

DATA COLLECTION PROJECT

2013/14

Indigenous Adult and Higher Learning Association
IAHLA



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Executive Summary

1.0 Introduction

The Indigenous Adult and Higher Learning Association (IAHLA) is a non-profit society dedicated to addressing the mutual interests of Indigenous adult and higher learning institutes in British Columbia. It is governed by a Board of Directors which designates a sub-committee, the IAHLA Data Working Group, to inform and direct IAHLA's annual Data Collection Project (the Project). IAHLA initiated the Project in 2005/06. This report focuses on the results of the ninth year of research (2013/14).

The intention of the Data Collection Project is to develop a better understanding of what is happening in First Nations adult and post-secondary institutes and to report on the scope of programs and services being offered to support learners.

The Project uses a framework developed for Aboriginal-controlled adult and post-secondary institutes by IAHLA member institutes. In this way, institutes are able to report data that reflects Aboriginal values. The IAHLA framework in Appendix A comprises six areas:

- personal development;
- leadership development;
- cultural development;
- wisdom development;
- student satisfaction; and,
- academics.

2.0 Methodology

To undertake the Project, the IAHLA Data Working Group¹ asked all IAHLA member institutes offering adult and post-secondary education programming to complete a data collection instrument that included two components:

1. A survey questionnaire to be completed by institute staff; and,
2. A survey questionnaire for learners.

¹ The IAHLA Data Working Group is comprised of IAHLA members who represent large and small institutes across the province.

Surveys were sent out, returned, entered and analyzed between October 2013 and March 2014. In total, 50% (16) of 32 eligible² institutes returned surveys as well as 213 adult learners.

The institutes responding each year are presented in Appendix B. A profile of the learners surveyed is presented in Appendix C.

3.0 Who Responded

The IAHLA Data Collection Project asks institutes to report both *current* year and *past* year enrolment data. *Current* year enrolments are those in the academic year underway at the time the institute responds to the Project (e.g., as of Fall 2013). *Past* year enrolments are those for the previous academic year.

In 2013/14, the 16 responding institutes reported *current* year enrolments of 1,496 learners as of Fall 2013. These 2013/14 current year enrolments represented a 12% *increase* from 2012/13 current year enrolments for the 14 responding institutes that reported current year enrolments in both years.

Most (81%) of the 16 surveyed institutes were offering multiple types of programming in 2013/14. Eighty-eight percent were offering ABE or adult upgrading courses. Most of these institutes offering Adult Basic Education (ABE) or adult upgrading courses were also offering other programming. One-quarter of the responding institutes reported they were offering trades programs or courses and 63% reported offering other programs or courses.

In 2013/14, 69% of responding institutes were offering post-secondary programming. This programming covered a variety of areas including language (44%), early childhood education (38%) and cultural studies (31%). In 2013/14, 69% of responding institutes reported that they had programs that ladder directly into degree programs, in areas such as Indigenous Studies, Education, Business Administration and Social Work.

In 2013/14, institutes were asked if increased access to online learning opportunities would benefit their students. Almost all (94%) of the institutes agreed this would be the case. Most often they would provide online opportunities in ABE/upgrading, the sciences, health care and/or early childhood education.

In 2013/14, 14 responding institutes reported *past* year enrolments of 1,204 learners in 2012/13. In the previous four years, total reported student enrolments had ranged between 2,400 and 3,100 learners each year and the number of institutes varied from 19 to 22 in this time period. This past year enrolment number is lower than in previous years likely due to fewer institutes responding and to NVIT enrolments not being included this year, but being included in earlier years.

Many of the surveyed institutes are small in size. In 2013/14, 44% of the responding institutes reported enrolling less than 50 learners the previous year (in 2012/13) and 13% enrolled 50 to 100 students. However, one-third (31%) enrolled more than 100 students.

² Six of 38 IAHLA members responded that their institute was ineligible for the project e.g., they were not yet operating or they do not directly deliver programming (their students attend other post-secondary institutions).

More 2012/13 learners enrolled full-time (61%) than part-time (39%). A majority of these learners were women (65%). These learners were all older than 15 years of age in 2012/13. Most (88%) were enrolled for more than 15 days that year (12% were enrolled for 15 days or less).

In 2013/14, 135 instructors worked at 15 of the responding institutes as of Fall 2013. Institutes reported part-time/full-time status for these instructors, of whom 68% were working part-time and 32% were working full-time.

Similar to previous years, most (91%) of these instructors had a Bachelor's degree or higher level of education. A similar proportion (88%) of these instructors also had relevant work experience and 17% had First Nation language skills. Relevant work experience was also quite common in previous years.

In 2013/14, 19% (3) of the institutes reported they were registered with the Private Career Training Institutes Agency (PCTIA). Of these three institutes, one reported they were accredited through PCTIA and the other two reported they were registered only.

4.0 Institute and Learner Funding

In 2013/14, most institutes were using multiple funding sources to meet their operational costs. Institutes were most frequently using the following funding sources: Aboriginal Affairs and Northern Development Canada (AANDC) Adult Nominal Roll funding (56%), tuition (50%) and AANDC's Indian Studies Support Program (ISSP) (44%). As in previous years, Adult Nominal Roll funding was most likely to have been an institute's major funding source (responsible for 50% or more of an institute's funding).

In 2013/14, 31% of the institutes indicated they had experienced an increase in funding since last year. Nineteen percent had experienced a decrease and 50% had experienced no change in their funding relative to last year.

In 2013/14, post-secondary programming was most often being funded through formalized agreements with post-secondary institutions, tuition/fees or ISSP. ABE/upgrading courses were most often being funded through Adult Nominal Roll. Institutes also offered trades and other programs or courses using a variety of funding sources.

In 2013/14, most often courses cost responding institutes \$6,001 or more per full-time equivalent (FTE) to deliver.

In 2013/14, 88% of responding institutes provided learners with meal programs or events. A similar proportion (88%) offered learners transportation assistance.

Learners reported they relied most frequently on Band funding to pay for their studies (58%) and/or living expenses (33%). Social assistance (24%) and employment (20%) were also fairly frequently being used by learners to fund their living expenses. Some learners were unsure how their studies (18%) or living expenses (6%) were being funded (as of Fall 2013).

IAHLA institutes may also partner with other institutions or organizations to deliver programs in their communities. Most (15) of the institutes reported on at least one formalized relationship they had with other education providers in 2013/14. One-half of the surveyed institutes had formalized

relationships through affiliation agreements, 50% of surveyed institutes had service agreements with others, and 50% (also) had other types of agreements in place.

In total, these 15 responding institutes with formal relationships with other education providers reported 37 such formal relationships (an average of 2.5 per institute) in the current year. They were satisfied with 81% of these 37 relationships.

In 2013/14, when adult learners were asked how much they knew about which institute to attend before coming to their institute, 71% said they knew a lot or a fair bit. A similar proportion (73%) said they knew a lot or a fair bit about what courses to take at that time. However, only 49% reported they knew a lot or a fair bit about how to pay for their studies before they came.

The *Aboriginal Students Transitions Handbook* was published in 2010 to help answer some students' questions about post-secondary education and prepare them for the next step in their journeys. Six responding institutes reported using the Handbook primarily for career planning/counselling and to provide to students transitioning into post-secondary. Twelve learners reported they had read it over and/or used it to understand rules and information, to find sources outside the institute, to find suitable childcare and to assist with an appeal.

5.0 Wisdom Development

Institutes help learners develop wisdom by providing them with knowledge and skills.

Responding institutes provide knowledge and skills to students based on staff assessments of students' reading, writing and math levels. About one-third to one-half of incoming students were assessed below a Grade 10 level in reading (32%), writing (36%) and math (51%). Institutes used a variety of assessment tools to place students – most frequently the Canadian Achievement Tests³ followed by another college or institute's assessment.

In 2012/13, a majority of learners enrolled in articulated/transferable courses or programs. Fifty-one percent of 1,214 learners⁴ enrolled in at least one articulated/transferable course or program.

Among 1,328 program or course enrolments at 14 institutes in 2012/13, 42% were in ABE or adult upgrading courses, 31% were in (non-trades) post-secondary certificate or diploma programs, 12% were in post-secondary degree programs, 2% were in trades certificate or degree programs or courses and 13% were in other programs or courses.

In 2013/14, institutes were asked what student information or records system they currently use. Four institutes reported using DRUMS, and four used Excel. Three institutes reported using paper records/file folders and one each reported using Colleague, GradPro and Access. One institute noted that they have no formal system, their records depend on accrediting/certifying organization requirements.

In 2013/14, 76% (627) of 823 learners at 13 institutes successfully completed at least one course they were enrolled in.

³ The Canadian Adult Achievement Test or the Canadian Achievement Test.

⁴ Learners for whom these data were reported.

Sixty-seven percent of 476 2012/13 learners were continuing to study at the same IAHLA institutes in 2013/14 while 10% were studying at a provincial (BC) public college, university or institute and 13% were working.

Most of the credentials awarded to students in the 2012/13 academic year were certificates. Fifteen responding institutes reported awarding 674 credentials to students in 2012/13. Of these credentials, 55% were (non-trades) post-secondary certificates, diplomas or degrees. Four percent were trades certificates and 10% were Adult Dogwood diplomas. More than one-quarter (30%) were other credentials (e.g., first aid or computer training credentials).

In 2013/14, 76% of learners agreed they were better able to learn since beginning at their institute. Two-thirds or more of these learners also agreed that they had been helped to prepare for their further education, gained skills in solving problems and/or learned to seek help for their needs. About one-half of the learners surveyed stated they had learned computer skills and/or helped to prepare for getting a job. In 2012/13 and 2011/12, learners rated their learning and academic skill development within similar ranges.

6.0 Learners' Personal Development

In 2013/14, responding IAHLA institutes continued to support learners' personal development through:

- *Delivering life skills programs* — in 2013/14, 56% of the responding institutes provided life skills programs. In 2013/14, 40% of surveyed learners reported they had been enrolled in life skills programs since beginning their studies at the institute. Of these learners, 99% reported they had benefited from the skills and information they learned in these programs.
- *Offering short non-credit courses or short-term workshops* — especially on career planning (94%), computer skills (88%), life skills (81%) and first aid skills (75%). More than one-half of the institutes also offered short courses or workshops on emotional health, drug or alcohol abuse awareness and nutrition. One-quarter or more of the institutes offered short courses or workshops on other topics.
- *Providing interventions and referrals for learners* — in 2013/14, most often institutes provided learner interventions and/or referrals for personal counselling, academic advising and personal development support. Interventions were most common for personal development support (94%), personal counselling (88%) and academic advising (81%) services. Referrals only were most common for drug and alcohol prevention (56%), family violence prevention (50%) and childcare (38%).

In 2012/13, most often the learners surveyed used family involvement (67%), followed by academic advising (65%) and peer support (61%) services. Most of those who have used these services have found them "very helpful" or "somewhat helpful."

- *Linking with a wide range of partners*— institutes establish links with partners to offer programs and supports to learners. In 2013/14, institutes most frequently linked with on-reserve agencies/societies, communities and employment services to offer programs and supports. As well, all (100%) of the surveyed institutes reported involving other groups directly in their programming/learning in 2013/14. The most common groups directly

involved were students, family/community members, Elders and a First Nations governance structure such as a Band or Tribal Council.

In 2013/14, most learners agreed they felt better about themselves (82%) and/or more confident (80%) since beginning at their institute. Most learners planned to continue to study the next academic year (in 2014/15) – most often at the same institute (53%), at universities (20%), at provincial public colleges (10%) or at First Nations colleges (5%). Others (24%) intended to seek employment the next academic year and 17% were not yet sure of their goals for the next academic year. Eighty-nine percent of the learners surveyed felt that their program of study was adequately preparing them to pursue their goal for the next academic year.

7.0 Cultural Development

In 2013/14, responding institutes advanced learners' cultural learning by:

- *Placing a high level of importance on promoting aspects of culture, in addition to academic goals* — promoting aspects of culture was centrally or very important to 82% of the institutes in 2013/14.
- *Offering language courses* — sixty-nine percent of responding institutes offered First Nations language courses in 2013/14. Fifty-six percent of responding institutes offered language courses for credit, while 25% offered non-credit language courses (including 13% which offered both).
- *Being involved in language revitalization activities* — eighty-eight percent of the institutes were involved with First Nations language revitalization projects. Institutes were most often involved with “First Voices” web-based interactive tools and language as part of land-based activity (e.g., berry picking) in 2013/14, followed by attending language conferences and language courses.

In 2013/14, 52% of 124 instructors at responding institutes were First Nations.

In 2013/14, 40% of learners agreed they had become more active in cultural events and 23% agreed they were better able to carry on a conversation in their First Nations language. Other students were neutral about such changes – possible because they were already active culturally or able to speak their language before attending this institute or because they may not have felt these questions applied to them.

8.0 Students' Leadership Development and Satisfaction

In 2013/14, IAHLA institutes promote learners' leadership within their communities as well as First Nations communities' leadership of their programs through encouraging and/or enabling students to become more active in their communities. Forty-two percent of surveyed learners agreed they had become more active in their communities since beginning at their institute.

In 2013/14, learners were highly satisfied with their educational experiences. Eighty-seven percent of learners agreed they were satisfied, overall, with their institutes. Similarly, 87% said they would recommend their institutes to others. Student satisfaction with courses, facilities and relationships

ranged between 61% and 87%. Learners rated their satisfaction with the support they receive from teaching staff most highly followed by the courses they have taken.

In 2012/13 and 2011/12, learners rated their satisfaction with courses, facilities and relationships within similar ranges. Learners have consistently been highly satisfied with their relationships with teaching staff and the courses they have taken.

9.0 Institutes Use of IAHLA Data Collection Project Reports

In 2013/14, 13 (81%) of responding institutes reported using their individual institute reports from prior years' IAHLA Data Collection Projects. Responding institutes reported using these reports most frequently for educational/strategic planning (75%), integrating with other education and training services (44%) and/or reporting on results (31%).

1.0 Introduction

The Indigenous Adult and Higher Learning Association (IAHLA) is a non-profit society dedicated to addressing the mutual interests of all Indigenous adult and higher learning institutes in British Columbia. It is governed by a Board of Directors which designates a sub-committee, the IAHLA Data Working Group, to inform and direct IAHLA's annual Data Collection Project (the Project). IAHLA initiated the Project in 2005/06. This report focuses on the results of the ninth year of research (2013/14).

The ultimate goal of Indigenous higher education is empowerment. Therefore, the basic question to be answered by this Data Collection Project is:

Are we empowering learners through personal, leadership, cultural and wisdom development?

The intention of the Data Collection Project is to develop a better understanding of what is happening in Aboriginal-controlled adult and post-secondary institutes and to report on the scope of programs and services being offered to support learners. The information can be used in the following ways.

At the institute level, the information:

- Provides data which institute staff and students can use to make decisions about programming and to monitor changes over time;
- Provides supportive data for funding options and operational budget development; and,
- Assists institutes in maintaining accountability to students, communities and funding agencies using a process designed for them by them.

At the collective (Association) level, the information:

- Allows IAHLA to identify priorities for services and advocacy;
- Helps identify best practices;
- Assists with planning and tracking growth;
- Creates a sense of unity and networking among IAHLA member institutes; and,
- Helps to frame, inform and guide IAHLA's overall strategic planning process.

The Project uses a framework developed for Aboriginal-controlled adult and post-secondary institutes by IAHLA institutes. In this way, institutes are able to report data that reflects Aboriginal values. The IAHLA framework comprises six areas:

- personal development;
- leadership development;
- cultural development;
- wisdom development;
- student satisfaction; and,
- academics.

The IAHLA framework, its assumptions, standards, and indicators are presented in detail in Appendix A.

2.0 Methodology

To undertake the Project, the IAHLA Data Working Group⁵ asked all IAHLA member institutes offering adult and post-secondary education programming to complete a data collection instrument that included two components:

1. A survey questionnaire to be completed by institute staff; and,
2. A survey questionnaire for learners.

In the week of October 21, 2013, Tindall Consulting⁶ began contacting institutes on behalf of IAHLA. Institutes were emailed a letter from the Data Collection Working Group requesting their participation along with institute and student survey forms with a response deadline of November 15, 2013. Follow ups were made to all institutes to confirm a Project contact person and email address or fax number. Participating institutes provided students with access to an electronic (online) or paper copy of the IAHLA Data Collection Project (DCP) student questionnaire and encouraged students to complete and return or submit the surveys. All completed data collection surveys (from institutes and students) were gathered by mid-January 2014.

Completed IAHLA DCP surveys were sent directly to Tindall Consulting for processing. This aggregate report presents the findings of these analyses at the provincial level, demonstrating overall results. In addition, Tindall Consulting prepared customized reports for sharing only with individual responding institutes, including a summary of their student responses. Analysis and reporting was completed by end of March 2014. IAHLA has plans to report on the results of the 2013/14 Data Collection Project and seek direction for any future activities at the 2014 IAHLA Annual General Meeting.

⁵ The IAHLA Data Working Group is comprised of IAHLA members who represent large and small institutes across the province.

⁶ In September 2013, Tindall Consulting was engaged by IAHLA to: undertake data entry, coding, editing, and cleaning; and, to prepare descriptive statistics of the institute and student responses presented in this report.

In 2013/14, 50% (16) of 32 eligible⁷ institutes responded to the Data Collection Project. The number of eligible institutes responding to the Project was lower than in previous years as outlined in the Exhibit below.

*Exhibit 2.1 – Eligible Institutes Responding to the IAHLA Data Collection Project
2005/06 to 2012/13*

	2013/ 14	2012/ 13	2011/ 12	2010/ 11	2009/ 10	2008/ 09	2007/ 08	2006/ 07	2005/ 06
Response Rate	50%	64%	74%	71%	70%	83%	82%	76%	81%
# of Institutes Responding	16	21	23	22	21	25	23	19	17
Eligible Institutes	32	33	31	31	30	30	28	25	21

However, each year there is a change in the mix of institutes responding to the Project, along with changes at individual institutes which may affect the results. For example, in 2013/14, the institutes responding include:

- More institutes offering post-secondary programming in the past five years and fewer offering trades programming in the current year.

In 2013/14, 213 adult learners completed surveys. The number of adult learners responding to the Project was also relatively low this year as outlined in the Exhibit below.

*Exhibit 2.2 – Adult Learners Responding to the IAHLA Data Collection Project
2005/06 to 2012/13*

	2013/ 14	2012/ 13	2011/ 12	2010/ 11	2009/ 10	2008/ 09	2007/ 08	2006/ 07	2005/ 06
Adult Learners Responding	213	329	343	435	361	405	404	255	176

The institutes responding each year are presented in Appendix B. A profile of the learners surveyed is presented in Appendix C. The questionnaires and other data collection instruments used are presented under separate cover in the 2013/14 IAHLA Data Collection Project's Methodology Report.

⁷ Six of 38 IAHLA members responded that their institute was ineligible for the project e.g., they were not yet operating or they do not directly deliver programming (their students attend other post-secondary institutions).

3.0 Who Responded

Responding IAHLA institutes are described below in terms of their:

- Current and past year student enrolments and completions;
- The programming they are offering; and,
- Instructors and instructor qualifications.

3.1 Current Year Student Enrolments

The IAHLA Data Collection Project asks institutes to report both current year and past year enrolment data. Current year enrolments are those in the academic year underway at the time the institute responds to the Project (e.g., as of Fall 2013). As some students may enroll at a later date (e.g., after the Fall) at IAHLA institutes, current year enrolments are incomplete for the year as a whole. Current year enrolments are reported in this section of the report. Past year enrolments cover all students enrolled in the institute in the previous academic year. Past year enrolments are complete for the year as a whole, as they include all students enrolled throughout that year. Past year enrolments are reported below.

In 2013/14, all 16 of the responding institutes reported current year enrolment data for the 2013/14 academic year (as of Fall 2013).

One-half (50%) of the responding institutes had enrolled less than 50 learners as of Fall 2013. In comparison, 52% (Fall 2012), 57% (Fall 2011), 55% (Fall 2010) and 76% (Fall 2009) of responding institutes had enrolled less than 50 students in previous years.

Exhibit 3.1 – Responding Institutes' Current Year Student Enrolment

	2013/14	2012/13	2011/12	2010/11	2009/10
	N ⁸ =16	N=21	N=23	N=22	N=21
Enrolling more than 100 students					
# of Institutes	5	4	5	5	3
% of Institutes	31%	19%	22%	23%	14%
Enrolling 50 to 100 students					
# of Institutes	3	5	2	5	1
% of Institutes	19%	24%	9%	23%	5%
Enrolling 0 to 49 students					
# of Institutes	8	11	13	12	16
% of Institutes	50%	52%	57%	55%	76%
No Enrolment #s Provided					
# of Institutes	0	1	3	0	1
% of Institutes	0%	5%	13%	0%	5%

In 2013/14, these 16 responding institutes had enrolled 1,496 learners as of Fall 2013. Please note that it is possible for one learner to have been reported as enrolled at more than one institute. For example, a student enrolled at a community-based institute may also have been reported as enrolled at the Native Education College (NEC). This may be due to a student being enrolled in a course that is being delivered in partnership with another IAHLA institute. Students are reported separately by each institute responding to the Project.

In the 2012/13 IAHLA Data Collection Project, 20 responding institutes had enrolled 1,677 learners as of Fall 2012. In the 2011/12 IAHLA Data Collection Project, 20 responding institutes had enrolled 1,372 learners as of Fall 2011. In the 2010/11 IAHLA Data Collection Project, 22 responding institutes had enrolled 1,829 learners as of Fall 2010. In the 2009/10 IAHLA Data Collection Project, 20 responding institutes had enrolled 1,564 learners as of Fall 2009.

2013/14 current year enrolments represented a 12% increase from the previous year for the 14 responding institutes that reported current year enrolments in both years (2013/14 and 2012/13). These institutes reported current year enrolments of 1,468 learners this year (in 2013/14). They reported current year enrolments of 1,305 learners the previous year (when responding to the 2012/13 IAHLA Data Collection Project).

⁸ Please note that throughout this report "N" refers to the number of institutes or learners who responded to a survey question. Percentages may not sum to 100% due to rounding.

In comparison:

- 2012/13 current year enrolments represented a 5% *decrease* from the previous year for the 15 responding institutes that reported current year enrolments in both years (2012/13 and 2011/12).
- 2011/12 current year enrolments represented a 13% *increase* from the previous year for the 19 responding institutes that reported current year enrolments in both years (2011/12 and 2010/11).
- 2010/11 current year enrolments represented a 11% *increase* from the previous year for the 19 responding institutes that reported current year enrolments in both years (2010/11 and 2009/10).

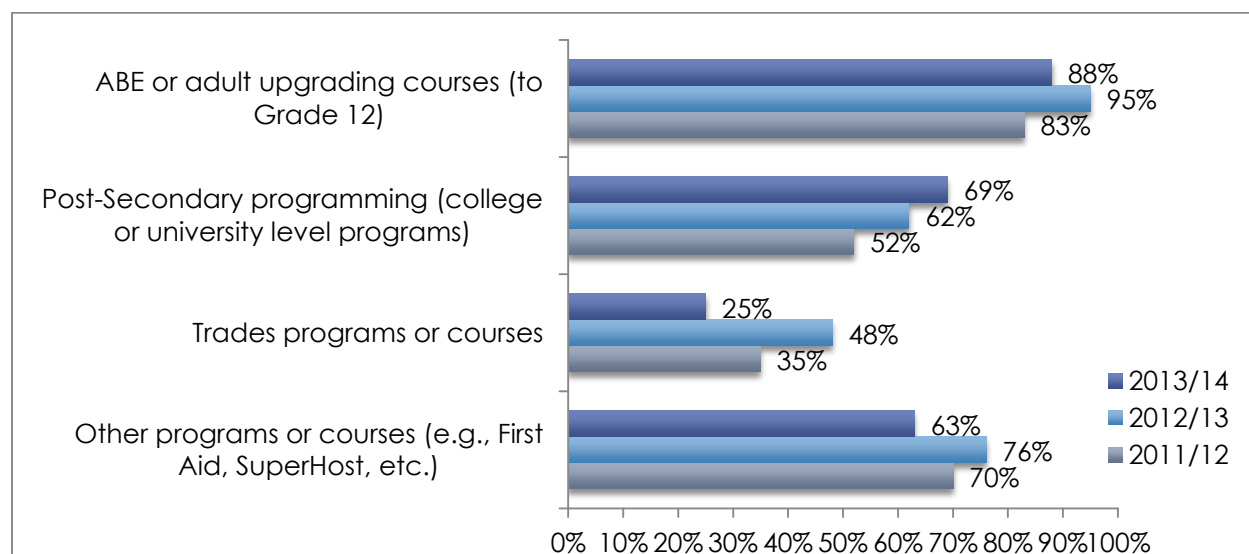
3.2 Current Year Programming Offered

In 2013/14, most (81%) of the 16 surveyed institutes reported offering *more than one* of the following types of programming in the current year:

- adult basic education (ABE)/adult upgrading courses (to Grade 12);
- post-secondary (college or university level programs);
- trades programs or courses; and/or,
- other programs or courses (e.g., First Aid, SuperHost, etc.).

Most IAHLA
institutes offer
more than one
type of
programming

Exhibit 3.2 – Programming Offered by Institutes This Year



Most frequently, institutes were offering ABE or adult upgrading courses (to Grade 12) (88%). Most (86%) of these 14 institutes offering ABE or adult upgrading courses were also offering other programming.

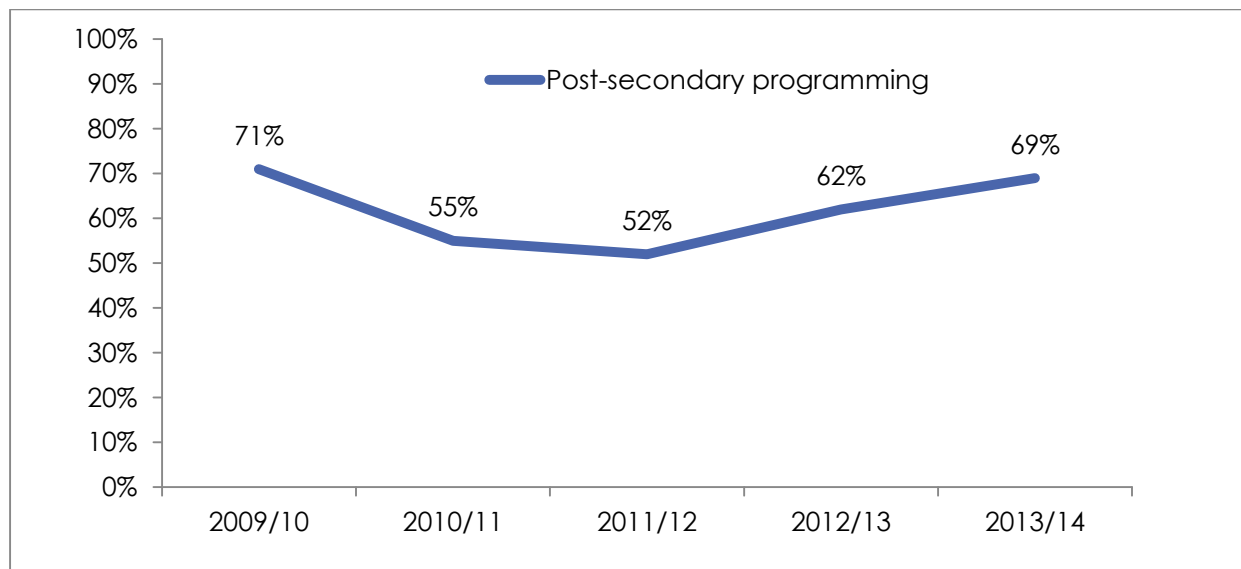
In 2013/14, 69% of the responding institutes reported they were offering post-secondary programs this year.

