

# Saskatchewan Collaborative Bachelor of Science in Nursing

## Aboriginal Nursing Student Achievement Program (ANSAP)



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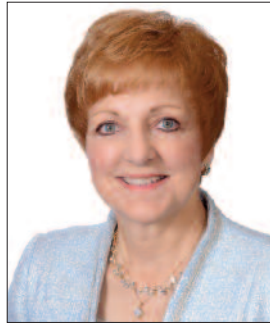
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**Cover Image:** This photo was taken on the grounds of the University of Regina. It is part of our visual landscape that re-enforces the University's commitment to the Aboriginal community.

## MESSAGE FROM THE DEANS



**Netha Dyck, RN, EdD**  
Dean,  
School of Nursing  
Saskatchewan Polytechnic



**David Gregory, RN, PhD**  
Professor and Dean,  
Faculty of Nursing  
University of Regina

Saskatchewan Polytechnic and the University of Regina are fully committed to the Indigenization of their respective communities. Within the collaborative, the School of Nursing and the Faculty of Nursing have created the Aboriginal Nursing Student Achievement Program (ANSAP). This Program supports, in part, the Indigenizing process within the Saskatchewan Collaborative Bachelor of Science in Nursing (SCBScN) program. The information in this report reveals that substantial progress has been made (for example, 42% of the equity seats have been filled; a 29.5% increase in the number of applications between 2013-14; increased enrolment from 35 students in 2011 to 104 in 2014, and a program completion rate of 61%. At the same time, there is an opportunity to further increase the presence of Indigenous students within nursing, to enhance academic and culturally appropriate student supports, and to better the program completion rate.

The ANSAP advisors have recently initiated a course of action whereby prospective students are supported from the point of application through to admission into the SCBScN. We are committed to increasing the conversion of applications to admissions. Of note are the concerted and ongoing efforts by the ANSAP advisors to build relationships with First Nations and Métis communities within urban contexts, on reserves, and in communities throughout the province of Saskatchewan.

The Faculty of Nursing, University of Regina, and the School of Nursing, Saskatchewan Polytechnic recognize the importance of indigenizing the SCBScN program. Investing in Saskatchewan's future means augmenting the presence of Aboriginal students within our collaborative program. It means our graduates will not only contribute to a more representative workforce within the province, but they will provide leadership within the nursing profession.





## EXECUTIVE SUMMARY

The Aboriginal Nursing Student Achievement Program (ANSAP) is a University of Regina (U of R)-Saskatchewan Polytechnic (Sask Polytech) partnership in which Aboriginal students are supported to succeed in the Saskatchewan Collaborative Bachelor of Nursing in Science (SCBScN) program. ANSAP provides academic and cultural supports to students at the Regina and Saskatoon sites.

ANSAP staff members use a holistic approach to fostering Aboriginal\* student success within the SCBScN program through a number of initiatives including: guiding prospective Aboriginal students through the application process; orienting them and their families to the SCBScN program; and facilitating student support services such as academic supports, cultural activities, counseling, and access to Elders.

### Four Key Trends Identified

- Continuous growth in applications: Fall 2014 saw a 29.4% growth in the number of applications received from Aboriginal applicants over Fall 2013. This outpaced the 11.8% increase in applications received from all other applicants in 2014.
- A gap exists between application and admission: Approximately 26% (n=37) of the 141 applications received from Aboriginal applicants in 2014 were admitted, a decrease from 35% (36 of 103 applications) in 2011.
- Increased enrolment: The number of Aboriginal students enrolled in the program has increased from 35 students in 2011 to 104 in 2014.
- Program completion rates: 10% of the SCBScN program's 2014 graduates were Aboriginal. To date, 61% (n=22) of admitted Aboriginal students have graduated. As of Fall 2014, the program's attrition rate amongst Aboriginal students was 19%.

### Summary

The SCBScN program has 53 equity seats designated per year of the program for persons of Aboriginal ancestry. While the number of filled equity seats has steadily climbed, it remains below 50%. In 2014, 88 out of the 104 Aboriginal students enrolled in the SCBScN program were in equity seats. Thus, there are two paths for Aboriginal applicants; equity seats and regular admission seats. ANSAP staff members are working to close the gap between applications and admissions through early proactive measures such as early follow-up of Aboriginal applicants to identify and mitigate barriers for students throughout the application and admission process. Future efforts will also focus on filling equity seats.

\* An Aboriginal student is one whom, when applying for admission to the SCBScN program through Sask Polytech, optionally self-declares their Aboriginal status on the application form.





## BACKGROUND

### SASKATCHEWAN COLLABORATIVE BACHELOR OF SCIENCE IN NURSING (SCBScN)

The SCBScN, offered in partnership between the University of Regina (U of R) and Saskatchewan Polytechnic (Sask Polytech), is a practice-focused and student-centred program in which students obtain their Bachelor of Science in Nursing degree. Graduates of the program are then eligible to write the National Council Licensure Exam (NCLEX-RN) and become registered nurses. Students gain a wealth of practical hands-on experience developing skills through low to high fidelity simulation learning, and clinical practice education in a variety of health care settings and organizations. The SCBScN provides 1,452 hours of scheduled clinical practice education. Students are educated to be future-ready and career adaptable. They are critical thinkers and clinical decision makers. Graduates are also information seekers and lifelong learners.

### ABORIGINAL STUDENTS

For the purposes of this progress report, an Aboriginal student is defined as one whom, when applying for admission to the SCBScN program, optionally self-declares their Aboriginal status on the application form. If a student did not self-declare their Aboriginal status at the time of application, they can self-declare their status online anytime once they have been admitted into the program.

### EQUITY SEATS

The SCBScN program has 53 equity seats designated per year of the program for persons of Aboriginal ancestry. These seats are distributed in Regina and Saskatoon. Aboriginal students can access the Aboriginal Nursing Student Achievement Program (ANSAP). Unfilled equity seats become available to other applicants.

When a potential student wishes to qualify for an Aboriginal equity seat, they must declare this intention at the time of application and subsequently provide documentation verifying Aboriginal ancestry.







## ABORIGINAL NURSING STUDENT ACHIEVEMENT PROGRAM (ANSAP)

ANSAP supports Aboriginal students to succeed in the SCBScN program by providing academic and cultural supports to students at the Regina and Saskatoon sites.

The ANSAP team is comprised of an Aboriginal Support Coordinator at the U of R and two Aboriginal Nursing Student Advisors at Sask Polytech, one in Regina and one in Saskatoon. This team fosters student success through a number of initiatives/efforts including:

- providing contact points and ongoing support for Aboriginal nursing students throughout the application process through to admission into the SCBScN program;
- providing academic and non-academic support to Aboriginal nursing students;
- supporting the transition to the post-secondary environment by conducting orientations to the SCBScN program and surrounding community to students and their families;
- facilitating student support services such as counselling, tutoring, access to Elders, cultural activities, and assistance with application for financial support; and
- liaising with high school guidance counsellors, funding agencies, sponsors, and community and cultural agencies.

### ANSAP REVIEW OF ACTIVITIES

The following highlights the work of the ANSAP team and their activities including information sharing, student recruitment, retention, and ongoing support.

