

Northern Adult Basic Education (NABE) Project 10.2: 2016/17 Analysis of ALBE, Access and TIOW SRS Data



Community and Extensions Division

ACKNOWLEDGEMENTS

This report is breaking new ground in providing quantitative data to measure student academic success within (and beyond) the Adult Literacy and Basic education (ALBE), Access and Targeted Initiative for Older Workers (TIOW) programs at Aurora College. Such an undertaking would not have been possible without the hard work, dedication and support of numerous individuals, including:

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 - the NWT Aboriginal Skills and Employment Training Strategy (ASETS), including the Akaitcho Territory Government, Dehcho First Nations, Gwich’in Tribal Council, Inuvialuit Regional Corporation, NWT Metis Nation, Sahtu Dene-Metis Council, and the Tlicho Government
 - non-governmental organizations, including the NWT Literacy Council 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 as part of the reporting by Aurora College (the College) on the Northern Adult Basic Education (NABE) Program. The NABE Program is being funded by the Canadian Northern Economic Development Agency (CanNor), and it 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.

The overall intent of this report is that it provides for informed and evidence-based program and policy decision making. This is accomplished by focusing on an analysis of twelve years of College Student Record System (SRS) data: six years of data prior to the NABE funding coming online (2005/06 to 2010/11), and six years of data with NABE funding (2011/12 to 2016/17). This pre/post comparison allows for the measurement of the impact of the NABE investments in the NWT Adult Literacy and Basic Education (ALBE)¹ system.

Students from the ALBE Program, various College Access programs, and the Targeted Initiative for Older Workers (TIOW) Program are included in the analysis. The 15 quantitative indicators that are measured with SRS data are examined in this report: the six required by CanNor and an additional nine key program indicators being tracked by the College.

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 TIOW programs. For example, 29,798 course level records were collapsed down into records for 7,048 individual students who were registered in the ALBE, Access and TIOW programs during the 2005/06 to 2016/17 timeframe. 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 7,048 individual student records were then analyzed to examine student success.

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

¹ As per ECE’s 2000 *Adult Literacy and Basic Education Directive*, the term “Adult Literacy and Basic Education” (ALBE) is used instead of “ABE” in the NWT. ABE is used throughout the rest of Canada. The terms are used interchangeably in this report.

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.

Results

On average, there were 587 individual students enrolled in the ALBE, Access and TIOW programs at Aurora College each year between 2005/06 and 2016/17: 462 in ALBE, 124 in Access, and 25 in TIOW (2016/17 only).

A wealth of detail on those students is provided in this report: student demographics (ethnicity, gender, home community, age, highest level of schooling achieved within the K-12 school system, length of time out of the K-12 school system before enrolling at the College, and whether they were studying full or part time); enrollments (by region, community and campus); completions (by region, community and campus); whether students dropped out of their programs; and progressions beyond ALBE and Access to additional training at the College (including to certificate, diploma, degree, and apprenticeship programs as well as short employment-focussed courses). Course level detail included the most enrolled in and completed courses (by subject and ALBE level).

Analysis

Several important findings emerged from the analysis of the 2005/06 to 2016/17 data. The trends in the years with NABE funding have been towards:

- increased enrollments – which are up 19% since 2011/12
- decreased dropouts – which are down 27% since 2011/12
- increased completions – which are up 60% since 2011/12
- increased progressions of former ALBE and Access students into other training at the College – which are up 52% since 2011/12

Additionally other key findings were identified:

- ALBE students at the Community Learning Centres (CLCs) are having academic success in the new Literacy and Essential Skills (LES) courses introduced since the NABE funding began:
 - students are completing the LES courses at higher rates (82%) compared to other ALBE courses (56%)

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- 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, as well as between the profiles of ALBE and Access students. These differences have important policy implications for the delivery of the ALBE and Access programming at the College.

In summary, the NABE funding is having a positive impact on Aurora College ABE programs – and that impact continues to grow with every year that the NABE funding is in place. Table ES.1 shows results since 2013/14 for the six CanNor indicators, as well as for nine other key NWT NABE Program indicators. The trend since 2011/12 for 13 of the 15 indicators examined has been positive.

For example, in the 2013/14 data there was a 2% increase in ABE enrollments (i.e., 13 students) in the years with NABE funding compared to the pre-NABE years. The 2014/15 data showed that the increase between the years with NABE funding and the pre-NABE years had risen to 14% (or 78 students per year). The 2015/16 data showed that the increase was maintained at 14% (or 79 students per year). In 2016/17, the increase was 19% (or 101 students). When subtracting the differences between 2016/17 (19%, 101 students) and 2013/14 (2%, 13 students), overall enrollments in ABE programs increased by 17% (or 88 students per year) in the years with NABE funding.

Table ES.1: Overall Changes in Indicators Between 2013/14 and 2016/17

CanNor Indicator	Changes Between Pre-NABE Years and Years With NABE Funding				Overall Change Between 2013/14 and 2016/17
	2013/14 Data (3 x 3)	2014/15 Data (4 x 4)	2015/16 Data (5 x 5)	2016/17 Data (6 x 6)	
5 - Number of ABE students served	↑ 2% (13 students/yr)	↑ 14% (78 students/yr)	↑ 14% (79 students/yr)	↑ 19% (101 students/yr)	17% (88 students/yr)
14 - Number of students who successfully complete ABE	↑ 27% (54 students/yr)	↑ 50% (96 students/yr)	↑ 52% (96 students/yr)	↑ 60% (102 students/yr)	33% (61 students/yr)
13 - Number of program participants (working age adults) advanced to post-secondary training	↑ 57% (67 students/yr)	↑ 65% (71 students/yr)	↑ 86% (84 students/yr)	↑ 118% (98 students/yr)	61% (31 students/yr)
11 - Number of program participants (working age adults) advanced to occupational training	↓ 20% (3 students/yr)	↓ 12% (4 students/yr)	↓ 13% (4 students/yr)	↓ 17% (5 students/yr)	3% (2 students/yr)
12 - Number of program participants (working age adults) completed trades certification ¹	↔	↔	↔	↔	No Change
15 - Number of students who go on to job training	↓ 43% (27 students/yr)	↓ 0.4% (6 students/yr)	↑ 10% (15 students/yr)	↑ 21% (29 students/yr)	64% (56 students/yr)

Key: ↑ = increase; ↓ = decrease; ↔ = no change **Notes:** 1) Results for Indicator #12 are incomplete due to the numerous data and methodological issues outlined in section 3.3 (Limitations), and should be viewed with caution.

Table ES.1 (continued): Overall Changes in Indicators Between 2013/14 and 2016/17

Other Key Indicators	Changes Between Pre-NABE Years and Years With NABE Funding				Overall Change Between 2013/14 and 2016/17
	2013/14 Data (3 x 3)	2014/15 Data (4 x 4)	2015/16 Data (5 x 5)	2016/17 Data (6 x 6)	
Enrollments at CLCs	↑ 10% (27 students/yr)	↑ 28% (78 students/yr)	↑ 27% (73 students/yr)	↑ 37% (107 students/yr)	27% (80 students/yr)
Completions at CLCs	↑ 47% (36 students/yr)	↑ 107% (77 students/yr)	↑ 108% (81 students/yr)	↑ 164% (133 students/yr)	117% (97 students/yr)
Number of ALBE and Access students dropping out of their programs ²	↓ 15% (20 students/yr)	↓ 15% (20 students/yr)	↓ 24% (31 students/yr)	↓ 27% (35 students/yr)	12% (15 students/yr)
Number of former students progressing on to all types of training ³	↑ 8% (25 students/yr)	↑ 22% (68 students/yr)	↑ 36% (103 students/yr)	↑ 52% (137 students/yr)	44% (112 students/yr)
Number of former students completing all courses in all types of training beyond ALBE/Access	↓ 0.4% (1 student/yr)	↑ 19% (42 students/yr)	↑ 32% (67 students/yr)	↑ 43% (83 students/yr)	43% (82 students/yr)
Completions in Post-Secondary Training	↑ 45% (34 students/yr)	↑ 53% (37 students/yr)	↑ 79% (48 students/yr)	↑ 110% (57 students/yr)	65% (23 students/yr)
Completions in Occupational Training ⁴	↓ 8% (2 students/yr)	↓ 8% (2 students/yr)	↓ 17% (4 students/yr)	↓ 14% (3 students/yr)	6% (1 student/yr)
Enrollments in Apprenticeship Training	↑ 30% (4 students/yr)	↑ 46% (6 students/yr)	↑ 67% (8 students/yr)	↑ 110% (11 students/yr)	80% (7 students/yr)
Completions in Job Training	↓ 28% (36 students/yr)	↔	↑ 12% (14 students/yr)	↑ 16% (18 students/yr)	44% (54 students/yr)

Key: ↑ = increase; ↓ = decrease; ↔ = no change **Notes:** 2) This was a new indicator suggested by CanNor in 2015/16 (so results for it were not presented in the 2013/14 or 2014/15 reports). 3) This was a new indicator suggested by NWT NABE Program partners in 2014/15 (so results for it were not presented in the 2013/14 report). 4) Many of the courses in the Occupational Training category are offered at the College via third-party funding or on a cost-recovery basis. As such, there can be fluctuations in enrollment numbers that are beyond the College's control. Other College research has shown that completion rates are strongly linked with enrollments – i.e., *NABE Project 10.2: 2015/16 Analysis of ALBE and Access SRS Data (Technical Report)*, p. 38. Additionally, as outlined above in section 3.2, adjustments were made to the raw SRS data this year so that the comparisons between the pre-NABE years and the years with NABE were more accurate. The result of these adjustments is that the numbers presented in this table may differ slightly from those presented previously in the 2013/14, 2014/15 and 2015/16 SRS data reports.

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 eight LES courses developed and implemented since 2012/13)

- preparing students for in-demand occupations requiring college 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

The major next step is to use the data analysis contained within this report to finalize the *NABE 2016/17 Interim Annual Report* (i.e., turn the “Interim” Annual Report into a “Final” Annual Report). This includes reporting on the analysis of the CanNor Indicators contained in sections 5.1 to 5.6.

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 student academic 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.

This report should be useful to College and ECE staff involved with the ALBE, Access and TIOW programs. Specifically, section 4 provides detailed results of ALBE, Access and TIOW program enrollments, dropouts, completions, and progressions to additional training for the 2005/06 to 2016/17 period – as well as the demographic information of students and information on specific courses. The comparison of six years of data pre-NABE and six years of data with NABE funding outlined in section 5 provides evidence to CanNor of the positive impact of the NABE investments. Section 6 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 data provided in section 7 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 apprenticeship training for occupations that were identified as in-demand for the next 15 years.

These results should allow for programming adjustments to be made where necessary. It should also allow the College to communicate the many successes the NABE program is having, help build the case for sustained funding of the program after March 31st, 2020, and assist with College strategic and business planning.

The data in this report also helps solidify the College's work with partners such as the Aboriginal Skills and Employment Training Strategy (ASETS) organizations, other GNWT departments and agencies (such as ECE and Justice), and non-governmental organizations including the NWT Literacy Council and Skills Canada NWT.

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1. INTRODUCTION

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 ensures that more Northerners can benefit from local employment opportunities by helping prepare them to either enter the workforce directly or take vocational training.

The Northwest Territories (NWT) portion of federal funding was approximately \$9.1M and covered the period from early 2012 to March 31st, 2016. A strategy and a workplan were developed prior to funding for the 2012/13 to 2015/16 period flowing to Aurora College (the College). The strategy and workplan were based on research and developed in consultation with Aboriginal stakeholder organizations, training partners, and students.² The NWT NABE Program was extended for 2016/17 (at a reduced amount of \$1.32M), and then further extended from 2017/18 to 2019/20 at \$1.68M annually.

One of the projects outlined in the strategy and workplan is an annual analysis of College Student Record System (SRS) data relating to Adult Literacy and Basic Education (ALBE), Access and Targeted Initiative for Older Workers (TIOW) students. In this report, the focus of the analysis is on twelve years of data: six years of data prior to the NABE funding coming online (2005/06 to 2010/11), and six years of data with NABE funding (2011/12 to 2016/17). This pre/post comparison allows for the measurement of the impact of the NABE investments in the NWT ALBE system.

The multi-year analysis has several purposes: 1) to report to CanNor on NABE indicators of success; 2) to annually measure student success both within and beyond the ALBE, Access and TIOW programs; 3) to provide a longitudinal context for College program and strategic planning; and 4) to help build the case for sustained funding of the program after March 31st, 2020.

The main sections of this report include:

- the background/context for the project
- the methodology employed (including limitations)
- results of data from the ALBE, Access and TIOW programs, as well as data on former students who progressed beyond ALBE and Access to take additional training at the College³
- an analysis of those results – including a comparison of data on CanNor Indicators pre-NABE versus the years with NABE funding
- highlights of other key findings
- linkages with *Skills 4 Success* and the *NWT Labour Market Forecast and Needs Assessment*

² Aurora College. (2012). *Northern Adult Basic Education (NABE) Program: Strategy and Workplan 2012-2016*, p. iii.

³ 2016/17 was the first year that the TIOW Program was delivered in the NWT – so an examination of progressions past TIOW was not yet possible.

- next steps

A full list of the CanNor Indicators required for reporting and accountability is included as Appendix I.

A detailed methodology is included as Appendix II. Additional data tables from the SRS are included as Appendix III.

The NABE Program is important because funding from that program allowed for the development of the SRS data analysis methodology outlined in Section 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.

Finally, a note about the terminology used in this report: Aurora College is a learning institution, and prefers to use the term “learners” to refer to the people who attend it. However, the CanNor Indicators which are the focus of much of this report, use the terms “students” and “program participants”. All three terms are used in this report but, essentially, “learners” are being discussed throughout.

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 relevant CanNor Indicators
- an overview of the SRS system and issues encountered with the SRS data

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.⁴ 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.⁵ Although both academic and non-academic outcomes are equally valid, it was beyond the scope of this project to integrate the two here.

Additionally, please note that in the Northwest Territories the term “ALBE” is used to reflect the importance of literacy in Adult Basic Education (ABE).⁶ Throughout this report, ALBE is used when referring to NWT activities, programs, or students; ABE is used when referring to activities, programs or students across the rest of Canada.

⁴ 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

⁵ NWT Literacy Council. (2011). *It Feels So Good Inside: Non-Academic Outcomes, Barriers and Success Factors*. p.4.

⁶ Department of Education, Culture and Employment (ECE). (2000). *Adult Literacy and Basic Education Directive*.

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).⁷ 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.⁸

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.⁹

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.¹⁰

⁷ Allen, L., Hogan B., Hogan, K., Osborne, S., and Pokiak, M. (2013). *Review of Aurora College Access Programs: Final Report*. p.4.

⁸ Aurora College. (2015). *Adult Literacy and Basic Education (ALBE) Program Outline – 080*.

⁹ Aurora College. (2016). *2016-2017 Academic Calendar*. p.38.

¹⁰ Aurora College. (2014). *2013/14 NWT NABE Program Annual Report*. p 20.

Each LES course is six weeks long.¹¹ 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 programs¹²

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).

¹¹ 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.

¹² 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.

Data from the TIOW Program is included in this report because the program is delivered within the College's School of Developmental Studies – which also delivers the ALBE and Access programs. Additionally, one of the core courses of the TIOW Program is *Ready to Work NWT* (which is one of the LES courses developed with NABE funding received from CanNor).

2.2 CanNor Indicators

As part of accountability and reporting for the NABE Program, CanNor has developed 15 indicators to measure the success of the program. For a list of all 15, see Appendix I. For details on the other indicators the College is tracking, see the *2016/17 NWT NABE Program Annual Report* (forthcoming).

Six of those indicators relate specifically to College SRS data:

- Indicator 5 – number of ABE students served (i.e., enrollments)
- Indicator 11 – number of program participants (working age adults) advanced to occupational training
- Indicator 12 – number of program participants (working age adults) completed trades certification
- Indicator 13 – number of program participants (working age adults) advanced to post-secondary training
- Indicator 14 – number of ABE students who successfully complete ABE (i.e., completions)
- Indicator 15 – number of students who go on to job training

All six indicators are analyzed in detail in section 5 (below). This includes a comparison of results pre-NABE versus results in the years with NABE funding on each of the indicators.

