track ETP programs allow students to complete an entry-to-practice baccalaureate degree in less than four years. These programs achieve this by offering courses throughout the spring and summer months and by admitting students who have already completed some of the program requirements, typically some of the foundational non-nursing course requirements. A variety of fast-track ETP programs are being offered, including those identified as *accelerated*, *fast-track*, *compressed*, *second-degree entry*, *advanced entry*, and *bridging* programs. The number of fast-track ETP 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) in 2016-2017.

- 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, 2013–2014 to 2016-2017

	Canada	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
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, 2016-2017*
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Distance Education Options

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

- 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 18 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, 2016-2017*
…   Figure not appropriate or not applicable

2018 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 2018 data as compared with 2017 data.

- 9,753 RN faculty members were employed by schools of nursing in 2018.

- Only 18.7% of faculty members are permanent: 1,823 of the 9,753 RN faculty (Table E).

- 54.1% of permanent faculty were 50 years of age or older; 37.9% of permanent faculty were 55 years or older (Table F) and 20.1% 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 of 17 percentage points higher than the percentage of 50+ in the RN workforce[iii] (Table F).

- A decreasing percentage of RN permanent faculty were in the 50+ age cohort (Table G).

The response rate for the question about age cohorts was 72.5% (66 of 91 schools). The response rate for the questions about employment status was 81.4% (79 of 97 schools).

Table E: Number of Faculty by Employment Status, 2018

Faculty Category	Number of Faculty	% of Faculty Workforce
Permanent Faculty: permanent, full-time faculty	1,823*	18.7
Contract Full-Time Faculty: faculty fulfilling contracts of one academic year or longer	753*	7.7
Contract Part-Time Faculty: faculty fulfilling contracts of less than one academic year	7,277	74.4
Total Faculty Workforce:	9,753	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 2018 RN Workforce compared to 2018 RN Permanent Faculty

Age Category	% of RN Workforce, 2018	% of RN Permanent Faculty, 2018
<40	43.1	18.4
40-49	23.7	27.4
50-59	24.5	34
60+	13.2	20.1

Sources: *National Student and Faculty Survey of Canadian Schools of Nursing;* Canadian Institute for Health Information. (2019). *Regulated nurses 2018 Report*.[iii]
Note: RN Workforce percentages do not add to 100 due to "unstated".

Table G: Comparison of RN Permanent Faculty Age Cohorts 2014-2018

Age Cohort	2014	2015	2016	2017	2018	% Change 2017 to 2018
<40	14.6	16.2	15.7	17.6	18.4	4.4
40-49	25.2	25.6	27.3	27.0	27.4	1.5
50-59	40.2	36.5	35.3	35.7	34	-4.8
60+	20.0	21.6	21.9	20.1	20.1	1.5

Source: *National Student and Faculty Survey of Canadian Schools of Nursing*
Data for 2017 has been corrected.

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.
- 78 permanent RN faculty (senior faculty) retired in 2018.
- 20.5% (16 of the 78) were under 60.
- 53 permanent RN Faculty left for reasons other than retirement.
- 20.1% of permanent RN faculty aged 60 or more (Table G) were eligible to retire.
- Schools were unable to fill 37 full-time positions, representing a 2.0% vacancy rate. See Table E for full-time faculty count.
- Schools projected a need to hire 155 full-time faculty in 2019 (Table H).

Table H: Full-Time RN Faculty Hiring Projections for 2019

	Canada	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
Full-Time Permanent Faculty, # of Hires Projected	155	7	3	7	1	5	66	6	8	14	38	0	0	…
Full-Time Contract Faculty, # of Hires Projected	71	0	0	6	1	6	18	2	0	14	20	2	2	…

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 73.6% (67 schools).

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

Full-Time RN Faculty Academic Upgrading

- 9.2% of permanent full-time RN faculty (169 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 (28.4%) or doctoral programs (58.5%).

The response rate for the question about the number of full-time faculty engaged in academic upgrading was 73.6% (67 schools).

