Practical Nurse Education in Canada Statistics

2016–2017

Practical Nurse Workforce, Canadian Production: Potential New Supply

December 2018

Canadian Association of Schools of Nursing
Association canadienne des écoles de sciences infirmières
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December 2018
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, 2016–2017 — 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

Roxanne Williams M.Ed. PSS, BScN, RN
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)

<table>
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<th>Stakeholders</th>
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<tr>
<td>Canadian Association of Schools of Nursing (CASN)</td>
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<td>Canadian Association of Practical Nurse Education (CAPNE)</td>
<td>Survey lead</td>
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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 2016–2017 data collected from the practical nurse (PN) portion of the NSFS. The key program findings are presented for 2016–2017, followed by the key PN faculty findings for 2017. The detailed 2016–2017 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 2016–2017 NSFS survey was issued to 110 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 110 schools surveyed, 51 were located in Quebec. Due to low response rates from Quebec this survey uses data from OIIAQ for Quebec data points. Of the 59 schools located outside of Quebec 49 schools responded to the survey. The overall survey response rate was 83.1%. See the tables starting on page 13 for more detailed information about omitted or unusable data. On average, 54.1% of schools responded to the faculty questions.
Data Comparison Timeframes

Program admission and enrolment data were collected for the 2016–2017 academic year. Unless otherwise stated, increases or decreases noted in the report are in relation to 2015–2016 data.

Graduate data were collected for calendar year 2017. Unless otherwise stated, increases or decreased noted in the 2017 data are in relation to the 2016 survey data.

Faculty data were also collected for calendar year 2017. Unless otherwise stated, comparisons of faculty data with previous results are in relation to 2016 data.

Survey Methodology

See the Appendix for methodological information.
2016–2017 Key Program Findings

This section of the report highlights key findings regarding PN education programs in 2016–2017. 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.

- 110 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

- 10,106 students entered ETP programs in 2016–2017 (Figure A).

Figure A: Admissions to Entry-to-Practice Programs

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

- There were 20,642 students enrolled in ETP programs in 2016–2017 (Figure B).

**Figure B: Enrolment in Entry-to-Practice Programs**

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

- The number of graduates in 2017 was 6,685 (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
2017 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

- 2,892 PN faculty members were employed by schools of nursing in 2016.
- 30.4% of faculty members were permanent—879 of the 2,892 PN faculty (Table A).
- 26.9% of permanent faculty are 55 or older, and 16.2% are between 50-54 years old (Table B).

The response rate for the question about employment status was 74.6% (44 of 59 schools). The response rate for the question regarding age cohorts was 74.6% (44 of 59 schools).

Table A: Number of Faculty by Employment Status, 2016

<table>
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<tr>
<th>Faculty Category</th>
<th>Number of Faculty</th>
<th>% of Faculty Workforce</th>
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</thead>
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<tr>
<td>Permanent Faculty: permanent, full-time faculty</td>
<td>879*</td>
<td>30.4</td>
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<tr>
<td>Contract Full-Time Faculty: faculty fulfilling contracts of one academic year or longer</td>
<td>239*</td>
<td>8.3</td>
</tr>
<tr>
<td>Contract Part-Time Faculty: faculty fulfilling contracts of less than one academic year</td>
<td>1,774</td>
<td>61.3</td>
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<tr>
<td>Total Faculty Workforce:</td>
<td>1,920</td>
<td>100</td>
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</tbody>
</table>

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 2017 PN Workforce compared to 2017 PN Permanent Faculty

<table>
<thead>
<tr>
<th>Age Category</th>
<th>% of PN Workforce, 2017</th>
<th>% of PN Permanent Faculty, 2017</th>
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<tr>
<td>&lt;35</td>
<td>33.6</td>
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<td>35-39</td>
<td>13.9</td>
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<td>40-44</td>
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<td>45-49</td>
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<td>18.2</td>
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<td>50-54</td>
<td>10.9</td>
<td>17.7</td>
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<tr>
<td>55+</td>
<td>16.6</td>
<td>36.9</td>
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</table>

Sources: National Student and Faculty Survey of Canadian Schools of Nursing; Canadian Institute for Health Information. (2017). Regulated nurses, 2017 Report.¹
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 reported 2,892 faculty members (Table A).
- 30.4% of the faculty held full-time permanent positions (Table A).
- 8.3% of full-time faculty held full-time contracts of one academic year or longer (Table A).
- 61.3% of the faculty currently teaching in nursing programs were employed in a part-time contract capacity (Table A).