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.¹³

The major issue identified in the work completed to date on other NWT NABE projects¹⁴ 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.¹⁵

However, work for those projects showed a solution to these SRS data issues by focusing 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.

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

¹⁴ 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*.

¹⁵ As a result of these issues, the College is now in the process of implementing a new Student Information System (SIS) to replace the SRS. This will modernize College data collection and reporting processes.

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, 29,798 course level records were collapsed down into records for 7,048 individual students who were registered in the ALBE, Access and TIOW programs during the 2005/06 to 2016/17 timeframe. 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 7,048 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 focused on the individual students who took the ALBE, Access and TIOW programs; and analysis at the course level – which focused on all of the courses those students took within those programs. This two-pronged approach allowed for the most thorough analysis of the SRS data.

Please note that data from different timeframes are presented in this report. Data for the full 2005/06 to 2016/17 is presented throughout to measure the impacts of the NABE investments in the years prior to and the years with the funding in place. Additionally, some analysis focuses only on the six years where NABE funding was in place (2011/12 to 2016/17) to highlight specific impacts. Finally, other

analysis focuses on the four years prior to (2009/10 to 2012/13) and the four years with (2013/14 to 2016/17) the LES courses in place to highlight the impacts of those courses. 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-focused 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.

3.2 Comparison of Data Between Pre-NABE Years and Years With NABE Funding

The main intent of the analysis was to present a comparison of SRS data on six of the CanNor indicators in the six years pre-NABE funding (2005/06 to 2010/11) and the six years with NABE funding (2011/12 to 2016/17). Additionally, eight other key NWT NABE Program indicators were also examined. This pre/post type of analysis is called a “Non-Experimental Time-Series” evaluation design.¹⁶

Two adjustments had to be made to the raw SRS dataset to more accurately calculate the differences between the pre-NABE years and the years with NABE funding for enrollments, completions, and students advancing beyond ALBE and Access. These adjustments were required because the raw SRS data produced distorted results in favour of either the pre-NABE years or the years with NABE funding.

Specifically, these adjustments included:

- removing records for 181 students for Access programs that were not offered in the years with NABE funding (but which were offered in the years pre-NABE)¹⁷
- ensuring that students who advanced beyond ALBE or Access did so within their respective time-period. This was to adjust for the students who took an ALBE or Access program in the pre-NABE years, and then went on to enrol in a program/course beyond ALBE or Access in the years with NABE funding. A total of 336 students (or 9% of all students advancing beyond ALBE/Access) fell into this category. Instead of counting those students in either the pre-NABE years or the years with NABE funding, they were given a null value and omitted from the comparison between the two periods.

3.3 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 46% and 48% of students. Results for those three variables should be viewed with caution.

Second, students who went on to other institutions after their ALBE or Access programs at the College are not included in the analysis outlined in sections 5 through 8. Anecdotal evidence from other sources

¹⁶ The Measurement, Learning & Evaluation Project. (2013). *Types of Evaluation Design*. Located online at: <https://www.urbanreproductivehealth.org/toolkits/measuring-success/types-evaluation-designs>

¹⁷ Those programs included: Health and Human Services Access, Pre-Technology, Welding Trades Access, Construction Trades Access and the University College Entrance Program (UCEP). The first three of these have not been offered at the College since 2008/09, Construction Trades Access has not been offered since 2007/08, and UCEP has not been offered since 2010/11.

supports the view that this progression rate is under-reported.¹⁸ 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 16% conditional completions for the 2005/06 to 2016/17 dataset are consistent with other College research.¹⁹

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.

Despite these limitations, the size of the SRS dataset considered and the strength of the statistical tests employed for the analysis mean 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 program SRS data, these same results are highly likely to emerge (i.e., the results are not just due to chance).

4. RESULTS

This section of the report presents the results of data related to the ALBE, Access and TIOW programs, as well as data on programs/courses taken beyond ALBE and Access.²⁰ All data presented is from the SRS, and covers the period from September 1, 2005 to June 30, 2017. Please note that in this and the following sections, “N” stands for “number” of students, “M” is the mean or average, and because of rounding, percentages do not always total 100.

Two different levels of analysis were used with the SRS data: analysis at the student level – which focused on the individual students who took the ALBE, Access and TIOW programs, and programs/courses beyond ALBE and Access, over the 2005/06 to 2016/17 timeframe; and analysis at the course level – which focused on all of the courses those students took within those programs. This two-

¹⁸ Allen, et al. (2013). *Review of Aurora College Access Programs: Final Report*.p.41.

¹⁹ Ibid., p.16.

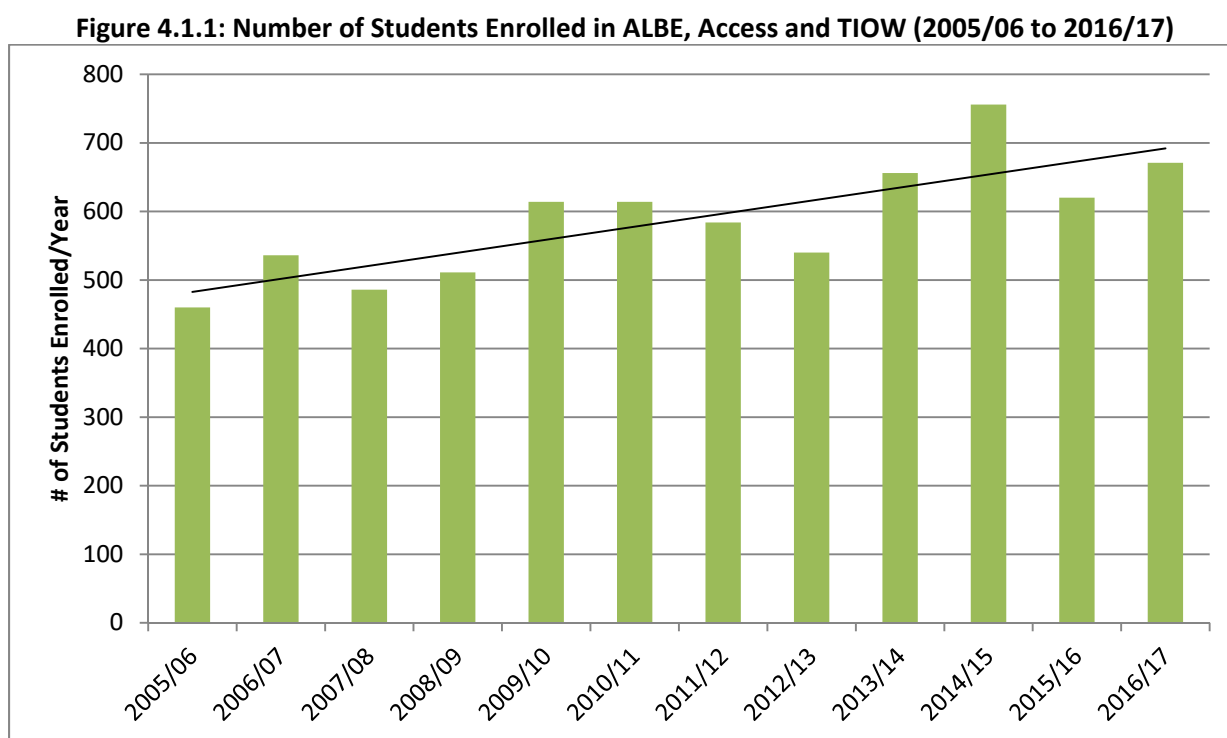
²⁰ 2016/17 was the first year that the TIOW Program was delivered in the NWT – so an examination of progressions past TIOW was not yet possible.

pronged approach allowed for a thorough analysis of the SRS data. Additional data tables from the SRS are provided in Appendix III.

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, General Interest courses offered at the College were not included in this report.

4.1 ALBE, Access and TIOW Programs Data

On average, there were 587 individual students enrolled in the ALBE, Access and TIOW programs at Aurora College each year between 2005/06 and 2016/17: 462 in ALBE, 124 in Access, and 25 in TIOW (2016/17 only). Enrollments increased over that timespan – from an average of 537 students per year in the first six years to an average of 638 students per year in the last six years. These 587 students per year represent a total of 7,048 student registrations in the ALBE, Access and TIOW programs in the twelve-year timespan, as shown in Figure 4.1.1.²¹



²¹ Some students were enrolled in the ALBE program for more than one year or enrolled in more than one Access program during the timespan considered; the number of unique students enrolled was 4,630. Unless otherwise noted, this section deals exclusively with the 7,048 student registrations. Additionally, records for 181 students from five other Access programs were excluded from this report because those programs are no longer offered at the College (and including them would skew the analysis undertaken later in section 5). Those programs included: Construction Trades Access, Health and Human Services Access, Pre-Technology, University/College Entrance Preparation, and Welding Trades Access.

Table 4.1.1 shows that over three-quarters of those student registrations were in the ALBE Program, while the remaining students were enrolled in the various Access programs and the TIOW Program.

Table 4.1.1: Student Enrollments by Program (2005/06 to 2016/17)

	Number	Percent
ALBE	5541	78.6
Access Programs	1482	21.0
TIOWS	25	.4
Total	7048	100.0

Students in the ALBE, Access and TIOW programs were primarily:

- Aboriginal (79%; N = 5,582)
- female (65%; N = 4,548)
- over 25 years of age (54%; N = 3,817)²²
- studying full-time (59%; N = 4,124)

Additionally, as Tables 4.1.2 and 4.1.3 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, Access or TIOW programs.

Table 4.1.2: Home Community of ALBE, Access and TIOW Students (2005/06 to 2016/17)²³

	Number	Percent
Smaller Communities	1914	58.2
Regional Centres	1097	33.3
Yellowknife	279	8.5
Total	3290	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 47% of students.

²² The TIOW Program is aimed at assisting older workers – i.e. those in the 55-64 age range. Therefore, the average age of the TIOW students (M = 58.1) was considerable higher than those of students in the ALBE (M = 30.4) and Access (M = 26.9) programs.

²³ 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 tables was sometimes different. In this instance, the “home community” field within the SRS was missing for 3,758 students, so the number of students totaled 3,290 (rather than 7,048).

Table 4.1.3: Highest Level of Schooling Completed by ALBE, Access and TIOW Students (2005/06 to 2016/17)

	Number	Percent
Less Than Grade 9	653	19.5
Some High School	1799	53.7
Completed High School	897	26.8
Total	3349	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 48% of students.

The average time spent out of the formal Kindergarten to Grade 12 (K-12) school system before entering the ALBE, Access or TIOW programs was 13.2 years. As Table 4.1.4 shows, this varied widely amongst students.

Table 4.1.4: Length of Time Out of School Before Entering ALBE, Access or TIOW (2005/06 to 2016/17)

	Number	Percent
Started Within 1 Year	356	11.1
Took a Few Years Off	552	17.1
Took 5 to 10 Years Off	682	21.2
More Than 10 Years Off	1630	50.6
Total	3220	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 46% of students.

As Table 4.1.5 shows, students from the Beaufort-Delta, Akaitcho and South Slave, and Tli'cho and Yellowknife regions comprised the majority of students in the ALBE, Access and TIOW programs during the twelve-year timespan.

Table 4.1.5: ALBE, Access and TIOW Student Enrollments by Region (2005/06 to 2016/17)

	Number	Percent
Beaufort-Delta	1974	28.0
Akaitcho and South Slave	1904	27.0
Tli'cho and Yellowknife	1782	25.3
Sahtu	773	11.0
Dehcho	615	8.7
Total	7048	100.0

As Table 4.1.6 shows, overall programming was close to equally split between the CLCs (53%; N = 3,729) and the campuses (47%; N = 3,319).

Table 4.1.6: ALBE, Access and TIOW Student Enrollments by Community/Campus (2005/06 to 2016/17)

		Number	Percent
Beaufort-Delta	Aklavik	278	3.9
	Fort McPherson	271	3.8
	Paulatuk	53	0.8
	Tsiighetchic	101	1.4
	Tuktoyaktuk	260	3.7
	Ulukhaktok	119	1.7
	Aurora Campus	892	12.7
Akai'tcho and	Detah/N'Dilo	114	1.6
South Slave	Fort Resolution	136	1.9
	Hay River	272	3.9
	K'atl'odeeche First Nation (Hay River Reserve)	139	2.0
	Lutsel K'e	100	1.4
	Thebacha Campus	1,143	16.2
Tli'cho and	Behchoko	176	2.5
	Yellowknife	63	0.9
	Wekweeti	105	1.5
	Whati	154	2.2
Sahtu	Yellowknife/North Slave Campus	1,284	18.2
	Colville Lake	61	0.9
	Deline	201	2.9
	Fort Good Hope	226	3.2
	Norman Wells	135	1.9
Dehcho	Tulita	150	2.1
	Fort Liard	133	1.9
	Fort Providence	247	3.5
	Fort Simpson	202	2.9
	Jean Marie River	3	0.0
	Nahanni Butte	23	0.3
	Wrigley	7	0.1
	Total	7,048	100.0

However, there were significant differences in where programs were delivered: Access (96%; N = 1,416) and TIOW (72%; N = 18) programming was primarily delivered at the three regional campuses, while two-thirds of ALBE programming was delivered at the CLCs (66%; N = 3,656).

Amongst the campuses, as Table 4.1.7 shows, the largest number of students were enrolled at the Yellowknife/North Slave campus.

Table 4.1.7: ALBE, Access and TIOW Student Enrollments by Campus (2005/06 to 2016/17)²⁴

	Number	Percent
Yellowknife/North Slave Campus	1284	18.2
Thebacha Campus	1143	16.2
Aurora Campus	892	12.7
Total	3319	47.1

Table 4.1.8 shows that the largest number of Access students were enrolled in the Nursing Access program.

Table 4.1.8: Student Enrollments by Access Program (2005/06 to 2016/17)²⁵

	Number	Percent
Nursing Access	412	5.8
Teacher Education Access	217	3.1
Trades Access	176	2.5
Trades Access II	159	2.3
Social Work Access	148	2.1
Business Administration Access	127	1.8
Environment and Natural Resources Access	114	1.6
UCAP	68	1.0
OCAP	61	.9
Total	1482	21.0

Please note: all programs except UCAP and OCAP were run prior to 2015/16. The newly designed UCAP and OCAP programs ran in 2016/17 only.

Overall, students enrolled in a total of 305 different courses across the ALBE, Access and TIOW programs – for a total of 29,798 course registrations. Table 4.1.9 shows the 30 most-enrolled-in courses – the majority of which were ALBE courses.

²⁴ The other 3,729 students attended programs at the CLCs, so that is why the N is less than 7,048.

²⁵ UCAP is the University and College Access Program and OCAP is the Occupations and College Access Program. Additionally, records for 181 students from five other Access programs were excluded from this report because those programs are no longer offered at the College (and including them would skew the analysis undertaken later in section 5). Those programs included: Construction Trades Access, Health and Human Services Access, Pre-Technology, University/College Entrance Preparation, and Welding Trades Access.