#### STUDENT RECRUITMENT

The ANSAP team attended various events, including career fairs, across Saskatchewan to further promote the SCBScN program to prospective students, families, guidance counselors, and band members.

#### CAREER FAIRS

- |  |  |
|--|--|
| • E.D. Feehan High School – Saskatoon        | • Pasqua First Nation                  |
| • Nutana Collegiate – Saskatoon              | • Piapot First Nation                  |
| • Oskayak School – Saskatoon                 | • All Nations Job Expo – Regina        |
| • Punnichy High School                       | • Stepping Stones Career Fair – Regina |
| • Senator Myles Vernne High School– La Ronge | • White Bear Career Fair – Carlyle     |
| • Working Together Career Fair – Yorkton     |  |

As well, part of the student recruitment effort included attendance and involvement in certain events such as Agribition, Opening Days to Tomorrow and the Saskatchewan Indian Winter Games (both in Prince Albert).

#### SCHOOL VISITS

School visits are an important aspect of the ANSAP student recruitment effort. These visits were used to promote the SCBScN program and the nursing field as a potential career option.

## OTHER VISITS

The ANSAP team visited other organizations and locations to provide more information about the SCBScN program on an adhoc or as requested basis. These visits can lead to untapped groups of potential students and provide additional opportunities to promote the SCBScN program. The organizations the ANSAP team met with included the following:

ORGANIZATION NAME	CITY	PROV	ORGANIZATION NAME	CITY	PROV
File Hills Qu'Appelle Tribal Council	Fort Qu'Appelle	SK	Saskatoon Tribal Council	Saskatoon	SK
Key First Nation	Norquay	SK	Saskatoon Tribal Council - Urban Services	Saskatoon	SK
Meadow Lake Tribal Council	Meadow Lake	SK	Saskatchewan Universities and Technical Institute Liaison Orientation (3 visits)	Cypress Hills	SK
Opening Doors to Tomorrow	Prince Albert	SK	YWCA	Prince Albert	SK
Prince Albert Friendship Centre	Prince Albert	SK			
Saskatoon Friendship Centre	Saskatoon	SK			

## STUDENT RETENTION

Student retention is a large component of the role of the ANSAP team. Providing students with the necessary supports during their studies alleviates student stress and increases the likelihood of successful academic progress. The ANSAP team engaged in the following activities as they related to student retention:

- met with students regarding academic progress and to set their study path;
- held a Aboriginal Nursing Advisory Council meeting to provide the SCBScN program advice regarding student recruitment, retention, and student success strategies;
- made information more readily available to students via UR Courses;
- created a scholarship list and identified external scholarships;
- provided student service workshops and seminars over the course of the semester;
- provided a list of deadlines/important dates for the students;
- identified emergency loan information;
- provided day care information to students;
- provided referrals to counselors and learning services; and
- identified tutoring options for students.

Other activities to foster student retention included:

- worked with U of R Financial Services to ensure Aboriginal students received assistance with funding issues;
- involved students in leadership activities such as the Saskatchewan Registered Nurses' Association AGM and Conference and the Aboriginal Nurses Association of Canada AGM and Conference;
- participated in Kindred Spirits and Indigenization;
- organized or took part in cultural events including Louis Riel Day, round dance, and pow wows;
- posted relevant and timely information on the ANSAP Facebook page;
- had regular contact with students through UR courses, email, Facebook, and face-to-face meetings;
- held Lunch & Learn Sessions for students to learn about Nursing careers and other topics; and



- promoted Aboriginal events that were hosted by the Aboriginal Student Centres (ASC) and various faculties at the U of R and Sask Polytech. Events included Orientation 101 – attended by Nursing students; feasts, sweats, and ceremonial events held on all campuses; and invitations to Student Union events and Indigenous Student's Association events.

The Aboriginal Student Centre Services (U of R and Sask Polytech) offers services for students (workshops, seminars, and events) and provides a place on campus to build relationships with other students. This is an important aspect for student retention.

## ONGOING ANSAP WORK

The ANSAP team participated in many activities and events in order to promote the SCBScN program and raise awareness of education options, including:

- Assembly of First Nations Youth Conference;
- Awâsis Aboriginal Education Conference;
- First Aboriginal Nursing Advisory Council (Faculty of Nursing, University of Regina);
- Truth and Reconciliation Commission of Canada – Edmonton; and
- Western and North-Western Region Canadian Association of Schools of Nursing Conference: Greg Riehl Presenter "Restoring Balance through Cultural Safety and the Medicine Wheel".

## POST-SECONDARY COUNSELORS MEETINGS

The ANSAP team met with First Nations' post-secondary education counselors from across the province to talk to them about the SCBScN program, student successes and to create an awareness of the challenges Aboriginal nursing students face. These meetings are crucial in getting the proper program information to the right people. The locations of the meetings were:

ORGANIZATION NAME	CITY	PROV	ORGANIZATION NAME	CITY	PROV
Cowessess First Nation	Broadview	SK	Okanese First Nation	Balcarres	SK
Day Star First Nation	Punnichy	SK	Pasqua First Nation	Fort Qu'Appelle	SK
Gordon First Nation	Punnichy	SK	Peepeekisis First Nation	Balcarres	SK
Kahkewistahaw First Nation	Broadview	SK	Piapot First Nation	Zehner	SK
Little Black Bear First Nation	Balcarres	SK	Standing Buffalo First Nation	Fort Qu'Appelle	SK
Muskowekwan First Nation	Punnichy	SK	Star Blanket First Nation	Balcarres	SK
Ochapowace First Nation	Broadview	SK	White Bear First Nation	Carlyle	SK

## ACADEMIC RELATED ACTIVITIES

ANSAP team members were involved in podcasts, course reviews and as guest lecturers in SCBScN program courses. The guest lecturing included:

COURSE	GUEST LECTURER	COURSE	GUEST LECTURER
INHS 100: Intro to Indigenous Health Studies	Greg Riehl	CNUR 304: Restoring Balance Through Cultural Safety & The Medicine Wheel	Greg Riehl
CNUR 208: Spirituality and Health	Greg Riehl	CNUR 400: Cultural Safety	Greg Riehl
CNUR 400: Aboriginal Health and Self-Governance	Sharon Ahenakew	CNUR 402: Rural Nursing: A Strength-Based Approach	Sharon Ahenakew





## SCBScN ABORIGINAL STUDENT STATISTICS

Statistical information about all applicants to the program is highlighted, followed by admissions, enrolments and details about the program's graduates.

Given the nature of the SCBScN program and the complexity in accurately reporting numbers, a point of time perspective is sometimes used. Details about enrolments, for example, change over the course of an academic term. For the purposes of this report we use a "census date" of last day of classes prior to final exams as our enrolment point of time. Admissions is another complex process in that offers of admission may be accepted by a prospective student; however, the student sometimes does not register for classes, or withdraws before the enrolment census date. Therefore, admission numbers will differ from enrolment numbers.

Students can self-declare their Aboriginal status at the time of application or self-declare their Aboriginal status at anytime during their studies, online via self-service at the U of R. This timing can cause the Aboriginal student numbers to exhibit some discrepancies over time.

### STATISTICAL SUMMARY

This table summarizes the numbers of applications, applicants, admissions, enrolments, and graduates for the SCBScN program. A detailed breakdown of these summarized numbers follows in the next sections.

