



Indigenous Adult and Higher Learning Association

IAHLA

Data Collection Project 2009/10

FINAL REPORT

March 31, 2010

Tindall Consulting

in association with

**JUNIPER
CONSULTING** 

Table of Contents

EXECUTIVE SUMMARY

1. Introduction	1
2. Methodology.....	2
3. Who Responded.....	4
3.1 Current Year Student Enrolments.....	4
3.2 Current Year Programming Offered.....	5
3.3 Past Year Student Enrolments.....	8
3.4 Instructors.....	10
3.5 External Program Evaluations	12
3.6 Private Career Training Institutes (PCTIA) Registration	12
4. Institute and Learner Funding	13
4.1 Sources of Institute Funding	13
4.2 Changes in Total Funding Levels.....	14
4.3 Changes in Nominal Roll Funding Levels	15
4.4 High Priority Items	15
4.5 Funding Sources by Programming Type.....	16
4.6 Financial Assistance Offered to Learners	17
4.7 Learner Funding for Studies and Living Expenses.....	17
5. Learners' Personal Development.....	19
5.1 Life Skills Programs.....	19
5.2 Short Non-Credit Courses or Short-Term Workshops.....	20
5.3 Student Support Services	22
5.4 Links to Other Service Providers.....	26
5.5 Learner Ratings on Their Personal Development	28

6. Leadership Development.....	30
6.1 Groups Directly Involved with Programming/Learning.....	30
6.2 Student Involvement and Communication.....	31
6.3 Learner Ratings of Becoming More Active in Community.....	32
6.4 Formalized Relationships with Others.....	33
7. Cultural Development.....	36
7.1 Cultural Promotion as an Institutional Goal.....	36
7.2 Emphasis on Language and Culture vis-a-vis Education and Employment.....	37
7.3 First Nations Language Courses and Revitalization Projects.....	38
7.4 Learner Ratings on Language and Cultural Events.....	40
8. Wisdom Development.....	41
8.1 Student Assessment Tools.....	41
8.2 Assessed Literacy and Numeracy Levels.....	42
8.3 Learner Completions.....	44
8.4 Learner Ratings Of Learning.....	47
9. Student Satisfaction.....	48
9.1 Overall Satisfaction and Willingness to Recommend.....	48
9.2 Student Satisfaction with Courses, Facilities and Relationships.....	49
9.3 Institutes' Use of Surveys to Gather Student Feedback.....	50
9.4 Institutes' Use of IAHLA Data Collection Reports.....	50

LIST OF EXHIBITS

Exhibit 3.1 – Responding Institutes' Current Year Student Enrolment.....	4
Exhibit 3.2 – Programming Offered by Institutes This Year.....	6
Exhibit 3.3 – Institutes Offering Post-Secondary Programs in the Past Five Years.....	6
Exhibit 3.4 – Responding Institutes' Past Year Student Enrolment.....	8
Exhibit 3.5 – Instructors Employed Full-time/Part-time.....	10
Exhibit 3.6 – Instructors' Highest Level of Education.....	11
Exhibit 3.7 – Instructors' Other Qualifications.....	11
Exhibit 3.8 – Years External Program Evaluations Conducted.....	12
Exhibit 3.9 – External Program Evaluation Funders.....	12
Exhibit 4.1 – All Funding Sources.....	13
Exhibit 4.2 – Major Funding Sources (Over 50% of Total Budget).....	14
Exhibit 4.3 – Changes in Funding Since Last Year.....	14

<i>Exhibit 4.4 – Funding for Programming Offered by Institutes This Year (2009/10)</i>	16
<i>Exhibit 4.5 – How Institutes Help Learners with Their Financial Needs</i>	17
<i>Exhibit 4.6 – Learners’ Funding Support for Studies</i>	18
<i>Exhibit 4.7 – Learners’ Funding Support for Living Expenses</i>	18
<i>Exhibit 5.1 – Institutes Providing Life Skills Programs</i>	19
<i>Exhibit 5.2 – Institutes Providing Short Non-Credit Courses or Short-Term Workshops</i>	21
<i>Exhibit 5.3 – Interventions and Referrals Provided</i>	22
<i>Exhibit 5.4 – Helpfulness of Student Support Services</i>	24
<i>Exhibit 5.5 – Service Providers Linking with Institutes</i>	27
<i>Exhibit 5.6 – Learner Ratings on Their Personal Development</i>	28
<i>Exhibit 5.7 – Learner Goals for Next Year</i>	29
<i>Exhibit 6.1 – Groups Directly Involved with Programming/Learning</i>	30
<i>Exhibit 6.2 – Student Involvement and Communication</i>	31
<i>Exhibit 6.3 – Learner Ratings on Becoming More Active in Community</i>	32
<i>Exhibit 6.4 – Formalized Relationships with Others</i>	33
<i>Exhibit 6.5 – Satisfaction with Formalized Relationships</i>	34
<i>Exhibit 6.6 – Costs of Courses Delivered Through Formalized Relationships</i>	35
<i>Exhibit 7.1 – Importance of First Nations Institute Goals</i>	36
<i>Exhibit 7.2 – Importance of First Nations Goals</i>	37
<i>Exhibit 7.3 – Comparative Emphasis of Goals</i>	37
<i>Exhibit 7.4 – Institutes Offering First Nations Language Courses and Involved with Revitalization Projects</i>	38
<i>Exhibit 7.5 – Language Courses—Hours Offered Per Week</i>	39
<i>Exhibit 7.6 – Learner Ratings on Language and Cultural Events</i>	40
<i>Exhibit 8.1 – Student Assessment Tools Used to Place Students</i>	41
<i>Exhibit 8.2 – Institutes with Students by Literacy Level</i>	42
<i>Exhibit 8.3 – Institutes with Students by Numeracy Level</i>	43
<i>Exhibit 8.4 – Learners Who Successfully Completed at Least One Course</i>	44
<i>Exhibit 8.5 – Awards Made to Students Last Year</i>	45
<i>Exhibit 8.6 – Learner Ratings of Learning</i>	47
<i>Exhibit 9.1 – Overall Satisfaction and Willingness to Recommend</i>	48
<i>Exhibit 9.2 – Student Satisfaction Ratings</i>	49
<i>Exhibit 9.3 – Surveys Used to Gather Student Feedback</i>	50
<i>Exhibit 9.4 – Institute Use of Data Collection Project Individual Institute Reports</i>	51

LIST OF APPENDICES

<i>Appendix A: Data Collection Project—First Nations Framework</i>	52
<i>Appendix B: Institutes Responding to the IAHLA Data Collection Project</i>	56
<i>Appendix C: IAHLA Learner Survey Respondents Profile</i>	57

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 fifth year of research (2009/10). 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 six areas:

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

2.0 Methodology

To undertake the Project, IAHLA asks First Nations institutes offering adult and post-secondary education programming to complete a data collection instrument that includes 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 2009 and March 2010. In total, 70% (21) of 30 eligible institutes returned surveys and 361 adult learners completed surveys. Two-thirds (66%) of responding learners were in their first year at their institute, 83% were enrolled full-time and 56% were male. Fifty-seven percent of responding learners were under 30 years of age, 95% were members of a First Nation and 82% lived in the same community when they were not studying at their institute.

In 2008/09, 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.

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 2009). *Past* year enrolments are those for the previous academic year.

In 2009/10, 20 of the 21 responding institutes¹ reported *current* year enrolments of 1,564 learners as of October 2009. These 2009/10 current year enrolments represented a 24% *increase* from 2008/09 current year enrolments for the 17 responding institutes that reported current year enrolments in both years. In 2009/10, 71% of the responding institutes reported they were offering post-secondary programs in the current year.

In 2009/10, 48% of responding institutes were offering post-secondary Cultural Studies programming and 43% were offering Language programming. Thirty-eight percent offered Aboriginal Language Revitalization and/or Computer/Technology post-secondary programming. Nineteen percent to 24% offered post-secondary programming in the areas of Creative Writing, Specific Trades, Healthcare, Early Childhood Education and/or Developmental Standard Term Certification.

In 2009/10, 62% of responding institutes reported that they had programs that laddered directly into degree programs, including one institute (5%) which was referring to the development of learners' skills, attitudes and abilities. Other institutes had programs which laddered into areas such as Healthcare, Fine Arts and Business Management, etc.

In 2009/10, 86% of responding institutes were offering ABE or adult upgrading courses. Most of these institutes offering ABE or adult upgrading courses were also offering other programming. Thirty-eight percent of the responding institutes reported they were offering trades programs or courses and 71% reported offering other programs or courses. In 2009/10, three-quarters (76%) of the responding institutes were offering more than one of these four types of programming in the current year.

In 2009/10, 19 responding institutes reported *past* year enrolments of 2,454 learners in 2008/09.

In 2008/09, more learners enrolled part-time (60%) than full-time (40%). A majority of these learners were women (66%).

In 2008/09, most learners enrolled in articulated/transferable courses or programs. Seventy-six percent of 2,530 learners² enrolled in at least one articulated/transferable course or program.

Among 2,637 program or course enrolments at 20 institutes in 2008/09, 28% were in Adult Basic Education (ABE) or adult upgrading courses, 26% were in *one-year* College/University programs and 21% were in *multi-year* College/University programs.

In 2009/10, 177 instructors worked at 20 of the 21 responding institutes³ as of October 2009. Nineteen institutes reported part-time/full-time status for 130 of these instructors, of whom 75% were working part-time and 25% were working full-time.

Similar to previous years, most (85%) of these instructors had a Bachelors degree or higher level of education. About one-half (48%) of these instructors also had relevant work experience and 11% had First Nations language teaching credentials.

Sixty-seven percent of the institutes had undergone an external program evaluation in the past five years, most often funded by the First Nations Schools Association (FNISA) or the Indian Studies

¹ One institute did not respond to this question.

² Learners for whom these data were reported.

³ One institute did not report these data.

Support Program (ISSP). Indian and Northern Affairs Canada (INAC) requires that every Nominal Roll school have an evaluation conducted every five years.

In 2009/10, 19% (4) of the institutes reported they were registered with the Private Career Training Institutes Agency (PCTIA). Of these four institutes, one reported it was accredited through PCTIA, and one reported being in the accreditation process. The remaining two institutes reported only being registered with the agency.

4.0 Institute and Learner Funding

In 2009/10, institutes were most frequently using the following funding sources: INAC Adult Nominal Roll funding (52%), FNSA New Paths Grants⁴ (48%) (whose source is INAC) and INAC's ISSP (38%). As in 2008/09 and 2007/08, Adult Nominal Roll funding was most likely to have been an institute's major funding source (responsible for 50% or more of an institute's funding).

In 2009/10, one-quarter (24%) of the institutes indicated they had experienced a decrease in funding since last year. Fourteen percent had experienced an increase and 48% had experienced no change in their funding relative to last year.

In 2009/10, for the first time, institutes were asked specifically about changes in Nominal Roll funding levels in the current year. Of the 11 responding institutes which received Nominal Roll funding, 36% reported experiencing a decrease in their Nominal Roll funding levels this year. The same proportion (36%) reported receiving an increase in their Nominal Roll funding this year and 27% reported no change in these funding levels (as of October 2009).

In 2009/10, institutes identified facility costs, staff, computer lab/technical equipment and curriculum development resources as their most frequent high priority needs for success and funding. The amounts of funding required for these needs varied from \$15,000 (for curriculum development) to \$6 million (for a new building and more staff).

In 2009/10, post-secondary programming was most often being funded through ISSP and formalized agreements with post-secondary institutions. ABE/upgrading courses were most often being funded through Adult Nominal Roll. Institutes also offered trades and other programs or courses using a variety of sources including their "base" funding sources or grants.

In 2009/10, 62% of responding institutes offered learners transportation assistance. Fifty-seven percent provided free breakfast/lunch/dinner programs or events.

Learners reported they relied most frequently on Band funding to pay for their studies (58%) and/or living expenses (31%). Social assistance (29%) and employment (20%) were also fairly frequently being used by learners to fund their living expenses. Some learners were unsure how their studies (16%) or living expenses (7%) were to be funded (as of October 2009).

⁴ New Paths Grants are formula-based, represent a small proportion of overall budgets, and are meant to augment existing budgets.

5.0 Learners' Personal Development

In 2009/10, responding First Nations institutes continued to support learners' personal development through:

- *Delivering Life Skills programs* – in 2009/10, 43% of responding institutes provided Life Skills programs to learners. Typically, 50% to 100% of their learners enrolled in Life Skills programs last year (in 2008/09). In 2008/09, 56% of the responding institutes offered such programs.

Among the learners surveyed in 2009/10, 42% reported they had enrolled in a Life Skills program at some point since beginning their studies at their institute. Among these learners, 94% reported they had benefited from the skills and information they learned. In 2008/09, 45% of the learners surveyed said they had been enrolled in a Life Skills program and 90% reported they had benefited from it.

- *Offering short non-credit courses or short-term workshops* – almost all institutes offered one or more such courses or workshops, primarily in computer skills (81%), career planning (71%) and first aid skills (67%). In 2008/09, 88% of institutes offered computer skills, 68% offered career planning and 72% offered first aid skills short courses or short-term workshops.
- *Providing interventions and referrals for learners* – similar to previous years, *interventions and/or referrals* were most often provided for academic advising (100%). *Referrals only* were most common for drug and alcohol prevention (48%), family violence prevention (43%), personal counselling (43%) and Elder support (43%) services. Institutes most often provided students who had housing needs with referrals to other services and/or information on housing availability.

In 2009/10, the learners surveyed had used peer support (71%), support from Elders (60%) or academic advising (60%) most often. Almost all the learners using such services had found them to be very or somewhat useful. In 2008/09 and 2007/08, learners had also used peer support and academic advising services most often. When asked what further support services would help them to continue at their institute, learners mentioned the services above. In addition, they noted that daycare, more computers, more funding and tutoring would be helpful. Some learners also reported on specific courses or subjects that would help them continue their studies, including language courses, art/design courses and more advanced courses.

- *Providing support for cultural leaves* – in 2009/10, institutes were supporting cultural leaves for staff and students in a variety of ways. Some institutes had cultural leave policies or provisions were included under the policies of other organizations e.g., Tribal Councils. Most noted that staff could access cultural leaves as needed e.g., for feasts, burials, potlatches and other cultural activities. Some also reported that staff were supported when undertaking cultural activities for professional development purposes e.g., participating in language or culture workshops. Cultural leave policies for students in some instances were the same as for staff e.g., time off as needed. Some institutes commented that students were required to complete the work they missed when on such leaves. Others responded that they encouraged students to participate in cultural activities.

- *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 traditional/spiritual advisors and Elders, health services, public colleges/universities and social development services. In the 2008/09 and 2007/08 IAHLA Data Collection Project surveys, traditional/spiritual advisors and Elders, public colleges/universities and social development services were also among the most frequent links to learner support.

In 2009/10, 81% of the 361 learners surveyed agreed they felt better about themselves and 78% felt more confident since beginning at their institutes. Many learners had also set future goals in areas like their education (76%) and/or personal lives (76%). In 2008/09 and 2007/08, 75% or more of learners agreed they felt 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.

6.0 Leadership Development

In 2009/10, 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 2009/10, family/community members (95%) and Elders (95%) were most frequently involved. In the 2008/09 IAHLA Data Collection Project survey, family/community members (92%) were also most frequently involved in programming and learning.
- *Involving learners in programming and learning as well as leadership opportunities* – many (95%) of the institutes reported involving learners in programming and learning (92% in 2008/09). Forty-seven percent of learners surveyed reported their institute had a student council or other type of student government (53% in 2008/09).
- *Encouraging and/or enabling learners to become more active in their communities* – forty-one percent of learners agreed they had become more active in their communities (40% in 2008/09).

First Nation institutes may also partner with other institutions or organizations to deliver programs in their communities. Many (16) of the institutes reported on at least one formalized relationship they had with other institutions or organizations in 2009/10. These relationships were most often formalized through affiliation agreements (48%), followed by service agreements (29%) and brokering arrangements (10%).

In total, these 16 responding institutes with formal relationships with other institutions or organizations reported 32 such formal relationships (an average of two per institute) in the current year. They were satisfied with 67% of these 32 relationships.

Twelve institutes reported the costs of delivering courses through their formalized relationships per FTE (full-time equivalent) student. These costs covered all program types and they were not broken down by program. More than one-half (58%) delivered such courses for \$5,000 or less per FTE and a further 33% for \$5,001 to \$10,000 per FTE.

7.0 Cultural Development

In 2009/10, responding institutes continued 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 was centrally or very important to 100% of the institutes in 2009/10. It was centrally or very important to 88% of responding institutes in 2008/09.
- *Placing an equally strong emphasis on culture and education/employment* – four-in-five institutes (81%) reported they placed equal emphasis on these two goals, while 19% of the institutes placed a stronger emphasis on education/employment. No institutes reported placing a stronger emphasis on cultural development in 2009/10. In 2008/09, 68% of responding institutes placed an equally strong emphasis on both objectives.
- *Offering language courses* – eighty-one percent of the institutes offered First Nations language courses in 2009/10. Typically, up to 50% of their learners participate in these language courses. In 2008/09, 64% of responding institutes offered First Nations language courses.

Among the learners surveyed in 2009/10, 47% were studying First Nations language(s) as part of their studies at their institutes. Of these learners, 86% were satisfied with the progress they were making. In 2008/09, 37% of the learners surveyed were studying First Nations language(s) and 86% of these learners were satisfied with the progress they were making.

- *Being involved in language revitalization projects* – eighty-six percent of the 2009/10 responding institutes were involved in such projects. In comparison, 68% of responding institutes were involved in such projects in 2008/09.

Similar to previous years, in 2009/10, 38% of the learners surveyed reported being more culturally active and 22% reported having improved their ability to carry on a conversation in their First Nations language.

8.0 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. In 2009/10, institutes used a variety of assessment tools to place students – most frequently the Canadian (Adult) Achievement Tests, other institute/college assessments or Accuplacer. Most often, students were assessed at the Basic (up to Grade 7), Fundamental (Grade 8/9) or Advanced (Grade 10/11) levels in terms of both literacy and numeracy in 2009/10.

In 2008/09, 78% (697) of 890 learners successfully completed at least one course they were enrolled in.

Sixty-one percent of 587 2008/09 learners were continuing to study at the same IAHLA institutes in 2009/10 while 18% were studying at a provincial (BC) public college, university or institute and 10% were working.

Most of the awards made to students in the 2008/09 academic year were certificates. Nineteen responding institutes reported making 1,081 awards to students in 2008/09. Of these awards, 75% were industry-specific certificates, 14% were post-secondary certificates, 5% were post-secondary diplomas, 1% were post-secondary degrees and 5% were other awards (including Adult Dogwoods and course-specific awards).

In 2009/10, 75% of learners agreed they were better able to learn since beginning at their institute. Two-thirds or more of these learners also agreed that they had been helped to prepare for their further education and/or learn to seek help for their needs. More than half the learners surveyed stated they had learned research skills and/or gained problem solving skills.

In 2008/09, learners rated their learning and academic skill development within similar, though somewhat higher, ranges.

9.0 Student Satisfaction

In 2009/10, 85% of learners agreed they were satisfied, overall, with their institutes. Similarly, 83% said they would recommend their institutes to others. Student satisfaction with courses, facilities and relationships ranged between 67% and 78%. Learners rated their satisfaction with their relationships with teaching staff most highly, followed by the courses they have taken.

In 2008/09 and 2007/08, learners rated their satisfaction with courses, facilities and relationships within similar, though somewhat lower, ranges. Learners have consistently been highly satisfied with their relationships with teaching staff and the courses they have taken.

In 2009/10, 86% of responding institutes used general satisfaction surveys or course/instructor evaluation forms. Sixty-two percent of the institutes used both types of questionnaires for gathering student feedback. In 2008/09, 80% of the institutes used such questionnaires, with 56% using both.

In 2009/10, responding institutes most frequently reported using the individual institute reports from prior years' IAHLA Data Collection Projects for educational planning (57%), reporting on results (48%) and/or integrating with other education and training services (38%).

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 fifth year of research (2009/10).

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;
- Creates a sense of unity and networking among IAHLA member institutes; and,
- Helps to frame, inform and guide IAHLA's overall strategic planning process.

The Project uses a framework developed for 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 Group⁵ 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 learners.

In the week of October 12, 2009, Tindall Consulting⁶ began contacting institutes on behalf of IAHLA. Institutes were emailed a letter from the Data Collection Working Group requesting their participation along with institute and student survey forms with a response deadline of November 6, 2009. 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 18, 2009.

For the third 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. These were interfaced with the respective data collections.