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 2016-2017 academic year, 10,106 students were admitted to PN entry-to-practice programs, and 19,110 students were enrolled in PN entry-to-practice programs.
- In the 2017 calendar year, 6,685 students graduated from PN entry-to-practice programs.
- A total of 2,892 faculty members were reported for 2017. Of this total, 879 (30.4%) were full-time, permanent faculty members.
2016-2017 Results

The 2016–2017 NSFS survey was issued to 110 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 110 schools surveyed, 51 were located in Quebec. Due to low response rates from Quebec, this survey uses data from OIIAQ for Quebec data points. Of the 59 schools located outside of Quebec, 49 schools responded to the survey. The overall survey response rate was 83.1%. See the tables starting on page 13 for more detailed information about omitted or unusable data. On average, 54.1% of schools responded to the faculty questions.

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

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

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.
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<th>Institutions</th>
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<td></td>
<td>Grand Falls-Windsor</td>
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<td>Corner Brook</td>
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<td></td>
<td>Centre for Nursing Studies</td>
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<td>Centre de formation professionnelle et générale A.-W.-Gagné</td>
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<td>Fanshawe College</td>
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<td>Fleming College</td>
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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

**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

**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

**Notes**
See the Appendix for details on methodology.
Table 2: PN Programs — Admission, Enrolment and Graduate Data, 2012-2017

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

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<td></td>
<td></td>
<td>13</td>
</tr>
<tr>
<td>2017</td>
<td>6,685</td>
<td>193</td>
<td>50</td>
<td>267</td>
<td>22</td>
<td>1,719</td>
<td>2,531</td>
<td>12</td>
<td>204</td>
<td>1,108</td>
<td>579</td>
<td></td>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>

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
2016-2017
26 schools in Quebec, 4 schools in Ontario, 1 school in Newfoundland, 2 schools in Manitoba, 2 schools in Alberta, 4 schools in British Columbia

Symbols
.. Figure not available
… Figure not appropriate or not applicable
* Value suppressed in accordance with CASN privacy policy; cell value is between 1 and 4
** Value suppressed to ensure confidentiality; cell value is 5 or greater
Table 3: Full-Time Faculty by Age Cohort, 2017

<table>
<thead>
<tr>
<th>Age Cohort</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;35</td>
<td>40</td>
</tr>
<tr>
<td>35-39</td>
<td>50</td>
</tr>
<tr>
<td>40-44</td>
<td>60</td>
</tr>
<tr>
<td>45-49</td>
<td>73</td>
</tr>
<tr>
<td>50-54</td>
<td>71</td>
</tr>
<tr>
<td>55-59</td>
<td>65</td>
</tr>
<tr>
<td>60+</td>
<td>43</td>
</tr>
<tr>
<td>Total</td>
<td>402</td>
</tr>
</tbody>
</table>

Notes
The overall response rate to this question was 35.6%.
Summary of omitted and unusable data:
- 1 school in Newfoundland and Labrador
- 5 schools in Ontario
- 1 school in Manitoba
- 1 school in Alberta
- 7 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 (402) in this table is less than the number of full-time permanent faculty reported in Table 4 (829) as age cohort results were not available for all faculties.
Table 4: Number of Full-Time Faculty, 2017

<table>
<thead>
<tr>
<th>FACULTY EMPLOYMENT STATUS</th>
<th>CANADA</th>
<th>NL</th>
<th>PE</th>
<th>NS</th>
<th>NB</th>
<th>QC</th>
<th>ON</th>
<th>MB</th>
<th>SK</th>
<th>AB</th>
<th>BC</th>
<th>NT</th>
<th>NU</th>
<th>YT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time permanent</td>
<td>829</td>
<td>0</td>
<td>8</td>
<td>24</td>
<td>28</td>
<td>276</td>
<td>227</td>
<td>10</td>
<td>36</td>
<td>129</td>
<td>141</td>
<td>...</td>
<td>...</td>
<td>0</td>
</tr>
<tr>
<td>Full-time contract</td>
<td>239</td>
<td>0</td>
<td>0</td>
<td>23</td>
<td>16</td>
<td>122</td>
<td>29</td>
<td>0</td>
<td>*</td>
<td>38</td>
<td>10</td>
<td>...</td>
<td>...</td>
<td>*</td>
</tr>
<tr>
<td>Total</td>
<td>1,118</td>
<td>0</td>
<td>8</td>
<td>47</td>
<td>44</td>
<td>398</td>
<td>256</td>
<td>10</td>
<td>37</td>
<td>167</td>
<td>151</td>
<td>...</td>
<td>...</td>
<td>*</td>
</tr>
</tbody>
</table>

