



Indigenous Adult and Higher Learning Association

IAHLA

Data Collection Project 2007/08

FINAL REPORT

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EXECUTIVE SUMMARY

1.0 Introduction

The Indigenous Adult and Higher Learning Association (IAHLA) is a non-profit society dedicated to Indigenous adult and higher learning. In 2005/06, IAHLA initiated the Data Collection Project (the Project). This report focuses on the results of the third year of research (2007/08). The Project assists First Nations institutes to meet accountability and reporting requirements using a framework developed for First Nations adult and post-secondary institutes by First Nations institutes. In this way, institutes are able to report data that reflects First Nations values. The First Nations framework comprises five areas:

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

2.0 Methodology

To undertake the Project, IAHLA asked First Nations institutes offering adult and post-secondary education programming to complete a data collection instrument that included two components:

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

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

3.0 Who Responded

The IAHLA Data Collection Project asks institutes to report both *current* year and *past* year enrolment data. *Current* year enrolments are those in the academic year underway as of the time the institute responds to the Project (e.g., as of October 2007). *Past* year enrolments are those for the previous academic year.

In 2007/08, 21 of the 23 responding institutes¹ report *current* year enrolments of 1,250 learners as of October 2007. These 2007/08 current year enrolments represent a 27% decrease from 2006/07 current year enrolments for the 15 responding institutes that reported current year enrolments in both years. This decrease is largely driven by reduced enrolment at the Native Education

¹ Two institutes did not respond to this question.

College². In 2007/08, 70% of the responding institutes report they are offering post-secondary programs in the current year.

In 2007/08, 22 responding institutes report *past* year enrolments of 2,428 learners³ in 2006/07. 77% of the responding institutes reported providing post-secondary programs in 2006/07.

In 2006/07, more learners enrolled full-time (58%) than part-time (42%). A majority of these learners were women (72%).

In 2006/07, most learners enrolled in articulated/transferable courses or programs. 83% of 2,142 learners⁴ enrolled in at least one articulated/transferable course or program.

In 2006/07, learners primarily enrolled in Adult Basic Education (ABE)/adult upgrading or *one-year* College/University programs. Among 2,666 program or course enrolments at 22 institutes in 2006/07, 32% were in ABE/adult upgrading courses, 32% were in *one-year* College/University programs and 11% were in *multi-year* College/University programs.

In 2007/08, 205 instructors worked at 22 of the 23 responding institutes⁵ as of October 2007, with 50% of these instructors working part-time and 50% working full-time. Similar to previous years, most (82%) of these instructors have a Bachelors degree or higher level of education. About one-half (49%) of these instructors also have relevant work experience and 14% have First Nations language skills.

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

In 2007/08, over one-third (39%) of the institutes indicate they have experienced a decrease in funding since last year. About one-fifth (22%) have experienced no change, and 30% have experienced an increase in their funding relative to last year.

Approximately four-fifths (83%) of these institutes report they are "never" or "not often" able to fund the facilities, other capital projects or equipment upgrading they need. 70% are "never" or "not often" able to fund the professional development their instructors and staff need.

Sixty-one percent of the institutes have undergone an external program evaluation in the past five years, most often funded by the FNSEA or the ISSP. INAC requires that every nominal roll school have an evaluation conducted every five years.

In 2007/08, 35% (8) of the institutes report they are registered with the Private Career Training Institutes Agency (PCTIA). Of these eight institutes, only one reports it is accredited through PCTIA, the remainder report only being registered with the agency. In 2005/06, 53% (9) of 17

² In June 2007, the Native Education College, British Columbia's largest private Aboriginal institute, announced it would close due to insufficient funding. Subsequently, funding was secured and the College remained open. The possibility of closure likely resulted in reduced enrolment.

³ One responding institute did not enroll students last year because it is new in 2007/08.

⁴ Learners for whom these data were reported.

⁵ One institute did not respond to this question.

responding institutes were recognized by PCTIA, with six accredited and one in the degree authorization process.

4.0 Learners' Personal Development

In 2007/08, responding First Nations institutes continue to support learners' personal development through:

- *Delivering Life Skills programs* – in 2007/08, 52% of responding institutes provide Life Skills programs to learners. Typically, 50% to 100% of their learners enrolled in them last year. In 2006/07, more institutes reported providing Life Skills programs (63%), but to a smaller proportion of their learners than in the previous year (typically between 25% and 50%).

In 2007/08, more learners say they have enrolled in a Life Skills program and that they have benefited from it than in 2006/07. Among the learners surveyed in 2007/08, 49% have enrolled in a Life Skills program since beginning their studies at the institute. Among these learners, 94% report they have benefited from the skills and information they learned. In 2006/07, 26% of the learners surveyed said they had been enrolled in a Life Skills program and 80% reported they had benefited from it.

- *Offering short non-credit courses and short-term workshops* – almost all institutes offer one or more such courses or workshops, primarily in computer skills (78%), life skills (70%) and career planning (70%). In 2006/07, two-thirds of institutes offered computer skills (68%), life skills (68%) and career planning (68%) short courses or short-term workshops.
- *Providing interventions and referrals for learners* – similar to previous years, most often institutes provide academic advising (99%) *interventions and/or referrals*. *Referrals only* are most common for personal counseling (44%), drug and alcohol prevention (39%) and family violence prevention (39%) services.

In 2007/08, the learners surveyed have used academic advising (71%) and/or peer support services (68%) most often. Almost all the learners using such services have found them to be very or somewhat useful. In 2006/07, learners had also used these two services most often and almost all had found the services they used to be helpful.

- *Linking with a wide range of other providers* – institutes link with other providers to deliver supports and other services to learners. Most common are links with public colleges/universities, traditional/spiritual advisors and Elders, health services and social development services. In the 2006/07 and 2005/06 IAHLA Data Collection Project surveys, traditional spiritual advisors and Elders as well as public colleges/universities were also cited as the most frequent links to learner supports.

In 2007/08, 81% of the 404 learners surveyed agree they feel better about themselves and 75% feel more confident since beginning at their institutes. Similar percentages of learners have set future goals in areas like their education (81%) and/or personal lives (78%). In 2005/06 and 2006/07, 80% or more of learners agreed they feel better about themselves and/or more confident since beginning at their institutes. Among the future goals asked about in the survey, learners have consistently set goals for their education and personal lives most frequently.

5.0 Leadership Development

In 2007/08, responding institutes continue to promote learner's leadership within their communities as well as First Nation communities' leadership of their programs through:

- *Involving community members in programming and learning* – in 2007/08, Elders (96%) and family/community members (96%) are most frequently involved. In the 2006/07 IAHLA Data Collection Project survey, Elders were also frequently involved in programming and learning (89%), followed by a First Nations Governance structure (84%).
- *Involving learners in programming and learning as well as leadership opportunities* – 91% of the institutes report involving learners in programming and learning (95% in 2006/07). 37% the learners surveyed report their institute has a student council or other type of student government (40% in 2006/07).
- *Encouraging and/or enabling learners to become more active in their communities* – 38% of learners agree they have become more active in their communities (49% in 2006/07 and 48% in 2005/06).
- *Participating in formal relationships with other institutions or organizations* – most (21) of the institutes have at least one type of formalized relationship with other institutions or organizations. Most common are affiliation agreements (52%), followed by service agreements (30%) and brokering arrangements (22%). This year a smaller proportion of responding institutes report affiliation agreements than in 2006/07 (84%) or 2005/06 (82%).

In total, these 21 responding institutes with formal relationships with other institutions or organizations reported 48 such formal relationships (an average of two or more per institute). They are satisfied with 90% of these 48 relationships. For responding institutes these relationships most commonly benefit them by enabling them to offer (more) courses and/or programs. The institutes most frequently contribute to these relationships in terms of fees/funds and students/enrolments.

6.0 Cultural Development

In 2007/08, responding institutes continue to advance learners' cultural learning by:

- *Placing a high level of importance on promoting aspects of culture, in addition to academic goals* – promoting aspects of culture is centrally or very important to 83% of the institutes in 2007/08. It was centrally or very important to a similar proportion of responding institutes in 2006/07 (84%) and 2005/06 (88%).
- *Placing an equally strong emphasis on culture and education/employment* – two-thirds (65%) of the institutes report they place equal emphasis on these two goals, while 30% of the institutes place a stronger emphasis on education/employment and (4%) place a stronger emphasis on cultural development. In 2006/07, 68% of responding institutes placed an equally strong emphasis on both objectives.
- *Embedding traditional values* – traditional values are embedded in a variety of ways, including in governance structures and policies, through involving Elders in learning, hiring

of First Nations instructors and aboriginal curriculum content. Daily interactions with students also incorporate these values.

- *Celebrating student achievements* – all (100%) of responding institutes report that celebrating students' achievements is "very important" to them. They do this through year-end celebrations, monthly recognition activities, hosting special events, publishing student achievements in local newsletters, incentive programs and consistent encouragement of students.
- *Offering language courses* – 70% of the institutes offer First Nations language courses in 2007/08. Typically, up to 50% of their learners participate in these language courses. In 2006/07 and 2005/06, similar proportions of responding institutes offered First Nations language courses (79% and 71% respectively).

Among the learners surveyed in 2007/08, 40% are studying First Nations language(s) as part of their studies at their institutes. Of these learners, 87% are satisfied with the progress they are making. In 2006/07, fewer (31%) of the learners surveyed were studying First Nations language(s) and 83% of these learners were satisfied with the progress they were making.

- *Being involved in language revitalization projects* – 74% of the 2007/08 responding institutes are involved in such projects. In comparison, 68% of responding institutes were involved in such projects in 2006/07. Fewer responding institutes were involved with language revitalization projects in 2005/06 (41%).

Similar to previous years, in 2007/08, 43% of the learners surveyed report being more culturally active and 19% report having improved their ability to carry on a conversation in their First Nations language.

7.0 Wisdom Development

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

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

In 2006/07, 80% (950) of 1,190 learners successfully completed at least one course they were enrolled in.

Almost one-half of the awards made to students in the 2006/07 academic year were certificates. 18 responding institutes reported making 888 awards to students in 2006/07. Of these awards, 48% were certificates, 10% were diplomas, 1% were degrees and 41% were other awards (including Adult Dogwoods and course-specific awards).

In 2007/08, 80% of learners agree they are better able to learn since beginning at their institute. Two-thirds or more of these learners also agree that they have been helped to prepare for their further education, gain problem solving skills, learn research skills and/or learn to seek help for

their needs. More than half the learners surveyed state they have been helped to prepare for getting a job and/or have learned computer skills.

In 2005/06 and 2006/07, learners rated their learning and academic skill development within similar ranges. However, their ratings of having been helped to prepare for getting a job and gaining computer skills are somewhat higher this year than in previous years. Learners have consistently rated their preparation for further education, learning to seek help for their needs and problem solving skill acquisition most highly.

8.0 Student Satisfaction

In 2007/08, 86% of learners agree they are satisfied, overall, with their institutes. Similarly, 83% say they would recommend their institutes to others. Student satisfaction with courses, facilities and relationships ranges between 67% and 84%. Learners rate their relationships with teaching staff most highly, followed by their courses and relationships with other students.

In 2005/06 and 2006/07, learners rated their satisfaction with courses, facilities and relationships within similar ranges. Learners have consistently been highly satisfied with their relationships with teaching staff.

In 2007/08, more than 80% of responding institutes use general satisfaction surveys or course/instructor evaluation forms. Just over half (52%) of the institutes use both types of questionnaires for gathering student feedback. In 2006/07, 90% of the institutes used such questionnaires, with 53% using both.

1.0 Introduction

The Indigenous Adult and Higher Learning Association (IAHLA) is a non-profit society dedicated to Indigenous adult and higher learning. In 2005/06, IAHLA initiated the Data Collection Project (the Project). This report focuses on the results of the third year of research (2007/08).

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

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

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

At the institute level, the information:

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

At the collective (Association) level, the information:

- Allows IAHLA to identify priorities for services and advocacy;
- Helps identify best practices;
- Assists with planning and tracking of growth; and,
- Creates a sense of unity and networking among IAHLA member institutes.

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

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

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

2.0 Methodology

To undertake the Project, the IAHLA Data Collection Working Group⁶ asked all member First Nations institutes offering adult and post-secondary education programming to complete a data collection instrument that included two components:

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

In the week of October 17, 2007, Juniper Consulting⁷ began contacting institutes on behalf of IAHLA. Institutes were emailed a letter from the Data Collection Working Group requesting their participation along with institute and student survey forms with a response deadline of November 9, 2007. Follow ups were made to all institutes to confirm a Project contact person and email address or fax number. Participating institutes provided students with access to an electronic (online) or paper copy of the IAHLA Data Collection Student questionnaire and encouraged students to complete and return or submit the surveys. All completed data collection surveys (from institutes and students) were gathered by December 21, 2007.

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

Completed surveys were sent directly to Juniper Consulting for processing. This aggregate report presents the findings of these analyses at the provincial level, demonstrating overall results. In addition, Juniper Consulting will prepare customized reports which will be shared only with individual responding institutes, including a summary of their student responses.

IAHLA has plans to report on the results of the 2007/08 Data Collection Project and seek direction for any future activities at the April 2008 IAHLA Annual General Meeting.

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

The number of adult learners responding to the Data Collection Project has increased each year. In 2007/08, 404 adult learners completed surveys. In 2006/07, 255 adult learners completed surveys. In 2005/06, 176 adult learners responded.

⁶ The IAHLA Data Working Group is comprised of three IAHLA members who represent large and small institutes across the province.

⁷ In August 2007, Juniper Consulting was engaged by IAHLA to: undertake data entry, coding, editing, and cleaning; and, to prepare descriptive statistics of the institute and student responses presented in this report.

The institutes responding each year are presented in Appendix B. The questionnaires and other data collection instruments used are presented under separate cover in the 2007/08 IAHLA Data Collection Project's Methodology Report.

3.0 Who Responded

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

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

3.1 Current Year Student Enrolments

The IAHLA Data Collection Project asks institutes to report both *current* year and *past* year enrolment data. *Current* year enrolments are those in the academic year underway as of the time the institute responds to the Project (e.g., as of October 2007). As some students may enroll at a later date (e.g., after October) at these institutes, these enrolments are incomplete for the year as a whole. These current year enrolments are reported in this section of the report. *Past* year enrolments cover all students enrolled in the institute in the previous academic year. These enrolments are complete for the year as a whole, as they include all students enrolled throughout that year. These past year enrolments are reported in section 3.3 below.

