

Practical Nurse Education in Canada Statistics

2014-2015

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

November 2016



Canadian Association of Schools of Nursing
Association canadienne des écoles de sciences infirmières



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Message from the Executive Director of CASN and the Chair of CAPNE

The Canadian Association of Schools of Nursing (CASN) and the Canadian Association of Practice Nurse Educators (CAPNE) are pleased to present *Practical Nurse Education in Canada Statistics, 2014-2015 — Practical 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 licensed practical nurse (LPN) workforce;
- 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 look forward to hearing your comments about the report.

Yours sincerely,

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

Karen Ulliyott, RN, MN
Chair
Canadian Association of Practical Nurse Educators

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Introduction

The *Practical Nurse Education in Canada Statistics* report is a product of the National Student and Faculty Survey of Canadian Schools of Nursing (NSFS), the only longitudinal national collection of nursing education data in Canada. The report includes entry-to-practice education programs for practical nurses. Stakeholders are consulted annually regarding improvements and the continued applicability of selected survey questions.

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

Stakeholders	Role
Canadian Association of Schools of Nursing (CASN)	Survey program lead Practical nursing education lead
Canadian Association of Practical Nursing Education (CAPNE)	Survey lead

The *Practical Nurse 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 2014-2015 data collected from the practical nurse (PN) portion of the NSFS. The key program findings are presented for 2014-2015, followed by the key PN faculty findings for 2015. The detailed 2014-2015 results are then presented.

The results include data from the survey as well as data obtained from the Ordre des infirmières et infirmiers auxiliaires du Québec (OIIAQ), added to offset survey under-reporting of admission and graduate data for Quebec's programs. The inclusion of the OIIAQ data, in combination with the results of the NSFS, permits a pan-Canadian analysis.

Survey Distribution and Response

The 2014-2015 NSFS survey was issued to 112 schools of nursing in Canada offering entry-to-practice (ETP) pre-licensure education entitling successful graduates to apply for initial licensure/registration as an LPN.

Of the 112 schools surveyed, 73 schools completed the survey. However, due to the low response rate from Quebec, this survey uses data from OIIAQ to provide Quebec numbers. As such, the response rates are excluding the 53 Quebec schools. The overall survey response rate was 93.2%. See the tables starting on page 11 for more detailed information about omitted or unusable data. On average, 59.8% of schools responded to the faculty questions.

Data Comparison Timeframes

Program inventory, admission and enrolment data were collected for the 2014-2015 academic year. Unless otherwise stated, increases or decreases noted in the report are in relation to 2013-2014 data.

Graduate data were collected for calendar year 2015. Unless otherwise stated, increases or decreased noted in the 2015 data are in relation to the 2014 survey data.

Faculty data were also collected for calendar year 2015. Unless otherwise stated, comparisons of faculty data with previous results are in relation to 2014 data.

Survey Methodology

See Appendix A for methodological information.

2014-2015 Key Program Findings

This section of the report highlights key findings regarding PN education programs in 2014-2015. 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

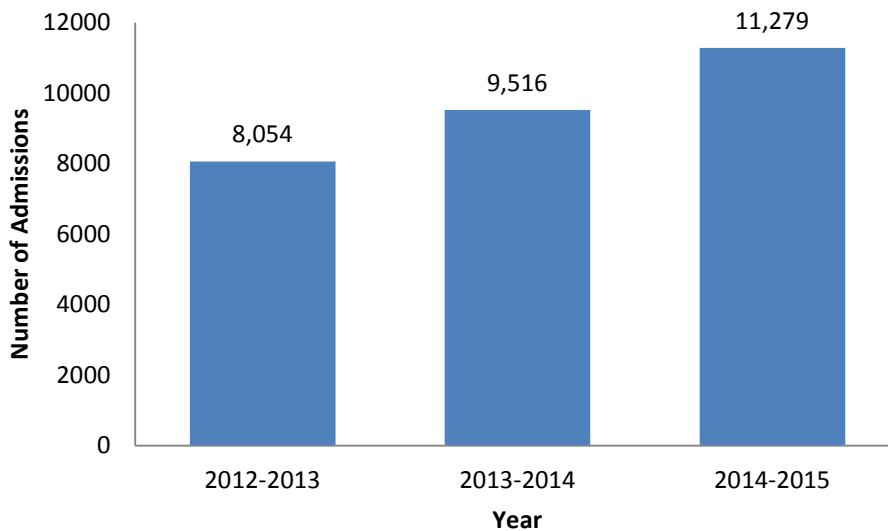
Entry-to-practice (ETP) programs entitle the successful graduate to apply for initial licensure as an LPN.

