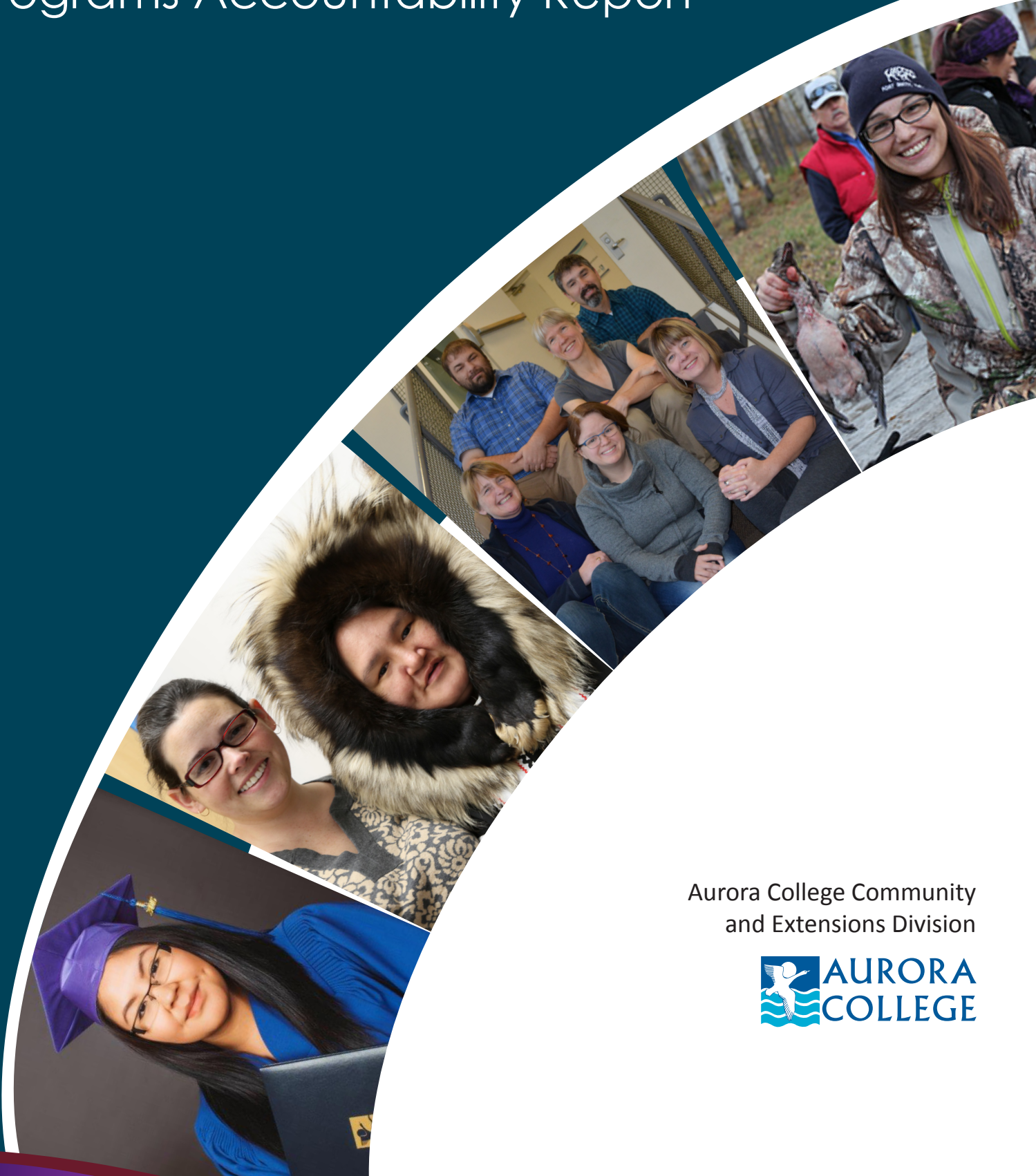


2015/16 Adult Literacy and Basic Education (ALBE) and Access Programs Accountability Report



Aurora College Community
and Extensions Division



ACKNOWLEDGEMENTS

This report is breaking new ground in providing quantitative data for ALBE and Access accountability. The success of such an undertaking would not have been possible without the hard work, dedication and support of numerous individuals, including:

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- Community Adult Educators (CAEs) and Adult Literacy and Basic Education (ALBE) Instructors across the NWT
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 - the NWT Aboriginal Skills and Employment Training Strategy (ASETS), including the Akaitcho Territory Government, Deh Cho First Nations, Gwich'in Tribal Council, Inuvialuit Regional Corporation, NWT Metis Nation, Sahtu Dene-Metis Council, and the Tlicho Government
 - non-governmental organizations, including the NWT Literacy Council, Skills Canada NWT, the Tree of Peace Friendship Centre and the Native Women's Association of the NWT
 - the Government of the Northwest Territories (GNWT) Department of Education Culture and Employment (ECE), the Department of Justice, and the NWT Business Development and Investment Corporation

EXECUTIVE SUMMARY

Introduction

This report was prepared in response to a request by Aurora College to identify improvements to the current reporting process for the Department of Education, Culture and Employment (ECE) Adult Literacy and Basic Education (ALBE) Accountability Framework. The overall intent of this report is that it provides for informed and evidence-based program and policy decision making.

Methodology

The basic methodology employed for the analysis in this report was to “sum-up” course level data to see how students were progressing within the ALBE and Access Programs. For example, 2,052 course level records from the College Student Record System (SRS) were collapsed down into records for 620 individual students who were registered in the ALBE and Access programs during 2015/16. The 620 individual student records were then analyzed to examine student success. The main unit of analysis was “student by program by year” (or in other words, “bums in seats”).

Two different levels of analysis were used with the SRS data: analysis at the student level – which focussed on the individual students who took the ALBE and Access programs; and analysis at the course level – which focussed on all of the courses those students took within those programs. This two-pronged approach allowed for the most thorough analysis of the SRS data.

Please note that data from two different time-frames are examined in this report: data for 2015/16 is presented in Section 4 for accountability purposes, while data for the 2011/12 to 2015/16 period is presented in Section 5 so that a broader context for the analysis of the 2015/16 data can be provided. This broader context includes current trends within the ALBE or Access programs, as well as linkages with strategic GNWT initiatives (discussed below).

2015/16 Results

Students in the ALBE and Access programs (combined) comprise the School of Developmental Studies at the College. In 2015/16, there were a total of 620 individual students enrolled in Developmental Studies: 529 in ALBE and 91 in Access.

Data for students in the ALBE and Access programs (combined) is presented, as is data for students in the ALBE program and the Access programs (separately). A wealth of detail is highlighted for each dataset: student demographics (ethnicity, gender, home community, age, highest level of schooling achieved within the K-12 school system, length of time out of the K-12 school system before enrolling

at the College, and whether they were studying full or part time); enrollments (by region, community and campus); completions (by region, community and campus); and whether students dropped out of their programs. Course level detail included the most enrolled in and completed courses (by subject and ALBE level).

Analysis of SRS Data (2011/12 to 2015/16)

Several important findings emerged from the analysis of the 2011/12 to 2015/16 data. The trends over the past five years have been towards:

- increased enrollments
- decreased dropouts
- increased completions
- increased progressions of former ALBE and Access students into other training at the College

Additionally two other key findings were identified:

- students are having academic success in the new ALBE courses introduced since the Northern Adult Basic Education (NABE) funding began
- there are important differences between the profiles of ALBE and Access students (which have important policy implications for the delivery of ALBE and Access programming at the College)

Linkages With Skills 4 Success (S4S) and the NWT Labour Market Framework and Needs Assessment (LMFNA)

Aurora College ALBE and Access Programs are contributing to the goals of S4S and are consistent with the research conducted by the Conference Board of Canada for the LMFNA. This can be seen in several areas, including:

- essential skills programming at Aurora College
- preparing students for in-demand occupations requiring post-secondary training
- preparing students for employment
- developing new data collection, analysis and reporting systems to track students from ALBE and Access programs to further training at the College or to employment

Next Steps

This report should be useful to both College and ECE staff involved with the ALBE and Access programming. The data in this report also helps solidify the College's work with partners such as the Aboriginal Skills and Employment Training Strategy (ASETS) organizations, other GNWT departments and agencies (such as ECE, Justice and the NWT Business Development and Investment Corporation), and non-governmental organizations including the NWT Literacy Council, Skills Canada NWT, the Tree of Peace Friendship Centre and the Native Women's Association of the NWT.

The major next step is to use the data contained within this report for College accountability purposes regarding the ALBE and Access programs. Another next step is to ensure that the new data collection, analysis and reporting processes that the College has developed over the past five years to measure success and track student progress to additional training is continually updated to reflect ongoing requirements – including the new Student Information System (SIS) that is being selected for the College.

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1. INTRODUCTION

This report was prepared in response to a request by Aurora College to identify improvements to the current reporting process (and reporting templates) for the Department of Education, Culture and Employment (ECE) Adult Literacy and Basic Education (ALBE) Accountability Framework.

Three important issues with the 2014/15 reporting templates were identified by Aurora College (the College), including:

1. Greatly increased workload for Community Adult Educators (CAEs) and ALBE Instructors – who had to fill out multiple reports in 2014/15 (rather than the single report used previously)
2. Differences in methodology about how ALBE Program data and Access Program data was collected and reported (i.e. student level data was reported for the Access program while course level data was reported for the ALBE program)
3. The reliability of the information collected through these templates was questionable. Specifically, the template reports collected community level data on student numbers per course – i.e. how many students were enrolled in English 120, Math 120, Social Studies 120, etc. However, this method led to duplication in total student numbers per community.

For example, one Community Learning Centre (CLC) may have 15 students enrolled in English 120, 10 students enrolled in Math 120, and 5 students enrolled in Social Studies 120. Although that totals 30 student enrollments, it may in fact only be the same 15 students in English 120 also enrolling in Math 120 and Social Studies 120 (for a real total of 15 students).

The process developed by the College for reporting on the NWT Northern Adult Basic Education (NABE) Program is the best source of quantitative data currently available for the ALBE and Access programs. The essence of this process is that it “sums-up” the course level data from the College Student Record System (SRS) to produce student level data (which gives an accurate count of how many students are actually enrolling, completing and withdrawing from those programs).

The main sections of this report include:

- the background/context for the report
- the methodology employed (including limitations)
- for 2015/16, results of the combined ALBE and Access data, plus individual results for the ALBE and Access programs
- an analysis of those results – including comparisons to the past five years of SRS data to provide greater context for the 2015/16 results
- highlights of other key findings

- linkages with *Skills 4 Success* and the *NWT Labour Market Forecast and Needs Assessment*
- next steps

A detailed methodology is included as Appendix I.

This report is breaking new ground in supplying quantitative data for ALBE accountability. The overall intent of the report is that it provides for informed and evidence-based program and policy decision making. This is accomplished through a two-pronged approach by presenting:

- 1) 2015/16 data on the ALBE and Access programs for accountability purposes; and
- 2) data on the 2011/12 to 2015/16 period so that a broader context for the analysis of the 2015/16 data can be provided. This broader context includes current trends within the ALBE and Access programs, as well as linkages with strategic GNWT initiatives.

2. BACKGROUND

This section of the report outlines the background/context for the project, including:

- an overview of the ALBE and Access programs at Aurora College
- an overview of the Northern Adult Basic Education (NABE) Program
- an overview of the SRS system and issues encountered with the SRS data

Please note that the research for this report is focused on academic success. Essentially, academic success means a student completed all the requirements needed to pass a course or program.¹

There are other measures of success that have been documented elsewhere, including the non-academic outcomes of ALBE programming. The NWT Literacy Council outlined adult learner success factors, including academic skills, personal skills, practical skills, relationship skills, and skills for employment.² Although both types of outcomes are equally valid, it was beyond the scope of this project to integrate the two here.

Additionally, please note that in the Northwest Territories, the term “ALBE” is used to reflect the importance of literacy in Adult Basic Education (ABE).³ Throughout the rest of Canada, the term ABE is used instead.

¹ This definition was approved by the College Board of Governors on May 21, 2015, and has been posted on the College website at: http://www.auroracollege.nt.ca/_live/documents/content/Policies/updates2016/PPManualDefinitions-July2016.pdf

² NWT Literacy Council. (2011). *It Feel So Good Inside: Non-Academic Outcomes, Barriers and Success Factors*. p.4.

³ Department of Education, Culture and Employment (ECE). (2000). *Adult Literacy and Basic Education Directive*.

2.1 ALBE and Access Programs at Aurora College

Aurora College offers both the ALBE Program and Access Programs. Access Programs consist primarily of ALBE curriculum, with some specialty courses added to give students a flavour of what the full post-secondary program is like (as well as to help motivate students to continue their academic careers). For example, Business Administration Access offers four ALBE courses and one Business Administration related course – Bookkeeping 1.⁴ One difference between Access programs and ALBE is that the former are eligible for Student Financial Assistance (SFA) from ECE.

ALBE

The College uses the ALBE curriculum developed by ECE, which includes six levels of study, ranging from basic literacy to coursework at the grade 12 level. The levels range from 110 to 160, and cover subjects such as Math, English, Science, Social Studies, Information and Communications Technology (ICT), Career/College Preparation, and Financial Literacy.⁵

Courses in this program enable participants to learn or relearn skills needed to meet employment, personal or educational goals. Participants in the ALBE Program enroll in a program of study according to their personal needs and academic levels. Because of this, time spent in the program will vary for each individual.⁶

Through funding from the NABE Program, the College has contracted the NWT Literacy Council to develop several embedded literacy and essential skills (LES) courses that target the 120 ALBE level. Those types of courses teach participants skills for a job, while at the same time, increasing their literacy and essential skills. Embedded learning means integrating skills development into other learning and training activities, especially training for work. Embedded teaching and learning combines the development of LES with technical and/or vocational skills. LES can also be embedded into skills for living or life skills programs.⁷

Each LES course is six weeks long.⁸ The intended outcomes of these courses are:

- participants learn skills that will help them attain and keep a job or start their own small business
- participants identify continued learning opportunities through the College or other training programs⁹

⁴ Allen, L., Hogan B., Hogan, K., Osborne, S., and M. Pokiak. (2013). *Review of Aurora College Access Programs: Final Report*. p.4.

⁵ Aurora College. (2015). *Adult Literacy and Basic Education (ALBE) Program Outline – 080*.

⁶ Aurora College. (2015). *2015-2016 Academic Calendar*. p.38.

⁷ Aurora College. (2014). *2013/14 NWT NABE Program Annual Report*. p 20.

⁸ The only exception is the “Ready to Work NWT” LES course, which is two weeks long and which is usually offered prior to the delivery of one of the other LES courses.

The lifecycle for the development of these courses is that they are developed in Year 1, piloted and evaluated in Year 2, and fully implemented in Year 3. The strong partnership between the College and the NWT Literacy Council has allowed this development lifecycle to be shortened to three years (from the approximate five to six years that was the custom before NABE funding came on-stream).

Access Programs

The College offers a number of college preparatory programs known collectively as Access programs. Aurora College Access programs were designed to prepare students academically for entrance into selected Certificate, Diploma, Degree, and Apprenticeship programs.

