REGISTERED NURSES EDUCATION IN CANADA STATISTICS

2021–2022

Registered Nurse Workforce, Canadian Production: Potential New Supply

November 2023

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CASN board of directors.

November 2023

Message from the Executive Director

The Canadian Association of Schools of Nursing (CASN) is pleased to present *Registered Nurses Education in Canada Statistics, 2021–2022 — 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 Quebec.

We look forward to hearing your comments about the report.

Yours sincerely,

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

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Introduction

The *Registered Nurses Education in Canada Statistics* report is a product of the *National Student and Faculty Survey of Canadian Schools of Nursing* (NSFS), and it is the only longitudinal national collection of nursing education data in Canada. The report includes entry-to-practice education programs for registered nurses (RNs), as well as master's and doctoral nursing programs and programs for nurse practitioners (NPs). 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 2021–2022 data collected from the registered nurse (RN) and nurse practitioner portions of the NSFS. The key program findings are presented for 2021–2022, followed by the key RN faculty findings for 2022. The detailed 2021–2022 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 2021–2022 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, 100 schools completed the survey, including 94 of a possible 95 CASN members. Of the 100 schools, 6 were CÉGEPs. The overall survey response rate was 73.0%; the CASN member response rate was 98.9%. See the tables starting on page 23 for more detailed information about omitted or unusable data. On average, 83.9% of schools responded to the faculty questions.

Data Comparison Time Frames

Program inventory, admission, and enrolment data were collected for the 2021–2022 academic year. Unless otherwise stated, increases or decreases noted in the report are in relation to 2021–2022 data.

Graduate data were collected for calendar year 2022. Unless otherwise stated, increases or decreases noted in the 2022 data are in relation to the 2021 survey data.

Faculty data were also collected for calendar year 2022. Unless otherwise stated, comparisons of faculty data with previous results are in relation to 2021 data.

Data is unavailable for some tables for 2018–2019 and 2019 periods because of a low response rate due to the COVID-19 pandemic.

Survey Methodology

See the Appendix for methodological information.

Contextual Note

This report is published during a significant nursing shortage in Canada. While the data on entry-to-practice nursing admissions, enrolment, and graduates is very important in assessing a portion of the new nursing workforce, it is not the entire picture. It is important to consider incoming internationally trained nurses, nurses coming back to work from retirement, and nurses moving within Canada in order to accurately ascertain the potential number of nurses across the country.

Canadian Nursing Vacancy

At the time of this report, there is a Canadian nursing shortage. Experienced and new nurses are leaving the profession, and there is concern that not enough nurses are being trained to replace them. Statistics Canada reports the number of vacancies for professional occupations in nursing (which includes "nursing co-ordinators and supervisors, registered nurses, registered psychiatric nurses, and graduate nurses") in 2018–2019, prior to the COVID-19 pandemic, as 11 615 vacancies on average (Q4 2018 to Q1 2020). For 2022, Statistics Canada reports an average of 26 438 vacancies nationally (2023).

2021–2022 Key Program Findings

This section of the report highlights key findings regarding education programs in 2021–2022. It reveals trends related to the numbers of new graduates being prepared to enter the workforce as well as the modalities and educational level of the program they are taking across the country.

Entry-to-Practice Programs

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

Program inventory and admissions are 2021–2022 data as compared with 2020–2021 data.

- All 100 schools (100%) offered an ETP program.
- 89 of the 100 schools (89%) 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.
- 37 colleges partnered with a university to deliver ETP baccalaureate programs; three colleges in British Columbia, one college in Manitoba, and two colleges in Ontario granted ETP baccalaureate degrees autonomously.
- For the first time, CASN has separated practical nurse to registered nurse bridging programs (PN-to-RN bridging programs) from the baccalaureate program calculation. Since this is the first year of this change, CASN has elected to keep that data private until it can be compared to a previous year to ensure data quality. As such, a small decrease in ETP admissions and graduates is seen below. The PN-to-RN bridging programs account for approximately 1 000 admissions and 500 graduates.

ETP Admissions

- 16 785 students entered ETP programs in 2021–2022, an increase of 1.0% (from 16 626) (Figure A).

Figure A

Admissions to Entry-to-Practice Programs, 2007–2008 to 2021–2022
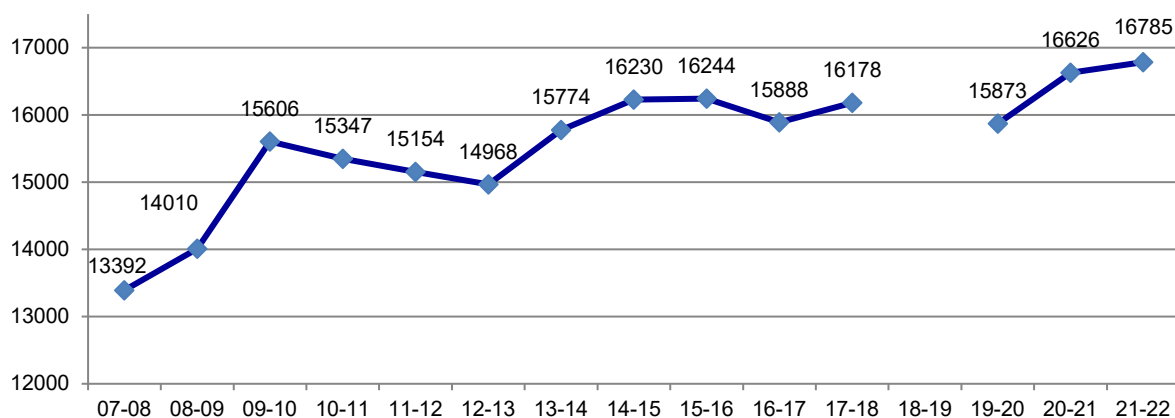
Sources: *National Student and Faculty Survey of Canadian Schools of Nursing*; Ordre des infirmières et infirmiers du Québec

ETP Graduates

- The number of graduates decreased in 2022 to 12 439, a 2.7% decrease compared with 2021 (12 780).
- The number of ETP graduates surpassed 12 000 for the ninth year in a row (Figure B).

