

# Towards Excellence

A Report on Postsecondary Education in the NWT





# A Message from the Minister

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Since the release of the first report, *Postsecondary Indicators in the Northwest Territories* in 1997, the Northwest Territories (NWT) has experienced significant change, including the formation of a western territory, expanded economic activity, increased employment, enhanced government programs and services and the emergence of new Aboriginal governance structures. More than ever, the development of the knowledge-based economy requires workers with strong basic skills and higher levels of education.

This report focuses on the major accomplishments and trends of the past decade, primarily those of the past five years. The most recent data indicate a number of positive and encouraging trends in overall participation levels. It is gratifying to see that more of our postsecondary students are choosing to pursue their studies within the NWT at Aurora College. Increases in the number of students accessing Student Financial Assistance tell us that postsecondary enrolments have begun to increase after a period of decline in the late 1990's. As well, Aurora College now offers two programs, teaching and nursing, where Northerners may now complete their entire degree program in the NWT in partnership with southern universities.

There are even more opportunities that appear to be within reach. Education is one of the key elements that will allow our young population to take advantage of these increased opportunities, to live fulfilled lives and contribute to a strong, healthy and vibrant society. Our education system relies on individuals, families, communities and leaders to make informed educational and career choices that will support our Government's commitment to postsecondary education and the significant work underway to meet the increased need for lifelong learning.

Hon. Charles Dent  
Minister, Education, Culture  
and Employment



# Vision and Mission Statements

*The Vision of the Department of Education, Culture and Employment is Northern people leading fulfilled lives and contributing to a strong and prosperous society.*

*The Mission of the Department is to invest in and provide for the development of the people of the Northwest Territories, enabling them to reach their full potential, to lead fulfilled lives and to contribute to a strong and prosperous society.*



# Departmental Strategic Objectives

The Department of Education, Culture and Employment (ECE) released its most recent strategic plan, *Building on Our Success (2005-2015)* in the fall of 2005. The new strategic plan has five broad results-based goals, and outlines priorities and actions that will be taken in the next decade. The purpose and goals outlined in this plan are designed to give Northerners increased opportunity to live fulfilled lives and contribute to a strong, healthy and vibrant society.

Accountability in the education system is a priority. The Departmental Vision and Mission build upon the Government of the Northwest Territories' strategic plan *Self-reliant People, Communities, and Northwest Territories – A Shared Responsibility (June 2004)*.

Goals	Pride in Our Culture	Education of Children and Youth	Education of Adults	A Skilled and Productive Work Environment	People Participating Fully in Society
<b>Objectives</b>	<ol style="list-style-type: none"> <li>1. Preservation and knowledge of our heritage</li> <li>2. Promotion of the arts</li> <li>3. Support and promote our official languages</li> </ol>	<ol style="list-style-type: none"> <li>1. A strong foundation for learning</li> <li>2. Students achieving their potential</li> <li>3. A results-based education system</li> </ol>	<ol style="list-style-type: none"> <li>1. Access and choice for adult learners</li> <li>2. A responsive college</li> <li>3. An integrated adult learning network</li> </ol>	<ol style="list-style-type: none"> <li>1. Northerners making informed career choices</li> <li>2. A skilled workforce</li> <li>3. A productive work environment</li> </ol>	<ol style="list-style-type: none"> <li>1. An integrated system of program supports</li> <li>2. A comprehensive system of financial supports</li> <li>3. A responsive income security system</li> </ol>
<b>Cross-Goal Strategies</b>	<b>1. Strong and Effective Partnerships</b>				
	ECE is committed to strengthening local, territorial and federal partnerships, and working collaboratively to address problems and achieve results.				
	<b>2. High Quality Human Resources</b>				
	ECE is committed to developing a skilled, productive civil service that represents the people it serves.				
	<b>3. Responsive Information Systems</b>				
ECE is committed to the collection, analysis and provision of information about its programs and services through systems that are responsive, reliable, available, and serviceable.					
<b>4. Facilities that Match Program Delivery Requirements</b>					
ECE is committed to defining and addressing additional facility requirements.					
<b>5. Effective Performance Planning, Monitoring and Measurement</b>					
ECE is committed to managing itself effectively, ensuring that it spends responsibly, develops transparent decision-making processes, monitors and reports on its progress, and is accountable for results.					

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# Introduction – About the Indicators

*Towards Excellence 2005* provides a profile of postsecondary education for the 2001/02, 2002/03, 2003/04 and 2004/05 academic years. The information presented in this document provides education staff, Aurora College, NWT Student Financial Assistance, and the public with an overview of the NWT postsecondary system. It is not intended as a complete statistical report on postsecondary education in the Northwest Territories.

The Department released its most recent strategic plan, *Building on Our Success (2005 – 2015)* in the fall of 2005. The plan reflects the mandate of the Department including language and culture, early childhood education, kindergarten to grade 12, adult and postsecondary education, employment development and financial supports to individuals.

Rapid technological change has made it possible to generate a wide range of statistics and contextual data. This had led to the expectation that all the information we want and need is readily available. We are constantly challenged to provide the information necessary to meet the increasing demands for accountability.

*Towards Excellence 2005* provides statistical data to meet this aim in the area of postsecondary education of NWT residents.

The indicators reported on have, and will continue to be, refined over time so that they reflect the emerging values and interests of the people of the Northwest Territories in changing

social, political, economical and environmental conditions. In addition, our information systems and programs will be enhanced and monitored to ensure that the data we need is accessible and reliable.

This edition of the postsecondary indicators report contains six chapters:

- Context
- Funding
- Aurora College
- NWT Student Financial Assistance
- Outcomes
- Other Data

International Adult Literacy and Skills Survey (IALSS) data was recently released both at the territorial and national level. A few indicators have been highlighted to show some of the NWT trends. The IALSS information can be found under the heading 'Other Data', because this survey data is not collected on a regular basis. This was the first time that data from the NWT was included in the IALSS survey.

NWT postsecondary education data in this report was collected primarily from Aurora College. The Department's own in-house data on NWT Student Financial Assistance and the NWT Apprenticeship and Occupational Certification programs were also used to prepare this report. In addition, NWT Bureau of Statistics provided data for the NWT population as a whole.

## *What is the purpose of the report?*

The purpose of publishing indicators is to ensure accountability by providing specific information on the resources allocated to education, the various activities pursued by the educational system and the results obtained. The intent is to measure key performance indicators of the Department of Education, Culture and Employment and Aurora College.

The indicators presented, under a series of headings, classify recent and historical data that help trace developments over time. The *Towards Excellence 2005* edition contains 54 indicators; 46 of these have been updated from the last edition, while the remaining eight have been revised or are new. Examination of the indicators in this publication reveals a number of trends and developments that characterize the Northwest Territories' postsecondary education system. (See Appendix 7 for a complete indicator list for comparison with the *2001 Postsecondary Indicators Report*.)



### *What is an indicator?*

With respect to this document, an indicator is a tool to aid the ongoing dialogue about what the Department of Education, Culture and Employment wants from the system and how these goals might be accomplished. To be an indicator, an educational statistic must take meaning from comparison with the same and different groups over time and/or in relation to commonly understood standards. It is measurable, tangible and quantifiable.

Indicators:

- Provide a gauge of performance
- Provide information that can affect education policy and improvement efforts
- Provide new understandings of how the system is functioning
- Can influence how policy makers, educators and the public think about education and training

### *How the indicators are organized*

The indicators are organized into six sections. Each section describes a part of the postsecondary education system. The following indicators provide a comprehensive description of the postsecondary system itself and facilitate understanding of the relationships between various indicators.

1. **Context** indicators describe the economic and social forces that affect the education system, but are beyond the direct influence of the system; for example, population distribution by ethnicity and age groups.
2. **Funding** indicators describe what resources go into the system. This chapter provides information on Aurora College and NWT Student Financial Assistance program funding.
3. **Aurora College** enrolment indicators provide information on participation in postsecondary programs at Aurora College and the NWT Apprenticeship and Occupational Certification programs.

4. **NWTSFA** indicators provide information on participation in postsecondary programs through the NWT Student Financial Assistance program.
5. **Outcome** indicators give information on Aurora College graduate surveys and the links between postsecondary education and employment in the NWT.
6. **Other Data** provides information in other areas – in this case, on the International Adult Literacy and Skills Survey (IALSS) and what this data means for the NWT. The IALSS information is not published regularly.

### **A note to the reader:**

The statistical tables used to compile the information in this report can be found in the section called 'Statistical Tables'. Please reference these tables for more detailed numerical data.

# Who We Are – Language and Cultural Groups

## *The Languages and Cultures of the People of the Northwest Territories*

A people's culture and language are the foundation for learning and identity. Even though cultural groups have different languages, traditions and histories, there is a similar perspective among Aboriginal people – a perspective that describes their place, knowledge, and skills of the world.

Fifty percent of the people living in the Northwest Territories are Aboriginal. This is the second largest percentage Aboriginal population of all provinces and territories reported in the *2001 Census*. Nationally, just under one million people reported having at least some Aboriginal identity in 2001, representing 3.3% of the total population. This is a rise in the Aboriginal population in Canada from 2.8% in 1996.

Of the Aboriginal people in the Northwest Territories, 57% reported North American Indian, 19% reported Métis and 21% reported Inuit as their Aboriginal identity. Overall, the Aboriginal population in the NWT represents 2% of the total Aboriginal population in Canada. For specific groups, territorial Aboriginal people comprise 2% of the North American Indians, 1% of the Métis and 9% of the Inuit population of Canada.

Forty-four percent of Aboriginal people aged 15 years or older speak an Aboriginal language. More people reported using an Aboriginal language as their first language at home. The proportion of people speaking an Aboriginal language at home is higher in smaller communities than in Yellowknife or the regional centres. Given the rich oral tradition

of Aboriginal languages, more people speak an Aboriginal language than read and write it.

The Official Languages of the NWT are Chipewyan, Cree, Tłı̄chǫ (Dogrib), English, French, Gwich'in, Inuinnaqtun, Inuktitut, Inuvialuktun, North Slavey and South Slavey. English is the most common language spoken in the NWT, with 77% of the population reporting English as their first language (mother tongue). Another 3% of the population reported that French is their first language. The proportion of people speaking English or French is higher in larger centres than in the communities.

The 2004 NWT Community Survey indicates that for the population 15 & older, 14,440 are Aboriginal people. The Dene language family consists of Tłı̄chǫ, Chipewyan, North Slavey, South Slavey and Gwich'in. Approximately 2,134 (14.8%) people have the ability to speak Tłı̄chǫ 1,326 (9.2%) speak South Slavey and 1,017 (7.0%) speak North Slavey. There are fewer Aboriginal people who speak Chipewyan and Gwich'in, 716 (5.0%) and 264 (1.8%) respectively. About 371 (2.6%) Aboriginal people speak Cree, which belongs to the Algonquian language family.

About 25% of the 3,910 Inuit living in the NWT, speak an Inuit language. The Inuit language family extends into much of the Circumpolar world, including Northern Quebec, Labrador, Alaska, Greenland and the Siberian Peninsula. The Aboriginal language most commonly spoken by Inuit throughout the Beaufort-Delta region is Inuvialuktun, with Inuinnaqtun spoken in the community of Holman.

The Francophone community also seeks to be rooted firmly in its own unique history.

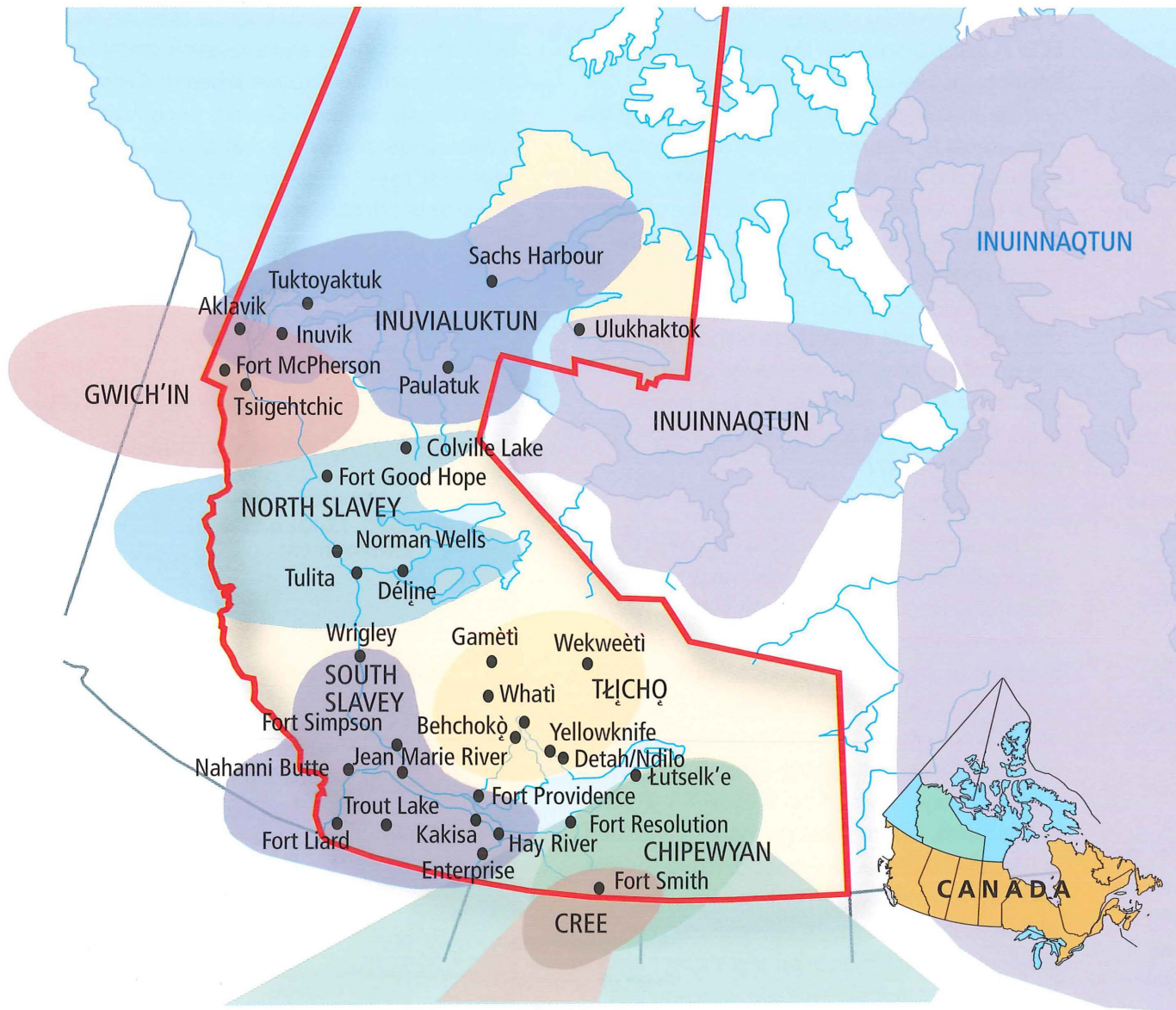
In the 2001 Census, 950 (2%) of the population stated that their first language was French; 450 (1%) of the population stated that French was the language most frequently spoken in the home.

Language is a fundamental requirement if people are to maintain or enhance their cultural diversity. Education programs and services, therefore, must be culturally appropriate.

### Source:

*Census of Canada, 1996 and 2001*  
*2004 NWT Community Survey*  
*'05 Towards Excellence: A Report on Education in the NWT.* (2005)

# The Languages and Cultures of the Aboriginal People of the Northwest Territories



## Official Languages of the NWT:

- Chipewyan
- Cree
- Tłı̄chǫ (Dogrib)
- English
- French
- Gwich'in
- Inuinnaqtun
- Inuktitut
- Inuvialuktun
- North Slavey
- South Slavey

## Source:

*Census of Canada,  
1996 & 2001  
2004 NWT  
Community Survey*

# How We Are Organized – Aurora College's Educational Governance

## Aurora College Governance

In 1986, the *Arctic College Act* established the College as a corporate identity at "arm's length" from the government. This *Act* gave the College the mandate to deliver adult and postsecondary education. In 1995, two colleges were created – Aurora College in the Western Arctic and Nunavut Arctic College in the Eastern Arctic.

Aurora College derives its authority from the *Public Colleges Act*, which came into effect on January 1, 1995. As of August 1, 2006, the *Public Colleges Act* has been modernized and renamed the *Aurora College Act* to reflect a single college system operating in the NWT. Under this *Act*, the Minister of Education, Culture and Employment (ECE) appoints Board of Governor representatives. The Board of Governors is generally composed of eight members: two members from each region who ordinarily reside in that region; one elected Aurora College staff representative; and one elected Aurora College student representative.

The *Act* identifies the powers and duties of the Board of Governors. The Board is responsible for the overall operation of Aurora College and determines the policies respecting the administration of the College. The Board also recommends program priorities to the Minister of Education, Culture and Employment (ECE) and may advise the Minister regarding the establishment or closure of a campus. The *Act* states that the purpose of the College is to deliver adult and postsecondary programs, including the delivery of university level programs and the granting of

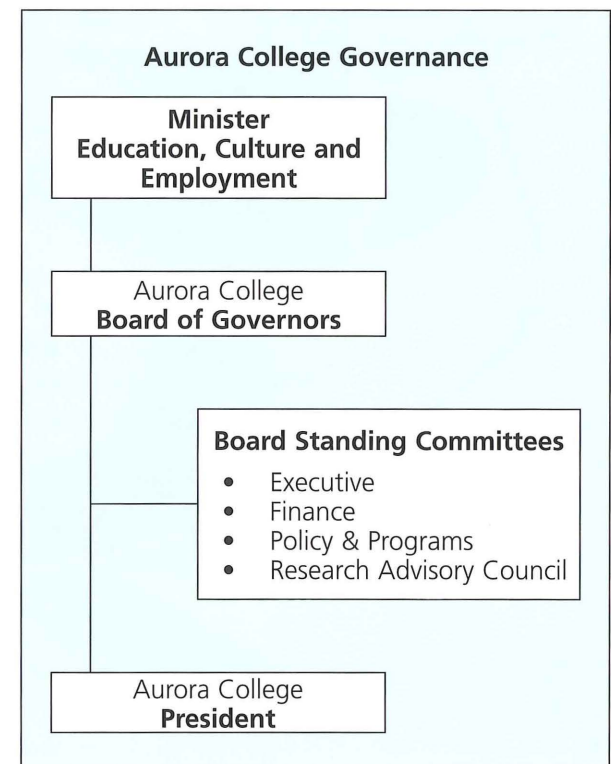
prescribed university degrees. The Minister of ECE, in consultation with the Board of Governors, appoints the president of Aurora College.

The success of Aurora College in meeting the many needs is determined by the deliberations, actions and policy decisions of the Board of Governors. Members of the Board have collective responsibilities for college management in the broadest sense, and as individuals, hold particular responsibilities to conduct their affairs in the most effective and appropriate manner possible. The Board provides Aurora College governance and accountability to ensure the best possible delivery of programs and services is provided for all residents of the NWT.

## Structure of Aurora College

The administration of Aurora College is the responsibility of a president who reports to the Board of Governors. The president works with a senior management team comprised of a vice president of academics, policies and programs, a campus director from each campus, the director of the Aurora Research Institute, a bursar/chief financial officer, and a public affairs officer. The Aurora College Office of the President is located in Fort Smith. The regional campuses are located in Fort Smith (Thebacha Campus), Inuvik (Aurora Campus) and Yellowknife (Yellowknife Campus). All campuses provide both full- and part-time programming, administration and student services and are also responsible for administering and coordinating the work of the Community Learning Centres in their region.

The Aurora Research Institute (ARI) has its head office in Inuvik and a research centre both in Fort Smith (South Slave Research Centre) and Inuvik (Inuvik Research Centre). ARI is involved in a wide range of activities that support basic and applied scientific research in the NWT including the licensing of scientific research.



# Aurora College and its Campuses



- Yellowknife Campus
- Aurora Campus / Aurora Research Institute
- Thebacha Campus / President's Office

# The Structure of NWT Postsecondary Education

## *The Role of the Government*

The Department of Education, Culture and Employment (ECE) is responsible to the Government of the Northwest Territories (GNWT) for the delivery of adult and postsecondary education programs in the Northwest Territories (NWT). The Department develops legislation and educational policy, sets program standards, funds program delivery and monitors outcomes.

Through its strategic plan, *Building on Our Success (2005 – 2015)*, the Department has established broad direction and system-wide goals and through its administrative activities, the framework for program and fiscal planning and accountability.

Adult and postsecondary education program delivery is delegated primarily to Aurora College, a corporation operating at arm's length from the Department. The Department works closely with Aurora College to ensure that college programs and services are responsive to the needs of a dynamically changing educational environment.

A substantial portion of the GNWT's budget goes towards education. In 2004/05<sup>1</sup>, \$213 million of the total budget was allocated for ECE. Over \$46 million of Departmental funds were spent on adult and postsecondary education in the NWT. In comparison, in 2001/02, over \$40 million of the \$183 million allocated for ECE was spent on adult and postsecondary education.

## *Benefits of Postsecondary Education*

Education is the responsibility of each province and territory in Canada. *Education Indicators in Canada (2003)* states: "while investment in education is now seen as central to the development of advanced societies, no absolute standards exist for measuring the financial resources needed to ensure optimal return for individual students or for that matter, to society as a whole".<sup>2</sup>

There is a strong link between postsecondary education and training and a variety of social and economic indicators, including a strong labour force. A strong labour force leads to an improved economy and a higher standard of living. Other benefits, such as better community and individual health, are strongly linked to education levels. Social and economic conditions are improved when an education system provides equality of access and opportunity for all. These relationships are good reasons to develop and maintain a postsecondary education system in the North.

## *The Role of Educational Institutions and Other Agencies in the Postsecondary System*

Although Aurora College delivers the majority of the adult and postsecondary programs in the NWT many other agencies are involved, including private vocational training institutions (i.e., commercial institutions operating as businesses and denominational training institutions), professional associations, non-government organizations (often dependent on federal and/or territorial government for funding support), government departments, municipalities, Aboriginal organizations, and school boards. In addition, many NWT residents leave the territory each year to attend postsecondary institutions in other parts of Canada, the United States, and abroad.

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- 1 Government of the Northwest Territories, *2004/2005 Main Estimates*
  - 2 *Education Indicators in Canada – Report of the Pan-Canadian Education Indicators Program 2003*. (p, 27).

# Highlights

## 2004/05 highlights:

- A total of 1,501 Northerners received over \$15.1 million in NWT Student Financial Assistance (NWTsFA) to attend postsecondary institutions in 2004/05 (Figure 10). Of those, 47.3% were Aboriginal and 52.7% were non-Aboriginal (Figure 27).
- More students are receiving territorial and federal scholarships. In 2000/01, 49 NWTsFA recipients received NWTsFA scholarships compared with 97 recipients in 2004/05. In addition, 132 recipients received the Canada Millennium Bursary in 2004/05 (Figure 10).
- There is an increase in the average amount of NWT Student Financial Assistance (NWTsFA) students receive each year. In 2000/01 the average NWTsFA funding received per student was \$9,508 and in 2004/05 it was \$10,050 (Figure 11).
- NWTsFA recipients are accessing consolidated and remissible loans in greater amounts. This is in keeping with a general trend across Canada. In 2000/01, 340 students had average loan amounts of \$9,660 while in 2004/05, 491 students had average loan amounts of \$16,062 (Figure 12).
- As of 2004/05, the trend of more NWT females participating in postsecondary education continues, with greater numbers of females enrolling in, and completing programs at Aurora College (66.5% - Figure 16), southern colleges and institutions (57.5% - Figure 29) and southern and international universities (61.8% - Figure 32).
- The number of Aboriginal students attending postsecondary institutions has increased over the past 14 years. In 1991/92, 387 or 41.0% of the total student enrolments were Aboriginal and 556 or 59.0% were non-Aboriginal. In 2004/05, 710 or 47.3% were Aboriginal and 791 or 52.7% were non-Aboriginal (Figure 24).
- More NWT students are completing their postsecondary education in the Northwest Territories. In 2004/05, 41.1% of NWT Student Financial Assistance (NWTsFA) recipients attended postsecondary studies in the Northwest Territories, either at Aurora College or a designated private vocational training institution (Figure 25).
- NWTsFA enrolments at Aurora College have more than doubled from 243 students in 1991/92 to 502 total students in 2004/05 (Figure 25 - 28).
- NWT Apprenticeship Program completions have increased from 24 in 2001 to 43 in 2005 (Figure 34).
- Graduates gave high ratings to Aurora College in the *2004 Aurora College Graduate Survey*. Respondents gave highest ratings to the "general knowledge gained" (98.4%), "program content" (98.0%) and "technical skills acquired" (94.7%). (Figure 40).
- Graduates indicated on the 2004 Aurora College Graduate Survey that they continue to be successful in finding full-time employment as 62.6% were employed and earned more than \$30,000 per year, and 56.1% earned more than \$40,000 per year (Figure 43).
- Aboriginal educational attainment levels are increasing and must continue to increase to meet the labour market demands of the NWT. Aboriginal representation has increased in the following six occupations: middle management, health, education and social sciences, skilled and intermediate sales and service, basic sales and service, and skilled trades (Figure 48).

# 1 Population – Actual and Projected Growth

*The population of the NWT is expected to increase moderately over the next five years.*

In 2005, approximately 42,982 people lived in the Northwest Territories compared to 40,822 in 2001 (Figure 1). The total population of the NWT is equally distributed between Aboriginal (50%) and non-Aboriginal (50%) people<sup>3</sup>. The greatest proportion of non-Aboriginal people is working age, with 65% between the ages of 25 and 54. The Aboriginal population is very young by comparison, with children and youth under the age of 25 comprising 49% of the total. While birth rates among the Aboriginal population are declining, they remain at approximately 1.5 times the national average. The movement of non-Aboriginal people into the NWT is augmenting this natural growth, as employment opportunities increase.

Around one third (32.2%) of the overall population currently lives in one of 29 smaller communities. Typically, these communities have a population less than 1,000 and the majority of residents are Aboriginal. The higher birth rate among Aboriginal people contributes to a young and growing population in the communities. That in turn creates a demand for higher education and employment as the population matures. However, opportunities for postsecondary education and for employment are limited in communities as compared to the regional centres or Yellowknife. The movement of youth and adults to larger centres in order to complete their education or seek employment moderates population growth. Generally, the population of the communities is stable compared to Yellowknife or the regional centres.

Almost one quarter (22.6%) of the overall population lives in one of the regional centres (Fort Smith, Hay River or Inuvik). Young people often move to these regional centres from communities to further their education. Upon completion of education or training, many stay to raise their families where there is greater opportunity for employment. As residents achieve a higher level of education, and gain work experience, they qualify for promotion that often leads to relocation. In-migration from communities is therefore balanced by out-migration from the regional centres to Yellowknife or to other parts of Canada. While the individuals living in regional centres change, the total population has remained stable and this trend is expected to continue.

With almost half (45.2%) of the overall population, Yellowknife has a significant impact on the economy of the NWT. Yellowknife also has the most transient population, with families moving in or out depending on employment opportunities. In 1998 and 1999, decreasing employment opportunities in the NWT, together with increasing opportunities in other parts of Canada, resulted in a short-term decrease in population. By 2001, the population of Yellowknife had revitalized and is continuing to grow.

Generally, the population of the NWT is expected to increase moderately over the next five to ten years. Some factors, such as the aging population, are fairly predictable. However, many factors make it difficult to accurately project changes in the NWT population. Economic changes

such as an increase or decrease in the mining sector or the development of a gas pipeline in the Mackenzie Valley can result in either increased or decreased employment opportunities, which in turn will impact on population size. Over the next few years there will be a need to expand opportunities for postsecondary education, especially in communities where graduation rates are increasing.

## Source:

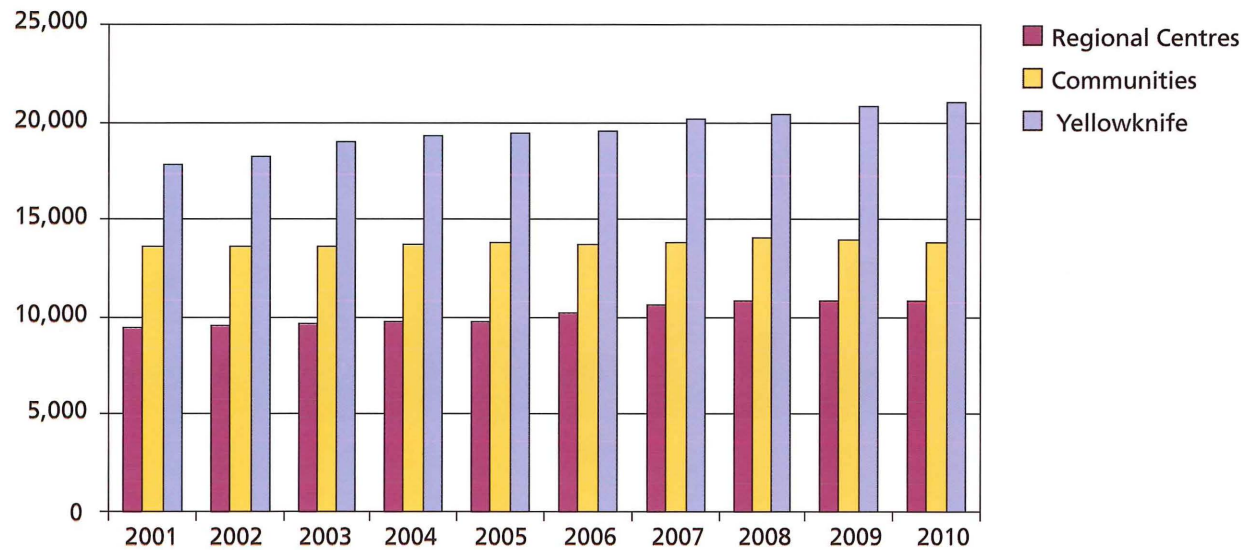
Government of the Northwest Territories. *'05 Towards Excellence – A Report on Education in the NWT*. (p, 12)

<sup>3</sup> Government of the Northwest Territories. *'05 Towards Excellence – A Report on Education in the NWT* (p, 14-15).



# Actual and Projected Growth

Figure 1: Actual and Projected Population Growth, NWT 2001 to 2010



**Source:**

Table 1: Statistics Canada, NWT Bureau of Statistics (September 2006)  
Department of Health & Social Services

**Notes:**

Community population projections and estimates are always as at July 1. Projections estimated from the Bureau of Statistics projection model.

Table 1: Actual and Projected Population Growth, NWT 2001 to 2010

	Actual					Projected				
	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
<b>NWT Total</b>	40,822	41,489	42,240	42,851	42,982	43,477	44,629	45,326	45,624	45,745
Regional Centres	9,451	9,558	9,617	9,785	9,731	10,208	10,577	10,876	10,858	10,793
Communities	13,613	13,658	13,665	13,754	13,822	13,746	13,890	14,034	13,955	13,873
Yellowknife	17,758	18,273	18,958	19,312	19,429	19,523	20,162	20,416	20,811	21,079

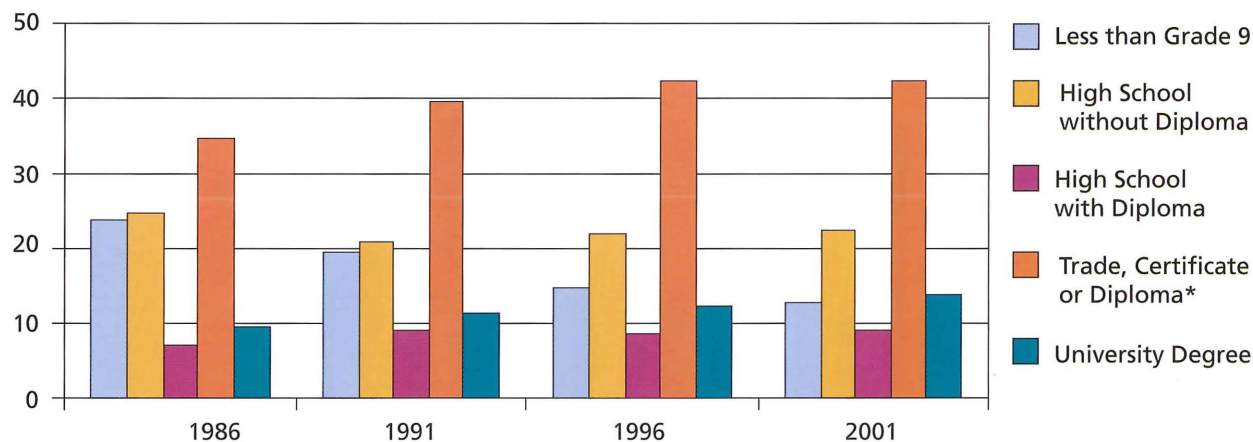
## 2 Level of Education – General Trends in Educational Attainment

*NWT education levels have improved steadily and consistently over the past 15 years.*

The period between 1986 and 2001 has seen a significant improvement in the number of individuals who complete their high school diploma, as well as an increase in the completion of education at the college or university level. The percentage of those with less than grade 9 has declined from 23.6% to 12.7%, while the percentage of the population with a high school diploma has increased from 7.4% to 8.9% (Figure 2A). The number of trade, college and university graduates has also increased, from 34.7% to 42.3% for trade and college and from 9.6% to 13.6% for university.

Compared to the Canadian average from 2001, the NWT education levels are still lagging behind for most categories. The national averages for those with less than grade 9 and partial high school education were lower than in the NWT, at 9.8% and 21.4% respectively (Figure 2B). The percentage of those with a high school diploma was higher nationally, at 14.1%, as well as the percentage with a university degree, at 15.4%. The sole exception to this was the percentage of NWT residents with completed trade or college education at 42.3%, which was higher than the national average of 39.2%.

**Figure 2A: Percent of Population Aged 15 Years and Over by Highest Level of Schooling Attained, Northwest Territories, 1986, 1991, 1996 and 2001**



**Source:**

Table 2: NWT Bureau of Statistics, 1986, 1991, 1996, 2001 Census Data (June 2005).

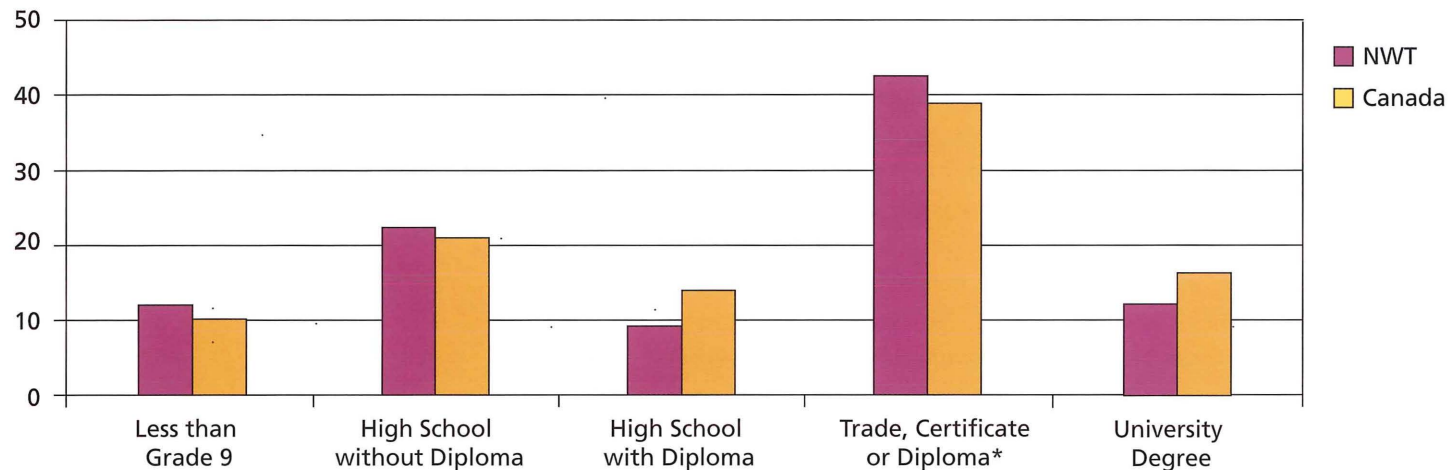
**Notes:**

Levels of education are self-reported. Due to random rounding by Statistics Canada, data from the 2001 Census may not add up to the total.

\* Includes Trades, Certificate or Diploma, Non-University Education with or without Certificate or Diploma, and University Education without Degree.

## Level of General Trends in Educational Attainment

**Figure 2B: Percent of Population Aged 15 Years and Over by Highest Level of Schooling Attained, Northwest Territories and Canada, 2001**



**Table 2: Percent of Population Aged 15 Years and Over by Highest Level of Schooling Attained Northwest Territories, 1986, 1991, 1996 and 2001**

	Northwest Territories						Canada			
	1986	(%)	1991	(%)	1996	(%)	2001	(%)	2001	(%)
<b>Total</b>	23,710	100.0	25,690	100.0	27,965	100.0	26,940	100.0	23,901,360	100.0
Less than Grade 9	5,590	23.6	4,960	19.3	4,110	14.7	3,430	12.7	2,350,490	9.8
High School without Diploma	5,860	24.7	5,330	20.7	6,110	21.8	6,050	22.5	5,126,405	21.4
High School with Diploma	1,750	7.4	2,360	9.2	2,365	8.5	2,385	8.9	3,367,900	14.1
Trade, Certificate or Diploma*	8,230	34.7	10,115	39.4	11,870	42.4	11,405	42.3	9,368,915	39.2
University Degree	2,280	9.6	2,925	11.4	3,510	12.6	3,660	13.6	3,687,645	15.4

### 3 Level of Education – *Educational Attainment by Ethnicity*

*Aboriginal people of the NWT are currently making strides in educational attainment at the high school and postsecondary levels.*

Significant differences exist between the educational attainment levels of Aboriginal people and non-Aboriginal people in the NWT. These differences are due in part to the historical differences in educational accessibility between the NWT and Canada as a whole. In addition, large numbers of non-Aboriginal people who were educated elsewhere and migrated to the NWT for employment bring with them higher levels of education.

Over the past decade there have been more Aboriginal individuals in postsecondary programs than in all earlier generations, and many more Aboriginal youth are going to college and university after high school or are returning as adults.

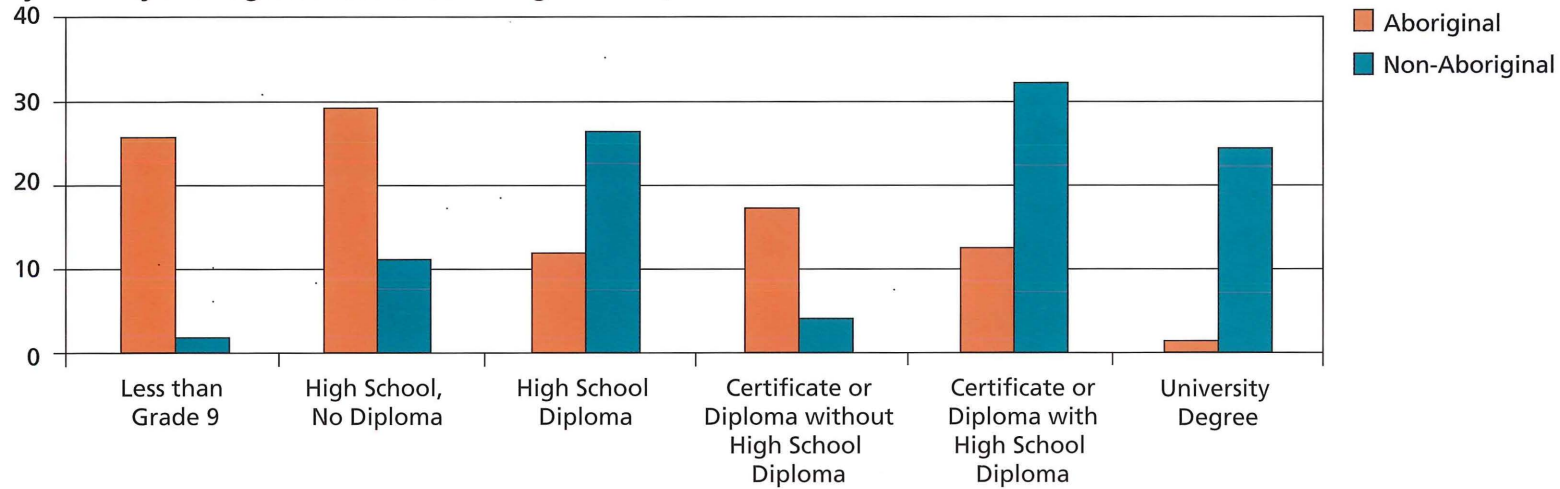
Overall, Aboriginal education levels show striking differences compared to non-Aboriginal levels: In 1999, 54.6% of Aboriginal adults indicated that they had less than grade 9 or less than a high school diploma as their highest level of schooling compared to 12.8% of non-Aboriginal people (Figure 3A). In 2004, 53.0% of Aboriginal adults indicated that they had less than grade 9 or less than a high school diploma as their highest level of schooling compared to 12.9% of non-Aboriginal people (Figure 3B).

Between 1994 and 2004 Aboriginal education levels show a 1.0% improvement in the 'certificate or diploma with high school diploma' category (12.0% vs. 13.0%). More Aboriginal people (11.9%) than non-Aboriginal people (3.3%) have obtained their postsecondary certificate or diploma without having a high school diploma. In addition, the percentage of Aboriginal adults who earned a university degree has increased from 1.8% in 1999 to 4.6% in 2004. The percentage of non-Aboriginal adults who earned a university degree has increased from 24.3% in 1999 to 27.7% in 2004.

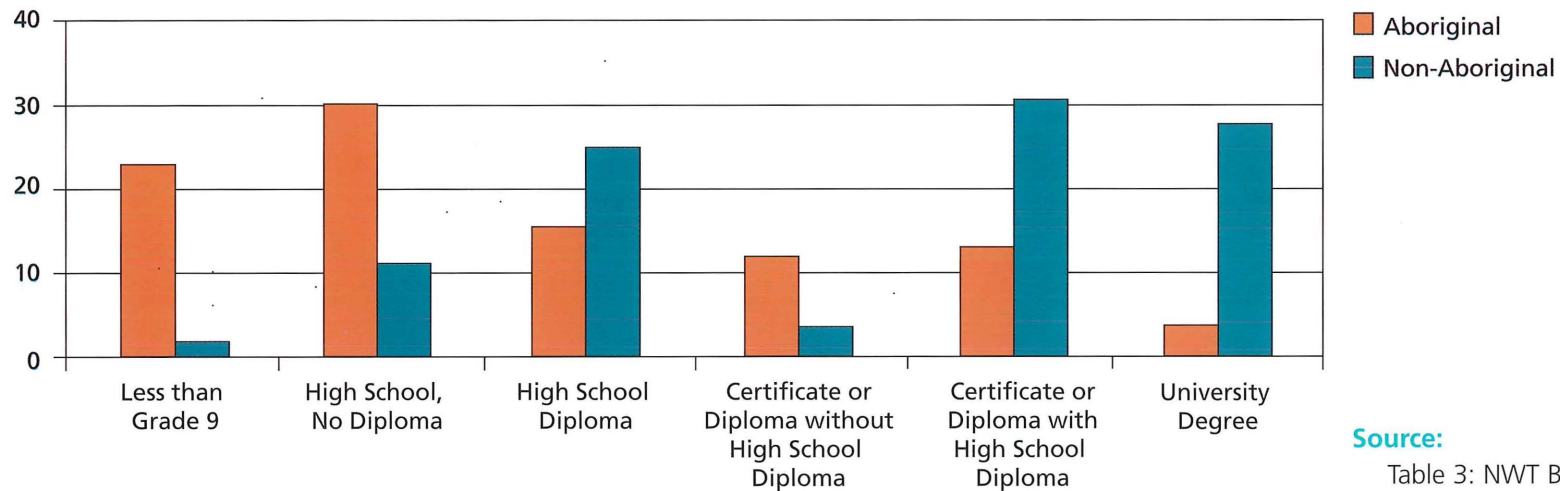
Although these trends are encouraging, Aboriginal people are still significantly under-represented in enrolment at Canadian colleges, universities and other postsecondary institutions (see Figures 28 to 32 for more detail on full-time NWT SFA students attending postsecondary programs).

