



IAHLA Data Collection 2019-20: Institute and Student Surveys: System-Wide Report

Submitted to:

Indigenous Adult and Higher Learning Association (IAHLA)

Submitted by:

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Introduction and Methods

The IAHLA Data Collection Working Group engaged *Directions* Evidence and Policy Research Group to revise and implement two surveys to explore educational programming and student experiences at IAHLA member institutes. Previous versions of the survey had been administered annually from 2005-06 to 2015-16, and in 2018-19.

Directions team members and representatives of IAHLA reviewed and revised the surveys to meet IAHLA's current needs for 2019-20.

Two surveys were conducted:

1. IAHLA member institute survey that gathered information about programming, enrollment, staffing and support services provided by the institutes; and
2. Student survey that gathered information from students about their experiences at IAHLA member institutes, needs for support and services, funding sources, and overall satisfaction with the programming.

The survey questions are presented in Appendix A: Institute Survey, p. 42, and Appendix B: Student Survey, p. 54.

The IAHLA Data Collection Working Group distributed the 2019-20 survey links to 41 eligible IAHLA member institutes¹ and encouraged them to (1) participate in the institute survey and (2) distribute the student survey. Both surveys were administered online² from April 18, 2019 to May 13, 2019. Institutes that completed the 2018-19 survey were automatically entered into a prize draw for one of two \$500 cheques. Students that completed the survey had an opportunity to enter a prize draw for Visa gift cards worth \$250 each (2 to be drawn) or Visa gift cards worth \$50 each (20 to be drawn).

This report presents the results from the 2018-19 institute and student surveys, as well as institute results from 2005-06 to 2015-16.³

¹ While the Nicola Valley Institute of Technology (NVIT) was included in data collection from 2005-06 to 2015-16, NVIT was not part of data collection from 2018-19 onwards as it is a publicly funded institution and therefore falls within a different category of institutes. In previous years, NVIT's data would have contributed substantively to the aggregate institute and student responses.

² SurveyGizmo software was used to administer the survey between February 6 and March 13, 2020.

³ Institute and student Excel data files from the years 2005-06 to 2015-16, prepared by Tindall Consulting in association with Juniper Consulting, were available to *Directions* Evidence and Policy Research Group to analyze for this report.

Institute Survey: Results

Participants

In 2019-20, 41 member IAHLA institutes were eligible to complete the survey. Eighteen institutes responded to the survey (17 institutes completed all questions and one institute provided a partial response), an increase in responses from the previous year.

Only one institute has participated in all 13 surveys between 2005-06 to 2019-20. Of the institutes that responded in 2019-20, two institutes completed 12 out of 13 annual surveys, and another three institutes completed 11 out 13 surveys.

Table 1 provides information about the number of respondents and the number of eligible institutes for each year of the survey.

Table 1: Eligible institutes responding to the IAHLA Data Collection Project (2005-06 to 2018-19)

Year	# Responding Institutes	# Eligible Institutes	Response Rate
2005-06	17	21	81%
2006-07	19	25	76%
2007-08	23	28	82%
2008-09	25	30	83%
2009-10	21	30	70%
2010-11	22	31	71%
2011-12	23	31	74%
2012-13	21	33	64%
2013-14	16	32	50%
2014-15	13	34	38%
2015-16	14	35	40%
2018-19	13	41	32%
2019-20	18	41	44%

The data in this table for 2005-06 to 2014-15 was taken from the IAHLA Data Collection Project 2014/15 report, page 8, Exhibit 2.1. From 2018-19 onwards, NVIT was not included in the data collection.

Caution Regarding Comparisons Across Years

Because different institutes responded in each year of data collection, *the aggregate data for responding institutes each year should not be compared with data for a different year*. The differences in which institutes responded on a year-to-year basis is significant. For instance, if institutes A, B, C and E responded in one year, but institutes A, D, F, and G responded in the following year, the aggregate data for those years is not readily comparable. As well, NVIT was

not part of the data collection in 2018-19 or 2019-20; in the past their data would have contributed substantively to aggregate numbers being reported (e.g., enrollment, credentials).

Where data are presented as percentages, note that the number of responding institutes used to calculate percentages are different in each question and do not necessarily correspond to the number of institutes responding each year, as not all responding institutes responded to all survey questions. For example, in 2015-16, 14 institutes participated in the survey, but only 12 provided information about course completion in the past year.

Student Enrollment and Demographics

While institutes were asked to estimate enrollment data for the previous year, the quality of this information should be considered with caution. Comparing the enrollment numbers across years is misleading; in each of the years of data collection, the survey was completed by different institutes. As stated above, this caution applies to all questions in the institute survey. Moreover, the report from 2014-15 indicates that there might have been double counting of students (i.e., the same student being included in the counts of different institutes):

As well, it is notable that one learner may be reported as being enrolled at more than one responding institute each year. For example, a student enrolled at a community-based institute may also be reported as enrolled at NVIT in previous years. Among 2011/12 learners, it was estimated that a maximum of 1,045 learners (35%) could potentially have been reported in this way. (p. 12 of IAHLA Data Collection Project 2014/15 Final Report)

In the 2019-20 survey, responding institutes reported that there were 959 students enrolled at their institutes during the previous academic year (2018-19) (Table 2).

Table 2: Student enrollment for responding institutes (2004-05 to 2018-19)

Year	Part-time				Full-time				Total			
	Women	Men	Other	Subtotal	Women	Men	Other	Subtotal	Women	Men	Other	Total
2004-05	Inc	Inc		513	Inc	Inc		1007	Inc	Inc		1520
2005-06	Inc	Inc		642	Inc	Inc		970	Inc	Inc		1612
2006-07	Inc	Inc		567	Inc	Inc		771	Inc	Inc		1338
2007-08	Inc	Inc		314	Inc	Inc		458	Inc	Inc		772
2008-09	Inc	Inc			Inc	Inc			Inc	Inc		2454
2009-10	Inc	Inc			Inc	Inc			1619	965		2584

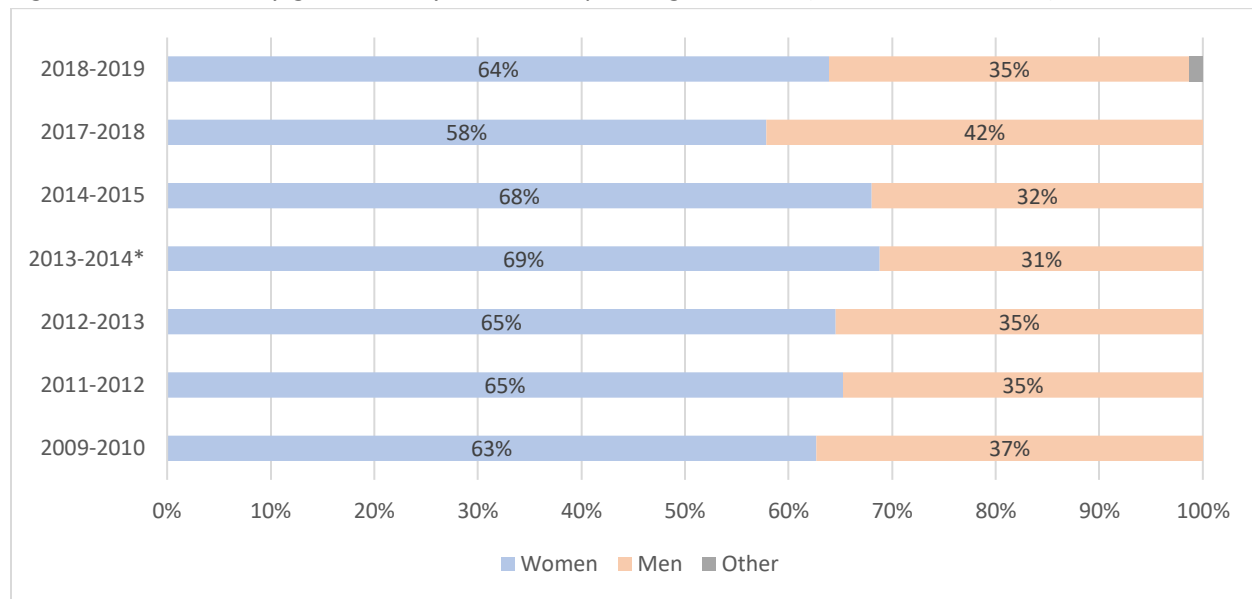
Year	Part-time				Full-time				Total			
	Women	Men	Other	Subtotal	Women	Men	Other	Subtotal	Women	Men	Other	Total
2010-11	Inc	Inc			Inc	Inc			Inc	Inc		3118
2011-12	Inc	Inc			Inc	Inc			1943	1035		2978
2012-13	327	140		467	450	287		737	777	427		1204
2013-14	181	66		247	333	167		500	514	233		747 (2147)*
2014-15												2336†
2017-18	108	98		206	305	203		508	413	301		714
2018-19	164	89	8	261	449	244	5	1007	613	333	13	959

The data are for enrollments in the previous academic year. Thus, the year labels refer to the academic year prior to survey administration (e.g., for the 2018-19 survey, the data is reported under the 2017-18 label). Inc = Incomplete data available. *For enrollment in 2013-14, the number (747) in the provided 2014-15 Excel files containing the underlying data did not correspond to the number (2147) reported in the 2014-15 final report. †2014-15 data were obtained from the 2015-16 annual report.

In years for which gender information was provided by *all* responding institutes, the majority of students were women (Figure 1). While caution should be applied in generalizing from the current data, the underrepresentation of male Aboriginal learners is consistent with the trends observed in the public post-secondary education system, where 57% of the Aboriginal learner population was women between 2010-11 and 2015-16.⁴

⁴ Aboriginal Learners in British Columbia's Public Post-Secondary System (June 2018), Ministry of Advanced Education, Skills and Training. Accessed May 2020 from <https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/aboriginal-education-training/aboriginallearnerdatareport-june2018.pdf>

Figure 1: Enrollment by gender and year** in responding institutes (2009-10 to 2018-19)

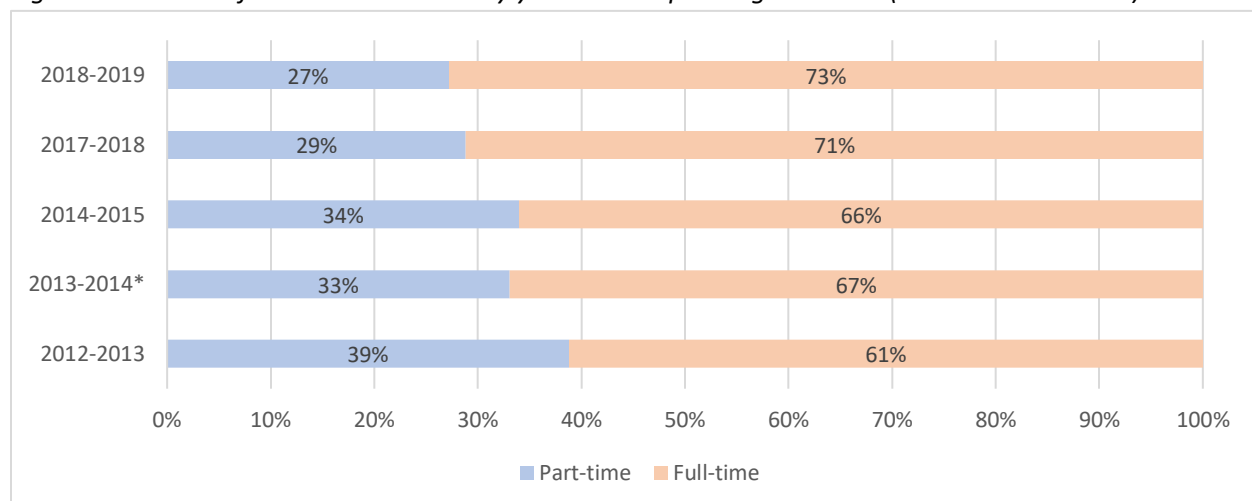


*For enrollment in 2013-14, the number in the provided 2014-15 Excel files containing the underlying data did not correspond to the number reported in the IAHLA Data Collection Project 2014-15 final report.

**The data are for enrollments in the previous academic year. Thus, the year labels refer to the academic year prior to survey administration (e.g., for the 2018-19 survey, the data is reported under the 2017-18 label).

Figure 2 presents the data for the five academic years for which full-time and part-time enrollment data were reported by every responding institute. Within the responding institutes, the majority of students were enrolled full time.

Figure 2: Part- and full-time enrollment by year** in responding institutes (2012-13 to 2018-19)



*For enrollment in 2013-14, the number in the provided 2014-15 Excel files containing the underlying data did not correspond to the number reported in the IAHLA Data Collection Project 2014-15 final report.

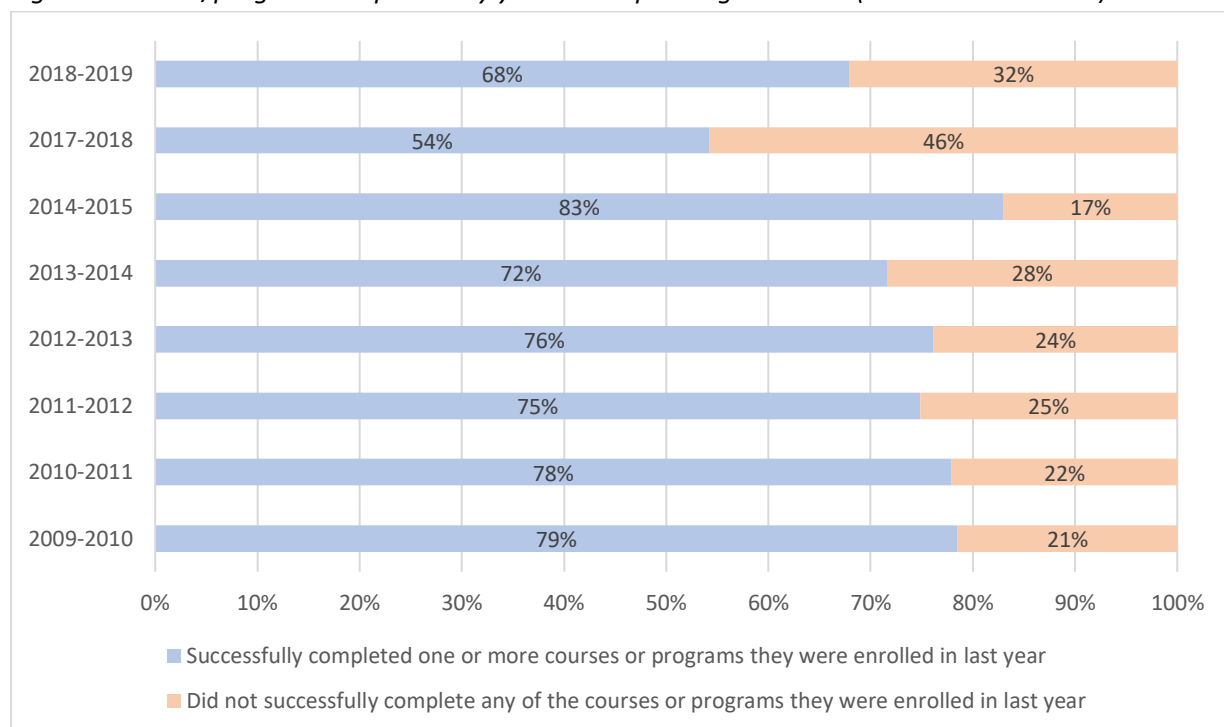
**The data are for enrollments in the previous academic year. Thus, the year labels refer to the academic year prior to survey administration (e.g., in 2018-19 survey, the data is reported under the 2017-18 label).

