

2016 FORMER ALBE AND ACCESS

# Student Survey Report



AURORA  
COLLEGE





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## **ACKNOWLEDGEMENTS**

This project 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 delivery. The success of such an undertaking would not have been possible without the hard work, dedication and support of numerous individuals, including:

- the Community and Extension Division at Aurora College (Heather McCagg-Nystrom, Angela Canning, Bonita Nowell, Sharon Miron, Katie MacRae, Elaine Harris, Ken Latour, Rosemary Gill, Raymond Savard and other staff)
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- NABE partners from Nunavut Arctic College and Yukon College (who shared versions of similar surveys from their jurisdictions)
- the former ALBE and Access students themselves – whose feedback made this report possible

## **EXECUTIVE SUMMARY**

### **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.

As a critical part of reporting to CanNor, the College requires that a survey of former Adult Literacy and Basic Education (ALBE) and Access students be undertaken.

### **Background**

Aurora College offers both the ALBE Program and Access Programs. Access Programs consist primarily of ALBE curriculum, with some specialty courses added in 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). One difference between Access programs and ALBE is that the former are eligible for Student Financial Assistance (SFA) from the Department of Education, Culture and Employment (ECE).

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 is currently 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 have found jobs since 2011/12. The only way to gather data for this indicator was through a survey – so the *2015/16 Aurora College Survey of Former ALBE and Access Students* was conducted.

### **Methodology**

The survey was designed specifically to gather data on how many former ALBE and Access students have found jobs after enrolling in those programs since the CanNor funding began in 2011/12. This included gathering input both from students who have successfully completed those programs – as well as those who may not have completed the programs.

After discussions with College staff, it was agreed that a better response rate would be achieved if a census (or complete coverage) of the 2013/14 and 2014/15 years was undertaken. This is because the students in the ALBE and Access programs are highly mobile – and that it would be difficult to track down former students from three or four years ago. The final survey respondent pool consisted of the 813 former students from the 2013/14 and 2014/15 years.

The survey questions were based on the Logic Model for the NABE Program and the indicators developed for reporting on program results developed by CanNor. Additionally, the survey was based on the Performance Measurement Framework (PMF) developed for the NWT NABE Program that the College uses to prepare its annual program report. Similar surveys from Nunavut Arctic College and Yukon College were also consulted before the Aurora college survey was developed. Aurora College staff had input on the survey design and finalization.

## **Results and Analysis**

Two-hundred and twenty nine (229) former students responded to the survey – which represents 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); studying full-time (57%; N = 130); from the smaller NWT communities (78%; N = 171); and they had completed some high school before returning to the College to take the ALBE or Access programs (52%; N = 108).

Of the 229 respondents, 91% (N = 208) were from the ALBE program, while the remaining respondents were enrolled in the various Access programs (9%; N = 21). Of the 208 respondents who were enrolled in ALBE, 36% (N = 83) were enrolled in the Literacy and Essential Skills (LES) courses. Of the 21 respondents who were enrolled in Access Programs, the most were from the Nursing Access Program (43%; N = 9).

The majority of respondents attended programming at the CLCs (78%; N = 179), while fewer respondents attended programming at the three regional Campuses (22%; N = 50). Additionally, the largest number of respondents came from the Beaufort-Delta (26%; N = 59), Tli'cho and Yellowknife (24%; N = 54), and Deh Cho (21%; N = 47) regions.

Overall, respondents were generally satisfied with the various aspects of the ALBE and Access programs. Specifically, the majority of respondents were either very satisfied, satisfied or somewhat satisfied with:

- improving their literacy skills (96%; N = 205)
- improving their essential skills (95%; N = 202)
- improving their self-confidence (96%; N = 206)
- preparing them academically for further studies at the College (94%; N = 194)
- preparing them for a job in the workplace (88%; N = 183)

Fifty-six percent (56%; N = 127) of respondents acquired a job after leaving the College.<sup>1</sup> 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.

### **Next Steps**

The major next step is to use the data from this survey to report to CanNor on the number of jobs students acquired since NABE funding came on-stream in 2011/12. Additionally, this report will also be used for two evaluations:

- the Summative Evaluation of the NWT NABE Program being conducted for the College in 2016
- the Summative Evaluation of the NABE Program being conducted for CanNor in Ottawa (which is a combined evaluation of the NWT, Nunavut and Yukon NABE Programs)

The data for both evaluations will be used to build the case for the sustainability of the NABE funding after 2016. The results and analysis from this report will also be shared with NWT NABE Program partners so that evidence-based decisions about ALBE and Access programs can be made.

Finally, it is important to note that this project 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. However, that 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 could be undertaken on a 2-3 year cycle as required to fulfill its reporting requirements to CanNor.

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<sup>1</sup> Please note that these 127 former students from 2013/14 and 2014/15 who acquired a job represent only the 30% who responded to the survey: it does not represent the other 70% of former students from 2013/14 and 2014/15, nor does it represent the 100% of former students from 2011/12 and 2012/13. Although the true number of former students who acquired a job after leaving the College is probably higher than what is reported here, the College is more comfortable in reporting evidence-based actual results – rather than making a projection that may or may not be accurate.

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

The Northwest Territories (NWT) portion of federal funding is approximately \$9.1M and covers the period from early 2012 to March 31<sup>st</sup>, 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.<sup>2</sup>

As a critical part of reporting to CanNor, the College requires that a survey of former Adult Literacy and Basic Education (ALBE) and Access students be undertaken<sup>3</sup>. This report presents the results of the *2015/16 Aurora College Survey of Former ALBE and Access Students*. The main sections of this report include:

- the background/context for the project
- the methodology employed for the project (including limitations)
- survey results
- an analysis of those results
- next steps

The full *2015/16 Aurora College Survey of Former ALBE & Access Students* is included as Appendix I. The NABE Program Logic Model developed by CanNor is included as Appendix II. The 15 indicators developed by CanNor to track and measure progress on the NABE Program are included as Appendix III. The full NWT NABE Program Performance Measurement Framework is included as Appendix IV. A detailed methodology for the survey is included as Appendix V. A detailed methodology for the profile of former ALBE and Access students presented in Section 2.3 is included as Appendix VI. Since this was the first time a survey of former ALBE and Access students was undertaken and the College was breaking new ground in its delivery, a section on Lessons Learned is included as Appendix VII.

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

<sup>3</sup> Of the 15 indicators requiring reporting by CanNor, this was the only one that the College could not report on until this survey was developed and delivered. This indicator is represented as Indicator #10 in Appendix III and as Final Outcome Indicator #1.17 in Appendix IV.

## **2. BACKGROUND**

This section provides a description of the ALBE and Access programs, the context as to why the survey was undertaken, and a profile of all of the students who were in the ALBE and Access programs between 2011/12 and 2014/15. Data from the College Student Record System (SRS) was used to create the profile.

### ***2.1 ALBE & Access Programs at Aurora College***

Aurora College offers both the ALBE Program and Access Programs. Access Programs consist primarily of ALBE curriculum, with some specialty courses added in to give students a flavour of what the full post-secondary program is like (as well as to help motivate students to continue their academic careers).<sup>4</sup> One difference between Access programs and ALBE is that the former are eligible for Student Financial Assistance (SFA) from the Department of Education, Culture and Employment (ECE).

#### ALBE

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

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

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

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<sup>4</sup> Allen, et al. (2014). *Review of Aurora College Access Programs: Final Report*. p. 4.

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

<sup>6</sup> Aurora College. (2015). *2015-2016 Academic Calendar*. p. 38.

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

Each LES course is between six and eight weeks long. The intended outcomes of these courses are that participants:

- learn skills that will help them attain and keep a job or start their own small business
- identify continued learning opportunities through the College or other training programs.<sup>8</sup>

The life-cycle 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 life-cycle 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

Aurora 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, or Apprenticeship programs.

The College currently delivers 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.<sup>9</sup> The Access Programs Review was the first formal examination of all Access Programs at Aurora College since the first Nursing Access program began twenty years ago. The Aurora College Access Program Redesign is based on findings from the Access Programs Review and research on other Access Programs across Canada.

The seven former Access Programs have been streamlined into two new Access Programs: the University and College Access Program (UCAP) and the Occupations and College Access Program (OCAP). Six new specialty Access courses have been outlined. These streamlined programs will broaden the career pathways for higher level ALBE learners and allow them to develop the skills and knowledge necessary to succeed in College post-secondary programs and in the workplace. Specifically, UCAP prepares learners for diploma, degree and apprenticeship and trades programs (Categories 2 and 3), while OCAP prepares learners for certificate and apprenticeship and trades programs (Category 1).

Aurora College Senior Management approved the redesigned Access Programs in May 2015; the Aurora College Board of Governors approved the redesigned Access Program programs in June 2015. These two new access programs will be piloted in the Fall of 2016.

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<sup>8</sup> Ibid, p. 20.

<sup>9</sup> Allen, et al. (2014). *Review of Aurora College Access Programs: Final Report*.

