

REGISTERED NURSES EDUCATION IN CANADA STATISTICS

2019–2020

Registered Nurse Workforce,
Canadian Production:
Potential New Supply

December 2021

CASN
ACESI



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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, 2019–2020 — 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.....	3
2019-2020 KEY PROGRAM FINDINGS.....	5
2020 KEY RN FACULTY FINDINGS.....	15
SUMMARY OF KEY PROGRAM AND RN FACULTY FINDINGS.....	21
2019-2020 RESULTS.....	22
APPENDIX: NATIONAL STUDENT AND FACULTY SURVEY OF CANADIAN SCHOOLS OF NURSING 2019–2020: SURVEY METHODOLOGY.....	53
ENDNOTES.....	58

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 2019-2020 data collected from the registered nurse (RN) and nurse practitioner portions of the NSFS. The key program findings are presented for 2019–2020, followed by the key RN faculty findings for 2020. The detailed 2019–2020 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 2019-2020 NSFS survey was issued to all 136 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 136 schools, 97 schools completed the survey, including 81 of a possible 91 CASN members. Of the 97 schools, 9 were CÉGEPs. The overall survey response rate was 71.3%; the CASN member response rate was 89.0%. See the tables starting on page 22 for more detailed information about omitted or unusable data. On average, 73.1% of schools responded to the faculty questions.

Data Comparison Timeframes

Please note that data are compared to 2 years prior in most cases as CASN was unable to publish the 2018-2019 report. The response rate was insufficiently high due to the COVID-19 pandemic.

Program inventory, admission, and enrolment data were collected for the 2019-2020 academic year. Unless otherwise stated, increases or decreases noted in the report are in relation to 2017–2018 data.

Graduate data were collected for calendar year 2020. Unless otherwise stated, increases or decreased noted in the 2020 data are in relation to the 2018 survey data.

Faculty data were also collected for calendar year 2020. Unless otherwise stated, comparisons of faculty data with previous results are in relation to 2018 data.

Survey Methodology

See the Appendix for methodological information.

2019-2020 Key Program Findings

This section of the report highlights key findings regarding education programs in 2019–2020. 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.

Program inventory and admissions are 2019–2020 data as compared with 2017–2018 data.

Entry-to-Practice Programs

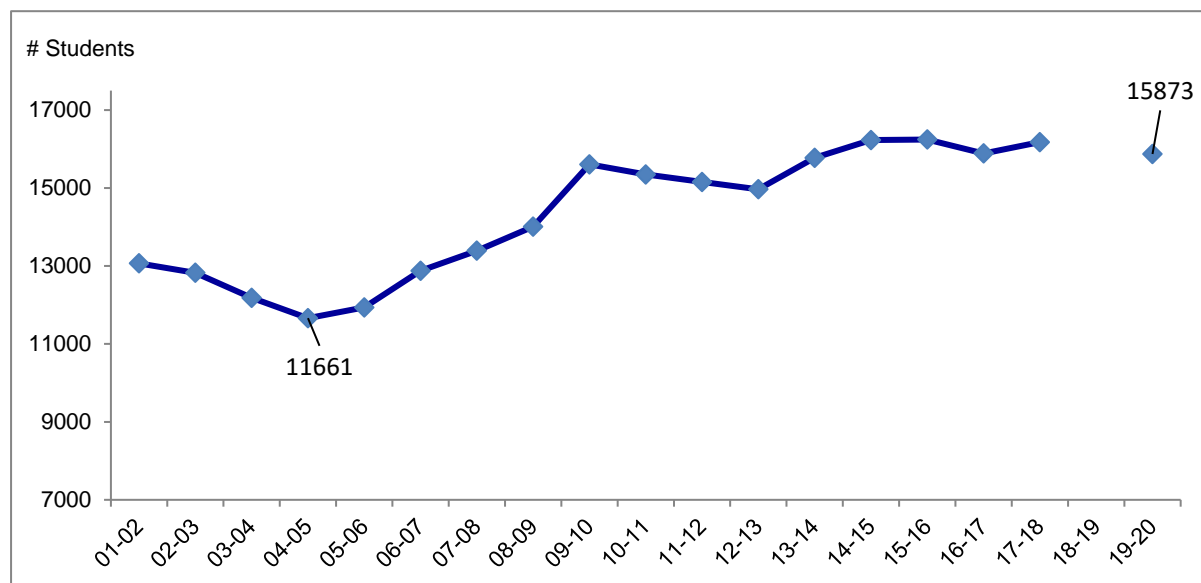
Entry-to-practice (ETP) programs entitle the successful graduate to apply for initial licensure/registration as an RN.

- All 97 schools (100%) offered an ETP program.
- 88 of the 97 schools (90.7%) 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

- 15,873 students entered ETP programs in 2019–2020, a decrease of 1.9% (from 16,178) (Figure A).

Figure A: Admissions to Entry-to-Practice Programs, 2001-2002 to 2019–2020

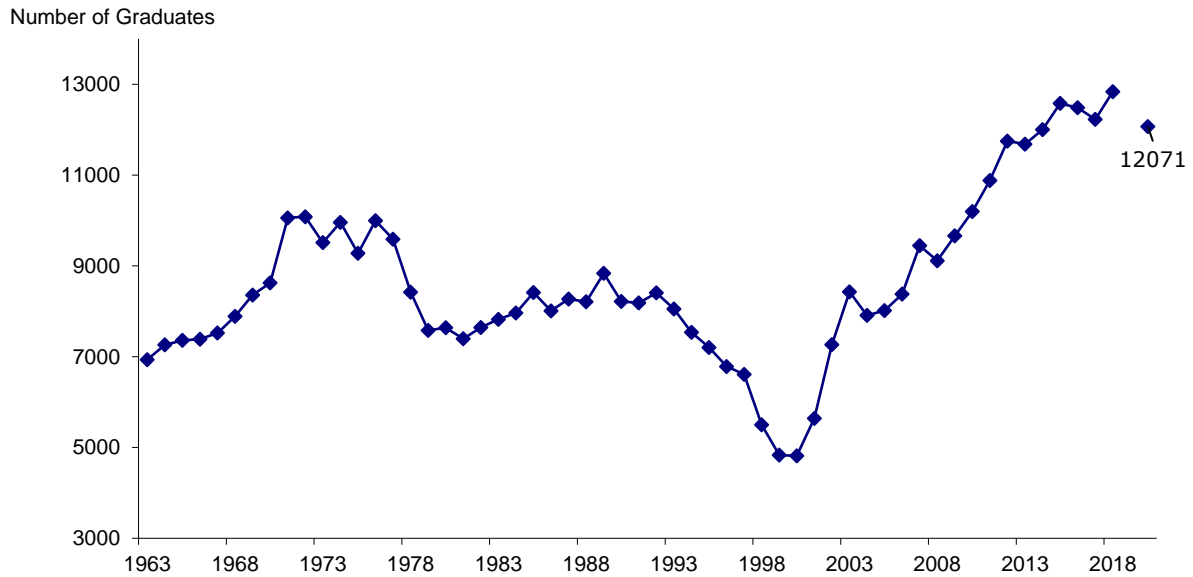


Sources: National Student and Faculty Survey of Canadian Schools of Nursing; Ordre des infirmières et infirmiers du Québec

ETP Graduates

- The number of graduates decreased in 2020 to 12,071, a 6.0% decrease compared with 2018 (12,837).
- The number of ETP graduates surpassed 12,000 for the seventh year in a row (Figure B).

