



Indigenous Adult and Higher Learning Association

IAHLA

Data Collection Project 2011/12

FINAL REPORT

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Tindall Consulting

in association with



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Executive Summary

1.0 Introduction

The Indigenous Adult and Higher Learning Association (IAHLA) is a non-profit society dedicated to addressing the mutual interests of Indigenous adult and higher learning institutes in British Columbia. In 2005/06, IAHLA initiated the Data Collection Project (the Project). This report focuses on the results of the seventh year of research (2011/12).

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

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

2.0 Methodology

To undertake the Project, the IAHLA Data Collection Working Group¹ asked all member First Nations institutes offering adult and post-secondary education programming to complete a data collection instrument that included two components:

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

Surveys were sent out, returned, entered and analyzed between October 2011 and March 2012. In total, 74% (23) of 31 eligible institutes returned surveys. The number of eligible institutes responding to the Project has remained fairly consistent over the past five years.

For the fifth year in a row, IAHLA worked with the First Nations Schools Association (FNSEA) to gain insight into adult learners' educational experiences. In 2011/12, 343 adult learners completed surveys.

The institutes responding each year are presented in Appendix B. A profile of the learners surveyed is presented in Appendix C.

¹ The IAHLA Data Working Group is comprised of IAHLA members who represent large and small institutes across the province.

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 2011). *Past* year enrolments are those for the previous academic year.

In 2011/12, 20 of the 23 responding institutes² reported *current* year enrolments of 1,372 learners as of October 2011. These 2011/12 current year enrolments represented a 13% *increase* from 2010/11 current year enrolments for the 19 responding institutes that reported current year enrolments in both years.

Most (74%) of the 23 surveyed institutes were offering multiple types of programming in 2011/12. Eighty-three percent were offering ABE or adult upgrading courses. Most of these institutes offering ABE or adult upgrading courses were also offering other programming. Thirty-five percent of the responding institutes reported they were offering trades programs or courses and 70% reported offering other programs or courses.

In 2011/12, 52% of responding institutes were offering post-secondary programming. This programming covered a variety of areas including Aboriginal language revitalization (39%), cultural studies (30%) and fine arts (30%). In 2011/12, 39% of responding institutes reported that they had programs that laddered directly into degree programs, in areas such as First Nations Studies, Social Work, Education and Fine Arts.

A lower proportion of surveyed institutes were offering post-secondary programming in 2011/12. This may be explained by changes in the mix of institutes responding to the Data Collection Project (DCP) each year. The lower proportion may also reflect fluctuations at individual institutes. Among 18 institutes which have responded to the DCP in *each* of the past five years, only one has reported a consistent decrease in the frequency of their post-secondary offerings in the past five years (from always to often/not often). Nevertheless, the number of these 18 institutes offering post-secondary programming this year (2011/12) is the lowest of the past 5 years (9 institutes as compared to 11 institutes in 2010/11, 14 institutes in 2009/10, 11 institutes in 2008/09 and 13 institutes in 2007/08).

In 2011/12, 22 responding institutes reported *past* year enrolments of 3,118 learners in 2010/11. In the previous four years, total reported student enrolments had ranged between 2,300 and 2,600 learners each year.

Many of the surveyed institutes are small in size. In 2011/12, 48% of the responding institutes reported enrolling less than 50 learners the previous year (in 2010/11) and 9% enrolled 50 to 100 students. However, more than one-third (39%) enrolled more than 100 students (including NVIT).

More 2010/11 learners enrolled part-time (62%) than full-time (38%). A majority of these learners were women (61%). However, the proportion of male enrolments has been gradually increasing each year. These learners were all older than 15 years of age in

² Three institutes did not respond to this question.

2010/11. Most (86%) were enrolled for more than 15 days that year (14% were enrolled for 15 days or less).

In 2011/12, 185 instructors worked at the 23 responding institutes as of October 2011. All institutes reported part-time/full-time status for these instructors, of whom 61% were working part-time and 39% were working full-time.

Similar to previous years, most (81%) of these instructors had a Bachelors degree or higher level of education. Three-quarters (75%) of these instructors also had relevant work experience and 16% had relevant work credentials. Relevant work experience was also quite common in previous years, though not to the same extent.

In 2011/12, 26% (6) of the institutes reported they were registered with the Private Career Training Institutes Agency (PCTIA). Of these six institutes, two reported they were accredited through PCTIA and four institutes reported only being registered with the agency.

4.0 Institute and Learner Funding

In 2011/12, institutes were most frequently using the following funding sources: Aboriginal Affairs and Northern Development Canada (AANDC) Adult Nominal Roll funding (52%), tuition (48%), FNSA New Paths Grants³ (35%) (whose source is AANDC) and AANDC's Indian Studies Support Program (ISSP) (35%). As in previous years, Adult Nominal Roll funding was most likely to have been an institute's major funding source (responsible for 50% or more of an institute's funding).

In 2011/12, 17% of the institutes indicated they had experienced an increase in funding since last year. Thirty percent had experienced a decrease and 39% had experienced no change in their funding relative to last year.

In 2011/12, post-secondary programming was most often being funded through tuition or fees, ISSP and formalized agreements with post-secondary institutions. ABE/upgrading courses were most often being funded through Adult Nominal Roll. Institutes also offered trades and other programs or courses using a variety of sources including their "major" funding sources or grants.

In 2011/12, most often courses cost responding institutes between \$3,001 and \$10,000 per full-time equivalent (FTE) to deliver. However, five of the 21 courses reported on cost more than this.

In 2011/12, 83% of responding institutes provided learners with free breakfast/lunch/dinner programs or events. Seventy percent offered transportation assistance.

Learners reported they relied most frequently on Band funding to pay for their studies (55%) and/or living expenses (33%). Social assistance (24%) and employment (14%) were also fairly frequently being used by learners to fund their living expenses. Some learners were unsure how their studies (13%) or living expenses (6%) were to be funded (as of October 2011).

³ New Paths Grants are formula-based, represent a small proportion of overall budgets, and are meant to augment existing budgets.

First Nation institutes may also partner with other institutions or organizations to deliver programs in their communities. Many (22) of the institutes reported on at least one formalized relationship they had with other institutions or organizations in 2011/12. Forty-two percent of the surveyed institutes had formalized relationships through affiliation agreements, 23% of surveyed institutes had service agreements with others and 14% had brokering arrangements.

In total, these 22 responding institutes with formal relationships with other institutions or organizations reported 42 such formal relationships (an average of two per institute) in the current year. They were satisfied with 69% of these 42 relationships.

In 2011/12, when adult learners were asked how much they knew about which institute to attend, almost three-in-four (74%) said they knew a lot or a fair bit. A similar proportion (73%) said they knew a lot or a fair bit about what courses to take. However, only 51% knew a similar amount about how to pay for their studies.

5.0 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' reading, writing and math levels. Most often, incoming students were assessed at the Advanced (Grade 10/11) or Provincial (Grade 12) levels in terms of reading, writing and math in 2011/12. Institutes used a variety of assessment tools to place students – most frequently the Canadian (Adult) Achievement Tests along with their own institutes' assessments.

Almost one-half (48%) of responding institutes reported they used methodologies specifically to help ensure information is comprehended by learners, such as asking students to “read the instructions and then explain what it means in the words you would use if you were explaining it to your Auntie.” Eighty-three percent of responding institutes reported they would be interested in connecting with other IAHLA institutes to share English language comprehension methodologies.

In 2010/11, most learners enrolled in articulated/transferable courses or programs. Eighty percent of 2,688 learners⁴ enrolled in at least one articulated/transferable course or program.

Among 3,092 program or course enrolments at 20 institutes in 2010/11, 24% were in Adult Basic Education (ABE) or adult upgrading courses, 18% were in (non-trades) post-secondary certificate or diploma programs, 8% were in post-secondary degree programs, 23% were in trades certificate or degree programs and 26% were in other programs or courses.

In 2010/11, 78% (1,261) of 1,618 learners successfully completed at least one course they were enrolled in.

⁴ Learners for whom these data were reported.

Thirty-eight percent of 1,032 2010/11 learners were continuing to study at the same IAHLA institutes in 2011/12 while 11% were studying at a provincial (BC) public college, university or institute and 44% were working.

Most of the awards made to students in the 2010/11 academic year were certificates. Twenty-one responding institutes reported making 1,407 awards to students in 2010/11. Of these awards, 29% were (non-trades) post-secondary certificates, diplomas or degrees. Eight percent were trades certificates and 9% were adult dogwood diplomas. More than one-half (54%) were other awards (including first aid, crew boss and computer training awards).

In 2011/12, 77% of learners agreed they were better able to learn since beginning at their institute. Two-thirds or more of these learners also agreed that they had been helped to prepare for their further education, gained skills in solving problems, gained research skills and/or learn to seek help for their needs. Almost one-half of the learners surveyed stated they had learned computer skills and/or helped to prepare for getting a job. In 2010/11 and 2009/10, learners rated their learning and academic skill development within similar ranges.

6.0 Learners' Personal Development

In 2011/12, responding First Nations institutes continued to support learners' personal development through:

- *Delivering life skills programs* — in 2011/12, 65% of the responding institutes provided life skills programs to learners. This is a higher proportion of responding institutes than in most of the previous years. However, in 2011/12, a lower proportion of responding learners (32%) reported they had been enrolled in life skills programs as compared to some earlier years.
- *Offering short non-credit courses or short-term workshops* — especially on computer skills (74%), career planning (74%) and first aid skills (61%). More than one-third of the institutes also offered short courses or workshops on emotional health, drug or alcohol abuse awareness and nutrition. One-tenth or more of the institutes offered short courses or workshops on other topics.
- *Providing interventions and referrals for learners* — in 2011/12, most often institutes provided learner interventions and/or referrals for academic advising, personal counselling and career counselling. Personal development support, student support and drug and alcohol prevention services were also provided by more than 80% of the institutes. Interventions were most common for academic advising (79%) and career counselling (78%) services. Referrals only were most common for family violence prevention (48%), and drug and alcohol prevention (44%).

In 2011/12, most often the learners surveyed have used peer support (75%), followed by personal counselling (71%) and academic advising (68%). Almost all those who have used these services have found them “very helpful” or “somewhat helpful.”

- *Linking with a wide range of partners* — institutes establish links with partners to offer programs and supports to learners. In 2011/12, institutes most frequently linked with communities, on-reserve agencies/societies and Tribal Councils to offer programs and supports.

In 2011/12, most learners agreed they felt better about themselves (83%) and/or more confident (77%) since beginning at their institute. Most learners planned to continue to study the next academic year (in 2012/13) – most often at the same institute (32%). In comparison, 26% intended to seek employment the next academic year and 22% were not yet sure of their goals for the next academic year. Eighty-eight percent of the learners surveyed felt that their program of study was adequately preparing them to pursue their goal for the next academic year.

7.0 Cultural Development

In 2011/12, responding institutes advanced learners' cultural learning by:

- *Placing a high level of importance on promoting aspects of culture, in addition to academic goals* — promoting aspects of culture was centrally or very important to 96% of the institutes in 2011/12.
- *Placing an equally strong emphasis on culture and language vis-a-vis education and employment.* Sixty-five percent of responding institutes reported they placed an equally strong emphasis on culture and language vis-a-vis education and employment. In comparison, 30% placed a stronger emphasis on preparing learners for further education and employment. No institutes reported placing a stronger emphasis on promoting the Nation's language and culture in 2011/12.
- *Offering language courses* — seventy-four percent of responding institutes offered First Nations language courses in 2011/12. Thirty-five percent of responding institutes offered language courses for credit, while 48% offered non-credit language courses (including 9% which offered both).
- *Being involved in language revitalization projects*— eighty-three percent of the institutes were involved with First Nations language revitalization projects. Land-based language projects e.g., berry picking and "First Voices" web-based interactive tools were most often occurring in 2011/12, followed by attending language conferences, language courses, and language immersion projects (including adult oral immersion).

Similar to previous years, in 2011/12, 46% of learners agreed they had become more active in cultural events and 19% agreed they were better able to carry on a conversation in their First Nations language.

8.0 Leadership Development

In 2011/12, First Nations institutes promote learners' leadership within their communities as well as First Nations communities' leadership of their programs through:

- *Involving other groups directly in programming/learning* — almost all (96%) of the surveyed institutes reported involving other groups directly in their programming/learning in 2011/12 (one institute did not respond to this question). The most common groups directly involved were students, family/community members, Elders and a First Nations governance structure such as a Band or Tribal Council. Almost one-half of responding institutes involved other agencies.
- *Encouraging and/or enabling students to become more active in their communities* — in 2011/12, more than two-fifths (45%) of learners agreed they had become more active in their communities since beginning at their institute.

9.0 Student Satisfaction

In 2011/12, 90% of learners agreed they were satisfied, overall, with their institutes. Similarly, 89% said they would recommend their institutes to others. Student satisfaction with courses, facilities and relationships ranged between 71% and 84%. Learners rated their satisfaction with the courses they have taken most highly, followed by their relationships with teaching staff.

In 2010/11 and 2009/10, learners rated their satisfaction with courses, facilities and relationships within similar, though somewhat lower, ranges. Learners have consistently been highly satisfied with their relationships with teaching staff and the courses they have taken.

In 2011/12, 92% of responding institutes used general satisfaction surveys or course/instructor evaluation forms. Seventy percent of the institutes used both types of questionnaires for gathering student feedback.

In 2011/12, responding institutes most frequently reported using their individual institute reports from prior years' IAHLA Data Collection Projects for educational/strategic planning (57%), integrating with other education and training services (43%) and/or reporting on results (30%).

1.0 Introduction

The Indigenous Adult and Higher Learning Association (IAHLA) is a non-profit society dedicated to addressing the mutual interests of all Indigenous adult and higher learning institutes in British Columbia. In 2005/06, IAHLA initiated the Data Collection Project (the Project). This report focuses on the results of the seventh year of research (2011/12).

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

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

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

At the institute level, the information:

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

At the collective (Association) level, the information:

- Allows IAHLA to identify priorities for services and advocacy;
- Helps identify best practices;
- Assists with planning and tracking growth;
- Creates a sense of unity and networking among IAHLA member institutes; and,
- Helps to frame, inform and guide IAHLA's overall strategic planning process.

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

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

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

2.0 Methodology

To undertake the Project, the IAHLA Data Collection Working Group⁵ asked all member First Nations institutes offering adult and post-secondary education programming to complete a data collection instrument that included two components:

3. A survey questionnaire to be completed by institute staff; and,
4. A survey questionnaire for learners.

In the week of October 11, 2011, Tindall Consulting⁶ began contacting institutes on behalf of IAHLA. Institutes were emailed a letter from the Data Collection Working Group requesting their participation along with institute and student survey forms with a response deadline of November 4, 2011. 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 January 4, 2012.

For the fifth year in a row, IAHLA worked with the First Nations Schools Association (FNSA) to gain insight into adult learners' educational experiences. An adult learner survey similar to that 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 may have chosen to complete both surveys and others may have chosen to complete only one.

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

IAHLA has plans to report on the results of the 2011/12 Data Collection Project and seek direction for any future activities at the 2012 IAHLA Annual General Meeting.

In 2011/12, 74% (23) of 31 eligible institutes responded to the Data Collection Project. The number of eligible institutes responding to the Project has remained fairly consistent over the past five years as outlined in the Exhibit below.

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

⁶ In September 2011, Tindall Consulting was engaged by IAHLA to: undertake data entry, coding, editing, and cleaning; and, to prepare descriptive statistics of the institute and student responses presented in this report.

*Exhibit 2.1 – Eligible Institutes Responding to the IAHLA Data Collection Project
2005/06 to 2011/12*

	2011/12	2010/11	2009/10	2008/09	2007/08	2006/07	2005/06
Response Rate	74%	71%	70%	83%	82%	76%	81%
# of Institutes Responding	23	22	21	25	23	19	17
Eligible Institutes	31	31	30	30	28	25	21

However, each year there is a change in the mix of institutes responding to the Project, along with changes at individual institutes which may affect the results. For example, in 2011/12, the institutes responding include:

- A few institutes with larger enrolments in the current year relative to those responding in 2009/10 and earlier;
- Fewer institutes offering post-secondary programming in the current year; and,
- More institutes with higher trades enrolments in the previous academic year (2010/11).

In 2011/12, 343 adult learners completed surveys. The number of adult learners responding to the Project has varied over the past five years as outlined in the Exhibit below.

*Exhibit 2.2 – Adult Learners Responding to the IAHLA Data Collection Project
2005/06 to 2011/12*

	2011/12	2010/11	2009/10	2008/09	2007/08	2006/07	2005/06
Adult Learners Responding	343	435	361	405	404	255	176

The institutes responding each year are presented in Appendix B. A profile of the learners surveyed is presented in Appendix C. The questionnaires and other data collection instruments used are presented under separate cover in the 2011/12 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;
- The programming they are offering; and,
- Instructors and instructor qualifications.

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 at the time the institute responds to the Project (e.g., as of October 2011). 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 below.

In 2011/12, 20 of the 23 responding institutes reported *current* year enrolment data for the 2011/12 academic year (as of October 2011).

Just over one-half (57%) of the responding institutes had enrolled less than 50 learners as of October 2011. In comparison, 55% (October 2010), 76% (October 2009), 64% (October 2008) and 61% (October 2007) of responding institutes had enrolled less than 50 students in previous years.

Exhibit 3.1 – Responding Institutes’ Current Year Student Enrolment

	2011/12	2010/11	2009/10	2008/09	2007/08
	N ⁷ =23	N=22	N=21	N=25	N=23
Enrolling more than 100 students					
# of Institutes	5	5	3	3	2
% of Institutes	22%	23%	14%	12%	9%
Enrolling 50 to 100 students					
# of Institutes	2	5	1 ⁸	3	5
% of Institutes	9%	23%	5%	12%	22%
Enrolling 0 to 49 students					
# of Institutes	13	12	16	16	14
% of Institutes	57%	55%	76%	64%	61%
No Enrolment #s Provided					
# of Institutes	3	0	1	3	2
% of Institutes	13%	0%	5%	12%	9%

In 2011/12, these 20 responding institutes had enrolled 1,372 learners as of October 2011. Please note that it is possible for one learner to have been reported as enrolled at more than one institute. For example, a student enrolled at a community-based institute may also have been reported as enrolled at the Native Education College (NEC).

In the 2010/11 IAHLA Data Collection Project, 22 responding institutes had enrolled 1,829 learners as of October 2010. In the 2009/10 IAHLA Data Collection Project, 20 responding institutes had enrolled 1,564 learners as of October 2009. In the 2008/09 IAHLA Data Collection Project, 22 responding institutes had enrolled 1,353 learners as of October 2008. In the 2007/08 IAHLA Data Collection Project, 21 responding institutes had enrolled 1,250 learners as of October 2007.

2011/12 current year enrolments represented a 13% *increase* from the previous year for the 19 responding institutes that reported current year enrolments in both years (2011/12 and 2010/11). These institutes reported current year enrolments of 1,356 learners this year (in 2011/12). They reported current year enrolments of 1,200 learners the previous year (when responding to the 2010/11 IAHLA Data Collection Project).

In comparison:

- 2010/11 current year enrolments represented a 11% *increase* from the previous year for the 19 responding institutes that reported current year enrolments in both years (2010/11 and 2009/10).
- 2009/10 current year enrolments represented a 24% *increase* from the previous year for the 17 responding institutes that reported current year enrolments in both years (2009/10 and 2008/09).

⁷ Please note that throughout this report “N” refers to the number of institutes or learners who responded to a survey question. Percentages may not sum to 100% due to rounding.