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 2009/10 Data Collection Project and seek direction for any future activities at the 2010 IAHLA Annual General Meeting.

In 2009/10, 70% (21) of 30 eligible institutes responded to the Data Collection Project. In 2008/09, 83% (25) of 30 eligible institutes responded to the Data Collection 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.

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

⁶ In September 2009, Tindall Consulting was engaged by IAHLA to: undertake data entry, coding, editing, and cleaning; and, to prepare descriptive statistics of the institute and student responses presented in this report.

In 2009/10, 361 adult learners completed surveys. In 2008/09, 405 adult learners completed surveys. In 2007/08, 404 adult learners completed 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 2009/10 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 2009). 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 2009/10, 20 of the 21 responding institutes reported *current* year enrolment data for the 2009/10 academic year (as of October 2009).

Three-quarters (76%) of the responding institutes had enrolled less than 50 learners as of October 2009. In comparison, 64% (October 2008) and 61% (October 2007) of responding institutes had enrolled less than 50 students in previous years.

Exhibit 3.1 – Responding Institutes' Current Year Student Enrolment

	2009/10 N ⁷ =21	2008/09 N=25	2007/08 N=23
Enrolling more than 100 students			
# of Institutes	3	3	2
% of Institutes	14%	12%	9%
Enrolling 50 to 100 students			
# of Institutes	1 ⁸	3	5
% of Institutes	5%	12%	22%
Enrolling 0 to 49 students			
# of Institutes	16	16	14
% of Institutes	76%	64%	61%
No Enrolment #s Provided			
# of Institutes	1	3	2
% of Institutes	5%	12%	9%

⁷ 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.

⁸ In 2008/09 or 2007/08, six institutes had current year student enrolments of 50 to 100 students. In 2009/10, two of these institutes enrolled more than 100 students, three of these institutes enrolled 0 to 49 students and one institute did not report enrolment numbers.

In 2009/10, these 20 responding institutes had enrolled 1,564 learners as of October 2009. Please note that it is possible for one learner to have been reported as enrolled at more than one institute. For example, a student enrolled at a community-based institute may also have been reported as enrolled at the Nicola Valley Institute of Technology (NVIT).

In the 2008/09 IAHLA Data Collection Project, 22 responding institutes had enrolled 1,353 learners as of October 2008. In the 2007/08 IAHLA Data Collection Project, 21 responding institutes had enrolled 1,250 learners as of October 2007.

2009/10 current year enrolments represented a 24% *increase* from the previous year for the 17 responding institutes that reported current year enrolments in both years (2009/10 and 2008/09). These institutes reported current year enrolments of 1,428 learners this year (in 2009/10). They reported current year enrolments of 1,149 learners last year (when responding to the 2008/09 IAHLA Data Collection Project).

2008/09 current year enrolments represented 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 reported current year enrolments of 1,145 learners this year in 2008/09. They reported current year enrolments of 1,051 learners in 2007/08.

3.2 Current Year Programming Offered

The 2009/10 survey asked institutes which of four types of programming they were offering this year:

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

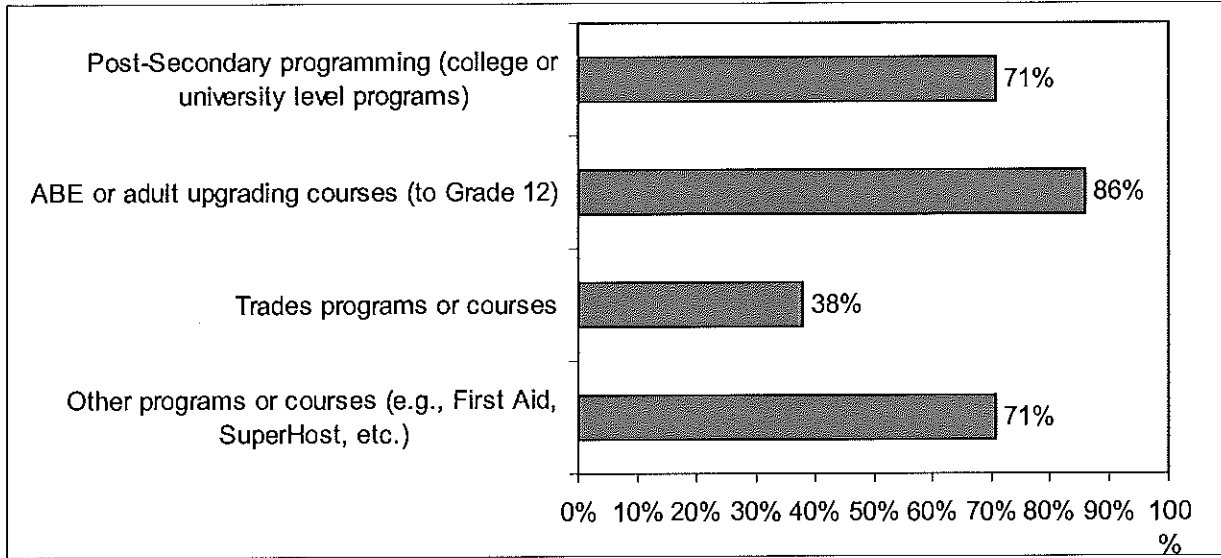
In 2009/10, three-quarters (76%) of the responding institutes were offering more than one of these types of programming in the current year.

Most frequently, institutes were offering ABE or adult upgrading courses (to Grade 12) (86%). Most (89%) of these 18 institutes offering ABE or adult upgrading courses were also offering other programming.

In 2009/10, 71% of the responding institutes reported they were offering post-secondary programs *this year*. In 2008/09, 64% of the responding institutes reported they were offering post-secondary programs that year. In 2007/08, 70% of responding institutes did so.

In 2009/10, 38% of the responding institutes reported they were offering trades programs or courses and 71% reported offering other programs or courses.

Exhibit 3.2 – Programming Offered by Institutes This Year

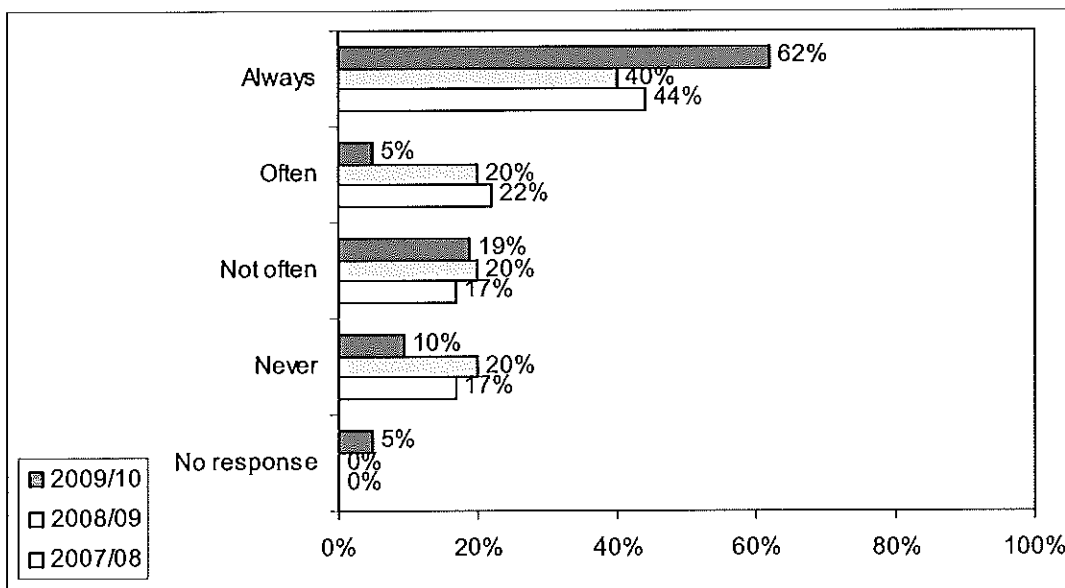


In 2009/10, 67% of the responding institutes reported offering post-secondary programs “always” or “often” *in the past five years*. A further 19% of these institutes had offered post-secondary programs, though “not often” over this period of time.

Similarly, in 2008/09, 60% of the responding institutes reported offering post-secondary programs “always” or “often” *in the past five years*. In 2007/08, two-thirds (66%) of the responding institutes reported offering post-secondary programs “always” or “often” *in the past five years*.

However, more institutes (62%) reported “always” offering post-secondary programs in 2009/10 than in previous years (40% in 2008/09 and 44% in 2007/08).

Exhibit 3.3 – Institutes Offering Post-Secondary Programs in the Past Five Years



Institutes were offering post-secondary programming in a variety of areas in 2009/10. Among the 21 responding institutes, almost half offered post-secondary Cultural Studies (48%) or Language (43%) programming. Thirty-eight percent offered Aboriginal Language Revitalization and/or Computer/Technology post-secondary programming. Nineteen percent to 24% offered post-secondary programming in the areas of Creative Writing, Specific Trades, Healthcare, Early Childhood Education and/or Developmental Standard Term Certification. Fourteen percent offered Public Administration or Fine Arts post-secondary programming.

Among the 25 institutes responding in 2008/09, almost one-third (32%) offered post-secondary Language programming that year. Twenty-eight percent offered Early Childhood Education, 24% offered Cultural Studies and/or Aboriginal Language Revitalization post-secondary programming. Twenty percent offered post-secondary programming in the areas of Public Administration, Healthcare and/or Developmental Standard Term Certification. Sixteen percent offered Computer/Technology and/or Specific Trades post-secondary programming, while 8% offered such programming in Fine Arts and 4% in Creative Writing.

In 2009/10, 62% of responding institutes reported that they had programs that laddered directly into degree programs. This included one institute (5%) that was referring to the development of learners' skills, attitudes and abilities so that learners could go on to other programs. Other institutes had degree programs which laddered into programs in areas such as Healthcare, Fine Arts, Business Management, Child and Youth Care, Education, and First Nation Studies.

In 2008/09, two-thirds (68%) of responding institutes reported that they had programs that laddered directly into degree programs. These included three institutes (12%) that were referring to academic upgrading and college preparation programming. Other institutes had programs which laddered into degree programs in areas such as Healthcare, Tourism, Business Management, Social Work, Education, Linguistics, First Nation Studies, Arts and Counselling.

3.3 Past Year Student Enrolments

In 2009/10, 19 of the 21 responding institutes reported enrolment data for the past academic year (2008/09).

In 2009/10, 62% of the responding institutes reported enrolling less than 50 learners in the past year (in 2008/09). Based on these enrolment data for the full year, one-quarter (24%) enrolled more than 100 students. In comparison, 20% reported enrolling more than 100 students the year before.

Exhibit 3.4 – Responding Institutes' Past Year Student Enrolment

	Past Year (2008/09) N=21	Past Year (2007/08) N=25	Past Year (2006/07) N=23
Enrolling more than 100 students			
# of Institutes	5	5	6
% of Institutes	24%	20%	26%
Enrolling 50 to 100 students			
# of Institutes	1 ⁹	3	3
% of Institutes	5%	12%	13%
Enrolling 0 to 49 students			
# of Institutes	13	16	13
% of Institutes	62%	64%	57%
No Enrolment #s Provided			
# of Institutes	2	1	1
% of Institutes	10%	4%	4%

In total, the 19 institutes reporting data on past year (2008/09) enrolments had 2,454 learners that year.

More 2008/09 learners enrolled part-time than full-time. Institutes reported part-time/full-time status for 975 of these learners¹⁰, of whom 40% studied full-time and 60% studied part-time.

Most 2008/09 learners enrolled were women. Institutes reported learners' gender for 975 of these learners¹¹, of whom 66% were female and 34% were male.

Most 2008/09 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. Nineteen institutes reported this information for 2,530 learners. Seventy-six percent of these learners were enrolled in at least one articulated/transferable course or program and 24% were not.

⁹ Of the six institutes with past year student enrolments of 50 to 100 students in 2007/08 or 2006/07 – one of these institutes had enrolled more than 100 students, one had enrolled 50 to 100 students, three had enrolled 0 to 49 students and one institute did not report enrolment numbers for 2008/09.

¹⁰ At 18 institutes. Note: NVIT did not report enrolments broken down by full-time/part-time status or gender, but did report total enrolments.

¹¹ At 18 institutes.

In 2008/09, learners enrolled in at least 2,637 programs or courses at 20 institutes. One learner could be enrolled in more than one program or course. Of these program or course enrolments:

- 28% (739 learners) were in ABE or adult upgrading courses (to Grade 12);
- 26% (674 learners) were in College or University *one-year* programs (e.g., certificate programs or first year college/university transfer courses);
- 21% (544 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,
- 26% (680 learners) were in other programs or courses (e.g., First Aid, SuperHost, flagging, etc.).

In previous years, institutes reported very similar past year enrolments, except that a larger proportion of learners were enrolled full-time relative to part-time in 2008/09 and 2007/08.

In 2008/09, 24 institutes reported they had enrolled 2,326 in 2007/08. Institutes reported part-time/full-time status for 1,341 of these learners¹², of whom 56% studied full-time and 44% studied part-time. Institutes reported learners' gender for 2,320 of these learners¹³, of whom 70% were female and 30% were male. Twenty-two institutes reported information on articulation/transferability for 2,204 learners. Seventy-eight percent of these learners were enrolled in at least one articulated/transferable course or program and 22% were not.

In 2007/08, learners enrolled in at least 2,488 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% (612 learners) were in College or University *one-year* programs (e.g., certificate programs or first year college/university transfer courses);
- 19% (483 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,
- 25% (614 learners) were in other programs or courses (e.g., First Aid, SuperHost, flagging, etc.).

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 learners¹⁴, of whom 58% studied full-time and 42% studied part-time. Institutes reported learners' gender for 1,338 of these learners¹⁵, 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);

¹² At 22 institutes.

¹³ At 23 institutes.

¹⁴ At 21 institutes.

¹⁵ At 21 institutes.

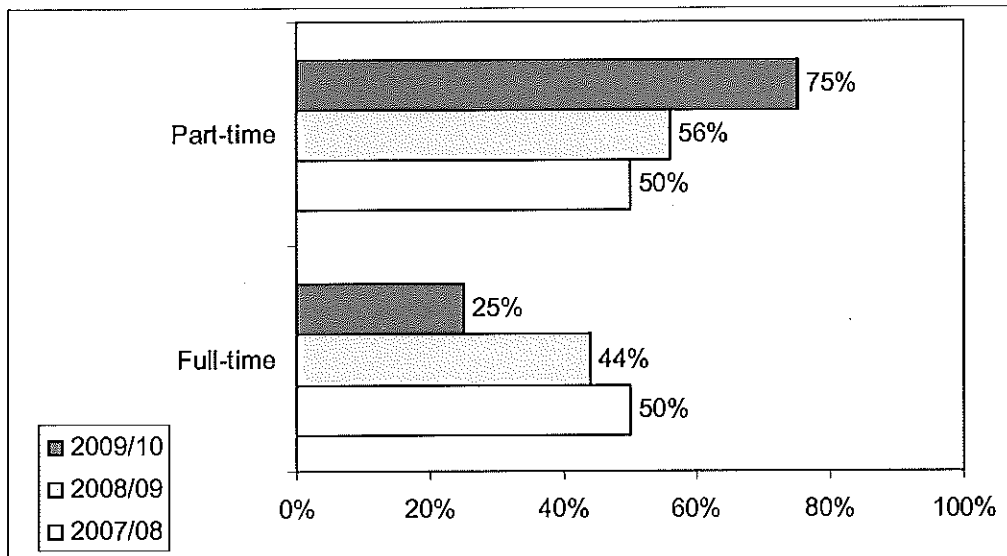
- 32% (863 learners) were in College or University *one-year* programs (e.g., certificate programs or first year college/university transfer courses);
- 11% (305 learners) were in College or University *multi-year* programs (e.g., diploma or degree programs or second year and up college/university transfer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

3.4 Instructors

In 2009/10, 20 of the 21 responding institutes¹⁶ employed 177 instructors as of October 2009. Nineteen institutes reported part-time/full-time status for 130 of these instructors¹⁷, of whom 75% were working part-time and 25% were working full-time. A larger proportion of instructors were working part-time in 2009/10 than in previous years.

In 2008/09, 23 of the 25 responding institutes¹⁸ employed 146 instructors as of October 2008. Fifty-six percent 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 institutes¹⁹ employed 205 instructors as of October 2007. Fifty percent of these instructors were working part-time and 50% were working full-time.

Exhibit 3.5 – Instructors Employed Full-time/Part-time



¹⁶ One institute did not respond to these questions.

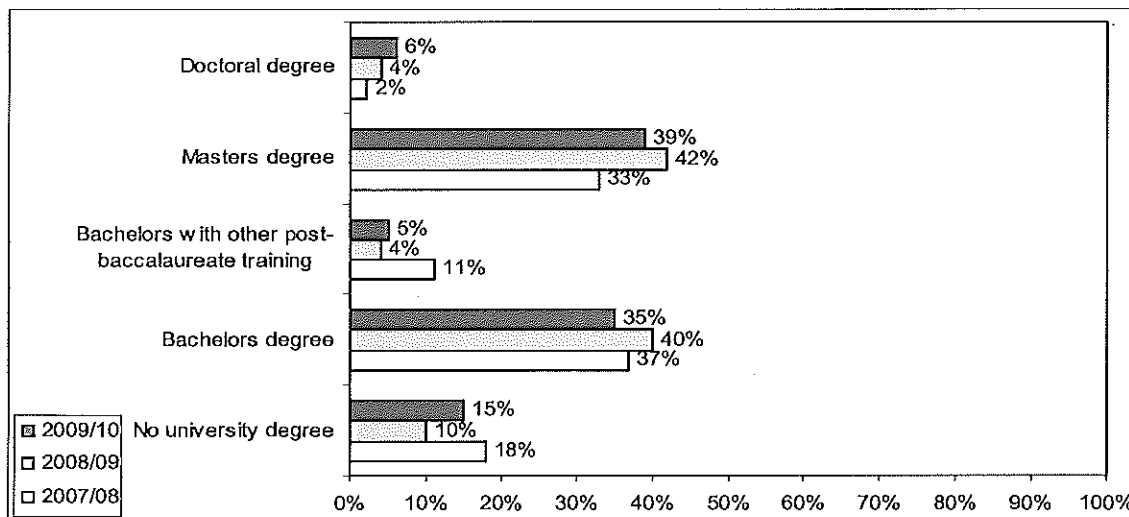
¹⁷ NVIT did not report instructors broken down by full-time/part-time status, but did report a total number of instructors.

¹⁸ Two institutes did not respond to these questions.

¹⁹ One institute did not respond to these questions.

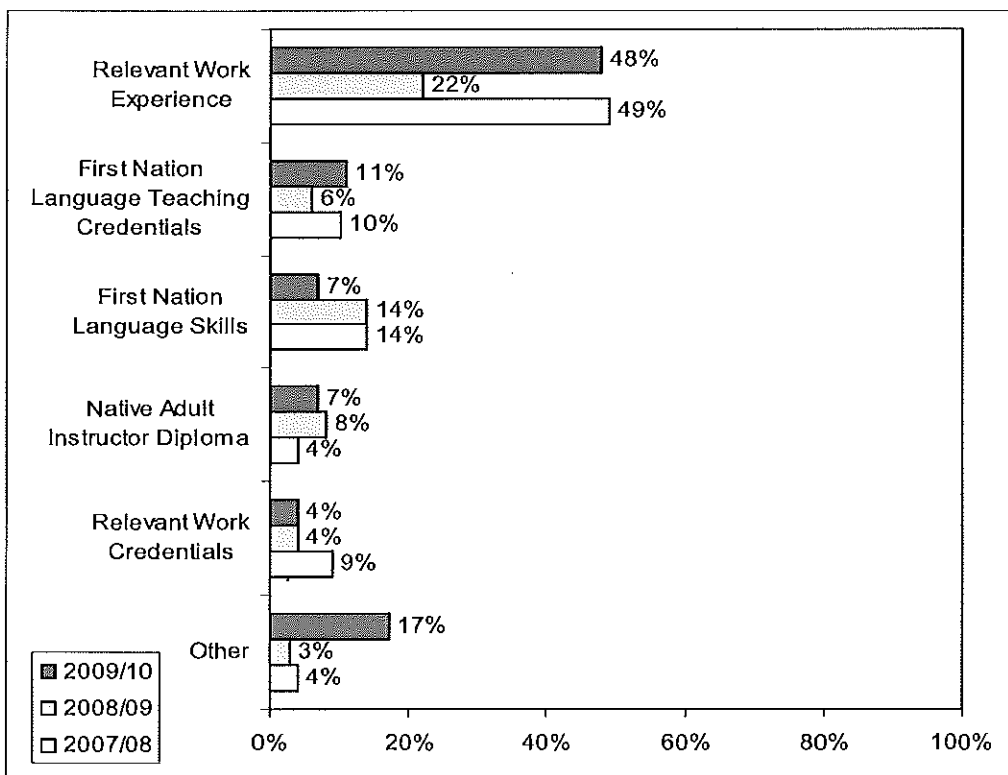
Eighty-five percent of the instructors at 19 responding institutes had a Bachelors degree or higher level of education. This included 45% of the instructors who had a Masters or Doctoral degree.