In 2013/14, 25% of the responding institutes reported they were offering trades programs or courses and 63% reported offering other programs or courses.

Institutes were asked if they have stopped offering any programs this year. Only three institutes reported that they had. One institute stated that this was because a program was under review. Another that a program was completed and they had no funding to continue it. The third did not provide a reason the program was not offered this year.

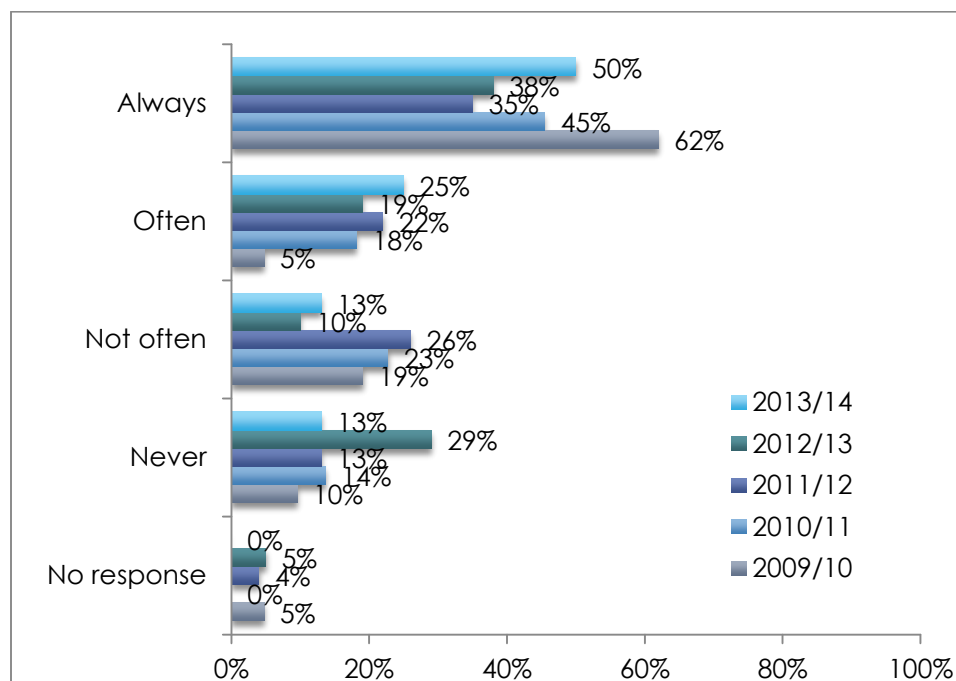
Over the past five years, a majority of responding institutes have offered post-secondary programming each year. Each year there is a change in the mix of institutes responding to the Project, along with changes at individual institutes which may affect these results.

Exhibit 3.3 – Post-Secondary Programming Offered by Institutes This Year



In 2013/14, 75% of the responding institutes reported offering post-secondary programs “always” or “often” in the past five years. A further 13% of these institutes had offered post-secondary programs, though “not often” over this period of time. This year, 13% reported they had “never” offered post-secondary programs over the past 5 years.

Exhibit 3.4 – Institutes Offering Post-Secondary Programs in the Past Five Years



In 2013/14, institutes were offering post-secondary programming in a variety of areas including:

- Language (44%);
- Early Childhood Education (38%); and,
- Cultural Studies (31%).

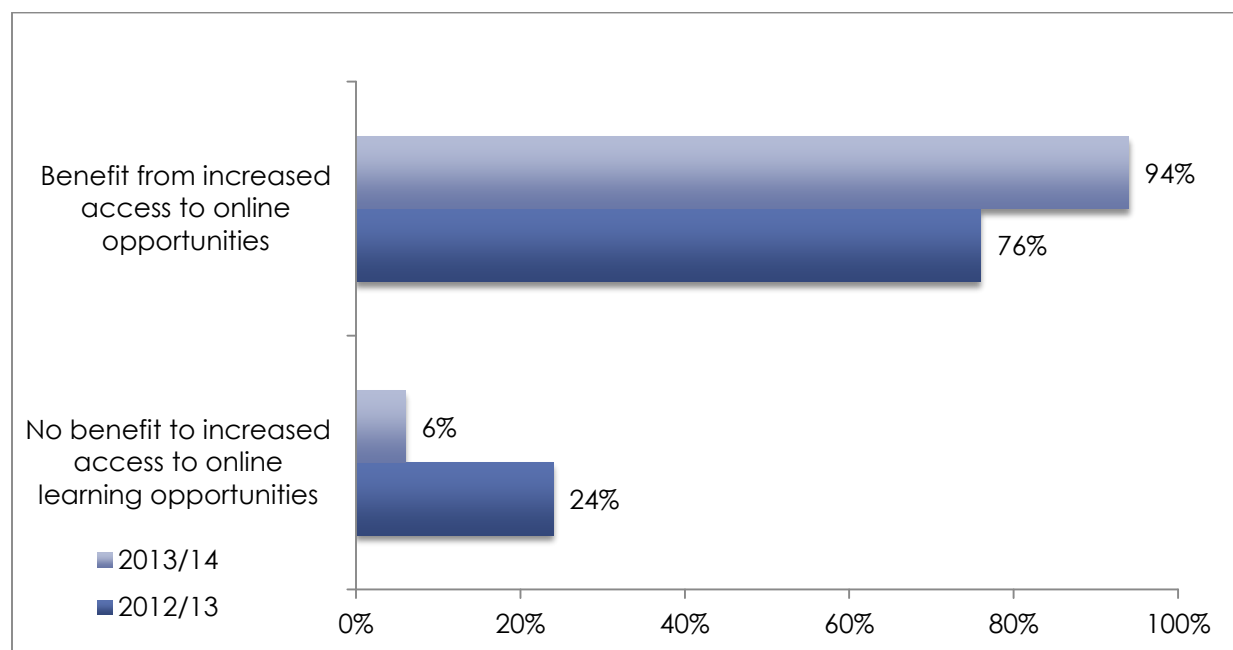
Nineteen percent to 25% offered post-secondary programming in the areas of Health Care, Developmental Standard Term Certification, Aboriginal Language Revitalization and Computer Technology.

Three-quarters of IAHLA institutes offered post-secondary programming always or often in the past five years

In 2013/14, 69% of responding institutes reported that they had programs that ladder directly into degree programs in areas such as Indigenous Studies, Education, Early Childhood Education, Social Work, Business Administration, Fine Arts and Criminology. In 2012/13, 43% of responding institutes reported that they had programs that ladder directly into degree programs. In 2011/12, 39% of responding institutes reported that they had programs that ladder directly into degree programs.

In 2013/14, institutes were asked if increased access to online learning opportunities would benefit their students. Almost all of the institutes agreed this would be the case. Most often they would provide online opportunities in ABE/upgrading, the sciences, health care and/or ECE. However, there was interest in a wide range of other programs and courses including Office and Computer Skills as well as Trades programming.

Exhibit 3.5 – Increased Access to Online Opportunities Would Benefit Students



3.3 Past Year Student Enrolments

In 2013/14, the 14 institutes reporting on past year (2012/13) enrolments had 1,204 learners that year. This is lower than in previous years, likely due to fewer institutes responding and to NVIT enrolments not being included in the reported past year enrolments this year.

In the previous four years, the total reported student enrolments ranged between 2,400 and 3,100 learners each year. The number of institutes reporting these enrolments varied from 19 to 22 in that time period. Nicola Valley Institute of Technology (NVIT) enrolments represented between 42% and 60% of the enrolments reported in each of the previous four years.⁹

⁹ In 2012/13, NVIT enrolments represented 0% of the reported enrolments. In 2011/12, NVIT enrolments represented 49% of the enrolments for the 19 responding institutes. In 2010/11 they were 43%, in 2009/10 they were 48%, and in 2008/09 they were 60%.

Exhibit 3.6 – Past Year Enrolments

	Past Year (2012/13)	Past Year (2011/12)	Past Year (2010/11)	Past Year (2009/10)	Past Year (2008/09)
	N=14 of 16	N=19 of 21	N=22 of 23	N=22 of 22	N=19 of 21
Student enrolments	1,204	2,978	3,118	2,584	2,454

As well, it is notable that one learner may be reported as being enrolled at more than one responding institute each year. For example, a student enrolled at a community-based institute may also be reported as enrolled at NVIT in previous years. Among 2011/12 learners, it was estimated that a maximum of 1,045 learners (35%) could potentially have been reported in this way. Potential levels of double counting between other (non-NVIT) surveyed institutes would be much lower.

Many IAHLA institutes are small but almost one-third enrolled more than 100 students last year

Many of the surveyed institutes are small in size. In 2013/14, 44% of the responding institutes reported enrolling less than 50 learners the previous year (in 2012/13) and 13% enrolled 50 to 100 students. However, almost one-third (31%) enrolled more than 100 students.

Exhibit 3.7 – Responding Institutes' Past Year Student Enrolment

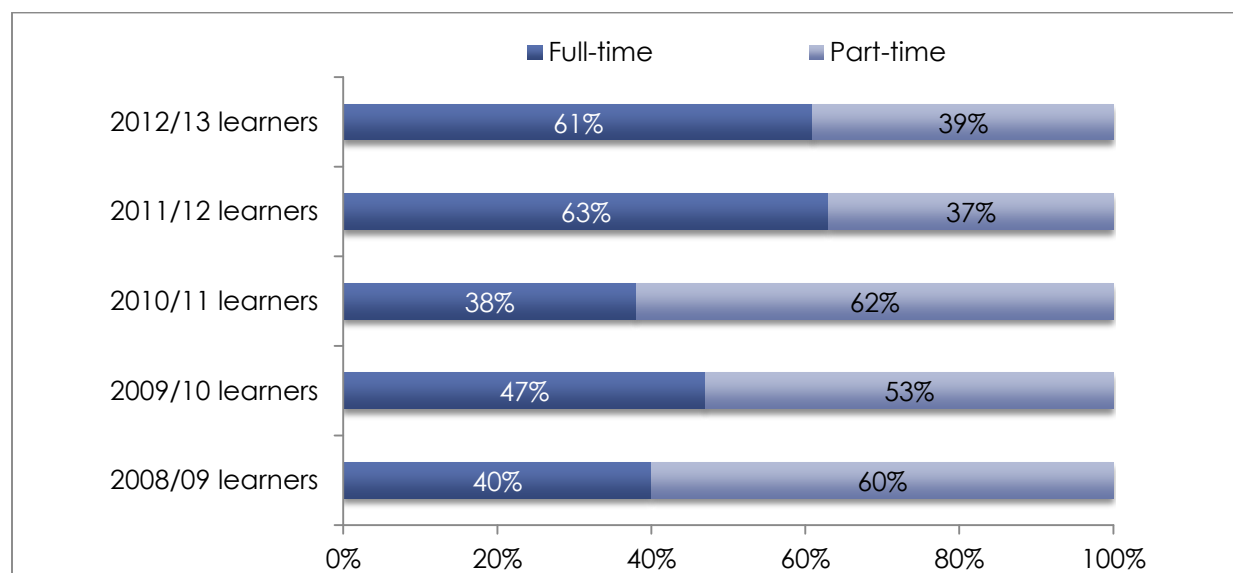
	Past Year (2012/13)	Past Year (2011/12)	Past Year (2010/11)	Past Year (2009/10)	Past Year (2008/09)
	N=16	N=21	N=23	N=22	N=21
Enrolling more than 100 students					
# of Institutes	5	7	9	7	5
% of Institutes	31%	33%	39%	32%	24%
Enrolling 50 to 100 students					
# of Institutes	2	1	2	3	1
% of Institutes	13%	5%	9%	14%	5%
Enrolling 0 to 49 students					
# of Institutes	7	11	11	12	13
% of Institutes	44%	52%	48%	55%	62%
No Enrolment #s Provided					
# of Institutes	2	2	1	0	2
% of Institutes	13%	10%	4%	0%	10%

In 2013/14, 93% (13) of 14 surveyed institutes reported enrolling both full-time and part-time students the previous year. Seven percent (1) reported enrolling either full-time or part-time students only.

More 2012/13 learners enrolled full-time (61%) than part-time (39%) as defined by the responding institutes.

Full-time students have represented 38% or more of the past year enrolments reported in the last five years.

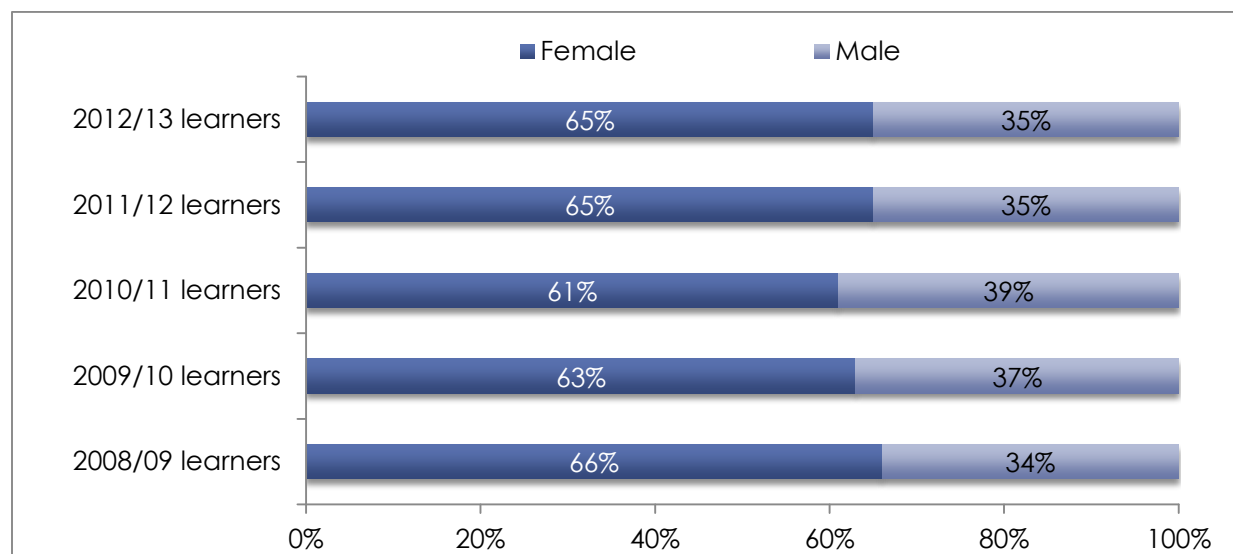
Exhibit 3.8 – Student Enrolments by Full-Time/Part-Time Status



Base: 1,204 2012/13 learners at 14 institutes; 1,508 2011/12 learners at 18 institutes; 1,726 2010/11 learners at 20 institutes; 1,342 2009/10 learners at 21 institutes; 975 2008/09 learners at 18 institutes.

Female students have been 61% or more of the past year enrolments reported in the last five years.¹⁰

Exhibit 3.9 – Student Enrolments by Gender



Base: 1,204 2012/13 learners at 14 institutes; 2,978 2011/12 at 19 institutes; 3,056 2010/11 learners at 21 institutes; 2,584 2009/10 learners at 22 institutes; 975 2008/09 learners at 18 institutes.

As in previous years, 100% of these learners were older than 15 years of age in 2012/13.

A majority of IAHLA learners are full-time, female, older than 15 and/or enrolled for more than 15 days

Most of the 2012/13 learners were enrolled for more than 15 days in that year. In 2013/14, 14 institutes reported on the length of enrolment of 1,230 learners in 2012/13, of whom 88% were enrolled for more than 15 days (12% were enrolled for 15 days or less). In 2012/13, 17 institutes reported on the length of enrolment of 1,316 learners in 2011/12, of whom 91% were enrolled for more than 15 days (9% were enrolled for 15 days or less). In 2011/12, 18 institutes reported on the length of enrolment of 1,746 learners in 2010/11, of whom 76% were enrolled for more than 15 days (24% were enrolled for 15 days or less).

¹⁰ In comparison, 37% of BC students enrolled in credentialed courses (excludes developmental or continuing education) at a community college in 2009 were male. At teaching universities, 40% enrolled in credentialed courses were male, at research universities, 44% were male, while at institutes, 58% were male.

3.4 Instructors

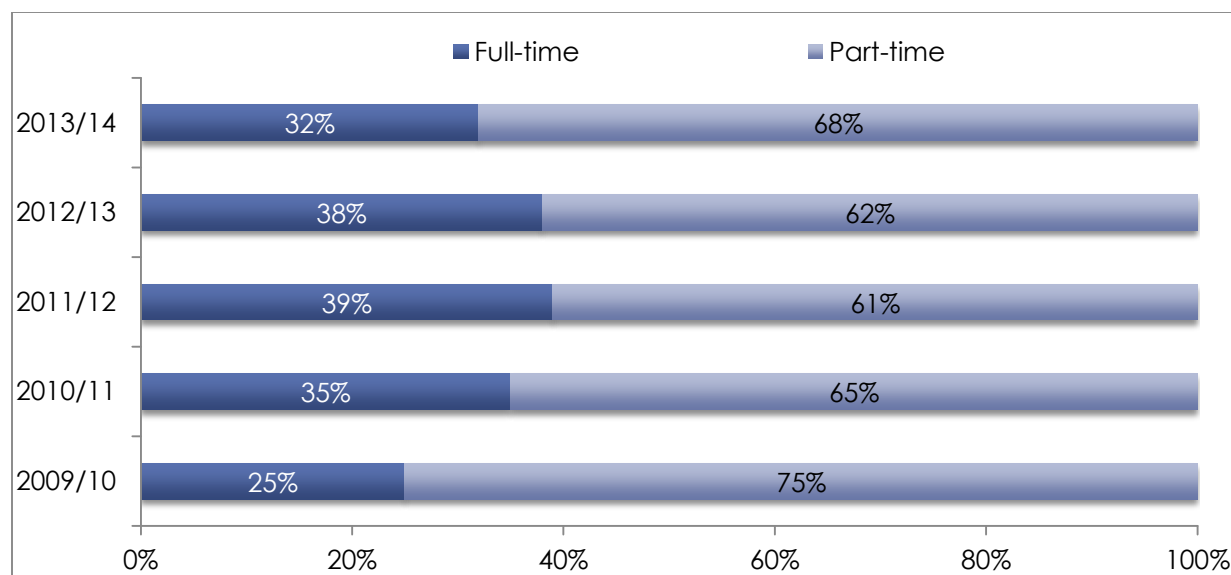
In the past five years, the number of instructors employed by surveyed institutes has ranged from 135 to 226 instructors. For example, in 2013/14, 15 of the 16 responding institutes employed 135 instructors as of Fall 2013.

Exhibit 3.10 – Instructors Employed¹¹

	2013/14	2012/13	2011/12	2010/11	2009/10
	N= 15 of 16	N= 21 of 21	N=23 of 23	N=22 of 22	N= 20 of 21
Instructors Employed	135	226	185	176	177

Full-time instructors have represented between 25% and 39% of the instructors employed in each of the last five years.

Exhibit 3.11 – Instructors Employed Full-time/Part-time¹²



Base: 135 2013/14 instructors at 15 institutes; 226 2012/13 instructors at 21 institutes; 185 2011/12 instructors at 23 institutes; 176 2010/11 instructors at 22 institutes; 177 2009/10 instructors at 21 institutes.

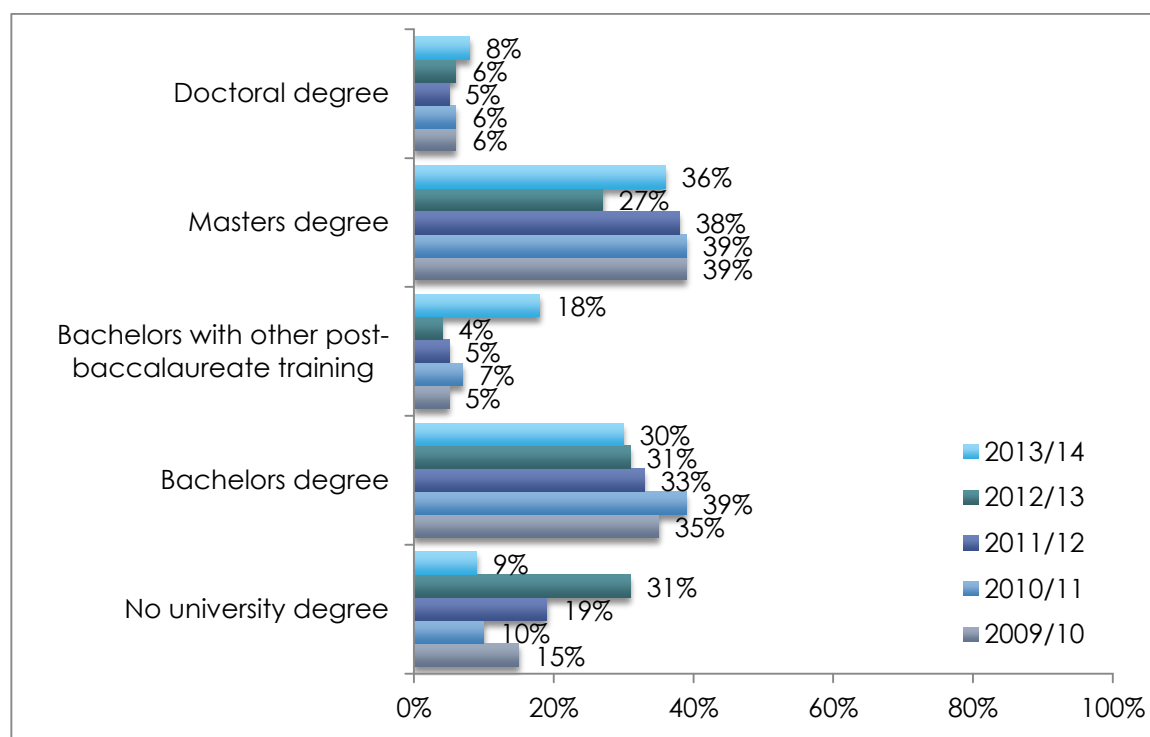
¹¹ Please note that the wording for this question was different in 2012/13.

¹² Please note that the wording for this question was different in 2012/13.

In 2013/14, 91% of the instructors at 15 responding institutes had a Bachelors degree or higher level of education. This included 44% of the instructors who had a Masters or Doctoral degree.

A majority of IAHLA instructors work part-time, have at least a Bachelors degree and/or relevant work experience

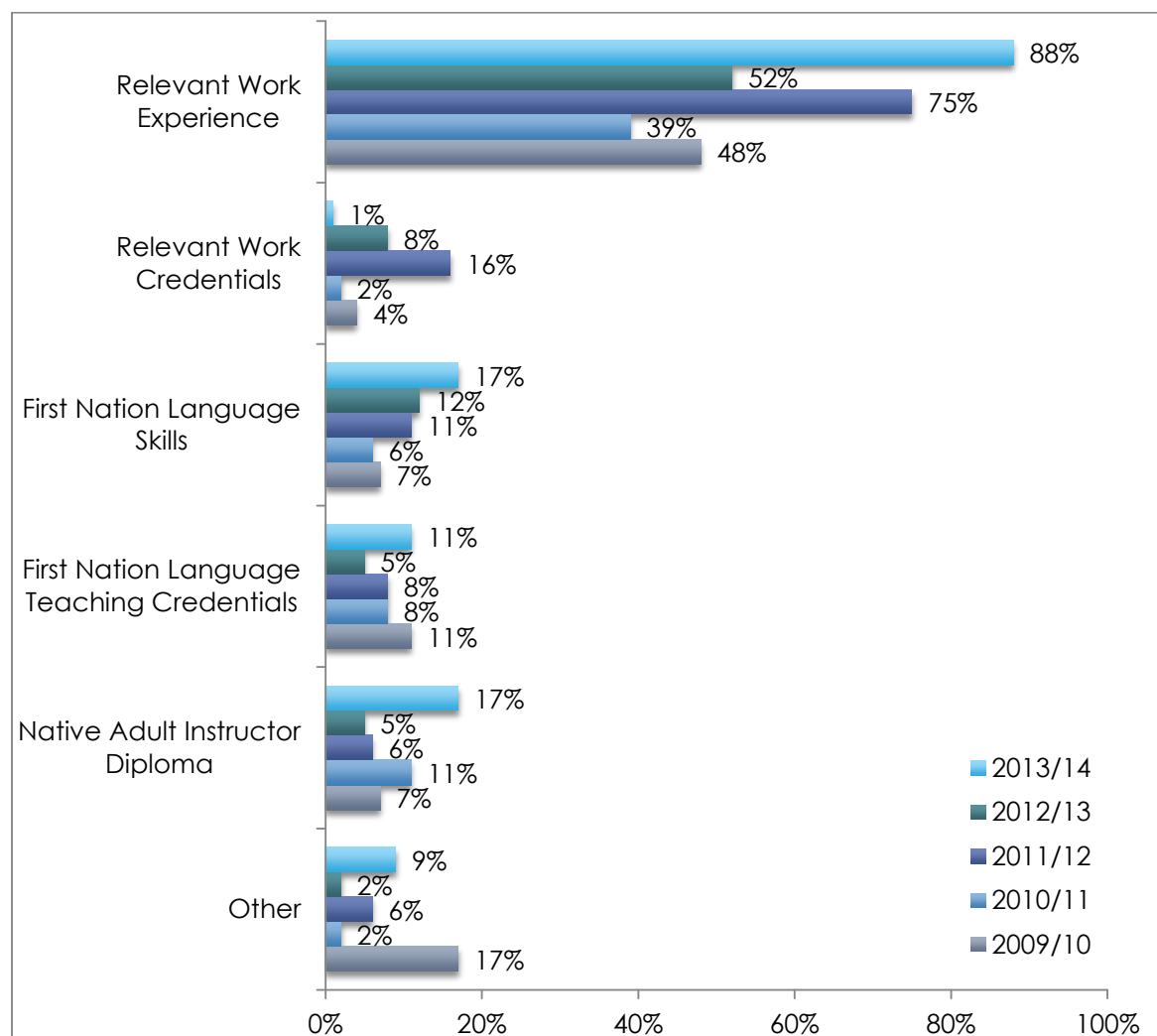
Exhibit 3.12 – Instructors' Highest Level of Education¹³



¹³ Please note that the wording for this question was different in 2012/13.