In 2007/08, 21 of the 23 responding institutes report *current* year enrolment data for the 2007/08 academic year (as of October 2007).

More than one half (61%) of the responding institutes had enrolled less than 50 learners at this time.

Exhibit 3.1 – Responding Institutes' Current Year Student Enrolment

	2007/08
	N ⁸ =23
Enrolling more than 100 students	
# of Institutes	2
% of Institutes	9%
Enrolling 50 to 100 students	
# of Institutes	5
% of Institutes	22%
Enrolling 0 to 49 students	
# of Institutes	14
% of Institutes	61%
No Enrolment #s Provided	
# of Institutes	2
% of Institutes	9%

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

In 2007/08, these 21 responding institutes had enrolled 1,250 learners as of October 2007⁹. Please note that it is possible for one learner to be reported as being enrolled at more than one institute. For example, a student enrolled at a community-based institute may also be reported as enrolled at the Nicola Valley Institute of Technology (NVIT).

In the 2006/07 IAHLA Data Collection Project, 17 responding institutes had current year enrolments of 994 learners at the time they responded.

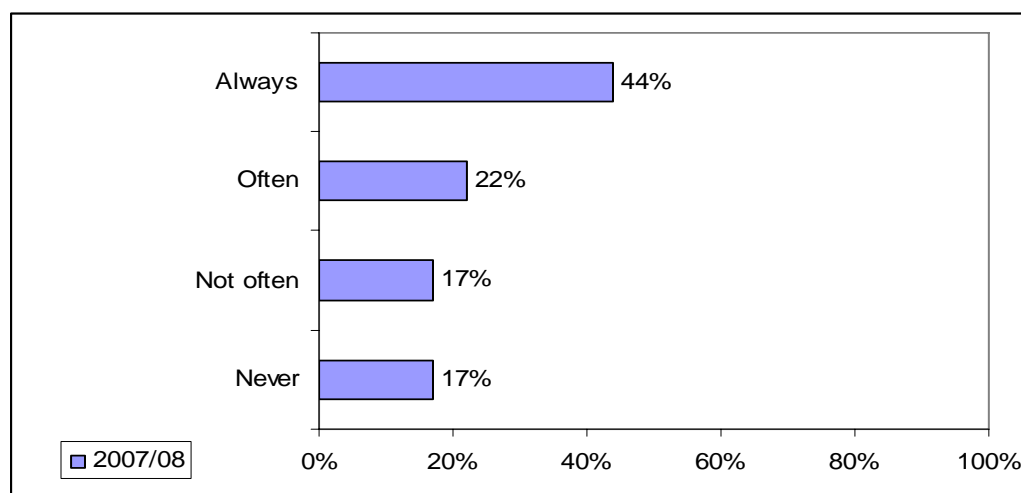
2007/08 current year enrolments represent a 27% decrease from the previous year for the 15 responding institutes that reported current year enrolments in both years (2007/08 and 2006/07). These institutes report current year enrolments of 603 learners this year (in 2007/08). They reported current year enrolments of 821 learners last year (when responding to the 2006/07 Data Collection Project). This decrease is largely driven by reduced enrolment at the Native Education College¹⁰.

In the 2005/2006 IAHLA Data Collection Project, 17 responding institutes had current year enrolments of 2,602 learners at the time they responded.

3.2 Current Year Post-Secondary Programming Offered

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

Exhibit 3.2 – Institutes Offering Post-Secondary Programs in the Past Five Years



⁹ Current year enrolments are influenced by the institutes which report them and are especially impacted when large institutes do not respond. In particular, the Nicola Valley Institute of Technology (NVIT) reported current year student enrolments in 2007/08 and did not report current year enrolments in 2006/07. The Institute of Indigenous Government (IIG) did not respond in 2007/08 because it is no longer operating. It did not participate in the Project in 2006/07 even though it was operating. Both NVIT and IIG reported current academic year student enrolments in 2005/06.

¹⁰ In June 2007, the Native Education College, British Columbia’s largest private Aboriginal institute, announced it would close due to insufficient funding. Subsequently, funding was found and the College remained open. The possibility of closure likely resulted in reduced enrolment.

3.3 Past Year Student Enrolments

In 2007/08, all 22 institutes which were operating last year reported enrolment data for the past academic year (2006/07)¹¹.

In 2007/08, more than one-half (57%) of the responding institutes reported enrolling less than 50 learners in the past year (in 2006/07). Based on these enrolment data for the full year, almost one-quarter enrolled more than 100 students.

Exhibit 3.3 – Responding Institutes’ Past Year Student Enrolment

	Past Year (2006/07)
	N=23
Enrolling more than 100 students	
# of Institutes	6
% of Institutes	26%
Enrolling 50 to 100 students	
# of Institutes	3
% of Institutes	13%
Enrolling 0 to 49 students	
# of Institutes	13
% of Institutes	57%
Not Operating Last Year (No Enrolment #s Provided)	
# of Institutes	1
% of Institutes	4%

In total, the 22 institutes operating in 2006/07 enrolled 2,428 learners that year.

More 2006/07 learners enrolled full-time than part-time. Institutes reported part-time/full-time status for 1,338 of these learners¹², of whom 58% studied full-time and 42% studied part-time.

Most 2006/07 learners enrolled were women. Institutes reported learners’ gender for 1,338 of these learners¹³, of whom 72% were female and 28% were male.

Most 2006/07 learners enrolled in articulated/transferable courses or programs. Institutes were asked to report whether learners were enrolled in one or more courses or programs which were articulated/transferable with public colleges or institutes. 20 institutes reported this information for 2,142 learners. 83% of these learners were enrolled in at least one articulated/transferable course or program and 17% were not.

¹¹ Please note that one responding institute did not enroll students last year because it is new in 2007/08.

¹² At 21 institutes.

¹³ At 21 institutes.

2006/07 learners primarily enrolled in Adult Basic Education (ABE)/adult upgrading or *one-year* College/University programs. In 2006/07, learners enrolled in at least 2,666 programs or courses at 22 institutes. One learner could be enrolled in more than one program or course. Of these program or course enrolments:

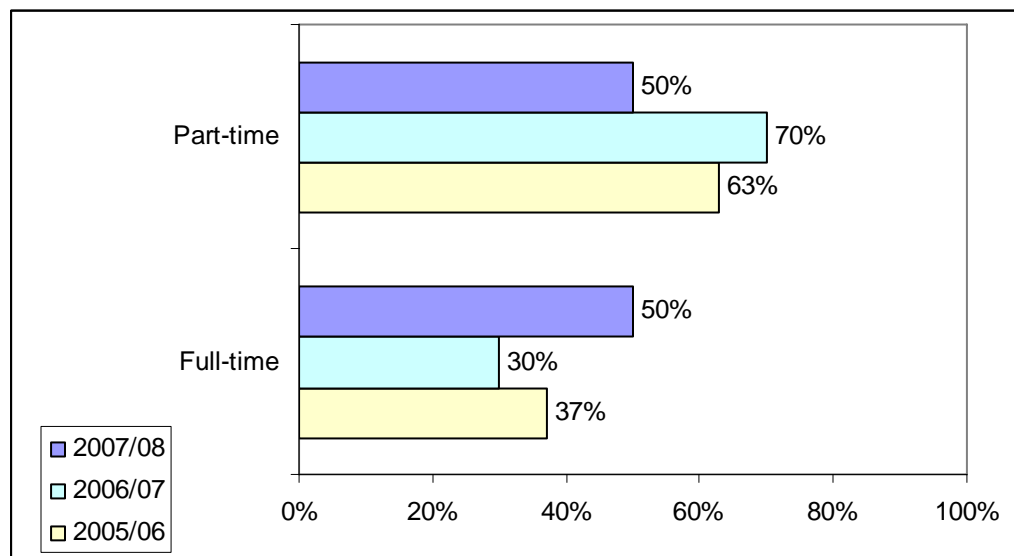
- 32% (853 learners) were in ABE or adult upgrading courses (to Grade 12);
- 32% (863 learners) were in College or University *one-year* programs (e.g., certificate programs or first year college/university transfer courses);
- 11% (305 learners) were in College or University *multi-year* programs (e.g.,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

3.4 Instructors

In 2007/08, 22 of the 23 responding institutes¹⁴ employed 205 instructors as of October 2007. 50% of these instructors were working part-time and 50% were working full-time.

Responding institutes are employing a greater proportion of full-time instructors this year as compared to previous years. In the 2006/07 IAHLA Data Collection Project, 18 of the 19 responding institutes¹⁵ employed 150 instructors, with 70% of these instructors working part-time and 30% working full-time. In 2005/06, responding institutes employed a total of 166 instructors, with 63% of these instructors working part-time and 37% working full-time.

Exhibit 3.4 – Instructors Employed Full-time/Part-time

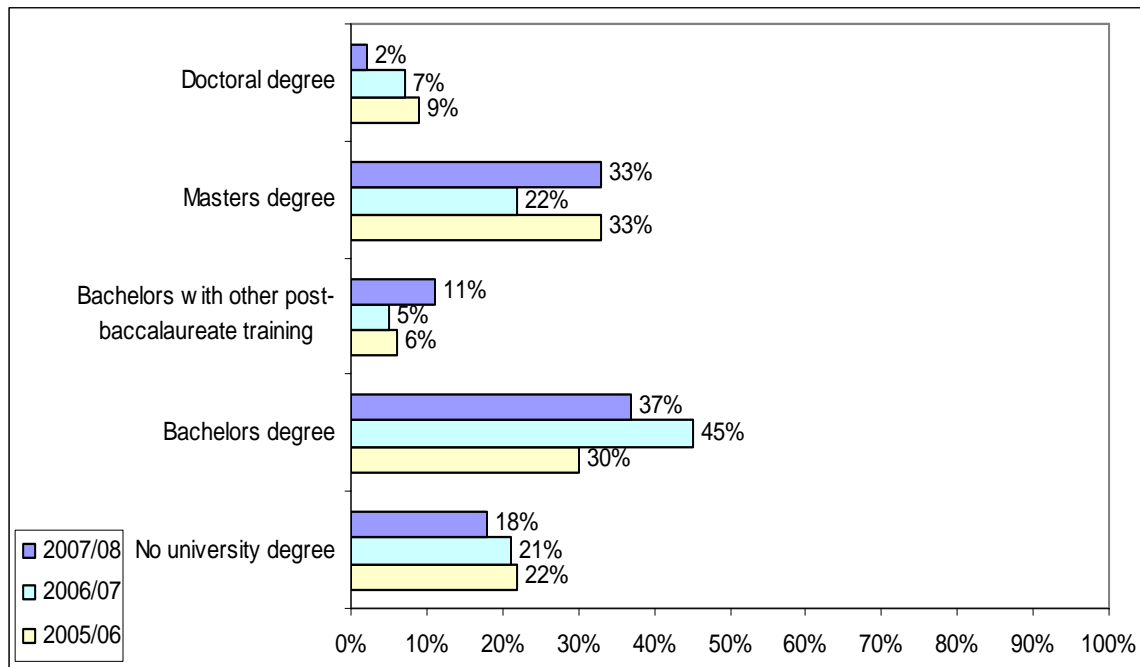


¹⁴ One institute did not respond to these questions.

¹⁵ One institute did not respond to these questions.

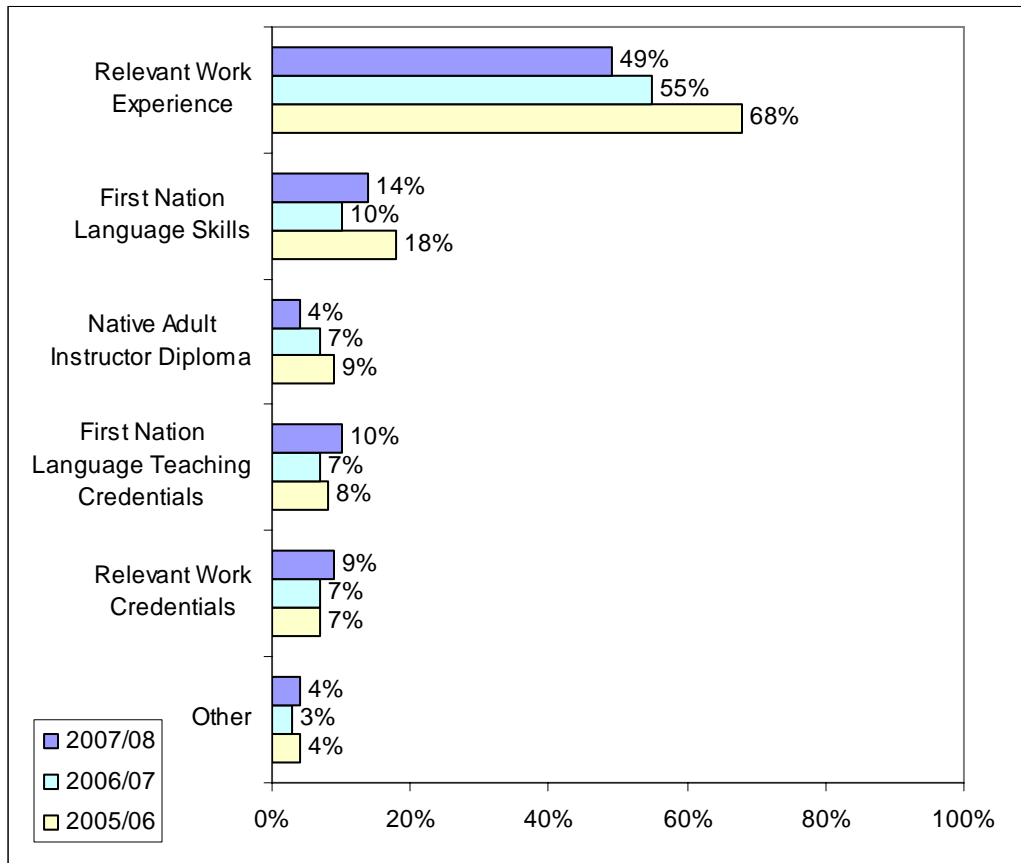
Four-in-five (82%) of the instructors at these responding institutes have a Bachelors degree or higher level of education. Somewhat more instructors have Masters degrees this year than last year.

Exhibit 3.5 – Instructors’ Highest Level of Education



Many (49%) of the instructors also have relevant work experience and 14% have First Nations language skills. They also have a variety of “other” qualifications including university courses, teaching certificates and related skills or experience e.g., in art.