Figure B: Graduates from Entry-to-Practice Programs, 1963-2020



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, 2015 to 2020

Jurisdiction	2015	% Change 2014 to 2015	2016	% Change 2015 to 2016	2017	% Change 2016 to 2017	2018	% Change 2017 to 2018	2020	% Change 2018 to 2020
Newfoundland and Labrador	247	-1.2	228	-8	224	-1.8	239	6.7	189	-21.0
Prince Edward Island	*	-13.7	*	1.6	*	12.5	*	8.3	*	-16.7
Nova Scotia	391	5.7	400	2.3	404	1.0	462	14.4	438	-5.2
New Brunswick	268	4.7	260	-3	202	-22.3	144	-28.7	148	2.8
Quebec	3,297	-1	3,319	0.7	3,157	-4.9	3,251	3.0	3,158	-2.9
Ontario	4,141	2.6	4,127	-0.3	4,265	303	4,676	9.6	4,076	-12.8
Manitoba	470	7.3	471	0.2	422	-10.4	392	-7.1	434	10.7
Saskatchewan	590	32.3	508	-14.9	591	16.3	550	-6.9	592	7.6
Alberta	1,741	22.9	1,609	-6.1	1,465	-8.9	1,416	-3.3	1,438	1.6
British Columbia	1,352	-3.7	1,481	9.1	1,466	-1.0	1,614	10.1	1,505	-6.8
Northwest Territories	*	23.1	*	-37.0	*	9.1	*	-25	*	144.4
Nunavut	*	50	*	100	*	-50	*	100	*	0
Yukon (no programs)	...	...	...	...	...	...	...	...	...	...
CANADA	12,579	5.1	12,484	-0.8	12,283	-1.6	12,837	4.5	12,071	-6.0

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, or value suppressed to ensure confidentiality; cell value is 5 or greater

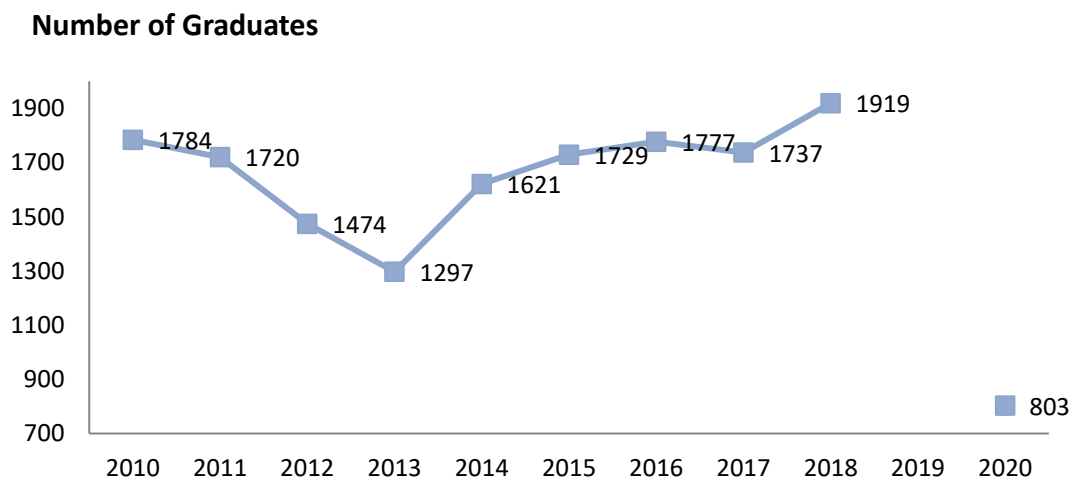
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Post-RN Programs

- 8.8% of schools (11 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, New Brunswick, Saskatchewan, the Northwest Territories, Nunavut, and the Yukon.
- 803 diploma-trained RNs graduated from post-RN baccalaureate programs in 2020, representing a 58.2% decrease from 2018 (Figure C).

Figure C: Graduates from Post-RN Baccalaureate Programs, 2010–2020



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

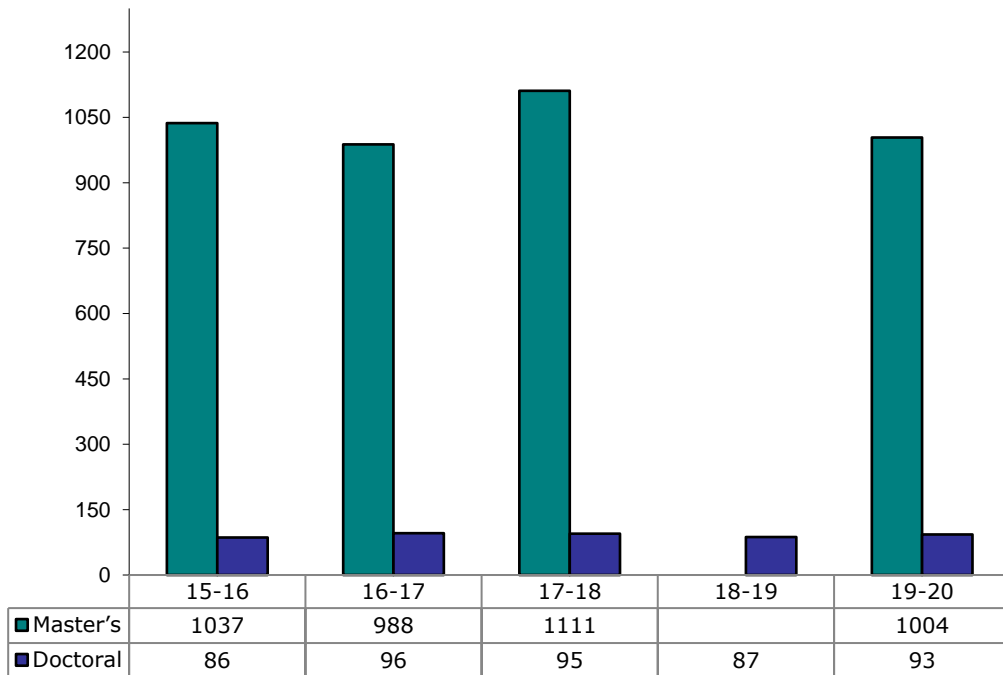
Master's and Doctoral Programs

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

- 38.1% of schools (37 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 (19 of 97 schools) offered doctoral programs in 2019–2020.
- 1,004 students were admitted to master's programs, a decrease of 9.6% since 2017–2018 (Figure D).
- 638 RNs graduated from master's programs, a 0.6% decrease from 2018 (Figure E).
- Admissions to doctoral programs increased by 6.9% from 2018-2019 (Figure D).
- Total number of graduates from doctoral programs was 62 graduates in 2020 as compared with 47 in 2019, an increase of 24.2% (Figure E).

