Indigenous Adult and Higher Learning Association

IAHLA

Data Collection Project 2008/09

FINAL REPORT

April 17, 2009

Tindall Consulting

in association with

JUNIPER CONSULTING

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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 all Indigenous adult and higher learning institutes in British Columbia (BC). In 2005/06, IAHLA initiated the Data Collection Project (the Project). This report focuses on the results of the fourth year of research (2008/09). The Project assists First Nations institutes to meet accountability and reporting requirements using a framework developed *for* First Nations adult and post-secondary institutes *by* First Nations institutes. In this way, institutes are able to report data that reflects First Nations values. The IAHLA framework comprises five areas:

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

2.0 Methodology

To undertake the Project, IAHLA asked First Nations 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.

Surveys were sent out, returned, entered and analysed between October 2008 and February 2009. In total, 83% (25) of 30 eligible institutes returned surveys and 405 adult learners completed surveys. In 2007/08, 82% (23) of 28 eligible institutes returned surveys and 404 adult learners completed surveys. In 2006/07, 76% (19) of 25 eligible institutes returned surveys and 255 adult learners completed surveys. In 2005/06, 81% (17) of 21 eligible institutes returned surveys and 176 adult learners completed surveys.

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 as of the time the institute responds to the Project (e.g., as of October 2008). *Past* year enrolments are those for the previous academic year.

In 2008/09, 22 of the 25 responding institutes[1] report *current* year enrolments of 1,353 learners as of October 2008. These 2008/09 current year enrolments represent a 9% *increase* from 2007/08 current year enrolments for the 16 responding institutes that reported current year enrolments in

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[1] Three institutes did not respond to this question.

both years. In 2008/09, 64% of the responding institutes report they are offering post-secondary programs in the current year.

In 2008/09, 32% of responding institutes are offering post-secondary Language programming, 28% are offering Early Childhood Education and 24% Cultural Studies and/or Aboriginal Language Revitalization post-secondary programming.

In 2008/09, 68% of responding institutes report that they have programs that ladder directly into degree programs, including three institutes (12%) which are referring to academic upgrading and college preparation programming. Other institutes have programs which ladder into areas such as health care, tourism, business management, social work, etc.

In 2008/09, 24 responding institutes report *past* year enrolments of 2,326 learners in 2007/08.

In 2007/08, more learners enrolled full-time (56%) than part-time (44%). A majority of these learners were women (70%).

In 2007/08, most learners enrolled in articulated/transferable courses or programs. 78% of 2,204 learners[2] enrolled in at least one articulated/transferable course or program.

Among 2,465 program or course enrolments at 22 institutes in 2007/08, 32% were in Adult Basic Education (ABE) or adult upgrading courses, 25% were in *one-year* College/University programs and 22% were in *multi-year* College/University programs. A greater proportion of learners were enrolled in *multi-year* College or University programs in 2007/08 as compared to 2006/07.

In 2008/09, 146 instructors worked at 23 of the 25 responding institutes[3] as of October 2008, with 56% of these instructors working part-time and 44% working full-time. Similar to previous years, most (90%) of these instructors have a Bachelors degree or higher level of education. More instructors have Masters degrees this year than last year – a 20% increase over 2006/07. About one-in-five (22%) of these instructors also have relevant work experience and 14% have First Nations language skills. The proportion of instructors with relevant work experience continues to decrease. In the 2006/07 IAHLA Data Collection Project, this percentage was 55%.

In 2008/09, institutes are most frequently using the following funding sources: the Indian and Northern Affairs Canada (INAC) Indian Studies Support Program (ISSP), INAC Adult Nominal Roll funding, tuition and Band funds. As in 2007/08 and 2006/07, Adult Nominal Roll funding is most likely to be an institute's major funding source (responsible for 50% or more of an institute's funding).

In 2008/09, over one-third (36%) of the institutes indicate they have experienced a decrease in funding since last year. Sixteen percent have experienced an increase and 36% have experienced no change in their funding relative to last year.

In 2008/09, for the first time, institutes were asked about programming costs covered by funding sources. Thirty-six percent of the 25 responding IAHLA institutes report that one or more of the costs asked about are covered by provincial ABE "tuition-free" funding, especially instruction costs. However, this funding may not be received directly by these institutes. It may be directed to a provincial, public institution which provides ABE instruction to students of IAHLA institutes.

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[2] Learners for whom these data were reported.
[3] Two institutes did not respond to this question.

In 2008/09, almost two-thirds (64%) of responding institutes provide free breakfast/lunch/dinner programs or events. Sixty percent offer learners transportation assistance.

Learners report they rely most frequently on Band funding (60%) to pay for their education and expenses. The second most frequently reported response (17%) is from learners who are "not sure" how their studies are funded. The balance of reported sources of learner funding are multiple and comparatively small. They include employment (6%) and personal savings (6%).

Sixty percent of the institutes have undergone an external program evaluation in the past five years, most often funded by the First Nations Schools Association (FNSA) or the ISSP. INAC requires that every Nominal Roll school have an evaluation conducted every five years.

In 2008/09, 32% (8) of the institutes report they are registered with the Private Career Training Institutes Agency (PCTIA). Of these eight institutes, two report they are accredited through PCTIA, and one reports being in the accreditation process. The remaining five institutes report only being registered with the agency.

4.0 Learners' Personal Development

In 2008/09, responding First Nations institutes continue to support learners' personal development through:

- *Delivering Life Skills programs* – in 2008/09, 56% of responding institutes provide Life Skills programs to learners. Typically, 25% to 75% of their learners enrolled in them last year. In 2007/08, 52% of the responding institutes offered such programs.

  Among the learners surveyed in 2008/09, 45% report they have enrolled in a Life Skills program since beginning their studies at their institute. Among these learners, 90% report they have benefited from the skills and information they learned. In 2007/08, 49% of the learners surveyed said they had been enrolled in a Life Skills program and 94% reported they had benefited from it.

- *Offering short non-credit courses or short-term workshops* – almost all institutes offer one or more such courses or workshops, primarily in computer skills (88%), first aid skills (72%) and career planning (68%). In 2007/08, 78% of institutes offered computer skills, 70% offered life skills and 70% offered career planning short courses or short-term workshops.

- *Providing interventions and referrals for learners* – similar to previous years, *interventions and/or referrals* are most often provided for academic advising (100%). *Referrals only* are most common for family violence prevention (40%), personal counselling (36%) as well as employment (36%) services.

  In 2008/09, the learners surveyed have used peer support (67%) or academic advising (65%) most often. Almost all the learners using such services have found them to be very or somewhat useful. In 2007/08, learners had also used these two services most often and almost all had found the services they used to be helpful.

- *Linking with a wide range of other providers* – institutes link with other providers to deliver supports and other services to learners. Most common are links with public

colleges/universities, social development services, traditional/spiritual advisors and Elders, health services and employment services. In the 2007/08 and 2006/07 IAHLA Data Collection Project surveys, traditional spiritual advisors and Elders as well as public colleges/universities were also cited as the most frequent links to learner support.

In 2008/09, 81% of the 405 learners surveyed agree they feel better about themselves and 81% feel more confident since beginning at their institutes. Many learners have also set future goals in areas like their education (79%) and/or personal lives (79%). In 2007/08 and 2006/07, 75% or more of learners agreed they feel better about themselves and/or more confident since beginning at their institutes. Among the future goals asked about in the survey, learners have consistently set goals for their education and personal lives most frequently.

5.0 Leadership Development

In 2008/09, responding institutes continue to promote learner's leadership within their communities as well as First Nation communities' leadership of their programs through:

- *Involving community members in programming and learning* – in 2008/09, family/ community members (92%) are most frequently involved. In the 2007/08 IAHLA Data Collection Project survey, family/community members (96%) and Elders (96%) were most frequently involved in programming and learning.

- *Involving learners in programming and learning as well as leadership opportunities* – many (92%) of the institutes report involving learners in programming and learning (91% in 2007/08). Fifty-three percent the learners surveyed report their institute has a student council or other type of student government (37% in 2007/08).

- *Encouraging and/or enabling learners to become more active in their communities* – forty percent of learners agree they have become more active in their communities (38% in 2007/08).

- *Participating in formal relationships with other institutions or organizations* – most (21) of the institutes have at least one type of formalized relationship with other institutions or organizations. Most common are affiliation agreements (60%), followed by brokering arrangements (28%) and service agreements (24%).

  In total, these 21 responding institutes with formal relationships with other institutions or organizations reported 49 such formal relationships (an average of two or more per institute) in the current year. They are satisfied with 86% of these 49 relationships.

  Sixteen institutes report the costs to them of delivering courses through their formalized relationships per FTE (full-time equivalent) student. These costs cover all program types, they are not broken down by program. Thirty-eight percent deliver such courses for $5,000 or less per FTE and a further 31% for $5,001 to $10,000 per FTE. Similarly, 31% report such courses are delivered for $15,001 or more per FTE.

6.0 Cultural Development

In 2008/09, responding institutes continue to advance learners' cultural learning by:

- *Placing a high level of importance on promoting aspects of culture, in addition to academic goals* – promoting aspects of culture is centrally or very important to 88% of the institutes in 2008/09. It was centrally or very important to a similar proportion of responding institutes in 2007/08 (83%) and 2006/07 (84%).

- *Placing an equally strong emphasis on culture and education/employment* – two-in-three institutes (68%) report they place equal emphasis on these two goals, while 28% of the institutes place a stronger emphasis on education/employment and 4% place a stronger emphasis on cultural development. In 2007/08, 65% of responding institutes placed an equally strong emphasis on both objectives.

- *Embedding traditional values* – responding institutes most often embed traditional values in the policies that guide their programming through involving Elders and First Nations instructors or speakers in their learning/programming (80%) and/or in their curriculum and learning content (80%).

- *Celebrating student achievements* – most (96%) responding institutes celebrate learner achievements at year-end celebrations, graduations and award ceremonies. Eighty percent celebrate them through consistent reinforcement and encouragement of learners.

- *Offering language courses* – almost two-thirds (64%) of the institutes offer First Nations language courses in 2008/09. Typically, up to 50% of their learners participate in these language courses. In 2007/08 and 2006/07, similar proportions of responding institutes offered First Nations language courses (70% and 79% respectively).

  Among the learners surveyed in 2008/09, 37% are studying First Nations language(s) as part of their studies at their institutes. Of these learners, 86% are satisfied with the progress they are making. In 2007/08, 40% of the learners surveyed were studying First Nations language(s) and 87% of these learners were satisfied with the progress they were making.

- *Being involved in language revitalization projects* – sixty-eight percent of the 2008/09 responding institutes are involved in such projects. In comparison, 74% of responding institutes were involved in such projects in 2007/08 and 68% in 2006/07.

Similar to previous years, in 2008/09, 40% of the learners surveyed report being more culturally active and 20% report having improved their ability to carry on a conversation in their First Nations language.

7.0 Wisdom Development

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

Responding institutes provide knowledge and skills to students based on staffs' assessments of students' literacy and numeracy levels. Institutes use a variety of assessment tools to place students – most frequently the Canadian (Adult) Achievement Tests, other institution/college assessments or Accuplacer. As in 2007/08 and 2006/07, most often, students are assessed at the Advanced level (Grade 10/11) in terms of both literacy and numeracy in 2008/09.

In 2007/08, 81% (922) of 1,134 learners successfully completed at least one course they were enrolled in.

Sixty percent of 781 2007/08 learners are continuing to study at the same IAHLA institutes in 2008/09 while 20% are studying at a provincial (BC) public college, university or institute and 16% are working.

Three-quarters of the awards made to students in the 2007/08 academic year were certificates. Twenty responding institutes reported making 681 awards to students in 2007/08. Of these awards, 48% were industry-specific certificates, 27% were post-secondary certificates, 8% were post-secondary diplomas, 2% were post-secondary degrees and 14% were other awards (including Adult Dogwoods and course-specific awards).

In 2008/09, 83% of learners agree they are better able to learn since beginning at their institute. Two-thirds or more of these learners also agree that they have been helped to prepare for their further education, gain problem solving skills and/or learn to seek help for their needs. More than half the learners surveyed state they have learned research skills, been helped to prepare for getting a job and/or gained computer skills.

In 2007/08 and 2006/07, learners rated their learning and academic skill development within similar ranges. However, they agree somewhat less in 2008/09 that they are being helped to prepare for a job as compared to 2007/08.

8.0 Student Satisfaction

In 2008/09, 86% of learners agree they are satisfied, overall, with their institutes. Similarly, 85% say they would recommend their institutes to others. Student satisfaction with courses, facilities and relationships ranges between 68% and 83%. Learners rate their satisfaction with the courses they have taken most highly, followed by their relationships with teaching staff.

In 2007/08 and 2006/07, 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.

In 2008/09, 80% of responding institutes use general satisfaction surveys or course/instructor evaluation forms. Over half (56%) of the institutes use both types of questionnaires for gathering student feedback. In 2007/08, 83% of the institutes used such questionnaires, with 52% using both.

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. In 2005/06, IAHLA initiated the Data Collection Project (the Project). This report focuses on the results of the fourth year of research (2008/09).

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 First Nations 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; and,

- Creates a sense of unity and networking among IAHLA member institutes.

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

- personal development;
- leadership;
- 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 Collection Working Group[4] asked all member First Nations 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 students.

In the week of October 6, 2008, Tindall Consulting[5] 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 October 31, 2008. 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 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 December 19, 2008.

For the second year in a row, IAHLA worked with the First Nations Schools Association (FNSA) to gain insight into adult learners' educational experiences. The learner survey contained in the IAHLA data collection package was also administered to adult learners as part of this year's FNSA School Measures and Data Collection Project. The FNSA surveyed schools, parents and students during the same timeframe as this IAHLA Project. In situations where an institute received surveys from both FNSA and IAHLA, some institutes chose to complete both surveys and others chose only one.

Completed 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 will prepare customized reports which will be shared only with individual responding institutes, including a summary of their student responses.

IAHLA has plans to report on the results of the 2008/09 Data Collection Project and seek direction for any future activities at the May 2009 IAHLA Annual General Meeting.

In 2008/09, 83% (25) of 30 eligible institutes responded to the Data Collection Project. Similar proportions responded the previous two years of the Project. In 2007/08, 82% (23) of 28 eligible institutes responded to the Data Collection Project. In 2006/07, 76% (19) of 25 eligible institutes responded to the Data Collection Project. In 2005/06, 81% (17) of 21 eligible institutes responded.

The number of adult learners responding to the Data Collection Project is similar to the previous year. In 2008/09, 405 adult learners completed surveys. In 2007/08, 404 adult learners completed

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[4] The IAHLA Data Working Group is comprised of IAHLA members who represent large and small institutes across the province.
[5] In August 2008, 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.

surveys. In 2006/07, 255 adult learners completed surveys. In 2005/06, 176 adult learners responded.

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 2008/09 IAHLA Data Collection Project's Methodology Report.

3.0 Who Responded

Responding First Nations institutes are described below in terms of their:

- Current and past year student enrolments and completions;
- Instructors and instructor qualifications;
- Funding sources, levels and needs; and,
- External evaluation and accreditation approaches.

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 as of the time the institute responds to the Project (e.g., as of October 2008). As some students may enroll at a later date (e.g., after October) at these institutes, these enrolments are incomplete for the year as a whole. These 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. These enrolments are complete for the year as a whole, as they include all students enrolled throughout that year. These past year enrolments are reported in section 3.3 below.

In 2008/09, 22 of the 25 responding institutes report *current* year enrolment data for the 2008/09 academic year (as of October 2008).

Almost two-thirds (64%) of the responding institutes had enrolled less than 50 learners as of October 2008. In comparison, 61% of responding institutes had enrolled less than 50 students as of October 2007.

Exhibit 3.1 – Responding Institutes' Current Year Student Enrolment

	2008/09	**2007/08**
	N_6=25	N=23
Enrolling more than 100 students		
# of Institutes	3	2
% of Institutes	12%	9%
Enrolling 50 to 100 students		
# of Institutes	3	5
% of Institutes	12%	22%
Enrolling 0 to 49 students		
# of Institutes	16	14
% of Institutes	64%	61%
No Enrolment #s Provided		
# of Institutes	3	2
% of Institutes	12%	9%

[6] 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 2008/09, these 22 responding institutes had enrolled 1,353 learners as of October 2008. Please note that it is possible for one learner to be reported as being enrolled at more than one institute. For example, a student enrolled at a community-based institute may also be reported as enrolled at the Nicola Valley Institute of Technology (NVIT).

In the 2007/08 IAHLA Data Collection Project, 21 responding institutes had enrolled 1,250 learners as of October 2007. In the 2006/07 IAHLA Data Collection Project, 17 responding institutes had current year enrolments of 994 learners at the time they responded[7].

2008/09 current year enrolments represent a 9% *increase* from the previous year for the 16 responding institutes that reported current year enrolments in both years (2008/09 and 2007/08). These institutes report current year enrolments of 1,145 learners this year (in 2008/09). They reported current year enrolments of 1,051 learners last year (when responding to the 2007/08 Data Collection Project).

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[7] Current year enrolments are influenced by the institutes which report them and are especially impacted when large institutes do not respond. In particular, the Nicola Valley Institute of Technology (NVIT) reported current year student enrolments in 2007/08 and 2008/09, but did not report current year enrolments in 2006/07.

3.2 Current Year Post-Secondary Programming Offered

In 2008/09, 64% of the responding institutes report they are offering post-secondary programs *this year*. Similarly, in 2008/09, 60% of the responding institutes report offering post-secondary programs "always" or "often" *in the past five years*. A further 20% of these institutes have offered post-secondary programs, though "not often" over this period of time.

In 2007/08, 70% of responding institutes reported they were offering post-secondary programs that year. Similarly, in 2007/08, two-thirds (66%) of the responding institutes reported offering post-secondary programs "always" or "often" *in the past five years*. A further 17% of these institutes had offered post-secondary programs, though "not often" over this period of time.

Exhibit 3.2 – Institutes Offering Post-Secondary Programs in the Past Five Years
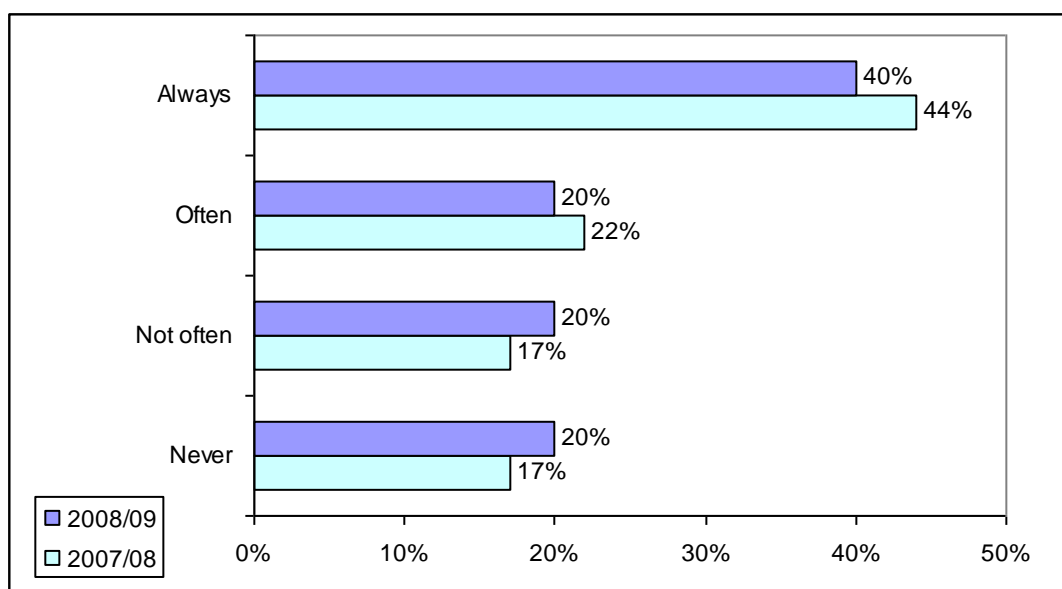
Institutes are offering post-secondary programming in a variety of areas in 2008/09. Among the 25 responding institutes, almost one-third (32%) offer post-secondary Language programming in 2008/09. Twenty-eight percent offer Early Childhood Education, 24% offer Cultural Studies and/or Aboriginal Language Revitalization post-secondary programming. Twenty percent offer post-secondary programming in the areas of Public Administration, Healthcare and/or Developmental Standard Term Certification. Sixteen percent offer Computer/Technology and/or Specific Trades post-secondary programming, while 8% offer such programming in Fine Arts and 4% in Creative Writing.