Table 4.1.9: 30 Most-Enrolled-In ALBE, Access and TIOW Courses (2005/06 to 2016/17)²⁶

	Number	Percent
MATH 120	2,253	7.6
MATH 130	2,071	7.0
ENGLISH 150	1,480	5.0
ENGLISH 120	1,441	4.8
ENGLISH 130	1,379	4.6
ENGLISH 140	1,226	4.1
MATH 140	1,149	3.9
BASIC INTRODUCTION TO COMPUTERS 130	1,115	3.7
INFORMATION & COMMUNICATIONS TECH. 130	886	3.0
SCIENCE 130	655	2.2
TRADES SCIENCE*	580	1.9
CAREER COLLEGE PREPARATION (130/140)	543	1.8
CAREER FOUNDATIONS (120/130)	537	1.8
TRADES MATH*	519	1.7
SCIENCE 120	476	1.6
ENGLISH 160	474	1.6
TRADES ENGLISH*	474	1.6
INFORMATION & COMMUNICATIONS TECH. 140	459	1.5
NURSING ACCESS I*	454	1.5
SCIENCE 140	445	1.5
BIOLOGY 30	399	1.3
BIOLOGY 160	393	1.3
WORK EXPERIENCE	390	1.3
MATH 110	354	1.2
BIOLOGY 20	349	1.2
SOCIAL STUDIES 130	342	1.1
MATH 150	339	1.1
SOCIAL STUDIES 140	334	1.1
MATH 145	333	1.1
ENGLISH 110	331	1.1
Total	22,180	74.2

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

²⁶ Course level data is provided in Table 4.1.9. Since each student could enroll in multiple courses, the total number of courses enrolled in (29,798) exceeds the total number of students enrolled (7,048). Additionally, this table presents only the top 30 most-enrolled-in courses, so the N is less than 29,798 and the % totals 74.2 (rather than 100.0). * denotes an Access course; all other courses are ALBE courses. Course level data is also presented in Tables 4.1.10 through 4.1.12.

Table 4.1.10 shows that course enrollments were highest in the subjects of Math and English.

Table 4.1.10: ALBE, Access and TIOW Course Enrollments by Subject (2005/06 to 2016/17)²⁷

	Number	Percent
Math	7696	27.7
English	7168	25.8
Science	3697	13.3
ICT	2679	9.6
Access Specialty Courses	2619	9.4
College/Career Prep	1382	5.0
Social Studies	1093	3.9
LES Courses	982	3.5
Financial Literacy	387	1.4
PLAR Portfolio Development	84	.3
Total	27787	100.0

Tables 4.1.11 and 4.1.12 show that 57% of the courses enrolled in were in the lower levels (110-130) of the ALBE program.

Table 4.1.11: ALBE, Access and TIOW Course Enrollments by Level (2005/06 to 2016/17)

	Number	Percent
110	773	3.1
120	6382	25.4
130	7225	28.8
140	6062	24.1
150	2882	11.5
160	1794	7.1
Total	25118	100.0

²⁷ "ICT" is Information and Communications Technology. "LES" is embedded Literacy and Essential Skills - and includes the eight courses introduced since NABE funding came on-stream: *Introduction to Office Skills*, *Starting Your Own Small Business*, *Introduction to Early Learning and Child Care*, *Small Business Funding and Marketing*, *Ready to Work NWT*, *Construction Labourer Basics*, *Introduction to Retail and Customer Service*, and *Introduction to Northern Leadership*. "Financial Literacy" includes the 11 modules of the *Financial Literacy Course* – which were funded and developed by ECE."PLAR" is Prior Learning Assessment and Recognition (PLAR) Portfolio Development. For Tables 4.1.10 through 4.1.12, courses which fell outside the "subject" or "levels" categorization schemes – such as Class 7 Driver Training, First Aid, Work Experience, etc. – were not included. That's why the Ns are less than 29,798.

Table 4.1.12: ALBE, Access and TIOW Course Enrollments – Higher Levels v. Lower Levels (2005/06 to 2016/17)

	Number	Percent
110-130	14380	57.2
140-160	10738	42.8
Total	25118	100.0

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

Nineteen percent (19%; N = 1,327) of the 7,048 students who enrolled in ALBE, Access and TIOW dropped out of their programs in the 2005/06 to 2016/17 timeframe. An additional 181 students (3%) were either ongoing or in progress with their studies (so those records could not be included in the calculation of completion rates). Of the 5,540 students who remained enrolled, 54% (N = 2,996) completed all of their courses.²⁸

Table 4.1.13 shows students in the TIOW and Access programs completed all of their courses at higher rates than ALBE students, while Table 4.1.14 shows that the completion rates were similar across all five regions of the NWT.

Table 4.1.13: Students Completing All Courses by Program (2005/06 to 2016/17)

	Enrolled	Dropped Out	Ongoing/ In Progress	Did Not Complete		Completed	
	N	N	N	N	%	N	%
TIOW	25	0	0	5	20.0	20	80.0
Access	1,482	203	1	406	31.8	872	68.2
ALBE	5,541	1,124	180	2,133	50.3	2,104	49.7
Total	7,048	1,327	181	2,544	45.9	2,996	54.1

²⁸ For Tables 4.1.13 to 4.1.22, students who “withdrew” or who were “ongoing” or “in progress” with their studies were not included in the calculation of whether they completed all of their courses. 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 54% of students “Completing All Courses” also included 16% (N = 887) of ALBE and Access 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 4.1.14: Students Completing All Courses by Region (2005/06 to 2016/17)

	Enrolled	Dropped Out	Ongoing/ In Progress	Did Not Complete		Completed	
	N	N	N	N	%	N	%
Beaufort-Delta	1,974	636	11	587	44.2	740	55.8
Dehcho	615	63	27	236	45.0	289	55.0
Akai'tcho and South Slave	1,904	240	34	754	46.3	876	53.7
Sahtu	773	274	3	232	46.8	264	53.2
Tli'cho and Yellowknife	1,782	114	106	735	47.1	827	52.9
Total	7,048	1,327	181	2,544	45.9	2,996	54.1

Table 4.1.15 shows that completion rates varied by community.

Table 4.1.15: Students Completing All Courses by Community/Campus (2005/06 to 2016/17)

		Enrolled	Dropped Out	Ongoing/ In Progress	Did Not Complete		Completed	
		N	N	N	N	%	N	%
Beaufort-Delta	Aklavik	278	80	2	58	29.6	138	70.4
	Fort McPherson	271	97	0	72	41.4	102	58.6
	Paulatuk	53	21	0	22	68.8	10	31.3
	Tsiighetchic	101	58	2	17	41.5	24	58.5
	Tuktoyaktuk	260	94	5	101	62.7	60	37.3
	Ulukhaktok	119	30	0	49	55.1	40	44.9
	Aurora Campus	892	256	2	268	42.3	366	57.7
Dehcho	Fort Liard	133	16	16	71	70.3	30	29.7
	Fort Providence	247	18	11	70	32.1	148	67.9
	Fort Simpson	202	29	0	84	48.6	89	51.4
	Jean Marie River	3	0	0	1	33.3	2	66.7
	Nahanni Butte	23	0	0	10	43.5	13	56.5
	Wrigley	7	0	0	0	0.0	7	100.0
Akaitcho and South Slave	Dettah/N'Dilo	114	0	0	30	26.3	84	73.7
	Fort Resolution	136	29	2	47	44.8	58	55.2
	Hay River	272	72	13	104	55.6	83	44.4
	K'atl'odeeche First Nation	139	9	1	57	44.2	72	55.8
	Lutsel K'e	100	1	17	43	52.4	39	47.6
	Thebacha Campus	1143	129	1	473	46.7	540	53.3
Sahtu	Colville Lake	61	1	0	15	25.0	45	75.0
	Deline	201	54	2	75	51.7	70	48.3
	Fort Good Hope	226	102	1	71	57.7	52	42.3
	Norman Wells	135	41	0	35	37.2	59	62.8
	Tulita	150	76	0	36	48.6	38	51.4
Tli'cho and Yellowknife	Behchoko	176	6	9	82	50.9	79	49.1
	Gameti	63	2	14	15	31.9	32	68.1
	Wekweeti	105	0	30	46	61.3	29	38.7
	Whati	154	5	15	86	64.2	48	35.8
	Yellowknife Campus	1284	101	38	506	44.2	639	55.8
	Total	5,764	1,226	143	2,038	45.9	2,357	54.1

Please note: Completion rates amongst communities varied greatly for two reasons. First, the small number of students in some communities led to distorted results (e.g., Wrigley – which had only 7 students enrolled in the ALBE program over the 12-year timespan). Second, campus completion rates primarily reflect programs consisting of 8 courses delivered over 10 months, while many of the community completion rates reflect programs consisting of 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 6.1 below), caution should be used when making comparisons between communities - and between the communities and campuses.

Table 4.1.16 shows that completion rates varied between the CLCs and the campuses.

Table 4.1.16: Students Completing All Courses – CLCs v. Campuses (2005/06 to 2016/17)

	Enrolled	Dropped Out	Ongoing/ In Progress	Did Not Complete		Completed	
	N	N	N	N	%	N	%
CLCs	3729	841	140	1297	47.2	1451	52.8
Campuses	3319	486	41	1247	44.7	1545	55.3
Total	7,048	1,327	181	2,544	45.9	2,996	54.1

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 6.1 below), caution should be used when making comparisons between the completion rates of campuses and CLCs.

Table 4.1.17 shows that students had academic success in all Access programs except Trades Access II.

Table 4.1.17: Students Completing All Courses by Access Program (2005/06 to 2016/17)

	Enrolled	Dropped Out	Ongoing/ In Progress	Did Not Complete		Completed	
	N	N	N	N	%	N	%
Trades Access	176	22	0	16	10.4	138	89.6
Business Administration	127	10	0	35	29.9	82	70.1
UCAP	68	8	0	18	30.0	42	70.0
ENRT Access	114	18	0	30	31.3	66	68.8
Social Work Access	148	20	1	40	31.5	87	68.5
OCAP	61	9	0	17	32.7	35	67.3
Teacher Education Access	217	26	0	63	33.0	128	67.0
Nursing Access	412	58	0	121	34.2	233	65.8
Trades Access II	159	32	0	66	52.0	61	48.0
Total	1,482	203	1	406	31.8	872	68.2

Please note: all programs except UCAP and OCAP were run prior to 2015/16. The newly designed UCAP and OCAP programs ran in 2016/17 only.

Overall, as Table 4.1.18 shows, students completed just under two-thirds of the courses they enrolled in.

Table 4.1.18: Overall Course Completions (2005/06 to 2016/17)²⁹

	Enrolled	Dropped Out	Ongoing/ In Progress	Did Not Complete		Completed	
	N	N	N	N	%	N	%
All Courses	29,798	6,186	4,663	6,995	36.9	11,954	63.1
Total	29,798	6,186	4,663	6,995	36.9	11,954	63.1

²⁹ Course level data is presented in Table 4.1.18. Since each student could enroll in multiple courses, the total number of courses enrolled in (29,798) exceeds the total number of students enrolled (7,048). Course level data is also presented in Tables 4.1.19 through 4.1.22.

Tables 4.1.19 to 4.1.22 show that course completion rates varied between courses, subjects and levels.

Table 4.1.19: Course Completions – 30 Most-Enrolled-In ALBE, Access and TIOW Courses (2005/06 to 2016/17)³⁰

	Enrolled	Dropped Out	Ongoing/ In Progress	Did Not Complete		Completed	
	N	N	N	N	%	N	%
TRADES MATH*	519	114	91	67	21.3	247	78.7
BIOLOGY 20	349	36	20	67	22.9	226	77.1
TRADES SCIENCE*	580	143	90	86	24.8	261	75.2
TRADES ENGLISH*	474	118	96	69	26.5	191	73.5
NURSING ACCESS I*	454	62	12	101	26.6	279	73.4
SOCIAL STUDIES 140	334	55	15	74	28.0	190	72.0
WORK EXPERIENCE	390	88	87	63	29.3	152	70.7
MATH 145	333	37	30	78	29.3	188	70.7
CAREER COLLEGE PREPARATION (130/140)	543	117	38	115	29.6	273	70.4
CAREER FOUNDATIONS (120/130)	537	115	45	113	30.0	264	70.0
INFORMATION & COMMUNICATIONS TECH. 140	459	65	33	109	30.2	252	69.8
BASIC INTRODUCTION TO COMPUTERS 130	1115	351	103	201	30.4	460	69.6
SOCIAL STUDIES 130	342	70	22	77	30.8	173	69.2
SCIENCE 130	655	137	96	145	34.4	277	65.6
INFORMATION & COMMUNICATIONS TECH. 130	886	210	152	182	34.7	342	65.3
ENGLISH 150	1480	180	437	304	35.2	559	64.8
BIOLOGY 30	399	50	93	91	35.5	165	64.5
ENGLISH 140	1226	273	279	244	36.2	430	63.8
MATH 150	339	30	63	90	36.6	156	63.4
ENGLISH 160	474	42	26	160	39.4	246	60.6
MATH 140	1149	153	217	308	39.5	471	60.5
SCIENCE 140	445	74	39	139	41.9	193	58.1
BIOLOGY 160	393	26	95	122	44.9	150	55.1
SCIENCE 120	476	184	92	93	46.5	107	53.5
ENGLISH 130	1379	398	267	339	47.5	375	52.5
MATH 130	2071	485	451	647	57.0	488	43.0
MATH 120	2253	696	504	639	60.7	414	39.3
ENGLISH 120	1441	464	326	424	65.1	227	34.9
MATH 110	354	75	78	137	68.2	64	31.8
ENGLISH 110	331	74	77	138	76.7	42	23.3
Total	22,180	4,922	3,974	5,422	38.7	7,862	61.3

Please note: Completion rates amongst courses varied greatly due to the length of each course. As noted above in Table 4.1.9, the length of the courses ranged between the 45 hours of the Information and Communications Technology (ICT) courses and the 210 hours of the 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.

³⁰ This table presents only the top 30 most-enrolled-in courses, so the N is less than 29,798 and the % totals 61.3 (rather than 100.0). * denotes an Access course; all other courses are ALBE courses.

Table 4.1.20: ALBE, Access and TIOW Course Completions by Subject (2005/06 to 2016/17)³¹

	Enrolled	Dropped Out	Ongoing/ In Progress	Did Not Complete		Completed	
	N	N	N	N	%	N	%
Financial Literacy	387	32	11	42	12.2	302	87.8
LES Courses	982	41	8	165	17.7	768	82.3
Access Specialty Courses	2,619	503	192	470	24.4	1,454	75.6
College/Career Prep	1,382	304	94	294	29.9	690	70.1
Social Studies	1,093	217	67	258	31.9	551	68.1
ICT	2,679	689	327	544	32.7	1,119	67.3
Science	3,697	760	559	847	35.6	1,531	64.4
English	7,168	1,613	1,598	1,741	44.0	2,216	56.0
Math	7,696	1,669	1,533	2,207	49.1	2,287	50.9
PLAR Portfolio Development	84	7	19	37	63.8	21	36.2
Total	27,787	5,835	4,408	6,605	37.6	10,939	62.4

Please note: Completion rates amongst subjects varied greatly due to the length of the courses in those subjects. The Financial Literacy Modules are each 15 hours in length, while the ICT courses are 45 hours and the English courses are 210 hours. Therefore, caution should be used when making direct comparisons between completions in the various subjects.

Table 4.1.21: ALBE, Access and TIOW Course Completions by Level (2005/06 to 2016/17)

	Enrolled	Dropped Out	Ongoing/ In Progress	Did Not Complete		Completed	
	N	N	N	N	%	N	%
110	773	184	164	293	68.9	132	31.1
120	6,382	1,627	1,020	1,546	41.4	2,189	58.6
130	7,225	1,848	1,160	1,766	41.9	2,451	58.1
140	6,062	1,133	964	1,287	32.5	2,678	67.5
150	2,882	360	614	627	32.9	1,281	67.1
160	1,794	180	285	614	46.2	715	53.8
Total	25,118	5,332	4,207	6,133	39.4	9,446	60.6

Table 4.1.22: ALBE, Access and TIOW Course Completions – Higher Levels v. Lower Levels (2005/06 to 2016/17)

	Enrolled	Dropped Out	Ongoing/ In Progress	Did Not Complete		Completed	
	N	N	N	N	%	N	%
110 - 130	14,380	3,659	2,344	3,605	43.0	4,772	57.0
140 - 160	10,738	1,673	1,863	2,528	35.1	4,674	64.9
Total	25,118	5,332	4,207	6,133	39.4	9,446	60.6

³¹ For Tables 4.1.20 to 4.1.22, courses which fell outside the “subject” or “levels” categorization schemes – such as Class 7 Driver Training, First Aid, Work Experience, etc. – were not included. That’s why the Ns are less than 29,798. For Tables 4.1.21 and 4.1.22, the LES courses are included in the Level 120 data. Since the LES courses have higher completion rates than other ALBE courses (see section 6.1 below), caution should be used when making comparisons between the completion rates of campuses and CLCs.