As the intent of both the ALBE and Access programs is to prepare students for further post-secondary training, occupational training, trades training or job training, both groups of students are being tracked and reported on for NABE Program purposes.

## ***2.2 Why This Survey Was Undertaken***

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.<sup>10</sup> The College is currently able to report<sup>11</sup> on 14 of the 15 indicators<sup>12</sup> – the one exception being the inability to report on the number of former ALBE and Access students who have found jobs since 2011/12.<sup>13</sup> The only way to gather data for this indicator was through a survey – so the *2015/16 Aurora College Survey of Former ALBE and Access Students* was conducted.

## ***2.3 Demographic Profile of Former ALBE & Access Students (2011/12 to 2014/15)***

Twelve-hundred and eighty nine (1,289) students who were formerly enrolled in the ALBE and Access programs between 2011/12 and 2014/15 were identified as the pool of potential survey respondents.<sup>14</sup>

On average, there were 322 individual students enrolled in the ALBE and Access programs at Aurora College each year between 2011/12 and 2014/15: 250 in ALBE and 72 in Access. Enrollments increased over that timespan – from an average of 238 students per year in the first two years to an average of 407 students per year in the last two years, as shown in Figure 2.3.1.

Just over three-quarters of those student registrations were enrolled in the ALBE program (77%; N = 999), while the remaining students were enrolled in the various Access programs (23%; N = 290).

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<sup>10</sup> The 15 indicators developed by CanNor are outlined in Appendix III.

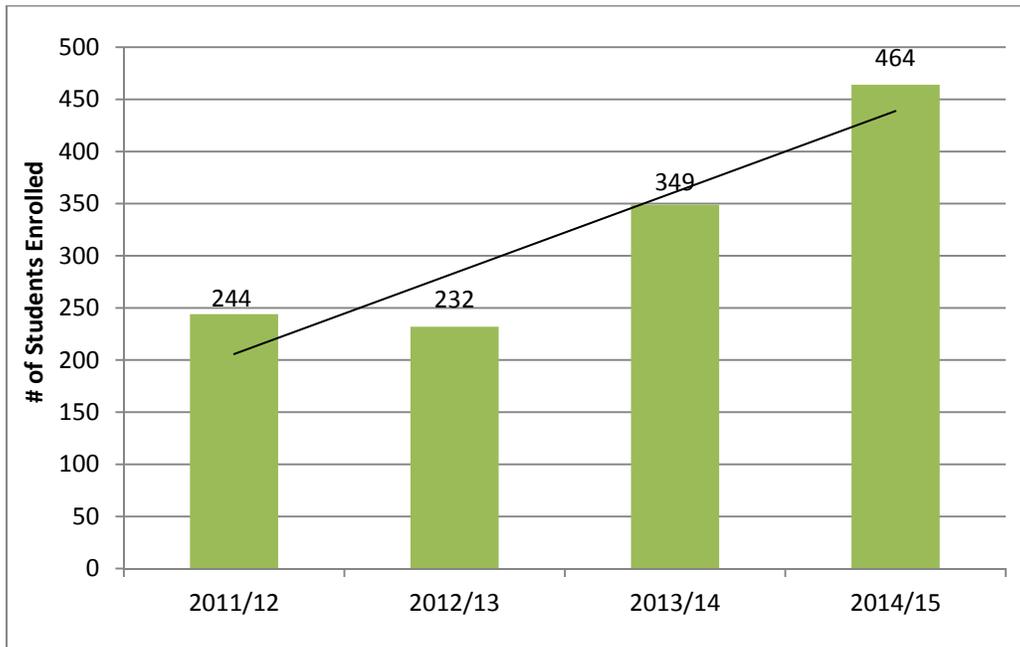
<sup>11</sup> The College prepares an annual report on the NWT NABE Program. Please see the *2012/13 NWT NABE Program Annual Report*, the *2013/14 NWT NABE Program Annual Report* and the *2014/15 NWT NABE Program Annual Report* for more details. To assist with that annual reporting, the College also prepares an annual analysis of Student Record System (SRS) data. See the *2013/14 Analysis of ALBE and Access SRS Data (Technical Report)* and the *2014/15 Analysis of ALBE and Access SRS Data (Technical Report)* for more details.

<sup>12</sup> In addition to the 15 indicators required by CanNor, the College is tracking 41 additional indicators through the *NWT NABE Program Performance Measurement Framework*, which is included as Appendix IV. This framework was developed in 2012 to: 1) monitor program performance; 2) report on program success; and 3) build the case for program sustainability when NABE funding expired.

<sup>13</sup> See Indicator #10 in Appendix III and Final Outcome Indicator #1.17.

<sup>14</sup> This section presents results that were originally contained in the *2014/15 Analysis of ALBE and Access SRS Data (Technical Report)*. However, this report only presents results for 2011/12 to 2014/15. For results for the entire 2007/08 to 2014/15 period, see the full report. For a detailed methodology on how this profile was created, see Appendix VI.

Figure 2.3.1: Number of Students Enrolled in ALBE and Access (2011/12 to 2014/15)



Students in the ALBE and Access programs were primarily:

- Aboriginal (74%; N = 947)
- female (64%; N = 823)
- over 25 years of age (58%; N = 746)
- studying full-time (54%; N = 697)

Additionally, as Tables 2.3.1 and 2.3.2 show, the majority of students were from the smaller NWT communities, and they had completed some high school before returning to Aurora College to take the ALBE or Access programs.

**Table 2.3.1: Home Community of ALBE and Access Students (2011/12 to 2014/15)<sup>15</sup>**

	Number	Percent
Smaller Communities	338	60.7
Regional Centres	176	31.6
Yellowknife	43	7.7
Total	557	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 43% of students.

**Table 2.3.2: Highest Schooling Completed – ALBE and Access Students (2011/12 to 2014/15)**

	Number	Percent
Completed High School	195	33.2
Some High School	309	52.6
Less Than Grade 9	84	14.3
Total	588	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.

The majority of the students attended programming at the Community Learning Centres (CLCs) (53%; N = 684), while fewer students attended programming at the three regional Campuses (47%; N = 605).

Additionally, there were significant differences in where ALBE and Access programs were delivered: 98% of Access Programs were delivered at the three regional Campuses, while over two-thirds of ALBE programming was delivered at the CLCs (68%).

Amongst the campuses, as Table 2.3.3 shows, the largest number of ALBE and Access students were enrolled at the Yellowknife/North Slave Campus.

<sup>15</sup> The Regional Centres include Fort Smith, Hay River and Inuvik. Some information for some students was not available within the SRS. The result is that the number (N) of students for some variables was sometimes different. In this instance, the “Home Community” field within the SRS was missing for 732 students, so the number of students totaled 557 (rather than 1,289).

**Table 2.3.3: Student Enrollments by Campus Location (2011/12 to 2014/15)**

	Number	Percent
Yellowknife/North Slave Campus	255	42.1
Thebacha Campus	210	34.7
Aurora Campus	140	23.1
Total	605	100.0

**Please note:** the other 684 students attended programs at the CLCs (so that is why the N totals 605 rather than 1,289).

As Table 2.3.4 shows, students from the Tli'cho and Yellowknife, Akaitcho and South Slave, and Beaufort-Delta regions comprised the majority of students in the ALBE and Access programs during the four-year timespan.

**Table 2.3.4: Student Enrollments by College Region (2011/12 to 2014/15)**

	Number	Percent
Tli'cho and Yellowknife	445	34.5
Akaitcho and South Slave	352	27.3
Beaufort-Delta	305	23.7
Sahtu	108	8.4
Deh Cho	79	6.1
Total	1289	100.0

Table 2.3.5 (next page) breaks out these enrollments by community/campus within each region.

**Table 2.3.5: Delivery Location by Community/Campus by Region (2011/12 to 2014/15)**

Region	Community/Campus	Number	Percent
Tli'cho and Yellowknife	Behchoko	43	3.3
	Gameti	18	1.4
	Wekweeti	26	2
	Whati	36	2.8
	Yellowknife/North Slave Campus	255	19.8
Akaitcho and South Slave	Dettah/N'Dilo	30	2.3
	Fort Resolution	27	2.1
	Hay River	37	2.9
	Hay River Reserve	35	2.7
	Lutsel K'e	37	2.9
	Thebacha Campus	210	16.3
	Beaufort-Delta		
Beaufort-Delta	Aklavik	34	2.6
	Fort McPherson	41	3.2
	Tsiighetchic	21	1.6
	Tuktoyaktuk	52	4
	Uluhkaktok	17	1.3
	Aurora Campus	140	10.9
Sahtu	Colville Lake	9	0.7
	Deline	27	2.1
	Fort Good Hope	29	2.2
	Norman Wells	30	2.3
	Tulita	13	1
	Deh Cho		
Deh Cho	Fort Liard	20	1.6
	Fort Providence	43	3.3
	Fort Simpson	45	3.5
	Nahanni Butte	14	1.1
	Total	1289	100

### 3. METHODOLOGY

This section of the report gives a general outline of the methodology used to deliver the *2015/16 Aurora College Survey of Former ALBE and Access Students*. For additional details on identifying the pool of potential survey respondents, survey administration and the processes used so the results could be reported, see the Detailed Methodology which is included as Appendix V.