Sixteen institutes provided information about the number of students who were living on reserve or off-reserve. According to respondents, 73% of the students enrolled at their institutes were living on reserve.

Course/Program Completion and Degrees Awarded

The majority of students successfully completed one or more courses or programs in the previous academic year (Figure 3).

Figure 3: Course/program completion by year* in responding institutes (2009-10 to 2018-19)



*The data are for the percentage of course completions in the previous academic year. Thus, the year labels refer to the academic year prior to survey administration (e.g., for the 2018-19 survey, the data is reported under the 2017-18 label).

Table 3 shows the number and percentage of degrees and credentials that responding institutes reported that students received each year.

Table 3: Degree and certificates received in the previous academic year in responding institutes (2009-10 to 2018-19)

Degree or Certificate Received	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15*	2017-18	2018-19
	Number							
Received Adult Dogwood diplomas	53	133	134	69	18	n/a	32	66
Received trades certificates or diplomas	55	106	112	28	32	n/a	28	74
Received (non-trades) post-secondary certificates	230	285	174	272	77	n/a	69	88
Received (non-trades) post-secondary diplomas	18	94	79	74	8	n/a	2	7
Received undergraduate degrees								4
Received post-secondary degrees	26	31	22	26	6	n/a	0	4
Other credentials	473	758	624	205	51	n/a	133	85
Total	855	1407	1145	674	192	689	264	328
	Percentage							
Received Adult Dogwood diplomas	6%	9%	12%	10%	9%	13%	12%	20%
Received trades certificates or diplomas	6%	8%	10%	4%	17%	26%	11%	23%
Received (non-trades) post-secondary certificates	27%	20%	15%	40%	40%	25%	26%	27%
Received (non-trades) post-secondary diplomas	2%	7%	7%	11%	4%	5%	1%	2%
Received undergraduate degrees								1%
Received post-secondary degrees	3%	2%	2%	4%	3%	8%	0%	1%
Other credentials	55%	54%	54%	30%	27%	23%	50%	26%

Cells are black if the question was not asked in a given year. *2014-15 data were obtained from the IAHLA Data Collection Project 2015-16 report, which provided percentages only.

Current Programming

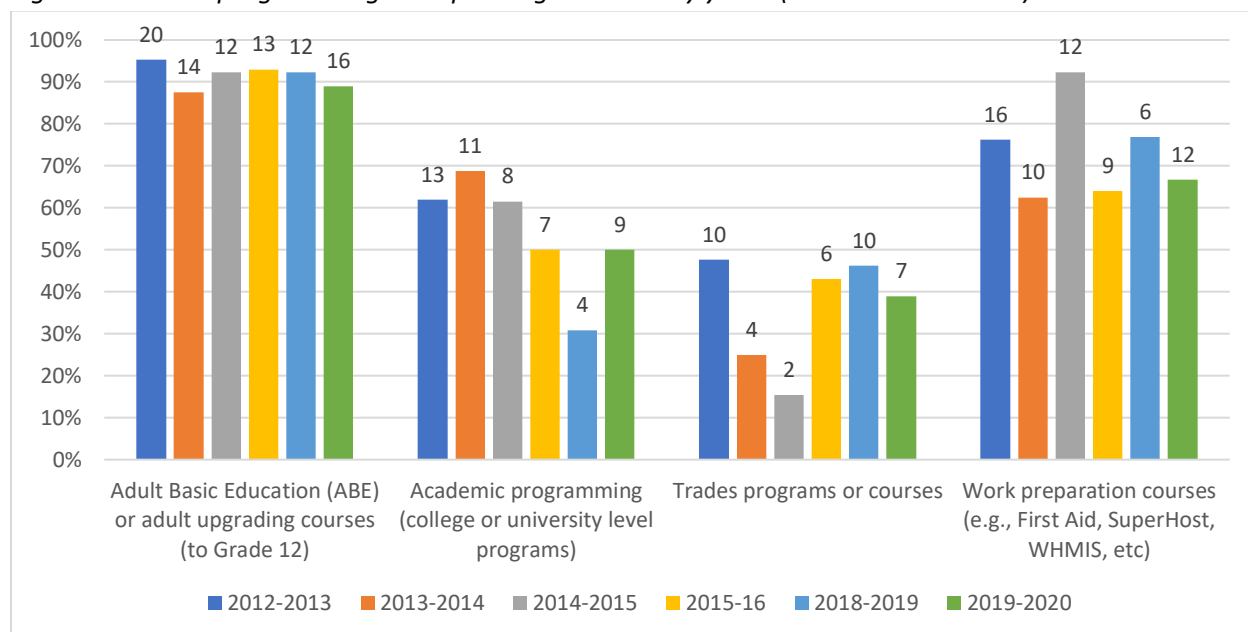
Institutes were asked to identify the types of programming provided by their institute during the current academic year. In 2019-20 the format of this question was revised – participants were asked to indicate whether their institute provided a given type of programming (yes/no), and if not, whether the programming was needed (Table 4). Eleven institutes (out of 14 who responded to this question) that indicated a need for certain types of programming at their institute also indicated that they do not have enough funding to offer such programs (79%).

Table 4: Number and percent of responding institutes providing programming in 2019-20

Programming	Availability (Yes/No) and Need					
	Yes		No			
			is needed		is not needed	
	#	%	#	%	#	%
Adult Basic Education (ABE) or adult upgrading courses (to Grade 12)	16	89%	2	11%	0	0%
Academic programming (college or university level programs)	9	50%	6	33%	3	17%
First Nations language programs or courses	15	83%	3	17%	0	0%
Land-based programs or courses	11	61%	6	33%	1	6%
First Nations culture programs or courses	14	78%	4	22%	0	0%
Trades programs or courses	7	39%	10	56%	1	6%
Work preparation courses (e.g., First Aid, SuperHost, Workplace Hazardous Materials Information System (WHMIS), etc.)	12	67%	4	22%	2	11%
Essential skills (e.g., studying, time management, workplace preparation)	15	83%	3	17%	0	0%
Other program or courses	6	33%	4	22%	8	44%

Figure 4 shows the most commonly offered programming between 2012-13 and 2019-20. Almost all responding institutes offered adult basic education (ABE) / adult upgrading courses (to Grade 12).

Figure 4: Current programming in responding institutes by year* (2012-13 to 2019-20)



Instructor Numbers and Characteristics

In 2019-20, there were 141 instructors teaching at the 18 IAHLA institutes that responded to the survey. Table 5 presents the number of part-time and full-time instructors reported by responding institutes in each of the years of survey administration. Approximately 60% of the instructors were hired part-time (Figure 5).

Table 5: Instructors employed in the current academic year in responding institutes (2004-05 to 2019-20)

Year	Part-time	Full-time	Total	# Responding institutes (N)
2004-05*	95	64	159	17
2005-06	105	61	166	17
2006-07	108	100	208	19
2007-08	102	103	205	23
2008-09	82	64	146	25
2009-10	97	33	130	21
2010-11	115	61	176	22
2011-12	112	73	185	23
2012-13	139	87	226	21
2013-14	92	43	135	16
2014-15	62	20	82	13
2015-16	59	55	114	14
2018-19	48	27.25	75.25	13
2019-20	86	55	141	18

*Data for 2004-05 (prior to the first year of the IAHLA Data Collection Project) were provided in the 2005-06 Excel file. N = number of institutes responding to question in each year.

Figure 5: Part- and full-time instructors in responding institutes (2004-05 to 2019-20)

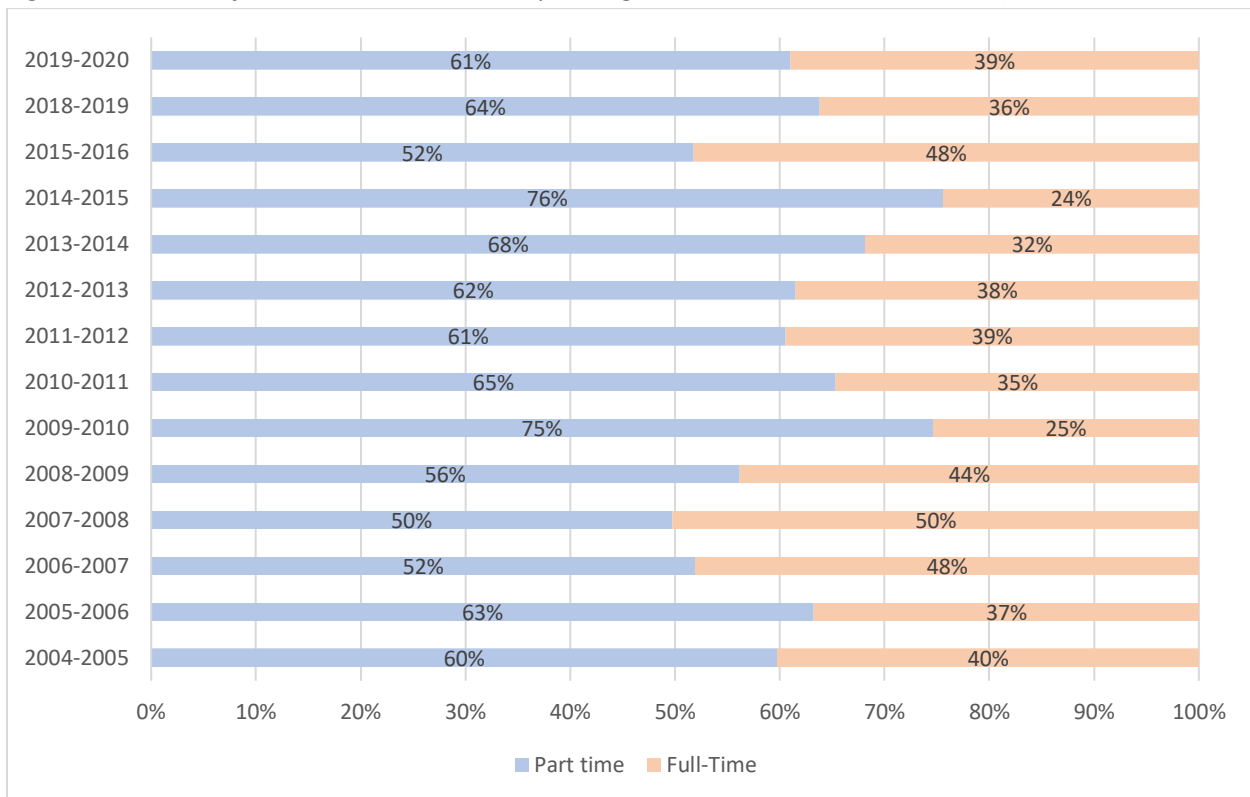
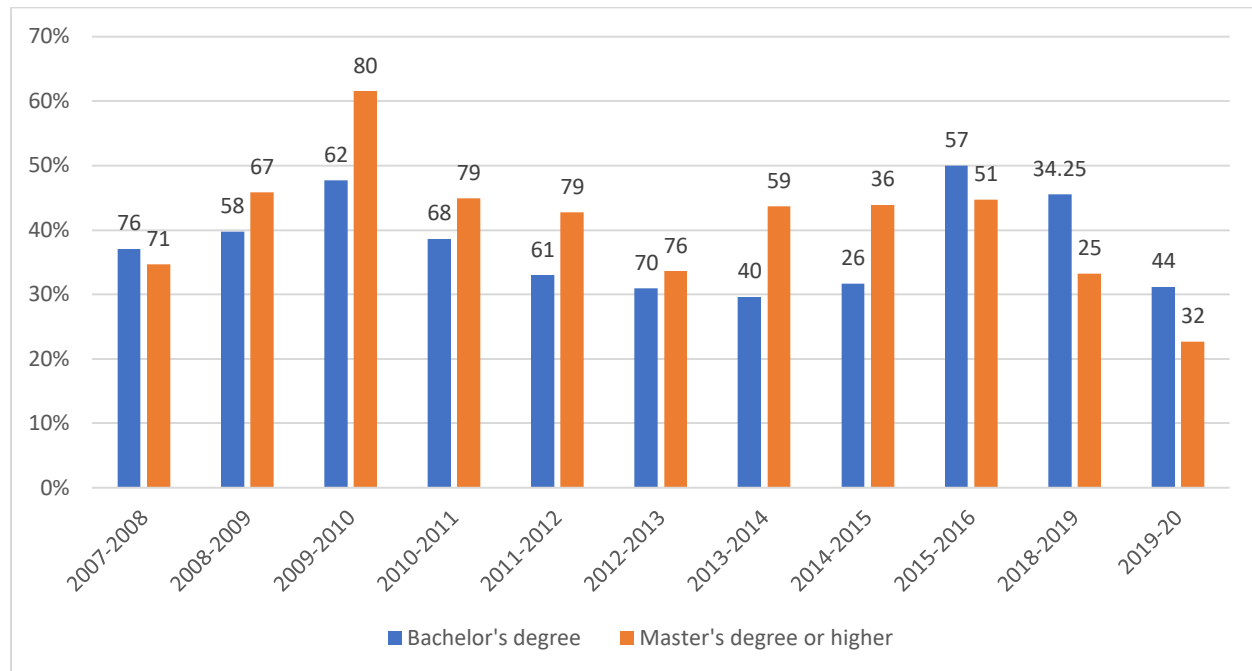


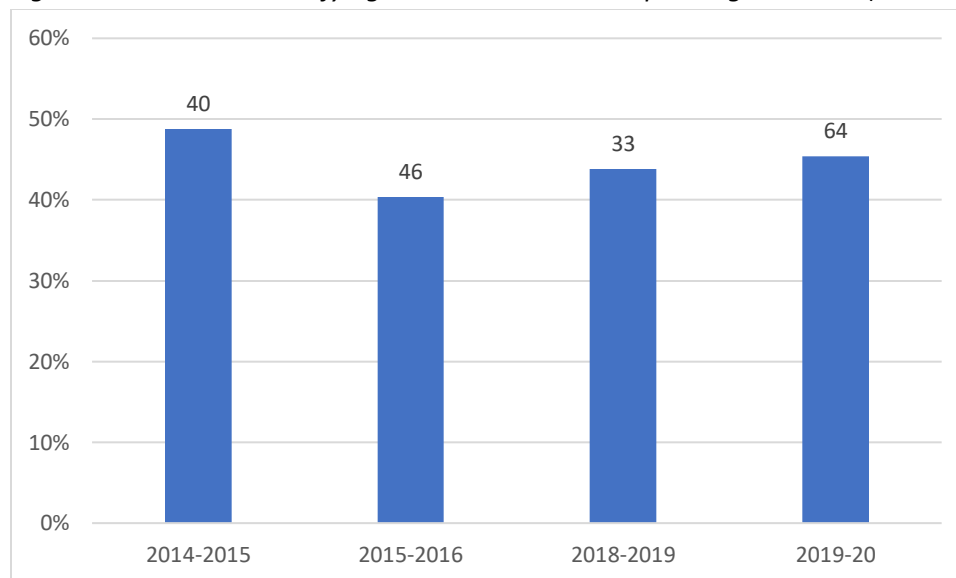
Figure 7 presents the percentages and frequencies of instructors with Master's and Bachelor's degrees. The majority of instructors in responding institutes had at least a Bachelor's degree.