Figure D: Admissions to Master's and Doctoral Programs, 2015–2016 to 2017–2020

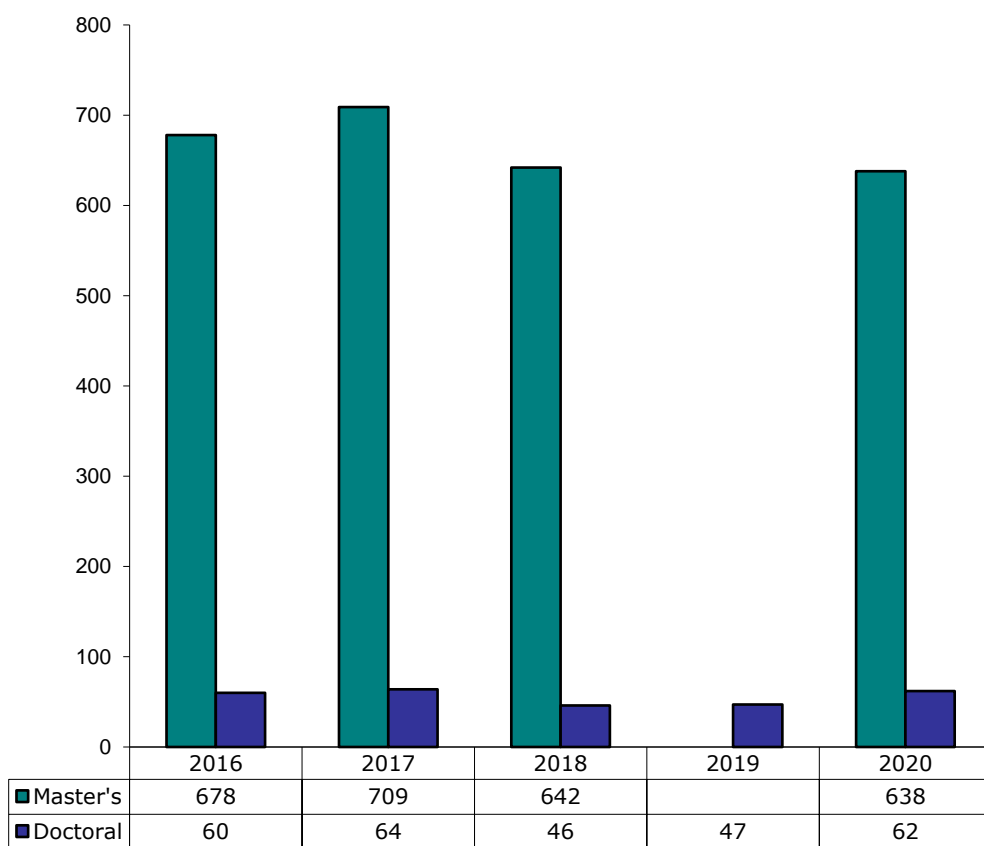
Number of Admissions



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

Figure E: Graduates from Master’s and Doctoral Programs, 2016 to 2020

Number of Graduates



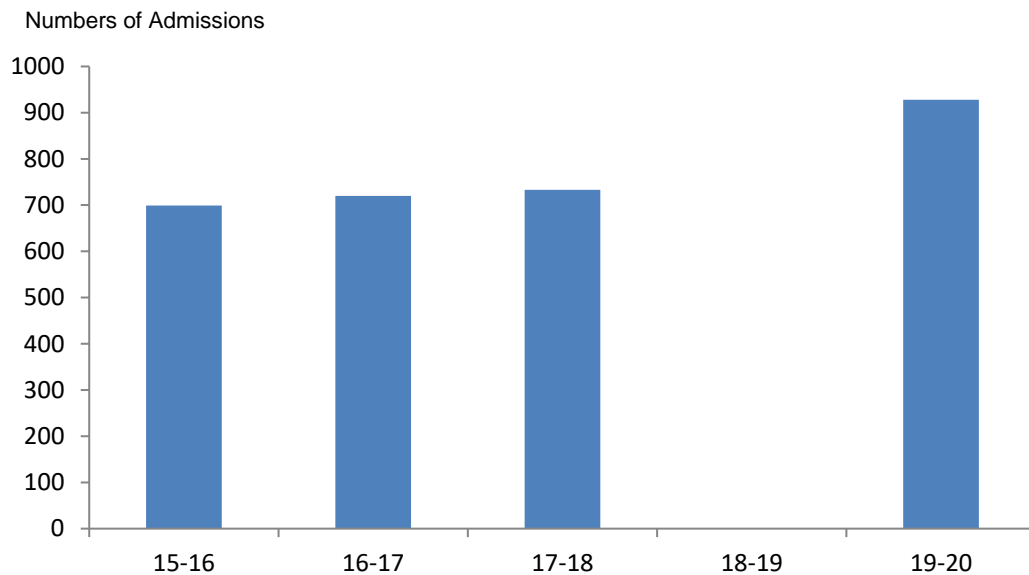
Source: National Student and Faculty Survey of Canadian Schools of Nursing

Nurse Practitioner Programs

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

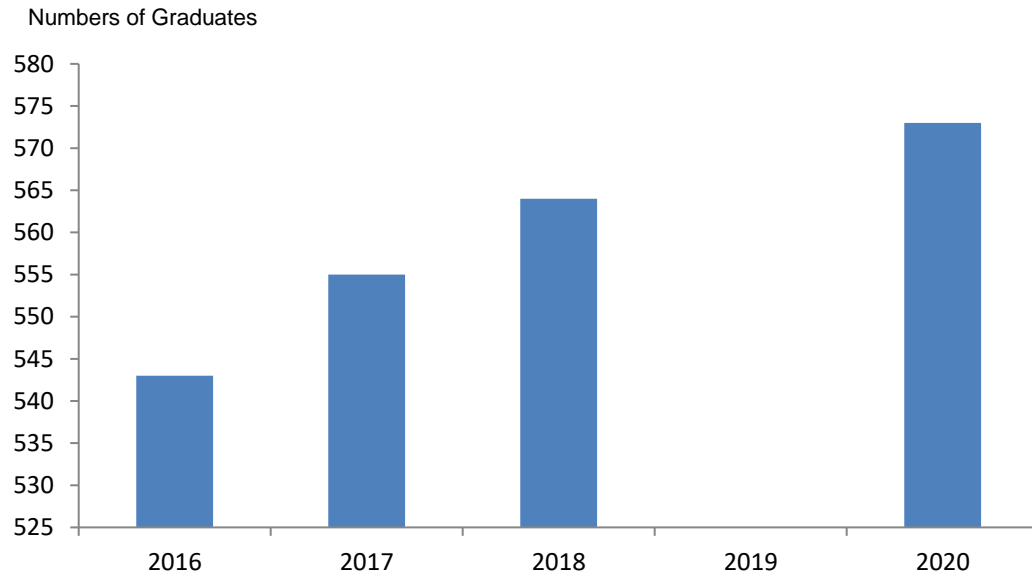
- 30.9% of schools (30 of 97 schools) offered one or more NP programs.
- NP programs were reported in all provinces and territories, except for the Northwest Territories, Nunavut, and the Yukon.
- The number of students admitted to NP programs increased in 2019–2020. It increased 26.6% in 2019-2020 over 2017–2018, with 928 students entering a variety of NP programs (Figure F).
- Graduate levels for NP programs increased by 1.6% in 2020 compared to 2018: 573 graduates in 2020 as compared with 564 in 2018. (Figure G).