# Educational Attainment by Ethnicity

**Figure 3A: Percent of Population Aged 15 Years and Over, by Ethnicity and Highest Level of Schooling Attained, NWT 1999**



**Figure 3B: Percent of Population Aged 15 Years and Over, by Ethnicity and Highest Level of Schooling Attained, NWT 2004**



**Source:**

Table 3: NWT Bureau of Statistics, 1999 Labour Force Survey and 2004 NWT Community Survey

*Over the past 15 years, Aboriginal educational attainment levels show considerable improvement.*

The 1989 *Labour Force Survey* indicated that 22.0% of the NWT Aboriginal population aged 15 years and older had some college or university training, completed either a certificate or diploma, or held a university degree. Fifteen years later, the 2004 *NWT Community Survey* indicated that this rate had increased to 29.6%, an improvement of 7.6%, as shown in Figure 4.

During the past 15 years, there has been a steady increase in the number of Aboriginal certificate or diploma holders, with a rise from 2,094 in 1989 to 3,618 in 2004. During this time, Aboriginal degree holders have also increased, with a rise from 122 university graduates in 1989 to 659 in 2004. Although the number of diploma and certificate holders has generally increased since 1989, there was a decline between the years of 1999 and 2004.

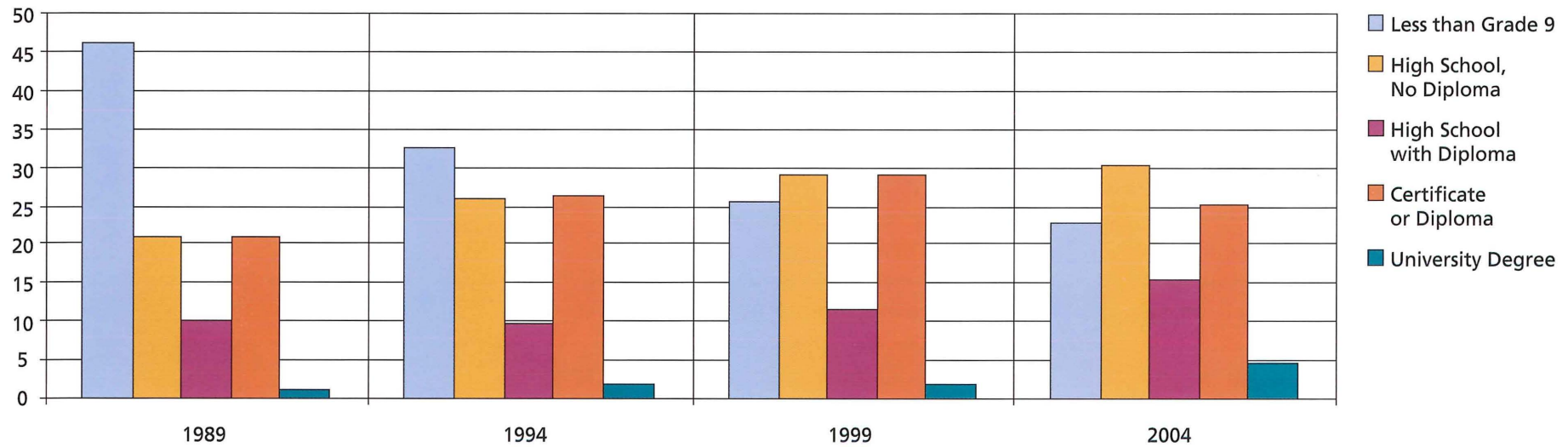
Attainment of high school diplomas by Aboriginal students has improved by 5.4% from 10.0% in 1989 to 15.4% in 2004. Over this 15-year period, the number of people with less than grade 9 has decreased by over 50% from 46.2% in 1989 to 22.8% in 2004. However, the number of Aboriginal students who attend high school but do not graduate has increased by almost 10% over the past 15 years from 20.9% in 1989 to 30.2% in 2004.

Although NWT Aboriginal educational attainment levels continue to improve, Aboriginal people continue to be under-represented in southern colleges, universities and postsecondary institutions. As of 2004/05, enrolment of Aboriginal students who received NWT SFA and attended southern colleges and institutes was 39.4% and at universities the rate was 18.3% (Figure 25).

However, NWT postsecondary institution full-time enrolments show a reverse pattern. Aboriginal students attending Aurora College made up 77.7% of the total student body (Figure 27). Other northern private training institutions showed a similar pattern with Aboriginal students comprising 67.0% (Statistical Tables 25-27).

# Aboriginal Educational Attainment

**Figure 4: Percent of Aboriginal Population Aged 15 Years and Over by Highest Level of Schooling, NWT, 1989, 1994, 1999 and 2004**



**Source:**

Table 4: NWT Bureau of Statistics, 1989, 1994 & 1999 NWT Labour Force Surveys and 2004 NWT Community Survey

CONTEXT

FUNDING

AURORA COLLEGE

NWTSFA

OUTCOMES

OTHER DATA

## 5 Level of Education – *Educational Attainment by Gender and Ethnicity*

### *Educational Attainment by Gender*

Currently, there is a trend across Canada of increasing numbers of female postsecondary students, who are steadily closing the education gap between genders, and are, in some cases, exceeding it. The NWT is no exception to this: between 1989 and 2004, the rates of Aboriginal and non-Aboriginal females obtaining high school with diplomas, postsecondary certificates, diploma and degrees increased. The rate of non-Aboriginal females obtaining postsecondary education has shown much greater variability, but is on the whole significantly higher than for their Aboriginal counterparts.

For postsecondary education levels there is some variation within each gender, for example, male students are more strongly represented in certificate and diploma programs, but females were the vast majority of university degree-holders in 2004.

Figure 5 shows there is greater variation in the trends of postsecondary education for non-Aboriginal people from 1989 to 2004, but females have shown an overall increase of 10.9% in obtaining university degrees (from 18.9% to 29.8%), while males have shown an increase of 4.5% in certificate and diplomas (from 34.9% to 39.4%).

Between 1989 and 2004, Aboriginal females and males have shown a marked decrease in the number of people with less than a grade 9 education, from 46.2% for both genders to 21.1% for females and 24.4% for males

(Figure 5). Meanwhile, the rates for Aboriginal males and females who have taken or completed high school have increased. In the same time span, non-Aboriginal females and males have also shown a decrease in the rate of those with less than grade 9. However the numbers are substantially lower for non-Aboriginal people, from 3.4% and 4.4% in 1989 for females and males respectively to 1.2% and 2.6% in 2004.

The rate of non-Aboriginal females without a high school diploma dropped from 16.5% to 10.8%, while the rate for non-Aboriginal males stayed fairly consistent at 12.2% but dropped to 10.9% in 2004. The number of non-Aboriginal females completing high school averages over 30% for the past 15 years, despite a large increase in 1994. Non-Aboriginal male rates for obtaining a high school diploma have dropped slightly from 25.1% to 21.2%.

High school diplomas not only increase employment opportunities (See Figure 44), completing high school also provides an important foundation for postsecondary education. The increasing numbers of those with partial or completed high school education is an encouraging trend for postsecondary education in the NWT.



## Educational Attainment by Gender and Ethnicity

**Figure 5: Percent of Population Aged 15 Years and Older by Historical Highest Level of Schooling, by Ethnicity and Gender, NWT, 1989, 1994, 1999, 2004**

	Aboriginal Females			
	1989	1994	1999	2004
Less than Grade 9	46.2	33.1	26.3	21.1
High School, No Diploma	22.7	26.0	28.8	31.0
High School with Diploma	10.5	11.1	13.1	16.5
Certificate or Diploma	18.9	24.7	27.9	23.1
University Degree	1.1	1.8	1.6	6.6

	Aboriginal Males			
	1989	1994	1999	2004
Less than Grade 9	46.2	31.8	24.8	24.4
High School, No Diploma	19.3	25.7	29.2	29.5
High School with Diploma	9.6	8.3	10.5	14.4
Certificate or Diploma	22.7	27.5	30.1	26.9
University Degree	1.3	1.7	1.9	2.5

	Non-Aboriginal Females			
	1989	1994	1999	2004
Less than Grade 9	3.4	4.6	1.8	1.2
High School, No Diploma	16.5	18.8	10.7	10.8
High School with Diploma	30.8	37.4	28.9	29.5
Certificate or Diploma	30.0	41.1	31.7	28.0
University Degree	18.9	31.8	25.8	29.8

	Non-Aboriginal Males			
	1989	1994	1999	2004
Less than Grade 9	4.4	2.6	2.4	2.6
High School, No Diploma	12.2	14.0	10.8	10.9
High School with Diploma	25.1	24.0	24.0	21.2
Certificate or Diploma	34.9	33.7	38.6	39.4
University Degree	23.1	24.6	23.0	25.8

**Source:**

Table 5: NWT Bureau of Statistics, 1989, 1994 and 1999 NWT Labour Force Surveys and 2004 NWT Community Survey

**Notes:**

Certificates or diplomas are trades, college or other college equivalent certificates or diplomas.

*Differences in education levels in communities reflect the percentage of Aboriginal and non-Aboriginal populations found in each community type.*

The 2004 NWT Community Survey found that 45% of the total NWT population lives in Yellowknife (Figure 6.). Yellowknife has the highest percentage of people with university degrees (24.7%) and the lowest percentage of people with less than grade 9 (4.3%). 80.7% of the total population in Yellowknife over the age of 15 years is non-Aboriginal. This is the highest percentage of non-Aboriginal people in the NWT.

Yellowknife has a proportionately larger workforce and more employment opportunities than either the regional centres or the rest of the communities.

Almost one quarter of the overall NWT population lives in one of the regional centers (Fort Smith, Hay River or Inuvik). Education levels for the regional centres are lower than Yellowknife with 15.4% of people with university degrees and only 7.5% with less than grade 9. The one exception to this trend is the certificates or diplomas category: the regional centres have a higher percentage than either Yellowknife or the communities at 36.6%. In addition, the split between Aboriginal and non-Aboriginal people in these three centres is nearly even with 48.5% Aboriginal and 51.4% non-Aboriginal.

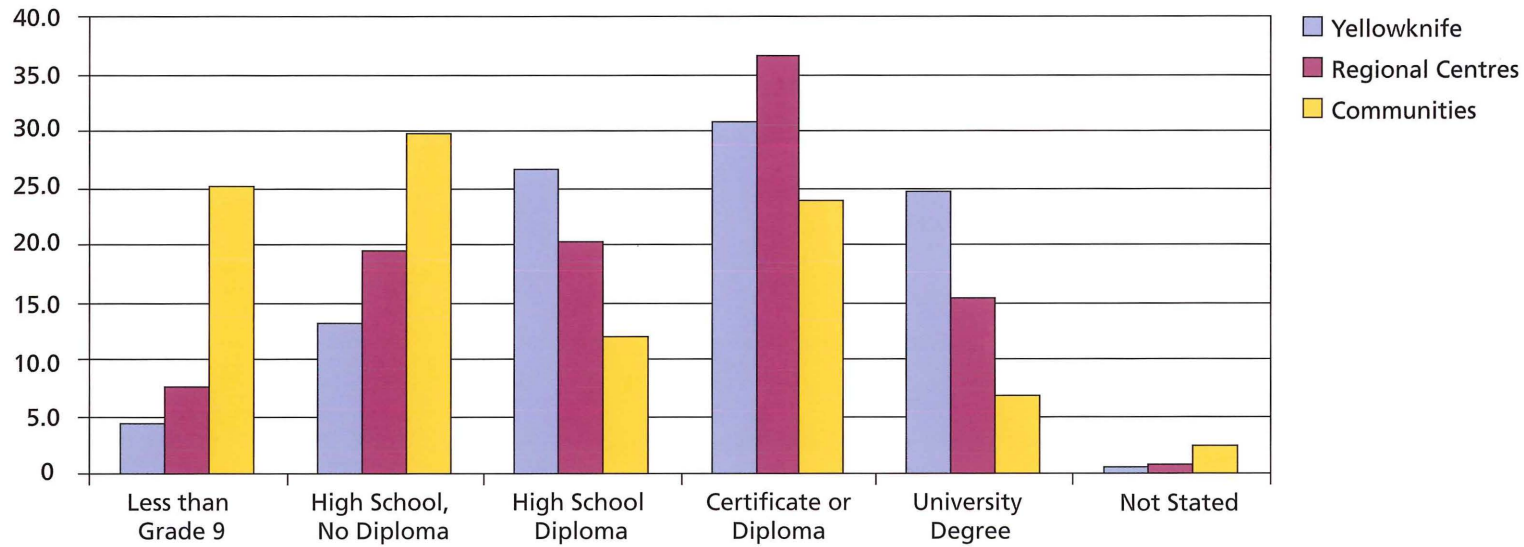
Approximately one third of the overall NWT population lives in one of 29 smaller communities. Education levels for the communities are even lower than the regional centers. Of the population over the age of 15 only 6.9% have a university degree and 25.2% have less than grade 9. This is not split evenly by ethnicity; of those with less than grade 9, 29.8% are Aboriginal and 1.8% are non-Aboriginal. Unlike the larger centres, the majority of the population over the age of 15 is Aboriginal, at 83.5%.

Generally, educational attainment levels are increasing for northern residents. In 1999<sup>4</sup>, the percentage of all persons with less than grade 9 as their highest level of schooling was 12.8% compared with 11.6% in 2004, reflecting an overall improvement of 1.2%. The percentage of Aboriginal (22.8%) and non-Aboriginal people (2.0%) with less than grade 9 as their highest level of schooling has also improved. In 1999 these rates were 25.5% and 2.1%, respectively. The percentage of NWT persons completing a high school diploma has increased from 19.6% in 1999 to 20.6% in 2004. In addition, university degree completions have also risen from 14.0% in 1999 to 17.0% in 2004.

<sup>4</sup> NWT Bureau of Statistics, *1999 Labour Force Survey* (See Government of the Northwest Territories, Department of Education (2002) *2001 Postsecondary Indicators Report* p, 82).

# Educational Attainment by Community Type

**Figure 6: Percent of Population Aged 15 and Over by Highest Level of Schooling and Community Type, NWT, 2004**



**Source:**

Table 6: NWT Bureau of Statistics, 2004 NWT Community Survey

CONTEXT

FUNDING

AURORA COLLEGE

NWTSFA

OUTCOMES

OTHER DATA

*Funding Aurora College is one of the largest postsecondary expenditures for the Department of Education, Culture and Employment.*

On behalf of the Government of the Northwest Territories (GNWT), the Department of Education, Culture and Employment (ECE) provides base contributions to Aurora College. This is the largest postsecondary expenditure for the Department. Aurora College provides the NWT with mandated deliverables: Adult Literacy and Basic Education, Certificate and Diploma, University and Partnership, Apprenticeship and Trades/Occupational, and Career Development and Personal Development programs. In addition to base funding received from the Department, Aurora College generates a portion of its revenue from fees and other activities as seen below in Figure 7. ECE also provides funding to other northern agencies for adult and postsecondary training. Some of these agencies contract with Aurora College for program delivery.

**Table 7: Components of Annual Revenue, Aurora College, 2000/01 and 2004/05**

	2000/01		2004/05	
	Total (\$)	(%)	Total (\$)	(%)
<b>Total (\$)</b>	29,670,000	100.0	37,845,000	100.0
Base Funding (GNWT)	22,555,000	76.0	28,756,000	76.0
Special Projects (GNWT)	3,036,000	10.2	3,198,000	8.5
Additional Revenues*	1,480,000	5.0	2,450,000	6.5
Tuition Fees	1,339,000	4.5	2,089,000	5.5
Room and Board	679,000	2.3	807,000	2.1
Federal Government	335,000	1.1	403,000	1.1
Investment Income	246,000	0.8	142,000	0.4

**Source:**

*Aurora College Annual Reports,  
2000/01 and 2004/05*

**Note:**

- \*Additional Revenue includes non-government project income, recoveries and donations.
- \*2004/05 includes capital expenditures and services provided by the GNWT to Aurora College without charge (\$2,155,000).

## 8 Expenditures on Education – Aurora College Facilities

*Since 1999, the emphasis in project planning has been on renovating or replacing existing space.*

NWT postsecondary facilities currently house three campuses, Aurora, Thebacha and Yellowknife within their respective regions along with an array of Community Learning Centres (CLCs). Single student and family housing is available for students who attend the three campuses from out of town. In addition, a division of Aurora College, the Aurora Research Institute (ARI), has specific space requirements to meet the needs for licensing, coordinating, supporting or conducting research and technological developments for the North.

This indicator represents a “snapshot” of capital expenditures over a five-year period. Capital projects take an average of five years to complete, from the initial planning stage through the designing and final construction. Money spent over a short period of time does not adequately reflect trends in capital expenditures. ECE will continue to track data in order to formulate a comprehensive analysis of capital spending.

Aurora College has been the beneficiary of numerous surplus buildings including two former military buildings and a number of former staff housing units. One building was recently replaced, as the new Aurora Campus building and Aurora Campus is currently in the planning phase to provide a facility for single student housing needs. Aurora College has a significant number of aging units with high operational costs, poor suitability and the need for major renovations or replacement.

From 2000 to 2005, the GNWT spent \$16.4 million on capital infrastructure for Aurora College,

an average of over \$3.2 million each year. During this five-year period, 3.3% of total expenditures were spent on Community Learning Centres, 91.4% on regional centres and 5.3% spent in Yellowknife (Figure 8).

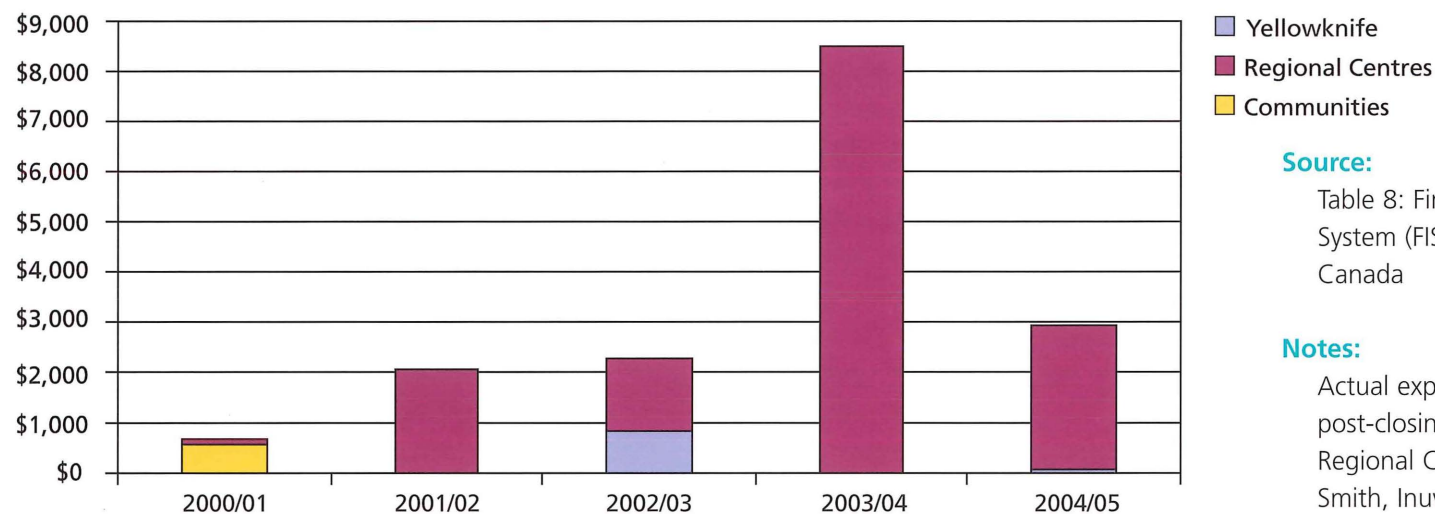
Communities received \$0.5 million to meet capital needs over the past five years. In Fort Liard, the construction of the Community Learning Centre attachment to the school was completed.

Regional centres (Fort Smith, Hay River or Inuvik) were allocated \$15.0 million. Major capital projects undertaken included the construction of a new Aurora Campus in Inuvik, which officially opened in the fall of 2004. In Fort Smith, construction began in 2005 on 18 two-bedroom town house units to replace the Green and Brown apartments that had closed in 2003. Completion is scheduled for the summer of 2006.

Yellowknife was allocated \$0.8 million for capital expenditures for renovations to the Yellowknife Campus. As Yellowknife Campus outgrew its current space requirements, it expanded to the North Slave Trades and Technology Centre. Both facilities are currently leased in the downtown area. In addition to student housing at the Yellowknife Campus, apartments were leased on the private market to provide housing required for the expansion of the Nursing Program to a baccalaureate program. Yellowknife Campus “presently only has 57% of its required space”.<sup>5</sup> The primary focus for the future will continue to be the replacement or renovation of existing facilities.

<sup>5</sup> FSC Architects & Engineers (2005). *Ten Year Education Facility Plan – Yellowknife 2005-2015*. (p, 4).

**Figure 8: Capital Expenditures: Aurora College Facilities \$(thousands), 2000/01 to 2004/05**



**Source:**

Table 8: Financial Information System (FIS), July 2006 & Statistics Canada

**Notes:**

Actual expenditures (includes post-closing adjustments). Regional Centres include Fort Smith, Inuvik and Hay River. See Appendix 1 for definitions.

**Table 8: Capital Expenditures: Aurora College Facilities \$(thousands), 2000/01 to 2004/05**

	2000/01		2001/02		2002/03		2003/04		2004/05	
	Total (\$)	(%)	Total (\$)	(%)	Total (\$)	(%)	Total (\$)	(%)	Total (\$)	(%)
<b>Total (\$)</b>	661	100.0	2,049	100.0	2,256	100.0	8,524	100.0	2,930	100.0
Communities	545	82.4	0	0.0	0	0.0	0	0.0	0	0.0
Regional Centres	116	17.5	2,028	99.0	1,445	64.1	8,523	100.0	2,896	98.8
Yellowknife	0	0.0	21	1.0	810	35.9	0	0.0	34	1.2

## 9 Expenditures on Education – Funding to Students

*Funding to individual students through the NWT Student Financial Assistance (NWT SFA) program is the second largest postsecondary expenditure for the Department of Education, Culture and Employment.*

ECE provides financial assistance to students through the NWT Student Financial Assistance (NWT SFA) program<sup>6</sup>. This program is authorized through the *NWT Student Financial Assistance Act* and *Regulations* and is available to students for designated institutions and programs in the NWT, across Canada and internationally. The Canada Student Loans Program (Human Resources and Skills Development Canada) produces the Master List of Designated Educational Institutions. Each student must be enrolled in an approved program of study in an approved institution.

The chart below explains the eligibility of all full-time student categories.

NWT SFA funding is available to students in one of the three following categories: Northern Indigenous Aboriginal Resident, Northern resident schooled in the NWT, and Northern resident not schooled in the NWT. General eligibility for funding is available to full-time students who have resided in the NWT for at least one year according to NWT SFA program criteria.

### Number of Students Receiving NWT SFA

In 2004/05, a total of 1,501 students in the NWT received NWT SFA. As illustrated in Figure 9, these students were enrolled in an array of postsecondary institutions. Aurora College is the most popular institution for NWT SFA recipients, but for those attending postsecondary institutions outside the NWT, Alberta is the province of choice.

Overall, the three most popular choices were: Aurora College (489), Alberta colleges (218) and Alberta universities (251). Many students also attended universities in British Columbia (67), Ontario (62) and Saskatchewan (40).

NWT's private training institutions such as the Academy of Learning and Buffalo School of Aviation were well attended (115) followed by Alberta's technical training and private institutions (86). Students also attended public and private colleges, training institutions and universities in other parts of Canada, the United States and abroad.

### Notes:

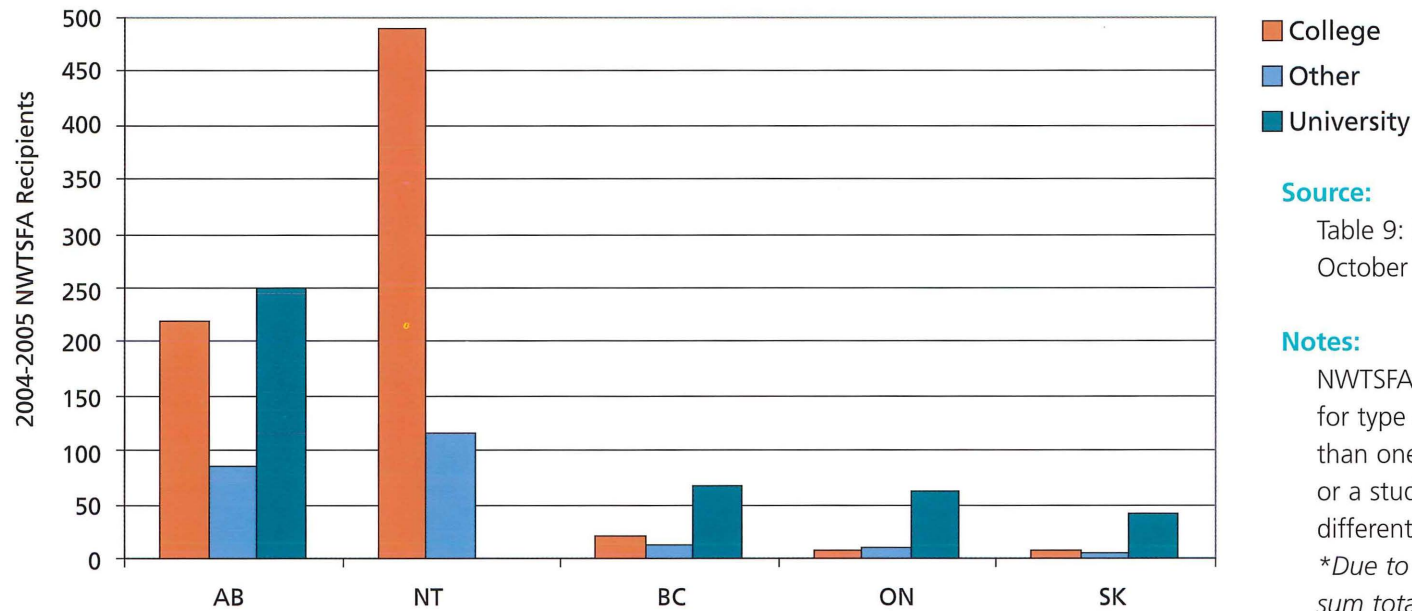
- \* Must have been considered a resident at the time the scholarship was earned.
- \*\* Must be Treaty Indian or Inuit, indigenous to the NWT to qualify.
- \*\*\* Must be enrolled in at least second year.

Assistance Type	Northern Aboriginal resident	Northern resident/schooled	Northern resident/not schooled
Basic Grant	✓	✓	
Supplementary Grant	✓ OR		
Remissible Loan	✓	✓	
Repayable Loan	✓	✓	✓
NWT Study Grant for Students with Disabilities	✓	✓	✓
Course Reimbursement	✓	✓	✓
NWT SFA Scholarships *	✓	✓	✓
University/College Entrance Preparation Program **	✓		
Canada Millennium Scholarship Foundation ***	✓	✓	✓

<sup>6</sup> *NWT Student Financial Assistance 2005-2006 Student Guide*. For the most current and complete information visit <http://www.nwtsfa.gov.nt.ca/> or call 1-800-661-0793.



**Figure 9: NWT SFA Recipients by Full-Time Enrolment, Location and Type of Institution, 2004/05**



**Figure 9A: Change from 2000/01 to 2004/05 in NWT SFA Recipient Enrolment, by Jurisdiction, NWT, 2000/01 and 2004/05**

	AB	NT	BC	ON	SK
College	20	81	-9	-1	0
Other	11	31	0	4	2
University	18	n/a	-14	-8	-17

College  
Other  
University

**Source:**

Table 9: Education, Culture and Employment, October 2005

**Notes:**

NWT SFA head count will be lower than totals for type of tuition. Some students attend more than one institution in a given academic year, or a student can potentially enrol into two different programs in one academic year.  
\*Due to rounding, the totals do not equal the sum totals of the sub-total entries.

**Source:**

Table 9: Education, Culture and Employment, October 2005 and 2001 *Postsecondary Indicators Report*

**Note:**

This table shows jurisdictions with 3% or more of students.

## 10 Expenditures on Education – *Type of Assistance*

### *NWTSFA Components and Expenditures*

The NWTSFA program has several components: basic grant, supplementary grant, remissible loan, repayable loan, scholarships, course reimbursements, and the NWT Study Grant for Students with Disabilities. Many students qualify for more than one type of assistance, and most require more than a single source. A student can receive more than one type of assistance and most students do require, or qualify for, more than one.

Figure 10 shows a comparison of the NWTSFA expenditures by type of assistance for 2000/01 and 2004/05. In 2004/05 the total amount of Student Financial Assistance provided was over \$15.1 million.

In 2004/05, of those students receiving NWTSFA, 33.4% were enrolled in Aurora College, 7.7% in northern private institutions, 25.7% in southern/international colleges and institutions and 33.2% in southern/international universities (Statistical Table 25-27). A total of 1,501 students benefited from the NWTSFA program. Of these 1,276 received a basic grant averaging \$4,088 per student, 656 students received a supplementary grant valued at \$6,038 per student, and 586 students were granted a remissible loan averaging \$5,338 per student, and 367 recipients received a repayable loan averaging \$5,785 per student.

Table 10: NWT SFA Expenditures by Type of Assistance, 2000/01 and 2004/05

	2000/01			2004/05		
	Average (\$/ student)	Recipients	Expenditures (\$)	Average (\$/ student)	Recipients	Expenditures (\$)
<b>Total</b>	9,508	-	12,226,750*	10,050	-	15,095,600*
Basic Grant	3,711	1,014	3,762,800	4,088	1,276	5,216,000
Supplementary Grant	6,252	559	3,494,700	6,038	656	3,961,000
Remissible Loan	5,185	479	2,483,500	5,338	586	3,128,000
Repayable Loan	5,110	473	2,417,100	5,785	367	2,123,000
Scholarships	842	49	41,250	315	97	30,600
Correspondence	1,181	16	18,900	1,143	14	16,000
Canada Millennium Bursary**	-	-	-	3,000	132	396,000
NWT Study Grant for Students with Disabilities	946	9	8,500	3,462	65	225,000

**Source:**

Education, Culture and Employment, February 2006

**Note:**

Based on NWT Student Financial Assistance (NWT SFA) recipient data.

\* In addition to the total expended in the above categories, the Federal Government supported students enrolled in University/College Entrance Preparation (UCEP) programs. This category included the basic and supplemental grant for 28 students in 2000/01 at an expenditure of \$228,100 and 48 students in 2004/05 at an expenditure of \$295,000.

\*\* NWT SFA administers the Millennium Bursary, which is provided by the Federal Government.

# 11 Expenditures on Education – Average Funding Per Student

## *NWTSFA Funding Support to Students*

Between 1991/92 and 1993/94, the average amount of NWT Student Financial Assistance per student increased substantially each year. After 1994/95, the average expenditure per student fell slightly until 1999/00. A proposal to amend the rates, as well as the number of years of eligible financial assistance, was approved in the spring of 2000. The new rates came into effect during the 2000/01 academic year. Thus the average amount of NWTSFA funding per student increased considerably between the academic years 2000/01 and 2003/04. The rate in 2004/05 was comparable to the 2003/04 rate (\$10,050 and \$10,052 respectively).

During the 1991/92 academic year, the average amount received per student was \$6,258. In 1995/96, the average amount was \$7,532 and in 2000/01 the average rate per student had increased substantially to \$9,508. During the 2004/05 academic year the average amount was \$10,050 (Figure 11).

## *Tuition Rates in the NWT*

In the Northwest Territories, Aurora College's tuition rates are generally lower than its southern counterparts. In 2001/02, tuition for a certificate, diploma or other full-time program was \$720 per semester, which increased in 2004/05 to \$865 per semester<sup>7</sup>. Aurora College tuition rates were scheduled to increase in 2005/06 to \$1040 per semester. It must be noted that some of the diploma/degree programs offered at Aurora College such as nursing and teaching run over three academic semesters. Aurora College may charge additional tuition costs based on the implementation of a third semester, and other programs such as the natural resources technology program may charge students an additional fee for field work.

## *Tuition Rates Across Canada*

It is interesting to note that the *2003 Education Indicators In Canada* report "undergraduate university tuition fees almost doubled over the period 1990-1991 to 2001-2002, rising from an average of \$1,806 to \$3,585 across Canada. In 2001-2002, Nova Scotia had the highest tuition fees at \$4,855 and Quebec had the lowest at \$1,842".<sup>8</sup> Thus students attending southern colleges, institutions and universities confront substantial yearly increases to postsecondary education tuition rates compared with their Northern counterparts.

<sup>7</sup> Aurora College *2004/05 Academic Calendar*. (p, 10)

<sup>8</sup> *Education Indicators in Canada: Report of the Pan-Canadian Education Indicators Program 2003*. (p, 38).

# Average Funding Per Student

Figure 11: Average NWT SFA Funding Per Student, NWT, 1991/92 to 2004/05

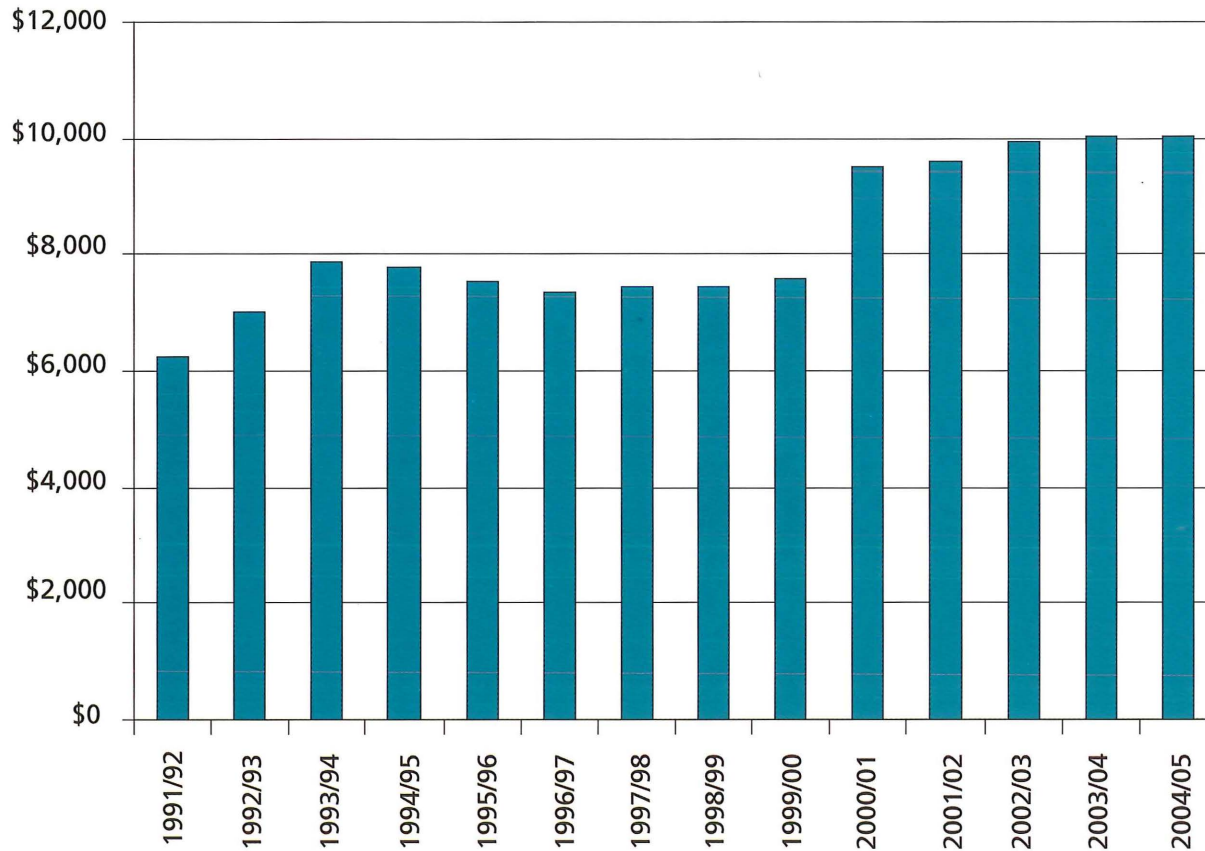


Table 11: Average NWT SFA Funding Per Student NWT, 1991/92 to 2004/05

Academic Year	Average Funding (\$)
1991/92	6,258
1992/93	7,026
1993/94	7,877
1994/95	7,757
1995/96	7,532
1996/97	7,325
1997/98	7,444
1998/99	7,441
1999/00	7,603
2000/01	9,508
2001/02	9,601
2002/03	9,923
2003/04	10,052
2004/05	10,050

**Source:**

Table 11: Education, Culture and Employment, February 2006

**Notes:**

Based on NWT Student Financial Assistance (NWT SFA) recipient data.



*An increased portion of NWT SFA is being granted in the form of loans.*

Loans (consolidated and remissible) are granted based on students returning to or remaining in the NWT upon completion of their studies. An increasing portion of NWT SFA is being allotted in the form of loans. This trend has also been observed in other provinces, in the United States and elsewhere in the world (Table 12).

The average loan amounts and the number of students accessing loans have increased annually (Figure 12). In 2000/01, 369 students had average loan amounts of \$9,660. In 2001/02, 382 students had average loan amounts of \$11,790. In 2002/03, 377 students had average loan amounts of \$12,890. In 2003/04, 454 students had average loan amounts totaling \$15,241. In 2004/05, 491 NWT students who had received loans owed an average of \$16,062. In the last four years, average loan amounts have increased by \$4,272 dollars or 36.2%.

In addition, prior to the 2000/01 academic year, NWT Aboriginal students attending postsecondary programs could qualify for as many semesters as was necessary to successfully complete their postsecondary education. As of 2000, NWT Aboriginal students may only qualify for a maximum of 12 academic semesters of funding in the form of either supplementary grants or remissible loans. Once these 12 semesters are used, an NWT Aboriginal student may apply for repayable loans. As of 2000 the NWT SFA lifetime loan limit is \$47,000.

Figure 12: Student Debt, NWTSFA Consolidated Loan Amounts, NWT, 2001/02 to 2004/05

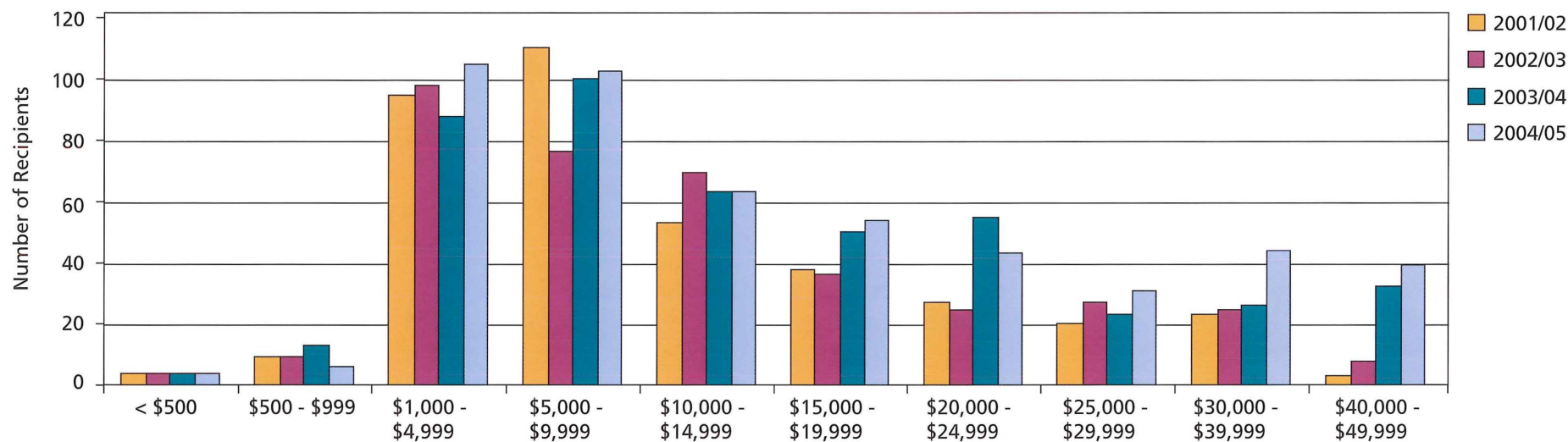


Table 12: Student Debt, NWTSFA Consolidated Loans  
NWT, 2001/02 to 2004/05

	2001/02	2002/03	2003/04	2004/05
<b>Total</b>	382	377	454	491
< \$500	4	4	4	4
\$500-\$999	9	9	13	6
\$1,000-\$4,999	95	98	88	105
\$5,000-\$9,999	110	76	100	102
\$10,000-\$14,999	53	69	63	63
\$15,000-\$19,999	38	36	50	54
\$20,000-\$24,999	27	25	55	43
\$25,000-\$29,999	20	27	23	31
\$30,000-\$39,999	23	25	26	44
\$40,000-\$49,999	3	8	32	39
<b>Average Loan (\$)</b>	<b>\$11,790</b>	<b>\$12,890</b>	<b>\$15,241</b>	<b>\$16,062</b>

**Source:**

Table 12: Education, Culture and Employment, February 2006

**Note:**

Consolidated loans are remissible and repayable loans combined. Data ranges between April 1 and March 31 of each government fiscal year. As of 2000 the NWTSFA lifetime loan limit is \$47,000.

*Full-time student enrolments at Aurora College have increased by 33% over the last five years.*

Aurora College is a young postsecondary institution in comparison to colleges in other jurisdictions. The College has three regional campuses (Aurora, Thebacha, and Yellowknife) and a network of Community Learning Centres. This network of facilities has contributed to increased access to adult literacy and postsecondary education throughout the North. However, a substantial number of NWT students continue to attend institutions in southern Canada and abroad in order to obtain education and training.

Aurora College has a solid base of public demand for its programs. The College offers a wide variety of programs grouped into seven categories:

- Academic programs (adult literacy and basic education)
- Certificate programs such as Office Administration, Computing and Information Systems, and Criminal Justice
- Diploma programs in Management Studies, Recreational Leadership, Social Work, and Natural Resources Technology and includes two new degree programs in Nursing and Teacher Education
- University Partnership programs
- Trades, Technology, Apprenticeship and Occupational programs
- Career Development programs
- Personal Development programs

Full-time student enrolments at Aurora College have increased by 33% from 515 students in 2000/01 to 687 in 2004/05 (Figure 13). Aurora College full-time equivalent (FTE)<sup>9</sup> enrolments have also increased by 23% from 1170.8 in 2000/01 to 1444.9 in 2004/05.