Exhibit 3.6 – Instructors’ Highest Level of Education



About one-half (48%) of the instructors also had relevant work experience and 11% had First Nation language teaching credentials. They also had a variety of “other” qualifications (17%) including certificates, diplomas and degrees from other instructional programs.

Exhibit 3.7 – Instructors’ Other Qualifications



3.5 External Program Evaluations

Sixty-seven percent (14) of the responding institutes had undergone an external program evaluation in the last five years. Among those reporting the year of their most recent evaluation, more than two-thirds (72%) were in the past three years. The remainder were conducted between 2004 and 2006.

Exhibit 3.8 – Years External Program Evaluations Conducted

	2009/10 N = 11	2008/09 N = 12	2007/08 N = 11
2004	9%	42%	27%
2005	18%	17%	18%
2006	0%	8%	18%
2007	9%	8%	9%
2008	18%	17%	
2009	45%		

Among those reporting how their most recent evaluation was funded, almost one-half were funded by the First Nations Schools Association (FNSEA) (46%). The remainder were funded either by the Indian Studies Support Program (ISSP) (15%) or by other sources (38%). These other sources included IAHLA, Indian and Northern Affairs Canada (INAC) and the institute itself. INAC requires every Nominal Roll school to be "certified" through an evaluation conducted every five years in order to meet compliance requirements for Nominal Roll funding.

Exhibit 3.9 – External Program Evaluation Funders

	2009/10 N = 13	2008/09 N = 15	2007/08 N = 12
Indian Studies Support Program	15%	33%	25%
First Nations Schools Association	46%	53%	50%
Other	38%	20%	25%

3.6 Private Career Training Institutes Agency (PCTIA) Registration

In 2009/10, 19% (4) of 21 responding institutes reported they were registered with PCTIA. Of these four institutes, one reported it was accredited through PCTIA, and one reported being in the accreditation process. The remaining two institutes reported only being registered with the agency. One of the institutes registered with PCTIA noted that this registration was required through the institute's funding agreement with Department of Canadian Heritage for one of its programs – so that it could be designated as a "professional development" program.

In 2008/09, 32% (8) of 25 responding institutes reported they were registered with PCTIA. Of these eight institutes, two reported they were accredited through PCTIA, and one reported being in the accreditation process. The remaining five institutes reported only being registered with the agency.

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.

4.0 Institute and Learner Funding

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

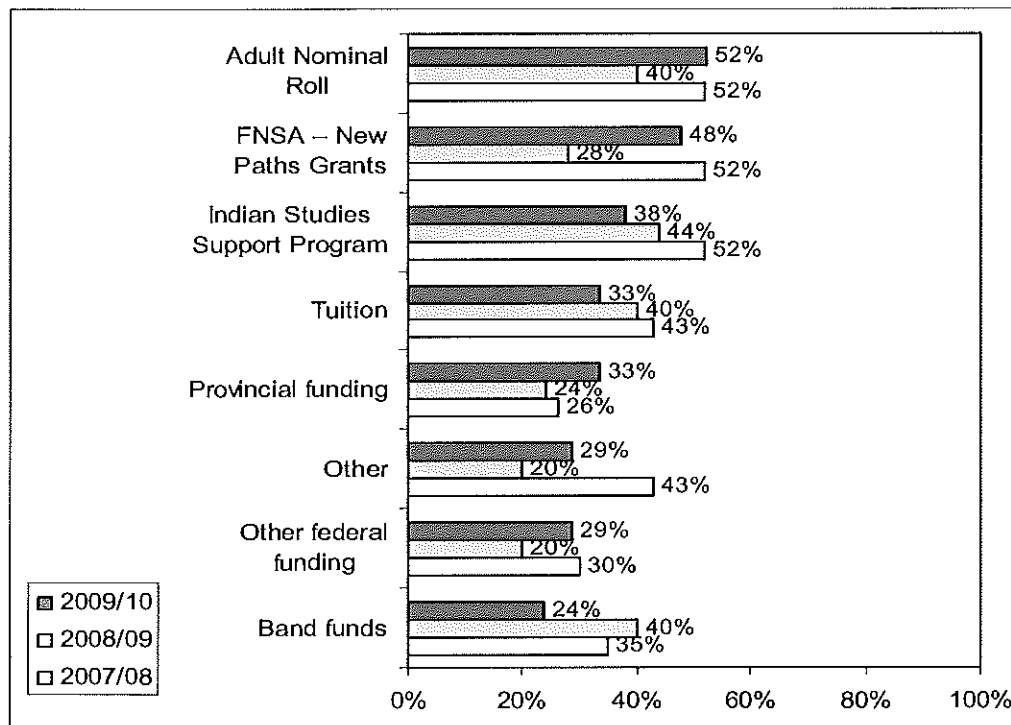
- Institutes' funding sources;
- Levels of institute funding and current needs;
- The financial assistance offered to learners; and,
- Learners' funding of their studies and living expenses.

4.1 Sources of Institute Funding

In 2009/10, institutes were most frequently using the following funding sources: INAC Adult Nominal Roll funding (52%), FNSA New Paths Grants²⁰ (48%) (whose source is INAC) and INAC's ISSP (38%). Tuition and provincial funding were also accessed by one-in-three of the institutes at 33% respectively. "Other" funding sources included various grants.

Among 2008/09 and 2007/08 responding institutes, Adult Nominal Roll and ISSP funding were among the most commonly used funding sources. FNSA New Paths Grants were also fairly common in 2007/08. However, Band funding was reported more frequently in previous years than in 2009/10. ISSP funding was reported significantly more often in 2007/08 than in 2009/10.

Exhibit 4.1 – All Funding Sources



²⁰ New Paths Grants are formula-based, represent a small proportion of overall budgets, and are meant to augment existing budgets.

In 2009/10, Adult Nominal Roll funding was once again most likely to have been an institute's major funding source (responsible for 50% or more of their funding). Forty-eight percent of responding institutes accessed Adult Nominal Roll funding as a major funding source. ISSP funding was a major funding source for 29% of the institutes.

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

	2009/10	2008/09	2007/08
	N = 21	N = 23 ⁽¹⁾	N = 23
Adult Nominal Roll	48%	39%	44%
Indian Studies Support Program	29%	17%	9%
Provincial funding	19%	9%	4%
FNSA – New Paths Grants	14%	9%	4%
Band funds	10%	9%	9%
Other federal funding	10%	9%	4%
Tuition	5%	9%	4%
Other	0%	9%	9%

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

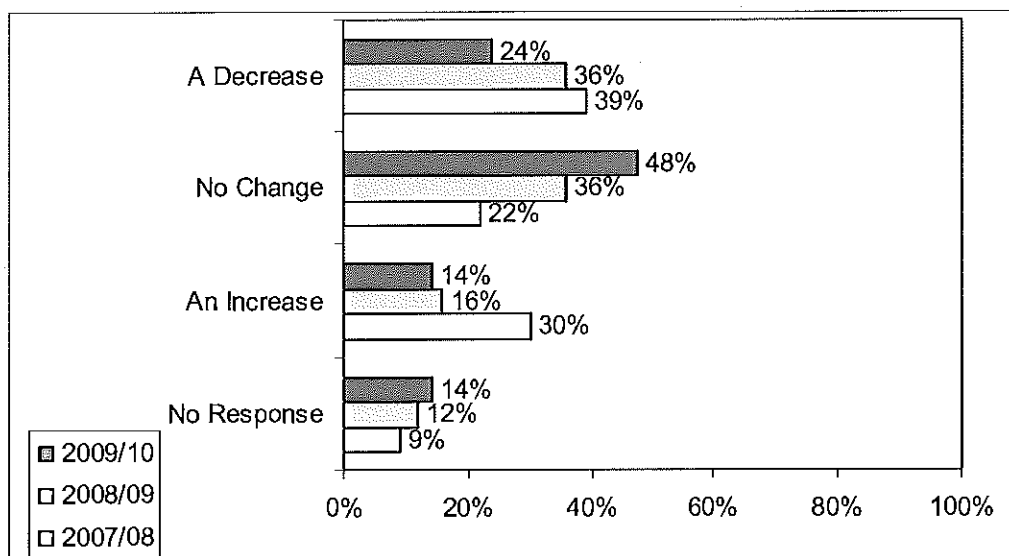
4.2 Changes in Total Funding Levels

The 2009/10 survey asked institutes whether they had experienced a change in their total funding level this year. About one-quarter (24%) of the institutes indicated they had experienced a decrease in funding. Fourteen percent had experienced an increase and 48% had experienced no change.

The decreases experienced were proportionally larger than the increases experienced. For example, decreases ranged from 30% to 80% while increases ranged from 10% to 20%.

Fewer institutes reported a decrease in their funding as compared to those responding to the 2007/08 and 2008/09 IAHLA Data Collection Projects. More institutes reported no change.

Exhibit 4.3 – Changes in Funding Since Last Year



4.3 Changes in Nominal Roll Funding Levels

In 2009/10, for the first time, institutes were asked specifically about changes in Nominal Roll funding levels in the current year.

About one-half (48%) of responding institutes indicated that these questions were not applicable to them. Ten institutes reported they did not receive Nominal Roll funding this year and either a) that this was unchanged from the previous year or b) they did not respond to the questions about changes in Nominal Roll funding in 2009/10.

Of the 11 responding institutes which received Nominal Roll funding, 36% reported receiving an increase in their Nominal Roll funding levels this year²¹. The same proportion (36%) reported receiving a decrease in their Nominal Roll funding this year and 27% reported no change in these funding levels (as of October 2009).

The decreases experienced were proportionally similar to the increases experienced – in the range of \$20,000 to \$35,000.

4.4 High Priority Items

In 2009/10, institutes were asked to identify the *number one* item they needed for success in the short term and how much funding they would need for this item. Eighteen institutes reported on these needs (11 institutes reported more than one need). Most frequently these high priority needs for success and funding included:

- Facility costs e.g., repairs, upgrading, rent (7 institutes);
- More staff (6 institutes);
- A new building (5 institutes);
- Computer lab/technical equipment (5 institutes);
- Curriculum development resources (5 institutes);
- Library resources (2 institutes);
- A new bus (2 institutes); and,
- Other (2 institutes – permanent funding and other equipment).

The amounts of funding required varied from \$15,000 (for curriculum development) to \$6 million (for a new building and more staff). Responding institutes included high priority funding needs, per institute, of:

- \$25,000 or less (6 institutes);
- \$50,000 to \$120,000 (4 institutes);
- \$200,000 to \$300,000 (4 institutes); and,
- \$2 million to \$6 million (3 institutes).

²¹ Though one institute also commented that while their Nominal Roll funding levels increased their ISSP/UCEP funds were reduced as they were not able to apply for them.

4.5 Funding Sources by Programming Type

In 2009/10, institutes were asked how they were funding four types of programming in the current year: post-secondary, ABE or adult upgrading courses, trades programs or courses and other programs or courses.

Fifteen institutes reported offering post-secondary programming in 2009/10. They reported funding this programming primarily through ISSP and formalized agreements with post-secondary institutions. Four institutes were receiving other funding from the province.

Exhibit 4.4 – Funding for Programming Offered by Institutes This Year (2009/10)

	Post-Secondary	ABE/Upgrading	Trades	Other
	N = 15	N = 18	N = 8	N = 15
	# of institutes	# of institutes	# of institutes	# of institutes
Indian Studies Support Program	9	3		1
Adult Nominal Roll	1	11	1	1
Formalized agreements with post-secondary institutions	8	2		1
Other Provincial Funding	4	3	2	3
FNESC	1	1		2
Band Funds		1	1	2
Other Federal Funding			2	2
Tuition or Fees	2	1	1	1
Other	2	1	3	4

Eighteen institutes reported offering ABE/upgrading courses in 2009/10. They reported funding these courses primarily through Adult Nominal Roll. Some institutes were also using ISSP and provincial funding sources for these courses, along with a variety of alternate sources.

Eight institutes reported offering trades programs or courses in 2009/10. They reported funding these programs or courses using a variety of sources including their major funding sources, AHRDAs²² and through grants.

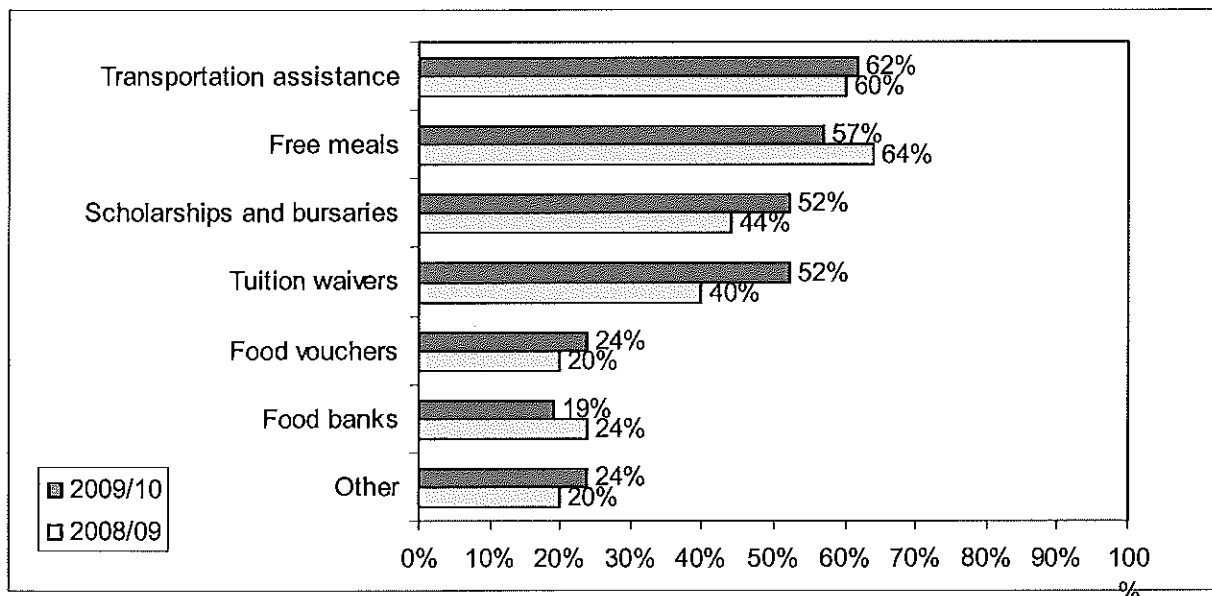
Fifteen institutes reported offering other programs or courses in 2009/10. They reported funding these programs in various ways – including their major funding sources, AHRDAs, Band funds and grants.

²² An AHRDA is an Aboriginal Human Resources Development Agreement. AHRDAs are a strategy of Human Resources and Skills Development Canada.

4.6 Financial Assistance Offered to Learners

Institutes help learners with their financial needs in a variety of ways. In 2009/10, 62% of responding institutes offered learners transportation assistance. Fifty-seven percent provided free breakfast/lunch/dinner programs or events. Institutes also offered scholarships and bursaries (52%) and/or tuition waivers (52%). Other assistance offered included incentive programs, tutoring and childcare.

Exhibit 4.5 – How Institutes Help Learners with Their Financial Needs



4.7 Learner Funding for Studies and Living Expenses

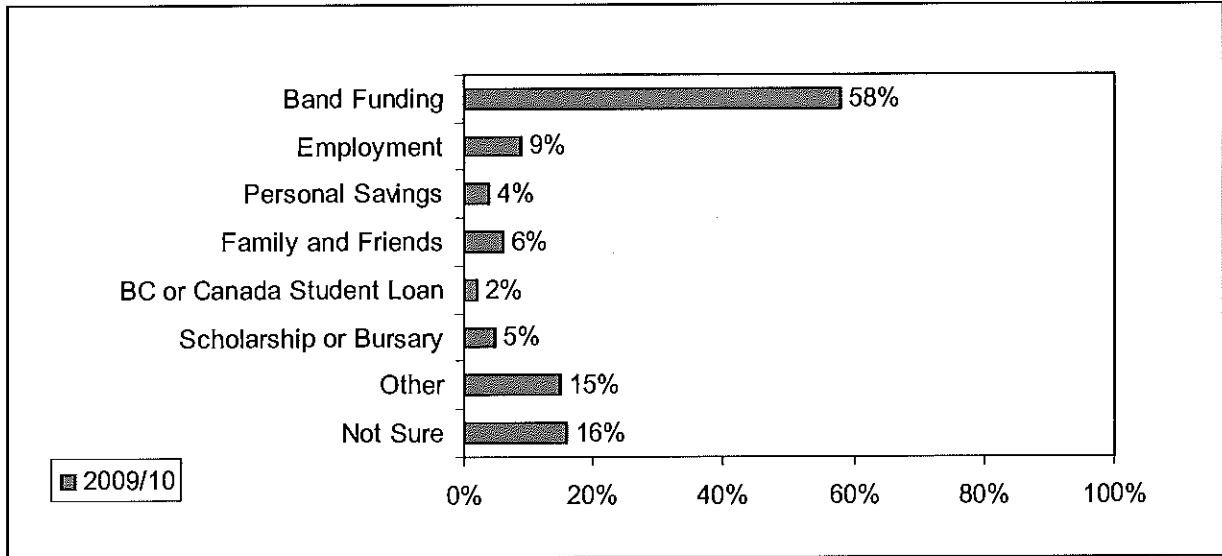
Learners rely on different sources of funding to pay for their education and expenses. In 2009/10, the Project asked adult learners how they were funding their studies and how they were funding their living expenses. Responses ranged from community and external support through to self-funding.

By a significant margin, Band funding²³ was the most frequently cited source of financial support for funding learners' studies. In 2009/10, 58% of learners were reportedly receiving Band funding. The second most frequently reported response (16%) was from learners who were "not sure" of how their studies were funded.

The balance of the reported sources of funding were multiple and comparatively small. One-in-ten (9%) learners were undertaking employment while studying or during breaks. Six percent received financial support from family and friends. Five percent received scholarships or bursaries. Four percent used personal savings and 2% received BC or Canada student loans. Fifteen percent of respondents reported "other" sources such as the institutes themselves, employment training programs and social assistance.

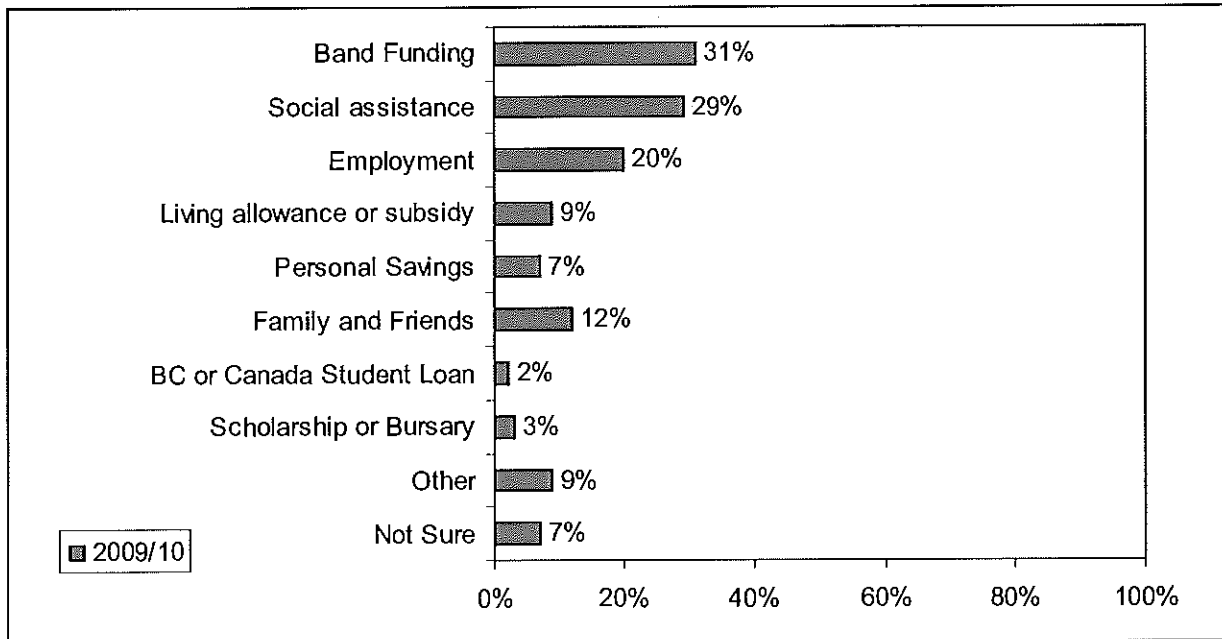
²³ Band funding is post-secondary student support program (PSSSP) funding which is INAC federal funding.