Figure 6: Instructors' education levels in responding institutes (2007-08 to 2019-20)



Approximately 40% of the instructors identified as First Nations (Figure 7). As well, in 2019-20, 15% of instructors were fluent speakers of a First Nations language, and 5% were fluent speakers of a First Nations language with a bachelor's degree or higher.

Figure 7: Instructors identifying as First Nations at responding institutes (2014-15 to 2019-20)



Funding Sources

The survey also gathered information about the institutes' funding sources for the current academic year. The Adult Nominal Roll was selected by 14 out of 18 responding institutes in 2019-20. In previous years, responding institutes also identified the Adult Nominal Roll as the major source of funding. Table 6 outlines funding sources identified by the institutes in the 2019-20 survey.

Table 6: Funding sources at responding institutes (2019-20)

Funding Source	Number (N=18)	Percent
Tuition or Own Source		
Tuition	5	28%
Own source of revenue	8	44%
Federal Funding		
Post-Secondary Partnerships Program (Formerly ISSP)	2	11%
Adult Nominal Roll	14	78%
New Paths for Education Grant	0	0%
Indigenous Skills and Employment Training Program funding (ISET, formerly Aboriginal Skills and Employment Training Strategy (ASETS))	7	39%
Other federal funding	6	33%
Provincial Funding		
Indigenous Skills Training Development Fund (ISTDF)	2	11%
Aboriginal Community-Based Training Partnerships Program (ACBTP)	3	17%
Funding through affiliation agreements with public post-secondary institutions	7	39%
Adult Literacy Program	0	0%
Other provincial funding	4	22%

N = number of institutes responding to question.

Eight of 13 institutes who selected Adult Nominal Roll indicated that this was their primary source of funding (Table 7).

Table 7: Contribution to funding at responding institutes (2019-20)

Funding Source	Number			
	Major Funding (Over 50%)	25% - 50% of funding	Less than 25% of funding	Total # Responding Institutes
Tuition or Own Source				
Tuition	0	1	4	5
Own source of revenue	1	2	4	7
Federal Funding				
Post-Secondary Partnerships Program (Formerly ISSP)	0	0	2	2
Adult Nominal Roll	8	3	2	13
New Paths for Education Grant				
Indigenous Skills and Employment Training Program funding (ISET, formerly Aboriginal Skills and Employment Training Strategy (ASETS))	0	1	6	7
Other federal funding	1	3	2	6
Provincial Funding				
Indigenous Skills Training Development Fund (ISTDF)	0	0	2	2
Aboriginal-Community Based Training Partnerships Program (ACBTP)	1	0	2	3
Funding through affiliation agreements with public post-secondary institutions	0	3	4	7
Adult Literacy Program				
Other provincial funding	1	0	3	4

Respondents who indicated that they did not receive certain sources of funding were asked to identify whether they had applied for the funding; the majority of institutes did not apply for these funding sources (Table 8; note that tuition, an institutes' own source of revenue, and the Adult Nominal Roll are not sources that involve an application process).

Table 8: Number of responding institutes not receiving funding sources (2019-20)

Funding Source	Did not apply*	Applied, none received	Total # Responding Institutes
Tuition or Own Source			
Tuition	12	0	12
Own source of revenue	9	0	9
Federal Funding			
Post-Secondary Partnerships Program (Formerly ISSP)	15	0	15
Adult Nominal Roll	4	0	4
New Paths for Education Grant	17	0	17
Indigenous Skills and Employment Training Program funding (ISET, formerly Aboriginal Skills and Employment Training Strategy (ASETS))	9	1	10

Funding Source	Did not apply*	Applied, none received	Total # Responding Institutes
Other federal funding			
Provincial Funding			
Indigenous Skills Training Development Fund (ISTDF)	15	0	15
Aboriginal Community-Based Training Partnerships Program (ACBTP)	12	2	14
Funding through affiliation agreements with public post-secondary institutions	10	0	10
Adult Literacy Program	16	1	17
Other provincial funding			

*Tuition, own source of revenue, and Adult Nominal Roll do not require an application process.

Recruitment Strategies

In 2019-20, institutes were asked to identify recruitment strategies used to attract students (Table 9). The three strategies that were reported by the majority of respondents were:

- Social media advertising (Facebook, Twitter, etc.)
- Direct contact to students who may have an interest in attending
- Community meeting

Table 9: Strategies used by responding institutes to attract students (2019-20)

Strategy	Number (N=17)	Percent
Social media advertising (Facebook, Twitter, etc.)	16	94%
Direct contact to students who may have an interest in attending	15	88%
Community meeting	14	82%
Posters or other advertisement	13	76%
Referrals from other	13	76%
Recruitment meetings or recruitment fairs at school	9	53%
Other (Please specify)	5	29%
None	0	0%
Don't know	0	0%

N = number of institutes responding to question.

Certifications under the Private Training Act

First-Nations controlled institutes are exempt from private career training legislation (Private Training Act) in British Columbia. The number of IAHLA institutes certified under the Private Training Act over time is shown in Table 10. In 2019-20, of those that were not certified, three responding institutes expressed interest in registering with the Private Training Institutes Branch.

Table 10: Responding institutes certified under the Private Training Act (formerly the Private Career Training Institutions Act or PCTIA, 2010-11 to 2019-20)

Certified under Private Training Act	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2018-19	2019-20
Yes (#)	5	6	5	3	1	1	1	2
Yes (%)	23%	26%	24%	19%	8%	7%	8%	12%
Total # Responding Institutes	22	23	21	16	13	14	13	17

Institutes' Relationships with Public Post-Secondary Institutions

Seventeen institutes responded to this question, reporting formalized relationships with public post-secondary institutions. The most commonly named public post-secondary institutions that institutes had formalized relationships with in 2019-20 were Nicola Valley Institute of Technology (8 institutes had relationship), Thompson Rivers University (5 institutes), Justice Institute of British Columbia (4 institutes), Okanagan College (4 institutes), University of British Columbia (4 institutes), and University of Victoria (4 institutes). The most common types of formalized relationships with public post-secondary institutions were affiliation agreements (30 institutes), service agreements (24 institutes) and "other" relationships (20 institutes) such as partnerships, protocols, MOUs, federation agreements. There were five institutions with which IAHLA institutes had traditional knowledge and intellectual property agreements and there were three brokering agreements with public post-secondary institutions.

First Nations Language Revitalization

Over half of the responding institutes in 2019-20 reported using a number of First Nations language revitalization strategies such as offering First Nations language not-for-credit courses (11 institutes) and credit courses (9 institutes) and language archiving and recording (7 institutes) (Table 11).

Table 11: First Nations language revitalization strategies being implemented at responding institutes (2019-20)

First Nations Language Revitalization Strategy	# Institutes (N=17)	% Institutes
First Nations language courses (not-for-credit)	11	65%
First Nations language courses (for credit)	9	53%
Language archiving and recording	7	41%
Language mentor-apprentice programming	5	29%
Diploma, certificate, or degree in a First Nations language	4	24%
Language is integrated into all the offered courses	3	18%

First Nations Language Revitalization Strategy	# Institutes (N=17)	% Institutes
None	1	6%
Don't know	0	0%
Other strategies	3	18%

N = number of institutes responding to question.

Institutes' Goals

Member institutes were also asked to reflect on the goals that their institute or centre was focusing on this year. The top three goals identified by the responding institutes as “very important” were the promotion of First Nations culture other than language (13 institutes), Adult Dogwood diplomas / High School equivalence (GED) (13 institutes), and academic upgrading (12 institutes) (Table 12).

Table 12: Responding institutes' goals (2019-20)

Goal	Very Important	Important	Moderately Important	Slightly Important	Not Important	Don't know	# Responding
Promoting First Nations culture other than language	13	2	2	0	0	0	17
Adult Dogwood diplomas / High School equivalence (GED)	13	3	1	0	0	0	17
Academic upgrading	12	4	1	0	0	0	17
First Nations language promotion	11	2	2	1	0	0	17
Transitions to public post-secondary institutions	10	1	2	1	1	1	17
Certificate, diploma, degree completion	9	4	0	1	1	2	17
Offering land-based programming	8	6	1	1	0	1	17
Meeting community and labour-market needs	8	6	1	2	0	0	17

Accountability to First Nations

Out of 17 institutes that responded to this question in 2019-20, 12 reported being accountable to one or more First Nations.

Institutes' Data Collection on Students

Twelve out of 17 responding institutes in 2019-20 indicated that their institute has a mechanism for collecting, storing, and reporting on student data; however, of those that had a mechanism, only 5 institutes reported that the mechanism met their needs.

Institutes' Leadership Succession Plan

In 2019-20, a question was added about whether institutes had a formal, written leadership succession plan (i.e., for administrative and academic leadership). Out of 17 institutes that responded to this question, 12 indicated their institute does not have a formal, written leadership succession plan (i.e., for administrative and academic leadership), and 5 did not know whether they have one.

Needs for Supports and Services

Responding institutes were presented with a list of supports and services and asked to indicate what supports and services were needed at their institute (Table 13). Thirteen out of 17 institutes indicated that their institute required Indigenous staff to support students who have experienced racism, violence, or emotional trauma. Twelve institutes reported that they need staff to support students with disabilities and to support daycare. Numerous additional needs were identified, and the majority of institutes that indicated that they need supports and services also indicated that they do not have sufficient funding to provide them.

Table 13: Supports and services required for students at responding institutes (2019-20)

Supports and Services	Support/Service is needed	Is there enough funding?	
	Yes (N=17)	No	Yes
Indigenous staff to support students who have experienced racism, violence, or emotional trauma	13	11	2
Daycare	12	10	2
Staff to support students with disabilities	12	9	3
Career transition supports (for example, job search skills, resume writing, opportunities to connect with businesses)	11	8	3
Curriculum development	11	10	1
Indigenous staff who can provide culturally relevant counselling	11	9	2
Recruiters to attract students	11	11	0
Student achievement and graduation events	11	5	6
Support for students to learn how to study, plan, or manage their time	11	9	2
Welcome events (for example, student orientation or welcome feast)	11	5	6
Brochures or advertising to inform students about the programs offered	10	7	3
Indigenous staff who provide academic tutoring	10	8	2
Cultural activities that incorporate or acknowledge traditional practices (for example, talking circles, smudging, sweat lodge ceremony)	9	7	2
Health services	9	9	0
Housing	9	9	0

Supports and Services	Support/Service is needed	Is there enough funding?	
	Yes (N=17)	No	Yes
Indigenous staff who can provide academic advising (for example, program planning, degree requirements, course-related questions)	9	7	2
Opportunities for students to provide input (for example, surveys, forums) into its priorities, programming, services and supports for Aboriginal students	8	6	2
Organized extra-curricular activities (for example, sports, volunteer opportunities)	8	8	0
Programs or courses to help students upgrade their education (for example, earn credits towards K-12 graduation certificate, adult/academic upgrading, adult basic education, transitions programs)	8	1	7
Elders on campus to support students	7	4	3
Support for a student association	7	7	0
Other (Please specify)	2	2	0
None of the above	0		

N = number of institutes responding to question.

Respondents were also asked what capacity-building and other services from IAHLA would be beneficial. Respondents indicated that the following supports would be beneficial:

- Material supports:
 - Funding: core funding, additional funding to operate and to provide more services
 - Training spaces for trades
 - Living allowance supports for adults who attend Dogwood, upgrading and other PSE programs
- Professional development and networking:
 - Professional development for administrators
 - Critical incident training
 - Peer mentoring system that would connect new and established IAHLA institutes
 - Networking and conferences
- Other:
 - Staff who are fluent in First Nations languages
 - More avenues for instructor and student recruitment
 - Certifications for their learning centers

Future Data Collection

Respondents indicated that the future surveys could address the following topics:

- State of the facilities of the institute
- Core funding
- Examine the needs of the institutes that are “semi-isolated” due to distance from services

Student Survey: Results

In 2019-20, the 41 member IAHLA institutes eligible to complete the institute survey were invited to distribute the student survey. The survey was completed by 136 student respondents. 121 of these students completed the entire survey, while 15 students responded to only some of the questions. Because enrolment data is not available for the current academic year, the response rate to the student survey at an institute or system level is unknown.

The 136 respondents were enrolled across 12 institutes, with the majority of respondents enrolled in four institutes (ranging from 15 to 53 respondents from each of these four institutes). Less than 10 student responses were received from the remaining eight institutes that were represented in the data (average number of responses from each of the remaining eight institutes was 4.3, with the range between 1 and 9 responses from these institutes).

Table 14: IAHLA institute in which survey respondents were enrolled

Institute	Respondents	Percent of Total Respondents
NEC Native Education College	53	39%
Saanich Adult Education Centre	17	13%
En'owkin Centre	16	12%
Kyah Wiget Education Society	15	11%
Prince George Nechako Aboriginal Employment and Training Centre	9	7%
Ts'zil Learning Centre (Lilwat)	9	7%
Gitksan Wet'suwet'en Education Society	7	5%
Gitwangak Education Society	<5	8%
Jean Marie Joseph Adult School	<5	
Kwadacha Dune Tiiy	<5	
Lip'alhayc Learning Centre (Nuxalk College)	<5	
Penticton Indian Band Adult Education	<5	
Total	136	100%

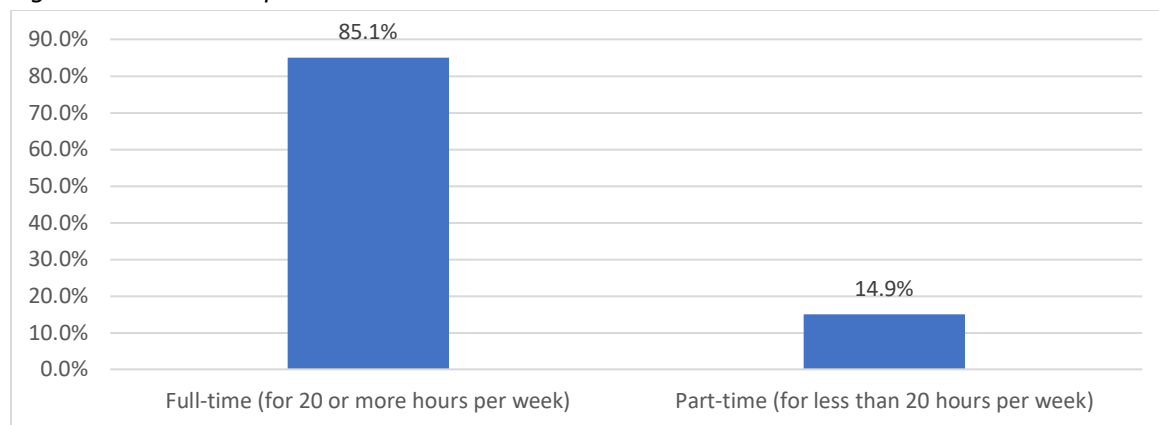
Caution Regarding Generalizations from the Student Survey

Because of the low numbers of student respondents (1 to 53 respondents per institute, median of 8 responses per institute) and the few institutes represented in the data, caution should be exercised in making generalizations to the student population based upon the student survey results. In addition, there are not enough respondents to analyze the results by gender or age group.