In 2013/14, 88% of the instructors also had relevant work experience, many in conjunction with other credentials or skills. Seventeen percent had First Nation Language Skills and the same proportion held Native Adult Instructor Diplomas, while 11% had First Nations Language Teaching Credentials. Relevant work experience was also most common in previous years.

Exhibit 3.13 – Instructors' Other Qualifications¹⁴



¹⁴ Please note that the wording for this question was different in 2012/13.

3.5 Private Career Training Institutes Agency (PCTIA) Registration

In 2013/14, 19% (3) of 16 responding institutes reported they were registered with PCTIA. Of these three institutes, one reported they were accredited through PCTIA, and the other two reported they were registered only.

Two of the institutes commented on their reasons for registering with PCTIA. For one of these institutes it was required for the professional development programming it was offering. The other institute commented as follows:

"Required by law and is good practice as it assures quality and accountability for those institutes delivering their own curriculum and this protects the students and the stakeholders in education."

Exhibit 3.14 – PCTIA Registrations

	2013/14	2012/13	2011/12	2010/11	2009/10
	N=16	N=21	N=23	N=22	N=21
Percent Registered with PCTIA	19%	24%	26%	23%	19%
Number Registered with PCTIA	3	5	6	5	4
Accredited	1	2	2	3	1
In Accreditation Process	0	2			1
Registered Only	2	3	4	2	2

4.0 Institute and Learner Funding

The funding being accessed or available to institutes and learners is described below in terms of:

- Institutes' funding sources;
- Levels of institute funding and current needs;
- The financial assistance offered to learners; and,
- Learners' funding of their studies and living expenses.

4.1 Sources of Institute Funding

In 2013/14, most institutes were using multiple funding sources to meet their operational costs.

At least¹⁵ nine (56%) of the 16 responding institutes were using Aboriginal Affairs and Northern Development Canada (AANDC) Adult Nominal Roll funding for at least part of their costs.

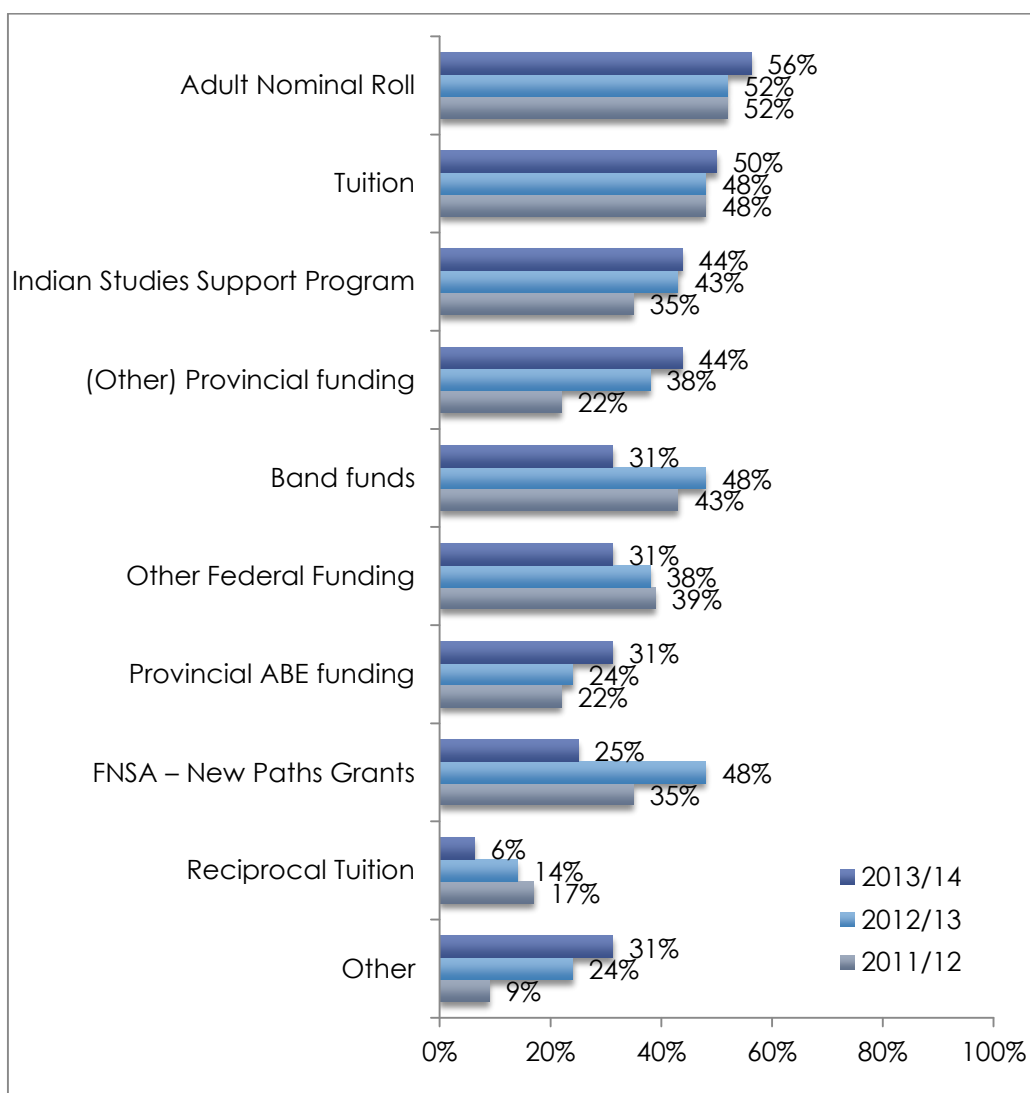
Eight (50%) of these institutes were using tuition fees for part of their costs, 7 (44%) institutes were using AANDC's Indian Studies Support Program (ISSP), 7 (44%) institutes were using provincial funding other than ABE or reciprocal tuition funding.

At least one-quarter of the 16 institutes accessed Band funds, FNSA – New Paths Grants¹⁶ (whose source is AANDC), provincial ABE funding or other federal funding. "Other" funding sources included private donations and various training grants.

¹⁵ One institute did not respond to the question on funding sources.

¹⁶ New Paths Grants are formula-based and are meant to augment existing budgets.

Exhibit 4.1 – Percent of Institutes Using Each Funding Source (1)



(1) One institute may use more than one funding source.

In 2013/14, Adult Nominal Roll funding was once again most likely to have been an institute's major funding source (responsible for 50% or more of their funding). Forty-four percent of responding institutes accessed Adult Nominal Roll funding as a major funding source.

Exhibit 4.2 – Major Funding Sources (Over 50% of Total Funding)

	2013/14	2012/13	2011/12	2010/11	2009/10
	N = 16 (1)	N = 21	N = 23	N = 22	N = 21
Adult Nominal Roll	44%	43%	43%	50%	48%
Indian Studies Support Program	6%	14%	13%	14%	29%
Tuition	6%	5%	9%	14%	5%
(Other) Provincial funding	6%	10%	4%	5%	19%
FNSA – New Paths Grants	0%	14%	9%	18%	14%
Band funds	0%	14%	4%	5%	10%
Other Federal funding	0%	5%	9%	5%	10%
Provincial ABE funding	0%	5%	4%	5%	
Reciprocal Tuition through a public partner	0%	0%	0%		
Other	0%	5%	4%	9%	0%

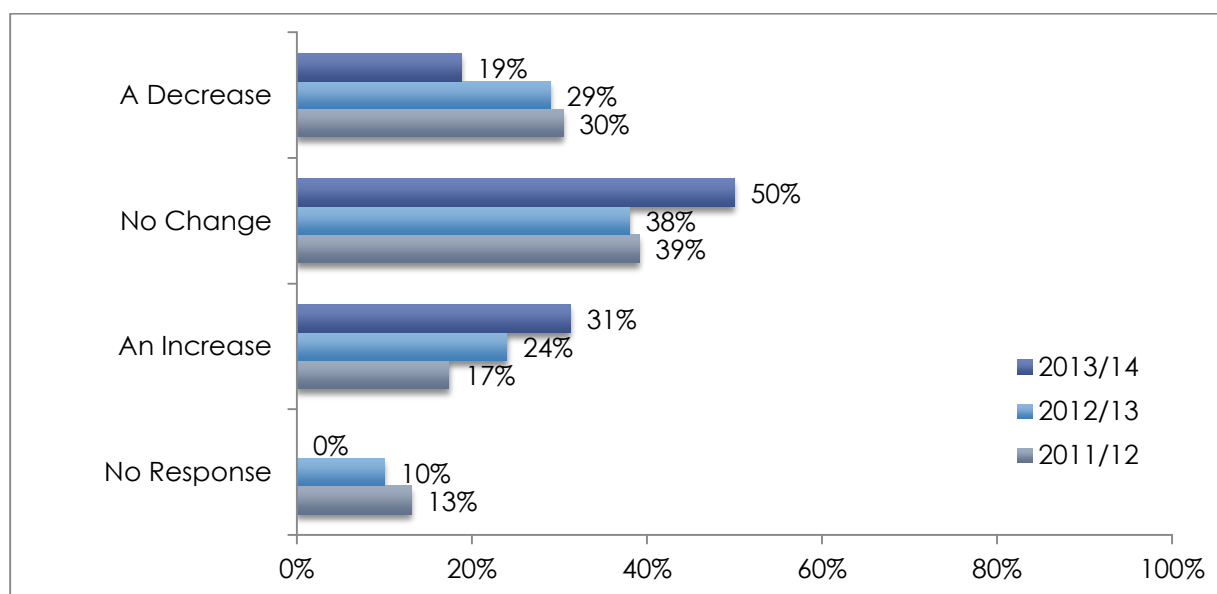
(1) One institute did not report on funding in 2013/14.

4.2 Changes in Total Funding Levels

In 2013/14, surveyed institutes were asked whether they had experienced a change in their total funding level this year. Thirty-one percent of the institutes indicated they had experienced an increase in funding. Nineteen percent had experienced a decrease and 50% had experienced no change.

The percentage decreases experienced were generally similar to increases experienced. For example, decreases ranged from 15% to 25% while increases ranged from 5% to 25%.

Exhibit 4.3 – Changes in Funding Since Last Year



4.3 Funding Sources by Programming Type

Institutes rely on some funding sources more than others for different types of programming.

In 2013/14, all 14 of the institutes offering post-secondary programming also reported on how they were funding it. They reported funding their post-secondary programming primarily through formalized agreements with post-secondary institutions, tuition/fees or ISSP.

IAHLA institutes use multiple funding sources to cover costs. About one-half rely on Adult Nominal Roll for major funding, especially for ABE/ upgrading courses.

All eleven of the institutes offering ABE/upgrading courses in 2013/14 also reported on how they were funding them. They reported funding their ABE/upgrading courses primarily through Adult Nominal Roll. Institutes were also using formalized agreements with post-secondary institutions, the First Nations Education Steering Committee (FNESC), and tuition or fees, along with a variety of alternate sources.

Three of the four institutes offering trades programs or courses in 2013/14 also reported funding them using a variety of sources.

Seven of the 10 institutes offering other programs or courses in 2013/14 also reported funding them in various ways.

The sources which institutes relied on for each type of programming were similar to those reported by institutes in 2012/13, 2011/12 and 2010/11.

Exhibit 4.4 – Funding for Programming Offered by Institutes This Year (2013/14)

	Post-Secondary	ABE/ Upgrading	Trades	Other
	N = 11	N = 14	N = 3	N = 7
	# of institutes	# of institutes	# of institutes	# of institutes
Indian Studies Support Program	6	4	1	0
Adult Nominal Roll	0	9	0	1
Formalized agreements with post-secondary institutions	7	6	1	1
Other Provincial Funding	4	4	1	4
FNESC	1	5	0	2
Band Funds	3	4	1	1
Other Federal Funding	4	2	0	1
Tuition or Fees	7	5	2	2
Reciprocal Tuition through a public partner	0	0	0	0
Other	1	1	1	2

Eleven institutes reported how much it costs them to deliver courses per FTE (full-time equivalent student). Most often courses cost them \$6,001 or more to deliver.

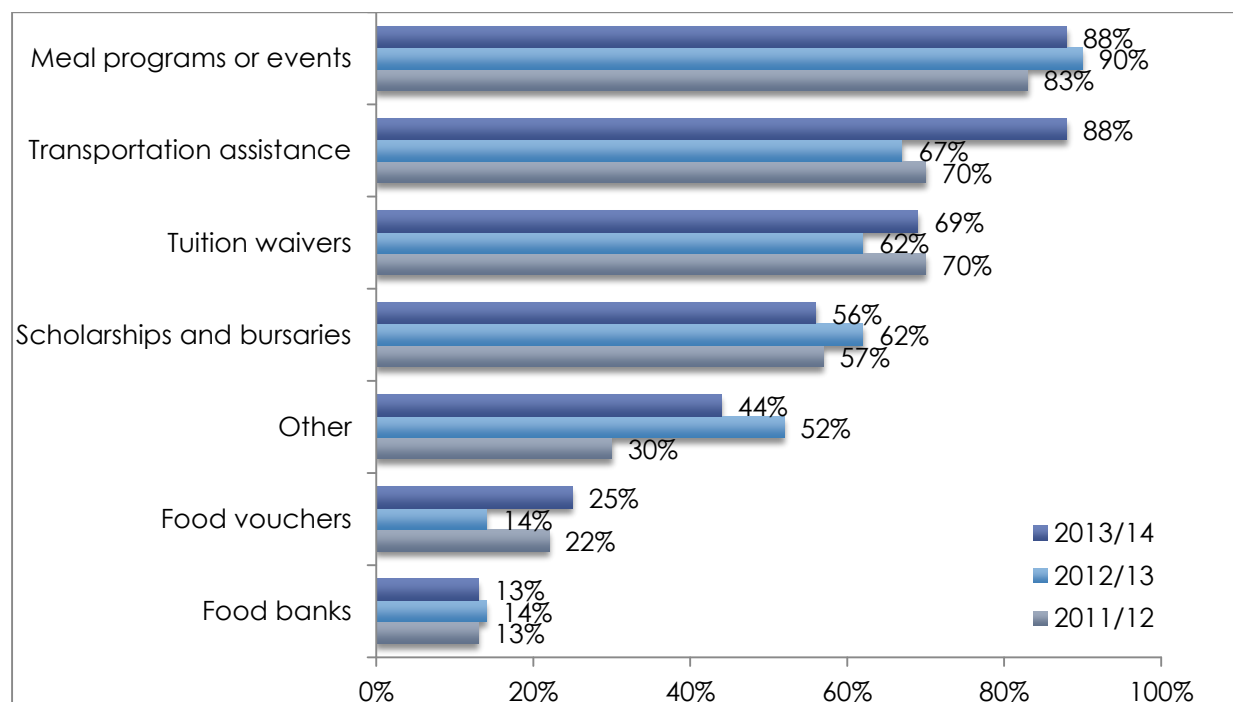
Exhibit 4.5 – Cost to Deliver Courses per FTE

	Post-Secondary	ABE/ Upgrading	Trades	Other
	N = 7	N = 9	N = 1	N = 1
	# of institutes	# of institutes	# of institutes	# of institutes
\$0 to \$1,000				1
\$1,001 to \$3,000	2			
\$3,001 to \$6,000		2		
\$6,001 to \$10,000	2	5	1	
\$10,001 or more	3	2		

4.4 Financial Assistance Offered to Learners

Institutes help learners with their financial needs in a variety of ways. In 2013/14, 88% of responding institutes provided free breakfast/lunch/dinner programs or events. A similar proportion (88%) offered learners transportation assistance. Institutes also offered tuition waivers (69%) and/or scholarships and bursaries (56%). Other assistance offered included living allowances, books/supplies at no charge, incentive programs and childcare.

Exhibit 4.6 – How Institutes Help Learners with Their Financial Needs



4.5 Learner Funding for Studies and Living Expenses

Learners rely on different sources of funding to pay for their education and expenses. The Project asked adult learners how they were funding their studies and how they were funding their living expenses. Responses ranged from community and external support through to self-funding.

By a significant margin, Band funding¹⁷ was the most frequently cited source of financial support for funding learners' studies. In 2013/14, 58% of learners were reportedly receiving Band funding. The second most frequently reported response (18%) was from learners who were "not sure" of how their studies were funded.

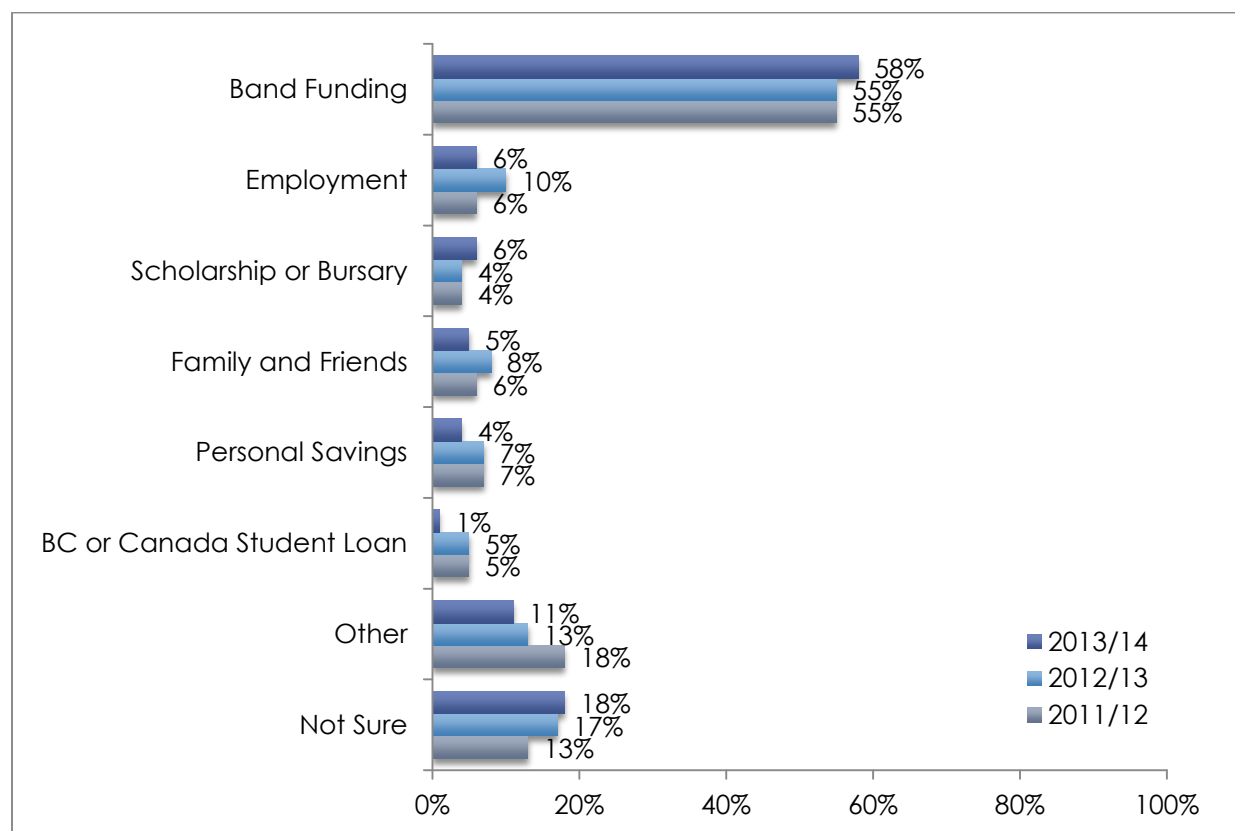
Adult learners rely most often on Band funding for both their studies and living expenses

¹⁷ Band funding is post-secondary student support program (PSSSP) funding which is AANDC federal funding.

The balance of the reported sources of funding were multiple and comparatively small. Four to six percent of learners were using employment income, receiving financial support from family and friends, using personal savings or receiving scholarships or bursaries. Eleven percent of respondents reported “other” sources such as the institutes themselves, employment training programs and employers.

Similarly, in 2012/13, 55% of learners reported receiving Band funding to pay for their studies, followed by (17%) who were “not sure” of how their studies were being funded. In 2011/12, 55% of learners reported receiving Band funding to pay for their studies, followed by (13%) who were “not sure” of how their studies were being funded.

Exhibit 4.7 – Learners' Funding Support for Studies



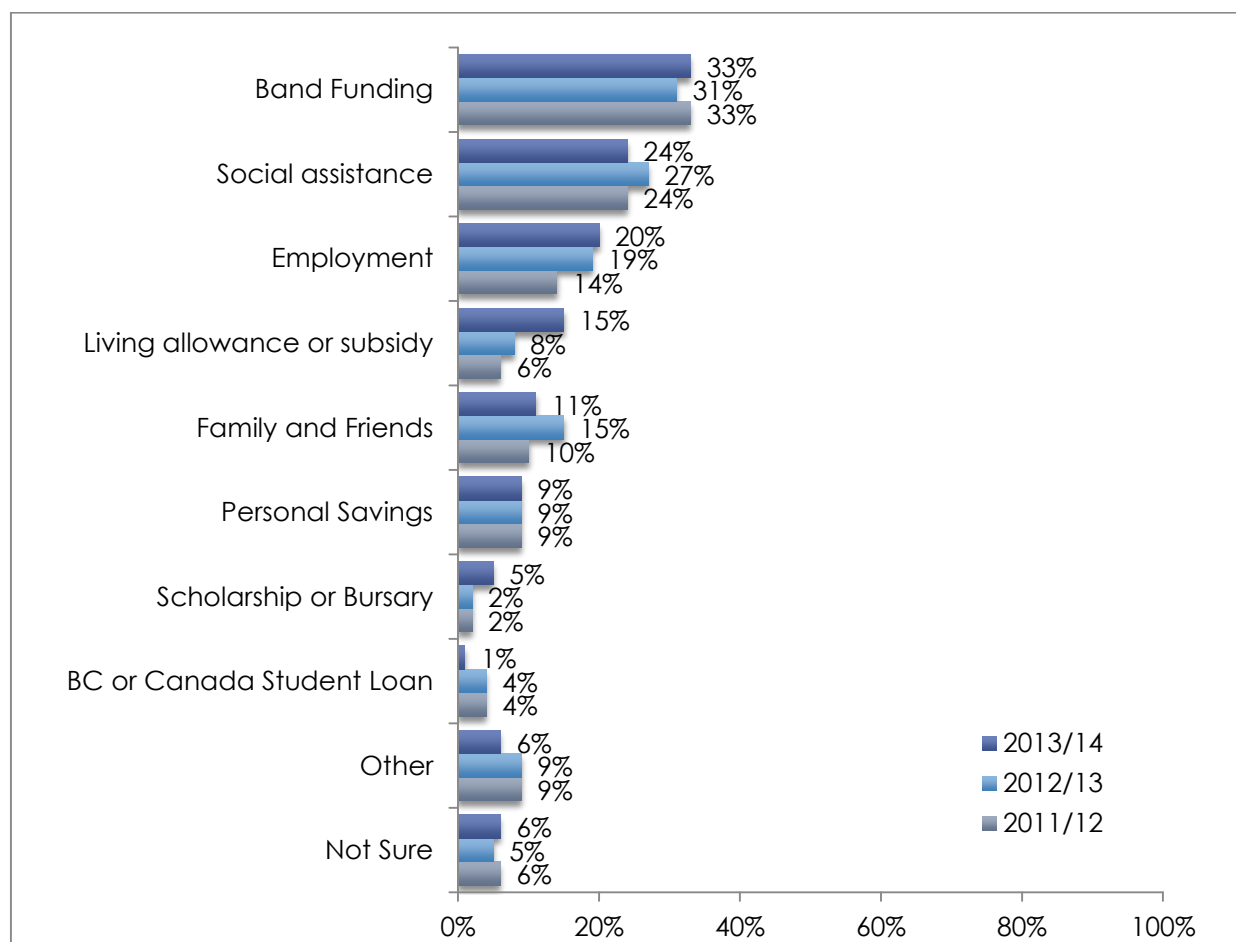
Base: Total 2013/14 Learners Responding N = 213, Total 2012/13 Learners Responding N = 329, Total 2011/12 Learners Responding N = 343

In 2013/14, Band funding (33%) was also the most frequently cited source of financial support for funding learners' living expenses, along with social assistance (24%). Twenty percent of learners were using earnings from employment while studying or during breaks to fund their living expenses. Fifteen percent received a living allowance, maintenance allowance, incentive allowance or subsidy. Eleven percent received support from family and friends, including spouses, and 9% relied on personal savings for these expenses.

Similarly, in 2012/13, Band funding (31%) was also the most frequently cited source of financial support for funding learners' living expenses, along with social assistance (27%). In 2011/12, Band

funding (33%) was also the most frequently cited source of financial support for funding learners' living expenses, along with social assistance (24%).