Figure F: Admissions to Nurse Practitioner Programs 2015–2016 to 2019–2020



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

Figure G: Graduates from Nurse Practitioner Programs 2016-2020



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.

- 47.4% of schools (46 of 97 schools) offered one or more ETP fast-track programs (Table B) in 2019-2020.

Table B: Number of Schools Offering Fast-Track Entry-to-Practice Programs by Jurisdiction, 2019–2020

	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*

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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.

- 37.8% of all programs (76 of 201 programs) used some form of DE (Table C).
- Some DE delivery is used in 59.4% of all nurse practitioner programs and in 48.7% of master's programs. Of Canada's 20 doctoral programs, 25% utilize some DE options.

Table C: Number and Types of Programs Utilizing some Distance Education by Jurisdiction, 2019–2020

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	...	1	...	...	1	2
New Brunswick	2	...	2	...	1	5
Quebec	3	2	2	...	1	8
Ontario	7	2	8	2	9	28
Manitoba	2	...	...	...	1	3
Saskatchewan	3	1	1	1	2	8
Alberta	3	1	2	1	2	9
British Columbia	2	2	3	1	1	9
Northwest Territories	...	...	...	...	...	...
Nunavut	1	...	...	...	...	1
Yukon (no programs)	...	...	...	...	...	...
DE Program Total	24	9	19	5	19	76
CANADA: Program Total (see Table 1 p. 20)	93	17	39	20	32	201
DE Programs as a % of Canada Program Total	25.8	52.9	48.7	25	59.4	37.8

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

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2020 Key RN Faculty Findings

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

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

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

RN Faculty Demographics

- 9,479 RN faculty members were employed by schools of nursing in 2020.
- Only 26.8% of faculty members are permanent: 2,536 of the 9,479 RN faculty (Table D).
- 52.3% of permanent faculty were 50 years of age or older; 19.9% were 60 years or over (Table E).
- The RN faculty are older than the general RN workforce with the percentage of RN permanent faculty in the 50+ age cohort of almost 20 percentage points higher than the percentage of 50+ in the RN workforce (Table E).ⁱⁱⁱ
- A decreasing percentage of RN permanent faculty were in the 50+ age cohort (Table F).

Faculty data are 2020 data as compared with 2018 data.

The response rate for the question about age cohorts was 70.2% (66 of 94 schools). The response rate for the questions about employment status was 65.4% (89 of 136 schools).

Table D: Number of Faculty by Employment Status, 2020

Faculty Category	Number of Faculty	% of Faculty Workforce
Permanent Faculty: permanent, full-time faculty	2,536*	26.8
Contract Full-Time Faculty: faculty fulfilling contracts of one academic year or longer	967*	10.2
Contract Part-Time Faculty: faculty fulfilling contracts of less than one academic year	5,976	63.0
Total Faculty Workforce:	9,479	100

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

*See tables 10 and 14

Table E: Age Category Percentages for 2020 RN Workforce compared to 2020 RN Permanent Faculty

Age Category	% of RN Workforce, 2020	% of RN Permanent Faculty, 2020
<40	45.0	15.2
40-49	22.5	32.5
50-59	21.6	32.4
60+	11.1	19.9

Sources: *National Student and Faculty Survey of Canadian Schools of Nursing*; Canadian Institute for Health Information. (2021).ⁱⁱⁱ

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

Table F: Comparison of RN Permanent Faculty Age Cohorts 2016-2020

Age Cohort	2016	2017	2018	2019	2020	% Change 2018 to 2020
<40	15.7	17.6	18.4	..	15.2	-17.4
40-49	27.3	27.0	27.4	..	32.5	18.6
50-59	35.3	35.7	34	..	32.4	-4.7
60+	21.9	20.1	20.1	..	19.9	-1.0

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

RN Faculty Recruitment and Retirement

- The data collected on questions concerning faculty recruitment and retirement have implications for future faculty supply, particularly when examined in relation to the numbers of current enrolments in graduate programs. They indicate an imminent shortage of qualified faculty if current entry-to-practice enrolments are maintained.
- 81 permanent RN faculty (senior faculty) retired in 2020.
- 8.6% (7 of the 81) were under 60.
- 49 permanent RN Faculty left for reasons other than retirement.
- 19.9% of permanent RN faculty aged 60 or more (Table F) were eligible to retire.
- Schools were unable to fill 40 full-time positions, representing a 1.6% vacancy rate. See Table E for full-time faculty count.
- Schools projected a need to hire 225 full-time faculty in 2021 (Table G).

Table G: Full-Time RN Faculty Hiring Projections for 2021

	Canada	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
Full-Time Permanent Faculty, # of Hires Projected	187	12	*	10	4	11	58	7	19	15	45	*	*	...
Full-Time Contract Faculty, # of Hires Projected	100	0	*	11	7	0	14	3	5	24	33	*	*	...

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

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The response rate for the question about recruitment projections of full-time faculty was 80.9% (76 schools).

The response rate for the question about actual retirement of permanent faculty was 72.3% (68 schools).

Full-Time RN Faculty Academic Upgrading

- 7.9% of permanent full-time RN faculty (201 permanent full-time faculty) were engaged in academic upgrading programs ranging from baccalaureate to post-doctoral studies. These studies took place in schools in and outside of Canada (Table I).
- The majority of faculty who were upgrading educational qualifications were enrolled in master's (41.8%) or doctoral programs (57.5%).

The response rate for the question about the number of full-time faculty engaged in academic upgrading was 83.0% (78 schools).

Table H: Full-Time Faculty Engaged in Academic Upgrading, 2020

	Full-Time Permanent		Full-Time Contract		Total
	In Canada	Outside Canada	In Canada	Outside Canada	
Baccalaureate degree in nursing	1	0	12	0	13
Baccalaureate degree in other discipline	0	0	0	0	0
Master's degree in nursing	62	0	52	1	115
Master's degree in other discipline	20	2	7	1	30
Doctoral degree in nursing	74	11	25	0	110
Doctoral degree in other discipline	29	1	2	0	32
NP (master's or post-master's)	1	0	2	0	3
Post-doctoral study in nursing	0	0	1	0	1
Post-doctoral study in other discipline	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 9,479 faculty members (Table D).
- 26.8% of the faculty held full-time permanent positions (Table D).
- 10.2% of full-time faculty held full-time contracts of one academic year or longer (Table D).
- 63.0% of the faculty currently teaching in nursing programs were employed in a part-time contract capacity (Table D).