In the 2004/05 academic year, four program divisions at Aurora College accounted for the 1444.9 FTEs. They were:

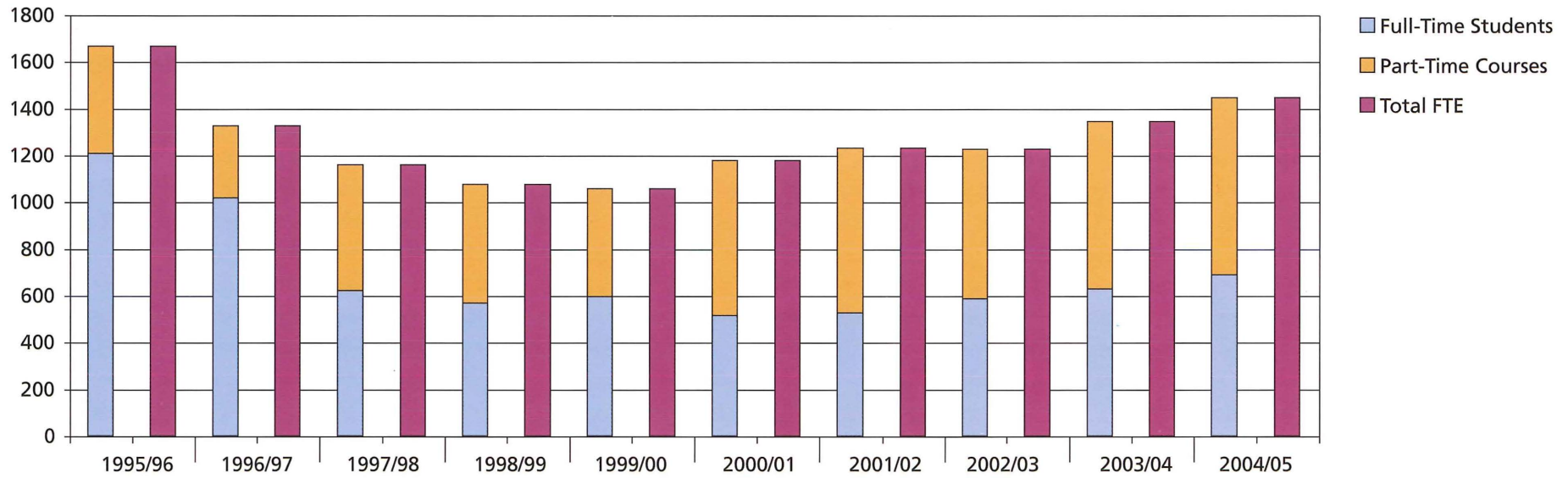
- Academic programs (includes ALBE) – 21.2%
- Certificate, Diploma, Degree and University Partnership programs – 28.8%
- Career Development programs – 29.4%
- Trades and Technology programs – 17.8%

<sup>9</sup> All enrolment numbers are converted to "Full-Time Equivalents" (FTE) to allow for the evaluation of enrolments in a consistent manner. FTE calculations are done in a manner where one full-time student equals one FTE. A full-time student is one who takes at least six courses of a 10-course load in a program over one academic year. Part-time students are converted to FTE using a ratio of 10 courses to one FTE (10:1). For Apprentice programs the ratio is four courses to one FTE (4:1).



# Full-Time Equivalent Enrolments

Figure 13: Full-time Equivalent Enrolments, Aurora College, 1995/96 to 2004/05



**Source:**

Table 13, 14 and 20: Aurora College Annual Enrolment and FTE Reports, 2000/01 to 2004/05

CONTEXT

FUNDING

AURORA COLLEGE

NWTSFA

OUTCOMES

OTHER DATA

### Program Trends at Aurora College

The majority of Aurora College programs, including new and existing offerings, show increased Full-time Equivalent enrolments (FTE) over the five-year period from 2000/01 to 2004/05 (Figure 14). There were a total of 1,601 persons enrolled in four major programming areas of Aurora College in the fall semester of the 2004/05 academic year, compared with 1,178 persons in 2000/01. This is a 35.9% increase in total persons attending Aurora College. The major program divisions were: Academic Studies Programs (Adult Literacy and Basic Education which includes Access), Certificate and Diploma, University Partnership, and Trades and Technology (including Apprenticeship and Occupations).

Diploma programs have shown a steady rise over this period with a 13.1% increase while the Career Development programs show an increase of 58.7%. Many Career Development programs are in the part-time category and have increased as a result of mining and oil and gas activity. The trades and technology programs includes apprenticeship and occupational programming. The trades and technology category has experienced a strong re-growth, increasing by 39.5% even though apprenticeship enrolments have dropped at Aurora College. The availability of Academic Studies Programs, including Career Access programs, have expanded professional and career opportunities for northerners in teaching, nursing, business administration, social work and trades.

Figure 15 shows the FTE distribution by campus over the past five years.

### Gender Composition

In 2004/05 there were 1,064 (66.5%) females and 537 (33.5%) males enrolled at Aurora College, compared with 805 (68.3%) females and 373 (31.7%) males in 2000/01 (Figure 16). The ratio of females to males has remained fairly steady over the five-year time span, meaning that on average two out of every three Aurora College students were female. In other Canadian jurisdictions, there are more females than males in community colleges, but the magnitude of the ratio is larger in the NWT.

There were also differences in program enrolment between genders. In 2004/05, females account for 82% of the enrolments in Certificate and Diploma programs, 66% in Academic Programs and 71% in University Partnership programs. The only programming division where males outnumber females was the Trades and Technology program, where 71% of the students were male.

### Age Composition

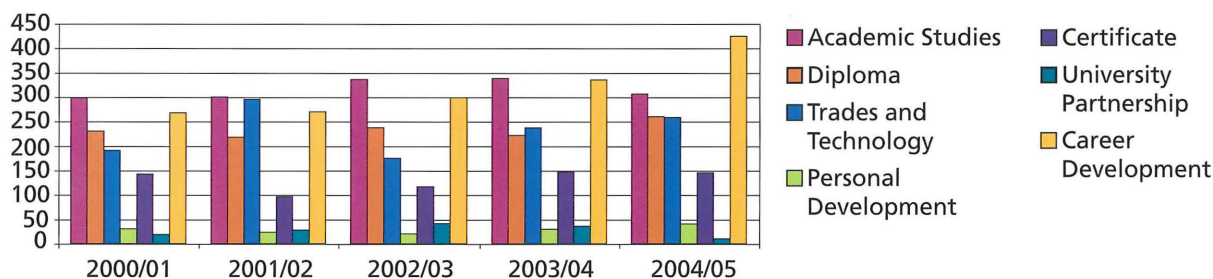
In comparing five-year cohorts in 2004/05, the largest age grouping was between 20 and 24 years. The second largest age grouping was between 25

and 29 years. Overall, the distribution of students within these age categories shows little variation from 2000/01 to 2004/05 (Figure 17). This trend may be attributed to the higher rate of high school completion over the last ten years, which rose from 25% in 1995 to 52% in 2005.

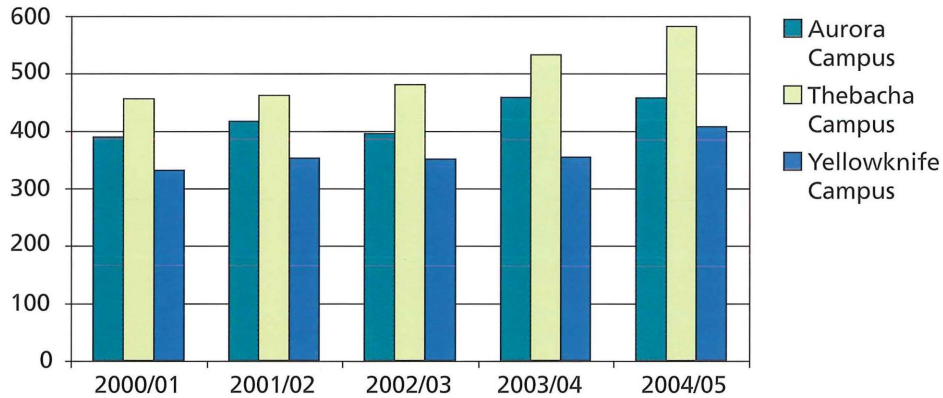
In 2004, the average age of a Canadian college student was between the ages of 18 to 20, whereas only one-quarter of 19 to 22 year-olds were in university in 2003/04<sup>10</sup>. Generally, Northern postsecondary students are older than their southern counterparts. NWT students are less likely than other Canadians to directly follow high school with postsecondary education. Instead, NWT students are more likely to have their formal education interrupted, both in the high school grades and between secondary and postsecondary education, to spend time in the labour force or raising children before pursuing postsecondary education.

<sup>10</sup> Education Indicators in Canada: Report of the Pan-Canadian Education Indicators Program 2005. (p. 87).

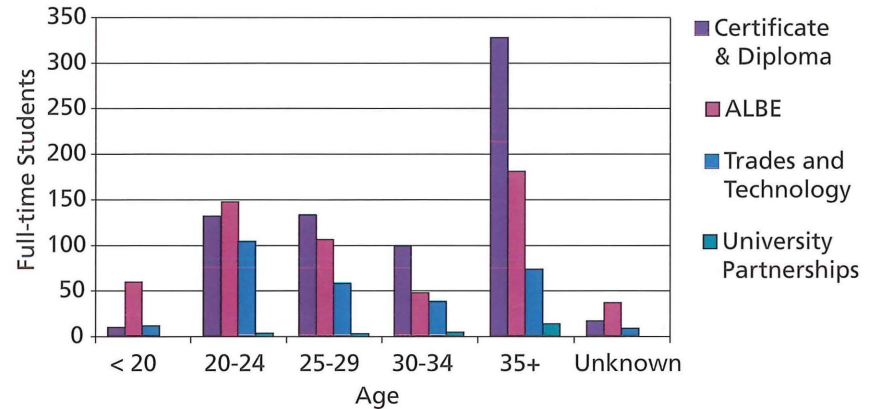
**Figure 14: Full-time Equivalent Enrolments by Program Type, Aurora College, 2000/01 to 2004/05**



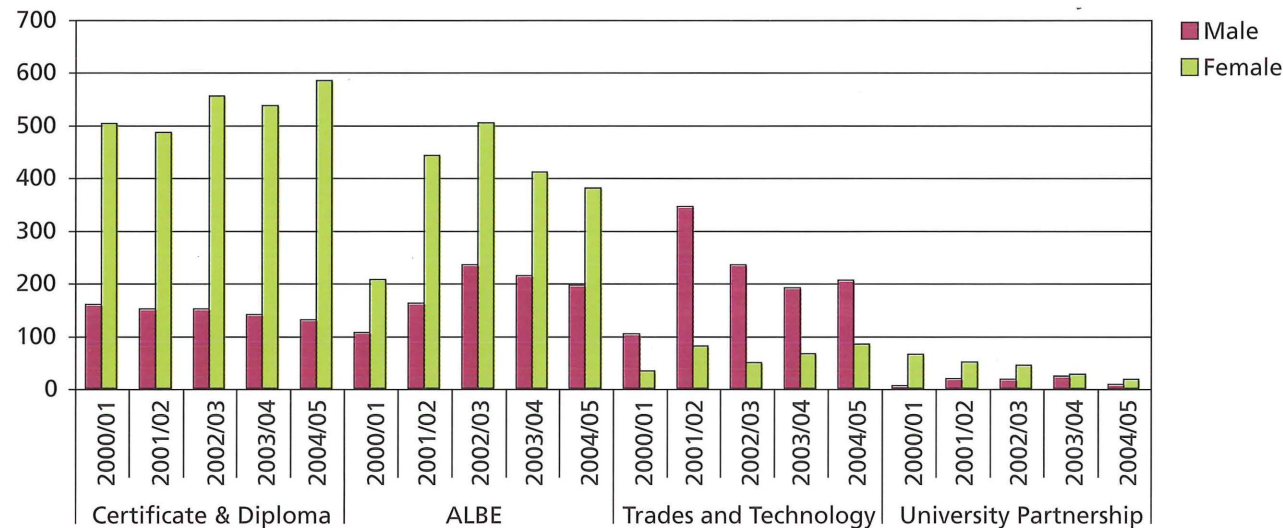
**Figure 15: Full-time Equivalent Enrolments by Campus, Aurora College, 2000/01 to 2004/05**



**Figure 17: Fall Semester Enrolments by Age Grouping and Program Type, Aurora College, 2004/05**



**Figure 16: Fall Semester Enrolments by Gender and Program Type, Aurora College, 2000/01 and 2004/05**



**Source (Figures 14, 15 & 16):**

Figure 14: Table 13, 14 and 20; Figure 15: Table 15; Figure 16: Table 16 and 17. *Aurora College Annual Enrolment and FTE Reports, 2000/01 to 2004/05*

**Note (Figure 15):**

The sum for 2000/01 does not include 2.2 FTE in part-time courses at the Aurora Research Institute.

**Source (Figure 17):**

Figure 17: Table 16 and 17. *Aurora College Annual Enrolment Report, 2004/05*

*Academic Studies: Adult Literacy and Basic Education*

Adult Literacy and Basic Education (ALBE) is the essential foundation to the attainment of personal, career and educational goals. The impacts of adult education and training reach far beyond the economic sphere to improved job satisfaction and improved self-esteem and health. The NWT Economic Strategy Panel (2000) emphasized the impact of low literacy on labour market participation: “Many people lack the basic or advanced skills needed to get a good job.”<sup>11</sup> Upgrading and further postsecondary education dramatically increases employment potential (see Figure 44 for additional information).

The Department funds ALBE programs and services through contributions to Aurora College and other non-governmental organizations that offer adult basic education services. The ALBE program offered throughout the NWT is at levels 110 to 160 (equivalent to grades 1 to 12). ALBE programs give NWT adults the opportunity to access Aurora College postsecondary programs such as certificate, diploma, degree, trades and technology programs, as well as other postsecondary or employment opportunities.

Student enrolment statistics are calculated by Aurora College on an annual basis to identify trends in program demand. Academic Studies (ALBE) enrolment numbers for full-time and part-time students for the past decade indicate that the delivery of ALBE programming accounts for a significant percentage of Aurora College’s overall enrolment.

The peak years of delivery of the ALBE program occurred in the three academic years 1994/95 to 1996/97. This higher enrolment was due, in part, to increased fiscal resources available through the *Investing in People* program for community delivery of Adult Basic Education Programs. Academic Studies enrolments for 2004/05 accounted for 21.2% of the College’s total full-time equivalent enrolments (Figure 18). The highest enrolments were in 1995/96 with 580.8 full-time equivalent enrolments (FTE).

*ALBE Enrolments*

Over the past five years, the ALBE programs had fairly steady enrolments, with core courses English and Mathematics enrolments consistently higher than all other ALBE courses. In 2004/05, there were 614 enrolments in English and 580 in Mathematics, while other courses had the following numbers: 148 in Science, 144 in Social Studies, 297 in Computers and 242 in College/Career Studies (Figure 19).

In 1995/96, 40.0% of the total FTE enrolments in Academic Studies were delivered at the campus level while 60.0% were delivered at the community learning centre (CLC) level. In 2004/05, this trend shifted as 52.1% of the total FTE enrolments in ALBE were delivered at the campus level and 47.9% were at the CLC level (See Appendix 6 for a complete listing of Aurora College’s CLCs.).

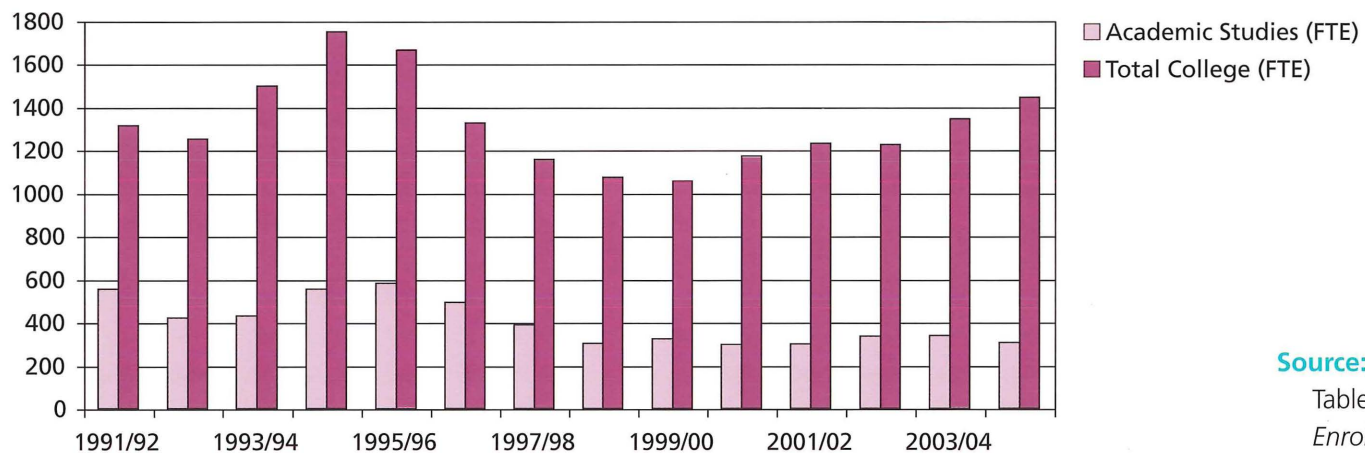
Academic Studies course offerings have been limited in the CLCs as not all ALBE levels are taught. Most CLCs focus on ALBE 110-130. The

majority of students go to the campuses to take ALBE levels 140-160, and most career access programs are taught at the campus level.

Distance delivery options are currently being explored at both the campuses and CLCs in order to offer students more academic upgrading options.

<sup>11</sup> Government of the Northwest Territories. (2000). *Common Ground: NWT Economic Strategy*. p. 37.

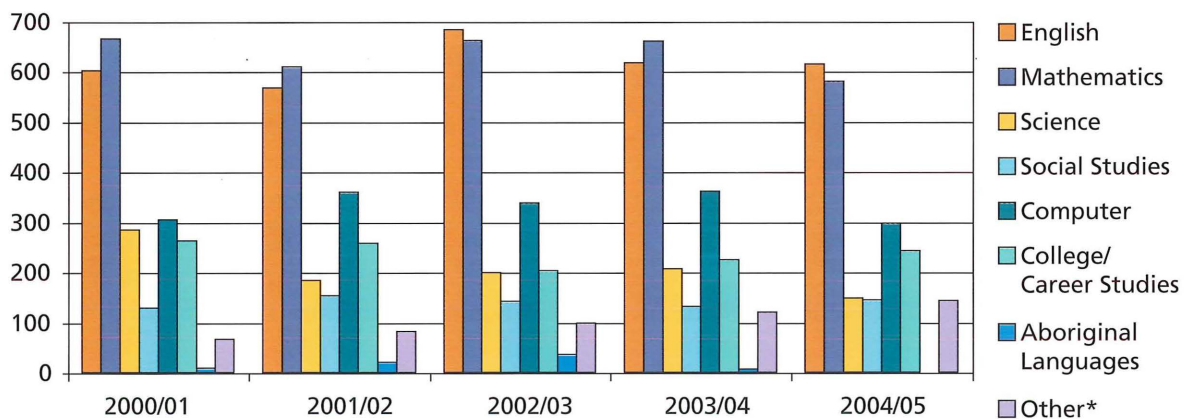
**Figure 18: Academic Studies, Full-time Equivalent Enrolments, Aurora College, 1991/92 to 2004/05**



**Source:**

Table 18: *Aurora College Annual Enrolment Statistics, 1991/92 to 2004/05*

**Figure 19: Adult Literacy and Basic Education Course Enrolments by Subject, Aurora College, 2000/01 to 2004/05**



**Source:**

Table 19: *Aurora College Annual Enrolment Reports, 2000/01 to 2004/05*

**Note:**

\*Other category refers to those courses within the Northern Skills Development/Community Skills for Work Program.

*Aurora College's certificate, diploma, degree and university partnership programs are designed to reflect northern circumstances.*

Aurora College offers an array of credit programs that lead to a one-year certificate, or a two-year diploma. Some postsecondary programs have developed beyond the diploma level into four-year undergraduate degree programs through university partnerships. The highest percentage of the total College FTE enrolment occurred in these three program areas – certificate, diploma and degree - with a total of 33% in 2000/01, 32% in 2002/03 and 30% in 2003/04 (Figure 20).

Over the past five years, Aurora College has experienced significant shifts in both the demand and types of programs offered at the certificate and diploma levels. Certificate programs that have had significant enrolments over the five-year period, 2000/01 to 2004/05, are Office Administration, Home and Community Support Worker and Computer and Information Systems. Diploma and/or degree programs that have had significant enrolments over the same five-year period are Management Studies, Northern Nursing, Teacher Education and Natural Resources Technology.

Aurora College programs offer NWT residents the opportunity to complete a postsecondary education without having to relocate to the south. Working diploma graduates find it attractive and feasible to complete a university degree while employed in their home community when courses are available at a campus, community or via distance delivery options.

The development of a northern workforce with high level skill requirements is critical to ensuring there are adequate human resources, including skilled trades people, managers, program specialists, technicians, and other professionals needed to provide quality programs and services for NWT residents.

Aurora College is moving towards increased diploma and university transfer programs, as the knowledge economy demands workers with higher skill levels. The small demographic population base of the NWT makes it challenging to present the variety of programs typically offered through provincial colleges or universities. As of 2005, all but one of Aurora College's diploma programs give students the option of completing a degree through a brokered arrangement in the NWT or through a block transfer agreement to a university. Only the Recreation Leaders Program remains without a full block transfer agreement. Block transfer agreements allow Social Work, Management Studies, and Natural Resources Technology students to transfer into university degree programs.

Aurora College now delivers two Northern degree programs via university partnership programs: Bachelor of Education and Bachelor of Science in Nursing.

### *Training Teachers*

The Teacher Education Program (TEP) was the first diploma program offered in the NWT. During the early 2000s, the College committed to enhance the program into a four-year degree program. Teacher education is a high priority for ECE as it strives to "double the number of Aboriginal teachers, senior managers and principals in the school system."<sup>12</sup> The delivery has been both campus and community based.

Aurora College has transfer credit arrangements with the University of Saskatchewan (U of S), which allow the northern TEP students to complete a Bachelor of Education (B. Ed) degree at this institution. In 2005, the College signed an agreement with the U of S to deliver the degree program in the NWT. The first cohort of the Northern degree program began their studies in 2004. More than 268 students have completed the TEP program since its inception in 1968; of these 129 have completed their B. Ed degree. As of 2005/06, there are 713 teaching positions in the NWT.

Through its strategic plan, *Building on Our Success 2005-2015*, ECE will strive to double the number of Aboriginal teachers, senior managers and principals in the school system.

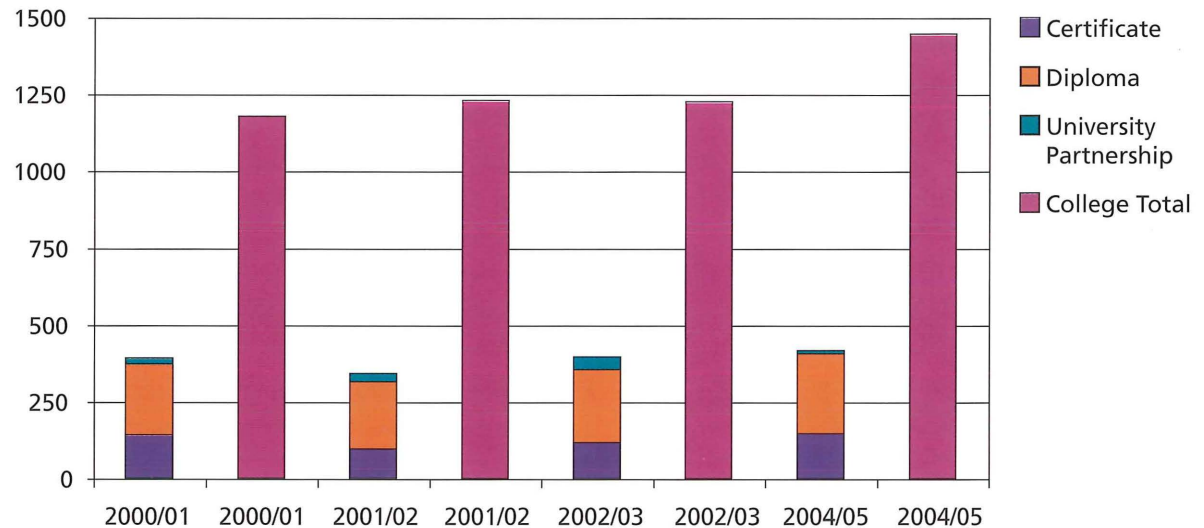
<sup>12</sup> Department of Education, Culture and Employment (2005). *Building on Our Success: Strategic Plan 2005 - 2015*.

## Training Nurses

From 1994 until June 2003, Aurora College, Yellowknife Campus offered a Northern Nursing Diploma Program which was two and a half years in length. In 2003, the College began offering new curricula in partnership with the University of Victoria Bachelor of Science in Nursing (UVIC B.ScN) program, as there was a high demand for graduate nurses in the NWT. In addition, standards for nursing education in most Canadian jurisdictions were raised from a diploma to a degree.

Nursing is unique among college programs as graduate nurses (diploma or Bachelor level) must pass a national examination upon the completion of their program before they are eligible to register and practice. The national examination is evidence that the College program meets national standards. Since the Aurora College Northern Nursing program began in 1994/95, approximately 125 students have completed their diplomas. In 2005/06, the first cohort of B.ScN students will receive their baccalaureate degrees.

**Figure 20: Certificate, Diploma & University Partnership Program Full-time Equivalent Enrolments, Aurora College, 2000/01 to 2004/05**



**Source:**

Table 13, 14 and 20: *Aurora College Annual Enrolment and FTE Reports, 2000/01 to 2004/05*

**Notes:**

University Partnership programs have been added to the Certificate & Diploma program totals. Appendix 5 gives a complete listing of full-time equivalent enrolments in Certificate, Diploma and University Partnership programs.

*Enrolment in trades and technology programs are highly sensitive to demand and supply factors in the market place.*

In 2004/05 trades and technology programs offered by Aurora College accounted for approximately 17.8% of the 1444.9 FTEs (Figure 21). Trades and technology programs include apprentice programs for registered apprenticeship and other technological and occupational programs.

The Department of Education, Culture and Employment provides technical training for apprentices in cooperation with Aurora College. Five apprenticeship programs are currently offered at Aurora College: Carpentry, Heavy Duty Equipment Technician, Electrical, Housing Maintainer, and Plumbing/Gasfitter/Oil Burner/Mechanic, as well as numerous pre-apprentice, pre-trades and occupational programs.

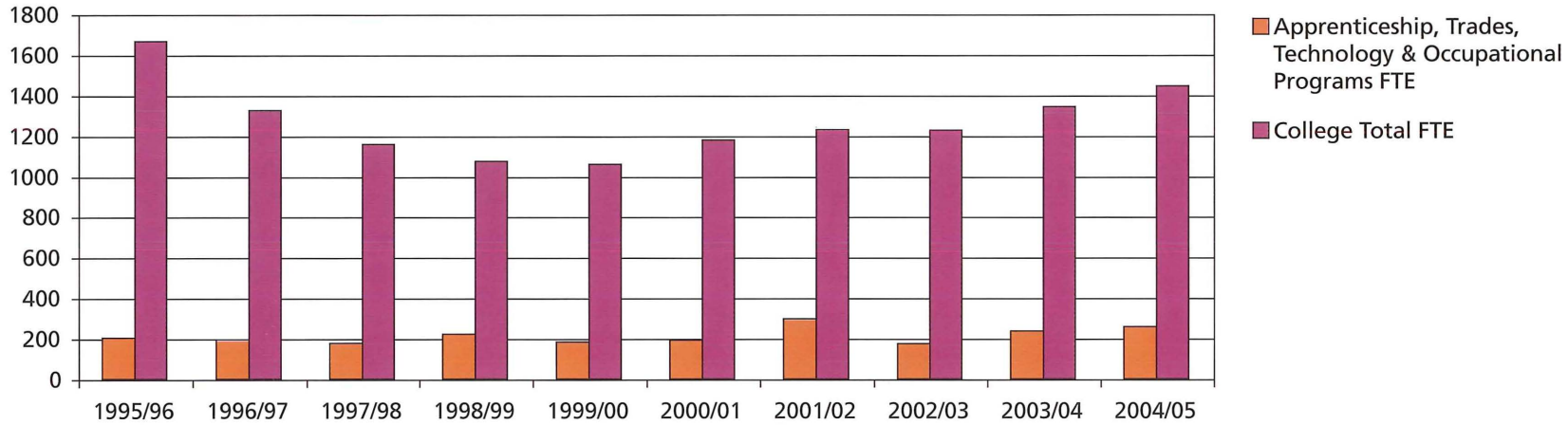
Aurora College continues to work with industry to maximize employment opportunities. Partnerships have been established with the mining and oil and gas industries, and with the technical institutions in Alberta, for the development and delivery of industrial training programs. These programs have been offered at worksites, on campuses, and as campus/worksite deliveries.

The partnerships are:

- Agreements with the Northern Alberta Institute of Technology (NAIT) and the Southern Alberta Institute of Technology (SAIT) were enhanced through renewed Memoranda of Understanding.
- Industrial training programs were developed for the mining and oil and gas sectors: Mill Processing, Process Control/ Instrumentation, and Mineral Processing Operator, Pipeline Operations Training, and the Rig Training course.
- The Pre-Technology Program was revised to increase the technology career options open to students.
- The Diamond Cutting and Polishing Program was revised and extended from 16 to 22 weeks, and the number of seats was doubled, in response to requests from the secondary diamond industry. The Diamond Cutting and Polishing Program received the Yves Laundry Award for excellence in 2005.
- The Aviation Diploma Program was developed and delivered in partnership with Big River Air in Fort Smith.



**Figure 21: Apprenticeship, Trades, Technology and Occupational Programs Full-Time Equivalent Enrolments Aurora College, 1995/96 to 2004/05**



**Source:**

Table 21: *Aurora College Annual Enrolment and FTE Reports, 1995/96 to 2004/05*

**Notes:**

1998/99 and earlier years would have reflected Nunavut apprentices. See Figures 13, 14, 15 and 20 for College FTE Totals.

*Technical training is currently provided for 42 designated trades and 24 certified occupations in the Northwest Territories.*

In Canada, the NWT has one of the fastest growing economies and also has the highest employment rate in the country. As of 2004, the Yellowknife employment rate was 79.7% and the regional centres and smaller communities had employment rates of 69.6% and 48.8%, respectively (from Figure 45). Over the last 10 years two diamond mines, BHP Billiton Diamond Inc.'s Ekati Mine and the Diavik Diamond Mine have begun operations, while a third mine, De Beer's Snap Lake Mine, is expected to begin operation in 2008. The operating mines employ just over 1,300 people in unskilled, semi-skilled and skilled jobs. The opening of the mines has also led to the creation of a secondary diamond industry which includes cutting and polishing facilities.

In addition, the last five years have seen a significant increase in oil and gas exploration in the NWT, driven by increased demand in the United States and the possible construction of a natural gas pipeline along the Mackenzie Valley. The pipeline is currently in regulatory review and construction could begin as early as 2008. More than 8,000 jobs for skilled trades, labourers, engineers and other professionals could be required by pipeline construction and associated activity.

Aurora College provides selected in-school technical training which is approximately eight weeks for apprentices (during each 1800-hour training period). Thirty-four of the 42 designated trades have active apprenticeship training programs. In-school training for Carpentry,

Electrical, Heavy Duty Equipment Technician, Housing Maintainer, Plumbing/Gasfitting and Oil Burner Mechanic is provided through Aurora College. Other technical training takes place in Alberta or other jurisdictions. A tradesperson can earn credit for trade-related experience by challenging examinations leading to the completion of trades programs.

#### *NWT Active and Registered Apprentices by Gender*

As of November 2005, there were 321 active and registered apprentices enrolled in the NWT. Women represent 3.4% of the registered apprentices in the trades of Aircraft Maintenance Engineer, Carpenter, Cook, Electrician, Hairstylist, Industrial Mechanic - Millwright, and Partsperson (Figure 22A). In 2002, only 2.6% of the active apprentices registered were women, meaning that there has been a 0.8% increase in female registered apprentices.

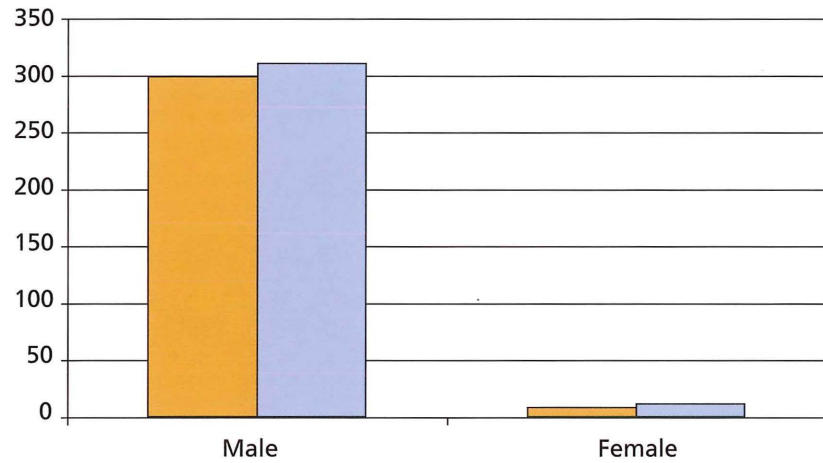
#### *NWT Active and Registered Apprentices by Ethnicity and Year of Apprenticeship*

Of the 321 active apprentices in 2005, 134 or 41.7% were Aboriginal. In comparison to January 2002, only 36.9% or 113 of 306 active apprentices were Aboriginal. There has been a 4.8% increase in the number of Aboriginal apprentices since 2002 (Figure 22B). The number of apprentices registered in the NWT Apprenticeship Program is: 46.4% in first year, 20.9% in second year, 19.0% in third year, and 13.7% in fourth year.

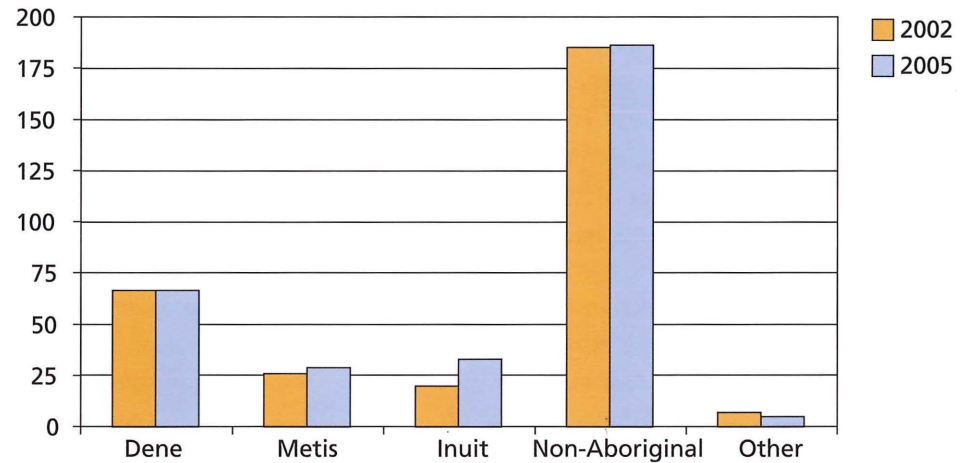
#### *NWT Active and Registered Apprentices by Region*

The majority (52.6%) of the apprentices are signed on with employers in the North Slave, 23.4% in the South Slave, 18.4% in the Beaufort Delta/Sahtu and 5.3% in the Deh Cho region. The trades that have the most registered apprentices are: Electrician (19.6%), Carpenter (13.1%), Plumber/Gasfitter 2<sup>nd</sup> Class (10.6%), Heavy Duty Equipment Technician (10.0%), Automotive Service Technician (10.0%) and Partsperson (6.9%).

**Figure 22A: NWT Apprenticeship Program, Registered Apprentices by Gender, 2002 and 2005**



**Figure 22B: NWT Apprenticeship Program, Registered Apprentices by Ethnicity, 2002 and 2005**



**Source:**

Table 22: Education, Culture and Employment, November 30, 2005

*Enrolments of NWT students attending postsecondary institutions have increased.*

### *Canadian and NWT Postsecondary Participation Trends*

In 2002/03, the Canadian population was 1.7 million with 5% enrolled in postsecondary education. In 2003, the NWT population was 42,240 with 3.5% of the total NWT population enrolled in postsecondary education and accessing NWT Student Financial Assistance (NWT SFA). In 2005, the NWT population was 42,982 and 3.5% of the total NWT population continued to access NWT SFA to pursue full-time postsecondary studies.

Enrolments of NWT students attending postsecondary institutions have increased as tracked by Student Financial Assistance (NWT SFA). Between 1991/92 and 2004/05 the number of students receiving student financial assistance to attend full-time postsecondary programs increased more than 58.0% from 950 full-time students receiving NWT SFA to 1501 in 2004/05 (Figure 23). Participation peaked in 1995/96 and 1996/97 with 1630 and 1610 students respectively. From 1997/98 to 2001/02 participation numbers fell as low as 1325, but have since been on the rise. In 2003/04, 1459 students attended postsecondary studies on a full-time basis and 1501 in 2004/05.

### *What do participation rates mean for Northerners?*

The participation rate in postsecondary education is a good indicator that the postsecondary education system is responding to the needs of the general public. Strong enrolment numbers in various postsecondary institutions and programs indicate that individuals are addressing their personal needs and/or labour market demands. Long-term trends show that more adults want postsecondary education and training in the NWT, and the system is responding by making the opportunities available.

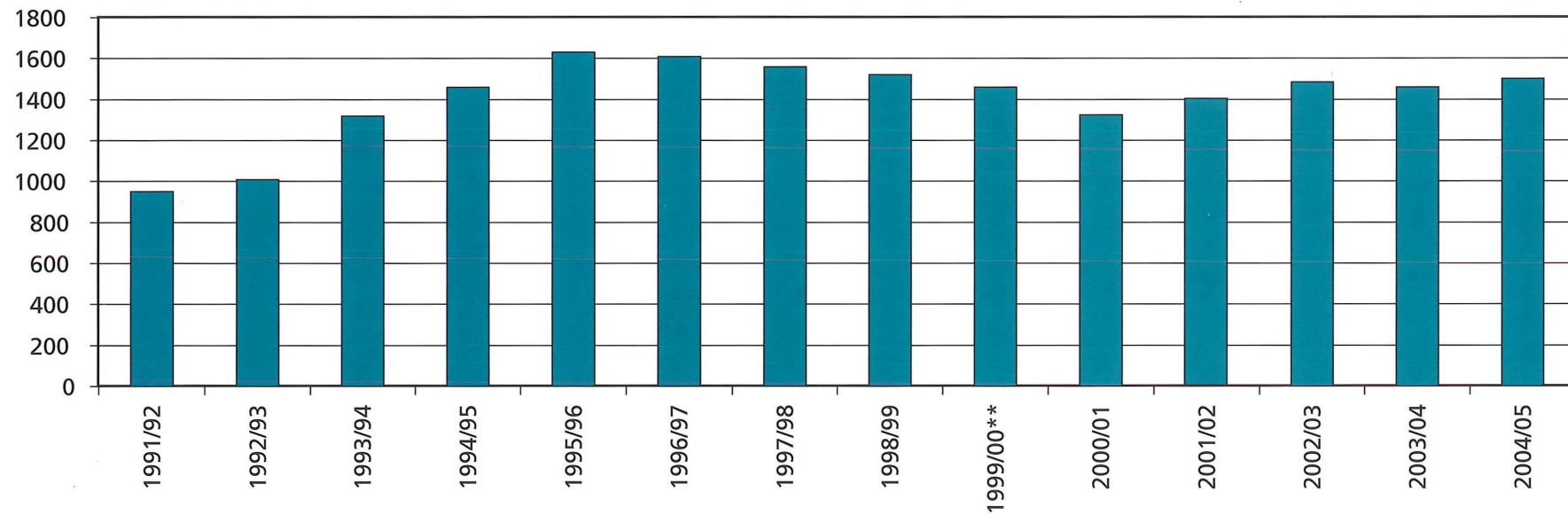
Participation rates do not tell the entire story about access to postsecondary education. While it is important to know how many people are accessing postsecondary education, it is also crucial to consider who is accessing at this level. Information on socio-economic backgrounds of students in Canada suggests that family education rates and family income positively affect the likelihood of an individual attending postsecondary institutions. Family education is seen as a more significant factor than family income in determining postsecondary education participation rates.<sup>13</sup>

### **Note to the reader:**

It should be noted that not all NWT students access NWT SFA to attend postsecondary institutions. Some students receive funding from other sources and are not included in this report. On behalf of the Government of the Northwest Territories, the NWT SFA program administers the bulk of student financial aid in the NWT.

<sup>13</sup> Junor, S. et al. (2004). *The Price of Knowledge 2004: Access and Student Finance in Canada*. (p, 31)

Figure 23: Postsecondary Full-Time Student Enrolments, NWT, 1991/92 to 2004/05



**Source:**

Table 23: Department of Education, Culture and Employment, February 2006  
 2001 Postsecondary Indicators Report

**Notes:**

Data represent a head-count.

\*\* The 2001 Postsecondary Indicators Report used uncorrected data for 1999/00.

*Over the past fourteen years Aboriginal enrolments have increased at Aurora College and other Northern private training institutions.*

The number of Aboriginal students studying at the postsecondary level has varied by as much as 9.2% of the overall total in the last decade. In 1995/96, 53.1% of the total students studying at the postsecondary level were Aboriginal (Figure 24). Over the last five years, Aboriginal participation in postsecondary education dropped slightly from 47.8% in 2000/01, 45.4% in 2001/02, 43.9% in 2002/03, but improved to 45.6% in 2003/04 and 47.3% in 2004/05 (Figure 24). In the last two academic years Aboriginal students studying at the postsecondary level have started to increase with a total of 1459 in 2003/04 (666 Aboriginal and 793 non-Aboriginal) and a total of 1501 in 2004/05 (710 Aboriginal and 791 non-Aboriginal).

The Canadian demographics of Aboriginal postsecondary students are somewhat different from that of the non-Aboriginal postsecondary student population “as they are on average both older and more likely to be female. Age, of course, is associated with a number of other important characteristics: Aboriginal students are more likely to be married, have children, or have some kind of disability.”<sup>14</sup>

Since 2000/01, full-time postsecondary enrolments have continued to increase because of continuing development of Aurora College and the corresponding increased participation by Aboriginal students. In 2004/05, Aboriginal students receiving NWT SFA accounted for 77.0% (376 of 488

students) of Aurora College’s total student body compared with 39.4% (152 of 386 students) at southern/international colleges and institutions or 18.3% (91 of 498 students) at southern/international universities (Figure 25).

*By Type of Institution*

Students who receive NWT SFA attend universities, colleges and vocational or technical institutions throughout the NWT and Canada (Figure 25). In 1995/96, 33.0% or 541 students receiving NWT SFA attended Aurora College, and 4.9% or 81 students attended a private training institution in the NWT. The remaining 62.1% or 1,016 attended postsecondary institutions outside the NWT. By 2004/05, 33.4% or 502 students receiving NWT SFA attended Aurora College and 7.7% or 115 students attended a private training institution in the North, while the remaining 58.9% or 884 NWT SFA recipients attended postsecondary institutions at southern colleges, technical or vocational training institutes (25.7% or 386) and universities (33.2% or 498).

The number of students choosing to stay in the NWT to attend either Aurora College or other northern private training institutions continues to rise. In 1995/96, 38.0% of all postsecondary students completed their studies in the NWT, whereas in 2004/05, 41.1% of the overall NWT SFA students were completing their studies in the NWT (Figure 25).

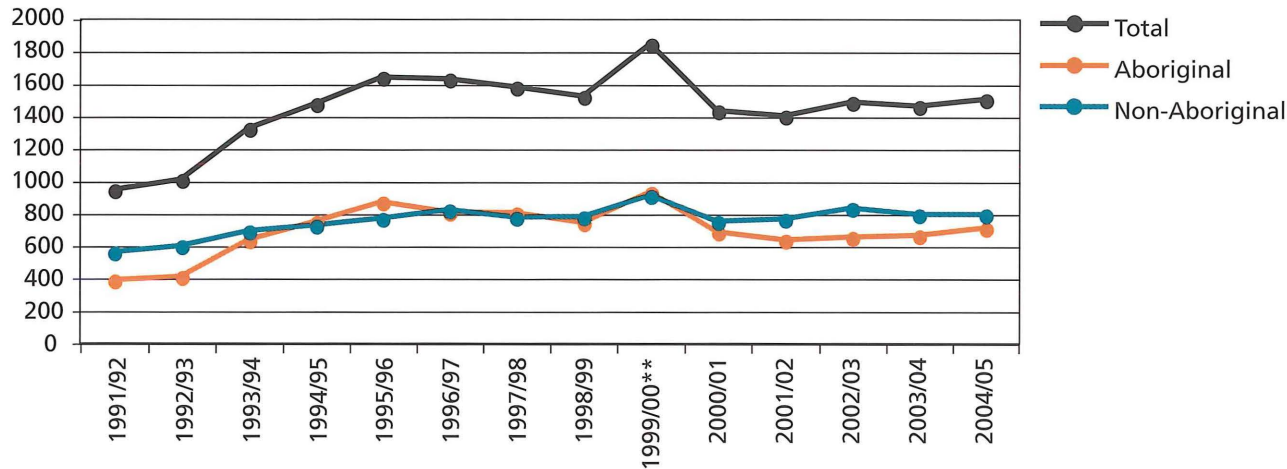
*By Type of Southern Institution and Ethnicity*

In 1995/96, Aboriginal students attending southern colleges, technical or vocational training institutions and universities comprised 21.9% of NWT SFA recipients, whereas in 2004/05, Aboriginal students comprised 16.2%, a decrease of 5.7% (Figure 26). In 1995/96, non-Aboriginal students comprised 40.2% and in 2004/05 this rate was 42.7%, an overall increase of 2.5%.