Exhibit 4.6 – Learners' Funding Support for Studies



In 2009/10, Band funding (31%) was also the most frequently cited source of financial support for funding learners' living expenses, along with social assistance (29%). One-in-five (20%) learners were using earnings from employment while studying or during breaks to fund their living expenses. One-in-ten (12%) received support from family and friends, including spouses. Nine percent received a living allowance, maintenance allowance, incentive allowance or subsidy and 7% relied on personal savings for these expenses.

Exhibit 4.7 – Learners' Funding Support for Living Expenses



In 2008/09, 60% of learners reported receiving Band funding to pay for their *education and expenses*, followed by (17%) who were "not sure" of how their studies were being funded.

5.0 Learners' Personal Development

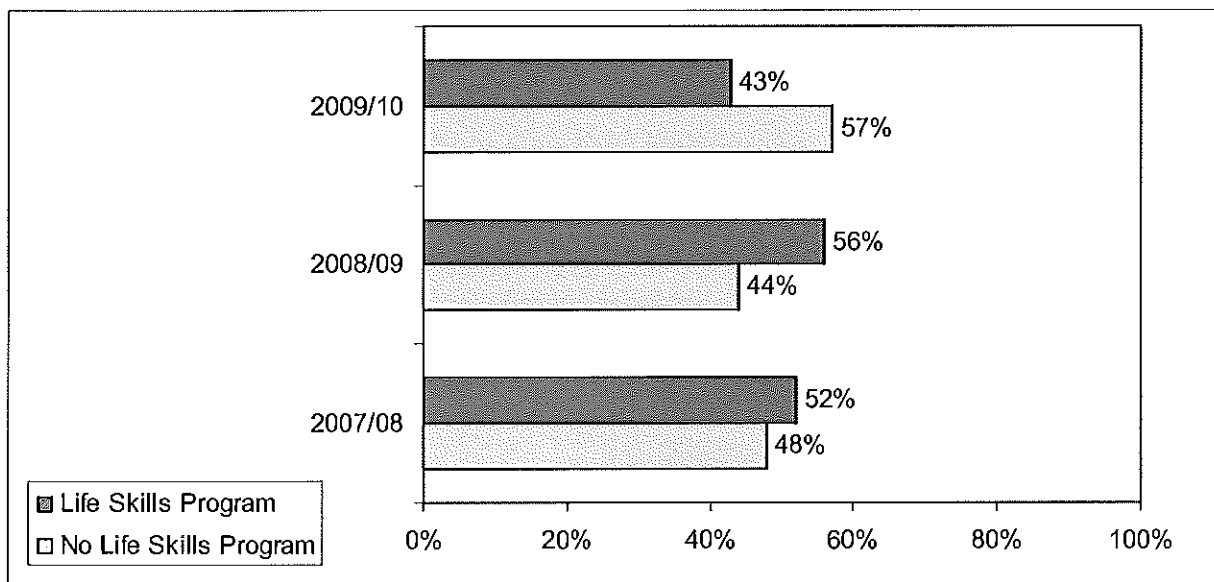
Responding First Nations institutes support learners' personal development through:

- 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.

5.1 Life Skills Programs

In 2009/10, 43% of the responding institutes provided Life Skills programs (including planning, goal setting, time management, etc.). In 2008/09, 56% of the responding institutes offered such programs. In 2007/08, 52% of the responding institutes offered such programs.

Exhibit 5.1 – Institutes Providing Life Skills Programs



In 2009/10, eight of the nine responding institutes that offered a Life Skills program reported the number of learners who participated in their program last year (in 2008/09). In total, 158 learners participated in these programs last year. This was usually between 50% and 100% of the learners reported as enrolled in their programs in 2008/09 where these data were available.

In 2008/09, 12 of the 14 responding institutes that offered a Life Skills program reported the number of learners who participated in their program (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 in 2007/08 where these data were 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 (in 2006/07). In total, 267 learners

participated in these programs. This was usually between 50% and 100% of the learners reported as enrolled in their programs in 2006/07 where these data were available.

Among the learners surveyed in 2009/10, 42% were or had been enrolled in a Life Skills program since beginning their studies at the institute. Of these learners, 94% reported they had benefited from the skills and information they learned and 1% said they did not benefit (the remainder did not respond to this question). In 2008/09, 45% of adult learners were or had been enrolled in a Life Skills program since beginning their studies at the institute and 90% reported they had benefited from it. 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.

5.2 Short Non-Credit Courses or Short-Term Workshops

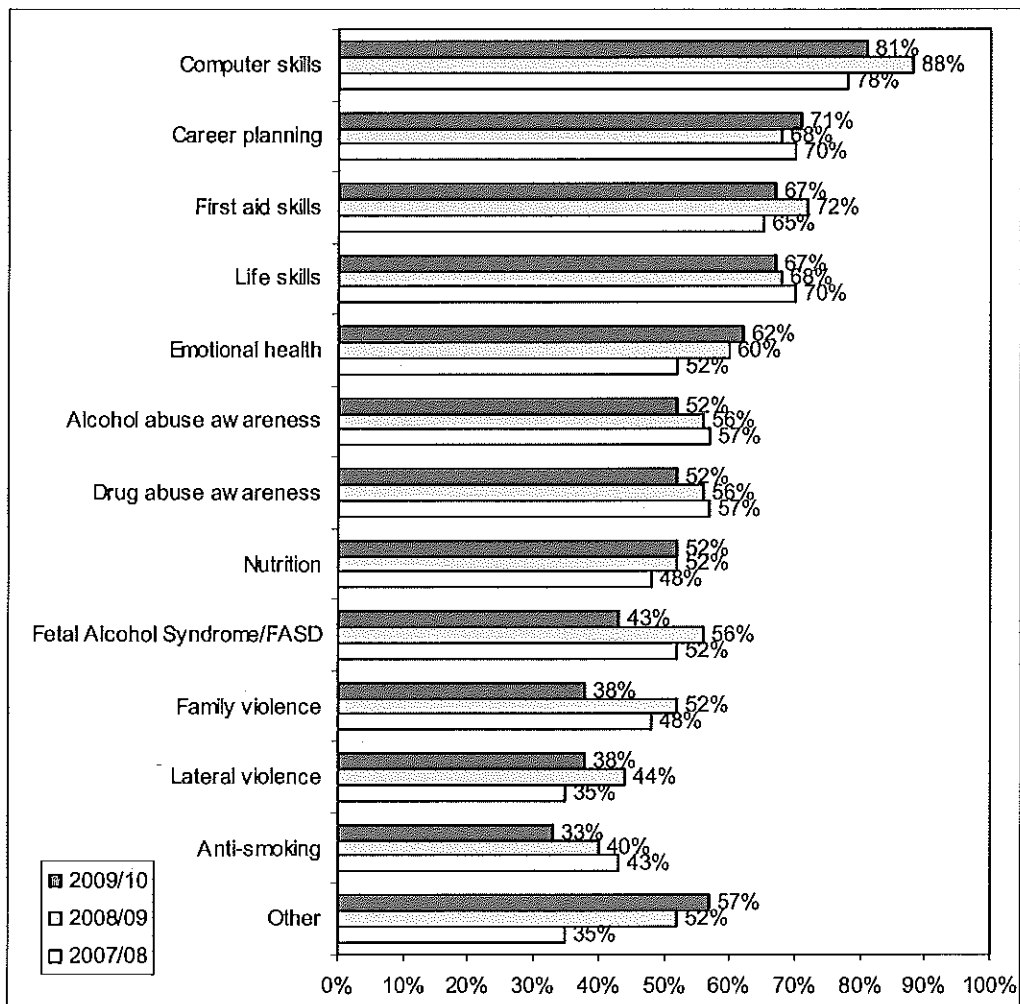
In 2009/10, life skills were also the subject of short non-credit courses and short-term workshops at two-thirds (67%) of the institutes. Eighty-one percent of institutes offered courses or workshops on computer skills, 71% on career planning and 67% on first aid skills.

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

"Other" courses or workshops offered by institutes included those on bursaries, Workplace Hazardous Materials Information System (WHMIS), cultural awareness, First Aid and Essential Skills.

Almost all (20) of the responding institutes offered at least one or more short, non-credit courses or short-term workshops.

Exhibit 5.2 – Institutes Providing Short Non-Credit Courses or Short-Term Workshops



In the 2008/09 IAHLA Data Collection Project survey, computer skills, first aid skills and career planning courses and workshops were also most common. In 2007/08, computer skills, life skills and career planning courses and workshops were most common.

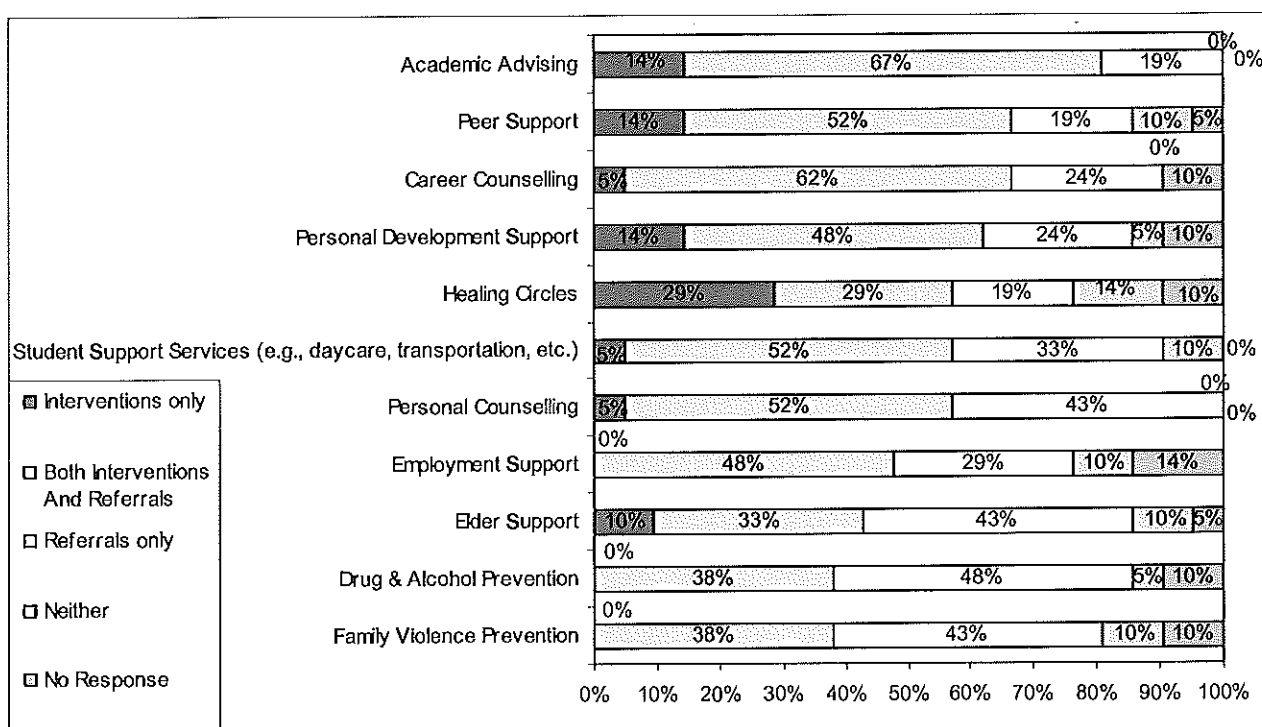
5.3 Student Support Services

5.3.1 Interventions and Referrals

In 2009/10, most often institutes provided learner *interventions and/or referrals* for academic advising, personal counselling, career counselling and student support services (e.g., daycare, transportation, etc.). Elder, peer or personal development support and drug/alcohol or family violence prevention interventions or referrals were also provided by 80% or more of the institutes.

In the 2008/09 and 2007/08 IAHLA Data Collection Project surveys, academic advising *interventions and/or referrals* were also most common.

Exhibit 4.3 – Interventions and Referrals Provided



In 2009/10, *interventions* were most common for academic advising (81%), peer support (67%) and career counselling (67%) services.

Referrals only were most common for drug and alcohol prevention (48%), family violence prevention (43%), personal counselling (43%), and Elder support (43%) services.

“Other” interventions and referrals included those related to tutoring, mentoring, nutrition and community events.

5.3.2 Housing Support

In 2009/10, for the first time, institutes were asked how they support students’ housing needs. Ten institutes provided information on the support they provide. Five more institutes noted that they did not provide any support and the remaining six institutes did not respond to the question.

Most often, the ten institutes provided students who had housing needs with:

- Referrals e.g., to social assistance staff or other agencies (four institutes);
- Research/information on housing available (four institutes);
- Funding which could cover housing e.g., living allowances, bursaries/scholarships (two institutes);
- Letters of support or assistance writing letters (two institutes); and,
- Advocacy (two institutes).

This support is captured by the following respondents' comments:

Referral to emergency social assistance services. Connection with social development workers when appropriate and needed. Assist students with identifying services and supports in community (referrals). Assist with looking through papers to see what is available. Learners can use our phone for call outs and to receive messages from potential landlords. And lastly we have helped learners move when they have no other resources to draw on.

We do submit letters of support to the community housing department if students require support letters when submitting application for housing in our community.

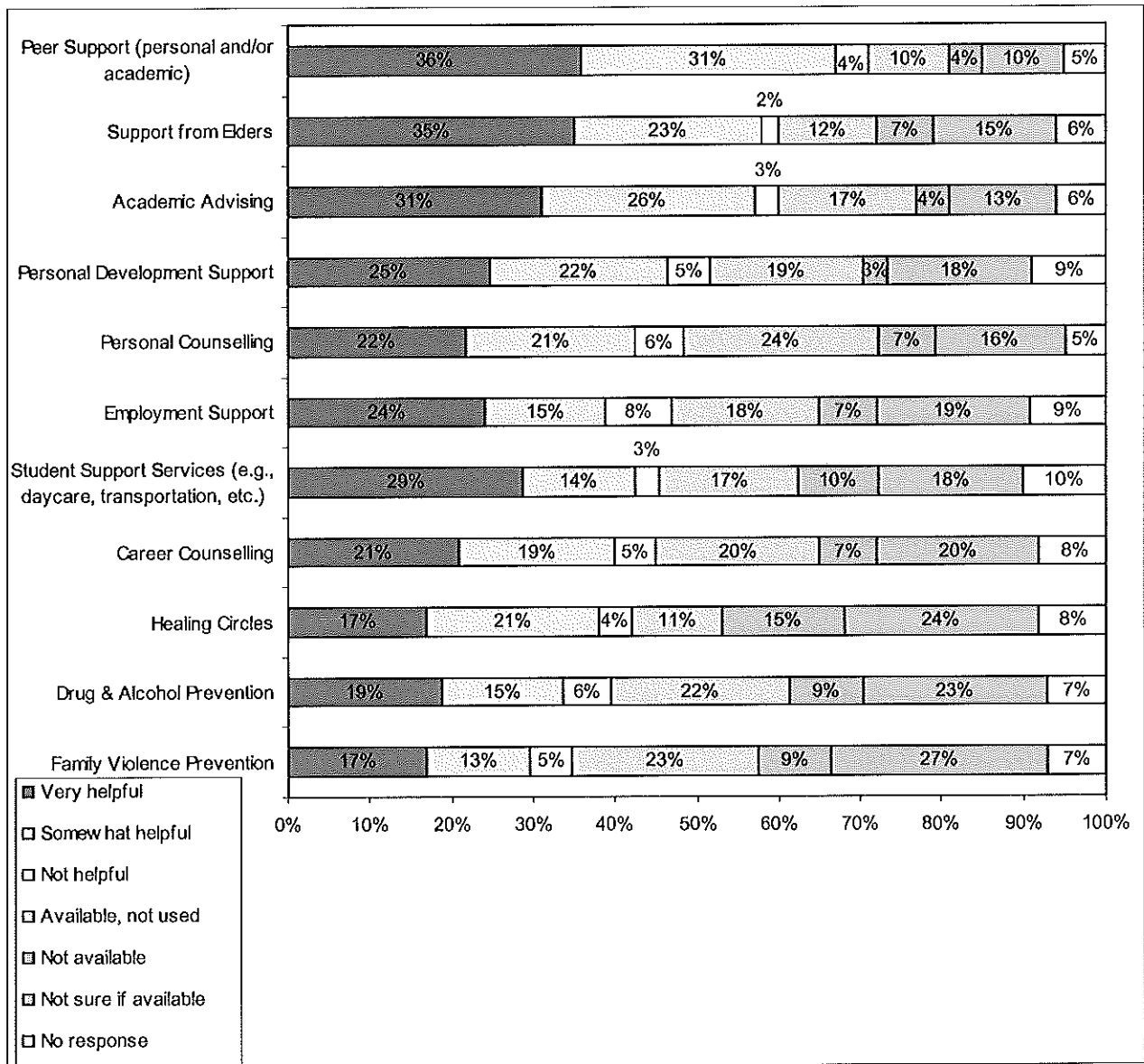
We strive to sponsor students with a living allowance through our UCEP and post-sec certificate and degree programs, For those who we can't sponsor with a living allowance, we connect with Social Assistance and Advocate for our students. This is a MAJOR problem in most reserves; there is a serious housing shortage and many houses are not healthy environments to live in (mold, decay, lack of heat, etc.) Very few homes are suitable study environments (multiple families, busy, loud).

5.3.3 Helpfulness of Student Support Services

In 2009/10, most often the learners surveyed have used peer support (71%), followed by support from Elders (60%) and academic advising (60%). About one-in-two have used personal development support (52%) and/or personal counselling (49%). More than one-third have used the other student services asked about.

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

Exhibit 5.4 – Helpfulness of Student Support Services



Base: Total 2009/10 Learners Responding N = 361

In 2008/09 and 2007/08, most often the learners surveyed had also used peer support and academic advising services.

When asked which support services have helped them *the most*, the learners surveyed reported on the helpfulness of many of the above services. As well, they noted that teachers, other staff and tutoring had been most helpful, along with the support of family or friends. Their comments included the following:

Personal development support, peer support, academic advising

My parents, my children, Band staff, friends

The support from the teachers and people who work here have helped me most to continue going to this.

The tutoring and support I get to achieve my goals to succeed at the college and to graduate

When asked what further support services would help them to continue at their institute, learners mentioned the support services above. In addition, they noted that daycare, more computers, more funding and tutoring would be helpful. Some learners also reported on specific courses or subjects that would help them continue including language courses, art/design courses and more advanced courses. Their comments included the following:

I think there should be child care funding for parents who try hard to further their education and better their lives. This is a big hurdle parents have to climb.

Tutoring and food vouchers for the starving student at this college who don't have jobs or paid tuition for school.

Financial. \$1000 a month doesn't cut it after rent it's either food or bus pass and we choose food and walk to school.

Would like to see more tutorial support offered to First Nations students, e.g., review papers

Native design in art and wood carving school

Our language programs

5.3.3 Cultural Leave Support

In 2009/10, institutes supported cultural leaves for staff and students in a variety of ways. Some institutes had cultural leave policies or provisions were included under the policies of other organizations e.g., Tribal Councils. Staff were eligible for up to two weeks of cultural leave at three of the institutes. Most responding institutes noted that staff could access cultural leaves as needed e.g., for feasts, burials, potlatches and other cultural activities. Some also reported that staff were supported when undertaking cultural activities for professional development purposes e.g., participating in language or culture workshops. A few institutes reported they had no policies or cultural leave support at their institutes.

Cultural leave policies for students in some instances were the same as for staff e.g., time off as needed. Some institutes commented that students were required to complete the work they missed when on such leaves. Others responded that they encouraged students to participate in cultural activities.

Their comments included the following:

We are under the Tribal Council policy - allows for many cultural supports.

Staff and students given time off for attending feasts, cultural activities that are very important, i.e., Burials, Naming Feast, etc.

Staff are encouraged to participate in language and culture workshops and are given paid time off to do so.

Students are given off the necessary time to participate (and are assisted in catching up when they return to school).

We are very supportive to students who have to take cultural leave, it is a part of who we are and we will and should always support our students.

5.4 Links to Other Service Providers

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

In 2009/10, institutes most frequently linked with traditional/spiritual advisors and Elders (95%), health services (95%), public colleges/universities (90%) and social development services (90%). These were followed by links with child and family services and employment services.