- 112 schools offering an ETP program were surveyed.
- ETP PN programs were offered in every province and territory, except for the Northwest Territories and Nunavut.

ETP Admissions

- 11,279 students entered ETP programs in 2014-2015 (Figure A).

Figure A: Admissions to Entry-to-Practice Programs

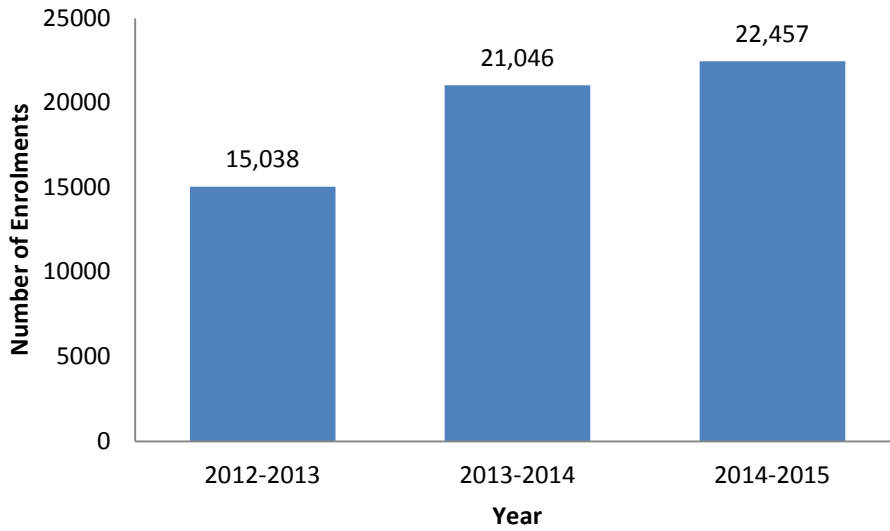


Source: *National Student and Faculty Survey of Canadian Schools of Nursing; Ordre des infirmières et infirmiers auxiliares du Québec*

ETP Enrolment

- There were 22,457 students enrolled in ETP programs in 2014-2015 (Figure B).

Figure B: Enrolment in Entry-to-Practice Programs

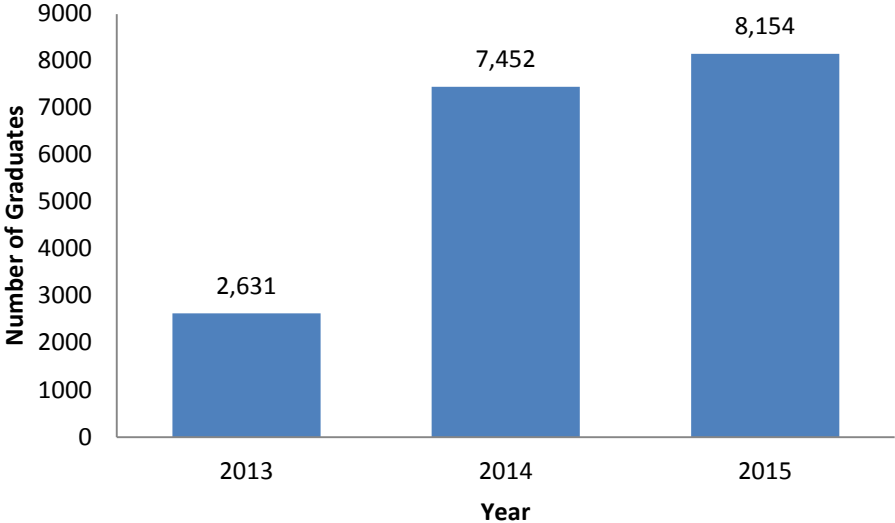


Source: *National Student and Faculty Survey of Canadian Schools of Nursing; Ordre des infirmières et infirmiers auxiliaires du Québec*

ETP Graduates

- The number of graduates in 2015 was 8,154 (Figure C).

Figure C: Graduates from Entry-to-Practice Programs



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

2015 Key PN Faculty Findings

PN 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.
- “PN faculty” and “faculty” refer to all of the above.

PN Faculty Demographics

- 2,405 PN faculty members were employed by schools of nursing in 2015.
- 31.4% of faculty members were permanent—756 of the 2,405 PN faculty (Table A).
- 27.0% of permanent faculty are 55 or older, and 14.4% are between 50-54 years old (Table B).