Exhibit 4.8 – Learners' Funding Support for Living Expenses



Base: Total 2013/14 Learners Responding N = 213, Total 2012/13 Learners Responding N = 329, Total 2011/12 Learners Responding N = 343

4.6 Formalized Relationships with Others

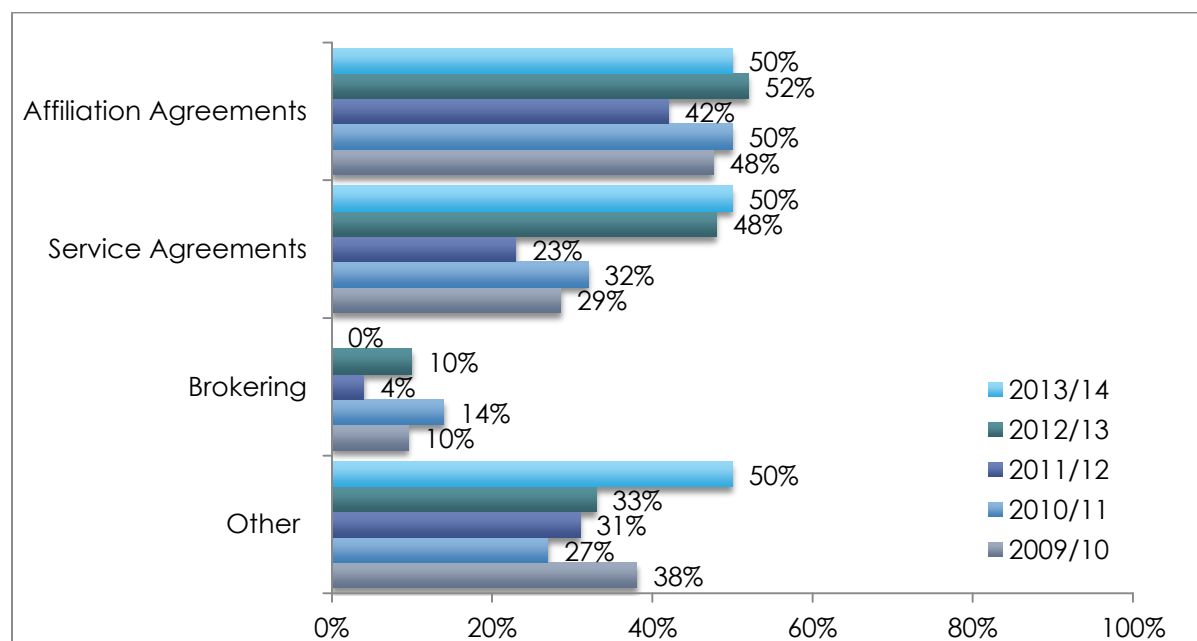
Most (15) of the institutes reported at least one type of formalized relationship with other education providers in 2013/14¹⁸. Please note that this question asked only about relationships with other public post-secondary institutions and most, but not all, of the responses are limited to this. In Exhibit 4.9, current year and previous years' data may include a few relationships with other Aboriginal-controlled institutes (e.g., the Native Education College), the Industry Training Authority and the K-12 education system. The remainder of the questions in this section have likely also been answered with respect to all these relationships, not just those with other post-secondary public institutions as per the question wording.

¹⁸ Five institutes reported multiple relationship types with other institutions e.g., an affiliation agreement and a service agreement.

The most common formalized relationships with other education providers were affiliation agreements and service agreements. For example, 50% of responding institutes reported affiliation or service agreements with one or more other education providers. Other types of relationships (e.g., partnerships, MOUs, federation agreements, etc.) were also in place at one-half (50%) of the institutes.

In the 2012/13, 2011/12, 2010/11 and 2009/10 IAHLA Data Collection Project surveys, affiliation agreements were the most common type of formalized relationships.

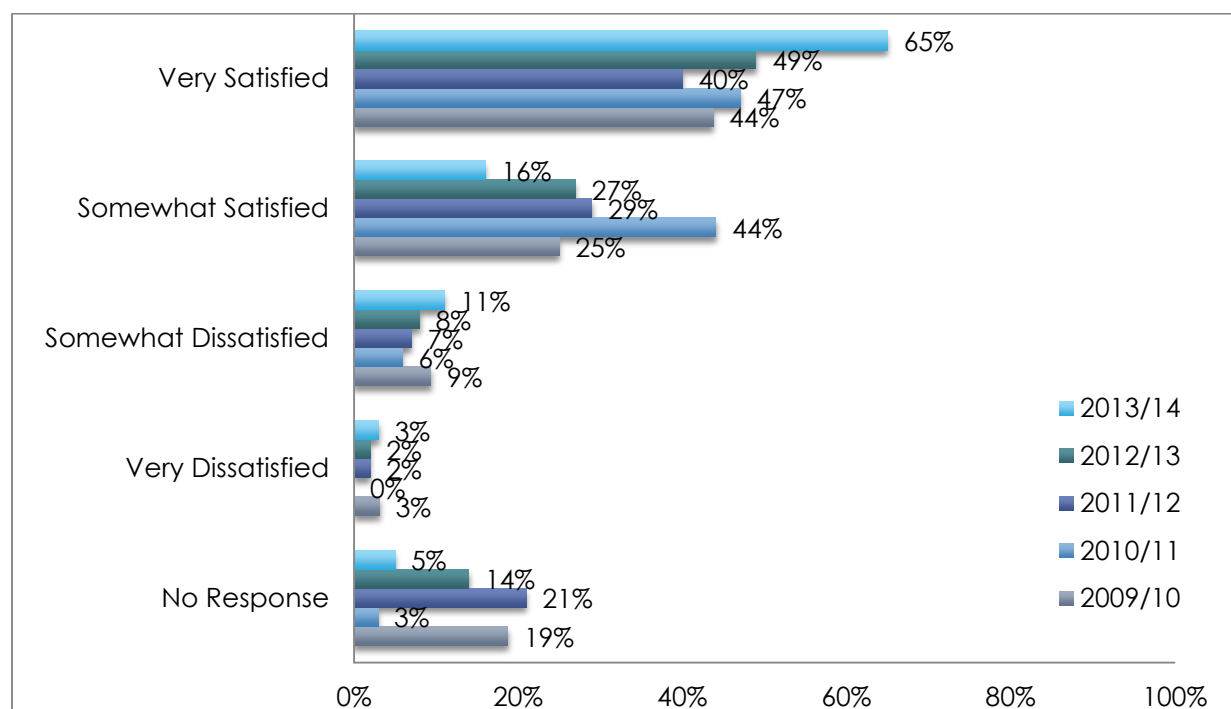
Exhibit 4.9 – Formalized Relationships with Others



IAHLA institutes were satisfied with 81% of their 37 relationships with other education providers

In total, these 15 responding institutes reported 37 such formal relationships (an average of 2.5 per institute) in the current year. They were satisfied with 81% of these 37 relationships – either “very” (65%) or “somewhat” (16%). They were dissatisfied with only 14% of these relationships. They did not rate their satisfaction with 5% of these relationships. Institutes were highly satisfied with these relationships in previous years.

Exhibit 4.10 – Satisfaction with Formalized Relationships

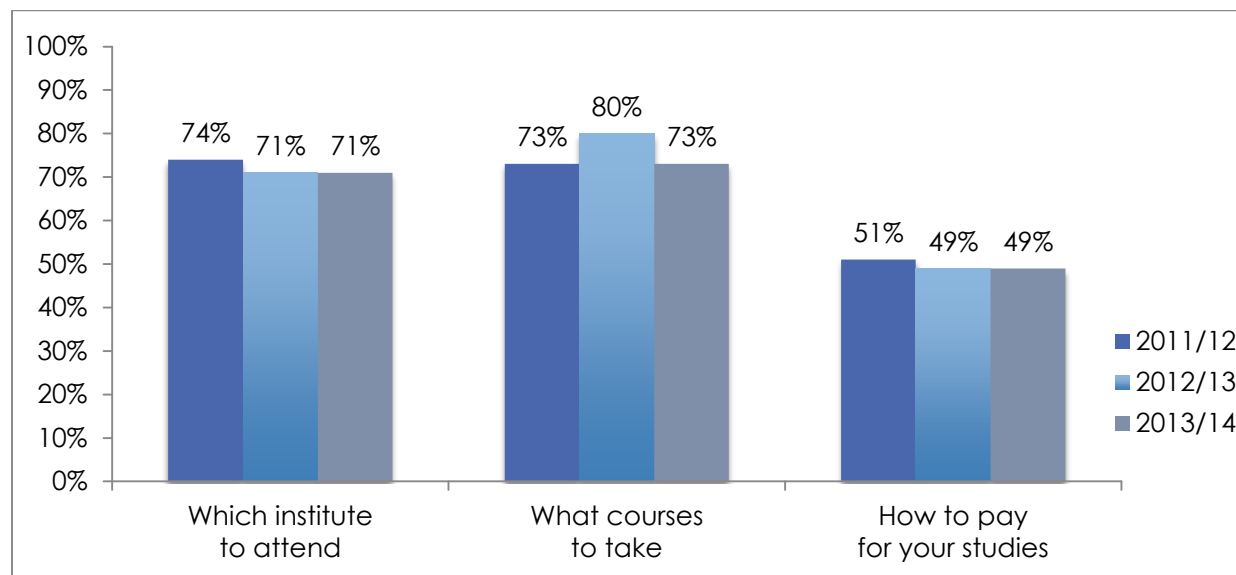


These relationships covered a wide variety of program and course areas, from ABE and College Preparation to Trades, Fine Arts and University Courses. Costs covered by IAHLA institutes related to these relationships included for administrative support, as well as for tuition, materials/books and travel expenses.

4.7 Learner Knowledge about Institutes

In 2013/14, when adult learners were asked how much they knew about which institute to attend before they came to their institute, 71% said they knew a lot or a fair bit. A similar proportion (73%) said they knew a lot or a fair bit about what courses to take before coming to their institute. However, only 49% reported they knew a lot or a fair bit about how to pay for their studies before they came. In 2012/13 and 2011/12, similar proportions of students reported having these levels of knowledge prior to attending their institute.

Exhibit 4.11 – Prior Level of Knowledge About Institutes, Courses and Funding
(A Lot/A Fair Bit)



Base: Total 2013/14 Learners Responding N = 213, Total 2012/13 Learners Responding N = 329, Total 2011/12 Learners Responding N = 343

4.8 Aboriginal Student Transitions Handbook

The *Aboriginal Student Transitions Handbook* was published in 2010 to help answer students' questions about post-secondary education and prepare them for the next step in their journeys. The contents of this handbook reflect on the concerns and struggles of Indigenous students. The handbook covers a wide variety of topics including: finding suitable childcare in an urban setting; accessing affordable housing; and, meeting new people in an unfamiliar city. It is available at: <http://iahla.ca/research/aboriginal-student-transition-handbook>.

Six responding institutes reported on the ways they have used the *Aboriginal Student Transitions Handbook*. Primarily they have used the Handbook for career planning/counselling and/or they have provided it specifically to students transitioning into post-secondary. Ten responding institutes reported on how helpful they have found the Handbook. Eight of these 10 institutes had found it somewhat helpful, one had found it very helpful and one had found it not very helpful (explaining that the information in it seems to be geared more towards teachers than students).

Six percent of surveyed learners reported they had used the *Aboriginal Student Transitions Handbook*. These 12 learners had read it over and/or used it to understand rules and information, to find sources outside the institute, to find suitable childcare and to assist with an appeal. Most of these learners had found the Handbook to be very (6) or somewhat (4) helpful (2 did not respond to this question).

5.0 Wisdom Development

Institutes help learners develop wisdom by providing them with knowledge and skills. Responding institutes provide knowledge and skills to learners:

- Based on staff assessments of incoming learners' reading, writing and math levels;
- Through articulated and transferable courses or programs;
- To help them complete their academic goals; and,
- To help them achieve their personal goals and prepare them for their future goals (further education or employment).

5.1 Reading, Writing and Math Assessments

Incoming students' literacy and numeracy may be assessed by institutes at one of four levels: Provincial (Grade 12), Advanced (Grade 10/11), Fundamental (Grade 8/9) and Basic (up to Grade 7).

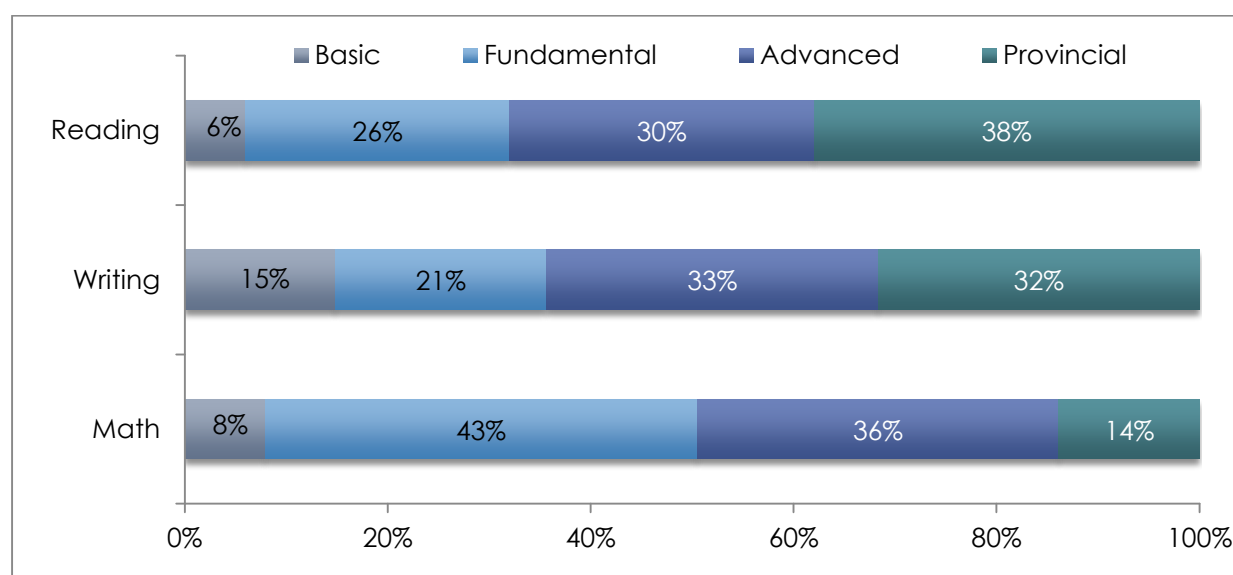
In 2013/14, ten (63%) institutes reported on 359 new students assessed at each *reading* level, 400 new students assessed at each *writing* level, and 423 new students assessed at each *math* level. About one-third to one-half of incoming students were assessed below a Grade 10 level in reading (32%), writing (36%) and math (51%).

One third or more of incoming adult learners were assessed at below a Grade 10 level in reading, writing

In 2012/13, twelve (52%) institutes reported on 293 new students assessed at each *reading* level, 251 new students assessed at each *writing* level, and 394 new students assessed at each *math* level. More than one-third of incoming students were assessed below a Grade 10 level in reading (35%), writing (35%) and math (47%).

In 2011/12, seven (30%) institutes reported on 178 new students assessed at each *reading* level, 183 new students assessed at each *writing* level, and 176 new students assessed at each *math* level. More than one-quarter of incoming students were assessed below a Grade 10 level in reading (26%), writing (26%) and math (32%).

Exhibit 5.1 – Reading, Writing and Math Levels of New Students in 2013/14



In 2013/14, institutes were asked to indicate what assessment tools they use to place incoming learners. Most frequently institutes used the Canadian Adult Achievement Test or Canadian Achievement Test for reading, writing or math assessments, followed by another college or institute's assessment. "Other" assessments used included the WIAT III. In 2012/13, 2011/12 and 2010/11, institutes also reported most frequently using Canadian Achievement tests for student assessments.

Exhibit 5.2 – Student Assessment Tools Used to Place Students

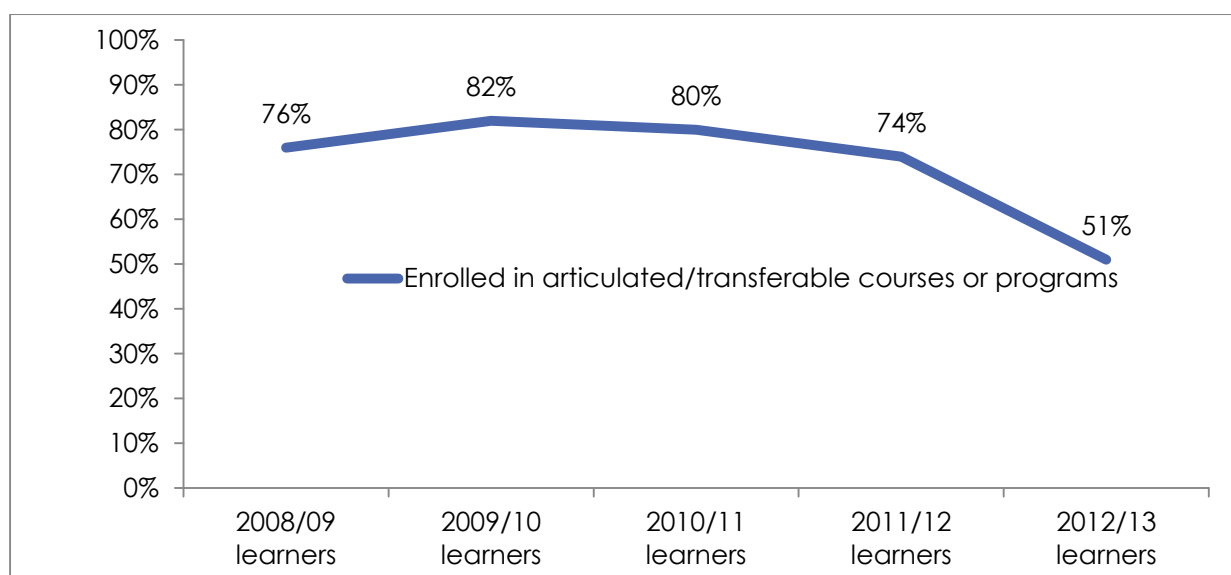
	2013/14			2012/13		
	Reading	Writing	Math	Reading	Writing	Math
Canadian Adult Achievement Test or Canadian Achievement Test	50%	50%	50%	52%	48%	48%
Another institute/college assessment	38%	38%	38%	43%	38%	43%
Your institute's assessment	25%	25%	25%	29%	29%	29%
Accuplacer	13%	13%	13%	14%	14%	19%
Structure of Intellect	6%	6%	0%	10%	10%	10%
Test of Essential Workplace Skills	6%	6%	6%	24%	24%	24%
Better Learner Assessment Checklist (IAHLA/UVIC/NVIT)	0%	0%	0%	14%	14%	14%
Other	13%	6%	6%	14%	14%	14%
No Assessment Tools Reported	0%	0%	0%	0%	5%	0%

5.2 Course and Program Enrolments

In 2013/14, institutes reported learner enrolments for the previous academic year (in 2012/13). A majority of 2012/13 learners were enrolled in articulated/transferable courses or programs. Institutes were asked to report whether learners were enrolled in one or more courses or programs which were articulated/transferable with public colleges or institutions. Fourteen institutes reported this information for 1,214 learners. Fifty-one percent of these learners were enrolled in at least one articulated/transferable course or program and 49% were not. Fewer learners were enrolled in articulated/transferable courses or programs this year relative to previous years, likely as a result of NVIT learner enrolments not being included this year.

From 51% to 82% of adult learners enrolled in articulated/transferable courses in each of the past five years

Exhibit 5.3 – Students Enrolled in Articulated/Transferable Courses or Programs



Base: 1,214 2012/13 learners at 14 institutes (not including NVIT), 2,447 2011/12 learners at 18 institutes; 2,688 2010/11 learners at 20 institutes; 2,532 2009/10 learners at 21 institutes; 2,530 2008/09 learners at 19 institutes.

About two-fifths of 2012/13 learner enrolments were in (non-trades) post-secondary certificate, diploma or degree programs. In 2012/13, learners enrolled in at least 1,328 programs or courses at 14 institutes. One learner could be enrolled in more than one program or course. Of these program or course enrolments:

- 42% (557 learners) were in ABE or adult upgrading courses (to Grade 12);
- 2% (21) were in trades certificate or diploma programs or courses;
- 31% (409) were in (non-trades) post-secondary certificate or diploma programs;
- 12% (165) were in post-secondary degree programs; and,

- 13% (176) were in other programs or courses (e.g., First Aid, Food Safe, computer skills, WHMIS or post/credential/upskilling areas such as nursing or education professional development, negotiating skills).

Of 175 enrolments in other programs or courses, 94% were in basic/additional skills training (e.g., First Aid, FoodSafe, WHMIS, computer skills) and 6% were in post-credential/upskilling (e.g., nursing or education professional development, negotiation skills).

In 2011/12 there were many more enrolments reported in ABE or adult upgrading courses and fewer in post-secondary programs or courses than in previous years. In the previous five years, total enrolments ranged from 2,488 to 3,906. Total enrolments included from:

- 739 to 1,159 enrolments in ABE or adult upgrading courses;
- 133 to 722 enrolments in trades certificate or diploma programs or courses;
- 456 to 1,239 enrolments in post-secondary certificate, diploma or degree programs or courses; and,
- 614 to 1,643 enrolments in other programs or courses.

In 2013/14, institutes were asked what student information or records system they currently use. Four institutes reported using DRUMS, and four using Excel. Three institutes reported using paper records/file folders and one each reported using Colleague, GradPro and Access. One institute noted that they have no formal system, their records depend on accrediting/certifying organization requirements.

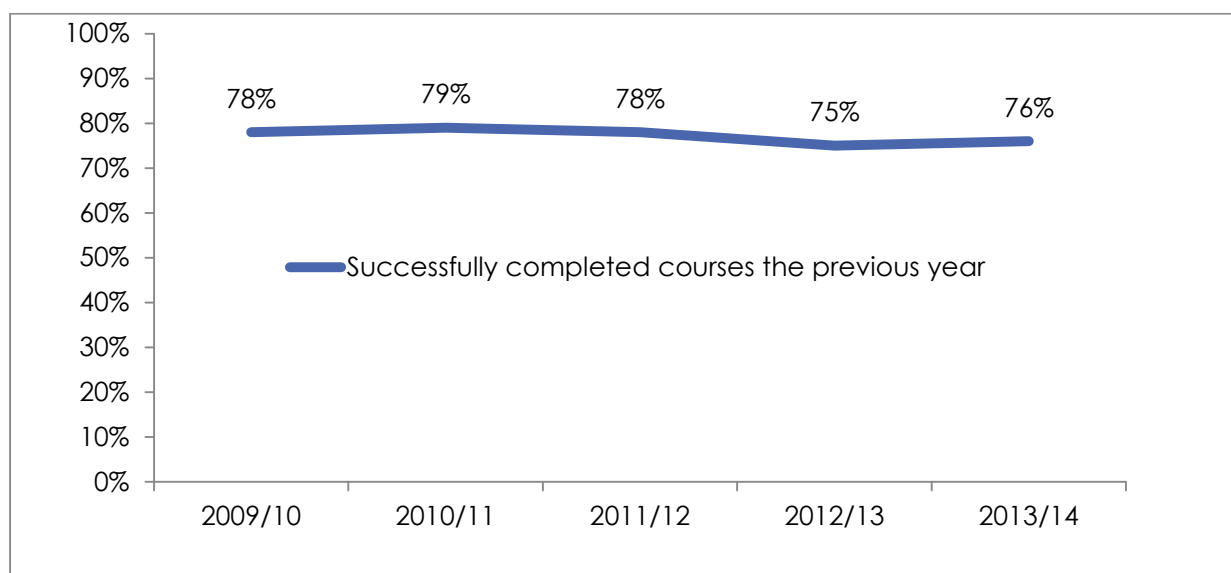
5.3 Learner Completions

In 2013/14, institutes reported the course completion rate for their learners the previous academic year (in 2012/13). In 2013/14, institutes reported an overall 2012/13 course completion rate of 76%. Whether learners successfully completed one or more of the courses or programs they were enrolled in that year was reported for 823 of these learners at 13 institutes¹⁹. Of those, 76% (627 learners) successfully completed at least one course they were enrolled in that year and 24% did not.

This course completion rate has ranged from 75% to 79% over the past five years.

¹⁹ NVIT did not report this information in 2013/14, 2012/13, 2011/12, 2010/11 or 2009/10.

Exhibit 5.4 – Learners Who Successfully Completed at Least One Course

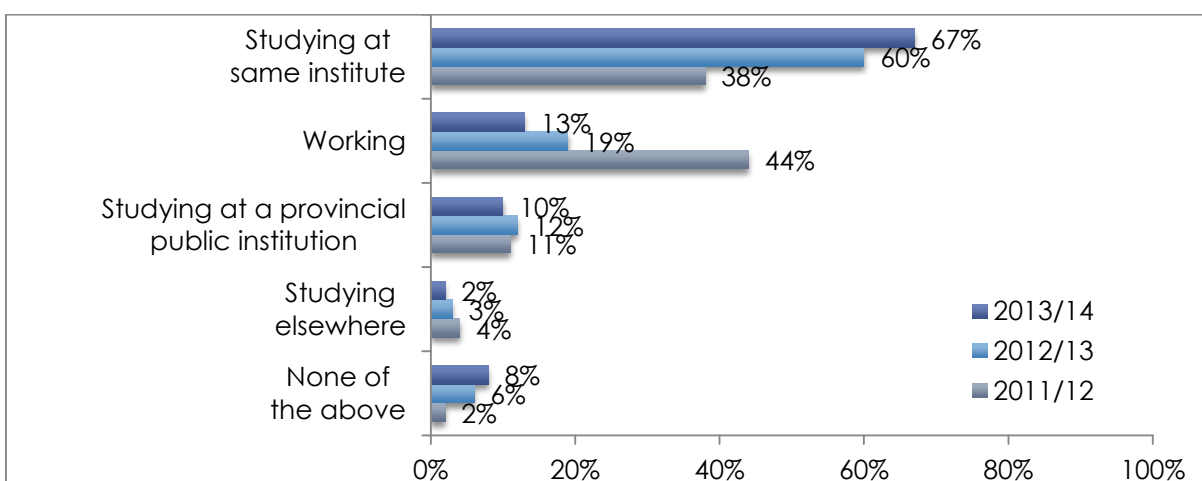


Base: 823 2012/13 learners at 13 institutes; 1,443 2011/12 learners at 18 institutes; 1,618 2010/11 learners at 19 institutes; 1,095 2009/10 learners at 17 institutes; 890 2008/09 learners at 18 institutes.

From 75% to 79% of adult learners completed at least one course in each of the past five years

Whether 2012/13 learners were continuing with courses or programs or working in 2013/14 was reported for 476 of these learners at 13 institutes. Among these learners, 67% were continuing to study at the same institute, 10% at a provincial (BC), public college, university or institute and 2% elsewhere. Thirteen percent were working this academic year. Eight percent were reportedly doing none of the above (neither continuing to study nor working).