Until 2015/16, the College delivered seven Access programs, including Nursing Access, Teacher Education Program (TEP) Access, Social Work Access, Environmental and Natural Resources Technology (ENRT) Access, Business Administration Access, Trades Access and Trades Access II. Five additional Access programs were delivered in previous years: Health and Human Services Access, Pre-Technology, Welding Trades Access, Construction Trades Access and the University and College Entrance Preparation (UCEP). However, the first three of these have not been offered at the College since 2008/09, Construction Trades Access has not been offered since 2007/08, and UCEP has not been offered at the College since 2010/11. As such, records for the students enrolled in those no-longer offered Access programs are not included in the analysis presented later in Section 5.

A review of the seven Aurora College Access Programs was completed in 2014. The Access Programs Review was the first formal examination of all Access Programs at Aurora College since the first Nursing Access program began over twenty years ago. The Aurora College Access Program Redesign was based on findings from the Access Programs Review and on research on other Access Programs across Canada.

The seven former Access Programs have been streamlined into two new Access Programs: the University and College Access Program (UCAP) and the Occupations and College Access Program (OCAP). Six new specialty Access courses have been outlined. These courses will help students develop the skills and knowledge necessary to succeed in Aurora College post-secondary programs and in the workplace. Aurora College Senior Management approved the redesigned Access Programs in May 2015; the Aurora College Board of Governors approved the redesigned Access Programs in June 2015. The two new Access programs are being piloted at Aurora College for three years (beginning in the Fall of 2016).

2.2 The Northern Adult Basic Education (NABE) Program

The Northern Adult Basic Education (NABE) Program is being funded by the Canadian Northern Economic Development Agency (CanNor). NABE is designed to improve access to basic skills upgrades, including improved literacy and numeracy, so that working-age adults are better positioned to participate in the labour market. This program will ensure that more northerners can benefit from local

⁹ Ibid, p. 20.

employment opportunities by helping prepare them to either enter the workforce directly or take vocational training.

The Northwest Territories (NWT) portion of federal funding is approximately \$9.1M and covers the period from early 2012 to March 31st, 2016. A strategy and workplan were developed prior to funding for the 2012/13 to 2015/16 period flowing to Aurora College (the College). The strategy and workplan were based on research and developed in consultation with Aboriginal stakeholder organizations, training partners, and students.¹⁰

Ten priorities form the foundation of the strategy and workplan, including: increasing the capacity of the ALBE system in the NWT; ensuring holistic culturally appropriate curriculum and resources are used in the program; finalizing the Prior Learning and Recognition (PLAR) process so that students can obtain an ECE recognized NWT Secondary School Diploma; providing supports so that students, CAEs and ALBE instructors, and the system itself can succeed; implementing innovative program design and delivery – including a focus on short, informal courses that integrate literacy and essential skills (LES), workplace skills, and lifeskills for lower-level learners in the smaller communities; building and maintaining partnerships – both within the NWT and with northern partners – to ensure the success and sustainability of the program; and adopting rigorous accountability and evaluation practices to ensure program success and sustainability.

The NABE Program is important because funding from that program allowed for the development of the SRS data analysis methodology outlined in Sections 3 and Appendix I of this report. Without the NABE funding, it would be difficult for the College to report on 40% of the indicators required by CanNor under the NABE program.

2.3 The SRS System and Data Issues Encountered

The SRS is a system for tracking information related to student registrations. It includes: invoice submissions; the tracking of course marks and program completions; absence reporting; residence management; and the tracking of program and course definitions. Although the SRS supports the three College campuses and associated CLCs and can produce a comprehensive range of reports (both scheduled and ad hoc), it has several major limitations. The DOS-based system was launched in August 1989 (over 26 years ago), and has not been updated since. Additionally, access to the system is very limited (28 users across the College) – meaning that it is cumbersome and time-consuming to obtain answers to what should be relatively simple requests.¹¹

¹⁰ Aurora College. (2012). *Northern Adult Basic Education (NABE) Program: Strategy and Workplan 2012-2016*, p. iii.

¹¹ Information provided by the SRS Contractors (Seward Consulting), October 21, 2014.

The major issue identified in the work completed to date on other NWT NABE Projects¹² was the inability to use the “Program Completion” field within the data exported from the SRS. During that work, it was determined that there was a discrepancy between what the SRS showed and what Program Managers had indicated in terms of program completions. In some instances, this variation was as high as 20% (i.e. 2 students out of 10 showing as not having completed a program in the SRS compared to 10 out of 10 showing completed in the Program Manager’s records).

In order to rectify these discrepancies, the College currently uses a “manual” verification process to confirm completions of students in programs for the Annual Academic Review Reports for Degree, Diploma and Certificate programs. While this process is cumbersome and time-consuming, it can be accomplished and allow the College to produce those reports. But due to resource constraints, there are no processes in place to manually verify ALBE or Access data.¹³

However, work for those projects showed a solution to these SRS data issues by focussing instead on data at the course and student level – i.e. course completions for each individual student (where no data discrepancy issues were detected and no manual verification processes were required). Data at the course level were “summed-up” to see whether students were progressing within and beyond the ALBE and Access programs.¹⁴ This process was used to produce verified SRS data for both the ALBE and Access programs.

3. METHODOLOGY

The SRS has limited capabilities when it comes to data analysis. To report on the indicators required by CanNor, data must first be exported from the SRS, cleaned and transformed into student level format, and then analysed with a spreadsheet or special statistical software.

The consultant worked with College staff and SRS Contractors to determine the scope of the data export. Six main datasets were exported, including:

- ALBE student demographic information (gender, ethnicity, age, home community, etc.)
- ALBE program-related information (enrollments, withdrawals, completions, courses taken, etc.)
- information on Aurora College programs/courses taken after students had taken the ALBE program (i.e. beyond ALBE)
- Access student demographic information (gender, ethnicity, age, home community, etc.)
- Access program-related information (enrollments, withdrawals, completions, courses and programs taken, etc.)

¹² See: Hogan, B. (2014). *NABE Project 10.2 – 2012/13 Longitudinal Analysis of Student Level ALBE Program Data* and Hogan, B. (2014). *NABE Project 10.4 – 2012/13 Longitudinal Analysis of Student Level Access Programs Data*.

¹³ As a result of these issues, the College is now in the process of selecting a new Student Information System (SIS) to replace the SRS. This will modernize College data collection and reporting processes.

¹⁴ See the explanation of the “Completed All Courses” variable in Section 3 for details.

- information on Aurora College programs/courses taken after students had taken an Access program (i.e. beyond Access)

The basic methodology employed for the analysis in this report was to “sum-up” course level data to see how students were progressing within the ALBE and Access Programs. For example, 2,052 course level records were collapsed down into records for 620 individual students who were registered in the ALBE and Access programs during 2015/16. This was done through the development of a “Completed All ALBE/Access Courses” variable – which calculated whether each student completed all of their courses from the course level dataset. The 620 individual student records were then analyzed to examine student success. The main unit of analysis was “student by program by year” (or in other words, “bums in seats”).

Please note that data from two different time-frames are examined in this report: data for 2015/16 is presented in Section 4 for accountability purposes, while data for the 2011/12 to 2015/16 period is outlined in Section 5 so that a broader context for the analysis of the 2015/16 data can be provided. This broader context includes current trends within the ALBE and Access programs, as well as linkages with strategic GNWT initiatives (discussed in Section 6).¹⁵

The data analysis process included four distinct steps: 1) data conversion, coding and labelling; 2) cleaning the data and transforming it into student level format; 3) creating new variables prior to analysis; and 4) analysing the data. See Appendix I for a detailed description of each of these steps.

3.1 Calculation of Completion Rates

As noted above, the focus of this report is on student academic success – i.e. whether a student passed or failed a course at the College.

For the purposes of this report, a student who “completed requirements”, received “credit”, received “transfer” or “equivalency” credits, or completed credits at “another institution” was deemed to have passed or completed the course. A student who did “not complete requirements”, did “not receive credit” or who “failed” or was “dismissed” was deemed to have failed or not completed the course.

The main exception to this methodology was if a student did not complete all of their ALBE or Access courses, but were accepted into another College certificate, diploma, degree or apprenticeship program afterwards because they had completed the academic pre-requisites for those programs, then that student was deemed to have “conditionally completed” all of their courses in the ALBE or Access program.

¹⁵ A third dataset – which includes SRS data from 2006/07 to 2010/11 – is presented in Section 6 for select tables only. This data is provided to highlight major differences in student outcomes between the five years pre-NABE (2006/07) and the five years with NABE funding (2011/12 to 2015/16), and to make linkages with GNWT strategic initiatives.

Please note that records for students who were still “ongoing” or “in-progress” with their studies, or who had “withdrawn” from courses were not considered in the calculation of course completions. The *Aurora College Policy on the Grading of Courses (C.25)* and the *Aurora College Policy on Student Withdrawal (C.30)* were used to define all of these terms.

3.2 Limitations

There are three limitations identified in this research report.

First, there were a very high number of missing records for three self-reported variables: home community, highest grade level completed in the Kindergarten to Grade 12 school system (K-12), and number of years out of school before returning to Aurora College. For all three, records were only available in the SRS for between 37% and 66% of students. Results for those three variables should be viewed with caution.

Second, students who went on to other institutions after their ALBE or Access programs at the College are not included in the analysis outlined in Sections 5 and 6. Anecdotal evidence from other sources supports the view that this progression rate is underreported.¹⁶ However, in the absence of a system to track NWT students at both the College and all other post-secondary education institutions, this SRS data analysis was the only viable option.

Third, because the data used in this report was extracted in July of 2016, it did not include College enrollments for 2016/17. As a result, “Conditional Completions” for students taking ALBE and Access programs in 2015/16 could not be calculated for this report. The Conditional Completions detailed in Section 4 are estimates based on the averages of the previous four years (2011/12 to 2014/15). These estimates include an overall 16% conditional completion rate: 10% (or 57 students) from the ALBE program and 6% (or 5 students) from the Access Programs. These estimates are included in this report because by omitting them, the College would be severely underreporting student success for 2015/16.

To address this limitation in future reports, in 2016/17 the College will adopt a new method that calculates the completions of pre-requisite courses that are needed for students to be accepted into certificate, diploma, degree and apprenticeship programs. This new method will more accurately reflect student success compared to the estimates provided in this report.

Despite these limitations, the size of the SRS dataset considered and the strength of the statistical tests employed for the analysis means that the results presented in this report are statistically valid and reliable. In other words, if a similar analysis were conducted with other ALBE and Access SRS data, these same results are highly likely to emerge (i.e. the results are not just due to chance).

¹⁶ Allen, et al. (2013). *Review of Aurora College Access Programs: Final Report*.p.41.

4. 2015/16 RESULTS

This section of the report presents the results of data related to the ALBE and Access programs. All data presented is from the SRS, and covers the period from September 1, 2015 to June 30, 2016. Please note that in this and the following sections, “N” is the “number” of students, and because of rounding, percentages do not always total 100.

Two different levels of analysis were used with the SRS data: analysis at the student level – which focussed on the individual students who took the ALBE and Access programs in 2015/16; and analysis at the course level – which focussed on all of the courses those students took within those programs in 2015/16. This two-pronged approach allowed for the most thorough analysis of the SRS data.

Please note that because the focus of this report is on academic success, results for academic non-credit courses were not considered in this analysis. These included courses such as: Family Literacy, Seniors Literacy, GED Preparation, Basic Academic Support, English and Math upgrading, and English as a Second Language (ESL). Likewise, the results of General Interest courses offered at the College were not included in this report.

Please also note that the focus of Section 4 is on data from the 2015/16 academic year only. Data for all five years of the NABE funding (i.e. 2011/12 to 2015/16) is included in Section 5 so that a broader context for the analysis of the 2015/16 results can be provided. This broader context includes current trends within the ALBE and Access programs, as well as linkages with strategic GNWT initiatives (discussed in Section 6).

In Section 4.1, data for students in the ALBE and Access programs (combined) is presented; data for students in the ALBE program is presented in Section 4.2 and data for the Access students is presented in Section 4.3.

4.1 School of Developmental Studies Data (2015/16)

Students in the ALBE and Access programs (combined) comprise the School of Developmental Studies at the College. In 2015/16, there were a total of 620 individual students enrolled in Developmental Studies: 529 in ALBE and 91 in Access.

Students in Developmental Studies were primarily:

- Aboriginal (80%; N = 496)
- female (58%; N = 359)
- over 25 years of age (57%; N = 351)
- studying full-time (51%; N = 316)

Additionally, as Tables 4.1.1 and 4.1.2 show, the largest numbers of students were from the smaller NWT communities, and they had completed some high school before returning to Aurora College to take the ALBE or an Access program.

Table 4.1.1: Home Community of Developmental Studies Students (2015/16)¹⁷

	Number	Percent
Yellowknife	32	12.5
Regional Centres	79	30.9
Smaller Communities	145	56.6
Total	256	100.0

Please note: this information should be viewed with caution for two reasons: 1) data for this variable was self-reported, and 2) the SRS only contained data on 41% of students.

Table 4.1.2: Highest Schooling Completed by Developmental Studies Students (2015/16)

	Number	Percent
Less Than Grade 9	41	15.8
Some High School	121	46.5
Completed High School	98	37.7
Total	260	100.0

Please note: this information should be viewed with caution for two reasons: 1) data for this variable was self-reported, and 2) the SRS only contained data on 42% of students.

The average time spent out of the formal Kindergarten to Grade 12 (K-12) school system before entering the ALBE or an Access program was 14.3 years. As Table 4.1.3 shows, the majority of students had been out of the K-12 for more than 10 years.

Table 4.1.3: Length of Time Out of School Before Entering Developmental Studies (2015/16)

	Number	Percent
Started Within 1 Year	21	8.5
Took a Few Years Off	51	20.6
Took 5 to 10 Years Off	42	17.0
More Than 10 Years Off	133	53.8
Total	247	100.0

Please note: this information should be viewed with caution for two reasons: 1) data for this variable was self-reported, and 2) the SRS only contained data on 40% of students.

¹⁷ The Regional Centres include Fort Smith, Hay River and Inuvik. Some information for some students was not available within the SRS. The result is that the number (N) of students for some variables was sometimes different. In this instance, the "home community" field within the SRS was missing for 364 students, so the number N is less than 620. This is also true for Tables 4.1.2 and 4.1.3.

As Table 4.1.4 shows, students from the Akaitcho and South Slave, Tli'cho and Yellowknife, and Beaufort-Delta regions comprised the majority of students in the ALBE and Access programs in 2015/16.

Table 4.1.4: Developmental Studies Student Enrollments by Region (2015/16)

	Number	Percent
Akaitcho and South Slave	178	28.7
Tli'cho and Yellowknife	165	26.6
Beaufort-Delta	146	23.5
Sahtu	85	13.7
Deh Cho	46	7.4
Total	620	100.0

Table 4.1.5 shows that the majority of the students attended programming at the CLCs (57%; N = 351), while fewer students attended programming at the three regional Campuses (43%; N = 269).