The response rate for the question about employment status was 59.8% (67 of 112 schools). The response rate for the question regarding age cohorts was 57.6% (34 of 59 schools).

Table A: Number of Faculty by Employment Status, 2015

Faculty Category	Number of Faculty	% of Faculty Workforce
Permanent Faculty: permanent, full-time faculty	756*	31.4
Contract Full-Time Faculty: faculty fulfilling contracts of one academic year or longer	521*	21.7
Contract Part-Time Faculty: faculty fulfilling contracts of less than one academic year	1,128	46.9
Total Faculty Workforce:	2,405	100

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

*See tables 4 and 6 (p.16 and p.18, respectively)

Table B: Age Category Percentages for 2015 PN Workforce compared to 2015 PN Permanent Faculty

Age Category	% of PN Workforce, 2015	% of PN Permanent Faculty, 2015
<35	32.1	14.5
35-39	12.9	12.3
40-44	12.9	15.2
45-49	12.2	16.6
50-54	11.9	14.4
55+	17.9	17.0

Sources: *National Student and Faculty Survey of Canadian Schools of Nursing*; Canadian Institute for Health Information. (2015). *Regulated nurses, 2014 Report*.¹

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

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

- Schools employed 2,405 faculty members (Table A).
- 31.4% of the faculty held full-time permanent positions (Table A).
- 21.7% of full-time faculty held full-time contracts of one academic year or longer (Table A).
- 46.9% of the faculty currently teaching in nursing programs were employed in a part-time contract capacity (Table A).

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

The response rate for the two questions concerning the number of full-time and part-time contracts in place was 59.8% (67 responses).

Summary of Key Program and PN Faculty Findings

- In the 2014-2015 academic year, 11,279 students were admitted to PN entry-to-practice programs, and 22,457 students were enrolled in PN entry-to-practice programs.
- In the 2015 calendar year, 8,154 students graduated from PN entry-to-practice programs.
- A total of 2,405 faculty members were reported for 2015. Of this total, 756 (31.4%) were full-time, permanent faculty members.

2014-2015 Results

The 2014-2015 survey was issued to 112 schools of nursing offering entry-to-practice (ETP) pre-licensure education entitling successful graduates to apply for initial licensure/registration as an LPN. It was completed by 73 schools.

The overall survey response rate was 93.2%. See the tables starting on page 14 for more detailed information about omitted or unusable data. On average, 59.8% 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.

It is important to read the notes that accompany each table as well as the section “Methodological Notes” on page 19, which contains information pertinent to all of the tables. The full survey methodology and definitions are in Appendix A.

Table 1: List schools offering PN programs by province and territory surveyed for 2014-2015

Newfoundland and Labrador	CFP de Lévis	Châteauguay Valley Career Education Centre
College of the North	CFP de l'Envolée	Wakeham CFP
Atlantic Clarenville	Centre 24-Juin	Pearson Adult and Career Center
Grand Falls-Windsor	CFP Le Granit	Pontiac Continuing Education Center
Corner Brook	CFP des Sommets	West Island Career Center
Centre for Nursing Studies	CFP Mont-Laurier	Western Quebec Career Center
	CFP Performance Plus	CFP Lennoxville
Prince Edward Island	Centre multiservice des Samares, Pavillon de Santé	
Holland College	CFP Bel-Avenir	
	CFP de la Pointe-du-Lac	
Nova Scotia	CFP Charlotte-Tassé	Ontario
Nova Scotia Community College	CFP Bernard Gariépy	Algonquin College
	Centre régional intégré de formation	Cambrian College
New Brunswick	École professionnelle de St-Hyacinthe	Canadore College
New Brunswick Community College	CFP des Patriotes	Centennial College
	École des métiers des Faubourgs	Collège Boréal
Quebec	CFP Compétences 2000	Conestoga College Institute of Technology and Advanced Learning
CDC Pont-Viau	Collège CDI Laval	Durham College
Centre de formation Eastern Quebec	Collège CDI Montréal	Fanshawe College
CFP Vision-Avenir	CFP des métiers de la santé	Fleming College
Centre de formation Harricana	Centre de formation professionnelle Pontiac	George Brown College
CFP de la Jamésie	CFP l'Oasis	Georgian College
CFP Rimouski-Neigette	CFP d'Alma	Humber College
CFP d'Amqui	Centre de formation professionnelle et générale A.-W.-Gagné	La Cité Collegiale
CFP Pavillon de l'Avenir	CFP et générale Manicouagan	Lambton College
CFP de Matane	CFP de La Haute-Gaspésie	Loyalist College
CFP l'Envol	CFP de La Côte-de-Gaspé	Mohawk College
CFP Fierbourg	Access Career Center	Niagara Community College
CFP de Charlevoix	Anchor Adult & Vocational Education Centre	Northern College
Collège CDI - Quebec		Sault College
CFP Vision 20-20		Seneca College
CFP Paul Rousseau		Sheridan Institute of Technology and Applied Learning
CFP Pozer		St. Clair College
CFP Le Tremplin		