4.2 Advancing to Programs/Courses Beyond ALBE and Access

This section of the report presents the results of data on students advancing to other programs/courses after they had enrolled in the ALBE or an Access program (i.e., beyond ALBE and Access).³² One of the requirements of CanNor reporting on NABE funding is that Aurora College track students in short courses that lead to employment. This employment-type training includes both individual courses (such as First Aid, Firearms Training, etc.), as well as 2-3 month employment training programs (such as Camp Cook, Building Trades Helper, etc.). Since Aurora College needs to track students in both formal programs and single short courses, the term “programs/courses” is used throughout this report. However, it should be noted that there are important differences between an 8-month program and a weekend course.

Of the 7,048 students who were enrolled in the ALBE and Access programs from 2005/06 to 2016/17, 1,501 had either totally withdrawn from their programs or they were still ongoing (or in progress) with their programs. Seventy-one percent (71%, N = 3,911) of the remaining students eligible to progress on to other College programs/courses beyond ALBE and Access did so. This translated into an average of 326 individual students enrolled in those College programs/courses each year.

Enrollments increased over that timespan – from an average of 287 students per year in the first six years to an average of 390 students per year in the last six years. These 326 students per year represented a total of 3,911 student registrations³³ over the twelve-year timespan, as shown in Figure 4.2.1.

³² 2016/17 was the first year that the TIOW Program was delivered in the NWT – so an examination of progressions past TIOW was not yet possible.

³³ The actual number of unique students enrolled in programs/courses beyond ALBE and Access was 1,946; but because some programs take more than one year to complete (and because some students enrolled in more than one program/course beyond ALBE and Access), the number of student registrations was 3,911. Unless otherwise noted, this section deals exclusively with the 3,911 student registrations.

Figure 4.2.1: Number of Students Enrolled in Programs/Courses Beyond ALBE and Access (2005/06 to 2016/17)

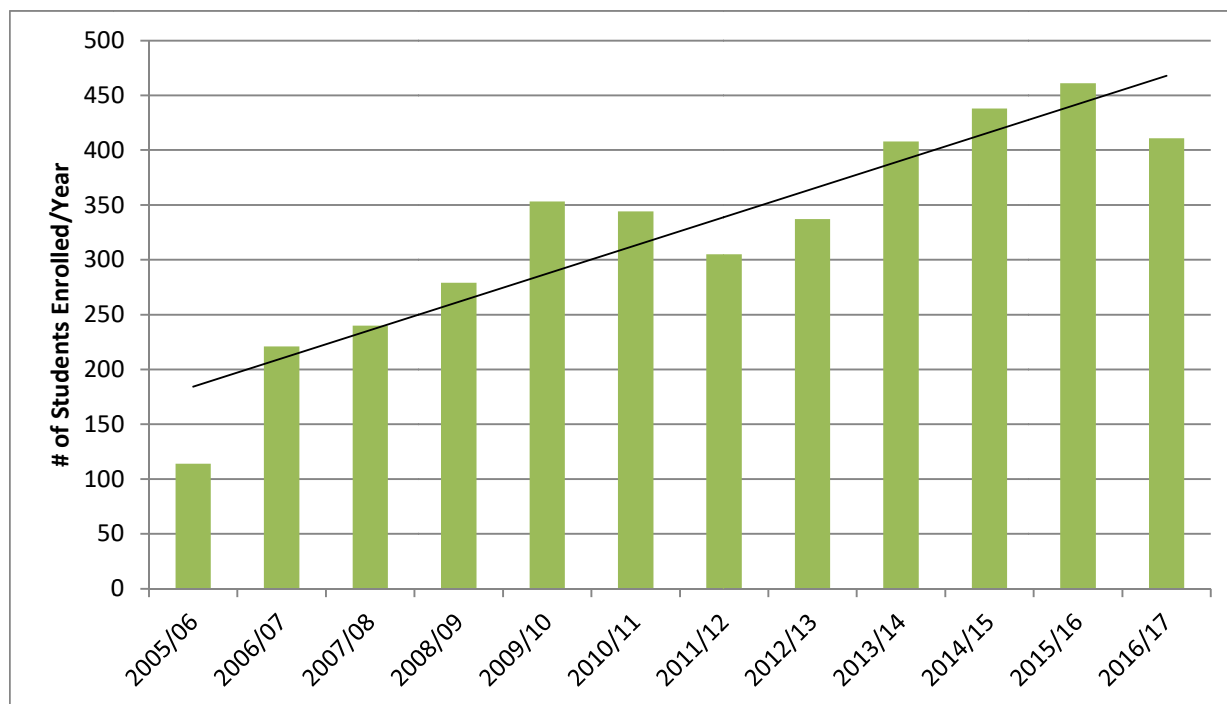


Table 4.2.1 shows that 59% of those students were from the ALBE Program, while the remaining students were from the various Access programs.

Table 4.2.1: Student Enrollments in Programs/Courses Beyond ALBE and Access by Program (2005/06 to 2016/17)

	Number	Percent
From the ALBE Program	2288	58.5
From an Access Program	1623	41.5
Total	3911	100.0

The demographic profile of students taking programs/courses beyond ALBE and Access was similar to the profile of students taking the ALBE and Access programs:

- 80% (N = 3,117) were Aboriginal
- 69% (N = 2,714) were female
- 68% (N = 2,637) were over 25 years of age
- 55% (N = 1,123) were from the smaller NWT communities
- 47% (N = 991) had completed some high school before returning to the College to take the ALBE or an Access program

There was one difference between ALBE and Access students, and students taking programs/courses beyond ALBE and Access: the majority of ALBE and Access students were studying full-time (59%; N = 4,124), while the majority of students taking programs/courses beyond ALBE and Access were studying part-time (66%; N = 2,578).

As Table 4.2.2 shows, the largest number of student enrollments were in the Akaitcho and South Slave, Beaufort-Delta, and Tli'cho and Yellowknife regions.

Table 4.2.2: Student Enrollments in Programs/Courses Beyond ALBE and Access by Region (2005/06 to 2016/17)

	Number	Percent
Akaitcho and South Slave	1138	29.1
Beaufort-Delta	1016	26.0
Tli'cho and Yellowknife	1005	25.7
Sahtu	457	11.7
Dehcho	295	7.5
Total	3911	100.0

As Table 4.2.3 shows, more programming beyond ALBE and Access was delivered at the three campuses (60%; N = 2,363) than at the CLCs (40%; N = 1,548).

Table 4.2.3: Student Enrollments in Programs/Courses Beyond ALBE and Access by Community/Campus (2005/06 to 2016/17)

		Number	Percent
Akaitcho and South Slave	Dettah/N'Dilo	32	0.8
	Fort Resolution	79	2.0
	Hay River	98	2.5
	K'atl'odeeche First Nation (Hay River Reserve)	44	1.1
	Lutsel K'e	74	1.9
	Thebacha Campus	811	20.7
Beaufort-Delta	Aklavik	109	2.8
	Fort McPherson	41	1.0
	Paulatuk	20	0.5
	Sachs Harbour	4	0.1
	Tsiighetchic	56	1.4
	Tuktoyaktuk	85	2.2
	Ulukhaktok	44	1.1
	Aurora Campus	657	16.8
Tli'cho and Yellowknife	Behchoko	59	1.5
	Gameti	5	0.1
	Wekweeti	27	0.7
	Whati	19	0.5
	Yellowknife/North Slave Campus	895	22.9
Sahtu	Colville Lake	71	1.8
	Deline	122	3.1
	Fort Good Hope	111	2.8
	Norman Wells	83	2.1
	Tulita	70	1.8
Dehcho	Fort Liard	61	1.6
	Fort Providence	66	1.7
	Fort Simpson	154	3.9
	Jean Marie River	3	0.1
	Kakisa Lake	1	0.0
	Nahanni Butte	8	0.2
	Trout Lake	1	0.0
	Wrigley	1	0.0
	Total	3,911	100.0

Amongst the campuses, as Table 4.2.4 shows, the largest number of students enrolled in programs/courses beyond ALBE and Access were at the Yellowknife campus.

Table 4.2.4: Student Enrollments in Programs/Courses Beyond ALBE and Access by Campus (2005/06 to 2016/17)

	Number	Percent
Yellowknife/North Slave Campus	895	37.9
Thebacha Campus	811	34.3
Aurora Campus	657	27.8
Total	2363	100.0

Please note: The other 1,548 students attended programs at the CLCs (so that is why the N is less than 3,911).

Students progressing beyond ALBE and Access enrolled in a total of 52 different programs. Table 4.2.5 shows the 30 most enrolled-in programs/courses beyond ALBE and Access. Note that the largest number of enrollments were in employment-focused short courses.

Table 4.2.5: Student Enrollments in Programs/Courses Beyond ALBE and Access – 30 Most-Enrolled-In Programs/Courses (2005/06 to 2016/17)³⁴

	Number	Percent
EMPLOYMENT - NON CREDIT (i.e. Short Courses)	1,828	46.7
BACHELOR OF SCIENCE IN NURSING	268	6.9
BUSINESS ADMINISTRATION	225	5.8
EARLY CHILDHOOD DEVELOPMENT	156	4.0
OFFICE ADMINISTRATION	144	3.7
BACHELOR OF EDUCATION	135	3.5
SOCIAL WORK	128	3.3
ENVIRONMENT & NATURAL RESOURCES TECH	113	2.9
PERSONAL SUPPORT WORKER	108	2.8
HEAVY EQUIPMENT OPERATOR	100	2.6
ENVIRONMENTAL MONITOR TRAINING	85	2.2
ABORIGINAL LANGUAGE&CULTURAL INSTRUCTOR	80	2.0
BUILDING TRADES HELPER PROGRAM	77	2.0
INTRODUCTION TO UNDERGROUND MINING	77	2.0
COMMUNITY HEALTH REPRESENTATIVE	46	1.2
TRADITIONAL ARTS	42	1.1
UNDERGROUND MINER TRAINING	32	0.8
APPRENTICESHIP CARPENTRY	29	0.7
APPRENTICESHIP ELECTRICAL	27	0.7
CAMP COOK	24	0.6
AIRPORTS OBSERVER/COMMUNICATOR	19	0.5
MINERAL PROCESSING OPERATOR PRE EMPL.	18	0.5
KITCHEN HELPER	16	0.4
INTRODUCTORY CARPENTRY	13	0.3
APPRENTICESHIP PLUMBER/GASFITTER	12	0.3
SUPPLY MANAGEMENT	11	0.3
CONTAMINATED SITE REMEDIATION COORD.	10	0.3
INTRODUCTION TO THE MINING INDUSTRY	10	0.3
APPRENTICESHIP HOUSING MAINTAINER	8	0.2
APPRENTICESHIP HEAVY EQUIPMENT TECH	7	0.2
Total	3,848	98.8

The 52 different programs/courses that students took beyond ALBE and Access can be grouped into the following seven program groupings, as shown in Table 4.2.6.³⁵

³⁴ Table 4.2.5 presents only the 30 most-enrolled-in programs/courses after ALBE and Access – so the N is less than 3,911 (and the % total 98.8 rather than 100).

³⁵ See Table 4.2.7 (Appendix III) for details of where each of the 52 programs/courses fit into the seven categories.

Table 4.2.6: Student Enrollments by Program Groupings – Programs/Courses Beyond ALBE and Access (2005/06 to 2016/17)³⁶

	Number	Percent
Employment Training (Short Courses)	1829	46.8
Diploma	714	18.3
Certificate	463	11.8
Degree	405	10.4
Employment Training	282	7.2
Apprenticeship	183	4.7
Pre-Apprenticeship	35	.9
Total	3911	100.0

These seven groupings can further be reduced into the four CanNor Indicators outlined above in section 2.2. As Table 4.2.8 shows, the largest number of students enrolled in programs/courses beyond ALBE and Access were in Job Training and Post-Secondary Training.

Table 4.2.8: Student Enrollments by CanNor Indicator – Programs/Courses Beyond ALBE and Access (2005/06 to 2016/17)

	Number	Percent
Job Training (i.e. Employment Training - Short Courses)	1829	46.8
Post-Secondary Training (i.e. Certificate, Diploma and Degree)	1582	40.5
Occupational Training (i.e. Employment Training and Pre-Apprenticeship)	317	8.1
Apprenticeship	183	4.7
Total	3911	100.0

Overall, students enrolled in a total of 1,086 different courses across the 52 programs beyond ALBE and Access. Table 4.2.9 in Appendix III shows the 30 most-enrolled-in courses beyond ALBE and Access. On average, each student enrolled in five courses beyond ALBE and Access. This includes both full-time students (who enrolled in 9 courses per year) and part-time students (who enrolled in 2 courses per year).

³⁶ "Employment Training (Short Courses) are a collection of short courses such as Driver Education Training (for various classes of drivers licenses), Firearms Safety, First Aid, Ready to Work North, Workplace Hazardous Materials Information System (WHMIS), etc. Many of these courses are offered within regular College programs – such as when WHMIS is offered as part of an Employment Training or Pre-Apprenticeship Program. When they are offered separately outside of a traditional College program, the term "short courses" is used to track their use. These courses are popular with students because many of them (e.g., First Aid, Driver Education Training, etc.) need to be completed prior to being hired for a job. "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.

Three percent (3%; N = 101) of the 3,911 students who enrolled in programs/courses beyond ALBE and Access dropped out. An additional 126 students (3%) were either ongoing or in progress with their studies (so those records could not be included in the calculation of completion rates). Of the 3,684 students who remained enrolled, 76% (N = 2,801) completed all of their courses in programs/courses beyond ALBE and Access.

Tables 4.2.10 through 4.2.15 show that there was a wide variance in completion rates by Program Groupings, by CanNor Indicator, by Program Type, by Region, by Community/Campus and between CLCs and the campuses.

Table 4.2.10: Students Completing All Courses by Program Grouping – Programs/Courses Beyond ALBE and Access (2005/06 to 2016/17)³⁷

	Enrolled	Dropped Out	Ongoing/ In Progress	Did Not Complete		Completed	
	N	N	N	N	%	N	%
Apprenticeship	183	3	0	10	5.6	170	94.4
Employment Training	282	27	8	39	15.8	208	84.2
Job Training (Short Courses)	1,829	6	113	273	16.0	1,437	84.0
Certificate	463	27	3	102	23.6	331	76.4
Pre-Apprenticeship	35	5	0	9	30.0	21	70.0
Diploma	714	23	1	277	40.1	413	59.9
Degree	405	10	1	173	43.9	221	56.1
Total	3,911	101	126	883	24.0	2,801	76.0

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.³⁸

Table 4.2.11: Students Completing All Courses by CanNor Indicator – Programs/Courses Beyond ALBE and Access (2005/06 to 2016/17)

	Enrolled	Dropped Out	Ongoing/ In Progress	Did Not Complete		Completed	
	N	N	N	N	%	N	%
Apprenticeship Training	183	3	0	10	5.6	170	94.4
Job Training	1,829	6	113	273	16.0	1,437	84.0
Occupational Training	317	32	8	48	17.3	229	82.7
Post-Secondary Training	1,582	60	5	552	36.4	965	63.6
Total	3,911	101	126	883	24.0	2,801	76.0

³⁷ For Tables 4.2.10 to 4.1.15, students who “withdrew” or who were “ongoing” or “in progress” with their studies were not included in the calculation of whether they completed all of their courses. This calculation is consistent with *Aurora College Policy on the Grading of Courses (C.25)* and *Aurora College Policy on Student Withdrawal (C.30)*.

³⁸ Allen, et al. (2013). *Review of Aurora College Access Programs: Final Report*.p.41.

