



**IAHLA Data Collection 2020-21:  
Institute and Student Surveys: System-Wide Report**

Submitted to:

Indigenous Adult and Higher Learning Association (IAHLA)

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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 for 2020-21. Previous versions of the survey had been administered annually from 2005-06 to 2015-16 and in 2018-19 and 2019-20.

*Directions* team members and representatives of IAHLA reviewed and revised the surveys to meet IAHLA's current needs for 2020-21.

Two surveys were conducted:

1. An **IAHLA member institute survey** that gathered information on programming, enrollment, staffing, and support services provided by the institutes, and the impacts of and needs related to the COVID-19 pandemic; and
2. A **student survey** that gathered information from students on 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. 43, and Appendix B: Student Survey, p. 56.

The IAHLA Data Collection Working Group distributed the 2020-21 survey links to 43 eligible IAHLA member institutes<sup>1</sup> and encouraged them to (1) participate in the institute survey and (2) distribute the student survey. Both surveys were administered online from January 28, 2021 to March 19, 2021. Institutes that completed the 2020-21 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 2020-21 institute and student surveys, as well as institute results from 2005-06 to 2015-16,<sup>2</sup> 2018-19, and 2019-20.

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<sup>1</sup> 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 falls within a different category of institutes. In previous years, NVIT's data would have contributed substantively to the aggregate institute and student responses.

<sup>2</sup> Institute and student Excel data files for 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 2020-21, 43 member IAHLA institutes were eligible to complete the survey. Twelve institutes responded to the survey.

Institute participation has changed from year to year. Only two institutes have participated in all 14 surveys between 2005-06 to 2020-21. As well, of the institutes that responded in 2020-21, one institute completed 13 out of 14 annual surveys and another institute completed 12 out of 14 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 (14 administrations from 2005-06 to 2020-21)*

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%
2020-21	12	43	28%

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

### 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 comparable. As well, NVIT was not part of the data collection from 2018-19 onwards; 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 year 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)

## Overall Enrollment

In the 2020-21 survey, responding institutes reported that there were 739 students enrolled across their 12 institutes during the previous academic year (2019-20) (Table 2).

Table 2: Student enrollment for responding institutes (2004-05 to 2019-20)

Year	Part-time				Full-time				Short-term				Total			
	Women	Men	Other	Subtotal	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
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
2019-20	226	164	0	390	216	133	0	349	92	170	0	262	534	467	0	1001

Notes: Data were requested for enrollments in the previous academic year; thus, year labels refer to the academic year prior to survey administration (e.g., for the 2020-21 survey, the data are reported under the 2019-20 label).

Inc = Incomplete data available. The survey question was refined in 2021-21, including the addition of a question on short-term skills training. \*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.

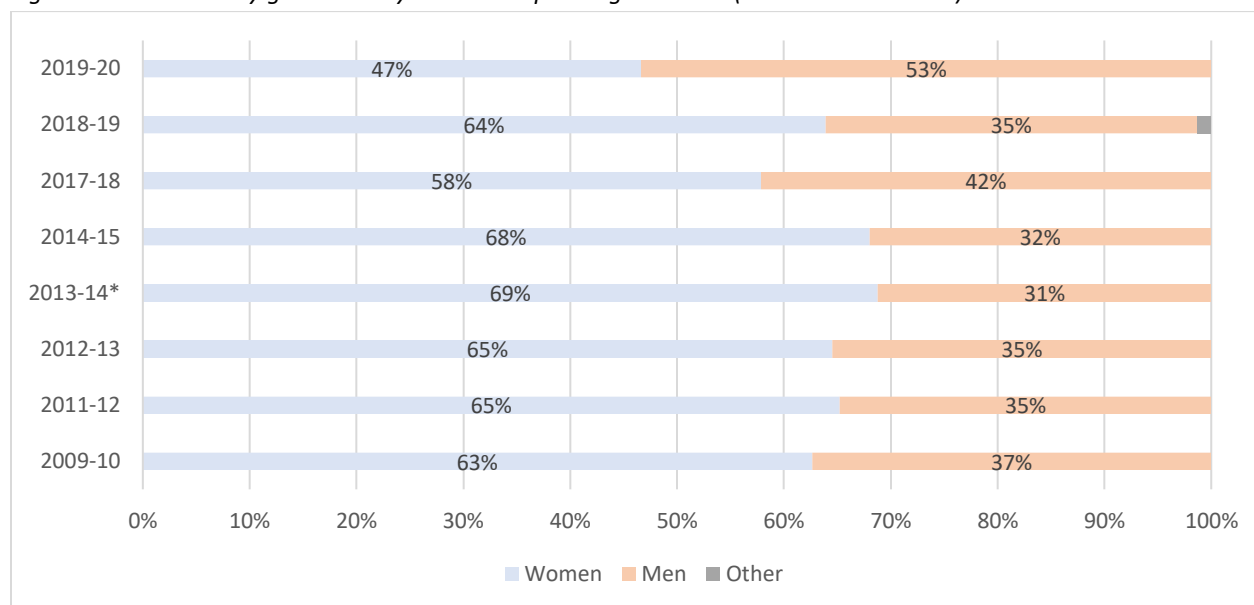
†2014-15 data were obtained from the 2015-16 annual report, so data breakdowns were unavailable.

## Enrollment by Gender

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.<sup>3</sup> In a similar period (2009-10 to 2014-15<sup>4</sup>), the Aboriginal learner population ranged from 63% to 69% women in responding IAHLA institutes.

Figure 1: Enrollment by gender and year\*\* in responding institutes (2009-10 to 2019-20)



Notes: This data breakdown was not available for 2010-11. \*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, year labels refer to the academic year prior to survey administration (e.g., for the 2020-21 survey, the data are reported under the 2019-20 label).

### ***Full-time and Part-time Enrollment by Program Type and Gender***

The enrollment question was revised in 2020-21, such that institute respondents were asked to provide granular information about part- and full-time enrollments by program type and gender, whereas previous years had only asked for overall part- and full-time enrollments by gender. Table 3 displays the numbers of students enrolled across different program types in 2019-20. Overall, at responding institutes, more women were enrolled in post-secondary and adult basic education and upgrading programs in 2019-20, whereas more men were enrolled in short-term skills training programs in 2019-20.

<sup>3</sup> Aboriginal Learners in British Columbia's Public Post-Secondary System (June 2018), Ministry of Advanced Education, Skills and Training. Accessed May 2021 from <https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/aboriginal-education-training/aboriginallearnerdatareport-june2018.pdf>

<sup>4</sup> This data was not available for 2010-11, and IAHLA Data Collection was not conducted for 2015-16 enrollments.

Table 3: Student enrollment by programming type (2019-20)

Program Type	Part-time			Full-time			Total		
	Men	Women	Other	Men	Women	Other	Men	Women	Other
<b>Number</b>									
Post-secondary (academic or trades programs of study that lead to diplomas, certificates, or degrees)	133	137	0	49	91	0	182	228	0
Adult basic education and upgrading offered in partnership with public post-secondary institutions	8	29	0	6	28	0	14	57	0
Adult basic education offered through the Adult Nominal Roll	23	60	0	78	97	0	101	157	0
Short-term skills training (e.g., Workplace Hazardous Materials Information System (WHMIS), flagging, driver's license training)							170	92	0
Continuing education (voluntary course for self-improvement, not-for-credit, non-transferable, not leading to diploma, certificate, or degree)							0	0	0
Other courses and programs							0	0	0
<b>Total</b>	<b>164</b>	<b>226</b>	<b>0</b>	<b>133</b>	<b>216</b>	<b>0</b>	<b>467</b>	<b>534</b>	<b>0</b>
<b>Percentage</b>									
Post-secondary (academic or trades programs of study that lead to diplomas, certificates, or degrees)	32%	33%	0%	12%	22%	0%	44%	56%	0%
Adult basic education and upgrading offered in partnership with public post-secondary institutions	11%	41%	0%	8%	39%	0%	20%	80%	0%
Adult basic education offered through the Adult Nominal Roll	9%	23%	0%	30%	38%	0%	39%	61%	0%
Short-term skills training (e.g., Workplace Hazardous Materials Information System (WHMIS), flagging, driver's license training)							65%	35%	0%
Continuing education (voluntary course for self-improvement, not-for-credit, non-transferable, not leading to diploma, certificate, or degree)							0%	0%	0%
Other courses and programs							0%	0%	0%
<b>Total</b>	<b>16%</b>	<b>23%</b>	<b>0%</b>	<b>13%</b>	<b>22%</b>	<b>0%</b>	<b>47%</b>	<b>53%</b>	<b>0%</b>

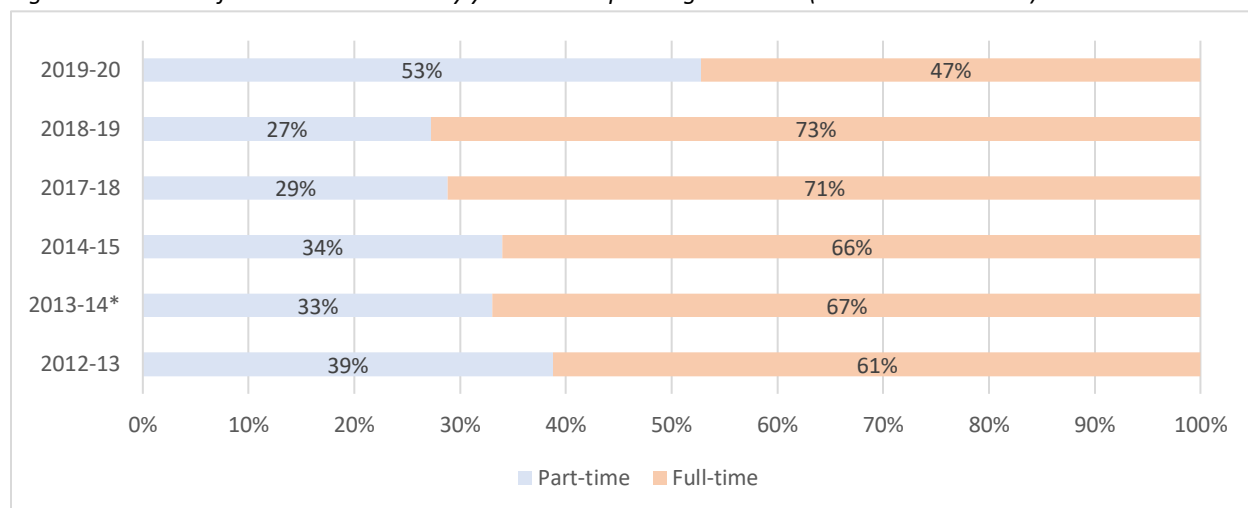
Note: Because part-time and full-time designations do not apply to short-term skills training and continuing education, data for these types of programs is only presented under total enrollment.

### **Full-time and Part-time Enrollment**

Figure 2 presents the data for the six academic years in which full-time and part-time enrollment data were reported by every responding institute. Within the responding institutes, a slight majority of students were enrolled part-time in 2019-20. While in previous years the majority of students in responding institutes were full-time, caution should be exercised in making comparisons across years as different institutes responded each year.



Figure 2: Part- and full-time enrollment by year\*\* in responding institutes (2012-13 to 2019-20)

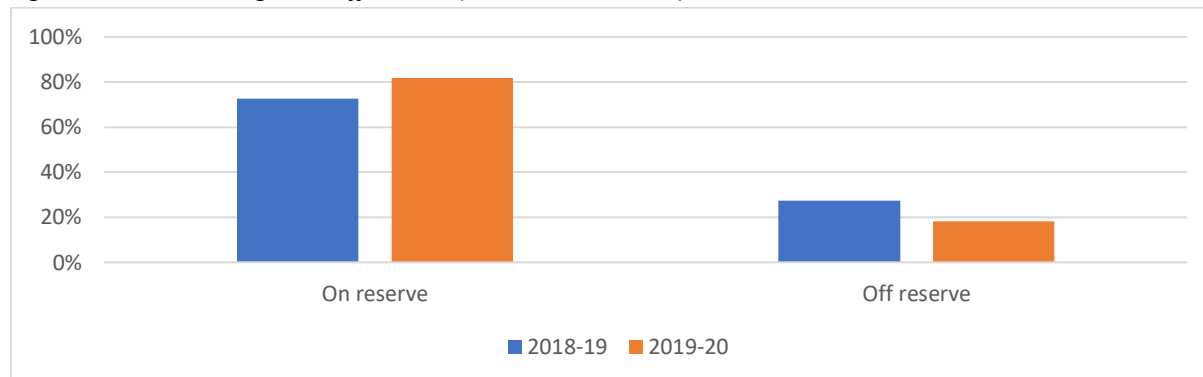


Notes: In 2019-20, displayed data did not include students who were enrolled in short-term skills training or continuing education courses, as the part-time vs. full-time distinction does not apply to such programming. \*For enrollment in 2013-14, the number in the provided 2014-15 Excel files containing 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, year labels refer to the academic year prior to survey administration (e.g., in 2020-21 survey, the data are reported under the 2019-20 label).

### Living On Reserve

Nine of 12 responding institutes provided information about the number of students who were living on or off reserve in the previous academic year. Within the responding institutes, 82% of enrolled students were living on reserve in 2019-20 compared to 18% who were living off reserve. Figure 3 presents data for 2018-19 and 2019-20, the years in which this question has been asked.