Table I: Full-Time Faculty Engaged in Academic Upgrading, 2018

	Full-Time Permanent		Full-Time Contract		
	In Canada	Outside Canada	In Canada	Outside Canada	Total
Canada Total	**160**	**9**	**55**	**5**	**229**
Baccalaureate degree in nursing	1	0	1	2	4
Baccalaureate degree in other discipline	0	0	0	0	0
Master's degree in nursing	45	1	29	2	77
Master's degree in other discipline	18	0	0	0	18
Doctoral degree in nursing	50	4	18	1	73
Doctoral degree in other discipline	41	4	6	0	51
NP other	0	0	0	0	0
NP post-master's	0	0	0	0	0
NP master's	2	0	0	0	2
Post-doctoral study in nursing	3	0	1	0	4
Post-doctoral study in other discipline	0	0	0	0	0
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

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

- Schools employed 9,753 faculty members (Table E).
- 18.7% of the faculty held full-time permanent positions (Table E).
- 7.7% of full-time faculty held full-time contracts of one academic year or longer (Table E).
- 74.6% of the faculty currently teaching in nursing programs were employed in a part-time contract capacity (Table E).

The response rate for the two questions concerning the number of full-time and part-time contracts in place was 79.8% (79 of 97 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.

- 8.8% of permanent faculty (161) were on leave (Table J).
- Nova Scotia, New Brunswick, Manitoba, and Alberta 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, 2018

	Canada	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
No. of Full-Time Permanent RN Faculty	1,823	89	14	53	56	116	428	54	164	289	549	10	1	…
No. of Full-Time Permanent RN Faculty on Leave	161	*	*	8	10	9	22	10	11	37	49	*	*	…
% on Leave	8.8	*	*	15.1	17.9	7.8	5.1	18.5	6.7	12.8	8.9	*	*	…

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 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. Also noted was the lack of applicants with sufficient proficiency in both official languages and with Indigenous knowledge or other specialities.

Table K: Recruitment Factors, 2018

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	27
Low attraction to northern and rural locations as well as high cost of living in metropolitan areas	19.2

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 increased slightly in 2018 to 12,837, a 5.0% increase compared with 2017 (12,227).

- Admissions increased in 2017–2018; 16,178 students entered ETP programs, an increase of 1.8% from 15,888 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:
  - 38.1% of faculty were in the 55+ age cohort
  - 20.1% of faculty were in the 60+ age cohort.
  - Currently, there are 488 students enrolled in PhD nursing programs in Canada, at least 68 of which are current faculty members.
  - The potential future supply of new faculty from current PhD enrolment in Canada is therefore 420.
  - In 2017–2018, master's admission increased by 11.7% and doctoral admissions decreased by 1.0%.
  - The replacement pool (master's and doctoral graduates) for retiring faculty is inadequate if enrolments in graduate programs remain at current levels.

2017-2018 Results

The 2017-2018 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 97 schools, including 91 of a possible 94 CASN members.

The overall survey response rate was 70.8%; the CASN member response rate was 95.8%. See the tables starting on page 22 for more detailed information about omitted or unusable data. On average, 70.2% 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.

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, 2017–2018, 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		✓				
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		✓		✓	✓	✓
University of British Columbia — Okanagan		✓	✓	✓		

	Diploma	Bacc.	Post-RN	Master's	Doctoral	NP
Okanagan College		✓				
University of Northern British Columbia		✓	✓	✓		✓
College of New Caledonia		✓				
Coast Mountain 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	21	34	18	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, 2017–2018