**Table 1: Summary totals of applications, applicants, admissions, enrolment and graduates**

ACADEMIC TERM	FALL 2011	FALL 2012	FALL 2013	FALL 2014	TOTALS
Total Number of Applications Received <sup>1</sup>	1373	1254	1228	1392	5247
Total Number of Applications Received from Prospective Aboriginal Students <sup>1</sup>	103	115	109	141	468
Total Number of Unique Applicants (All Individuals)	946	705	785	823	3259
Total Number of Unique Applicants (Aboriginal Individuals)	74	78	84	89	325
Total Number of Admits to Program <sup>2</sup>	349	360	344	352	1405
Total Number of Aboriginal Admits to Program <sup>2</sup>	36	29	37	37	139
Total Enrolment in Program as at last day of lectures in term <sup>3</sup>	346	668	965	1196	n/a
Total Aboriginal Enrolment as at last day of lectures in term <sup>3</sup>	35	58	88	104	n/a
Total Aboriginal Students in Equity Seats <sup>4</sup>	29	49	76	88	n/a
<b>Total Program Graduates</b>	<b>Fall 2014 Convocation: 54</b>		<b>Spring 2015 Convocation: 170</b>		<b>224</b>
<b>Total Aboriginal Graduates</b>	<b>Fall 2014 Convocation: 5</b>		<b>Spring 2015 Convocation: 17</b>		<b>22</b>

**Data Sources:**

1 & 2: Sask Polytech provides admissions information to the U of R

3: U of R enrolment details as they exist at the time of this report unless otherwise noted. These align with census reports produced by the Office of Resource Planning at the U of R that are run on the last day of lectures prior to the final exam period.

4: Equity seat information is provided by Sask Polytech.

## Applications

The following section highlights the overall number of applications and the total number of applications from Aboriginal students. Note: individuals can apply in multiple terms and to multiple locations - Regina, Saskatoon and/or Swift Current. Each site identified by the applicant on the application form is considered a separate application for statistical purposes. These numbers represent total applications.

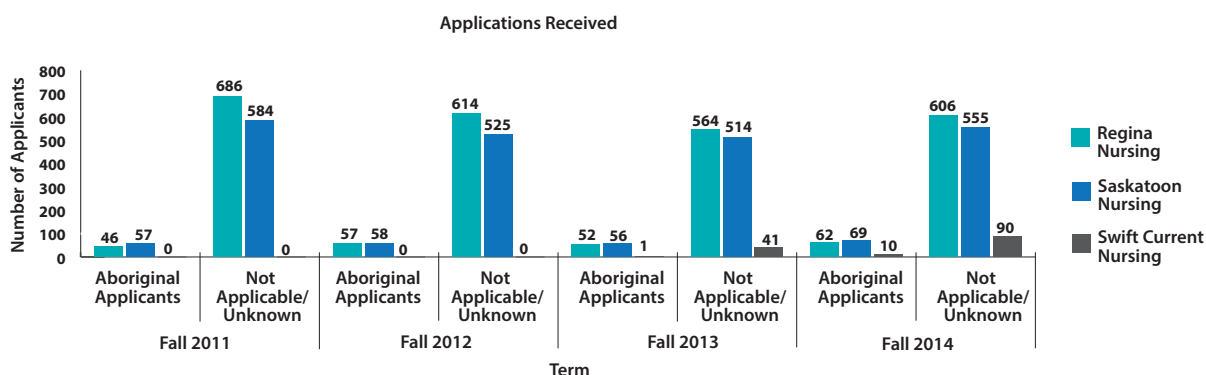
**Table 2: Total number of applications by site and term (number and percentage of total applications received)**

SITE	FALL 2011	FALL 2012	FALL 2013	FALL 2014	TOTAL
Regina	732 (53.31%)	671 (53.51%)	616 (50.16%)	668 (47.99%)	2687 (51.21%)
Saskatoon	641 (46.69%)	583 (46.49%)	570 (46.42%)	624 (44.83%)	2418 (46.08%)
Swift Current	0 (0.0%)	0 (0.0%)	42 (3.42%)	100 (7.18%)	142 (2.71%)
<b>Term Total</b>	<b>1373 (100%)</b>	<b>1254 (100%)</b>	<b>1228 (100%)</b>	<b>1392 (100%)</b>	<b>5247 (100%)</b>

**Table 3: Total number of applications received from self-declared Aboriginal applicants by term (number and percentage of total applications received)**

ABORIGINAL STATUS	FALL 2011	FALL 2012	FALL 2013	FALL 2014	TOTAL
Inuit	1 (0.07%)	1 (0.08%)	1 (0.08%)	3 (0.22%)	6 (0.11%)
Métis	41 (2.99%)	46 (3.67%)	53 (4.32%)	46 (3.30%)	186 (3.54%)
Non-Status Indian	13 (0.95%)	6 (0.48%)	4 (0.33%)	14 (1.01%)	37 (0.71%)
Status Indian	48 (3.50%)	62 (4.94%)	51 (4.15%)	78 (5.60%)	239 (4.55%)
<b>Total</b>	<b>103 (7.50%)</b>	<b>115 (9.17%)</b>	<b>109 (8.88%)</b>	<b>141 (10.13%)</b>	<b>468 (8.92%)</b>

**Chart 1: Trend of total applications received over four consecutive Fall terms by site**





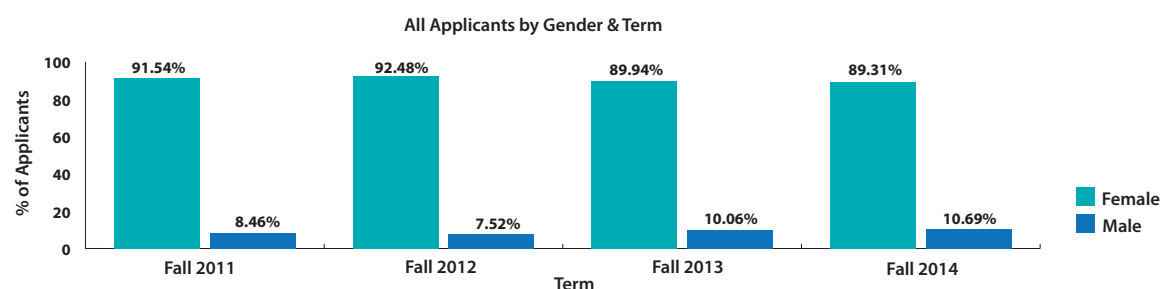
## Applicants

The following section details the individuals who applied to the SCBScN program. An individual may apply to the program in multiple terms and therefore would be counted in each term. Any age related statistic is based upon September 1st of the academic term to which the statistic pertains, not the person's current age or age at the time of this report. The following data refers to an applicant as a single unique individual applying to the program in the specified term. Note: these statistics reflect the number of individuals applying to the program and not the number of applications received.