From 1991/92 to 2004/05, Aurora College’s intake of NWT SFA students has increased by 106.6%. In 1991/92, the total number of Aboriginal students attending Aurora College and receiving NWT SFA was 196 (47 non-Aboriginal students). In 2004/05 the number of Aboriginal students increased to 390 students (112 non-Aboriginal students). In 2004/05, 77.7% or approximately three out of every four students receiving NWT SFA and attending Aurora College were Aboriginal (Figure 26).

<sup>14</sup> Junor, S. et al. (2004). *The Price of Knowledge 2004: Access and Student Finance in Canada*. (p, 63)

**Figure 24: Postsecondary Full-Time Student Enrolments by Ethnicity, NWT, 1991/92 to 2004/05**



**Source:**

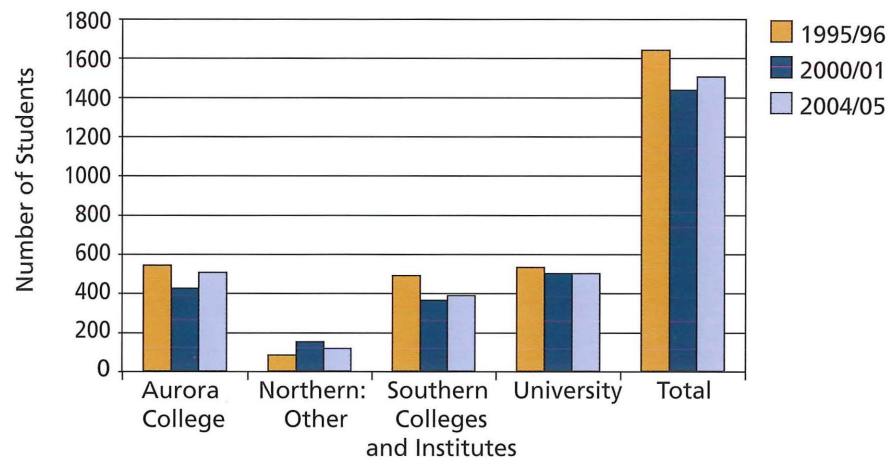
Figure 24: Table 24  
 Figures 25 and 26: Table 25, 26 and 27: Department of Education, Culture and Employment, February 2006, *2001 Postsecondary Indicators Report*

**Notes:**

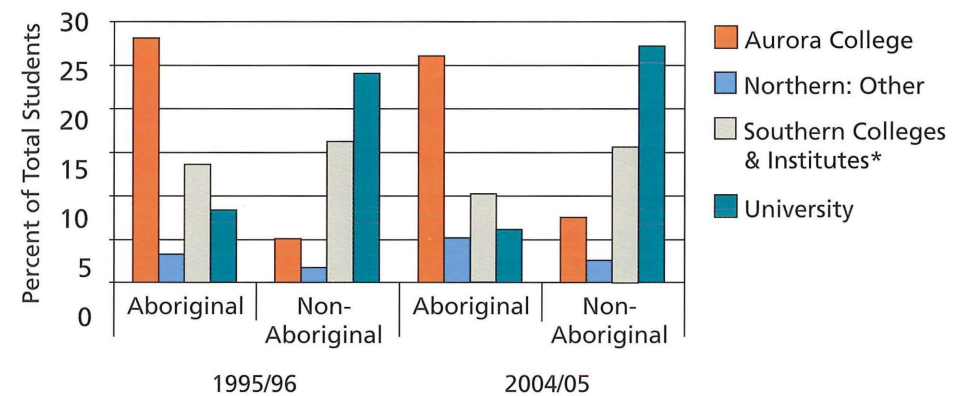
The totals represent the numbers of students enrolled in one or more postsecondary institutions in a given academic year.

\*\* The 2001 *Postsecondary Indicators Report* used uncorrected data for 1999/00.

**Figure 25: Postsecondary Full-Time Student Enrolments by Type of Institution, NWT 1995/96, 2000/01 and 2004/05**



**Figure 26: Postsecondary Full-Time Student Enrolments by Type of Institution and Ethnicity, NWT, 1995/96 and 2004/05**



**Notes:**

\*Also includes a small number of students studying at Yukon College and Nunavut Arctic College. Students may attend more than one postsecondary institution in an academic year.

*The number of full-time Aboriginal postsecondary students has increased over the past two academic years.*

Over the past 14 years, the percentage of Aboriginal students attending college, technical or vocational training schools in southern Canada and abroad has also increased by 10.4% from 29.2% in 1991/92 to 39.4% in 2004/05 (See statistical table for Figure 27). In looking at the last five years, the number of Aboriginal students attending southern college, technical or vocational training institutions has dropped by 1.0% from 40.4% in 2000/01 to 39.4% in 2004/05.

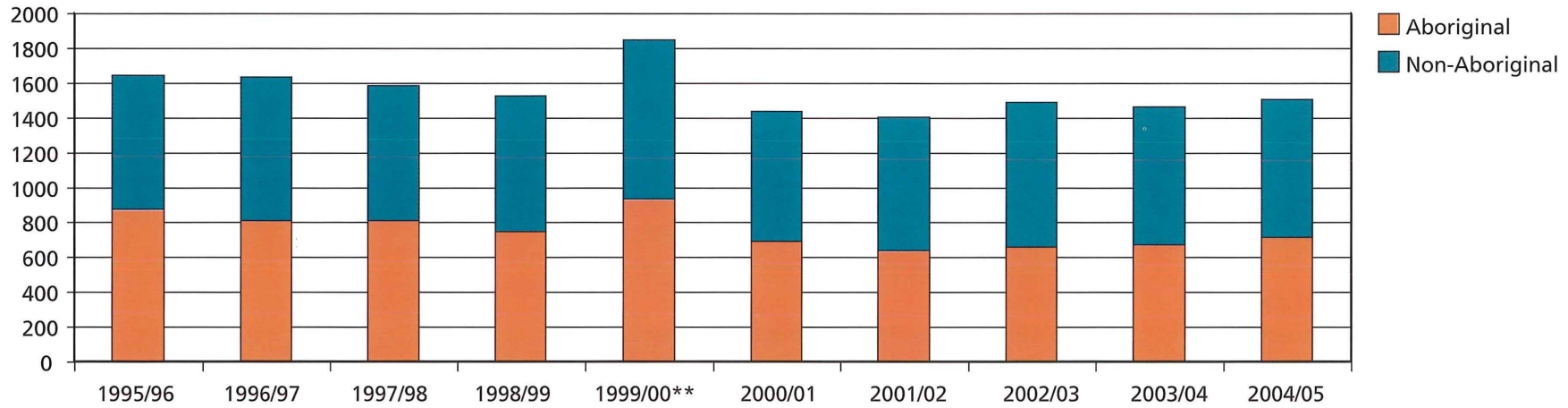
In the last two academic years Aboriginal students studying at the postsecondary level have started to increase with a total of 1,459 in 2003/04 (666 Aboriginal and 793 non-Aboriginal) and a total of 1,501 in 2004/05 (710 Aboriginal and 791 non-Aboriginal).

Over the past 14 years the rate of NWT Aboriginal students attending university has increased, but not to the same extent as attendance at southern colleges, technical or vocational training institutions. In 1991/92, 17.5% of students receiving NWT SFA and attending university were Aboriginal. In 2004/05 this same rate was 18.3%. Over the past 14 years the overall rate of increase is 0.8%. In looking at the past five years, the number of Aboriginal students attending universities shows a 3.9% decrease from 22.2% in 2000/01 to 18.3% in 2004/05.

Student Financial Assistance records for 2004/05 indicate that a total of 710 students (47.3%) attending postsecondary institutions were Aboriginal and 791 (52.7%) were non-Aboriginal students (Figure 27). The number of Aboriginal people attending postsecondary institutions has significantly increased over the past 14 years. In 1991/92, there was a total of 943 students, of which 387 (41.0%) were Aboriginal and 556 (59.0%) were non-Aboriginal. There was a 45.5% increase in the number of Aboriginal students who received NWT SFA while attending postsecondary institutions in 2004/05 as compared to 1991/92. The numbers of non-Aboriginal NWT postsecondary students has also increased since 1991/92 but at a slower rate than Aboriginal students – a 31.4% increase.



**Figure 27: Postsecondary Full-Time Student Enrolments by Ethnicity, NWT, 1995/96 to 2004/05**



**Source:**

Table 25, 26 and 27:  
 Education, Culture and Employment,  
 February 2006  
*2001 Postsecondary Indicators Report*

**Notes:**

Students may attend more than one postsecondary institution in an academic year.

### *Aurora College*

NWT SFA recipient enrolments at Aurora College have more than doubled from 243 students in 1991/92 to 502 students in 2004/05. This is an overall increase of 206.6%. In 2000/01, there were 423 NWT SFA recipient students at Aurora College, compared with 502 in 2004/05. This five-year trend shows an overall increase of 118.7% in NWT SFA recipient students. Programs that NWT SFA-sponsored students have enrolled in at Aurora College have been organized into 11 categories (Table 28A). Since 2000/01, there has been a 4.9% increase in the Health and Medical Sciences field of study. In the same time span, there has been a 4.7% decrease in Business Management and Commerce, and a 6.2% increase in Trades & Occupations.

Of those who have received NWT SFA to attend Aurora College over the last five years, the split between Aboriginal and non-Aboriginal students has remained fairly steady. A total of 327 Aboriginal students enrolled in 2000/01 (77.3%), which rose to 390 students in 2004/05 (77.7%). The percentage of female students also increased, from 69.0% to 81.7%.

### *Northern Private Vocational/ Training Institutions*

Some private institutions offer vocational training in a number of specialized areas, the students of some of these institutions may be eligible for NWT SFA. Computer training for office applications, commercial pilot training and aircraft maintenance engineering are available in the North through private vocational training. Pastoral training is available through some of the northern churches.

In 1991/92, two NWT SFA recipient students were enrolled in private vocational programs, which increased dramatically to 115 in 2004/05. Over the last five years, there were an overall total of 560 NWT SFA recipient students in northern private training institutions, of which 392 were Aboriginal and 168 were non-Aboriginal. In 2000/01 there were 108 female NWT SFA recipient students in northern private training institutions, which decreased to 87 in 2004/05.

**Figure 28A: NWT SFA Recipients: Percent Increase or Decrease in Full-Time Student Enrolments in Aurora College by Field of Study, 2000/01 to 2004/05**

	2000/01	2004/05	% Increase (+) or Decrease (-)
Health/Medical Sciences	15.8%	20.7%	+4.9%
Business Management and Commerce	24.4%	19.7%	-4.7%
Trades/Occupations	11.1%	17.3%	+6.2%
Education	14.4%	12.0%	-2.2%
Social Sciences and Services	6.6%	5.4%	-1.2%
Computer and Information Sciences	2.5%	5.0%	+2.5%
Upgrading/College Preparation	5.2%	5.0%	-0.2%
Engineering Technology	2.6%	4.2%	+2.6%
Liberal Arts	5.4%	4.0%	-1.4%
Personal and Miscellaneous Services	2.8%	3.5%	+0.7%
Natural Science and Primary Industries	9.0%	3.2%	-5.8%
Unknown	0.2%	0%	
<b>Total Students</b>	<b>423.0</b>	<b>502.0</b>	

**Source:**

Table 28 to 32: Education, Culture and Employment, February 2006

**Notes:**

See Appendix 3 for more information on field of study.

## 23 NWT SFA Full-Time Enrolment – In Southern/International Colleges & Institutions

*Over the last five years enrolment in southern and international colleges, technical and vocational training institution has increased.*

Enrolments in colleges technical and vocational training institutions outside the NWT tend to focus on practical, technical, or occupational skills for direct-entry into the labour market. The minimum program length is typically two years, but more colleges are moving towards offering either partial or full university level programs through transfer agreements.<sup>15</sup>

Enrolments in colleges and training institutions outside the NWT have increased by 6.9% from 361 in 2000/01 to 386 in 2004/05. Student enrolment in these programs is shown by student ethnicity (Figure 28) and by gender (Figure 29). In 2004/05, there were 152 Aboriginal and 234 non-Aboriginal students in southern or international colleges and institutions. Females accounted for 57.5% of the students. Of all NWT SFA recipients attending southern or international colleges and institutions, 78.1% studied in Alberta.

### Note to the reader:

Colleges and institutions include all southern and international postsecondary institutions other than universities.

<sup>15</sup> *Education Indicators in Canada: Report of the Pan Canadian Education Indicators Program 2003.*

### Certificates and Diplomas by Field of Study

There is a diverse range of certificate and diploma-level programs of study chosen by NWT students receiving NWT SFA. In 2004/05, approximately 32.9% of students attending colleges and institutions outside of the NWT were enrolled in Liberal Arts programs, 20.5% in Business/Management programs, 6.7% in Social Sciences and Services, 6.5% in Health/Medical Sciences, 6.2% in Engineering Technology, 5.2% in each of Computer and Information Sciences, Education, and Personal and Miscellaneous Services programs (Figure 28). Many of these enrolments were in specialized programs that are not offered at Aurora College (See Appendix 3).

In 2004/05, females accounted for 57.5% of students receiving NWT SFA for full-time studies in colleges, technical and vocational training institutions outside the NWT, while 42.5% were male students. In the previous four academic years, women accounted for the majority of full-time students attending southern or international

colleges and institutions and receiving NWT SFA. In 2000/01, females accounted for 60.1% (217 of 361); in 2001/02, females accounted for 62.5% (242 of 387); in 2002/03, females accounted for 63.0% (262 of 416); and in 2003/04, females accounted for 59.4% (238 of 401).

Between the academic years 2001/02 to 2004/05, there were considerable gender differences by field of study. Females were more likely to select studies in liberal arts, business management and commerce, health/medical sciences, social sciences and services, natural science and primary industries, personal and miscellaneous services and upgrading/college preparation programs. Male students were more likely to enrol in business management and commerce, engineering technology, computer and information sciences, trades and occupation programs. Male enrolments in liberal arts programs continue to increase.

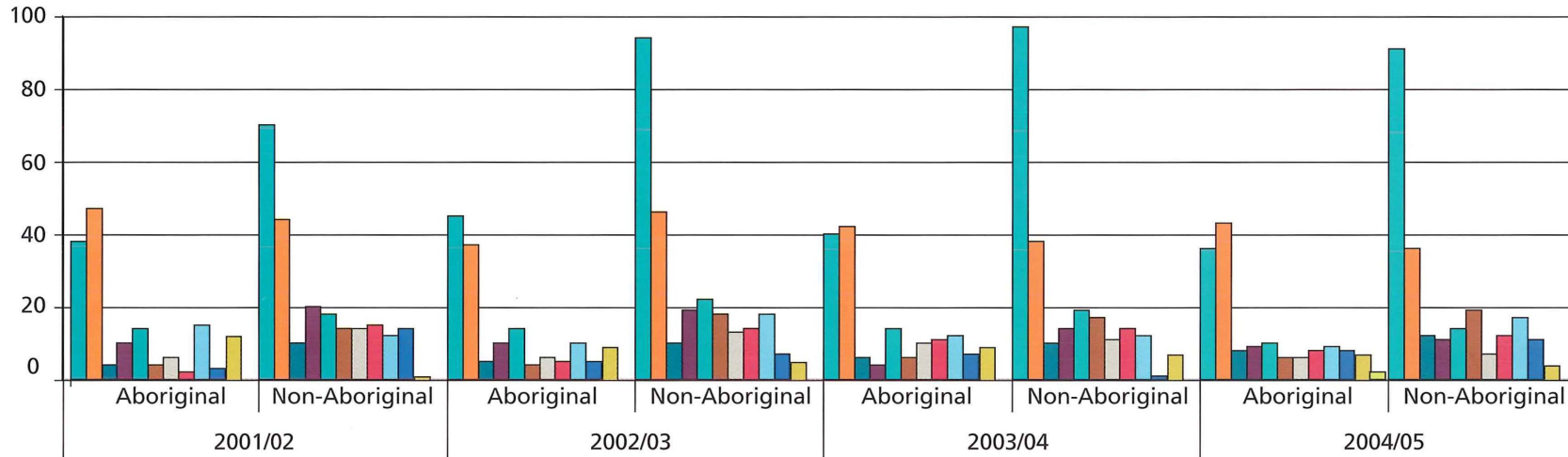
### Source:

Figures 28 and 29: Table 28 to 32: Education, Culture and Employment, February 2006

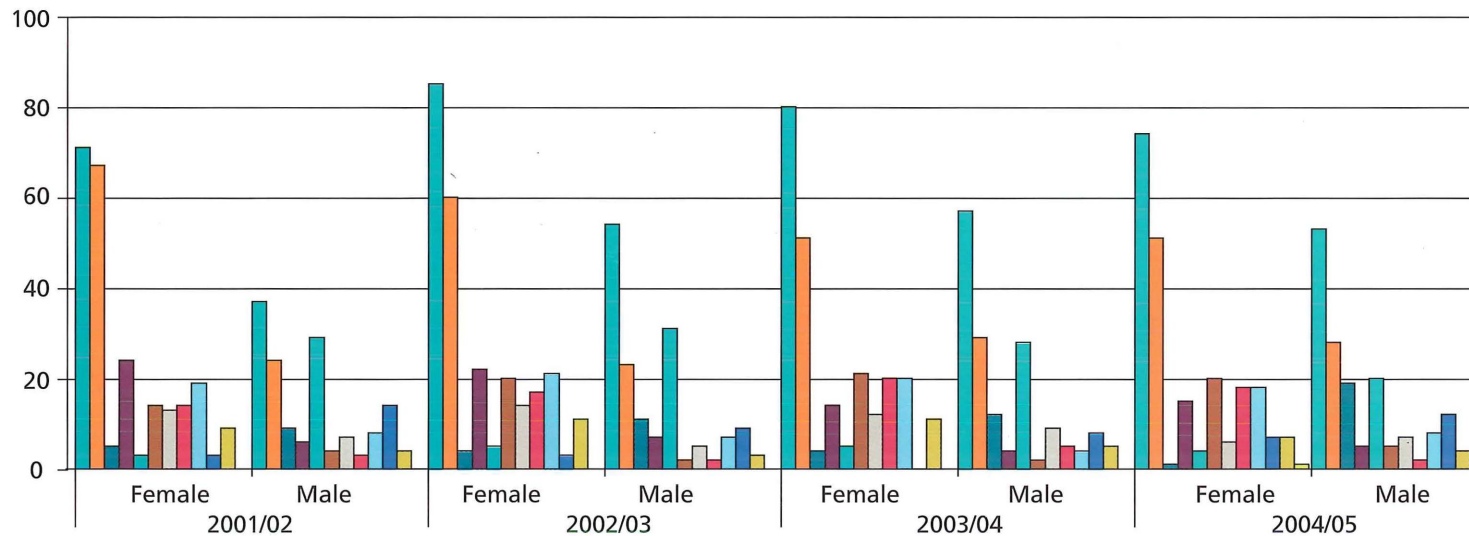
### Notes:

NWT SFA head count will be lower than totals for type of institution and program of study. Some students attend more than one institution and program of study in a given academic year.

**Figure 28: NWTSTFA Recipients: Full-Time Student Enrolments in Southern/International Colleges and Institutions by Field of Study and Ethnicity, 2001/02 to 2004/05**



**Figure 29: NWTSTFA Recipients: Full-Time Student Enrolments in Southern/International Colleges and Institutions, by Field of Study and Gender, 2001/02 to 2004/05**



**Legend for Figures 28 & 29**

- Liberal Arts
- Business Management & Commerce
- Computer & Information Sciences
- Education
- Engineering Technology
- Health/Medical Sciences
- Natural Science & Primary Industries
- Personal & Miscellaneous Services
- Social Sciences & Services
- Trades/Occupations
- Upgrading/College Preparation
- Unknown

*Students from the NWT who wish to obtain university-level education have three options: study outside of the NWT, participate in distance education, or complete university transfer programs with Aurora College.*

#### *Enrolment and Participation in University Education*

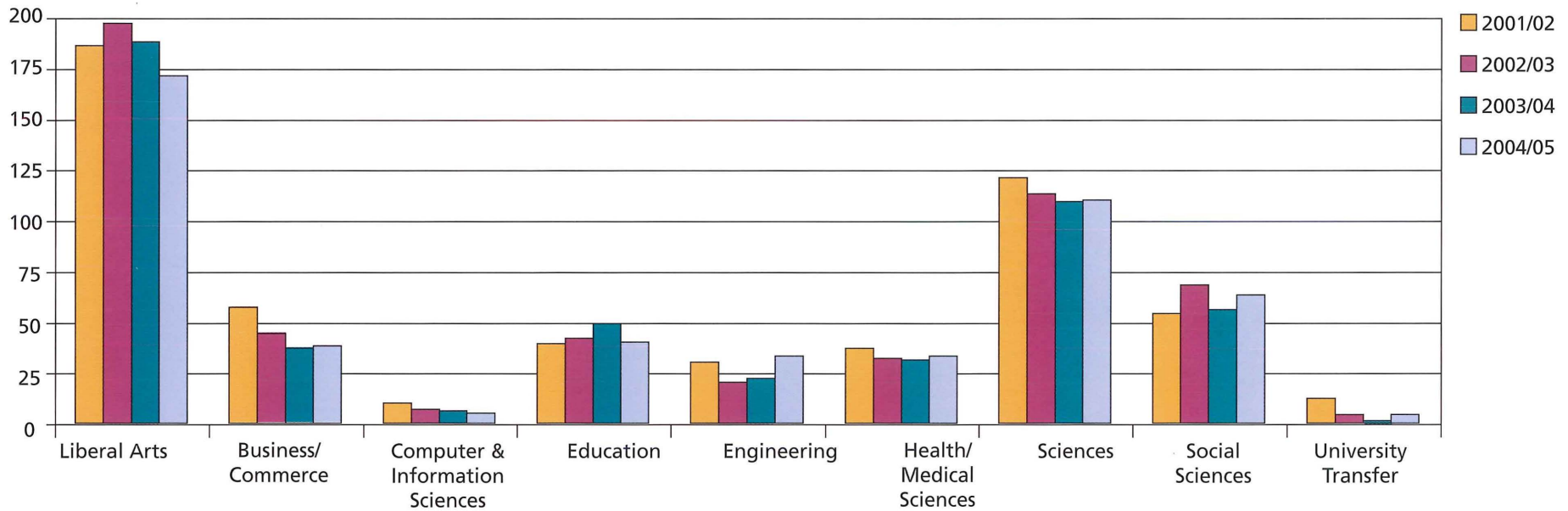
Aurora College has established cooperation agreements with other Canadian institutions to allow diploma students to complete a degree through a brokered arrangement or a block transfer to a university.

It is anticipated that this type of arrangement will expand the number and type of degree programs offered throughout the NWT. Aurora College has partnerships in place with Alberta Distance Learning Centre and Northern Lakes College via eCampus Alberta (for high school courses), Athabasca University (Business Administration), University of Saskatchewan (Teacher Education), University of Regina (Social Work), University of Victoria (Science of Nursing) and the Centre for Nursing Studies (Primary Health Care - Nurse Practitioner). Block transfer agreements allow Management Studies, Social Work and Natural Resource Technology students to transfer into university degree programs.

#### *University Enrolments by Field of Study*

The university level fields of study chosen by NWT students are very diverse (Appendix 4). Of the 498 students studying at the university level in 2004/05, 34.3% were enrolled in Liberal Arts programs, 22.1% in Science programs, 12.7% in Social Science programs, 8.1% in Education programs, 7.6% in Business/Commerce programs, 6.6% each in Health/Medical Sciences and in Engineering programs, and 1.0% in Computer and Information Sciences (Figure 30).

Figure 30: NWT SFA Recipients: Full-Time Student Enrolments in University by Field of Study, 2001/02 to 2004/05



**Source:**

Table 28 to 32:  
Education, Culture and Employment,  
February 2006

**Notes:**

NWT SFA head count will be lower than totals for type of institution and program of study. Some students attend more than one institution

CONTEXT

FUNDING

AURORA COLLEGE

NWT SFA

OUTCOMES

OTHER DATA

*NWT university students demonstrate ethnic differences in the types of programs studied.*

Overall enrolments in southern and international universities have remained fairly stable over the last five years from 499 in 2000/01 to 498 in 2004/05. During the academic years 2001/02, 2002/03 and 2003/04 enrolments at universities were slightly higher at 547, 528, and 500, respectively.

Of the university students receiving NWT SFA in 2004/05, 91 (18.3%) were Aboriginal and 407 (81.7%) were non-Aboriginal (Figure 31). In the previous four academic years, Aboriginal enrolments at universities have fluctuated from 22.2% (111 of 499) in 2000/01 to 24.7% (135 of 547) in 2001/02 to 23.1% (122 of 528) in 2002/03 and 16.8% (91 of 498) in 2003/04.

Non-Aboriginal students comprised 75% to 100% of all enrolled students in the eight generic fields of study (Liberal Arts, Business/Commerce, Computer and Information Sciences, Education, Engineering, Health/Medical Sciences, Sciences, and Social Sciences).

Alberta was the most common location for university study, with 50.4% of 2004/05 students enrolled, followed by 13.5% in British Columbia, 12.5% in Ontario, 8.0% in Saskatchewan and 5.0% in Nova Scotia (see Figure 9).

*Distribution of University Enrolments, by Field of Study and Gender*

In 2004/05, the gender profile of students receiving NWT SFA for full-time studies in universities outside the NWT was 61.8% (308 of 498) for female students and 38.2% (190 of 498) for male students (Figure 32). In the previous four academic years, women accounted for the majority of full-time students attending southern or international universities and receiving NWT SFA. In 2000/01, females accounted for 58.5% (292 of 499); in 2001/02, females accounted for 59.4% (325 of 547); in 2002/03, females accounted for 62.7% (331 of 528); and in 2003/04, females accounted for 63.4% (317 of 500). The NWT and Canadian trends clearly indicate women are now the majority in full-time undergraduate studies.<sup>16</sup>

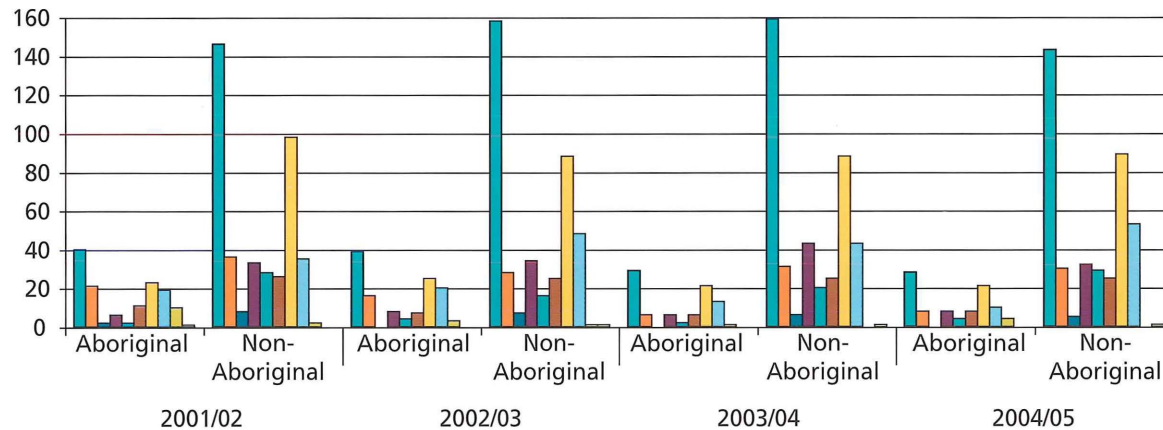
Similarly to college students, there was a difference between program enrolments based on gender. Female university students in 2004/05 comprised between 58.2% and 87.9% of the enrolments in Liberal Arts, Sciences, Social Sciences, Education, Health/Medical Sciences, and university transfer, while males comprised between 52.6% and 100% of enrolments in Business/Commerce, Engineering and Computer and Information Sciences.

Of the total student body attending universities in 2004/05, Aboriginal female students accounted for 62 (12.4%), Aboriginal males made up 29 (5.8%) while non-Aboriginal female students comprised 246 (49.5%) and non-Aboriginal male students were 161 (32.3%).

<sup>16</sup> *Education indicators in Canada: Report of the Pan-Canadian Education Indicators Program 2003.*



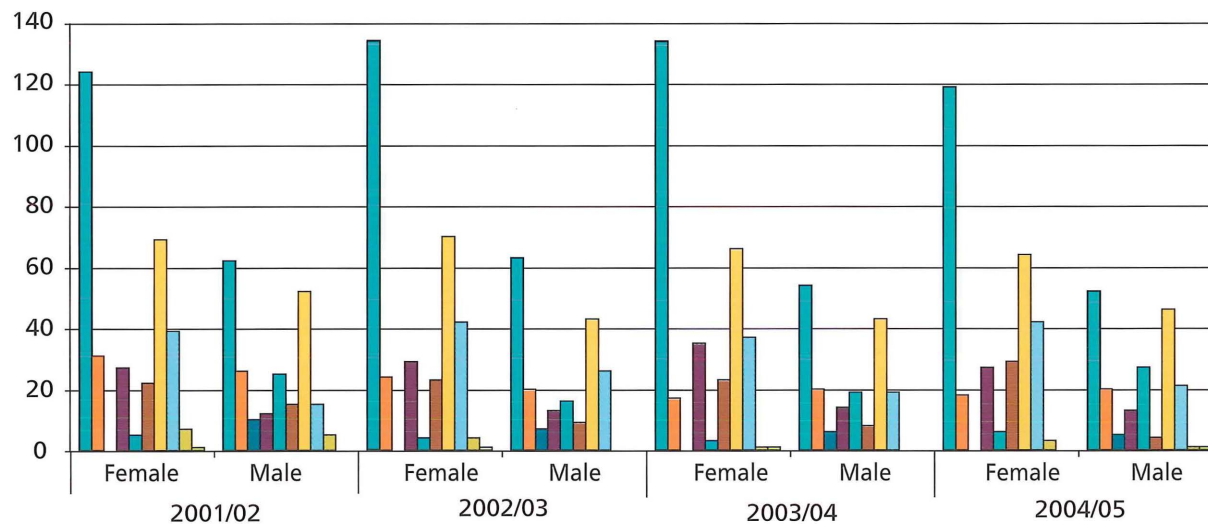
**Figure 31: NWT SFA Recipients: Full-Time Student Enrolments in University by Field of Study and Ethnicity, 2001/02 to 2004/05**



**Legend for Figures 31 & 32**

- Liberal Arts
- Business/Management
- Computer & Information Sciences
- Education
- Engineering
- Health/Medical Sciences
- Sciences
- Social Sciences
- University Transfer
- Unknown

**Figure 32: NWT SFA Recipients: Full-Time Student Enrolments in University by Field of Study and Gender, 2001/02 to 2004/05**



**Source:**

Figures 31 and 32: Table 28 to 32: Education, Culture and Employment, February 2006

**Notes:**

NWTSFA head count will be lower than totals for type of institution and program of study. Some students attend more than one institution and program of study in a given academic year.

*In 2004/05, there were 233 graduates from Aurora College.*

Over the last decade, the need for graduates with advanced qualifications has led Aurora College to enhance its diploma offerings, as well as expand its delivery of short-term skill programs to meet the demands of the resource-based industries. Both the Teacher Education and the Nursing programs are examples of up-skilled public service programs that now offer students the ability to complete a university degree program in the North. Furthermore, new programs such as Diamond Cutting and Polishing, Computing and Information Systems and Primary Health Care – Nurse Practitioner are succeeding in addressing emerging gaps in the labour market (see Appendix 5).

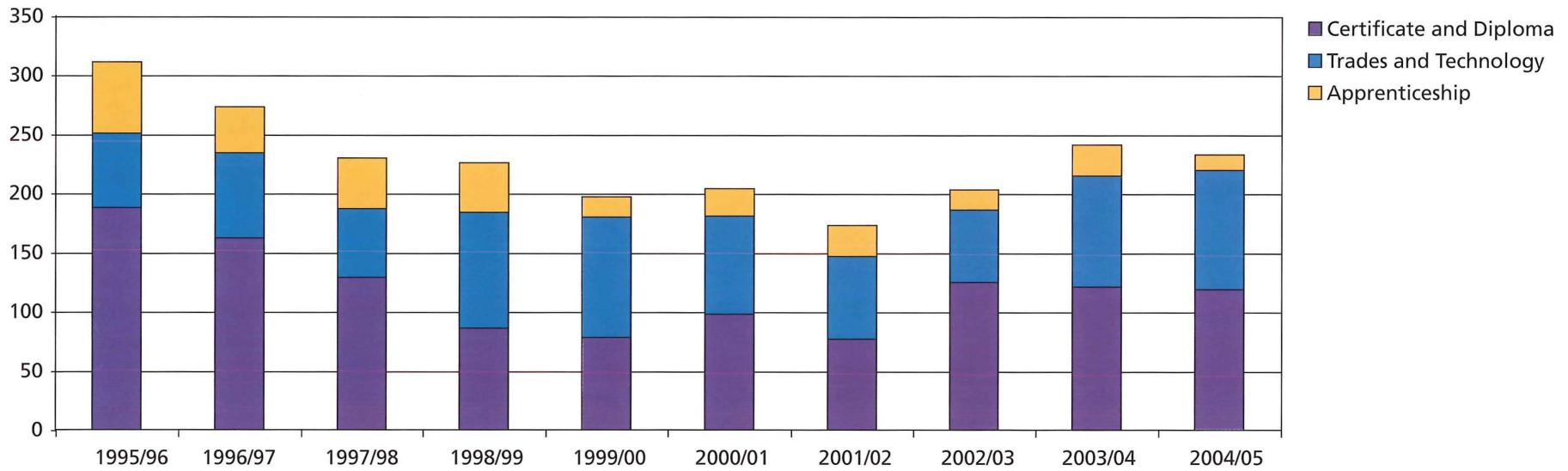
Graduates from Aurora College may be awarded parchments from two programming streams:

- Certificate or Diploma, and
- Trades, Technology and Apprenticeship programs (a Record of Achievement)

In 2000/01, there were 204 graduates of which 98 were in the Certificate or Diploma, 83 were in Trades and Technology and 23 were in Apprenticeship programs (See Figure 33). In comparison to 2004/05, there were 233 graduates of which 119 were in the Certificate or Diploma, 101 were in Trades and Technology and 13 were in Apprenticeship\* programs.

\*Apprenticeship program completion is referenced as a Record of Completion by Aurora College, even though the Department of Education, Culture and Employment administer and issue certificates of qualification and completion of apprenticeship.

**Figure 33: Graduates by Program Type, Aurora College, 1995/96 to 2004/05**



**Source:**

Table 33: Aurora College Annual Enrolment Reports, 2000/01 to 2004/05 and 2001 Postsecondary Indicators Report

### Participation and Performance in NWT Apprenticeship Examinations

The Apprenticeship and Occupational Certification Program administers the technical training for apprentices in cooperation with Aurora College and other southern technical training institutions.

Aurora College provides technical training in five trade areas: Carpenter; Electrician; Heavy Duty Equipment Technician; Housing Maintainer and Plumber/Gasfitter, 2<sup>nd</sup> class.

The process for obtaining journeyman status as an apprentice or tradesperson follows:

#### Apprentice

- An apprentice becomes qualified through a combination of technical and documented work experience.
- Once technical training and the required work experience hours are successfully completed for the applicable trade, an apprentice is awarded a Certificate of Qualification (COQ).
- Apprentices can challenge a separate examination to obtain an interprovincial Red Seal designation.

#### Tradesperson

- Individuals with documented work experience in a Red Seal trade but without formal technical training or with limited technical training may present their credentials for review. Those individuals with sufficient hours and upon recommendation of industry journeymen and program staff, may challenge the interprovincial examination.

Successful completion provides individuals with a COQ and the Red Seal designation.

- Tradespersons who challenge non-Red Seal trades receive a COQ.

#### Apprenticeship Enrolment and Completion

In 2005, 40 apprentices and 20 trades people achieved journeyman status (COQ). In addition, 41 Red Seal endorsements were issued (29 to certified apprentices and 12 to trades people.).

As indicated in Figures 22A and 22B the number of students enrolled in apprenticeship programs fluctuates with the economic climate. In 1996 and 1997 the economy of the NWT took a downturn. Fewer apprentices registered, resulting in low completion rates in 2000 and 2001. However, enrolment of new apprentices increased in 2000 – 2001, producing a higher number of certification completions in 2003 and 2004.

Over the 15-year period (1991 to 2005), 640 apprentices completed their apprenticeships. Of this total, 440 (68.8%) were non-Aboriginal and 200 (31.2%) were Aboriginal (Figure 34). The rate of completion by ethnicity fluctuates substantially from year to year. For example, in 1991 Aboriginal completions were 35.9% and non-Aboriginal completions were 64.1%. In 2005 Aboriginal completions were 41.9% and non-Aboriginal completions were 58.1%.

The overall 15-year ratio of non-Aboriginal to Aboriginal apprenticeship completions is 2.4:1.0.

#### Apprenticeship Program Level Offered at Aurora College

Apprenticeship Programs Offered at Aurora College, Thebacha Campus	Level Offered
Carpentry	Can run all 4 years
Electrical	1-3 only
Heavy Duty Equipment Technician	1-3 only
Housing Maintainer (unique NWT Trade)	Full program (3 years)
Plumbing/Gasfitting/Oil Burner Mechanic	1-2 only

#### Source:

Education, Culture and Employment, April 2006

# NWT Apprenticeship Completions

Figure 34: NWT Apprenticeship Program: Completion of Apprenticeship, NWT, 1991 to 2005

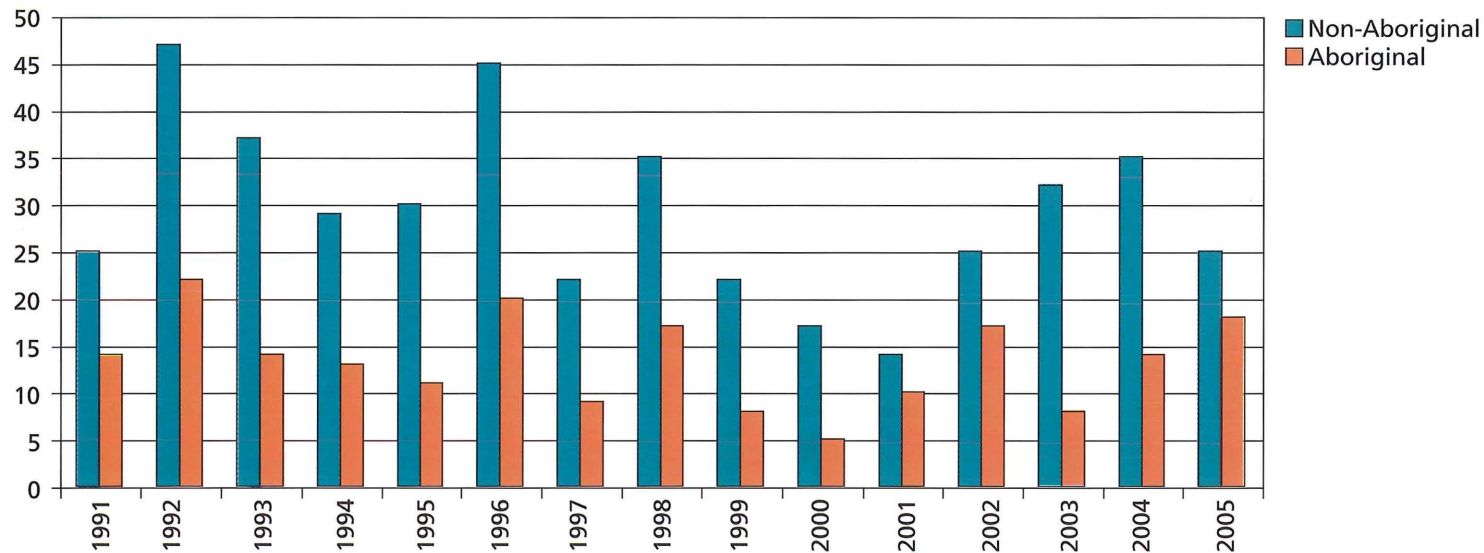


Table 34: NWT Apprenticeship Program: Completion of Apprenticeship Northwest Territories, 1991 to 2005

	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001*	2002	2003	2004	2005
<b>Total</b>	39	69	51	42	41	65	31	52	30	22	24	42	40	49	43
Non-Aboriginal	25	47	37	29	30	45	22	35	22	17	14	25	32	35	25
Aboriginal	14	22	14	13	11	20	9	17	8	5	10	17	8	14	18

**Source:**

Table 34: Education, Culture and Employment, March 2006 and 2001 *Postsecondary Indicators Report*

**Notes:**

Data collected by calendar year (Jan 1 - Dec 31).  
 \*Corrected data for 2001 on Apprenticeship Certification. Statistics only show NWT certified apprentices (COA).

### *Student Performance in Adult Literacy and Basic Education Programs*

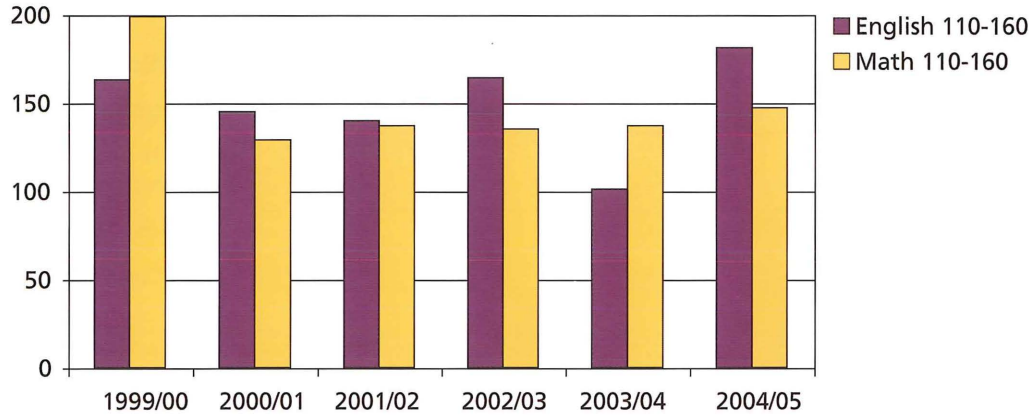
Adult Literacy and Basic Education (ALBE) is a critical program for Aurora College and the Northwest Territories. Every level of ALBE that a student completes increases the number of career, technical or trade training program that they can enter. During the past decade hundreds of adults in the NWT have accessed further education and training by completing various levels of ALBE. This program serves as an important feeder program for Aurora College certificate, diploma, degree and trades, technological and occupational programs.

Figure 35 shows the numbers of students who have completed one or more of the English and Mathematics levels for the academic years 1999/00 to 2004/05.

Figure 36A and 36B shows the percentage of ALBE completions for levels 110 through 160 at the three campuses and the respective community learning centres.

Between 1999/00 and 2004/05 there has been an increase in English completions and a decrease in Math completions. The sharp decrease in completions between 1999/00 and 2000/01 can be attributed to the implementation of the new ALBE curriculum and higher academic standards, which is articulated to the Western and Northern Canada Protocol. Recently, the ALBE completion rate has started to recover, showing that it is possible to deliver the ALBE program without compromising academic standard.