In 2008/09, two-thirds (68%) of responding institutes report that they have programs that ladder directly into degree programs. These include three institutes (12%) which are referring to academic upgrading and college preparation programming. Other institutes have programs which ladder into programs in areas such as health care, tourism, business management, social work, education, linguistics, First Nation studies, arts and counselling.

3.3 Past Year Student Enrolments

In 2008/09, 24 of the 25 responding institutes reported enrolment data for the past academic year (2007/08).

In 2008/09, almost two-thirds (64%) of the responding institutes reported enrolling less than 50 learners in the past year (in 2007/08). Based on these enrolment data for the full year, one-fifth (20%) enrolled more than 100 students. In comparison, 26% reported enrolling more than 100 students the year before.

Exhibit 3.3 – Responding Institutes' Past Year Student Enrolment

	Past Year (2007/08)	Past Year (2006/07)
	N=25	N=23
Enrolling more than 100 students		
# of Institutes	5	6
% of Institutes	20%	26%
Enrolling 50 to 100 students		
# of Institutes	3	3
% of Institutes	12%	13%
Enrolling 0 to 49 students		
# of Institutes	16	13
% of Institutes	64%	57%
No Enrolment #s Provided		
# of Institutes	1	1
% of Institutes	4%	4%

In total, the 24 institutes reporting data on past year (2007/08) enrolments had 2,326 learners that year.

More 2007/08 learners enrolled full-time than part-time. Institutes reported part-time/full-time status for 1,341 of these learners[8], of whom 56% studied full-time and 44% studied part-time.

Most 2007/08 learners enrolled were women. Institutes reported learners' gender for 2,320 of these learners[9], of whom 70% were female and 30% were male.

Most 2007/08 learners 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 institutes. 22 institutes reported this information for 2,204 learners. 78% of these learners were enrolled in at least one articulated/transferable course or program and 22% were not.

[8] At 22 institutes.
[9] At 23 institutes.

In 2007/08, learners enrolled in at least 2,465 programs or courses at 22 institutes. One learner could be enrolled in more than one program or course. Of these program or course enrolments:

- 32% (779 learners) were in ABE or adult upgrading courses (to Grade 12);
- 25% (604 learners) were in College or University *one-year* programs (e.g., certificate programs or first year college/university transfer courses);
- 22% (538 learners) were in College or University *multi-year* programs (e.g., diploma or degree programs or second year and up college/university transfer courses); and,
- 22% (544 learners) were in other programs or courses (e.g., First Aid, SuperHost, flagging, etc.).

The previous year, institutes reported very similar past year enrolments with two exceptions. First, a smaller proportion of learners were enrolled in articulated/transferable courses in 2007/08 as compared to 2006/07. Secondly, a greater proportion of learners were enrolled in multi-year College or University programs in 2007/08 as compared to 2006/07.

In 2007/08, 22 institutes reported they had enrolled 2,428 learners in 2006/07. Institutes reported part-time/full-time status for 1,338 of these learners[10], of whom 58% studied full-time and 42% studied part-time. Institutes reported learners' gender for 1,338 of these learners[11], of whom 72% were female and 28% were male. Twenty institutes reported information on course articulation/ transferability for 2,142 learners. Eighty-three percent of these learners were enrolled in at least one articulated/transferable course or program and 17% were not. In 2006/07, learners enrolled in at least 2,666 programs or courses at 22 institutes. One learner could be enrolled in more than one program or course. Of these program or course enrolments:

- 32% (853 learners) were in ABE or adult upgrading courses (to Grade 12);
- 32% (863 learners) were in College or University *one-year* programs (e.g., certificate programs or first year college/university transfer courses);
- 11% (305 learners) were in College or University *multi-year* programs (e.g., diploma or degree programs or second year and up college/university transfer courses); and,
- 24% (645 learners) were in other programs or courses (e.g., First Aid, SuperHost, flagging, etc.).

3.4 Instructors

In 2008/09, 23 of the 25 responding institutes[12] employed 146 instructors as of October 2008. 56% of these instructors were working part-time and 44% were working full-time.

In the 2007/08 IAHLA Data Collection Project, 22 of the 23 responding institutes[13] employed 205 instructors as of October 2007. 50% of these instructors were working part-time and 50% were working full-time. In the 2006/07 IAHLA Data Collection Project, 18 of the 19 responding institutes[14] employed 150 instructors, with 70% of these instructors working part-time and 30% working full-time.

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[10] At 21 institutes.
[11] At 21 institutes.
[12] Two institutes did not respond to these questions.
[13] One institute did not respond to these questions.
[14] One institute did not respond to these questions.

Exhibit 3.4 – Instructors Employed Full-time/Part-time
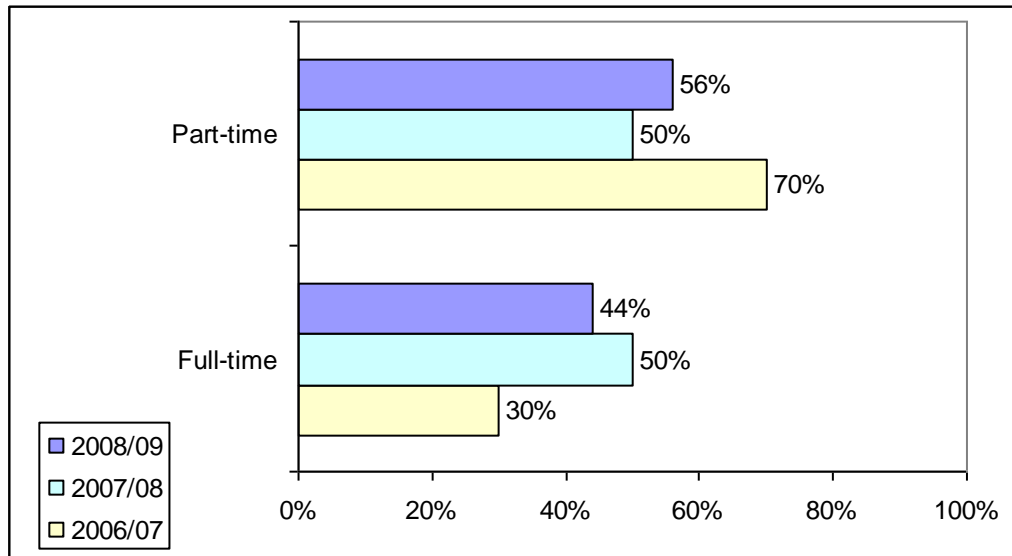
Nine-in-ten (90%) of the instructors at responding institutes have a Bachelors degree or higher level of education. Once again, more instructors have Masters degrees this year than last year – a 20% increase over 2006/07.

Exhibit 3.5 – Instructors' Highest Level of Education
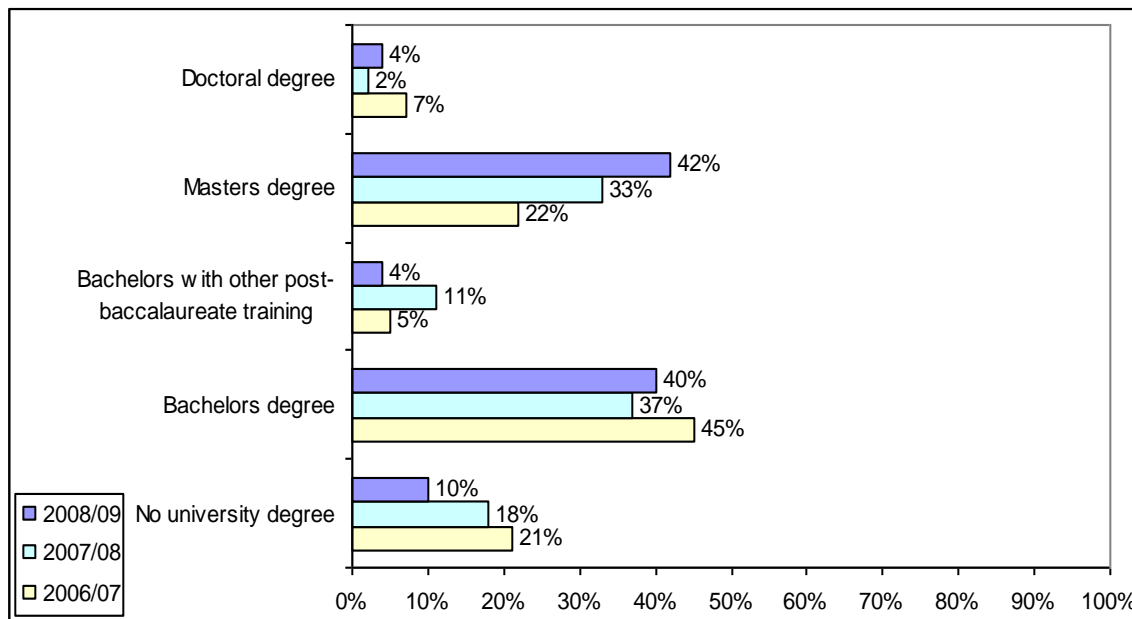
About one-in-five (22%) instructors also have relevant work experience and 14% have First Nations language skills. They also have a variety of "other" qualifications including learner support experience, social work and special education training.

The proportion of instructors with relevant work experience continues to decrease. In the 2005/06 IAHLA Data Collection Project this percentage was 68%.

Exhibit 3.6 – Instructors' Other Qualifications
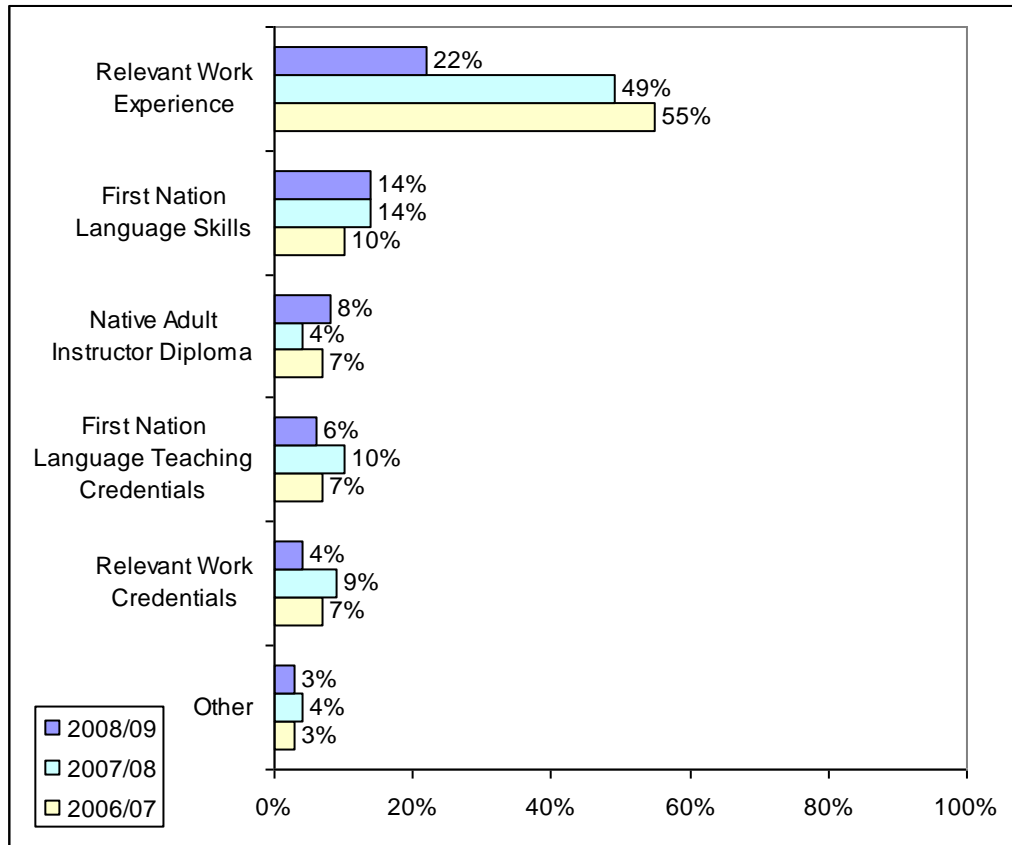
3.5 Funding

In 2008/09, institutes are most frequently using the following funding sources: the Indian and Northern Affairs Canada (INAC) Indian Studies Support Program (ISSP), INAC Adult Nominal Roll funding, tuition and Band funds. First Nations Schools Association (FNSA) New Paths Grants (whose source is INAC) and provincial funding are also accessed by one-in-four of the institutes. "Other" funding sources include various grants and Tribal Council funding.

Among 2007/08 and 2006/07 responding institutes, ISSP and Adult Nominal Roll funding were also among the most commonly used funding sources. However, FNSA New Paths Grants were more common in 2007/08 than in 2008/09.

Exhibit 3.7 – All Funding Sources
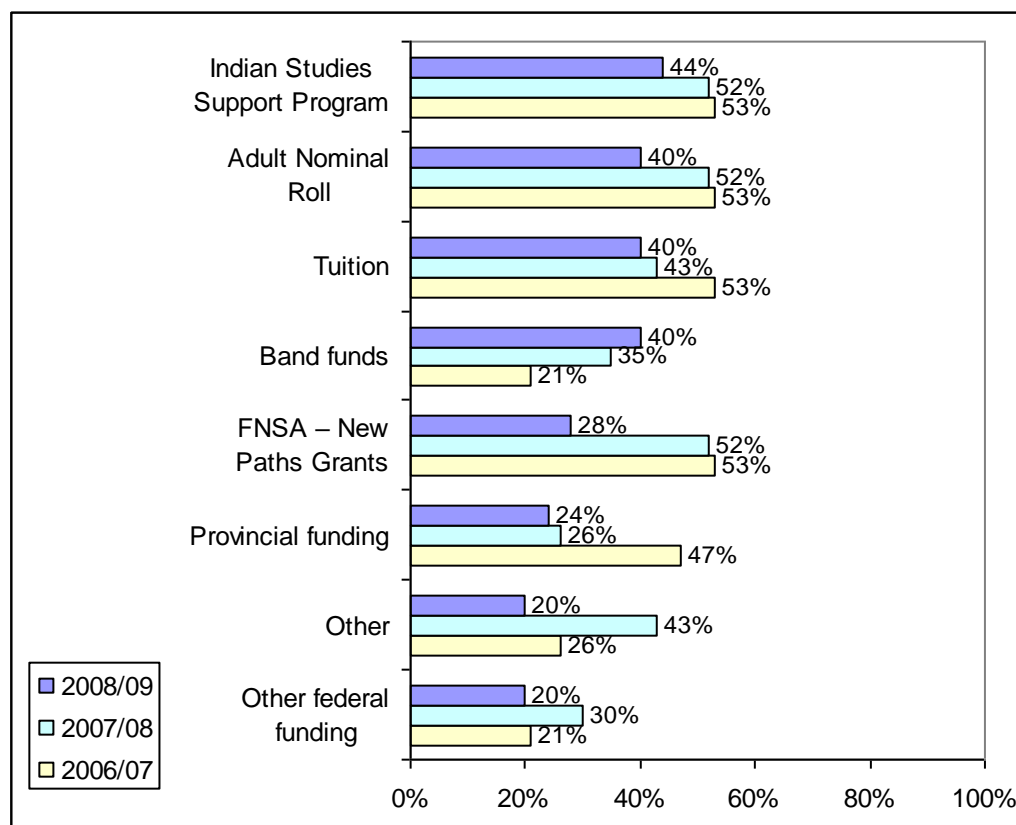
In 2008/09, Adult Nominal Roll funding is once again most likely to be an institute's major funding source (responsible for 50% or more of their funding). Thirty-nine percent of responding institutes access Adult Nominal Roll funding as a major funding source. ISSP funding is a major funding source for 17% of the institutes.

Exhibit 3.8 – Major Funding Sources (Over 50% of Total Funding)

	2008/09	2007/08	2006/07
	N = 23 (1)	N = 23	N = 19
Adult Nominal Roll	39%	44%	42%
Indian Studies Support Program	17%	9%	16%
Band funds	9%	9%	5%
Other	9%	9%	5%
Provincial funding	9%	4%	16%
Tuition	9%	4%	10%
FNSA – New Paths Grants	9%	4%	10%
Other federal funding	9%	4%	5%

(1) Two institutes did not report on their funding in 2008/09.

The 2008/09 survey asked institutes whether they have experienced a change in their total funding level this year. Over one-third (36%) of the institutes indicate they have experienced a decrease in funding. 16% have experienced an increase and 36% have experienced no change.

The decreases experienced were proportionally larger than the increases experienced. For example, decreases ranged from 10% to 50% while increases ranged from 3% to 12%.

Fewer institutes reported an increase and more institutes reported no change in their funding as compared to those responding to the 2007/08 IAHLA Data Collection Project. These levels of response are more similar to those in the 2006/07 IAHLA Data Collection Project.

Exhibit 3.9 – Changes in Funding Since Last Year
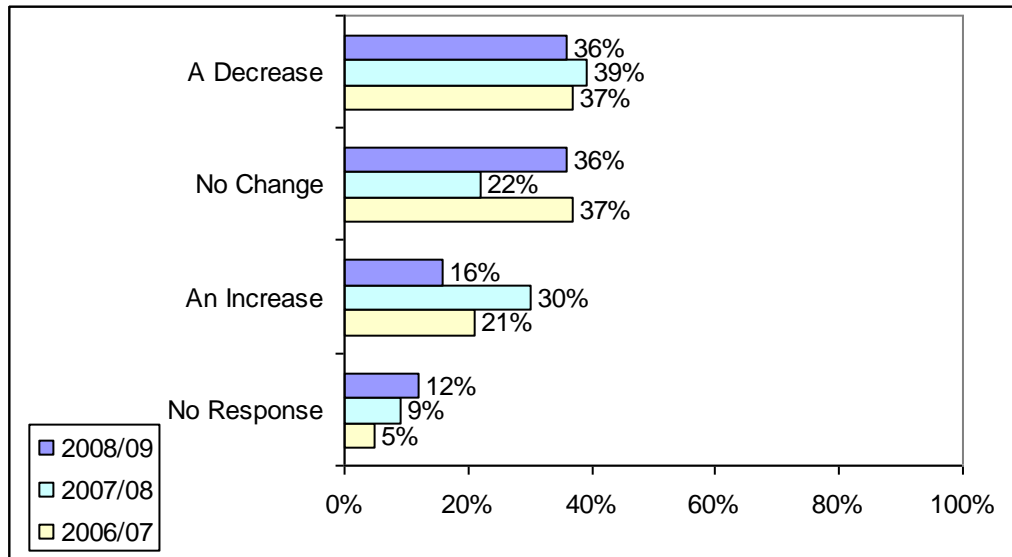
In 2008/09, for the first time, institutes were asked about programming costs covered by four funding sources.

For this analysis, 64% of the 25 responding institutes report on post-secondary programming funding and about one-third report on Provincial ABE and/or University College Entrance Preparation (UCEP) programming funding. A similar proportion report they offer Adult Nominal Roll plus other types of programming and 16% (4 institutes) offer courses only to Adult Nominal Roll students.