**Table 4: Total number of applicants by gender and term (number and percentage of total number)**

GENDER	FALL 2011	FALL 2012	FALL 2013	FALL 2014	TOTAL
Female	866 (91.54%)	652 (92.48%)	706 (89.94%)	735 (89.31%)	2959 (90.79%)
Male	80 (8.46%)	53 (7.52%)	79 (10.06%)	88 (10.69%)	300 (9.21%)
<b>Term Total</b>	<b>946</b> <b>(100%)</b>	<b>705</b> <b>(100%)</b>	<b>785</b> <b>(100%)</b>	<b>823</b> <b>(100%)</b>	<b>3259</b> <b>(100%)</b>

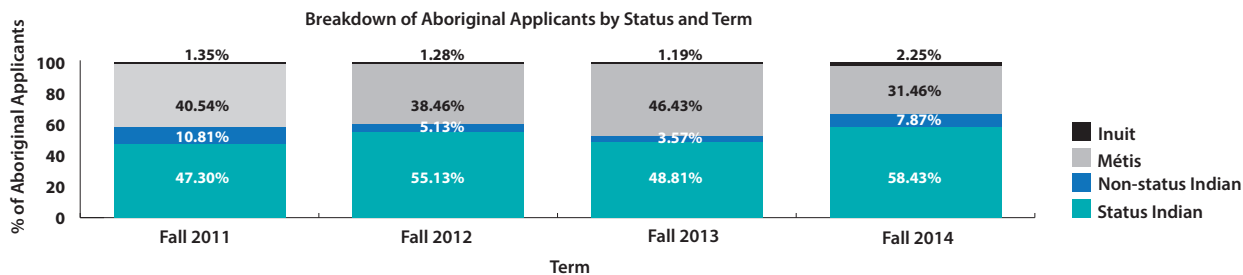
**Chart 2: Trend of all applicants by gender and term**



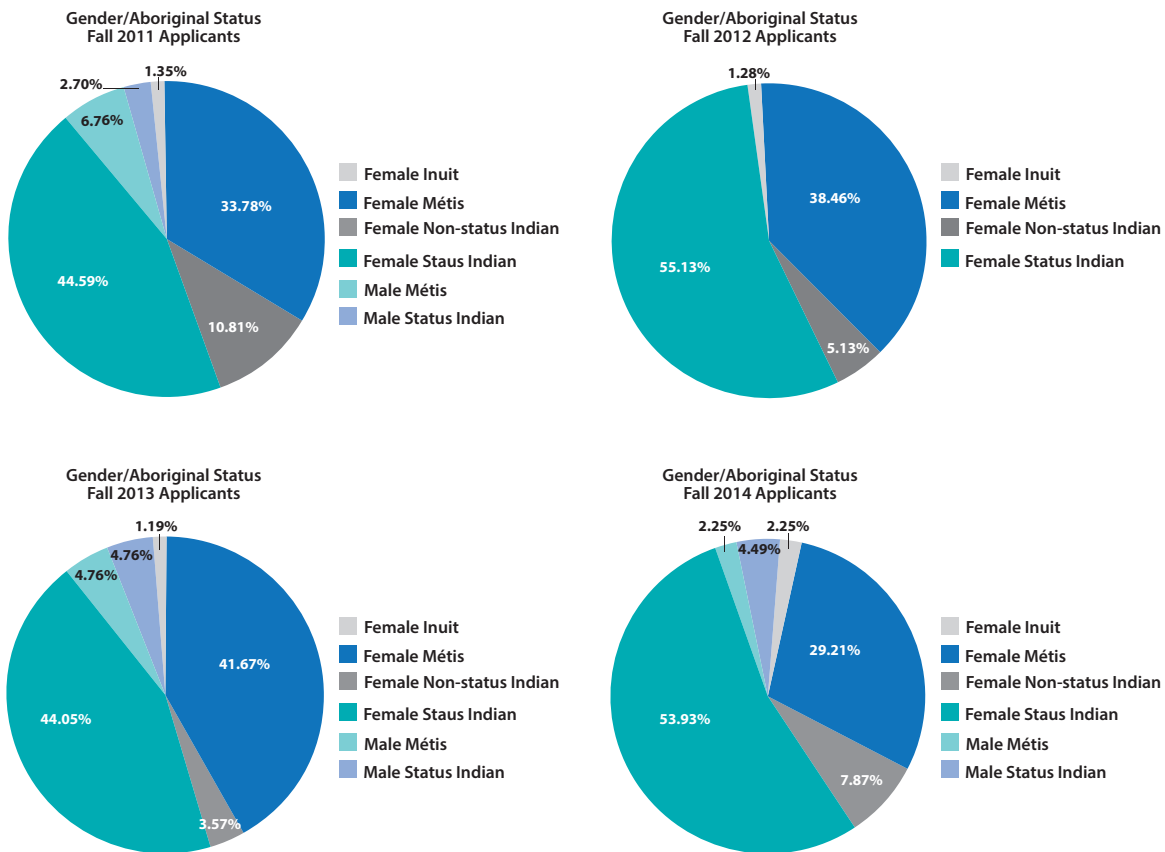
**Table 5: Total of all self-declared Aboriginal applicants by gender and term (number and percentage of all applicants)**

GENDER	FALL 2011	FALL 2012	FALL 2013	FALL 2014	TOTAL
Female Aboriginal	67 (7.08%)	78 (11.06%)	76 (9.68%)	83 (10.09%)	304 (9.33%)
Male Aboriginal	7 (0.74%)	0 (0%)	8 (1.02%)	6 (0.73%)	21 (0.64%)
<b>Total Aboriginal</b>	<b>74</b> <b>(7.82%)</b>	<b>78</b> <b>(11.06%)</b>	<b>84</b> <b>(10.70%)</b>	<b>89</b> <b>(10.81%)</b>	<b>325</b> <b>(9.97%)</b>

**Chart 3: Trend of all Aboriginal applicants by status and term**



**Chart 4: Aboriginal applicant population by gender and status for each term**





**Table 6: Number of unique applicants by province of permanent address as identified on application**

PROVINCE	FALL 2011	FALL 2012	FALL 2013	FALL 2014	TOTAL
Alberta	12	7	16	26	61
British Columbia	9	10	8	14	41
Manitoba	14	15	14	18	61
New Brunswick	1	1	0	0	2
Nova Scotia	1	1	0	1	3
NWT / Nunavut	0	0	2	1	3
Ontario	7	11	5	8	31
Quebec	0	0	0	2	2
Saskatchewan	898	649	728	747	3022
Yukon	0	1	0	1	2
Other / Unknown	4	10	12	5	31
<b>Term Total</b>	<b>946</b>	<b>705</b>	<b>785</b>	<b>823</b>	<b>3259</b>

**Table 7: Summarized percentage of all applicants from Western Canada as identified on application**

PROVINCE	FALL 2011	FALL 2012	FALL 2013	FALL 2014	TOTAL
Western Canada	98.63%	96.60%	97.58%	97.81%	97.73%
Alberta	1.27%	0.99%	2.04%	3.16%	1.87%
British Columbia	0.95%	1.42%	1.02%	1.70%	1.26%
Manitoba	1.48%	2.13%	1.78%	2.19%	1.87%
Saskatchewan	94.93%	92.06%	92.74%	90.77%	92.73%
All Other Regions	1.37%	3.40%	2.42%	2.19%	2.27%
<b>Term Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

## APPLICANTS AND DECISIONS ON ADMISSION

An application to the SCBScN program is reviewed and a decision is made. If an application is approved and the student admitted, the Faculty of Nursing will then register the student in courses and the student becomes “enrolled”. However an application may not be approved for a particular reason.

