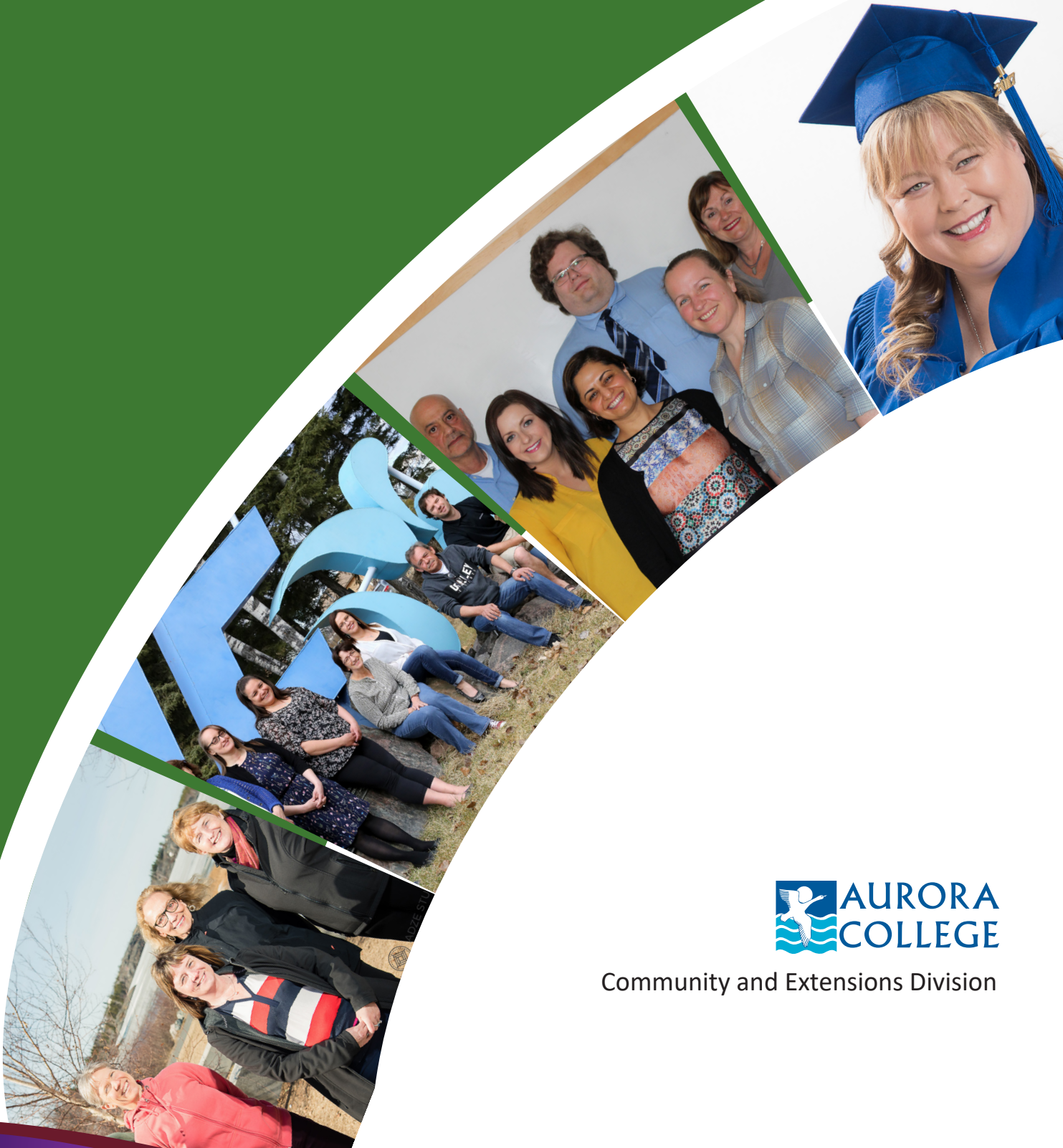


# 2016/17 ALBE, Access and TLOW Programs Accountability Report



Community and Extensions Division

## **ACKNOWLEDGEMENTS**

This report is breaking new ground in providing quantitative data for ALBE, Access and TIOW programs 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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  - non-governmental organizations, including the NWT Literacy Council and Skills Canada NWT
  - the Government of the Northwest Territories (GNWT) Department of Education Culture and Employment (ECE) and the Department of Justice

## **EXECUTIVE SUMMARY**

### **Introduction**

This report was prepared in response to a request by Aurora College to identify improvements to the previous reporting templates 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 and beyond the ALBE, Access and Targeted Initiative for Older Workers (TIOW) programs. For example, 2,273 course level records were collapsed down into records for 671 individual students who were registered in the ALBE, Access and TIOW programs during 2016/17. 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. The 671 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, Access and TIOW programs in 2016/17; and analysis at the course level – which focussed on all of the courses those students took within those programs in 2016/17. This two-pronged approach allowed for the most thorough analysis of the SRS data.

Please note that data from different time frames are presented in this report. First, data for 2016/17 is presented for accountability purposes for the ALBE, Access and TIOW programs. Second, data for the period with Northern Adult Basic Education (NABE) funding (2011/12 to 2016/17) is outlined in the analysis sections for the ALBE and Access programs so that a broader context for the 2016/17 data can be provided. This broader context includes current trends within the ALBE and Access programs, as well as linkages with strategic GNWT initiatives which are discussed in Section 8. Please also note that completion percentages can change when examining data from different timeframes.

### **2016/17 Results**

Tables ES.1 through ES.6 provide a summary of key high-level results from 2016/17 for the ALBE, Access and TIOW programs. Additional results and analysis are included in the main text, specifically Sections 4 to 8.

Note that because the data was extracted from the SRS before the start of the 2017/18 academic year, we don't yet know how many of the 2016/17 students progressed beyond their programs to further training at the College. Therefore "progressions" are not included in these results. The progression data for the 2016/17 students will be included in the analysis of next year's data (i.e., in the 2017/18 analysis).

**Table ES.1: Student Enrollments, Dropouts and Completions by Program (2016/17)**

	Enrolled	Dropped Out	Ongoing/ In Progress	Did Not Complete		Completed	
	N	N	N	N	%	N	%
ALBE	517	43	54	165	39.3	255	60.7
Access	129	17	0	35	31.3	77	68.8
TIOW	25	0	0	5	20.0	20	80.0
Total	671	60	54	205	36.8	352	63.2

**Table ES.2: Course Enrollments, Dropouts and Completions by Program (2016/17)**

	Enrolled	Dropped Out	Ongoing/ In Progress	Did Not Complete		Completed	
	N	N	N	N	%	N	%
ALBE	1,326	133	290	304	33.7	599	66.3
Access	825	110	137	161	27.9	417	72.1
TIOW	122	0	0	10	8.2	112	91.8
Total	2,273	243	427	475	29.7	1,128	70.3

**Table ES.3: ALBE Student Enrollments, Dropouts and Completions – CLCs vs Campuses (2016/17)**

	Enrolled	Dropped Out	Ongoing/ In Progress	Did Not Complete		Completed	
	N	N	N	N	%	N	%
CLCs	388	28	49	99	31.8	212	68.2
Campuses	129	15	5	66	60.6	43	39.4
Total	517	43	54	165	39.3	255	60.7

**Please note:** 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 1 or 2 courses delivered over 6 or 8 weeks (i.e., the LES courses). Since shorter programs usually have higher completion rates than longer ones, caution should be used when making comparisons between the completion rates of campuses and communities.

**Table ES.4: ALBE Course Enrollments, Dropouts and Completions – CLCs vs Campuses (2016/17)**

	Enrolled	Dropped Out	Ongoing/ In Progress	Did Not Complete		Completed	
	N	N	N	N	%	N	%
CLCs	869	64	218	176	30.0	411	70.0
Campuses	457	69	72	128	40.5	188	59.5
Total	1,326	133	290	304	33.7	599	66.3

**Table ES.5: Access Student Enrollments, Dropouts and Completions – UCAP and OCAP (2016/17)**

	Enrolled	Dropped Out	Ongoing/ In Progress	Did Not Complete		Completed	
	N	N	N	N	%	N	%
UCAP	68	8	0	18	30.0	42	70.0
OCAP	61	9	0	17	32.7	35	67.3
Total	129	17	0	35	31.3	77	68.8

**Table ES.6: Access Course Enrollments, Dropouts and Completions – UCAP and OCAP (2016/17)**

	Enrolled	Dropped Out	Ongoing/ In Progress	Did Not Complete		Completed	
	N	N	N	N	%	N	%
UCAP	434	53	75	84	27.5	222	72.5
OCAP	391	57	62	77	28.3	195	71.7
Total	825	110	137	161	27.9	417	72.1

### Analysis of SRS Data (2011/12 to 2016/17)

Several important findings emerged from the analysis of the 2011/12 to 2016/17 data. The trends over the past six years for the ALBE and Access<sup>1</sup> programs have been towards:

- increased enrollments within the ALBE Program – which are up 28% since 2013/14
- decreased dropouts within both programs (43% decrease for ALBE since 2013/14, 19% decrease for Access since 2014/15)
- increased completions within the ALBE program – which are up 8% since 2013/14
- increased progressions of former ALBE and Access students into other training at the College (49% increase for ALBE since 2013/14, 15% increase for Access since 2014/15)

<sup>1</sup> This is the first year that the TIOW Program was delivered in the NWT – so an examination of “trends over time” is not yet possible.

Additionally, three other key findings were identified:

- ALBE students at the CLCs are having academic success in the new LES courses introduced since the NABE funding began:
  - students are completing the LES courses at higher rates (82%) compared to other ALBE courses (56%)
  - fewer students are dropping out of the LES courses (4%) compared to other ALBE courses (17%)
- there are important differences between the profiles of ALBE students at the CLCs and ALBE students at the campuses
- there are important differences between the profiles of ALBE students at the CLCs and ALBE students at the campuses, as well as between the profiles of ALBE and Access students

These latter two findings have important policy implications for the delivery of the 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 *Skills 4 Success* and are consistent with the research conducted by the Conference Board of Canada for the Labour Market Framework and Needs Assessment. This can be seen in several areas, including:

- essential skills programming at Aurora College (i.e. the LES courses)
- preparing students for in-demand occupations requiring post-secondary training – including a total of 946 former ALBE and Access students who progressed since 2011/12 to post-secondary and apprenticeship training programs for those in-demand occupations
- preparing students for employment – including 56% of former ALBE and Access students from 2013/14 and 2014/15 who acquired a job after leaving the College
- 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 ALBE, Access and TIOW 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 (including ECE and Justice), and non-governmental organizations including the NWT Literacy Council and Skills Canada NWT.

The major next step is to use the data contained within this report for College accountability purposes regarding the ALBE, Access and TIOW programs. Another next step is to ensure that the new data collection, analysis and reporting processes that the College has developed over the past six 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 developed 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 previous 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 programs data was collected and reported (i.e., student level data was reported for the Access programs 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 Northwest Territories (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).

2015/16 was the first year that SRS data was used for ALBE and Access programs accountability. 2016/17 is the second year of using that new process. The main sections of this report include:

- the background/context for the report
- the methodology employed (including limitations)
- results for 2016/17 for the ALBE Program
- results for 2016/17 for Access programs
- results for 2016/17 for the Targeted Initiative for Older Workers (TIOW) Program

- highlights of other key findings
- linkages with *Skills 4 Success* and the *NWT Labour Market Forecast and Needs Assessment*
- next steps

Additional data tables are included as Appendix I. A detailed methodology is included as Appendix II.

This report is breaking new ground in supplying quantitative data for ALBE, Access and TIOW programs 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) 2016/17 data on the ALBE, Access and TIOW programs for accountability purposes; and
- 2) other SRS data so that a broader context for the 2016/17 data can be provided. This broader context includes current trends within the ALBE and Access programs, as well as linkages with strategic Government of the Northwest Territories (GNWT) initiatives.<sup>2</sup>

## **2. BACKGROUND**

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

- an overview of the ALBE, Access and TIOW 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.<sup>3</sup>

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.<sup>4</sup> Although both types of outcomes are equally valid, it was beyond the scope of this project to integrate the two here.

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<sup>2</sup> This is the first year that the TIOW Program was delivered in the NWT – so an examination of “trends over time” is not yet possible.

<sup>3</sup> 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](http://www.auroracollege.nt.ca/_live/documents/content/Policies/updates2016/PPManualDefinitions-July2016.pdf)

<sup>4</sup> NWT Literacy Council. (2011). *It Feels So Good Inside: Non-Academic Outcomes, Barriers and Success Factors*. p.4.

Additionally, please note that in the Northwest Territories, the term “ALBE” is used to reflect the importance of literacy in Adult Basic Education (ABE).<sup>5</sup> Throughout the rest of Canada, the term ABE is used instead.

## ***2.1 ALBE, Access and TIOW 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).<sup>6</sup> One difference between Access programs and ALBE is that the former are eligible for Student Financial Assistance (SFA) from ECE.

The ALBE Program, Access programs, and the Targeted Initiative for Older Workers (TIOW) Program are all delivered within the School of Developmental Studies at the College. Please note that students in the TIOW program received a training allowance as part of the program of studies.

### **ALBE**

The College uses the ALBE curriculum that was previously developed by ECE (up until 2016-17), and which is now being developed by Aurora College. The ALBE curriculum 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.<sup>7</sup>

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.<sup>8</sup>

Through funding from the NWT 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.<sup>9</sup>

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<sup>5</sup> Department of Education, Culture and Employment (ECE). (2000). *Adult Literacy and Basic Education Directive*.

<sup>6</sup> Allen, L., Hogan B., Hogan, K., Osborne, S., and Pokiak, M. (2013). *Review of Aurora College Access Programs: Final Report*. p.4.

<sup>7</sup> Aurora College. (2015). *Adult Literacy and Basic Education (ALBE) Program Outline – 080*.

<sup>8</sup> Aurora College. (2016). *2016-2017 Academic Calendar*. p.38.

<sup>9</sup> Aurora College. (2014). *2013/14 NWT NABE Program Annual Report*. p 20.

Each LES course is six weeks long.<sup>10</sup> 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 programs<sup>11</sup>

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.

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 Nursing Access program began over 20 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 were 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 developed. 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, and 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 2016/17).

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<sup>10</sup> 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.

<sup>11</sup> Op. cit., p. 20.

### TIOW Program

During the summer of 2016, Aurora College was invited to submit a proposal to deliver the federally funded Targeted Initiative for Older Workers (TIOW) Program aimed at assisting older workers (55-64 years of age) to access employment. Funds were received in October 2016, and Community and Extensions staff worked on the development of the overall program and new courses which had to be ready for a January 2017 program start date. A TIOW communications package was developed over the fall and used to guide publicizing the program and recruitment. The College liaised with the NWT Seniors' Society and also utilized local seniors' organizations to promote the program.

The TIOW Program outline and new TIOW course outlines were drafted and approved for the winter delivery. The program is built on the course *Ready to Work NWT* and included a new computer course, a short work placement, as well as some basic safety training. Participants in this program received an opportunity to develop employability skills, explore career options in the NWT, and learn about Canadian and GNWT labour practices and supports. Efforts have been made to tailor this program to the needs of older workers. For example, the computer course has been designed to include a tablet, which will be given to the students, so that they can become familiarized with touch screen technologies. Other efforts include looking at alternative ways, such as volunteerism, to engage in the labour market.

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

The NWT portion of federal funding was approximately \$9.1M and covered the period from early 2012 to March 31, 2016. A strategy and workplan were developed prior to funding for the 2012/13 to 2015/16 period flowing to the College. The strategy and workplan were based on research and developed in consultation with Aboriginal stakeholder organizations, training partners, and students.<sup>12</sup> The NABE Program was extended through 2016/17, and extended again for the 2017/18 to 2019/20 time frame.

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 –

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<sup>12</sup> Aurora College. (2012). *Northern Adult Basic Education (NABE) Program: Strategy and Workplan 2012-2016*, p. iii.

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.