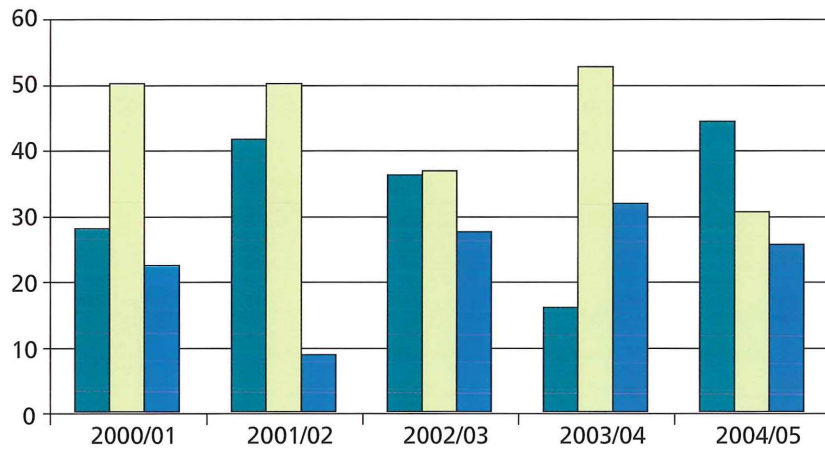
**Figure 35: Adult Literacy and Basic Education: Completed Levels of English and Mathematics, 1999/00 to 2004/05**



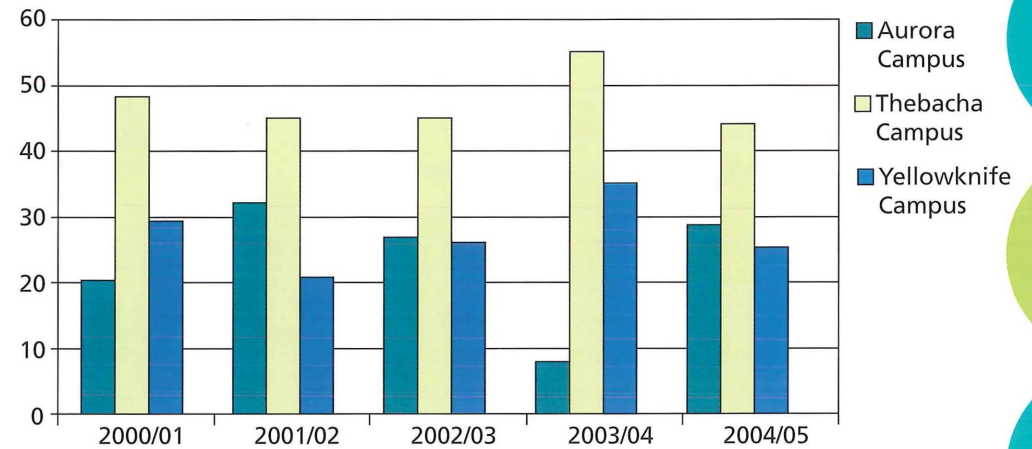
**Source:**

Table 35 and 36: 2001 Postsecondary Indicators Report, and Aurora College, Annual Completions Reports, 1999/00 to 2004/05

**Figure 36A: Percentage of Adult Literacy and Basic Education (ALBE) English Completions by Campus, 2000/01 to 2004/05**



**Figure 36B: Percentage of Adult Literacy and Basic Education (ALBE) Mathematics Completions by Campus, 2000/01 to 2004/05**



**Source:**

Table 35 and 36: Aurora College, Student Records System, 2000/01 to 2004/05

### Completion of ALBE English and Math

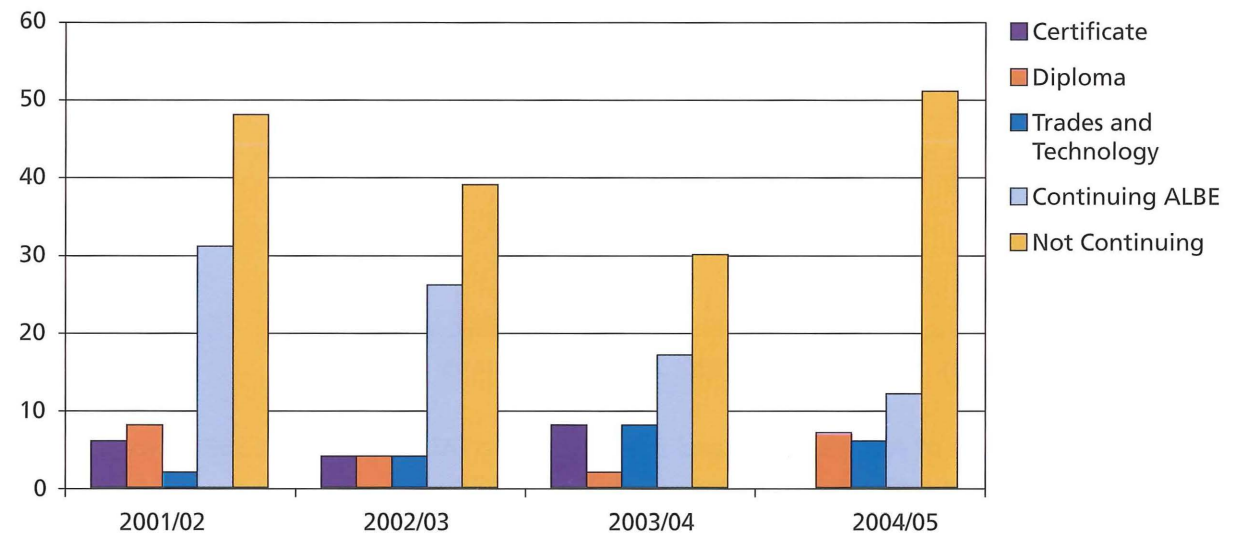
Figure 37 shows the number of students who initially take ALBE courses, and in the following academic year enrol in another academic, trades or career program at Aurora College. Successful completion of at least a level 130 English and Mathematics is the entry pre-requisite into a number of career, technological and trades programs, such as community health, cooking, heavy equipment operator and apprenticeship programs (carpenter, housing maintainer, and heavy duty equipment technician).

Adults who successfully complete English and Mathematics levels 150, as illustrated in Figure 38, can gain entry into advanced career diploma programs such as Criminal Justice, Management Studies, Social Work, Natural Resources Technology, Nursing, Teacher Education and Recreational Leadership.

### Career Access (ALBE) Completions

In 1993/94, Aurora College initiated a new content specific academic preparedness program called Nursing Access, in order to academically prepare students to successfully challenge the entry requirements for the Northern Nursing Program. Since then, academic access programs for Management Studies, Natural Resources Technology, Social Work, Teacher Education, Trades and Technology, and University College Access (with emphasis on Legal Studies) have been added (Figure 39).

**Figure 37: Completion of Adult Literacy and Basic Education (ALBE) English and Mathematics Level 130 and Above, Enroled the Following Academic Year in ALBE or Postsecondary Education, Aurora College 2001/02 to 2004/05**



**Table 37: Completions of Adult Literacy and Basic Education (ALBE) English and Mathematics Level 130 and Above, Enroled the Following Academic Year in ALBE or Postsecondary Education, Aurora College, 2001/02 to 2004/05**

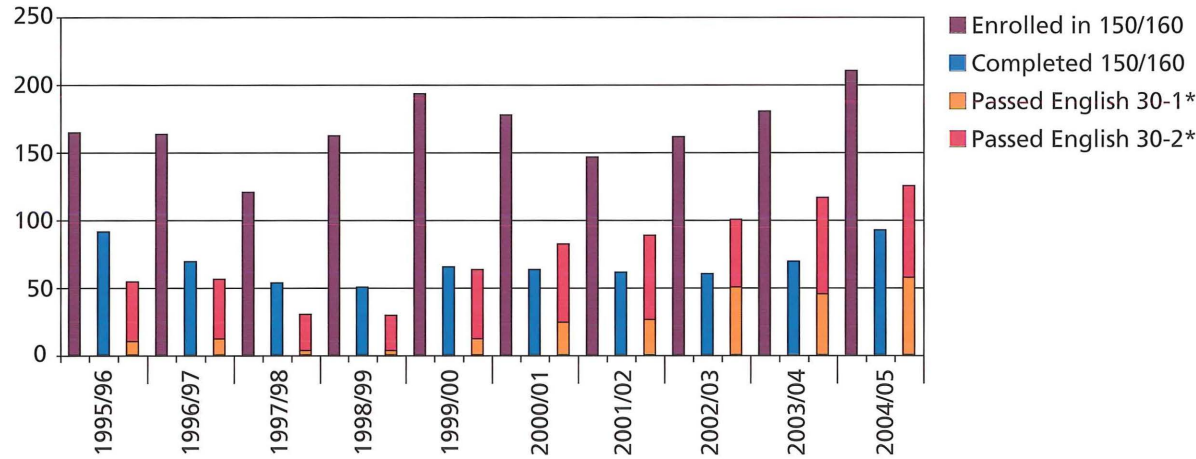
	2001/02	2002/03	2003/04	2004/05
Certificate	6	4	8	0
Diploma	8	4	2	7
Trades and Technology	2	4	8	6
Continuing ALBE	31	26	17	12
Not Continuing	48	39	30	51

### Source:

Table 37: Aurora College, Student Records System, 2001/02 to 2004/05



**Figure 38: Adult Literacy and Basic Education (ALBE) English 150/160 Enrolments, Completions and Student Success in English Departmental Examinations, Aurora College 1995/96 to 2004/05**



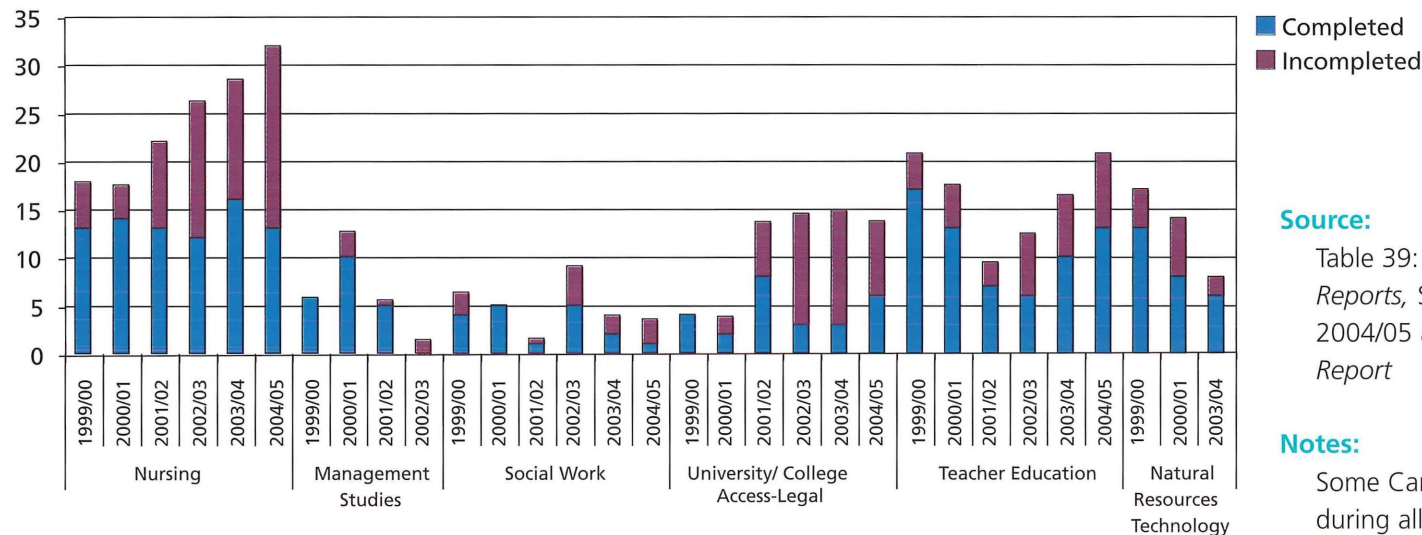
**Source:**

Table 38: Aurora College, Student Records System, 1995/96 to 2004/05' to 2004/05

**Notes:**

"Enroled in 150-160" refers to enrolments for a given academic year.  
 \*Total number count represents Academic Studies students and walk-in students (students from other College programs, former ALBE and access students etc.). English 150 is equivalent to English 30-2 (old English 33). English 160 is equivalent to English 30-1 (old English 30).

**Figure 39: Career Access Programs: Full-Time Equivalent Completions, Aurora College, 1999/00 to 2004/05**



**Source:**

Table 39: Aurora College, *Annual Completion Reports*, Student Records System, 1999/00 to 2004/05 and *2001 Postsecondary Indicators Report*

**Notes:**

Some Career Access Programs were not offered during all academic years.



*Excellent reviews came from graduates surveyed on the 2004 Aurora College Graduate Survey.*

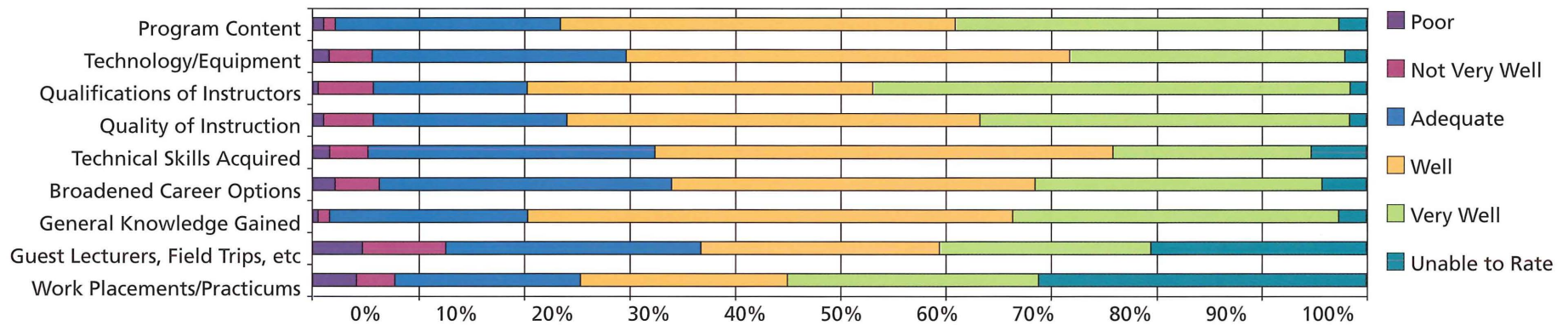
Feedback from Aurora College graduates on their educational experience is critical in their role as a publicly funded institution. Aurora College needs to know what the students value, in order to make improvements if necessary. Aurora College conducts a graduate survey to measure how graduates rate their educational experience, as well as the labour market success of its graduates. Results are reported on a college-wide basis. The 2004 Graduate Survey analyzed data over a four-year period (2000 to 2004) to determine graduate satisfaction and success.

Respondents gave their highest ratings to the 'general knowledge gained' (98.4%), 'program content' (98.0%), 'technical skills required' (94.7%) and 'technology/equipment' (94.5%). The next highest rated elements were 'quality of instruction' and 'qualifications of instructors' (both at 94.3%).

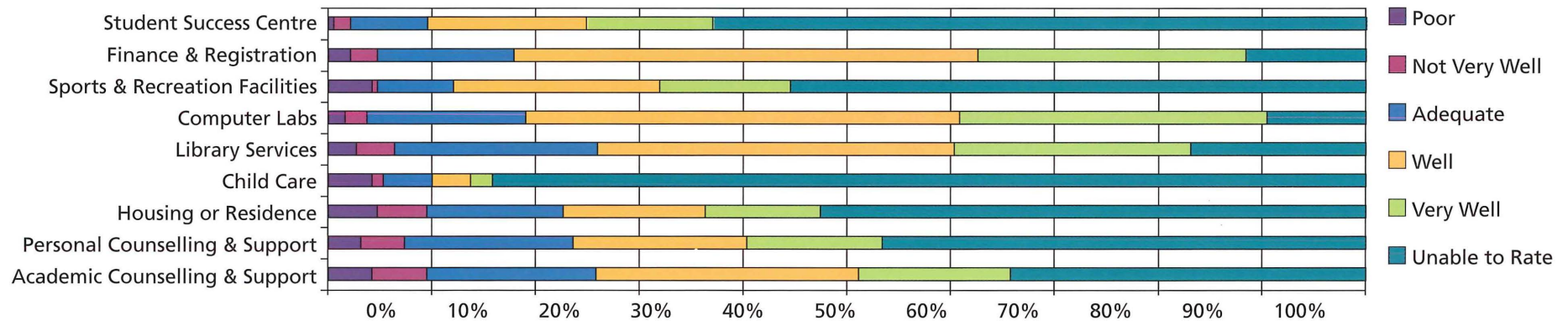
Since 2000, the 2004 Graduate Survey includes a section on graduate ratings of Aurora College Student Success Centres, support services and academic counselling (Figure 41). Not all of the services considered in the graduate survey are available at all campuses, or relevant to all programs or required by all students. This has resulted in a high number of "unable to rate" responses, and the ratings in Figure 41 should be interpreted with this in mind.

Graduates from Aurora College have a very high opinion of their college. Ninety-five percent of Aurora College graduates say they will recommend Aurora College to others. Graduates believe that the College is doing very well or an adequate job in counselling and in other components of the college experience.

**Figure 40: Graduates Rate Programs, Aurora College, 2004**



**Figure 41: Graduates Rate Student Success Centres, Academic Counselling and Support Services, Aurora College, 2004**



**Source:**

Figure 40: Table 40, Figure 41: Table 41:  
Aurora College, 2004 Graduate Survey, June 2006

**Notes:**

Not all graduates chose to respond to each survey question. These are not reflected in the data.



*Surveyed Aurora College graduates indicated that 70.3% were employed in either a field related or unrelated to their postsecondary studies.*

Many studies have shown how employees need to remain competitive by continuing postsecondary education. An important goal of education in the NWT is the development of individuals who are able to participate in the economy. Postsecondary graduates are a vital part of the labour market; therefore investment in postsecondary education is key to the development of the North.

The 2004 Graduate Survey shows the continued high rate of graduate employment. Another trend is the rate at which Aurora College graduates are returning to school to pursue further postsecondary education or training in a higher level certificate, diploma or degree program (Figure 42). The 2004 Graduate Survey shows that 15.1% of College graduates went back to the classroom.

The NWT labour market has a demand for people with higher levels of formal education. Another encouraging trend was the 49.3% of graduates who found employment in a field related to their training and another 21.0% employed in an unrelated field (Figure 42). These statistics show that there is a close relationship between the skills taught in Aurora College programs and those needed in the NWT labour market.

Canadian statistics show that wages and employability increase with educational level attained. In 2001, university graduates in Canada were earning 77% more, and college and trades graduates were earning 15% more than those with no postsecondary education.<sup>17</sup>

Aurora College graduates responding to the 2004 Graduate Survey were asked to indicate salary range of their gross annual income. To improve comparability, only respondents who were employed full-time were analyzed (Figure 43).

Salary of graduates from 2000/01 to 2003/04 were as follows:

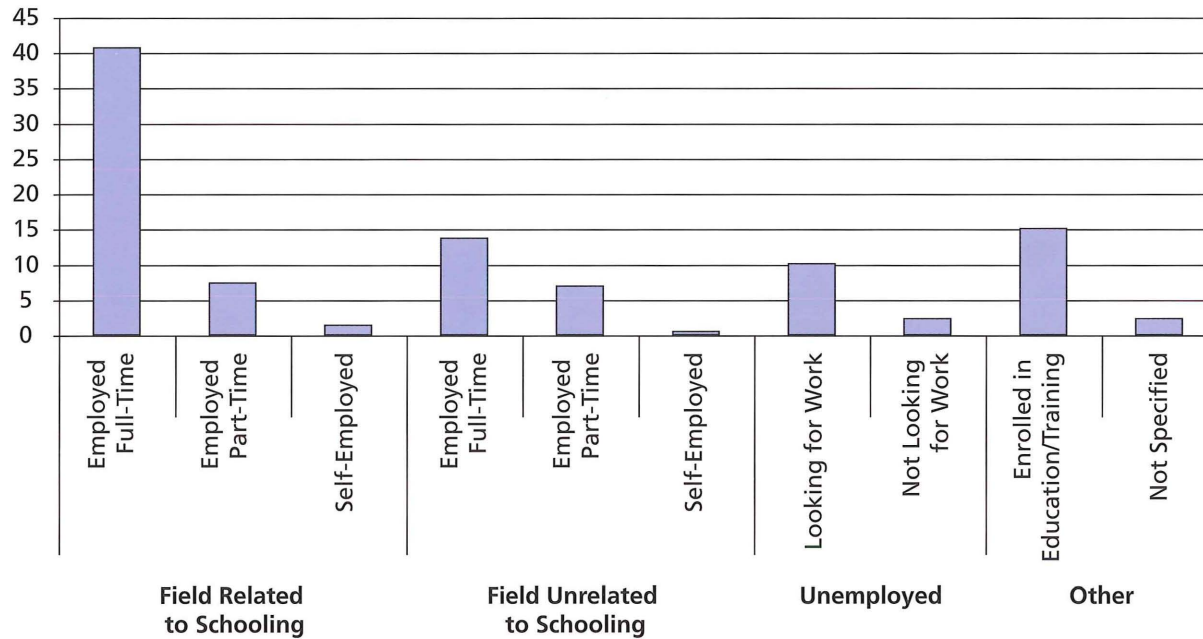
- 28.1% earned less than \$20,000 a year
- 9.2% earned between \$20,000 and \$29,999
- 6.5% earned between \$30,000 and \$39,999
- 17.6% earned between \$40,000 and \$49,999
- 15.0% earned between \$50,000 and \$59,999
- 12.4% earned between \$60,000 and \$69,999
- 7.2% earned between \$70,000 and \$79,999
- 3.9% earned over \$80,000 per year

Further postsecondary education provides individuals with options and access to a variety of occupations. People with greater levels of education have further opportunities to pursue additional education and training since they meet educational prerequisites.

<sup>17</sup> *Education Indicators in Canada: Report of the Pan-Canadian Education Indicators Program 2005.*

# Labour Market Activities of Aurora College Graduates

Figure 42: Activities of Graduates in the Labour Market, Aurora College, 2004



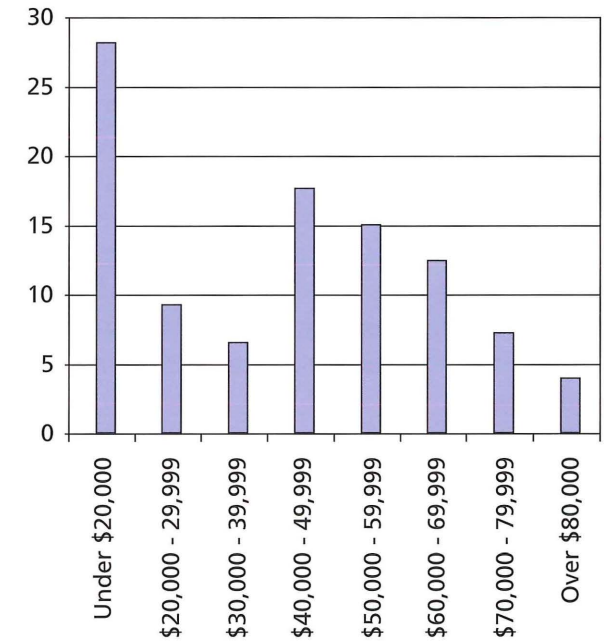
**Source:**

Figure 42: Table 42:  
Aurora College, 2004 Graduate Survey,  
June 2006

**Notes:**

The number of responses is greater than the number of respondents because not all categories are mutually exclusive. Many respondents worked two different types of jobs, or were pursuing further education while working.

Figure 43: Salary Range of Graduates, 4 Years or Less After Graduation, Aurora College, 2004



**Source:**

Figure 43: Table 43:  
Aurora College, 2004 Graduate Survey,  
June 2006

**Notes:**

Data includes only graduates employed full-time. Full-time total number of responses = 153.



## 32 NWT Employment – *By Educational Attainment*

*In the NWT labour market success is linked with increasing education levels.*

Postsecondary education has a direct impact on people's ability to compete in the labour market, on the types of jobs they obtain, and the remuneration they receive. Formal education, either at the "typical" age of study, or later as an adult learner, has an important role to play in developing the human capital that is needed by individuals, the NWT and other Canadian jurisdictions to compete in the knowledge economy.<sup>18</sup>

In the NWT labour market success is linked with increasing levels of education (Figure 44). The NWT's economic prosperity and competitiveness is very much dependent upon the skills of its workforce.

The employment rate for all educational levels has decreased slightly over the past 15 years. In 1991, the employment rate was 69.3%, which dropped to 67.5% in 1999, and to 67.8% in 2004. Throughout this time-span, employment rates have consistently been linked to educational attainment. In 2004, those with less than grade 9 had an employment rate of 30.2% whereas employment rates for university degree-holders were 92.6%.

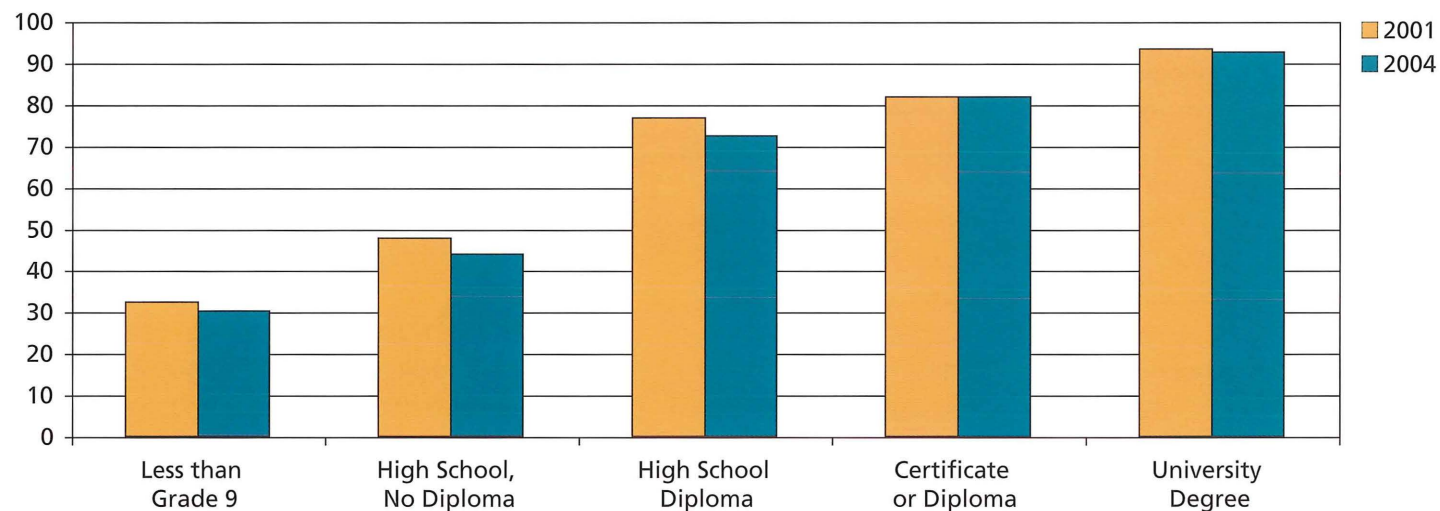
There are significant variations in the employment rate of Aboriginal and non-Aboriginal residents of the NWT. The non-Aboriginal employment rate has remained fairly steady for the past several years, reaching 82.4% in 2004, and the rate for Aboriginal persons was 50.6% (up from 42% in 1991).<sup>19</sup>

Economic changes, such as an increase or decrease in the NWT mining and oil and gas sectors, can result in either increased or decreased employment opportunities. With these and other aspects of the NWT economy potentially becoming reality, postsecondary training is key to NWT residents reaching their full potential in the NWT labour market.

<sup>18</sup> Council of Ministers of Education, Canada (2006). *Education Indicators in Canada: Report of the Pan-Canadian Education Indicators Program 2005* (p, 57).

<sup>19</sup> NWT Bureau of Statistics, *2004 NWT Community Survey*.

**Figure 44: Employment Rate by Highest Level of Schooling, NWT, 2001 and 2004**



**Source:**

Table 44: NWT Bureau of Statistics, *2002 Socio Economic Scan and 2004 NWT Community Survey 2001 Postsecondary Indicators Report*

**Note:**

Education levels are self-reported.

## 33 NWT Employment – *By Community Type, Residency and Highest Level of Schooling*

*Further postsecondary education and training translates into better rates of employment for an individual.*

### *Employment by Community Type*

There is a correlation between education attainment and employment rates by community type. From 1991 to 2004 Yellowknife has had the highest level of education and the highest employment rate in the NWT, averaging 80.7% (Figure 45).

The regional centres of Hay River, Fort Smith and Inuvik have the second highest level of education in the NWT and the employment rate has averaged 69.9%.

In the rest of the NWT communities, where a greater percentage of the adults have an educational attainment of less than grade 9 or no high school diploma, the employment rates have averaged 48.7%.

### *Employment by Residency and Highest Level of Schooling*

From 1999 to 2004 there was a slight increase in the number of adults living in the NWT who have been residents for five years or less, from 19.3% to 22.2% of the total population over 15 years of age (Figure 46).

Those with a residency of less than five years in the NWT filled 4,615 jobs in 2004. Of these positions, those with postsecondary credentials filled 73.9% of the jobs and those with a high school diploma filled 16.1%.

In 2004, people with a residency of more than five years in the NWT filled 16,375 jobs. Of these positions those with postsecondary credentials filled 55.8% and those with a high school diploma filled 22.0%.

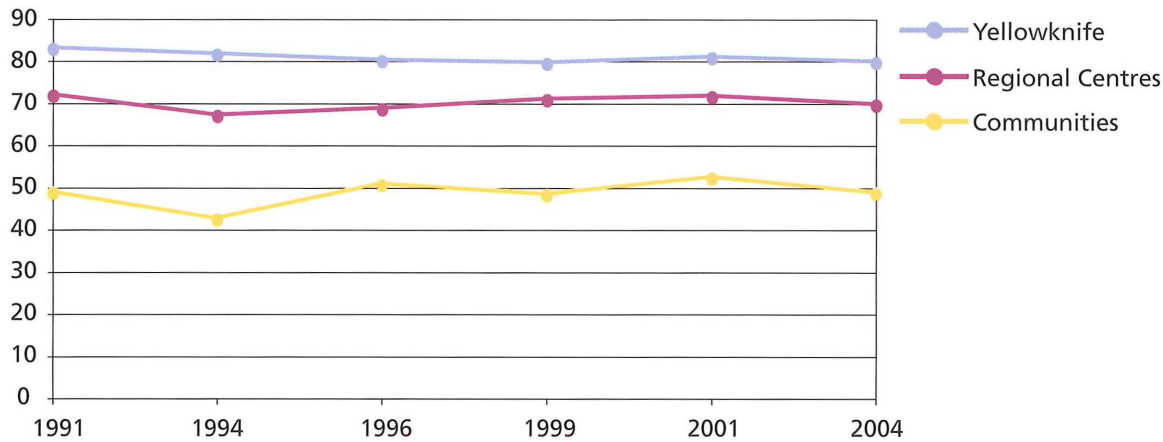
In 2004, non-Aboriginals had an employment rate of 82.4% compared to 50.6% for Aboriginals (see Table 44). As highlighted earlier in the report (Figure 3), significant differences remain between Aboriginal and non-Aboriginal education levels. While there are many factors for these differences, one factor that contributes to both statistics is the large numbers of non-Aboriginal people with high levels of education who move to the NWT for employment.

This is true even when the person obtains a certificate or diploma without first obtaining a high school diploma. Providing access to upgrading and college programs that offer a grade 12 equivalent would therefore assist substantially in ensuring more equitable participation in the labour market.



## By Community Type, Residency and Highest Level of Schooling

**Figure 45: Employment Rate by Community Type, NWT, 1991, 1994, 1996, 1999, 2001 and 2004**



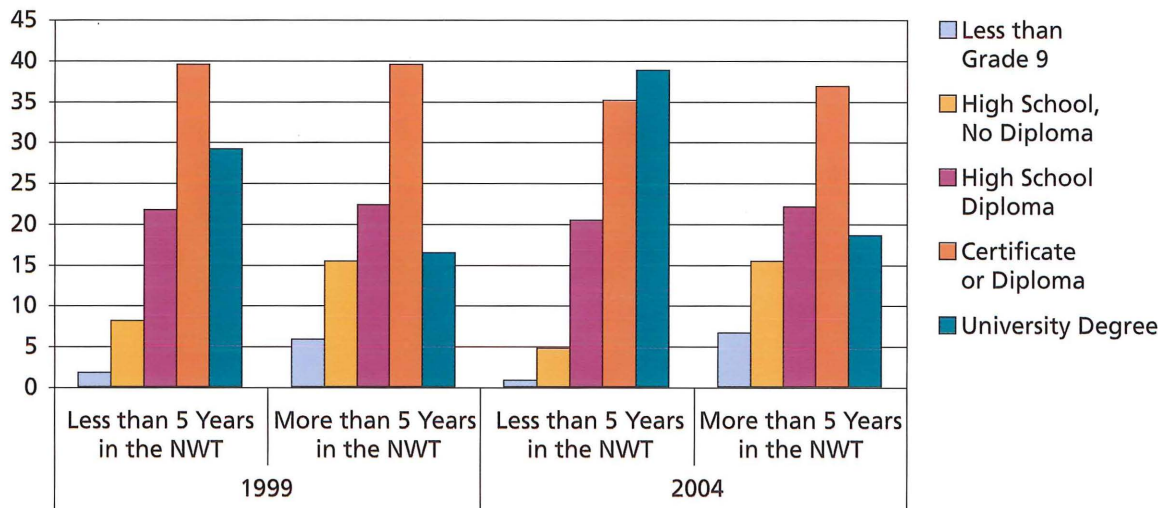
**Source:**

Table 45: NWT Bureau of Statistics, 1994 and 1999 Labour Force Surveys, 2004 NWT Community Survey, 1991, 1996 & 2001 Census and 2001 Postsecondary Indicators Report

**Note:**

Historical comparisons for the Northwest Territories are based on previous *Labour Force Surveys* and from the national *Census*. Some caution needs to be used when comparing labour market information from the *Census* and the *Labour Force Surveys*. The *Census* is completed in the March to June period, while the *Labour Force Surveys* conducted by the NWT Bureau of Statistics are completed during the January to March period. These seasonal differences can have some impact on labour force data.

**Figure 46: Employment by Residency and Highest Level of Schooling, NWT, 1999 and 2004**



**Source:**

Table 46: NWT Bureau of Statistics, 1999 Labour Force Survey & 2004 NWT Community Survey and 2001 Postsecondary Indicators Report

*The importance of postsecondary education can be measured by examining the highest levels of education obtained by those persons employed in the major occupations in the NWT.*

#### *Occupations by Highest Level of Schooling*

In 2004, people in the NWT with a postsecondary education such as a certificate, diploma or university degree held:

- 88.4% of natural and applied science positions
- 85.7% of health positions
- 69.1% of management positions
- 80.2% of social science and education positions
- 64.0% of art, culture and recreation positions
- 55.5% of business, administration and finance positions
- 57.3% of trades and transport positions
- 34.7% of sales and service positions
- 29.6% of primary industry, processing and manufacturing positions (Figure 47)

Educational differences contribute to the types of jobs held by Aboriginal and non-Aboriginal people in the NWT.

#### *Occupations by Ethnicity*

Figure 48 illustrates the disproportionate percentages of Aboriginal and non-Aboriginal people found in certain occupations. From 1999 to 2004, Aboriginal representation in some occupations improved. For example, Aboriginal representation has increased in the following occupations:

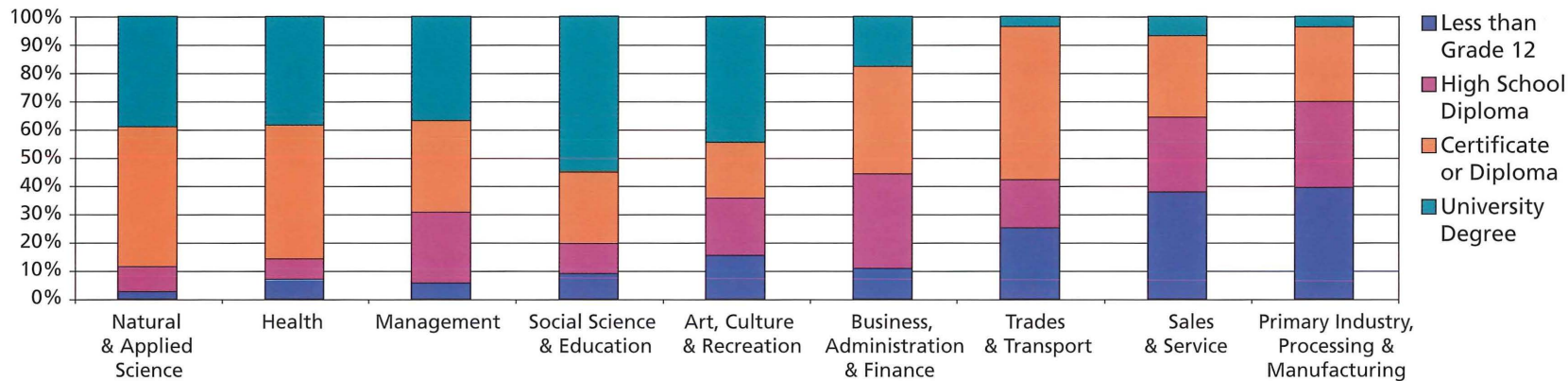
- Middle management
- Health
- Education and social sciences
- Skilled and intermediate sales and service
- Basic sales and service
- Skilled trades

In other occupations Aboriginal people are still under-represented in some occupations such as:

- Senior management
- Skilled business
- Natural and applied sciences
- Arts and recreation
- Trades and helpers

# By Selected Occupations, Highest Level of Schooling and Ethnicity

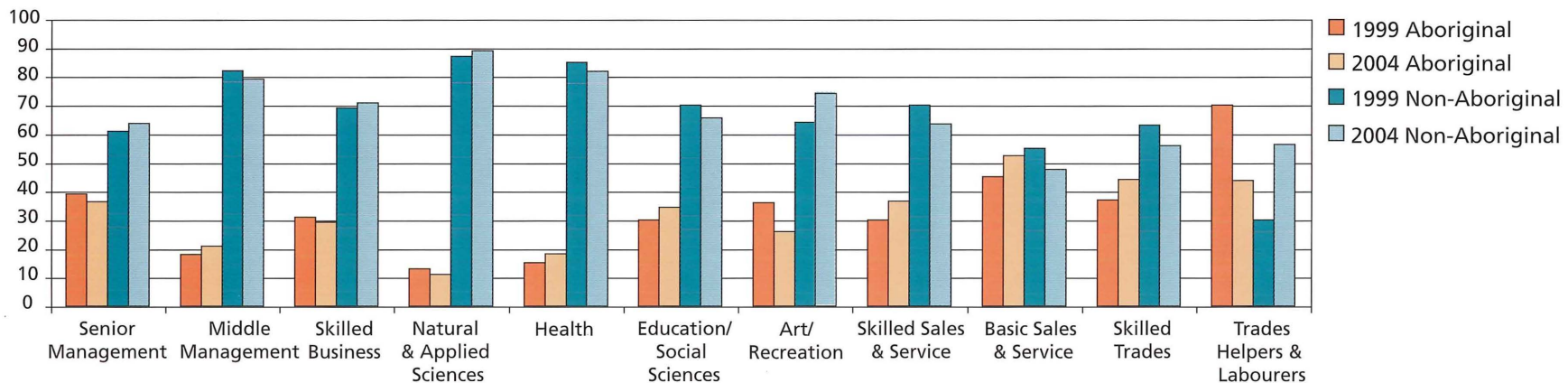
**Figure 47: Percent of Employed Population By Occupational Category and Highest Level of Schooling, NWT, Winter 2004**



Source:

Table 47: NWT Bureau of Statistics, 2004 NWT Community Survey (updated June 2006)

**Figure 48: Percent of Employed Population by Occupational Category and Ethnicity, NWT, 1999 and 2004**



Source:

Table 48: NWT Bureau of Statistics, 1999 Labour Force Survey & 2004 NWT Community Survey, 2001 Postsecondary Indicators Report

CONTEXT

FUNDING

AURORA COLLEGE

NWT SFA

OUTCOMES

OTHER DATA

*There is a direct relationship between level of education, likelihood of employment and earnings.*

Further postsecondary education provides individuals with options and access to a variety of occupations. People with higher levels of education qualify for a greater number of occupations, and further opportunities to pursue additional education and training since they meet educational prerequisites. Numerous Canadian studies have shown that high levels of educational attainments are associated with highly paid occupations.

Figure 49 shows the greatest barrier to employment in the NWT continues to be education levels. In 2004 employment levels were as follows: 45.4% of persons with less than a high school diploma; 81.6% of persons with a high school diploma; 80.8% with a certificate or diploma; and 91.1% of those with a university degree were employed.

An individual's personal income, employment status and educational attainment are interrelated, as demonstrated in Figure 49. Not only do highly educated individuals have an increased employment rate, their average annual income is approximately double that of individuals with lower levels of educational attainment.

Most northern employers currently expect employees to have a minimum of grade 12 education, but as the NWT moves from a service economy to a knowledge economy, the requirements for many types of jobs are steadily increasing. "A knowledge economy requires workers who can adapt quickly to the changing skills requirements in the labour market."<sup>20</sup> Adequate abilities in literacy, numeracy and

problem solving enhance the capacity of individuals to participate in lifelong learning and improve productivity. In a global economy, a highly skilled population is an asset.

There will be an even greater need to increase possibilities for employment, as the population matures and becomes more educated. An aging Government of the NWT workforce, together with increased employment opportunities in southern Canada, will likely result in openings at senior levels for Northerners holding university degrees.<sup>21</sup>

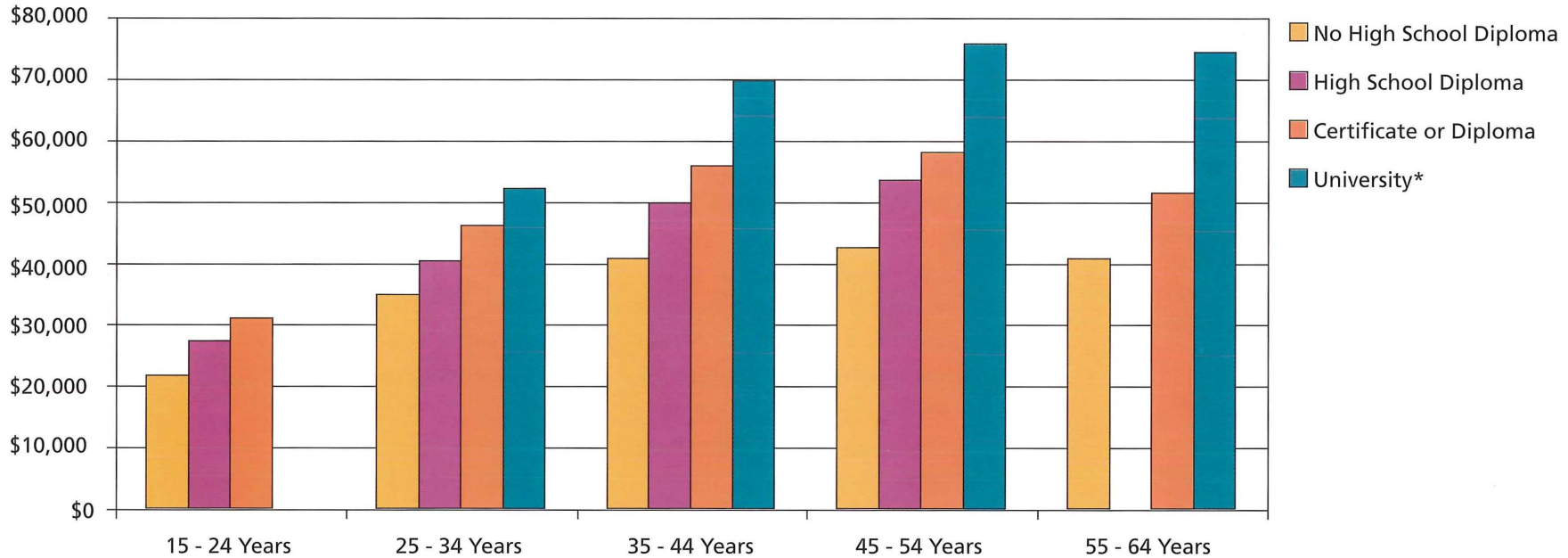
20 Statistics Canada and Human Resources Skill Development (2003). *Building Our Competencies: The Canadian Results of the International Adult Literacy Skills Survey* (p, 11).

21 '05 *Towards Excellence – A Report on Education in the NWT*.

### Note to the reader:

See Figure 43 for information on salary range of surveyed 2004 Aurora College graduates.