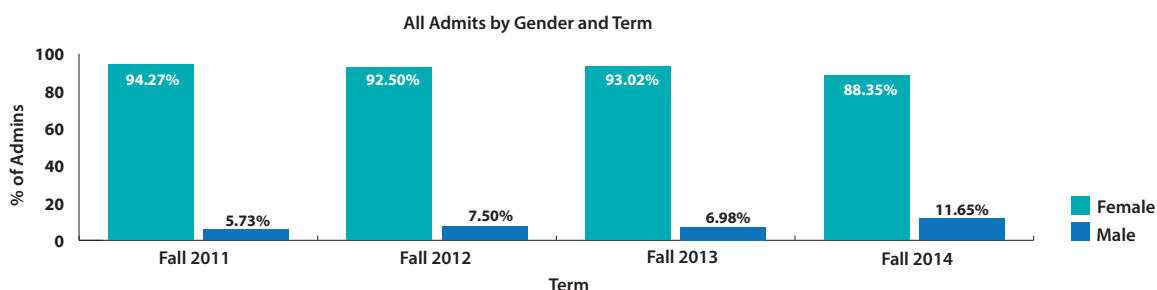
**Table 8: Decisions on the Aboriginal student applications received by term and admission decision**

APPLICATION DECISION	FALL 2011	FALL 2012	FALL 2013	FALL 2014	TOTAL
<b>Admitted</b>	<b>36</b>	<b>29</b>	<b>37</b>	<b>37</b>	<b>139</b>
	(34.95%)	(25.22%)	(33.94%)	(26.24%)	(29.70%)
Admitted But Did Not Show	6	2	0	0	8
<b>Not Admitted</b>	<b>67</b>	<b>86</b>	<b>72</b>	<b>104</b>	<b>329</b>
	(65.05%)	(74.78%)	(66.06%)	(73.76%)	(70.30%)
Application Withdrawn	38	3	9	8	58
Conditional Acceptance Revoked	2	0	0	3	5
Not Accepted	26	62	23	45	156
Not Completed	0	1	15	20	36
Too Late for Deadline	1	6	8	9	24
Applicant Declined Offer	0	14	17	19	50
<b>Total Number of Applications</b>	<b>103</b>	<b>115</b>	<b>109</b>	<b>141</b>	<b>468</b>

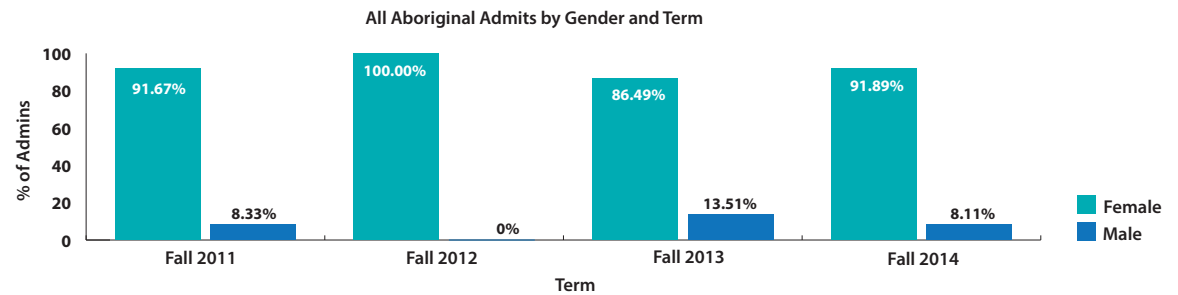
## Admissions

In 2011, the admissions process was first qualified-first admitted. In 2012, the process was a hybrid of competitive entry/first qualified-first admitted and thereafter the admissions process has been competitive entry.

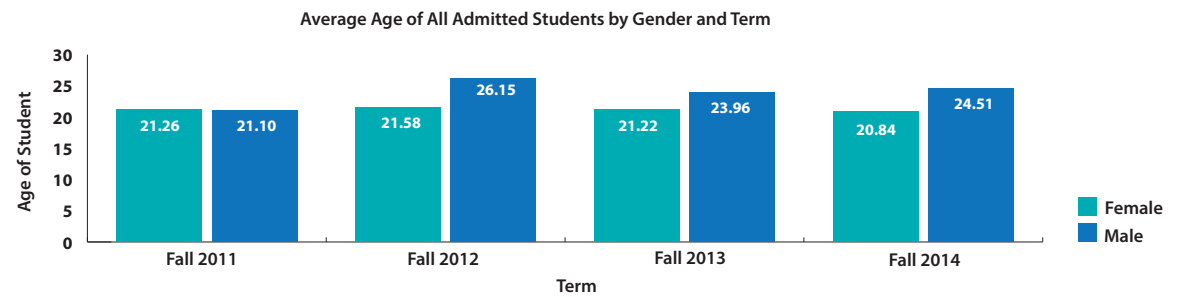
**Chart 5: Student admissions by gender and term**



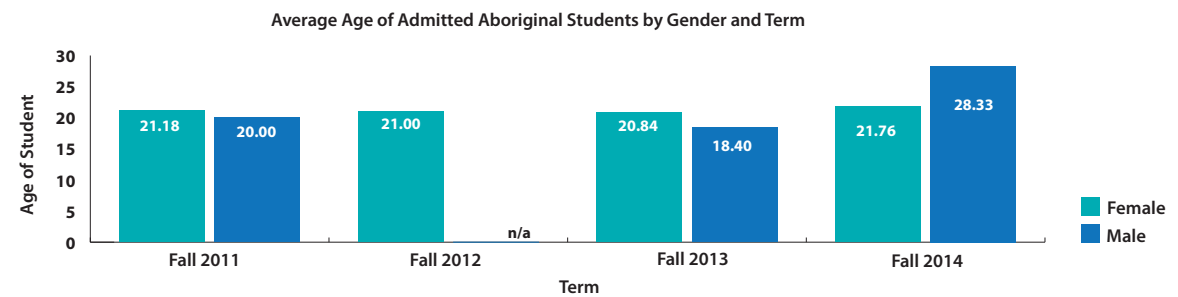
**Chart 6: Aboriginal student admissions by gender and term**



**Chart 7: Average age at start of term of all Admits by term and gender**



**Chart 8: Average age at start of term of all Aboriginal admits by term and gender**





## ENROLMENT

An enrolled student is one who has applied, been admitted and has registered in at least one class in the term identified in the report. These enrolment numbers are valid at the time of the report. Enrolment numbers are typically higher at the beginning of a term as students will drop classes.