Additionally, there were significant differences in where ALBE and Access programs were delivered: 100% of Access Programs were delivered at the three regional Campuses, while over two-thirds of ALBE programming was delivered at the CLCs (66%; N = 351).

Table 4.1.5: Developmental Studies Student Enrollments by Community/Campus (2015/16)

Region	Community/Campus	Number	Percent
Akaitcho and South Slave	Dettah/N'Dilo	15	2.4
	Fort Resolution	12	1.9
	Hay River	24	3.9
	K'atl'odeeche First Nation (Hay River Reserve)	20	3.2
	Lutsel K'e	12	1.9
	Thebacha Campus	95	15.3
Tli'cho and Yellowknife	Behchoko	27	4.4
	Gameti	16	2.6
	Wekweeti	2	0.3
	Whati	13	2.1
	Yellowknife/North Slave Campus	107	17.3
Beaufort-Delta	Aklavik	23	3.7
	Fort McPherson	37	6.0
	Tsiighetchic	6	1
	Ulukhaktok	13	2.1
	Aurora Campus	67	10.8
Sahtu	Colville Lake	14	2.3
	Deline	27	4.4
	Fort Good Hope	16	2.6
	Norman Wells	18	2.9
	Tulita	10	1.6
Deh Cho	Fort Liard	10	1.6
	Fort Providence	12	1.9
	Fort Simpson	24	3.9
	Total	620	100.0

Amongst the campuses, as Table 4.1.6 shows, the largest numbers of students were enrolled at the Yellowknife/North Slave Campus.

Table 4.1.6: Developmental Studies Student Enrollments by Campus (2015/16)¹⁸

	Number	Percent
Yellowknife/North Slave Campus	107	39.8
Thebacha Campus	95	35.3
Aurora Campus	67	24.9
Total	269	100.0

Overall, students enrolled in a total of 79 different courses in the ALBE and Access programs. Table 4.1.7 shows the 30 most enrolled in courses – which comprised 87% of all course enrollments.

¹⁸ The other 351 students attended programs at the CLCs (so that is why the N is less than 620).

Table 4.1.7: 30 Most Enrolled in Developmental Studies Courses (2015/16)¹⁹

COURSE	Number	Percent
ENGLISH 150	159	7.7
MATH 130	150	7.3
READY TO WORK NWT (LES)	136	6.6
INFORMATION & COMMUNICATIONS TECH. 130	105	5.1
CONSTRUCTION LABOURER BASICS (LES)	90	4.4
MATH 120	84	4.1
MATH 140	83	4
ENGLISH 140	81	3.9
ENGLISH 130	80	3.9
MATH 145	72	3.5
ENGLISH 120	66	3.2
FOUNDATIONS FOR SUCCESS (Pre-ALBE)	61	3
INFORMATION & COMMUNICATIONS TECH. 140	54	2.6
MATH 150	49	2.4
SCIENCE 140	47	2.3
INTRO TO RETAIL AND CUSTOMER SERVICE (LES)	45	2.2
CAREER COLLEGE PREPARATION (130/140)	44	2.1
BIOLOGY 20	42	2
ENGLISH 160	38	1.9
TRADES SCIENCE*	36	1.8
BIOLOGY 30	35	1.7
NURSING ACCESS I*	32	1.6
SOCIAL STUDIES 140	32	1.6
SOCIAL STUDIES 130	31	1.5
SCIENCE 130	28	1.4
TRADES MATH*	24	1.2
CAREER FOUNDATIONS (120/130)	21	1
FIN LIT MOD 1 HOUSEHOLD BUDGETTING**	19	0.9
FIN LIT MOD 2 INCOME AND TAXES**	19	0.9
START YOUR OWN SMALL BUSINESS (LES)	19	0.9
Total	1,782	86.7

Please note: Developmental Studies courses vary significantly in length: the Financial Literacy Modules are 15 hours; Information and Communications Technology (ICT) and Career College courses are 45 hours; Social Studies courses are 75 -125 hours; Science courses are 100 hours, while Biology and Chemistry 30 are 125 hours; the Literacy and Essential Skills (LES) courses are primarily 120-180 hours; all Math courses are 150 hours; and all English courses are 210 hours.

¹⁹ Course level data is presented in Table 4.1.7. Since each student could enroll in multiple courses, the total number of courses within all of the subjects (2,052) exceeds the total number of students enrolled (620). Additionally, this table presents only the top 30 most enrolled in courses, so that's why the N is less than 2,052 and why the % totals 86.7 (rather than 100.0). Access courses are identified with an *. The Financial Literacy modules, which were funded and developed by ECE, are identified with an **. Course level data is also presented in Tables 4.1.8 and 4.1.9.

Table 4.1.8 shows that course enrollments were highest in the subjects of Math, English and the Literacy and Essential Skills (LES) courses.

Table 4.1.8: Developmental Studies Course Enrollments by Subject (2015/16)²⁰

	Number	Percent
Math	465	25.3
English	434	23.6
LES Courses	307	16.7
Science	175	9.5
ICT	169	9.2
College/Career Prep	126	6.9
Financial Literacy	84	4.6
Social Studies	75	4.1
PLAR Portfolio Development	4	.2
Total	1839	100.0

Table 4.1.9 shows that 59% of the courses enrolled in were in the lower levels (110-130) of the ALBE program.

Table 4.1.9: Developmental Studies Course Enrollments by Level (2015/16)

	Number	Percent
160	98	5.3
150	265	14.4
140	387	21.0
130	448	24.4
120	624	33.9
110	17	.9
Total	1839	100.0

On average, each student enrolled in four courses per year. This included both full-time students (who enrolled in 6 courses per year) and part-time students (who enrolled in 2 courses per year).

²⁰ "LES" is embedded Literacy and Essential Skills - and includes the seven courses introduced since NABE funding came on-stream: *Introduction to Office Skills*, *Starting Your Own Small Business*, *Introduction to Early Learning and Childcare*, *Small Business Funding and Marketing*, *Ready to Work NWT*, *Construction Labourer Basics*, and *Introduction to Retail and Customer Service*. "ICT" is Information and Communications Technology. "Financial Literacy" includes the 11 modules of *Financial Literacy* – which were funded and developed by ECE. "PLAR" is Prior Learning Assessment and Recognition (PLAR) Portfolio Development. These subject groupings include courses at different levels – e.g. "Math" includes courses at the 120, 130, 140, etc. levels. Speciality Access courses were not included in Tables 4.1.8 or 4.1.9, so that's why the N in each is less than 2,052.

Ten percent (10%; N = 60) of the 620 students who enrolled in Developmental Studies in 2015/16 dropped out of their programs. Of the 560 students who remained enrolled, 66% (N = 370) completed all of their courses.²¹ Tables 4.1.10 and 4.1.11 show that the completion rates varied between the five regions of the NWT, as well as by community. Neither of these variations in completion rates was statistically significant.

Table 4.1.10: Students Completing All Developmental Studies Courses by Region (2015/16)

		Complete All Courses		Total
		Did Not Complete	Completed	
Sahtu	Number	13	66	79
	Percent	16.5%	83.5%	100.0%
Deh Cho	Number	11	35	46
	Percent	23.9%	76.1%	100.0%
Beaufort-Delta	Number	33	82	115
	Percent	28.7%	71.3%	100.0%
Akaitcho and South Slave	Number	53	120	173
	Percent	30.6%	69.4%	100.0%
Tli'cho and Yellowknife	Number	78	67	145
	Percent	53.8%	46.2%	100.0%
Total	Number	188	370	558
	Percent	33.7%	66.3%	100.0%

²¹ For Tables 4.1.10 and 4.1.11, students who “withdrew” or who were “ongoing” or “in-progress” with their studies were not included in the calculation of whether they completed all of their courses – so that’s why the N is less than 620. Additionally, the 66% of students “Completing All Courses” also included 16% (N = 62) of students who were given “Conditional Completions” as defined above in Section 3.1.

Table 4.1.11: Students Completing All Developmental Studies Courses by Community/Campus (2015/16)

Region	Community/Campus	Number	Percent
Sahtu	Colville Lake	13	92.9
	Deline	24	96.0
	Fort Good Hope	12	75.0
	Norman Wells	11	64.7
	Tulita	6	85.7
Deh Cho	Fort Liard	10	100.0
	Fort Providence	10	83.3
	Fort Simpson	15	62.5
Beaufort-Delta	Aklavik	15	88.2
	Fort McPherson	26	83.9
	Tsiighetchic	5	83.3
	Uluksaktok	5	50.0
	Aurora Campus	31	60.8
Akaitcho and South Slave	Dettah/N'Dilo	13	86.7
	Fort Resolution	12	100.0
	Hay River	19	82.6
	K'atl'odeeche First Nation (Hay River Reserve)	13	65.0
	Lutsel K'e	11	91.7
	Thebacha Campus	52	56.5
	Total	370	66.2
Tli'cho and Yellowknife	Behchoko	11	40.7
	Gameti	8	50.0
	Wekweeti	0	0.0
	Whati	3	25.0
	Yellowknife/North Slave Campus	45	51.1

Please note: Completion rates amongst communities varied greatly for two reasons. First, the small number of students in some communities led to distorted results (e.g. Wekweeti – which had only 2 students enrolled in the ALBE program in 2015/16). Second, campus completion rates primarily reflect programs consisting of 8 courses delivered over 10 months, while many of the community completion rates reflect programs consisting of 2 courses delivered over 6 or 8 weeks (i.e. the LES courses). Therefore, caution should be used when making direct comparisons between the campuses and communities.

Tables 4.1.12 to 4.1.14 show that course completion rates varied between courses, subjects and levels.²² None of these variations in completion rates were statistically significant.

²² Tables 4.1.12 to 4.1.14 present course level data. Students who “withdrew” or who were “ongoing” or “in-progress” with those courses were not included, so that’s why the Ns vary.

Table 4.1.12: Course Completions – 30 Most Enrolled in Developmental Studies Courses (2015/16)²³

COURSE	Number	Percent
ENGLISH 160	29	90.6
READY TO WORK NWT (LES)	117	86.7
CONSTRUCTION LABOURER BASICS (LES)	74	82.2
SCIENCE 130	14	77.8
MATH 150	33	76.7
TRADES SCIENCE*	23	76.7
INTRO TO RETAIL AND CUSTOMER SERVICE (LES)	33	75.0
FIN LIT MOD 1 HOUSEHOLD BUDGETTING	14	73.7
BIOLOGY 20	24	72.7
CAREER COLLEGE PREPARATION (130/140)	28	71.8
SOCIAL STUDIES 140	15	71.4
FOUNDATIONS FOR SUCCESS (Pre-ALBE)	40	70.2
TRADES MATH*	16	69.6
START YOUR OWN SMALL BUSINESS (LES)	13	68.4
INFORMATION & COMMUNICATIONS TECH. 130	51	68.0
BIOLOGY 30	19	67.9
NURSING ACCESS I*	16	66.7
INFORMATION & COMMUNICATIONS TECH. 140	30	63.8
SCIENCE 140	21	63.6
MATH 145	38	62.3
CAREER FOUNDATIONS (120/130)	12	60.0
ENGLISH 150	60	58.3
FIN LIT MOD 2 INCOME AND TAXES	11	57.9
ENGLISH 140	28	57.1
SOCIAL STUDIES 130	15	55.6
MATH 140	38	52.1
ENGLISH 130	25	51.0
MATH 130	43	45.7
MATH 120	24	41.4
ENGLISH 120	15	35.7
Total	919	65.7

Please note: Completion rates amongst courses varied greatly due to the length of each course. As noted above in Table 4.1.7, the length of the courses ranged between the 15 hour Financial Literacy Modules and the 210 hour English courses. Therefore, caution should be used when making direct comparisons between completions in the various courses.

²³ Table 4.1.12 presents course level data for the top 30 most enrolled in courses. Additionally, students who “withdrew” or who were “ongoing” or “in-progress” with those courses were not included in the calculation of completion rates – so that’s why the N is less than 1,501. Access courses are identified with an *. The Financial Literacy modules, which were funded and developed by ECE, are identified with an **. Course level data is also presented in Tables 4.1.13 and 4.1.14.

Table 4.1.13: Developmental Studies Course Completions by Subject (2015/16)²⁴

		Complete Course Requirements		Total
		Did Not Complete	Completed	
PLAR Portfolio Development	Number	0	4	4
	Percent	0.0%	100.0%	100.0%
LES Courses	Number	54	248	302
	Percent	17.9%	82.1%	100.0%
Financial Literacy	Number	23	61	84
	Percent	27.4%	72.6%	100.0%
College/Career Prep	Number	36	80	116
	Percent	31.0%	69.0%	100.0%
Science	Number	41	91	132
	Percent	31.1%	68.9%	100.0%
Social Studies	Number	20	38	58
	Percent	34.5%	65.5%	100.0%
ICT	Number	46	86	132
	Percent	34.8%	65.2%	100.0%
English	Number	126	159	285
	Percent	44.2%	55.8%	100.0%
Math	Number	175	178	353
	Percent	49.6%	50.4%	100.0%
Total	Number	521	945	1466
	Percent	35.5%	64.5%	100.0%

Please note: Completion rates amongst subjects varied greatly due to the length of the courses in those subjects. As noted above in Table 4.1.7, the length of the courses ranged between the 15 hour Financial Literacy Modules and the 210 hour English courses. Therefore, caution should be used when making direct comparisons between completions in the various subjects.

Table 4.1.14: Developmental Studies Course Completions by Level (2015/16)

		Complete Course Requirements		Total
		Did Not Complete	Completed	
110	Number	16	0	16
	Percent	100.0%	0.0%	100.0%
120	Number	163	400	563
	Percent	29.0%	71.0%	100.0%
130	Number	131	181	312
	Percent	42.0%	58.0%	100.0%
140	Number	119	181	300
	Percent	39.7%	60.3%	100.0%
150	Number	66	126	192
	Percent	34.4%	65.6%	100.0%
160	Number	26	57	83
	Percent	31.3%	68.7%	100.0%
Total	Number	521	945	1466
	Percent	35.5%	64.5%	100.0%

²⁴ These subject groupings include courses at different levels – e.g. “Math” includes courses at the 120, 130, 140, etc. levels. Speciality Access courses were not included in the analysis for Tables 4.1.13 and 4.1.14.

4.2 ALBE Program Data (2015/16)

In 2015/16, there were a total of 529 individual students enrolled in the ALBE program at Aurora College. Students in the ALBE program were primarily:

- Aboriginal (78%; N = 415)
- female (55%; N = 290)
- over 25 years of age (58%; N = 307)
- studying part-time (57%; N = 303)

Additionally, as Tables 4.2.1 and 4.2.2 show, the largest numbers of students were from the smaller NWT communities, and they had completed some high school before returning to Aurora College to take the ALBE program.

Table 4.2.1: Home Community of ALBE Students (2015/16)²⁵

	Number	Percent
Yellowknife	24	12.2
Regional Centres	61	31.1
Smaller Communities	111	55.6
Total	196	100.0

Please note: this information should be viewed with caution for two reasons: 1) data for this variable was self-reported, and 2) the SRS only contained data on 37% of students.