Exhibit 3.6 – Instructors’ Other Qualifications

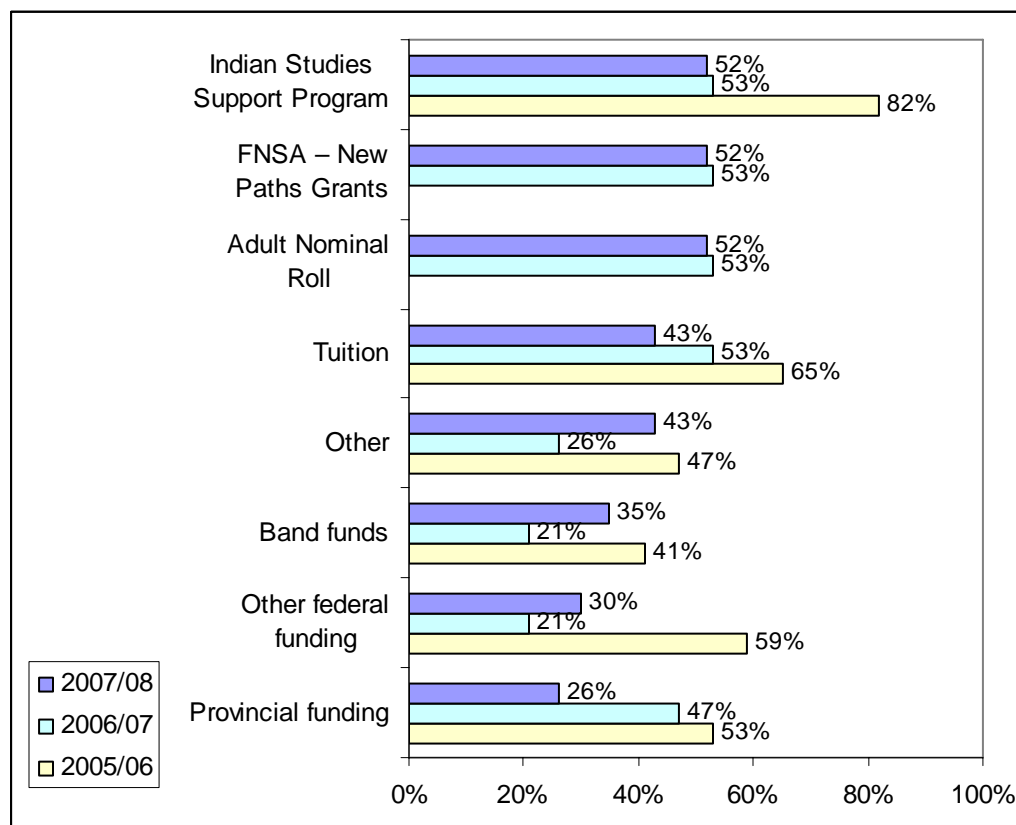


3.5 Funding

In 2007/08, institutes are most frequently using the following funding sources: the Indian and Northern Affairs Canada (INAC) Indian Studies Support Program (ISSP), First Nations Schools Association (FNSA) New Paths Grants (whose source is INAC), INAC Adult Nominal Roll funding and tuition. Band funds, other federal funding and provincial funding are also accessed by more than one-quarter of the institutes. “Other” funding sources include Aboriginal Human Resources Development Agreements (AHRDA), the First People’s Heritage and Language Culture Council (FPHLCC) and general fundraising efforts.

Among 2006/07 and 2005/06 responding institutes, ISSP and tuition were among the most commonly used funding sources. In 2006/07, Adult Nominal Roll funding and FNSA New Paths Grants were also among those mostly common used. However, the 2005/06 survey did not specifically ask about these sources (though they may have been included in “other” category responses e.g., other federal funding). In 2007/08, provincial funding was less frequent than in previous years.

Exhibit 3.7 – Funding Sources



In 2007/08, Adult Nominal Roll funding is most likely to be an institute’s major funding source (responsible for 50% or more of their funding). Forty-four percent of responding institutes access Adult Nominal Roll funding as a major funding source. ISSP and Band funding are a major funding source for 9% of the institutes.

In 2006/07, Adult Nominal Roll funding was also the most common major funding source for institutes, followed by ISSP and provincial funding.

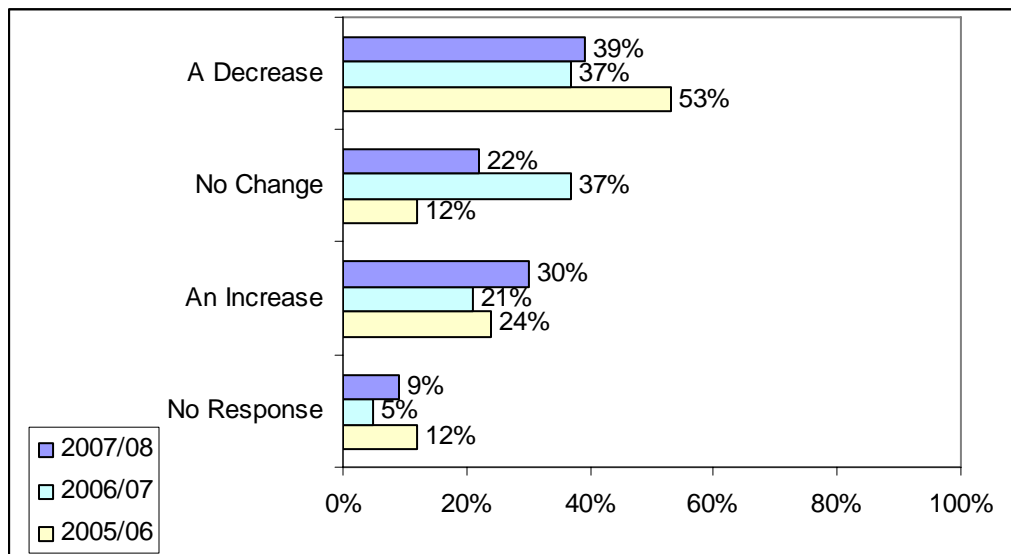
Exhibit 3.8 – Major Funding Sources (Over 50% of Total Funding)

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

The 2007/08 survey asked institutes whether they have experienced a change in their total funding level this year. Over one-third of the institutes indicated they have experienced a decrease in funding. 30% have experienced an increase and 22% have experienced no change. The decreases experienced were proportionally similar to the increases experienced. For example, decreases ranged from 3% to 50% while increases ranged from 5% to 40%.

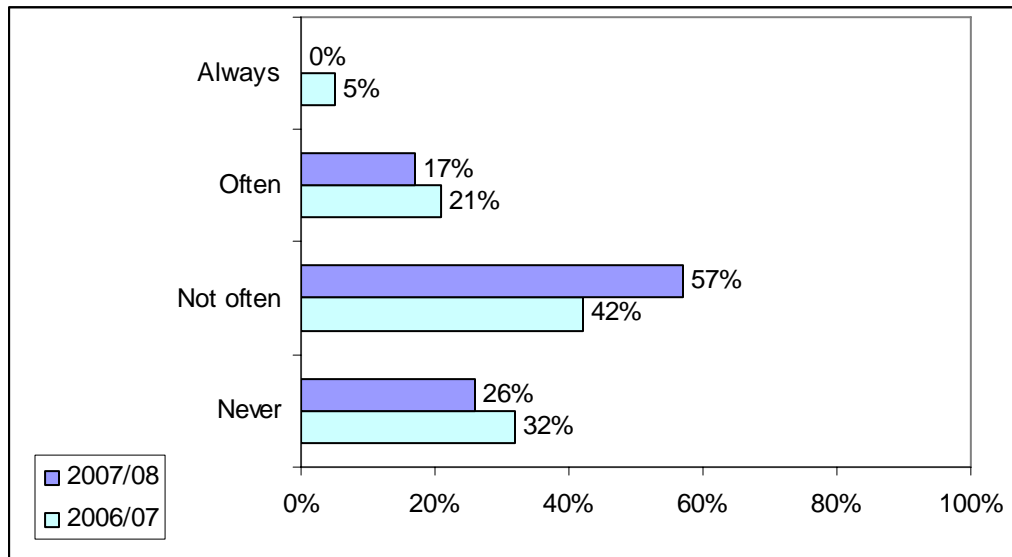
Fewer institutes reported no change in their funding as compared to those responding to the 2006/07 IAHLA Data Collection Project.

Exhibit 3.9 – Changes in Funding Since Last Year



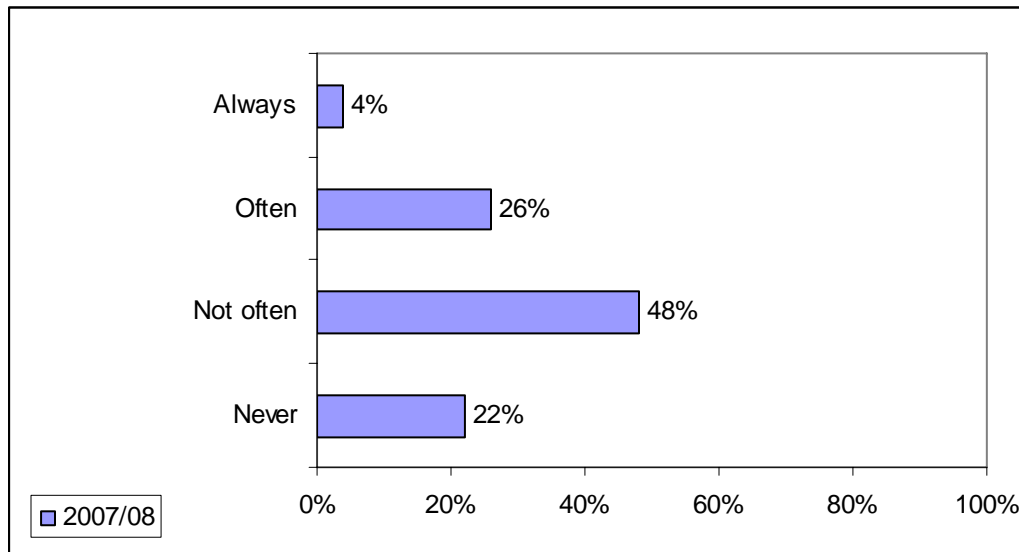
In 2007/08, about one-quarter (26%) of responding institutes say they are *never* able to fund the facilities, other capital projects or equipment upgrading they need. A further 57% are “not often” able to do so. The remainder (17%) are “often” able to obtain such funding.

*Exhibit 3.10 – Able to Fund Facilities, Other Capital Projects or Equipment Upgrading*¹⁶



Similarly, 22% of these responding institutes report they are *never* able to fund the professional development their instructors and staff need. A further 48% are “not often” able to do so. The remainder (30%) are “always” or “often” able to obtain such funding.

Exhibit 3.11 – Able to Fund Professional Development



¹⁶ Please note a change in the question wording between 2007/08 and 2006/07. The 2007/08 question asked “Is your institute able to fund the facilities, other capital projects or *equipment upgrading* it needs?” The 2006/07 question asked “Is your institute able to fund the facilities or other capital projects it needs for a healthy learning environment?”.

3.6 External Program Evaluations

61% (14) of the institutes have undergone an external program evaluation in the last five years. Among those reporting the year of their most recent evaluation, almost half were in the past three years. The remainder were conducted between 2002 and 2004.

Exhibit 3.12 – Years External Program Evaluations Conducted

	2007/08	2006/07
	N = 11	N = 14
2002/03	27%	28%
2004	27%	36%
2005	18%	21%
2006	18%	14%
2007	9%	

Among those reporting how their most recent evaluation was funded, one-half were funded by the First Nations Schools Association (50%). The remainder were funded either by the Indian Studies Support Program (25%) or by other sources (25%). These other sources include INAC, Department of Canadian Heritage, Independent Schools Association and self-funded. INAC requires that every Nominal Roll school have an evaluation conducted every five years. Fewer recent evaluations were reported as being funded by ISSP this year as compared to last year.

Exhibit 3.13 – External Program Evaluation Funders

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

3.7 Private Career Training Institutes Agency (PCTIA) Registration

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

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

4.0 Learners' Personal Development

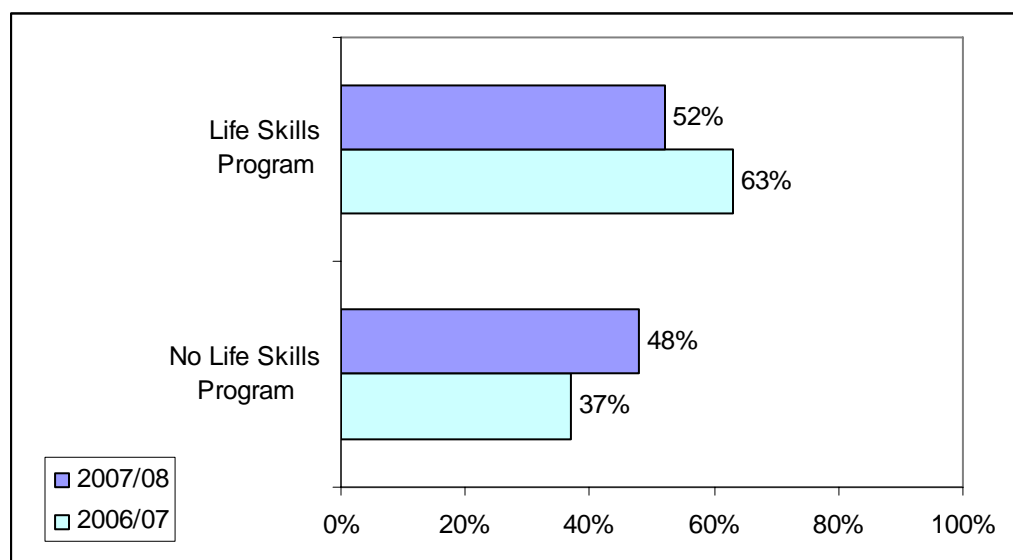
Responding First Nations institutes support learners' personal development through:

- Delivering Life Skills programs;
- Offering short, non-credit, courses and short-term workshops;
- Providing interventions and referrals for learners; and,
- Linking with a wide range of other providers.

4.1 Life Skills Programs

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

Exhibit 4.1 – Institutes Providing Life Skills Programs



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

In 2006/07, eight of the 12 responding institutes that offered a Life Skills program reported the number of learners who participated in their program last year (in 2005/06). In total, 175 learners participated in these programs that year. This was usually between 25% and 50% of the learners reported as enrolled in their programs that year where these data were available.