The survey was designed specifically to gather data on how many former ALBE and Access students have found jobs after enrolling in those programs since the CanNor funding began in 2011/12. This included gathering input both from students who have successfully completed those programs – as well as those who may not have completed the programs.

After discussions with College staff, it was agreed that a better response rate would be achieved if a census (or complete coverage) of the 2013/14 and 2014/15 years was undertaken. This is because the students in the ALBE and Access programs are highly mobile – and that it would be difficult to track down former students from three or four years ago. The final survey respondent pool consisted of the 813 former students from the 2013/14 and 2014/15 years.

The survey questions were based on the Logic Model for the NABE Program and the indicators developed for reporting on program results developed by CanNor.<sup>16</sup> Additionally, the survey was based on the Performance Measurement Framework (PMF) developed for the NWT NABE Program that the College uses to prepare its annual program report.<sup>17</sup>

Sections on the survey included: respondent demographics; a description of the Aurora College programs that the students had been enrolled in between 2011/12 and 2014/15; students' rating of satisfaction of the programs they were enrolled in; and students job status since leaving the College.

Similar surveys from Nunavut Arctic College and Yukon College were consulted before the Aurora college survey was developed. Aurora College staff had input on the survey design and finalization.

The full *2015/16 Aurora College Survey of Former ALBE & Access Students* is included as Appendix I.

### **3.1 Limitations**

There is one major limitation to the results presented in this research report.

The results presented reflect only the views of the 229 former ALBE and Access students from 2013/14 and 2014/15 who responded to the survey – and those results cannot be generalized to the full 1,289 former students who were in the ALBE and Access programs between 2011/12 and 2014/15. This is because there were several important differences between the two groups, including:

- 1) respondents from the CLCs were overrepresented in the survey results compared to the actual profile of all 1,289 former students (78% compared to 53%)

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<sup>16</sup> CanNor (2011). *The Performance Measurement Strategy for the Northern Adult Basic Education Program*. p. 7. The NABE Program Logic Model and Indicators were developed by CanNor at the initiation of the NABE Program. Indicator # 10 requires the College to track and report on “the number of ABE students acquiring jobs”. See Appendix II for the Logic Model and Appendix III for the indicators.

<sup>17</sup> See Appendix IV for the full *NWT NABE Program Performance Measurement Framework* (i.e. Final Outcomes Indicator #1.17).

- 2) respondents from the ALBE program were overrepresented in the survey results compared to the actual profile of all 1,289 former students (91% compared to 77%)
- 3) Aboriginal respondents were overrepresented in the survey results compared to the actual profile of all 1,289 former students (95% compared to 74%)

The inability to generalize the results from the 229 survey respondents to all 1,289 former students is important because it means that the College cannot provide an estimate of the total number of former students who acquired jobs. The College knows for certain that 129 (or 56%) former students from 2013/14 and 2014/15 acquired jobs after they left the ALBE and Access programs. However, the College cannot reliably say that 56% of all 1,289 former students (or 722 of them) have acquired jobs.

This limits the results presented in this report to solely the views of the 30% (or 229) of former students from 2013/14 and 2014/15 who responded to the survey. In effect, the College is reporting evidence-based actual results – rather than making a projection that may or may not be accurate.

#### **4. RESULTS**

This section of the report presents the feedback of the former students who responded to the survey (i.e. the respondents).

Of the 813 potential survey respondents from the 2013/14 and 2014/15 academic years, 358 could not be located, 40 were deemed ineligible because they had re-enrolled at the College late in the Fall of 2015, and 186 were contacted but decided not to participate in the survey.<sup>18</sup> Of the remaining former students, 236 decided to respond to the survey. However, seven surveys were mostly blank, and were thus deemed unusable – leaving 229 usable surveys for analysis. The 229 usable surveys represented a response rate of 30%.

Results in this section are presented in the same order as data was gathered on the survey:

- respondent demographics
- College programs that the respondents had been enrolled in between 2013/14 and 2014/15
- respondents' rating of satisfaction of the programs they were enrolled in
- respondents' job status since leaving the College

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<sup>18</sup> Three of the 40 were ineligible because they had recently passed away.

Primarily, this section of the report presents the data gathered for the survey. In some instances, data from the College SRS was used to fill in blank questions on the survey. For example, if a student did not give their age – but that data was available as part of the SRS data-set – the SRS data was used. In other instances, data from the survey supplemented the SRS data to give a more complete picture of some of the demographic variables (such as for Home Community and Highest Grade Completed in School). If there was a discrepancy between the survey data and the SRS data on the demographic variables, the SRS data was used.

Finally, please note that in this and the following sections, “N” stands for “number” of respondents, and because of rounding, percentages do not always total 100. Additionally, because not every respondent answered every question, the N’s can change between questions.

#### ***4.1 Demographic Profile of Former Students Who Responded to the Survey (2013/14 to 2014/15)***

The 229 respondents from 2013/14 and 2014/15 were primarily:<sup>19</sup>

- Aboriginal (95%; N = 218), the majority of whom were Dene (76%; N = 163)<sup>20</sup>
- female (62%; N = 141)
- over 25 years of age (72%; N = 165)
- studying full-time (57%; N = 130)

Additionally, as Tables 4.1.1 and 4.1.2 show, the majority of respondents were from the smaller NWT communities, and they had completed some high school before returning to the College to take the ALBE or Access programs.

**Table 4.1.1: Home Community of Respondents**

	Number	Percent
Smaller Communities	171	77.7
Regional Centres	39	17.7
Yellowknife	10	4.5
Total	220	100.0

**Please note:** the other 9 respondents did not provide information on their home community (so that is why the N totals 220 rather than 229).

<sup>19</sup> The demographic profile of students of the 229 former students from 2013/14 and 2014/15 is similar to the demographic profile of all 1,289 students who were in the program from 2011/12 to 2014/15.

<sup>20</sup> Other Aboriginal respondents included: Inuvialuit (16%; N = 34); Metis (7%; N = 15); Other Aboriginal from Southern Canada (1%; N = 2) and Inuit (1%; N = 1).

**Table 4.1.2: Highest Grade Completed by Respondents**

	Number	Percent
Completed High School	69	33.5
Some High School	108	52.4
Less Than Grade 9	29	14.1
Total	206	100.0

**Please note:** the other 23 respondents did not provide information on their highest grade completed (so that's why the N totals 206 rather than 229).

**4.2 Aurora College Programs That Respondents Enrolled In (2013/14 to 2014/15)**

Of the 229 respondents, 91% (N = 208) were from the ALBE program, while the remaining respondents were enrolled in the various Access programs (9%; N = 21). Of the 208 respondents who were enrolled in ALBE, 36% (N = 83) were enrolled in the Literacy and Essential Skills (LES) courses. Of the 21 respondents who were enrolled in Access Programs, Table 4.2.1 shows that the most were from the Nursing Access Program.

**Table 4.2.1: Respondents in Access Programs**

	Frequency	Percent
Nursing Access	9	42.9
Trades Access II	5	23.8
Social Work Access	2	9.5
Teacher Education Access	2	9.5
Trades Access	2	9.5
Business Administration Access	1	4.8
Total	21	100.0

**Please note:** the other 208 respondents were in the ALBE Program (so that's why the N totals 21 rather than 229).

Five (5) percent of respondents (N = 11) indicated that they had continued on after ALBE and Access into other certificate, diploma and degree programs, including: Office Administration (2%; N = 5), Business Administration (1%; N = 2), the Heavy Equipment Operator Program (1%; N = 1), the Building Trades Helper Program (1%; N = 1), the Underground Mining Program (1%; N = 1), and the Environment and Natural Resources Technology Program (1%; N = 1).

Sixty-four (64) percent of the respondents (N = 146) were enrolled in 2014/15, while the remaining respondents were enrolled in 2013/14 (36%; N = 83).

The majority of respondents attended programming at the CLCs (78%; N = 179), while fewer respondents attended programming at the three regional Campuses (22%; N = 50).

Amongst the campuses, as Table 4.2.2 shows, the largest number of respondents who completed the survey were enrolled at the Aurora Campus.

**Table 4.2.2: Campus Location of Respondents**

	Number	Percent
Aurora Campus	23	46.0
Thebacha Campus	17	34.0
Yellowknife/North Slave Campus	10	20.0
Total	50	100.0

**Please note:** the other 179 students attended programs at the CLCs (so that is why the N totals 50 rather than 229).

As Table 4.2.3 shows, the largest number of respondents came from the Beaufort-Delta, Tli'cho and Yellowknife, and Deh Cho regions.