As well as providing for a significant increase in resources for the ALBE system in the NWT, 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 II 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 28 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.<sup>13</sup>

The major issue identified in the work completed to date on other NWT NABE projects<sup>14</sup> 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., 8 students out of 10 showing as 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, Access or TIOW data.<sup>15</sup>

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<sup>13</sup> Information provided by the SRS Contractors (Seward Consulting), October 21, 2014.

<sup>14</sup> 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*.

<sup>15</sup> 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.



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 then “summed-up” to see whether students were progressing within and beyond their programs. This process was used to produce verified SRS data for the ALBE, Access and TIOW 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. Nine 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., progression beyond ALBE)
- Access student demographic information (gender, ethnicity, age, home community, etc.)
- Access programs-related information (enrollments, withdrawals, completions, courses and programs taken, etc.)
- information on Aurora College programs/courses taken after students had taken an Access program (i.e., progression beyond Access)
- TIOW student demographic information (gender, ethnicity, age, home community, etc.)
- TIOW program-related information (enrollments, withdrawals, completions, courses taken, etc.)
- information on Aurora College programs/courses taken after students had taken the TIOW Program (i.e., progression beyond TIOW)

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, Access and TIOW programs. For example, 2,273 course level records were collapsed down into records for 671 individual students who were registered in the ALBE, Access and TIOW programs during 2016/17. 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. The 671 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, Access and TIOW programs in 2016/17; and analysis at the course level – which focussed on all of the courses those students took within those programs in 2016/17. This two-pronged approach allowed for the most thorough analysis of the SRS

data.

Please note that data from different time frames are presented in this report. First, data for 2016/17 is presented for accountability purposes for the ALBE, Access and TIOW programs. Second, data for the period with-NABE funding (2011/12 to 2016/17) is outlined in the analysis sections for the ALBE and Access programs so that a broader context for the 2016/17 data can be provided. This broader context includes current trends within the ALBE and Access programs, as well as linkages with strategic GNWT initiatives which are discussed in Section 8.<sup>16</sup> Please also note that completion percentages can change when examining data from different timeframes.

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 II 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 was deemed to have passed or completed the course if they completed requirements, received credit, received transfer or equivalency credits, or completed credits at another institution. A student was deemed to have failed or not completed the course if they did not complete requirements, did not receive credit, failed or was dismissed.

Records for students who were still “ongoing” or “in progress” with their studies, or who had “withdrawn” from courses were omitted from the calculation of course completions (i.e. they were considered as “null” values). This calculation is consistent with *Aurora College Policy on the Grading of Courses (C.25)* and *Aurora College Policy on Student Withdrawal (C.30)* – which were used to define all of these terms outlined in this section.

The only exception to this methodology was if a student did not complete all of their ALBE or Access courses but was accepted into another College certificate, diploma, degree or apprenticeship program afterwards because they had completed the academic prerequisites for those programs. In those cases, the student was deemed to have “conditionally completed” all of their courses in the ALBE or Access program. Students who progressed past ALBE and Access to take short, job-focussed courses at the College were not included in the calculation of conditional completions. Additionally, no TIOW students received “conditional completions” for any of their courses in 2016/17.

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<sup>16</sup> This is the first year that the TIOW Program was delivered in the NWT – so an examination of “trends over time” is not yet possible. Additionally, a third dataset – which includes SRS data from 2005/06 to 2010/11 – is presented in Section 8 for select tables only. This data is provided to highlight major differences in student outcomes between the six years pre-NABE (2005/06 to 2010/11) and the six years with NABE funding (2011/12 to 2016/17), and to make linkages with GNWT strategic initiatives.

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.

### **3.2 Limitations**

There are four 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 28% and 58% 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 4 and 5. Anecdotal evidence from other sources supports the view that this progression rate is under-reported.<sup>17</sup> 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 is the best available option.

Third, as noted above, students who were deemed as having “conditionally completed” all of their courses in the ALBE or Access program are included in the overall completion rates. These conditional completions are an estimate based on each student completing the academic prerequisites needed prior to being accepted into another College certificate, diploma, degree or apprenticeship program after their ALBE or Access program. These estimates are included in this report because by omitting them, the College would be severely under-reporting student success. The estimates of 10% conditional completions for the combined 2016/17 ALBE and Access dataset, and 15% for the combined 2011/12 to 2016/17 dataset are consistent with other College research.<sup>18</sup>

Finally, due to changeovers in College personnel in 2016/17, there was a glitch in the data entry process for some course records. This included 206 final course marks which were not entered into the SRS. Those “In Progress” records (9% of the 2016/17 total) were treated as null values when they were analysed – meaning they did not count towards completions or non-completions. Steps are being taken to ensure that that 2016/17 data is entered into the SRS so it is available for all future extracts. This may mean that completion rates reported for 2016/17 will be revised upwards for future reporting.

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<sup>17</sup> Allen, et al. (2013). *Review of Aurora College Access Programs: Final Report*.p.41.

<sup>18</sup> Ibid., p.16.

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, Access or TIOW programs SRS data, these same results are highly likely to emerge (i.e., the results are not just due to chance).

#### 4. ALBE PROGRAM DATA

This section of the report presents the results of data related to the ALBE Program. All data presented is from the SRS. Data in Section 4.1 covers the period from September 1, 2016 to June 30, 2017, while data in Section 4.2 covers the period from September 1, 2011 to June 30, 2017. Please note that completion percentages can change when examining data from different timeframes. Please also note that in this and the following sections, “N” is the “number” of students, and because of rounding, percentages do not always total 100.

##### 4.1 ALBE Program Results For 2016/17

In 2016/17, there were a total of 517 individual students enrolled in the ALBE Program at Aurora College. Students in the ALBE Program were primarily:

- Aboriginal (83%; N = 429)
- female (58%; N = 299)
- over 25 years of age (65%; N = 332)
- studying part-time (77%; N = 400)

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 Program.

**Table 4.1.1: Home Community of ALBE Students (2016/17)<sup>19</sup>**

	Number	Percent
Smaller Communities	129	66.8
Regional Centres	47	24.4
Yellowknife	17	8.8
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.

<sup>19</sup> 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 324 students, so the N is less than 517. This is also true for Tables 4.1.2 and 4.1.3.

**Table 4.1.2: Highest Level of Schooling Completed by ALBE Students (2016/17)**

	Number	Percent
Less Than Grade 9	29	14.8
Some High School	119	60.7
Completed High School	48	24.5
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 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 17.3 years. As Table 4.1.3 shows, the majority of students had been out of the K-12 system for more than 10 years.

**Table 4.1.3: Length of Time Out of School Before Entering ALBE (2016/17)**

	Number	Percent
Started Within 1 Year	1	.6
Took a Few Years Off	26	14.6
Took 5 to 10 Years Off	39	21.9
More Than 10 Years Off	112	62.9
Total	178	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 4.1.4 shows, students from the Tli'cho and Yellowknife, Beaufort-Delta, and Akaitcho and South Slave regions comprised the majority of students in the ALBE Program in 2016/17.

**Table 4.1.4: ALBE Student Enrollments by Region (2016/17)**

	Number	Percent
Tli'cho and Yellowknife	134	25.9
Beaufort-Delta	131	25.3
Akaitcho and South Slave	105	20.3
Dehcho	99	19.1
Sahtu	48	9.3
Total	517	100.0

Table 4.1.5 shows that the majority of the ALBE programming was delivered at the CLCs (75%; N = 388), with the remaining programming delivered at the three campuses (25%; N = 129).

**Table 4.1.5: ALBE Student Enrollments by Community/Campus (2016/17)**

Region	Community/Campus	Number	Percent
Tli'cho and Yellowknife	Behchoko	40	7.7
	Gameti	13	2.5
	Wekweeti	12	2.3
	Whati	24	4.6
	Yellowknife/North Slave Campus	45	8.7
Beaufort-Delta	Aklavik	36	7
	Fort McPherson	20	3.9
	Paulatuk	4	0.8
	Tsiighetchic	12	2.3
	Tuktoyaktuk	13	2.5
	Ulukhaktok	12	2.3
	Aurora Campus	34	6.6
Akaitcho and South Slave	Dettah/N'Dilo	22	4.3
	Fort Resolution	4	0.8
	Hay River	19	3.7
	K'atl'odeeche First Nation (Hay River Reserve)	10	1.9
	Thebacha Campus	50	9.7
Dehcho	Fort Liard	19	3.7
	Fort Providence	42	8.1
	Fort Simpson	24	4.6
	Jean Marie River	3	0.6
	Nahanni Butte	4	0.8
	Wrigley	7	1.4
	Deline	17	3.3
Sahtu	Fort Good Hope	14	2.7
	Norman Wells	9	1.7
	Tulita	8	1.5
	Total	517	100.0

Amongst the campuses, as Table 4.1.6 shows, the largest numbers of ALBE students were enrolled at the Thebacha Campus.

**Table 4.1.6: ALBE Student Enrollments by Campus (2016/17)**

	Number	Percent
Thebacha Campus	50	38.8
Yellowknife/North Slave Campus	45	34.9
Aurora Campus	34	26.4
Total	129	100.0

Overall, students enrolled in a total of 80 different courses in the ALBE Program (for a total of 1,326 course records). Table 4.1.7 shows the 30 most enrolled in courses – which comprised 87% of all course enrollments. Table A.1.1 (in Appendix I) lists all 80 courses enrolled in by ALBE students in 2016/17.

**Table 4.1.7: 30 Most Enrolled In Courses by ALBE Students (2016/17)<sup>20</sup>**

	Number	Percent
READY TO WORK NWT (LES)	109	8.2
MATH 130	99	7.5
INFORMATION & COMMUNICATIONS TECH. 130	85	6.4
MATH 120	78	5.9
ENGLISH 120	73	5.5
ENGLISH 130	73	5.5
ENGLISH 140	71	5.4
MATH 140	58	4.4
INTRO TO NORTHERN LEADERSHIP (LES)	48	3.6
INTRO TO RETAIL AND CUSTOMER SERVICE (LES)	46	3.5
ENGLISH 150	44	3.3
MATH 120 MODULE 1 WHOLE NUMBERS	42	3.2
INTRODUCTION TO OFFICE SKILLS (LES)	27	2.0
CONSTRUCTION LABOURER BASICS (LES)	24	1.8
FOUNDATIONS FOR SUCCESS	24	1.8
SCIENCE 130	23	1.7
SOCIAL STUDIES 130	23	1.7
CAREER FOUNDATIONS (120/130)	22	1.7
CLASS 7 DRIVER TRAINING	21	1.6
MATH 150	19	1.4
INTRO TO EARLY LEARNING & CHILDCARE (LES)	17	1.3
INFORMATION & COMMUNICATIONS TECH. 140	16	1.2
SCIENCE 140	16	1.2
ST. JOHN AMB.STAN.FIRST AID/CPR-C	16	1.2
FIN LIT MOD 1 HOUSEHOLD BUDGETTING*	14	1.1
MATH 145	14	1.1
ENGLISH 110	12	0.9
TRADES MATH	12	0.9
TRADES SCIENCE	11	0.8
WORK EXPERIENCE	11	0.8
TOTAL	1,148	86.6

**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.

<sup>20</sup> Course level data is presented in Table 4.1.7. Since each student could enroll in multiple courses, the total number of courses enrolled in (1,326) exceeds the total number of students enrolled (517). Additionally, this table presents only the top 30 most enrolled in courses – so that's why the N = 1,148 (rather than 1,326) and the % totals 86.6 (rather than 100). 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 English, Math and the Literacy and Essential Skills (LES) courses.<sup>21</sup>

**Table 4.1.8: ALBE Course Enrollments by Subject (2016/17)**<sup>22</sup>

	Number	Percent
English	284	25.0
Math	279	24.5
LES Courses	277	24.3
ICT	105	9.2
Science	59	5.2
Social Studies	49	4.3
College/Career Prep	49	4.3
Financial Literacy	32	2.8
PLAR Portfolio Development	4	.4
Total	1,138	100.0

Table 4.1.9 shows that 73% of the courses enrolled in were in the lower levels (110-130) of the ALBE Program.

**Table 4.1.9: ALBE Course Enrollments by Level (2016/17)**

	Number	Percent
110	19	1.7
120	506	44.5
130	310	27.2
140	199	17.5
150	84	7.4
160	20	1.8
Total	1,138	100.0

<sup>21</sup> "LES" is embedded Literacy and Essential Skills - and includes the eight courses introduced since NABE funding came on-stream. "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.

<sup>22</sup> For Tables 4.1.8 and 4.1.9, courses which fell outside the "subject" or "level" categorization scheme - such as Class 7 Driver Training, First Aid, Work Experience, etc. - were not included (so that's why the Ns = 1,138 rather than 1,326).



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).

Eight percent (8%; N = 43) of the 517 students who enrolled in the ALBE Program in 2016/17 dropped out of the program. An additional 54 students (10%) were either ongoing or in progress with their studies (so those records could not be included in the calculation of completion rates). Of the remaining 420 students in the ALBE Program in 2016/17, 61% (N = 255) completed all of their courses.<sup>23</sup>

Tables 4.1.10 to 4.1.12 show that the completion rates varied between the five regions of the NWT, between communities, and between the CLCs and Campuses.

**Table 4.1.10: Students Completing All ALBE Courses by Region (2016/17)**

	Enrolled	Dropped Out	Ongoing/ In Progress	Did Not Complete		Completed	
	N	N	N	N	%	N	%
Dehcho	99	2	27	14	20.0	56	80.0
Akai'tcho and South Slave	105	5	15	28	32.9	57	67.1
Tli'cho and Yellowknife	134	8	12	51	44.7	63	55.3
Beaufort-Delta	131	25	0	49	46.2	57	53.8
Sahtu	48	3	0	23	51.1	22	48.9
Total	517	43	54	165	39.3	255	60.7

<sup>23</sup> For Tables 4.1.10 to 4.1.12, 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. This calculation is consistent with *Aurora College Policy on the Grading of Courses (C.25)* and *Aurora College Policy on Student Withdrawal (C.30)*. Additionally, the 61% of students “Completing All Courses” also included 5% (N = 21) of students who were granted “Conditional Completions” because they completed the prerequisites for entry into other College certificate, diploma, degree and apprenticeship programs (see Section 3.1 for details).

**Table 4.1.11: Students Completing All ALBE Courses by Community/Campus (2016/17)**

Region	Community/Campus	Enrolled	Dropped Out	Ongoing/ In Progress	Did Not Complete		Completed	
		N	N	N	N	%	N	%
Dehcho	Fort Liard	19	0	16	3	100.0	0	0.0
	Fort Providence	42	0	11	0	0.0	31	100.0
	Fort Simpson	24	2	0	9	40.9	13	59.1
	Jean Marie River	3	0	0	1	33.3	2	66.7
	Nahanni Butte	4	0	0	1	25.0	3	75.0
	Wrigley	7	0	0	0	0.0	7	100.0
Akaitcho and South Slave	Dettah/N'Dilo	22	0	0	2	9.1	20	90.9
	Fort Resolution	4	0	0	0	0.0	4	100.0
	Hay River	19	0	13	0	0.0	6	100.0
	K'atl'odeeche First Nation	10	0	1	1	11.1	8	88.9
	Thebacha Campus	50	5	1	25	56.8	19	43.2
Tli'cho and Yellowknife	Behchoko	40	3	0	21	56.8	16	43.2
	Gameti	13	0	0	0	0.0	13	100.0
	Wekweeti	12	0	0	4	33.3	8	66.7
	Whati	24	1	8	4	26.7	11	73.3
	Yellowknife Campus	45	4	4	22	59.5	15	40.5
Beaufort-Delta	Aklavik	36	6	0	5	16.7	25	83.3
	Fort McPherson	20	0	0	12	60.0	8	40.0
	Paulatuk	4	0	0	0	0.0	4	100.0
	Tsiighetchic	12	4	0	4	50.0	4	50.0
	Tuktoyaktuk	13	8	0	3	60.0	2	40.0
	Ulukhaktok	12	1	0	6	54.5	5	45.5
	Aurora Campus	34	6	0	19	67.9	9	32.1
Sahtu	Deline	17	0	0	9	52.9	8	47.1
	Fort Good Hope	14	0	0	10	71.4	4	28.6
	Norman Wells	9	1	0	4	50.0	4	50.0
	Tulita	8	2	0	0	0.0	6	100.0
Total		517	43	54	165	39.3	255	60.7

**Please note:** Completion rates amongst communities varied greatly for three reasons. First, the small number of students in some communities led to distorted results (e.g. Paulatuk – which had only 4 students enrolled in the ALBE Program in 2016/17). Second, the issue of final marks not being entered into the system before the data was extracted for 2016/17 (noted above in the limitations section) means that we don't yet know whether some students completed their courses or not. For example, we don't yet know whether any of the 16 students from Fort Liard whose marks still need to be entered passed their courses. Steps are being taken by the College to ensure that that data will be entered into the SRS for all future extracts. Third, 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 1 or 2 courses delivered over 6 or 8 weeks (i.e., the LES courses). Since the LES courses have higher completion rates than other ALBE courses (see section 7.1 below), caution should be used when making comparisons between communities - and between the communities and campuses.

