

# ***Practical Nurse Education in Canada Statistics***

**2015–2016**

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

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**November 2017**



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



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**November 2017**

## **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 Practical Nurse Educators (CAPNE) are pleased to present *Practical Nurse Education in Canada Statistics, 2015–2016 — 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 Nurse 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. Faculty elements include numbers of faculty, types of faculty, their employment status, age cohort, and information on recruitment.

This publication provides an analytical report of the 2015–2016 data collected from the practical nurse (PN) portion of the NSFS. The key program findings are presented for 2015–2016, followed by the key PN faculty findings for 2016. The detailed 2015–2016 results are then presented.

The results include data from the survey as well as graduate 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 2015–2016 NSFS survey was issued to 111 schools of nursing in Canada offering entry-to-practice (ETP) pre-licensure education entitling successful graduates to apply for initial licensure/registration as a PN.

Of the 111 schools surveyed, 61 schools completed the survey. Due to the low response rate from Quebec, this survey uses data from OIIAQ to provide Quebec graduate numbers. As such, the response rates are excluding the 52 Quebec schools. The overall survey response rate was 83.1%. See the tables starting on page 11 for more detailed information about omitted or unusable data. On average, 57.2% of schools responded to the faculty questions.

### **Data Comparison Timeframes**

Program admission and enrolment data were collected for the 2015–2016 academic year. Unless otherwise stated, increases or decreases noted in the report are in relation to 2014–2015 data.

Graduate data were collected for calendar year 2016. Unless otherwise stated, increases or decreased noted in the 2016 data are in relation to the 2015 survey data.

Faculty data were also collected for calendar year 2016. Unless otherwise stated, comparisons of faculty data with previous results are in relation to 2015 data.

### **Survey Methodology**

See the Appendix for methodological information.

## 2015–2016 Key Program Findings

This section of the report highlights key findings regarding PN education programs in 2015–2016. 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

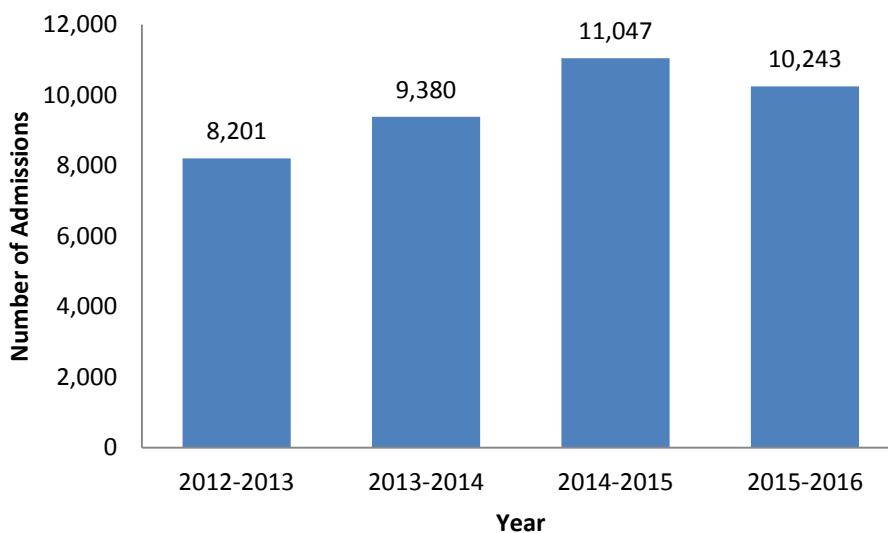
Entry-to-practice (ETP) programs entitle the successful graduate to apply for initial licensure as a PN.

- 111 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

- 10,243 students entered ETP programs in 2015–2016 (Figure A).