**Figure 49: Population 15 Years and Older Working Full-Time, Year-Round, by Age, Highest Level of Schooling and Average Employment Income, NWT, 2001**



**Source:**

Table 49: NWT Bureau of Statistics, Census 2001

**Notes:**

There is no data available for university graduates in age category 15-24, high school graduates in age category 55-64, or for those over 65 years.

\* University includes university certificate, diploma, degree and higher.

### *IALSS provides direct measurements of adult literacy skills.*

In November 2005, national comparative data from the International Adult Literacy and Skills Survey (IALSS) was released by Statistics Canada. IALSS identifies factors that affect how Canadian adults obtain, retain and lose skills during their lifetimes. As well, the study looks at how these skills affect the social, educational, health and economic outcomes of individuals, families and communities.

IALSS tested more than 23,000 Canadians, aged 16 and above, in 2003. The Northwest Territories sample was about 900 people. The Canadian IALSS report contains preliminary information on NWT prose literacy levels.

#### *How does IALSS define adult literacy skills?*

Skills were rated in five levels, with Level 1 being the lowest level of literacy and Level 5 being the highest. Level 3 is the international standard for functional literacy. Level 3 is considered to be the desired threshold or “a minimum for persons to understand and use information contained in the increasingly difficult texts and tasks that characterize the emerging knowledge society and information economy.”<sup>22</sup>

#### *Key Findings*

- In 2003, roughly 42.6% of working age adults in the NWT had an average prose literacy score below functional literacy (Level 3), representing roughly 11,000 adults. This is on par with the Canadian percentage of 42%.
- The non-Aboriginal population, aged 16-65, in NWT had an average prose score of 297, roughly 55 points above the NWT Aboriginal population.
- Prose literacy levels decrease with age in the NWT Aboriginal population, but remain constant with the non-Aboriginal population.
- Aboriginal females in the NWT have higher prose literacy levels than Aboriginal males, but there is no significant gender difference for non-Aboriginal adults.

The NWT IALSS report presents demographic data on literacy levels of NWT adults, 16 and over, for four skill domains.

#### *IALSS Skill Domains<sup>23</sup>*

- Prose literacy
- Document literacy
- Numeracy
- Problem-solving

#### *Prose, document and numeracy scale*

Level 1: 0-225 points

Level 2: 226-275 points

Level 3: 276-325 points

Level 4: 326-375 points

Level 5: 376-500 points

#### *Problem solving scale*

Level 1: 0-250 points

Level 2: 251-300 points

Level 3: 301-350 points

Level 4: 351-500 points

Prior to the IALSS, literacy measurements were based upon a proxy indicator: self-reported grade levels from the *Census* data. Grade 9 or less was considered low literacy. *Census* statistics by no means provide evidence that NWT adults have mastered the skills and outcomes for their declared grade levels. IALSS provides direct measurements of adult literacy skills by providing data on a range of labour market-related skills.

#### **Note to reader:**

Pages 86 to 89 give detailed information on the prose, document, numeracy and problem solving scales.

<sup>22</sup> Statistics Canada and Human Resources Skill Development (2003). *Learning a Living: First Results of the Adult Literacy and Life Skills Survey* (p.35).

<sup>23</sup> For definitions of the IALSS skill domains, see page 16 of the *Learning a Living: First Results of the Adult Literacy and Life Skills Survey*.

## Key Findings

- The average proficiency in Northwest Territories is equivalent to the Canadian average in all four domains: prose, document, numeracy and problem solving.
- Overall, NWT adults are stronger in prose literacy and document literacy than in numeracy and problem solving.
- There is a significant gap in adult skill levels between the NWT's Aboriginal and non-Aboriginal populations. In most cases, the gap spans an entire IALSS level (over 50 points).
- 59.6% of non-Aboriginal adults and 91.5% of Aboriginal adults scored below Level 3 (functional literacy) in problem solving.
- Numeracy also presents challenges because 38.5% of Non-Aboriginal adults and 75.8% of Aboriginal adults scored below Level 3 in this skill area.

**Table 50: Percent of NWT Adults Aged 16 and Over Scoring Below Functional Literacy by Ethnicity, IALSS, 2003**

	Aboriginal	Non-Aboriginal
Prose Literacy	68.9	29.8
Document Literacy	71.0	30.1
Numeracy	75.8	38.5
Problem Solving	91.5	59.6

## NWT Aboriginal and Non-Aboriginal Adult Literacy Levels

IALSS has accentuated the seriousness of the NWT's literacy problems and, more specifically, the gap between Aboriginal and non-Aboriginal literacy rates.

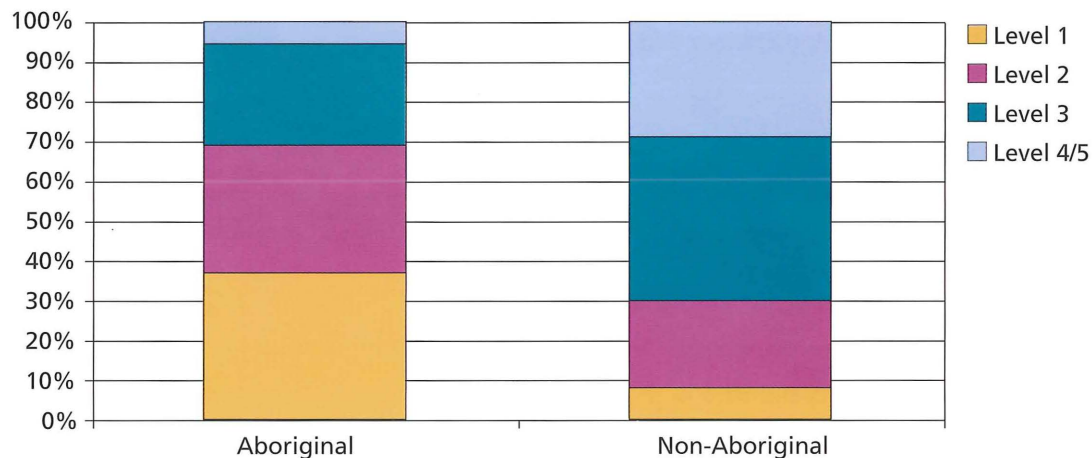
There is a wide discrepancy between Aboriginal and non-Aboriginal literacy levels in every skill domain (Table 50 and Figures 51-54).<sup>24</sup>

<sup>24</sup> Data from table 2.1 (2006). *Building our Competencies: The Northwest Territories Results of the International Adult Literacy Survey 2003*.

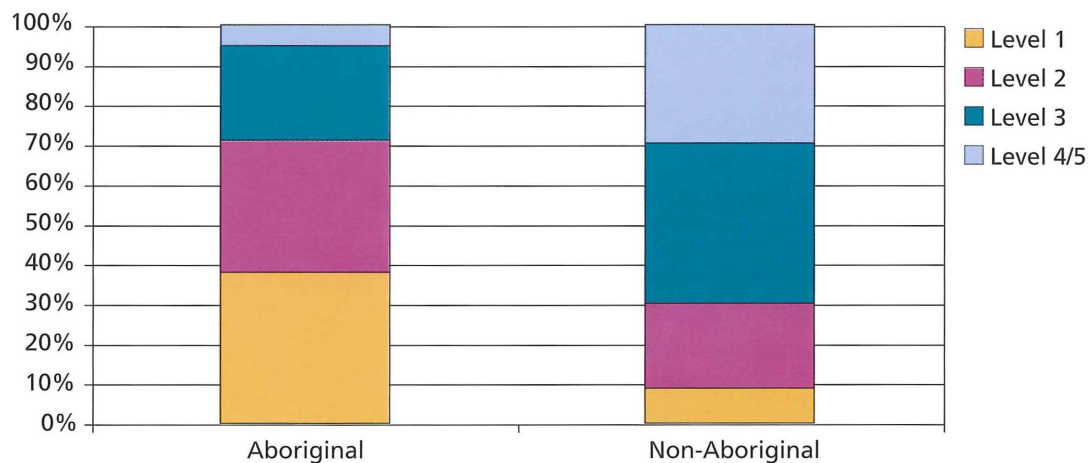
Prose literacy is the knowledge and skills people need to understand and use information from texts, such as newspaper stories, brochures and instruction manuals.

Document literacy is the knowledge and skills people need to find and use information in different formats like job applications, payroll forms, maps, tables, diagrams and charts.

**Figure 51: Percent of NWT Adults Aged 16 and Over by Prose Literacy Levels and Ethnicity, IALSS, 2003**



**Figure 52: Percent of NWT Adults Aged 16 and Over by Document Literacy Levels and Ethnicity, IALSS, 2003**





## 2003 IALSS Prose Difficulty Levels

Levels	Score	Description
Level 1	0 - 225	Locate a single piece of information in a short text.
Level 2	226 - 275	Locate a single piece of information in a text with some low level inferences, may have to compare easily identifiable information.
Level 3	276 - 325	Integrate information from dense or more lengthy texts, generate a response based on easily identifiable information.
Level 4	326 - 375	Perform multiple-feature information matches and synthesize information from complex lengthy texts, using complex inferences.
Level 5	376 - 500	Search for information in dense text, make high-level inferences and use specialized background knowledge.

## 2003 IALSS Document Difficulty Levels

Level	Score	Description
Level 1	0 - 225	Locate a single piece of information based on a literal match; enter one piece of information based on personal knowledge
Level 2	226 - 275	Match a single piece of information, using low level inferences; may have to examine various parts of a document for information
Level 3	276 - 325	Integrate multiple pieces of information from one or more documents, examine complex tables or graphs which contain some irrelevant information
Level 4	326 - 375	Perform multiple-feature information matches; cycle through documents to integrate information, using a high degree of inference; provide numerous responses without designation as to how many responses are needed
Level 5	376 - 500	Search through complex displays that contain multiple plausible distracters, make high-level inferences, use specialized knowledge

**Source:**

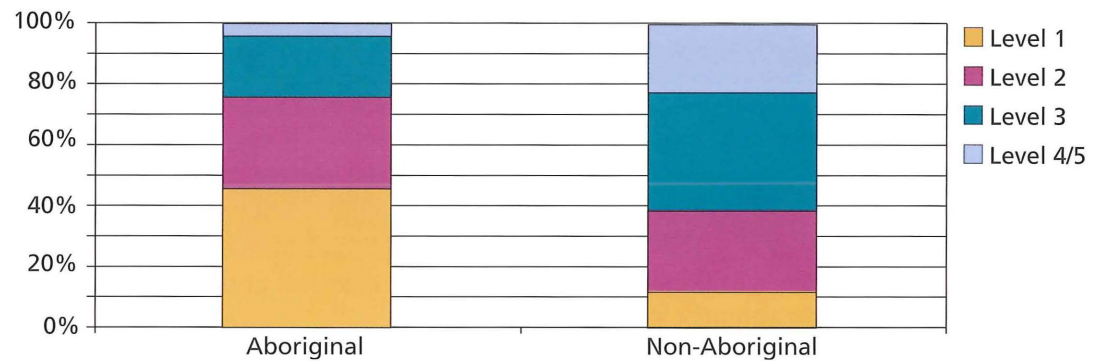
Figure 51: Table 51 and Figure 52: Table 52:  
 Statistics Canada. (2006). *Building Our Competencies: The Northwest Territories Results of the International Adult Literacy and Skills Survey 2003*. (Table 2.1)

Numeracy is the knowledge and skills people need to work with numbers in different daily situations like balancing an account, figuring out a tip, working out interest on a loan, or filling out an order form.

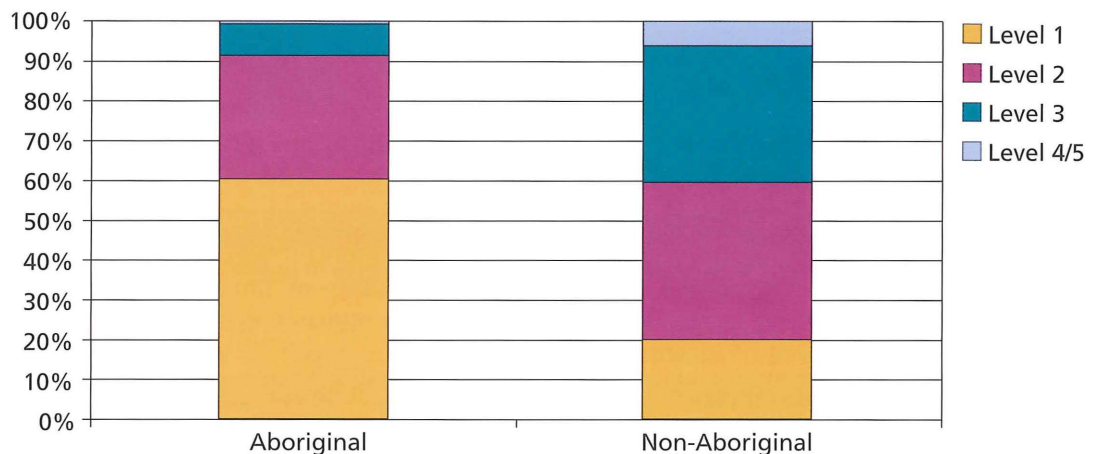
Problem solving is the knowledge and skills people need to understand and solve problems.

In the 21<sup>st</sup> century work force, people need functional levels in all skill domains: prose literacy, document literacy, numeracy and problem solving. Because of advances in technology, jobs formerly considered unskilled now require reading of complex manuals and documents. As technological changes are introduced in areas, such as health care, travel, banking and shopping, people also need to process more complex information for daily living. IALSS has provided the Northwest Territories with accurate and reliable data on adult skill levels. IALSS indicates the skills available in the NWT population and also point out areas for development of human capital.

**Figure 53: Percent of NWT Adults Aged 16 and Over by Numeracy Literacy Levels and Ethnicity, IALSS, 2003**



**Figure 54: Percent of NWT Adults Aged 16 and Over by Problem Solving Proficiency Levels and Ethnicity, IALSS, 2003**



## 2003 IALSS Numeracy Difficulty Levels

Levels	Score	Description
Level 1	0 - 225	Show understanding of basic numerical ideas by completing simple, concrete tasks in a familiar context. Tasks involve counting, sorting dates, performing simple arithmetic operations.
Level 2	226 - 275	Understand basic mathematical concepts in familiar contexts where mathematical content is visual and quite explicit. Tasks involve estimations with whole numbers, benchmark fractions and percents, performing simple measurements.
Level 3	276 - 325	Demonstrate understanding of mathematical information represented in a range of different forms, such as numbers, symbols, maps, graphs, texts and drawings. Skills required involve number and spatial sense; knowledge of mathematical patterns; the ability to interpret proportions, data and statistics embedded in relatively simple texts; undertaking a number of processes to solve problems.
Level 4	326 - 375	Understand a broad range of abstract mathematical information represented in diverse ways, including texts of increasing complexity and unfamiliar contexts. Tasks involve undertaking multiple steps to find solutions to problems, more complex reasoning, working with proportions and formulas and offering explanations for answers.
Level 5	376 - 500	Understand complex representations and abstract mathematical and statistical ideas, which are embedded in complex texts. Tasks involve integrating multiple types of mathematical information, drawing inferences and generating mathematical justification for answers.

## 2003 IALSS Problem Solving Difficulty Levels

Level	Score	Description
Level 1	0 - 225	Concrete tasks, simple inferences based on limited information in a familiar context.
Level 2	226 - 275	Evaluating alternatives, using a step-by-step linear process, some combining information from different sources.
Level 3	276 - 325	Ordering objects according to given set of criteria, constructing solutions in non-linear manner, dealing with multi-dimensional goals.
Level 4	326 - 375	Judging multiple evaluation criteria, which have to be inferred from information; taking into account an entire system of problem solving states and possible solutions.

**Source:**

Figure 53: Table 53 and Figure 54: Table 54: Statistics Canada. (2006). *Building Our Competencies: The Northwest Territories Results of the International Adult Literacy and Skills Survey 2003*. (Table 2.1)



# STATISTICAL TABLES

## Note to reader:

Statistical tables for Postsecondary indicators 1, 2, 7, 8, 10, 11, 12, 34, 37 and 50 can be found in the first six chapters of this document. The remaining statistical tables can be found in this section.

If data is available, this report tracks changes over 5, 10 or 15 years. The statistical tables used to compile this report can be found in the section called 'Statistical Tables', or in previous editions of the *Postsecondary Indicators Reports*. As the information gathering and reporting process continues to be refined, the Department may find instances where past data is less accurate. The data from these years is clearly marked in this 4<sup>th</sup> edition.

# POSTSECONDARY INDICATORS

**Table 3: Percent of Population Aged 15 Years & Over, by Ethnicity, Gender and Highest Level of Schooling Attained  
Northwest Territories, Winter 2004**

		Population (15 Years and Over)		Male		Female	
			%		%		%
Total		31,341	100.0	16,311	100.0	15,028	100.0
All Persons	Less than Grade 9	3,623	11.6	2,015	12.4	1,608	10.7
	High School, No Diploma	6,198	19.8	3,129	19.2	3,069	20.4
	High School Diploma	6,461	20.6	2,958	18.1	3,502	23.3
	Certificate or Diploma	9,380	29.9	5,518	33.8	3,861	25.7
	Without High School Diploma	(2,282)	(7.3)	(1,455)	(8.9)	(827)	(5.5)
	With High School Diploma	(7,065)	(22.5)	(4,037)	(24.7)	(3,028)	(20.1)
	University Degree	5,332	17.0	2,518	15.4	2,814	18.7
	Not Stated	347	1.1	173	1.1	174	1.2
Total		14,439	100.0	7,274	100.0	7,165	100.0
Aboriginals	Less than Grade 9	3,290	22.8	1,778	24.4	1,512	21.1
	High School, No Diploma	4,364	30.2	2,142	29.5	2,222	31.0
	High School Diploma	2,230	15.4	1,046	14.4	1,185	16.5
	Certificate or Diploma	3,618	25.1	1,960	26.9	1,658	23.1
	Without High School Diploma	(1,722)	(11.9)	(1,040)	(14.3)	(682)	(9.5)
	With High School Diploma	(1,882)	(13.0)	(912)	(12.5)	(970)	(13.5)
	University Degree	659	4.6	185	2.5	474	6.6
	Not Stated	278	1.9	163	2.2	114	1.6
Total		16,900	100.0	9,039	100.0	7,862	100.0
Non-Aboriginals	Less than Grade 9	332	2.0	237	2.6	95	1.2
	High School, No Diploma	1,834	10.9	987	10.9	847	10.8
	High School Diploma	4,230	25.0	1,913	21.2	2,317	29.5
	Certificate or Diploma	5,762	34.1	3,559	39.4	2,203	28.0
	Without High School Diploma	(560)	(3.3)	(414)	(4.6)	(146)	(1.9)
	With High School Diploma	(5,183)	(30.7)	(3,126)	(34.6)	(2,057)	(26.2)
	University Degree	4,673	27.7	2,333	25.8	2,340	29.8
	Not Stated	69	0.4	10	0.1	60	0.8

**Source:**

NWT Bureau of Statistics  
- 1999 Labour Force  
Survey and 2004 NWT  
Community Survey

**Table 4: Percent of Aboriginal Population Aged 15 Years & Over, by Ethnicity and Highest Level of Schooling, Northwest Territories, 1989, 1994, 1999 and 2004**

		1989		1994		1999		2004	
			%		%		%		%
Total		22,904	100.0	28,072	100.0	29,506	100.0	31,340	100.0
All Persons	Less than Grade 9	5,152	22.5	4,381	15.6	3,791	12.8	3,623	11.6
	High School	8,488	37.1	10,670	38.0	11,429	38.7	12,659	40.4
	Without High School Diploma	(3,924)	(17.1)	(5,358)	(19.1)	(5,639)	(19.1)	(6,198)	(19.8)
	With High School Diploma	(4,564)	(19.9)	(5,312)	(18.9)	(5,790)	(19.6)	(6,461)	(20.6)
	Postsecondary	9,138	39.9	12,426	44.3	13,717	46.5	14,712	46.9
	Certificate or Diploma	(6,291)	(27.5)	(8,328)	(29.7)	(9,588)	(32.5)	(9,380)	(29.9)
	University Degree	(2,847)	(12.4)	(4,098)	(14.6)	(4,129)	(14.0)	(5,332)	(17.0)
	Not Stated	125	0.5	595	2.1	570	1.9	347	1.1
Total		10,050	100.0	12,052	100.0	13,507	100.0	14,440	100.0
Aboriginals	Less than Grade 9	4,645	46.2	3,904	32.4	3,453	25.6	3,290	22.8
	High School	3,111	31.0	4,276	35.5	5,506	40.8	6,594	45.7
	Without High School Diploma	(2,105)	(20.9)	(3,113)	(25.8)	(3,919)	(29.0)	(4,364)	(30.2)
	With High School Diploma	(1,006)	(10.0)	(1,163)	(9.6)	(1,587)	(11.7)	(2,230)	(15.4)
	Postsecondary	2,216	22.0	3,366	27.9	4,155	30.8	4,277	29.6
	Certificate or Diploma	(2,094)	(20.8)	(3,154)	(26.2)	(3,918)	(29.0)	(3,618)	(25.1)
	University Degree	(122)	(1.2)	(212)	(1.8)	(237)	(1.8)	(659)	(4.6)
	Not Stated	77	0.8	505	4.2	392	2.9	278	1.9
Total		12,854	100.0	16,020	100.0	15,999	100.0	16,900	100.0
Non-Aboriginals	Less than Grade 9	507	3.9	477	3.0	338	2.1	332	2.0
	High School	5,376	41.8	6,393	39.9	5,921	37.0	6,064	35.9
	Without High School Diploma	(1,818)	(14.2)	(2,245)	(14.0)	(1,719)	(10.7)	(1,834)	(10.9)
	With High School Diploma	(3,558)	(27.7)	(4,148)	(25.9)	(4,202)	(26.3)	(4,230)	(25.0)
	Postsecondary	6,922	53.9	9,060	56.6	9,561	59.8	10,435	61.7
	Certificate or Diploma	(4,197)	(32.7)	(5,174)	(32.3)	(5,670)	(35.4)	(5,762)	(34.1)
	University Degree	(2,725)	(21.2)	(3,886)	(24.3)	(3,891)	(24.3)	(4,673)	(27.7)
	Not Stated	48	0.4	90	0.6	178	1.1	69	0.4

**Source:**

NWT Bureau of Statistics, 1989, 1994, and 1999 Labour Force Surveys and 2004 Community Survey

## POSTSECONDARY INDICATORS

**Table 5: Percent of Population Aged 15 Years and Over by Historical Highest Level of Schooling, Ethnicity and Gender, Northwest Territories, 1989, 1994, 1999 and 2004**

		1989				1994			
		Males		Females		Males		Females	
			%		%		%		%
Total		12,111	100.0	10,793	100.0	14,790	100.0	13,282	100.0
All Persons	Less than Grade 9	2,669	22.0	2,483	23.0	2,243	15.2	2,138	16.1
	High School	4,080	33.7	4,409	40.9	5,366	36.3	5,303	39.9
	Without High School Diploma	(1,836)	(15.2)	(2,088)	(19.3)	(2,812)	(19.0)	(2,546)	(19.2)
	With High School Diploma	(2,244)	(18.5)	(2,321)	(21.5)	(2,554)	(17.3)	(2,757)	(20.8)
	Postsecondary	5,284	43.6	3,854	35.7	6,769	45.8	5,656	42.6
	Certificate or Diploma	(3,599)	(29.7)	(2,692)	(24.9)	(4,587)	(31.0)	(3,741)	(28.2)
	University Degree	(1,685)	(13.9)	(1,162)	(10.8)	(2,182)	(14.8)	(1,915)	(14.4)
	Not Stated	79	0.7	47	0.4	411	2.8	184	1.4
Total		5,116	100.0	4,934	100.0	6,368	100.0	5,684	100.0
Aboriginals	Less than Grade 9	2,364	46.2	2,281	46.2	2,025	31.8	1,879	33.1
	High School	1,475	28.8	1,636	33.2	2,164	34.0	2,113	37.2
	Without High School Diploma	(986)	(19.3)	(1,119)	(22.7)	(1,634)	(25.7)	(1,480)	(26.0)
	With High School Diploma	(489)	(9.6)	(517)	(10.5)	(530)	(8.3)	(633)	(11.1)
	Postsecondary	1,226	24.0	989	20.0	1,858	29.2	1,508	26.5
	Certificate or Diploma	(1,159)	(22.7)	(934)	(18.9)	(1,751)	(27.5)	(1,403)	(24.7)
	University Degree	(67)	(1.3)	(55)	(1.1)	(107)	(1.7)	(105)	(1.8)
	Not Stated	50	1.0	27	0.5	322	5.1	183	3.2
Total		6,995	100.0	5,859	100.0	8,422	100.0	7,598	133.7
Non-Aboriginals	Less than Grade 9	305	4.4	202	3.4	218	2.6	259	4.6
	High School	2,604	37.2	2,773	47.3	3,203	38.0	3,190	42.0
	Without High School Diploma	(850)	(12.2)	(969)	(16.5)	(1,179)	(14.0)	(1,066)	(18.8)
	With High School Diploma	(1,754)	(25.1)	(1,804)	(30.8)	(2,024)	(24.0)	(2,124)	(37.4)
	Postsecondary	4,058	58.0	2,864	48.9	4,912	58.3	4,148	54.6
	Certificate or Diploma	(2,440)	(34.9)	(1,757)	(30.0)	(2,836)	(33.7)	(2,338)	(41.1)
	University Degree	(1,618)	(23.1)	(1,107)	(18.9)	(2,076)	(24.6)	(1,810)	(31.8)
	Not Stated	29	0.4	19	0.3	89	1.1	1	0.0



**Table 5 Continued: Percent of Population Aged 15 Years and Over by Historical Highest Level of Schooling, Ethnicity and Gender  
Northwest Territories, 1989, 1994, 1999 and 2004**

		1999				2004			
		Males		Females		Males		Females	
			%		%		%		%
<b>Total</b>		15,540	100.0	13,966	100.0	16,312	100.0	15,028	100.0
<b>All Persons</b>	Less than Grade 9	1,915	12.3	1,875	13.4	2,015	12.4	1,608	10.7
	High School	5,747	37.0	5,682	40.7	6,087	37.3	6,571	43.7
	Without High School Diploma	(2,942)	(18.9)	(2,697)	(19.3)	(3,129)	19.0	(3,069)	20.0
	With High School Diploma	(2,805)	(18.1)	(2,985)	(21.4)	(2,958)	18.0	(3,502)	23.0
	Postsecondary	7,540	48.5	6,176	44.2	8,036	49.3	6,675	44.4
	Certificate or Diploma	(5,413)	(34.8)	(4,175)	(29.9)	(5,518)	34.0	(3,861)	26.0
	University Degree	(2,127)	(13.7)	(2,001)	(14.3)	(2,518)	15.0	(2,814)	19.0
	Not Stated	338	2.2	232	1.7	173	1.1	174	1.2
<b>Total</b>		6,866	100.0	6,641	100.0	7,273	100.0	7,167	100.0
<b>Aboriginals</b>	Less than Grade 9	1,706	24.8	1,747	26.3	1,778	24.4	1,512	21.1
	High School	2,725	39.7	2,781	41.9	3,188	43.8	3,407	47.5
	Without High School Diploma	(2,005)	(29.2)	(1,914)	(28.8)	(2,142)	30.0	(2,222)	31.0
	With High School Diploma	(720)	(10.5)	(867)	(13.1)	(1,046)	14.0	(1,185)	17.0
	Postsecondary	2,192	31.9	1,963	29.6	2,145	29.5	2,132	29.7
	Certificate or Diploma	(2,064)	(30.1)	(1,854)	(27.9)	(1,960)	27.0	(1,658)	23.0
	University Degree	(128)	(1.9)	(109)	(1.6)	(185)	3.0	(474)	7.0
	Not Stated	242	3.5	150	2.3	163	2.2	114	1.6
<b>Total</b>		8,675	100.0	7,324	100.0	9,039	100.0	7,862	100.0
<b>Non-Aboriginals</b>	Less than Grade 9	209	2.4	129	1.8	237	2.6	95	1.2
	High School	3,022	34.8	2,901	39.6	2,900	32.1	3,164	40.2
	Without High School Diploma	(937)	(10.8)	(783)	(10.7)	(987)	11.0	(847)	11.0
	With High School Diploma	(2,085)	(24.0)	(2,118)	(28.9)	(1,913)	21.0	(2,317)	30.0
	Postsecondary	5,348	61.6	4,214	57.5	5,892	65.2	4,543	57.8
	Certificate or Diploma	(3,349)	(38.6)	(2,322)	(31.7)	(3,559)	39.0	(2,203)	28.0
	University Degree	(1,999)	(23.0)	(1,892)	(25.8)	(2,333)	26.0	(2,340)	30.0
	Not Stated	96	1.1	81	1.1	10	0.1	60	0.8

**Source:**

NWT Bureau of Statistics,  
1989, 1994 and 1999 NWT Labour  
Force Surveys and 2004 NWT  
Community Survey

**Notes:**

Certificates or diplomas are trades,  
college, or other college equivalent  
certificates or diplomas.

# POSTSECONDARY INDICATORS

**Table 6: Percent of Population Aged 15 Years and Older by Highest Level of Schooling, Community Type and Ethnicity  
Northwest Territories, 2004**

		Population (15 Years and Over)		Aboriginals		Non-Aboriginals	
			%		%		%
Total		31,340	100.0	14,440	100.0	16,900	100.0
Total	Less than Grade 9	3,623	11.6	3,290	22.8	332	2.0
	High School, No Diploma	6,198	19.8	4,364	30.2	1,834	10.9
	High School Diploma	6,461	20.6	2,230	15.4	4,230	25.0
	Certificate or Diploma	9,380	29.9	3,618	25.1	5,762	34.1
	University Degree	5,332	17.0	659	4.6	4,673	27.7
	Not Stated	347	1.1	278	1.9	69	0.4
Total		14,383	100.0	2,780	100.0	11,603	100.0
Yellowknife	Less than Grade 9	623	4.3	376	13.5	248	2.1
	High School, No Diploma	1,892	13.2	526	18.9	1,365	11.8
	High School Diploma	3,837	26.7	792	28.5	3,045	26.2
	Certificate or Diploma	4,417	30.7	688	24.7	3,729	32.1
	University Degree	3,559	24.7	396	14.2	3,163	27.3
	Not Stated	55	0.4	2	0.1	53	0.5
Total		7,162	100.0	3,480	100.0	3,680	100.0
Regional Centres	Less than Grade 9	534	7.5	478	13.7	56	1.5
	High School, No Diploma	1,395	19.5	1,060	30.5	334	9.1
	High School Diploma	1,452	20.3	613	17.6	838	22.8
	Certificate or Diploma	2,624	36.6	1,142	32.8	1,482	40.3
	University Degree	1,102	15.4	140	4.0	962	26.1
	Not Stated	55	0.8	47	1.4	8	0.2
Total		9,796	100.0	8,180	100.0	1,616	100.0
Communities	Less than Grade 9	2,466	25.2	2,437	29.8	29	1.8
	High School, No Diploma	2,912	29.7	2,778	34.0	134	8.3
	High School Diploma	1,171	12.0	825	10.1	346	21.4
	Certificate or Diploma	2,339	23.9	1,788	21.9	551	34.1
	University Degree	672	6.9	123	1.5	548	33.9
	Not Stated	236	2.4	229	2.8	8	0.5

**Source:**  
NWT Bureau of  
Statistics, 2004 NWT  
Community Survey

**Table 9: NWT SFA Recipients by Full-Time Enrolment, Location and Type of Institution**  
Northwest Territories 2001/02 to 2004/05

2001/02	Total	AB	BC	MB	NT	NB	NL	NS	NU	ON	PEI	PQ	SK	YK	International	Not Declared
Total	1399	582	109	17	460	15	3	22	0	90	1	22	49	10	18	1
College	665	238	14	1	363	1	0	2	0	18	0	3	9	10	5	1
Other	187	68	11	1	97	0	0	0	0	1	0	5	2	0	2	0
University	547	276	84	15	0	14	3	20	0	71	1	14	38	0	11	0
2002/03	Total	AB	BC	MB	NT	NB	NL	NS	NU	ON	PEI	PQ	SK	YK	International	Not Declared
Total	1484	588	103	20	534	19	5	25	1	85	1	22	51	8	20	2
College	758	246	24	2	436	2	0	2	1	16	0	3	10	8	6	2
Other	198	76	13	0	98	0	0	0	0	3	0	4	2	0	2	0
University	528	266	66	18	0	17	5	23	0	66	1	15	39	0	12	0
2003/04	Total	AB	BC	MB	NT	NB	NL	NS	NU	ON	PEI	PQ	SK	YK	International	Not Declared
Total	1459	561	105	24	549	17	5	24	2	70	0	21	50	10	18	3
College	756	229	35	5	449	2	0	2	2	8	0	2	8	10	3	1
Other	203	77	9	0	100	0	0	0	0	7	0	6	3	0	1	0
University	500	255	61	19	0	15	5	22	0	55	0	13	39	0	14	2
2004/05	Total	AB	BC	MB	NT	NB	NL	NS	NU	ON	PEI	PQ	SK	YK	International	Not Declared
Total	1501	555	99	14	604	15	5	28	2	80	0	18	52	12	15	2
College	768	218	20	3	489	2	1	2	2	8	0	1	7	12	3	0
Other	235	86	12	0	115	0	0	1	0	10	0	6	5	0	0	0
University	498	251	67	11	0	13	4	25	0	62	0	11	40	0	12	2

**Source:**

Education, Culture and Employment, March 2006  
*2001 Postsecondary Indicators Report*

**Notes:**

NWTSFA head-count will be lower than totals for type of institution. Some students attend more than one institution in a given academic year. Due to rounding, the totals may not equal the sum totals of the sub-total entries.

## POSTSECONDARY INDICATORS

**Table 13, 14 & 20: Full-Time Equivalent Enrolments (FTE) by Program Type  
Aurora College, 2000/01 to 2004/05**

<b>2000/01</b>	<b>Total (All Programs)</b>	<b>Academic Studies</b>	<b>University Partnership</b>	<b>Certificate</b>	<b>Diploma</b>	<b>Trades and Technology</b>	<b>Career Development</b>	<b>Personal Development</b>
Total FTE	1176.8	297.3	18.9	142.2	229.7	190.8	267.4	30.5
Full-Time	515.0	187.0	10.0	78.0	184.0	47.0	9.0	0
Part-Time	661.8	110.3	8.9	64.2	45.7	143.8	258.4	30.5
<b>2001/02</b>	<b>Total (All Programs)</b>	<b>Academic Studies</b>	<b>University Partnership</b>	<b>Certificate</b>	<b>Diploma</b>	<b>Trades and Technology</b>	<b>Career Development</b>	<b>Personal Development</b>
Total FTE	1229.2	299.7	27.7	96.2	217.5	295.6	269.5	23.0
Full-Time	527.0	174.0	3.0	64.0	184.0	102.0	0	0
Part-Time	702.2	125.7	24.7	32.2	33.5	193.6	269.5	23.0
<b>2002/03</b>	<b>Total (All Programs)</b>	<b>Academic Studies</b>	<b>University Partnership</b>	<b>Certificate</b>	<b>Diploma</b>	<b>Trades and Technology</b>	<b>Career Development</b>	<b>Personal Development</b>
Total FTE	1224.5	335.4	41.3	116.8	237.2	174.9	298.4	20.5
Full-Time	586.0	181.0	24.0	76.0	202.0	103.0	0	0
Part-Time	638.5	154.4	17.3	40.8	35.2	71.9	298.4	20.5
<b>2003/04</b>	<b>Total (All Programs)</b>	<b>Academic Studies</b>	<b>University Partnership</b>	<b>Certificate</b>	<b>Diploma</b>	<b>Trades and Technology</b>	<b>Career Development</b>	<b>Personal Development</b>
Total FTE	1343.5	338.2	35.7	146.8	221.3	236.8	335.3	29.4
Full-Time	627.0	213.0	14.0	100.0	182.0	118.0	1	0
Part-Time	716.5	125.2	21.7	46.8	39.3	118.8	335.3	29.4
<b>2004/05</b>	<b>Total (All Programs)</b>	<b>Academic Studies</b>	<b>University Partnership</b>	<b>Certificate</b>	<b>Diploma</b>	<b>Trades and Technology</b>	<b>Career Development</b>	<b>Personal Development</b>
Total FTE	1444.9	306.5	10.3	145.5	259.7	257.8	424.4	40.7
Full-Time	687.0	165.0	7.0	109.0	226.0	180.0	0	0
Part-Time	757.9	141.5	3.3	36.5	33.7	77.8	424.4	40.7

**Source:**

*Aurora College Annual Enrolment and FTE Reports, 2000/01 to 2004/05*

**Notes:**

Credit Programs refer to combined totals for Certificate and Diploma Programs.  
Data in red: Corrected data for 2000/01.

**Table 15: Full-Time Equivalent Enrolments (FTE) by Program Type**  
**Aurora College, 2000/01 to 2004/05**

2000/01	Total (All Programs)	Aurora Campus	Aurora Research Institute	Thebacha Campus	Yellowknife Campus
Total FTE	1176.8	388.6	2.2	454.9	331.1
Full-Time	515.0	108.0	0.0	244.0	163.0
Part-Time	661.8	280.6	2.2	210.9	168.1
2001/02	Total (All Programs)	Aurora Campus	Aurora Research Institute	Thebacha Campus	Yellowknife Campus
Total FTE	1229.2	416.3	0.0	461.0	351.9
Full-Time	527.0	90.0	0.0	256.0	181.0
Part-Time	702.2	326.3	0.0	205.0	170.9
2002/03	Total (All Programs)	Aurora Campus	Aurora Research Institute	Thebacha Campus	Yellowknife Campus
Total FTE	1224.5	394.3	0.0	480.1	350.1
Full-Time	586.0	131.0	0.0	280.0	175.0
Part-Time	638.5	263.3	0.0	200.1	175.1
2003/04	Total (All Programs)	Aurora Campus	Aurora Research Institute	Thebacha Campus	Yellowknife Campus
Total FTE	1343.5	457.9	0.0	532.0	353.6
Full-Time	627.0	156.0	0.0	284.0	187.0
Part-Time	716.5	301.9	0.0	248.0	166.6
2004/05	Total (All Programs)	Aurora Campus	Aurora Research Institute	Thebacha Campus	Yellowknife Campus
Total FTE	1444.9	457.1	0.0	581.5	406.3
Full-Time	687.0	151.0	0.0	325.0	211.0
Part-Time	757.9	306.1	0.0	256.5	195.3

**Source:**

*Aurora College Annual Enrolment and  
 FTE Reports, 2000/01 to 2004/05*

**Notes:**

Data in red: Corrected data for 2000/01.

## POSTSECONDARY INDICATORS

**Table 16 and 17: Fall Semester Enrolments by Gender, Age and Program Type  
Aurora College, 2000/01 to 2004/05**

	Total	Gender		Age					
		Male	Female	< 20	20-24	25-29	30-34	35+	Unknown
<b>2000/01</b>	<b>1178</b>								
Certificate & Diploma	661	159	502	17	128	114	84	313	5
ALBE	312	106	206	17	91	47	42	107	8
Trades and Technology	136	103	33	8	47	21	17	38	5
University Partnerships	69	5	64	1	4	11	12	40	1
<b>2001/02</b>	<b>1730</b>								
Certificate & Diploma	635	150	485	13	113	132	100	257	20
ALBE	603	161	442	50	134	101	93	198	27
Trades and Technology	424	344	80	17	102	98	65	134	8
University Partnerships	68	18	50	0	2	16	10	35	5
<b>2002/03</b>	<b>1786</b>								
Certificate & Diploma	705	151	554	12	120	127	114	325	7
ALBE	738	234	504	60	144	117	82	244	91
Trades and Technology	282	234	48	27	71	64	46	69	5
University Partnerships	61	17	44	3	5	14	3	33	3
<b>2003/04</b>	<b>1604</b>								
Certificate & Diploma	675	139	536	17	120	110	84	332	12
ALBE	624	214	410	46	153	116	66	194	49
Trades and Technology	255	190	65	5	73	51	46	80	0
University Partnerships	50	23	27	0	10	6	9	23	2
<b>2004/05</b>	<b>1601</b>								
Certificate & Diploma	713	130	583	9	131	132	98	327	16
ALBE	575	195	380	59	148	105	47	180	36
Trades and Technology	289	205	84	11	103	57	37	73	8
University Partnerships	24	7	17	0	4	3	4	13	0

**Source:**

*Aurora College Annual  
Enrolment Reports,  
2000/01 to 2004/05*

**Table 18: Academic Studies Full-Time Equivalent Enrolments  
Aurora College, 1991/92 to 2004/05**

	Total College Enrolments	Academic Studies Enrolments	% of Total
1991/92	1314.8	555.0	42.2%
1992/93	1250.5	421.9	33.7%
1993/94	1497.0	430.3	28.7%
1994/95	1751.0	555.3	31.7%
1995/96	1665.0	580.8	34.9%
1996/97	1326.0	491.8	37.1%
1997/98	1157.2	387.0	33.4%
1998/99	1074.3	301.5	28.1%
1999/00	1057.0	321.8	30.4%
2000/01	1176.8	297.3	25.3%
2001/02	1229.2	299.7	24.4%
2002/03	1224.5	335.4	27.4%
2003/04	1343.5	338.2	25.2%
2004/05	1444.9	306.5	21.2%

**Source:**

*Aurora College Annual Enrolment Reports,  
1991/92 to 2004/05*

## POSTSECONDARY INDICATORS

**Table 19: Adult Literacy and Basic Education Course Enrolments by Subject and Level  
Aurora College, 1996/97 to 2004/05**

1996/97	Total	Computer	Mathematics	English	Science	Social Studies	College & Career Studies	Aboriginal Languages	Other*
<b>Program Total</b>	<b>2535</b>	0	744	698	295	297	224	47	230
Level 110	269	0	91	34	46	51	0	47	0
Level 120	903	0	309	181	76	107	0	0	230
Level 130	625	0	185	171	74	73	122	0	0
Level 140	475	0	129	149	59	36	102	0	0
Level 150	237	0	26	141	40	30	0	0	0
Level 160	26	0	4	22	0	0	0	0	0

1997/98	Total								
<b>Program Total</b>	<b>2812</b>	292	779	719	279	231	305	30	177
Level 110	211	0	65	55	27	34	0	30	0
Level 120	896	0	381	159	82	97	0	0	177
Level 130	1043	292	208	223	62	65	193	0	0
Level 140	408	0	82	157	50	16	103	0	0
Level 150	235	0	43	106	58	19	9	0	0
Level 160	19	0	0	19	0	0	0	0	0

1998/99	Total								
<b>Program Total</b>	<b>2456</b>	225	645	608	247	241	275	53	162
Level 110	168	0	40	28	55	0	0	45	0
Level 120	641	0	256	129	55	82	0	8	111
Level 130	870	225	198	169	89	87	102	0	0
Level 140	445	0	101	120	31	20	173	0	0
Level 150	245	0	50	137	17	41	0	0	0
Level 160	87	0	0	25	0	11	0	0	51



Table 19 Continued: Adult Literacy and Basic Education Course Enrolments by Subject and Level  
Aurora College, 1996/97 to 2004/05

1999/00	Total	Computer	Mathematics	English	Science	Social Studies	College & Career Studies	Aboriginal Languages	Other*
<b>Program Total</b>	<b>2586</b>	317	685	623	296	196	317	61	91
Level 110	115	0	36	34	30	2	0	13	0
Level 120	645	0	257	118	147	36	0	46	41
Level 130	1001	317	175	150	71	81	205	2	0
Level 140	451	0	120	128	46	45	112	0	0
Level 150	275	0	90	163	2	20	0	0	0
Level 160	99	0	7	30	0	12	0	0	50

2000/01	Total								
<b>Program Total</b>	<b>2321</b>	305	665	602	284	129	263	7	66
Level 110	200	0	67	50	59	17	0	7	0
Level 120	524	0	246	127	98	30	0	0	23
Level 130	778	305	123	141	49	22	138	0	0
Level 140	466	0	134	110	64	33	125	0	0
Level 150	265	0	81	147	14	23	0	0	0
Level 160	88	0	14	27	0	4	0	0	43

2001/02	Total								
<b>Program Total</b>	<b>2233</b>	359	609	568	183	153	258	21	82
Level 110	173	0	72	66	12	3	0	20	0
Level 120	579	0	265	123	85	85	0	1	20
Level 130	878	359	120	147	65	13	174	0	0
Level 140	293	0	83	77	17	32	84	0	0
Level 150	195	0	54	120	4	17	0	0	0
Level 160	115	0	15	35	0	3	0	0	62

## POSTSECONDARY INDICATORS

Table 19 Continued: Adult Literacy and Basic Education Course Enrolments by Subject and Level  
Aurora College, 1996/97 to 2004/05

2002/03	Total	Computer	Mathematics	English	Science	Social Studies	College & Career Studies	Aboriginal Languages	Other*
<b>Program Total</b>	<b>2361</b>	<b>338</b>	<b>662</b>	<b>684</b>	<b>199</b>	<b>141</b>	<b>203</b>	<b>36</b>	<b>98</b>
Level 110	148	2	30	74	0	0	0	27	15
Level 120	620	0	287	150	69	22	0	9	83
Level 130	868	336	194	161	58	48	71	0	0
Level 140	484	0	94	125	72	61	132	0	0
Level 150	191	0	44	138	0	9	0	0	0
Level 160	50	0	13	36	0	1	0	0	0

2003/04	Total								
<b>Program Total</b>	<b>2327</b>	<b>361</b>	<b>660</b>	<b>617</b>	<b>207</b>	<b>131</b>	<b>224</b>	<b>7</b>	<b>120</b>
Level 110	89	0	51	37	0	1	0	0	0
Level 120	549	0	267	151	80	33	0	7	11
Level 130	955	361	170	149	68	25	177	0	5
Level 140	351	0	108	97	42	57	47	0	0
Level 150	187	0	38	120	17	12	0	0	0
Level 160	196	0	26	63	0	3	0	0	104

2004/05	Total								
<b>Program Total</b>	<b>2168</b>	<b>297</b>	<b>580</b>	<b>614</b>	<b>148</b>	<b>144</b>	<b>242</b>	<b>0</b>	<b>143</b>
Level 110	132	13	51	67	0	1	0	0	0
Level 120	460	0	223	118	33	40	0	0	46
Level 130	822	284	137	107	52	59	183	0	0
Level 140	352	0	107	102	45	33	59	0	6
Level 150	198	0	38	133	18	9	0	0	0
Level 160	204	0	24	87	0	2	0	0	91

Source:

Aurora College  
Annual Enrolment  
Reports, 1996/97  
to 2004/05

Note:

\*Other category  
refers to those  
courses within  
the Northern Skills  
Development/  
Community Skills  
for Work Program.