**Table 4.1.12: Students Completing All ALBE Courses – CLCs vs Campuses (2016/17)**

	Enrolled	Dropped Out	Ongoing/ In Progress	Did Not Complete		Completed	
	N	N	N	N	%	N	%
CLCs	388	28	49	99	31.8	212	68.2
Campuses	129	15	5	66	60.6	43	39.4
Total	517	43	54	165	39.3	255	60.7

**Please note:** Campus completion rates primarily reflect programs consisting of 8 courses delivered over 10 months, while many of the CLC completion rates reflect programs consisting of 1 or 2 courses delivered over 6 or 8 weeks (i.e., the LES courses). Since the LES courses have higher completion rates than other ALBE courses (see section 7.1 below), caution should be used when making comparisons between the completion rates of campuses and CLCs.

Overall, as Table 4.1.13 shows, ALBE students completed two-thirds of the courses they enrolled in.

**Table 4.1.13: Overall ALBE Course Completions (2016/17)<sup>24</sup>**

	Enrolled	Dropped Out	Ongoing/ In Progress	Did Not Complete		Completed	
	N	N	N	N	%	N	%
All Courses	1,326	133	290	304	33.7	599	66.3
Total	1,326	133	290	304	33.7	599	66.3

ALBE students from the CLCs had higher overall course completion rates than did ALBE students from the campuses (as shown in Table 4.1.14).

**Table 4.1.14: Overall ALBE Course Completions – CLCs vs Campuses (2016/17)**

	Enrolled	Dropped Out	Ongoing/ In Progress	Did Not Complete		Completed	
	N	N	N	N	%	N	%
CLCs	869	64	218	176	30.0	411	70.0
Campuses	457	69	72	128	40.5	188	59.5
Total	1,326	133	290	304	33.7	599	66.3

**Please note:** Campus completion rates primarily reflect programs consisting of 8 courses delivered over 10 months, while many of the CLC completion rates reflect programs consisting of 1 or 2 courses delivered over 6 or 8 weeks (i.e., the LES courses). Since the LES courses have higher completion rates than other ALBE courses (see section 7.1 below), caution should be used when making comparisons between the completion rates of campuses and CLCs.

Tables 4.1.15 to 4.1.22 show that course completion rates varied between courses, subjects and levels (as well as between the CLC and campuses).

<sup>24</sup> Course level data is presented in Table 4.1.13. Since each student could enroll in multiple courses, the total number of courses enrolled in (1,326) exceeds the total number of students enrolled (517). Course level data is also presented in Tables 4.1.14 through 4.1.22.

**Table 4.1.15: Course Completions – 30 Most Enrolled in Courses by ALBE Students (2016/17)<sup>25</sup>**

	Enrolled	Dropped Out	Ongoing/ In Progress	Did Not Complete		Completed	
	N	N	N	N	%	N	%
WORK EXPERIENCE	11	0	5	0	0.0	6	100.0
INTRODUCTION TO OFFICE SKILLS (LES)	27	1	0	1	3.8	25	96.2
CONSTRUCTION LABOURER BASICS (LES)	24	0	0	2	8.3	22	91.7
READY TO WORK NWT (LES)	109	3	0	10	9.4	96	90.6
INTRO TO NORTHERN LEADERSHIP (LES)	48	0	0	5	10.4	43	89.6
SOCIAL STUDIES 130	23	5	7	2	18.2	9	81.8
FIN LIT MOD 1 HOUSEHOLD BUDGETTING*	14	3	0	2	18.2	9	81.8
INTRO TO EARLY LEARNING & CHILDCARE (LES)	17	3	0	3	21.4	11	78.6
CLASS 7 DRIVER TRAINING	21	0	0	5	23.8	16	76.2
INTRO TO RETAIL AND CUSTOMER SERVICE (LES)	46	1	0	12	26.7	33	73.3
FOUNDATIONS FOR SUCCESS	24	0	6	5	27.8	13	72.2
ENGLISH 150	44	10	14	6	30.0	14	70.0
MATH 145	14	2	0	4	33.3	8	66.7
SCIENCE 140	16	3	1	4	33.3	8	66.7
INFORMATION & COMMUNICATIONS TECH. 140	16	0	2	5	35.7	9	64.3
TRADES MATH	12	0	1	4	36.3	7	63.7
TRADES SCIENCE	11	0	0	4	36.3	7	63.7
CAREER FOUNDATIONS (120/130)	22	2	0	8	40.0	12	60.0
MATH 140	58	5	22	13	41.9	18	58.1
MATH 120	78	7	39	14	43.8	18	56.3
ST.JOHN AMB.STAN.FIRST AID/CPR-C	16	0	0	7	43.8	9	56.3
MATH 120 MODULE 1 WHOLE NUMBERS	42	6	11	11	44.0	14	56.0
MATH 150	19	3	1	7	46.7	8	53.3
INFORMATION & COMMUNICATIONS TECH. 130	85	4	34	22	46.8	25	53.2
ENGLISH 140	71	14	22	17	48.6	18	51.4
ENGLISH 130	73	10	24	22	56.4	17	43.6
MATH 130	99	18	16	38	58.5	27	41.5
SCIENCE 130	23	4	6	9	69.2	4	30.8
ENGLISH 120	73	6	35	23	71.9	9	28.1
ENGLISH 110	12	3	5	4	100.0	0	0.0
Total	1,148	113	251	269	34.4	515	65.6

**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. Since shorter courses usually have higher completion rates than longer ones, caution should be used when making comparisons between the completion rates of the various courses.

<sup>25</sup> Table 4.1.15 presents course level data for the top 30 most enrolled in courses – so that’s why the N = 1,148 (rather than 1,326). The Financial Literacy modules, which were funded and developed by ECE, are identified with an \*. See Table A.1.1 (in Appendix I) for the full list of enrolments, withdrawals and completions for all 80 courses enrolled in by ALBE students in 2016/17.

**Table 4.1.16: Overall ALBE Course Completions by Subject (2016/17)<sup>26</sup>**

	Enrolled	Dropped Out	Ongoing/ In Progress	Did Not Complete		Completed	
	N	N	N	N	%	N	%
LES Courses	277	8	0	33	12.3	236	87.7
Financial Literacy	32	7	2	3	13.0	20	87.0
College/Career Prep	49	3	6	14	35.0	26	65.0
Social Studies	49	9	8	12	37.5	20	62.5
Science	59	12	14	14	42.4	19	57.6
ICT	105	5	36	28	43.8	36	56.3
Math	279	38	82	79	49.7	80	50.3
PLAR	4	0	0	2	50.0	2	50.0
English	284	44	104	75	55.1	61	44.9
Total	1,138	126	252	260	34.2	500	65.8

**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. Since shorter courses usually have higher completion rates than longer ones, caution should be used when making comparisons between the completion rates of the various subjects. These subject groupings include courses at different levels – e.g. “Math” includes courses at the 110, 120 and 130 levels.

**Table 4.1.17: ALBE Course Completions by Subject – CLC Students (2016/17)**

	Enrolled	Dropped Out	Ongoing/ In Progress	Did Not Complete		Completed	
	N	N	N	N	%	N	%
LES Courses	249	7	0	26	10.7	216	89.3
Financial Literacy	32	7	2	3	13.0	20	87.0
Science	12	2	5	1	20.0	4	80.0
College/Career Prep	40	0	6	11	32.4	23	67.6
Social Studies	9	3	0	2	33.3	4	66.7
ICT	74	0	36	19	50.0	19	50.0
Math	166	22	70	43	58.1	31	41.9
English	160	21	65	44	59.5	30	40.5
Total	742	62	184	149	30.0	347	70.0

**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. Since shorter courses usually have higher completion rates than longer ones, caution should be used when making comparisons between the completion rates of the various subjects.

<sup>26</sup> For Tables 4.1.16 to 4.1.18, courses which fell outside the “subject” categorization scheme – such as Class 7 Driver Training, First Aid, Work Experience, etc. – were not included. That’s why the Ns are less than 1,326.

**Table 4.1.18: ALBE Course Completions by Subject – Campus Students (2016/17)**

	Enrolled	Dropped Out	Ongoing/ In Progress	Did Not Complete		Completed	
	N	N	N	N	%	N	%
LES Courses	28	1	0	7	25.9	20	74.1
ICT	31	5	0	9	34.6	17	65.4
Social Studies	40	6	8	10	38.5	16	61.5
Math	113	16	12	36	42.4	49	57.6
Science	47	10	9	13	46.4	15	53.6
English	124	23	39	31	50.0	31	50.0
College/Career Prep	9	3	0	3	50.0	3	50.0
PLAR	4	0	0	2	50.0	2	50.0
Total	396	64	68	111	42.0	153	58.0

**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. Since shorter courses usually have higher completion rates than longer ones, caution should be used when making comparisons between the completion rates of the various subjects.

**Table 4.1.19: ALBE Course Completions by Level (2016/17)<sup>27</sup>**

	Enrolled	Dropped Out	Ongoing/ In Progress	Did Not Complete		Completed	
	N	N	N	N	%	N	%
110	19	6	5	7	87.5	1	12.5
120	506	30	82	86	21.8	308	78.2
130	310	43	87	95	52.8	85	47.2
140	199	28	52	49	41.2	70	58.8
150	84	16	21	18	38.3	29	61.7
160	20	3	5	5	41.7	7	58.3
Total	1,138	126	252	260	34.2	500	65.8

**Table 4.1.20: Overall ALBE Course Completions – Higher Levels vs Lower Levels (2016/17)**

	Enrolled	Dropped Out	Ongoing/ In Progress	Did Not Complete		Completed	
	N	N	N	N	%	N	%
110 - 130	835	79	174	188	32.3	394	67.7
140 - 160	303	47	78	72	40.4	106	59.6
Total	1,138	126	252	260	34.2	500	65.8

<sup>27</sup> For Tables 4.1.19 to 4.1.22, courses which fell outside the “level” categorization scheme – such as Class 7 Driver Training, First Aid, Work Experience, etc. – were not included (so that’s why the Ns are less than 1,326). The LES courses are included in the Level 120 data. Since the LES courses have higher completion rates than other ALBE courses (see section 7.1 below), caution should be used when making comparisons between the completion rates of campuses and CLCs.

**Table 4.1.21: ALBE Course Completions – Higher Levels vs Lower Levels – CLC Students (2016/17)**

	Enrolled	Dropped Out	Ongoing/ In Progress	Did Not Complete		Completed	
	N	N	N	N	%	N	%
110 - 130	613	44	134	126	29.0	309	71.0
140 - 160	129	18	50	23	37.7	38	62.3
Total	742	62	184	149	30.0	347	70.0

**Table 4.1.22: ALBE Course Completions – Higher Levels vs Lower Levels – Campus Students (2016/17)**

	Enrolled	Dropped Out	Ongoing/ In Progress	Did Not Complete		Completed	
	N	N	N	N	%	N	%
110 - 130	222	35	40	62	42.2	85	57.8
140 - 160	174	29	28	49	41.9	68	58.1
Total	396	64	68	111	42.0	153	58.0

## 4.2 ALBE Program Trends (2011/12 to 2016/17)

The results outlined in Section 4.1 were analyzed in four categories, looking for trends in:

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

All data presented in this section spans the 2011/12 to 2016/17 time frame – rather than only the 2016/17 year, as was outlined in Section 4.1. This was done for several reasons, to:

- 1) provide greater context for the 2016/17 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
- 4) provide for informed and evidence-based program and policy decision making

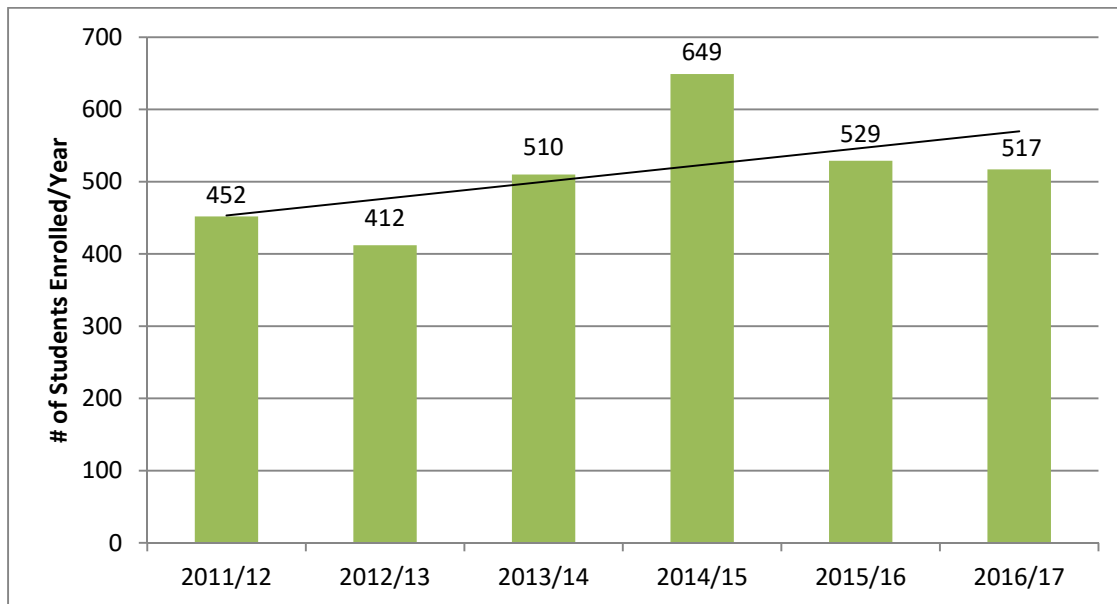
Additionally, the longer 2011/12 to 2016/17 dataset allows for an exploration of linkages with strategic GNWT initiatives (discussed below in Section 8).

Please note that in this section, “M” is the mean or average, “t” is the Independent Samples T-Test statistic, “F” is the Analysis of Variance (ANOVA) statistic, and “p” is the significance level.<sup>28</sup> Please also note that unless otherwise indicated, results are not statistically significant. All “statistically significant” means is that if additional ALBE Program SRS data was analyzed, these same results are highly likely to emerge (i.e., the results are not just due to chance).

#### Enrollments (2011/12 to 2016/17)

Figure 4.2.1 shows that an average of 512 students were enrolled each year in the ALBE Program in the 2011/12 to 2016/17 period. The trend over the past six years has been towards increased enrollments – although there were important differences as to when (and where) those increases occurred.

**Figure 4.2.1: Student Enrollments in the ALBE Program (2011/12 to 2016/17)**



More students enrolled in the ALBE Program in the last four years compared to the first two years of the time frame being examined. An average of 432 students per year were enrolled in the program from 2011/12 to 2012/13, while 551 students were enrolled per year in the 2013/14 to 2016/17 period. This 28% increase in enrollments translates into an additional 119 students per year entering the program.