Table 4.2.2: Highest Schooling Completed by ALBE Students (2015/16)

	Number	Percent
Less Than Grade 9	40	19.7
Some High School	103	50.7
Completed High School	60	29.6
Total	203	100.0

Please note: this information should be viewed with caution for two reasons: 1) data for this variable was self-reported, and 2) the SRS only contained data on 38% of students.

The average time spent out of the formal Kindergarten to Grade 12 (K-12) school system before entering the ALBE program was 15.6 years. As Table 4.2.3 shows, the majority of students had been out of the K-12 for more than 10 years.

²⁵ The Regional Centres include Fort Smith, Hay River and Inuvik. Some information for some students was not available within the SRS. The result is that the number (N) of students for some variables was sometimes different. In this instance, the "home community" field within the SRS was missing for 333 students, so the N is less than 529. This is also true for Tables 4.1.2 and 4.1.3.

Table 4.2.3: Length of Time Out of School Before Entering ALBE (2015/16)

	Number	Percent
Started Within 1 Year	11	5.7
Took a Few Years Off	35	18.1
Took 5 to 10 Years Off	31	16.1
More Than 10 Years Off	116	60.1
Total	193	100.0

Please note: this information should be viewed with caution for two reasons: 1) data for this variable was self-reported, and 2) the SRS only contained data on 37% of students.

As Table 4.2.4 shows, students from the Tli'cho and Yellowknife, Akaitcho and South Slave, and Beaufort-Delta regions comprised the majority of students in the ALBE program in 2015/16.

Table 4.2.4: ALBE Student Enrollments by Region (2015/16)

	Number	Percent
Tli'cho and Yellowknife	140	26.5
Akaitcho and South Slave	131	24.8
Beaufort-Delta	127	24.0
Sahtu	85	16.1
Deh Cho	46	8.7
Total	529	100.0

Table 4.2.5 shows that the majority of the ALBE programming was delivered at the CLCs (66%; N = 351), with the remaining programming delivered at the three Campuses (34%; N = 178).

Table 4.2.5: ALBE Student Enrollments by Community/Campus (2015/16)

Region	Community/Campus	Number	Percent
Tli'cho and Yellowknife	Behchoko	27	5.1
	Gameti	16	3.0
	Wekweeti	2	0.4
	Whati	13	2.5
	Yellowknife/North Slave Campus	82	15.5
Akaitcho and South Slave	Dettah/N'Dilo	15	2.8
	Fort Resolution	12	2.3
	Hay River	24	4.5
	K'atl'odeeche First Nation (Hay River Reserve)	20	3.8
	Lutsel K'e	12	2.3
Beaufort-Delta	Thebacha Campus	48	9.1
	Aklavik	23	4.3
	Fort McPherson	37	7.0
	Tsiighetchic	6	1.1
	Uluksaktok	13	2.5
Sahtu	Aurora Campus	48	9.1
	Colville Lake	14	2.6
	Deline	27	5.1
	Fort Good Hope	16	3
	Norman Wells	18	3.4
Deh Cho	Tulita	10	1.9
	Fort Liard	10	1.9
	Fort Providence	12	2.3
	Fort Simpson	24	4.5
	Total	529	100.0

Amongst the campuses, as Table 4.2.6 shows, the largest numbers of ALBE students were enrolled at the Yellowknife/North Slave Campus.

Table 4.2.6: ALBE Student Enrollments by Campus (2015/16)²⁶

	Number	Percent
Yellowknife/North Slave Campus	82	46.1
Aurora Campus	48	27.0
Thebacha Campus	48	27.0
Total	178	100.0

²⁶ The other 351 students attended the ALBE program at the CLCs (so that is why the N is less than 529).

Overall, students enrolled in a total of 72 different courses in the ALBE program. Table 4.2.7 shows the 30 most enrolled in courses – which comprised 90% of all course enrollments.

Table 4.2.7: 30 Most Enrolled in ALBE Courses (2015/16)²⁷

COURSE	Number	Percent
READY TO WORK NWT (LES)	136	9.1
MATH 130	127	8.5
CONSTRUCTION LABOURER BASICS (LES)	90	6.0
MATH 120	84	5.6
ENGLISH 130	80	5.3
ENGLISH 140	79	5.3
INFORMATION & COMMUNICATIONS TECH. 130	70	4.7
ENGLISH 120	66	4.4
FOUNDATIONS FOR SUCCESS (Pre-ALBE)	61	4.1
MATH 140	59	3.9
ENGLISH 150	55	3.7
INTRO TO RETAIL AND CUSTOMER SERVICE (LES)	45	3.0
SCIENCE 140	35	2.3
MATH 145	29	1.9
INFORMATION & COMMUNICATIONS TECH. 140	28	1.9
SCIENCE 130	28	1.9
ENGLISH 160	27	1.8
BIOLOGY 20	26	1.7
CAREER COLLEGE PREPARATION (130/140)	22	1.5
TRADES SCIENCE	22	1.5
CAREER FOUNDATIONS (120/130)	21	1.4
BIOLOGY 30	20	1.3
FIN LIT MOD 1 HOUSEHOLD BUDGETTING*	19	1.3
FIN LIT MOD 2 INCOME AND TAXES*	19	1.3
START YOUR OWN SMALL BUSINESS (LES)	19	1.3
SOCIAL STUDIES 130	18	1.2
MATH 150	17	1.1
FIN LIT MOD 8 MANAGING DEBT*	13	0.9
MATH 160	13	0.9
KEYBOARDING I	11	0.7
Totals	1,339	89.5

Please note: ALBE Program courses vary significantly in length: the Financial Literacy Modules are 15 hours; Information and Communications Technology (ICT) and Career College courses are 45 hours; Social Studies courses are 75 -125 hours; Science courses are 100 hours, while Biology and Chemistry 30 are 125 hours; the Literacy and Essential Skills (LES) courses are primarily 120-180 hours; all Math courses are 150 hours; and all English courses are 210 hours.

²⁷ Course level data is presented in Table 4.2.7. Since each student could enroll in multiple courses, the total number of courses within all of the subjects (1,501) exceeds the total number of students enrolled (529). Additionally, this table presents only the top 30 most enrolled in courses, so that's why the N is less than 1,501 and why the % totals 86.7 (rather than 100.0). The Financial Literacy modules, which were funded and developed by ECE, are identified with an *. Course level data is also presented in Tables 4.2.8 and 4.2.9.

Table 4.2.8 shows that course enrollments were highest in the subjects of Math, English and the Literacy and Essential Skills (LES) courses.

Table 4.2.8: ALBE Course Enrollments by Subject (2015/16)²⁸

	Number	Percent
Math	343	24.1
English	317	22.2
LES Courses	307	21.5
Science	121	8.5
ICT	108	7.6
College/Career Prep	104	7.3
Financial Literacy	84	5.9
Social Studies	38	2.7
PLAR Portfolio Development	4	.3
Total	1426	100.0

Table 4.2.9 shows that 70% of the courses enrolled in were in the lower levels (110-130) of the ALBE program.

Table 4.2.9: ALBE Course Enrollments by Level (2015/16)

	Number	Percent
110	17	1.2
120	624	43.8
130	355	24.9
140	256	18.0
150	105	7.4
160	69	4.8
Total	1426	100.0

On average, each student enrolled in three courses per year. This included both full-time students (who enrolled in 4 courses per year) and part-time students (who enrolled in 2 courses per year).

²⁸ "LES" is embedded Literacy and Essential Skills - and includes the seven courses introduced since NABE funding came on-stream: *Introduction to Office Skills*, *Starting Your Own Small Business*, *Introduction to Early Learning and Childcare*, *Small Business Funding and Marketing*, *Ready to Work NWT*, *Construction Labourer Basics*, and *Introduction to Retail and Customer Service*. "ICT" is Information and Communications Technology. "Financial Literacy" includes the 11 modules of the *Financial Literacy Course* – which was funded and developed by ECE. "PLAR" is Prior Learning Assessment and Recognition (PLAR) Portfolio Development. These subject groupings include courses at different levels – e.g. "Math" includes courses at the 110, 120, and 130 levels.

Ten percent (10%; N = 52) of the 529 students who enrolled in the ALBE Program in 2015/16 dropped out of the program. Of the 477 students who remained enrolled, 67% (N = 318) completed all of their courses.²⁹ Tables 4.2.10 and 4.1.11 show that the completion rates varied between the five regions of the NWT, as well as by community. Neither of these variations in completion rates was statistically significant.

Table 4.2.10: Students Completing All ALBE Courses by Region (2015/16)

		Complete All Courses		Total
		Did Not Complete	Completed	
Sahtu	Number	13	66	79
	Percent	16.5%	83.5%	100.0%
Deh Cho	Number	11	35	46
	Percent	23.9%	76.1%	100.0%
Beaufort-Delta	Number	29	70	99
	Percent	29.3%	70.7%	100.0%
Akitcho and South Slave	Number	39	88	127
	Percent	30.7%	69.3%	100.0%
Tli'cho and Yellowknife	Number	66	59	125
	Percent	52.8%	47.2%	100.0%
Total	Number	158	318	476
	Percent	33.2%	66.8%	100.0%

²⁹ For Tables 4.2.10 and 4.2.11, students who “withdrew” or who were “ongoing” or “in-progress” with their studies were not included in the calculation of whether they completed all of their ALBE courses – so that’s why the N is less than 529. Additionally, the 67% of students “Completing All Courses” also included 10% (N = 57) of students who were given “Conditional Completions” as defined above in Section 3.1.

Table 4.2.11: Students Completing All ALBE Courses by Community/Campus (2015/16)

Region	Community/Campus	Number	Percent
Sahtu	Colville Lake	13	92.9
	Deline	24	96.0
	Fort Good Hope	12	75.0
	Norman Wells	11	64.7
	Tulita	6	85.7
Deh Cho	Fort Liard	10	100.0
	Fort Providence	10	83.3
	Fort Simpson	15	62.5
Beaufort-Delta	Aklavik	15	88.2
	Fort McPherson	26	83.9
	Tsiighetchic	5	83.3
	Ulukhaktok	5	50.0
	Aurora Campus	19	54.3
Akaitcho and South Slave	Dettah/N'Dilo	13	86.7
	Fort Resolution	12	100.0
	Hay River	19	82.6
	K'at'l'odeeche First Nation (Hay River Reserve)	13	65.0
	Lutsel K'e	11	91.7
	Thebacha Campus	20	44.4
Tli'cho and Yellowknife	Behchoko	11	40.7
	Gameti	8	50.0
	Wekweeti	0	0.0
	Whati	3	25.0
	Yellowknife/North Slave Campus	37	54.4
	Total	318	66.8

Please note: Completion rates amongst communities varied greatly for two reasons. First, the small number of students in some communities led to distorted results (e.g. Wekweeti – which had only 2 students enrolled in the ALBE program in 2015/16). Second, campus completion rates primarily reflect programs consisting of 8 courses delivered over 10 months, while many of the community completion rates reflect programs consisting of 2 courses delivered over 6 or 8 weeks (i.e. the LES courses). Therefore, caution should be used when making direct comparisons between the campuses and communities.

Tables 4.2.12 to 4.2.14 show that course completion rates varied between courses, subjects and levels. None of these variations in completion rates were statistically significant.

Table 4.2.12: Course Completions – 30 Most Enrolled in ALBE Courses (2015/16)³⁰

COURSE	Number	Percent
ENGLISH 160	20	90.9
READY TO WORK NWT (LES)	117	86.7
CONSTRUCTION LABOURER BASICS (LES)	74	82.2
SCIENCE 130	14	77.8
INTRO TO RETAIL AND CUSTOMER SERVICE (LES)	33	75.0
FIN LIT MOD 1 HOUSEHOLD BUDGETING*	14	73.7
FOUNDATIONS FOR SUCCESS (Pre-ALBE)	40	70.2
TRADES SCIENCE	11	68.8
START YOUR OWN SMALL BUSINESS (LES)	13	68.4
MATH 145	15	65.2
BIOLOGY 20	11	64.7
INFORMATION & COMMUNICATIONS TECH. 130	29	64.4
BIOLOGY 30	9	64.3
SCIENCE 140	16	61.5
CAREER FOUNDATIONS (120/130)	12	60.0
FIN LIT MOD 2 INCOME AND TAXES*	11	57.9
KEYBOARDING I	5	55.6
ENGLISH 140	26	55.3
MATH 140	28	53.8
FIN LIT MOD 8 MANAGING DEBT*	7	53.8
SOCIAL STUDIES 130	9	52.9
ENGLISH 130	25	51.0
CAREER COLLEGE PREPARATION (130/140)	10	50.0
MATH 150	7	46.7
INFORMATION & COMMUNICATIONS TECH. 140	10	43.5
MATH 130	34	43.0
MATH 120	24	41.4
ENGLISH 150	14	41.2
ENGLISH 120	15	35.7
MATH 160	0	0.0
Totals	653	58.5

Please note: Completion rates amongst courses varied greatly due to the length of each course. As noted above in Table 4.2.7, the length of the courses ranged between the 15 hour Financial Literacy Modules and the 210 hour English courses. Therefore, caution should be used when making direct comparisons between completions in the various courses.

³⁰ Table 4.2.12 presents course level data for the top 30 most enrolled in courses. Additionally, students who “withdrew” or who were “ongoing” or “in-progress” with those courses were not included in the calculation of completion rates – so that’s why the N is less than 1,501. The Financial Literacy modules, which were funded and developed by ECE, are identified with an *. Course level data is also presented in Tables 4.2.13 and 4.2.14.

Table 4.2.13: ALBE Course Completions by Subject (2015/16)³¹

		Complete Course Requirements		Total
		Did Not Complete	Completed	
PLAR Portfolio Development	Number	0	4	4
	Percent	0.0%	100.0%	100.0%
LES Courses	Number	54	248	302
	Percent	17.9%	82.1%	100.0%
Financial Literacy	Number	23	61	84
	Percent	27.4%	72.6%	100.0%
Science	Number	29	55	84
	Percent	34.5%	65.5%	100.0%
College/Career Prep	Number	35	62	97
	Percent	36.1%	63.9%	100.0%
ICT	Number	34	44	78
	Percent	43.6%	56.4%	100.0%
Social Studies	Number	14	17	31
	Percent	45.2%	54.8%	100.0%
English	Number	102	102	204
	Percent	50.0%	50.0%	100.0%
Math	Number	141	110	251
	Percent	56.2%	43.8%	100.0%
Total	Number	432	703	1135
	Percent	38.1%	61.9%	100.0%

Please note: Completion rates amongst subjects varied greatly due to the length of the courses in those subjects. As noted above in Table 4.2.7, the length of the courses ranged between the 15 hour Financial Literacy Modules and the 210 hour English courses. Therefore, caution should be used when making direct comparisons between completions in the various subjects.