“Contract faculty” refers to full-time and part-time contract faculty.

The response rate for the two questions concerning the number of full-time and part-time contracts in place was 65.4% (89 of 136 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. An approved leave includes, but is not restricted to, maternity/paternity leave, sick leave, compassionate leave, and sabbatical leave.

- 5.4% of permanent faculty (138) were on leave (Table I).
- Newfoundland and Labrador, Nova Scotia, New Brunswick, Alberta, British Columbia, and Nunavut exceeded the Canada average of total faculty on leave.

The response rate for the question about number of permanent faculty on leave was 75.5% (71 schools).

Table I: Full-Time Permanent RN Faculty on Leave, 2020

	Canada	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
No. of Full-Time Permanent RN Faculty	2,536	91	*	66	55	330	593	178	202	373	602	*	*	...
No. of Full-Time Permanent RN Faculty on Leave	138	11	*	5	4	14	32	9	9	25	27	*	*	...
% on Leave	5.4	12.1	3.2	7.6	7.3	4.2	5.4	5.1	4.5	6.7	4.5	0	50	...

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

Table J: Recruitment Factors, 2020

Recruitment Factors	% of Respondents Reporting Factor
A shortage of nurse practitioner, master's, and doctorally prepared nurses seeking academic positions	39.1
Lower salaries and fewer benefits for master's and doctorally prepared faculty as compared with salaries available in practice settings	27.5
Location: Low attraction to northern and rural locations or high cost of living in metropolitan areas	23.1
COVID-19 Pandemic	12.0
No issues recruiting faculty	12.0
Nursing shortage	10.1

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 64.9% (61 responses).

Summary of Key Program and RN Faculty Findings

- The number of graduates from entry-to-practice programs decreased slightly in 2020 to 12,071, a 6.0% decrease compared with 2018 (12,837).
- Admissions decreased in 2019–2020; 15,874 students entered ETP programs, a decrease of 1.9% from 16,178 in 2017–2018.
- 37.8% of all programs reported using 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:
 - 52.3% of faculty were in the 50+ age cohort
 - 19.9% of faculty were in the 60+ age cohort.
 - 81 permanent faculty retired in 2020.
 - Currently, there are 489 students enrolled in PhD nursing programs in Canada, at least 110 of which are current faculty members. The potential future supply of new faculty from current PhD enrolment in Canada is therefore 379.
 - There were 62 graduates from PhD programs in 2020.
 - In 2019–2020, master's admission decreased by 9.6% and doctoral admissions increased by 6.9%.
 - The replacement pool (master's and doctoral graduates) for retiring faculty is inadequate if enrolments in graduate programs remain at current levels.

2019-2020 Results

The 2019-2020 survey was issued to the 136 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 81 of a possible 91 CASN members.

The overall survey response rate was 71.3%; the CASN member response rate was 89.0%. See the tables starting on page 23 for more detailed information about omitted or unusable data. On average, 73.1% 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, 2019–2020, 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	✓					

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

	Diploma	Bacc.	Post-RN	Master's	Doctoral	NP
Centennial College		✓				
George Brown College		✓				
Trent University		✓		✓		
Fleming College		✓				
University of Ottawa / Université d'Ottawa		✓		✓	✓	✓
Algonquin		✓				
La Cité Collégiale		✓				
University of Toronto		✓		✓	✓	✓
University of Western Ontario		✓		✓	✓	✓
Fanshawe College		✓				
University of Windsor		✓		✓	✓	✓
Lambton College		✓				
St. Clair College		✓				
York University		✓		✓	✓	✓
Georgian College		✓				
Seneca College		✓				
Manitoba						
Brandon University		✓				
Red River College		✓				
Université de Saint-Boniface		✓				
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		✓				

	Diploma	Bacc.	Post-RN	Master's	Doctoral	NP
University of British Columbia		✓		✓	✓	✓
University of British Columbia — Okanagan		✓	✓	✓		
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	93	17	39	20	32

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, 2019–2020

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	3,733	...	...	...	...	3,733	...	...	...	...	...	...	...	...
Enrolment	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Graduates, 2020	2,459	...	...	...	...	2,459	...	...	...	...	...	...	...	...
Graduates, 2020 as a percentage of total national graduates	100	...	...	...	...	100	...	...	...	...	...	...	...	...
BACCALAUREATE														
Admissions	12,140	262	*	466	227	780	5,545	665	691	1,959	1,449	*	*	...
Enrolment	44,627	980	*	1,301	712	5,303	18,284	2,060	2,455	7,102	6,051	*	*	...
Graduates, 2020	9,612	189	*	438	148	699	4,076	434	592	1,438	1,505	*	*	...
Graduates, 2020 as a percentage of total national graduates	100	2.0	0.7	4.6	1.5	7.3	42.4	4.5	6.2	15.0	15.7	0.2	0.1	...
POST-RN BACCALAUREATE														
Admissions	750	...	...	129	...	365	195	...	...	*	61	...	...	...
Enrolment	2,653	...	...	330	...	934	776	*	...	*	53	...	...	...
Graduates, 2020	803	...	...	42	...	370	253	*	...	*	49	...	...	...
Graduates, 2020 as a percentage of total national graduates	100	...	...	5.2	...	46.1	31.5	1.0	...	10.1	6.1	...	...	...
MASTER'S														
Admissions	1,004	*	*	*	27	173	353	*	43	203	156	...	...	...
Enrolment	2,912	*	*	*	60	234	839	*	86	1,215	344	...	...	...
Graduates, 2020	638	*	*	*	5	65	191	*	20	227	88	...	...	...
Graduates, 2020 as a percentage of total national graduates	100	3.1	0.3	1.7	0.8	10.2	29.9	1.4	3.1	35.6	13.8	...	...	...
DOCTORATE														
Admissions	93	...	...	*	...	9	38	*	8	18	9	...	...	...
Enrolment	489	*	...	*	...	49	194	*	23	115	71	...	...	...
Graduates, 2020	62	*	...	*	...	8	28	*	2	11	8	...	...	...
Graduates, 2020 as a percentage of total national graduates	100	3.2	...	3.2	...	12.9	45.2	1.6	3.2	17.7	12.9	...	...	...
NURSE PRACTITIONER														
Admissions	928	*	*	*	13	201	312	*	71	175	70	...	...	...
Enrolment	1,938	*	*	*	42	248	559	*	140	645	139	...	...	...
Graduates, 2020	573	*	*	*	4	104	210	*	29	125	50	...	...	...
Graduates, 2020 as a percentage of total national graduates	100	1.7	0.5	4.5	0.7	18.2	36.6	2.1	5.1	21.8	8.7	...	...	...