"Other" service providers which linked with institutes to provide support to learners include: community agencies and contacts, educational associations, counselling services and First Nations governments.

In the 2008/09 and 2007/08 IAHLA Data Collection Project surveys, traditional/spiritual advisors and Elders, public colleges/universities and social development services were also among the most frequent links to learner support.

Exhibit 5.5 – Service Providers Linking with Institutes

	2009/10	2008/09	2007/08
	N = 21	N = 25	N = 23
Traditional/spiritual advisors & Elders	95%	84%	91%
Health services	95%	80%	91%
Public colleges/universities	90%	88%	96%
Social development services	90%	88%	87%
Child and family services	81%	64%	61%
Employment services	76%	80%	78%
First Nations schools	71%	72%	78%
Other First Nations institutes	71%	68%	74%
Public school district or schools	62%	64%	65%
AHRDA ²⁴ or On-Reserve Training Society	62%	60%	48%
Off-Reserve agencies	62%	60%	70%
Tribal Council	62%	56%	48%
Economic Development Corporation	48%	48%	39%
Other	24%	24%	30%

²⁴ An AHRDA is an Aboriginal Human Resources Development Agreement. AHRDAs are a strategy of Human Resources and Skills Development Canada.

5.5 Learner Ratings on Their Personal Development

In 2009/10, most learners agreed they felt better about themselves (81%) and/or more confident (78%) since beginning at their institute.

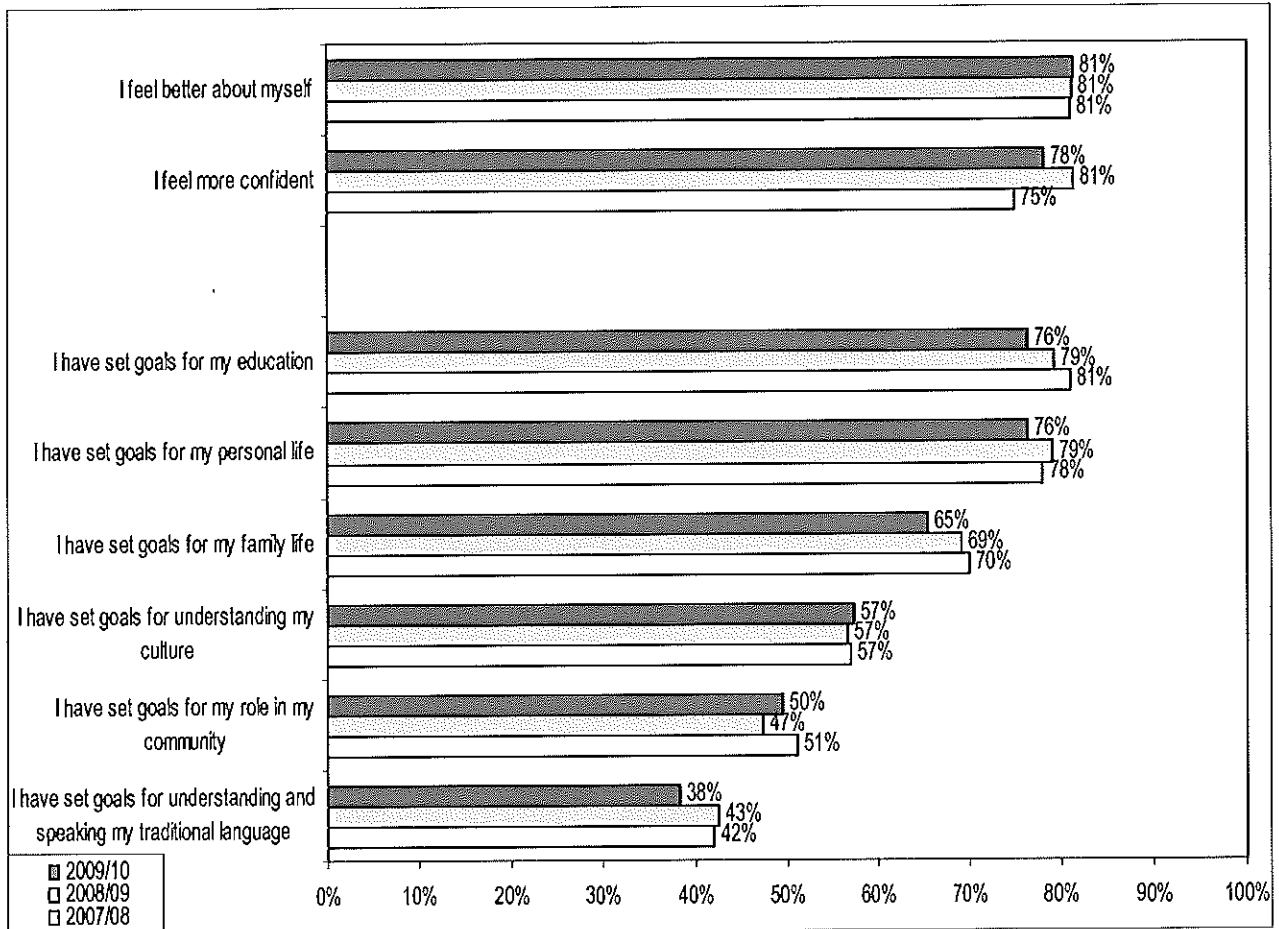
Similarly, large groups of learners had set goals for their education (76%) and/or for their personal lives (76%).

Many had also set goals for their family life (65%), for understanding their culture (57%) and/or for their role in their communities (50%).

Thirty-eight percent had set goals for understanding and speaking their traditional language.

In 2008/09 and 2007/08, 75% or more of learners agreed they feel better about themselves and/or more confident since beginning at their institutes. Most frequently, learners had consistently set goals for their education and personal lives (among the future goals asked about in the Project).

Exhibit 5.6 – Learner Ratings on Their Personal Development

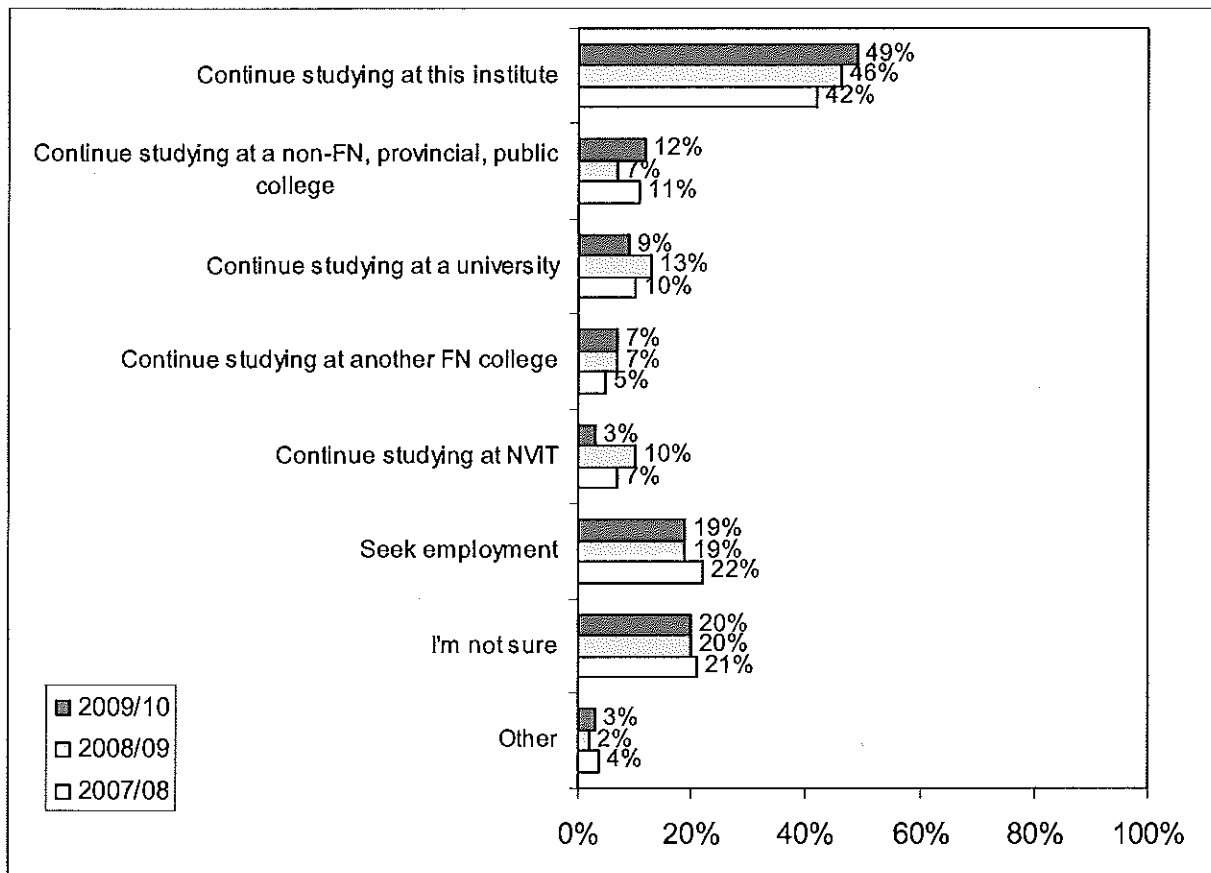


Base: Total 2009/10 Learners Responding N = 361, Total 2008/09 Learners Responding N = 405, Total 2007/08 Learners Responding N = 404

In 2009/10, most learners planned to continue to study the next academic year (in 2010/11) – most often at the same institute (49%), but also at provincial public colleges, First Nations institutes or universities. In comparison, 19% intended to seek employment the next academic year and 20% were not yet sure of their goals for the next academic year.

In 2008/09 and 2007/08, learners also planned primarily to continue to study the next academic year at the same institute.

Exhibit 5.7 – Learner Goals for Next Year



Base: Total 2009/10 Learners Responding N = 361, Total 2008/09 Learners Responding N = 405, Total 2007/08 Learners Responding N = 404

In 2009/10, 87% of the learners surveyed felt that their program of study was adequately preparing them to pursue their goal for the next academic year. Only 4% did not feel prepared (9% were unsure or did not respond to this question). In 2008/09, 84% of the learners surveyed felt that their program of study was adequately preparing them to pursue their goal for the next academic year. In 2007/08, 83% of the learners surveyed felt that their program of study did so.

6.0 Leadership Development

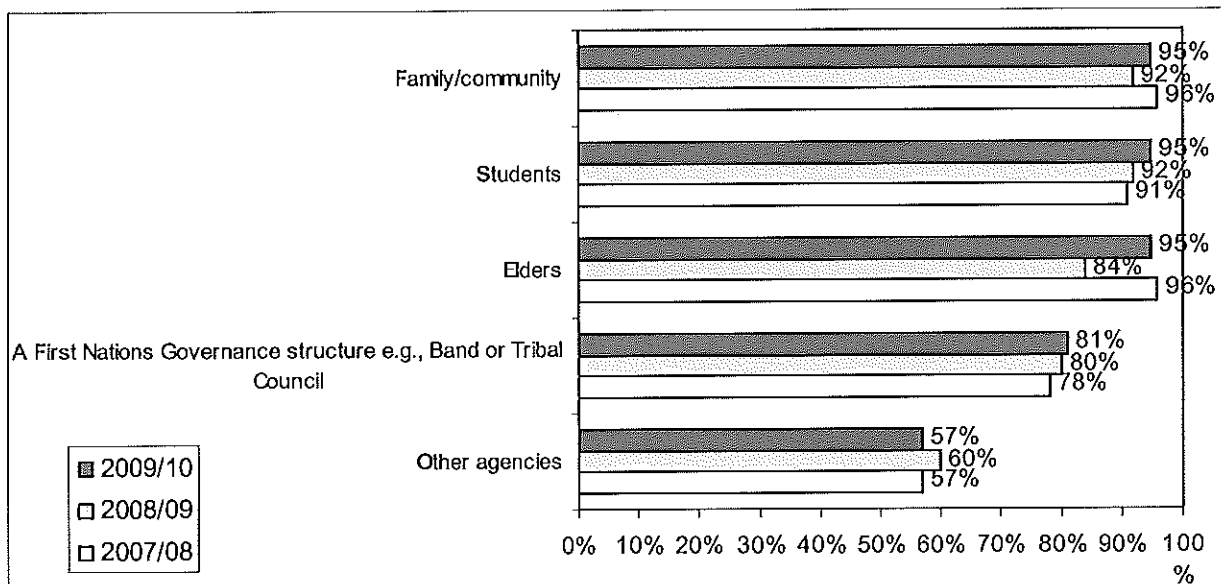
Responding institutes promote learners' leadership within their communities as well as First Nations communities' leadership of their programs through:

- 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.

6.1 Groups Directly Involved with Programming/Learning

Programming/learning is a collaborative effort. All (100%) of the responding institutes involved other groups directly in their programming/learning in 2009/10. The most common groups directly involved were family/community members, students and Elders. About four-in-five involved a First Nations governance structure such as a Band or Tribal Council and more than one-half involved other agencies.

Exhibit 6.1 – Groups Directly Involved with Programming/Learning



In the 2008/09 IAHLA Data Collection survey, family/community members and students were the most common groups involved directly in programming and learning, followed by Elders. In the 2007/08 IAHLA Data Collection survey, Elders and family/community members were most frequently involved, followed by students.

6.2 Student Involvement and Communication

Students were also involved in leading their own learning. In 2009/10, 47% of the learners surveyed reported their institute had a student council or other type of student government. A further 23% said they were not sure if such student governance existed at their institute. Twenty-nine percent said it did not.

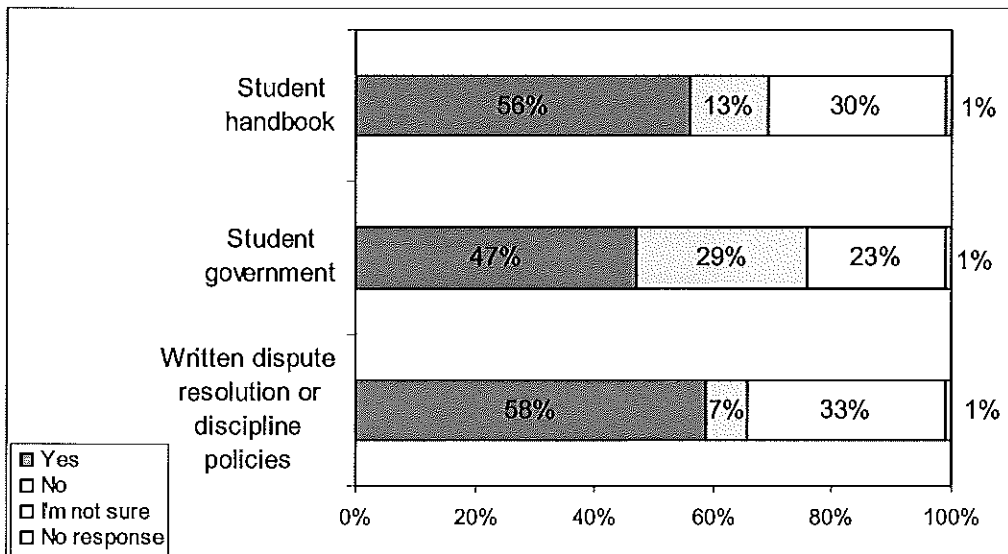
Many institutes communicated with learners by providing information through a student handbook. Fifty-six percent of the learners surveyed reported their institute had a student handbook and a further 30% were not sure (13% reported they did not).

As well, some institutes had written dispute resolution and/or discipline policies which were accessible to learners. In 2009/10, 58% of learners reported their institutes had such policies and a further 33% were not sure.

In 2008/09, 53% of learners reported their institute had a student council or other type of student government at their institute. Sixty percent of learners reported their institute had a student handbook. Sixty percent reported their institutes had written discipline and/or dispute resolution policies.

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. Fifty-one percent also reported their institute had a student handbook in 2007/08, while 56% reported their institutes had written discipline and/or dispute resolution policies.

Exhibit 6.2 – Student Involvement and Communication



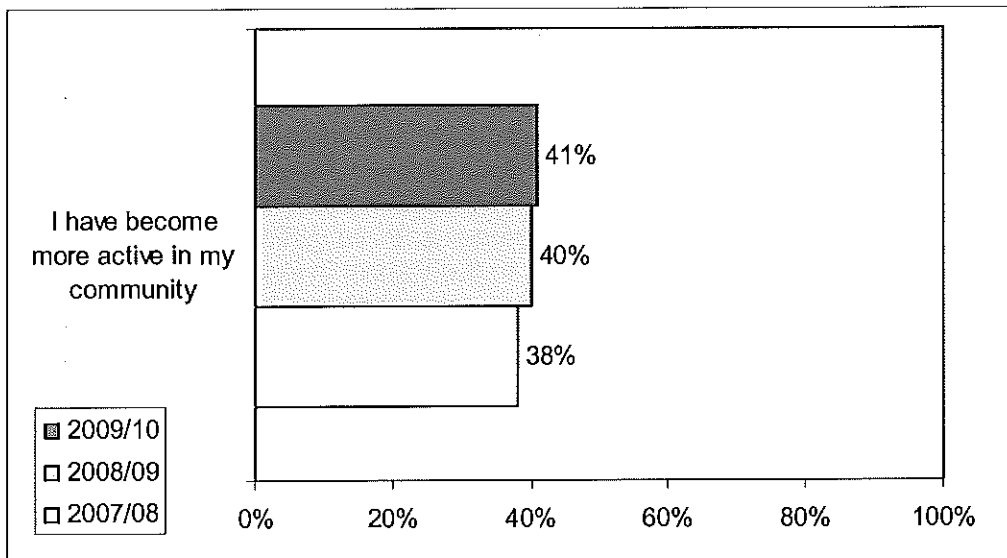
Base: Total 2009/10 Learners Responding N = 361

6.3 Learner Ratings of Becoming More Active in Community

In 2009/10, more than one-third (41%) of learners agreed they had become more active in their communities since beginning at their institute. A further 40% were neutral about such activity – possibly because they were active before, or because they felt this question was not applicable to them e.g., their institute was not located in their community.

In 2008/09, 40% of learners agreed they had become more active in their communities since beginning at their institute. In 2007/08, 38% agreed they had become more active.

Exhibit 6.3 – Learner Ratings on Becoming More Active in Community



Base: Total 2009/10 Learners Responding N = 361, Total 2008/09 Learners Responding N = 405, Total 2007/08 Learners Responding N = 404

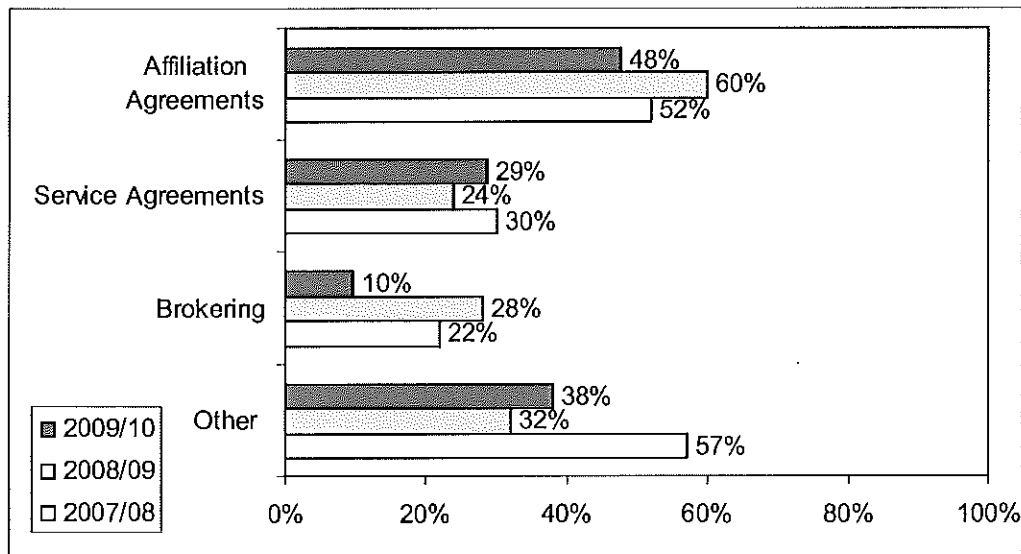
6.4 Formalized Relationships with Others

Many (16) of the institutes had at least one type of formalized relationship with other education providers²⁵. 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 Exhibit 6.4, current year and previous years' data include a few relationships with other First Nations institutes (e.g., the Native Education College), a provincial Ministry 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.