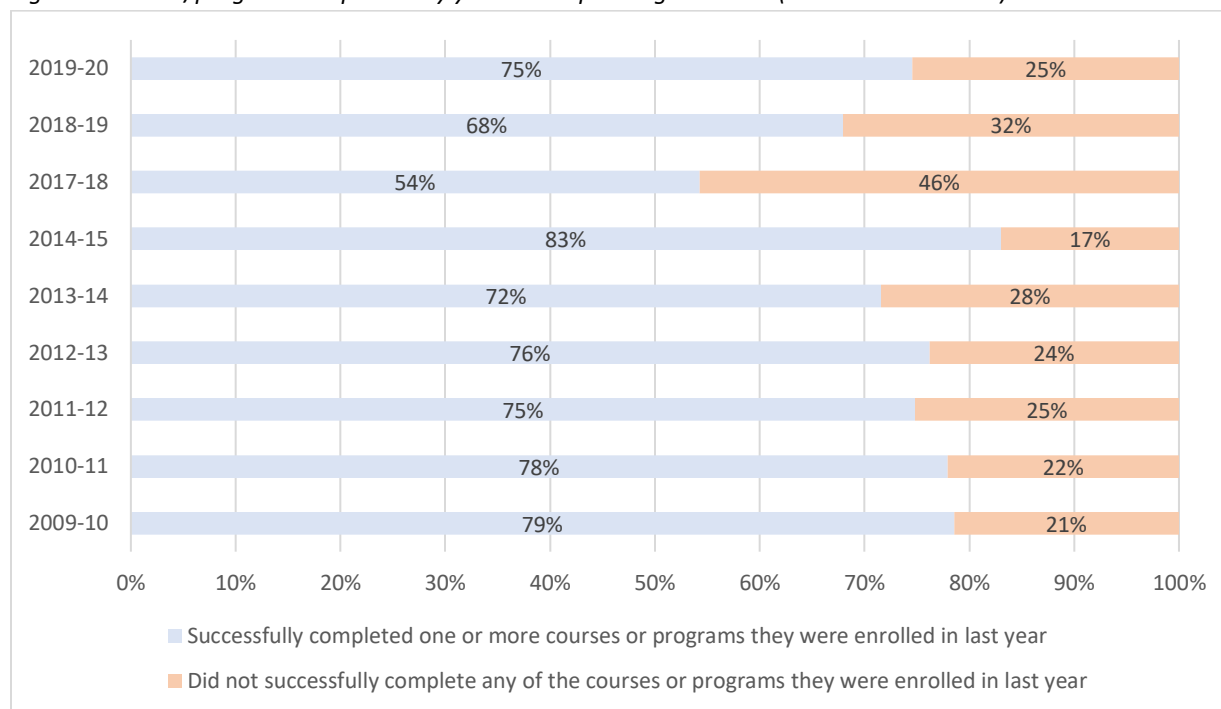
Figure 3: Students living on or off reserve (2018-19 to 2019-20)



## Course/Program Completion and Degrees Awarded

The majority of students successfully completed one or more courses or programs in the previous academic year (Figure 4).

Figure 4: Course/program completion by year\* in responding institutes (2009-10 to 2019-20)



Notes: \*The data are for the percentage of course completions in the previous academic year; thus, year labels refer to the academic year prior to survey administration (e.g., for the 2020-21 survey, the data are reported under the 2019-20 label).

Table 4 shows the number and percentage of credentials that students received each year in responding institutes. In 2019-20, trades certificates and diplomas were most frequently awarded within the responding institutes.

Table 4: Credentials received in the previous academic year in responding institutes (2009-10 to 2019-20)

Credential	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15*	2017-18	2018-19	2019-20
	<b>Number</b>								
Received Adult Dogwood diplomas	53	133	134	69	18	n/a	32	66	17
Received trades certificates or diplomas	55	106	112	28	32	n/a	28	74	98
Received (non-trades) post-secondary certificates	230	285	174	272	77	n/a	69	88	56
Received (non-trades) post-secondary diplomas	18	94	79	74	8	n/a	2	7	12

Credential	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15*	2017-18	2018-19	2019-20
Received undergraduate degrees								4	0
Received post-graduate degrees	26	31	22	26	6	n/a	0	4	0
Other credentials	473	758	624	205	51	n/a	133	85	33
<b>Total</b>	<b>855</b>	<b>1407</b>	<b>1145</b>	<b>674</b>	<b>192</b>	<b>689</b>	<b>264</b>	<b>328</b>	<b>216</b>
	<b>Percentage</b>								
Received Adult Dogwood diplomas	6%	9%	12%	10%	9%	13%	12%	20%	8%
Received trades certificates or diplomas	6%	8%	10%	4%	17%	26%	11%	23%	45%
Received (non-trades) post-secondary certificates	27%	20%	15%	40%	40%	25%	26%	27%	26%
Received (non-trades) post-secondary diplomas	2%	7%	7%	11%	4%	5%	1%	2%	6%
Received undergraduate degrees								1%	0%
Received post-graduate degrees	3%	2%	2%	4%	3%	8%	0%	1%	0%
Other credentials	55%	54%	54%	30%	27%	23%	50%	26%	15%

Notes: Cells are crossed out 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 2020-21, the program types listed for this question were revised, including adding questions about several types of First Nations language and culture revitalization programming (Table 5). If a programming type was not currently offered in 2020-21, institutes were asked to indicate if there was a need for such programming.

The most commonly offered areas of programming were academic programming, Adult Basic Education (ABE) offered through the Adult Nominal Roll, short-term skills training, First Nations language programs or courses (not-for-credit), and First Nations culture programs or courses (not-for-credit). All 12 responding institutes indicated that there were areas of programming need, and eight of these 12 institutes also indicated that they do not have enough funding to offer programs in their areas of need. While numerous areas of need were identified, the most frequently cited areas of need were:

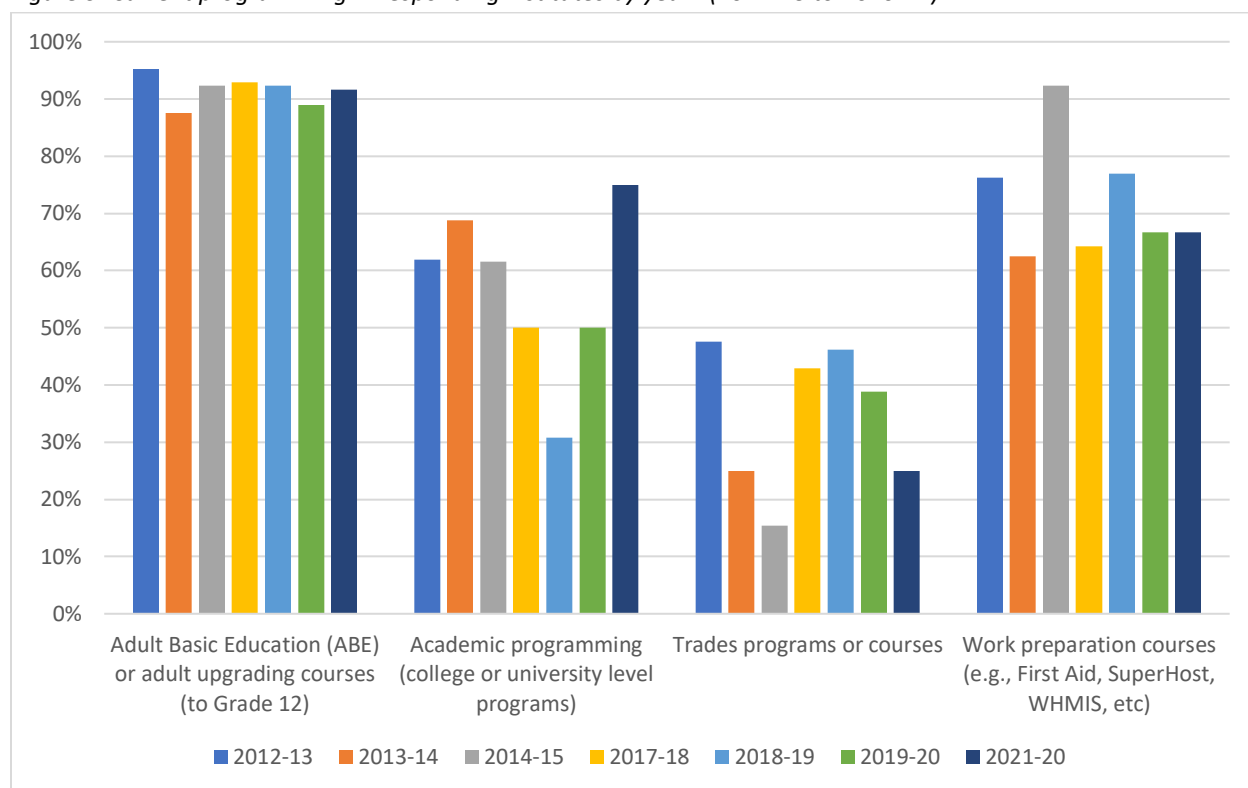
- Diploma, certificate, or degree in a First Nations culture (10 institutes)
- First Nations governance and jurisdiction programs and courses (10 institutes)
- Diploma, certificate, or degree in a First Nations language (9 institutes)
- Language mentor-apprentice programming (9 institutes)
- First Nations epistemologies programs and courses (8 institutes)
- Language integration into all the offered courses (8 institutes)

Table 5: Number and percent of responding institutes providing programming in 2020-21 (12 institutes responding)

Programming	Offered		Not offered but is needed	
	#	%	#	%
Academic programming (college or university level programs)	9	75.0%	3	25.0%
Short-term skills training (e.g., WHMIS, flagging, driver's license training)	8	66.7%	3	25.0%
Adult Basic Education (ABE) offered through the Adult Nominal Roll	8	66.7%	2	16.7%
Adult Basic Education (ABE) offered in partnership with public post-secondary institution	5	41.7%	6	50.0%
Essential skills (e.g., studying, time management, workplace preparation)	5	41.7%	6	50.0%
Other adult upgrading courses (not ABE)	5	41.7%	3	25.0%
Trades programs or courses	3	25.0%	7	58.3%
<b>First Nations Language and Culture Revitalization Programming</b>				
First Nations language programs or courses (not-for-credit)	7	58.3%	4	33.3%
First Nations culture programs or courses (not-for-credit)	7	58.3%	4	33.3%
First Nations language programs or courses (for credit)	6	50.0%	6	50.0%
Land-based programs and courses	6	50.0%	6	50.0%
First Nations history programs and courses	6	50.0%	6	50.0%
First Nations culture programs or courses (for credit)	5	41.7%	7	58.3%
Language archiving and recording	4	33.3%	7	58.3%
Diploma, certificate, or degree in a First Nations language	3	25.0%	9	75.0%
Language is integrated into all the offered courses	3	25.0%	8	66.7%
First Nations epistemologies programs and courses	3	25.0%	8	66.7%
Language mentor-apprentice programming	2	16.7%	9	75.0%
Diploma, certificate, or degree in a First Nations culture	2	16.7%	10	83.3%
First Nations governance and jurisdiction programs and courses	1	8.3%	10	83.3%
<b>Other</b>				
Other programs and courses, including language and culture revitalization strategies	4	33.3%	5	41.7%

Figure 5 shows the most commonly offered programming types between 2012-13 and 2020-21. Almost all responding institutes offered adult basic education (ABE) / adult upgrading courses (to Grade 12).

Figure 5: Current programming in responding institutes by year\* (2012-13 to 2020-21)



## Instructor Numbers and Characteristics

In 2020-21, there were 68 instructors teaching at the 12 IAHLA institutes that responded to the survey. Table 6 presents the number of part-time and full-time instructors reported by responding institutes in each year of survey administration. Approximately 50% of the instructors were hired part-time in 2020-21. (Figure 6). While the proportions fluctuated in responding institutes across the years, in most years of data collection there were more part-time instructors than full-time.