In 2007/08, more of the learners surveyed say they have enrolled in a Life Skills program and that they have benefited from it than in 2006/07. Among the learners surveyed in 2007/08, 49% are or have been enrolled in a Life Skills program since beginning their studies at the institute. Of these

learners, 94% report they have benefited from the skills and information they learned and 4% say they did not benefit. 2% did not respond to this question. In 2006/07, 26% had been enrolled in a Life Skills program since beginning their studies at the institute. Of these learners, 80% reported they had benefited from the skills and information they learned, 15% said they did not benefit and 5% did not respond to this question.

The institutes were asked to indicate what tools staff use to assess incoming students' life skills. Most often, personal interviews form the basis for these assessments. In a few cases other informal or one-to-one tools are used. At one institute students attended a camp at the onset of the school year and participated in a three-day Life Skills orientation. At another, an Education and Career Planning course was used.

4.2 Short Non-Credit Courses or Short-Term Workshops

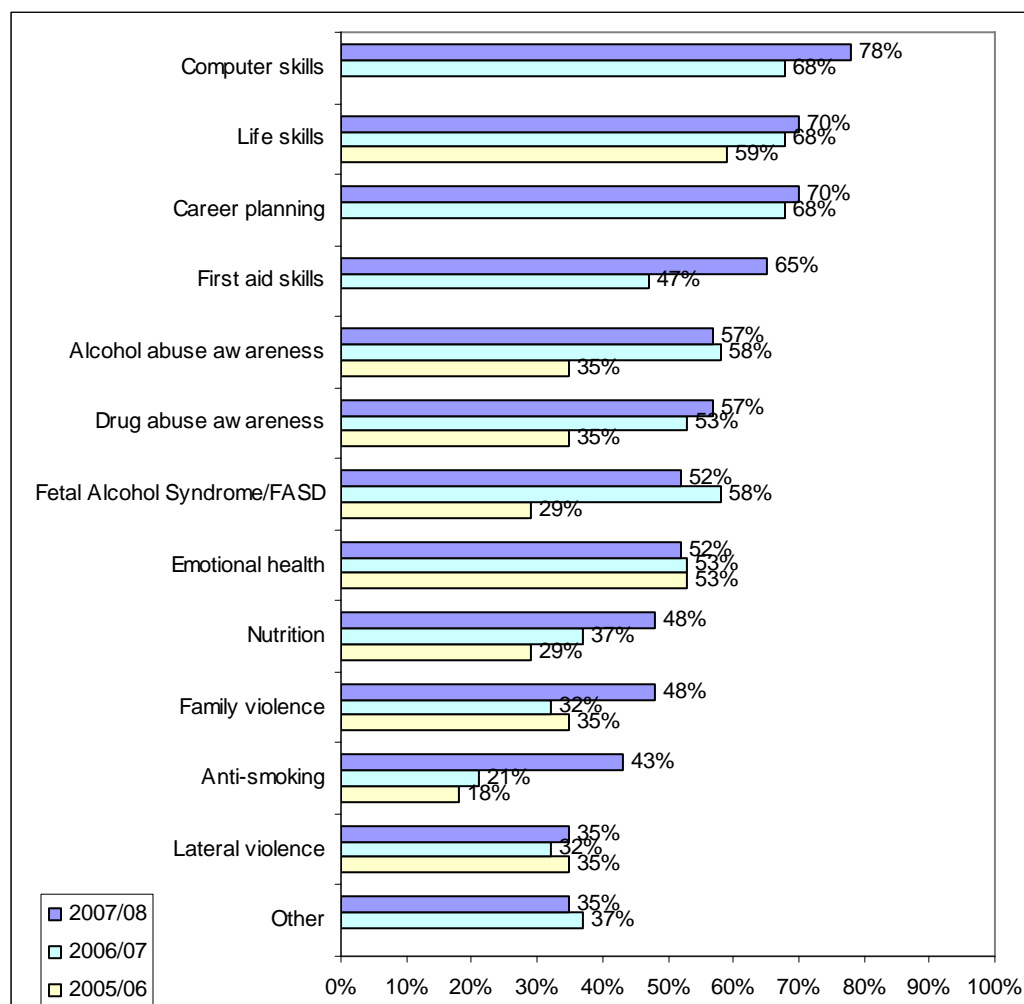
Life skills are also the subject of short non-credit courses and short-term workshops at two-thirds (70%) of the institutes. 78% of institutes offer such courses or workshops on computer skills and 70% on career planning.

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

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

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

Exhibit 4.2 – Institutes Providing Short Non-Credit Courses or Short-Term Workshops



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

In 2005/06, life skills and emotional health courses and workshops were most common. Career planning and computer skill courses may also have been common, but were not specifically asked about that year.

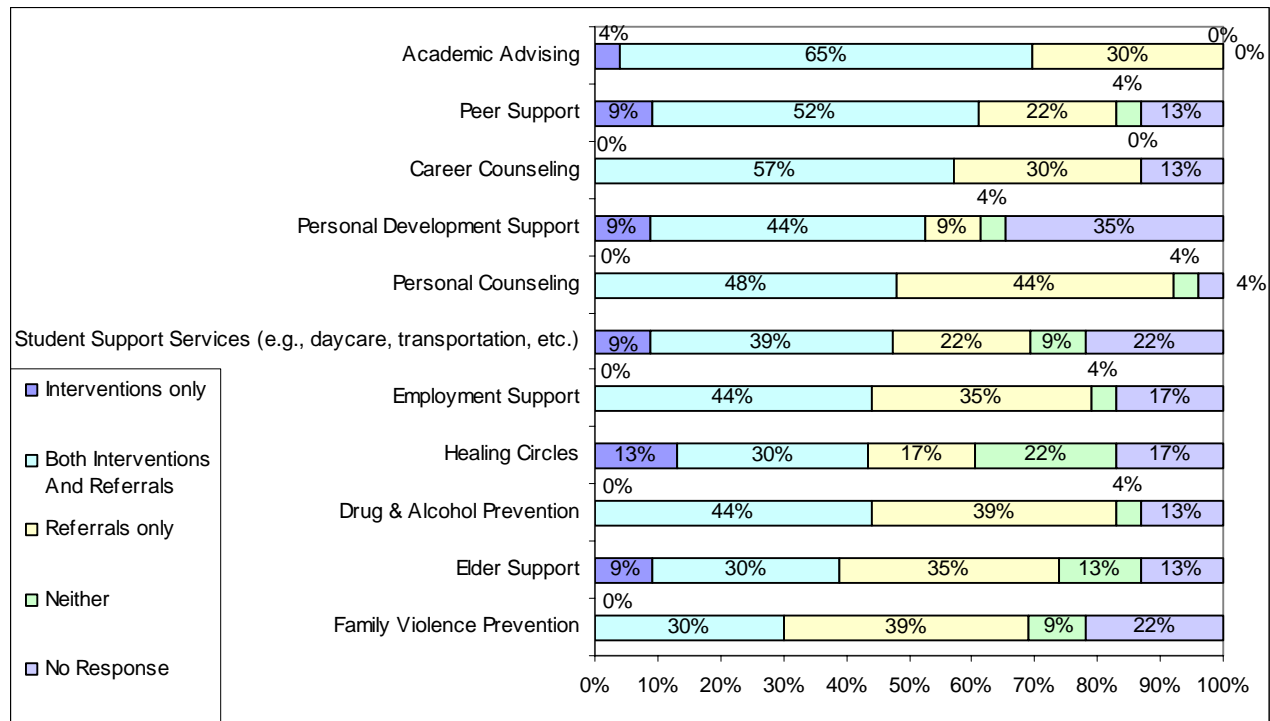
4.3 Student Support Services

4.3.1 Interventions and Referrals

Most often institutes provide learner *interventions and/or referrals* for academic advising, personal counseling and career counseling. Peer support and drug/alcohol prevention interventions or referrals are also provided by four-fifths of the institutes or more.

In the 2006/07 and 2005/06 IAHLA Data Collection Project surveys, academic advising, peer support *interventions and/or referrals* were also most common.

Exhibit 4.3 – Interventions and Referrals Provided



In 2007/08, *interventions* are most common for academic advising (69%), peer support (61%) and career counseling (57%) services.

Referrals only are most common for personal counseling (44%), drug and alcohol prevention (39%) and family violence prevention (39%) services.

“Other” interventions and referrals include those related to books, supplies, counseling, talking circles, nutrition, volunteering and community events.

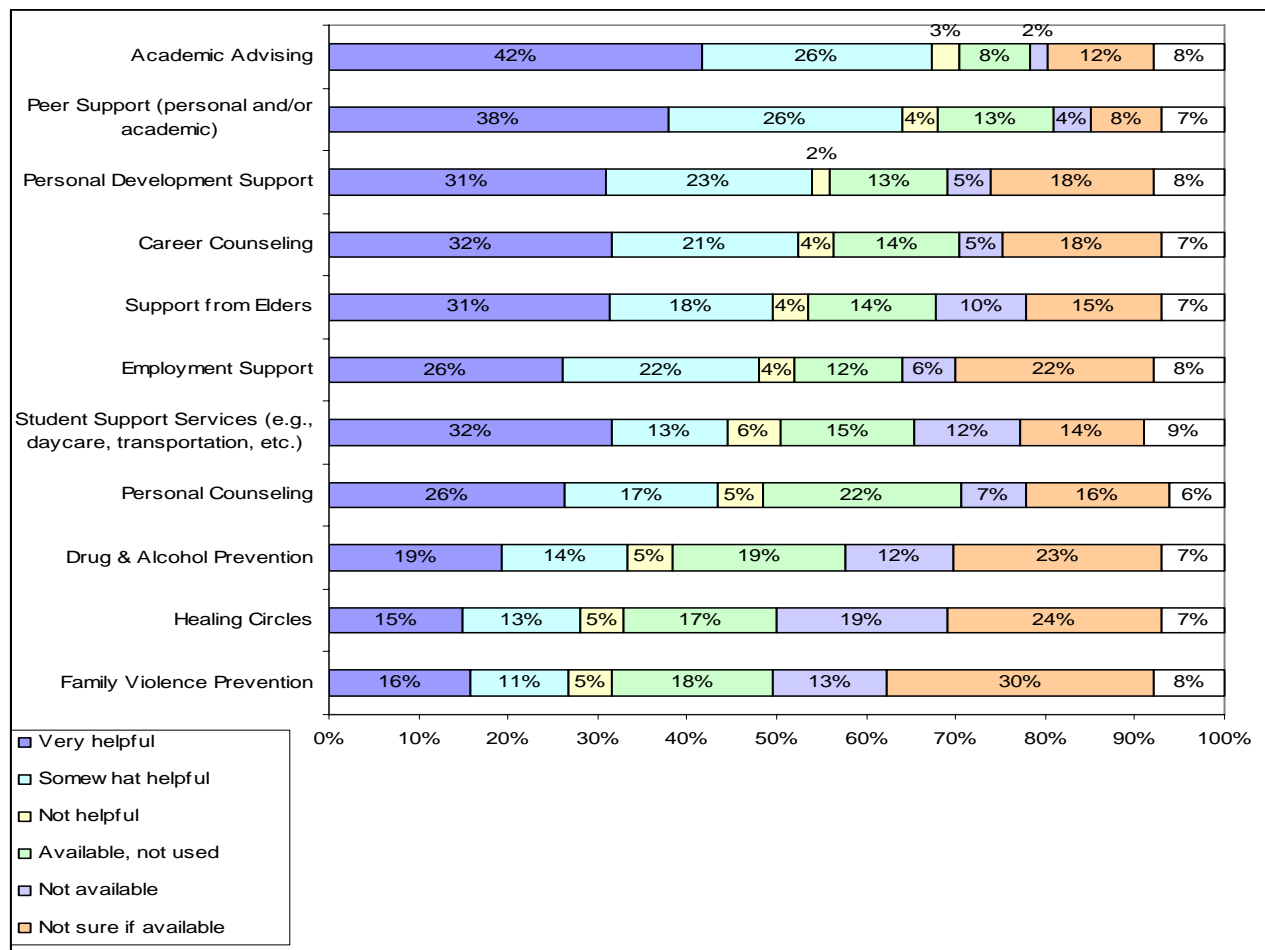
4.3.2 Helpfulness of Student Support Services

In 2007/08, most often the learners surveyed have used academic advising (71%) and/or peer support (68%) services. More than one-in-two have used career counseling (57%) and/or personal development support (56%).

About one-third have used drug & alcohol prevention (38%), healing circles (33%) or family violence prevention (32%).

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

Exhibit 4.4 – Helpfulness of Student Support Services



Base: Total 2007/08 Learners Responding N = 404

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

4.4 Links to Other Service Providers

Institutes establish links with other service providers (within and outside the community) in order to support learners. In 2007/08, they most frequently link with public colleges/universities, traditional/spiritual advisors and Elders, health services and social development services. These are followed by links with First Nations schools, employment services and other First Nations institutes.

“Other” service providers which link with institutes to provide support to learners include – community agencies and contacts, counseling services and First Nations governments. As well, some learners access support directly. For example, learners who are studying in their own community have ongoing family and community support. Some learners also have direct access to their Village, Band or other First Nations governments.

In the 2006/07 and 2005/06 IAHLA Data Collection Project surveys, traditional spiritual advisors and Elders as well as public colleges/universities were also the most frequent links to learner support.

Links with the most frequent service providers appear to be more wide ranging in 2007/08 than in 2005/06. For example, in 2007/08, 96% of institutes link with public colleges/universities while in 2005/06, 76% did so.

Exhibit 4.5 – Service Providers Linking with Institutes

	2007/08	2006/07	2005/06
	N = 23	N = 19	N = 17
Public colleges/universities	96%	89%	76%
Traditional/spiritual advisors & Elders	91%	84%	88%
Health services	91%	74%	65%
Social development	87%	84%	71%
First Nations schools	78%	63%	65%
Employment services	78%	58%	59%
Other First Nations institutes	74%	74%	71%
Off-Reserve agencies	70%	63%	71%
Public school district of schools	65%	68%	65%
Child and family services	61%	58%	65%
Tribal Council	48%	47%	n/a
AHRDA or On-Reserve Training Society	48%	42%	n/a
Economic Development Corporation	39%	37%	n/a
Other	30%	37%	29%

4.5 Learner Ratings on Their Personal Development

In 2007/08, most learners agree they feel better about themselves (81%) and/or more confident (75%) since beginning at their institute.