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

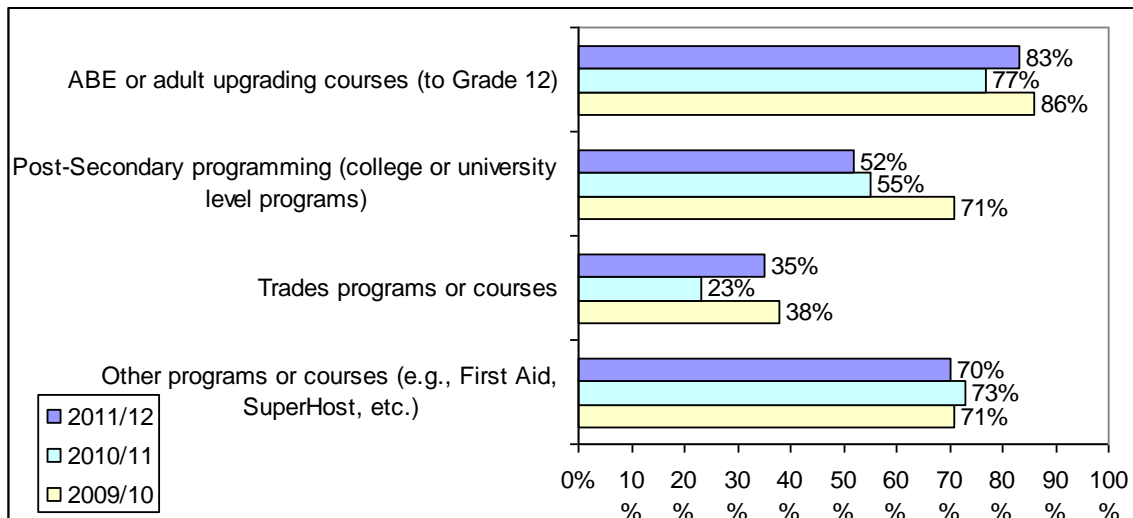
- 2008/09 current year enrolments represented a 9% *increase* from the previous year for the 16 responding institutes that reported current year enrolments in both years (2008/09 and 2007/08).

3.2 Current Year Programming Offered

In 2011/12, most (74%) of the 23 surveyed institutes reported offering *more than one of* the following types of programming in the current year:

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

Exhibit 3.2 – Programming Offered by Institutes This Year



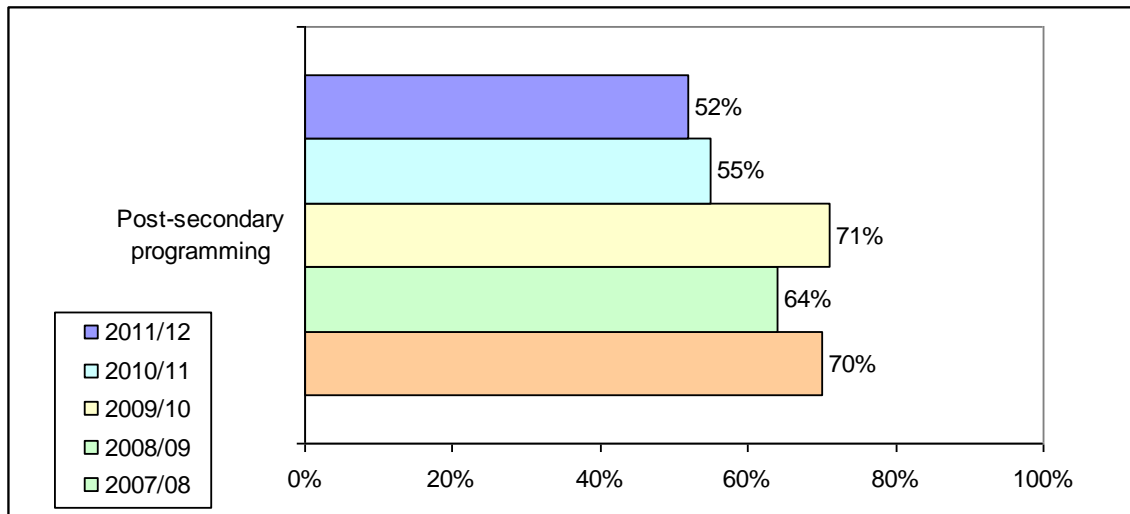
Most frequently, institutes were offering ABE or adult upgrading courses (to Grade 12) (83%). Sixteen (84%) of these 19 institutes offering ABE or adult upgrading courses were also offering other programming.

In 2011/12, approximately one-half (52%) of the responding institutes reported they were offering post-secondary programs this year.

In 2011/12, 35% of the responding institutes reported they were offering trades programs or courses and 70% reported offering other programs or courses.

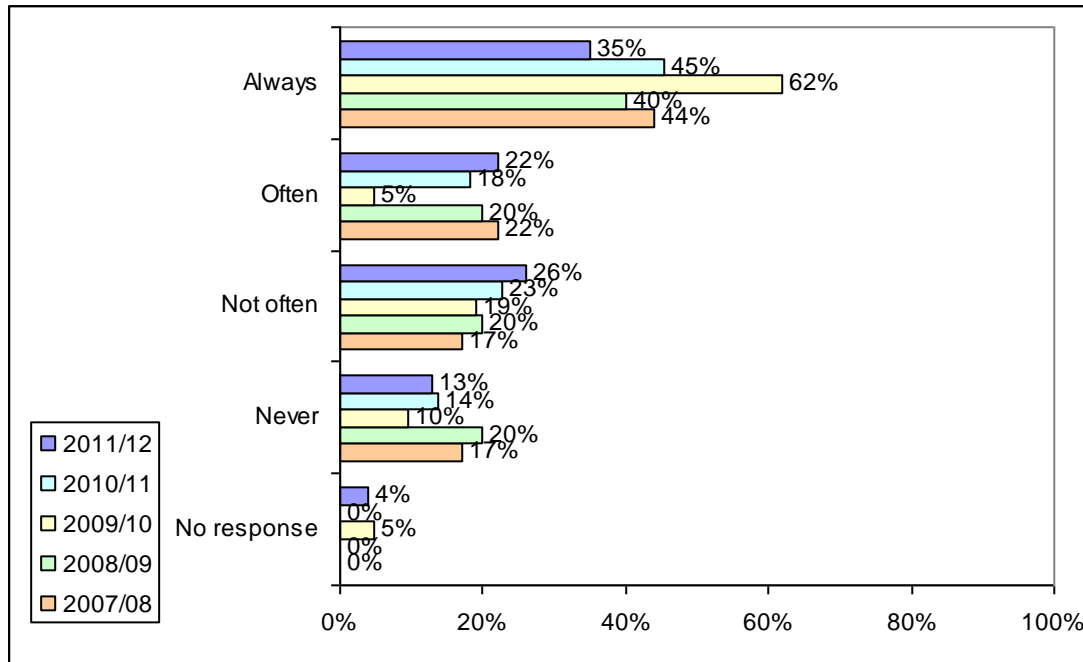
Over the past five years, a majority of responding institutes have offered post-secondary programming each year. However, in the past two years, somewhat fewer institutes have reported offering such programs.

Exhibit 3.3 – Post-Secondary Programming Offered by Institutes This Year



In 2011/12, 57% of the responding institutes reported offering post-secondary programs “always” or “often” *in the past five years*. A further 26% of these institutes had offered post-secondary programs, though “not often” over this period of time. These offerings are also somewhat lower than institute responses in previous years which ranged from 60% to 70%.

Exhibit 3.4 – Institutes Offering Post-Secondary Programs in the Past Five Years



In part, the lower proportion of institutes offering post-secondary programming may be explained by changes in the mix of institutes responding to the Data Collection Project (DCP) each year.

The lower proportion may also reflect fluctuations at individual institutes. For example, among 18 institutes which have responded to the DCP in *each* of the past five years:

- One (6%) has reported a consistent decrease in the frequency of their post-secondary offerings in the past five years (from always to often/not often);
- Three (17%) have reported experiencing both decreases and increases, depending on the year;
- Three (17%) have reported offering post-secondary programming more frequently over time; and,
- Eleven (61%) of these institutes have not changed the extent to which they offer post-secondary programming – whether always or never/not often.

Nevertheless, the number of these 18 institutes offering post-secondary programming this year (2011/12) is the lowest of the past five years (9 institutes as compared to 11 institutes in 2010/11, 14 institutes in 2009/10, 11 institutes in 2008/09 and 13 institutes in 2007/08).

In 2011/12, institutes were offering post-secondary programming in a variety of areas including:

- Aboriginal Language Revitalization (39%);
- Cultural Studies (30%); and,
- Fine Arts (30%).

Seventeen percent to 22% offered post-secondary programming in the areas of Health Care, Early Childhood Education, Developmental Standard Term Certification, Language, Creative Writing, Computer Technology and Specific Trades.

In 2011/12, 39% of responding institutes reported that they had programs that laddered directly into degree programs. These institutes had degree programs which laddered into programs in areas such as First Nations Studies, Social Work, Education, Indigenous Studies and Fine Arts.

3.3 Past Year Student Enrolments

In 2011/12, the 22 institutes reporting on past year (2010/11) enrolments had 3,118 learners that year. In the previous four years, total reported student enrolments had ranged between 2,300 and 2,600 learners each year.

Exhibit 3.5 – Past Year Enrolments

	Past Year (2010/11)	Past Year (2009/10)	Past Year (2008/09)	Past Year (2007/08)	Past Year (2006/07)
	N=22 of 23	N=22 of 22	N=19 of 21	N=24 of 25	N=22 of 23
Student enrolments	3,118	2,584	2,454	2,326	2,428

Nicola Valley Institute of Technology (NVIT) enrolments have represented between 39% and 60% of the enrolments reported in each year.⁹ 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. Among 2011/12 learners, it was estimated that a maximum of 399 learners (29%) could potentially have been reported in this way. Potential levels of double counting between other (non-NVIT) surveyed institutes would be much lower.

Many of the surveyed institutes are small in size. In 2011/12, 48% of the responding institutes reported enrolling less than 50 learners the previous year (in 2010/11) and 9% enrolled 50 to 100 students. However, more than one-third (39%) enrolled more than 100 students (including NVIT).

⁹ In 2010/11, NVIT enrolments represented 43% of the enrolments for the 22 responding institutes.

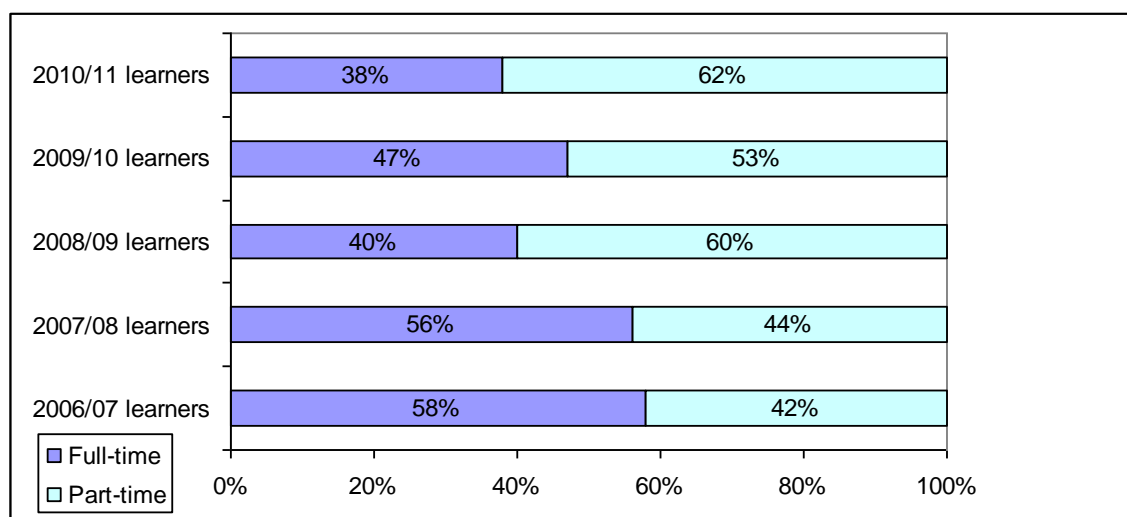
Exhibit 3.6 – Responding Institutes' Past Year Student Enrolment

	Past Year (2010/11)	Past Year (2009/10)	Past Year (2008/09)	Past Year (2007/08)	Past Year (2006/07)
	N=23	N=22	N=21	N=25	N=23
Enrolling more than 100 students					
# of Institutes	9	7	5	5	6
% of Institutes	39%	32%	24%	20%	26%
Enrolling 50 to 100 students					
# of Institutes	2	3	1	3	3
% of Institutes	9%	14%	5%	12%	13%
Enrolling 0 to 49 students					
# of Institutes	11	12	13	16	13
% of Institutes	48%	55%	62%	64%	57%
No Enrolment #s Provided					
# of Institutes	1	0	2	1	1
% of Institutes	4%	0%	10%	4%	4%

In 2011/12, 70% (14) of 20 surveyed institutes reported enrolling both full-time and part-time students the previous year. Thirty percent (6) reported enrolling either full-time or part-time students only.

Full-time students have represented 38% or more of the past year enrolments reported in the last five years.

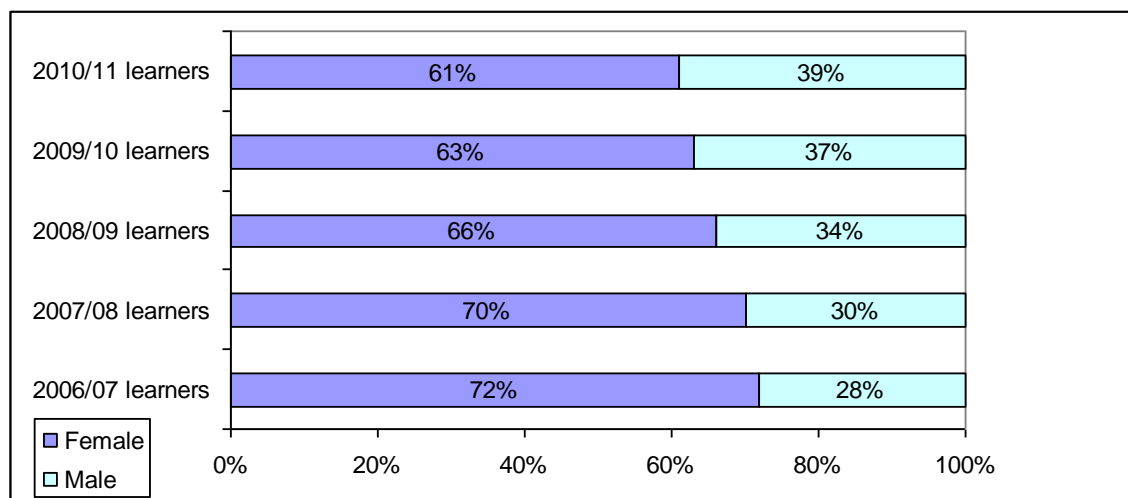
Exhibit 3.7 – Student Enrolments by Full-Time/Part-Time Status



Base: 1,726 2010/11 learners at 20 institutes; 1,342 2009/10 learners at 21 institutes; 975 2008/09 learners at 18 institutes; 1,341 2007/08 learners at 22 institutes; 1,338 2006/07 learners at 21 institutes.

Female students have been 61% or more of the past year enrolments reported in the last five years. However, the proportion of male enrolments has been gradually increasing each year.

Exhibit 3.8 – Student Enrolments by Gender



Base: 3,056 2010/11 learners at 21 institutes; 2,584 2009/10 learners at 22 institutes; 975 2008/09 learners at 18 institutes; 2,320 2007/08 learners at 23 institutes; 1,338 2006/07 learners at 21 institutes.

These learners were all older than 15 years of age in 2010/11. In 2011/12, 19 institutes reported on the age of 1,751 learners in 2010/11, of whom 100% were more than 15 years of age. Similarly, in 2010/11, 20 institutes reported on the age of 2,522 learners in 2009/10, of whom 100% were more than 15 years of age.

Most of the 2010/11 learners were enrolled for more than 15 days in that year. In 2011/12, 18 institutes reported on the length of enrolment of 1,746 learners in 2010/11, of whom 76% were enrolled for more than 15 days (24% were enrolled for 15 days or less). In 2010/11, 18 institutes reported on the length of enrolment of 1,144 learners in 2009/10, of whom 86% were enrolled for more than 15 days (14% were enrolled for 15 days or less).

3.4 Instructors

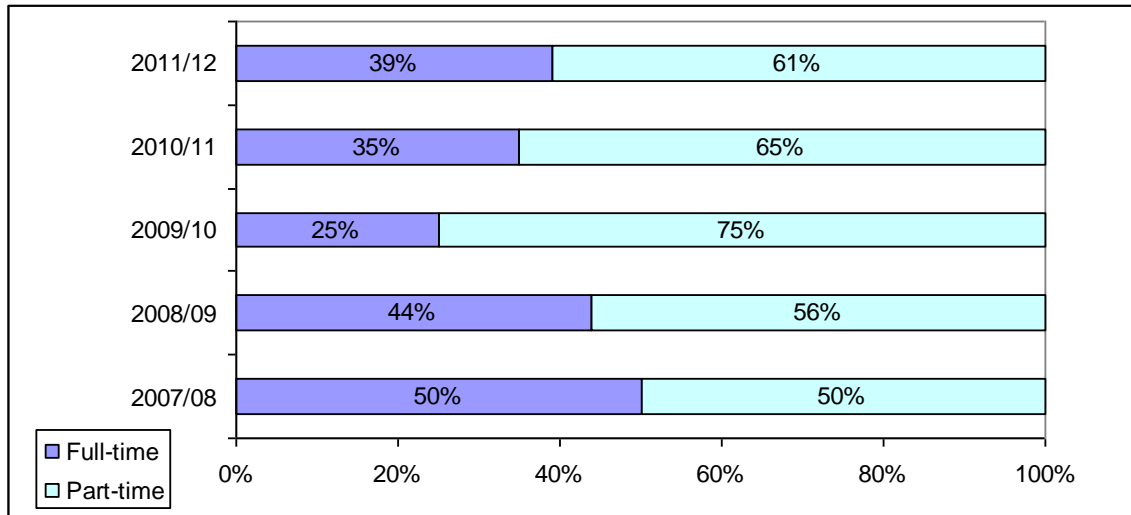
In the past five years, the number of instructors employed by surveyed institutes has ranged from 146 to 205 instructors. For example, in 2011/12, the 23 responding institutes employed 185 instructors as of October 2011.

Exhibit 3.9 – Instructors Employed

	2010/11	2010/11	2009/10	2008/09	2007/08
	N=23 of 23	N=22 of 22	N= 20 of 21	N= 23 of 25	N= 22 of 23
Instructors Employed	185	176	177	146	205

Full-time instructors have represented between 25% and 50% of the instructors employed in each of the last five years.

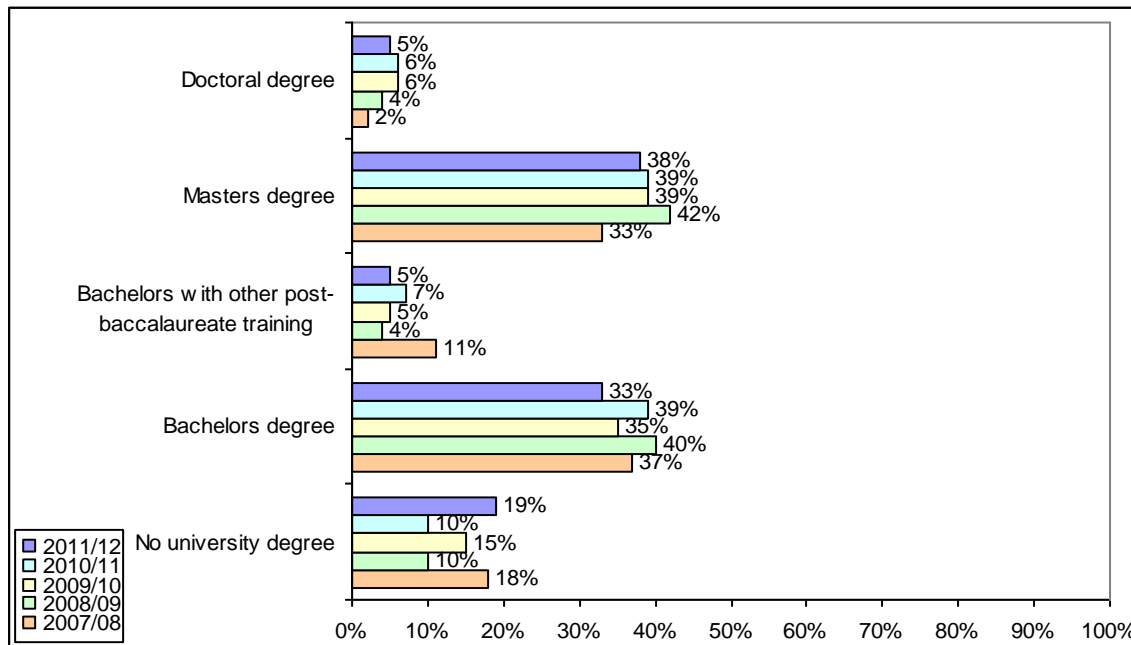
Exhibit 3.10 – Instructors Employed Full-time/Part-time



Base: 185 2011/12 instructors at 23 institutes; 176 2010/11 instructors at 22 institutes; 177 2009/10 instructors at 21 institutes; 146 2008/09 instructors at 23 institutes; 205 2007/08 instructors at 22 institutes.