**Table 4.2.3: Location of Respondents by College Region**

	Number	Percent
Beaufort-Delta	59	25.8
Tli'cho and Yellowknife	54	23.6
Deh Cho	47	20.5
Akaitcho and South Slave	37	16.2
Sahtu	32	14.0
Total	229	100.0

Table 4.2.4 (next page) breaks out these respondents by community/campus within each region.

**Table 4.2.4: Location of Respondents by Community/Campus by Region**

Region	Community/Campus	Number	Percent
Tli'cho and Yellowknife	Behchoko	16	7.0
	Gameti	5	2.2
	Wekweeti	2	0.9
	Whati	15	6.6
	Yellowknife/North Slave Campus	10	4.4
Akaitcho and South Slave	Dettah/N'Dilo	6	2.6
	Fort Resolution	6	2.6
	Hay River	6	2.6
	Hay River Reserve	4	1.7
	Lutsel K'e	4	1.7
	Thebacha Campus	17	7.4
Beaufort-Delta	Aklavik	6	2.6
	Fort McPherson	15	6.6
	Tsiighetchic	5	2.2
	Tuktoyaktuk	8	3.5
	Ulukhaktok	2	0.9
	Aurora Campus	23	10.0
Sahtu	Deline	18	7.9
	Fort Good Hope	5	2.2
	Norman Wells	6	2.6
	Tulita	3	1.3
Deh Cho	Fort Liard	3	1.3
	Fort Providence	15	6.6
	Fort Simpson	22	9.6
	Nahanni Butte	7	3.1
	Total	229	100.0

#### ***4.3 Respondent Satisfaction With ALBE and Access Programs (2013/14 to 2014/15)***

Table 4.3.1 shows respondent satisfaction with various aspects of the ALBE and Access programs. A majority of respondents were either very satisfied, satisfied, or somewhat satisfied with all of the aspects that were rated.

Table 4.3.1: Satisfaction With ALBE and Access Programs

	Very Satisfied		Satisfied		Somewhat Satisfied		Somewhat Dissatisfied		Dissatisfied		Very Dissatisfied	
	N	%	N	%	N	%	N	%	N	%	N	%
a. Improving your literacy skills (e.g. reading, writing, etc.)	73	34	91	42	41	19	7	3	1	0.5	--	--
b. Improving your essential skills (e.g. document use, numeracy, computer use, etc.)	63	30	104	49	35	17	5	2	4	2	1	0.5
c. Improving your self-confidence (e.g. able to read to your children, able to read a prescription bottle, etc.)	91	43	83	39	32	15	4	2	2	1	2	1
d. Preparing you academically for further studies at the College (i.e. research skills, report writing, critical thinking, etc.)	80	45	60	34	29	16	8	4	1	0.5	1	0.5
e. Preparing you for a job in the workforce	70	40	61	34	28	16	10	5	8	4	2	1

Respondents were also asked to provide reasons why they might have withdrawn or not completed their ALBE or Access programs. The main reasons listed included:

- personal/health issues (24%; N = 11)
- found a job (14%; N = 7)
- a lack of daycare (14%; N = 7)
- got pregnant (12%; N = 6)
- lost interest in ALBE (10%; N = 5)
- looking after family members (8%; N = 4)
- financial reasons (8%; N = 4)
- poor attendance (8%; N = 4)
- homesick (2%; N = 1)

#### 4.4 Respondent Job Status (2013/14 to 2014/15)

Table 4.4.1 shows that 56% (N = 127) of respondents acquired a job after leaving the College. Please note that these 127 former students from 2013/14 and 2014/15 who acquired a job represent only the 30% who responded to the survey; it does not represent the other 70% of former students from 2013/14 and 2014/15 who did not respond to the survey, nor does it represent the 100% of former students from 2011/12 and 2012/13 who did not respond to the survey. Although the true number of former students who acquired a job after leaving the College is probably higher than what is reported here, the College is more comfortable in reporting evidence-based actual results – rather than making a projection that may or may not be accurate.

**Table 4.4.1: Number of Respondents Acquiring a Job after Leaving the College**

	Number	Percent
Acquired A Job	127	55.5
Did Not Acquire A Job	102	44.5
Total	229	100.0

Nine (9) of the 102 respondents who indicated they had not acquired a job since leaving the College noted that they already had a job when they took College programming (i.e. the LES courses). This is consistent with the feedback obtained from the *Evaluation of the Intro to Office Skills Course* – where some participants noted that they took the course to upgrade their existing skills, and apply those skills in the job they already had in the community.<sup>21</sup>

Of the respondents who did not acquire a job, the main reasons indicated for not doing so included:

- no jobs available in the community (51%; N = 36)
- had to stay home to look after the kids (17%; N = 12)
- not really looking for a job (17%; N = 12)
- lack of skills/education (9%; N = 7)
- had a criminal record (4%; N = 3)
- didn't have a driver's license (1%; N = 2)

<sup>21</sup> Osborne, Sandy. (2014). *Intro to Office Skills Course – Evaluation Workshop (Summary Report)*. p. 13.

- personal health issues/family issues (1%; N = 2)

## **5. ANALYSIS**

The results in section 4 were analysed in two areas to examine in more depth:

- satisfaction of respondents with ALBE and Access Programs
- details about respondents job status

### ***5.1 Satisfaction***

Overall, respondents were generally satisfied with the various aspects of the ALBE and Access programs (see Table 4.3.1 in section 4.3). Specifically, the majority of respondents were either very satisfied, satisfied or somewhat satisfied with:

- improving their literacy skills (96%; N = 205)
- improving their essential skills (95%; N = 202)
- improving their self-confidence (96%; N = 206)
- preparing them academically for further studies at the College (94%; N = 194)
- preparing them for a job in the workplace (88%; N = 183)

This overall general satisfaction was confirmed by the following quotes from respondents:

*I think ALBE is a very essential program. It prepared me to be able to go off to college and be comfortable at the college level.*

*The Introduction to Office Skills course offered here in the community was great. Working with a group of ten other students made it fun to learn the knowledge and skills related to working in an office. I would apply again if there was another opportunity for me. The teachers were really helpful and good at providing the course.*

*I love the ALBE program and all the staff/teachers who help you succeed.*

*It was an excellent program to prepare myself for the next step in furthering my education*

*I think it was great they offered the course here in the community. I didn't have to leave town to go to school. It was very beneficial for me.*

*It was a great course taught by an excellent teacher. Very down-to-earth and I would go back in the near future.*

*The Small Business course has allowed me to use the information to help out in volunteer work in fundraising here in the community.*

## **5.2 Job Status**

As noted above in Table 4.4.1 (in section 4.4), 127 former students from 2013/14 and 2014/15 acquired a job after leaving the College. Of the 127 respondents who had acquired a job, 61% (N = 78) were enrolled in 2014/15, while 39% (N = 49) were enrolled in 2013/14.

Additionally, the majority of respondents noted that the jobs they acquired were:

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

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

## **6. NEXT STEPS**

The major next step is to use the data from this survey to report to CanNor on the number of jobs students acquired since NABE funding came on-stream in 2011/12. Additionally, this report will also be used for two evaluations:

- the Summative Evaluation of the NWT NABE Program being conducted for the College in 2016
- the Summative Evaluation of the NABE Program being conducted for CanNor in Ottawa (which is a combined evaluation of the NWT, Nunavut and Yukon NABE Programs)

The data for both evaluations will be used to build the case for the sustainability of the NABE funding after 2016. The results and analysis from this report will also be shared with NWT NABE Program partners so that evidence-based decisions about ALBE and Access programs can be made.

Finally, it is important to note that this project 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. However, that 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 could be undertaken on a 2-3 year cycle as required to fulfill its reporting requirements to CanNor.

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**APPENDIX I: The 2015/16 Survey of Former ALBE & Access Students**

**INTRODUCTION:** We want to hear from you – your input will help improve programs at Aurora College.

Aurora College is following up with former Adult Literacy and Basic Education (ALBE), Literacy and Essential Skills (LES), and Access Students to see if they have found jobs since completing their programs.

If you were in the **ALBE program**, maybe you took courses such as *Math 120 or 130, or English 120 or 130*. Or you might have taken one or more of the **LES courses**: *Introduction to Office Skills, Introduction to Early Learning and Childcare, Start Your Own Small (or Micro) Business*, and the *Small Business Funding and Marketing* course. If you were in an **Access Program**, maybe you were enrolled in the *Nursing Access Program* or the *Trades Access Program*.

**If you are now enrolled at the College, this survey is NOT for you.** This includes if you are now enrolled in the ALBE or Access programs or any of the LES courses. It also includes if you are now enrolled in Certificate, Diploma or Degree Programs, or other programs like Building Trades Helper.