The increased enrollments occurred primarily 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 43% since that time (or by an average of 117 students per year). The increased enrollments at the CLCs was statistically significant ( $t = -3.241$ ;  $p = .032$ ). ALBE enrollments have also increased at the campuses – but by a modest 2% rate (or 2 students per year).

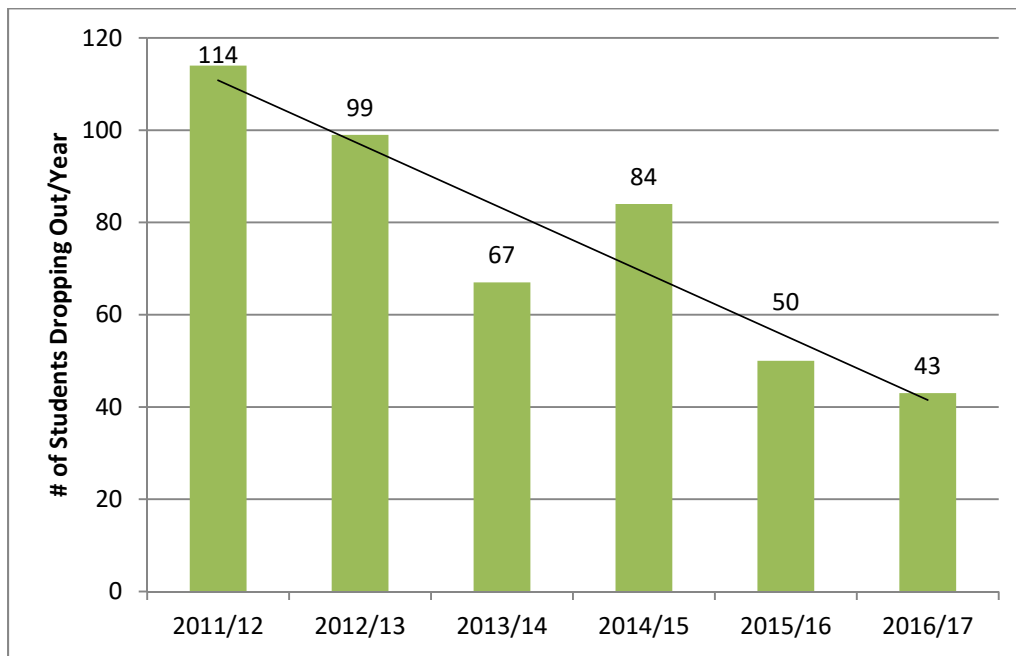
<sup>28</sup> UCLA Academic Technology Services (2006).



Dropouts (2011/12 to 2016/17)

Figure 4.2.2 shows the number of students dropping out of the ALBE Program in the 2011/12 to 2016/17 period. The trend over the past six years has been towards fewer dropouts – although there were important differences as to when (and where) those decreases occurred.

**Figure 4.2.2: Number of Students Dropping Out of the ALBE Program (2011/12 to 2016/17)**



Fewer students dropped out of the ALBE Program in the last four years compared to the first two years of the time frame being examined. From 2011/12 to 2012/13, an average of 107 students per year dropped out; during the 2013/15 to 2016/17 period, the number of students per year that dropped out decreased to 61. This 43% decrease in the dropout rate translates into 46 fewer students per year dropping out of the program.

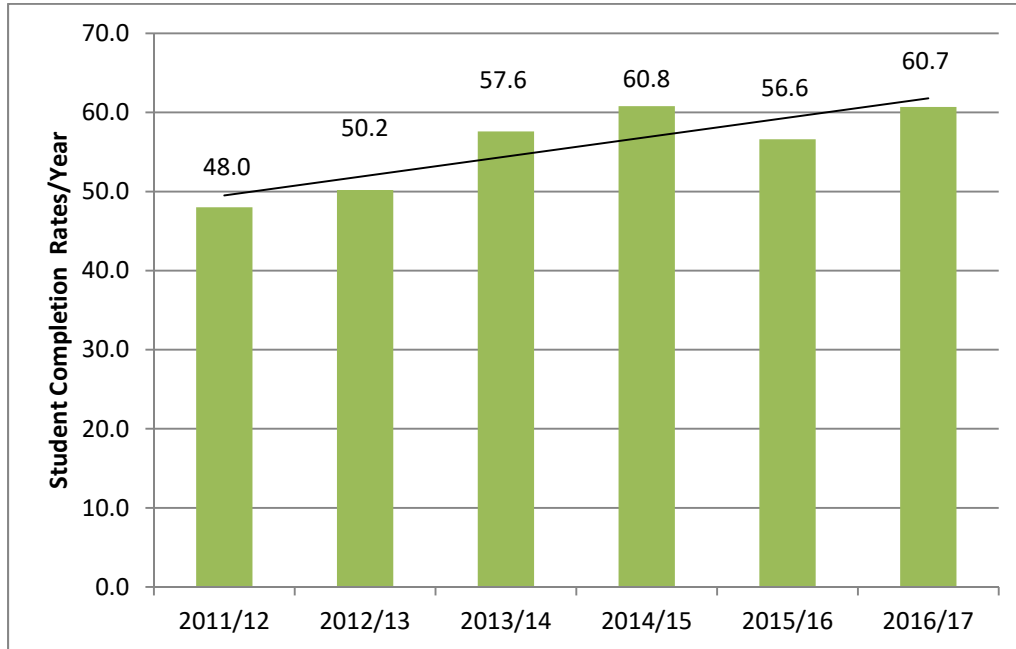
The decrease in student dropouts occurred primarily at the CLCs, and coincided with the rollout of the LES courses that began in the 2013/14 academic year. Dropouts at the CLCs were reduced by 52% since that time (or by an average of 44 students per year). The decreased dropouts at the CLCs was statistically significant ( $t = 11.589$ ;  $p = .000$ ). Dropouts at the campuses were also reduced – but by a more modest 9% rate (or 2 students per year).

Completions (2011/12 to 2016/17)

Figure 4.2.3 shows that 56% (N = 229) of ALBE students each year completed all of their courses in the 2011/12 to 2016/17 period. The trend over the past six years has been towards increased student

completions – although there were important differences as to when (and where) those increases occurred.

**Figure 4.2.3: ALBE Student Completion Rates (2011/12 to 2016/17)**



More students completed all of their ALBE courses in the last four years compared to the first two years of the time frame being examined. An average of 49% (N = 136) of ALBE students completed all of their courses from 2011/12 to 2012/13, while 57% (N = 276) of students completed all of their courses in the 2013/14 to 2016/17 period. This 8% increase in completion rates translates into an additional 140 students per year completing all of 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 15% since that time – rising from 48% (N = 75) between 2011/12 and 2012/13 to 63% (N = 213) between 2013/14 and 2016/17. The ALBE completion rate at the campuses dropped slightly during the past six years: it was 51% (N = 62) between 2011/12 and 2012/13, and 48% (N = 66) between 2013/14 and 2016/17.

#### Progressions Beyond ALBE (2011/12 to 2016/17)

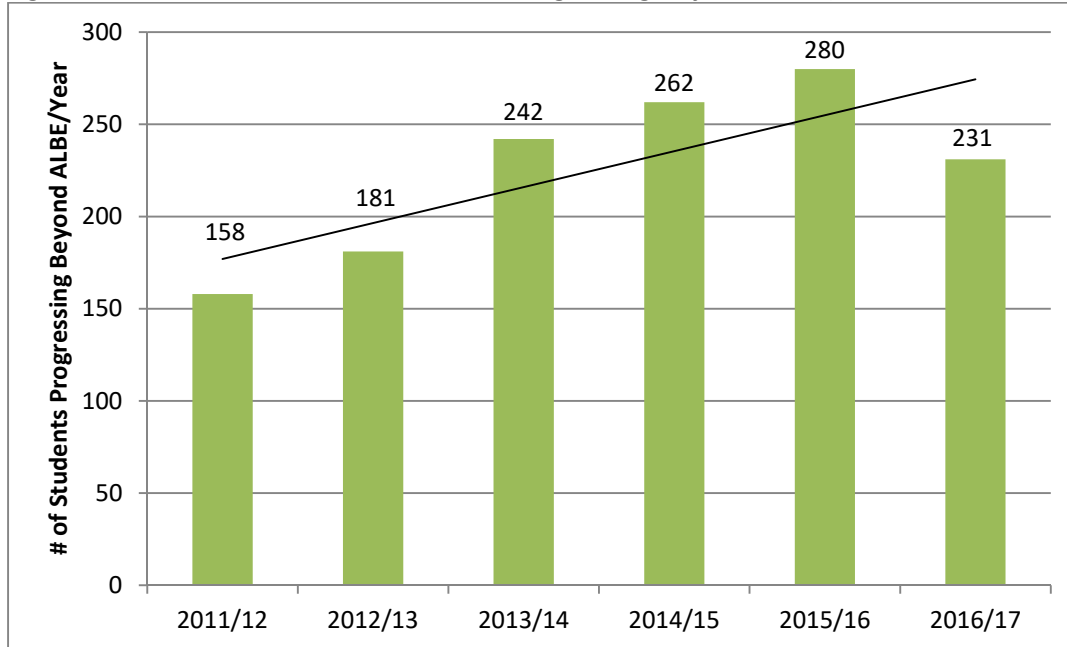
One of the requirements of CanNor reporting on the NABE funding is that Aurora College track former ALBE Program students to see whether they progress beyond the program to take additional training in subsequent years. Specifically, this includes tracking students in four categories:

- post-secondary training (i.e., certificate, diploma and degree programs)

- occupational training<sup>29</sup>
- apprenticeship training
- job training<sup>30</sup>

Figure 4.2.4 shows that an average of 226 former ALBE students progressed beyond their program to take additional training at the College in the 2011/12 to 2016/17 period. The trend over the past six years has been towards increased progressions.

**Figure 4.2.4: Number of Former Students Progressing Beyond ALBE (2011/12 to 2016/17)**



**Please note:** The number of students progressing on to do other training – especially Post-Secondary Training and Apprenticeship Training – may be under-reported. This is because the SRS only tracks students at Aurora College – and not other southern universities or colleges. Anecdotal evidence from other College research supports the view that these progression rates are under-reported.<sup>31</sup>

More students progressed beyond the ALBE Program in the last four years compared to the first two years of the time frame being examined. From 2011/12 to 2012/13, an average of 170 former students per year progressed beyond ALBE. During the 2013/14 to 2016/17 period, the number of students per year that progressed beyond ALBE increased to 254. This 49% increase in the progression rate translates

<sup>29</sup> 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.

<sup>30</sup> 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 short courses are popular with students because many of them need to be completed prior to being hired for a job.

<sup>31</sup> Allen, et al. (2013). *Review of Aurora College Access Programs: Final Report*.p.41.

into an additional 84 students per year progressing beyond ALBE. The increase in progressions was statistically significant ( $t = -3.103$ ;  $p = .036$ ).

The increase in progressions was evident at both the CLCs and the campuses. At the CLCs, the average number of students progressing beyond ALBE each year went from 78 to 133 (an increase of 55 students per year – or 71%). At the campuses, the average number of students progressing beyond ALBE each year went from 92 to 121 (an increase of 29 students per year – or 32%).

However, where students took their ALBE courses had an important influence on the types of programs they progressed on to after ALBE. The majority of former students from the campuses progressed to Post-Secondary Training programs (54%;  $N = 359$ ), while the majority of former students from the CLCs progressed to Job Training – or “short courses” (75%;  $N = 515$ ). This progression trend was statistically significant ( $F = 293.641$ ;  $p = .000$ ). See below at Section 7.3 for more details.

## **5. ACCESS PROGRAMS DATA**

This section of the report presents the results of data related to College Access programs. All data presented is from the SRS. Data in Section 5.1 covers the period from September 1, 2016 to June 30, 2017, while data in Section 5.2 covers the period from September 1, 2011 to June 30, 2017.

Please note that completion percentages can change when examining data from different timeframes. Please also note that in this and the following sections, “N” is the “number” of students and, because of rounding, percentages do not always total 100.

### ***5.1 Access Programs Results For 2016/17***

In 2016/17, there were a total of 129 individual students enrolled in the two Access programs: 68 (53%) in the University and College Access Program (UCAP) and 61 (47%) in the Occupations and College Access Program (OCAP). Students in the Access programs were primarily:

- Aboriginal (84%;  $N = 108$ )
- female (64;  $N = 82$ )
- over 25 years of age (51%;  $N = 66$ )
- studying full-time (100%;  $N = 129$ )

Additionally, as Tables 5.1.1 and 5.1.2 show, the largest numbers of students were from the smaller NWT communities, and they had completed high school before taking an Access program.

**Table 5.1.1: Home Community of Access Students (2016/17)<sup>32</sup>**

	Number	Percent
Smaller Communities	49	65.3
Regional Centres	17	22.7
Yellowknife	9	12.0
Total	75	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 58% of students.

**Table 5.1.2: Highest Level of Schooling Completed by Access Students (2016/17)**

	Number	Percent
Less Than Grade 9	3	4.1
Some High School	25	34.2
Completed High School	45	61.6
Total	73	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 57% of students.

The average time spent out of the formal Kindergarten to Grade 12 (K-12) school system before entering an Access program was 9.5 years. As Table 5.1.3 shows, that length of time varied amongst students.

**Table 5.1.3: Length of Time Out of School Before Entering Access (2016/17)**

	Number	Percent
Started Within 1 Year	16	21.3
Took a Few Years Off	13	17.3
Took 5 to 10 Years Off	20	26.7
More Than 10 Years Off	26	34.7
Total	75	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 58% of students.

<sup>32</sup> 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 54 students, so the N is less than 129. This is also true for Tables 5.1.2 and 5.1.3.

As Table 5.1.4 shows, all Access programming was delivered at the three regional campuses, with the largest number of Access students enrolled at Thebacha Campus.

**Table 5.1.4: Access Student Enrollments by Campus (2016/17)**

	Number	Percent
Thebacha Campus	64	49.6
Yellowknife/North Slave Campus	41	31.8
Aurora Campus	24	18.6
Total	129	100.0

Table 5.1.5 shows student enrollments in the UCAP and OCAP programs by Campus.

**Table 5.1.5: UCAP and OCAP Student Enrollments by Campus (2016/17)**

		Access Program		Total
		UCAP	OCAP	
Thebacha Campus	Number	27	37	64
	Percent	39.7%	60.7%	49.6%
Yellowknife/North Slave Campus	Number	34	7	41
	Percent	50.0%	11.5%	31.8%
Aurora Campus	Number	7	17	24
	Percent	10.3%	27.9%	18.6%
Total	Number	68	61	129
	Percent	100.0%	100.0%	100.0%

Overall, students enrolled in a total of 28 different courses in the two Access programs, as shown in Table 5.1.6. For 2016/17, three new specialty courses were developed for each of the UCAP and OCAP Programs. For UCAP, those courses included: *College Composition*, *College Research*, and *Trades Preparation II*. For OCAP, those courses included: *Occupational Skills Development*, *Workplace Communications*, and *Trades Preparation I*.

Table 5.1.6: Access Course Enrollments (2016/17)<sup>33</sup>

	Number	Percent
ENGLISH 150	98	11.9
ENGLISH 140	79	9.6
COLLEGE COMPOSITION*	66	8
MATH 140	62	7.5
OCCUPATIONAL SKILLS DEVELOPMENT*	61	7.4
MATH 145	55	6.7
COLLEGE RESEARCH*	52	6.3
MATH 130	46	5.6
MATH 150	46	5.6
BIOLOGY 30	34	4.1
INFORMATION & COMMUNICATIONS TECH. 130	31	3.8
BIOLOGY 20	30	3.6
WORKPLACE COMMUNICATIONS*	30	3.6
SCIENCE 140	28	3.4
INFORMATION & COMMUNICATIONS TECH. 140	27	3.3
SOCIAL STUDIES 20-2	21	2.5
TRADES PREPARATION I*	13	1.6
SOCIAL STUDIES 150	11	1.3
SCIENCE 130	9	1.1
PORTFOLIO DEVELOPMENT	6	0.7
SOCIAL STUDIES 130	6	0.7
CHEMISTRY 20	4	0.5
SOCIAL STUDIES 140	4	0.5
ENGLISH 160	3	0.4
CAREER COLLEGE PREPARATION (130/140)	1	0.1
CHEMISTRY 30	1	0.1
TRADES PREPARATION II*	1	0.1
Total	825	100.0

**Please note:** UCAP and OCAP courses vary significantly in length: Information and Communications Technology (ICT) and Career College courses are 45 hours; Access Specialty Courses are 45 - 60 hours; Social Studies courses are 75 -125 hours; Science courses are 100 hours, while Biology and Chemistry are 125 hours; all Math courses are 150 hours; and all English courses are 210 hours. Specialty Access courses are identified with an \*.