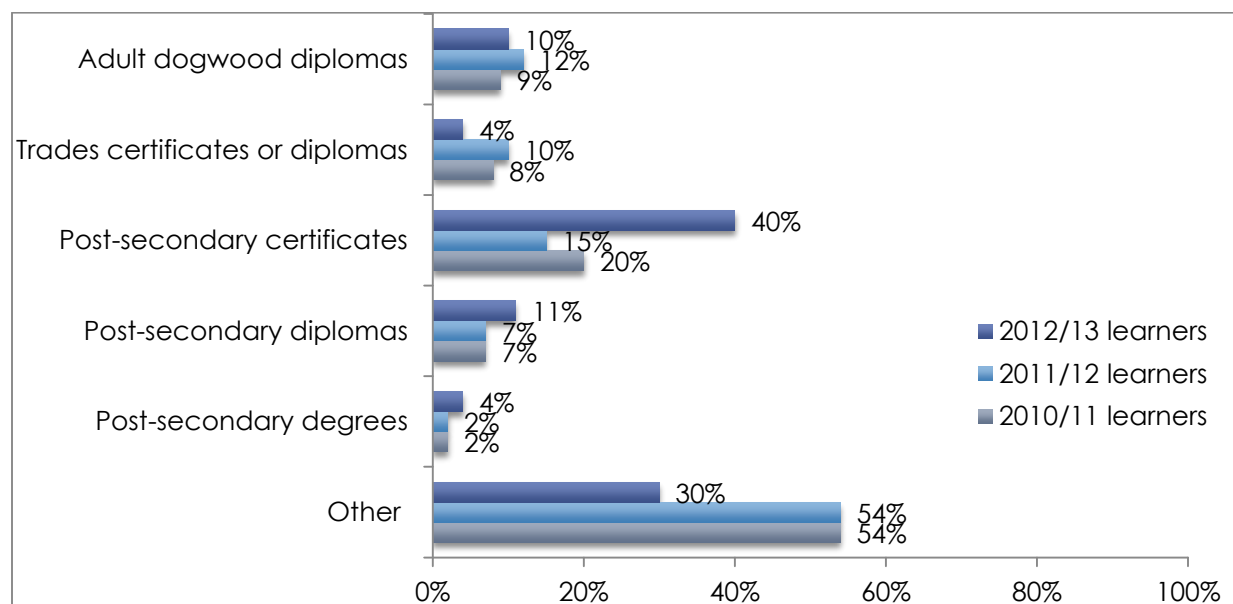
Exhibit 5.5 – What Last Years' Learners are Doing This Year



Base: 476 2012/13 learners at 13 institutes; 534 2011/12 learners at 16 institutes; 1,032 2010/11 learners at 20 institutes.

In 2013/14, 15 (94%) responding institutes provided the number of certificates, diplomas, degrees or other credentials awarded to students in the last academic year (2012/13)²⁰. Of the 674 such credentials, 40% were (non-trades) post-secondary certificates, 11% were (non-trades) post-secondary diplomas and 4% were post-secondary degrees. Four percent were trades certificates or diplomas and 10% were Adult Dogwood diplomas. More than one-quarter (30%) were other credentials (e.g., first aid or computer training credentials).

Exhibit 5.6 – Credentials Awarded to Students Last Year



Base: 674 2012/13 learners at 15 institutes; 1,145 2011/12 learners at 19 institutes; 1,407 2010/11 learners at 21 institutes.

Other credentials and post-secondary certificates/diplomas were also common in previous years.

In 2012/13, 19 (90%) responding institutes provided the number of certificates, diplomas, degrees or other credentials awarded to students in the last academic year (2011/12)²¹. Of the 1,145 such credentials, 10% were trades certificates or diplomas and 12% were Adult Dogwood diplomas. Fifteen percent were (non-trades) post-secondary certificates, 7% were (non-trades) post-secondary diplomas and 2% were post-secondary degrees. More than one-half (54%) were other credentials (e.g., first aid or computer training credentials).

In 2011/12, 21 (91%) responding institutes provided the number of certificates, diplomas, degrees or other credentials awarded to students in the last academic year (2010/11)²². Of the 1,407 such credentials, 8% were trades certificates or diplomas and 9% were Adult Dogwood diplomas. About one-fifth (20%) were (non-trades) post-secondary certificates, 7% were (non-trades) post-secondary diplomas and 2% were post-secondary degrees. More than one-half (54%) were other credentials (e.g., first aid or computer training credentials).

²⁰ By, or in affiliation with, a public post-secondary institution (these awards include those made by NVIT).

²¹ By, or in affiliation with, a public post-secondary institution (these awards include those made by NVIT).

²² By, or in affiliation with, a public post-secondary institution (these awards include those made by NVIT).

5.4 Learner Ratings of Learning

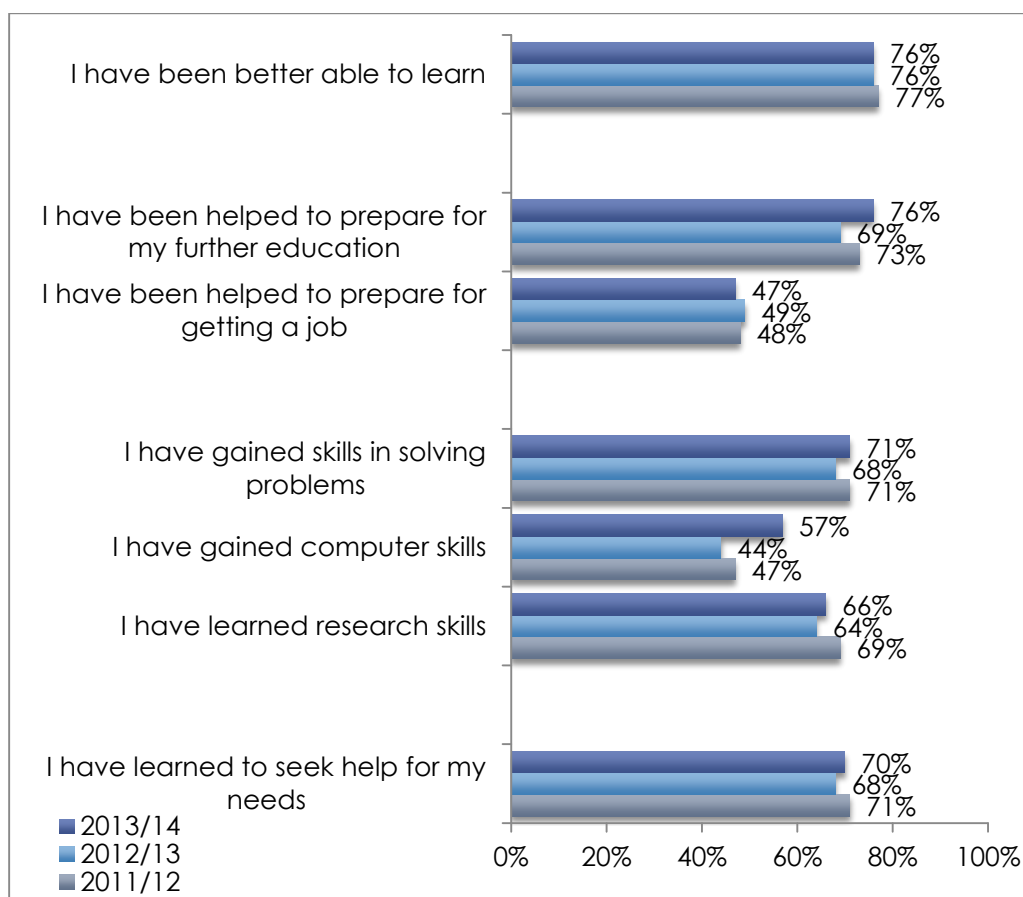
In 2013/14, 76% of learners agreed they had been better able to learn since beginning at their institute – they either strongly agreed (34%) or somewhat agreed (42%). Three-quarters of learners (76%) agreed they had been helped to prepare for their further education and 47% agreed that they had been helped to prepare for getting a job.

Three-quarters of adult learners have been better able to learn since beginning at their institute

Most learners agreed they had gained problem solving skills (71%) and/or research skills (66%), and more than one-half (57%) agreed they had gained computer skills. Two-thirds (70%) agreed they had learned to seek help for their needs.

In 2012/13 and 2011/12, learners rated their learning in most areas within similar ranges. However, in 2013/14, learners agreed more often that they have gained computer skills.

Exhibit 5.7 – Learner Ratings of Learning



Base: Total 2013/14 Learners Responding N = 213, Total 2012/13 Learners Responding N = 329, Total 2011/12 Learners Responding N = 343

6.0 Learners' Personal Development

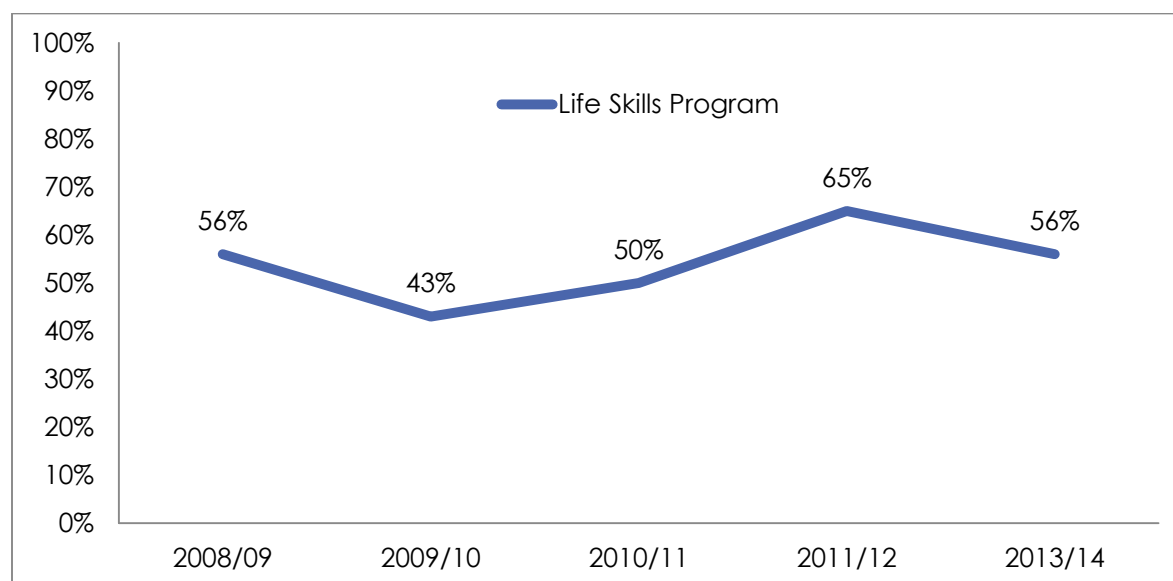
IAHLA institutes support learners' personal development through:

- Delivering life skills programs;
- Offering short, non-credit, courses and short-term workshops;
- Providing interventions and referrals for learners; and,
- Linking with a wide range of partners.

6.1 Life Skills Programs

In 2013/14, 56% of the responding institutes provided life skills programs (including planning, goal setting, time management, etc.). This is a similar proportion of responding institutes to previous years.

Exhibit 6.1 – Institutes Providing Life Skills Programs



In 2013/14, four of the nine responding institutes that offered a life skills program reported the number of learners who participated in their program last year (in 2012/13). In total, 127 learners participated in these programs last year. This ranged between 13% and 75% of the learners reported as enrolled in their programs in 2012/13 where these data were available. For one of these four institutes, this was more than 50% of their total enrolment that year.

Among the learners surveyed in 2013/14, 40% were or had been enrolled in a life skills program since beginning their studies at the institute. Of these learners, 99% reported they had benefited from the skills and information they learned.

Exhibit 6.2 – Learners Enrolled in Life Skills Programs

	2013/14	2012/13	2011/12	2010/11	2009/10
	N=213	N = 329	N=343	N=435	N=361
Percent enrolled in a Life Skills program since beginning their studies	40%	42%	32%	36%	42%
Did Benefit	99%	91%	89%	92%	94%
Did Not Benefit	0%	7%	6%	3%	1%
No response	1%	3%	6%	5%	5%

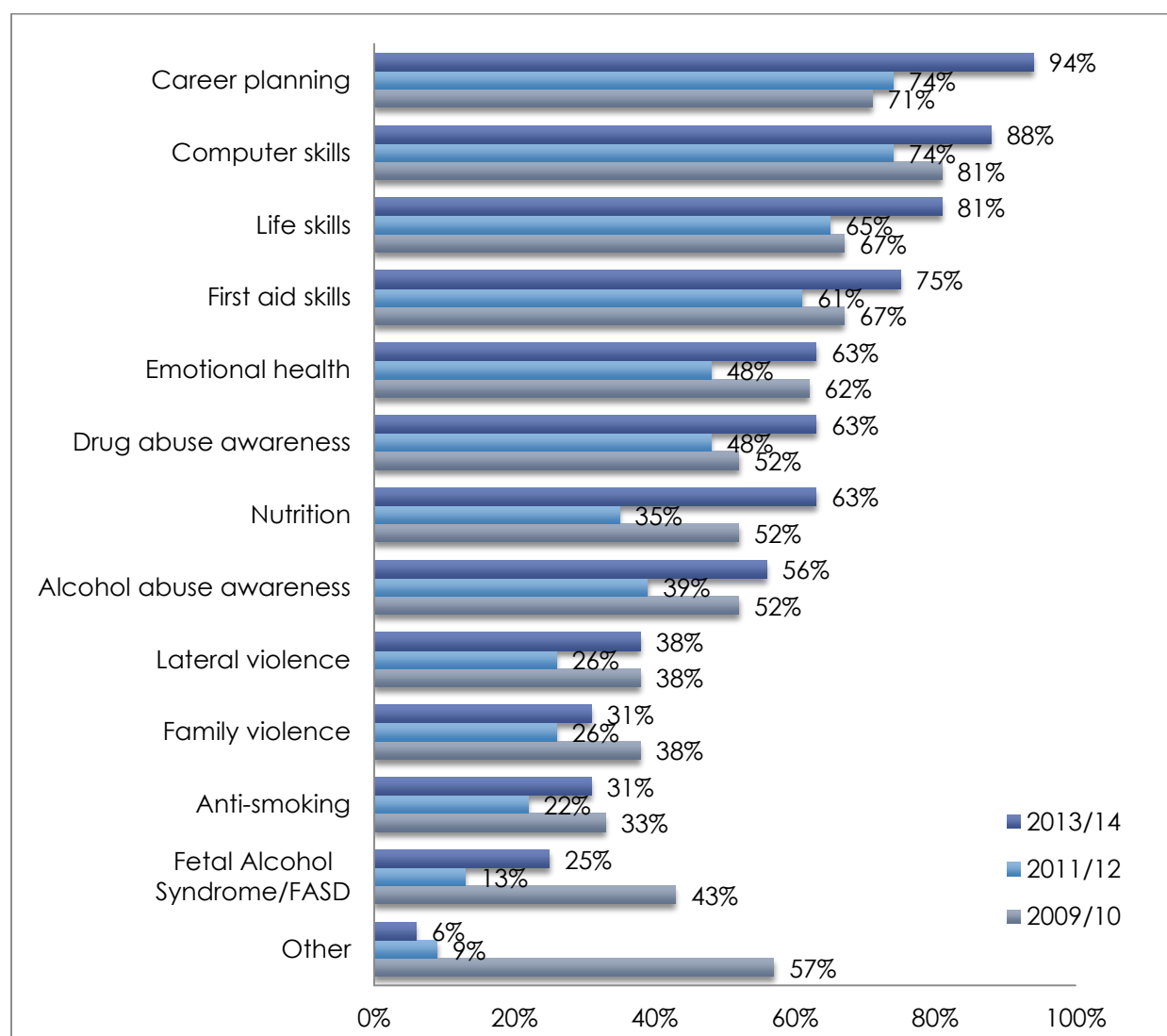
6.2 Short Non-Credit Courses or Short-Term Workshops

In 2013/14, life skills were also the subject of short non-credit courses and short-term workshops at four-fifths (81%) of the institutes. Ninety-four percent of institutes offered courses or workshops on career planning, 88% on computer skills, and 75% on first aid skills.

IAHLA institutes most often provide life skills, career planning, computer and first aid skills learning short courses or workshops

More than one-half of the institutes also offered short courses or workshops on emotional health, drug or alcohol abuse awareness and nutrition. One-quarter or more of the institutes offered short courses or workshops on other topics.

Most (15) of the responding institutes offered at least one or more short, non-credit courses or short-term workshops.

Exhibit 6.3 – Institutes Providing Short Non-Credit Courses or Short-Term Workshops²³

In the 2011/12 and 2009/10 IAHLA Data Collection Project surveys, computer skills, first aid skills, life skills and career planning courses and workshops were also most common.

²³ This question was not asked in the 2010/11 or 2012/13 IAHLA Data Collection Projects.

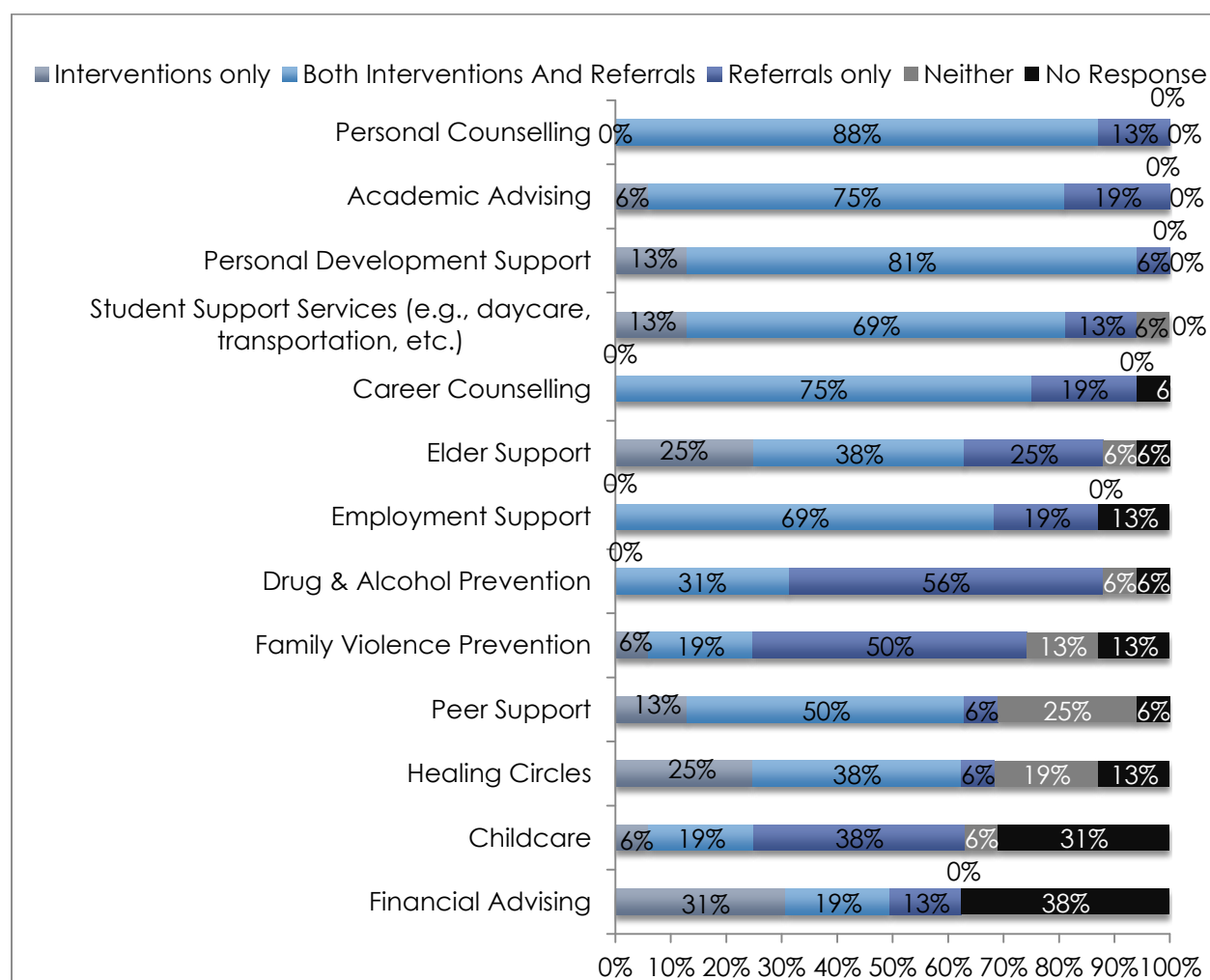
6.3 Student Support Services

6.3.1 Interventions and Referrals

In 2013/14, most often the institutes provided learner *interventions and/or referrals* for personal counselling, academic advising and personal development support. Student support services and career counselling were also provided by more than 90% of the institutes.

In the 2012/13 Data Collection Project survey, career counselling *interventions and/or referrals* were most common. In the 2011/12, 2010/11 and 2009/10 IAHLA Data Collection Project surveys, academic advising *interventions and/or referrals* were most common.

Exhibit 6.4 – Interventions and Referrals Provided



In 2013/14, *interventions* were most common for personal development support (94%), personal counselling (88%) and academic advising (81%) services.

Referrals only were most common for drug and alcohol prevention (56%), family violence prevention (50%) and childcare (38%).

6.3.2 Helpfulness of Student Support Services

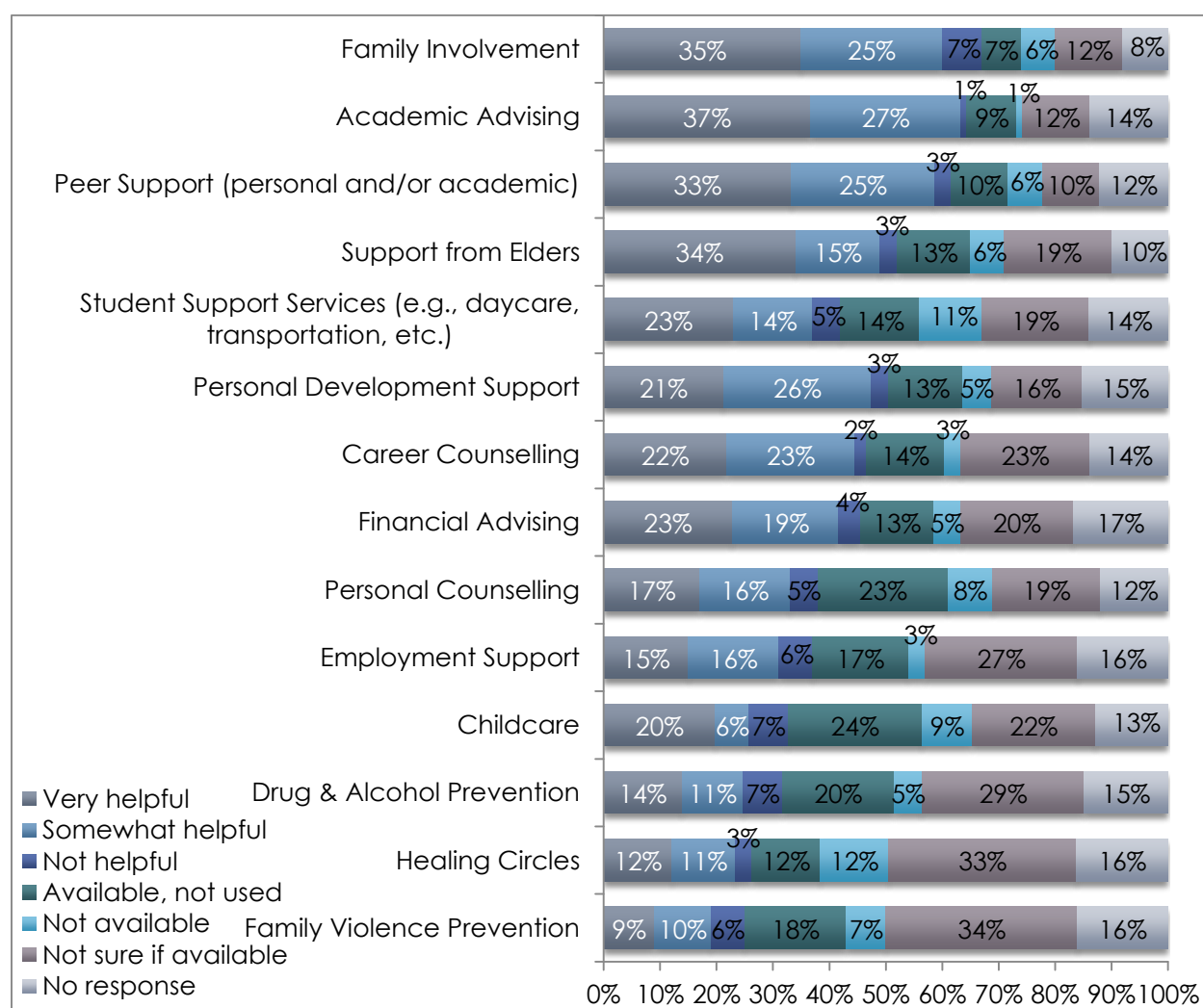
In 2013/14, most often the learners surveyed have used family involvement (67%), followed by academic advising (65%) and peer support (61%) services. About one-in-two have used support from Elders (52%), student support services (51%) and personal development support (50%). More than 25% have used the other student services asked about.

Most of those who have used these services have found them “very helpful” or “somewhat helpful.”

In 2012/13, 2011/12, 2010/11, 2009/10 and 2008/09, most often the learners surveyed had used peer support and academic advising services.

Adult learners most often benefit from family involvement, academic advising, peer and Elder support services

Exhibit 6.5 – Helpfulness of Student Support Services



Base: Total 2013/14 Learners Responding N = 213

6.4 Links to Partners for Offering Programs and Supports

Institutes establish links with partners (within and outside the community) in order to offer programs and supports to learners.

IAHLA institutes link with multiple agencies and services to offer programs and supports

In 2013/14, institutes most frequently linked with on-reserve agencies/societies, communities and employment services to offer programs and supports. Sixty-three percent also linked with Aboriginal Skills and Employment Training Strategies (ASETS) funded by Human Resources and Skills Development Canada (HRSDC), public school districts or schools and/or health services.