**Table 21: Apprenticeship, Trades, Technology and Occupational Programs Full-Time Equivalent Enrolments  
Aurora College, 2001/02 to 2004/05**

	2001/02			2002/03			2003/04			2004/05		
	FTE	Full-Time	Part-Time	FTE	Full-Time	Part-Time	FTE	Full-Time	Part-Time	FTE	Full-Time	Part-Time
<b>Total Enrolment</b>	295.6	102.0	193.6	174.9	103.0	71.9	236.8	118.0	118.8	257.8	180.0	77.8
Apprenticeship Carpentry	16.0	0	16.0	9.2	0	9.2	15.0	0	15.0	15.0	0	15.0
Apprenticeship Electrical	12.8	0	12.8	9.6	0	9.6	24.0	0	24.0	18.0	0	18.0
Apprenticeship Heavy Duty Mechanics	10.0	0	10.0	3.4	0	3.4	6.5	0	6.5	2.0	0	2.0
Apprenticeship Housing Maintainer	4.5	0	4.5	3.6	0	3.6	8.0	0	8.0	4.8	0	4.8
Apprenticeship Plumbing	26.5	0	26.5	5.6	0	5.6	39.0	0	39.0	0	0	0
Heavy Equipment Operator	27.5	24.0	3.5	24.3	24.0	0.3	21.0	20.0	1.0	27.3	27.0	0.3
Pre-Employment Carpentry	0	0	0	4.0	0	4.0	0	0	0	6.0	6.0	0
Pre-Employment Cooking	3.2	0	3.2	0	0	0	0	0	0	0	0	0
Pre-Employment Mechanics	7.0	7.0	0	0	0	0	1.8	0	1.8	8.0	8.0	0
Pre-Employment Secondary Diamond	17.3	15.0	2.3	15.6	15.0	0.6	0	0	0	0	0	0
Pre-Employment Welding	10.0	0	10.0	9.3	0	9.3	5.6	0	5.6	15.0	15.0	0
Pre-Technology	11.3	11.0	0.3	6.3	6.0	0.3	14.2	14.0	0.2	20.6	18.0	2.6
Introductory Carpentry	0	0	0	0	0	0	8.0	8.0	0	14.0	14.0	0
Introductory Cooking	15.0	15.0	0	19.0	19.0	0	28.0	28.0	0	20.0	20.0	0
Intro to Trades & Tech	0.7	0	0.7	1.6	0	1.6	9.0	9.0	0	24.1	22.0	2.1
Introductory Welding	0	0	0	0	0	0	0	0	0	8.0	8.0	0
Mobile Introductory Welding	0	0	0	0	0	0	2.4	0	2.4	2.4	0	2.4
Camp Cooking/Catering	0.5	0	0.5	0.5	0	0.5	8.0	8.0	0	0	0	0
Diamond Cutting and Polishing	0	0	0	0	0	0	31.3	31.0	0.3	27.4	26.0	1.4
Haul Truck	0	0	0	6.2	0	6.2	0	0	0	0	0	0
Kitchen Helper	39.0	0	39.0	0	0	0	0	0	0	19.2	0	19.2
Mill Processing	30.0	30.0	0	26.0	26.0	0	0	0	0	0	0	0
Mineral Processing	0	0	0	0	0	0	0	0	0	16.0	16.0	0
Observer/Communicator	16.8	0	16.8	14.8	0	14.8	13.1	0	13.1	10.0	0	10.0
PITS Floorhand Training	43.6	0	43.6	2.9	0	2.9	0	0	0	0	0	0
PITS Service Rig	3.9	0	3.9	0	0	0	0	0	0	0	0	0
Process Control	0	0	0	13.0	13.0	0	1.9	0	1.9	0	0	0

**Source:**

*Aurora College Annual Enrolment Reports, 2001/02 to 2004/05*

**Note:**

The following programs were not run for the reporting period of 2001/02 to 2004/05: Introduction to Mine Training, Mine Training, Trades Orientation, New Skills for Women, Women in Trades & Technology, NorthwesTel, Small Engine Repair and Pre-Apprentice Technology.

Table 22: NWT Apprenticeship Program, Registered Apprentices by Gender and Ethnicity, 2005

Gender	Regions							Total**	Total	
	North Slave	South Slave	Beaufort Delta	Sahatu	Deh Cho	Other				
	Female	Male	Female	Male	Female	Male	Female			
	169	75	39	20	17	1	321	6	Aircraft Maintenance Engineer	
	5	13	5	1	0	0	32	32	Automotive Service Technician	
	1	0	0	0	0	0	1	1	Cabinetmaker	
	15	11	9	5	2	0	42	42	Carpenter	
	4	0	2	0	0	0	6	6	Cook	
	1	0	0	1	0	0	2	2	Crane Hoisting - Medium Boom Truck	
	1	1	0	0	0	0	2	2	Crane Hoisting - Mobile Crane	
	0	0	0	1	0	0	1	1	Crane Hoisting - Wellhead Boom	
	41	8	6	4	3	1	63	63	Electrician	
	0	1	0	0	0	0	1	1	Floorcovering Installer	
	1	1	0	1	0	0	3	3	Gasfitter	
	1	0	0	0	0	0	1	1	Glazier	
	1	1	1	0	0	0	3	3	Hairstylist	
	15	11	1	2	3	0	32	32	Heavy Duty Equipment Technician	
	1	1	6	0	1	0	9	9	Housing Maintainer	
	3	1	0	0	0	0	4	4	Industrial Instrument Technician	
	6	3	0	1	0	0	10	10	Industrial Mechanic - Millwright	
	1	0	0	1	0	0	2	2	Insulator	
	1	0	0	0	0	0	1	1	Machinist	
	0	1	0	0	0	0	1	1	Motor Vehicle Body Repairer (MVBR)	
	1	0	0	0	0	0	1	1	MVBR - Auto Body Refinisher	
	1	1	0	0	0	0	2	2	MVBR - Auto Body Repairer	
	1	0	0	0	0	0	1	1	Outdoor Power Equip. Tech. - Power	
	1	1	0	0	0	0	2	2	Outdoor Power Equip. Tech. - Rec.	
	0	0	0	0	2	0	2	2	Painter / Decorator	
	15	6	0	1	0	0	22	22	Partsperson	
	22	5	5	1	1	0	34	34	Plumber / Gasfitter 2nd Class	
	1	1	3	0	2	0	7	7	Power Line Electrician	
	1	0	0	0	0	0	1	1	Refrigeration Air Conditioning Mech.	
	0	1	0	0	0	0	1	1	Roofer	
	6	0	0	0	0	0	6	6	Sheet Metal Worker	
	1	0	0	0	0	0	1	1	Small Equipment Mech.	
	5	0	0	0	0	0	5	5	Sprinkler Systems Installer	
	5	6	1	1	1	0	14	14	Welder	

Table 22 Continued: NWT Apprenticeship Program, Registered Apprentices by Gender and Ethnicity, 2005

		Total	Aircraft Maintenance Engineer	Automotive Service Technician	Cabinetmaker	Carpenter	Cook	Crane Hoisting - Medium Boom Truck	Crane Hoisting - Mobile Crane	Crane Hoisting - Wellhead Boom	Electrician	Floorcovering Installer	Gasfitter	Glazier	Hairstylist	Heavy Duty Equipment Technician	Housing Maintainer	Industrial Instrument Technician	Industrial Mechanic - Millwright	Insulator	Machinist	Motor Vehicle Body Repairer (MVBR)	MVBR - Auto Body Refinisher	MVBR - Auto Body Repairer	Outdoor Power Equip. Tech. - Power	Outdoor Power Equip. Tech. - Rec.	Painter / Decorator	Partsperson	Plumber / Gasfitter 2nd Class	Power Line Electrician	Refrigeration Air Conditioning Mech.	Roofer	Sheet Metal Worker	Small Equipment Mech.	Sprinkler Systems Installer	Welder
<b>Total**</b>		321	6	32	1	42	6	2	2	1	63	1	3	1	3	32	9	4	10	2	1	1	1	2	1	2	2	22	34	7	1	1	6	1	5	14
<b>Ethnicity</b>	Dene	67	1	7	0	15	0	1	1	0	6	0	0	0	2	10	4	3	2	0	0	0	0	0	0	1	0	0	8	2	0	0	0	0	0	4
	Metis	29	1	5	0	5	0	0	0	0	5	0	0	0	0	5	0	0	1	0	0	1	0	0	0	0	2	0	1	0	1	0	0	0	0	2
	Inuit	33	0	1	0	4	2	0	1	0	6	0	0	0	1	4	5	0	0	1	0	0	0	0	0	0	0	0	4	1	0	0	0	0	0	3
	Non-Aboriginal	187	4	19	1	16	4	1	0	1	45	1	3	1	0	13	0	1	7	1	1	0	1	2	1	1	2	20	21	2	1	0	6	1	5	5
	Other*	5	0	0	0	2	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0
<b>Program Year</b>	Year 1	149	1	15	1	26	6	2	1	1	22	0	1	0	2	11	6	0	3	2	0	0	0	2	1	2	2	14	14	6	0	0	2	0	1	5
	Year 2	67	0	4	0	7	0	0	0	0	12	1	2	0	1	9	2	1	3	0	0	1	1	0	0	0	7	6	0	1	1	2	0	3	3	
	Year 3	61	1	8	0	4	0	0	1	0	14	0	0	0	0	7	1	3	3	0	1	0	0	0	0	0	1	7	1	0	0	2	0	1	6	
	Year 4	44	4	5	0	5	0	0	0	0	15	0	0	1	0	5	0	0	1	0	0	0	0	0	0	0	0	7	0	0	0	0	1	0	0	

Source: Education, Culture and Employment, November 30, 2005

Notes:  
 \* Other category includes those who did not self-identify their ethnicity as well as southern Aboriginals.  
 \*\* The number of registered apprentices fluctuates as apprentices start, complete or exit the program throughout the calendar year.

## POSTSECONDARY INDICATORS

**Table 23: Postsecondary Full-Time Student Enrolments  
Northwest Territories 1991/92 to 2004/05**

	1991/92	1992/93	1993/94	1994/95	1995/96	1996/97	1997/98	1998/99	1999/00**	2000/01	2001/02	2002/03	2003/04	2004/05
<b>Total</b>	950	1010	1320	1460	1630	1610	1560	1520	1459	1325	1399	1484	1459	1501
Dene	200	200	340	390	460	460	470	410	423	366	390	418	405	448
Inuit	70	80	140	170	220	150	130	150	128	146	127	115	148	138
Metis	120	130	150	180	180	170	180	180	152	116	118	119	113	124
Non-Aboriginal	560	600	690	720	770	830	780	780	756	697	763	808	768	764
Southern Aboriginal	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1	24	23	27
Not Declared	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	0	0	2	0

**Source:**

Education, Culture and Employment,  
February 2006  
*2001 Postsecondary Indicators Report*

**Note:**

Data represent a head count.  
\*\*The *2001 Postsecondary Indicators Report*  
used uncorrected data for 1999/00.

**Table 24: Postsecondary Full-Time Student Enrolments by Ethnicity  
Northwest Territories 1991/92 to 2004/05**

	1991/92	1992/93	1993/94	1994/95	1995/96	1996/97	1997/98	1998/99	1999/00**	2000/01	2001/02	2002/03	2003/04	2004/05
<b>Total</b>	943	1006	1323	1474	1638	1628	1578	1520	1842	1433	1399	1484	1459	1501
Aboriginal	387 41.0%	409 40.7%	635 48.0%	750 50.9%	870 53.1%	806 49.5%	804 51.0%	743 48.9%	931 50.5%	685 47.8%	635 45.4%	652 43.9%	666 45.6%	710 47.3%
Non-Aboriginal	556 59.0%	597 59.3%	688 52.0%	724 49.1%	768 46.9%	822 50.5%	774 49.0%	777 51.1%	911 49.5%	748 52.2%	764 54.6%	832 56.1%	793 54.4%	791 52.7%

**Source:**

Education, Culture and Employment,  
February 2006  
*2001 Postsecondary Indicators Report*

**Note:**

The totals represent the numbers of students  
enrolled in one or more postsecondary  
institutions in a given academic year.  
\*\*The *2001 Postsecondary Indicators Report*  
used uncorrected data for 1999/00.

Table 25, 26 and 27: Postsecondary Full-Time Student Enrolments by Institution and Ethnicity  
Northwest Territories 1995/96 to 2004/05

		All Recipients		Aurora College		Northern: Other		Southern Colleges & Institutes*		University	
		Total	(%)	Total	(%)	Total	(%)	Total	(%)	Total	(%)
1995/96	Total	1638	100.0	541	100.0	81	100.0	487	100.0	529	100.0
	Aboriginal	870	53.1	459	84.8	53	65.4	222	45.6	136	25.7
	Non-Aboriginal	768	46.9	82	15.2	28	34.6	265	54.4	393	74.3
1996/97	Total	1628	100.0	493	100.0	116	100.0	513	100.0	506	100.0
	Aboriginal	806	49.5	402	81.5	86	74.1	210	40.9	108	21.3
	Non-Aboriginal	822	50.5	91	18.5	30	25.9	303	59.1	398	78.7
1997/98	Total	1578	100.0	507	100.0	106	100.0	456	100.0	509	100.0
	Aboriginal	804	51.0	417	82.2	80	75.5	204	44.7	103	20.2
	Non-Aboriginal	774	49.0	90	17.8	26	24.5	252	55.3	406	79.8
1998/99	Total	1520	100.0	466	100.0	108	100.0	458	100.0	488	100.0
	Aboriginal	743	48.9	375	80.5	78	72.2	191	41.7	99	20.3
	Non-Aboriginal	777	51.1	91	19.5	30	27.8	267	58.3	389	79.7
1999/00**	Total	1842	100.0	534	100.0	199	100.0	553	100.0	556	100.0
	Aboriginal	931	50.5	436	81.6	161	80.9	226	40.9	108	19.4
	Non-Aboriginal	911	49.5	98	18.4	38	19.1	327	59.1	448	80.6
2000/01	Total	1433	100.0	423	100.0	150	100.0	361	100.0	499	100.0
	Aboriginal	685	47.8	327	77.3	101	67.3	146	40.4	111	22.2
	Non-Aboriginal	748	52.2	96	22.7	49	32.7	215	59.6	388	77.8
2001/02	Total	1399	100.0	368	100.0	97	100.0	387	100.0	547	100.0
	Aboriginal	635	45.4	276	75.0	69	71.1	155	40.1	135	24.7
	Non-Aboriginal	764	54.6	92	25.0	28	28.9	232	59.9	412	75.3

**Table 25, 26 and 27 Continued: Postsecondary Full-Time Student Enrolments by Institution and Ethnicity  
Northwest Territories 1995/96 to 2004/05**

		All Recipients		Aurora College		Northern: Other		Southern Colleges & Institutes*		University	
		Total	(%)	Total	(%)	Total	(%)	Total	(%)	Total	(%)
2002/03	Total	1484	100.0	442	100.0	98	100.0	416	100.0	528	100.0
	Aboriginal	652	43.9	308	69.7	72	73.5	150	36.1	122	23.1
	Non-Aboriginal	832	56.1	134	30.3	26	26.5	266	63.9	406	76.9
2003/04	Total	1459	100.0	458	100.0	100	100.0	401	100.0	500	100.0
	Aboriginal	666	45.6	348	76.0	73	73.0	161	40.1	84	16.8
	Non-Aboriginal	793	54.4	110	24.0	27	27.0	240	59.9	416	83.2
2004/05	Total	1501	100.0	502	100.0	115	100.0	386	100.0	498	100.0
	Aboriginal	710	47.3	390	77.7	77	67.0	152	39.4	91	18.3
	Non-Aboriginal	791	52.7	112	22.3	38	33.0	234	60.6	407	81.7

**Source:**

Education, Culture and Employment,  
February 2006  
*2001 Postsecondary Indicators Report*

**Note:**

Students may attend more than one postsecondary institution in an academic year. Data represent a head count.

\* Also includes a small number of students studying at Yukon College and Nunavut Arctic College.

\*\* The *2001 Postsecondary Indicators Report* used uncorrected data for 1999/00.



Table 28, 29, 30, 31, and 32: NWT SFA Recipients: Full-Time Student Enrolments by Institution, Program of Study, Ethnicity and Gender  
Northwest Territories, 2001/02 to 2004/05

AURORA COLLEGE	2001/02					2002/03					2003/04					2004/05				
	Total	Aboriginal		Non-Aboriginal		Total	Aboriginal		Non-Aboriginal		Total	Aboriginal		Non-Aboriginal		Total	Aboriginal		Non-Aboriginal	
		F	M	F	M		F	M	F	M		F	M	F	M		F	M		
Total	368	198	78	58	34	442	208	100	93	41	458	228	120	79	31	502	330	60	80	32
Liberal Arts	8	8	0	0	0	7	5	1	0	1	10	4	5	0	1	20	12	7	0	1
Business Management/Commerce	70	55	6	4	5	85	60	14	8	3	96	69	17	6	4	99	80	9	6	4
Computer & Information Sciences	9	7	1	0	1	11	2	5	0	4	19	14	3	0	2	25	17	3	2	3
Education	42	23	2	9	8	64	36	3	15	10	54	30	4	13	7	60	39	2	12	7
Engineering Technology	12	4	5	2	1	11	1	5	1	4	16	4	8	1	3	21	9	9	1	2
Health/Medical Sciences	84	39	0	40	5	111	42	2	61	6	105	45	1	51	8	104	39	5	50	10
Natural Science & Primary Industries	26	7	15	0	4	18	8	8	0	2	19	3	13	1	2	16	6	6	2	2
Personal & Miscellaneous Services	13	12	0	0	1	22	18	4	0	0	22	18	4	0	0	18	15	2	0	1
Social Sciences & Services	16	12	1	1	2	17	10	2	5	0	13	7	2	3	1	27	23	2	2	0
Trades/Occupations	54	7	38	2	7	83	14	55	3	11	89	21	61	4	3	87	72	8	5	2
Upgrading/College Preparation	34	24	10	0	0	13	12	1	0	0	15	13	2	0	0	25	18	7	0	0
Unknown	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

# POSTSECONDARY INDICATORS

Table 28, 29, 30, 31, and 32 Continued: NWT SFA Recipients: Full-Time Student Enrolments by Institution, Program of Study, Ethnicity and Gender  
Northwest Territories, 2001/02 to 2004/05

NORTHERN: OTHER	2001/02					2002/03					2003/04					2004/05				
	Total	Aboriginal		Non-Aboriginal		Total	Aboriginal		Non-Aboriginal		Total	Aboriginal		Non-Aboriginal		Total	Aboriginal		Non-Aboriginal	
		F	M	F	M		F	M	F	M		F	M	F	M		F	M		
Total	97	60	9	19	9	98	46	26	17	9	100	57	16	14	13	115	66	11	21	17
Liberal Arts	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Business Management/Commerce	39	29	5	3	2	32	21	6	4	1	38	28	2	6	2	42	26	1	13	2
Computer & Information Sciences	46	30	4	12	0	59	25	20	10	4	53	28	12	6	7	60	40	9	6	5
Education	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Engineering Technology	6	0	0	1	5	4	0	0	1	3	2	1	0	0	1	4	0	1	0	3
Health/Medical Sciences	4	0	0	2	2	3	0	0	2	1	2	0	0	1	1	1	0	0	0	1
Natural Science & Primary Industries	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Personal & Miscellaneous Services	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Social Sciences & Services	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Trades/Occupations	1	1	0	0	0	0	0	0	0	0	5	0	2	1	2	8	0	0	2	6
Upgrading/College Preparation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Unknown	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Table 28, 29, 30, 31, and 32 Continued: NWT SFA Recipients: Full-Time Student Enrolments by Institution, Program of Study, Ethnicity and Gender  
Northwest Territories, 2001/02 to 2004/05

SOUTHERN COLLEGES & INSTITUTES	2001/02					2002/03					2003/04					2004/05				
	Total	Aboriginal		Non-Aboriginal		Total	Aboriginal		Non-Aboriginal		Total	Aboriginal		Non-Aboriginal		Total	Aboriginal		Non-Aboriginal	
		F	M	F	M		F	M	F	M		F	M	F	M		F	M		
<b>Total</b>	387	105	50	137	95	416	110	40	152	114	401	114	47	124	116	386	100	52	122	112
Liberal Arts	108	24	14	47	23	139	32	13	53	41	137	32	8	48	49	127	23	13	51	40
Business Management/Commerce	91	38	9	29	15	83	32	5	28	18	80	34	8	17	21	79	36	7	15	21
Computer & Information Sciences	14	3	1	2	8	15	3	2	1	9	16	4	2	0	10	20	1	7	0	12
Education	30	9	1	15	5	29	7	3	15	4	18	2	2	12	2	20	7	2	8	3
Engineering Technology	32	1	13	2	16	36	2	12	3	19	33	3	11	2	17	24	0	10	4	10
Health/Medical Sciences	18	4	0	10	4	22	4	0	16	2	23	6	0	15	2	25	5	1	15	4
Natural Science & Primary Industries	20	4	2	9	5	19	6	0	8	5	21	6	4	6	5	13	3	3	3	4
Personal & Miscellaneous Services	17	1	1	13	2	19	5	0	12	2	25	11	0	9	5	20	7	1	11	1
Social Sciences & Services	27	12	3	7	5	28	9	1	12	6	24	10	2	10	2	26	8	1	10	7
Trades/Occupations	17	0	3	3	11	12	2	3	1	6	8	0	7	0	1	19	4	4	3	8
Upgrading/College Preparation	13	9	3	0	1	14	8	1	3	2	16	6	3	5	2	11	5	2	2	2
Unknown	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	1	1	0	0

# POSTSECONDARY INDICATORS

Table 28, 29, 30, 31, and 32 Continued: NWT SFA Recipients: Full-Time Student Enrolments by Institution, Program of Study, Ethnicity and Gender  
Northwest Territories, 2001/02 to 2004/05

## UNIVERSITY

	2001/02					2002/03					2003/04					2004/05				
	Total	Aboriginal		Non-Aboriginal		Total	Aboriginal		Non-Aboriginal		Total	Aboriginal		Non-Aboriginal		Total	Aboriginal		Non-Aboriginal	
		F	M	F	M		F	M	F	M		F	M	F	M		F	M		
<b>Total</b>	547	90	45	235	177	528	81	41	250	156	500	55	29	262	154	498	62	29	246	161
Liberal Arts	186	28	12	96	50	197	25	14	109	49	188	21	8	113	46	171	22	6	97	46
Business/ Management	57	16	5	15	21	44	14	2	10	18	37	5	1	12	19	38	4	4	14	16
Computer & Information Sciences	10	0	2	0	8	7	0	0	0	7	6	0	0	0	6	5	0	0	0	5
Education	39	5	1	22	11	42	6	2	23	11	49	4	2	31	12	40	8	0	19	13
Engineering	30	0	2	5	23	20	1	3	3	13	22	0	2	3	17	33	1	3	5	24
Health/Medical Sciences	37	8	3	14	12	32	6	1	17	8	31	6	0	17	8	33	8	0	21	4
Sciences	121	13	10	56	42	113	13	12	57	31	109	9	12	57	31	110	9	12	55	34
Social Sciences	54	13	6	26	9	68	13	7	29	19	56	9	4	28	15	63	7	3	35	18
University Transfer	12	6	4	1	1	4	3	0	1	0	1	1	0	0	0	4	3	1	0	0
Unknown	1	1	0	0	0	1	0	0	1	0	1	0	0	1	0	1	0	0	0	1
<b>Grand Total</b>	<b>1399</b>	453	182	449	315	<b>1484</b>	445	207	512	320	<b>1459</b>	454	212	479	314	<b>1501</b>	558	152	469	322

**Source:**

Education, Culture and Employment, February 2006

**Notes:**

NWT SFA head count will be lower than totals for type of institution and program of study. Some students attend more than one institution and program of study in a given academic year.

Table 33: Graduates by Program Type, Aurora College, 2001/02 to 2004/05

**CERTIFICATE AND DIPLOMA**

	2001/02	2002/03	2003/04	2004/05
<b>Total</b>	77	125	121	119
Teacher Education	0	13	8	8
Certificate in Adult Education	1	3	2	0
Natural Resources Technology	10	19	7	5
Management Studies	19	17	22	23
Addictions Studies Diploma	0	0	0	0
Certificate in Computing & Information Systems	8	6	13	12
Home/Community Support Worker	0	1	8	12
Long Term Care Aide	0	7	0	0
Northern Nursing	11	26	24	4
Certified Nursing Assistant	0	0	0	0
Advanced Nursing Skills	0	0	0	0
Office Administration	15	20	25	35
Career Development Certificate	0	0	0	0
Recreation Leaders Program	0	0	6	2
Community Health Representative	0	0	0	0
Social Work	0	1	0	2
Criminal Justice	5	6	5	7
Early Childhood Education	0	6	1	0

**CONTINUED**

	2001/02	2002/03	2003/04	2004/05
Aviation	0	0	0	7
Nurse Practitioner	0	0	0	2
School Counselor	0	0	0	0
Interpreter Translator	0	0	0	0
Fine Arts & Crafts	0	0	0	0
Fabric/Furrier Garment Design	0	0	0	0
Community Administration	0	0	0	0
Community Office Procedures	0	0	0	0
Northern Community Alcohol & Drug	0	0	0	0
Aboriginal Language & Cultural Instruction	8	0	0	0

## POSTSECONDARY INDICATORS

Table 33 Continued: Graduates by Program Type, Aurora College, 2001/02 to 2004/05

### TRADES AND TECHNOLOGY

	2001/02	2002/03	2003/04	2004/05
<b>Total</b>	70	61	94	101
Pre-Employment Cooking	0	0	5	7
Pre-Employment Mechanics	24	17	17	8
Heavy Equipment Operator	0	0	0	17
Pre-Employment Carpentry	0	0	5	6
Pre-Employment Welding	0	0	0	8
Pre-Employment Secondary Diamonds	14	11	0	0
Women in Trades & Technology	0	0	0	0
Mining Training	0	0	0	0
Observer/Communicator	28	30	25	15
Travel Counselor	0	0	0	0
Pre-Technology	4	1	4	7
Intro. Camp Cooking	0	2	6	13
Camp Cooking/Catering	0	0	7	0
Intro. to Trades & Technology	0	0	0	4
Diamond Cutting and Polishing	0	0	25	12
Introductory Welding	0	0	0	4
Beauty Culture	0	0	0	0

### APPRENTICESHIP

	2001/02	2002/03	2003/04	2004/05
<b>Total</b>	26	17	26	13
Electrical	11	17	10	6
Carpentry	7	0	0	7
Plumbing	6	0	12	0
Heavy Duty Mechanics	2	0	0	0
Housing Maintainer	0	0	4	0
<b>Grand Total</b>	<b>173</b>	<b>203</b>	<b>241</b>	<b>233</b>

#### Source:

*Aurora College Annual Enrolment Reports, 2000/01 to 2004/05*

#### Notes:

Graduates may be awarded parchments from two programming streams, i) credit programs (Certificate or a Diploma), and (ii) Trades and Technology programs (A Record of Achievement). Students enrolled in Trades Apprenticeship programs are deemed to be a graduate upon completing the highest level within their program of studies offered by Aurora College (e.g. 4th level of the Carpentry program and 3rd level of the Electrical program).

**Table 35 and 36: Adult Literacy and Basic Education: English and Mathematics Completions by Level and Campus  
Aurora College, 2000/01 to 2004/05**

		English						Math					
		110	120	130	140	150	160	110	120	130	140	150	160
Total	2000/01	1	18	28	35	48	14	3	26	29	35	35	2
	2001/02	9	24	35	29	24	19	11	48	31	18	24	5
	2002/03	12	21	29	37	47	18	6	32	38	28	28	3
	2003/04	4	13	23	16	36	9	12	29	46	24	19	7
	2004/05	8	18	21	33	49	52	7	39	28	37	26	10
Aurora	2000/01	0	4	5	12	12	7	1	6	4	8	7	1
	2001/02	0	10	13	12	10	13	3	19	9	7	6	1
	2002/03	0	11	4	9	23	12	0	8	11	12	5	1
	2003/04	3	5	2	2	3	1	2	6	3	0	0	0
	2004/05	0	10	10	17	17	26	1	11	9	10	8	4
Thebacha	2000/01	0	14	21	16	14	7	2	19	10	12	20	1
	2001/02	9	13	19	13	13	3	8	26	10	6	13	0
	2002/03	2	8	17	17	12	4	4	16	19	3	20	0
	2003/04	1	5	18	10	13	6	8	18	24	11	15	1
	2004/05	6	6	6	8	18	11	6	14	12	17	17	0
Yellowknife	2000/01	1	0	2	7	22	0	0	1	15	15	8	0
	2001/02	0	1	3	4	1	3	0	3	12	5	5	4
	2002/03	10	2	8	11	12	2	2	8	8	13	3	2
	2003/04	0	3	3	4	20	2	2	5	19	13	4	6
	2004/05	2	2	5	8	14	15	0	14	7	10	1	6

**Source:**

*Aurora College Annual Completions Reports, Student Records System, 2000/01 to 2004/05*

## POSTSECONDARY INDICATORS

**Table 38: Adult Literacy and Basic Education (ALBE) English 150/160 Enrolments, Completions and Student Success in English Departmental Examinations, Aurora College, 1995/96 to 2004/05**

		Aurora Campus				Thebacha Campus				Yellowknife Campus			
		Level		Passed - English*		Level		Passed - English*		Level		Passed - English*	
		150	160	30-1	30-2	150	160	30-1	30-2	150	160	30-1	30-2
1995/96	Enrolled	49	2			42	15			41	15		
	Completed	23	2	-	-	35	11	6	28	13	7	4	16
1996/97	Enrolled	35	5			49	17			57	0		
	Completed	14	1	-	-	27	9	8	28	18	0	4	16
1997/98	Enrolled	27	10			28	9			46	0		
	Completed	12	7	-	-	12	4	3	18	18	0	-	9
1998/99	Enrolled	16	12			30	13			91	0		
	Completed	9	1	-	-	11	7	3	9	22	0	-	17
1999/00	Enrolled	24	12			39	18			100	0		
	Completed	11	6	-	-	16	9	12	21	23	0	-	30
2000/01	Enrolled	41	15			34	12			75	0		
	Completed	13	7	10	20	14	7	11	25	22	0	3	13
2001/02	Enrolled	17	18			20	9			75	7		
	Completed	10	13	12	6	11	3	9	16	29	3	5	40
2002/03	Enrolled	47	22			18	9			60	5		
	Completed	15	12	21	12	15	4	8	6	12	2	21	32
2003/04	Enrolled	40	37			19	12			58	14		
	Completed	14	13	23	26	14	6	11	16	20	2	11	29
2004/05	Enrolled	44	37			26	12			57	34		
	Completed	17	28	29	27	8	9	9	25	14	16	19	16

**Source:**

Aurora College, Student Records System, 1995/96 to 2004/05 and 2001 *Postsecondary Indicators Report*

**Notes:**

"Enrolled in 150-160" refers to enrolments for a given academic year.

\*Total number represents Academic Studies students and walk-ins (from other College programs, former ALBE and Access students etc.). English 150 is equivalent to English 30-2 (old English 33). English 160 is equivalent to English 30-1 (old English 30).



**Table 39: Career Access Programs: Full-Time Equivalent Enrolments and Completions by Field of Study  
Aurora College, 1999/00 to 2004/05**

	1999/00		2000/01		2001/02		2002/03		2003/04		2004/05	
	Enrolled	Completed	Enrolled	Completed	Enrolled	Completed	Enrolled	Completed	Enrolled	Completed	Enrolled	Completed
<b>Total</b>	71.6	56.8	70.4	52.0	52.0	34.0	63.5	26.0	71.4	37.0	69.8	33.0
Nursing	17.8	13.0	17.5	14.0	22.0	13.0	26.2	12.0	28.4	16.0	31.9	13.0
Management Studies	5.8	5.8	12.6	10.0	5.5	5.0	1.4	0.0	0.0	0.0	0.0	0.0
Social Work	6.3	4.0	5.0	5.0	1.5	1.0	9.0	5.0	3.9	2.0	3.5	1.0
University/College Access-Legal	4.0	4.0	3.8	2.0	13.6	8.0	14.5	3.0	14.8	3.0	13.7	6.0
Teacher Education	20.7	17.0	17.5	13.0	9.4	7.0	12.4	6.0	16.4	10.0	20.7	13.0
Natural Resources Technology	17.0	13.0	14.0	8.0	0.0	0.0	0.0	0.0	7.9	6.0	0.0	0.0

**Source:**

*Aurora College Annual Completion Reports, Student Records System, 1999/00 to 2004/05 and 2001 Postsecondary Indicators Report.*

**Note:**

Some Career Access Programs were not offered during all academic years.

## POSTSECONDARY INDICATORS

**Table 40: Graduates Rate Programs, Aurora College, 2004**

		Poor	Not Very Well	Adequate	Well	Very Well	Unable to Rate
Work Placements / Practicums	Total	8.0	7.0	34.0	38.0	46.0	60.0
	%	4.1	3.6	17.6	19.7	23.8	31.1
Guest Lecturers, Field Trips, etc.	Total	9.0	15.0	46.0	43.0	38.0	39.0
	%	4.7	7.9	24.2	22.6	20.0	20.5
General Knowledge Gained	Total	1.0	2.0	36.0	88.0	59.0	5.0
	%	0.5	1.0	18.8	46.1	30.9	2.6
Broadened Career Options	Total	4.0	8.0	53.0	66.0	52.0	8.0
	%	2.1	4.2	27.7	34.6	27.2	4.2
Technical Skills Acquired	Total	3.0	7.0	52.0	83.0	36.0	10.0
	%	1.6	3.7	27.2	43.5	18.8	5.2
Quality of Instruction	Total	2.0	9.0	35.0	75.0	67.0	3.0
	%	1.1	4.7	18.3	39.3	35.1	1.6
Qualifications of Instructors	Total	1.0	10.0	28.0	63.0	87.0	3.0
	%	0.5	5.2	14.6	32.8	45.3	1.6
Technology / Equipment	Total	3.0	8.0	47.0	82.0	51.0	4.0
	%	1.5	4.1	24.1	42.1	26.2	2.1
Program Content	Total	2.0	2.0	41.0	72.0	70.0	5.0
	%	1.0	1.0	21.4	37.5	36.5	2.6

**Source:**

Aurora College, *2004 Graduate Survey*  
(June 2006 - Education, Culture and Employment)

**Note:**

Not all graduates chose to respond to each survey question. These are not reflected in the data.

**Table 41: Graduates Rate Student Success Centres, Academic Counselling and Support Services  
Aurora College, 2004**

	Poor	Not Very Well	Adequate	Well	Very Well	Unable to Rate
Academic Counselling & Support	8	10	31	48	28	65
Personal Counselling & Support	6	8	31	32	25	89
Housing or Residence	9	9	25	26	21	100
Child Care	8	2	9	7	4	160
Library Services	5	7	37	65	43	32
Computer Labs	3	4	29	79	56	18
Sports & Recreation Facilities	8	1	14	38	24	106
Finance & Registration	4	5	25	85	49	22
Student Success Centre	1	3	14	29	23	119

**Source:**

Aurora College, *2004 Graduate Survey* (June 2006 - Education, Culture and Employment)

**Note:**

Not all graduates chose to respond to each survey question. These are not reflected in the data.  
Of 194 total respondents, 185 would recommend Aurora College, one would not and eight did not respond to the question on the *2004 Graduate Survey*.

**Table 42: Activities of Graduates in the Labour Market, Aurora College, 2004**

		Total	%
<b>Total</b>		219.0	100.0
Field Related to Schooling	Employed Full-Time	89.0	40.6
	Employed Part-Time	16.0	7.3
	Self-Employed	3.0	1.4
Field Unrelated to Schooling	Employed Full-Time	30.0	13.7
	Employed Part-Time	15.0	6.8
	Self-Employed	1.0	0.5
Unemployed	Looking for Work	22.0	10.1
	Not Looking for Work	5.0	2.3
Other	Enrolled in Education/Training	33.0	15.1
	Not Specified	5.0	2.3

**Source:**

Aurora College, *2004 Graduate Survey* (June 2006 - Education, Culture and Employment)

**Notes:**

The number of responses is greater than the number of respondents because not all categories are mutually exclusive. Many respondents worked two different types of jobs, or were pursuing further education while working.

**Table 43: Salary Range of Graduates, 4 Years or Less After Graduation  
Aurora College, 2004**

	Under \$20,000		\$20,000-29,999		\$30,000-39,999		\$40,000-49,999		\$50,000-59,999		\$60,000-69,999		\$70,000-79,999		Over \$80,000	
	Students	(%)	Students	(%)	Students	(%)	Students	(%)	Students	(%)	Students	(%)	Students	(%)	Students	(%)
2001	10	31.3	1	3.1	3	9.4	5	15.6	4	12.5	4	12.5	5	15.6	0	0.0
2002	13	37.1	1	2.9	1	2.9	7	20.0	7	20.0	4	11.4	1	2.9	1	2.9
2003	9	29.0	1	3.2	1	3.2	5	16.1	5	16.1	4	12.9	3	9.7	3	9.7
2004	11	20.0	11	20.0	5	9.1	10	18.2	7	12.7	7	12.7	2	3.6	2	3.6
<b>Total</b>	<b>43</b>	<b>28.1</b>	<b>14</b>	<b>9.2</b>	<b>10</b>	<b>6.5</b>	<b>27</b>	<b>17.6</b>	<b>23</b>	<b>15.0</b>	<b>19</b>	<b>12.4</b>	<b>11</b>	<b>7.2</b>	<b>6</b>	<b>3.9</b>

**Source:**

Aurora College, *2004 Graduate Survey* (June 2006 - Education, Culture and Employment)

**Note:**

Data includes only graduates employed full-time. Full-time total number of responses = 153.

## POSTSECONDARY INDICATORS

**Table 44: Labour Force Activity by Ethnicity and Highest Level of Schooling  
Northwest Territories, Winter 2004**

		Population (15 Years and Over)	Labour Force	Employed	Unemployed	Participation Rate	Unemployment Rate	Employment Rate
Total		31,340	23,694	21,240	2454	75.6	10.4	67.8
All Persons	Less than Grade 9	3,623	1,592	1,094	498	43.9	31.3	30.2
	High School, No Diploma	6,198	3,506	2,720	786	56.6	22.4	43.9
	High School Diploma	6,461	5,094	4,676	418	78.8	8.2	72.4
	Certificate or Diploma	9,380	8,309	7,678	631	88.6	7.6	81.9
	Without High School Diploma	(2,282)	(1,838)	(1,506)	(332)	(81)	(18)	(66)
	With High School Diploma	(7,065)	(6,438)	(6,147)	(291)	(91)	(5)	(87)
	Not Stated	(33)	(32)	(25)	(7)	(97)	(22)	(76)
	University Degree	5,332	5,016	4,938	78	94.1	1.6	92.6
	Not Stated	347	178	135	43	51.3	24.2	38.9
Total		14,440	9,204	7,307	1,897	63.7	20.6	50.6
Aboriginals	Less than Grade 9	3,290	1,399	917	482	42.5	34.5	27.9
	High School, No Diploma	4,364	2,441	1,752	689	55.9	28.2	40.1
	High School Diploma	2,230	1,521	1,301	220	68.2	14.5	58.3
	Certificate or Diploma	3,618	3,063	2,609	454	84.7	14.8	72.1
	Without High School Diploma	(1,722)	(1,379)	(1,057)	(322)	(80)	(23)	(61)
	With High School Diploma	(1,882)	(1,670)	(1,545)	(125)	(89)	(8)	(82)
	Not Stated	(15)	(14)	(7)	(7)	(93)	(50)	(47)
	University Degree	659	644	628	16	97.7	2.5	95.3
Not Stated	278	138	102	36	49.6	26.1	36.7	

Table 44 Continued: Labour Force Activity by Ethnicity and Highest Level of Schooling  
Northwest Territories, Winter 2004

		Population (15 Years and Over)	Labour Force	Employed	Unemployed	Participation Rate	Unemployment Rate	Employment Rate
Total		16,900	14,491	13,933	558	85.7	3.9	82.4
Non-Aboriginals	Less than Grade 9	332	193	177	16	58.1	8.3	53.3
	High School, No Diploma	1,834	1,064	967	97	58.0	9.1	52.7
	High School Diploma	4,230	3,574	3,375	199	84.5	5.6	79.8
	Certificate or Diploma	5,762	5,246	5,069	177	91.0	3.4	88.0
	Without High School Diploma	(560)	(459)	(449)	(10)	(82)	(2)	(80)
	With High School Diploma	(5,183)	(4,768)	(4,602)	(166)	(92)	(4)	(89)
	Not Stated	(18)	(18)	(18)	(0)	(100)	(0)	(100)
	University Degree	4,673	4,373	4,311	62	93.6	1.4	92.3
Not Stated	69	40	33	7	58.0	17.5	47.8	

**Source:**

NWT Bureau of Statistics, 2004 NWT  
Community Survey

**Note:**

Education levels are self-reported.

**Table 45: Employment Rate by Community Type**  
Northwest Territories, 1991, 1994, 1996, 1999, 2001 and 2004

	1991	1994	1996	1999	2001	2004
Yellowknife	82.9	81.5	80.0	79.5	80.8	79.7
Regional Centres	71.8	67.0	68.6	70.9	71.6	69.6
Communities	48.9	42.6	50.8	48.4	52.4	48.8

**Source:**

Statistics Canada, 1991, 1996 and 2004 Census  
NWT Bureau of Statistics, 1994 and 1999 Labour Force Surveys  
NWT Bureau of Statistics, 2004 NWT Community Survey and  
2001 Postsecondary Indicators Report

**Note:**

Historical comparisons for the Northwest Territories are based on previous Labour Force Surveys and from the national Census. Some caution needs to be used when comparing labour market information from the Census and the Labour Force Surveys. The Census is completed in the March to June period, while the Labour Force Surveys conducted by the NWT Bureau of Statistics are completed during the January to March period. These seasonal differences can have some impact on labour force data.