<sup>33</sup> Course level data is presented in Table 5.1.6. Since each student could enroll in multiple courses, the total number of courses enrolled in (825) exceeds the total number of students enrolled (129). Course level data is also presented in Tables 5.1.7 and 5.1.8.

Table 5.1.7 shows that enrollments were highest in the Access Specialty Courses, as well as the subjects of Math and English (which are the necessary prerequisites for many of the parent programs that students want to enter).

**Table 5.1.7: Access Course Enrollments by Subject (2016/17)<sup>34</sup>**

	Number	Percent
Access Specialty Courses	223	27.0
Math	209	25.3
English	180	21.8
Science	106	12.8
ICT	58	7.0
Social Studies	42	5.1
PLAR Portfolio Development	6	.7
College/Career Prep	1	.1
Total	825	100.0

Table 5.1.8 shows that the majority of courses (84%) enrolled in were in the upper levels (140-160) of the Access Program.

**Table 5.1.8: Access Course Enrollments by Level (2016/17)<sup>35</sup>**

	Number	Percent
160	44	7.3
150	188	31.2
140	276	45.8
130	94	15.6
Total	602	100.0

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

Thirteen percent (13%; N = 17) of the 129 students who enrolled in Access programs in 2016/17 dropped out of their programs. Of the 112 students who remained enrolled, 69% (N = 77) completed all of their courses.<sup>36</sup> Tables 5.1.9 and 5.1.10 show that the completion rates varied between the three

<sup>34</sup> "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.

<sup>35</sup> Access Specialty Courses do not really fit the "levels" classification scheme, so the N = 602 (rather than 825).

<sup>36</sup> For Tables 5.1.9 to 5.1.17, 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. This calculation is consistent with *Aurora College Policy on the Grading of Courses (C.25)* and *Aurora College Policy on Student Withdrawal (C.30)*. This 69% of students "Completing All Courses" also included 30% (N = 33) of students who were granted "Conditional Completions" because they completed the prerequisites for entry into other College certificate, diploma, degree and apprenticeship programs (see Section 3.1 for details).



campuses, as well as by Access program. Tables 5.1.11 and 5.1.12 show that completion rates also varied between UCAP and OCAP specialty courses and between UCAP and OCAP prerequisites.

**Table 5.1.9: Students Completing All Access Courses by Campus (2016/17)**

	Enrolled	Dropped Out	Ongoing/ In Progress	Did Not Complete		Completed	
	N	N	N	N	%	N	%
Aurora Campus	24	7	0	3	17.6	14	82.4
Yellowknife Campus	41	4	0	10	27.0	27	73.0
Thebacha Campus	64	6	0	22	37.9	36	62.1
Total	129	17	0	35	31.3	77	68.8

**Table 5.1.10: Students Completing All Access Courses by Program (2016/17)**

	Enrolled	Dropped Out	Ongoing/ In Progress	Did Not Complete		Completed	
	N	N	N	N	%	N	%
UCAP	68	8	0	18	30.0	42	70.0
OCAP	61	9	0	17	32.7	35	67.3
Total	129	17	0	35	31.3	77	68.8

**Table 5.1.11: Students Completing All Access Specialty Courses – UCAP and OCAP (2016/17)<sup>37</sup>**

	Enrolled	Dropped Out	Ongoing/ In Progress	Did Not Complete		Completed	
	N	N	N	N	%	N	%
UCAP Specialty Courses	68	8	0	17	28.8	42	71.2
OCAP Specialty Courses	61	9	0	17	32.7	35	67.3
Total	129	17	0	34	30.6	77	69.4

**Table 5.1.12: Students Completing All Access Prerequisite Courses – UCAP and OCAP (2016/17)**

	Enrolled	Dropped Out	Ongoing/ In Progress	Did Not Complete		Completed	
	N	N	N	N	%	N	%
UCAP Pre-requisite Courses	68	8	0	17	29.3	41	70.7
OCAP Pre-requisite Courses	61	9	0	12	27.9	31	72.1
Total	129	17	0	29	28.7	72	71.3

<sup>37</sup> For Tables 5.1.11 and 5.1.12, students may have withdrawn from one or more Access Specialty or prerequisite courses – but not the full UCAP or OCAP program. Records for those students were not included in the calculation of completion rates for those Access specialty or prerequisite courses (so that's why the Ns vary from 35 in the Did Not Complete column and 77 in the Complete column).

Tables 5.1.13 to 5.1.17 show that course completion rates varied between program, courses, subjects, and levels.

**Table 5.1.13: Access Course Completions – UCAP vs OCAP (2016/17)**

	Enrolled	Dropped Out	Ongoing/ In Progress	Did Not Complete		Completed	
	N	N	N	N	%	N	%
UCAP	434	53	75	84	27.5	222	72.5
OCAP	391	57	62	77	28.3	195	71.7
Total	825	110	137	161	27.9	417	72.1

**Table 5.1.14: Access Course Completions by Course (2016/17)<sup>38</sup>**

	Enrolled	Dropped Out	Ongoing/ In Progress	Did Not Complete		Completed	
	N	N	N	N	%	N	%
CAREER COLLEGE PREPARATION (130/140)	1	0	0	0	0.0	1	100.0
CHEMISTRY 30	1	0	0	0	0.0	1	100.0
SCIENCE 130	9	0	0	0	0.0	9	100.0
SOCIAL STUDIES 130	6	0	0	0	0.0	6	100.0
BIOLOGY 20	30	4	0	1	3.8	25	96.2
SOCIAL STUDIES 20-2	21	3	2	1	6.3	15	93.8
BIOLOGY 30	34	2	17	2	13.3	13	86.7
MATH 145	55	10	6	7	17.9	32	82.1
SOCIAL STUDIES 150	11	1	0	2	20.0	8	80.0
MATH 150	46	3	13	7	23.3	23	76.7
MATH 140	62	5	11	11	23.9	35	76.1
ENGLISH 140	79	15	35	7	24.1	22	75.9
SOCIAL STUDIES 140	4	0	0	1	25.0	3	75.0
INFORMATION & COMMUNICATIONS TECH. 130	31	5	3	6	26.1	17	73.9
ENGLISH 150	98	13	40	12	26.7	33	73.3
OCCUPATIONAL SKILLS DEVELOPMENT*	61	9	0	14	26.9	38	73.1
MATH 130	46	12	5	8	27.6	21	72.4
ENGLISH 160	3	0	0	1	33.3	2	66.7
WORKPLACE COMMUNICATIONS*	30	1	0	10	34.5	19	65.5
COLLEGE RESEARCH*	52	6	0	16	34.8	30	65.2
COLLEGE COMPOSITION*	66	9	0	22	38.6	35	61.4
CHEMISTRY 20	4	0	0	2	50.0	2	50.0
INFORMATION & COMMUNICATIONS TECH. 140	27	1	0	13	50.0	13	50.0
SCIENCE 140	28	8	4	8	50.0	8	50.0
TRADES PREPARATION I*	13	2	0	6	54.5	5	45.5
PORTFOLIO DEVELOPMENT	6	1	1	3	75.0	1	25.0
TRADES PREPARATION II*	1	0	0	1	100.0	0	0.0
Total	825	110	137	161	27.9	417	72.1

**Please note:** Completion rates amongst courses varied greatly due to the length of each course. As noted above in Table 5.1.6, the length of the courses ranged between the 45-hour Information and Communications Technology (ICT) courses and the 210 hour English courses. Since shorter courses usually have higher completion rates than longer ones, caution should be used when making comparisons between the completion rates of the various courses. Specialty Access courses are noted with an\*

<sup>38</sup> Tables 5.1.14 to 5.1.17 present course level data. Since each student could enroll in multiple courses, the total N (825) exceeds the total number of students enrolled (129).

**Table 5.1.15: Access Course Completions by Subject (2016/17)**<sup>39</sup>

	Enrolled	Dropped Out	Ongoing/ In Progress	Did Not Complete		Completed	
	N	N	N	N	%	N	%
College/Career Prep	1	0	0	0	0	1	100
Social Studies	42	4	2	4	11.1	32	88.9
Science	106	14	21	13	18.3	58	81.7
Math	209	30	35	33	22.9	111	77.1
English	180	28	75	20	26.0	57	74.0
Access Specialty Courses	223	27	0	69	35.2	127	64.8
ICT	58	6	3	19	38.8	30	61.2
PLAR	6	1	1	3	75.0	1	25.0
Total	825	110	137	161	27.9	417	72.1

**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. Since shorter courses usually have higher completion rates than longer ones, caution should be used when making comparisons between the completion rates of the various subjects.

**Table 5.1.16: Access Course Completions by Level (2016/17)**<sup>40</sup>

	Enrolled	Dropped Out	Ongoing/ In Progress	Did Not Complete		Completed	
	N	N	N	N	%	N	%
160	44	3	18	6	26.1	17	73.9
150	188	21	53	23	20.2	91	79.8
140	276	42	58	48	27.3	128	72.7
130	94	17	8	15	21.7	54	78.3
Total	602	83	137	92	24.1	290	75.9

**Table 5.1.17: Access Course Completions – Higher Levels vs Lower Levels (2016/17)**

	Enrolled	Dropped Out	Ongoing/ In Progress	Did Not Complete		Completed	
	N	N	N	N	%	N	%
160-140	508	66	129	77	24.6	236	75.4
130	94	17	8	15	21.7	54	78.3
Total	602	83	137	92	24.1	290	75.9

<sup>39</sup> "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.

<sup>40</sup> For Tables 5.1.16 and 5.1.17, Access Specialty Courses did not really fit the "levels" classification scheme, so the Ns = 602 (rather than 825).

## 5.2 Access Programs Trends (2011/12 to 2016/17)

The results outlined in Section 5.1 were analyzed in four categories, looking for trends in:

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

All data presented in this section spans the 2011/12 to 2016/17 time frame – rather than only the 2016/17 year, as was outlined in Section 5.1. This was done for several reasons, to:

- 1) provide greater context for the 2016/17 results
- 2) coincide with the implementation of stricter entrance requirements – which has brought important changes to College Access programs
- 3) provide the College and ECE with the most up-to-date information on current trends
- 4) provide for informed and evidence-based program and policy decision making

Additionally, the longer 2011/12 to 2016/17 dataset allows for an exploration of linkages with strategic GNWT initiatives (discussed below in Section 8).

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.<sup>41</sup> Please also note that unless otherwise indicated, results are not statistically significant. All “statistically significant” means is that if additional Access programs SRS data was analyzed, these same results are highly likely to emerge (i.e., the results are not just due to chance).

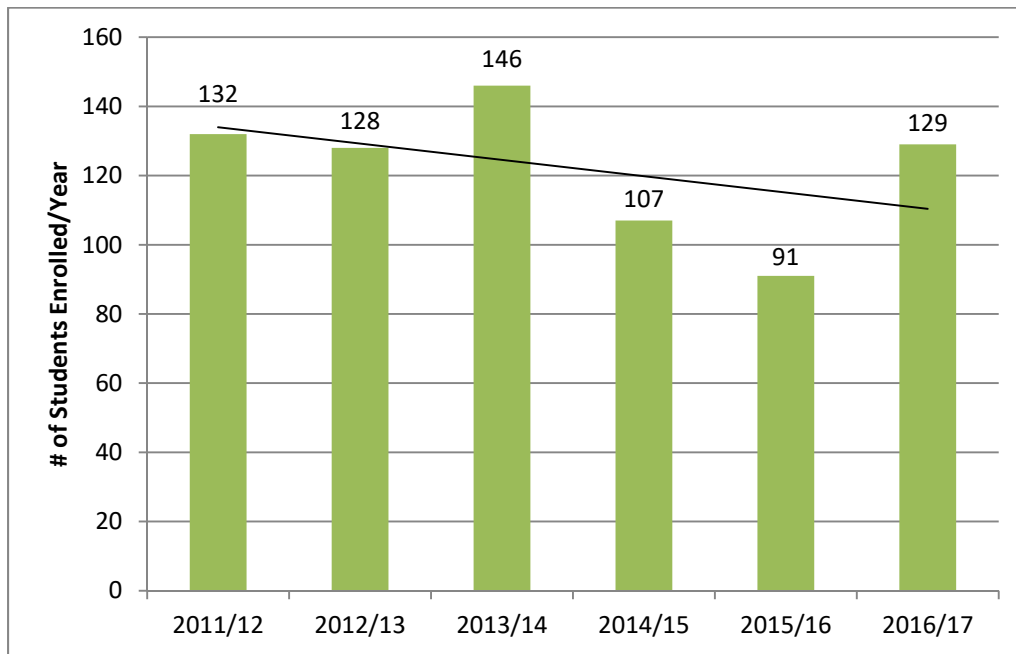
### Enrollments (2011/12 to 2016/17)

Figure 5.2.1 shows that an average of 122 students were enrolled each year in College Access programs in the 2011/12 to 2016/17 period. The trend over the past six years has been towards decreased enrollments – although there were important differences as to when those decreases occurred.

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<sup>41</sup> UCLA Academic Technology Services (2006).

**Figure 5.2.1: Student Enrollments in Access Programs (2011/12 to 2016/17)**



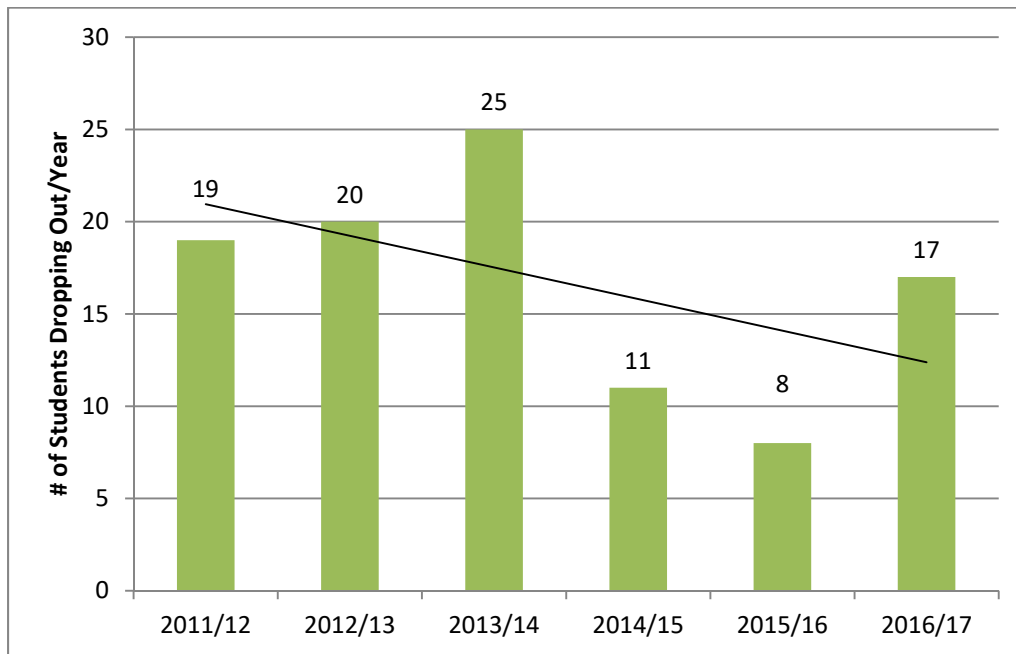
Fewer students enrolled in Access programs in the last three years compared to the first three years of the time frame being examined. An average of 135 students per year were enrolled in Access programs from 2011/12 to 2013/14, while 109 students were enrolled per year in the 2014/15 to 2016/17 period. This 19% decrease in enrollments translates into 26 fewer students per year entering those programs.