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

In the 2008/09 and 2007/08 IAHLA Data Collection Project surveys, affiliation agreements were also the most common type of formalized relationships. Of the 15 institutes reporting affiliation agreements in 2008/09, six institutes also reported them in 2009/10. Of the remaining nine institutes, two institutes did not report having affiliation agreements, three institutes did not respond to this question and four institutes did not respond to the Project in 2009/10. As well, in 2009/10, four institutes which did not report having affiliation agreements in 2008/09, reported having them in 2009/10.

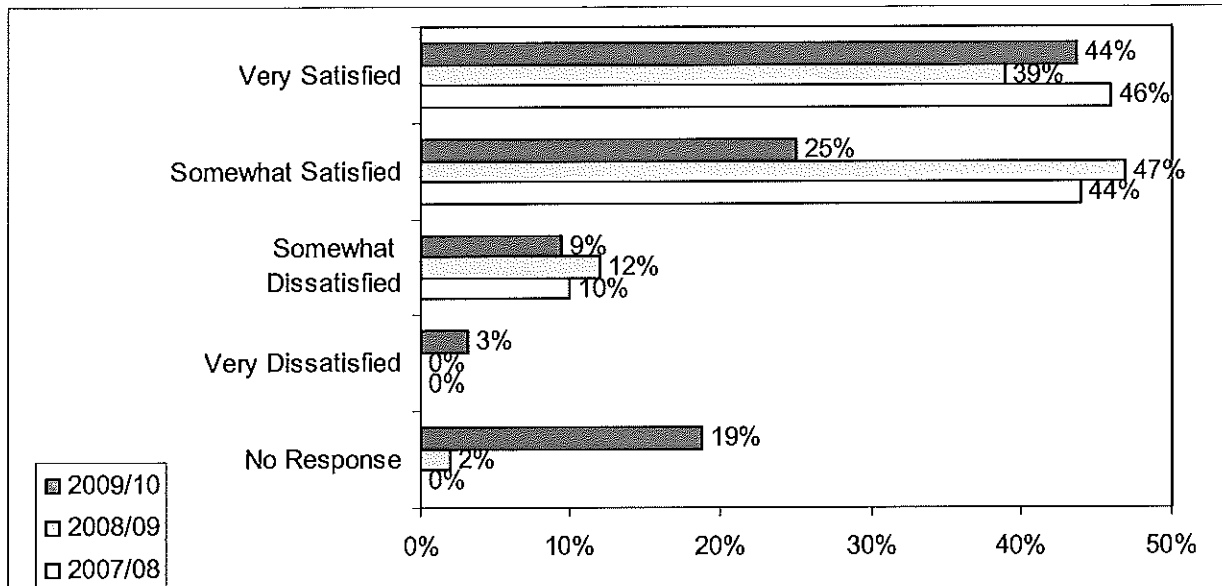
Exhibit 6.4 – Formalized Relationships with Others



In total, these 16 responding institutes reported 32 such formal relationships (an average of two per institute) in the current year. They were satisfied with 69% of these 32 relationships – either “very” (44%) or “somewhat” (25%). They were dissatisfied with only 12% of these relationships. They did not rate their satisfaction with 19% of these relationships. In 2008/09, 21 responding institutes were satisfied with 86% of their 49 formal relationships. In 2007/08, 21 responding institutes were satisfied with 90% of their 48 formal relationships.

²⁵ Five institutes did not respond to this question.

Exhibit 6.5 – Satisfaction with Formalized Relationships



Thirteen institutes reported on the costs covered by their institutes related to 23 of these relationships. In particular, they reported that their institutes cover:

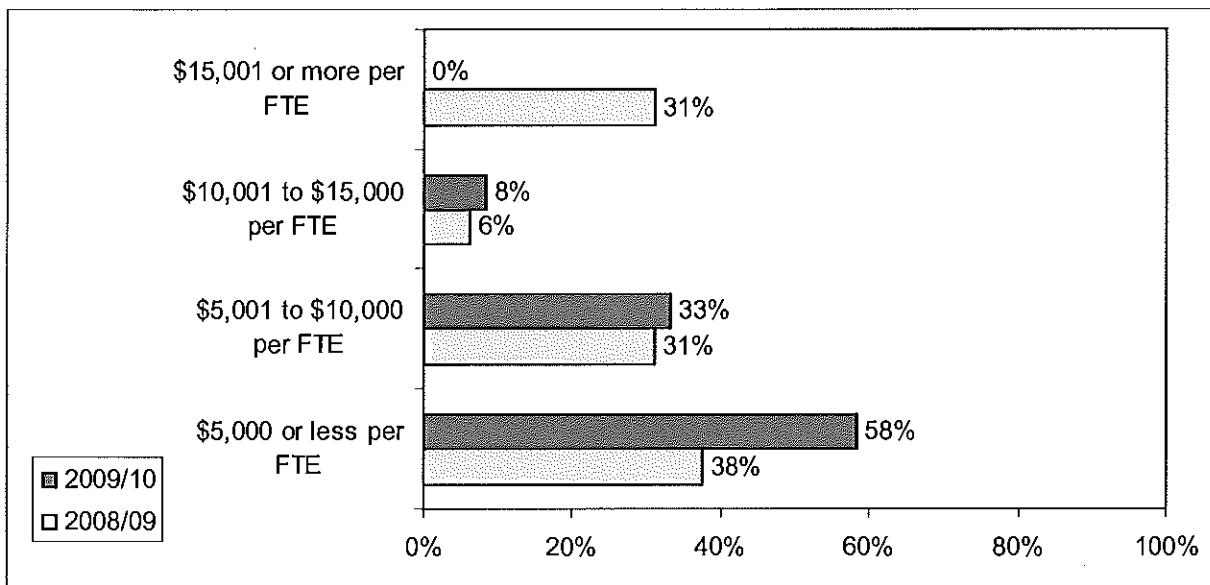
- All costs (11 of the 23 relationships);
- None of the costs (two relationships);
- Part of the costs (unspecified) (three relationships);
- Instruction (two relationships);
- Building/classroom (two relationships);
- Student support e.g., transportation, social assistance (two relationships); and,
- Administrative support (four relationships).

As well, institutes were not sure what costs they would be covering for three relationships, as the agreements were still being negotiated.

Twelve institutes reported the costs of delivering courses through their formalized relationships per FTE (full-time equivalent) student. These costs could be calculated as the total program costs divided by the number of full-time student equivalents enrolled in the program. These costs covered all program types and were not broken down by program. More than one-half (58%) delivered such courses for \$5,000 or less per FTE. Thirty-three percent delivered courses for \$5,001 to \$10,000 per FTE. In 2009/10, institutes were more likely to report delivering courses for \$5,000 or less than in 2008/09.

In 2008/09, 16 institutes reported the costs of delivering courses through their formalized relationships per FTE (full-time equivalent) student. More than one-third (38%) delivered such courses for \$5,000 or less per FTE. Thirty-one percent delivered courses for \$5,001 to \$10,000 per FTE. Please note that one institute delivered courses in more than one cost category in 2008/09 – likely it had different per FTE costs for different relationships or programs.

Exhibit 6.6 – Costs of Courses Delivered Through Formalized Relationships



As reported above in Section 3, in 2009/10, institutes reported on whether 2,530 learners were enrolled in one or more courses or programs which were articulated/transferable with public colleges or institutes the previous year (in 2008/09). In total, 76% of these learners were enrolled in at least one articulated/transferable course or program and 24% were not. In 2007/08, 78% of 2,204 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.

7.0 Cultural Development

Responding institutes advance learners' cultural learning by:

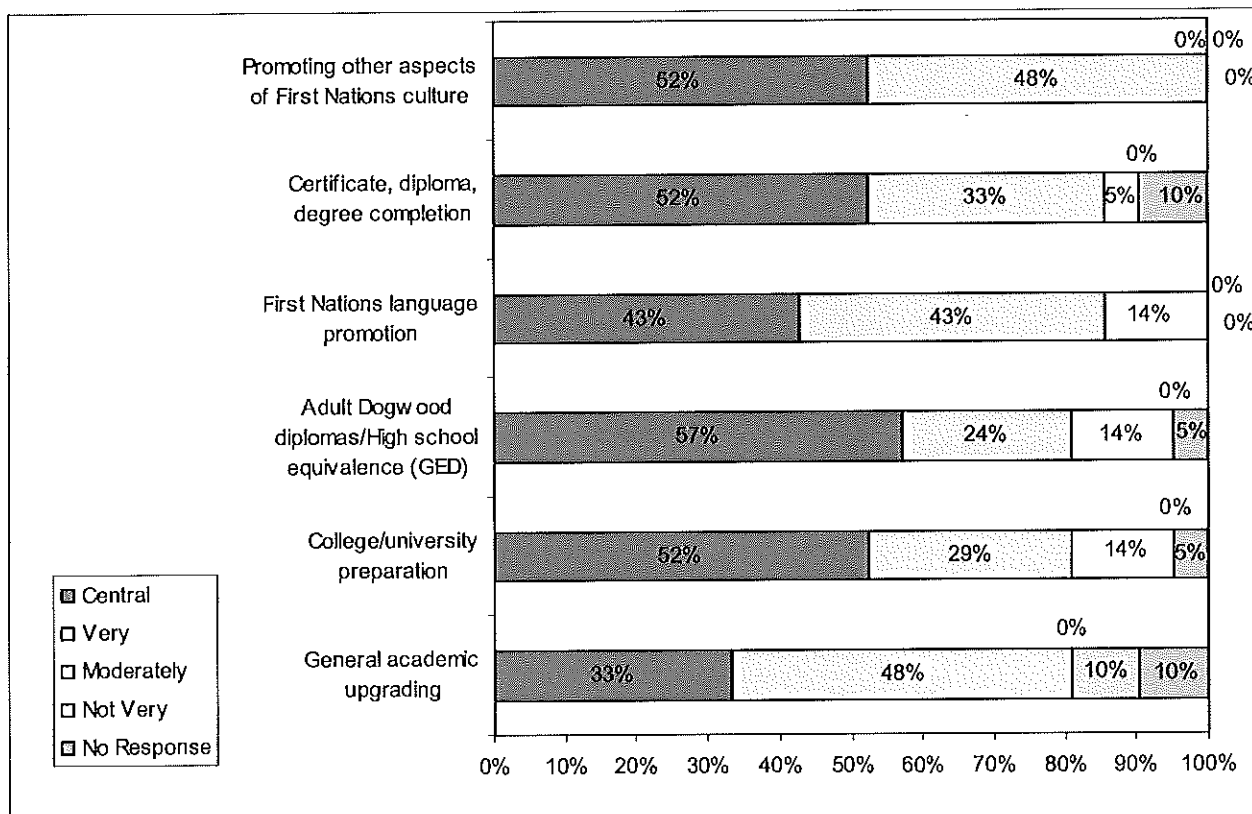
- Placing a high level of importance on promoting aspects of culture, in addition to academic goals;
- Embedding traditional values and celebrations into their programming;
- Delivering language courses; and,
- Being involved in language revitalization projects.

7.1 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 was centrally or very important to 100% of the institutes in 2009/10.

Certificate/diploma/degree completion (85%) and First Nations language promotion (86%) were also of high importance to institutes. Eighty-one percent of institutes reported college/university preparation, general academic upgrading and high school completion (either Adult Dogwood diplomas or GED completion) were centrally or very important to them.

Exhibit 7.1 – Importance of First Nations Institute Goals



In 2008/09 and 2007/08, cultural promotion, college/university preparation and general academic upgrading goals ranked highly.

Exhibit 7.2 – Importance of First Nations Goals

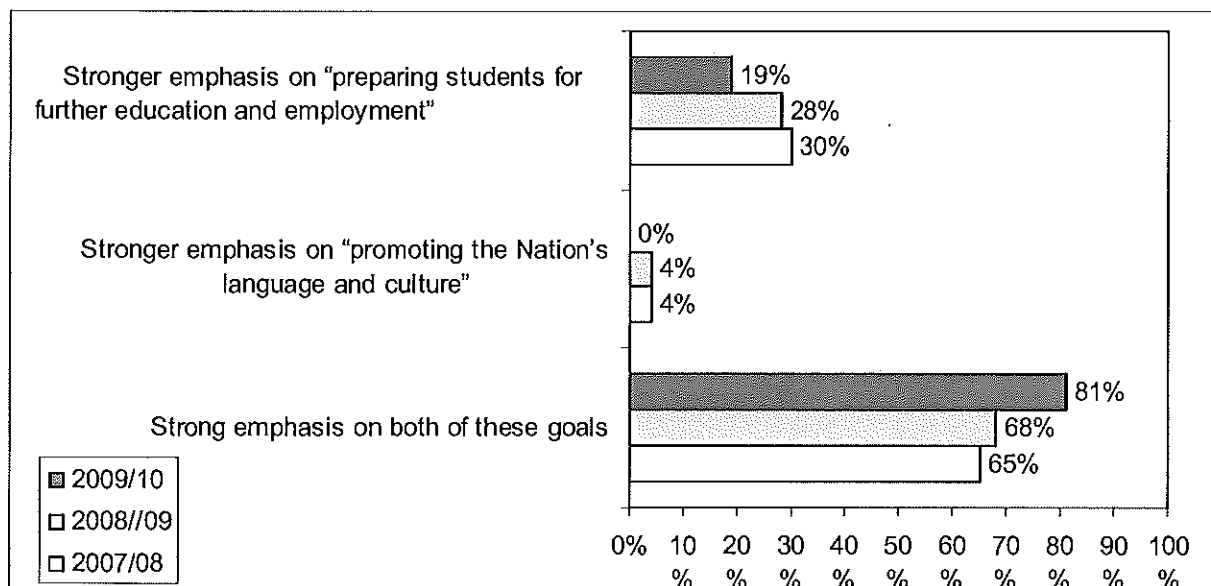
% of central importance or very important	2009/10	2008/09	2007/08
	N = 21	N = 25	N = 23
Promoting other aspects of culture	100%	88%	83%
Certificate/diploma/degree completion	86% ²⁶	84%	74%
General academic upgrading	86%	84%	79%
First Nations language promotion	81%	84%	74%
Adult Dogwood diplomas/ High school equivalence (GED)	81%	72%	74%
College/university preparation	81%	92%	83%

7.2 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, 81% of responding institutes reported they placed an equally strong emphasis on both goals. In comparison, 19% placed a stronger emphasis on preparing learners for further education and employment. No institutes reported placing a stronger emphasis on promoting the Nation's language and culture in 2009/10.

In the 2008/09 and 2007/08 IAHLA Data Collection Project surveys, most institutes also placed equally strong emphasis on both goals (68% and 65% respectively).

Exhibit 7.3 – Comparative Emphasis of Goals

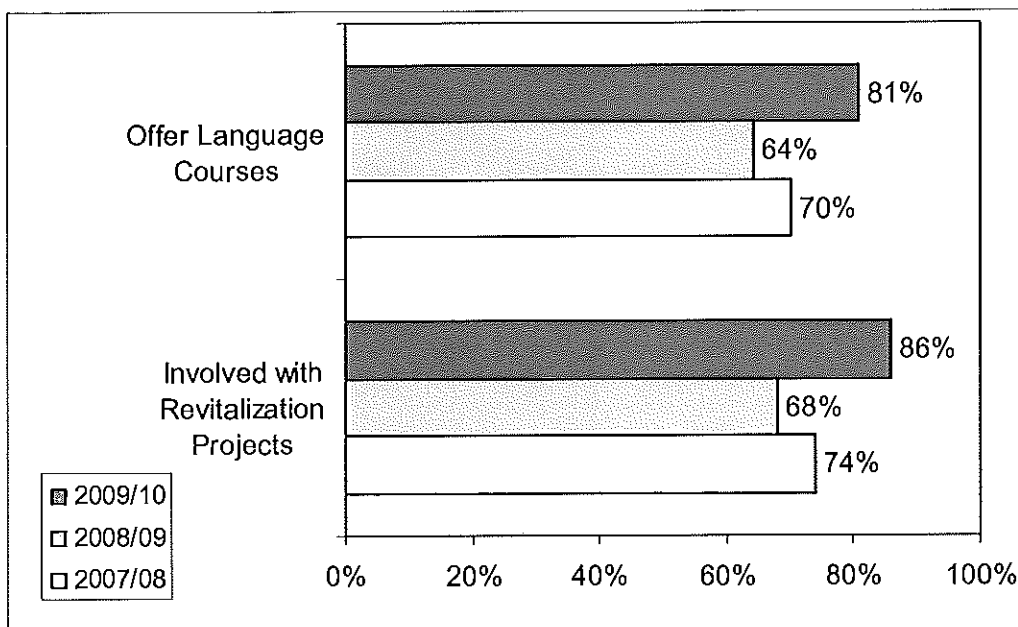


²⁶ Please note that on this question, the chart above (Exhibit 7.1) presents 85% and the table (Exhibit 7.2) presents 86% due to rounding.

7.3 First Nations Language Courses and Revitalization Projects

In 2009/10, 81% of responding institutes offered First Nations language courses. In 2008/09, 64% offered such courses. In 2007/08, 70% offered First Nations language courses.

Exhibit 7.4 – Institutes Offering First Nations Language Courses and Involved with Revitalization Projects



In 2009/10, almost one-half (48%) of responding institutes offered language courses for credit, while 48% offered non-credit language courses²⁷. In 2008/09, a similar proportion (48%) of responding institutes offered language courses for credit, while 32% offered non-credit language courses²⁸. In 2007/08, 48% offered language courses for credit, and 39% offered non-credit language courses²⁹.

Language courses for credit were optional for most learners. In 2009/10, of the 10 institutes that offered First Nations language courses for credit, eight provided enrolment numbers totaling 367 learners enrolled in language courses for credit. Among these institutes, one had between 50% and 99% of their learners enrolled in language courses for credit and six had less than half of their learners enrolled in language courses (total enrolment data was not available for the remaining institute).

In 2008/09, of the 12 institutes that offered First Nations language courses for credit, 11 provided enrolment numbers totaling 216 learners enrolled in language courses for credit. Among these institutes, one had between 50% and 99% of their learners enrolled in language courses for credit and seven had less than half of their learners enrolled in language courses (total enrolment data was not available for the remaining three institutes).

²⁷ These include 14% (three) institutes which offer both credit and non-credit language courses.

²⁸ These include 16% (four) institutes which offer both credit and non-credit language courses.

²⁹ These include 17% (four) institutes which offer both credit and non-credit language courses.

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.

In 2009/10, 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 7.5 – Language Courses—Hours Offered Per Week

	2009/10		2008/09		2007/08	
	Credit	Non-Credit	Credit ³⁰	Non-Credit	Credit ³¹	Non-credit
More than three hours per week	29%	0%	32%	4%	35%	9%
Three hours or less per week	19%	38%	20%	20%	17%	30%
No courses of this type offered or course characteristics unknown	33%	43%	20%	44%	22%	31%
No language courses offered	19%	19%	32%	32%	30%	30%

Among the learners surveyed in 2009/10, 47% were studying First Nations language(s) as part of their studies at their institutes. Of these learners, 86% were satisfied with the progress they were making – either very satisfied (41%) or satisfied (44%). In 2008/09, 37% were studying First Nations language(s) as part of their studies at their institutes. Of these learners, 86% were satisfied with the progress they were 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 2009/10, 86% of the institutes were involved with First Nations language revitalization projects. In 2008/09, 68% of responding institutes were involved with such projects. In 2007/08, 74% of responding institutes were involved with such projects.

Some institutes described the projects they were involved with. These included the following:

We deliver a first Nations language revitalization in partnership with [a public post-secondary institution], and administer funding for Language Authority development and planning for fluent speakers in the [region].

Our community has hired language teachers and they teach out of the Centre once a week in the evening. This year (2009-2010) we have had discussions about curriculum development for non-credit Language course. In addition, we are hiring a curriculum developer to develop a culture course that will become a core course in all our programming.

We produce curriculum to support language learning in the local community schools as well as local school district public schools. We have also developed [an] online mentoring program which was funded through FPHLCC [First Peoples' Heritage, Language and Culture Council].

³⁰ 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.

³¹ 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.

We are running a Cultural Video Production program that is focusing on documenting Elders stories and traditions and language.