### **INSTRUCTIONS**

Please fill out the survey, then drop it off at your local Community Learning Centre, or hand it in to the person who gave you the survey. **Make sure that your filled-out survey is in the sealed envelope provided.** The survey should **only take about 15 minutes of your time** to fill out. **We need your survey by December 4, 2015.** If you fill out the survey, **you could win small prizes like Aurora College coffee mugs.**

**Don't worry if you can't answer all of the questions or if some don't apply to you.** Whatever feedback you can provide will be useful. **If you need help filling out this survey,** please ask the Adult Educator or Instructor – and they will help you.

### **CONFIDENTIALITY**

**Please note that your response is sealed and confidential.** Only the independent consultant (who is not from Aurora College) will have access to your response. Also, in the survey's final report, responses will be grouped so that no one will be able to identify anyone who has participated.

**If you have questions on this survey, please contact Dr Bernie Hogan by phone (1-250-334-4104) or email ([northern\\_research@shaw.ca](mailto:northern_research@shaw.ca)).**

NABE Project 10.5 – 2015/16 Aurora College Survey of Former ALBE & Access Students

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**Part 1: Demographics:**

SURVEY #: \_\_\_\_\_

1a. Are you Female \_\_\_\_ or Male \_\_\_\_

1b. Are you Aboriginal \_\_\_\_ or Non-Aboriginal \_\_\_\_ (if Non-Aboriginal, skip to Question 1d)

1c. If you are Aboriginal are you: Dene \_\_\_\_ Metis \_\_\_\_ Inuit \_\_\_\_ Other Aboriginal (e.g. from southern Canada) \_\_\_\_

1d. What is your age? \_\_\_\_

1e. In what community did you grow up in? \_\_\_\_\_

1f. What was the highest grade you completed in school before enrolling in the ALBE or Access programs or LES courses? \_\_\_\_

**Part 2: Aurora College Programs Enrolled In**

2. Which Programs have you been enrolled in at the College? (please check ALL that apply)

a) Adult Literacy and Basic Education (ALBE) \_\_\_\_

b) Literacy and Essential Skills courses (LES) \_\_\_\_

LES courses include: *Introduction to Office Skills, Introduction to Early Learning and Childcare, Start Your Own Small (or Micro) Business, and the Small (or Micro) Business Funding and Marketing*

c) Access \_\_\_\_

(i) If Access, please indicate which one(s):

Teacher Education Program (TEP) Access \_\_\_\_

Nursing Access \_\_\_\_

Business Administration Access \_\_\_\_

Trades Access \_\_\_\_

Environmental and Natural Resources

Trades Access II \_\_\_\_

Technology (ENRT) Access \_\_\_\_

Social Work Access \_\_\_\_

d) a Certificate, Diploma, Degree or Other Program \_\_\_\_

(i) If checked, please indicate which one(s): \_\_\_\_\_

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3. What Year did you last study at the College? \_\_\_\_\_

4. In what Community did you do your ALBE, LES or Access studies? \_\_\_\_\_

**Part 3: Satisfaction with Your ALBE or Access Program or LES Courses**

For this section, **please base your answers on the ALBE or Access Program or LES courses you were enrolled in - NOT** the Certificate, Diploma, Degree or Other Program you might have taken after ALBE, LES or Access.

5. How satisfied are you with the ALBE or Access program or LES courses you took at Aurora College in:

	Very Satisfied	Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Dissatisfied	Very Dissatisfied	Unable To Rate
a. Improving your literacy skills (e.g. reading, writing, etc.)	6	5	4	3	2	1	0
b. Improving your essential skills (e.g. document use, numeracy, computer use, etc.)	6	5	4	3	2	1	0
c. Improving your self-confidence (e.g. able to read to your children, able to read a prescription bottle, etc.)	6	5	4	3	2	1	0
d. Preparing you academically for further studies at the College (i.e. research skills, report writing, critical thinking, etc.)	6	5	4	3	2	1	0
e. Preparing you for a job in the workforce	6	5	4	3	2	1	0

6. If you withdrew from the ALBE or Access program or LES courses you were enrolled in and didn't complete your studies, please let us know why **(if you didn't withdraw, please SKIP to Question 7)**:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Part 4: Job Status**

7. Since leaving the College, did you find a job? Yes \_\_\_ or No \_\_\_ (If No, Skip to Question 11)

8. Did your studies at the College help with the skills needed to do your job? Yes \_\_\_ or No \_\_\_

9. Is your job: full-time \_\_\_\_\_ or part-time \_\_\_\_\_

10. Is your job: year-round \_\_\_\_\_ or seasonal \_\_\_\_\_

11. If you haven't found a job since leaving the College, why do you think that is?

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12. Is there anything else you would like to add about the ALBE or Access program or LES courses you were enrolled in at Aurora College?

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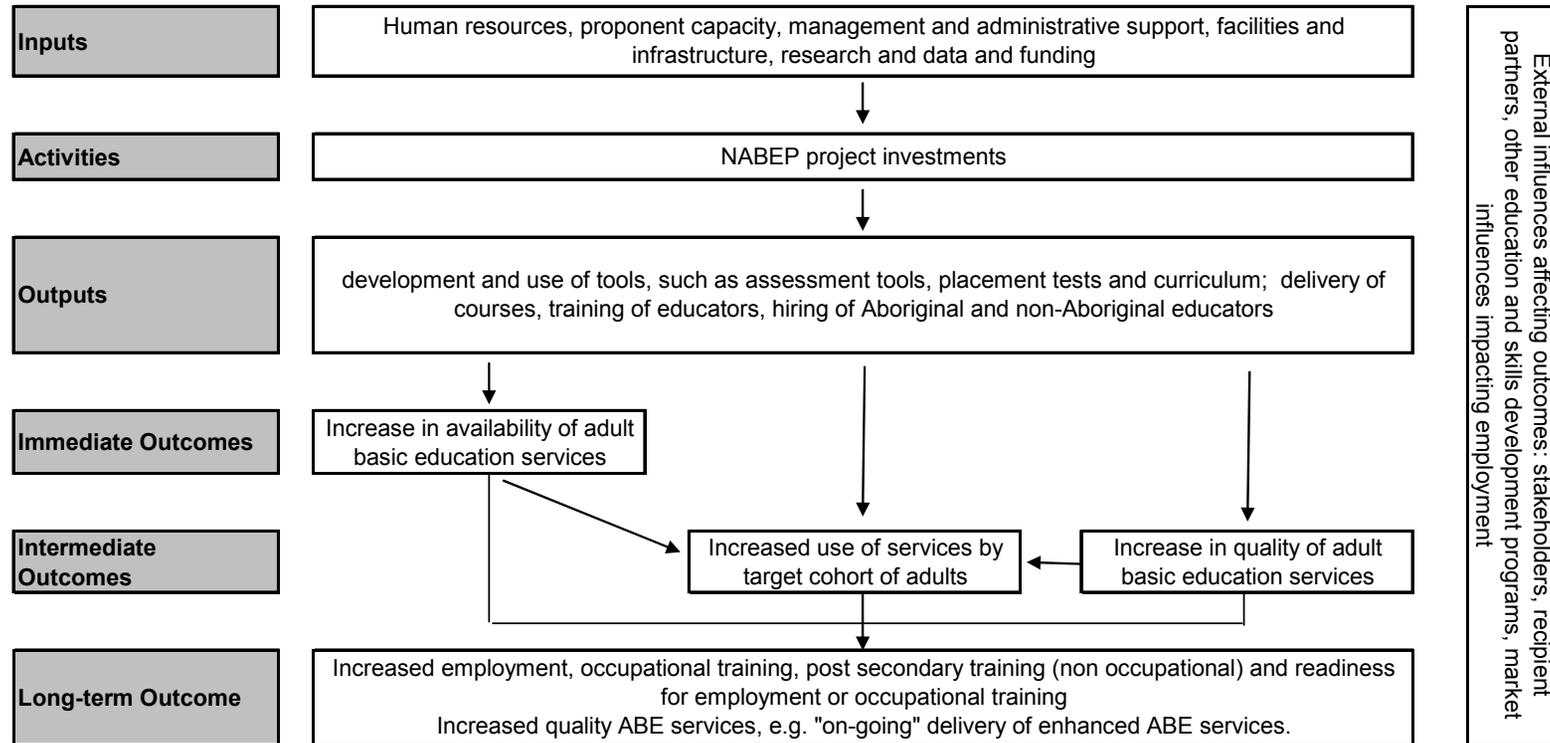
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**Thank you for participating in this survey! Your input will help improve ALBE and Access programming and LES courses in the NWT. It will also help the College report on the money it gets from the Federal government for the new LES courses.**

**APPENDIX II: The NABE Program Logic Model**



APPENDIX III: The 15 CanNor Indicators

	#	Indicator	Dimension				
			Male	Female	Aboriginal	Non-Aboriginal	Total
<b>Performance Measurement Strategy Framework</b>							
<b>Activity</b>							
NABEP Project Investments	1	Number and type of ABE products or services approved					
<b>Outputs</b>							
ABE services and products, as approved by program funding	2	Number and type of ABE products or services approved					
<b>Immediate Outcomes</b>							
Increase in availability of adult basic education services	3	# of adult basic educators					
	4	<i>Greater studying opportunities and learning continuity (eg extended hours, school years, more locations)</i>					
<b>Intermediate Outcomes</b>							
Increased use of services by target cohort of adults	5	# of ABE students served					
Increase in quality of adult basic education services	6	# of training programs for adult learners					
	7	# of aboriginal educators					
	8	# of local residents hired as educators					
	9	new or enhanced ABE materials and curriculum put into use in ABE system					

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<b>Long Term Outcome</b>						
Improved employment, occupational training, post secondary training (non-occupational) and readiness for employment or occupational training	10	# of program participants (working age adults) acquired jobs				
	11	# of program participants (working age adults) advanced to occupational training				
	12	# of program participants (working age adults) completed trades certification				
	13	# of program participants (working age adults) advanced to post secondary training				
	14	# of ABE students who successfully complete ABE				
	15	# of whom go on to job training				

**Source:** CanNor (2011). *The Performance Measurement Strategy for the Northern Adult Basic Education Program*. Pages 11-13.