The 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. With only one year of data, it is too soon to tell how the implementation of the UCAP and OCAP programs will affect Access student enrolments.<sup>42</sup>

#### Dropouts (2011/12 to 2016/17)

Figure 5.2.2 shows the number of students dropping out of Access programs in the 2011/12 to 2016/17 period. The trend over the past six years has been towards fewer dropouts – although there were important differences as to when those decreases occurred.

<sup>42</sup> The UCAP and OCAP programs are being piloted from 2016/17 to 2019/20.

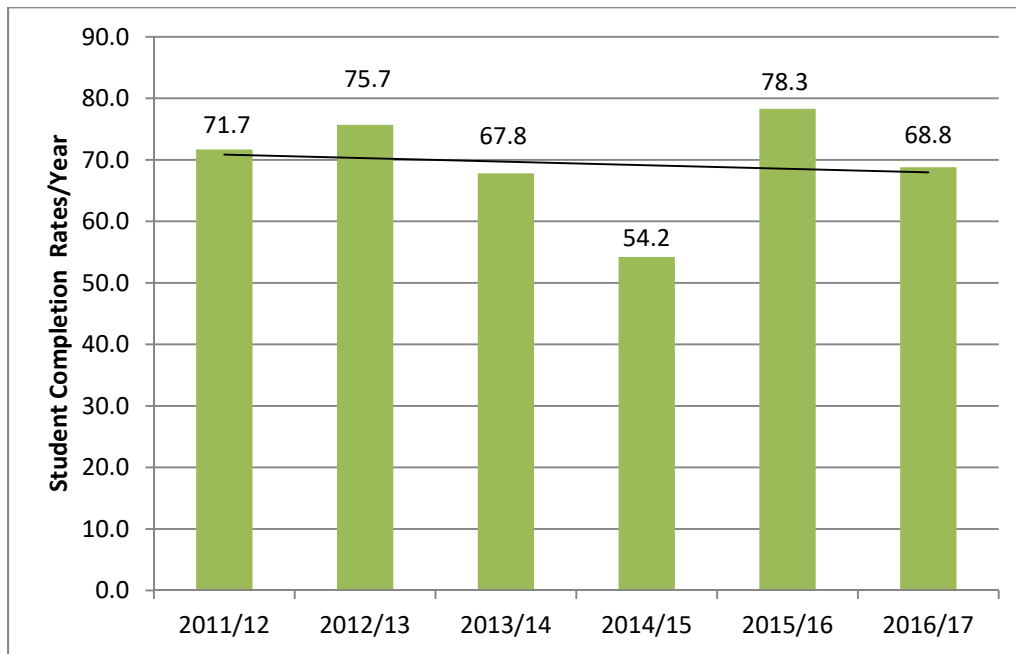
**Figure 5.2.2: Number of Students Dropping Out of Access Programs (2011/12 to 2016/17)**

Fewer students dropped out of Access programs in the last three years compared to the first three years of the time frame being examined. From 2011/12 to 2013/14, an average of 21 students per year dropped out; during the 2014/15 to 2016/17 period, the number of students per year that dropped out decreased to 17. This 19% decrease in the dropout rate translates into 4 fewer students per year dropping out of those programs. The decreased dropouts were primarily due to the College tightening the eligibility requirements for entry into Access programs (discussed above).

#### Completions (2011/12 to 2016/17)

Figure 5.2.3 shows that 69% (N = 73) of Access students each year completed all of their courses in the 2011/12 to 2016/17 period. The trend over the past six years has been towards slightly decreased student completions – although there were important differences as to when those decreases occurred.

Figure 5.2.3: Access Student Completion Rates (2011/12 to 2016/17)



Fewer students completed all of their Access courses in the last three years compared to the first three years of the time frame being examined. An average of 72% (N = 81) of Access students completed all of their courses from 2011/12 to 2013/14, while 67% (N = 65) of students completed all of their courses in the 2014/15 to 2016/17 period. This 5% decrease in completion rates translates into 16 fewer students per year completing all of their courses.

As noted above, 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 completion rates are strongly linked with enrollments<sup>43</sup> – so it was not surprising that the Access student completion rate has dropped since 2014/15.

#### Progressions Beyond Access (2011/12 to 2016/17)

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

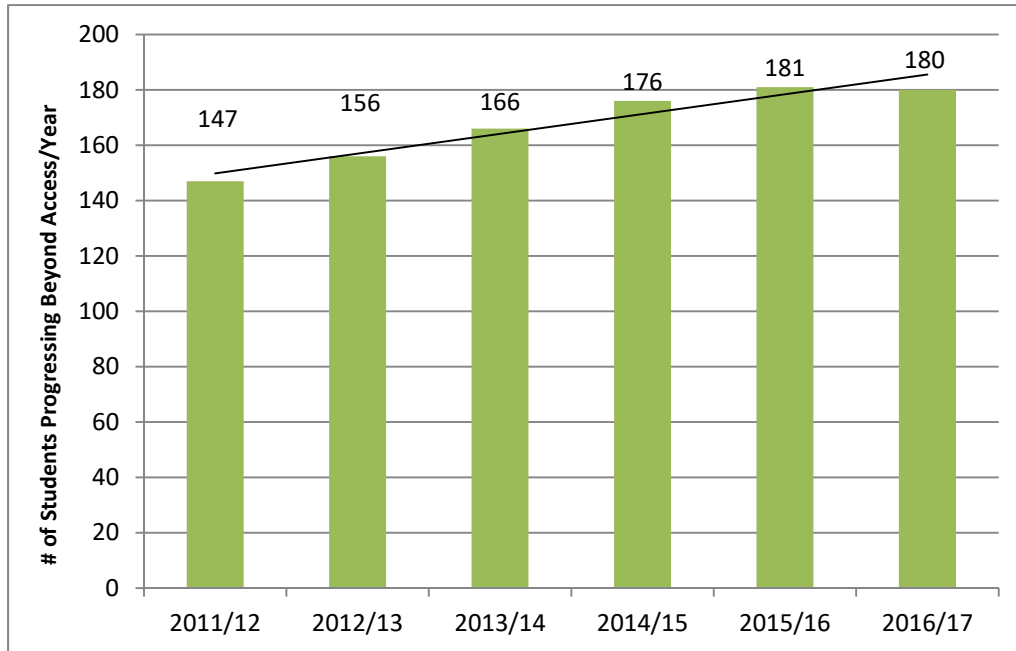
- post-secondary training (i.e., certificate, diploma and degree programs)
- apprenticeship training

<sup>43</sup> Aurora College. (2016). *NABE Project 10.1: 2015/16 Analysis of ALBE and Access SRS Data (Technical Report)*. p. 38.

- occupational training<sup>44</sup>
- job training<sup>45</sup>

Figure 5.2.4 shows that an average of 168 former Access programs students progressed beyond their programs to take additional training at the College in the 2011/12 to 2016/17 period. The trend over the past six years has been towards increased progressions.

**Figure 5.2.4: Number of Former Students Progressing Beyond Access (2011/12 to 2016/17)**



**Please note:** The number of students progressing on to do other training – especially Post-Secondary Training and Apprenticeship Training – may be under-reported. This is because the SRS only tracks students at Aurora College – and not other southern universities or colleges. Anecdotal evidence from other College research supports the view that these progression rates are under-reported.<sup>46</sup>

More students progressed beyond Access program in the last three years compared to the first three years of the time frame being examined. From 2011/12 to 2013/14, an average of 156 former students per year progressed beyond Access. During the 2014/15 to 2016/17 period, the number of students per year that progressed beyond Access increased to 179. This 15% increase in the progression rate

<sup>44</sup> 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.

<sup>45</sup> 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 short courses are popular with students because many of them need to be completed prior to being hired for a job.

<sup>46</sup> Allen, et al. (2013). *Review of Aurora College Access Programs: Final Report*.p.41.



translates into an additional 23 students per year progressing beyond Access. The increase in progressions was statistically significant ( $t = -3.979$ ;  $p = .016$ ).

## 6. TIOW PROGRAM DATA

This section of the report presents the results of data related to the Targeted Initiative for Older Workers (TIOW) Program. All data presented is from the SRS. Data covers the period from September 1, 2016 to June 30, 2017. Since this is the first year that the TIOW Program was delivered in the NWT, an examination of “trends over time” is not yet possible.

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.

### 6.1 TIOW Program Results For 2016/17

In 2016/17, there were a total of 25 individual students enrolled in the TIOW Program at Aurora College. Students in the TIOW Program were primarily:

- Aboriginal (68%; N = 17)
- male (56%; N = 14)
- studying full-time (100%; N = 25)

The average age of students was 58 years.

Additionally, as Tables 6.1.1 and 6.1.2 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 TIOW Program.

**Table 6.1.1: Home Community of TIOW Students (2016/17)<sup>47</sup>**

	Number	Percent
Smaller Communities	4	57.1
Regional Centres	2	28.6
Yellowknife	1	14.3
Total	7	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 28% of students.

<sup>47</sup> 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 18 students, so the N is less than 25. This is also true for Tables 6.1.2 and 6.1.3.

**Table 6.1.2: Highest Level of Schooling Completed by TIOW Students (2016/17)**

	Number	Percent
Less Than Grade 9	5	38.5
Some High School	6	46.2
Completed High School	2	15.4
Total	13	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 52% of students.

The average time spent out of the formal Kindergarten to Grade 12 (K-12) school system before entering the TIOW Program was 36 years. As Table 6.1.3 shows, the majority of students had been out of the K-12 system for more than 10 years.

**Table 6.1.3: Length of Time Out of School Before Entering TIOW (2016/17)**

	Number	Percent
More Than 10 Years Off	13	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 52% of students.

As Table 6.1.4 shows, students were split roughly equally across the Beaufort-Delta, Tli'cho and Yellowknife, and Akaitcho and South Slave regions.

**Table 6.1.4: TIOW Student Enrollments by Region (2016/17)**

	Number	Percent
Beaufort-Delta	9	36.0
Tli'cho and Yellowknife	9	36.0
Akaitcho and South Slave	7	28.0
Total	25	100.0

Table 6.1.5 shows that the majority of the TIOW programming was delivered at the Aurora and Yellowknife Campuses (72%; N = 189), with the remaining programming delivered at the Hay River CLC (28%; N = 7).

**Table 6.1.5: TIOW Student Enrollments by Community/Campus (2016/17)**

	Number	Percent
Aurora Campus	9	36.0
Yellowknife/North Slave Campus	9	36.0
Hay River	7	28.0
Total	25	100.0

Overall, students enrolled in a total of 6 different courses in the TIOW Program, as shown in Table 6.1.6.

**Table 6.1.6: Courses Enrolled in by TIOW Students (2016/17)<sup>48</sup>**

	Number	Percent
Computers And Communication Technology	25	20.5
Ready to Work NWT	25	20.5
TIOW Work Placement	25	20.5
Transportation of Dangerous Goods	16	13.1
Workplace Hazardous Materials Info	16	13.1
St. John Ambulance Standard First Aid/CPR-C	15	12.3
Total	122	100.0

**Please note:** TIOW Program courses vary significantly in length: Ready to Work NWT is 180 hours; Computers and Communication Technology is 60 hours; the TIOW Work Placement is 15 hours; St. John Ambulance Standard First Aid/CPR-C is 12 hours; and Workplace Hazardous Materials Info is 3 hours.

On average, each student enrolled in five courses. None (0%) of the 25 students enrolled in 2016/17 dropped out of the program.

Tables 6.1.7 through 6.1.9 show that completion rates varied between region, community and course.

**Table 6.1.7: Students Completing All TIOW Courses by Region (2016/17)<sup>49</sup>**

	Enrolled	Dropped Out	Ongoing/ In Progress	Did Not Complete		Completed	
	N	N	N	N	%	N	%
Tli'cho and Yellowknife	9	0	0	0	0.0	9	100.0
Akai'tcho and South Slave	7	0	0	0	0.0	7	100.0
Beaufort-Delta	9	0	0	5	55.6	4	44.4
Total	25	0	0	5	20.0	20	80.0

<sup>48</sup> Course level data is presented in Table 6.1.6. Since each student could enroll in multiple courses, the total number of courses (122) exceeds the total number of students enrolled (25).

<sup>49</sup> For Tables 6.1.7 to 6.1.9, 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. This calculation is consistent with *Aurora College Policy on the Grading of Courses (C.25)* and *Aurora College Policy on Student Withdrawal (C.30)*.

**Table 6.1.8: Students Completing All TIOW Courses by Community/Campus (2016/17)**

	Enrolled	Dropped Out	Ongoing/ In Progress	Did Not Complete		Completed	
	N	N	N	N	%	N	%
Hay River	9	0	0	0	0.0	9	100.0
Yellowknife Campus	7	0	0	0	0.0	7	100.0
Aurora Campus	9	0	0	5	55.6	4	44.4
Total	25	0	0	5	20.0	20	80.0

**Table 6.1.9: TIOW Course Completions (2016/17)<sup>50</sup>**

	Enrolled	Dropped Out	Ongoing/ In Progress	Did Not Complete		Completed	
	N	N	N	N	%	N	%
Computers And Communication Technology	25	0	0	1	4.0	24	96.0
Ready to Work NWT	25	0	0	1	4.0	24	96.0
Transportation of Dangerous Goods	16	0	0	1	6.3	15	93.8
St John Ambulance Standard First Aid/CPR-C	15	0	0	1	6.7	14	93.3
TIOW Work Placement	25	0	0	2	8.0	23	92.0
Workplace Hazardous Materials Info	16	0	0	4	25.0	12	75.0
Total	122	0	0	10	8.2	112	91.8

**Please note:** TIOW Program courses vary significantly in length. As noted above at Table 6.1.6, courses range from the 180-hour Ready to Work NWT to the 3-hour Workplace Hazardous Materials Info. Since shorter courses usually have higher completion rates than longer ones, caution should be used when making comparisons between the completion rates of the various courses.

## 7. OTHER KEY FINDINGS

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

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

<sup>50</sup> Table 6.1.9 presents course level data. Since each student could enroll in multiple courses, the total number of courses (122) exceeds the total number of students enrolled (25).

## 7.1 ALBE Students at the CLCs Are Having Academic Success in the New LES 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 in 2013/14. These new courses are the eight 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*, *Introduction to Retail and Customer Service*, and *Introduction to Northern Leadership*. Since these courses are focussed on students at the 120 level, they are delivered primarily at the CLCs.<sup>51</sup>

There was a statistically significant difference in completions in the LES courses compared to all other ALBE courses ( $t = -14.724$ ;  $p = .000$ ). Table 7.1.1 shows that students completed the LES courses at higher rates (82%;  $N = 742$ ) compared to all other ALBE courses (56%;  $N = 1,819$ ) in the 2013/14 to 2016/17 period.

**Table 7.1.1: Student Completions in LES Courses vs Other ALBE Courses (2013/14 to 2016/17)<sup>52</sup>**

	Other ALBE Courses		LES Courses		Increase/Decrease in Rate of Course Completions
	Number	Percent	Number	Percent	Increase of student rate of completions by 26%
# of Student Completions	1,819	55.9	742	82.1	

Table 7.1.2 shows that although the overall completion rate was very high, there was some variation between the eight different LES courses.