Table 4.2.14: ALBE Course Completions by Level (2015/16)

		Complete Course Requirements		Total
		Did Not Complete	Completed	
110	Number	16	0	16
	Percent	100.0%	0.0%	100.0%
120	Number	163	400	563
	Percent	29.0%	71.0%	100.0%
130	Number	112	126	238
	Percent	47.1%	52.9%	100.0%
140	Number	85	106	191
	Percent	44.5%	55.5%	100.0%
150	Number	35	36	71
	Percent	49.3%	50.7%	100.0%
160	Number	21	35	56
	Percent	37.5%	62.5%	100.0%
Total	Number	432	703	1135
	Percent	38.1%	61.9%	100.0%

³¹ These subject groupings include courses at different levels – e.g. “Math” includes courses at the 110, 120 and 130 levels.

4.3 Access Programs Data (2015/16)

In 2015/16, there were a total of 91 individual students enrolled in the various Access programs at Aurora College. Students in the Access programs were primarily:

- Aboriginal (89%; N = 81)
- female (76%; N = 69)
- 25 years of age and under (52%; N = 47)
- studying full-time (99%; N = 90)

Additionally, as Tables 4.3.1 and 4.3.2 show, the largest numbers of students were from the smaller NWT communities, and they had completed high school before returning to Aurora College to take the an Access program.

Table 4.3.1: Home Community of Access Students (2015/16)³²

	Number	Percent
Yellowknife	8	13.3
Regional Centres	18	30.0
Smaller Communities	34	56.7
Total	60	100.0

Please note: this information should be viewed with caution for two reasons: 1) data for this variable was self-reported, and 2) the SRS only contained data on 66% of students.

Table 4.3.2: Highest Level of Schooling Completed by Access Students (2015/16)

	Number	Percent
Less Than Grade 9	1	1.8
Some High School	18	31.6
Completed High School	38	66.7
Total	57	100.0

Please note: this information should be viewed with caution for two reasons: 1) data for this variable was self-reported, and 2) the SRS only contained data on 63% of students.

The average time spent out of the formal Kindergarten to Grade 12 (K-12) school system before entering an Access program was 15.9 years. As Table 4.3.3 shows, that length of time varied amongst students.

³² The Regional Centres include Fort Smith, Hay River and Inuvik. Some information for some students was not available within the SRS. The result is that the number (N) of students for some variables was sometimes different. In this instance, the "home community" field within the SRS was missing for 31 students, so the number (N) of students is less than 91. This is also true for Tables 4.3.2 and 4.3.3.

Table 4.3.3: Length of Time Out of School Before Entering Access (2015/16)

	Number	Percent
Started Within 1 Year	10	18.5
Took a Few Years Off	16	29.6
Took 5 to 10 Years Off	11	20.4
More Than 10 Years Off	17	31.5
Total	54	100.0

Please note: this information should be viewed with caution for two reasons: 1) data for this variable was self-reported, and 2) the SRS only contained data on 59% of students.

As Table 4.3.4 shows, all Access programming was delivered at the three regional campuses, with the largest number of Access students enrolled at Thebacha Campus.

Table 4.3.4: Access Student Enrollments by Campus (2015/16)

	Number	Percent
Thebacha Campus	47	51.6
Yellowknife/North Slave Campus	25	27.5
Aurora Campus	19	20.9
Total	91	100.0

Table 4.3.5 shows student enrollments in the various Access programs by Campus.

Table 4.3.5: Access Student Enrollments by Program by Campus (2015/16)

		Campus			Total
		Aurora	Yellowknife/ North Slave	Thebacha	
Social Work Access	Number	12	12	0	24
	Percent	50.0%	50.0%	0.0%	100.0%
Business Administration Access	Number	0	8	12	20
	Percent	0.0%	40.0%	60.0%	100.0%
Trades Access	Number	0	0	14	14
	Percent	0.0%	0.0%	100.0%	100.0%
Environment and Natural Resources Access	Number	1	0	12	13
	Percent	7.7%	0.0%	92.3%	100.0%
Nursing Access	Number	2	4	5	11
	Percent	18.2%	36.4%	45.5%	100.0%
Teacher Education Access	Number	4	1	4	9
	Percent	44.4%	11.1%	44.4%	100.0%
Total	Number	19	25	47	91
	Percent	20.9%	27.5%	51.6%	100.0%

Please note: not every Access program is offered at every Campus. For example, Business Administration Access is only offered at the Yellowknife and Thebacha Campuses; Trades Access is only offered at Thebacha Campus.

Overall, students enrolled in a total of 30 different courses in the various Access programs, as shown in Table 4.3.6.

Table 4.3.6: Access Programs Course Enrollments (2015/16)³³

COURSE	Number	Percent
ENGLISH 150	104	18.9
MATH 145	43	7.8
INFORMATION & COMMUNICATIONS TECH. 1	35	6.4
MATH 150	32	5.8
NURSING ACCESS I*	30	5.4
INFORMATION & COMMUNICATIONS TECH. 1	26	4.7
MATH 140	24	4.4
MATH 130	23	4.2
CAREER COLLEGE PREPARATION (130/140)	22	4.0
SOCIAL STUDIES 140	21	3.8
BIOLOGY 20	16	2.9
BIOLOGY 30	15	2.7
BOOKKEEPING I*	14	2.5
ENRTP FOUNDATIONS I*	14	2.5
TRADES MATH*	14	2.5
TRADES SCIENCE*	14	2.5
WORK EXPERIENCE*	14	2.5
SOCIAL STUDIES 130	13	2.4
INTRODUCTION TO SOCIAL WORK*	12	2.2
SCIENCE 140	12	2.2
ENGLISH 160	11	2.0
TRADES ENGLISH*	11	2.0
CHEMISTRY 20	8	1.5
NURSING ACCESS II*	7	1.3
SCHOOL VISITS*	4	0.7
CHEMISTRY 30	3	0.5
SOCIAL STUDIES 20-2	3	0.5
ENGLISH 140	2	0.4
KEYBOARDING I*	1	0.2
Totals	548	100

Please note: the Access Program courses vary significantly in length: Information and Communications Technology (ICT) and Career College courses are 45 hours; Social Studies courses are 75 -125 hours; Science courses are 100 hours, while Biology and Chemistry 30 are 125 hours; all Math courses are 150 hours; and all English courses are 210 hours.

³³ Course level data is presented in Table 4.3.6. Since each student could enroll in multiple courses, the total number of courses within all of the subjects (548) exceeds the total number of students enrolled (91). Specialty Access courses are identified with an *. Course level data is also presented in Tables 4.3.7 and 4.3.8.

Table 4.3.7 shows that course enrollments were highest in the subjects of Math and English (which are the necessary pre-requisites for many of the parent programs that students want to enter).

Table 4.3.7: Access Programs Course Enrollments by Subject (2015/16)³⁴

	Number	Percent
Math	122	29.5
English	117	28.3
ICT	61	14.8
Science	54	13.1
Social Studies	37	9.0
College/Career Prep	22	5.3
Total	413	100.0

Table 4.3.8 shows that the majority of courses (78%) enrolled in were in the upper levels (140-160) of the ALBE program.

Table 4.3.8: Access Programs Course Enrollments by Level (2015/16)

	Number	Percent
160	29	7.0
150	160	38.7
140	131	31.7
130	93	22.5
Total	413	100.0

On average, each student enrolled in six courses per year.

Nine percent (9%; N = 8) of the 91 students who enrolled in the Access Programs in 2015/16 dropped out of their programs. Of the 83 students who remained enrolled, 63% (N = 52) completed all of their courses.³⁵ Table 4.3.9 shows that the completion rates varied between the three campuses, as well as by Access Program (Table 4.3.10). None of these variations in completion rates were statistically significant.

³⁴ "ICT" is Information and Communications Technology. These subject groupings include courses at different levels – e.g. "Math" includes courses at the 130 to 160 levels. Tables 4.3.7 and 4.3.8 present the subjects for the core ALBE courses taken in all Access programs. Specialty Access courses – such as Bookkeeping I, ENRTP Foundations and Introduction to Social Work – were excluded, so that's why the Ns in both are less than 548.

³⁵ This 63% of students "Completing All Courses" also included 6% (N = 5) of students who were given "Conditional Completions" as defined above in Section 3.1.

Table 4.3.9: Students Completing All Access Courses by Campus (2015/16)³⁶

		Complete All Courses		Total
		Did Not Complete	Completed	
Aurora Campus	Number	4	12	16
	Percent	25.0%	75.0%	100.0%
Thebacha Campus	Number	15	32	47
	Percent	31.9%	68.1%	100.0%
Yellowknife/North Slave Campus	Number	12	8	20
	Percent	60.0%	40.0%	100.0%
Total	Number	31	52	83
	Percent	37.3%	62.7%	100.0%

Table 4.3.10: Students Completing All Access Courses by Program (2015/16)

		Complete All Courses		Total
		Did Not Complete	Completed	
Environment and Natural Resources Access	Number	4	9	13
	Percent	30.8%	69.2%	100.0%
Business Administration Access	Number	6	12	18
	Percent	33.3%	66.7%	100.0%
Teacher Education Access	Number	3	6	9
	Percent	33.3%	66.6%	100.0%
Trades Access	Number	5	9	14
	Percent	35.7%	64.3%	100.0%
Social Work Access	Number	8	11	19
	Percent	42.1%	57.9%	100.0%
Nursing Access	Number	5	5	10
	Percent	50.0%	50.0%	100.0%
Total	Number	31	52	83
	Percent	37.3%	62.7%	100.0%

Tables 4.3.11 to 4.3.13 show that course completion rates varied between courses, subjects and levels. None of these variations in completion rates were statistically significant.

³⁶ For Tables 4.3.9 and 4.3.10, students who “withdrew” or who were “ongoing” or “in-progress” with their studies were not included in the calculation of whether they completed all of their Access courses – so that’s why the Ns are less than 91.

Table 4.3.11: Access Program Course Completions (2015/16)³⁷

COURSE	Number	Percent
CHEMISTRY 30	3	100.0
ENGLISH 140	2	100.0
KEYBOARDING I	1	100.0
SCHOOL VISITS	4	100.0
SOCIAL STUDIES 20-2	3	100.0
CAREER COLLEGE PREPARATION (130/140)	18	94.7
MATH 150	26	92.9
TRADES MATH	13	92.9
BOOKKEEPING I	12	92.3
INTRODUCTION TO SOCIAL WORK	10	90.9
ENGLISH 160	9	90
SOCIAL STUDIES 140	12	85.7
TRADES SCIENCE	12	85.7
INFORMATION & COMMUNICATIONS TECH. 140	20	83.3
NURSING ACCESS II	5	83.3
BIOLOGY 20	13	81.3
WORK EXPERIENCE	11	78.6
ENRTP FOUNDATIONS I	10	76.9
INFORMATION & COMMUNICATIONS TECH. 130	22	73.3
BIOLOGY 30	10	71.4
SCIENCE 140	5	71.4
ENGLISH 150	46	66.7
TRADES ENGLISH	6	66.7
NURSING ACCESS I	15	65.2
CHEMISTRY 20	5	62.5
MATH 145	23	60.5
MATH 130	9	60
SOCIAL STUDIES 130	6	60
MATH 140	10	47.6
Totals	341	80.5

Please note: Completion rates amongst courses varied greatly due to the length of each course. As noted above in Table 4.3.6, the length of the courses ranged between the 45 hour Information and Communications Technology (ICT) courses and the 210 hour English courses. Therefore, caution should be used when making direct comparisons between completions in the various courses.

³⁷ Tables 4.3.11 to 4.3.13 present course level data. Students who “withdrew” or who were “ongoing” or “in-progress” with those courses were not included, so that’s why the Ns vary.

Table 4.3.12: Access Program Course Completions by Subject (2015/16)³⁸

		Complete Course Requirements		Total
		Did Not Complete	Completed	
College/Career Prep	Number	1	18	19
	Percent	5.3%	94.7%	100.0%
Social Studies	Number	6	21	27
	Percent	22.2%	77.8%	100.0%
ICT	Number	12	42	54
	Percent	22.2%	77.8%	100.0%
Science	Number	12	36	48
	Percent	25.0%	75.0%	100.0%
English	Number	24	57	81
	Percent	29.6%	70.4%	100.0%
Math	Number	34	68	102
	Percent	33.3%	66.7%	100.0%
Total	Number	89	242	331
	Percent	26.9%	73.1%	100.0%

Please note: Completion rates amongst courses varied greatly due to the length of each course. As noted above in Table 4.3.6, the length of the courses ranged between the 45 hour Information and Communications Technology (ICT) courses and the 210 hour English courses. Therefore, caution should be used when making direct comparisons between completions in the various subjects.

Table 4.3.13: Access Program Course Completions by Level (2015/16)

		Complete Requirements		Total
		Did Not Complete	Completed	
160	Number	5	22	27
	Percent	18.5%	81.5%	100.0%
150	Number	31	90	121
	Percent	25.6%	74.4%	100.0%
140	Number	34	75	109
	Percent	31.2%	68.8%	100.0%
130	Number	19	55	74
	Percent	25.7%	74.3%	100.0%
Total	Number	89	242	331
	Percent	26.9%	73.1%	100.0%

³⁸ "ICT" is Information and Communications Technology. These subject groupings include courses at different levels – e.g. "Math" includes courses at the 130 to 160 levels. Tables 4.3.12 and 4.3.13 present the subjects for the core ALBE courses taken in all Access programs. Specialty Access courses – such as Bookkeeping I, ENRTP Foundations and Introduction to Social Work – were excluded, so that's why the Ns in both are less than 344.

5. ANALYSIS OF SRS DATA (2011/12 TO 2015/16)

The results outlined in Section 4 were analyzed in four categories, looking for trends in:

- enrollments
- dropouts
- completions
- progressions past ALBE and Access into other College training programs

Other key findings are also highlighted.

All data presented in Section 5 spans the 2011/12 to 2015/16 timeframe – rather than only the 2015/16 year, as was outlined in Section 4. This was done for several reasons, to:

- 1) provide greater context for the 2015/16 results
- 2) coincide with the implementation of the NABE funding – which has brought important positive changes to the ALBE program
- 3) provide the College and ECE with the most up-to-date information on current trends in both programs
- 4) provide for informed and evidence-based program and policy decision making

Additionally, the longer 2011/12 to 2015/16 dataset allows for an exploration of linkages with strategic GNWT initiatives (discussed below in Section 6).