Figure B

Graduates From Entry-to-Practice Programs, 1963 to 2022

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, 2017 to 2022

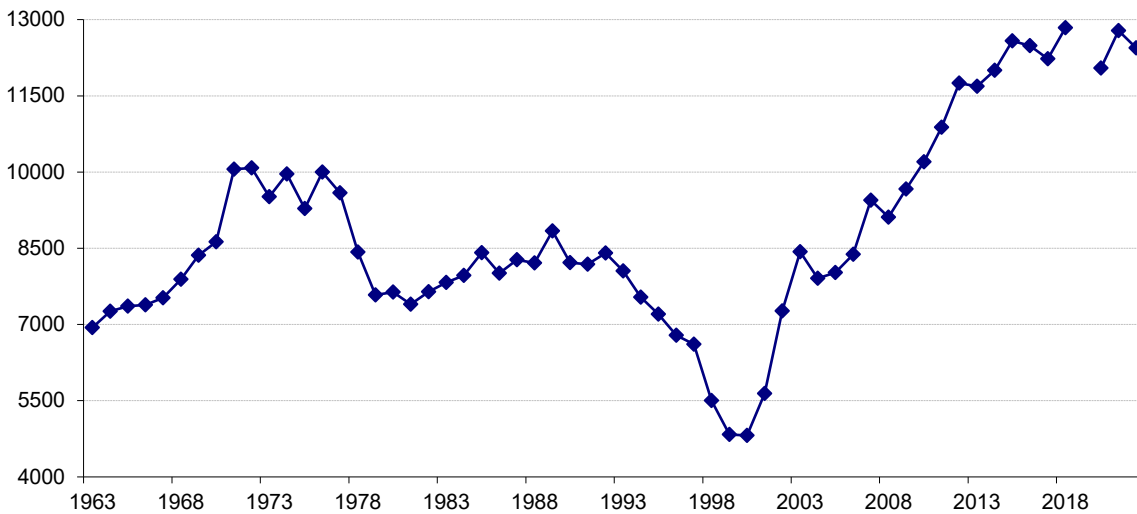| Jurisdiction	2017	% change 2016–2017	2018	% change 2017–2018	2020	% change 2018–2020	2021	% change 2020–2021	2022	% change 2021–2022
Newfoundland and Labrador	224	−1.8	239	6.7	189	−21.0	210	10.5	231	9.5
Prince Edward Island	*	12.5	*	8.3	*	−16.7	*	19.4	*	-6.5
Nova Scotia	404	1.0	462	14.4	438	−5.2	407	−7.3	401	-1.5
New Brunswick	202	−22.3	144	−28.7	148	2.8	198	28.9	175	-12.3
Quebec	3 157	−4.9	3 251	3.0	3 158	−2.9	2 960	−6.5	4 048	31.1
Ontario	4 265	3.3	4 676	9.6	4 076	−12.8	4 824	16.8	3 537	-30.8
Manitoba	422	−10.4	392	−7.1	434	10.7	470	8.0	482	2.5
Saskatchewan	591	16.3	550	−6.9	592	7.6	532	−10.7	502	-5.8
Alberta	1 465	−8.9	1 416	−3.3	1 438	1.6	1 428	−1.0	1 484	3.8
British Columbia	1 466	−1.0	1 614	10.1	1 476	−8.9	1 645	11.4	1 485	-10.2
Northwest Territories	*	9.1	*	−25.0	*	144.4	*	0.0	*	-25.6
Nunavut	*	−50.0	*	100.0	*	0.0	*	−18.2	*	-50
Yukon (no programs)	…	…	…	…	…	…	…	…	…	…
Canada	**12 283**	**−1.6**	**12 837**	**4.5**	**12 042**	**−6.4**	**12 780**	**5.9**	**12 439**	**-2.7**

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

- 15% of schools (15 of 100 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.
- 1,528 diploma-trained RNs graduated from post-RN baccalaureate programs in 2022, representing an 8.0% decrease from 2021 (Figure C).

Figure C

Graduates From Post-RN Baccalaureate Programs, 2012 to 2022
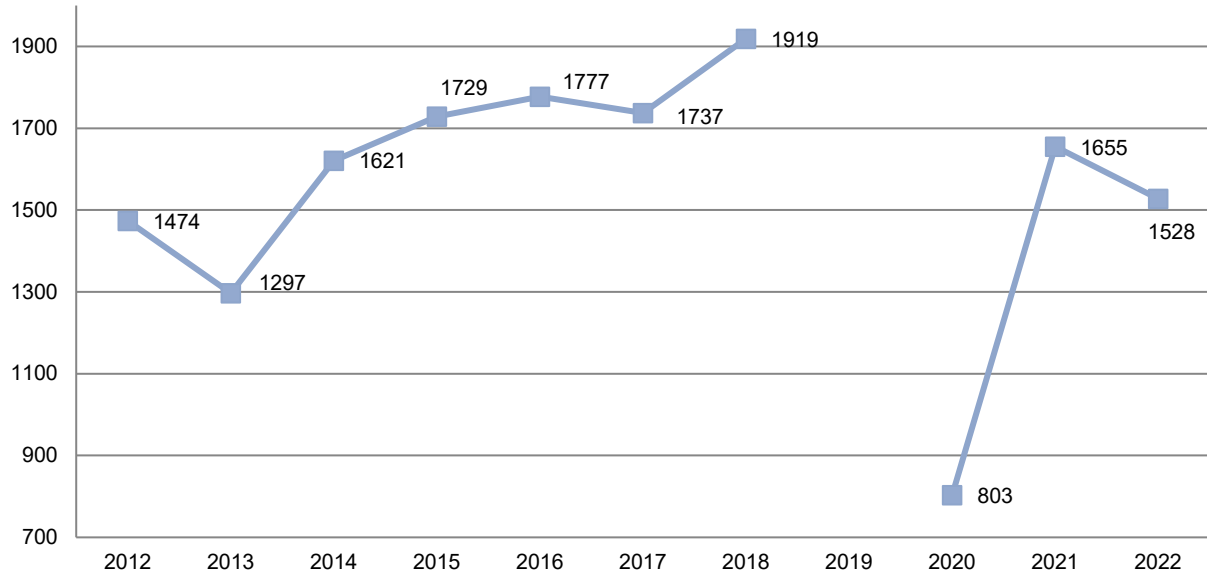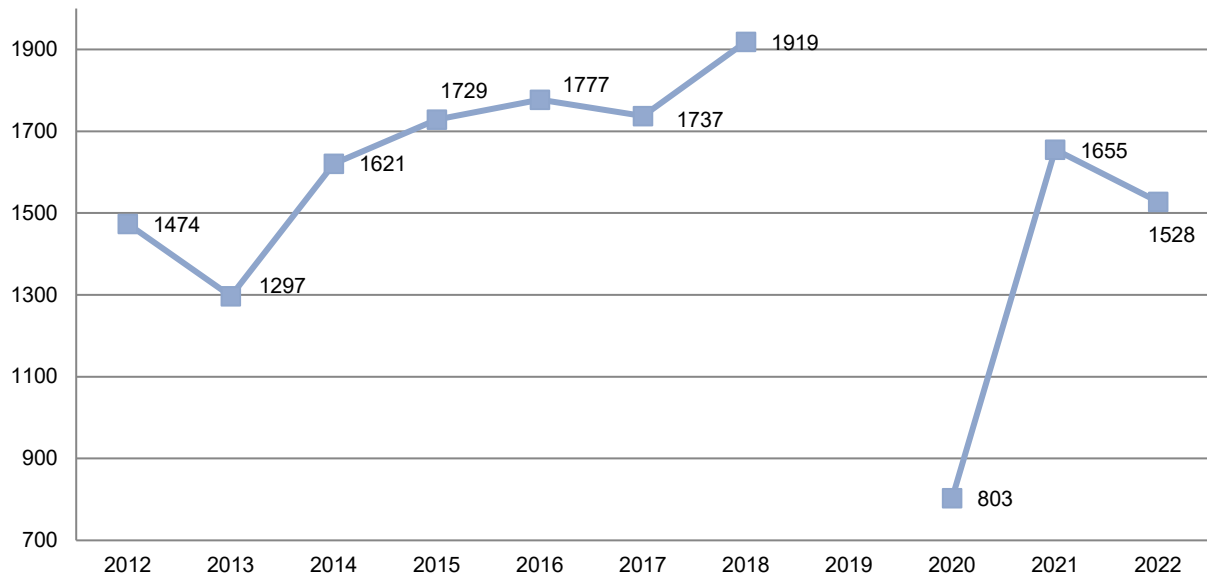
Source: *National Student and Faculty Survey of Canadian Schools of Nursing*

Master's and Doctoral Programs

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

- 38% of schools (38 of 100 schools) offered one or more master's programs; master's programs were not available in the Northwest Territories, Nunavut, or the Yukon.

- 20% of schools (20 of 100 schools) offered doctoral programs in 2021–2022.

- 878 students were admitted to master's programs, an increase of 8.7% since 2020–2021 (Figure D).

- 855 RNs graduated from master's programs, a 31.7% increase from 2021 (Figure E).

- Admissions to doctoral programs decreased by 29.7% from 2020–2021 (Figure D).

- The total number of graduates from doctoral programs was 75 graduates in 2022 as compared with 65 in 2021, an increase of 14.3% (Figure E).