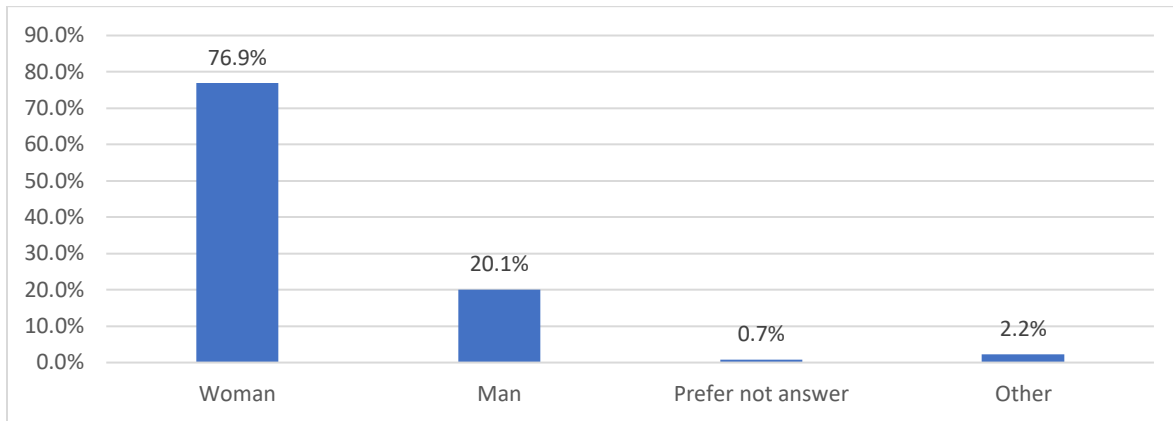
Demographics of Student Respondents

The majority (85.1%) of the respondents were enrolled full-time, while 14.9% were enrolled part-time (Figure 8). Over 70% of the respondents were women (Figure 9), consistent with the institute survey data that most students enrolled in responding institutes are women and public post-secondary system⁵ data that most Aboriginal students are women.

Figure 8: Full-time or part-time enrollment



⁵ Aboriginal Learners in British Columbia's Public Post-Secondary System (June 2018), Ministry of Advanced Education, Skills and Training. Accessed May 2020 from <https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/aboriginal-education-training/aboriginallearnerdatareport-june2018.pdf>

Figure 9: Gender

The age of the respondents varied from 19 to 68 years of age, with 40% being between 21 and 30 years (Figure 10). 88.7% of the respondents self-identified as First Nations (Indian status), 6% self-identified as First Nations (non-Indian status), 4.5% self-identified as Métis, and 0.8% (1 person) selected “other” (and specified they were “non-indigenous”) (Figure 11).

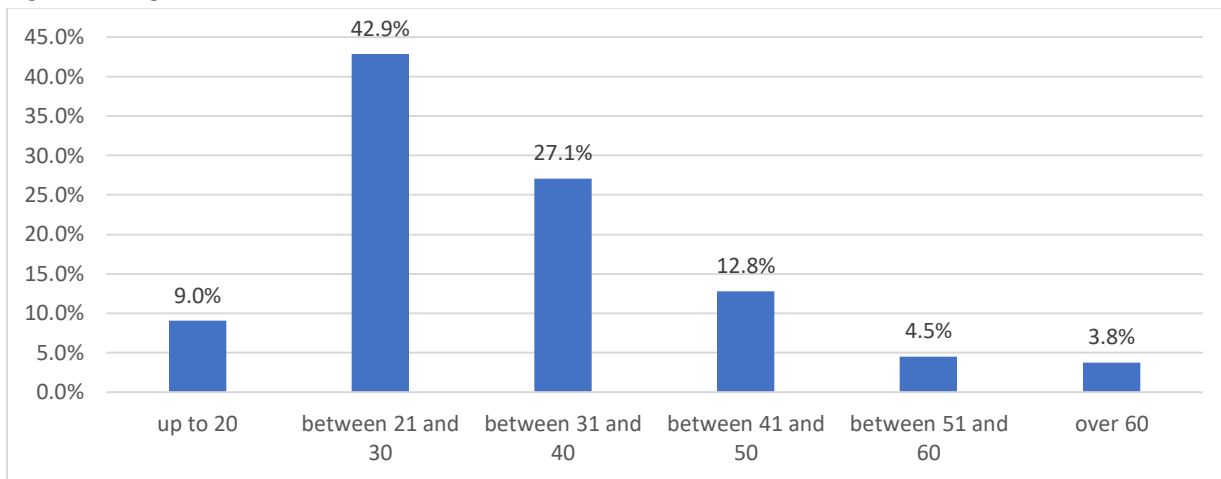
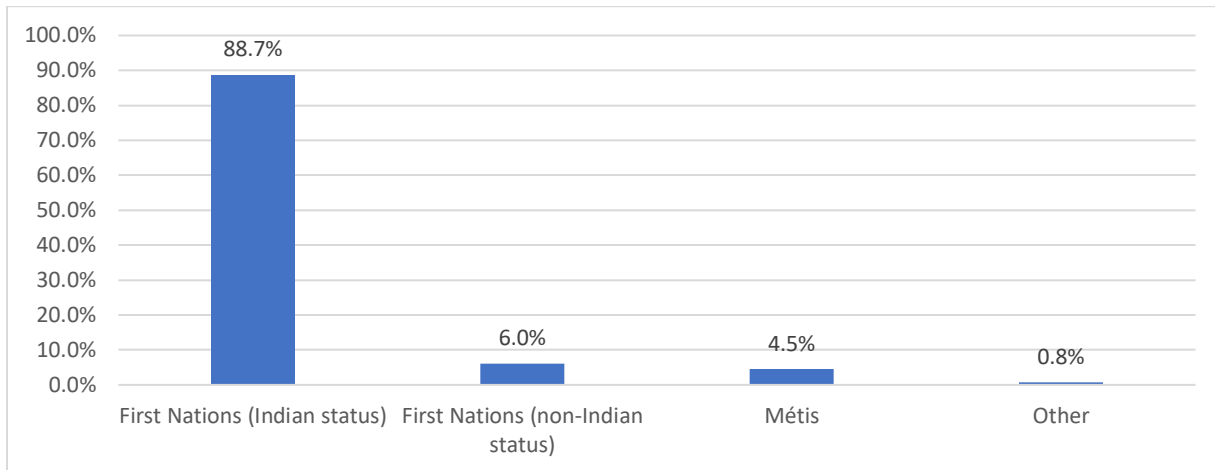
Figure 10: Age

Figure 11: First Nations, Métis, or Inuit respondents

Approximately half of the respondents were not taking care of any dependent children, while about 45% of the respondents were supporting children at the time of the survey (Figure 12). A quarter or the respondents were married or in a common-law relationship (Figure 13).

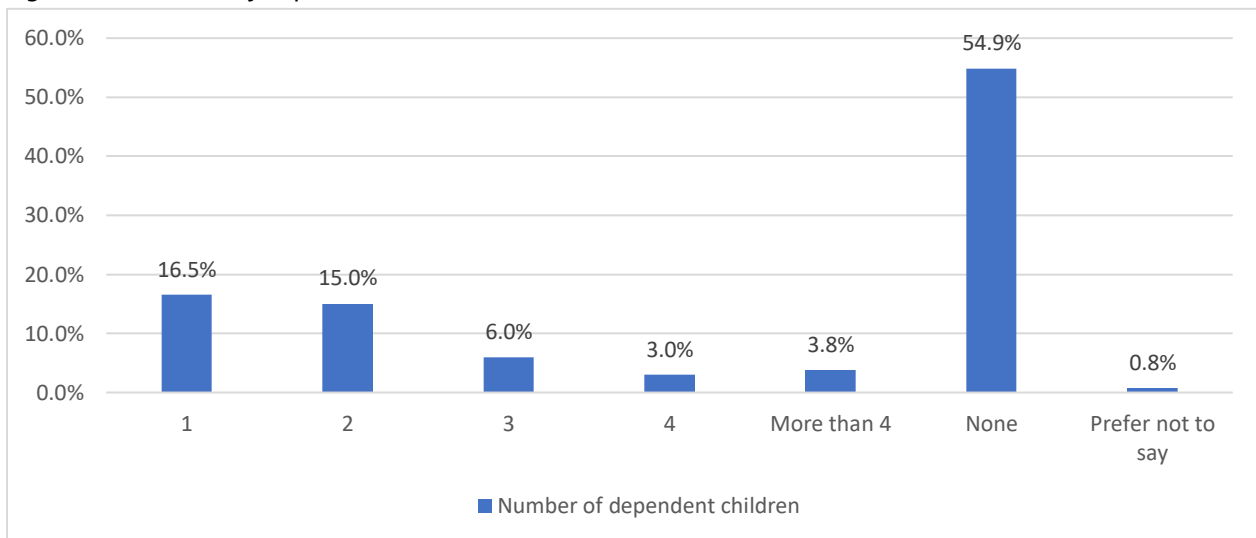
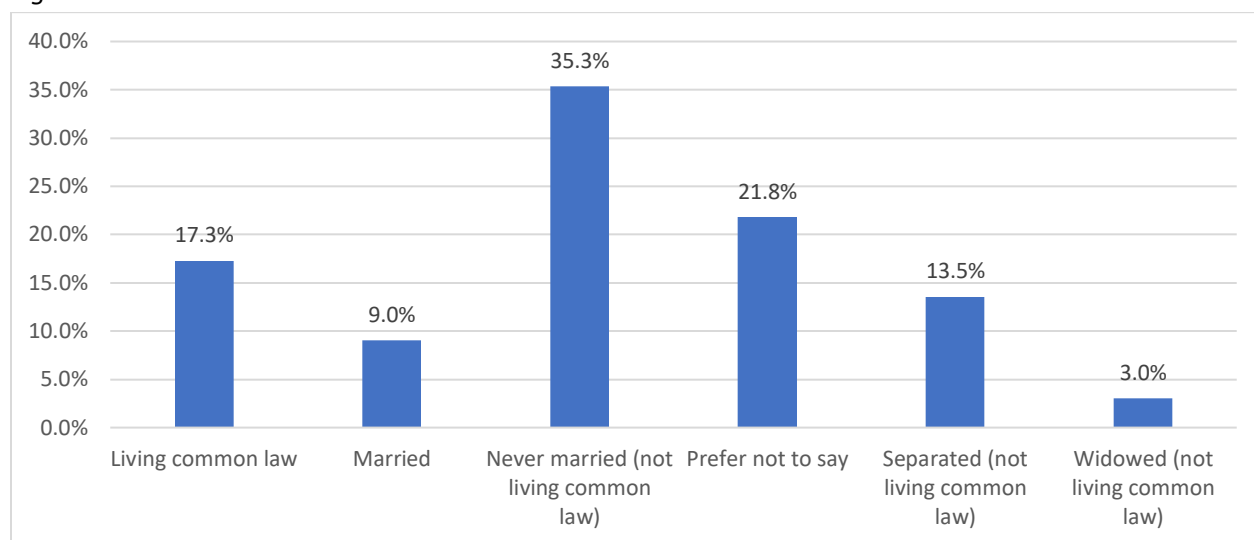
Figure 12: Number of dependent children

Figure 13: Marital status



Out of 136 respondents, approximately 70% were in the first year of their studies at their IAHLA institute. Those who were not in their first year had been enrolled at the institute between 1.5 and 8 years, with 2 years being the average.

Reasons for Choosing their IAHLA Institute

Students were asked to identify all of the applicable reasons for choosing their institute instead of going to a different IAHLA institute or to a non-Aboriginal controlled institute. All 136 respondents selected at least one reason from the list provided (see Table 15). The top three reasons selected by the respondents were:

- I feel supported at this institute (70.6%)
- It has programs and courses of interest to me (66.2%)
- It allows me to study in my community (61.8%)

Table 15: Why did you choose to come to this institute rather than go to a different IAHLA institute or non-Aboriginal controlled institute?

Reason for Choosing Institute	Number (N=136)	Percent
I feel supported at this institute	96	70.6%
It has programs and courses of interest to me	90	66.2%
It allows me to study in my community	84	61.8%
The environment is culturally relevant	77	56.6%
My friends and/or family attended this Institute	72	52.9%
It has a good reputation	59	43.4%
This Institute offered me funding to attend	51	37.5%

Reason for Choosing Institute	Number (N=136)	Percent
It was more affordable than going elsewhere	35	25.7%
The courses offered at this Institute were unavailable elsewhere	26	19.1%
I'm not aware of what other IAHLA institutes or non-Aboriginal controlled institutes offer	18	13.2%
Other - please specify	10	7.4%

N is the total number of students that responded to this question.

Activities Before Beginning Studies

Before enrolling at their IAHLA institute, half of the participants were working for pay, while 25% of the respondents were not working or attending school (see Table 16).

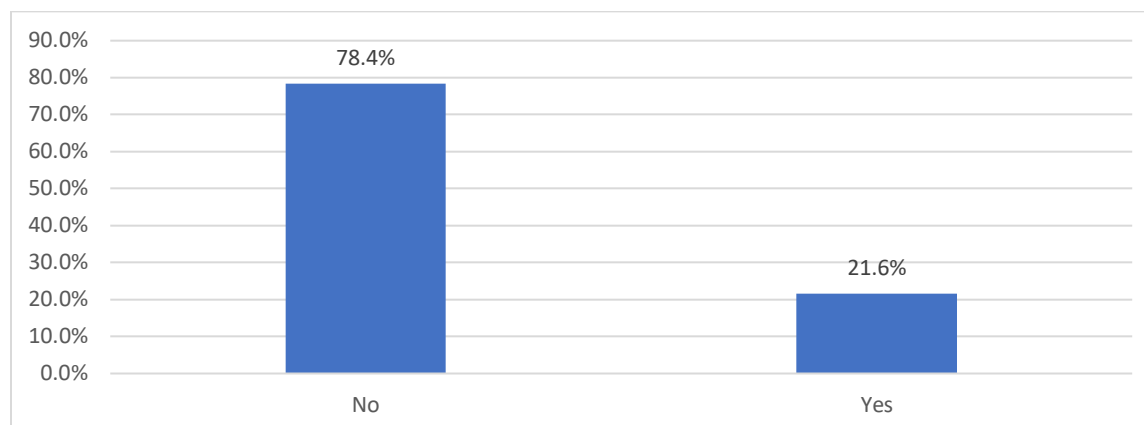
Table 16: What best describes what you were doing before enrolling at this institute?

Before Enrollment	Number	Percent
I was working for pay	72	52.9%
I was not working or attending school	34	25.0%
I was attending a non-Aboriginal controlled institute	9	6.6%
I was in high school	8	5.9%
I was attending another IAHLA institute	1	0.7%
Other - Please specify	12	8.8%
Total	136	100.0%

Studying Within the Home Community

Almost 80% (105 students) of respondents stayed in their communities to attend their IAHLA institute (Figure 14). Of those who stayed in their communities, 79% (83 students) were planning to remain in their local communities after completing their studies. Of those who moved to a different community to attend their institute, 79.3% (29 students) were planning to return home.