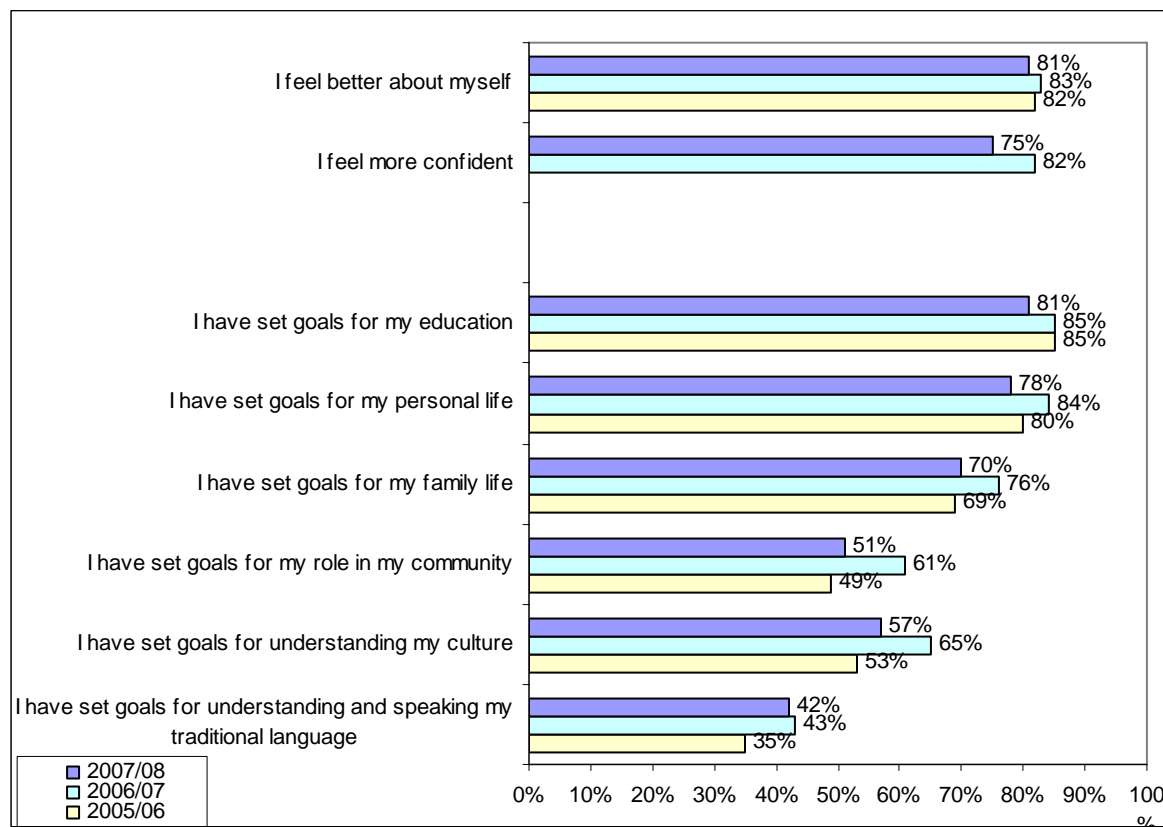
Similarly, large groups of learners have set goals for their education (81%) and/or for their personal lives (78%).

Many (70%) have also set goals for their family life, for understanding their culture (57%) and/or for their role in their communities (51%).

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

In 2006/07 and 2005/06, 80% or more of learners agreed they feel better about themselves and/or more confident since beginning at their institutes. Most frequently, learners have consistently set goals for their education and personal lives (among the future goals asked about in the Project).

Exhibit 4.6 – Learner Ratings on Their Personal Development

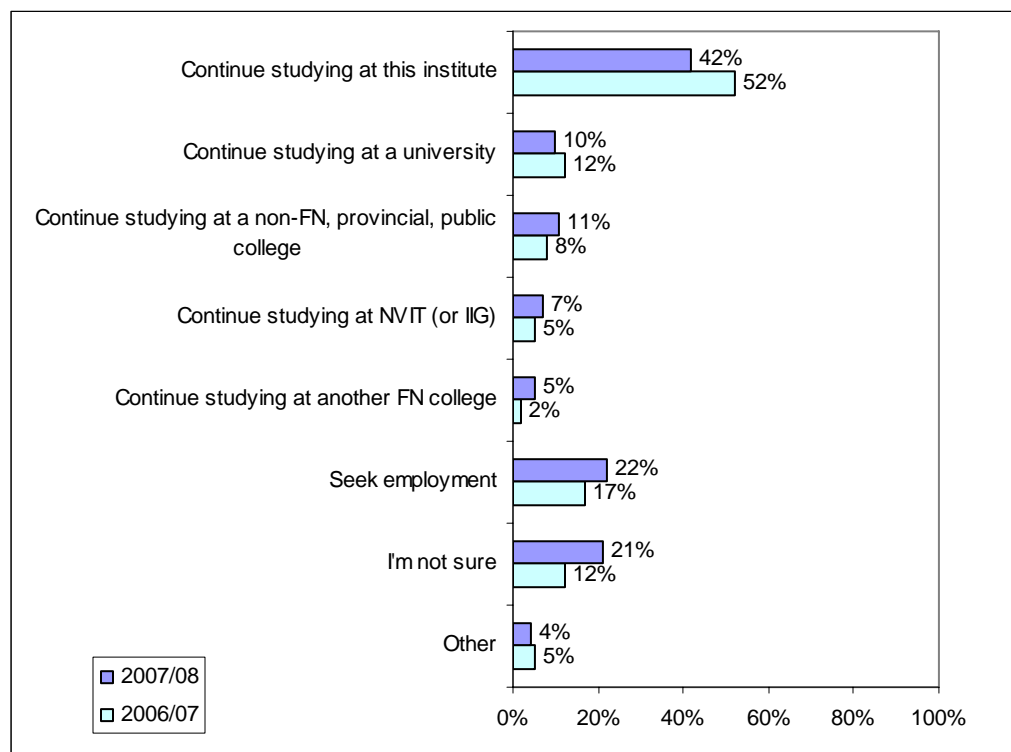


Base: Total 2007/08 Learners Responding N = 404, Total 2006/07 Learners Responding N = 255, Total 2005/06 Learners Responding N = 176

In 2007/08, most learners intend to continue to study next academic year (in 2008/09) – most often at the same institute (42%), but also at universities, First Nations and non-First Nations institutes. In comparison, 22% intend to seek employment next year and 21% are not yet sure of their goals for next year.

In 2006/07, learners also intended primarily to continue to study next year. In comparison, 17% intended to seek employment next year and 12% were not yet sure of their goals for next year.

Exhibit 4.7 – Learner Goals for Next Year¹⁷



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

In 2007/08, 83% of the learners surveyed feel that their program of study is adequately preparing them to pursue their goal for the next academic year. Only 3% do not feel prepared (15% are unsure or did not respond to this question). In 2006/07, 86% of the learners surveyed felt their program of study was adequately preparing them to pursue their goal for next year.

¹⁷ Please note the 2007/08 question asked “Next *academic* year I plan to... ?” The 2006/07 question asked “Next year I plan to...?”. As well, in 2007 the Institute of Indigenous Government (IIG) ceased operations. So this institute was not included in the question asked in 2007/08.

5.0 Leadership Development

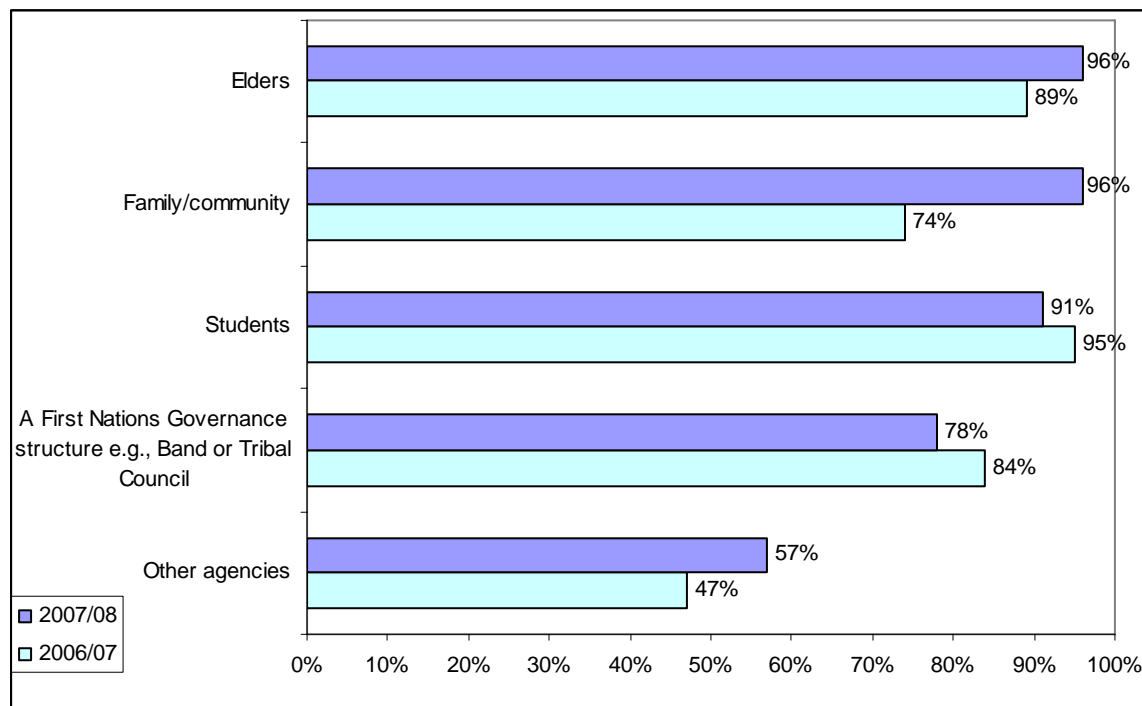
Responding institutes promote learners' leadership within their communities as well as First Nations communities' leadership of their programs through:

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

5.1 Groups Directly Involved with Programming/Learning

Programming/learning is a collaborative effort. All (100%) of the institutes involve other groups directly in their programming/learning in 2007/08. The most common groups directly involved are Elders and family/community members, followed by students. About three-quarters involve a First Nations governance structure such as a Band or Tribal Council and more than one-half involve other agencies.

Exhibit 5.1 – Groups Directly Involved with Programming/Learning



In the 2006/07 IAHLA Data Collection Project survey, students were the most common group involved directly in programming and learning, followed by Elders and a First Nations Governance structure such as a Band or Tribal Council. Family/community members were less involved in 2006/07 than in 2007/08.

5.2 Student Involvement and Communication

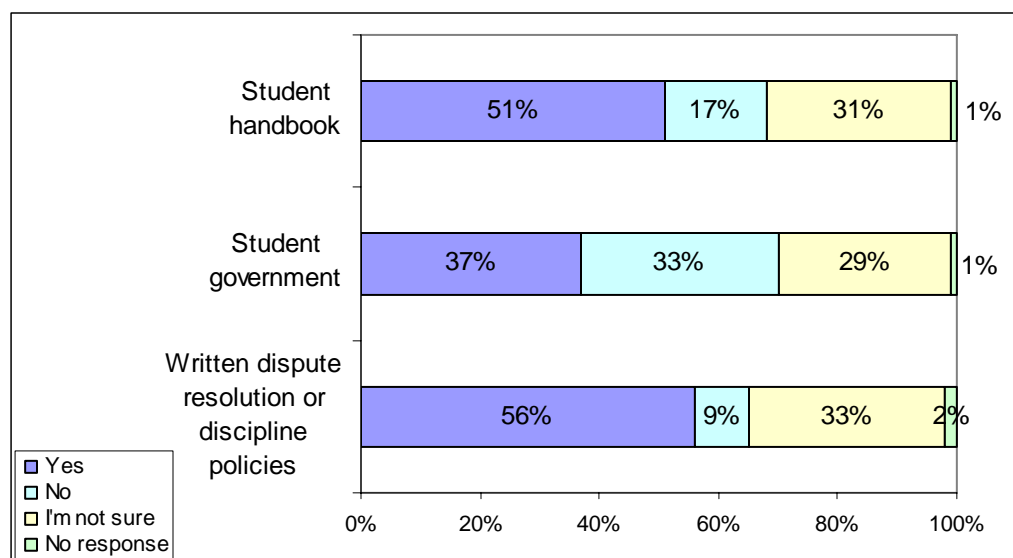
Students are also involved in leading their own learning. In 2007/08, 37% of the learners surveyed report their institute has a student council or other type of student government at their institute. A further 29% say they are not sure if such student governance exists at their institute. 33% say it does not.

Many institutes communicate with learners by providing information through a student handbook. One-in-two (51%) of the learners surveyed report their institute has a student handbook and a further 31% are not sure (17% report they do not).

As well, some institutes have written dispute resolution and/or discipline policies which are accessible to learners. In 2007/08, 56% of learners report their institutes have such policies and a further 33% are not sure.

In 2006/07, 40% of learners reported their institute had a student council or other type of student government at their institute. Two-thirds (67%) of learners reported their institute had a student handbook. 61% reported their institutes had written discipline and/or dispute resolution policies.

Exhibit 5.2 – Student Involvement and Communication



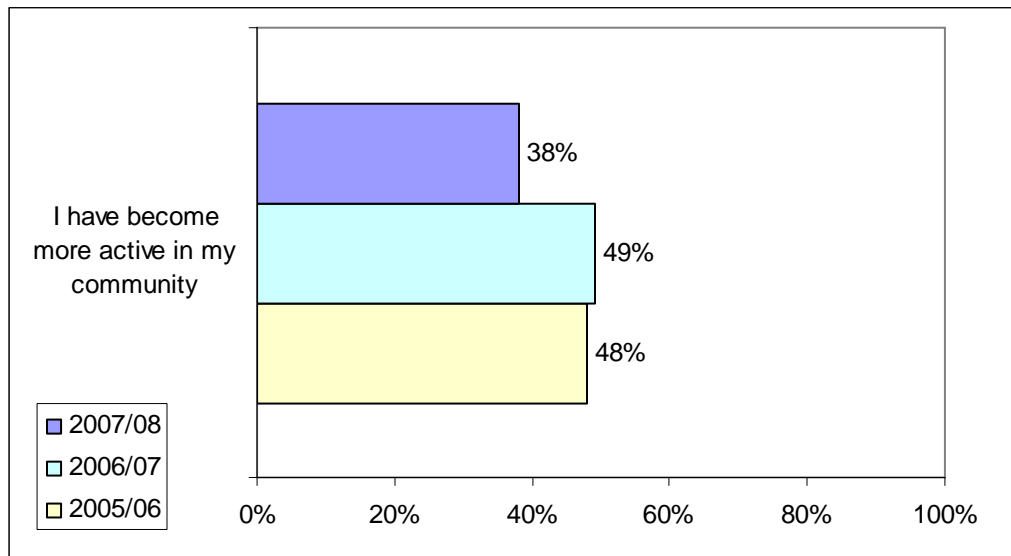
Base: Total 2007/08 Learners Responding N = 404

5.3 Learner Ratings of Becoming More Active in Community

More than one-third (38%) of learners agree they have become more active in their communities since beginning at their institute. A further 41% are neutral about such activity – possibly because they were active before, or because they feel this question is not applicable to them e.g., their institute is not located in their community.