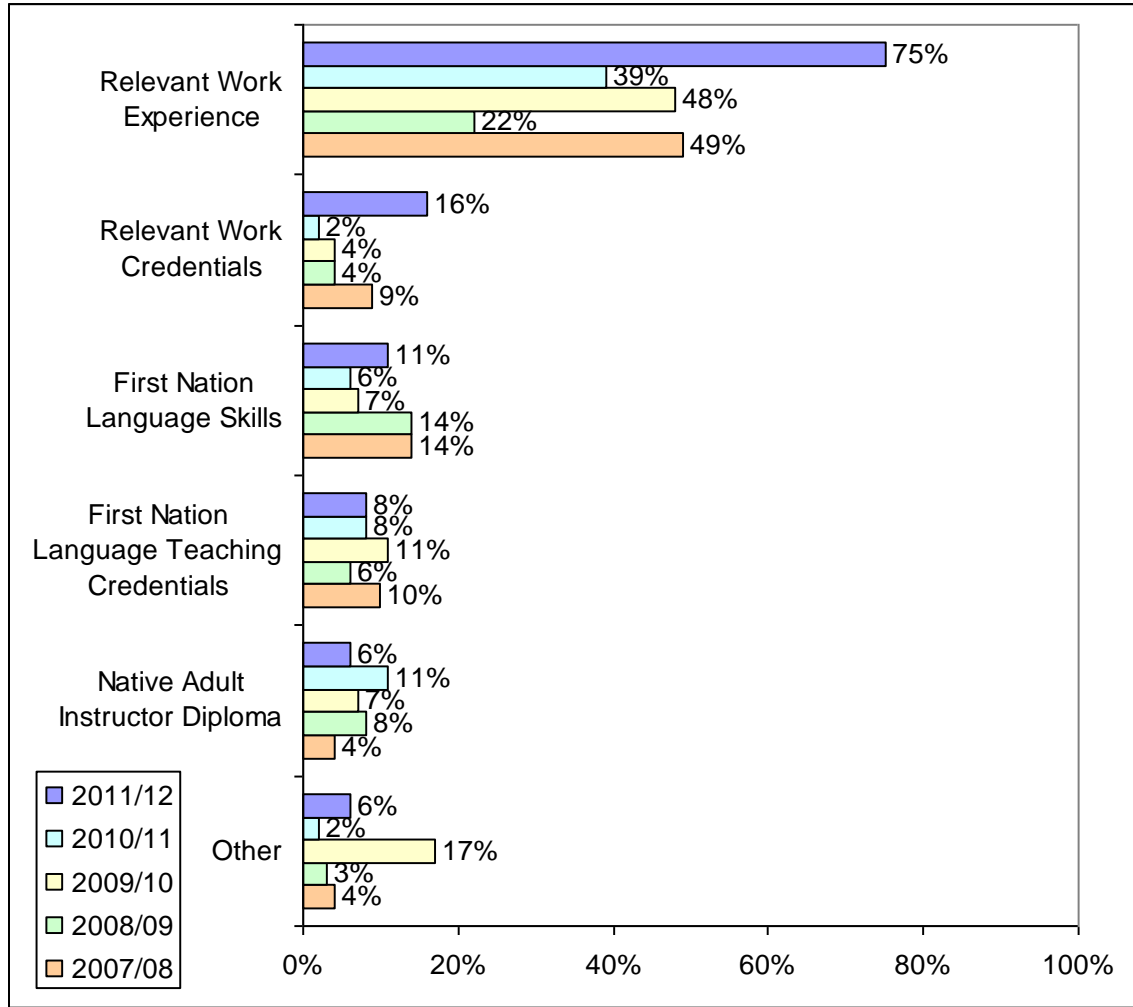
In 2011/12, 81% of the instructors at 23 responding institutes had a Bachelors degree or higher level of education. This included 43% of the instructors who had a Masters or Doctoral degree. This is similar to previous years.

Exhibit 3.11 – Instructors' Highest Level of Education



In 2011/12, 75% of the instructors also had relevant work experience and 16% had relevant work credentials. Eight percent had First Nation Language Teaching credentials and 11% had First Nation Language skills. Relevant work experience was also most common in previous years, though not to the same extent.

Exhibit 3.12 – Instructors’ Other Qualifications



3.5 Private Career Training Institutes Agency (PCTIA) Registration

PCTIA registration has fluctuated over the past five years. In 2011/12, 26% (6) of 23 responding institutes reported they were registered with PCTIA. Of these six institutes, two reported they were accredited through PCTIA, and four reported only being registered with the agency. Four of the institutes commented on their reasons for registering with PCTIA – for program credibility, for funding opportunities (including student and program funding), or for both.

Exhibit 3.13 – PCTIA Registrations

	2011/12	2010/11	2009/10	2008/09	2007/08
	N=23	N=22	N=21	N=25	N=23
Percent Registered with PCTIA	26%	23%	19%	32%	35%
Number Registered with PCTIA	6	5	4	8	8
Accredited	2	3	1	2	1
In Accreditation Process			1	1	
Registered Only	4	2	2	5	7

4.0 Institute and Learner Funding

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

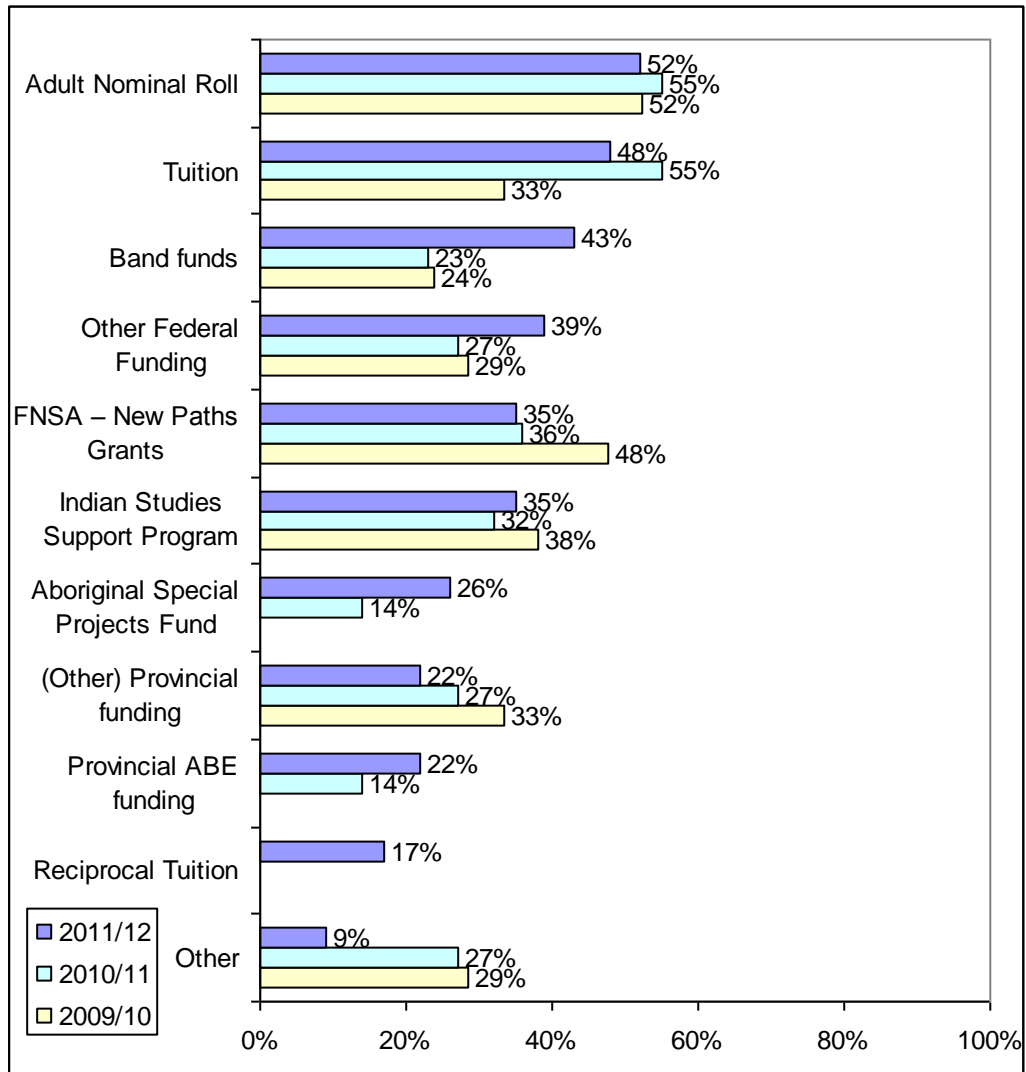
- Institutes' funding sources;
- Levels of institute funding and current needs;
- The financial assistance offered to learners; and,
- Learners' funding of their studies and living expenses.

4.1 Sources of Institute Funding

In 2011/12, institutes were most frequently using the following funding sources: Aboriginal Affairs and Northern Development Canada (AANDC) Adult Nominal Roll funding (52%), Tuition (48%), FNSA New Paths Grants¹⁰ (35%) (whose source is AANDC) and AANDC's Indian Studies Support Program (ISSP) (35%). At least one-in-five of the institutes also accessed provincial ABE funding, the Aboriginal Special Projects Fund or other provincial or federal funding. "Other" funding sources included fundraising, Aboriginal forestry, and the Industry Training Authority (a provincial crown agency).

¹⁰ New Paths Grants are formula-based and are meant to augment existing budgets.

Exhibit 4.1 – All Funding Sources



In 2011/12, Adult Nominal Roll funding was once again most likely to have been an institute's major funding source (responsible for 50% or more of their funding). Forty-three percent of responding institutes accessed Adult Nominal Roll funding as a major funding source.

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

	2011/12	2010/11	2009/10	2008/09	2007/08
	N = 23	N = 22	N = 21	N = 23 ⁽¹⁾	N = 23
Adult Nominal Roll	43%	50%	48%	39%	44%
Indian Studies Support Program	13%	14%	29%	17%	9%
FNSA – New Paths Grants	9%	18%	14%	9%	4%
Tuition	9%	14%	5%	9%	4%
Other Federal funding	9%	5%	10%	9%	4%
Provincial ABE funding	4%	5%			
Aboriginal Special Projects Fund	4%	5%			
(Other) Provincial funding	4%	5%	19%	9%	4%
Band funds	4%	5%	10%	9%	9%
Reciprocal Tuition through a public partner	0%				
Other	4%	9%	0%	9%	9%

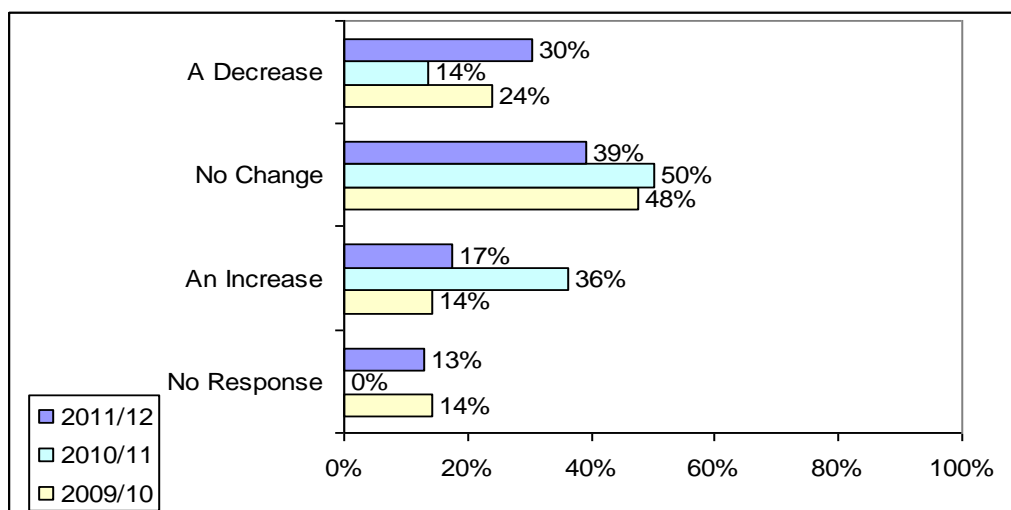
(1) Two institutes did not report on their funding in 2008/09.

4.2 Changes in Total Funding Levels

In 2011/12, surveyed institutes were asked whether they had experienced a change in their total funding level this year. Seventeen percent of the institutes indicated they had experienced an increase in funding. Thirty percent had experienced a decrease and 39% had experienced no change.

The decreases experienced covered a wider range than the increases experienced. For example, decreases ranged from 2% to 100% while increases ranged from 20% to 50%.

Exhibit 4.3 – Changes in Funding Since Last Year



4.3 Funding Sources by Programming Type

Institutes rely on some funding sources more than others for different types of programming.

In 2011/12, 12 institutes reported offering post-secondary programming. They reported funding this programming primarily through tuition or fees, ISSP and formalized agreements with post-secondary institutions.

Eighteen institutes reported offering ABE/upgrading courses in 2011/12. They reported funding these courses primarily through Adult Nominal Roll. Institutes were also using the First Nations Education Steering Committee (FNESC), Band funds and provincial funding sources for these courses, along with a variety of alternate sources.

Seven institutes reported offering trades programs or courses in 2011/12. They reported funding these programs or courses using a variety of sources including their major funding sources.

Nine institutes reported offering other programs or courses in 2011/12. They reported funding these programs in various ways – including their major funding sources.

The sources relied on for each type of programming were similar to those reported by institutes in 2010/11 – though formalized agreements with post-secondary institutions, Band funds and tuition or fees were more frequently mentioned this year.

Exhibit 4.4 – Funding for Programming Offered by Institutes This Year (2011/12)

	Post-Secondary	ABE/Upgrading	Trades	Other
	N = 12	N = 18	N = 7	N = 9
	<i># of institutes</i>	<i># of institutes</i>	<i># of institutes</i>	<i># of institutes</i>
Indian Studies Support Program	6	4		
Adult Nominal Roll		9		2
Formalized agreements with post-secondary institutions	5	6	2	
Other Provincial Funding	4	5	3	2
FNESC	1	7		
Band Funds	3	6	3	1
Other Federal Funding		1	3	2
Tuition or Fees	7	3		4
Reciprocal Tuition through a public partner		2	1	1
Other		1	1	1

Twelve institutes reported how much it costs them to deliver courses per FTE (full-time equivalent student). Most often courses cost them between \$3,001 and \$10,000 to deliver. However, five of the 21 courses reported on cost more than this.

Exhibit 4.5 – Cost to Deliver Courses per FTE

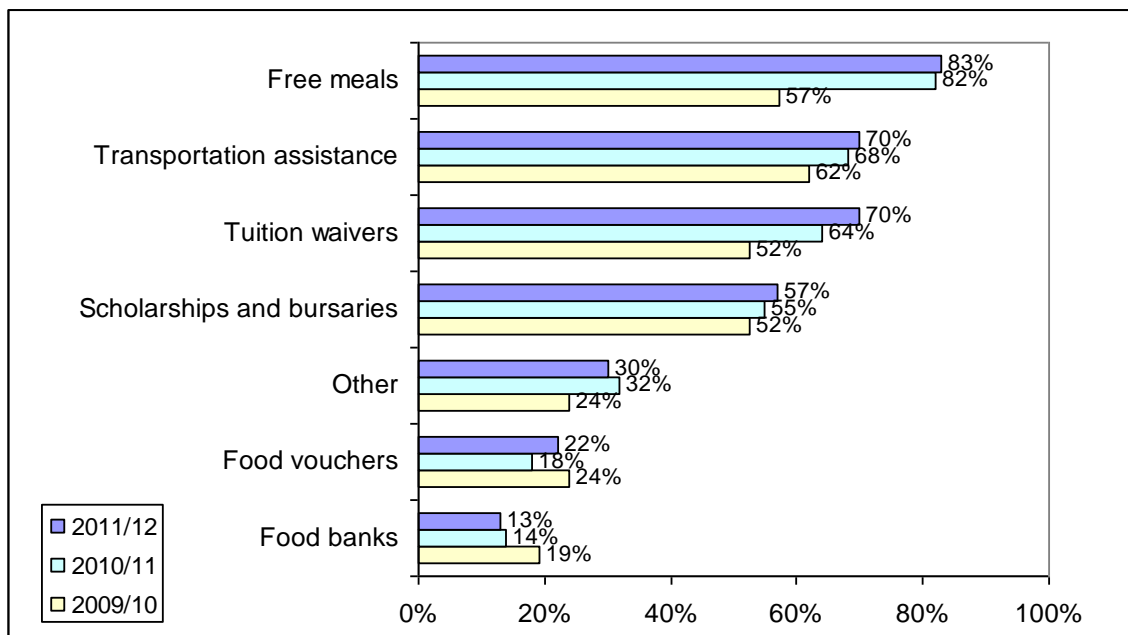
	Post-Secondary	ABE/Upgrading	Trades	Other
	N = 5	N = 10	N = 2	N = 4
	# of institutes	# of institutes	# of institutes	# of institutes
\$0 to \$1,000				
\$1,001 to \$3,000	1			1
\$3,001 to \$6,000	2	3	1	2
\$6,001 to \$10,000		5		1
\$10,001 to \$15,000	2	2	1	

4.4 Financial Assistance Offered to Learners

Institutes help learners with their financial needs in a variety of ways. In 2011/12, 83% of responding institutes provided free breakfast/lunch/dinner programs or events. Seventy percent offered learners transportation assistance. Institutes also offered tuition waivers (70%) and/or scholarships and bursaries (57%). Other assistance offered included incentive programs, tutoring and childcare.

Free meals and tuition waivers were reported more often in 2011/12 and 2010/11 than in 2009/10.

Exhibit 4.6 – How Institutes Help Learners with Their Financial Needs



4.5 Learner Funding for Studies and Living Expenses

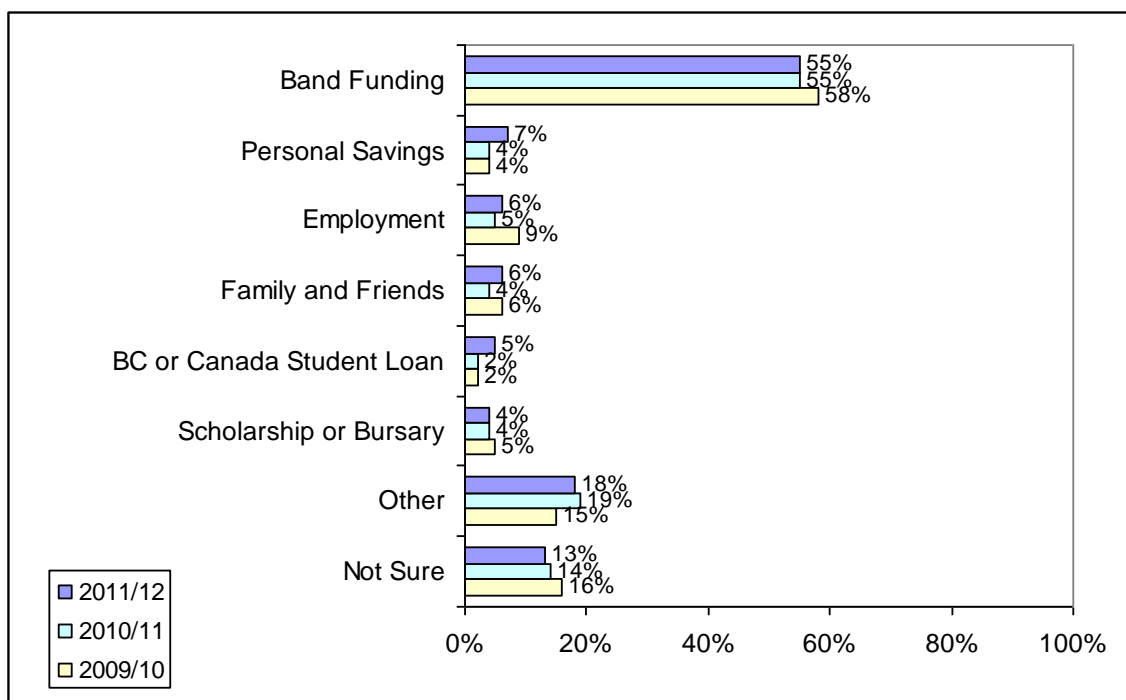
Learners rely on different sources of funding to pay for their education and expenses. The Project asked adult learners how they were funding their studies and how they were funding their living expenses. Responses ranged from community and external support through to self-funding.