St. Lawrence College

Manitoba

Assiniboine Community College

University College of the North

Université St-Boniface

Saskatchewan

Saskatchewan Polytechnic

Alberta

Bow Valley College

Keyano College

Lethbridge College

Medicine Hat College

NorQuest College

Northern Lakes College

Portage College

Red Deer College

British Columbia

Camosun College

Canadian Health Care Academy

College of New Caledonia

College of the Rockies

Columbia College

Discovery Community College

Nicola Valley Institute of Technology

North Island College

Northern Lights College

Northwest Community College

Okanagan College

Sprott-Shaw Community College

Stenberg College

Thompson Rivers University

University of the Fraser Valley

Vancouver Career College

Vancouver Community College

Vancouver Island University

Northwest Territories

None (no programs currently exist)

Nunavut

None (no programs currently exist)

Yukon

Yukon College

Notes

See Appendix A for details on methodology.

Table 2: PN Programs — Admission, Enrolment and Graduate Data, 2012-2015

Admission and enrolment data are reported by academic year. Graduate data are reported by calendar year.

	CANADA	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
ADMISSIONS														
2012-2013	8,054	106	...	...	...	3,400	2,301	245	292	1,107	587	...	...	16
2013-2014	9,516	144	57	150	176	3,400	3,266	105	238	1,636	344	...	...	0
2014-2015	11,279	175	56	310	151	3,400	4,339	228	211	1,344	1,049	...	...	16
ENROLMENT														
2012-2013	15,038	127	...	...	...	6,523	4,273	405	487	2,283	924	...	...	16
2013-2014	21,046	222	108	300	301	6,523	8,678	474	480	3,085	845	...	...	30
2014-2015	22,457	288	105	609	310	6,523	9,091	452	454	2,767	1,842	...	...	16
GRADUATES														
2013	2,691	70	...	...	...	...	1,470	122	83	561	385	...	...	0
2014	7,452	85	29	300	142	2,348	2,849	116	129	1,103	301	...	...	13
2015	8,154	118	47	224	131	2,279	3,500	126	212	964	553	...	...	0

Notes

Data for Quebec for 2012-2013 and 2013-2014 have been updated with OIIAQ data.

Data for Ontario enrolment for 2013-2014 has been updated from 9,018 to 8,678.

Summary of omitted and unusable data:

2014-2015:

- 35 schools in Quebec
- 3 schools in Ontario
- 1 school in British Columbia

Symbols

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

** Value suppressed to ensure confidentiality; cell value is 5 or greater

Table 3: Full-Time Faculty by Age Cohort, 2014-2015

Age Cohort	2015
<35	83
35-39	70
40-44	87
45-49	95
50-54	82
55-59	80
60+	74
Total	571

Notes

The overall response rate to this question was 57.6%.

Summary of omitted and unusable data:

- 1 school in Nova Scotia
- 1 school in New Brunswick
- 9 schools in Ontario
- 1 school in Manitoba
- 3 schools in Alberta
- 9 schools in British Columbia
- 1 school in Yukon

No Quebec schools were sent this question, so these schools are not included in the response rate.

The number of full-time permanent faculty (571) in this table is less than the number of full-time permanent faculty reported in Table 4 (756) as age cohort results were not available for all faculties.

Table 4: Number of Full-Time Faculty, 2015

FACULTY EMPLOYMENT STATUS	CANADA	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
Full-time permanent	756	1	8	33	52	128	207	55	34	137	101	...	...	0
Full-time contract	521	0	0	16	15	224	152	34	0	43	40	...	...	3
Total	1,277	1	8	49	67	352	359	89	34	180	141	...	...	3

Notes

The overall response rate to this question was 59.8%

Summary of omitted and unusable data:

- 35 schools in Quebec
- 7 schools in Ontario
- 3 schools in British Columbia

The number of full-time permanent faculty in this table (1,277) is greater than the number of full-time permanent faculty reported in Table 3 (571) as age cohort results were not available for all faculties.