Table 4.2.12: Students Completing All Courses by Program Type – Programs/Courses Beyond ALBE and Access (2005/06 to 2016/17)

	Enrolled	Dropped Out	Ongoing/ In Progress	Did Not Complete		Completed	
	N	N	N	N	%	N	%
From the ALBE Program	2,288	55	93	439	20.5	1,701	79.5
From an Access Program	1,623	46	33	444	28.8	1,100	71.2
Total	3,911	101	126	883	24.0	2,801	76.0

Table 4.1.12 shows that completion rates amongst the NWT regions were relatively similar.

Table 4.2.13: Students Completing All Courses by Region – Programs/Courses Beyond ALBE and Access (2005/06 to 2016/17)

	Enrolled	Dropped Out	Ongoing/ In Progress	Did Not Complete		Completed	
	N	N	N	N	%	N	%
Beaufort-Delta	1,016	37	14	171	17.7	794	82.3
Dehcho	295	2	27	48	18.0	218	82.0
Sahtu	457	2	10	83	18.7	362	81.3
Tli'cho and Yellowknife	1,005	26	9	263	27.1	707	72.9
Akai'tcho and South Slave	1,138	34	66	318	30.6	720	69.4
Total	3,911	101	126	883	24.0	2,801	76.0

Table 4.2.14: Students Completing All Courses by Community/Campus – Programs/Courses Beyond ALBE and Access (2005/06 to 2016/17)

		Enrolled	Dropped Out	Ongoing/ In Progress	Did Not Complete		Completed	
		N	N	N	N	%	N	%
Beaufort-Delta	Aklavik	109	0	1	14	13.0	94	87.0
	Fort McPherson	41	0	1	6	15.0	34	85.0
	Paulatuk	20	0	0	6	30.0	14	70.0
	Sachs Harbour	4	0	0	0	0.0	4	100.0
	Tsiighetchic	56	0	2	20	37.0	34	63.0
	Tuktoyaktuk	85	1	0	10	11.9	74	88.1
	Ulukhaktok	44	1	6	7	18.9	30	81.1
	Aurora Campus	657	35	4	108	17.5	510	82.5
Dehcho	Fort Liard	61	0	15	10	21.7	36	78.3
	Fort Providence	66	1	1	5	7.8	59	92.2
	Fort Simpson	154	1	11	28	19.7	114	80.3
	Jean Marie River	3	0	0	1	33.3	2	66.7
	Kakisa Lake	1	0	0	0	0.0	1	100.0
	Nahanni Butte	8	0	0	4	50.0	4	50.0
	Trout Lake	1	0	0	0	0.0	1	100.0
	Wrigley	1	0	0	0	0.0	1	100.0
Sahtu	Colville Lake	71	0	0	17	23.9	54	76.1
	Deline	122	1	3	21	17.8	97	82.2
	Fort Good Hope	111	1	5	20	19.0	85	81.0
	Norman Wells	83	0	2	12	14.8	69	85.2
	Tulita	70	0	0	13	18.6	57	81.4
Tli'cho and Yellowknife	Behchoko	59	3	4	15	28.8	37	71.2
	Gameti	5	0	0	1	20.0	4	80.0
	Wekweeti	27	0	3	0	0.0	24	100.0
	Whati	19	0	1	3	16.7	15	83.3
	Yellowknife Campus	895	23	1	244	28.0	627	72.0
Akaitcho and South Slave	Dettah/N'Dilo	32	0	1	0	0.0	31	100.0
	Fort Resolution	79	1	23	6	10.9	49	89.1
	Hay River	98	0	3	17	17.9	78	82.1
	K'atl'odeeche First Nation	44	0	10	10	29.4	24	70.6
	Lutselk'e	74	2	5	23	34.3	44	65.7
	Thebacha Campus	811	31	24	262	34.7	494	65.3
	Total	3,911	101	126	883	24.0	2,801	76.0

Table 4.2.15: Students Completing All Courses – CLCs v. Campuses – Programs/Courses Beyond ALBE and Access (2005/06 to 2016/17)

	Enrolled	Dropped Out	Ongoing/ In Progress	Did Not Complete		Completed	
	N	N	N	N	%	N	%
CLCs	1,548	12	97	269	18.7	1,170	81.3
Campuses	2,363	89	29	614	27.3	1,631	72.7
Total	3,911	101	126	883	24.0	2,801	76.0

5. ANALYSIS: CANNOR INDICATOR COMPARISONS BETWEEN PRE-NABE AND YEARS WITH NABE

This section provides an analysis of the results outlined in section 4. The main intent of the analysis is to present a comparison of SRS data on six of the CanNor indicators in the years pre-NABE funding (2005/06 to 2011/12) and the years with NABE funding (2011/12 to 2016/17).³⁹ This pre/post comparison approach was also used to analyze SRS data for an additional nine key NWT NABE indicators.

Tests were run to see whether the differences between the pre-NABE years and the years with NABE funding were statistically significant. These included the Independent Samples T-test and the Analysis of Variance (ANOVA) test.⁴⁰ Please note that 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 does not track students at southern universities or colleges.

Table 5.0 shows the SRS data sources for each of the six CanNor indicators being examined.

Table 5.0: SRS Data Sources for Select CanNor Indicators

CanNor Indicator	SRS Data Source
5 - Number of ABE students served	Enrollments of ALBE and Access Program students
11 - Number of program participants (working age adults) advanced to occupational training	Enrollments of Employment Training and Pre-Apprenticeship Program students
12 - Number of program participants (working age adults) completed trades certification	Completions of Apprenticeship Program students
13 - Number of program participants (working age adults) advanced to post-secondary training	Enrollments of Certificate, Diploma and Degree Program students
14 - Number of ABE students who successfully complete ABE	Completions of ALBE and Access Program students
15 - Number of students who go on to job training	Enrollments of Employment Training (Short Courses) students

³⁹ In other words, this is a “Non-Experimental Time-Series” evaluation design. For details see The Measurement, Learning & Evaluation Project. (2013). *Types of Evaluation Design*. Located online at:

<https://www.urbanreproductivehealth.org/toolkits/measuring-success/types-evaluation-designs>

⁴⁰ UCLA Academic Technology Services, 2006.

Note that for indicators 11 and 13, the SRS data source categories used correspond to the Program Grouping categories used in Table 4.2.5 (above in section 4.2) – but broken out into smaller units than what is required by the CanNor Indicators. Tracking the data at this finer level allows the College to undertake additional analyses it wouldn't be able to do if the data were aggregated.

For example, Indicator 13 tracks the number of students advancing to post-secondary training. By tracking students in certificate, diploma and degree programs separately (and then combining those totals to report on Indicator 13), the College can examine whether there are statistically significant differences in enrollments, completions, etc. between the different types of post-secondary training. Also note that for Indicators 11, 12, 13 and 15, CanNor requires tracking and reporting on either enrollments or completions of students. To provide a full picture of the NABE Program, Aurora College is tracking and reporting both enrollments and completions for those indicators.

As this was the first year that the TIOW Program was delivered in the NWT, an examination of progressions beyond the program was not yet possible. Therefore data for TIOW students is only included in sections 5.1 and 5.2 (and not sections 5.3 to 5.6). Additionally, as noted above in section 3, records were removed from the analysis so as to not bias the results in favour of the either pre-NABE period or the years with NABE. This included records for 181 students for Access programs that were not offered in the years with NABE funding (but which were offered in the years pre-NABE), as well as records for 336 students who took an ALBE or Access program in the pre-NABE years, and then went on to enrol in a program/course beyond ALBE or Access in the years with NABE funding.

5.1 Enrollments of ALBE, Access and TIOW Students

Table 5.1.1 shows the average number of student enrollments in the ALBE, Access and TIOW programs in the pre-NABE years and the years with NABE funding. There was a 19% increase in the six-year average of enrollments between the two periods (from 537 students per year to 638 students per year). This translates into an additional 101 students per year enrolling in the ALBE, Access and TIOW programs in the 2011/12 to 2016/17 period. This increase in enrollments was statistically significant ($t = -2.493$; $p = .032$).

Table 5.1.1: Average Number of Student Enrollments in Pre-NABE Years and Years With NABE Funding

	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	537	45.7	638	54.3	Increase of 19% (or 101 students per year)

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. Enrollments increased at the CLCs by 37% in the four years since the LES courses were introduced compared to the previous four years. This translates into an additional 107 students per year enrolling at the CLCs in the 2013/14 to 2016/17 period – as shown in Table 5.1.2. This increase was statistically significant ($t = -4.294$; $p = .005$).

Table 5.1.2: Average Number of Student Enrollments at CLCs – Pre-LES Years and Years With LES Courses

	Pre-LES Years (2009/10 – 2012/13)		Years With LES (2013/14 – 2016/17)		Increase/Decrease in Students (or 107 students per year)
	Number	Percent	Number	Percent	
Average # of Student Enrollments	286	42.2	393	57.8	Increase of 37%

There were no statistically significant differences in enrollments in the pre-NABE years and the years with NABE funding along several key variables, including: ethnicity, gender, age, home community, highest grade in the K-12 system completed, time spent out of the K-12 school system before starting ALBE, Access or TIOW, delivery location (i.e., CLC or Campus), differences between the three regional campuses, the College region, or program type (i.e., ALBE, Access or TIOW).

5.2 Completions of ALBE, Access and TIOW Students

Table 5.2.1 shows the average number of student completions in the ALBE, Access and TIOW programs in the pre-NABE years and the years with NABE funding. There was a 60% increase in the six-year average of completions between the two periods (from 192 students per year to 307 students per year). This translates into an additional 115 students per year completing all of their courses in the ALBE, Access and TIOW programs in the 2011/12 to 2016/17 period.

Table 5.2.1: Average Number of Student Completions in Pre-NABE Years and Years With NABE Funding

	Pre-NABE Years (2005/06 – 2010/11)		Years With NABE (2011/12 – 2016/17)		Increase/Decrease in Students (or 115 students per year)
	Number	Percent	Number	Percent	
Average # of Student Completions	192	38.5	307	61.5	Increase of 60%

The increased completions occurred primarily at the CLCs, and coincided with the rollout of the LES courses that began in the 2013/14 academic year. Completions increased at the CLCs by 164% in the four years since the LES courses were introduced compared to the previous four years. This translates into an additional 133 students per year completing all of their courses at the CLCs in the 2013/14 to 2016/17 period – as shown in Table 5.2.2.

Table 5.2.2: Average Number of Student Completions – Pre-LES Years and Years LES Courses

	Pre-LES Years (2009/10 – 2012/13)		Years With LES (2013/14 – 2016/17)		Increase/Decrease in Students (or 133 students per year)
	Number	Percent	Number	Percent	
Average # of Student Completions	81	27.3	214	72.7	Increase of 164%

There were no statistically significant differences in completions in the pre-NABE years and the years with NABE funding along several key variables, including: ethnicity, gender, age, home community, highest grade in the K-12 system completed, time spent out of the K-12 school system before starting

ALBE, Access or TIOW, delivery location (i.e., CLC or campus), differences between the three regional campuses, the College region, or program type (i.e., ALBE, Access or TIOW).

5.3 Post-Secondary Training Participants

Enrollments

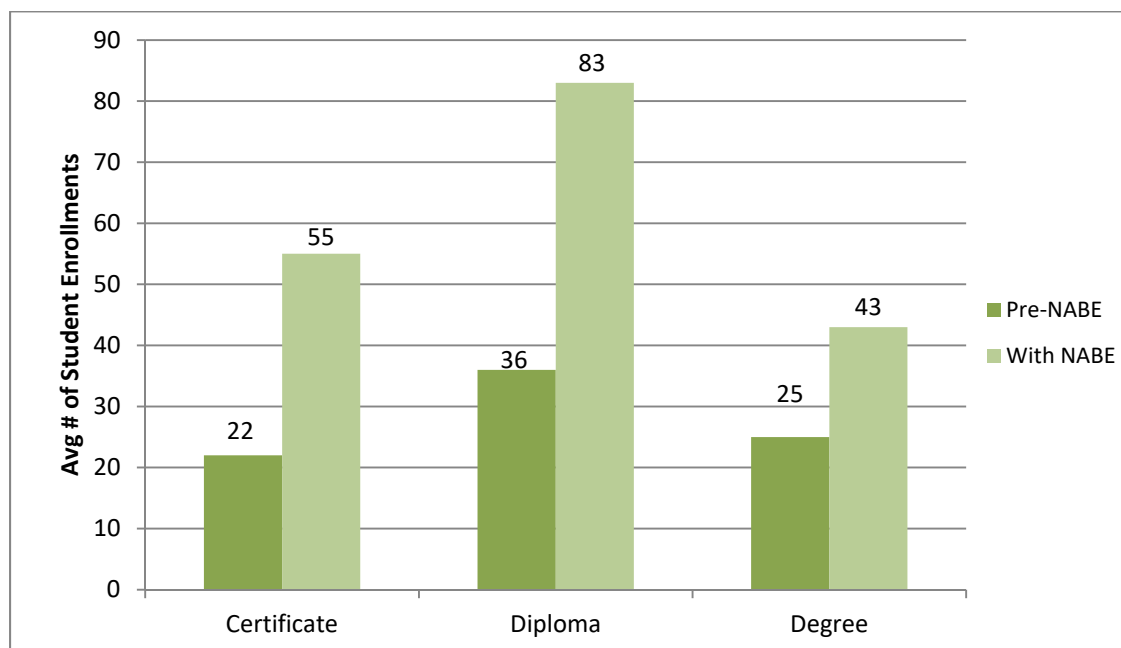
Table 5.3.1 shows the average number of enrollments of former ALBE and Access students in Post-Secondary Training (i.e., certificate, diploma and degree programs) in the pre-NABE years and the years with NABE funding. There was a 118% increase in the six-year average of enrollments between the two periods (from 83 students per year to 181 students per year). This translates into an additional 98 students per year enrolling in Post-Secondary Training programs in the 2011/12 to 2016/17 period. This increase in enrollments was statistically significant ($t = -4.984$; $p = .001$).

Table 5.3.1: Average Number of Student Enrollments in Post-Secondary Training – Pre-NABE Years and Years With NABE Funding

	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	83	31.4	181	68.6	Increase of 118% (or 98 students per year)

As Figure 5.3.1 shows, the increase in student enrollments in the years with NABE funding was evident in certificate, diploma and degree programs.

Figure 5.3.1: Average Number of Student Enrollments by Type of Post-Secondary Training – Pre-NABE Years and Years With NABE Funding (2005/06 to 2016/17)



Completions

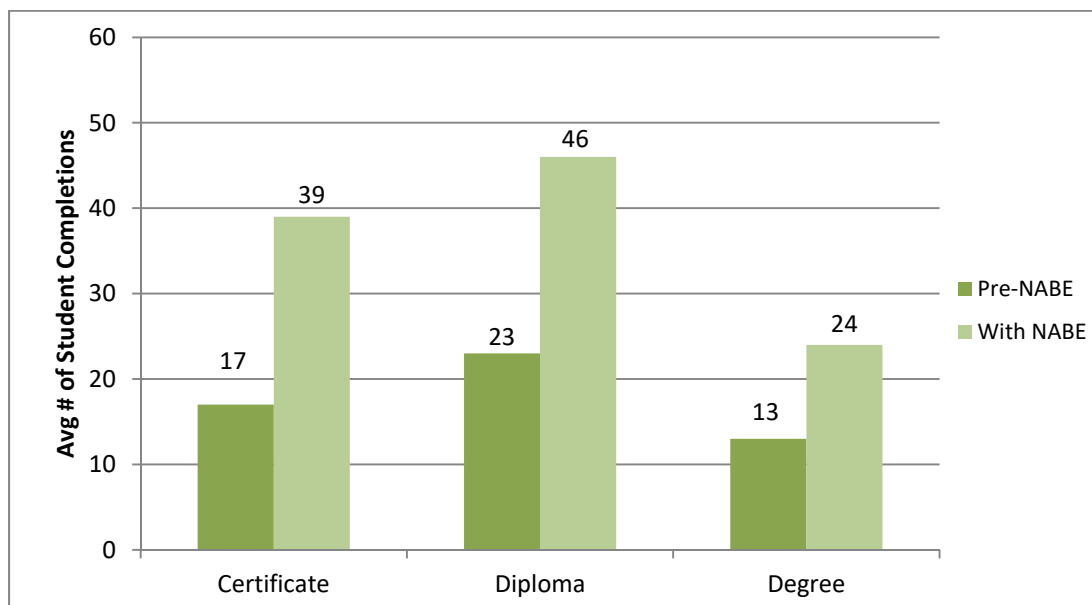
Table 5.3.2 shows that the average number of former ALBE/Access students completing Post-Secondary Training each year increased by 110% (from an average of 52 students per year pre-NABE to an average of 109 students per year with NABE). This translates into an additional 57 students per year completing all of their courses in Post-Secondary Training programs in the 2011/12 to 2016/17 period. This increase in enrollments was statistically significant ($t = 15.228$; $p = .000$).

