

CHAPTER 5

ACCESS PROGRAMS

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5.0 Background

The ACCESS Programs were developed in the 1970's to maximize access to post-secondary education among under-represented groups that face significant academic, financial, social and personal barriers. Priority groups are those of Aboriginal ancestry, northern residents, people with disabilities, visible minorities, women, single parents, and immigrants and refugees. Integral to ACCESS Programs are the academic and personal supports provided to students to successfully complete their program.

Data provided in this Chapter may differ from the 2002/03 edition. Data in this document should be considered correct, as some of the institutions have revised their data. Where this has occurred, "Revised" will be noted.

5.1 ACCESS Programs by Institution

Five post-secondary institutions currently deliver the twelve ACCESS Programs described below. There are two teacher education programs, an off-campus UW program at the Winnipeg Education Centre (WEC), and the Brandon University Northern Teacher Education Program (BUNTEP) delivered in remote communities and regional centres in the North and in rural Manitoba.

There are two Social Work Programs offered by the UM. One is in Thompson for northern residents. The second is located off-campus at WEC for Winnipeg residents. The WEC –Inner City Social Work Program (WEC-ICSWP) has an additional component, the Aboriginal Child Welfare Initiative Program (ACWI). The first intake for ACWI occurred in 2003/04. There are also two preparations for nursing programs, one is delivered by KCC, and the other is delivered by RRC for residents of southern Manitoba. In addition, KCC delivers a preparation for health careers program in Norway House.

Two general on-campus ACCESS programs exist at RRC and UM. These programs allow students to enroll in any field of study with full use of the support programs offered by the ACCESS programs. The UM has three other on-campus ACCESS programs, all of which are intended for Aboriginal students. These programs are in Engineering, Pre-Medical Studies, and a separate program for students that advance to the health field.

Table 5.1 – ACCESS Program by Institution

Institution	ACCESS Program
Brandon University	<ul style="list-style-type: none"> • Brandon University Northern Teacher Education Program (BUNTEP) An off-campus community based Bachelor of Education program for students in northern and rural Manitoba
University of Manitoba	<ul style="list-style-type: none"> • University of Manitoba ACCESS Program (UMAP) A program providing access to educational opportunities on-campus at the UM for northern and rural students • Special Pre-Medical Studies Program (SPSP) A two-to four-year program preparing Aboriginal students for entry into medicine, dentistry or other health-related facilities • Professional Health Program (PHP) A program providing support to students in the faculties of Medicine, Dentistry, Pharmacy, and Medical Rehabilitation for those who have gained admission to these faculties • Northern Bachelor of Social Work Program (NBSWP) A Bachelor of Social Work program in Thompson • Inner City Social Work Program (ICSWP) and Aboriginal Child Welfare Initiative (ACWI) An off-campus Bachelor of Social Work program • Engineering ACCESS Program (ENGAP) A Bachelor of Engineering program for Aboriginal students
University of Winnipeg	<ul style="list-style-type: none"> • Winnipeg Education Centre – Bachelor of Education Program (WEC-Ed) An off-campus Bachelor of Education program that trains teachers for Winnipeg’s inner city
Red River College	<ul style="list-style-type: none"> • Business Administration Integrated Program (BAI) Formerly called Community College ACCESS Program (CCAP). A three-year diploma program intended for applicants who, because of a lack of resources, do not meet the basic entry requirements for the two-year Business Administration Program. • Southern Nursing Program (SNP) A preparation program designed to enable applicants from southern Manitoba who do not meet the educational requirements for the joint Baccalaureate Nursing Program, to acquire the skills to enter the program.
Keewatin Community College	<ul style="list-style-type: none"> • Preparation for Nursing (PN) A preparation program located in Thompson and The Pas designed to enable applicants from northern Manitoba who do not meet the educational requirements for the Baccalaureate Nursing Program to acquire the skills to enter the program or others in the health field. The PN Program was re-named to Preparation for Health Careers (PHC) in 2003/04. Students who complete the program may enter the BN Program, or they may also choose to enter other health related programs providing they have the same admission requirements. • Health Education ACCESS Program (HEAP) A program delivered at Norway House that prepares students who do not meet the educational requirements for programs in the health field. HEAP students often choose the BN program upon completion.

5.2 Student Intake, Enrollment and Graduates

Table 5.2 - New Intake, Enrollment and Graduates - Revised

New Intake ¹	1999/00	2000/01	2001/02	2002/03	2003/04
BUNTEP ^{4,5}	99	49	266	57	0
BAI	59	57	58	78	51
ENGAP	14	18	17	18	26
HEAP	-	-	24	13	9
ICSWP /ACWI	25	31	21	25	32
NBSWP	34	38	35	26	22
PN/PHC	15	6	39	33	31
PHP	6	5	12	4	5
SNP	44	44	42	44	47
SPMP	14	22	25	15	11
UMAP	47	54	60	40	25
WEC-ED	22	24	29	27	21
Total	379	348	628	380	280

Enrollment ²	1999/00	2000/01	2001/02	2002/03	2003/04
BUNTEP ⁵	187	207	413	368	213
BAI	165	124	160	148	185
ENGAP	42	39	45	45	56
HEAP	-	-	24	13	8
ICSWP/ACWI	87	82	85	83	90
NBSWP	94	83	82	82	77
PN/PHC	32	60	108	51	30
PHP	22	16	20	20	17
SNP	133	121	131	130	194
SPMP	60	67	82	74	42
UMAP	135	165	183	172	92
WEC-ED	66	73	75	98	82
Total	1,023	1,037	1,408	1,284	1,086

Graduates ³	1999/00	2000/01	2001/02	2002/03	2003/04
BUNTEP ⁵	28	16	19	16	10
BAI	14	16	20	23	20
ENGAP	5	4	4	6	3
HEAP	-	-	16	4	3
ICSWP/ACWI	12	14	15	13	16
NBSWP	10	11	11	20	12
PN/PHC	5	16	17	16	9
PHP	5	5	5	4	3
SNP	22	38	38	31	22
SPMP	6	7	8	8	5
UMAP	3	12	26	26	16
WEC-ED	22	7	5	2	2
Total	132	146	184	169	121

Data is a snap shot as of Feb/2004.