- For the first time, CASN has separated doctor of nursing programs (DN programs) from the doctoral program calculation. Since this is the first year of this change, CASN has elected to keep that data private until it can be compared to a previous year to ensure data quality. As such, a small decrease in doctoral admissions and graduates was seen in the data. However, the overall increase in doctoral admissions and graduates more than accounted for the removal of the few DN students.

Figure D

Admissions to Master's and Doctoral Programs, 2017–2018 to 2021–2022

	17-18	18-19	19-20	20-21	21-22
Master's	1111		1004	805	878
Doctoral	95	87	93	112	83

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

Figure E

Graduates From Master's and Doctoral Programs, 2018 to 2022

	2018	2019	2020	2021	2022
■Master's	642		638	621	855
■Doctoral	46	47	62	65	75
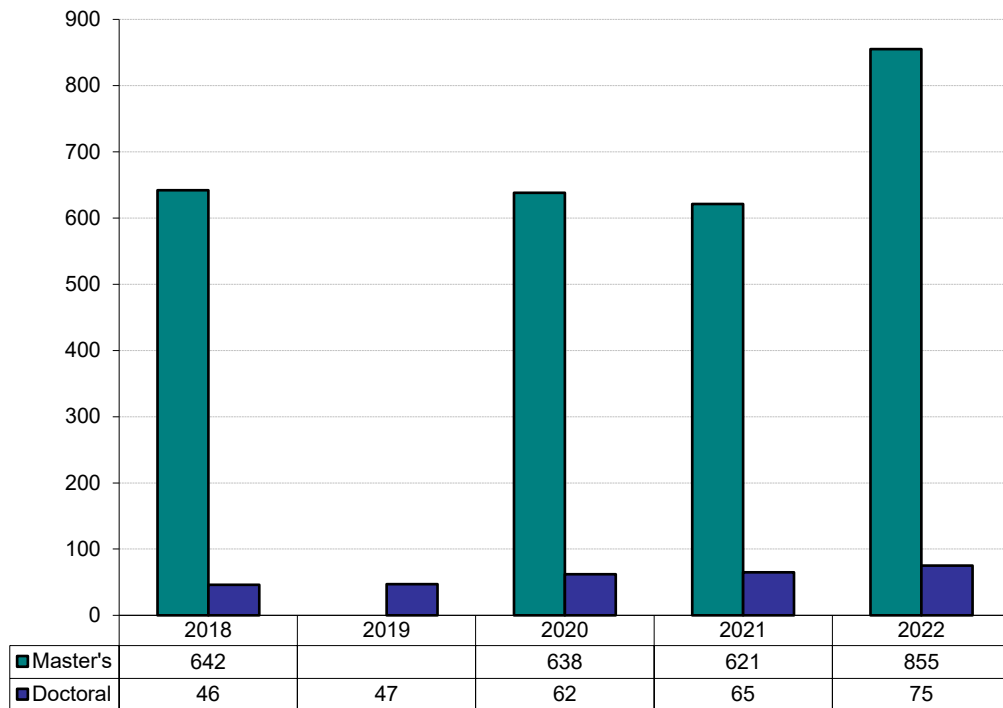
Source: *National Student and Faculty Survey of Canadian Schools of Nursing*

Nurse Practitioner Programs

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

- 31% of schools (31 of 100 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 2021–2022. It increased 20.5% in 2021–2022 over 2020–2021, with 948 students entering a variety of NP programs (Figure F).
- Graduate levels for NP programs increased by 26.1% in 2022 compared to 2021: 809 graduates in 2022 as compared with 622 in 2021. (Figure G).

Figure F

Admissions to Nurse Practitioner Programs, 2017–2018 to 2021–2022
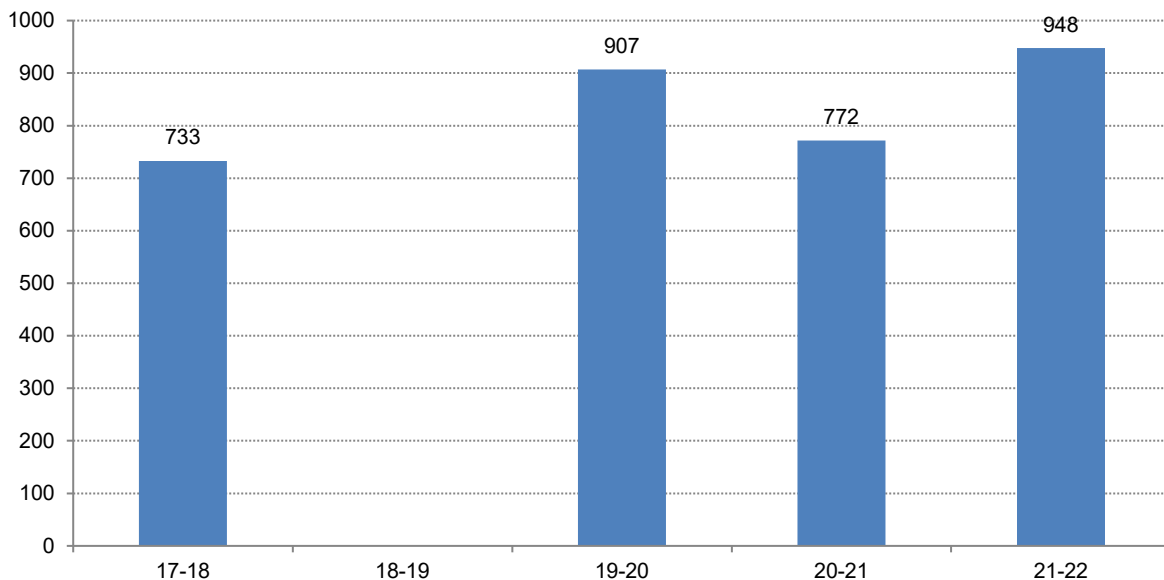
Source: *National Student and Faculty Survey of Canadian Schools of Nursing*