Exhibit 3.10 – Institutes Reporting on Programming Costs
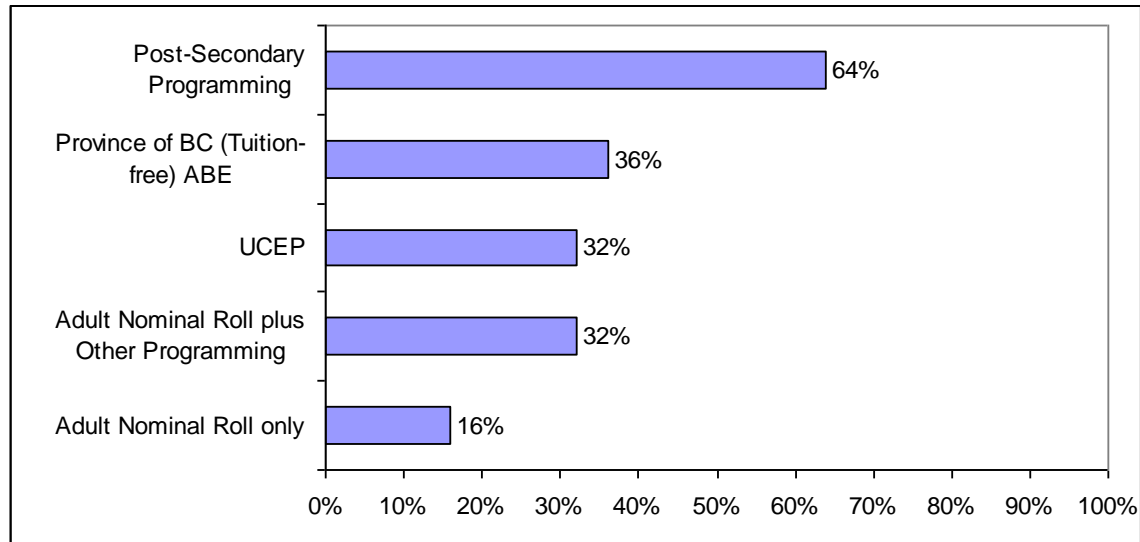
In September 2007, the Province of BC announced it would invest $17.5 million to make Adult Basic Education (ABE) tuition-free for all students.

Twelve percent of the 25 responding institutes report that they do not deliver provincial ABE courses. Twenty-four percent report they do deliver these courses but do not have access to the tuition-free base. A further 20% say the funding they receive is "not applicable" or does not cover the costs asked about in the question (e.g., instruction, administrative costs and travel).

Thirty-six percent report that one or more of the costs asked about are covered by provincial ABE "tuition-free" funding. However, this funding may not be received directly by these institutes. It may be directed to a provincial, public institution which provides ABE instruction to students of IAHLA institutes.

Exhibit 3.11 – Provincial ABE Tuition-Free Programming

Province of BC (Tuition-free) ABE

Category	Value
Do Not Deliver	12%
No Access	24%
Not Applicable	8%
No Costs Covered	12%
Some Costs Covered	36%
No Response	8%
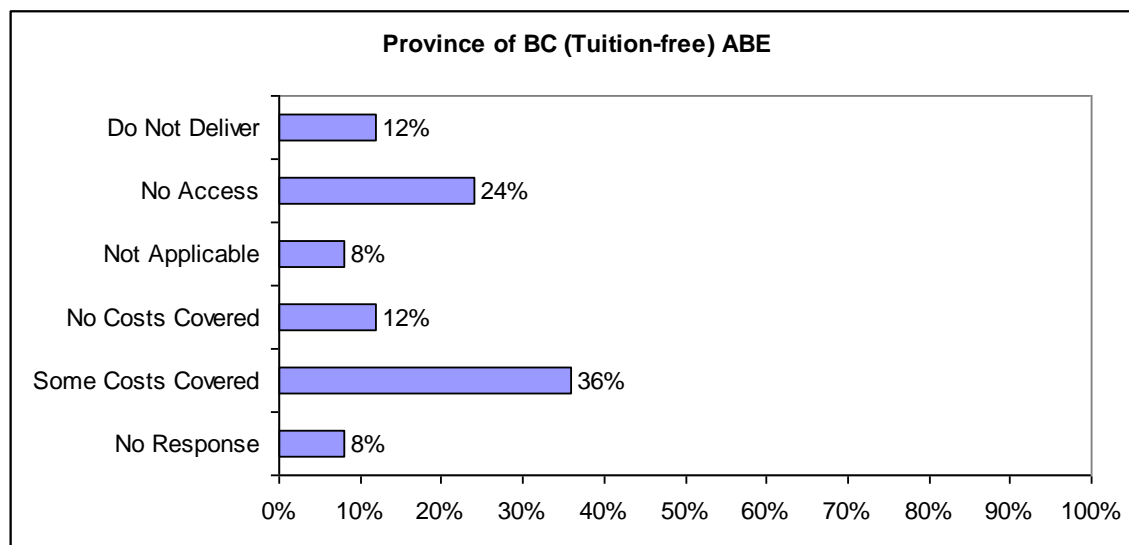
IAHLA institutes report that provincial ABE "tuition-free" funding covers some of the costs below. Of the 25 IAHLA institutes responding to the 2008/09 Data Collection Project:

- 32% report that provincial ABE "tuition-free" funding covers some of their *instruction* costs. This is all the institutes reporting this kind of funding, except one. In this latter case the institute has an agreement with a distance education provider who may provide the instruction.

- 32% report it covers *instructor books and supplies*;

- 24% report it covers *instructor materials*;

- 12% report it covers *administrative support*; and,

- 8% report it covers *travel costs*.

Tutoring and counselling costs are not covered at all by this funding at these institutes.

Exhibit 3.12 – Provincial ABE Tuition-Free Costs Covered

Provincial ABE

Category	Percentage
Instruction	32%
Instructor Materials	24%
Instructor Books and Supplies	32%
Counseling	0%
Tutoring	0%
Administrative Support	12%
Travel Costs	8%
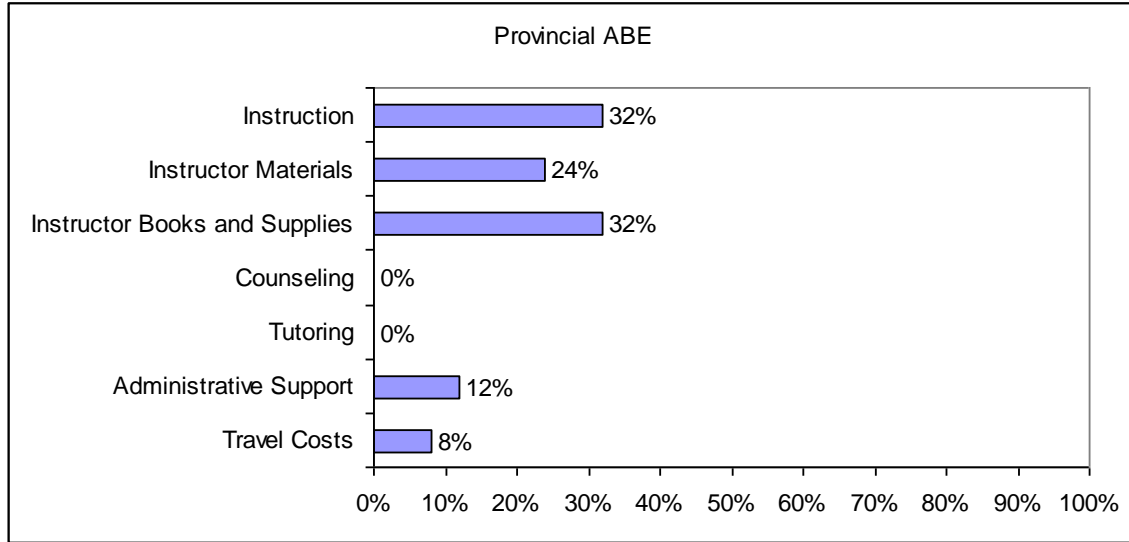
Institutes help learners with their financial needs in a variety of ways. Almost two-thirds (64%) of responding institutes provide free breakfast/lunch/dinner programs or events. Sixty percent offer learners transportation assistance. Institutes also offer scholarships and bursaries (44%) and/or tuition waivers (40%). The other assistance reportedly offered includes incentive programs, tutoring, childcare and a living allowance to a few students in the graduating year of an Adult Dogwood.

Exhibit 3.13 – How Institutes Help Learners with Their Financial Needs

Category	Percentage
Free meals	64%
Transportation assistance	60%
Scholarships and bursaries	44%
Tuition waivers	40%
Food banks	24%
Food vouchers	20%
Other	20%
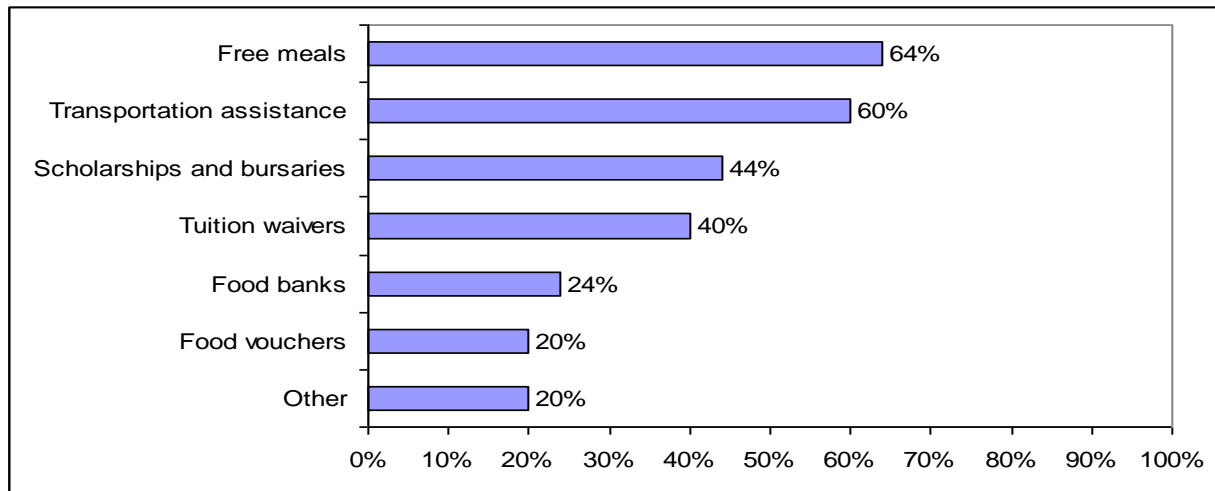
3.6 Learner Funding

Learners rely on different sources of funding to pay for their education and expenses. In 2008/09, the Project asked adult learners how they fund their studies. Responses range from community and external support through to self-funding.

By a significant margin, Band funding[15] is the most frequently cited source of financial support. In 2008/09, 60% of learners reportedly receive Band funding. The second most frequently reported response (17%) is from learners who are "not sure" of how their studies are funded.

The balance of the reported sources of funding are multiple and comparatively small. One-in-twenty (6%) learners undertake employment while studying or during breaks. The same proportion (6%) use personal savings. Five percent receive financial support from family and friends. Four percent receive BC or Canada student loans and 4% receive scholarships or bursaries. Eleven percent of respondents report "other" sources such as social assistance and vouchers.

Exhibit 3.14 – Learners' Funding Support

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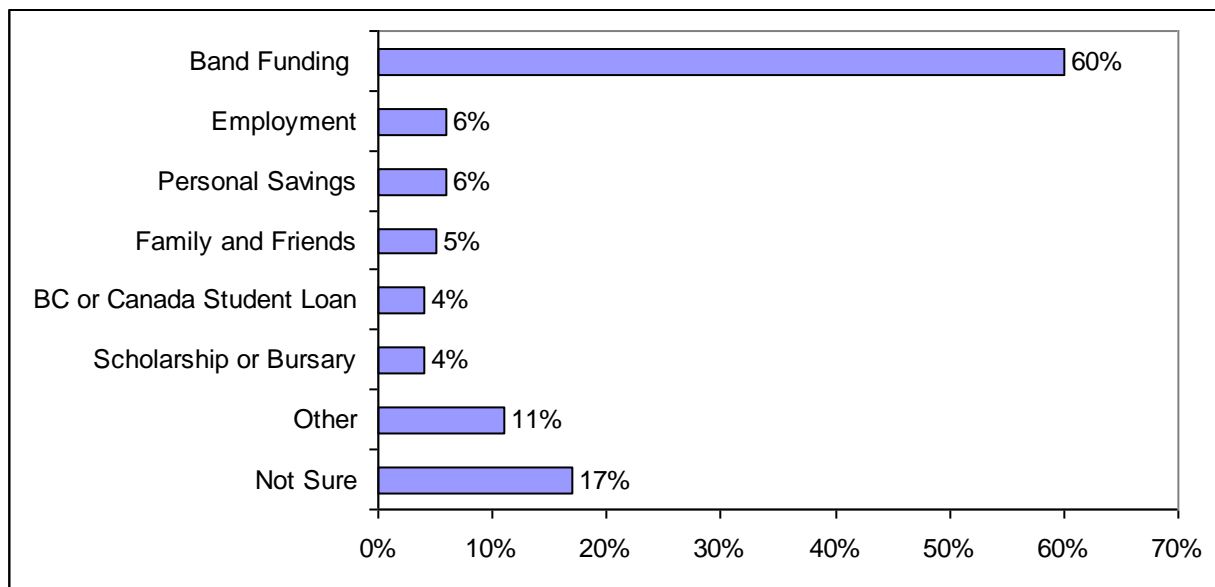
[15] Band funding is post-secondary student support program (PSSSP) funding which is INAC federal funding.

3.7 External Program Evaluations

Sixty percent (15) of the institutes have undergone an external program evaluation in the last five years. Among those reporting the year of their most recent evaluation, one-third were in the past three years. The remainder were conducted between 2003 and 2005.

Exhibit 3.15 – Years External Program Evaluations Conducted

	2008/09	**2007/08**	**2006/07**
	N = 12	N = 11	N = 14
2002/03	8%	27%	28%
2004	42%	27%	36%
2005	17%	18%	21%
2006	8%	18%	14%
2007	8%	9%	
2008	17%		

Among those reporting how their most recent evaluation was funded, one-half were funded by the First Nations Schools Association (53%). The remainder were funded either by the Indian Studies Support Program (27%) or by other sources (13%) or a combination of the two (7%). These other sources include tuition and the institute itself. INAC requires that every Nominal Roll school have an evaluation conducted every five years.

Exhibit 3.16 – External Program Evaluation Funders

	2008/09	**2007/08**	**2006/07**
	N = 15	N = 12	N = 15
Indian Studies Support Program	33%	25%	47%
First Nations Schools Association	53%	50%	40%
Other	20%	25%	13%

3.8 Private Career Training Institutes Agency (PCTIA) Registration

In 2008/09, 32% (8) of 25 responding institutes report they are registered with PCTIA. Of these eight institutes, two report they are accredited through PCTIA, and one reports being in the accreditation process. The remaining five institutes report only being registered with the agency. One of the institutes registered with PCTIA notes that this registration is required through the institute's funding agreement with Department of Canadian Heritage for one of its programs – so that it can be designated as a "professional development" program.

In 2007/08, 35% (8) of 23 responding institutes reported they were registered with PCTIA. Of these eight institutes, only one reported it was accredited through PCTIA, the remainder reported only being registered with the agency.

In 2005/06, 53% (9) of 17 responding institutes were recognized by PCTIA, with six accredited, one in the degree authorization process and two not specifying the type of relationship.

4.0 Learners' Personal Development

Responding First Nations 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 other providers.

4.1 Life Skills Programs

In 2008/09, 56% of the responding institutes provide Life Skills programs (including planning, goal setting, time management, etc.). In 2007/08, 52% of the responding institutes offered such programs. In 2006/07, 63% of the responding institutes offered such programs.

Exhibit 4.1 – Institutes Providing Life Skills Programs
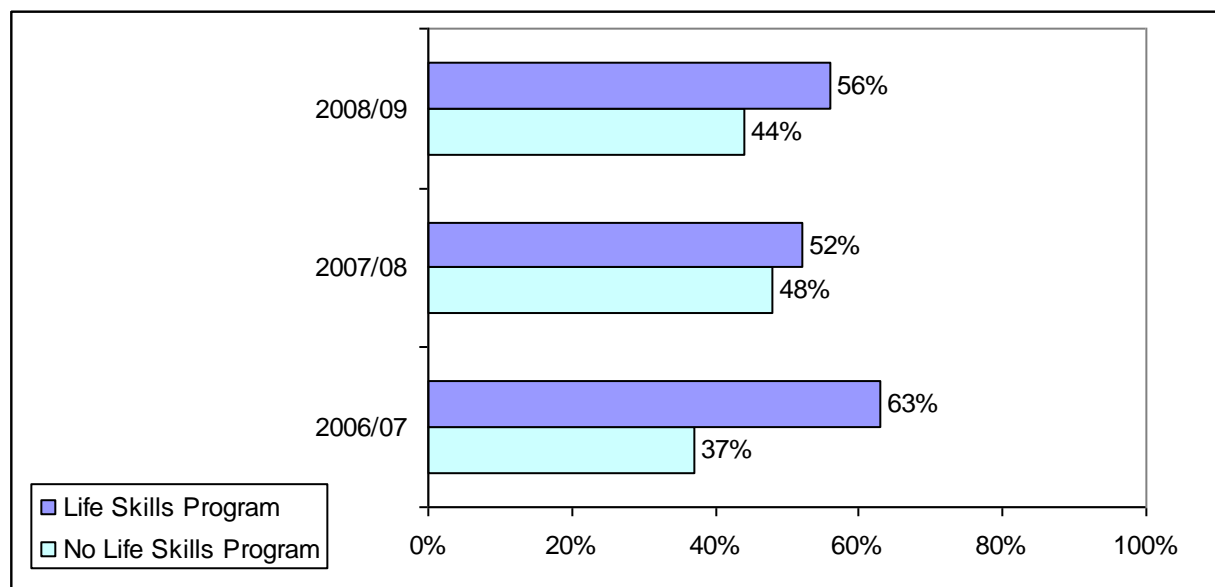
In 2008/09, 12 of the 14 responding institutes that offer a Life Skills program report the number of learners who participated in their program last year (in 2007/08). In total, 294 learners participated in these programs last year. This was usually between 25% and 75% of the learners reported as enrolled in their programs last year where these data are available.

In 2007/08, 10 of the 12 responding institutes that offered a Life Skills program reported the number of learners who participated in their program last year (in 2006/07). In total, 267 learners participated in these programs last year. This was usually between 50% and 100% of the learners reported as enrolled in their programs last year where these data were available.

In 2006/07, eight of the 12 responding institutes that offered a Life Skills program reported the number of learners who participated in their program last year (in 2005/06). In total, 175 learners

participated in these programs that year. This was usually between 25% and 50% of the learners reported as enrolled in their programs that year where these data were available.

Among the learners surveyed in 2008/09, 45% are or have been enrolled in a Life Skills program since beginning their studies at the institute. Of these learners, 90% report they have benefited from the skills and information they learned and 8% say they did not benefit (the remainder did not respond to this question). In 2007/08, 49% of adult learners were or had been enrolled in a Life Skills program and 94% had found they benefited from it. In 2006/07, 26% had been enrolled in a Life Skills program and 80% reported they had benefited from it.

4.2 Short Non-Credit Courses or Short-Term Workshops

In 2008/09, life skills are also the subject of short non-credit courses and short-term workshops at two-thirds (68%) of the institutes. Eighty-eight percent of institutes offer such courses or workshops on computer skills, 72% on first aid skills and 68% on career planning.