Table 6: Instructors employed in the current academic year in responding institutes (2004-05 to 2020-21)

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
2020-21	36	32	68	12

Notes: \*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 6: Part- and full-time instructors in responding institutes (2004-05 to 2020-21)

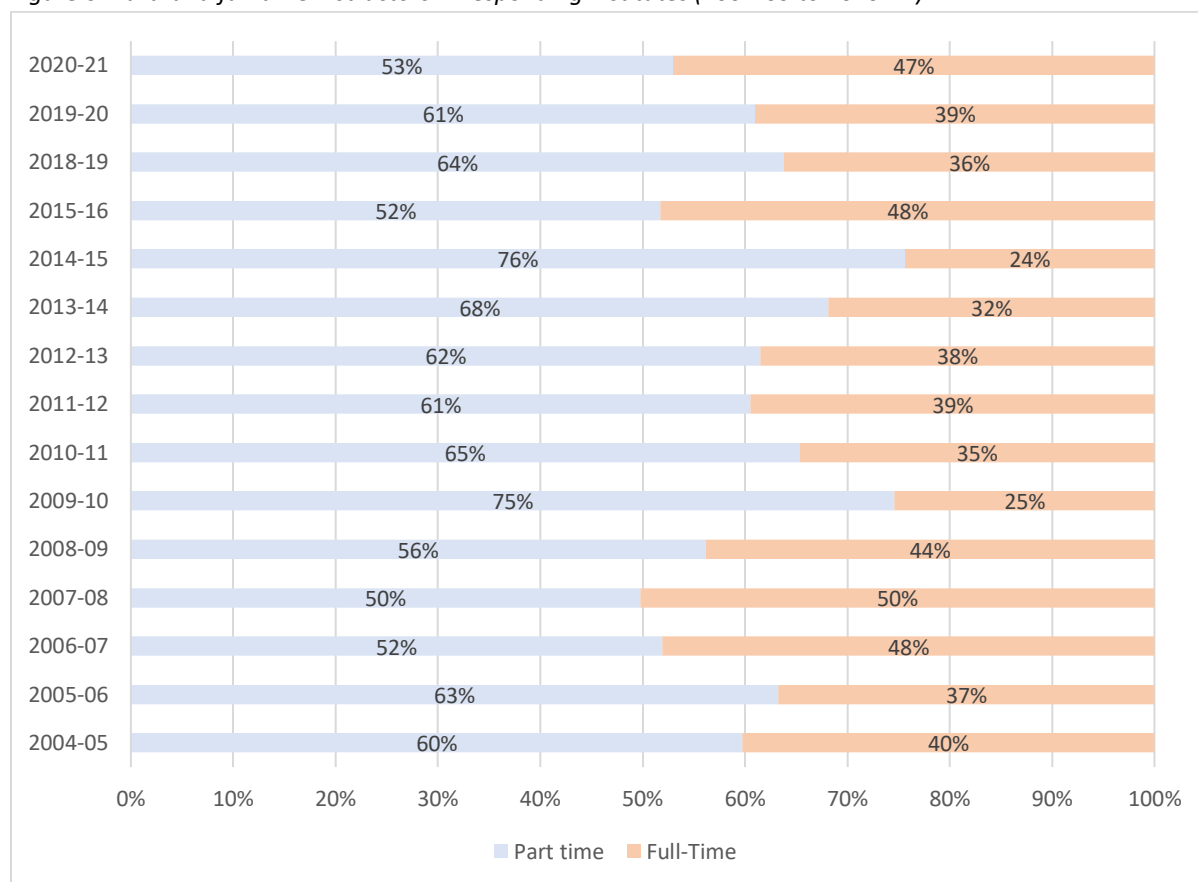
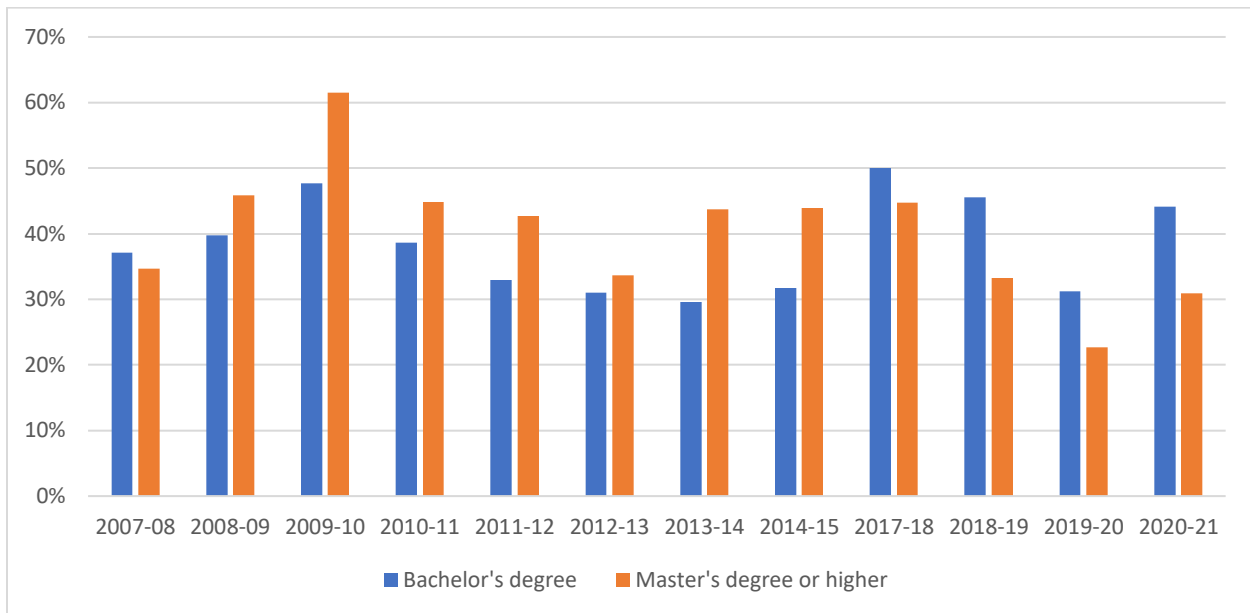


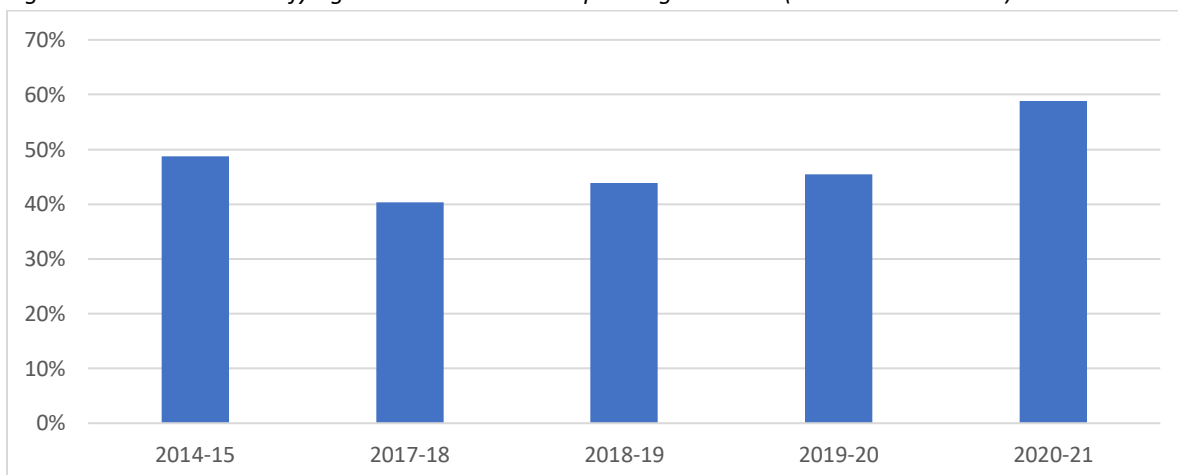
Figure 7 presents the percentages and frequencies of instructors with Master's and Bachelor's degrees. The majority of instructors in responding institutes in 2020-21 had at least a Bachelor's degree.

Figure 7: Instructors' education levels in responding institutes (2007-08 to 2020-21)



Approximately 60% of the instructors identified as First Nations in 2020-21 (Figure 8). As well, in 2020-21, 15% of instructors were fluent speakers of a First Nations language, and 4% were fluent speakers of a First Nations language with a Bachelor's degree or higher.

Figure 8: Instructors identifying as First Nations at responding institutes (2014-15 to 2020-21)



## Funding Sources

The survey also gathered information about institutes' funding sources for the current academic year. The Adult Nominal Roll was selected by 8 out of 12 responding institutes in 2020-21. In previous years, responding institutes also identified the Adult Nominal Roll as the major source of funding. Table 7 outlines funding sources identified by institutes in the 2020-21 survey.

Table 7: Funding sources at responding institutes (2020-21)

Funding Source	Number (N=12)	Percent
Adult Nominal Roll	8	67%
Tuition	5	42%
Own source of revenue	5	42%
Indigenous Skills and Employment Training Program funding (ISET, formerly Aboriginal Skills and Employment Training Strategy (ASETS))	4	33%
Funding through affiliation agreements with public post-secondary institutions	3	25%
Community Workforce Response Grants: Skills Training for Economic Recovery Stream	2	17%
Post-Secondary Partnerships Program (PSPP, formerly Indian Studies Support Program (ISSP))	1	8%
Community Workforce Response Grants: Indigenous Communities Stream	1	8%
Community Workforce Response Grants: Youth Community Partnerships Stream	0	0%
Community Workforce Response Grants: Community Response Stream	0	0%
Community Workforce Response Grants: Emerging Priorities Stream	0	0%
Community Adult Literacy Program	0	0%
Other funding	5	42%

Note: N = Total number of institutes responding to question.

Eight of 12 institutes who selected Adult Nominal Roll indicated that this was their primary source of funding, with an average of 62% of their funding coming from this source (Table 8).



Table 8: Contribution to funding at responding institutes (2020-21)

Funding Source	Percent of total funding
Adult Nominal Roll	62%
Tuition	46%
Community Workforce Response Grants: Indigenous Communities Stream	30%
Own source of revenue	29%
Post-Secondary Partnerships Program (PSPP, formerly Indian Studies Support Program (ISSP))	20%
Indigenous Skills and Employment Training Program funding (ISET, formerly Aboriginal Skills and Employment Training Strategy (ASETS))	11%
Funding through affiliation agreements with public post-secondary institutions	8%
Community Workforce Response Grants: Skills Training for Economic Recovery Stream	8%
Community Workforce Response Grants: Youth Community Partnerships Stream	0%
Community Workforce Response Grants: Community Response Stream	0%
Community Workforce Response Grants: Emerging Priorities Stream	0%
Community Adult Literacy Program	0%
Other funding	39%

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 9; note that tuition, an institutes' own source of revenue, and the Adult Nominal Roll are not sources that involve an application process).

Table 9: Number of responding institutes not receiving funding sources (2020-21)

Funding Source	Did not apply*	Applied, none received	Total # Responding Institutes
Community Workforce Response Grants: Youth Community Partnerships Stream	12	0	12
Community Workforce Response Grants: Community Response Stream	12	0	12
Community Workforce Response Grants: Emerging Priorities Stream	12	0	12
Community Adult Literacy Program	11	1	12
Post-Secondary Partnerships Program (PSPP, formerly Indian Studies Support Program (ISSP))	11	0	11
Community Workforce Response Grants: Skills Training for Economic Recovery Stream	10	0	10
Community Workforce Response Grants: Indigenous Communities Stream	10	1	11
Indigenous Skills and Employment Training Program funding (ISET, formerly Aboriginal Skills and Employment Training Strategy (ASETS))	8	0	8
Funding through affiliation agreements with public post-secondary institutions	8	1	9

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

## Certifications under the Private Training Act

The Ministry of Advanced Education, Skills and Training in British Columbia regulates private institutions that offer career training programs in the province. The governing legislation is the Private Training Act, which came into force in 2016 in order to (a) set higher quality standards for institutions, (b) strengthen consumer protection, (c) streamline administrative processes, and (d) reduce the regulatory burden for registered institutions.<sup>5</sup> The Private Training Act only applies to institutions that provide, or offer to provide, at least one career-related program with 40 hours or more of instructional time, and tuition of at least \$4,000. Career-related programs are programs provided to a student for the purpose of enhancing the student's employability in a career occupation, or improving the student's ability to carry out a career occupation. First Nations post-secondary institutes to which the Private Training Act does apply can seek an exemption from the Act.

The number of responding IAHLA institutes certified under the Private Training Act over time is shown in Table 10. Over the years, very few responding IAHLA institutes have indicated that they are certified under the Private Training Act. In 2020-21, of those that were not certified, four 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 2020-21)

Certified under Private Training Act	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2018-19	2019-20	2020-21
Yes (#)	5	6	5	3	1	1	1	2	1
Yes (%)	23%	26%	24%	19%	8%	7%	8%	12%	8%
<b>Total # Responding Institutes</b>	<b>22</b>	<b>23</b>	<b>21</b>	<b>16</b>	<b>13</b>	<b>14</b>	<b>13</b>	<b>17</b>	<b>12</b>

## Institutes' Relationships with Public Post-Secondary Institutions

All responding institutes reported formalized relationships with public post-secondary institutions in 2020-21. The most commonly named public post-secondary institutions that institutes had formalized relationships with in 2020-21 were Nicola Valley Institute of Technology (5 institutes) and the University of Victoria (3 institutes). The most common types

<sup>5</sup> Private Training Act Policy Manual (May 2020). British Columbia Private Training Institutions Branch, Ministry of Advanced Education, Skills and Training. Accessed May 2021 from <https://www.privatetraininginstitutions.gov.bc.ca/sites/www.privatetraininginstitutions.gov.bc.ca/files/files/policy-manual.pdf>

of formalized relationships with public post-secondary institutions were service agreements (11 institutes) and affiliation agreements (10 institutes). Responding institutes did not report any traditional knowledge and intellectual property agreements or brokering agreements with public post-secondary institutions.