Table 5.3.2: Average Number of Student Completions in Post-Secondary Training – Pre-NABE Years and Years With NABE Funding

	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 Completions	52	32.3	109	67.7	Increase of 110% (or 57 students per year)

As Figure 5.3.2 shows, the increase in students completing all of their courses in the years with NABE funding was evident in certificate, diploma and degree programs.

Figure 5.3.2: Average Number of Students Completing All Courses by Type of Post-Secondary Training – Pre-NABE Years and Years With NABE Funding (2005/06 to 2016/17)



5.4 Occupational Training Participants

Enrollments

Table 5.4.1 shows enrollments of former ALBE and Access students in Occupational Training. 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.

There was a 17% decrease in the six-year average of enrollments between the two periods (from 29 students per year pre-NABE to 24 students per year with NABE). Please note that many of these courses are offered at the College via third-party funding or on a cost-recovery basis – including Camp Cook, Building Trades Helper, Introduction to Underground Mining, and Mineral Processing Operator. Since they are not base-funded on an ongoing basis, there can be fluctuations in enrollment numbers that are beyond the College’s control.

Table 5.4.1: Average Number of Student Enrollments in Occupational Training – Pre-NABE Years and Years With NABE Funding

	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	29	53.9	24	46.1	Decrease of 17% (or 5 students per year)

Please note: Many of these courses are offered at the College via third-party funding or on a cost-recovery basis. As such, there can be fluctuations in enrollment numbers that are beyond the College’s control.

Completions

Table 5.4.2 shows that there was a 14% decrease in the six-year average of completions between the two periods (from 21 students per year pre-NABE to 18 students per year with NABE).

Table 5.4.2: Average Number of Student Completions in Occupational Training – Pre-NABE Years and Years With NABE Funding

	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 Completions	21	54.1	18	45.9	Decrease of 14% (or 3 students per year)

Please note: As outlined above in Table 5.4.1, there can be fluctuations in enrollment numbers that are beyond the College’s control. Other College research has shown that completion rates are strongly linked with enrollments – i.e., *NABE Project 10.2: 2015/16 Analysis of ALBE and Access SRS Data (Technical Report)*, p. 38.

5.5 Apprenticeship Training Participants

Enrollments

Table 5.5.1 shows the average number of enrollments of former ALBE and Access students in Apprenticeship Training programs in the pre-NABE years and the years with NABE funding. There was a 110% increase in the six-year average of enrollments between the two periods (from 10 students per year to 21 students per year). This translates into an additional 11 students per year enrolling in Apprenticeship Training programs in the 2011/12 to 2016/17 period. This increase in enrollments was statistically significant ($t = -2.530$; $p = .030$).

Table 5.5.1: Average Number of Student Enrollments in Apprenticeship Training – Pre-NABE Years and Years With NABE Funding⁴¹

	Pre-NABE Years (2005/06 – 2010/11)		Years With NABE (2011/12 – 2016/17)		Increase/Decrease in Students
	Number	Percent	Number	Percent	Increase of 110% (or 11 students per year)
Average # of Student Enrollments	10	32.2	21	67.8	

Completions

CanNor Indicator 12 requires tracking and reporting on the number of former ALBE/Access program participants who complete trades certification. This indicator is problematic for the College for two reasons.

First, the NWT Apprenticeship Program is administered by ECE. It is NWT wide, and includes Apprentices who do their technical training at Aurora College as well as various training institutions in southern Canada (such as the Northern Alberta Institute of Technology, the Southern Alberta Institute of Technology, Red Deer College, Fairview College, etc.). While Aurora College tracks Apprentices who attend its programs, the other data resides within ECE's Case Management and Administration System (CMAS). Efforts have been made to try to get the two systems to "talk to each other", but so far this has proved unsuccessful. Data on overall Apprenticeship completions (provided below) had to be manually tabulated. Therefore, it could not be treated with the same level of statistical analysis as all other SRS data presented in this report. Data for Indicator 12 is available from the ECE CMAS for the full 2005/06 to 2016/17 period.

Second, even the data that is provided in this report has significant limitations. This is because the NWT NABE program started in 2011/12, and the first program participants who could have completed ALBE or Access programs would be from that year. If those program participants entered a four-year trade the next year (2012/13), they wouldn't be eligible to complete their trades training until 2015/16. For

⁴¹ See Allen, et al. (2013). *Review of Aurora College Access Programs: Final Report*.p.41. Anecdotal evidence from that report suggests that the number reported in Table 5.5.2 is lower than the true number because it only represents students enrolling for Apprenticeship Programs at Aurora College, and does not reflect enrollments of former ALBE/Access students who are taking their apprenticeship technical training at various institutions in southern Canada.

example, students who entered a four-year trade in 2013/14, 2014/15, 2015/16 or 2016/17 won't show up in the completions table until a few years in the future. Therefore, the number of apprenticeship completions in the years with NABE funding should be viewed with a high degree of caution.

Table 5.5.2 shows that there was no change in the number of former ALBE/Access students who went on to complete trades certification in the pre-NABE years and the years with NABE funding.

Table 5.5.2: Average Number of Student Completions in Apprenticeship Training – Pre-NABE Years and Years With NABE Funding

	Pre-NABE Years (2005/06 – 2010/11)		Years With NABE (2011/12 – 2016/17)		Increase/Decrease in Students
	Number	Percent	Number	Percent	No change*
Average # of Student Completions	1	50.0	1	50.0	

* data is incomplete, so results should be viewed with caution

5.6 Job Training Participants

Enrollments

Job Training is primarily short, employment focused courses – such as Driver Education Training (for various classes of drivers licenses), Firearms Safety, First Aid, Ready to Work North, Workplace Hazardous Materials Information System (WHMIS), etc. These courses are popular with students because many of them (e.g., First Aid, Driver Education Training, etc.) need to be completed prior to being hired for a job. It is important to note that many of these short courses are offered via third-party funding or on a cost-recovery basis. The College uses Standing Offer Agreements with designated safety certification businesses to provide the delivery of this training. Additionally, some safety certifications expire yearly (while others expire every two years). As such, enrollment in this type of training varies from year to year – and the College has no control over that process.

Table 5.6.1 shows the average number of enrollments of former ALBE and Access students in Job Training courses in the pre-NABE years and the years with NABE funding. There was a 21% increase in the six-year average of enrollments between the two periods (from 138 students per year to 167 students per year). This translates into an additional 29 students per year enrolling in Job Training courses in the 2011/12 to 2016/17 period.

Table 5.6.1: Average Number of Student Enrollments in Job Training – Pre-NABE Years and Years With NABE Funding

	Pre-NABE Years (2005/06 – 2010/11)		Years With NABE (2011/12 – 2016/17)		Increase/Decrease in Students
	Number	Percent	Number	Percent	Increase of 21% (or 29 students per year)
Average # of Student Enrollments	138	45.1	167	54.9	

Completions

Table 5.6.2 shows that the average number of former ALBE/Access students completing Job Training each year increased by 16% (from an average of 111 students per year pre-NABE to an average of 129 students per year with NABE). This translates into an additional 18 students per year completing all of their Job Training courses in the 2011/12 to 2016/17 period.

Table 5.6.2: Average Number of Student Completions in Job Training – Pre-NABE Years and Years With NABE Funding

	Pre-NABE Years (2005/06 – 2010/11)		Years With NABE (2011/12 – 2016/17)		Increase/Decrease in Students
	Number	Percent	Number	Percent	Increase of 16% (or 18 students per year)
Average # of Student Completions	111	46.1	129	53.9	

5.7 Summary

Table 5.7.1 provides a summary of the comparisons between the pre-NABE years (2005/06 to 2010/11) and the years with NABE funding (2011/12 to 2016/17) for the six CanNor Indicators.

Table 5.7.1: Summary of CanNor Indicator Comparisons – Pre-NABE Years and Years With NABE Funding

CanNor Indicator	Changes Between Pre-NABE Years and Years With NABE Funding
5 - Number of ABE students served	Increase of 19% (or 101 students per year) ^a
14 - Number of students who successfully complete ABE	Increase of 60% (or 115 students per year)
13 - Number of program participants (working age adults) advanced to post-secondary training	Increase of 118% (or 98 students per year) ^a
11 - Number of program participants (working age adults) advanced to occupational training	Decrease of 17% (or 5 students per year) ^a
12 - Number of program participants (working age adults) completed trades certification	No change ^b
15 - Number of students who go on to job training	Increase of 21% (or 29 students per year)

Notes: ^a denotes a statistically significant difference between pre-NABE years and years with NABE funding. ^a Many of the courses in the Occupational Training Category are offered at the College via third-party funding or on a cost-recovery basis. As such, there can be fluctuations in enrollment numbers that are beyond the College's control. ^b Results for Indicator 12 are incomplete due to the numerous data and methodological issues outlined in section 3.3 (Limitations), and should be viewed with caution.

The data analysis for sections 5.1 to 5.6 also highlighted other important findings:

- Enrollments increased significantly by 37% (or 107 students per year) at the CLCs in the years with NABE funding
- Completions increased by 164% (or 133 students per year) at the CLCs in the years with NABE funding
- Completions of former ALBE and Access students in Post-Secondary Training increased significantly by 110% (or 57 students per year) in the years with NABE funding
- Completions of former ALBE and Access students in Occupational Training decreased by 14% (or 3 students per year) in the years with NABE funding⁴²
- Enrollments of former ALBE and Access students in Apprenticeship Training increased by 110% (or 11 students per year) in the years with NABE funding
- Completions of former ALBE and Access students in Job Training increased by 16% (or 18 students per year) in the years with NABE funding

6. OTHER KEY FINDINGS

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

- students are having academic success in the new LES courses introduced since the NABE funding began
- fewer students are dropping out of their programs in the years with NABE funding
- there are important differences in the profiles of ALBE students at the CLCs compared to those at the campuses
- there are important differences in the profiles of ALBE and Access students
- the overall number of students advancing beyond ALBE and Access and into other forms of training is increasing in the years with NABE funding
- the NABE funding is having a positive impact on ALBE and Access programs

6.1 Students Are Having Academic Success in the New LES Courses Introduced Since NABE Funding Began

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

⁴² **Please note:** As outlined in section 5.4, there can be fluctuations in enrollment numbers that are beyond the College's control – and completions are strongly linked with enrollments. Other College research has shown that completion rates are strongly linked with enrollments – i.e., *NABE Project 10.2: 2015/16 Analysis of ALBE and Access SRS Data (Technical Report)*, p. 38.

Introduction to Retail and Customer Service, and *Introduction to Northern Leadership*. Since these courses are focused on students at the 120 level, they are delivered primarily at the CLCs.⁴³

There was a statistically significant difference in completions in the LES courses compared to all other ALBE courses ($t = -14.724$; $p = .000$). Table 6.1.1 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 6.1.1: Student Completions in LES Courses v. Other ALBE Courses (2013/14 to 2016/17)⁴⁴

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

Table 6.1.2 shows that although the overall completion rate was very high, there was some variation between the eight different LES courses.

Table 6.1.2: 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 Child Care	94	11	1	23	28.0	59	72.0
Total	952	41	7	162	17.9	742	82.1

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 6.1.3 shows that fewer students were 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.

Table 6.1.3: Student Withdrawals From LES Courses v. 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%

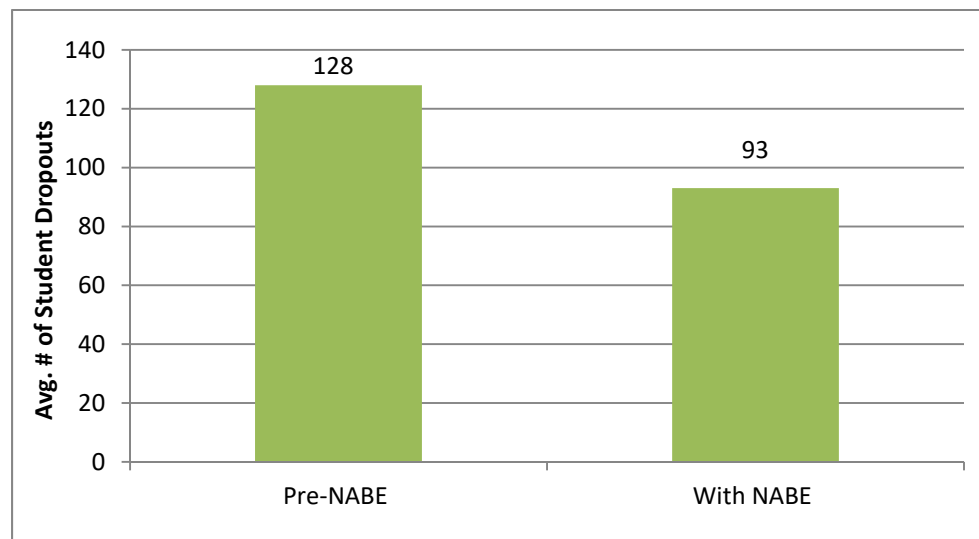
⁴³ Ninety-seven percent (97%, $N = 924$) of student enrollments in LES courses between 2013/14 and 2016/17 were at the CLCs.

⁴⁴ Please note: Tables 6.1.1 and 6.1.2 deal with course level data.

6.2 Fewer Students Are Dropping Out of Their Programs

Figure 6.2.1 shows the average number of students dropping out from their ALBE or Access programs in the pre-NABE years and the years with NABE funding.

Figure 6.2.1: Average Number of ALBE and Access Students Dropping Out of Their Programs – Pre-NABE Years and Years With NABE Funding



There was a 27% decrease in the six-year average of dropouts between the two periods (from 128 students per year to 93 students per year). In other words, 35 fewer students per year dropped out of the ALBE and Access programs in the last six years.

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

During the six years with NABE funding, the profiles of CLC-based ALBE students and campus-based ALBE students have become very different. Table 6.3.1 highlights these differences.

Table 6.3.1: 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. 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 focused 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.

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

During the six years with NABE funding, the profiles of ALBE and Access students have become very different. Table 6.4.1 highlights these differences.

Table 6.4.1: Different Profiles of ALBE and Access Students (2011/12 to 2016/17)⁴⁵

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 focused training (i.e., Job Training).