By a significant margin, Band funding¹¹ was the most frequently cited source of financial support for funding learners' studies. In 2011/12, 55% of learners were reportedly receiving Band funding. The second most frequently reported response (13%) was from learners who were "not sure" of how their studies were funded.

The balance of the reported sources of funding were multiple and comparatively small. Seven percent of learners were using personal savings. Four to six percent received financial support from employment, family and friends, received scholarships or bursaries or received BC or Canada student loans. Eighteen percent of respondents reported "other" sources such as the institutes themselves, employment training programs and social assistance.

Similarly, in 2010/11, 55% of learners reported receiving Band funding to pay for their studies, followed by (14%) who were "not sure" of how their studies were being funded. In 2009/10, 58% of learners reported receiving Band funding to pay for their studies, followed by (16%) who were "not sure" of how their studies were being funded.

Exhibit 4.7 – Learners' Funding Support for Studies

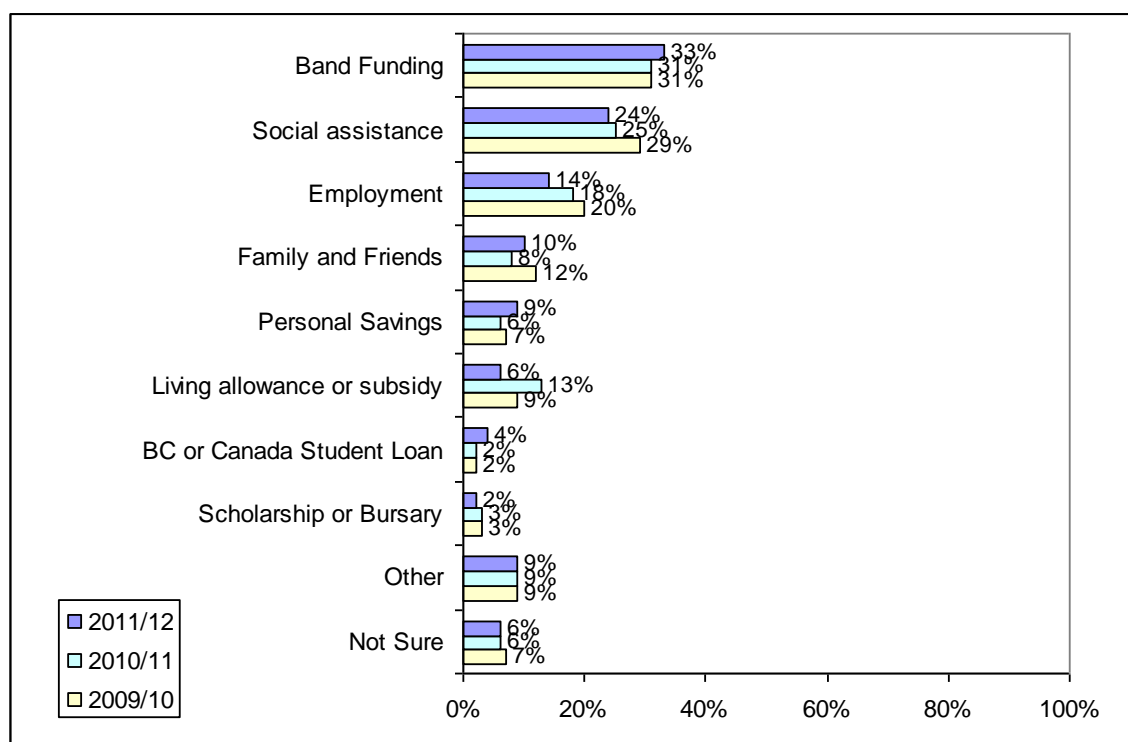


¹¹ Band funding is post-secondary student support program (PSSSP) funding which is AANDC federal funding.

In 2011/12, Band funding (33%) was also the most frequently cited source of financial support for funding learners' living expenses, along with social assistance (24%). Fourteen percent of learners were using earnings from employment while studying or during breaks to fund their living expenses. Ten percent received support from family and friends, including spouses, and 9% relied on personal savings for these expenses. Six percent received a living allowance, maintenance allowance, incentive allowance or subsidy.

Similarly, in 2010/11, Band funding (31%) was also the most frequently cited source of financial support for funding learners' living expenses, along with social assistance (25%). In 2009/10, Band funding (31%) was also the most frequently cited source of financial support for funding learners' living expenses, along with social assistance (29%).

Exhibit 4.8 – Learners' Funding Support for Living Expenses



4.6 Formalized Relationships with Others

Many (22) of the institutes had at least one type of formalized relationship with other education providers in 2011/12¹². Please note that this question asked only about relationships with other public post-secondary institutions and most, but not all, of the responses are limited to this. In Exhibit 4.9, current year and previous years' data include a few relationships with other First Nations institutes (e.g., the Native Education College), a provincial Ministry and the K-12 education system (e.g., the South Island

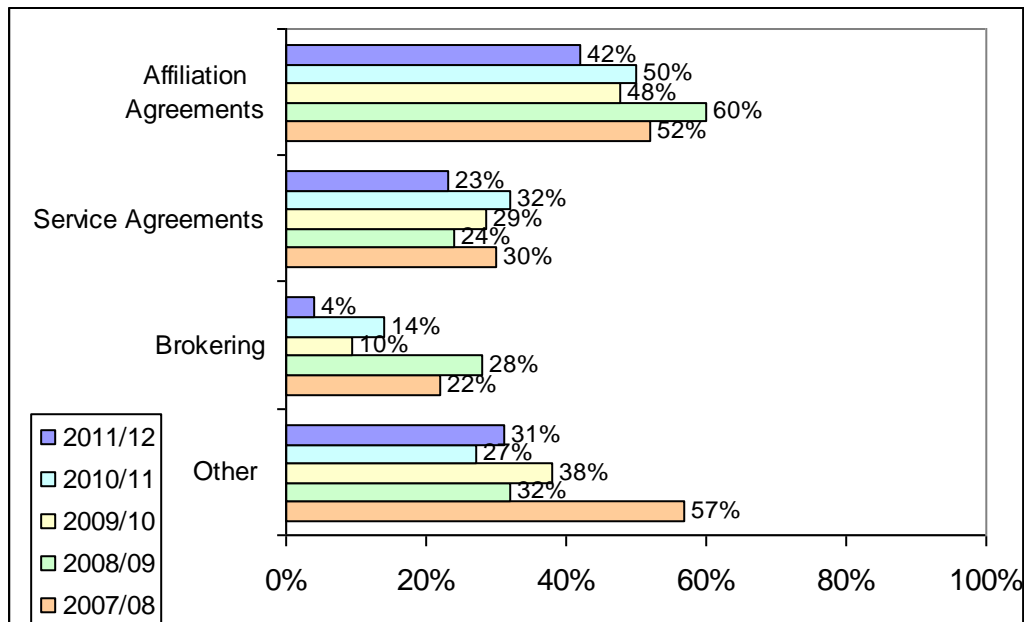
¹² One institute did not respond to this question. Five institutes reported multiple relationship types with one or two institutes.

Distance Education School). The remainder of the questions in this section have likely also been answered with respect to all these relationships, not just those with other post-secondary public institutions as per the question wording.

The most common formalized relationships were affiliation agreements, followed by service agreements and brokering arrangements. For example, 42% of responding institutes reported affiliation agreements with one or more other education providers. Other types of relationships (e.g., partnerships, MOUs, federation agreements, etc.) were also in place at almost one-third (31%) of the institutes.

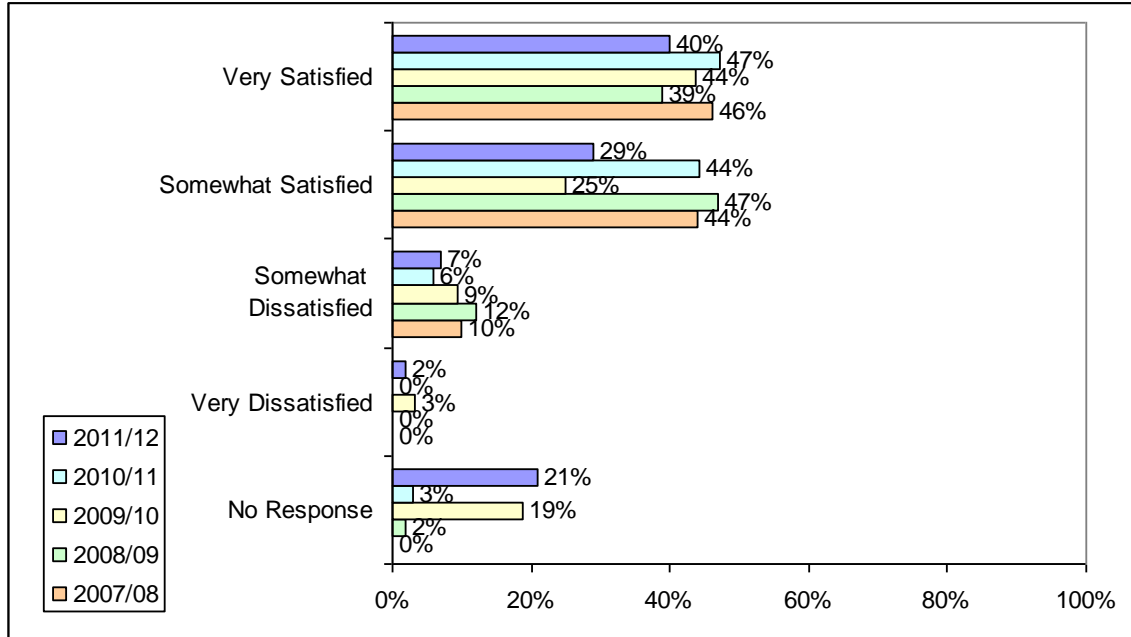
In the 2010/11, 2009/10, 2008/09 and 2007/08 IAHLA Data Collection Project surveys, affiliation agreements were also the most common type of formalized relationships.

Exhibit 4.9 – Formalized Relationships with Others



In total, these 22 responding institutes reported 42 such formal relationships (an average of two per institute) in the current year. They were satisfied with 69% of these 42 relationships – either “very” (40%) or “somewhat” (29%). They were dissatisfied with only 9% of these relationships. They did not rate their satisfaction with 21% of these relationships. Institutes were highly satisfied with these relationships in previous years.

Exhibit 4.10 – Satisfaction with Formalized Relationships

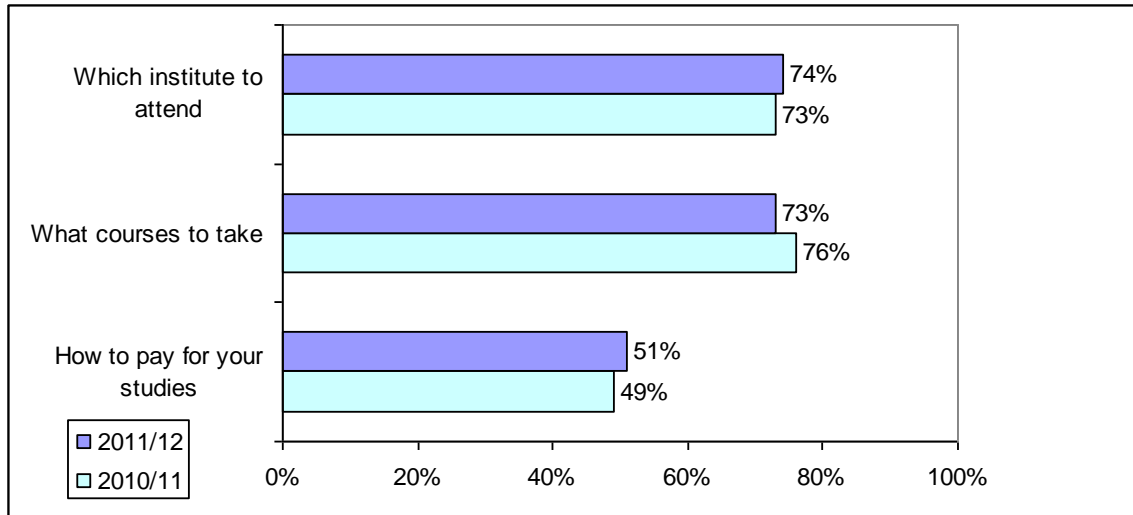


These relationships covered a wide variety of program and course areas. From ABE and College Preparation to Trades, Fine Arts and University Courses. Costs covered by IAHLA institutes related to these relationships most frequently were for administrative support, but also for tuition, materials/books and travel expenses.

4.7 Learner Knowledge About Institutes

In 2011/12, when adult learners were asked how much they knew about which institute to attend almost three-in-four (74%) said they knew a lot or a fair bit. A similar proportion (73%) said they knew a lot or a fair bit about what courses to take. However, only 51% knew a similar amount about how to pay for their studies. In 2010/11, similar proportions of students reported holding these levels of knowledge.

*Exhibit 4.11 – Level of Knowledge About Institutes, Courses and Funding
(A Lot/A Fair Bit)*



5.0 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 incoming learners' reading, writing and math levels;
- Using methodologies to help learners “contextualize” information;
- Through articulated and transferable courses or programs;
- 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).

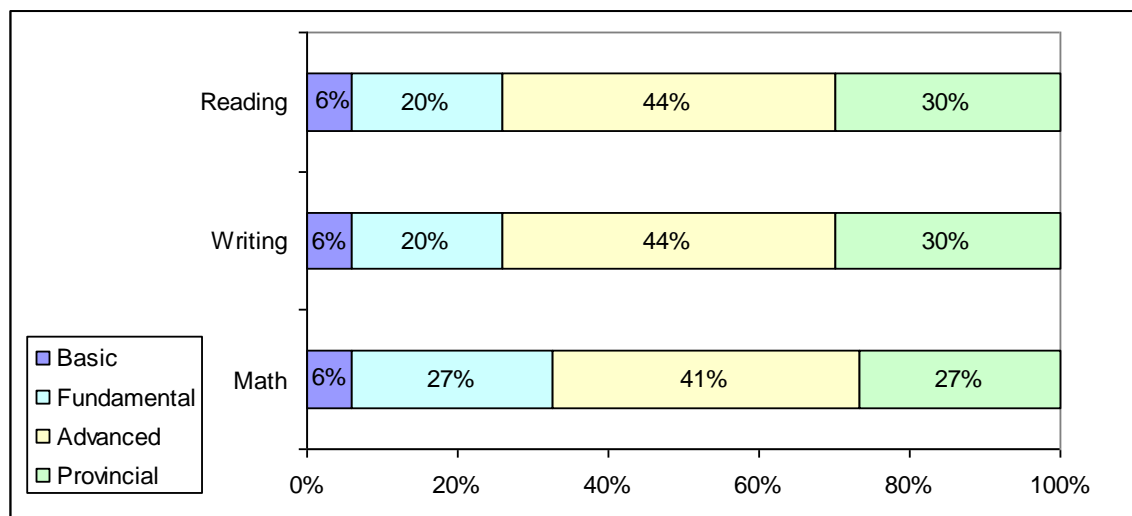
5.1 Reading, Writing and Math Assessments

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

In 2011/12, seven (30%) institutes reported on 178 new students assessed at each *reading* level, 183 new students assessed at each *writing* level, and 176 new students assessed at each *math* level. Most incoming students were assessed at the Advanced or Provincial levels in reading (74%), writing (74%) and math (68%).

In 2010/11, eleven (50%) institutes reported on 265 new students assessed at each *reading* and *writing* level, as well as on 244 new students assessed at each *math* level. Most incoming students were assessed at the Advanced or Provincial levels in reading (80%), writing (80%) and math (78%).

Exhibit 5.1 – Reading, Writing and Math Levels of New Students in 2011/12



In 2011/12, institutes were asked to indicate what assessment tools they use to place incoming learners. Most frequently institutes used the Canadian (Adult) Achievement Tests for reading, writing or math assessments, along with their own institutes' assessments. "Other" assessments used included continuous assessment and other tools. In 2010/11, institutes also reported most frequently using these two types of tools for student assessments.

Exhibit 5.2 – Student Assessment Tools Used to Place Students

	2011/12			2010/11		
	Reading	Writing	Math	Reading	Writing	Math
Canadian Adult Achievement Test or Canadian Achievement Test	57%	48%	57%	36%	36%	36%
Your institute's assessment	26%	30%	30%	36%	36%	32%
Another institute/college assessment	17%	17%	17%	29%	29%	29%
Structure of Intellect	17%	17%	13%	14%	14%	14%
Test of Essential Workplace Skills	9%	9%	9%			
Better Learner Assessment Checklist (IAHLA/UVIC/NVIT)	9%	9%	9%			
Accuplacer	9%	4%	9%	9%	9%	9%
Other	17%	9%	13%	18%	18%	18%
No Assessment Tools Reported	9%	13%	9%	9%	9%	9%

5.2 Methodologies to Promote English Language Comprehension

Some IAHLA members have learners who have adequate reading skills but find their comprehension lags behind. It has been suggested that this may be due to the learners' style of communicating and how they process information. For example, some learners are more familiar with English as it is spoken in their community than formal, academic English. In light of this, some educators use methodologies to help learners "contextualize" information. They do this to make it more relevant, and reinforce comprehension. Here are two examples:

- A. Asking students to "read the instructions and then explain what it means in the words you would use if you were explaining it to your Auntie."
- B. Translating text books into talking books to accommodate learners who have difficulty retaining written words, but are capable of retaining information received orally.

Almost one-half (48%) of responding institutes reported they use methodologies specifically to help ensure information is comprehended by learners. Four of these institutes reported using "example A" above as a comprehension methodology. Other methods reported included:

- Plain language usage;
- Indigenous methodologies;
- Oral explanations, reading to students, translating texts to talking print;

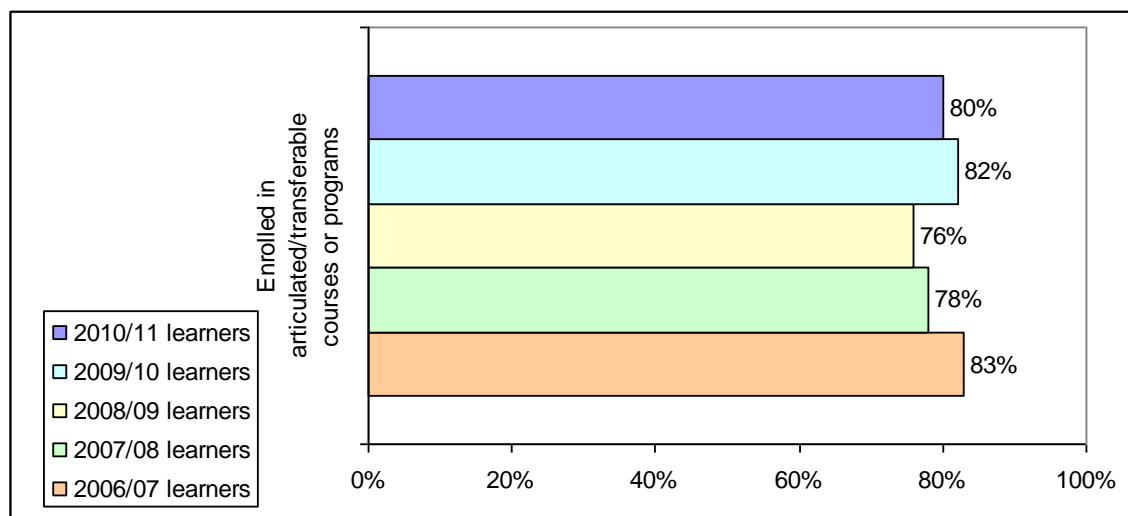
- Students create digital stories on various topics from cultural activities to how to do fractions;
- Multi-sensory facilitation, reminding people of their Structure of Intellect profiles, experiential learning activities (hands on) leaders and learners from all of us (we learn from each other) checking-back and continuous feedback and evaluations;
- Developing assessment tools pre and post to support all learners; and,
- Reading and summarizing.