Figure A: Admissions to Entry-to-Practice Programs



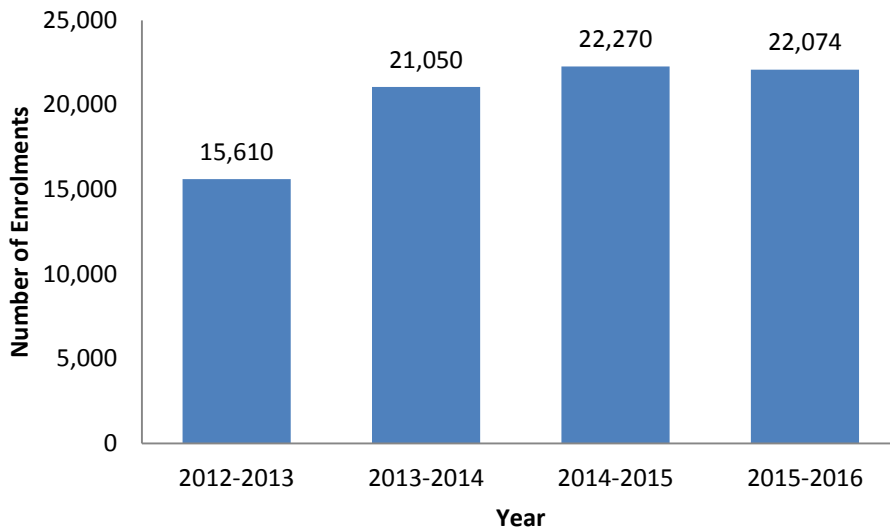
Source: *National Student and Faculty Survey of Canadian Schools of Nursing*

**Notes: Data for admissions were changed for years 2012-2013 (8,054 to 8,201), 2013-2014 (9,516 to 9,380), and 2014-2015 (11,279 to 11,047) because of revisions based on OIIAQ data.**

## ETP Enrolment

- There were 22,074 students enrolled in ETP programs in 2015–2016 (Figure B).

Figure B: Enrolment in Entry-to-Practice Programs



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

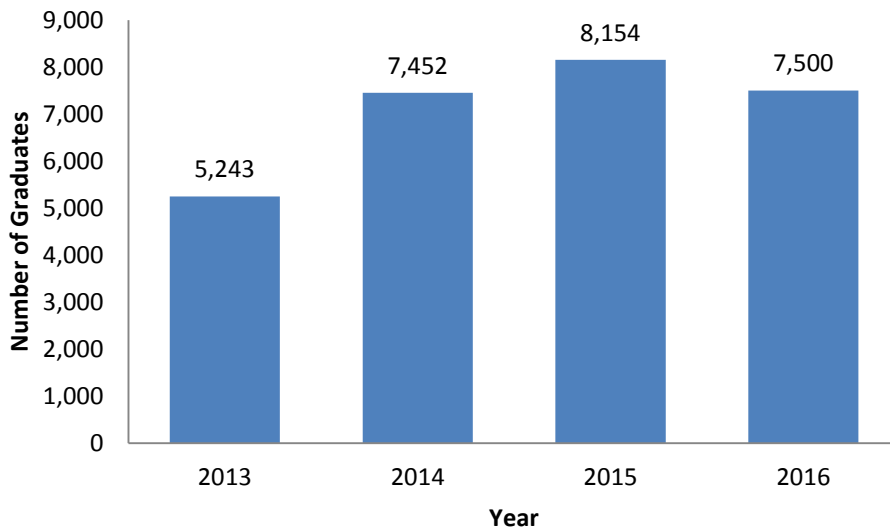
**Notes:** Data for enrolment were changed for years 2012-2013 (15,038 to 15,610), 2013-2014 (21,046 to 21,050), and 2014-2015 (22,457 to 22,270) because of revisions based on OIIAQ data.



## ETP Graduates

- The number of graduates in 2016 was 7,500 (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 auxiliaires du Québec*

**Notes: Data for graduates were changed for 2013 from 2,631 to 5,243.**

## 2016 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

- 1,920 PN faculty members were employed by schools of nursing in 2016.
- 32.0% of faculty members were permanent—614 of the 1,920 PN faculty (Table A).
- 38.1% of permanent faculty are 55 or older, and 16.5% are between 50-54 years old (Table B).