In 2006/07 and 2005/06, more learners agreed they had become more active in their communities since beginning at their institute (49% and 48% respectively).

Exhibit 5.3 – Learner Ratings on Becoming More Active in Community



Base: Total 2007/08 Learners Responding N = 404, Total 2006/07 Learners Responding N = 255, Total 2005/06 Learners Responding N = 176

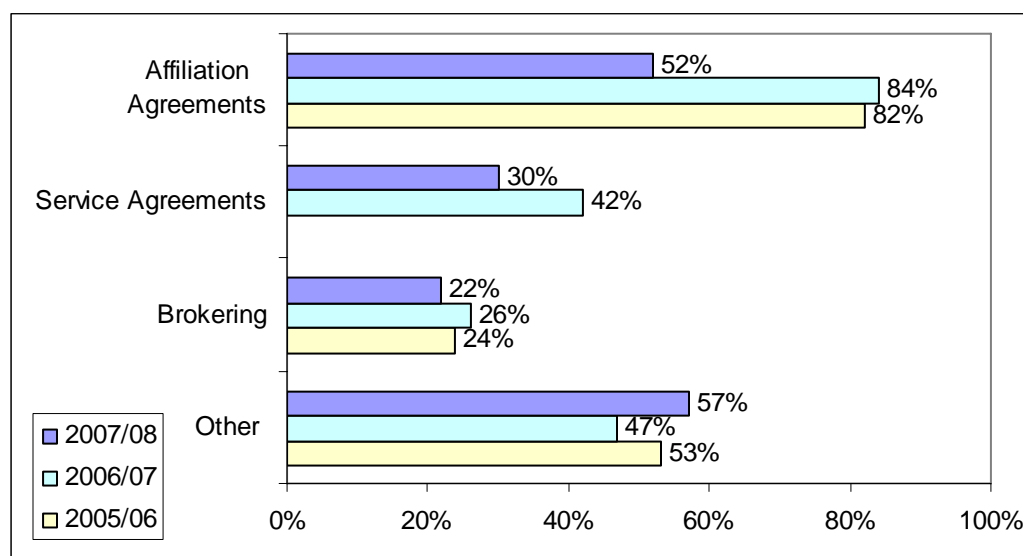
5.4 Formalized Relationships with Others

Most (21) of the institutes have at least one type of formalized relationship with others¹⁸. Most common are affiliation agreements, followed by service agreements and brokering arrangements. Other types of relationships (e.g., partnerships, MOUs, federation agreements, etc.) are also in place at over one-half of the institutes.

In the 2006/07 and 2005/06 IAHLA Data Collection Project surveys, affiliation agreements were also the most common type of formalized relationships – at over 80% of the institutes that responded to these surveys.

This year a smaller proportion of responding institutes report affiliation agreements than in previous years. This is due to a change in the way the question was asked this year. Institutes were asked to provide information on each of their relationships individually, rather than on categories of relationships. In all cases, this year, institutes are reporting on affiliation agreements with organizations which are public post-secondary institutes.

Exhibit 5.4 – Formalized Relationships with Others



In total, these 21 responding institutes reported 48 such formal relationships (an average of two or more per institute). They are satisfied with 90% of these 48 relationships – either “very” (46%) or “somewhat” (44%). They are dissatisfied with only 10% of these relationships.

When asked what benefits they receive as a result of these relationships, responding institutes most commonly mention that these relationships enable them to offer (more) courses and/or programs. A few institutes mention that they benefited from offering courses which are recognized (transferable, certified and/or with official transcripts), and a few note they may receive funding.

¹⁸ Please note that this question asked only about relationships with other public institutes and most, but not all, of the responses are limited to this. In the chart on these relationships current year and previous years' data include a few relationships with other First Nations institutes and the K-12 education system. The remainder of the questions in this section have likely also been answered with respect to all these relationships, not just those with other post-secondary public institutes as per the question wording.

When asked what they contribute to these relationships, responding institutes most commonly mention they provide fees/funds and students/enrolments. A few also note they contribute curriculum expertise, instructors and/or direction.

When asked how these relationships could be improved, a few responding institutes mention each of the following:

- More involvement by First Nations institutes in their partners' planning/strategy sessions;
- More cost/FTE sharing or increased funding;
- More instructor support and/or professional interaction between institutes' staff; and,
- More communication, support and follow up generally.

As reported above in Section 3, in 2007/08, institutes reported 2,142 learners were enrolled in one or more courses or programs which were articulated/transferable with public colleges or institutes the previous year (in 2006/07). In total, 83% of 2006/07 learners were enrolled in at least one articulated/transferable course or program and 17% were not.

6.0 Cultural Development

Responding institutes advance learners' cultural learning by:

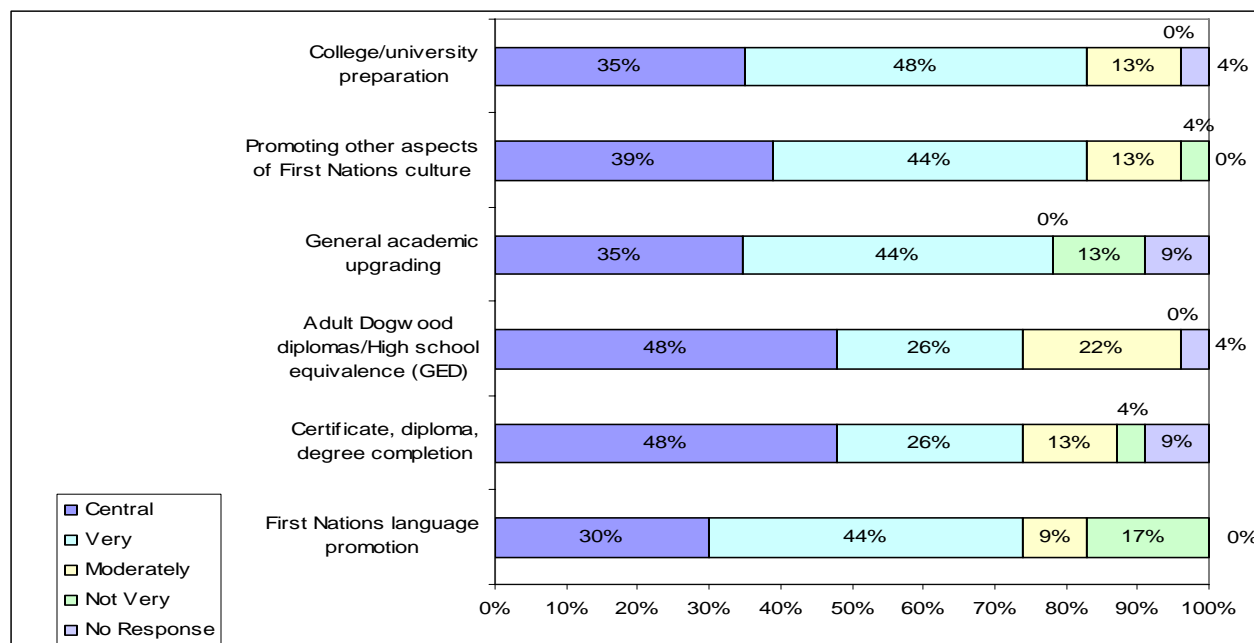
- Placing a high level of importance on promoting aspects of culture, in addition to academic goals;
- Embedding traditional values and celebrations into their programming;
- Delivering language courses; and,
- Being involved in language revitalization projects.

6.1 Cultural Promotion as an Institutional Goal

First Nations' institutes place a high level of importance on promoting aspects of culture, in addition to academic goals. Promoting aspects of culture is centrally or very important to 83% of the institutes.

College or university preparation is also centrally or very important to 83% of the institutes, followed by general academic upgrading (79%). High school completion (either Adult Dogwood diplomas or GED completion), First Nations language promotion and certificate/diploma/degree completion are of similar importance to about three-quarters or more of the institutes.

Exhibit 6.1 – Importance of First Nations Institute Goals



Similar goals were important in previous years. In 2006/07 and 2005/06, culture and academic preparation ranked most highly, followed by general academic upgrading and certificate/diploma/degree completion.

Exhibit 6.2 – Importance of First Nations Goals¹⁹

% of central importance or very important	2007/08	2006/07	2005/06
	N = 23	N = 19	N = 17
College/university preparation	83%	85%	82%
Promoting other aspects of culture	83%	84%	88%
General academic upgrading	79%	79%	82%
First Nations language promotion	74%	74%	65%
Certificate/diploma/degree completion	74%	74%	71%
Adult Dogwood diplomas/ High school equivalence (GED)	74%	n/a	n/a

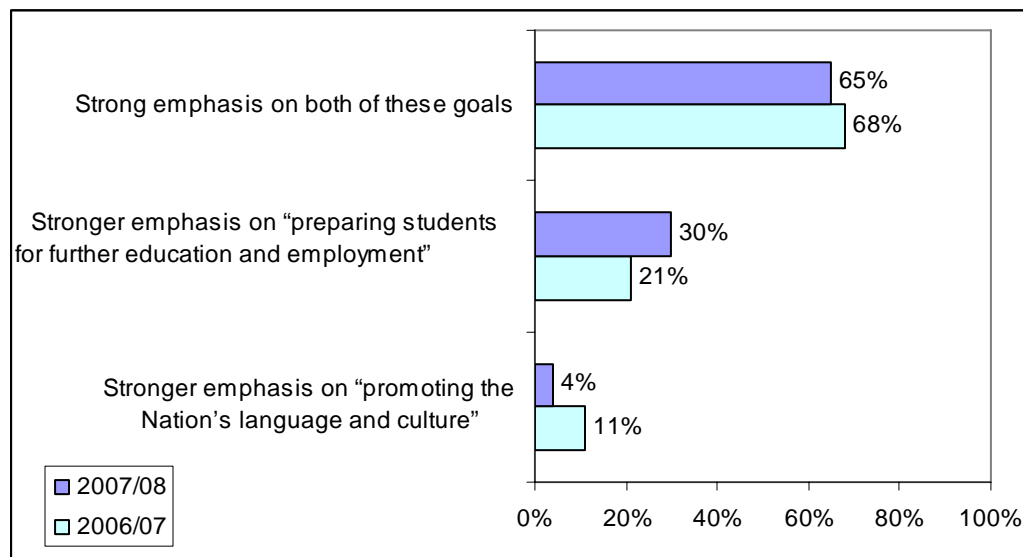
6.2 Emphasis on Language and Culture vis-a-vis Education and Employment

When asked specifically about their emphasis on culture and language vis-a-vis education and employment, two-in-three institutes (65%) report they place an equally strong emphasis on both goals. In comparison, only one-in-three place a stronger emphasis on preparing learners for further education and employment. One-in-twenty place a stronger emphasis on promoting the Nation's language and culture.

¹⁹ Please note that in 2006/07 the survey asked about Adult Dogwood diplomas separately from high school equivalence (GED). In 2005/06, the survey asked only about high school equivalence (GED).

In the 2006/07 IAHLA Data Collection Project survey, most (68%) institutes also placed equally strong emphasis on both goals.

Exhibit 6.3 – Comparative Emphasis of Goals



6.3 Embedding Traditional Values

When asked how traditional values are embedded in the policies that guide their programming, 20 responding institutes provided responses. They report that traditional values are embedded through:

- Their governance systems, policies or statements;
- The involvement of Elders and First Nations instructors or speakers in their learning/programming;
- Their curriculum and learning content, including experiences e.g., cultural activities and/or outdoor education; and,
- Daily interactions.

A Sampling of Institute Responses:

The institute promotes a Self Governance model – students participate in the decision-making process. The guiding principles are based on our laws.

Policy gives “space” for traditional methods of healing. “Hunting/gathering” time is excused. First Nations delivery of programming. Pedogogy based on traditional cyclical year.

Respect is one of the first topics that is discussed with students when they enter a program. When possible, First Nations instructors are hired and when relevant, we invite First Nations speakers into the classroom. The institute’s policies include no alcohol or drugs in the institute as well as at any of the functions that the institute holds. Policies allow for bereavement traditions to be followed.

Throughout program in daily interactions, curriculum and resource people coming into our program.

6.4 Celebrating Students' Achievements

All (100%) of responding institutes report that celebrating students' achievements is "very important" to them.

When asked how they celebrate their students' achievements, 21 responding institutes provided responses. They report they celebrate students' achievements through:

- Year-end celebrations, graduation and award ceremonies – frequently involving community and/or family members;
- Monthly recognition activities e.g., having a "student of the month";
- Special events or activities e.g., holiday celebrations, blanket ceremonies, gift giving and student recognition assemblies;
- Holding student dinners or luncheons;
- Publishing student achievements in local newsletters or newspapers;
- Incentive programs and completion bonuses; and,
- Consistent reinforcement and encouragement of students.

A Sampling of Institute Responses:

The community is invited to witness the student's achievements.

We host student recognition assemblies, have student of the month awards.