Eighty-three percent of responding institutes reported they would be interested in connecting with other IAHLA institutes to share English language comprehension methodologies.

5.3 Course and Program Enrolments

In 2011/12, institutes reported learner enrolments for the previous academic year (in 2010/11). Most 2010/11 learners were 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 institutions. Twenty institutes reported this information for 2,688 learners. Eighty percent of these learners were enrolled in at least one articulated/transferable course or program and 20% were not.

Exhibit 5.3 – Students Enrolled in Articulated/Transferable Courses or Programs



Base: 2,688 2010/11 learners at 20 institutes; 2,532 2009/10 learners at 21 institutes; 2,530 2008/09 learners at 19 institutes; 2,204 2007/08 learners at 22 institutes; 2,142 2006/07 learners at 20 institutes.

About one-quarter of 2010/11 learner enrolments were in (non-trades) post-secondary certificate, diploma or degree programs. In 2010/11, learners enrolled in at least 3,092 programs or courses at 20 institutes. One learner could be enrolled in more than one program or course. Of these program or course enrolments:

- 24% (749 learners) were in ABE or adult upgrading courses (to Grade 12);
- 23% (722) were in trades certificate or diploma programs or courses;
- 18% (560) were in (non-trades) post-secondary certificate or diploma programs;
- 8% (256) were in post-secondary degree programs; and,
- 26% (805) were in other programs or courses (e.g., First Aid, Food Safe, computer skills, WHMIS or post/credential/upskilling areas).

Of 402 enrolments in ABE or adult upgrading courses (to Grade 12), 76% reported using BC Ministry of Education curriculum and 22% reported using BC Ministry of Advanced Education curriculum and 2% reported using both curricula.

Of 750 enrolments in other programs or courses, 94% were in basic/additional skills training (e.g., First Aid, FoodSafe, WHMIS, computer skills) and 6% were in post-credential/upskilling (e.g., nursing or education professional development, negotiation skills).

In 2010/11 there were many more enrolments reported in *trades* programs or courses than in previous years. In the previous four years, enrolments ranged from 2,326 to 3,906 in total. Total enrolments included from:

- 739 to 891 enrolments in ABE or adult upgrading courses;
- 133 enrolments in trades certificate or diploma programs or courses;

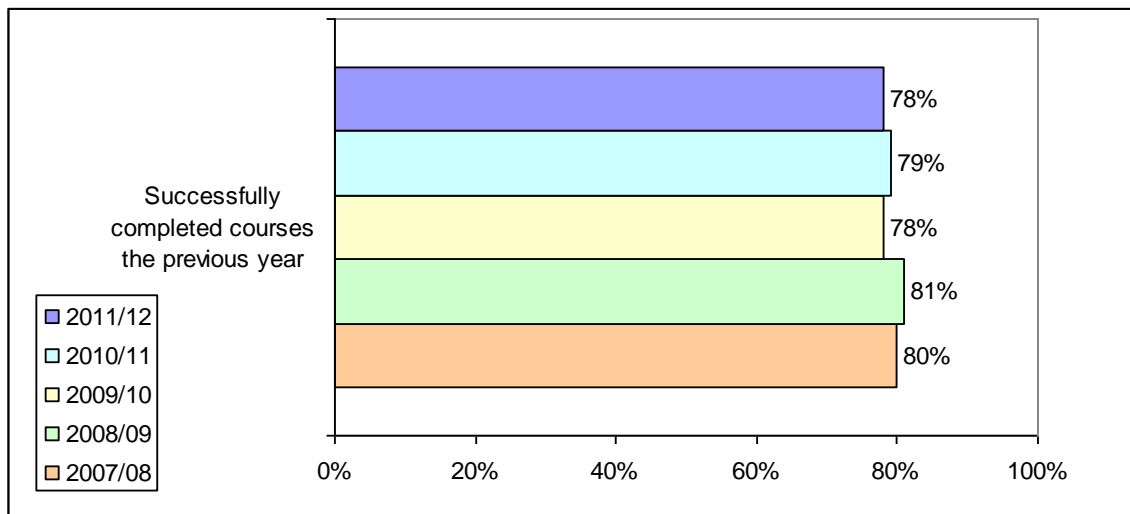
- 1,095 to 1,239 enrolments in post-secondary certificate, diploma or degree programs or courses; and,
- 614 to 1,643 enrolments in other programs or courses.

5.4 Learner Completions

In 2011/12, institutes reported the course completion rate for their learners the previous academic year (in 2010/11). In 2011/12, institutes reported an overall 2010/11 course completion rate of 78%. Whether learners successfully completed one or more of the courses or programs they were enrolled in that year was reported for 1,618 of these learners at 19 institutes¹³. Of those, 78% (1,261 learners) successfully completed at least one course they were enrolled in that year and 22% did not.

This course completion rate has ranged from 78% to 81% over the past five years.

Exhibit 5.4 – Learners Who Successfully Completed at Least One Course



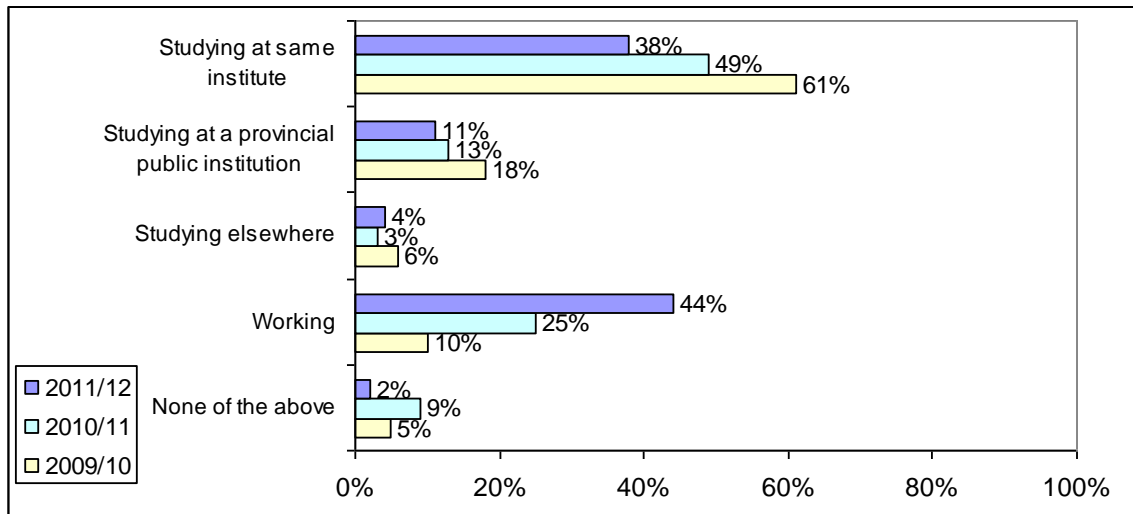
Base: 1,618 2010/11 learners at 19 institutes; 1,095 2009/10 learners at 17 institutes; 890 2008/09 learners at 18 institutes; 1,134 2007/08 learners at 20 institutes; 1,190 2006/07 learners at 20 institutes.

¹³ NVIT did not report this information in 2011/12, 2010/11, 2009/10, 2008/09 or 2007/08.

Whether 2010/11 learners were continuing with courses or programs or working in 2011/12 was reported for 1,032 of these learners at 20 institutes. Among these learners, 38% were continuing to study at the same institute, 11% at a provincial (BC), public college, university or institute and 4% elsewhere.

2010/11 learners were more likely to be working this year than learners in earlier years. Forty-four percent were working this academic year and not continuing with courses or programs. Two percent were reportedly doing none of the above (neither continuing to study nor working).

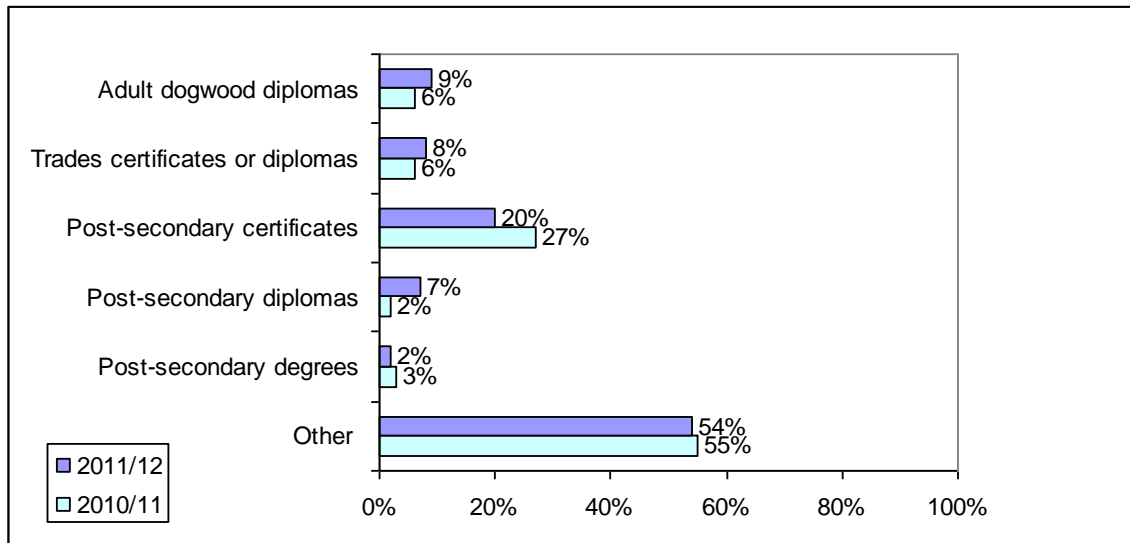
Exhibit 5.5 – What Last Years’ Learners are Doing This Year



Base: 1,032 2010/11 learners at 20 institutes; 861 2009/10 learners at 21 institutes; 587 2008/09 learners at 18 institutes.

In 2011/12, 21 (91%) responding institutes provided the number of certificates, diplomas, degrees or other credentials awarded to students in the last academic year (2010/11)¹⁴. Of the 1,407 such awards, 8% were trades certificates or diplomas and 9% were Adult Dogwood diplomas. About one-fifth (20%) were (non-trades) post-secondary certificates, 7% were (non-trades) post-secondary diplomas and 2% were post-secondary degrees. More than one-half (54%) were other awards (including first aid, crew boss and computer training awards).

Exhibit 5.6 – Credentials Awarded to Students Last Year



Base: 1,407 2011/12 learners at 21 institutes; 855 2010/11 learners at 19 institutes.

Other awards and post-secondary certificates/diplomas were also common in previous years.

In 2010/11, 19 (86%) responding institutes provided the number of certificates, diplomas, degrees or other credentials awarded to students in the last academic year (2009/10)¹⁵. Of the 855 such awards, 6% were trades certificates or diplomas and 6% were Adult Dogwood diplomas. About one-quarter (27%) were (non-trades) post-secondary certificates, 2% were (non-trades) post-secondary diplomas, 3% were post-secondary degrees. More than one-half (55%) were other awards.

In 2009/10, more than three-quarters of the awards made to students in the last academic year were certificates. In 2009/10, 19 (90%) responding institutes provided the number of certificates, diplomas, degrees or other awards made to students in the last academic year (2008/09)¹⁶. Of the 1,081 such awards¹⁷, 75% were industry-specific

¹⁴ By, or in affiliation with, a public post-secondary institution (these awards include those made by NVIT).

¹⁵ By, or in affiliation with, a public post-secondary institution (these awards include those made by NVIT).

¹⁶ By, or in affiliation with, a public post-secondary institution (these awards include those made by NVIT).

¹⁷ One institute reported an exceptionally high number of industry-certificates. If this one number is excluded from the analysis, the results are very similar to the previous year's awards. Of 526

certificates, 14% were post-secondary certificates, 5% were post-secondary diplomas, 1% were post-secondary degrees and 5% were other awards (including Adult Dogwoods and course-specific awards).

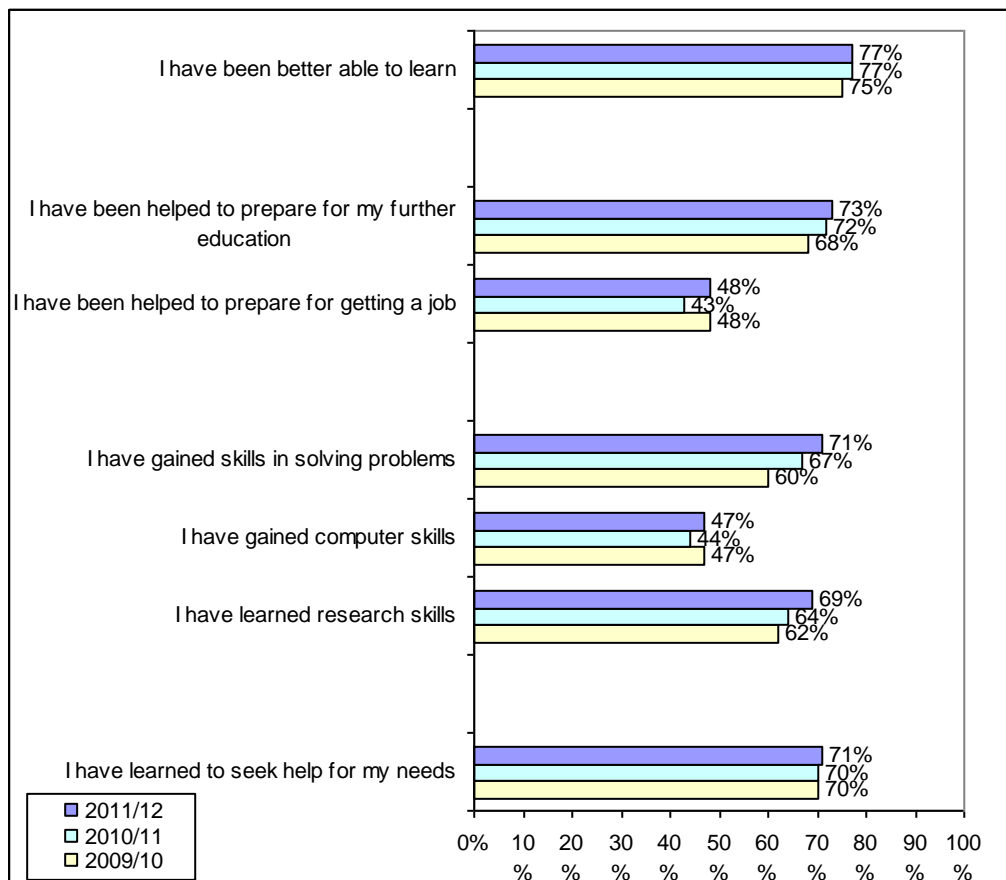
5.5 Learner Ratings of Learning

In 2011/12, 77% of learners agreed they had been better able to learn since beginning at their institute – they either strongly agreed (40%) or somewhat agreed (37%). Seventy-three percent of learners (73%) agreed they had been helped to prepare for their further education and 48% agreed that they had been helped to prepare for getting a job.

Most learners agreed they had gained problem solving skills (71%) and/or research skills (69%), and about one-half (47%) agreed they had gained computer skills. More than two-thirds (71%) agreed they had learned to seek help for their needs.

In 2010/11 and 2009/10, learners agreed similarly with their learning in most areas.

Exhibit 5.7 – Learner Ratings of Learning



Base: Total 2011/12 Learners Responding N = 343, Total 2010/11 Learners Responding N = 435, Total 2009/10 Learners Responding N = 361

awards, 48% were industry-specific certificates, 29% were post-secondary certificates, 10% were post-secondary diplomas, 2% were post-secondary degrees and 10% were other awards (including Adult Dogwoods and course-specific awards).

6.0 Learners' Personal Development

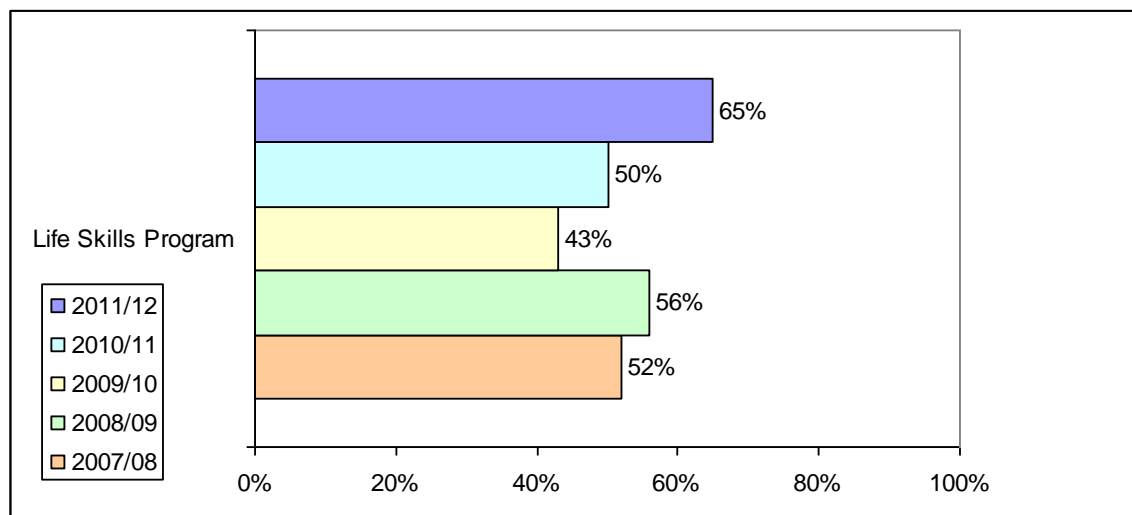
First Nations institutes support learners' personal development through:

- 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 partners.

6.1 Life Skills Programs

In 2011/12, 65% of the responding institutes provided life skills programs (including planning, goal setting, time management, etc.). This is a higher proportion of responding institutes than in most of the previous years.

Exhibit 6.1 – Institutes Providing Life Skills Programs



In 2011/12, nine of the fifteen responding institutes that offered a life skills program reported the number of learners who participated in their program last year (in 2010/11). In total, 260 learners participated in these programs last year. This ranged between 9% to 100% of the learners reported as enrolled in their programs in 2010/11 where these data were available. For four of these nine institutes, this was more than 50% of their total enrolment that year.

In the four previous years, life skills program participation was reported for 119 to 294 learners at eight to 12 institutes. Usually 50% or more of an institute's total enrolment participated in these programs each year.

Among the learners surveyed in 2011/12, 32% were or had been enrolled in a life skills program since beginning their studies at the institute. Of these learners, 89% reported

they had benefited from the skills and information they learned and 6% said they did not benefit (the remainder did not respond to this question).

In 2011/12, somewhat fewer learners had been enrolled in life skills programs as compared to some earlier years.