The response rate for the question about employment status was 79.7% (61 of 111 schools). The response rate for the question regarding age cohorts was 35.6% (21 of 59 schools).

**Table A: Number of Faculty by Employment Status, 2016**

Faculty Category	Number of Faculty	% of Faculty Workforce
<b>Permanent Faculty:</b> permanent, full-time faculty	614*	32.0
<b>Contract Full-Time Faculty:</b> faculty fulfilling contracts of one academic year or longer	266*	13.8
<b>Contract Part-Time Faculty:</b> faculty fulfilling contracts of less than one academic year	1,040	54.2
<b>Total Faculty Workforce:</b>	1,920	100

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

\*See tables 4 and 6 (p.15 and p.17, respectively)

**Table B: Age Category Percentages for 2016 PN Workforce compared to 2016 PN Permanent Faculty**

Age Category	% of PN Workforce, 2016	% of PN Permanent Faculty, 2016
<35	35.2	3.4
35-39	13.5	11.9
40-44	12.6	11.9
45-49	11.6	18.2
50-54	10.7	16.5
55+	16.5	38.1

Sources: *National Student and Faculty Survey of Canadian Schools of Nursing*; Canadian Institute for Health Information. (2017). *Regulated nurses, 2016 Report*.<sup>1</sup>

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

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

- Schools employed 1,920 faculty members (Table A).
- 32.0% of the faculty held full-time permanent positions (Table A).
- 13.8% of full-time faculty held full-time contracts of one academic year or longer (Table A).
- 54.2% 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 55.0% (61 responses).

### Summary of Key Program and PN Faculty Findings

- In the 2015–2016 academic year, 10,243 students were admitted to PN entry-to-practice programs, and 22,074 students were enrolled in PN entry-to-practice programs.
- In the 2016 calendar year, 7,500 students graduated from PN entry-to-practice programs.
- A total of 1,920 faculty members were reported for 2016. Of this total, 614 (32.0%) were full-time, permanent faculty members.

## 2015-2016 Results

The 2015–2016 survey was issued to 111 schools of nursing offering entry-to-practice (ETP) pre-licensure education entitling successful graduates to apply for initial licensure/registration as a PN. It was completed by 49 schools. Due to the low response rate from Quebec, this survey uses data from OIIAQ to provide Quebec graduate numbers. As such, the response rates are excluding the 52 Quebec schools.

The overall survey response rate was 83.1%. See the tables starting on page 11 for more detailed information about omitted or unusable data. On average, 57.2% of schools responded to the faculty questions.

Different collection periods and methodologies and under-reporting from a small proportion of schools may result in differences between the records of a provincial/territorial government or regulatory body and the data from the National Student and Faculty Survey of Canadian Schools of Nursing.

The following tables represent data as reported by each of the participating schools and do not include data from other sources. CASN is not responsible for errors in data reported by schools.

It is important to read the notes that accompany each table as well as the section “Methodological Notes” on page 20, which contains information pertinent to all of the tables. The full survey methodology and definitions are in the Appendix.

**Table 1: List schools offering PN programs by province and territory surveyed for 2015-2016**

**Newfoundland and Labrador**

College of the North Atlantic Clarenville  
 Grand Falls-Windsor  
 Corner Brook  
 Centre for Nursing Studies

**Prince Edward Island**

Holland College

**Nova Scotia**

Nova Scotia Community College

**New Brunswick**

New Brunswick Community College

**Quebec**

Access Career Center  
 Anchor Adult & Vocational Education Centre  
 CDC Pont-Viau  
 Centre 24-Juin  
 Centre de formation Eastern Quebec  
 Centre de formation Harricana  
 Centre de formation professionnelle et générale A.-W.-Gagné  
 Centre multiservice des Samares, Pavillon de Santé  
 Centre régional intégré de formation  
 Châteauguay Valley Career Education Centre  
 CFP d'Alma  
 CFP d'Amqui  
 CFP Bel-Avenir  
 CFP Bernard Gariépy  
 CFP de Charlevoix  
 CFP Charlotte-Tassé  
 CFP Compétences 2000  
 CFP de La Côte-de-Gaspé  
 CFP l'Envol  
 CFP de l'Envolée  
 CFP et générale Manicouagan  
 CFP Fierbourg