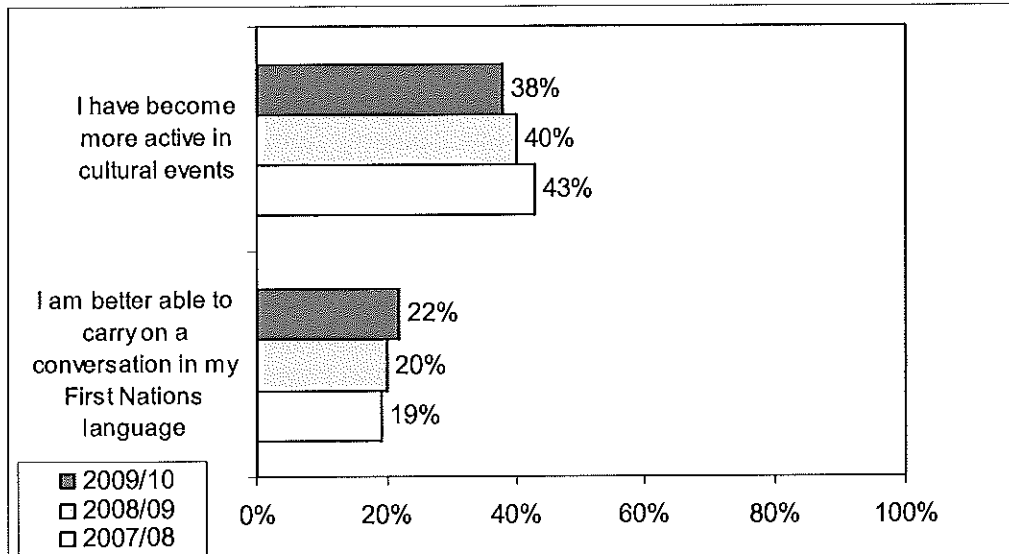
7.4 Learner Ratings on Language and Cultural Events

In 2009/10, 38% of learners agreed they had become more active in cultural events. One-in-five (22%) agreed they were better able to carry on a conversation in their First Nations language³².

Similarly, in 2008/09, 40% of learners agreed they had become more active in cultural events. In 2007/08, 43% of learners agreed they had become more active in cultural events.

In 2008/09, 20% agreed they were better able to carry on a conversation in their First Nations language³³. In 2007/08, 19% agreed they were better able to carry on a conversation in their First Nations language³⁴.

Exhibit 7.6 – Learner Ratings on Language and Cultural Events



Base: Total 2009/10 Learners Responding N = 361, Total 2008/09 Learners Responding N = 405, Total 2007/08 Learners Responding N = 404

³² In 2009/10, 21% of learners surveyed rated this question as "not applicable".

³³ In 2008/09, 25% of learners surveyed rated this question as "not applicable".

³⁴ In 2007/08, 22% of learners surveyed rated this question as "not applicable".

8.0 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).

8.1 Student Assessment Tools

Incoming students receive academic assessments from a variety of sources. In 2009/10, 90% of responding institutes conducted the assessments themselves. At 43% of the responding institutes, incoming students received academic assessments from another college or institution. Thirty-three percent received such assessments from another source such as a distance education provider.

In 2008/09, 76% of responding institutes conducted the assessments themselves. At 44% of the responding institutes, incoming students received academic assessments from another college or institution and 8% from a school district. Sixteen percent received 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 used the Canadian (Adult) Achievement Tests for reading/literacy, writing and numeracy. Institute/college assessments were used next most often. "Other" assessments used included informal assessments and writing samples.

Exhibit 8.1 – Student Assessment Tools Used to Place Students

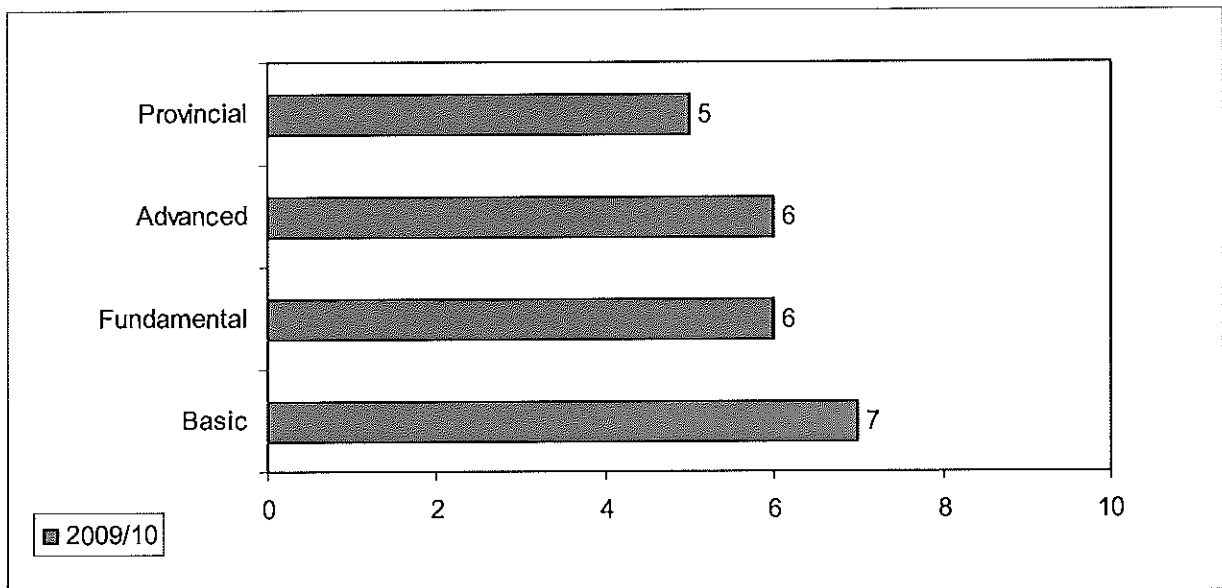
	2009/10			2008/09			2007/08		
	Reading/ Literacy	Writing	Numeracy	Reading/ Literacy	Writing	Numeracy	Reading/ Literacy	Writing	Numeracy
Canadian Adult Achievement Test or Canadian Achievement Test	38%	38%	38%	52%	44%	36%	52%	48%	39%
Institute/College Assessment	29%	29%	29%	24%	28%	24%	17%	22%	22%
Accuplacer	19%	19%	24%	20%	20%	24%	13%	13%	17%
Structure of Intellect	10%	10%	10%	12%	8%	12%			
BC Ministry of Education Assessment	0%	0%	0%	4%	4%	4%	4%	4%	4%
Other	38%	29%	33%	28%	20%	20%	35%	31%	31%
No Assessment Tools Reported	5%	5%	5%	4%	4%	4%	4%	4%	13%

8.2 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).

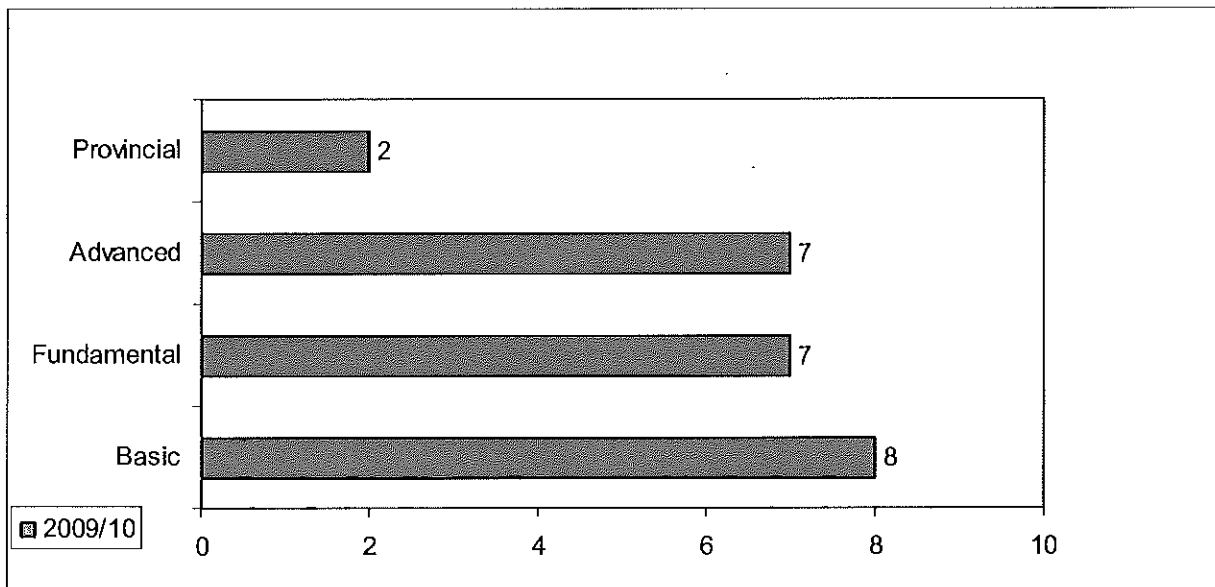
In 2009/10, seven (33%) institutes reported on the percentage of new students assessed at each *literacy* level for 90% or more of their students using the assessment tools discussed above. *All* seven reporting institutes had students assessed at the Basic level. *All but one* of these institutes reportedly had students assessed at the Fundamental and Advanced levels. *Most* (five) of these seven institutes reported having students assessed at the Provincial level.

Exhibit 8.2 – Institutes with Students by Literacy Level



In 2009/10, eight (38%) institutes reported on the percentage of new students assessed at each numeracy level for 90% or more of their students using the assessment tools discussed above. All eight reporting institutes had students assessed at the Basic level. All but one of these institutes reportedly had students assessed at the Fundamental and Advanced levels. Two of these eight institutes reported having students assessed at the Provincial level.

Exhibit 8.3 – Institutes with Students by Numeracy Level



In 2008/09, 13 (52%) 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 two had students assessed at the Fundamental level. Fewer institutes had students assessed at the Basic and Provincial levels.

In 2008/09, 11 (44%) 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 of these institutes reportedly had students assessed at the Advanced level. All but two had students assessed at the Fundamental level. Fewer institutes had students assessed at the Basic and Provincial levels.

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.

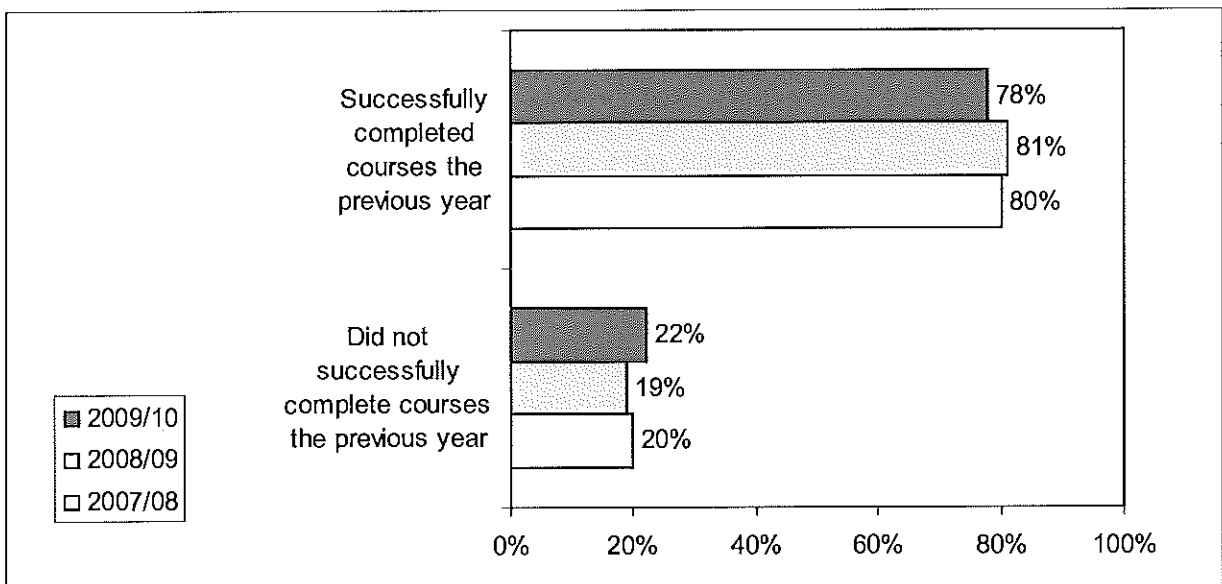
8.3 Learner Completions

In 2009/10, institutes reported the course completion rate for their learners the previous academic year (in 2008/09). In 2009/10, institutes reported an overall 2008/09 course completion rate of 78%. Whether learners successfully completed one or more of the courses or programs they were enrolled in that year was reported for 890 of these learners at 18 institutes³⁵. Of those, 78% (697 learners) successfully completed at least one course they were enrolled in that year and 22% did not.

In 2008/09, institutes reported a similarly successful course completion rate for learners the previous academic year. In 2008/09, institutes reported 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 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 8.4 – Learners Who Successfully Completed at Least One Course



Base: 890 2008/09 learners for whom data were reported in 2009/10, 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 2008/09 learners were continuing with courses or programs or working in 2009/10 was reported for 587 of these learners at 18 institutes. Among these learners, 61% were continuing to study at the same institute, 18% at a provincial (BC), public college, university or institute and 6% elsewhere. Ten percent were working this academic year and not continuing with courses or

³⁵ NVIT did not report this information in 2009/10, 2008/09 or 2007/08.

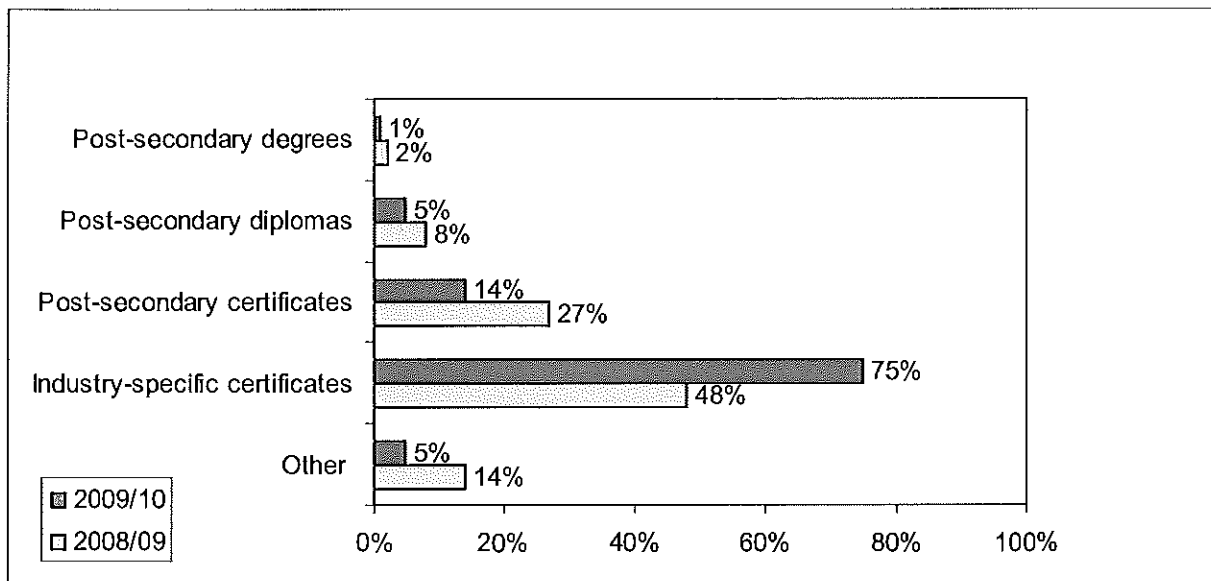
programs. Five percent were reportedly doing none of the above (neither continuing to study nor working).

Whether 2007/08 learners were continuing with courses or programs or working in 2008/09 was reported for 781 learners at 21 institutes. Among these learners, 60% were continuing to study at the same institute, 20% at a provincial (BC), public college, university or institute and 2% elsewhere. Sixteen percent were working this academic year and not continuing with courses or programs. Three percent were 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.

More than three-quarters of the awards made to students in the last academic year were certificates. In 2009/10, 19 (90%) responding institutes provided the number of certificates, diplomas, degrees or other awards made to students in the last academic year (2008/09)³⁶. Of the 1,081 such awards³⁷, 75% were industry-specific certificates, 14% were post-secondary certificates, 5% were post-secondary diplomas, 1% were post-secondary degrees and 5% were other awards (including Adult Dogwoods and course-specific awards).

Exhibit 8.5 – Awards Made to Students Last Year



³⁶ By, or in affiliation with, a public post-secondary institution (these awards include those made by NVIT).

³⁷ One institute reported an exceptionally high number of industry-certificates. If this one number is excluded from the analysis, the results are very similar to the previous year's awards. Of 526 awards, 48% were industry-specific certificates, 29% were post-secondary certificates, 10% were post-secondary diplomas, 2% were post-secondary degrees and 10% were other awards (including Adult Dogwoods and course-specific awards).

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 awards³⁸, 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 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 14% were other awards (including Adult Dogwoods and course-specific awards).

³⁸ 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).

8.4 Learner Ratings of Learning

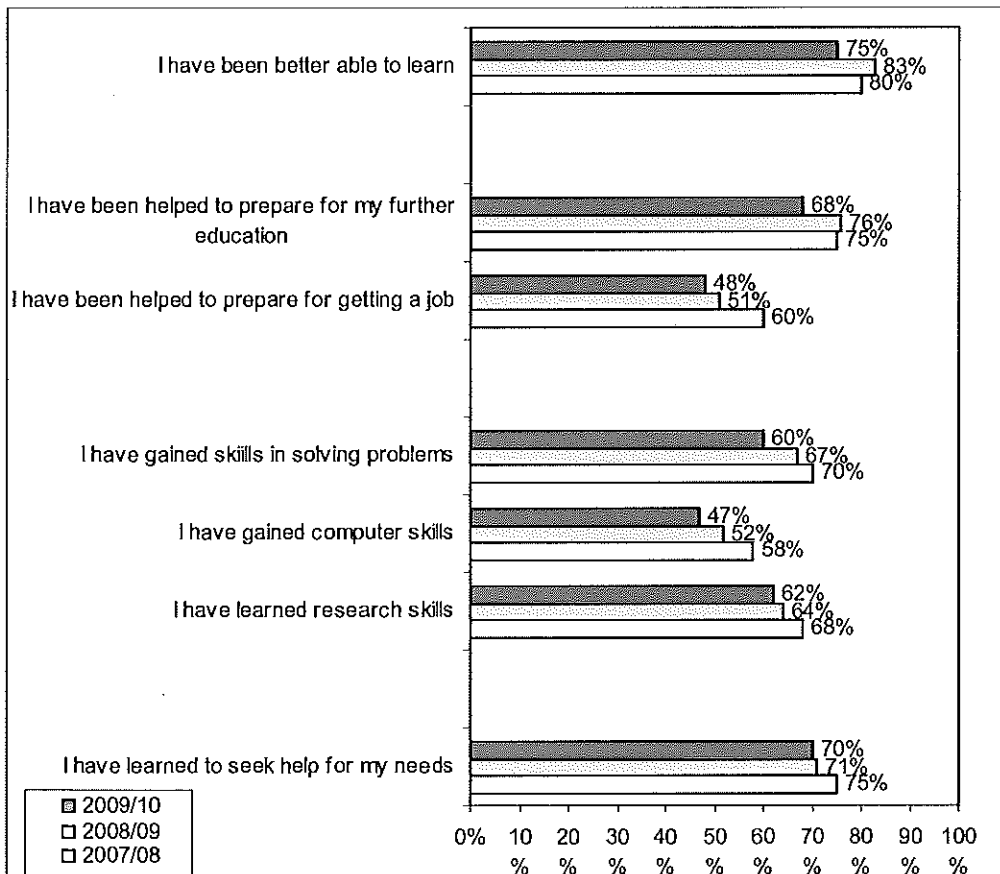
In 2009/10, 75% of learners agreed they had been better able to learn since beginning at their institute – they either strongly agreed (27%) or somewhat agreed (49%). Two-thirds of learners (68%) agreed they had been helped to prepare for their further education and 48% agreed that they had been helped to prepare for getting a job.

Most learners agreed they had gained problem solving skills (60%) and/or research skills (62%), and about one-half (47%) agreed they had gained computer skills.

More than two-thirds (70%) agreed they had learned to seek help for their needs.

In 2008/09 and 2007/08, learners agreed similarly with their learning in most areas. However, they agreed somewhat less in 2009/10 in each area. This may have been a result of the mix of students/institutes³⁹ responding or as a result of less positive perceptions in these areas.

Exhibit 8.6 – Learner Ratings of Learning



Base: Total 2009/10 Learners Responding N = 361, Total 2008/09 Learners Responding N = 405, Total 2007/08 Learners Responding N = 404

³⁹ The number of adult learner responses by institute is presented in Appendix C, Exhibit C.1.