Figure G

Graduates From Nurse Practitioner Programs, 2018 to 2022

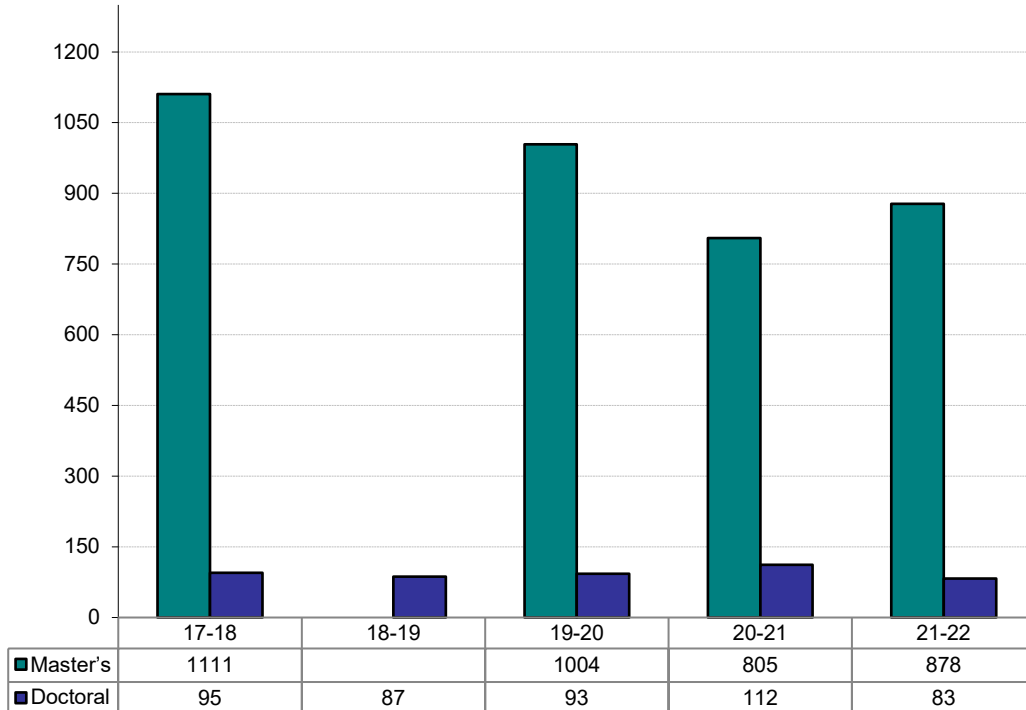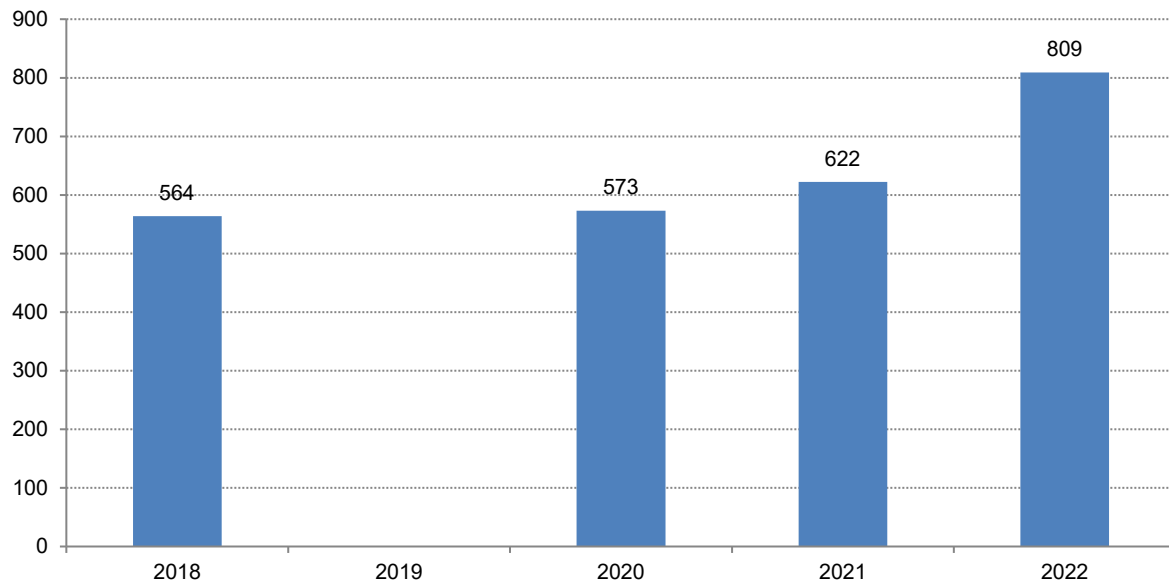Source: *National Student and Faculty Survey of Canadian Schools of Nursing*

Approaches to Program Delivery

Accelerated or Compressed ETP Programs

Accelerated or compressed ETP programs allow students to complete an entry-to-practice baccalaureate degree in under 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.

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

- 26% of schools (26 of 100 schools) offered one or more ETP accelerated programs (Table B) in 2021–2022.

Table B

Number of Schools Offering Accelerated Entry-to-Practice Programs by Jurisdiction, 2021–2022

	Canada	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
No. of schools offering accelerated ETP programs	26	2	1	3	1	0	10	1	1	4	3	0	0	…

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

… Figure not appropriate or not applicable

Distance Education Options

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

- 41% of all programs (82 of 200 programs) used some form of DE (Table C).
- Some DE delivery is used in 62.5% of all nurse practitioner programs and in 63.1% of master's programs. Of Canada's 21 doctoral programs, 47.6% utilize some DE options.

Table C

Number and Types of Programs Utilizing some Distance Education by Jurisdiction, 2021–2022

Jurisdiction	ETP baccalaureate	Post-RN baccalaureate	Master's	Doctoral	Nurse practitioner	Total all programs
Newfoundland and Labrador	2	…	1	0	1	4
Prince Edward Island	0	…	0	…	0	0
Nova Scotia	1	1	1	1	1	5
New Brunswick	0	…	2	…	2	4
Quebec	2	5	3	1	3	14
Ontario	5	1	8	3	6	21
Manitoba	1	1	1	1	1	5
Saskatchewan	1	1	0	1	2	5
Alberta	5	1	3	2	2	13
British Columbia	1	1	5	1	2	10
Northwest Territories	0	…	…	…	…	0
Nunavut	0	…	…	…	…	0
Yukon (no programs)	…	…	…	…	…	…
DE program total	**18**	**11**	**24**	**10**	**20**	**81**
Canada: Program total (see Table 1, p. 23)	93	16	38	21	32	200
DE programs as a % of Canada program total	*19.4*	*68.8*	*63.1*	*47.6*	*62.5*	*40.5*

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

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2022 Key RN Faculty Findings

The supply of RN faculty is a major factor affecting the capacity of programs to educate nurses (Med-Emerg, 2006). 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.

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

- "Permanent faculty" refers to permanent full-time or part-time faculty who teach nursing courses.
- "Long-term contract faculty" refers to contract faculty who hold contracts of one academic year or longer who teach nursing courses.
- "Short-term contract faculty" refers to faculty who hold contracts of less than one academic year who teach nursing courses.
- "RN faculty" and "faculty" refer to all of the above.

RN Faculty Demographics

- 11 183 RN faculty members were employed by schools of nursing in 2022.
- Only 28.6% of faculty members are permanent: 3 202 of the 11 183 RN faculty (Table D).
- 52.8% 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 52.0% higher than the percentage of 50+ in the RN workforce (Table E).
- A decreasing percentage of RN permanent faculty were in the 50+ age cohort (Table F). This portion of the permanent faculty population has been decreasing slightly over the last five years, which demonstrates that permanent faculty are generally younger than previous years.

Faculty data are 2022 data as compared with 2021 data.

The response rate for the question about age cohorts was 76.8% (73 of 95 schools). The response rate for the questions about employment status was 70.1% (96 of 137 schools).

Please note that those questions that indicate a response rate from the 95 schools do not include data from schools that only offer an RN entry-to-practice diploma program.

Table D

Number of Faculty by Employment Status, 2022

Faculty category	Number of faculty	% of faculty workforce
Permanent faculty	3 202*	28.6
Long-term contract faculty	684*	6.2
Short-term contract faculty	7 297	65.3
Total faculty workforce	11 183	100

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

*See tables 10 and 14

Table E

Age Category Percentages for 2022 RN Workforce Compared to 2022 RN Permanent Faculty

Age category	% of RN workforce, 2022	% of RN permanent faculty, 2022
<40	46.2	16.9
40–49	22.8	32.3
50–59	20.4	32.9
60+	10.6	19.9

Sources: *National Student and Faculty Survey of Canadian Schools of Nursing*; Canadian Institute for Health Information (2023).

Note: RN Workforce percentages do not add to 100 due to "unstated." The RN workforce data is the most recent available at the time of publication.

Table F

Comparison of RN Permanent Faculty Age Cohorts, 2018 to 2022

Age cohort	2018	2019	2020	2021	2022	*% change 2021 to 2022*
<40	18.4	..	15.2	20.4	16.9	*−18.8*
40–49	27.4	..	32.5	29.6	32.3	*8.7*
50–59	34	..	32.4	30.4	32.9	*7.9*
60+	20.1	..	19.9	19.6	19.9	*1.5*

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

… Figure not available

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.

- 91 permanent RN faculty retired in 2022.
- 15.4% (14 of the 91) were under 60.
- 64 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 58 permanent positions. This is an increase from 52 unfilled positions in 2021. See Table E for full-time faculty count.
- Schools projected a need to hire 425 permanent and long-term contract faculty in 2023 (Table G), a decrease from 543 in 2022.