Figure 14: Did you leave your home (that is, move to another community, town, or city) to attend this institute?



Housing

Students were asked if they had any challenges finding housing in order to study at their institute. Half of the respondents (67 students) answered the question (Table 17). Almost 50% of respondents to this question indicated that there was no housing associated with the institute, while a third of the respondents said that housing was unaffordable or that there was a lack of off-campus housing adequate to meet their needs / their family's needs. Of the 27 students who selected "other" as a response option, 19 reported living with their relatives or parents, or owning or renting their current accommodation.

Table 17: Did you face any of the following difficulties in finding housing in order to study at this institute?

Housing Difficulties	Number (N=67)	Percent
No on-campus housing is associated with this institute	32	47.8%
Lack of off-campus housing adequate to meet my needs / my family's needs	22	32.8%
Off-campus housing was unaffordable	22	32.8%
Other - Already lived in the community (owned, rented or with relatives)	19	28.4%
Other	8	11.9%
No difficulties in finding housing	0	0.0%

N is the total number of students that responded to this question.

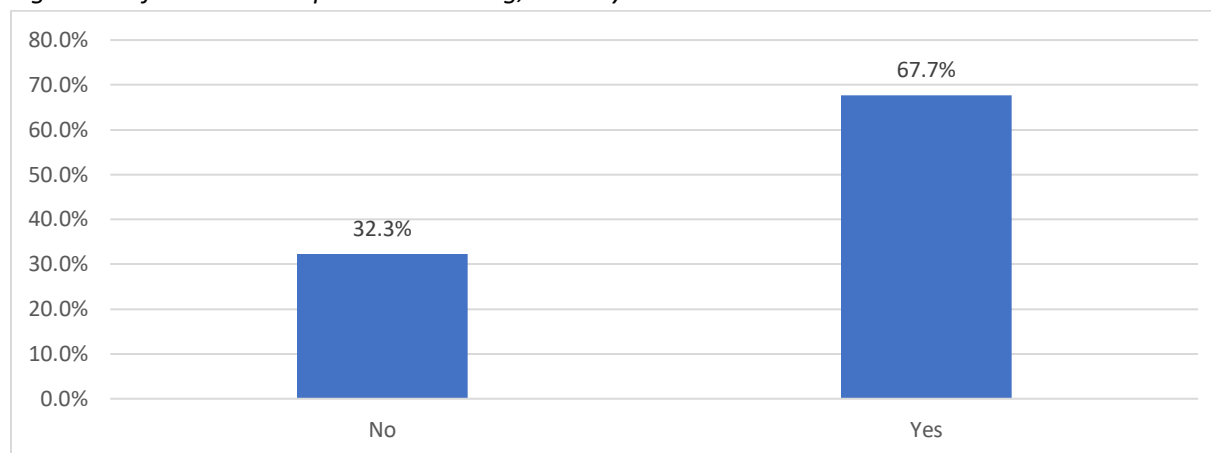
Students were also asked if they would want to live in on-campus housing provided by the institute, if such housing were available (Figure 15). Almost 70% of respondents indicated that they would live in such housing. Students offered several reasons for wanting to do so, including:

- being closer to the institute,

- affordability of on-campus housing (compared to housing they rent in the city),
- reduced travel time, and
- safer community.

Some students also commented on the difficulties they experienced in finding housing that would accommodate children and/or a pet.

Figure 15: If this institute provided housing, would you want to live there?



Planning for Studies

Students were asked how much knowledge they had about different areas affecting their studies before they came to the institute. The majority of respondents reported having “some” information or “a lot” of information in each area before attending the institute (Table 18). For example, almost 80% of the respondents knew “some” or “a lot” about what institute to enroll in and what courses to take. Approximately 70% of respondents knew how they were going to pay for their studies. However, a notable percentage of students did not have much prior knowledge of what institute to enroll in, what courses to take, or how they would pay for their studies.

Table 18: How much did you know before coming to this institute about

Knowledge	Almost nothing	Some	A lot	N
What institute to enroll in	26.0%	57.5%	16.5%	127
What courses to take	18.6%	65.1%	16.3%	129
How to pay for your studies	33.9%	52.0%	14.2%	127

N is the total number of students that responded to each statement.

Supports to Encourage Earlier Studies

Students were asked what supports would have helped them attend their institute earlier in their life (Table 19). Half of the respondents indicated that funding for studies and living expenses would have been helpful, and a third of the respondents indicated that brochures or advertising and assistance from recruiters would have helped them attend the institute earlier. A quarter of respondents indicated that nothing could have influenced their situation.

Table 19: What supports would have helped you attend this institute earlier in your life?

Support	Number (N=130)	Percent
Funding to support my studies and/or living expenses	67	51.5%
Recruiters to help me apply to this institute	42	32.3%
Brochures or advertising to tell me about the programs offered	39	30.0%
None. There are no circumstances in which I would have attended this institute earlier in my life	36	27.7%
Housing offered by this Institute	35	26.9%
Opportunities to learn about campus life at this institute before registering or attending (for example, campus tour, campus information events)	33	25.4%
Childcare offered by this institute	28	21.5%
Other (Please specify)	7	5.4%

N is the total number of students that responded to this question.

Those who selected the “other” option listed the following supports that might have helped them to attend their institute earlier: availability of afterschool programs, access to better academic supports (tutors), more information about the institute, and receiving information about the institutes when the respondent was in high school. One respondent did not identify the supports but provided the information about personal situation that prevented them from enrolling at the institute earlier (family matter).

Programming

One-hundred and thirty respondents provided information about the types of programming they were enrolled in (Table 20). For this question, respondents could select multiple response options. Approximately 50% of respondents were enrolled in Adult Basic Education (ABE) or adult upgrading courses (to Grade 12) while another 32% were enrolled in academic programming (college- or university-level programs). First Nations language programs and First Nations culture programs were reported by 21.5% and 16.9% of respondents respectively.

Table 20: What type of programming are you enrolled in?

Program Type	Number (N=130)	Percent
Adult Basic Education (ABE) or adult upgrading courses (to Grade 12)	64	49.2%
Academic programming (college- or university-level programs)	42	32.3%
First Nations language programs or courses	28	21.5%
First Nations culture programs or courses	22	16.9%
Essential skills (e.g., studying, time management, workplace preparation)	19	14.6%
Land-based programs or courses	11	8.5%
Trades programs or courses	7	5.4%
Work preparation courses (e.g. First Aid, SuperHost, Workplace Hazardous Materials Information System (WHMIS), etc.)	6	4.6%
Other (Please specify)	31	23.8%

N is the total number of students that responded to this question.

Those respondents who were enrolled in First Nations language programs or courses (28 students) were asked whether they were satisfied with the progress they were making in their First Nations language studies. All 28 students were moderately satisfied or very satisfied with their progress. Similarly, all 22 students who were enrolled in First Nations culture programs were moderately or very satisfied with their progress. Of 11 students who were enrolled in land-based programs or courses, all but one were very satisfied with their progress.

Future Plans

The majority of respondents were planning to continue studying in the year following the survey, consistent with the fact that 70% of respondents were in the first year of their studies (Table 21). Of those students who indicated that they would continue studying, half were planning to continue studying at the same IAHLA institute (Table 22). Another 21% considering enrolling at another post-secondary educational institute that is not Aboriginal-controlled; 5% were considering going to another IAHLA institute, and 13% were not sure.

Table 21: Next academic year I plan to....

Plan	Number (N=130)	Percent
Continue studying	96	73.8%
Work	32	24.6%
Seek employment	24	18.5%
I'm not sure	18	13.8%
Other	8	6.2%

N is the total number of students that responded to this question.

Table 22: Where do you plan to study in the next academic year?

Location of studies next year	Number (N=95)	Percent
This institute	50	53%
A post-secondary educational organization that is not Aboriginal-controlled	20	21%
I'm not sure	12	13%
Another IAHLA institute	5	5%
Other	8	8%

N is the total number of students that responded to this question.

Over 80% of respondents (out of 128 who responded to this question) felt that their current program of study at their institute was adequately preparing them to pursue their goals.

Support Services

Respondents were presented with a list of student support services and asked to indicate how helpful those supports were (Table 23). Response options were: “Not helpful”, “Moderately helpful”, “Very helpful”, “Aware of this support but did not use it”, “Support is not available, but I need it”, and “Not aware of this support at my institute”.

Approximately 60% of the respondents reported the following services as being very helpful:

- Staff who support me socially and emotionally (not specifically mental health counselling)
- Staff who provide academic advising (for example, program planning, degree requirements, course-related questions)
- Student welcome events (for example, student orientation or welcome feast)
- Staff who support me culturally and/or spiritually (for example, teach culture, Indigenous ways of knowing)
- Financial support (scholarships, awards, or bursaries; not including Band Support Funding or funding offered by agency other than the institute)
- Student achievement and graduation events (for example, achievement or graduation ceremony)
- Cultural and spiritual activities to incorporate or acknowledge traditional practices (for example, talking circles, smudging, sweat lodge ceremony).

Table 23: Please indicate how helpful each of the support services is...

Support Service	Not helpful	Moderately helpful	Very helpful	Aware of this support but did not use it	Not aware of this support at my institute	Support is not available, but I need it	N
Staff who support me socially and emotionally (not specifically mental health counselling)	0.8%	17.1%	69.9%	6.5%	4.9%	0.8%	123
Staff who provide academic advising (for example, program planning, degree requirements, course-related questions)	0.8%	19.5%	67.5%	5.7%	6.5%	0.0%	123
Student welcome events (for example, student orientation or welcome feast)	0.8%	21.8%	66.1%	5.6%	3.2%	2.4%	124
Staff who support me culturally and/or spiritually (for example, teach culture, Indigenous ways of knowing)	3.3%	14.8%	64.8%	9.8%	6.6%	0.8%	122
Financial support (scholarships, awards, or bursaries; not including Band Support Funding or funding offered by agency other than the institute)	2.4%	14.6%	63.4%	8.9%	8.1%	2.4%	123
Student achievement and graduation events (for example, achievement or graduation ceremony)	0.8%	19.4%	62.1%	10.5%	6.5%	0.8%	124
Cultural and spiritual activities to incorporate or acknowledge traditional practices (for example, talking circles, smudging, sweat lodge ceremony)	3.3%	15.6%	61.5%	10.7%	6.6%	2.5%	122
Elders on campus to support students	0.8%	13.0%	57.7%	17.1%	7.3%	4.1%	123
Staff who provide mental health counselling that is respectful of Indigenous perspectives	3.3%	16.3%	56.1%	10.6%	8.9%	4.9%	123
Staff who provide supports for students with disabilities (e.g., education plan)	1.6%	9.7%	51.6%	21.0%	12.9%	3.2%	124
Staff or students who provide academic tutoring (for example, within a program or through a student service centre)	1.6%	14.6%	51.2%	18.7%	11.4%	2.4%	123
Staff who support me in responding to incidents of racism and violence	0.8%	12.2%	50.4%	21.1%	15.4%	0.0%	123
Support for enrolled students that focuses on success strategies (for example, Life Skills Program that may include studying, planning, time management)	2.4%	20.2%	50.0%	12.1%	12.9%	2.4%	124
Career transition supports (for example, job search skills, resume writing, opportunities to connect with businesses)	0.0%	19.5%	49.6%	13.8%	16.3%	0.8%	123
Financial advising	3.2%	21.8%	46.0%	9.7%	16.9%	2.4%	124
Student-led activities (for example, volunteer opportunities, activities planned by students)	2.4%	14.5%	43.5%	17.7%	19.4%	2.4%	124
Support to prevent drug, alcohol, and other substance-use issues	1.6%	17.9%	41.5%	21.1%	17.1%	0.8%	123
Support to prevent family violence	0.8%	10.5%	39.5%	23.4%	25.8%	0.0%	124
Family involvement	0.8%	19.7%	31.1%	7.4%	36.9%	4.1%	122
Staff who provide support for daycare or childcare	4.0%	9.7%	21.0%	19.4%	30.6%	15.3%	124
Housing designated for students or families on campus	6.5%	12.9%	16.1%	8.1%	40.3%	16.1%	124

N is the total number of students that responded to each statement.

Between 30% and 40% of respondents indicated that they were not aware of the following supports being available at their institute: Housing designated for students or families on campus, family involvement, and staff who provide support for daycare or childcare. Approximately 15% of respondents indicated they needed housing designated for students or families on campus and daycare/childcare support.

Funding for Studies and Living Expenses

Students were asked to identify the sources of funding for their studies and living expenses. Band funding was identified as a source of funding for **studies** by 48.4% of respondents, while scholarships, grants and bursaries were identified by 23% of respondents, and employment while studying was identified by 18.9%. Those who selected “other” as a response listed ACCESS and AYA agreements, RRSP, and nominal roll as funding sources (Table 24).

Table 24: How are you paying for your studies (including tuition, fees, books, supplies, but excluding living expenses) at this Institute?

Funding for Studies	Number (N=122)	Percent
Band funding	59	48.4%
Scholarship, grant or bursary	28	23.0%
Employment while studying or during breaks	23	18.9%
Personal savings	11	9.0%
Financial support from family & friends	11	9.0%
Student loan from government	6	4.9%
Student line of credit	4	3.3%
Bank loan	0	0.0%
I'm not sure	18	14.8%
Other	22	18.0%

N is the total number of students that responded to this question.

Band funding was reported as the primary source of funding for respondents' studies (Table 25).

Table 25: Of the funding sources you selected, which is the PRIMARY source of funding for your studies (including tuition, fees, books, supplies, but excluding living expenses)?

Primary Source of Funding for Studies	Number (N=108)	Percent
Band funding	56	51.9%
Scholarship, grant or bursary	17	15.7%
Employment while studying or during breaks	7	6.5%
Student loan from government	4	3.7%
Personal savings	2	1.9%
Student line of credit	1	0.9%
Other (Please specify)	21	19.4%

N is the total number of students that responded to this question.

When asked about funding sources for **living expenses**, respondents identified band funding (41.5%), employment while studying (25.2%), financial support from family and friends (18.7%), personal savings (16.3%), scholarships, grants, or bursary (15.4%), and various loans (Table 26). Those who selected “other” as a response listed ACCESS, AYA, child tax credit, social assistance, disability support, pension, and nominal roll as funding sources for living expenses.

Table 26: How are you paying for your living expenses?

Funding for Living Expenses	Number (N=122)	Percent
Band funding	51	41.5%
Employment while studying or during breaks	31	25.2%
Financial support from family & friends (including free/subsidized room and board)	23	18.7%
Personal savings	20	16.3%
Scholarship, grant, or bursary	19	15.4%
Student line of credit	8	6.5%
Student loan from government	6	4.9%
Bank loan	1	0.8%
I'm not sure	8	6.5%
Other	35	28.5%

N is the total number of students that responded to this question.

Band funding was also reported as the primary source of funding for respondents' living expenses (Table 27).

Table 27: Of the funding sources you selected, which is the PRIMARY source of funding for your living expenses?