**APPENDIX IV: The NWT NABE Program Performance Measurement Framework**

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Activities	Outputs	Output Indicators	Immediate Outcome	Immediate Outcome Indicators	Intermediate Outcomes	Intermediate Outcome Indicators	Final Outcome	Final Outcome Indicators	
1. Increase the capacity of ALBE Program delivery across the NWT	1.1 Increase Adult Educator (AE) positions across the NWT	1.1 # of AEs (C)	1. Increased availability of adult basic education services: provision of additional adult basic education programs, services, and resources, especially for northern Aboriginals and in remote communities.	1.1 Greater studying opportunities and learning continuity (C)	1. Increased use of services by the target cohort of adults: enrollment in adult basic education programs, services, and resources, especially by northern Aboriginals and in remote communities.	1.1 # of ALBE students served (C) <b>(Source: Annual SRS Analysis)</b>	1. Improved employment, occupational training, post-secondary training (non-occupational), and readiness for employment or occupational training	1.1 # of students who successfully complete ALBE (C) <b>(Source: Annual SRS Data Analysis)</b>	
2. Ensure holistic culturally appropriate curriculum and resources are used in the program	2.1 Partner with ECE to develop holistic, culturally appropriate ALBE curriculum and resources	2.1 # of new or enhanced materials and curriculum put into use in the ALBE system (C)		1.2 Satisfaction levels of AEs with increased availability of ABE services <b>(Source: AE Survey re NABE Activities)</b>		1.2 % increase in # of ALBE students served <b>(Source: Annual SRS Analysis)</b>			1.2. % increase in ALBE student completion rate <b>(Source: Annual SRS Data Analysis)</b>
3. Finalize the PLAR process so that students can obtain an ECE recognized NWT Secondary School Diploma	3.1 Build PLAR capacity	3.1 # AEs trained		1.3 Satisfaction levels of AEs with greater studying opportunities and learning continuity <b>(Source: AE Survey re NABE Activities)</b>		1.3 # of training programs for adult learners (C)			1.3. # of program participants advancing to occupational training (C) <b>(Source: Annual SRS Data Analysis)</b>
	3.2 Pre-approval mechanism for PLAR credits	3.2.1 # of students who use ARM to obtain Grade 12 Diploma  3.2.2 # of students who complete the PLAR Portfolio Development course		4. Provide the supports students need to succeed		4.1: Implement the NAPA tool			4.1 NAPA tool piloted and evaluated
4. Provide the supports students need to succeed	4.2: Improve ongoing career advice to ALBE students in the smaller communities.	4.2 Student Services Review completed	4.3: Improve ongoing life skills coaching and counseling support to students in the smaller communities.		4.3 Student Services Review completed				

**Please note:** the data source for all indicators is the NWT NABE Program files (unless otherwise indicated). Indicators developed by CanNor are denoted with a (C).

**NABE Project 10.5 – 2015/16 Aurora College Survey of Former ALBE & Access Students**

Activities	Outputs	Output Indicators	Immediate Outcome	Immediate Outcome Indicators	Intermediate Outcomes	Intermediate Outcome Indicators	Final Outcome	Final Outcome Indicators	
5. Provide the supports Adult Educators need to succeed	5.1 Implement Professional Development (PD) Strategy	5.1 # AEs taking essential skills training	1. Increased availability of adult basic education services: provision of additional adult basic education programs, services, and resources, especially for northern Aboriginals and in remote communities.	1.4 Satisfaction levels of AEs with improving ALBE ( <b>Source:</b> AE Survey re NABE Activities)	2. Increased quality of adult basic education services: improve capacity to deliver adult basic education programs, services, and resources, especially for northern Aboriginals and in remote communities	2.1 # of Aboriginal educators (C)	1. Improved employment, occupational training, post-secondary training (non-occupational), and readiness for employment or occupational training	1.5 # of program participants advancing to post-secondary training (C) ( <b>Source:</b> Annual SRS Data Analysis)	
	5.2 Additional PD funding	5.2 \$ value of PD funding provided				2.2 # of local residents hired as educators (C)			1.6 % increase in program participants advancing to post-secondary training ( <b>Source:</b> Annual SRS Data Analysis)
	5.3 Orientations for AEs	5.3 # orientations + # of staff attending				2.3 satisfaction levels of AEs with PD courses and funding ( <b>Source:</b> AE Survey re NABE Activities)			
	5.4 Resource banks at each campus	5.4 # SharePoint pilot projects				2.4 satisfaction levels of AEs with orientations ( <b>Source:</b> AE Survey re NABE Activities)			
6. Provide the supports the ALBE system needs for success	6.1 NABE Program Manager	6.1 Program Manager hired				2.5 satisfaction levels of AEs with quality of new resources* ( <b>Source:</b> AE Survey re NABE Activities)		1.7 # of participants who advance to job training (C) ( <b>Source:</b> Annual SRS Data Analysis)	
	6.2 NABE Program Senior Finance Officer	6.2 Senior Finance Officer hired				1.8 % increase in program participants advancing to job training ( <b>Source:</b> Annual SRS Data Analysis)			
	6.4 Program Heads Travel	6.4 \$ value of travel funds							
	6.6 Other Key Staff Travel	6.6 \$ value of travel funds							
7. Implement innovative program design and delivery....	7.2 Implement pre-ALBE courses	7.2 <i>Foundations For Success</i> delivered in NWT communities							
	7.3 Modularize 110-130 English curriculum	7.3 # courses modularized							

\*Please note - "new resources" includes the new LES courses delivered in 2014/15 (*Introduction to Office Skills; Start Your Own Small Business; Small Business Funding and Marketing; and Introduction to Early Learning and Childcare*), delivery of the *Foundations For Success* Course, as well as the piloting of the Math 130 and Math 145 curriculum and resources.

**NABE Project 10.5 – 2015/16 Aurora College Survey of Former ALBE & Access Students**

Activities	Outputs	Output Indicators	Immediate Outcome	Immediate Outcome Indicators	Intermediate Outcomes	Intermediate Outcome Indicators	Final Outcome	Final Outcome Indicators
7. (continued) ...including a focus on short, informal courses that integrate literacy, essential skills, workplace skills, and life-skills for lower-level learners in the smaller communities	7.4 Develop and implement short courses	7.4 # courses developed and implemented			2. Increased quality of adult basic education services: improve capacity to deliver adult basic education programs, services, and resources, especially for northern Aboriginals and in remote communities	2.6 satisfaction levels of AEs with partnerships (Source: AE Survey re NABE Activities)  2.7 satisfaction levels of AEs with Symposium (Source: AE Survey re NABE Activities)	1. Improved employment, occupational training, post-secondary training (non-occupational), and readiness for employment or occupational training	1.9 # of program participants completing trades certification (C) (Source: ECE CMAS)  1.10 % increase in trades program completions (Source: ECE CMAS)  1.11 # of program participants enrolling in trades programs (Source: Annual SRS Data Analysis)  1.12 % increase in trades program enrollments (Source: Annual SRS Data Analysis) 1.13 total # of participants who advance past ALBE and Access (Source: Annual SRS Data Analysis)
8. Build and maintain partnerships to ensure the success and sustainability of the program	8.2 Annual Partners and Stakeholders Consultation	8.2 # consultations completed						
9. Ensure a Pan-Territorial approach is taken to program design and delivery	9.1 Pan-Territorial Meetings  9.2 Symposium delivery	9.1 # meetings completed  9.2 Symposium delivered						
10. Adopt rigorous accountability and evaluation practices to ensure program success and sustainability	10.1 Evaluation Consultant  10.4 Redesign Access Programs  10.5 Evaluate Key NWT NABE Activities	10.1 Evaluation Consultant hired  10.4 Redesign completed  10.5 Survey of former ALBE and Access students completed						

NABE Project 10.5 – 2015/16 Aurora College Survey of Former ALBE & Access Students

Activities	Outputs	Output Indicators	Immediate Outcome	Immediate Outcome Indicators	Intermediate Outcomes	Intermediate Outcome Indicators	Final Outcome	Final Outcome Indicators
10. Adopt rigorous accountability and evaluation practices to ensure program success and sustainability (continued)								<p>1.14 % increase in total # of participants who advance past ALBE and Access (Source: Annual SRS Data Analysis)</p> <p>1.15 # students who withdraw from ALBE/ Access (Source: Annual SRS Data Analysis)</p> <p>1.16 % decrease in students who withdraw from ALBE/ Access (Source: Annual SRS Data Analysis)</p> <p>1.17 # of program participants acquiring jobs (C) (Source: 2015/16 Survey of Former ALBE/Access Students)</p>

**Please note:** For Final Outcome indicators #1.2, #1.4, #1.6, # 1.8, #1.10, #1.12, #1.14 and #1.16, the % increase/decrease refers to changes between the Pre-NABE numbers and the Post-NABE numbers. For further details, see the *2015/16 Analysis of ALBE and Access SRS Data Report*.