Table G

Full-Time RN Faculty Hiring Projections for 2023

	Canada	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
Permanent faculty, # of hires projected	265	10	*	14	6	13	66	11	26	749	66	*	*	…
Long-term contract faculty, # of hires projected	160	2	*	9	6	21	47	6	3	9	45	*	*	…

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

The response rate for the question about recruitment projections of full-time faculty was 91.6% (87 of 95 schools). The response rate for the question about actual retirement of permanent faculty was 92.6% (88 of 95 schools).

RN Faculty Academic Upgrading

- 8.2% of permanent and long-term contract faculty RN faculty (319 faculty members) 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 (44.9%) or doctoral programs (52.8%).

The response rate for the question about the number of full-time faculty engaged in academic upgrading was 84.2% (80 of 95 schools).

Table H

Full-Time Faculty Engaged in Academic Upgrading, 2022

	Permanent		Long-term contract		
	In Canada	Outside Canada	In Canada	Outside Canada	Total
Baccalaureate degree in nursing	0	0	1	0	1
Baccalaureate degree in other discipline	0	0	0	0	0
Master's degree in nursing	73	0	50	6	129
Master's degree in other discipline	10	0	2	1	13
Doctoral degree in nursing	88	10	26	1	125
Doctoral degree in other discipline	33	3	5	1	42
NP (master's or post-master's)	3	0	0	0	3
Post-doctoral study in nursing	6	0	0	0	6
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 11 183 faculty members (Table D).
- 28.6% of the faculty held permanent positions (Table D).
- 6.1% of faculty held contracts of one academic year or longer (Table D).
- 65.3% of the faculty currently teaching in nursing programs were employed in a short-term contract capacity (Table D).

The response rate for the two questions concerning the number of contracts in place was 69.3% (95 of 137 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.

- 5.9% of permanent faculty (190) were on leave (Table I).

The response rate for the question about number of permanent faculty on leave was 89.5% (85 of 95 schools).

Table I

Full-Time Permanent RN Faculty on Leave, 2022

	Canada	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
No. of permanent RN faculty	3 202	94	*	98	54	1 021	637	187	185	317	583	*	*	…
No. of permanent RN faculty on leave	190	7	*	7	6	12	42	7	17	15	74	*	*	…
% on leave	5.9	7.4	18.2	7.1	11.1	1.2	6.6	3.7	9.2	4.7	12.7	50	0	…

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

* 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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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.

While a shortage of doctorally prepared nurses applying to open positions was frequently noted, schools in rural and smaller urban areas and those from provinces without PhD programs were more likely to report this issue. Competition between colleges and universities to attract faculty was also noted.

Table J

Recruitment Factors, 2022

Recruitment factors	% of respondents reporting factor
A shortage of nurse practitioner, master's, and doctorally prepared nurses seeking academic positions	36.1
Location: Low attraction to Northern and rural locations or high cost of living in metropolitan areas	30.6
Lower salaries and fewer benefits for faculty, especially as compared with salaries available in practice settings	31.9
No issues recruiting faculty	9.7
Nursing shortage	11.1

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 76.8% (73 of 95 schools).

Summary of Key Program and RN Faculty Findings

- The number of graduates from entry-to-practice programs decreased in 2022 to 12 439, a 2.7% decrease compared with 2021 (12 780). This is partially due to a change in CASN's data collection where PN-to-RN bridging programs are now counted separately, which accounts for approximately 500 graduates.

- Admissions increased in 2021–2022; 16 785 students entered ETP programs, an increase of 1.0% from 16 626 in 2020–2021. Again, this is partially due to a change in CASN's data collection where PN-to-RN bridging programs are now counted separately, which accounts for approximately 1 000 admissions.

- 41% 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:
  - 52.8% of faculty were in the 50+ age cohort.
  - 19.9% of faculty were in the 60+ age cohort.
  - 91 permanent faculty retired in 2022.
  - There were 75 graduates from PhD programs in 2022.
  - Currently, there are 514 students enrolled in PhD nursing programs in Canada, at least 114 of which are current faculty members. The potential future supply of new faculty from current PhD enrolment in Canada is therefore 400.

2021–2022 Results

The 2021–2022 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 100 schools, including 94 of a possible 95 CASN members.

The overall survey response rate was 73.0%; the CASN member response rate was 98.9%. See the tables starting on page 24 for more detailed information about omitted or unusable data. On average, 83.9% 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 51, 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, 2021–2022, by Program Category

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

	Diploma	PN-to-RN bridge	Bacc.	Post-RN	Master's	PhD	DN	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, CÉGEP	✓							
Alma, CÉGEP	✓							
André-Laurendeau, CÉGEP	✓							
Baie-Comeau, CÉGEP	✓							
Beauce-Appalaches, CÉGEP	✓							
Bois-de-Boulogne, CÉGEP	✓							
Champlain, CÉGEP	✓							
Chicoutimi, CÉGEP	✓							
Dawson, CÉGEP	✓							
Drummondville, CÉGEP	✓							
Édouard-Montpetit, CÉGEP	✓							
François-Xavier-Garneau, CÉGEP	✓							
Gaspésie, CÉGEP	✓							
Granby Haute-Yamaska, CÉGEP	✓							
Heritage, CÉGEP	✓							
John-Abbott, CÉGEP	✓							
Jonquière, CÉGEP	✓							
La Pocatière, CÉGEP	✓							
Lévis-Lauzon, CÉGEP	✓							
Limoilou, CÉGEP	✓							
Maisonneuve, CÉGEP	✓							
Matane, CÉGEP	✓							
McGill University			✓	✓	✓	✓		✓

	Diploma	PN-to-RN bridge	Bacc.	Post-RN	Master's	PhD	DN	NP
Montmorency, CÉGEP	✓							
Outaouais, CÉGEP	✓							
Régional de Lanaudière, CÉGEP	✓							
Rimouski, CÉGEP	✓							
Rivière-du-Loup, CÉGEP	✓							
Sainte-Foy, CÉGEP	✓							
Saint-Félicien, CÉGEP	✓							
Saint-Hyacinthe, CÉGEP	✓							
Saint-Jean-sur-Richelieu, CÉGEP	✓							
Saint-Jérome, CÉGEP	✓							
Saint-Laurent, CÉGEP	✓							
Sept- Îles, CÉGEP	✓							
Shawinigan, CÉGEP	✓							
Sherbrooke, CÉGEP	✓							
Sorel-Tracy, CÉGEP	✓							
Thetford, CÉGEP	✓							
Trois-Rivières, CÉGEP	✓							
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, CÉGEP	✓							
Vanier, CÉGEP	✓							
Victoriaville, CÉGEP	✓							

Ontario

	Diploma	PN-to-RN bridge	Bacc.	Post-RN	Master's	PhD	DN	NP
Brock University			✓		✓			
Loyalist College		✓	✓					
Collège La Cité								
Confederation College		✓	✓					
Humber College		✓	✓					
Lakehead University			✓		✓			✓
Seven Generations Educational Institute			✓					
Laurentian University / Université Laurentienne			✓	✓	✓			✓
Cambrian College			✓					
Northern College			✓					
St. Lawrence College			✓					
Sault College			✓					
McMaster University			✓		✓	✓		✓
Conestoga College			✓					
Mohawk College			✓					
Nipissing University		✓	✓					
Canadore College		✓	✓					

	Diploma	PN-to-RN bridge	Bacc.	Post-RN	Master's	PhD	DN	NP
Ontario Tech University		✓	✓		✓			
Georgian College		✓	✓					
Durham College		✓	✓					
Queen's University			✓		✓	✓		✓
Toronto Metropolitan University		✓	✓	✓	✓			✓
Centennial College		✓	✓					
George Brown College		✓	✓					
Trent University		✓	✓		✓			
Fleming College			✓					
University of Ottawa / Université d'Ottawa		✓	✓		✓	✓		✓
Algonquin College			✓					
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			✓		✓	✓		✓
Northwestern Polytechnic (formerly 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			✓					