Primary Source of Funding for Living Expenses	Number (N=117)	Percent
Band funding	47	40.2%
Employment while studying or during breaks	12	10.3%
Financial support from family & friends (including free/subsidized room and board)	9	7.7%
Personal savings	9	7.7%
Scholarship, grant, or bursary	4	3.4%
Student line of credit	4	3.4%
Student loan from government	4	3.4%
Other	28	23.9%

N is the total number of students that responded to this question.

Views on the Institute and the Impact of Studies

Students were asked to rate their agreement (“agree”, “neither agree nor disagree”, “disagree”) with a series of statements about their institute and the impact of their studies (Table 28). For each question, a weighted mean was calculated by multiplying the number of respondents to each option by the value we assigned to that option (agree = 3, neither agree nor disagree = 2, disagree = 1), summing the products of all assigned values and dividing by the total number of responses to the question.

Of 123 respondents who responded to the question about their attitudes toward their institute, 92.7% agreed with that they would recommend their institute to others and 91.7% agreed with the statement “I am satisfied with this institute”. These rates of satisfaction are similar to those reported in the public post-secondary Baccalaureate Graduates Survey Data (2014-16), Diploma, Associate Degree, and Certificate Survey Data (2014-16), and Apprenticeship Survey Data (2014-16)⁶, where between 87% and 94% of Aboriginal respondents were satisfied with their education and between 94% and 95% were satisfied with the quality of course instruction.

Over 80% of the respondents to the student survey agreed with the following statements:

- I feel supported by the teaching staff.
- I have made new or better relationships with other students.
- I have set goals for my education.
- I feel supported by the administrative staff.

⁶ As reported in Aboriginal Learners in British Columbia’s Post-Secondary Education System (June 2018), Ministry of Advanced Education, Skills and Training.

- I have liked the courses I have taken.
- I like the classrooms, facilities & common space.
- I have been helped to prepare for my further education.
- I feel better about myself.
- The physical environment reflects First Nations culture.

Table 28: This institute wants to know how you feel about the following since beginning your studies

Statement	Agree (%)	Weighted Mean	N
Overall, I would recommend this institute to others.	92.7%	2.9	123
Overall, I am satisfied with this institute	91.1%	2.9	123
I feel supported by the teaching staff.	89.4%	2.9	123
I have made new or better relationships with other students.	89.4%	2.9	123
I have set goals for my education.	85.4%	2.9	123
I feel supported by the administrative staff.	84.6%	2.8	123
I have liked the courses I have taken.	84.4%	2.8	122
I like the classrooms, facilities & common space.	82.1%	2.8	123
I have been helped to prepare for my further education.	81.3%	2.8	123
I feel better about myself.	80.5%	2.8	123
The physical environment reflects First Nations culture.	80.5%	2.8	123
I feel more confident.	77.2%	2.7	123
I have set goals for my personal life.	75.4%	2.8	122
I have learned research skills.	74.8%	2.7	123
I like the availability and range of courses.	74.8%	2.7	123
I have been better able to learn.	73.8%	2.7	122
I have learned to seek help for my needs.	72.4%	2.7	123
I have set goals for understanding my culture.	71.5%	2.7	123
I have gained skills in solving problems.	69.9%	2.7	123
I have gained computer skills.	60.2%	2.6	123
I have set goals for my family life.	59.3%	2.6	123
My health and wellness have improved.	55.7%	2.5	122
I have set goals for understanding and speaking my traditional language.	54.5%	2.5	123
I am in a better position to support my family.	54.1%	2.6	122
I have become more active in cultural events.	52.8%	2.4	123
I have been helped to prepare for getting a job.	52.8%	2.5	123
I have set goals for my role in my community.	49.6%	2.5	123
I have become more active in my community.	34.4%	2.2	122
I have gained meaningful employment as a result of my studies.	26.0%	2.3	123
I am better able to carry on a conversation in my First Nation language.	17.9%	1.9	123

N is the total number of students that responded to each statement.

Less than 30% of respondents agreed with the three statements below:

- I have become more active in my community. (34.4%)

- I have gained meaningful employment as a result of my studies. (26%) (Note, however, that 73.8% of respondents intended to continue their studies in the next academic year.)
- I am better able to carry on a conversation in my First Nation language. (17.9%)

Reasons for Not Attending Classes

Students were asked about a variety of reasons that may have prevented them from attending classes (Table 29). Of the 118 respondents who answered the question, half had missed classes due to family responsibilities and approximately 30% had missed classes due to childcare responsibilities and financial difficulties. Other reasons for missing classes included housing challenges (21.2%), cultural responsibilities (16.1%), academic difficulties (13.6%), job responsibilities (12.7%), feeling socially isolated or unwelcome (5.1%), and experiences of discrimination (4.2%). Those who selected “other” as response reported health and mental health issues and difficulties with transportation as reasons for missing classes.

Table 29: Have you ever NOT attended classes at this institute for any of the following reasons?

Reason	Number (N=118)	Percent
Family responsibilities	63	53.4%
Childcare responsibilities	34	28.8%
Financial difficulties	33	28.0%
Housing challenges	25	21.2%
Cultural responsibilities	19	16.1%
Academic difficulties	16	13.6%
Job responsibilities	15	12.7%
Feeling socially isolated or unwelcome at the institution	6	5.1%
Experiences of discrimination	5	4.2%
Other	28	23.7%
I have never missed classes at this institution	17	14.4%

N is the total number of students that responded to this question.

Potential Reasons for Leaving an Institute

40% of respondents have never considered leaving their institute (Table 30). For those that have considered leaving, among the top four reasons for leaving were financial difficulties (30.1%), family responsibilities (23%), housing challenges (16.8%), and job responsibilities (10.6%).

Table 30: Have you considered leaving this institute for any of the following reasons?

Reason	Number (N=113)	Percent
Financial difficulties	34	30.1%
Family responsibilities	26	23.0%
Housing challenges	19	16.8%
Job responsibilities	12	10.6%
Academic difficulties	11	9.7%
Childcare responsibilities	11	9.7%
Feeling socially isolated or unwelcome at the institution	6	5.3%
Cultural responsibilities	5	4.4%
Experiences of discrimination	4	3.5%
Other	18	15.9%
I have never considered leaving this institution	46	40.7%

N is the total number of students that responded to this question.

Improving Student Experiences

Students were asked to share any thoughts on how their experiences and outcomes could be improved. Responses included:

- Material supports:
 - Childcare
 - Financial supports
 - Student housing
 - Transit plan for students
 - Lunch programs
- Social:
 - More community gatherings
 - More cultural activities
- Facilities:
 - Better computer classrooms
 - More supplied vending machines
 - More parking
 - More up-to-date science lab
 - Disability accommodations
- Other:
 - More information on the website about the programs and courses
 - Considerations for student privacy by instructors (e.g., not discussing private issues in front of the class)

Summary

Caution should be exercised in interpreting the results of the institute and student survey results. It is not possible to make year-to-year comparisons for the institute survey because different institutes responded to the survey each year of data collection. The low numbers of student respondents do not allow for conclusions or generalizations to be made from the student survey data. For both the institute and student surveys, the respondents represented less than half of the institutes eligible to respond to the surveys.

The following observations can be made about the institutes that responded in 2019-20, but not for institutes as a whole or over time:

- **Students:** The majority of students enrolled in 2018-19⁷ in responding institutes were women, living on reserve, enrolled full-time, and completed one or more courses or programs in which they were enrolled. Of the credentials awarded in 2018-19, the most common credentials were non-trades post-secondary certificates, trade certificates and diplomas, and Adult Dogwood diplomas.
- **Programming:** The most commonly offered programming at responding institutes in 2019-20 was Adult Basic Education or adult upgrading courses, First Nations language programs or courses, essential skills programming, and First Nations culture programs or courses. The greatest programming need expressed was for trades programming. Responding institutes generally did not have the funding to offer programming in areas of need.
- **Instructors:** More than half of instructors employed in 2019-20 were part time, and the majority had a Bachelor's degree or higher. About 40% of instructors identified as First Nations, and a minority (15%) were fluent speakers of a First Nations language.
- **Funding:** The Adult Nominal Roll was the most commonly cited source of funding for most responding institutes.
- **Student Recruitment:** Social media advertising, direct contact to students, and community meetings were the most commonly reported strategies for recruiting students.
- **Private Training Act Certification:** Only two responding institutes were certified under the Private Training Act, and of those who were not certified, only three were interested in being registered with the Private Training Institutes Branch.

⁷ For students' part-/full-time status, gender, location, and course/program completion, institutes were asked to provide data for the prior academic year (September 2018-August 2019).

- **Public Post-Secondary Education Relationships:** Most responding institutes had formalized relationships with public post-secondary institutions; the greatest number of relationships were with Nicola Valley Institute of Technology.
- **First Nations Language Revitalization:** Over half of responding institutes offered First Nations language revitalization strategies, with the most commonly reported strategy being First Nations language courses (not-for-credit and for-credit).
- **Goals:** The most commonly cited institute goals of high importance were offering Adult Dogwood diplomas / high school equivalence, academic upgrading, and promoting First Nations language and other aspects of First Nations culture.
- **Accountability to First Nations:** Over half of the responding institutes were accountable to one or more First Nations.
- **Student Data Collection:** Over half of the responding institutes had a mechanism for collecting, storing, and reporting on student data, but less than half of the institutes that had a mechanism felt that it met their needs.
- **Succession Plan:** No responding institute reported having knowledge of a formal, written leadership succession plan for administrative and academic leadership.
- **Needed Supports and Services:** A large number of supports and services were identified as necessary for students, including support for students' emotional, cultural, academic, childcare, disability, and career transition needs, as well as support for recruitment and special events. However, funding was inadequate to meet many of these needs.
- **Supports from IAHLA:** Responding institutes shared material, professional development and networking, and other supports that could benefit their institute.

The following observations can be made for the 67 to 136 students that responded to the student survey questions, but the observations cannot be generalized to the entire student population because it is not known whether the students who responded are representative of the student population:

- **Pathways:** Most respondents choose their institute because they feel supported by the institute, the institute has programs and courses of interest to the student, and the choice allows the student to remain in their community. More than half of respondents were working before they began their studies. About 45% of respondents were supporting dependent children. Most respondents were knowledgeable about choosing an institute and programming and how to pay for their studies before they started their studies, but a sizable minority of students had limited knowledge in these areas. Students indicated that funding, help in applying to the institute, greater information about institute programs and campus life, housing, and childcare may have helped them begin their studies earlier in their life. Respondents were primarily enrolled in Adult

Basic Education / adult upgrading courses or in academic programming. The majority of respondents stayed in their communities to study, and, regardless of whether they moved from their community to study, the majority of respondents intended to live in their community after completing their studies. Most respondents intended to continue their studies in the following year, with half planning to study at the same institute and one-fifth intending to enrol at a non-Aboriginal-controlled institute. The majority of respondents felt that their studies were preparing them to pursue their goals.

- **Student supports:** Respondents found many supports to be helpful. Most respondents found staff supports (social and emotional supports, cultural and spiritual supports, academic advising), ongoing activities and special events (cultural and spiritual activities to incorporate or acknowledge traditional practices, welcome events, achievement and graduation events), and financial support among the most helpful.
- **Funding:** Band funding was the primary source of funding for respondents' studies and living expenses.
- **Housing:** Most respondents who answered this question reported challenges in finding available, adequate, or affordable housing. Most respondents would be interested in on-campus housing if it were available.
- **Satisfaction and impacts:** Most respondents were satisfied with their institute, with high agreement that they felt supported by teaching and administrative staff, liked their courses, had set educational goals and were prepared for further education, had improved self-esteem and improved relationships with other students, and found the physical environment appropriate (classrooms, facilities, and common space were liked; reflective of First Nations culture). However, few respondents reported becoming more active in their community or being better able to converse in their First Nation language.
- **Barriers to attendance:** Family responsibilities were the most commonly cited reason for missing classes. The majority of respondents had considered leaving their institute, with financial difficulties most commonly cited as the reason, followed by family responsibilities.
- **Potential improvements:** Respondents shared a variety of material, social, and facility supports that could improve their experiences and outcomes.

Appendix A: Institute Survey Questions

Welcome

Your responses to this survey are needed for four important reasons:

- Providing data to support your institute's education decision-making;
- Providing a data collection report to assist institutes with their accountability measures to community and funders;
- Supporting IAHLA in understanding the collective needs of First Nations institutes; and
- Supporting IAHLA in promoting the benefits and unique roles of IAHLA institutes.

Directions Evidence and Policy Research Group is gathering this information for the Indigenous Adult Higher Learning Association (IAHLA) as part of the IAHLA Data Collection Project.

If you want to learn more about the survey, please see our FAQ page at _____

If you have any questions about the study, please contact _____ of Directions Evidence and Policy Research Group at _____ .

FAQs

What is this survey for?

The Indigenous Adult Higher Learning Association (IAHLA) has asked Directions Evidence and Policy Research Group to gather information about the experiences and supports for students as part of the IAHLA Data Collection Project. Overall results will be shared with your institute and presented at the next IAHLA AGM.

Who can respond to the survey?

We seek one completed survey response from each IAHLA institute. Within the institute, the survey may be shared amongst institute representatives to gather all the data to submit at once.

What kinds of questions will be asked?

The survey includes administrative and programming questions about your IAHLA institute.

Can I answer on my tablet or smartphone?

This survey is compatible with tablets and smartphones, but it is best viewed on a desktop or laptop computer.

Do I have to complete the survey all at once?

You have an option to “Save and continue later” on the top right of each survey page, which allows you to enter an email to receive a link to continue the survey later. The email will be automatically generated and come from Survey: IAHLA Data Collection Project (noreply@surveygizmo.com). If you don’t see the email in your inbox, please check your junk folder. We do not keep a copy of the email that is sent to you.

How was the survey developed?

The survey questions were adapted from previous versions of the IAHLA Data Collection Project and developed based on direction from the IAHLA Board.

More questions about the study?

For questions about the survey, contact _____.

For questions about the overall IAHLA Data Collection Project, contact _____.

Collection notice

The survey itself does not collect any personal information. Please do not enter any personal information about yourself or others in your survey responses. No administrative decisions about individuals will be made as a result of this survey.

After completing the survey, your institute will be automatically entered into a draw for one of two \$500 cheques.

Background Information

1. IAHLA Institute Name:
2. Contact Person (for this project):
3. Telephone:
4. Email:
5. How many **students** were enrolled in your institute in the **last academic year** (September 2018 - August 2019)? *Please count all students.*

	Men	Women	Other
Part-time students (students attending for less than 20 hours per week)			
Full-time students (students attending for 20 hours per week or more)			

6. Of the **students** that were enrolled in your institute during the **last academic year** (September 2018 - August 2019), indicate the number who were living:

	# of students	Don't know
On reserve		
Off reserve		

7. Of the students that were enrolled in your institute the last academic year (September 2018 - August 2019), indicate how many:

	# of students	Don't know
Successfully completed one or more courses or programs that they were enrolled in		
Did not successfully complete any of the courses or programs that they were enrolled in		
Received Adult Dogwood diplomas		
Received trades certificates or diplomas		
Received (non-trades) post-secondary certificates		
Received (non-trades) post-secondary diplomas		
Received undergraduate degrees		
Received post-graduate degrees		
Received other credentials		

8. If you selected "Other credentials" in the previous question, please specify the type.

9. Is your institute offering the following types of programming this academic year (September 2019 - August 2020)? Please provide an answer to each row

	Yes, the programming is available	No, but there is a need for such programming	No, but there is no need for such programming
Adult Basic Education (ABE) or adult upgrading courses (to Grade 12)			
Academic programming (college or university level programs)			
First Nations language programs or courses			
Land-based programs or courses			
First Nations culture programs or courses			
Trades programs or courses			
Work preparation courses (e.g., First Aid, SuperHost, Workplace Hazardous Materials Information System (WHMIS), etc).			
Essential skills (e.g., studying, time management, workplace preparation)			
Other program or courses			

If selected "Other programs or courses" above, please specify

10. (show if selected "no" above) For the areas of programming above where you indicated there is a need, do you have enough funding to offer such programs?