Exhibit 6.2 – Learners Enrolled in Life Skills Programs

	2011/12	2010/11	2009/10	2008/09	2007/08
	N=343	N=435	N=361	N=405	N=404
Percent enrolled in a Life Skills program since beginning their studies	32%	36%	42%	45%	49%
Did Benefit	89%	92%	94%	90%	94%
Did Not Benefit	6%	3%	1%	8%	4%
No response	6%	5%	5%	2%	2%

6.2 Short Non-Credit Courses or Short-Term Workshops

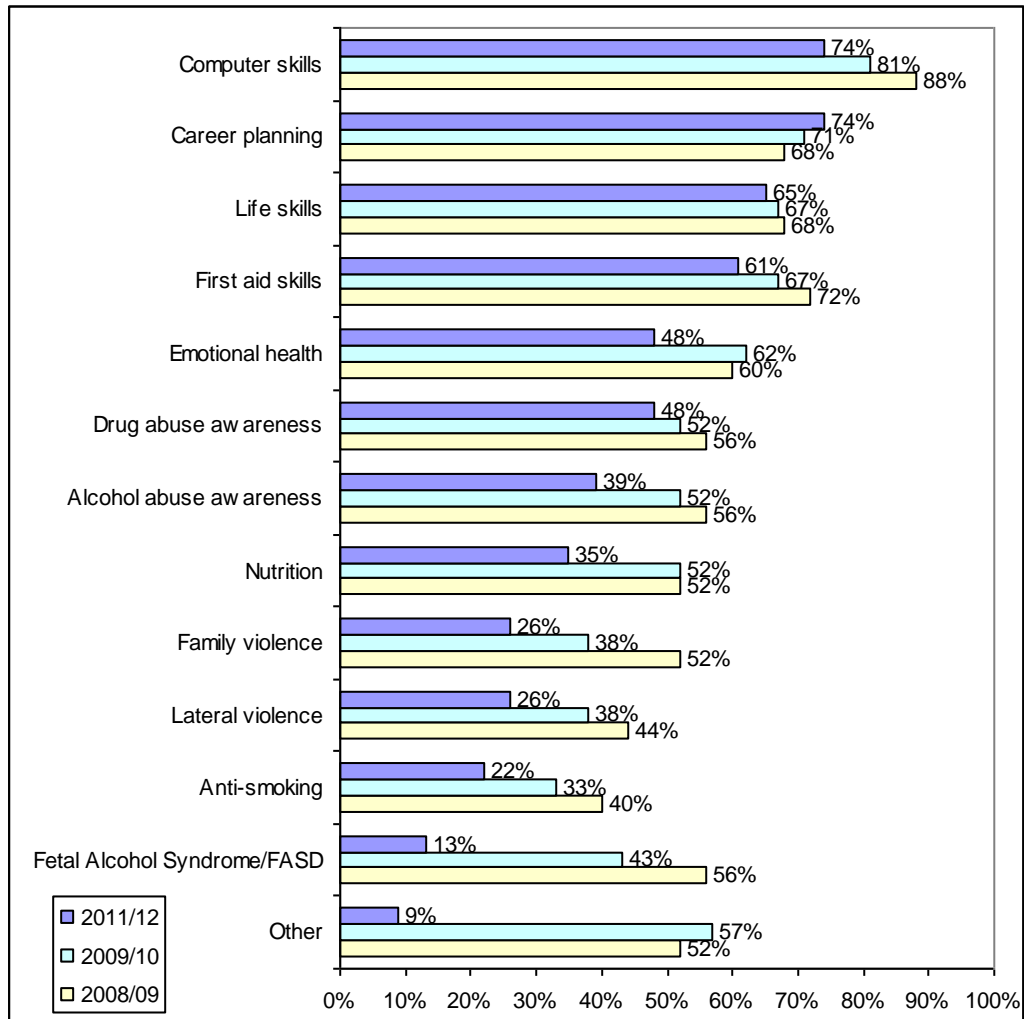
In 2011/12, life skills were also the subject of short non-credit courses and short-term workshops at two-thirds (65%) of the institutes. Seventy-four percent of institutes offered courses or workshops on computer skills, 74% on career planning and 61% on first aid skills.

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

“Other” courses or workshops offered by institutes included those on metacognition and True Colours.

Most (19) of the responding institutes offered at least one or more short, non-credit courses or short-term workshops.

Exhibit 6.3 – Institutes Providing Short Non-Credit Courses or Short-Term Workshops¹⁸



In the 2009/10 and 2008/09 IAHLA Data Collection Project survey, computer skills, first aid skills and career planning courses and workshops were most common.

¹⁸ This question was not asked in the 2010/11 IAHLA Data Collection Project.

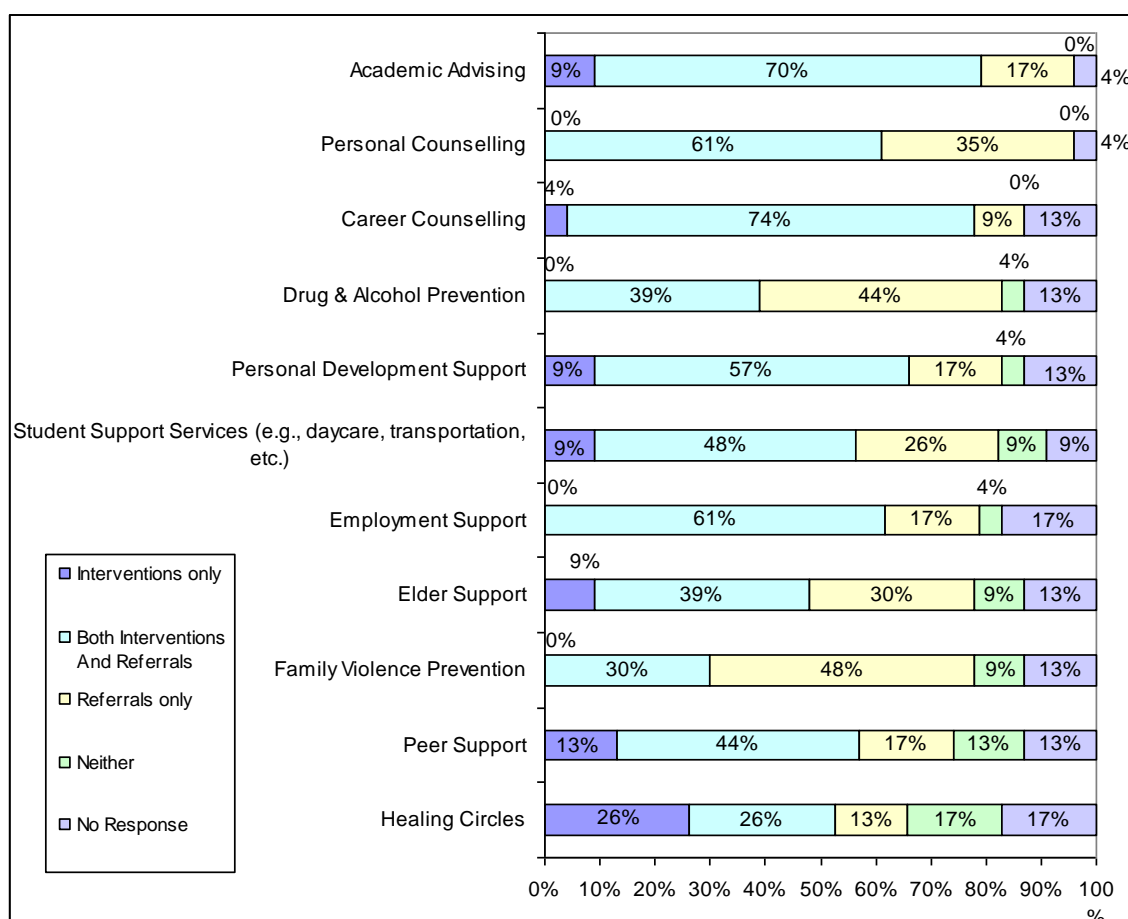
6.3 Student Support Services

6.3.1 Interventions and Referrals

In 2011/12, most often the institutes provided learner *interventions and/or referrals* for academic advising, personal counselling and career counselling. Personal development support, student support and drug & alcohol prevention services were also provided by more than 80% of the institutes.

In the 2010/11, 2009/10 and 2008/09 IAHLA Data Collection Project surveys, academic advising *interventions and/or referrals* were also most common.

Exhibit 6.4 – Interventions and Referrals Provided



In 2011/12, *interventions* were most common for academic advising (79%) and career counselling (78%) and personal development (66%) services.

Referrals only were most common for family violence prevention (48%), drug and alcohol prevention (44%) and personal counselling (35%).

“Other” interventions and referrals included those related to family meetings, crisis counselling and Elder mentoring.

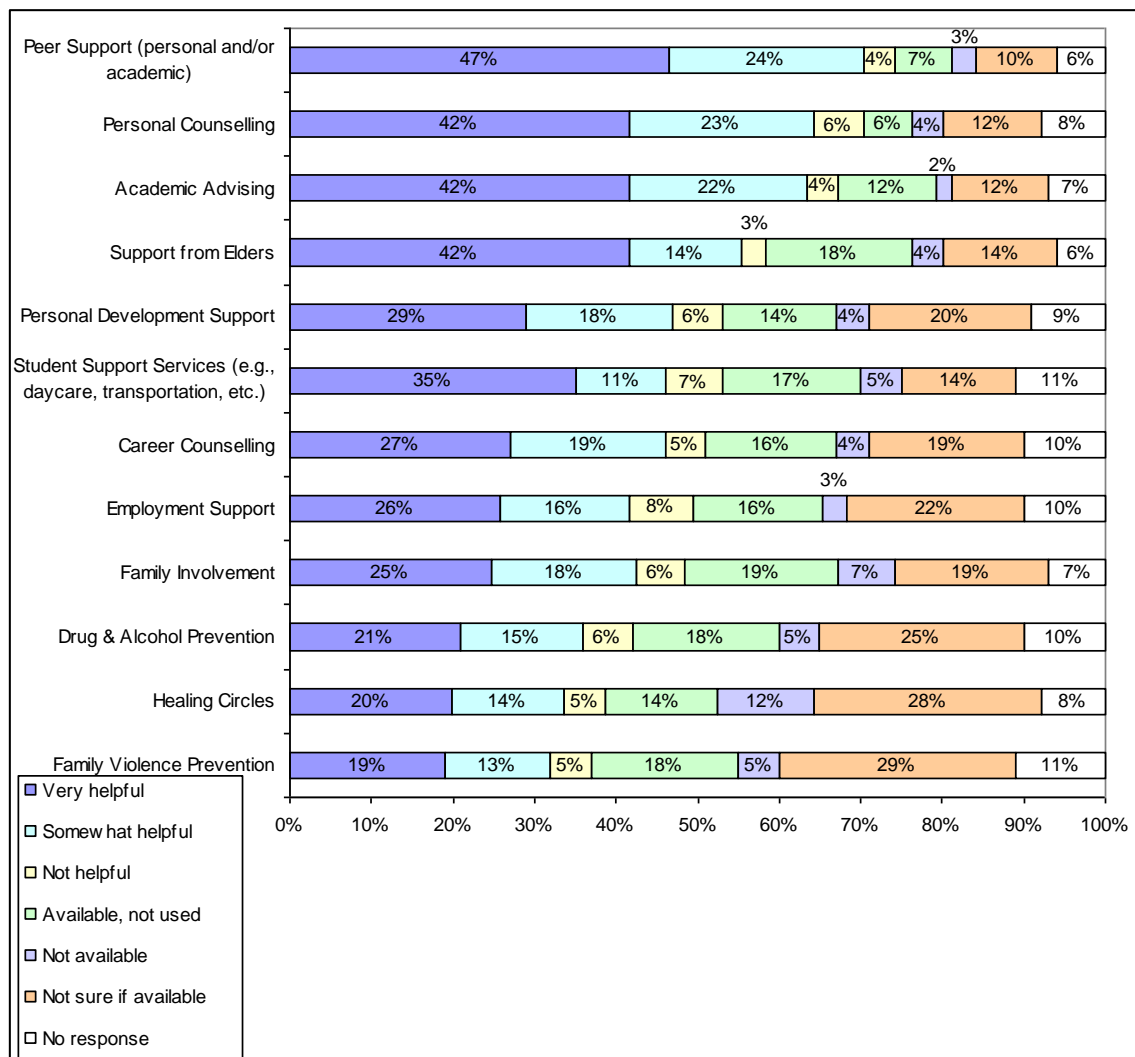
6.3.2 Helpfulness of Student Support Services

In 2011/12, most often the learners surveyed have used peer support (75%), followed by personal counselling (71%) and academic advising (68%). About three-in-five have used support from Elders (59%), and one-in-two have used personal development support (53%), student support services (53%) and career counselling (51%). More than one-third have used the other student services asked about.

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

In 2010/11, 2009/10, 2008/09 and 2007/08, most often the learners surveyed had also used peer support and academic advising services.

Exhibit 6.5 – Helpfulness of Student Support Services



Base: Total 2011/12 Learners Responding N = 343

6.4 Links to Partners

Institutes establish links with partners (within and outside the community) in order to offer programs and supports to learners.

In 2011/12, institutes most frequently linked with communities, on-reserve agencies/societies and Tribal Councils to offer programs and supports. More than one-in-three also linked with Aboriginal Skills and Employment Training Strategies (ASETS) funded by Human Resources and Skills Development Canada (HRSDC), public school districts or schools and health services.

Exhibit 6.6 – Partners Linking with Institutes

	2011/12
	N = 23
Communities	61%
On-Reserve Agencies/Societies	52%
Tribal Council	48%
ASETS (HRSDC)	39%
Public school district or schools	39%
Health services	39%
Employment services	30%
Aboriginal Service Plans Funding (AVED)	30%
Off-Reserve Agencies/Societies	26%
Active Measures (AANDC)	26%
First Nations schools	26%
Child and family services	26%
Social development services	26%
Other First Nations institutes	17%
Economic Development Corporation	17%

6.5 Learner Ratings on Their Personal Development

In 2011/12, most learners agreed they felt better about themselves (83%) and/or more confident (77%) since beginning at their institute.

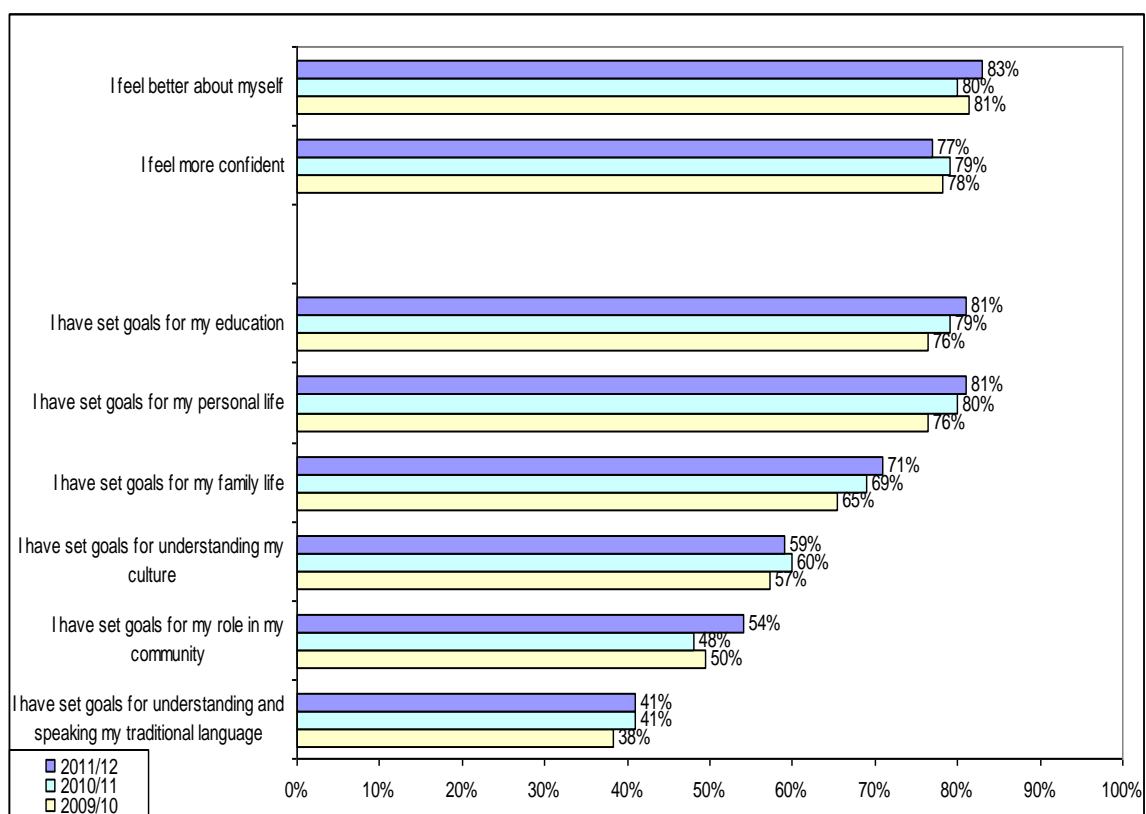
Similarly, large groups of learners had set goals for their education (81%) and/or for their personal lives (81%).

Many had also set goals for their family life (71%), for understanding their culture (59%) and/or for their role in their communities (54%).

Forty-one percent had set goals for understanding and speaking their traditional language.

In 2010/11 and 2009/10, more than 75% of learners agreed they feel better about themselves and/or more confident since beginning at their institutes. Most frequently, learners had consistently set goals for their education and personal lives (among the future goals asked about in the Project).

Exhibit 6.7 – Learner Ratings on Their Personal Development

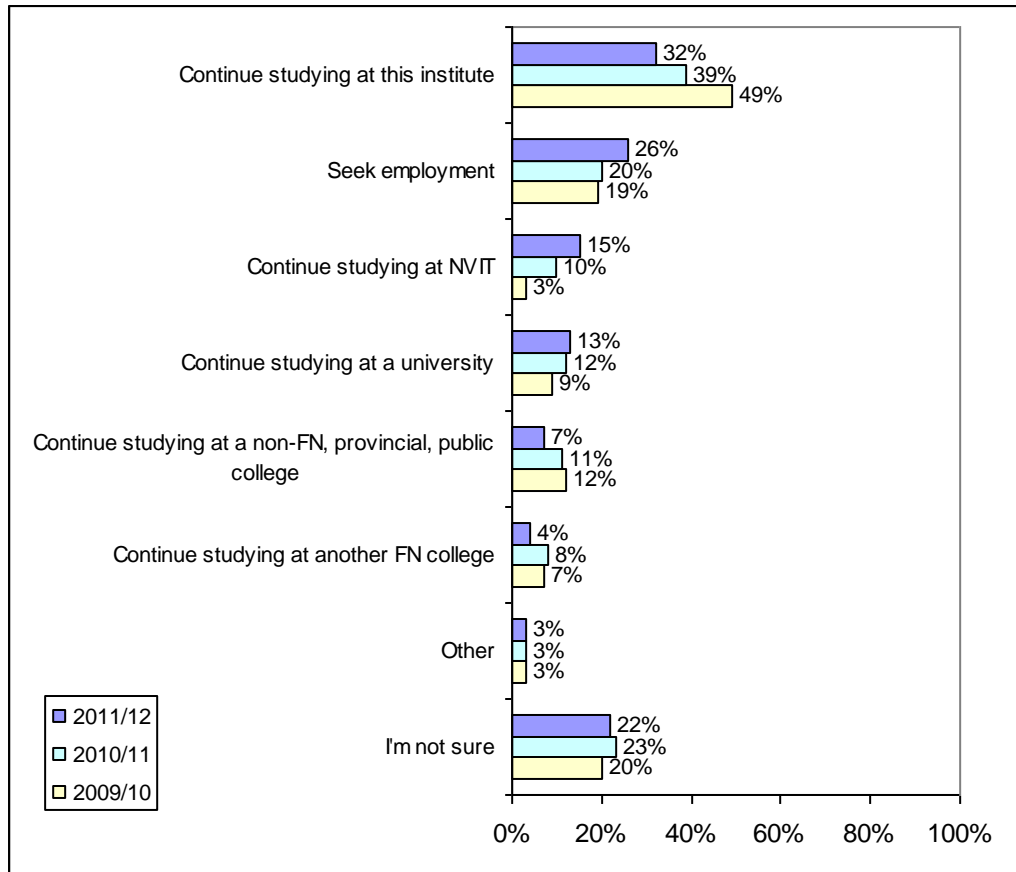


Base: Total 2011/12 Learners Responding N = 343, Total 2010/11 Learners Responding N = 435, Total 2009/10 Learners Responding N = 361

In 2011/12, most learners planned to continue to study the next academic year (in 2012/13) – most often at the same institute (32%), but also at provincial public colleges, universities or First Nations institutes. In comparison, 26% intended to seek employment the next academic year and 22% were not yet sure of their goals for the next academic year.

In 2010/11 and 2009/10, learners also planned primarily to continue to study the next academic year at the same institute.

Exhibit 6.8 – Learner Goals for Next Year



Base: Total 2011/12 Learners Responding N = 343, Total 2010/11 Learners Responding N = 435, Total 2009/10 Learners Responding N = 361

In 2011/12, 88% of the learners surveyed felt that their program of study was adequately preparing them to pursue their goal for the next academic year. Only 3% did not feel prepared (9% were unsure or did not respond to this question). Between 83% and 87% of surveyed learners reported feeling adequately prepared in previous years.