More than one-half of the institutes also offer short courses or workshops on emotional health, drug or alcohol abuse awareness, Fetal Alcohol Syndrome (FAS)/Fetal Alcohol Spectrum Disorder (FASD), nutrition and family violence. One-third or more of the institutes offer short courses or workshops on other topics.

"Other" courses or workshops offered by institutes include those on bursaries, cultural awareness, First Host and Essential Skills.

Twenty-four institutes offer at least one or more short, non-credit courses or short-term workshops.

Exhibit 4.2 – Institutes Providing Short Non-Credit Courses or Short-Term Workshops
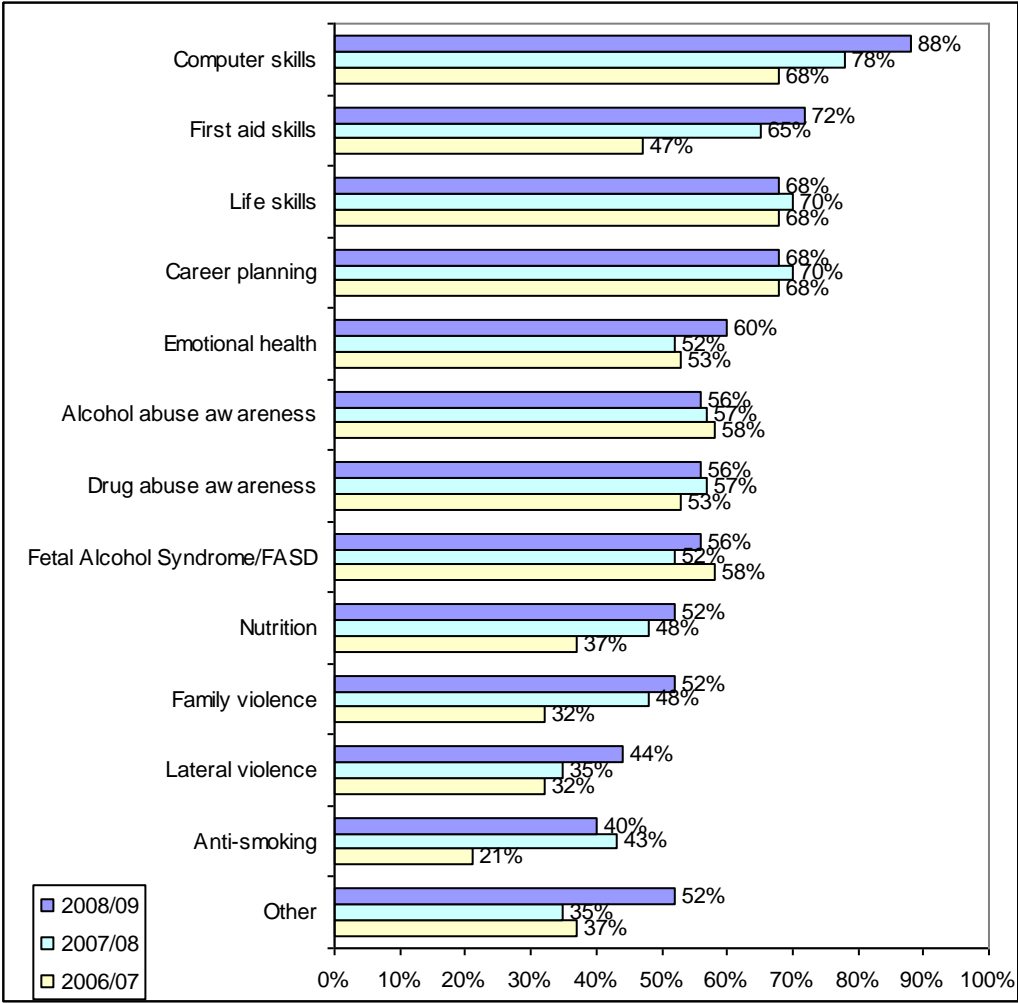
Category	2008/09	2007/08	2006/07
Computer skills	88%	78%	68%
First aid skills	72%	65%	47%
Life skills	68%	70%	68%
Career planning	68%	70%	68%
Emotional health	60%	52%	53%
Alcohol abuse awareness	56%	57%	58%
Drug abuse awareness	56%	57%	53%
Fetal Alcohol Syndrome/FASD	56%	52%	58%
Nutrition	52%	48%	37%
Family violence	52%	48%	32%
Lateral violence	44%	35%	32%
Anti-smoking	40%	43%	21%
Other	52%	35%	37%

In the 2007/08 IAHLA Data Collection Project survey, computer skills, life skills and career planning courses and workshops were also most common. In 2008/09, computer skills courses or workshops are more frequent than in 2007/08.

In the 2006/07 IAHLA Data Collection Project survey, computer skills, life skills and career planning courses and workshops were most common. In 2006/07, first aid, family violence and anti-smoking short courses or workshops were less frequent than in 2007/08.

4.3 Student Support Services

4.3.1 Interventions and Referrals

In 2008/09, most often institutes provide learner *interventions and/or referrals* for academic advising, personal counselling and career counselling. Elder, peer or employment support and drug/alcohol prevention interventions or referrals are also provided by 80% or more of the institutes.

In the 2007/08 and 2006/07 IAHLA Data Collection Project surveys, academic advising *interventions and/or referrals* were also most common.

Exhibit 4.3 – Interventions and Referrals Provided
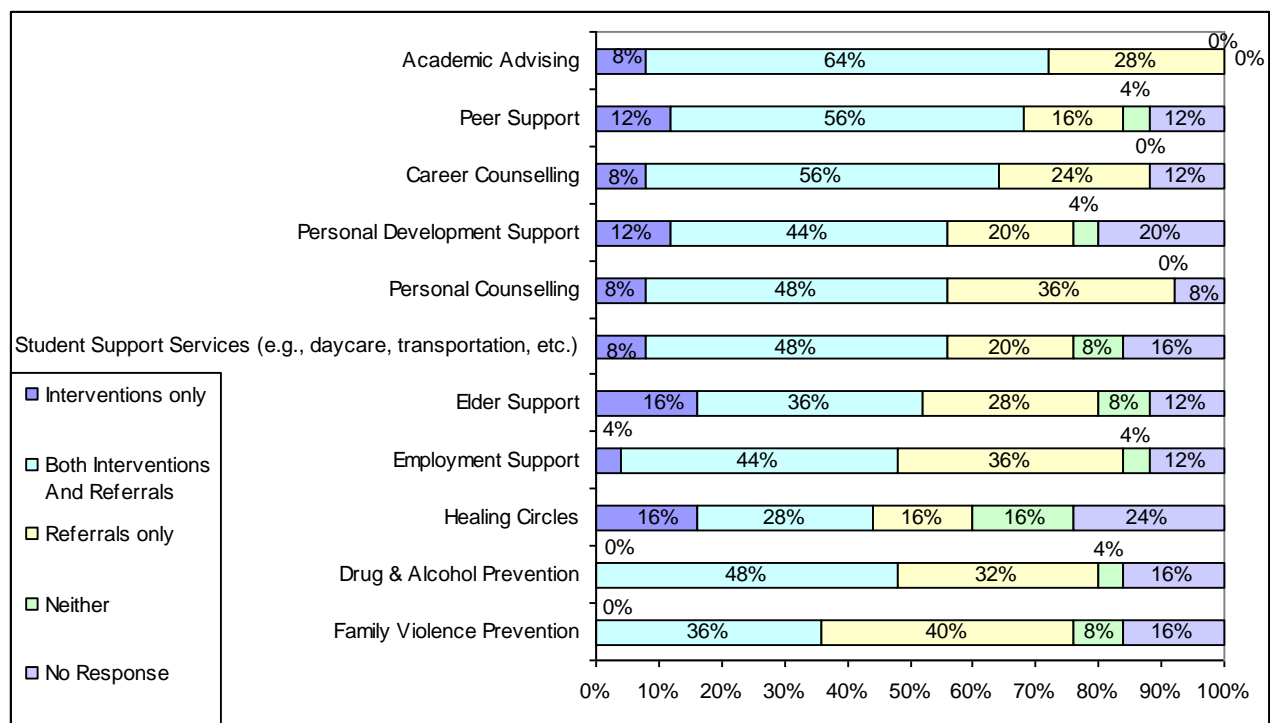
In 2008/09, *interventions* are most common for academic advising (72%), peer support (68%) and career counselling (64%) services.

Referrals only are most common for family violence prevention (40%), personal counselling (36%), and employment (36%) services.

"Other" interventions and referrals include those related to counselling, nutrition, volunteering and community events.

4.3.2 Helpfulness of Student Support Services

In 2008/09, most often the learners surveyed have used peer support (67%) and/or academic advising (65%) services, followed by support from Elders (59%). About one-in-two have used career counselling (51%), personal development support (50%) and/or student support services (50%). More than one-third have used drug & alcohol prevention (38%) and healing circles (38%).

Almost all those who have used these services have found them "very helpful" or "somewhat helpful".

Exhibit 4.4 – Helpfulness of Student Support Services
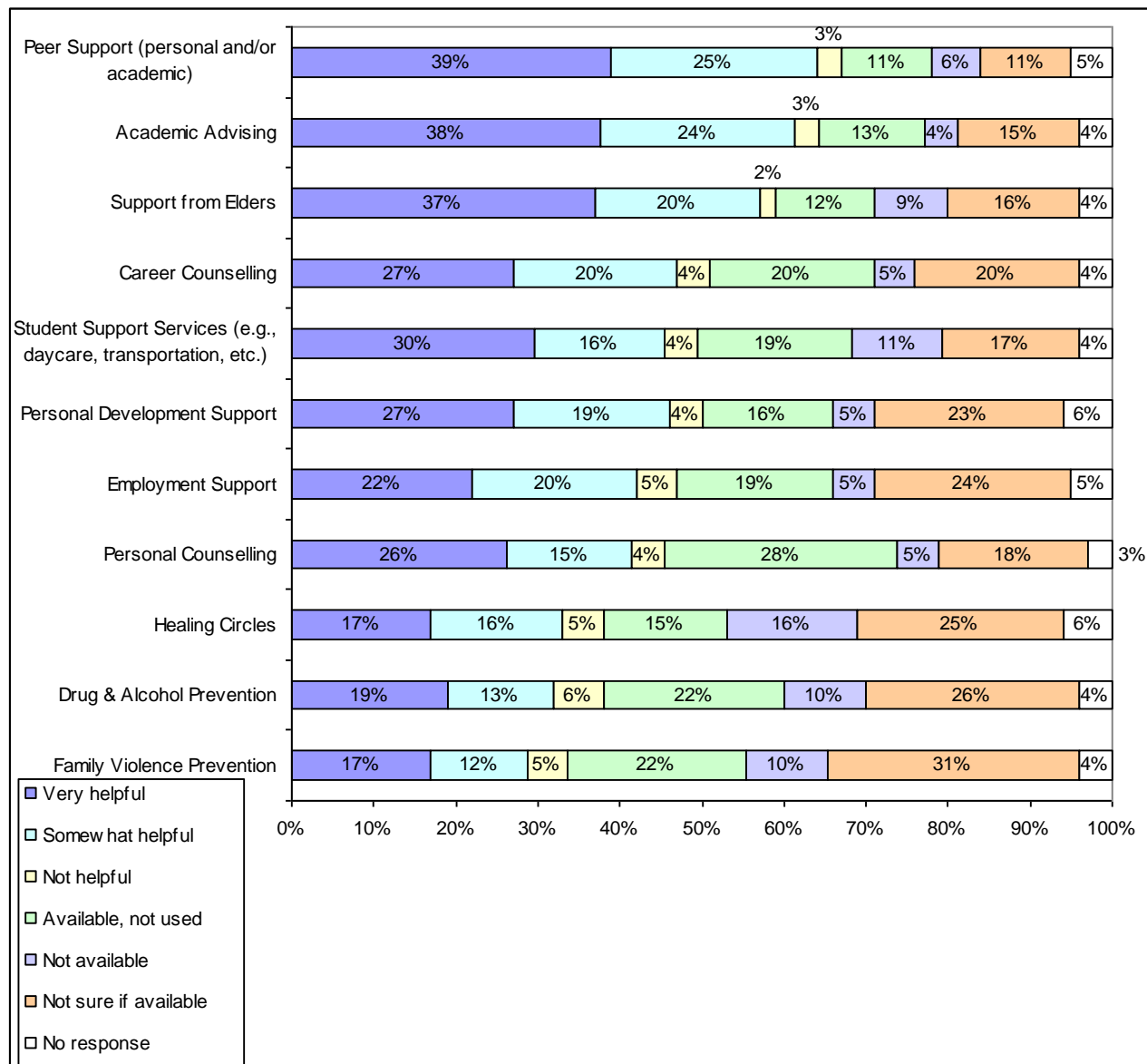
Base: Total 2008/09 Learners Responding N = 405

In 2007/08, most often the learners surveyed had also used academic advising (71%) and/or peer support (68%) services. More than one-in-two had used career counselling (57%) and/or personal

development support (56%). About one-third had used drug & alcohol prevention (38%), healing circles (33%) or family violence prevention (32%). Similarly, almost all those who had used these services had found them "very helpful" or "somewhat helpful".

In 2006/07, most often the learners surveyed had also used academic advising (65%) and/or peer support (66%) services. One-in-two had used support from Elders (55%), career counselling (49%) and/or personal development support (48%). About one-third had used family violence prevention (34%), drug & alcohol prevention (34%) or healing circles (31%). Similarly, almost all those who had used these services had found them "very helpful" or "somewhat helpful".

4.4 Links to Other Service Providers

Institutes establish links with other service providers (within and outside the community) in order to support learners.

In 2008/09, they most frequently link with public colleges/universities, social development services, traditional/spiritual advisors and Elders, health services and employment services. These are followed by links with First Nations schools and other First Nations institutes.

"Other" service providers which link with institutes to provide support to learners include – community agencies and contacts, counselling services and First Nations governments.

In the 2007/08 and 2005/06 IAHLA Data Collection Project surveys, traditional spiritual advisors and Elders as well as public colleges/universities were the most frequent links to learner support.

Exhibit 4.5 – Service Providers Linking with Institutes

	2008/09	2007/08	2006/07
	N = 25	N = 23	N = 19
Public colleges/universities	88%	96%	89%
Social development	88%	87%	84%
Traditional/spiritual advisors & Elders	84%	91%	84%
Health services	80%	91%	74%
Employment services	80%	78%	58%
First Nations schools	72%	78%	63%
Other First Nations institutes	68%	74%	74%
Public school district or schools	64%	65%	68%
Child and family services	64%	61%	58%
AHRDA[16] or On-Reserve Training Society	60%	48%	42%
Off-Reserve agencies	60%	70%	63%
Tribal Council	56%	48%	47%
Economic Development Corporation	48%	39%	37%
Other	24%	30%	37%

[16] An AHRDA is an Aboriginal Human Resources Development Agreement. AHRDAs are a strategy of Human Resources and Skills Development Canada.

4.5 Learner Ratings on Their Personal Development

In 2008/09, most learners agree they feel better about themselves (81%) and/or more confident (81%) since beginning at their institute.

Similarly, large groups of learners have set goals for their education (79%) and/or for their personal lives (79%).

Many have also set goals for their family life (69%), for understanding their culture (57%) and/or for their role in their communities (47%).

Forty-three percent have set goals for understanding and speaking their traditional language.

In 2007/08 and 2006/07, 75% or more of learners agreed they feel better about themselves and/or more confident since beginning at their institutes. Most frequently, learners have consistently set goals for their education and personal lives (among the future goals asked about in the Project).

Exhibit 4.6 – Learner Ratings on Their Personal Development
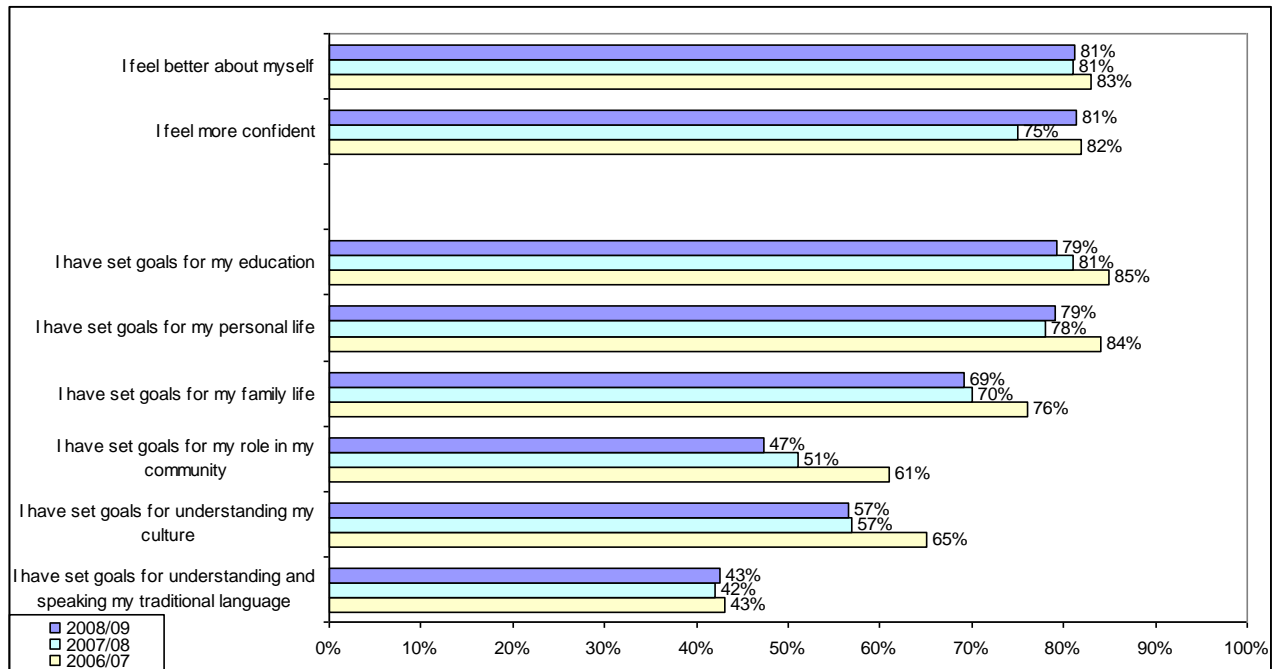
Base: Total 2008/09 Learners Responding N = 405, Total 2007/08 Learners Responding N = 404, Total 2006/07 Learners Responding N = 255

In 2008/09, most learners plan to continue to study next academic year (in 2009/10) – most often at the same institute (46%),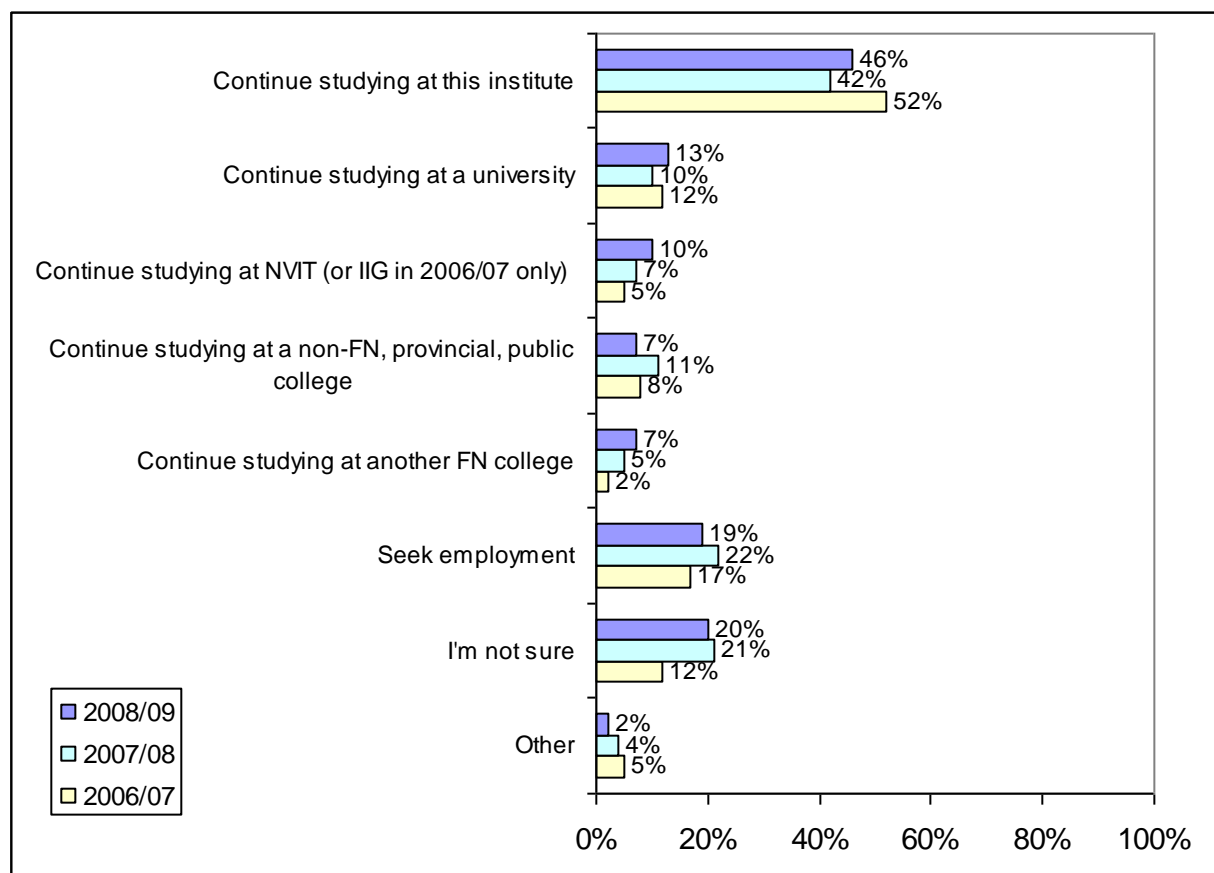 but also at universities, First Nations institutes or provincial public colleges. In comparison, 19% intend to seek employment next year and 20% are not yet sure of their goals for next year.