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	4,106	…	…	…	…	4,106	…	…	…	…	…	…	…	…
Enrolment	..	…	…	…	…	..	…	…	…	…	…	…	…	…
Graduates, 2018	2,623	…	…	…	…	2,623	…	…	…	…	…	…	…	…
Graduates, 2018 as a percentage of total national graduates	100	…	…	…	…	100	…	…	…	…	…	…	…	…
BACCALAUREATE														
Admissions	12,072	285	76	478	181	790	5,674	435	783	1,947	1,395	23	5	…
Enrolment	44,104	1,018	272	1,653	608	2,346	20,619	1,769	2,313	7,320	6,079	82	25	…
Graduates, 2018	10,214	236	78	462	144	628	4,676	392	550	1,416	1,614	9	6	…
Graduates, 2018 as a percentage of total national graduates	100	2.3	0.8	4.5	1.4	6.1	45.8	3.8	5.4	13.9	15.8	0.1	0.1	…
POST-RN BACCALAUREATE														
Admissions	2,584	…	…	94	59	1,825	282	4	…	214	106	…	…	…
Enrolment	9,052	…	…	559	207	6,304	616	25	…	959	382	…	…	…
Graduates, 2018	1,919	…	…	44	40	1,442	185	15	…	88	105	…	…	…
Graduates, 2018 as a percentage of total national graduates	100	…	…	2.3	2.1	75.1	9.6	0.8	…	4.6	5.5	…	…	…
MASTER'S														
Admissions	1,111	20	2	10	23	214	269	30	29	407	107	…	…	…
Enrolment	2,958	62	13	25	60	480	592	116	66	1,217	327	…	…	…
Graduates, 2018	642	11	2	4	25	108	182	16	14	200	80	…	…	…
Graduates, 2018 as a percentage of total national graduates	100	1.7	0.3	0.6	3.9	16.8	28.3	2.5	2.2	31.2	12.5	…	…	…
DOCTORATE														
Admissions	95	0	…	2	…	14	39	0	5	20	15	…	…	…
Enrolment	488	8	…	9	…	105	159	12	18	107	70	…	…	…
Graduates, 2018	46	0	…	1	…	6	17	0	2	11	9	…	…	…
Graduates, 2018 as a percentage of total national graduates	100	0	…	2.2	…	13.0	37.0	0.0	4.3	23.9	19.6	…	…	…
NURSE PRACTITIONER														
Admissions	733	19	7	11	7	160	199	15	46	236	33	…	…	…
Enrolment	1,764	71	11	40	25	241	469	36	93	666	112	…	…	…
Graduates, 2018	564	14	5	10	4	83	213	14	16	166	39	…	…	…
Graduates, 2018 as a percentage of total national graduates	100	2.5	0.9	1.8	0.7	14.7	37.8	2.5	2.8	29.4	6.9	…	…	…

Notes

- OIIQ data 2017–2018: 4,106 students were admitted to diploma programs, and 790 to baccalaureate programs, 2,623 students graduated from diploma programs and 628 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 unavailable data:

Quebec

Diploma	40 schools' enrolment data
Baccalaureate	2 schools' enrolment data
Post-RN Baccalaureate	2 schools' enrolment data
Master's	2 schools' admission, enrolment, and graduate data

Ontario

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

British Columbia

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
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Table 3: Diploma Programs — Admission, Enrolment and Graduate Data, 2013-2018

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														
2013-2014														
	4,580	...	...	...	...	4,580	...	...	...	...	...	...	...	...
2014-2015														
	4,299	...	...	...	...	4,299	...	...	...	...	...	...	...	...
2015-2016														
	4,323	...	...	...	...	4,323	...	...	...	...	...	...	...	...
2016-2017														
	4,136	...	...	...	...	4,136	...	...	...	...	...	...	...	...
2017-2018														
	4,106	...	...	...	...	4,106	...	...	...	...	...	...	...	...
ENROLMENT														
2013-2014														
	5,430	...	...	...	...	5,430	...	...	...	...	...	...	...	...
2014-2015														
	7,504	...	...	...	...	7,504	...	...	...	...	...	...	...	...
2015-2016														
	7,418	...	...	...	...	7,418	...	...	...	...	...	...	...	...
2016-2017														
	6,277	...	...	...	...	6,277	...	...	...	...	...	...	...	...
2017-2018														
	..	...	...	...	...	..	...	...	...	...	...	...	...	...
GRADUATES														
2014														
	2,752	...	...	...	...	2,752	...	...	...	...	...	...	...	...
2015														
	2,735	...	...	...	...	2,735	...	...	...	...	...	...	...	...
2016														
	2,747	...	...	...	...	2,747	...	...	...	...	...	...	...	...
2017														
	2,549	...	...	...	...	2,549	...	...	...	...	...	...	...	...
2018														
	2,623	...	...	...	...	2,623	...	...	...	...	...	...	...	...