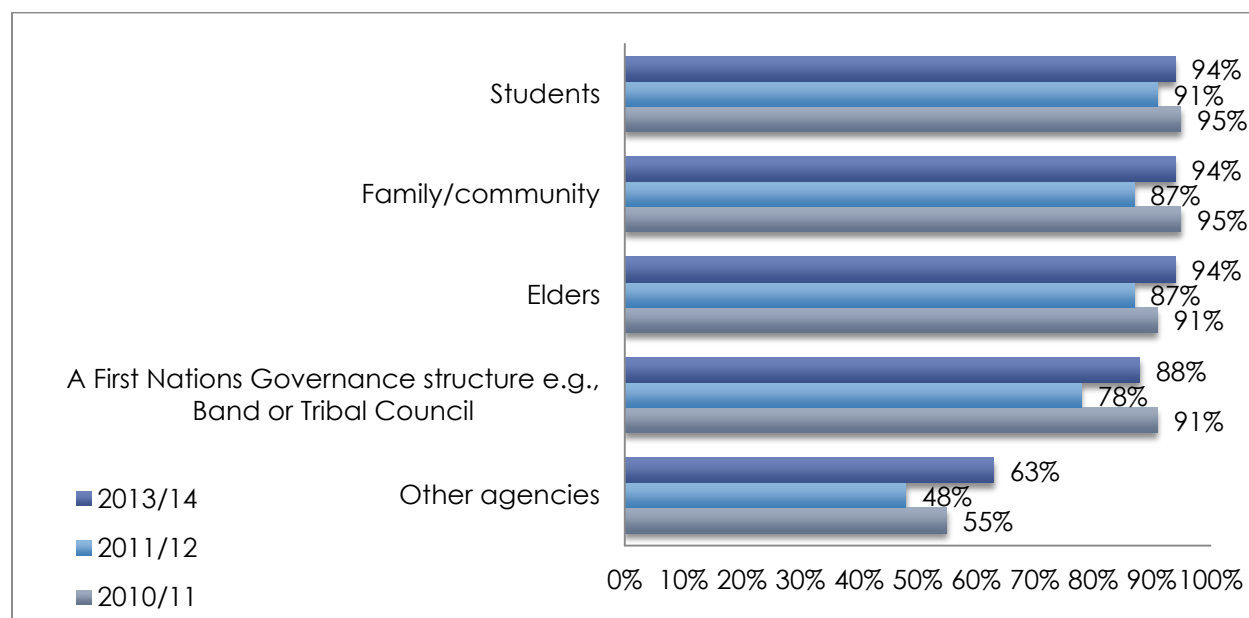
Exhibit 6.6 – Partners Linking with Institutes for Offering Programs and Supports

	2013/14	2012/13	2011/12
	N = 16	N = 21	N = 23
On-Reserve Agencies/Societies	75%	67%	52%
Communities	69%	71%	61%
Employment services	69%	48%	30%
ASETS (HRSDC)	63%	52%	39%
Public school districts or schools	63%	52%	39%
Health services	63%	43%	39%
Tribal Council	56%	62%	48%
Social development services	56%	43%	26%
Off-Reserve Agencies/Societies	50%	48%	26%
First Nations schools	50%	33%	26%
Aboriginal Service Plans Funding (AVED)	44%	43%	30%
Child and family services	44%	43%	26%
Active Measures (AANDC)	44%	38%	26%
Economic Development Corporation	31%	29%	17%
Other First Nations institutes	25%	24%	17%

Programming/learning is a collaborative effort. All (100%) of the surveyed institutes reported involving other groups directly in their programming/learning in 2013/14. The most common groups directly involved were students, family/community members, Elders and a First Nations governance structure such as a Band or Tribal Council. Almost two-thirds of responding institutes involved other agencies.

In previous years, 78% or more of institutes also reported all groups (with the exception of other agencies) as being involved directly in programming and learning.

Exhibit 6.7 – Groups Directly Involved with Programming/Learning



6.5 Learner Ratings on Their Personal Development

In 2013/14, most learners agreed they felt better about themselves (82%) and/or more confident (80%) since beginning at their institute.

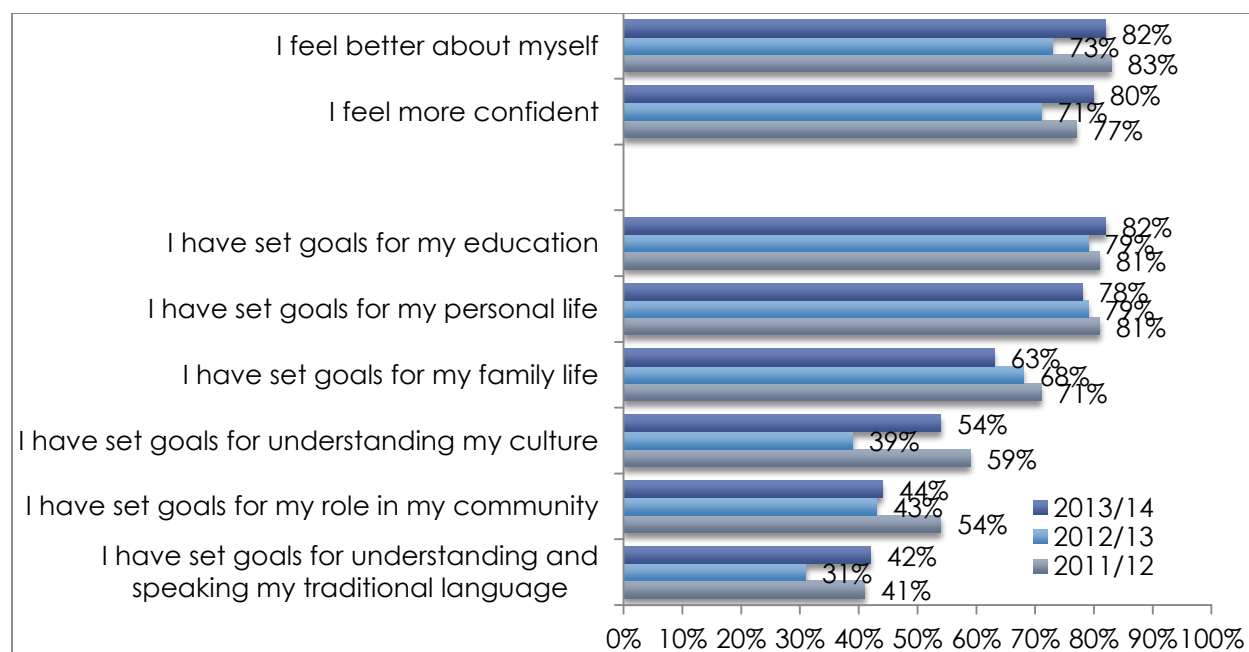
Since beginning at their institutes, adult learners have set goals and feel better about themselves

Similarly, large groups of learners had set goals for their education (82%) and/or for their personal lives (78%). Almost two-in-three had also set goals for their family life (63%).

About one-half had set goals for understanding their culture (54%), for their role in their communities (44%) or for understanding and speaking their traditional language (42%).

In 2012/13, fewer learners agreed they felt better about themselves and/or more confident since beginning at their institutes than in 2013/14. They were also more likely to agree they had set goals for understanding their culture and for their traditional language. In 2011/12, learners were more likely to agree with most of these statements at a similar level to learners in 2013/14.

Exhibit 6.8 – Learner Ratings on Their Personal Development



Base: Total 2013/14 Learners Responding N = 213, Total 2012/13 Learners Responding N = 329, Total 2011/12 Learners Responding N = 343

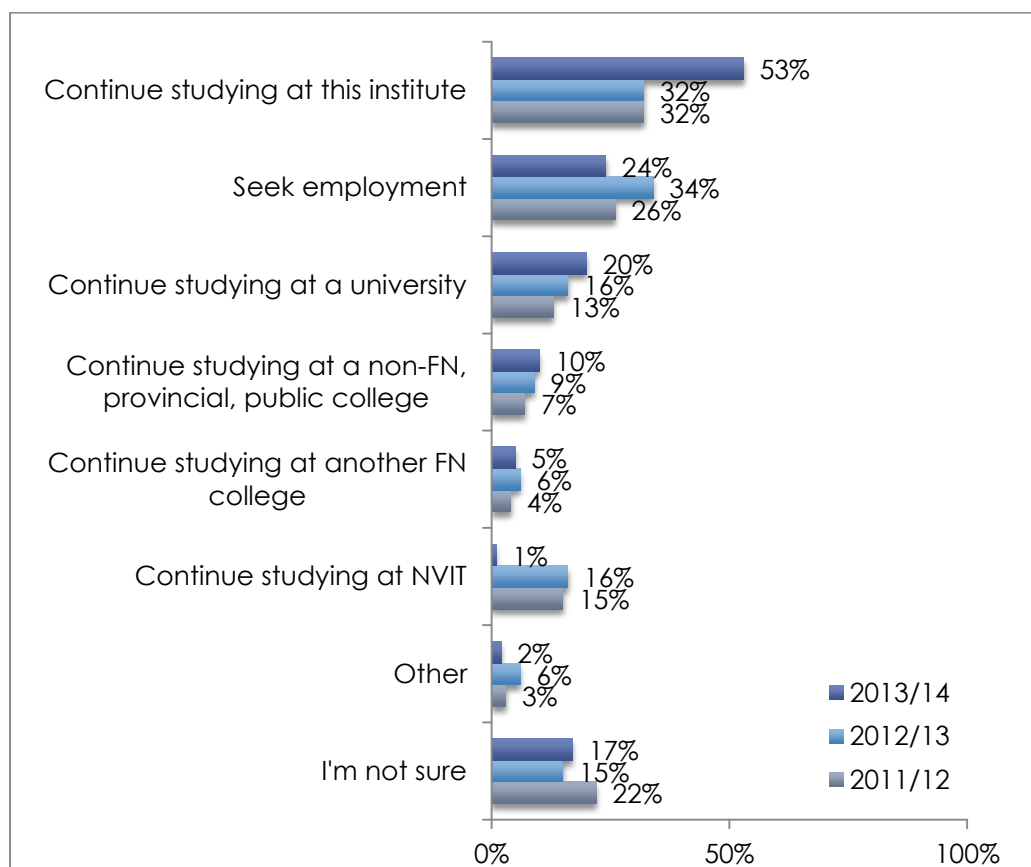
In 2013/14, most learners planned to continue to study the next academic year (in 2014/15) – most often at the same institute (53%), universities (20%), at provincial public non-First Nations colleges (10%) at NVIT²⁴ (1%), or at another First Nations college (5%). In comparison, 24% intended to seek

²⁴ NVIT is a provincial post-secondary institution as well as an IAHLA member which gives it a unique mandate.

employment the next academic year and 17% were not yet sure of their goals for the next academic year.

In 2012/13 and 2011/12, learners also planned primarily to continue to study the next academic year.

Exhibit 6.9 – Learner Goals for Next Year



Base: Total 2013/14 Learners Responding N = 213, Total 2012/13 Learners Responding N = 329, Total 2011/12 Learners Responding N = 343

Note: NVIT learners did not participate in the survey in 2013/14 but did so in 2012/13 and 2011/12.

In 2013/14, 89% of the learners surveyed felt that their program of study was adequately preparing them to pursue their goal for the next academic year. Only 1% did not feel prepared (10% were unsure or did not respond to this question). Between 85% and 91% of surveyed learners reported feeling adequately prepared in previous years.

Exhibit 6.10 – Learner Goals for Next Year

	2013/14	2012/13	2010/11	2010/11	2009/10
	N=213	N=329	N=343	N=435	N=361
Adequately prepared for next year's goal	89%	91%	88%	85%	87%
Not adequately prepared	1%	2%	3%	3%	4%
Not sure/did not respond	10%	7%	9%	13%	9%

7.0 Cultural Development

IAHLA institutes advance learners' cultural learning by:

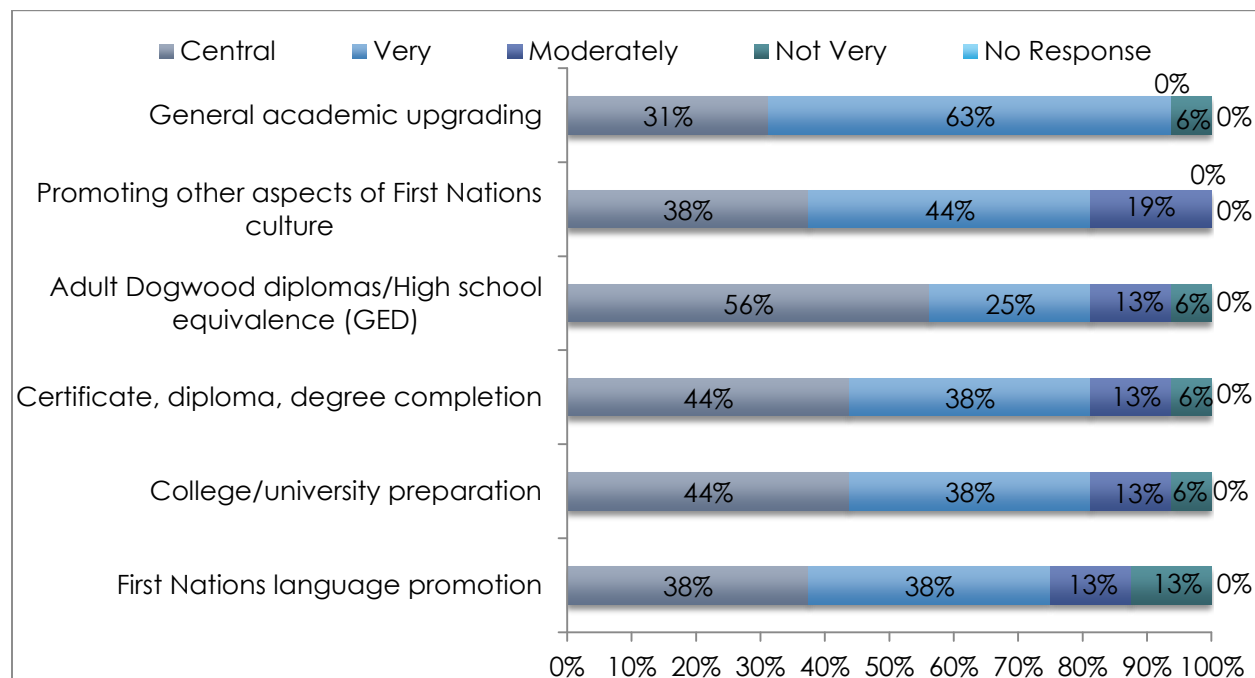
- Placing a high level of importance on promoting aspects of culture, in addition to academic goals;
- Delivering language courses; and,
- Being involved in language revitalization projects.

7.1 Cultural Promotion as an Institutional Goal

IAHLA institutes place a high level of importance on promoting aspects of culture, in addition to academic goals. Promoting aspects of culture was centrally or very important to 82% of the institutes in 2013/14.

In 2013/14, general academic upgrading (94%), high school completion (81%) (either Adult Dogwood diplomas or GED completion) were also of high importance to institutes. About four-fifths (82%) reported certificate, diploma or degree completion and/or college/university preparation (82%) was centrally or very important to them. Three-quarters (76%) reported First Nations language promotion was this important to them.

Exhibit 7.1 – Importance of IAHLA Institute Goals



Cultural promotion also ranked highly in previous years.

Exhibit 7.2 – Importance of IAHLA Institutes Goals

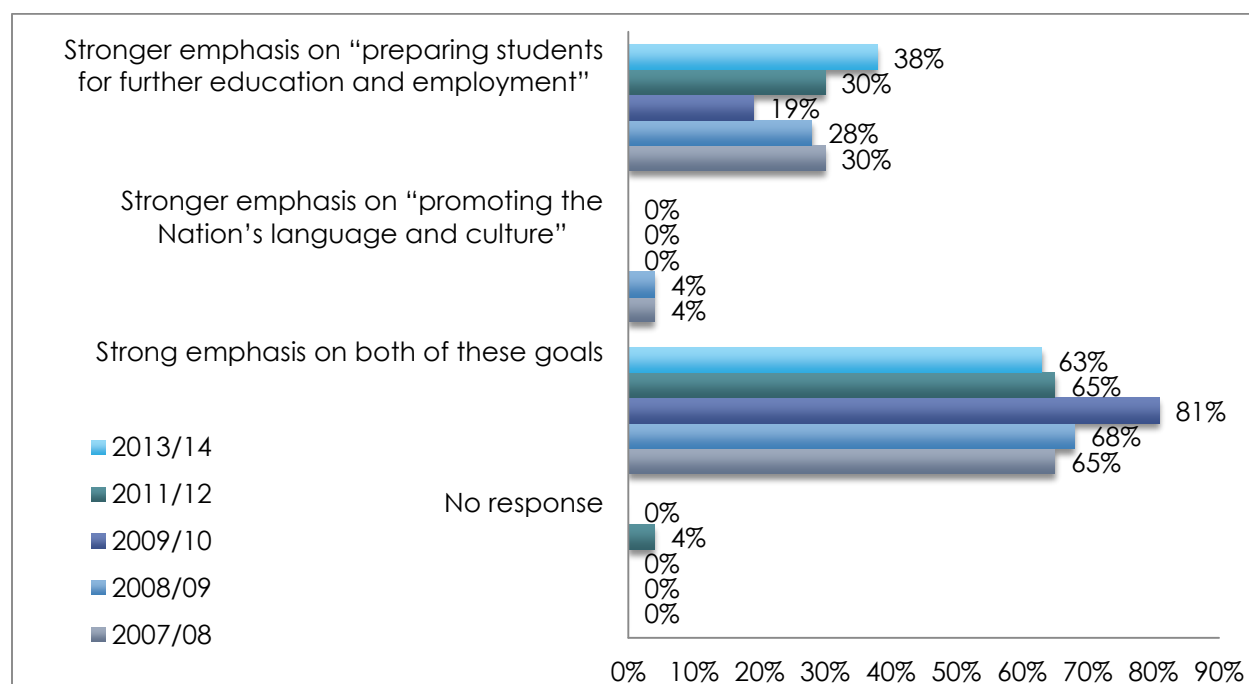
% of central importance or very important	2013/14	2012/13	2011/12	2010/11	2009/10
	N = 16	N = 21	N = 23	N = 22	N = 21
General academic upgrading	94%	85%	83%	86%	86%
Promoting other aspects of culture	82%	90%	96%	100%	100%
Certificate/diploma/degree completion	82%	76%	78%	73%	86%
College/university preparation	82%	72%	83%	82%	81%
Adult Dogwood diplomas/ High school equivalence (GED)	81%	81%	87%	82%	81%
First Nations language promotion	76%	66%	78%	77%	81%

When asked specifically about their emphasis on culture and language vis-a-vis education and employment in 2013/14, 63% of responding institutes reported they placed an equally strong emphasis on both goals. In comparison, 38% placed a stronger emphasis on preparing learners for further education and employment. No institutes reported placing a stronger emphasis on promoting First Nations languages and culture in 2013/14.

In the 2011/12, 2009/10, 2008/09 and 2007/08 IAHLA Data Collection Project surveys, most institutes also placed equally strong emphasis on both goals (65%, 81%, 68% and 65% respectively). This question was not asked in the 2010/11 or 2012/13 IAHLA Data Collection Projects.

IAHLA institutes place a high level of importance on promoting aspects of culture, in addition to academic goals

Exhibit 7.3 – Comparative Emphasis of Goals



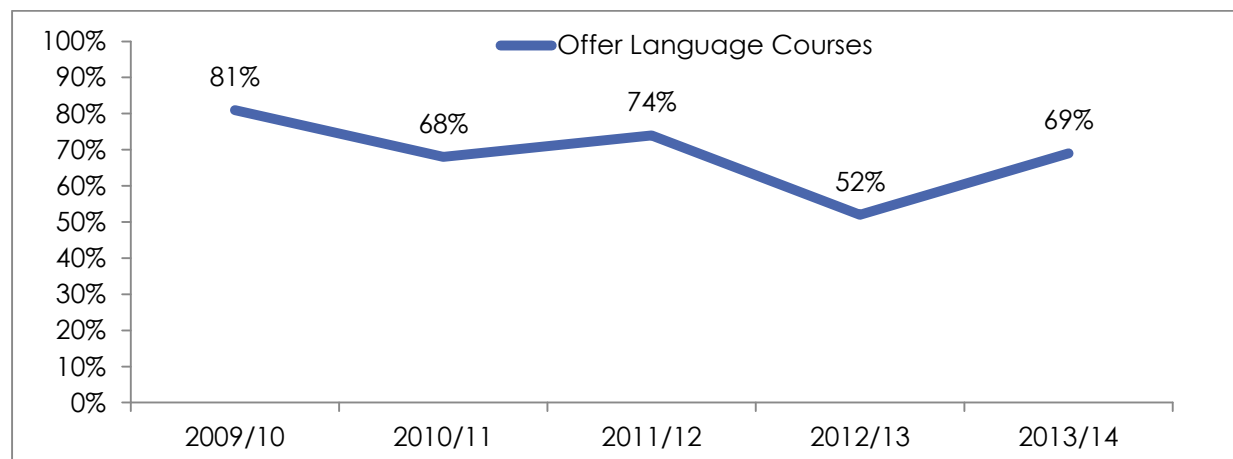
7.2 Presence of First Nations Instructors

In 2013/14, whether or not instructors are First Nations was reported for 124 instructors at responding institutes. Among these 124 instructors, 64 (52%) were First Nations.

7.3 First Nations Language Courses

In 2013/14, 69% of responding institutes offered First Nations language courses. In previous years, between 52% and 81% of institutes had offered First Nations language courses. Each year there is a change in the mix of institutes responding to the Project, along with changes at individual institutes which may affect these results.

Exhibit 7.4 – Institutes Offering First Nations Language Courses



A majority of IAHLA institutes offer language courses and are involved with language

In 2012/13, 56% of responding institutes offered language courses for credit, while 25% offered non-credit language courses. In previous years, between 35% and 48% of institutes had offered language courses for credit, while between 24% and 48% had offered non-credit language courses.

Exhibit 7.5 – Types of First Nations Language Courses Being Offered

	2013/14	2012/13	2011/12	2010/11	2009/10
	N = 16 ²⁵	N = 21 ²⁶	N = 23 ²⁷	N = 22 ²⁸	N = 21 ²⁹
Credit courses	56%	38%	35%	41%	48%
Non-credit courses	25%	24%	48%	36%	48%

Language courses for credit were optional for most learners. In 2013/14, of the nine institutes that offered First Nations language courses for credit, six provided enrolment numbers totaling 297 learners enrolled in language courses for credit. Among these institutes, two had more than 50% of their learners enrolled in language courses for credit and four had less than half of their learners enrolled in language courses.

In 2013/14, learners continue to study for more hours in credit rather than non-credit courses.

Exhibit 7.6 – Language Courses—Hours Offered Per Week

	2013/14		2012/13		2011/12	
	Credit ³⁰	Non-Credit	Credit	Non-Credit	Credit	Non-Credit
More than three hours per week	25%	0%	24%	14%	22%	9%
Three hours or less per week	38%	19%	10%	10%	13%	35%
No courses of this type offered or course characteristics unknown	6%	50%	19%	29%	39%	30%
No language courses offered	31%	31%	48%	48%	26%	26%

²⁵ These include 13% (two) institutes which offer both credit and non-credit language courses.

²⁶ These include 9% (two) institutes which offer both credit and non-credit language courses.

²⁷ These include 9% (two) institutes which offer both credit and non-credit language courses.

²⁸ These include 9% (two) institutes which offer both credit and non-credit language courses.

²⁹ These include 14% (three) institutes which offer both credit and non-credit language courses.

³⁰ Please note that two institutes offered courses for credit in two categories – for 1 to 3 hours per week and for more than 3 hours per week.

Four institutes reported that their language courses offered transfer credits with public post-secondary institutions – four were related to (including) NVIT and the others were Vancouver Island University and Capilano University.

Among the learners surveyed in 2013/14, 38% were studying First Nations language(s) as part of their studies at their institutes. Of these learners, 98% were satisfied with the progress they were making – either very satisfied (40%) or satisfied (58%).

One-quarter to one-half of learners had studied a First Nations language as part of their studies in previous years. This year's students were more satisfied than students in previous years with the progress they were making.

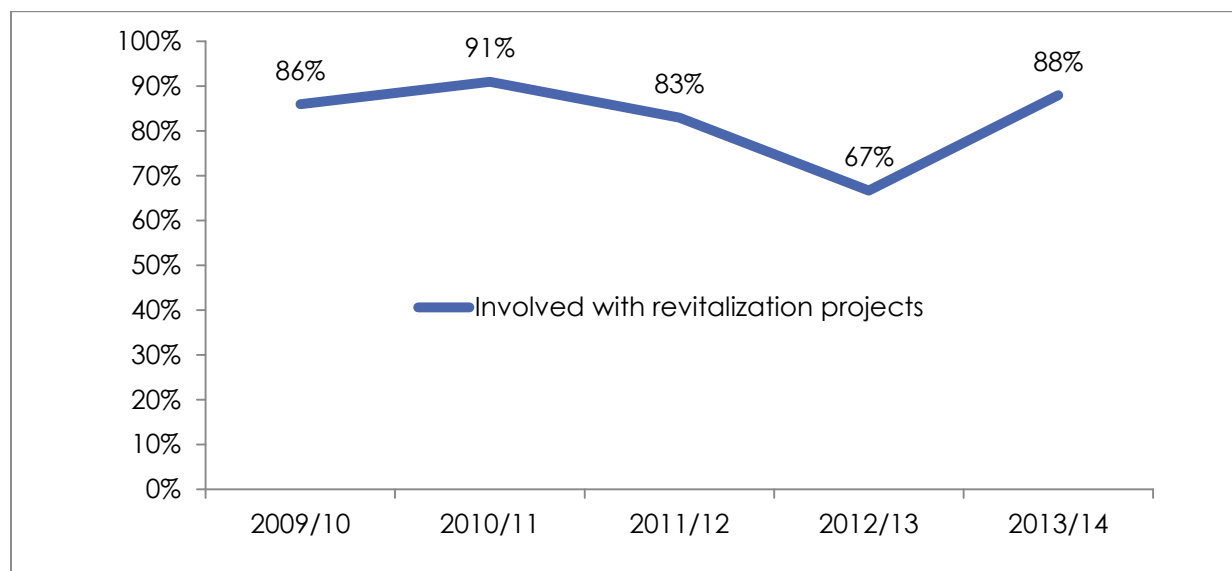
Exhibit 7.7 – Adult Learners Satisfaction with Language Courses

	2013/14	2012/13	2011/12	2010/11	2009/10
	N=213	N=329	N=343	N=435	N=361
Studying a First Nations language	38%	23%	24%	32%	47%
Total satisfied with progress they were making	98%	81%	89%	90%	86%
Very Satisfied	40%	31%	40%	47%	41%
Satisfied	58%	50%	49%	43%	44%

7.4 First Nations Language Revitalization

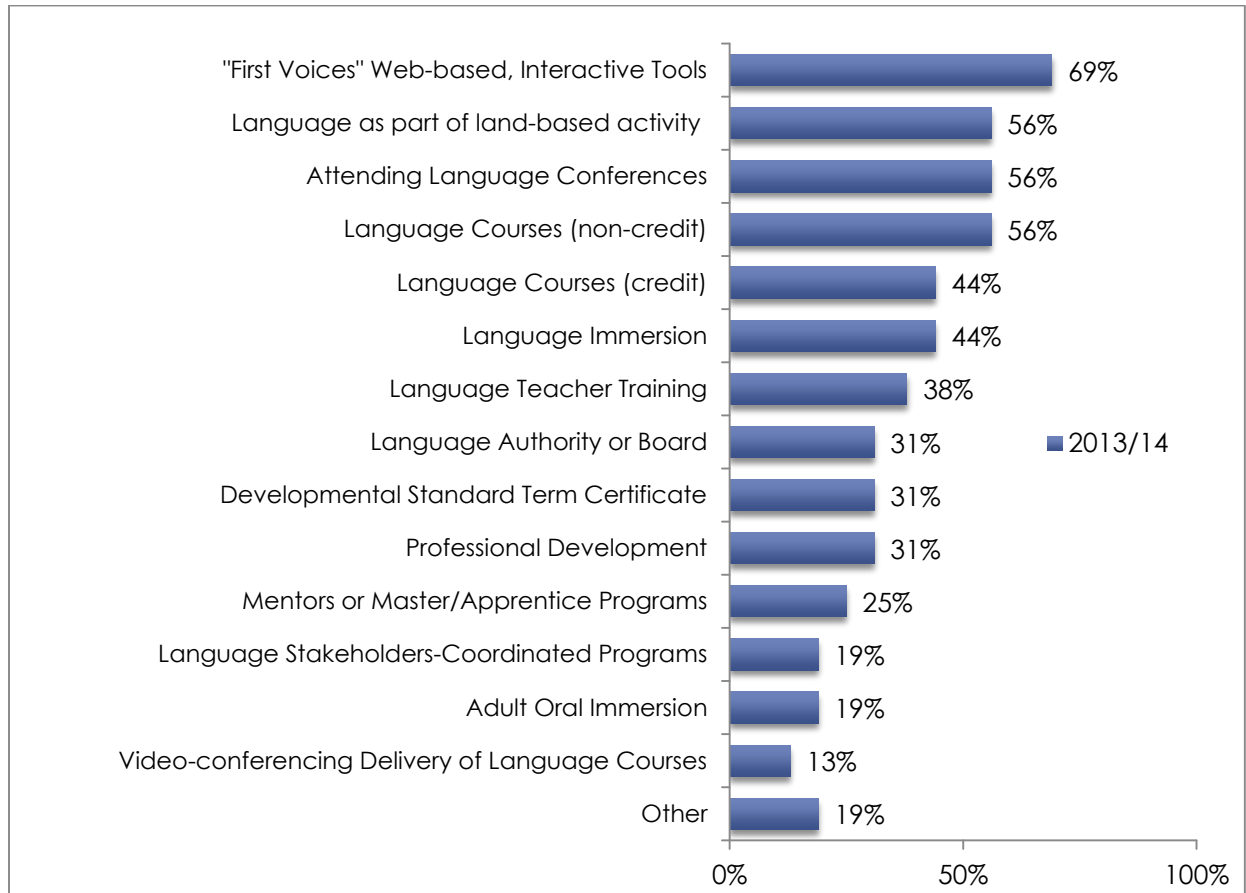
In 2013/14, 88% of the institutes were involved with First Nations language revitalization projects. In previous years, between 67% and 91% of responding institutes had been involved with such projects.