In 2007/08 and 2006/07, learners also planned primarily to continue to study next year.

Exhibit 4.7 – Learner Goals for Next Year[17]

Base: Total 2008/09 Learners Responding N = 405, Total 2007/08 Learners Responding N = 404, Total 2006/07 Learners Responding N = 255

In 2008/09, 84% of the learners surveyed feel that their program of study is adequately preparing them to pursue their goal for the next academic year. Only 3% do not feel prepared (12% are unsure or did not respond to this question). In 2007/08, 83% of the learners surveyed felt that their program of study was adequately preparing them to pursue their goal for the next academic year. In 2006/07, 86% of the learners surveyed felt their program of study was adequately preparing them to pursue their goal for next year.

[17] Please note the 2008/09 and 2007/08 questions asked "Next *academic* year I plan to… ?" The 2006/07 question asked "Next year I plan to…?". As well, in 2007 the Institute of Indigenous Government (IIG) ceased operations. So this institute was not included in the question asked in 2007/08 or 2008/09.

5.0 Leadership Development

Responding institutes promote learners' leadership within their communities as well as First Nations communities' leadership of their programs through:

- Involving community members in programming and learning;
- Involving students in programming and learning as well as leadership opportunities;
- Encouraging and/or enabling learners to become more active in their communities; and,
- Participating in formal relationships with other institutions or organizations.

5.1 Groups Directly Involved with Programming/Learning

Programming/learning is a collaborative effort. All (100%) of the institutes involve other groups directly in their programming/learning in 2008/09. The most common groups directly involved are family/community members and students, followed by Elders. About three-quarters involve a First Nations governance structure such as a Band or Tribal Council and more than one-half involve other agencies.

Exhibit 5.1 – Groups Directly Involved with Programming/Learning
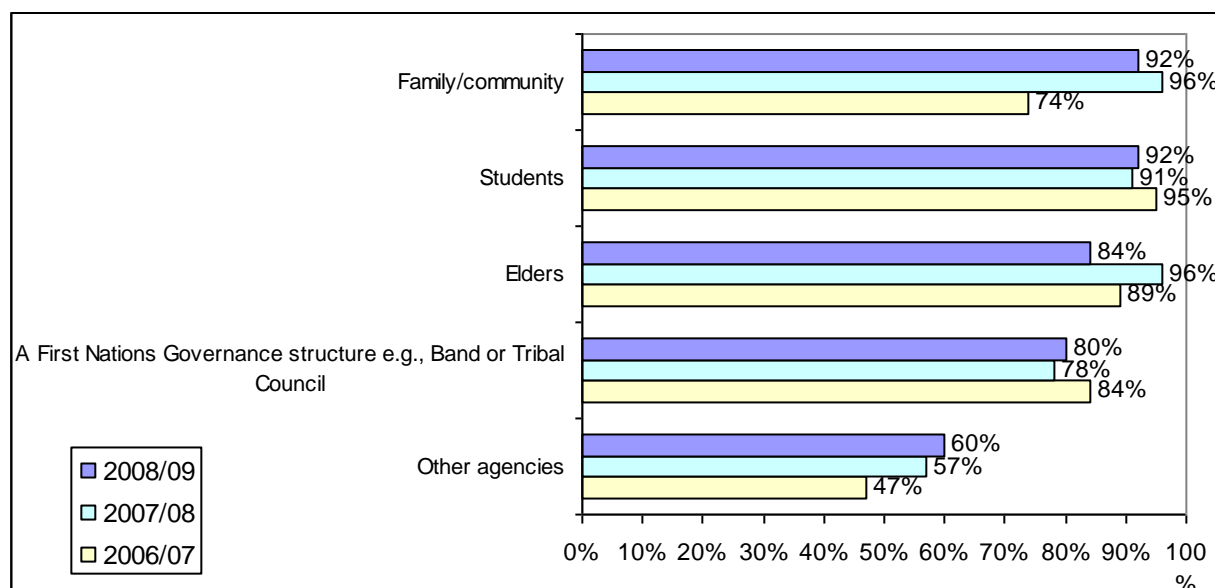
In the 2007/08 IAHLA Data Collection survey, Elders and family/community members were the most common groups involved directly in programming and learning, followed by students. Elders are less often involved in 2008/09 than in 2007/08. In the 2006/07 IAHLA Data Collection Project survey, students were the most common group involved directly in programming and learning, followed by Elders and a First Nations Governance structure such as a Band or Tribal Council. Family/community members were less involved in 2006/07 than in 2007/08 and 2008/09.

5.2 Student Involvement and Communication

Students are also involved in leading their own learning. In 2008/09, 53% of the learners surveyed report their institute has a student council or other type of student government at their institute. A further 20% say they are not sure if such student governance exists at their institute. Twenty-six percent say it does not.

Many institutes communicate with learners by providing information through a student handbook. Sixty percent of the learners surveyed report their institute has a student handbook and a further 24% are not sure (16% report they do not).

As well, some institutes have written dispute resolution and/or discipline policies which are accessible to learners. In 2008/09, 60% of learners report their institutes have such policies and a further 32% are not sure.

In 2007/08, fewer learners (37%) reported their institute had a student council or other type of student government at their institute than in 2008/09. Fewer learners (51%) also reported their institute had a student handbook in 2007/08 than in 2008/09. In 2007/08, 56% reported their institutes had written discipline and/or dispute resolution policies.

In 2006/07, 40% of learners reported their institute had a student council or other type of student government at their institute. Two-thirds (67%) of learners reported their institute had a student handbook. Sixty-one percent reported their institutes had written discipline and/or dispute resolution policies.

Exhibit 5.2 – Student Involvement and Communication
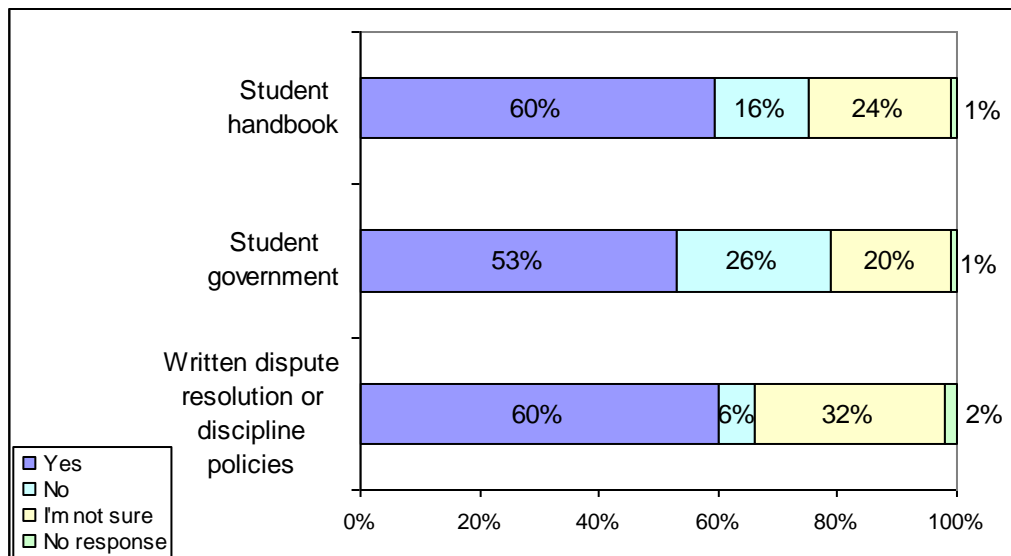
Base: Total 2008/09 Learners Responding N = 405

5.3 Learner Ratings of Becoming More Active in Community

More than one-third (40%) of learners agree they have become more active in their communities since beginning at their institute. A further 42% are neutral about such activity – possibly because they were active before, or because they feel this question is not applicable to them e.g., their institute is not located in their community.

In 2007/08, 38% of learners agreed they had become more active in their communities since beginning at their institute. In 2006/07, 49% agreed they had become more active.

Exhibit 5.3 – Learner Ratings on Becoming More Active in Community
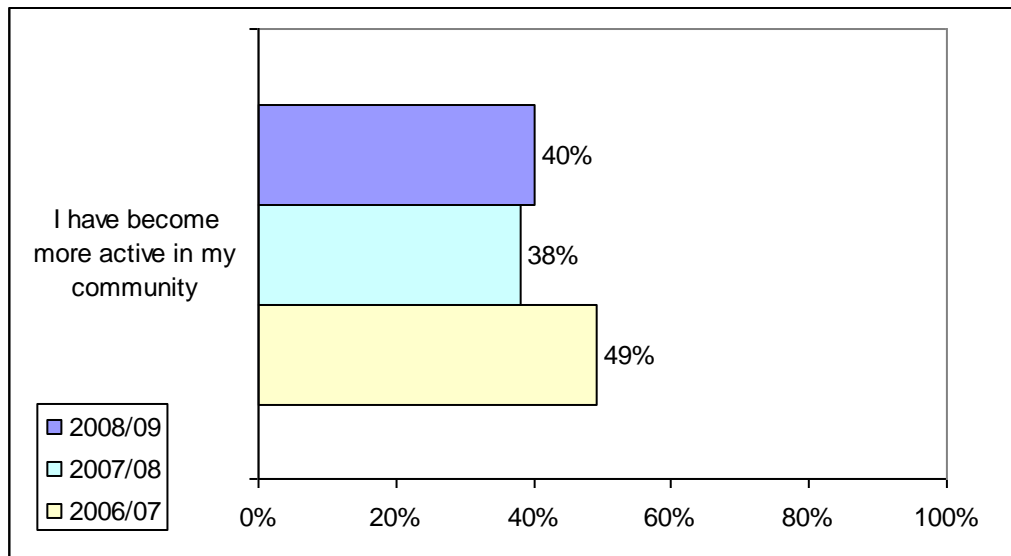
Base: Total 2008/09 Learners Responding N = 405, Total 2007/08 Learners Responding N = 404,Total 2006/07 Learners Responding N = 255,

5.4 Formalized Relationships with Others

Most (21) of the institutes have at least one type of formalized relationship with other education providers. Please note that this question asked only about relationships with other public post-secondary institutes and most, but not all, of the responses are limited to this. In the chart on these relationships current year and previous years' data include a few relationships with other First Nations institutes (e.g., the Native Education College) and the K-12 education system (e.g., the North Island Distance Education School). 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 institutes as per the question wording.

Most common are affiliation agreements, followed by brokering arrangements and service agreements. Other types of relationships (e.g., partnerships, MOUs, federation agreements, etc.) are also in place at one-third of the institutes.

In the 2007/08 and 2006/07 IAHLA Data Collection Project surveys, affiliation agreements were also the most common type of formalized relationships.

In the past two years a smaller proportion of responding institutes have reported affiliation agreements than in 2006/07. This is due to a change in the way the question was asked, beginning in 2007/08. Institutes were asked to provide information on each of their relationships individually, rather than on categories of relationships. This year, in all except one case, institutes are reporting on affiliation agreements with organizations which are public post-secondary institutes.

Exhibit 5.4 – Formalized Relationships with Others
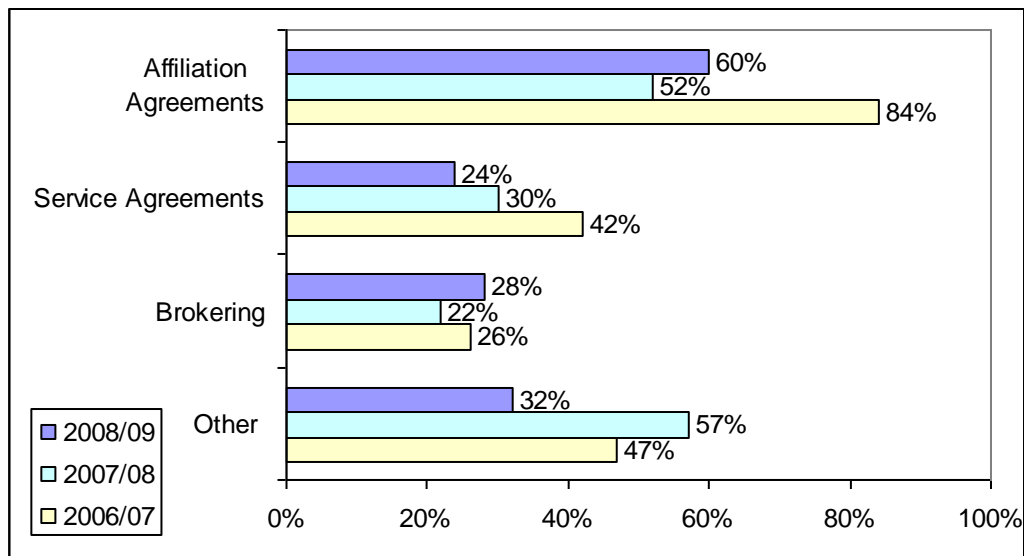
In total, these 21 responding institutes report 49 such formal relationships (an average of two or more per institute) in the current year. They are satisfied with 86% of these 49 relationships – either "very" (39%) or "somewhat" (47%). They are dissatisfied with only 12% of these relationships. In 2007/08, 21 responding institutes were satisfied with 90% of their 48 formal relationships.

Exhibit 5.5 – Satisfaction with Formalized Relationships
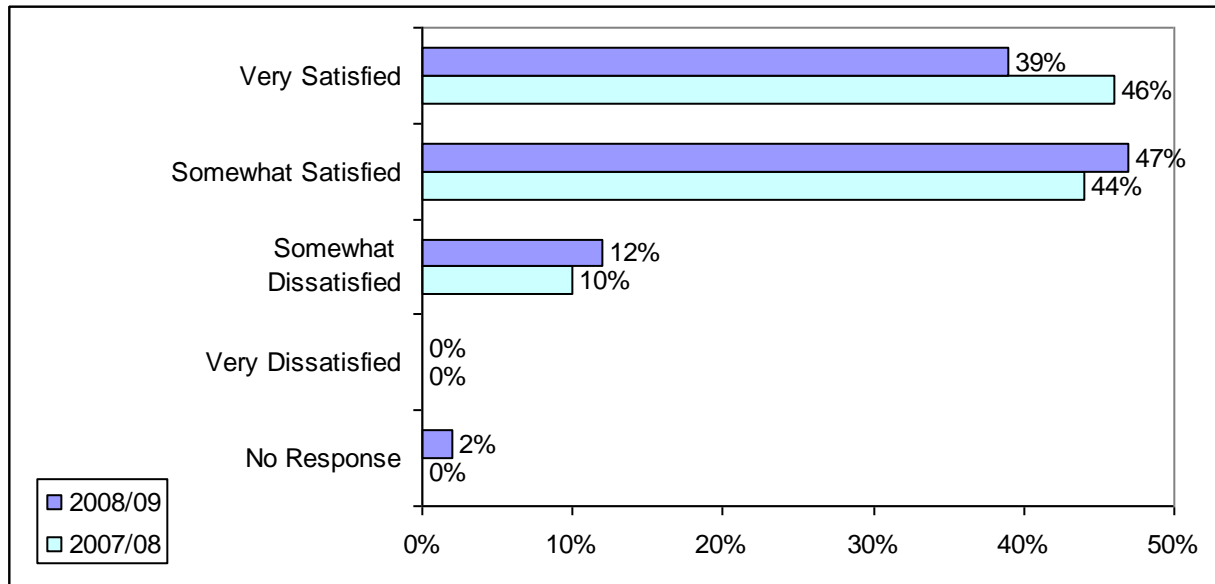
Sixteen institutes report the costs to them of delivering courses through their formalized relationships per FTE (full-time equivalent) student. These costs cover all program types and are not broken down by program. More than one-third (38%) deliver such courses for $5,000 or less per FTE. Thirty-one percent deliver courses for $5,001 to $10,000 per FTE. Please note that one institute delivers courses in more than one cost category – likely it has different per FTE costs for different relationships or programs.

Exhibit 5.6 – Costs of Courses Delivered Through Formalized Relationships
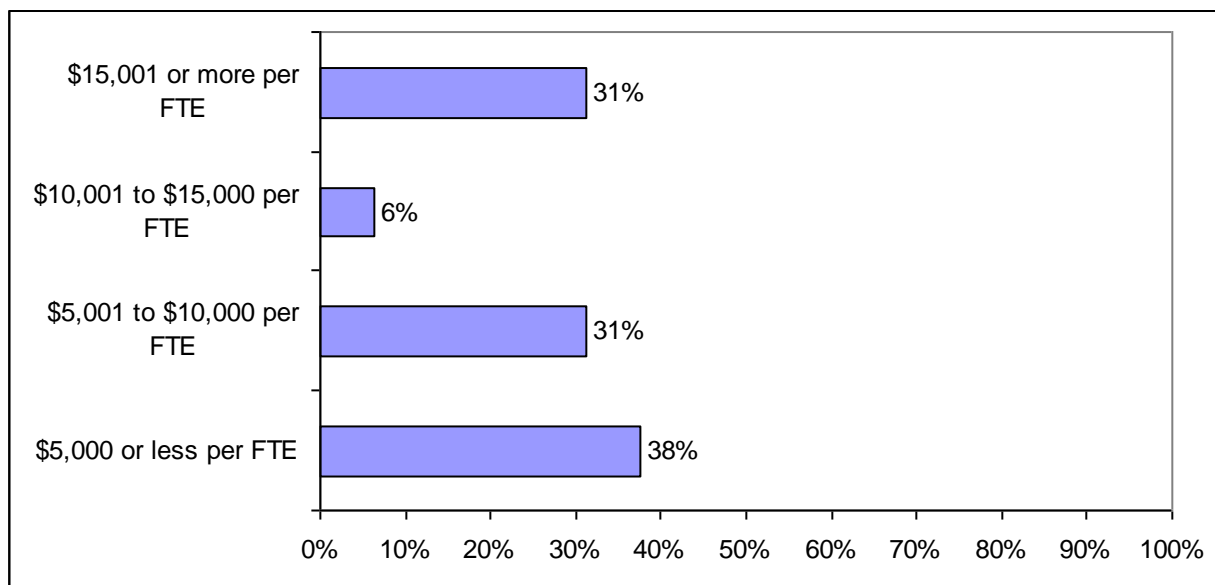
As reported above in Section 3, in 2008/09, institutes reported on whether 2,204 learners were enrolled in one or more courses or programs which were articulated/transferable with public colleges or institutes the previous year (in 2007/08). In total, 78% of these learners were enrolled in at least one articulated/transferable course or program and 22% were not. In 2006/07, 83% of 2,142 learners were enrolled in at least one articulated/transferable course or program and 17% were not.