Yes No Don't know

Please explain _____

11. How many instructors teaching in your institute this academic year (September 2019 - August 2020) are:

	# of instructors	Don't know
Part-time instructors (instructors who work less than 30 hours each week)		
Full-time instructors (instructors who work 30 hours or more each week)		

12. How many part-time or full-time instructors teaching in your institute this academic year (September 2019 - August 2020):

	# of instructors	Don't know
identify as First Nations?		
have a bachelor's degree as their highest degree?		
have a master's degree or higher as their highest degree?		
are fluent speakers of a First Nations language?		
are fluent speakers of a First Nations language with a bachelor's degree or higher?		

13. What are your funding sources this academic year (September 2019 - August 2020)?

Do not include minor grants under \$1,000. Please check all that apply.

Tuition or Own Source	
Tuition	
Own source of revenue	
Federal Funding	
Post-Secondary Partnerships Program (PSPP, formerly Indigenous Skills and Employment Training Program (ISSP))	
Adult Nominal Roll	
New Paths for Education Grant	
Indigenous Skills and Employment Training Program funding (ISET, formerly Aboriginal Skills and Employment Training Strategy (ASETS))	
Other federal funding. Please describe: _____	
Provincial Funding	
Indigenous Skills Training Development Fund (ISTDF)	
Aboriginal Community Based Training Partnerships Program (ACBTPP)	

Funding through affiliation agreements with public post-secondary institutions	
Community Adult Literacy Program	
Other provincial funding. Please describe: _____	

14. Please specify *what proportion* of your funding each source accounts for. In the online form, you will be only asked about the you sources selected in Question 13. The total should add up to 100%.

	<i>Proportion</i>
Tuition or Own Source	
Tuition	
Own source of revenue	
Federal Funding	
Post-Secondary Partnerships Program (PSPP, formerly Indigenous Skills and Employment Training Program (ISSP))	
Adult Nominal Roll	
New Paths for Education Grant	
Indigenous Skills and Employment Training Program funding (ISET, formerly Aboriginal Skills and Employment Training Strategy (ASETS))	
Other federal funding. Please describe: _____	
Provincial Funding	
Indigenous Skills Training Development Fund (ISTDF)	
Aboriginal Community Based Training Partnerships Program (ACBTPP)	
Funding through affiliation agreements with public post-secondary institutions	
Community Adult Literacy Program	
Other provincial funding. Please describe: _____	

15. For funding sources you did not receive in this academic year (sources not selected in Question 13), please indicate the reason why. In the online form, you will be only be shown this question for the sources you did not select in Question 13.

	<i>Applied, none received</i>	<i>Did not apply</i>
Tuition or Own Source		
Tuition		
Own source of revenue		
Federal Funding		
Post-Secondary Partnerships Program (PSPP, formerly Indigenous Skills and Employment Training Program (ISSP))		
Adult Nominal Roll		
New Paths for Education Grant		
Indigenous Skills and Employment Training Program funding (ISET, formerly Aboriginal Skills and Employment Training Strategy (ASETS))		
Other federal funding. Please describe: _____		
Provincial Funding		

	<i>Applied, none received</i>	<i>Did not apply</i>
Indigenous Skills Training Development Fund (ISTDF)		
Aboriginal Community Based Training Partnerships Program (ACBTTP)		
Funding through affiliation agreements with public post-secondary institutions		
Community Adult Literacy Program		
Other provincial funding. Please describe: _____		

16. What strategies does your institute use to attract students? Check all that apply.

- Community meetings
- Posters or other advertisements
- Direct contact to students who may have an interest in attending
- Recruitment meetings or recruitment fairs at schools
- Referrals from others
- Social media advertising (Facebook, Twitter, etc.)
- Other – Please specify: _____
- None
- Don't know

17. Is your institute certified under the Private Training Act (formerly the Private Career Training Institutions Act or PCTIA)?

() Yes () No () Don't know

18. (If selected "No" in previous question) Is your institute interested in becoming registered with the Private Training Institutes Branch?

() Yes () No () Don't know

19. With which public post-secondary institutions (colleges, institutes or universities) do you have formalized relationships (e.g., affiliation or service agreements, brokering, traditional knowledge and intellectual property agreements, partnerships, protocols, MOUs, federation agreements, etc.)? Check all that apply.

- British Columbia Institute of Technology
- Camosun College
- Capilano University
- Coast Mountain College (formerly Northwest Community College)
- College of New Caledonia
- College of the Rockies
- Douglas College
- Emily Carr University of Art and Design
- Justice Institute of British Columbia
- Kwantlen Polytechnic University

- Langara College
- Nicola Valley Institute of Technology
- North Island College
- Northern Lights College
- Okanagan College
- Royal Roads University
- Selkirk College
- Simon Fraser University
- Thompson Rivers University
- University of British Columbia
- University of Northern British Columbia
- University of the Fraser Valley
- University of Victoria
- Vancouver Community College
- Vancouver Island University
- None
- Other - Please specify: _____

20. Please indicate which types of formalized relationships your institute has with the public post-secondary institutions (colleges, institutes, or universities). (Answer only for institutions selected in Question 19.)

Public Post-Secondary Institution	Affiliation Agreement	Service Agreement	Brokering	Traditional Knowledge and Intellectual Property Agreements	Other (e.g., partnerships, protocols, MOUs, federation agreements, etc.)
British Columbia Institute of Technology					
Camosun College					
Capilano University					
Coast Mountain College (formerly Northwest Community College)					
College of New Caledonia					
College of the Rockies					
Douglas College					
Emily Carr University of Art and Design					
Justice Institute of British Columbia					
Kwantlen Polytechnic University					
Langara College					
Nicola Valley Institute of Technology					

Public Post-Secondary Institution	Affiliation Agreement	Service Agreement	Brokering	Traditional Knowledge and Intellectual Property Agreements	Other (e.g., partnerships, protocols, MOUs, federation agreements, etc.)
North Island College					
Northern Lights College					
Okanagan College					
Royal Roads University					
Selkirk College					
Simon Fraser University					
Thompson Rivers University					
University of British Columbia					
University of Northern British Columbia					
University of the Fraser Valley					
University of Victoria					
Vancouver Community College					
Vancouver Island University					

21. What First Nations language revitalization strategies are being implemented at your institute?

Check all that apply.

- First Nations language courses (*for credit*)
- First Nations language courses (*not-for-credit*)
- Diploma, certificate, or degree in a First Nations language
- Language mentor-apprentice programming
- Language archiving and recording
- Language is integrated into all the offered courses
- None
- Don't know
- Other strategies, please describe: _____

22. First Nations adult and post-secondary institutes have a number of different focuses and goals.

Please rate how important the following goals are to your institute or centre this year. Check all that apply.

	Very Important	Important	Moderately Important	Slightly Important	Not Important	Don't know
First Nations language promotion						

	Very Important	Important	Moderately Important	Slightly Important	Not Important	Don't know
Promoting First Nations culture other than language						
Adult Dogwood diplomas / High School equivalence (GED)						
Academic upgrading						
Certificate, diploma, degree completion						
Transitions to public post-secondary institutions						
Offering land-based programming						
Meeting community and labour-market needs						

23. Is your institute directly accountable to one or more First Nations?

Yes No Don't know

24. (If answered "Yes" in Question 23) Please list the First Nations to which your institute is accountable and the way in which you are accountable. *

25. Does your institute have a mechanism for collecting, storing, and reporting on student data?

Yes No Don't know

26. (If answered "Yes" in Question 25) If you have a mechanism for collecting student data, does it meet your needs?

Yes No Don't know

27. Does the institute have a formal, written leadership succession plan (i.e., for administrative and academic leadership)?

Yes No Don't know

28. Please indicate whether each of the following supports or services are needed at your institute.*Check all that apply.*

Recruiters to attract students	
Brochures or advertising to inform students about the programs offered	
Programs or courses to help students upgrade their education (for example, earn credits towards K-12 graduation certificate, adult/academic upgrading, adult basic education, transitions programs)	
Curriculum development	
Opportunities for students to provide input (for example, surveys, forums) into its priorities, programming, services and supports for Aboriginal students	
Elders on campus to support students	
Cultural activities that incorporate or acknowledge traditional practices (for example, talking circles, smudging, sweat lodge ceremony)	
Welcome events (for example, student orientation or welcome feast)	
Student achievement and graduation events	
Indigenous staff who can provide culturally relevant counselling	
Indigenous staff who can provide academic advising (for example, program planning, degree requirements, course-related questions)	
Indigenous staff to support students who have experienced racism, violence, or emotional trauma	
Indigenous staff who provide academic tutoring	
Staff to support students with disabilities	
Support for a student association	
Career transition supports (for example, job search skills, resume writing, opportunities to connect with businesses)	
Support for students to learn how to study, plan, or manage their time	
Health services	
Housing	
Daycare	
Organized extra-curricular activities (for example, sports, volunteer opportunities)	
Other (please specify)	
None of the above	

29. For the supports and services you selected, do you have **enough funding** to meet the needs for the supports and services? (answer only for the services selected in Question 28)

Support or service	Yes, enough funding	No, not enough funding
Recruiters to attract students		
Brochures or advertising to inform students about the programs offered		
Programs or courses to help students upgrade their education (for example, earn credits towards K-12 graduation certificate, adult/academic upgrading, adult basic education, transitions programs)		
Curriculum development		
Opportunities for students to provide input (for example, surveys, forums) into its priorities, programming, services and supports for Aboriginal students		
Elders on campus to support students		
Cultural activities that incorporate or acknowledge traditional practices (for example, talking circles, smudging, sweat lodge ceremony)		
Welcome events (for example, student orientation or welcome feast)		
Student achievement and graduation events		
Indigenous staff who can provide culturally relevant counselling		
Indigenous staff who can provide academic advising (for example, program planning, degree requirements, course-related questions)		
Indigenous staff to support students who have experienced racism, violence, or emotional trauma		
Indigenous staff who provide academic tutoring		
Staff to support students with disabilities		
Support for a student association		
Career transition supports (for example, job search skills, resume writing, opportunities to connect with businesses)		
Support for students to learn how to study, plan, or manage their time		
Health services		
Housing		
Daycare		
Organized extra-curricular activities (for example, sports, volunteer opportunities)		
Other (please specify)		

30. IAHLA offers the following supports:

- Networking and information sharing activities, such as conferences, meetings, and workshops
- Advocacy with other agencies and governments
- Collecting and sharing information relevant for provision of education services
- Supporting professional development and training
- Providing research and administration of data that supports your institute's activities

What other capacity-building services from IAHLA would be beneficial?

What other services from IAHLA would be beneficial?

31. The results of this institute survey will be reported in an aggregate, system-wide report summarizing the IAHLA institute data, and the results of your student survey will be reported to your institute.

Are there topics that you would like to see addressed in future surveys? Did you have any difficulties completing the survey?

Please describe any feedback you have to inform how the institute and student surveys can be improved in the future to be more relevant to your institute's needs.

Appendix B: Student Survey Questions

Welcome

If you are currently enrolled at an Aboriginal-controlled adult or post-secondary educational institute (also known as an Indigenous Adult and Higher Learning Association (IAHLA) member institute), we would like to hear about your experience!

The Indigenous Adult and Higher Learning Association (IAHLA) is an independent non-profit society responsible for supporting and representing Aboriginal-controlled adult and post-secondary institutes in British Columbia. IAHLA is committed to building strategic partnerships to enhance the quality of education available for Aboriginal adult and post-secondary learners.

Prize Draw

Upon completion of the survey, you will have a chance to enter a prize draw for one of the following prizes: Visa gift cards worth \$250 each (2 to be drawn); Visa gift cards worth \$50 each (20 to be drawn).

Information

The survey, which takes about 15 minutes to complete, will help your IAHLA institute to:

- Better fit programs and services to student needs and interests.
- Account to your community about how funds are spent.
- Identify where additional programs, services, or funding may be needed.

In addition, the results will help IAHLA to understand the collective needs of Aboriginal-controlled institutes and students.

Your responses will be kept anonymous and your participation is completely voluntary. If you want to learn more about the survey, please see our FAQ page at

<https://ca.surveygizmo.com/s3/50045846/FAQs-for-IAHLA-Data-Collection-Survey>

Collection Notice

The survey itself does not collect any personal information. Please do not enter any personal information about yourself or others in your survey responses. No administrative decisions about individuals will be made as a result of this survey. After completing the survey, you may enter a draw for a gift card. You will need to supply your name and email address in order to be contacted if you are one of the winners.

If you have any questions about the study, please contact _____ of Directions Evidence and Policy Research Group at _____.

FAQs

What is this survey for?

The Indigenous Adult Higher Learning Association (IAHLA) has asked Directions Evidence and Policy Research Group to gather information about the experiences and supports for students in as part of the IAHLA Data Collection Project.

Which are the IAHLA institutes?

- Ahousaht Education Authority
- Blueberry River First Nation Adult Centre
- Chemainus Native College
- Coastal Training Centre
- Community Futures Development Corporation of Central Interior First Nations
- Cowichan Tribes - Quw'utsun Syuw'entst Lelum
- En'owkin Centre
- Fort Nelson First Nation Community Education Authority
- Gitksan Wet'suwet'en Education Society
- Gitwangak Education Society
- Heiltsuk College
- Ittatsoo Learning Centre
- Jean Marie Joseph Adult School
- K'ak'otlats'i School
- Kitimaat Valley Council/Kitimat Valley Institute
- Kwadacha Dune Tiiy-Aatse Davie School
- Kyah Wiget Education Society
- Lip'alhayc Learning Centre (Nuxalk College)
- Muskoti Learning Centre - Saulteau First Nations
- Native Education College (NEC)
- Neskonlith Education Centre
- Nicola Valley Institute of Technology
- Northern Shuswap Tribal Council-Weekend University Program
- NTC Nuu-chah-nulth Tribal Council (NETP)
- Pacheedaht First Nation
- Penelakut Island Learning Centre
- Penticton Indian Band Adult Education
- Prince George Nechako Aboriginal Employment and Training Centre
- Saanich Adult Education Centre
- Seabird College
- Sechelt Indian Band Education Centre
- Secwepemc Cultural Education Society
- Skeetchestn Band Education

- Snuneymuxw First Nation / House of Learning
- Sto:lo Nation
- Ted Williams Memorial Learning Centre
- Tl'azt'en Adult Learning Centre
- Ts'zil Learning Centre (Lilwat)
- Tsay Keh Dene Learning Centre
- Wabsuwilaks'm Gitselasu Adult School
- Wameesh Learning Center
- Wilp Wilxo'oskwhl Nisga'a

Who can respond to the survey?