Exhibit 7.8 – Institutes Involved with Language Revitalization Projects



Responding institutes were most often involved with “First Voices” web-based interactive tools in 2013/14, followed by language as part of land-based activity (e.g., berry picking), attending language conferences and language courses.

Exhibit 7.9 – Language Revitalization Activities in 2013/14



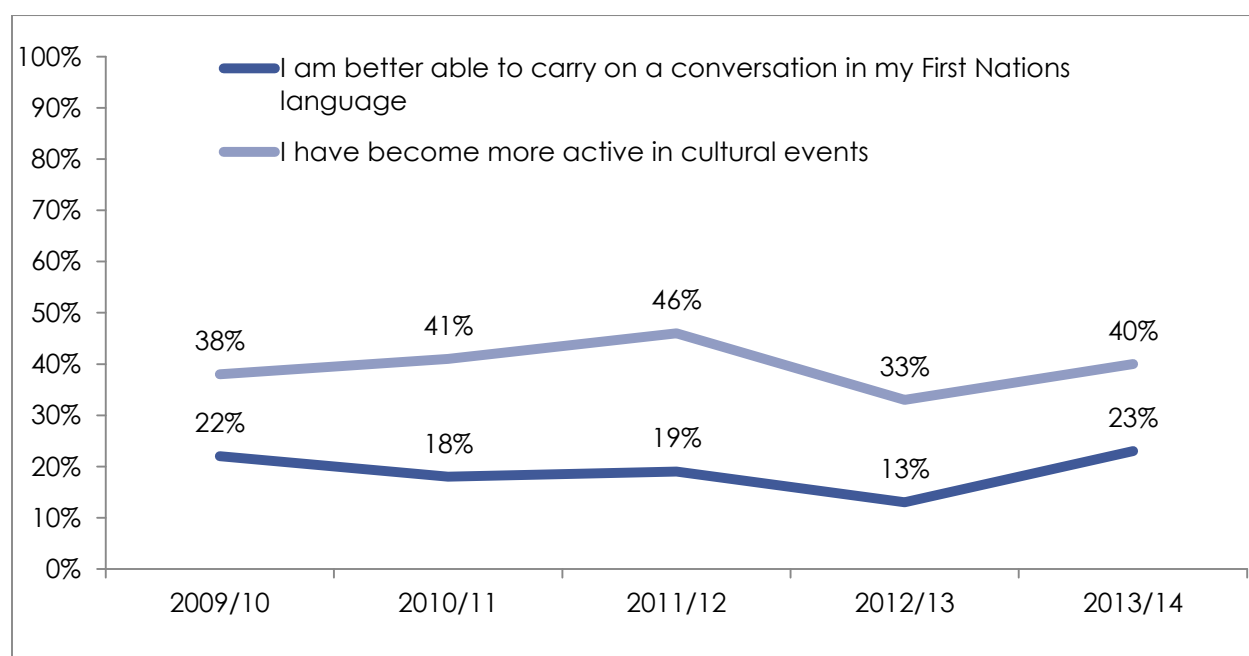
7.5 Learner Ratings on Language and Cultural Events

In 2013/14, 40% of learners agreed they had become more active in cultural events. Twenty-three percent agreed they were better able to carry on a conversation in their First Nations language³¹. Other students were neutral about such changes – possible because they were already active culturally or able to speak their language before attending this institute or because they may not have felt these questions applied to them.

About one-in-five adult learners are better able to carry on a conversation in their First Nations language since attending their institute

In 2012/13, 2011/12, 2010/11, 2009/10 and 2008/09, 33% or more of learners agreed they had become more active in cultural events, while 13% or more agreed they were better able to carry on a conversation in their First Nations language³².

Exhibit 7.10 – Learner Ratings on Language and Cultural Events



Base: Total 2013/14 Learners Responding N = 213, Total 2012/13 Learners Responding N = 329, Total 2011/12 Learners Responding N = 343, Total 2010/11 Learners Responding N = 435, Total 2009/10 Learners Responding N = 361

³¹ In 2013/14, 12% of learners surveyed rated this question as "not applicable".

³² In 2012/13, 29% of learners surveyed rated this question as "not applicable". Similarly, 28% (2011/12), 22% (2010/11) and 21% (2009/10) of learners surveyed rated this question as "not applicable".

8.0 Students' Leadership Development and Satisfaction

IAHLA institutes promote learners' leadership within their communities as well as First Nations communities' leadership of their programs through encouraging and/or enabling learners to become more active in their communities.

Satisfied learners are important to IAHLA institutes. The IAHLA Data Collection Project looks at how satisfied learners are in terms of:

- Their institutes as a whole;
- Their courses and facilities; and,
- Their relationships with other students, teaching staff and administrative staff.

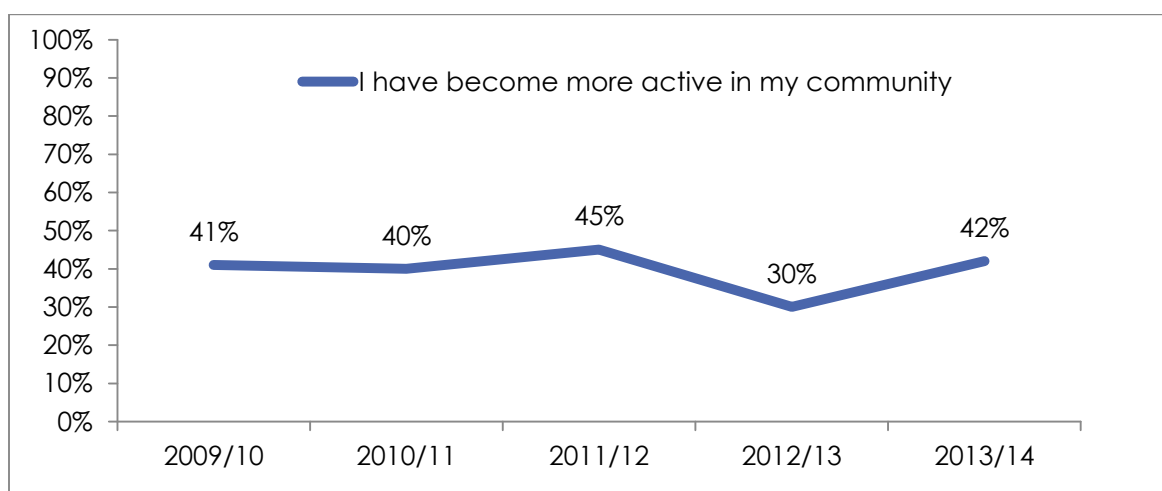
8.1 Learner Ratings of Becoming More Active in Community

In 2013/14, 90% of learners said they live in the same community when they are not studying as when they are. Seven percent said they live elsewhere in BC and 1% live outside the province (2% did not answer this question).

In 2013/14, 42% of learners agreed they had become more active in their communities since beginning at their institute. A further 40% were neutral about such activity – possibly because they were active before, or because they felt this question was not applicable to them e.g., their institute was not located in their community.

In previous years, from 30% to 45% of surveyed learners agreed they had become more active in their communities since beginning at their institute.

Exhibit 8.1 – Learner Ratings on Becoming More Active in Community



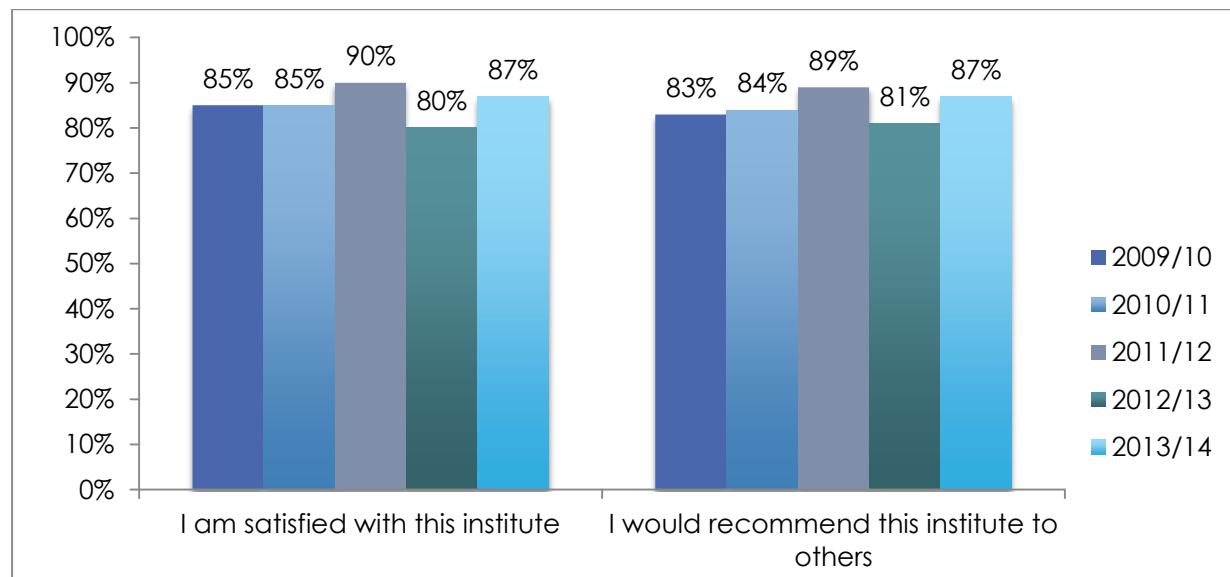
Base: Total 2013/14 Learners Responding N = 213, Total 2012/13 Learners Responding N = 329, Total 2011/12 Learners Responding N = 343, Total 2010/11 Learners Responding N = 435, Total 2009/10 Learners Responding N = 361

8.2 Overall Satisfaction and Willingness to Recommend

In 2013/14, 87% of learners agreed they were satisfied, overall, with their institutes – they either strongly agreed (59%) or somewhat agreed (28%). Similarly, 87% said they would recommend their institutes to others.

In previous years, 80% or more learners agreed they were satisfied overall with, or would recommend, their institutes.

Exhibit 8.2 – Overall Satisfaction and Willingness to Recommend



Base: Total 2013/14 Learners Responding N = 213, Total 2012/13 Learners Responding N = 329, Total 2011/12 Learners Responding N = 343, Total 2010/11 Learners Responding N = 435, Total 2009/10 Learners Responding N = 361

In 2013/14, 85% of learners agreed they liked the courses they had taken – they either strongly agreed (46%) or somewhat agreed (39%). Three-quarters (73%) liked the availability and range of courses available.

Adult learners are highly satisfied with their institutes, instructors and courses

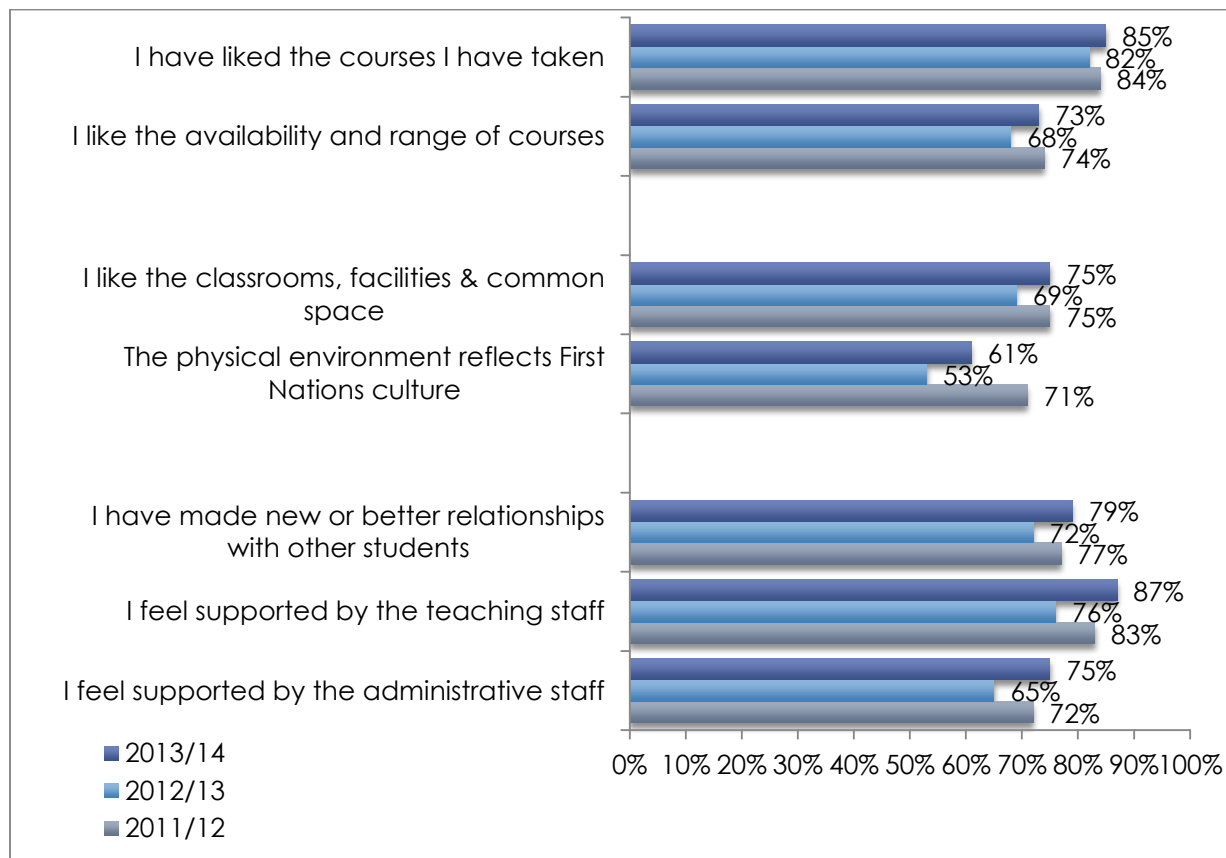
Most learners (75%) liked the classrooms, facilities and common spaces at their institutes. Sixty-one percent also agreed that their institute's physical environment reflects First Nations culture.

Most learners (79%) agreed they had made new or better relationships with other learners, and that they felt supported by teaching staff (87%) as well as by administrative staff (75%).

In 2012/13, student satisfaction with courses, facilities and relationships ranged between 53% and 82%. Learners rated the support they had received from teaching staff and the courses they had taken most highly.

In 2011/12, student satisfaction with courses, facilities and relationships ranged between 71% and 84%. Learners rated the support they had received from teaching staff and the courses they had taken most highly.³³

Exhibit 8.3 – Student Satisfaction Ratings



Base: Total 2013/14 Learners Responding N = 213, Total 2012/13 Learners Responding N = 329, Total 2011/12 Learners Responding N = 343

³³ Comparison measures for student satisfaction are included in Appendix D Key Indicators Summary.

9.0 Institutes' Use of IAHLA Data Collection Projects

Institutes were asked how they use the prior years' individual institute reports returned to them by this Data Collection Project. These reports include total (provincial) responses for questions on the institute and student questionnaires along with the responses specific to each institute.

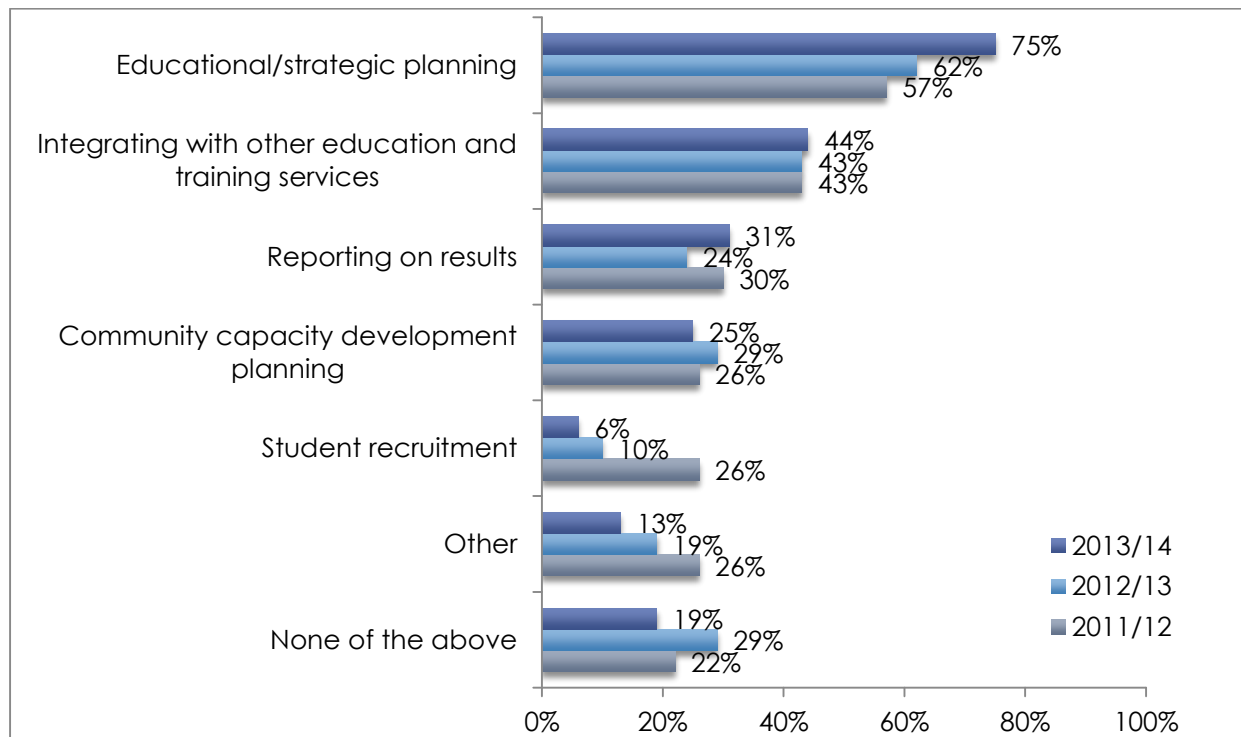
In 2013/14, 13 (81%) of responding institutes reported using their individual institute reports from prior years' IAHLA Data Collection Projects. Responding institutes most frequently reported using the individual institute reports for educational/strategic planning (75%). Forty-four percent used them for integrating with other education and training services and almost one-third (31%) used the reports for reporting on results. One-quarter (25%) used them for community capacity development planning and 6% used them for student recruitment. Nineteen percent of the institutes reported not using the reports.

Institutes most often use IAHLA DCP reports for education/strategic planning

In 2012/13, responding institutes also most frequently reported using the individual institute reports for educational/strategic planning (62%). Forty-three percent used them for integrating with other education and training services and almost one-third (29%) used them for community capacity development planning. Twenty-four percent used the reports for reporting on results and 10% used them for student recruitment. "Other" purposes included for proposal development and to improve services to students.

In 2011/12, responding institutes also most frequently used the individual institute reports for educational/strategic planning (57%). Forty-three percent used them for integrating with other education and training services and almost one-third (30%) used them to report on results. Twenty-six percent used the reports for student recruitment and community capacity development planning. "Other" purposes included for proposal development and to improve services to students.

Exhibit 9.1 – Institutes' Use of Data Collection Project Individual Institute Reports



Appendices

Appendix A: Data Collection Project – IAHLA Framework³⁴

The approved framework created for this Data Collection Project reflects the following **assumptions**.

- The data collection effort is intended to identify strengths and opportunities for growth for higher education institutes. This project is meant to promote improved programming and resourcing through effective information collection and sharing.
- The project considers a range of data and indicators, including student achievement data, satisfaction surveys, descriptions of education processes, and demographic information.
- IAHLA is committed to carefully managing the release of the information collected, with the intention of building support over time by demonstrating that the data can be used without prejudice.
- IAHLA plans to use the project information to identify appropriate direction, policy, support and activities that can be advanced at all levels.
- This project is meant to reflect the values, goals, objectives and expectations of First Nations institutes and Nations. The initiative is founded upon Nation and educational standards expressed by representatives of First Nations adult and higher learning institutes. Those education institutes are unique and diverse places, and they serve learners who have unique and diverse backgrounds, experiences and needs.

For the purposes of this project, First Nations representatives identified the following **standards**.

First Nations higher learning institutes ...

Provide learner support, including:

- family models and a family environment (an integrated program);
- student self-government models;
- incentives/validation;
- counselling/support;
- crisis intervention;
- an experiential context to reinforce culture; and

³⁴ The IAHLA Framework was revised September 24, 2008 at a meeting of the IAHLA Data Working Group and several other IAHLA Board Members and approved by the IAHLA Board September 25, 2008.

- education programs that meet learners' basic needs.

Promote First Nations languages, cultures, and spirituality, and accommodate cultural responsibilities.

Provide knowledge and skills development through programs that are:

- self-paced; and
- structured.

Are founded upon unique governance structures that are:

- community driven; and
- based upon community leadership and responsibility.

Are based upon whole learning, which includes personal learning, cultural learning, and academic learning.

First Nations higher education must foster self-governance and self-reliance, and the basic question to be answered by the data collection is:

Are we empowering learners through wisdom, cultural and personal development?

The ultimate goal of Indigenous higher education is empowerment.

Using these "standards" as broad categories, the participants in the 2005 Data Collection Consultation workshop were asked to identify a number of **indicators** that could be used to show how well these expectations are being reflected. The results of that input are described below.