Notes

- OIIQ data 2019–2020: 3,733 students were admitted to diploma programs, and 780 to baccalaureate programs, 2,287 students graduated from diploma programs and 616 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	41 schools' enrolment data
Baccalaureate	1 school's enrolment data
Post-RN Baccalaureate	4 schools' admission, enrolment, and graduate data
Master's	2 schools' admission, enrolment, and graduate data
PhD	1 school's admission, enrolment, and graduate data
NP	2 schools' admission, enrolment, and graduate data

Ontario

Baccalaureate	3 schools' admission data; 1 school's enrolment data; 1 school's graduate data
---------------	--

British Columbia

Baccalaureate	3 schools' admission data; 1 school's enrolment data; 1 school's graduate data
Post-RN Baccalaureate	3 schools' admission, enrolment, and graduate data

Symbols

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- ... Figure not appropriate or not applicable
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Table 3: Diploma Programs — Admission, Enrolment and Graduate Data, 2015-2020

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														
2015-2016	4,323	...	...	...	...	4,323	...	...	...	...	...	...	...	...
2016-2017	4,136	...	...	...	...	4,136	...	...	...	...	...	...	...	...
2017-2018	4,106	...	...	...	...	4,106	...	...	...	...	...	...	...	...
2018-2019	3,852	...	...	...	...	3,852	...	...	...	...	...	...	...	...
2019-2020	3,733	...	...	...	...	3,733	...	...	...	...	...	...	...	...
ENROLMENT														
2015-2016	7,418	...	...	...	...	7,418	...	...	...	...	...	...	...	...
2016-2017	6,277	...	...	...	...	6,277	...	...	...	...	...	...	...	...
2017-2018	..	...	...	...	...	..	...	...	...	...	...	...	...	...
2018-2019	..	...	...	...	...	..	...	...	...	...	...	...	...	...
2019-2020	..	...	...	...	...	..	...	...	...	...	...	...	...	...
GRADUATES														
2016	2,747	...	...	...	...	2,747	...	...	...	...	...	...	...	...
2017	2,549	...	...	...	...	2,549	...	...	...	...	...	...	...	...
2018	2,576	...	...	...	...	2,576	...	...	...	...	...	...	...	...
2019	2,287	...	...	...	...	2,287	...	...	...	...	...	...	...	...
2020	2,287	...	...	...	...	2,459	...	...	...	...	...	...	...	...

Notes

Summary of omitted and unusable data:

- 2015-2016: Enrolment from 19 schools in Quebec.
- 2016-2017: Enrolment from 20 schools in Quebec.
- 2017-2018: Enrolment from 40 schools in Quebec.
- 2018-2019: Enrolment data unavailable due to COVID-19 pandemic.
- 2019-2020: Enrolment from 39 schools in Quebec.

OIIQ reports the following for Quebec diploma programs:

- 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.
Number of graduates corrected in 2021 to 2,576 students due to new data from OIIQ.
- 2018-2019: 3,852 students were admitted to diploma programs, and 2,287 students graduated from diploma programs. Enrolment data were not reported.
- 2019-2020: 3,733 students were admitted to diploma programs, and 2,459 students graduated from diploma programs. Enrolment data were not reported.

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Table 4: Baccalaureate Programs — Admission, Enrolment and Graduate Data, 2015-2020

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														
2015-2016	11,921	285	*	505	223	752	5,137	706	734	1,927	1,553	*	*	...
2016-2017	11,752	291	*	333	163	764	5,458	682	705	1,829	1,420	*	*	...
2017-2018	12,072	285	*	478	181	790	5,674	435	783	1,947	1,395	*	*	...
2018-2019	..	..	..	..	..	790	..	..	..	..	..	..	..	...
2019-2020	12,140	262	*	466	227	780	5,545	665	691	1,959	1,449	*	*	...
ENROLMENT														
2015-2016	42,378	978	*	1,548	861	2,119	18,621	1,950	2,232	7,726	5,990	*	*	...
2016-2017	42,498	1,067	*	1,312	668	2,224	18,669	2,116	2,245	7,865	5,945	*	*	...
2017-2018	44,104	1,018	*	1,653	608	4,676	20,619	1,769	2,313	7,320	6,079	*	*	...
2018-2019	..	..	..	..	..	..	..	..	..	..	..	..	..	...
2019-2020	44,627	980	*	1,301	712	5,303	18,284	2,060	2,455	7,102	6,051	*	*	...
GRADUATES														
2016	9,737	228	*	400	260	572	4,127	471	508	1,609	1,481	*	*	...
2017	9,678	224	*	404	202	608	4,265	392	591	1,439	1,466	*	*	...
2018	10,205	239	*	462	144	619	4,676	392	550	1,416	1,614	*	*	...
2019	616
2020	9,612	189	*	438	148	699	4,076	434	592	1,438	1,505	*	*	...

Symbols

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

Notes

- 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.
- 2018-2019: Admissions, enrolment, and graduate data unavailable due to the COVID-19 pandemic.
- 2019-2020: Admissions 3 schools in Ontario; 3 schools in British Columbia.
Enrolment data from 1 school in Quebec; 3 schools in Ontario; 3 schools in British Columbia.
Graduate data from 3 schools in Ontario; 3 schools in British Columbia.

OIIQ reports the following for Quebec diploma and baccalaureate programs:

- 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.
- 2018-2019: 790 students were admitted to baccalaureate programs, and 616 graduated from baccalaureate programs. Enrolment data were not reported.
- 2019-2020: 780 students were admitted to baccalaureate programs, and 699 graduated from baccalaureate programs. Enrolment data were not reported.

Table 5: Post-RN Baccalaureate Programs — Admission, Enrolment and Graduate Data, 2015-2020

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														
2015-2016	1,743	*	...	78	*	1,060	302	*	...	221	82	...	...	...
2016-2017	2,363	*	...	120	*	1,722	308	*	...	175	31	...	...	...
2017-2018	2,584	...	...	94	59	1,825	282	*	...	214	106	...	...	...
2018-2019	..	...	...	..	...	..	..	..	...	..	..	...	...	...
2019-2020	750	...	...	129	...	365	195	*	...	*	...	...	...	...
ENROLMENT														
2015-2016	7,668	*	...	323	*	4,931	789	48	...	1,265	284	...	...	...
2016-2017	7,891	*	...	421	*	5,076	840	31	...	1,116	407	...	...	...
2017-2018	9,052	...	...	559	207	6,304	616	*	...	959	382	...	...	...
2018-2019	..	..	...	..	...	..	..	..	...	..	..	...	...	...
2019-2020	2,653	...	...	330	...	934	776	*	...	*	53	...	...	...
GRADUATES														
2016	1,777	*	...	45	*	1,266	214	19	*	106	108	...	...	...
2017	1,737	*	...	41	*	1,207	239	12	*	101	124	...	...	...
2018	1,919	...	...	44	*	1,442	185	*	...	88	105	...	...	...
2019	..	...	...	..	...	..	..	..	...	..	..	...	...	...
2020	803	...	...	42	...	370	253	*	...	*	49	...	...	...