⁴⁵ M = Mean or average

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

6.5 The Overall Number of Students Advancing Beyond ALBE and Access in the Years With NABE Funding Is Increasing Year After Year

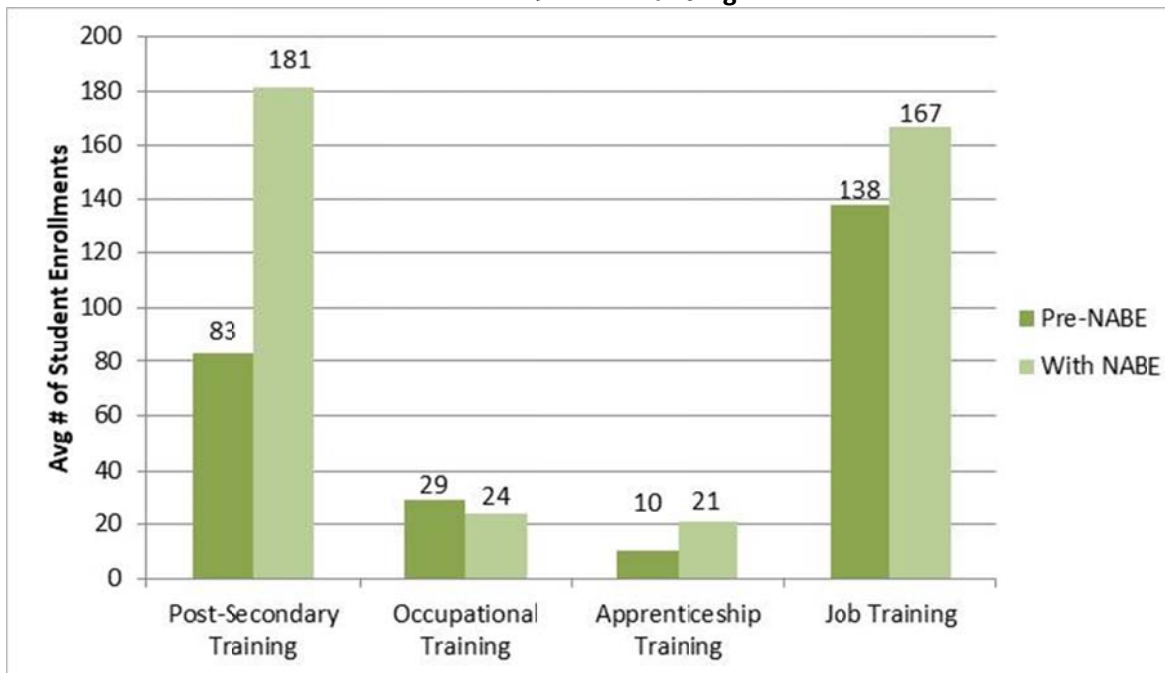
Table 6.5.1 shows student enrollments in all types of training (i.e., Post-Secondary Training, Occupational Training, Apprenticeship Training, and Job Training combined) in the pre-NABE years and the years with NABE funding. There was a 52% increase in the six-year average of enrollments between the two periods (from 259 students per year to 393 students per year). This translates into an additional 134 students per year enrolling in all types of training programs beyond ALBE and Access in the 2011/12 to 2016/17 period. This increase in enrollments was statistically significant ($t = -3.083$; $p = .012$).

Table 6.5.1: Average Number of Student Enrollments in All Types of Training Beyond ALBE and Access – Pre-NABE Years and Years With NABE Funding

	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)

Figure 6.5.1 shows that this increase in student enrollments in programs beyond ALBE and Access was in Post-Secondary, Apprenticeship and Job Training programs.

Figure 6.5.1: Average Number of Student Enrollments by Type of Training – Pre-NABE Years and Years With NABE Funding



Please note: Many of the courses in the Occupational Training category are offered at the College via third-party funding or on a cost-recovery basis. As such, there can be fluctuations in enrollment numbers that are beyond the College's control.

Additionally, the students progressing beyond ALBE and Access to further training at the College are having academic success in those training programs.

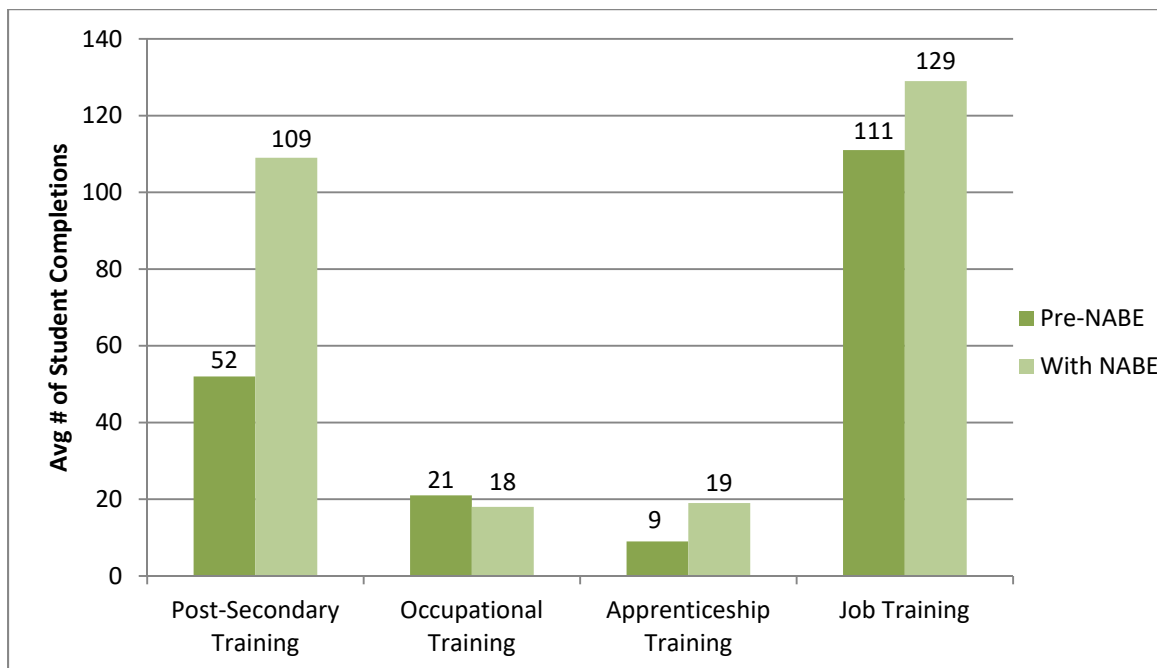
Table 6.5.2 shows student completions in all types of training (i.e., Post-Secondary Training, Occupational Training, Apprenticeship Training, and Job Training combined) in the pre-NABE years and the years with NABE funding. There was a 43% increase in the six-year average of completions between the two periods (from 192 students per year to 275 students per year). This translates into an additional 83 students per year completing all of the courses in all types of training programs beyond ALBE and Access in the 2011/12 to 2016/17 period.

Table 6.5.2: Average Number of Student Completions in All Types of Training Beyond ALBE and Access – Pre-NABE Years and Years With NABE Funding

	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	192	41.1	275	58.9	Increase of 43% (or 83 students per year)

Figure 6.5.2 shows that this increase in student completions in programs beyond ALBE and Access was in all four types of training programs.

Figure 6.5.2: Average Number of Student Completions by Type of Training – Pre-NABE Years and Years With NABE Funding



Please note: Many of the courses in the Occupational Training category are offered at the College via third-party funding or on a cost-recovery basis. As such, there can be fluctuations in enrollment numbers that are beyond the College's control. Other College research has shown that completion rates are strongly linked with enrollments – i.e., *NABE Project 10.2: 2015/16 Analysis of ALBE and Access SRS Data (Technical Report)*, p. 38.

6.6 The NABE Funding Is Having a Positive Impact

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). 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). 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). This report presents the analysis for six years of data pre-NABE and six years of data with NABE (i.e., the 6 x 6 report).

Table 6.6.1 shows results since 2013/14 for the six CanNor indicators, as well as for nine other key NWT NABE Program indicators. The results show that the trend for 13 of the 15 indicators examined has been positive.

For example, in the 2013/14 data there was a 2% increase in ABE enrollments (i.e., 13 students) in the years with NABE funding compared to the pre-NABE years. The 2014/15 data showed that the increase between the years with NABE funding and the pre-NABE years had risen to 14% (or 78 students per year). The 2015/16 data showed that the increase was maintained at 14% (or 79 students per year). In 2016/17, the increase was 19% (or 101 students). When subtracting the differences between 2016/17 (19%, 101 students) and 2013/14 (2%, 13 students), overall enrollments in ABE programs increased by 17% (or 88 students per year) in the years with NABE funding.

In short, the NABE funding is having a positive impact on Aurora College ABE programs – and that impact continues to grow with every year that the NABE funding is in place.

Table 6.6.1: Overall Changes in Indicators Between 2013/14 and 2016/17

CanNor Indicator	Changes Between Pre-NABE Years and Years With NABE Funding				Overall Change Between 2013/14 and 2016/17
	2013/14 Data (3 x 3)	2014/15 Data (4 x 4)	2015/16 Data (5 x 5)	2016/17 Data (6 x 6)	
5 - Number of ABE students served	↑ 2% (13 students/yr)	↑ 14% (78 students/yr)	↑ 14% (79 students/yr)	↑ 19% (101 students/yr)	17% (88 students/yr)
14 - Number of students who successfully complete ABE	↑ 27% (54 students/yr)	↑ 50% (96 students/yr)	↑ 52% (96 students/yr)	↑ 60% (102 students/yr)	33% (61 students/yr)
13 - Number of program participants (working age adults) advanced to post-secondary training	↑ 57% (67 students/yr)	↑ 65% (71 students/yr)	↑ 86% (84 students/yr)	↑ 118% (98 students/yr)	61% (31 students/yr)
11 - Number of program participants (working age adults) advanced to occupational training	↓ 20% (3 students/yr)	↓ 12% (4 students/yr)	↓ 13% (4 students/yr)	↓ 17% (5 students/yr)	3% (2 students/yr)
12 - Number of program participants (working age adults) completed trades certification ¹	↔	↔	↔	↔	No Change
15 - Number of students who go on to job training	↓ 43% (27 students/yr)	↓ 0.4% (6 students/yr)	↑ 10% (15 students/yr)	↑ 21% (29 students/yr)	64% (56 students/yr)

Key: ↑ = increase; ↓ = decrease; ↔ = no change **Notes:** 1) Results for Indicator #12 are incomplete due to the numerous data and methodological issues outlined in section 3.3 (Limitations), and should be viewed with caution.

Table 6.6.1 (continued): Overall Changes in Indicators Between 2013/14 and 2016/17

Other Key Indicators	Changes Between Pre-NABE Years and Years With NABE Funding				Overall Change Between 2013/14 and 2016/17
	2013/14 Data (3 x 3)	2014/15 Data (4 x 4)	2015/16 Data (5 x 5)	2016/17 Data (6 x 6)	
Enrollments at CLCs	↑ 10% (27 students/yr)	↑ 28% (78 students/yr)	↑ 27% (73 students/yr)	↑ 37% (107 students/yr)	27% (80 students/yr)
Completions at CLCs	↑ 47% (36 students/yr)	↑ 107% (77 students/yr)	↑ 108% (81 students/yr)	↑ 164% (133 students/yr)	117% (97 students/yr)
Number of ALBE and Access students dropping out of their programs ²	↓ 15% (20 students/yr)	↓ 15% (20 students/yr)	↓ 24% (31 students/yr)	↓ 27% (35 students/yr)	12% (15 students/yr)
Number of former students progressing on to all types of training ³	↑ 8% (25 students/yr)	↑ 22% (68 students/yr)	↑ 36% (103 students/yr)	↑ 52% (137 students/yr)	44% (112 students/yr)
Number of former students completing all courses in all types of training beyond ALBE/Access	↓ 0.4% (1 student/yr)	↑ 19% (42 students/yr)	↑ 32% (67 students/yr)	↑ 43% (83 students/yr)	43% (82 students/yr)
Completions in Post-Secondary Training	↑ 45% (34 students/yr)	↑ 53% (37 students/yr)	↑ 79% (48 students/yr)	↑ 110% (57 students/yr)	65% (23 students/yr)
Completions in Occupational Training ⁴	↓ 8% (2 students/yr)	↓ 8% (2 students/yr)	↓ 17% (4 students/yr)	↓ 14% (3 students/yr)	6% (1 student/yr)
Enrollments in Apprenticeship Training	↑ 30% (4 students/yr)	↑ 46% (6 students/yr)	↑ 67% (8 students/yr)	↑ 110% (11 students/yr)	80% (7 students/yr)
Completions in Job Training	↓ 28% (36 students/yr)	↔	↑ 12% (14 students/yr)	↑ 16% (18 students/yr)	44% (54 students/yr)

Key: ↑ = increase; ↓ = decrease; ↔ = no change **Notes:** 2) This was a new indicator suggested by CanNor in 2015/16 (so results for it were not presented in the 2013/14 or 2014/15 reports). 3) This was a new indicator suggested by NWT NABE Program partners in 2014/15 (so results for it were not presented in the 2013/14 report). 4) Many of the courses in the Occupational Training category are offered at the College via third-party funding or on a cost-recovery basis. As such, there can be fluctuations in enrollment numbers that are beyond the College's control. Other College research has shown that completion rates are strongly linked with enrollments – i.e., *NABE Project 10.2: 2015/16 Analysis of ALBE and Access SRS Data (Technical Report)*, p. 38. Additionally, as outlined above in section 3.2, adjustments were made to the raw SRS data this year so that the comparisons between the pre-NABE years and the years with NABE were more accurate. The result of these adjustments is that the numbers presented in this table may differ slightly from those presented previously in the 2013/14, 2014/15 and 2015/16 SRS data reports.

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

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

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

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

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

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

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

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

7.1 Essential Skills Programs at Aurora College

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

As noted above in section 2.1, the College (in 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.

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

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

Between 2011/12 and 2016/17, eight LES courses were developed, piloted and delivered across NWT communities. The eight LES courses include: *Introduction to Office Skills, Introduction to Early Learning and Child Care, 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.*

As noted above in section 6.1, learners are having success in the LES courses. This includes:

- completing the LES courses at significantly higher rates (82%; N = 742) compared to all other ALBE courses (56%; N = 3,616) in the 2013/14 to 2016/17 period
- significantly fewer students withdrawing (or dropping out) of the LES courses compared to other ALBE courses in the 2013/14 to 2016/17 period: 4% for the LES courses, 17% for other ALBE courses

7.2 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).⁵⁰

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.⁵¹

Section 6.5 (above) shows that more students are progressing beyond ALBE and Access in the years with NABE funding compared to the pre-NABE years. The progressions are primarily in Post-Secondary, Apprenticeship and Job Training programs. Within the Post-Secondary Training category, as Figure 5.3.1 (above) shows, the increase in student enrollments in the years with NABE funding was evident in diploma, certificate and degree programs.

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

⁵¹ 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 focused 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 section 4.2 (above) for further details.

Table 7.2.1 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 timeframe. Over three quarters of those students (79%; N = 858) enrolled in training programs for occupations noted as being in-demand in the NWT.⁵²

Table 7.2.1: 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 7.2.2 shows, a total of 124 students progressed beyond ALBE and Access into Apprenticeship Training in the 2011/12 to 2016/17 timeframe. Just under half of those students (45%; N = 56) enrolled in apprenticeship programs for occupations noted as being in-demand in the NWT.⁵³

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

⁵³ Ibid., p. 19.

Table 7.2.2: 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 *

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 timeframe (when combining the Post-Secondary Training and Apprenticeship Training categories).

7.3 Preparing Students for Employment

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

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

The approach taken for the delivery of the survey was to do a census (or complete coverage) of former students from the 2013/14 and 2014/15 academic years. This is because the students in the ALBE and Access programs are highly mobile and because it would be difficult to track down former students from 2011/12 or 2012/13. Former ALBE and Access students 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 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.

7.4 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*.⁵⁴ A second analysis was then undertaken with ALBE data to provide a baseline for that program.⁵⁵ 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

⁵⁴ Hogan, B. (2014). *NABE Project 10.4 – 2012/13 Longitudinal Analysis of Student Level Access Programs Data*.

⁵⁵ Hogan, B. (2014). *NABE Project 10.2 – 2012/13 Longitudinal Analysis of Student Level ALBE Program Data*.

and three years of data with NABE (i.e., the 3 x 3 report).⁵⁶ 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).⁵⁷ 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).⁵⁸ This report contains the analysis for six years of data pre-NABE and six years of data with NABE (i.e., the 6 x 6 report).

The *2016/17 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. Without these new data collection, analysis, reporting and tracking processes in place, the College would be unable to provide the evidence that supports those claims.