**Table 9: Total enrolment in SCBScN program by gender and term (number and percentage of total enrolment)**

GENDER	FALL 2011	FALL 2012	FALL 2013	FALL 2014
Female	326 (94.22%)	625 (93.56%)	905 (93.78%)	1104 (92.31%)
Male	20 (5.78%)	43 (6.44%)	60 (6.22%)	92 (7.69%)
<b>Total</b>	<b>346</b> <b>(100.00%)</b>	<b>668</b> <b>(100.00%)</b>	<b>965</b> <b>(100.00%)</b>	<b>1196</b> <b>(100.00%)</b>

**Table 10: Breakdown of Aboriginal and Non-Aboriginal student enrolment in SCBScN Program by term**

ABORIGINAL STATUS	FALL 2011	FALL 2012	FALL 2013	FALL 2014
Total Aboriginal	35 (10.12%)	58 (8.68%)	88 (9.12%)	104 (8.70%)
Métis	15 (4.34%)	29 (4.34%)	49 (5.08%)	55 (4.60%)
Non-Status Indian	5 (1.45%)	7 (1.05%)	8 (0.83%)	10 (0.84%)
Status Indian	15 (4.34%)	22 (3.29%)	31 (3.21%)	39 (3.26%)
Total Non-Aboriginal	311 (89.88%)	610 (91.32%)	877 (90.88%)	1092 (91.30%)
<b>Total</b>	<b>346</b> <b>(100.00%)</b>	<b>668</b> <b>(100.00%)</b>	<b>965</b> <b>(100.00%)</b>	<b>1196</b> <b>(100.00%)</b>

Note: no Inuit persons were admitted to the program in these 4 terms.

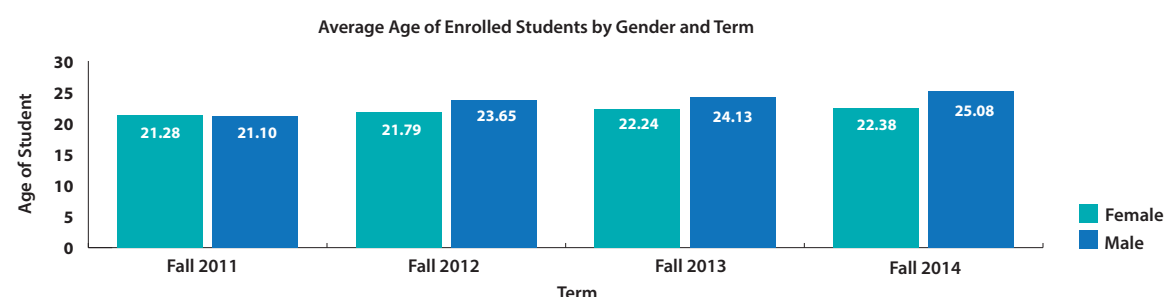
**Table 11: Total Aboriginal student enrolment in SCBScN program by term as a percentage of total**

GENDER	FALL 2011	FALL 2012	FALL 2013	FALL 2014
Female Aboriginal	9.25%	8.23%	8.39%	8.11%
Male Aboriginal	0.87%	0.45%	0.73%	0.59%
Total Aboriginal	10.12%	8.68%	9.12%	8.70%

**Table 12: Average age at start of term of enrolled students by gender and term**

GENDER	FALL 2011	FALL 2012	FALL 2013	FALL 2014
Female	21.28	21.79	22.24	22.38
Male	21.10	23.65	24.13	25.08
Term Average Age	21.27	21.91	22.36	22.59

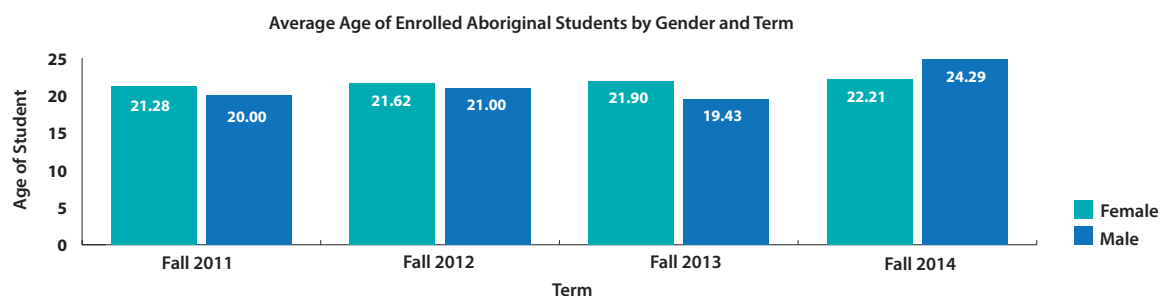
**Chart 9: Average age at start of term of all enrolled students by gender and term**



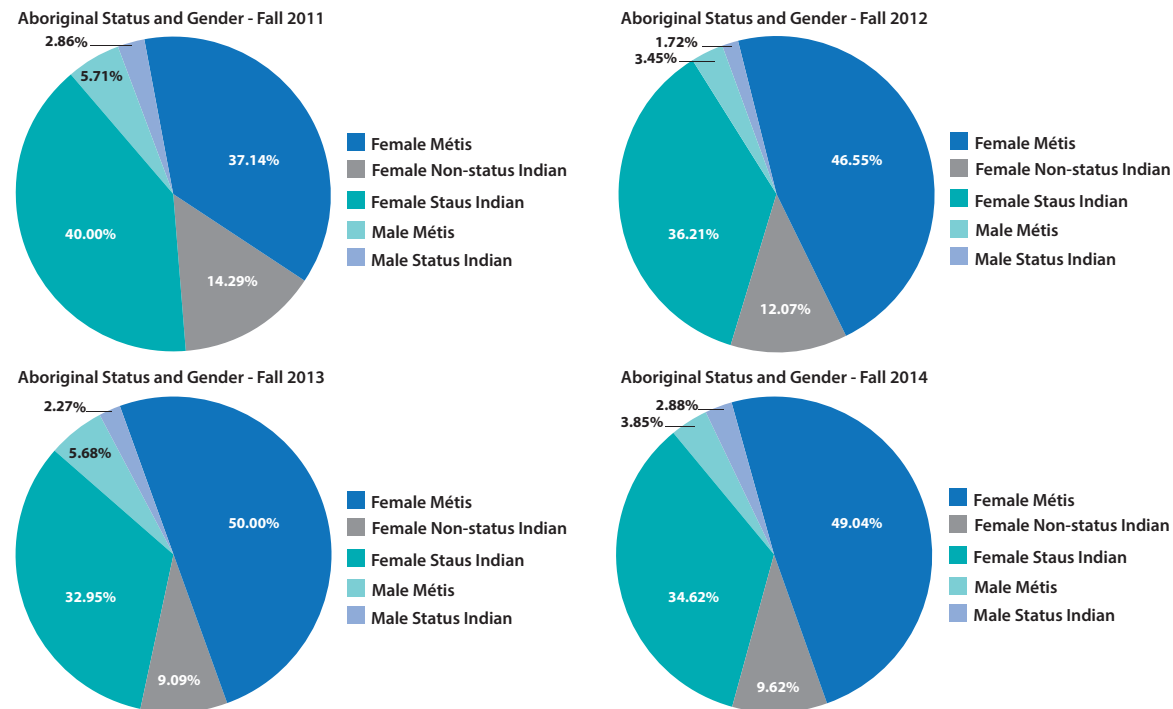
**Table 13: Average age at start of term of enrolled Aboriginal students by gender, status and term**

GENDER & ABORIGINAL STATUS	FALL 2011	FALL 2012	FALL 2013	FALL 2014
Female Aboriginal Average	21.28	21.62	21.90	22.21
Métis	21.69	21.93	21.95	22.24
Non-Status Indian	22.20	22.14	23.38	23.00
Status Indian	20.57	21.05	21.41	21.94
Male Aboriginal Average	20.00	21.00	19.43	24.29
Métis	20.00	21.00	19.40	20.75
Non-Status Indian	n/a	n/a	n/a	n/a
Status Indian	20.00	21.00	19.50	29.00
Term Average Age	21.17	21.59	21.70	22.35