Symbols

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

Table 5: Full-Time Faculty Positions Reported as Filled, 2015, and Full-Time Faculty Positions Reported as Approved to be Filled, 2016

	CANADA	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
Positions filled in 2015	59	0	0	12	0	NA	14	4	4	14	11	...	...	0
Positions to be filled in 2016	52	0	0	0	1	NA	2	0	0	20	29	...	...	1
Total	111	0	0	12	1	NA	16	4	4	34	40	...	...	1

Notes

The overall response rate to this question was 54.2%.

Summary of omitted and unusable data:

- 1 school in Nova Scotia
- 1 school in New Brunswick
- 11 schools in Ontario
- 1 school in Manitoba
- 6 schools in Alberta
- 10 schools in British Columbia

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
- ** Value suppressed to ensure confidentiality; cell value is 5 or greater

No Quebec schools were sent this question, so these schools are not included in the response rate.

Table 6: Part-Time Faculty Contracts, 2015

CANADA	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
1,128	0	21	3	20	87	621	29	0	156	191	...	...	0

Notes

The overall response rate to this question was 59.8%

Summary of omitted and unusable data:

- 35 schools in Quebec
- 7 schools in Ontario
- 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

** Value suppressed to ensure confidentiality; cell value is 5 or greater

Methodological Notes — Survey Tables

Collection Period

Program inventory, admission and enrolment data are collected on the academic year. This year's collection is for the 2014-2015 academic year.

Graduate and faculty data are collected on the calendar year. This year's collection captures these data for calendar year 2015

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 (PN-ETP) programs entitle the successful graduate to apply for licensure/registration.

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

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

Data Limitations

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

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

Survey Response

2013-2014: The survey was issued to 63 schools of nursing offering PN programs; 50 schools completed the survey; ***The overall survey response rate was 79.4%***. See the tables starting on page 12 for more detailed information about omitted or unusable data. On average, 42.5% of schools responded to the faculty questions.

2014-2015: The survey was issued to 112 schools of nursing offering PN programs, and 73 schools completed the survey; *The overall survey response rate was 65.2%*. See the tables starting on page 12 for more detailed information about omitted or unusable data. On average, 59.8% of schools responded to the faculty questions.

Privacy and Confidentiality

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

APPENDIX A

National Student and Faculty Survey of Canadian Schools of Nursing 2014-2015: Survey Methodology

Licensed practical nurses (LPNs) represented 26.5% of the total regulated nurse workforce in 2015.²

General Methodology

Background

CNA began administering an annual survey on nursing students and faculty in 1963. In 2001, a new survey and methodology were developed for CNA by well-known statistician Eva Ryten. The Canadian Association of Schools of Nursing (CASN) led the development of the faculty questions that same year. CASN member schools tested the new survey prior to its initial distribution in 2002. In recent years, CNA and CASN 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 began collecting PN data regularly in 2013. Due to the lack of data from 2007 to 2013, cooperative analysis will not be possible until five years of data has been collected—this is projected to occur in 2019.

Data Collection

The survey requests information on the following:

- Program inventory—covers all practical nursing programs leading to initial licensure; includes distance education programs, multiple language offerings and multiple partnership arrangements. Collection period: academic year.
- Graduates — by qualification earned, graduates by gender for each program listed in the program inventory, by partner, by site, where available. Collection period: calendar year.
- Faculty demographics — details on faculty responsible for the delivery of programs listed in the program inventory, by gender, contract type, rank and status; these data include components such as highest academic credential, age cohorts, faculty on leave, average age of retirement, attrition other than retirement, and additional information on classroom ratios. Collection period: calendar year.

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

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

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

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

In 2009, an online version of the survey was available to participating schools. Participating schools entered their survey responses directly into the database. In 2013-2014, the online survey was available to schools along with online school-level reports.

Data Organization

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

Tables

The survey data are summarized in 8 tables for distribution to schools of nursing and interested parties (e.g., 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. 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 2014-2015 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 a PN 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 a PN education program in school X;

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

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

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 a PN 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 two program categories: PN diploma and PN certificate. Each program category may contain multiple programs.

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., certificate or diploma).

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

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

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

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

Roll-up Results

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

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

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

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

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

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

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

Endnotes

¹ Canadian Institute for Health Information. (2015). *Regulated nurses, 2014: Report*. Ottawa: Author.

² Canadian Institute for Health Information. (2015). *Regulated nurses, 2014: Report*. Ottawa: Author.