Notes

Summary of omitted and unusable data:

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.

2017-2018: Enrolment from 40 schools in Quebec.

OIIQ reports the following for Quebec diploma programs:

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.

2017-2018: 4,106 students were admitted to diploma programs, and 2,623 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, 2013-2018

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													
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	3	…
2016-2017													
11,752	291	76	333	163	764	5,458	682	705	1,829	1,420	25	6	…
2017-2018													
12,072	285	76	478	181	790	5,674	435	783	1,947	1,395	23	5	…
ENROLMENT													
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													
42,498	1,067	277	1,312	668	2,224	18,669	2,116	2,245	7,865	5,945	88	22	…
2017-2018													
44,104	1,018	272	1,653	608	4,676	20,619	1,769	2,313	7,320	6,079	82	25	…
GRADUATES													
2014													
9,250	250	73	370	256	578	4,038	437	446	1,383	1,404	13	2	…
2015													
9,844	247	63	391	268	562	4,141	470	590	1,741	1,352	16	3	…
2016													
9,737	228	64	400	260	572	4,127	471	508	1,609	1,481	11	6	…
2017													
9,678	224	72	404	202	608	4,265	392	591	1,439	1,466	12	3	…
2018													
10,214	239	78	462	144	628	4,676	392	550	1,416	1,614	9	6	…

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:

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.

2017-2018: Admissions data from 2 schools in Quebec; 1 school in Ontario; 1 school in British Columbia.

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

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

OIIQ reports the following for Quebec diploma and baccalaureate programs:

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.

2017-2018: 790 students were admitted to baccalaureate programs, and 628 graduated from baccalaureate programs. Enrolment data were not reported.

Table 5: Post-RN Baccalaureate Programs — Admission, Enrolment and Graduate Data, 2013-2018

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														
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	...	...	...
2017-2018	2,584	...	...	94	59	1,25	282	4	...	214	106	...	...	...
ENROLMENT														
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	...	...	...
2017-2018	9,052	...	...	559	207	6,304	616	25	...	959	382	...	...	...
GRADUATES														
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	...	...	...
2018	1,919	...	...	44	40	1,442	185	15	...	88	105	...	...	...

Notes

Summary of omitted and unusable data:

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.

2017-2018: Admissions data from 2 schools in Quebec.

Enrolment data from 2 schools in Quebec.

Graduate data from 2 schools 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
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Table 6: Master's Programs — Admission, Enrolment and Graduate Data, 2013-2018

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														
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	…	…	…
20167-2018	1,111	20	2	10	23	214	269	30	29	407	107	…	…	…
ENROLMENT														
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	…	…	…
2017-2018	2,958	62	13	25	60	480	592	116	66	1,217	327	…	…	…
GRADUATES														
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	…	…	…
2018	642	11	2	4	25	108	182	16	14	200	80	…	…	…

Notes

Summary of omitted and unusable data:

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.

2017-2018: Admissions data from 2 schools in Quebec.
            Enrolment data from 2 schools in Quebec.
            Graduate data from 2 schools 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, 2013-2018

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														
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	...	...	...
2017-2018	95	0	...	2	...	14	39	0	5	20	15	...	...	...
ENROLMENT														
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	...	...	...
2017-2018	95	0	...	2	...	14	39	0	5	20	15	...	...	...
GRADUATES														
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	...	...	...
2018	46	0	...	1	...	6	17	0	2	11	9	...	...	...