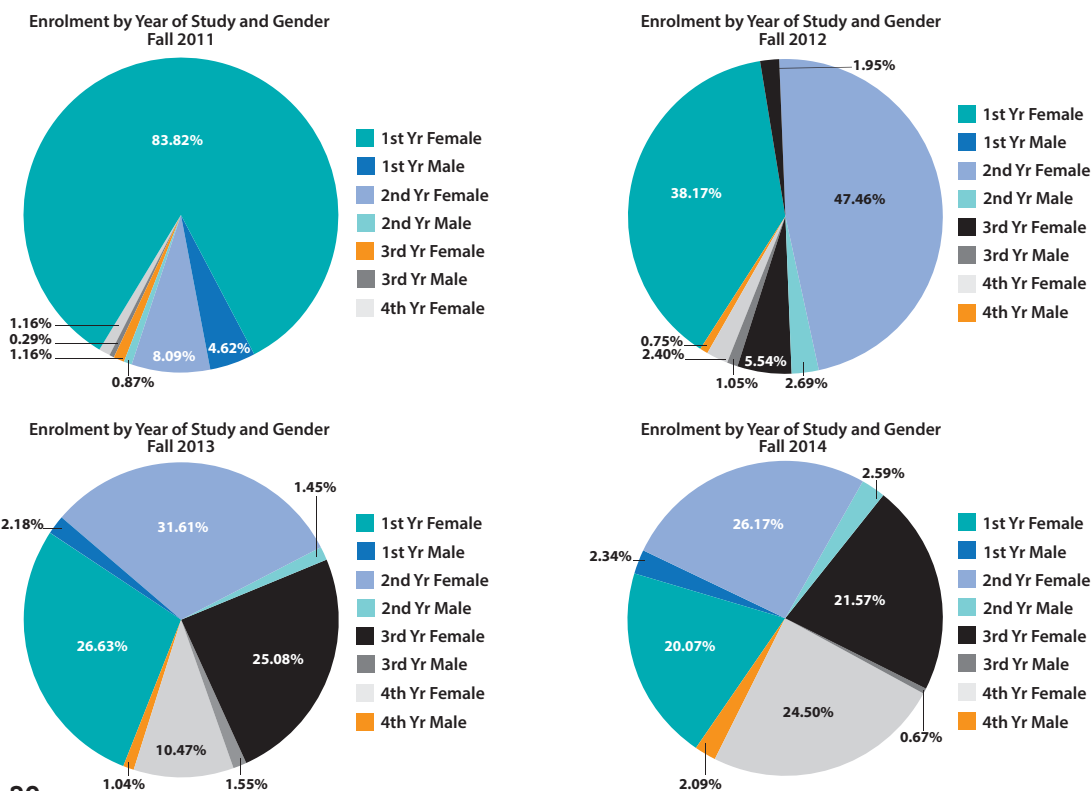
**Chart 10: Average age of all enrolled Aboriginal students by gender and term**



**Chart 11: Enrolled Aboriginal students by gender and status for each term**



**Chart 12: Enrolment percentages by year of study and gender for each term**



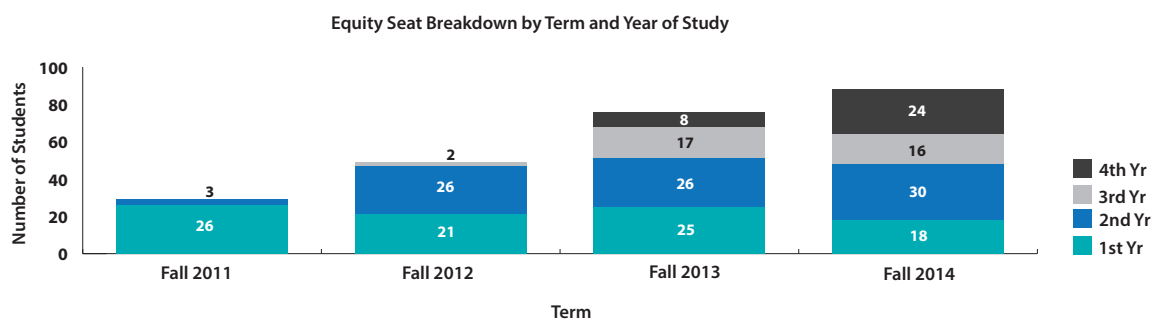


## EQUITY SEAT ENROLMENT

**Table 14: Total equity seat enrolment in the SCBScN program**

CATEGORY	FALL 2011	FALL 2012	FALL 2013	FALL 2014
Total Seats Filled	29	49	76	88
Total Equity Seats Avail. (53 per yr of pgm)	53	106	159	212
Percentage Equity Seats Filled	(1st yr x 53) 54.72%	(1st, 2nd x 53) 46.23%	(1st, 2nd, 3rd x 53) 47.80%	(1st, 2nd, 3rd, 4th x 53) 41.51%

**Chart 13: Equity seat composition by year of study**



## GRADUATES

**Table 15: All program graduates by convocation date and gender**

GENDER OF GRADUATE	FALL 2014	SPRING 2015	TOTAL
Female	52 (96.3%)	162 (95.29%)	214 (95.54%)
Male	2 (3.70%)	8 (4.71%)	10 (4.46%)
<b>Total Program Graduates</b>	<b>54</b>	<b>170</b>	<b>224</b>
<b>Average Age of Graduate</b>	<b>27.02</b>	<b>23.96</b>	<b>24.70</b>