## Institutes' Goals

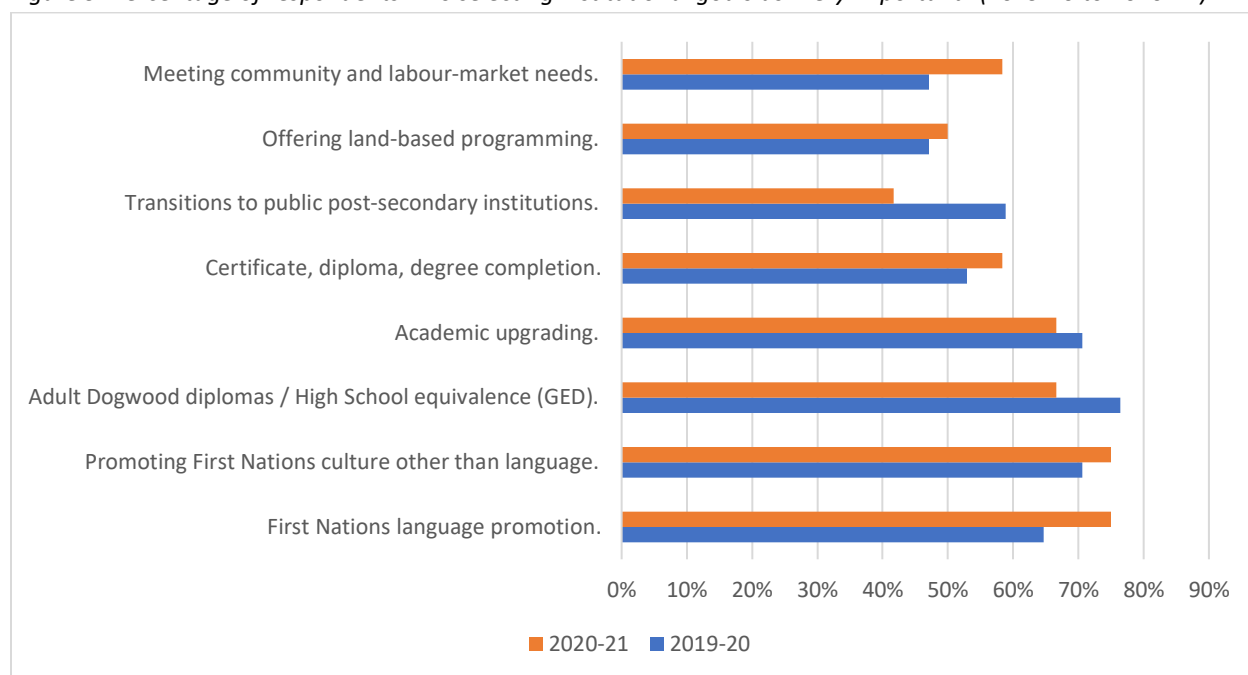
Member institutes were also asked to reflect on the goals that their institute or centre was focusing on this year. The goals most frequently identified as “very important” in 2020-21 were First Nations language promotion (9 institutes), promotion of First Nations culture other than language (9 institutes), Adult Dogwood diplomas / high school equivalence (8 institutes), and academic upgrading (8 institutes) (Table 11).

Table 11: Responding institutes' goals (2020-21)

Goal	Very Important	Important	Moderately Important	Slightly Important	Not Important	Don't know	# Responding
Promoting First Nations culture other than language	9	1	1	0	0	1	12
First Nations language promotion	9	1	1	0	0	1	12
Adult Dogwood diplomas / High School equivalence (GED)	8	3	0	0	0	1	12
Academic upgrading	8	2	1	0	0	1	12
Meeting community and labour-market needs	7	3	0	1	0	1	12
Certificate, diploma, degree completion	7	2	1	0	0	2	12
Offering land-based programming	6	4	1	0	0	1	12
Transitions to public post-secondary institutions	5	4	2	0	0	1	12

Figure 9 provides a comparison of the percentage of institutes in 2019-20 and 2020-21 that selected each goal as “very important”.

Figure 9: Percentage of respondents who selecting institutional goals as “very important” (2019-20 to 2020-21)



## Accountability to First Nations

All 12 institutes responded to this question in 2020-21, and 10 reported being accountable to one or more First Nations.

## Institutes' Data Collection on Students

Questions on institute data collection were modified in 2020-21 to ask specifically about a computer-based mechanism for managing student data and practices for ensuring the data are up to date. Four out of 12 responding institutes indicated that they are currently using a computer-based information system for collecting, storing, and reporting on the type of data collected in the IAHLA data collection survey (e.g., student demographics, course and program registration, instructional staff information); however, of those that had a mechanism, only 2 institutes reported that the mechanism met their needs. Also, these four institutes indicated that they typically collect data from students when they first register and make changes to the data whenever a student's course selection, program, or other information changes.

## 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 12). Eleven out of 12 institutes indicated that they required curriculum development. Nine institutes reported that they needed:

- brochures or advertising to inform students about the programs offered,
- programs or courses to help students upgrade their education,
- Indigenous staff who provide academic tutoring; and
- career transition supports.

Numerous additional needs were identified, and the majority of institutes that indicated needs for supports and services also indicated that they do not have sufficient funding to provide these supports and services.

Table 12: Supports and services required for students at responding institutes (2020-21)

Supports and Services	Support/Service is needed	Is there enough funding?	
	Yes (N=12)	No	Yes
Curriculum development	11	10	1
Brochures or advertising to inform students about the programs offered	9	5	4
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)	9	6	3
Indigenous staff who provide academic tutoring	9	9	0
Career transition supports (for example, job search skills, resume writing, opportunities to connect with businesses)	9	7	2
Cultural activities that incorporate or acknowledge traditional practices (for example, talking circles, smudging, sweat lodge ceremony)	8	6	2
Welcome events (for example, student orientation or welcome feast)	8	6	2
Elders to support students	7	5	2
Student achievement and graduation events	7	5	2
Indigenous staff who can provide culturally relevant counselling	7	6	1
Professional staff who can provide mental health supports	7	7	0
Indigenous staff who can provide academic advising (for example, program planning, degree requirements, course-related questions)	7	6	1
Indigenous staff to support students who have experienced racism, violence, or emotional trauma	7	7	0
Support for students to learn how to study, plan, or manage their time	7	6	1
Daycare	7	6	1

Supports and Services	Support/Service is needed	Is there enough funding?	
	Yes (N=12)	No	Yes
Recruiters to attract students	6	5	1
Opportunities for students to provide input (for example, surveys, forums) into its priorities, programming, services and supports for Indigenous students	5	4	1
Staff to support students with disabilities	5	4	1
Health services	5	5	0
Organized extra-curricular activities (for example, sports, volunteer opportunities)	5	5	0
Housing	4	4	0
Support for a student association	3	3	0
Other (please specify)	1	1	0
None of the above	1		

Note: N = number of institutes responding to question.

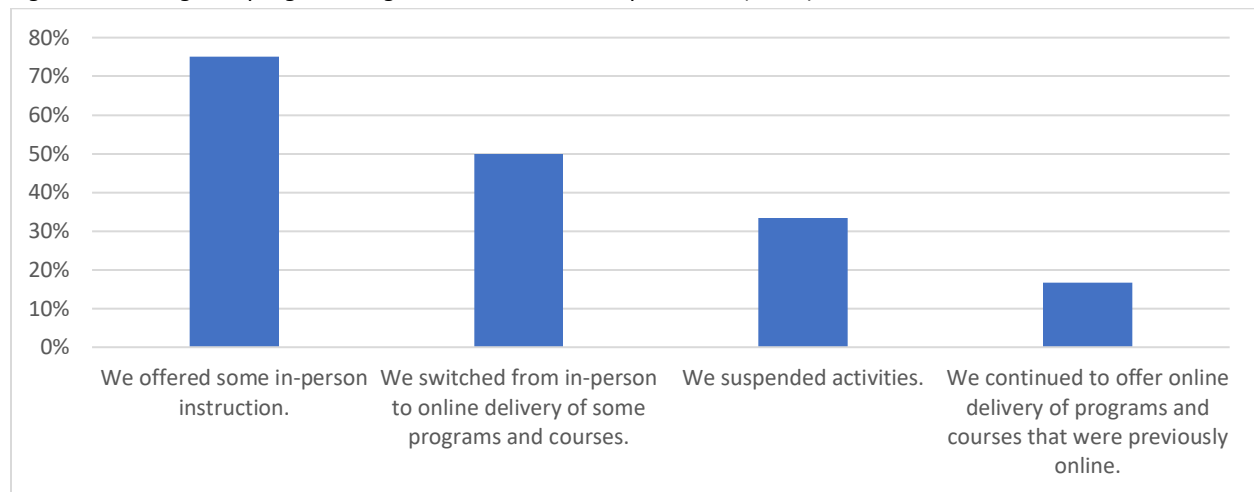
Respondents were also asked what capacity-building and other services from IAHLA would be beneficial. Respondents indicated that the following supports would be beneficial:

- Core funding for First Nations institutes
- Promotion of IAHLA services
- Support with getting post-secondary partners to run accredited programs
- Additional training and webinars
- Mental health support for staff

## Impact and experiences of the COVID-19 Pandemic

In 2020-21, institutes were asked about the impact of the COVID-19 pandemic on their programming and operations. Nine institutes indicated that they have offered some in-person programming during the pandemic, while six institutes reported switching from in-person to online delivery. Four institutions suspended some or all activities. Figure 10 presents the responses to this question.

Figure 10: Changes in programming due to the COVID-19 pandemic (N=12)



Note: Institutes were asked to select all options that applied.

Seven institutes commented on their experience of delivering online learning during the COVID-19 pandemic (Table 13). Of these, all seven institutes indicated that their *students* did not have sufficient technological resources to study online and approximately 70% (5 respondents) indicated their *institute* did not have the adequate technological infrastructure to offer courses and programs online.

Table 13: Experiences of delivering online learning during the COVID-19 pandemic

Experiences with online learning	Disagree strongly	Disagree	Agree	Agree strongly	# of Respondents
<b>Number</b>					
Our students have sufficient technological infrastructure (e.g., internet access, computers and equipment) to access courses and programs online.	5	2	0	0	7
Our institute has adequate technological infrastructure (e.g., computers and equipment for instructors, bandwidth, learning management systems, videoconferencing software, technical support) required to offer courses and programs online.	3	2	2	0	7
Our instructors have adequate knowledge of how to use online software and learning management programs to offer courses and programs online.	3	1	3	0	7
Our instructors have the pedagogical skills needed to teach online.	2	1	4	0	7
<b>Percentage</b>					
Our students have sufficient technological infrastructure (e.g., internet access, computers and equipment) to access courses and programs online.	71%	29%	0%	0%	7
Our institute has adequate technological infrastructure (e.g., computers and equipment for instructors, bandwidth, learning management systems, videoconferencing software, technical support) required to offer courses and programs online.	43%	29%	29%	0%	7
Our instructors have adequate knowledge of how to use online software and learning management programs to offer courses and programs online.	43%	14%	43%	0%	7
Our instructors have the pedagogical skills needed to teach online.	29%	14%	57%	0%	7

Institutes were also asked to provide feedback on their experiences during the COVID-19 pandemic (Table 14). Ten of the 12 responding institutes agreed that instructor workload has increased during the pandemic. Approximately half of the responding institutes saw a decline in student enrollment.



Table 14: Experiences in general during the COVID-19 pandemic

Experiences in general	Disagree strongly	Disagree	Agree	Agree strongly	Don't know	Not applicable	# of respondents
<b>Number</b>							
Instructor workload has increased.	0	2	2	8	0	0	12
We have the resources to provide safety accommodations (e.g., physical distancing, personal protective equipment, physical barriers, adequate ventilation, frequent cleaning) in order offer some courses and programs in-person.	2	1	7	2	0	0	12
Student enrollment has declined.	2	3	4	3	0	0	12
We have had to reduce course and program offerings.	1	3	5	3	0	0	12
We received funding from the Ministry of Advanced Education and Training that was helpful.	1	4	1	0	3	3	12
We received funding from Indigenous Services Canada that was helpful.	2	2	6	0	2	0	12
Our public post-secondary partner engaged us throughout the pandemic to support continuity of learning.	0	1	4	1	3	3	12
<b>Percentage</b>							
Instructor workload has increased.	0%	17%	17%	67%	0%	0%	12
We have the resources to provide safety accommodations (e.g., physical distancing, personal protective equipment, physical barriers, adequate ventilation, frequent cleaning) in order offer some courses and programs in-person.	17%	8%	58%	17%	0%	0%	12
Student enrollment has declined.	17%	25%	33%	25%	0%	0%	12
We have had to reduce course and program offerings.	8%	25%	42%	25%	0%	0%	12
We received funding from the Ministry of Advanced Education and Training that was helpful.	8%	33%	8%	0%	25%	25%	12
We received funding from Indigenous Services Canada that was helpful.	17%	17%	50%	0%	17%	0%	12
Our public post-secondary partner engaged us throughout the pandemic to support continuity of learning.	0%	8%	33%	8%	25%	25%	12

Institutes were also asked to describe any other impacts that the pandemic had upon their institute, and they reported additional challenges related to:

- **Technology**
  - An increased need for technology (e.g., laptops for students, Zoom accounts)
  - Increased internet usage
- **Safety accommodations**
  - Increased cleaning and sanitizing

- Use of student rotation times due to space limitations
- **Psychological impacts**
  - Increased impacts on mental health of students, instructors, and staff
  - Sense of isolation (for students, instructors, and staff)
  - Low student morale
- **Programming and attendance**
  - Delayed programming due to closures
  - Low student attendance out of fear of getting sick
- **Funding**
  - Lack of funding to provide additional supports to students
  - Decreased revenue due to lower enrollment

In order to continue to offer courses and programs during the COVID-19 pandemic and recovery, respondents indicated that they would need supports in the following areas:

- **Technology**
  - Technology updates for the entire organization
  - Laptops for students to use at home
  - Technical support for students and instructors
  - Reliable internet
- **Safety accommodations**
  - Additional cleaning supplies and masks
  - Additional staff for cleaning
- **Professional development and supports**
  - Training for staff, instructors, and students on how to offer and participate in remote programming
  - Training for instructors on creating online curriculum and delivering stimulating online classes
  - Mental health supports
- **Funding and resources**
  - Monthly incentives for students
  - Ongoing funding
  - Additional spaces for classes

## Student Survey: Results

In 2020-21, the 43 member IAHLA institutes eligible to complete the institute survey were invited to distribute the student survey. The survey was completed by 89 student respondents. 80 of these students completed the entire survey, while 9 students responded to only some of the questions. Because enrollment data are not requested for the current academic year, the response rate to the student survey at an institute- or system-level is unknown.