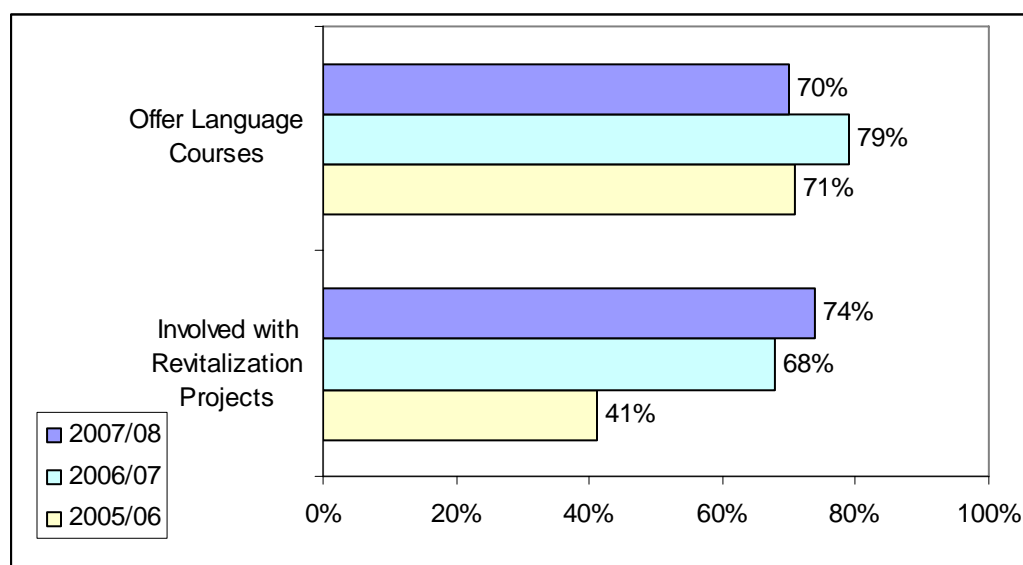
Blanket ceremonies, public acknowledgement... and recognition in local papers.

Bimonthly incentive program. Monthly luncheons or recreational activity. Community Recognition Dinner – Grad Ceremony.

6.5 First Nations Language Courses and Revitalization Projects

Close to three-quarters (70%) of responding institutes offer First Nations language courses. Similarly, in 2006/07, 79% of responding institutes offered such courses. In 2005/06, 71% of responding institutes offered such courses.

Exhibit 6.4 – Institutes Offering First Nations Language Courses and Involved with Revitalization Projects



In 2007/08, almost one-half (48%) of responding institutes offer language courses for credit, while 39% offer non-credit language courses²⁰. In 2006/07, 58% of responding institutes offered language courses for credit, while 27% offered non-credit language courses²¹.

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

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

²⁰ These include 17% (4) institutes which offer both credit and non-credit language courses.

²¹ These included 11% (2) institutes which offered both credit and non-credit language courses. As well, one institute which reported offering language courses did not provide information on whether these were credit or non-credit courses.

In 2007/08, learners continue to be more likely to study language for more than three hours per week in courses for credit rather than non-credit courses.

Exhibit 6.5 – Language Courses—Hours Offered Per Week

	2007/08		2006/07		2005/06	
	Credit ²²	Non-credit	Credit	Non-credit	Credit	Non-credit
More than three hours per week	35%	9%	32%	10%	57%	50%
Three hours or less per week	17%	30%	26%	16%	42%	50%
No courses of this type offered or course characteristics unknown	22%	31%	21%	53%		
No language courses offered	30%	30%	21%	21%		

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

About three-in-four (74%) of the institutes are involved with First Nations language revitalization projects. In 2006/07, 68% of responding institutes were involved with such projects. In 2005/06, fewer (41%) responding institutes were involved with such projects.

6.6 Learner Ratings on Language and Cultural Events

In 2007/08, 43% of learners agree they have become more active in cultural events. One-in-five (19%) agree they are better able to carry on a conversation in their First Nations language²³. A higher than usual proportion (more than one-third) of the learners are neutral on these statements (33% and 30% respectively), possibly because they were quite culturally active or able to speak their First Nations language before beginning at their institute.

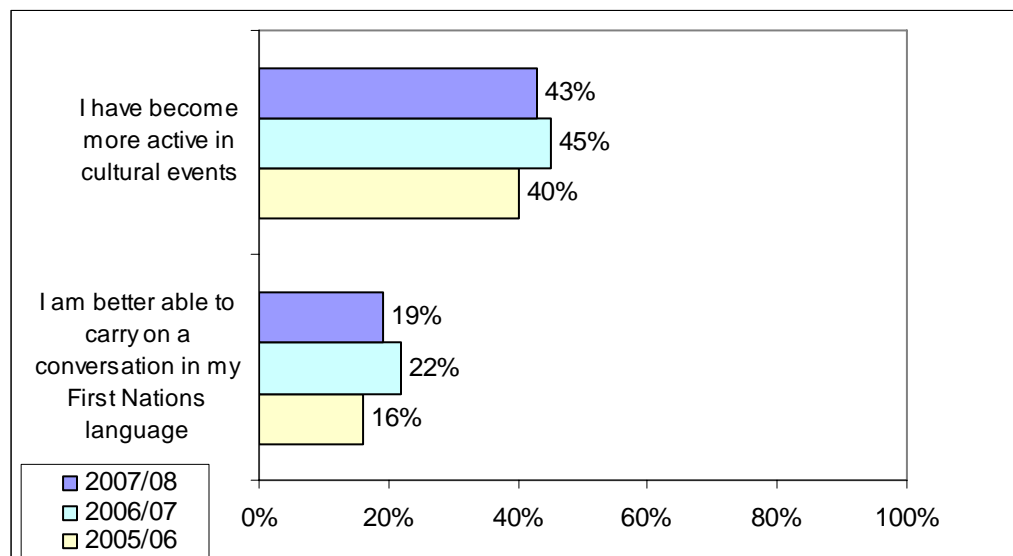
Similarly, in 2006/07, 45% of learners agreed they had become more active in cultural events. In 2005/06, 40% of learners agreed they had become more active in cultural events.

In 2006/07, 22% agreed they were better able to carry on a conversation in their First Nations language. In 2005/06, 16% agreed they were better able to carry on a conversation in their First Nations language.

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

²³ In 2007/08, 22% of learners surveyed rated this question as “not applicable”.

Exhibit 6.6 – Learner Ratings on Language and Cultural Events



Base: Total 2007/08 Learners Responding N = 404, Total 2006/07 Learners Responding N = 255, Total 2005/06 Learners Responding N = 176

7.0 Wisdom Development

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

- based on staff assessments of learners' literacy and numeracy levels;
- to help them complete their academic goals; and,
- to help them achieve their personal goals and prepare them for their future goals (further education or employment).

7.1 Student Assessment Tools

Incoming students receive academic assessments from a variety of sources. In 2007/08, 78% of responding institutes conduct the assessments themselves. At 30% of the responding institutes, incoming students receive academic assessments from another college or institute and 4% from a school district. 22% receive such assessments from another source such as the Ministry of Education or a distance education provider.

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

Exhibit 7.1 – Student Assessment Tools Used to Place Students

	2007/08			2006/07			2005/06		
	Reading/ Literacy	Writing	Numeracy	Reading/ Literacy	Writing	Numeracy	Reading/ Literacy	Writing	Numeracy
Canadian Adult Achievement Test or Canadian Achievement Test	52%	48%	39%	37%	26%	32%	47%	35%	41%
Institute/College Assessment	17%	22%	22%	16%	10%	21%	18%	18%	18%
Accuplacer	13%	13%	17%	5%	10%	10%	6%	6%	6%
CAST Assessment for Adult Learners	0%	0%	0%	5%	5%	5%	6%	6%	6%
BC Ministry of Education Assessment	4%	4%	4%	5%	5%	5%	6%	6%	6%
Other	35%	31%	31%	16%	10%	16%	12%	18%	12%
No Assessment Tools Reported	4%	4%	13%	21%	37%	26%	0%	0%	6%

In addition, as reported above in Section 4, institutes most often use personal interviews to assess students' life skills.

7.2 Assessed Literacy and Numeracy Levels

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

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

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

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

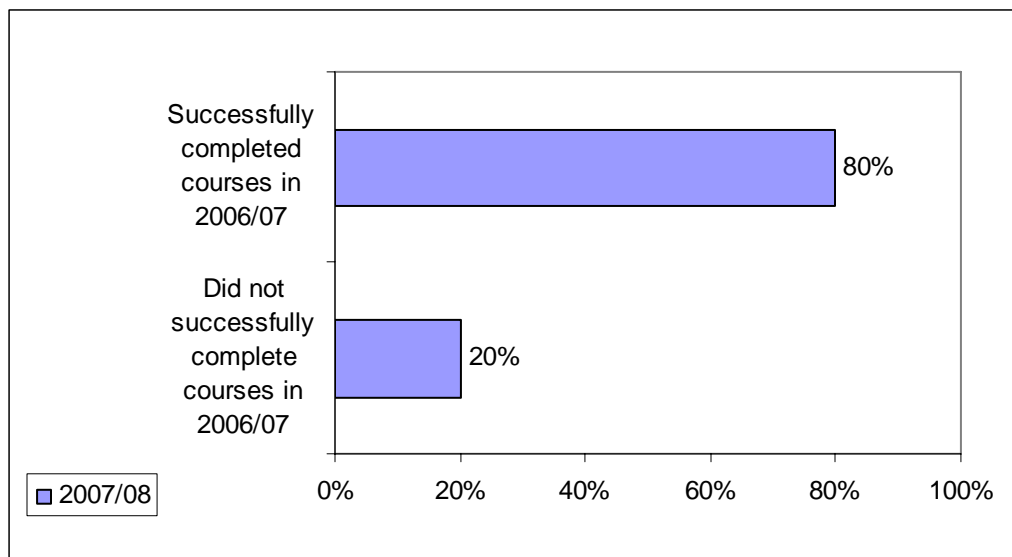
In 2006/07, nine (47%) institutes reported on the percentage of new students assessed at each *literacy* level for 90% or more of their students using the assessment tools discussed above. *All* of these institutes reportedly had students assessed at the Advanced level. *Many* had students assessed at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

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

7.3 Learner Completions

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

Exhibit 7.2 – Learners Who Successfully Completed at Least One Course



Base: 1,190 2006/07 learners for whom data was reported in 2007/08.

Among 2006/07 learners continuing to study this year (for whom data are available), most have continued at the same institute. Whether learners are continuing with courses or programs at the responding institute or a different institute was reported for 540 of these learners at 19 institutes. 88% of these learners were continuing at the same institute and 12% were continuing at a different institute.

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

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

7.4 Learner Ratings of Learning

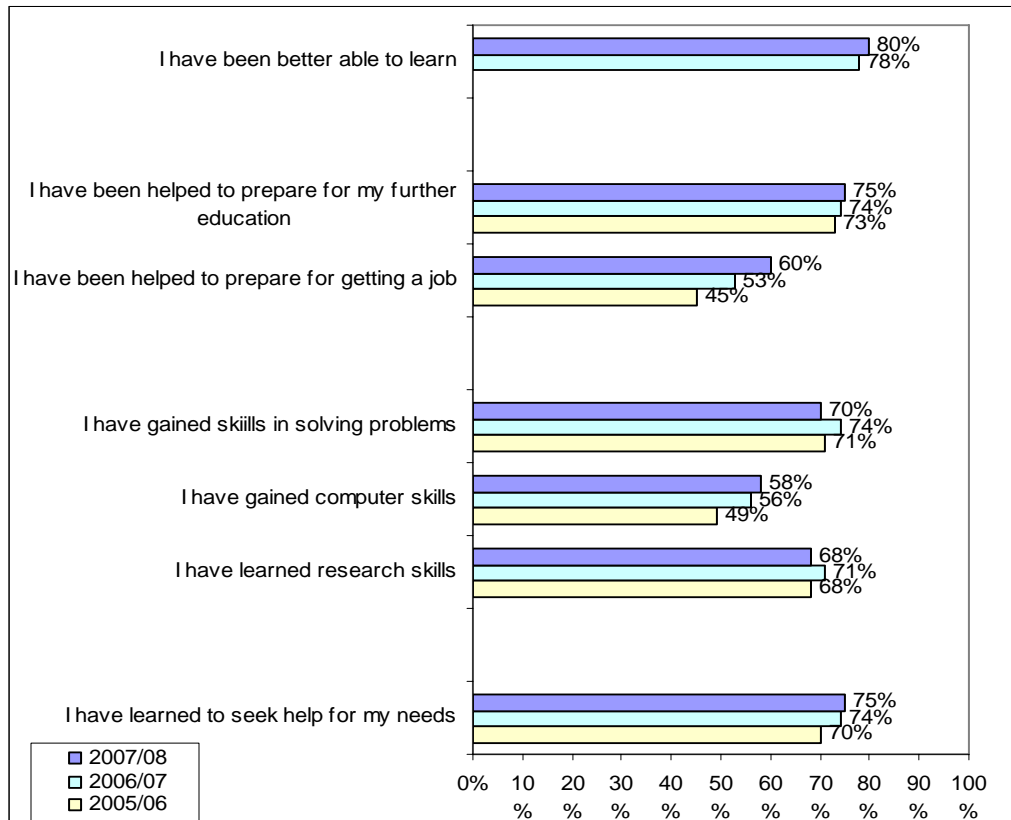
In 2007/08, 80% of learners agree they have been better able to learn since beginning at their institute – they either strongly agree (35%) or somewhat agree (45%). A similar proportion agree they have been helped to prepare for their further education (75%), and about 60% have been helped to prepare for getting a job.

Most learners agree they have gained problem solving skills (70%) and/or research skills (68%), and a majority (58%) agree they have gained computer skills.

Three-quarters (75%) agree they have learned to seek help for their needs.

In 2006/07 and 2005/06, learners agreed similarly with increased abilities, skill development and preparation for future goals. They agree somewhat more in 2007/08 that they are being helped to prepare for getting a job and gaining computer skills than in 2005/06.