**Table 46: Employment by Residency and Highest Level of Schooling**  
Northwest Territories, Winter 2004

	Population (15 Years and Over)		Less than 5 Years in the NWT		More than 5 Years in the NWT		Not Stated	
		%		%		%		%
<b>Total</b>	21,240	100.0	4,615	100.0	16,375	100.0	251	100
Less than Grade 9	1,094	5.2	35	0.8	1,045	6.4	13	5.2
High School, No Diploma	2,720	12.8	216	4.7	2,465	15.1	38	15.1
High School Diploma	4,676	22.0	940	20.4	3,609	22.0	128	51.0
Certificate or Diploma	7,678	36.1	1,618	35.1	6,027	36.8	33	13.1
University Degree	4,938	23.2	1,789	38.8	3,114	19.0	35	13.9
Not Stated	135	0.6	17	0.4	115	0.7	3	1.2

**Source:**

NWT Bureau of Statistics,  
2004 NWT Community Survey



Table 47: Employed Population by Occupation and Highest Level of Schooling  
Northwest Territories, Winter 2004

		Total	Less than Grade 12	High School Diploma	Certificate or Diploma	University Degree	Unstated
<b>Total Employed Persons</b>		21,240	3,814	4,676	7,678	4,938	135
<b>Natural &amp; Applied Science</b>	Total	1,452	38	128	718	566	2
	%	100	2.6	8.8	49.4	39.0	0.1
<b>Health</b>	Total	752	53	54	356	289	0
	%	100	7.0	7.2	47.3	38.4	0
<b>Management</b>	Total	2,722	155	680	880	1,002	5
	%	100	5.7	25.0	32.3	36.8	0.2
<b>Social Science &amp; Education</b>	Total	3,045	276	322	767	1,676	4
	%	100	9.1	10.6	25.2	55.0	0.1
<b>Art, Culture &amp; Recreation</b>	Total	536	82	108	106	237	2
	%	100	15.3	20.1	19.8	44.2	0.4
<b>Business, Admin &amp; Finance</b>	Total	4,045	439	1,347	1,532	713	12
	%	100	10.9	33.3	37.9	17.6	0.3
<b>Trades &amp; Transport</b>	Total	3,617	902	609	1,944	129	33
	%	100	24.9	16.8	53.7	3.6	0.9
<b>Sales &amp; Service</b>	Total	4,147	1,546	1,080	1,179	282	60
	%	100	37.3	26.0	28.4	6.8	1.4
<b>Primary Industry, Processing &amp; Manufacturing</b>	Total	442	171	132	115	16	9
	%	100	38.7	29.9	26.0	3.6	2.0
<b>No Industry Stated</b>	Total	480	152	216	81	28	8
	%	100	31.7	45.0	16.9	5.8	1.7

Source:

NWT Bureau of Statistics, 2004 NWT  
Community Survey (Updated June 2006)

## POSTSECONDARY INDICATORS

**Table 48: Employed Population by Occupational Category and Ethnicity  
Northwest Territories, Winter 2004**

	Population Aged 15 and Over	Aboriginal		Non-Aboriginal	
		Total	%	Total	%
<b>Total Population Aged 15 and Over</b>	31,340	14,440	46.1	16,900	53.9
<b>Total Employed Persons Aged 15 and Over</b>	21,240	7,306	34.4	13,934	65.6
Senior Management	352	128	36.4	224	63.6
Middle & Other Management Occupations	2,370	495	20.9	1,874	79.1
Professional & Skilled Business Occupations	1,902	554	29.1	1,348	70.9
Clerical Occupations	2,143	772	36.0	1,370	63.9
Occupations in Natural & Applied Sciences	1,453	161	11.1	1,292	88.9
Occupations in Health	753	137	18.2	616	81.8
Occupations in Social Science, Education, Government Service	3,045	1,049	34.4	1,996	65.6
Occupations in Arts & Recreation	536	139	25.9	397	74.1
Skilled & Intermediate Occupations in Sales & Service	2,276	832	36.6	1,443	63.4
Basic Sales & Service	1,872	981	52.4	891	47.6
Skilled & Intermediate Trades, Transport & Equipment Operators	3,246	1,431	44.1	1,815	55.9
Trades Helpers, Construction Labourers	371	162	43.7	209	56.3
Occupations in Primary Industry	348	178	51.1	171	49.1
Occupations in Processing & Manufacturing	94	46	48.9	47	50.0
Not Stated	482	241	50.0	241	50.0

**Source:**

NWT Bureau of Statistics,  
2004 NWT Community Survey

**Table 49: NWT Population 15 Years and Older Working Full-Time, Year-Round, by Age, Highest Level of Schooling and Average Employment Income, Northwest Territories, 2001**

	Total	No High School Diploma	High School Diploma	Certificate or Diploma	University*
<b>Total</b>	11,415	1,895	2,580	4,380	2,565
Average Lifetime Income (\$)	51,823	37,882	45,058	52,777	27,283
<b>15 - 24 Years</b>					
Population	700	170	340	75	-
Average Income (\$)	27,313	21,525	27,191	30,929	-
<b>25 - 34 Years</b>					
Population	2,840	395	695	1,080	670
Average Income (\$)	45,089	34,741	40,158	45,918	51,991
<b>35 - 44 Years</b>					
Population	3,880	650	770	1,625	835
Average Income (\$)	54,963	40,575	49,616	55,735	69,635
<b>45 - 54 Years</b>					
Population	2,990	420	620	1,180	765
Average Income (\$)	59,271	42,446	53,348	57,852	75,555
<b>55 - 64 Years</b>					
Population	910	220	0	180	235
Average Income (\$)	55,513	40,666	0	51,262	74,297
<b>Over 65 Years</b>					
Population	95	-	-	-	-
Average Income (\$)	36,770	-	-	-	-
Employment Rate (%)	69.8	45.4	81.6	80.8	91.1

**Source:**

NWT Bureau of Statistics, *Census 2001*

**Note:**

\*University includes university certificate, diploma, degree and higher.

**Table 51: Percent of NWT Adults Aged 16 and Over by Prose Literacy Levels and Ethnicity, IALSS, 2003**

	Aboriginal	Non-Aboriginal
Total	100.0	100.0
Level 1	36.9	8.0
Level 2	32.0	21.8
Level 3	25.5	41.3
Level 4/5	5.6	28.9

**Table 53: Percent of NWT Adults Aged 16 and Over by Numeracy Proficiency Levels and Ethnicity, IALSS, 2003**

	Aboriginal	Non-Aboriginal
Total	100.1	100.0
Level 1	45.7	11.8
Level 2	30.1	26.7
Level 3	20.2	39.1
Level 4/5	4.1	22.4

**Table 52: Percent of NWT Adults Aged 16 and Over by Document Literacy Levels and Ethnicity, IALSS, 2003**

	Aboriginal	Non-Aboriginal
Total	100.0	100.0
Level 1	37.9	8.8
Level 2	33.1	21.3
Level 3	23.8	40.2
Level 4/5	5.2	29.7

**Table 54: Percent of NWT Adults Aged 16 and Over by Problem Solving Proficiency Levels and Ethnicity, IALSS, 2003**

	Aboriginal	Non-Aboriginal
Total	100.0	100.1
Level 1	60.4	20.0
Level 2	31.1	39.6
Level 3	7.8	34.5
Level 4/5	0.7	6.0

**Source:**

Statistics Canada. (2006). *Building Our Competencies: The Northwest Territories Results of the International Adult Literacy and Skills Survey 2003*. (Table 2.1)

# ***APPENDICES***

## Appendix 1 – Glossary

### *Aboriginal*

In Canada, of or relating to First Nations or Indian, Métis or Inuit people. In the context of this report, refers to individuals in the NWT claiming Cree, Dene, Métis, or Inuit status.

### *Academic year*

For the purposes of postsecondary education, an academic year is a period of 12 continuous months. The Aurora College academic year begins July 1 and ends June 30 of the following year.

### *Access Programs*

*(also referred to as Career Access Programs)*

Aurora College Access Programs are designed to prepare people for careers in specific professional occupations. They provide students with the necessary academic upgrading and an introduction to the specific professional program area. Academic upgrading may range from the 130 to 160 Adult Basic Education level.

### *Adult Literacy and Basic Education (ALBE)*

Adult Literacy and Basic Education provides students with the equivalent of grade one to 12 course requirements necessary to enter postsecondary or trades programs. Adult Basic Education (ABE) courses include levels 110 – 160 in English, Mathematics, Science, Social Studies, Computer Studies and Career Planning.

### *Adult Participation in Formal Education*

Participation in formal education and training by persons aged 17 years and over on a full-time or part-time basis.

### *Applied Degree*

An undergraduate degree offered by postsecondary institutions normally requiring three or four years of full-time study. Degrees are primarily in technology fields, emphasize technical applications, and frequently involve fieldwork or practical training. Applied degree programs are often built on a “two plus two” model, i.e. they add two semesters of course work and two semesters of paid work experience onto the two-year diploma.

### *Apprenticeship Programs in the Northwest Territories*

Apprenticeship programs provide training and experiences for employment in the trades. Apprentices and employers sign contracts that are registered with the Department of Education, Culture and Employment. Programs vary in length from one to five years, depending on the trade. Registered apprenticeship combines on-the-job experience with six-to-eight-week periods of in-class training each year. The in-class portion is usually taken at a postsecondary institution during the apprenticeship training. Graduates of apprenticeship programs can receive both a Completion of Apprenticeship and a Certificate of Qualification.

### *Bachelor's and First Degrees*

These include all bachelor's degrees so named, whether specialized or general, and all professional degrees that are neither bachelor's nor master's degrees (such as M.D., D.M.D., D.D.S., and D.V.M.)

### *Certificate Program*

For the purpose of Aurora College, a certificate program usually consists of a minimum sequence of ten (10) three-credit courses leading to certification. Certificate programs may also include a practicum/internship/preceptorship component.

### *Communities*

In accordance with the NWT Bureau of Statistics, this document reports data separately by Yellowknife, three regional centres, and communities. Communities refer to communities in the NWT other than Yellowknife, Hay River, Fort Smith and Inuvik, but include the education centres of Fort Simpson, Norman Wells and Behchoko. Communities have populations less than 2,500 and share demographic characteristics. See also “Regional Centres.”

### *Community Colleges*

The term “Community College” refers to postsecondary, non-degree granting institutions such as Colleges of Applied Arts and Technology (CAATS in Ontario), general and vocational colleges (Colleges d'enseignement general et professionnel, CEGEP in Quebec) and technical institutes and other establishments that provide university transfer programs or specialized training in fields such as agriculture, the arts and forestry. Enrolment in these programs normally requires successful completion of secondary school.

### Course

A course includes a set of instructional topics, with stated skill and knowledge goals relating to a particular subject. This includes credit courses, non-credit courses and workshops. The term “course” shall also be used to refer to an internship, practicum, or preceptorship. This training may be part of a larger program of study that leads to certification or it may represent a complete learning event on its own.

### Credit

A unit of recognition indicating successful completion of study, training, or a defined competency as documented in an academic record. Aurora College defines one credit as the equivalent of 15 hours of instruction.

### Credit Course

A credit course is a course in an approved Certificate, Diploma or Degree program for which a credit has been assigned.

### Degree

A title awarded by a university or other authorized academic institution for successful completion of a program of academic study.

### Department

Refers to the Department of Education, Culture and Employment, Government of the Northwest Territories. Its responsibilities include early childhood programs, school programs (K-12), college and continuing education, income security, career, employment and labour services and standards, and culture, language and heritage.

### Designated Educational Institution

Under the Canada Student Loans Act subsection 3(1), a designated educational institution means an institution of learning designated by an appropriate authority within the province that includes specified educational institutions within or outside the province that offers courses at a postsecondary level.

### Diploma Program

A diploma program usually consists of a minimum sequence of 20 three-credit courses, although in the case of Aurora College, some diploma programs may be a minimum of 30 three-credit courses. Diploma programs may also include a practicum/internship/preceptorship component.

### Distance Education/ Distributed Learning

Instruction characterized by quasi-permanent separation of teacher and student during the learning process. It is differentiated from self-study because it is influenced by an educational institution in preparation of learning materials and provision of support services. There is use of technical media to unite teacher and learner and carry educational content. Provision is made for two-way communication for dialogue, which may be synchronous (real-time/same-time) or asynchronous (using postings to web boards, email or regular mail). There is a quasi-permanent absence of a ‘learning group’ throughout the learning process, although provision is often made for some face-to-face interaction for both social and pedagogical reasons. See also “E-Learning/ Online Learning.”

### Educational Attainment

Measures an individual’s highest level of completed schooling, and is sometimes used as a proxy measure of human capital. Level of educational attainment derived from the *Census* and *Labour Force Survey* as follows:

**Less than high school:** persons who did not graduate from high school.

**High school:** high school graduates with no further education, or with some apprenticeship training or postsecondary education, but with no degree, certificate or diploma.

**Trade-vocational:** persons with a trades certificate or diploma from a vocational or apprenticeship training.

**College:** persons with non-university certificate or diploma from a community college, CEGEP, or school of nursing.

**University:** persons with a bachelor’s degree, university degree or certificate above bachelor’s, or certificate below bachelor’s degree.

### E-Learning/Online Learning

Instruction in which some portion of the course materials are accessed electronically and/or instructor – student interaction takes place using electronic media. Typically, this term is used to refer to distance education delivered via online dissemination. See also “Distance Education/ Distributed Learning”.

### *Employed*

Employed persons are those who, during a particular timeframe, did any work for pay or profit, or had a job and were absent from work. See also “Employment Rate, Labour Force, and Labour Force Participation Rate.” For the NWT Bureau of Statistics, employed refers to persons who (i) did any work at all, excluding housework, maintenance around the home and volunteer work; or (ii) were absent from their job or business because of vacation, illness, on strike or locked out, etc.

### *Employment Rate*

The percentage of persons 15 years of age and over who were employed as a percentage of the population. See also “Employed, Labour Force and Labour Force Participation Rate.”

### *Ethnicity*

Refers to an individual’s ethnic affiliation i.e. affiliation with a distinct group of people with a common linguistic and cultural heritage e.g. Inuit, Dene, Métis.

### *Full-Time Equivalency*

All Aurora College enrolment numbers are converted to “Full-time Equivalent Students” (FTE) to allow for the evaluation of enrolments in a consistent manner. FTE calculations are one full-time student equals one FTE. Part-time students are converted to FTE using a ratio of 10 courses to one FTE for all programs except apprentice programs where the ratio is four courses to one FTE. See also “Part-Time Student and Full-Time/Part-Time.”

### *Full-Time/Part-Time*

A classification of enrolment as either full-time or part-time is made according to institutional definitions. Since standard pan-Canadian definitions of full-time and part-time enrolment do not exist, it can be expected that the definitions used by institutions will vary somewhat.

### *Full-Time Student*

In the 2005/06 NWT SFA Student Guide, a full-time student is a person enrolled in a postsecondary program taking 60% of a 100% full course load and as a student with a permanent disability, taking 40% of a 100% full course load.

### *Graduates*

Postsecondary level: Students who completed the requirements for degrees, diplomas or certificates from university, college or other postsecondary programs during the academic year in which they were enrolled.

### *Labour Force*

The labour force is composed of that portion of the civilian, non-institutional population 15 years of age and over who are actively participating in the labour force. For the reference period in question, it includes employed and unemployed persons. Employed persons are those with a job or business, and unemployed persons are those without a job or business who are looking for work. See also “Employed, Employment Rate, and Labour Force Participation Rate.”

### *Labour Force Participation Rate*

The percentage of persons 15 years of age and over who are in the labour force. See also “Employed, Employment Rate, and Labour Force.”

### *License*

A document used by some trades and professions to signify that the license-holder meets competency and other requirements and is entitled to practice. Although generally used within a regulatory system prohibiting practice without a license, there are occupations for which licensing is voluntary. Licenses may also be granted to services and facilities (as in a licensed day-care facility.)

### *Literacy or Literacy Proficiency*

It is the ability to read, write, calculate and apply printed and electronic information in daily activities at home, at work and in the community.

### *Occupation*

A group of related job activities consisting of sets of knowledge, skills and related tasks. See also “Trade.”

### *Occupational Standards*

Identification of relevant tasks, knowledge and/or skills, and performance levels associated with a particular occupation. Benchmarks for skills and knowledge against which the practice of an occupation is measured. Generally established by the regulatory body governing the occupation.



### *Non-Aboriginal*

In this report, refers to individuals in the NWT not claiming Cree, Dene, Métis or Inuit heritage and status.

### *Participation Rate*

The percentage of persons 15 years of age and over who are in the labour force. See also "Employment, Employment Rate, Labour Force and Labour Force Participation Rate."

### *Part-time Student*

A part-time student is one who is enrolled in less than 60 percent of a full program load (eg: enrolled in one or two courses). See also "Full-Time Equivalency or FTE" and "Full-Time/Part-Time". At Aurora College, part-time courses are used to determine FTE's. FTE calculations are one full-time student equals one FTE. Part-time students are converted to FTE using a ratio of 10 courses to one FTE for all programs except apprentice programs where the ratio is four courses to one FTE.

### *Postsecondary Education*

Education beyond secondary studies, leading towards a license, certificate, diploma, degree, masters or doctorate. Postsecondary does not include adult basic education, transitional/bridging or English as a second language.

### *Pre-employment/Pre-apprenticeship Programs*

Provide basic training in a particular trade, offering entry-level skills for employment. These programs also offer the knowledge and skills required to enter an apprenticeship program.

### *Private Training Institution*

A private training institution is a non-publicly funded institution that provides training.

### *Red Seal Trades*

Trades for which common Interprovincial Standards have been established, allowing opportunity of portability of credentials as related to the designated trades. These trades are designated by the Interprovincial Standards Program under the authority of the Canadian Council of Directors of Apprenticeship, the body which is also responsible for setting standards in the trades. A nationally registered trademark symbol adopted for the Interprovincial Standards Program to signify Interprovincial qualification of tradespersons at the journeyman level, the "Red Seal" is a passport that exempts the holder from further examinations, when moving between participating provinces and territories. See also "Apprenticeship in the Northwest Territories."

### *Record of Achievement*

This is a document that is issued to a student who successfully completes an Aurora College program or course for which a grade is assigned and which is other than a Certificate or Diploma program.

### *Regional Centres*

In accordance with the NWT Bureau of Statistics, this document reports data separately by Yellowknife, three regional centres, and communities. Regional centers refer to the communities of Fort Smith, Hay River and Inuvik. The regional centres have populations greater than 2,500 and share demographic characteristics. See also "Communities."

### *Scholarship*

A financial award made to students based on an assessment of academic performance and other education-related activities (e.g., participation in community or volunteer activities.)

### *Student Financial Assistance*

An NWT program of financial assistance whereby students who are NWT residents and enrolled in a postsecondary education program may receive grants and/or loans. There are various eligibility criteria based on length of residency, ethnicity, degree of need, etc.

### *Trade*

Occupations generally regarded as requiring one to three years of postsecondary education at a community college or university; or two to four years of apprenticeship training; or two to three years of on-the-job training, or a combination of these requirements. A licence/certificate may be required to practice the trade. See also "Occupation."

### Transcript

The official document or record of a student's enrolment, progress, and achievement within an education institution. The transcript identifies courses taken (title and course number), credits and grades achieved, and credentials earned.

### Transfer Credit

Transfer credit is the awarding of course credits that were formally earned from another institution for an equivalent course. A transfer credit is credit granted for the successful completion of course work from another accredited postsecondary institution.

### Undergraduate Studies

First level of studies at a university (bachelor's degree program).

### Universities and Other Degree-Granting Institutions

These include:

**Universities** – independent institutions granting degrees in arts and sciences.

**Colleges of theology** – independent institutions granting degrees only in theology.

**Liberal arts colleges** – independent institutions granting degrees in only arts.

**Other** – independent institutions granting degrees in specialized fields other than theology (such as engineering, fine arts).

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### Sources:

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3. Canadian Information Centre for International Credentials (CICIC) (2003). *Guide to Terminology in Usage in the Field of Credentials Recognition and Mobility*. Toronto: CICIC
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6. Government of the Northwest Territories, Department of Education, Culture and Employment (2002). *2001 Postsecondary Indicators Report*. Yellowknife.
7. Statistics Canada (2001). *Guide to Statistics Canada Information and Data Sources on Adult Education and Training (Glossary)*. Note: Comparison made with the new information recently downloaded from Statistics Canada website.

## Appendix 2 – Acronyms

ALBE	Adult Literacy and Basic Education
ALL	Adult Literacy and Life Skills Survey
ARI	Aurora Research Institute
BOG	Board of Governors, Aurora College
CLC	Community Learning Centre
CMAS	Case Management Administrative System for the Department of Education, Culture and Employment
CMEC	Council of Ministers of Education, Canada
CNA	Canadian Nurses Association
COA	Completion of Apprenticeship
COQ	Certificate of Qualification
ECE	Department of Education, Culture and Employment
H&SS	Department of Health and Social Services
FTE	Full-Time Equivalent
GNWT	Government of the Northwest Territories
IALSS	International Adult Literacy and Skills Survey. This is the Canadian part of the Adult Literacy and Life Skills (ALL) study.
NRTP	Natural Resources Technology program offered at Aurora College
NT/NURNA	Northwest Territories and Nunavut Registered Nurses Association
NWTSFA	Northwest Territories Student Financial Assistance
TEP	Teacher Education Program
UCEP	University/College Entrance Preparation program

## Appendix 3 – Field of Study: College and Vocational/Technical Institutions

Below is a composition of aggregated programs enrolled in by NWT/SFA students in Canadian/International Public and Private Colleges and Vocational/Technical Training Institutions<sup>1</sup>

GENERIC FIELD OF STUDY	FIELD OF STUDY
<b>Liberal Arts</b>	Audio-Visual, Communication, Community Development, Community Recreation Leadership, Court Reporter, Crafts, Fashion Design, Fine Arts, Graphic Design, General Studies, Library Assistant, Media Resources, Museum Technology, Outdoor Education, Recreation Facilities, Theatre, Theology, Visual Arts
<b>Business Management &amp; Commerce</b>	Accounting, Administrative Assistant, Basic Office Procedures, Bookkeeping, Business Administration, Commerce, Golf Course Management, Head Administration, Hospitality/Administration Management, Lands Administration and Management, Legal Administrative Assistant, Marketing, Office Administration, Paralegal/Legal Assistant
<b>Computer &amp; Information Sciences</b>	Computer Programming, Computer Technology, Information Sciences and Systems, Information Technology
<b>Education</b>	Aboriginal Language Specialist, Classroom Assistant, Early Childhood Education, Education, Special Education, Teacher Education Program
<b>Engineering Technology</b>	Aero Mechanical Engineering, Architectural Engineering Technology/Technician, Automotive Engineering Technology/Technician, Aviation/Pilot Training, Civil Engineering Technology/Technician, Construction Building Technology/Technician, Computer Engineering Technology/Technician, Electronics, Mechanical Engineering Technology/Technician, Mining Technology/Technician, Petroleum Technology/Technician, Pre-Technology, Printing Technician, Power Engineering Technology, Surveying Technician
<b>Health/Medical Sciences</b>	Athletic Therapy, Audiology, Bio-Medical Services, Community Health/Services, Dental Assistant, Dental Hygienist, Dental Laboratory Technician, Health Aide, Health Records Technology/Technician, Laboratory Technology, Medical Assistant, Medical Lab Technology, Ophthalmic/Optometric Services, Paramedic/E.M.T., Physiotherapy, Registered Nurse, Registered Nursing Assistant, Rehabilitation, Residential Aide, Respiratory Therapy, Speech Therapy, Therapeutics, Veterinary Medicine, X-Ray Technology
<b>Natural Science &amp; Primary Industries</b>	Agriculture, Biology, Chemistry, Environmental Sciences, Forestry Technician, Forestry and Related Sciences, Geology, Horticulture, Mathematics, Natural Resource Management, Natural/Renewable Resources Technology, Navigation, Urban/Regional Planning

<sup>1</sup> **Note:** ECE is currently updating the “Generic Fields of Study” to correspond with new Classification of Instructional Programs (CIP) 2000 listing. Categories will be reviewed and revised for use within the next postsecondary indicators report.

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**GENERIC FIELD OF STUDY****FIELD OF STUDY**

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**Personal & Miscellaneous Services**

Baker/Pastry Chef, Barber, Culinary Arts, Hairdressing/Hairstylist, Electrolysis Technician, Esthetician/Cosmetologist, Kitchen Personnel/Cook and Assistant Training, Massage, Meat Cutter, Mixologist/Bartender, Travel Counseling, Waiter/Waitress

**Social Sciences & Services**

Counseling, Criminology, Homemaker's Aide, Journalism, Legal Assistant, Library Sciences, Native Studies, Psychology, Residential Aide, Social Work

**Trades/Occupations**

Air Conditioning and Refrigeration, Auto/Automotive Mechanic/Technician, Carpentry, Communication, Diamond Polishing and Cutting, Diamond (Introduction to), Drafting, Electrical/Electronics Equipment Installers and Repairers, Electrician, Fire Prevention, Fire Protection and Safety Technology/Technician, Heavy Equipment Operator, Hospitality, Leisure Services, Machinist, Mechanic, Painting and Decorating, Photography, Plumber, Police/Security, Trade Orientation, Transport Truck Driver, Underwater/Scuba Diving, Welding

**Upgrading/College Preparation**

Adult Literacy and Basic Education (ALBE) Upgrading, University/College Preparation (UCEP)

**Unknown****Sources:**

Government of the NWT - Department of Education, Culture and Employment  
*2001 Postsecondary Indicators Report*  
Statistics Canada, *1990 Classification of Instructional Programs*  
Statistics Canada - Enhanced Student Information System (ESIS),  
*Classification of Instructional Programs (CIP 2000)*  
<http://www.statcan.ca/english/concepts/ESIS/class.htm>

## Appendix 4 – Field of Study: University

Below is a composition of aggregated programs enrolled in by NWT/SFA students in Canadian/International **Universities**<sup>2</sup>.

GENERIC FIELD OF STUDY	FIELD OF STUDY
<b>Liberal Arts</b>	Anthropology, Archeology, Communication, Economics Fashion Design, Fine Arts and Art Studies, General Studies, Geography, History, Humanities, International Studies, Interior Design, Interpreter/Translator, Languages, Library Science/Librarianship, Linguistics, Museum Studies, Music, Outdoor Recreation, Recreational Facilities, Philosophy, Theater, Theological Studies, Urban Affairs
<b>Business/Commerce</b>	Accounting, Business Administration, Commerce, Entrepreneurship, Management Studies, Marketing
<b>Computer &amp; Information Sciences</b>	Computer (General), Computer and Information Sciences (General), Computer and Information Sciences and Support Services, Computer Systems Analysis, Computer Information Systems, Information Systems Analyst
<b>Education</b>	Adult Education, Bilingual, Multilingual and Multicultural Education, Early Childhood Education, Education (General), Educational Administration and Supervision, Educational Assessment, Evaluation and Research, Education (Specific Subject Area), Indian Teacher Education Program (ITEP), Special Education and Teaching, Student Counselling and Personnel Services
<b>Engineering</b>	Architecture, Engineering (General), Engineering (Chemical), Engineering (Civil), Engineering (Electrical), Engineering (Marine), Engineering (Mechanical), Engineering (Mining and Mineral), Geology, Instrumentation, Metallurgical, Marine Navigation, Mining Technology, Petroleum Systems
<b>Health/Medical Sciences</b>	Bio-Medical Services, Chiropractic, Community Health, Dentistry, Kinesiology, Medicine, Midwifery, Occupational/Physical Therapy, Optometry, Pharmacy, Physiology, Physiotherapy, Registered Nurse, Rehabilitation, Veterinary Medicine

<sup>2</sup> **Note:** ECE is currently updating Generic Fields of Study to correspond with new Classification of Instructional Programs (CIP) 2000 listing. Categories will be reviewed and revised for use within the next postsecondary indicators report.

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**GENERIC FIELD OF STUDY****FIELD OF STUDY**

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**Sciences**

Agriculture, Astronomy, Biology, Botany, Chemistry, Ecology, Environmental Sciences, Forestry, Geology, Home Economics, Horticulture, Mathematics, Marine/Aquatic Biology, Microbiology, Natural Resource Management, Physics, Statistics, Zoology

**Social Sciences**

Anthropology, Child Development Psychology, Counselling, Criminology, Economics, Geography, International Studies, Journalism, Law, Municipal Government, Native Studies, Psychology, Political Sciences, Social Work, Sociology, Urban/Regional Planning

**University Transfer****Unknown****Sources:**

Government of the NWT - Department of Education, Culture and Employment  
*2001 Postsecondary Indicators Report*  
Statistics Canada, *1990 Classification of Instructional Programs*,  
Statistics Canada - Enhanced Student Information System (ESIS),  
*Classification of Instructional Programs (CIP 2000)*.  
<http://www.statcan.ca/english/concepts/ESIS/class.htm>

## Appendix 5 – Aurora College Full-time Equivalent Enrolments in Certificate, Diploma & University Partnership Programs, 1995/96 to 2004/05

		1995/96	1996/97	1997/98	1998/99	1999/00	2000/01	2001/02	2002/03	2003/04	2004/05
Total		320.2	243.7	142.6	93.5	160.9	142.2	96.2	116.8	146.8	145.5
Program Area - Certificate	Early Childhood Education	25.5	29.7	34.4	6.7	12.6	5.6	10.9	11.1	18.3	6.7
	Alcohol & Drug Counsellors	24.2	26.6	-	-	-	-	-	-	-	-
	Community Health Representative	2.0	-	-	-	0.9	1.8	-	-	1.4	-
	Renewable Resources Technician	7.0	-	-	-	56.8	-	-	-	-	-
	Office Administration	39.0	15.0	35.1	41.5	-	56.0	34.4	38.4	66.5	55.8
	Management Studies	58.7	110.1	8.3	0.6	-	-	-	-	-	-
	School Counsellor	10.0	-	13.4	9.0	-	-	-	-	-	-
	Community Administration	24.0	11.0	9.6	-	-	-	-	-	-	-
	Community Office Proced.	35.5	9.0	13.1	-	-	-	-	-	-	-
	Community Lands Administration	-	-	1.5	-	-	-	-	-	-	-
	Aboriginal Language & Cultural Instructor	4.7	4.2	0.8	1.3	5.1	9.2	9.3	1.7	3.5	6.0
	Career Development	-	-	3.5	10.9	9.2	5.2	3.9	3.8	0.1	-
	Fine Arts & Crafts	62.0	0.5	-	-	-	-	-	-	-	-
	Jewellery & Metalwork	-	-	-	-	11.0	9.0	-	-	-	-
	Adult Education	17.6	21.5	10.9	7.6	26.9	18.3	9.4	8.2	5.6	7.0
	Home & Community Support	10.0	15.0	12.0	-	16.0	9.0	1.2	12.7	5.8	17.0
	Long-term Care Aide	-	1.1	-	-	11.1	1.0	-	12.5	-	-
	Advanced Nursing Skills	-	-	-	15.9	5.0	4.2	2.4	3.0	1.0	4.6
	Certified Nursing Assistant	-	-	-	-	6.3	0.5	-	-	-	-
	Computing & Information Systems	-	-	-	-	-	11.0	13.2	12.9	17.0	14.5
	Community Development	-	-	-	-	-	3.1	-	-	-	-
	Criminal Justice	-	-	-	-	-	8.3	4.5	9.5	9.0	12.2
	Telecommunications	-	-	-	-	-	-	4.0	-	-	-
Nurse Practitioner	-	-	-	-	-	-	3.0	3.0	4.6	4.9	
Licensed Practical Nurse	-	-	-	-	-	-	-	-	14.0	11.0	
Traditional Arts	-	-	-	-	-	-	-	-	-	1.2	
Community Health Worker	-	-	-	-	-	-	-	-	-	4.6	



		1995/96	1996/97	1997/98	1998/99	1999/00	2000/01	2001/02	2002/03	2003/04	2004/05
Total		300.1	216.8	255.2	216.5	224.4	229.7	217.5	237.2	221.3	259.7
Program Area - Diploma	Recreation Leader	28.0	18.0	10.7	4.0	10.0	6.7	0.7	12.1	11.0	17.0
	Teacher Education	66.5	27.6	21.4	14.6	16.4	38.9	41.8	57.9	41.1	42.8
	Northern Nursing Diploma and/or Degree	50.5	52.7	46.1	43.7	48.5	55.2	69.4	61.6	64.1	78.9
	Social Work	19.0	13.5	17.9	10.0	6.1	17.2	9.0	5.6	9.7	7.8
	Natural Resources	16.0	30.1	23.4	28.6	-	-	-	-	-	-
	Renewable Resources	14.0	3.0	0.1	-	-	-	-	-	-	-
	Natural Resources Technology	-	-	-	-	26.4	30.4	40.7	33.3	21.0	31.3
	Management Studies	88.8	45.9	88.0	87.6	102.4	81.0	55.9	66.7	74.4	81.9
	Interpreter/Translator	13.3	6.0	3.0	-	-	-	-	-	-	-
	Office Administration	4.0	-	-	2.5	-	-	-	-	-	-
	Fur Garment	-	20.0	33.5	25.5	14.6	-	-	-	-	-
Addictions Studies	-	-	11.1	-	-	0.3	-	-	-	-	

		1995/96	1996/97	1997/98	1998/99	1999/00	2000/01	2001/02	2002/03	2003/04	2004/05
Total		21.4	19.0	39.5	39.4	33.8	18.9	27.7	41.3	35.7	10.3
University Partnership	University Transfer	16.1	10.4	-	-	-	-	-	-	-	-
	University/Health Career Prep.	5.3	-	-	-	-	-	-	-	-	-
	Athabasca University	-	8.6	10.3	21.6	14.5	11.5	7.9	8.0	8.0	0.2
	University of Saskatchewan	-	-	8.4	4.4	0.3	6.3	1.6	4.5	3.4	1.2
	University/College of the Caribou	-	-	18.0	-	-	-	-	-	-	-
	University of Manitoba	-	-	2.8	-	-	-	-	-	-	-
	Chinook College	-	-	-	-	-	1.1	8.4	11.7	6.0	0.7
	Electronic Engineering*	-	-	-	13.4	8.0	-	-	-	-	-
	Aircraft Maintenance Engineering**	-	-	-	-	11.0	-	-	-	-	-
	Microsoft Certification Systems	-	-	-	-	-	-	8.7	-	-	-
	University of Calgary	-	-	-	-	-	-	0.3	-	-	-
	Aviation	-	-	-	-	-	-	-	7.0	7.0	7.0
	Yukon College	-	-	-	-	-	-	-	-	11.3	-
	University of the Arctic	-	-	-	-	-	-	-	-	-	0.4
Alberta North Distance Education	-	-	-	-	-	-	-	-	-	0.8	
Native Artisan	-	-	-	-	-	-	0.8	10.1	-	-	
		1995/96	1996/97	1997/98	1998/99	1999/00	2000/01	2001/02	2002/03	2003/04	2004/05
Grand Total		641.7	479.5	437.3	349.4	419.1	390.8	341.4	395.3	403.8	415.5

**Source:**

Aurora College FTE Reports, 1995/96 to 2004/05

**Notes:**

\* In partnership with Northern Alberta Institute of Technology (NAIT).

\*\* In partnership with the Buffalo School of Aviation.

## Appendix 6 – Aurora College: Names and Locations

### Aurora College

The Head Office of Aurora College is located in Fort Smith. The College delivers programs at three campuses, 24 Community Learning Centres, and other community sites in the NWT.

#### Aurora Campus

Community Learning Centre  
 Community Learning Centre  
 Community Learning Centre  
 Community Learning Centre  
 Community Learning Centre  
 Community Learning Centre  
 Community Learning Centre  
 Community Learning Centre  
 Community Learning Centre  
 Community Learning Centre  
 Community Learning Centre  
 Community Learning Centre

#### Inuvik

Aklavik  
 Colville Lake  
 Déline  
 Fort Good Hope  
 Fort McPherson  
 Ulukhaktok (Holman)  
 Inuvik  
 Norman Wells  
 Paulatuk  
 Tsiigehtchic  
 Tuktoyaktuk  
 Tulita

#### Thebacha Campus

Community Learning Centre  
 Community Learning Centre  
 Community Learning Centre  
 Community Learning Centre  
 Community Learning Centre  
 Community Learning Centre

#### Yellowknife Campus

Community Learning Centre  
 Community Learning Centre  
 Community Learning Centre  
 Community Learning Centre  
 Community Learning Centre

#### Fort Smith

Fort Liard  
 Fort Providence  
 Fort Resolution  
 Fort Simpson  
 Hay River  
 Hay River Reserve  
 Łutselk'e

#### Yellowknife

Detah/Ndilo  
 Gamètì (Rae Lakes)  
 Behchokò (Rae Edzo)  
 Wekweètì (Snare Lakes)  
 Whatì

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Figure 28	Certificate, Diploma and University Partnership Program Enrolments, Aurora College, 1991/92 to 2000/01	Figure 20	Certificate, Diploma and University Partnership Program Full-Time Equivalent Enrolments, Aurora College, 2000/01 to 2004/05
Figure 29	Apprenticeship and Trades/Occupational Programs Enrolments, Aurora College, 1993/94 to 2000/01	Figure 21	Apprenticeship, Trades, Technology and Occupational Programs Full-Time Equivalent Enrolments, Aurora College, 1995/96 to 2004/05
Figure 30	NWT Apprenticeship Program, Registered Apprentices by Gender and Ethnicity, 2002	Figure 22A	NWT Apprenticeship Program, Registered Apprentices by Gender, 2002 and 2005
		Figure 22B	NWT Apprenticeship Program, Registered Apprentices by Ethnicity, 2002 and 2005
Figure 31	NWT SFA Recipients, Enrolments in Southern/International Colleges and Institutes by Program of Study and Ethnicity, 2000/01	Figure 28A	NWT SFA Recipients: Percent Increase or Decrease in Full-Time Student Enrolments in Aurora College by Field of Study, 2000/01 to 2004/05
		Figure 28	NWT SFA Recipients: Full-Time Student Enrolments in Southern/International Colleges and Institutions by Field of Study and Ethnicity, 2001/02 to 2004/05
Figure 32	NWT SFA Recipients, Colleges and International Institutes, Study Program Type and Gender, 2001/02	Figure 29	NWT SFA Recipients: Full-Time Student Enrolments in Southern/International Colleges and Institutions by Field of Study and Gender, 2001/02 to 2004/05
Figure 33	Recipients of NWT SFA Attending University, Full-Time Enrolments by Program of Study, 2000/01	Figure 30	NWT SFA Recipients: Full-Time Student Enrolments in University by Field of Study, 2001/02 to 2004/05
Figure 34	NWT SFA Recipients Attending University by Field of Study and Gender, 2001/02	Figure 31	NWT SFA Recipients: Full-Time Student Enrolments in University by Field of Study and Ethnicity, 2001/02 to 2004/05
		Figure 32	NWT SFA Recipients: Full-Time Student Enrolments in University by Field of Study and Gender, 2001/02 to 2004/05
Figure 35	Aurora College Program Graduates, 1995/96 to 2000/01	Figure 33	Graduates by Program Type, Aurora College, 1995/96 to 2004/05
Figure 36	Annual Completion of Apprenticeship, NWT, 1991 to 2001	Figure 34	NWT Apprenticeship Program: Completion of Apprenticeship, NWT, 1991 to 2005
Figure 37	Adult Literacy and Basic Education (ALBE) – Completed Levels of English and Mathematics, Aurora College, 1995/96 to 2000/01	Figure 35	Adult Literacy and Basic Education: Completed Levels of (ALBE) English and Mathematics, Aurora College, 1999/00 to 2004/05
Figure 38	ALBE English and Mathematics Completion Levels 110-160 by Campus, Aurora College, 2000/01	Figure 36A	Percentage of Adult Literacy and Basic Education (ALBE) English Completions by Campus, Aurora College, 2000/01 to 2004/05
		Figure 36B	Percentage of Adult Literacy and Basic Education (ALBE) Mathematics Completions by Campus, Aurora College, 2000/01 to 2004/05

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Figure 39	ALBE Completions in Mathematics and English Level 130 and Above, Enrolled the Following Academic Year in a Certificate, Diploma, Trades or ALBE Program, Aurora College, 1994/95 to 2000/01	Figure 37	Completion of Adult Literacy and Basic Education (ALBE) English and Mathematics Level 130 and Above, Enrolled the Following Academic Year in ALBE or Postsecondary Education, Aurora College, 2001/02 to 2004/05
Figure 40	Aurora College Students who have passed English 30 or 33 Examinations, 1995/96 to 2000/01	Figure 38	Adult Literacy and Basic Education (ALBE) English 150/160 Enrolments, Completions and Student Success in English Departmental Examinations, Aurora College, 1995/96 to 2004/05
Figure 41	Aurora College Career Access Programs, 2000/01	Figure 39	Career Access Programs: Full-Time Equivalent Completions, Aurora College, 1999/00 to 2004/05
Figure 42	Labour Market Activities of Aurora College Graduates Participating in the Labour Force, 2000	Figure 42	Activities of Graduates in the Labour Market, Aurora College, 2004
Figure 43	Salary Ranges of Aurora College Graduates, 2000	Figure 43	Salary Range of Graduates, 4 Years or Less After Graduation, Aurora College, 2004
Figure 44	Salary Ranges of Aurora College Certificate and Diploma Graduates, 2000	Indicator deleted from <i>Towards Excellence 2005</i> .	
Figure 45	Salary Ranges of Aurora College Trades Program Graduates, 2000		
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Figure 48	Average Income: Population 15 Years and Older Working Full Year, Full-Time, NWT, 1999	Figure 49	Population 15 Years and Older Working Full-Time, Year-Round, by Age, Highest Level of Schooling and Average Employment Income, NWT, 2001
These indicators are new to <i>Towards Excellence 2005</i> .		Table 50	Percent of NWT Adults Aged 16 and Over Scoring Below Functional Literacy by Ethnicity, IALSS, 2003
		Figure 51	Percent of NWT Adults Aged 16 and Over by Prose Literacy Levels and Ethnicity, IALSS, 2003
		Figure 52	Percent of NWT Adults Aged 16 and Over by Document Literacy Levels and Ethnicity, IALSS, 2003
		Figure 53	Percent of NWT Adults Aged 16 and Over by Numeracy Literacy Levels and Ethnicity, IALSS, 2003
		Figure 54	Percent of NWT Adults Aged 16 and Over by Problem Solving Proficiency Levels and Ethnicity, IALSS, 2003

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If you would like this information in another official language, call us at 867-920-6484.

- Si vous désirez ces renseignements dans une autre langue officielle, veuillez communiquer avec nous.
- **Kispin ki nitawihhtin ā nihiyawihk ōma ācimōwin, tipwēsīnēn.**
- Tīchō yati k'ēē. Di wegodi newō dē, gots'o gonede.
- ʔerihht'is dēne sūliné yati t'a huts'elkēr xa beyéyati theḡ ʔat'e, nuwe ts'ēn yóiti.
- Edī gondi dehgeh got'je zhatié k'ēé edat'ēh enahddhē nide.
- K'ēhshó got'jne xadá k'é hederi ʔedhht'é yeriniwē nidé dúle.
- Jii gwandak izhii ginjik vat'atr'ijahch'uu zhīt yinohthan jī', diits'at ginohkni.
- UVANITTUAQ ILTCHURISUKUPKU  
INUVALUKTUN, QUQUAQLUTA.
- ᑕᖃᑏ ᑎᑎᖅᑖᑏᑦ ᐱᑦᑏᑏᑦ ᑏᑦᑎᑏᑦᑏᑦᑏᑦ, ᑏᑦᑎᑦᑏᑦᑏᑦᑏᑦ ᑏᑦᑎᑦᑏᑦᑏᑦᑏᑦ.
- Hapkua titiqqat pijumagupkit Inuinnaqtun, uvapinnut hivajarlutit.

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