Exhibit 6.9 – Learner Goals for Next Year

	2010/11	2010/11	2009/10	2008/09	2007/08
	N=343	N=435	N=361	N=405	N=404
Adequately prepared for next year's goal	88%	85%	87%	84%	83%
Not adequately prepared	3%	3%	4%	3%	3%
Not sure/did not respond	9%	13%	9%	12%	15%

7.0 Cultural Development

First Nations institutes advance learners' cultural learning by:

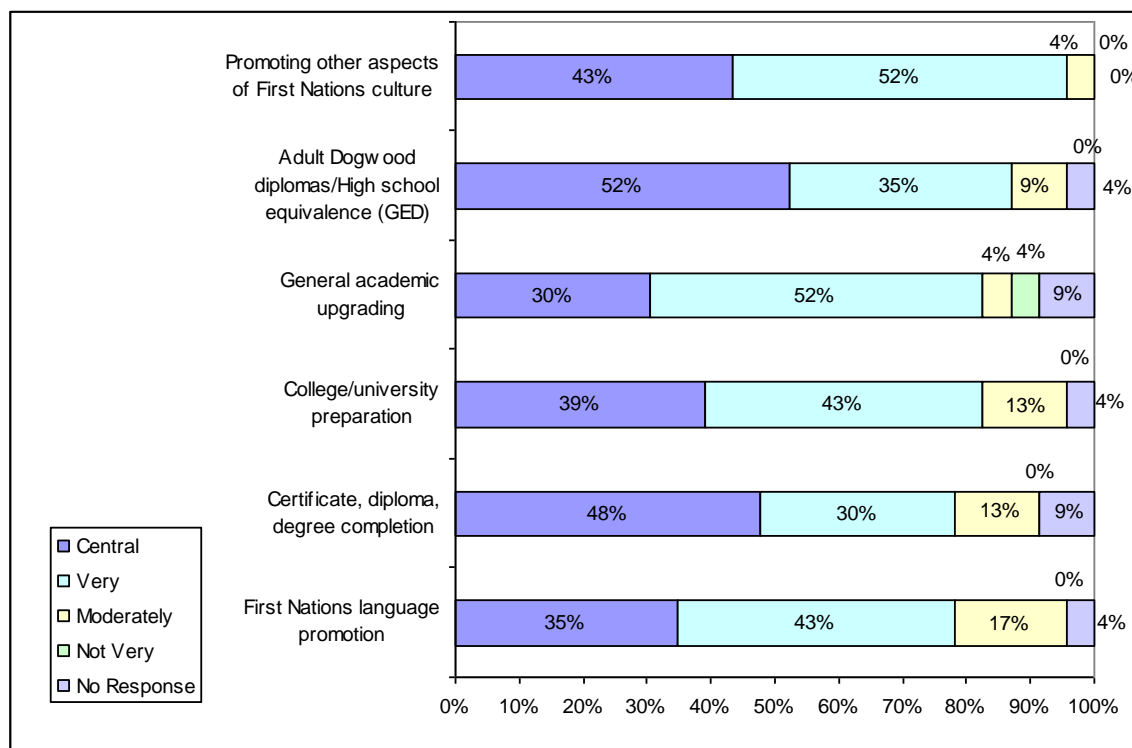
- Placing a high level of importance on promoting aspects of culture, in addition to academic goals;
- Delivering language courses; and,
- Being involved in language revitalization projects.

7.1 Cultural Promotion as an Institutional Goal

First Nations institutes place a high level of importance on promoting aspects of culture, in addition to academic goals. Promoting aspects of culture was centrally or very important to 96% of the institutes in 2011/12.

High school completion (87%) (either Adult Dogwood diplomas or GED completion), general academic upgrading (83%), and college/university preparation (83%) were also of high importance to institutes. Seventy-eight percent of institutes reported First Nations language promotion was centrally or very important to them. The same proportion (78%) reported certificate, diploma or degree completion was this important to them.

Exhibit 7.1 – Importance of First Nations Institute Goals



Cultural promotion also ranked highly in previous years.

Exhibit 7.2 – Importance of First Nations Goals

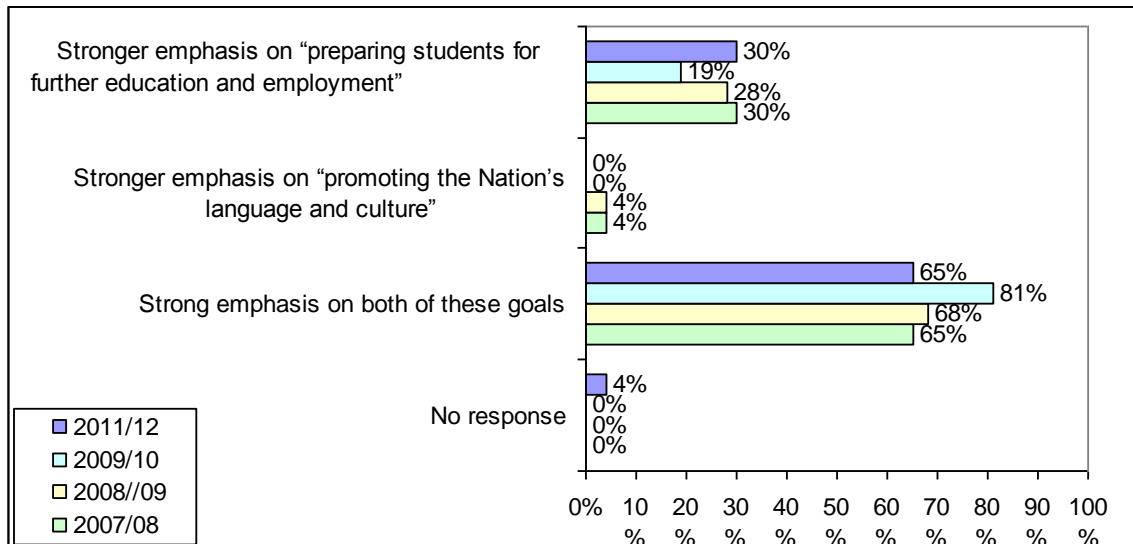
% of central importance or very important	2011/12	2010/11	2009/10	2008/09	2007/08
	N = 23	N = 22	N = 21	N = 25	N = 23
Promoting other aspects of culture	96%	100%	100%	88%	83%
Adult Dogwood diplomas/ High school equivalence (GED)	87%	82%	81%	72%	74%
General academic upgrading	83%	86%	86%	84%	79%
College/university preparation	83%	82%	81%	92%	83%
First Nations language promotion	78%	77%	81%	84%	74%
Certificate/diploma/degree completion	78%	73%	86%	84%	74%

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

When asked specifically about their emphasis on culture and language vis-a-vis education and employment in 2011/12, 65% of responding institutes reported they placed an equally strong emphasis on both goals. In comparison, 30% placed a stronger emphasis on preparing learners for further education and employment. No institutes reported placing a stronger emphasis on promoting the Nation’s language and culture in 2011/12. (One institute did not respond to this question.)

In the 2009/10, 2008/09 and 2007/08 IAHLA Data Collection Project surveys, most institutes also placed equally strong emphasis on both goals (81%, 68% and 65% respectively). This question was not asked in the 2010/11 IAHLA Data Collection Project.

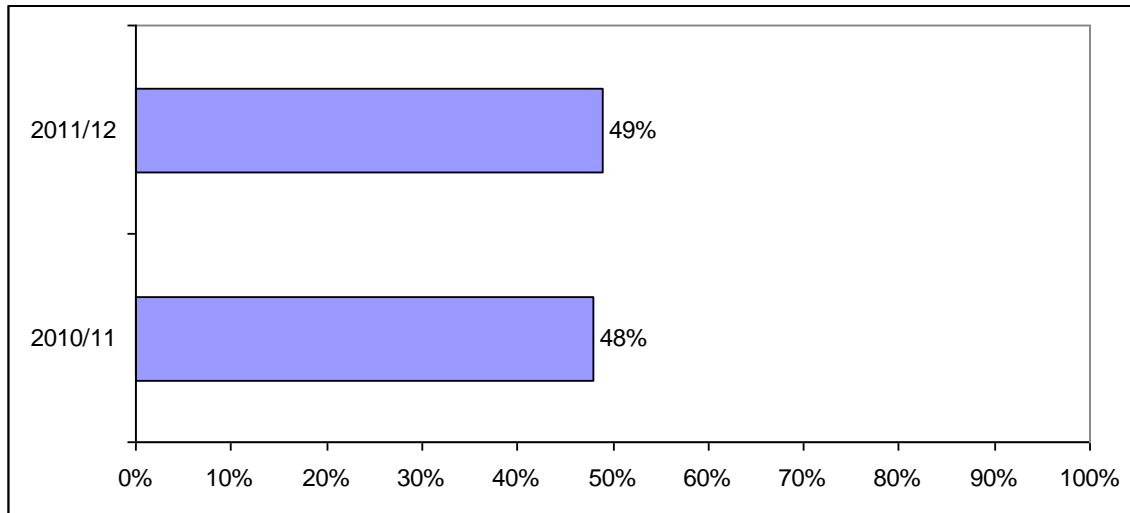
Exhibit 7.3 – Comparative Emphasis of Goals



7.3 Presence of First Nations Instructors

In 2011/12, whether or not instructors are First Nations was reported for 185 instructors at responding institutes. Among these 185 instructors, 91 (49%) were First Nations.

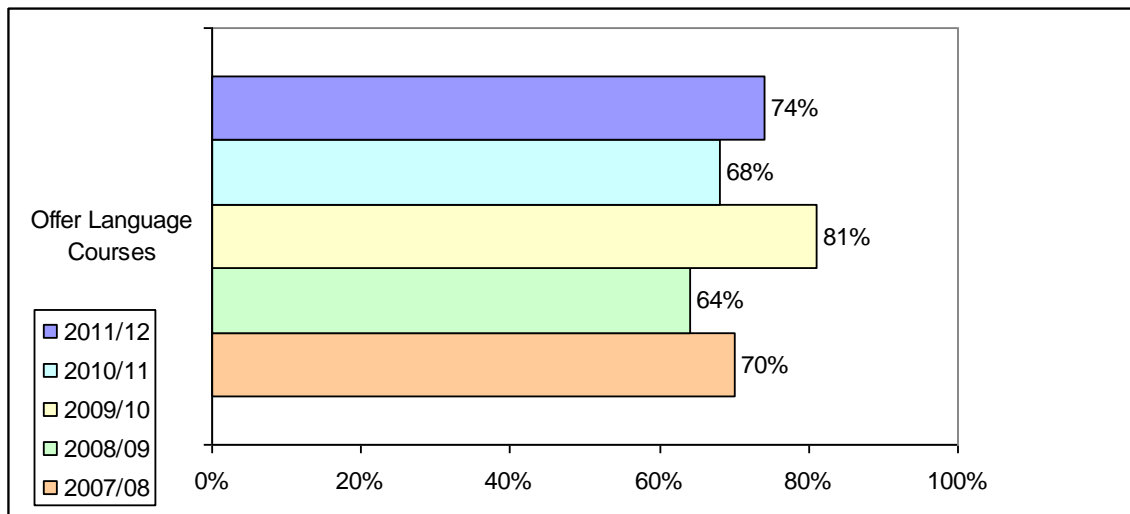
Exhibit 7.4 — First Nations Instructors



7.4 First Nations Language Courses

In 2011/12, 74% of responding institutes offered First Nations language courses. In previous years, between 64% and 81% of institutes had offered First Nations language courses.

Exhibit 7.5 – Institutes Offering First Nations Language Courses



In 2011/12, 35% of responding institutes offered language courses for credit, while 48% offered non-credit language courses. In previous years, between 41% and 48% of

institutes had offered language courses for credit, while between 32% and 48% had offered non-credit language courses.

Exhibit 7.6 – Types of First Nations Language Courses Being Offered

	2011/12	2010/11	2009/10	2008/09	2007/08
	N = 23 ¹⁹	N = 22 ²⁰	N = 21 ²¹	N = 25 ²²	N = 23 ²³
Credit courses	35%	41%	48%	48%	48%
Non-credit courses	48%	36%	48%	32%	39%

Language courses for credit were optional for most learners. In 2011/12, of the eight institutes that offered First Nations language courses for credit, five provided enrolment numbers totaling 140 learners enrolled in language courses for credit. Among these institutes, two had between 75% and 100% of their learners enrolled in language courses for credit and three had less than half of their learners enrolled in language courses. In the four previous years, credit language course participation was reported for 141 to 367 learners at eight to 11 institutes. Usually less than 50% of an institute's total enrolment participated in these courses each year.

In 2011/12, learners continue to be more likely to study language for more than three hours per week in courses for credit rather than non-credit courses.

Exhibit 7.7 – Language Courses—Hours Offered Per Week

	2011/12		2010/11		2009/10	
	Credit	Non-Credit	Credit ²⁴	Non-Credit	Credit	Non-Credit
More than three hours per week	22%	9%	27%	5%	29%	0%
Three hours or less per week	13%	35%	14%	32%	19%	38%
No courses of this type offered or course characteristics unknown	39%	30%	32%	32%	33%	43%
No language courses offered	26%	26%	32%	32%	19%	19%

Four institutes reported that their language courses offered transfer credits with public post-secondary institutions – three were related to (including) NVIT and the fourth institute offered transfer credits with Vancouver Island University.

Among the learners surveyed in 2011/12, 24% were studying First Nations language(s) as part of their studies at their institutes. Of these learners, 89% were satisfied with the progress they were making – either very satisfied (40%) or satisfied (49%).

¹⁹ These include 9% (two) institutes which offer both credit and non-credit language courses.

²⁰ These include 9% (two) institutes which offer both credit and non-credit language courses.

²¹ These include 14% (three) institutes which offer both credit and non-credit language courses.

²² These include 16% (four) institutes which offer both credit and non-credit language courses.

²³ These include 17% (four) institutes which offer both credit and non-credit language courses.

²⁴ 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.

One-third to one-half of learners had studied a First Nations language as part of their studies in previous years. They were just as likely to report that they were satisfied with the progress they were making.

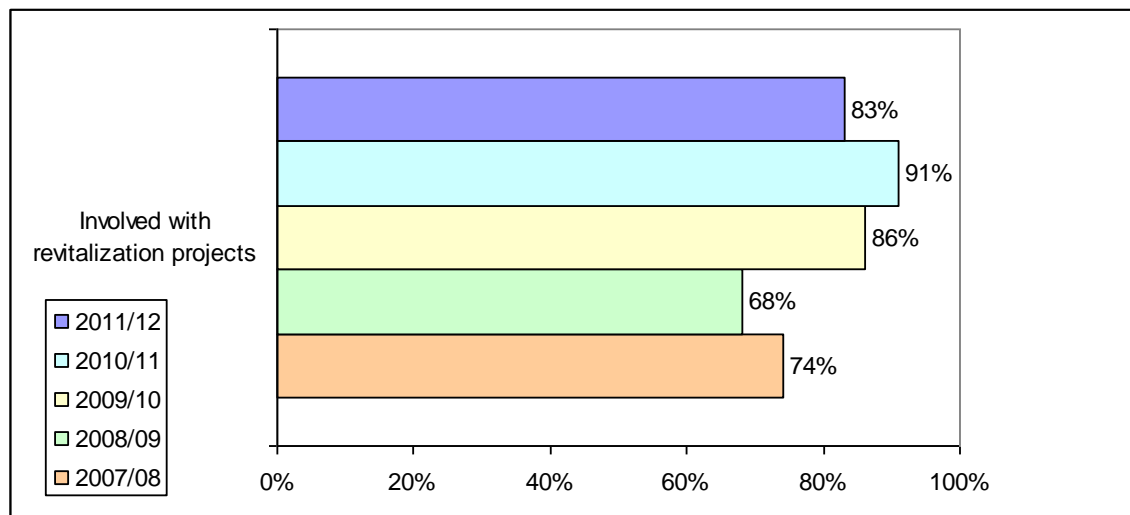
Exhibit 7.8 – Adult Learners Satisfaction with Language Courses

	2011/12	2010/11	2009/10	2008/09	2007/08
	N=343	N=435	N=361	N=405	N=404
Studying a First Nations language	24%	32%	47%	37%	40%
Total satisfied with progress they were making	89%	90%	86%	86%	87%
Very Satisfied	40%	47%	41%	32%	40%
Satisfied	49%	43%	44%	54%	47%

7.5 First Nations Language Revitalization Projects

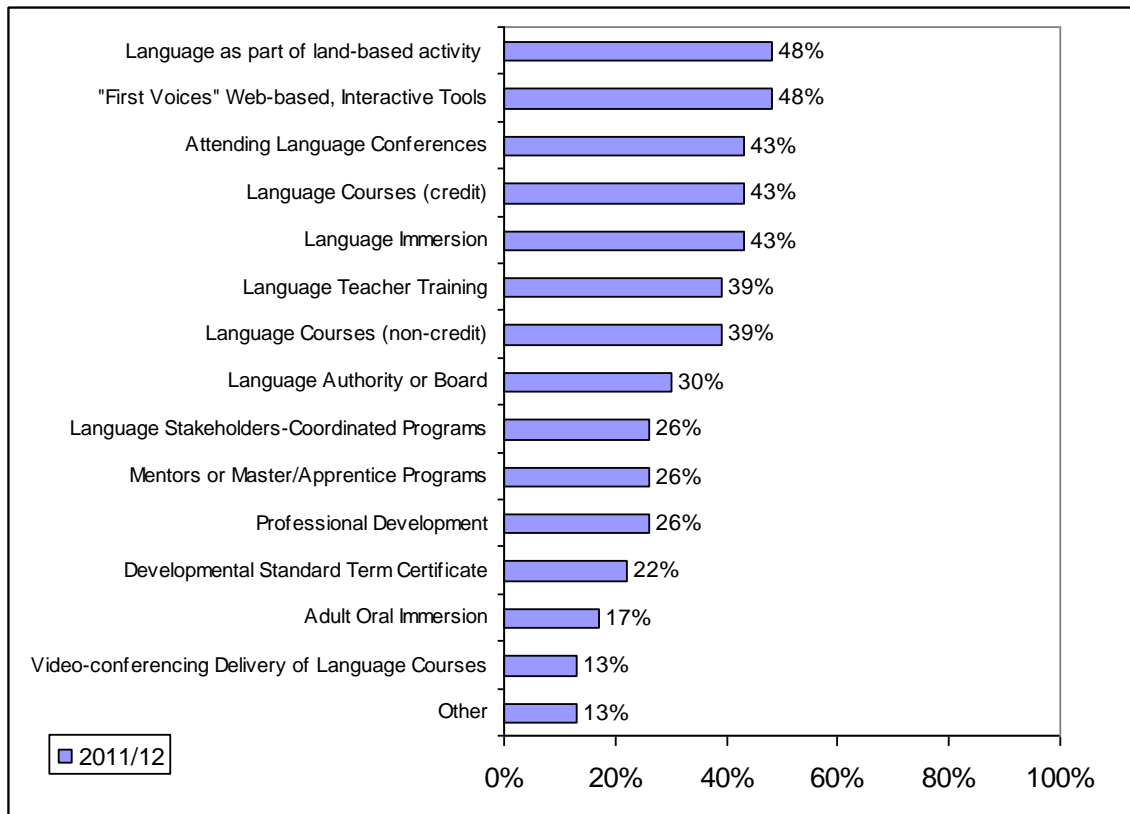
In 2011/12, 83% of the institutes were involved with First Nations language revitalization projects. In previous years, between 68% and 91% of responding institutes had been involved with such projects.

Exhibit 7.9 – Institutes Involved with Language Revitalization Projects



Land-based language projects e.g., berry picking and “First Voices” web-based interactive tools were most often occurring in 2011/12, followed by attending language conferences, language courses, and language immersion projects (including adult oral immersion).

Exhibit 7.10 – Language Revitalization Projects in 2011

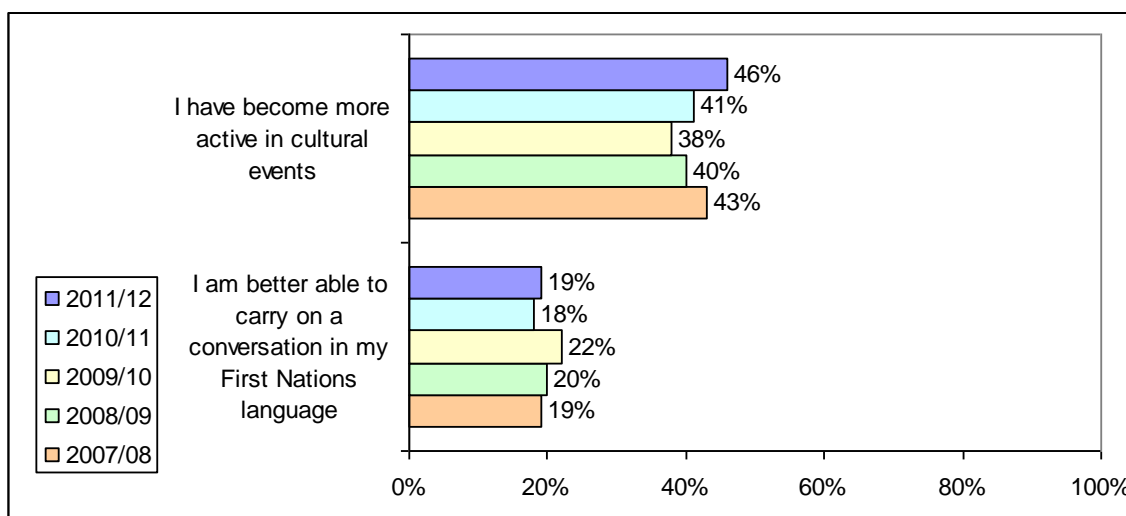


7.6 Learner Ratings on Language and Cultural Events

In 2011/12, 46% of learners agreed they had become more active in cultural events. One-in-five (19%) agreed they were better able to carry on a conversation in their First Nations language²⁵.