Notes

Summary of omitted and unusable data:

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.
2017-2018:	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, 2013-2018

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														
2013-2014	577	16	*	16	12	54	252	0	30	165	29	…	…	…
2014-2015	757	*	…	10	0	53	279	19	41	331	30	…	…	…
2015-2016	699	15	*	10	12	77	263	15	43	228	32	…	…	…
2016-2017	720	18	0	17	*	94	221	25	48	215	30	…	…	…
2017-2018	733	19	7	11	7	160	199	15	46	236	33	…	…	…
ENROLMENT														
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	…	…	…
2016-2017	1,949	55	5	38	23	168	695	48	114	706	97	…	…	…
2017-2018	1,764	71	11	40	25	241	469	36	93	666	112		…	…
GRADUATES														
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	…	…	…
2017	545	11	0	10	10	98	249	14	26	100	37	…	…	…
2018	564	14	5	10	4	83	213	14	16	166	39	…	…	…

Notes

Summary of omitted and unusable data:

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.

2017-2018:   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, 2018

Age Cohort	2018
<35	109
35-39	186
40-44	210
45-49	229
50-54	256
55-59	288
60+	322
Total	1,600

Notes

The overall response rate to this question was 72.5%.

Summary of omitted and unusable data:

- 1 school in Newfoundland and Labrador
- 1 school in New Brunswick
- 4 schools in Quebec
- 13 schools in Ontario
- 2 schools in Manitoba
- 1 school in Saskatchewan
- 4 schools in Alberta
- 3 schools in British Columbia

The number of full-time permanent faculty (1,600) in this table is less than the number of full-time permanent faculty reported in Table 10 as age cohort results were not available for all faculties.

Table 10: Number of Full-Time Faculty, 2018

FACULTY EMPLOYMENT STATUS	CANADA	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
Full-time permanent	1,823	89	14	53	56	116	428	54	164	289	549	10	1	…
Full-time contract	753	11	24	38	23	55	113	46	7	61	98	1	5	…
Total	2,576	100	38	91	79	171	541	100	171	350	647	11	6	…

Notes

The overall response rate to this question was 81.4%.

Summary of omitted and unusable data:

- 44 schools in Quebec
- 11 schools in Ontario
- 1 school in Saskatchewan
- 1 school 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 11: Academic Upgrading Underway — Full-Time Faculty, 2018

	CANADA	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
Baccalaureate, nursing	4	...	...	...	...	...	...	2	...	...	...	2	...	...
Baccalaureate, other	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Master's, nursing	77	2	3	...	2	2	4	4	12	16	29	1	2	...
Master's, other	18	...	...	1	...	5	1	...	8	...	3	...	...	...
Doctoral, nursing	73	7	2	3	3	...	25	1	4	18	10	...	...	...
Doctoral, other	51	4	1	3	1	1	20	...	7	5	6	...	3	...
Post-doctoral, nursing	4	...	...	...	...	...	1	...	...	...	3	...	...	...
Post-doctoral, other	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Nurse practitioner, level not stated	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Nurse practitioner, master's level	2	...	...	...	...	...	...	...	...	1	...	1	...	...
Nurse practitioner, post-master's level	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	229	13	6	7	6	8	51	7	31	40	51	4	5	...

Notes

The overall response rate to this question was 73.6%.

Summary of omitted and unusable data:

- 1 school in New Brunswick
- 5 schools in Quebec
- 14 schools in Ontario
- 2 schools in Manitoba
- 1 school in Saskatchewan
- 2 schools in Alberta
- 3 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, 2018, and Full-Time Faculty Positions Reported as Approved to be Filled, 2019

	CANADA	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
Positions filled in 2018	144	9	0	4	1	5	37	3	14	25	45	1	0	…
Positions to be filled in 2019	155	7	3	7	1	5	66	6	8	14	38	0	0	…
Total	299	16	3	11	2	10	103	9	22	39	83	1	0	…

Notes

The overall response rate to this question was 73.6%.

Summary of omitted and unusable data:

- 1 school in New Brunswick
- 4 schools in Quebec
- 13 schools in Ontario
- 3 schools in Manitoba
- 1 school in Saskatchewan
- 3 schools in Alberta
- 4 schools in British Columbia

Value suppression is not applicable to these results.

Table 13: Full-Time Faculty Positions, Approved and Unable to Fill, 2018

	CANADA	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
Full-time permanent	37	1	3	2	0	2	10	1	0	14	4	0	0	...
Full-time contract	11	0	0	2	0	0	2	0	0	2	4	0	1	...
Total	48	1	3	4	0	2	12	1	0	16	8	0	1	...