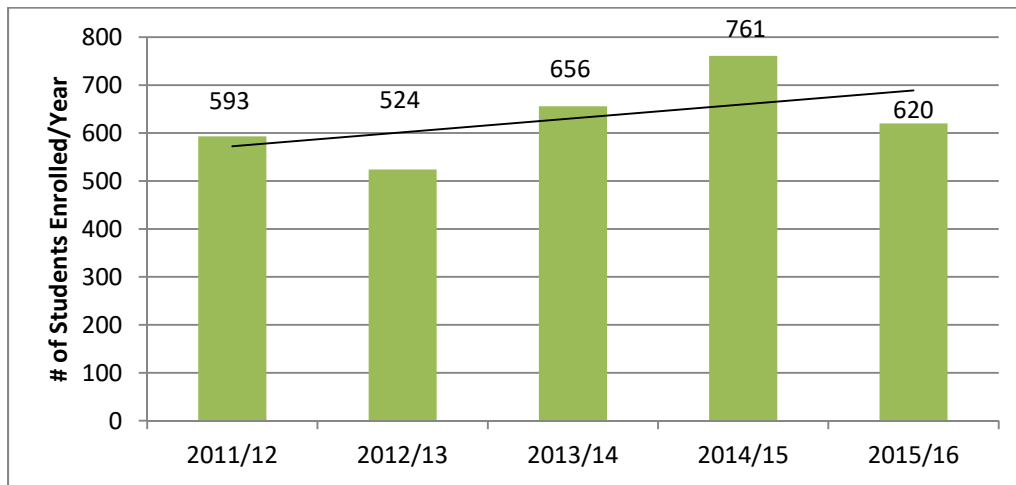
Please note that in this section, “M” is the mean or average, “t” is the Independent Samples T-Test statistic, and “p” is the significance level.³⁹ Please also note that unless otherwise noted, results are not statistically significant. All “statistically significant” means is that if additional ALBE and Access programs SRS data was analyzed, these same results are highly likely to emerge (i.e. the results are not just due to chance).

5.1 Enrollments (2011/12 to 2015/16)

Figure 5.1.1 shows the annual number of student enrollments in Developmental Studies in the 2011/12 to 2015/16 period. The trend over the past five years has been towards increased enrollments.

³⁹ UCLA Academic Technology Services (2006).

Figure 5.1.1: Student Enrollments in Developmental Studies (2011/12 to 2015/16)



An average of 559 students per year were enrolled in Developmental Studies from 2011/12 to 2012/13, while 679 students were enrolled per year in the 2013/14 to 2015/16 period. This translates into an increase of 21% (or 120 students per year).

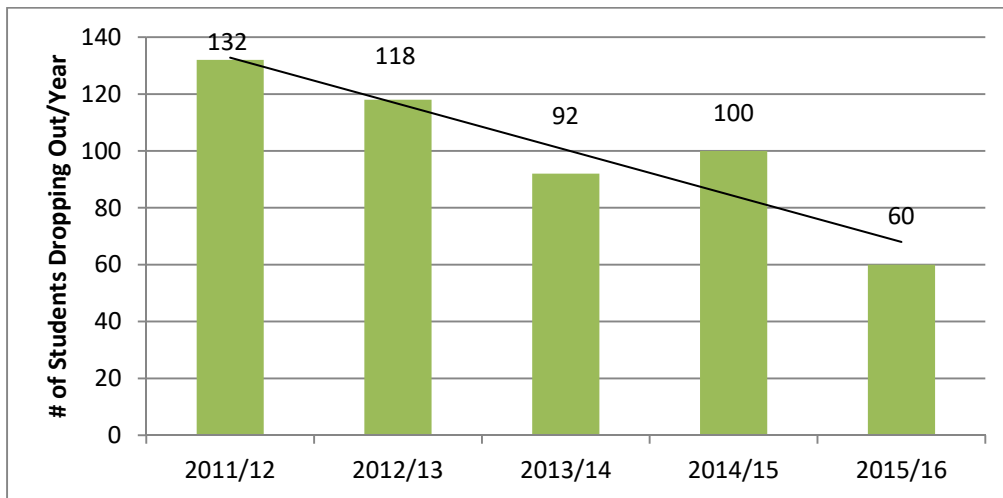
The increased enrollments occurred within the ALBE program at the CLCs, and coincided with the rollout of the LES courses that began in the 2013/14 academic year. ALBE enrollments increased at the CLCs by 44% since that time (or by an average of 120 students per year). ALBE enrollments have also increased at the campuses – but by a more modest 11% rate (or 16 students per year).

Enrollments in the Access programs have decreased over the last five years. These decreased enrollments were primarily due to the College tightening the eligibility requirements for entry into Access programs – which began in the 2014/15 academic year and which were further tightened for 2015/16.

Access student enrollments dropped by 36 students per year since that change. From an average of 135 students per year in the 2011/12 to 2013/14 period, enrollments decreased to 99 students per year in the 2014/15 to 2015/16 period. The decrease in Access enrollments was statistically significant ($t = .937$; $p = .029$).

5.2 Dropouts (2011/12 to 2015/16)

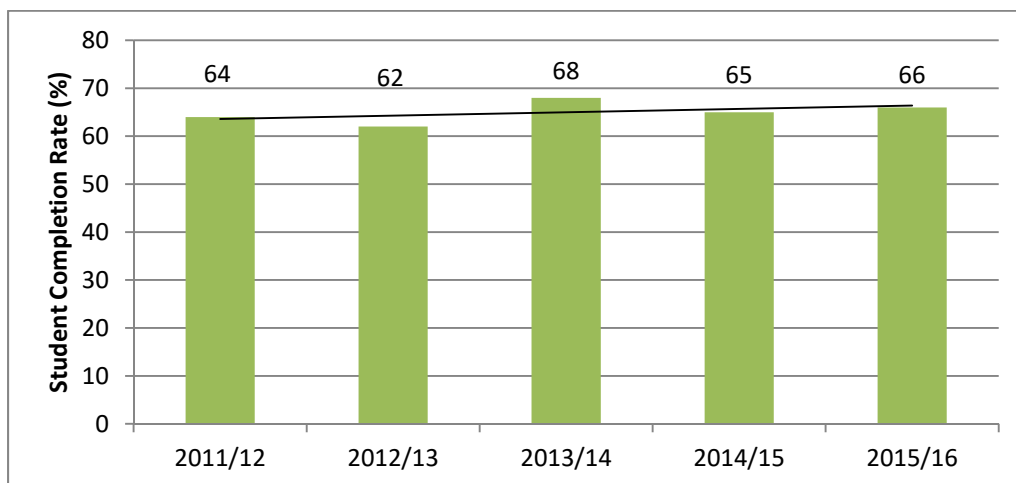
Figure 5.2.1 shows the number of students dropping out of Developmental Studies in the 2011/12 to 2015/16 period. The trend over the past five years has been towards fewer dropouts.

Figure 5.2.1: Number of Students Dropping Out of Developmental Studies (2011/12 to 2015/16)

Fewer students dropped out of Developmental Studies in the last three years compared to the first two years of the timeframe being examined. From 2011/12 to 2012/13, an average of 125 students per year dropped out; during the 2013/15 to 2015/16 period, the number of students that dropped out decreased to 84. In other words, 41 fewer students per year dropped out in the last three years: 29 students per year from the ALBE program and 12 students per year from the Access programs. This represents a statistically significant decrease of 33% in the dropout rate ($t = 6.362$; $p = .008$).

5.3 Completions (2011/12 to 2015/16)

Figure 5.3.1 shows the rates of students completing all of their courses in Developmental Studies in the 2011/12 to 2015/16 period. The trend over the past five years has been towards slightly increased completions.

Figure 5.3.1: Completion Rates of Developmental Studies Students (2011/12 to 2015/16)

An average of 63% of students completed all of their courses in Developmental Studies from 2011/12 to 2012/13, while 66% of students completed all of their courses in the 2013/14 to 2015/16 period. This translates into an increase of 3% (or 32 more students per year completing their courses).

The increased ALBE completions occurred primarily at the CLCs and coincided with the rollout of the LES courses that began in the 2013/14 academic year. ALBE completions increased at the CLCs by 11% since that time – rising from 64% between 2011/12 and 2012/13 to 75% between 2013/14 and 2015/16. The ALBE completion rate at the campuses remained relatively the same during the past five years: it was 53% between 2011/12 and 2012/13, and 52% between 2013/14 and 2015/16.

As noted in Section 5.1, when the College tightened the eligibility requirements for entry into Access programs beginning with the 2014/15 academic year, enrollments in Access programs decreased. Other College research has shown that completions are strongly linked with enrollments⁴⁰ – so it was not surprising that the Access student completion rate dropped by 19% since that change: from a rate of 70% in the 2011/12 to 2013/14 period to 51% in the 2014/15 to 2015/16 period. The decrease in completions within the Access programs was statistically significant ($t = -6.414$; $p = .008$).

5.4 Progressions Beyond ALBE and Access (2011/12 to 2015/16)

One of the requirements of CanNor reporting on the NABE funding is that Aurora College track former Developmental Studies students to see whether they progress beyond those programs to take additional training in subsequent years. Specifically, this includes tracking students in four categories:

- post-secondary training (i.e. certificate, diploma and degree programs)
- occupational training⁴¹
- apprenticeship training
- job training⁴²

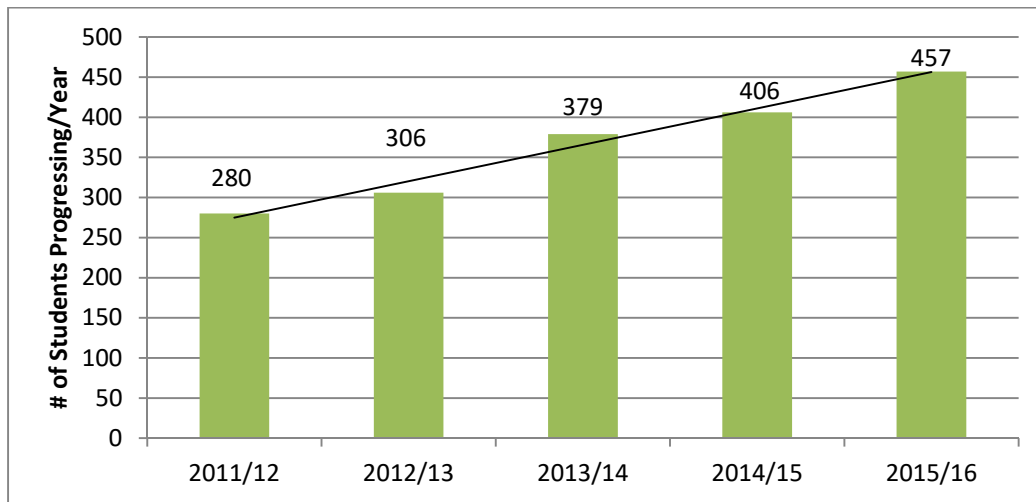
Figure 5.4.1 shows the number of former Developmental Studies students progressing beyond their programs to take additional training at the College in the 2011/12 to 2015/16 period. The trend over the past five years has been towards increased progressions.

⁴⁰ Aurora College. (2016). *NABE Project 10.1: 2015/16 Analysis of ALBE and Access SRS Data (Technical Report)*. p. 38.

⁴¹ Job Training is primarily short, employment focussed courses – such as Driver Education Training (for various classes of drivers licenses), Firearms Safety, First Aid, Ready to Work North, etc. These courses are popular with students because many of them need to be completed prior to being hired for a job.

⁴² Occupational Training includes students in two categories: Employment Training Programs and Pre-Apprenticeship Programs. Employment Training Programs are usually 12-14 week long programs that provide students with the knowledge and skills so they can pursue employment in various areas, such as “Camp Cook”, “Building Trades Helper”, “Introduction to Underground Mining” and “Mineral Processing Operator Pre-Employment Training”. Pre-Apprenticeship Programs are 12 weeks in length, and are designed to train and prepare students to find apprenticeship level work in the Carpentry, Electrical, Heavy Equipment Technician, Housing Maintainer, and Plumber/Gasfitter Trades.

Figure 5.4.1: Number of Former Students Progressing Beyond Developmental Studies (2011/12 to 2015/16)



Please note: the number of students progressing on to do other training – especially Post-Secondary Training and Apprenticeship Training – may be underreported. This is because the SRS does not track students at southern universities or colleges. Anecdotal evidence from other College research supports the view that these progression rates are underreported.⁴³

From 2011/12 to 2012/13, an average of 293 former students per year progressed beyond their programs. During the 2013/14 and 2015/16 period, the number of students per year that progressed beyond their programs increased to 414. In other words, 121 more students per year progressed beyond their programs: 108 students per year from the ALBE program and 13 students per year from the Access programs. This represents an increase of 41% in the progression rate. The increase in progressions was statistically significant ($t = -3.894$; $p = .030$).

However, there were differences between the two types of former students in the type of programs they progressed to after ALBE or Access. The majority of former Access students progressed to Post-Secondary Training programs (69%; $N = 430$), while the majority of former ALBE students progressed to Job Training (53%; $N = 635$). See below at Sections 6.2 and 6.3 for more details.

5.5 Other Key Findings (2011/12 to 2015/16)

Two other key findings were identified when the SRS data was analysed, including:

- students are having academic success in the new ALBE courses introduced since the NABE funding began
- there are important differences between the profiles of ALBE and Access students

⁴³ Allen, et al. (2013). *Review of Aurora College Access Programs: Final Report*.p.41.

Students Are Having Academic Success in the New ALBE Courses Introduced Since NABE Began

Students are having academic success in the new ALBE courses introduced into the system since the NABE funding came on-stream. These new courses are the seven Literacy and Essential Skills (LES) courses: *Introduction to Office Skills*, *Introduction to Early Learning and Childcare*, *Start Your Own Small Business*, *Small Business Funding and Marketing*, *Ready to Work NWT*, *Construction Labourer Basics*, and *Introduction to Retail and Customer Service*.

First, there was an important difference in course completions in the LES courses compared to all other ALBE courses. Table 5.5.1 shows that students completed the LES courses at higher rates (79%; N = 508) compared to all other ALBE courses in the 2011/12 to 2015/16 period (56%; N = 3,616).

Table 5.5.1: Student Completions in LES Courses vs Other ALBE Courses – All Communities (2011/12 to 2015/16)⁴⁴

	Other ALBE Courses		LES Courses		Increase/Decrease in Rate of Student Completions
	Number	Percent	Number	Percent	
# of Student Completions	3,616	56.1	508	78.9	Increase of student rate of completions by 28%

Second, there was an important difference in course completions in the communities where the LES courses were taught – compared to all other ALBE courses taught in those communities in the 2011/12 to 2015/16 period. Table 5.5.2 shows that students completed the LES courses at higher rates (79%; N = 508) compared to other ALBE courses (50%; N = 1,247).

Table 5.5.2: Student Completions in LES Courses vs Other ALBE Courses – Select Communities (2011/12 to 2015/16)⁴⁵

	Other ALBE Courses		LES Courses		Increase/Decrease in Rate of Student Completions
	Number	Percent	Number	Percent	
# of Student Completions	1,247	50.2	508	78.9	Increase of student rate of completions by 29%

⁴⁴ **Please note:** Tables 5.5.1 and 5.5.2 deal with course level data.

⁴⁵ This includes all NWT communities except Paulatuk, as well as the communities where the three regional campuses are located (Aurora Campus in Inuvik, Yellowknife/North Slave Campus in Yellowknife and Thebacha Campus in Fort Smith).

There Are Important Differences in the Current Profiles of ALBE and Access Students

The profiles of ALBE and Access students are very different. Table 5.5.3 highlights these differences.