9.0 Student Satisfaction

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

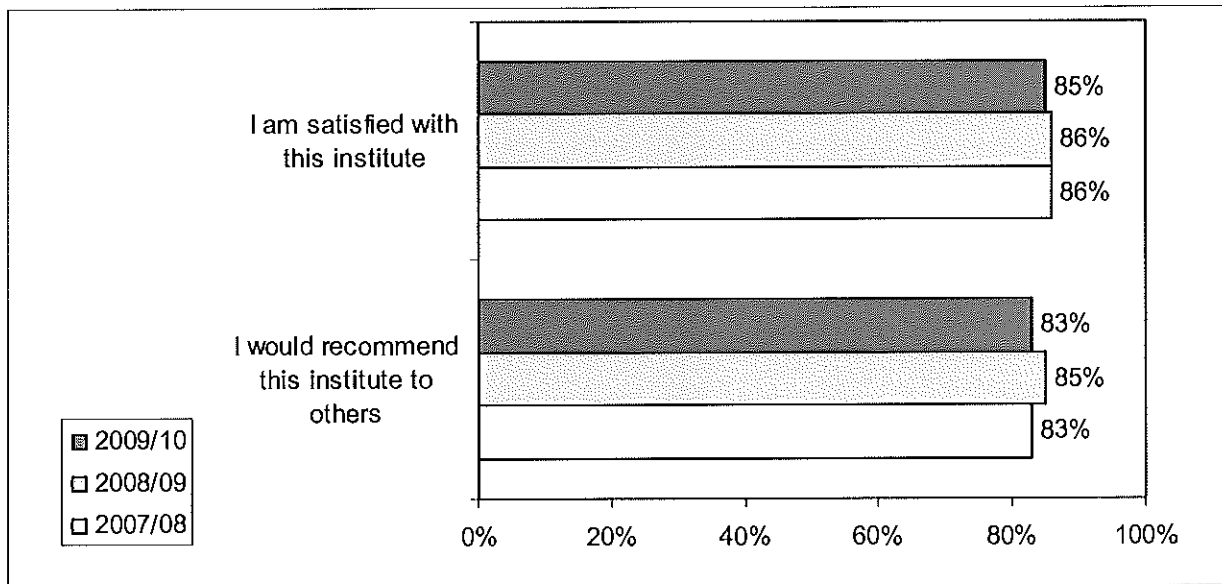
- Their institutes as a whole;
- Their courses and facilities; and,
- Their relationships with other students, teaching staff and administrative staff.

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

9.1 Overall Satisfaction and Willingness to Recommend

In 2009/10, 85% of learners agreed they were satisfied, overall, with their institutes – they either strongly agreed (50%) or somewhat agreed (35%). Similarly, 83% said they would recommend their institutes to others. In 2008/09, 86% of learners were satisfied, overall, with their institutes and 85% said they would recommend their institute 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 9.1 – Overall Satisfaction and Willingness to Recommend



Base: Total 2009/10 Learners Responding N = 361, Total 2008/09 Learners Responding N = 405, Total 2007/08 Learners Responding N = 404.

9.2 Student Satisfaction with Courses, Facilities and Relationships

In 2009/10, three-in-four (77%) learners agreed they liked the courses they had taken – they either strongly agreed (38%) or somewhat agreed (40%). More than two-thirds (70%) liked the availability and range of courses available.

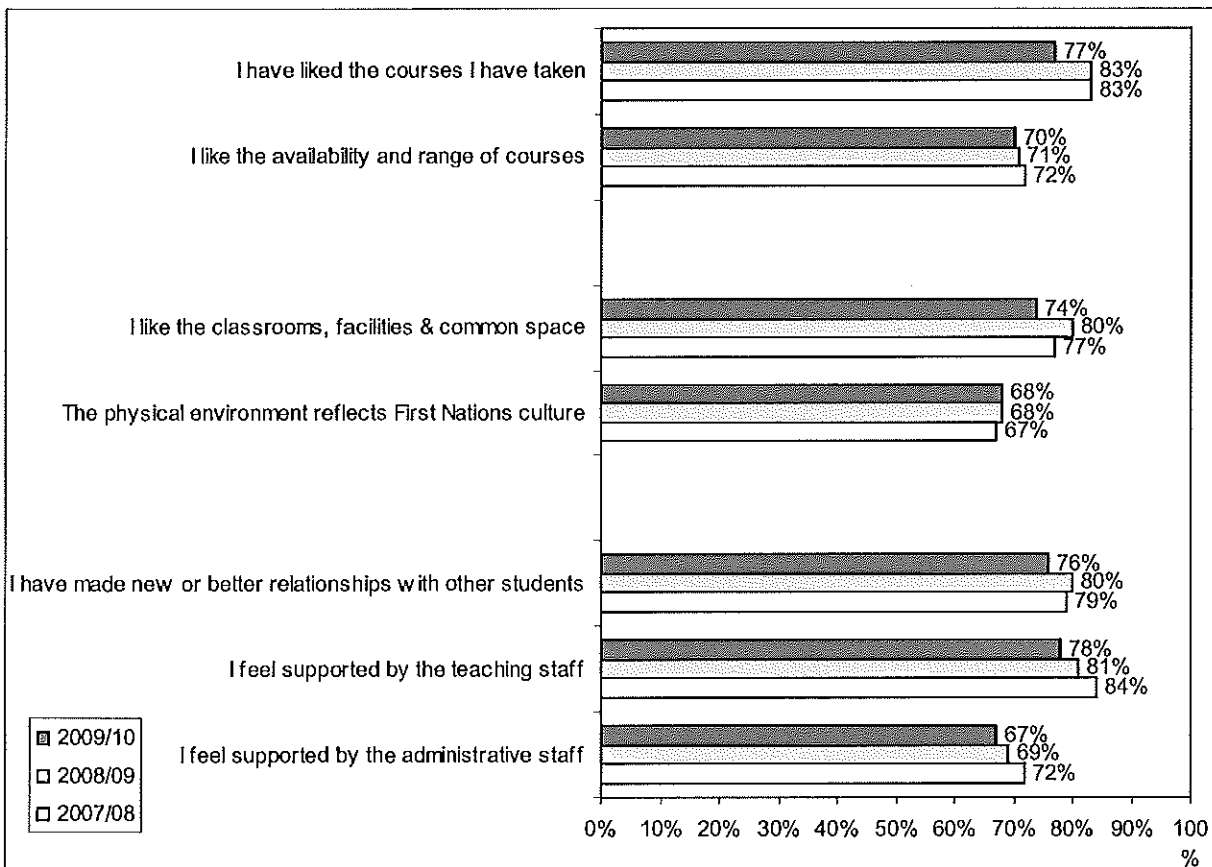
Most learners (74%) liked the classrooms, facilities and common spaces at their institutes. They also agreed (68%) that their institute’s physical environment reflects First Nations culture.

Most learners (76%) agreed they had made new or better relationships with other learners, and that they felt supported by teaching staff (78%) as well as by administrative staff (67%).

In 2008/09, student satisfaction with courses, facilities and relationships ranged between 68% and 83%. Learners rated the support they had received from teaching staff and the courses they had taken most highly.

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.

Exhibit 9.2 – Student Satisfaction Ratings



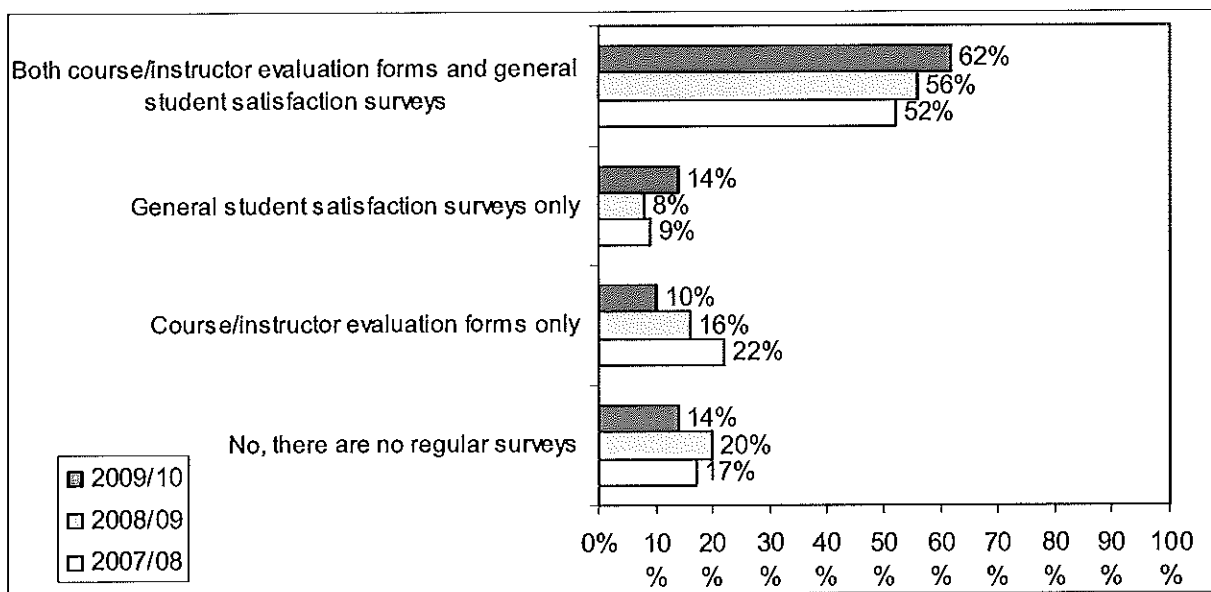
Base: Total 2009/10 Learners Responding N = 361, Total 2008/09 Learners Responding N = 405, Total 2007/08 Learners Responding N = 404

9.3 Institutes' Use of Surveys to Gather Student Feedback

In 2009/10, most (86%) institutes gathered student feedback through general surveys or evaluation forms. Three-in-five (62%) institutes used both general student satisfaction surveys and course/instructor evaluation forms. A further 14% used only student satisfaction surveys and 10% used only course/instructor evaluation forms. Fourteen percent did not use regular surveys.

Survey use was similar in 2008/09 and 2007/08, though there continues to be a decrease in the proportion of institutes using *only* course/instructor evaluation forms.

Exhibit 9.3 – Surveys Used to Gather Student Feedback



9.4 Institutes' Use of IAHLA Data Collection Project Reports

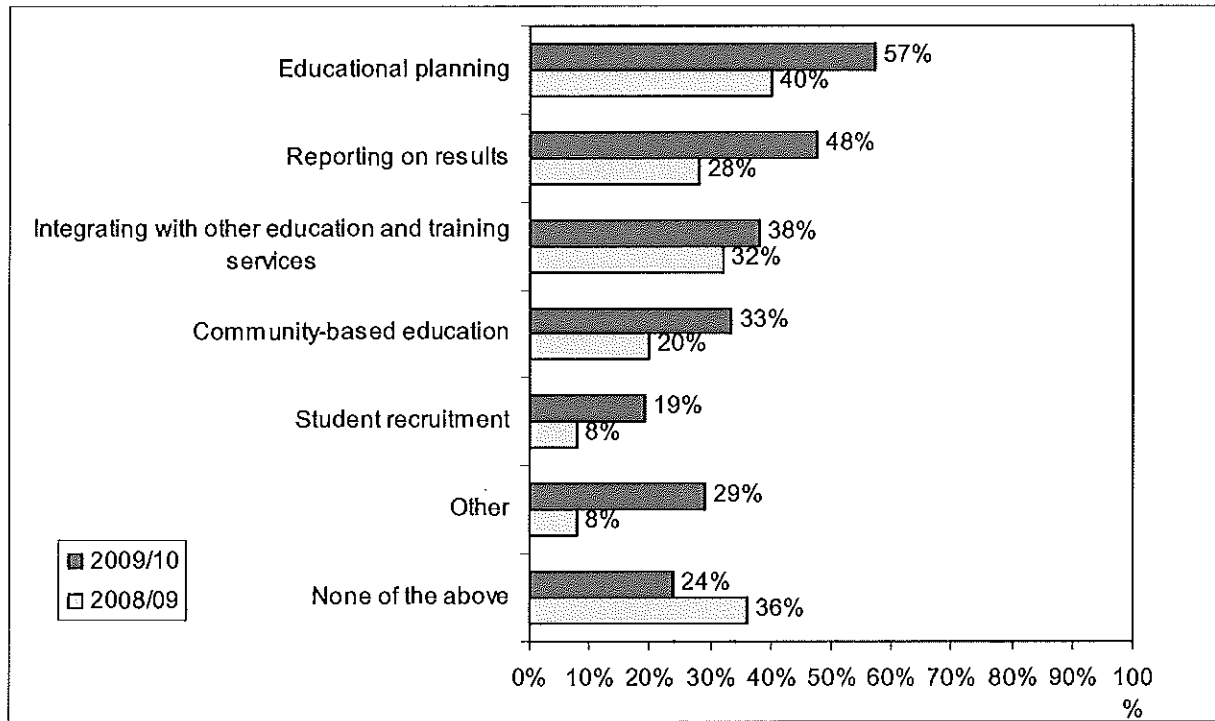
In 2009/10, institutes were asked how they use the prior years' individual institute reports returned to them by this Data Collection Project. These reports include total responses for questions on the institute and student questionnaires along with the responses specific to each institute.

Responding institutes most frequently reported using the individual institute reports for educational planning (57%). One-half (48%) used them to report on results and 38% used them for integrating with other education and training services. One-third (33%) used the reports for community-based education. "Other" purposes included for strategic planning and for enhancing student learning and support.

One-quarter of the institutes reported not using the reports. These included institutes who had not received a report before (were new to the project in 2009/10) along with those whose staff/contacts were new in 2009/10. Only two of the respondents who reported not using the reports were staff who had previously participated in the project.

In 2008/09, institutes had used their individual institute reports most often for educational planning and integrating with other education and training services.

Exhibit 9.4 – Institute Use of Data Collection Project Individual Institute Reports



Appendix A: Data Collection Project – IAHLA Framework⁴⁰

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.

⁴⁰ 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 developmental Aboriginal language usage to basic conversational language usage
- number of learners who have become more active in community or other cultural events
- number of visits by Elders and other family members to the school
- number of institutes that provide allowances or support for cultural responsibilities
- number of institutes which incorporates culture and worldview into program and courses
- number of students who express satisfaction with cultural programming offered
- number of hours of language instruction (noncredit/credit)
- percentage of budget allocated for personal/cultural development
- number of learners who report feeling more empowered since beginning school

Wisdom Development Indicators:

- number of learners who report feeling they set realistic goals for themselves – academic, personal, family, community, cultural
- number of learners who gained critical thinking/problem solving skills
- number of learners who feel they learned more/utilize more resources – support/systems
- learners' perceptions of their strengths and weaknesses
- assessment measurement tools are being used
- assessment of learners' literacy and numeracy levels
- learners' short and long term plans for continuing on in academic/vocational studies
- retention/attrition rates

Student Satisfaction (Interpersonal Relationships) Indicators:

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

Academics Indicators:

- Indigenous pedagogy
- Indigenous 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	2009/10 Institute	2008/09 Institute	2007/08 Institute
a-m'aa-sip Learning Place	Yes	Yes	Yes
Cariboo Chilcotin Weekend University, Cariboo Tribal Council	Yes	Yes	Yes
Cheam Indian Band	No	No	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 Education Center (formerly George Manuel Institute)	Yes	Yes	Yes (1)
Gitksan Wet'suwet'en Education Society	No	Yes	Yes
Gitwangak Education Society	Yes	Yes	Yes
haahuupay'ak Adult Education Centre	N/A	Yes	Yes
Heiltsuk College	Yes	Yes	Yes
K'ak'ot'lats'l School	No	N/A	N/A
Kitimaat Valley Institute	No	Yes	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	N/A	No	No
Penelakut Adult Learning Centre	N/A	N/A	No
Penticton Indian Band Learning Centre	N/A	N/A	Yes
Saanich Adult Education Centre	Yes	Yes	Yes
Seabird Island Indian Band	Yes	Yes	Yes
Secwepemc Cultural Education Society	No	No	Yes
Skeetchestn Indian Band	No	Yes	N/A
Sto:lo Nation	Yes	Yes	Yes
Ted Williams Memorial Learning Centre	Yes	Yes	Yes
Tl'azt'en Adult Learning Centre	Yes	No	N/A
Tsay Keh Dene	No	N/A	N/A
Tszil Learning Centre	Yes	Yes	Yes
Wah-meesh Learning Centre	No	Yes	N/A
Wilp Wiixo'oskwhl Nisga'a	Yes	Yes	Yes
Yu Thuy Thut Training Program	N/A	N/A	No
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 were responding only to the First Nations Schools Association School Measures and Data Collection Project that year. As well, for these reasons, the list of institutes in this appendix may not be the same as the list of IAHLA member institutes each year.			

Appendix C: IAHLA Learner Survey Respondents Profile

- In 2009/10, the 361 learners responding to the survey are attending 18 First Nations institutes⁴¹ as detailed in Exhibit C.1 below. In addition, 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 2009/10, 66% of responding learners were in their first year at their institute while 34% were not (1% did not respond to this question). Of those past their first year, 55% had previously attended the same institute for one or two years while 42% had previously attended it for three or more years (3% did not respond to this question).
- In 2009/10, 83% were full-time and 14% were part-time (3% did not respond to this question).
- In 2009/10, 56% were female and 43% were male (2% did not respond to this question). More learners were male in 2009/10 than in previous years.
- In 2009/10, 13% were under 20 years of age, 44% were 20 to 29, 19% were 30 to 39 and 23% were 40 years of age or older (1% did not respond to this question).
- In 2009/10, 95% were members of a First Nation, 3% were Metis, 1% were international Indigenous students, less than 1% were of other ancestry and 1% were non-Native (1% did not respond to this question).
- In 2009/10, 82% lived in the same community when they were not studying at their institute, 15% lived elsewhere in BC and 1% lived outside BC (2% did not respond to this question).
- In 2008/09, 61% of 405 responding learners were in their first year at their institute while 38% were not (2% did not respond to this question). Of those past their first year, 44% had previously attended the same institute for one or two years while 44% had previously attended it for three or more years (12% did not respond to this question). In 2008/09, 81% were full-time and 17% were part-time (2% did not respond to this question). In 2008/09, 60% were female and 39% were male (2% did not respond to this question). More learners were male in 2008/09 than in previous years. In 2008/09, 19% were under 20 years of age, 38% were 20 to 29, 21% were 30 to 39 and 22% were 40 years of age or older (1% did not respond to this question). In 2008/09, 91% were members of a First Nation, 2% were Metis, 2% were of other ancestry and 3% were non-Native (2% did not respond to this question).
- In 2007/08, 58% of 404 responding learners 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.

⁴¹ 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

	2009/10		2008/09		2007/08	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
a-m'aa-sip Learning Place	3	.8	4	1.0	2	.5
Cariboo Chilcotin Weekend University			2	.5	17	4.2
Chemainus Native College	16	4.4	17	4.2	18	4.5
En'owkin Centre	23	6.4	16	4.0	1	.2
FN Training and Development Centre	14	3.9			12	3.0
Gitksan Wet'suwet'en Education Society			30	7.4	39	9.7
Gitwangak Education Society	7	1.9	8	2.0	12	3.0
haahuupay'ak Adult Education Centre					8	2.0
Heiltsuk College	22	6.1	18	4.4	28	6.9
Kitimaat Valley Institute			8	2.0		
Kwadacha Dune Ty	6	1.7	7	1.7	2	.5
Kyah Wiget Education Society	16	4.4	6	1.5	13	3.2
Lip'Alhays Learning Centre (Nuxalk College)	5	1.4	7	1.7	13	3.2
Muskoti Learning Centre					3	.7
NEC Native Education College	66	18.3	51	12.6	18	4.5
Neskonlith Education Center	5	1.4	15	3.7	13	3.2
Nicola Valley Institute of Technology	2	.6	68	16.8	36	8.9
Penelakut Adult Learning Centre			11	2.7		
Saanich Adult Education Centre	29	8.0	18	4.4	9	2.2
Seabird Island Indian Band			9	2.2	23	5.7
Secwepemc Cultural Education Society	8	2.2	11	2.7	16	4.0
Skeetchestn Band Education			10	2.5		
Sto:lo Nation	2	.6			3	.7
Ted Williams Memorial Learning Centre	23	6.4	7	1.7	11	2.7
Tl'azt'en Adult Learning Centre	22	6.1				
Tszil Learning Centre	8	2.2	13	3.2	17	4.2
Wah-meesh Learning Centre			7	1.7		
Wilp Wilxo'oshkwhl Nisga'a	7	1.9	11	2.7	13	3.2
FNSA-only Adult Learners	77	21.3	51	12.6	75	18.5
Other			0	0	2	.5
Total	361	100.0	405	100.0	404	100.0

(

(

(