Notes

The overall response rate to this question was 61.5%.

Summary of omitted and unusable data:

- 1 school in New Brunswick
- 5 schools in Quebec
- 15 schools in Ontario
- 4 schools in Manitoba
- 1 school in Saskatchewan
- 4 schools in Alberta
- 8 schools in British Columbia
- 1 school in the Northwest 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, 2018

CANADA	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
7,277	109	36	314	45	1,641	3,370	321	245	598	590	3	5	…

Notes

The overall response rate to this question was 80.4%

Summary of omitted and unusable data:
- 44 schools in Quebec
- 11 schools in Ontario
- 1 school in Saskatchewan
- 1 school in British Columbia

Value suppression is not applicable to these results.

Table 15: Full-Time Permanent Faculty on Leave, 2018

CANADA	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
161	*	*	8	10	9	22	10	11	37	49	*	*	…

Notes

The overall response rate to this question was 70.3%.

Summary of omitted and unusable data:
- 1 school in New Brunswick
- 4 schools in Quebec
- 14 schools in Ontario
- 3 schools in Manitoba
- 1 school in Saskatchewan
- 3 schools in Alberta
- 4 schools in British Columbia

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

Table 16: Highest Academic Credential — Full-Time Faculty, 2018

CREDENTIAL	CANADA	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
Baccalaureate, nursing	175	8	15	4	1	6	11	5	30	14	77	4	0	…
Baccalaureate, other	4	0	0	0	0	0	2	0	1	0	1	0	0	…
Master's, nursing	763	56	9	17	19	12	165	7	80	125	268	5	0	…
Master's, other	146	2	0	11	2	3	17	2	31	24	53	0	1	…
Doctoral, nursing	340	9	6	23	10	7	116	30	11	60	67	1	0	…
Doctoral, other	199	8	1	5	7	7	75	5	9	37	45	0	0	…
Post-doctoral, nursing	76	0	0	5	0	20	24	0	0	22	5	0	0	…
Post-doctoral, other	43	0	0	5	0	19	10	0	0	5	4	0	0	…

Notes

The overall response rate to this question was 79.1%.

Summary of omitted and unusable data:

- 1 school in New Brunswick
- 4 schools in Quebec
- 12 schools in Ontario
- 2 schools in Manitoba
- 1 school in Saskatchewan
- 1 school 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: Nurse Practitioner Credentials — Full-Time Faculty, 2018

CREDENTIAL	CANADA	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
Nurse practitioner, post-baccalaureate level	7	0	0	0	0	0	6	0	0	0	1	0	0	…
Nurse practitioner, master's level	55	1	1	1	3	1	19	0	5	9	15	0	0	…
Nurse practitioner, post-master's level	19	4	0	1	0	0	7	0	1	6	0	0	0	…
Nurse practitioner, other level	5	1	0	1	0	0	0	0	2	0	1	0	0	…

Notes

The overall response rate to this question was 65.9%.

Summary of omitted and unusable data:

- 1 school in New Brunswick
- 5 schools in Quebec
- 12 schools in Ontario
- 3 schools in Manitoba
- 1 school in Saskatchewan
- 4 schools in Alberta
- 5 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

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 2017-2018 academic year.

Graduate and faculty data are collected on the calendar year. This year's collection captures these data for calendar year 2018.

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 2017-2018 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

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.

2017–2018: The survey was issued to the 137 schools of nursing offering programs; 97 schools completed the survey; ***The overall survey response rate was 70.8%***; the CASN member response rate was 95.8%. See the tables starting on page 22 for more detailed information about omitted or unusable data. On average, 70.2% 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 2017–2018: Survey Methodology

Registered nurses (RNs) represented 70.2% of the total regulated nurse workforce in 2018.[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 2015–2017, 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 17 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 2017-2018 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. (2019). *Regulated nurses 2018 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. (2019). *Regulated nurses 2018 Report*. Ottawa, ON: Author.