6.0 Cultural Development

Responding institutes advance learners' cultural learning by:

- Placing a high level of importance on promoting aspects of culture, in addition to academic goals;
- Embedding traditional values and celebrations into their programming;
- Delivering language courses; and,
- Being involved in language revitalization projects.

6.1 Cultural Promotion as an Institutional Goal

First Nations' institutes place a high level of importance on promoting aspects of culture, in addition to academic goals. Promoting aspects of culture is centrally or very important to 88% of the institutes.

College or university preparation is also centrally or very important to 92% of the institutes. General academic upgrading, high school completion (either Adult Dogwood diplomas or GED completion) and certificate/diploma/degree completion are of importance to 84% of the institutes. 72% of institutes report First Nations language promotion is centrally or very important to them.

Exhibit 6.1 – Importance of First Nations Institute Goals
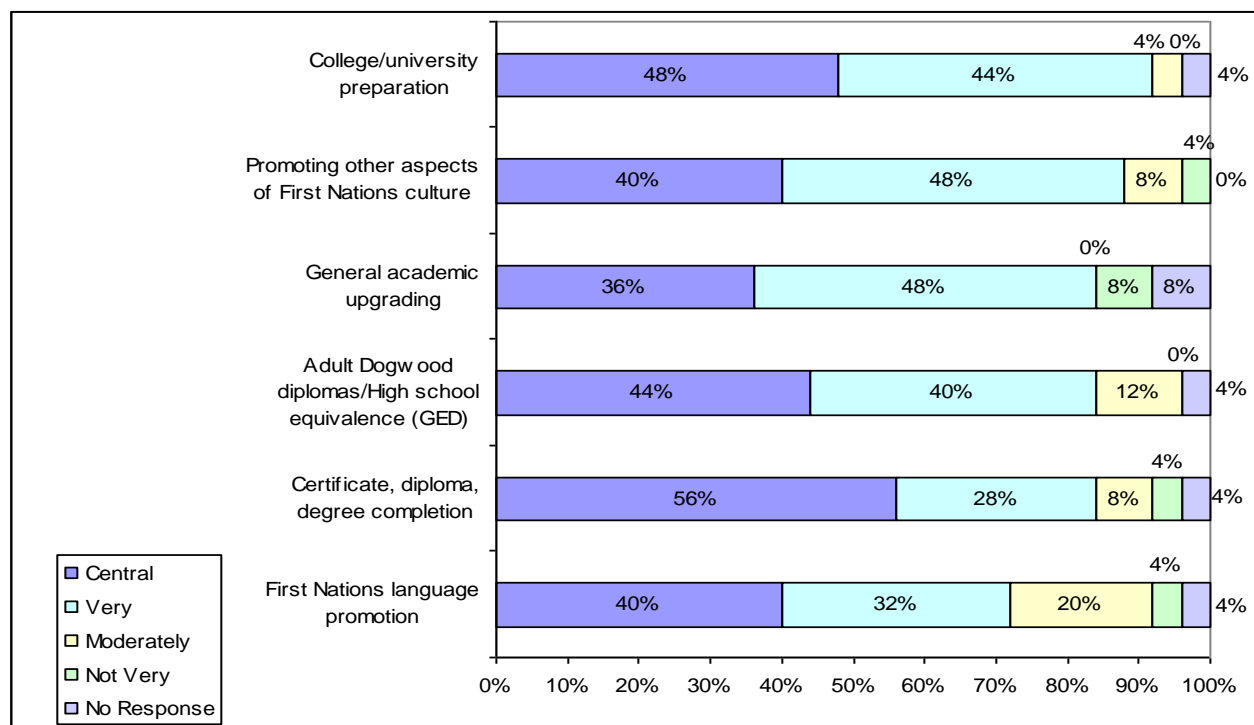
Similar goals were important in previous years. In 2007/08 and 2006/07, culture and academic preparation ranked most highly, followed by general academic upgrading.

Exhibit 6.2 – Importance of First Nations Goals[18]

% of central importance or very important	2008/09	2007/08	2006/07
	N = 25	N = 23	N = 19
College/university preparation	92%	83%	85%
Promoting other aspects of culture	88%	83%	84%
General academic upgrading	84%	79%	79%
First Nations language promotion	84%	74%	74%
Certificate/diploma/degree completion	84%	74%	74%
Adult Dogwood diplomas/ High school equivalence (GED)	72%	74%	n/a

6.2 Emphasis on Language and Culture vis-a-vis Education and Employment

When asked specifically about their emphasis on culture and language vis-a-vis education and employment, two-in-three institutes (68%) report they place an equally strong emphasis on both goals. In comparison, 28% place a stronger emphasis on preparing learners for further education and employment. Four percent place a stronger emphasis on promoting the Nation's language and culture.

In the 2007/08 and 2006/07 IAHLA Data Collection Project surveys, most institutes also placed equally strong emphasis on both goals (65% and 68% respectively).

Exhibit 6.3 – Comparative Emphasis of Goals

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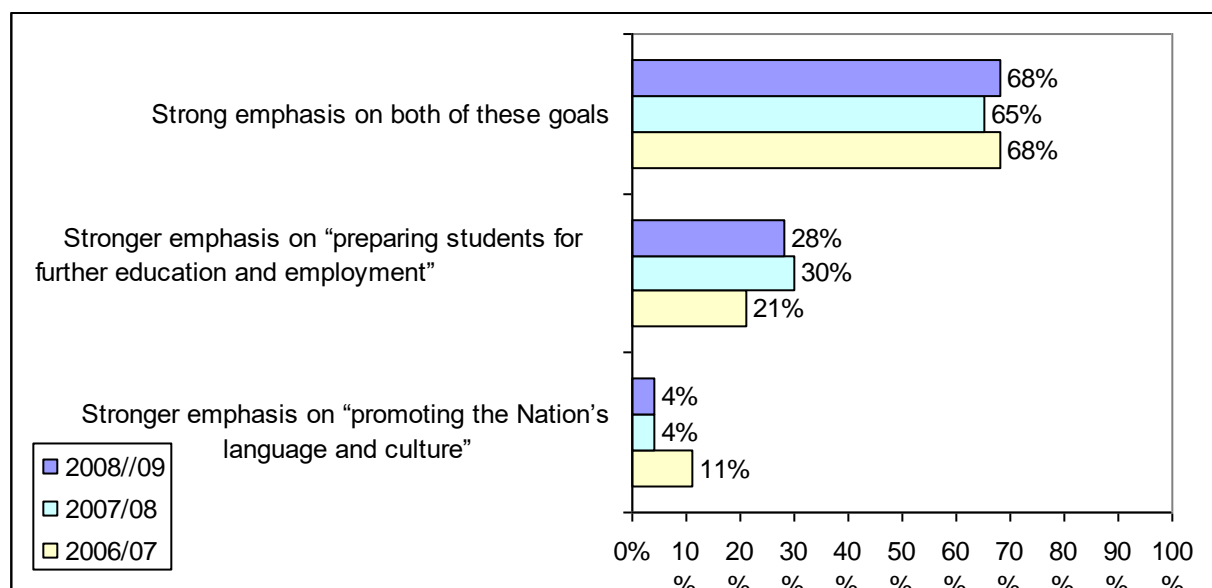
[18] Please note that in 2006/07 the survey asked about Adult Dogwood diplomas separately from high school equivalence (GED).

6.3 Embedding Traditional Values

In 2008/09, institutes were asked how they embed traditional values in the policies that guide their programming. Most frequently, institutes report embedding traditional values through involving Elders and First Nations instructors or speakers in institutes' learning/programming (80%) and/or in institutes' curriculum and learning content (80%).

Exhibit 6.4 – How Traditional Values are Embedded in Policies
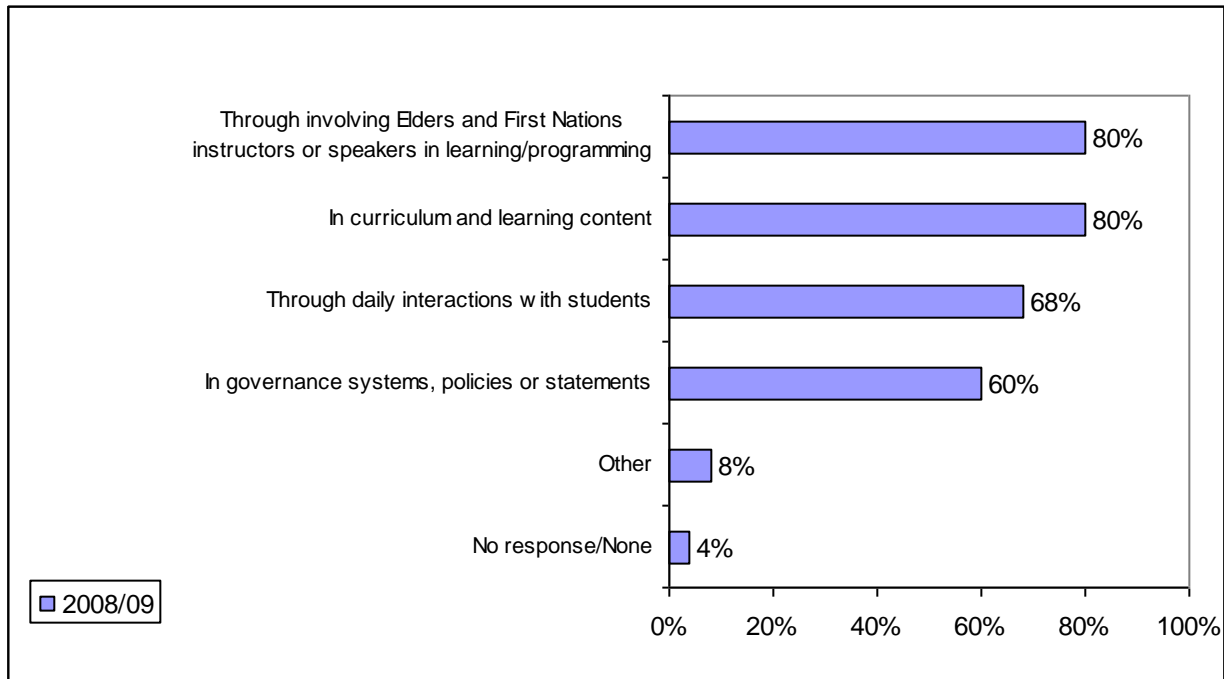
6.4 Celebrating Students' Achievements

In 2008/09, institutes were asked how they celebrate student achievements. Most frequently, institutes celebrate at year-end celebrations, graduations and award ceremonies (96%). Consistent reinforcement and encouragement of students is also relatively frequent (80%).

Exhibit 6.5 – How Student Achievements are Celebrated
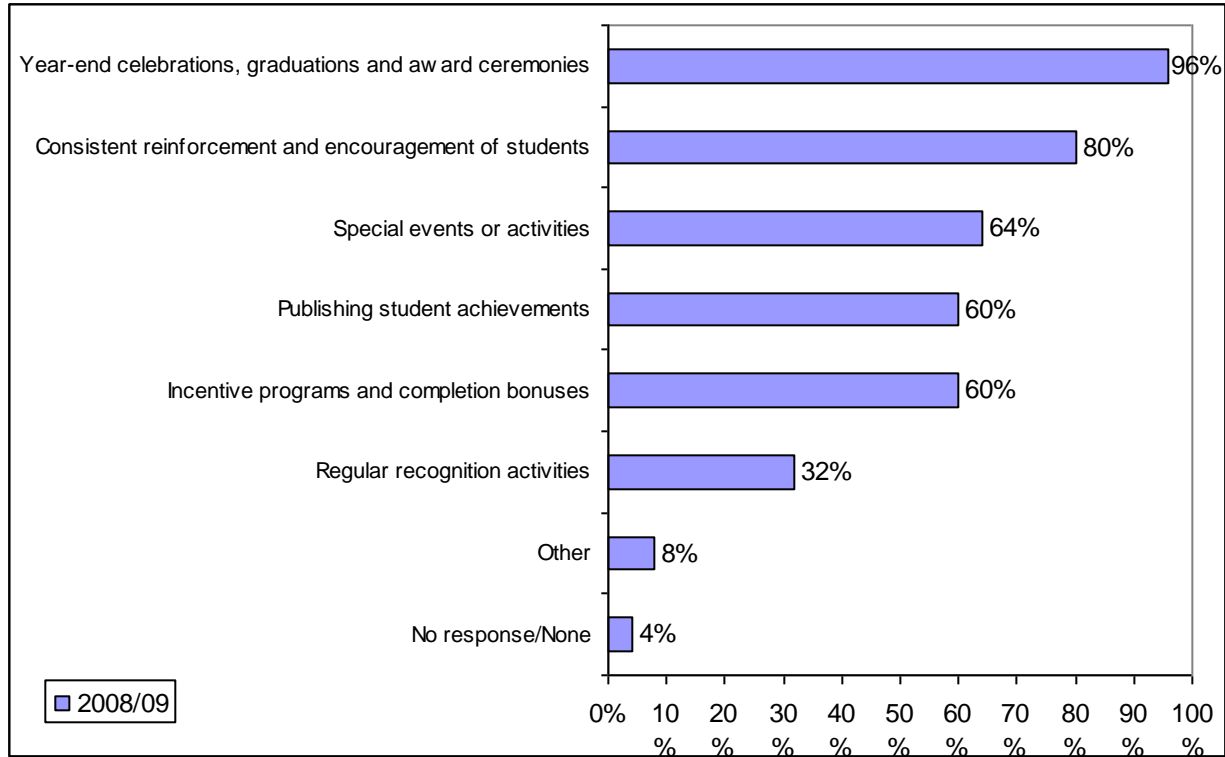
6.5 First Nations Language Courses and Revitalization Projects

In 2008/09, 64% of responding institutes offer First Nations language courses. In 2007/08, 70% offered such courses. In 2006/07, 79% of responding institutes offered First Nations language courses.

Exhibit 6.6 – Institutes Offering First Nations Language Courses and Involved with Revitalization Projects

In 2008/09, almost one-half (48%) of responding institutes offer language courses for credit, while 32% offer non-credit language courses[19]. In 2007/08, a similar proportion (48%) offered language courses for credit, and 39% offered non-credit language courses[20]. In 2006/07, 58% of responding institutes offered language courses for credit, while 27% offered non-credit language courses[21].
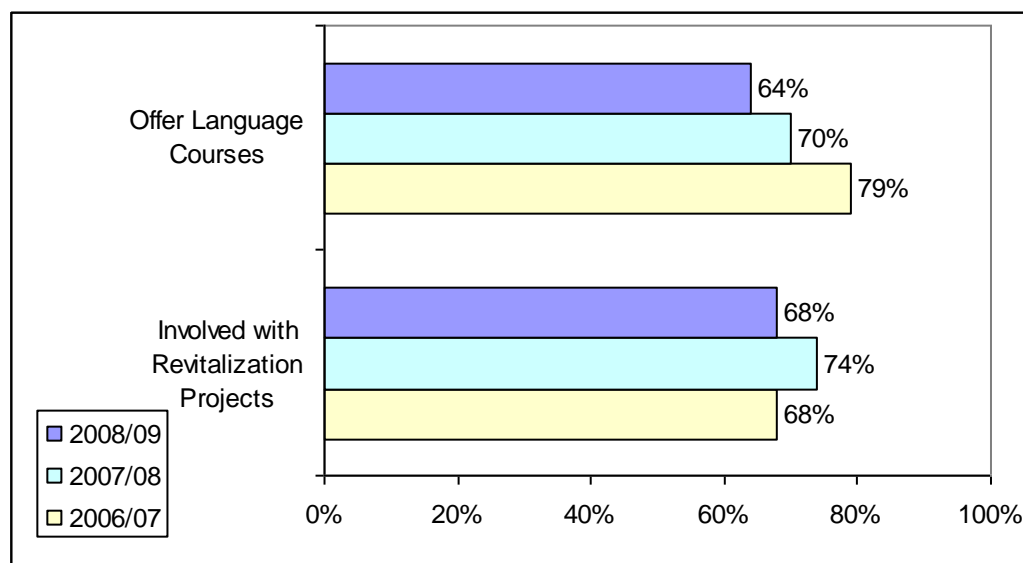
Language courses for credit are optional for most learners. In 2008/09, of the 12 institutes that offer First Nations language courses for credit, 11 provide enrolment numbers totaling 216 learners enrolled in language courses for credit. Among these institutes, one has between 50% and 99% of their learners enrolled in language courses for credit and seven have less than half of their learners enrolled in language courses (total enrolment data is not available for the remaining three institutes).

In 2007/08, of the 11 institutes that offered First Nations language courses, eight provided enrolment numbers totalling 141 learners enrolled in language courses for credit. Among these institutes, one had 100% of their learners enrolled in language courses for credit, one had between 50% and 99% enrolled and six (three-quarters) had less than half of their learners enrolled in language courses.

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[19] These include 16% (4) institutes which offer both credit and non-credit language courses.
[20] These include 17% (4) institutes which offer both credit and non-credit language courses.
[21] These included 11% (2) institutes which offered both credit and non-credit language courses. As well, one institute which reported offering language courses did not provide information on whether these were credit or non-credit courses.

In 2006/07, of the 15 institutes that offered First Nations language courses, 11 provided enrolment numbers totalling 284 learners enrolled in language courses for credit. Of the nine institutes that had both these enrolment and total enrolment numbers, two had 100% of their learners enrolled in language courses for credit, one had between 50% and 99% enrolled and six (two-thirds) had less than half of their learners enrolled in language courses.

In 2008/09, learners continue to be more likely to study language for more than three hours per week in courses for credit rather than non-credit courses.

Exhibit 6.7 – Language Courses—Hours Offered Per Week

	2008/09		2007/08		2006/07	
	Credit[22]	Non-Credit	Credit[23]	Non-credit	Credit	Non-credit
More than three hours per week	32%	4%	35%	9%	32%	10%
Three hours or less per week	20%	20%	17%	30%	26%	16%
No courses of this type offered or course characteristics unknown	20%	44%	22%	31%	21%	53%
No language courses offered	32%	32%	30%	30%	21%	21%

Among the learners surveyed in 2008/09, 37% are studying First Nations language(s) as part of their studies at their institutes. Of these learners, 86% are satisfied with the progress they are making – either very satisfied (32%) or satisfied (54%). In 2007/08, 40% were studying First Nations language(s) as part of their studies at their institutes. Of these learners, 87% were satisfied with the progress they were making – either very satisfied (40%) or satisfied (47%). In 2006/07, fewer (31%) of the learners surveyed were studying First Nations language(s) and 83% of these learners were satisfied with the progress they were making.

In 2008/09, about two-in-three (68%) of the institutes are involved with First Nations language revitalization projects. In 2007/08, 74% of responding institutes were involved with such projects. In 2006/07, 68% of responding institutes were involved with such projects.