Notes
The overall response rate to this question was 76.4%

Summary of omitted and unusable data:
- 1 school in Newfoundland and Labrador
- 28 schools in Quebec
- 4 schools in Ontario
- 2 schools in Manitoba
- 2 schools in Alberta
- 4 schools in British Columbia

The number of full-time permanent faculty in this table (829) is greater than the number of full-time permanent faculty reported in Table 3 (402) 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, 2017, and Full-Time Faculty Positions Reported as Approved to be Filled, 2018

<table>
<thead>
<tr>
<th>CANADA</th>
<th>NL</th>
<th>PE</th>
<th>NS</th>
<th>NB</th>
<th>QC</th>
<th>ON</th>
<th>MB</th>
<th>SK</th>
<th>AB</th>
<th>BC</th>
<th>NT</th>
<th>NU</th>
<th>YT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positions filled in 2017</td>
<td>63</td>
<td>...</td>
<td>*</td>
<td>...</td>
<td>*</td>
<td>8</td>
<td>5</td>
<td>*</td>
<td>34</td>
<td>8</td>
<td>...</td>
<td>...</td>
<td>...</td>
</tr>
<tr>
<td>Positions to be filled in 2018</td>
<td>46</td>
<td>...</td>
<td>...</td>
<td>*</td>
<td>9</td>
<td>*</td>
<td>*</td>
<td>...</td>
<td>25</td>
<td>5</td>
<td>...</td>
<td>...</td>
<td>...</td>
</tr>
<tr>
<td>Total</td>
<td>109</td>
<td>...</td>
<td>*</td>
<td>...</td>
<td>*</td>
<td>17</td>
<td>6</td>
<td>*</td>
<td>59</td>
<td>13</td>
<td>...</td>
<td>...</td>
<td>...</td>
</tr>
</tbody>
</table>

Notes
The overall response rate to this question was 45.8%.

Summary of omitted and unusable data:
- 1 school in Newfoundland and Labrador
- 1 school in Nova Scotia
- 1 school in New Brunswick
- 12 schools in Ontario
- 1 school in Manitoba
- 3 schools in Alberta
- 12 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

No Quebec schools were sent this question, so these schools are not included in the response rate.
Table 6: Part-Time Faculty Contracts, 2017

<table>
<thead>
<tr>
<th>CANADA</th>
<th>NL</th>
<th>PE</th>
<th>NS</th>
<th>NB</th>
<th>QC</th>
<th>ON</th>
<th>MB</th>
<th>SK</th>
<th>AB</th>
<th>BC</th>
<th>NT</th>
<th>NU</th>
<th>YT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,774</td>
<td>...</td>
<td>22</td>
<td>16</td>
<td>63</td>
<td>715</td>
<td>662</td>
<td>*</td>
<td>...</td>
<td>84</td>
<td>211</td>
<td>...</td>
<td>...</td>
<td>*</td>
</tr>
</tbody>
</table>

**Notes**
The overall response rate to this question was 72.9%

Summary of omitted and unusable data:
- 28 schools in Quebec
- 4 schools in Ontario
- 2 schools in Manitoba
- 2 schools in Alberta
- 4 schools in British Columbia

**Symbols**
- ..  Figure not available
- …  Figure not appropriate or not applicable
- *  Value suppressed in accordance with CASN privacy policy; cell value is between 1 and 4
- **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 2016–2017 academic year.
Graduate and faculty data are collected on the calendar year. This year’s collection captures these data for calendar year 2017.

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.

2016–2017: The survey was issued to 110 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 110 schools surveyed, 51 were located in Quebec. Due to low response rates from Quebec this survey uses data from OIIAQ for Quebec data points. Of the 59 schools located outside of Quebec 49 schools responded to the survey. 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, 54.1% of schools responded to the faculty questions.

Privacy and Confidentiality

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

National Student and Faculty Survey of Canadian Schools of Nursing 2016-2017: Survey Methodology

Practical nurses (PNs) represented 27.9% of the total regulated nurse workforce in 2017.2

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 2020.

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 2016-2017 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.

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**Endnotes**