Table 5.5.3: Different Profiles of ALBE and Access Students (2011/12 to 2015/16)

Criteria	ALBE Students	Access Students
Average Age	31	27
Education Level	Some High School	Completed High School
Years Before Start at College	16	9
Student Type	Part-time	Full-time
Number of Courses Enrolled In	3	6
Level of Courses Taken	Lower Levels (110-130)	Upper Levels (140-160)
Completion Rates of Courses	54%	69%
Progression	To Job Training	To Post-Secondary Training

Please note: the information on Average Age, Education Level, and Years Before Start at College should be viewed with caution for two reasons: 1) data for this variable was self-reported, and 2) the SRS only contained data on between 41% and 45% of students.

The average age of Access students (M = 27) is significantly lower than that of ALBE students (M = 31) ($t = 8.593$; $p = .000$). Additionally, Access students were more likely to have completed High School and have spent less time out of the K-12 system before starting back at the College compared to their ALBE counterparts. Access students were also more likely to be enrolled full-time time, to enroll in more total courses and courses that are at the 140-160 level, and to have completed their courses at higher rates than were ALBE students. Finally, Access students were more likely to progress beyond their programs to take Post-Secondary Training – while ALBE students were more likely to progress beyond their program to take short, employment focussed training (i.e. Job Training).

These different student profiles have important policy implications for the delivery of the ALBE and Access programming at the College.

6. LINKAGES WITH SKILLS 4 SUCCESS AND THE NWT LABOUR MARKET FORECAST AND NEEDS ASSESSMENT

The Government of the Northwest Territories (GNWT) launched the Skills 4 Success (S4S) Initiative in 2015.⁴⁶ The *Skills 4 Success 10-Year Strategic Framework* is focused on capitalizing on the skills, knowledge and talents of the people of the NWT – the number one resource and driving force behind the NWT economy and sustainable communities. The four goals of the Framework seek to ensure that the education and training system keeps pace with the changing dynamics of the labour market so that NWT residents, students and workers gain the skills required in a 21st century economy and labour market.⁴⁷

⁴⁶ GNWT. (2015). *Skills 4 Success: NWT Jobs In Demand – 15 Year Forecast*.p.1.

⁴⁷ GNWT. (2015). *Skills 4 Success 10 Year Strategic Framework*. p.3.

With these goals in mind, the GNWT engaged the Conference Board of Canada to develop an *NWT Labour Market Forecast and Needs Assessment (LMFNA)*. Two main objectives guided the LMFNA project:

- help the GNWT and its stakeholders better understand the characteristics of the NWTs current labour market and resident labour force, and
- help the GNWT and its stakeholders anticipate employer hiring needs under current market conditions and reasonable alternative scenarios up to the year 2030.⁴⁸

Aurora College ALBE and Access Programs are contributing to the goals of S4S and are consistent with the research conducted by the Conference Board of Canada for the LMFNA. This can be seen in several areas, including:

- essential skills programming at Aurora College
- preparing students for in-demand occupations requiring post-secondary training
- preparing students for employment
- developing new data collection, analysis and reporting systems to track students from ALBE and Access programs to further training at the College or to employment

6.1 Essential Skills Programs at Aurora College

The Conference Board of Canada's Centre for Skills and Postsecondary Education defines skills as "an ability acquired or developed through education, training, and/or experience which provides a person with the potential to make a useful contribution to the economy and society".⁴⁹ This definition incorporates not only expert knowledge or technical skills for specific occupations and activities, but also the broad range of generic employability skills (e.g., personal responsibility, teamwork, communication, creativity, problem-solving, and life skills) and essential skills (e.g., literacy and numeracy). The concept of skill incorporates technical know-how and knowledge, as well as the ability to apply both and succeed on the job.

As noted above in Section 2.1, the College (in partnerships with the NWT Literacy Council) began developing and delivering essential skills programming when the NABE funding came online in 2011/12. This programming responded to needs identified by program partners and stakeholders for courses that would support lower-level literacy (i.e. 120) learners in the smaller NWT communities. The focus of the courses is on literacy and numeracy development through embedded learning – while at the same time teaching participants the skills for a job. In the NWT, these courses are called Literacy and Essential Skills (LES) courses.

⁴⁸ Conference Board of Canada. (2015). *NWT Labour Market Forecast and Needs Assessment*. p.2.

⁴⁹ Munro, Daniel, et al. (2014). *Skills - Where Are We Today? The State of Skills and PSE in Canada*. Ottawa: The Conference Board of Canada.

Between 2011/12 and 2015/16, seven LES courses were developed, piloted and delivered across NWT communities. The seven LES courses include: *Introduction to Office Skills, Introduction to Early Learning and Childcare, Start Your Own Small Business, Small Business Funding and Marketing, Ready to Work NWT, Construction Labourer Basics, and Introduction to Retail and Customer Service.*

Table 6.1.1 shows that between 2011/12 and 2015/16, a total of 679 learners enrolled in the seven LES courses, with 508 (79%) of them completing their course.

Table 6.1.1: LES Course Enrollments, Withdrawals and Completions – by Course (2011/12 to 2015/16)

Course	Enrollments		Withdrawals		Completions	
	Number	Percent	Number	Percent	Number	Percent
Construction Labourer Basics	91	13.4	0	0.0	74	81.3
Ready to Work NWT	137	20.2	1	2.9	118	86.8
Small Business Funding and Marketing	45	6.6	0	0.0	39	86.7
Start Your Own Small Business	100	14.7	4	11.4	78	81.3
Intro to Retail and Customer Service	45	6.6	1	2.9	33	75.0
Intro to Office Skills	183	27.0	21	59.9	118	72.8
Intro to Early Learning and Childcare	78	11.5	8	22.9	48	68.6
Totals	679	100.0	35	100.0	508	78.9

As noted above in Section 5.5, learners are having success in the LES courses. This includes:

- completing the LES courses at higher rates (79%; N = 508) compared to all other ALBE courses (56%; N = 3,616) in the 2011/12 to 2015/16 period
- within the communities where the LES courses were taught, completing the LES courses at higher rates (79%; N = 508) compared to other ALBE courses taught in those communities (50%; N = 1,247)
- fewer students withdrawing (or dropping out) of the LES courses compared to other ALBE courses: 5% for the LES courses, 10% for other ALBE courses

6.2 Preparing Students For In-Demand Occupations Requiring Post-Secondary Training

The Conference Board of Canada has identified the top in-demand occupations in the NWT over the next 15 years, as well as the skills and educational requirements of those jobs. Approximately 78% of those jobs will require some form of post-secondary training (which includes college, apprenticeship or university training).⁵⁰

⁵⁰ Conference Board of Canada. (2015). *NWT Labour Market Forecast and Needs Assessment*. p.4.

Results from the NWT Northern Adult Basic Education (NABE) Program show that former ALBE and Access students are progressing beyond their programs into post-secondary training.⁵¹ Enrollments of former ALBE and Access students in certificate, diploma and degree programs have increased in the 2011/12 to 2015/16 period (compared to the previous five year period).

As Table 6.2.1 shows, there was a 26% increase in the five-year average of enrollments between the two periods (from 73 students per year to 92 students per year).

Table 6.2.1: Average Number of Student Enrollments in Certificate, Diploma and Degree Programs – Pre-NABE Years and Years With NABE Funding

	Pre-NABE Years (2006/07 – 2010/11)		Years With NABE (2011/12 – 2015/16)		Increase/Decrease in Students
	Number	Percent	Number	Percent	
Average # of Student Enrollments	73	44.3	92	55.7	Increase of 26% (or 19 students per year)

Figure 6.2.1 shows that this increase in student enrollments in the years with NABE funding was primarily in certificate and diploma programs.

Figure 6.2.1: Average Number of Student Enrollments by Type of Post-Secondary Training – Pre-NABE Years and Years With NABE Funding

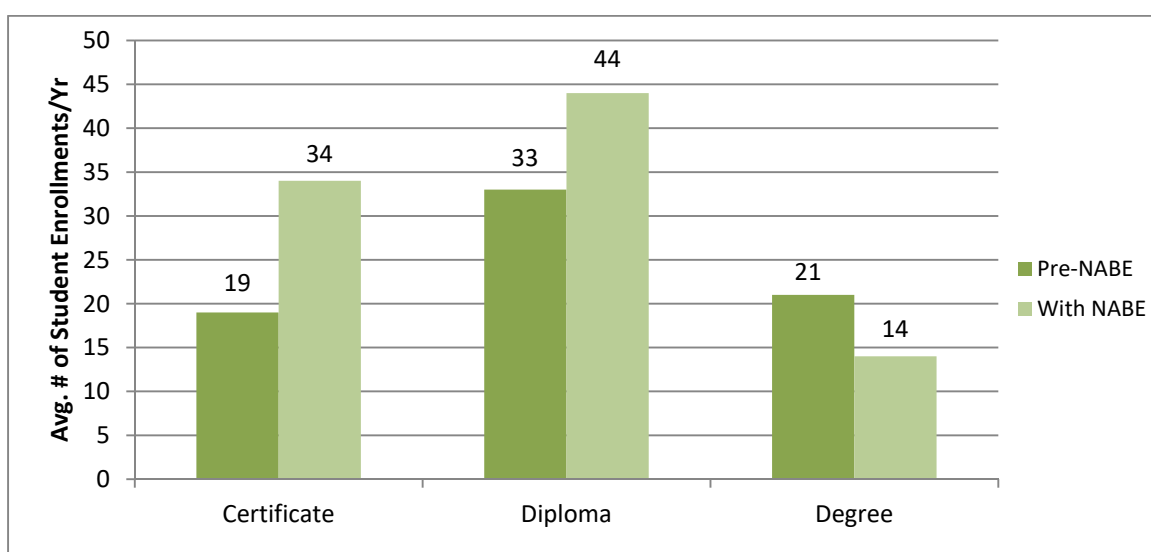


Table 6.2.2 shows that a total of 840 students progressed beyond ALBE and Access into certificate, diploma and degree programs in the 2011/12 to 2015/16 timeframe. Over three quarters of those students (79%; N = 661) enrolled in training programs for occupations noted as being in-demand in the NWT.⁵²

⁵¹ Aurora College. (2016). *2015/16 Analysis of ALBE and Access SRS Data (Technical Report)*. pp 28-30.

⁵² GNWT. (2015). *Skills 4 Success: NWT Jobs In Demand – 15 Year Forecast*.p.9-11.

Table 6.2.2: Total Number of Students Progressing Beyond ALBE and Access to Certificate, Diploma and Degree Training For In-Demand Occupations (2011/12 to 2015/16)

	Number	Percent
BACHELOR OF SCIENCE IN NURSING*	137	16.3
BUSINESS ADMINISTRATION*	132	15.7
EARLY CHILDHOOD DEVELOPMENT*	84	10.0
SOCIAL WORK*	83	9.9
PERSONAL SUPPORT WORKER*	69	8.2
BACHELOR OF EDUCATION*	67	8.0
ENVIRONMENT & NATURAL RESOURCES TECH	67	8.0
OFFICE ADMINISTRATION*	61	7.3
ENVIRONMENTAL MONITOR TRAINING	34	4.0
ABORIGINAL LANGUAGE&CULTURAL INSTRUCTOR	32	3.8
TRADITIONAL ARTS	32	3.8
COMMUNITY HEALTH REPRESENTATIVE*	13	1.5
CONTAMINATED SITE REMEDIATION COORD.	10	1.2
SUPPLY MANAGEMENT*	10	1.2
NORTHERN LEADERSHIP DEV INDUSTRY FOCUS	4	.5
TEACHER EDUCATION*	4	.5
POST GRAD CERT IN REMOTE NURSING*	1	.1
Total	840	100.0

Please note: certificate, diploma and degree programs for in-demand occupations are noted with an *

6.3 Preparing Students For Employment

Results from the *2015/16 Aurora College Survey of Former ALBE and Access Students* show that Aurora College ALBE and Access programs are preparing students for employment in the NWT.

When the NABE Program was implemented, CanNor designed a set of 15 indicators to track progress on program outcomes – including outputs, immediate outcomes, intermediate outcomes and final outcomes. The College was able to report on 14 of the 15 indicators – the one exception being the inability to report on the number of former ALBE and Access students who had found jobs since finishing their programs. The only way to gather data for that indicator was through a survey – so the *2015/16 Aurora College Survey of Former ALBE and Access Students* was conducted. This was the first time that former ALBE and Access students were the focus of a major survey – so Aurora College was breaking new ground in its development and delivery.

The approach taken for the delivery of the survey was to do a census (or complete coverage) of former students from the 2013/14 and 2014/15 academic years. This is because the students in the ALBE and Access programs are highly mobile – and that it would be difficult to track down former students from 2011/12 or 2012/13. Former ALBE and Access who were still enrolled in other College programming were excluded from the survey because the focus was to see how many former students acquired jobs.

The final survey respondent pool consisted of the 813 former students from the 2013/14 and 2014/15 years. Two-hundred and twenty nine (229) former students responded to the survey – which represented a response rate of 30%.

The 229 respondents were primarily: Aboriginal (95%; N = 218); female (62%; N = 141); over 25 years of age (72%; N = 165); had studied full-time (57%; N = 130); from the smaller NWT communities (78%; N = 171); and they had completed some high school before returning to the College to take the ALBE or Access programs (52%; N = 108).

Fifty-six percent (56%; N = 127) of respondents acquired a job after leaving the College. Of the 127 respondents who had acquired a job, 61% (N = 78) were enrolled in 2014/15, while 39% (N = 49) were enrolled in 2013/14. Additionally, the majority of respondents noted that the jobs they acquired were:

- full-time (56%; N = 71), as opposed to part-time (44%; N = 56)
- year-round (66%; N = 83), as opposed to seasonal (34%; N = 43)

Finally, of those respondents who did acquire a job, the majority (78%; N = 97) reported that their studies at the College had helped them with the skills needed to do their jobs.

6.4 Developing New Data Collection, Analysis and Reporting Systems to Track Student Academic Success and Progression to Further Training and Employment

Since 2011/12, the College has broken new ground in the collection, analysis and reporting of ALBE and Access student academic success. As noted above in Section 2.3, the College had to develop these new processes in order to report on the indicators required by CanNor under the NABE program. If it hadn't, it would have been unable to report on 40% of the indicators that were required.

As also noted above, the essence of the new process is that it “sums-up” course level data to see how students are doing within their program. The individual student records are then analyzed to examine student success – including enrollments, withdrawals (i.e. dropouts), completions, etc. The main unit of analysis is “student by program by year” (or in other words, “bums in seats”). Additionally, the SRS data allows for the tracking of former students to see what other College programming they take after ALBE and Access. This is important – as it is an indicator of the success of students in progressing to certificate, diploma, degree, apprenticeship and other training at the College.

This new process was first used in 2012 and 2013 to provide the data for the *Review of Aurora College Access Programs*.⁵³ A second analysis was then undertaken with ALBE data to provide a baseline for that program.⁵⁴ The results of those first two research projects were presented at the NABE Symposium in Whitehorse in May of 2014. Both presentations were very well-received.

⁵³ Hogan, B. (2014). NABE Project 10.4 – 2012/13 Longitudinal Analysis of Student Level Access Programs Data.

⁵⁴ Hogan, B. (2014). NABE Project 10.2 – 2012/13 Longitudinal Analysis of Student Level ALBE Program Data.