Exhibit 7.3 – Learner Ratings of Learning



Base: Total 2007/08 Learners Responding N = 404, Total 2006/07 Learners Responding N = 255, Total 2005/06 Learners Responding N = 176

8.0 Student Satisfaction

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

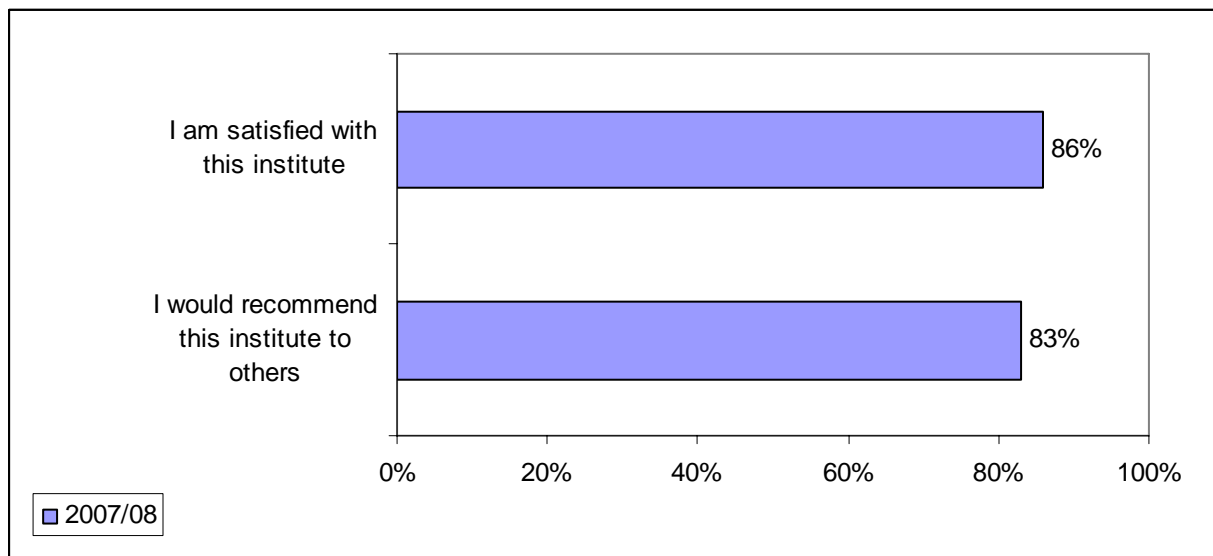
- their institutes as a whole;
- their courses and facilities; and,
- their relationships with other students, teaching staff and administrative staff.

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

8.1 Overall Satisfaction and Willingness to Recommend

In 2007/08, 86% of learners agree they are satisfied, overall, with their institutes – they either strongly agree (54%) or somewhat agree (32%). Similarly, 83% say they would recommend their institutes to others.

Exhibit 8.1 – Overall Satisfaction and Willingness to Recommend



Base: Total 2007/08 Learners Responding N = 404

8.2 Student Satisfaction with Courses, Facilities and Relationships

In 2007/08, four-in-five (83%) of learners agree they like the courses they have taken – they either strongly agree (47%) or somewhat agree (36%). Almost three-quarters (72%) like the availability and range of courses available.

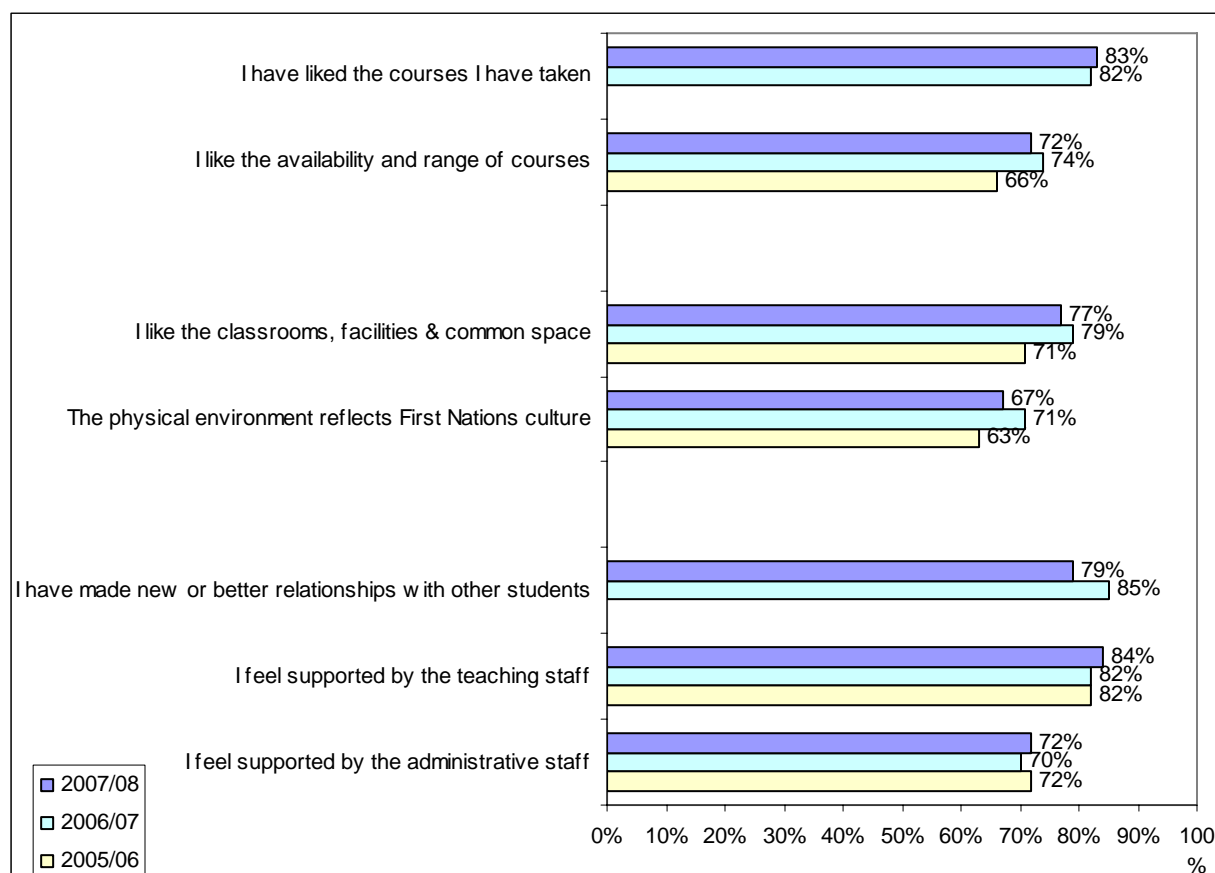
Most learners (77%) like the classrooms, facilities and common spaces at their institutes. They also agree (67%) that their institute’s physical environment reflects First Nations culture.

Most learners (79%) agree they have made new or better relationships with other learners, and that they feel supported by teaching staff (84%) as well as by administrative staff (72%).

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

In 2005/06, student satisfaction with courses, facilities and relationships ranged between 62% and 82%. Learners rated their relationships with teaching staff most highly.

Exhibit 8.2 – Student Satisfaction Ratings



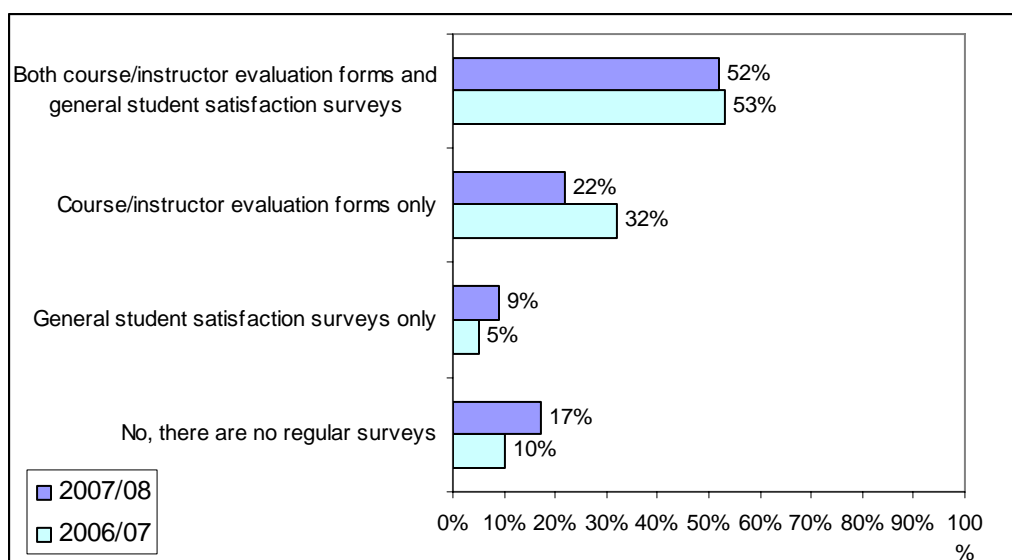
Base: Total 2007/08 Learners Responding N = 404, Total 2006/07 Learners Responding N = 255, Total 2005/06 Learners Responding N = 176

8.3 Institutes' Use of Surveys to Gather Student Feedback

In 2007/08, most (83%) institutes gather student feedback through general surveys or evaluation forms. Just over half (52%) of the institutes use both general student satisfaction surveys and course/instructor evaluation forms. A further one-fifth use only course/instructor evaluation forms. Nine percent use only student satisfaction surveys and 17% do not use regular surveys.

In 2006/07, 90% of responding institutes regularly gathered student feedback. A similar proportion of the institutes used both types of surveys or forms for gathering student feedback. A further one-third used only course/instructor evaluation forms. Five percent used only student satisfaction surveys and 10% did not use regular surveys.

Exhibit 8.3 – Surveys Used to Gather Student Feedback



Appendix A: Data Collection Project – First Nations Framework

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

- The data collection effort is not intended to identify “good” and “bad” higher education institutes. This project is meant to promote improved programming through effective information collection and sharing.
- The project considers a range of data and indicators, including student achievement data, satisfaction surveys, descriptions of education processes, and demographic information.
- IAHLA is committed to carefully managing the release of the information collected, with the intention of building support over time by demonstrating that the data can be used without blame.
- IAHLA plans to use the project information to identify appropriate programs and activities that can be implemented at the provincial level.
- This project is meant to reflect the values and expectations of First Nations institutes, and the initiative is founded upon educational standards expressed by representatives of First Nations higher learning institutes. Those education institutes are unique places, and they serve learners who have unique backgrounds and experiences.

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

First Nations higher learning institutes ...

Provide learner support, including:

- family models and a family environment (an integrated program);
- student self-government models;
- incentives/validation;
- counselling/support;
- crisis intervention;
- an experiential context to reinforce culture; and
- education programs that meet learners’ basic needs.

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

Provide knowledge and skills development through programs that are:

- self-paced; and

- structured.

Are founded upon unique governance structures that are:

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

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

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

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

The ultimate goal of Indigenous higher education is empowerment.

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

Personal Development Indicators:

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

Leadership Indicators:

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

Cultural Development Indicators:

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

Wisdom Development Indicators:

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

Student Satisfaction (Interpersonal Relationships) Indicators:

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

Appendix B: Institutes Responding to the IAHLA Data Collection Project

School Name	2007/08 Institute	2006/07 Institute	2005/06 Institute
a-m'aa-sip Learning Place	Yes	N/A	N/A
Cariboo Chilcotin Weekend University, Cariboo Tribal Council	Yes	Yes	Yes
Chemainus Native College	Yes	Yes	Yes
Community Futures Development Corporation of Central Interior First Nations	No	No	Yes
Enowkin Centre / (Okanagan Indian Education Resources Society)	Yes	Yes	Yes
First Nations Training and Development Centre	Yes	Yes	Yes
Neskonlith Band School (formerly George Manuel Institute)	Yes (Note 1)	Yes	No
Gitksan Wet'suwet'en Education Society	Yes	No	Yes
Gitwangak Education Society	Yes	Yes	Yes
haahuupay'ak Adult Education Centre	Yes	Yes	Yes
Heiltsuk College	Yes	Yes	Yes
Institute of Indigenous Government	N/A	No	Yes
Kwadacha Dune Ty (Aatse Davie School)	Yes	Yes	No
Kyah Wiget Education Society	Yes	Yes	N/A
Muskoti Learning Centre	Yes	Yes	N/A
Nicola Valley Institute of Technology (NVIT)	Yes	Yes	Yes
N'Kwala School	No	No	No
Nuxalk College (Lip'Alhaye School)	Yes	Yes	Yes
Penelakut Adult Learning Centre	No	No	N/A
Penticton Indian Band Learning Centre	Yes	N/A	N/A
Saanich Adult Education Centre	Yes	Yes	Yes
Seabird Island Indian Band	Yes	No	N/A
Sechelt Indian Band Education Centre	N/A	N/A	N/A
Secwepemc Cultural Education Society	Yes	Yes	Yes
Skil' Mountain Community School Adult Basic and Continuing Education	N/A	No	N/A
Squamish Education Band Education Postsecondary Program	N/A	N/A	N/A
Sto:lo Nation	Yes	Yes	Yes
Ted Williams Memorial Learning Centre	Yes	Yes	N/A
Tl'azt'en Adult Learning Centre	N/A	N/A	No
Tszil Learning Centre	Yes	N/A	N/A
NEC Native Education College	Yes	Yes	Yes
Wilp Wilxo'oskwhl Nisga'a	Yes	Yes	Yes
Yu Thuy Thut Training Program	No	N/A	N/A
Note 1 – student responses only			
N/A = not applicable. This may be due to an institute not being included in the IAHLA Data Collection Project one year, or due to institutes not responding as they did not have students that year, or because they are responding only to the First Nations Schools Association School Measures and Data Collection Project that year.			

Appendix C: IAHLA Learner Survey Respondents Profile

- In 2007/08, the 404 learners responding to the survey are attending 31 First Nations institutes²⁴ as detailed in the exhibit below. This year, for the first time, adult learners of First Nations School Association members were surveyed using the same questionnaire as IAHLA members. Their responses are included in all of the results reported in this report.
- In 2007/08, 58% of responding learners are in their first year at their institute while 41% are not. (1% did not respond to this question). Of those past their first year, 46% had previously attended the same institute for one or two years while 45% had previously attended it for three or more years (9% did not respond to this question). More learners have previously attended for three or more years in 2007/08 than in 2006/07.
- In 2007/08, 79% are full-time and 20% are part-time (2% did not respond to this question).
- In 2007/08, 71% are female and 28% are male (1% did not respond to this question).
- In 2007/08, 22% are under 20 years of age, 39% are 20 to 29, 17% are 30 to 39 and 21% are 40 years of age or older. (1% did not respond to this question). More learners are under 20 years of age in 2007/08 than in 2006/07.
- In 2006/07, 63% were in their first year at their institute while 36% were not. (1% did not respond to this question). Of those past their first year, 54% had previously attended the same institute for one or two years while 21% had previously attended it for three or more years (25% did not respond to this question). 70% were female and 28% were male (2% did not respond to this question). 13% were under 20 years of age, 37% were 20 to 29, 23% were 30 to 39 and 26% were 40 years of age or older. (1% did not respond to this question). The students were attending 18 First Nations institutes as detailed in the exhibit below.
- In 2005/06, 51% were in their first year at their institute. 75% were female and 23% were male (2% did not respond to this question). 7% were under 20 years of age, 44% were 20 to 29, 25% were 30 to 39 and 23% were 40 years of age or older.

²⁴ Please note institute is defined as a post-secondary education or learning society, institute, college, a school or an adult centre.

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

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