The 89 respondents were enrolled across six institutes, with the majority of respondents enrolled in four institutes (ranging from 14 to 22 respondents from each of these four institutes). Less than 10 student responses were received from the remaining two institutes that were represented in the data.

Table 15: IAHLA institute in which survey respondents were enrolled

Institute	Respondents	Percent of Total Respondents
Seabird College	22	25%
En'owkin Centre	20	22%
Lip'alhayc Learning Centre / Nuxalk College	20	22%
Ntamtqen Snmamayatn Adult Education	14	16%
Wabsuwilaks'm Gitselasu Adult School	<10	14%
Kwadacha Dune Tiiy	<10	
<b>Total</b>	<b>89</b>	<b>100%</b>

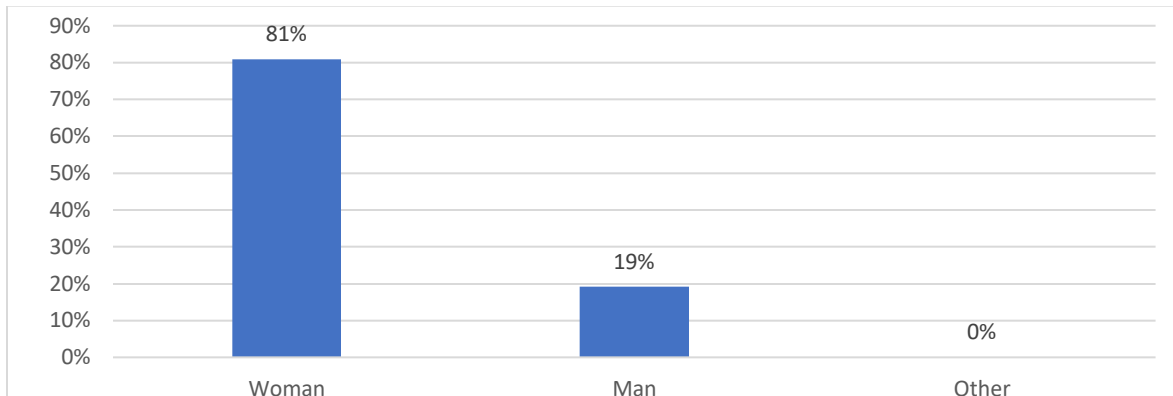
### Caution Regarding Generalizations from the Student Survey

Because of the low numbers of student respondents (<10 to 22 respondents 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 of the respondents in 2020-21 were women (81%) (Figure 11).

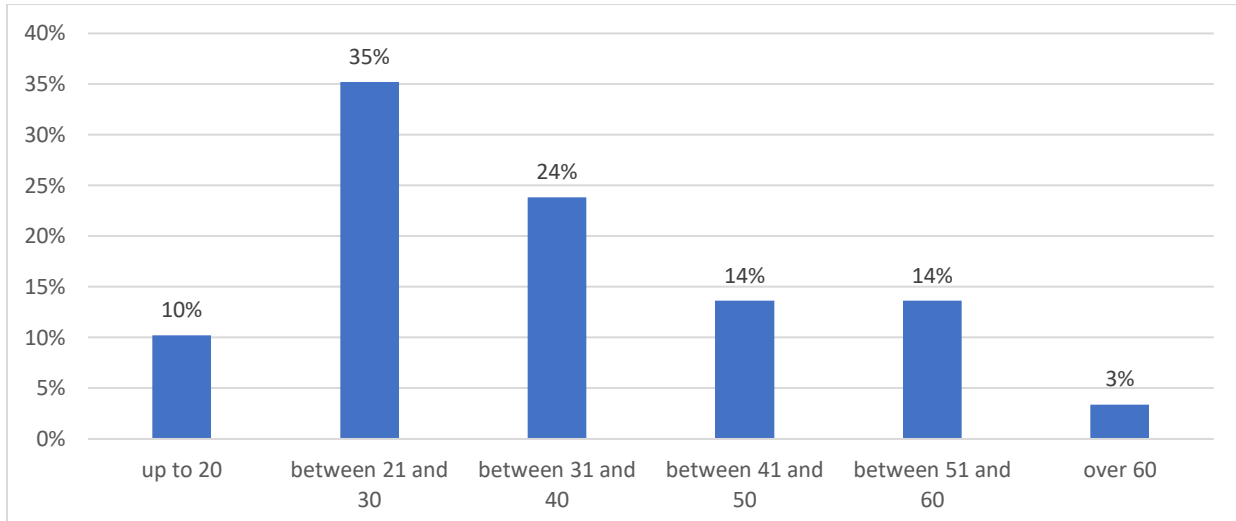
Figure 11: Gender (N=89)



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

The age of the respondents varied from 18 to 69 years of age, with students between 21 and 30 years of age most represented in the respondents (Figure 12).

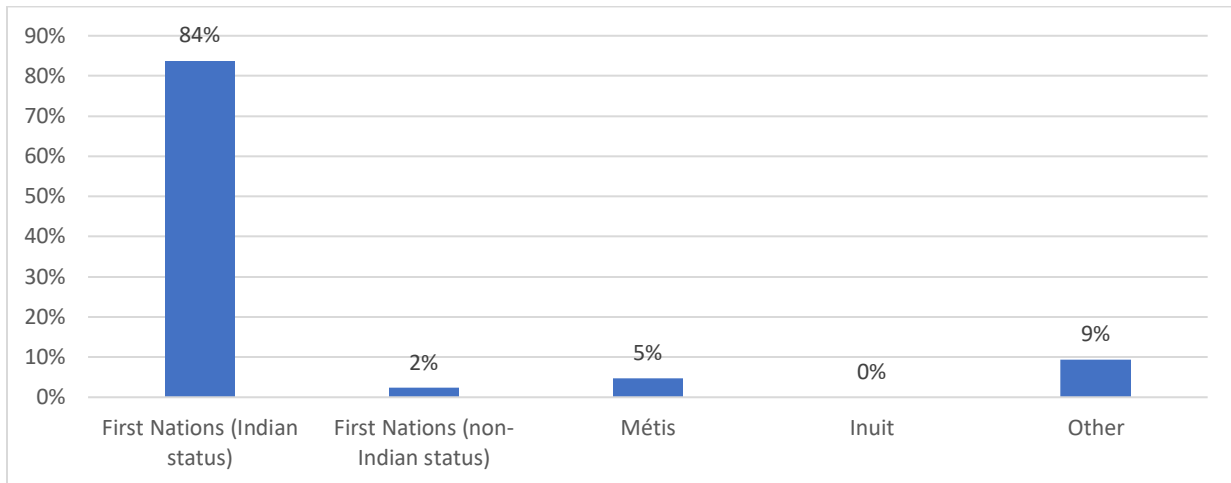
Figure 12: Age (N=88)



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

Eighty-four percent of the respondents self-identified as First Nations (Indian status), 2% self-identified as First Nations (non-Indian status), 5% self-identified as Métis, and 9% selected “other” (and specified they were “non-indigenous”) (Figure 13).

Figure 13: First Nations, Métis, or Inuit respondents (N=86)

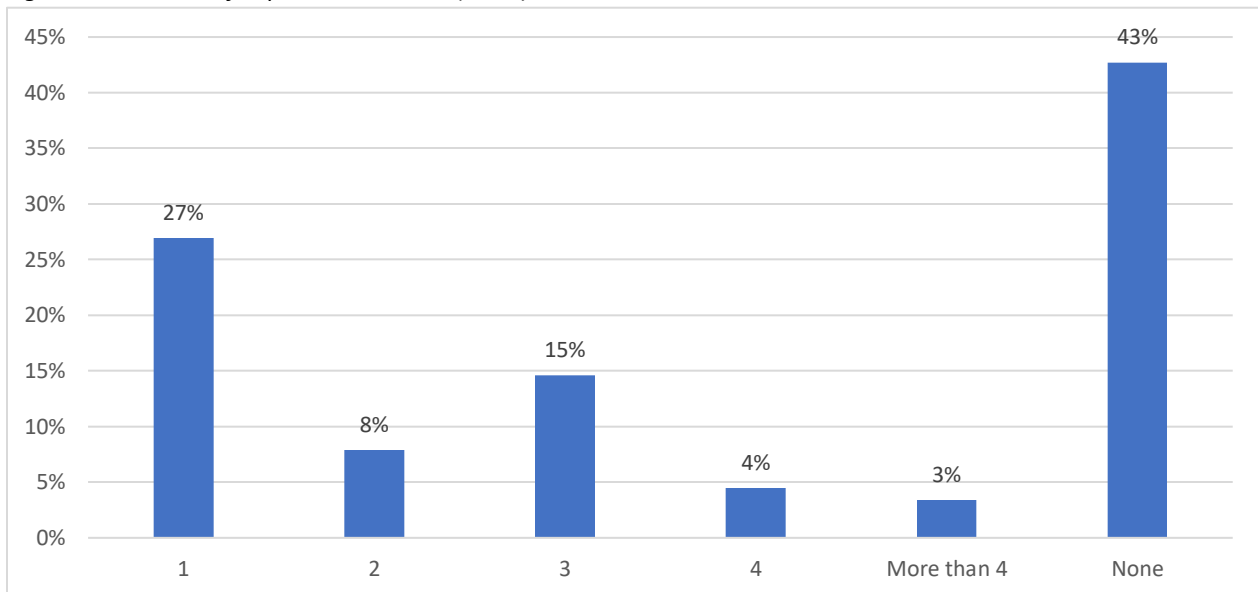


N is the total number of students that responded to this question.

Ten percent of respondents were former children or youth in care.

Approximately 40% of the respondents were not taking care of any dependent children, while about 57% of the respondents were supporting one or more children (Figure 14).

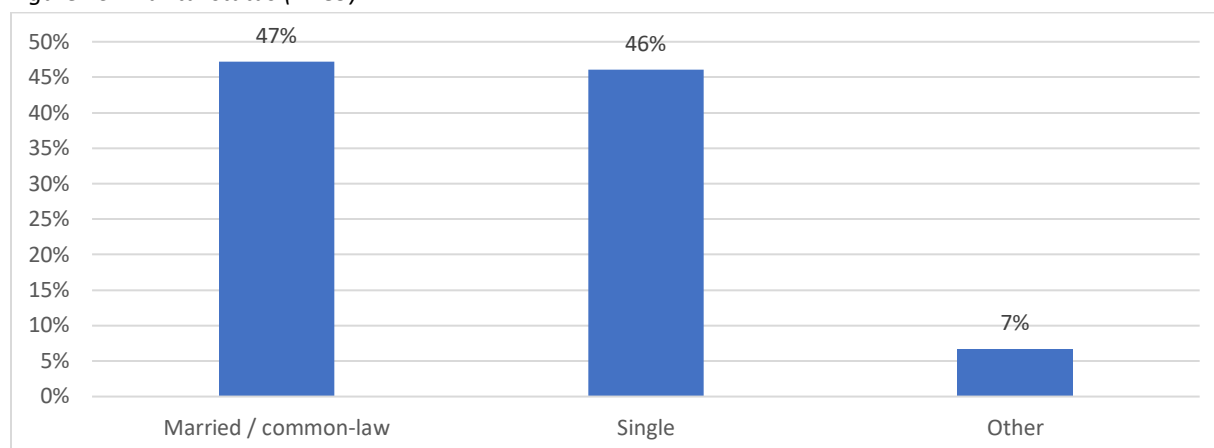
Figure 14: Number of dependent children (N=89)



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

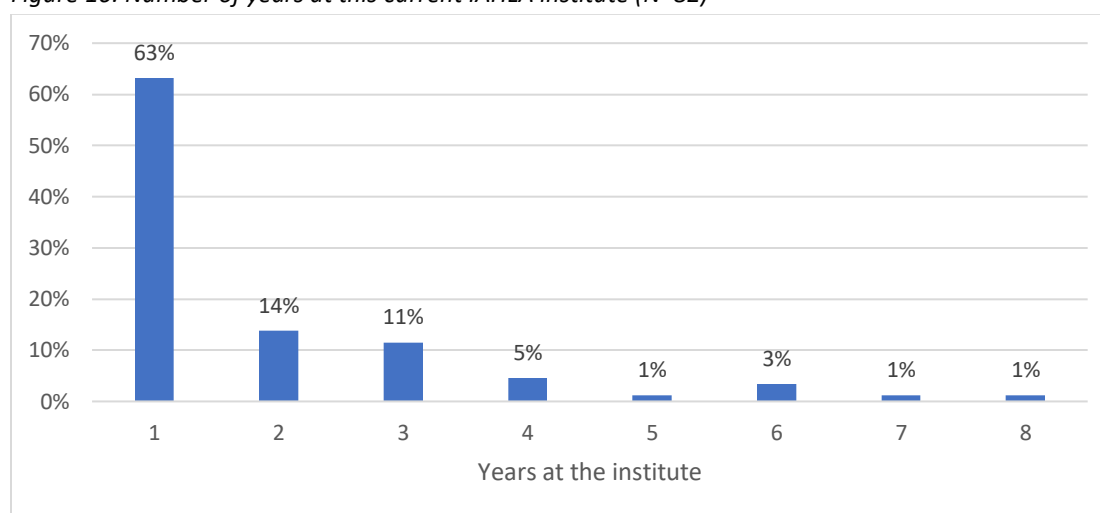
Approximately half of the respondents were married or in a common-law relationship and approximately half were single (Figure 15).