CFP Le Granit  
 CFP de La Haute-Gaspésie  
 CFP de la Jamésie  
 CFP Lennoxville  
 CFP de Lévis  
 CFP de Matane  
 CFP des métiers de la santé  
 CFP Mont-Laurier  
 CFP l'Oasis  
 CFP Rimouski-Neigette  
 CFP des Patriotes  
 CFP Paul Rousseau  
 CFP Pavillon de l'Avenir  
 CFP Performance Plus  
 CFP de la Pointe-du-Lac  
 CFP Pozer  
 CFP des Sommets  
 CFP Le Tremplin  
 CFP Vision 20-20  
 CFP Vision-Avenir  
 Collège CDI Laval  
 Collège CDI Montréal  
 Collège CDI Quebec  
 École professionnelle de St-Hyacinthe  
 École des métiers des Faubourgs  
 Pearson Adult and Career Center  
 Pontiac Continuing Education Center  
 Wakeham CFP  
 West Island Career Center  
 Western Quebec Career Center

**Ontario**

Algonquin College  
 Cambrian College  
 Canadore College  
 Centennial College  
 Collège Boréal  
 Conestoga College  
 Durham College  
 Fanshawe College  
 Fleming College

George Brown College  
Georgian College  
Humber College  
La Cité Collegiale  
Lambton College  
Loyalist College  
Mohawk College  
Niagara Community College  
Northern College  
Sault College  
Seneca College  
Sheridan Institute of Technology and Applied Learning  
St. Clair College  
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  
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 the Appendix for details on methodology.

**Table 2: PN Programs — Admission, Enrolment and Graduate Data, 2012-2016**

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
<b>ADMISSIONS</b>														
2012-2013	8,201	106	...	...	...	3,547	2,301	245	292	1,107	587	...	...	16
2013-2014	9,380	144	57	150	176	3,264	3,266	105	238	1,636	344	...	...	...
2014-2015	11,047	175	56	310	151	3,168	4,339	228	211	1,344	1,049	...	...	16
2015-2016	10,243	229	55	238	169	2,569	4,075	164	177	1,651	916	...	...	...
<b>ENROLMENT</b>														
2012-2013	15,610	127	...	...	...	7,095	4,273	405	487	2,283	924	...	...	16
2013-2014	21,050	222	108	300	301	6,527	8,678	474	480	3,085	845	...	...	30
2014-2015	22,270	288	105	609	310	6,336	9,091	452	454	2,767	1,842	...	...	16
2015-2016	22,074	399	99	561	311	5,137	9,412	397	388	3,497	1,860	...	...	13
<b>GRADUATES</b>														
2013	2,691	70	...	...	...	...	1,470	122	83	561	385	...	...	...
2014	7,452	85	29	300	142	2,348	2,894	116	129	1,103	301	...	...	13
2015	8,154	118	47	224	131	2,279	3,500	126	212	964	553	...	...	...
2016	7,500	127	36	267	130	1,848	3,032	154	108	1,134	651	...	...	13

**Notes: Data for Quebec admissions were changed for years 2012-2013 (3,400 to 3,547), 2013-2014 (3,400 to 3,266), and 2014-2015 (3,400 to 3,168). Data for Quebec enrolment were changed for years 2012-2013 (6,523 to 7,095), 2013-2014 (6,523 to 6,527), and 2014-2015 (6,523 to 6,366).**

Summary of omitted and unusable data:

2014-2015:

35 schools in Quebec, 3 schools in Ontario, and 1 school in British Columbia

2015-2016:

38 schools in Quebec, 5 schools in Ontario, 1 school in Alberta, and 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

**Table 3: Full-Time Faculty by Age Cohort, 2016**

Age Cohort	2016
<35	8
35-39	28
40-44	28
45-49	43
50-54	39
55-59	48
60+	42
Total	236

**Notes**

The overall response rate to this question was 35.6%.