Notes

Summary of omitted and unusable data:

- 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.
- 2018-2019: Admissions, enrolment, and graduate data unavailable due to the COVID-19 pandemic.
- 2019-2020: Admissions data from 4 schools in Quebec, 3 schools in British Columbia.
Enrolment data from 4 schools in Quebec, 3 schools in British Columbia.
Graduate data from 4 schools in Quebec, 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, or value suppressed to ensure confidentiality; cell value is 5 or greater

Table 6: Master's Programs — Admission, Enrolment and Graduate Data, 2015-2020

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														
2015-2016	1,037	*	*	*	*	217	278	*	25	347	105	...	...	...
2016-2017	988	*	*	*	6	228	281	*	32	333	70	...	...	...
2017-2018	1,111	*	*	*	23	214	269	*	29	407	107	...	...	...
2018-2019	..	..	..	..	..	..	..	..	..	..	..	...	...	...
2019-2020	1,004	*	*	*	27	173	353	*	43	203	156	...	...	...
ENROLMENT														
2015-2016	3,080	*	*	*	46	556	784	*	80	1,045	357	...	...	...
2016-2017	3,109	*	*	*	41	785	689	*	76	1,048	289	...	...	...
2017-2018	2,958	*	*	*	60	480	592	*	66	1,217	327	...	...	...
2018-2019	..	..	..	..	..	..	..	..	..	..	..	...	...	...
2019-2020	2,912	*	*	*	60	234	839	*	86	1,215	344	...	...	...
GRADUATES														
2016	678	*	*	*	7	113	222	*	25	161	102	...	...	...
2017	709	*	*	*	5	107	234	*	14	198	100	...	...	...
2018	642	*	*	*	25	108	182	*	14	200	80	...	...	...
2019	..	..	..	..	..	..	..	..	..	..	..	...	...	...
2020	638	*	*	*	5	65	191	*	20	227	88	...	...	...

Notes

Summary of omitted and unusable data:

- 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.
- 2018-2019: Admissions, enrolment, and graduate data unavailable due to the COVID-19 pandemic.
- 2019-2020: Admissions data from 2 schools in Quebec.
Enrolment data from 2 schools in Quebec.
Graduate data from 2 schools in Quebec.

Symbols

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

Table 7: Doctoral Programs — Admission, Enrolment and Graduate Data, 2015-2020

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														
2015-2016	86	*	...	*	...	18	31	*	*	23	*	...	...	...
2016-2017	96	*	...	*	...	26	29	*	*	14	17	...	...	...
2017-2018	95	*	...	*	...	14	39	*	*	20	15	...	...	...
2018-2019	87	*	...	*	...	18	31	*	*	15	15	...	...	...
2019-2020	93	*	...	*	...	9	38	*	8	18	9	...	...	...
ENROLMENT														
2015-2016	456	*	...	*	...	96	144	*	*	102	64	...	...	...
2016-2017	494	*	...	*	...	114	162	*	*	102	64	...	...	...
2017-2018	488	*	...	*	...	105	159	*	*	102	70	...	...	...
2018-2019	488	*	...	*	...	122	138	*	*	106	67	...	...	...
2019-2020	489	*	...	*	...	49	194	*	23	115	71	...	...	...
GRADUATES														
2016	60	*	...	*	...	14	17	*	*	14	8	...	...	...
2017	64	*	...	*	...	14	24	*	*	16	6	...	...	...
2018	46	*	...	*	...	6	17	*	*	11	9	...	...	...
2019	47	*	...	*	...	10	9	*	*	17	4	...	...	...
2020	62	*	...	*	...	8	28	*	2	11	8	...	...	...

Notes

Summary of omitted and unusable data:

2015-2016: All data were usable.

2016-2017: All data were usable.

2017-2018: All data were usable.

2018-2019: Admissions data from 1 school in Quebec, 2 schools in Ontario, 1 school in British Columbia.

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

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

2019-2020: 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, or value suppressed to ensure confidentiality; cell value is 5 or greater

Table 8: Nurse Practitioner Programs — Admission, Enrolment and Graduate Data, 2015-2020

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														
2015-2016	699	*	*	*	12	77	263	*	43	228	32	...	...	...
2016-2017	720	*	*	*	*	94	221	*	48	215	30	...	...	...
2017-2018	733	*	*	*	7	160	199	*	46	236	33	...	...	...
2018-2019	..	..	..	..	..	..	..	..	..	..	..	...	...	...
2019-2020	928	*	*	*	13	201	312	*	71	175	70	...	...	...
ENROLMENT														
2015-2016	1,794	*	*	*	33	145	594	*	102	706	72	...	...	...
2016-2017	1,949	*	*	*	23	168	695	*	114	706	97	...	...	...
2017-2018	1,764	*	*	*	25	241	469	*	93	666	112	...	...	...
2018-2019	..	..	..	..	..	..	..	..	..	..	..	...	...	...
2019-2020	1,938	*	*	*	42	248	559	*	140	645	139	...	...	...
GRADUATES														
2016	543	*	*	*	14	69	246	*	31	102	31	...	...	...
2017	545	*	*	*	10	98	249	*	26	100	37	...	...	...
2018	564	*	*	*	4	83	213	*	16	166	39	...	...	...
2019	..	..	..	..	..	..	..	..	..	..	..	...	...	...
2020	573	*	*	*	4	104	210	*	29	125	50	...	...	...

Notes

Summary of omitted and unusable data:

2015-2016: All data were usable.

2016-2017: All data were usable.

2017-2018: All data were usable.

2018-2019: Admissions, enrolment, and graduate data unavailable due to the COVID-19 pandemic.

2019-2020: Admissions data from 4 schools in Quebec.

Enrolment data from 4 schools in Quebec.

Graduate data from 4 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, or value suppressed to ensure confidentiality; cell value is 5 or greater

Table 9: Full-Time Faculty by Age Cohort, 2020

	2020
Age Cohort	
<40	247
40-49	530
50-59	528
60+	324
Total	1,629

Notes

The overall response rate to this question was 70.2%.

Summary of omitted and unusable data:

- 1 school in Newfoundland and Labrador
- 1 school in Nova Scotia
- 5 schools in Quebec
- 9 schools in Ontario
- 1 school in Manitoba
- 5 schools in Alberta
- 6 schools in British Columbia

The number of full-time permanent faculty (1,629) 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, 2020

FACULTY EMPLOYMENT STATUS	CANADA	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
Full-time permanent	2,536	91	*	66	55	330	593	178	202	373	602	*	*	...
Full-time contract	967	11	*	113	28	162	228	72	47	126	178	*	*	...
Total	3,503	102	*	179	83	492	821	250	249	499	780	*	*	...