Figure 15: Marital status (N=89)



Most student respondents were in their first year at their current IAHLA institute (63%). Thirty percent of respondents had been at their institute for 2 to 4 years, and a small percentage of respondents (6 students) had been at their institute for 5 to 8 years (Figure 16).

Figure 16: Number of years at this current IAHLA institute (N=82)



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

## 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 89 respondents selected at least one reason from the list provided (see Table 16). The top three reasons selected by the respondents were:

- It allows me to study in my community (75%)

- It has programs and courses of interest to me (58%)
- I feel supported at this institute (48%)

Table 16: 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=89)	Percent
It allows me to study in my community	67	75%
It has programs and courses of interest to me	52	58%
I feel supported at this institute	43	48%
It was more affordable than going elsewhere	31	35%
The environment is culturally relevant	31	35%
My friends and/or family attended this Institute	29	33%
This institute offered me funding to attend	26	29%
It has a good reputation	19	21%
The courses offered at this Institute were unavailable elsewhere	13	15%
I'm not aware of what other places to study offer	8	9%
Other - please specify	6	7%

## Activities Before Beginning Studies

Before enrolling at their IAHLA institute, half of the respondents were working (full-time or part-time), while 28% of the respondents were not working or attending school (see Table 17).

Table 17: What best describes what you were doing before enrolling at this institute?

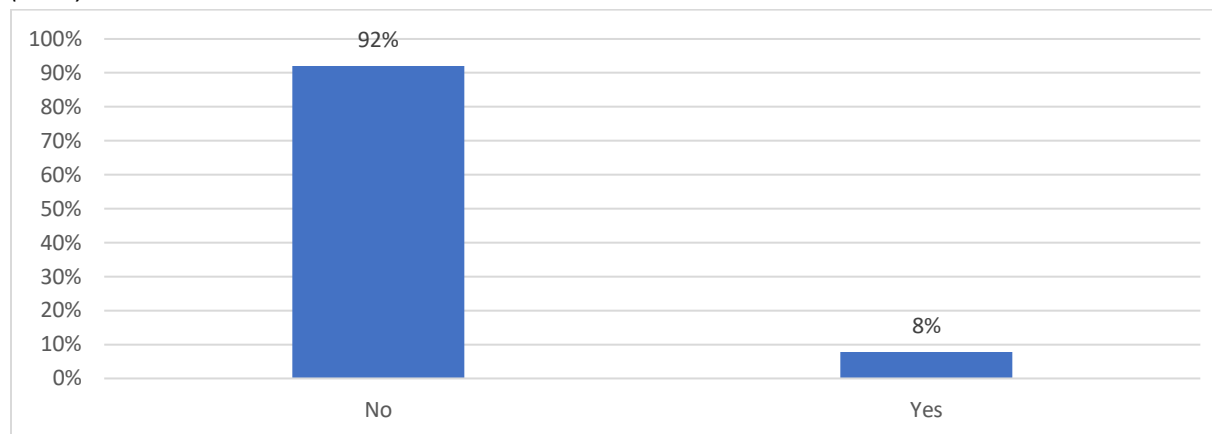
Before Enrollment	Number	Percent
I was working full-time	33	37%
I was not working or attending school	25	28%
I was working part-time	20	22%
I was attending a non-Aboriginal controlled institute	6	7%
I was in high school	5	6%
I was attending another IAHLA institute	0	0%
Other - Please specify	0	0%
<b>Total</b>	<b>89</b>	<b>100.0%</b>

## Studying Within the Home Community

Almost 92% (82 students) of respondents stayed in their communities to attend their IAHLA institute (Figure 17). Of those who stayed in their communities, 88% (71 students) were planning to remain in their local community after completing their studies. Of those who

moved to a different community to attend their institute, 71% (5 students) were planning to return home.

Figure 17: Did you leave your home (that is, move to another community, town, or city) to attend this institute? (N=89)



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

## Housing

Students were asked if they had any challenges finding housing in order to study at their institute. Eighty-six students answered the question (Table 18). Almost 50% of respondents to this question indicated that they did not experience any difficulties in finding housing. Of the 22 students who selected “other” as a response option, most reported living with their relatives or parents, or owning or renting their current accommodation.

Table 18: Did you face any of the following difficulties in finding housing in order to study at this institute?

Housing Difficulties	Number (N=86)	Percent
No difficulties in finding housing	46	53%
No on-campus housing is associated with this institute	16	19%
Lack of off-campus housing adequate to meet my needs / my family's needs	9	10%
Off-campus housing was unaffordable	5	6%
Other	22	26%

Students were also asked whether they would want to live in on-campus housing provided by the institute if such housing were available. Almost 50% of respondents indicated that they would live in such housing.



## Supports to Encourage Earlier Studies

Students were asked what supports would have helped them attend their institute earlier in their life (Table 19). Almost 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. Another third of the respondents indicated that nothing could have influenced the timing of their attendance.

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

Support	Number (N=88)	Percent
Funding to support my studies and/or living expenses	40	45%
Brochures or advertising to tell me about the programs offered	26	30%
None. There are no circumstances in which I would have attended this institute earlier in my life.	26	30%
Childcare offered by this institute	23	26%
Recruiters to help me apply to this institute	22	25%
Opportunities to learn about campus life at this institute before registering or attending (for example, campus information events)	15	17%
Housing offered by this institute	14	16%
Other (Please specify)	6	7%

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: additional funding, more language speakers, and support for scheduling and classes.

## Future Plans

The majority of respondents were planning to continue studying in the year following the survey, consistent with the fact that 63% of respondents were in the first year of their studies (Table 20). Of those students who indicated that they would continue studying, 57% were planning to continue studying at the same IAHLA institute (Table 21). Another 9% were considering enrolling at another post-secondary educational institute that is not Aboriginal-controlled; 2% were considering going to another IAHLA institute, and 24% were not sure.

Table 20: Next academic year I plan to....

Plan	Number (N=84)	Percent
Continue studying	58	69%
Work	34	40%
Seek employment	17	20%
I'm not sure	10	12%
Other	7	8%

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

Table 21: Where do you plan to study in the next academic year?

Location of studies next year	Number (N=58)	Percent
This IAHLA institute	33	57%
A post-secondary educational organization that is not Aboriginal-controlled	5	9%
Another IAHLA institute	1	2%
I'm not sure	14	24%
Other	5	9%

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

## Funding for Studies

Students were asked to identify the sources of funding for their studies. The most frequently identified funding sources were band funding (59% of respondents), employment (19%), and personal savings (14%) (Table 22). Those who selected "other" as a response listed specific funding opportunities and employment insurance as their sources of funding.

Table 22: How are you paying for your studies (including tuition, fees, books, supplies, and living expenses) at this IAHLA institute?

Funding for Studies	Number (N=83)	Percent
Band funding	49	59%
Employment while studying or during breaks	16	19%
Personal savings	12	14%
Financial support from family and friends	7	8%
Scholarship, grant or bursary	7	8%
Student loan from government	2	2%
Bank loan	0	0
Student line of credit	0	0
I'm not sure	17	20%
Other	11	13%

N is the total number of students that responded to this question. Respondents could select as many sources as applicable.

Band funding was reported as the primary source of funding for respondents' studies (Table 23).

Table 23: What is the main source of funding for your studies?

Primary Source of Funding for Studies	Number (N=83)	Percent
Band funding	43	52%
Employment while studying or during breaks	5	6%
Personal savings	5	6%
Financial support from family & friends	3	4%
Scholarship, grant or bursary	3	4%
I'm not sure	14	17%
Other	10	12%

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

When asked about barriers experienced in accessing funding to complete their education, 28 respondents indicated that they did not experience any barriers. Others mentioned a variety of challenges (not all funding-related), including difficulties with securing funding and problems with social assistance and EI (n=15), their institute's lack of organization (miscommunication, classes starting late, unclear funding rules) (n=5), the COVID-19 pandemic and its impact on their ability to work or attend classes (n=3), and fewer funding opportunities for continuing students compared to students in their first year (n=1).

When asked what supports would have helped them access funding, students reported:

- **Types of funding**
  - A living allowance
  - Funding for books and tuition
  - Funding for travel
- **Personnel supports**
  - Staff who can assist with finding information about the funding opportunities
  - Assistance with paperwork
  - Better communication between the student services team and the band education coordinator
- **Other (not all funding-related)**
  - More advertising
  - Access to internet and technology
  - Better organization (e.g., clear class starting dates)
  - Onsite child support

## Reasons for Not Attending Classes or Potentially Leaving the Institute

Students were asked about reasons that may have prevented them from attending classes or caused them to consider leaving the institute (Table 24). Of the 81 respondents who answered the question, the most frequently cited reasons were family responsibilities (33%), financial difficulties (28%), job responsibilities (27%), or childcare responsibilities (26%). Other reasons for missing classes included housing challenges (16%), academic difficulties (11%), feeling socially isolated or unwelcome (7%), experiences of discrimination (5%), and cultural responsibilities (4%). Those who selected “other” as a response reported health and mental health issues, unprofessional comments from a coordinator, interactions with the instructor (no further detail was provided), and lack of communication from the institute.

*Table 24: Which of the following situations, if any, have prevented you from attending classes or caused you to consider leaving this IAHLA institute?*

Reason	Number (N=81)	Percent
Family responsibilities	27	33%
Financial difficulties	23	28%
Job responsibilities	22	27%
Childcare responsibilities	21	26%
Housing challenges	13	16%
Academic difficulties	9	11%
Feeling socially isolated or unwelcome at the institution	6	7%
Experiences of discrimination	4	5%
Cultural responsibilities	3	4%
Other	12	15%
No situations have led me to not attend class / consider leaving	20	25%

N is the total number of students that responded to this question. Students could select as many options as applicable.

Students were also asked to identify supports that would help them in completing their education. Over half of the respondents identified financial support (54%), while approximately a third identified academic tutoring (34%), mental health counselling that is respectful of Indigenous perspectives (31%), strategies for success (31%), academic advising (30%), and daycare (27%) (Table 25).

Table 25: Supports that would help in **completing** education

Reason	Number (N=71)	Percent
Financial support (scholarships, awards, or bursaries; not including Band Support Funding or funding offered by agency other than the institute)	38	54%
Academic tutoring (for example, within a program or through a student service centre)	24	34%
Mental health counselling that is respectful of Indigenous perspectives	22	31%
Strategies for success (for example, program that addresses studying, time management)	22	31%
Academic advising (for example, program planning, degree requirements)	21	30%
Daycare or childcare	19	27%
Career transition supports (for example, job search skills, opportunities to connect with businesses)	15	21%
Housing for students or families on campus	15	21%
Elders to support students	13	18%
Supports for students with disabilities	11	15%
Other	12	17%

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

Students were also asked what supports would help them continue their education after they finished their current course or program. Identified supports included:

- a more supportive environment,
- supports with job placements,
- transitional work programs, and
- evening and weekend classes.

## 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 26). The majority of students liked the courses they had taken, felt supported by the teaching staff, and developed greater confidence and self-esteem. Approximately 20% of respondents felt that they could better carry on a conversation in their First Nation language.

Table 26: How do you feel about the following since beginning your studies at this IAHLA institute

Statement	Agree	Neither Agree nor Disagree	Disagree	Not Applicable	N
	<b>Number</b>				
I like the courses I have taken.	70	10	0	0	80
I feel supported by the teaching staff.	60	12	6	2	80
I have more self-confidence and greater self-esteem.	59	20	0	0	79
I like the availability and range of courses.	58	15	4	3	80
I am better prepared for further education.	57	17	3	2	79
I feel supported by the administrative staff.	55	14	9	2	80
I have made new or better relationships.	55	20	3	2	80
I have gained critical thinking skills.	49	24	2	4	79
I am better prepared for employment.	49	21	6	4	80
The physical environment reflects First Nations culture.	49	19	2	11	81
I am better at solving problems.	45	27	3	4	79
I have become more active in my community.	37	30	8	5	80
I am better able to carry on a conversation in my First Nation language.	18	30	16	15	79
	<b>Percent</b>				
I like the courses I have taken.	89%	13%	0%	0%	80
I feel supported by the teaching staff.	76%	15%	8%	3%	80
I have more self-confidence and greater self-esteem.	75%	25%	0%	0%	79
I like the availability and range of courses.	73%	19%	5%	4%	80
I am better prepared for further education.	72%	22%	4%	3%	79
I feel supported by the administrative staff.	70%	18%	11%	3%	80
I have made new or better relationships.	70%	25%	4%	3%	80
I have gained critical thinking skills.	62%	30%	3%	5%	79
I am better prepared for employment.	62%	27%	8%	5%	80
The physical environment reflects First Nations culture.	62%	24%	3%	14%	81
I am better at solving problems.	57%	34%	4%	5%	79
I have become more active in my community.	47%	38%	10%	6%	80
I am better able to carry on a conversation in my First Nation language.	23%	38%	20%	19%	79

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

The majority of respondents (79%) indicated that they were satisfied with their institute.