Summary of omitted and unusable data:

- 2 schools in Newfoundland and Labrador
- 1 school in Prince Edward Island
- 1 school in Nova Scotia
- 1 school in New Brunswick
- 14 schools in Ontario
- 1 school in Manitoba
- 6 schools in Alberta
- 11 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 (236) in this table is less than the number of full-time permanent faculty reported in Table 4 (614) as age cohort results were not available for all faculties.



**Table 4: Number of Full-Time Faculty, 2016**

FACULTY EMPLOYMENT STATUS	CANADA	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
Full-time permanent	614	...	8	24	49	97	181	*	34	125	92	...	...	...
Full-time contract	266	5	*	6	*	160	160	...	...	26	30	...	...	*
Total	880	5	11	30	51	257	341	*	34	151	122	...	...	*

**Notes**

The overall response rate to this question was 55.0%

Summary of omitted and unusable data:

- 38 schools in Quebec
- 5 schools in Ontario
- 1 school in Alberta
- 6 schools in British Columbia

The number of full-time permanent faculty in this table (614) is greater than the number of full-time permanent faculty reported in Table 3 (236) as age cohort results were not available for all faculties.

**Symbols**

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

**Table 5: Full-Time Faculty Positions Reported as Filled, 2016, and Full-Time Faculty Positions Reported as Approved to be Filled, 2017**

	CANADA	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
Positions filled in 2016	26	...	...	...	...	NA	4	1	6	8	7	...	...	...
Positions to be filled in 2017	23	...	...	...	1	NA	4	...	6	6	6	...	...	...
<b>Total</b>	<b>49</b>	...	...	...	1	NA	8	1	12	14	13	...	...	...

### Notes

The overall response rate to this question was 33.9%.

Summary of omitted and unusable data:

- 2 schools in Newfoundland and Labrador
- 1 school in Prince Edward Island
- 1 school in Nova Scotia
- 1 school in New Brunswick
- 14 schools in Ontario
- 2 schools in Manitoba
- 6 schools in Alberta
- 11 schools in British Columbia
- 1 school in Yukon

### 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

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

**Table 6: Part-Time Faculty Contracts, 2016**

CANADA	NL	PE	NS	NB	QC	ON	MB	SK	AB	BC	NT	NU	YT
1,040	*	19	*	16	65	767	...	...	80	86	...	...	*

**Notes**

The overall response rate to this question was 55.0%

Summary of omitted and unusable data:

- 38 schools in Quebec
- 5 schools in Ontario
- 1 school in Alberta
- 6 schools in British Columbia

**Symbols**

.. Figure not available

... Figure not appropriate or not applicable

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

\*\* 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 2015–2016 academic year.

Graduate and faculty data are collected on the calendar year. This year's collection captures these data for calendar year 2016.

### 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 11 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 11 for more detailed information about omitted or unusable data. On average, 59.8% of schools responded to the faculty questions.

**2015–2016:** The survey was issued to 111 schools of nursing offering PN programs, and 61 schools completed the survey. Due to the low response rate from Quebec, this survey uses data from OIIAQ to provide Quebec graduate numbers. As such, the response rates are excluding the 52 Quebec schools. *The overall survey response rate was 83.1%.* See the tables starting on page 11 for more detailed information about omitted or unusable data. On average, 57.2% of schools responded to the faculty questions.

### **Privacy and Confidentiality**

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

## APPENDIX

### ***National Student and Faculty Survey of Canadian Schools of Nursing 2015-2016: Survey Methodology***

Practical nurses (PNs) represented 27.7% of the total regulated nurse workforce in 2016.<sup>2</sup>

#### ***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 2015-2016 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, 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. 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**

<sup>1</sup> Canadian Institute for Health Information. (2017). *Regulated nurses, 2016: Report*. Ottawa: Author.

<sup>2</sup> Canadian Institute for Health Information. (2017). *Regulated nurses, 2016: Report*. Ottawa: Author.