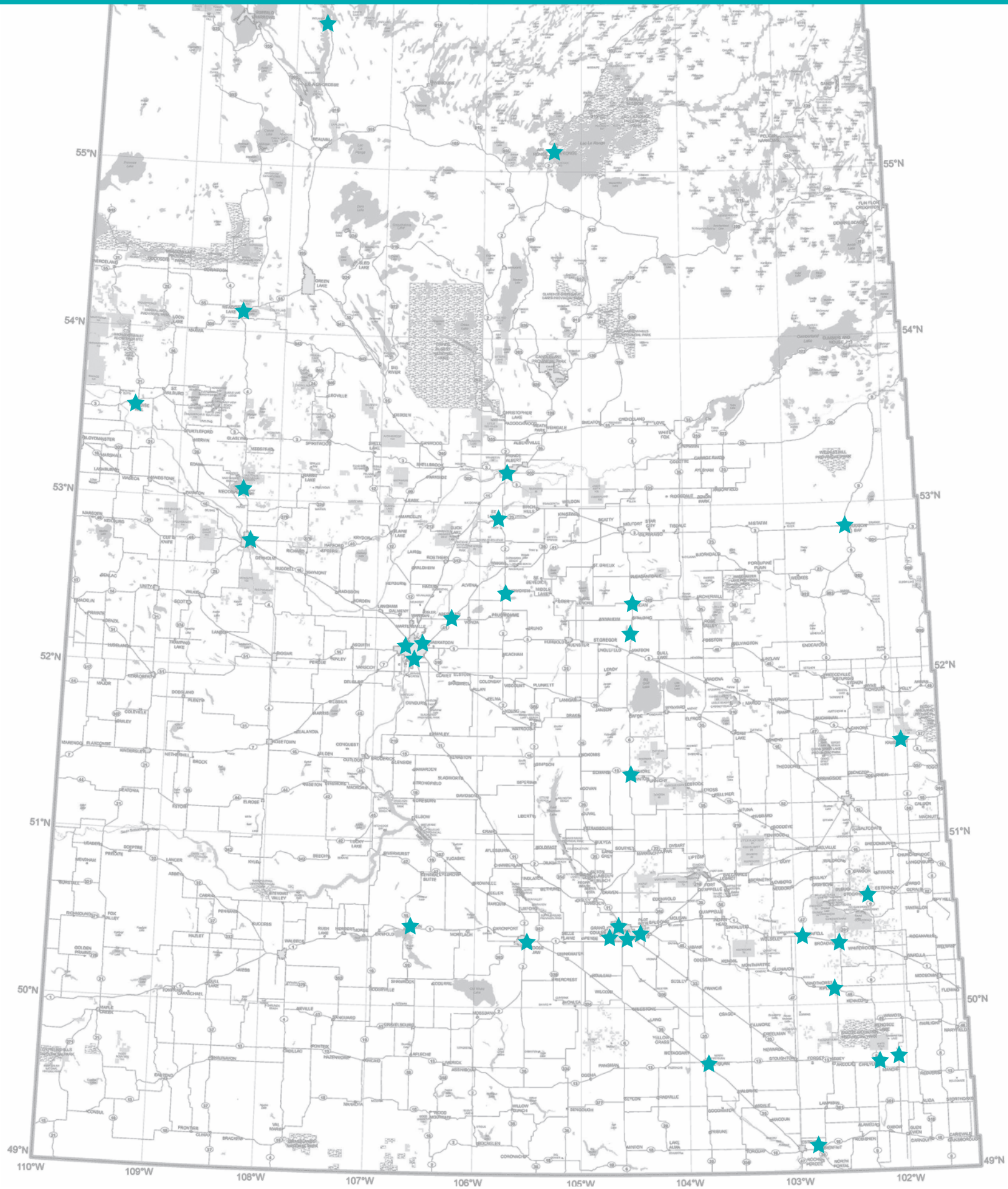
**Table 16: Total Aboriginal graduates in equity seats by convocation date**

CATEGORY	FALL 2014	SPRING 2015	TOTAL
Total Aboriginal Graduates	5	17	22
Graduates In Equity Seats	4	16	20

**Table 17: Summary of the Fall 2011 cohort of Aboriginal students**

CATEGORY	NUMBER	RATE
Aboriginal Students Admitted Fall 2011	36	n/a
Aboriginal Student Graduates To Date	22	61.11%
Currently Enrolled in SCBScN Program	7	19.44%
Left the SCBScN Program	7	19.44%

# HOME TOWNS OF ABORIGINAL STUDENTS



## CONCLUSIONS

### APPLICATIONS

In 2014, the SCBScN program saw a 36.9% increase in the number of applications received from self-declared Aboriginal applicants since 2011, and a 29.4% increase over 2013. This outpaces the 11.8% increase in applications received from all other applicants over the same period of time.

We have seen steady, year after year growth in the number of applications received from self-declared Aboriginal applicants.

### APPLICANTS

The applicant numbers differ from the application numbers because prospective students can submit applications to study at any one of the three sites (Saskatoon, Swift Current or Regina). On the application form, the applicant indicates their preferred location. Each location identified is a separate application from a statistical perspective however the individual is counted as a single, unique applicant.

2014 saw a 6% increase over 2013 in the number of Aboriginal applicants to the program; however, the total number of all applicants to the SCBScN program in 2014 is down 13% from 2011 when the program began. The percentage of self-declared Aboriginal applicants has remained steady at around 10% of the total number of applicants to the program.

The program has seen an increase in the number of applicants from Alberta. The number has more than doubled since the start of the program, and 2014 saw an increase of 62.5% over 2013. However, Saskatchewan remains the largest of the applicant pool making up close to 91% of all applicants who identified it as their permanent residence province. The four western Canadian provinces make up 98% of the entire pool of applicants.

### DECISIONS ON ADMISSIONS

Of the 141 applications received in 2014 from self-declared Aboriginal applicants, approximately 26% (n=37) were admitted into the program, while the other 74% (n=104) were not admitted for various reasons. The admitted percentage was down from a high of 35% in 2011. On average, 30% of applications received from Aboriginal applicants are admitted into the program. To promote conversion of applications to successful enrolments, the ANSAP Team conducts early proactive follow-up of applicants to identify and address any barriers and offer assistance throughout the application and admission process.

### ADMISSIONS

The percentage of female and male students for all SCBScN program admissions has shifted since 2011. We have seen a decrease of 6% in the number of admitted female students and a corresponding 6% increase in the number of admitted male students. This is not true for the admitted Aboriginal student population. Although there have been fluctuations, the percentage of female and male Aboriginal students remained the same in 2014 as it was in 2011.

The average age of all admitted female students has remained steady at or near 21 years of age while that of all admitted male students has increased from 21 in 2011 to close to 25 in 2014. This same trend occurs in the admitted Aboriginal student population where the average age of admitted Aboriginal males in 2011 was 20 and 28 in 2014.



### ENROLMENT

Total Aboriginal student enrolment has increased from 35 students in 2011 to 104 students in 2014. However, as a percentage of the entire program's enrolment, the numbers have declined slightly since 2011 where 10.12% of all enrolled students were Aboriginal compared with 2014 when that percentage was at 8.7%. We have more Aboriginal students in the program; however, as an overall percentage of all enrolled students, this rate has declined.

In terms of average age of enrolled Aboriginal students, we have seen a general trend upward for both females and males.

### EQUITY SEATS

The SCBScN program continues to work on filling all designated equity seats for Aboriginal students. As expected the number of filled seats has climbed year after year as the overall enrolment in the program has increased; however, the percentage of filled seats remains below 50%. In 2014, 88 of the 104 enrolled Aboriginal students filled equity seats in the program. Going forward, the total number of equity seats in the program will remain at 212, however it is expected the percentage of filled seats will increase over time. Filling all equity seats remains a goal of the ANSAP and the SCBScN program.

### GRADUATES

We have seen the number of Aboriginal student graduates rise as the number of students in the program increases. As of Spring 2015, the SCBScN program has had a graduation rate of 61% and an attrition rate of 19% in its Aboriginal student population. In 2014, 10% of the overall graduate population was Aboriginal graduates. The ANSAP team will work to ensure the success of all Aboriginal students and support these students as they progress through the program on to graduation.



School of Nursing  
Saskatchewan Polytechnic  
1130 Idylwyld Drive North  
Saskatoon, SK S7K 3R5  
Phone: 1-866-467-4278

Faculty of Nursing  
University of Regina  
3737 Wascana Parkway  
Regina, SK S4S 0A2  
E-mail: [nursing@uregina.ca](mailto:nursing@uregina.ca)  
Phone: 306-337-3300  
Phone toll-free: 1-855-830-3300

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University  
of Regina

[sasknursingdegree.com](http://sasknursingdegree.com)