**Table 7.1.2: LES Course Completion Rates (2013/14 to 2016/17)**

	Enrolled	Dropped Out	Ongoing/ In Progress	Did Not Complete		Completed	
	N	N	N	N	%	N	%
Intro to Northern Leadership	48	0	0	5	10.4	43	89.6
Small Business Funding and Marketing	45	0	0	5	11.1	40	88.9
Ready to Work NWT	245	4	1	28	11.7	212	88.3
Construction Labourer Basics	114	0	0	18	15.8	96	84.2
Start Your Own Small Business	107	4	0	19	18.4	84	81.6
Intro to Office Skills	208	20	5	41	22.4	142	77.6
Intro to Retail and Customer Service	91	2	0	23	25.8	66	74.2
Intro to Early Learning and Childcare	94	11	1	23	28.0	59	72.0
Total	952	41	7	162	17.9	742	82.1

<sup>51</sup> Ninety-seven percent (97%,  $N = 924$ ) of student enrollments in LES courses between 2013/14 and 2016/17 were at the CLCs.

<sup>52</sup> Please note: Tables 7.1.1 through 7.1.3 deal with course level data.

Additionally, there was a statistically significant difference in withdrawals in the LES courses compared to all other ALBE courses ( $t = -11.947$ ;  $p = .000$ ). Table 7.1.3 shows that fewer students were withdrawing (or dropping out) of the LES courses (4%) compared to other ALBE courses (17%) in the 2013/14 to 2016/17 period.

**Table 7.1.3: Student Withdrawals From LES Courses vs Other ALBE Courses (2013/14 to 2016/17)**

	Other ALBE Courses		LES Courses		Increase/Decrease in Rate of Student Withdrawals
	Number	Percent	Number	Percent	
# of Student Withdrawals	823	16.9	41	4.3	Decrease rate of withdrawals by 13%

## 7.2 There Are Important Differences In the Current Profiles of ALBE Students at the CLCs and ALBE Students at the Campuses

The profiles of CLC-based ALBE students and campus-based ALBE students are very different. Table 7.2.1 highlights these differences.

**Table 7.2.1: Different Profiles of ALBE Students at the CLCs and Campuses (2011/12 to 2016/17)**

Criteria	CLC ALBE Students	Campus ALBE Students
Years Before Start at College	18	13
Student Type	Part-time	Full-time
Level of Courses Taken	Lower Levels (110-130)	Upper Levels (140-160)
Completion Rates of Courses	64%	55%
Progression	To Job Training	To Post-Secondary Training

**Please note:** The information on Education Level and Years Before Start at College should be viewed with caution for two reasons: 1) data for these variables was self-reported, and 2) the SRS only contained data on between 37% and 38% of students. There were no differences between ALBE students at the CLCs and those at the campuses on other variables, including average age, education level, number of courses taken or percentage of students dropping out.

Campus-based ALBE students were more likely to have spent less time out of the K-12 system before starting back at the College compared to their CLC counterparts. Campus-based ALBE students were also significantly more likely to be enrolled full-time time ( $t = -11.989$ ;  $p = .000$ ) and to enroll in courses that are at the 140-160 level ( $t = 36.548$ ;  $p = .000$ ). CLC-based ALBE students have higher course completion rates than their campus-based counterparts – primarily because of the high completion rates in the LES courses. Finally – as noted above in Section 4.2 – campus-based ALBE students were significantly more likely to progress beyond their programs to take Post-Secondary Training, while CLC-based ALBE students were more likely to progress beyond their program to take short, employment focussed training (i.e., Job Training) ( $F = 293.641$ ;  $p = .000$ ).

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

### 7.3 There Are Important Differences In the Current Profiles of ALBE and Access Students

The profiles of ALBE and Access students are very different. Table 7.3.1 highlights these differences.

**Table 7.3.1: Different Profiles of ALBE and Access Students (2011/12 to 2016/17)**

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	61%	71%
Progression	To Job Training	To Post-Secondary Training

**Please note:** The information on Education Level and Years Before Start at College should be viewed with caution for two reasons: 1) data for these variables was self-reported, and 2) the SRS only contained data on between 37% and 58% of students. There were no differences between ALBE students and Access students on the percentage of students dropping out.

The average age of Access students ( $M = 27$ ) is significantly lower than that of ALBE students ( $M = 31$ ) ( $t = 9.439$ ;  $p = .000$ ). 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.

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

The GNWT launched the Skills 4 Success (S4S) Initiative in 2015.<sup>53</sup> 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 21<sup>st</sup> century economy and labour market.<sup>54</sup>

<sup>53</sup> GNWT. (2015). *Skills 4 Success: NWT Jobs In Demand – 15 Year Forecast*.p.1.

<sup>54</sup> 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 NWT's 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.<sup>55</sup>

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.<sup>56</sup> This can be seen in four areas, including:

- essential skills programming at Aurora College
- preparing students for in-demand occupations requiring post-secondary and apprenticeship 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

### ***8.1 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".<sup>57</sup> 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 partnership 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.

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<sup>55</sup> Conference Board of Canada. (2015). *NWT Labour Market Forecast and Needs Assessment*. p.2.

<sup>56</sup> With only one year of data, it is too soon to tell how the TIOW Program is contributing to the goals of S4S.

<sup>57</sup> Munro, Daniel, et al. (2014). *Skills - Where Are We Today? The State of Skills and PSE in Canada*. Ottawa: The Conference Board of Canada.



As noted above in Section 7.1, learners are having success in the LES courses. This includes:

- completing the LES courses at higher rates (82%; N = 742) compared to all other ALBE courses (56%; N = 1,781) in the 2013/14 to 2016/17 period
- fewer students withdrawing (or dropping out) of the LES courses (4%; N = 41) compared to other ALBE courses (17%; N = 823) in the 2013/14 to 2016/17 period

## ***8.2 Preparing Students For In-Demand Occupations Requiring Post-Secondary and Apprenticeship 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).<sup>58</sup>

Results from the NWT NABE Program show that former ALBE and Access students are progressing beyond their programs into various types of training, including: Post-Secondary Training, Occupational Training, Apprenticeship Training, and Job Training.<sup>59</sup>

Enrollments of former ALBE and Access students in those four types of training have increased in the 2011/12 to 2016/17 period (compared to the previous six-year period). As Table 8.2.1 shows, there was a 52% increase in the six-year average of enrollments between the two periods (from 259 students per year to 393 students per year).

**Table 8.2.1: Average Number of Student Enrollments in All Types of Training Beyond ALBE and Access – Pre-NABE Years and Years With NABE Funding (2005/06 to 2016/17)**

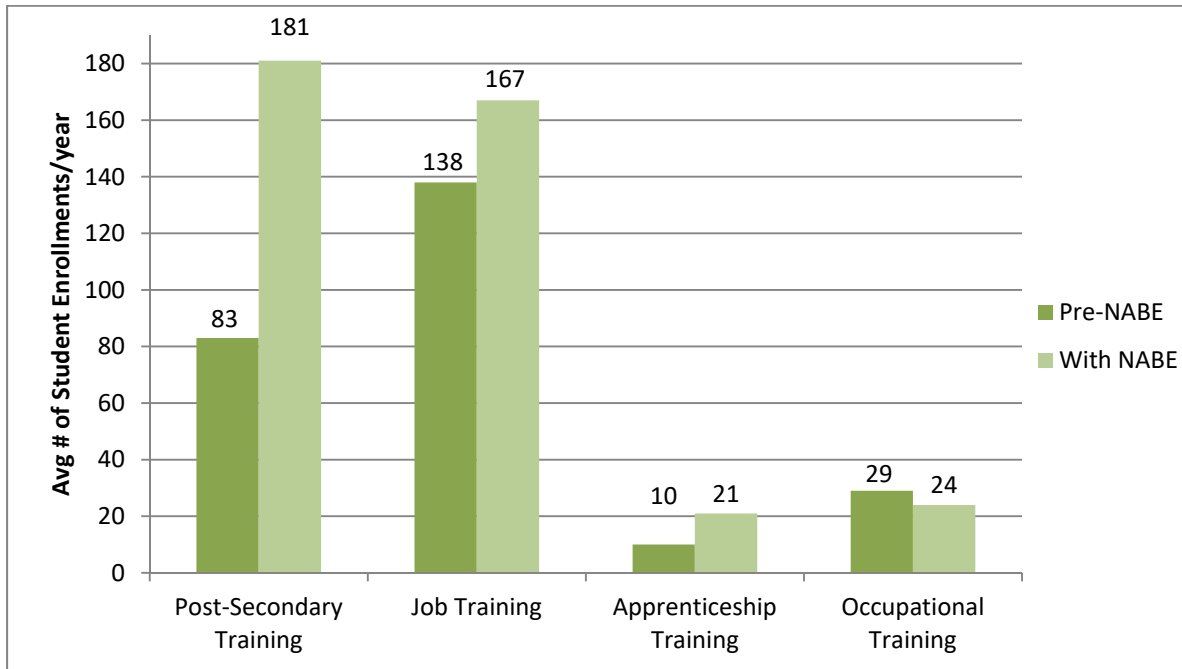
	Pre-NABE Years (2005/06 – 2010/11)		Years With NABE (2011/12 – 2016/17)		Increase/Decrease in Students
	Number	Percent	Number	Percent	
Average # of Student Enrollments	259	39.7	393	60.3	Increase of 52% (or 134 students per year)

<sup>58</sup> Conference Board of Canada. (2015). *NWT Labour Market Forecast and Needs Assessment*. p.4.

<sup>59</sup> Post-Secondary Training includes all certificate, diploma and degree programs. Occupational Training includes students in 12-14 week long programs that provide students with the knowledge and skills they need to pursue employment in various areas, such as “Camp Cook”, “Building Trades Helper”, “Introduction to Underground Mining”, etc. Additionally, Occupational Training includes programs that train and prepare students to find apprenticeship level work in trades such as Carpentry, Electrical, Plumber/Gasfitter, etc. Job Training is primarily short, employment focussed courses – such as Driver Education Training, Firearms Safety, First Aid, etc. These short courses are popular with students because many of them need to be completed prior to being hired for a job. See Sections 4.2 or 5.2 (above) for further details.

Figure 8.2.1 shows that the greatest increases in the type of training taken by former ALBE and Access students were in Post-Secondary Training, Job Training, and Apprenticeship Training.

**Figure 8.2.1: Average Number of Student Enrollments by Type of Training – Pre-NABE Years and Years With NABE Funding (2005/06 to 2016/17)**



**Please note:** Many of the courses in the Job Training and Occupational Training categories are offered at the College via third-party funding or on a cost-recovery basis. As such, there can be fluctuations in enrollment numbers in those categories that are beyond the College's control. Additionally, the number of students progressing on to do other training – especially Post-Secondary Training and Apprenticeship Training – may be under-reported. This is because the SRS only tracks students at Aurora College – and not other southern universities or colleges. Anecdotal evidence from other College research supports the view that these progression rates are under-reported.<sup>60</sup>

<sup>60</sup> Allen, et al. (2013). *Review of Aurora College Access Programs: Final Report*.p.41.

Within the Post-Secondary Training category, as Figure 8.2.2 shows, the increase in student enrollments in the years with NABE funding was evident in diploma, certificate and degree programs.

**Figure 8.2.2: Average Number of Student Enrollments by Type of Post-Secondary Training – Pre-NABE Years and Years With NABE Funding (2005/06 to 2016/17)**

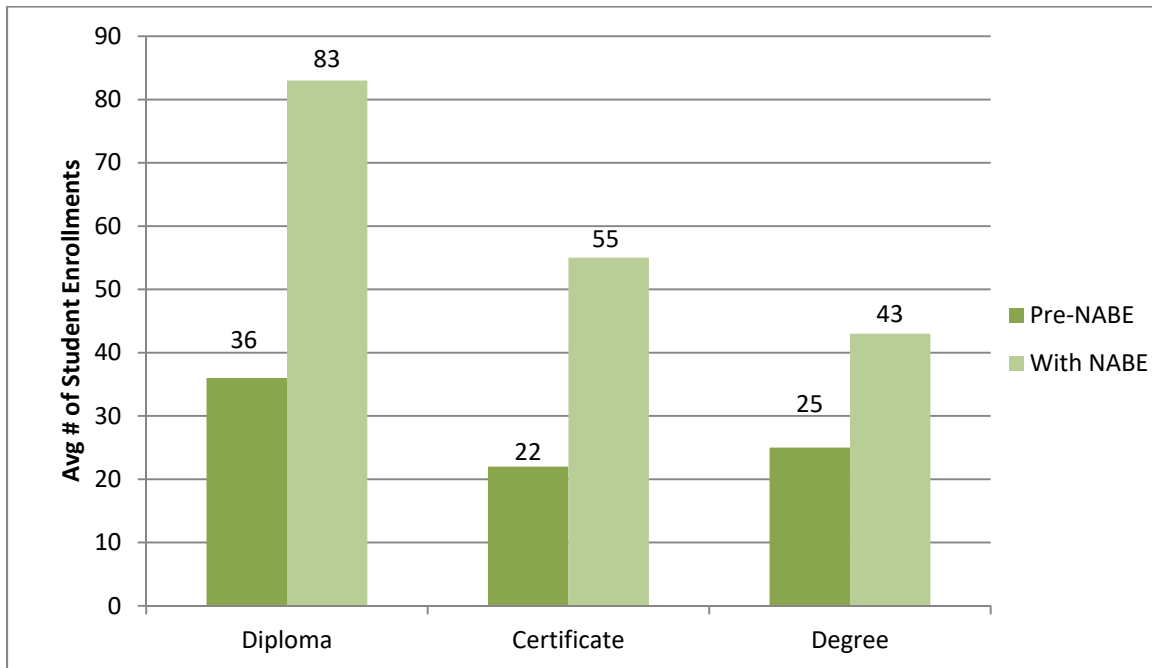


Table 8.2.2 shows that a total of 1,086 students progressed beyond ALBE and Access into certificate, diploma and degree programs in the 2011/12 to 2016/17 time frame. Over three quarters of those students (79%; N = 858) enrolled in training programs for occupations noted as being in-demand in the NWT.<sup>61</sup>

<sup>61</sup> GNWT. (2015). *Skills 4 Success: NWT Jobs In Demand – 15 Year Forecast*.p.9-11.

**Table 8.2.2: Total Number of Students Progressing Beyond ALBE and Access to Certificate, Diploma and Degree Training For In-Demand Occupations (2011/12 to 2016/17)**

	Number	Percent
BACHELOR OF SCIENCE IN NURSING*	170	15.7
BUSINESS ADMINISTRATION*	165	15.2
EARLY CHILDHOOD DEVELOPMENT*	127	11.7
SOCIAL WORK*	102	9.4
ENVIRONMENT & NATURAL RESOURCES TECH	90	8.3
BACHELOR OF EDUCATION*	84	7.7
OFFICE ADMINISTRATION*	84	7.7
PERSONAL SUPPORT WORKER*	81	7.5
ABORIGINAL LANGUAGE&CULTURAL INSTRUCTOR	45	4.1
ENVIRONMENTAL MONITOR TRAINING	45	4.1
TRADITIONAL ARTS	32	2.9
COMMUNITY HEALTH REPRESENTATIVE*	29	2.7
CONTAMINATED SITE REMEDIATION COORD.	10	0.9
SUPPLY MANAGEMENT*	10	0.9
NORTHERN LEADERSHIP DEV INDUSTRY FOCUS	6	0.6
MASTER OF NURSING; NURSE PRACT. PHC*	2	0.2
TEACHER EDUCATION PROGRAM (TEP)*	2	0.2
CERTIFICATE IN ADULT EDUCATION*	1	0.1
POST GRAD CERT IN REMOTE NURSING*	1	0.1
Total	1,086	100

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

Additionally, as Table 8.2.3 shows, a total of 124 students progressed beyond ALBE and Access into Apprenticeship Training in the 2011/12 to 2016/17 time frame. Just under half of those students (45%; N = 56) enrolled in apprenticeship programs for occupations noted as being in-demand in the NWT.<sup>62</sup>

**Table 8.2.3: Total Number of Students Progressing Beyond ALBE and Access to Apprenticeship Training For In-Demand Occupations (2011/12 to 2016/17)**

	Number	Percent
HEAVY EQUIPMENT OPERATOR	61	49.2
APPRENTICESHIP ELECTRICAL*	21	16.9
APPRENTICESHIP CARPENTRY*	19	15.3
APPRENTICESHIP PLUMBER/GASFITTER*	9	7.3
APPRENTICESHIP HEAVY EQUIPMENT TECH*	7	5.6
APPRENTICESHIP HOUSING MAINTAINER	7	5.6
Total	124	100.0

**Please note:** Apprenticeship programs for in-demand occupations are noted with an \*

<sup>62</sup> Ibid., p. 19.