	Diploma	PN-to-RN bridge	Bacc.	Post-RN	Master's	PhD	DN	NP
Kwantlen University College			✓					
Langara Community College			✓					
Thompson Rivers University			✓		✓			
Trinity Western University			✓		✓			
University of the Fraser Valley		✓	✓					
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	28	93	16	38	21	1	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, 2021–2022

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														
Applications														
	..	…	…	…	…	…	…	…	…	…	…	…	…	…
Admissions														
	3 960	…	…	…	…	3 960	…	…	…	…	…	…	…	…
Enrolment														
	..	…	…	…	…	..	…	…	…	…	…	…	…	…
Graduates, 2022														
	3 271	…	…	…	…	3 271	…	…	…	…	…	…	…	…
Graduates, 2022, as a percentage of total national graduates														
	100	…	…	…	…	100	…	…	…	…	…	…	…	…
Baccalaureate														
Applications														
	60 757	1 389	*	..	797	3 219	35 981	1 499	..	7 264	8 227	*	*	…
Admissions														
	12 825	286	*	482	232	668	6 544	728	724	1 377	1 658	*	*	…
Enrolment														
	40 653	977	*	1 378	786	2 366	16 910	2 003	2 279	7 433	6 134	*	*	…
Graduates, 2022														
	9 168	231	*	401	175	777	3 409	482	502	1 484	1 485	*	*	…
Graduates, 2022, as a percentage of total national graduates														
	100	2.5	0.8	4.4	1.9	8.5	38.6	5.3	5.5	16.2	16.2	0.2	0.0	…
Post-RN baccalaureate														
Applications														
	2 639	…	…	..	…	2 491	..	…	…	*	..	…	…	…
Admissions														
	2 144	…	…	0	…	1 675	426	…	…	*	43	…	…	…
Enrolment														
	6 071	…	…	57	…	4 647	767	*	…	*	122	…	…	…
Graduates, 2022														
	1 528	…	…	57	…	1 288	180	*	…	*	0	…	…	…
Graduates, 2022, as a percentage of total national graduates														
	100	…	…	3.7	…	84.3	11.8	0.2	…	0.0	0.0	…	…	…
Master's														
Applications														
	1 874	*	*	*	32	426	900	*	*	137	299	…	…	…
Admissions														
	878	*	*	*	14	184	394	*	*	63	129	…	…	…
Enrolment														
	3 461	*	*	*	48	466	685	*	*	1 662	357	…	…	…

	Canada	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
Graduates, 2022														
	855	*	*	*	3	109	239	*	*	346	110	...	...	...
Graduates, 2022, as a percentage of total national graduates														
	100	1.4	0.2	0.9	0.4	12.7	28.0	1.1	2.0	40.5	12.9	...	...	...
Doctorate														
Applications														
	240	*	...	*	...	26	121	*	..	52	..	...	...	...
Admissions														
	83	*	...	*	...	14	30	*	9	15	7	...	...	...
Enrolment														
	514	*	...	*	...	97	176	*	25	113	64	...	...	...
Graduates, 2022														
	75	*	...	*	...	9	28	*	2	20	10	...	...	...
Graduates, 2022, as a percentage of total national graduates														
	100	2.7	...	5.3	...	12.0	37.3	0.0	2.7	26.7	13.3	...	...	...
Nurse practitioner														
Applications														
	2 446	*	*	*	..	636	997	*	..	..	371	...	...	...
Admissions														
	948	*	*	*	23	299	353	*	62	45	79	...	...	...
Enrolment														
	2 733	*	*	*	51	654	619	*	211	771	218	...	...	...
Graduates, 2022														
	809	*	*	*	3	220	255	*	56	145	70	...	...	...
Graduates, 2022, as a percentage of total national graduates														
	100	2.0	0.7	3.0	0.4	27.2	31.5	1.7	6.9	17.9	8.7	...	...	...

* 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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Notes

- OIIQ data 2021–2022: 3,960 students were admitted to diploma programs, and 668 to baccalaureate programs; 3,271 students graduated from diploma programs and 777 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	44 schools' enrolment data
Baccalaureate	2 schools' enrolment data
Post-RN Baccalaureate	2 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	1 school's graduate data
Post-RN Baccalaureate	1 school's admission and enrolment, and graduate data
Master's	1 school's admission and enrolment data, and 2 schools' graduate data
PhD	1 school's admission and enrolment data
NP	1 school's admission, enrolment, and graduate data

Table 3

Diploma Programs – Admission, Enrolment, and Graduate Data, 2017 to 2022

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														
2017–2018	4 106	...	...	...	...	4 106	...	...	...	...	...	...	...	...
2018–2019	3 852	...	...	...	...	3 852	...	...	...	...	...	...	...	...
2019–2020	3 733	...	...	...	...	3 733	...	...	...	...	...	...	...	...
2020–2021	3 749	...	...	...	...	3 749	...	...	...	...	...	...	...	...
2021–2022	3 960	...	...	...	...	3 960	...	...	...	...	...	...	...	...
Enrolment														
2017–2018	..	...	...	...	...	..	...	...	...	...	...	...	...	...
2018–2019	..	...	...	...	...	..	...	...	...	...	...	...	...	...
2019–2020	..	...	...	...	...	..	...	...	...	...	...	...	...	...
2020–2021	..	...	...	...	...	..	...	...	...	...	...	...	...	...
2021–2022	..	...	...	...	...	..	...	...	...	...	...	...	...	...
Graduates														
2018	2 576	...	...	...	...	2 576	...	...	...	...	...	...	...	...
2019	2 287	...	...	...	...	2 287	...	...	...	...	...	...	...	...
2020	2 459	...	...	...	...	2 459	...	...	...	...	...	...	...	...
2021	2 302	...	...	...	...	2 302	...	...	...	...	...	...	...	...
2022	3 271	...	...	...	...	3 271	...	...	...	...	...	...	...	...

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

Notes

Summary of omitted and unusable data:

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.

2020–2021: Enrolment from 41 schools in Quebec.

2021–2022: Enrolment from 44 schools in Quebec.

OIIQ reports the following for Quebec diploma programs:

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.

2020–2021: 3 749 students were admitted to diploma programs, and 2 302 students graduated from diploma programs. Enrolment data were not reported.

2021–2022: 3 960 students were admitted to diploma programs, and 3 271 students graduated from diploma programs. Enrolment data were not reported.

Table 4

Baccalaureate Programs – Admission, Enrolment, and Graduate Data, 2017 to 2022

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														
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	..	..	…
2020–2021	12 877	293	*	484	209	716	6 430	712	664	1 604	1 649	*	*	…
2021–2022	12 825	286	*	482	232	668	6 544	728	724	1 377	1 658	*	*	…
Enrolment														
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	43 806	980	*	1 301	712	5 303	18 284	2 060	2 455	7 102	6 051	..	..	…
2020–2021	42 834	983	*	1 394	772	2 835	21 219	2 051	1 720	5 816	5 663	*	*	…
2021–2022	40 653	977	*	1 378	786	1 366	16 910	2 003	2 279	7 433	6 134	*	*	…
Graduates														
2018	10 205	239	*	462	144	619	4 676	392	550	1 416	1 614	*	*	…
2019	..	..	..	..	..	616	..	..	..	..	..	*	*	…
2020	9 583	189	*	438	148	699	4 076	434	592	1 438	1 476	..	..	…
2021	10 478	210	*	407	198	658	4 824	470	532	1 428	1 645	*	*	…
2022	9 168	231	*	401	175	777	3 537	482	502	1 484	1 485	*	*	…

* 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

.. Figure not available

… Figure not appropriate or not applicable

Notes

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 data from 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.