Notes

The overall response rate to this question was 65.4%.

Summary of omitted and unusable data:

- 41 schools in Quebec
- 4 schools in Ontario
- 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, or value suppressed to ensure confidentiality; cell value is 5 or greater

Table 11: Academic Upgrading Underway — Full-Time Faculty, 2020

	CANADA	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
Baccalaureate, nursing	13	...	...	...	...	...	...	1	...	...	12	...	...	...
Baccalaureate, other	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Master's, nursing	115	2	*	...	15	...	1	5	15	23	48	*	*	...
Master's, other	30	...	*	2	1	1	2	5	4	...	13	*	*	...
Doctoral, nursing	110	6	*	5	7	4	45	1	5	15	19	*	*	...
Doctoral, other	32	1	*	3	2	...	7	3	4	5	7	*	*	...
Post-doctoral, nursing	1	...	...	...	...	...	...	...	...	...	1	...	...	...
Post-doctoral, other	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Nurse practitioner, (any level)	3	1	...	...	...	...	...	1	...	...	1	...	...	...
Total	304	10	6	10	25	5	55	16	28	43	100	3	3	...

Notes

The overall response rate to this question was 83.0%.

Summary of omitted and unusable data:

- 5 schools in Quebec
- 6 schools in Ontario
- 1 school in Manitoba
- 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, or value suppressed to ensure confidentiality; cell value is 5 or greater

Table 12: Full-Time Faculty Positions Reported as Filled, 2020, and Full-Time Faculty Positions Reported as Approved to be Filled, 2021

	CANADA	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
Positions filled in 2020	172	5	*	13	9	4	31	7	12	27	46	*	*	...
Positions to be filled in 2021	287	12	*	21	11	11	72	10	24	39	78	*	*	...
Total	459	17	*	34	20	15	103	17	36	66	124	*	*	...

Notes

The overall response rate to this question was 80.9%.

Summary of omitted and unusable data:

- 5 schools in Quebec
- 6 schools in Ontario
- 1 school in Manitoba
- 2 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, or value suppressed to ensure confidentiality; cell value is 5 or greater

Table 13: Full-Time Faculty Positions, Approved and Unable to Fill, 2020

	CANADA	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
Full-time permanent	40	1	*	5	...	1	21	...	4	4	2	*	*	...
Full-time contract	9	1	*	3	...	...	...	...	...	2	2	*	*	...
Total	49	2	*	8	...	1	21	...	4	6	4	*	*	...

Notes

The overall response rate to this question was 72.3%.

Summary of omitted and unusable data:

- 5 schools in Quebec
- 12 schools in Ontario
- 1 school in Manitoba
- 2 schools in Alberta
- 6 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, or value suppressed to ensure confidentiality; cell value is 5 or greater

Table 14: Part-Time Faculty Contracts, 2020

CANADA	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
5,976	38	*	262	56	1,772	2,516	153	263	466	439	*	*	...

Notes

The overall response rate to this question was 65.4%.

Summary of omitted and unusable data:

- 38 schools in Quebec
- 4 schools in Ontario
- 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, or value suppressed to ensure confidentiality; cell value is 5 or greater

Table 15: Full-Time Permanent Faculty on Leave, 2020

CANADA	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
138	11	*	5	4	31	34	9	9	25	27	*	*	...

Notes

The overall response rate to this question was 75.5%.

Summary of omitted and unusable data:

- 5 schools in Quebec
- 9 schools in Ontario
- 1 school in Manitoba
- 2 schools in Alberta
- 6 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, or value suppressed to ensure confidentiality; cell value is 5 or greater

Table 16: Highest Academic Credential — Full-Time Faculty, 2020

CREDENTIAL	CANADA	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
Diploma, nursing	4	...	...	...	...	...	2	2	...	...	...	...	...	...
Certificate, nursing	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Baccalaureate, nursing	307	8	*	6	12	5	4	79	26	36	111	*	*	...
Baccalaureate, other	61	4	...	...	...	...	1	1	...	...	55	...	...	...
Master's, nursing	939	64	*	27	44	39	263	56	73	119	242	*	*	...
Master's, other	238	7	*	13	3	32	49	36	28	23	45	*	*	...
Doctoral, nursing	414	12	*	20	11	34	182	17	6	55	75	*	*	...
Doctoral, other	209	7	*	6	18	27	59	20	7	38	23	*	*	...
Post-doctoral, nursing	83	...	*	5	...	24	19	...	...	21	6	*	*	...
Post-doctoral, other	68	...	*	4	...	15	26	...	...	15	7	*	*	...

Notes

The overall response rate to this question was 81.9%.

Summary of omitted and unusable data:

- 5 schools in Quebec
- 6 schools in Ontario
- 1 school 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, or value suppressed to ensure confidentiality; cell value is 5 or greater

Table 17: Nurse Practitioner Credentials — Full-Time Faculty, 2020

CREDENTIAL	CANADA	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
Nurse practitioner, post-baccalaureate level	6	...	...	...	...	...	2	...	...	3	1	...	...	...
Nurse practitioner, master's level	98	2	*	5	3	12	31	10	7	14	13	*	*	...
Nurse practitioner, post-master's level	16	4	...	1	...	...	9	...	...	1	1	...	...	...
Nurse practitioner, other level	12	1	*	1	1	...	3	2	...	1	2	*	*	...

Notes

The overall response rate to this question was 83.0%.

Summary of omitted and unusable data:

- 5 schools in Quebec
- 6 schools in Ontario
- 1 school in Manitoba
- 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, or 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 2019-2020 academic year.

Graduate and faculty data are collected on the calendar year. This year's collection captures these data for calendar year 2020.

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 2019-2020 include: Aurora College, NT, partnered with the University of Victoria, BC; Nunavut Arctic College, NU, partnered with Dalhousie University, NS; and Humber College, ON, partnered with the University of New Brunswick, NB.

Survey Response

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.

2018-2019: Information unavailable due to COVID-19 pandemic.

2019-2020: The survey was issued to the 136 schools of nursing offering programs; 97 schools completed the survey; ***The overall survey response rate was 71.3%***; the CASN member response rate was 89.0%. See the tables starting on page 22 for more detailed information about omitted or unusable data. On average, 73.1% 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 2019–2020: Survey Methodology

Registered nurses (RNs) represented 68.0% of the total regulated nurse workforce in 2020.ⁱⁱⁱ

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 <i>Collèges d'enseignement général et professionnel</i> (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. For the 2015–2017 survey year, the online survey was available to all schools except Cégeps. For the 2019–2020 survey year, all schools were given the online survey.

The 2019–2020 survey data were collected using Qualtrics (www.qualtrics.com).

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 2019-2020 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).

Endnotes

ⁱ Med-Emerg Inc. (2006). *Building the future: An integrated strategy for nursing human resources in Canada. Phase II final report*. 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. (2021). *Nursing in Canada, 2020 — Data Tables*. <https://www.cihi.ca/en>