In subsequent years, the analysis was tweaked to provide a pre-post comparison of SRS data so that the impacts of the NABE investments could be quantitatively measured. The first analysis of SRS data with NABE funding in place was released in 2013/14 – and included results for three years of data pre-NABE and three years of data with NABE (i.e. the 3 x 3 report).⁵⁵ In 2014/15, the analysis of four years of data pre-NABE and four years of data with NABE was released (i.e. the 4 x 4 report).⁵⁶ The analysis for five years of data pre-NABE and five years of data with NABE (i.e. the 5 x 5 report) has been prepared and will be released in the Fall of 2016.⁵⁷

The *2015/16 Analysis of ALBE and Access SRS Data* shows that the NABE funding is having a positive impact on Aurora College ALBE and Access programs – and that that impact continues to grow with every year that the NABE funding is in place. However, without these new data collection, analysis, reporting and tracking processes in place, the College would be unable to provide the evidence that supports those claims.

It should be noted that the new processes could be used to track and report on all College students (not just ALBE and Access students). This is important, as the College can play a role in providing quantitative data that could be used by the GNWT to measure the impact of the S4S initiative. Additionally, the College is now in the process of selecting a new Student Information System (SIS) to replace the SRS. This will modernize College data collection and reporting processes, and should allow for further improvements to be made to the new processes already developed.

Finally, as noted above in Section 6.3, the College broke new ground in 2015/16 by surveying former ALBE and Access students to see whether they had found employment after leaving the College. Although the survey showed positive results, the survey development and delivery created a heavy workload for several key personnel administering the NWT NABE Program, including: the Vice-President of Community and Extensions, the NWT NABE Program Manager, the Chair of Developmental Studies, and the NWT NABE Program Evaluation Consultant. Due to the heavy workload, the College will not be able to undertake such a survey on an annual basis. Instead, it will be undertaken on an ad-hoc basis as required to fulfill its reporting requirements to CanNor.

7. NEXT STEPS

The overall intent of this report is to provide for informed and evidence-based program and policy decision making.

This report should be useful to both College and ECE staff involved with the ALBE and Access programming. Specifically, Section 4 provides detailed 2015/16 results of ALBE and Access program enrollments, dropouts and completions – as well as the demographic information of students and

⁵⁵ Aurora College. (2014). *NABE Project 10.2: 2013/14 Analysis of ALBE and Access SRS Data (Technical Report)*.

⁵⁶ Aurora College. (2015). *NABE Project 10.2: 2014/15 Analysis of ALBE and Access SRS Data (Technical Report)*.

⁵⁷ Aurora College. (2016). *NABE Project 10.2: 2015/16 Analysis of ALBE and Access SRS Data (Technical Report)*.

information on specific courses. The analysis outlined in Section 5 provides the College and ECE with the most up-to-date information on current trends in both programs. This includes trends in enrollments, dropouts, completions and progressions beyond ALBE and Access into other College training programs. These results should allow for programming adjustments to be made where necessary.

Additionally, the data provided in Section 6 shows how the ALBE and Access programs are contributing to the goals of the GNWTs *Skills 4 Success* initiative. These results are important because they are consistent with the research conducted by the Conference Board of Canada for the *NWT Labour Market Forecast and Needs Assessment* – especially in regards to students progressing on to post-secondary training for occupations that were identified as in-demand for the next 15 years.

The data in this report also helps solidify the College's work with partners such as the Aboriginal Skills and Employment Training Strategy (ASETS) organizations, other GNWT departments and agencies (such as ECE, Justice and the NWT Business Development and Investment Corporation), and non-governmental organizations including the NWT Literacy Council, Skills Canada NWT, the Tree of Peace Friendship Centre and the Native Women's Association of the NWT.

The major next step is to use the data contained within this report for College accountability purposes regarding the ALBE and Access programs. Another next step is to ensure that the new data collection, analysis and reporting processes that the College has developed over the past five years to measure success and track student progress to additional training is continually updated to reflect ongoing requirements – including the new Student Information System (SIS) that is being selected for the College.

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APPENDIX I: Detailed Methodology

The overall intent of this report is that it provides for informed and evidence-based program and policy decision making. This is accomplished through a two-pronged approach by providing:

- 1) 2015/16 SRS data on the ALBE and Access programs for accountability purposes; and
- 2) SRS data on the 2011/12 to 2015/16 period so that a broader context for the analysis of the 2015/16 data can be provided. This broader context includes current trends within the ALBE or Access programs, as well as linkages with strategic GNWT initiatives.

Although two other sources of data are discussed in this report, they are provided for explanatory purposes only – and are not the focus of this Detailed Methodology. For further details of the methodologies for those other data sources, see the individual project reports.⁵⁸

1. Data Conversion, Coding and Labelling

Data was converted from the original format it was received in (MS Excel spreadsheet) to the Statistical Package for the Social Sciences (SPSS) prior to analysis. SPSS is the same software that the GNWT Bureau of Statistics uses to analyse their data. Once the raw data was imported into SPSS, it was coded and labelled so that it could be analysed.

2. Data Cleaning and Transforming

“Cleaning” was necessary because of the way some of the data was coded within the SRS. This was primarily required for the “Class Status” field of the database, where certain records had to be re-coded from their existing status of “In-progress” or “Ongoing” into “Not Completed”.⁵⁹ Two hundred and thirty four (234) “In-progress” records and 267 “Ongoing” records were re-coded. This re-coding represented 1.9% of total course records for the former and 2.2% of total course records for the latter category. Finally, 13 duplicate records were discovered and removed from the ALBE and Access Programs datasets.

Transforming was necessary because of the way SRS records data. Each student within the system could have multiple records – in various programs (first ALBE or an Access program, then on into a Certificate or Diploma program, etc.), and across multiple years (2011/12, 2012/13, etc.). These individual records had to be collapsed into longitudinal format before proper analysis could be undertaken to see how individual students were progressing through and beyond the ALBE and Access programs over time.

⁵⁸ See the *Aurora College 2015/16 Analysis of ALBE and Access SRS Data (Technical Report)* and the *Aurora College 2015/16 Survey of Former ALBE and Access Students – Results Report*. These data sources are provided to make linkages with strategic GNWT initiatives such as *Skills 4 Success* and the *NWT Labour Market Forecast and Needs Assessment*.

⁵⁹ For both the ALBE and Access Programs dataset and the Programs/Courses Post-ALBE/Access dataset, records were only considered as “Ongoing” if they were from the 2015/16 Academic year, or considered as “In-progress” if they were from the Winter semester of 2015. Records which did not meet those criteria were re-coded as “Not Completed Requirements”.

Six spreadsheets were exported from the SRS:

- ALBE student demographic information (SR6961A_NABE_ALBE_Demographics)
- ALBE program information (SR6961B_NABE_ALBE_Programs)
- Information on courses beyond ALBE (SR6961C_NABE_ALBE_Followup_Programs)
- Access student demographic information (SR6962A_NABE_Access_Demographics)
- Access programs information (SR6962B_NABE_Access_Programs)
- Information on courses beyond Access (SR6962C_NABE_Access_Followup_Programs)

From the original six spreadsheets exported from the SRS, four longitudinal SRS datasets were created for analysis for this project:

- ALBE and Access programs course level data
- ALBE and Access programs student level data
- progressions beyond ALBE and Access – course level data
- progressions beyond ALBE and Access – student level data

The basic methodology employed for the analysis in this report was to “sum-up” course level data to see how students were progressing within (and beyond) the ALBE and Access Programs.

ALBE and Access Programs Course Level Data

11,923 course level records were exported from the SRS for the 2011/12 to 2015/16 academic years. This file was then further subdivided to include only the 2,052 course level records for the 2015/16 academic year. The former file was used for analysis in Section 5, while the latter file was used for reporting the results in Section 4.

Primarily, the course level data was used to calculate whether each student completed all of their ALBE or Access courses. Completing a course included “Completed Requirements”, “Credit”, “Transfer Credit” and “Equivalency”. Not completing a course included “Not Completed Requirements”, “No Credit”, “Dismissal” and “Fail”. The only exception was if a student did not complete all of their ALBE or Access courses, but were accepted into another Aurora College Certificate, Diploma or Degree program, then that student was deemed to have “Conditionally Completed” all of their courses in their program.⁶⁰

⁶⁰ Since the data used for this report was extracted in July of 2016, it did not include College enrollments for 2016/17. As a result, “Conditional Completions” for students taking ALBE and Access programs in 2015/16 could not be calculated for this report. The Conditional Completions detailed in Section 4 are estimates based on the averages of the previous four years (2011/12 to 2014/15). These estimates include an overall 16% conditional completion rate: 10% (or 57 students) from the ALBE program and 6% (or 5 students) from the Access Programs. These estimates are included in this report because by omitting them, the College would be severely underreporting student success for 2015/16.

To address this limitation in future reports, in 2016/17 the College will adopt a new method that calculates the completions of pre-requisite courses that are needed for students to be accepted into certificate, diploma and degree programs. This new method will more accurately reflect student success compared to the estimates provided in this report.

Course records were not included in the calculation of completing a course if they were classified as “Ongoing” or “In-Progress”. Additionally, records where a student “Withdrew” from courses were also not considered in the calculation of completing that course. The *Aurora College Policy on the Grading of Courses (C.25)* and the *Aurora College Policy on Student Withdrawal (C.30)* were used to define all of these terms.

The course level data was used for some limited statistical analysis: 1) to determine whether there were any statistically significant differences in completion rates between the new ALBE courses introduced since NABE funding began compared to the regular ALBE courses; and 2) whether there were any statistically significant differences in completion rates between course subjects (English, Math, Science, etc.) and course levels (110, 120, 130, etc.).

ALBE and Access Programs Student Level Data

The 11,923 course level records from the course level data file were collapsed down into records for 3,154 individual students who were registered in the ALBE and Access programs during the analysis timeframe. This file was then further subdivided to include only the 620 student level records for the 2015/16 academic year. The former file was used for analysis in Section 5, while the latter file was used for reporting the results in Section 4.

The intent of transforming this data was to see how far each individual student progressed through the programs. This was done through the development of a “Completed All ALBE/Access Courses” variable – which calculated whether each student completed all of their courses from the course level dataset.

Specifically, the student level dataset was used to analyse:

- relationships between demographic variables (age, gender, ethnicity, home community, highest level of K-12 schooling completed, time spent out of the K-12 system before returning to the College) and enrollments, completions, and whether students dropped out of their ALBE or Access programs
- relationships between program-related variables (delivery location, full-time and part-time status) and enrollments, completions, and whether students dropped out of their ALBE or Access programs
- differences between students in the ALBE program and students in the Access programs on all of the above
- whether there were any discernable trends within the five year timeframe (i.e. 2011/12 to 2015/16)

Progressions Beyond ALBE and Access – Course Level Data

8,727 course level records were exported from the SRS for the 2011/12 to 2015/16 timeframe. As with the ALBE and Access programs dataset, the course level data was used to calculate whether each student completed all of their courses after progressing beyond ALBE and Access. The same methodology as outlined above was used to determine completion of courses post-ALBE and Access – although there were no “Conditional Completions” for these students.

The course level data was used to prepare the student level dataset for the 2011/12 to 2015/16 period.

Progressions Beyond ALBE and Access – Student Level Data

The 8,727 course level records from the course level data file were collapsed down into records for 1,828 individual students who were registered in other College programs after progressing beyond ALBE and Access during the 2011/12 to 2015/16 timeframe. The intent of the student level data was to determine student success. This was done through the development of a “Completed All Courses” variable – which calculated whether each student completed all of their courses from the course level dataset.

Specifically, the student level dataset was used to analyse:

- relationships between demographic variables (age, gender, ethnicity, home community, highest level of K-12 schooling completed, time spent out of the K-12 system before returning to the College) and enrollments, completions and whether students dropped out of their courses after progressing beyond ALBE and Access
- relationships between program-related variables (delivery location, full-time and part-time status) and enrollments, completions and whether students dropped out of their courses after progressing beyond ALBE and Access
- differences between former ALBE students and former Access students on all of the above
- whether there were any discernable trends within the five year timeframe (i.e. 2011/12 to 2015/16)

3. Creating New Variables Prior to Analysis

New variables were created prior to analysis by collapsing categories within some existing variables. For example, it was not possible to separately analyse results from 24 communities and the three campuses where ALBE courses were delivered. Instead, those locations were collapsed into the two categories of “Communities” and “Campuses” – so that results of programs delivered at the community level could be compared with results of programs delivered at the campus level. The “Campuses” category was

subsequently broken down into the three regional campuses “Aurora”, “Thebacha” and “Yellowknife/ North Slave” – so that results could also be compared across campuses.

Additionally, some variables were created by linking data from the different longitudinal datasets. For example, it was possible to track individual student progress from the ALBE and Access programs to programs/courses taken post-ALBE/Access.

For the ALBE and Access Programs Dataset, additional new variables created included:

- “Under/Over 25”
- “Highest Grade Completed”
- “Length of Time Spent Out of School Before Returning to Aurora College”
- “Progress Beyond ALBE/Access”
- the “Region” categories outlined in Table 4.1.6
- “Campus or CLC” based student
- “Pre/Post CanNor Funding”
- “Whether the student dropped out of the program”

For the Programs/Courses Post-ALBE/Access Dataset, many of the same variables were created, including: Under/Over 25, Highest Grade Completed, and Length of Time Spent Out of School Before Returning to Aurora College.

Additional new variables created included the other four CanNor Indicators (Post-Secondary Training, Occupational Training, Apprenticeship Training, and Job Training).

4. Data Analysis

Data analysis included multiple steps:

- first, raw frequencies and percentages were calculated and reported to give a better understanding of the overall data
- second, means were calculated as an additional level of analysis
- third, Independent Samples T-Tests were used to test whether statistically significant differences existed between groups of students (for example, between Aboriginal and Non-Aboriginal students)
- fourth, Independent Samples T-Tests were the tests used to see whether there were statistically significant trends in enrollments, dropouts, completions, and progressions beyond ALBE and Access within the five year timeframe (i.e. 2011/12 to 2015/16)

A Note About Next Steps For This Methodology

The methodology used to measure academic success and track the progression of students to further training has been updated on an ongoing basis as issues are identified and problems are resolved. As the College analysis and reporting processes have matured, the types of reports have moved from the more simplistic 10 year longitudinal analyses to the more complex pre-post NABE analyses presented in 2014, 2015 and 2016. Each new report allows for deeper exploration of the data – and the identification of new insights and trends.

As noted above in Section 3.2, a new method for calculating “Conditional Completions” will be used beginning in 2016/17. This will be done by examining completions in pre-requisite courses to more accurately measure student academic success. Additionally, another issue identified this year was the confounding nature of two different analyses: i.e. examining the differences between ALBE and Access students, and examining the differences between students at the CLCs and the Campuses. These two analyses are confounding in nature due to their overlapping student populations.

Neither issue could be resolved this year because to do so would require the database sub-contractor to transform the raw data into suitable formats prior to analysis – a step which takes place at the very beginning of the analysis process. However, both issues have been noted and will be addressed beginning with the next data extract in 2016/17.