## APPENDIX V: Detailed Methodology for the Survey

### Identifying the Pool of Potential Survey Respondents

The Consultant worked with both the College SRS Contractors and a database expert to calculate the total number of former ALBE and Access students who have participated in those programs since 2011/12 (i.e. since NABE funding has come on-stream). This included:

- identifying the total number of students who had been in the ALBE and Access programs between 2011/12 and 2014/15 through the dataset used for the *2014/15 Analysis of ALBE and Access SRS Data Report* (there were 1,616 individual students)<sup>22</sup>
- identifying how many of those 1,616 students were still enrolled in some form of education at the College - i.e. still in ALBE or Access, or having moved into certificate, diploma and degree programs (there were 327 students still enrolled at the College)<sup>23</sup>
- identifying the actual survey sample pool – by subtracting how many students were still enrolled at the College from the overall total (1,616 – 327 = 1,289)<sup>24</sup>

Once the 1,289 students were identified, they were broken out into the four year's since the NABE funding came on-stream (2011/12 to 2014/15), as shown in Figure 2.3.1 in Section 2.3.

After discussions with College staff, it was agreed that a better response rate would be achieved if a census (or complete coverage) of the 2013/14 and 2014/15 years was undertaken. This is because the students in the ALBE and Access programs are highly mobile – and that it would be very difficult to track down former students from three or four years ago.

The final survey respondent pool consisted of the 813 former students from the 2013/14 and 2014/15 years - each with their unique student identification (ID) number provided by the SRS.

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<sup>22</sup> There were actually 2,510 student registrations in the ALBE and Access programs over the 2011/12 to 2014/15 period. Since some students could be in different Access programs in different years, or be in the ALBE program for more than one year, the unique number of students was 1,883. However, 267 of those students formally withdrew from all of their College courses (as per the *Aurora College Policy on Student Withdrawals*) – so those students had no official academic record at the College. These 267 students were removed from the 1,883, to leave 1,616 unique students. The database expert undertook these calculations.

<sup>23</sup> The College SRS Contractors provided a list of all students registered at the College in the Fall of 2015.

<sup>24</sup> The database expert undertook these calculations.

## **Survey Administration**

Once the 813 former students were identified by student ID number, that list was submitted by the Consultant to the staff at the Community and Extensions (C&E) Division. In turn, C&E staff submitted the list to the College SRS Contractors – who were able to turn the student ID numbers into student names.<sup>25</sup> Additionally, the SRS Contractors also provided:

- the program the former student was last enrolled in at the College (i.e. ALBE, or an Access program, or a Certificate, Diploma or Degree program)
- the community where the student was last enrolled in
- the year the student was last enrolled
- the last known address and phone number of the student (if available)

The NWT NABE Program Manager established and maintained one master file for tracking survey responses. This master file was used to prepare community-level lists and a separate file for each community. A one page survey results table – with the community name, the total number of possible surveys, and the number of surveys that were “complete”, “not complete”, “not able to locate”, “ineligible” or “other” – was used to track progress at the community level.

This one page community survey results table was completed each week by all Community Adult Educators (CAEs) at each of the 23 Community Learning Centers and Senior Instructors at each of the Campuses, and then “summed-up” so that overall progress could be monitored. All email responses from CAEs and Senior Instructors were printed and attached in paper format as back up with each community summary. Questions from CAEs and Senior Instructors were addressed through the NWT NABE Program Manager.

The community-level lists were used by the CAEs and the Senior Instructor to determine the whereabouts of the former students. Once students were located by the CAE or Senior Instructor, they were asked to participate in the survey.

A variety of methods for completing the survey were used, including:

- the CAE or Senior Instructor getting those former students to come in to the CLC or Campus and fill out the survey there
- dropping off the survey to the former student if they knew where they lived
- emailing (or mailing) the survey to the former student
- for those former students with low literacy levels, assisting those students in completing the survey (in the same fashion as assisting those students when writing an exam)

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<sup>25</sup> This was done to ensure that the Consultant did not have access to individual student names and ensure that the College was compliant with [Access to Information and Protection of Privacy Act](#) requirements.

Each survey was numbered and was sent to a specific former student so the NABE Program Manager could track overall survey completion rates. Additionally, all staff in the C&E division took part in a video conference and teleconference informing them of the importance of the survey and increasing buy-in at the community level. This step was led by the Vice-President of C&E to ensure all staff and their managers understood the complex survey delivery process, expected outcomes and timelines, and that the key point of contact for any questions was the NWT NABE Program Manager.

Each survey included a sealed envelope that the student placed their completed survey in and returned it to the CAE or Senior Instructor. This ensured confidentiality – as no one at the College had access to completed individual student survey forms.

Once the CAE/Senior Instructor collected all of the surveys for their community, they mailed their completed bundle of sealed surveys directly to the Consultant. To ensure compliance with the *Access to Information and Protection of Privacy* requirements, the Consultant did not have access to former student names.

The survey was conducted between November 19 and December 11, 2015. In order to boost the response rate, three reminder notices were sent by the NWT NABE Program Manager to the CAEs and Senior Instructors encouraging them to contact as many of the former students as possible. Additionally, a small prize was offered to CAEs and Senior Instructors who completed the highest percentage of surveys. Survey results indicate that the CAE for Deline achieved the highest response rate at 86%.

The complexity of the process just outlined highlights the heavy administrative burden placed on key College personnel to get the results presented in this report – 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.

### **3.4 Process for Reporting the Survey Results**

The Consultant undertook the following steps in order to report on the original data collected by the survey:

1. data capture
2. data cleaning
3. data conversion, coding and labelling
4. variable transformations
5. development of a qualitative coding scheme

### 1. Data Capture

Data capture is the process of transcribing survey responses into an analyzable format. All survey data was typed directly into an Excel spreadsheet by the Consultant from the paper versions of the survey completed by the students.

### 2. Cleaning

Data cleaning is the process of ensuring that the data collected is as correct as possible. Since this survey matched a particular survey number to a specific student College identification number, the College was able to use the demographic information contained in its Student Record System (SRS) to provide additional insights into the students.

For example, students were asked to provide their age. Sometimes there was a conflict between what the student reported on the survey and the student's official age (calculated from their date of birth) contained in the SRS. If there was a conflict between the data in the SRS and the survey on the demographic variables, the SRS data prevailed. This process of cleaning-up some answers resulted in approximately 2% of the demographic variable questions being recoded.

### 3. Data Conversion, Coding and Labeling

Data was converted from the original format it was compiled 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 analyze their survey data. Once the raw data was imported into SPSS, it was coded and labelled so that it could be analyzed.

### 4. Variable Transformations

Four new variables were created through the transformation process. Due to low response numbers for certain questions, some variables had to be collapsed before being reported. The ones that were collapsed include:

- age – which was collapsed from 43 different ages down into the two categories of “25 and Under” and “Over 25”
- ethnicity – which collapsed the different “Aboriginal” categories of students (Dene, Metis, Inuvialuit, Inuit and Aboriginals from Southern Canada) so that overall category could be compared with “Non-Aboriginal” respondents

- location of respondent – which was collapsed from the original 26 communities into the categories of “Yellowknife”, the “Regional Centres” (of Inuvik, Fort Smith and Hay River), and the “Smaller Communities”
- highest level of K-12 schooling completed – which was collapsed from eight different categories into “Less Than Grade 9”, “Some High School” and “Completed Grade 12”

#### 5. Development of a Qualitative Coding Scheme

A Qualitative Coding Scheme is a framework that allows a mass of raw qualitative data to be analyzed in a more formal fashion. For this survey, such a framework was used for the open-ended questions (i.e., why they thought they weren’t able to obtain a job since leaving the ALBE or Access programs). The responses received were grouped into themes, which became the categories that were finally presented in sections 4.3 and 4.4.