Overall, a total of 946 former ALBE and Access students have progressed to training for in-demand occupations in the NWT in the 2011/12 to 2016/17 time frame (when combining the Post-Secondary Training and Apprenticeship Training categories).

### ***8.3 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 period was selected because the students in the ALBE and Access programs are highly mobile – and 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.

#### ***8.4 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 difficult 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*.<sup>63</sup> A second analysis was then undertaken with ALBE data to provide a baseline for that program.<sup>64</sup> 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.

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).<sup>65</sup> 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).<sup>66</sup> In 2015/16, the analysis of five years of data pre-NABE and five years of data with NABE was released (i.e., the 5 x 5 report).<sup>67</sup> The analysis for six years of data pre-NABE and six years of data with NABE (i.e., the 6 x 6 report) is being prepared and will be released in the fall of 2017.

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,

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<sup>63</sup> Hogan, B. (2014). *NABE Project 10.4 – 2012/13 Longitudinal Analysis of Student Level Access Programs Data*.

<sup>64</sup> Hogan, B. (2014). *NABE Project 10.2 – 2012/13 Longitudinal Analysis of Student Level ALBE Program Data*.

<sup>65</sup> Aurora College. (2014). *NABE Project 10.2: 2013/14 Analysis of ALBE and Access SRS Data (Technical Report)*.

<sup>66</sup> Aurora College. (2015). *NABE Project 10.2: 2014/15 Analysis of ALBE and Access SRS Data (Technical Report)*.

<sup>67</sup> Aurora College. (2016). *NABE Project 10.2: 2015/16 Analysis of ALBE and Access SRS Data (Technical Report)*.

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 8.3, 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.

## **9. 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 ALBE, Access and TIOW programming. Specifically, detailed 2016/17 results of ALBE, Access and TIOW program enrollments, dropouts and completions are provided – as well as the demographic information of students and information on specific courses. The analysis outlined for ALBE and Access students 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. Additionally, the analysis of the impact of the LES courses and the development of various student profiles should allow for programming adjustments to be made where necessary.

Additionally, the data provided in Section 8 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 and/or apprenticeship 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 (including ECE and Justice), and non-governmental organizations including the NWT Literacy Council and Skills Canada NWT.

The major next step is to use the data contained within this report for College accountability purposes regarding the ALBE, Access and TIOW programs. Another next step is to ensure that the new data collection, analysis and reporting processes that the College has developed over the past six 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 developed for the College.



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# APPENDIX I: ADDITIONAL DATA TABLES

**Table A.1.1: Course Enrolments, Withdrawals and Completions –  
All 80 Courses Enrolled in by ALBE Students (2016/17)<sup>68</sup>**

	Enrolled	Dropped Out	Ongoing/ In Progress	Did Not Complete		Completed	
	N	N	N	N	%	N	%
BIOLOGY 30	5	1	3	0	0.0%	1	100.0%
CHEMISTRY 20	2	0	0	0	0.0%	2	100.0%
CHEMISTRY 30	2	1	0	0	0.0%	1	100.0%
EFFECTIVE PRESENTATIONS	1	0	0	0	0.0%	1	100.0%
EMPLOYMENT SKILLS - COMPUTERS	1	0	0	0	0.0%	1	100.0%
FIN LIT MOD 3 BANK ACCOUNTS*	8	1	0	0	0.0%	7	100.0%
FIN LIT MOD 4 BANKING*	1	0	0	0	0.0%	1	100.0%
FRENCH I	1	0	0	0	0.0%	1	100.0%
MATH 110 MODULE 2 ADDITION & SUBTRACTION	2	0	0	0	0.0%	2	100.0%
MATH 110 MODULE 3 MULTIPLICATION & DIVIS	2	0	0	0	0.0%	2	100.0%
MATH 110 MODULE 4 PATTERNS	2	0	0	0	0.0%	2	100.0%
MATH 110 MODULE 5 SHAPES	2	0	0	0	0.0%	2	100.0%
MATH 110 MODULE 6 MEASUREMENT	2	0	0	0	0.0%	2	100.0%
MATH 110 MODULE 7 STATISTICS	1	0	0	0	0.0%	1	100.0%
MATH 120 MODULE 3 PATTERNS	6	0	3	0	0.0%	3	100.0%
MATH 120 MODULE 4 PRE ALGEBRA	5	0	1	0	0.0%	4	100.0%
MATH 120 MODULE 7 TRANSFORMATIONS	1	0	0	0	0.0%	1	100.0%
MATH 120 MODULE 8 DATA ANALYSIS	1	0	0	0	0.0%	1	100.0%
MATH 120 MODULE 9 CHANCE & UNCERTAINTY	1	0	0	0	0.0%	1	100.0%
SOCIAL STUDIES 20-2	10	4	1	0	0.0%	5	100.0%
START YOUR OWN SMALL BUSINESS (LES)	6	0	0	0	0.0%	6	100.0%
WORK EXPERIENCE	11	0	5	0	0.0%	6	100.0%
INTRODUCTION TO OFFICE SKILLS (LES)	27	1	0	1	3.8%	25	96.2%
CONSTRUCTION LABOURER BASICS (LES)	24	0	0	2	8.3%	22	91.7%
READY TO WORK NWT (LES)	109	3	0	10	9.4%	96	90.6%
INTRO TO NORTHERN LEADERSHIP (LES)	48	0	0	5	10.4%	43	89.6%
FIN LIT MOD 1 HOUSEHOLD BUDGETTING*	14	3	0	2	18.2%	9	81.8%
SOCIAL STUDIES 130	23	5	7	2	18.2%	9	81.8%
INTRO TO EARLY LEARNING & CHILDCARE (LES)	17	3	0	3	21.4%	11	78.6%
CLASS 7 DRIVER TRAINING	21	0	0	5	23.8%	16	76.2%

<sup>68</sup> For Table A.1.1, 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. This calculation is consistent with *Aurora College Policy on the Grading of Courses (C.25)* and *Aurora College Policy on Student Withdrawal (C.30)*. The Financial Literacy modules, which were funded and developed by ECE, are identified with an \*.

**Table A.1.1: Course Enrolments, Withdrawals and Completions –  
All 80 Courses Enrolled in by ALBE Students (2016/17) (continued)**

	Enrolled	Dropped Out	Ongoing/ In Progress	Did Not Complete		Completed	
	N	N	N	N	%	N	%
BIOLOGY 20	9	3	2	1	25.0%	3	75.0%
FIN LIT MOD 2 INCOME AND TAXES*	7	3	0	1	25.0%	3	75.0%
MATHEMATICS 20-1	4	0	0	1	25.0%	3	75.0%
SOCIAL STUDIES 10-2	4	0	0	1	25.0%	3	75.0%
INTRO TO RETAIL AND CUSTOMER SERVICE (LES)	46	1	0	12	26.7%	33	73.3%
FOUNDATIONS FOR SUCCESS	24	0	6	5	27.8%	13	72.2%
ENGLISH 150	44	10	14	6	30.0%	14	70.0%
KEYBOARDING I	4	1	0	1	33.3%	2	66.7%
MATH 120 MODULE 5 MEASUREMENT	7	0	4	1	33.3%	2	66.7%
MATH 120 MODULE 6 GEOMETRY	3	0	0	1	33.3%	2	66.7%
MATH 145	14	2	0	4	33.3%	8	66.7%
SCIENCE 140	16	3	1	4	33.3%	8	66.7%
INFORMATION & COMMUNICATIONS TECH. 140	16	0	2	5	35.7%	9	64.3%
TRADES MATH	12	0	1	4	36.4%	7	63.6%
TRADES SCIENCE	11	0	0	4	36.4%	7	63.6%
CAREER FOUNDATIONS (120/130)	22	2	0	8	40.0%	12	60.0%
MATH 140	58	5	22	13	41.9%	18	58.1%
MATH 120 MODULE 2 FRACTIONS & DECIMALS	9	0	2	3	42.9%	4	57.1%
MATH 120	78	7	39	14	43.8%	18	56.3%
ST.JOHN AMB.STAN.FIRSTAID/CPR-C	16	0	0	7	43.8%	9	56.3%
MATH 120 MODULE 1 WHOLE NUMBERS	42	6	11	11	44.0%	14	56.0%
MATH 150	19	3	1	7	46.7%	8	53.3%
INFORMATION & COMMUNICATIONS TECH. 130	85	4	34	22	46.8%	25	53.2%
ENGLISH 140	71	14	22	17	48.6%	18	51.4%
CAREER COLLEGE PREPARATION (130/140)	3	1	0	1	50.0%	1	50.0%
ENGLISH 160	7	1	0	3	50.0%	3	50.0%
PORTFOLIO DEVELOPMENT	4	0	0	2	50.0%	2	50.0%
ENGLISH 130	73	10	24	22	56.4%	17	43.6%
MATH 130	99	18	16	38	58.5%	27	41.5%
MATH 110 MODULE 1 COUNTING	8	0	3	3	60.0%	2	40.0%

**Table A.1.1: Course Enrolments, Withdrawals and Completions –  
All 80 Courses Enrolled in by ALBE Students (2016/17) (continued)**

	Enrolled	Dropped Out	Ongoing/ In Progress	Did Not Complete		Completed	
	N	N	N	N	%	N	%
SOCIAL STUDIES 140	10	0	0	6	60.0%	4	40.0%
SOCIAL STUDIES 150	6	0	0	4	66.7%	2	33.3%
SCIENCE 130	23	4	6	9	69.2%	4	30.8%
ENGLISH 120	73	6	35	23	71.9%	9	28.1%
MATH 110	7	3	0	3	75.0%	1	25.0%
ENGLISH 110	12	3	5	4	100.0%	0	0.0%
HSS1010 HEALTH SERVICES FOUNDATIONS	4	1	0	3	100.0%	0	0.0%
ACCOUNTING PREP	2	0	2	0	0.0%	0	0.0%
ACSA LEADERSHIP FOR SAFETY EXCELLENCE	1	0	1	0	0.0%	0	0.0%
ENGLISH 10-2	1	0	1	0	0.0%	0	0.0%
ENGLISH 20-2	2	0	2	0	0.0%	0	0.0%
ENGLISH 30-2	1	0	1	0	0.0%	0	0.0%
FIN LIT MOD 9 PAYDAY LOANS THE REAL COST*	2	0	2	0	0.0%	0	0.0%
MAT1791 MATH 10C	4	0	4	0	0.0%	0	0.0%
MATH 20 APPLIED	1	0	1	0	0.0%	0	0.0%
MATH 30 APPLIED	1	0	1	0	0.0%	0	0.0%
MATH 30 PURE	1	0	1	0	0.0%	0	0.0%
PURE MATH 30 (MAT3037)	1	0	1	0	0.0%	0	0.0%
SCIENCE 10	2	0	2	0	0.0%	0	0.0%
WRITE ON	1	0	1	0	0.0%	0	0.0%
Total	1,326	133	290	304	33.7	599	66.3

## APPENDIX II: 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) 2016/17 data on the ALBE, Access and TIOW programs for accountability purposes; and
- 2) other SRS data so that a broader context for the 2016/17 data can be provided. This broader context includes current trends within the ALBE and Access programs, as well as linkages with strategic GNWT initiatives.<sup>69</sup>

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.<sup>70</sup>

### 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 “Ongoing” into “Not Completed”.<sup>71</sup> One hundred and seventy-three (173) records were re-coded, which represented 0.6% of the total course records. Additionally, 18 duplicate records were discovered and removed from the ALBE, Access and TIOW 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.

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<sup>69</sup> This is the first year that the TIOW Program was delivered in the NWT – so an examination of “trends over time” is not yet possible.

<sup>70</sup> See the *Aurora College 2016/17 Analysis of ALBE and Access SRS Data (Technical Report)* (forthcoming) 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*.

<sup>71</sup> For the ALBE, Access and TIOW programs dataset and the Programs/Courses Post-ALBE/Access/TIOW dataset, records were only considered as “Ongoing” if they were from the winter semester of 2016/17 Academic year. Records which did not meet those criteria were re-coded as “Not Completed Requirements”.

Nine 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)
- TIOW student demographic information (SR6963A\_NABE\_TIOW\_Demographics)
- TIOW Program information (SR6963B\_NABE\_TIOW\_Programs)
- Information on courses beyond TIOW (SR6963C\_NABE\_TIOW\_Followup\_Programs)

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

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

#### ALBE, Access and TIOW Programs Course Level Data

14,503 course level records were exported from the SRS for the 2011/12 to 2016/17 academic years. This file was then subdivided to include only the 2,273 course level records for the 2016/17 academic year. The former file was used for the course level analysis in Sections 4.2, 5.2, 7 and 8, while the latter file was used for reporting the course level results in Sections 4.1, 5.1 and 6.1.

Primarily, the course level data was used to calculate whether each student completed all of their ALBE, Access or TIOW courses. A student was deemed to have passed or completed the course if they completed requirements, received credit, received transfer or equivalency credits, or completed credits at another institution. A student was deemed to have failed or not completed the course if they did not complete requirements, did not receive credit, failed or was dismissed.

Records for students who were still “ongoing” or “in progress” with their studies, or who had “withdrawn” from courses were omitted from the calculation of course completions (i.e. they were considered as “null” values). This calculation is consistent with *Aurora College Policy on the Grading of Courses (C.25)* and *Aurora College Policy on Student Withdrawal (C.30)* – which were used to define all of these terms outlined in this section.

The only 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 prerequisites for those programs, then that student was deemed to have “conditionally completed” all of their courses in the ALBE or Access program. Students who progressed past ALBE and Access to take short, job-focussed courses at the College were not included in the calculation of conditional completions. Additionally, no TIOW students received “conditional completions” for any of their courses in 2016/17.

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.

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.), course levels (110, 120, 130, etc.) and the LES courses and other ALBE courses.

Due to changeovers in College personnel in 2016/17, there was a glitch in the data entry process for some course records. This included 206 final course marks which were not entered into the SRS. Those “In Progress” records (9% of the 2016/17 total) were treated as null values when they were analysed – meaning they did not count towards completions or non-completions. Steps are being taken to ensure that that 2016/17 data is entered into the SRS so it is available for all future extracts. This may mean that completion rates reported for 2016/17 will be revised upwards for future reporting.

#### **ALBE, Access and TIOW Programs Student Level Data**

The 14,503 course level records from the course level data file were collapsed down into records for 3,827 individual students who were registered in the ALBE, Access and TIOW programs during the 2011/12 to 2016/17 time frame. This file was then subdivided to include only the 671 student level records for the 2016/17 academic year. The former file was used for the student level analysis in Sections 4.2, 5.2, 7 and 8, while the latter file was used for reporting the student level results in Sections 4.1, 5.1 and 6.1.

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 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 six-year time frame (i.e., 2011/12 to 2016/17)

*Progressions Beyond ALBE and Access – Course Level Data*

11,141 course level records were exported from the SRS for the 2011/12 to 2016/17 time frame. 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. Since this was the first year for students in the TIOW Program, they have not yet had time to progress to other training (so they were not eligible to be included in either the course level or student level “Post” files).

The course level data was used to prepare the student level dataset for the 2011/12 to 2016/17 period.

*Progressions Beyond ALBE and Access – Student Level Data*

The 11,141 course level records from the course level data file were collapsed down into records for 2,360 individual students who were registered in other College programs after progressing beyond ALBE and Access during the 2011/12 to 2016/17 time frame. 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 six-year time frame (i.e., 2011/12 to 2016/17)

### **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 4.1.5
- 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 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 and Analysis of Variance (ANOVA) tests were used to see whether statistically significant differences existed between groups of students (for example, between Aboriginal and Non-Aboriginal students or between regions)
- 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 six-year time frame (i.e., 2011/12 to 2016/17)