2020–2021: Admissions data from 2 schools in Alberta.

Enrolment data from 2 schools in Quebec; 2 schools in Alberta.

Graduate data from 2 schools in Alberta.

2021–2022: Enrolment data from 2 schools in Quebec; 1 school in Ontario.

OIIQ reports the following for Quebec diploma and baccalaureate programs:

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.

2020–2021: 716 students were admitted to baccalaureate programs, and 658 graduated from baccalaureate programs. Enrolment data were not reported.

2021–2022: 668 students were admitted to baccalaureate programs, and 777 graduated from baccalaureate programs. Enrolment data were not reported.

Table 5

Post-RN Baccalaureate Programs – Admission, Enrolment, and Graduate Data, 2017 to 2022

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														
2017–2018	2 584	…	…	94	59	1 825	282	*	…	214	106	…	…	…
2018–2019	..	…	…	..	…	..	..	..	…	..	..	…	…	…
2019–2020	750	…	…	*	…	365	195	*	…	*	…	…	…	…
2020–2021	2 304	…	…	*	…	1 933	279	*	…	*	31	…	…	…
2021–2022	2 144	…	…	*	…	1 675	426	*	…	*	43	…	…	…
Enrolment														
2017–2018	9 052	…	…	559	207	6 304	616	*	…	959	382	…	…	…
2018–2019	..	..	…	..	…	..	..	..	…	..	..	…	…	…
2019–2020	2 653	…	…	*	…	934	776	*	…	*	53	…	…	…
2020–2021	6 069	…	…	*	…	4 466	1 104	*	…	*	98	…	…	…
2021–2022	6 071	…	…	*	…	4 647	767	*	…	*	122	…	…	…
Graduates														
2018	1 919	…	…	44	*	1 442	185	*	…	88	105	…	…	…
2019	..	…	…	..	…	..	..	..	…	..	..	…	…	…
2020	803	…	…	*	…	370	253	*	…	*	49	…	…	…
2021	1 655	…	…	*	…	1 247	356	*	…	*	6	…	…	…
2022	1 528	…	…	*	…	1 288	180	*	…	*	0	…	…	…

* 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

.. Figure not available

… Figure not appropriate or not applicable

Notes

Summary of omitted and unusable data:

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.

2020–2021:   Admissions data from 2 schools in Quebec; 1 school in Alberta.

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

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

2021–2022:   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.

Table 6

Master's Programs – Admission, Enrolment, and Graduate Data, 2017 to 2022

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														
2017–2018	1 111	*	*	*	23	214	269	*	29	407	107	…	…	…
2018–2019	..	..	..	..	..	..	..	..	..	..	..	…	…	…
2019–2020	1 004	*	*	*	27	173	353	*	43	203	156	…	…	…
2020–2021	805	*	*	*	20	204	321	*	31	51	132	…	…	…
2021–2022	878	*	*	*	14	184	394	*	46	63	129	…	…	…
Enrolment														
2017–2018	2 958	*	*	*	60	480	592	*	66	1 217	327	…	…	…
2018–2019	..	..	..	..	..	..	..	..	..	..	..	…	…	…
2019–2020	2 912	*	*	*	60	234	839	*	86	1 215	344	…	…	…
2020–2021	2 239	*	*	*	54	580	752	*	88	199	400	…	…	…
2021–2022	3 461	*	*	*	48	466	685	*	86	1 662	357	…	…	…
Graduates														
2018	642	*	*	*	25	108	182	*	14	200	80	…	…	…
2019	..	..	..	..	..	..	..	..	..	..	..	…	…	…
2020	638	*	*	*	5	65	191	*	20	227	88	…	…	…
2021	621	*	*	*	5	121	300	*	28	46	81	…	…	…
2022	855	*	*	*	3	109	239	*	17	346	110	…	…	…

Correction made to Alberta and Canada total admissions and enrolment in 2020–2021. Alberta admissions changed from 85 to 51 and enrolment changed from 256 to 199. Canadian totals thus changed from admissions 839 to 805 and enrolment from 2 296 to 2 239.

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

Notes

Summary of omitted and unusable data:

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.

2020–2021: Admissions data from 3 schools in Quebec; 1 school in Alberta.

Enrolment data from 3 schools in Quebec; 1 school in Alberta.

Graduate data from 3 schools in Quebec; 1 school in Alberta.

2021–2022: 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; 2 schools in Ontario.

Table 7

Doctoral Programs – Admission, Enrolment, and Graduate Data, 2017 to 2022

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														
2017–2018	95	*	…	*	…	14	39	*	*	20	15	…	…	…
2018–2019	87	*	…	*	…	18	31	*	*	15	15	…	…	…
2019–2020	93	*	…	*	…	9	38	*	8	18	9	…	…	…
2020–2021	112	*	…	*	…	18	56	*	1	15	18	…	…	…
2021–2022	83	*	…	*	…	14	30	*	9	15	7	…	…	…
Enrolment														
2017–2018	488	*	…	*	…	105	159	*	*	102	70	…	…	…
2018–2019	488	*	…	*	…	122	138	*	*	106	67	…	…	…
2019–2020	489	*	…	*	…	49	194	*	23	115	71	…	…	…
2020–2021	633	*	…	*	…	150	222	*	24	110	87	…	…	…
2021–2022	514	*	…	*	…	97	176	*	25	113	64	…	…	…
Graduates														
2018	46	*	…	*	…	6	17	*	*	11	9	…	…	…
2019	47	*	…	*	…	10	9	*	*	17	4	…	…	…
2020	62	*	…	*	…	8	28	*	2	11	8	…	…	…
2021	65	*	…	*	…	9	20	*	2	20	7	…	…	…
2022	75	*	…	*	…	9	28	*	0	20	10	…	…	…

* 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
… Figure not appropriate or not applicable

Notes

Summary of omitted and unusable data:

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.

2020–2021: Admissions data from 1 school in Quebec.

Enrolment data from 1 school in Quebec.

Graduate data from 1 school in Quebec.

2021–2022: 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.

Table 8

Nurse Practitioner Programs – Admission, Enrolment, and Graduate Data, 2017 to 2022

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														
2017–2018	733	*	*	*	7	160	199	*	46	236	33	…	…	…
2018–2019	..	..	..	..	..	..	..	..	..	..	..	…	…	…
2019–2020	907	*	*	*	13	201	291	*	71	175	70	…	…	…
2020–2021	772	*	*	*	16	181	309	*	63	39	80	…	…	…
2021–2022	948	*	*	*	23	299	353	*	62	45	79	…	…	…
Enrolment														
2017–2018	1 764	*	*	*	25	241	469	*	93	666	112	…	…	…
2018–2019	..	..	..	..	..	..	..	..	..	..	..	…	…	…
2019–2020	1 938	*	*	*	42	248	559	*	140	645	139	…	…	…
2020–2021	1 842	*	*	*	55	494	714	*	133	77	171	…	…	…
2021–2022	2 733	*	*	*	51	654	619	*	211	771	218	…	…	…
Graduates														
2018	564	*	*	*	4	83	213	*	16	166	39	…	…	…
2019	..	..	..	..	..	..	..	..	..	..	..	…	…	…
2020	573	*	*	*	4	104	210	*	29	125	50	…	…	…
2021	622	*	*	*	11	146	289	*	30	24	63	…	…	…
2022	809	*	*	*	3	220	255	*	56	145	70	…	…	…

Correction made to Canada total graduates in 2021. Canadian total 573 to 622.

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

Notes

Summary of omitted and unusable data:

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.

2020–2021:   Admissions data from 2 schools in Quebec; 1 school in Alberta.

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

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

2021–2022:   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.

Table 9

Full-Time Faculty by Age Cohort, 2022

Age cohort	2022
<40	256
40–49	491
50–59	500
60+	302
Total	1 549

Notes

The overall response rate to this question was 76.8%.