## APPENDIX VI: Detailed Methodology for the Profile of Former ALBE & Access Students

**Please note:** this is the full detailed methodology that appears in the *2014/15 Analysis of ALBE and Access SRS Data (Technical Report)*. Although not all of these steps were used to prepare the profile of former ALBE and Access students that appears in section 2.3 of this report, the steps are presented here to give the reader an insight into the processes the College needs to undertake annually to analyse its data contained in the Student Record System (SRS) so that it can fully report to CanNor on the NWT NABE funding.

### 1. Data Conversion, Coding and Labelling

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

### 2. Data Cleaning and Transforming

“Cleaning” was necessary because of the way some of the data was coded within the SRS. This was primarily required for the “Class Status” field of the database, where certain records had to be re-coded from their existing status of “In-progress” or “Ongoing” into “Not Completed”.<sup>26</sup> One-hundred and thirty four (134) “In-progress” records and 567 “Ongoing” records were re-coded. This re-coding represented 0.5% of total course records for the former and 2.6% of total course records for the latter category. Finally, 19 duplicate records were discovered and removed from the ALBE and Access Programs datasets.

Transforming was necessary because of the way SRS records data. Each student within the system could have multiple records – in various programs (first ALBE or an Access program, then on into a Certificate or Diploma program, etc.), and across multiple years (2012/13, 2013/14, etc.). These individual records had to be collapsed into longitudinal format before proper analysis could be undertaken to see how individual students were progressing through and beyond the ALBE and Access programs over time.

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<sup>26</sup> For both the ALBE and Access Programs dataset and the Programs/Courses Post-ALBE/Access dataset, records were only considered as “Ongoing” if they were from the 2014/15 Academic year, or considered as “In-progress” if they were from the Winter semester of 2015. Records which did not meet those criteria were re-coded as “Not Completed Requirements”.

Six spreadsheets were exported from the SRS:

- ALBE student demographic information (SR6961A\_NABE\_ALBE\_Demographics)
- ALBE program information (SR6961B\_NABE\_ALBE\_Programs)
- Information on programs/courses post ALBE (SR6961C\_NABE\_ALBE\_Followup\_Programs)
- Access student demographic information (SR6962A\_NABE\_Access\_Demographics)
- Access programs information (SR6962B\_NABE\_Access\_Programs)
- Information on programs/courses post Access (SR6962C\_NABE\_Access\_Followup\_Programs)

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

- ALBE and Access programs course-level data
- ALBE and Access programs student-level data
- programs/courses post-ALBE/Access – course-level data
- programs/courses post-ALBE/Access – student-level data

#### *ALBE and Access Programs Course-Level Data*

20,550 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 courses. Completing a course included “Completed Requirements”, “Credit”, “Transfer Credit” and “Equivalency”. Not completing a course included “Not Completed Requirements”, “No Credit”, “Dismissal” and “Fail”. The only exception was if a student did not complete all of their ALBE or Access courses, but were accepted into another Aurora College Certificate, Diploma or Degree program, then that student was deemed to have “conditionally completed” all of their courses in their program.

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

The course-level data was used for some limited statistical analysis: 1) to determine whether there were any statistically significant differences in completion rates pre and post NABE funding amongst some of the ALBE courses (primarily the new ALBE courses introduced since NABE funding began compared to the regular ALBE courses); and 2) whether there were any statistically significant differences in completion rates between course subjects (English, Math, Science, etc.) and course-levels (110, 120, 130, etc.). There were too many Access courses (N = 116) to group into any meaningful variables for analysis.

*ALBE and Access Program Student-Level Data*

The 20,550 course-level records from the course-level data file were collapsed down into records for 4,781 individual students who were registered in the ALBE and Access 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 ALBE/Access Courses” variable – which calculated whether each student completed all of their courses from the course-level dataset.

Specifically, the student level dataset was used to analyse:

- relationships between demographic variables (age, gender, ethnicity, home community, highest level of K-12 schooling completed, time spent out of the K-12 system before returning to the College) and enrollments 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 Access programs on all of the above
- differences in all of the above between the pre and post NABE funding periods

*Programs/Courses Post ALBE – Course-Level Data*

13,065 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 post-ALBE/Access. The same methodology as used for the previous longitudinal datasets was used to determine completion of courses for programs/courses post-ALBE/Access – although there were no “Conditional Completions” for these students.

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

*Programs/Courses Post ALBE/Access – Student-Level Data*

The 13,065 course-level records from the course-level data file were collapsed down into records for 2,849 individual students who were registered in other College programs post-ALBE/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 post-ALBE/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 post-ALBE/Access courses)
- 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 and post NABE funding periods

### **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 26 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 program delivered at the campus level. The “Campuses” category was subsequently broken down into the three regional campuses “Aurora”, “Thebacha” and “Yellowknife/ North Slave” – so that results could also be compared across campuses.

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

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

- “Under/Over 25”
- “Highest Grade Completed”
- “Length of Time Spent Out of School Before Returning to Aurora College”

- “Progress Beyond ALBE/Access”
- the “Region” categories outlined in Table 4.1.6
- “Campus or CLC” based student
- “Pre/Post CanNor Funding”

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

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

#### **4. Data Analysis**

Data analysis included multiple steps:

- first, raw frequencies and percentages were calculated and reported to give a better understanding of the overall data
- second, means were calculated as an additional level of analysis
- third, 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)

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.

## APPENDIX VII: Lessons Learned

This was the first time that former ALBE and Access students were the focus of a major survey, so the College was breaking new ground in its delivery. Several “lessons learned” could help improve a future delivery of a similar survey.

### Plan For a Complex, Labour Intensive Delivery

The delivery of the survey was very complex, and involved numerous groups of people working together across multiple steps, including: the NWT NABE Program Evaluation Consultant, a database expert, the SRS Contractors, staff from the College Student Services Division, the NWT NABE Program Manager, the Vice-President of the Community and Extensions (C&E) Division, other C&E staff, the Chair of Developmental Studies, the Regional Program Heads, Community Adult Educators (CAEs) and Senior Instructors at the three regional campuses. This was a strategic effort because it encompassed personnel College-wide.

The fact that GNWT Access to Information and Protection of Privacy (ATIPP) requirements had to be followed (i.e. the Consultant and database expert were not allowed to see the actual student names) added more complexity and meant that staff at the College had to do a lot of “translating” of numbers into names (and vice versa). Tying individual survey numbers to individual former students also added a layer of complexity and extra work – especially for the NWT NABE Program Manager in tracking individual survey responses across 26 communities. Weekly reporting on survey delivery progress added to the workload of the CAEs, Senior Instructors and the NWT NABE Program Manager.

Due to the time-consuming nature of the activities just outlined, future survey deliveries should ensure adequate time for the planning and (especially) the administration of the survey. The surveying timeframe had to be extended by one week (i.e. from two weeks to three weeks) to deal more effectively with the complex nature of the survey delivery.

### Multiple Methodologies Are Required

As noted above, the former ALBE and Access students are a highly mobile population – and they move around a great deal both within and outside of the NWT. Keeping track of them is difficult. The CAEs in the smaller communities were generally more successful than the Senior Instructors at the regional Campuses at tracking down former students because many of those former students still resided in those same communities. The fact that many students attending programs at the regional campuses originally came from the smaller communities contributed to the difficulty of tracking down former students.

In most of the smaller communities, phone-calls encouraging the former students to drop by the CLC and fill out the survey was the preferred methodology. In Yellowknife, Fort Smith and Inuvik, email was the preferred method of contact for the former students. Using different methodologies for different locations helped increase the response rate.

*CAE and Senior Instructor Buy-in is Essential*

This survey had real practical and financial implications attached to its success: 1) it provided data to report on the only outstanding indicator required by CanNor (i.e. Indicator #10); 2) it provided data to build the case for the sustainability of the NABE Program after CanNor funding ceases. So this was not “just another survey” being done by the College.

The communities that had the highest response rate had the strongest buy-in from the CAEs. Every effort must be made to encourage the CAEs to take the survey very seriously and promote it with their former students.

*Student Buy-in is Essential*

The CAEs and Senior Instructors had the greatest impact on the survey response rate. Administering this survey required a bit of a “sales job” on the part of the CAEs and Senior Instructors – as some students thought it was a way for the GNWT to try to take away their Income Support payments (so they were inclined not to participate). It was important for College staff to deal with incorrect student assumptions to ensure greater buy in and to clarify the purpose of the student survey. The communities where the response was highest had CAEs who were able to encourage students into completing the survey.

*Consult the NWT Bureau of Statistics Early in the Survey Process*

The NWT Bureau of Statistics should be consulted early in the survey process. This would allow the Bureau to have greater input into the methodology employed for the survey, and give greater weight to the results that are released via the final report.

*Plan to Deliver the Survey On A 2-3 Year Cycle*

As noted above, this project 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. However, that survey development and delivery created a heavy workload for several key personnel administering the NWT NABE Program. Due to the heavy workload, the College will not be able to undertake such a survey on an annual basis. Instead, it could be undertaken on a 2-3 year cycle as required to fulfill its reporting requirements to CanNor.

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