It should be noted that the new processes could be used to track and report on all College students (not just ALBE and Access students). This is important, as the College can play a role in providing quantitative data that could be used by the GNWT to measure the impact of the S4S initiative. Additionally, the College is now in the process of implementing 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.

8. NEXT STEPS

The major next step is to use the data analysis contained within this report to finalize the *NABE 2016/17 Interim Annual Report* (i.e., turn the “Interim” Annual Report into a “Final” Annual Report). This includes reporting on the analysis of the CanNor Indicators contained in sections 5.1 to 5.6.

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 student academic 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.

⁵⁶ Aurora College. (2014). *NABE Project 10.2: 2013/14 Analysis of ALBE and Access SRS Data (Technical Report)*.

⁵⁷ Aurora College. (2015). *NABE Project 10.2: 2014/15 Analysis of ALBE and Access SRS Data (Technical Report)*.

⁵⁸ Aurora College. (2016). *NABE Project 10.2: 2015/16 Analysis of ALBE and Access SRS Data (Technical Report)*.

This report should be useful to College and ECE staff involved with the ALBE, Access and TIOW programs. Specifically, section 4 provides detailed results of ALBE, Access and TIOW program enrollments, dropouts, completions, and progressions to additional training for the 2005/06 to 2016/17 period – as well as the demographic information of students and information on specific courses. The comparison of six years of data pre-NABE and six years of data with NABE funding outlined in section 5 provides evidence to CanNor of the positive impact of the NABE investments. Section 6 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 data provided in section 7 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 apprenticeship training for occupations that were identified as in-demand for the next 15 years.

These results should allow for programming adjustments to be made where necessary. It should also allow the College to communicate the many successes the NABE program is having, help build the case for sustained funding of the program after March 31st, 2020, and assist with College strategic and business planning.

The data in this report also helps solidify the College's work with partners such as the Aboriginal Skills and Employment Training Strategy (ASETS) organizations, other GNWT departments and agencies (such as ECE and Justice), and non-governmental organizations including the NWT Literacy Council and Skills Canada NWT.

Finally, it should be noted that the College does not have a standardized methodology (or policy) for the calculation of program completion rates for ALBE and Access students due to the deficiencies in the SRS noted above. In the absence of that defined methodology or policy, the approach outlined in section 3.1 for the calculation of course completions as a proxy for academic success is both sensible and consistent with Policies C25 and C30. This approach is also breaking new ground for the College in terms of measuring student academic success.

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APPENDIX I: CanNor Indicators

#	Description
1	Number and type of ABE products or services approved
2	Number and type of ABE products or services approved
3	Number of Adult Basic Educators
4	Greater studying opportunities and learning continuity (eg extended hours, school years, more locations)
5	Number of ABE students served
6	Number of training programs for adult learners
7	Number of Aboriginal educators
8	Number of local residents hired as educators
9	New or enhanced ABE materials and curriculum put into use in ABE system
10	Number of program participants (working age adults) acquired jobs
11	Number of program participants (working age adults) advanced to occupational training
12	Number of program participants (working age adults) completed trades certification
13	Number of program participants (working age adults) advanced to post-secondary training
14	Number of ABE students who successfully complete ABE
15	Number of students who go on to job training

Please note: In addition to the 15 indicators required by CanNor, the College is tracking an additional 43 indicators to measure NWT NABE Program success. The full list of 58 indicators for 2016/17 includes 29 Outputs, 4 Immediate Outcomes, 8 Intermediate Outcomes and 17 Final Outcomes. See the 2016/17 NWT NABE Program Performance Measurement Framework (PMF), contained in Appendix II of the *2016/17 NWT NABE Program Annual Report* for further details. Please also note that the number of indicators can change from year to year as some activities are completed or new activities are added.

APPENDIX II: Detailed Methodology

The overall intent of this report is that it provides for informed and evidence-based program and policy decision making.

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, 29,798 course level records were collapsed down into records for 7,048 individual students who were registered in the ALBE, Access and TIOW programs during the 2005/06 to 2016/17 timeframe. 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 7,048 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 focused on the individual students who took the ALBE, Access and TIOW programs; and analysis at the course level – which focused on all of the courses those students took within those programs. This two-pronged approach allowed for the most thorough analysis of the SRS data.

Please note that data from different timeframes are presented in this report. Data for the full 2005/06 to 2016/17 is presented throughout to measure the impacts of the NABE investments in the years prior to and the years with the funding in place. Additionally, some analysis focuses only on the six years where NABE funding was in place (2011/12 to 2016/17) to highlight specific impacts. Finally, other analysis focuses on the four years prior to (2009/10 to 2012/13) and the four years with (2013/14 to 2016/17) the LES courses in place to highlight the impacts of those courses. 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.

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”.⁵⁹ Seven hundred and forty seven records were re-coded. This re-coding represented 2.5% of total course records for the 2005/06 to 2016/17 timeframe. Additionally, four duplicate records were discovered and removed from the ALBE, Access and TIOW programs dataset.

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 (2005/06, 2006/07, etc.). These individual records had to be collapsed into student level format before proper analysis could be undertaken to see how individual students were progressing through and beyond the ALBE and Access programs over time.

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)

From the original nine spreadsheets exported from the SRS, four 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

⁵⁹ For the ALBE, Access and TIOW programs dataset and the Programs/Courses Post-ALBE/Access 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”.

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.

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.

ALBE, Access and TIOW Programs Course Level Data

29,798 course-level records were exported from the SRS. 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 were 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 was 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, then that student was deemed to have “conditionally completed” all of their courses in the ALBE or Access program.⁶⁰ Students who progressed past ALBE and Access to take short, job-focused 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 20116/17.

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.

⁶⁰ This was the first year that the TIOW Program was delivered in the NWT – so an examination of progression to other training was not yet possible.

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 Program Student-Level Data

The 29,978 course-level records from the course-level data file were collapsed down into records for 7,048 individual students who were registered in the ALBE, Access and TIOW programs during the analysis timeframe. 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 and completions (whether the student completed all of their ALBE or Access courses)
- relationships between program-related variables (delivery location, full-time and part-time status) and enrollments and completions (whether the student completed all of their ALBE or Access courses)
- differences between students in the ALBE program and students in the TIOW or Access programs on all of the above
- differences in all of the above between the pre-NABE years and years with NABE funding

Programs/Courses Beyond ALBE and Access – Course-Level Data

18,313 course-level records were exported from the SRS. As with the ALBE and Access programs dataset, the course-level data was used to calculate whether each student completed all of their courses in programs/courses taken beyond ALBE and Access. The same methodology as used for the previous course level datasets was used to determine completion of courses for programs/courses beyond ALBE and Access – although there were no “Conditional Completions” for these students.

The course level data was used to prepare the student-level dataset.

Programs/Courses Beyond ALBE and Access – Student-Level Data

The 18,313 course-level records from the course-level data file were collapsed down into records for 3,911 individual students who were registered in other College programs beyond ALBE and Access during the analysis timeframe. The intent of the student level data was to see how each individual student progressed through those programs/courses. 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 and completions (whether the student completed all of their courses beyond ALBE and Access)
- relationships between program-related variables (delivery location, full-time and part-time status) and enrollments and completions (whether the student completed all of their courses beyond ALBE and Access)
- differences between students in the ALBE Program and students in the Access programs on all of the above
- differences in enrollments and completions on the other four CanNor Indicators (Post-Secondary Training, Occupational Training, Apprenticeship Training, and Job Training)
- differences in all of the above between the pre-NABE years and the years with NABE funding

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 datasets. For example, it was possible to track individual student progress from the ALBE and Access programs to programs/courses beyond ALBE and Access.

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

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

4. Data Analysis

Data analysis included multiple steps:

- first, raw frequencies and percentages were calculated and reported to give a better understanding of the overall data
- second, means were calculated as an additional level of analysis
- third, one-way Analysis of Variance (ANOVAs) or Independent Samples T-Tests were used to test whether statistically significant differences existed between groups of students (for example, between Aboriginal and Non-Aboriginal students)
- fourth, pre/post analysis was used to see whether there were statistically significant differences in enrollments, completions, progressions beyond ALBE/Access, etc. between the pre-NABE years and the years with NABE funding. Independent samples T-Tests or ANOVAs were the tests used

Analysis Between the Pre-NABE Years and the Years With NABE Funding (i.e., The Pre/Post Analysis)

The main intent of the analysis was to present a comparison of data on six of the CanNor indicators in the years pre-NABE funding (2005/06 to 2010/11) and the years with NABE funding (2011/12 to 2016/17). Additionally, nine other key NWT NABE Program indicators were also examined. This pre/post analysis is called a “Non-Experimental Time-Series” evaluation design.⁶¹

Two adjustments had to be made to the raw SRS dataset to more accurately calculate the differences between the pre-NABE years and the years with NABE funding for enrollments, completions, and students advancing beyond ALBE and Access. These adjustments were required because the raw SRS data produced distorted results in favour of either the pre-NABE years or the years with NABE funding.

Specifically, these adjustments included:

- removing records for 181 students for Access programs that were not offered in the years with NABE funding (but which were offered in the years pre-NABE)⁶²
- ensuring that students who advanced beyond ALBE or Access did so within their respective time period. This was to adjust for the students who took an ALBE or Access program in the pre-NABE years, and then went on to enroll in a program/course beyond ALBE or Access in the years with NABE funding. A total of 336 students (or 9% of all students advancing beyond ALBE/Access) fell into this category. Instead of counting those students in either the pre-NABE years or the years with NABE funding, they were given a null value and omitted from the comparison between the two periods.

All data analysis for this project was undertaken with the Statistical Package for the Social Sciences (SPSS) – the same statistical package used by the GNWT Bureau of Statistics.

⁶¹ The Measurement, Learning & Evaluation Project. (2013). *Types of Evaluation Design*. Located online at: <https://www.urbanreproductivehealth.org/toolkits/measuring-success/types-evaluation-designs>

⁶² Those programs included: Health and Human Services Access, Pre-Technology, Welding Trades Access, Construction Trades Access and the University College Entrance Program (UCEP). The first three of these have not been offered at the College since 2008/09, Construction Trades Access has not been offered since 2007/08, and UCEP has not been offered since 2010/11.

APPENDIX III: Additional Data Tables

Table 4.2.7: Program Groupings by Individual Programs – Programs/Courses Beyond ALBE and Access (2005/06 to 2016/17)

Program	Description
ABORIGINAL LANGUAGE&CULTURAL INSTRUCTOR	Diploma
AIRPORTS OBSERVER/COMMUNICATOR	Employment Training
APPRENTICESHIP CARPENTRY	Apprenticeship
APPRENTICESHIP ELECTRICAL	Apprenticeship
APPRENTICESHIP HEAVY EQUIPMENT TECH	Apprenticeship
APPRENTICESHIP HOUSING MAINTAINER	Apprenticeship
APPRENTICESHIP PLUMBER/GASFITTER	Apprenticeship
BACHELOR OF EDUCATION	Degree
BACHELOR OF SCIENCE IN NURSING	Degree
BUILDING TRADES HELPER PROGRAM	Employment Training
BUSINESS ADMINISTRATION	Diploma
CAMP COOK	Employment Training
CERTIFICATE IN ADULT EDUCATION	Certificate
CERT. IN COMPUTING & INFORMATION SYSTEMS	Certificate
COMMUNITY HEALTH REPRESENTATIVE	Certificate
CONTAMINATED SITE REMEDIATION COORD.	Certificate
EARLY CHILDHOOD DEVELOPMENT	Certificate
EMPLOYMENT - NON CREDIT (i.e. Short Courses)	Job Training (Short Courses)
ENVIRONMENT & NATURAL RESOURCES TECH	Diploma
ENVIRONMENTAL MONITOR TRAINING	Certificate
GNWT STAFF TRAINING	Job Training (Short Courses)
HEAVY EQUIPMENT OPERATOR	Apprenticeship
HOME & COMMUNITY SUPPORT WORKER	Certificate
HOMEMAKER/PERSONAL CARE ATTENDANT	Certificate
INDIGENOUS WELLNESS & ADDICTIONS PREVENT	Diploma
INTRODUCTION TO THE MINING INDUSTRY	Employment Training
INTRODUCTION TO UNDERGROUND MINING	Employment Training
INTRODUCTORY CARPENTRY	Pre-Apprenticeship
INTRODUCTORY COOKING	Pre-Apprenticeship
INTRODUCTORY PLUMBING GASFITTER	Pre-Apprenticeship

Table 4.2.7: Program Groupings by Individual Programs – Programs/Courses Beyond ALBE and Access (2005/06 to 2016/17) (continued)

Program	Description
KITCHEN HELPER	Employment Training
MASTER OF NURSING; NURSE PRACT. PHC	Degree
MINERAL PROCESSING OPERATOR PRE EMPL.	Employment Training
MOBILE INTRODUCTORY WELDING	Pre-Apprenticeship
NORTHERN LEADERSHIP DEV INDUSTRY FOCUS	Certificate
OFFICE ADMINISTRATION	Diploma
PERSONAL SUPPORT WORKER	Certificate
POST GRAD CERT IN REMOTE NURSING	Certificate
PRE APPRENTICESHIP CARPENTRY	Pre-Apprenticeship
PRE-APPRENTICESHIP HEAVY EQUIPMENT TECH.	Pre-Apprenticeship
PRE-EMPLOYMENT CARPENTRY	Pre-Apprenticeship
PRE-EMPLOYMENT MECHANICS	Employment Training
PRE EMPLOYMENT WELDING	Pre-Apprenticeship
RECREATION LEADERS	Diploma
SMALL BUSINESS DEVELOPMENT	Employment Training
SOCIAL WORK	Diploma
SUPPLY MANAGEMENT	Diploma
SURFACE DIAMOND DRILLER HELPER	Employment Training
SURFACE MINER PROGRAM	Employment Training
TEACHER EDUCATION	Diploma
TRADITIONAL ARTS	Certificate
UNDERGROUND MINER TRAINING	Employment Training

Table 4.2.9: 30 Most-Enrolled-In Courses Beyond ALBE and Access (2005/06 to 2016/17)

	Number	Percent
CLASS 7 DRIVER TRAINING*	278	1.5
WORKPLACE HAZARDOUS MATERIALS INFO*	275	1.5
FIRST AID - STANDARD WITH CPR - LEVEL B*	192	1.0
READY TO WORK NORTH	190	1.0
TRANSPORTATION OF DANGEROUS GOODS*	173	0.9
FIRST PEOPLES OF THE NWT	151	0.8
SPREADSHEETS	151	0.8
STJOHN AMB.STAN.FIRSTAID/CPR-C*	139	0.8
CRITICAL READING & WRITING I (ENGL100)	137	0.7
BUSINESS MATH	125	0.7
FIREARM SAFETY*	125	0.7
KEYBOARDING I	121	0.7
ORGANIZATIONAL BEHAVIOUR	114	0.6
WORD PROCESSING	111	0.6
BUSINESS COMMUNICATIONS	109	0.6
AIR BRAKES	106	0.6
MICROECONOMICS	105	0.6
INTRODUCTION TO COMPUTER APPLICATIONS	103	0.6
NURSING PRACTICE I	103	0.6
HEALTH SCIENCES I	102	0.6
BUSINESS ENGLISH	101	0.6
PROFESSIONAL PRACTICE I	100	0.5
CORE SKILLS	96	0.5
HEALTH & HEALING I	96	0.5
RELATIONAL PRACTICE I	96	0.5
BOOKKEEPING I	95	0.5
SJA/STAN.FIRST AID w/CPR-C & AED*	95	0.5
FIRST AID*	93	0.5
GENERAL PSYCHOLOGY 290 (AU)	92	0.5
INTRO TO EQUIPMENT SYSTEMS	91	0.5
Total	3,865	21.0

Please note: This table presents only the top 30 most-enrolled-in courses beyond ALBE and Access, so the N equals 3,865 (rather than 18,313) and the % totals 21.0 (rather than 100.0). There were a total of 1,056 other courses enrolled in during the analysis timeframe. Employment training courses (i.e., short courses) are indicated with an *.