Personal Development Indicators:

- percentage of institutes which have programs that provide awareness on healthy/holistic living
- percentage of institutes that offer life skills programs, percentage of learners who participate in life skills programming, and percentage of learners reporting utilization of skills learned through life skills
- number of learners who report setting goals (weekly, monthly, 5 year plan)
- number of institutes regularly providing student recognition, achievements, contributions
- percentage of institutes reporting interagency links, such as counselling referrals
- number of learners participating in extracurricular activities
- number of learners self-reporting an improved sense of self-esteem

- number and types of interventions provided for student support

Leadership Indicators:

- percentage of institutes with student empowerment governance models (such as student councils)
- methods of decision making used in the institute's governance
- types of leadership models (mainstream or culturally based)
- mechanisms that are in place for Elders, learners, and community to direct learning/programming
- Board structure models are in place, and evidence of whether traditional values are imbedded in policy
- number of professional certifications of staff (admin/instructional)
- discipline/dispute resolution models are in place

Cultural Development Indicators:

- number of learners who report progressing from developmental Aboriginal language usage to basic conversational language usage
- number of learners who have become more active in community or other cultural events
- number of visits by Elders and other family members to the school
- number of institutes that provide allowances or support for cultural responsibilities
- number of institutes which incorporates culture and worldview into program and courses
- number of students who express satisfaction with cultural programming offered
- number of hours of language instruction (noncredit/credit)
- percentage of budget allocated for personal/cultural development
- number of learners who report feeling more empowered since beginning school

Wisdom Development Indicators:

- number of learners who report feeling they set realistic goals for themselves – academic, personal, family, community, cultural
- number of learners who gained critical thinking/problem solving skills

- number of learners who feel they learned more/utilize more resources – support/systems
- learners' perceptions of their strengths and weaknesses
- assessment measurement tools are being used
- assessment of learners' literacy and numeracy levels
- learners' short and long term plans for continuing on in academic/vocational studies
- retention/attrition rates

Student Satisfaction (Interpersonal Relationships) Indicators:

- what decision making authority models (how do learners make decisions, decision making process)
- does the program/institution prepare learners for employment and/or further education
- how satisfied are learners with staff/student relationships and the school environment
- number of institutes offering self-care /health/cultural initiatives
- number of institutes offering a formalized peer support systems
- number of learners who report their school/program empowered them
- number of institutes providing regular student surveys (course/instruction)
- number of learners who feel their instructors care about them

Academics Indicators:

- Indigenous pedagogy
- Indigenous ladder programming
- Indigeneity of academic programming
- Indigenous faculty
- Indigenous research
- collaborative, community-based learning projects and research models

Appendix B: Institutes Responding to the IAHLA Data Collection Project

Institute Name	2013/14 Institute	2012/13 Institute	2011/12 Institute
a-m'aa-sip Learning Place	No	Yes	Yes
Northern Shuswap Tribal Council Weekend University Program/ Cariboo Chilcotin Weekend University, Cariboo Tribal Council	No	Yes	Yes
Chemainus Native College	Yes	No	Yes
Enowkin Centre / (Okanagan Indian Education Resources Society)	Yes	Yes	Yes
Coastal Training Centre/First Nations Training and Development Centre	No	Yes	Yes
Neskonlith Education Center (formerly George Manuel Institute)	Yes	Yes	No
Gitksan Wet'suwet'en Education Society	No	No	Yes
Gitwangak Education Society	Yes	Yes	Yes
Heiltsuk College	No	No	Yes
Itatsoo Learning Centre	Yes	N/A	N/A
Kitimaat Valley Institute	No	Yes	Yes
Kwadacha Dune Ty (Aatse Davie School)	Yes	Yes	Yes
Kyah Wiget Education Society	Yes	Yes	Yes
Lip'Alhayc Learning Centre (formerly Nuxalk College)	Yes	Yes	Yes
Muskoti Learning Centre	Yes	Yes	Yes
NEC Native Education College	Yes	Yes	Yes
Nicola Valley Institute of Technology (NVIT)	Yes	Yes	Yes
Saanich Adult Education Centre	Yes	Yes	Yes
Seabird College/Seabird Island Indian Band	No	Yes	Yes
Secwepemc Cultural Education Society	Yes	Yes	Yes
Snuneymuxw First Nation/House of Learning	No	No	Yes
Sto:lo Nation	No	No	Yes
Ted Williams Memorial Learning Centre	No	Yes	N/A
Tl'azt'en Adult Learning Centre	Yes	Yes	Yes
Tszil Learning Centre	Yes	Yes	Yes
Wabsuwilaks'm Gitselau	No	No	No
Wah-meesh Learning Centre	No	Yes	No
Wilp Wilxo'oskwhl Nisga'a	Yes	Yes	Yes

Appendix C: IAHLA Learner Survey Respondents Profile

- In 2013/14, the 213 learners responding to the survey are attending 18 IAHLA member institutes³⁵ as detailed in Exhibit C.1 below.
- In 2013/14, 52% of responding learners were in their first year at their institute while 47% were not (1% did not respond to this question). Of those past their first year, 51% had attended the same institute for one or two years while 45% had attended it for three or more years (4% did not respond to this question).
- In 2013/14, 66% were full-time and 31% were part-time (3% did not respond to this question).
- In 2013/14, 62% were female and 36% were male (2% did not respond to this question).
- In 2013/14, 14% were under 20 years of age, 38% were 20 to 29, 18% were 30 to 39 and 30% were 40 years of age or older (1% did not respond to this question).
- In 2013/14, 94% were members of a First Nation, 2% were Metis and 1% were non-Native (2% did not respond to this question).
- In 2013/14, 90% lived in the same community when they were not studying at their institute, 7% lived elsewhere in BC and 1% lived outside BC (2% did not respond to this question).
- In 2013/14, 76% chose their institute as it allowed them to study in their community and 55% because it had programs and courses of interest to them. Before attending their institutes, learners reported they had been at home (32%), working (39%) or in school (22%).
- In 2013/14, one-half (51%) of learners were enrolled in ABE or adult upgrading courses, 43% were enrolled in post-secondary programming (college or university level programs or courses), 3% in trades programs or courses and 6% in other programs or courses (e.g., First Aid, SuperHost, etc.)
- In 2012/13, the 329 learners responding to the survey are attending 19 First Nations institutes as detailed in Exhibit C.1 below. In 2012/13, 60% of responding learners were in their first year at their institute while 38% were not (2% did not respond to this question). Of those past their first year, 57% had attended the same institute for one or two years while 40% had attended it for three or more years (3% did not respond to this question). In 2012/13, 78% were full-time and 19% were part-time (4% did not respond to this question). In 2012/13, 69% were female and 30% were male (1% did not respond to this question). In 2012/13, 14% were under 20 years of age, 47% were 20 to 29, 19% were 30 to 39 and 19% were 40 years of age or older (1% did not respond to this question). In 2012/13, 85% were members of a First Nation, 3% were Metis, 2% were of other ancestry and 9% were non-Native (2% did not respond to this question). In 2012/13, 75% lived in the same community when they were not studying at their institute, 22% lived elsewhere in BC and 1% lived outside BC (3% did not respond to this question). In 2012/13, 62% chose their institute as it allowed them to study in their community and 50% because it had programs and courses of interest to them.

³⁵ Please note institute is defined as a post-secondary education or learning society, institute, college, a school or an adult centre.

Before attending their institutes, learners reported they had been at home (36%), working (32%) or in school (23%). In 2012/13, one-half (51%) of learners were enrolled in ABE or adult upgrading courses, 42% were enrolled in post-secondary programming (college or university level programs or courses), 13% in trades programs or courses and 7% in other programs or courses (e.g., First Aid, SuperHost, etc.)

- In 2011/12, 60% of responding learners were in their first year at their institute while 38% were not (2% did not respond to this question). Of those past their first year, 63% had previously attended the same institute for one or two years while 33% had previously attended it for three or more years (4% did not respond to this question). In 2011/12, 79% were full-time and 18% were part-time (3% did not respond to this question). In 2011/12, 66% were female and 33% were male (1% did not respond to this question). In 2011/12, 14% were under 20 years of age, 40% were 20 to 29, 18% were 30 to 39 and 28% were 40 years of age or older (less than 1% did not respond to this question). In 2011/12, 91% were members of a First Nation, 1% were Metis, 1% were of other ancestry and 5% were non-Native (2% did not respond to this question). In 2011/12, 78% lived in the same community when they were not studying at their institute, 20% lived elsewhere in BC and 2% lived outside BC (1% did not respond to this question). In 2011/12, 58% chose their institute as it allowed them to study in their community and 56% because it had programs and courses of interest to them. Before attending their institutes, learners reported they had been at home (37%), working (37%) or in school (19%). In 2011/12, almost one-half (48%) of learners were enrolled in ABE or adult upgrading courses, 44% were enrolled in post-secondary programming (college or university level programs or courses), 13% in trades programs or courses and 6% in other programs or courses (e.g., First Aid, SuperHost, etc.)
- In 2010/11, 61% of responding learners were in their first year at their institute while 37% were not (2% did not respond to this question). Of those past their first year, 63% had previously attended the same institute for one or two years while 32% had previously attended it for three or more years (4% did not respond to this question). In 2010/11, 75% were full-time and 22% were part-time (4% did not respond to this question). In 2010/11, 59% were female and 40% were male (2% did not respond to this question). In 2010/11, 16% were under 20 years of age, 39% were 20 to 29, 18% were 30 to 39 and 26% were 40 years of age or older (1% did not respond to this question). In 2010/11, 93% were members of a First Nation, 2% were Metis, less than 1% were international Indigenous students, 1% were of other ancestry and 1% were non-Native (3% did not respond to this question). In 2010/11, 86% lived in the same community when they were not studying at their institute, 10% lived elsewhere in BC and 2% lived outside BC (2% did not respond to this question).
- In 2009/10, 66% of 361 responding learners were in their first year at their institute while 34% were not (1% did not respond to this question). Of those past their first year, 55% had previously attended the same institute for one or two years while 42% had previously attended it for three or more years (3% did not respond to this question). In 2009/10, 83% were full-time and 14% were part-time (3% did not respond to this question). In 2009/10, 56% were female and 43% were male (2% did not respond to this question). More learners were male in 2009/10 than in previous years. In 2009/10, 13% were under 20 years of age, 44% were 20 to 29, 19% were 30 to 39 and 23% were 40 years of age or older (1% did not respond to this question). In 2009/10, 95% were members of a First Nation, 3% were Metis, 1% were international Indigenous students, less than 1% were of other ancestry and 1%

were non-Native (1% did not respond to this question). In 2009/10, 82% lived in the same community when they were not studying at their institute, 15% lived elsewhere in BC and 1% lived outside BC (2% did not respond to this question).

- In 2008/09, 61% of 405 responding learners were in their first year at their institute while 38% were not (2% did not respond to this question). Of those past their first year, 44% had previously attended the same institute for one or two years while 44% had previously attended it for three or more years (12% did not respond to this question). In 2008/09, 81% were full-time and 17% were part-time (2% did not respond to this question). In 2008/09, 60% were female and 39% were male (2% did not respond to this question). In 2008/09, 19% were under 20 years of age, 38% were 20 to 29, 21% were 30 to 39 and 22% were 40 years of age or older (1% did not respond to this question). In 2008/09, 91% were members of a First Nation, 2% were Metis, 2% were of other ancestry and 3% were non-Native (2% did not respond to this question).

Exhibit C.1 – Number of Adult Learner Responses by Institute

	2013/14		2012/13		2011/12	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
a-m'aa-sip Learning Place					7	2.0
Chemainus Native College	9	4.2			13	3.8
Coastal Training Centre (FN Training and Development Centre)	5	2.3	19	5.8		
En'owkin Centre	18	8.5			27	7.9
Gitksan Wet'suwet'en Education Society	14	6.6	24	7.3		
Gitwangak Education Society	7	3.3	9	2.7	9	2.6
Heiltsuk College	11	5.2	8	2.4	20	5.8
Iltatsoo Learning Centre	13	6.1				
Kitimaat Valley Institute			6	1.8		
Kwadacha Dune Ty	4	1.9			6	1.7
Kyah Wiget Education Society			1	.3	2	.6
Lip'Alhayc Learning Centre (Nuxalk College)	15	7.0	14	4.3	5	1.5
Muskoti Learning Centre	3	1.4				
NEC Native Education College			11	3.3	45	13.1
Neskonlith Education Center	3	1.4	10	3.0		
Nicola Valley Institute of Technology			80	24.3	78	22.7
Northern Shuswap Tribal Council Weekend University Program	2	.9	4	1.2		

Saanich Adult Education Centre	38	17.8	23	7.0	20	5.8
Seabird College/Seabird Island Indian Band			47	14.3	50	14.6
Secwepemc Cultural Education Society	10	4.7	10	3.0		
Skeetchestn Band Education						
Snuneymuxw House of Learning			7	2.1	12	3.5
Ted Williams Memorial Learning Centre			10	3.0		
Tl'azt'en Adult Learning Centre	7	3.3	7	2.1	7	2.0
Tsay Keh Dene						
Tsil Learning Centre	34	16.0	30	9.1	18	5.2
Wabsuwilaks'm Gitselasu						
Wah-meesh Learning Centre	7	3.3	9	2.7		
Wilp Wilxo'oshkwhl Nisga'a	7	3.3			17	5.0
Other	6	2.8			2	.6
FNSA-only Adult Learners					5	1.5
Total	213	100.0	329	100.0	343	100.0

Appendix D: Key Indicators Summary

Purpose:

In recent years, some IAHLA members have begun to ask “how are we doing?” in comparison to public post-secondary institutions. In response, this summary identifies:

- indicators for adult post-secondary education (PSE) considered to be of interest and importance to IAHLA members;
- comparable Aboriginal PSE measures (from BC and other jurisdictions, where available); and,
- comparable non-Aboriginal PSE measures, their source and methodology (where possible).

Sources and Interpretation:

The source for the IAHLA measures presented in the table below is the 2013/14 IAHLA Data Collection Project (DCP).³⁶ Please note, different researchers use varying research questions (wording) and data collection methodologies. Also, data collection dates (time frames) can vary. Therefore, caution should be used in making comparisons between IAHLA DCP measures and those from alternate sources.

Indicator	IAHLA DCP 2013/14 Measure	Comparison Measure
1. Enrolment (at institutes)	<ul style="list-style-type: none"> - 1,204 learners enrolled at 14 institutes in 2012/13. (1)³⁷ - 12% of 1,230 learners enrolled for 15 days or less - 0% of these learners enrolled were 15 years old or younger - 96% of 213 students surveyed self-identified as members of a First Nation or Metis. 	<ul style="list-style-type: none"> - 24,862 <i>Aboriginal</i> students enrolled at BC's public post-secondary institutions in 2011/12. (2) - approx. 32% enrolled in short courses or community education programs in 2010/11 (2) - 2% of those enrolled in 2008/09 were under age 15 (3) - 5.9% of 2010/11 students in the public post-secondary system were identified as <i>Aboriginal</i> (as compared to 4.8% of the total BC population in 2006). (2)
2. Residence	- in 2013/14, 90% of learners surveyed said they live in the same community when they are not studying as when	Among students who entered post-secondary education in fall 2006,

³⁶ Data collected and analysed between October 2013 and March 2014.

³⁷ Numbers in brackets indicates references which are listed in detail under the concluding pages of this document.

Indicator	IAHLA DCP 2013/14 Measure	Comparison Measure
(linkages / proximity to community)	they are. Seven percent said they live elsewhere in BC and 1% live outside BC (2% did not answer this question).	those living away from home in their first year of PSE included: <ul style="list-style-type: none"> - 64% of Aboriginal Students - 49% of non-Aboriginal Students(4) - 85% of 2001/02 to 2005/06 <i>Aboriginal</i> high school graduates enrolled at a post-secondary institution between 2002/03 and 2006/07 in the same provincial region in which they graduated (i.e., Lower Mainland, Vancouver Island, BC Interior or Northern BC). In comparison, 89% of <i>non-Aboriginal</i> graduates were enrolled in the same region. (5)
3. Gender	- in 2013/14, of 213 <i>current</i> learners: <ul style="list-style-type: none"> - 62% were female - 36% were male (2% did not respond to this question) 	- in 2008/09, across Canada, of <i>Aboriginal</i> students enrolled at publicly-funded colleges: <ul style="list-style-type: none"> - 58% were female - 42% were male (6)
4. Age	- in 2013/14, of 213 <i>current</i> learners: <ul style="list-style-type: none"> - 14% were under 20 years - 38% were 20 to 29 - 18% were 30 to 39 and - 30% were 40 years of age or older (1% did not respond to this question) 	- in 2008/09, across Canada, of <i>Aboriginal</i> students enrolled at publicly-funded colleges: <ul style="list-style-type: none"> - 4% were under 19 years of age - 54% were 19 to 30 years - 24% were 30 to 40 years - 18% were over 40 years (6)
5. Enrollment	- in 2012/13, adult learners were enrolled in at least 1,328 programs or courses at	In 2006/07, of 15,828 <i>Aboriginal</i> students enrolled (in colleges,

Indicator	IAHLA DCP 2013/14 Measure	Comparison Measure
(in programs or courses)	<p>14 institutes. Of these enrolments:</p> <ul style="list-style-type: none"> - 42% were in Adult Basic Education (ABE) or adult upgrading (to Gr 12) - 13% were in other programs or courses (e.g., First Aid or WHMIS) - 2% were in trades certificate or diploma programs or courses - 31% were in post-secondary certificate or diploma programs (non-trades) - 12% were in post-secondary degree programs 	<p>university colleges, institutes and Thompson Rivers University):</p> <ul style="list-style-type: none"> - 21% were in developmental programs - 32% were in continuing education - 27% were in arts and sciences - 8% were in construction/mechanics/ precision production and transportation - 7% were in commerce and administration - 5% were in health sciences and - 13% were in other program areas (7) <p>In 2006/07, of 285,056 <i>non-Aboriginal</i> students enrolled (in the same institutions):</p> <ul style="list-style-type: none"> - 9% were in developmental programs - 28% were in continuing education - 36% were in arts and sciences - 7% were in construction/mechanics/ precision production and transportation - 9% were in commerce and administration - 5% were in health sciences and - 14% were in other program areas (7) <p>- in 2008/09, across Canada, of 30,941 <i>Aboriginal</i> students enrolled at publicly-funded colleges:</p>

Indicator	IAHLA DCP 2013/14 Measure	Comparison Measure
		<ul style="list-style-type: none"> - 27% were in ABE or preparatory programs - 34% were in career/technical programs (including Aboriginal specific ones) - 11% were in trades and apprenticeship programs - 7% were in university preparation, transfer or joint collaborative degree programs - 2% were in degree programs - 20% were in other programs (6)
6. Student retention	<p>- in 2012/13, 76% (627) of 823 learners at 13 institutes completed one or more of the courses or programs they were enrolled in (24% did not complete any of their courses). This (one-year) course completion rate has ranged from 75% to 79% over the past five years.</p>	<p>- 15% of 699 <i>Aboriginal</i> students enrolling in BC public post-secondary institutions in 2002/03 had dropped out by the end of their first year of attendance and did not return over the next four years. This (four-year) dropout rate is higher than it is among 21,377 <i>non-Aboriginal</i> students (9%) and tends to vary, depending upon the type of post-secondary institution first attended. The university dropout rates are the same for both groups (3%); the dropout rate from urban colleges is twice as high for <i>Aboriginal</i> students (18%) as it is for <i>non-Aboriginal</i> students (9%) (5)</p> <p>- in 2008/09, 81% of <i>all</i> courses at Kwantlen Polytechnic University were completed (students received a grade of A+ to D and did not receive an F, withdraw, defer or have no grade granted for the course). This (one-year) course completion rate has ranged from 81% to 82% over the past four years. (9)</p>
7. Continuous enrolment	<p>- in 2013/14, of 476 learners at 13 institutes in 2012/13 (one year ago):</p>	<p>- between 2002/03 and 2006/07:</p> <ul style="list-style-type: none"> - 68% of <i>Aboriginal</i> high school graduates of 2001/02 remained continuously enrolled at the same

Indicator	IAHLA DCP 2013/14 Measure	Comparison Measure
	<ul style="list-style-type: none"> - 67% were continuing to study at the same institute - 10% at a provincial (BC), public college, university or institute and - 2% elsewhere. - 13% were working and not continuing with courses or programs - 8% were doing none of the above (neither continuing to study nor working). 	<p>post-secondary <i>institution</i> for one to five years</p> <ul style="list-style-type: none"> - 73% of these Aboriginal high school graduates remained continuously enrolled in the BC public post-secondary system during the same period of time. (5) - between 2002/03 and 2006/07: <ul style="list-style-type: none"> - 64% of non-Aboriginal high school graduates of 2001/02 remained continuously enrolled at the same post-secondary <i>institution</i> for one to five years - 84% of these non-Aboriginal high school graduates remained continuously enrolled in the BC public post-secondary system during the same period of time. (5)
8. Credentials completed	<p>- in 2013/14, 15 responding institutes provided the number of credentials awarded to students in the last academic year (2012/13)³⁸. Of the 674 such credentials:</p> <ul style="list-style-type: none"> - 10% were adult dogwood diplomas - 4% were trades certificates or diplomas - 40% were (non-trades) post-secondary certificates - 11% were (non-trades) post-secondary diplomas, 	<p>- in 2012/13, 2727 credentials were awarded to Aboriginal students in the public post-secondary system. Of these credentials:</p> <ul style="list-style-type: none"> - 7% were Developmental - 56% were Certificates - 13% were Diplomas - 19% were Bachelors - 5% were Graduate/First Professional (11)

³⁸ By, or in affiliation with, a public post-secondary institution (these awards include those made by NVIT).

Indicator	IAHLA DCP 2013/14 Measure	Comparison Measure
	<ul style="list-style-type: none"> - 4% were post-secondary degrees. - 30% were other awards (e.g., first aid or computer training credentials). 	
9. Student Satisfaction (Overall)	<ul style="list-style-type: none"> - 87% of 213 <i>current</i> learners were satisfied overall with their institute in 2013/14. This satisfaction level has ranged from 80% to 90% over the past five years. - 87% of 213 <i>current</i> learners said they would recommend their institute in 2013/14. This recommendation level has ranged from 81% to 89% over the past five years. 	<ul style="list-style-type: none"> - 96% of <i>former Aboriginal</i> college & institute students were satisfied with their education in 2007 (8) - 95% of <i>former non-Aboriginal</i> college & institute students were satisfied with their education in 2007 (8)
10. Skill Development	<ul style="list-style-type: none"> - <i>current</i> learners in 2013/14 agreed they have: <ul style="list-style-type: none"> - been better able to learn (76%) - gained skills in solving problems (71%) - learned research skills (66%) - gained computer skills (57%) 	<ul style="list-style-type: none"> - in 2010, former diploma, associate degree and certificate students reported their programs had helped them develop the following skills: <ul style="list-style-type: none"> - 82% work effectively with others - 82% analyse and think critically - 81% read and comprehend material - 80% learn on one's own - 76% resolve issues or problems - 71% write clearly and concisely (10)
11. Quality of Instruction	<ul style="list-style-type: none"> - 87% of <i>current</i> learners in 2013/14 agreed they feel supported by the teaching staff 	<ul style="list-style-type: none"> - 97% of <i>former Aboriginal</i> college & institute students in 2007 were satisfied with the quality of instruction they received (8)

Indicator	IAHLA DCP 2013/14 Measure	Comparison Measure
		- 97% of <i>former non-Aboriginal</i> college & institute students in 2007 were satisfied with the quality of instruction they received (8)
12. Usefulness of knowledge and skills	- <i>current</i> learners in 2013/14 agreed they have been helped to prepare - for their further education (76%) - for getting a job (47%)	- 82% of <i>former Aboriginal</i> college & institute students in 2007 had found the knowledge and skills they had gained useful in performing their jobs (8) - 78% of <i>former non-Aboriginal</i> college & institute students in 2007 had found the knowledge and skills they had gained useful in performing their jobs (8)
13. Student Services Provided	- in 2013/14, most often institutes provided learner <i>interventions and/or referrals</i> for: - 100% academic advising - 100% personal counselling - 100% personal development support - 95% student support services (e.g., daycare, transportation, etc.) - 94% career counselling - 88% Elder support - 88% employment support	- in 2010, colleges, across Canada, were providing the following (targeted) Aboriginal student services: - 94% academic counselling - 90% learning centre for tutoring services - 90% personal counselling - 88% employment/career counselling - 79% job search support - 81% support to find housing - 78% financial counselling - 73% Aboriginal student centre - 73% work placements/internships - 70% support to find daycare - 68% support with Elders from the community

Indicator	IAHLA DCP 2013/14 Measure	Comparison Measure
	<ul style="list-style-type: none"> - 87% drug & alcohol prevention - 75% family violence prevention - 69% peer support - 69% Healing Circles - 63% childcare - 63% financial advising 	<ul style="list-style-type: none"> - 67% special advice on website - 62% daycare on campus - 57% on campus food bank - 59% inter cultural counselling - 57% anti-discrimination counselling - 50% other - 47% Aboriginal mentorship program - 49% resident Elder services - 44% transportation (6)
14. Funding studies	<p>- in 2013/14, <i>current</i> learners were funding their studies through:</p> <ul style="list-style-type: none"> - 58% band funding - 6% employment - 5% help from family & friends - 4% personal savings - 1% student loans - 6% scholarships or bursaries - 11% other - 18% not sure <p>- in 2013/14, <i>current</i> learners were funding their living expenses through:</p> <ul style="list-style-type: none"> - 33% band funding 	<p>- in 2005, first year <i>Aboriginal</i> college students across Canada were funding their post-secondary studies through:</p> <ul style="list-style-type: none"> - 21% parents - 2% spouse or partner - 2% other people - 37% loans - 13% personal savings from working - 2% scholarships, awards or prizes - 5% grants or bursaries - 15% other sources (6) <p>- in 2005, first year <i>non-Aboriginal</i> college students across Canada were funding their post-secondary studies through:</p>

Indicator	IAHLA DCP 2013/14 Measure	Comparison Measure
	- 24% social assistance	- 29% parents
	- 20% employment	- 2% spouse or partner
	- 11% help from family & friends	- 1% other people
	- 9% personal savings	- 37% loans
	- 15% living allowance or subsidy	- 21% personal savings from working
	- 1% student loans	- 2% scholarships, awards or prizes
	- 5% scholarships or bursaries	- 2% grants or bursaries
	- 6% other	- 5% other sources (6)
	- 6% not sure	

References:

(1) Indigenous Adult and Higher Learning Association, *2013/14 IAHLA Data Collection Project Report*, March 2014. In previous years, Nicola Valley Institute of Technology (NVIT) enrolments have represented between 43% and 60% of these enrolments (this year they were 0%). As well, it is notable that one learner may be reported as being enrolled at more than one responding institute each year. For example, a student enrolled at a community-based, institute may also be reported as enrolled at the Nicola Valley Institute of Technology (NVIT). Among 2010/11 learners, it was estimated that a maximum of 1,045 learners (35%) could potentially have been reported in this way. Other potential levels of double counting between surveyed institutes would be much lower.

(2) British Columbia Ministry of Advanced Education and Labour Market Development, *2011/12 Annual Service Plan Report, 2012, p. 14*. The 2011/12 Annual Service Plan Report notes that Aboriginal learners are students with Aboriginal ancestry who self-identified in the BC K-12 system or who self-identify as Aboriginal at a BC public post-secondary institution.

(3) British Columbia Ministry of Advanced Education and Labour Market Development, data analyses conducted in 2010.

(4) Finnie, Ross, Stephen Childs, Miriam Kramer and Andrew Wismer, (2010). *Aboriginals In Post-Secondary Education* (Version 11-18-10) A MESA Project L-SLIS Research Brief (#10). Toronto, ON: Canadian Education Project. The L-SLIS sample had 4027 observations. Only 61 of those observations are Aboriginal students (so Aboriginal results should be viewed with caution). 64% of

students in the sample were from Ontario, 15% from BC, 20% from four other provinces (collectively).

(5) Student Transitions Project, *Education Achievements of Aboriginal Students in B.C.*, March 2009.

(6) Association of Canadian Community Colleges, *Colleges Serving Aboriginal Learners and Communities 2010 Environmental Scan*, 2010.

(7) British Columbia Ministry of Advanced Education and Labour Market Development, *Aboriginal Report – Charting our Path*, October 2008. Students enrolled in more than one program area in a period are counted more than once.

(8) 2007 College and Institute Student Outcomes (CISO) Survey as reported in the BC Ministry of Advanced Education and Labour Market Development's *Aboriginal Report – Charting our Path*. Respondents are former diploma, certificate and associate degree students, surveyed approximately one year after leaving their program. Many CISO questions use a 5-point answer scale. The values shown include the "adequate" CISO answer as a positive response, as documented by the Outcomes Working Group Technical Committee.

(9) Kwantlen Polytechnic University, *2009/10 Accountability Plan and Report*, July 2010.

(10) BC Stats and Ministry of Advanced Education and Labour Market Development, *BC Student Outcomes The 2010 Highlights*.

(11) British Columbia Ministry of Advanced Education and Labour Market Development, *2012/13 Annual Service Plan Report*, 2013, p. 24.