Summary of omitted and unusable data:

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

The number of full-time permanent faculty (1 549) 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 Permanent Faculty, 2022

Faculty employment status	Canada	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
Permanent faculty	3 202	94	*	98	54	1 021	637	187	185	317	583	*	*	…

* 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

… Figure not appropriate or not applicable

Notes

The overall response rate to this question was 70.1%.

Summary of omitted and unusable data:

- 36 schools in Quebec
- 4 schools in Ontario

Table 11

Academic Upgrading Underway – Permanent and Long-Term Faculty, 2022

	Canada	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
Baccalaureate, nursing	1	…	…	…	…	…	…	…	…	1	…	…	…	…
Baccalaureate, other	0	…	…	…	…	…	…	…	…	…	…	…	…	…
Master's, nursing	129	2	*	…	16	…	2	4	28	17	50	*	*	…
Master's, other	13	…	*	4	…	…	1	1	…	1	6	*	*	…
Doctoral, nursing	125	11	*	11	6	2	48	3	5	14	22	*	*	…
Doctoral, other	42	3	*	2	5	3	12	…	2	6	8	*	*	…
Post-doctoral, nursing	6	…	…	1	…	…	4	…	…	1	…	…	…	…
Post-doctoral, other	0	…	…	…	…	…	…	…	…	…	…	…	…	…
Nurse practitioner (any level)	3	…	…	…	…	…	3	…	…	…	…	…	…	…
Total	276	16	*	18	27	5	70	8	35	40	86	*	*	…

* 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
… Figure not appropriate or not applicable

Notes

This table includes faculty studying in Canada and internationally.

The overall response rate to this question was 84.2%.

Summary of omitted and unusable data:

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

Table 12

*Permanent and Long-Term Contract Faculty Positions Reported as Filled, 2022, and
Permanent and Long-Term Contract Faculty Positions Reported as Approved to Be Filled, 2023*

	Canada	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
Positions filled in 2022	365	9	*	13	6	14	102	15	28	52	114	*	*	…
Positions to be filled in 2023	425	12	*	23	12	34	113	17	29	58	111	*	*	…

* 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
… Figure not appropriate or not applicable

Notes

The overall response rate to this question was 91.6%.

Summary of omitted and unusable data:

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

Table 13

Permanent and Long-Term Contract Faculty Positions, Approved and Unable to Fill, 2022

	Canada	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
Permanent	58	1	*	2	0	7	27	2	11	6	2	*	*	…
Long-term contract	20	0	*	2	0	1	6	0	6	0	3	*	*	…
Total	78	1	*	4	0	8	33	2	17	6	5	*	*	…

* 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
… Figure not appropriate or not applicable

Notes

The overall response rate to this question was 91.6%.

Summary of omitted and unusable data:

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

Table 14

Contract Faculty, 2022

	Canada	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
Long-term contract	684	19	*	16	36	200	100	62	…	97	117	*	*	…
Short-term contract	7 297	11	*	349	60	3 371	2 199	200	190	455	452	*	*	…
Total	7 981	30	*	365	96	3 571	2 299	262	190	552	569	*	*	…

* 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
… Figure not appropriate or not applicable

Notes

The overall response rate to this question was 69.3%.

Summary of omitted and unusable data:

- 35 schools in Quebec
- 4 schools in Ontario

Table 15

Permanent Faculty on Leave, 2022

Canada	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
190	7	*	7	6	12	42	7	17	15	74	*	*	…

* 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
… Figure not appropriate or not applicable

Notes

The overall response rate to this question was 89.5%.

Summary of omitted and unusable data:

- 2 schools in Quebec
- 4 schools in Ontario
- 2 schools in Manitoba
- 1 school in Saskatchewan
- 1 school in British Columbia

Table 16

Highest Academic Credential – Permanent and Long-Term Faculty, 2022

Credential	Canada	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
Diploma, nursing	2	…	*	…	…	…	…	2	…	…	…	*	*	…
Baccalaureate, nursing	359	14	*	14	19	83	20	83	12	16	76	*	*	…
Baccalaureate, other	7	…	*	…	…	2	2	2	…	…	1	*	*	…
Master's, nursing	1 013	67	*	42	43	55	218	64	74	126	308	*	*	…
Master's, other	292	3	*	16	2	15	62	35	36	15	104	*	*	…
Doctoral, nursing	479	14	*	20	13	75	157	20	10	60	100	*	*	…
Doctoral, other	237	6	*	6	14	40	84	20	8	16	41	*	*	…
Post-doctoral, nursing	105	1	*	6	…	43	24	…	…	26	5	*	*	…
Post-doctoral, other	49	…	*	4	…	13	15	…	…	10	7	*	*	…

* 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

… Figure not appropriate or not applicable

Notes

The overall response rate to this question was 84.2%.

Summary of omitted and unusable data:

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

Table 17

Nurse Practitioner Credentials – Permanent and Long-Term Faculty, 2022

Credential	Canada	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
Nurse practitioner, post-baccalaureate level	2	…	*	1	…	…	…	…	…	…	1	*	*	…
Nurse practitioner, master's level	120	4	*	11	5	15	32	8	4	8	28	*	*	…
Nurse practitioner, post-master's level	37	3	*	1	…	2	23	…	…	4	4	*	*	…
Nurse practitioner, other level	5	…	*	2	…	…	3	…	…	…	…	*	*	…

* 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
… Figure not appropriate or not applicable

Notes

The overall response rate to this question was 84.2%.

Summary of omitted and unusable data:

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

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 2021–2022 academic year.

Graduate and faculty data are collected on the calendar year. This year's collection captures these data for calendar year 2022.

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.

While CASN reviews each school's submission and follows up when unusual fluctuations are noted, there is the potential for some under- or over-reporting.

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 2021–2022 include: Aurora College, NT, partnered with the University of Victoria, BC; and Nunavut Arctic College, NU, partnered with Dalhousie University, NS;.

Survey Response

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 23 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 23 for more detailed information about omitted or unusable data. On average, 73.1% of schools responded to the faculty questions.

2020–2021: The survey was issued to the 137 schools of nursing offering programs; 99 schools completed the survey; *the overall survey response rate was 72.3%*; the CASN member response rate was 96.8%. See the tables starting on page 23 for more detailed information

about omitted or unusable data. On average, 82.3% of schools responded to the faculty questions.

2021–2022: The survey was issued to the 137 schools of nursing offering programs; 100 schools completed the survey; ***the overall survey response rate was 73.0%***; the CASN member response rate was 98.9%. See the tables starting on page 23 for more detailed information about omitted or unusable data. On average, 83.9% of schools responded to the faculty questions.

Privacy and Confidentiality

In accordance CASN's privacy policies, some 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 2021–2022: Survey Methodology

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 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 CÉGEPs/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
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* (CÉGEPs) 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 school staff 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, and a paper version was provided to CÉGEPs and non-CASN members. For the 2015–2017 survey year, the online survey was available to all schools except CÉGEPs. Starting with the 2019–2020 survey year, all schools were given the online survey.

The 2021–2022 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 2021–2022 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 permanent, long-term contract, and short-term contracts.

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

The number of students enrolled in each year of study.

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

Faculty members who are *permanent* who teach nursing courses.

F2 Category

Faculty members who are fulfilling time-limited *contracts of one full academic year or longer* who teach nursing courses.

F3 Category

Faculty members who are 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: RN-to-PN bridging programs, baccalaureate programs, post-RN programs, master's programs, PhD programs, DN programs, and nurse practitioner programs. 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).

References

Canadian Institute for Health Information. (2023). Nursing in Canada, 2013-2022 — Data Tables. https://www.cihi.ca/sites/default/files/document/nursing-in-canada-2013-2022-data-tables-en.xlsx

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

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