## Improving Student Experiences

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

- **Administration and communication**
  - Regular and clear communication from administrative staff (e.g., course registrations, grading, technology questions)
  - More organized registration and schedule
  - More information about online courses before the start of the term
  - Eliminate double registration (e.g., for IAHLA institute and for NVIT)
  - Correct information on websites about programs and courses
- **Technology-related supports**
  - Access to technological support for students and teachers (Zoom links, access to online materials, recordings of Zoom sessions)
  - Better internet for instructors
  - Equipment for instructors (e.g., headsets)
  - Training for instructors on how to use online resources
- **Academic supports**
  - More one-on-one tutoring and support
  - More choices of courses
  - Support in disputes with instructors
  - More training for instructors
- **Material supports**
  - Childcare
  - Financial supports
  - Student housing
  - Transit plan for students

## 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 2020-21, but not for institutes as a whole or over time:

- **Students:** The majority of students enrolled in 2019-20<sup>6</sup> in responding institutes were women, living on reserve, and completed one or more courses or programs in which they were enrolled. Of the credentials awarded in 2019-20, the most common credentials were trade certificates and diplomas and non-trades post-secondary certificates.
- **Programming:** The most commonly offered programming at responding institutes in 2020-21 was academic programming, Adult Basic Education (offered through the Adult Nominal Roll), short-term skills training, First Nations language programs or courses (not-for-credit), and First Nations culture programs or courses (not-for-credit). The greatest programming needs expressed was for various types of First Nations language and culture revitalization programming, as well as trades programming. Responding institutes generally did not have the funding to offer programming in areas of need.
- **Instructors:** Approximately half of instructors employed in 2020-21 were part time, and the majority had a Bachelor's degree or higher. About 60% of instructors identified as First Nations, and a minority (4%) 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.
- **Private Training Act Certification:** Only one responding institute was certified under the Private Training Act, and of those who were not certified, only four were interested in being registered with the Private Training Institutes Branch.
- **Public Post-Secondary Education Relationships:** All responding institutes had formalized relationships with public post-secondary institutions; the greatest number of relationships were with Nicola Valley Institute of Technology.

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<sup>6</sup> For students' part-/full-time status, gender, location, and course/program completion, institutes were asked to provide data for the prior academic year (September 2019--August 2020).



- **Goals:** The most commonly cited institute goals of high importance were promoting First Nations language and other aspects of First Nations culture, offering Adult Dogwood diplomas / high school equivalence, and academic upgrading.
- **Accountability to First Nations:** Almost all of the responding institutes were accountable to one or more First Nations.
- **Student Data Collection:** A third of the responding institutes had a computer-based mechanism for collecting, storing, and reporting on student data, but only half of the institutes with a computer-based mechanism felt that it met their needs.
- **Needed Supports and Services:** A large number of supports and services were identified as necessary for students, including support for curriculum development, program advertising, programs or courses to help students upgrade their education, Indigenous staff who offer academic tutoring, career transition supports, and cultural activities. However, funding was inadequate to meet many of these needs.
- **Supports from IAHLA:** Responding institutes indicated that core funding, professional development and networking, and other supports that could benefit their institute.
- **COVID-19 pandemic impacts:** Institutes used various models of program delivery during the pandemic, with only four responding institutes suspending at least some of their activities. Given the shift to online learning during the pandemic, institutes reported that students and instructors needed more technology-related support and resources (such as access to reliable internet, access to computers, technical support, and training on how to navigate online courses). During the pandemic, instructors' workload increased. Institutes also required more safety-related resources (cleaning, personal protective equipment), professional development related to remote programming, mental health support services, and funding.

The following observations can be made for the 89 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 the choice allows the student to remain in their community, the institute has programs and courses of interest to the student, and they feel supported by the institute. More than half of respondents were working before they began their studies. About 57% of respondents were supporting dependent children. Students indicated that funding, greater information about institute programs, childcare, and help in applying to the institute may have helped them begin their studies earlier in their life. The majority of respondents stayed in their communities to study, and, regardless of whether or not

they left 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.

- **Student supports:** Respondents found many supports to be helpful. Most respondents identified financial supports, academic tutoring, mental health counselling, strategies for success, and academic advising as supports that would help them in completing their education.
- **Funding:** Band funding was the primary source of funding for respondents' studies.
- **Satisfaction and impacts:** Most respondents were satisfied with their institute, with high agreement that they liked their courses, including the range and availability of courses, felt supported by teaching and administrative staff, were better prepared for further education, had improved self-confidence and self-esteem, and had new or improved relationships. However, few respondents reported being better able to converse in their First Nation language.
- **Barriers to attendance or reasons for leaving:** Family responsibilities were the most commonly cited reason for missing classes or for considering leaving a program, followed by financial difficulties, work responsibilities, and childcare responsibilities.
- **Potential improvements:** Respondents shared a variety of administrative, technological, academic, and material supports that could improve their experiences and outcomes. The emphasis on technological supports (such as reliable internet, access to computers, ongoing tech support), which was not raised in the previous year, was likely related to the shift to online learning during the COVID-19 pandemic.

## Appendix A: Institute Survey

### Welcome

Your responses to this survey are important as they will be used to:

- Support IAHLA in understanding the collective needs of First Nations institutes
- Support IAHLA in promoting the benefits and unique roles of IAHLA institutes
- Understand the impact of the COVID-19 pandemic on institutes and their services, as well as the related needs for supports
- Inform the development of proposals and submissions related to funding of First Nations-mandated institutes
- Potentially inform the determination of financial allocation methodologies

*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.

To learn more about the survey, please see the FAQ page.

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## FAQs for IAHLA Institute Survey

### What is this survey for?

The Indigenous Adult Higher Learning Association (IAHLA) has asked Directions Evidence and Policy Research Group to gather information about institutes and their 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@alchemer.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 2019 - August 2020)?**  
*Please count all students.*  
*Part-time is defined as attending for less than 20 hours per week.*  
*Full-time is defined as attending for 20 hours per week or more.*

	Men	Women	Other
<b>Post-secondary (academic or trades programs of study that lead to diplomas, certificates, or degrees)</b>			
Part-time			
Full-time			
<b>Adult basic education and upgrading offered in partnership with public post-secondary institutions</b>			
Part-time			
Full-time			
<b>Adult basic education offered through the Adult Nominal Roll</b>			
Part-time			
Full-time			
<b>Other training</b>			
Short-term skills training (e.g., Workplace Hazardous Materials Information System (WHMIS), flagging, driver's license training)			
Continuing education (voluntary course for self-improvement, not-for-credit, non-transferable, not leading to diploma, certificate, or degree)			
Other courses and programs			

6. **Of the students that were enrolled in your institute in the last academic year (September 2019 - August 2020), indicate how many were living:**

	# of students	Don't know
On reserve		<input type="checkbox"/>
Off reserve		<input type="checkbox"/>

7. **Of the students that were enrolled in your institute in the last academic year (September 2019 - August 2020), indicate how many:**

	# of students	Don't know
Successfully completed one or more courses or programs that they were enrolled in		<input type="checkbox"/>
Did not successfully complete any of the courses or programs that they were enrolled in		<input type="checkbox"/>

	# of students	Don't know
Received Adult Dogwood diplomas		<input type="checkbox"/>
Received trades certificates or diplomas		<input type="checkbox"/>
Received (non-trades) post-secondary certificates		<input type="checkbox"/>
Received (non-trades) post-secondary diplomas		<input type="checkbox"/>
Received undergraduate degrees		<input type="checkbox"/>
Received post-graduate degrees		<input type="checkbox"/>
Received other credentials		<input type="checkbox"/>

If you indicated "other credentials" in the previous question, please specify the type.

**8. Is your institute offering the following types of programming this academic year (September 2020 - August 2021)?**

	Yes, the programming is available	No, but there is a <b>need</b> for such programming	No, but there is <b>no need</b> for such programming
Adult Basic Education (ABE) offered in partnership with public post-secondary institution			
Adult Basic Education (ABE) offered through the Adult Nominal Roll			
Other adult upgrading courses (not ABE)			
Academic programming (college or university level programs)			
Trades programs or courses			
Short-term skills training (e.g., WHMIS, flagging, driver's license training)			
Essential skills (e.g., studying, time management, workplace preparation)			
<b>First Nations Language and Culture Revitalization Programming</b>			
First Nations language programs or courses (for credit)			
First Nations language programs or 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			
First Nations culture programs or courses (for credit)			
First Nations culture programs or courses (not-for-credit)			

	Yes, the programming is available	No, but there is a <b>need</b> for such programming	No, but there is <b>no need</b> for such programming
Diploma, certificate, or degree in a First Nations culture			
Land-based programs and courses			
First Nations history programs and courses			
First Nations governance and jurisdiction programs and courses			
First Nations epistemologies programs and courses			
<b>Other</b>			
Other programs and courses, including language and culture revitalization strategies			

(show if selected other above) If you selected "other programs or courses" in the previous question, please specify the types.

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

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

Please explain \_\_\_\_\_

10. How many instructors teaching in your institute this academic year (September 2020 - August 2021) are:

	# of instructors	Don't know
Part-time instructors (instructors who work less than 30 hours each week)		<input type="checkbox"/>
Full-time instructors (instructors who work 30 hours or more each week)		<input type="checkbox"/>

11. How many instructors teaching in your institute this academic year (September 2020 - August 2021):

	# of instructors	Don't know
identify as First Nations?		<input type="checkbox"/>
have a bachelor's degree as their highest degree?		<input type="checkbox"/>
have a master's degree or higher as their highest degree?		<input type="checkbox"/>
are fluent speakers of a First Nations language?		<input type="checkbox"/>
are fluent speakers of a First Nations language with a bachelor's degree or higher?		<input type="checkbox"/>

12. What are your funding sources this academic year (September 2020 - August 2021)?

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

Tuition	
Own source of revenue	

Post-Secondary Partnerships Program (PSPP, formerly Indian Studies Support Program (ISSP))	
Adult Nominal Roll	
Indigenous Skills and Employment Training Program funding (ISET, formerly Aboriginal Skills and Employment Training Strategy (ASETS))	
Funding through affiliation agreements with public post-secondary institutions	
Community Adult Literacy Program	
Community Workforce Response Grants: Skills Training for Economic Recovery Stream	
Community Workforce Response Grants: Youth Community Partnerships Stream	
Community Workforce Response Grants: Community Response Stream	
Community Workforce Response Grants: Emerging Priorities Stream	
Community Workforce Response Grants: Indigenous Communities Stream	
Other funding. Please describe: _____	

13. Please specify what percentage of your funding each source accounts for. In the online form, you will be only asked about the sources selected in Question 12. The total should add up to 100%.

	Percentage
Tuition	
Own source of revenue	
Post-Secondary Partnerships Program (PSPP, formerly Indian Studies Support Program (ISSP))	
Adult Nominal Roll	
Indigenous Skills and Employment Training Program funding (ISET, formerly Aboriginal Skills and Employment Training Strategy (ASETS))	
Funding through affiliation agreements with public post-secondary institutions	
Community Adult Literacy Program	
Community Workforce Response Grants: Skills Training for Economic Recovery Stream	
Community Workforce Response Grants: Youth Community Partnerships Stream	
Community Workforce Response Grants: Community Response Stream	
Community Workforce Response Grants: Emerging Priorities Stream	
Community Workforce Response Grants: Indigenous Communities Stream	
Other funding. Please describe: _____	

14. For funding sources you did not receive in this academic year (sources not selected in Question 12), please indicate the reason why. In the online form, you will only be shown this question for the sources you did not select in Question 12.