Notes:

1. New Intake - Number of new students accepted in Year 1 of the Program
2. Enrollment - Active students continuing in program, regardless of the entrance year to progr.
3. Graduates - Number of students graduate in that year, regardless of the entrance year to pr
4. BUNTEP - no intake in 2003/04 due to program site restructuring.
5. 2000/01 intake includes three one time only 1 or 2 year programs. These programs are categorized as ACCESS related but not funded by COPSE.

5.3 Student Demographics

Table 5.3 provides a demographic profile of students enrolled in ACCESS programs between 2000/01 to 2003/04. In 2003/04, Aboriginal students comprised an average of 73.4% of the total students by demographic group. In 2003/04, majority of ACCESS program students were women 75.8% and 24.2% were male students.

Table 5.3 Student Demographics

All Students by Demographic Group¹	2000/01	2001/02	2002/03	2003/04
Status /Inuit	475	712	650	567
Non-Status/Metis	173	188	201	150
Sub total =	648	900	851	717
Immigrant/Refugee	38	58	59	55
Visible Minority	26	84	15	7
Disabled	4	2	3	0
Other/Non Aboriginal	190	175	219	170
Unknown	14	39	8	28
Total ²	920	1,258	1,155	977
% of Aboriginal to Total Demographic Group	70.4%	71.5%	73.7%	73.4%

All Students by Gender

Male	159	291	303	236
Female	755	927	847	741
Total ²	914	1,218	1,150	977
% of Female	82.6%	76.1%	73.7%	75.8%

All Students by Marital Status

Single parents	288	365	323	238
Single	334	463	461	453
Married/Common Law	284	357	359	258
Unknown	8	33	7	28
Total ²	914	1,218	1,150	977

Notes:

1. Data is a snap shot at February of students enrolled in all years of the Program . Only those students enrolled February classes are included.
2. Students may belong to more than one demographic group, therefore 'Total' may be different.

5.4 Graduate Employment Outcomes

ACCESS program graduates are surveyed annually to determine their employment outcomes. As table 5.4 shows, in 2003/04 (82.8%) ACCESS graduates either found employment or were continuing their education. Data also show that in 2003/04, 100% of employed graduates found work related to their field of study.

Table 5.4 - Graduate Employment Outcomes ^{1,2}

Employment status following graduation	2000/01 % distribution		2001/02 % distribution		2002/03 % distribution		2003/04 % distribution	
Employment full time (>30hr/wk)	62	76.5%	73	50.3%	94	66.2%	52	42.6%
Employment part time (<30hr/wk)	2	2.5%	3	2.1%	12	8.5%	3	2.5%
Unemployed ³	3	3.7%	2	1.4%	5	3.5%	0	0.0%
Continuing Education	7	8.6%	54	37.2%	28	19.7%	46	37.7%
Not in Labour Force ⁴	1	1.2%	0	0.0%	2	1.4%	2	1.6%
Unknown	6	7.4%	13	9.0%	1	0.7%	19	15.6%
Total Graduates	81		145		142		122	
% Employed /Continuing Education	87.7%		89.7%		94.4%		82.8%	
Relationship between field of study and employment	2000/01 % distribution		2001/02 % distribution		2002/03 % distribution		2003/04 % distribution	
Directly Related	60	93.8%	76	100.0%	99	93.4%	62	98.4%
Somewhat Related	3	4.7%	0	0.0%	6	5.7%	1	1.6%
Not Related	1	1.6%	0	-	0	0.0%	0	0.0%
Unknown	0	0.0%	0	-	1	0.9%	0	0.0%
Total Employed	64		76		106		63	
% Directly /Somewhat Directly Related	98.4%		100.0%		99.1%		100.0%	

Notes:

1. Data is a snap shot in time at February.
2. Voluntary survey, only captures students graduating on or before January of each year.
3. Must be seeking employment but unemployed.
4. Not actively seeking employment.

5.5 Student Funding Sources

Financial assistance is limited to a specific number of seats annually and is provided to eligible students through federal loans and provincial bursaries. As shown in Table 5.5, 145 ACCESS students (17.0%) received ACCESS bursaries in 2003/04.

Table 5.5 - Student Funding Source

Funding Source ^{1,2}	2000/01	2001/02	2002/03	2003/04
ACCESS Bursary	217	238	210	145
First Nations	439	660	588	465
Self Supporting	141	149	60	61
Non-ACCESS Student Aid	59	114	225	103
Social Assistance	25	32	37	22
Metis/MMF	13	3	6	2
Other	30	37	54	56
Total	924	1,233	1,180	854

Notes:

1. Data reported at February, only those students enrolled in February classes are included.
2. Student can receive support from more than one funding source.