We seek responses from students currently enrolled in an IAHLA institute.

What kinds of questions will be asked?

The survey includes questions about your experience and supports at the IAHLA institute where you are currently enrolled.

Do I have to answer every question?

The only question that is mandatory asks you to provide the name of the IAHLA institute that you are currently enrolled in.

Can I answer on my tablet or smartphone?

This survey is compatible with tablets and smartphones.

Do I have to complete the survey all at once?

You have an option to "Save and continue later" on the top right of each survey page, which allows you to enter an email to receive a link to continue the survey later. The email will be automatically generated and come from Survey: IAHLA Data Collection Project (noreply@surveygizmo.com). If you don't see the email in your inbox, please check your junk folder. We do not keep a copy of the email that is sent to you.

How are my responses kept anonymous if you are collecting my contact information for a prize draw?

Your survey responses will be stored separately from the name and email provided for the prize draw, and we will not link your survey responses to your contact information. All of the information you provide is confidential and anonymous. We will not collect IP addresses or geo-location data from any of your responses. For more information on the privacy of your information, please see the [Directions Privacy Policy](#).

How was the survey developed?

The survey questions were adapted from previous versions of the IAHLA Data Collection Project and developed based on direction from the IAHLA Board.

More questions about the study?

For questions about the survey, contact _____ of Directions at _____.

For questions about the overall IAHLA Data Collection Project, contact _____ at _____.

Collection notice

The survey itself does not collect any personal information. Please do not enter any personal information about yourself or others in your survey responses. No administrative decisions about individuals will be made as a result of this survey.

After completing the survey, you may enter a draw for a gift card through a link to a separate survey. You will need to supply your name and email address in order to be contacted if you are one of the winners.

In this survey:

“**IAHLA institute**” refers to an Aboriginal-controlled post-secondary education or learning society, institute, college, school, or adult learning centre that is a member of the Indigenous Adult and Higher Learning Association. Click [here](#) for a full list of IAHLA institutes.

“**Post-secondary educational organization**” refers to all other public or private post-secondary education institutions (e.g., learning society, institute, institution, university, college, school, or adult learning centre) that are not Aboriginal-controlled. This does not include high school. Examples of public or private institutions include Academy of Learning College, British Columbia Institute of Technology, Coast Mountain College, College of New Caledonia, Columbia College, and University of British Columbia.

1. Please select the name of the IAHLA institute where you are currently enrolled.*

- | | |
|--|---|
| <input type="checkbox"/> Ahousaht Education Authority | <input type="checkbox"/> Cowichan Tribes - Quw'utsun Syuw'entst |
| <input type="checkbox"/> Blueberry River First Nation Adult Centre | Lelum |
| <input type="checkbox"/> CFDC of Central Interior First Nations | <input type="checkbox"/> En'owkin Centre |
| <input type="checkbox"/> Chemainus Native College | <input type="checkbox"/> Fort Nelson First Nation Community |
| <input type="checkbox"/> Coastal Training Centre | Education Authority |

- () Gitksan Wet'suwet'en Education Society
- () Gitwangak Education Society
- () Heiltsuk College
- () Ittatsoo Learning Centre
- () Jean Marie Joseph Adult School
- () K'ak'otlats'i School
- () Kitimat Valley Institute
- () Kwadacha Dune Tiiy
- () Kyah Wiget Education Society
- () Lip'alhayc Learning Centre (Nuxalk College)
- () Muskoti Learning Centre - Saulneau First Nations
- () NEC Native Education College
- () Neskonlith Education Centre
- () Northern Shuswap Tribal Council
- () NTC Nuu-chah-nulth Tribal Council (NETP)
- () Pacheedaht First Nation
- () Penelakut Island Learning Centre
- () Penticton Indian Band Adult Education
- () Prince George Nechako Aboriginal Employment and Training Centre
- () Saanich Adult Education Centre
- () Seabird College
- () Sechelt Indian Band Education Centre
- () Secwepemc Cultural Education Society
- () Skeetchestn Band Education
- () Snuneymuxw First Nation / House of Learning
- () Sto:lo Nation
- () Ted Williams Memorial Learning Centre
- () Tl'azt'en Adult Learning Centre
- () Ts'zil Learning Centre (Lilwat)
- () Tsay Keh Dene Learning Centre
- () Wabsuwilaks'm Gitselasu Adult School
- () Wameesh Learning Center
- () Wilp Wilxo'oskwhl Nisga'a

2. Are you in your first year at this IAHLA institute?

Yes No

3. (show if selected "No" above) How many years have you been enrolled in this IAHLA institute (including this year)? _____

4. Why did you choose to come to this IAHLA institute rather than go to a different IAHLA institute or non-Aboriginal controlled institute? (Check all that apply)

It allows me to study in my community

It has programs and courses of interest to me

The courses offered at this IAHLA institute were unavailable elsewhere

It has a good reputation

My friends and/or family attended this IAHLA institute

I'm not aware of what other IAHLA institutes or non-Aboriginal controlled institutes offer

It was more affordable than going elsewhere

this IAHLA institute offered me funding to attend

The environment is culturally relevant

I feel supported at this IAHLA institute

Other - please specify: _____ *

5. What best describes what you were doing before enrolling at this IAHLA institute? (Select one response)

I was working for pay

I was attending another IAHLA institute

I was attending a non-Aboriginal controlled institute

I was in high school

I was not working or attending school

Other - Please specify: _____ *

6. Are you enrolled at this IAHLA institute:

Full-time (for 20 or more hours per week)

Part-time (for less than 20 hours per week)

7. Are you: (Select one response)

Man Woman Other Prefer not answer

8. In what year were you born? _____

9. Are you: (Select one response)

First Nations (Indian status)

First Nations (non-Indian status)

Métis

- Inuit
- Other (Please specify): _____

10. How many children do you have that depend on you for support? (Select one response)

- None
- 1
- 2
- 3
- 4
- More than 4
- Prefer not to say

11. What is your marital status? (Select one response)

- Married
- Living common law
- Never married (not living common law)
- Separated (not living common law)
- Divorced (not living common law)
- Widowed (not living common law)
- Prefer not to say

12. Did you leave your home (that is, move to another community, town, or city) to attend this IAHLA institute?

- Yes No

13. (show if selected "Yes" in Question 12) Do you plan to return home to contribute to your community after you complete your studies?

- Yes No

14. (show if selected "No" in Question 12) Do you plan to remain at home to contribute to your community after you complete your studies?

- Yes
- No

15. Did you face any of the following difficulties in finding housing in order to study at this IAHLA institute? (Check all that apply).

- No on-campus housing is associated with this IAHLA institute
- Lack of off-campus housing adequate to meet my needs / my family's needs
- Off-campus housing was unaffordable
- Other - Please specify: _____ *
- No difficulties in finding housing

16. If this IAHLA institute provided housing, would you want to live there?

Yes No

Please explain

17. How much did you know before coming to this IAHLA institute about: (Select an answer in each row)

	Almost nothing	Some	A lot
What institute to enroll in			
What courses to take			
How to pay for your studies			

18. What supports would have helped you attend this IAHLA institute earlier in your life? (Check all that apply)

None. There are no circumstances in which I would have attended this IAHLA institute earlier in my life

Recruiters to help me apply to this IAHLA institute

Brochures or advertising to tell me about the programs offered

Opportunities to learn about campus life at this IAHLA institute before registering or attending (for example, campus tour, campus information events)

Funding to support my studies and/or living expenses

Housing offered by this IAHLA institute

Childcare offered by this IAHLA institute

Other (Please specify): _____ *

19. What type of programming are you enrolled in? (Check all that apply)

Adult Basic Education (ABE) or adult upgrading courses (to Grade 12)

Academic programming (college- or university-level programs)

First Nations language programs or courses

Land-based programs or courses

First Nations culture programs or courses

Trades programs or courses

Work preparation courses (e.g. First Aid, SuperHost, Workplace Hazardous Materials Information System (WHMIS), etc.).

Essential skills (e.g., studying, time management, workplace preparation)

Other (Please specify): _____ *

20. (if selected "First Nations language programs or courses" in Question 19) **How satisfied are you with the progress you are making in your First Nations language(s) studies?**

- Very Satisfied Moderately Satisfied Not Satisfied

21. (if selected "Land-based programs or courses" in Question 19) **How satisfied are you with the progress you are making in land-based learning through your studies?**

- Very Satisfied Moderately Satisfied Not Satisfied

22. (if selected "First Nations culture programs or courses" in Question 19) **How satisfied are you with the progress you are making in learning about your First Nations culture through your studies?**

- Very Satisfied Moderately Satisfied Not Satisfied

23. **The next academic year will begin in September 2020 and continue until August 2021.**

Next academic year I plan to: (Check all that apply)

- Continue studying
 Seek employment
 Work
 I'm not sure
 Other - Please specify: _____ *

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24. (if selected "Continue studying" in Question 23) **Where do you plan to study in the next academic year? (Select one response)**

- This IAHLA institute
 Another IAHLA institute
 A post-secondary educational organization that is not Aboriginal-controlled
 I'm not sure
 Other - Please specify: _____ *

25. Is your program of study at this IAHLA institute adequately preparing you to pursue your goals?

- Yes
- No
- I'm not sure

(if selected "No" in Question 25) Please explain:

26. Please indicate how helpful each of the support services is: Select one response for each support

	Very helpful	Moderately helpful	Not helpful	Aware of this support but did not use it	Not aware of this support at my institute	Support is not available, but I need it
Elders on campus to support students						
Cultural and spiritual activities to incorporate or acknowledge traditional practices (for example, talking circles, smudging, sweat lodge ceremony)						
Student welcome events (for example, student orientation or welcome feast)						
Student achievement and graduation events (for example, achievement or graduation ceremony)						
Staff who provide mental health counselling that is respectful of Indigenous perspectives						
Staff who support me socially and emotionally (not specifically mental health counselling)						
Staff who support me culturally and/or spiritually (for example, teach culture, Indigenous ways of knowing)						
Support to prevent drug, alcohol, and other substance-use issues						
Support to prevent family violence						
Staff who provide academic advising (for example, program planning, degree requirements, course-related questions)						
Staff who support me in responding to incidents of racism and violence						
Staff or students who provide academic tutoring (for example, within a program or through a student service centre)						
Staff who provide supports for students with disabilities (e.g., education plan)						
Student-led activities (for example, volunteer opportunities, activities planned by students)						
Career transition supports (for example, job search skills, resume writing, opportunities to connect with businesses)						
Support for enrolled students that focuses on success strategies (for example, Life Skills Program that may include studying, planning, time management)						

	Very helpful	Moderately helpful	Not helpful	Aware of this support but did not use it	Not aware of this support at my institute	Support is not available, but I need it
Financial support (scholarships, awards, or bursaries; not including Band Support Funding or funding offered by agency other than the institute)						
Financial advising						
Housing designated for students or families on campus						
Staff who provide support for daycare or childcare						
Family involvement						

27. How are you paying for your studies (including tuition, fees, books, supplies, but excluding living expenses) at this IAHLA institute? (Check all that apply)

- Band funding
- Employment while studying or during breaks
- Personal savings
- Financial support from family & friends
- Student loan from government
- Scholarship, grant or bursary
- Bank loan
- Student line of credit
- I'm not sure
- Other (Please specify): _____ *

28. Of the funding sources you selected in question 27, which is the PRIMARY source of funding for your studies (including tuition, fees, books, supplies, but excluding living expenses)? In the online form, you will be only be shown this question for the sources you select in Question 27.

- Band funding
- Employment while studying or during breaks
- Personal savings
- Financial support from family & friends
- Student loan from government
- Scholarship, grant or bursary
- Bank loan
- Student line of credit
- Other (Please specify): _____ *

29. How are you paying for your living expenses? (Check all that apply)

- Band funding
 Employment while studying or during breaks
 Personal savings
 Financial support from family & friends (including free/subsidized room and board)
 Student loan from government
 Scholarship, grant, or bursary
 Bank loan
 Student line of credit
 I'm not sure
 Other (Please specify): _____*

30. Of the funding sources you selected in question 29, which is the PRIMARY source of funding for your living expenses? In the online form, you will be only be shown this question for the sources you select in Question 29.

- Band funding
 Employment while studying or during breaks
 Personal savings
 Financial support from family & friends (including free/subsidized room and board)
 Student loan from government
 Scholarship, grant, or bursary
 Bank loan
 Student line of credit
 Other (Please specify): _____*

31. This IAHLA institute wants to know how you feel about the following since beginning your studies: (Select an answer in each row)

	Agree	Neither Agree nor Disagree	Disagree	Not Applicable
I feel better about myself.				
I feel more confident.				
My health and wellness have improved.				
I am better able to carry on a conversation in my First Nation language.				
I have become more active in my community.				
I have become more active in cultural events.				
I have set goals for my education.				
I have set goals for my personal life.				
I have set goals for my family life.				
I have set goals for my role in my community.				
I have set goals for understanding my culture.				

	Agree	Neither Agree nor Disagree	Disagree	Not Applicable
I have set goals for understanding and speaking my traditional language.				
I have gained skills in solving problems.				
I have learned research skills.				
I have learned to seek help for my needs.				
I have been better able to learn.				
I have been helped to prepare for my further education.				
I have been helped to prepare for getting a job.				
I have gained meaningful employment as a result of my studies.				
I am in a better position to support my family.				
I have gained computer skills.				
I feel supported by the teaching staff.				
I feel supported by the administrative staff.				
I have made new or better relationships with other students.				
I like the classrooms, facilities & common space.				
The physical environment reflects First Nations culture.				
I like the availability and range of courses.				
I have liked the courses I have taken.				

Overall...

	Agree	Neither Agree nor Disagree	Disagree	Not Applicable
I am satisfied with this IAHLA institute.				
I would recommend this IAHLA institute to others.				

32. Have you ever NOT attended classes at this IAHLA institute for any of the following reasons?*(Check all that apply)*

- Academic difficulties
- Financial difficulties
- Job responsibilities
- Family responsibilities
- Childcare responsibilities
- Housing challenges
- Cultural responsibilities

- Feeling socially isolated or unwelcome at the institution
- Experiences of discrimination
- I have never missed classes at this institution
- Other (Please specify): _____ *

33. Have you considered leaving this IAHLA institute for any of the following reasons?

(Check all that apply)

- Academic difficulties
- Financial difficulties
- Job responsibilities
- Family responsibilities
- Childcare responsibilities
- Housing challenges
- Cultural responsibilities
- Feeling socially isolated or unwelcome at the institution
- Experiences of discrimination
- I have never considered leaving this institution
- Other (Please specify): _____ *

34. How can this IAHLA institute improve the experiences and outcomes of students like you? Please feel free to elaborate on points raised within the survey and/or add different topics/areas that we may not have touched on.

Thank you for completing the survey!

Upon completing the survey online, you will be given an opportunity to enter a prize draw.

If you have any questions about the study, please contact _____ of Directions Evidence and Policy Research Group at _____.

If you enter the prize draw, your contact information will not be connected to your survey responses, as we will store survey responses separately from the name and email provided for the prize draw.