In 2010/11, 2009/10, 2008/09 and 2007/08, 38% or more of learners agreed they had become more active in cultural events, while 18% or more agreed they were better able to carry on a conversation in their First Nations language²⁶.

Exhibit 7.11 – Learner Ratings on Language and Cultural Events



Base: Total 2011/12 Learners Responding N = 343, Total 2010/11 Learners Responding N = 435, Total 2009/10 Learners Responding N = 361, Total 2008/09 Learners Responding N = 405, Total 2007/08 Learners Responding N = 404.

²⁵ In 2011/12, 28% of learners surveyed rated this question as “not applicable”.

²⁶ In 2010/11, 22% of learners surveyed rated this question as “not applicable”. Similarly, 21% (2009/10), 25% (2008/09) and 22% (2007/08) of learners surveyed rated this question as “not applicable”.

8.0 Leadership Development

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

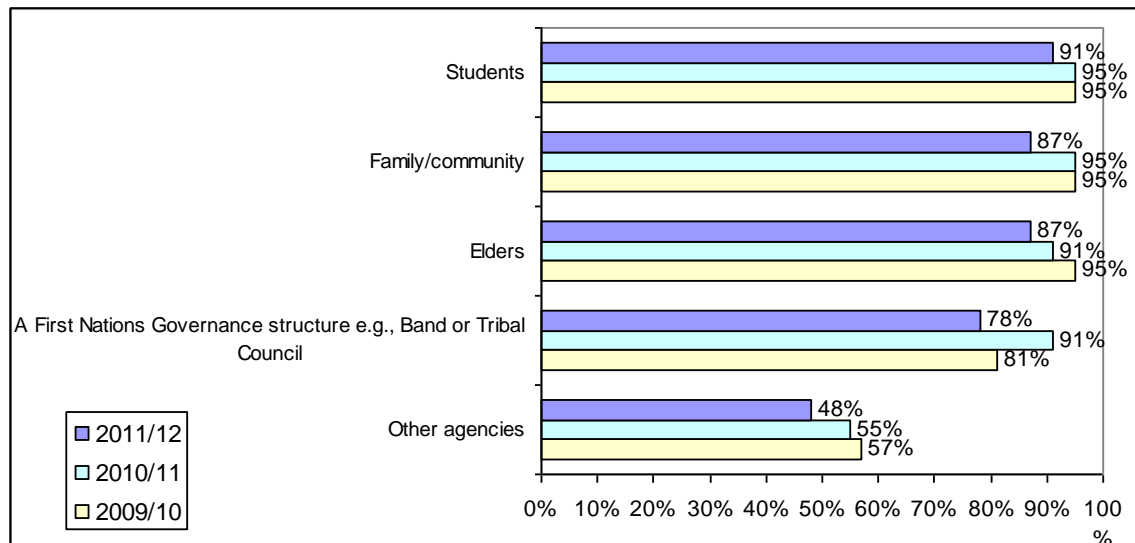
- Involving community members in programming and learning;
- Involving students in programming and learning as well as leadership opportunities; and,
- Encouraging and/or enabling learners to become more active in their communities.

8.1 Groups Directly Involved with Programming/Learning

Programming/learning is a collaborative effort. Almost all (96%) of the surveyed institutes reported involving other groups directly in their programming/learning in 2011/12 (one institute did not respond to this question). The most common groups directly involved were students, family/community members, Elders and a First Nations governance structure such as a Band or Tribal Council. Almost one-half of responding institutes involved other agencies.

In the two previous years, 80% or more of institutes also reported all groups (with the exception of other agencies) as being involved directly in programming and learning.

Exhibit 8.1 – Groups Directly Involved with Programming/Learning



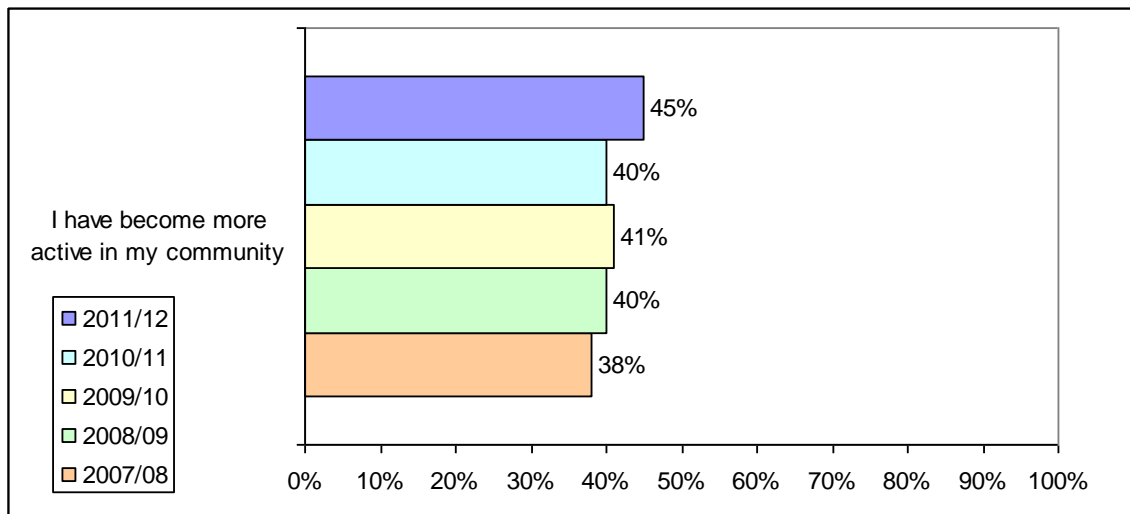
8.2 Learner Ratings of Becoming More Active in Community

In 2011/12, 78% of learners said they live in the same community when they are not studying as when they are. Twenty percent said they live elsewhere in BC and 2% live outside the province (1% did not answer this question).

In 2011/12, more than two-fifths (45%) of learners agreed they had become more active in their communities since beginning at their institute. A further 37% were neutral about such activity – possibly because they were active before, or because they felt this question was not applicable to them e.g., their institute was not located in their community.

In previous years, from 38% to 41% of learners agreed they had become more active in their communities since beginning at their institute.

Exhibit 8.2 – Learner Ratings on Becoming More Active in Community



Base: Total 2011/12 Learners Responding N = 343, Total 2010/11 Learners Responding N = 435, Total 2009/10 Learners Responding N = 361, Total 2008/09 Learners Responding N = 405, Total 2007/08 Learners Responding N = 404

9.0 Student Satisfaction

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

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

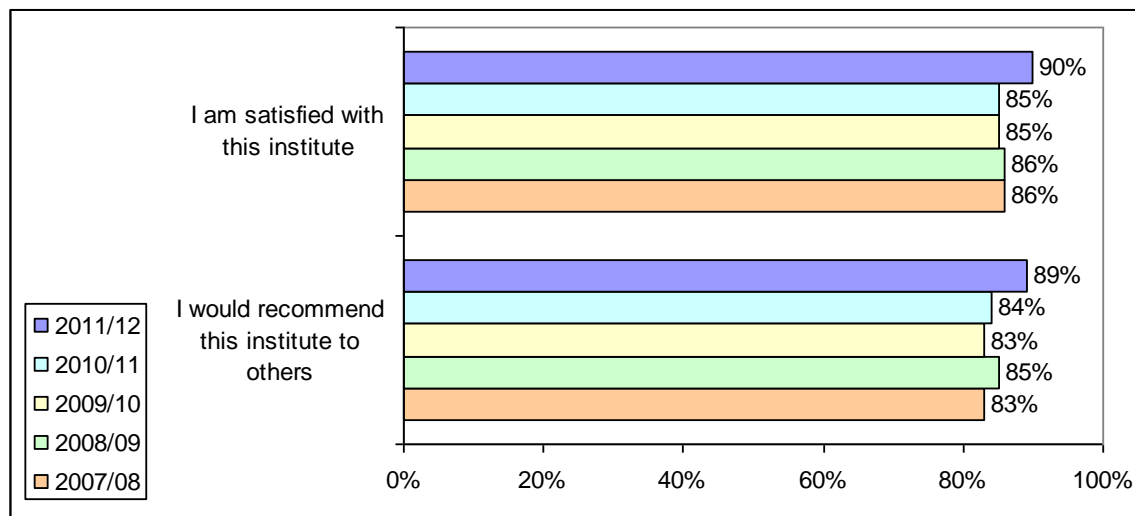
The Project also asks institutes how they gather student feedback (other than through the Project). For example, institutes were asked whether they use general student satisfaction surveys or course/instructor evaluation forms.

9.1 Overall Satisfaction and Willingness to Recommend

In 2011/12, 90% of learners agreed they were satisfied, overall, with their institutes – they either strongly agreed (58%) or somewhat agreed (32%). Similarly, 89% said they would recommend their institutes to others.

In previous years, 83% or more learners agreed they were satisfied overall with, or would recommend, their institutes.

Exhibit 9.1 – Overall Satisfaction and Willingness to Recommend



Base: Total 2010/11 Learners Responding N = 435, Total 2009/10 Learners Responding N = 361, Total 2008/09 Learners Responding N = 405, Total 2007/08 Learners Responding N = 404

In 2011/12, three-in-four (84%) learners agreed they liked the courses they had taken – they either strongly agreed (53%) or somewhat agreed (31%). More than two-thirds (74%) liked the availability and range of courses available.

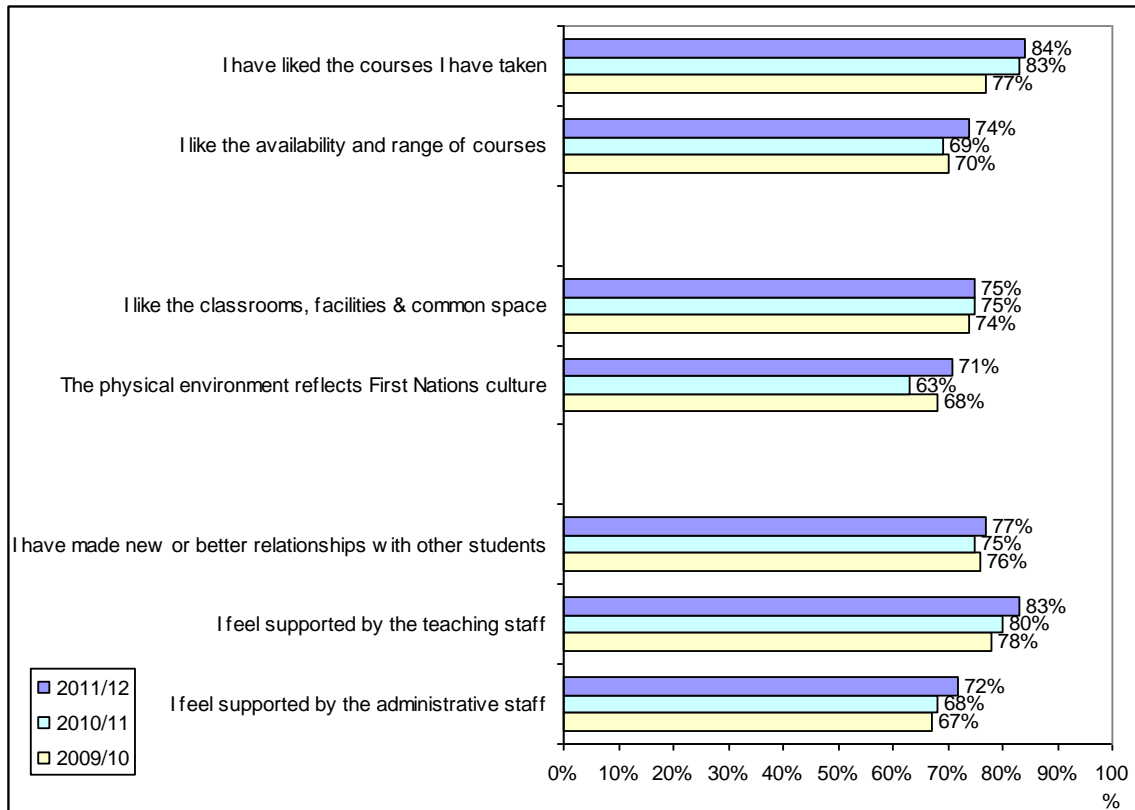
Most learners (75%) liked the classrooms, facilities and common spaces at their institutes. They also agreed (71%) that their institute’s physical environment reflects First Nations culture.

Most learners (77%) agreed they had made new or better relationships with other learners, and that they felt supported by teaching staff (83%) as well as by administrative staff (72%).

In 2010/11, student satisfaction with courses, facilities and relationships ranged between 63% and 83%. Learners rated the support they had received from teaching staff and the courses they had taken most highly.

In 2009/10, student satisfaction with courses, facilities and relationships ranged between 67% and 78%. Learners rated the support they had received from teaching staff and the courses they had taken most highly.

Exhibit 9.2 – Student Satisfaction Ratings



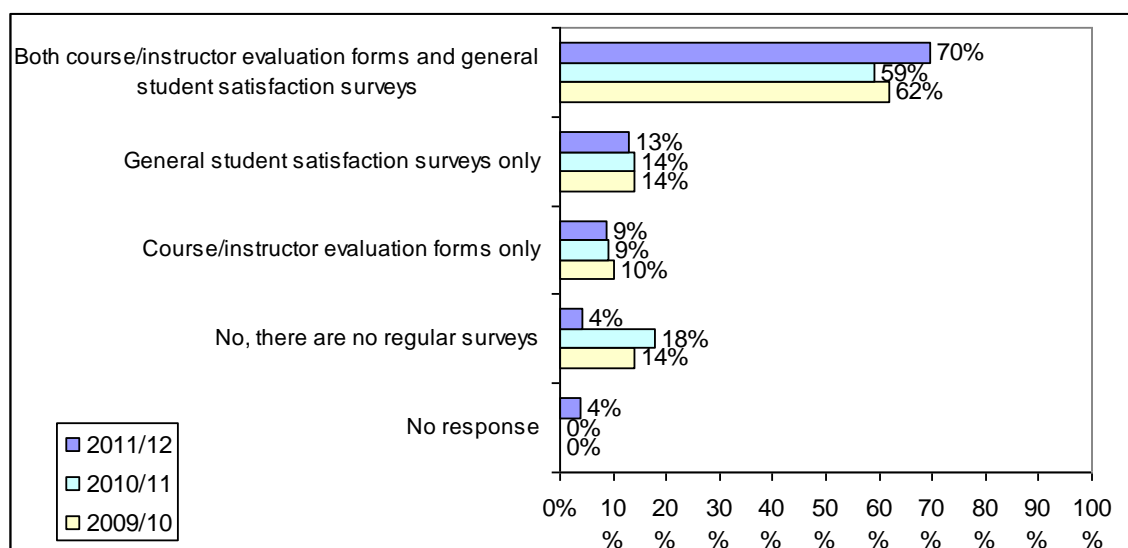
Base: Total 2011/12 Learners Responding N = 343, Total 2010/11 Learners Responding N = 435, Total 2009/10 Learners Responding N = 361

9.2 Institutes' Use of Surveys to Gather Student Feedback

In 2011/12, most (92%) institutes gathered student feedback through general surveys or evaluation forms. Seventy percent of responding institutes used both general student satisfaction surveys and course/instructor evaluation forms. A further 13% used only student satisfaction surveys and 9% used only course/instructor evaluation forms. Four percent did not use regular surveys and four percent did not respond to the question.

Survey use was similar in 2010/11 and 2009/10, though a somewhat larger proportion of institutes reported using both kinds of surveys in combination in 2011/12.

Exhibit 9.3 – Surveys Used to Gather Student Feedback



9.3 Institutes' Use of IAHLA Data Collection Project Reports

Institutes were asked how they use the prior years' individual institute reports returned to them by this Data Collection Project. These reports include total (provincial) responses for questions on the institute and student questionnaires along with the responses specific to each institute.

Responding institutes most frequently reported using the individual institute reports for educational/strategic planning (57%). Forty-three percent used them for integrating with other education and training services and almost one-third (30%) used them to report on results. Twenty-six percent used the reports for student recruitment and community capacity development planning. "Other" purposes included for proposal development and to improve services to students.

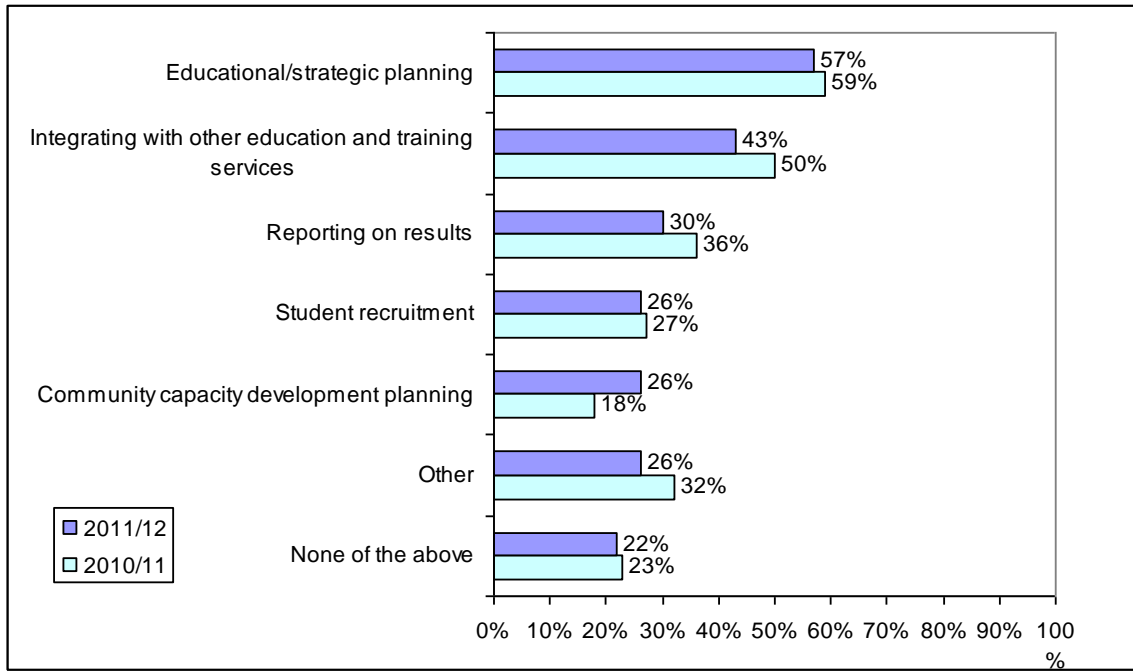
Almost one-quarter of the institutes reported not using the reports. These included institutes who had not received a report before (were new to the project in 2011/12) along with those whose staff/contacts were new in 2011/12.

In 2010/11, responding institutes also most frequently reported using the individual institute reports for educational/strategic planning (59%). One-half (50%) used them for

integrating with other education and training services and one-third (36%) used them to report on results. Twenty-seven percent used the reports for student recruitment. “Other” purposes included for enhancing student learning and support.

In 2009/10, responding institutes most frequently reported using the individual institute reports for educational planning (57%). One-half (48%) used them to report on results and 38% used them for integrating with other education and training services. One-third (33%) used the reports for community-based education. “Other” purposes included for proposal development and to enhance student learning and support.

Exhibit 9.4 – Institute Use of Data Collection Project Individual Institute Reports²⁷



²⁷ 2009/10 institute response data are not presented in this Exhibit because different response categories were used at that time.