[22] Please note that one institute offers courses for credit in two categories – for 1 to 3 hours per week and for more than 3 hours per week.
[23] Please note that one institute offers courses for credit in two categories – for 1 to 3 hours per week and for more than 3 hours per week.

6.6 Learner Ratings on Language and Cultural Events

In 2008/09, 40% of learners agree they have become more active in cultural events. One-in-five (20%) agree they are better able to carry on a conversation in their First Nations language[24].

Similarly, in 2007/08, 43% of learners agreed they had become more active in cultural events. In 2006/07, 45% of learners agreed they had become more active in cultural events.

In 2007/08, 19% agreed they were better able to carry on a conversation in their First Nations language[25]. In 2006/07, 22% agreed they were better able to carry on a conversation in their First Nations language.

Exhibit 6.8 – Learner Ratings on Language and Cultural Events
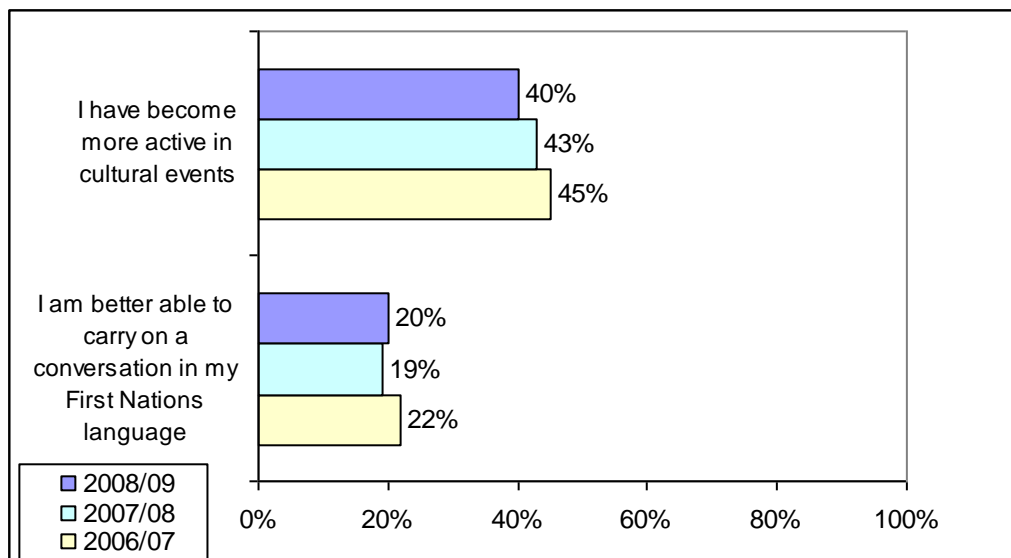
Base: Total 2008/09 Learners Responding N = 405, Total 2007/08 Learners Responding N = 404,Total 2006/07 Learners Responding N = 255

[24] In 2008/09, 25% of learners surveyed rated this question as "not applicable".
[25] In 2007/08, 22% of learners surveyed rated this question as "not applicable".

7.0 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 learners' literacy and numeracy levels;
- 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).

7.1 Student Assessment Tools

Incoming students receive academic assessments from a variety of sources. In 2008/09, 76% of responding institutes conduct the assessments themselves. At 44% of the responding institutes, incoming students receive academic assessments from another college or institution and 8% from a school district. Sixteen receive such assessments from another source such as the Ministry of Education or a distance education provider.

In 2007/08, 78% of responding institutes conducted the assessments themselves. At 30% of the responding institutes, incoming students received academic assessments from another college or institution and 4% from a school district. Twenty-two percent received such assessments from another source such as the Ministry of Education or a distance education provider.

Institutes were asked to indicate what assessment tools they use to place learners. Most frequently institutes use the Canadian (Adult) Achievement Tests for reading/literacy, writing and numeracy. Institute/college assessments are used next most often. "Other" assessments used include the informal assessments and writing samples.

Exhibit 7.1 – Student Assessment Tools Used to Place Students

	2008/09			2007/08			2006/07		
	Reading/ Literacy	Writing	Numeracy	Reading/ Literacy	Writing	Numeracy	Reading/ Literacy	Writing	Numeracy
Canadian Adult Achievement Test or Canadian Achievement Test	52%	44%	36%	52%	48%	39%	37%	26%	32%
Institute/College Assessment	24%	28%	24%	17%	22%	22%	16%	10%	21%
Accuplacer	20%	20%	24%	13%	13%	17%	5%	10%	10%
Structure of Intellect	12%	8%	12%						
CAST Assessment for Adult Learners	0%	0%	0%	0%	0%	0%	5%	5%	5%
BC Ministry of Education Assessment	4%	4%	4%	4%	4%	4%	5%	5%	5%
Other	28%	20%	20%	35%	31%	31%	16%	10%	16%
No Assessment Tools Reported	4%	4%	4%	4%	4%	13%	21%	37%	26%

7.2 Assessed Literacy and Numeracy Levels

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).

New students are assessed at higher literacy levels than numeracy levels. In particular, new students are more likely to be assessed at the Provincial level on literacy than numeracy.

In 2008/09, 13 (52%) institutes report on the percentage of new students assessed at each *literacy* level for 90% or more of their students using the assessment tools discussed above. *All* of these institutes reportedly have students assessed at the Advanced level. *All but two* have students assessed at the Fundamental level. *Fewer* institutes have students assessed at the Basic and Provincial levels.

Exhibit 7.2 – Institutes with Students by Literacy Level
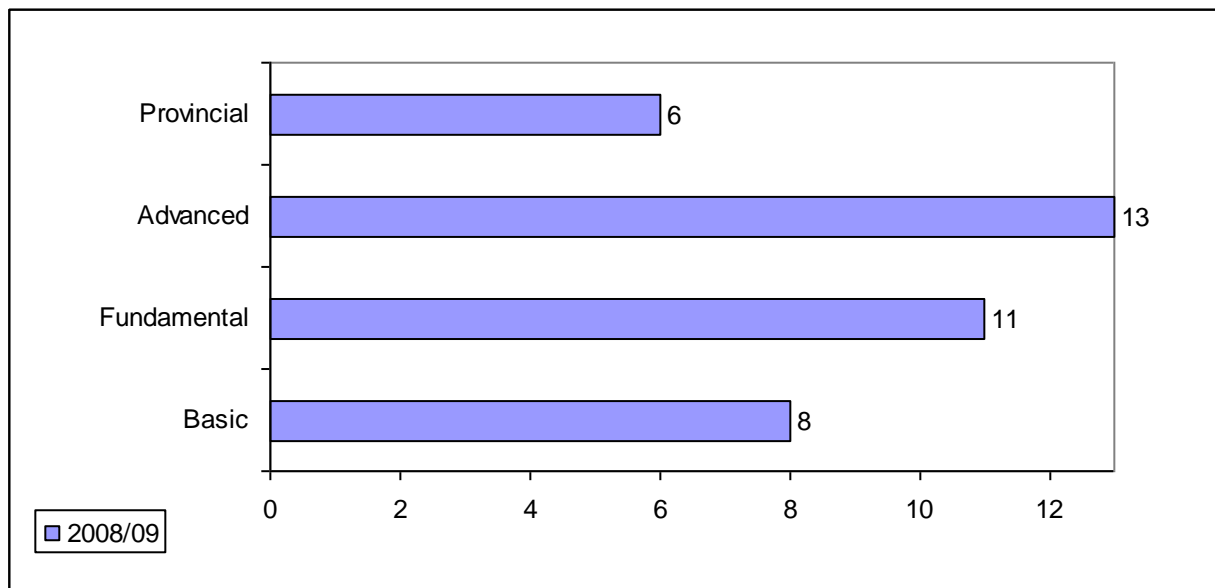
In 2008/09, 11 (44%) institutes also report on the percentage of new students assessed at each *numeracy* level for 90% or more of their students using these assessment tools. *All* of these institutes reportedly have students assessed at the Advanced level. *All but two* have students assessed at the Fundamental level. *Fewer* institutes have students assessed at the Basic and Provincial levels.

Exhibit 7.3 – Institutes with Students by Numeracy Level

In 2007/08, 11 (48%) institutes reported on the percentage of new students assessed at each *literacy* level for 90% or more of their students using the assessment tools discussed above. *All* of these institutes reportedly had students assessed at the Advanced level. *All but one* had students assessed at the Provincial and Fundamental levels. *Fewer* institutes had students assessed at the Basic level.

In 2007/08, 11 (48%) institutes also reported on the percentage of new students assessed at each *numeracy* level for 90% or more of their students using these assessment tools. *All or all but one* of these institutes had students assessed at the Advanced and Fundamental levels. *Fewer* institutes had students assessed at the Provincial and Basic levels.
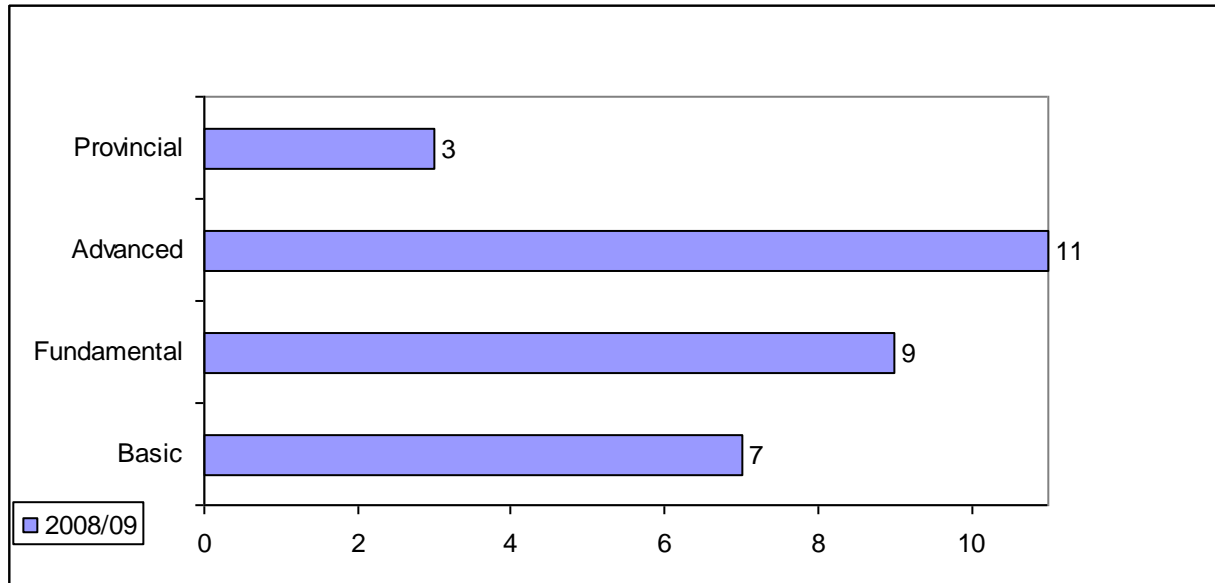
In 2006/07, nine (47%) institutes reported on the percentage of new students assessed at each *literacy* level for 90% or more of their students using the assessment tools discussed above. *All* of these institutes reportedly had students assessed at the Advanced level. *Many* had students assessed at the Provincial and Fundamental levels. *Fewer* institutes had students assessed at the Basic level.

In 2006/07, eight (42%) institutes reported on the percentage of new students assessed at each *numeracy* level for 80% or more of their students using these assessment tools. *Many* of these institutes had students assessed at the Advanced and Fundamental levels. *Fewer* institutes had students assessed at the Provincial and Basic levels.

7.3 Learner Completions

In 2008/09, institutes report the course completion rate for their learners the previous academic year (in 2007/08). In 2008/09, institutes report an overall 2007/08 course completion rate of 81%. Whether learners successfully completed one or more of the courses or programs they were enrolled in that year was reported for 1,134 of these learners at 20 institutes. Of those, 81% (922 learners) successfully completed at least one course they were enrolled in that year and 19% did not.

In 2007/08, institutes reported a similarly successful course completion rate for learners the previous academic year. In 2007/08, institutes report an overall 2006/07 course completion rate of 80%. Whether learners successfully completed one or more of the courses or programs they were enrolled in that year was reported for 1,190 of these learners at 20 institutes. Of those, 80% (950 learners) successfully completed at least one course they were enrolled in that year and 20% did not.

Exhibit 7.4 – Learners Who Successfully Completed at Least One Course
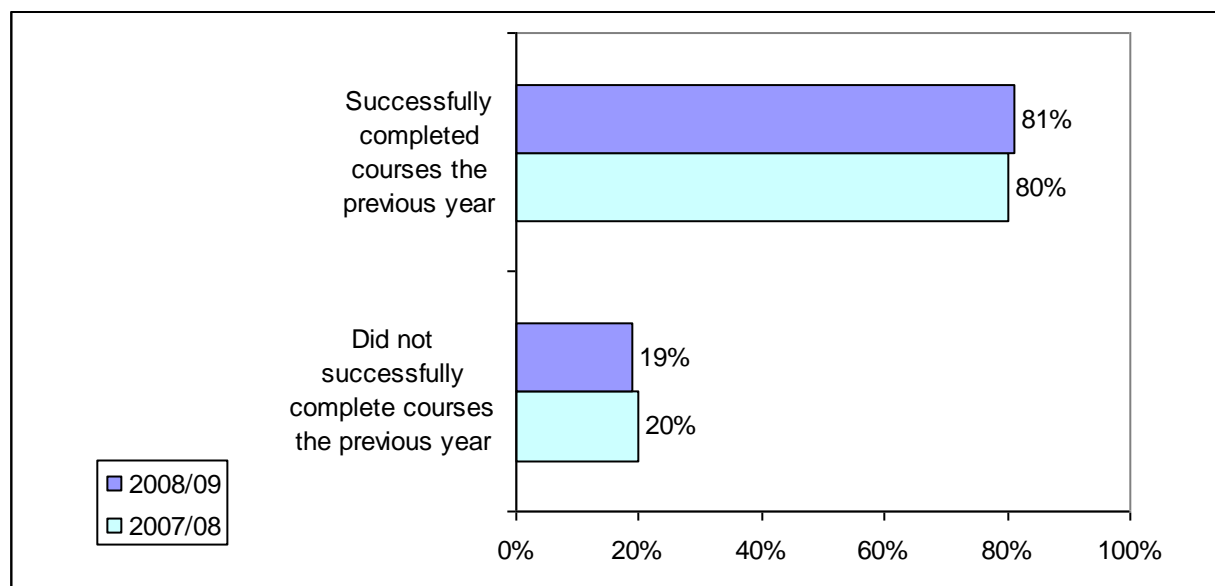
Base: 1,134 2007/08 learners for whom data were reported in 2008/09 and 1,190 2006/07 learners for whom data were reported in 2007/08.

Whether 2007/08 learners are continuing with courses or programs or working in 2008/09 was reported for 781 of these learners at 21 institutes. Among these learners, 60% are continuing to study at the same institute, 20% at a provincial (BC), public college, university or institute and 2% elsewhere. Sixteen percent are working this academic year and not continuing with courses or programs. Three percent are reportedly doing none of the above (neither continuing to study nor working).

Among 2006/07 learners continuing to study in 2007/08 (for whom data were available), most continued at the same institute. Whether learners were continuing with courses or programs at the responding institute or a different institute was reported for 540 of these learners at 19 institutes. Eighty-eight percent of these learners were continuing at the same institute and 12% were continuing at a different institute.

Three-quarters of the awards made to students in the last academic year were certificates. In 2008/09, 20 (80%) responding institutes provided the number of certificates, diplomas, degrees or other awards made to students in the last academic year (2007/08). Of the 681 such awards[26], 48% were industry-specific certificates, 27% were post-secondary certificates, 8% were post-secondary diplomas, 2% were post-secondary degrees and 14% were other awards (including Adult Dogwoods and course-specific awards).

Exhibit 7.5 – Awards Made to Students in 2007/08
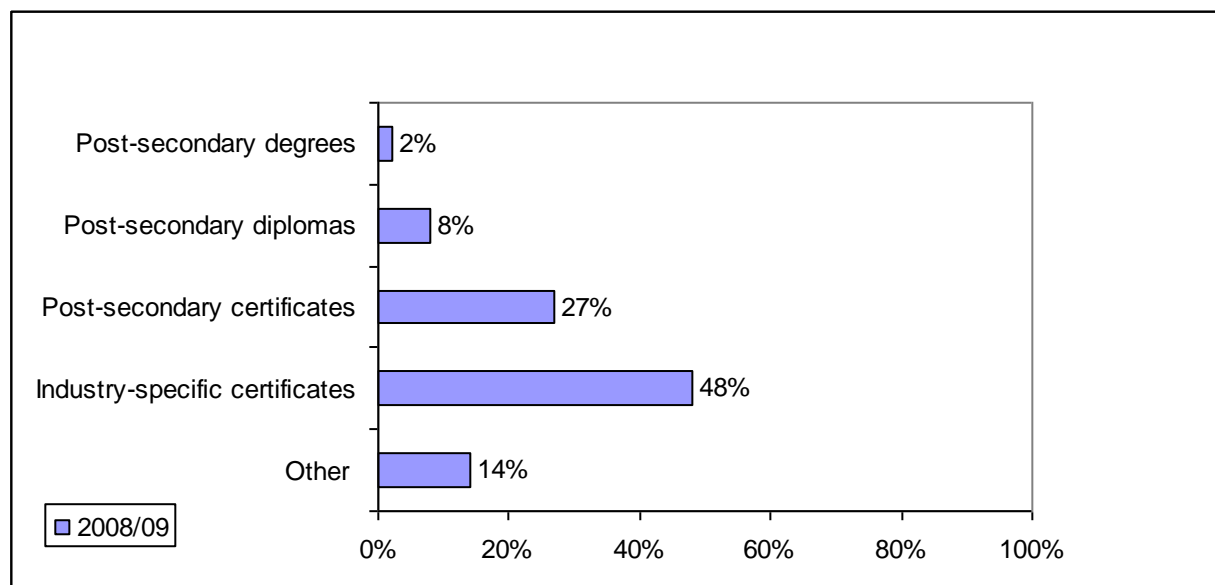
In 2007/08, 18 (78%) responding institutes provided the number of certificates, diplomas, degrees or other awards made to students in the last academic year (2006/07). Of the 888 such awards, 48% were certificates, 10% were diplomas, 1% were degrees and 41% were other awards (including Adult Dogwoods and course-specific awards).

In the 2006/07 IAHLA Data Collection Project, 17 (89%) responding institutes provided the number of certificates, diplomas, degrees or other awards made to students in the last academic year (2005/06) *through their relationships with public post-secondary partners*. Of the 255 such awards, 49% were certificates, 17% were diplomas, 2% were degrees and 32% were other awards (including Adult Dogwoods, GEDs and course-specific awards).

[26] In 2008/09, the wording on this question changed. In 2007/08, the number of awards for 12 categories were requested. In 2008/09 the number of awards for 6 categories were requested. This had the result of focusing responses on the categories requested, and reducing the number of other types of awards reported (e.g., course completion certificates).

7.4 Learner Ratings of Learning

In 2008/09, 83% of learners agree they have been better able to learn since beginning at their institute – they either strongly agree (32%) or somewhat agree (51%). A similar proportion agree they have been helped to prepare for their further education (76%), and 51% have been helped to prepare for getting a job.

Most learners agree they have gained problem solving skills (67%) and/or research skills (64%), and about one-half (52%) agree they have gained computer skills.

Almost three-quarters (71%) agree they have learned to seek help for their needs.

In 2007/08 and 2006/07, learners agreed similarly with their learning in most areas. However, they agree somewhat less in 2008/09 that they are being helped to prepare for getting a job as compared to 2007/08 learners.