	Applied, none received	Did not apply
Post-Secondary Partnerships Program (PSPP, formerly Indian Studies Support Program (ISSP))		



	<i>Applied, none received</i>	<i>Did not apply</i>
Indigenous Skills and Employment Training Program funding (ISET, formerly Aboriginal Skills and Employment Training Strategy (ASETS))		
Funding through affiliation agreements with public post-secondary institutions		
Community Adult Literacy Program		
Community Workforce Response Grants: Skills Training for Economic Recovery Stream		
Community Workforce Response Grants: Youth Community Partnerships Stream		
Community Workforce Response Grants: Community Response Stream		
Community Workforce Response Grants: Emerging Priorities Stream		
Community Workforce Response Grants: Indigenous Communities Stream		
Other funding. Please describe: _____		

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

Yes     No     Don't know

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

Yes     No     Don't know

**17. 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.**

- |  |  |
|--|--|
| <input type="checkbox"/> British Columbia Institute of Technology                      | <input type="checkbox"/> Okanagan College                        |
| <input type="checkbox"/> Camosun College   | <input type="checkbox"/> Royal Roads University                  |
| <input type="checkbox"/> Capilano University   | <input type="checkbox"/> Selkirk College                         |
| <input type="checkbox"/> Coast Mountain College (formerly Northwest Community College) | <input type="checkbox"/> Simon Fraser University                 |
| <input type="checkbox"/> College of New Caledonia                                      | <input type="checkbox"/> Thompson Rivers University              |
| <input type="checkbox"/> College of the Rockies  | <input type="checkbox"/> University of British Columbia          |
| <input type="checkbox"/> Douglas College   | <input type="checkbox"/> University of Northern British Columbia |
| <input type="checkbox"/> Emily Carr University of Art and Design                       | <input type="checkbox"/> University of the Fraser Valley         |
| <input type="checkbox"/> Justice Institute of British Columbia                         | <input type="checkbox"/> University of Victoria                  |
| <input type="checkbox"/> Kwantlen Polytechnic University                               | <input type="checkbox"/> Vancouver Community College             |
| <input type="checkbox"/> Langara College   | <input type="checkbox"/> Vancouver Island University             |
| <input type="checkbox"/> Nicola Valley Institute of Technology                         | <input type="checkbox"/> None                                    |
| <input type="checkbox"/> North Island College  | <input type="checkbox"/> Other - Please specify:<br>_____        |
| <input type="checkbox"/> Northern Lights College                                       |  |

18. Please indicate which types of formalized relationships your institute has with the public post-secondary institutions. Check all that apply. (Answer only for institutions selected in previous question.)

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					
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					

**19. Please rate how important the following goals are to your institute this year.**

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

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

Yes  No  Don't know

**21. (If answered "Yes" in previous question) Please list the First Nations to which your institute is accountable and the way in which you are accountable. \***


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**22. Is your institute currently using a computer-based information system for collecting, storing, and reporting on the type of data collected in this survey (e.g., student demographics, course and program registration, instructional staff information)?**

Yes  No  Don't know

**23. (If answered "Yes" in Question 22) Does this computer-based information system meet your needs?**

Yes  No  Don't know

**24. (If answered "Yes" in Question 22) How would you best describe your usual practices for ensuring the data in the information system is up to date?**

We only collect data from students when they first register.

We collect data from students when they first register and make changes whenever a student's course selection, program, or other information changes.

Other, please describe: \_\_\_\_\_

**25. Please indicate which 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 Indigenous students	
Elders 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	
Professional staff who can provide mental health supports	
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)	
None of the above	
Other (please specify)	

26. ***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 the previous question)***

<b>Support or service</b>	<b>Yes, enough funding</b>	<b>No, not enough funding</b>
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 Indigenous students		
Elders 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		
Professional staff who can provide mental health supports		
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)		

**27. How have you offered your courses and programs since the beginning of the COVID-19 pandemic?**

Select all that apply since March 2020.

- We switched from in-person to online delivery of some programs and courses.
- We continued to offer online delivery of programs and courses that were previously online.
- We offered some in-person instruction.
- We suspended activities.

**28. [if yes to previous question on online learning] Please indicate how well the following statements describe your institute's experience of online learning during the COVID-19 pandemic.**

	Agree strongly	Agree	Disagree	Disagree strongly	Don't know	Not applicable
Our <b>institute has adequate technological infrastructure</b> (e.g., computers and equipment for instructors, bandwidth, learning management systems, videoconferencing software, technical support) required to offer courses and programs online.						
Our <b>students have sufficient technological infrastructure</b> (e.g., internet access, computers and equipment) to access courses and programs online.						
Our <b>instructors have adequate knowledge of how to use online software and learning management programs</b> to offer courses and programs online.						
Our <b>instructors have the pedagogical skills</b> needed to teach online.						

**29. Please indicate how well the following statements describe your institute's experience of the COVID-19 pandemic.**

	Agree strongly	Agree	Disagree	Disagree strongly	Don't know	Not applicable
Instructor workload has increased.						
We have the resources to provide safety accommodations (e.g., physical distancing, personal protective equipment, physical barriers, adequate ventilation, frequent cleaning) in order offer some courses and programs in-person.						
Student enrollment has declined.						

	Agree strongly	Agree	Disagree	Disagree strongly	Don't know	Not applicable
We have had to reduce course and program offerings.						
We received funding from the Ministry of Advanced Education and Training that was helpful.						
We received funding from Indigenous Services Canada that was helpful.						
Our public post-secondary partner engaged us throughout the pandemic to support continuity of learning.						

Please describe other impacts that COVID-19 has had on your institute.

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**30. What supports do you need to help you continue to offer courses and programs during the COVID-19 pandemic and the recovery?**

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**31. 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 services, including capacity-building services, from IAHLA would be beneficial?

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If you have any feedback on the survey, please contact \_\_\_\_\_.

Thank you for sharing data about your institute!

Your institute will be automatically entered into a prize draw for one of two \$500 cheques. FNESC will contact you if your institute is selected in the draw.

## Appendix B: Student Survey

### 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!

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 12 to 15 minutes to complete, will help your IAHLA institute to:

- Better fit programs and services to student needs and interests.
- 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.

### 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 \_\_\_\_\_.

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## 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
- 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
- Ntamtqen Snmamayatn Adult Education
- 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
- St'át'imc Education Institute
- 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 in which you are currently enrolled.

**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@alchemer.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.

**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, 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.

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**“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.

**1. Which IAHLA institute are you currently enrolled in?\***

- |  |  |
|--|--|
| <input type="checkbox"/> Ahousaht Education Authority                                    | <input type="checkbox"/> Snuneymuxw First Nation / House of Learning |
| <input type="checkbox"/> Blueberry River First Nation Adult Centre                       | <input type="checkbox"/> St’át’imc Education Institute               |
| <input type="checkbox"/> CFDC of Central Interior First Nations                          | <input type="checkbox"/> Sto:lo Nation                               |
| <input type="checkbox"/> Chemainus Native College  | <input type="checkbox"/> Ted Williams Memorial Learning Centre       |
| <input type="checkbox"/> Coastal Training Centre   | <input type="checkbox"/> Tl’azt’en Adult Learning Centre             |
| <input type="checkbox"/> Cowichan Tribes - Quw’utsun Syuw’entst Lelum                    | <input type="checkbox"/> Ts’zil Learning Centre (Lilwat)             |
| <input type="checkbox"/> En’owkin Centre   | <input type="checkbox"/> Tsay Keh Dene Learning Centre               |
| <input type="checkbox"/> Fort Nelson First Nation Community Education Authority          | <input type="checkbox"/> Wabsuwilaks’m Gitselasu Adult School        |
| <input type="checkbox"/> Gitksan Wet’suwet’en Education Society                          | <input type="checkbox"/> Wameesh Learning Center                     |
| <input type="checkbox"/> Gitwangak Education Society                                     | <input type="checkbox"/> Wilp Wilxo’oskwhl Nisga’a                   |
| <input type="checkbox"/> Heiltsuk College  |  |
| <input type="checkbox"/> Ittatsoo Learning Centre  |  |
| <input type="checkbox"/> Jean Marie Joseph Adult School                                  |  |
| <input type="checkbox"/> K’ak’otlats’i School  |  |
| <input type="checkbox"/> Kitimat Valley Institute  |  |
| <input type="checkbox"/> Kwadacha Dune Tiiy  |  |
| <input type="checkbox"/> Kyah Wiget Education Society                                    |  |
| <input type="checkbox"/> Lip’alhays Learning Centre (Nuxalk College)                     |  |
| <input type="checkbox"/> Muskoti Learning Centre - Saulteau First Nations                |  |
| <input type="checkbox"/> NEC Native Education College                                    |  |
| <input type="checkbox"/> Neskonlith Education Centre                                     |  |
| <input type="checkbox"/> Northern Shuswap Tribal Council                                 |  |
| <input type="checkbox"/> Ntamtqen Snmamayatn Adult Education                             |  |
| <input type="checkbox"/> NTC Nuu-chah-nulth Tribal Council (NETP)                        |  |
| <input type="checkbox"/> Pacheedaht First Nation   |  |
| <input type="checkbox"/> Penelakut Island Learning Centre                                |  |
| <input type="checkbox"/> Penticton Indian Band Adult Education                           |  |
| <input type="checkbox"/> Prince George Nechako Aboriginal Employment and Training Centre |  |
| <input type="checkbox"/> Saanich Adult Education Centre                                  |  |
| <input type="checkbox"/> Seabird College   |  |
| <input type="checkbox"/> Sechelt Indian Band Education Centre                            |  |
| <input type="checkbox"/> Secwepemc Cultural Education Society                            |  |
| <input type="checkbox"/> Skeetchestn Band Education                                      |  |

2. **How many years have you been enrolled in this IAHLA institute (including this year)?** \_\_\_\_\_

3. **Why did you choose to come to this IAHLA institute rather than go to another place for your studies?** (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 places to study 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: \_\_\_\_\_ \*

4. **What was your primary activity before enrolling at this IAHLA institute?**

I was working part-time

I was working full-time

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: \_\_\_\_\_ \*

5. **What is your gender?**

Man     Woman     Other

6. **What year were you born?** \_\_\_\_\_

7. **Are you a former child or youth in care?**

Yes     No

8. **Are you:**

First Nations (Indian status)

First Nations (non-Indian status)

Métis

Inuit

Other (Please specify): \_\_\_\_\_

9. **How many children depend on you for support?**

- None
- 1
- 2
- 3
- 4
- More than 4

**10. What is your marital status?**

- Married / common-law
- Single
- Other (Please specify): \_\_\_\_\_

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

- Yes       No

a. *(show if selected "Yes")* **Do you plan to return home to contribute to your community after you complete your studies?**

- Yes       No

b. *(show if selected "No")* **Do you plan to remain at home to contribute to your community after you complete your studies?**

- Yes       No

**12. What difficulties, if any, did you face 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

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

- Yes       No

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

- 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 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): \_\_\_\_\_ \*
- None. There are no circumstances in which I would have attended this IAHLA institute earlier in my life.

**15. The next academic year will begin in September 2021 and continue until August 2022.**

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

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

*(if selected "Continue studying" in Question 15)*

**"IAHLA institute"** refers to an *Aboriginal-controlled* post-secondary education or learning society, institute, college, school, or adult learning centre. [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.

**16. (if selected "Continue studying" in Question 15) Where do you plan to study in the next academic year?**

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

**17. How are you paying for your studies (including tuition, fees, books, supplies, and 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): \_\_\_\_\_ \*

**18. What is the main source of funding for your studies? (asked for only those selected in previous question)**

- 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): \_\_\_\_\_ \*

**19. What barriers, if any, have you experienced in accessing funding to complete your education?**

\_\_\_\_\_

**What supports would have been beneficial for accessing funding?**

\_\_\_\_\_

**20. Which of the following situations, if any, have prevented you from attending classes or caused you to consider leaving this IAHLA institute? (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	
Other (Please specify): _____ *	
No situations have led me to not attend class / consider leaving	

**21. Please indicate which supports would be helpful to you in *completing* your education (for example, finishing your current course or program). (Check all that apply)**

Elders to support students	
Mental health counselling that is respectful of Indigenous perspectives	
Supports for students with disabilities	
Academic advising (for example, program planning, degree requirements)	
Academic tutoring (for example, within a program or through a student service centre)	
Career transition supports (for example, job search skills, opportunities to connect with businesses)	
Strategies for success (for example, program that addresses studying, time management)	
Financial support (scholarships, awards, or bursaries; not including Band Support Funding or funding offered by agency other than the institute)	
Housing for students or families on campus	
Daycare or childcare	
Other	

*[If other selected above]* **What other supports would be helpful to you in *completing* your education?**

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**22. How can this IAHLA institute support you in *continuing* your education after you finish your current course or program?**

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**23. How do you feel about the following since beginning your studies at this IAHLA institute? (Select an answer in each row)**

	Agree	Neither Agree nor Disagree	Disagree	Not Applicable
I have more self-confidence and greater self-esteem.				
I have become more active in my community.				
I am better able to carry on a conversation in my First Nation language.				
I have gained critical thinking skills.				
I am better at solving problems.				
I am better prepared for further education.				
I am better prepared for employment.				
I feel supported by the teaching staff.				



	Agree	Neither Agree nor Disagree	Disagree	Not Applicable
I feel supported by the administrative staff.				
I have made new or better relationships.				
The physical environment at my institute reflects First Nations culture.				
I like the availability and range of courses.				
I like the courses I have taken.				

**24.**

	Agree	Neither Agree nor Disagree	Disagree
Overall, I am satisfied with this IAHLA institute.			

**Please explain your response. We are interested in hearing more about what has and has not been working well for you at this IAHLA institute.**

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**25. How can this IAHLA institute improve the experiences and outcomes of students like you? Please feel free to elaborate on topics within the survey or topics we did not ask about.**

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Please click "Submit" (or right-arrow button on mobile) to send in your anonymous responses. On the next page, you will be given an opportunity to enter a prize draw.

**Thank you for completing the survey!**

Go to prize draw for a Visa gift card

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. from the name and email provided for the prize draw.