Exhibit 7.6 – Learner Ratings of Learning
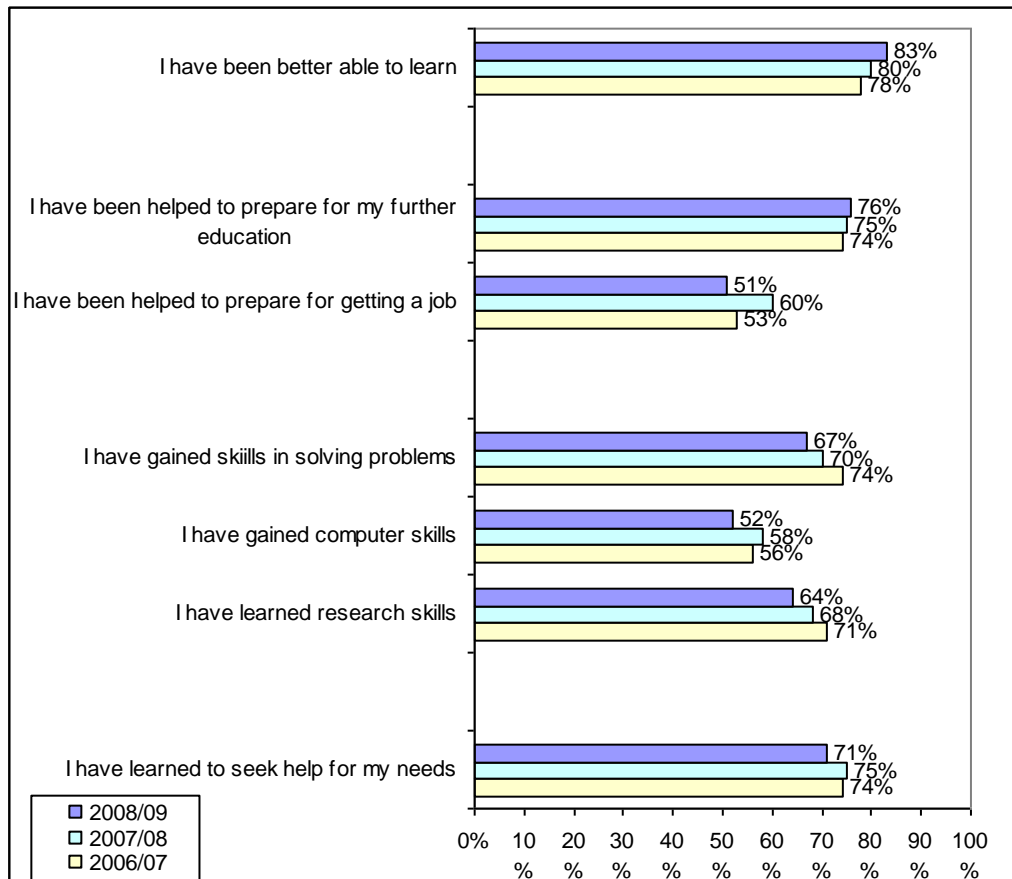
Base: Total 2008/09 Learners Responding N = 405, Total 2007/08 Learners Responding N = 404,Total 2006/07 Learners Responding N = 255

8.0 Student Satisfaction

Satisfied learners are important to First Nations 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.

It also asks institutes how they gather student feedback (other than through the Project). For example, whether they use general student satisfaction surveys or course/instructor evaluation forms.

8.1 Overall Satisfaction and Willingness to Recommend

In 2008/09, 86% of learners agree they are satisfied, overall, with their institutes – they either strongly agree (53%) or somewhat agree (33%). Similarly, 85% say they would recommend their institutes to others. In 2007/08, 86% of learners were also satisfied, overall, with their institutes and 83% said they would recommend their institute to others.

Exhibit 8.1 – Overall Satisfaction and Willingness to Recommend
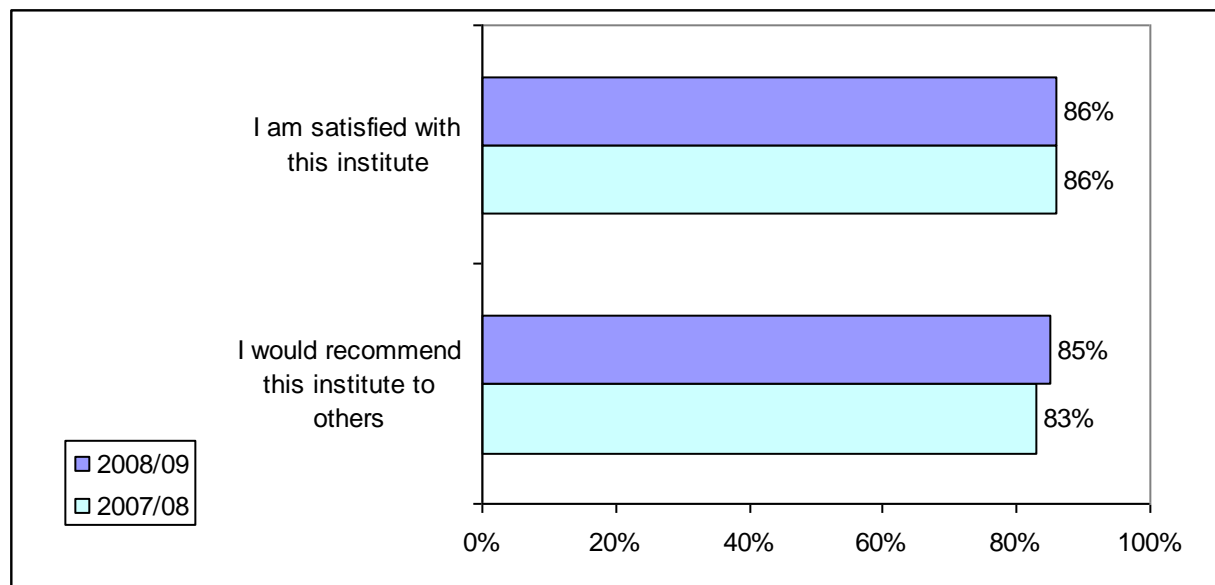
Base: Total 2008/09 Learners Responding N = 405

8.2 Student Satisfaction with Courses, Facilities and Relationships

In 2008/09, four-in-five (83%) of learners agree they like the courses they have taken – they either strongly agree (44%) or somewhat agree (39%). Almost three-quarters (71%) like the availability and range of courses available.

Most learners (80%) like the classrooms, facilities and common spaces at their institutes. They also agree (68%) that their institute's physical environment reflects First Nations culture.

Most learners (80%) agree they have made new or better relationships with other learners, and that they feel supported by teaching staff (81%) as well as by administrative staff (69%).

In 2007/08, student satisfaction with courses, facilities and relationships ranged between 67% and 83%. Learners rated the support they had received from teaching staff and the courses they had taken most highly.

In 2006/07, student satisfaction with courses, facilities and relationships ranged between 70% and 85%. Learners rated their relationships with other students and teaching staff most highly, as well as their courses.

Exhibit 8.2 – Student Satisfaction Ratings
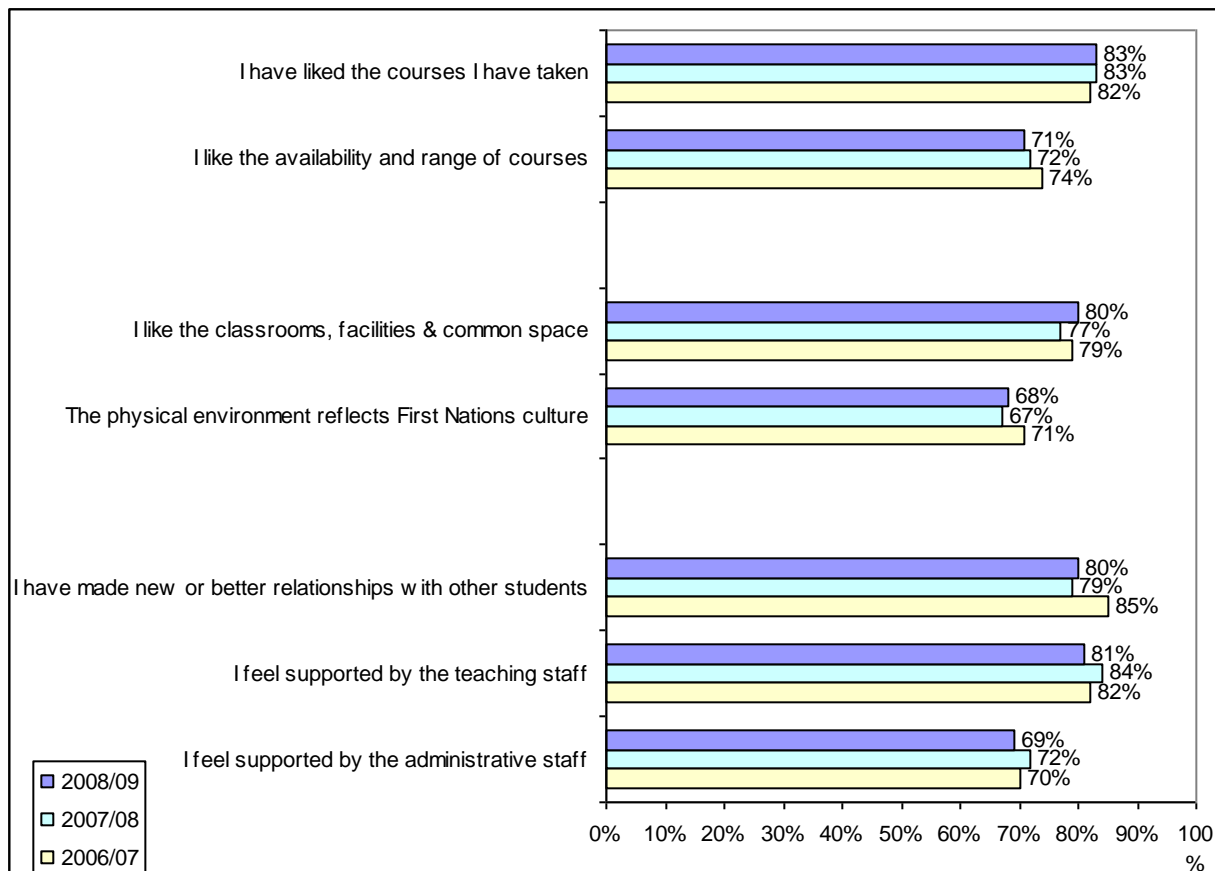
Base: Total 2008/09 Learners Responding N = 405, Total 2007/08 Learners Responding N = 404, Total 2006/07 Learners Responding N = 255

8.3 Institutes' Use of Surveys to Gather Student Feedback

In 2008/09, most (80%) institutes gather student feedback through general surveys or evaluation forms. Over half (56%) of the institutes use both general student satisfaction surveys and course/instructor evaluation forms. A further 16% use only course/instructor evaluation forms. Eight percent use only student satisfaction surveys and 20% do not use regular surveys.

Survey use was similar in 2007/08 and 2006/07, though there has been a decrease in the proportion of institutes using only course/instructor evaluation forms and an increase in those using no regular surveys.

Exhibit 8.3 – Surveys Used to Gather Student Feedback
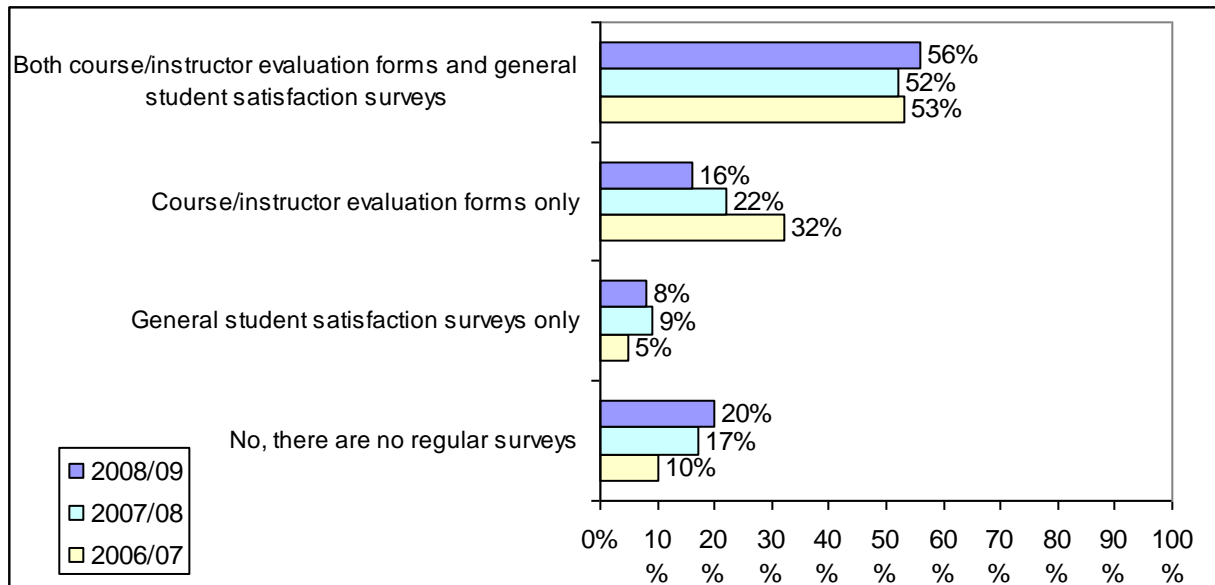
Appendix A: Data Collection Project – IAHLA Framework[27]

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
- education programs that meet learners' basic needs.

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[27] 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.

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 extra curricular 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 rudimentary 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 laddered 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	2008/09 Institute	2007/08 Institute	2006/07 Institute
a-m'aa-sip Learning Place	Yes	Yes	N/A
Cariboo Chilcotin Weekend University, Cariboo Tribal Council	Yes	Yes	Yes
Cheam Indian Band	No	N/A	N/A
Chemainus Native College	Yes	Yes	Yes
Community Futures Development Corporation of Central Interior First Nations	No	No	No
Enowkin Centre / (Okanagan Indian Education Resources Society)	Yes	Yes	Yes
First Nations Training and Development Centre	Yes	Yes	Yes
Neskonlith Band School (formerly George Manuel Institute)	Yes	Yes (1)	Yes
Gitksan Wet'suwet'en Education Society	Yes	Yes	No
Gitwangak Education Society	Yes	Yes	Yes
haahuupay'ak Adult Education Centre	Yes	Yes	Yes
Heiltsuk College	Yes	Yes	Yes
Institute of Indigenous Government	N/A	N/A	No
Kitimaat Valley Institute	Yes	N/A	N/A
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
N'Kwala School	No	No	No
Penelakut Adult Learning Centre	N/A	No	No
Penticton Indian Band Learning Centre	N/A	Yes	N/A
Saanich Adult Education Centre	Yes	Yes	Yes
Seabird Island Indian Band	Yes	Yes	No
Secwepemc Cultural Education Society	No	Yes	Yes
Skeetchestn Indian Band	Yes	N/A	N/A
Skil' Mountain Community School Adult Basic/Continuing Education	N/A	N/A	No
Sto:lo Nation	Yes	Yes	Yes
Ted Williams Memorial Learning Centre	Yes	Yes	Yes
Tl'azt'en Adult Learning Centre	No	N/A	N/A
Tszil Learning Centre	Yes	Yes	N/A
Wah-meesh Learning Centre	Yes	N/A	N/A
Wilp Wilxo'oskwhl Nisga'a	Yes	Yes	Yes
Yu Thuy Thut Training Program	N/A	No	N/A
Note 1 – adult learner responses only			
N/A = not applicable. This may be due to an institute not being included in the IAHLA Data Collection Project in a given year, or due to institutes not responding as they did not have students that year, or because they are responding only to the First Nations Schools Association School Measures and Data Collection Project that year.			

Appendix C: IAHLA Learner Survey Respondents Profile

- In 2008/09, the 405 learners responding to the survey are attending 27 First Nations institutes[28] as detailed in Exhibit C.1 below. Adult learners of First Nations School Association members were surveyed using the same questionnaire as IAHLA members. Their responses are included in all of the results reported in this report.

- In 2008/09, 61% of responding learners are in their first year at their institute while 38% are 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% are full-time and 17% are part-time (2% did not respond to this question).

- In 2008/09, 60% are female and 39% are male (2% did not respond to this question). More learners are male in 2008/09 than in previous years.

- In 2008/09, 19% are under 20 years of age, 38% are 20 to 29, 21% are 30 to 39 and 22% are 40 years of age or older (1% did not respond to this question).

- In 2008/09, 91% are members of a First Nation, 2% are Metis, 2% are of other ancestry and 3% are non-native (2% did not respond to this question).

- In 2007/08, 58% were in their first year at their institute while 41% were not (1% did not respond to this question). Of those past their first year, 46% had previously attended the same institute for one or two years while 45% had previously attended it for three or more years (9% did not respond to this question). Seventy-nine percent were full-time and 20% were part-time (2% did not respond to this question). Seventy-one percent were female and 28% were male (1% did not respond to this question). Twenty-two percent were under 20 years of age, 39% were 20 to 29, 17% were 30 to 39 and 21% were 40 years of age or older (1% did not respond to this question). The students were attending 31 First Nations institutes as detailed in the exhibit below.

- In 2006/07, 63% were in their first year at their institute while 36% were not (1% did not respond to this question). Of those past their first year, 54% had previously attended the same institute for one or two years while 21% had previously attended it for three or more years (25% did not respond to this question). Seventy-percent were female and 28% were male (2% did not respond to this question). Thirteen percent were under 20 years of age, 37% were 20 to 29, 23% were 30 to 39 and 26% were 40 years of age or older (1% did not respond to this question). The students were attending 18 First Nations institutes as detailed in the exhibit below.

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

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

	2008/09		2007/08		2006/07		
	Frequency	Percent	Frequency	Percent	Frequency	Percent	
a-m'aa-sip Learning Place	4	1.0	2	.5			
Cariboo Chilcotin Weekend University	2	.5	17	4.2	14	5.5	
Chemainus Native College	17	4.2	18	4.5	15	5.9	
En'owkin Centre	16	4.0	1	.2	20	7.8	
FN Training and Development Centre			12	3.0	14	5.5	
Gitksan Wet'suwet'en Education Society	30	7.4	39	9.7			
Gitwangak Education Society	8	2.0	12	3.0	10	3.9	
haahuupay'ak Adult Education Centre			8	2.0	8	3.1	
Heiltsuk College	18	4.4	28	6.9	7	2.7	
Kitimaat Valley Institute	8	2.0					
Kwadacha Dune Ty	7	1.7	2	.5			
Kyah Wiget Education Society	6	1.5	13	3.2	2	.8	
Lip'Alhayc Learning Centre (Nuxalk College)	7	1.7	13	3.2	12	4.7	
Muskoti Learning Centre			3	.7	2	.8	
NEC Native Education College	51	12.6	18	4.5	44	17.3	
Neskonlith Education Center	15	3.7	13	3.2	6	2.4	
Nicola Valley Institute of Technology	68	16.8	36	8.9	45	17.6	
Penelakut Adult Learning Centre	11	2.7			1	.4	
Saanich Adult Education Centre	18	4.4	9	2.2	18	7.1	
Seabird Island Indian Band	9	2.2	23	5.7			
Secwepemc Cultural Education Society	11	2.7	16	4.0	12	4.7	
Skeetchestn Band Education	10	2.5					
Sto:lo Nation			3	.7			
Ted Williams Memorial Learning Centre	7	1.7	11	2.7	12	4.7	
Tszil Learning Centre	13	3.2	17	4.2			
Wah-meesh Learning Centre	7	1.7					
Wilp Wilxo'oshkwhl Nisga'a	11	2.7	13	3.2	12	4.7	
FNSA-only Adult Learners	51	12.6	75	18.5			
Other	0	0	2	.5	1	.4	
Total	**405**	**100.0**	**404**	**100.0**	**255**	**100.0**	